



THE 2006 STATE REPORT CARD

Public Education

BLACK MALE STUDENTS

&

Schott  FOUNDATION *for* PUBLIC EDUCATION

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The publication should be cited as:

Holzman, M., (2006) *Public Education and Black Male Students: The 2006 State Report Card*. Schott Educational Inequity Index, Cambridge, MA; The Schott Foundation for Public Education.

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Table of Contents

INDIVIDUAL STATE REPORTS

Summary	Alabama	Minnesota
Foreword by Dr. Rosa A. Smith	California	Mississippi
Schott Education Achievement Awards	District of Columbia	Missouri
Schott Education Inequity Index (States)	Florida	Nevada
District Data	Georgia	New Jersey
	Illinois	New York
	Indiana	North Carolina
	Kentucky	Ohio
	Louisiana	Texas
	Maryland	Virginia
	Massachusetts	Wisconsin
	Michigan	

Summary

The Schott Education Inequity Index (SEII) highlights disparities in the quality of education provided to African-Americans by examining high school graduation rates of Black and White non-Hispanic males. Using this comparison focuses attention on the issue of race and minimizes gender and language effects.

The SEII, indicating the degree of racial inequity between those groups, illustrates the absolute effectiveness—or lack of it—in the education of African-American boys and the difference between the success of schools in regard to that population and their White peers. Schools, districts or states with the highest drop-out rates for Black males and the largest gap between the graduation rates of White and Black males therefore receive the highest (worst) SEII scores.

According to estimates based on the most recent data from the National Center of Education statistics, in 2003/2004 55% of African-American males did not receive diplomas with their cohort. Nevada and Florida graduated less than a third of their Black male students on schedule. Eight others—Delaware, Georgia, Illinois, Indiana, Michigan, New York, South Carolina and Wisconsin—graduated fewer with their peer group than the national average.

Much of the problem is concentrated in a few large cities. New York City, Chicago, Detroit and Dade County fail to graduate between three-quarters and two-thirds of their African-American male students with their peers. Districts in which Black students are concentrated tend to have racially segregated schools, do worse on the National Assessment of Educational Progress, suspend and expel more Black boys than White boys, and assign more Black boys than White boys to Special Education using procedures open to abuse and effectively preventing those students from receiving a high school diploma with their peers.

The consequences of this widespread, deep, systemic failure to educate African-American males as efficiently as their White counterparts are educated are well known: high unemployment and imprisonment rates, little chance to attend and graduate from college, unstable families. The Schott Education Inequity Index and other recent reports demonstrate that states and most districts with large African-American enrollments can educate some children, but most do not educate the majority of their African-American boys.

There is one remarkable group of districts that is successful with this most vulnerable group of America's children. If the three suburban Maryland districts—Baltimore County, Montgomery County and Prince George's County—are considered together, they enroll the third largest population of African-American males in the country (85,000+) and graduate them with their peers at a rate comparable to the national average for White, non-Hispanic male students. Baltimore County, the most successful of these, has a graduation rate for African-American, non-Hispanic male students well above the national average for other groups and with virtually no achievement gap between Black and White students. These county school districts, taken together, are three times as successful as the New York City public schools and more than twice as successful as the Chicago schools. It can be done.

Foreword

By Rosa A. Smith, Ph.D.

I am pleased to provide you with a new State Report Card on America's public education results for Black male students. It shows that there has been some improvement nationally, in some states and in some districts, since we began looking at this issue two years ago. This is a good thing.

But it also shows that more than half of our country's Black male students still do not graduate in four years. It shows that the gap between the graduation rate of Black and White male students is still very large—25%—and part of the narrowing of that gap that has taken place is the result of a slight decline in the graduation rate for White male students.

The million Black male students enrolled in the New York, Florida and Georgia public schools are twice as likely not to graduate with their class as to do so. This is particularly troubling in the case of New York, with its higher than average graduation rate for White male students. Illinois and Wisconsin also have gaps around the 40-point level between how “efficiently” they educate their Black and White male students.

We are continuing to focus on the issue of how well our public schools meet their responsibilities in regard to Black male students because history tells us that this is the group least likely to be the focus of such efforts, the group most likely to be blamed for their own neglect by those responsible for the education of all of our children. We know that when it is normal for Black male students to graduate on time and college-ready it will be normal for all students to do so.

This report provides, in addition to graduation rates, information on a state-by-state and district basis concerning Special Education, discipline policies, Advanced Placement and National Assessment of Educational Progress achievement data “benchmarked” to the best states and districts in each category. These benchmark districts and states demonstrate to educators and policy makers that the challenges facing them are not intractable: they have been met by at least some of their peers and therefore can be met nationwide.

We are moving forward with a program to identify examples of best practice in the education of African-American male students at the highschool level through the *Schott Awards for Excellence in the Education of African-American Male Students*. The Ohio pilot project for this initiative is described in this report. I would like once more to thank Dr. Susan Tave Zelman, Ohio's Superintendent of Public Instruction, for her whole-hearted support of the pilot project and its national replication.

The *Schott Awards for Excellence in the Education of African-American Male Students* recognize high schools that are closing the achievement gap in graduation rates and measures of academic excellence. The awards, to be announced in the Fall of 2006, will identify schools where Black male students—and therefore most likely all students—graduate on time and college-ready. We intend to highlight the achievements of these schools in the media and at meetings of national professional organizations and at scholarly conferences. In this way the lessons they have learned will be made available for all schools. It is our belief that the Awards will promote a continuing conversation about quality education for Black male students. By means of the Award program, we will identify and share those practices that allow ordinary educators, working with ordinary resources, to achieve extraordinary results for our most vulnerable students.



Much else can be done immediately:

- Schools of education can train future teachers to have expectations as high for their Black male students as for White male—or for that matter, Black female—students and equip those future teachers with the knowledge and skills needed to help their students meet those expectations;
- Schools of education can train administrators to use data and personal observation to focus on closing achievement gaps from the earliest grades;
- School boards can hold superintendents and principals accountable for having their districts and schools meet the challenge of having all students, including Black male students, perform at “proficient” levels on assessments and graduate on time and college-ready;
- Superintendents and school boards can allocate resources within their districts in alignment with the needs of students, teachers and schools;
- State boards of education and chief state school officers can hold districts accountable for meeting state targets and closely supervise districts with large achievement gaps, over-classification of Black male students in Special Education programs, under-participation of minorities in Gifted/Talented programs and discriminatory implementation of discipline policies;
- Governors can make closing the achievement gap a state policy goal, holding the state department of education responsible for achieving that goal;
- Legislatures can closely examine funding formulas to ensure that they are aligned with the goal of closing the achievement gap and pass legislation—including legislation for compensatory funding—as necessary to meet that goal.

The great American poet Langston Hughes long ago asked the question:

*Why should it be my dream
deferred
overlong?*

We do not want the future poets now entering our kindergartens to ask the same question twenty years from now.

Rosa A. Smith

Schott Education Achievement Awards



OHIO PILOT PROJECT

Sue Westendorf, President, Ohio State Board of Education; Mr. Jesse Al Duckworth, Dean, Bowsher High School, Toledo; Mr. Larry Black, Principal, Bowsher High School, Toledo; Dr. Susan Tave Zelman, Ohio State Superintendent; Dr. Rosa A. Smith, President, Schott Foundation for Public Education

The Schott Foundation for Public Education, in cooperation with the Ohio Department of Education, this year piloted the *Schott Awards for Excellence in the Education of African-American Male Students* in that state. The Awards recognize high schools that are closing the achievement gap in graduation rates and measures of academic excellence.

The pilot round of the Awards took place in Ohio at the invitation of Ohio State Superintendent, Dr. Susan Tave Zelman. The Awards were presented at a meeting of the Ohio State Board of Education on October 10, 2005 in Columbus, Ohio. Awards were made to three schools: Bowsher High School (Toledo), Brush High School (South Euclid/Lyndhurst) and Walnut Hills High School (Cincinnati).

The Awards included recognition of the winning high schools by the Foundation and the Ohio State Department of Education and a scholarship for freshman year tuition at the state university (or equivalent) for an outstanding male African-American graduating senior. The Schott Foundation's funding for the scholarships was matched by KnowledgeWorks Foundation and in Toledo by the Toledo Community Foundation. The Awards were given to Bowsher, Walnut Hills and Brush high schools.

- *E. L. Bowsher High School*, in Toledo, has a graduation rate for African-American male students of approximately 80%, which is nearly double the average national graduation rate for non-Hispanic White male students. Three-quarters of the school's African-American students (who are 21% of the school) score "Proficient" in Reading, as do more than half in Mathematics. The school has an active and highly visible arts program and a well-equipped library.
- *Walnut Hills High School*, in Cincinnati, offers a full array of college preparatory and Advanced Placement courses, with an emphasis on languages, beginning with a Latin requirement in grades 7 to 9. The student body is 35% African-American. The school has strong arts and music offerings and a beautiful, highly computerized library. Walnut Hills High School demonstrates that when

challenged with high expectations, a strong curriculum and the expectation of personal responsibility, African-American male students will rise to that challenge and excel. Walnut Hills High School has virtually no attrition of its Black male students. Nearly all of the school's African-American students score "Proficient" in both Reading and Mathematics.

- *Charles F. Brush High School*, in the South Euclid/Lyndhurst school district, near Cleveland, has a school population that is 29% African-American. The school has an exceptionally wide array of programs, well-equipped classrooms, laboratories and art studios. The graduation rate for African-American males is close to 100%. 85% of the African-American students in the school score "Proficient" in Reading, as do 68% in Mathematics.

These three Ohio high schools demonstrate that Black male students can graduate from high school at rates higher than the national average for White male students, do well on standardized assessments, and thrive with college preparatory coursework.

Interviews with Black male students were a vital part of the process of identifying these excellent schools. The students were frank and remarkably consistent in their remarks. The students said that in all too many other schools they had attended, or which are now attended by their friends, course offerings are limited, Black male students are not necessarily expected to excel, and the often poor condition of school buildings is taken by the students to reflect the attitude of administrators and officials toward their community's children.

On the other hand, the Brush, Bowsler and Walnut Hills students were quite clear about the reasons their schools do better in regard to educating Black male students than others in their areas. They said that their high schools are challenging for *all* students. Each of the schools offers a strong college preparatory curriculum and expects all their students, including their Black male students, to achieve at high levels. There is a climate within each of the schools conducive to fulfilling these expectations. Discipline policies are clear and equitably administered; the schools are orderly, clean and well-equipped. The administrators and teachers visibly respect one another and see teaching and learning as the primary missions of the schools. Some of the students spoke of the importance of Black male teachers and administrators as role models. All returned again and again to the issues of what they called "fairness." In these schools excellent education is offered and everyone is expected and encouraged to do the best they can to take advantage of it.

In the Fall of 2006 the winners of the first national *Schott Awards for Excellence in the Education of African-American Male Students* will be announced. The program will recognize public schools, especially those with significant minority enrollment and levels of poverty, that have outstanding success in the education of Black male students.

Schott Education Inequity Index

The Schott Education Inequity Index (SEII) highlights disparities in the quality of education provided to African-Americans. It ranks states by comparing high school graduation rates of Black and White non-Hispanic males. Using this comparison focuses attention on the issue of race and minimizes gender and language effects.

Graduation rates are calculated as the percentage of the students enrolled in ninth grade receiving diplomas with their cohort at the end of twelfth grade.¹ This straightforward measure is similar to those used by many researchers, states and districts. It allows “apple to apple” comparisons of varied districts and states. Enrollment statistics are from the National Center for Education Statistics, unless otherwise noted. Diploma statistics are from districts or state departments of education, or estimated as indicated in the notes to the tables.

The SEII is calculated by subtracting the graduation rate for Black males from 100%, giving the drop-out rate, which is then added to the difference between the graduation rates of White and Black males. Schools, districts or states with the highest drop-out rates for Black males and the largest gap between the graduation rates of White and Black males therefore receive the highest (worst) SEII scores. The SEII, indicating the degree of racial inequity between those groups, illustrates the absolute effectiveness—or lack of it—in the education of African-American boys and the difference between the success of schools with that population and their White peers.

Table One shows the SEII and its components for the states and the nation as a whole. Index, graduation rates and gaps **below** the national averages, and SEIIs **above** the national average, are shown in green.

The graduation rate for African-American males for the nation as a whole in 2003/2004 was 45%, that is, most African-American male students did not graduate with their cohort. On the other hand, Rhode Island, Utah, New Jersey and Arizona had graduation rates for their Black male students close to, or higher than, the average state graduation for White, non-Hispanic male students. Wisconsin, New York, Illinois, Indiana, Pennsylvania and Nebraska had conspicuously large gaps between their graduation rates for Black and White male students.

1 Districts which have high pre-ninth grade drop-out rates in a particular year will find that the convention of using grade nine enrollments as a base inflates their graduation rates. Those that have conspicuous enrollment increases at grade nine in a particular year will find that the convention of using grade nine enrollments as a base deflates their graduation rates. Districts in which these conditions pertain year after year will find the convention useful in facilitating inter-district and national comparisons.

Table One

State*	SEII 2003/04	Graduation Rates 2003/04 Cohort		
		Black Male	White Male	Gap
Wisconsin ³	1.09	38%	84%	47%
New York ¹	0.99	38%	76%	38%
Illinois ²	0.95	44%	84%	40%
Indiana ³	0.95	38%	71%	33%
Michigan ²	0.94	39%	73%	33%
Florida ²	0.92	31%	54%	23%
Nevada ¹	0.88	32%	53%	20%
Nebraska ³	0.87	49%	85%	36%
Ohio ²	0.84	45%	75%	30%
Pennsylvania ³	0.84	50%	84%	34%
USA	0.80	45%	70%	25%
Oregon ³	0.79	47%	72%	26%
Delaware ³	0.79	44%	67%	23%
Minnesota ³	0.77	54%	85%	31%
Georgia ¹	0.76	39%	54%	15%
Iowa ³	0.76	54%	83%	29%
South Carolina ¹	0.75	40%	56%	15%
Alabama ²	0.73	45%	63%	18%
Colorado ³	0.72	52%	76%	24%
North Carolina ²	0.71	47%	65%	18%
Kansas ³	0.70	55%	79%	25%
Maryland ²	0.69	54%	78%	23%
Virginia ³	0.67	53%	73%	20%
Louisiana ²	0.67	51%	68%	17%
Texas ¹	0.66	52%	71%	18%
Missouri ²	0.66	56%	78%	22%
California ²	0.66	55%	75%	20%
Mississippi ³	0.65	47%	60%	12%
Connecticut ³	0.64	59%	82%	23%
Kentucky ²	0.63	53%	69%	16%
Oklahoma ³	0.62	56%	74%	18%
New Mexico ³	0.58	53%	64%	11%
Massachusetts ²	0.58	61%	79%	19%
Alaska ³	0.54	54%	61%	7%
New Jersey ²	0.52	70%	92%	22%
Arkansas ³	0.51	62%	74%	12%
West Virginia ³	0.50	61%	71%	10%
Utah ³	0.40	73%	85%	12%
Rhode Island ³	0.39	66%	71%	5%
Arizona ³	0.22	85%	93%	7%

* States reporting data to the National Center for Education Statistics and graduating at least 100 male non-Hispanic African-American students

1. Estimated from State graduation data; NCES enrollment data
2. State graduation data; NCES enrollment data
3. Estimated graduation data; NCES enrollment data

Table Two lists the states by the numbers of Black male students they serve.

Florida's graduation rate for Black male students has declined; the graduation rates for Black males of the other states enrolling 200,000 or more have risen. New York State has shown an eight point—25%—improvement, which was a significant contribution to the increase in the national average.

Table Two

State	Total Black Male Enrollment	Graduation Rates 2003/04 Cohort			
		Black Male	White Male	SEII 2003/04	Gap
Florida	320,962	31%	54%	0.92	23%
Texas	315,224	52%	71%	0.66	18%
New York	294,489	38%	76%	0.99	38%
Georgia	294,007	39%	54%	0.76	15%
California	260,539	55%	75%	0.66	20%
Illinois	226,735	44%	84%	0.95	40%
North Carolina	217,870	47%	65%	0.71	18%
Michigan	176,697	39%	73%	0.94	33%
Louisiana	176,161	51%	68%	0.67	17%
Maryland	167,263	54%	78%	0.69	23%
Virginia	162,698	53%	73%	0.67	20%
Ohio	156,243	45%	75%	0.84	30%
South Carolina	145,332	40%	56%	0.75	15%
Alabama	135,695	45%	63%	0.73	18%
Mississippi	126,284	47%	60%	0.65	12%
New Jersey	124,199	70%	92%	0.52	22%
Missouri	83,592	56%	78%	0.66	22%
Indiana	63,586	38%	71%	0.95	33%
Arkansas	52,719	62%	74%	0.51	12%
Wisconsin	47,294	38%	84%	1.09	47%
Massachusetts	44,351	61%	79%	0.58	19%
Connecticut	40,234	59%	82%	0.64	23%
Oklahoma	34,926	56%	74%	0.62	18%
Kentucky	33,917	53%	69%	0.63	16%
Montana	33,407	54%	85%	0.77	31%
Arizona	25,308	85%	93%	0.22	7%
Colorado	22,266	52%	76%	0.72	24%
Nevada	21,114	32%	53%	0.88	20%
Kansas	21,047	55%	79%	0.70	25%
Delaware	19,171	44%	67%	0.79	23%
Iowa	11,062	54%	83%	0.76	29%
Nebraska	10,471	49%	85%	0.87	36%
Rhode Island	6,820	66%	71%	0.39	5%
West Virginia	6,758	61%	71%	0.50	10%
New Mexico	4,104	53%	64%	0.58	11%
Alaska	3,213	54%	61%	0.54	7%
Utah	2,824	73%	85%	0.40	12%
Hawaii	2,272	51%	60%	0.59	10%

Table Three displays estimated 2003/2004 graduation rates for African-American and White, non-Hispanic male students sorted by African-American male graduation rates.

Table Three

Estimated Graduation Rates 2003/04				
Districts Enrolling 10,000+ Black Male Students	Black Male Enrollment	Black Male	White Male	Gap
Baltimore County ²	20,279	78%	80%	2%
Montgomery County, MD ²	15,629	64%	83%	19%
Prince Georges County ²	54,357	61%	57%	-4%
Boston ²	14,476	60%	71%	11%
Cumberland County, NC ²	13,514	56%	63%	7%
Virginia Beach ³	11,242	52%	65%	13%
Guilford County, NC ²	14,883	54%	75%	21%
Cobb County, GA ¹	14,480	54%	68%	15%
Orleans Parish ²	31,985	52%	58%	5%
Wake County ²	16,486	52%	80%	28%
Gwinnett County, GA ¹	14,058	50%	63%	13%
Caddo Parish ²	14,113	50%	66%	16%
District of Columbia ³	27,432	49%	95%	46%
Dekalb County ¹	39,429	49%	63%	15%
Newark ²	12,976	48%	41%	-7%
Richland County, SC ³	10,653	47%	57%	10%
Montgomery County, AL ²	12,514	46%	61%	15%
Columbus ³	19,829	46%	39%	-8%
Los Angeles ²	44,072	45%	63%	18%
Charleston County ³	12,314	44%	81%	36%
Jackson ³	15,154	44%	34%	-10%
Mobile County ²	16,755	43%	53%	10%
Jefferson Parish ²	13,477	43%	51%	8%
Kansas City ²	13,321	43%	35%	-8%
San Diego ²	10,168	42%	71%	29%
Fort Worth ¹	11,414	42%	57%	15%
East Baton Rouge Parish ²	17,823	41%	64%	22%
Dallas ¹	25,094	40%	54%	14%
Jefferson County, KY ²	16,460	39%	59%	20%
Richmond, VA ³	11,381	38%	45%	7%
Birmingham ²	16,852	38%	9%	-29%
Fulton County ¹	14,567	37%	76%	39%
St. Louis ²	16,710	37%	39%	2%
Broward County ²	51,114	36%	55%	19%
Houston ¹	31,698	35%	58%	22%
Charlotte-Mecklenburg ²	25,729	35%	62%	27%
Atlanta ¹	22,784	35%	63%	28%
Chicago ²	109,118	35%	57%	22%
Hillsborough County ²	21,705	34%	57%	24%
Milwaukee ³	29,170	34%	64%	30%
Clayton County, GA ¹	18,634	33%	30%	-3%
Cleveland ²	24,887	33%	37%	4%

1. Estimated from State graduation data; NCES enrollment data

2. State graduation data; NCES enrollment data

3. Estimated graduation data; NCES enrollment data

Table Three (continued)

Estimated Graduation Rates 2003/04				
Districts Enrolling 10,000+ Black Male Students	Black Male Enrollment	Black Male	White Male	Gap
Buffalo ³	12,193	33%	49%	16%
Rochester, NY ¹	11,299	32%	49%	17%
Clark County ¹	19,637	31%	49%	17%
Baltimore City ²	41,811	31%	38%	7%
Dade County ²	54,406	31%	54%	23%
Detroit ²	69,995	31%	29%	-2%
Norfolk ³	12,708	30%	43%	13%
Richmond County, GA ¹	12,221	30%	38%	8%
Palm Beach County ²	25,591	29%	54%	25%
Orange County, FL ²	23,857	27%	50%	23%
Oakland ²	10,667	26%	57%	30%
Duval County ²	28,584	26%	44%	18%
New York City ²	174,412	26%	50%	24%
Chatham County, GA ¹	11,516	25%	46%	20%
Cincinnati ²	14,038	25%	43%	19%
Pinellas County, FL ²	11,448	21%	42%	20%
Indianapolis ²	12,032	21%	22%	1%

1. *Estimated from State graduation data; NCES enrollment data*

2. *State graduation data; NCES enrollment data*

3. *Estimated graduation data; NCES enrollment data*

Table Four lists districts by the size of the gap between graduation rates for White and Black male students.

Table Four

Districts Enrolling 10,000+ Black Male Students	Estimated Graduation Rates 2003/04			
	Black Male Enrollment	Black Male	White Male	Gap
District of Columbia	27,432	49%	95%	46%
Fulton County	14,567	37%	76%	39%
Charleston County	12,314	44%	81%	36%
Milwaukee	29,170	34%	64%	30%
Oakland	10,667	26%	57%	30%
San Diego	10,168	42%	71%	29%
Wake County	16,486	52%	80%	28%
Charlotte-Mecklenburg	25,729	35%	62%	27%
Palm Beach County	25,591	29%	54%	25%
New York City	174,412	26%	50%	24%
Hillsborough County	21,705	34%	57%	24%
Orange County	23,857	27%	50%	23%
Dade County	54,406	31%	54%	23%
East Baton Rouge Parish	17,823	41%	64%	22%
Houston	31,698	35%	58%	22%
Chicago	109,118	35%	57%	22%
Buffalo City	12,193	33%	49%	16%
Guilford County	14,883	54%	75%	21%
Chatham County	11,516	25%	46%	20%
Pinellas County	11,448	21%	42%	20%
Jefferson County	16,460	39%	59%	20%
Broward County	51,114	36%	55%	19%
Montgomery County, MD	15,629	64%	83%	19%
Cincinnati	14,038	25%	43%	19%
Duval County	28,584	26%	44%	18%
Los Angeles	44,072	45%	63%	18%
Rochester	11,299	32%	49%	17%
Clark County	19,637	31%	49%	17%
Caddo Parish	14,113	50%	66%	16%
Montgomery County, AL	12,514	46%	61%	15%
Fort Worth	11,414	42%	57%	15%
Cobb County	14,480	54%	68%	15%
Dallas	25,094	40%	54%	14%
Gwinnett County	14,058	50%	63%	13%
Norfolk City	12,708	30%	43%	13%
Boston	14,476	60%	71%	11%
Virginia Beach City	11,242	52%	65%	13%
Mobile County	16,755	43%	53%	10%
Atlanta City	22,784	35%	63%	10%
Richland County	10,653	47%	57%	10%
Dekalb County	39,429	49%	63%	9%
Richmond County	12,221	30%	38%	8%

Table Four (continued)

Estimated Graduation Rates 2003/04				
Districts Enrolling 10,000+ Black Male Students	Black Male Enrollment	Black Male	White Male	Gap
Jefferson Parish	13,477	43%	51%	8%
Cumberland County	13,514	56%	63%	7%
Baltimore City	41,811	31%	38%	7%
Orleans Parish	31,985	52%	58%	5%
Richmond City	11,381	38%	45%	7%
Cleveland	24,887	33%	37%	4%
Baltimore County	20,279	78%	80%	2%
St. Louis	16,710	37%	39%	2%
Indianapolis	12,032	21%	22%	1%
Detroit	69,995	31%	29%	-2%
Clayton County	18,634	33%	30%	-3%
Prince Georges County	54,357	61%	57%	-4%
Newark City	12,976	48%	41%	-7%
Columbus	19,829	46%	39%	-8%
Kansas City	13,321	43%	35%	-8%
Jackson	15,154	44%	34%	-10%
Birmingham	16,852	38%	9%	-29%

The next table sorts the district data by Black male enrollment, which allows us to focus on whether the issue is evenly distributed across the country, or concentrated in particular districts.

Table Five

Estimated Graduation Rates 2003/04				
Districts Enrolling 10,000+ Black Male Students	Black Male Enrollment	Black Male	White Male	Gap
New York City	174,412	26%	50%	24%
Chicago	109,118	35%	57%	22%
Detroit	69,995	31%	29%	-2%
Dade County	54,406	31%	54%	23%
Prince Georges County	54,357	61%	57%	-4%
Broward County	51,114	36%	55%	19%
Los Angeles	44,072	45%	63%	18%
Baltimore City	41,811	31%	38%	7%
Dekalb County	39,429	49%	63%	10%
Orleans Parish	31,985	52%	58%	5%
Houston	31,698	35%	58%	22%
Milwaukee	29,170	33%	64%	31%
Duval County	28,584	26%	44%	18%
District of Columbia	27,432	49%	95%	46%
Charlotte-Mecklenburg	25,729	35%	62%	27%
Palm Beach County	25,591	29%	54%	25%
Dallas	25,094	40%	54%	14%
Cleveland	24,887	33%	37%	4%
Orange County	23,857	27%	50%	23%
Atlanta City	22,784	35%	63%	29%
Hillsborough County	21,705	34%	57%	24%
Baltimore County	20,279	78%	80%	2%
Columbus	19,829	46%	39%	-8%
Clark County	19,637	31%	49%	17%
Clayton County	18,634	33%	30%	-3%
East Baton Rouge Parish	17,823	41%	64%	22%
Birmingham	16,852	38%	9%	-29%
Mobile County	16,755	43%	53%	10%
St. Louis	16,710	37%	39%	2%
Wake County	16,486	52%	80%	28%
Jefferson County	16,460	39%	59%	20%
Montgomery County, MD	15,629	64%	83%	19%
Jackson	15,154	44%	34%	-10%
Guilford County	14,883	54%	75%	21%
Fulton County	14,567	37%	76%	39%
Cobb County	14,480	54%	68%	15%
Boston	14,476	60%	71%	11%
Caddo Parish	14,113	50%	66%	16%
Gwinnett County	14,058	50%	63%	13%
Cincinnati	14,038	25%	43%	19%
Cumberland County	13,514	56%	63%	7%
Jefferson Parish	13,477	43%	51%	8%

Table Five (continued)

Districts Enrolling 10,000+ Black Male Students	Estimated Graduation Rates 2003/04			
	Black Male Enrollment	Black Male	White Male	Gap
Kansas City	13,321	43%	35%	-8%
Newark	12,976	48%	41%	-7%
Norfolk	12,708	30%	43%	11%
Montgomery County, AL	12,514	46%	61%	15%
Charleston County	12,314	44%	81%	36%
Richmond County	12,221	30%	38%	8%
Buffalo	12,193	33%	49%	22%
Indianapolis	12,032	21%	22%	1%
Chatham County	11,516	25%	46%	20%
Pinellas County	11,448	21%	42%	20%
Fort Worth	11,414	42%	57%	15%
Richmond	11,381	40%	45%	5%
Rochester	11,299	32%	49%	17%
Virginia Beach	11,242	54%	65%	10%
Oakland	10,667	26%	57%	30%
Richland County	10,653	47%	57%	10%
San Diego	10,168	42%	71%	29%

The four districts with the largest enrollments of African-American males—New York, Chicago, Detroit and Dade—have relatively poor records with both African-American and White male students. Three of the four are able to give their White male students a better than even chance of graduating, while approximately two-thirds of their African-American students do not graduate with their cohort. (The situation of Detroit is unusual: the very few White males in the district appear to do even worse than the African-Americans in the district.) Prince George’s County, with the fifth highest enrollment of African-American students, has the highest graduation rates among these districts for both White and African-American male students. Few districts with ten thousand or more Black male students have graduation rates for White, non-Hispanic male students at or above the national average for that group.

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.

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).

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

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 is disproportionately low. The number of African-Americans, particularly African-American males, who receive out-of-school suspensions and are expelled is also disproportionately high.

US Department of Education Office of Civil Rights 2002 Survey Category	United States Percentage of Students			
	Female		Male	
	Black	White	Black	White
Enrollment	8.46	28.81	8.70	30.61
Gifted/Talented	4.78	36.71	3.65	35.88
Mental Retardation	13.86	22.07	20.63	29.23
Emotional Disturbance	6.40	13.67	21.67	46.16
Specific Learning Disability	6.45	19.40	12.86	39.65
Suspensions*	12.52	11.73	23.80	32.48
Expulsions	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% of White, non-Hispanic students, 9.9% of Asian, 3.04% of African-American, non-Hispanic students, 3.57% 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, 1% of White, non-Hispanic students (as would be expected from normal distributions of IQ), but 2% of African-American, non-Hispanic female students and 3% 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.

District	Black Male Enrollment	Classified as		Possibly Over-Classified
		Mentally Retarded	Percentage MR	
Indianapolis	12,185	915	7.51%	732
Cleveland	25,185	1,595	6.33%	1217
Orange County, FL	22,355	1,245	5.57%	910
Richmond, VA	11,475	585	5.10%	413
Birmingham	17,135	870	5.08%	613
St. Louis	17,010	850	5.00%	595
Cincinnati	14,995	725	4.83%	500
Richmond, GA	12,310	570	4.63%	385
Hillsborough County	20,080	895	4.46%	594
Pinellas County	10,645	470	4.42%	310
Caddo Parish	13,635	565	4.14%	360
Duval County	27,125	1,075	3.96%	668
Boston	14,945	552	3.69%	327
Detroit	74,615	2,750	3.69%	1631
Milwaukee	28,140	985	3.50%	563
Charlotte-Mecklenburg	24,445	845	3.46%	478
Orleans Parish	30,640	1,035	3.38%	575
Kansas City	11,165	370	3.31%	203
Mobile County	16,415	540	3.29%	294
Montgomery County, AL	12,515	400	3.20%	212
Jefferson Parish	13,135	410	3.12%	213
Dallas	25,690	785	3.06%	400
Chicago	103,995	3,005	2.89%	1445
Palm Beach County	23,840	680	2.85%	322
Rochester	11,110	295	2.66%	128
Dade County	53,770	1,360	2.53%	553
Wake County	14,070	355	2.52%	144
Baltimore City	41,675	1,040	2.50%	415
Cumberland County	13,100	320	2.44%	124
Dekalb County	38,075	920	2.42%	349
Guilford County	13,825	315	2.28%	108
Atlanta	24,965	555	2.22%	181
Broward County	47,725	1,050	2.20%	334
Minneapolis	10,100	220	2.18%	69
Clayton County	18,615	395	2.12%	116
Gwinnett County	13,675	280	2.05%	75
Norfolk	12,000	230	1.92%	50
Chatham County	11,005	195	1.77%	30
Fort Worth	11,935	195	1.63%	16
Cobb County	13,230	210	1.59%	12

Continued on next page

Mental Retardation continued from previous page

Houston	32,225	510	1.58%	27
Fulton County	14,755	225	1.52%	4
Buffalo	11,880	180	1.52%	2
Oakland	11,315	170	1.50%	0
Virginia Beach	11,135	160	1.44%	
Clark County	18,285	205	1.12%	
East Baton Rouge Parish	22,790	245	1.08%	
Los Angeles	45,135	445	0.99%	
Baltimore County	18,515	180	0.97%	
Prince Georges County	52,975	475	0.90%	
New York City	188,195	1,660	0.88%	
San Diego	10,700	90	0.84%	
Montgomery County, MD	14,800	120	0.81%	
Jackson*	15,195	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 and expulsions 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-school 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 2001/02 and 2003/04, leaving the gap unchanged. Both remain below national averages. Three Alabama school districts enroll more than 10,000 African-American male students: Birmingham City, and 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 2003/04 graduation rates for African-American male students.

Graduation Rate 2003/04*					
	Black Males 2003	Black Male	White Male	Gap	Gap +/-
ALABAMA	135,695	45%	63%	18%	-
Birmingham	16,852	38%	9%	-29%	3%
Mobile County	16,755	43%	53%	10%	2%
Montgomery County	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 in 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.

Alabama

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

Birmingham City School District

USDOE OCR 2002 Category	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	16,795	420	17,135	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	1,630	40	27.81	1.06	69.21	1.70
Developmental Delay	15	0	40	0	25.00	0.00	66.67	0.00
Suspensions*	1,260	5	2,505	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.

Mobile County School District								
USDOE OCR 2002 Category	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	15,780	14,150	16,415	15,455	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	1,715	1,305	17.08	12.56	38.80	29.52
Developmental Delay	45	25	70	100	18.37	10.20	28.57	40.82
Suspensions*	2,625	1,050	4,280	2,445	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 predominantly 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 2002/03 school year, according to US Department of Education data, were African-American.

Montgomery County School District								
USDOE OCR 2002 Category	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	12,260	3,775	12,515	3,990	36.79	11.33	37.56	11.97
Gifted/Talented	165	200	160	225	21.29	25.81	20.65	29.03
Mental Retardation	290	25	400	35	38.41	3.31	52.98	4.64
Emotional Disturbance	10	0	15	0	33.33	0.00	50.00	0.00
Specific Learning Disability	340	105	900	215	21.66	6.69	57.32	13.69
Developmental Delay	25	5	55	15	25.00	5.00	55.00	15.00
Suspensions*	1,380	150	2,560	400	30.56	3.32	56.70	8.86
Expulsions	15	0	35	0	30.00	0.00	70.00	0.00

* *Out-of-School*

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 2001/02 and 2003/04. 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 2001/02 and 2003/04. All three districts have experienced declining African-American enrollments in both absolute and relative terms since 2001/02, 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 2003/04 graduation rates for African-American male students, while the third (Oakland), would have to nearly triple its graduation rate for African-American male students.

Graduation Rate 2003/04*					
	Black Males 2003	Black Male	White Male	Gap	Gap +/-
CALIFORNIA	260,539	55%	75%	20%	
Los Angeles	44,072	45%	63%	18%	-5%
Oakland	10,667	26%	57%	30%	-3%
San Diego	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 for 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.

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

Los Angeles Unified School District								
USDOE OCR 2002 Category	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	45,130	33,370	45,135	36,785	6.07	4.49	6.07	4.95
Gifted/Talented	2,355	7,160	1,790	7,415	4.69	14.27	3.57	14.78
Mental Retardation	235	155	445	195	5.31	3.50	10.06	4.41
Emotional Disturbance	120	70	455	230	7.10	4.14	26.92	13.61
Specific Learning Disability	3,395	1,395	5,800	2,575	6.87	2.82	11.73	5.21
Developmental Delay	0	5	0	5	0.00	33.33	0.00	33.33
Suspensions*	4,480	770	8,435	2,595	9.52	1.64	17.92	5.51
Expulsions	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.

Oakland Unified School District								
USDOE OCR 2002 Category	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	11,305	1,505	11,315	1,630	21.91	2.92	21.93	3.16
Gifted/Talented	380	375	280	350	13.67	13.49	10.07	12.59
Mental Retardation	115	10	170	15	24.73	2.15	36.56	3.23
Emotional Disturbance	45	0	120	10	22.50	0.00	60.00	5.00
Specific Learning Disability	605	60	1,180	90	22.24	2.21	43.38	3.31
Developmental Delay	0	0	0	0	0.00	0.00	0.00	0.00
Suspensions*	750	15	1,290	45	26.09	0.52	44.87	1.57
Expulsions	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 for 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.

San Diego Unified School District

USDOE OCR 2002 Category	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	10,350	17,860	10,700	18,760	7.39	12.76	7.64	13.40
Gifted/Talented	675	4,020	740	4,400	3.44	20.47	3.77	22.40
Mental Retardation	80	85	90	95	9.70	10.30	10.91	11.52
Emotional Disturbance	65	65	240	220	7.83	7.83	28.92	26.51
Specific Learning Disability	685	620	1,065	1,235	9.38	8.49	14.59	16.92
Developmental Delay	0	0	0	0	0.00	0.00	0.00	0.00
Suspensions*	735	305	1,510	980	9.74	4.04	20.00	12.98
Expulsions	20	10	70	45	6.56	3.28	22.95	14.75

* *Out-of-School*

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).

Graduation Rate 2003/04*					
	Black Males 2003	Black Male	White Male	Gap	Gap +/-
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 students 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 for 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 2001/02 and 2003/04 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 student, would have to improve their 2003/04 graduation rates for African-American male students by between 44 and 59 percentage points.

Graduation Rate 2003/04					
	Black Males 2003	Black Male	White Male	Gap	Gap +/-
FLORIDA	320,962	31%	54%	23%	5%
Broward County	51,114	36%	55%	19%	6%
Dade County	54,406	31%	54%	23%	5%
Duval County	28,584	26%	44%	18%	4%
Hillsborough County	21,705	34%	57%	23%	6%
Orange County	23,857	27%	50%	23%	3%
Palm Beach County	25,591	29%	54%	25%	5%
Pinellas County	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 for 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.

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

Broward County School District								
USDOE OCR 2002 Category	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	46,165	47,680	47,725	52,005	17.72	18.30	18.32	19.96
Gifted/Talented	800	2,460	740	3,195	8.31	25.55	7.68	33.18
Mental Retardation	735	245	1,050	340	26.25	8.75	37.50	12.14
Emotional Disturbance	195	240	480	785	10.08	12.40	24.81	40.57
Specific Learning Disability	610	1,005	1,985	2,740	7.41	12.20	24.10	33.27
Developmental Delay	30	20	100	50	11.76	7.84	39.22	19.61
Suspensions*	3,400	1,075	6,910	3,225	19.38	6.13	39.40	18.39
Expulsions	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.

Dade County Public School District								
USDOE OCR 2002 Category	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	52,320	18,555	53,770	19,915	14.42	5.11	14.82	5.49
Gifted/Talented	2,335	2,820	1,550	2,670	9.82	11.86	6.52	11.23
Mental Retardation	895	110	1,360	145	20.16	2.48	30.63	3.27
Emotional Disturbance	480	110	2,015	420	9.50	2.18	39.86	8.31
Specific Learning Disability	2,230	680	4,935	1,505	9.49	2.89	21.00	6.40
Developmental Delay	5	0	10	10	12.50	0.00	25.00	25.00
Suspensions*	5,785	505	11,675	1,485	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.

Duval County School District								
USDOE OCR 2002 Category	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	26,785	29,865	27,125	31,170	21.56	24.04	21.84	25.09
Gifted/Talented	335	1,205	295	1,320	9.50	34.18	8.37	37.45
Mental Retardation	725	335	1,075	435	27.20	12.57	40.34	16.32
Emotional Disturbance	215	180	705	605	12.39	10.37	40.63	34.87
Specific Learning Disability	1,165	1,425	2,465	2,935	13.85	16.94	29.31	34.90
Developmental Delay	30	15	65	75	15.00	7.50	32.50	37.50
Suspensions*	4,710	2,325	7,570	4,785	23.18	11.44	37.25	23.55
Expulsions	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.

Hillsborough County School District								
USDOE OCR 2002 Category	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	19,710	41,605	20,080	43,700	11.58	24.45	11.80	25.68
Gifted/Talented	370	2,475	370	2,770	4.97	33.22	4.97	37.18
Mental Retardation	675	480	895	560	21.03	14.95	27.88	17.45
Emotional Disturbance	300	250	960	1,055	10.22	8.52	32.71	35.95
Specific Learning Disability	750	1,735	1,710	4,230	6.80	15.73	15.50	38.35
Developmental Delay	5	5	15	25	7.69	7.69	23.08	38.46
Suspensions*	2,035	1,155	4,105	3,560	14.59	8.28	29.43	25.52
Expulsions	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 County 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.

Orange County School District								
USDOE OCR 2002 Category	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	21,785	31,440	22,355	33,680	14.00	20.20	14.36	21.64
Gifted/Talented	255	2,190	240	2,600	4.03	34.65	3.80	41.14
Mental Retardation	800	380	1,245	525	21.62	10.27	33.65	14.19
Emotional Disturbance	185	80	665	430	11.53	4.98	41.43	26.79
Specific Learning Disability	985	1,720	2,225	4,135	7.95	13.88	17.96	33.37
Developmental Delay	30	30	90	90	8.57	8.57	25.71	25.71
Suspensions*	2,200	860	4,240	2,260	17.80	6.96	34.30	18.28
Expulsions	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 County School District’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-classified as Mentally Retarded by over 100%. Black male students are very over-represented in regard to out-of-school suspensions and expulsions.

Palm Beach County School District								
USDOE OCR 2002 Category	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	23,400	37,080	23,840	39,610	14.57	23.09	14.84	24.66
Gifted/Talented	615	2,930	480	3,010	7.10	33.81	5.54	34.74
Mental Retardation	460	245	680	350	21.85	11.64	32.30	16.63
Emotional Disturbance	105	85	520	455	8.11	6.56	40.15	35.14
Specific Learning Disability	995	1,465	2,445	3,580	9.08	13.37	22.31	32.66
Developmental Delay	5	10	5	20	9.09	18.18	9.09	36.36
Suspensions*	3,110	1,140	6,125	3,480	18.95	6.95	37.32	21.21
Expulsions	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 County 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.

Pinellas County School District									
USDOE OCR 2002 Category	Number of Students				Percentage of Students				
	Female		Male		Female		Male		
	Black	White	Black	White	Black	White	Black	White	
Enrollment	10,370	38,630	10,645	40,715	9.34	34.81	9.59	36.69	
Gifted/Talented	140	2,030	115	2,345	2.78	40.36	2.29	46.62	
Mental Retardation	315	400	470	480	17.85	22.66	26.63	27.20	
Emotional Disturbance	265	265	855	1,215	9.93	9.93	32.02	45.51	
Specific Learning Disability	970	1,985	1,595	4,005	10.60	21.69	17.43	43.77	
Developmental Delay	10	20	20	55	9.09	18.18	18.18	50.00	
Suspensions*	1,665	1,680	2,810	4,365	14.91	15.05	25.17	39.10	
Expulsions	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 2001/02 and 2003/04, 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 to 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 student, would have to more than double their 2003/04 graduation rates for African-American male students; Cobb, Dekalb and Gwinnett counties would require approximately a 30% increase.

Graduation Rate 2003/04*					
	Black Males 2003	Black Male	White Male	Gap	Gap +/-
GEORGIA	294,007	39%	54%	15%	-4%
Atlanta City	22,784	35%	63%	28%	12%
Chatham County	11,516	25%	46%	21%	9%
Clayton County	18,634	33%	30%	-3%	1%
Cobb County	14,480	54%	68%	14%	-3%
Dekalb County	39,429	49%	63%	14%	-9%
Fulton County	14,567	37%	76%	39%	8%
Gwinnett County	14,058	50%	63%	13%	1%
Richmond County	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 for 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.

Georgia				
USDOE OCR 2002 Category	Percentage of Students			
	Female		Male	
	Black	White	Black	White
Enrollment	19.42	25.06	19.75	26.54
Gifted/Talented	9.16	39.82	7.27	37.12
Mental Retardation	24.10	14.40	36.92	19.98
Emotional Disturbance	11.96	12.79	35.61	37.27
Specific Learning Disability	9.42	17.39	23.77	43.11
Suspensions*	20.73	8.10	41.89	23.84
Expulsions	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 for 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 classifications is fairly low by national standards. Black male students are over-represented in regard to out-of-school suspensions and expulsions.

Atlanta City Public Schools

USDOE OCR 2002 Category	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	25,020	1,790	24,965	1,995	44.57	3.19	44.47	3.55
Gifted/Talented	1,080	565	1,180	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	1,545	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.

Chatham County Public Schools

USDOE OCR 2002 Category	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	11,065	4,815	11,005	5,045	33.17	14.44	32.99	15.13
Gifted/Talented	430	955	310	785	16.10	35.77	11.61	29.40
Mental Retardation	165	35	195	40	37.93	8.05	44.83	9.20
Emotional Disturbance	70	15	200	75	19.18	4.11	54.79	20.55
Specific Learning Disability	220	140	560	255	18.33	11.67	46.67	21.25
Developmental Delay	25	20	60	20	19.23	15.38	46.15	15.38
Suspensions*	1,165	160	1,985	365	31.15	4.28	53.07	9.76
Expulsions	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.

Clayton County School District								
USDOE OCR 2002 Category	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	18,185	3,400	18,615	3,705	36.07	6.74	36.92	7.35
Gifted/Talented	575	350	405	325	29.95	18.23	21.09	16.93
Mental Retardation	275	80	395	80	31.25	9.09	44.89	9.09
Emotional Disturbance	120	40	410	115	16.78	5.59	57.34	16.08
Specific Learning Disability	230	120	725	305	15.28	7.97	48.17	20.27
Developmental Delay	10	5	15	5	28.57	14.29	42.86	14.29
Suspensions*	1,775	190	3,355	440	28.84	3.09	54.51	7.15
Expulsions	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.

Cobb County Public Schools								
USDOE OCR 2002 Category	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	12,615	28,265	13,230	29,335	13.09	29.32	13.73	30.43
Gifted/Talented	505	5,290	380	5,270	4.07	42.64	3.06	42.48
Mental Retardation	155	145	210	180	20.13	18.83	27.27	23.38
Emotional Disturbance	90	130	315	440	9.05	13.07	31.66	44.22
Specific Learning Disability	365	840	805	1,775	8.76	20.17	19.33	42.62
Developmental Delay	10	20	30	50	7.69	15.38	23.08	38.46
Suspensions*	1,570	880	3,955	2,695	15.33	8.59	38.62	26.32
Expulsions	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 County 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.

Dekalb County Schools

USDOE OCR 2002 Category	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	37,085	4,720	38,075	5,190	39.15	4.98	40.20	5.48
Gifted/Talented	2,825	1,645	2,175	1,730	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	1,240	240	21.63	4.19	54.75	10.60
Developmental Delay	55	10	130	35	22.00	4.00	52.00	14.00
Suspensions*	3,480	115	6,910	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 2002/03 school year.

Fulton County Public Schools

USDOE OCR 2002 Category	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	14,365	15,190	14,755	15,985	20.36	21.52	20.91	22.65
Gifted/Talented	720	3,810	560	3,620	7.17	37.93	5.57	36.04
Mental Retardation	150	75	225	65	27.03	13.51	40.54	11.71
Emotional Disturbance	75	45	290	185	12.20	7.32	47.15	30.08
Specific Learning Disability	355	375	910	825	12.82	13.54	32.85	29.78
Developmental Delay	5	0	5	15	16.67	0.00	16.67	50.00
Suspensions*	1,155	175	2,520	565	24.57	3.72	53.62	12.02
Expulsions	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 2002/03 school year).

Gwinnett County Public Schools								
USDOE OCR 2002 Category	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	13,235	32,275	13,675	33,835	10.86	26.48	11.22	27.76
Gifted/Talented	600	5,215	545	5,050	4.51	39.20	4.10	37.96
Mental Retardation	160	285	280	525	10.32	18.39	18.06	33.87
Emotional Disturbance	130	290	485	900	6.58	14.68	24.56	45.57
Specific Learning Disability	255	615	550	1,350	7.72	18.61	16.64	40.85
Developmental Delay	0	0	0	0	0.00	0.00	0.00	0.00
Suspensions*	645	490	1,300	1,380	12.78	9.71	25.77	27.35
Expulsions	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 2002/03 school year).

Richmond County Public Schools								
USDOE OCR 2002 Category	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	12,125	4,100	12,310	4,405	35.65	12.05	36.19	12.95
Gifted/Talented	130	155	90	205	21.14	25.20	14.63	33.33
Mental Retardation	360	80	570	105	31.58	7.02	50.00	9.21
Emotional Disturbance	190	70	475	145	21.35	7.87	53.37	16.29
Specific Learning Disability	140	80	400	215	16.37	9.36	46.78	25.15
Developmental Delay	5	0	5	5	25.00	0.00	25.00	25.00
Suspensions*	1,825	405	3,200	980	27.95	6.20	49.00	15.01
Expulsions	0	0	10	0	0.00	0.00	66.67	0.00

* *Out-of-School*

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 2003/04, nonetheless, an improvement of 2 percentage points from 2001/02. 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 2003/04 graduation rates for African-American male students.

Graduation Rate 2003/04*					
	Black Males 2003	Black Male	White Male	Gap	Gap +/-
ILLINOIS	226,735	44%	84%	40%	
Chicago	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 for 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 need to 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.

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

Chicago Public Schools

USDOE OCR 2002 Category	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	105,150	19,195	103,995	20,290	25.78	4.71	25.49	4.97
Gifted/Talented	2,270	1,315	1,510	985	20.81	12.05	13.84	9.03
Mental Retardation	2,245	210	3,005	260	31.42	2.94	42.06	3.64
Emotional Disturbance	650	85	2,670	420	13.98	1.83	57.42	9.03
Specific Learning Disability	6,085	1,230	10,985	2,120	19.10	3.86	34.48	6.65
Development Delay	15	0	20	0	30.00	0.00	40.00	0.00
Suspensions*	3,745	225	7,880	720	23.31	1.40	49.05	4.48
Expulsions	80	5	240	15	17.98	1.12	53.93	3.37

* *Out-of-School*

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 2003/04 graduation rate for African-American male students.

Graduation Rate 2003/04*					
	Black Males 2003	Black Male	White Male	Gap	Gap +/-
INDIANA	63,586	46%	72%	26%	-6%
Indianapolis	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 for 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.

Indiana

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

Indianapolis Public Schools

USDOE OCR 2002 Category	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	12,035	5,850	12,185	6,270	30.35	14.75	30.73	15.81
Gifted/Talented	615	475	485	390	29.50	22.78	23.06	18.71
Mental Retardation	620	255	915	315	28.84	11.86	42.56	14.65
Emotional Disturbance	85	50	340	220	12.06	7.09	48.23	31.21
Specific Learning Disability	420	345	930	660	17.78	14.20	38.27	27.16
Developmental Delay	0	0	0	0	0.00	0.00	0.00	0.00
Suspensions*	1,205	340	2,505	905	23.77	6.71	49.41	17.85
Expulsions	75	15	160	55	23.81	4.76	50.79	17.46

* Out-of-School

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 double its 2003/04 graduation rates for African-American male students.

Graduation Rate 2003/04*					
	Black Males 2003	Black Male	White Male	Gap	Gap +/-
KENTUCKY	33,917	53%	69%	16%	4%
Jefferson County	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's 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's 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's 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'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 67%.)

The *Benchmark* for African-American male students for 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 2003/04 graduation rates for African-American male students by approximately 30-40 percentage points.

Graduation Rate 2003/04*					
	Black Males 2003	Black Male	White Male	Gap	Gap +/-
LOUISIANA	176,161	51%	68%	17%	
Caddo Parish	14,113	50%	66%	16%	-10%
East Baton Rouge	17,823	41%	64%	23%	3%
Jefferson Parish	13,477	43%	51%	8%	2%
Orleans Parish	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 for 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.

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

Caddo Parish School Board								
USDOE OCR 2002 Category	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	13,390	7,585	13,635	7,925	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*	2,610	425	4,810	1,235	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.

East Baton Rouge Parish School Board

USDOE OCR 2002 Category	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	21,975	6,950	22,790	7,715	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
Emotional Disturbance	30	0	155	30	13.64	0.00	70.45	13.64
Specific Learning Disability	820	120	1,780	230	27.70	4.05	60.14	7.77
Developmental Delay	95	15	205	40	26.39	4.17	56.94	11.11
Suspensions*	460	40	900	140	29.68	2.58	58.06	9.03
Expulsions	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.

Jefferson Parish School Board

USDOE OCR 2002 Category	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	12,515	9,175	13,135	10,035	24.20	17.74	25.40	19.40
Gifted/Talented	210	810	255	835	8.28	31.95	10.06	32.94
Mental Retardation	245	125	410	170	24.50	12.50	41.00	17.00
Emotional Disturbance	175	55	595	245	15.63	4.91	53.13	21.88
Specific Learning Disability	455	290	855	465	20.36	12.98	38.26	20.81
Developmental Delay	5	0	10	5	20.00	0.00	40.00	20.00
Suspensions*	1,715	365	2,695	955	28.35	6.03	44.55	15.79
Expulsions	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 2002/03.) 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.

Orleans Parish School Board

USDOE OCR 2002 Category	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	31,105	1,255	30,640	1,260	46.87	1.89	46.17	1.90
Gifted/Talented	1,580	605	1,370	550	35.43	13.57	30.72	12.33
Mental Retardation	550	15	1,035	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	1,365	35	27.14	0.73	66.75	1.71
Developmental Delay	30	0	80	0	27.27	0.00	72.73	0.00
Suspensions*	4,395	115	7,070	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 2003/04 graduation rates for African-American male students by between 20 percentage points (Montgomery and Prince George’s counties) and 40 percentage points (Baltimore City).

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

Graduation Rate 2003/04*					
	Black Males 2003	Black Male	White Male	Gap	Gap +/-
MARYLAND	167,263	54%	78%	24%	5%
Baltimore City	41,811	31%	38%	7%	11%
Baltimore County	20,279	78%	80%	2%	-2%
Montgomery County	15,629	67%	81%	14%	1%
Prince George’s County	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 for 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 need to 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.

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

Baltimore City Public School System									
USDOE OCR 2002 Category	Number of Students				Percentage of Students				
	Female		Male		Female		Male		
	Black	White	Black	White	Black	White	Black	White	
Enrollment	41,120	4,495	41,675	4,760	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	1,040	85	35.70	4.46	54.59	4.46	
Emotional Disturbance	360	50	1,255	180	19.35	2.69	67.47	9.68	
Specific Learning Disability	1,345	165	2,955	325	24.73	3.40	60.93	6.70	
Developmental Delay	20	0	30	5	36.36	0.00	54.55	9.09	
Suspensions*	2,570	190	4,315	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.

Baltimore County Public Schools									
USDOE OCR 2002 Category	Number of Students				Percentage of Students				
	Female		Male		Female		Male		
	Black	White	Black	White	Black	White	Black	White	
Enrollment	17,985	29,555	18,515	31,105	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	1,240	1,980	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	1,125	1,610	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.

Montgomery County Public Schools								
USDOE OCR 2002 Category	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	14,395	30,690	14,800	32,800	10.53	22.46	10.83	24.00
Gifted/Talented	4,225	15,950	3,105	15,735	7.82	29.54	5.75	29.14
Mental Retardation	85	65	120	95	17.35	13.27	24.29	19.39
Emotional Disturbance	55	115	255	355	6.18	12.92	28.65	39.89
Specific Learning Disability	590	875	1,215	1,820	9.69	14.37	19.95	29.89
Developmental Delay	0	0	0	5	0.00	0.00	0.00	100.00
Suspensions*	545	300	1,205	890	13.39	7.37	29.61	21.87
Expulsions	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.

Prince George's County Public Schools								
USDOE OCR 2002 Category	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	50,880	5,685	52,975	6,145	38.20	4.27	39.78	4.61
Gifted/Talented	3,645	1,455	2,690	1,320	35.75	14.27	26.39	12.95
Mental Retardation	330	20	475	30	35.48	2.15	51.08	3.23
Emotional Disturbance	150	20	550	65	18.52	2.47	67.90	8.02
Specific Learning Disability	1,225	180	2,910	380	23.07	3.39	54.80	7.16
Developmental Delay	135	15	290	40	24.55	2.73	52.73	7.27
Suspensions*	2,685	145	5,055	320	30.13	1.63	56.73	3.59
Expulsions	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 2001/02 graduating class and that graduating in 2003/04. 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 2003/04 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).

Graduation Rate 2003/04*					
	Black Males 2003	Black Male	White Male	Gap	Gap +/-
MASSACHUSETTS	44,351	61%	79%	18%	-4%
Boston	14,476	60%	71%	11%	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 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 for 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.

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

Boston Public Schools

USDOE OCR 2002 Category	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	13,980	4,100	14,945	4,490	22.93	6.72	24.51	7.36
Gifted/Talented	120	135	105	185	11.94	13.43	10.45	18.41
Mental Retardation**	334	51	552	75	21.70	3.31	35.86	4.87
Emotional Disturbance	175	35	800	120	12.54	2.51	57.35	8.60
Specific Learning Disability	210	60	535	165	15.16	4.33	38.63	11.91
Developmental Delay	15	0	25	15	20.00	0.00	33.33	20.00
Suspensions*	540	50	1,020	125	23.38	2.16	44.16	5.41
Expulsions	30	2	75	5	22.22	0.00	55.56	3.70

* *Out-of-School*

** *District Data*

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 2003/04 graduation rate for African-American male students.

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

Graduation Rate 2003/04*					
	Black Males 2003	Black Male	White Male	Gap	Gap +/-
MICHIGAN	176,697	39%	73%	34%	3%
Detroit	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 for 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.

Michigan

USDOE OCR 2002 Category	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.

Detroit City School District

USDOE OCR 2002 Category	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	72,420	2,385	74,615	2,635	44.84	1.48	46.20	1.63
Gifted/Talented	0	0	0	0	0.00	0.00	0.00	0.00
Mental Retardation	1,715	65	2,750	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	2,225	110	5,415	235	26.69	1.32	64.97	2.82
Developmental Delay	0	0	0	0	0.00	0.00	0.00	0.00
Suspensions*	2,635	50	4,145	105	37.30	0.71	58.67	1.49
Expulsions	80	5	125	5	34.04	2.13	53.19	2.13

* Out-of-School

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 2003/04 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).

Graduation Rate 2003/04*					
	Black Males 2003	Black Male	White Male	Gap	Gap +/-
MINNESOTA	33,407	54%	85%	31%	3%
Minneapolis	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's 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'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 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 for 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.

Minnesota

USDOE OCR 2002 Category	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.

Minneapolis Public Schools

USDOE OCR 2002 Category	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	9,630	5,790	10,100	6,315	21.11	12.69	22.14	13.84
Gifted/Talented	760	1,045	660	1,030	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	1,190	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

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 2003/04 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).

Graduation Rate 2003/04*					
	Black Males 2003	Black Male	White Male	Gap	Gap +/-
MISSISSIPPI	126,284	47%	60%	13%	1%
Jackson	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 for 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.

Mississippi

USDOE OCR 2002 Category	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.

Jackson Public School District

USDOE OCR 2002 Category	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	15,340	575	15,195	610	48.13	1.80	47.87	1.91
Gifted/Talented	1,035	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
Suspensions*	1,645	35	2,835	110	35.53	0.76	61.23	2.38
Expulsions	35	0	75	0	30.43	0.00	65.22	0.00

* Out-of-School

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 2003/04 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 2003/04*					
	Black Males 2003	Black Male	White Male	Gap	Gap +/-
MISSOURI	83,592	56%	78%	22%	-3%
Kansas City	13,321	43%	35%	-8%	1%
St. Louis	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 for 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 males 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.

Missouri

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

Kansas City Public Schools

USDOE OCR 2002 Category	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	11,475	2,240	11,165	2,370	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*	1,515	185	2,565	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.

St. Louis Public Schools								
USDOE OCR 2002 Category	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	16,685	3,300	17,010	3,775	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 Learning Disability	1,050	165	2,105	350	28.26	4.44	56.66	9.42
Developmental Delay	0	0	0	0	0.00	0.00	0.00	0.00
Suspensions*	670	35	1,240	95	32.37	1.69	59.90	4.59
Expulsions	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 2003/04 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 2003/04*					
	Black Males 2003	Black Male	White Male	Gap	Gap +/-
NEVADA	21,114	32%	53%	21%	5%
Clark County	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's 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 for 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.

Nevada				
USDOE OCR 2002 Category	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.

Clark County School District								
USDOE OCR 2002 Category	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	17,190	55,215	18,285	58,560	6.81	21.89	7.25	23.21
Gifted/Talented	515	4,450	505	4,565	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 Disability	1,260	2,250	2,400	4,420	8.48	15.14	16.15	29.73
Developmental Delay	90	230	180	535	5.64	14.42	11.29	33.54
Suspensions*	1,765	2,585	3,225	4,785	9.16	13.41	16.73	24.82
Expulsions	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 2003/04 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 2003/04*					
	Black Males 2003	Black Male	White Male	Gap	Gap +/-
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 for 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.

New Jersey

USDOE OCR 2002 Category	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.

Newark School District

USDOE OCR 2002 Category	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	12,265	1,720	12,810	1,775	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 Delay	5	0	10	5	20.00	0.00	40.00	20.00
Suspensions*	50	0	105	5	16.39	0.00	34.43	1.64
Expulsions	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 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 2003/04 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 2003/04*					
	Black Males 2003	Black Male	White Male	Gap	Gap +/-
NEW YORK*	294,489	38%	76%	36%	-4%
Buffalo*	12,193	33%	49%	16%	19%
New York City**	174,412	26%	50%	24%	-3%
Rochester***	11,299	32%	49%	17%	-2%

* Estimated graduation data; NCES enrollment data

** Graduation rate based on district data and 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 for 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.

New York

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

Buffalo City School District

USDOE OCR 2002 Category	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	11,800	5,220	11,880	5,735	28.90	12.79	29.10	14.05
Gifted/Talented	1,195	1,105	845	990	25.81	23.87	18.25	21.38
Mental Retardation	150	55	180	55	30.00	11.00	36.00	11.00
Emotional Disturbance	140	45	435	135	16.77	5.39	52.10	16.17
Specific Learning Disability	945	350	1,775	710	20.86	7.73	39.18	15.67
Developmental Delay	10	5	20	5	25.00	12.50	50.00	12.50
Suspensions*	0	0	0	0	0.00	0.00	0.00	0.00
Expulsions	0	0	0	0	0.00	0.00	0.00	0.00

* Out-of-School

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’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 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 for 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.

New York City Public Schools

USDOE OCR 2002 Category	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	183,170	78,890	188,195	85,900	16.78	7.23	17.24	7.87
Gifted/Talented	515	905	425	815	10.68	18.78	8.82	16.91
Mental Retardation	1,145	300	1,660	445	18.20	4.72	26.12	7.00
Emotional Disturbance	1,780	345	7,615	1,270	10.31	2.00	44.11	7.36
Specific Learning Disability	9,205	3,320	15,500	5,445	14.31	5.16	24.09	8.46
Developmental Delay	0	0	0	0	0.00	0.00	0.00	0.00
Suspensions*	3,210	410	6,100	1,375	17.82	2.28	33.86	7.63
Expulsions	0	0	0	0	0.00	0.00	0.00	0.00

* Out-of-School

Rochester City School District

Rochester’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. 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.

Rochester City School District								
USDOE OCR 2002 Category	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	10,940	2,390	11,110	2,595	31.69	6.92	32.18	7.52
Gifted/Talented	310	170	230	150	30.10	16.50	22.33	14.56
Mental Retardation	250	30	295	30	34.97	4.20	41.26	4.20
Emotional Disturbance	105	20	340	70	17.07	3.25	55.28	11.38
Specific Learning Disability	585	115	990	180	23.17	4.55	39.21	7.13
Developmental Delay	0	0	0	0	0.00	0.00	0.00	0.00
Suspensions*	1,560	125	2,735	300	27.51	2.20	48.24	5.29
Expulsions	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 2003/04 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.

Graduation Rate 2003/04*					
	Black Males 2003	Black Male	White Male	Gap	Gap +/-
NORTH CAROLINA	217,870	47%	65%	18%	-4%
Charlotte-Mecklenburg	25,729	35%	65%	30%	-2%
Cumberland County	13,514	56%	61%	5%	-1%
Guilford County	14,883	51%	80%	29%	4%
Wake County	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 for 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.

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

Charlotte-Mecklenburg Public Schools

USDOE OCR 2002 Category	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	23,695	22,905	24,445	24,210	21.70	20.98	22.39	22.17
Gifted/Talented	1,285	5,605	990	5,445	8.98	39.18	6.92	38.06
Mental Retardation	560	125	845	140	31.91	7.12	48.15	7.98
Emotional Disturbance	150	40	630	145	15.15	4.04	63.64	14.65
Specific Learning Disability	935	545	2,110	1,390	17.25	10.06	38.93	25.65
Developmental Delay	55	20	165	70	16.42	5.97	49.25	20.90
Suspensions*	3,160	570	6,155	1,840	24.95	4.50	48.60	14.53
Expulsions	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.

Cumberland County Public Schools

USDOE OCR 2002 Category	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	12,900	11,060	13,100	11,600	24.05	20.62	24.43	21.63
Gifted/Talented	390	1,300	295	1,110	11.47	38.24	8.68	32.65
Mental Retardation	240	75	320	105	30.77	9.62	41.03	13.46
Emotional Disturbance	95	35	305	185	14.62	5.38	46.92	28.46
Specific Learning Disability	310	305	710	680	14.35	14.12	32.87	31.48
Developmental Delay	70	35	155	75	19.44	9.72	43.06	20.83
Suspensions*	2065	600	5020	2165	19.58	5.69	47.61	20.53
Expulsions	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.

Guilford County Public Schools									
USDOE OCR 2002 Category	Number of Students				Percentage of Students				
	Female		Male		Female		Male		
	Black	White	Black	White	Black	White	Black	White	
Enrollment	13,535	14,960	13,825	15,575	21.09	23.31	21.55	24.27	
Gifted/Talented	605	3,325	550	3,035	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	1,335	1,380	14.35	15.43	31.94	33.01	
Developmental Delay	75	40	150	85	20.55	10.96	41.10	23.29	
Suspensions*	1,415	410	3,275	1,520	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.

Wake County Public Schools									
USDOE OCR 2002 Category	Number of Students				Percentage of Students				
	Female		Male		Female		Male		
	Black	White	Black	White	Black	White	Black	White	
Enrollment	13,835	31,785	14,070	33,585	13.19	30.30	13.41	32.02	
Gifted/Talented	560	6,970	455	7,420	3.36	41.76	2.73	44.46	
Mental Retardation	300	140	355	170	29.27	13.66	34.63	16.59	
Emotional Disturbance	95	45	370	190	13.29	6.29	51.75	26.57	
Specific Learning Disability	985	1,300	1,735	2,770	13.53	17.86	23.83	38.05	
Developmental Delay	105	75	225	200	15.11	10.79	32.37	28.78	
Suspensions*	1,265	640	2,010	1,650	20.86	10.55	33.14	27.21	
Expulsions	0	0	0	0	0.00	0.00	0.00	0.00	

* *Out-of-School*

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 2003/04 graduation rates for African-American male students by 53 and 45 percentage points (Cincinnati and Cleveland, respectively).

Graduation Rate 2003/04*					
	Black Males 2003	Black Male	White Male	Gap	Gap +/-
OHIO	156,243	45%	75%	30%	-4%
Cincinnati	14,038	25%	43%	18%	-2%
Cleveland	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 for 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.

Ohio				
USDOE OCR 2002 Category	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.

Cincinnati City School District								
USDOE OCR 2002 Category	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	15,030	4,915	14,995	4,790	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
Developmental Delay	70	25	125	35	28.00	10.00	50.00	14.00
Suspensions*	2,105	255	3,540	560	32.43	3.93	54.55	8.63
Expulsions	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 for 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.

Cleveland City Schools

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.

Cleveland Municipal School District

USDOE OCR 2002 Category	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	24,155	6,020	25,185	6,610	34.67	8.64	36.15	9.49
Gifted/Talented	1,255	345	820	310	43.35	11.92	28.32	10.71
Mental Retardation	1,090	225	1,595	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	1,550	580	18.71	8.02	43.60	16.32
Developmental Delay	115	35	255	95	20.35	6.19	45.13	16.81
Suspensions*	1,885	260	3,185	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

Inequities in Graduation Rates

Graduation rates for both African-American and White, non-Hispanic male students in Texas 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 2003/04 graduation rates for African-American male students.

Graduation Rate 2003/04*					
	Black Males 2003	Black Male	White Male	Gap	Gap +/-
TEXAS	315,224	52%	71%	19%	
Dallas	25,094	41%	58%	17%	8%
Fort Worth	11,414	40%	58%	18%	3%
Houston	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's 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's 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 for 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.

Texas

USDOE OCR 2002 Category	Percentage of Students			
	Female		Male	
	Black	White	Black	White
Enrollment	6.60	19.44	6.87	20.66
Gifted/Talented	4.62	28.23	3.34	27.54
Mental Retardation	11.53	13.82	16.11	18.35
Emotional Disturbance	5.10	13.08	14.99	36.90
Specific Learning Disability	6.00	12.33	11.70	24.18
Suspensions*	9.55	5.97	19.19	17.61
Expulsions	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 2002/03.

Dallas Independent School District

USDOE OCR 2002 Category	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	25,930	5,230	25,690	5,415	16.69	3.37	16.54	3.49
Gifted/Talented	4,500	1,345	2,920	1,020	20.50	6.13	13.30	4.65
Mental Retardation	485	55	785	80	22.51	2.55	36.43	3.71
Emotional Disturbance	55	25	250	65	11.11	5.05	50.51	13.13
Specific Learning Disability	775	210	1,765	440	12.26	3.32	27.93	6.96
Developmental Delay	0	0	0	0	0.00	0.00	0.00	0.00
Suspensions*	1,450	145	2,540	330	17.68	1.77	30.98	4.02
Expulsions	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.

Fort Worth Independent School District								
USDOE OCR 2002 Category	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	11,580	7,410	11,935	7,760	14.28	9.14	14.72	9.57
Gifted/Talented	995	1,860	670	1,750	11.02	20.60	7.42	19.38
Mental Retardation	130	50	195	70	18.57	7.14	27.86	10.00
Emotional Disturbance	50	25	135	130	12.20	6.10	32.93	31.71
Specific Learning Disability	545	210	1,210	500	12.57	4.84	27.91	11.53
Developmental Delay	0	0	0	0	0.00	0.00	0.00	0.00
Suspensions*	1,765	390	2,765	845	18.97	4.19	29.72	9.08
Expulsions	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 for 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.

Houston Independent School District

USDOE OCR 2002 Category	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	31,755	9,525	32,225	10,155	15.10	4.53	15.33	4.83
Gifted/Talented	2,155	3,325	1,540	3,280	11.35	17.50	8.11	17.27
Mental Retardation	335	35	510	50	20.24	2.11	30.82	3.02
Emotional Disturbance	190	40	670	160	13.38	2.82	47.18	11.27
Specific Learning Disability	1,700	210	3,015	450	15.29	1.89	27.13	4.05
Developmental Delay	0	0	0	0	0.00	0.00	0.00	0.00
Suspensions*	2,850	190	5,495	610	16.17	1.08	31.18	3.46
Expulsions	20	0	55	15	8.33	0.00	22.92	6.25

* *Out-of-School*

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 2003/04 graduation rates for African-American male students by from 49 (Norfolk) to 26 (Virginia Beach) percentage points.

Graduation Rate 2003/04*					
	Black Males 2003	Black Male	White Male	Gap	Gap +/-
VIRGINIA	162,698	53%	73%	20%	3%
Norfolk	12,708	30%	43%	13%	-6%
Richmond	11,381	38%	45%	7%	
Virginia Beach	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 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 for 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.

Virginia

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

Norfolk Public Schools

USDOE OCR 2002 Category	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	12,095	4,750	12,000	5,000	33.99	13.35	33.72	14.05
Gifted/Talented	335	545	285	530	18.36	29.86	15.62	29.04
Mental Retardation	195	70	230	75	33.62	12.07	39.66	12.93
Emotional Disturbance	80	25	210	125	17.58	5.49	46.15	27.47
Specific Learning Disability	360	175	860	320	20.40	9.92	48.73	18.13
Developmental Delay	105	40	245	80	21.65	8.25	50.52	16.49
Suspensions*	1,325	175	2,355	480	29.88	3.95	53.10	10.82
Expulsions	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.

Richmond City Public Schools

USDOE OCR 2002 Category	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	11,585	815	11,475	900	45.41	3.19	44.98	3.53
Gifted/Talented	680	215	475	205	41.98	13.27	29.32	12.65
Mental Retardation	415	30	585	10	39.34	2.84	55.45	0.95
Emotional Disturbance	85	0	370	15	17.89	0.00	77.89	3.16
Specific Learning Disability	415	35	1,050	70	26.18	2.21	66.25	4.42
Developmental Delay	90	10	200	20	27.27	3.03	60.61	6.06
Suspensions*	1,805	45	3,130	75	35.36	0.88	61.31	1.47
Expulsions	10	0	40	0	20.00	0.00	80.00	0.00

* *Out-of-School*

Virginia Beach Public Schools

The Virginia Beach 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.

Virginia Beach Public Schools

USDOE OCR 2002 Category	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	10,570	22,725	11,135	23,885	13.86	29.79	14.60	31.31
Gifted/Talented	385	2,845	320	2,615	5.61	41.44	4.66	38.09
Mental Retardation	110	150	160	210	16.30	22.22	23.70	31.11
Emotional Disturbance	95	110	295	440	9.55	11.06	29.65	44.22
Specific Learning Disability	685	1,230	1,420	2,400	11.09	19.92	23.00	38.87
Developmental Delay	35	95	110	210	6.67	18.10	20.95	40.00
Suspensions*	1,800	1,675	2,860	3,225	17.42	16.21	27.67	31.20
Expulsions	0	0	0	0	0.00	0.00	0.00	0.00

* *Out-of-School*

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 2003/04 graduation rate for African-American male students by 47 percentage points.

Graduation Rate 2003/04*					
	Black Males 2003	Black Male	White Male	Gap	Gap +/-
WISCONSIN	47,294	38%	84%	46%	-3%
Milwaukee	29,170	34%	64%	30%	8%

*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 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 for 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.

Wisconsin

USDOE OCR 2002 Category	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.

Milwaukee Public Schools

USDOE OCR 2002 Category	Number of Students				Percentage of Students			
	Female		Male		Female		Male	
	Black	White	Black	White	Black	White	Black	White
Enrollment	27,340	7,790	28,140	8,310	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	1,140	260	2,295	555	22.14	5.05	44.56	10.78
Developmental Delay	80	30	200	100	16.67	6.25	41.67	20.83
Suspensions*	5,005	535	7,080	1,100	30.76	3.29	43.52	6.76
Expulsions	50	5	105	15	23.81	2.38	50.00	7.14

* Out-of-School

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