

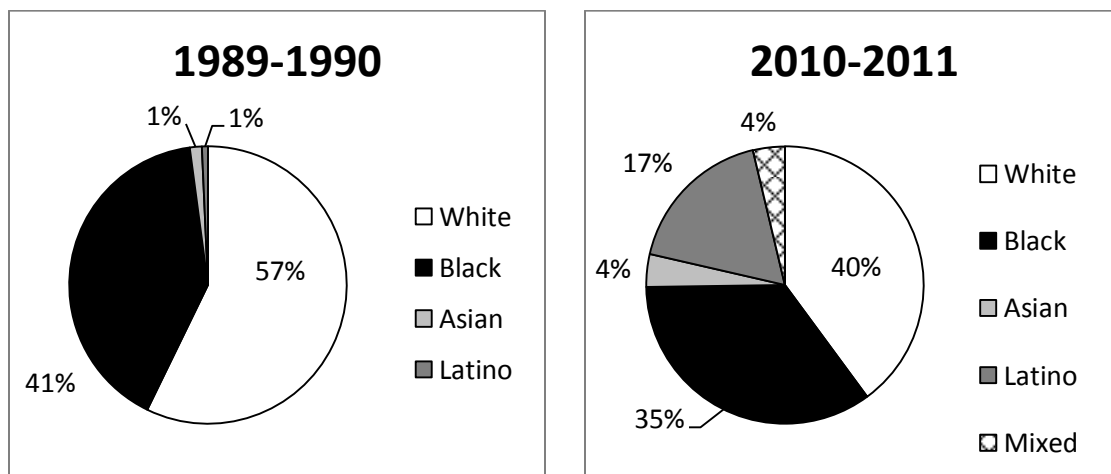
DURHAM-CHAPEL HILL METRO AREA¹

Enrollment

- The white and black shares of enrollment decreased while the Asian and Latino shares of enrollment increased from 1989 to 2010.
- The largest growth was in the Latino share of enrollment, which increased by 2,414%, and the largest decline was in the white share of enrollment, which decreased by 30.5%.
- The metro's overall enrollment increased from 48,151 in 1989 to 69,160 in 2010.

Figure 1

Public School Enrollment by Race, Durham-Chapel Hill Metro



Note: American Indian is less than 1% of total enrollment. Total CBSA enrollment in 1989 was 48,151. In 2010, total enrollment was 69,160.

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

¹ We use the term “Durham-Chapel Hill Metro” to refer to the Durham-Chapel Hill, NC metropolitan statistical area. In this report our data includes only the districts in this metropolitan area that are located in the state of North Carolina. The 2010 MSA boundaries included Chatham County, Durham County, Orange County, and Person County.

- In 1989, the racial composition of urban and suburban schools was relatively similar, but by 2010, there were significant differences between the racial composition of urban schools and suburban schools.
- In both urban and suburban schools, the share of white students decreased during both decades, the share of black students increased from 1989 to 1999 but then decreased from 1999 to 2010, and the share of Asian and Latino students increased during both decades.
- In a mirror reversal, the share of black and white students in urban and suburban schools was the opposite in 2010; black students accounted for the largest share of enrollment in urban schools (43.6%) while white students accounted for the largest share of enrollment in suburban schools (43.8%).
- The share of Asian and Latino students was similar in both urban and suburban schools in 2010, with Asian students accounting for a slightly higher share of the enrollment in suburban schools and Latino students accounting for a slightly higher share of the enrollment in urban schools.

Table 1

Public School Enrollment by Race in Urban and Suburban Schools, Durham-Chapel Hill Metro

	Urban Schools					Suburban Schools				
	White	Black	Asian	Latino	Other	White	Black	Asian	Latino	Other
Durham-Chapel Hill Metro										
1989-1990	66.4%	30.0%	2.8%	0.7%	0.1%	69.5%	27.6%	2.0%	0.8%	0.1%
1999-2000	39.8%	52.7%	3.2%	4.1%	0.2%	56.9%	35.6%	2.7%	4.6%	0.2%
2010-2011	28.4%	43.6%	5.1%	18.7%	4.2%	43.8%	28.2%	6.1%	16.7%	5.2%

Note: Urban schools refer to those inside an urbanized area and a principal city. Suburban schools refer to those inside an urbanized area but outside a principal city. Other includes American Indian students and students who identify with two or more races. 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 share of multiracial schools quadrupled over the last decade.
- The share of majority minority schools doubled between 1989 and 2010 and accounted for more than half of all schools in the metro in 2010.
- The share of intensely segregated schools decreased from 1989 to 1999 but then increased in the following decade such that approximately one-fourth of the metro’s schools were intensely segregated in 2010.
- The share of apartheid schools decreased significantly during both decades and in 2010 accounted for less than 1% of the metro’s schools.

Table 2

Multiracial and Minority Segregated Schools, Durham-Chapel Hill Metro

	Total Schools	% of Multiracial Schools	% of 50-100% Minority Schools	% of 90-100% Minority Schools	% of 99-100% Minority Schools
Durham-Chapel Hill Metro					
1989-1990	83		26.5%	16.9%	10.8%
1999-2000	103	10.7%	46.6%	14.6%	5.8%
2010-2011	121	43.8%	57.0%	24.0%	0.8%

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

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

- The share of low-income students increased during the last decade and in 2010 accounted for almost half of the metro’s students.
- Between 1999 and 2010, the share of low-income students in multiracial schools decreased but the share of low-income students in all three types of minority segregated schools increased.
- In 2010, the share of low-income students in multiracial schools (41.3%) was lower than the overall share of low-income students in the metro (46.3%).
- As the concentration of minority students increases in a school, the concentration of low-income students also increases.

Table 3

Students Who Are Low-Income in Multiracial and Minority Segregated Schools, Durham-Chapel Hill Metro

	Overall % Low- Income in Metro	% Low- Income in Multiracial Schools	% Low- Income in 50-100% Minority Schools	% Low- Income in 90-100% Minority Schools	% Low- Income in 99-100% Minority Schools
Durham-Chapel Hill Metro					
1999-2000	33.1%	45.8%	49.3%	52.4%	69.3%
2010-2011	46.3%	41.3%	57.9%	76.8%	83.4%

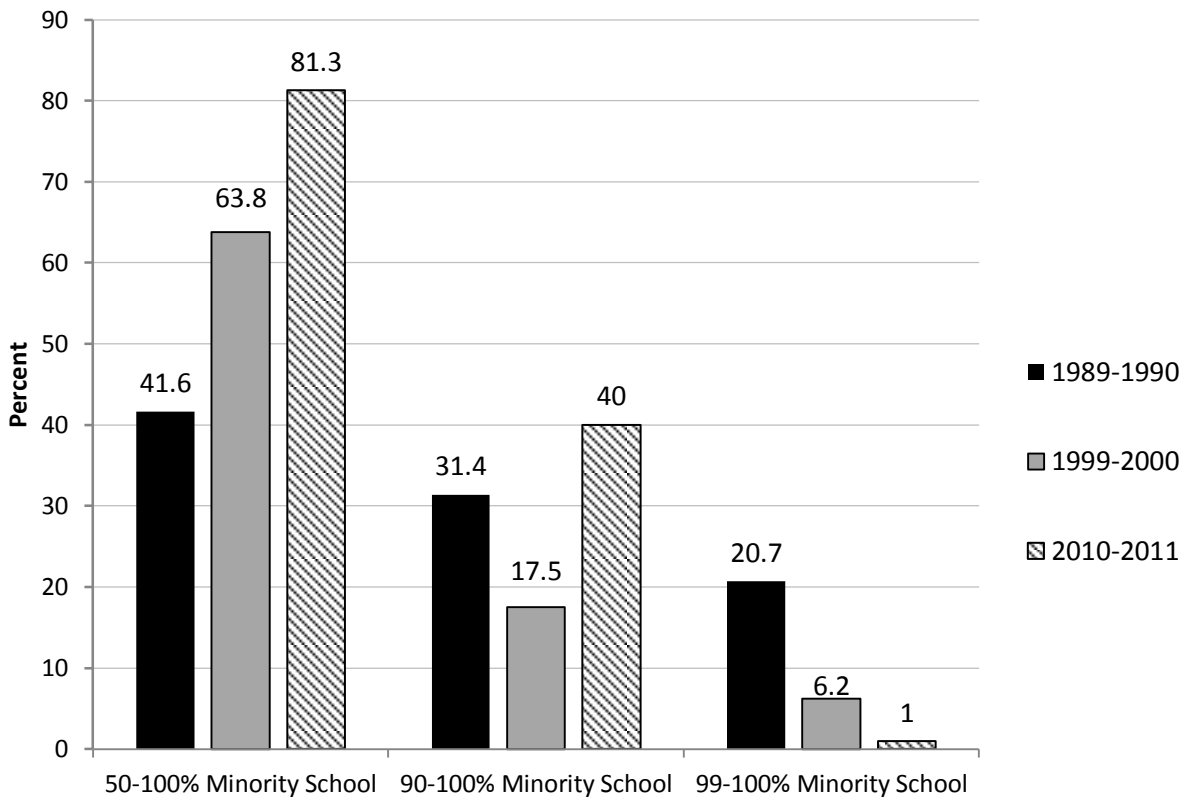
Note: Minority school represents black, Latino, American Indian, and Asian students. Multiracial schools are those with any three races representing 10% or more of the total student enrollment. Blank cells represent no schools.

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

- The share of black students attending majority minority schools doubled between 1989 and 2010.
- Following a decrease in the share of black students attending intensely segregated schools between 1989 and 1999, the share of black students attending intensely segregated schools reached a high of 40% in 2010.
- The share of black students attending apartheid schools decreased significantly during both of the last two decades such that only 1% of the metro’s black students attended apartheid schools in 2010.

Figure 2

Black Students in Minority Segregated Schools, Durham-Chapel Hill Metro



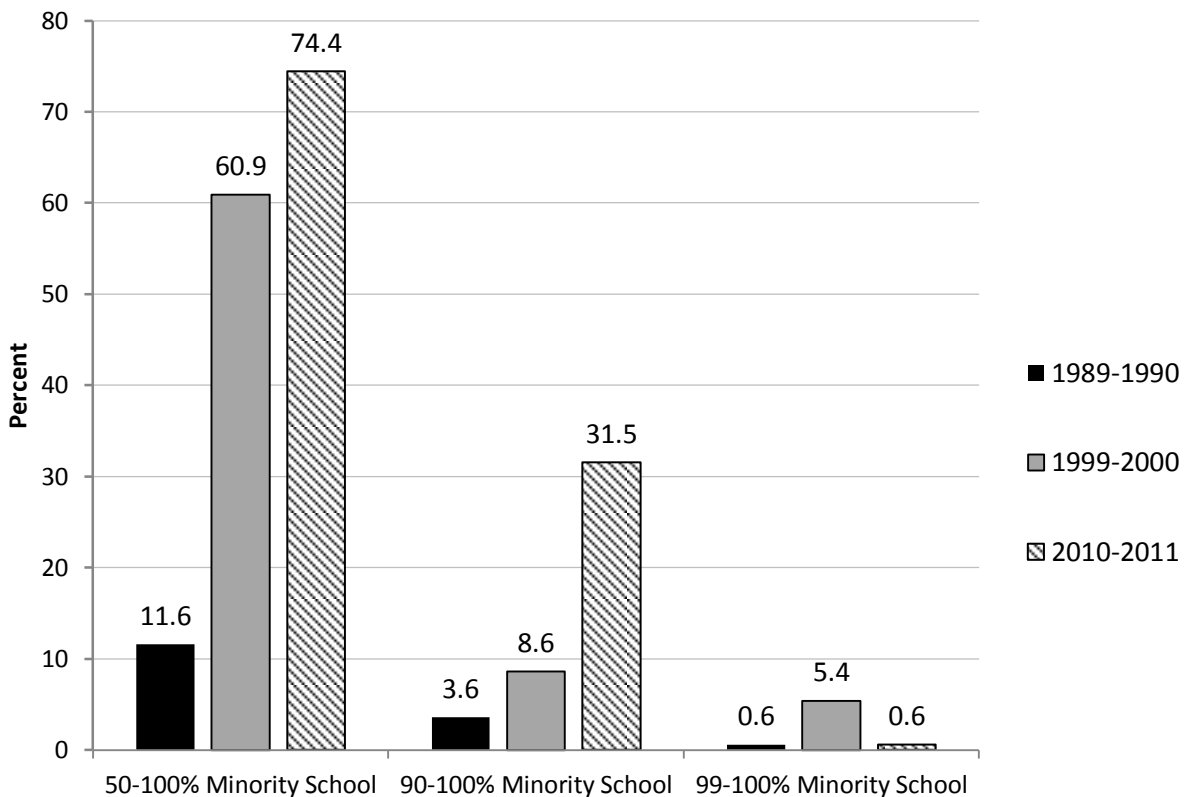
Note: Minority school represents black, Latino, American Indian, and Asian students.

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

- The share of Latino students attending majority minority and intensely segregated schools increased during both of the last two decades. In apartheid schools, the share of Latino students enrolled increased from 1989 to 1999 but then decreased from 1999 to 2010.
- The share of Latino students attending majority minority schools (74.4%) and intensely segregated schools (31.5%) in 2010 was slightly lower than the share of black students attending such schools (81.3%; 40%).

Figure 3

Latino Students in Minority Segregated Schools, Durham-Chapel Hill Metro



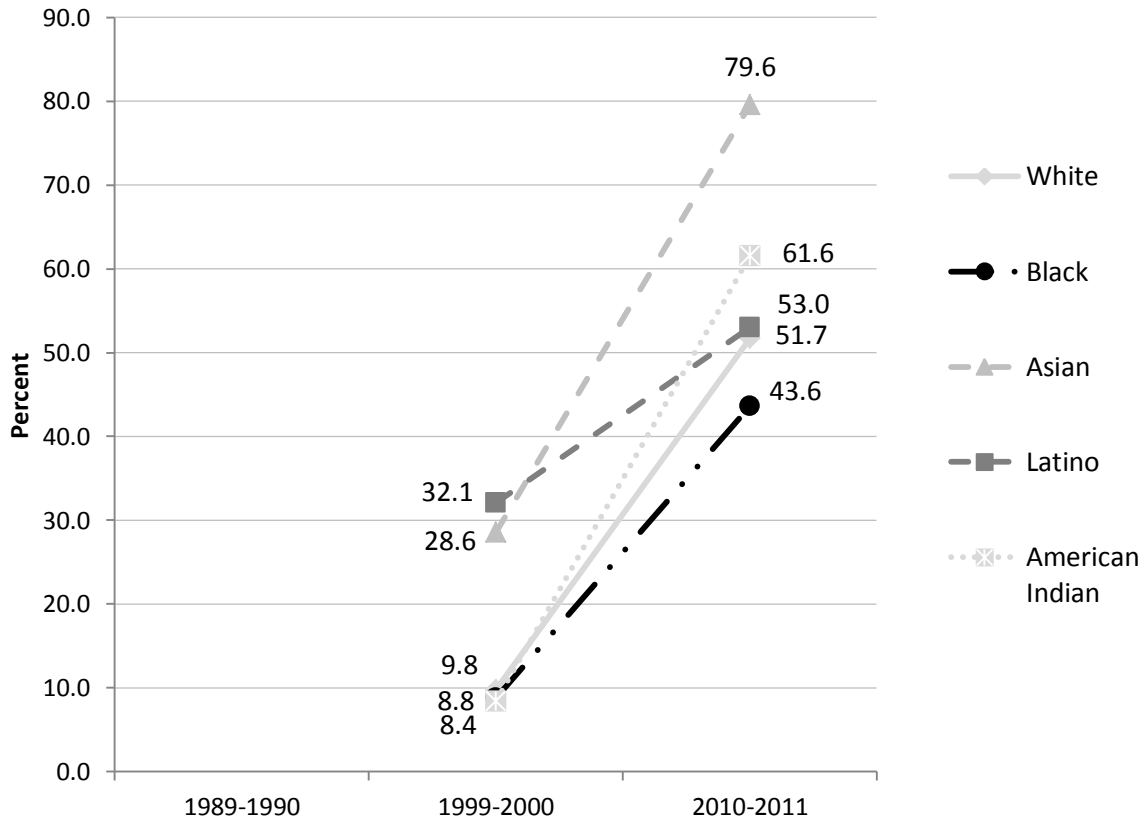
Note: Minority school represents black, Latino, American Indian, and Asian students.

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

- More than half of all white, Latino, Asian, and American Indian students attended multiracial schools in Durham-Chapel Hill in 2010, while just under half of all black students attended such schools.
- The share of students in each racial group attending multiracial schools has increased substantially over the last decade.

Figure 4

Students in Multiracial Schools by Race, Durham-Chapel Hill Metro



Note: Multiracial schools are those with any three races representing 10% or more of the total student enrollment.

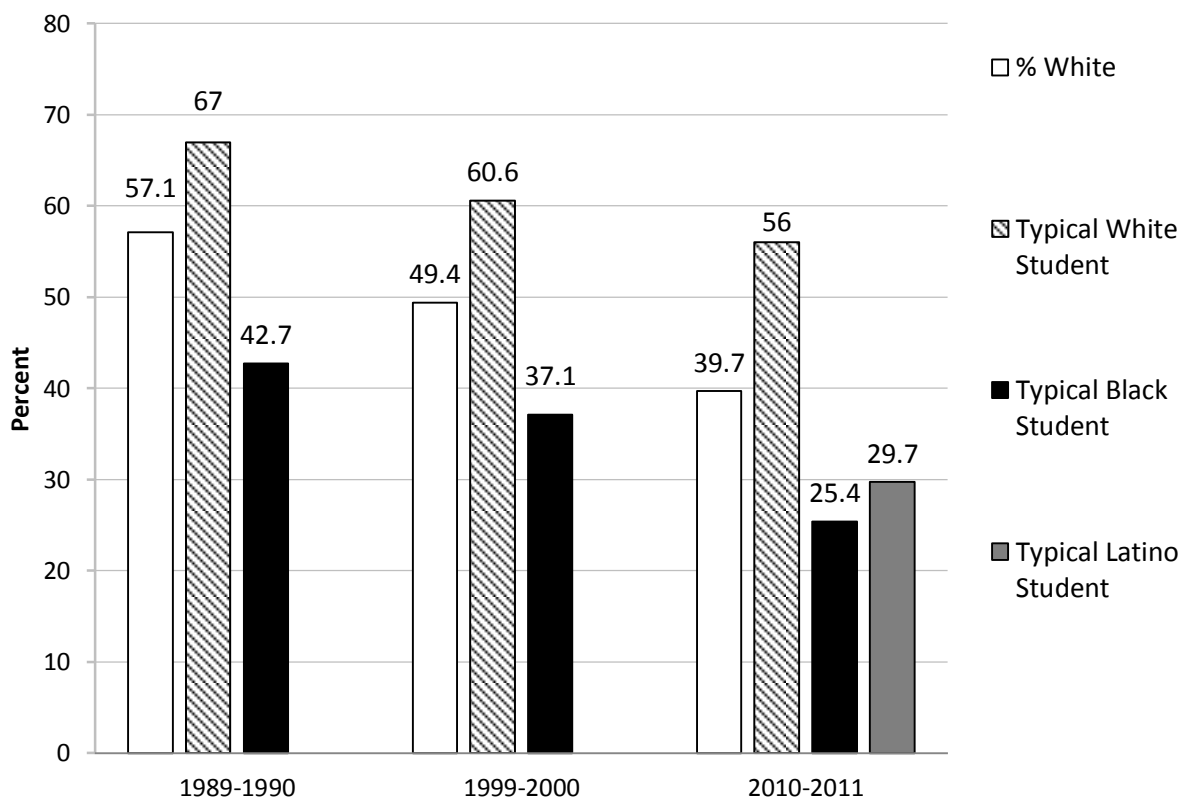
Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey Data

Exposure

- At all three time points, the typical white student attended a school with a larger share of white students than the overall share of the white enrollment.
- The size of the gap between the share of white students in the metro’s enrollment compared to the share of white students in the typical white student’s school increased during the last two decades.
- At all three time points, the typical black student attended a school with a smaller share of white students than the overall share of the white enrollment.
- The size of the gap in the share of white students in the metro’s enrollment as compared to the share of white students in the typical black student’s school decreased from 1989 to 1999 but then increased between 1999 and 2010.
- In 2010, the typical Latino student attended a school with a smaller share of white students than the overall white share of the metro’s enrollment.

Figure 5

White Students in School Attended by Typical Student of Each Race, Durham-Chapel Hill Metro



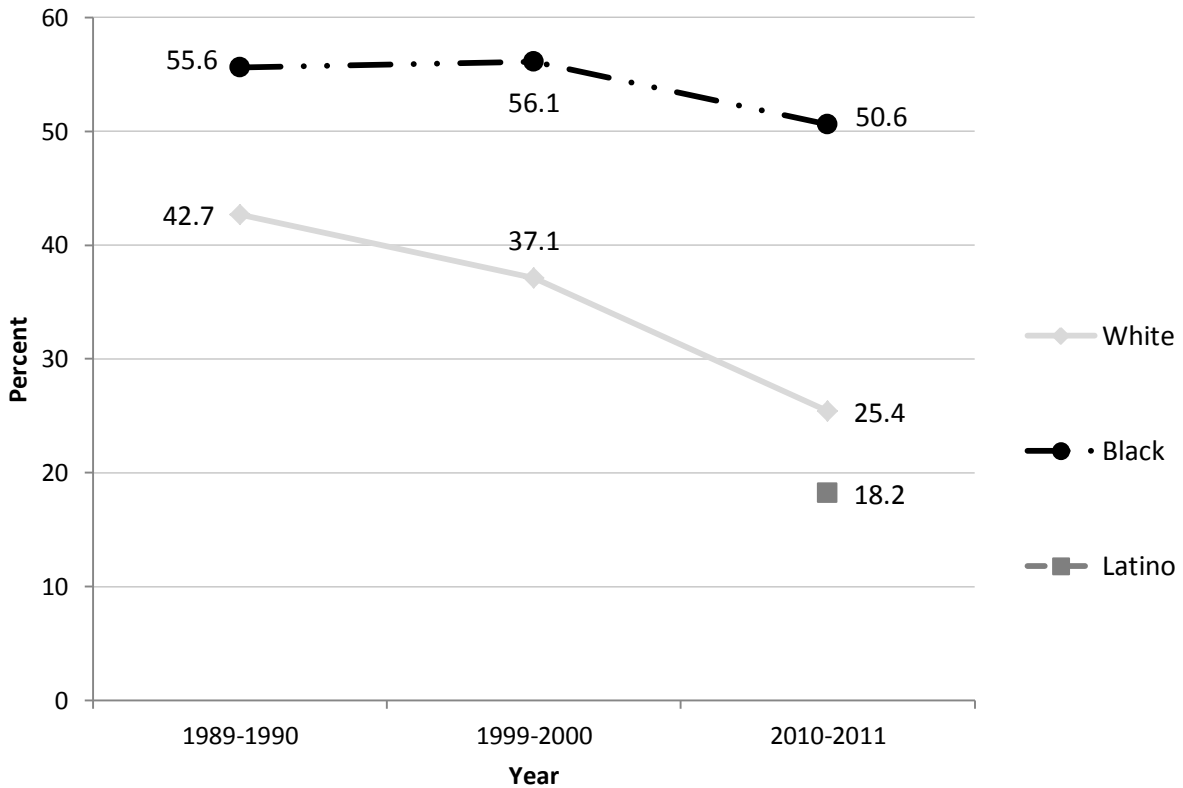
Note: Less than 5% proportional enrollment for Latino students in 1989-1990 and 1999-2000 so data is excluded.

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

- At all three time points, the typical black student attended a school that was majority black.
- The typical black student attended a school that was substantially less white in 2010 than it was in 1989. In 2010, the typical black student also had a significant share of Latino classmates.

Figure 6

Racial Composition of School Attended by Typical Black Student, Durham-Chapel Hill Metro



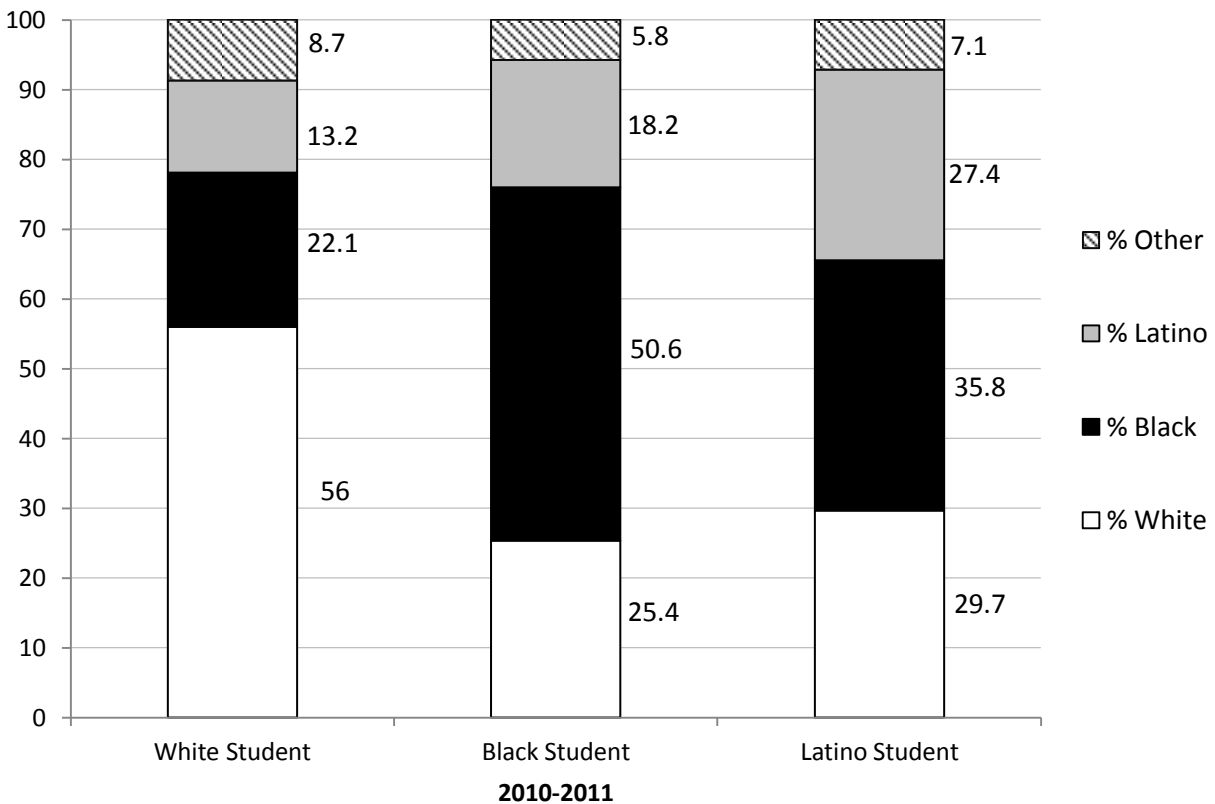
Note: Less than 5% proportional enrollment for Latino students in 1989-1990 and 1999-2000 so data are excluded; less than 5% proportional enrollment for Asian students in 1989-1990, 1999-2000, and 2010-2011 so data are excluded.

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

- In 2010, the typical black student attended a school that was least similar to the metro’s racial composition.
- The typical student of each race attended a school with a disproportionately large share of same-race peers in 2010.

Figure 7

Racial Composition of School Attended by Typical Student by Race, Durham-Chapel Hill Metro



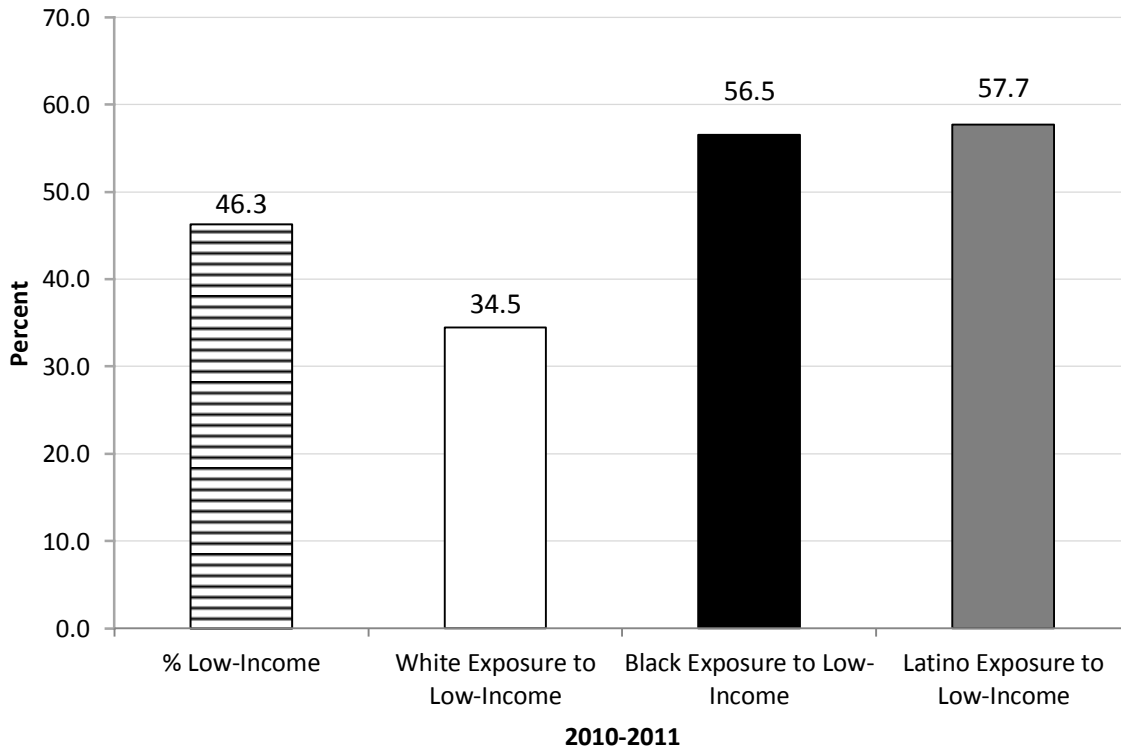
Note: Other includes American Indian students and students identifying with two or more races.

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

- The typical white student attended a school with a smaller share of low-income students (34.5%) than the metro’s overall share of low-income students (46.3%) in 2010.
- The typical black and the typical Latino student attended schools with larger shares of low-income students (56.5%; 57.7%) than the metro’s overall enrollment of low-income students (46.3%) in 2010.

Figure 8

Exposure to Low-Income Students by Race, Durham-Chapel Hill Metro



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

Evenness

- The level of unevenness decreased slightly from 1989 to 1999 but then increased to return to the previous level in 2010.
- In 2010, the average school in metro Durham-Chapel Hill was 20% less diverse than the metro’s overall enrollment; this level of unevenness is moderate.
- In 2010, the majority of unevenness was due to segregation between districts rather than segregation within districts.
- The level of unevenness within districts increased from 1989 to 1999 and then remained stable.
- The level of unevenness between districts decreased from 1989 to 1999 but then increased between 1999 and 2010.

Table 4

Entropy Index Values, Overall and Within and Between School Districts, Durham-Chapel Hill Metro

	H	H Within Districts	H Between Districts
Durham-Chapel Hill Metro			
1989-1990	0.20	0.05	0.15
1999-2000	0.18	0.08	0.10
2010-2011	0.20	0.08	0.12

Note: H = Multi-Group Entropy Index or Theil's H. HW = the degree of un/evenness (H) that is within (W) districts. HB = the degree of un/evenness (H) that is between (B) districts. Blank cells represent less than one-twentieth of a racial enrollment or fewer than three districts.

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

- The uneven distribution of white and black students steadily increased over each of the last two decades and was almost at a level that is considered highly uneven in 2010.
- In 2010, the uneven distribution of white and Latino students was at a moderate level.
- The uneven distribution of black and Latino students was moderate, bordering on being considered low, in 2010.
- In 2010, white and black students were most segregated from each other while black and Latino students were least segregated from each other.

Table 5

Differential Distribution (Evenness) of Two Racial Groups Across Public Schools

	Dissimilarity Index					
	White Black	White Asian	White Latino	Black Asian	Black Latino	Asian Latino
Durham-Chapel Hill Metro						
1989-1990	0.37					
1999-2000	0.42					
2010-2011	0.55		0.48		0.34	

Note: Blank cells represent less than one-twentieth of a racial enrollment.

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