

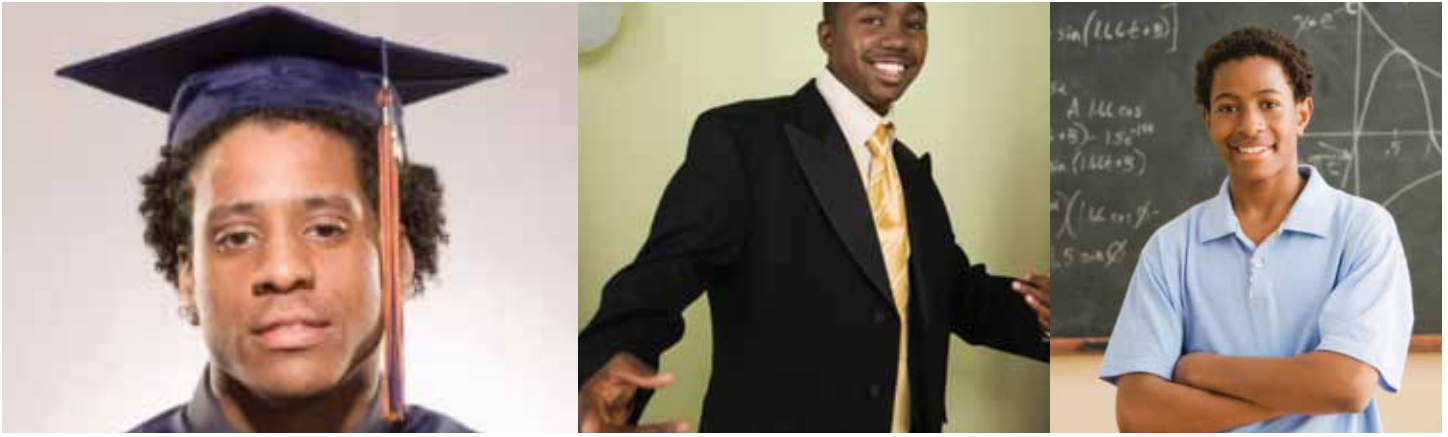


Yes We Can:

The Schott 50 State Report
on Public Education and Black Males

2010

Schott | FOUNDATION for PUBLIC EDUCATION



What
Opportunities
are more prevalent
in **Y**our
Community?

PREFACE



All children can learn! The Institute for Student Achievement's outcomes working in traditional public schools in Brooklyn, Atlanta, Union City, and Baton Rouge prove that we can work within public schools and provide all students a substantive opportunity to learn. Geoffrey Canada's Harlem Children's Zone proves that we can create community systems where all students have the supports needed to have a substantive opportunity to learn. New Jersey's commitment to implement its Abbott plan and ensure equitable resources to all students proves that it can be done at the state level—as New Jersey is the only state with a significant Black male population with a greater than 65% high school graduation rate. We are no longer in the laboratory asking: “Is it possible? Can we do it?” The answer is a clear and resounding “Yes we can!”

Yet, the harsh reality is that systemically most states and too many districts don't provide the necessary, targeted resources or supports for all students' educational success. Unfortunately, too often we find ourselves focused on beacons of light with outstanding leaders that are doing a great job saving hundreds of children—like Urban Prep in Chicago, Eagle Academy in New York—while not aggressively moving to systemically institutionalize, for all students, the resources and supports which make those schools successful. We cannot become so affixed on the spotlights that we constructively ignore the larger headlights from the train wreck facing our country by the 1.2 million we are losing each year. We have too often settled for the sweet taste of minor success over stomaching the bitter taste of the reality that without systemic reform we are winning some battles, but largely still losing the war.

Recognizing that increasing the number of Americans with college credentials is a necessity for America to be globally competitive in the 21st century, President Barack Obama set as a national goal to become a global leader in post-secondary attainment by 2020. *Yes We Can, The Schott 50 State Report on Public Education and Black Males*, starkly illustrates that only 47% of Black males graduate from high school—far short of the trajectory and post-secondary credentials needed for our nation to be globally competitive by 2020. It indicates that systemic disparities evident by race, social class, or zip code are influenced more by the social policies and practices that WE put in place to distribute educational opportunities and resources and less by the abilities of Black males. Currently, the rate at which Black males are being pushed out of school and into the pipeline to prison far exceeds the rate at which they are graduating and reaching high levels of academic achievement. A deliberate, intense focus is needed to disrupt and redirect the current educational trajectory for Black males.

Research shows that, from one generation to the next, equitable access to high-performing public educational systems can break down the barriers to success and change the future trajectory of historically disadvantaged students. Providing all students a fair and substantive opportunity to learn is critical for our goals of systemic education reform, transformative innovation, consistent progress, increased participation in our democratic society and global leadership in a knowledge-based economy. We cannot, as a nation, achieve those goals while Black male students continue to be concentrated in schools and classrooms where there are few opportunities for them to excel.

Simply stated, *Yes We Can* is a clear indication that the face and fate of Black males largely depends on the systemic opportunities provided in your state or community. Does your community provide opportunities to become a physician or to be pushed out? Opportunities to be locked up or opportunities to learn? Opportunities to have a state or locally sponsored mentor or a state or locally sponsored parole officer?

Yes We Can is a reminder to communities, parents, and faith and business leaders that it can be done and a message to districts, states, and the federal government that the opportunities needed to secure this as the reality for Black males, rather than the exception, should be protected and promoted.

Schott's goal is to provide a basis for evaluating the success of national, state, and local public systems in educating Black males. *Yes We Can* is meant to challenge states and districts to institutionalize the policy recommendations needed to change outcomes for the overwhelming majority of Black males in this country, as well as construct the community programmatic supports needed to sustain the pipeline for progress and success for all youth in urban and rural settings.

Yes We Can highlights the work that must be continued—beyond saving a few—to ensure educational outcomes are not identifiable by race or gender. Ensuring access to high quality early education, access to highly effective teachers, college preparatory curricula, and equitable instructional resources. Ensuring safe and educationally sound living and learning communities through community wraparound supports and multi-sector partnerships like the National CARES Mentoring program. By working together, we can build the movement needed to guarantee every child, regardless of race and gender, a fair and substantive opportunity to learn and fully participate in our democratic society. We can answer the call of a generation who wonders whether our hopes and dreams for them will drive us to boldly put in place systems to secure a better future, and a better America with the response, “Yes we can!”

John H. Jackson, J.D., Ed.D.

President and CEO

Schott Foundation for Public Education

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FOREWORD



Taken together, the numbers in The Schott Foundation for Public Education's report form a nightmarish picture—one that is all the more frightening for being both true and long-standing. This scenario does not exist for a lack of trying by many well-meaning, talented people. I have worked with young Black men for over 30 years and I have seen many people doing what I call “superhero work,” rescuing boys who are on the brink of disaster or who have gone over the edge.

The key to real success, to averting the majority of these disasters, has always been the same: education. The problem for our country, though, is that we have been taking too narrow a perspective on education. We need to broaden the way we see education so our efforts begin before kindergarten and extend beyond the classroom. We also need to engage these boys—and their parents—earlier and more comprehensively, and stay with them for the long haul.

To get there we must radically transform the centerpiece of these boys' educational lives: the public school system. While this country's entire education system needs to be reformed, the schools serving poor minority children are in the most urgent need of reinvention. Their failure is literally destroying innocent lives. Disenfranchised youth cannot afford even one bad teacher—their families don't have the resources to compensate for that—yet they routinely get the short end of the stick year after year.

Everything in my professional career has pointed to the fact that there is no reason that the same Black boys who are heading for prison cannot be heading for college and to the workplace. At my organization, we are seeing remarkable results that really should not be remarkable. The difference is that we are getting to children early and staying with them through college with a seamless pipeline of high-quality programs. As a country we need to do the same and we will have the same success.

Yes, we need better schools, but we also need to address the problems outside the classroom that derail the educational achievement of too many Black boys. The achievement gap starts almost from birth, so we need to educate parents to take the simple steps to engage and develop their children's brains in the first years of life. We also need to strengthen communities so boys have a safe, enriching environment in which they can learn and develop, where college and success is just in the air as it is in middle-class communities.

These boys are failing, but I believe that it is the responsibility of the adults around them to turn these trajectories around. All of us must ensure that we level the playing field for the hundreds of thousands of children who are at risk of continuing the cycle of generational poverty.

There are both economic and moral reasons to help these boys, more so because of the scale of the problem that this report lays out in detail. As daunting as the challenge is, I am more optimistic than ever. We have a President who gets it and Americans everywhere are not just eager for change, but increasingly calling for change. It will be a long, difficult process, but I have faith in America and its incredible ability to reinvent itself for the better.

Geoffrey Canada

President and CEO

Harlem Children's Zone

Public Education and Black Males



Yes We Can: The 2010 Schott 50 State Report on Black Males in Public Education reveals that there are indeed communities, school districts, and even states doing relatively well in their efforts to systemically enhance the opportunity to learn and raise the achievement levels for Black male students.¹ However, *Yes We Can* also highlights that the overwhelming majority of U.S. school

districts and states are failing to make targeted investments to provide the core resources necessary to extend what works for Black male students. Thus, in the majority of U.S. states, districts, communities, and schools, the conditions necessary for Black males to systemically succeed in education do not exist. Unfortunately, today's data indicates that a Black male student who manages to achieve high school graduation speaks more for that individual's ability than for benefits he may have received from the system. In fact, the data indicates that most systems contribute to the conditions in which Black males have nearly as great a chance of being incarcerated as graduating.

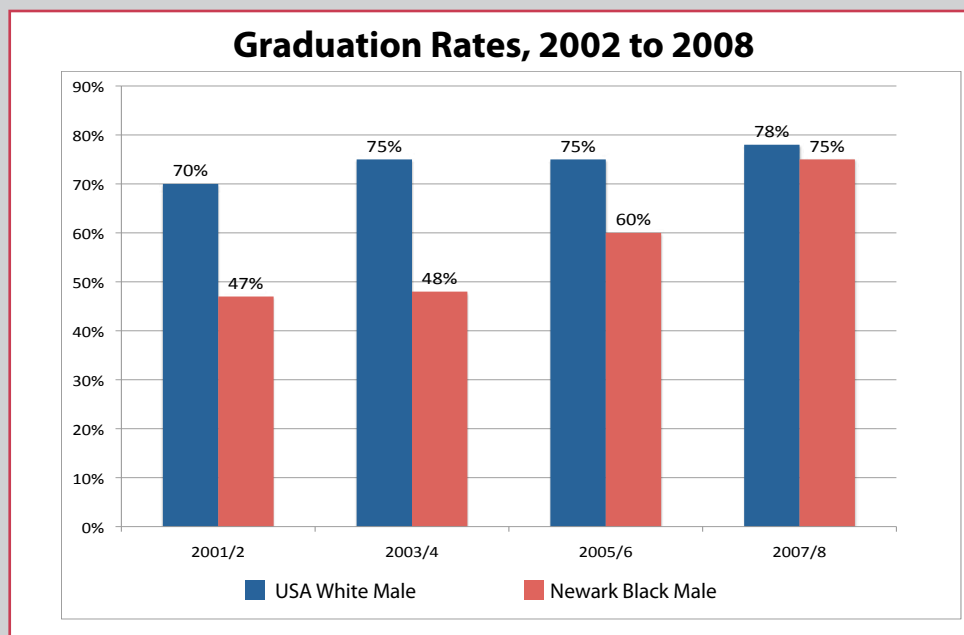
Stacks of research reports have indicated for years that Black male students are not given the same opportunities to participate in classes offering enriched educational offerings. They are more frequently inappropriately removed from the general education classroom due to misclassifications by Special Education policies and practices. They are punished more severely for the same infractions as their White peers. On average, more than twice as many White male students are given the extra resources of gifted and talented programs by their schools as Black male students. Advanced Placement classes enroll only token numbers of Black male students, despite The College Board urging that schools open these classes to all who may benefit. In districts with selective, college-preparatory high schools, it is not uncommon to find virtually no Black male students in those schools. Finally, the national percentage of Black male students enrolled at each stage of schooling declines from middle school through graduate degree programs.

Simply stated, the message in *Yes We Can* is that Black male students can achieve high outcomes—states, districts, and communities can create the conditions in which all students have an opportunity to learn—the tragedy is, even against the historic backdrop of the U.S. having a Black male president, most states and districts in the U.S. choose not to do so.

¹ Black students are defined by the U.S. Department of Education as “students having origins in any of the black racial groups of Africa as reported by their school.”

Example of State Success—New Jersey

The New Jersey graduation statistics show the progress in closing the achievement gap that can be made if Black male students have an equal opportunity to learn. For example, the increased resources from *Abbott v. Burke* funding in New Jersey, which became effective about 2003, have allowed the much-maligned Newark school district to nearly close the gap for Black males with national White male graduation rates.



Unfortunately, states like New Jersey and outstanding districts like Montgomery County, MD, are still the exceptions. If current national trends continue to the 2020 target year for education reform, although both Black male and White male graduation rates will be higher, the gap between them rather than closing will have slightly increased (from 28% to 29%).

In addressing this critical problem, it's essential to note that Black male students do not do poorly in all states, districts, communities, and schools; if they did, the solutions to their achievement gaps might plausibly focus on the students themselves. The same approach might apply if, in schools with majority Black enrollments, Black students did poorly while other students significantly outperformed them. But the data in this report—as well as that in earlier Schott report editions—consistently illustrate that Black male students in good schools do well and, at the same time, that White, non-Hispanic students in schools where most of the students are Black and have low graduation rates (such as Indianapolis) also have poor achievement outcomes. As Linda Darling-Hammond has noted, schools and districts that have the highest percentages of disadvantaged students tend to have the least access to the resources needed for all students to succeed. Thus, White males in schools and districts with large percentages of Black male students are also likely to experience poor outcomes because of systemic decisions not to commit resources to those districts and schools.

All too many districts and states in the U.S. are allowed to maintain the intolerable situation in which they highlight and stand behind single academies or schools that are doing well, while the masses of Black male students most in need of equal educational opportunities are the least likely to have them. The presence of the few schools, districts, and states that have made the investments to create conditions to increase the success of all students are proof points that we can educate all students. Black male students in one state—New Jersey—do well across most districts, rich and poor alike. The results in New Jersey could improve even more, and we hope they will, but they demonstrate what can be done, as Dr. Darling-Hammond has explained, by increased funding for schools in low-income communities and a system of high quality preschool programs.

New Jersey's "Abbott" districts invest in their children by providing them with increased hours of education each day, on weekends, and in the summer. They also invest in continuous professional development for teachers and other staff and, crucially, in 0-4 preschool preparation for learning to learn. The Abbott schools, the schools in New York City's Harlem Children's Zone, in Maryland's Montgomery and Baltimore counties, in Fort Bend, Texas, and in the U.S. Department of Defense system, demonstrate that all children can learn. Yet, unfortunately, the graduation rate for Black male students for the nation as a whole in 2007/8 was only 47%; that is, most Black male students *did not* graduate with their cohort.²

² 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. This straight-forward 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 state or local sources or estimated from 2007/8 Grade 12 enrollments on the basis of three-year averages of ratios between Grade 12 enrollments and diplomas.

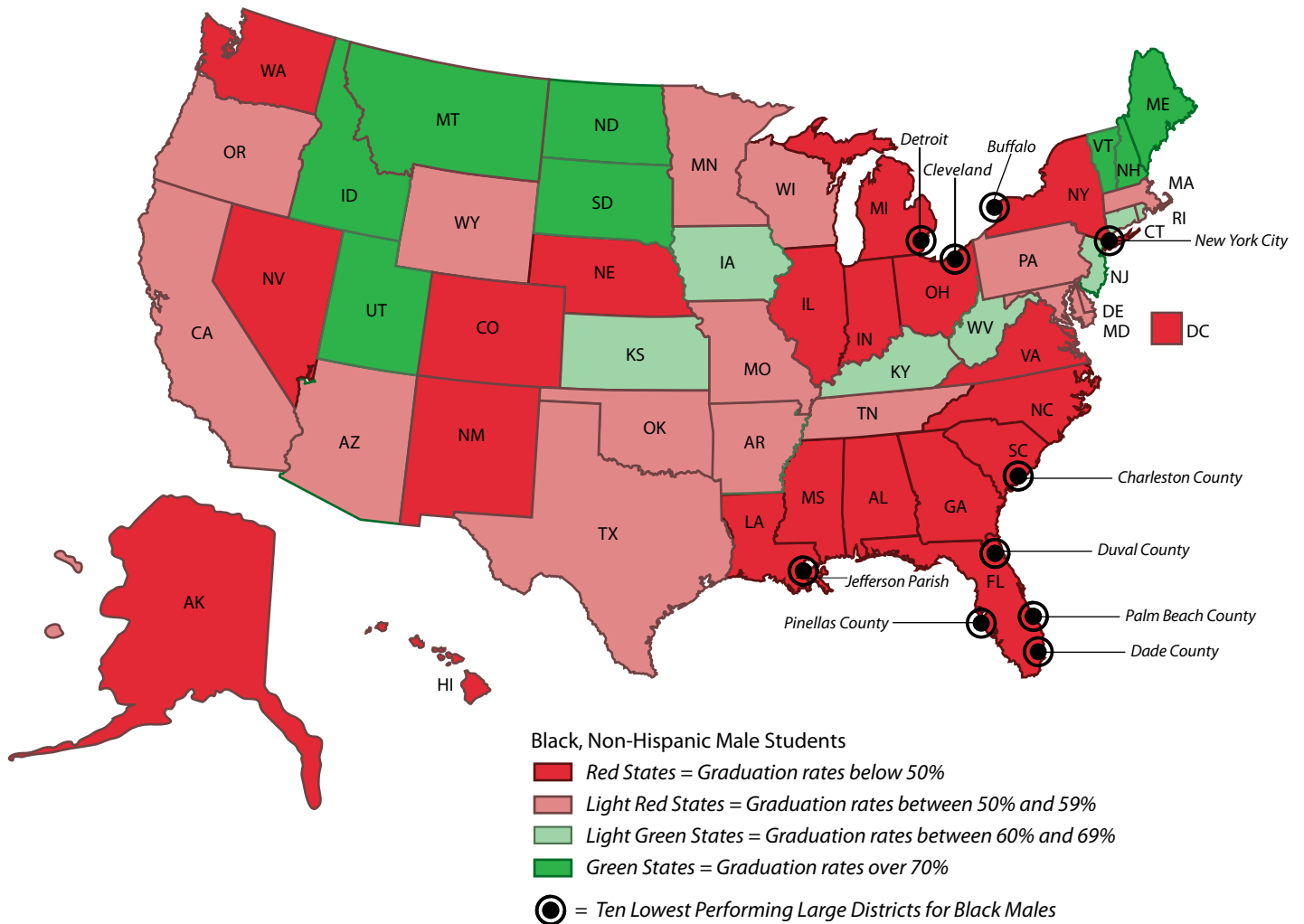
Yes We Can Yes We Can Yes We Can

Systemic data underscores a U.S. system of denied opportunities for Black males; an unwillingness to target existing resources to universally extend what works for them, like early education and access to highly effective teachers to provide students with an education that prepares them for college, career, and full participation in our democracy. *Yes We Can* calls on the federal government and states to ensure that all students have a right to an opportunity to learn, not as a matter of competition or location, but as a civil and human right.

Conditions for Success ³	Conditions for Failure
<ul style="list-style-type: none"> • Equitable resources to support students to master rigorous, content standards-based education • Universal, well-planned, and high quality preschool education for all three- and four-year-olds • Programs to address student and school needs attributable to high-poverty, including intensive early literacy, small class size, after-school and summer programming, and social and health services • New and rehabilitated facilities to adequately house all programs, relieve overcrowding, and eliminate health and safety violations • State accountability to ensure progress in improving student achievement 	<ul style="list-style-type: none"> • Watered-down curriculum for disadvantaged students in schools inadequately supported by funding far below that in successful suburban schools • Insufficient access to well-planned and high quality preschool education for disadvantaged three- and four-year-olds • Little intensive early literacy instruction, large class sizes, short school days, no weekend and summer programs, and few social and health services • Old, over-crowded, and ill-maintained facilities • Inexperienced and ill-trained teachers • Little or no state accountability to ensure progress in improving student achievement • Lack of educationally sound living and learning environments • Lack of parent and community engagement in the reform process

³ Adapted from www.edlawcenter.org/ELCPublic/AbbottvBurke/AboutAbbott.htm

STATE BY STATE GRADUATION RATES FOR BLACK, NON-HISPANIC MALE STUDENTS



States of Emergency

Throughout this report, graduation rates **below** the national averages, and gaps **above** the national average, are shown in *red*.

TABLE 1
THE TEN BEST PERFORMING STATES FOR BLACK MALES

State	GRADUATION RATES 2007/8 COHORT		Gap ⁴
	Black Male	White Male	
Maine	98%	81%	-17%
North Dakota	93%	86%	-7%
New Hampshire	83%	78%	-5%
Vermont	83%	77%	-6%
Idaho	75%	77%	2%
Montana	73%	83%	10%
Utah	72%	81%	9%
South Dakota	71%	91%	20%
New Jersey	69%	90%	21%
Iowa	63%	85%	22%

TABLE 2
THE TEN BEST PERFORMING LARGE DISTRICTS FOR BLACK MALES

District	Total Black Male Enrollment	GRADUATION RATES 2007/8 COHORT		Gap
		Black Male	White Male	
Newark (NJ)	11,991	75%	62%	-13%
Fort Bend (TX)	11,136	68%	82%	14%
Baltimore County (MD)	21,362	67%	74%	7%
Montgomery County (MD)	16,074	65%	87%	22%
Gwinnett County (GA)	20,312	58%	66%	8%
Prince George's County (MD)	49,211	55%	57%	2%
Cumberland County (NC)	12,700	54%	64%	10%
Cobb County (GA)	16,216	51%	73%	22%
East Baton Rouge Parish (LA)	18,925	49%	47%	-2%
Guilford County (NC)	15,073	48%	79%	31%

⁴ Gap numbers here and elsewhere in this report are rounded.

TABLE 3
THE TEN LOWEST PERFORMING STATES FOR BLACK MALES

State	GRADUATION RATES 2007/8 COHORT		Gap
	Black Male	White Male	
Georgia	43%	62%	19%
Alabama	42%	60%	18%
Indiana	42%	71%	29%
District of Columbia	41%	57%	16%
Ohio	41%	78%	37%
Nebraska	40%	83%	43%
Louisiana	39%	59%	20%
South Carolina	39%	58%	19%
Florida	37%	57%	20%
New York	25%	68%	43%

TABLE 4
THE TEN LOWEST PERFORMING LARGE DISTRICTS FOR BLACK MALES

District	Total Black Male Enrollment	GRADUATION RATES 2007/8 COHORT		Gap
		Black Male	White Male	
Jefferson Parish (LA)	10,950	28%	44%	16%
New York City (NY)	167,277	28%	50%	22%
Dade County (FL)	46,536	27%	56%	29%
Cleveland (OH)	18,419	27%	30%	3%
Detroit (MI)	47,181	27%	19%	-8%
Buffalo (NY)	10,217	25%	55%	30%
Charleston County (SC)	10,875	24%	51%	27%
Duval County (FL)	27,749	23%	42%	19%
Palm Beach County (FL)	25,029	22%	50%	28%
Pinellas County (FL)	10,703	21%	50%	29%



STATE DATA ON BLACK MALES

Despite President Obama's bold desire to place the country on a trajectory to a 2020 goal of being a global leader in post-secondary credential attainment, extraordinarily few Black male students are set on the road to college, while many remain in the school-to-prison pipeline. *Yes We Can* shows that it is clear that when provided a fair and substantive opportunity to learn, Black male students can and actually do succeed.

TABLE 5
BLACK/WHITE MALE GRADUATION RATES BY STATE

State	GRADUATION RATES 2007/8 COHORT		Gap
	Black Male	White Male	
Alabama	42%	60%	18%
Alaska	47%	66%	19%
Arizona	54%	61%	7%
Arkansas	54%	70%	16%
California	54%	78%	24%
Colorado	47%	77%	30%
Connecticut	60%	83%	23%
Delaware	50%	66%	16%
District of Columbia	41%	57%	16%
Florida	37%	57%	20%
Georgia	43%	62%	19%
Hawaii	44%	47%	3%
Idaho	75%	77%	2%
Illinois	47%	83%	36%
Indiana	42%	71%	29%
Iowa	63%	85%	22%
Kansas	60%	85%	25%
Kentucky	60%	65%	5%
Louisiana	39%	59%	20%
Maine	98%	81%	-17%

Yes We Can Yes We Can Yes We Can

State	GRADUATION RATES 2007/8 COHORT		Gap
	Black Male	White Male	
Maryland	55%	77%	22%
Massachusetts	52%	78%	26%
Michigan	47%	76%	29%
Minnesota	59%	88%	29%
Mississippi	46%	59%	13%
Missouri	56%	79%	23%
Montana	73%	83%	10%
Nebraska	40%	83%	43%
Nevada	45%	59%	14%
New Hampshire	83%	78%	-5%
New Jersey	69%	90%	21%
New Mexico	49%	63%	14%
New York	25%	68%	43%
North Carolina	46%	66%	20%
North Dakota	93%	86%	-7%
Ohio	41%	78%	37%
Oklahoma	52%	73%	21%
Oregon	56%	74%	18%
Pennsylvania	53%	83%	30%
Rhode Island	61%	72%	11%
South Carolina	39%	58%	19%
South Dakota	71%	91%	20%
Tennessee	52%	71%	19%
Texas	52%	74%	22%
Utah	72%	81%	9%
Vermont	83%	77%	-6%
Virginia	49%	73%	24%
Washington	48%	66%	18%
West Virginia	63%	70%	7%
Wisconsin	50%	92%	41%
Wyoming	50%	74%	24%
USA	47%	78%	31%

Alarming Gap States
 High Graduation Rates for
 White Males
 Low Graduation Rates
 for Black Males



Gap Closer
 Only state with significant Black male
 enrollment and greater than 65% Black
 male graduation rate

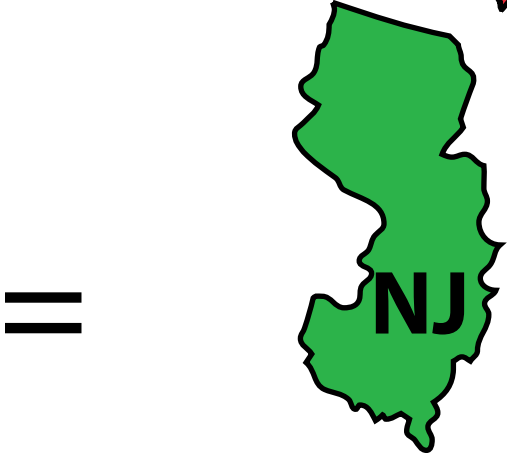


Table 6 on the following page shows that a group of states with small Black populations (Vermont, North Dakota, New Hampshire, and Maine) had graduation rates for their Black male students higher than the national average graduation rate for White, non-Latino male students.⁵ New Jersey and Arizona also had relatively high graduation rates for Black male students. Unfortunately, Nebraska, New York, and Wisconsin, which provide their White students with adequate opportunities to learn, do not do so for their Black students and consequently had conspicuously large gaps between their graduation rates for Black and White male students. Most alarmingly, New York City, lauded for its education reforms, is one of the least successful districts and New York state has the lowest Black male graduation rate in the nation.

⁵ Graduation rates use the number of graduates obtained from state data, estimated from state data and NCES data⁷ and estimated from historical data trends or from 2006/7 data as follows: state data: Arizona, Arkansas, Colorado, Florida, Idaho, Illinois, Indiana, Iowa, Maryland, New Jersey, Ohio, Oregon, Pennsylvania, Rhode Island; estimated from state data and NCES data: California, Connecticut, Georgia, Massachusetts, Missouri, Montana, New York, North Carolina, Texas, Utah, Vermont, Virginia, Washington; estimated from historical data trends: Alabama, Alaska, Delaware, District of Columbia, Hawaii, Kansas, Kentucky, Louisiana, Michigan, Minnesota, Mississippi, Nebraska, New Hampshire, South Carolina, South Dakota, Wisconsin, Wyoming; estimated from 2006/7 data: Maine, Nevada, New Mexico, North Dakota, Oklahoma, Tennessee, West Virginia.

TABLE 6
STATES RANKED BY BLACK MALE GRADUATION RATES

State	GRADUATION RATES 2007/8 COHORT		Gap
	Black Male	White Male	
Maine	98%	81%	-17%
North Dakota	93%	86%	-7%
New Hampshire	83%	78%	-5%
Vermont	83%	77%	-6%
Idaho	75%	77%	2%
Montana	73%	83%	10%
Utah	72%	81%	9%
South Dakota	71%	91%	20%
New Jersey	69%	90%	21%
Iowa	63%	85%	22%
West Virginia	63%	70%	7%
Rhode Island	61%	72%	11%
Connecticut	60%	83%	23%
Kansas	60%	85%	25%
Kentucky	60%	65%	5%
Minnesota	59%	88%	29%
Missouri	56%	79%	23%
Oregon	56%	74%	18%
Maryland	55%	77%	22%
Arizona	54%	61%	7%
Arkansas	54%	70%	16%
California	54%	78%	24%
Pennsylvania	53%	83%	30%
Massachusetts	52%	78%	26%
Oklahoma	52%	73%	21%
Tennessee	52%	71%	19%
Texas	52%	74%	22%

State	GRADUATION RATES 2007/8 COHORT		Gap
	Black Male	White Male	
Delaware	50%	66%	16%
Wisconsin	50%	92%	41%
Wyoming	50%	74%	24%
New Mexico	49%	63%	14%
Virginia	49%	73%	24%
Washington	48%	66%	18%
Alaska	47%	66%	19%
Colorado	47%	77%	30%
Illinois	47%	83%	36%
Michigan	47%	76%	29%
USA	47%	78%	31%
Mississippi	46%	59%	13%
North Carolina	46%	66%	20%
Nevada	45%	59%	14%
Hawaii	44%	47%	3%
Georgia	43%	62%	19%
Alabama	42%	60%	18%
Indiana	42%	71%	29%
District of Columbia	41%	57%	16%
Ohio	41%	78%	37%
Nebraska	40%	83%	43%
Louisiana	39%	59%	20%
South Carolina	39%	58%	19%
Florida	37%	57%	20%
New York	25%	68%	43%



When we compare graduation rates and the gap in graduation rates between Black male and White, non-Latino students by state, arranged by total Black male enrollment in descending order, we find that Maryland has the highest graduation rate for Black male students among the ten states with the largest Black enrollments, while New York and Florida have the lowest. Texas, which has the largest Black enrollment, graduates Black male students at rates slightly above the national average and at more than twice New York’s rate, with a gap half that of New York. New York provides a good opportunity to learn to its White male students, while giving its Black male students only half the chance they would have had in Texas.

TABLE 7
BLACK/WHITE MALE STATE GRADUATION RATES BY TOTAL BLACK MALE ENROLLMENT

State	Total Black Male Enrollment	GRADUATION RATES 2007/8 COHORT		Gap
		Black Male	White Male	
Texas	341,219	52%	74%	22%
Georgia	316,342	43%	62%	19%
Florida	313,887	37%	57%	20%
New York	274,659	25%	68%	43%
California	236,503	54%	78%	24%
Illinois	207,619	47%	83%	36%
North Carolina	206,289	46%	66%	20%
Michigan	169,042	47%	76%	29%
Maryland	163,054	55%	77%	22%
Virginia	162,679	49%	73%	24%
Louisiana	158,730	39%	59%	20%
Ohio	152,530	41%	78%	37%
Pennsylvania	142,910	53%	83%	30%
South Carolina	141,792	39%	58%	19%
Alabama	134,533	42%	60%	18%
Mississippi	125,883	46%	59%	13%
New Jersey	121,934	69%	90%	21%
Tennessee	121,244	52%	71%	19%
Missouri	83,315	56%	79%	23%
Indiana	64,936	42%	71%	29%

State	Total Black Male Enrollment	GRADUATION RATES 2007/8 COHORT		GAP
		Black Male	White Male	
Arkansas	54,418	54%	70%	16%
Wisconsin	46,508	50%	92%	41%
Connecticut	40,839	60%	83%	23%
Massachusetts	40,419	52%	78%	26%
Minnesota	40,297	59%	88%	29%
Kentucky	36,388	60%	65%	5%
Oklahoma	35,629	52%	73%	21%
Arizona	31,164	54%	61%	7%
Washington	29,338	48%	66%	18%
Colorado	24,461	47%	77%	30%
Nevada	24,350	45%	59%	14%
District of Columbia	23,896	41%	57%	16%
Kansas	21,304	60%	85%	25%
Delaware	20,558	50%	66%	16%
Iowa	13,949	63%	85%	22%
Nebraska	12,050	40%	83%	43%
Oregon	8,269	56%	74%	18%
West Virginia	7,757	63%	70%	7%
Rhode Island	6,654	61%	72%	11%
Utah	4,601	72%	81%	9%
New Mexico	4,500	49%	63%	14%
Maine	2,613	98%	81%	-17%
Alaska	2,552	47%	66%	19%
Hawaii	2,188	44%	47%	3%
New Hampshire	2,029	83%	78%	-5%
Idaho	1,611	75%	77%	2%
South Dakota	1,237	71%	91%	20%
North Dakota	999	93%	86%	-7%
Vermont	778	83%	77%	-6%
Montana	716	73%	83%	10%
Wyoming	697	50%	74%	24%

SCHOTT EDUCATION INEQUITY INDEX

Some states are ranked high in comparison to others in regard to Black male graduation rates, while maintaining large gaps between the graduation rates of Black male and White male students. Others have narrow gaps, but low graduation rates. The Schott Education Inequity Index (SEII) seeks to balance concerns about the absolute level of graduation rates with those for the gap between Black male and White, non-Latino graduation rates.

The SEII is calculated by subtracting the graduation rate for Black male students from 100%, the result of which is then added to the difference between the graduation rates of White and Black male students. Schools, districts, or states with the highest non-graduation rates for Black male students and the largest gap between the graduation rates of White and Black male students therefore receive the highest (worst) SEII scores. The SEII, indicating the degree of racial inequity between those groups, illustrates the absolute effectiveness—or lack thereof—in the education of Black male, non-Latinos and the difference between the success of schools with that population and their White peers. (For more information on SEII, see *Lost Opportunity: A 50 State Report on the Opportunity to Learn in America* at www.otlstatereport.org.)

The poor performance of New York state, is evident in its unusually high SEII. Those for Nebraska, Ohio, Wisconsin, Illinois, and Indiana are also above (that is, worse than) the national average. In the case of all these, aside from New York, the driving force is the gap between a near-average graduation rate for Black male students and an above average graduation rate for White male students.



TABLE 8
STATES RANKED BY THE SCHOTT EDUCATION INEQUITY INDEX

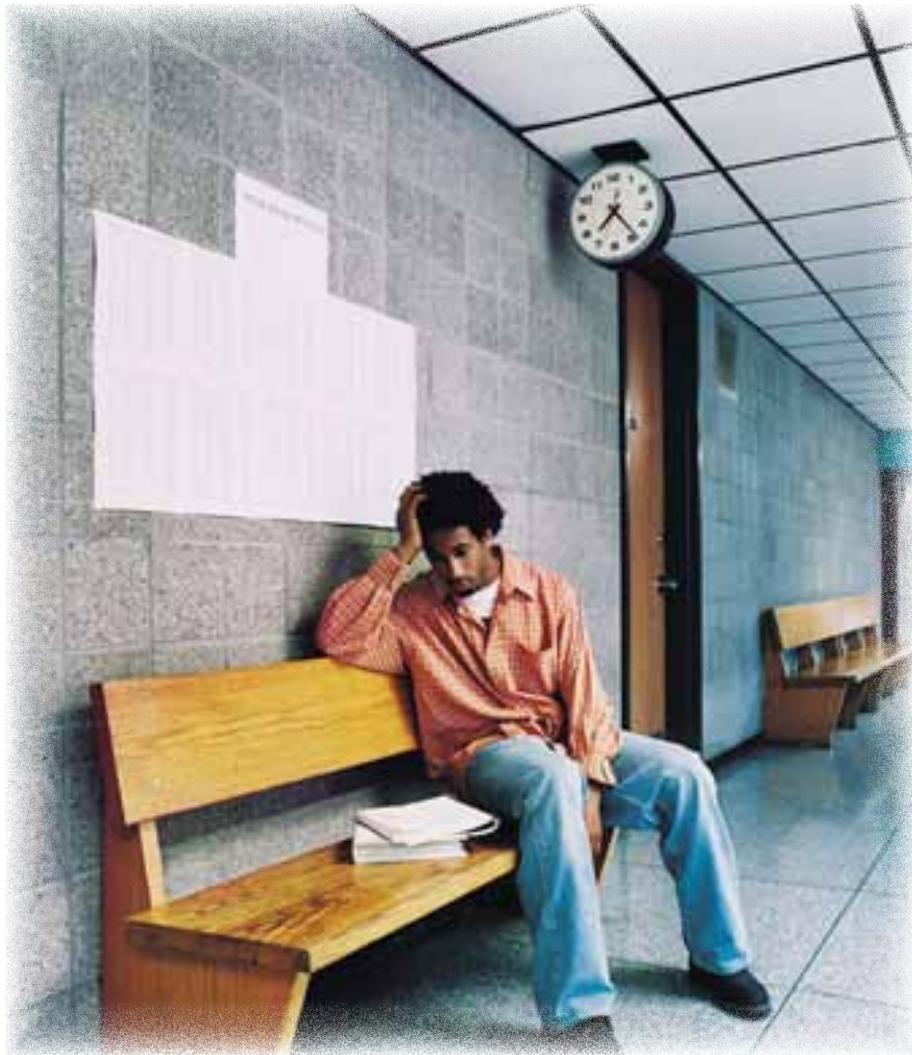
State	SEII 2007/8	GRADUATION RATES 2007/8 COHORT		GAP
		Black Male	White Male	
New York	1.19	25%	68%	43%
Nebraska	1.04	40%	83%	43%
Ohio	0.95	41%	78%	37%
Wisconsin	0.91	50%	92%	41%
Illinois	0.88	47%	83%	35%
Indiana	0.87	42%	71%	29%
USA	0.84	47%	78%	31%
Colorado	0.83	47%	77%	30%
Florida	0.83	37%	57%	20%
Michigan	0.82	47%	76%	29%
Louisiana	0.81	39%	59%	20%
South Carolina	0.80	39%	58%	19%
Pennsylvania	0.77	53%	83%	30%
Alabama	0.76	42%	60%	18%
Georgia	0.76	43%	62%	19%
District of Columbia	0.75	41%	57%	16%
Virginia	0.75	49%	73%	24%
Wyoming	0.75	50%	74%	24%
Massachusetts	0.74	52%	78%	26%
North Carolina	0.74	46%	66%	20%
Alaska	0.71	47%	66%	18%
California	0.70	54%	78%	24%
Minnesota	0.70	59%	88%	29%
Texas	0.70	52%	74%	22%
Washington	0.70	48%	66%	18%
Nevada	0.69	45%	59%	14%
Oklahoma	0.69	52%	73%	21%
Missouri	0.68	56%	79%	23%
Maryland	0.67	55%	77%	22%

State	SEII 2007/8	GRADUATION RATES 2007/8 COHORT		GAP
		Black Male	White Male	
Mississippi	0.67	46%	59%	13%
Tennessee	0.67	52%	71%	19%
Delaware	0.66	50%	66%	16%
Kansas	0.65	60%	85%	25%
New Mexico	0.65	49%	63%	14%
Connecticut	0.64	60%	83%	24%
Oregon	0.63	56%	74%	19%
Arkansas	0.61	54%	70%	16%
Iowa	0.60	63%	85%	23%
Hawaii	0.58	44%	47%	2%
Arizona	0.54	54%	61%	7%
New Jersey	0.52	69%	90%	21%
Rhode Island	0.50	61%	72%	11%
South Dakota	0.49	71%	91%	20%
Kentucky	0.46	60%	65%	6%
West Virginia	0.44	63%	70%	7%
Montana	0.38	73%	83%	10%
Utah	0.37	72%	81%	9%
Idaho	0.26	75%	77%	1%
New Hampshire	0.12	83%	78%	-5%
Vermont	0.10	83%	77%	-6%
North Dakota	0.00	93%	86%	-7%
Maine	-0.15	98%	81%	-17%



LARGE DISTRICT DATA ON BLACK MALES

Turning to the results for districts with enrollments of 10,000 or more Black male students, Newark performs the best in regard to Black male graduation rates, showing steady progress due to increased per student funding under the “Abbott” decision.⁶ Newark, Fort Bend and Montgomery and Baltimore counties all have substantial Black enrollments. Three districts in Florida have the nation’s lowest graduation rates for Black male students. Certain northern districts, such as Detroit, Buffalo, Cleveland, and New York City, also have particularly low graduation rates for Black male students.



⁶ There are very few White students in the district.

TABLE 9
LARGE DISTRICTS RANKED BY BLACK MALE GRADUATION RATES

District	Black Male Enrollment	ESTIMATED 2007/8 GRADUATION RATES		GAP
		Black Male	White Male	
Newark (NJ)	11,991	75%	62%	-13%
Fort Bend (TX)	11,136	68%	82%	14%
Baltimore County (MD)	21,362	67%	74%	7%
Montgomery County (MD)	16,074	65%	87%	22%
Gwinnett County (GA)	20,312	58%	66%	8%
Prince George's County (MD)	49,211	55%	57%	2%
Cumberland County (NC)	12,700	54%	64%	10%
Cobb County (GA)	16,216	51%	73%	22%
East Baton Rouge Parish (LA)	18,925	49%	47%	-2%
Guilford County (NC)	15,073	48%	79%	31%
Virginia Beach (VA)	10,350	48%	63%	15%
Nashville (TN)	17,860	47%	59%	12%
Boston (MA)	11,514	47%	60%	13%
DeKalb County (GA)	39,461	46%	66%	20%
Fulton County (GA)	18,224	45%	80%	35%
Chicago (IL)	94,639	44%	63%	19%
Houston (TX)	28,737	44%	65%	21%
Wake County (NC)	17,987	44%	79%	35%
Birmingham City (AL)	14,227	44%	-	-
Memphis (TN)	50,281	43%	53%	10%
Jackson (MS)	15,300	42%	26%	-16%
Montgomery County (AL)	12,359	42%	47%	5%
Fort Worth (TX)	10,325	42%	64%	22%
District of Columbia	23,896	41%	57%	16%
Mobile County (AL)	16,392	41%	53%	12%
Los Angeles Unified (CA)	37,379	40%	62%	22%
Milwaukee (MN)	25,047	40%	54%	14%
Broward County (FL)	49,271	39%	58%	19%
Charlotte-Mecklenburg (NC)	27,747	39%	70%	31%
Dallas (TX)	22,570	39%	52%	13%

District	Black Male Enrollment	ESTIMATED 2007/8 GRADUATION RATES		GAP
		Black Male	White Male	
Richmond (VA)	10,383	39%	75%	36%
Caddo Parish (LA)	13,849	38%	57%	19%
St. Louis City (MO)	11,382	38%	47%	9%
Clayton County (GA)	19,792	37%	28%	-9%
Jefferson County (KY)	17,603	36%	43%	7%
Indianapolis (IN)	10,339	36%	26%	-10%
Baltimore City (MD)	36,023	35%	38%	3%
Hillsborough County (FL)	21,680	35%	60%	25%
Columbus (OH)	17,141	35%	44%	9%
Atlanta City (GA)	20,737	34%	70%	36%
Orange County (FL)	24,176	33%	58%	25%
Cincinnati (OH)	12,459	33%	54%	21%
Rochester (NY)	10,921	33%	44%	11%
Clark County (NV)	22,575	32%	53%	21%
Richmond County (GA)	12,095	31%	36%	5%
Norfolk (VA)	11,371	31%	47%	16%
Chatham County (GA)	11,197	29%	45%	16%
Polk County (FL)	10,644	29%	50%	21%
New York City (NY)	167,277	28%	50%	22%
Philadelphia (PA)	53,720	28%	33%	5%
Jefferson Parish (LA)	10,950	28%	44%	16%
Detroit (MI)	47,181	27%	19%	-8%
Dade County (FL)	46,536	27%	56%	29%
Cleveland (OH)	18,419	27%	30%	3%
Buffalo (NY)	10,217	25%	55%	30%
Charleston County (SC)	10,875	24%	51%	27%
Duval County (FL)	27,749	23%	42%	19%
Palm Beach County (FL)	25,029	22%	50%	28%
Pinellas County (FL)	10,703	21%	50%	29%

Yes We Can Yes We Can Yes We Can

When we sort these districts by the size of the gap between graduation rates for White and Black male students we find that most of the districts with negative gaps (that is, higher graduation rates for Black male students than for White male students) have very few White students, although Indianapolis has a substantial White minority. The large gaps in the Atlanta metropolitan area districts are notable.

TABLE 10
LARGE DISTRICTS RANKED BY SIZE OF GAP

District	Black Male Enrollment	ESTIMATED 2007/8 GRADUATION RATES		GAP
		Black Male	White Male	
Birmingham City (AL)	14,227	44%	-	-
Jackson (MS)	15,300	42%	26%	-16%
Newark (NJ)	11,991	75%	62%	-13%
Indianapolis (IN)	10,339	36%	26%	-10%
Clayton County (GA)	19,792	37%	28%	-9%
Detroit (MI)	47,181	27%	19%	-8%
East Baton Rouge Parish (LA)	18,925	49%	47%	-2%
Prince George's County (MD)	49,211	55%	57%	2%
Baltimore City (MD)	36,023	35%	38%	3%
Cleveland (OH)	18,419	27%	30%	3%
Philadelphia (PA)	53,720	28%	33%	5%
Montgomery County (AL)	12,359	42%	47%	5%
Richmond County (GA)	12,095	31%	36%	5%
Baltimore County (MD)	21,362	67%	74%	7%
Jefferson County (KY)	17,603	36%	43%	7%
Gwinnett County (GA)	20,312	58%	66%	8%
Columbus (OH)	17,141	35%	44%	9%
St. Louis City (MO)	11,382	38%	47%	9%
Memphis (TN)	50,281	43%	53%	10%
Cumberland County (NC)	12,700	54%	64%	10%
Rochester (NY)	10,921	33%	44%	11%
Nashville (TN)	17,860	47%	59%	12%
Mobile County (AL)	16,392	41%	53%	12%
Dallas (TX)	22,570	39%	52%	13%
Boston (MA)	11,514	47%	60%	13%
Milwaukee (WI)	25,047	40%	54%	14%
Fort Bend (TX)	11,136	68%	82%	14%

District	Black Male Enrollment	ESTIMATED 2007/8 GRADUATION RATES		GAP
		Black Male	White Male	
Virginia Beach (VA)	10,350	48%	63%	15%
District of Columbia	23,896	41%	57%	16%
Norfolk (VA)	11,371	31%	47%	16%
Chatham County (GA)	11,197	29%	45%	16%
Jefferson Parish (LA)	10,950	28%	44%	16%
Chicago (IL)	94,639	44%	63%	19%
Broward County (FL)	49,271	39%	58%	19%
Duval County (FL)	27,749	23%	42%	19%
Caddo Parish (LA)	13,849	38%	57%	19%
DeKalb County (GA)	39,461	46%	66%	20%
Houston (TX)	28,737	44%	65%	21%
Clark County (NV)	22,575	32%	53%	21%
Cincinnati (OH)	12,459	33%	54%	21%
Polk County (FL)	10,644	29%	50%	21%
New York City (NY)	167,277	28%	50%	22%
Los Angeles Unified (CA)	37,379	40%	62%	22%
Cobb County (GA)	16,216	51%	73%	22%
Montgomery County (MD)	16,074	65%	87%	22%
Fort Worth (TX)	10,325	42%	64%	22%
Orange County (FL)	24,176	33%	58%	25%
Hillsborough County (FL)	21,680	35%	60%	25%
Charleston County (SC)	10,875	24%	51%	27%
Palm Beach County (FL)	25,029	22%	50%	28%
Dade County (FL)	46,536	27%	56%	29%
Pinellas County (FL)	10,703	21%	50%	29%
Buffalo (NY)	10,217	25%	55%	30%
Charlotte-Mecklenburg (NC)	27,747	39%	70%	31%
Guilford County (NC)	15,073	48%	79%	31%
Fulton County (GA)	18,224	45%	80%	35%
Wake County (NC)	17,987	44%	79%	35%
Atlanta City (GA)	20,737	34%	70%	36%
Richmond (VA)	10,383	39%	75%	36%

Four of the five districts with the largest enrollment of Black male students have graduation rates under the national average for Black male students. These districts are of particular concern. Improving their educational outcomes for Black male students would have a substantial effect on the national picture.

TABLE 11
LARGE DISTRICTS RANKED BY BLACK MALE ENROLLMENT

District	Black Male Enrollment	ESTIMATED 2007/8 GRADUATION RATES		GAP
		Black Male	White Male	
New York City (NY)	167,277	28%	50%	22%
Chicago (IL)	94,639	44%	63%	19%
Philadelphia (PA)	53,720	28%	33%	5%
Memphis (TN)	50,281	43%	53%	10%
Broward County (FL)	49,271	39%	58%	19%
Prince George's County (MD)	49,211	55%	57%	2%
Detroit (MI)	47,181	27%	19%	-8%
Dade County (FL)	46,536	27%	56%	29%
DeKalb County (GA)	39,461	46%	66%	20%
Los Angeles Unified (CA)	37,379	40%	62%	22%
Baltimore City (MD)	36,023	35%	38%	3%
Houston (TX)	28,737	44%	65%	21%
Duval County (FL)	27,749	23%	42%	19%
Charlotte-Mecklenburg (NC)	27,747	39%	70%	31%
Milwaukee (WI)	25,047	40%	54%	14%
Palm Beach County (FL)	25,029	22%	50%	28%
Orange County (FL)	24,176	33%	58%	25%
District of Columbia	23,896	41%	57%	16%
Clark County (NV)	22,575	32%	53%	21%
Dallas (TX)	22,570	39%	52%	13%
Hillsborough County (FL)	21,680	35%	60%	25%
Baltimore County (MD)	21,362	67%	74%	7%
Atlanta City (GA)	20,737	34%	70%	36%
Gwinnett County (GA)	20,312	58%	66%	8%
Clayton County (GA)	19,792	37%	28%	-9%
East Baton Rouge Parish (LA)	18,925	49%	47%	-2%

Yes We Can Yes We Can Yes We Can

District	Black Male Enrollment	ESTIMATED 2007/8 GRADUATION RATES		GAP
		Black Male	White Male	
Cleveland (OH)	18,419	27%	30%	3%
Fulton County (GA)	18,224	45%	80%	35%
Wake County (NC)	17,987	44%	79%	35%
Nashville (TN)	17,860	47%	59%	12%
Jefferson County (KY)	17,603	36%	43%	7%
Columbus (OH)	17,141	35%	44%	9%
Mobile County (AL)	16,392	41%	53%	12%
Cobb County (GA)	16,216	51%	73%	22%
Montgomery County (MD)	16,074	65%	87%	22%
Jackson (MS)	15,300	42%	26%	-16%
Guilford County (NC)	15,073	48%	79%	31%
Birmingham City (AL)	14,227	44%	-	-
Caddo Parish (LA)	13,849	38%	57%	19%
Cumberland County (NC)	12,700	54%	64%	10%
Cincinnati (OH)	12,459	33%	54%	21%
Montgomery County (AL)	12,359	42%	47%	5%
Richmond County (GA)	12,095	31%	36%	5%
Newark (NJ)	11,991	75%	62%	-13%
Boston (MA)	11,514	47%	60%	13%
St. Louis City (MO)	11,382	38%	47%	9%
Norfolk (VA)	11,371	31%	47%	16%
Chatham County (GA)	11,197	29%	45%	16%
Fort Bend (TX)	11,136	68%	82%	14%
Jefferson Parish (LA)	10,950	28%	44%	16%
Rochester (NY)	10,921	33%	44%	11%
Charleston County (SC)	10,875	24%	51%	27%
Pinellas County (FL)	10,703	21%	50%	29%
Polk County (FL)	10,644	29%	50%	21%
Richmond (VA)	10,383	39%	75%	36%
Virginia Beach (VA)	10,350	48%	63%	15%
Indianapolis (IN)	10,339	36%	26%	-10%
Fort Worth (TX)	10,325	42%	64%	22%
Buffalo (NY)	10,217	25%	55%	30%

National Assessment of Educational Progress

Graduation rates are only one lens through which to view the education of Black male students. The National Assessment of Educational Progress (NAEP), “the Nation’s Report Card,” measures student achievement at various grade levels in a variety of subject and skill areas. Table 8 shows results of the 2009 NAEP for Grade 8 Reading, numbers which should set off alarm bells indicating a national crisis. The “best” score is a dramatically low 15%, and several states average only in the single digits.

TABLE 12
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP) 2009, GRADE 8 READING
PERCENTAGES AT OR ABOVE PROFICIENT: SORTED BY STATE

State	Black Male	White Male	Gap
Alabama	6%	28%	22%
Alaska	‡	‡	--
Arizona	13%	30%	17%
Arkansas	7%	30%	23%
California	10%	25%	15%
Colorado	14%	34%	20%
Connecticut	13%	44%	31%
Delaware	11%	35%	24%
District of Columbia	7%	‡	--
Florida	12%	33%	21%
Georgia	10%	30%	20%
Hawaii	12%	27%	15%
Idaho	12%	30%	18%
Illinois	8%	36%	28%
Indiana	11%	34%	23%
Iowa	6%	28%	22%
Kansas	8%	36%	28%
Kentucky	15%	32%	17%
Louisiana	8%	23%	15%
Maine	11%	29%	18%
Maryland	10%	45%	35%
Massachusetts	14%	44%	30%
Michigan	6%	31%	25%

‡ Reporting standards not met.

State	Black Male	White Male	Gap
Minnesota	6%	38%	32%
Mississippi	5%	29%	24%
Missouri	10%	32%	22%
Montana	‡	34%	--
Nebraska	12%	32%	20%
Nevada	5%	23%	18%
New Hampshire	12%	33%	21%
New Jersey	15%	44%	29%
New Mexico	9%	29%	20%
New York	11%	36%	25%
North Carolina	8%	32%	24%
North Dakota	‡	30%	--
Ohio	8%	39%	31%
Oklahoma	12%	25%	13%
Oregon	13%	32%	19%
Pennsylvania	14%	41%	27%
Rhode Island	10%	27%	17%
South Carolina	7%	25%	18%
South Dakota	‡	33%	--
Tennessee	9%	29%	20%
Texas	7%	34%	27%
Utah	6%	31%	25%
Vermont	‡	24%	--
Virginia	10%	32%	22%
Washington	13%	36%	23%
West Virginia	11%	18%	7%
Wisconsin	6%	31%	25%
Wyoming	‡	32%	--
USA	9%	33%	24%

Sorting this data by the percentage of Black male students scoring at or above proficient shows that three of the five best-performing states have gaps larger than the national average and even in Kentucky, with a relatively small gap, the percentage of proficient White male eighth graders is more than twice that of the percentage of proficient Black male students in Grade 8. Minnesota, Nevada, and Mississippi appear to have particular difficulty in providing their Black male students in Grade 8 with a basic education.

TABLE 13

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP) 2009, GRADE 8 READING PERCENTAGES AT OR ABOVE PROFICIENT: SORTED BY BLACK MALE PROFICIENCY

State	Black Male	White Male	Gap
Kentucky	15%	32%	17%
New Jersey	15%	44%	29%
Colorado	14%	34%	20%
Massachusetts	14%	44%	30%
Pennsylvania	14%	41%	27%
Arizona	13%	30%	17%
Connecticut	13%	44%	31%
Oregon	13%	32%	19%
Washington	13%	36%	23%
Florida	12%	33%	21%
Hawaii	12%	27%	15%
Idaho	12%	30%	18%
Nebraska	12%	32%	20%
New Hampshire	12%	33%	21%
Oklahoma	12%	25%	13%
Delaware	11%	35%	24%
Indiana	11%	34%	23%
Maine	11%	29%	18%
New York	11%	36%	25%
West Virginia	11%	18%	7%
California	10%	25%	15%
Georgia	10%	30%	20%
Maryland	10%	45%	35%
Missouri	10%	32%	22%
Rhode Island	10%	27%	17%

Yes We Can Yes We Can Yes We Can

State	Black Male	White Male	Gap
Virginia	10%	32%	22%
New Mexico	9%	29%	20%
Tennessee	9%	29%	20%
USA	9%	33%	24%
Illinois	8%	36%	28%
Kansas	8%	36%	28%
Louisiana	8%	23%	15%
North Carolina	8%	32%	24%
Ohio	8%	39%	31%
Arkansas	7%	30%	23%
District of Columbia	7%	‡	--
South Carolina	7%	25%	18%
Texas	7%	34%	27%
Alabama	6%	28%	22%
Iowa	6%	28%	22%
Michigan	6%	31%	25%
Minnesota	6%	38%	32%
Utah	6%	31%	25%
Wisconsin	6%	31%	25%
Mississippi	5%	29%	24%
Nevada	5%	23%	18%
Alaska	‡	‡	--
Montana	‡	34%	--
North Dakota	‡	30%	--
South Dakota	‡	33%	--
Vermont	‡	24%	--
Wyoming	‡	32%	--



The largest gaps in achievement on the Grade 8 NAEP Reading assessment are in states where White male students score higher than the national average for White male students. Two of the states with the largest gaps—Massachusetts and New Jersey—are the two with the largest percentage of Black male students scoring at or above “Proficient.” Minnesota, Ohio, Illinois, and Kansas have comparatively large gaps resulting from particularly low Black male scores and above average White male scores. Oklahoma and West Virginia have narrow gaps and above average Black male proficiency.

TABLE 14
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP) 2009, GRADE 8 READING
PERCENTAGES AT OR ABOVE PROFICIENT: SORTED BY SIZE OF GAP

State	Black Male	White Male	Gap
Maryland	10%	45%	35%
Minnesota	6%	38%	32%
Connecticut	13%	44%	31%
Ohio	8%	39%	31%
Massachusetts	14%	44%	30%
New Jersey	15%	44%	29%
Illinois	8%	36%	28%
Kansas	8%	36%	28%
Pennsylvania	14%	41%	27%
Texas	7%	34%	27%
Michigan	6%	31%	25%
New York	11%	36%	25%
Utah	6%	31%	25%
Wisconsin	6%	31%	25%
Delaware	11%	35%	24%
Mississippi	5%	29%	24%
North Carolina	8%	32%	24%
USA	9%	33%	24%
Arkansas	7%	30%	23%
Indiana	11%	34%	23%
Washington	13%	36%	23%
Alabama	6%	28%	22%
Iowa	6%	28%	22%

State	Black Male	White Male	Gap
Missouri	10%	32%	22%
Virginia	10%	32%	22%
Florida	12%	33%	21%
New Hampshire	12%	33%	21%
Colorado	14%	34%	20%
Georgia	10%	30%	20%
Nebraska	12%	32%	20%
New Mexico	9%	29%	20%
Tennessee	9%	29%	20%
Oregon	13%	32%	19%
Idaho	12%	30%	18%
Maine	11%	29%	18%
Nevada	5%	23%	18%
South Carolina	7%	25%	18%
Arizona	13%	30%	17%
Kentucky	15%	32%	17%
Rhode Island	10%	27%	17%
California	10%	25%	15%
Hawaii	12%	27%	15%
Louisiana	8%	23%	15%
Oklahoma	12%	25%	13%
West Virginia	11%	18%	7%
Alaska	‡	‡	--
District of Columbia	7%	‡	--
Montana	‡	34%	--
North Dakota	‡	30%	--
South Dakota	‡	33%	--
Vermont	‡	24%	--
Wyoming	‡	32%	--

NAEP: Large Districts

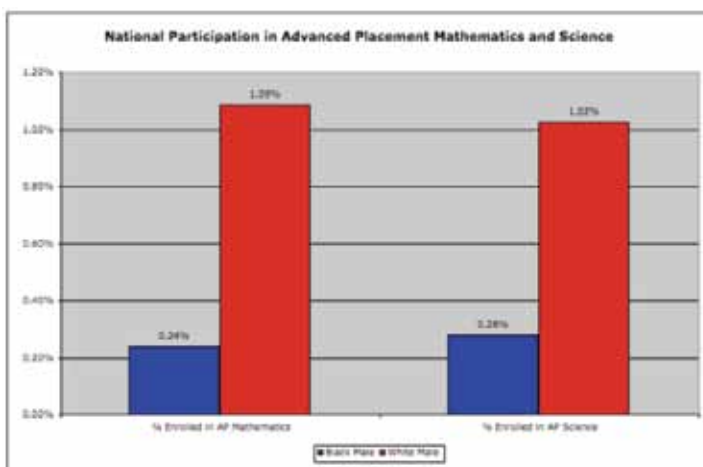
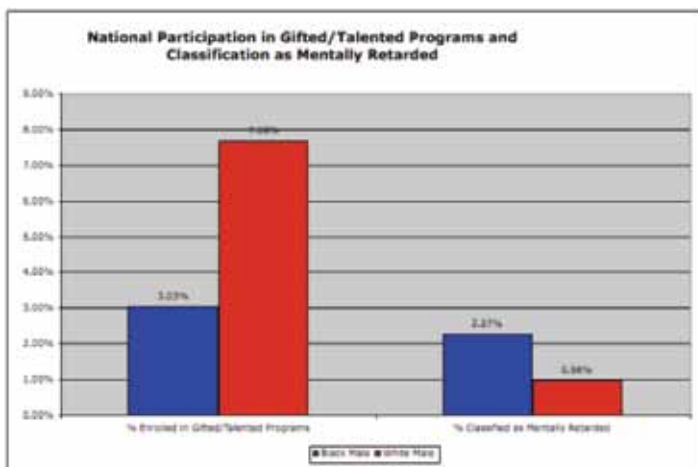
NAEP measures achievement in selected urban areas, as well as the states. All but Boston, Charlotte, and Jefferson County (Louisville), Kentucky, show below average achievement levels for White male students. Only Boston shows above average achievement levels for Black male students. All but Boston, Charlotte, and Milwaukee show below average gaps. Cleveland and Philadelphia have particularly low levels of Black male and below average levels of White male achievement. In general, the urban achievement gaps vary with the level of White male achievement, as the variation among the cities is much wider in regard to the achievement of White male students. The gap is particularly large for Boston and Charlotte, districts that showed higher than average White male achievement, and Milwaukee, where Black male achievement was particularly low.

TABLE 15
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP) 2009, GRADE 8 READING
PERCENTAGES AT OR ABOVE PROFICIENT

District	Black Male	White Male	Gap
Atlanta	7%		-7%
Boston	10%	36%	26%
Charlotte	9%	36%	27%
Chicago	9%	24%	15%
Cleveland	4%	14%	10%
Detroit	4%	‡	-
District of Columbia (DCPS)	6%	‡	-
Houston	9%	25%	16%
Jefferson County (KY)	10%	33%	23%
Los Angeles	10%	15%	5%
Milwaukee	2%	29%	27%
New York City	9%	25%	16%
Philadelphia	6%	25%	19%

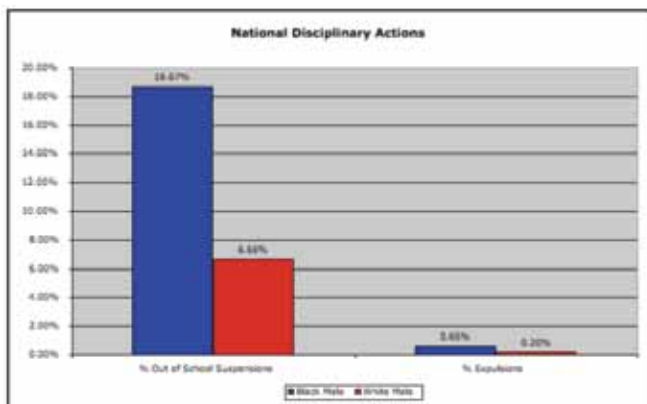
Participation in Special Programs and School Discipline Rates

White male students are more than twice as likely to be placed in Gifted/Talented programs as are Black male students, while the latter are more than twice as likely to be classified as Mentally Retarded as White male students, in spite of research demonstrating that the percentages of students from all groups are approximately the same at each intelligence level. The persistent over-classification of Black male students as mentally retarded reflects, at best, a lack of professional development in this area for teachers and other staff.



U.S. Department of Education, Office for Civil Rights, 2006/7

The College Board has stated that enrollment in advanced placement classes should be encouraged for all students. Nonetheless, more than four times as many White male students take Advanced Placement Mathematics and Science classes as Black male students.

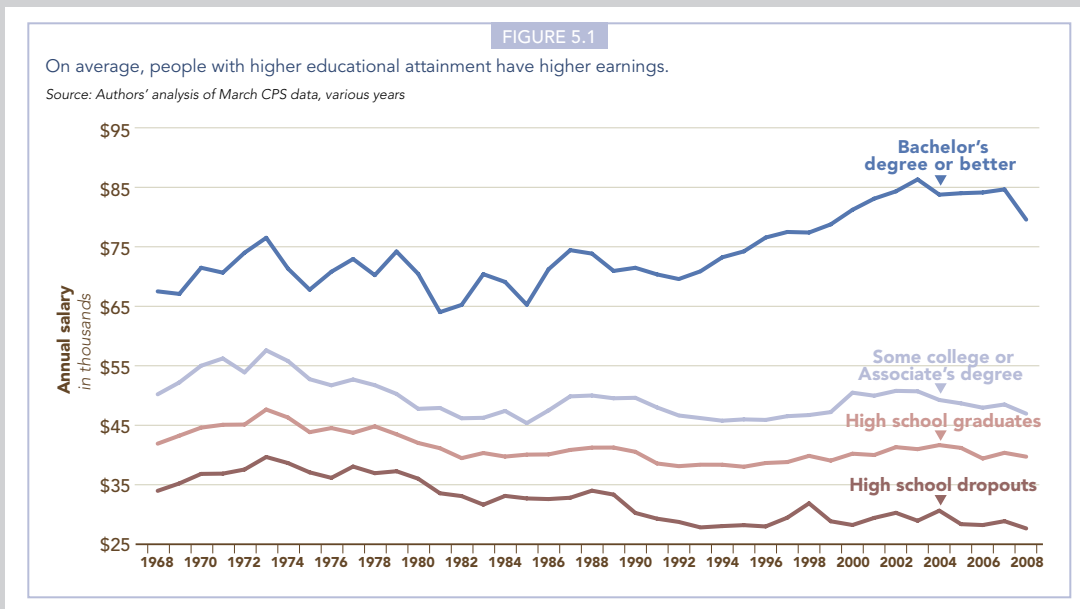


More than twice as many Black male students as White male students receive out of school suspensions and three times as many Black male students as White male students are expelled. Out of school suspensions in many cases lead to students ending their school careers before graduation.

These school discipline disparities may account for a significant portion of the Black male students who do not graduate with their cohort.

Economic Consequences

The recent report from the Center on Education and the Workforce, *Help Wanted: Projections of Jobs and Education Requirements Through 2018*, shows the historic absolute and relative decline of the earning power of those who do not receive high school diplomas. The unacceptably low high school graduation rate of Black male students condemns them to a lifetime of below average earnings. Projecting present trends into the future provides a dismal picture of increasing educational disparities, damaging the overall potential of the American economy and American society and continuing to limit the life chances of succeeding generations of our country's Black male citizens.



Conclusion

The American educational system is systemically failing Black males. Out of the 48 states reporting, Black males are the least likely to graduate from high school in 33 states, Black and Latino males are tied for the least likely in four states, with Latino males being the least likely in an additional four states.⁷

To add insult to injury, Black male students are punished more severely for similar infractions than their White peers. They are not given the same opportunities to participate in classes with enriched educational offerings. They are more frequently inappropriately removed from the general education classroom due to misclassifications by the Special Education policies and practices of schools and districts. By Grade 8, relatively few are proficient in reading and, finally, as a consequence of these deficiencies in educational practice, less than half graduate with their cohort.

The great variation in these factors among districts and states indicates that the driver is not individual students, but the adults responsible for the policies and practices of the educational systems in which they study. In our democracy, a child's access to the resources necessary to have a fair and substantive opportunity to learn should not depend on the zip code in which he resides. America cannot be globally competitive in the 21st century and achieve the President's goal of being a global leader in post-secondary education attainment when we are able to identify by race, ethnicity, gender, and zip code who is more likely to have an opportunity to learn.

Yes We Can seeks to provide the platform for federal, state, and local governments, parents, faith partners, community organizers, and advocates to institutionalize the comprehensive plans and policies necessary to provide all students an opportunity to learn. Building one America, educationally strong, is our best shot at giving the U.S. and its youth an opportunity for success in the 21st century.

⁷ Black females are the least likely in five states; American Indian/Alaskan Native female students in two states and American Indian/Alaskan Native male students in two states, with White males and Latino females being at the bottom in one state, respectively.

Methodology

State and district enrollment statistics are from the U.S. Department of Education's National Center for Education Statistics (NCES) Common Core of Data (CCD) (www.ed.gov/nces/ccd).

Graduation rates are provided as a nationally comparable measure of the effectiveness of schools. Americans are accustomed to thinking of students graduating on time as those entering with a ninth grade cohort and graduating four years later with that cohort. Thus, this report calculates graduation rates as the number of students receiving diplomas acceptable for further education divided by the number of students beginning high school four years earlier.

Data Source

NCES does not publish diploma information with the current year (e.g., grade level enrollment information is currently available for 2007-2008, but diploma recipient information is only available through 2006-2007). This report primarily uses published state or district (or school) data for the number of graduates for districts and states. Therefore the number of graduates is obtained from state sources or estimated. Some states provide graduation data that is timely and in great detail. Maryland, for example, posts on the website www.mdreportcard.org numbers of graduates by district for gender within race/ethnicity, by year, for the current decade. Other states do not provide similar comprehensive and publicly available information. Where this is not available, state and/or district officials have been contacted, sometimes repeatedly. When this procedure has not provided the number of diplomas for the state or district, historical records and grade-to-grade attrition data serve as the basis for the graduation estimates.

Some districts and states have grade nine "gateway" examinations, which, for some populations, increases grade nine enrollments with "repeaters." Various modifications of grade nine enrollment numbers to be used in graduation calculations have been devised.⁸ As such devices are not used everywhere and as the underlying situation is not universal either geographically or in terms of student socio-economic status, NCES CCD grade nine enrollment is used as the most uniform data source for grade nine enrollment.

Types of Diplomas

This report counts only those diplomas usually accepted by the states own post-secondary institutions with the least remedial requirements and does not count GEDs. Some states (again, Maryland is an

⁸ It is notable that the parallel inflation of grade 12 enrollments and diplomas with students taking more than four years to complete high school has not led to similar adjustments.

example) offer only two types of diplomas: Regular and Special Education. Others, such as New York and Florida, offer a wide variety of documents, which may include Advanced, Regular, Local, and Special diplomas for students with disabilities. For example, this report does not count Local diplomas for New York state—a diploma the state plans to phase out in the next two years—because the City University of New York and other post-secondary institutions identify the Regents diploma, over the Local diploma, as requiring significantly less remedial coursework.

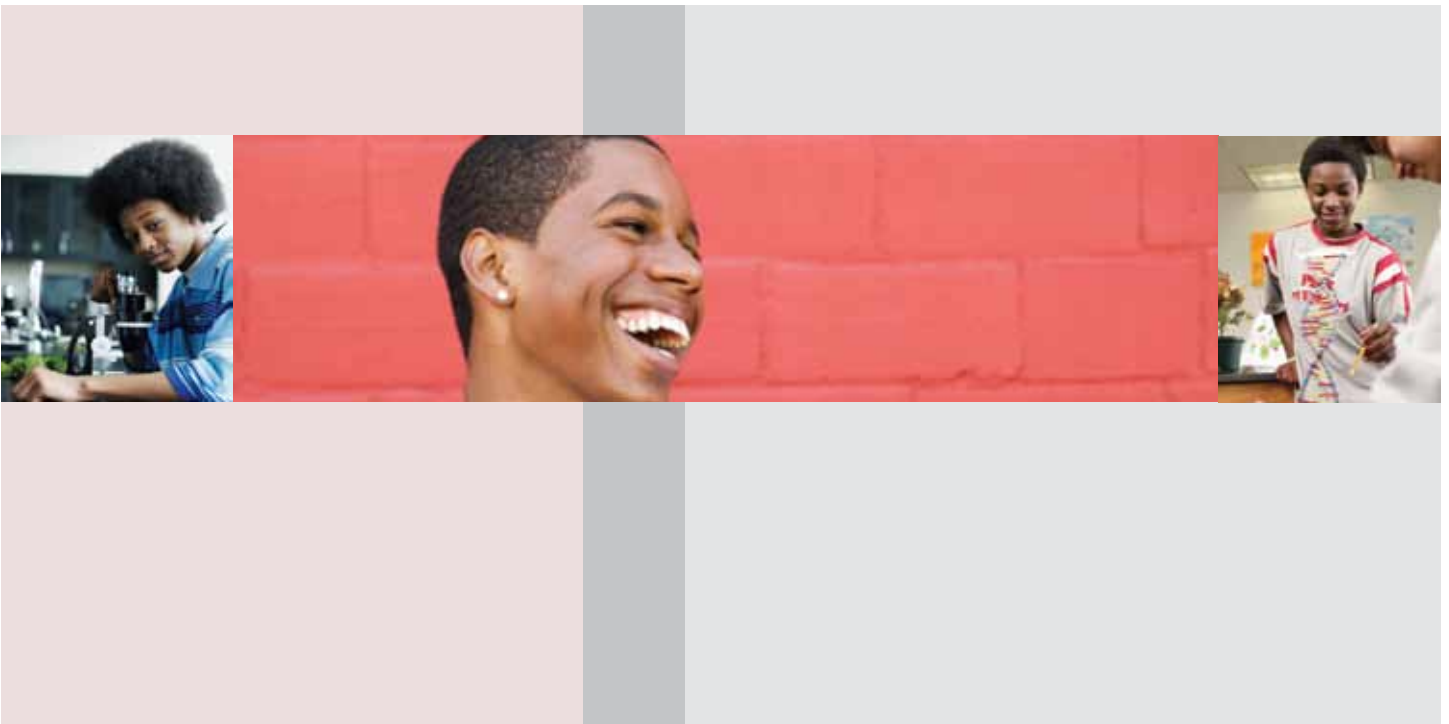
Researchers occasionally use U.S. Bureau of the Census educational achievement data, which is self-reported and includes GEDs. This is not satisfactory. Achievement of a GED is not considered to be the equivalent of a college preparatory high school diploma and it does not necessarily occur within a high school context.

The data concerning the National Assessment of Educational Progress (NAEP) is from the most recent NAEP reports (see: www.ed.gov/nces/naep). The data concerning Special Education, discipline, gifted/talented, and Advanced Placement assignments is from the U. S. Department of Education's Office for Civil Rights Data Collection (www.ed.gov/ocr).

For the full report
and more information on *YOUR* state's performance,
log on to:

www.blackboysreport.org

This online database is designed to allow policymakers, school officials, community-based organizations, philanthropic partners, and individuals to access achievement measurements and other reports for specific state and major urban centers. In addition to graduation rates, the online report provides, where available, National Assessment of Educational Progress, Special Education, school discipline, and Advanced Placement data. Through this mode of distribution, The Schott Foundation seeks to provide more communities with access to the critical data needed to lead reform efforts to change the educational experiences and trajectory for Black males.



Credit for b/w photo on inside front cover: "Altercation," by Christian, 11th grade.
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