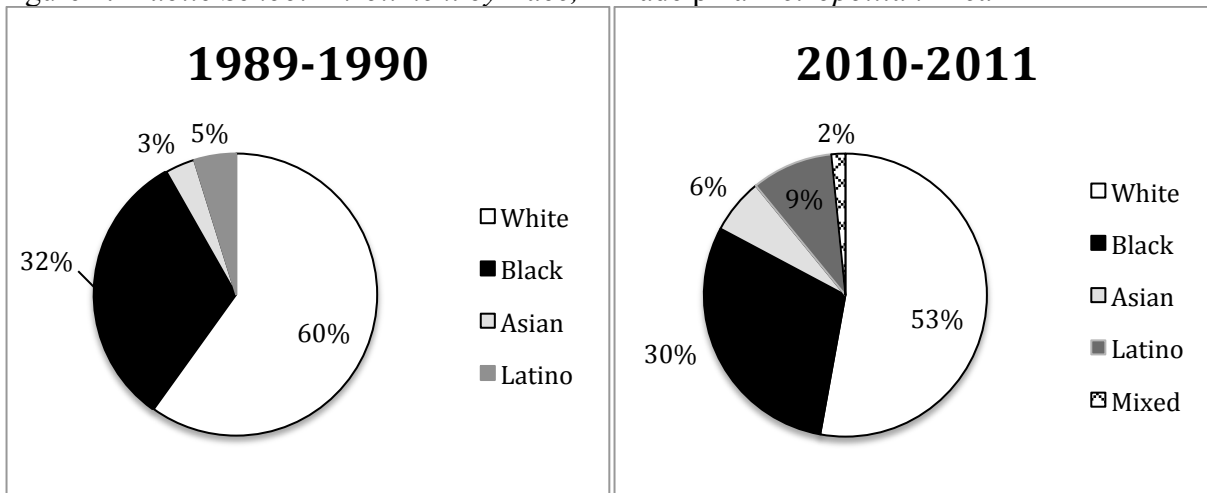


**Metropolitan Trends  
Philadelphia Metropolitan Area<sup>1</sup>**

**Enrollment**

- The white share of Philadelphia’s public school enrollment decreased from 59.8% in 1989-1990 to 52.8% in 2010-2011.
- The black share of enrollment decreased slightly from 32% to 30%.
- The Asian share of enrollment increased 85%, jumping from 3.4% to 6.3%.
- The Latino share of enrollment increased 94%, jumping from 4.8% to 9.3%.

Figure 1: *Public School Enrollment by Race, Philadelphia Metropolitan Area*



Note: American Indian is less than 1% of total enrollment. Total CBSA enrollment in 1989 was 443,408. In 2010, total enrollment was 541,706.

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

- Between 1989-1990 and 2010-2011, the white share of the enrollment dropped substantially in both urban and suburban schools in metro Philadelphia.
- In 2010-2011, only about 1/7 of students attending urban schools were white.
- The black share of enrollment in urban schools dropped slightly, but almost 60% of urban students in metro Philadelphia were black in 2010-2011.
- The black share of enrollment in suburban schools increased 71% from 8.7% to 14.9%.
- The Latino and Asian shares of enrollment increased in both urban and suburban area.

<sup>1</sup> From this point forward, we use “Philadelphia” to refer to the Philadelphia-Wilmington-Atlantic City, PA-NJ-DE-MD Metropolitan Area metropolitan area. In this report our data includes only the districts in this metropolitan area that are located in the Commonwealth of Pennsylvania. The 1999 MSA boundaries included Bucks County, Chester County, Delaware County, Montgomery County, and Philadelphia County, Plymouth County.

Table 1: *Public School Enrollment by Race in Urban and Suburban Schools, Philadelphia Metropolitan Area*

	Urban Schools				Suburban Schools			
	White	Black	Asian	Latino	White	Black	Asian	Latino
Philadelphia								
1989-1990	25.3%	61.5%	4.6%	8.4%	86.7%	8.7%	3.1%	1.4%
1999-2000	19.5%	63.6%	5.1%	11.6%	83.5%	10.3%	3.9%	2.1%
2010-2011	14.2%	59.8%	6.3%	16.9%	72.4%	14.9%	6.6%	4.9%

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

- The percent of multiracial schools – those that have any three races representing 10% or more of the total students enrolled – has more than doubled since 1989-1990, but many of these schools still enroll few white students.
- In 2010-2011, almost half (44.5%) of all Philadelphia metropolitan schools were classified as majority minority schools, or those enrolling over 50% minority students.
- Almost one-third of schools were classified as intensely segregated – those that have between 90 and 100% minority students.
- The percent of schools classified as apartheid – those with over 99% minority students increased, from 19.8% to 30.9%, slightly over the past two decades.

Table 2: *Multiracial and Minority Segregated Schools, Philadelphia Metropolitan Area*

	Total Schools	% of Multiracial Schools	% of 50-100% Minority Schools	% of 90-100% Minority Schools	% of 99-100% Minority Schools
Philadelphia					
1989-1990	681	6.8%	31.0%	19.8%	15.0%
1999-2000	748	10.2%	37.4%	25.3%	16.2%
2010-2011	831	15.8%	44.5%	30.9%	17.1%

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

- In all four types of schools, the percent of low-income students increased between 1999-2000 and 2010-2011.

- Very high and increasing percentages of low-income students were enrolled in majority minority schools; in 2010-2011, majority minority schools enrolled 76.2% low-income students, intensely segregated schools enrolled 84.6% low-income students, and apartheid schools enrolled 86.0% low-income students.

Table 3: *Students Who Are Low-Income in Multiracial and Minority Segregated Schools Philadelphia Metropolitan Area*

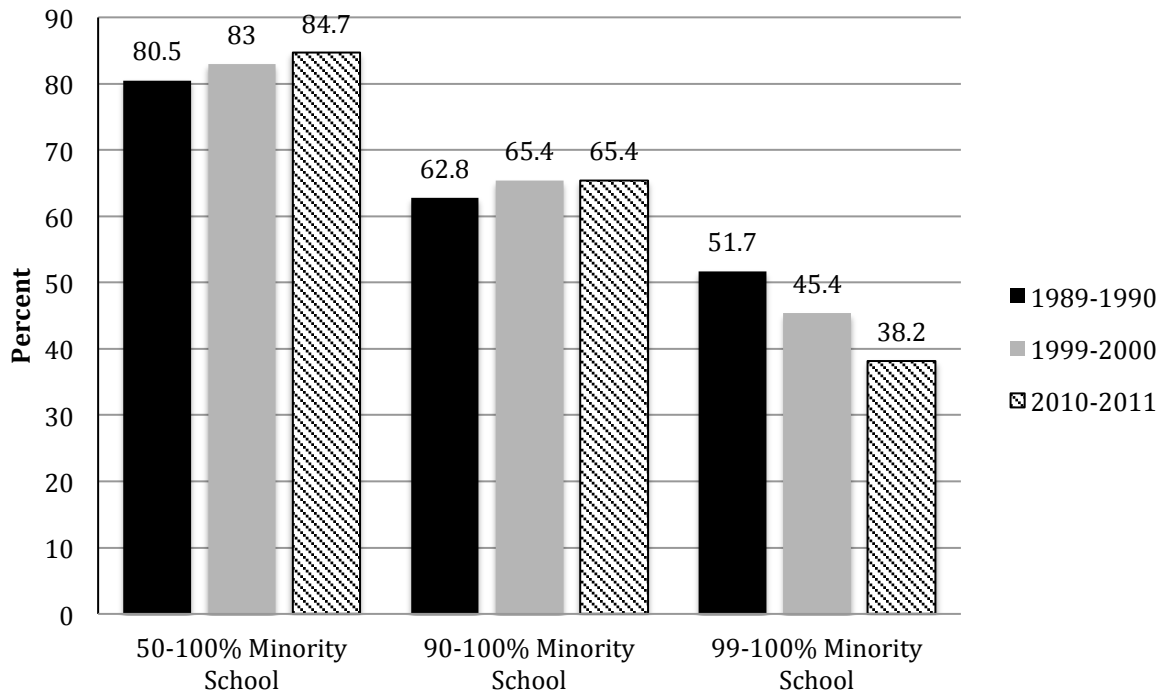
	<b>Overall % Low- Income in Metro</b>	<b>% Low- Income in Multiracial Schools</b>	<b>% Low- Income in 50-100% Minority Schools</b>	<b>% Low- Income in 90- 100% Minority Schools</b>	<b>% Low- Income in 99- 100% Minority Schools</b>
<b>Philadelphia</b>					
1999-2000	33.6%	51.1%	68.1%	74.3%	77.5%
2010-2011	41.6%	57.5%	76.2%	84.6%	86.0%

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.

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 enrolled in both majority minority and intensely segregated schools has increased since 1989-1990.
- In 2010-2011, almost nine out of ten black students in metropolitan Philadelphia attended a majority minority school and [about](#) two-thirds attended intensely segregated schools.
- The share of black students enrolled in apartheid schools decreased significantly, but still remains at almost 40%.

Figure 2: *Black Students in Minority Segregated Schools, Philadelphia Metropolitan Area*

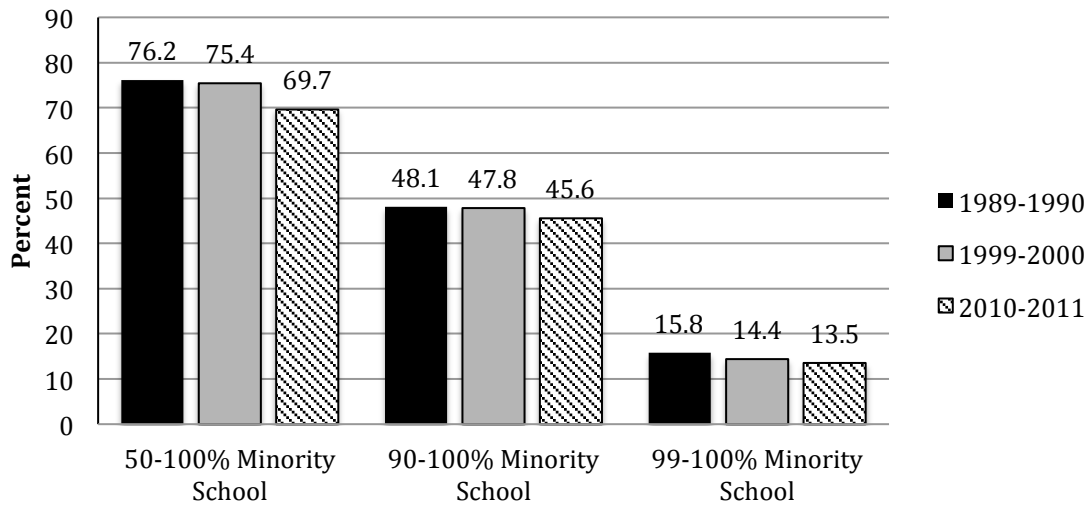


Note: Minority school represents black, Latino, American Indian, and Asian students.

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

- The percent of Latino students attending majority minority, intensely segregated, and apartheid schools decreased significantly between 1989 and 2010, but remained very high.
- In 2010-2011, approximately, 70% of Latinos attended a majority minority school and a little less than half attended an intensely segregated school.

Figure 3— *Latino Students in Minority Schools, Philadelphia Metropolitan Area*

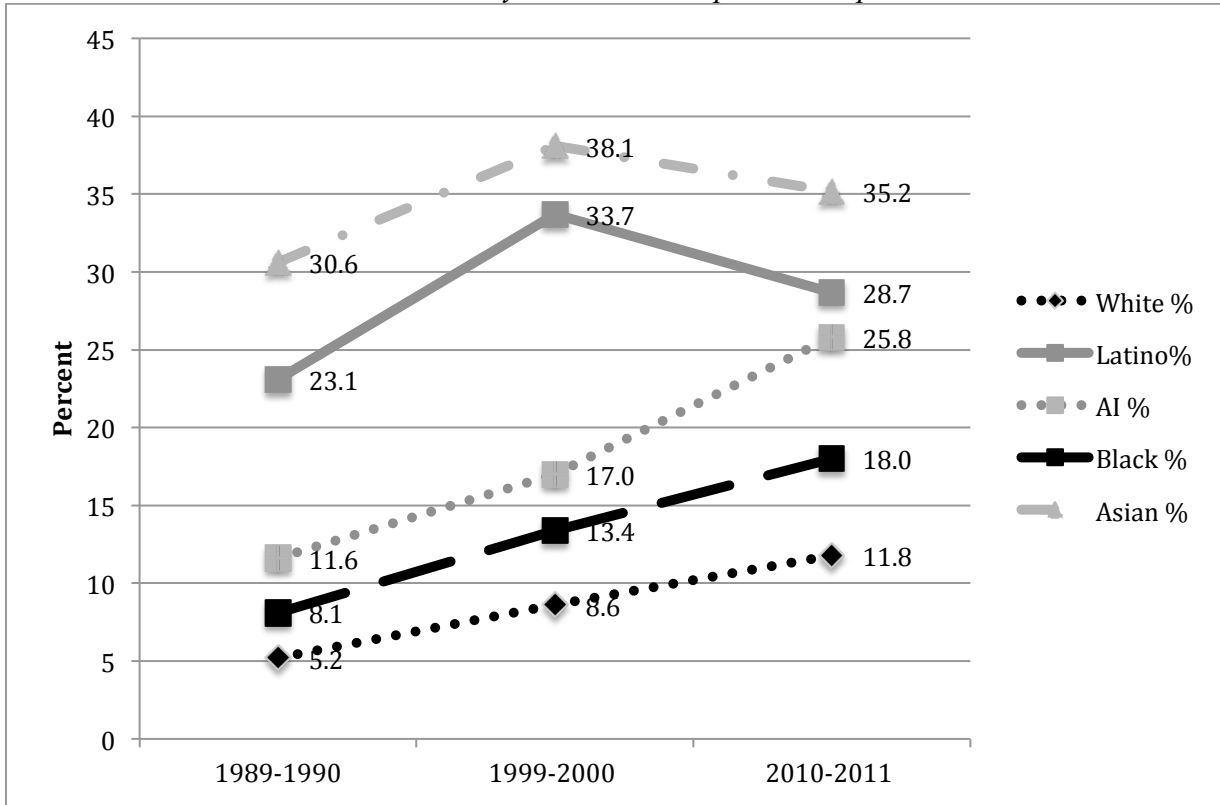


Note: Minority school represents black, Latino, American Indian, and Asian students.

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

- Between 1989-1990 and 2010-2011, there was an overall increase in the share of students from all racial groups attending multi-racial schools in metropolitan Philadelphia, though there was a decrease among Latinos and Asians over the last decade.
- In 2010-2011, over one third of Asians attended multi-racial schools and almost 30% of Latinos attended such schools while far fewer whites and blacks attended multiracial schools.

Figure 4: *Students in Multiracial Schools by Race, Philadelphia Metropolitan Area*



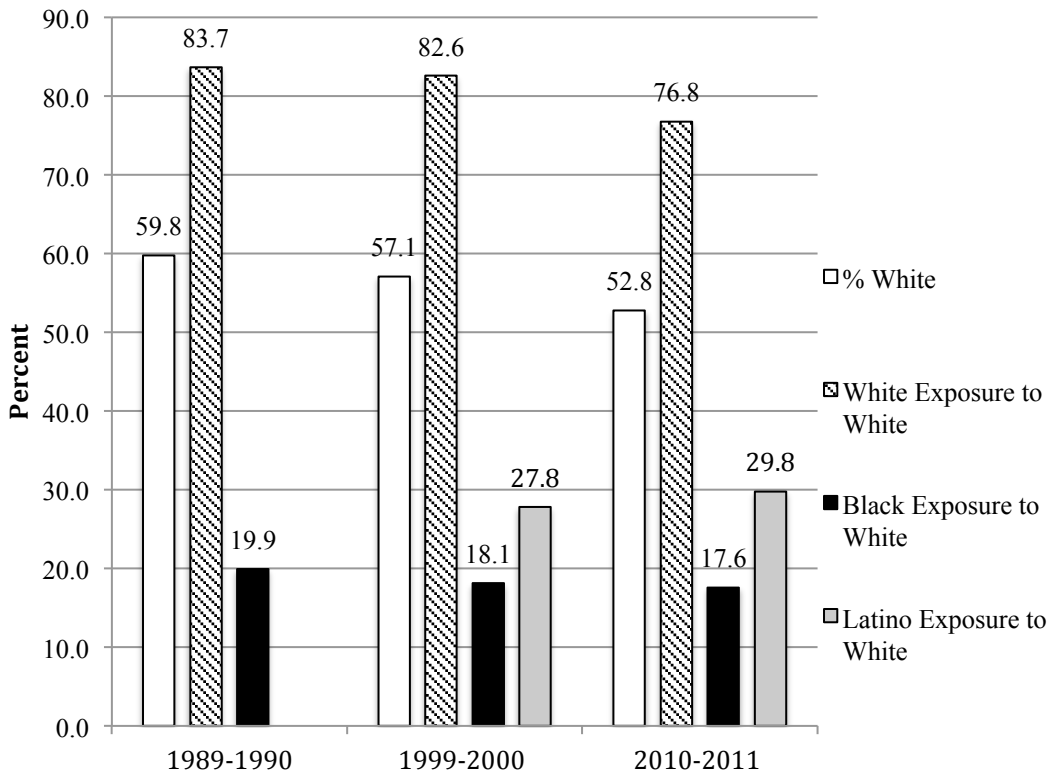
Note: Multiracial schools are those with any three races representing 10% or more of the total student enrollment.

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

### Exposure

- Although the percent of white students in the Philadelphia Metro Area decreased from 60% to 53% over the last two decades, the typical white still attended a school in 2010-2011 that was over 75% white.
- The percent of white students at the typical black student's school decreased and was less than 18% in 2010-2011.
- There was a slight increase in the exposure of Latinos to white students, but it remained extremely low at less than 30% in 2010-2011.

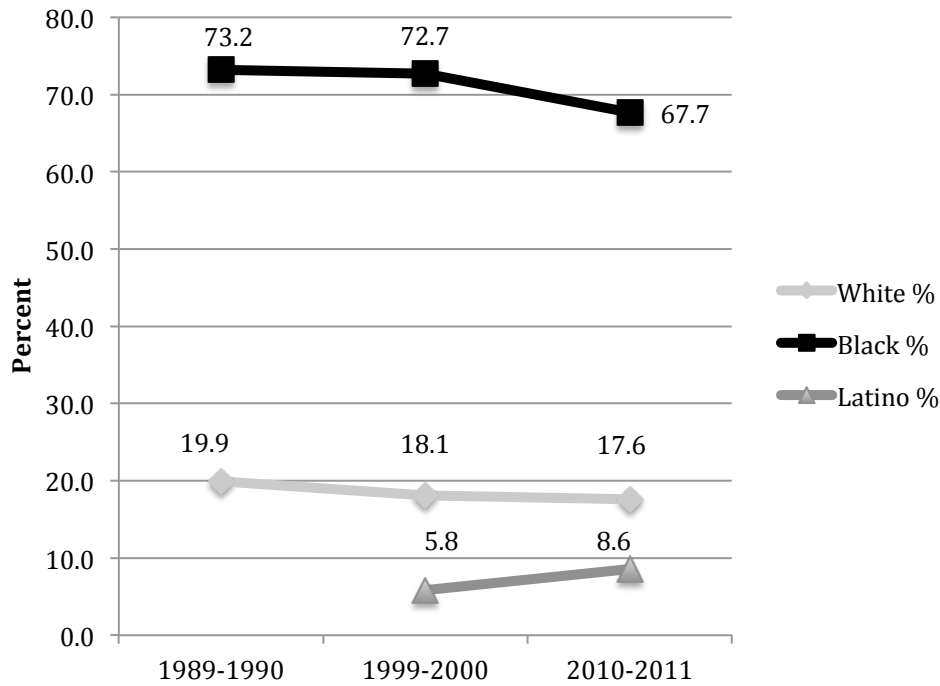
Figure 5: *White Students in School Attended by Typical Student of Each Race, Philadelphia Metro Area*



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

- While there was a decrease in the proportion of black students enrolled in the typical black students school, they still attended a school with over two-thirds other black students.
- The proportion of white students at the school of a typical black student decreased while the share of Latino students increased.

Figure 6: *Racial Composition of School Attended by Typical Black Student, Philadelphia Metro Area*

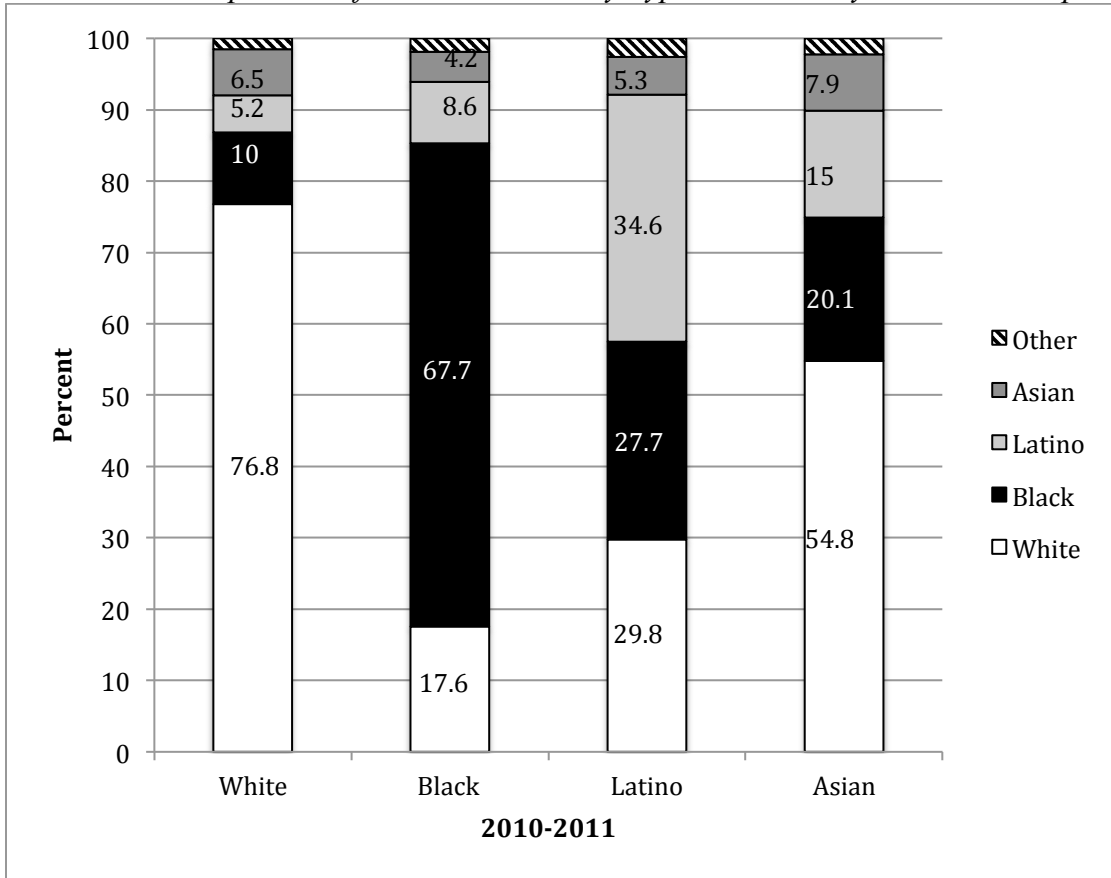


Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey Data

- In 2010-2011 the typical white student attended a school that was predominantly white with small shares of other racial groups.
- Black students were enrolled in schools predominantly composed of other black students with small shares of other racial groups.
- The typical Latino student attended a school with a plurality of Latino students and with more than one-quarter white and black students.
- The typical Asian student attended schools that most closely resembled the racial distribution of metro Philadelphia, though with slightly greater shares of other Asian and Latino students and fewer blacks.



Figure 7: *Racial Composition of School Attended by Typical Student by Race, Philadelphia Metro Area*

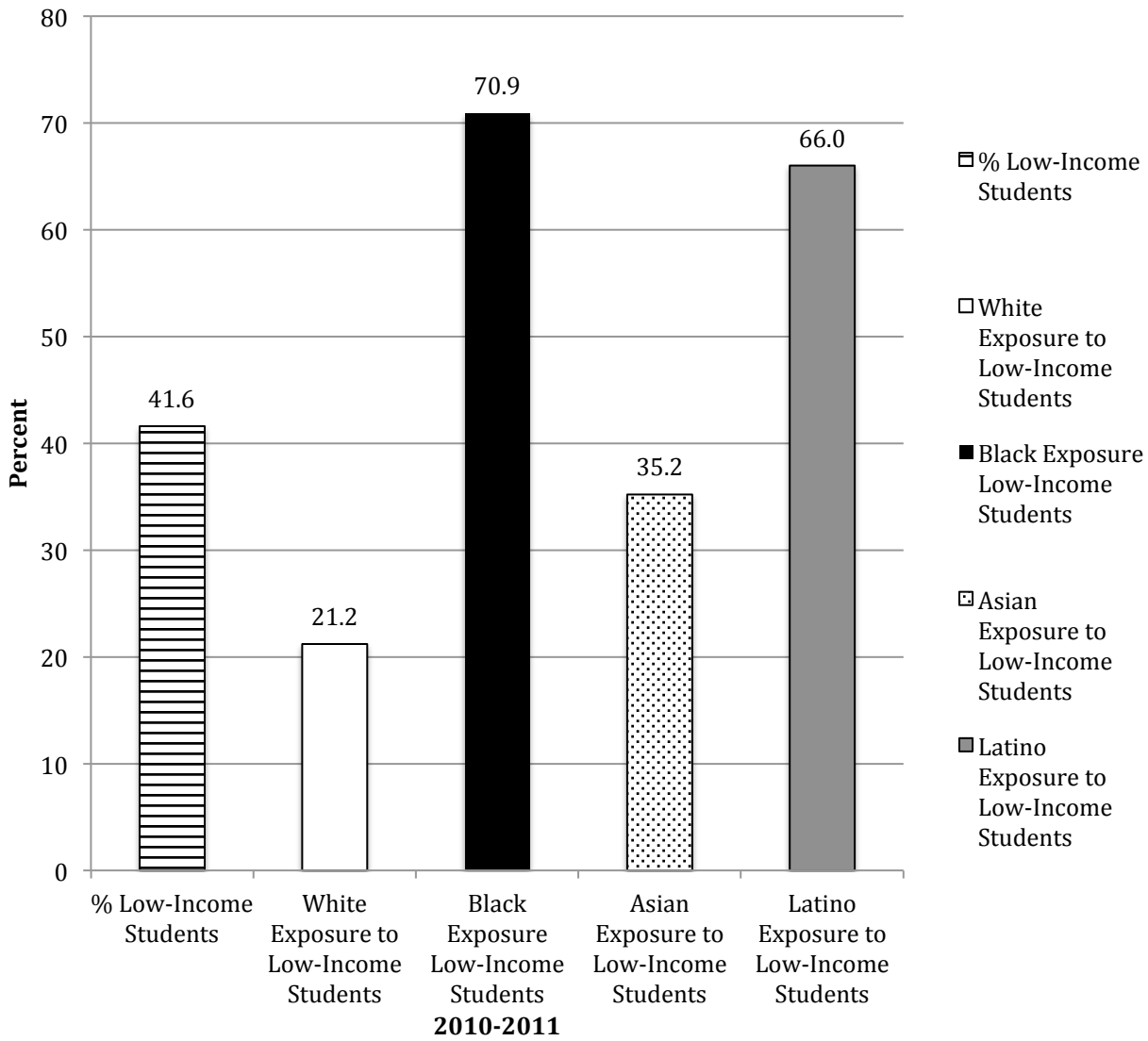


Note: Other includes American Indian students and students identifying with two or more races.

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

- The average white exposure to low-income students (about 21%) was almost half that of the metropolitan average.
- The typical black student attended a school where seven of ten students were considered low-income.
- The typical Latino student attended a school where two-thirds of students were classified as low-income.
- The proportion of low-income students at the typical Asian student's school was much lower at about one-third of all students.

Figure 8: *Exposure to Low-Income Students by Race, Philadelphia Metropolitan Area*



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

**Evenness**

- In 2010-2011, the average school was 42% less diverse than the entire metropolitan area, indicating a high degree of segregation (or uneven distribution of racial groups across the area's schools).
- Over three-fourths of this unevenness was due to the between-district segregation.
- Although within district segregation decreased sharply, the between-district segregation has actually increased over the last two decades.

Table 4: *Entropy Index Values, Overall and Within and Between School Districts, Philadelphia Metro Area*

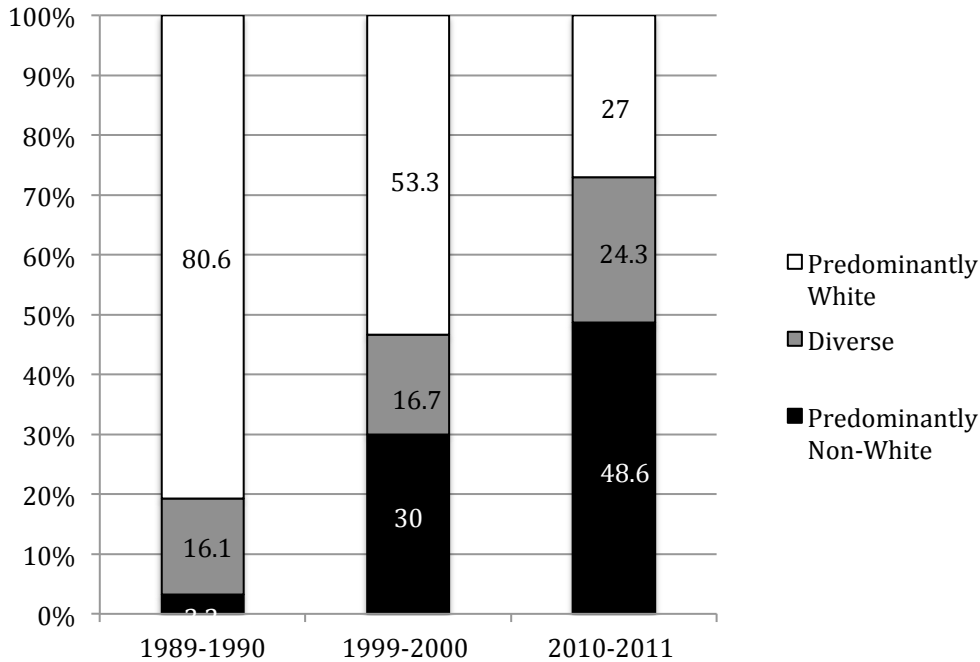
	<b>H</b>	<b>H Within Districts</b>	<b>H Between Districts</b>
<b>Philadelphia</b>			
1989-1990	0.51	0.2	0.3
1999-2000	0.49	0.16	0.32
2010-2011	0.42	0.1	0.32

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**

- Between 1989-1990 and 2010-2011, there has been a sharp decrease in predominantly white districts and sharp increase in predominantly minority districts.
- The percentage of diverse districts increased 50%, from approximately 16% to 24%.

Figure 9: *Racial Transition by District, Philadelphia Metropolitan Area*



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=62 districts for 1989, 1999 and 2010 with greater than 100 students enrolled across the three time periods.

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

- The proportion of white students decreased in all of the ten most populated school districts in Metro Philadelphia.
- Upper Darby transitioned from a predominantly white district – with almost 90% white students – to a predominantly non-white district with less than 40% white students.
- North Penn transitioned from predominantly white to diverse over the last ten years.

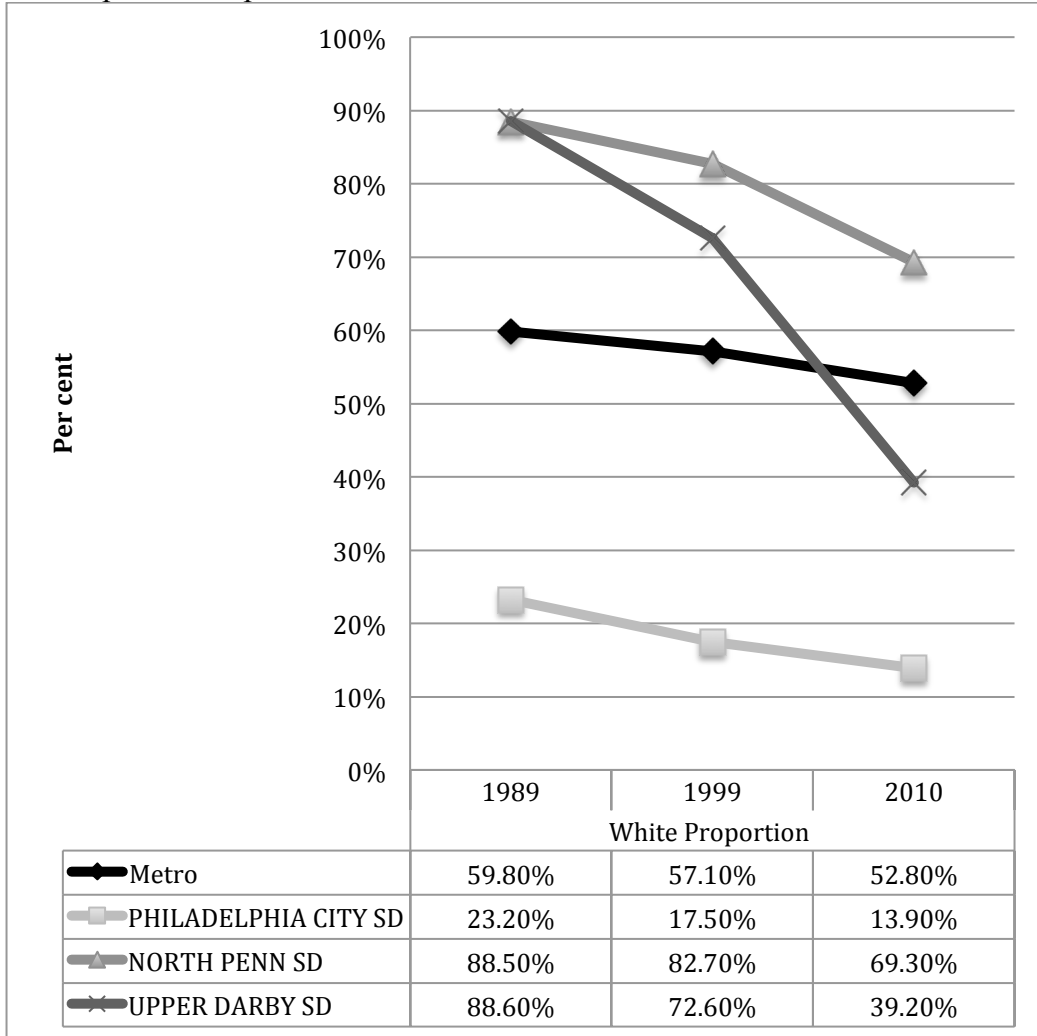
Table 5: White Proportion and Classification in Metropolitan Area and Top Ten Highest Enrolling and Enduring Districts in 2010, Philadelphia Metropolitan Area

	White Proportion			Classification		
	1989	1999	2010	1989	1999	2010
Metro	59.8%	57.1%	52.8%	D	D	D
PHILADELPHIA CITY SD	23.2%	17.5%	13.9%	PNW	PNW	PNW
CENTRAL BUCKS SD	96.2%	95.9%	89.8%	PW	PW	PW
NORTH PENN SD	88.5%	82.7%	69.3%	PW	PW	D
UPPER DARBY SD	88.6%	72.6%	39.2%	PW	D	PNW
COUNCIL ROCK SD	97.0%	96.6%	90.5%	PW	PW	PW
WEST CHESTER AREA SD	85.3%	84.6%	81.6%	PW	PW	PW
DOWNINGTOWN AREA SD	94.7%	93.2%	85.0%	PW	PW	PW
PENNSBURY SD	92.5%	90.0%	82.4%	PW	PW	PW
NESHAMINY SD	96.1%	94.6%	87.6%	PW	PW	PW
SPRING-FORD AREA SD	95.8%	93.8%	85.3%	PW	PW	PW

*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 any 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

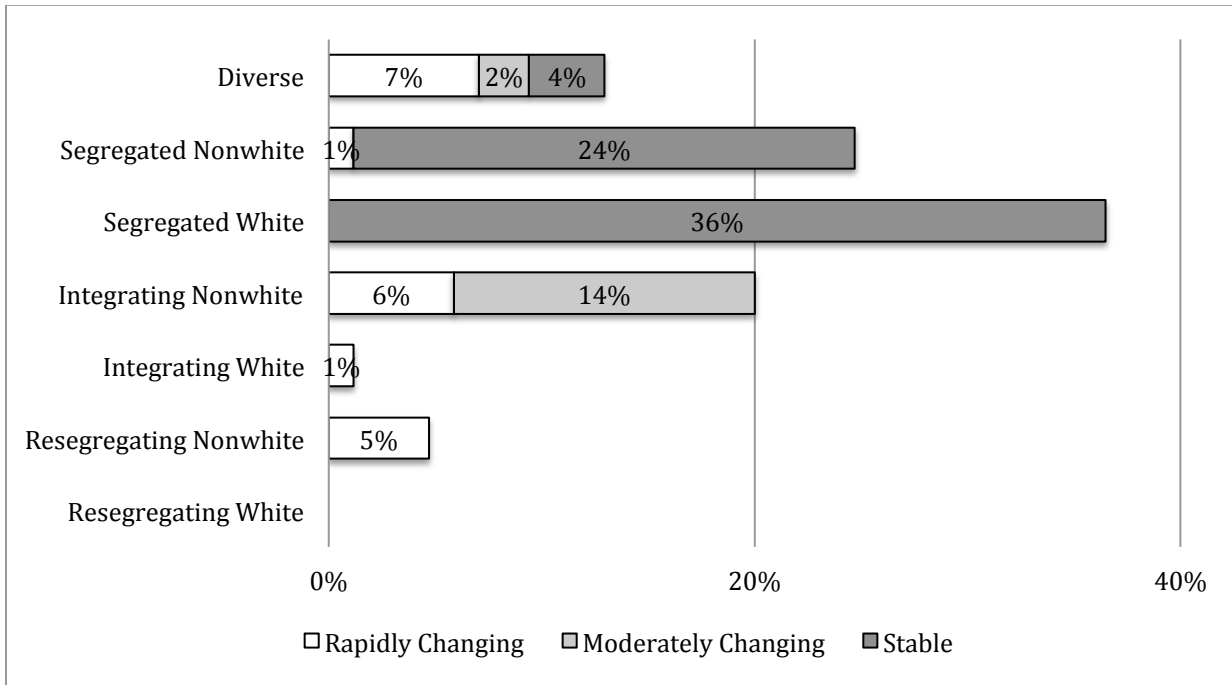
Figure 10: *Rapid or Moderate Racial Transition by District Type for Top 10 Highest Enrolling Districts, Philadelphia Metropolitan Area*



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 decade, almost two-thirds of districts were stable while 20% of districts experienced rapid changes and 14% experienced moderate changes.
- Among the stable districts, the vast majority were segregated – 24% non-white and 36% white.
- Five percent of all districts rapidly resegregated to non-white.

Figure 10: Degree and Type of Racial Transition for Enduring Districts, 1999 to 2010, Philadelphia Metropolitan Area



Note: N=85 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 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