

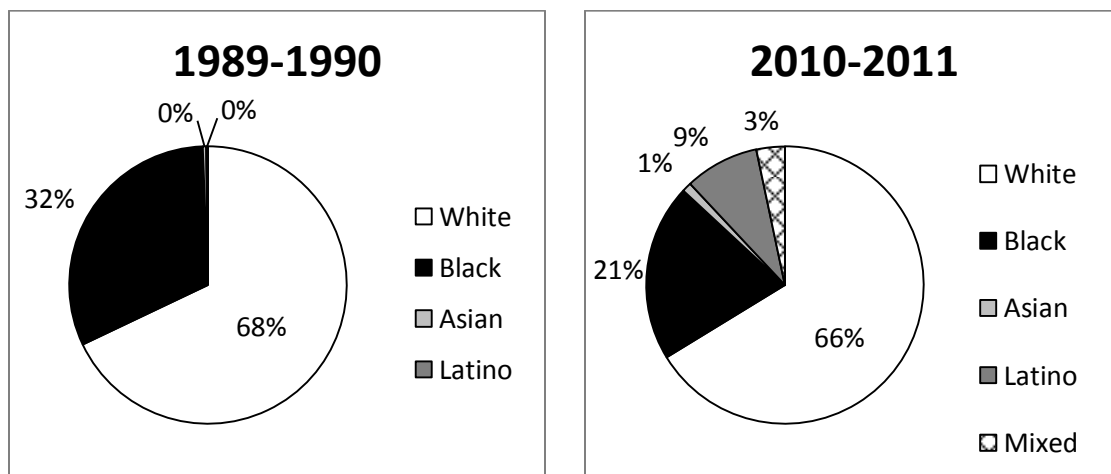
WILMINGTON METRO AREA¹

Enrollment

- The white and black shares of enrollment decreased during the last two decades while the Asian and Latino shares of enrollment increased.
- The largest growth was in the Latino share of enrollment, which increased to 8.6% and the largest decline was the black share of enrollment, which decreased to 20.5%
- The metro's overall enrolment increased from 18,916 in 1989 to 46,175 in 2010.

Figure 1

Public School Enrollment by Race, Wilmington Metro



Note: American Indian is less than 1% of total enrollment. Total CBSA enrollment in 1989 was 18,916. In 2010, total enrollment was 46,175.

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

¹ We use the term “Wilmington Metro” to refer to the Wilmington, 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 New Hanover County and Pender County.

- In 1989, the racial composition of urban and suburban schools was relatively similar, but by 2010 there were significant differences between the racial compositions of urban and suburban schools in the metro.
- In urban schools, the share of white students decreased during both decades, while in suburban schools the share of white students increased from 1989 to 1999 but then decreased from 1999 to 2010.
- The share of black students in both urban and suburban schools has decreased in the past two decades with a substantial decline in suburban schools.
- The share of Asian and Latino students increased during both decades in both urban and suburban schools, with the increase being greater for Latino students.

Table 1

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

	Urban Schools					Suburban Schools				
	White	Black	Asian	Latino	Other	White	Black	Asian	Latino	Other
Wilmington Metro										
1989-1990	68.5%	30.4%	0.7%	0.2%	0.2%	70.0%	29.4%	0.3%	0.2%	0.1%
1999-2000	65.6%	31.5%	1.3%	1.2%	0.4%	71.4%	26.3%	0.6%	1.1%	0.6%
2010-2011	56.6%	29.4%	1.9%	8.2%	3.9%	70.8%	16.8%	1.4%	6.7%	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

- In 2010, more than one-third of the schools in the metro were multiracial schools.
- The share of majority minority schools more than tripled between 1989 and 2010. Majority minority schools accounted for one-fourth all of the metro’s schools in 2010.
- In 1989, 2% of the schools in the metro were intensely segregated, but by 1999 there were no intensely segregated schools. The trend reversed in the subsequent decade, with approximately 4% of the schools in the metro being intensely segregated in 2010.
- In 1989, 2% of the schools within the metro were identified as apartheid schools; however, as of 1999, there were no longer any apartheid schools in the metro.

Table 2

Multiracial and Minority Segregated Schools, Wilmington Metro

	Total Schools	% of Multiracial Schools	% of 50-100% Minority Schools	% of 90-100% Minority Schools	% of 99-100% Minority Schools
Wilmington Metro					
1989-1990	53		7.5%	1.9%	1.9%
1999-2000	57		10.5%		
2010-2011	76	34.2%	25.0%	3.9%	

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 during the last decade and accounted for almost half of the metro’s students in 2010.
- As the concentration of minority students increases in a school, the concentration of low-income students also increases.

Table 3

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

	Overall % Low-Income in Metro	% Low-Income in Multiracial Schools	% Low-Income in 50-100% Minority Schools	% Low-Income in 90-100% Minority Schools	% Low-Income in 99-100% Minority Schools
Wilmington Metro					
1999-2000	39.7%		68.6%		
2010-2011	48.0%	68.1%	74.9%	87.2%	

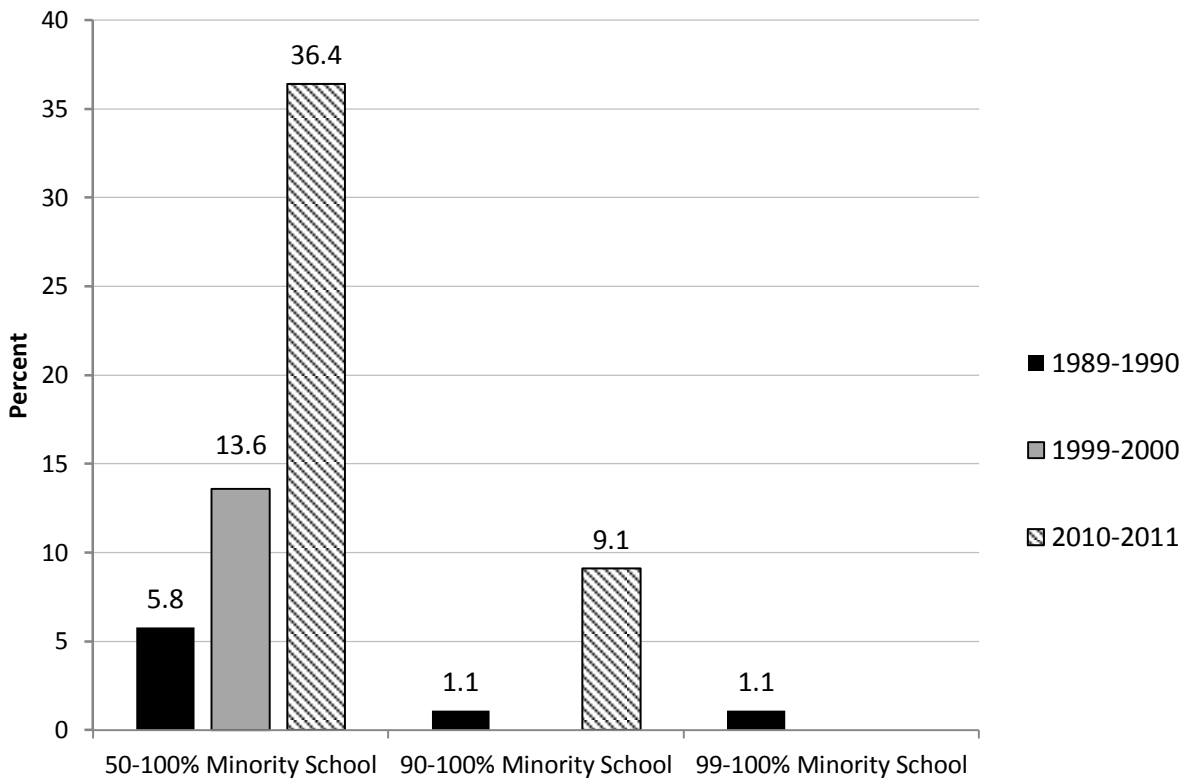
Note: Minority school represents black, Latino, American Indian, and Asian students. Multiracial schools are those with any three races representing 10% or more of the total student enrollment. Blank cells represent no schools.

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 sixfold between 1989 and 2010.
- In 1989, 1% of black students attended intensely segregated schools, and two decades later 9% of black students attended such schools.
- In 1989, 1% of black students in the metro attended apartheid schools. In the subsequent decades, there were no such schools in the Wilmington metro.

Figure 2

Black Students in Minority Segregated Schools, Wilmington Metro



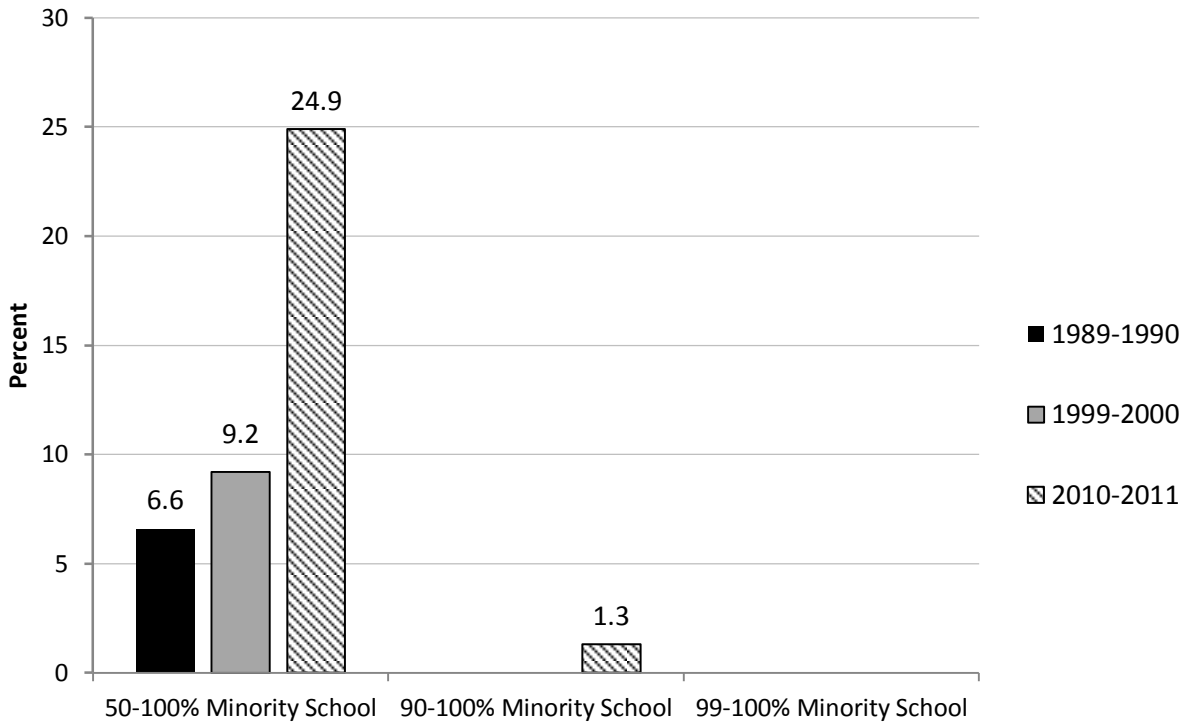
Note: Minority school represents black, Latino, American Indian, and Asian students.

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 quadrupled during the last two decades.
- In 2010, slightly more than 1% of Latino students attended intensely segregated schools.

Figure 3

Latino Students in Minority Segregated Schools, Wilmington Metro



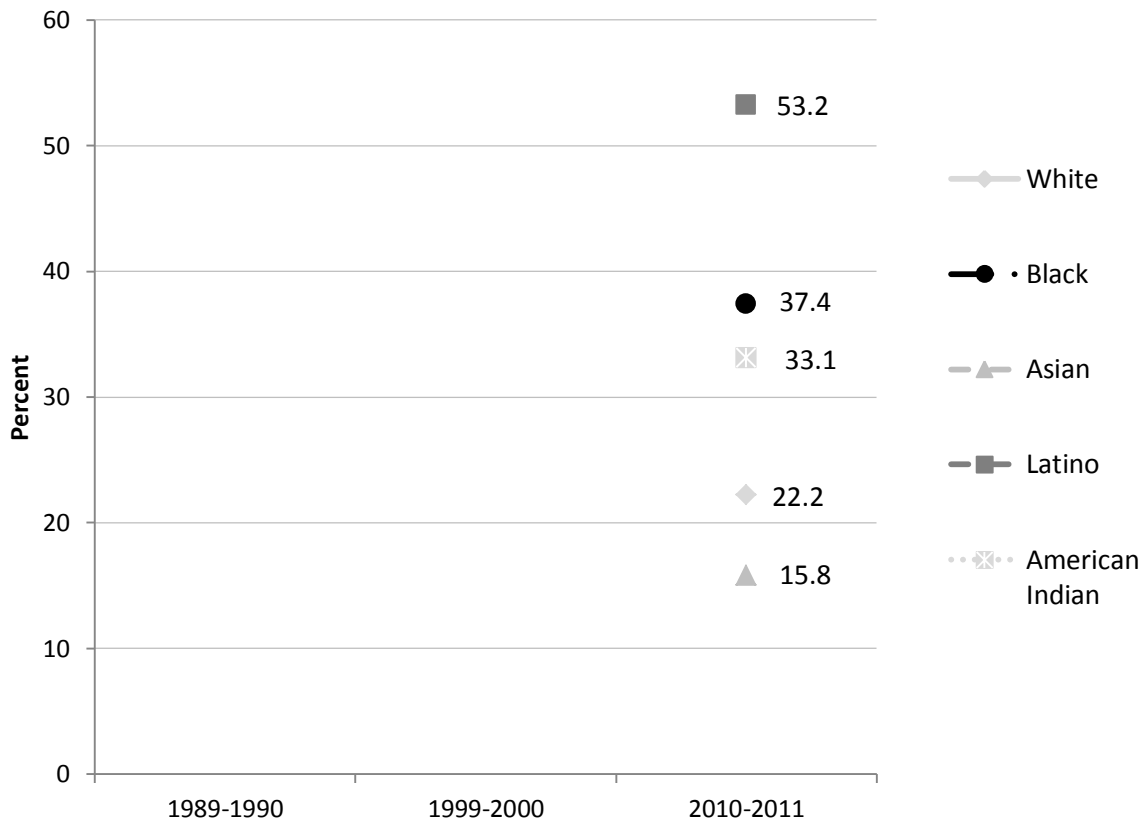
Note: Minority school represents black, Latino, American Indian, and Asian students.

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

- More than half of all Latino students attended multiracial schools in 2010, while slightly more than a third of black and American Indian students attended such schools.
- In 2010, the shares of white and Asian students attending multiracial schools were 22% and 16% respectively.

Figure 4

Students in Multiracial Schools by Race, Wilmington Metro



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

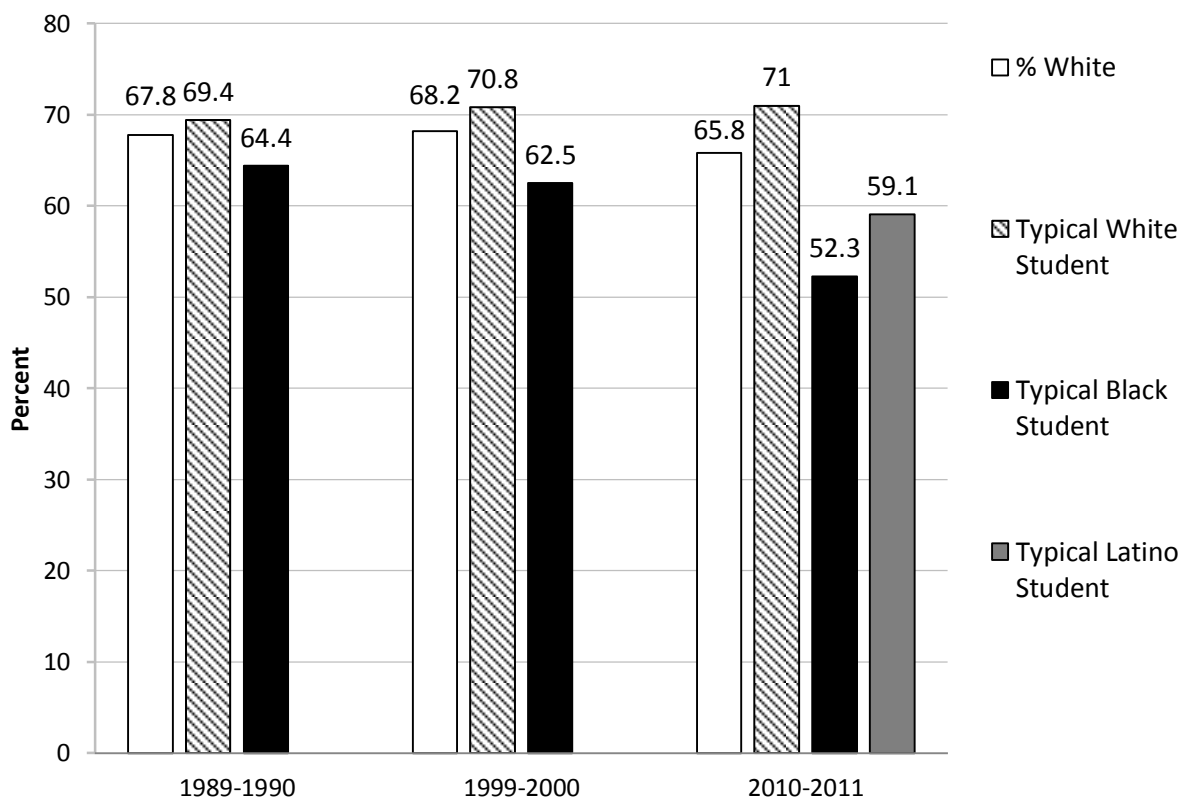
Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey Data

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 the white students in the typical white student’s school gradually increased over the last two decades.
- At all three 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 between the share of white students in the metro’s enrollment compared to the share of white students in the typical black student’s school increased during each of the last two decades.
- 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, Wilmington Metro



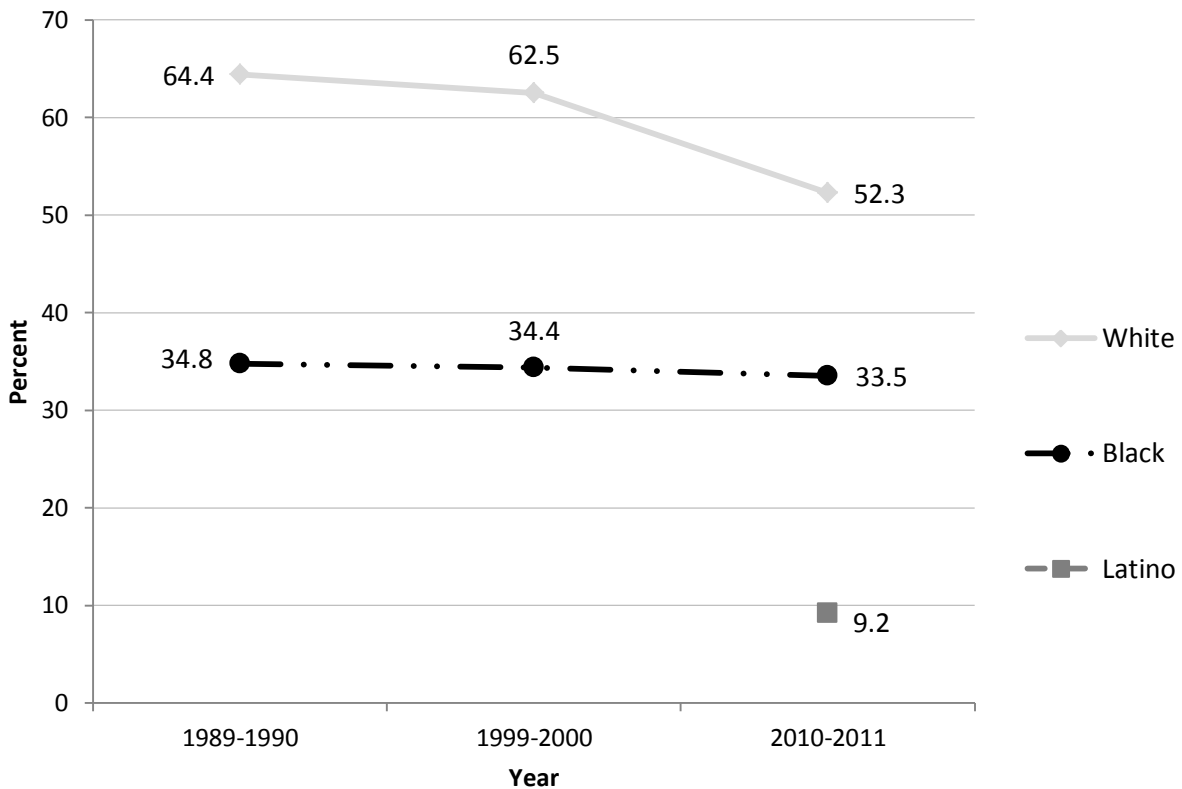
Note: Less than 5% proportional enrollment for Latino students in 1989-1990 and 1999-2000 so data are excluded.

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

- At all three time points, the typical black student attended a school that was majority white.
- The typical black student attended a school in 2010 that was less white than it was in 1989. In 2010, the typical black student also had a 9% share of Latino classmates.

Figure 6

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



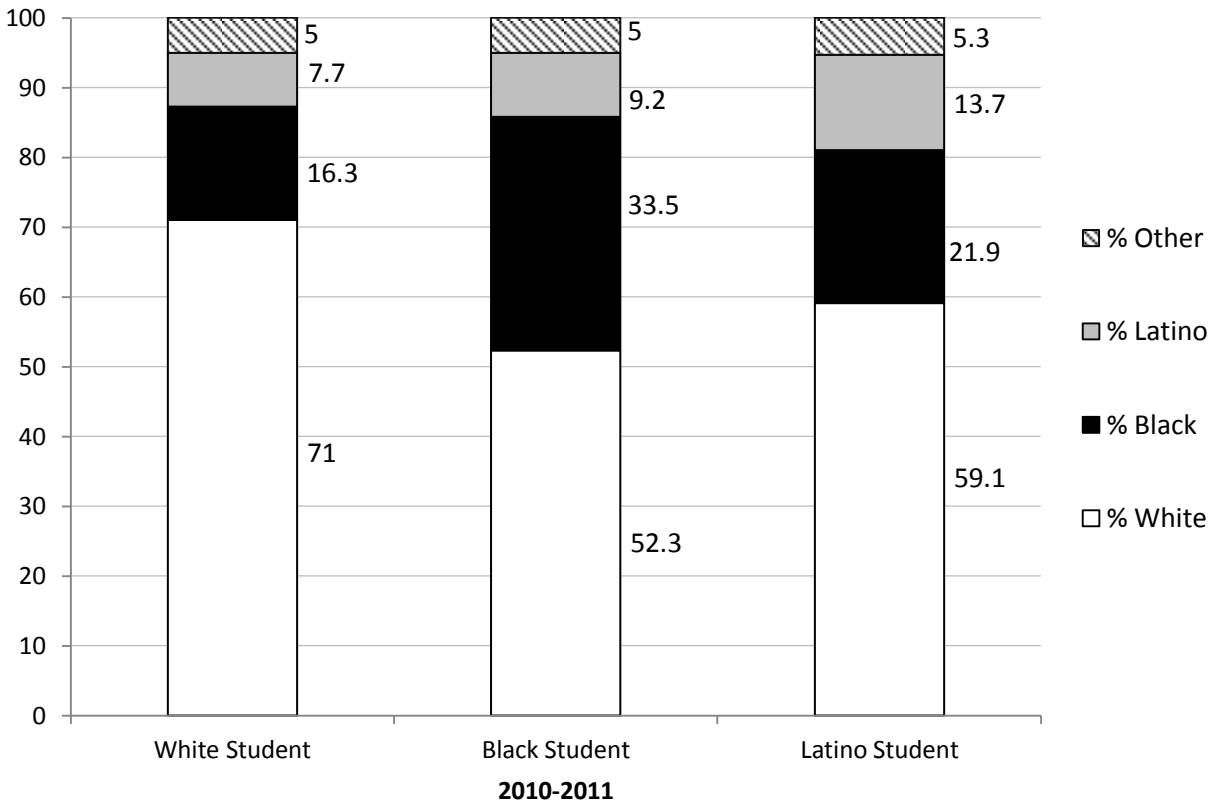
Note: Less than 5% proportional enrollment for Latino students in 1989-1990 and 1999-2000 so data are excluded; less than 5% proportional enrollment for Asian students in 1989-1990, 1999-2000, and 2010-2011 so data are excluded.

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

Figure 7

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



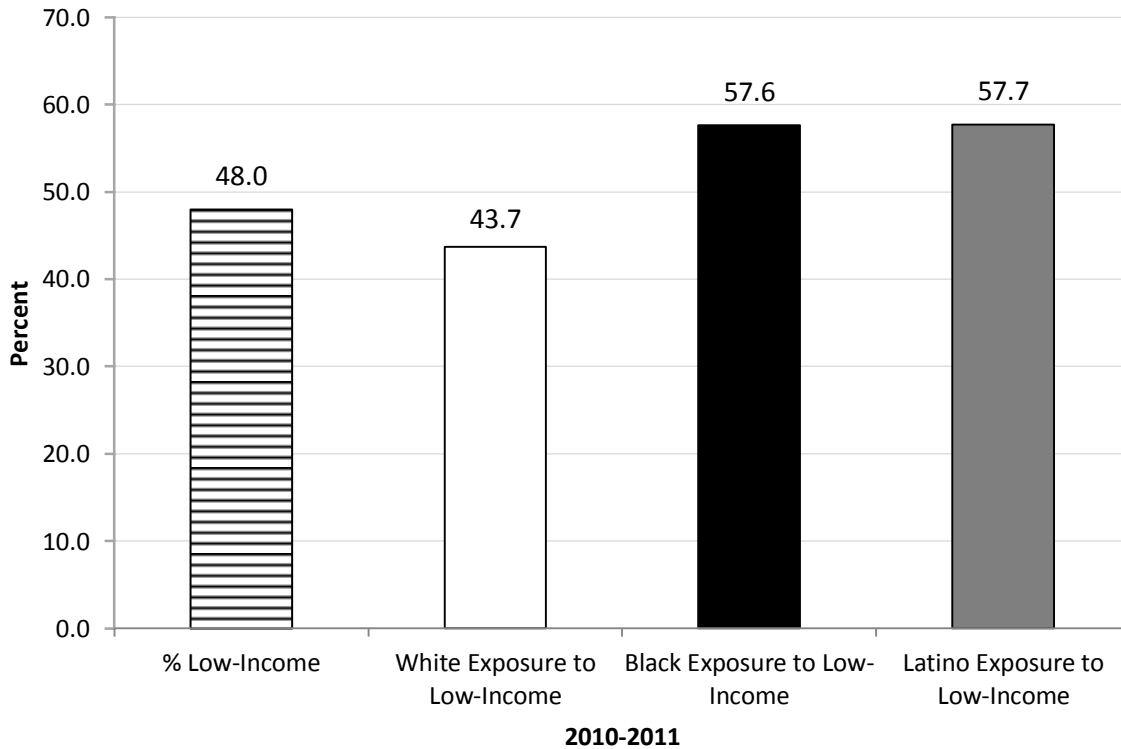
Note: Other includes American Indian students and students identifying with two or more races.

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

- In 2010, the typical white student attended a school with a smaller share of low-income students (43.7%) than the metro’s overall share of low-income students (48%).
- In 2010, the typical black student and the typical Latino student attended schools with larger shares of low-income students (57.6%; 57.7%) than the metro’s overall enrollment of low-income students (48%).

Figure 8

Exposure to Low-Income Students by Race, Wilmington 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 increased from 1989 to 2010.
- In 2010, the average school in metro Wilmington was 12% less diverse than the metro’s overall enrollment. This level of unevenness is considered to be moderate.
- The majority of unevenness is within districts rather than between districts.
- The level of unevenness within districts has increased over the last two decades.
- The level of unevenness between districts has remained stable at 1% over the past two decades.

Table 4

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

	H	H Within Districts	H Between Districts
Wilmington Metro			
1989-1990	0.05	0.04	0.01
1999-2000	0.07	0.06	0.01
2010-2011	0.12	0.11	0.01

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 steadily increased over the last two decades, reaching 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, bordering on being considered low, in 2010.
- In 2010, white and black students were similarly segregated from each other in comparison to white and Latino students as well as black and Latino students.

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
Wilmington Metro						
1989-1990	0.17					
1999-2000	0.26					
2010-2011	0.39		0.37		0.33	

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