

Neighborhood and School Segregation: National Trends and Connecticut Examples

John Logan
Brown University

In an increasingly diverse society, how are minority groups being incorporated into the old mainstream?

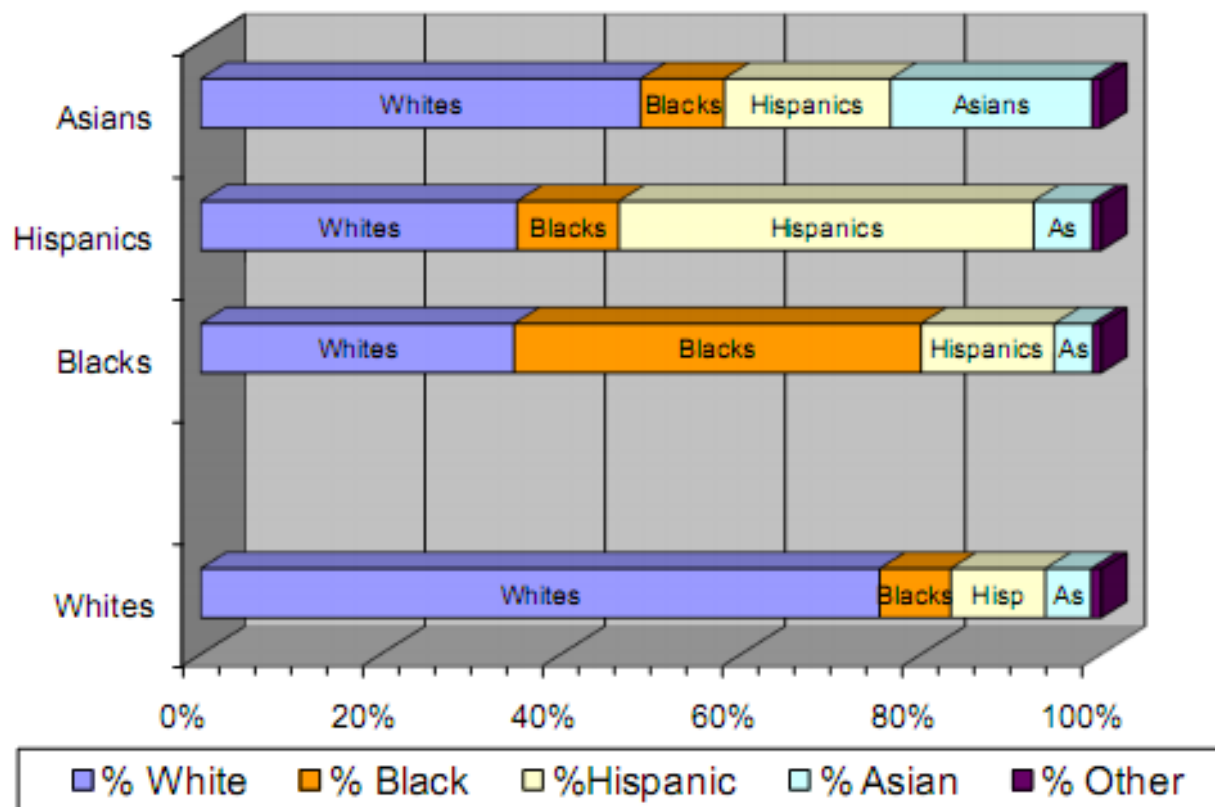
I focus on neighborhoods and schools, because these are consequential for people's lives and well being and for their children's futures –

And because the way people are divided in space and local institutions is a reflection of general social boundaries. Can America be an inclusive society?

NEIGHBORHOODS

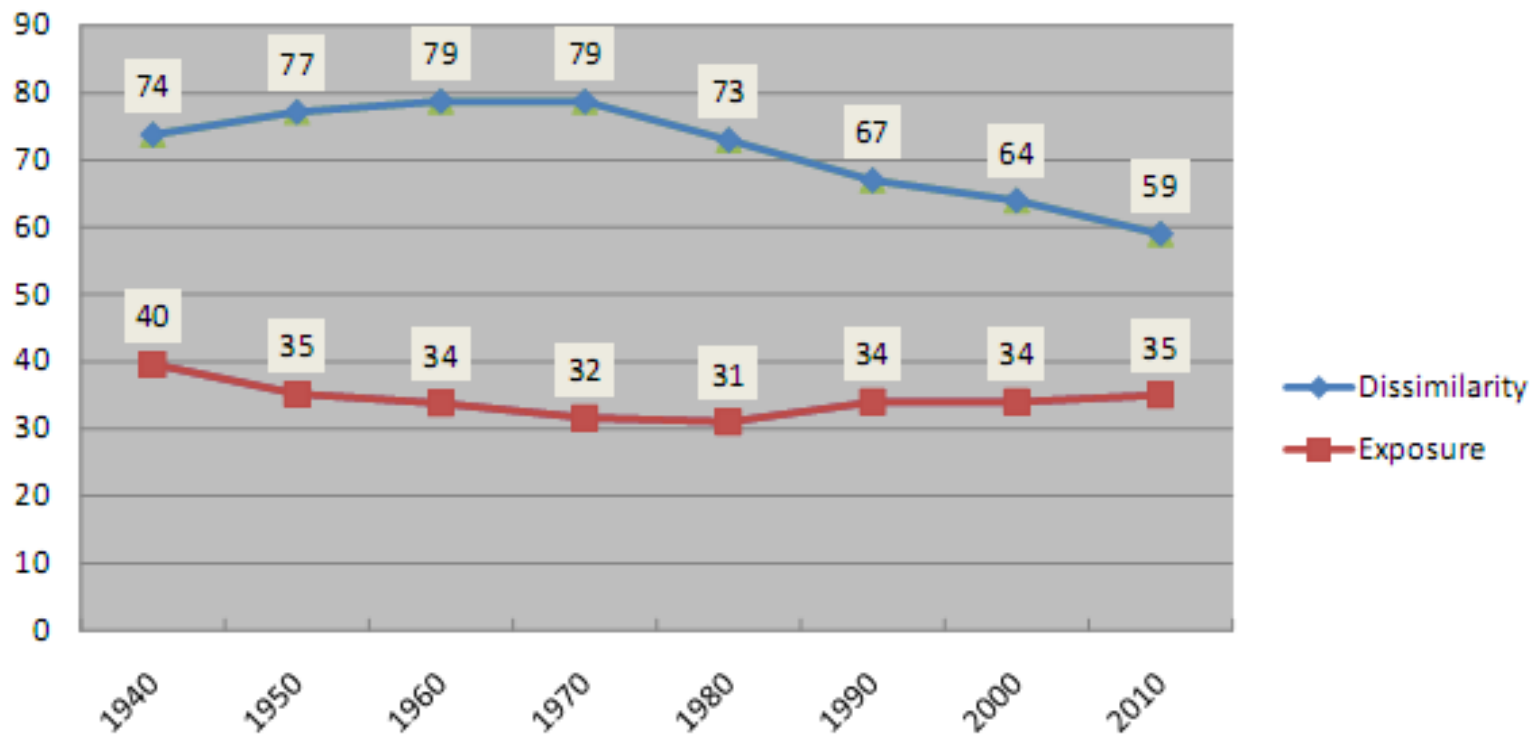
The average white, black, and Hispanic in metro areas lives in a neighborhood where a majority of neighbors are the same race/ethnicity as they are.

Figure 1. Diversity Experienced in Each Group's Typical Neighborhood - National Metropolitan Average, 2010 Census



Source: American Communities Project, Brown University

Figure 2. Black-white segregation trends, 1940-2010



Source: American Communities Project, Brown University

Dissimilarity is a measure of how separately whites and blacks live. Exposure means “the average black person lived in a neighborhood with what percent of white neighbors.”

The overall slow reduction in black-white segregation has some holdouts in large metros that became highly ghettoized during the Great Migration.

Table 3. Ghetto Belt: Large metropolitan regions with the highest persistent levels of segregation of African Americans

Metropolitan Region	1980			1990			2000			2010	
	D	N of blacks		D	N of blacks		D	N of blacks		D	N of blacks
New York, NY	81.7	1,970,078		82.0	2,152,074		81.3	2,406,384		79.1	2,288,352
Chicago, IL	88.6	1,388,741		84.6	1,374,963		80.8	1,529,008		75.9	1,471,017
Detroit, MI	83.0	824,876		85.6	845,313		85.9	880,545		79.6	753,330
Newark, NJ	82.8	403,702		82.7	410,444		80.4	480,157		78.0	457,849
Milwaukee-Waukesha, WI	83.9	149,520		82.8	195,247		82.2	240,859		79.6	270,518
Gary, IN	90.8	125,340		90.2	115,901		84.6	125,254		78.8	135,097
Blacks: these 6 regions		4,882,257			5,093,942			5,642,207			5,375,963
Blacks: national total		21,850,994			25,486,077			31,177,650			35,680,853

Segregation is not very strongly related to people's income, which comes as a surprise to most Americans

	Exposure to own group (isolation)			Exposure to whites (contact)		
	1990	2000	2005-2009	1990	2000	2005-2009
Non-Hispanic white total	83.1	77.9	74.8			
Poor ← Under \$40,000	81.7	76.3	74.0			
Middle	83.4	78.0	75.1			
Affluent ← Over \$75,000	84.0	78.9	75.3			
Non-Hispanic black total	47.1	44.4	40.7	41.7	39.0	39.8
Poor	49.6	47.1	42.9	39.7	36.7	38.3
Middle	45.0	43.1	39.7	43.5	40.1	40.5
Affluent	43.1	40.2	36.2	44.6	42.6	42.9
Hispanic total	37.1	40.7	41.8	46.4	40.7	39.5
Poor	41.5	44.8	45.0	41.5	36.4	36.4
Middle	35.7	39.8	41.1	48.2	41.8	40.3
Affluent	29.8	34.4	36.0	54.4	47.1	45.2
Asian total	16.9	16.5	17.5	59.2	53.5	52.1
Poor	16.4	16.5	17.5	56.0	49.2	48.4
Middle	16.7	15.8	16.7	58.4	52.7	51.1
Affluent	17.4	16.8	18.0	62.1	56.7	54.9

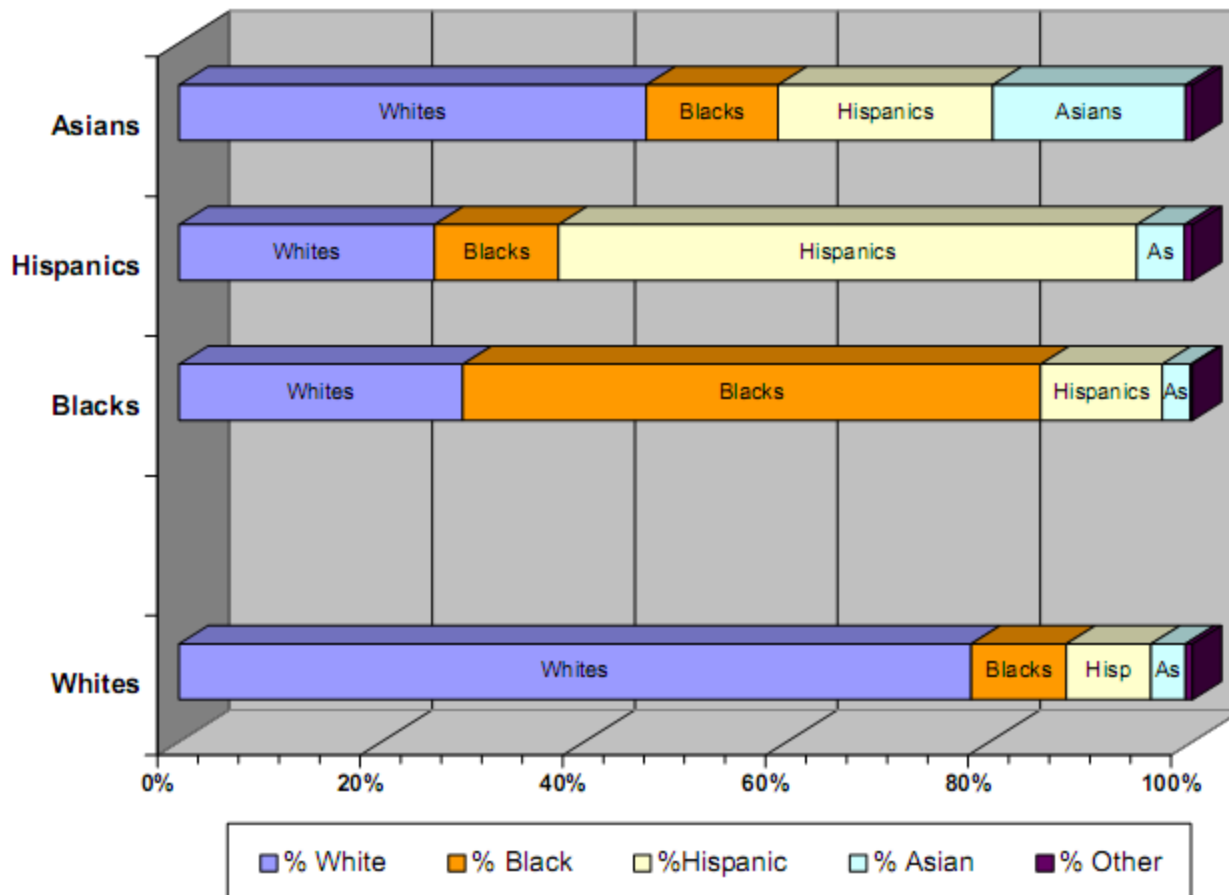
Segregation is strongly linked to living in poorer neighborhoods, regardless of one's own income

	Mean values for group members			Ratio to white mean		
	1990	2000	2005-2009	1990	2000	2005-2009
Non-Hispanic white total	9.9	9.4	10.7			
Poor	12.4	11.6	12.9			
Middle	9.9	9.6	10.9			
Affluent	7.8	7.7	8.9			
Non-Hispanic black total	21.4	18.9	19.0	2.15	2.00	1.77
Poor	24.8	21.9	21.8	2.50	2.32	2.02
Middle	18.8	17.3	17.3	1.89	1.83	1.61
Affluent	15.4	14.3	13.9	1.55	1.52	1.29
Hispanic total	18.9	17.8	17.3	1.90	1.89	1.61
Poor	22.6	20.9	19.9	2.27	2.21	1.85
Middle	17.3	16.8	16.2	1.74	1.78	1.51
Affluent	13.3	13.5	13.0	1.33	1.43	1.21
Asian total	11.7	11.7	11.3	1.18	1.24	1.05
Poor	16.3	16.3	15.2	1.64	1.72	1.41
Middle	11.7	11.9	11.6	1.18	1.26	1.08
Affluent	8.3	8.7	8.7	0.84	0.92	0.81

SCHOOLS

The average white, black, and Hispanic 4th grader in metro areas attends a school where a majority of classmates are their same race/ethnicity.

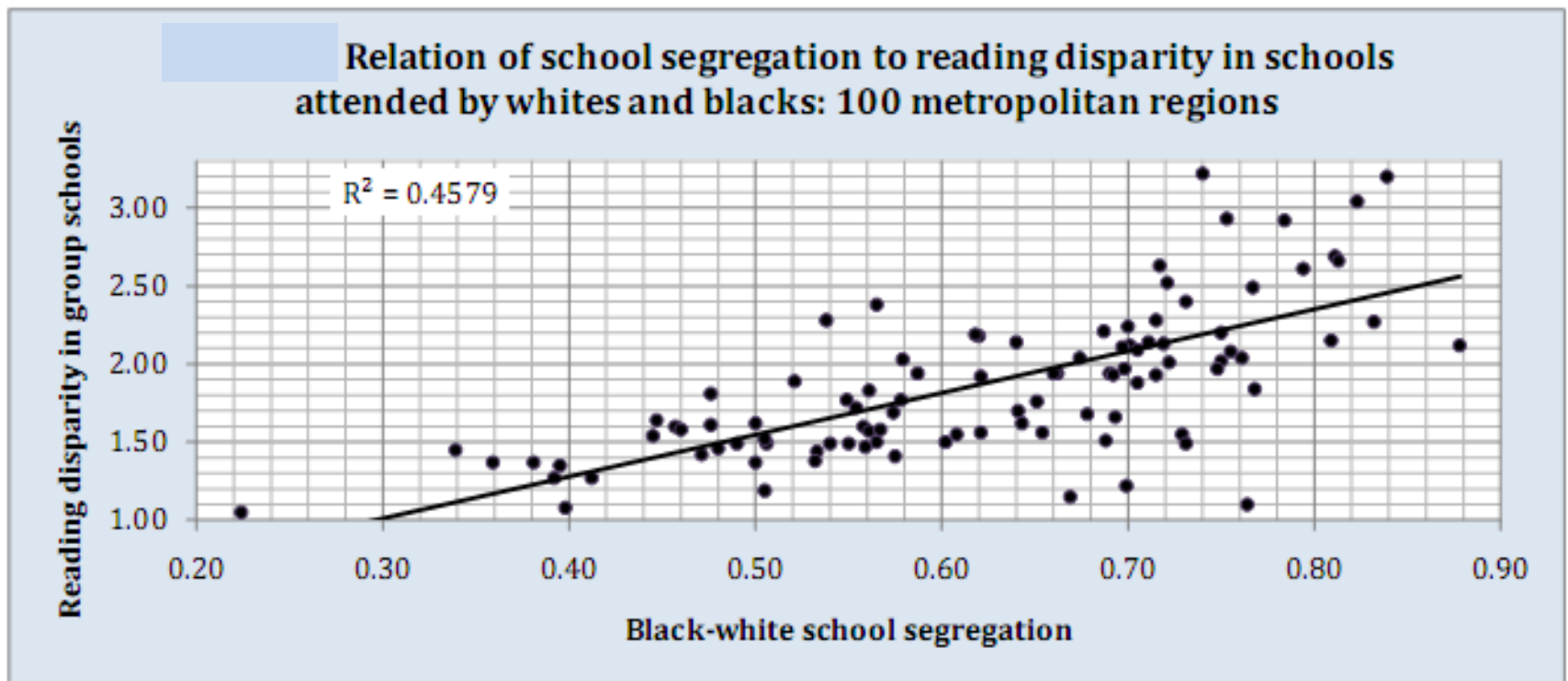
Figure 1. Diversity Experienced in Each Group's Typical School - National Metropolitan Average



The social and spatial inequalities that are produced by this system: in the U.S., neighborhood disparities appear directly in the schools that children attend ...

Characteristics of public elementary schools attended by the average 4th grader, by race				
Test scores	White	Black	Hispanic	Asian
Reading	54.8	27.5	33.2	52.0
Math	52.2	28.2	35.7	52.1
Percent Free/Reduced Lunch	42.9%	74.6%	68.4%	52.0%
Racial composition				
Percent White	61.1%	17.4%	18.4%	30.4%
Percent Black	10.7%	55.9%	12.2%	12.6%
Percent Hispanic	18.9%	20.4%	62.4%	26.6%
Percent Asian	4.9%	3.3%	4.2%	24.3%

Disparities in school performance of schools attended by whites and blacks are directly related to the level of school segregation.



Some comparisons of neighborhood and school segregation nationally (the average metro region) with four metropolitan regions in Connecticut.

- How is Connecticut doing?
- Are there differences across regions in Connecticut?

There is a high level of diversity in CT, in the total population and in the school population (4th graders) – less in Norwich-New London.

Racial/ethnic composition of metro and school population, 2010					
	National Metro	Bridgeport- Stamford- Norwalk	Hartford	New Haven- Milford	Norwich- New London
NEIGHBORHOODS					
White	61.3%	66.2%	71.6%	67.5%	78.3%
Black	13.4%	10.8%	10.9%	12.8%	6.8%
Hispanic	18.1%	16.9%	12.5%	15.0%	8.5%
Asian	6.1%	5.1%	4.4%	3.9%	4.9%
SCHOOLS (4TH GRADERS)					
White	47.9%	58.1%	60.6%	53.1%	68.1%
Black	16.2%	12.6%	13.5%	17.1%	8.3%
Hispanic	26.7%	22.4%	18.2%	24.1%	13.5%
Asian	5.1%	5.5%	5.2%	4.1%	5.1%

Asians are less segregated in CT than the national average.

Blacks and Hispanics in Norwich-New London are less segregated/isolated than in other CT metros.

Other CT metros are above the national average in both neighborhood and school segregation for blacks and Hispanics.

Segregation (Dissimilarity) in Neighborhoods and Schools, 2010					
	National Metro	Bridgeport-Stamford-Norwalk	Hartford	New Haven-Milford	Norwich-New London
NEIGHBORHOODS					
Segregation from whites					
Black	59.1	66.1	62.3	62.2	48.9
Hispanic	50.8	59.2	58.4	54.4	45.6
<i>Asian</i>	<i>41.6</i>	<i>29.0</i>	<i>35.0</i>	<i>28.4</i>	<i>35.0</i>
SCHOOLS (4TH GRADERS)					
Segregation from whites					
Black	63.0	70.8	67.8	68.1	56.2
Hispanic	56.0	62.7	61.6	60.5	56.4
<i>Asian</i>	<i>47.7</i>	<i>30.4</i>	<i>38.3</i>	<i>31.6</i>	<i>36.4</i>

Exposure to neighborhood and school poverty for whites and Asians is lower in CT than the national average.

Disparities with blacks and Hispanics are similar at the neighborhood level, greater in schools.

	National Metro	Bridgeport- Stamford- Norwalk	Hartford	New Haven- Milford	Norwich- New London
NEIGHBORHOODS					
Poor neighbors					
Whites	10.7%	5.8%	6.8%	8.0%	6.2%
Blacks	19.0%	14.7%	17.0%	18.0%	11.4%
Hispanics	17.3%	13.7%	19.7%	18.0%	11.1%
Asian	11.3%	8.1%	9.8%	10.6%	7.7%
SCHOOLS (4TH GRADERS)					
Share of poor classmates					
White	42.9%	15.7%	19.4%	26.7%	23.6%
Black	74.6%	69.7%	60.7%	70.5%	56.3%
Hispanic	68.4%	61.0%	64.6%	68.6%	57.1%
Asian	52.0%	30.8%	25.8%	25.9%	33.1%

What have we learned?

- 1. Neighborhood segregation translates into school segregation.**
- 2. For blacks and Hispanics, separate means unequal.**
- 3. Connecticut shares many features with the national patterns, but:**
 - Asians in Connecticut are less segregated than nationally.**
 - Blacks and Hispanics are more segregated, and this translates into higher poverty environments particularly in the schools.**