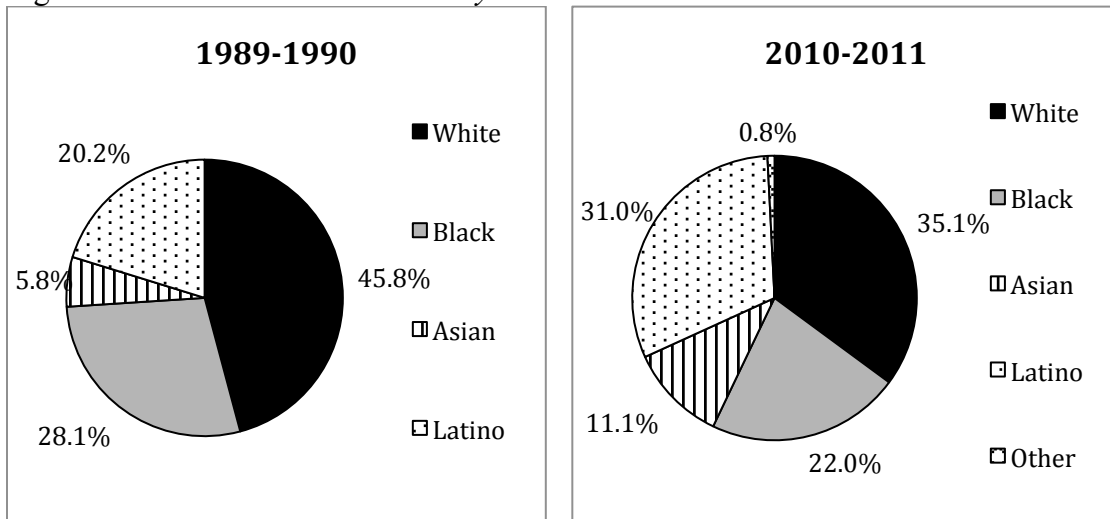


### New York Metro, Summary

#### Enrollment

- The share of white students enrolled in public schools declined by 10% points, from 46% in 1989 to 35% in 2010-2011.
- The overall share of black student enrollment decreased from 28% in 1989 to 22% in 2010.
- The Asian share of enrollment nearly doubled over the last 20 years
- The Latino share of enrollment increased by over 50% over the last 20 years.

Figure 1 *Public School Enrollment by Race*



*Note:* American Indian is less than 1% of total enrollment. Total metro enrollment in 1989 was 1,455,998. In 2010, total enrollment was 1,747,670.

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

- The share of white and black enrollment in both urban and suburban schools has decreased since 1989-1990 while the share of Asian and Latino enrollment has increased.
- In 2010-2011, despite their 35% metro enrollment, white students comprised only 15% of the enrollment in urban schools, but 60% in suburban schools.
- At the same time, the share of minority students were more concentrated in urban schools than suburban schools in suburban schools.

Table 1 *Public School Enrollment by School Urbanicity*

	Urban Schools				Suburban Schools			
	White	Black	Asian	Latino	White	Black	Asian	Latino
New York Metro, NY								
1989-1990	25.8%	36.6%	8.7%	28.8%	77.0%	11.9%	3.5%	7.5%
1999-2000	18.1%	32.6%	12.6%	36.4%	69.5%	13.6%	4.5%	12.2%
2010-2011	14.7%	29.8%	14.8%	40.1%	60.2%	12.3%	6.7%	19.9%

*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 percentage of multiracial schools across the metro—schools in which at least one-tenth of the students represent at least three racial groups—has remained constant over the last 20 years.
- The percentage of minority schools, however, has increased since 1989.
- In 1989, less than half of metro schools were majority-minority schools—those in which 50-100% of the student enrollment is comprised of minority students. In 2010, two-thirds were such schools.
- Intensely-segregated schools—those that are 90-100% minority—increased by 70% from 1989 to 2010, representing nearly half of all metro schools.

Table 2 *Number and Percentage of Multi-Racial and Minority Schools*

	Total Schools	% of Multi-Racial Schools	% of 50-100% Minority Schools	% of 90-100% Minority Schools	% of 99-100% Minority Schools
New York Metro, NY					
1989-1990	2012	25.1%	45.4%	27.3%	17.1%
1999-2000	2245	28.2%	54.9%	33.9%	16.8%
2010-2011	2720	27.4%	65.9%	46.4%	18.7%

*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

- Regardless of year, a larger share of low-income students is in schools with more isolated minorities.
- The proportion of students who were low-income in intensely-segregated and apartheid schools was over 50% greater than the proportion of low-income students for the entire metro in 2010.
- This data suggest that students in racially isolated schools are far more likely to attend schools with higher percentages of low-income students, segregating students not only by race but also by class.

Table 3 *Percentage of Students who are Low-Income in Multi-Racial and Minority Schools*

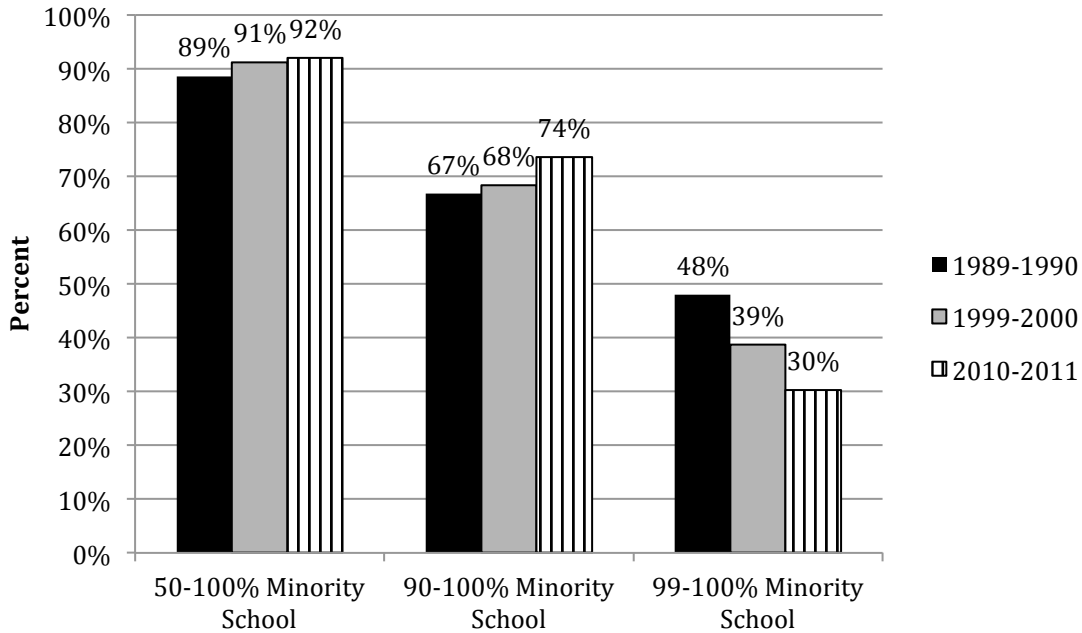
	<b>Overall % Low-Income Metro</b>	<b>% Low-Income in Multi-Racial Schools</b>	<b>% Low-Income in 50-100% Minority Schools</b>	<b>% Low-Income in 90-100% Minority Schools</b>	<b>% Low-Income in 99-100% Minority Schools</b>
New York Metro, NY					
1999-2000	48.6%	54.2%	70.2%	79.4%	83.0%
2010-2011	52.0%	54.1%	72.0%	80.4%	83.2%

*Note:* Blank cells represent no schools. 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 respectively.

*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 last two decades, the share of black students who were enrolled in minority schools has steadily increased, except for apartheid schools.
- Nearly three out of four black students across the metro attended a school with less than 10% of white students in 2010, even though there are nearly 80% of white students across the entire metro.

Figure 2 *Black Students in Minority Segregated Schools*

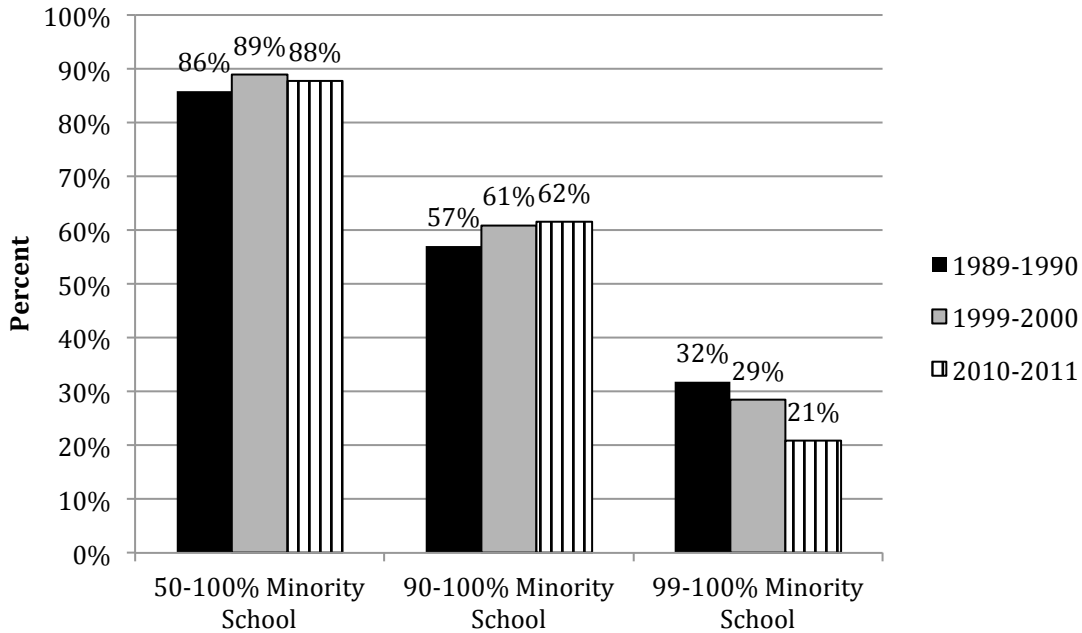


*Note:* Minority school represents black, Latino, American Indian, and Asian students.

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

- Over the last two decades, the share of Latino students who were enrolled in segregated majority-minority schools has remained constant. For intensely-segregated schools, a slight increase in the share of Latinos occurred.
- The share of Latinos in apartheid school settings has decreased over the last two decades.

Figure 3 *Latino Students in Minority Segregated Schools*

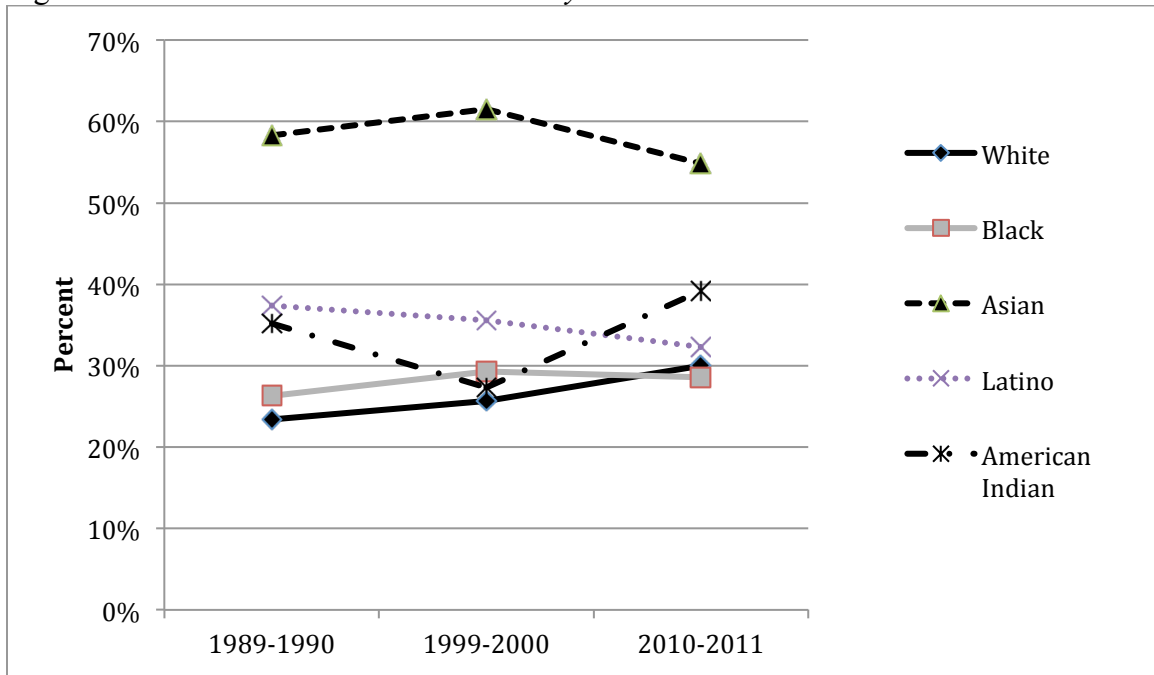


*Note:* Minority school represents black, Latino, American Indian, and Asian students.

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

- Since 1999, multiracial schools across the metro—those that have any three races representing at least one-tenth of the total school enrollment—have drawn larger shares of white and American Indian students, but fewer shares of Asian and Latino students.
- A larger proportion of Asian students over other racial group students have been enrolled in multi-racial schools over the last 20 years.

Figure 4 *Students in Multi-Racial Schools by Race*



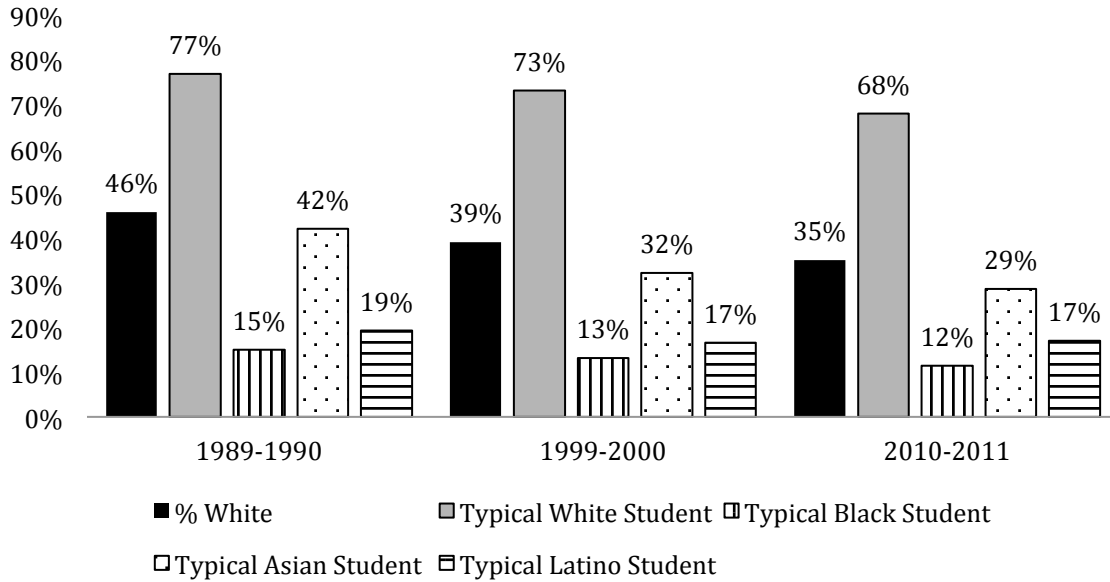
*Note:* Multi-racial schools are those with any three races representing 10% or more of the total student enrollment respectively.

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

### Exposure

- White students are overexposed to other white students, and this disproportion has widened instead of narrowed over the last 20 years, as proportion white has declined faster than white isolation rates.
- Over the last two decades, the typical black and Latino student remains underexposed to white students, and this limited contact has decreased faster than the decline of proportionate white.

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

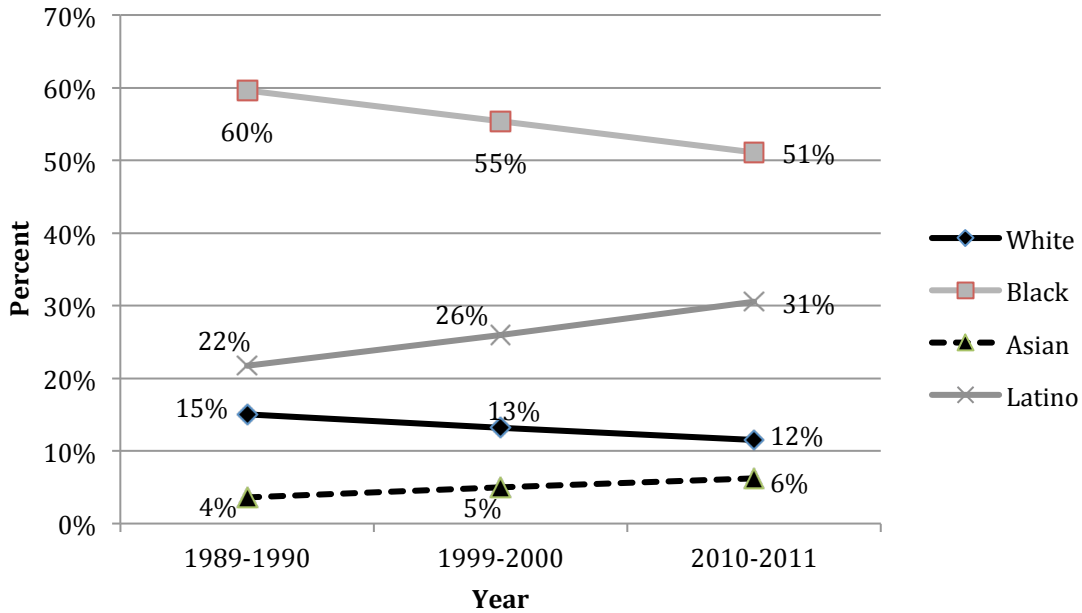


*Note:* Less than 5% Latino enrollment in 1989 and 1999

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

- The racial composition of the school that a typical black student attends has shifted over the last two decades to become less white and black, but more Latino.
- Despite the fact that the overall metro share of enrollment is 35% white and 22% black, the typical black student attended a school in 2010 with 12% white and 51% black classmates.

Figure 6 *Racial Composition of School Attended by Typical Black Student*

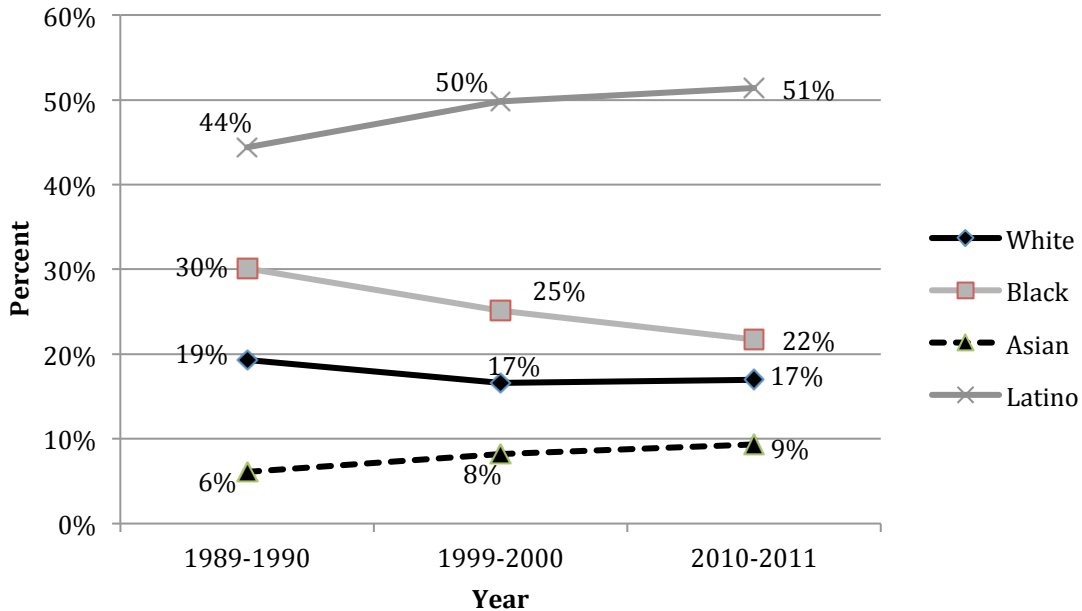


*Source:* U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey Data

- The racial composition of the school that a typical Latino student attends has shifted over the last two decades to become more Latino and Asian, but less black.
- Despite the fact that the overall metro share of enrollment is 35% white and 31% Latino, the typical Latino student attended a school in 2010 with 17% white and 51% Latino classmates.



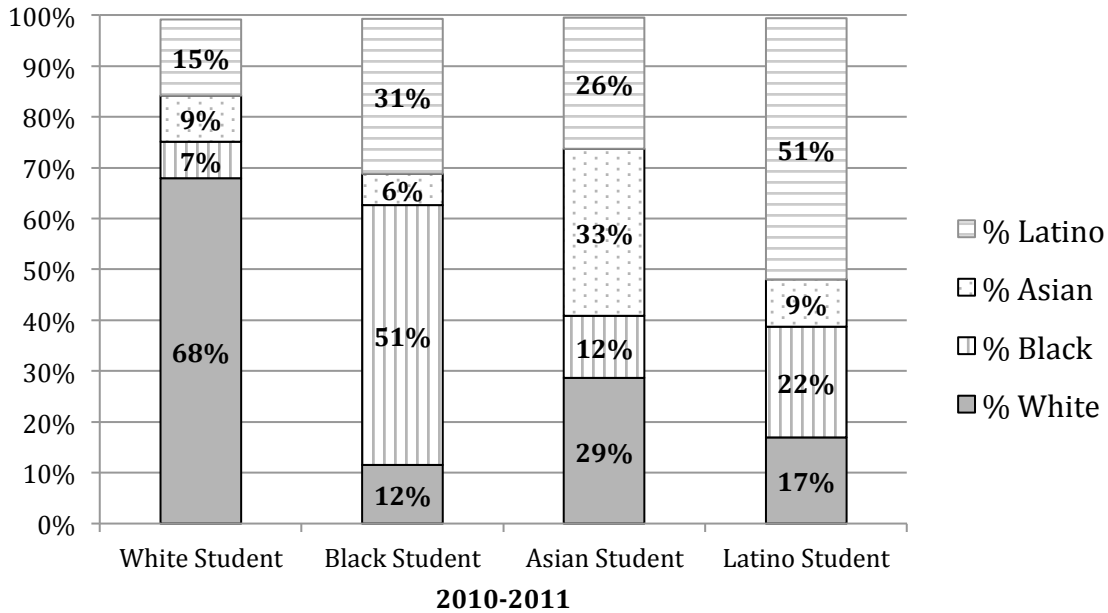
Figure 7 *Racial Composition of School Attended by Typical Latino Student*



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 that is predominantly white with small proportions of black, Asian, and Latino students.
- The typical black student is enrolled in a school that is 88% minority.
- The typical Asian student attended a multi-racial school but with a greater Asian but less black proportion than the metro proportion.
- Similar to the typical black student, the typical Latino student attended school with majority minority students.

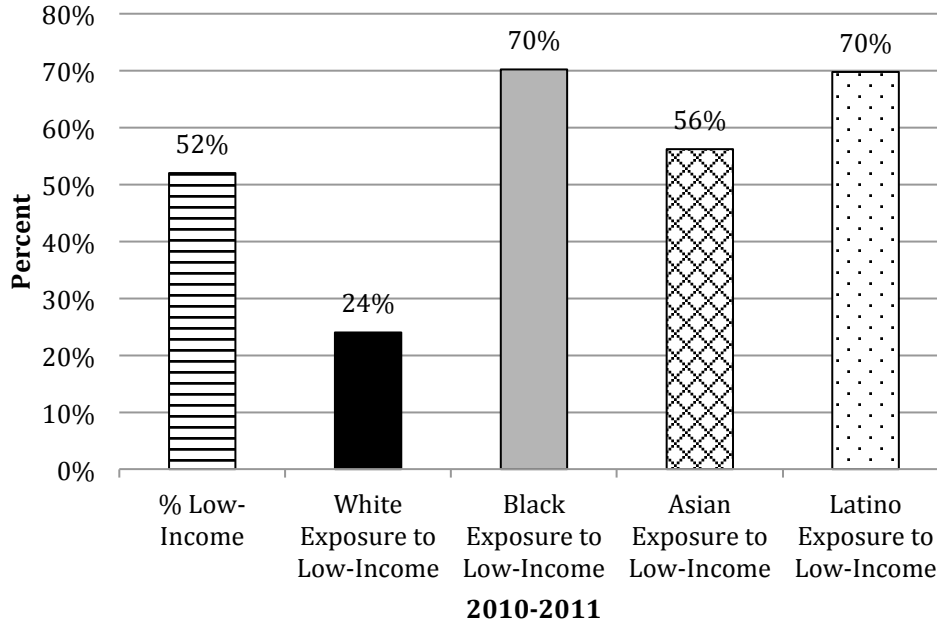
Figure 8 *Racial Composition of School Attended by Typical Student by Race*



*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 less than half of the total percentage of low-income students of the entire metro.
- The typical Latino and black student attended school with nearly triple the percentage of low-income students than the typical white student.
- The typical Asian student attended a school with only 56% low-income students, or double the percentage of low-income students than the typical white student.
- This data show the disproportionate distribution of low-income students to schools where minority students are enrolled.

Figure 9 *Exposure to Low-Income Students by Race*



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, the average school was 38% less diverse than the entire metropolitan area, indicating a high degree of segregation.
- Over time, this degree of segregation has reduced slightly.
- This uneven distribution of racial groups throughout the area’s public schools occurred evenly between and within schools districts.

Table 4 *Multi-Group Entropy Index Values, Overall and Within/Between School Districts*

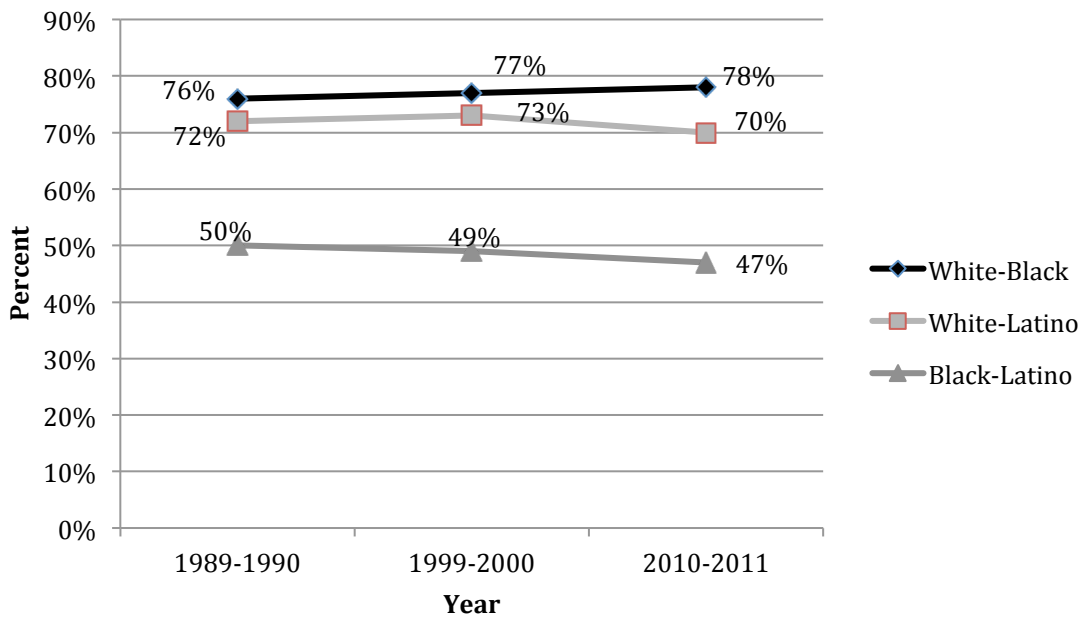
	<b>H</b>	<b>HW</b>	<b>HB</b>
New York Metro, NY			
1989-1990	0.42	0.21	0.21
1999-2000	0.40	0.20	0.21
2010-2011	0.38	0.19	0.19

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

- The uneven distribution of white and black students across schools in the metro has been extreme and slightly increasing over the last two decades.
- Segregation between white-Latino students has also been persistently extreme.
- Black-Latino evenness is relatively low in comparison and slightly decreasing, indicating a growing concentration of black and Latino students in schools over the last 20 years.

Figure 10 *Differential Distribution (Dissimilarity) of Racial Students across Public Schools*



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