

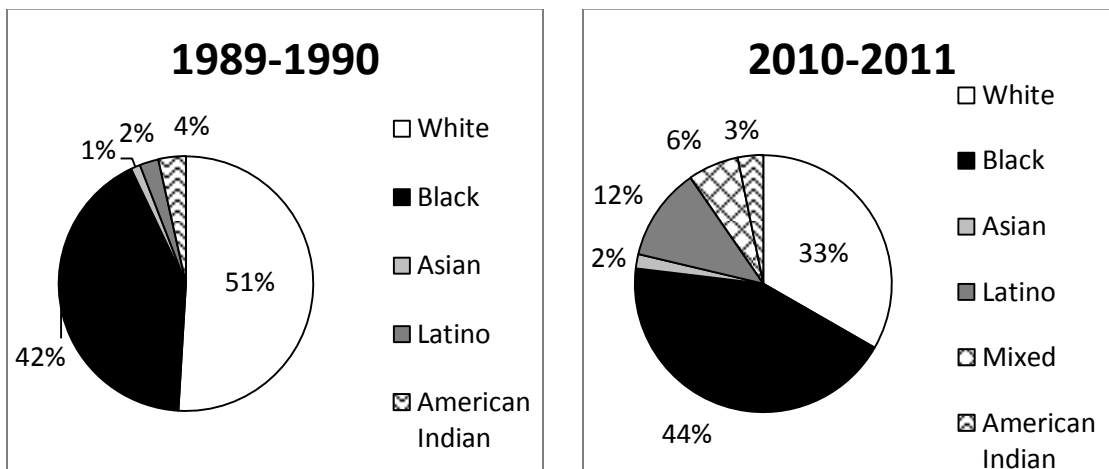
**FAYETTEVILLE METRO AREA<sup>1</sup>**

**Enrollment**

- During the last two decades, the white share of enrollment decreased while the share of enrollment of all other racial groups increased.
- In 2010, black students accounted for the largest share of the metro’s enrollment.
- The largest growth occurred for Latinos, whose share of the enrollment increased by 387% over the two decades.
- The metro’s overall enrollment increased from 49,227 in 1989 to 61,674 in 2010.

Figure 1

*Public School Enrollment by Race, Fayetteville Metro*



*Note:* Total CBSA enrollment in 1989 was 49,227. In 2010, total enrollment was 61,674.

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

- In both urban and suburban schools, the trends in enrollment are similar: the white share of enrollment decreased, the black share of enrollment increased from 1989 to 1999 and then remained stable, and the Asian and Latino shares of enrollment increased.
- In 2010, black students (54.7%) accounted for the majority of enrollment in urban schools.
- In 2010, white students (40.0%) accounted for a slightly larger share of the enrollment in suburban schools than black students (37.6%).
- The Latino (12%) and Asian (2%) shares of the enrollment were similar in urban schools and suburban schools in 2010.

<sup>1</sup> We use the term “Fayetteville Metro” to refer to the Fayetteville, 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 Cumberland County and Hoke County.

Table 1

*Public School Enrollment by Race in Urban and Suburban Schools, Fayetteville Metro*

	Urban Schools					Suburban Schools				
	White	Black	Asian	Latino	Other	White	Black	Asian	Latino	Other
<b>Fayetteville Metro</b>										
1989-1990	48.7%	45.6%	1.7%	3.0%	1.0%	61.9%	31.9%	0.7%	2.6%	2.9%
1999-2000	35.6%	55.7%	1.9%	5.8%	1.0%	53.6%	37.1%	1.5%	5.4%	2.4%
2010-2011	24.0%	54.7%	2.2%	11.6%	7.5%	40.0%	37.6%	2.0%	11.7%	8.7%

*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**

- As the enrollment size has increased, the number of schools in the metro has also increased.
- The share of multiracial schools was about eight times larger in 2010 than in 1989, and the majority of this growth occurred during the last decade when the share of multiracial schools increased from 13.8% in 1999 to 74.3% in 2010.
- The share of majority minority schools increased during both of the last two decades. In 2010, majority minority schools accounted for three-fourths of the metro’s schools.
- The share of intensely segregated schools increased during both of the last two decades.
- There were no apartheid schools in metro Fayetteville in 2010.

Table 2

*Multiracial and Minority Segregated Schools, Fayetteville Metro*

	Total Schools	% of Multiracial Schools	% of 50-100% Minority Schools	% of 90-100% Minority Schools	% of 99-100% Minority Schools
<b>Fayetteville Metro</b>					
1989-1990	74	6.8%	41.9%	1.4%	
1999-2000	87	13.8%	66.7%	3.4%	
2010-2011	101	57.4%	74.3%	7.9%	

*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 in metro Fayetteville remained fairly stable at around 53% in 1999 and 2010.
- The share of low-income students in multiracial schools decreased from 65.8% in 1999 to 53.4% 2010, making the level of low-income students in multiracial schools almost exactly the same as the share of low-income students enrolled in the metro.
- The share of low-income students attending majority minority and intensely segregated schools was higher than the overall level of low-income students enrolled in the metro at both time points, particularly in intensely segregated schools where three-fourths of the students were low-income.

Table 3

*Students Who Are Low-Income in Multiracial and Minority Segregated Schools, Fayetteville Metro*

	<b>Overall % Low- Income in Metro</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>
<b>Fayetteville Metro</b>					
1999-2000	52.6%	65.8%	57.0%	73.9%	
2010-2011	53.8%	53.4%	56.2%	76.1%	

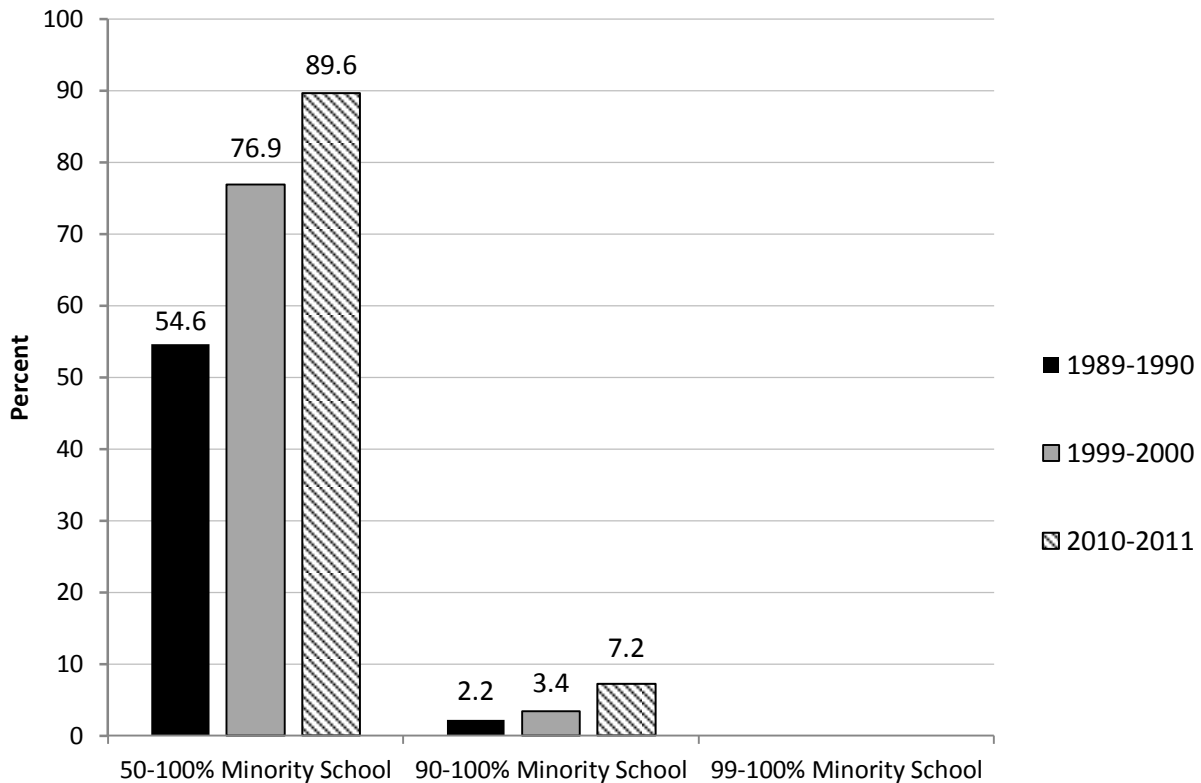
*Note:* Minority school represents black, Latino, American Indian, and Asian students. Multiracial schools are those with any three races representing 10% or more of the total student enrollment. Blank cells represent no schools.

*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 and intensely segregated schools has steadily increased over the last two decades.
- In 2010, 7.2% of the metro's black students attended intensely segregated schools.

Figure 2

*Black Students in Minority Segregated Schools, Fayetteville Metro*



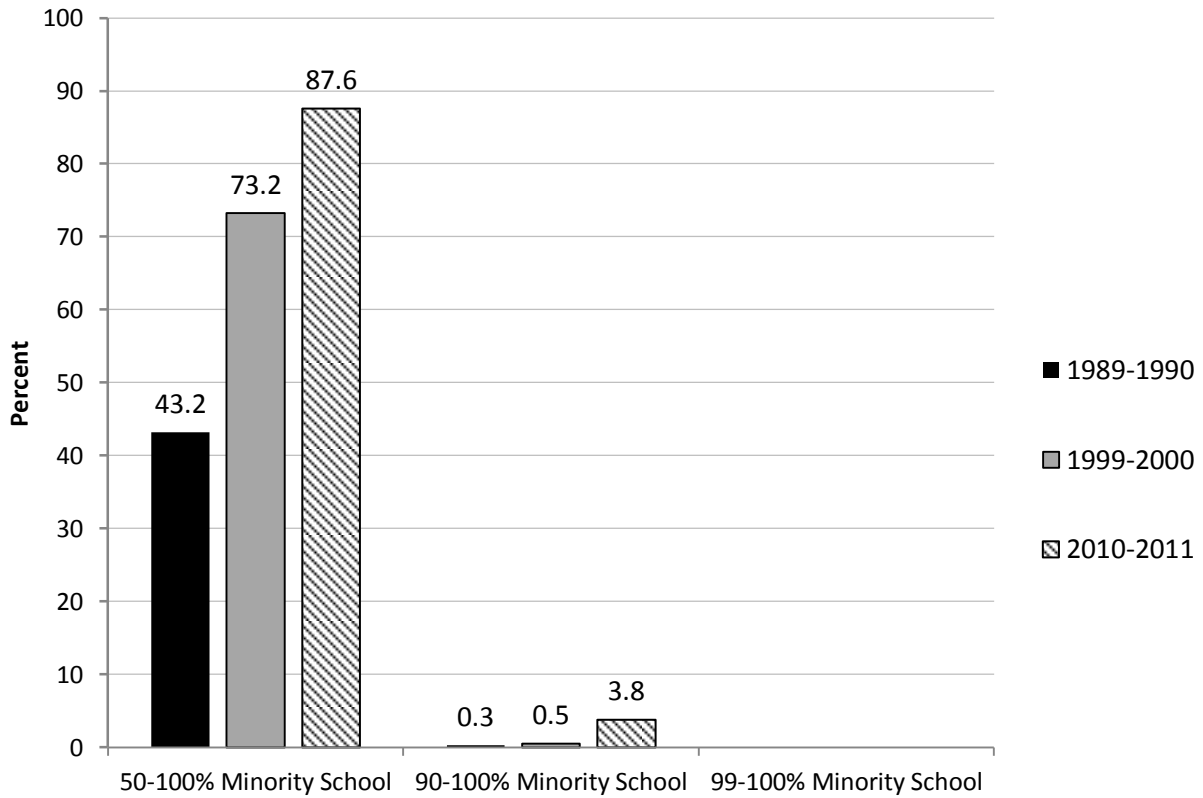
*Note:* Minority school represents black, Latino, American Indian, and Asian students.

*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 has steadily increased over the last two decades.
- A smaller share of Latino students (3.8%) than black students (7.2%) attended intensely segregated schools in 2010.

Figure 3

*Latino Students in Minority Segregated Schools, Fayetteville Metro*



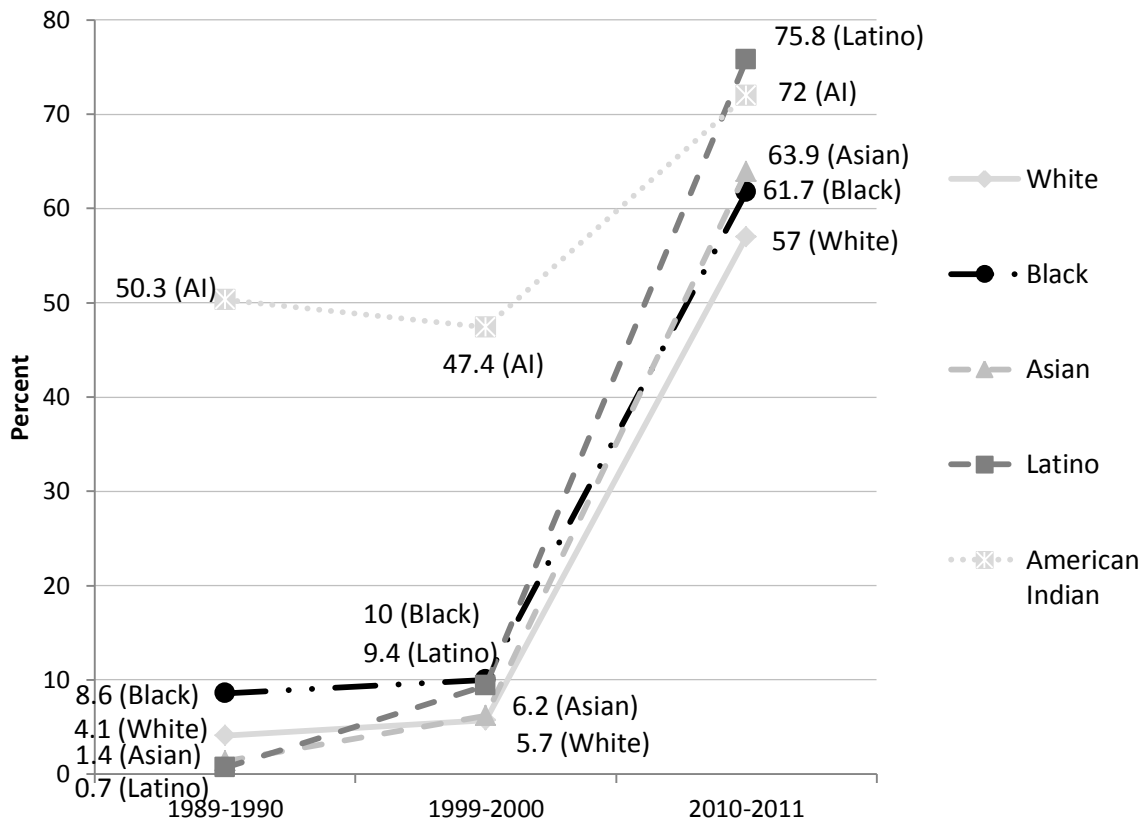
*Note:* Minority school represents black, Latino, American Indian, and Asian students.

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

- In 2010, between half and three-quarters of students in each racial group attended multiracial schools.
- The share of students attending multiracial schools increased significantly for all racial groups between 1999 and 2010.

Figure 4

Students in Multiracial Schools by Race, Fayetteville Metro



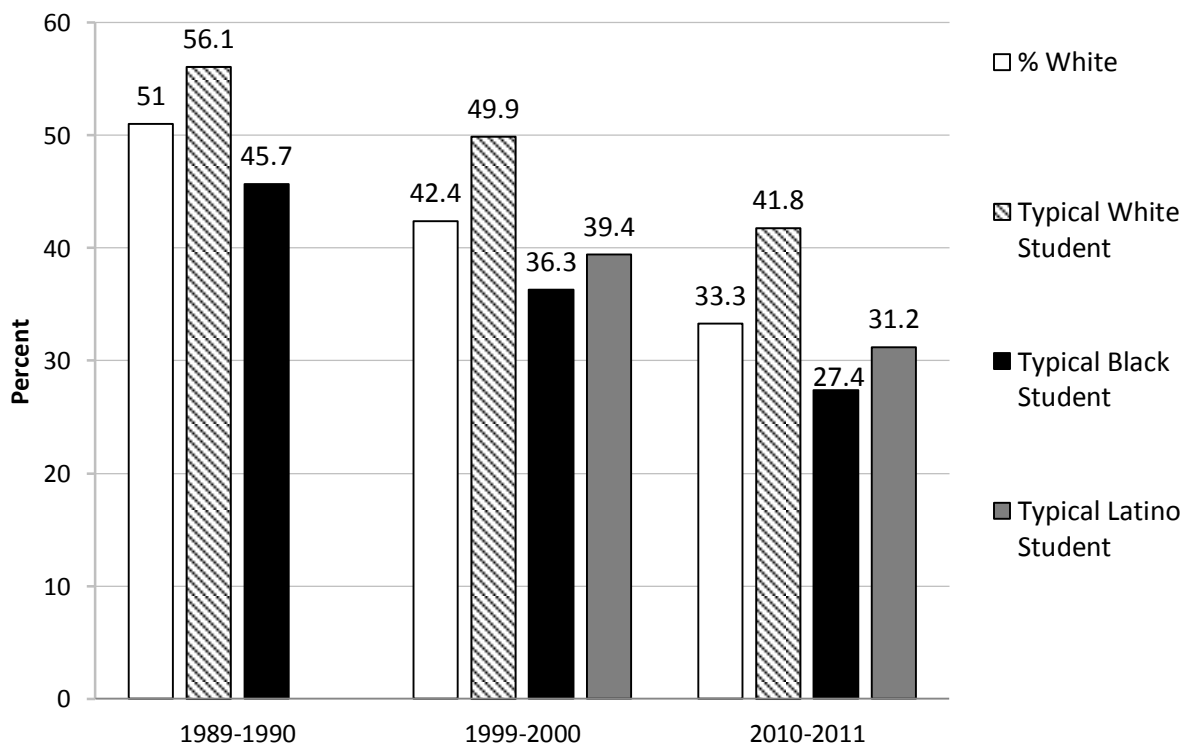
Note: Multiracial schools are those with any three races representing 10% or more of the total student enrollment.

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 grew larger at each subsequent time point.
- 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 remained fairly stable at all three time points with the typical black student attending a school with about 6% fewer white students than the metro’s white share of enrollment.
- In 1999 and 2010, the typical Latino student attended a school with a slightly smaller share of white students than the overall white share of the metro’s 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 Latino student’s school remained fairly stable between 1999 and 2000 with the typical Latino student attending a school with about 2-3% fewer white students than the metro’s white share of enrollment.

Figure 5  
*White Students in School Attended by Typical Student of Each Race, Fayetteville Metro*

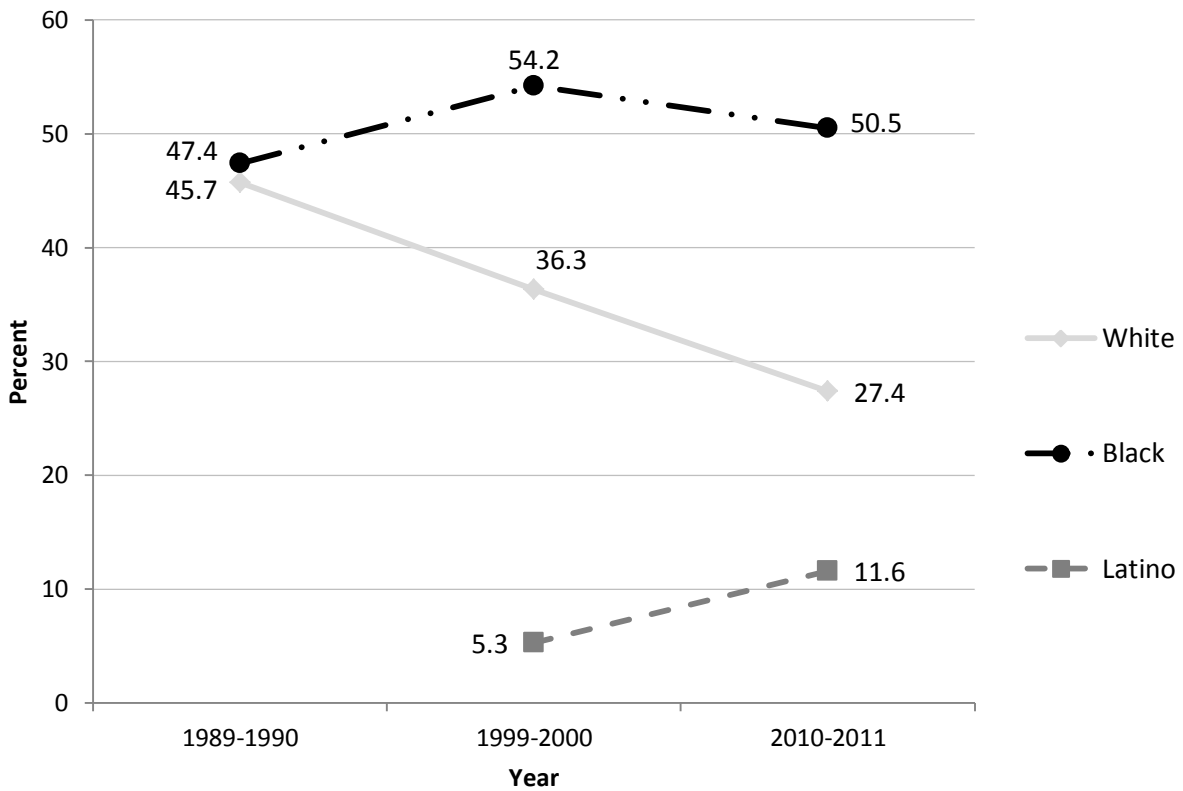


*Note:* Less than 5% proportional enrollment for Latino students in 1989-1990 so data is excluded.  
*Source:* U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey Data

- In 2010, the typical black student attended a school that had become much less white over the previous two decades.
- In 2010, the typical black student’s school was majority black and about one quarter white with a significant proportion of Latino students.

Figure 6

*Racial Composition of School Attended by Typical Black Student, Fayetteville 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.

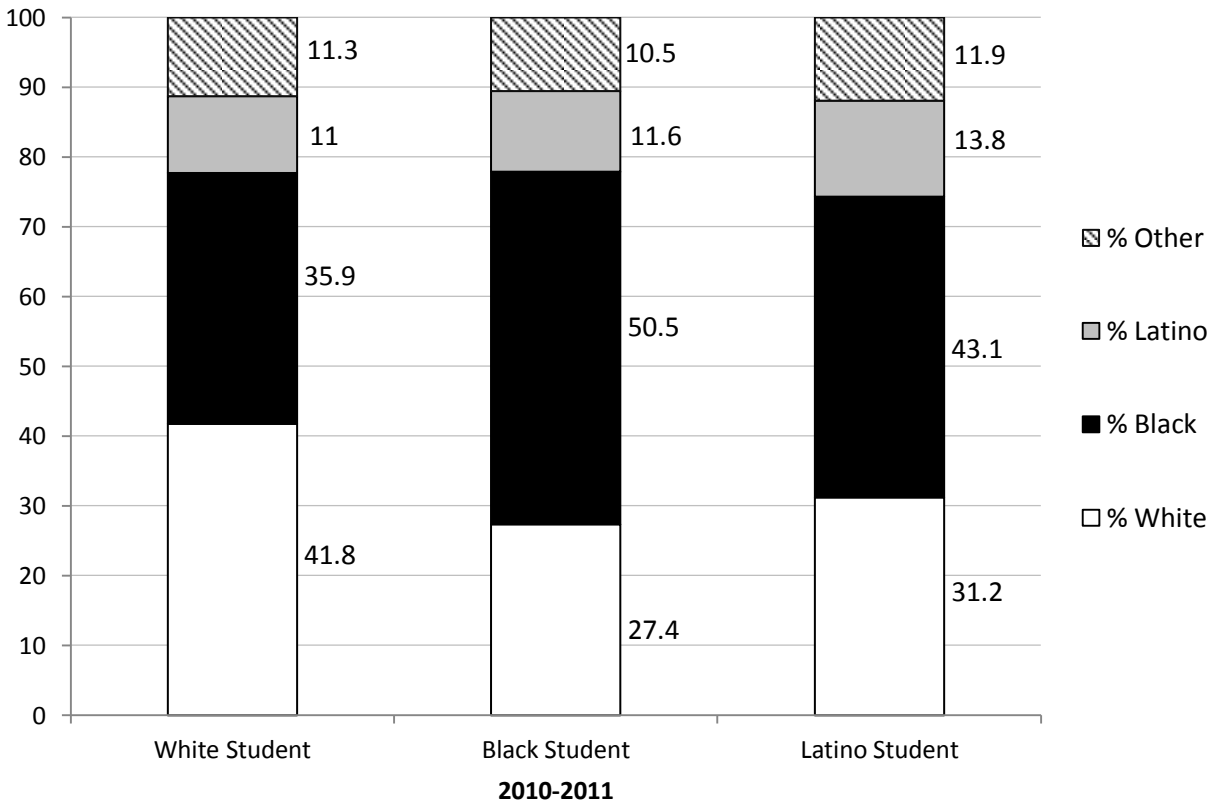
*Source:* U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey Data.



- In 2010, the typical Latino student attended a school that most closely resembled the metro’s racial enrollment while the typical white student attended a school that least resembled the metro’s racial enrollment.
- In 2010, the typical student of each race attended a school with a disproportionately large share of same-race peers.

Figure 7

*Racial Composition of School Attended by Typical Student by Race, Fayetteville Metro*



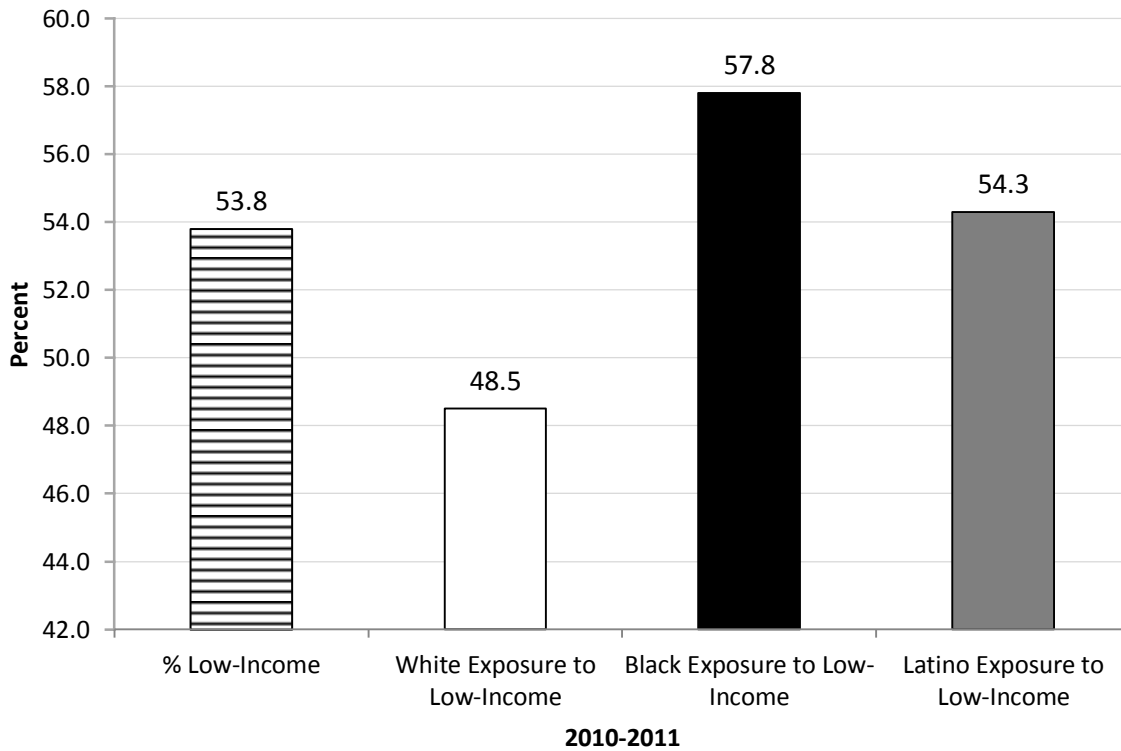
*Note:* Other includes American Indian students and students identifying with two or more races.

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

- In 2010, the typical white student attended a school with a smaller share of low-income students (48.5%) than the metro’s overall share of low-income students (53.8%).
- In 2010, the typical Latino student attended a school with a similar share of low-income students (54.3%) as the metro’s overall share of low-income students (53.8%).
- In 2010, the typical black student attended a school with a slightly larger share of low-income students (57.8%) than the metro’s overall share of low-income students (53.8%).

Figure 8

*Exposure to Low-Income Students by Race, Fayetteville 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 has decreased slightly over both of the last two decades, to a point that is considered a low level of unevenness.
- In 2010, the average school in metro Fayetteville was 9% less diverse than the overall metro enrollment.
- Segregation between districts decreased during both of the last two decades, accounting for a very small share of the total segregation.
- Segregation within districts increased from 1989 to 1999 and then decreased slightly from 1999 to 2010; segregation within districts accounts for the vast majority of unevenness in metro Fayetteville.

Table 4

*Entropy Index Values, Overall and Within and Between School Districts, Fayetteville Metro*

	<b>H</b>	<b>H Within Districts</b>	<b>H Between Districts</b>
<b>Fayetteville Metro</b>			
1989-1990	0.11	0.07	0.03
1999-2000	0.10	0.09	0.02
2010-2011	0.09	0.08	0.01

*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 increased during both of the last two decades, reaching a level that is considered to be moderate in 2010.
- The uneven distribution of white and Latino students also increased from 1999 to 2010, reaching a level that borders on being considered low or moderate in 2010.
- The uneven distribution of black and Latino students increased from 1999 to 2010 but remained at a low level of unevenness in 2010.

Table 5

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

	<b>Dissimilarity Index</b>					
	<b>White Black</b>	<b>White Asian</b>	<b>White Latino</b>	<b>Black Asian</b>	<b>Black Latino</b>	<b>Asian Latino</b>
<b>Fayetteville Metro</b>						
1989-1990	0.26					
1999-2000	0.33		0.29		0.18	
2010-2011	0.38		0.30		0.22	

*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