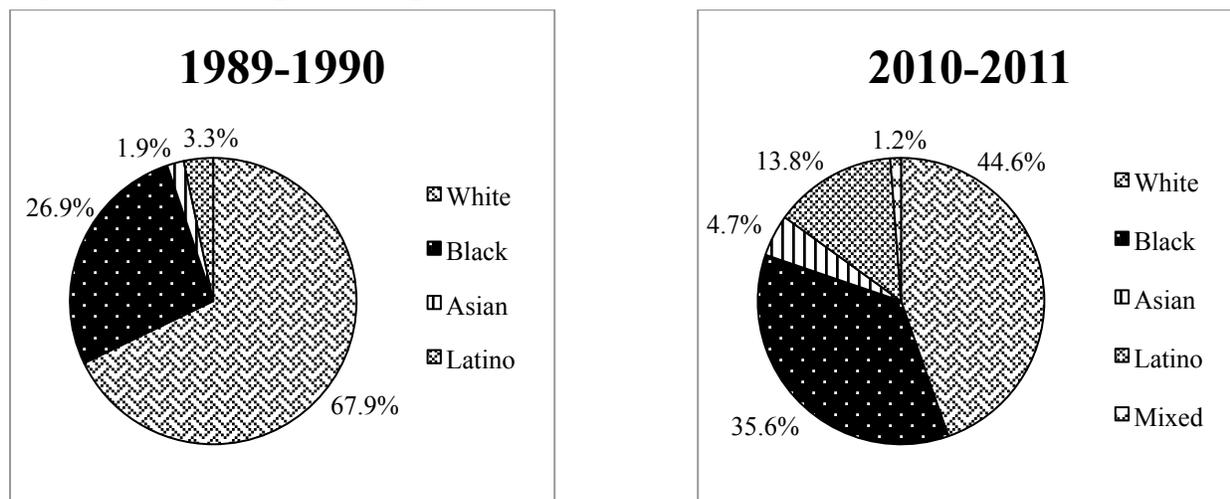


Summary of Wilmington Metropolitan Area

Enrollment

- The proportion of white students attending the Wilmington public schools plummeted from more than two-thirds of the enrollment in 1989-90 to less than one-half in 2010-11
- During that same period the share of black students rose from about 27% to 36%, increasing by a third.
- By comparison, the share of Latino enrollment almost quadrupled, growing from roughly 3% to 14% and Asian enrollment increased from about 2% to 5%.

Figure 1 *Wilmington Metropolitan Area Public School Enrollment, 1989-90 and 2010-11*



Note: American Indian is less than 1% of total enrollment.

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD)

- Between 1989-90 and 2010-11, white student enrollment in urban schools—those in the city of Wilmington—fell almost 47 percentage points from 64.5% to 18.6%.
- Black enrollment in urban schools increased 35 percentage points from 28.3% to 63.6%. In addition, black students were the only group whose share of enrollment in urban schools was larger than their share of enrollment in suburban schools.
- In 2010-11 Latino students represented almost 14% of urban students, growing 219% over 20 years.
- In the suburban schools, white students constituted the largest share of the enrollment at 45.1%, black students enrolled in suburban schools grew to almost one-third, and Latinos contributed about 16% to the total suburban enrollment.

Table 1 *Enrollments by Race/Ethnicity in Urban and Suburban Schools in the Wilmington Metro Area*

	Urban Schools				Suburban Schools			
	White	Black	Asian	Latino	White	Black	Asian	Latino
Wilmington Metro								
1989-1990	65.4%	28.3%	2.0%	4.3%	67.4%	27.3%	1.9%	3.2%
1999-2000	46.1%	41.2%	3.0%	9.6%	59.1%	31.7%	3.0%	6.1%
2010-2011	18.6%	63.6%	3.9%	13.7%	45.1%	32.5%	5.0%	15.8%

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. Enrollment data exclude American Indian and mixed race students and thus do not equal exactly 100%.

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD)

Concentration

- The percentage of multi-racial schools[‡] increased six-fold to 44.7% in 2010-11.
- The proportion of predominantly minority schools—those in which 50-100% of the student enrollment is comprised of minority students—increased 11-fold from about 5% to 60% of schools since 1989-1990.
- Neither intensely segregated schools (those that are 90-100% minority) nor apartheid schools (those where 99-100% of the student enrollment is comprised of minority students) existed in the Wilmington metro under the court ordered desegregation plan. By 2010-11, the share of intensely segregated schools neared a troubling 15% of schools and apartheid schools accounted for almost 8% of schools.

Table 2 *Number and Percentage of Multi-Racial and Minority Segregated Schools in the Wilmington Metro Area*

	Total Schools	% of Multi-Racial Schools	% of 50-100% Minority Schools	% of 90-100% Minority Schools	% of 99-100% Minority Schools
Wilmington Metro					
1989-1990	78	6.4%	5.1%	NS	NS
1999-2000	86	19.8%	30.2%	4.7%	1.2%
2010-2011	103	44.7%	61.2%	14.6%	7.8%

Note: 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 respectively.

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

- In all types of schools, low-income students comprised a larger share of the enrollment in 2010-11 than in 1999-2000.
- In 2010-11, the share of low-income students in multi-racial schools (55.2%) was lower than in any of the minority segregated schools.

- In 2010-11, more than eight out of every ten students attending either intensely segregated or apartheid schools were low-income.

Table 3 *Percentage of Students Who Are Low-Income in Multi-Racial and Minority Segregated Schools in the Wilmington Metro Area*

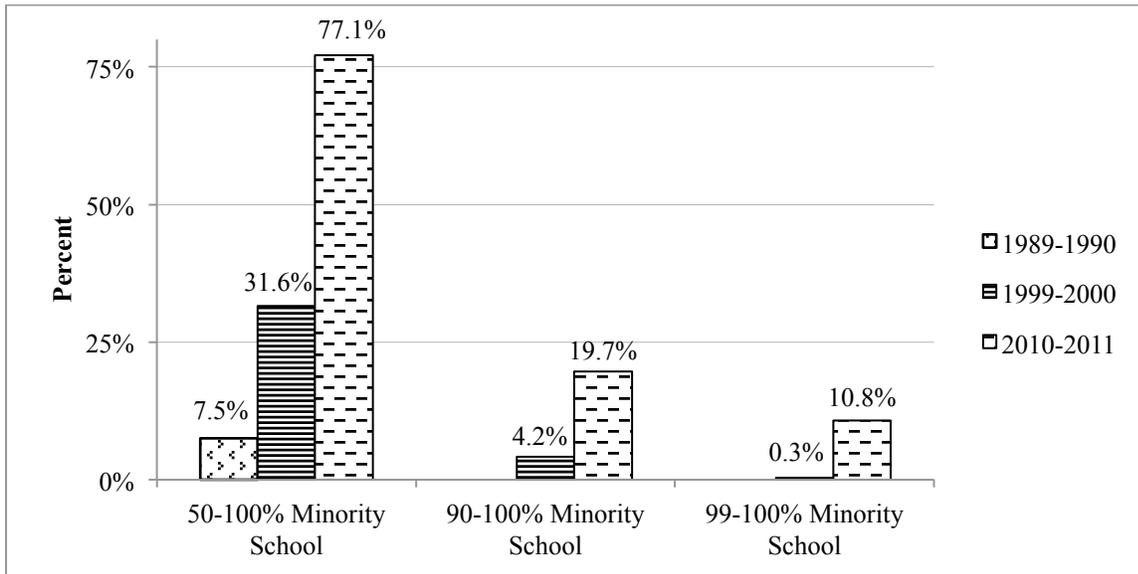
	% Low-Income Students	% Low-Income in Multi-Racial Schools	% Low-Income in 50-100% Minority Schools	% Low-Income in 90-100% Minority Schools	% Low-Income in 99-100% Minority Schools
Wilmington Metro					
1999-2000	32.3%	38.5%	48.5%	74.1%	82.1%
2010-2011	47.3%	55.2%	62.3%	82.7%	87.7%

Note: 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 respectively.

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

- In 1989-90, while the desegregation plan was in effect, no black students attended an intensely segregated or apartheid school and only 7.5% of black students attended a predominantly minority school.
- After the districts had been granted unitary status and as the share of the white enrollment declined, the share of black students attending intensely segregated schools reached almost 20%
- 11% of black students in Wilmington attended apartheid schools, which was more than one and a half times the share of black students attending such schools statewide.
- In 2010-11 more than three-quarters of black students in Wilmington attended a predominantly minority school—a ten-fold increase from two decades earlier.

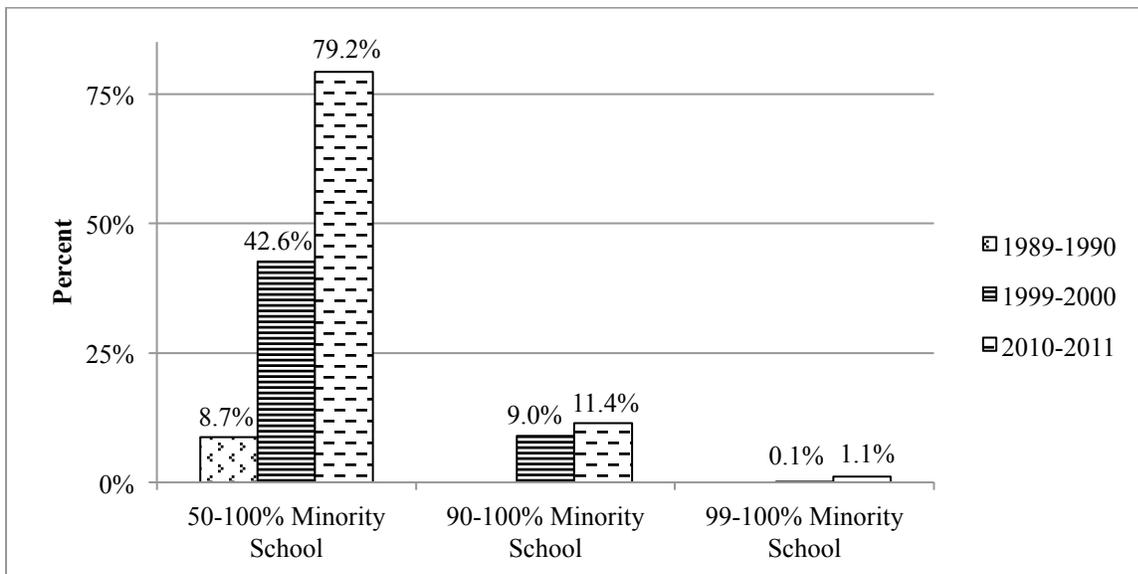
Figure 2 *Percentage of Black Students in Minority Segregated Schools in the Wilmington Metro Area*



Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD)

- Almost eight in ten Latino students, a larger proportion than black students, attended predominantly minority schools in 2010-11. However, the share of black students enrolled in intensely segregated (20%) schools was nearly double that of Latinos (11%).
- More than one in ten black students, as compared to one in 100 Latino students, attended apartheid schools in the Wilmington metro.

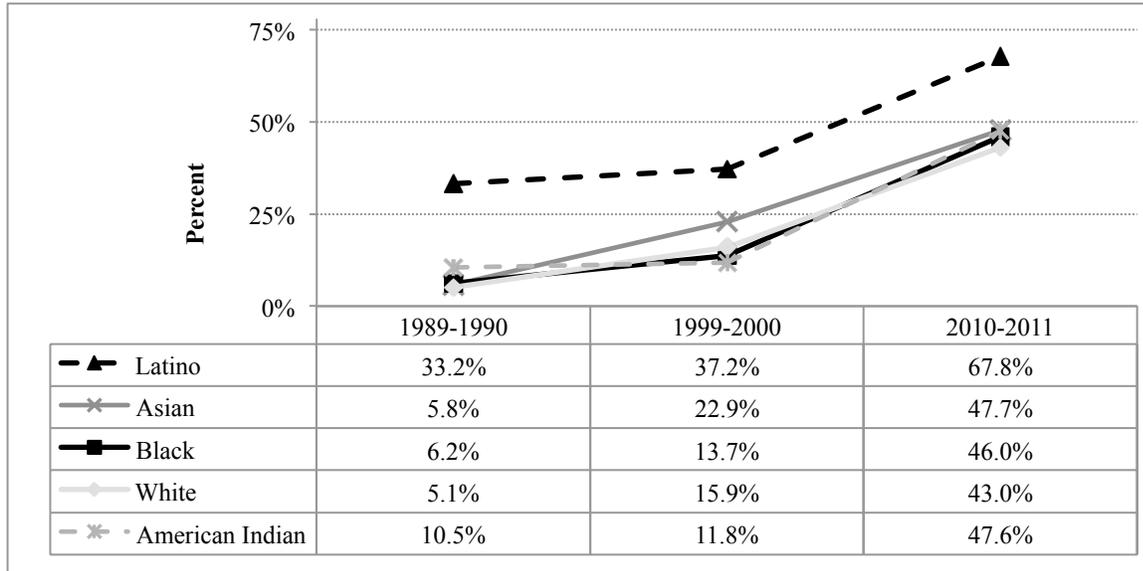
Figure 3 *Percentage of Latino Students in Minority Segregated Schools in the Wilmington Metro Area*



Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD)

- Over the last two decades, increasing numbers of students of all races attended multi-racial schools in Wilmington.
- More than two-thirds of Latinos, as compared to less than one-half of Asian, white, and black students, were enrolled in these schools.

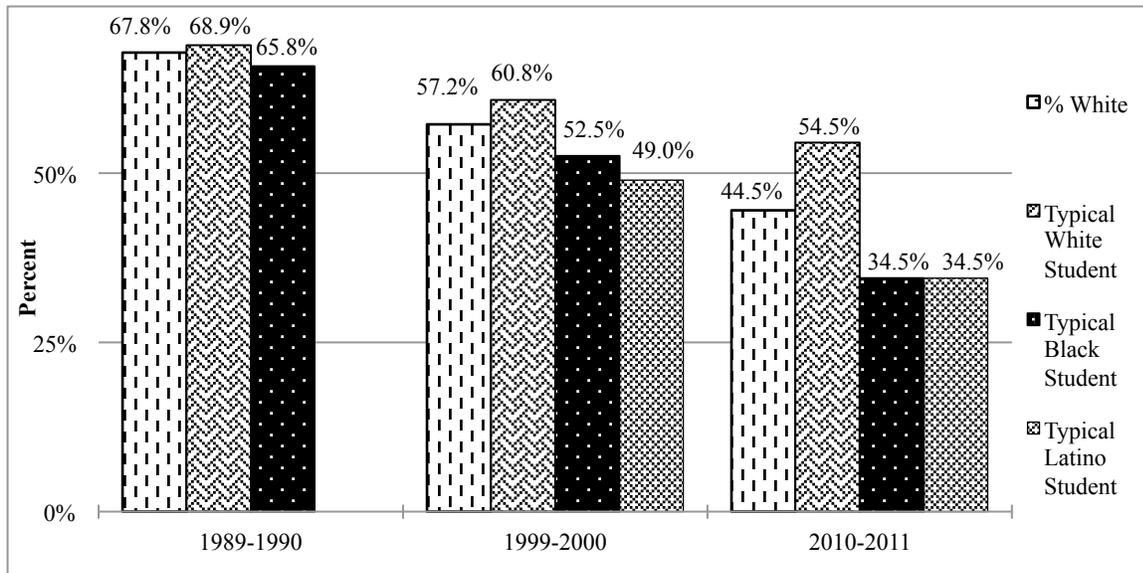
Figure 4 *Percentage of Racial Group in Multi-Racial Schools in the Wilmington Metropolitan Area*



Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD)

- Although the percentage of white students in Wilmington’s public schools declined from 67.8% in 1989-90 to 44.5% in 2010-11, white students continued to attend schools where white peers constituted a majority. At the same time, exposure to white students decreased for students of all races.
- By 2010-11 there was a 20-point spread between the percentage of white students attending the school of a typical white student (54.5%) and the percent of white students attending a school of a typical black (34.5%) or Latino (34.5%) student.
- The typical black and Latino student attended a school where the percentage of white students was 10 points *below* the percent of white students enrolled in the metro schools while the typical white student attended a school where the percent of white students was 10 points *above* the percent of white students enrolled in the metro schools.

Figure 5 *Percentage of White Students in School Attended by the Typical Student of Each Race (Exposure Rates) in the Wilmington Metro Area*

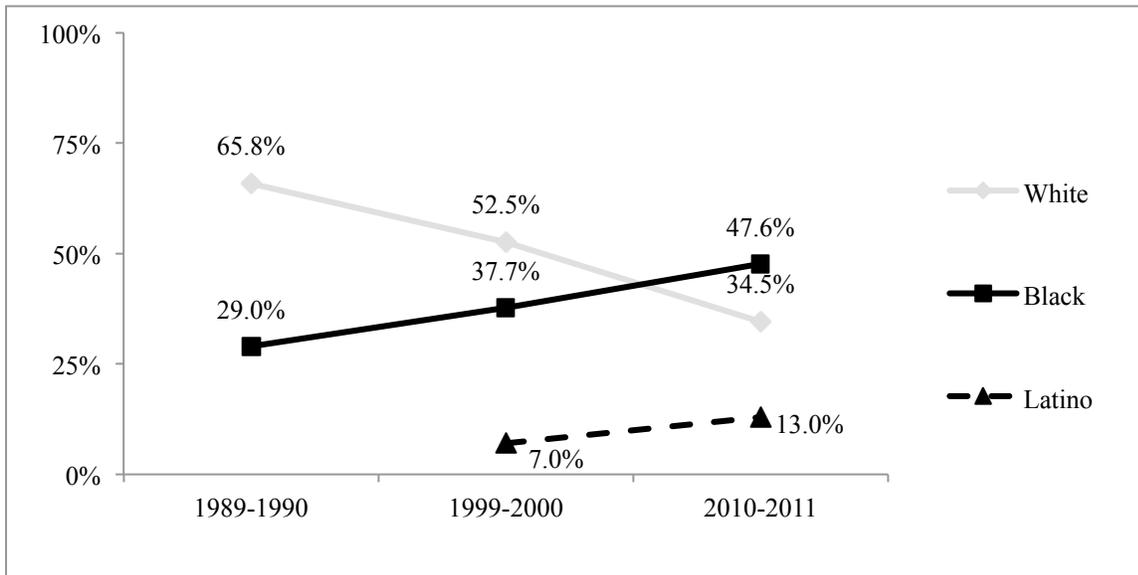


Note: Less than 5% proportional enrollment for Latino students in 1989-1990 and 1999-2000 so data is excluded.

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD)

- By 2010-11 a multiracial enrollment emerged in conjunction with significant growth in the numbers of non-white students and the typical black student had experienced a 31-percentage point drop in the share of white students in their school.
- In that year, the typical black student attended a school where close to half of students were black, just over one-third of the students were white, and the share of Latino students grew almost two-fold to 13%. In other words, the typical black student in Wilmington attended a school in which black students were overrepresented by 12 percentage points, and whites were underrepresented by roughly 10 percentage points.

Figure 6 *Racial Composition of School Attended by Typical Black Student in the Wilmington Metro Area*

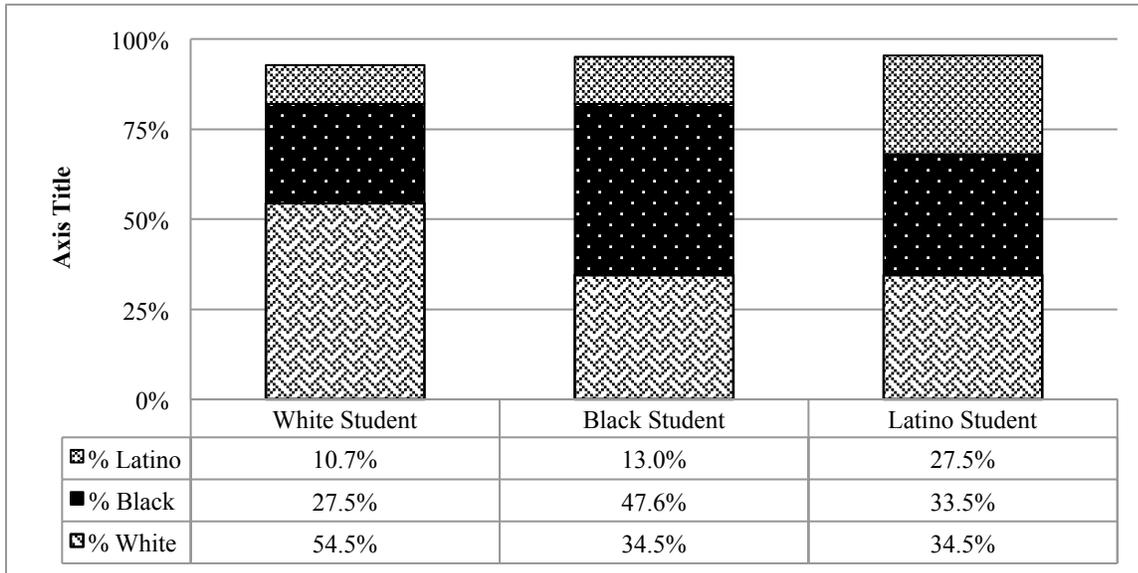


Note: Less than 5% proportional enrollment for Latino in 1989-1990 and Asian students in 1989-1990, 1999-2000, and 2010-2011 so data are excluded.

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD)

- The typical white student attended a predominantly white school, the typical black student attended a predominantly black school, and the typical Latino student attended a school where white and black students each accounted for one-third of the enrollment.

Figure 7 *Composition of School Attended by Typical Student in Wilmington Metro Area, by Race, 2010-11*

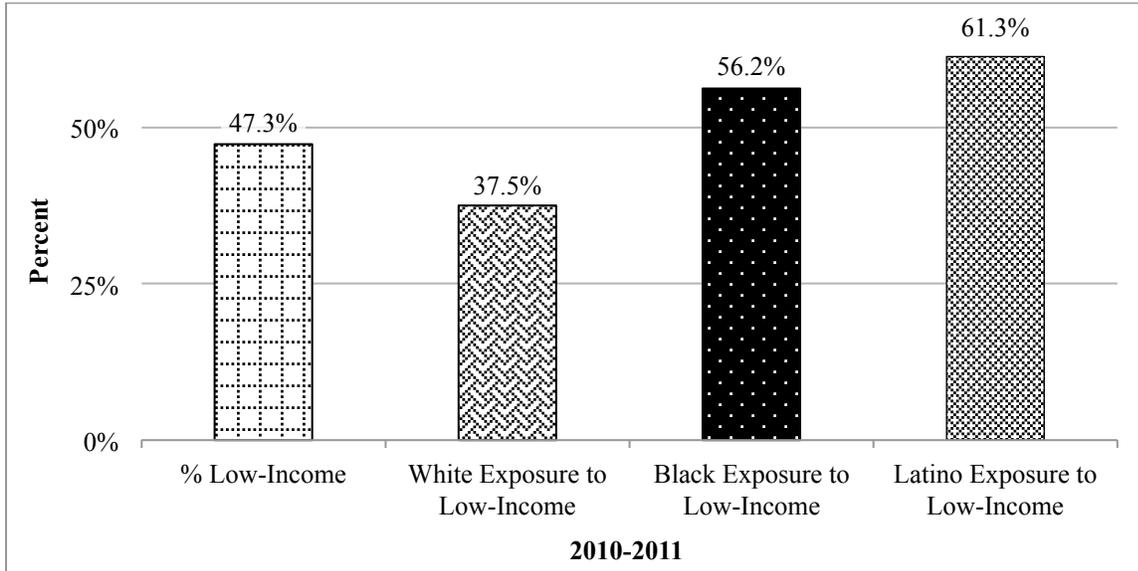


Note: Composition figures exclude American Indian, Asian, and mixed race students and thus, do not equal exactly 100%. Asian students make up less than one-twentieth of a racial enrollment.

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

- Close to one-half (47.6%) of Wilmington students were low-income; however, the typical white student attended a school that enrolled 37.5% low-income students, the typical black student attended a school that enrolled 56.2% low-income students, and the typical Latino student attended a school with 61.3% low-income students.

Figure 8 *Percentage of Racial Group and Exposure Rates to Low-Income Students for Typical Student in Wilmington Metro Area, by Race, 2010-11*



Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD)

Evenness

- The Wilmington metro reported extremely low levels of unevenness in 1989 and schools were 4% less diverse than the overall metro. Today, they are about 17% less diverse.
- In earlier years, more than 50% of the very low levels of segregation occurred within the Wilmington/New Castle districts (e.g., among schools within one of the pie-shaped districts rather than among the four districts).
- More recently, segregation levels have been roughly the same both within (53%) and between (47%) districts, which likely reflects the impact of the discontinuation of the desegregation plan, the introduction of the neighborhood assignment plans, and the growing diversity of metro area districts.

Table 4 *Differential Distribution (Evenness) of White, Black, Asian, and Latino Students Across All Wilmington Metro Area Public Schools and Within and Between School Districts*

	H	HW	HB
Wilmington Metro			
1989-1990	.04	.03	.02
1999-2000	.08	.05	.03
2010-2011	.17	.09	.08

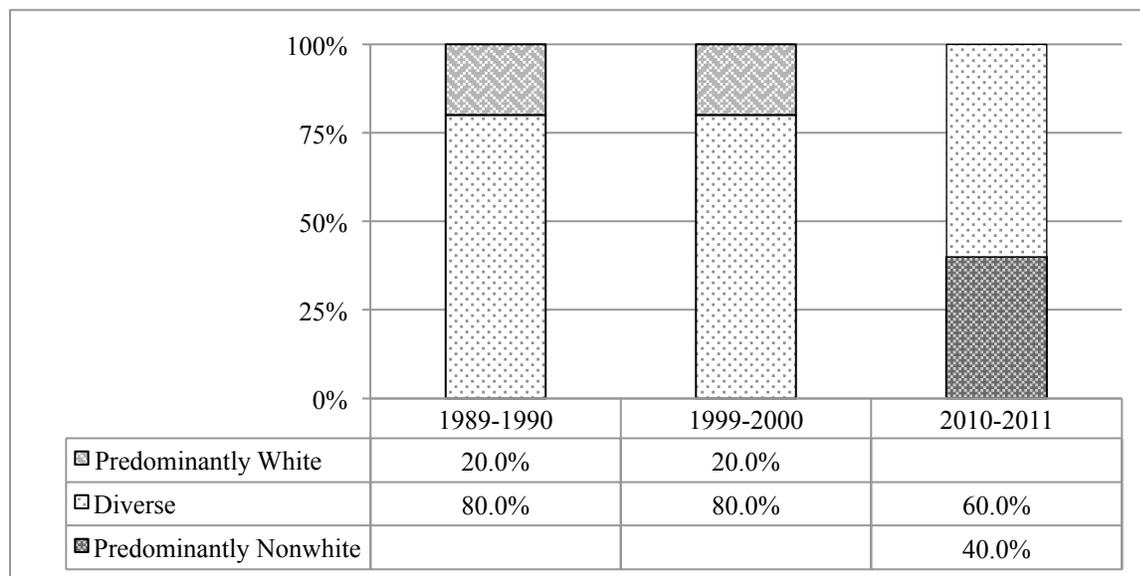
Note: H = Multi-Group Entropy Index or Theil's H. HW = the degree of un/evenness (H) that is within (W) districts. HB = the degree of un/evenness (H) that is between (B) districts.

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 the Wilmington Area School Districts

- Between 1989 and 1999, the racial enrollment patterns in the Wilmington metro districts remained relatively stable: 80% of the districts were diverse and 20% were predominantly white.
- By 2010 the overall share of diverse school districts in the Wilmington metro fell to 60% and the remaining 40% of districts were predominantly non-white.
- In one decade, school systems in the Wilmington area shifted from more than three-quarters of districts identifying as diverse and the remaining being characterized as predominantly white to an almost even split between diverse and predominantly non-white districts.

Figure 9 *Racial Transition by District, Wilmington, DE, 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*=5 districts that were open and had enrollment with at least a 100 students for each time period.

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

- Only one district, Appoquinimink, was predominantly white in both 1989 and 1999. In 2010 that district reported a diverse enrollment; however, the share of white students enrolled in Appoquinimink exceeded the proportion of white students in the metro area by close to 20%.
- Between 1989 and 2010 Brandywine and Red Clay, the two districts that maintained diverse enrollments, each saw their proportions of white students slip by nearly 20 percentage points.
- Christina and Colonial, the two districts whose enrollments transitioned from diverse to predominantly non-white, each saw the share of white students drop by more than 30 percentage-points falling from more than one-half to approximately one-third of total enrollments.

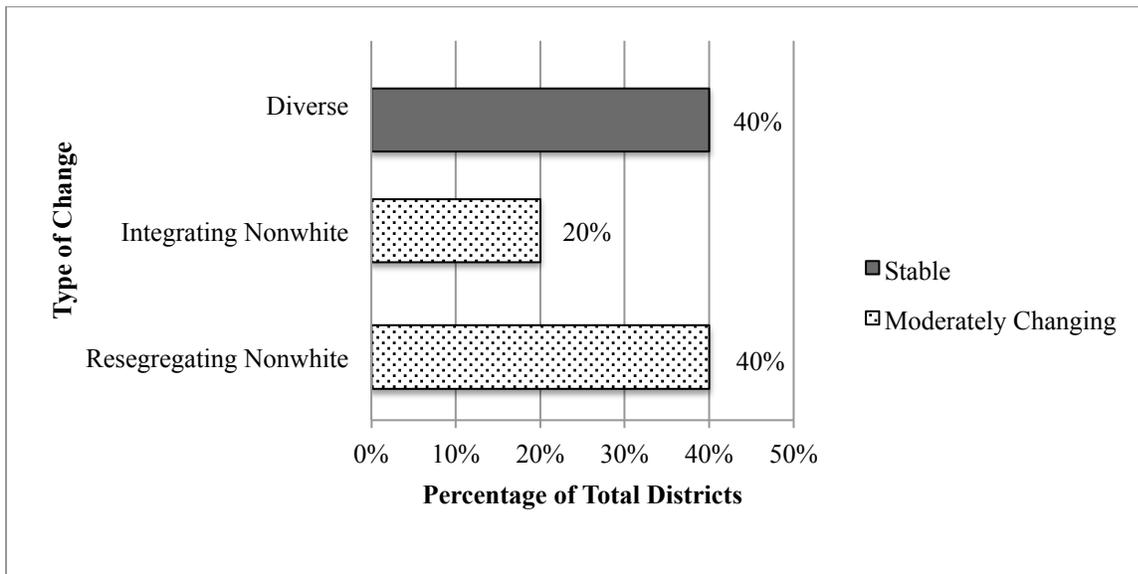
Table 5 *White Proportion and Classification in the Metro Area and Districts, Wilmington, DE, 1989-2010*

	White Proportion			Classification		
	1989	1999	2010	1989	1999	2010
Wilmington, DE Metro	67.8%	57.2%	44.5%	D	D	D
Appoquinimink	85.3%	86.0%	64.1%	PW	PW	D
Brandywine	69.1%	57.7%	51.1%	D	D	D
Red Clay	62.9%	53.8%	46.2%	D	D	D
Christina	68.6%	55.8%	35.5%	D	D	PNW
Colonial	67.9%	50.3%	33.6%	D	D	PNW

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. Metropolitan figures represent enrollment counts for all schools open during each time period. Districts are those open, and with enrollments with at least 100 students, for each time period.

- Forty percent of Wilmington's districts were classified as stably diverse.
- The remaining 60% of the districts were moderately changing:
 - 40% were resegregating non-white—classified as diverse in the earlier time period and classified as predominantly non-white in the later period
 - 20% were integrating non-white—classified as predominantly white in the earlier time period and diverse in the later period.

Figure 10 Degree and Type of Racial Transition, Wilmington, DE, 1999 to 2010

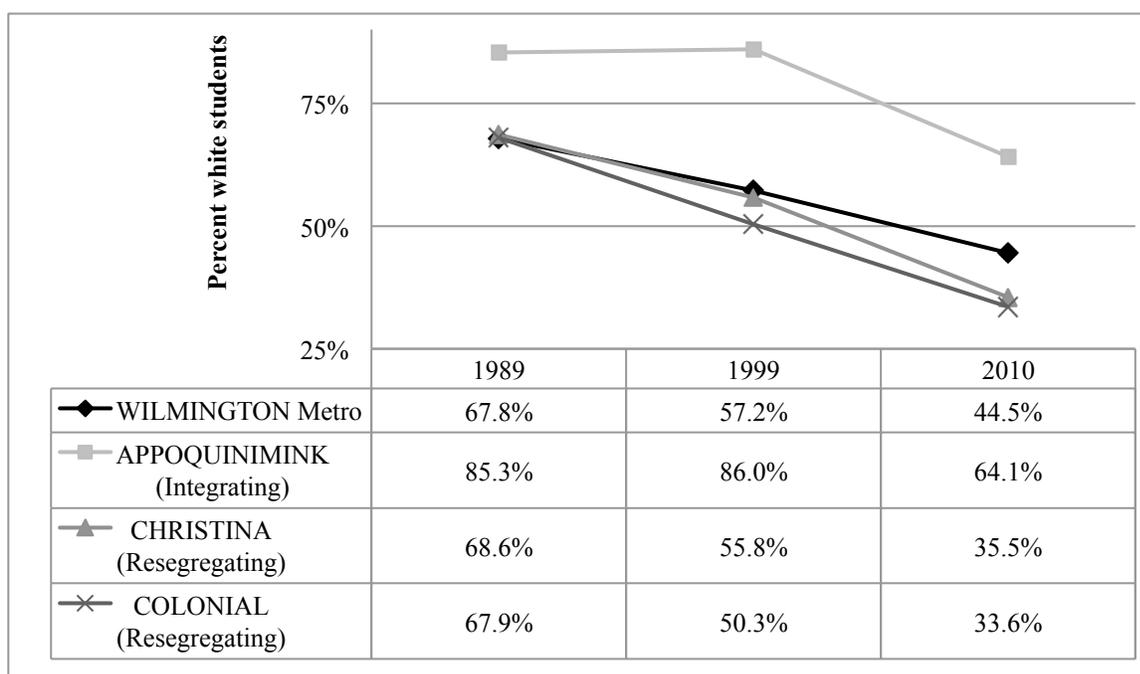


Note: N=5 districts that were open and had enrollment with at least a 100 students for each time period. For the degree of change categories: Rapidly changing districts are those with white % change 3 times greater than metro white % change. Moderately changing districts are those with white student % 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 predominantly 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 predominantly white, nonwhite or diverse in the earlier time period and classified as the other predominantly type in the later period. Integrating districts are those classified as predominantly white or nonwhite in the earlier time period and diverse in the later period. Segregated districts are those classified as predominantly 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.

- Three districts, as well as the Wilmington metro area as a whole, have experienced moderate racial transition since 1989.
- The Appoquinimink district is integrating as its white population declined from 85% in 1989 to about 64% in 2010. Its share of white students is about 30 percentage points higher than the two districts that are resegregating.
- The two resegregating districts—Christina and Colonial—quickly transitioned from being racially diverse to predominantly nonwhite. In two decades, the shares of white students fell from more than two-thirds to approximately one-third of their enrollments.
- Once a district begins the process of resegregation, it can be very difficult to reverse the trend.

Figure 11 *Rapid or Moderate Racial Transition by District Type, Wilmington Metro Area 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 predominantly 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 predominantly white, nonwhite or diverse in the prior year and classified as the other predominantly type in the latter year. Integrating are districts classified as predominantly white or nonwhite in the prior year and diverse in the latter year. Segregating districts are those classified as predominantly white or nonwhite in both periods but experienced a white % change greater than 2 times the metro white % change. Metropolitan figures represent enrollment counts for all schools open during each time period.

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