

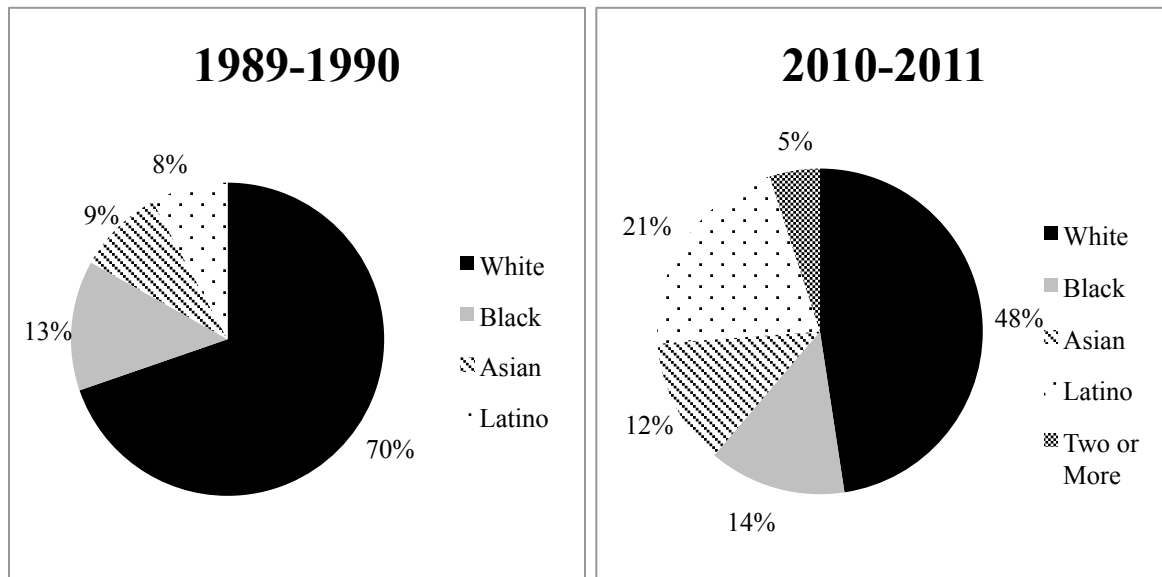
## Northern Virginia

### Enrollment

- Northern Virginia's public school enrollment was the most racially diverse of any region in the state.
- White students accounted for less than half of the enrollment, and Latinos, Asians and blacks all constituted substantial and increasing proportions of it. The overall share of the Asian and Latino enrollment was much higher in Northern Virginia than in the Norfolk or Richmond regions.
- The proportion of Latino students in Northern Virginia increased almost three-fold since 1989, from 8% to 21%. Latino students currently represent the largest racial minority in the region.
- The Asian enrollment rose from 9% to 12%.
- At 14%, black students also made up a significant proportion of students in Northern Virginia, though that percentage rose far less dramatically between 1989 and 2010 than comparable figures for Asian and Latino students.

Figure 1

*Public School Enrollment by Race, Northern Virginia*



*Notes:* American Indian students less than 1% of enrollment. Total CBSA enrollment in 1989 was 238,482. In 2010, total enrollment was 434,087.

*Source:* U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey Data.

- Compared to the Norfolk and Richmond regions, the overall share of white students in Northern Virginia's urban schools declined less dramatically--even as the same trend in Northern Virginia's suburban schools was more intense.
- In 1989, whites made up about 45% of students in urban schools, compared to roughly 39% in 2010. The same decline was much steeper in the region's suburban schools, however, falling from about 72% in 1989 to 65% in 1999 and then to 43% in 2010.
- Asian and Latino students accounted for much of the growth in the diversity of the region's suburban schools. And unlike trends in Richmond-Petersburg, the share of black students in Northern Virginia's suburban schools actually declined slightly between 1999 and 2010.
- Black and Latino students were more likely to enroll in Northern Virginia's urban schools than in suburban settings (though by increasingly smaller margins), while the reverse was true for Asian and white students.

Table 1

*Public School Enrollment by Race in Urban and Suburban Schools, Northern Virginia*

	Urban Schools					Suburban Schools				
	White	Black	Asian	Latino	Other	White	Black	Asian	Latino	Other
Northern Virginia										
1989-1990	45.1%	26.5%	8.8%	19.5%	0.1%	72.1%	11.5%	9.7%	6.4%	0.3%
1999-2000	40.4%	24.4%	9.4%	25.6%	0.2%	64.8%	14.4%	10.5%	10.0%	0.4%
2010-2011	38.6%	18.6%	9.8%	28.0%	0.2%	43.0%	13.6%	14.2%	23.7%	0.3%

*Notes:* Other schools include town and rural schools. Data comprises schools open 1989-2010, 1989-1999-2010, 1999-2010, and only 2010. We apply 2010 boundary codes to all years.

*Source:* U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey Data.

**Concentration**

- The concentration of minority students in intensely segregated and apartheid school settings was much less severe in Northern Virginia than in other parts of the state, even as white students accounted for an increasingly smaller share of the region's enrollment.
- Apartheid school settings were not present in any of the three time periods. Instead, schools in Northern Virginia were much more likely to be multiracial--reporting that three or more racial groups constituted at least 10% of the enrollment--or predominately minority.

Table 2

*Multi-Racial and Minority Segregated Schools, Northern Virginia*

	<b>Total Schools</b>	<b>% of Multi-Racial Schools</b>	<b>% of 50-100% Minority Schools</b>	<b>% of 90-100% Minority Schools</b>	<b>% of 99-100% Minority Schools</b>
Northern Virginia					
1989-1990	336	28.3%	18.5%	0.3%	
1999-2000	435	39.3%	23.2%	1.1%	
2010-2011	513	60.4%	48.3%	3.7%	

*Note:* Blank cells represent no schools. Minority school represents black, Latino, American Indian, and Asian students. Multi-racial schools are those with any three races representing 10% or more of the total student enrollment.

*Source:* U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey Data.

- Northern Virginia's multiracial schools were much less likely to report concentrations of poverty than intensely segregated schools.
- Roughly one-third of students in multiracial schools were low-income, compared to about two-fifths and three-quarters of students in 50-100% or 90-100% minority schools, respectively.

Table 3

*Students who are Low-Income in Multi-Racial and Minority Schools, Northern Virginia*

	<b>Overall Share Low-Income Students</b>	<b>% Low-Income in Multiracial Schools</b>	<b>% Low-Income in 50-100% Minority Schools</b>	<b>% Low-Income in 90-100% Minority Schools</b>	<b>% Low-Income in 99-100% Minority Schools</b>
Northern Virginia					
1999-2000	19.5%	31.0%	43.9%	66.6%	
2010-2011	27.4%	32.9%	41.1%	75.5%	

*Note:* Blank cells represent no schools. Minority school represents black, Latino, American Indian, and Asian students. Multi-racial schools are those with any three races representing 10% or more of the total student enrollment.

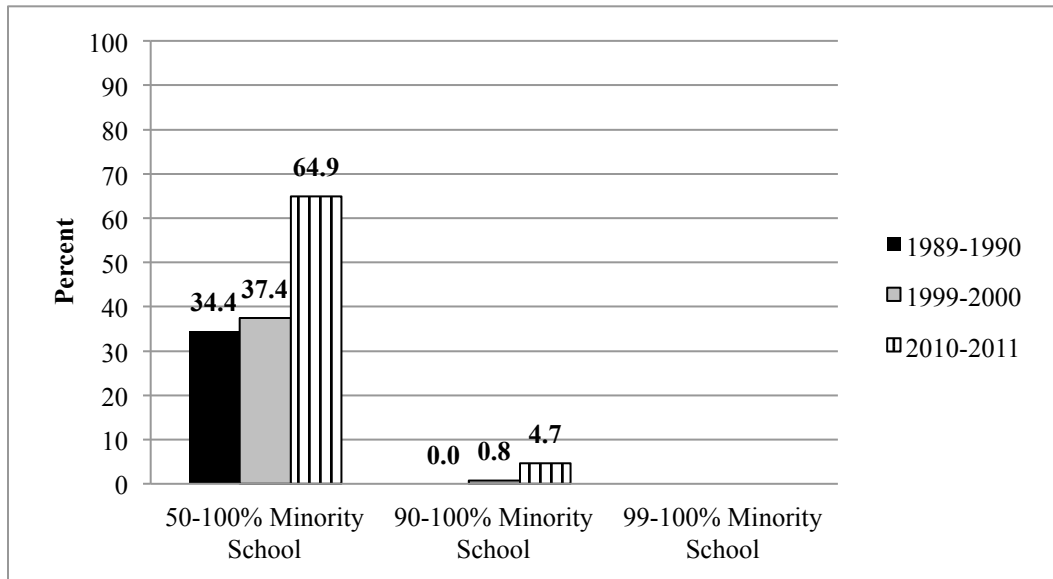
*Source:* U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey Data.

- Since 1989, black students in Northern Virginia became increasingly likely to enroll in predominately minority and intensely segregated schools.
- In conjunction with the region's swiftly declining proportion of white students, the share of black students attending 50-100% minority settings almost doubled--from about 35% to 65%--over the past two decades.
- During the same time period, the percentage of black students enrolled in Northern Virginia's intensely segregated schools shot up from 0% to almost 5%. Still, these

numbers were far less severe than similar figures in other metropolitan regions in Virginia.

Figure 2

*Black Students in Segregated Minority Schools, Northern Virginia*

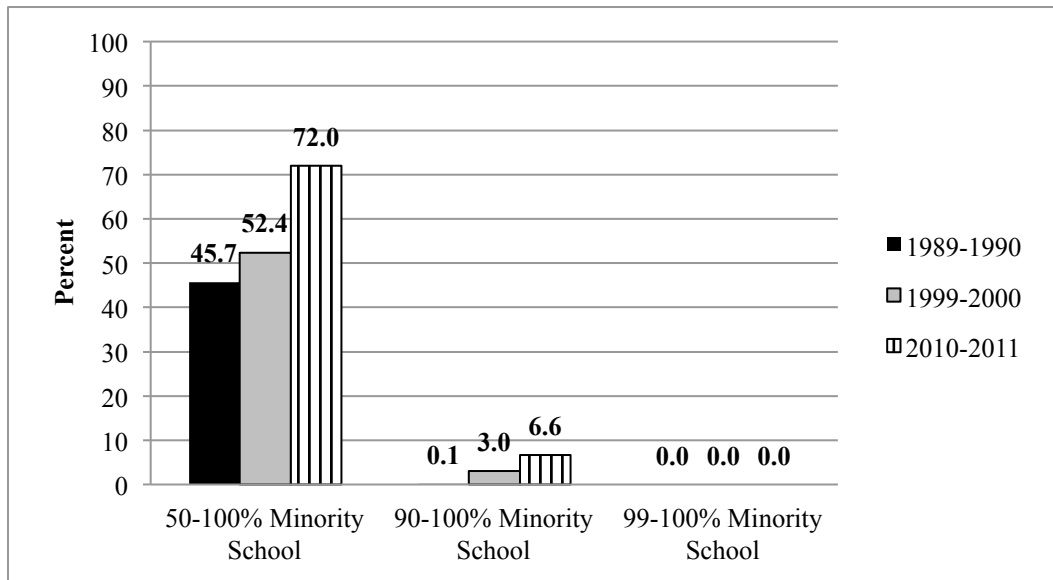


Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey Data.

- As Latino students became the region's largest minority group, they began to enroll in segregated school settings at higher levels than black students.
- Northern Virginia is the only region in the state reporting a pattern of more intense concentration of Latino students in segregated minority settings than black students.
- Almost three-quarters of Latinos enrolled in predominately minority schools in 2010. In the same year, nearly 7% attended an intensely segregated setting.

Figure 3

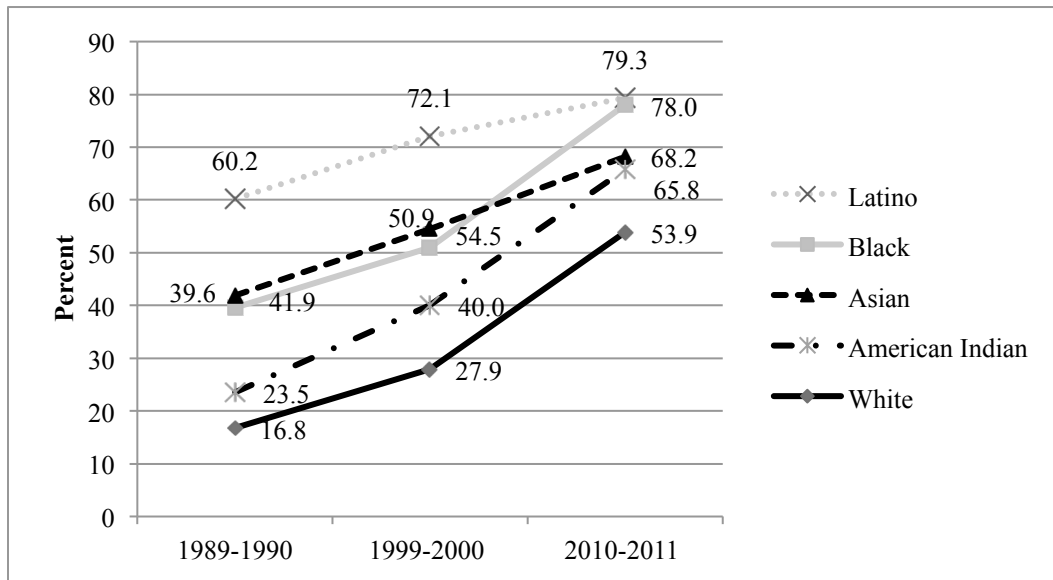
*Latino Students in Segregated Minority Schools, Northern Virginia*



Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey Data.

- Overall shares of students of all races attending multiracial schools were much higher in Northern Virginia than in other regions of the state.
- Nearly 80% of black and Latino students in Northern Virginia attended multiracial schools, compared to about 70% of Asian and American Indian students and just over 50% of white students.
- In 2010, black students enrolled in multiracial schools at the same level as Latino students, a significant shift since 1999.
- All groups have experienced increases over the past two decades.

Figure 4  
*Students in Multi-Racial Schools by Race, Northern Virginia*

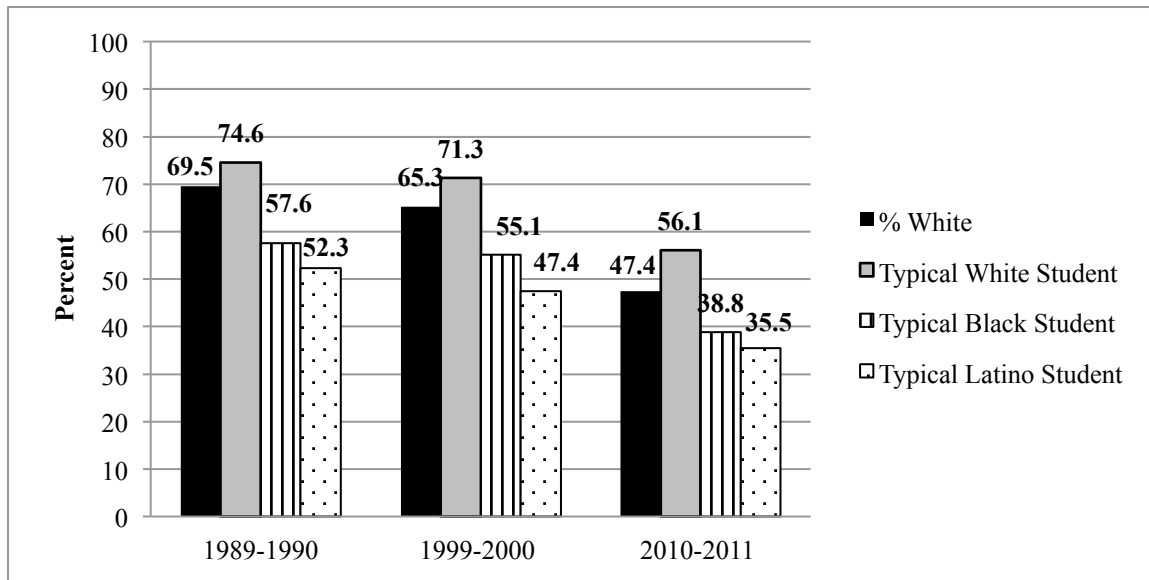


Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey Data.

- White students in Northern Virginia enroll in schools with disproportionately high shares of other whites, though to a lesser extent than other parts of the state.
- In 2010, when whites accounted for roughly 47% of the enrollment, the average white student went to a school in which their white peers constituted about 56% of the enrollment.
- Black and Latino students experienced much lower levels of average exposure to whites. In fact, Latino students in Northern Virginia went to schools with the lowest average shares of white students, a departure from other areas of the state where black students did so.

Figure 5

*White Students in School Attended by Typical Student by Race, Northern Virginia*

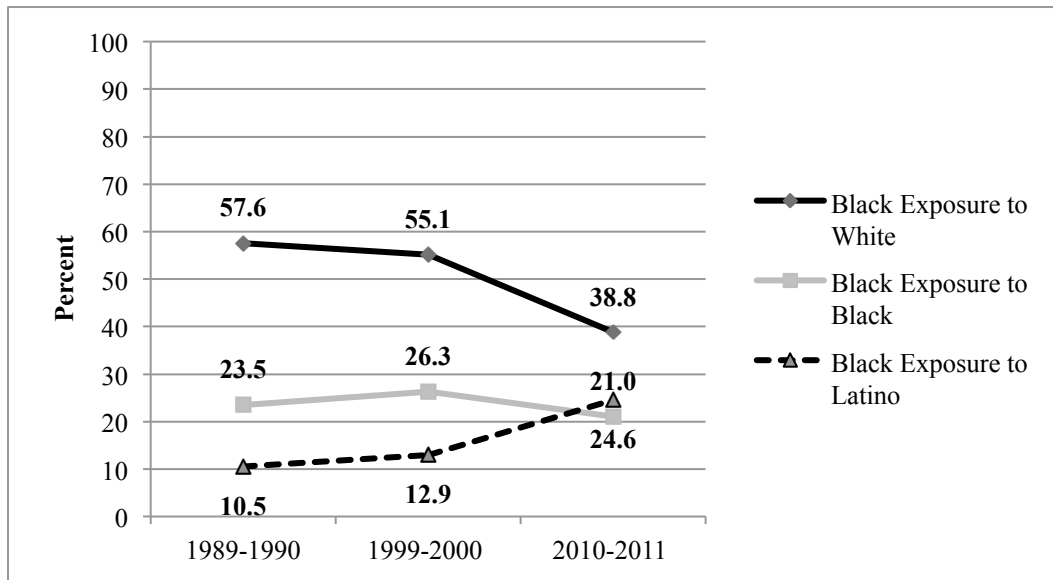


Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey Data.

- Over the past two decades, the typical black student in Northern Virginia has attended a school with rapidly falling shares of white students, moderately declining percentages of other black students, and swiftly increasing shares of Latino students.
- In 1989, the average black student enrolled in a school setting that was roughly 58% white, 24% black and 11% Latino. By 2010, the same figures had shifted to approximately 39%, 25% and 21%, respectively.

Figure 6

*Racial Composition of School Attended by Typical Black Student, Northern Virginia*



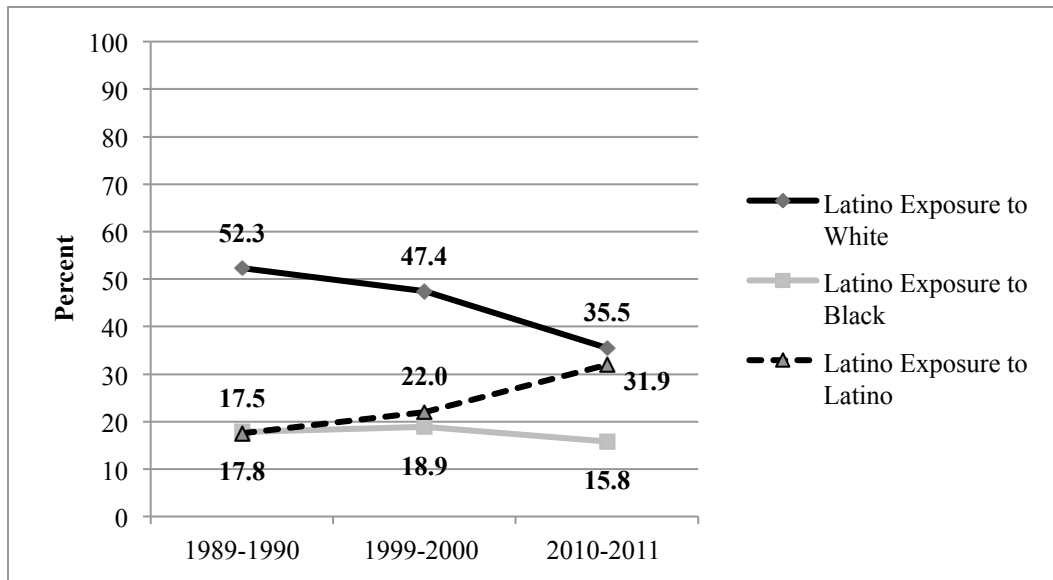
Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey Data.

- In Northern Virginia, the typical Latino student has become increasingly isolated with other Latino students. His or her average exposure to white and black students, meanwhile, has fallen considerably since 1989.
- The average Latino student in 2010 attended a school that was about 36% white, 32% Latino and 16% black.
- Compared to state-level trends, Latino students in Northern Virginia enroll in schools with higher proportions, on average, of black and other Latino students.



Figure 7

*Racial Composition of School Attended by Typical Latino Student, Northern Virginia*

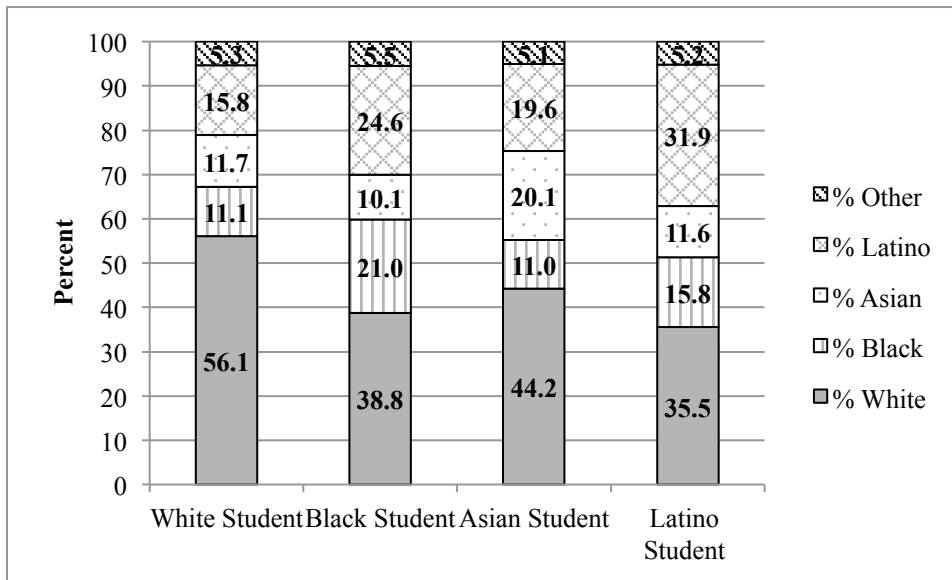


Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey Data.

- Though the typical student of every race attended a diverse school in Northern Virginia, whites enrolled in schools with a much higher share of white students than other racial groups.
- In general, students of all races enrolled in schools with disproportionately higher shares of same race peers.
- The typical white student in the region was exposed to a starkly lower share of Latino students than the regional proportion (11% compared to 21%), a departure from trends in other parts of the state.
- Asian students, on average, experienced the most proportional levels of exposure to other racial groups.

Figure 8

*Racial Composition of School Attended by Typical Student by Race, Northern Virginia*



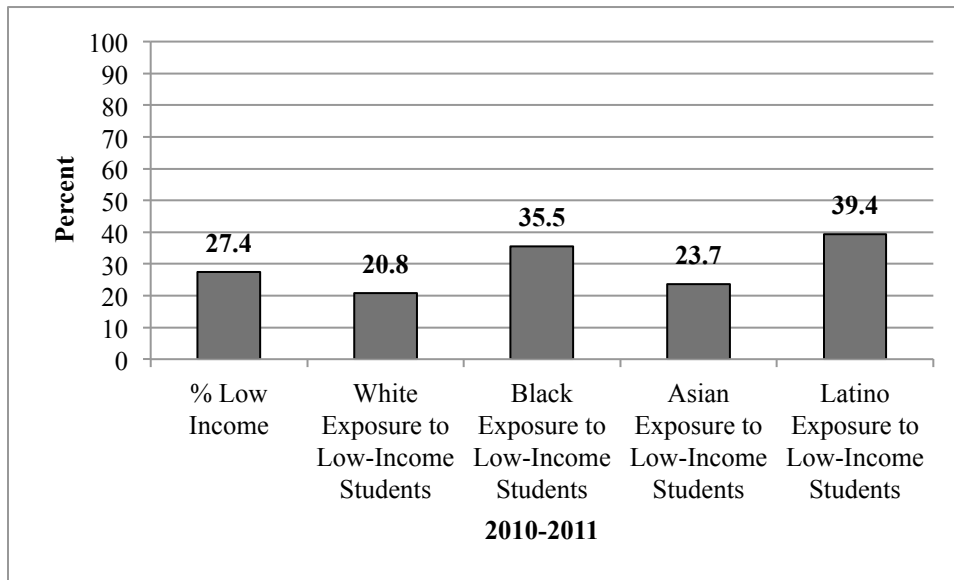
Note: Other includes American Indian students and students identifying with two or more races.

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey Data.

- At about 27%, low income students made up a smaller proportion of the enrollment in Northern Virginia than in the state or in other major regions.
- Latino students experienced the highest levels of exposure to poor students--almost 40% of students in the school of the typical Latino are low income--in the region.
- The typical white and Asian student in Northern Virginia enrolled in a school with much lower shares of low income students than the typical black or Latino student.

Figure 9

*Exposure to Low Income by Race, Northern Virginia*



Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey Data.

- Similar to the Tidewater region, Northern Virginia reported moderate and steady levels of unevenness (one of many segregation measures) over the years.
- In 2010, schools in Northern Virginia were about 15% less diverse than the region as a whole, as was the case in 1999.
- A slight increase occurred between 1989 and 1999.
- More segregation occurred in the same school districts than between different districts in Northern Virginia. For example, in 2010, 60% of segregation in the region could be attributed to within-district segregation.

Table 4

*Entropy Index Values, Overall and Within and Between School Districts, Northern Virginia*

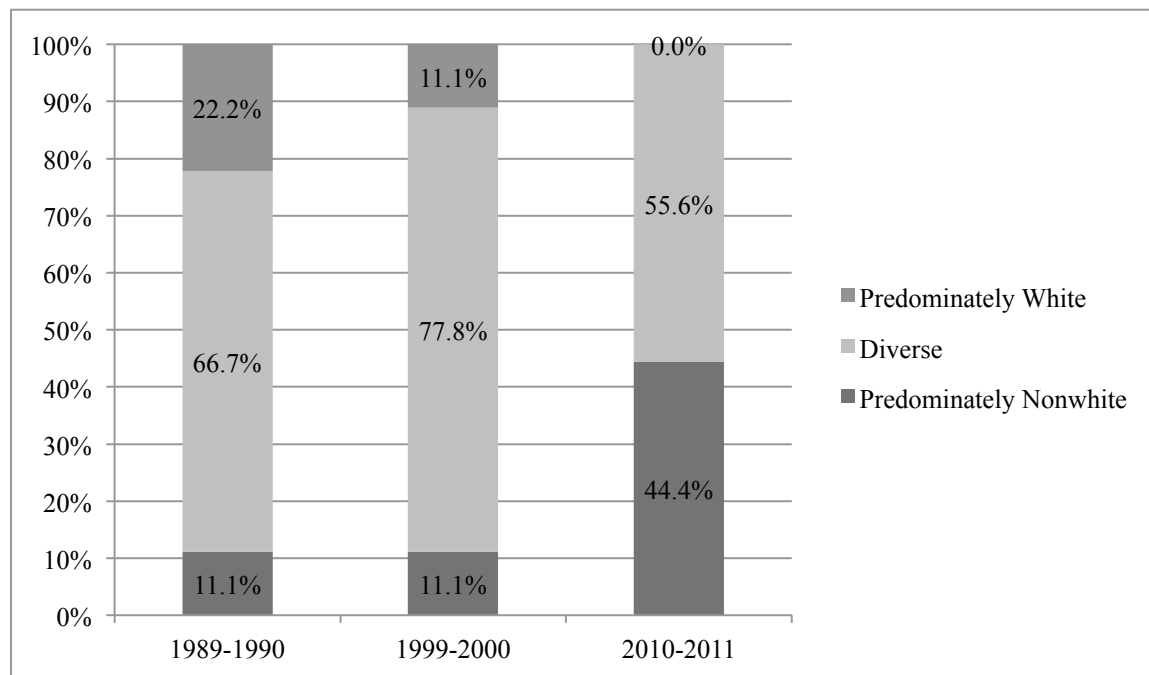
	<b>H</b>	<b>H Within Districts</b>	<b>H Between Districts</b>
Northern Virginia			
1989-1990	0.14	0.08	0.06
1999-2000	0.15	0.08	0.07
2010-2011	0.15	0.09	0.05

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey Data.

### Racial Transition in School Districts

- The racial composition of Northern Virginia's major school systems shifted dramatically since 1989. The most significant changes occurred between 1999 and 2010, when the share of diverse school districts dropped from nearly 80% to about 55%.
- A rising proportion of predominately nonwhite districts helped account for the shift, in addition to the elimination of all predominately white school systems in the area. In fact, Northern Virginia was the only major region in the state to report that none of its largest districts open in all three time periods were predominately white.
- At the other end of the spectrum, the share of predominately nonwhite school systems quadrupled in the last ten years, from about 11% to 44%.

Figure 10  
*Racial Transition by District, Northern Virginia, 1989-2010*



*Note:* Diverse districts are those with more than 20% but less than 60% nonwhite students. Predominantly non-white districts are those with 60% or more nonwhite students. Predominantly white districts are those with 80% or more white students. *N*=9 districts for 1989, 1999 and 2010

*Source:* U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey Data.

- Manassas, Manassas Park and Prince William school districts transitioned from diverse to predominately nonwhite between 1989 and 2010.
- Only one major district in Northern Virginia, Alexandria City, remained predominately nonwhite between 1989 and 2010.

- The Stafford school system shifted from enrolling a predominately white population (more than 80% white) to a diverse one between 1999 to 2010.
- The remaining districts reported diverse enrollments across all three time periods.

Table 6

*White Proportion and Classification in Metropolitan Area and Districts, Northern Virginia, 1989-2010*

	White Proportion			Classification		
	1989	1999	2010	1989	1999	2010
Northern Virginia	69.5%	65.3%	47.4%	D	D	D
ALEXANDRIA CITY	30.1%	23.1%	25.0%	PNW	PNW	PNW
ARLINGTON	45.4%	42.0%	44.4%	D	D	D
FAIRFAX	69.4%	62.6%	44.3%	D	D	D
FALLS CHURCH CITY	79.8%	79.8%	70.7%	D	D	D
LOUDOUN	84.9%	79.4%	57.9%	PW	D	D
MANASSAS CITY	77.6%	64.1%	28.2%	D	D	PNW
MANASSAS PARK CITY	79.3%	66.0%	31.2%	D	D	PNW
PRINCE WILLIAM	74.0%	62.4%	35.8%	D	D	PNW
STAFFORD	89.0%	80.2%	59.5%	PW	PW	D

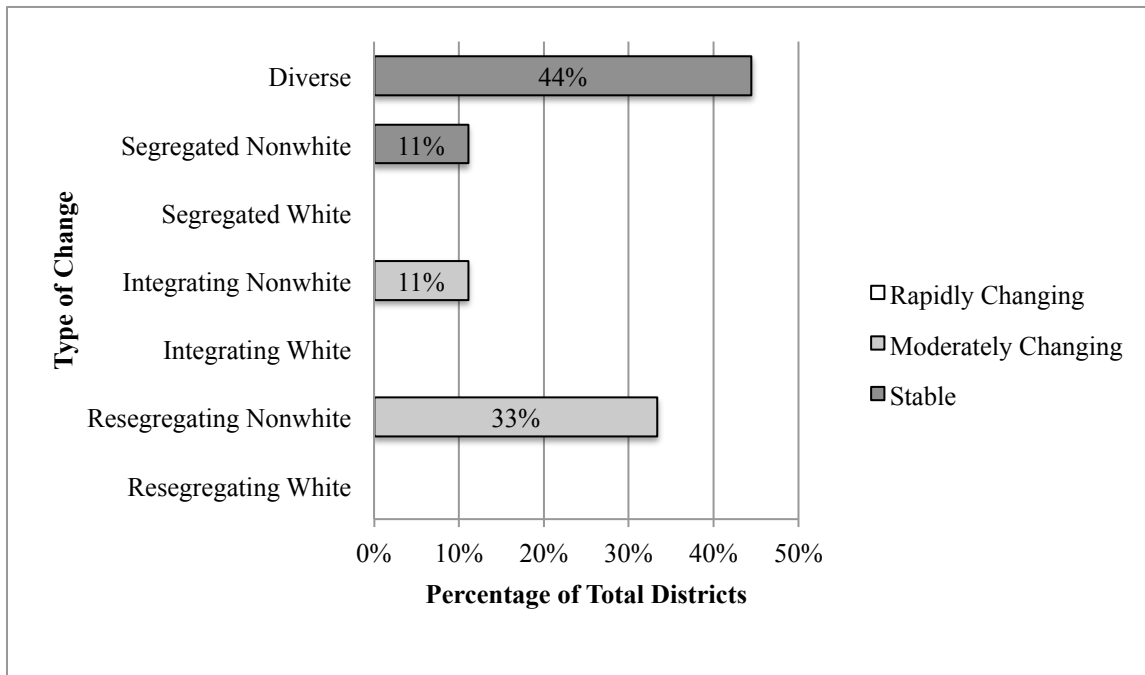
*Note:* D=Diverse area or districts with more than 20% but less than 60% nonwhite students. PNW=Predominantly non-white area or districts with 60% or more nonwhite students. PW=Predominantly white area or districts with 80% or more white students. N=9 districts for 1989, 1999 and 2010.

*Source:* U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey Data.

- Stable and diverse school systems accounted for the largest percentage of major school districts in Northern Virginia between 1999 and 2010.
- On the other hand, though, one in three districts in the region were resegregating nonwhite systems, at a pace of change roughly twice that of the overall metro.
- Northern Virginia also reported one integrating nonwhite district, Stafford County, meaning that a system that was previously more than 80% white was becoming more racially diverse.

Figure 11

*Degree and Type of Racial Transition, Washington-Baltimore - Intrastate VA, 1999 to 2010*



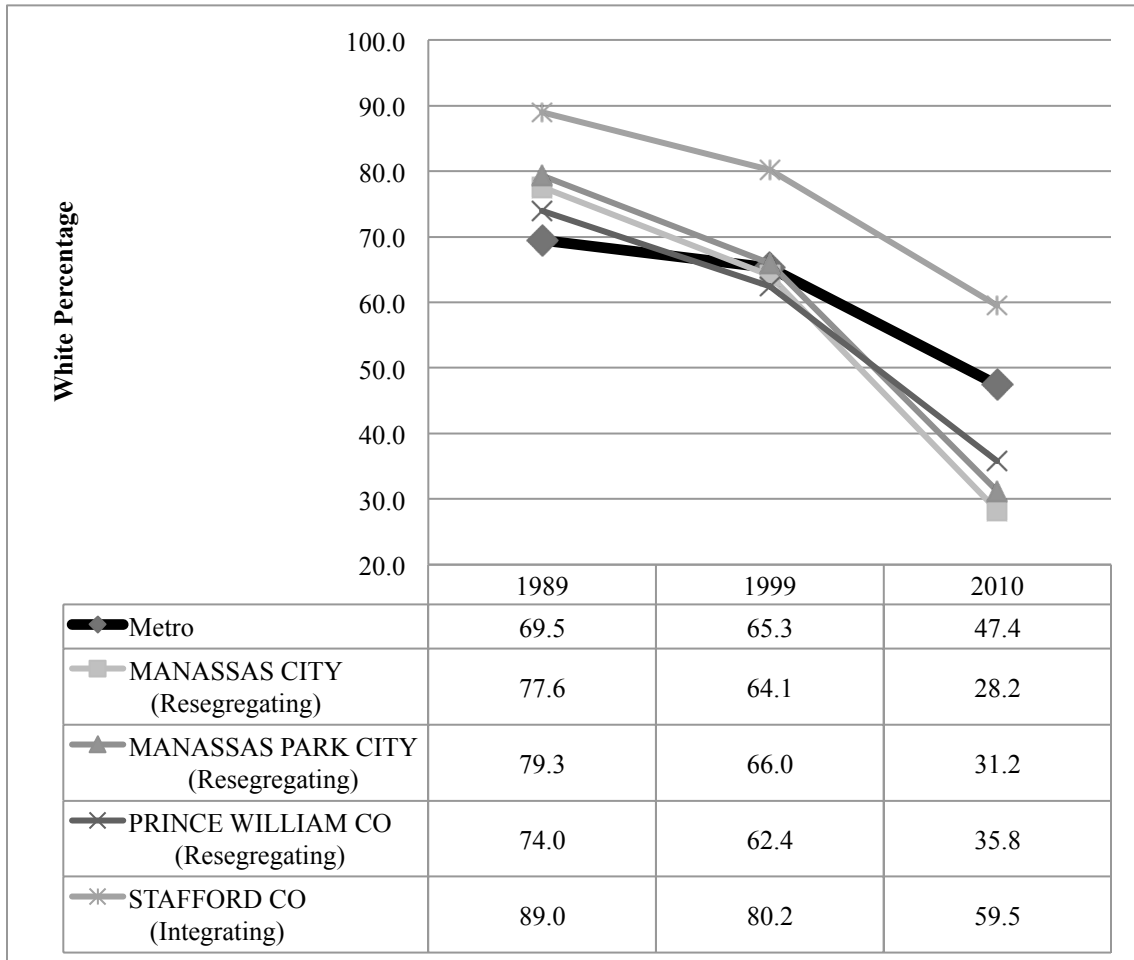
*Note:* N=13 districts. For the degree of change categories: Rapidly changing districts are those with white % change 3 times greater than metro white % change. Moderately changing districts are those with white student % change 2 times but less than 3 times greater than metro white % change, or those that experienced a white % change less than 2 times the metro white % change but classified as predominately white, nonwhite or diverse in the earlier time period and classified as a new category in the later period. Stable districts are those that experienced a white % change less than 2 times the metro white % change. For the type of change: Resegregating districts are those classified as predominately white, nonwhite or diverse in the earlier time period and classified as the other predominately type in the later period. Integrating districts are those classified as predominately white or nonwhite in the earlier time period and diverse in the later period. Segregated districts are those classified as predominately white or nonwhite in both time periods. Diverse districts are those classified as diverse in both periods.

*Source:* U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey Data.

- For many districts, the pace of racial transition in Northern Virginia was extremely swift.
- The three resegregating school systems, Manassas, Manassas Park and Prince William, each reported that the enrollment of white students in the district declined by roughly half between 1999 and 2010.
- Over the twenty year period, districts that were more than three-quarters white shifted to systems that were roughly one-third white.
- Only one school district, Stafford, moved in an integrating direction.

Figure 12

Moderate Racial Transition by District Type, Washington-Baltimore - Intrastate VA, 1989-2010



Note: Rapidly changing districts (dashed line) are those with white % change 3 times greater than metro white % change. Moderately changing (solid line) districts are those with white student % change 2 times but less than 3 times greater than metro white % change, or those that experienced a white % change less than 2 times the metro white % change but classified as predominately white, nonwhite or diverse in the earlier time period and classified as a new category in the later period. Resegregating districts are those classified as predominately white, nonwhite or diverse in the prior year and classified as the other predominately type in the latter year. Integrating are districts classified as predominately white or nonwhite in the prior year and diverse in the latter year. Segregating districts are those classified as predominately white or nonwhite in both periods but experienced a white % change greater than 2 times the metro white % change.

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey Data.