

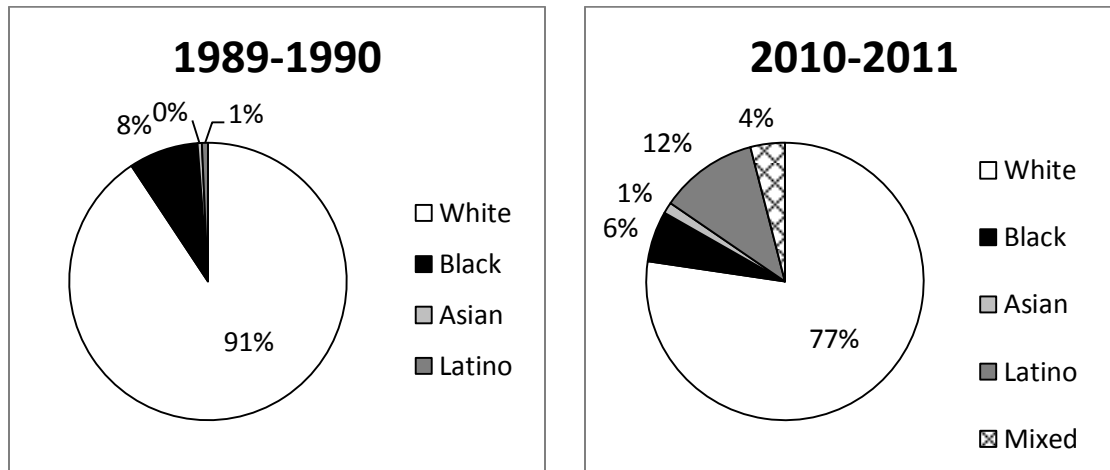
ASHEVILLE METRO AREA¹

Enrollment

- The white and black shares of enrollment decreased while the Asian and Latino shares of enrollment increased from 1989 to 2010.
- The metro's overall enrollment also increased from 45,966 in 1989 to 53,848 in 2010.

Figure 1

Public School Enrollment by Race, Asheville Metro



Note: American Indian is less than 1% of total enrollment. Total CBSA enrollment in 1989 was 45,966. In 2010, total enrollment was 53,848.

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

- The patterns for all racial groups were the same in both urban and suburban schools—the share of white students decreased, the share of Asian and Latino students increased, and the share of black students increased in both urban and suburban schools from 1989 to 1999 but then decreased in both during the next decade.
- The largest differences between racial enrollment in urban versus suburban schools at all three time points occurred for black students, who accounted for a significantly larger share of the enrollment in urban schools, and for white students, who accounted for a significantly larger share of the enrollment in suburban schools. The share of enrollment for Latino and Asian students was relatively similar in both urban and suburban schools.
- In 2010, white students accounted for a larger share of the enrollment in suburban schools (79.2%) than in urban schools (63.9%).
- In 2010, black students accounted for a larger share of the enrollment in urban schools (17.4%) than in suburban schools (3.9%).

¹ We use the term “Asheville Metro” to refer to the Asheville, 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 Buncombe County, Haywood County, Henderson County, and Madison County.

- In 2010, Latino students accounted for a slightly larger share of the enrollment in suburban schools (11.4%) than in urban schools (9.6%).
- In 2010, Asian students accounted for a slightly larger share of the enrollment in urban schools (2.2%) than in suburban schools (1.2%).

Table 1

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

	Urban Schools					Suburban Schools				
	White	Black	Asian	Latino	Other	White	Black	Asian	Latino	Other
Asheville Metro										
1989-1990	76.1%	22.9%	0.5%	0.4%	0.1%	96.1%	2.9%	0.5%	0.4%	0.1%
1999-2000	71.7%	24.4%	1.1%	2.4%	0.4%	90.9%	5.6%	0.6%	2.6%	0.3%
2010-2011	63.9%	17.4%	2.2%	9.6%	6.9%	79.2%	3.9%	1.2%	11.4%	4.3%

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 number of schools increased during both decades.
- The share of multiracial schools quadrupled from 1999 to 2010.
- The share of majority minority schools more than doubled from 1989 to 1999 but then decreased slightly from 1999 to 2010.
- There are no intensely segregated or apartheid schools in metro Asheville.

Table 2

Multiracial and Minority Segregated Schools, Asheville Metro

	Total Schools	% of Multiracial Schools	% of 50-100% Minority Schools	% of 90-100% Minority Schools	% of 99-100% Minority Schools
Asheville Metro					
1989-1990	86		2.3%		
1999-2000	88	2.3%	5.7%		
2010-2011	95	9.5%	5.3%		

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 increased from 1999 to 2010. Low-income students accounted for half of the student enrollment in 2010.
- In 2010, the share of low-income students in majority minority schools was disproportionately larger than the share of low-income students in the metro’s enrollment, such that more than 4/5 of the students enrolled in majority minority schools were low income while 1/2 of the metro’s total enrollment was low income.

Table 3

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

	Overall % Low-Income in Metro	% Low-Income in 50-100% Minority Schools	% Low-Income in 90-100% Minority Schools	% Low-Income in 99-100% Minority Schools
Asheville Metro				
1999-2000	32.2%	60.9%		
2010-2011	50.3%	86.6%		

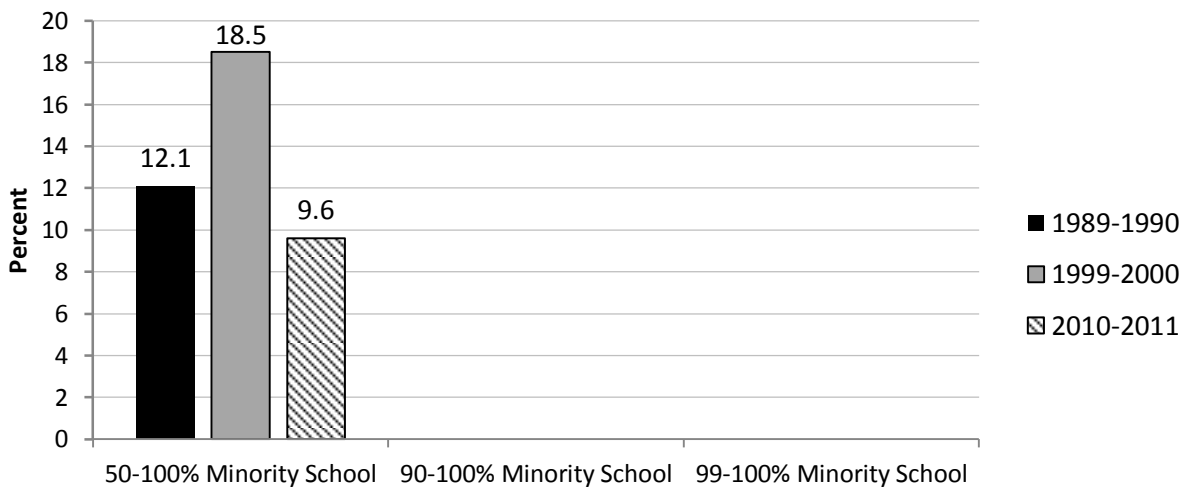
Note: Minority school represents black, Latino, American Indian, and Asian students. Multiracial schools are those with any three races representing 10% or more of the total student enrollment. Blank cells represent no schools.

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 schools increased from 1989 to 1999 but then decreased from 1999 to 2010.
- In 2010, the share of black students attending majority minority schools was lower than in either of the two previous decades.

Figure 2

Black Students in Minority Segregated Schools, Asheville Metro



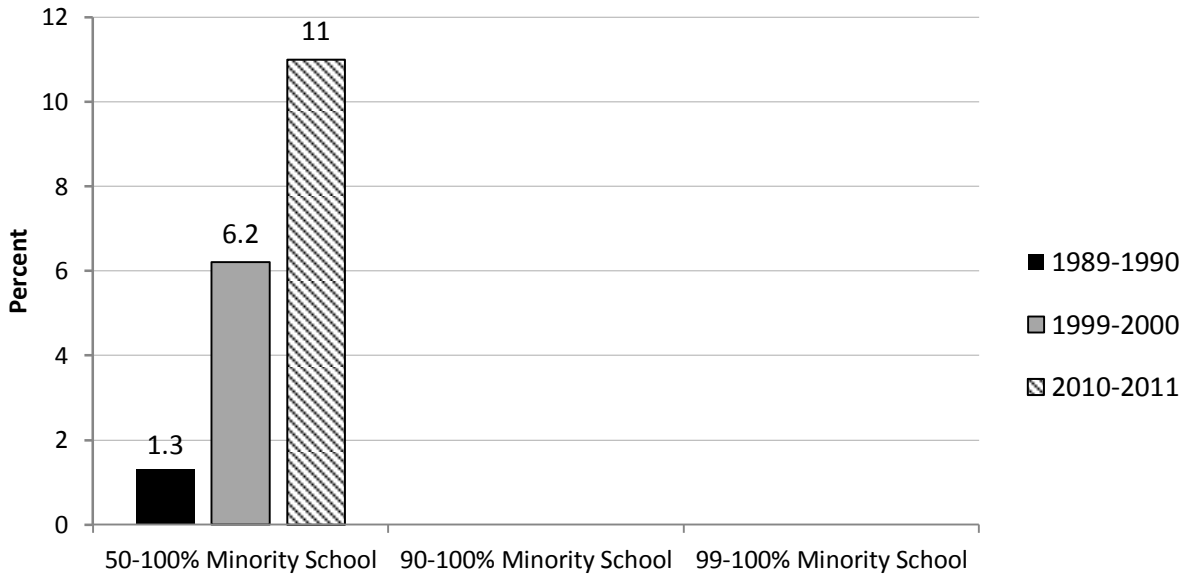
Note: Minority school represents black, Latino, American Indian, and Asian students.

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 schools increased during both of the last two decades.
- A slightly larger share of Latino students (11.0%) than black students (9.6%) attended majority minority schools in 2010.

Figure 3

Latino Students in Minority Segregated Schools, Asheville Metro



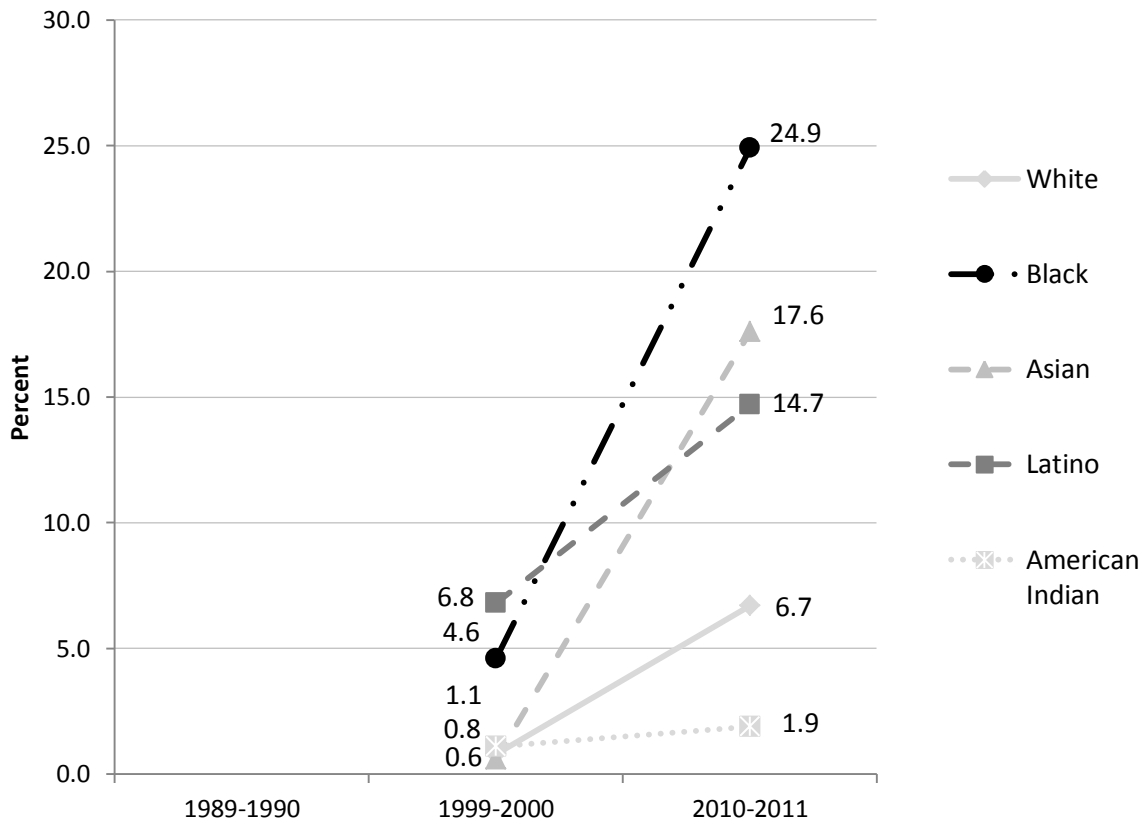
Note: Minority school represents black, Latino, American Indian, and Asian students.

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

- Larger shares of black, Asian, and Latino students were enrolled in multiracial schools in 2010 than were white and American Indian students.
- Larger shares of students in all racial groups attended multiracial schools in 2010 than in the previous decade.

Figure 4

Students in Multiracial Schools by Race, Asheville Metro



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

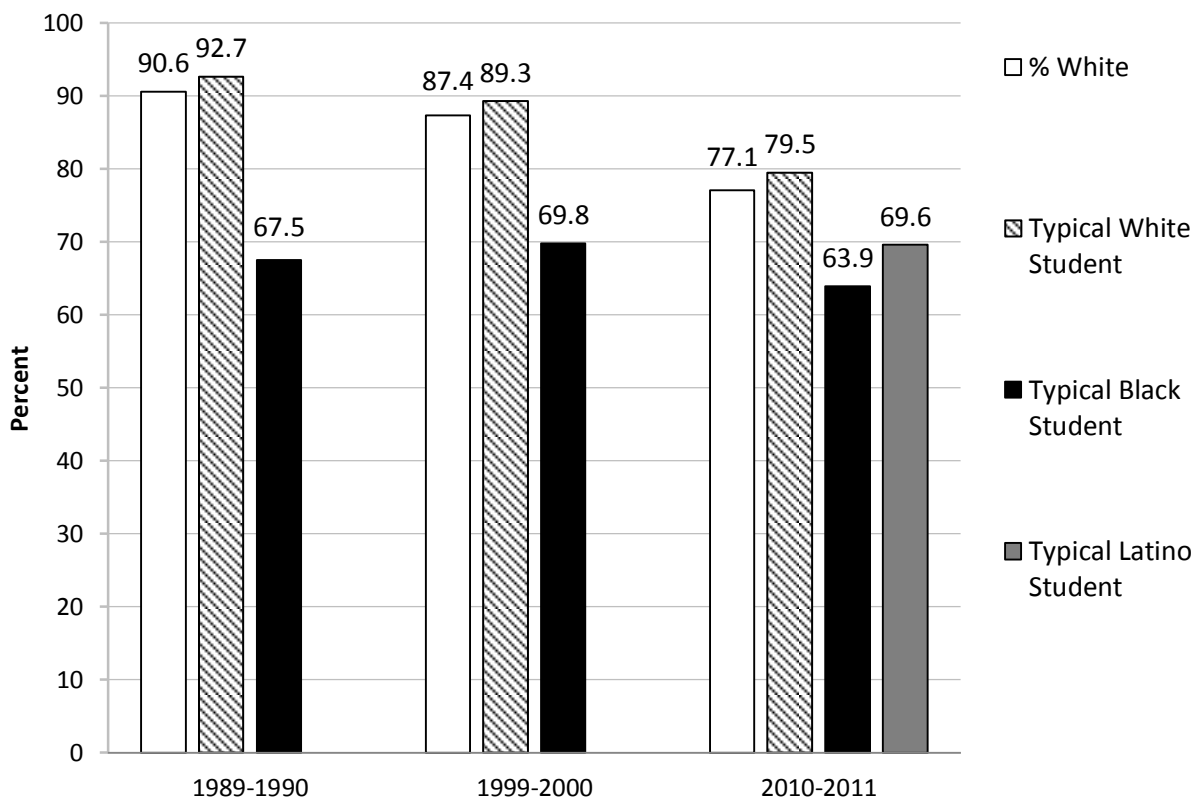
Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey Data

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 remained fairly stable at all three time points with the typical white student attending a school with about 2% more white students than the metro’s white share of enrollment.
- 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 decreased during each of the last two decades, suggesting that the isolation of the typical black student from white students was decreasing between 1989 and 2010.
- In 2010, the typical Latino student attended a school with a smaller share of white students than the overall white share of the metro’s enrollment.

Figure 5

White Students in School Attended by Typical Student of Each Race, Asheville Metro



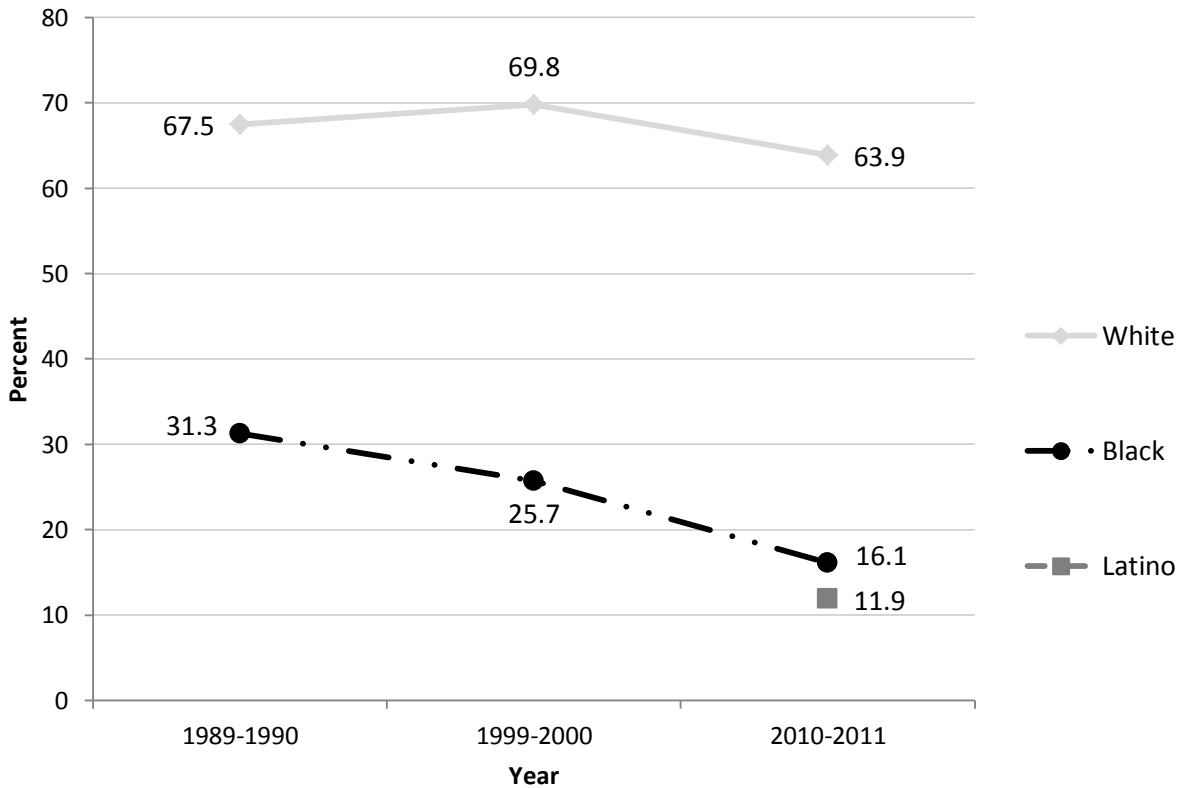
Note: Less than 5% proportional enrollment for Latino students in 1989-1990 and 1999-2000 so data is excluded.

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

- In 2010, the typical black student attended a school that had become more multiracial over the last decade with smaller shares of white and black students but a substantial share of Latino students.
- In 2010, the typical black student attended a school that was still majority white but the white share of enrollment was smaller than the metro’s overall share of white students.

Figure 6

Racial Composition of School Attended by Typical Black Student, Asheville Metro



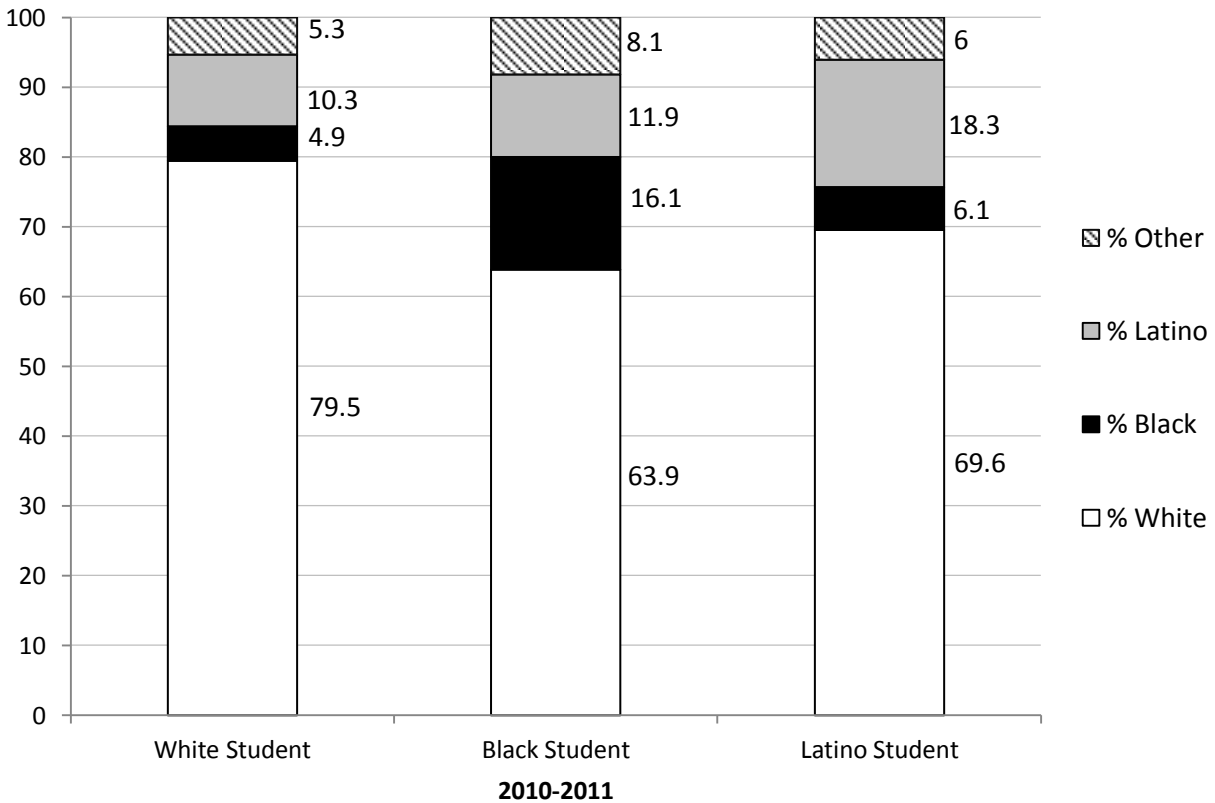
Note: Less than 5% proportional enrollment for Latino students in 1989-1990 and 1999-2000 so data are excluded; less than 5% proportional enrollment for Asian students in 1989-1990, 1999-2000, and 2010-2011 so data are excluded.

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

Figure 7

Racial Composition of School Attended by Typical Student by Race, Asheville Metro



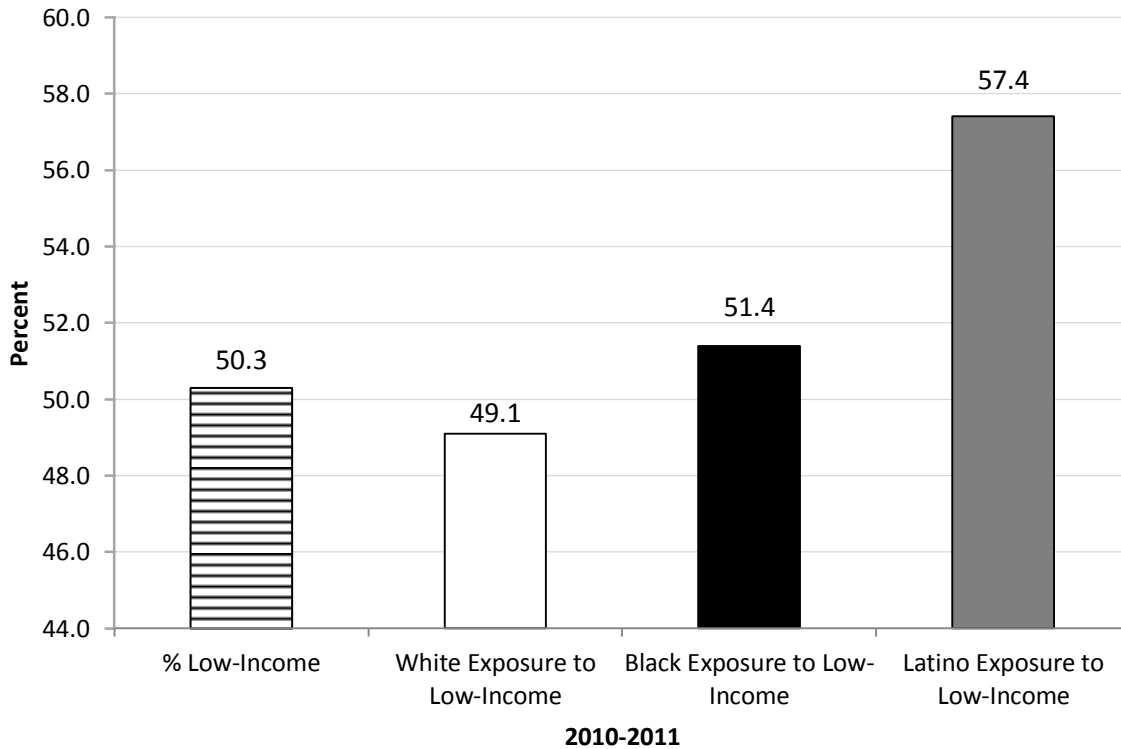
Note: Other includes American Indian students and students identifying with two or more races.

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

- Both the typical white student and the typical black student attended schools with about the same share of low-income students as the metro’s overall share of low-income students (50.3%) in 2010.
- The typical Latino student attended a school with a larger share of low-income students (57.4%) than the metro’s overall share of low-income students (50.3%) in 2010.

Figure 8

Exposure to Low-Income Students by Race, Asheville 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 significantly over both of the last two decades.
- In 2010, the average school in metro Asheville was 11% less diverse than the overall metro enrollment; this level of unevenness is moderate but is bordering on being considered low.
- In the past, the majority of unevenness was due to segregation between districts but in 2010, the slight majority of unevenness was due to segregation within districts.
- Segregation both between districts and within districts has decreased substantially over the last two decades.

Table 4

Entropy Index Values, Overall and Within and Between School Districts, Asheville Metro

	H	H Within Districts	H Between Districts
Asheville Metro			
1989-1990	0.28	0.09	0.19
1999-2000	0.18	0.07	0.11
2010-2011	0.11	0.06	0.05

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 was high in 1989 but decreased from 1989 to 1999, reaching a level that is considered to be moderate.
- In 2010, the uneven distribution of white and Latino students was at a moderate level, bordering on being considered low.
- The uneven distribution of black and Latino students was moderate in 2010.
- In 2010, white and black students were most segregated from each other while white and Latino students were least segregated from each other.

Table 5

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

	Dissimilarity Index					
	White Black	White Asian	White Latino	Black Asian	Black Latino	Asian Latino
Asheville Metro						
1989-1990	0.61					
1999-2000	0.53					
2010-2011	0.53		0.33		0.49	

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