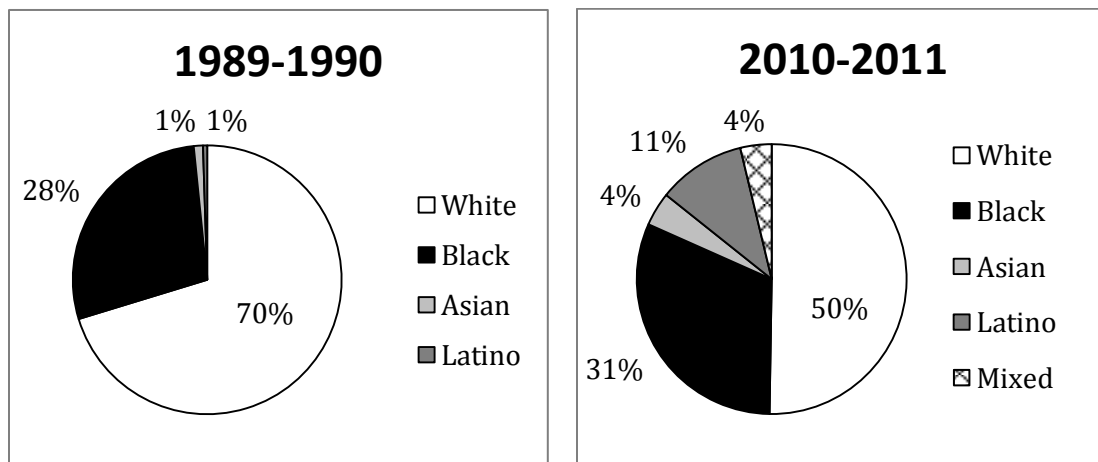


**GREENSBORO-HIGH POINT METRO AREA<sup>1</sup>**

**Enrollment**

- The share of white enrollment in metro Greensboro’s public schools has decreased since 1989, and white students accounted for just under half (49.6%) of the metro’s enrollment in 2010.
- From 1989 to 2010, the black share of student enrollment increased slightly, from 28.0% to 31.0%.
- During the last two decades, the Latino share of enrollment increased from 0.5% to 10.4%.
- From 1989 to 2010, the Asian share of enrollment increased, although in 2010 Asians still accounted for a small share of the enrollment at 4.0%.
- The metro’s overall enrollment increased from 82,686 in 1989 to 112,238 in 2010.

Figure 1 – *Public School Enrollment by Race, Greensboro Metro*



Note: American Indian is less than 1% of total enrollment. Total CBSA enrollment in 1989 was 82,686. In 2010, total enrollment was 112,238.

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

<sup>1</sup> We use the term “Greensboro Metro” to refer to the the Greensboro-High Point metropolitan 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 Guilford County, Randolph County, and Rockingham County..

- Over the last two decades, the white share of enrollment has decreased substantially in both urban and suburban schools. In urban schools, the white share of enrollment decreased from approximately three-fourths in 1989 to less than one-third in 2010. In suburban schools, despite the decrease, white students were still the majority in 2010 with 73.5% of the total suburban enrollment.
- The decreasing white student enrollment occurred alongside increasing shares of Latino and Asian enrollments. In 2010, the shares of Asian and Latino student enrollments in urban schools (6.6%, 9.0%) were slightly higher in comparison to suburban schools (3.5%, 6.2%).
- Black student enrollment trends in urban schools were unique in that this was the only racial group which saw an increase during the first decade followed by a slight decrease in the second decade. In suburban schools, the black share of enrollment increased during both decades to a high of 13.4% in 2010.
- In 2010, black students accounted for the largest share of enrollment in urban schools and white students comprised the largest share of enrollment in suburban schools.

Table 1 – Public School Enrollment by Race in Urban and Suburban Schools, Greensboro Metro

	Urban Schools					Suburban Schools				
	White	Black	Asian	Latino	Other	White	Black	Asian	Latino	Other
<b>Greensboro Metro</b>										
1989-1990	74.2%	23.3%	1.3%	0.7%	0.5%	91.4%	7.0%	0.6%	0.5%	0.5%
1999-2000	40.8%	50.6%	4.8%	3.2%	0.6%	84.2%	12.5%	1.4%	1.4%	0.5%
2010-2011	30.5%	48.3%	6.6%	9.0%	5.6%	73.5%	13.4%	3.5%	6.2%	3.4%

*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

- Almost one-third of metro Greensboro's schools were multiracial in 2010, a substantial increase from a decade earlier when slightly more than one in 10 of the metro's schools were multiracial.
- Metro Greensboro has experienced an increase in minority segregated schools such that more than half of the metro's schools were majority minority in 2010.
- The share of intensely segregated schools in the metro has increased considerably, from 0.7% in 1989 to 15.8% in 2010.
- In 2010, apartheid schools represented approximately 2% of the schools in the metro Greensboro area, despite having no apartheid schools in the area over the previous two decades.

Table 2 – *Multiracial and Minority Segregated Schools, Greensboro Metro*

	<b>Total Schools</b>	<b>% of Multiracial Schools</b>	<b>% of 50-100% Minority Schools</b>	<b>% of 90-100% Minority Schools</b>	<b>% of 99-100% Minority Schools</b>
<b>Greensboro Metro</b>					
1989-1990	147	1.4%	20.4%	0.7%	NS
1999-2000	152	11.2%	34.9%	5.9%	NS
2010-2011	183	30.6%	52.5%	15.8%	1.6%

*Note:* NS = No Schools. 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

- Metro Greensboro’s overall share of low-income students increased from one-third of the total student population in 1999 to more than half in 2010.
- The percentage of low-income students in majority minority, intensely segregated, and apartheid schools all increased from 1999 to 2010.
- The most dramatic rise of low-income students occurred in intensely segregated schools, which increased from 64.5% in 1999 to 84.6% in 2010.

Table 3 – *Students Who Are Low-Income in Minority Segregated Schools, Greensboro Metro*

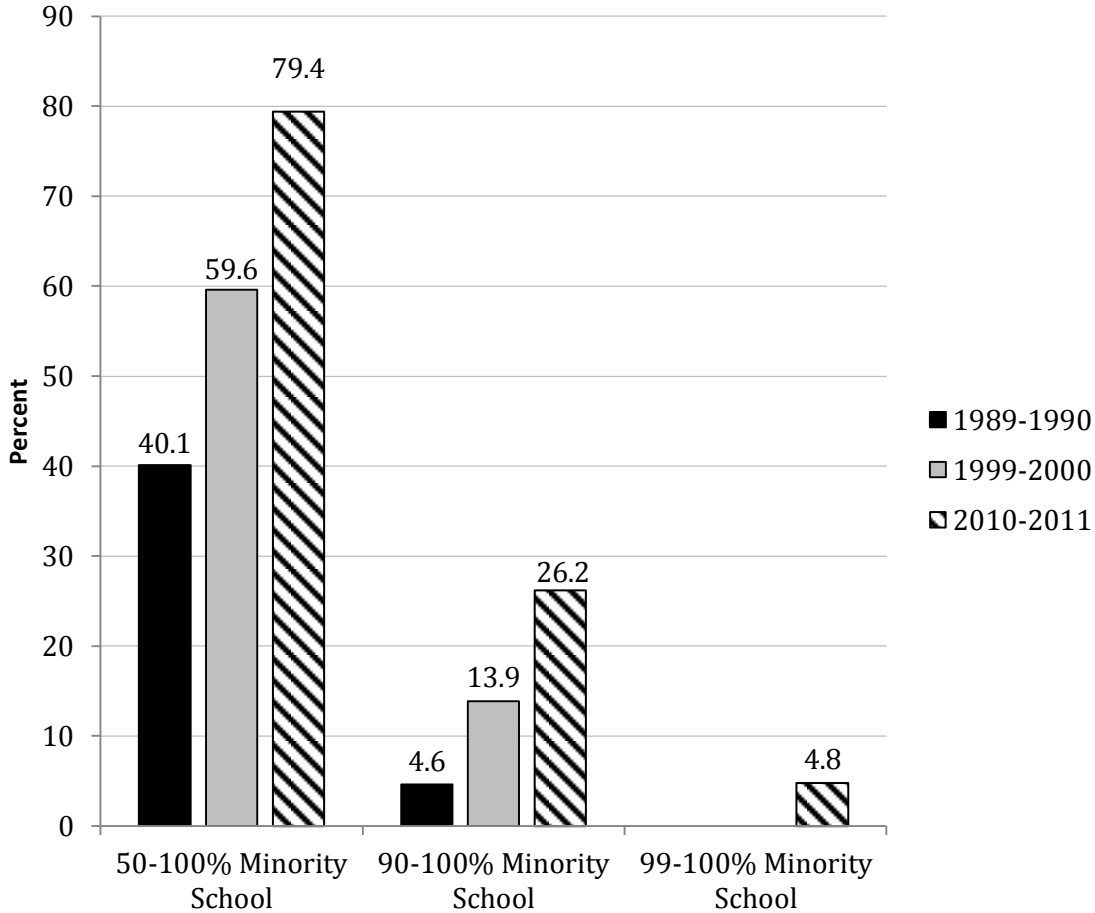
	<b>Overall % Low- Income in Metro</b>	<b>% Low- Income in 50-100% Minority Schools</b>	<b>% Low- Income in 90-100% Minority Schools</b>	<b>% Low- Income in 99-100% Minority Schools</b>
<b>Greensboro Metro</b>				
1999-2000	35.9%	59.7%	64.5%	NS
2010-2011	52.8%	65.2%	84.6%	75.5%

*Note:* NS = 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.

*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 minority segregated schools in metro Greensboro doubled over the two decades from 1989 to 2010.
- In 1989, four out of 10 black students attended majority minority schools but by 2010, eight out of 10 black students attended such schools.
- In 1989, one out of 20 black students attended intensely segregated schools but by 2010 one out of four black students attended these schools.
- In 2010, 4.8% of black students attended apartheid schools.

Figure 2 – Black Students in Minority Segregated Schools, Greensboro Metro

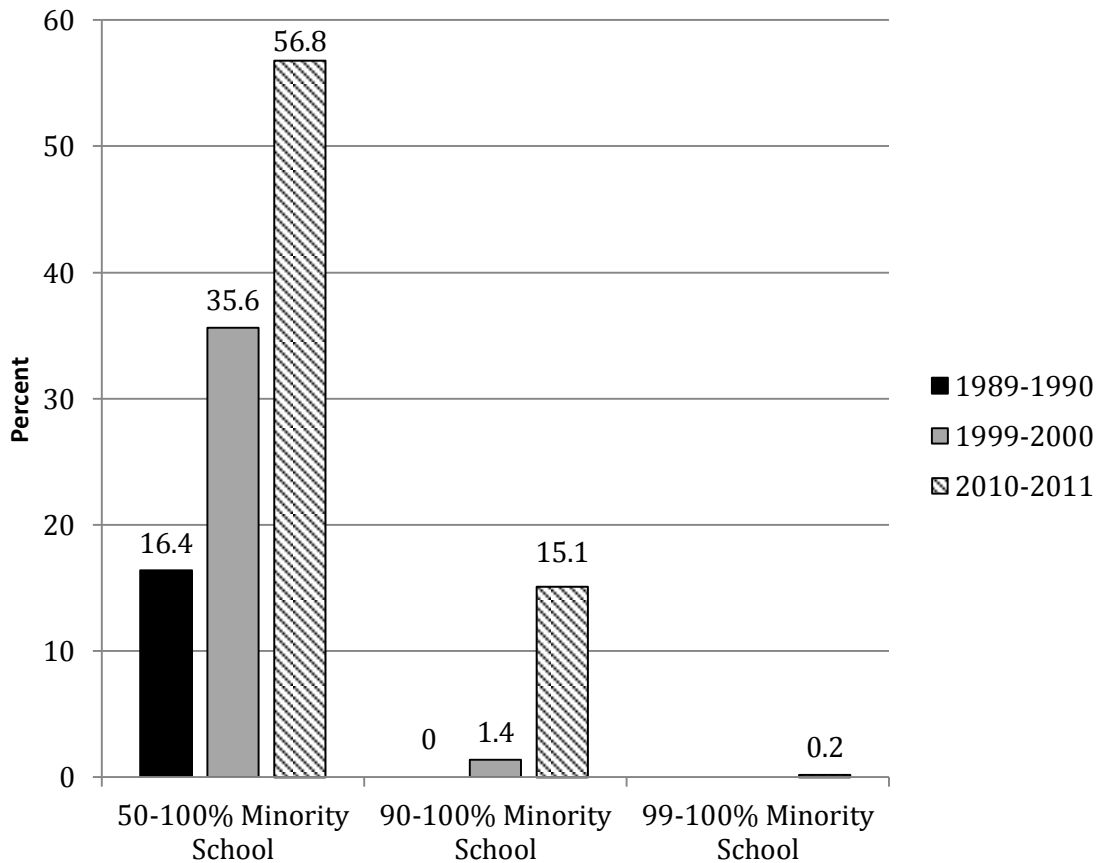


Note: Minority school represents black, Latino, American Indian, and Asian students.

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

- Although not quite as extreme as the levels for black students in metro Greensboro, the share of Latino students attending minority segregated and intensely segregated schools increased substantially over the last two decades.
- In 2010, more than half of all Latino students attended minority segregated schools, and one out of seven Latino students was enrolled in intensely segregated schools.
- In 2010, 0.2% of Latino students attended apartheid schools.

Figure 3 – *Latino Students in Minority Segregated Schools, Greensboro Metro*

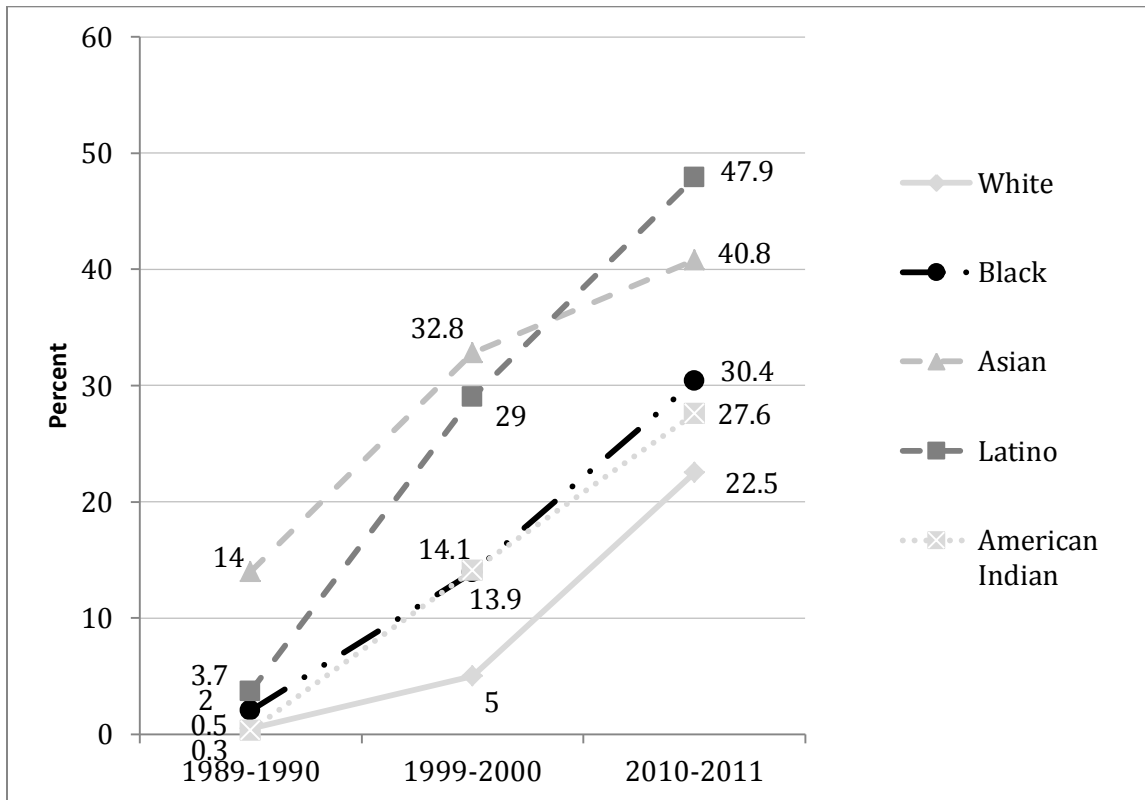


*Note:* Minority school represents black, Latino, American Indian, and Asian students.

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

- From 1989 to 1999, there was a significant increase in the percentages of all racial groups attending multiracial schools in metro Greensboro.
- With almost half of the metro’s Latino students attending multiracial schools, Latino students were the most likely to attend such schools in 2010.
- Alternatively, white students were the least likely to attend multiracial schools in 2010, with about one in four white students attending such schools.

Figure 4 – Students in Multiracial Schools by Race, Greensboro Metro



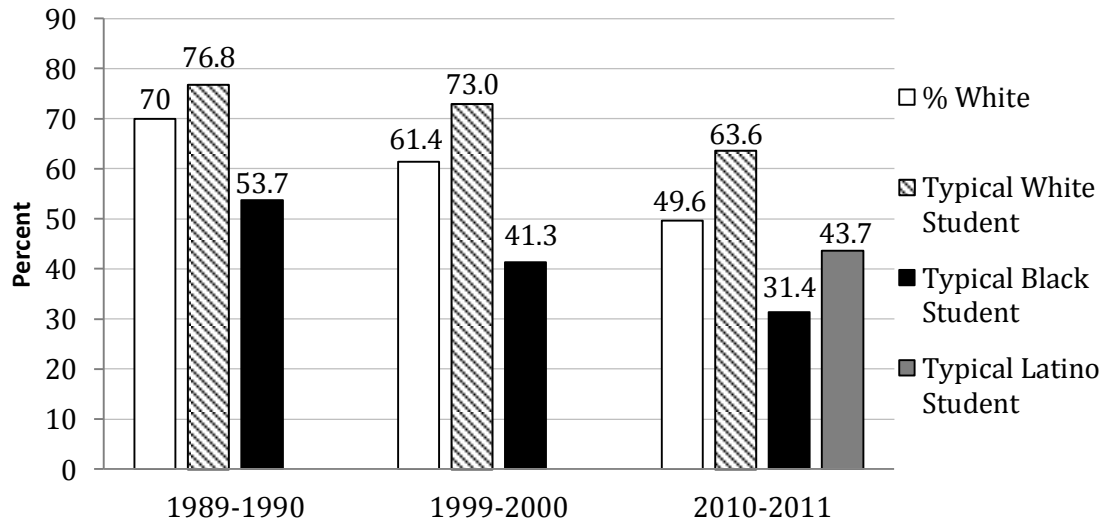
Note: Multiracial schools are those with any three races representing 10% or more of the total student enrollment.

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

### Exposure

- During the last two decades, the typical white student in metro Greensboro attended a school with more white students than the overall share of the metro’s enrollment, while the typical black and the typical Latino students’ schools had smaller shares of white students than the overall share of the metro enrollment.
- In 2010, the typical black student was least exposed to white students and attended a school that was only 31.4% white.

Figure 5 – *White Students in School Attended by Typical Student of Each Race, Greensboro Metro*

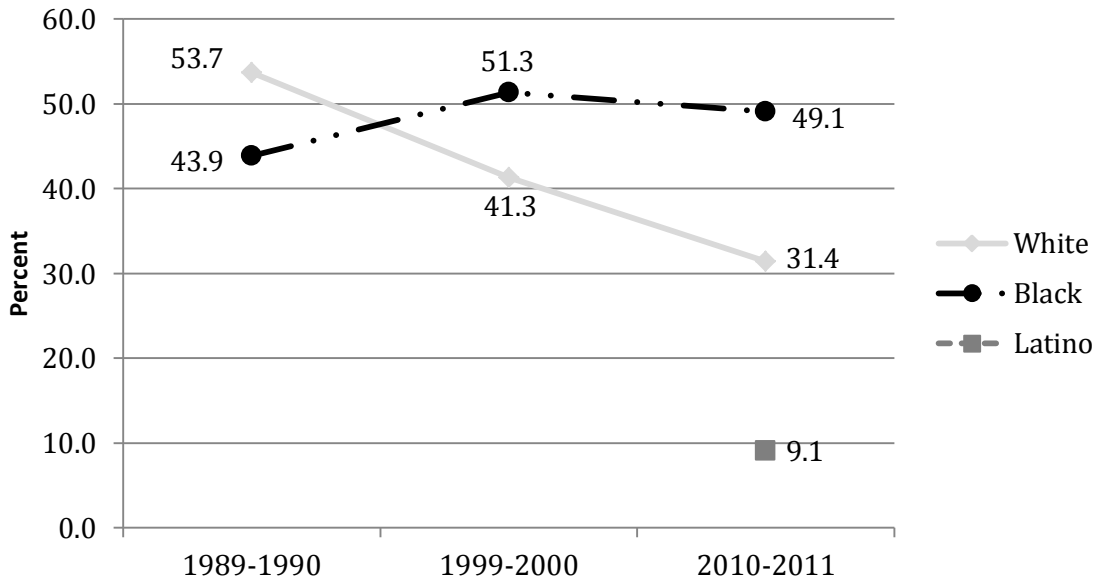


Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey Data



- The school that the typical black student attended in 2010 had become slightly more black and considerably less white.
- In 1989, the typical black student attended a school that was majority white, but by 2010 the typical black student attended a school that was 49.1% black, 31.4% white, and 9.1% Latino even though the metro’s overall enrollment was still almost half white in 2010.

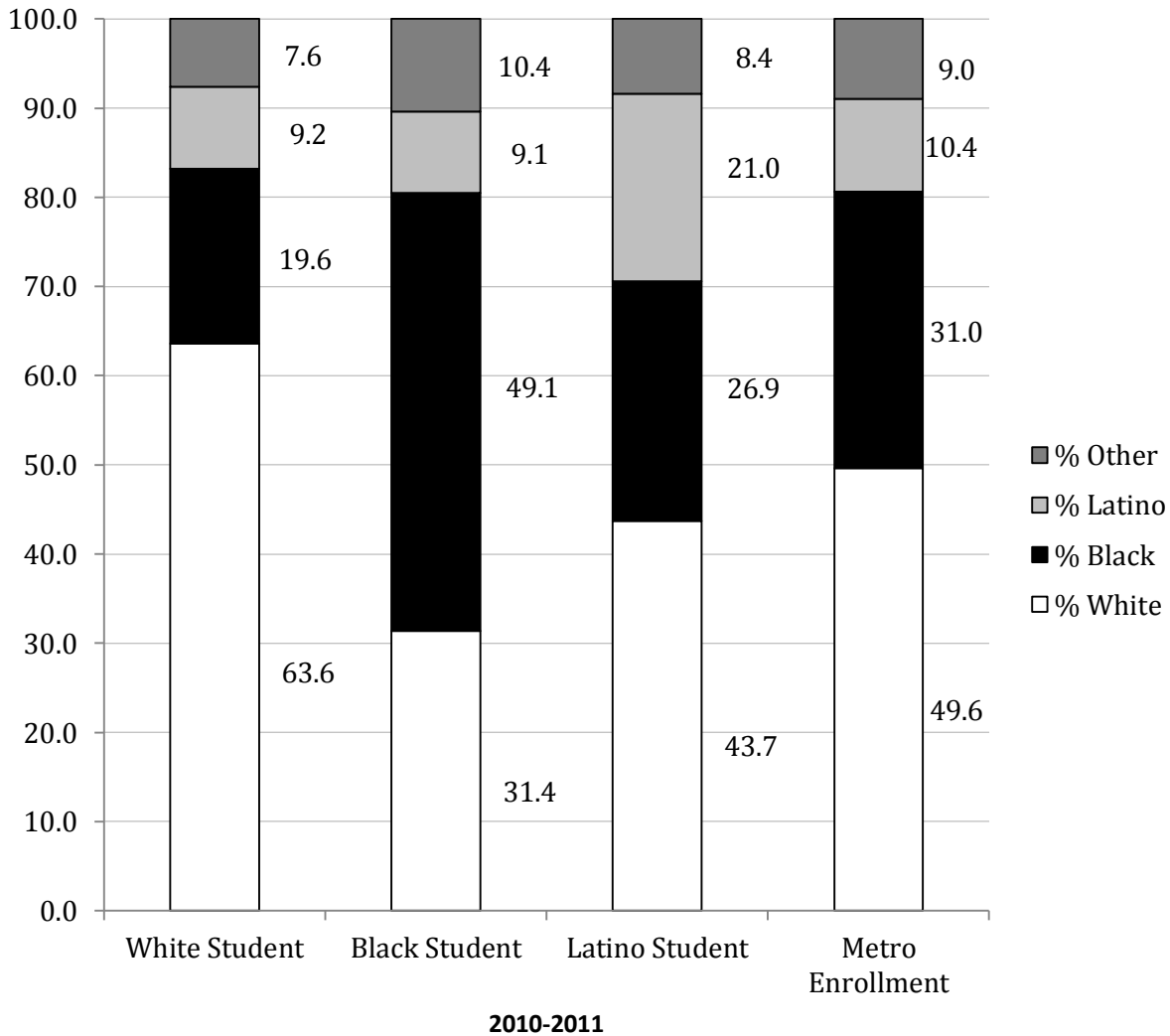
Figure 6 – *Racial Composition of School Attended by Typical Black Student, Greensboro Metro*



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

- The typical student of each race attended a school with a disproportionately large share of same-race peers in 2010.
- The racial composition of the typical black student’s school was least similar to the overall racial composition of metro Greensboro’s student enrollment in 2010.

Figure 7 – *Racial Composition of School Attended by Typical Student by Race, Greensboro Metro*

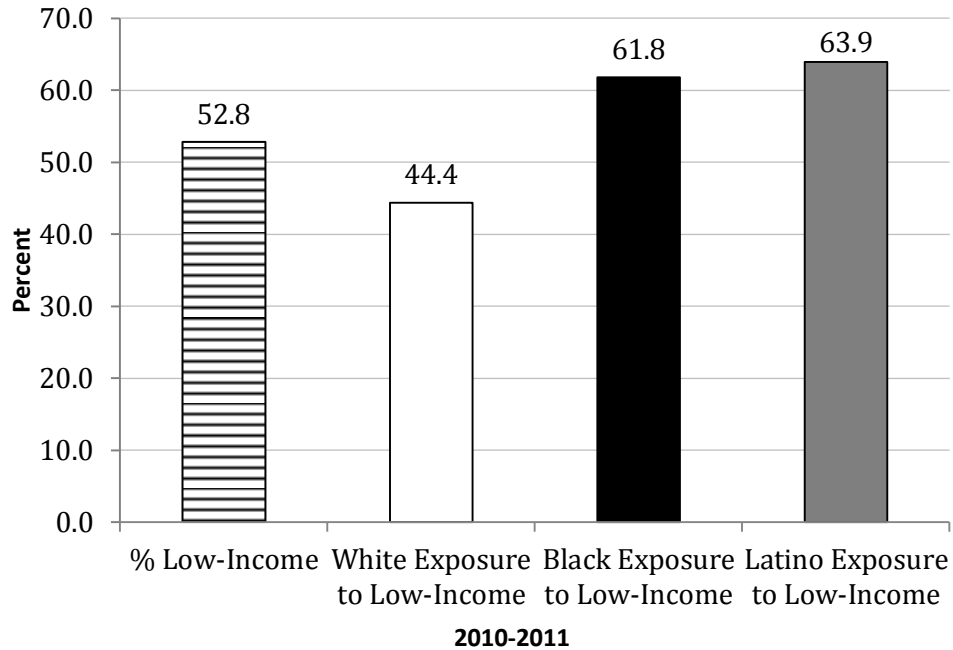


*Note:* Other includes American Indian students and students identifying with two or more races.

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

- For the typical black and Latino students, almost two-thirds of their classmates were low income in 2010.
- Conversely, in 2010, the typical white student attended a school where less than half of his or her classmates were low income.

Figure 8 – *Exposure to Low-Income Students by Race, Greensboro 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 last decade of the twentieth century saw the level of unevenness in the Greensboro metro schools rise to a considerably high level at 0.23, but between 1999 and 2010, there was a slight drop in the level of unevenness.
- In the past, metro Greensboro’s segregation was primarily due to segregation between districts, but by 2010 it was more attributable to segregation within school districts.

Table 4 – *Entropy Index Values, Overall and Within and Between School Districts, Greensboro Metro*

	<b>H</b>	<b>H Within Districts</b>	<b>H Between Districts</b>
<b>Greensboro Metro</b>			
1989-1990	0.19	0.07	0.13
1999-2000	0.23	0.16	0.07
2010-2011	0.21	0.13	0.08

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 has increased during both of the last two decades and was at a moderate level in 2010.
- In 2010, the uneven distribution of white and Latino students was at a moderate level.
- 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, Greensboro Metro*

	<b>Dissimilarity Index</b>					
	<b>White Black</b>	<b>White Asian</b>	<b>White Latino</b>	<b>Black Asian</b>	<b>Black Latino</b>	<b>Asian Latino</b>
<b>Greensboro Metro</b>						
1989-1990	.44	*	*	*	*	*
1999-2000	.50	*	*	*	*	*
2010-2011	.53	*	.46	*	.50	*

Note: \* 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