

# 2023 Boundary and Student Assignment Study Supplement

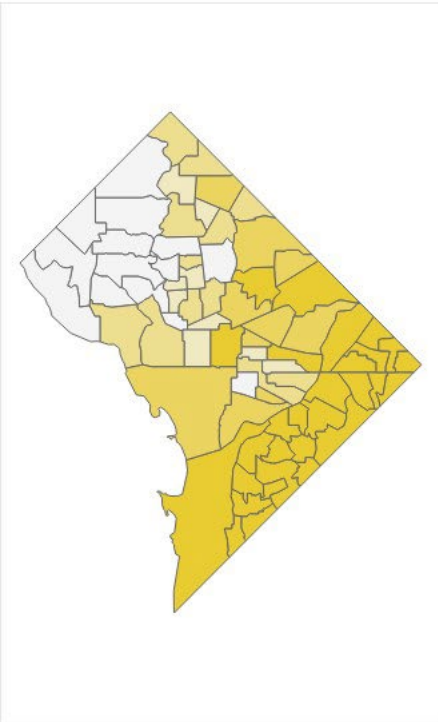
Segregation by race/ethnicity

Segregation by socioeconomic status

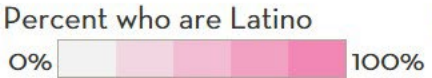
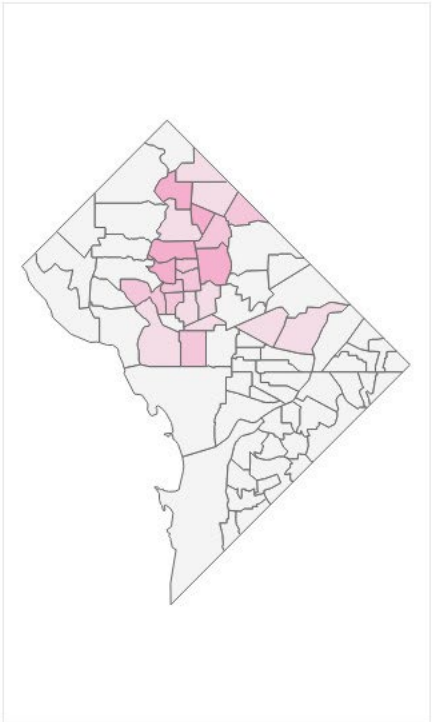
# Race and Ethnicity of Students Enrolled at DCPS Boundary Elementary Schools

Percent of students at DCPS boundary elementary schools by race and ethnicity, school year 2022-23

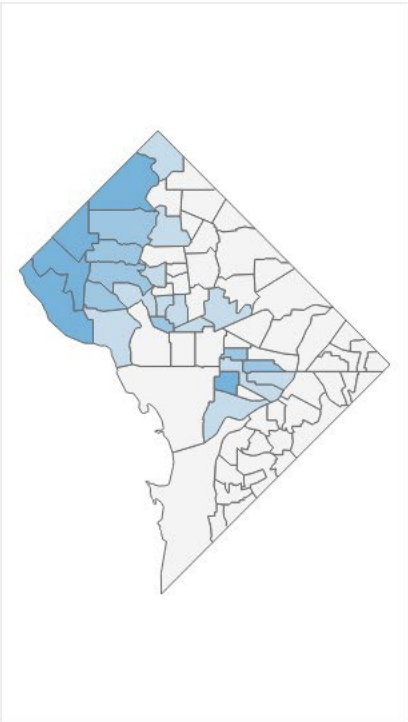
Black students



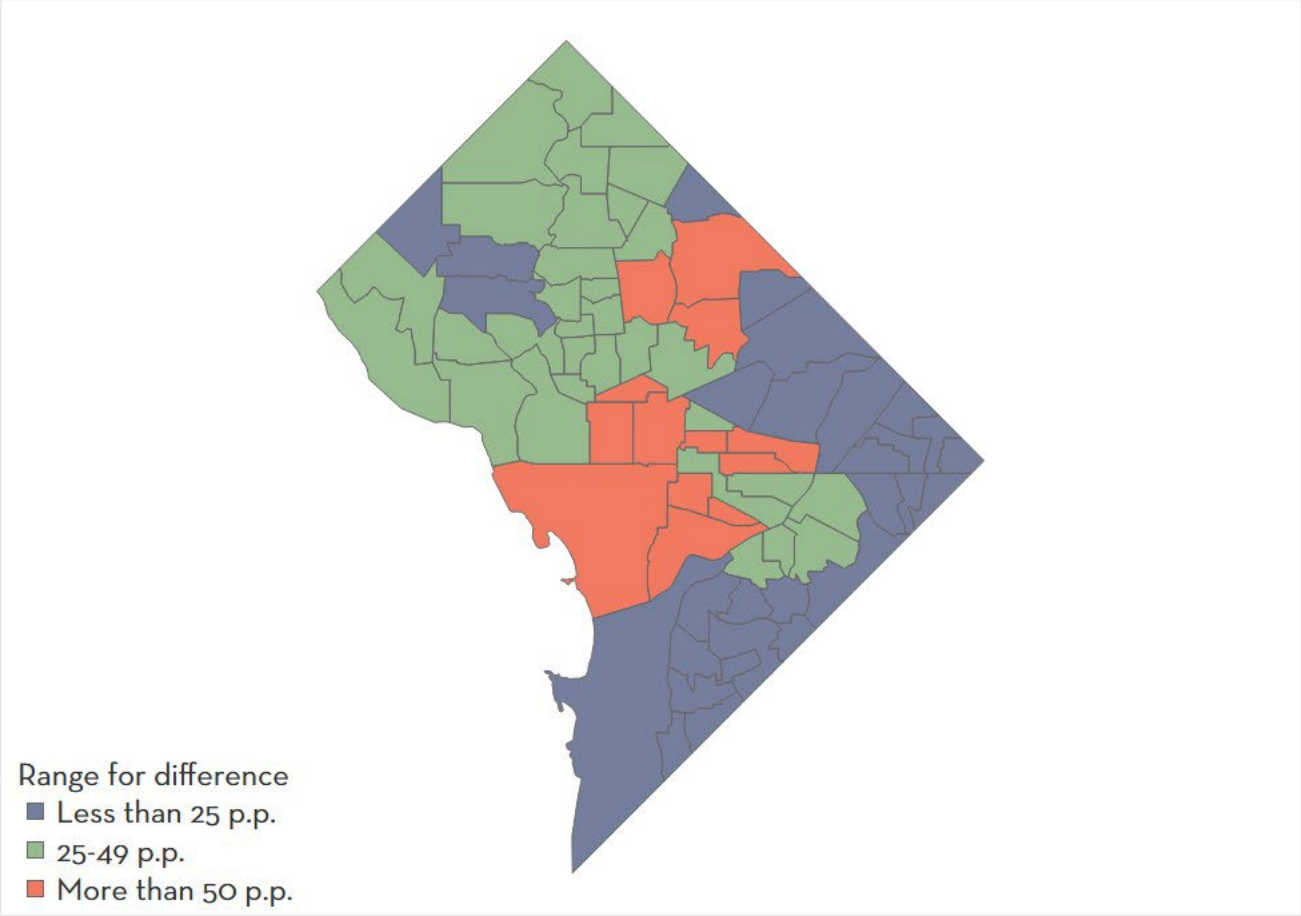
Latino students



White students



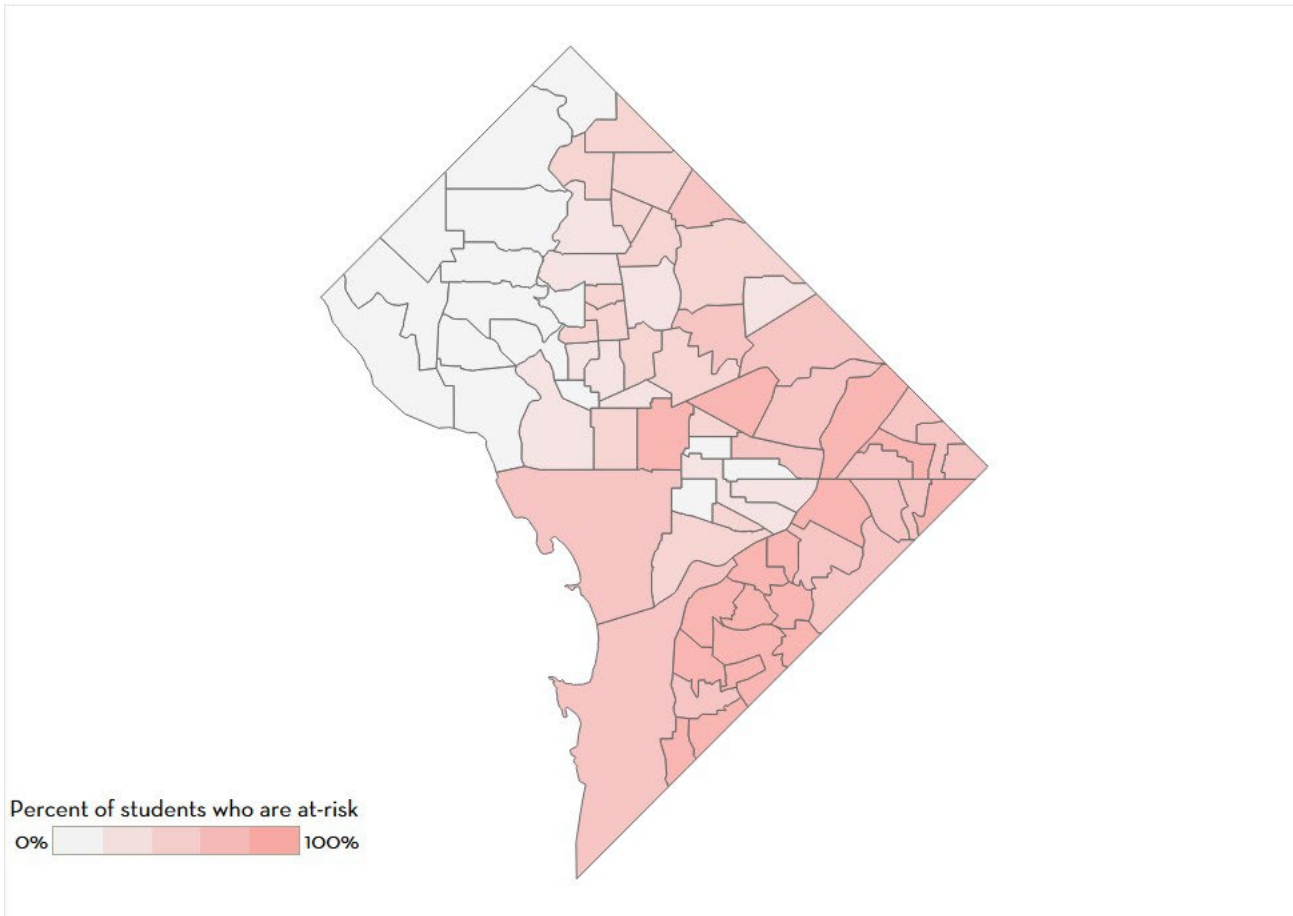
# Difference Between % of Students who are Black Between Neighboring DCPS Elementary Boundary Schools (SY22-23)



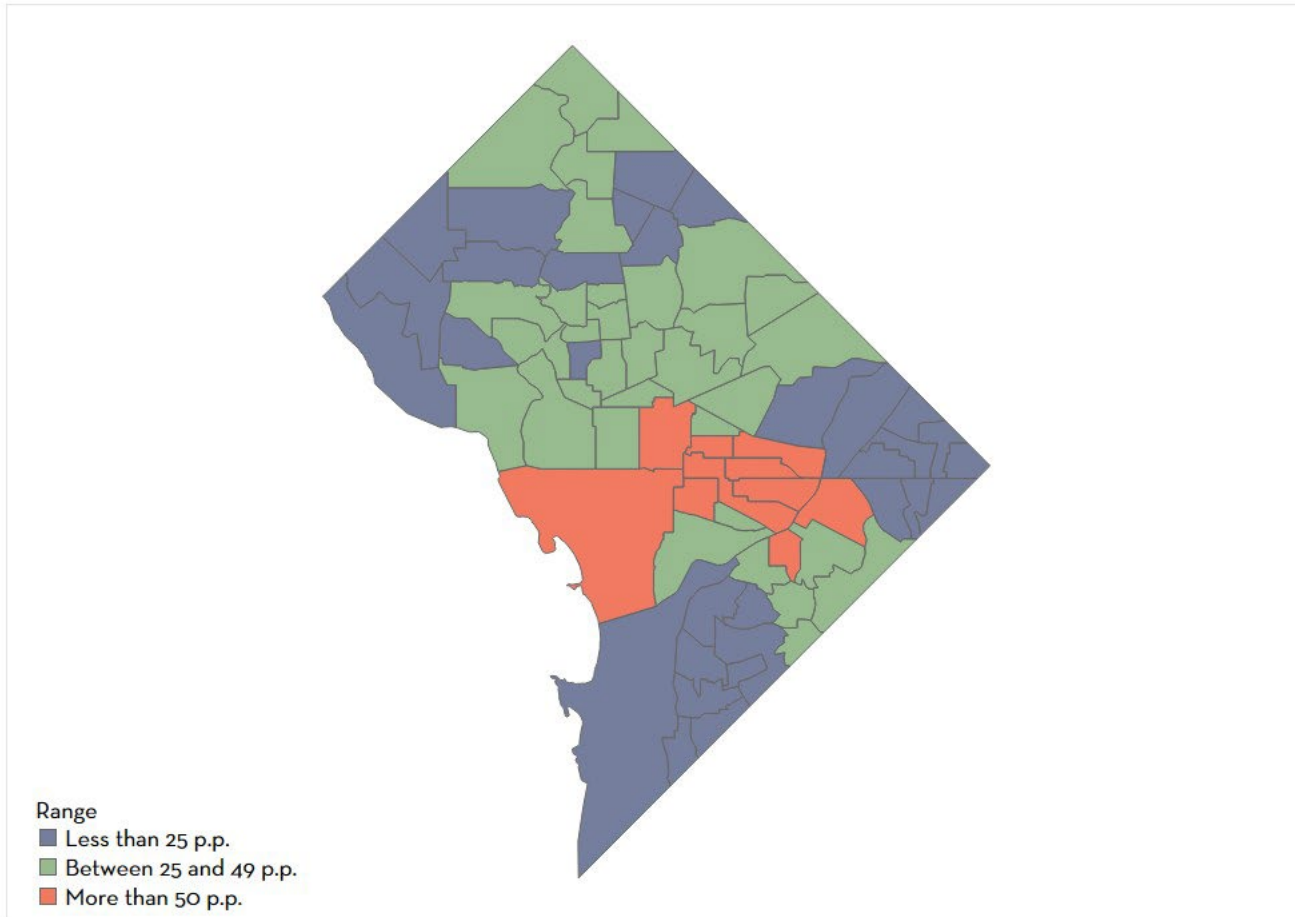
[Download supporting data on DME's website.](#)

# At-Risk Status of Students Enrolled at DCPS Boundary Elementary Schools

**Percent of students at DCPS boundary elementary schools by at-risk designation, school year 2022-23**



# Difference Between % of Students who are At-Risk Between Neighboring DCPS Elementary Boundary Schools (SY22-23)



[Download supporting data on DME's website.](#)

# DCPS Boundary Elementary School Neighbors with More than 50 Percentage Point Difference in Percent at-risk students (SY22-23)

School A	School A, percent At-Risk	School B	School B, percent At-Risk	Difference in percent At- Risk (Absolute value)
Ludlow-Taylor ES	17%	Walker-Jones EC	86%	70 p.p.
Kimball ES	88%	Watkins ES (Capitol Hill Cluster)	28%	61 p.p.
Lawrence E. Boone ES	87%	Watkins ES (Capitol Hill Cluster)	28%	59 p.p.
Walker-Jones EC	86%	Watkins ES (Capitol Hill Cluster)	28%	59 p.p.
Amidon-Bowen ES	62%	Brent ES	6%	56 p.p.
Kimball ES	88%	Payne ES	34%	54 p.p.
Maury ES	12%	Miner ES	64%	52 p.p.

[Download supporting data on DME's website.](#)

# Edsight: Racial Segregation in DC Public Schools

This Edsight examines patterns of where the three largest racial/ethnic groups of public school students live in Washington, DC.

Read this Edsight here:  
<https://dme.dc.gov/node/1663201>



#30 – May 2023

## Racial Segregation Is High for Public Schools in Washington, DC

Where students live contributes to highly segregated schools. Segregation increases in later grades.

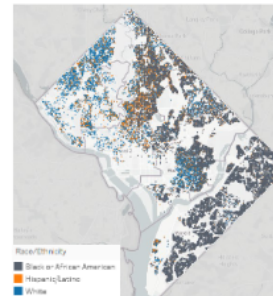
While the Supreme Court decision in *Bolling v. Sharpe* in 1954 prohibited the overt policy of racially segregating schools in Washington, D.C., schools remain segregated due in large part to where students live. Figure 1 shows the residential patterns of the three largest racial/ethnic categories.

Black students (65% of all PreK-12 grade public school students) live in large number everywhere except west of Rock Creek Park. Latino students (17%) live primarily in Wards 1 and 4 (east of Rock Creek Park). White students (13%) live primarily west of Rock Creek Park in Wards 3 and 4 and in Ward 6, just west of the Anacostia River.

For a more detailed breakdown of where these racial/ethnic groups live in Washington, DC, view the [Maryland Population Research Center's DC Education Brief](#).

In Washington, D.C., families can choose where to send their children to school regardless of where they live, and many choose a school other than their neighborhood school. In SY2022-23, 28% of PreK-12th grade students attended their in-boundary DCPS school. Another 29% chose a DCPS out of boundary or citywide DCPS school, and 43% chose public charter schools. Enrollment trends also vary by race/ethnicity: roughly one-fifth of Black students attended their in-boundary school compared to more than half of white public students. (See [Edsights](#) on enrollment trends by race/ethnicity.)

Figure 1: Where Public School Students Live by Race/Ethnicity, SY21-22



Student locations were geographically masked for privacy purposes.

### Estimated School Segregation

We used a "dissimilarity index" to measure the level of segregation between Black-white, Latino-white, and Latino-Black students in each public school as compared to the proportion of these racial groups in public schools citywide. The measure ranges from 0% (indicating total integration, where every school has the same racial mix as all public schools combined) to 100% (indicating total segregation). The measure tells us what percentage of the populations being compared would need to change schools in order to match the city's overall proportions for those racial groups. For example, an index value of 50% for the Black-white comparison means that 50% of Black or 50% of white students would need to change schools in order to get all schools to the citywide proportions (i.e., 65% Black and 13% white). Index values greater

continued

