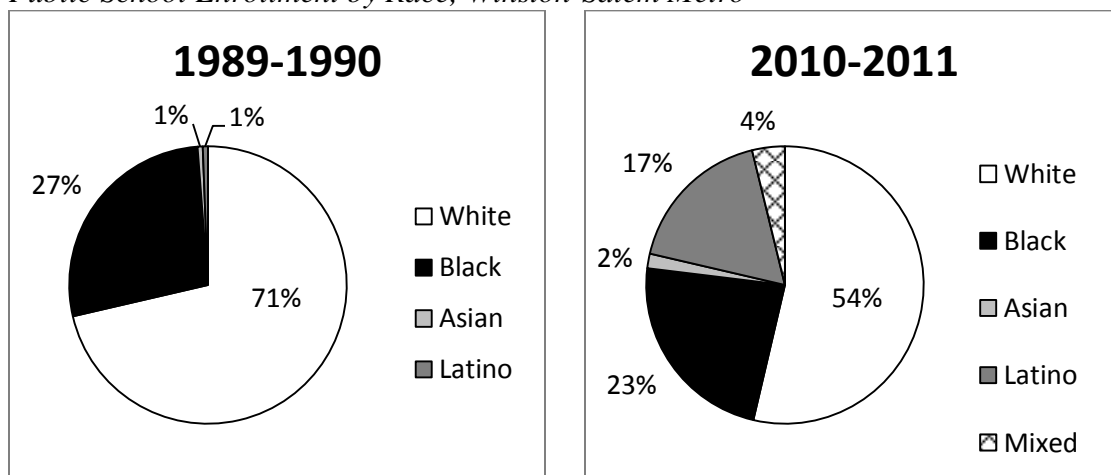


### WINSTON-SALEM METRO AREA<sup>1</sup>

#### Enrollment

- The white and black shares of enrollment decreased while the Asian and Latino shares of enrollment increased from 1989 to 2010.
- The largest growth was in the Latino share of enrollment, which grew to 17.5% in 2010, while the largest decline was in the white share of enrollment which decreased to 53.5% in 2010.
- The metro’s overall enrollment increased from 26,051 in 1989 to 53,848 in 2010.

Figure 1  
*Public School Enrollment by Race, Winston-Salem Metro*



*Note:* American Indian is less than 1% of total enrollment. Total CBSA enrollment in 1989 was 26,051. 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

<sup>1</sup> We use the term “Winston-Salem Metro” to refer to the Winston-Salem, 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 Davidson County, Davie County, Forsyth County, Stokes County, and Yadkin County.

- In 1989, there were significant differences in the racial composition of blacks and whites in urban and suburban schools. White students accounted for a larger share of suburban than urban schools and black students accounted for a larger share of the urban than suburban enrollment. The racial composition of Asians and Latinos were similar in both urban and suburban schools in 1989.
- In 2010, there were significant differences in the racial composition of black, white, and Latino students in urban versus suburban schools. Black students accounted for the largest share of enrollment in urban schools (38.2%), and white students accounted for the majority of enrollment in suburban schools (66.1%).
- In 2010, Latino students accounted for a larger share of the enrollment in urban than suburban schools.
- In both urban and suburban schools, the share of white students decreased during both decades while the share of Asian and Latino students increased.
- The share of black students in urban schools increased from 1989 to 1999 and then decreased from 1999 to 2010. The share of black students in suburban schools decreased from 1989 to 2010.

Table 1

*Public School Enrollment by Race in Urban and Suburban Schools, Winston-Salem Metro*

	Urban Schools					Suburban Schools				
	White	Black	Asian	Latino	Other	White	Black	Asian	Latino	Other
<b>Winston-Salem Metro</b>										
1989-1990	59.4%	39.1%	0.9%	0.5%	0.1%	72.8%	26.2%	0.4%	0.4%	0.2%
1999-2000	43.9%	48.5%	0.9%	6.4%	0.3%	75.6%	18.5%	1.2%	4.4%	0.3%
2010-2011	30.9%	38.2%	2.1%	24.4%	4.4%	66.1%	14.8%	2.1%	13.2%	3.8%

*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 share of multiracial schools nearly tripled over the last decade.
- The share of majority minority schools increased significantly between 1989 and 2010 and accounted for more than 40% of all schools in the metro in 2010.
- The share of intensely segregated schools increased from 1999 to 2010 such that approximately 18% of the metro schools were intensely segregated in 2010.
- The share of apartheid schools decreased slightly from 1999 to 2010 and accounted for fewer than 3% of schools in 2010.

Table 2

*Multiracial and Minority Segregated Schools, Winston-Salem 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>Winston-Salem Metro</b>					
1989-1990	85		4.7%		
1999-2000	103	9.7%	31.1%	12.6%	3.9%
2010-2011	121	25.6%	41.3%	18.2%	2.5%

*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. In 2010, slightly more than half of the metro students were low income.
- Between 1999 and 2010, the share of low-income students in multiracial schools remained stable at around 54%.
- In 2010, the share of low-income students in intensely segregated and apartheid schools was around 90%.

Table 3

*Students Who Are Low-Income in Multiracial and Minority Segregated Schools, Winston-Salem Metro*

	<b>Overall % Low-Income in Metro</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>
<b>Winston-Salem Metro</b>					
1999-2000	32.2%	54.1%	58.1%	77.2%	36.1%
2010-2011	50.5%	54.5%	70.4%	92.4%	88.1%

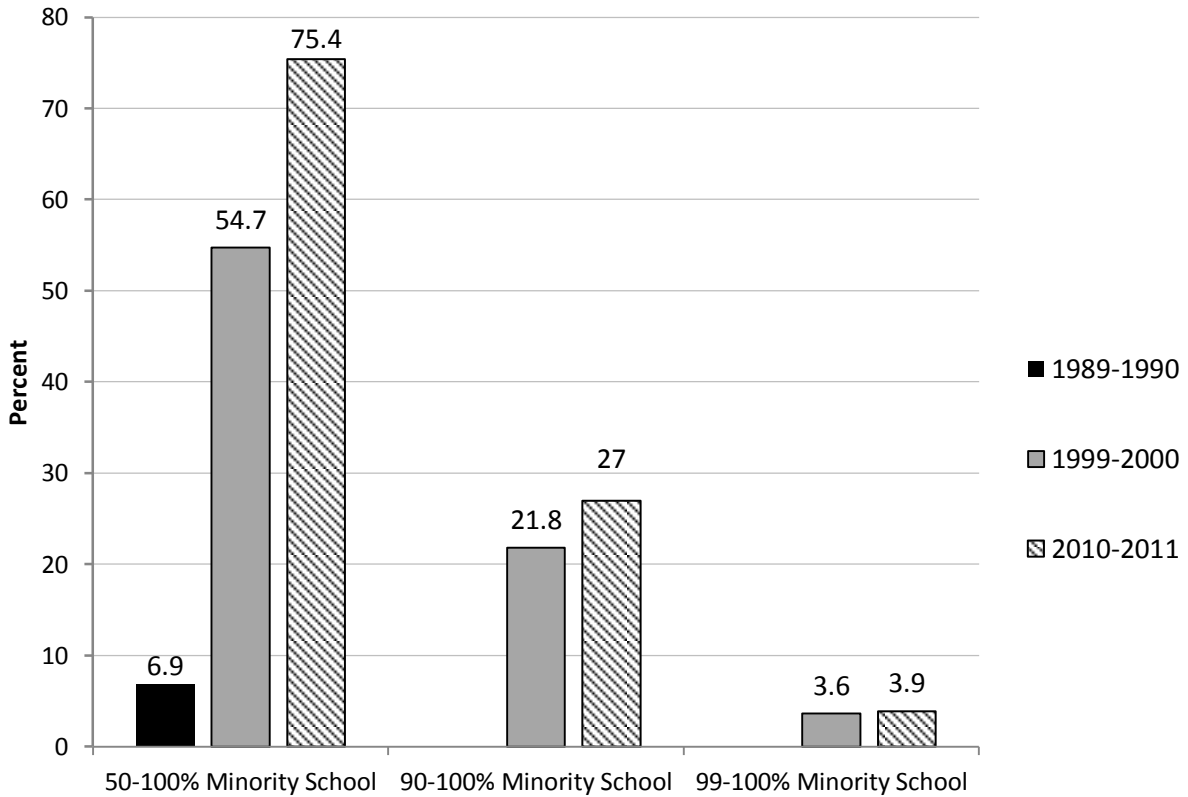
*Note:* Minority school represents black, Latino, American Indian, and Asian students. Multiracial schools are those with any three races representing 10% or more of the total student enrollment. Blank cells represent no schools.

*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 substantially increased from 7% to 75% between 1989 and 2010.
- The share of black students attending intensely segregated schools increased between 1999 and 2010, reaching 27% in 2010.
- The share of black students attending apartheid schools has remained stable from 1999 to 2010, at slightly less than 4%.

Figure 2

*Black Students in Minority Segregated Schools, Winston-Salem Metro*



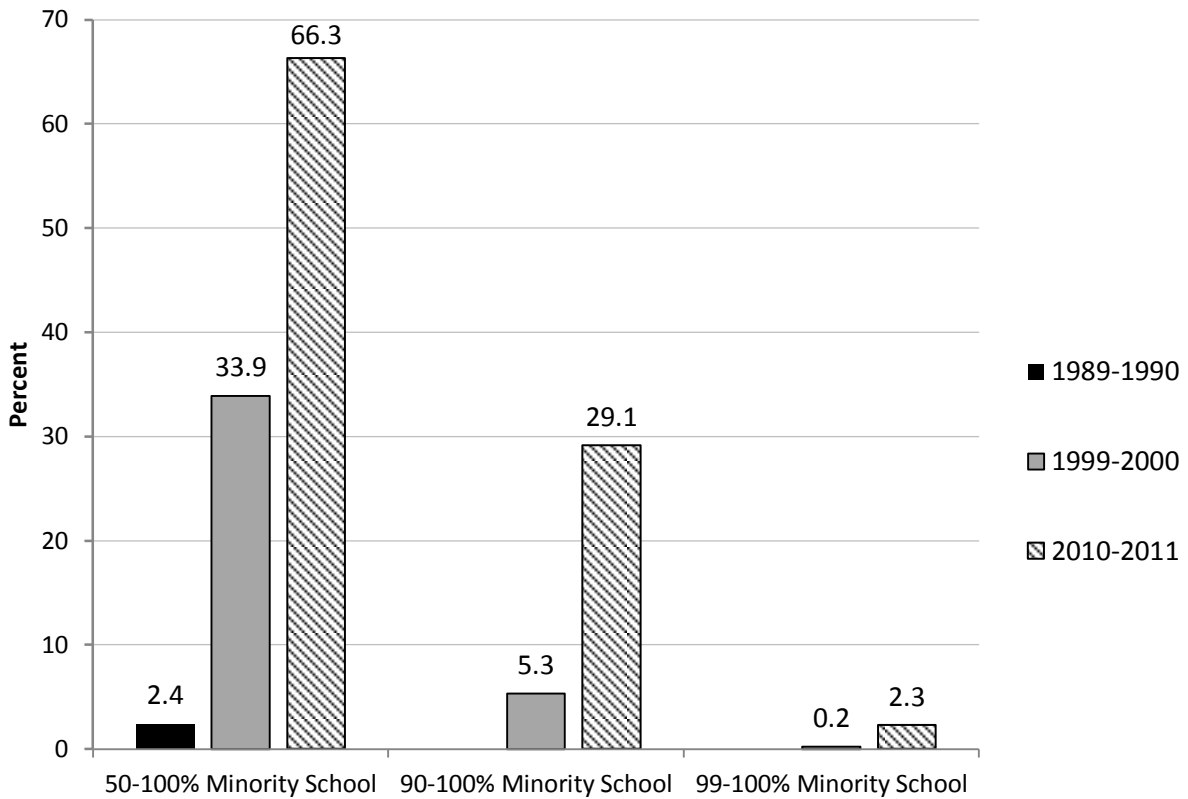
*Note:* Minority school represents black, Latino, American Indian, and Asian students.

*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 substantially from 2% to 66% between 1989 and 2010.
- In 2010, the share of Latino students attending intensely segregated (29.1%) and apartheid schools (2.3%) represented an increase, compared to 1999.

Figure 3

*Latino Students in Minority Segregated Schools, Winston-Salem Metro*



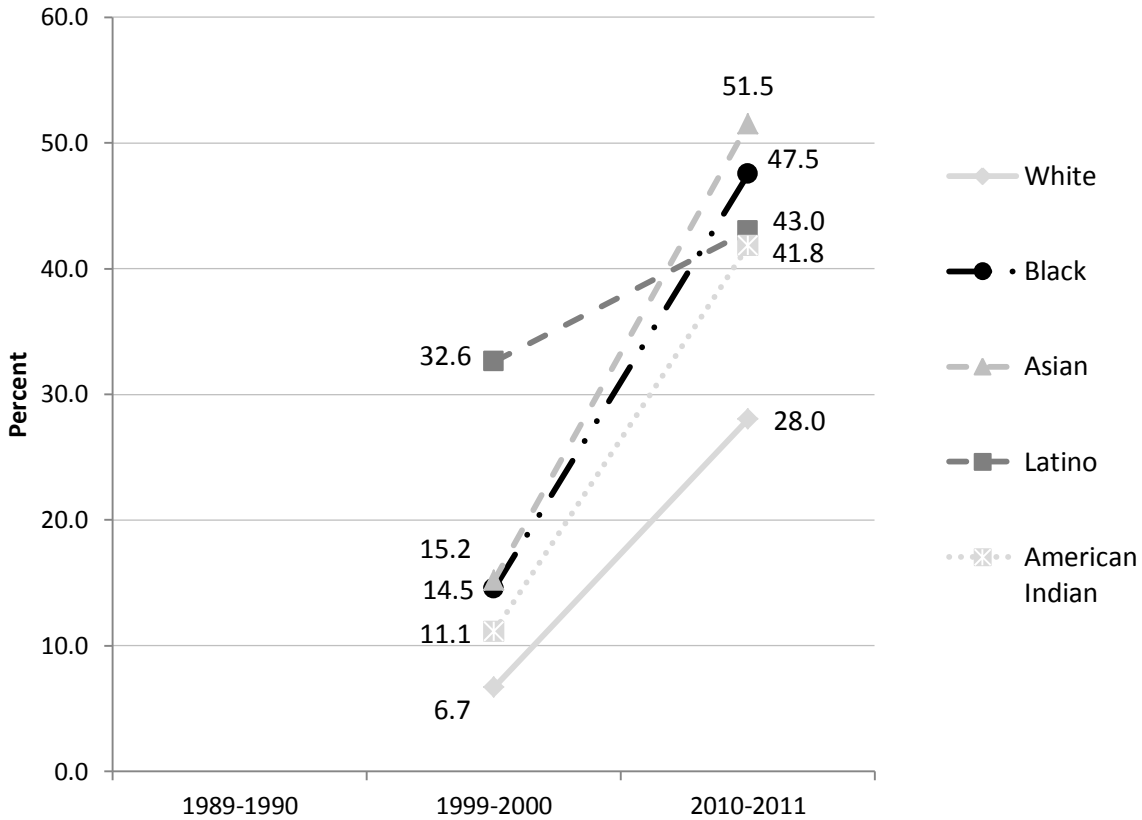
*Note:* Minority school represents black, Latino, American Indian, and Asian students.

*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 students in each racial group attending multiracial schools has increased substantially over the last decade.
- In 2010, between 42% and 48% of American Indian, Latino, Asian, and black students attended multiracial schools.
- In 2010, white students in the metro had the lowest percentage of attendance (28%) in multiracial schools.

Figure 4

*Students in Multiracial Schools by Race, Winston-Salem Metro*



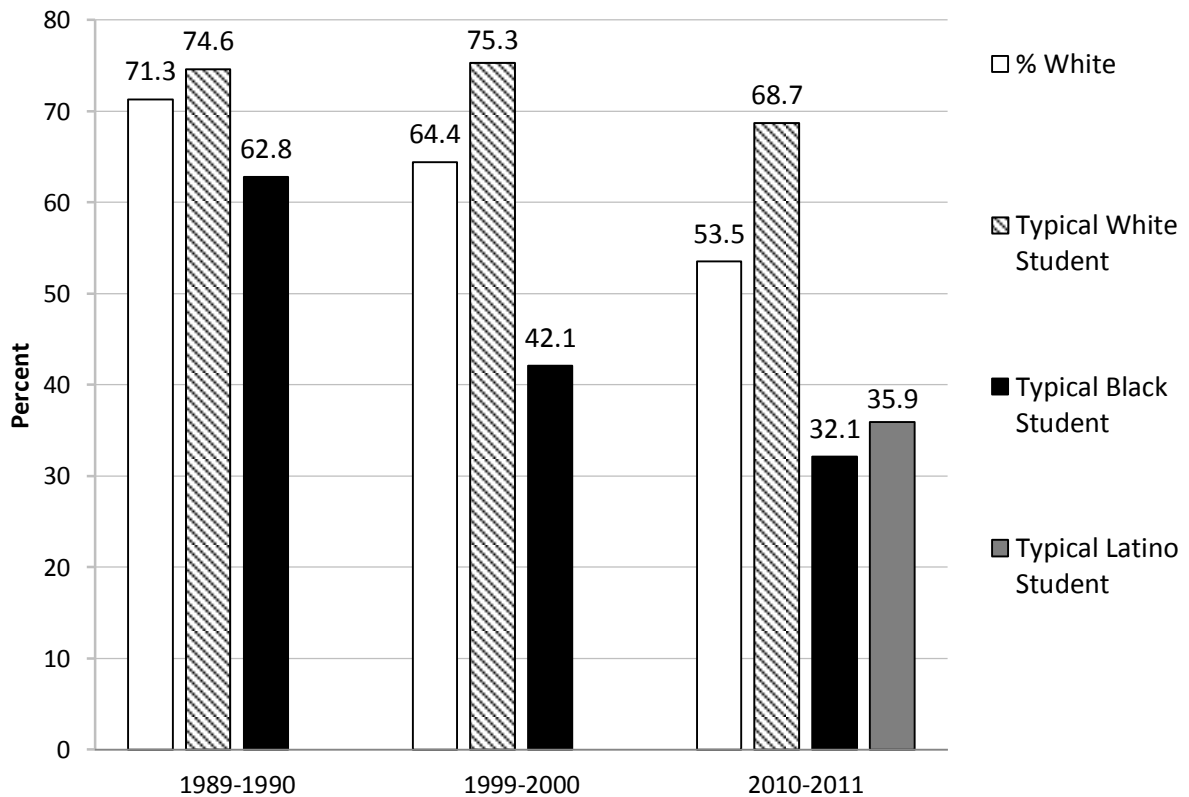
*Note:* Multiracial schools are those with any three races representing 10% or more of the total student enrollment.

*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 metro’s 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 increased over the last two decades.
- 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.
- 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, Winston-Salem Metro*



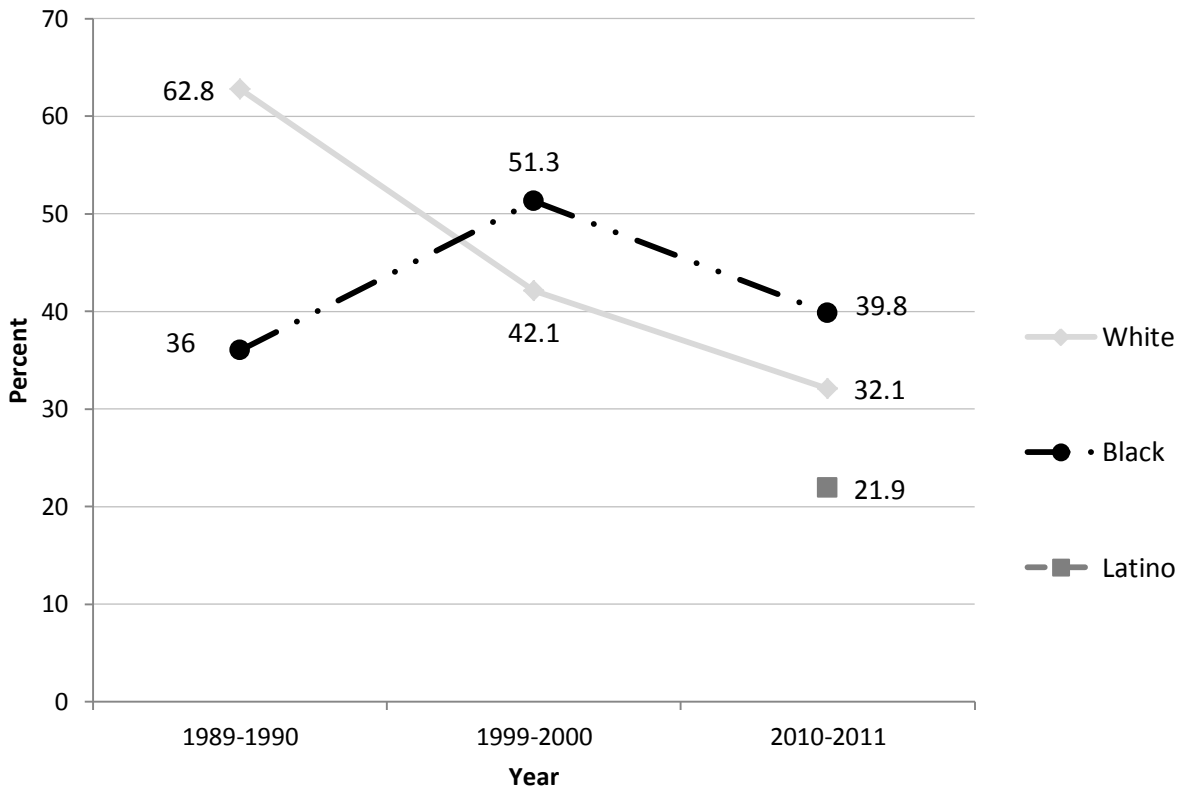
*Note:* Less than 5% proportional enrollment for Latino students in 1989-1990 and 1999-2000 so data are excluded.

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

- In 1989, the typical black student attended a school that was majority white; however, since 1999, the typical black student has attended a school in which black students accounted for the largest share of enrollment.
- The typical black student attended a school that was substantially less white in 2010 than it was in 1989. In 2010, the typical black student also had a significant share of Latino classmates.

Figure 6

*Racial Composition of School Attended by Typical Black Student, Winston-Salem 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 2000-2010 so data are excluded.

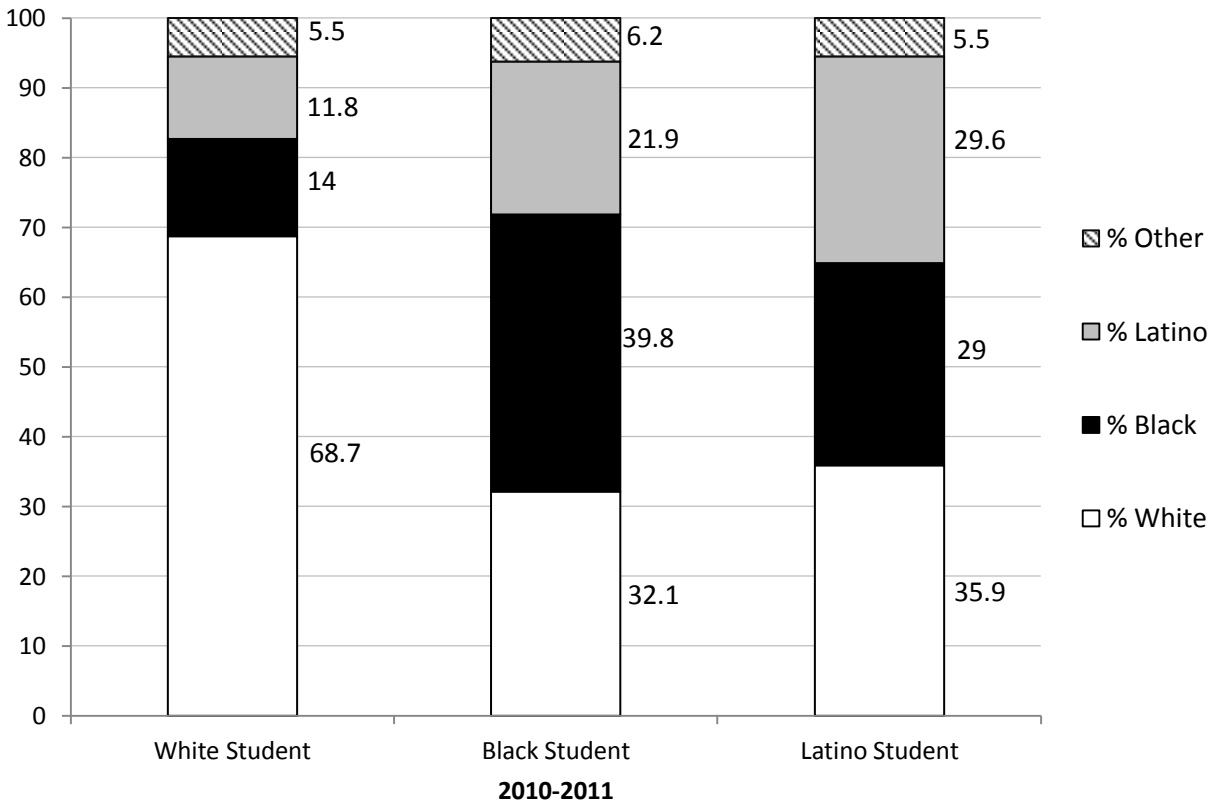
*Source:* U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey Data.



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

Figure 7

*Racial Composition of School Attended by Typical Student by Race, Winston-Salem Metro*



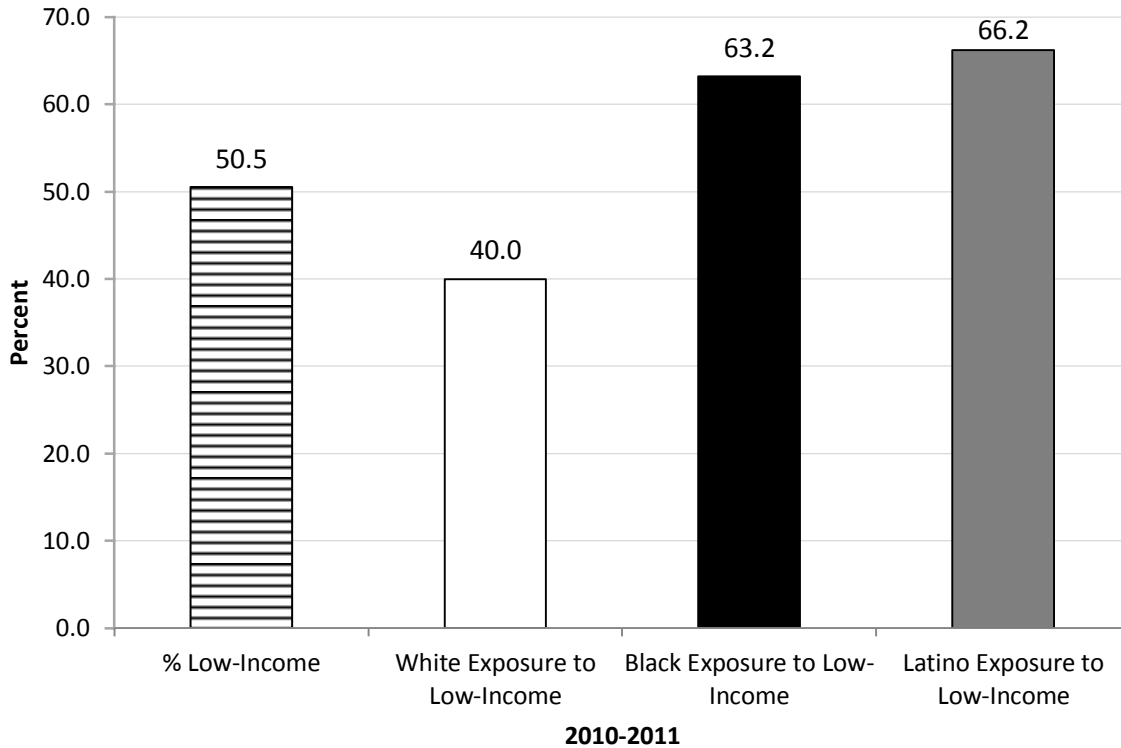
*Note:* Other includes American Indian students and students identifying with two or more races.

*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 (40.0%) than the metro’s overall share of low-income students (50.5%).
- The typical black and the typical Latino student attended schools with larger shares of low-income students (63.2%; 66.2%) than the metro’s overall enrollment of low-income students (50.5%) in 2010.

Figure 8

*Exposure to Low-Income Students by Race, Winston-Salem 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 1999, but then decreased in 2010.
- In 2010, the average school in metro Winston-Salem was 21% less diverse than the metro’s overall enrollment; this level of unevenness is considered to be moderate.
- The majority of unevenness is due to segregation within rather than between districts.
- The level of unevenness within districts increased from 1989 to 1999 and then decreased between 1999 and 2010.
- The level of unevenness between districts increased from 1989 to 1999 but then decreased between 1999 and 2010.

Table 4

*Entropy Index Values, Overall and Within and Between School Districts, Winston-Salem Metro*

	<b>H</b>	<b>H Within Districts</b>	<b>H Between Districts</b>
<b>Winston-Salem Metro</b>			
1989-1990	0.12	0.04	0.08
1999-2000	0.24	0.15	0.09
2010-2011	0.21	0.13	0.07

*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 each of the last two decades and is almost at a level that is considered highly uneven.
- 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, almost low in 2010.
- In 2010, white and black students were most segregated from each other while black and Latino students were least segregated from each other.

Table 5

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

	<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>Winston-Salem</b>						
1989-1990	0.32					
1999-2000	0.50					
2010-2011	0.58		0.51		0.32	

*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