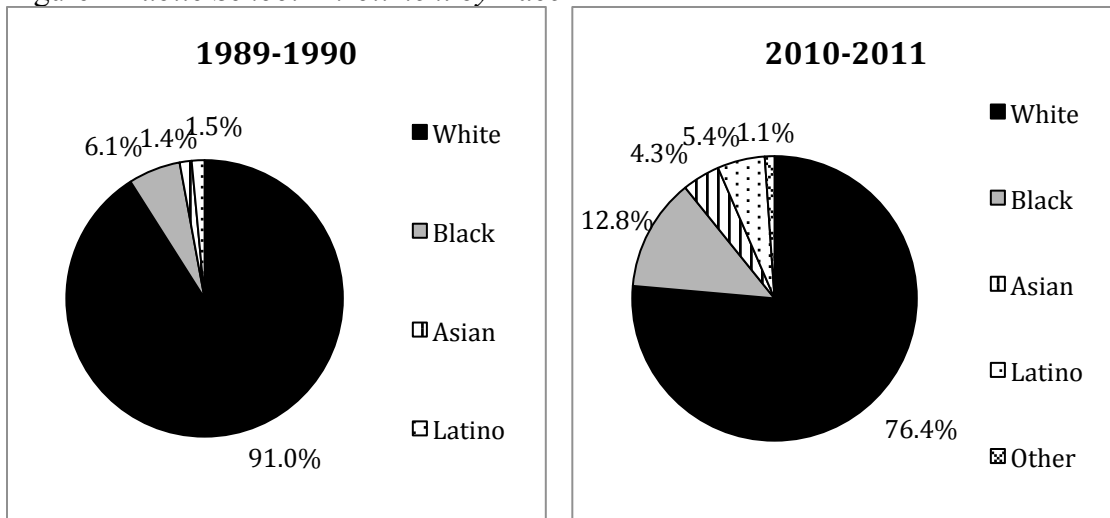


Albany-Schenectady-Troy, NY Metro Summary

Enrollment

- The share of white students enrolled in public schools declined by 16% points, from 91% in 1989-1990 to 76% in 2010-2011.
- The overall share of black student enrollment doubled from 6% in 1989 to 13% in 2010.
- The Asian and Latino share of enrollment increased over 200% during the last 20 years.

Figure 1 *Public School Enrollment by Race*



Note: American Indian is less than 1% of total enrollment. Total metro enrollment in 1989 was 98,616. In 2010, total enrollment was 126,341.

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD),

- The share of white enrollment in both urban and suburban schools has decreased since 1989-1990 while the share of black, Asian, and Latino enrollment has increased, particularly in urban schools.
- In 2010-2011, despite their 76% metro enrollment, white students comprised only 33% of the enrollment in urban schools.
- In 2010-2011, the share of black students in urban schools was almost 10 times the share in suburban schools.
- In 2010-2011, the share of Latino students in urban schools was over four times the share in suburban schools.

Table 1 *Public School Enrollment by School Urbanicity*

	Urban Schools				Suburban Schools			
	White	Black	Asian	Latino	White	Black	Asian	Latin o
Albany- Schenectad -Troy, NY								
1989- 1990	72.8 %	22.5 %	1.9%	2.7%	96.1 %	1.8%	1.6%	0.5%
1999- 2000	53.9 %	36.0 %	2.9%	7.1%	93.8 %	2.8%	2.1%	1.0%
2010- 2011	32.5 %	45.7 %	7.7%	12.6%	87.3 %	4.4%	4.5%	2.5%

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 percentage of multiracial schools across the metro—schools in which at least one-tenth of the students represent at least three racial groups—has increased over the last two decades but so has the percentage of minority schools.
- In 1989, less than 5% of schools were majority-minority schools—those in which 50-100% of the student enrollment is comprised of minority students. In 2010, nearly a quarter was such schools.
- Intensely-segregated schools—those that are 90-100% minority—increased by over 400% from 1989 to 2010.

Table 2 *Number and Percentage of Multi-Racial and Minority Schools*

	Total Schools	% of Multi- Racial Schools	% of 50- 100% Minority Schools	% of 90- 100% Minority Schools	% of 99- 100% Minority Schools
Albany- Schenectady-Troy, NY					
1989-1990	231	1.3%	4.3%	1.3%	
1999-2000	239	3.3%	7.1%	1.3%	
2010-2011	236	17.4%	22.0%	6.8%	1.3%

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

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

- In 2010-2011, there was a larger share of low-income students in schools with more isolated minorities.
- The proportion of students who were low-income in intensely-segregated schools was around 200% the proportion of low-income students for the entire metro in both time periods.
- This data suggest that students in racially isolated schools are also far more likely to attend schools with higher percentages of low-income students, segregating students not only by race but also by class.

Table 3: *Percentage of Students who are Low-Income in Multi-Racial and Minority Schools*

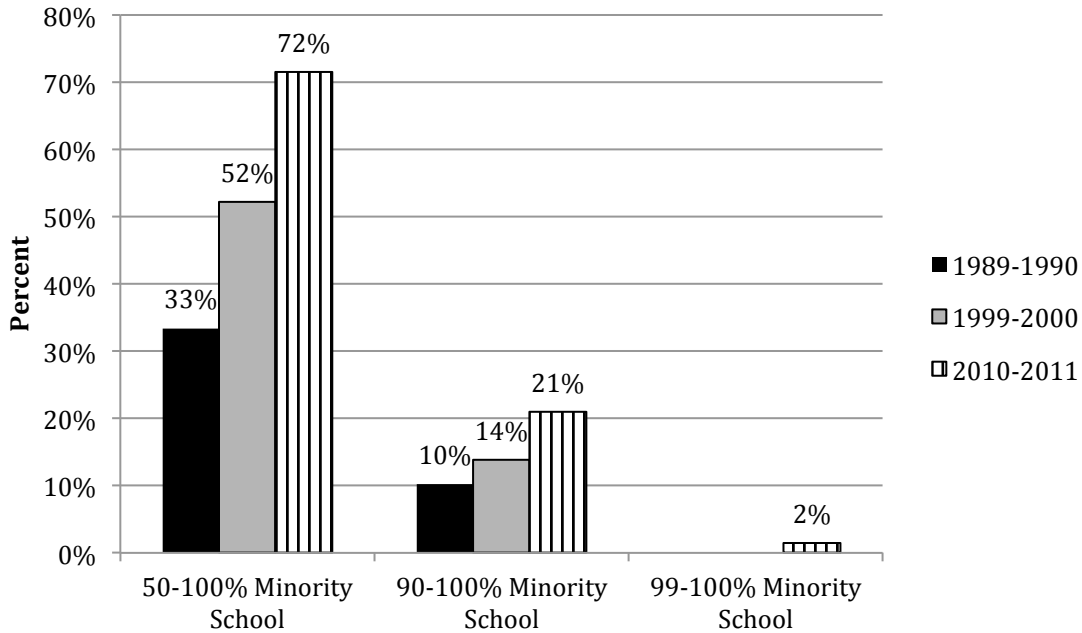
	Overall % Low- Income Metro	% Low- Income in Multi -Racial Schools	% Low- Income in 50-100% Minority Schools	% Low- Income in 90-100% Minority Schools	% Low- Income in 99-100% Minority Schools
Albany- Schenectady-Troy, NY					
1999-2000	23.9%	72.0%	63.8%	85.0%	
2010-2011	30.6%	60.9%	67.1%	84.1%	87.8%

Note: Blank cells represent 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 respectively.

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 share of black students who were enrolled in minority schools has steadily increased.
- Nearly three out of four black students across the metro attended a school with less than 50% of white students in 2010, even though there are nearly 80% of white students across the entire metro.

Figure 2 *Black Students in Minority Segregated Schools*

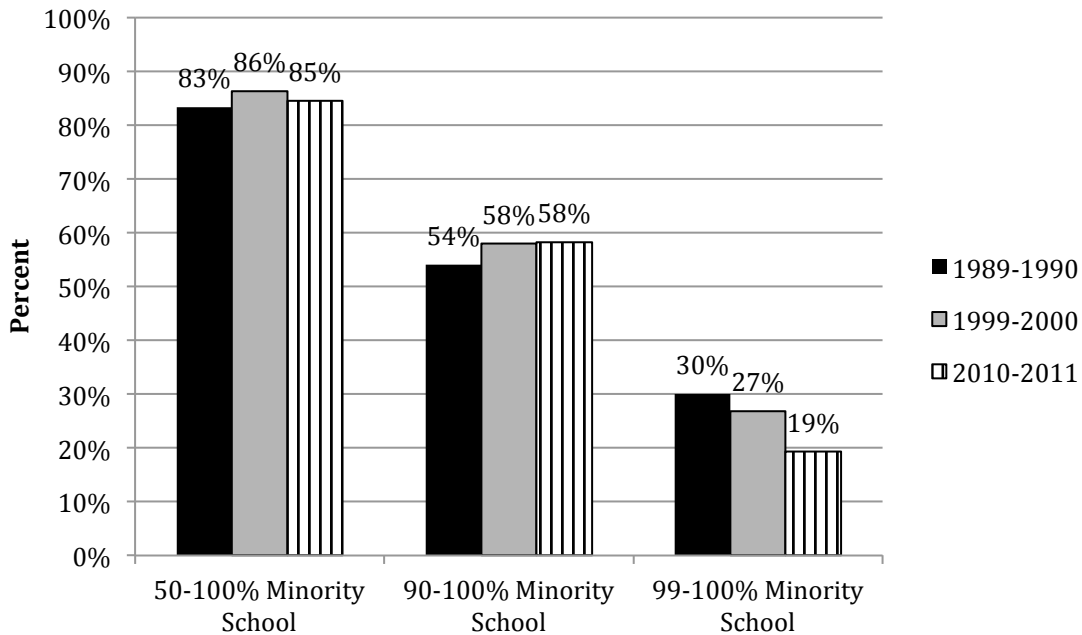


Note: Minority school represents black, Latino, American Indian, and Asian students.

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

- Over the last two decades, the share of Latino students who were enrolled in segregated majority-minority and intensely-segregated has remained constant.
- The share of Latinos in apartheid school settings has decreased over the last two decades.

Figure 3 *Latino Students in Minority Segregated Schools*

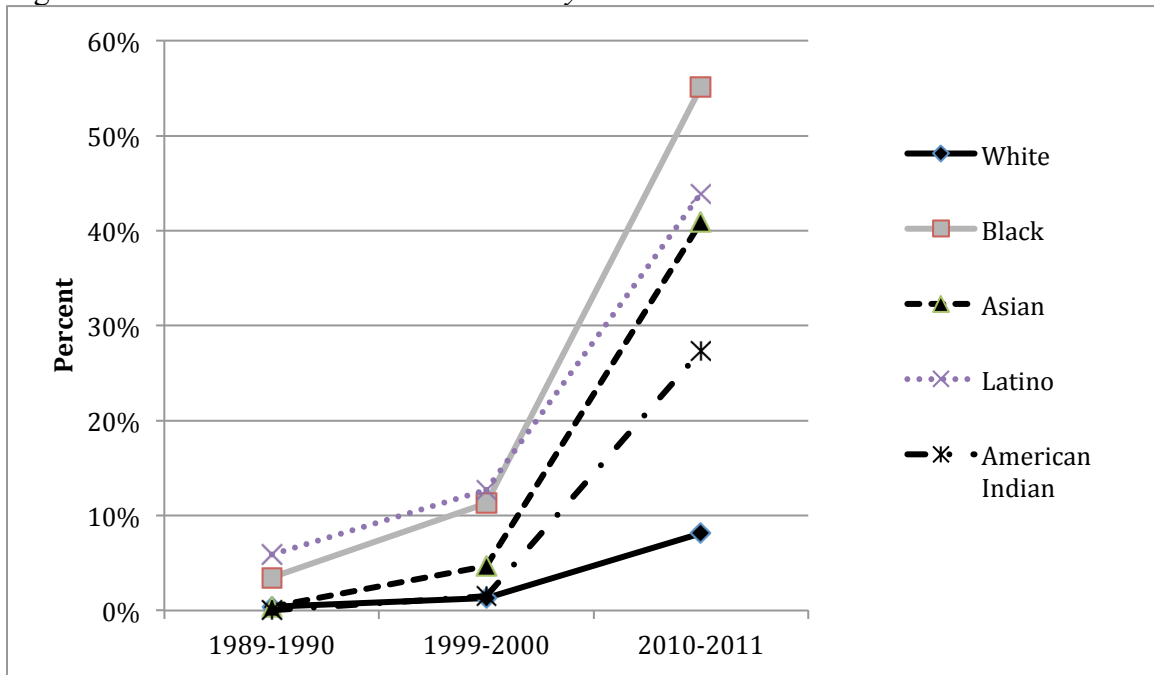


Note: Minority school represents black, Latino, American Indian, and Asian students.

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

- Since 1989-1990, multiracial schools across the metro—those that have any three races representing at least one-tenth of the total school enrollment—have drawn much larger shares of black, Asian, and Latino students than white students.
- In 2010-2011, only 8% of white students attended multiracial schools, but over half of black students attended such schools.

Figure 4 *Students in Multi-Racial Schools by Race*



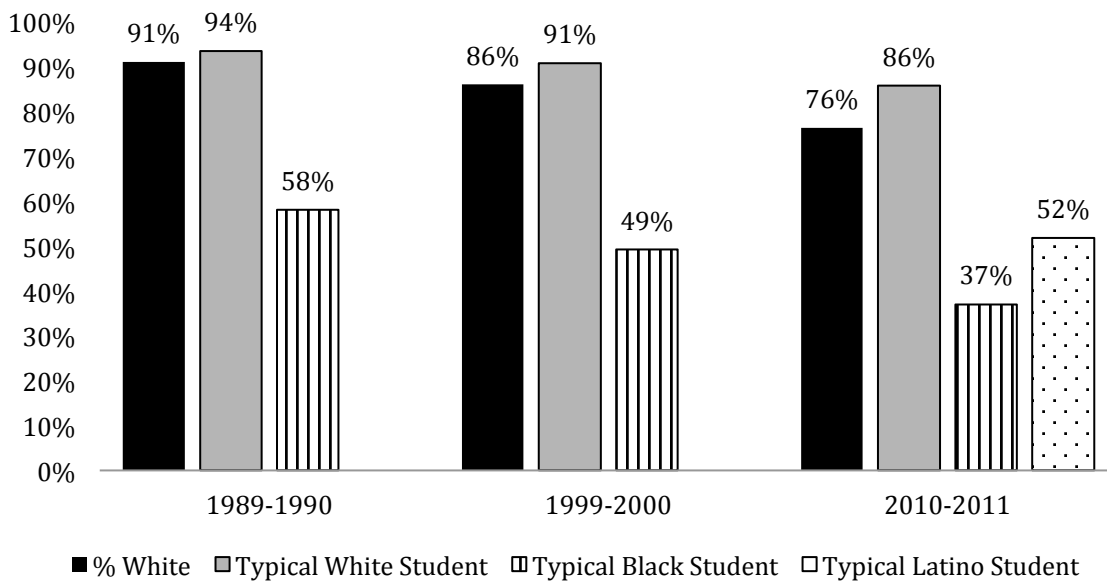
Note: Multi-racial schools are those with any three races representing 10% or more of the total student enrollment respectively.

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

Exposure

- White students are overexposed to other white students, and this disproportion has widened instead of narrowed over the last 20 years, as proportion white has declined faster than white isolation rates.
- Over the last two decades, the typical black student remains underexposed to white students, and this limited contact has decreased faster than the decline of proportionate white.

Figure 5 *White Students in School Attended by Typical Student of Each Race*

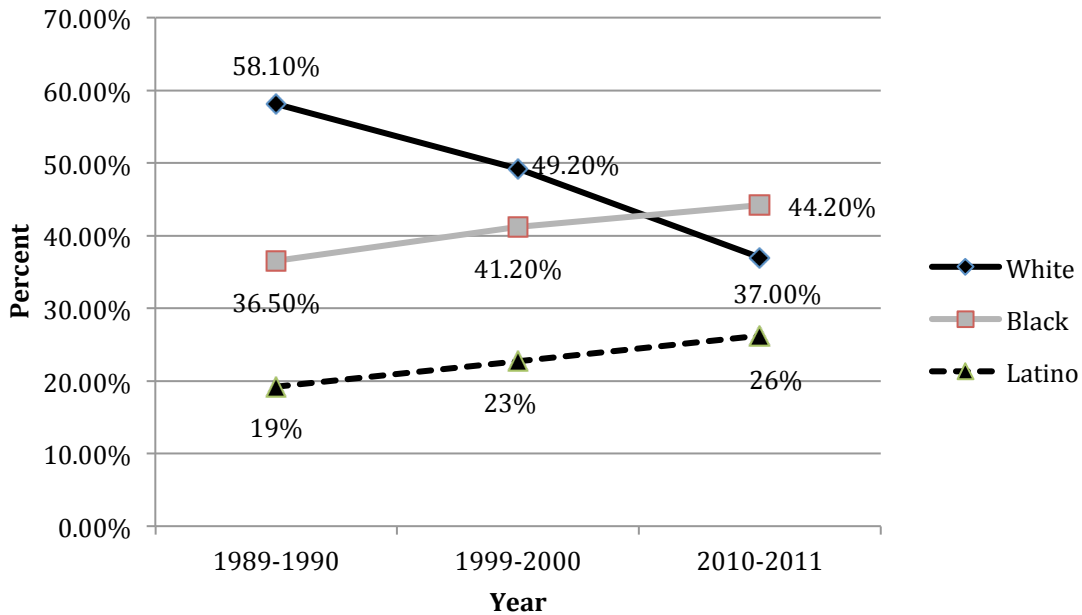


Note: Less than 5% Latino enrollment in 1989 and 1999

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

- The racial composition of the school that a typical black student attends has shifted over the last two decades to become less white, but more black and Latino.
- Despite the fact that the overall metro share of enrollment is 76% white and 13% black, the typical black student attended a school in 2010 with only 37% white and 44% black classmates.

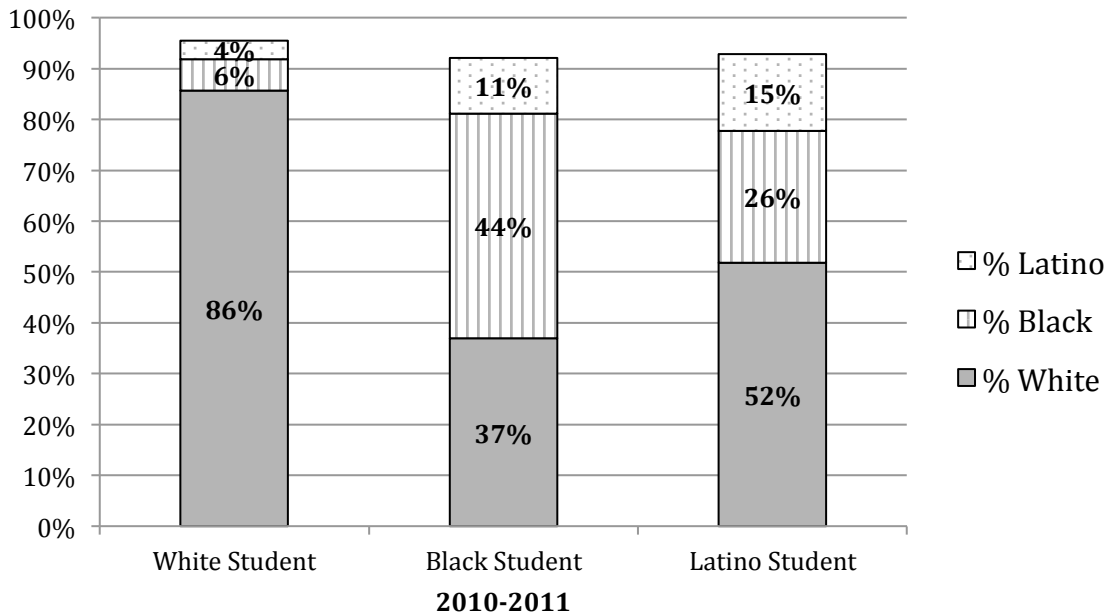
Figure 6 *Racial Composition of School Attended by Typical Black Student*



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 Latino student attended a school that is predominantly white with small proportions of black, Asian, and Latino students.
- The typical black student is enrolled in a school that is more black and minority than white.
- The typical Latino student attended school with over three times the Latino metro proportion, and the second largest black proportion following the typical black student.

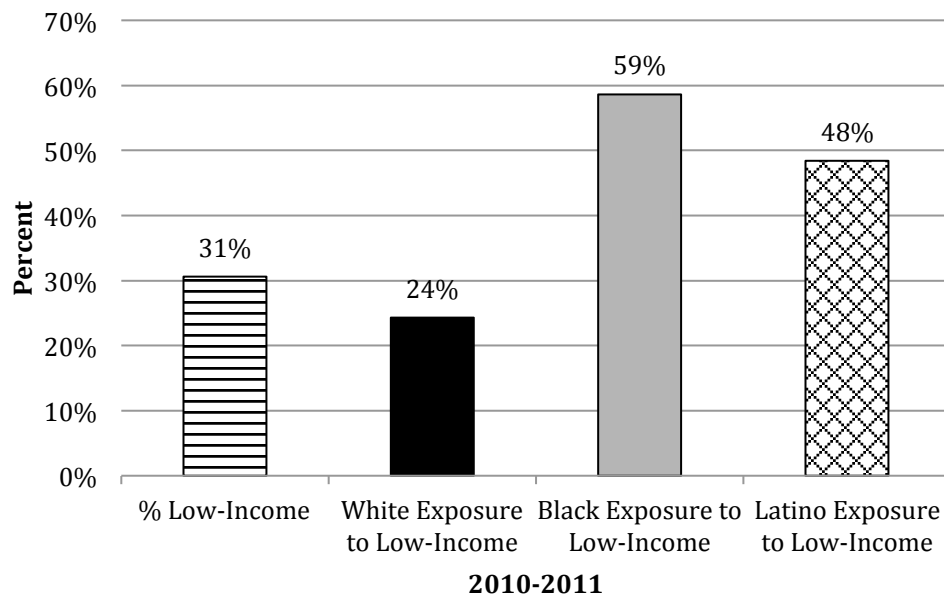
Figure 7 *Racial Composition of School Attended by Typical Student by Race*



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 Latino and black student attended school with double or more low-income students than the typical white student.
- The typical white student attended a school with only 24% low-income students.
- The typical black student attended a school with only 59% low-income students.
- The typical Latino student attended a school with only 48% low-income students.
- This data show the disproportionate distribution of low-income students to schools where black and Latino students are enrolled.

Figure 8 *Exposure to Low-Income Students by Race*



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

Evenness

- Over the last two decades, the average school remains 30% less diverse than the entire metropolitan area, indicating a high degree of persisting segregation.
- This uneven distribution of racial groups throughout the area's public schools occurred mostly between schools districts rather than within school districts.
- Over time, the proportion of unevenness occurring between district boundaries rather than within has grown. In 1989, 86% of the unevenness was between districts. By 2010, 97% of the unevenness was between districts, suggesting the need for interdistrict policies for racial integration.

Table 4 *Multi-Group Entropy Index Values, Overall and Within/Between School Districts*

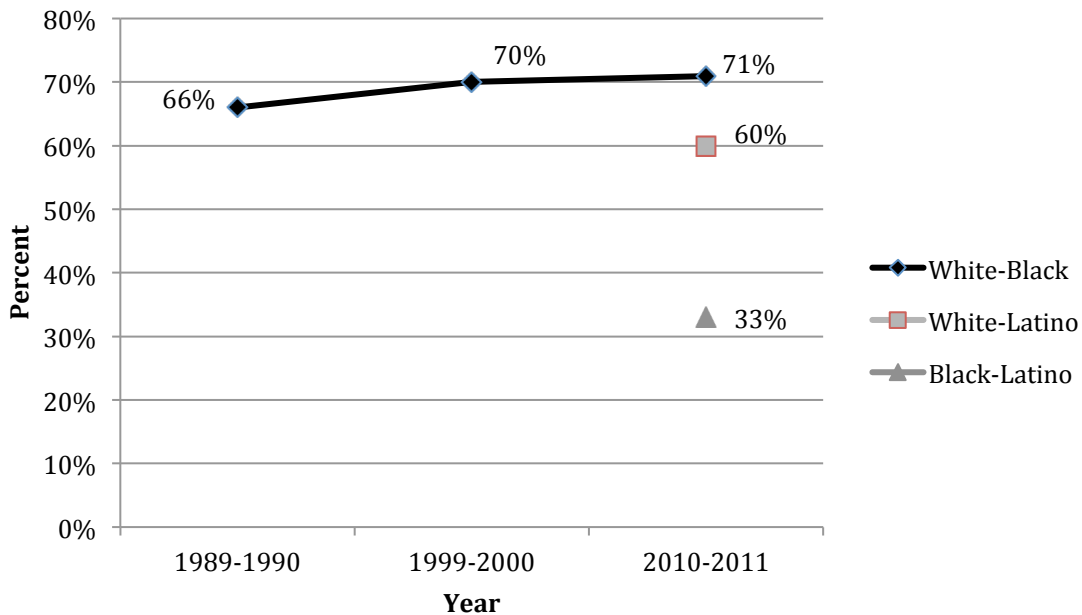
	H	HW	HB
Albany-Schenectady-Troy, NY			
1989-1990	0.30	0.05	0.25
1999-2000	0.31	0.02	0.28
2010-2011	0.30	0.01	0.29

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

- The uneven distribution of white and black students across schools on the island has been extreme and slightly increasing over the last two decades.
- Segregation between white-Latino students in 2010 is high but less severe in comparison to white-black students.
- Black-Latino evenness is relatively low in comparison, indicating a concentration of black and Latino students in schools in 2010.

Figure 9 *Differential Distribution (Dissimilarity) of Racial Students across Public Schools*



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