

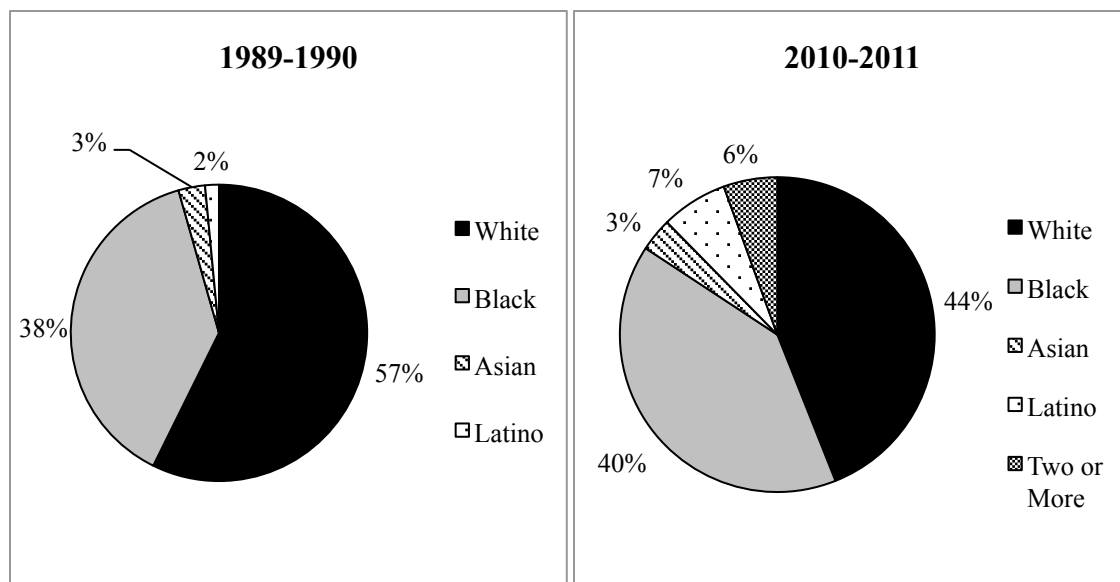
## Norfolk-Virginia Beach-Newport News

### Enrollment

- The white student population in Norfolk-Virginia Beach-Newport News declined from 57% in 1989 to 44% in 2010.
- In the same year, black students constituted a very sizeable share of the enrollment at 40%, much higher than the overall percentage of black students in the state (24%).
- The Latino student population more than tripled, from 2% to 7%, over the past two decades, while the share of Asian students remained constant at about 3%.
- Students identifying as two or more races, a new category in 2010, represented fully 6% of the enrollment.

Figure 1

*Public School Enrollment by Race, Norfolk-Virginia Beach-Newport News*



*Notes:* American Indian students less than 1% of enrollment. Total CBSA enrollment in 1989 was 248,140. In 2010, total enrollment was 265,108.

*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, higher shares of black and Latino students enrolled in urban schools than in suburban schools.
- White enrollment in suburban schools declined by about 4 percentage points between 1989 and 1999, and then by ten percentage points between 1999 and 2010.
- Rising shares of Latino and Asian students in suburban schools, rather than increasing percentages of black students, helped account for the decline.

- The proportion of black students in suburban schools decreased between 1989 and 2010, an unusual development in light of national trends.

Table 1

*Public School Enrollment by Race in Urban and Suburban Schools, Norfolk-Virginia Beach-Newport News*

	Urban Schools					Suburban Schools				
	White	Black	Asian	Latino	Other	White	Black	Asian	Latino	Other
Norfolk-Virginia Beach-Newport News										
1989-1990	55.0%	39.4%	3.6%	1.8%	0.2%	66.2%	31.0%	1.7%	0.8%	0.2%
1999-2000	48.1%	45.3%	3.4%	2.9%	0.3%	62.6%	32.9%	2.4%	1.7%	0.4%
2010-2011	36.8%	46.0%	3.9%	7.6%	0.4%	52.4%	30.7%	3.5%	6.3%	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 share of multiracial school settings, or settings in which three or more racial groups constitute at least 10% of the enrollment, rose from just over 3% to over 22% in the past twenty years, a more than seven-fold increase.
- Predominately minority school settings (50-100% minority) also increased as a share of all schools in the Norfolk-Virginia Beach-Newport News metro, from about 40% in 1989 to 60% in 2010.
- The number and percentage of intensely segregated schools in the Norfolk-Virginia Beach-Newport News area climbed significantly. In 1989, roughly 6% of all schools were intensely segregated (places where minority students made up 90-100% of the enrollment), compared to nearly 11% in 2010.
- At the most extreme end of the spectrum, the share of apartheid school settings (where white students constitute less than 1% of the enrollment) rose from about 2% in 1989 to 3% in 2010.

Table 2

*Multi-Racial and Minority Segregated Schools, Norfolk-Virginia Beach-Newport News*

	<b>Total Schools</b>	<b>Multi-Racial Schools</b>	<b>50-100% Minority Schools</b>	<b>90-100% Minority Schools</b>	<b>99-100% Minority Schools</b>
Norfolk-Virginia Beach-Newport News					
1989-1990	310	3.2%	41.0%	5.8%	2.3%
1999-2000	340	3.2%	47.9%	8.2%	1.2%
2010-2011	362	22.7%	58.6%	10.5%	3.0%

*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.

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

- In Norfolk-Virginia Beach-Newport News, the share of low-income students attending multiracial schools more than doubled over the past decade, and is now roughly on par with the overall share of low-income students in the metro.
- Almost 90% of students in apartheid school settings were low income in 2010, along with nearly 80% of students in intensely segregated minority school settings.

Table 3

*Students who are Low-Income in Multi-Racial and Minority Segregated Schools, Norfolk-Virginia Beach-Newport News*

	<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>
Norfolk-Virginia Beach-Newport News					
1999-2000	36.8%	19.3%	55.2%	83.7%	83.6%
2010-2011	40.2%	42.0%	52.2%	78.3%	87.2%

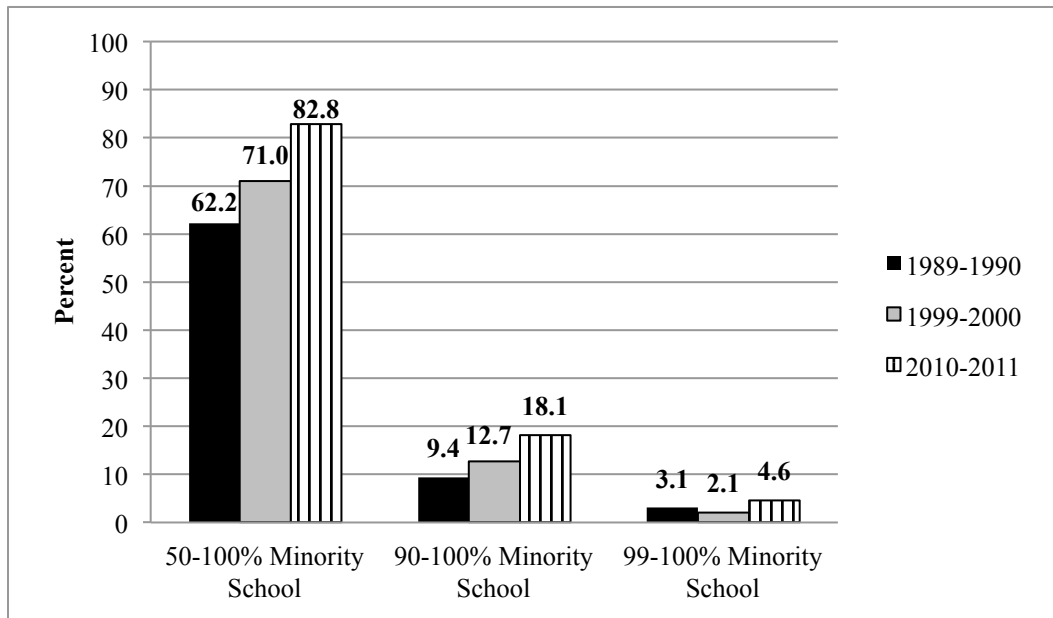
*Note:* Minority school represents black, Latino, American Indian, and Asian students. Multi-racial schools are those with any three races representing 10% or more of the total student enrollment.

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

- The percentage of black students in Norfolk-Virginia Beach-Newport News enrolling in intensely segregated settings almost doubled since 1989, rising from 9.4% to 18.1%. This is a more significant increase than similar figures at the state level and is indicative of rapidly deepening patterns of intense racial isolation in the Norfolk area.
- An overwhelming majority of black students in the metro area attended predominately minority schools (82.8%) in 2010. In the same year, a small but growing share of black students enrolled in apartheid school settings.

Figure 2

*Black Students in Minority Segregated Schools, Norfolk-Virginia Beach-Newport News*

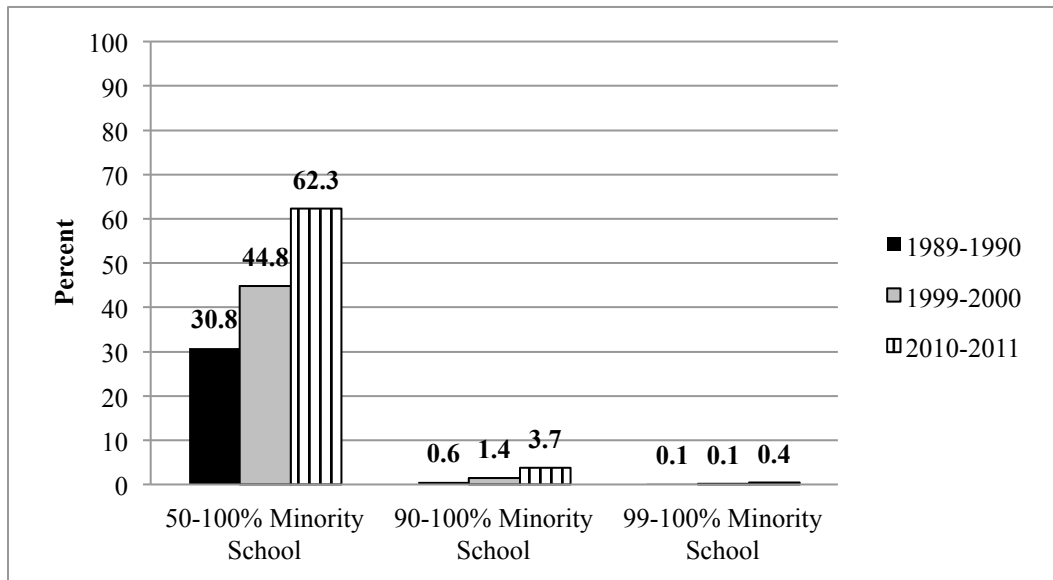


Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey Data.

- Latino students were far less likely than black students to enroll in intensely segregated and apartheid schools in Norfolk-Virginia Beach-Newport News, but increasingly enrolled in predominately minority school settings.
- More than 60% of Latino students in the metro attended a predominately minority school in 2010, compared to just over 30% in 1989.
- The percentage of Latino students in intensely segregated minority schools also increased (though it remains low), from less than 1% in 2010 to almost 4% in 2010.

Figure 3

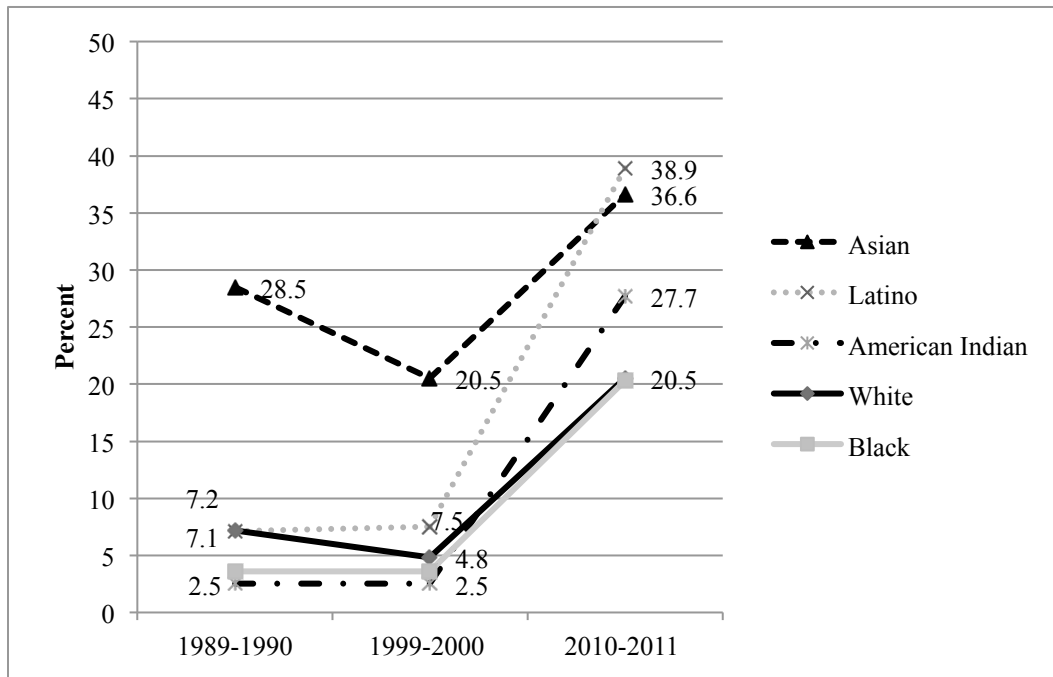
*Latino Students in Minority Segregated Schools, Norfolk-Virginia Beach-Newport News*



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

- The percentages of students of all races attending multiracial schools remained low or dipped slightly between 1989 and 1999, only to rise quickly in the following decade.
- Asian students were consistently the most likely to attend these settings in all years.
- By 2010, however, Latinos accounted for the highest percentage of students enrolling in multiracial schools (40%), followed by Asian students and American Indian students.
- White and black students in the Norfolk-Virginia Beach-Newport News area were least likely to enroll in multiracial schools.

Figure 4  
*Students in Multi-Racial Schools by Race, Norfolk-Virginia Beach-Newport News*

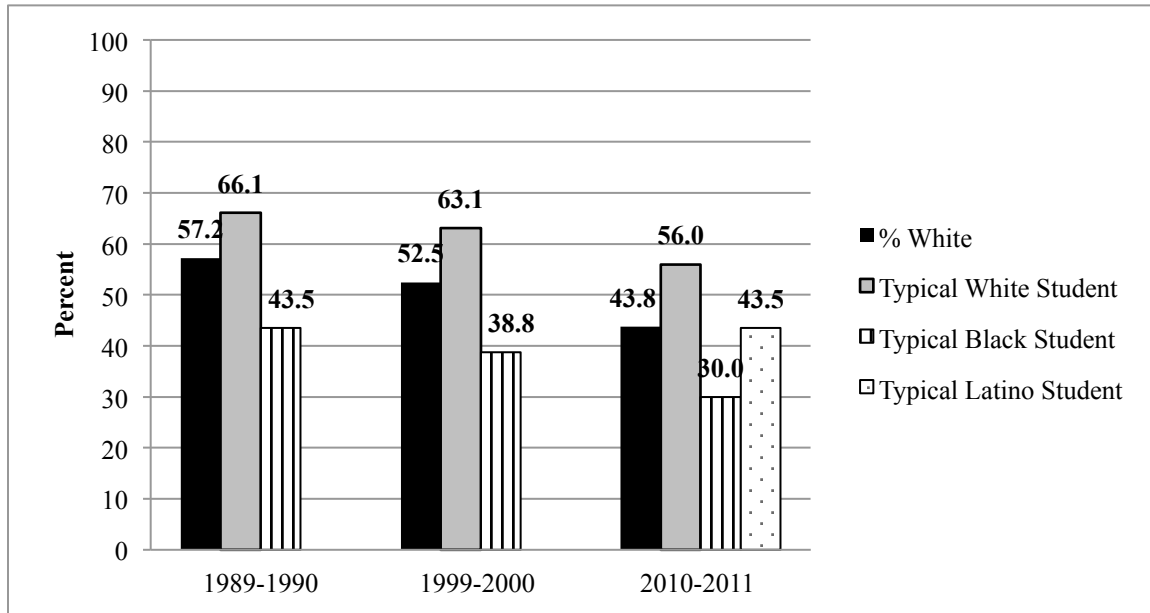


Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey Data.

### Exposure

- White students experienced high levels of exposure to other white students across the three time periods.
- In 1989, for example, white students made up about 57% of the metro enrollment, but the typical white student attended a school where other whites accounted for about 66% of his or her peers.
- White students constituted about 44% of the enrollment in 2010, but the typical white student went to a school that was about 56% white.
- At the same time, the typical black student in Norfolk-Virginia Beach-Newport News went to a school with a disproportionately low percentage of white students (30%).
- Latino students made up a large enough share of the enrollment by 2010 to analyze their average exposure to white students, which was roughly proportional to the overall percentage of whites in the metro.

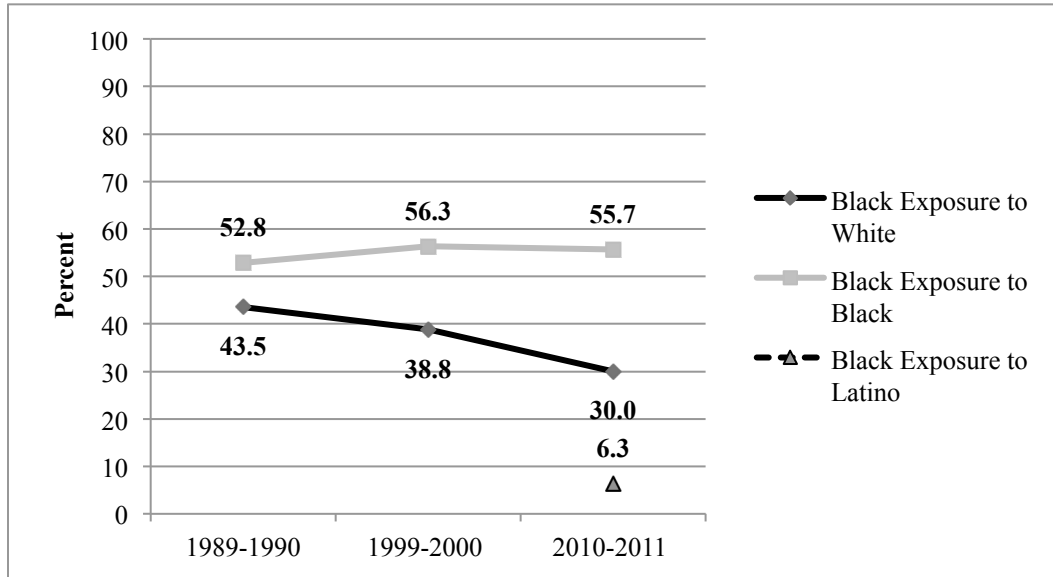
Figure 5  
*White Students in School Attended by Typical Student of Each Race, Norfolk-Virginia Beach-  
 Newport News*



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

- By 2010, the typical black student in the Norfolk-Virginia Beach-Newport News area attended a school where other black students represented a substantial majority of the enrollment, whites made up a rapidly declining proportion of it, and Latino students emerged as a small but significant presence.
- The decrease in the share of white students enrolled in the school of the typical black student characterized most significant change since 1989.

Figure 6  
*Racial Composition of School Attended by Typical Black Student, Norfolk-Virginia Beach-  
 Newport News*



*Note:* Exposure levels not calculated for Latino students prior to 2010 because they made up less than 5% of the enrollment.

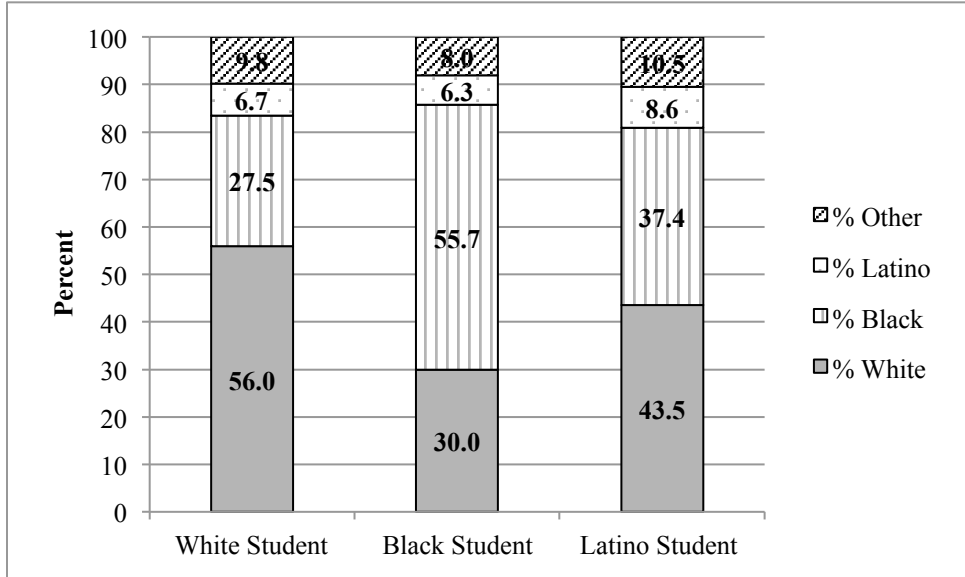
*Source:* U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey Data.

- In 2010, the typical white and black student in the Norfolk-Virginia Beach-Newport News metro attended a school with much higher shares of same-race peers, while the typical Latino student attended a school setting that best reflected the overall racial makeup of the district.



Figure 7

*Racial Composition of School Attended by Typical Student by Race, Norfolk-Virginia Beach-  
 Newport News*



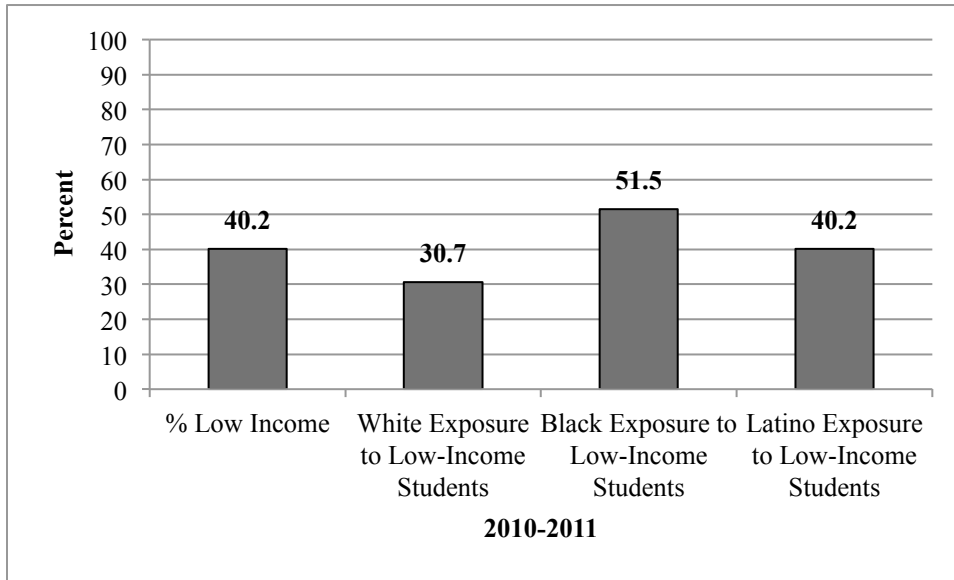
*Note:* Other includes American Indian students and students identifying with two or more races. Average racial composition of the school attended by the typical Asian students not included because they made up less than 5% of the population in all three years.

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

- Low income students accounted for roughly 40% of the enrollment in 2010, but the typical white student went to a school that was about 31% low income.
- In the other direction, the typical black student in the metro attended a school where low income students made up a majority (51.5%).
- Latino students experienced the most proportional level of exposure, on average, to low income students (40%), similar to their average level of exposure to other racial groups.

Figure 8

*Exposure to Low-Income Students by Race, Norfolk-Virginia Beach-Newport News*



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

### Evenness

- Schools in the Norfolk-Virginia Beach-Newport News metro consistently were 17% less diverse than the overall region, a moderately high level of segregation.
- This measure shows that patterns of segregation in the region can be almost evenly attributed to segregation occurring within districts and between districts, with slightly more occurring between different school districts in 2010.

Table 4

*Entropy Index Values, Overall and Within and Between School Districts, Norfolk-Virginia Beach-Newport News*

	H	H Within Districts	H Between Districts
Norfolk-Virginia Beach-Newport News			
1989-1990	0.17	0.08	0.09
1999-2000	0.17	0.09	0.09
2010-2011	0.17	0.08	0.09

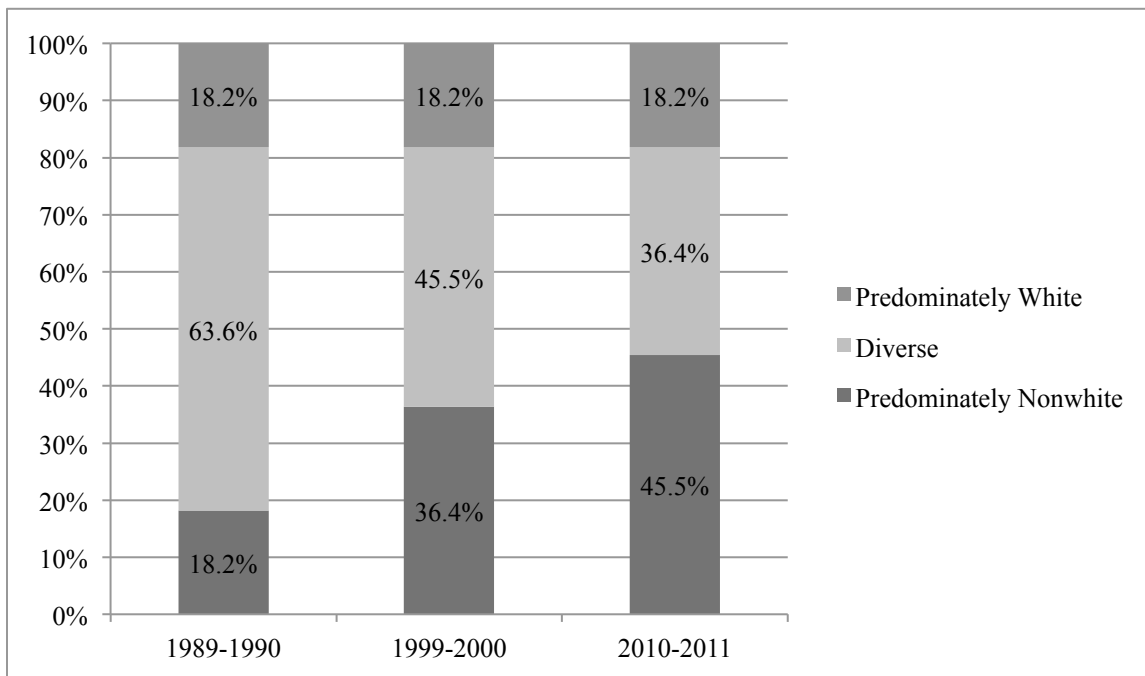
Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey Data.

### Racial Transition in School Districts

- The proportion of predominately nonwhite school districts in the Norfolk-Virginia Beach-Newport News area more than doubled in districts that were open in all three time periods, while the share of diverse districts shrunk considerably.
- In 1989, predominately nonwhite districts (less than 20% white) accounted for about 18% of school systems in the Norfolk area, a figure that rose to almost 50% by 2010.
- The corresponding decline in the percentage of racially diverse districts in the metro is indicative of significant racial transition.

Figure 9

*Racial Transition by District, Norfolk-Virginia Beach-Newport News, 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=11 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.

- Out of 11 major school districts open all three time periods in the region, five were predominately nonwhite by 2010, and three of those transitioned from diverse to predominately nonwhite in the past two decades. Hampton and Newport News made the shift between 1989 and 1999, while Suffolk's transformation occurred between 1999 and 2010.
- Other districts like Chesapeake, Virginia Beach, Williamsburg and York remained diverse over the two decade period.

Table 5  
*White Proportion and District Classification in Metropolitan Area and Districts, Norfolk-Virginia Beach-Newport News, 1989-2010*

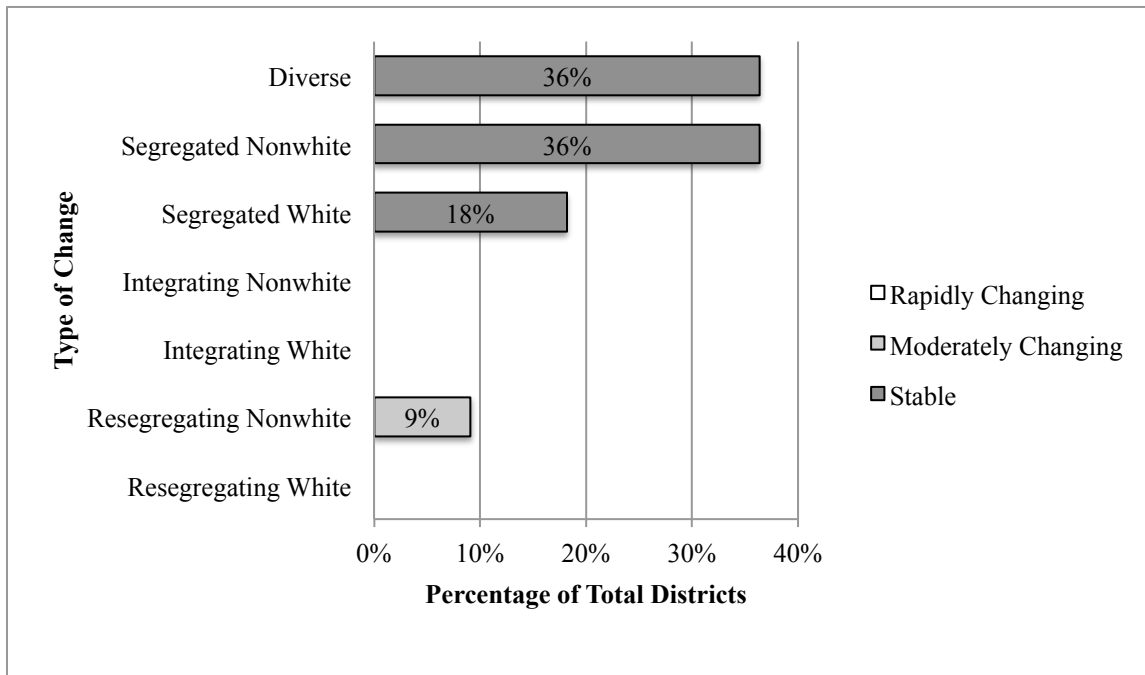
	White Proportion			Classification		
	1989	1999	2010	1989	1999	2010
Norfolk-Virginia Beach-Newport News	57.2%	52.5%	43.8%	D	D	D
CHESAPEAKE CITY	65.1%	62.0%	51.5%	D	D	D
GLOUCESTER	86.5%	85.9%	82.5%	PW	PW	PW
HAMPTON CITY	47.5%	39.0%	27.9%	D	PNW	PNW
NEWPORT NEWS CITY	47.4%	38.9%	29.0%	D	PNW	PNW
NORFOLK CITY	34.8%	29.6%	22.4%	PNW	PNW	PNW
POQUOSON CITY	96.9%	96.3%	93.9%	PW	PW	PW
PORTSMOUTH CITY	32.8%	30.6%	22.5%	PNW	PNW	PNW
SUFFOLK CITY	40.8%	40.0%	35.2%	D	D	PNW
VIRGINIA BEACH CITY	72.5%	64.5%	52.9%	D	D	D
WILLIAMSBURG-JAMES CITY	71.1%	72.5%	66.2%	D	D	D
YORK	77.5%	76.1%	65.7%	D	D	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=11 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.

- The Norfolk-Virginia Beach-Newport News region reported an equal share of stable, diverse districts and stable, segregated nonwhite districts. A little over one-third of the region's major districts fell into each of these categories between 1999 and 2010.
- The remaining districts were either stable, segregated white districts or resegregating nonwhite at a moderate pace.
- Racial transition in metro area districts appeared to be moving in the direction of resegregating minority school systems, while others remained either stably diverse or stably segregated.

Figure 10  
*Degree and Type of Racial Transition, Norfolk-Virginia Beach-Newport News, 1999 to 2010*



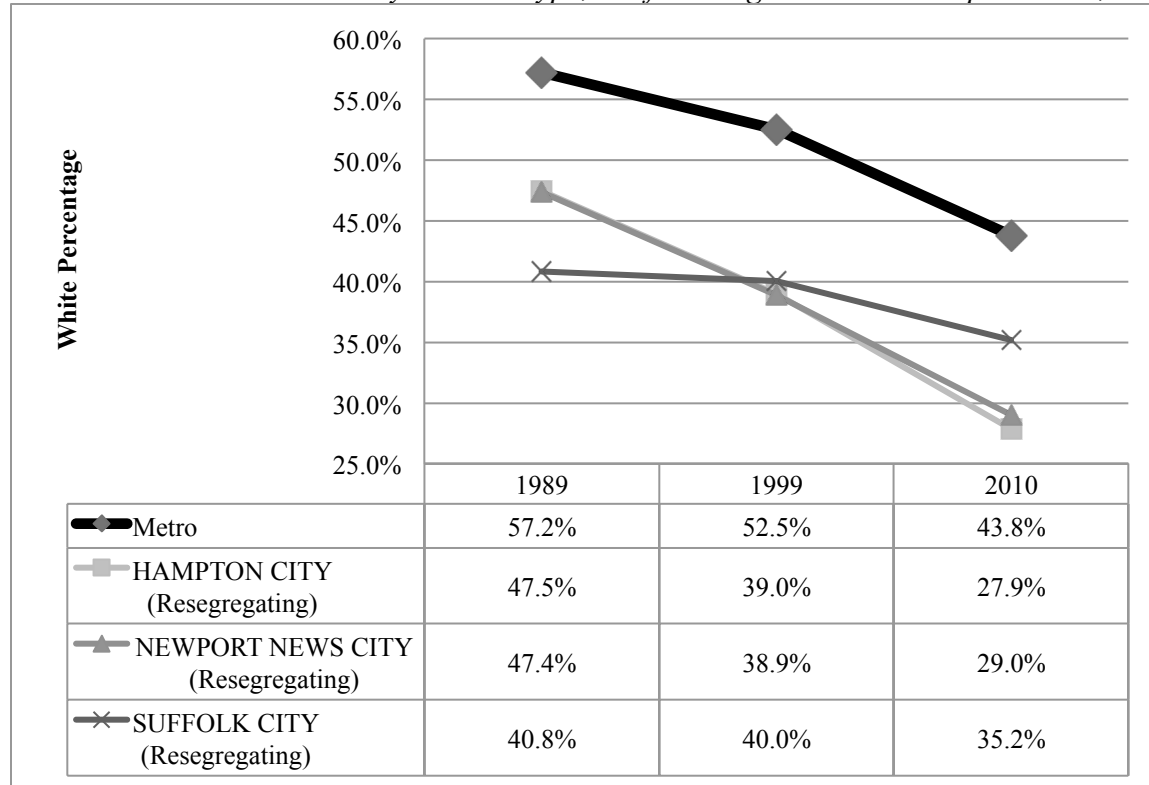
*Note:* N=11 districts. For the degree of change categories: Rapidly changing districts are those with white % change 3 times greater than metro white % change. Moderately changing districts are those with white student % change 2 times but less than 3 times greater than metro white % change, or those 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.

- The three districts experiencing the most significant changes in the Norfolk region were Hampton, Newport News and Suffolk.
- All three reported much lower shares of white students than the overall metro, and each also experienced falling shares of white students over the twenty year period.
- These districts were characterized as resegregating because each reported a diverse enrollment in one time period (between 20-60% nonwhite) and changed to predominately nonwhite (less than 20% white) in the subsequent period.

Figure 11

*Moderate Racial Transition by District Type, Norfolk-Virginia Beach-Newport News, 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.