**Charter and Traditional School Enrollment Demographics**

**Overview**

The Associated Press has collected and analyzed data on enrollment demographics and student achievement that sheds light on the re-emergence of racial segregation in American schools. The data allows for exploration of racial imbalances inside schools and districts nationwide, including the growing number of charter schools where the students are overwhelmingly African-American or Latino. It can also be used to explore achievement gaps sometimes associated with racial imbalances.

The data runs from school year 2000-2001 to 2014-2015.

The AP analysis found that measures of segregation, such as the racial concentration, have returned to levels last seen in the 70s, when some districts were required to institute mandatory busing to accomplish their integration targets.

Charter schools, which are growing steadily in number as the count of traditional public schools holds steady, enroll large numbers of minorities and face questions of racial integration most acutely because they are located mostly in urban districts. While charter school quality is highly varied across districts, the AP found that charter schools that are overwhelmingly minority lag behind both more integrated charter and traditional schools in the same district.

The AP has compiled enrollment data and student proficiency measures from the U.S. Department of Education by race and ethnicity. Additionally, several calculated metrics are provided to allow for measurement of how segregated schools are in a given district. Finally, a set of custom queries is provided to help re-create the analysis we have done in your local area.

**Findings**

* Nationwide, segregation metrics such as the exposure index show that school segregation has been returning to its Civil Rights-era levels.
* In some areas, segregation metrics have already returned to (or regressed beyond) the level they were at during *Brown v. Board of Education*.
* First approved in Minnesota in 1991, charter schools are now in 42 states and the District of Columbia. Roughly 5% of public school enrollment is in a charter school, the majority of which are located in cities and denser suburbs.
* The proportion of charter schools that are over 99% nonwhite nationwide is 17%, in contrast to only 4.5% of traditional schools.
* When you look only at urban schools, nearly a third of charter schools are over 99% nonwhite, while only 16% of traditional schools are.
* Overall, in districts with charter and noncharter schools, the typical charter school does not significantly differ from the typical school in terms of meeting state standards for student achievement. Local factors are more important than charter or noncharter status.
* The typical traditional school that is overwhelmingly minority (over 99% nonwhite) has 25% fewer students meeting state proficiency standards than the typical school that isn't as racially homogeneous.
* In places such as Milwaukee, the achievement difference for charters and noncharters is comparable to the achievement differences between schools that are overwhelmingly minority and more typical schools.

**About This Data**

Enrollment data comes from the Common Core of Data provided by the National Center for Education Statistics, under the Department of Education. The enrollment data is collected through a survey administered to all U.S. public schools. Within each state, a State Education Agency (SEA) is the entity responsible for reporting data.

Assessment data is provided by the Department of Education ED Facts . This data is also provided by the SEA responsible in each state. State content standards are used to assess students periodically: annually in third through eighth grade, and at least once in high school. The data provided here by the Associated Press is an aggregate of all students and groups, formulated as "percent of students proficient or above state assessment"- where proficiency is again defined by the SEA.

A charter crosswalk from the Stanford Education Data Archive has been included in the school-level files. This crosswalk attempts identify the district ID of the school district that geographically contains a given charter school. Charter schools are frequently given separate district IDs, which complicates aggregation and estimation. In the data, LEA ID refers to the original district ID assigned to the school, while LEA ID (CEPA) refers to the district ID from the charter crosswalk.

**Included Data**

**1\_school\_diversity.csv**: School-level enrollment, entropy, similarity, and achievement stats. Entropy is provided to identify schools that have an uneven distribution of students across racial categories. Similarity is provided to identify schools that do not resemble the demographics of their parent district.

**2\_school\_assessment.csv**: School-level student math and reading proficiency stats by race/ethnicity. Precise data is unavailable for privacy concerns. Data is reported as a range, where smaller schools have larger ranges.

**3\_district\_diversity.csv**: District-level enrollment and entropy metric. Entropy can be used to identify districts that have an uneven distribution of students across racial categories.

**4\_district\_assessment.csv**: District-level student math and reading proficiency stats by race/ethnicity. Precise data is unavailable for privacy concerns. Data is reported as a range, where smaller districts have larger ranges.

**5\_district\_concentration\_50.csv**: District-level enrollment and concentration metric at the 50% level. This data file contains numbers that can answer what proportion of schools in a district are over 50% one race, and what share of students of one race attend schools that are over 50% their race.

**6\_district\_concentration\_90.csv**: District-level enrollment and concentration metric at the 90% level. This data file contains numbers that can answer what proportion of schools in a district are over 90% one race, and what share of students of one race attend schools that are over 90% their race.

**7\_state\_concentration\_50.csv**: State-level enrollment and concentration metric at the 50% level. This data file contains numbers that can answer what proportion of schools in a state are over 50% one race, and what share of students of one race attend schools that are over 50% their race.

**8\_state\_concentration\_90.csv**: State-level enrollment and concentration metric at the 50% level. This data file contains numbers that can answer what proportion of schools in a state are over 90% one race, and what of students of one race attend schools that are over 90% their race.

**Using This Data**

Due to the large variation in trends in education nationwide, there are many different ways to use the data. There are three main types of data for each school:

* Charter status
* Enrollment demographics
* Achievement

Here are some topics this data can cover:

### **1. How effective are charter schools in my area?**

Data on achievement and charter status can be used directly to answer this:

In Milwaukee, the typical charter school sees 5-8% more students reaching state standards in math and reading proficiency than traditional schools.

However, it is strongly recommended that achievement data be placed in the proper context-- there are a variety of reasons a school can succeed or fail to educate, and achievement tests are only one metric. In particular, it should be mentioned that selection bias can play an important role in how effective charter schools and traditional schools can be: students are not a homogeneous mass, and there may be various reasons parents choose to send their child to a charter school.

### **2. How are segregation, desegregation and racial integration trends going in my area?**

There are a variety of segregation metrics provided with the data to help measure trends in enrollment demographics. They each describe separate qualities of the distribution of students by race and ethnicity.

#### **a. Entropy (for schools) and Entropy Index (for districts)**

Entropy is a measure of the evenness of the different demographic categories. An entropy score closer to zero means one demographic category is overwhelmingly represented, while an entropy score closer to one means the demographic categories are close to the same in terms of headcount.

Keep in mind that the overall demographic makeup of the public school population is not equal across all race/ethnic categories. Thus, this metric should primarily be used in order to identify schools that represent unusually concentrated student populations within a district. The strength of this metric is that it operates over all racial categories at once.

For example, sorting Milwaukee schools by entropy reveals "Keefe Avenue Elementary" has a very low score. Checking the enrollment, we find that in school year 2014-2015 Keefe Avenue had 282 black students and only 3 white students.

Entropy at the district level is rolled up from the school level as an 'entropy index', which takes into account the population of the individual schools. Much like entropy at the school level, it ranges from zero to one. Zero represents the case where every school has the same racial composition as the district, and one represents the case where all schools contain only one race each. In practice, the district entropy index rarely exceeds .2. It is most useful as a method of comparing two districts to understand which is more partitioned along racial lines.

For example, Milwaukee School District has an entropy index of .398, higher than neighboring Waukesha School District (.096). So, your publishable findings could be:

The Associated Press' analysis of segregation at a district level found that Waukesha's schools were more racially balanced than Milwaukee's, with more schools in Waukesha having a demographic mix that mirrors the overall enrollment of the district.

Entropy is based on the population proportions of each racial category. It is a weighted average of the logarithm of each proportion. The entropy index is also a weighted average, with the differences between school and district-level entropy weighted by the size of the schools.

The Census has published a study on racial and ethnic segregation in residential housing at <https://www.census.gov/prod/2002pubs/censr-3.pdf> which makes use of entropy as a measure, and has a separate information file at <https://www.census.gov/hhes/www/housing/resseg/multigroup_entropy.pdf> going deeper into its use.

#### **b. Similarity**

Similarity is a measure of how similar or different a particular school is from its district in the racial makeup of its student body population. It can be useful in identifying schools that for one reason or another are particularly out of line with the demographics of their school districts. A similarity score closer to one means the school looks similar to the district’s racial balance. In practice, the similarity score almost never goes below .5, and rarely dips below .9. It is most useful as a method of sorting schools and identifying the outliers.

For instance, McAdory High School (similarity score .996) in Jefferson County, Ala. was roughly 45 percent black and 46 percent white in 2014-2015, closely mirroring Jefferson County School District's overall proportions. A similarity score closer to zero means the school looks more dissimilar: at the other end of the scale in Jefferson County, Corner School (similarity score .699) was 98 percent white in 2014-2015.

Similarity compares the population proportions of each racial category at the school level to those same racial categories at the district level using cosine similarity. Cosine similarity is a measure of similarity that measures the cosine of the angle between two vectors. If the two things you're comparing are the same, the angle is 0°, with a cosine of 1. It is less than 1 for any other angle; as vectors are further apart the cosine gets smaller.

#### **c. Concentration**

Concentration is based on looking at the proportion of students that attend schools made up of predominantly the same race as they are. It is primarily a measure of isolation, and can be phrased as:

50 percent of black students in Milwaukee attend schools that are at least 90 percent black.

Concentration is provided at the district and state level in files 5 through 8. These files are structured in a way to provide a quick lookup for the relevant combination of state/district, year, and race: for example, Milwaukee School District (ID 5509600) in 6\_district\_concentration\_90.csv under column black\_school\_proportion has the value 53 for year 2014. This indicates that in 2014-2015, 53 percent of black students in Milwaukee attended schools that were at least 90 percent black.

The calculation of concentration is performed from the school-level first. Each school is identified as being 'concentrated' or not, based on the threshold level (here, we use 50 percent and 90 percent, but the NCES has also used 75 percent). Then, for each racial category, the sum is built up to the district or state level.

### **3. Do achievement gaps co-incide with racial splits in my area?**

Enrollment demographics can be used along with achievement data to measure the relationship between racial concentration and student outcomes. There are many possible causes and factors involved, but a data-driven line on the association can be phrased as follows:

Norland Middle School is one of the most dissimilar schools in the Dade County School District: over 95% of its students are black, compared to only 22% in the district as a whole. Only 25-30% of students are meeting state standards in math and reading proficiency, compared to roughly 50% in the district as a whole.

To identify Norland Middle School, the "Similarity" column was sorted in ascending order; Norland has a similarity score of .35.

### **4. Do charter schools exacerbate racial isolation in my area?**

The Supreme Court ruled against "Freedom of Choice" plans in 1968; it was this ruling that led to the creation of mandatory busing and other active interventions. Using the data provided, it is possible to estimate if modern day school choice is pushing districts towards or away integration.

For example, following the introduction of D'Arbonne Woods Charter School in Union Parish, Louisiana, the district-wide concentration numbers for black students began to rise dramatically.

In the most recent year of data, the two charter schools in Union Parish, Louisiana (D'Arbonne Woods and Downsville) account for 64% of all the white students in the district, but only 39% of the student body total. All of the traditional schools are now over 50% black - in a district that is itself only 37% black.

**Caveats**

The NCES defines their race and ethnic categories differently from the Census. In particular, they are mutually exclusive bins. Multiracial individuals are all contained in the "Two/Multiple Races" bin. Hispanic students, of any race, are contained in the "Hispanic" bin.

Pacific Islander and multiracial categories were not defined prior to 2008. As a result, many metrics and counts will see a slight irregularity around that year.

Assessment data combines the Asian and Pacific Islander categories. This is in contrast to the enrollment data, where Asian and Pacific Islander are separate categories starting in 2008.

Counts for free and reduced-price lunch students are included; however, the headcount of free and reduced-price lunch students may be larger than the stated total student count. This is due to a difference in how enrollment is measured- for example, adult education, virtual students, or shared-time students may or may not be counted in various reports.

Enrollment data is collected where it has been reported and been made available. Generally, school enrollment counts may be missing data for a year either because it is not relevant to the school in question (as is the case for youth services and similar organizations), or because the NCES has identified data quality concerns.

The assessment data provided does not use the Stanford CEPA charter crosswalk. The listed district is the one from the NCES.

The identification of charter schools is of decreasing quality the further back in time you look in the data. In particular, pre-2000 charter school identification is very poor quality, with many charter schools not having the correct charter flag.

Where possible, schools outside the traditional/charter categories have been removed from the data. This includes virtual academies, vocational schools and special education facilities.

The concentration data is nonexistent if the concentration metric is identically zero (in other words, if no schools are over a certain percent one race, the metric is not defined).

**Attribution**

Suggested attribution: "According to an Associated Press analysis of National Center for Education Statistics figures..." or "According to an Associated Press analysis" (for the segregation metrics).

**Sample Story**

<https://www.apnews.com/e9c25534dfd44851a5e56bd57454b4f5>

**Data Dictionary**

**1\_school\_diversity.csv**

School enrollment, segregation metrics, and achievement stats

**year**

School year, fall term

**ncessch**

School ID

**lea\_id**

District ID

**lea\_id\_cepa**

District ID (CEPA)

**district\_name**

District Name

**district\_name\_cepa**

District Name (CEPA)

**school\_name**

School Name

**state**

State

**city**

City

**zip**

ZIP code

**latitude**

Latitude

**longitude**

Longitude

**status**

NCES operating status: 1 - Open 3 - Newly formed 4 - Existed but wasn't reported in previous years 5 - Significantly changed boundaries or responsibilities 8 - Closed in previous years but has now reopened

**locale**

NCES locale code: documentation at <https://nces.ed.gov/ccd/pdf/2015147_2013-14_LEA_documentation_v1a.pdf> Generally: 1/11 means urban, 4/43 means rural. Note that locale codes switched starting in 2006-2007

**lowest\_grade**

Lowest grade level offered by the school UG - Ungraded

**highest\_grade**

Highest grade offered by the school

**magnet**

Magnet or non-magnet flag

**charter**

Charter or non-charter flag

**shared\_time**

Shared-time campus flag

**free\_reduced\_price\_lunch\_eligible**

Reported number of free and reduced-price lunch eligible students

**reported\_race\_ethnicity\_enrollment**

Reported total of students with identified race/ethnicity

**white**

Reported non-Hispanic white student count

**black**

Reported non-Hispanic black student count

**hispanic**

Reported Hispanic student count

**asian**

Reported Asian student count

**am\_ind**

Reported American Indian/Alaskan Native student count

**pacific\_isl**

Reported Pacific Islander/Hawaiian Native student count

**two\_multiple\_races**

Reported count for students of two or more races

**entropy**

Entropy index - 0 indicates a school is all one race, 1 indicates complete evenness

**similarity**

Similarity score - how much a school resembles its parent district along racial lines

**math\_proficiency\_lower\_bound**

Percent of students meeting state standards in mathematics, lower bound

**math\_proficiency\_upper\_bound**

Percent of students meeting state standards in mathematics, upper bound

**reading\_proficiency\_lower\_bound**

Percent of students meeting state standards in reading, lower bound

**reading\_proficiency\_upper\_bound**

Percent of students meeting state standards in reading, upper bound

**2\_school\_assessment.csv**

School assessment scores, broken down by race

**year**

School year, fall term

**ncessch**

School ID

**lea\_id**

District ID

**district\_name**

District Name

**school\_name**

School Name

**state**

State

**math\_proficiency\_lower\_bound**

Percent of students meeting state standards in mathematics, lower bound

**math\_proficiency\_upper\_bound**

Percent of students meeting state standards in mathematics, upper bound

**math\_proficiency\_white\_lower\_bound**

Percent of white students meeting state standards in mathematics, lower bound

**math\_proficiency\_white\_upper\_bound**

Percent of white students meeting state standards in mathematics, upper bound

**math\_proficiency\_black\_lower\_bound**

Percent of black students meeting state standards in mathematics, lower bound

**math\_proficiency\_black\_upper\_bound**

Percent of black students meeting state standards in mathematics, upper bound

**math\_proficiency\_hispanic\_lower\_bound**

Percent of Hispanic students meeting state standards in mathematics, lower bound

**math\_proficiency\_hispanic\_upper\_bound**

Percent of Hispanic students meeting state standards in mathematics, upper bound

**math\_proficiency\_asian\_lower\_bound**

Percent of Asian students meeting state standards in mathematics, lower bound

**math\_proficiency\_asian\_upper\_bound**

Percent of Asian students meeting state standards in mathematics, upper bound

**math\_proficiency\_am\_ind\_lower\_bound**

Percent of American Indian/Alaskan Native students meeting state standards in mathematics, lower bound

**math\_proficiency\_am\_ind\_upper\_bound**

Percent of American Indian/Alaskan Native students meeting state standards in mathematics, upper bound

**math\_proficiency\_two\_multiple\_races\_lower\_bound**

Percent of students of two or more races meeting state standards in mathematics, lower bound

**math\_proficiency\_two\_multiple\_races\_upper\_bound**

Percent of students of two or more races meeting state standards in mathematics, upper bound

**reading\_proficiency\_lower\_bound**

Percent of students meeting state standards in reading, lower bound

**reading\_proficiency\_upper\_bound**

Percent of students meeting state standards in reading, upper bound

**reading\_proficiency\_white\_lower\_bound**

Percent of white students meeting state standards in reading, lower bound

**reading\_proficiency\_white\_upper\_bound**

Percent of white students meeting state standards in reading, upper bound

**reading\_proficiency\_black\_lower\_bound**

Percent of black students meeting state standards in reading, lower bound

**reading\_proficiency\_black\_upper\_bound**

Percent of black students meeting state standards in reading, upper bound

**reading\_proficiency\_hispanic\_lower\_bound**

Percent of Hispanic students meeting state standards in reading, lower bound

**reading\_proficiency\_hispanic\_upper\_bound**

Percent of Hispanic students meeting state standards in reading, upper bound

**reading\_proficiency\_asian\_lower\_bound**

Percent of Asian students meeting state standards in reading, lower bound

**reading\_proficiency\_asian\_upper\_bound**

Percent of Asian students meeting state standards in reading, upper bound

**reading\_proficiency\_am\_ind\_lower\_bound**

Percent of American Indian/Alaskan Native students meeting state standards in reading, lower bound

**reading\_proficiency\_am\_ind\_upper\_bound**

Percent of American Indian/Alaskan Native students meeting state standards in reading, upper bound

**reading\_proficiency\_two\_multiple\_races\_lower\_bound**

Percent of students of two or more races meeting state standards in reading, lower bound

**reading\_proficiency\_two\_multiple\_races\_upper\_bound**

Percent of students of two or more races meeting state standards in reading, upper bound

**3\_district\_diversity.csv**

District enrollment, segregation metrics

**year**

School year, fall term

**lea\_id\_cepa**

District ID (CEPA)

**district\_name**

District Name

**state**

State

**county\_fips**

County FIPS code

**county**

County

**city**

City

**zip**

School ZIP code

**schools\_reporting**

Number of schools reporting race/ethnicity data

**reported\_race\_ethnicity\_enrollment**

Reported total of students with identified race/ethnicity

**white**

Reported non-Hispanic white student count

**black**

Reported non-Hispanic black student count

**hispanic**

Reported Hispanic student count

**asian**

Reported Asian student count

**am\_ind**

Reported American Indian/Alaskan Native student count

**pacific\_isl**

Reported Pacific Islander/Hawaiian Native student count

**two\_multiple\_races**

Reported count for students of two or more races

**entropy\_index**

District entropy index - 0 indicates students are evenly distributed racially between schools in a district, 1 indicates students are partitioned into schools along racial lines

**entropy**

District

**4\_district\_assessment.csv**

District assessment scores, broken down by race

**year**

School year, fall term

**lea\_id**

District ID

**district\_name**

District Name

**state**

State

**math\_proficiency\_lower\_bound**

Percent of students meeting state standards in mathematics, lower bound

**math\_proficiency\_upper\_bound**

Percent of students meeting state standards in mathematics, upper bound

**math\_proficiency\_white\_lower\_bound**

Percent of white students meeting state standards in mathematics, lower bound

**math\_proficiency\_white\_upper\_bound**

Percent of white students meeting state standards in mathematics, upper bound

**math\_proficiency\_black\_lower\_bound**

Percent of black students meeting state standards in mathematics, lower bound

**math\_proficiency\_black\_upper\_bound**

Percent of black students meeting state standards in mathematics, upper bound

**math\_proficiency\_hispanic\_lower\_bound**

Percent of Hispanic students meeting state standards in mathematics, lower bound

**math\_proficiency\_hispanic\_upper\_bound**

Percent of Hispanic students meeting state standards in mathematics, upper bound

**math\_proficiency\_asian\_lower\_bound**

Percent of Asian students meeting state standards in mathematics, lower bound

**math\_proficiency\_asian\_upper\_bound**

Percent of Asian students meeting state standards in mathematics, upper bound

**math\_proficiency\_am\_ind\_lower\_bound**

Percent of American Indian/Alaskan Native students meeting state standards in mathematics, lower bound

**math\_proficiency\_am\_ind\_upper\_bound**

Percent of American Indian/Alaskan Native students meeting state standards in mathematics, upper bound

**math\_proficiency\_two\_multiple\_races\_lower\_bound**

Percent of students of two or more races meeting state standards in mathematics, lower bound

**math\_proficiency\_two\_multiple\_races\_upper\_bound**

Percent of students of two or more races meeting state standards in mathematics, upper bound

**reading\_proficiency\_lower\_bound**

Percent of students meeting state standards in reading, lower bound

**reading\_proficiency\_upper\_bound**

Percent of students meeting state standards in reading, upper bound

**reading\_proficiency\_white\_lower\_bound**

Percent of white students meeting state standards in reading, lower bound

**reading\_proficiency\_white\_upper\_bound**

Percent of white students meeting state standards in reading, upper bound

**reading\_proficiency\_black\_lower\_bound**

Percent of black students meeting state standards in reading, lower bound

**reading\_proficiency\_black\_upper\_bound**

Percent of black students meeting state standards in reading, upper bound

**reading\_proficiency\_hispanic\_lower\_bound**

Percent of Hispanic students meeting state standards in reading, lower bound

**reading\_proficiency\_hispanic\_upper\_bound**

Percent of Hispanic students meeting state standards in reading, upper bound

**reading\_proficiency\_asian\_lower\_bound**

Percent of Asian students meeting state standards in reading, lower bound

**reading\_proficiency\_asian\_upper\_bound**

Percent of Asian students meeting state standards in reading, upper bound

**reading\_proficiency\_am\_ind\_lower\_bound**

Percent of American Indian/Alaskan Native students meeting state standards in reading, lower bound

**reading\_proficiency\_am\_ind\_upper\_bound**

Percent of American Indian/Alaskan Native students meeting state standards in reading, upper bound

**reading\_proficiency\_two\_multiple\_races\_lower\_bound**

Percent of students of two or more races meeting state standards in reading, lower bound

**reading\_proficiency\_two\_multiple\_races\_upper\_bound**

Percent of students of two or more races meeting state standards in reading, upper bound

**5\_district\_concentration\_50.csv**

District level concentration metrics at the 50% level

**year**

School year, fall term

**lea\_id\_cepa**

District ID (CEPA)

**district\_name**

District Name

**state**

State

**county\_fips**

County FIPS code

**county**

County

**city**

City

**zip**

ZIP code

**schools\_reporting**

Number of schools reporting race/ethnicity data

**reported\_race\_ethnicity\_enrollment**

Reported total of students with identified race/ethnicity

**white**

Reported non-Hispanic white student count

**black**

Reported non-Hispanic black student count

**hispanic**

Reported Hispanic student count

**asian**

Reported Asian student count

**am\_ind**

Reported American Indian/Alaskan Native student count

**pacific\_isl**

Reported Pacific Islander/Hawaiian Native student count

**two\_multiple\_races**

Reported count for students of two or more races

**white\_school\_proportion**

Percent of schools in district that are over 50 percent white

**white\_student\_proportion**

Percent of white students in district attending schools that are over 50 percent white

**black\_school\_proportion**

Percent of schools in district that are over 50 percent black

**black\_student\_proportion**

Percent of black students in district attending schools that are over 50 percent black

**hispanic\_school\_proportion**

Percent of schools in district that are over 50 percent Hispanic

**hispanic\_student\_proportion**

Percent of Hispanic students in district attending schools that are over 50 percent Hispanic

**asian\_school\_proportion**

Percent of schools in district that are over 50 percent Asian

**asian\_student\_proportion**

Percent of Asian students in district attending schools that are over 50 percent Asian

**am\_ind\_school\_proportion**

Percent of schools in district that are over 50 percent American Indian/Alaskan Native

**am\_ind\_student\_proportion**

Percent of American Indian/Alaskan Native students in district attending schools that are over 50 percent American Indian/Alaskan Native

**pacific\_islander\_school\_proportion**

Percent of schools in district that are over 50 percent Pacific Islander/Hawaiian Native

**pacific\_islander\_student\_proportion**

Percent of Pacific Islander/Hawaiian Native students in district attending schools that are over 50 percent Pacific Islander/Hawaiian Native

**two\_multiple\_races\_school\_proportion**

Percent of schools in district that are over 50 percent students of two or more races

**two\_multiple\_races\_student\_proportion**

Percent of students of two or more races in district attending schools that are over 50 percent students of two or more races

**6\_district\_concentration\_90.csv**

District level concentration metrics at the 90% level

**year**

School year, fall term

**lea\_id\_cepa**

District ID (CEPA)

**district\_name**

District Name

**state**

State

**county\_fips**

County FIPS code

**county**

County

**city**

City

**zip**

ZIP code

**schools\_reporting**

Number of schools reporting race/ethnicity data

**reported\_race\_ethnicity\_enrollment**

Reported total of students with identified race/ethnicity

**white**

Reported non-Hispanic white student count

**black**

Reported non-Hispanic black student count

**hispanic**

Reported Hispanic student count

**asian**

Reported Asian student count

**am\_ind**

Reported American Indian/Alaskan Native student count

**pacific\_isl**

Reported Pacific Islander/Hawaiian Native student count

**two\_multiple\_races**

Reported count for students of two or more races

**white\_school\_proportion**

Percent of schools in district that are over 90 percent white

**white\_student\_proportion**

Percent of white students in district attending schools that are over 90 percent white

**black\_school\_proportion**

Percent of schools in district that are over 90 percent black

**black\_student\_proportion**

Percent of black students in district attending schools that are over 90 percent black

**hispanic\_school\_proportion**

Percent of schools in district that are over 90 percent Hispanic

**hispanic\_student\_proportion**

Percent of Hispanic students in district attending schools that are over 90 percent Hispanic

**asian\_school\_proportion**

Percent of schools in district that are over 90 percent Asian

**asian\_student\_proportion**

Percent of Asian students in district attending schools that are over 90 percent Asian

**am\_ind\_school\_proportion**

Percent of schools in district that are over 90 percent American Indian/Alaskan Native

**am\_ind\_student\_proportion**

Percent of American Indian/Alaskan Native students in district attending schools that are over 90 percent American Indian/Alaskan Native

**pacific\_islander\_school\_proportion**

Percent of schools in district that are over 90 percent Pacific Islander/Hawaiian Native

**pacific\_islander\_student\_proportion**

Percent of Pacific Islander/Hawaiian Native students in district attending schools that are over 90 percent Pacific Islander/Hawaiian Native

**two\_multiple\_races\_school\_proportion**

Percent of schools in district that are over 90 percent students of two or more races

**two\_multiple\_races\_student\_proportion**

Percent of students of two or more races in district attending schools that are over 90 percent students of two or more races

**7\_state\_concentration\_50.csv**

State level concentration metrics by race at the 50% level

**year**

School year, fall term

**state**

State

**reported\_race\_ethnicity\_enrollment**

Reported total of students with identified race/ethnicity

**white**

Reported non-Hispanic white student count

**black**

Reported non-Hispanic black student count

**hispanic**

Reported Hispanic student count

**asian**

Reported Asian student count

**am\_ind**

Reported American Indian/Alaskan Native student count

**pacific\_isl**

Reported Pacific Islander/Hawaiian Native student count

**two\_multiple\_races**

Reported count for students of two or more races

**white\_school\_proportion**

Percent of schools in state that are over 50 percent white

**white\_student\_proportion**

Percent of white students in state attending schools that are over 50 percent white

**black\_school\_proportion**

Percent of schools in state that are over 50 percent black

**black\_student\_proportion**

Percent of black students in state attending schools that are over 50 percent black

**hispanic\_school\_proportion**

Percent of schools in state that are over 50 percent Hispanic

**hispanic\_student\_proportion**

Percent of Hispanic students in state attending schools that are over 50 percent Hispanic

**asian\_school\_proportion**

Percent of schools in state that are over 50 percent Asian

**asian\_student\_proportion**

Percent of Asian students in state attending schools that are over 50 percent Asian

**am\_ind\_school\_proportion**

Percent of schools in state that are over 50 percent American Indian/Alaskan Native

**am\_ind\_student\_proportion**

Percent of American Indian/Alaskan Native students in state attending schools that are over 50 percent American Indian/Alaskan Native

**pacific\_islander\_school\_proportion**

Percent of schools in state that are over 50 percent Pacific Islander/Hawaiian Native

**pacific\_islander\_student\_proportion**

Percent of Pacific Islander/Hawaiian Native students in state attending schools that are over 50 percent Pacific Islander/Hawaiian Native

**two\_multiple\_races\_school\_proportion**

Percent of schools in state that are over 50 percent students of two or more races

**two\_multiple\_races\_student\_proportion**

Percent of students of two or more races in state attending schools that are over 50 percent students of two or more races

**8\_state\_concentration\_90.csv**

State level concentration metrics by race at the 90% level

**year**

School year, fall term

**state**

State

**reported\_race\_ethnicity\_enrollment**

Reported total of students with identified race/ethnicity

**white**

Reported non-Hispanic white student count

**black**

Reported non-Hispanic black student count

**hispanic**

Reported Hispanic student count

**asian**

Reported Asian student count

**am\_ind**

Reported American Indian/Alaskan Native student count

**pacific\_isl**

Reported Pacific Islander/Hawaiian Native student count

**two\_multiple\_races**

Reported count for students of two or more races

**white\_school\_proportion**

Percent of schools in state that are over 90 percent white

**white\_student\_proportion**

Percent of white students in state attending schools that are over 90 percent white

**black\_school\_proportion**

Percent of schools in state that are over 90 percent black

**black\_student\_proportion**

Percent of black students in state attending schools that are over 90 percent black

**hispanic\_school\_proportion**

Percent of schools in state that are over 90 percent Hispanic

**hispanic\_student\_proportion**

Percent of Hispanic students in state attending schools that are over 90 percent Hispanic

**asian\_school\_proportion**

Percent of schools in state that are over 90 percent Asian

**asian\_student\_proportion**

Percent of Asian students in state attending schools that are over 90 percent Asian

**am\_ind\_school\_proportion**

Percent of schools in state that are over 90 percent American Indian/Alaskan Native

**am\_ind\_student\_proportion**

Percent of American Indian/Alaskan Native students in state attending schools that are over 90 percent American Indian/Alaskan Native

**pacific\_islander\_school\_proportion**

Percent of schools in state that are over 90 percent Pacific Islander/Hawaiian Native

**pacific\_islander\_student\_proportion**

Percent of Pacific Islander/Hawaiian Native students in state attending schools that are over 90 percent Pacific Islander/Hawaiian Native

**two\_multiple\_races\_school\_proportion**

Percent of schools in state that are over 90 percent students of two or more races

**two\_multiple\_races\_student\_proportion**

Percent of students of two or more races in state attending schools that are over 90 percent students of two or more races