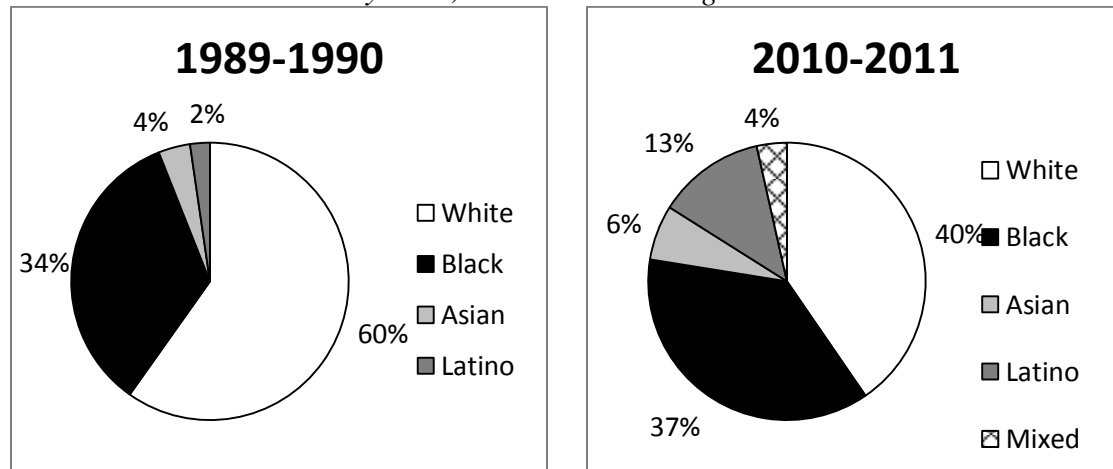


**BALTIMORE-WASHINGTON
 CONSOLIDATED METROPOLITAN STATISTICAL AREA¹**

Enrollment

- The white share of enrollment decreased by 32.5% from 59.7% in 1989-1990 to 40.3% in 2010-2011.
- The black share of enrollment increased slightly from 34.1% to 37%.
- The Asian share of enrollment increased by 73% from 3.7% in 1989-1990 to 6.4% in 2010-2011.
- A substantial increase of 443.5% occurred in the Latino share of enrollment causing it to jump from just 2.3% of the total enrollment in 1989-1990 to 12.5% in 2010-2011.

Figure 1
Public School Enrollment by Race, Baltimore-Washington CMSA



Note: American Indian is less than 1% of total enrollment. Total CBSA enrollment in 1989 was 608,604. In 2010, total enrollment was 744,896.

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

- The white share of enrollment decreased in both urban and suburban schools.
- The black, Asian, and Latino shares of enrollment increased in both urban and suburban schools.
- Of all races, black students are the only race of students whose share of the enrollment is larger in urban schools than in suburban schools.
- Black students are the clear majority of racial groups in urban schools with 58.5% of the enrollment in 2010-2011.

¹ We use the term “Baltimore-Washington CMSA” to refer to the Washington, D.C.-Baltimore metropolitan area. In this report our data includes only the districts in this metropolitan area that are located in the state of Maryland. The 1999 MSA boundaries included Anne Arundel County, Baltimore City, Baltimore County, Calvert County, Carroll County, Charles County, Frederick County, Harford County, Howard County, Montgomery County, Prince George’s County, Queen Anne’s County, and Washington County.

- The Latino share of enrollment has grown more in urban districts, but Latino students comprise a larger share of the enrollment in suburban than urban districts.

Table 1
Public School Enrollment by Race in Urban and Suburban Schools, Baltimore-Washington CMSA

	Urban Schools					Suburban Schools				
	White	Black	Asian	Latino	Other	White	Black	Asian	Latino	Other
Baltimore-Washington CMSA										
1989-1990	40.1%	54.8%	3.0%	1.8%	0.3%	64.4%	27.6%	4.7%	3.0%	0.2%
1999-2000	33.7%	57.4%	4.5%	4.1%	0.3%	52.2%	35.8%	5.6%	6.1%	0.4%
2010-2011	24.0%	58.5%	5.6%	9.3%	2.6%	36.6%	37.2%	7.0%	15.1%	4.1%

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

- Multiracial schools have almost tripled since 1989-1990.
- Majority minority schools—those in which 50-100% of the student enrollment is comprised of minority students—have almost doubled since 1989-1990.
- In intensely segregated schools—those that are 90-100% minority—there was an even more extreme increase from 13.6% in 1989-1990 to 32.3% in 2010-2011.
- Apartheid schools—those in which 99-100% of the student enrollment is comprised of minority students—have also increased substantially over this time period.
- More than half of the schools in the Baltimore-Washington CMSA are majority minority and more than one-tenth of the schools in metro are apartheid schools.

Table 2
Multiracial and Minority Segregated Schools, Baltimore-Washington CMSA

	Total Schools	% of Multiracial Schools	% of 50-100% Minority Schools	% of 90-100% Minority Schools	% of 99-100% Minority Schools
Baltimore-Washington CMSA					
1989-1990	979	9.0%	33.1%	13.6%	7.9%
1999-2000	1065	13.1%	43.8%	23.9%	10.0%
2010-2011	1156	26.5%	60.1%	32.3%	12.5%

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.

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

SETTLE FOR SEGREGATION OR STRIVE FOR DIVERSITY?

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- In all types of schools, low-income students comprised a larger share of the enrollment in 2010-2011 than in 1999-2000 except in apartheid schools in which they remained stable and very high.
- As the level of segregation within schools increases, the level of low-income students in the school also increases.

Table 3

Students Who Are Low-Income in Multiracial and Minority Segregated Schools, Baltimore-Washington CMSA

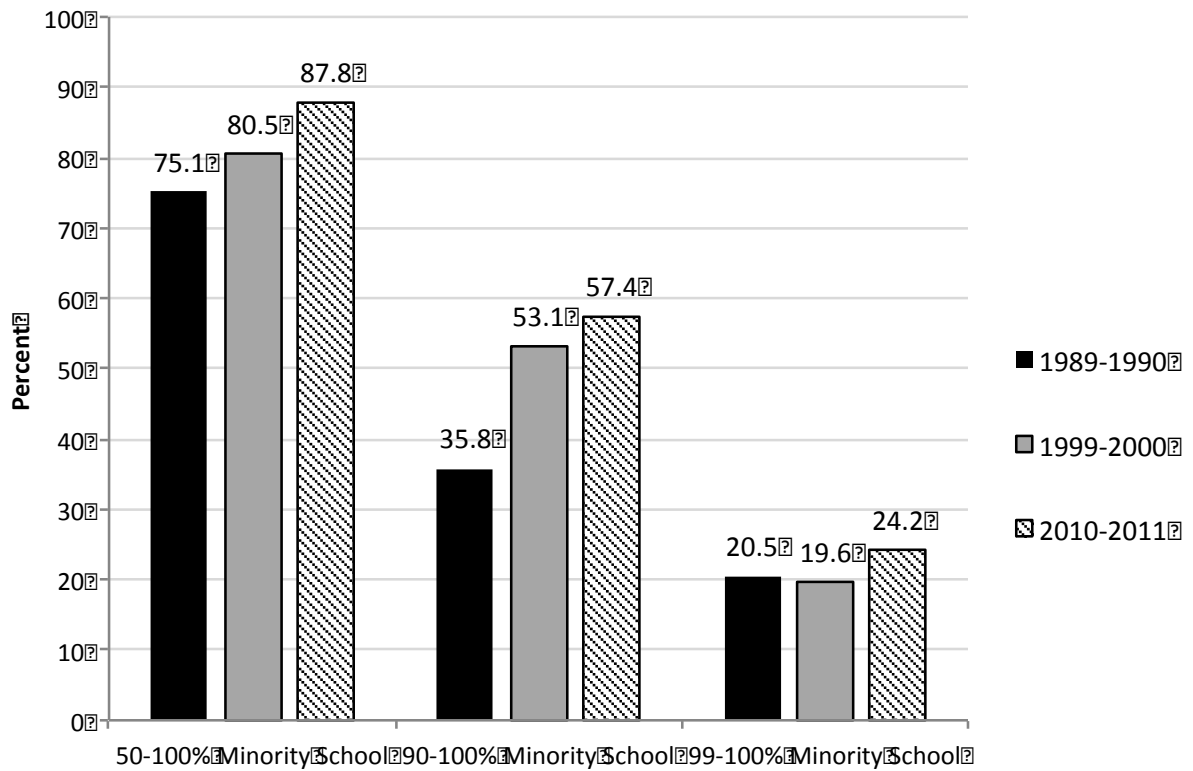
	Overall % Low- Income in Metro	% Low- Income in Multiracial Schools	% Low- Income in 50-100% Minority Schools	% Low- Income in 90-100% Minority Schools	% Low- Income in 99-100% Minority Schools
Baltimore- Washington CMSA					
1999-2000	29.1%	29.1%	48.1%	58.0%	72.9%
2010-2011	39.4%	37.1%	53.2%	67.3%	72.8%

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.

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 enrolled in majority minority schools and intensely segregated schools has increased.
- There was a slight dip in the share of black students attending apartheid schools in 1999-2000 but their share has since increased.
- Almost one-quarter of black students in the Baltimore-Washington CMSA attend apartheid schools.

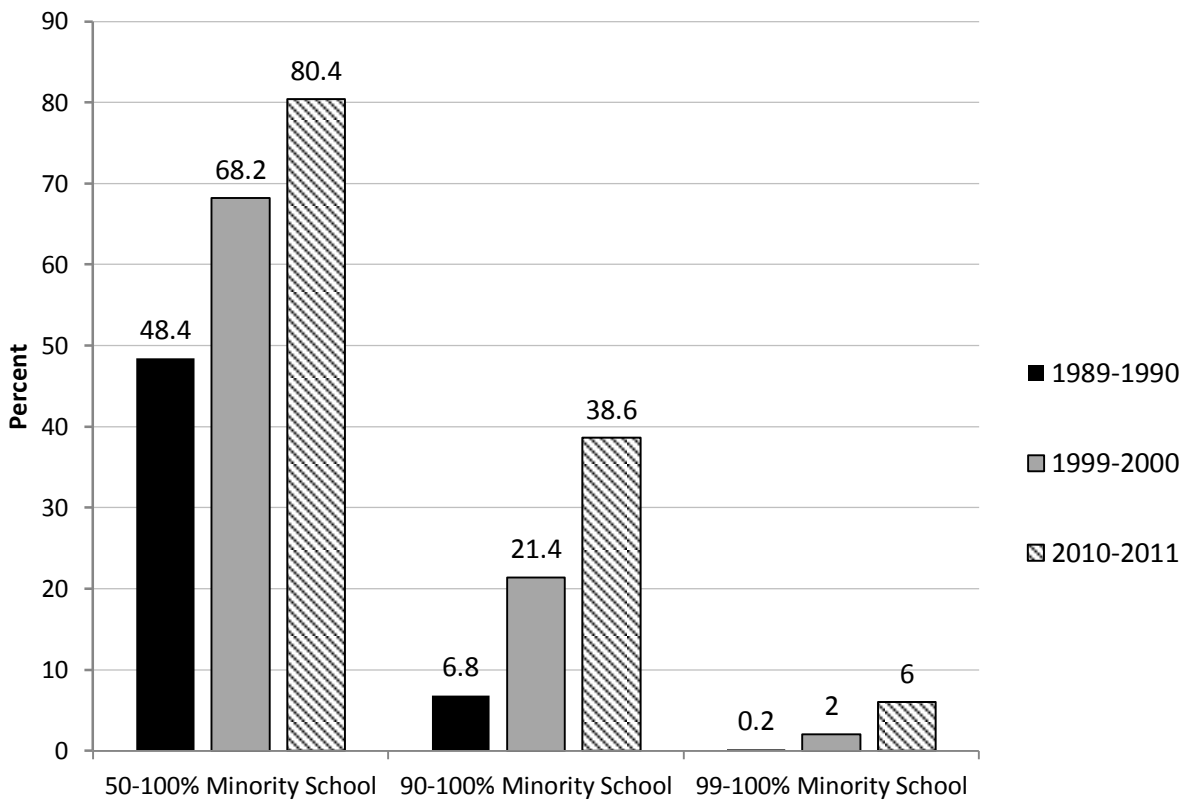
Figure 2
Black Students in Minority Segregated Schools, Baltimore-Washington CMSA



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.

- Growth occurred in the share of Latino students enrolled in majority minority, intensely segregated, and apartheid schools.
- The share of Latino students in all three types of schools is considerably lower than the share of black students in similar schools.

Figure 3
Latino Students in Minority Segregated Schools, Baltimore-Washington CMSA

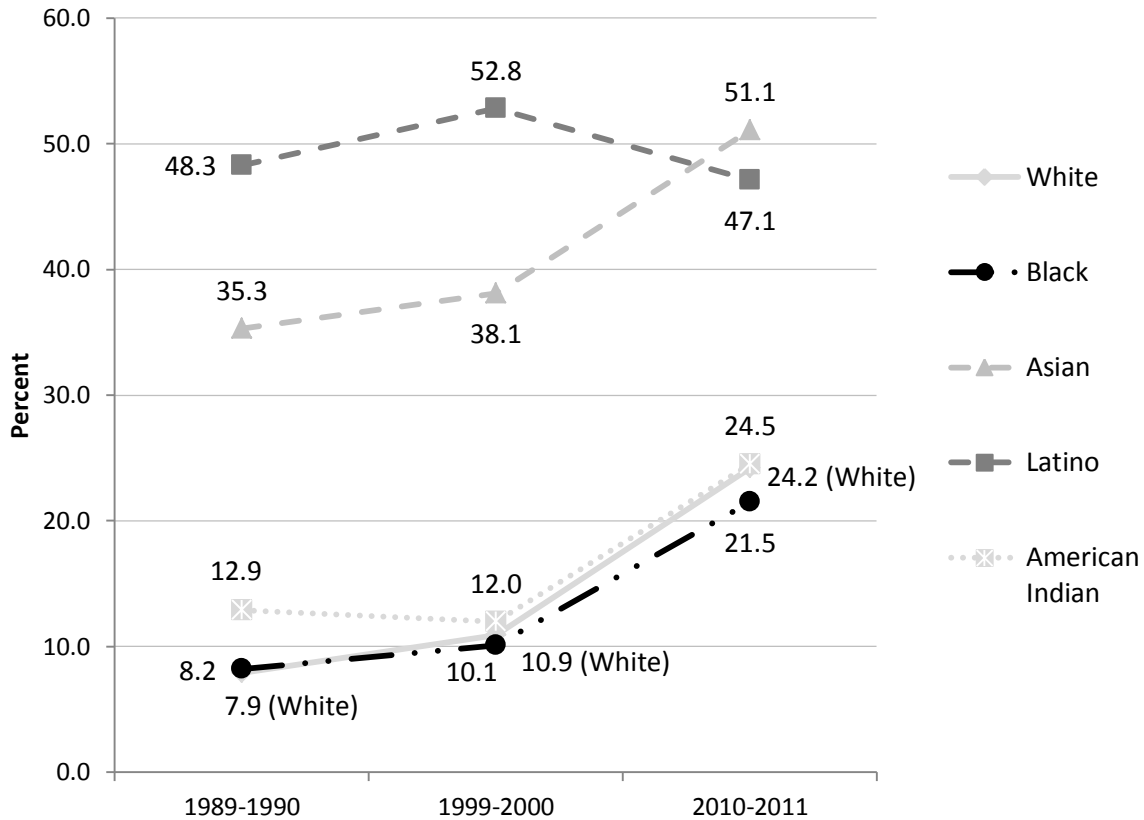


Note: Minority school represents black, Latino, American Indian, and Asian students.

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

- There has been an increase in the share of students from all racial groups that attend multiracial schools—those that have any three races representing at least one-tenth of the total student enrollment—except for Latino students who increased from 1989-1990 to 1999-2000 but then decreased in 2010-2011.
- The largest percentage of students enrolled in multiracial schools are Asians and Latinos with shares of white and black students being considerably lower.

Figure 4
Students in Multiracial Schools by Race, Baltimore-Washington CMSA

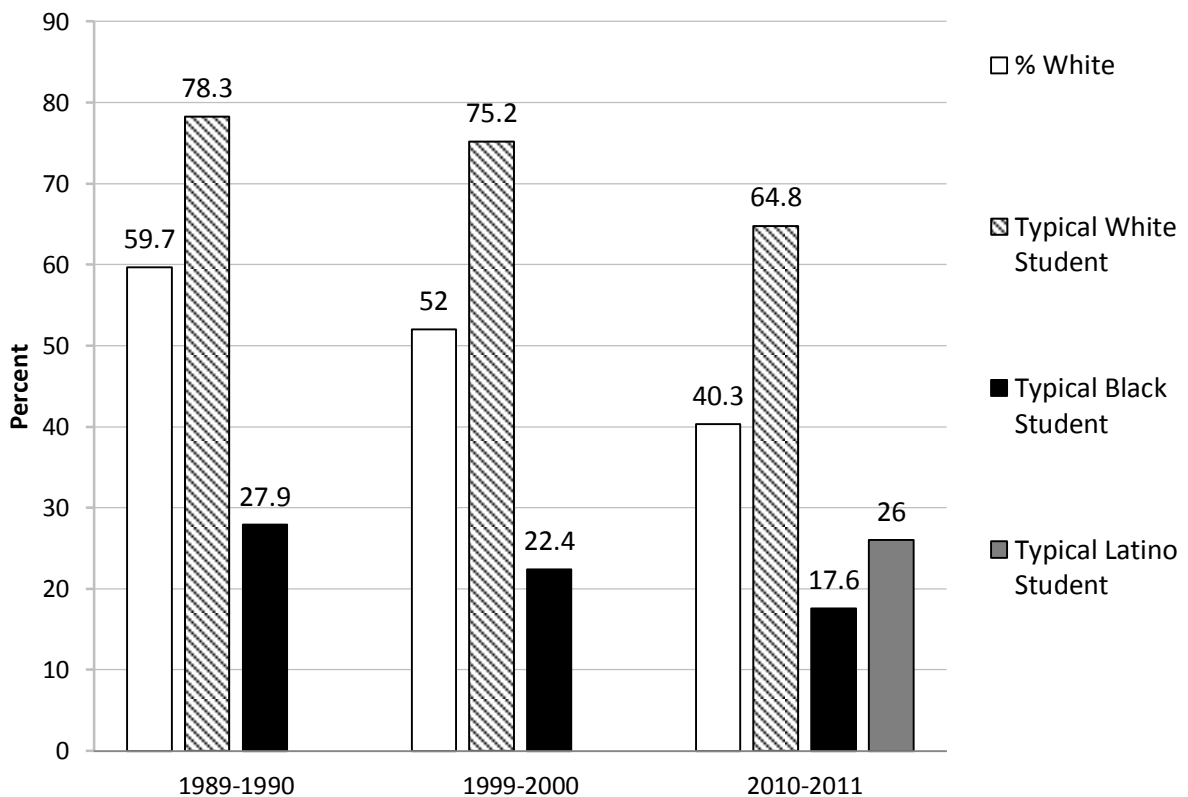


Note: Multiracial schools are those with any three races representing 10% or more of the total student enrollment.
Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey Data

Exposure

- Although the percentage of white students in Baltimore-Washington CMSA’s public schools has declined from 59.7% in 1989-1990 to 40.3% in 2010-2011, white students continue to attend schools that are overwhelmingly comprised of white classmates.
- Exposure to white students has decreased for students of all races.
- The typical black student has the least exposure to white students; in 2010-2011 the typical black student attended a school with only 17.6% white classmates.

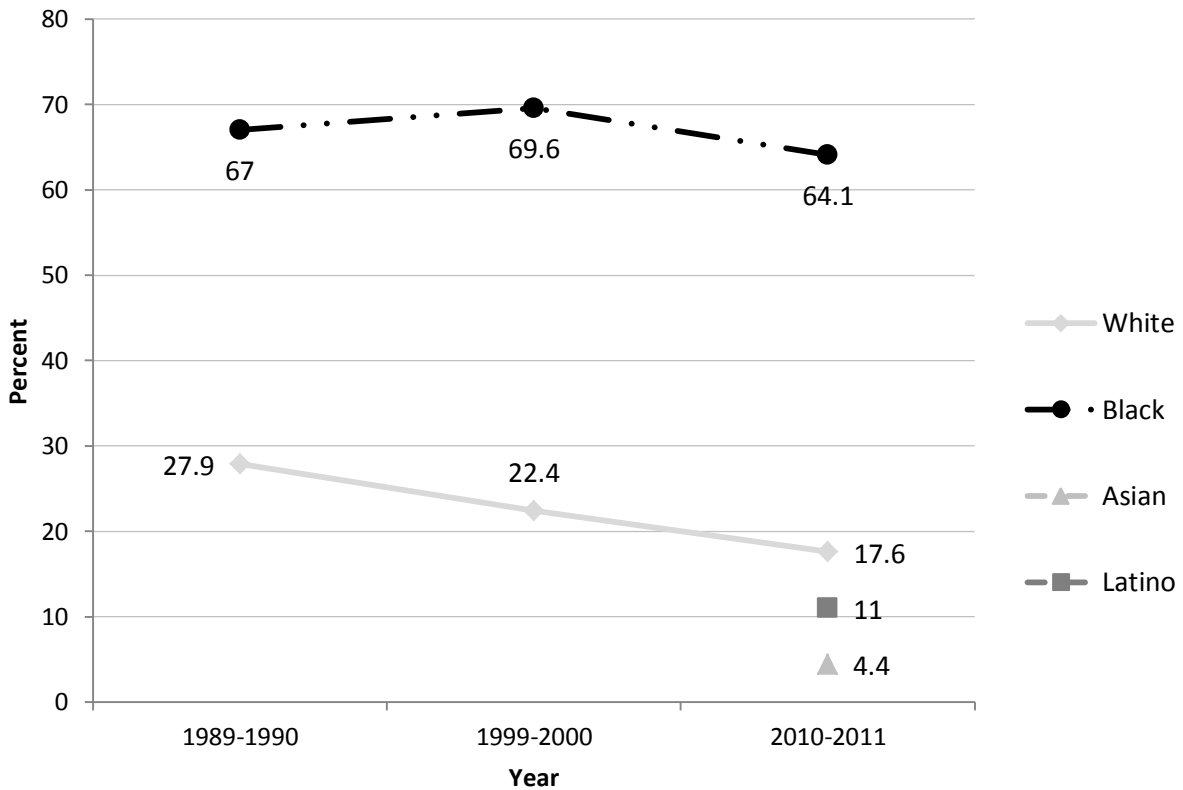
Figure 5
White Students in School Attended by Typical Student of Each Race, Baltimore-Washington CMSA



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

- Over the last two decades, the typical black student has attended a predominantly black school.

Figure 6
Racial Composition of School Attended by Typical Black Student, Baltimore-Washington CMSA

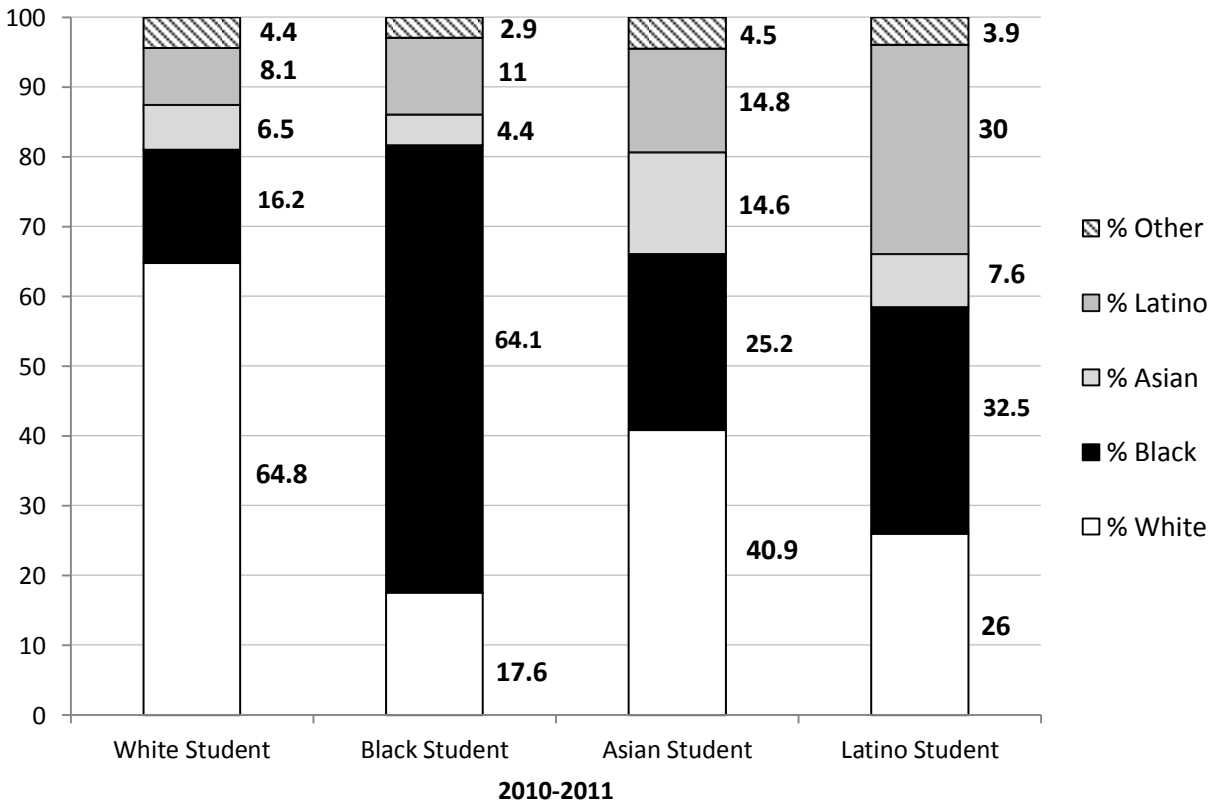


Note: Less than 5% proportional enrollment for Latino and Asian students in 1989-1990 and 1999-2000 so data are excluded.

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

- The typical white student attends a school that is predominantly white and has small shares of black, Asian, and Latino students.
- The typical black student attends a school that is predominantly black, has small shares of white and Latino students, and has a very minimal share of Asian students.
- The typical Asian student attends a school with the largest share white and with smaller shares of black, Asian, and Latino students.
- The typical Latino student attends a school that has similarly large shares of white, black, and Latino students and a smaller share of Asian students.
- The typical Asian student in the Baltimore-Washington CMSA is the most integrated of all races of students and attends a school that most closely resembles the overall distribution of the metro’s enrollment.

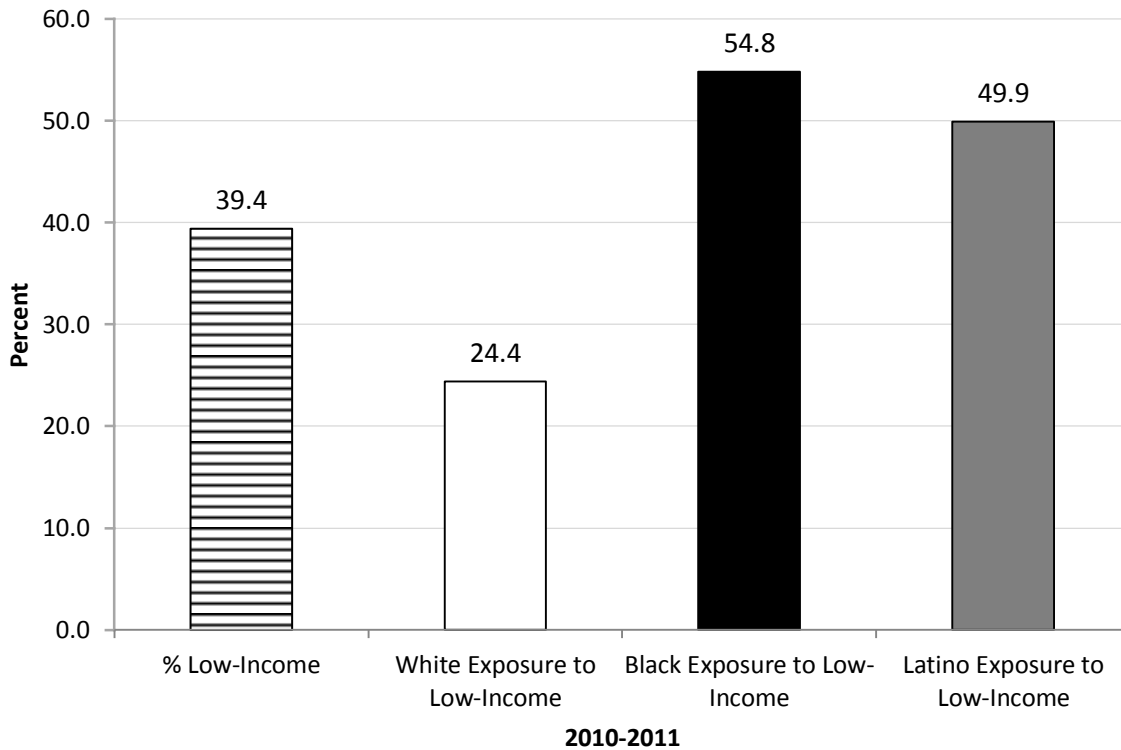
Figure 7
Racial Composition of School Attended by Typical Student by Race, Baltimore-Washington CMSA



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

- Although 39.4% of students in the Baltimore-Washington CMSA are low-income, the typical white student attends a school where only 24.4% of his/her classmates are low-income.
- The typical black student attends a school where 54.8% of his/her classmates are low-income.
- The typical Latino student is enrolled in a school where 49.9% of his/her classmates are low-income.

Figure 8
Exposure to Low-Income Students by Race, Baltimore-Washington CMSA



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 2010-2011, the average school is 34% less diverse than the entire intrastate metropolitan area, indicating a high degree of segregation (or uneven distribution of racial groups throughout the area’s public schools).
- 59% of this unevenness or difference in diversity between the average public school and the entire metro area was due to segregation across district boundaries rather than within districts.
- The level of segregation between different school districts in the Baltimore-Washington CMSA has declined slightly from 1989-1990 to 2010-2011, with a significant decrease occurring from 1999-2000 to 2010-2011.
- During the same time, the level of segregation within districts in the Baltimore-Washington CMSA has remained stable and moderate at 0.14.

Table 4
Entropy Index Values, Overall and Within and Between School Districts, Baltimore-Washington CMSA

	H	H Within Districts	H Between Districts
Baltimore- Washington CMSA			
1989-1990	0.38	0.14	0.24
1999-2000	0.39	0.14	0.25
2010-2011	0.34	0.14	0.20

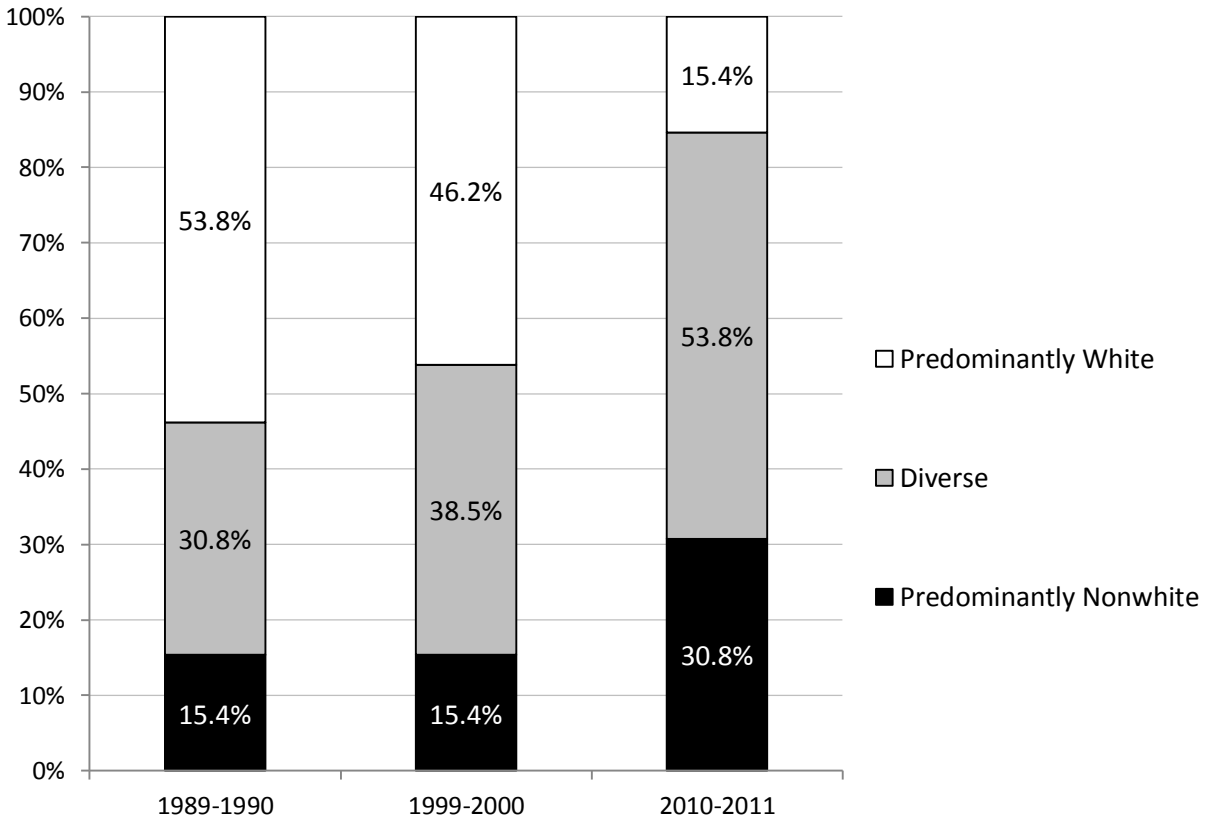
Note: H = Multi-Group Entropy Index or Theil’s H. HW = the degree of un/evenness (H) that is within (W) districts. HB = the degree of un/evenness (H) that is between (B) districts.

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

Racial Transition in School Districts

- From 1989-1990 to 1999-2000, district changes created a metro area that had slightly more diverse districts and fewer predominantly white districts
- There was even greater change from 1999-2000 to 2010-2011, when far more of the metro’s districts became diverse and predominantly nonwhite, and many fewer of the metro’s districts were predominantly white.

Figure 9
Racial Transition by District, Baltimore-Washington CMSA



Note: Diverse districts are those with more than 20% but less than 60% nonwhite students. Predominantly nonwhite districts are those with 60% or more nonwhite students. Predominantly white districts are those with 80% or more white students. *N* = 13 districts for 1989, 1999, and 2010.

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

- All but one of the 13 districts had a smaller proportion of white students enrolled in 2010 than in 1989, and in three of those districts the white proportion of students in 2010 had dropped to half or less of what it had been two decades earlier.
- In 1989, more than half (seven) of the districts were predominantly white, but by 2010 only two districts remained predominantly white, and more than half (seven) of them were diverse with the remaining four being predominantly nonwhite.

Table 5
White Proportion and Classification in Metropolitan Area and Districts, Baltimore-Washington CMSA

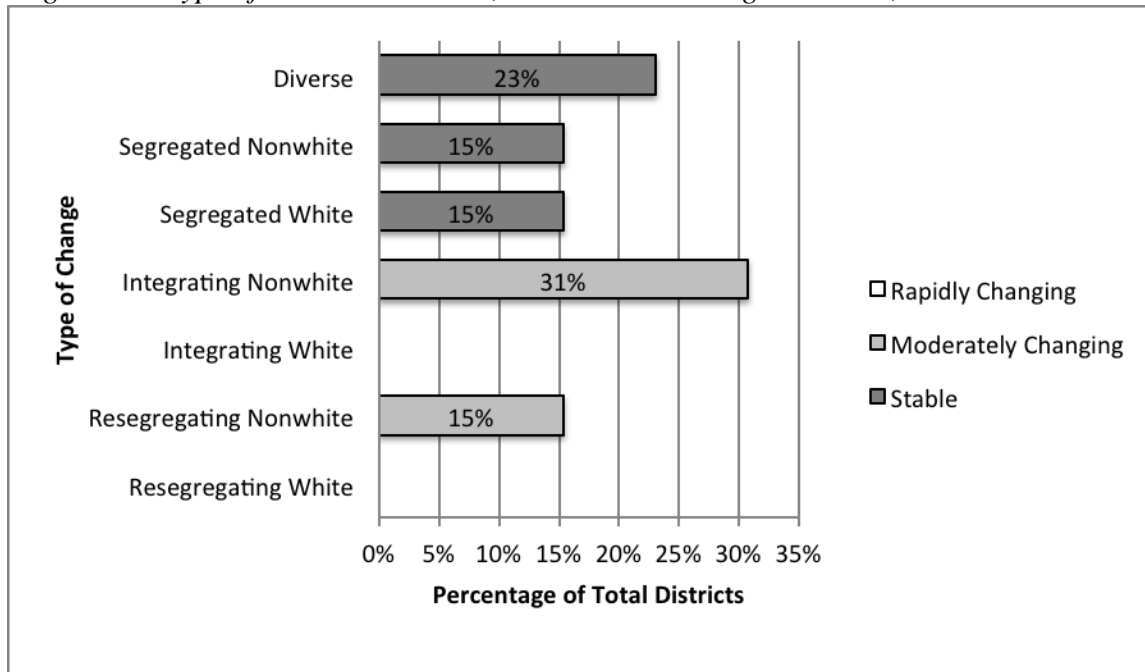
	White Proportion			Classification		
	1989	1999	2010	1989	1999	2010
Baltimore-Washington CMSA	59.7%	52.0%	40.3%	D	D	D
ANNE ARUNDEL COUNTY PUBLIC SCHOOLS	82.3%	75.8%	62.0%	PW	D	D
BALTIMORE CITY PUBLIC SCHOOLS	18.5%	11.7%	8.0%	PNW	PNW	PNW
BALTIMORE COUNTY PUBLIC SCHOOLS	78.4%	63.3%	45.9%	D	D	D
CALVERT COUNTY PUBLIC SCHOOLS	79.9%	82.7%	75.3%	D	PW	D
CARROLL COUNTY PUBLIC SCHOOLS	97.0%	95.7%	89.0%	PW	PW	PW
CHARLES COUNTY PUBLIC SCHOOLS	75.8%	62.1%	34.8%	D	D	PNW
FREDERICK COUNTY PUBLIC SCHOOLS	91.9%	87.4%	68.0%	PW	PW	D
HARFORD COUNTY PUBLIC SCHOOLS	85.6%	81.8%	68.5%	PW	PW	D
HOWARD COUNTY PUBLIC SCHOOLS	80.0%	71.1%	48.8%	PW	D	D
MONTGOMERY COUNTY PUBLIC SCHOOLS	63.4%	50.7%	34.6%	D	D	PNW
PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS	28.1%	12.6%	4.4%	PNW	PNW	PNW
QUEEN ANNE'S COUNTY PUBLIC SCHOOLS	84.5%	88.0%	85.1%	PW	PW	PW
WASHINGTON COUNTY PUBLIC SCHOOLS	94.8%	90.3%	74.8%	PW	PW	D

Note: D = Diverse area or districts with more than 20% but less than 60% nonwhite students. PNW = Predominantly nonwhite area or districts with 60% or more nonwhite students. PW = Predominantly white area or districts with 80% or more white students. *N* = 13 districts for 1989, 1999, and 2010.

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 past decade, a slight majority of districts (53%) was stable and the others (46%) were moderately changing; none was rapidly changing.
- Among the stable districts, almost half (43.4%) was diverse and the others (56.6%) were segregated. Among the segregated districts, half was segregated nonwhite and the other half was segregated white.
- During this same time period, the moderately changing districts were all becoming more nonwhite. One-third of them were resegregating nonwhite and the remaining two-thirds of moderately changing districts were integrating nonwhite.

Figure 10
Degree and Type of Racial Transition, Baltimore-Washington CMSA, 1999 to 2010



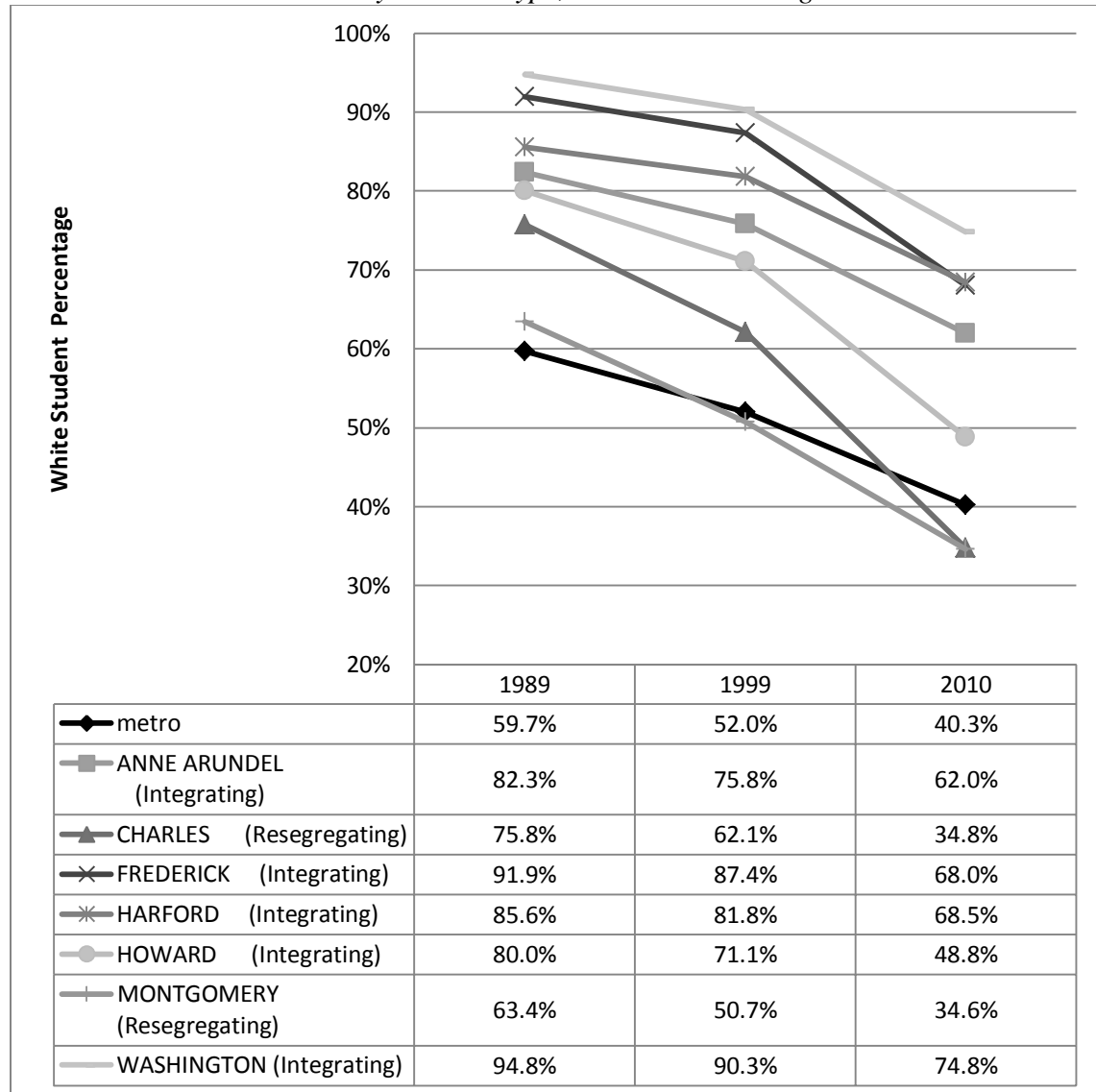
Note: N = 13 districts. For the degree of change categories: Rapidly changing districts are those with white % change 3 times greater than metro white % change. Moderately changing districts are those with white student % change 2 times but less than 3 times greater than metro white % change, or those that experienced a white % change less than 2 times the metro white % change but classified as predominantly white, nonwhite, or diverse in the earlier time period and classified as a new category in the latter period. Stable districts are those that experienced a white % change less than 2 times the metro white % change. For the type of change: Resegregating districts are those classified as predominantly white, nonwhite, or diverse in the earlier time period and classified as the other predominant type in the later period. Integrating districts are those classified as predominantly white or nonwhite in the earlier time period and diverse in the later period. Segregated districts are those classified as predominantly white or nonwhite in both time periods. Diverse districts are those classified as diverse in both periods.

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, all seven of the metro area's moderately transitioning districts—Anne Arundel, Charles, Frederick, Harford, Howard, Montgomery, and Washington—had an enrollment of white students that was higher than the metro's white enrollment as a whole; in fact, most of these districts were predominantly white in 1989.
- The overall pattern indicates that the white share of enrollment decreased steadily in all of these moderately transitioning districts and in the metro area as a whole during these two decades; the decline was more accelerated from 1999-2000 to 2010-2011 than in the previous decade.
- Of the seven districts, more—Anne Arundel, Frederick, Harford, Howard, and Washington—were integrating than resegregating (two) during these two decades.
- The two resegregating districts had the greatest percent change in their white share of enrollment from 1989 to 2010—Charles (-54.1%) and Montgomery (-45.4%).

Figure 11

Moderate Racial Transition by District Type, Baltimore-Washington CMSA



Note: Rapidly changing districts are those with white % change 3 times greater than metro white % change. Moderately changing districts are those with white student % change 2 times but less than 3 times greater than metro white % change, or those that experienced a white % change less than 2 times the metro white % change but classified as predominantly white, nonwhite, or diverse in the earlier time period and classified as a new category in the latter period. Resegregating districts are those classified as predominantly white, nonwhite, or diverse in the prior year and classified as the other predominant type in the latter year. Integrating districts are those classified as predominantly white or nonwhite in the prior year and diverse in the latter year. Segregating districts are those classified as predominantly white or nonwhite in both periods but experienced a white % change greater than 2 times the metro white % change.

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