

THE CIVIL RIGHTS PROJECT STATE OF SEGREGATION

FACT SHEET

■ **Public school enrollment has undergone a dramatic transformation since the Civil Rights Era and is multiracial.**

- Latino students are now the largest group of minority students in the public schools (19%); Latino students comprise over a third of students in the West (36%).
- Black students are 17% of all public school students and are more than a quarter of students in the South.
- The West now has a minority of white students (47%) and the South soon will (50%).

■ **Students in the largest three racial groups typically attend schools in which less than half the students are from other races than themselves.**

- White students are more isolated than students from any other racial/ethnic background. They go to schools, on average, where only one out of five students are from different racial groups. This gives white students very little opportunity to reap the benefits of integrated schools.
- Asian students are the most integrated group of students, although some subgroups of Asian students experience high levels of segregation.

■ **Black students in the South for decades were more integrated than black students in any region of the country, although segregation levels for black students in the South have been rising rapidly since the late 1980s.**

■ **High—and growing—percentages of black and Latino students attend schools with high percentages of minority students.**

- Nearly three-quarters of black & Latino students (73% and 77%, respectively) attend predominantly minority schools, or schools where more than half of students are nonwhite.
- Almost 40% of black and Latino students (38% and 39%, respectively) attended racially isolated minority schools in which less than ten percent of students are white. Research shows that such schools are also very likely to be schools where more than half of students come from low-income families and have difficulty retaining highly qualified teachers.
- The percentage of black and Latino students attending both types of segregated schools has increased in the last fifteen years. Segregation levels are highest in the Northeast.

■ **Why should we care about segregated schools? A great deal of social science evidence regarding the benefits of integrated schools and the harms of segregated schools is summarized in an *amicus* brief filed with the Supreme Court in October 2006; see “Brief of 553 American Social Scientists” at www.civilrightsproject.ucla.edu/research/deseg/amicus_parents_v_seatle.pdf.**

For further information, please visit The Civil Rights Project website at <http://www.civilrightsproject.ucla.edu/>. Statistics taken from “Racial Transformation and the Changing Nature of Segregation” by Gary Orfield and Chungmei Lee. Data analyzed is from the U.S. Department of Education’s Common Core of Data, 2003-04.