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State of New York City's Housing and Neighborhoods

2018 Focus:

The Diversity of New York City's Neighborhoods and Schools



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The State of New York City's Housing and Neighborhoods report, published annually by the NYU Furman Center, provides a compendium of data and analysis about New York City's housing, land use, demographics, and quality of life for each borough and the city's 59 community districts. This year's full report—including citywide analysis and city, borough, and community district data—is available at furmancenter.org.

Introduction

In 2014, The Civil Rights Project/Proyecto Derechos Civiles at the University of California, Los Angeles released a report identifying New York State's schools as the most segregated in the country.¹ The racial/ethnic segregation in New York City's public schools was a major contributing factor. That report, along with concern among educators and activists about the large number of racially and economically isolated schools in the city, generated intense public discussions about diversity in schools.²

Since then, New York City has moved forward with several initiatives aimed at increasing diversity within the city's public schools. In addition to supporting efforts for diversity admissions plans at the school and district level, the New York City Department of Education (NYCDOE) released a set of citywide policy goals as part of their Equity and Excellence for All: Diversity in New York City Public Schools agenda and formed a School Diversity Advisory Group (SDAG) to address citywide policies and practices. SDAG released their own report with a set of recommendations for policies that would further add to the citywide goals set by the NYCDOE in 2019.³

At the same time that the NYCDOE has continued this work, the Department of Housing Preservation and Development (HPD) and the New York City Housing Authority (NYCHA) are leading the Where We Live initiative, a planning process

to “build more just and inclusive neighborhoods.” Part of this initiative includes making salient policy connections between housing and other public services anchored to where one lives, such as education.⁴ In May 2019, the New York City council held a public hearing on several proposals focused on reducing segregation in New York City schools.⁵

Despite these parallel efforts, there has been little rigorous analysis of the links between neighborhood and school diversity.⁶ Yet understanding these connections is critical for crafting effective policy solutions. This year's focus chapter helps to fill this gap by examining the racial/ethnic diversity of the city's public elementary schools and its relationship to residential demographics across the city. Although an analysis of socioeconomic diversity would also be valuable, our focus here is racial/ethnic diversity—a central measure of diversity and focus of the policy conversation in New York City's schools. Section I describes the racial/ethnic composition of New York City's public elementary student population, while Section II examines the racial/ethnic diversity of individual public elementary schools, the variation in school characteristics by racial/ethnic mix, and changes in school composition over time. Finally, Section III explores the connections between the demographics of the city's neighborhoods, as captured by traditional public elementary school zones, and the racial/ethnic diversity of traditional public elementary schools.

1 The Civil Rights Project/Proyecto Derechos Civiles at the University of California, Los Angeles. (2014). *New York State's extreme school segregation: Inequality, Inaction and a Damaged Future*.

2 Several initiatives to address school segregation have also moved forward at the state level. In 2014, the New York State Education Department (NYSED) announced the Socioeconomic Integration Pilot Program (SIPP). This grant program is intended to increase student achievement in selected priority and focus schools by encouraging greater socioeconomic integration in these schools. In the 2017 expansion of SIPP, the New York State Board of Regents expressed a desire to achieve a better racial/ethnic balance across schools as well as a better balance of Students with Disabilities or English Language Learners.

3 School Diversity Advisory Group. (2019). *Making the Grade: The Path to Real Integration and Equity for NYC Public School Students*.

4 Across the country cities are advancing efforts to promote cross-sector collaboration—including between housing and education, in order to address challenging city issues.

5 Additionally, in 2018, led by Council Member Brad Lander, the New York City Council released *Desegregating NYC: Twelve Steps Toward a More Inclusive City*—a twelve step proposal aimed at creating a more inclusive and equitable city through public policy interventions in housing, education, and infrastructure. Note a follow up report released April 2019 highlighted modest progress towards these goals.

6 The following reports have provided insight in recent years: Center for New York City Affairs (CNYC). (2016). *Segregated Schools in Integrated Neighborhoods: The City's Schools are Even More Divided than Our Housing*; The Civil Rights Project/Proyecto Derechos Civiles. (2019). *School Integration in Gentrifying Neighborhoods: Evidence from New York City*. However, the CNYC report only focused on the 2014-15 school year whereas we aim to examine the relationship between neighborhood and school diversity over time. The report from The Civil Rights Project/Proyecto Derechos Civiles only examined the school population in what the authors identified as the city's most rapidly gentrified census tracts whereas we look at the relationship between neighborhoods and schools citywide. Finally, both reports aggregate Black and Hispanic patterns whereas we aim to discuss each racial/ethnic groups separately.

Key Findings

This report describes the racial and ethnic diversity of the city's public elementary schools, shows how that diversity changes over time, examines how school characteristics vary by racial/ethnic diversity, and analyzes the links between neighborhood and school diversity. Our findings include:

The Current State of School Diversity

- New York City's public elementary school classrooms do not look like the city as a whole—while 3 in 10 New Yorkers overall and 1 in 4 children ages 5-9 are white, the white share of students enrolled in public school is less than 15 percent. Correspondingly, Black and Hispanic students are over-represented in public schools.
- Overall, 6 in 10 public school students attend schools classified as diverse, defined as schools with at least 20 percent enrollment from two separate racial/ethnic groups.
- Black and Hispanic students are much more likely to share schools with each other than with any other racial/ethnic group. Roughly 9 in 10 Black students and 7 in 10 Hispanic students attend schools classified as Black-Hispanic, predominantly Black, or predominantly Hispanic.
- In contrast, roughly 7 in 10 white students and 8 in 10 Asian students attend schools with a significant share of students (20% or more) from a different racial/ethnic group.
- Overall, 39 percent of NYC public elementary school students attend predominantly one-group schools, 28 percent attend Black-Hispanic schools, and 33 percent attend other types of diverse schools.
- Segregation is not creating separate but equal schools. For example, predominantly white schools have an average economic need index (an index that goes from 0 to 1 and captures the likelihood that students at the school are in poverty) of 0.24 while predominantly Hispanic and Black-Hispanic schools have an average economic need index of 0.87.

How Diversity Is Changing Over Time

- Public elementary school students generally attended schools with fewer same-group peers in the 2017-18 school year than they did in the 2005-06 school year. The one exception was Asian students who attended schools with more same-group peers in 2017-2018.
- The vast majority of diverse schools remained diverse over this 12-year period.
- Among diverse elementary schools, Hispanic-Asian schools were the most likely to remain in their same diverse category over the 12-year period. Black-Hispanic and Hispanic-White schools were not far behind.

Connections Between Neighborhoods and Schools

- The traditional public elementary schools in racially/ethnically diverse neighborhoods did not necessarily exhibit that same diversity. This divergence was especially pronounced in diverse neighborhoods that included white residents.
- When the population of school zones diversified, their elementary schools diversified as well, but school changes were far more muted. For example, when a school zone with minimal white presence saw a gain in its white residential population share of more than 10 percentage points, the white student share rose on average by just 1.6 percent. Schools in these neighborhoods became less Black, and more Asian and Hispanic.

I. New York City's Public Elementary School Students

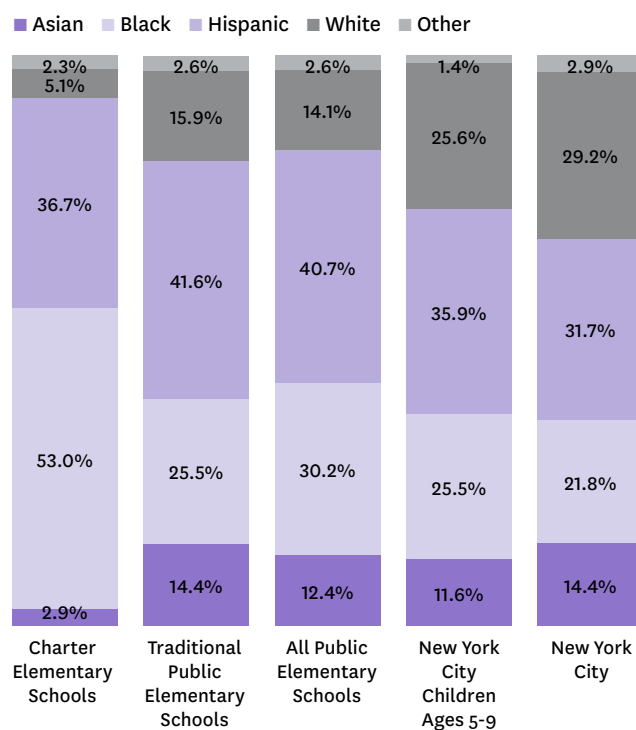
To set the context, this section describes the racial/ethnic composition of the elementary student population citywide by school type, and highlights notable trends over time for particular subgroups. During the 2017-18 school year, the NYCDOE served 1,135,334 students—making the New York City public school system the largest school district in the country.^{7,8} Of the students served by the NYCDOE, over 540,000 were enrolled in public elementary schools⁹—84.8 percent of elementary school students were in traditional public schools and 15.2 percent were in charter schools.¹⁰

1. In the 2017-18 school year, the racial/ethnic composition of charter schools differed from that of traditional public elementary schools and neither reflected the racial/ethnic composition of New York City overall.

Figure 1 shows that the racial/ethnic composition of public elementary students in the 2017-18 school year differed from the citywide racial/ethnic composition.¹¹ Most notably, the share of public elementary school students who were white was 11.5 percentage points lower than the share of elementary-school age children (ages 5-9) in New York City and 15.1 percentage points lower than the share of New Yorkers as a whole.

Furthermore, the racial/ethnic composition of traditional public elementary schools and the growing number of charter schools differed substantially from one another. Elementary charter schools had a student population comprised of more Black, and fewer Asian, Hispanic, and white students than traditional public elementary schools. Specifically, the share of traditional public elementary students who were Black was 27.5 percentage points lower than the share of charter elementary school students. Conversely, the shares of students who were Hispanic (41.6%), white (15.9%), and Asian (14.4%) in traditional public elementary schools were, respectively, 4.9, 10.8, and 11.5 percentage points higher than the corresponding shares for the charter elementary school student population.

Figure 1. The Racial/Ethnic Composition of Public Elementary Schools by Type and New York City, 2017-18



Sources: NYCDOE Demographic Snapshots 2013-18, American Community Survey 2013-17, NYU Furman Center

7 New York City Department of Education Demographic Snapshot 2013-2018.

8 The second largest school district, the Los Angeles Unified School District, served 718,871 students during the same school year. Superintendent's Final Budget, 2017-18. LAUSD.

9 Elementary schools are defined as schools with a kindergarten during the relevant school year. Typical elementary schools include grades K-5. For this analysis, our data also includes a small group of K-8 schools. Additionally, our analysis does not include District 75 schools. District 75 schools provide highly specialized instructional support for students with variety of cognitive, socioemotional and physical management needs in classes with smaller ratios than other schools and commonly serve students through high school. A sidebar is included in Section II on the racial/ethnic diversity in District 75 schools for the 2017-18 school year.

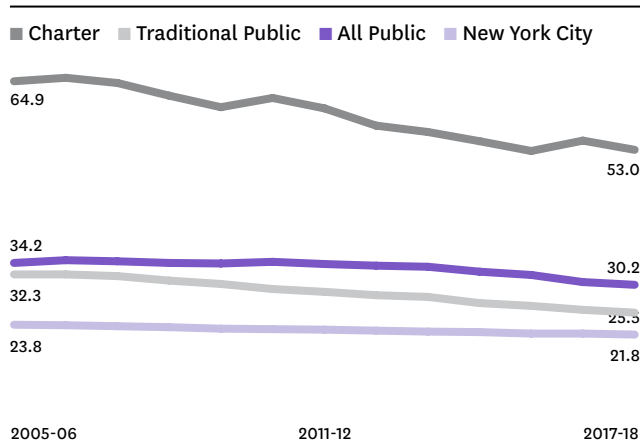
10 New York City Department of Education Demographic Snapshot 2013-2018.

11 It is not possible to disaggregate the data for Children Ages 5-9 who were Asian and Black by Hispanic ethnicity, therefore some modest double counting may occur for those two racial/ethnic groups in Figure 1. The "other" category for this column represents the difference between the sum of the other four racial/ethnic groups and 100.

2. Between the 2005-06 and the 2017-18 school years, the share of public elementary students who were Black decreased while the share who were Hispanic increased.

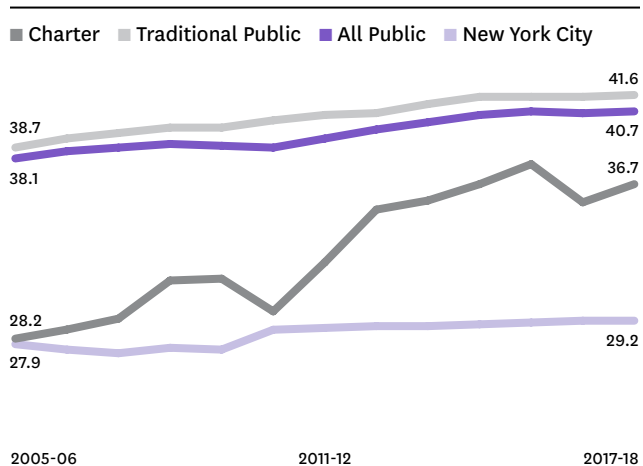
Figure 2 shows that both charter and traditional public elementary schools saw declines in the share of students who were Black and an increase in the share of students who were Hispanic between the 2005-06 and 2017-18 school years, though these trends were more pronounced for charter schools. In the 2005-06 school year, 64.9 percent of charter elementary school students and 32.3 percent of traditional public elementary school students were Black. By 2017-18, the share of charter elementary students who were Black dropped 11.9 percentage points to 53.0 percent. Similarly, the share of traditional public school students who were Black dropped 6.8 percentage points to 25.5 percent. In both cases, the drop in the share of students who were Black was accompanied by an increase in the share of students who were Hispanic. The share of traditional public elementary school students who were Hispanic increased 2.8 percentage points between 2005-06 and 2017-18 and the share of charter elementary school students who were Hispanic increased 8.5 percentage points in the same time frame. The shares of students who were white and Asian rose slightly during this period. The student trends reflect but are more pronounced than the trends in racial/ethnic composition of the city population as a whole, with the Black share of New Yorkers declining 2.0 percentage points from 23.8 percent in 2005-06 to 21.8 percent in 2017 and the Hispanic share of New Yorkers increasing 1.3 percentage points from 27.9 percent to 29.2 percent in the same time frame.¹²

Figure 2A. Share of Public Elementary School Students Who Were Black by School Type, New York City, 2005-06—2017-18



Sources: School-Level Master File 1996-2016, NYSED Report Card Database, NYCDOE Demographic Snapshot 2013-2018, NYU Furman Center

Figure 2B. Share of Public Elementary School Students Who Were Hispanic by School Type, New York City, 2005-06—2017-18



Sources: School-Level Master File 1996-2016, NYSED Report Card Database, NYCDOE Demographic Snapshot 2013-2018, American Community Survey, NYU Furman Center

¹² One-year American Community Survey estimates 2005-2017, NYU Furman Center.

II. Racial/Ethnic Diversity in New York City's Public Elementary Schools

Racial segregation in schools and neighborhoods continues to be associated with disparities in educational achievement and socioeconomic outcomes.¹³ In this section, we look more closely at the diversity of the city's public elementary schools. We analyze the distribution of students across schools with various categories of racial/ethnic composition, describe how school characteristics vary across these categories, and finally examine the racial/ethnic stability of schools over time. We group together traditional public and charter elementary schools, though we provide separate analyses for each school type in the appendices.¹⁴

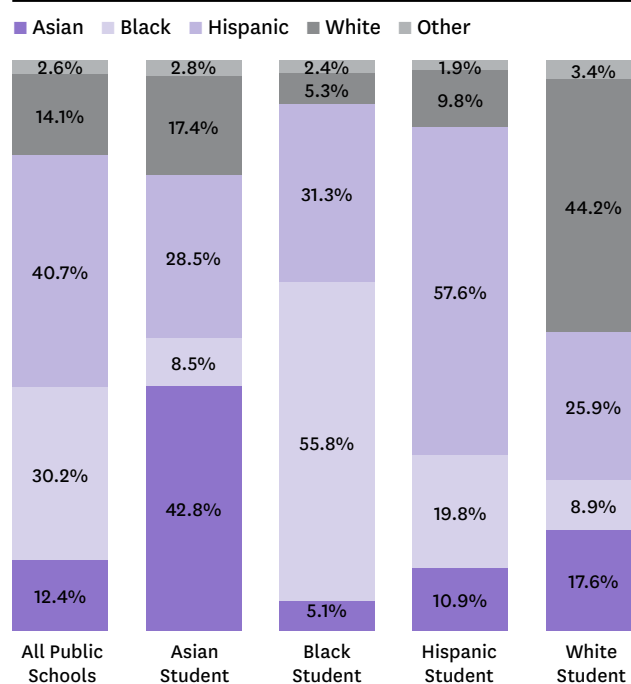
1. In the 2017-18 school year, Asian and white students attended public elementary schools with relatively more same-group peers than Black and Hispanic students.

A significant body of research has also shown that students from all backgrounds benefit from diverse schools.¹⁵ One common measure of segregation is the degree to which students attend schools with same-group peers.¹⁶ The first bar in Figure 3 shows that if the city's public schools were perfectly integrated, every student in the 2017-18 school year would have attended a school that was 12 percent Asian, 30 percent Black, 41 percent Hispanic, 14 percent white, and 3 percent other.

The other bars in the chart highlight how far the city's public elementary schools fall from this benchmark. They show the racial composition of the schools attended by the average student of each racial/ethnic group and illustrate that students of all groups disproportionately attended schools with same-group peers. For example, the typical Asian student attended a school that was 43 percent Asian, despite the fact that only 12.4 percent of the elementary school population as a whole was Asian. Similarly, the typical white student attended a school that was 44.2 percent white, while only 14.1 percent of the total elementary school population was white. Notably, Asian and white students attended schools with an average black student share of under 9 percent.

The racial/ethnic composition of the schools attended by Black and Hispanic students more closely matched the racial/ethnic composition of the total student population, though because of their greater numbers, they attended schools with more same-group peers.

Figure 3. The Racial/Ethnic Composition of All Public Elementary Schools and of Schools Attended by the Average Student by Racial/Ethnic Group, New York City, 2017-18



Sources: NYCDOE Demographic Snapshot 2013-2018, NYU Furman Center

13 R. A. Mickelson. (2008). Twenty-first Century Social Science Research on School Diversity and Educational Outcomes. *Ohio State Law Journal* 69: 1173–228; De la Roca J, Ellen IG, and O'Regan KM. (2014). Race and neighborhoods in the 21st century: What does segregation mean today? *Regional Science and Urban Economics*. 47:138-51; NYU Furman Center. (2015). *Black and Latino Segregation and Socioeconomic Outcomes*.

14 In most cases, there was variation between school types with respect to student characteristics and stability.

15 Wells AS, Fox L, and Cordova-Cobo D. (2016). "How Racially Diverse Schools and Classrooms Can Benefit All Students." The Century Foundation.

16 This is known as the isolation index.

Defining Racial/Ethnic Diversity

There are many ways to categorize the racial/ethnic composition of schools. For this analysis, we have created 12 categories based on racial/ethnic composition.

Schools are classified as predominantly Asian, predominantly Black, predominantly Hispanic, and predominantly white schools if more than half of the students belong to the respective category and no other single group makes up more than 20 percent of the student population. We refer to these four types of schools as predominantly one-group schools in our discussion below.¹⁷

We also define eight separate categories of diverse schools. Schools with two racial/ethnic groups (Black-White, Black-Asian, Hispanic-White, Hispanic-Asian, Asian-White, Black-Hispanic) include schools where each of the two groups makes up at least 20 percent of the student population while no more than 20 percent of students belong to any other single group. Black-Hispanic-Asian schools include schools where at least 20 percent of students are part of each racial/ethnic group and white students make up less than 20 percent of the student body. Finally, White-Mix schools have a white population share of 20 percent and at least two other groups each make up at least 20 percent of students.¹⁸

Predominantly One-Group

- Predominantly Asian
- Predominantly Black
- Predominantly Hispanic
- Predominantly White

Diverse

- Black-White
- Black-Asian
- Hispanic-White
- Hispanic-Asian
- Asian-White
- White-Mix
- Black-Hispanic-Asian
- Black-Hispanic

¹⁷ One public elementary school did not fit into any of these categories because only one group made up more than 20 percent of the student body, but it did not quite constitute a majority of students. As a result, for some of the tables in Section II, percentages may not sum to 100.

¹⁸ Note that we include five schools in the White-mix category in which all four racial/ethnic groups comprised at least 15 percent of the student body, and no group comprised a majority.

2. More elementary school students attended Black-Hispanic schools in 2017-18 than any other school category. But patterns vary by race/ethnicity.

Table 1 shows the share of public elementary school students enrolled in each school category by racial/ethnic group and overall. In the 2017-18 school year, 27.8 percent of all public elementary school students attended Black-Hispanic schools, 32.7 percent attended other categories of racially/ethnically diverse schools, and 39.4 percent of students attended predominantly one-group schools. These patterns varied by racial/ethnic group, though students from all four groups were more likely to attend diverse schools than predominantly one-group schools.

White public elementary school students were the only group that was more likely to attend predominantly one-group schools than any other school type, though over two-thirds of white students attended schools with significant representation from other racial/ethnic groups. Students who were Asian most commonly attended Hispanic-Asian schools (26.3%), while both Hispanic and Black students were most likely to attend Black-Hispanic schools (34.1% and 45.8% respectively).

To better understand the public elementary schools that students attend in the predominantly one-group category, we further divide each of the predominantly one-group categories into schools where one racial/ethnic group made up over 80 percent of the student population and those where one racial/ethnic group made up 50 to 80 percent of the student population (Figure 4). In general, predominantly white and Asian public elementary schools were more likely to be 50-80 percent white and Asian respectively, while predominantly Black and predominantly Hispanic schools were more likely to be more than 80 percent Black or Hispanic, respectively. To some extent, this reflects the larger Black and Hispanic representation in the city's schools.

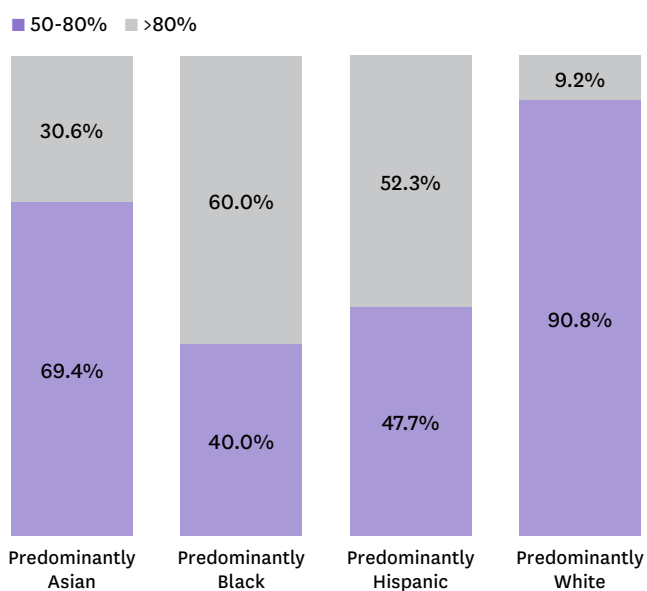
Table 1. The Share of All Public Elementary School Students Enrolled in Each School Category, New York City, 2017-18

		% of Asian Students Enrolled in School Category	% of Black Students Enrolled in School Category	% of Hispanic Students Enrolled in School Category	% of White Students Enrolled in School Category	% of All Students Enrolled in School Category
Black-White	> 20% Black and > 20% White; all other groups < 20% each	0.6%	1.9%	0.5%	3.4%	1.4%
Black-Asian	> 20% Black and > 20% Asian; all other groups < 20% each	0.9%	0.4%	0.1%	0.1%	0.3%
Hispanic-White	> 20% Hispanic and > 20% White; all other groups < 20% each	5.1%	1.9%	7.5%	20.5%	7.7%
Hispanic-Asian	> 20% Hispanic and > 20% Asian; all other groups < 20% each	26.3%	1.8%	10.3%	4.2%	9.7%
Asian-White	> 20% Asian and > 20% White; all other groups < 20% each	12.7%	0.5%	1.6%	11.8%	4.8%
White-Mix	> 20% White and at least two other racial groups > 20%	12.9%	2.1%	5.6%	15.2%	7.4%
Black-Hispanic-Asian	> 20% Black and > 20% Hispanic and > 20% Asian; all other groups < 20% each	3.0%	1.5%	1.0%	0.3%	1.4%
Black-Hispanic	> 20% Black and > 20% Hispanic; all other groups < 20% each	5.0%	45.8%	34.1%	5.2%	27.8%
Diverse Subtotal		66.6%	55.9%	60.7%	60.8%	60.5%
Predominantly Asian	> 50% Asian; all other groups < 20% each	22.1%	0.8%	1.4%	2.1%	4.7%
Predominantly Black	> 50% Black; all other groups < 20% each	1.7%	36.5%	3.1%	1.4%	11.4%
Predominantly Hispanic	> 50% Hispanic; all other groups < 20% each	5.4%	5.6%	32.5%	4.2%	16.4%
Predominantly White	> 50% White; all other groups < 20% each	4.1%	1.0%	2.3%	31.4%	7.0%
Predominantly One-Group Subtotal		33.3%	43.8%	39.3%	39.1%	39.4%
Total		99.9%	99.8%	100.0%	99.8%	99.9%
Not Captured		0.1%	0.2%	0.0%	0.2%	0.1%

Sources: NYCDOE Demographic Snapshot 2013-2018, NYU Furman Center

Note: Purple text indicates the highest value for each racial/ethnic group.

Note that these predominantly one-group public elementary schools have grown more diverse over time. Most notably, the share of the predominantly white schools that were over 80 percent white fell from 39.6 percent in 2005-06 to 9.2 percent in 2017-18. The shares of predominantly Asian schools, predominantly Black and predominantly Hispanic schools where over 80 percent of students were Asian, Black or Hispanic respectively, also saw percentage point decreases between 2005-06 and 2017-18 of 5.1, 20.9, and 10.9 respectively. Below we further explore changes over time in school diversity.

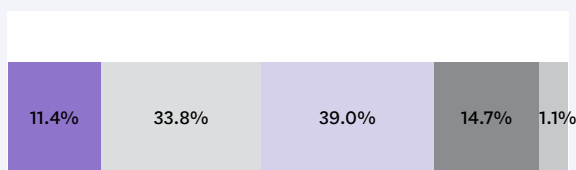
Figure 4. Shares of Predominantly One-Group Public Elementary Schools that are 50-80% and More Than 80% One Racial/Ethnic Group, New York City, 2017-18

Sources: NYCDOE Demographic Snapshot 2013-2018, NYU Furman Center

District 75 Elementary Schools and Racial/Ethnic Diversity

For District 75 Elementary Schools, which provide highly specialized instructional support for students with a variety of cognitive, socioemotional and physical management needs, 11.4 percent of students were Asian, 33.8 percent were Black, 39.0 percent were Hispanic, 14.7 percent were white, and 1.1 percent were other race in the 2017-18 school year (Figure 1).

Figure 1. The Racial/Ethnic Composition of District 75 Elementary School Students, New York City, 2017-18



Sources: NYC Demographic Snapshot 2013-18, NYU Furman Center

Additionally, the elementary schools that District 75 students attended in the 2017-18 school year all fell into a diverse school category. A majority of students attended Black-Hispanic schools (63.4%) and an additional 22.8 percent of students attended White-Mix schools (Table 1).

Table 1. The Share of District 75 Elementary School Students Enrolled in Each School Category, New York City, 2017-18

	% of Students Enrolled in School Category
Hispanic-White	5.6%
Hispanic-Asian	4.3%
White-Mix	22.8%
Black-Hispanic-Asian	2.1%
Black-Hispanic	63.4%
<i>Total</i>	<i>98.2%</i>
<i>Not Captured</i>	<i>1.8%</i>

Sources: NYC Demographic Snapshot 2013-18, NYU Furman Center

Note: One District 75 elementary school did not fit into any of these categories because only one group made up more than 20 percent of the student body, but it did not quite constitute a majority of students.

3. White elementary school students were more likely to share schools with Hispanic and Asian students than with Black students.

Table 2 shows the average racial/ethnic composition of each public elementary school category in the 2017-18 school year. For example, the average Black-Hispanic public elementary school was 2.8 percent Asian, 42.4 percent Black, 50.0 percent Hispanic, and 2.9 percent white. The table reveals that diverse schools that include a white student presence tended to have lower shares of Black students than Hispanic and Asian students. This is most notable in the White-Mix category, where the average school had far larger shares of students who were Asian (27.2%) and Hispanic (30.9%) than Black (7.3%). This is further supported in Table 1 by the lower share of white students who attended Black-White schools (3.4%) compared to the share of white students who attended Hispanic-White (20.5%) and Asian-White (11.8%) schools. In other words, white students were more likely to share schools with Hispanic and Asian students than with Black students.

4. Charter elementary school students were more likely to attend Black-Hispanic and predominantly Black schools than traditional public school students.

Overall, 60.5 percent of traditional public school students and 60.2 percent of charter school students attended diverse schools in the 2017-18 school year. However, vast majority of diverse charter schools were Black-Hispanic schools. Figure 5 shows the share of traditional public and charter elementary school students that attended each school category. The share of charter elementary school students who attended Black-Hispanic schools was 25.9 percentage points higher than the share of traditional public elementary school students. Similarly, the share of charter school students who attended predominantly Black schools was 26.4 percentage points higher than the share of traditional public school students. The greater share of charter school students in

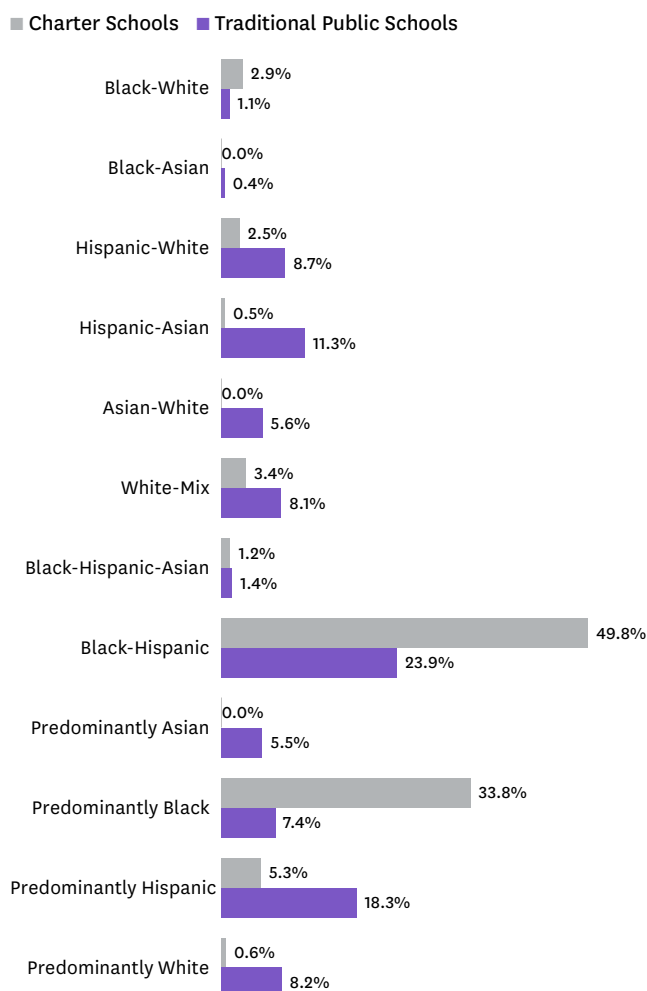
Table 2. The Average Racial/Ethnic Composition of All Public Elementary Schools by School Category, New York City, 2017-18

	# of Schools	Average % Asian in School Category	Average % Black in School Category	Average % Hispanic in School Category	Average % White in School Category
Black-White	13	7.2%	34.9%	14.5%	38.5%
Black-Asian	4	39.6%	30.7%	15.2%	4.9%
Hispanic-White	65	10.4%	6.2%	39.3%	41.1%
Hispanic-Asian	64	42.4%	4.8%	43.1%	6.7%
Asian-White	35	41.9%	2.7%	13.9%	38.5%
White-Mix	60	27.2%	7.3%	30.9%	31.7%
Black-Hispanic-Asian	12	33.7%	27.8%	29.0%	3.8%
Black-Hispanic	328	2.8%	42.4%	50.0%	2.9%
Predominantly Asian	36	74.0%	4.2%	12.5%	6.9%
Predominantly Black	130	2.4%	82.4%	11.0%	1.9%
Predominantly Hispanic	151	5.1%	8.7%	81.0%	4.0%
Predominantly White	65	9.2%	3.8%	13.1%	69.2%

Sources: NYCDOE Demographic Snapshot 2013-2018, NYU Furman Center

Note: Purple text indicates the shares above 20 percent.

predominantly Black and Hispanic-Black schools is driven by the comparatively high share of students in charter elementary schools who were Black (Figure 1). Conversely, the share of traditional public elementary school students attending predominantly Hispanic schools was 13.0 percentage points higher than the share of charter school students. Finally, the shares of charter school students attending any school category including students who were Asian or white was notably lower in most categories than the shares of traditional public school students attending the same school categories. Again, this is due to the comparatively low Asian and white shares in charter schools (Figure 1).

Figure 5. Share of Elementary Charter and Traditional Public School Students by School Categories, New York City, 2017-18

Sources: NYCDOE Demographic Snapshot 2013-2018, NYU Furman Center

Table 3. Average Public Elementary School Characteristics by School Category, New York City, 2017-18

	# of Schools	% of Students Proficient in ELA	% of Students Proficient in Math	% of Students with an ELL Designation	% of Students with an IEP	% of Students in Temporary Housing	% of Students Chronically Absent	Economic Need Index (ENI)
Black-White	13	59.2%	55.6%	4.6%	19.5%	4.9%	15.7%	0.45
Black-Asian	4	51.4%	50.5%	12.5%	15.4%	6.5%	19.7%	0.62
Hispanic-White	65	57.2%	55.5%	10.2%	20.2%	5.8%	17.2%	0.53
Hispanic-Asian	64	49.9%	53.9%	26.9%	16.6%	10.3%	16.7%	0.77
Asian-White	35	69.7%	74.2%	15.4%	14.5%	3.5%	11.0%	0.48
White-Mix	60	60.7%	62.3%	16.8%	17.7%	6.3%	16.0%	0.62
Black-Hispanic-Asian	12	48.2%	47.6%	12.9%	14.7%	10.2%	21.5%	0.73
Black-Hispanic	328	38.9%	38.1%	13.2%	23.9%	21.1%	32.6%	0.87
Predominantly Asian	36	64.5%	74.1%	27.1%	14.2%	6.9%	9.6%	0.67
Predominantly Black	130	47.3%	46.6%	4.7%	18.0%	13.0%	22.4%	0.71
Predominantly Hispanic	151	35.6%	35.7%	28.4%	22.0%	19.4%	24.6%	0.87
Predominantly White	65	74.5%	74.5%	5.4%	18.9%	2.2%	10.9%	0.24
All Public Schools	963	49.1%	49.8%	16.2%	20.0%	13.3%	21.9%	0.72

Sources: NYCDOE Demographic Snapshots 2013-18, School Quality Report 2017-18, NYU Furman Center

Note: Purple text indicates the highest value for each indicator.

5. Predominantly white elementary schools had the lowest average Economic Need Index (ENI).

These 12 categories of public elementary schools differed along dimensions beyond racial/ethnic composition. Table 3 shows the average student characteristics for each public elementary school category for the 2017-18 school year. Predominantly white elementary schools had, on average, the lowest share of students in temporary housing (2.2%) and the lowest ENI (0.24). The Economic Need Index (ENI) determines the likelihood that students at the school are in poverty. Predominantly Asian elementary schools had, on average, the lowest share of students who are chronically absent (9.6%) and the lowest share of students with IEPs (14.2%). At the other extreme, Black-Hispanic elementary schools had, on average, the highest share of students in temporary housing (21.1%), the highest share of students who were chronically absent (32.6%), and the highest share of students with an Individualized Education Plan (IEP) (23.9%).¹⁹ Additionally, Black-Hispanic schools and predominantly Hispanic schools had, on average, the highest Economic Need Indices (ENI) (0.87).²⁰

19 Individualized Education Plans (IEPs) are provided to all students with disabilities who require special education services. IEPs include the interests, strengths, needs, goals, and education program for the student and are legal documents that describe how the NYC DOE will provide the student a Free and Appropriate Education (FAPE) in the Least Restrictive Environment (LRE). Students with more severe needs, as determined by the IEP team, may be referred to District 75 schools. District 75 schools are not included in this calculation.

20 A school's ENI is the average of its students' Economic Need Values

6. The typical Black, Hispanic, and white elementary school students attended schools that were more racially/ethnic diverse in the 2017-18 school year than in the 2005-06 school year.

As for changes over time, New York City public elementary students generally attended more diverse schools in the 2017-18 school year than they did 12 years earlier. Figure 6 shows that the average Black public elementary school student attended a school that was 55.8 percent Black in the 2017-18 school year, down from 61.3 percent Black in 2005-06. This change was largely driven by the four percentage point decline in the overall share of public elementary schools who were Black over this 12-year period.²¹

Similarly, Hispanic and white public elementary school students also attended schools with fewer same-group peers in the 2017-2018 school year than in the 2005-06 school year, though differences were more modest. This suggests that, for most racial/ethnic groups, the typical student attended a more racially/ethnically diverse school in 2017-18 than in

(ENV). A student's ENV is 1.0 if the student is HRA-eligible or living in temporary housing. Otherwise, the student's ENV is based on the percentage of families (with school-age children) in the student's census tract whose income is below the poverty level, as estimated by the American Community Survey 5-Year Estimate. The student's ENV equals the decimal value of this percentage.

21 Exposure to same-group peers naturally grows or shrinks as the population of that group grows/shrinks, even if their distribution remains constant. A full table of isolation and exposure indices for students in the 2005-06 and 2017-18 school years is available in Appendix C.

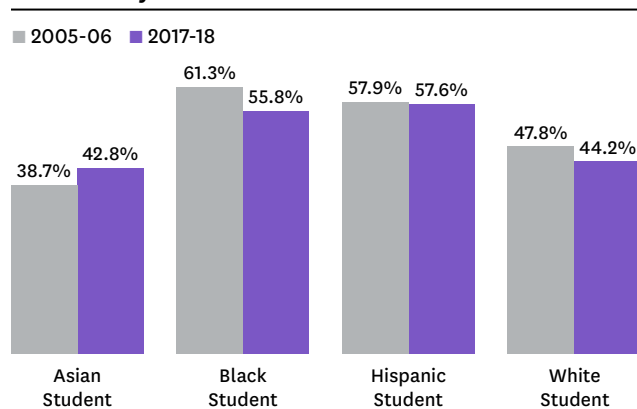
Table 4. The Stability of Diverse Public Elementary Schools, New York City, 2005-06—2017-18

	# of 2005-6 Schools	% of Schools that Remained in the Same Category in 2017-18	% of Schools in a Different Diverse Category in 2017-18	% of Schools in a Predominantly One Group Category in 2017-18	% of Schools Closed in 2017-18
Black-White	10	30.0%	20.0%	40.0%	10.0%
Black-Asian	5	20.0%	60.0%	20.0%	0.0%
Hispanic-White	48	66.7%	12.5%	20.8%	0.0%
Hispanic-Asian	50	72.0%	8.0%	20.0%	0.0%
Asian-White	51	45.1%	31.4%	23.5%	0.0%
White-Mix	41	43.9%	43.9%	12.2%	0.0%
Black-Hispanic-Asian	8	37.5%	62.5%	0.0%	0.0%
Black-Hispanic	242	69.8%	5.4%	15.3%	9.5%
All Diverse Schools	455	62.6%	14.7%	17.4%	5.3%

Sources: School-Level Master File 1996-2016, NYSED Report Card Database, NYCDOE Demographic Snapshot 2013-2018, NYU Furman Center

Note: Purple text indicates the highest value for each school category.

2005-06. The one exception was Asians, with the typical Asian public elementary school student attending a school that was 42.8 percent Asian in 2017-18, up from 38.7 percent in 2005-06.

Figure 6. Share of Same-Group Peers in Schools for Public Elementary School Students by Racial/Ethnic Group, New York City

Sources: School-Level Master File 1996-2016, NYSED Report Card Database, NYCDOE Demographic Snapshot 2013-2018, NYU Furman Center

The racial/ethnic diversity of public elementary schools also varied by school district. Part of our analysis in Section II is also available at the district-level for New York City's thirty-two school districts at furmancenter.org/school-district-diversity. Data from this analysis is available on traditional public elementary schools, charter elementary schools, and all public elementary schools—the aggregate category of traditional public and charter schools—for the 2017-18 school year.

7. The vast majority of diverse schools remained diverse between the 2005-06 and 2017-18 school years.

While the diversity of schools has grown modestly, a key question is how stable these racially/ethnically diverse schools are over time. Table 4 shows the share of public elementary schools that remained in the same school category between 2005-06 and 2017-18, the share that transitioned to a different diverse category, the share that transitioned to predominantly one-group, and the share that closed. Overall, 63 percent of diverse schools remained in the same category, 15 percent transitioned to a different diverse category, and 17 percent transitioned to a predominantly one-group school.

These shares varied across categories, however. Hispanic-Asian elementary schools were the most racially/ethnically stable over this 12-year period, though Black-Hispanic and Hispanic-White schools were not far behind. Diverse schools with more than two racial/ethnic groups were most likely to remain diverse. When they transitioned, Black-White, Hispanic-White, Hispanic-Asian, and Black-Hispanic schools were more likely to transition to predominantly one-group schools than to diverse schools.

III.

Connecting Elementary Schools to Neighborhood Racial/Ethnic Diversity

New York City’s neighborhoods have experienced significant demographic changes over the last decade, and an examination of the racial/ethnic diversity of New York City’s public elementary schools is incomplete without an understanding of the racial/ethnic diversity of the surrounding neighborhoods. In this section, we use traditional public elementary school zones as proxies for neighborhoods to compare the racial/ethnic diversity of the residential population to that of the population of students enrolled in traditional public elementary schools. We use the same thresholds and definitions we used for schools to place each school zone in a racial/ethnic category. Finally, we examine what happened to the average racial/ethnic composition of traditional public elementary schools when the residential population changed in the schools’ zones between the 2009-10 school year and the 2017-18 school year.

We focus in this section on traditional public elementary schools because these schools have clear geographic boundaries associated with them. (Charter schools, by contrast, have open lottery admissions policies with no associated school zones.) School zone boundaries do not neatly overlap with the boundaries used to report residential data by the American Community Survey (ACS), so we relied an interpolation method to aggregate the ACS five-year census tract estimates for racial/ethnic groups to the school zones.²²

1. Asian and white students are more segregated in traditional public elementary schools than Asian and white New Yorkers are in neighborhoods

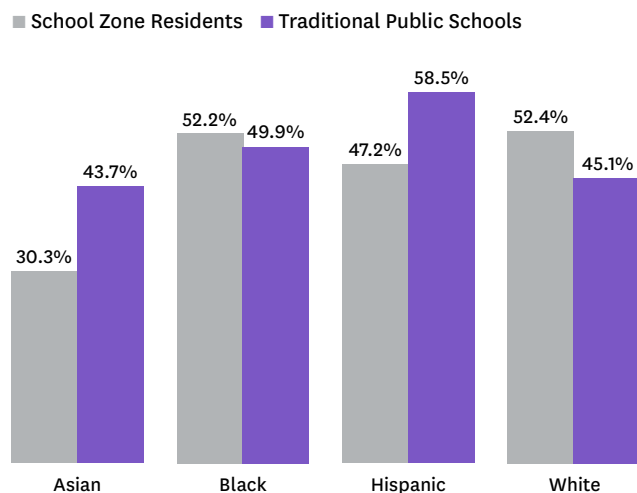
Figure 7 compares the share of same-group peers in the schools attended by the typical traditional public elementary school student of a given racial/group with the shares of same-group neighbors in the school zone lived in by the typical (or average) New Yorker.²³ Comparison across population groups reveals that the average Asian New Yorker lived in a school zone that was 30.3 percent Asian, while the average Asian traditional public elementary school student attended a school that was 43.7 percent Asian. Notably, this difference was not driven by differences in population shares: the share of students who were Asian in traditional public elementary schools was identical to the share of New Yorkers who were Asian (14.4%). Hispanic students were also more likely to see same-group peers in their schools than in their neighborhoods, though differences were not quite as stark. The opposite was true for Black and white students—they had fewer same-group peers in their schools than in their neighborhoods. On average, white and Black New Yorkers lived in school zones that were majority white and Black respectively, while the traditional public elementary schools they attended were not.

For whites, the lower shares of same-group peers in traditional public elementary schools than in neighborhoods was driven by the fact that white students only made up 15.9 percent of all public school students citywide while white residents made up nearly 30.0 percent of the full city population. Indeed, white traditional public elementary school students actually had more same-group peers relative to the population share in schools than white residents had in their neighborhoods relative to the white population share citywide.

²² See Methodology section for further explanation. We use the 2005-09 ACS estimates for the 2009-10 school year’s residential population and the 2013-17 ACS estimates for the 2017-18 school year. District 1, District 7, and District 23 elementary schools do not have school zones. District 1 and District 23 have open choice across the district. District 7 has a north and south priority area. For these districts, the zone residential population represents the population across the district or priority area.

²³ A full table of isolation and exposure indices for students and residents is available in Appendix C.

Figure 7. Share of Same-Group Peers in Schools and Zones for Public Elementary School Students and Zone Residents by Racial/Ethnic Group, New York City, 2017-18



Sources: American Community Survey 2013-17, NYCDOE Demographic Snapshot 2013-2018, NYU Furman Center

2. School zones with racially/ethnically diverse residential populations do not necessarily house similarly diverse public elementary schools.

Table 5 divides school zones into the same racial/ethnic categories we use for schools themselves and shows the average racial composition of the traditional public elementary schools associated with those zones. To some extent, schools reflect their zone's residential population. For example, in Black-Hispanic school zones (those in which the residential population was at least 20 percent Black and at least 20 percent Hispanic, but the Asian and white shares were below 20 percent), the average school was 38 percent Black and 54 percent Hispanic. In Hispanic-White schools, the average school population was 21 percent white and 57 percent Hispanic. In other words, these types of residentially diverse school zones housed similarly diverse elementary schools. However, if the zone's residential population was White-Mix or Black-White, the average school had a white student population share of well under 20 percent.

Table 5. The Average Racial/Ethnic Composition for Traditional Public Elementary Schools by Zone Category, New York City, 2017-18

	# of Zones	Average Asian % of School Population	Average Black % of School Population	Average Hispanic % of School Population	Average White % of School Population
Black-White	4	4.1%	63.7%	23.1%	6.7%
Black-Asian	23	36.7%	26.0%	19.9%	2.7%
Hispanic-White	90	9.4%	10.6%	56.7%	21.0%
Hispanic-Asian	32	39.4%	5.2%	46.9%	3.7%
Asian-White	73	47.4%	4.5%	18.2%	27.2%
White-Mix	53	20.6%	17.5%	47.6%	12.1%
Black-Hispanic-Asian	2	27.7%	38.9%	26.7%	2.3%
Black-Hispanic	185	3.8%	38.3%	53.9%	2.3%
Predominantly Asian	11	76.0%	3.1%	16.5%	3.4%
Predominantly Black	79	4.1%	75.5%	15.4%	2.3%
Predominantly Hispanic	61	5.9%	9.2%	80.8%	3.1%
Predominantly White	107	13.1%	8.2%	21.2%	54.0%
All Zones	720	12.4%	30.2%	40.7%	14.1%

Sources: American Community Survey 2013-17, NYCDOE Demographic Snapshot 2013-2018, NYU Furman Center

Note: Purple text indicates the shares above 20 percent.

3. When the population of school zones diversified, so did their elementary schools, though school changes were typically more modest.

To understand how diversifying a zone’s residential population could potentially affect the racial/ethnic composition of schools, we examined changes in traditional public elementary school composition in school zones that diversified residentially between 2009-10 and 2017-18, or that experienced a more than 10 percentage point gain in the share of residents who belonged to a racial/ethnic group that originally comprised less than 20 percent. Table 6 shows the average racial/ethnic group percentage point change in schools where the school zone’s population changed. In general, an increase in the share of residents who were a particular racial/ethnic group resulted in an increase in the share of elementary school students who were that same

racial/ethnic group. However, the change in the school population was much more modest. When the Asian share of residents in a zone increased by more than 10 percentage points, the share of students who were Asian in traditional public elementary schools in those zones rose by 5.0 percentage points on average. The Hispanic share of students in a school increased, on average, by 3.1 percentage points when the Hispanic population share in the zone increased by more than 10 percentage points. The black share of students in a school increased, on average, 2.0 percentage points when the black share of residents in the zone increased by more than 10 percentage points. The smallest impact on traditional public school student enrollment was seen when the share of residents who were white increased. When a zone’s white population share rose by more than 10 percentage points, the white student share rose by just 1.6 percentage points.

Table 6. Average Racial/Ethnic Group %-Point Change in Traditional Public Elementary Schools When the Zone Population Diversifies, 2009-10—2017-18

Zones	Schools				
	# of Zones	Average % Point Change in Asian %	Average % Point Change in Black %	Average % Point Change in Hispanic %	Average % Point Change in White %
% Asian increased > 10%-points	21	5.0	-2.6	-2.3	-2.6
% Black increased > 10%-points	17	-1.8	2.0	-2.4	0.5
% Hispanic increased > 10%-points	17	0.4	-3.0	3.1	-3.2
% White increased > 10%-points	31	0.9	-5.9	2.2	1.6

Sources: American Community Survey 2005-9/2013-17, NYCDOE Demographic Snapshot 2013-2018, NYU Furman Center

Note: Purple text indicates the related racial/ethnic group for each zone category.

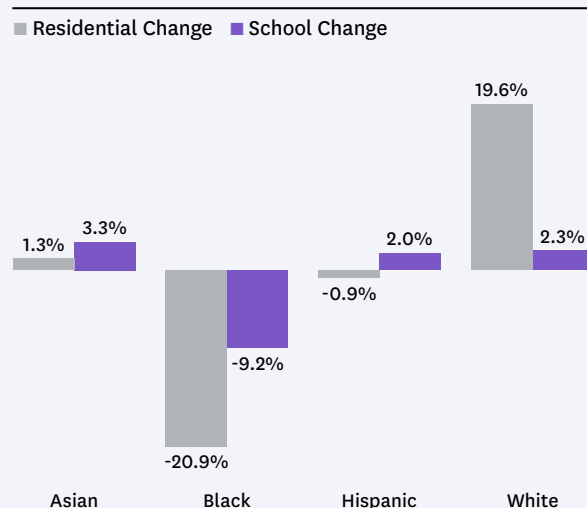
School District 13: A Case Study of Racial/Ethnic Change in Schools When the White Share of Residents Increases

Much of the conversation about residential and school demographic change is centered on the influx of white residents and students in areas of the city and schools that were once predominantly Black or Hispanic. School District 13, which covers parts of the Bedford-Stuyvesant and DUMBO neighborhoods of Brooklyn, contains six predominantly Black school zones in which the white share of residents grew by more than ten percentage points between the 2009-10 and 2017-18 school years. Figure 1 compares changes in the racial/ethnic composition of the residential population of these school zones with changes in the composition of their zoned elementary schools. On average, these school zones saw a gain of 19.6 percentage points in the share of residents who were white but only a gain of 2.3 percentage points in the share of traditional public elementary school students who were white. In the same time period, the Black share of residents in these zones declined, on average, by 20.9 percentage points while the Black student share in their traditional public elementary schools declined, on average, by 9.2 percentage points. That said, Asian and Hispanic student shares also increased, on average, by 3.3 and 2.3 percentage points respectively even though the change in their respective shares of the residential population were much more modest.

In other words, as the white residential population grew, these predominantly Black traditional public elementary schools experienced a relative growth of students who are Asian and Hispanic as well as students who are white.

In the case of District 13, this meant that three of the six schools changed categories from predominantly Black in 2009-10 to Black-Hispanic or Black-Asian in 2017-18. The other three schools remained predominantly Black.

Figure 1. Average Change in the Racial/Ethnic Composition of School Zones and Traditional Public Elementary Schools for Select Zones with an Increase in White Resident Share, 2009-10—2017-18



Sources: American Community Survey 2005-9/2013-17, School-Level Master File 1996-2016, NYCDOE Demographic Snapshot 2013-2018, NYU Furman Center

Conclusion

Perhaps most fundamentally, this analysis highlights the differences between the racial/ethnic composition of New York City's public elementary school students and the composition of the city's population as a whole. White New Yorkers are under-represented in the city's schools while Black and Hispanic New Yorkers are over-represented.

We also uncover substantial sorting of different racial/ethnic groups across schools, with all groups disproportionately sharing schools with same-group peers. Further, certain groups are far more likely to share public elementary schools and neighborhoods than others. Black and Hispanic students are most likely to share schools. Additionally, Black students were less likely than Hispanic students to share schools with white or Asian students in the most recent school year. While many reports on school diversity treat Hispanic and Black students as one group, our findings show the importance of analyzing each racial/ethnic group separately in order to understand and assess school and neighborhood diversity.

Our analyses also underscore that segregation in New York City is not creating separate but equal schools. We see considerable variation in student needs and challenges across public elementary schools, depending on which combination of racial/ethnic groups had a presence in the school's student population.

As for changes over time, students generally attended schools with fewer same-group peers in the 2017-18 school year than in the 2005-06 school year. The one exception was Asian students who saw a growth in same-group peers during this time period. And diverse schools overwhelmingly remained diverse.

Finally, we find that while neighborhood composition shapes school diversity, racially/ethnically diverse neighborhoods did not necessarily house traditional public elementary schools that reflected the same diversity, and when a neighborhood diversified over time, the change in the related school population was often modest. In other words, diversifying the city's neighborhoods may be a necessary step to diversifying its schools, but it is not sufficient.

of course schools that educate a diverse group of students may not always feel diverse or inclusive to students. Further work must be done to learn what should be done within diverse schools to ensure that all students benefit from that diversity. Nonetheless, we hope our analysis provides a useful starting point to help frame conversations and policy discussions about how to create more diverse and inclusive schools and neighborhoods for all New Yorkers.

Methodology

1. Data Sources

American Community Survey

The ACS is an annual survey that collects data similar to those formerly collected by the census long form. As with the long form, the ACS covers only a sample of individuals and housing units. However, the ACS uses a smaller sample: the long form covers one out of every six housing units while the ACS only covers one in 40 housing units each year. Our report primarily utilizes the five-year estimates for 2005-9 and 2013-17 and the one-year estimates for Figures 2A and 2B. Most of the indicators from the ACS in this report are derived from pre-compiled summary tables reported by the U.S. Census Bureau.

NYCDOE Demographic Snapshot 2013-2018

The demographic snapshots are made public by the New York City Department of Education (NYCDOE) and provide data on annual enrollment at the citywide, borough, district, and school levels. Enrollment data are broken down by student characteristics including disability status, ELL status, race/ethnicity, and gender. Enrollment counts for traditional public schools are based on the October 31 Audited Register for each school year. Charter schools are required to submit enrollment as of BEDS Day, the first Wednesday in October, to the New York State Department of Education.

NYSED Report Card Database

This database is made publically available by the New York State Education Department (NYSED) and contains annual assessment data for the state as well as by county, Need to Resource Capacity group, district, public school, and charter school. Data in the report cards are submitted by local school district officials by the reporting deadline. School superintendents and charter school principals are provided with an opportunity to review verification reports of data and make data corrections until the reporting deadline. We primarily utilize this database for charter school enrollment data prior to the 2013-14 school year.

School-Level Master File 1996-2016

The School-Level Master File (SCHMA) is a dataset developed by the Research Alliance for New York City Schools at New York University (www.ranycs.org). To create the file, they compiled publicly available data from the NYCDOE and the U.S. Department of Education. The result is a consistent, accessible document that can be used to investigate characteristics of individual New York City schools or groups of schools and how they have changed over time. The Research Alliance takes no responsibility for potential errors in the dataset or the analysis. The opinions expressed in this report do not represent the views of the Research Alliance for NYC Schools or the institutions that posted the original publicly available data. We primarily utilize this database for traditional public school enrollment data from the 2005-06 school year to the 2015-16 school year.

2. Definitions

Charter Schools

In New York State, charter schools are public schools operated independently by nonprofit or for-profit organizations. They generally receive per-pupil funding and must meet the same academic accountability measures as other public schools. However, charter schools are exempt from many of the requirements regarding hiring, operations, and curriculum imposed on other public schools by state and local school boards or the Department of Education.

Traditional Public Schools

In this report, traditional public schools are non-charter, public schools operated by the NYCDOE.

Elementary School Zones (Attendance Zones)

School attendance zones outline where children within a particular geographic boundary will attend public elementary school. In New York City, kindergarteners are given priority within the school choice application process for their assigned, zoned school based on their address. However, if schools are over-enrolled, children may be placed in a nearby neighborhood school. The city's boroughs are divided into 32 geographic school districts. Within 29 of the 32 districts, elementary schools are assigned to geographic zones that usually span several blocks. The remaining three have open-choice policies.

Isolation/Exposure Index

Used extensively in both the research on schools and neighborhoods, these indices report, for the average person in a group, the percent of the population in a school or neighborhood that is of the same group (isolation index) or of a different group (exposure index). Mathematically, the isolation index of group x is as follows:

$$\sum_{i=1}^n \left[\left(\frac{x_i}{X} \right) \left(\frac{x_i}{t_i} \right) \right]$$

Where n is the number of areas (schools or neighborhoods) in the city, x_i is the population of group x in area i, t_i is the total population of area i, and X is the sum of all x_i .

Mathematically, the exposure index of group x to group y is as follows:

$$\sum_{i=1}^n \left[\left(\frac{x_i}{X} \right) \left(\frac{y_i}{t_i} \right) \right]$$

Where y_i is the population of group y in area i.

Elementary School Zone Residential Population

To aggregate the ACS five-year racial/ethnic group estimates from 2005-9 and 2013-17 to elementary school attendance zone boundaries, we relied on aerial interpolation. Areal interpolation is a geostatistical (or spatial) interpolation technique that extends kriging theory- an estimation method that gives unbiased linear estimates of point values with minimum variance- to data averaged or aggregated over polygons. Predictions and standard errors can be made for all points within and between the input polygons, and predictions (along with standard errors) can then be re-aggregated back to a new set of polygons. This methodology was chosen because of the geographic levels of data available in the American Community Survey for racial/ethnic groups separated out by Hispanic ethnicity. We utilized the ArcGIS geostatistical analyst to execute the aerial interpolation models.

Appendix A: Traditional Public Elementary Schools

Table 1. The Share of Traditional Public Elementary School Students Enrolled in Each School Category, New York City, 2017-18

	# of Schools	% of Asian Students Enrolled in School Category	% of Black Students Enrolled in School Category	% of Hispanic Students Enrolled in School Category	% of White Students Enrolled in School Category	% of All Students Enrolled in School Category
Black-White	7	0.5%	1.9%	0.4%	2.3%	1.1%
Black-Asian	4	0.9%	0.6%	0.2%	0.1%	0.4%
Hispanic-White	62	5.0%	2.5%	8.1%	20.7%	8.7%
Hispanic-Asian	63	27.0%	2.7%	11.7%	4.3%	11.3%
Asian-White	35	13.1%	0.8%	1.9%	12.4%	5.6%
White-Mix	54	12.9%	2.4%	6.0%	15.0%	8.1%
Black-Hispanic-Asian	10	2.8%	1.8%	1.0%	0.3%	1.4%
Black-Hispanic	241	4.3%	47.6%	29.1%	4.6%	23.9%
<i>Diverse Subtotal</i>		66.4%	60.3%	58.2%	59.7%	60.5%
Predominantly Asian	36	22.7%	1.1%	1.6%	2.2%	5.5%
Predominantly Black	81	1.3%	29.0%	2.0%	1.1%	7.4%
Predominantly Hispanic	142	5.3%	7.7%	35.6%	4.2%	18.3%
Predominantly White	64	4.2%	1.5%	2.6%	32.6%	8.2%
<i>Predominantly One-Group Subtotal</i>		33.4%	39.3%	41.7%	40.1%	39.3%
<i>Total</i>	799	99.8%	99.6%	100.0%	99.8%	99.8%

Sources: NYCDOE Demographic Snapshot 2013-2018, NYU Furman Center

Note: Purple text indicates the highest value for each racial/ethnic group.

Table 2. The Average Racial/Ethnic Composition of Traditional Public Elementary Schools by School Category, New York City, 2017-18

	# of Schools	Average % Asian in School Type	Average % Black in School Type	Average % Hispanic in School Type	Average % White in School Type
Black-White	7	8.8%	34.6%	15.9%	36.7%
Black-Asian	4	39.6%	30.7%	15.2%	4.9%
Hispanic-White	62	10.2%	6.0%	39.3%	41.5%
Hispanic-Asian	63	42.6%	4.8%	43.0%	6.6%
Asian-White	35	41.9%	2.7%	13.9%	38.5%
White-Mix	54	28.3%	6.0%	30.7%	32.1%
Black-Hispanic-Asian	10	35.1%	26.4%	28.1%	4.1%
Black-Hispanic	241	3.2%	40.8%	50.9%	3.3%
Predominantly Asian	36	74.0%	4.2%	12.5%	6.9%
Predominantly Black	81	3.2%	80.5%	11.1%	2.7%
Predominantly Hispanic	142	5.1%	8.6%	81.1%	4.0%
Predominantly White	64	9.1%	3.7%	13.1%	69.4%
<i>All Traditional Public Schools</i>	799	17.9%	20.4%	41.8%	17.4%

Sources: NYCDOE Demographic Snapshot 2013-2018, NYU Furman Center

Note: Purple text indicates the shares above 20 percent.

Table 3. The Average Traditional Public Elementary School Characteristics by School Category, New York City, 2017-18

	# of Schools	% of Students Proficient in ELA	% of Students Proficient in Math	% of Students with an ELL Designation	% of Students with an IEP	% of Students in Temporary Housing	% of Students Chronically Absent	Economic Need Index (ENI)
Black-White	7	60.6%	55.0%	5.0%	19.8%	5.6%	15.8%	0.45
Black-Asian	4	51.4%	50.5%	12.5%	15.4%	6.5%	19.7%	0.62
Hispanic-White	62	57.1%	55.2%	10.3%	20.5%	5.9%	17.6%	0.52
Hispanic-Asian	63	49.9%	53.6%	27.3%	16.6%	10.5%	16.7%	0.77
Asian-White	35	69.7%	74.2%	15.4%	14.5%	3.5%	11.0%	0.48
White-Mix	54	58.9%	60.4%	17.7%	17.7%	6.2%	15.8%	0.63
Black-Hispanic-Asian	10	46.5%	45.2%	13.3%	15.5%	10.9%	24.0%	0.74
Black-Hispanic	241	30.4%	28.0%	14.7%	26.2%	24.3%	37.1%	0.89
Predominantly Asian	36	64.5%	74.1%	27.1%	14.2%	6.9%	9.6%	0.67
Predominantly Black	81	39.1%	34.5%	6.3%	20.6%	15.4%	27.7%	0.72
Predominantly Hispanic	142	34.7%	34.5%	29.0%	22.2%	19.7%	24.9%	0.87
Predominantly White	64	74.3%	74.2%	5.3%	19.0%	2.2%	10.9%	0.24
All Traditional Public Schools	799	47.0%	47.1%	17.8%	20.6%	13.7%	22.8%	0.71

Sources: NYCDOE Demographic Snapshots 2013-18, School Quality Report 2017-18, NYU Furman Center

Note: Purple text indicates the highest value for each indicator.

Table 4. The Average Racial/Ethnic Group Change and Stability of Diverse Traditional Public Elementary Schools, New York City, 2005-06—2017-18

	# of 2005-6 Schools	Average % Point Change in % Asian	Average % Point Change in % Black	Average % Point Change in % Hispanic	Average % Point Change in % White	Average % Point Change in % Other	% of Schools that Remained in the Same Category in 2017-18
Black-White	9	-0.5%	4.0%	3.5%	-11.2%	4.3%	33.3%
Black-Asian	5	-1.1%	-19.0%	3.9%	7.7%	8.5%	20.0%
Hispanic-White	47	2.0%	-2.9%	6.3%	-7.3%	1.9%	66.0%
Hispanic-Asian	50	1.9%	-2.7%	-0.9%	-1.0%	2.8%	72.0%
Asian-White	51	2.4%	-2.3%	4.9%	-6.7%	1.7%	45.1%
White-Mix	41	1.3%	-5.1%	3.4%	-1.7%	2.1%	43.9%
Black-Hispanic-Asian	8	9.3%	-10.2%	-4.2%	-0.4%	5.6%	37.5%
Black-Hispanic	220	1.6%	-4.7%	-0.2%	2.1%	1.2%	70.5%
All Diverse Traditional Public Schools	431	4.4%	-7.1%	-0.5%	1.2%	2.0%	62.6%

Sources: School-Level Master File 1996-2016, NYCDOE Demographic Snapshot 2013-2018, NYU Furman Center

Appendix B: Charter Elementary Schools

Table 1. The Share of Charter Elementary School Students Enrolled in Each School Category, New York City, 2017-18

	# of Schools	% of Asian Students Enrolled in School Category	% of Black Students Enrolled in School Category	% of Hispanic Students Enrolled in School Category	% of White Students Enrolled in School Category	% of All Students Enrolled in School Category
Black-White	6	4.0%	1.9%	1.0%	25.6%	2.9%
Black-Asian	0	-	-	-	-	-
Hispanic-White	3	10.9%	0.5%	2.9%	16.6%	2.5%
Hispanic-Asian	1	3.6%	0.1%	0.8%	1.6%	0.5%
Asian-White	0	-	-	-	-	-
White-Mix	6	13.1%	1.5%	3.3%	18.7%	3.4%
Black-Hispanic-Asian	2	10.3%	0.8%	1.2%	0.3%	1.2%
Black-Hispanic	87	28.8%	42.1%	68.2%	18.1%	49.8%
<i>Diverse Subtotal</i>		70.7%	46.9%	77.3%	80.9%	60.2%
Predominantly Asian	0	-	-	-	-	-
Predominantly Black	49	16.6%	51.9%	10.5%	7.1%	33.8%
Predominantly Hispanic	9	9.7%	1.1%	11.9%	4.6%	5.3%
Predominantly White	1	3.0%	0.1%	0.3%	7.3%	0.6%
<i>Predominantly One-Group Subtotal</i>		29.3%	53.1%	22.7%	19.1%	39.8%
<i>Total</i>	164	100.0%	100.0%	100.0%	100.0%	100.0%

Sources: NYCDOE Demographic Snapshot 2013-2018, NYU Furman Center

Note: Purple text indicates the highest value for each racial/ethnic group.

Table 2: The Average Racial/Ethnic Composition of Charter Elementary Schools by School Category, New York City, 2017-18

	# of Schools	Average % Asian in School Type	Average % Black in School Type	Average % Hispanic in School Type	Average % White in School Type
Black-White	6	4.0%	35.4%	11.6%	42.3%
Black-Asian	0	-	-	-	-
Hispanic-White	3	12.4%	11.3%	39.6%	31.7%
Hispanic-Asian	1	20.8%	9.0%	54.0%	15.6%
Asian-White	0	-	-	-	-
White-Mix	6	11.2%	24.8%	34.0%	26.7%
Black-Hispanic-Asian	2	24.7%	37.6%	35.1%	1.2%
Black-Hispanic	87	1.7%	46.7%	47.7%	1.7%
Predominantly Asian	0	-	-	-	-
Predominantly Black	49	1.4%	84.8%	10.9%	1.0%
Predominantly Hispanic	9	5.2%	11.4%	77.7%	4.2%
Predominantly White	1	14.5%	11.7%	14.5%	58.2%
<i>All Charter Schools</i>	164	2.9%	55.2%	34.8%	4.8%

Sources: NYCDOE Demographic Snapshot 2013-2018, NYU Furman Center

Note: Purple text indicates the highest value for each indicator.

Table 3: The Average Charter Elementary School Characteristics by School Category, New York City, 2017-18

	# of Schools	% of Students Proficient in ELA	% Of Students Proficient in Math	% Of Students with an ELL Designation	% Of Students with an IEP	% Of Students in Temporary Housing	% Of Students Chronically Absent	Economic Need Index (ENI)
Black-White	6	55.6%	57.4%	3.5%	18.9%	3.3%	15.2%	0.44
Black-Asian	0	-	-	-	-	-	-	-
Hispanic-White	3	58.8%	59.8%	7.2%	15.2%	3.6%	8.4%	0.55
Hispanic-Asian	1	65.4%	68.4%	11.5%	12.0%	6.6%	7.8%	0.61
Asian-White	0	-	-	-	-	-	-	-
White-Mix	6	85.4%	89.4%	5.0%	18.2%	8.9%	34.1%	0.50
Black-Hispanic-Asian	2	61.5%	66.4%	10.6%	9.6%	4.8%	2.5%	0.65
Black-Hispanic	87	62.8%	66.1%	9.2%	17.9%	12.1%	16.4%	0.82
Predominantly Asian	0	-	-	-	-	-	-	-
Predominantly Black	49	57.8%	62.0%	2.8%	14.9%	9.8%	14.6%	0.71
Predominantly Hispanic	9	58.1%	64.1%	17.9%	18.3%	12.3%	15.8%	0.78
Predominantly White	1	89.3%	97.3%	13.9%	12.9%	2.6%	-	0.53
All Charter Schools	164	61.5%	65.2%	7.2%	16.7%	10.6%	15.2%	0.75

Sources: NYCDOE Demographic Snapshots 2013-18, School Quality Report 2017-18, NYU Furman Center

Note: Purple text indicates the highest value for each indicator.

Table 4: The Average Racial/Ethnic Group Change and Stability of Diverse Charter Elementary Schools, New York City, 2005-06—2017-18

	# of 2005-6 Schools	Average % Point Change in % Asian	Average % Point Change in % Black	Average % Point Change in % Hispanic	Average % Point Change in % White	Average % Point Change in % Other	% of Schools that Remained in the Same Category in 2017-18
Black-White	1	2.6%	-19.2%	34.3%	-21.1%	4.1%	0.0%
Black-Asian	0	-	-	-	-	-	-
Hispanic-White	1	6.2%	-11.6%	2.6%	-0.7%	3.4%	100.0%
Hispanic-Asian	0	-	-	-	-	-	-
Asian-White	0	-	-	-	-	-	-
White-Mix	0	-	-	-	-	-	-
Black-Hispanic-Asian	0	-	-	-	-	-	-
Black-Hispanic	22	0.7%	-9.2%	9.6%	-2.5%	1.5%	63.6%
All Diverse Charter Schools	24	0.9%	-9.5%	9.4%	-2.6%	1.7%	62.5%

Sources: School-Level Master File 1996-2016, NYCDOE Demographic Snapshot 2013-2018, NYU Furman Center

Appendix C: Additional Tables

Table 1: Isolation and Exposure Indices for All Public Elementary School Students, New York City

	2005-6				2017-18			
	% Asian	% Black	% Hispanic	% White	% Asian	% Black	% Hispanic	% White
Asian Student	38.7%	11.3%	29.7%	19.8%	42.8%	8.5%	28.5%	17.4%
Black Student	4.9%	61.3%	28.2%	5.0%	5.1%	55.8%	31.3%	5.3%
Hispanic Student	10.2%	22.3%	57.9%	9.1%	10.9%	19.8%	57.6%	9.8%
White Student	17.9%	10.3%	23.6%	47.8%	17.6%	8.9%	25.9%	44.2%
<i>All Public Schools</i>	<i>12.0%</i>	<i>34.2%</i>	<i>38.1%</i>	<i>15.2%</i>	<i>12.4%</i>	<i>30.2%</i>	<i>40.7%</i>	<i>14.1%</i>

Sources: School-Level Master File 1996-2016, NYSED Report Card Database, NYCDOE Demographic Snapshot 2013-2018, NYU Furman Center

Note: Purple text indicates the related racial/ethnic group isolation index.

Table 1: Isolation and Exposure Indices for All Public Elementary School Students, New York City

	Traditional Public School Students				School Zone Residents			
	% Asian	% Black	% Hispanic	% White	% Asian	% Black	% Hispanic	% White
Asian	43.7%	7.6%	28.3%	17.5%	30.3%	10.7%	24.3%	31.2%
Black	6.7%	49.9%	34.3%	6.6%	5.3%	52.2%	28.4%	11.4%
Hispanic	12.1%	16.8%	58.5%	10.7%	9.7%	22.8%	47.2%	17.8%
White	18.1%	7.8%	25.7%	45.1%	14.1%	10.5%	20.3%	52.4%
<i>% of Population</i>	<i>14.4%</i>	<i>25.5%</i>	<i>41.6%</i>	<i>15.9%</i>	<i>14.4%</i>	<i>21.8%</i>	<i>31.7%</i>	<i>29.2%</i>

Sources: American Community Survey 2013-17, NYCDOE Demographic Snapshot 2013-2018, NYU Furman Center

Note: Purple text indicates the related racial/ethnic group isolation index.

Table 3: The Average Racial/Ethnic Group Change of Diverse Public Elementary Schools, New York City, 2005-06—2017-18

	Average % Point Change in % Asian	Average % Point Change in % Black	Average % Point Change in % Hispanic	Average % Point Change in % White	Average % Point Change in % Other
Black-White	-1.0%	2.1%	7.5%	-12.7%	4.1%
Black-Asian	-1.1%	-19.0%	3.9%	7.7%	8.5%
Hispanic-White	2.1%	-3.1%	6.2%	-7.2%	2.0%
Hispanic-Asian	1.9%	-2.7%	-0.9%	-1.0%	2.8%
Asian-White	2.4%	-2.3%	4.9%	-6.7%	1.7%
White-Mix	1.3%	-5.1%	3.4%	-1.7%	2.1%
Black-Hispanic-Asian	9.3%	-10.2%	-4.2%	-0.4%	5.6%
Black-Hispanic	1.5%	-4.7%	0.3%	1.8%	1.2%
<i>All Diverse Schools</i>	<i>4.0%</i>	<i>-6.8%</i>	<i>-0.1%</i>	<i>0.9%</i>	<i>2.0%</i>

Sources: American Community Survey 2013-17, NYCDOE Demographic Snapshot 2013-2018, NYU Furman Center

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The NYU Furman Center advances research and debate on housing, neighborhoods, and urban policy.

Established in 1995, it is a joint center of the New York University School of Law and the Robert F. Wagner Graduate School of Public Service. Its mission is to:

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Present essential data and analysis about the state of New York City's housing and neighborhoods to those involved in land use, real estate development, community economic development, housing, urban economics, and urban policy; and

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The Center's Faculty Directors are Ingrid Gould Ellen, Paulette Goddard Professor of Urban Policy and Planning at NYU's Robert F. Wagner Graduate School of Public Service, and Katherine O'Regan, Professor of Public Policy and Planning at NYU's Robert F. Wagner Graduate School of Public Service. Vicki Been contributed to this report and has taken a leave of absence to serve as New York's Deputy Mayor for Housing and Economic Development. Our staff regularly collaborates with faculty and researchers from the School of Law, the Robert F. Wagner Graduate School of Public Service, the Faculty of Arts and Sciences, and many other research organizations at NYU and beyond.

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