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*Innovative Approaches in Civil Rights and  
Education*

**Alliance for Excellent Education Forum**

**The Link Between Data-Driven Decision-Making and Promising Practices**

The Link Between Data and Civil Rights

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## ***Public Education and Black Male Students: A State Report Card***

### **National Summary**

#### **Inequities in Educational Quality**

##### *National Assessment of Educational Progress*

The *National Assessment of Educational Progress* measures achievement levels for various subject areas for the nation as a whole, for states and for selected districts. Not every state or district is measured every year.

The national percentage of White, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading increased from 65% in 1992 to 72% in 2005. The percentage of Black, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading increased from 23% to 36% in the same period. The gap between the achievement levels of Black and White, non-Hispanic students narrowed from 42% to 33% between 1992 and 1998. By 2005 it had widened to 36%: still less than the 1992 level. (The percentage of White, non-Hispanic female students scoring at or above the Basic level in grade 4 Reading in 2005 was 77%; that for Black, non-Hispanic female students 44%.)

For grade 8 Reading, the national percentage of White, non-Hispanic male students scoring at or above the Basic level increased from 69% in 1992 to 76% in 2005. The percentage of Black, non-Hispanic male students scoring at or above the Basic level in grade 8 increased from 35% to 43% in the same period, while the gap decreased from 34% to 33% between 1992 and 2005. (The percentage of White, non-Hispanic female students scoring at or above the Basic level in grade 8 in 2005 was 86%; that for Black, non-Hispanic female students 58%.)

The *Benchmark* for African-American male students grade 4 Reading is the state of Massachusetts, with 49% of African-American male students scoring at or above Basic in 2005.

The *Benchmark* for grade 8 Reading is also the state of Massachusetts, with 63% of African-American male students scoring at or above Basic in 2005.

### *Advanced Placement Examination Participation*

There is increasing emphasis on *Advanced Placement* courses and tests as gateways to college and, in general, as indicators of quality education. The following table shows African-American public school enrollments by state, with corresponding Advanced Placement participation in 2006, ranked by success in closing the gap between the percentage of African-American students in the state and the percentage of African-American students taking Advanced Placement examinations.

State	Student Population African-American	AP Examinees African-American	AP Examinees African-American as % of Student Population African-American
South Dakota	1%	1%	100+%
Hawaii	2%	2%	100+%
Mississippi	46%	32%	69%
Tennessee	20%	14%	69%
Colorado	5%	3%	64%
Arkansas	21%	13%	63%
Georgia	32%	20%	61%
Oklahoma	9%	5%	57%
Ohio	11%	6%	54%
Kentucky	9%	5%	52%
Kansas	7%	3%	51%
Florida	20%	10%	51%
Texas	14%	7%	50%
Illinois	14%	7%	50%
Washington	4%	2%	50%
California	7%	4%	48%
Nation	13%	6%	48%
North Carolina	27%	13%	47%
New York	14%	7%	46%
Alabama	32%	15%	46%
Indiana	8%	4%	46%
New Hampshire	1%	1%	46%

Maryland	33%	14%	43%
Arizona	5%	2%	43%
Nebraska	5%	2%	43%
South Carolina	38%	16%	41%
New Mexico	2%	1%	41%
Nevada	8%	3%	41%
Louisiana	40%	16%	40%
Delaware	28%	11%	40%
Idaho	1%	0%	40%
Vermont	1%	0%	40%
Connecticut	11%	4%	40%
Massachusetts	8%	3%	39%
Iowa	3%	1%	38%
West Virginia	4%	2%	38%
Virginia	25%	9%	38%
Pennsylvania	11%	4%	38%
Utah	1%	0%	38%
Wisconsin	5%	2%	36%
Oregon	2%	1%	35%
Michigan	14%	5%	35%
New Jersey	15%	5%	34%
Minnesota	5%	2%	33%
Alaska	4%	1%	31%
Missouri	13%	4%	30%
Rhode Island	8%	2%	28%
Montana	0%	0%	25%
Wyoming	1%	0%	25%
Maine	1%	0%	21%
North Dakota	1%	0%	11%

Data from College Board

AP participation by African-American students, nationally, is half that as would be expected from African-American enrollments. Minnesota, New Jersey, Michigan, Pennsylvania, Massachusetts and Virginia, among states with comparatively large African-American populations, have particularly poor AP participation rates. Illinois, Texas, Florida, Ohio, Georgia, Arkansas, Tennessee and Mississippi, also with large African-American populations, are above average in this regard.

The *Benchmark* for AP participation for African-American students is 69% of the percentage of a state's enrollment that is African-American (Mississippi and Tennessee).

### **Inequities in Special Education and Discipline**

Suspensions, expulsions and Special Education classifications are important considerations in graduation rates and educational achievement. In the country as a whole the proportion of African-American students in Special Education classes is disproportionately high and those in Gifted/Talented programs are disproportionately low. The number of African-Americans, particularly African-American males, who receive out-of-school suspensions and are expelled is also disproportionately high.

<b>US Department of Education Office of Civil Rights 2002 Survey</b>	<b>United States</b>			
	<b>Percentage of Students</b>			
	<b>Female</b>		<b>Male</b>	
	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>
<b>Enrollment</b>	8.46	28.81	8.70	30.61
<b>Gifted/Talented</b>	4.78	36.71	3.65	35.88
<b>Mental Retardation</b>	13.86	22.07	20.63	29.23
<b>Emotional Disturbance</b>	6.40	13.67	21.67	46.16
<b>Specific Learning Disability</b>	6.45	19.40	12.86	39.65
<b>Suspensions *</b>	12.52	11.73	23.80	32.48
<b>Expulsions</b>	8.75	9.98	22.88	34.32

\* Out of School

### *Gifted/Talented*

According to a January, 2003 report of the National Research Council, nationwide, 7.47 percent of White, non-Hispanic students, 9.9 percent of Asian, 3.04 percent of African-American, non-Hispanic students, 3.57 percent of Hispanic students are placed by school districts in Gifted/Talented programs. In most American districts, African-American non-Hispanic students are placed in Gifted/Talented programs at a rate half that as would be expected from their level of enrollment. In general, a higher percentage of African-

American female students are placed in Gifted/Talented programs than African-American male students. Seven districts enrolling 10,000 or more African-American male students have proportionate enrollments of African-American students in Gifted/Talented programs: Jackson, Mississippi; Dallas, Texas, and Richmond, Virginia, which are all more than 90% African-American and Cleveland, Ohio; Kansas City, Missouri; Buffalo and Rochester, New York, which are in the 85% African-American range. The latter districts are of special interest in this regard, as others with similar demography are less successful in attaining proportionate Gifted/Talented enrollments.

If African-American students were in Gifted/Talented programs proportionate to their enrollments, there would be at least an additional 140,000 Black female students and 200,000 Black male students in those programs.

The *state Benchmark* for Gifted/Talented classifications of male African-American students is a ratio between the percentage of male African-American students in the state's public schools and the percentage among the state's students classified as Gifted/Talented of 1.8 (New York). The *district Benchmark* is 1.2 (Buffalo).

The GOAL for Gifted/Talented classification for African-American male students is parity between the percentage of African-American male students enrolled and the percentage classified as Gifted/Talented who are African-American male students.

### *Mental Retardation*

"Mental Retardation" is usually taken to refer to scores below 70-75 on IQ tests for any large population. According to data from the U. S. Department of Education Office of Civil Rights, one percent of White, non-Hispanic students (as would be expected from normal distributions of IQ), but two percent of African-American, non-Hispanic female students and three percent of African-American, non-Hispanic male students in public

schools are classified as Mentally Retarded. As it is—by definition—impossible that the distribution of Mental Retardation in fact displays such variation between and within “races”, it is most likely that the way in which the Mental Retardation classification is determined and applied by schools and districts is responsible for the 200% over-classification of Black female and 300% over-classification of Black male students. As a result, nationally there are as many as 20,000 Black male students who are inappropriately classified as Mentally Retarded.

<b>District</b>	<b>Black Male Enrollment</b>	<b>Classified as Mentally Retarded</b>	<b>Percentage MR</b>	<b>Possibly Over Classified</b>
Indianapolis	12185	915	7.51%	732
Cleveland	25185	1595	6.33%	1217
Orange County FL	22355	1245	5.57%	910
Richmond VA	11475	585	5.10%	413
Birmingham	17135	870	5.08%	613
St. Louis	17010	850	5.00%	595
Cincinnati	14995	725	4.83%	500
Richmond GA	12310	570	4.63%	385
Hillsborough County	20080	895	4.46%	594
Pinellas County	10645	470	4.42%	310
Caddo Parish	13635	565	4.14%	360
Duval County	27125	1075	3.96%	668
Boston	14945	552	3.69%	327
Detroit	74615	2750	3.69%	1631
Milwaukee	28140	985	3.50%	563
Charlotte-Mecklenburg	24445	845	3.46%	478
Orleans Parish	30640	1035	3.38%	575
Kansas City	11165	370	3.31%	203
Mobile County	16415	540	3.29%	294
Montgomery Cnty AL	12515	400	3.20%	212
Jefferson Parish	13135	410	3.12%	213
Dallas	25690	785	3.06%	400
Chicago	103995	3005	2.89%	1445
Palm Beach County	23840	680	2.85%	322
Rochester	11110	295	2.66%	128
Dade County	53770	1360	2.53%	553
Wake County	14070	355	2.52%	144
Baltimore City	41675	1040	2.50%	415

Cumberland County	13100	320	2.44%	124
Dekalb County	38075	920	2.42%	349
Guilford County	13825	315	2.28%	108
Atlanta	24965	555	2.22%	181
Broward County	47725	1050	2.20%	334
Minneapolis	10100	220	2.18%	69
Clayton County	18615	395	2.12%	116
Gwinnett County	13675	280	2.05%	75
Norfolk	12000	230	1.92%	50
Chatham County	11005	195	1.77%	30
Fort Worth	11935	195	1.63%	16
Cobb County	13230	210	1.59%	12
Houston	32225	510	1.58%	27
Fulton County	14755	225	1.52%	4
Buffalo	11880	180	1.52%	2
Oakland	11315	170	1.50%	0
Virginia Beach	11135	160	1.44%	
Clark County	18285	205	1.12%	
East Baton Rouge Parish	22790	245	1.08%	
Los Angeles	45135	445	0.99%	
Baltimore County	18515	180	0.97%	
Prince Georges, County	52975	475	0.90%	
New York City	188,195	1,660	0.88%	
San Diego	10700	90	0.84%	
Montgomery, Cnty MD	14800	120	0.81%	
Jackson *	15195	40	0.26%	
Total	1,400,450	35,357		16,697

\* Anomalous

The *Benchmark* for Mental Retardation classifications of male African-American students is 1.5% or less.

### *District Discipline Policies*

Out-of-school suspensions also disproportionately affect Black students. If Black male students were suspended or expelled at the same rates as White male students, half a million fewer out-of-schools suspensions would occur to them and at least 10,000 fewer expulsions.



The *State Benchmark* for out-of-school Suspensions and Expulsions of male African-American students is a ratio between the percentage of male African-American students in the state's public schools and the percentage among the state's students who were either given out-of-school Suspensions or Expelled of 1.8 (New York). The *District Benchmark* is 1.2 (Buffalo, Dekalb, East Baton Rouge).

The GOAL for out-of-school Suspensions and Expulsions for African-American male students is parity between the percentage of African-American male students enrolled and the percentage who were either given out-of-school Suspensions or Expelled who were African-American male students.

### *Summary*

Over-classification as Mentally Retarded, under-classification as Gifted/Talented, under-representation in Advanced Placement classes, disproportionate out-of-school suspensions and expulsions combine to limit educational opportunities and reduce achievement levels for African-American students, particularly male African-American students.

## Individual State Reports

This section includes United States Department of Education National Center for Education Statistics, state and district data for African-American and White male students for states in which there are districts listed in the preceding section and for those districts themselves. (Minnesota is also included as having been listed in the previous Report, although falling below the enrollment criterion for this edition.) Data from the United States Department of Education Office of Civil Rights 2002 Elementary and Secondary School Survey concerning Special Education, Gifted and Talented and Discipline reports; National Assessment of Educational Progress data, and Advanced Placement data are also included.

Certain types of data are *Benchmarked* at the highest level obtained by one of the states or districts included. It is assumed that the goal in each case is to close the racial and gender achievement gaps.

“Gap +/-” indicates change in gap—widening (+) or narrowing (-) from previous Report.

Each section—at the risk of repetition—is designed to be self-contained for the convenience of readers interested only in specific districts or states.

## ALABAMA

### **Inequities in Graduation Rates:**

Alabama state graduation rates for Black and White male students improved equally between 2001/2 and 2003/4, leaving the gap unchanged. Both remain below national averages. Three Alabama school districts enroll more than 10,000 African-American male students: Birmingham City, Mobile and Montgomery counties. Graduation rates for African-American male students in these districts vary from a low of 38% in Birmingham to a high of 43% in Mobile County. Mobile County schools have approximately equal numbers of Black and White students; Montgomery County schools have approximately three times as many black as White students. There are very few White students in the Birmingham City schools. Both Black and White male graduation rates in Mobile County have improved, while both have declined in Montgomery County.

The *Benchmark* for graduation rates of African-American male students for states is 70% (New Jersey).

The *Benchmark* for graduation rates of African-American male students for school districts is 78% (Baltimore County). To reach that level, the three Alabama school districts enrolling more than 10,000 African-American male students, would have to approximately double their 2003/4 graduation rates for African-American male students.

	<b>Black Males 2003</b>	<b>Graduation Rate 2003/4 *</b>		<b>Gap</b>	<b>Gap +/-</b>
		<b>Black Male</b>	<b>White Male</b>		
<b>ALABAMA</b>	135,695	45%	63%	18%	-
<b>Birmingham</b>	16,852	38%	9%	-29%	3%
<b>Mobile County</b>	16,755	43%	53%	10%	2%
<b>Montgomery County</b>	12,514	46%	61%	15%	-2%

\* State Graduation Data; NCES enrollment data.

### **Inequities in Educational Quality**

*The National Assessment of Educational Progress* measures achievement levels for various subject areas. The percentage of Alabama's White, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading increased from 59% in 1992 to 65% in 2005. The percentage of Black, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading increased from 23% to 28% in the same period. The gap increased from 36% to 37% between 1992 and 2005. (The percentage of White, non-Hispanic female students scoring at or above the Basic level in grade 4 Reading in 2005 was 68%; that for Black, non-Hispanic female students 35%.)

In Grade 8, the percentage of White non-Hispanic male students scoring at or above the Basic level remained unchanged at 69% between 1992 and 2005. The percentage of Black, non-Hispanic male students scoring at or above the Basic level in grade 8 *decreased* from 37% to 34% between 1998 and 2005. The gap therefore decreased from 34% to 33% between 1992 and 2005. (The percentage of White, non-Hispanic female students scoring at or above the Basic level in grade 8 in 2005 was 80%; that for Black, non-Hispanic female students 54%.)

The *Benchmark* for African-American male students grade 4 Reading is Massachusetts, with 49% of African-American male students scoring at or above Basic in 2005.

The *Benchmark* for grade 8 Reading is also the state of Massachusetts, with 63% of African-American male students scoring at or above Basic in 2005.

*Advanced Placement Examination Participation.* In order to reach the *Benchmark*, Alabama's African-American participation in AP examinations must increase from the current 46% to 69%.

### **Inequities in Special Education and Discipline**

Public schools in the state of Alabama disproportionately enroll White, non-Hispanic students in Gifted/Talented programs as compared to Black, non-Hispanic students and disproportionately classify Black students as Mentally Retarded. Black male students are given out-of-school suspensions and are expelled at more than twice the rate as would be expected from their share in total enrollments.

<b>USDOE OCR 2002  Category</b>	<b>Alabama</b>			
	<b>Percentage of Students</b>			
	<b>Female</b>		<b>Male</b>	
	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>
<b>Enrollment</b>	17.70	29.10	18.34	31.54
<b>Gifted/Talented</b>	8.01	39.58	7.17	41.83
<b>Mental Retardation</b>	24.87	14.90	38.66	20.57
<b>Emotional Disturbance</b>	9.04	12.26	31.84	45.85
<b>Specific Learning Disability</b>	12.08	17.48	27.99	40.60
<b>Suspensions *</b>	20.53	10.16	39.77	28.38
<b>Expulsions</b>	16.77	6.55	49.24	26.22

\* Out of School

### Birmingham City School District

In the Birmingham City School District, Black female students are slightly over-represented in Gifted/Talented programs and significantly under-represented in Mental Retardation classifications, a most unusual situation both for the state and the nation. On the other hand, the very few White students in the district are particularly over-represented in Gifted/Talented programs and under-represented in Mental Retardation classifications. Black male students are under-represented in Gifted/Talented programs and over-represented in Mental Retardation classifications and all other Special Education categories, as well as out-of-school suspensions and expulsions.

USDOE OCR 2002  Category	Birmingham City School District							
	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	16795	420	17135	385	47.65	1.19	48.64	1.09
Gifted/Talented	330	50	240	35	49.25	7.46	35.82	5.22
Mental Retardation	505	5	870	10	36.20	0.36	62.37	0.72
Emotional Disturbance	70	5	195	10	24.56	1.75	68.42	3.51
Specific Learning Disability	655	25	1630	40	27.81	1.06	69.21	1.70
Developmental Delay	15	0	40	0	25.00	0.00	66.67	0.00
Suspensions *	1260	5	2505	10	33.03	0.13	65.66	0.26
Expulsions	25	0	65	0	27.78	0.00	72.22	0.00

\* Out of School

### Mobile County School District

In the racially balanced Mobile County School District, Black female students are under-represented in Gifted/Talented programs by 50% and slightly over-represented in Mental Retardation classifications. Black male students are even more under-represented in

Gifted/Talented programs and significantly more over-represented in Mental Retardation classifications, as well as in out-of-school suspensions and expulsions.

USDOE OCR 2002  Category	Mobile County School District							
	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	15780	14150	16415	15455	24.66	22.11	25.65	24.15
Gifted/ Talented	280	930	260	915	11.13	36.98	10.34	36.38
Mental Retardation	370	145	540	190	29.25	11.46	42.69	15.02
Emotional Disturbance	40	15	205	135	9.88	3.70	50.62	33.33
Specific Learning Disability	755	555	1715	1305	17.08	12.56	38.80	29.52
Developmental Delay	45	25	70	100	18.37	10.20	28.57	40.82
Suspensions *	2625	1050	4280	2445	24.57	9.83	40.06	22.88
Expulsions	5	0	10	5	25.00	0.00	50.00	25.00

\* Out of School

### Montgomery County School District

In the predominately Black Montgomery County School District, Black female students are under-represented in Gifted/Talented programs by 50% and slightly over-represented in Mental Retardation classifications. Black male students are even more under-represented in Gifted/Talented programs and significantly more over-represented in Mental Retardation classifications, as well as in out-of-school suspensions and, especially, expulsions. All of the Montgomery County students who were expelled in the 2002/3 school year, according to US Department of Education data, were African-American.

USDOE OCR 2002	Montgomery County School District							
	Number of Students				Percentage of Students			

Category	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
<b>Enrollment</b>	12260	3775	12515	3990	36.79	11.33	37.56	11.97
<b>Gifted Talented</b>	165	200	160	225	21.29	25.81	20.65	29.03
<b>Mental Retardation</b>	290	25	400	35	38.41	3.31	52.98	4.64
<b>Emotional Disturbance</b>	10	0	15	0	33.33	0.00	50.00	0.00
<b>Specific Learning Disability</b>	340	105	900	215	21.66	6.69	57.32	13.69
<b>Developmental Delay</b>	25	5	55	15	25.00	5.00	55.00	15.00
<b>Suspensions *</b>	1380	150	2560	400	30.56	3.32	56.70	8.86
<b>Expulsions</b>	15	0	35	0	30.00	0.00	70.00	0.00

\* Out of School



## CALIFORNIA

### **Inequities in Graduation Rates:**

The graduation rates in California for African-American male students are considerably higher than national averages. There was a two-point improvement in that rate between 2001/2 and 2003/4. As graduation rates, state-wide, for White male students improved by only one point, the graduation gap remained substantially unchanged. On the other hand, the three school districts in the state which enroll at least 10,000 African-American male students have lower graduation rates for those students than the state average, varying narrowly from a low of 26% in Oakland to a high of 45% for the Los Angeles Unified School District. Two of these high African-American enrollment districts—San Diego and Oakland—have graduation rates for African-American male students that declined between 2001/2 and 2003/4. All three districts have experienced declining African-American enrollments in both absolute and relative terms since 2001/2, so that even in these districts the African-American population forms a relatively small group within the schools.

The *Benchmark* for graduation rates of African-American male students for states is 70% (New Jersey).

The *Benchmark* for graduation rates of African-American male students for school districts is 78% (Baltimore County). To reach that level, two of the three California school districts enrolling more than 10,000 African-American male students, would have to approximately double their 2003/4 graduation rates for African-American male students, while the third (Oakland), would have to nearly triple its graduation rate for African-American male students.

	<b>Black Males 2003</b>	<b>Graduation Rate 2003/4 *</b>		<b>Gap</b>	<b>Gap +/-</b>
		<b>Black Male</b>	<b>White Male</b>		
<b>CALIFORNIA</b>	260,539	55%	75%	20%	
<b>Los Angeles</b>	44,072	45%	63%	18%	-5%
<b>Oakland</b>	10,667	26%	57%	30%	-3%
<b>San Diego</b>	10,168	42%	71%	29%	4%

\* State Graduation Data; NCES Enrollment Data

### **Inequities in Educational Quality**

*The National Assessment of Educational Progress* measures achievement levels for various subject areas. The percentage of California's White, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading increased from 59% in 1992 to 68% in 2005. The percentage of Black, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading increased from 21% to 31% in the same period. The gap therefore decreased from 38% to 37% between 1992 and 2005. (The percentage of California's White, non-Hispanic female students scoring at or above the Basic level in grade 4 Reading in 2005 was 75%; that for Black, non-Hispanic female students 44%.)

Grade 8 Reading scores for California's White, non-Hispanic male students scoring at or above the Basic level decreased from 77% in 1998 to 69% in 2005. The percentage of Black, non-Hispanic male students scoring at or above the Basic level in grade 8 increased from 41% to 43% in the same period, which caused the gap between them to decrease from 36% to 26% between 1998 and 2005. (The percentage of White, non-Hispanic female students scoring at or above the Basic level in grade 8 Reading in 2005 was 81%; that for Black, non-Hispanic female students 51%.)

The *Benchmark* for African-American male students grade 4 Reading is Massachusetts, with 49% of African-American male students scoring at or above Basic in 2005.

The *Benchmark* for grade 8 Reading is also the state of Massachusetts, with 63% of African-American male students scoring at or above Basic in 2005.

*Advanced Placement Examination Participation.* In order to reach the *Benchmark*, California's African-American participation in AP examinations must increase from the current 48% to 69%.

### **Inequities in Special Education and Discipline**

Public schools in the state of California disproportionately enroll White, non-Hispanic students in Gifted/Talented programs as compared to Black, non-Hispanic students and disproportionately classify Black male students (but not Black female students) as Mentally Retarded. Black male students are given out-of-school suspensions and are expelled at three times the rate as would be expected from their share in total enrollments. Both White and Black male students are classified under Emotional Disturbance at much higher rates than female students of the same race.

USDOE OCR 2002  Category	California			
	Percentage of Students			
	Female		Male	
	Black	White	Black	White
<b>Enrollment</b>	4.07	16.23	4.19	17.29
<b>Gifted/Talented</b>	2.32	24.99	1.85	24.53
<b>Mental Retardation</b>	4.59	13.69	7.20	17.64
<b>Emotional Disturbance</b>	4.80	12.06	14.61	40.84
<b>Specific Learning Disability</b>	4.81	10.51	8.86	22.11
<b>Suspensions *</b>	5.92	6.49	13.27	22.52
<b>Expulsions</b>	4.28	5.32	12.37	23.19

\* Out of School

## **Inequities in Educational Quality**

### *Los Angeles Unified School District*

The percentage of LAUSD White, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading increased from 64% in 2002 to 73% in 2005. The percentage of Black, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading increased from 21% to 23% in the same period, while the gap increased from 43% to 50%. (The percentage of LAUSD White, non-Hispanic female students scoring at or above the Basic level in grade 4 Reading in 2005 was 69%, that for Black, non-Hispanic female students 33%.) *In other words, three-quarters of the male and two thirds of the female Black, non-Hispanic student in grade 4 in Los Angeles cannot read at the Basic level.*

In Grade 8, the percentage of White non-Hispanic male students scoring at or above the Basic level decreased from 70% in 2002 to 62% in 2005. The percentage of Black, non-Hispanic male students scoring at or above the Basic level in grade 8 increased from 33% to 34% in the same period, while the gap decreased from 37% to 28%. (The percentage of LAUSD White, non-Hispanic female students scoring at or above the Basic level in grade 8 in 2005 was 75%, that for Black, non-Hispanic female students 45%.)

The *Benchmark* for African-American male students grade 4 Reading is Massachusetts, with 49% of African-American male students scoring at or above Basic in 2005.

The *Benchmark* for grade 8 Reading is also the state of Massachusetts, with 63% of African-American male students scoring at or above Basic in 2005.

## **Inequities in Special Education and Discipline**

### *Los Angeles Unified School District*

Black female students are under-represented in the Los Angeles Unified School District's Gifted/Talented programs and in Mental Retardation classifications. Black male students are under-represented in Gifted/Talented programs and over-represented in Mental Retardation classifications, as well as out-of-school suspensions and expulsions.

USDOE OCR 2002  Category	Los Angeles Unified School District							
	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
<b>Enrollment</b>	45130	33370	45135	36785	6.07	4.49	6.07	4.95
<b>Gifted Talented</b>	2355	7160	1790	7415	4.69	14.27	3.57	14.78
<b>Mental Retardation</b>	235	155	445	195	5.31	3.50	10.06	4.41
<b>Emotional Disturbance</b>	120	70	455	230	7.10	4.14	26.92	13.61
<b>Specific Learning Disability</b>	3395	1395	5800	2575	6.87	2.82	11.73	5.21
<b>Developmental Delay</b>	0	5	0	5	0.00	33.33	0.00	33.33
<b>Suspensions *</b>	4480	770	8435	2595	9.52	1.64	17.92	5.51
<b>Expulsions</b>	15	5	80	30	3.53	1.18	18.82	7.06

\* Out of School

### **Inequities in Special Education and Discipline**

#### *Oakland Unified School District*

Black female students are under-represented in the historically minority Oakland Unified School District's Gifted/Talented programs, where White, non-Hispanic students are over represented by a factor of four. African-American female students are over-represented in the district's Mental Retardation classifications. Black male students are significantly under-represented in Gifted/Talented programs and over-represented in Mental Retardation classifications, as well as out-of-school suspensions. Only Black male students were expelled from the Oakland schools in the period in question.

USDOE OCR 2002  Category	Oakland Unified School District							
	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
<b>Enrollment</b>	11305	1505	11315	1630	21.91	2.92	21.93	3.16
<b>Gifted Talented</b>	380	375	280	350	13.67	13.49	10.07	12.59
<b>Mental Retardation</b>	115	10	170	15	24.73	2.15	36.56	3.23
<b>Emotional Disturbance</b>	45	0	120	10	22.50	0.00	60.00	5.00
<b>Specific Learning Disability</b>	605	60	1180	90	22.24	2.21	43.38	3.31
<b>Developmental Delay</b>	0	0	0	0	0.00	0.00	0.00	0.00
<b>Suspensions *</b>	750	15	1290	45	26.09	0.52	44.87	1.57
<b>Expulsions</b>	0	0	5	0	0.00	0.00	25.00	0.00

\* Out of School

## Inequities in Educational Quality

### *San Diego Unified School District*

The percentage of San Diego White, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading decreased from 75% in 2003 to 67% in 2005. The percentage of Black, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading decreased from 35% to 33% in the same period, while the gap decreased from 40% to 34%. (The percentage of White, non-Hispanic female students scoring at or above the Basic level in grade 4 Reading in 2005 was 72%; that for Black, non-Hispanic female students 54%.)

Grade 8 Reading scores for San Diego's White, non-Hispanic male students scoring at or above the Basic level increased from 72% in 2003 to 76% in 2005. The percentage of Black, non-Hispanic male students scoring at or above the Basic level in grade 8 increased from 37% to 48% in the same period, while the gap decreased from 35% to 28%. (The percentage of White, non-Hispanic female students scoring at or above the

Basic level in grade 8 in 2005 was 88%; that for Black, non-Hispanic female students 58%.)

The *Benchmark* for African-American male students grade 4 Reading is Massachusetts, with 49% of African-American male students scoring at or above Basic in 2005.

The *Benchmark* for grade 8 Reading is also the state of Massachusetts, with 63% of African-American male students scoring at or above Basic in 2005.

### **Inequities in Special Education and Discipline**

Black female students are under-represented in the San Diego Unified School District's Gifted/Talented programs, where White, non-Hispanic students are over-represented. African-American students are over-represented in the district's Mental Retardation classifications. Black male students are over-represented in regard to out-of-school suspensions and expulsions.

<b>USDOE OCR 2002  Category</b>	<b>San Diego Unified School District</b>							
	<b>Number of Students</b>				<b>Percentage of Students</b>			
	<b>Female</b>		<b>Male</b>		<b>Female</b>		<b>Male</b>	
	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>
<b>Enrollment</b>	10350	17860	10700	18760	7.39	12.76	7.64	13.40
<b>Gifted Talented</b>	675	4020	740	4400	3.44	20.47	3.77	22.40
<b>Mental Retardation</b>	80	85	90	95	9.70	10.30	10.91	11.52
<b>Emotional Disturbance</b>	65	65	240	220	7.83	7.83	28.92	26.51
<b>Specific Learning Disability</b>	685	620	1065	1235	9.38	8.49	14.59	16.92
<b>Developmental Delay</b>	0	0	0	0	0.00	0.00	0.00	0.00
<b>Suspensions *</b>	735	305	1510	980	9.74	4.04	20.00	12.98
<b>Expulsions</b>	20	10	70	45	6.56	3.28	22.95	14.75

\* Out of School



## DISTRICT OF COLUMBIA

### Inequities in Graduation Rates

The District of Columbia has only a few dozen White, non-Hispanic students. The District's graduation rate for Black male students is above the national average.

The *Benchmark* for graduation rates of African-American male students for states is 70% (New Jersey).

The *Benchmark* for graduation rates of African-American male students for school districts is 78% (Baltimore County). To reach that level, the seven Florida school districts enrolling more than 10,000 African-American male students, would have to improve their 2003/4 graduation rates for African-American male students by between 44 and 59 percentage points.

	Black Males 2003	Graduation Rate 2003/4 *		Gap	Gap +/-
		Black Male	White Male		
DISTRICT OF COLUMBIA	27,432	49%	95%	46%	4%

\* Estimated Graduation Data; NCES Enrollment Data

### Inequities in Educational Quality

*The National Assessment of Educational Progress* measures achievement levels for various subject areas. There are too few White, non-Hispanic students in the Washington, DC schools for meaningful analysis of their performance. The percentage of Washington, DC's Black, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading increased from 23% to 25% between 2002 and 2005. (The percentage of Black, non-Hispanic female students scoring at or above the Basic level in

grade 4 Reading in 2005 was 32%.) *In other words, three-quarters of the male and two-thirds of the female Black, non-Hispanic student in grade 4 in the nation's capital cannot read at the Basic level.*

Grade 8 Reading scores for Black, non-Hispanic male students scoring at or above the Basic level in grade 8 decreased from 39% to 33% between 2002 and 2005. (The percentage of Black, non-Hispanic female students scoring at or above the Basic level in grade 8 in 2005 was 50%.)

The *Benchmark* for African-American male students grade 4 Reading is Massachusetts, with 49% of African-American male students scoring at or above Basic in 2005.

The *Benchmark* for grade 8 Reading is also the state of Massachusetts, with 63% of African-American male students scoring at or above Basic in 2005.

## FLORIDA

### Inequities in Graduation Rates

Florida's schools are attended by more African-American students than those of any other state. The fact that Florida's graduation rate for African-American male students is lower than the national average has a significant effect on national education outcomes. Between 2001/2 and 2003/4 that graduation rate declined to 31%: more than two-thirds of the state's African-American male students did not graduate with their class. The gap between the graduation rates for African-American and White non-Hispanic male students is wide (23%) and widening. The size of this gap is particularly notable in view of the relatively low graduation rate for White non-Hispanic male students. In many districts only half or fewer White non-Hispanic male students graduate with their cohort; in some Florida districts, such as Pinellas County, more than three-quarters of African-American male students do not graduate with their cohort.

The *Benchmark* for graduation rates of African-American male students for states is 70% (New Jersey).

The *Benchmark* for graduation rates of African-American male students for school districts is 78% (Baltimore County). To reach that level, the seven Florida school districts enrolling more than 10,000 African-American male students, would have to improve their 2003/4 graduation rates for African-American male students by between 44 and 59 percentage points.

	<b>Black Males 2003</b>	<b>Graduation Rate 2003/4 *</b>		<b>Gap</b>	<b>Gap +/-</b>
		<b>Black Male</b>	<b>White Male</b>		
<b>FLORIDA</b>	320,962	31%	54%	23%	5%
<b>Broward County</b>	51,114	36%	55%	19%	6%
<b>Dade County</b>	54,406	31%	54%	23%	5%
<b>Duval County</b>	28,584	26%	44%	18%	4%
<b>Hillsborough County</b>	21,705	34%	57%	23%	6%
<b>Orange County</b>	23,857	27%	50%	23%	3%
<b>Palm Beach County</b>	25,591	29%	54%	25%	5%
<b>Pinellas County</b>	11,448	21%	42%	21%	-5%

\* State Graduation Data; NCES Enrollment Data

### **Inequities in Educational Quality**

*The National Assessment of Educational Progress* measures achievement levels for various subject areas. The percentage of Florida's White, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading increased from 69% in 1992 to 74% in 2005. The percentage of Black, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading increased from 23% to 38% in the same period, while the gap decreased from 46% to 36%. (The percentage of Florida's White, non-Hispanic female students scoring at or above the Basic level in grade 4 Reading in 2005 was 77%; that for Black, non-Hispanic female students 51%.)

In grade 8 Reading the percentage of Florida's White, non-Hispanic male students scoring at or above the Basic level decreased from 71% in 1998 to 70% in 2005. The percentage of Black, non-Hispanic male students scoring at or above the Basic level in grade 8 increased from 33% to 38% in the same period, while the gap decreased from 37% to 32%. (The percentage of White, non-Hispanic female students scoring at or

above the Basic level in grade 8 in 2005 was 81%; that for Black, non-Hispanic female students 55%.)

The *Benchmark* for African-American male students grade 4 Reading is Massachusetts, with 49% of African-American male students scoring at or above Basic in 2005.

The *Benchmark* for grade 8 Reading is also the state of Massachusetts, with 63% of African-American male students scoring at or above Basic in 2005.

*Advanced Placement Examination Participation.* In order to reach the *Benchmark*, African-American participation in AP examinations must increase from the current 51% to 69%.

### **Inequities in Special Education and Discipline**

Public schools in the state of Florida disproportionately enroll White, non-Hispanic students in Gifted/Talented programs and disproportionately classify Black students as Mentally Retarded. Black male students are given out-of-school suspensions and are expelled at more than twice the rate as would be expected from their share in total enrollments. Both White and Black male students are classified under Emotional Disturbance at much higher rates than female students of the same race.

USDOE OCR 2002  Category	Florida			
	Percentage of Students			
	Female		Male	
	Black	White	Black	White
<b>Enrollment</b>	11.97	25.16	12.30	26.73
<b>Gifted/Talented</b>	5.97	31.15	4.77	34.80
<b>Mental Retardation</b>	19.62	15.52	28.15	20.33
<b>Emotional Disturbance</b>	8.79	9.46	29.78	40.15
<b>Specific Learning Disability</b>	7.72	16.67	16.82	37.73
<b>Suspensions *</b>	15.47	10.50	29.23	28.15
<b>Expulsions</b>	10.09	12.30	29.01	37.46

\* Out of School

*Broward County School District*

Black students are under-represented in the Broward County School District's Gifted/Talented programs, where White, non-Hispanic students are over-represented. African-American students are over-represented in the district's Mental Retardation classifications—Black male students at double the parity rate. Black male students are over-represented in regard to out-of-school suspensions. Unusually, only Black *female* students were expelled from the district's school in the period in question.

USDOE OCR 2002  Category	Broward County School District							
	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
<b>Enrollment</b>	46165	47680	47725	52005	17.72	18.30	18.32	19.96
<b>Gifted Talented</b>	800	2460	740	3195	8.31	25.55	7.68	33.18
<b>Mental Retardation</b>	735	245	1050	340	26.25	8.75	37.50	12.14
<b>Emotional Disturbance</b>	195	240	480	785	10.08	12.40	24.81	40.57
<b>Specific Learning Disability</b>	610	1005	1985	2740	7.41	12.20	24.10	33.27
<b>Developmental Delay</b>	30	20	100	50	11.76	7.84	39.22	19.61
<b>Suspensions *</b>	3400	1075	6910	3225	19.38	6.13	39.40	18.39
<b>Expulsions</b>	5	0	0	0	50.00	0.00	0.00	0.00

\* Out of School

*Dade County School District*

Black students are under-represented in the Dade County School District's Gifted/Talented programs, where White, non-Hispanic male and female students are equally over-represented. African-American students are over-represented in the district's Mental Retardation classifications—Black male students at double the parity

rate. Both Black male and female students are over-represented in regard to out-of-school suspensions.

USDOE OCR 2002  Category	Dade County Public School District							
	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	52320	18555	53770	19915	14.42	5.11	14.82	5.49
Gifted Talented	2335	2820	1550	2670	9.82	11.86	6.52	11.23
Mental Retardation	895	110	1360	145	20.16	2.48	30.63	3.27
Emotional Disturbance	480	110	2015	420	9.50	2.18	39.86	8.31
Specific Learning Disability	2230	680	4935	1505	9.49	2.89	21.00	6.40
Developmental Delay	5	0	10	10	12.50	0.00	25.00	25.00
Suspensions *	5785	505	11675	1485	17.48	1.53	35.27	4.49
Expulsions	0	0	0	0	0.00	0.00	0.00	0.00

\* Out of School

#### *Duval County School District*

Black students are under-represented in the Duval County School District's Gifted/Talented programs, where White, non-Hispanic male and female students are over-represented. Unusually, White, non-Hispanic male student over-representation in Gifted/Talented programs is greater than White female over-representation. African-American students are over-represented in the district's Mental Retardation classifications—Black male students at nearly double the parity rate. Black male students are over-represented in regard to out-of-school suspensions.

USDOE OCR 2002  Category	Duval County School District							
	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White

<b>Enrollment</b>	26785	29865	27125	31170	21.56	24.04	21.84	25.09
<b>Gifted Talented</b>	335	1205	295	1320	9.50	34.18	8.37	37.45
<b>Mental Retardation</b>	725	335	1075	435	27.20	12.57	40.34	16.32
<b>Emotional Disturbance</b>	215	180	705	605	12.39	10.37	40.63	34.87
<b>Specific Learning Disability</b>	1165	1425	2465	2935	13.85	16.94	29.31	34.90
<b>Developmental Delay</b>	30	15	65	75	15.00	7.50	32.50	37.50
<b>Suspensions *</b>	4710	2325	7570	4785	23.18	11.44	37.25	23.55
<b>Expulsions</b>	0	0	0	0	0.00	0.00	0.00	0.00

\* Out of School

### *Hillsborough County School District*

Black students are significantly under-represented in the Hillsborough County School District's Gifted/Talented programs, where White, non-Hispanic male and female students are over-represented. As with the Duval County schools, White, non-Hispanic male student over-representation in Gifted/Talented programs is greater than White female over-representation. African-American students are over-represented in the district's Mental Retardation classifications—Black male students at more than double the parity rate. Black male students are over-represented in regard to out-of-school suspensions and expulsions.

<b>USDOE OCR 2002  Category</b>	<b>Hillsborough County School District</b>							
	<b>Number of Students</b>				<b>Percentage of Students</b>			
	<b>Female</b>		<b>Male</b>		<b>Female</b>		<b>Male</b>	
	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>
<b>Enrollment</b>	19710	41605	20080	43700	11.58	24.45	11.80	25.68
<b>Gifted Talented</b>	370	2475	370	2770	4.97	33.22	4.97	37.18
<b>Mental Retardation</b>	675	480	895	560	21.03	14.95	27.88	17.45
<b>Emotional Disturbance</b>	300	250	960	1055	10.22	8.52	32.71	35.95
<b>Specific</b>	750	1735	1710	4230	6.80	15.73	15.50	38.35



<b>Learning Disability</b>								
<b>Developmental Delay</b>	5	5	15	25	7.69	7.69	23.08	38.46
<b>Suspensions *</b>	2035	1155	4105	3560	14.59	8.28	29.43	25.52
<b>Expulsions</b>	5	5	25	30	5.88	5.88	29.41	35.29

\* Out of School

### *Orange County School District*

Black students are dramatically under-represented in the Orange Country School District's Gifted/Talented programs, where White, non-Hispanic male and female students are over-represented. As in other Florida districts, White, non-Hispanic male student over-representation in Gifted/Talented programs is greater than White female over-representation. African-American students are over-represented in the district's Mental Retardation classifications—Black male students are over-classified as Mentally Retarded by over 100%. Black male students are extremely over-represented in regard to out-of-school suspensions and expulsions.

<b>USDOE OCR 2002  Category</b>	<b>Orange County School District</b>							
	<b>Number of Students</b>				<b>Percentage of Students</b>			
	<b>Female</b>		<b>Male</b>		<b>Female</b>		<b>Male</b>	
	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>
<b>Enrollment</b>	21785	31440	22355	33680	14.00	20.20	14.36	21.64
<b>Gifted Talented</b>	255	2190	240	2600	4.03	34.65	3.80	41.14
<b>Mental Retardation</b>	800	380	1245	525	21.62	10.27	33.65	14.19
<b>Emotional Disturbance</b>	185	80	665	430	11.53	4.98	41.43	26.79
<b>Specific Learning Disability</b>	985	1720	2225	4135	7.95	13.88	17.96	33.37
<b>Developmental Delay</b>	30	30	90	90	8.57	8.57	25.71	25.71
<b>Suspensions *</b>	2200	860	4240	2260	17.80	6.96	34.30	18.28
<b>Expulsions</b>	5	0	20	5	14.29	0.00	57.14	14.29

\* Out of School

*Palm Beach County School District*

Black students are very under-represented in the Palm Beach Country School District's Gifted/Talented programs, where White, non-Hispanic male and female students are over-represented. A African-American students are over-represented in the district's Mental Retardation classifications—Black male students are over-classified as Mentally Retarded by over 100%. Black male students are very over-represented in regard to out-of-school suspensions and expulsions.

<b>USDOE OCR 2002  Category</b>	<b>Palm Beach County School District</b>							
	<b>Number of Students</b>				<b>Percentage of Students</b>			
	<b>Female</b>		<b>Male</b>		<b>Female</b>		<b>Male</b>	
	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>
<b>Enrollment</b>	23400	37080	23840	39610	14.57	23.09	14.84	24.66
<b>Gifted Talented</b>	615	2930	480	3010	7.10	33.81	5.54	34.74
<b>Mental Retardation</b>	460	245	680	350	21.85	11.64	32.30	16.63
<b>Emotional Disturbance</b>	105	85	520	455	8.11	6.56	40.15	35.14
<b>Specific Learning Disability</b>	995	1465	2445	3580	9.08	13.37	22.31	32.66
<b>Developmental Delay</b>	5	10	5	20	9.09	18.18	9.09	36.36
<b>Suspensions *</b>	3110	1140	6125	3480	18.95	6.95	37.32	21.21
<b>Expulsions</b>	10	0	30	20	14.29	0.00	42.86	28.57

\* Out of School

*Pinellas County School District*

Black students are extremely under-represented in the Pinellas Country School District's Gifted/Talented programs, where White, non-Hispanic male and female students are over-represented. As in other Florida districts, White, non-Hispanic male student over-representation in Gifted/Talented programs is greater than White female over-

representation. African-American students are over-represented in the district's Mental Retardation classifications—Black male students are over-classified as Mentally Retarded by well over 100%. Black male students are very over-represented in regard to out-of-school suspensions and expulsions.

<b>USDOE OCR 2002  Category</b>	<b>Pinellas County School District</b>							
	<b>Number of Students</b>				<b>Percentage of Students</b>			
	<b>Female</b>		<b>Male</b>		<b>Female</b>		<b>Male</b>	
	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>
<b>Enrollment</b>	10370	38630	10645	40715	9.34	34.81	9.59	36.69
<b>Gifted Talented</b>	140	2030	115	2345	2.78	40.36	2.29	46.62
<b>Mental Retardation</b>	315	400	470	480	17.85	22.66	26.63	27.20
<b>Emotional Disturbance</b>	265	265	855	1215	9.93	9.93	32.02	45.51
<b>Specific Learning Disability</b>	970	1985	1595	4005	10.60	21.69	17.43	43.77
<b>Developmental Delay</b>	10	20	20	55	9.09	18.18	18.18	50.00
<b>Suspensions *</b>	1665	1680	2810	4365	14.91	15.05	25.17	39.10
<b>Expulsions</b>	10	5	10	25	22.22	11.11	22.22	55.56

\* Out of School

## GEORGIA

### Inequities in Graduation Rates

Georgia's public schools improved their graduation rate for African-American male students by an estimated two percentage points, while that for White non-Hispanic students fell by two percentage points between 2001/2 and 2003/4, decreasing the achievement gap by four percentage points. Graduation rates for African-American male students in those districts enrolling 10,000 or more African-American male students vary from 25% in Chatham County 54% in Cobb County.

The *Benchmark* for graduation rates of African-American male students for states is 70% (New Jersey).

The *Benchmark* for graduation rates of African-American male students for school districts is 78% (Baltimore County). To reach that level, five of the eight Georgia school districts enrolling more than 10,000 African-American male students, would have to more than double their 2003/4 graduation rates for African-American male students; Cobb, Dekalb and Gwinnett counties would require approximately a 30% point increase.

	Black Males 2003	Graduation Rate 2003/4 *		Gap	Gap +/-
		Black Male	White Male		
<b>GEORGIA</b>	294,007	39%	54%	15%	-4%
<b>Atlanta City</b>	22,784	35%	63%	28%	12%
<b>Chatham County</b>	11,516	25%	46%	21%	9%
<b>Clayton County</b>	18,634	33%	30%	-3%	1%
<b>Cobb County</b>	14,480	54%	68%	14%	-3%

<b>Dekalb County</b>	39,429	49%	63%	14%	-9%
<b>Fulton County</b>	14,567	37%	76%	39%	8%
<b>Gwinnett County</b>	14,058	50%	63%	13%	1%
<b>Richmond County</b>	12,221	30%	38%	8%	0%

\* Estimated Graduation Data based on State reports; NCES Enrollment Data

### **Inequities in Educational Quality**

*The National Assessment of Educational Progress* measures achievement levels for various subject areas. The percentage of Georgia's White, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading increased slightly from 67% in 1992 to 68% in 2005. The percentage of Black, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading also slightly increased from 32% to 33% in the same period, the gap remaining at 35%. (The percentage of White, non-Hispanic female students scoring at or above the Basic level in grade 4 Reading in 2005 was 78%; that for Black, non-Hispanic female students 46%.) In other words, two-thirds of the state's Black male students do not reach the Basic level in Reading in grade 4.

In grade 8 Reading the percentage of Georgia's White, non-Hispanic male students scoring at or above the Basic level decreased from 76% in 1998 to 75% in 2005. The percentage of Black, non-Hispanic male students scoring at or above the Basic level in grade 8 decreased from 41% to 40% in the same period, leaving the gap unchanged at 35%. (The percentage of White, non-Hispanic female students scoring at or above the Basic level in grade 8 in 2005 was 83%; that for Black, non-Hispanic female students 58%.)

The *Benchmark* for African-American male students grade 4 Reading is Massachusetts, with 49% of African-American male students scoring at or above Basic in 2005.

The *Benchmark* for grade 8 Reading is also the state of Massachusetts, with 63% of African-American male students scoring at or above Basic in 2005.

*Advanced Placement Examination Participation.* In order to reach the *Benchmark*, African-American participation in AP examinations in the state of Georgia would increase from the current 61% to 69%.

### **Inequities in Special Education and Discipline**

Public schools in the state of Georgia disproportionately enroll White, non-Hispanic students in Gifted/Talented programs and disproportionately classify Black students as Mentally Retarded. However, a number of the large Georgia districts do not disproportionately classify Black female students as Mentally Retarded and some have rather low rates of over-classification for Black male students. Black male students are given out-of-school suspensions and are expelled at twice the rate as would be expected from their share in total enrollments. Both White and Black male students are classified under Emotional Disturbance at much higher rates than female students of the same race.

USDOE OCR 2002  Category	Georgia			
	Percentage of Students			
	Female		Male	
	Black	White	Black	White
<b>Enrollment</b>	19.42	25.06	19.75	26.54
<b>Gifted/Talented</b>	9.16	39.82	7.27	37.12
<b>Mental Retardation</b>	24.10	14.40	36.92	19.98
<b>Emotional Disturbance</b>	11.96	12.79	35.61	37.27
<b>Specific Learning Disability</b>	9.42	17.39	23.77	43.11
<b>Suspensions *</b>	20.73	8.10	41.89	23.84
<b>Expulsions</b>	14.09	8.92	45.05	28.50

\* Out of School

### *Atlanta City School District*

#### **Inequities in Educational Quality**

The percentage of White, non-Hispanic students scoring at or above the Basic level in grade 4 Reading was 94% in 2005. The percentage of Black, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading increased from 27% to 29% between 2002 and 2005. The gap in 2005 was 65%. (The percentage of White, non-Hispanic female students in the Atlanta City schools was below that required for meaningful analysis, the percentage of Black, non-Hispanic female students scoring at or above the Basic level in grade 4 Reading was 39% in 2005.)

The percentage of Atlanta's Black, non-Hispanic male students scoring at or above the Basic level in grade 8 increased from 34% to 35% between 2002 and 2005. (The percentage of Black, non-Hispanic female students scoring at or above the Basic level in grade 8 in 2005 was 51%.) This is considerably below the national average for grade 8 reading scores for Black male students.

The *Benchmark* for African-American male students grade 4 Reading is Massachusetts, with 49% of African-American male students scoring at or above Basic in 2005.

The *Benchmark* for grade 8 Reading is also the state of Massachusetts, with 63% of African-American male students scoring at or above Basic in 2005.

#### **Inequities in Special Education and Discipline**

Black students are under-represented in the Atlanta City Public School's Gifted/Talented programs, where White, non-Hispanic male and female students are over-represented by at least 400%. Nearly a third of the district's White female students and nearly a quarter of the district's White male students are classified as Gifted/Talented. African-American male (but not female) students are over-represented in the district's Mental Retardation classifications. The district's ratio of Black male enrollments to Mental Retardation

classification is fairly low by national standards. Black male students are over-represented in regard to out-of-school suspensions and expulsions.

USDOE OCR 2002  Category	Atlanta City Public Schools							
	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	25020	1790	24965	1995	44.57	3.19	44.47	3.55
Gifted Talented	1080	565	1180	445	32.19	16.84	35.17	13.26
Mental Retardation	365	10	555	15	37.82	1.04	57.51	1.55
Emotional Disturbance	120	5	515	15	18.32	0.76	78.63	2.29
Specific Learning Disability	245	25	605	45	26.06	2.66	64.36	4.79
Developmental Delay	55	5	140	10	25.58	2.33	65.12	4.65
Suspensions *	935	10	1545	25	36.10	0.39	59.65	0.97
Expulsions	0	0	10	0	0.00	0.00	66.67	0.00

\* Out of School

#### *Chatham County Public Schools*

Black students are under-represented in the Chatham County Public Schools Gifted/Talented programs, where White, non-Hispanic male and female students are over-represented. African-American students are over-represented in the district's Mental Retardation classifications. Black male students are over-represented in regard to out-of-school suspensions and expulsions.

USDOE OCR 2002  Category	Chatham County Public Schools							
	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	11065	4815	11005	5045	33.17	14.44	32.99	15.13
Gifted Talented	430	955	310	785	16.10	35.77	11.61	29.40
Mental	165	35	195	40	37.93	8.05	44.83	9.20

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From: *Public Education and Black Male Students: A State Report Card* (Schott Foundation for Public Education, forthcoming.)



<b>Retardation</b>								
<b>Emotional Disturbance</b>	70	15	200	75	19.18	4.11	54.79	20.55
<b>Specific Learning Disability</b>	220	140	560	255	18.33	11.67	46.67	21.25
<b>Developmental Delay</b>	25	20	60	20	19.23	15.38	46.15	15.38
<b>Suspensions *</b>	1165	160	1985	365	31.15	4.28	53.07	9.76
<b>Expulsions</b>	50	5	140	25	21.74	2.17	60.87	10.87

\* Out of School

### *Clayton County School District*

Black students are under-represented in the Clayton County School District's Gifted/Talented programs, where White, non-Hispanic male and female students are over-represented. African-American male (but not female) students are over-represented in the district's Mental Retardation classifications. Black male students are over-represented in regard to out-of-school suspensions and expulsions.

<b>USDOE OCR 2002</b>	<b>Clayton County School District</b>							
	<b>Number of Students</b>				<b>Percentage of Students</b>			
	<b>Female</b>		<b>Male</b>		<b>Female</b>		<b>Male</b>	
	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>
<b>Enrollment</b>	18185	3400	18615	3705	36.07	6.74	36.92	7.35
<b>Gifted Talented</b>	575	350	405	325	29.95	18.23	21.09	16.93
<b>Mental Retardation</b>	275	80	395	80	31.25	9.09	44.89	9.09
<b>Emotional Disturbance</b>	120	40	410	115	16.78	5.59	57.34	16.08
<b>Specific Learning Disability</b>	230	120	725	305	15.28	7.97	48.17	20.27
<b>Developmental Delay</b>	10	5	15	5	28.57	14.29	42.86	14.29
<b>Suspensions *</b>	1775	190	3355	440	28.84	3.09	54.51	7.15
<b>Expulsions</b>	15	0	55	5	17.65	0.00	64.71	5.88

\* Out of School

*Cobb County School District*

Black students are very under-represented in the Cobb County Public School's Gifted/Talented programs, where White, non-Hispanic male and female students are over-represented. African-American students are over-represented in the district's Mental Retardation classifications. Black male students are extraordinarily over-represented in regard to out-of-school suspensions and especially expulsions.

<b>USDOE OCR 2002  Category</b>	<b>Cobb County Public Schools</b>							
	<b>Number of Students</b>				<b>Percentage of Students</b>			
	<b>Female</b>		<b>Male</b>		<b>Female</b>		<b>Male</b>	
	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>
<b>Enrollment</b>	12615	28265	13230	29335	13.09	29.32	13.73	30.43
<b>Gifted Talented</b>	505	5290	380	5270	4.07	42.64	3.06	42.48
<b>Mental Retardation</b>	155	145	210	180	20.13	18.83	27.27	23.38
<b>Emotional Disturbance</b>	90	130	315	440	9.05	13.07	31.66	44.22
<b>Specific Learning Disability</b>	365	840	805	1775	8.76	20.17	19.33	42.62
<b>Developmental Delay</b>	10	20	30	50	7.69	15.38	23.08	38.46
<b>Suspensions *</b>	1570	880	3955	2695	15.33	8.59	38.62	26.32
<b>Expulsions</b>	0	0	20	5	0.00	0.00	66.67	16.67

\* Out of School

*Dekalb County School District*

Black students are under-represented in the Dekalb Country School District's Gifted/Talented programs, where White, non-Hispanic male and female students are over-represented by at least 300%. African-American male (but not female) students are over-represented in the district's Mental Retardation classifications. The district's ratio of Black male enrollments to Mental Retardation classification is fairly low by national standards. Black male students are over-represented in regard to out-of-school

suspensions and only Black students were expelled from the district's schools in the period in question.

USDOE OCR 2002  Category	Dekalb County Schools							
	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	37085	4720	38075	5190	39.15	4.98	40.20	5.48
Gifted Talented	2825	1645	2175	1730	31.15	18.14	23.98	19.07
Mental Retardation	580	70	920	85	33.14	4.00	52.57	4.86
Emotional Disturbance	230	30	880	115	17.83	2.33	68.22	8.91
Specific Learning Disability	490	95	1240	240	21.63	4.19	54.75	10.60
Developmental Delay	55	10	130	35	22.00	4.00	52.00	14.00
Suspensions *	3480	115	6910	345	30.12	1.00	59.80	2.99
Expulsions	10	0	35	0	22.22	0.00	77.78	0.00

\* Out of School

#### *Fulton County Public Schools*

Black students are under-represented in the Fulton County Public School's Gifted/Talented programs, where White, non-Hispanic male and female students are over-represented. African-American students are over-represented in the district's Mental Retardation classifications. Black male students are over-represented in regard to out-of-school suspensions and expulsions. In Fulton County, only Black Male students were expelled in the 2002/3 school year.

USDOE OCR 2002  Category	Fulton County Public Schools							
	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White

<b>Enrollment</b>	14365	15190	14755	15985	20.36	21.52	20.91	22.65
<b>Gifted Talented</b>	720	3810	560	3620	7.17	37.93	5.57	36.04
<b>Mental Retardation</b>	150	75	225	65	27.03	13.51	40.54	11.71
<b>Emotional Disturbance</b>	75	45	290	185	12.20	7.32	47.15	30.08
<b>Specific Learning Disability</b>	355	375	910	825	12.82	13.54	32.85	29.78
<b>Developmental Delay</b>	5	0	5	15	16.67	0.00	16.67	50.00
<b>Suspensions *</b>	1155	175	2520	565	24.57	3.72	53.62	12.02
<b>Expulsions</b>	0	0	5	0	0.00	0.00	50.00	0.00

\* Out of School

### *Gwinnett County Public Schools*

Black students are under-represented in the Gwinnett County Public Schools

Gifted/Talented programs, where White, non-Hispanic male and female students are over-represented. African-American male (but not female) students are over-represented in the district's Mental Retardation classifications. Black male students are over-represented in regard to out-of-school suspensions and very over-represented in regard to expulsions (the district expelled only Black male students in the 2002/3 school year).

<b>USDOE OCR 2002</b>	<b>Gwinnett County Public Schools</b>							
	<b>Number of Students</b>				<b>Percentage of Students</b>			
	<b>Female</b>		<b>Male</b>		<b>Female</b>		<b>Male</b>	
	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>
<b>Enrollment</b>	13235	32275	13675	33835	10.86	26.48	11.22	27.76
<b>Gifted Talented</b>	600	5215	545	5050	4.51	39.20	4.10	37.96
<b>Mental Retardation</b>	160	285	280	525	10.32	18.39	18.06	33.87
<b>Emotional Disturbance</b>	130	290	485	900	6.58	14.68	24.56	45.57
<b>Specific Learning Disability</b>	255	615	550	1350	7.72	18.61	16.64	40.85
<b>Developmental</b>	0	0	0	0	0.00	0.00	0.00	0.00

<b>Delay</b>								
<b>Suspensions *</b>	645	490	1300	1380	12.78	9.71	25.77	27.35
<b>Expulsions</b>	0	0	5	0	0.00	0.00	50.00	0.00

\* Out of School

### *Richmond County Public Schools*

Black students are under-represented in the Richmond County Public Schools

Gifted/Talented programs, where White, non-Hispanic male and female students are over-represented by over 100%. African-American male (but not female) students are over-represented in the district's Mental Retardation classifications. Black male students are over-represented in regard to out-of-school suspensions and very over-represented in regard to expulsions (the district expelled only Black male students in the 2002/3 school year).

<b>USDOE OCR 2002</b>	<b>Richmond County Public Schools</b>							
	<b>Number of Students</b>				<b>Percentage of Students</b>			
	<b>Female</b>		<b>Male</b>		<b>Female</b>		<b>Male</b>	
	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>
<b>Enrollment</b>	12125	4100	12310	4405	35.65	12.05	36.19	12.95
<b>Gifted Talented</b>	130	155	90	205	21.14	25.20	14.63	33.33
<b>Mental Retardation</b>	360	80	570	105	31.58	7.02	50.00	9.21
<b>Emotional Disturbance</b>	190	70	475	145	21.35	7.87	53.37	16.29
<b>Specific Learning Disability</b>	140	80	400	215	16.37	9.36	46.78	25.15
<b>Developmental Delay</b>	5	0	5	5	25.00	0.00	25.00	25.00
<b>Suspensions *</b>	1825	405	3200	980	27.95	6.20	49.00	15.01
<b>Expulsions</b>	0	0	10	0	0.00	0.00	66.67	0.00

\* Out of School

## ILLINOIS

### **Inequities in Graduation Rates**

Illinois is among the states with the largest enrollments of African-American students in the public schools. The graduation rate for African-American male students in Illinois improved between 2002 and 2004, as did that for White, non-Hispanic male students, the gap remaining the same. Nearly half the African-American students in the state are in Chicago schools. 65% of the African-American male students in the Chicago public schools failed to graduate with their cohort in 2003/4, nonetheless, an improvement of 2 percentage points from 2001/2. The gap between Black and White male graduation rates in Chicago is approximately half that for the state as a whole, which is a reflection of the very large gap between the graduation rate of White male students in Chicago and White male students in the state as a whole. The public schools of Illinois, outside Chicago, are able to graduate their White, non-Hispanic male students at rates much higher than the national average, while they are unable to graduate most Black, non-Hispanic male students, falling short of the (low) national average in this regard. Chicago schools graduate both Black and White, non-Hispanic male students at rates far below the national average for those groups.

The *Benchmark* for graduation rates of African-American male students for states is 70% (New Jersey).

The *Benchmark* for graduation rates of African-American male students for school districts is 78% (Baltimore County). To reach that level, the Chicago school district (the only district in the state enrolling more than 10,000 African-American male students) would have to more than double its 2003/4 graduation rates for African-American male students.

		Graduation Rate 2003/4 *		Gap	Gap +/-
	Black Males 2003	Black Male	White Male		
<b>ILLINOIS</b>	226,735	44%	84%	40%	
<b>Chicago</b>	109,118	35%	57%	22%	-1%

\* State Graduation Data; NCES Enrollment Data

### **Inequities in Educational Quality**

*The National Assessment of Educational Progress* measures achievement levels for various subject areas. The percentage of Illinois White, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading increased from 72% in 2003 to 77% in 2005. The percentage of Black, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading increased from 31% to 33% in the same period, while as a consequence the gap increased from 41% to 44%. (The percentage of Illinois White, non-Hispanic female students scoring at or above the Basic level in grade 4 Reading in 2005 was 79%; that for Black, non-Hispanic female students 38%.) Two-thirds of the state's non-Hispanic Black male students can not read at the Basic level in grade 4.

In Grade 8 Reading the percentage of Illinois White, non-Hispanic male students scoring at or above the Basic level decreased from 84% in 2003 to 80% in 2005. The percentage of Black, non-Hispanic male students scoring at or above the Basic level in grade 8 decreased from 53% to 47% in the same period, while the gap increased from 31% to 33%. (The percentage of Illinois White, non-Hispanic female students scoring at or above the Basic level in grade 8 in 2005 was 88%; that for Black, non-Hispanic female students 59%.)

The *Benchmark* for African-American male students grade 4 Reading is Massachusetts, with 49% of African-American male students scoring at or above Basic in 2005.

The *Benchmark* for grade 8 Reading is also the state of Massachusetts, with 63% of African-American male students scoring at or above Basic in 2005.

*Advanced Placement Examination Participation.* In order to reach the *Benchmark*, African-American participation in AP examinations in the state of Illinois would increase from the current 50% to 69%.

### **Inequities in Special Education and Discipline**

Public schools in the state of Illinois disproportionately enroll White, non-Hispanic students in Gifted/Talented programs and disproportionately classify Black students as Mentally Retarded. Black male students are given out-of-school suspensions and are expelled at nearly three times the rate as would be expected from their share in total enrollments. Both White and Black male students are classified under Emotional Disturbance at much higher rates than female students of the same race.

USDOE OCR 2002  Category	Illinois			
	Percentage of Students			
	Female		Male	
	Black	White	Black	White
<b>Enrollment</b>	10.40	28.92	10.49	30.69
<b>Gifted/Talented</b>	5.51	39.79	3.87	37.49
<b>Mental Retardation</b>	17.39	20.02	23.18	26.05
<b>Emotional Disturbance</b>	8.60	11.54	26.92	44.37
<b>Specific Learning Disability</b>	8.31	20.63	15.34	39.32
<b>Suspensions *</b>	16.29	11.24	28.48	29.08
<b>Expulsions</b>	10.72	9.47	30.40	35.19

\* Out of School

### *Chicago Public Schools*

### **Inequities in Educational Quality**

The percentage of Chicago's White, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading increased from 54% in 2002 to 67% in 2003 (data unavailable for 2005). The percentage of Chicago Black, non-Hispanic male students



scoring at or above the Basic level in grade 4 Reading increased from 22% to 25% between 2002 and 2005 (three-quarters of Chicago's Black male students being unable to read at the Basic level in grade 4). As a consequence the gap increased from 32% to 42%. (The percentage of Chicago White, non-Hispanic female students scoring at or above the Basic level in grade 4 Reading in 2005 was 72%; that for Black, non-Hispanic female students 37%.)

In Grade 8, the percentage of White, non-Hispanic male students scoring at or above the Basic level decreased from 74% in 2003 to 73% in 2005. The percentage of Black, non-Hispanic male students scoring at or above the Basic level in grade 8 decreased from 48% in 2002 to 42% in the same period. The gap was 31% in 2005. (The percentage of Chicago White, non-Hispanic female students scoring at or above the Basic level in grade 8 in 2005 was 88%; that for Black, non-Hispanic female students 59%.)

The *Benchmark* for African-American male students grade 4 Reading is Massachusetts, with 49% of African-American male students scoring at or above Basic in 2005, twice the level achieved by the Chicago public schools.

The *Benchmark* for grade 8 Reading is also the state of Massachusetts, with 63% of African-American male students scoring at or above Basic in 2005, fifty percent higher than the level achieved by the Chicago public schools.

### **Inequities in Special Education and Discipline**

Black students are under-represented in the Chicago County Public Schools Gifted/Talented programs, where White, non-Hispanic male and female students are significantly over-represented. African-American students are considerably over-represented in the district's Mental Retardation classifications. Black male students are over-represented in regard to out-of-school suspensions and expulsions.

<b>USDOE</b>	<b>Chicago Public Schools</b>
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<b>OCR 2002 Category</b>	<b>Number of Students</b>				<b>Percentage of Students</b>			
	<b>Female</b>		<b>Male</b>		<b>Female</b>		<b>Male</b>	
	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>
<b>Enrollment</b>	105150	19195	103995	20290	25.78	4.71	25.49	4.97
<b>Gifted Talented</b>	2270	1315	1510	985	20.81	12.05	13.84	9.03
<b>Mental Retardation</b>	2245	210	3005	260	31.42	2.94	42.06	3.64
<b>Emotional Disturbance</b>	650	85	2670	420	13.98	1.83	57.42	9.03
<b>Specific Learning Disability</b>	6085	1230	10985	2120	19.10	3.86	34.48	6.65
<b>Development Delay</b>	15	0	20	0	30.00	0.00	40.00	0.00
<b>Suspensions *</b>	3745	225	7880	720	23.31	1.40	49.05	4.48
<b>Expulsions</b>	80	5	240	15	17.98	1.12	53.93	3.37

\* Out of School

## INDIANA

### **Inequities in Graduation Rates**

The graduation rates for both Black and White, non-Hispanic male students in Indiana rose between 2002 and 2004, reaching the national averages for those groups. The eight percentage point improvement in the graduation rate for Black, non-Hispanic male students contributed to narrowing the achievement gap in the state. On the other hand, the graduation rate for the Black, non-Hispanic male students of Indianapolis declined to 21% during the period and the graduation rate for White, non-Hispanic male students in the district dropped to 22%—national lows. Unlike some other districts with extraordinarily low White, non-Hispanic male graduation rates, Indianapolis does have a significant minority of White, non-Hispanic students. The graduation rate for this group is fifty percentage points lower in the city than in the state as a whole. Nearly four-fifths of the male students in Indianapolis do not graduate with their peers.

The *Benchmark* for graduation rates of African-American male students for states is 70% (New Jersey).

The *Benchmark* for graduation rates of African-American male students for school districts is 78% (Baltimore County). To reach that level, Indianapolis, (the only school district in the state enrolling more than 10,000 African-American male students) would have to see a four-fold increase in its 2003/4 graduation rate for African-American male students.

	<b>Black Males 2003</b>	<b>Graduation Rate 2003/4 *</b>		<b>Gap</b>	<b>Gap +/-</b>
		<b>Black Male</b>	<b>White Male</b>		
<b>INDIANA</b>	63,586	46%	72%	26%	-6%
<b>Indianapolis</b>	12,032	21%	22%	1%	3%

\* State Graduation Data; NCES Enrollment Data

### **Inequities in Educational Quality**

*The National Assessment of Educational Progress* measures achievement levels for various subject areas. The percentage of Indiana's White, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading decreased from 69% in 1992 to 66% in 2005. The percentage of Black, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading increased from 33% to 37% in the same period. As a consequence the gap decreased from 36% to 29% between 1992 and 1998. In 2005 it was again 36%. (The percentage of Indiana's White, non-Hispanic female students scoring at or above the Basic level in grade 4 Reading in 2005 was 74%; that for Black, non-Hispanic female students 44%.)

In Grade 8, the percentage of White, non-Hispanic male students scoring at or above the Basic level decreased from 75% in 2002 to 71% in 2005. The percentage of Black, non-Hispanic male students scoring at or above the Basic level in grade 8 decreased from 48% to 44% in the same period, while the gap remained at 27%. (The percentage of White, non-Hispanic female students scoring at or above the Basic level in grade 8 in 2005 was 83%; that for Black, non-Hispanic female students 52%.)

The *Benchmark* for African-American male students grade 4 Reading is Massachusetts, with 49% of African-American male students scoring at or above Basic in 2005.

The *Benchmark* for grade 8 Reading is also the state of Massachusetts, with 63% of African-American male students scoring at or above Basic in 2005.

*Advanced Placement Examination Participation.* In order to reach the *Benchmark*, African-American participation in AP examinations in the state of Indiana would increase from the current 46% to 69%.

### **Inequities in Special Education and Discipline**

Public schools in the state of Indiana disproportionately enroll White, non-Hispanic female students in Gifted/Talented programs and disproportionately classify Black students as Mentally Retarded. Black students are given out-of-school suspensions and are expelled at higher rates than would be expected from their share in total enrollments. Both White and Black male students are classified under Emotional Disturbance at higher rates than female students of the same race.

USDOE OCR 2002  Category	Indiana			
	Percentage of Students			
	Female		Male	
	Black	White	Black	White
<b>Enrollment</b>	6.94	39.20	7.10	41.33
<b>Gifted/Talented</b>	4.06	47.42	2.80	41.48
<b>Mental Retardation</b>	12.46	29.69	18.73	34.81
<b>Emotional Disturbance</b>	5.23	18.12	16.80	58.00
<b>Specific Learning Disability</b>	3.98	27.17	8.57	57.16
<b>Suspensions *</b>	10.69	16.38	19.97	48.03
<b>Expulsions</b>	7.63	18.33	17.63	51.43

\* Out of School

### *Indianapolis Public Schools*

Black male (but not female) students are under-represented in the Indianapolis School District's Gifted/Talented programs, where White, non-Hispanic male and female students are over-represented. African-American male (but not female) students are over-represented in the district's Mental Retardation classifications. The district's disproportionality in regard to Black male enrollments compared to Mental Retardation

classifications is low by national standards. Black male students are over-represented in regard to out-of-school suspensions and expulsions.

<b>USDOE OCR 2002  Category</b>	<b>Indianapolis Public Schools</b>							
	<b>Number of Students</b>				<b>Percentage of Students</b>			
	<b>Female</b>		<b>Male</b>		<b>Female</b>		<b>Male</b>	
	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>
<b>Enrollment</b>	12035	5850	12185	6270	30.35	14.75	30.73	15.81
<b>Gifted Talented</b>	615	475	485	390	29.50	22.78	23.06	18.71
<b>Mental Retardation</b>	620	255	915	315	28.84	11.86	42.56	14.65
<b>Emotional Disturbance</b>	85	50	340	220	12.06	7.09	48.23	31.21
<b>Specific Learning Disability</b>	420	345	930	660	17.78	14.20	38.27	27.16
<b>Developmental Delay</b>	0	0	0	0	0.00	0.00	0.00	0.00
<b>Suspensions *</b>	1205	340	2505	905	23.77	6.71	49.41	17.85
<b>Expulsions</b>	75	15	160	55	23.81	4.76	50.79	17.46

\* Out of School

## KENTUCKY

### Inequities in Graduation Rates

Both the State of Kentucky and its largest district, Jefferson County (Louisville), showed improvements in White, non-Hispanic male student graduation rates between 2002 and 2004. The state-wide graduation rate for Black, non-Hispanic male students rose 3%. In Jefferson County, the graduation rate for African-American, non-Hispanic students fell 2%. The graduation rate gap increased 4% for the state and 10% for the county.

The *Benchmark* for graduation rates of African-American male students for states is 70% (New Jersey).

The *Benchmark* for graduation rates of African-American male students for school districts is 78% (Baltimore County). To reach that level, the Jefferson County Public Schools (the only school district in the state enrolling more than 10,000 African-American male students) would have to improve double its 2003/4 graduation rates for African-American male students.

	Black Males 2003	Graduation Rate 2003/4 *		Gap	Gap +/-
		Black Male	White Male		
<b>KENTUCKY</b>	33,917	53%	69%	16%	4%
<b>Jefferson County</b>	16,460	39%	59%	20%	10%

\* State Graduation Data; NCES Enrollment Data

### Inequities in Educational Quality

*The National Assessment of Educational Progress* measures achievement levels for various subject areas. The percentage of Kentucky White, non-Hispanic male students

scoring at or above the Basic level in grade 4 Reading increased from 57% in 1992 to 65% in 2005. The percentage of Black, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading increased from 30% to 40% in the same period, while the gap decreased from 27% to 25%. (The percentage of Kentucky White, non-Hispanic female students scoring at or above the Basic level in grade 4 Reading in 2005 was 70%; that for Black, non-Hispanic female students 49%.)

Grade 8 Reading scores for Kentucky White, non-Hispanic male students scoring at or above the Basic level increased from 69% in 1998 to 72% in 2005. The percentage of Black, non-Hispanic male students scoring at or above the Basic level in grade 8 increased from 46% to 49% in the same period, while the gap remained at 23%. (The percentage of Kentucky White, non-Hispanic female students scoring at or above the Basic level in grade 8 in 2005 was 82%; that for Black, non-Hispanic female students 67%.)

The *Benchmark* for African-American male students grade 4 Reading is Massachusetts, with 49% of African-American male students scoring at or above Basic in 2005.

The *Benchmark* for grade 8 Reading is also the state of Massachusetts, with 63% of African-American male students scoring at or above Basic in 2005.

*Advanced Placement Examination Participation.* In order to reach the *Benchmark*, African-American participation in AP examinations in the state of Kentucky would increase from the current 52% to 69%.

### **Inequities in Special Education and Discipline**

Data from Kentucky is not recorded in the 2002 U. S. Department of Education Office of Civil Rights survey.



## LOUISIANA

### Inequities in Graduation Rates

Graduation rates in Louisiana public school districts for African-American, non-Hispanic males vary from 41% in East Baton Rouge to 50% in Caddo Parish (which has reported a remarkable 16 percentage point improvement) from 2002 to 2004. These rates are average or better by national standards. The state-wide graduation rate of 68% for White, non-Hispanic male students—near the national average for this group—is higher than that for this group for any of the listed districts.

The *Benchmark* for graduation rates of African-American male students for states is 70% (New Jersey).

The *Benchmark* for graduation rates of African-American male students for school districts is 78% (Baltimore County). To reach that level, the four Louisiana school districts enrolling more than 10,000 African-American male students, would have to improve their 2003/4 graduation rates for African-American male students by approximately 30-40 percentage points.

	Black Males 2003	Graduation Rate 2003/4 *		Gap	Gap +/-
		Black Male	White Male		
<b>LOUISIANA</b>	176,161	51%	68%	17%	
<b>Caddo Parish</b>	14,113	50%	66%	16%	-10%
<b>East Baton Rouge</b>	17,823	41%	64%	23%	3%
<b>Jefferson Parish</b>	13,477	43%	51%	8%	2%
<b>Orleans Parish</b>	31,985	52%	58%	6%	-15%

\* State Graduation Data; NCES Enrollment Data

### **Inequities in Educational Quality**

*The National Assessment of Educational Progress* measures achievement levels for various subject areas. The percentage of Louisiana's White, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading increased from 57% in 1992 to 68% in 2005. The percentage of Black, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading increased from 23% to 34% in the same period, while the gap remained at 34%. (The percentage of Louisiana's White, non-Hispanic female students scoring at or above the Basic level in grade 4 Reading in 2005 was 73%, that for Black, non-Hispanic female students 36%.) Although the increase in the percentage of Black, non-Hispanic male students reading at Basic or above was considerable, two-thirds of these students remained below that mark.

Grade 8 Reading scores for Louisiana's White, non-Hispanic male students scoring at or above the Basic level was unchanged in 2005 from the 71% level attained in 1998. The percentage of Black, non-Hispanic male students scoring at or above the Basic level in grade 8 increased from 31% to 42% in the same period, while the gap decreased from 40% to 29% between 1992 and 2005. (The percentage of White, non-Hispanic female students scoring at or above the Basic level in grade 8 in 2005 was 84%; that for Black, non-Hispanic female students 54%.)

The *Benchmark* for African-American male students grade 4 Reading is Massachusetts, with 49% of African-American male students scoring at or above Basic in 2005.

The *Benchmark* for grade 8 Reading is also the state of Massachusetts, with 63% of African-American male students scoring at or above Basic in 2005.

*Advanced Placement Examination Participation.* In order to reach the *Benchmark*, African-American participation in AP examinations in the state of Louisiana would increase from the current 40% to 69%.

### **Inequities in Special Education and Discipline**

Public schools in the state of Louisiana disproportionately enroll White, non-Hispanic students in Gifted/Talented programs and disproportionately classify Black male students as Mentally Retarded. Black male students are given out-of-school suspensions and are expelled at higher rates than would be expected from their share in total enrollments. Black male students are classified under Emotional Disturbance at twice the rate as would be expected from their share in total enrollments and as compared to White male students.

USDOE OCR 2002  Category	Louisiana			
	Percentage of Students			
	Female		Male	
	Black	White	Black	White
<b>Enrollment</b>	23.60	23.55	24.14	25.11
<b>Gifted/Talented</b>	12.66	33.09	11.95	35.88
<b>Mental Retardation</b>	26.14	11.51	43.83	17.14
<b>Emotional Disturbance</b>	14.48	5.40	53.42	25.11
<b>Specific Learning Disability</b>	18.57	13.09	38.74	27.54
<b>Suspensions *</b>	24.13	8.96	42.61	22.46
<b>Expulsions</b>	22.37	7.70	47.17	20.57

\* Out of School

### **Caddo Parish School Board Public Schools**

Black students are greatly under-represented in the Caddo Parish School Board's Gifted/Talented programs, where White, non-Hispanic male and female students are over-represented. African-American male (but not female) students are over-represented in the district's Mental Retardation classifications. Black male students are over-represented in regard to out-of-school suspensions and expulsions. The number of Black male student out-of-school suspensions is remarkable.

USDOE OCR 2002  Category	Caddo Parish School Board							
	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	13390	7585	13635	7925	30.93	17.52	31.49	18.30
Gifted Talented	125	630	105	630	7.96	40.13	6.69	40.13
Mental Retardation	325	50	565	100	31.10	4.78	54.07	9.57
Emotional Disturbance	50	10	145	50	19.61	3.92	56.86	19.61
Specific Learning Disability	510	120	985	275	26.77	6.30	51.71	14.44
Developmental Delay	110	45	275	55	22.00	9.00	55.00	11.00
Suspensions *	2610	425	4810	1235	28.57	4.65	52.65	13.52
Expulsions	25	10	90	30	15.63	6.25	56.25	18.75

\* Out of School

### East Baton Rouge Parish Public Schools

Black students are greatly under-represented in the East Baton Rouge Parish School Board's Gifted/Talented programs, where White, non-Hispanic male and female students are proportionately over-represented. African-American male (but not female) students are over-represented in the district's Mental Retardation classifications, however the district's ratio of Black male enrollments to Mental Retardation classifications is relatively close to parity. Black male students are over-represented in regard to out-of-school suspensions and expulsions.

USDOE OCR 2002  Category	East Baton Rouge Parish School Board							
	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	21975	6950	22790	7715	35.86	11.34	37.19	12.59
Gifted Talented	385	540	390	675	17.11	24.00	17.33	30.00
Mental Retardation	190	35	245	60	35.19	6.48	45.37	11.11

<b>Emotional Disturbance</b>	30	0	155	30	13.64	0.00	70.45	13.64
<b>Specific Learning Disability</b>	820	120	1780	230	27.70	4.05	60.14	7.77
<b>Developmental Delay</b>	95	15	205	40	26.39	4.17	56.94	11.11
<b>Suspensions *</b>	460	40	900	140	29.68	2.58	58.06	9.03
<b>Expulsions</b>	335	30	710	120	28.03	2.51	59.41	10.04

\* Out of School

### Jefferson Parish Public Schools

Black students are greatly under-represented in the Jefferson Parish School Board's Gifted/Talented programs, where White, non-Hispanic male and female students are proportionately greatly over-represented. African-American male (but not female) students are over-represented in the district's Mental Retardation classifications. Black male students are over-represented in regard to out-of-school suspensions and expulsions.

<b>USDOE OCR 2002  Category</b>	<b>Jefferson Parish School Board</b>							
	<b>Number of Students</b>				<b>Percentage of Students</b>			
	<b>Female</b>		<b>Male</b>		<b>Female</b>		<b>Male</b>	
	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>
<b>Enrollment</b>	12515	9175	13135	10035	24.20	17.74	25.40	19.40
<b>Gifted Talented</b>	210	810	255	835	8.28	31.95	10.06	32.94
<b>Mental Retardation</b>	245	125	410	170	24.50	12.50	41.00	17.00
<b>Emotional Disturbance</b>	175	55	595	245	15.63	4.91	53.13	21.88
<b>Specific Learning Disability</b>	455	290	855	465	20.36	12.98	38.26	20.81
<b>Developmental Delay</b>	5	0	10	5	20.00	0.00	40.00	20.00
<b>Suspensions *</b>	1715	365	2695	955	28.35	6.03	44.55	15.79
<b>Expulsions</b>	190	65	400	175	21.23	7.26	44.69	19.55

\* Out of School

## Orleans Parish Public Schools

Black students are under-represented in the Orleans Parish School Board's Gifted/Talented programs, where the small number of White, non-Hispanic male and female students are proportionately greatly over-represented. (Close to half the White students in the district were classified as Gifted/Talented in 2002/3.) African-American male students are over-represented in the district's Mental Retardation classifications. Black male students are over-represented in regard to out-of-school suspensions and expulsions.

USDOE OCR 2002  Category	Orleans Parish School Board							
	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	31105	1255	30640	1260	46.87	1.89	46.17	1.90
Gifted Talented	1580	605	1370	550	35.43	13.57	30.72	12.33
Mental Retardation	550	15	1035	15	33.74	0.92	63.50	0.92
Emotional Disturbance	150	10	770	20	15.31	1.02	78.57	2.04
Specific Learning Disability	555	15	1365	35	27.14	0.73	66.75	1.71
Developmental Delay	30	0	80	0	27.27	0.00	72.73	0.00
Suspensions *	4395	115	7070	210	36.82	0.96	59.24	1.76
Expulsions	295	0	455	5	38.31	0.00	59.09	0.65

\* Out of School

## MARYLAND

### **Inequities in Graduation Rates**

State graduation rates for both Black and White, non-Hispanic male students in Maryland are above national averages. The graduation rates of the Baltimore City Public Schools are typical of those of similar urban areas with relatively low numbers of White, non-Hispanic students. Enrollment statistics for Maryland schools do not exhibit the grade 9 “bulge” for Black male students found in many other states.

The Baltimore County school district has an insignificant gap in graduation rates, while those rates are at a very high level for both Black and White students: the highest in the nation for a large school district in regard to the graduation rate for African-American male students. The Prince George’s County school district has a negative gap in graduation rates. The Montgomery County school district has a large gap, but nonetheless has a graduation rate for Black, non-Hispanic male students considerably above the national average. Taken together, these three districts enroll the nation’s largest group of Black, non-Hispanic students after New York and Chicago, and do so with a graduation rate for Black, non-Hispanic male students comparable with the national average for White, non-Hispanic male students.

The *Benchmark* for graduation rates of African-American male students for school districts is 78% (Baltimore County). To reach that level, the other three Maryland school districts enrolling more than 10,000 African-American male students, would have to increase their 2003/4 graduation rates for African-American male students by between 20 percentage points (Montgomery and Prince George’s counties) and 40 (Baltimore City).

The *Benchmark* for graduation rates of African-American male students for states is 70% (New Jersey).

		Graduation Rate 2003/4 *		Gap	Gap Change
	Black Male 2003	Black Male	White Male		
<b>MARYLAND</b>	167,263	54%	78%	24%	5%
<b>Baltimore City</b>	41,811	31%	38%	7%	11%
<b>Baltimore County</b>	20,279	78%	80%	2%	-2%
<b>Montgomery County</b>	15,629	67%	81%	14%	1%
<b>Prince George's County</b>	54,357	61%	57%	-4%	5%

\* State Graduation Data; NCES Enrollment Data

### **Inequities in Educational Quality**

*The National Assessment of Educational Progress* measures achievement levels for various subject areas. The percentage of Maryland's White, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading increased from 63% in 1992 to 78% in 2005. The percentage of Black, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading increased from 28% to 36% in the same period, which caused the gap to increase from 35% to 42% between 1992 and 2005. (The percentage of Maryland's White, non-Hispanic female students scoring at or above the Basic level in grade 4 Reading in 2005 was 81%; that for Black, non-Hispanic female students 47%.)

Grade 8 Reading scores for Maryland's White, non-Hispanic male students scoring at or above the Basic level increased from 75% in 1998 to 77% in 2005. The percentage of Black, non-Hispanic male students scoring at or above the Basic level in grade 8 increased from 41% to 45% in the same period. The gap decreased from 34% to 32% between 1998 and 2005. (The percentage of White, non-Hispanic female students scoring at or above the Basic level in grade 8 in 2005 was 85%; that for Black, non-Hispanic female students 60%.)



The *Benchmark* for African-American male students grade 4 Reading is Massachusetts, with 49% of African-American male students scoring at or above Basic in 2005.

The *Benchmark* for grade 8 Reading is also the state of Massachusetts, with 63% of African-American male students scoring at or above Basic in 2005.

*Advanced Placement Examination Participation.* In order to reach the *Benchmark*, African-American participation in AP examinations in the state of Maryland would increase from the current 43% to 69%.

### **Inequities in Special Education and Discipline**

Public schools in the state of Maryland disproportionately enroll White, non-Hispanic students in Gifted/Talented programs and disproportionately classify Black students as Mentally Retarded. Black male students are given out-of-school suspensions and are expelled at higher rates than would be expected from their share in total enrollments. Black and White male students are classified under Emotional Disturbance at higher rates than would be expected from their share in total enrollments.

USDOE OCR 2002  Category	Maryland			
	Percentage of Students			
	Female		Male	
	Black	White	Black	White
<b>Enrollment</b>	18.44	25.11	18.96	26.55
<b>Gifted/Talented</b>	9.57	32.84	7.09	30.97
<b>Mental Retardation</b>	25.15	15.73	36.16	17.89
<b>Emotional Disturbance</b>	11.06	11.23	39.50	34.95
<b>Specific Learning Disability</b>	12.58	16.87	27.24	36.14
<b>Suspensions *</b>	17.24	12.68	33.34	31.25
<b>Expulsions</b>	18.34	6.69	50.86	21.18

\* Out of School

### Baltimore City Public Schools

Baltimore City Public Schools disproportionately classify Black male students as Mentally Retarded. Black male students are given out-of-school suspensions and are expelled at higher rates than would be expected from their share in total enrollments. Male students are classified under Emotional Disturbance at higher rates than would be expected from their share in total enrollments.

USDOE OCR 2002  Category	Baltimore City Public School System							
	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	41120	4495	41675	4760	43.72	4.78	44.31	5.06
Gifted Talented	0	0	0	0	0.00	0.00	0.00	0.00
Mental Retardation	680	85	1040	85	35.70	4.46	54.59	4.46
Emotional Disturbance	360	50	1255	180	19.35	2.69	67.47	9.68
Specific Learning Disability	1345	165	2955	325	24.73	3.40	60.93	6.70
Developmental Delay	20	0	30	5	36.36	0.00	54.55	9.09
Suspensions *	2570	190	4315	385	34.02	2.51	57.11	5.10
Expulsions	90	5	235	20	25.35	1.41	66.20	5063

\* Out of School

### Baltimore County Public Schools

Baltimore County Public Schools disproportionately enroll Asian students in Gifted/Talented programs and disproportionately classify Black students as Mentally Retarded. Male students are given out-of-school suspensions at higher rates than would be expected from their share in total enrollments and are classified under Emotional Disturbance at higher rates than would be expected from their share in total enrollments.

USDOE OCR 2002  Category	Baltimore County Public Schools							
	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	17985	29555	18515	31105	17.24	28.33	17.75	29.81
Gifted Talented	35	90	25	75	5.65	14.52	4.03	12.10
Mental Retardation	140	165	180	180	20.00	23.57	25.71	25.71
Emotional Disturbance	95	135	335	425	9.31	13.24	32.84	41.67
Specific Learning Disability	620	940	1240	1980	12.50	18.95	25.00	39.92
Developmental Delay	35	20	65	65	17.95	10.26	33.33	33.33
Suspensions *	665	895	1125	1610	14.62	19.67	24.73	35.38
Expulsions	0	0	0	0	0.00	0.00	0.00	0.00

\* Out of School

### Montgomery County Public Schools

The Montgomery County Public Schools disproportionately enroll White, non-Hispanic students in Gifted/Talented programs and disproportionately classify Black students as Mentally Retarded. Black students are given out-of-school suspensions and male students are expelled at higher rates than would be expected from their share in total enrollments. Male students are classified under Emotional Disturbance at higher rates than would be expected from their share in total enrollments.

USDOE OCR 2002  Category	Montgomery County Public Schools							
	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	14395	30690	14800	32800	10.53	22.46	10.83	24.00
Gifted Talented	4225	15950	3105	15735	7.82	29.54	5.75	29.14
Mental Retardation	85	65	120	95	17.35	13.27	24.29	19.39

<b>Emotional Disturbance</b>	55	115	255	355	6.18	12.92	28.65	39.89
<b>Specific Learning Disability</b>	590	875	1215	1820	9.69	14.37	19.95	29.89
<b>Developmental Delay</b>	0	0	0	5	0.00	0.00	0.00	100.00
<b>Suspensions *</b>	545	300	1205	890	13.39	7.37	29.61	21.87
<b>Expulsions</b>	5	0	10	20	11.11	0.00	22.22	44.44

\* Out of School

### Prince George's County Public Schools

Prince George's County Public Schools disproportionately enroll White, non-Hispanic students in Gifted/Talented programs and somewhat disproportionately classify Black male students as Mentally Retarded. In both cases this disproportionality is less than national norms. Black male students are given out-of-school suspensions and are expelled at higher rates than would be expected from their share in total enrollments. Male students are classified under Emotional Disturbance at higher rates than would be expected from their share in total enrollments.

<b>USDOE OCR 2002  Category</b>	<b>Prince George's County Public Schools</b>							
	<b>Number of Students</b>				<b>Percentage of Students</b>			
	<b>Female</b>		<b>Male</b>		<b>Female</b>		<b>Male</b>	
	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>
<b>Enrollment</b>	50880	5685	52975	6145	38.20	4.27	39.78	4.61
<b>Gifted Talented</b>	3645	1455	2690	1320	35.75	14.27	26.39	12.95
<b>Mental Retardation</b>	330	20	475	30	35.48	2.15	51.08	3.23
<b>Emotional Disturbance</b>	150	20	550	65	18.52	2.47	67.90	8.02
<b>Specific Learning Disability</b>	1225	180	2910	380	23.07	3.39	54.80	7.16
<b>Developmental Delay</b>	135	15	290	40	24.55	2.73	52.73	7.27

<b>Suspensions *</b>	2685	145	5055	320	30.13	1.63	56.73	3.59
<b>Expulsions</b>	55	5	140	5	26.19	2.38	66.67	2.38

\* Out of School

## MASSACHUSETTS

### **Inequities in Graduation Rates**

Graduation rates for both Black and White non-Hispanic male students in Massachusetts are above the national averages for each and rising, while the gap between them is closing slightly. The graduation rate for Boston's White, non-Hispanic male students rose markedly between the 2001/2 graduating class and that graduating in 2003/4. The graduation rate for Black, non-Hispanic male students in the city's schools also rose, but not as dramatically. The gap between them therefore widened.

The *Benchmark* for graduation rates of African-American male students for school districts is 78% (Baltimore County). To reach that level, Boston, the sole Massachusetts school district enrolling more than 10,000 African-American male students, would have to increase its 2003/4 graduation rate for African-American male students by 25 percentage points.

The *Benchmark* for graduation rates of African-American male students for states is 70% (New Jersey).

### **Inequities in Educational Quality**

*The National Assessment of Educational Progress* measures achievement levels for various subject areas. The percentage of Massachusetts White, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading increased from 78% in 1992 to 84% in 2005. The percentage of Black, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading increased from 46% to 49% in the same period. The gap increased from 32% to 35% between 1992 and 2005. (The percentage of White, non-Hispanic female students in Massachusetts scoring at or above the Basic level in grade 4 Reading in 2005 was 86%; that for Black, non-Hispanic female students 64%.)

The percentage of Black, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading in Massachusetts—almost half—is the highest among the states.

In Grade 8, the percentage of White non-Hispanic male students in Massachusetts scoring at or above the Basic level increased from 81% in 1998 to 84% in 2005. The percentage of Black, non-Hispanic male students scoring at or above the Basic level in grade 8 increased from 44% to 63% in the same period. The gap decreased from 37% to 21% between 1992 and 2005. (The percentage of White, non-Hispanic female students scoring at or above the Basic level in grade 8 in 2005 was 92%; that for Black, non-Hispanic female students 68%.)

The *Benchmark* for African-American male students grade 4 Reading is Massachusetts itself, with 49% of African-American male students scoring at or above Basic in 2005.

The *Benchmark* for grade 8 Reading is also the state of Massachusetts, with 63% of African-American male students scoring at or above Basic in 2005.

*Advanced Placement Examination Participation.* In order to reach the *Benchmark*, African-American participation in AP examinations in the state of Massachusetts would increase from the current 39% to 69%.

### **Inequities in Special Education and Discipline**

Public schools in the state of Massachusetts disproportionately enroll White, non-Hispanic students in Gifted/Talented programs and disproportionately classify Black students—especially males—as Mentally Retarded. Black male students are given out-of-school suspensions and are expelled at much higher rates than would be expected from their share in total enrollments. Black and White male students are classified under Emotional Disturbance at higher rates than would be expected from their share in total enrollments.

USDOE OCR 2002  Category	Massachusetts			
	Percentage of Students			
	Female		Male	
	Black	White	Black	White
<b>Enrollment</b>	4.82	35.21	5.01	37.25
<b>Gifted/Talented</b>	3.02	40.80	2.79	38.82
<b>Mental Retardation</b>	12.95	16.91	19.54	22.09
<b>Emotional Disturbance</b>	4.22	18.26	16.57	45.19
<b>Specific Learning Disability</b>	3.86	26.79	6.66	46.61
<b>Suspensions *</b>	6.06	18.13	11.81	43.41
<b>Expulsions</b>	8.00	9.90	21.33	38.48

\* Out of School

### *Boston Public Schools*

#### **Inequities in Educational Quality**

The percentage of Boston's White, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading increased from 66% in 2003 to 77% in 2005. The percentage of Black, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading increased from 36% to 42% in the same period, while the gap increased from 30% to 35%. (The percentage of Boston White, non-Hispanic female students scoring at or above the Basic level in grade 4 Reading in 2005 was 82%; that for Black, non-Hispanic female students 48%.)

Grade 8 Reading scores for Boston's White, non-Hispanic male students scoring at or above the Basic level increased from 72% in 2003 to 76% in 2005. The percentage of Black, non-Hispanic male students scoring at or above the Basic level in grade 8 decreased from 46% to 44% in the same period, while the gap increased from 26% to 32% between 1992 and 2005. (The percentage of Boston's White, non-Hispanic female students scoring at or above the Basic level in grade 8 in 2005 was 85%; that for Black, non-Hispanic female students scoring at or above the Basic level in grade 8 in 2005 was 59%)



The *Benchmark* for African-American male students grade 4 Reading is Massachusetts, with 49% of African-American male students scoring at or above Basic in 2005.

The *Benchmark* for grade 8 Reading is also the state of Massachusetts, with 63% of African-American male students scoring at or above Basic in 2005.

### **Inequities in Special Education and Discipline**

Black students are under-represented in the Boston Public Schools Gifted/Talented programs, where White, non-Hispanic students are significantly over-represented. Male African-American students are over-represented in the district's Mental Retardation classifications. Black male students are over-represented in regard to out-of-school suspensions and expulsions.

<b>USDOE OCR 2002  Category</b>	<b>Boston Public Schools</b>							
	<b>Number of Students</b>				<b>Percentage of Students</b>			
	<b>Female</b>		<b>Male</b>		<b>Female</b>		<b>Male</b>	
	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>
<b>Enrollment</b>	13980	4100	14945	4490	22.93	6.72	24.51	7.36
<b>Gifted Talented</b>	120	135	105	185	11.94	13.43	10.45	18.41
<b>Mental Retardation **</b>	334	51	552	75	21.70	3.31	35.86	4.87
<b>Emotional Disturbance</b>	175	35	800	120	12.54	2.51	57.35	8.60
<b>Specific Learning Disability</b>	210	60	535	165	15.16	4.33	38.63	11.91
<b>Developmental Delay</b>	15	0	25	15	20.00	0.00	33.33	20.00
<b>Suspensions *</b>	540	50	1020	125	23.38	2.16	44.16	5.41
<b>Expulsions</b>	30	2	75	5	22.22	0.00	55.56	3.70

\* Out of School

\*\* District Data

## MICHIGAN

### Inequities in Graduation Rates

African-American enrollment statistics for Michigan are dominated by those for Detroit, which show extraordinary year-to-year variations and other unusual patterns. There are very few White, non-Hispanic students in Detroit.

The *Benchmark* for graduation rates of African-American male students for school districts is 78% (Baltimore County). To reach that level, Detroit, the only Michigan school district enrolling more than 10,000 African-American male students, would have to approximately double its 2003/4 graduation rate for African-American male students.

The *Benchmark* for graduation rates of African-American male students for states is 70% (New Jersey).

	Black Male 2003	Graduation Rate 2003/4 *		Gap	Gap Change
		Black Male	White Male		
<b>MICHIGAN</b>	176,697	39%	73%	34%	3%
<b>Detroit</b>	69,995	31%	29%	-2%	1%

\*State Graduation data; NCES Enrollment data

### Inequities in Educational Quality

*The National Assessment of Educational Progress* measures achievement levels for various subject areas. The percentage of Michigan's White, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading increased from 67% in 1992 to 69% in 2005. The percentage of the state's Black, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading increased from 21% to 28% in the same

period, while the gap decreased from 46% to 41%. (The percentage of Michigan's White, non-Hispanic female students scoring at or above the Basic level in grade 4 Reading in 2005 was 75%, that for Black, non-Hispanic female students 33%.) With two-thirds of Black students reading below the Basic level in grade 4, educational achievement in the state is extraordinarily low by national standards.

In Grade 8, the percentage of White non-Hispanic male students scoring at or above the Basic level decreased from 77% in 2002 to 76% in 2005. The percentage of Black, non-Hispanic male students scoring at or above the Basic level in grade 8 decreased from 42% to 39% in the same period. The gap increased from 35% to 37% between 2002 and 2005. (The percentage of White, non-Hispanic female students scoring at or above the Basic level in grade 8 in 2005 was 84%; that for Black, non-Hispanic female students 55%.)

The *Benchmark* for African-American male students grade 4 Reading is Massachusetts, with 49% of African-American male students scoring at or above Basic in 2005.

The *Benchmark* for grade 8 Reading is also the state of Massachusetts, with 63% of African-American male students scoring at or above Basic in 2005.

*Advanced Placement Examination Participation.* In order to reach the *Benchmark*, African-American participation in AP examinations in the state of Michigan would increase from the current 35% to 69%.

### **Inequities in Special Education and Discipline**

Public schools in the state of Michigan disproportionately enroll White, non-Hispanic students in Gifted/Talented programs and disproportionately classify Black students as Mentally Retarded. Black students are given out-of-school suspensions and are expelled at higher rates than would be expected from their share in total enrollments. As in most

states male students are classified under Emotional Disturbance at higher rates than would be expected from their share in total enrollments.

USDOE OCR 2002  Category	Michigan			
	Percentage of Students			
	Female		Male	
	Black	White	Black	White
Enrollment	9.85	35.25	10.12	37.75
Gifted/Talented	4.01	42.58	3.22	41.22
Mental Retardation	14.16	24.74	20.68	35.37
Emotional Disturbance	5.37	19.12	16.63	55.25
Specific Learning Disability	6.75	23.90	14.10	49.44
Suspensions *	11.54	17.00	20.15	45.70
Expulsions	10.51	11.89	18.61	50.03

\* Out of School

#### *Detroit City School District*

In Detroit White students are 3% of enrollments. The district disproportionately classifies male students under the Mentally Retarded and Emotional Disturbance categories. Black male students are given out-of-school suspensions and are expelled at higher rates than would be expected from their share in total enrollments.

USDOE OCR 2002  Category	Detroit City School District							
	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	72420	2385	74615	2635	44.84	1.48	46.20	1.63
Gifted Talented	0	0	0	0	0.00	0.00	0.00	0.00
Mental Retardation	1715	65	2750	105	36.26	1.37	58.14	2.22
Emotional Disturbance	180	5	760	45	17.73	0.49	74.88	4.43
Specific Learning Disability	2225	110	5415	235	26.69	1.32	64.97	2.82
Developmental Delay	0	0	0	0	0.00	0.00	0.00	0.00

<b>Suspensions *</b>	2635	50	4145	105	37.30	0.71	58.67	1.49
<b>Expulsions</b>	80	5	125	5	34.04	2.13	53.19	2.13

\* Out of School

## MINNESOTA

### Inequities in Graduation Rates

The already high graduation rate for White, non-Hispanic male students in Minnesota continues to rise, while that for African-American, non-Hispanic male students has not followed suit, increasing the gap in graduation rates between the groups. On the other hand, it appears that the graduation rate for Black, non-Hispanic male students in the Minneapolis public schools has improved markedly, narrowing the gap in that district.

The *Benchmark* for graduation rates of African-American male students for school districts is 78% (Baltimore County). To reach that level, Minneapolis, the only Minnesota school district enrolling more than 10,000 African-American male students, would have to improve its 2003/4 graduation rate for African-American male students by 32 percentage points.

The *Benchmark* for graduation rates of African-American male students for states is 70% (New Jersey).

	Black Male 2003	Graduation Rate 2003/4 *		Gap	Gap Change
		Black Male	White Male		
<b>MINNESOTA</b>	33,407	54%	85%	31%	3%
<b>Minneapolis</b>	9,235	48%	80%	32%	-7%

\* Estimated

### Inequities in Educational Quality

*The National Assessment of Educational Progress* measures achievement levels for various subject areas. The percentage of Minnesota White, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading increased from 68% in 1992 to 74% in 2005. The percentage of Black, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading increased from 27% in 2003 (the first year reported) to

30% in the same period. The gap in 2005 was 47%. (The percentage of Minnesota White, non-Hispanic female students scoring at or above the Basic level in grade 4 Reading in 2005 was 80%; that for Black, non-Hispanic female students 41%.)

Grade 8 Reading scores for Minnesota's White, non-Hispanic male students scoring at or above the Basic level increased from 76% in 1998 to 81% in 2005. The percentage of Black, non-Hispanic male students scoring at or above the Basic level in grade 8 decreased from 50% in 2003 to the remarkably low level of 35% in the same period, resulting in a gap of 46% in 2005. (The percentage of White, non-Hispanic female students scoring at or above the Basic level in grade 8 in 2005 was 89%; that for Black, non-Hispanic female students 62%.)

The *Benchmark* for African-American male students grade 4 Reading is Massachusetts, with 49% of African-American male students scoring at or above Basic in 2005.

The *Benchmark* for grade 8 Reading is also the state of Massachusetts, with 63% of African-American male students scoring at or above Basic in 2005.

*Advanced Placement Examination Participation.* In order to reach the *Benchmark*, African-American participation in AP examinations in the state of Minnesota would have to more than double from the current 33% to 69%.

### **Inequities in Special Education and Discipline**

Black students are under-represented in Minnesota's Gifted/Talented programs, where White, non-Hispanic students are slightly over-represented. African-American students are over-represented in the state's Mental Retardation classifications. All male students are over-represented in the Emotional Disturbance category. Minnesota's Black students are over-represented in regard to out-of-school suspensions and expulsions.

USDOE OCR 2002  Category	Minnesota			
	Percentage of Students			
	Female		Male	
	Black	White	Black	White
Enrollment	3.44	39.62	3.62	41.99
Gifted/Talented	2.11	44.89	1.83	43.84
Mental Retardation	4.94	35.88	6.46	42.96
Emotional Disturbance	3.20	17.16	11.36	59.39
Specific Learning Disability	4.06	23.29	6.90	54.62
Suspensions *	4.86	19.30	10.52	51.42
Expulsions	7.14	4.29	12.86	44.29

\* Out of School

### Minneapolis

Black students are under-represented in the Minneapolis School District's

Gifted/Talented programs, where White, non-Hispanic students are over-represented.

African-American students are over-represented in the district's Mental Retardation classifications. Black male students are over-represented in regard to the Emotional Disturbance classification and out-of-school suspensions.

USDOE OCR 2002  Category	Minneapolis Public Schools							
	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	9630	5790	10100	6315	21.11	12.69	22.14	13.84
Gifted Talented	760	1045	660	1030	15.95	21.93	13.85	21.62
Mental Retardation	140	65	220	90	21.37	9.92	33.59	13.74
Emotional Disturbance	165	55	685	190	13.64	4.55	56.61	15.70
Specific Learning Disability	735	205	1190	345	23.00	6.42	37.25	10.80
Developmental Delay	50	30	110	60	15.63	9.38	34.38	18.75
Suspensions *	10	0	15	5	25.00	0.00	37.50	12.50
Expulsions	0	0	0	0	0.00	0.00	0.00	0.00

\* Out of School



## MISSISSIPPI

### Inequities in Graduation Rates

Graduation rates for both Black and White, non-Hispanic male students in public schools have improved in Mississippi, leaving the gap between them unchanged. Jackson shared in the improving graduation rates for Black, non-Hispanic males, while that for the district's very few White, non-Hispanic males declined.

The *Benchmark* for graduation rates of African-American male students for school districts is 78% (Baltimore County). To reach that level, Jackson, the only Mississippi school district enrolling more than 10,000 African-American male students, would have to increase its 2003/4 graduation rates for African-American male students by approximately 36 percentage points.

The *Benchmark* for graduation rates of African-American male students for states is 70% (New Jersey).

	Black Male 2003	Graduation Rate 2003/4 *		Gap	Gap Change
		Black Male	White Male		
<b>MISSISSIPPI</b>	126,284	47%	60%	13%	1%
<b>Jackson</b>	15,154	44%	34%	-10%	-10%

\* Graduation rate estimated; NCES enrollment data.

### Inequities in Educational Quality

*The National Assessment of Educational Progress* measures achievement levels for various subject areas. The percentage of Mississippi's White, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading increased from 61% in

1992 to 62% in 2005. The percentage of Black, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading increased from 21% to 27% in the same period, which caused the gap to decrease from 40% to 35%. (The percentage of White, non-Hispanic female students scoring at or above the Basic level in grade 4 Reading in 2005 was 71%; that for Black, non-Hispanic female students 33%.)

Grade 8 Reading scores for Mississippi's White, non-Hispanic male students scoring at or above the Basic level was 73% in 1998 and in 2005. The percentage of Black, non-Hispanic male students scoring at or above the Basic level in grade 8 increased from 36% to 38% in the same period, which narrowed the gap from 37% to 35%. (The percentage of Mississippi's White, non-Hispanic female students scoring at or above the Basic level in grade 8 in 2005 was 82%; that for Black, non-Hispanic female students 49%.)

The *Benchmark* for African-American male students grade 4 Reading is Massachusetts, with 49% of African-American male students scoring at or above Basic in 2005.

The *Benchmark* for grade 8 Reading is also the state of Massachusetts, with 63% of African-American male students scoring at or above Basic in 2005.

*Advanced Placement Examination Participation.* Mississippi is at *Benchmark* for African-American participation in AP examinations: 69%.

### **Inequities in Special Education and Discipline**

Public schools in the state of Mississippi disproportionately enroll White, non-Hispanic students in Gifted/Talented programs and disproportionately classify Black male students as Mentally Retarded. Black male students are given out-of-school suspensions and male students are expelled at higher rates than would be expected from their share in total enrollments. White male students are classified under Emotional Disturbance at higher rates than would be expected from their share in total enrollments.

USDOE OCR 2002  Category	Mississippi			
	Percentage of Students			
	Female		Male	
	Black	White	Black	White
Enrollment	25.86	22.24	26.22	23.77
Gifted/Talented	12.77	38.06	11.37	35.72
Mental Retardation	27.82	8.83	49.51	13.06
Emotional Disturbance	12.37	14.00	29.17	43.29
Specific Learning Disability	19.09	12.58	40.78	26.65
Suspensions *	23.89	7.60	47.42	20.14
Expulsions	15.19	7.64	42.93	32.13

\* Out of School

### Jackson Public School District

Jackson's public schools disproportionately enroll White, non-Hispanic students in Gifted/Talented programs and disproportionately classify White students as Mentally Retarded. These two categories account for over one-fifth of the small number of White enrollments in the Jackson Public School District. Another fifth of White enrollments are counted under Specific Learning Disability. Black male students are given out-of-school suspensions and are expelled at higher rates than would be expected from their share in total enrollments.

USDOE OCR 2002  Category	Jackson Public School District							
	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	15340	575	15195	610	48.13	1.80	47.87	1.91
Gifted Talented	1035	100	935	90	47.37	4.58	42.79	4.12
Mental Retardation	30	35	40	50	18.75	21.88	25.00	31.25
Emotional Disturbance	5	10	10	25	10.00	20.00	20.00	50.00
Specific Learning Disability	35	75	100	155	9.21	19.74	26.32	40.79
Developmental Delay	5	10	5	5	16.67	33.33	16.67	16.67

<b>Suspensions *</b>	1645	35	2835	110	35.53	0.76	61.23	2.38
<b>Expulsions</b>	35	0	75	0	30.43	0.00	65.22	0.00

\* Out of School

## MISSOURI

### Inequities in Graduation Rates

Graduation rates from the state of Missouri are improving and the gap between those for Black and White, non-Hispanic male students is slightly smaller than two years ago.

Graduation rates for Black, non-Hispanic students in both St. Louis and Kansas City have improved, as has that for White, non-Hispanic male students in St. Louis. The gaps in graduation rates in these cities have widened, that for Kansas City in favor of Black, non-Hispanic male students, that in St. Louis in favor of White, non-Hispanic male students.

The graduation rates for White, non-Hispanic male students in Kansas City and St. Louis, who are relatively few in number, remain at a level half of the state and national averages for this group. Kansas City is one of the very few districts in which the graduation rate for Black male students is higher than that for White male students.

The *Benchmark* for graduation rates of African-American male students for school districts is 78% (Baltimore County). To reach that level, the two Missouri school districts enrolling more than 10,000 African-American male students would have to approximately double their 2003/4 graduation rates for African-American male students.

The *Benchmark* for graduation rates of African-American male students for states is 70% (New Jersey).

		Graduation Rate 2003/4 *		Gap	Gap Change
	Black Male 2003	Black Male	White Male		
<b>MISSOURI</b>	83,592	56%	78%	22%	-3%
<b>Kansas City</b>	13,321	43%	35%	-8%	1%
<b>St. Louis</b>	16,710	37%	39%	2%	2%

\* State graduation data; NCES enrollment data.

### **Inequities in Educational Quality**

*The National Assessment of Educational Progress* measures achievement levels for various subject areas. The percentage of Missouri's White, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading increased from 70% in 1992 to 71% in 2005. The percentage of Black, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading increased from 32% to 38% in the same period, while the gap decreased from 38% to 33%. (The percentage of Missouri's White, non-Hispanic female students scoring at or above the Basic level in grade 4 Reading in 2005 was 75%; that for Black, non-Hispanic female students 47%.)

In Grade 8, the percentage of White non-Hispanic male students scoring at or above the Basic level increased from 73% in 1998 to 78% in 2005. The percentage of Black, non-Hispanic male students scoring at or above the Basic level in grade 8 decreased from 48% to 41% in the same period. As a consequence the gap increased from 25% to 37%. (The percentage of White, non-Hispanic female students scoring at or above the Basic level in grade 8 in 2005 was 86%; that for Black, non-Hispanic female students 60%.)

The *Benchmark* for African-American male students grade 4 Reading is Massachusetts, with 49% of African-American male students scoring at or above Basic in 2005.

The *Benchmark* for grade 8 Reading is also the state of Massachusetts, with 63% of African-American male students scoring at or above Basic in 2005.

*Advanced Placement Examination Participation.* In order to reach the *Benchmark*, African-American participation in AP examinations in the state of Missouri would have to more than double from the current 30% to 69%.

### **Inequities in Special Education and Discipline**

Public schools in the state of Missouri disproportionately enroll White, non-Hispanic students in Gifted/Talented programs and disproportionately classify Black students as Mentally Retarded. Black students are given out-of-school suspensions and Black and White male are expelled at higher rates than would be expected from their share in total enrollments. Black and White male students are classified under Emotional Disturbance at higher rates than would be expected from their share in total enrollments.

<b>USDOE OCR 2002  Category</b>	<b>Missouri</b>			
	<b>Percentage of Students</b>			
	<b>Female</b>		<b>Male</b>	
	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>
<b>Enrollment</b>	9.01	37.83	9.17	40.15
<b>Gifted/Talented</b>	4.22	41.87	3.74	46.15
<b>Mental Retardation</b>	13.08	29.22	19.66	35.82
<b>Emotional Disturbance</b>	5.81	12.64	24.06	56.12
<b>Specific Learning Disability</b>	8.06	24.82	15.14	49.76
<b>Suspensions *</b>	14.22	13.60	28.28	41.33
<b>Expulsions</b>	10.97	11.55	17.62	58.69

\* Out of School

### **Kansas City Public Schools**

The Kansas City Public Schools disproportionately enroll White, non-Hispanic students in Gifted/Talented programs and somewhat disproportionately classify Black male students as Mentally Retarded, while they are greatly over-represented in the category of Developmental Delay. This is particularly interesting given that graduation rates for White male students are lower than those for Black male students. Black male students are given out-of-school suspensions and Black students are expelled at higher rates than would be expected from their share in total enrollments. All expulsions were of Black students. Male students are classified under Emotional Disturbance at higher rates than would be expected from their share in total enrollments.

USDOE OCR 2002  Category	Kansas City Public Schools							
	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	11475	2240	11165	2370	35.75	6.98	34.78	7.38
Gifted Talented	405	160	315	150	35.68	14.10	27.75	13.22
Mental Retardation	220	50	305	50	33.59	7.63	46.56	7.63
Emotional Disturbance	30	5	125	20	16.22	2.70	67.57	10.81
Specific Learning Disability	465	130	905	240	24.41	6.82	47.51	12.60
Developmental Delay	0	0	15	5	0.00	0.00	75.00	25.00
Suspensions *	1515	185	2565	395	30.51	3.73	51.66	7.96
Expulsions	15	0	30	0	30.00	0.00	60.00	0.00

\* Out of School

### St. Louis Public Schools

The St. Louis Public Schools disproportionately enroll White, non-Hispanic students in Gifted/Talented programs and disproportionately classify Black male students as Mentally Retarded and under Emotional Disturbance. Black male students are given out-of-school suspensions and are expelled at higher rates than would be expected from their share in total enrollments.

USDOE OCR 2002  Category	St. Louis Public Schools							
	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	16685	3300	17010	3775	39.72	7.86	40.50	8.99
Gifted Talented	345	245	245	275	29.11	20.68	20.68	23.21
Mental Retardation	545	55	850	65	35.62	3.59	55.56	4.25
Emotional Disturbance	155	5	720	80	16.06	0.52	74.61	8.29
Specific	1050	165	2105	350	28.26	4.44	56.66	9.42



<b>Learning Disability</b>								
<b>Developmental Delay</b>	0	0	0	0	0.00	0.00	0.00	0.00
<b>Suspensions *</b>	670	35	1240	95	32.37	1.69	59.90	4.59
<b>Expulsions</b>	80	5	110	15	37.21	2.33	51.16	6.98

\* Out of School

## NEVADA

### Inequities in Graduation Rates

Graduation rates in fast-growing Clark County are falling for both Black and White, non-Hispanic male students, more sharply for the former. This has increased the gap between the graduation rates for the groups and brought both rates below national averages both in the district and in the state as a whole.

The *Benchmark* for graduation rates of African-American male students for school districts is 78% (Baltimore County). To reach that level, Clark County, the only Nevada school district enrolling more than 10,000 African-American male students, would have to more than double its 2003/4 graduation rates for African-American male students.

The *Benchmark* for graduation rates of African-American male students for states is 70% (New Jersey).

	<b>Black Male 2003</b>	<b>Graduation Rate 2003/4 *</b>		<b>Gap</b>	<b>Gap Change</b>
		<b>Black Male</b>	<b>White Male</b>		
<b>NEVADA</b>	21,114	32%	53%	21%	5%
<b>Clark County</b>	19,637	31%	49%	18%	4%

\* Graduation Rate estimated from state data; NCES enrollment data.

### Inequities in Educational Quality

*The National Assessment of Educational Progress* measures achievement levels for various subject areas. The percentage of Nevada's White, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading increased from 55% in 1998 to

61% in 2005. The percentage of Nevada Black, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading increased from 26% to 29% in the same period. The gap therefore increased from 29% to 32%. (The percentage of Nevada's White, non-Hispanic female students scoring at or above the Basic level in grade 4 Reading in 2005 was 69%; that for Black, non-Hispanic female students 41%.)

Grade 8 Reading scores for Nevada's White, non-Hispanic male students scoring at or above the Basic level fell from 72% in 1998 to 67% in 2005. The percentage of Nevada's Black, non-Hispanic male students scoring at or above the Basic level in grade 8 fell from 43% to 37% in the same period, which caused the gap to increase from 29% to 30% between 1998 and 2005. (The percentage of Nevada's White, non-Hispanic female students scoring at or above the Basic level in grade 8 in 2005 was 78%; that for Black, non-Hispanic female students 61%.)

The *Benchmark* for African-American male students grade 4 Reading is Massachusetts, with 49% of African-American male students scoring at or above Basic in 2005.

The *Benchmark* for grade 8 Reading is also the state of Massachusetts, with 63% of African-American male students scoring at or above Basic in 2005.

*Advanced Placement Examination Participation.* In order to reach the *Benchmark*, African-American participation in AP examinations in the state of Nevada would increase from the current 41% to 69%.

### **Inequities in Special Education and Discipline**

Public schools in the state of Nevada disproportionately enroll White, non-Hispanic students in Gifted/Talented programs and disproportionately classify Black students as Mentally Retarded. Black students are given out-of-school suspensions and are expelled at higher rates than would be expected from their share in total enrollments. Male

students are classified under Emotional Disturbance at higher rates than would be expected from their share in total enrollments.

USDOE OCR 2002  Category	Nevada			
	Percentage of Students			
	Female		Male	
	Black	White	Black	White
Enrollment	5.10	25.29	5.41	26.86
Gifted/Talented	3.27	33.97	3.25	36.69
Mental Retardation	8.17	19.67	11.66	27.43
Emotional Disturbance	3.66	14.37	15.08	54.14
Specific Learning Disability	5.84	17.72	11.04	34.29
Suspensions *	7.12	14.24	13.12	30.84
Expulsions	6.79	7.43	21.13	29.19

\* Out of School

### Clark County School District

The Clark County schools disproportionately enroll White, non-Hispanic students in Gifted/Talented programs and quite disproportionately classify Black students as Mentally Retarded. Black students are given out-of-school suspensions and are expelled at higher rates than would be expected from their share in total enrollments. Male students are classified under Emotional Disturbance at higher rates than would be expected from their share in total enrollments.

USDOE OCR 2002  Category	Clark County School District							
	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	17190	55215	18285	58560	6.81	21.89	7.25	23.21
Gifted Talented	515	4450	505	4565	3.85	33.30	3.78	34.16
Mental Retardation	145	205	205	295	11.46	16.21	16.21	23.32
Emotional Disturbance	50	180	270	690	4.33	13.00	19.49	49.82
Specific Learning	1260	2250	2400	4420	8.48	15.14	16.15	29.73

<b>Disability</b>								
<b>Developmental Delay</b>	90	230	180	535	5.64	14.42	11.29	33.54
<b>Suspensions *</b>	1765	2585	3225	4785	9.16	13.41	16.73	24.82
<b>Expulsions</b>	55	45	160	170	7.97	6.52	23.19	24.64

\* Out of School

## NEW JERSEY

### Inequities in Graduation Rates

Graduation rates in New Jersey are high for both Black and White, non-Hispanic male students by national standards. On the other hand, the graduation rate for White, non-Hispanic male students in the Newark public schools is quite low, while that for Black male students is slightly above average.

The *Benchmark* for graduation rates of African-American male students for school districts is 78% (Baltimore County). To reach that level, Newark, the only New Jersey school district enrolling more than 10,000 African-American male students, would have to greatly increase its 2003/4 graduation rates for African-American male students.

The *Benchmark* for graduation rates of African-American male students for states is 70% (New Jersey).

	Black Male 2003	Graduation Rate 2003/4 *		Gap	Gap Change
		Black Male	White Male		
NEW JERSEY	124,199	70%	92%	22%	-2
Newark City	12,976	48%	41%	-7%	

\* Graduation Rate estimated from state data; NCES enrollment data.

### Inequities in Educational Quality

*The National Assessment of Educational Progress* measures achievement levels for various subject areas. The percentage of New Jersey's White, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading decreased from 78% in

1992 to 77% in 2005. The percentage of New Jersey's Black, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading increased from 32% to 36% in the same period, which caused the gap to decrease from 46% to 41%. (The percentage of New Jersey's White, non-Hispanic female students scoring at or above the Basic level in grade 4 Reading in 2005 was 81%; that for Black, non-Hispanic female students 47%.)

In Grade 8 Reading, New Jersey's White, non-Hispanic male students scoring at or above the Basic level remained at 85% from 2003 to 2005. The percentage of Black, non-Hispanic male students scoring at or above the Basic level in grade 8 increased from 49% to 56% in the same period. The gap decreased from 46% to 29% between 1992 and 2005. (The percentage of White, non-Hispanic female students scoring at or above the Basic level in grade 8 in 2005 was 92%; that for Black, non-Hispanic female students 68%.)

The *Benchmark* for African-American male students grade 4 Reading is Massachusetts, with 49% of African-American male students scoring at or above Basic in 2005.

The *Benchmark* for grade 8 Reading is also the state of Massachusetts, with 63% of African-American male students scoring at or above Basic in 2005.

*Advanced Placement Examination Participation.* In order to reach the *Benchmark*, African-American participation in AP examinations in the state of New Jersey would increase from the current 34% to 69%.

### **Inequities in Special Education and Discipline**

Public schools in the state of New Jersey disproportionately enroll White, non-Hispanic students in Gifted/Talented programs and very disproportionately classify Black students as Mentally Retarded. Black students are given out-of-school suspensions and are expelled at much higher rates than would be expected from their share in total

enrollments. Male students, and, in particular, Black male students, are classified under Emotional Disturbance at higher rates than would be expected from their share in total enrollments.

USDOE OCR 2002  Category	New Jersey			
	Percentage of Students			
	Female		Male	
	Black	White	Black	White
Enrollment	9.36	27.93	9.61	29.51
Gifted/Talented	5.72	40.29	4.05	33.70
Mental Retardation	16.58	15.25	22.70	19.28
Emotional Disturbance	8.05	13.35	28.53	34.00
Suspensions *	14.44	11.74	26.66	27.58
Expulsions	17.25	4.52	53.27	7.87

\* Out of School

### Newark City School District

The Newark City schools disproportionately classify White students as Mentally Retarded. Black students are given out-of-school suspensions and are expelled at higher rates than would be expected from their share in total enrollments. Male students and female White students are classified under Emotional Disturbance at higher rates than would be expected from their share in total enrollments.

USDOE OCR 2002  Category	Newark School District							
	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	12265	1720	12810	1775	28.92	4.06	30.21	4.19
Gifted Talented	155	15	130	25	37.35	3.61	31.33	6.02
Mental Retardation	20	10	25	15	28.57	14.29	35.71	21.43
Emotional Disturbance	0	5	15	10	0.00	16.67	50.00	33.33
Specific Learning Disability	25	25	65	60	13.89	13.89	36.11	33.33
Developmental	5	0	10	5	20.00	0.00	40.00	20.00



<b>Delay</b>								
<b>Suspensions *</b>	50	0	105	5	16.39	0.00	34.43	1.64
<b>Expulsions</b>	0	0	0	0	0.00	0.00	0.00	0.00

\* Out of School

## NEW YORK

### Inequities in Graduation Rates

The gap between the graduation rates of Black and White, non-Hispanic male students has closed slightly for the State of New York, New York City and Rochester, due in each case to increases in the estimated graduation rates for Black male students. The gap has widened considerably in Buffalo, due to a sharp decline in the graduation rate for Black, non-Hispanic students. More than two-thirds of the Black, non-Hispanic male students in New York City, for example, do not graduate with their cohort. The New York City outcomes have a strong effect on graduation rates for African-American, non-Hispanic male students in the State of New York and nationally. The graduation rates of White, non-Hispanic male students in Buffalo, New York City and Rochester are well below both State and national averages.

The *Benchmark* for graduation rates of African-American male students for school districts is 78% (Baltimore County). To reach that level, the three New York school districts enrolling more than 10,000 African-American male students, would have to nearly triple their 2003/4 graduation rates for African-American male students.

The *Benchmark* for graduation rates of African-American male students for states is 70% (New Jersey).

	Black Male 2003	Graduation Rate 2003/4		Gap	Gap Change
		Black Male	White Male		
NEW YORK *	294,489	38%	76%	36%	-4%
Buffalo *	12,193	33%	49%	16%	19%
New York City **	174,412	26%	50%	24%	-3%

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From: *Public Education and Black Male Students: A State Report Card* (Schott Foundation for Public Education, forthcoming.)

<b>Rochester ***</b>	11,299	32%	49%	17%	-2%
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\* Estimated Graduation data; NCES Enrollment data.

\*\* Graduation Rate based on District data and is may be slightly high; NCES Enrollment data.

\*\*\* District Graduation data; NCES Enrollment data.

### **Inequities in Educational Quality**

*The National Assessment of Educational Progress* measures achievement levels for various subject areas. The percentage of New York's White, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading increased from 73% in 1992 to 80% in 2005. The percentage of Black, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading increased from 36% to 45% in the same period (close to *Benchmark*). The gap decreased from 37% to 35%. (The percentage of New York's White, non-Hispanic female students scoring at or above the Basic level in grade 4 Reading in 2005 was 81%; that for Black, non-Hispanic female students 55%.)

In Grade 8 Reading, the percentage of New York's White, non-Hispanic male students scoring at or above the Basic level was 83% in 2005 as it had been in 1998. The percentage of Black, non-Hispanic male students scoring at or above the Basic level in grade 8 decreased from 49% to 44% in the same period. The gap increased from 34% to 39% between 1992 and 2005. (The percentage of White, non-Hispanic female students scoring at or above the Basic level in grade 8 in 2005 was 90%; that for Black, non-Hispanic female students 58%.)

The *Benchmark* for African-American male students grade 4 Reading is Massachusetts, with 49% of African-American male students scoring at or above Basic in 2005.

The *Benchmark* for grade 8 Reading is also the state of Massachusetts, with 63% of African-American male students scoring at or above Basic in 2005.

*Advanced Placement Examination Participation.* In order to reach the *Benchmark*, African-American participation in AP examinations in the state of New York would increase from the current 46% to 69%.

### **Inequities in Special Education and Discipline**

Public schools in the state of New York disproportionately enroll White, non-Hispanic students in Gifted/Talented programs and disproportionately classify Black students as Mentally Retarded. Male students are given out-of-school suspensions and are expelled at higher rates than would be expected from their share in total enrollments. Black male students are classified under Emotional Disturbance at higher rates than would be expected from their share in total enrollments.

<b>USDOE OCR 2002  Category</b>	<b>New York</b>			
	<b>Percentage of Students</b>			
	<b>Female</b>		<b>Male</b>	
	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>
<b>Enrollment</b>	9.36	26.56	9.69	28.37
<b>Gifted/Talented</b>	4.69	40.48	3.30	39.73
<b>Mental Retardation</b>	13.31	20.02	17.92	22.82
<b>Emotional Disturbance</b>	7.90	10.08	29.96	30.31
<b>Specific Learning Disability</b>	7.92	19.71	13.78	36.24
<b>Suspensions *</b>	10.21	13.83	20.13	38.40
<b>Expulsions</b>	6.31	11.86	21.11	51.47

\* Out of School

### *Buffalo City School District*

The Buffalo City Schools disproportionately enroll White, non-Hispanic students in Gifted/Talented programs and disproportionately classify Black male students as Mentally Retarded and under Developmental Delay. Male students are classified under Emotional Disturbance at higher rates than would be expected from their share in total enrollments.

USDOE OCR 2002  Category	Buffalo City School District							
	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
<b>Enrollment</b>	11800	5220	11880	5735	28.90	12.79	29.10	14.05
<b>Gifted Talented</b>	1195	1105	845	990	25.81	23.87	18.25	21.38
<b>Mental Retardation</b>	150	55	180	55	30.00	11.00	36.00	11.00
<b>Emotional Disturbance</b>	140	45	435	135	16.77	5.39	52.10	16.17
<b>Specific Learning Disability</b>	945	350	1775	710	20.86	7.73	39.18	15.67
<b>Developmental Delay</b>	10	5	20	5	25.00	12.50	50.00	12.50
<b>Suspensions *</b>	0	0	0	0	0.00	0.00	0.00	0.00
<b>Expulsions</b>	0	0	0	0	0.00	0.00	0.00	0.00

\* Out of School

### *New York City Public Schools*

#### **Inequities in Educational Quality**

The percentage of New York City's White, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading increased from 74% in 2003 to 76% in 2005.

The percentage of Black, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading increased from 28% in 2002 to 44% in 2005. The gap in 2005 was 32%. (The percentage of New York City White, non-Hispanic female students scoring at or above the Basic level in grade 4 Reading in 2005 was 73%; that for Black, non-Hispanic female students 54%.)

Grade 8 Reading scores for New York City's White, non-Hispanic male students scoring at or above the Basic level increased from 72% in 2003 to 76% in 2005. The percentage of Black, non-Hispanic male students scoring at or above the Basic level in grade 8 decreased from 50% to 41% in the same period. Therefore the gap increased from 22% to 35%. (The percentage of White, non-Hispanic female students scoring at or above the

Basic level in grade 8 in 2005 was 83%, that for Black, non-Hispanic female students 58%.)

The *Benchmark* for African-American male students grade 4 Reading is Massachusetts, with 49% of African-American male students scoring at or above Basic in 2005.

The *Benchmark* for grade 8 Reading is also the state of Massachusetts, with 63% of African-American male students scoring at or above Basic in 2005.

### **Inequities in Special Education and Discipline**

New York City's public schools disproportionately enroll White, non-Hispanic students in Gifted/Talented programs and disproportionately classify Black students as Mentally Retarded. Black male students are given out-of-school suspensions at higher rates than would be expected from their share in total enrollments. Black male students are classified under Emotional Disturbance at higher rates than would be expected from their share in total enrollments.

USDOE OCR 2002  Category	New York City Public Schools							
	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
<b>Enrollment</b>	183170	78890	188195	85900	16.78	7.23	17.24	7.87
<b>Gifted Talented</b>	515	905	425	815	10.68	18.78	8.82	16.91
<b>Mental Retardation</b>	1145	300	1660	445	18.20	4.72	26.12	7.00
<b>Emotional Disturbance</b>	1780	345	7615	1270	10.31	2.00	44.11	7.36
<b>Specific Learning Disability</b>	9205	3320	15500	5445	14.31	5.16	24.09	8.46
<b>Developmental Delay</b>	0	0	0	0	0.00	0.00	0.00	0.00
<b>Suspensions *</b>	3210	410	6100	1375	17.82	2.28	33.86	7.63

<b>Expulsions</b>	0	0	0	0	0.00	0.00	0.00	0.00
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\* Out of School

### *Rochester City School District*

Rochester's public schools disproportionately enroll White, non-Hispanic students in Gifted/Talented programs and disproportionately classify of Black students as Mentally Retarded. Black male students are given out-of-school suspensions at higher rates than would be expected from their share in total enrollments. The district expelled only Black students in 2002. Male students are classified under Emotional Disturbance at higher rates than would be expected from their share in total enrollments.

<b>USDOE OCR 2002</b>	<b>Rochester City School District</b>							
	<b>Number of Students</b>				<b>Percentage of Students</b>			
	<b>Female</b>		<b>Male</b>		<b>Female</b>		<b>Male</b>	
	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>
<b>Enrollment</b>	10940	2390	11110	2595	31.69	6.92	32.18	7.52
<b>Gifted Talented</b>	310	170	230	150	30.10	16.50	22.33	14.56
<b>Mental Retardation</b>	250	30	295	30	34.97	4.20	41.26	4.20
<b>Emotional Disturbance</b>	105	20	340	70	17.07	3.25	55.28	11.38
<b>Specific Learning Disability</b>	585	115	990	180	23.17	4.55	39.21	7.13
<b>Developmental Delay</b>	0	0	0	0	0.00	0.00	0.00	0.00
<b>Suspensions *</b>	1560	125	2735	300	27.51	2.20	48.24	5.29
<b>Expulsions</b>	10	0	30	0	20.00	0.00	60.00	0.00

\* Out of School

## NORTH CAROLINA

### Inequities in Graduation Rates

Graduation rates for both African-American, non-Hispanic and White, non-Hispanic male students have improved in the State of North Carolina and in three of the state's largest districts. Charlotte-Mecklenburg, however, has experienced declines in both Black and White, non-Hispanic male graduation rates, with a larger decline for Black male students and hence a widening of the gap for that district. The gap in Guilford County has also increased, although in this case for the opposite reason, as there while the graduation rates for both Black and White male students have improved, that for White male students has improved more than that for Black male students.

The *Benchmark* for graduation rates of African-American male students for school districts is 78% (Baltimore County). To reach that level, three of the four North Carolina school districts enrolling more than 10,000 African-American male students, would have to increase their 2003/4 graduation rates for African-American male students by 25 to 30 percentage points while Charlotte-Mecklenburg would have to do so by 45 percentage points.

	Black Male 2003	Graduation Rate 2003/4 *		Gap	Gap Change
		Black Male	White Male		
<b>NORTH CAROLINA</b>	217,870	47%	65%	18%	-4%
<b>Charlotte-Mecklenburg</b>	25,729	35%	65%	30%	-2%
<b>Cumberland County</b>	13,514	56%	61%	5%	-1%
<b>Guilford County</b>	14,883	51%	80%	29%	4%
<b>Wake County</b>	16,486	55%	79%	24%	-6%

\* State Graduation data; NCES Enrollment data.



## **Inequities in Educational Quality**

*The National Assessment of Educational Progress* measures achievement levels for various subject areas. The percentage of North Carolina's White, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading increased from 64% in 1992 to 69% in 2005. The percentage of Black, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading increased from 32% to 37% in the same period. The gap therefore remained at 32%. (The percentage of North Carolina's White, non-Hispanic female students scoring at or above the Basic level in grade 4 Reading in 2005 was 79%; that for Black, non-Hispanic female students 46%.)

Grade 8 Reading scores for North Carolina's White, non-Hispanic male students scoring at or above the Basic level decreased from 75% in 1998 to 72% in 2005. The percentage of Black, non-Hispanic male students scoring at or above the Basic level in grade 8 decreased from 48% to 41% in the same period. The gap increased from 27% to 31% between 1992 and 2005. (The percentage of White, non-Hispanic female students scoring at or above the Basic level in grade 8 in 2005 was 86%; that for Black, non-Hispanic female students 58%.)

The *Benchmark* for African-American male students grade 4 Reading is Massachusetts, with 49% of African-American male students scoring at or above Basic in 2005.

The *Benchmark* for grade 8 Reading is also the state of Massachusetts, with 63% of African-American male students scoring at or above Basic in 2005.

*Advanced Placement Examination Participation.* In order to reach the *Benchmark*, African-American participation in AP examinations in the state of North Carolina would increase from the current 47% to 69%.

## **Inequities in Special Education and Discipline**

Public schools in the state of North Carolina disproportionately enroll White, non-Hispanic students in Gifted/Talented programs and disproportionately classify Black students as Mentally Retarded. Black students are given out-of-school suspensions and Black male students are expelled at much higher rates than would be expected from their share in total enrollments. Black male students are classified under Emotional Disturbance at much higher rates than would be expected from their share in total enrollments.

<b>USDOE OCR 2002  Category</b>	<b>North Carolina</b>			
	<b>Percentage of Students</b>			
	<b>Female</b>		<b>Male</b>	
	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>
<b>Enrollment</b>	14.61	29.15	14.97	30.76
<b>Gifted/Talented</b>	6.00	43.42	4.48	40.40
<b>Mental Retardation</b>	23.72	15.02	33.73	20.13
<b>Emotional Disturbance</b>	11.79	7.88	42.06	35.66
<b>Specific Learning Disability</b>	9.29	18.20	21.04	44.03
<b>Suspensions *</b>	17.21	9.71	36.06	29.96
<b>Expulsions</b>	12.26	7.70	40.06	30.19

\* Out of School

### *Charlotte-Mecklenburg*

## **Inequities in Educational Quality**

The percentage of Charlotte-Mecklenburg's White, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading increased from 78% in 2003 to 83% in 2005. The percentage of Black, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading increased from 38% to 45% in the same period, the gap decreasing from 40% to 38%. (The percentage of White, non-Hispanic female students scoring at or above the Basic level in grade 4 Reading in 2005 was 89%; that for Black, non-Hispanic female students 52%.)

Grade 8 Reading scores for Charlotte's White, non-Hispanic male students scoring at or above the Basic level decreased from 84% in 2003 to 81% in 2005. The percentage of Black, non-Hispanic male students scoring at or above the Basic level in grade 8 decreased from 49% to 48% in the same period. The gap decreased from 35% to 33%. (The percentage of White, non-Hispanic female students scoring at or above the Basic level in grade 8 in 2005 was 94%; that for Black, non-Hispanic female students 62%.)

The *Benchmark* for African-American male students grade 4 Reading is Massachusetts, with 49% of African-American male students scoring at or above Basic in 2005.

The *Benchmark* for grade 8 Reading is also the state of Massachusetts, with 63% of African-American male students scoring at or above Basic in 2005.

### **Inequities in Special Education and Discipline**

#### *Charlotte-Mecklenburg*

The Charlotte-Mecklenburg public schools disproportionately enroll White, non-Hispanic students in Gifted/Talented programs and disproportionately classify Black students as Mentally Retarded. Black male students are given out-of-school suspensions and are expelled at much higher rates than would be expected from their share in total enrollments. Black male students are classified under Emotional Disturbance at much higher rates than would be expected from their share in total enrollments.

USDOE OCR 2002	Charlotte-Mecklenburg Public Schools							
	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
<b>Enrollment</b>	23695	22905	24445	24210	21.70	20.98	22.39	22.17
<b>Gifted Talented</b>	1285	5605	990	5445	8.98	39.18	6.92	38.06
<b>Mental Retardation</b>	560	125	845	140	31.91	7.12	48.15	7.98

<b>Emotional Disturbance</b>	150	40	630	145	15.15	4.04	63.64	14.65
<b>Specific Learning Disability</b>	935	545	2110	1390	17.25	10.06	38.93	25.65
<b>Developmental Delay</b>	55	20	165	70	16.42	5.97	49.25	20.90
<b>Suspensions *</b>	3160	570	6155	1840	24.95	4.50	48.60	14.53
<b>Expulsions</b>	10	0	55	15	11.11	0.00	61.11	16.67

\* Out of School

### Cumberland County

Cumberland County public schools disproportionately enroll White, non-Hispanic students in Gifted/Talented programs and disproportionately classify Black students as Mentally Retarded. Black male students are given out-of-school suspensions at much higher rates than would be expected from their share in total enrollments. Black male students are classified under Emotional Disturbance at much higher rates than would be expected from their share in total enrollments.

<b>USDOE OCR 2002  Category</b>	<b>Cumberland County Public Schools</b>							
	<b>Number of Students</b>				<b>Percentage of Students</b>			
	<b>Female</b>		<b>Male</b>		<b>Female</b>		<b>Male</b>	
	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>
<b>Enrollment</b>	12900	11060	13100	11600	24.05	20.62	24.43	21.63
<b>Gifted Talented</b>	390	1300	295	1110	11.47	38.24	8.68	32.65
<b>Mental Retardation</b>	240	75	320	105	30.77	9.62	41.03	13.46
<b>Emotional Disturbance</b>	95	35	305	185	14.62	5.38	46.92	28.46
<b>Specific Learning Disability</b>	310	305	710	680	14.35	14.12	32.87	31.48
<b>Developmental Delay</b>	70	35	155	75	19.44	9.72	43.06	20.83
<b>Suspensions *</b>	2065	600	5020	2165	19.58	5.69	47.61	20.53
<b>Expulsions</b>	0	0	0	0	0.00	0.00	0.00	0.00

\* Out of School

### Guilford County

The Guilford County public schools disproportionately enroll White, non-Hispanic students in Gifted/Talented programs and disproportionately classify Black students as Mentally Retarded. Black male students are given out-of-school suspensions and are expelled at much higher rates than would be expected from their share in total enrollments. Black male students are classified under Emotional Disturbance at much higher rates than would be expected from their share in total enrollments.

USDOE OCR 2002  Category	Guilford County Public Schools							
	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	13535	14960	13825	15575	21.09	23.31	21.55	24.27
Gifted Talented	605	3325	550	3035	7.57	41.59	6.88	37.96
Mental Retardation	230	80	315	110	29.87	10.39	40.91	14.29
Emotional Disturbance	40	30	210	110	10.00	7.50	52.50	27.50
Specific Learning Disability	600	645	1335	1380	14.35	15.43	31.94	33.01
Developmental Delay	75	40	150	85	20.55	10.96	41.10	23.29
Suspensions *	1415	410	3275	1520	20.30	5.88	46.99	21.81
Expulsions	90	10	170	30	29.03	3.23	54.84	9.68

\* Out of School

### Wake County

The Wake County public schools disproportionately enroll White, non-Hispanic students in Gifted/Talented programs and disproportionately classify Black students as Mentally Retarded by well over twice their representation in enrollments. Black students are given

out-of-school suspensions at much higher rates than would be expected from their share in total enrollments. Black students are classified under Emotional Disturbance at much higher rates than would be expected from their share in total enrollments.

<b>USDOE OCR 2002  Category</b>	<b>Wake County Public Schools</b>							
	<b>Number of Students</b>				<b>Percentage of Students</b>			
	<b>Female</b>		<b>Male</b>		<b>Female</b>		<b>Male</b>	
	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>
<b>Enrollment</b>	13835	31785	14070	33585	13.19	30.30	13.41	32.02
<b>Gifted Talented</b>	560	6970	455	7420	3.36	41.76	2.73	44.46
<b>Mental Retardation</b>	300	140	355	170	29.27	13.66	34.63	16.59
<b>Emotional Disturbance</b>	95	45	370	190	13.29	6.29	51.75	26.57
<b>Specific Learning Disability</b>	985	1300	1735	2770	13.53	17.86	23.83	38.05
<b>Developmental Delay</b>	105	75	225	200	15.11	10.79	32.37	28.78
<b>Suspensions *</b>	1265	640	2010	1650	20.86	10.55	33.14	27.21
<b>Expulsions</b>	0	0	0	0	0.00	0.00	0.00	0.00

\* Out of School

## OHIO

### Inequities in Graduation Rates

A notable increase in the state's graduation rate for African-American, non-Hispanic male students and a lesser increase in that for White, non-Hispanic male students, narrowed the gap between the two groups by 14%. A similar effect occurred in Cincinnati and Cleveland.

The *Benchmark* for graduation rates of African-American male students for school districts is 78% (Baltimore County). To reach that level, the two Ohio school districts enrolling more than 10,000 African-American male students, would have to increase their 2003/4 graduation rates for African-American male students by 53 and 45 percentage points (Cincinnati and Cleveland, respectively).

	Black Male 2003	Graduation Rate 2003/4 *		Gap	Gap Change
		Black Male	White Male		
<b>OHIO</b>	156,243	45%	75%	30%	-4%
<b>Cincinnati</b>	14,038	25%	43%	18%	-2%
<b>Cleveland</b>	24,887	33%	37%	4%	-3%

\* State Graduation data; NCES enrollment data.

### Inequities in Educational Quality

*The National Assessment of Educational Progress* measures achievement levels for various subject areas. The percentage of Ohio's White, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading increased from 64% in 1992 to 74% in 2005. The percentage of Black, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading increased from 32% to 34% in the same period, while the gap therefore increased from 32% to 40%. (The percentage of Ohio's White, non-

Hispanic female students scoring at or above the Basic level in grade 4 Reading in 2005 was 80%; that for Black, non-Hispanic female students 42%.)

Grade 8 Reading scores for Ohio's White, non-Hispanic male students scoring at or above the Basic level decreased from 84% in 2002 to 79% in 2005. The percentage of Black, non-Hispanic male students scoring at or above the Basic level in grade 8 decreased from 53% to 46% from 2003 to 2005. The gap was 34% in 2005. (The percentage of White, non-Hispanic female students scoring at or above the Basic level in grade 8 in 2005 was 87%; that for Black, non-Hispanic female students 60%.)

The *Benchmark* for African-American male students grade 4 Reading is Massachusetts, with 49% of African-American male students scoring at or above Basic in 2005.

The *Benchmark* for grade 8 Reading is also the state of Massachusetts, with 63% of African-American male students scoring at or above Basic in 2005.

*Advanced Placement Examination Participation.* In order to reach the *Benchmark*, African-American participation in AP examinations in the state of Ohio would increase from the current 54% to 69%.

### **Inequities in Special Education and Discipline**

Public schools in the state of Ohio disproportionately enroll White, non-Hispanic students in Gifted/Talented programs and disproportionately classify Black students as Mentally Retarded. Black male and female students are given out-of-school suspensions at higher rates than would be expected from their share in total enrollments and Black male students are expelled at much higher rates than would be expected from their share in total enrollments. Male students are classified under Emotional Disturbance at higher rates than would be expected from their share in total enrollments.



USDOE OCR 2002  Category	Ohio			
	Percentage of Students			
	Female		Male	
	Black	White	Black	White
Enrollment	7.93	38.92	8.22	41.17
Gifted/Talented	5.81	42.46	4.55	43.95
Mental Retardation	12.08	28.66	18.04	38.37
Emotional Disturbance	5.27	11.39	22.98	58.18
Specific Learning Disability	4.29	25.85	9.76	57.27
Suspensions *	13.04	17.24	23.38	42.98
Expulsions	12.69	16.54	24.69	42.66

\* Out of School

### *Cincinnati City Schools*

Cincinnati public schools disproportionately enroll White, non-Hispanic students in Gifted/Talented programs, and disproportionately classify Black male students as Mentally Retarded. Black male students are given out-of-school suspensions and are expelled at higher rates than would be expected from their share in total enrollments. Male students are classified under Emotional Disturbance at higher rates than would be expected from their share in total enrollments.

USDOE OCR 2002  Category	Cincinnati City School District							
	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	15030	4915	14995	4790	37.19	12.16	37.10	11.85
Gifted Talented	230	360	160	340	20.54	32.14	14.29	30.36
Mental Retardation	600	105	725	130	38.46	6.73	46.47	8.33
Emotional Disturbance	60	10	150	50	22.22	3.70	55.56	18.52
Specific Learning Disability	340	110	695	235	24.46	7.91	50.00	16.91

<b>Developmental Delay</b>	70	25	125	35	28.00	10.00	50.00	14.00
<b>Suspensions *</b>	2105	255	3540	560	32.43	3.93	54.55	8.63
<b>Expulsions</b>	180	15	370	55	29.03	2.42	59.68	8.87

\* Out of School

### **Inequities in Educational Quality**

The percentage of Cincinnati's White, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading increased from 45% in 2003 to 46% in 2005. The percentage of the District's Black, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading increased from 24% to 26% in the same period—close to three-quarters of the district's Black male fourth grade students reading below the Basic level. The gap in 2005 was 20%. (The percentage of Cincinnati's White, non-Hispanic female students scoring at or above the Basic level in grade 4 Reading in 2005 was 61%; that for Black, non-Hispanic female students 37%.)

The percentage of Cincinnati's White, non-Hispanic male students scoring at or above the Basic level for Grade 8 Reading was 62% in 2003 (unreported in 2005). The percentage of Black, non-Hispanic male students scoring at or above the Basic level in grade 8 was 36% in both 2003 and 2005. The gap in 2003 was 26%. (The percentage of White, non-Hispanic female students scoring at or above the Basic level in grade 8 in 2003 was 62%; that for Black, non-Hispanic female students in 2005 52%.)

The *Benchmark* for African-American male students grade 4 Reading is Massachusetts, with 49% of African-American male students scoring at or above Basic in 2005.

The *Benchmark* for grade 8 Reading is also the state of Massachusetts, with 63% of African-American male students scoring at or above Basic in 2005.

### Inequities in Special Education and Discipline

Cleveland's public schools disproportionately enroll White, non-Hispanic and female Black students in Gifted/Talented programs, and disproportionately classify Black male students as Mentally Retarded. Black male students are given out-of-school suspensions at higher rates than would be expected from their share in total enrollments and male students are expelled at higher rates than would be expected from their share in total enrollments. Male students are classified under Emotional Disturbance at higher rates than would be expected from their share in total enrollments.

USDOE OCR 2002  Category	Cleveland Municipal School District							
	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	2415 5	6020	25185	6610	34.67	8.64	36.15	9.49
Gifted Talented	1255	345	820	310	43.35	11.92	28.32	10.71
Mental Retardation	1090	225	1595	290	31.69	6.54	46.37	8.43
Emotional Disturbance	210	40	870	260	14.29	2.72	59.18	17.69
Specific Learning Disability	665	285	1550	580	18.71	8.02	43.60	16.32
Developmental Delay	115	35	255	95	20.35	6.19	45.13	16.81
Suspensions *	1885	260	3185	480	30.60	4.22	51.70	7.79
Expulsions	5	0	10	5	25.00	0.00	50.00	25.00

\* Out of School

## TEXAS

### Inequities in Graduation Rates

Graduation rates for both African-American and White, non-Hispanic male students are increasing. Those in Dallas, Fort Worth and Houston continue to lag state-wide averages for both groups. The gaps between the groups widened in Dallas, because of an increase in the White, non-Hispanic male graduation rate in excess of that for Black male students, and narrowed in Houston because of an increase in the graduation rate for African-American, non-Hispanic male students and a decrease in that for White, non-Hispanic male students. The group graduation rates are quite close among the three cities, while considerably lower, for each group, in those cities as compared to the state as a whole.

The *Benchmark* for graduation rates of African-American male students for school districts is 78% (Baltimore County). To reach that level, the three Texas school districts enrolling more than 10,000 African-American male students, would have to approximately double their 2003/4 graduation rates for African-American male students.

	Black Male 2003	Graduation Rate		Gap	Gap Change
		Black Male	White Male		
<b>TEXAS</b>	315,224	52%	71%	19%	
<b>Dallas</b>	25,094	41%	58%	17%	8%
<b>Fort Worth</b>	11,414	40%	58%	18%	3%
<b>Houston</b>	31,698	37%	56%	17%	-9%

\* Graduation data estimated; NCES enrollment data.

## **Inequities in Educational Quality**

*The National Assessment of Educational Progress* measures achievement levels for various subject areas. The percentage of Texas White, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading increased from 68% in 1992 to 76% in 2005. The percentage of Black, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading increased from 37% to 43% in the same period. The gap increased from 31% to 33% between 1992 and 2005. (The percentage of White, non-Hispanic female students scoring at or above the Basic level in grade 4 Reading in 2005 was 82%; that for Black, non-Hispanic female students 55%.)

Grade 8 Reading scores for Texas White, non-Hispanic male students scoring at or above the Basic level decreased from 81% in 1998 to 77% in 2005. The percentage of Black, non-Hispanic male students scoring at or above the Basic level in grade 8 decreased from 49% to 47% in the same period. The gap decreased from 32% to 30%. (The percentage of White, non-Hispanic female students scoring at or above the Basic level in grade 8 in 2005 was 87%; that for Black, non-Hispanic female students 64%.)

The *Benchmark* for African-American male students grade 4 Reading is Massachusetts, with 49% of African-American male students scoring at or above Basic in 2005.

The *Benchmark* for grade 8 Reading is also the state of Massachusetts, with 63% of African-American male students scoring at or above Basic in 2005.

*Advanced Placement Examination Participation.* In order to reach the *Benchmark*, African-American participation in AP examinations in the state of Texas would increase from the current 50% to 69%.

## **Inequities in Special Education and Discipline**

Public schools in the state of Texas disproportionately enroll White, non-Hispanic students in Gifted/Talented programs and disproportionately classify Black students as Mentally Retarded. Black students are given out-of-school suspensions at higher rates than would be expected from their share in total enrollments and Black male students are expelled at higher rates than would be expected from their share in total enrollments. Male students are classified under Emotional Disturbance at higher rates than would be expected from their share in total enrollments.

USDOE OCR 2002  Category	Texas			
	Percentage of Students			
	Female		Male	
	Black	White	Black	White
<b>Enrollment</b>	6.60	19.44	6.87	20.66
<b>Gifted/Talented</b>	4.62	28.23	3.34	27.54
<b>Mental Retardation</b>	11.53	13.82	16.11	18.35
<b>Emotional Disturbance</b>	5.10	13.08	14.99	36.90
<b>Specific Learning Disability</b>	6.00	12.33	11.70	24.18
<b>Suspensions *</b>	9.55	5.97	19.19	17.61
<b>Expulsions</b>	4.15	6.43	13.28	21.09

\* Out of School

#### *Dallas Independent School District*

Dallas public schools disproportionately enroll White and Black, non-Hispanic female and White, non-Hispanic male students in Gifted/Talented programs and disproportionately classify Black students as Mentally Retarded. Black male students are given out-of-school suspensions and are expelled at higher rates than would be expected from their share in total enrollments. Male students are classified under Emotional Disturbance at higher rates than would be expected from their share in total enrollments. The district expelled only Black students in 2002/3.

USDOE OCR 2002	Dallas Independent School District			
	Number of Students		Percentage of Students	
	Female	Male	Female	Male

Category	Black	White	Black	White	Black	White	Black	White
<b>Enrollment</b>	25930	5230	25690	5415	16.69	3.37	16.54	3.49
<b>Gifted Talented</b>	4500	1345	2920	1020	20.50	6.13	13.30	4.65
<b>Mental Retardation</b>	485	55	785	80	22.51	2.55	36.43	3.71
<b>Emotional Disturbance</b>	55	25	250	65	11.11	5.05	50.51	13.13
<b>Specific Learning Disability</b>	775	210	1765	440	12.26	3.32	27.93	6.96
<b>Developmental Delay</b>	0	0	0	0	0.00	0.00	0.00	0.00
<b>Suspensions *</b>	1450	145	2540	330	17.68	1.77	30.98	4.02
<b>Expulsions</b>	5	0	30	0	7.14	0.00	42.68	0.00

\* Out of School

### *Fort Worth Independent School District*

Fort Worth public schools disproportionately enroll White, non-Hispanic students in Gifted/Talented programs and disproportionately classify Black students (especially males) as Mentally Retarded. Black students are given out-of-school suspensions and Black male students are expelled at higher rates than would be expected from their share in total enrollments. Male students are classified under Emotional Disturbance at higher rates than would be expected from their share in total enrollments.

USDOE OCR 2002	Fort Worth Independent School District							
	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
<b>Enrollment</b>	11580	7410	11935	7760	14.28	9.14	14.72	9.57
<b>Gifted Talented</b>	995	1860	670	1750	11.02	20.60	7.42	19.38
<b>Mental Retardation</b>	130	50	195	70	18.57	7.14	27.86	10.00
<b>Emotional Disturbance</b>	50	25	135	130	12.20	6.10	32.93	31.71
<b>Specific Learning Disability</b>	545	210	1210	500	12.57	4.84	27.91	11.53

<b>Developmental Delay</b>	0	0	0	0	0.00	0.00	0.00	0.00
<b>Suspensions *</b>	1765	390	2765	845	18.97	4.19	29.72	9.08
<b>Expulsions</b>	15	5	55	10	9.68	3.23	35.48	6.45

\* Out of School

### *Houston Independent School District*

#### **Inequities in Educational Quality**

The percentage of Houston's White, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading increased from 84% in 2002 to 86% in 2005. The percentage of Black, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading decreased from 37% in 2002 to 32% in 2005. The gap in 2005 was 54%. (The percentage of White, non-Hispanic female students scoring at or above the Basic level in grade 4 Reading in 2005 was 89%; that for Black, non-Hispanic female students 56%.)

Grade 8 Reading scores for Houston's White, non-Hispanic male students scoring at or above the Basic level increased from 77% in 2003 to 84% in 2005. The percentage of Black, non-Hispanic male students scoring at or above the Basic level in grade 8 decreased from 55% to 46% in the same period. The gap increased from 22% to 38% in that period. (The percentage of White, non-Hispanic female students scoring at or above the Basic level in grade 8 in 2005 was 94%; that for Black, non-Hispanic female students 59%.)

The *Benchmark* for African-American male students grade 4 Reading is Massachusetts, with 49% of African-American male students scoring at or above Basic in 2005.

The *Benchmark* for grade 8 Reading is also the state of Massachusetts, with 63% of African-American male students scoring at or above Basic in 2005.



## Inequities in Special Education and Discipline

Houston public schools disproportionately enroll White, non-Hispanic students in Gifted/Talented programs and disproportionately classify Black students (especially males) as Mentally Retarded. Black male students are given out-of-school suspensions and are expelled at higher rates than would be expected from their share in total enrollments. Male students are classified under Emotional Disturbance at higher rates than would be expected from their share in total enrollments.

USDOE OCR 2002  Category	Houston Independent School District							
	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
<b>Enrollment</b>	31755	9525	32225	10155	15.10	4.53	15.33	4.83
<b>Gifted Talented</b>	2155	3325	1540	3280	11.35	17.50	8.11	17.27
<b>Mental Retardation</b>	335	35	510	50	20.24	2.11	30.82	3.02
<b>Emotional Disturbance</b>	190	40	670	160	13.38	2.82	47.18	11.27
<b>Specific Learning Disability</b>	1700	210	3015	450	15.29	1.89	27.13	4.05
<b>Developmental Delay</b>	0	0	0	0	0.00	0.00	0.00	0.00
<b>Suspensions *</b>	2850	190	5495	610	16.17	1.08	31.18	3.46
<b>Expulsions</b>	20	0	55	15	8.33	0.00	22.92	6.25

\* Out of School

## VIRGINIA

### Inequities in Graduation Rates

Virginia's graduation rate for African-American, non-Hispanic male students has declined slightly while that for White, non-Hispanic male students has remained unchanged, widening the gap between them. Both African-American and White, non-Hispanic male graduation rates have declined in Norfolk and Richmond, while those in Virginia Beach have remained substantially unchanged.

The *Benchmark* for graduation rates of African-American male students for school districts is 78% (Baltimore County). To reach that level, the three Virginia school districts enrolling more than 10,000 African-American male students, would have to increase their 2003/4 graduation rates for African-American male students by from 49 (Norfolk) to 26 (Virginia Beach) percentage points.

	Black Male 2003	Graduation Rate * 2003/4		Gap	Gap Change
		Black Male	White Male		
<b>VIRGINIA</b>	162,698	53%	73%	20%	3%
<b>Norfolk</b>	12,708	30%	43%	13%	-6%
<b>Richmond</b>	11,381	38%	45%	7%	
<b>Virginia Beach</b>	11,242	52%	65%	13%	

\* Graduation data estimated; NCES enrollment data.

### Inequities in Educational Quality

*The National Assessment of Educational Progress* measures achievement levels for various subject areas. The percentage of Virginia's White, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading increased from 70% in 1992 to 80% in 2005. The percentage of Black, non-Hispanic male students scoring at or above

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From: *Public Education and Black Male Students: A State Report Card* (Schott Foundation for Public Education, forthcoming.)

the Basic level in grade 4 Reading increased from 36% to 42% in the same period. The gap increased from 34% to 38% between 1992 and 2005. (The percentage of White, non-Hispanic female students scoring at or above the Basic level in grade 4 Reading in 2005 was 81%; that for Black, non-Hispanic female students 55%.)

Grade 8 Reading scores for Virginia's White, non-Hispanic male students scoring at or above the Basic level was 81% as in 2005. The percentage of Black, non-Hispanic male students scoring at or above the Basic level in grade 8 increased from 54% to 55% in the same period. The gap decreased from 27% to 26% between 1992 and 2005. (The percentage of White, non-Hispanic female students scoring at or above the Basic level in grade 8 in 2005 was 89%; that for Black, non-Hispanic female students 70%—a national *Benchmark*.)

The *Benchmark* for African-American male students grade 4 Reading is Massachusetts, with 49% of African-American male students scoring at or above Basic in 2005.

The *Benchmark* for grade 8 Reading is also the state of Massachusetts, with 63% of African-American male students scoring at or above Basic in 2005.

*Advanced Placement Examination Participation.* In order to reach the *Benchmark*, African-American participation in AP examinations in the state of Virginia would increase from the current 38% to 69%.

### **Inequities in Special Education and Discipline**

Public schools in the state of Virginia disproportionately enroll White, non-Hispanic students in Gifted/Talented programs and disproportionately classify Black students as Mentally Retarded. Black male and female students are given out-of-school suspensions at higher rates than would be expected from their share in total enrollments and Black male students are expelled at higher rates than would be expected from their share in total

enrollments. Male students are classified under Emotional Disturbance at higher rates than would be expected from their share in total enrollments.

USDOE OCR 2002  Category	Virginia			
	Percentage of Students			
	Female		Male	
	Black	White	Black	White
<b>Enrollment</b>	13.63	29.97	13.91	31.66
<b>Gifted/Talented</b>	5.51	39.95	4.29	38.54
<b>Mental Retardation</b>	20.90	19.98	29.64	23.32
<b>Emotional Disturbance</b>	9.25	13.37	27.25	43.46
<b>Specific Learning Disability</b>	9.53	19.64	20.05	41.49
<b>Suspensions *</b>	18.48	12.19	33.90	30.21
<b>Expulsions</b>	7.17	8.59	35.98	41.31

\* Out of School

#### *Norfolk Public Schools*

The Norfolk Public Schools disproportionately enroll White, non-Hispanic students in Gifted/Talented programs, but classify Black male students as Mentally Retarded at only slightly disproportionate rates. Black male students are given out-of-school suspensions at higher rates than would be expected from their share in total enrollments. Male students are classified under Emotional Disturbance at higher rates than would be expected from their share in total enrollments.

USDOE OCR 2002  Category	Norfolk Public Schools							
	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
<b>Enrollment</b>	12095	4750	12000	5000	33.99	13.35	33.72	14.05
<b>Gifted Talented</b>	335	545	285	530	18.36	29.86	15.62	29.04
<b>Mental Retardation</b>	195	70	230	75	33.62	12.07	39.66	12.93
<b>Emotional Disturbance</b>	80	25	210	125	17.58	5.49	46.15	27.47
<b>Specific Learning</b>	360	175	860	320	20.40	9.92	48.73	18.13

<b>Disability</b>								
<b>Developmental Delay</b>	105	40	245	80	21.65	8.25	50.52	16.49
<b>Suspensions *</b>	1325	175	2355	480	29.88	3.95	53.10	10.82
<b>Expulsions</b>	0	0	0	0	0.00	0.00	0.00	0.00

\* Out of School

### *Richmond City Public Schools*

The Richmond City Public Schools disproportionately enroll White, non-Hispanic students in Gifted/Talented programs, but classify Black male students as Mentally Retarded at only slightly disproportionate rates. Black male students are given out-of-school suspensions and are expelled at higher rates than would be expected from their share in total enrollments. In 2002 the District expelled only Black students. Black male students are classified under Emotional Disturbance at higher rates than would be expected from their share in total enrollments.

<b>USDOE OCR 2002</b>	<b>Richmond City Public Schools</b>							
	<b>Number of Students</b>				<b>Percentage of Students</b>			
	<b>Female</b>		<b>Male</b>		<b>Female</b>		<b>Male</b>	
	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>
<b>Enrollment</b>	11585	815	11475	900	45.41	3.19	44.98	3.53
<b>Gifted Talented</b>	680	215	475	205	41.98	13.27	29.32	12.65
<b>Mental Retardation</b>	415	30	585	10	39.34	2.84	55.45	0.95
<b>Emotional Disturbance</b>	85	0	370	15	17.89	0.00	77.89	3.16
<b>Specific Learning Disability</b>	415	35	1050	70	26.18	2.21	66.25	4.42
<b>Developmental Delay</b>	90	10	200	20	27.27	3.03	60.61	6.06
<b>Suspensions *</b>	1805	45	3130	75	35.36	0.88	61.31	1.47
<b>Expulsions</b>	10	0	40	0	20.00	0.00	80.00	0.00

\* Out of School

*Virginia Beach Public Schools*

The Virginia Public Schools disproportionately enroll White, non-Hispanic students in Gifted/Talented programs, and disproportionately classify Black male students as Mentally Retarded. Black students are given out-of-school suspensions at higher rates than would be expected from their share in total enrollments. Male students are classified under Emotional Disturbance at higher rates than would be expected from their share in total enrollments.

<b>USDOE OCR 2002  Category</b>	<b>Virginia Beach Public Schools</b>							
	<b>Number of Students</b>				<b>Percentage of Students</b>			
	<b>Female</b>		<b>Male</b>		<b>Female</b>		<b>Male</b>	
	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>
<b>Enrollment</b>	10570	22725	11135	23885	13.86	29.79	14.60	31.31
<b>Gifted Talented</b>	385	2845	320	2615	5.61	41.44	4.66	38.09
<b>Mental Retardation</b>	110	150	160	210	16.30	22.22	23.70	31.11
<b>Emotional Disturbance</b>	95	110	295	440	9.55	11.06	29.65	44.22
<b>Specific Learning Disability</b>	685	1230	1420	2400	11.09	19.92	23.00	38.87
<b>Developmental Delay</b>	35	95	110	210	6.67	18.10	20.95	40.00
<b>Suspensions *</b>	1800	1675	2860	3225	17.42	16.21	27.67	31.20
<b>Expulsions</b>	0	0	0	0	0.00	0.00	0.00	0.00

\* Out of School

## WISCONSIN

### Inequities in Graduation Rates

Graduation rates for both African-American and White, non-Hispanic students in Milwaukee are improving, but as those of the White students have improved more rapidly, the gap has widened. The higher rate of improvement for Black students, and lower for White students, state-wide, has resulted in a narrowing of the gap at the state level.

The *Benchmark* for graduation rates of African-American male students for school districts is 78% (Baltimore County). To reach that level, Milwaukee, the only Wisconsin school district enrolling more than 10,000 African-American male students, would have to increase its 2003/4 graduation rate for African-American male students by 47 percentage points.

		Graduation Rate 2003/4		Gap	Gap +/-
		Black Male 2003	Black Male	White Male	
WISCONSIN	47,294	38%	84%	46%	-3%
Milwaukee	29,170	34%	64%	30%	8%

### Inequities in Educational Quality

*The National Assessment of Educational Progress* measures achievement levels for various subject areas. The percentage of Wisconsin's White, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading was 71% in 1992 and in 2005. The percentage of Black, non-Hispanic male students scoring at or above the Basic level in grade 4 Reading increased from 23% to 29% in the same period. The gap decreased from 48% to 42%. (The percentage of White, non-Hispanic female students scoring at or

above the Basic level in grade 4 Reading in 2005 was 77%; that for Black, non-Hispanic female students 39%.)

Grade 8 Reading scores for Wisconsin's White, non-Hispanic male students scoring at or above the Basic level was 76% in 1998 and 2005. The percentage of Black, non-Hispanic male students scoring at or above the Basic level in grade 8 increased from 37% to 41% in the same period. The gap therefore decreased from 39% to 35%. (The percentage of White, non-Hispanic female students scoring at or above the Basic level in grade 8 in 2005 was 88%; that for Black, non-Hispanic female students 47%.)

The *Benchmark* for African-American male students grade 4 Reading is Massachusetts, with 49% of African-American male students scoring at or above Basic in 2005.

The *Benchmark* for grade 8 Reading is also the state of Massachusetts, with 63% of African-American male students scoring at or above Basic in 2005.

*Advanced Placement Examination Participation.* In order to reach the *Benchmark*, African-American participation in AP examinations in the state of Wisconsin would increase from the current 36% to 69%.

### **Inequities in Special Education and Discipline**

Public schools in the state of Wisconsin disproportionately enroll White, non-Hispanic students in Gifted/Talented programs and disproportionately classify Black students as Mentally Retarded. Black male and female students are given out-of-school suspensions at higher rates than would be expected from their share in total enrollments and Black and White male students are expelled at higher rates than would be expected from their share in total enrollments. Male students are classified under Emotional Disturbance at higher rates than would be expected from their share in total enrollments.



USDOE OCR 2002  Category	Wisconsin			
	Percentage of Students			
	Female		Male	
	Black	White	Black	White
Enrollment	4.96	38.80	5.14	41.05
Gifted/Talented	1.40	47.75	1.14	44.20
Mental Retardation	8.90	30.91	11.46	39.88
Emotional Disturbance	3.27	16.90	11.48	60.79
Specific Learning Disability	4.45	26.67	8.15	51.08
Suspensions *	14.64	14.08	21.65	35.13
Expulsions	6.74	17.27	13.87	51.43

\* Out of School

### Milwaukee Public Schools

The Milwaukee Public Schools disproportionately enroll White, non-Hispanic students in Gifted/Talented programs and disproportionately classify Black students as Mentally Retarded. Black students are given out-of-school suspensions at much higher rates than would be expected from their share in total enrollments and Black male students are expelled at higher rates than would be expected from their share in total enrollments. Male students are classified under Emotional Disturbance at higher rates than would be expected from their share in total enrollments.

USDOE OCR 2002  Category	Milwaukee Public Schools							
	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	27340	7790	28140	8310	29.65	8.45	30.52	9.01
Gifted Talented	415	360	260	285	23.71	20.57	14.86	16.29
Mental Retardation	730	125	985	180	31.26	5.35	42.18	7.71
Emotional Disturbance	210	35	825	140	15.73	2.62	61.80	10.49
Specific Learning Disability	1140	260	2295	555	22.14	5.05	44.56	10.78
Developmental Delay	80	30	200	100	16.67	6.25	41.67	20.83

<b>Suspensions *</b>	5005	535	7080	1100	30.76	3.29	43.52	6.76
<b>Expulsions</b>	50	5	105	15	23.81	2.38	50.00	7.14

\* Out of School