The Schott Foundation for Public Education

Public Education *and* Black Male Students

A State Report Card

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Schott respects Susan for her insight, vision and commitment to ensure a quality education for all of Ohio's students. Susan and her staff voluntarily met to discuss and recommend a powerful source of information to support and encourage meaningful state and local community dialogues about students most vulnerable to school failure. Schott thanks Susan and her staff for specific recommendations to develop a state report card on the status of Black male students and, at the same time, to recognize those states and districts that demonstrate the highest levels of success with this student group.

Michael is the research consultant who compiled the 2001 Schott research on school achievement based on gender and race, which significantly influenced Schott's initiative, "A Positive Future for Black Boys." Michael compiled, analyzed and authored Public Education and Black Male Students: A State Report Card. Schott thanks Michael for his professional skill, research integrity and genuine concern for other people's children…especially those most vulnerable to school failure.

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Foreword

by Rosa A. Smith, Ph.D.

These are all our children and we will benefit by or pay for what they become.
James Baldwin

In 2001 The Schott Foundation for Public Education commissioned research on the education gender gap to update data on the progress of girls. In the process, we found that k-12 female students were making significant progress and that males were performing less well. The facts that startled us the most – and defined new Schott work – were the alarming data on Black male students showing bleak under-achievement on every school related factor. We saw a situation that screamed out for attention.

Subsequently, Schott has partnered with others to ponder both the current status of Black male students and strategies to create a positive future for this student group.

Therefore, I am pleased to provide you a report card on America's public education results for Black male students. There are many vulnerable students and some readers may wonder: why focus on only Black male students? We isolated Black male students for study because as a group, the cumulative consequences of school failure are most severe for this group of students. It is also our belief that all vulnerable students will benefit when the school experience and environment has been optimized for Black male students.

I encourage you to not only read this report about your district and state, but also to understand that this enormity of school failure has created a rip tide of negative results for Black male students and society as a whole. This report is both an invitation to learn and a call for action.

While this report highlights the end results of the school experience, it also directs attention to contributing disparity factors, such as special education designations, in- and out-of-school suspensions, expulsions, and National Assessment of Education Progress (NAEP) results, where available. Other factors, such as in-school arrests, juvenile incarceration and college prep course participation must be examined thoroughly on a school-by-school and district-by-district basis as we begin to improve public education for our most vulnerable students.

Indicators demonstrating serious attention to the status of Black male students should include the following benchmarks:

- A recognition and articulation by the Secretary of Education and Department of Education that the education of Black male youth is at a crisis state and a revision of NCLB to more directly address improved achievement and graduation of Black boys
- Governors, legislators direct state panels and community dialogues to recommend state policy and practice strategies to address the status of Black male students and require the State Superintendent to implement a state-wide action plan
- State Education Commissioners require local district to implement a plan to specifically address the most challenged group of district students as the litmus test for No Child Left Behind
- Parents and communities require school districts to be transparent with school performance information and financial allocations including teacher assignments
- Increased graduation rates of all students and a decreasing gap between Black boys and other students groups become routine reports.

Another examination must consider the school achievement gap between Black male and Black female students: the highest gender gap among all groups of students. Black siblings who come to school from the same home, parents, communities and economic conditions have significantly different school and achievement outcomes. So, what is it about our education environments, policies and systems that produce this dramatic Black student gender gap? The causes and cures are complex and multifaceted. The school, however, must account for its contribution to this tragedy.

My own response to this report is to ask: How can any governor, state commissioner of education, legislator, superintendent, board of education, educator, parent, community leader and an informed public have this information and fail to act on it? To know this information and then not respond is to willingly and knowingly allow, on average, 60% of our country's Black male students to fail. Thus, their ongoing failure is a choice, not an automatic destiny.

The problematic educational status of nearly 60 percent of Black male students is fixable. It is a choice! We, at Schott, ask you choose to act on behalf of these students and join us and others in working to ensure that Black boys are neither left behind nor pushed out of their graduation classes.

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3 Summary

The Schott Education Inequity Index (SEII) highlights disparities in the quality of education provided to African-Americans by examining state 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 that population and that of 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.

In 2001/2002 59% of African-American males did not receive diplomas with their cohort. Two states—South Dakota and Maine—graduated less than 30% of their small number of Black male students on schedule. Thirteen others—Wisconsin, South Carolina, New York, Nebraska, Montana, Ohio, Illinois, Michigan, Indiana, Georgia, Florida, North Carolina and Hawaii—graduated only between 30% and 40% with their peer group.

Much of the problem is concentrated in a few large cities. New York City and Chicago, for example, enrolling nearly 10% of the nation's Black male students between them, fail to graduate 70% of those with their peers. Districts in which Black students are concentrated do worse on the National Assessment of Educational Progress, suspend and expel more Black boys than White boys, 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 districts with large African-American enrollments can educate children, but do not educate most African-American boys.

4 The 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. This straight-forward measure is similar to those recently advanced by the Harvard Civil Rights Project, the Urban Institute, the Manhattan Institute and the Education Trust. Enrollment and diploma statistics are from the National Center for Education Statistics, unless otherwise noted.

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 are shown in purple.

Table One

State*	SEII	2001/2002 Graduation Rates Black Male	White Male	White/Black Gap
South Dakota	1.31	25%	80%	55%
Maine	1.22	24%	70%	46%
Wisconsin	1.20	31%	82%	51%
South Carolina *	1.18	39%	57%	18%
New York	1.08	31%	71%	39% †
Nebraska	1.07	37%	81%	44%
Montana	1.02	39%	80%	41%
Ohio	1.02	36%	73%	37%
Illinois	0.99	39%	77%	38%
Michigan	0.93	39%	72%	32%
Indiana	0.92	39%	70%	31%
Iowa	0.90	46%	83%	37%
USA	0.87	41%	70%	28%
Minnesota	0.87	47%	82%	34%
Georgia	0.86	33%	53%	20%
Connecticut	0.86	45%	76%	31%
Pennsylvania *	0.83	48%	80%	31%
Missouri	0.82	46%	75%	28%
North Carolina	0.82	40%	62%	22%
Kansas	0.81	47%	76%	29%
Delaware	0.80	43%	66%	23%
Florida	0.80	36%	52%	16%
Hawaii	0.76	40%	55%	16%
Louisiana	0.75	44%	62%	19%
Texas	0.73	48%	69%	21%
Alabama	0.72	44%	60%	16%
Colorado	0.71	50%	70%	21%
Tennessee **	0.71	46%	63%	17%
California	0.70	52%	73%	22%
Kentucky	0.69	48%	64%	17%
Alaska	0.69	47%	63%	16%
Mississippi	0.68	46%	59%	14%
Maryland	0.66	54%	74%	20%
Washington	0.64	49%	63%	13%
Nevada	0.62	52%	67%	15%
Virginia	0.62	55%	73%	17%
Oklahoma	0.58	58%	74%	16%
Oregon	0.58	54%	67%	12%

State	SEII	2001/2002 Graduation Rates Black Male	White Male	White/Black Gap
Rhode Island	0.53	59%	70%	11%
Massachusetts	0.52	60%	73%	13%
New Jersey #	0.51	73%	97%	24%
Arkansas	0.49	62%	73%	11%
West Virginia	0.47	63%	72%	10%
New Mexico	0.46	61%	69%	7%
North Dakota	0.35	77%	90%	13%
Utah	0.11	87%	85%	-2%
Wyoming	0.00	86%	71%	-15%
Arizona	n.d.	n.d.	n.d.	n.d.
Idaho	n.d.	n.d.	n.d.	n.d.
New Hamp.	n.d.	n.d.	n.d.	n.d.
Vermont	n.d.	n.d.	n.d.	n.d.

† Figures rounded to the nearest whole percentage
* Estimated. State did not submit data to the National Center for Education Statistics.
** Data not available from NCES. Estimates for 1999/2000 from Greene, Jay P. "Public School Graduation Rates in the United States," Manhattan Institute, November, 2002.
# State Data. State did not submit data to the National Center for Education Statistics.

The graduation rate for African-American males for the nation as a whole in 2001/2002 was 41%, that is, most African-American male students did not graduate with their cohort. The graduation rate for non-Hispanic White students was 70%–fewer than a third of these students dropped out or had delayed graduations. In other words, the drop-out rate for Black males was twice that for White males.

Thirteen states in 2001/2002 graduated African-American males at a rate less than the national average. None of these states had graduation rates for White males lower than the national average. Their school systems were functioning more or less well for their White students and were terribly failing their Black students. None of these were Southern states. Some have small African-American populations, but other states with small African-American enrollments—such as North Dakota, Utah and Wyoming—have graduation rates for Black males above the national average for White males.

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

Table Two

State*	Black Males	2001/2002 Graduation Rates SCEII	Black Male	White Male	White/Black Gap
Florida	316,629	0.80	36%	52%	16%
Texas	305,527	0.73	48%	69%	21%
New York	289,595	1.08	31%	71%	39%
Georgia	283,193	0.86	33%	53%	20%
California	260,924	0.70	52%	73%	22%
Illinois	224,898	0.99	39%	77%	38%
North Carolina	208,730	0.82	40%	62%	22%
Louisiana	176,543	0.75	44%	62%	19%
Michigan	174,201	0.93	39%	72%	32%
Maryland	162,836	0.66	54%	74%	20%
Virginia	159,395	0.62	55%	73%	17%
Ohio	154,384	1.02	36%	73%	37%
S. Carolina *	141,365	1.18	39%	57%	18%
Pennsylvania *	139,628	0.83	48%	80%	31%
Alabama	134,669	0.72	44%	60%	16%
Mississippi	126,820	0.68	46%	59%	14%
New Jersey #	121,660	0.51	73%	97%	24%
Tennessee **	120,961	0.71	46%	63%	17%
Missouri	83,197	0.82	46%	75%	28%
Indiana	60,145	0.92	39%	70%	31%
Arkansas	52,911	0.49	62%	73%	11%
Wisconsin	45,720	1.20	31%	82%	51%
Massachusetts	42,703	0.52	60%	73%	13%
Connecticut	40,923	0.86	45%	76%	31%
Oklahoma	34,337	0.58	58%	74%	16%
Kentucky	32,701	0.69	48%	64%	17%
Minnesota	30,707	0.87	47%	82%	34%
Washington	28,337	0.64	49%	63%	13%
Arizona #	22,379	n.d.	n.d.	n.d.	n.d.
Colorado	21,389	0.71	50%	70%	21%
Kansas	21,324	0.81	47%	76%	29%
Nevada	18,958	0.62	52%	67%	15%
Delaware	18,314	0.80	43%	66%	23%
Iowa	10,197	0.90	46%	83%	37%

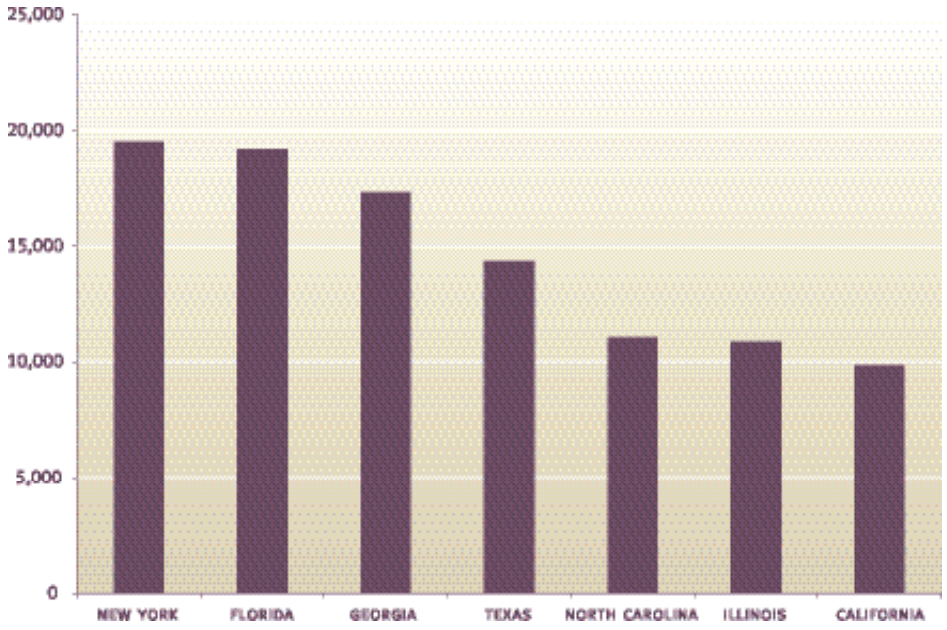
State	Black Males	2001/2002 Graduation Rates SCEII	Black Male	White Male	White/Black Gap
Nebraska	9,947	1.07	37%	81%	44%
Oregon *	8,030	0.58	54%	67%	12%
Rhode Island	6,522	0.53	59%	70%	11%
West Virginia	6,402	0.47	63%	72%	10%
New Mexico	3,949	0.46	61%	69%	7%
Utah	2,535	0.11	87%	85%	-2%
Hawaii	2,331	0.76	40%	55%	16%
Maine	1,515	1.22	24%	70%	46%
New Hamp. *	1,200	n.d.	n.d.	n.d.	n.d.
South Dakota	869	1.31	25%	80%	55%
Wyoming	611	0.00	86%	71%	-15%
North Dakota	604	0.35	77%	90%	13%
Montana	501	1.02	39%	80%	41%
Vermont	n.d.	n.d.	n.d.	n.d.	n.d.

* Estimated. State did not submit data to the National Center for Education Statistics.
** Data not available from NCES. Estimates for 1999/2000 from Greene, Jay P. "Public School Graduation Rates in the United States," Manhattan Institute, November, 2002.
# State Data. State did not submit data to the National Center for Education Statistics.

Three states—Florida, Texas and New York—account for a quarter of the public school enrollment of Black males. Three of the four states with the largest enrollments of Black males—Florida, New York and Georgia—graduate, on average, only about a third of those students with their cohort.

Chart One shows the number of Black males who did not graduate with their peers in 2001/2002 for the seven states that failed the largest numbers of these students. These seven states account for 50% of the male African-American students who did not graduate with their peers in 2001/2002.

Chart 1



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Schott Educational Inequity Index

Districts with Black Male Enrollments of 10,000 or More

2001/2002 Graduation Rates for African-American and White Males

The following table ranks districts with Black male enrollments of 10,000 or more by African-American male graduation rates (lowest to highest):

Table Three

		2001/2002 Graduation Rates		
District *	Black Male Enrollment	Black Male	White Male	White/Black Gap
Cincinnati, OH	15,340	19%	32%	13%
Cleveland, OH	25,973	19%	24%	6%
Chatham County, GA	11,436	21%	40%	19%
Rochester, NY **	11,590	24%	42%	18%
Milwaukee, WI	29,893	24%	46%	22%
Pinellas County, FL	11,165	24%	48%	24%
New York City, NY **	181,416	26%	56%	30%
Buffalo, NY **	13,066	27%	43%	16%
St. Louis, MO	18,105	28%	43%	15%
Duval County, FL	27,902	29%	44%	14%
Chicago, IL	112,040	30%	53%	23%
Clayton County, GA	16,836	30%	40%	10%
Richmond County, GA	12,253	30%	36%	6%
Oakland, CA	11,912	31%	83%	52%
Hillsborough Cnty, FL	20,721	32%	54%	22%
Indianapolis, IN	12,403	33%	23%	-9%
Orange County, FL	23,066	33%	51%	17%
Palm Beach County, FL	24,391	33%	52%	19%
Caddo Parish, LA	14,090	34%	64%	30%
Charlotte-Mecklenburg	23,487	34%	67%	33%
Dallas, TX	27,947	35%	41%	6%
Detroit, MI	76,734	35%	26%	-9%
Houston, TX	33,203	35%	58%	23%

Table Three (Cont.)

District *	Black Male Enrollment	2001/2002 Graduation Rates Black Males	White Male	White/Black Gap
Jackson, MS	14,901	35%	33%	-2%
Minneapolis, MN	10,885	35%	76%	41%
Baltimore City, MD	43,338	36%	35%	-1%
Dade County, FL	57,666	37%	60%	22%
Norfolk, VA	12,525	38%	51%	13%
Columbus, OH	20,023	39%	47%	8%
Dekalb County, GA	38,437	39%	71%	32%
Guilford County, NC	14,086	39%	68%	28%
Jefferson County, KY	15,577	39%	58%	19%
Kansas City, MO	14,344	39%	29%	-10%
Montgomery Cnty, AL	14,773	39%	52%	13%
Wake County, NC	14,617	40%	70%	29%
Broward County, FL	48,582	41%	54%	14%
Orleans Parish, LA	34,154	41%	75%	34%
Fort Worth, TX	12,164	42%	53%	11%
Jefferson Parish, LA	12,699	43%	51%	7%
Birmingham, AL	18,114	45%	30%	-15%
East Baton Rouge, LA	18,676	45%	63%	17%
Los Angeles CA	45,549	45%	65%	20%
Fulton County, GA	13,809	45%	83%	38%
Newark, NJ	12,846	46%	64%	18%
San Diego, CA	11,238	46%	69%	23%
Cobb County, GA	12,541	47%	68%	21%
Richmond, VA	12,085	48%	40%	-8%
Washington, DC	29,003	48%	100%	52%
Cumberland Cnty, NC	12,663	49%	56%	7%
Clark County, NV	17,598	53%	65%	12%
Virginia Beach, VA	10,916	53%	68%	15%
Gwinnett County, GA	10,658	54%	67%	12%
Mobile County, AL	16,257	54%	55%	1%
Montgomery Cnty, MD	12,491	58%	77%	19%
Boston, MA	15,249	60%	73%	13%
Baltimore County, MD	18,410	61%	78%	17%
Atlanta City, GA	25,254	64%	2%	-62%
Prince Georges, MD	53,354	69%	69%	0%

Some of the districts with the lowest graduation rates for African-American males have low graduation rates for White males as well. Cincinnati and Cleveland; Chatham County, GA; Rochester, NY; Pinellas County, FL; Milwaukee; St. Louis; Duval County, FL; New York City; Chicago; Clayton County and Richmond County, GA have relatively low graduation rates for all their male students—and particularly low graduation rates for the African-American male students.

On the other hand, districts like Washington, D.C., Oakland, Fulton and Dekalb counties in Georgia, Minneapolis, Wake County in North Carolina and Orleans Parish (New Orleans), are able to graduate their White male students at rates above the national average, but are much less successful with their male African American students.

Prince Georges County, Maryland, has the nation's highest graduation rate for African-American males among districts with 10,000 or more enrolled: 69%, which is virtually identical to the national average for White male students.

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

* Districts not listed are in states that have not submitted data to the National Center for Education Statistics.
** Estimated

Table Four

District	Black Male Enrollment	2001/2002 Graduation		
		Black Male	White Male	White/Black Gap
Oakland, CA	11,912	31%	83%	52%
Washington, DC	29,003	48%	100%	52%
Minneapolis, MN	10,885	35%	76%	41%
Fulton County, GA	13,809	45%	83%	38%
Orleans Parish, LA	34,154	41%	75%	34%
Charlotte-Mecklenburg	23,487	34%	67%	33%
Dekalb County, GA	38,437	39%	71%	32%
Caddo Parish, LA	14,090	34%	64%	30%
New York City, NY **	181,416	26%	56%	30%
Wake County, NC	14,617	40%	70%	29%
Guilford County, NC	14,086	39%	68%	28%
Pinellas County, FL	11,165	24%	48%	24%
Chicago, IL	112,040	30%	53%	23%
Houston, TX	33,203	35%	58%	23%
San Diego, CA	11,238	46%	69%	23%
Milwaukee, WI	29,893	24%	46%	22%
Hillsborough County, FL	20,721	32%	54%	22%
Dade County, FL	57,666	37%	60%	22%
Cobb County, GA	12,541	47%	68%	21%

District	Black Male Enrollment	2001/2002 Graduation		
		Black Male	White Male	White/Black Gap
Chatham County, GA	11,436	21%	40%	19%
Palm Beach County, FL	24,391	33%	52%	19%
Los Angeles CA	45,549	45%	65%	20%
Jefferson County, KY	15,577	39%	58%	19%
Montgomery Cnty, MD	12,491	58%	77%	19%
Newark, NJ	12,846	46%	64%	18%
Rochester, NY **	11,590	24%	42%	18%
Orange County, FL	23,066	33%	51%	17%
E. Baton Rouge, LA	18,676	45%	63%	17%
Baltimore County, MD	18,410	61%	78%	17%
Buffalo, NY **	13,066	27%	43%	16%
St. Louis, MO	18,105	28%	43%	15%
Virginia Beach, VA	10,916	53%	68%	15%
Duval County, FL	27,902	29%	44%	14%
Broward County, FL	48,582	41%	54%	14%
Cincinnati, OH	15,340	19%	32%	13%
Norfolk, VA	12,525	38%	51%	13%
Montgomery Cnty, AL	14,773	39%	52%	13%
Boston, MA	15,249	60%	73%	13%
Clark County, NV	17,598	53%	65%	12%
Gwinnett County, GA	10,658	54%	67%	12%
Fort Worth, TX	12,164	42%	53%	11%
Clayton County, GA	16,836	30%	40%	10%
Columbus, OH	20,023	39%	47%	8%
Jefferson Parish, LA	12,699	43%	51%	7%
Cumberland County, NC	12,663	49%	56%	7%
Cleveland, OH	25,973	19%	24%	6%
Richmond County, GA	12,253	30%	36%	6%
Dallas, TX	27,947	35%	41%	6%
Mobile County, AL	16,257	54%	55%	1%
Prince Georges Cty, MD	53,354	69%	69%	0%
Baltimore City, MD	43,338	36%	35%	-1%
Jackson, MS	14,901	35%	33%	-2%
Buffalo, NY	13,066	38%	35%	-3%
Richmond, VA	12,085	48%	40%	-8%
Indianapolis, IN	12,403	33%	23%	-9%
Detroit, MI	76,734	35%	26%	-9%
Kansas City, MO	14,344	39%	29%	-10%
Birmingham, AL	18,114	45%	30%	-15%
Atlanta City, GA	25,254	64%	2%	-62%

Most districts with the largest gaps have graduation rates for White males close to or above the national average, while those with the smallest gaps—or higher graduation rates for African-American males than for White males—have graduation rates for White males below the national average. Most of the districts with the greatest gaps are in the South and all of these have graduation rates for White males near or above the national average.

Only Baltimore and Montgomery counties, Maryland, and Boston, among districts with below average gaps between African-American and White male graduation rates have White male graduation rates at or above the national average.

A group of districts with achievement gaps just below the national average enroll very large numbers of African-American students. These include northern urban districts such as New York, Chicago, and Milwaukee, and Sunbelt districts such as Los Angeles, San Diego, Houston and half a dozen Florida districts.

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

District	Black Male Enrollment	2001/2002 Graduation		
		Black Male	White Male	White/Black Gap
New York City, NY **	181,416	26%	56%	30%
Chicago, IL	112,040	30%	53%	23%
Detroit, MI	76,734	35%	26%	-9%
Dade County, FL	57,666	37%	60%	22%
Prince Georges County, MD	53,354	69%	69%	0%
Broward County, FL	48,582	41%	54%	14%
Los Angeles CA	45,549	45%	65%	20%
Baltimore City, MD	43,338	36%	35%	-1%
Dekalb County, GA	38,437	39%	71%	32%
Orleans Parish, LA	34,154	41%	75%	34%
Houston, TX	33,203	35%	58%	23%

District	Black Male Enrollment	2001/2002 Graduation		
		Black Male	White Male	White/Black Gap
Milwaukee, WI	29,893	24%	46%	22%
Washington, DC	29,003	48%	100%	52%
Dallas, TX	27,947	35%	41%	6%
Duval County, FL	27,902	29%	44%	14%
Cleveland, OH	25,973	19%	24%	6%
Atlanta City, GA	25,254	64%	2%	-62%
Palm Beach County, FL	24,391	33%	52%	19%
Charlotte-Mecklenburg, NC	23,487	34%	67%	33%
Orange County, FL	23,066	33%	51%	17%
Hillsborough County, FL	20,721	32%	54%	22%
Columbus, OH	20,023	39%	47%	8%
East Baton Rouge Parish, LA	18,676	45%	63%	17%
Baltimore County, MD	18,410	61%	78%	17%
Birmingham, AL	18,114	45%	30%	-15%
St. Louis, MO	18,105	28%	43%	15%
Clark County, NV	17,598	53%	65%	12%
Clayton County, GA	16,836	30%	40%	10%
Mobile County, AL	16,257	54%	55%	1%
Jefferson County, KY	15,577	39%	58%	19%
Cincinnati, OH	15,340	19%	32%	13%
Boston, MA	15,249	60%	73%	13%
Jackson, MS	14,901	35%	33%	-2%
Montgomery County, AL	14,773	39%	52%	13%
Wake County, NC	14,617	40%	70%	29%
Kansas City, MO	14,344	39%	29%	-10%

* On June 26, 2003 the American Association of Medical Colleges adopted the following definition of underrepresented minority: "Underrepresented in medicine means those racial and ethnic populations that are underrepresented in the medical profession relative to their numbers in the general population." This definition replaced the older term "underrepresented minorities" in order to provide more flexibility at the local level to identify and address their local and regional communities of concern. This report uses the older definition for purposes of data consistency.

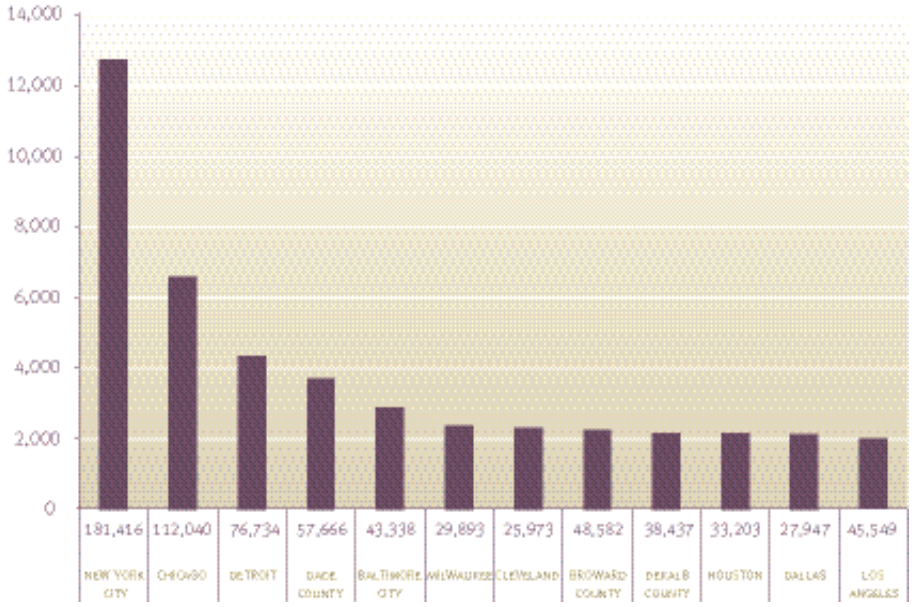
District	Black Male Enrollment	2001/2002 Graduation		
		Black Male	White Male	White/Black Gap
Caddo Parish, LA	14,090	34%	64%	30%
Guilford County, NC	14,086	39%	68%	28%
Fulton County, GA	13,809	45%	83%	38%
Buffalo, NY **	13,066	27%	43%	16%
Newark, NJ	12,846	46%	64%	18%
Jefferson Parish, LA	12,699	43%	51%	7%
Cumberland County, NC	12,663	49%	56%	7%
Cobb County, GA	12,541	47%	68%	21%
Norfolk, VA	12,525	38%	51%	13%
Montgomery County, MD	12,491	58%	77%	19%
Indianapolis, IN	12,403	33%	23%	-9%
Richmond County, GA	12,253	30%	36%	6%
Fort Worth, TX	12,164	42%	53%	11%
Richmond, VA	12,085	48%	40%	-8%
Oakland, CA	11,912	31%	83%	52%
Rochester, NY **	11,590	24%	42%	18%
Chatham County, GA	11,436	21%	40%	19%
San Diego, CA	11,238	46%	69%	23%
Pinellas County, FL	11,165	24%	48%	24%
Virginia Beach, VA	10,916	53%	68%	15%
Minneapolis, MN	10,885	35%	76%	41%
Gwinnett County, GA	10,658	54%	67%	12%

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 dramatically worse than the African-Americans in the district.)

As previously noted, Prince Georges County, with the fifth highest enrollment of African-American students, has no achievement gap and the highest graduation rates among these districts for both White and African-American male students.

Chart Two shows the number of Black males who did not graduate with their peers in 2001/2002 for the districts that failed the largest numbers of these students.

Chart 2



Of this group, Cleveland, Milwaukee, Dallas and New York City were the least successful. New York, with approximately half again as many African-American male students as Chicago, fails to graduate on time nearly twice as many. If the New York Public Schools were as "successful" graduating Black boys as the Los Angeles Unified School District, each year approximately 4,000 more African-American males in New York would receive their diplomas with their peers.

6 Schott Educational Inequity Index
Individual State Reports

This section includes graduation rates for African-American and White males for selected states and for certain cities within those states. Where available, National Assessment of Educational Progress (NAEP 2000) data is given at the state level and Discipline (Suspensions and Expulsions) and Special Education assignments at the district level (from the U.S. Department of Education Office of Civil Rights, 2000 Elementary and Secondary School Survey).

ALABAMA

Inequities in Graduation Rates:

Three Alabama school districts enroll more than 10,000 African-American male students: Birmingham, Mobile County and Montgomery County. Graduation rates for African-American males in these districts vary from a low of 39% in Montgomery County to a high of 54% in Mobile County. Only Montgomery County exhibits a pattern similar to that of the nation at large, with a White male graduation rate 13% higher than that for their Black peers. In Birmingham there are an extraordinarily low number of White males in the district—440; 24 in grade 12. But there are significant numbers of White male students in Mobile County, where the graduation rates of males of the two races are nearly identical, meeting at a mid-way point between their respective national averages.

		2002 Graduation Rates		
State/District	Black Males	Black Male	White Male	White/Black Gap
ALABAMA	134,669	44%	60%	16%
Birmingham	18,114	45%	30%	-15%
Mobile County	16,257	54%	55%	1%
Montgomery County	14,773	39%	52%	13%

Inequities in Educational Quality:

Turning to a consideration of the most recent available scores from the National Assessment of Educational Progress (year 2000), both Black and White males in fourth grade in Alabama scored lower in Reading than the national averages for their group and the difference between White and Black achievement was greater in Alabama than the national average.

Grade Four Reading	White	Black	Difference
Alabama	215	181	34
USA	224	193	31
Difference	9	12	3

Scores for eighth grade reading showed a similar picture:

Grade Eight Reading	White	Black	Difference
Alabama	259	227	32
USA	266	239	27
Difference	7	12	5

The situation is similar for Mathematics scores, except that Black male scores in Alabama are nearly identical with national African-American scores on the NAEP Mathematics test for both fourth and eighth grades and the racial differences are smaller than the national average.

Grade Four Mathematics	White	Black	Difference
Alabama	227	199	28
USA	236	202	34
Difference	9	3	6

Grade Eight Mathematics	White	Black	Difference
Alabama	274	241	33
USA	284	242	42
Difference	10	1	9

CALIFORNIA

Inequities in Graduation Rates:
The achievement gap between graduation rates of Black and White non-Hispanic males in California is approximately two-thirds of the national figure, a narrowing which is accounted for in the state as a whole by a graduation rate for African-American males 12 points—or 30%—higher than the national average. Most of California's African-American students do not attend schools in districts with large African-American enrollments and, increasingly, African-Americans form the third—and in some cases the fourth—largest group in California schools.

		2001/2002 Graduation Rates		
State/District	Black Males	Black Male	White Male	White/Black Gap
CALIFORNIA	260,924	52%	73%	22%
Los Angeles CA	45,549	45%	65%	20%
Oakland, CA	11,912	31%	83%	52%
San Diego, CA	11,238	46%	69%	23%

Los Angeles, which has the seventh largest enrollment of African-American males in the nation, is slightly more successful than the nation's schools at large in graduating those students with their peers and slightly less successful in graduating White males. The combination of these factors results in a narrowing of the achievement gap between the groups. Oakland—a historically Black district—has poor graduation rates for African-American males and high graduation rates for White males—many of whom are in specialized high schools. San Diego's results for Black males are quite similar to those of Los Angeles. However, as the district has rather better outcomes for White males, the gap is somewhat larger.

Inequities in Discipline and Special Education:
Suspensions, expulsions and Special Education enrollments are important consideration in graduation rates and achievement for African-American males. In much of the country the proportion of male African-American students in Special Education classes, and those receiving suspensions or expulsions, is disproportionately high. In Los Angeles, non-Hispanic Black students accounted for 13% of public school enrollments in 2000-2001 and non-Hispanic White students accounted for 10%. Black students received 27% of the out of school suspensions, while White students received 8%. Black students received 21% of expulsions and White students 10% of expulsions. (Data from the U. S. Department of Education's Civil Rights Office.)

Black students accounted for 16% of "Total Mental Retardation" classifications, while White students accounted for 8%. The rate of such classifications for Black males was nearly double than would have been the case if enrollment ratios were applied. Classifications for "Emotional Disturbance" were five times higher than enrollment ratios for Black and three times higher for White males. Black Males were disproportionately represented among those students said to have "Specific learning disabilities."

Los Angeles Students	Number of Students			
Sex	Female		Male	
Race (Non-Hispanic)	Black	White	Black	White
Enrollment	45,745	3,865	45,720	36,955
Out of School Suspensions	4,415	785	8,770	2,895
Total Expulsions	30	5	85	45
Total Mental Retardation	305	175	500	235
Emotional Disturbance	120	50	450	220
Specific Learning Disability	3,260	1,390	5735	2,650

Los Angeles Students	Percentage of Students			
Sex	Female		Male	
Race (Non-Hispanic)	Black	White	Black	White
Enrollment	6.36	4.71	6.35	5.13
Out of School Suspensions	9.14	1.63	18.16	5.99
Total Expulsions	5.45	0.91	15.45	8.18
Total Mental Retardation	6.23	3.58	10.21	4.80
Emotional Disturbance	8.16	3.40	30.61	14.97
Specific Learning Disability	7.29	3.11	12.83	5.93

Taking these three categories together, they account for 5% of White Female enrollments, 8% of Black Female enrollments, 8% of White Male enrollments and 15% of Black Male enrollments in Los Angeles. In other words, the difference between Black and White male Special Education assignments in Los Angeles is equal to nearly half the achievement gap between these groups. It is quite possible that the disproportionate number of Out of School Suspensions and Special Education classifications contribute significantly to the gap between Black and White male graduation rates in Los Angeles.

Inequities in Educational Quality:

On the National Assessment of Educational Progress Reading assessment both Black and White boys in fourth grade in California scored lower than the national averages for their group and the difference between White and Black achievement was slightly greater in California than the national average:

Grade Four Reading	White	Black	Difference
California	220	188	32
USA	224	193	31
Difference	4	5	1

Scores for eighth grade reading showed a similar picture, although the difference between Black and White male achievement in California was less than the national average:

Grade Eight Reading	White	Black	Difference
California	260	237	23
USA	266	239	27
Difference	6	2	4

Scores for both Black and White males in California are lower in Grade Four Mathematics than the national average. The difference between the Black and White scores in California is slightly less than the national average.

Grade Four Mathematics	White	Black	Difference
California	226	194	32
USA	236	202	34
Difference	10	8	2

By Grade Eight, White boys in California have closed most of the gap with their peers in other states, while the gap between the scores of Black California boys and Black boys elsewhere in the country has widened, which is reflected in the greater gap within the California statistics.

Grade Eight Mathematics	White	Black	Difference
California	280	232	48
USA	284	242	42
Difference	4	10	6

FLORIDA

Inequities in Graduation Rates:

Florida has the most African-American students among the states. Florida's graduation rate for Black males is less than the national average—nearly two-thirds fail to graduate with their class—but the gap is smaller than the national average as the state's graduation rate for White males is also considerably lower than the national average: barely half graduate with their class.

The Duval County (Jacksonville) and Pinellas County (St. Petersburg) school districts fail to graduate most of their White male students with their cohort. Over 70% of the African-American male students in these districts are unable to graduate with their age group.

Broward (Palm Beach) and Dade counties—with approximately one-third of the state's African-American students between them—have the state's best success with both African-American and White students and comparatively narrow gaps—again because of what in national terms is a low on-time graduation rate for White males. Nonetheless, even in these district most African-American male students do not graduate with their cohort.

	2001/2002 Graduation Rates			
State/District	Black Males	Black Male	White Male	White/Black Gap
FLORIDA	316,629	36%	52%	16%
Broward County	48,582	41%	54%	14%
Dade County	57,666	37%	60%	22%
Duval County	27,902	29%	44%	14%
Hillsborough County	20,721	32%	54%	22%
Orange County	23,066	33%	51%	17%
Palm Beach County	24,391	33%	52%	19%
Pinellas County School District	11,165	24%	48%	24%

Inequities in Educational Quality:

On the National Assessment of Educational Progress Reading Assessment, both Black and White males in fourth grade in Florida scored slightly lower than the national averages for their group and the difference between White and Black achievement was the same in Florida as the national average:

Grade Four Reading	White	Black	Difference
Florida	222	191	31
USA	224	193	31
Difference	2	2	-

Grade Eight Reading	White	Black	Difference
Florida	262	241	21
USA	266	239	27
Difference	4	2	6

Scores for eighth grade reading showed White Floridian boys scoring slightly lower than the national average for White males in Grade Eight, while their Black peers scored slightly higher than Grade Eight Black males nationally. Thus the difference between Black and White achievement in Grade Eight Reading was smaller than the national average.

Inequities in Discipline and Special Education:

In Broward County, non-Hispanic Black students accounted for 36% of public school enrollments in 2000-2001 and non-Hispanic White students accounted for 41%. There is a pronounced imbalance between White male and White female enrollments. Black students received 84% of the out of school suspensions, while White students received 23%.

Black students accounted for 64% of "Total Mental Retardation" classifications in Broward County, while White students accounted for 22%. Classifications for "Emotional Disturbance" and Specific learning disabilities" were significantly higher than enrollment ratios for both Black and White males, especially the latter.

Taking these three categories together, they account for 3% of White Female enrollments, 3% of Black Female enrollments, 8% of White Male enrollments and 7% of Black Male enrollments. This district is unusual in classifying large numbers of White students with "Specific Learning Disability" and particularly high numbers of Black students—both male and female—with "Mental Retardation."

Broward Students	Number of Students			
Sex	Female		Male	
Race (Non-Hispanic)	Black	White	Black	White
Enrollment	43,630	48,945	44,725	53,090
Out of School Suspensions	2,530	735	5,345	2,105
Total Expulsions	0	0	0	0
Total Mental Retardation	715	255	995	350
Emotional Disturbance	175	210	410	730
Specific Learning Disability	515	1,050	1,860	2,980

Broward Students	Percentage of Students			
Sex	Female		Male	
Race (Non-Hispanic)	Black	White	Black	White
Enrollment	17.76	19.92	18.20	21.61
Out of School Suspensions	20.43	5.93	43.16	17.00
Total Expulsions	0.00	0.00	0.00	0.00
Total Mental Retardation	26.68	9.51	37.13	13.06
Emotional Disturbance	10.29	12.35	24.12	42.94
Specific Learning Disability	6.47	13.19	23.37	37.44

In Dade County, non-Hispanic Black students accounted for 31% of public school enrollments in 2000-2001, while non-Hispanic White students accounted for 11%. Black students received 54% of the out of school suspensions, while White students received 7%. Blacks students received 80% of expulsions.

Black students accounted for 51% of "Total Mental Retardation" classifications, while White students accounted for 6%. Classifications for "Emotional Disturbance" and Specific learning disabilities" were significantly higher than enrollment ratios for both Black and White males.

Taking these three categories together, they account for 5% of White Female enrollments, 6% of Black Female enrollments, 10% of White Male enrollments and 15% of Black Male enrollments.

Dade Students	Number of Students			
Sex	Female		Male	
Race (Non-Hispanic)	Black	White	Black	White
Enrollment	5,4710	19,895	56,260	21,230
Out of School Suspensions	5,295	485	11,265	1,570
Total Expulsions	0	0	0	5
Total Mental Retardation	940	125	1435	165
Emotional Disturbance	440	110	1890	475
Specific Learning Disability	2,065	665	4,885	1,530

Students	Percentage of Students			
Sex	Female		Male	
Race (Non-Hispanic)	Black	White	Black	White
Enrollment	15.22	5.54	15.66	5.91
Out of School Suspensions	17.19	1.57	36.56	5.10
Total Expulsions	0.00	0.00	0.00	33.33
Total Mental Retardation	20.26	2.69	30.93	3.56
Emotional Disturbance	8.98	2.24	38.57	9.69
Specific Learning Disability	9.48	3.05	22.42	7.02

In Hillsborough County (Tampa), non-Hispanic Black students accounted for 24% of public school enrollments in 2000-2001 and non-Hispanic White students accounted for 52%. Black students received 43% of the out of school suspensions, while White students received 38%.

Black students accounted for 50% of "Total Mental Retardation" classifications in the Tampa area, while White students accounted for 33%. Black students accounted for 42% of classifications for "Emotional Disturbance" and 21% of "Specific learning disabilities" while White students made up 47% and 58% of those so classified.

Taking these three categories together, they account for 6% of White Female enrollments, 8% of Black Female enrollments, 13% of White Male enrollments and 17% of Black Male enrollments.

Hillsborough Students	Number of Students			
Sex	Female		Male	
Race (Non-Hispanic)	Black	White	Black	White
Enrollment	18,630	40,800	19,300	43,140
Out of School Suspensions	1,915	1,425	4,115	3,965
Total Expulsions	15	10	45	60
Total Mental Retardation	635	460	905	570
Emotional Disturbance	300	255	930	1120
Specific Learning Disability	610	1,615	1,405	3,965

Hillsborough Students	Percentage of Students			
Sex	Female		Male	
Race (Non-Hispanic)	Black	White	Black	White
Enrollment	11.62	25.45	12.04	26.91
Out of School Suspensions	13.55	10.08	29.12	28.06
Total Expulsions	9.38	6.25	28.13	37.50
Total Mental Retardation	20.52	14.86	29.24	18.42
Emotional Disturbance	10.34	8.79	32.07	38.62
Specific Learning Disability	6.42	16.99	14.78	41.71

GEORGIA

Inequities in Graduation Rates:
Georgia, enrolling the fourth highest number of African-Americans among the states, graduates only one-third of the state's African-American male students with their cohort.

		2001/2002 Graduation Rates		
State/District	Black Males	Black Male	White Male	White/Black Gap
GEORGIA	283,193	33%	53%	20%
Atlanta City	25,254	64%	2%	-62%
Chatham County	11,436	21%	40%	19%
Clayton County	16,836	30%	40%	10%
Cobb County	12,541	47%	68%	21%
Dekalb County	38,437	39%	71%	32%
Fulton County	13,809	45%	83%	38%
Gwinnett County	10,658	54%	67%	12%
Richmond County	12,253	30%	36%	6%

Graduation rates for African-American males vary widely among the districts enrolling 10,000 or more of these students, from a low of 21% in Chatham County to a high of 64% in the Atlanta City school district (where the anomalous White male graduation rate is an artifact of the very low numbers of White male students in the district). In general, those districts with the highest graduation rates for White males in the state have the largest achievement gaps. An exception, Gwinnett County, neighboring Cobb County, has a similar graduation rates for White males and a notably better graduation rate for Black males, better, indeed, than the state average for White males.

Inequities in Educational Quality:
On the National Assessment of Educational Progress Reading assessment, White males in fourth grade in Georgia scored slightly lower than the national average for their group while Black boys scored slightly higher and the difference between White and Black achievement was therefore less in Georgia than the national average:

Grade Four Reading	White	Black	Difference
Georgia	223	195	28
USA	224	193	31
Difference	1	2	3

Scores for eighth grade reading showed a similar picture:

Grade Eight Reading	White	Black	Difference
Georgia	263	241	22
USA	266	239	27
Difference	3	2	5

Similarly, in Grade Four Mathematics, White boys in Georgia score lower than the national average for White male Fourth Graders, while Black boys score higher than their peers.

Grade Four Mathematics	White	Black	Difference
Georgia	233	204	29
USA	236	202	34
Difference	3	2	5

By Grade Eight, White boys in Georgia have fallen further behind their peers in other states, while the gap between the scores of Black Georgia boys and Black boys elsewhere in the country has disappeared.

Grade Eight Mathematics	White	Black	Difference
Georgia	278	242	36
USA	284	242	42
Difference	6	-	6

Inequities in Discipline and Special Education:

In Atlanta, non-Hispanic Black students accounted for 90% of public school enrollments in 2000-2001 and non-Hispanic White students accounted for 6.5%. Black students received 87% of the out of school suspensions and virtually all of the very small number of total expulsions.

Black students accounted for 97% of Atlanta's "Total Mental Retardation" classifications, while White students accounted for 2%. Classifications for "Emotional Disturbance" were for Black males approximately 50% over enrollment ratios and for White Males slightly over their enrollment ratio, while for Black and White Females approximately half enrollment ratios. Black Males were disproportionately represented among those students said to have "Specific learning disabilities."

Taking these three categories together, they account for 2% of White Female enrollments, 3% of Black Female enrollments, 4% of White Male enrollments and 7% of Black Male enrollments.

Atlanta Students	Number of Students			
Sex	Female		Male	
Race (Non-Hispanic)	Black	White	Black	White
Enrollment	26,125	1,830	26,370	1,955
Out of School Suspensions	2,385	40	4,945	100
Total Expulsions	20	0	50	0
Total Mental Retardation	425	10	680	10
Emotional Disturbance	100	0	545	15
Specific Learning Disability	245	25	705	45

Atlanta Students	Percentage of Students			
Sex	Female		Male	
Race (Non-Hispanic)	Black	White	Black	White
Enrollment	31.42	0.53	65.15	1.32
Out of School Suspensions	25.00	0.00	62.50	0.00
Total Expulsions	37.44	0.88	59.91	0.88
Total Mental Retardation	15.04	0.00	81.95	2.26
Emotional Disturbance	23.44	2.39	67.46	4.31
Specific Learning Disability	31.25	2.08	64.58	2.08

ILLINOIS

Inequities in Graduation Rates:

Illinois is among the states with the largest enrollments of African-American students in the public schools, nearly half of whom are in the Chicago school district—no other district in the state has as many as 10,000 African-American male students. Seventy percent of the African-American male students in the Chicago public schools failed to graduate with their cohort in 2002. The gap between the graduation rates of White and Black male students in Chicago is considerably less than in the state as a whole, reflecting the fact that graduation rates for African-American male students in Chicago are 24% below the state average for this group and the graduation rate for White males in Chicago is 31% below the state average for that group.

		2001/2002 Graduation Rates		
State/District	Black Males	Black Male	White Male	White/Black Gap
ILLINOIS	224,898	39%	77%	38%
Chicago	112,040	30%	53%	23%

Inequities in Educational Quality:

The most recent, year 2000, National Assessment of Educational Progress has reading data for Chicago, but not mathematics data nor either reading or mathematics data for the state of Illinois. Both Black and White boys in fourth grade in Chicago scored lower than the national average for their groups and the difference between White and Black achievement was slightly greater in Chicago than the national average:

Grade Four Reading	White	Black	Difference
Chicago	213	181	32
USA	224	193	31
Difference	11	2	3

Scores for eighth grade reading showed the groups lessening the gap with their peers.

Grade Eight Reading	White	Black	Difference
Chicago	261	238	23
USA	266	239	27
Difference	5	1	4

Inequities in Discipline and Special Education:

In Chicago, non-Hispanic Black students accounted for 52.5% of public school enrollments in 2000-2001 and non-Hispanic White students accounted for 10%. Black students received 27% of the relatively small number out of school suspensions and 25% of the very small number of total expulsions. White students received 9.5% of the suspensions and 7.5% of the expulsions. Both Black and White non-Hispanic students had fewer suspensions than would be expected if in this district suspension rulings occurred in proportion to enrollments.

Black students accounted for 72% of "Total Mental Retardation" classifications in Chicago, while White students accounted for slightly under 8%. The rate for Black males was more than 50% higher than would have been the case if enrollment ratios were applied. Classifications for "Emotional Disturbance" were for Black males slightly over and for White Males slightly under twice enrollment ratios, while for Black Females fewer than two-thirds and for White Females less than half enrollment ratios. Black Males were also disproportionately represented among those students said to have "Specific learning disabilities."

Taking these three categories together, they account for 7% of White Female enrollments, 8% of Black Female enrollments, 13% of White Male enrollments and 14% of Black Male enrollments.

Chicago Students	Number of Students			
Sex	Female		Male	
Race (Non-Hispanic)	Black	White	Black	White
Enrollment	113,380	20,755	113,230	22,215
Out of School Suspensions	525	170	1115	400
Total Expulsions	15	10	100	25
Total Mental Retardation	2,265	260	3,035	305
Emotional Disturbance	650	90	2590	445
Specific Learning Disability	5,645	1,200	10,390	2,090

Chicago Students	Percentage of Students			
Sex	Female		Male	
Race (Non-Hispanic)	Black	White	Black	White
Enrollment	26.26	4.81	26.23	5.15
Out of School Suspensions	8.79	2.85	18.66	6.69
Total Expulsions	3.23	2.15	21.51	5.38
Total Mental Retardation	30.90	3.55	41.41	4.16
Emotional Disturbance	14.32	1.98	57.05	9.80
Developmental delay	2.72	16.35	5.18	33.51

INDIANA

Inequities in Graduation Rates:
Two-thirds of African-American male students in the Indianapolis public schools failed to graduate with their cohort, as did 61% of their peers state-wide.

		2001/2002 Graduation Rates		
State/District	Black Males	Black Male	White Male	White/Black Gap
INDIANA	60,145	39%	70%	31%
Indianapolis	12,403	33%	23%	-9%

Nearly half the White male students enrolled in grade nine in the Indianapolis public schools failed to enroll in grade twelve. (The graduation rates for Indianapolis are unusual, as they indicate a larger number of diplomas granted to African-American males than there were African-American males enrolled in grade twelve.)

KENTUCKY

Inequities in Graduation Rates:
Kentucky's relative success in graduating male African-American students with their cohort is notable, especially in light of the relatively poor performance in regard to White male students. The result is a comparatively small achievement gap at the state level.

		2001/2002 Graduation Rates		
State/District	Black Males	Black Male	White Male	White/Black Gap
KENTUCKY	32,701	48%	64%	17%
Jefferson County	15,577	39%	58%	19%

The Jefferson County (Louisville) school system serves nearly half Kentucky's African-American students. It graduates African-American male students with a considerably lower success rate than the state as a whole and is somewhat less successful with White male students as well. The achievement gap for Jefferson County, although only slightly higher than that for the state as a whole, is not—as for the state—the reflection of a good record in regard to the education of African-Americans, but rather a reflection of an education system that is not doing well by either Black or White male students.

LOUISIANA

Inequities in Graduation Rates:

The state of Louisiana and three of the four of its districts with the highest enrollment of African American males show graduation rates above the national average, while neither the state nor three of four of these districts show above average graduation rates for White male students. White enrollment in the Orleans Parish schools is approximately 5% of African-American enrollment, calling into question the significance of the relatively high graduation rate for White males in that district. The outcomes in the East Baton Rouge Parish schools system—which is more nearly racially balanced— are close to those of the state as a whole.

	2001/2002 Graduation Rates			
State/District	Black Males	Black Male	White Male	White/Black Gap
LOUISIANA	176,543	44%	62%	19%
Caddo Parish	14,090	34%	64%	30%
East Baton Rouge Parish	18,676	45%	63%	17%
Jefferson Parish	12,699	43%	51%	7%
Orleans Parish	34,154	41%	75%	34%

Inequities in Discipline and Special Education:

In New Orleans, non-Hispanic Black students accounted for 93% of public school enrollments in 2000-2001 and non-Hispanic White students accounted for 4%. Black students received 98% of the out of school suspensions, while White students received 1%. Blacks students received 99% of the unusually large number of expulsions.

Black students accounted for 97% of "Total Mental Retardation" classifications, while White students accounted for 1%. Classifications for "Emotional Disturbance" and Specific learning disabilities" were significantly higher than enrollment ratios for Black males.

Taking these three categories together, they account for 2% of White Female enrollments, 4% of Black Female enrollments, 5% of White Male enrollments and 9% of Black Male enrollments.

New Orleans Students	Number of Students			
Sex	Female		Male	
Race (Non-Hispanic)	Black	White	Black	White
Enrollment	32,765	1,480	33,515	1,465
Out of School Suspensions	3,935	25	6,885	80
Total Expulsions	445	0	690	5
Total Mental Retardation	550	10	1,160	15
Emotional Disturbance	195	5	760	20
Specific Learning Disability	490	10	1,170	35

New Orleans Students	Percentage of Students			
Sex	Female		Male	
Race (Non-Hispanic)	Black	White	Black	White
Enrollment	45.75	2.07	46.80	2.05
Out of School Suspensions	35.76	0.23	62.56	0.73
Total Expulsions	38.86	0.00	60.26	0.44
Total Mental Retardation	31.34	0.57	66.10	0.85
Emotional Disturbance	19.90	0.51	77.55	2.04
Specific Learning Disability	28.49	0.58	68.02	2.03

MARYLAND

Inequities in Graduation Rates:

State-wide graduation rates for both Black and White males are above national averages in Maryland, while district results show two unusual situations. 1) That for Baltimore City—an extraordinarily low graduation rate for white males—may be related to the fact that White enrollment in the district is approximately 10% of Black enrollment. Such situations appear to result in wide variances in graduation rates. 2) The lack of an achievement gap in the Prince Georges County public schools is remarkable, especially as White enrollment is about 20% of African-American enrollment and the graduation rate for White males is very close to the national average for that group.

	2001/2002 Graduation Rates			
State/District	Black Males	Black Male	White Male	White/Black Gap
MARYLAND	162,836	54%	74%	20%
Baltimore City	43,338	36%	35%	-1%
Baltimore County	18,410	61%	78%	17%
Montgomery County	12,491	58%	77%	19%
Prince Georges County	53,354	69%	69%	0%

Inequities in Discipline and Special Education:

In the city of Baltimore, non-Hispanic Black students accounted for 87% of public school enrollments in 2000-2001 and non-Hispanic White students accounted for 11%. Black students received 91% of the out of school suspensions, while White students received 8%.

Black students accounted for 90% of "Total Mental Retardation" classifications, while White students accounted for 10%. Classifications for "Emotional Disturbance" were significantly higher than enrollment ratios for both Black and White males. Black Males were disproportionately represented among those students said to have "Specific learning disabilities."

Taking these three categories together, they account for 7% of White Female enrollments, 6% of Black Female enrollments, 13% of both White Male and Black Male enrollments.

Baltimore Students	Number of Students			
Sex	Female		Male	
Race (Non-Hispanic)	Black	White	Black	White
Enrollment	42,555	5,270	43,235	5,495
Out of School Suspensions	2,575	185	4,035	375
Total Expulsions	0	0	5	0
Total Mental Retardation	720	90	1,070	105
Emotional Disturbance	305	50	1130	170
Specific Learning Disability	1,510	210	3,325	430

Baltimore Students	Percentage of Students			
Sex	Female		Male	
Race (Non-Hispanic)	Black	White	Black	White
Enrollment	43.32	5.37	44.02	5.59
Out of School Suspensions	35.57	2.56	55.73	5.18
Total Expulsions	0.00	0.00	100.00	0.00
Total Mental Retardation	36.00	4.50	53.50	5.25
Emotional Disturbance	18.26	2.99	67.66	10.18
Specific Learning Disability	27.28	3.79	60.07	7.77

MASSACHUSETTS

Inequities in Graduation Rates:
Graduation rates for both Black and White males and therefore the gap between them are identical for the state of Massachusetts and the city of Boston. Graduation rates for both groups are above the national average for each and the gap is lower.

	2001/2002 Graduation Rates			
State/District	Black Males	Black Male	White Male	White/Black Gap
MASSACHUSETTS	42,703	60%	73%	13%
Boston	15,249	60%	73%	13%

Inequities in Discipline and Special Education:
In Boston, non-Hispanic Black students accounted for 49% of public school enrollments in 2000-2001 and non-Hispanic White students accounted for 15%. Black students received 72% of the out of school suspensions, while White students received 7%.

Black students accounted for 56% of "Total Mental Retardation" classifications, while White students accounted for 12%. Black students accounted for 69% of classifications for "Emotional Disturbance" and 53% of "Specific learning disabilities" while White students made up 13% and 18% of those so classified.

Taking these three categories together, they account for 9% of White Female enrollments, 12% of Black Female enrollments, 17% of White Male enrollments and an extraordinary 22% of Black Male enrollments.

Boston Students	Number of Students			
Sex	Female		Male	
Race (Non-Hispanic)	Black	White	Black	White
Enrollment	14,850	4,295	15,575	4,780
Out of School Suspensions	330	30	735	70
Total Expulsions	20	5	95	10
Total Mental Retardation	1,365	260	2,120	460
Emotional Disturbance	180	30	725	145
Specific Learning Disability	220	80	645	210

Boston Students	Percentage of Students			
Sex	Female		Male	
Race (Non-Hispanic)	Black	White	Black	White
Enrollment	23.74	6.87	24.90	7.64
Out of School Suspensions	22.30	2.03	49.66	4.73
Total Expulsions	12.50	3.13	59.38	6.25
Total Mental Retardation	22.05	4.20	34.25	7.43
Emotional Disturbance	13.85	2.31	55.77	11.15
Specific Learning Disability	13.54	4.92	39.69	12.92

MICHIGAN

Inequities in Graduation Rates:

White enrollment in Detroit is under 5%, possibly contributing to the anomalous graduation rate for White males—which is particularly unusual given the above-average state-wide results for the group. The large state-wide achievement gap is in part an attribute of the very low graduation rate for African-American males in Detroit, where 44% of the state's African-American male students are enrolled.

	2001/2002 Graduation Rates			
State/District	Black Males	Black Male	White Male	White/Black Gap
MICHIGAN	174,201	39%	72%	32%
Detroit	76,734	35%	26%	-9%

Inequities in Discipline and Special Education:

In Detroit, non-Hispanic Black students accounted for 91% of public school enrollments in 2000-2001 and non-Hispanic White students accounted for 4%. Black students received 92% of the out of school suspensions and 91% of expulsions.

Black students accounted for 94% of "Total Mental Retardation" classifications, while White students accounted for less than 4%. The rate for Black males was significantly higher than would have been the case if enrollment ratios were applied. Classifications for "Emotional Disturbance" were higher than enrollment ratios for both Black and White males—twice the expected proportion for the latter. Black and White Males were disproportionately represented among those students said to have "Specific learning disabilities."

Taking these three categories together, they account for 6% of White Female enrollments, 5% of Black Female enrollments, 13% of White Male enrollments and 11% of Black Male enrollments.

Detroit Students	Number of Students			
Sex	Female		Male	
Race (Non-Hispanic)	Black	White	Black	White
Enrollment	75,550	2,865	77,595	3,290
Out of School Suspensions	2,725	105	4,770	235
Total Expulsions	65	5	90	5
Total Mental Retardation	1,545	70	2.585	100
Emotional Disturbance	175	10	715	40
Specific Learning Disability	2,020	105	4,895	275

Detroit Students	Percentage of Students			
Sex	Female		Male	
Race (Non-Hispanic)	Black	White	Black	White
Enrollment	45.00	1.71	46.22	1.96
Out of School Suspensions	33.50	1.29	58.64	2.89
Total Expulsions	38.24	2.94	52.94	2.94
Total Mental Retardation	35.15	1.59	58.82	2.28
Emotional Disturbance	18.04	1.03	73.71	4.12
Specific Learning Disability	26.67	1.39	64.62	3.63

MINNESOTA

Inequities in Graduation Rates:
Minnesota graduates White male students at a very high rate as compared to other states and at an above-average rate for Black male students. Nonetheless, fewer than half Minnesota's Black male public school students graduate with their cohort.

	2001/2002 Graduation Rates			
State/District	Black Males	Black Male	White Male	White/Black Gap
MICHIGAN	174,201	39%	72%	32%
Detroit	76,734	35%	26%	-9%

Results for the racially-balanced Minneapolis public schools are below those for the state as a whole, although the graduation rate for White males is above the national average, leading to an exceptionally large achievement gap.

Inequities in Discipline and Special Education:
In Minneapolis, non-Hispanic Black students accounted for 45% of public school enrollments in 2000-2001 and non-Hispanic White students accounted for 27%. Black students received 74% of the out of school suspensions (suspensions for Black male students were nearly equal to the total number of Black male students), while White students received 12%.

Black students accounted for 56% of "Total Mental Retardation" classifications, while White students accounted for 26%. Black students accounted for 55% of classifications for "Emotional Disturbance" and 61% of "Specific learning disabilities" while White students made up 22% and 19% of those so classified.

Taking these three categories together, they account for 5% of White Female enrollments, 8% of Black Female enrollments, 9% of White Male enrollments and 17% of Black Male enrollments.

Minneapolis Students	Number of Students			
Sex	Female		Male	
Race (Non-Hispanic)	Black	White	Black	White
Enrollment	10,530	6,325	11,020	6,790
Out of School Suspensions	4,495	585	10,145	1,830
Total Expulsions	10	0	20	0
Total Mental Retardation	150	75	240	110
Emotional Disturbance	130	45	570	185
Specific Learning Disability	670	185	1,070	350

Minneapolis Students	Percentage of Students			
Sex	Female		Male	
Race (Non-Hispanic)	Black	White	Black	White
Enrollment	21.76	13.07	22.77	14.03
Out of School Suspensions	22.82	2.97	51.51	9.29
Total Expulsions	22.22	0.00	44.44	0.00
Total Mental Retardation	21.13	10.56	33.80	15.49
Emotional Disturbance	12.56	4.35	55.07	17.87
Specific Learning Disability	23.47	6.48	37.48	12.26

MISSISSIPPI

Inequities in Graduation Rates:

There is a reverse gap in graduation rates in the Jackson public schools, where White males account for 10% of the male Black enrollment, and approximately two-thirds of both groups do not graduate with their cohort.

	2001/2002 Graduation Rates			
State/District	Black Males	Black Male	White Male	White/Black Gap
MISSISSIPPI	126,820	46%	59%	14%
Jackson	14,901	35%	33%	-2%

State-wide results for male African-American students in Mississippi are better than in many states, while state-wide results for White male students are worse, which results in a relatively small achievement gap.

MISSOURI

Inequities in Graduation Rates:
Graduation rates for the state of Missouri are slightly higher than national averages and the achievement gap slightly lower.

	2001/2002 Graduation Rates			
State/District	Black Males	Black Male	White Male	White/Black Gap
MISSOURI	83,197	46%	75%	28%
Kansas City	14,344	39%	29%	-10%
St. Louis	18,105	28%	43%	15%

Graduation rates for White male students in Kansas City and St. Louis are much poorer than the national average and those for male African American students are also below the national average for that group. Nearly three-quarters of the African-American students in the St. Louis public schools do not graduate with their cohort. (85% of the very few White male students enrolled in grade twelve in 2001/2002 graduated with their class. The much lower over-all graduation rate for White males in this schools system may be attributed to transfers in earlier grades.)

In St. Louis, non-Hispanic Black students accounted for 80% of public school enrollments in 2000-2001 and non-Hispanic White students accounted for 17%. Black students received 91% of the out of school suspensions, while White students received 10%.

Black students in St. Louis accounted for 92% of "Total Mental Retardation" classifications, while White students accounted for 7%. Black students accounted for 91% of classifications for "Emotional Disturbance" and 83% of "Specific learning disabilities" while White students made up 9% and 16% of those so classified.

Taking these three categories together, they account for 7% of White Female enrollments, 11% of Black Female enrollments, 15% of White Male enrollments and 22% of Black Male enrollments.

St. Louis Students	Number of Students			
Sex	Female		Male	
Race (Non-Hispanic)	Black	White	Black	White
Enrollment	16,350	3,320	16,710	3,690
Out of School Suspensions	515	45	1,080	125
Total Expulsions	65	10	125	25
Total Mental Retardation	585	55	900	65
Emotional Disturbance	165	10	775	80
Specific Learning Disability	1,010	165	1,975	400

St. Louis Students	Percentage of Students			
Sex	Female		Male	
Race (Non-Hispanic)	Black	White	Black	White
Enrollment	39.72	8.07	40.59	8.96
Out of School Suspensions	28.93	2.53	60.67	7.02
Total Expulsions	28.89	4.44	55.56	11.11
Total Mental Retardation	36.11	3.40	55.56	4.01
Emotional Disturbance	16.02	0.97	75.24	7.77
Specific Learning Disability	28.21	4.61	55.17	11.17

NEVADA

Inequities in Graduation Rates:
African-American students account for less than one-quarter of the enrollment in the Clark County public schools, which educate the vast majority of the Nevada's Black students.

	2001/2002 Graduation Rates			
State/District	Black Males	Black Male	White Male	White/Black Gap
NEVADA	18,958	52%	67%	15%
Clark County	17,598	53%	65%	12%

Nevada is one of the few states where more male African-American students graduate with their cohort than do not. That—and the below average graduation rate of male White students—leads to a relatively small achievement gap in the state.

NEW YORK

Inequities in Graduation Rates:
Approximately two-thirds of male African-Americans in the New York state public schools are enrolled in the schools of New York City. More than two-thirds of Black males in both the state and the city do not graduate with their cohort, while the reverse is true for White males in the state.

	2001/2002 Graduation Rates			
State/District	Black Males	Black Male	White Male	White/Black Gap
NEW YORK	289,595	31%	71%	39%
Buffalo	13,066	27%	43%	16%
New York City	181,416	26%	56%	30%
Rochester	11,590	24%	42%	18%

Graduation rates for both groups in Rochester and Buffalo are considerably worse than those for the state.

In New York City, non-Hispanic Black students accounted for 35% of public school enrollments in 2000-2001 and non-Hispanic White students accounted for 15%. Black students received 54% of out of school suspensions and 75% of the very small number of total expulsions. White students received 9% of the suspensions and none of the expulsions. As Black Female students were suspended at a rate slightly lower than what would have been expected from their share in enrollment, it was the Black Male students who were disproportionately represented among suspended students, receiving 39% of those punishments—more than twice what would be expected if in this very large district suspension rulings occurred in proportion to enrollments.

While classifications for "Total Mental Retardation," usually done by means of testing by a professional, closely tracked enrollment proportions for White males and females and Black females, the rate for Black males was approximately 50% higher than would have been the case if enrollment ratios were applied. Similarly, although classifications for "Emotional Disturbance" (usually performed after teacher referrals) ran at less than enrollment ratios for White males and females and Black females, for Black males they were nearly three times what they would have been if enrollment ratios were applied. Black males were also disproportionately represented among those students said to have "Specific learning disabilities."

Taking these three categories together, they account for 6% of White female enrollments, 7% of Black female enrollments, 10% of White male enrollments and 15% of Black male enrollments.

New York City Students	Number of Students			
Sex	Female		Male	
Race (Non-Hispanic)	Black	White	Black	White
Enrollment	183,745	76,800	188,020	84,055
Out of School Suspensions	5,690	580	14,585	2,395
Total Expulsions	5	0	10	0
Total Mental Retardation	1,140	330	17,00	460
Emotional Disturbance	1,855	360	7,945	1,245
Specific Learning Disability	10,750	3,870	18,325	6,440

New York City Students	Percentage of Students			
Sex	Female		Male	
Race (Non-Hispanic)	Black	White	Black	White
Enrollment	17.28	7.22	17.68	7.90
Out of School Suspensions	15.25	1.55	39.10	6.42
Total Expulsions	25.00	0.00	50.00	0.00
Total Mental Retardation	17.66	5.11	26.34	7.13
Emotional Disturbance	10.38	2.02	44.47	6.97
Specific Learning Disability	14.28	5.14	24.33	8.55

NORTH CAROLINA

Inequities in Graduation Rates:
Among large North Carolina public school districts, Charlotte-Mecklenburg has the largest gap between White and Black male graduation rates, a gap only slightly more than the district's Black male graduation rate: two-thirds of this group do not graduate with their class, while two-thirds of their White peers do graduate with their cohort.

	2001/2002 Graduation Rates			
State/District	Black Males	Black Male	White Male	White/Black Gap
NORTH CAROLINA	208,730	40%	62%	22%
Charlotte-Mecklenburg	23,487	34%	67%	33%
Cumberland County	12,663	49%	56%	7%
Guilford County	14,086	39%	68%	28%
Wake County	14,617	40%	70%	29%

The state as a whole has low graduation rates for both White and Black students. Among the state's counties enrolling 10,000 or more African-American males, only Wake County reaches the national average for White male graduation rates and it, too, is below the national average for Black male graduations.

Cumberland County—which like the other three counties shown here is racially balanced—has the state's smallest achievement gap, has the highest graduation rate among this group for Black males and the lowest for White males.

Inequities in Discipline and Special Education:
In Charlotte, North Carolina, non-Hispanic Black students accounted for 43% of public school enrollments in 2000-2001 and non-Hispanic White students accounted for 45%. Black students received 72% of the out of school suspensions, while White students received 22%.

Black students accounted for 78% of "Total Mental Retardation" classifications, while White students accounted for 17%. Black students accounted for 77% of classifications for "Emotional Disturbance" and 57% of "Specific learning disabilities" while White contributions to these categories were significantly lower than enrollment ratios for both White females and males.

Taking these three categories together, they account for 2% of White Female enrollments, 7% of Black Female enrollments, 7% of White Male enrollments and 15% of Black Male enrollments.

Charlotte Students	Number of Students			
Sex	Female		Male	
Race (Non-Hispanic)	Black	White	Black	White
Enrollment	21,755	23,270	22,350	24,360
Out of School Suspensions	2,870	620	5,525	1,970
Total Expulsions	5	0	30	5
Total Mental Retardation	535	125	815	170
Emotional Disturbance	135	35	585	165
Specific Learning Disability	890	520	2,040	1,370

Charlotte Students	Percentage of Students			
Sex	Female		Male	
Race (Non-Hispanic)	Black	White	Black	White
Enrollment	21.21	22.68	21.79	23.75
Out of School Suspensions	24.62	5.32	47.40	16.90
Total Expulsions	10.00	0.00	60.00	10.00
Total Mental Retardation	31.10	7.27	47.38	9.88
Emotional Disturbance	14.44	3.74	62.57	17.65
Specific Learning Disability	17.30	10.11	39.65	26.63

OHIO

Inequities in Graduation Rates:
Ohio's public school system is able to graduate White males with their cohort at a higher rate than the national average, but Black males in the state graduate at a rate below the national average for this group and less than half that of their White peers.

	2001/2002 Graduation Rates			
State/District	Black Males	Black Male	White Male	White/Black Gap
OHIO	154,384	36%	73%	37%
Cincinnati	15,340	19%	32%	13%
Cleveland	25,973	19%	24%	6%

The achievement gap between the two groups is less in the two cities enrolling the largest numbers of African-American males, primarily because of the low graduation rates for White males (apparently due to attrition before grade twelve). Only one in five Black males in these cities graduate with their cohorts.

Inequities in Discipline and Special Education:
In Cleveland, non-Hispanic Black students accounted for 72% of public school enrollments in 2000-2001 and non-Hispanic White students accounted for 19%. Black students received 17% of the out of school suspensions, while White students received 23%.

Black students accounted for 77% of "Total Mental Retardation" classifications, while White students accounted for 17%. Classifications for "Emotional Disturbance" and Specific learning disabilities" were significantly higher than enrollment ratios for both Black and White males, especially the former.

Taking these three categories together, they account for 8% of White Female enrollments, 7% of Black Female enrollments, 14% of White Male and Black Male enrollments.

Cleveland Students	Number of Students			
Sex	Female		Male	
Race (Non-Hispanic)	Black	White	Black	White
Enrollment	25,160	6,545	25,770	7,140
Out of School Suspensions	2,330	450	3,765	880
Total Expulsions	10	5	50	5
Total Mental Retardation	1,020	245	1,535	325
Emotional Disturbance	105	15	545	130
Specific Learning Disability	610	260	1,500	535

Cleveland Students	Percentage of Students			
Sex	Female		Male	
Race (Non-Hispanic)	Black	White	Black	White
Enrollment	35.35	9.20	36.21	10.03
Out of School Suspensions	29.95	5.78	48.39	11.31
Total Expulsions	13.33	6.67	66.67	6.67
Total Mental Retardation	30.68	7.37	46.17	9.77
Emotional Disturbance	12.43	1.78	64.50	15.38
Specific Learning Disability	18.77	8.00	46.15	16.46

TEXAS

Inequities in Graduation Rates:
Public schools in the state of Texas graduate nearly half of their male African-American students and only slightly fewer White males than the national average for that group with their cohort.

	2001/2002 Graduation Rates			
State/District	Black Males	Black Male	White Male	White/Black Gap
TEXAS	305,527	48%	69%	21%
Dallas	27,947	35%	41%	6%
Fort Worth	12,164	42%	53%	11%
Houston	33,203	35%	58%	23%

In the state's public school systems with the largest African-American enrollments—Dallas and Houston—nearly two-thirds of the African-American males fail to graduate with their peers and the graduation rates for White males are well-below the national average. The graduation rate for White males in Dallas is lower than that for Black males both in Fort Worth and state-wide.

Inequities in Discipline and Special Education:
In Dallas, non-Hispanic Black students accounted for 36% of public school enrollments in 2000-2001 and non-Hispanic White students accounted for 8%. Black students received 56% of the out of school suspensions, while White students received 8%. Blacks students received 51% of expulsions, White students 7%.

Black students in Dallas accounted for 59% of "Total Mental Retardation" classifications, while White students accounted for 7%. Classifications for "Emotional Disturbance" were three times higher than enrollment ratios for Black and White males. Black, and especially White, Males were disproportionately represented among those students said to have "Specific learning disabilities."

Taking these three categories together, they account for 5% of White Female enrollments, 5% of Black Female enrollments, 11% of White Male enrollments and 11% of Black Male enrollments.

Dallas Students	Number of Students			
Sex	Female		Male	
Race (Non-Hispanic)	Black	White	Black	White
Enrollment	28,065	6,075	27,965	6,225
Out of School Suspensions	1,130	125	2,430	395
Total Expulsions	25	0	90	15
Total Mental Retardation	545	70	810	90
Emotional Disturbance	80	25	345	95
Specific Learning Disability	795	225	1,860	525

Dallas Students	Percentage of Students			
Sex	Female		Male	
Race (Non-Hispanic)	Black	White	Black	White
Enrollment	18.15	3.93	18.08	4.03
Out of School Suspensions	17.57	1.94	37.79	6.14
Total Expulsions	11.11	0.00	40.00	6.67
Total Mental Retardation	23.85	3.06	35.45	3.94
Emotional Disturbance	12.03	3.76	51.88	14.29
Specific Learning Disability	12.75	3.61	29.83	8.42

In Houston, non-Hispanic Black students accounted for 32% of public school enrollments in 2000-2001 and non-Hispanic White students accounted for 10%. Black students received 44% of the out of school suspensions, while White students received 4%. Black students received 49% of expulsions and White students 3% of expulsions.

Black students accounted for 53% of "Total Mental Retardation" classifications, while White students accounted for 7%. The rate for Black males was nearly double than would have been the case if enrollment ratios were applied. Classifications for "Emotional Disturbance" were three times higher than enrollment ratios for Black and two times higher for White males. Black Males were disproportionately represented among those students said to have "Specific learning disabilities."

Taking these three categories together, they account for 3% of White Female enrollments, 8% of Black Female enrollments, 8% of White Male enrollments and 14% of Black Male enrollments.

Houston Students	Number of Students			
Sex	Female		Male	
Race (Non-Hispanic)	Black	White	Black	White
Enrollment	31,625	10,015	32,090	10,535
Out of School Suspensions	3,485	235	6,350	680
Total Expulsions	25	0	55	5
Total Mental Retardation	350	50	520	60
Emotional Disturbance	210	35	715	180
Specific Learning Disability	1,835	255	3,205	555

Houston Students	Percentage of Students			
Sex	Female		Male	
Race (Non-Hispanic)	Black	White	Black	White
Enrollment	16.05	5.08	16.29	5.35
Out of School Suspensions	15.86	1.07	28.89	3.09
Total Expulsions	15.15	0.00	33.33	3.03
Total Mental Retardation	21.28	3.04	31.61	3.65
Emotional Disturbance	13.86	2.31	47.19	11.88
Specific Learning Disability	15.85	2.20	27.68	4.79

VIRGINIA

Inequities in Graduation Rates:
The state of Virginia graduates both Black and White males students with their peers at rates higher than the national average, while showing a below average achievement gap between them.

	2001/2002 Graduation Rates			
State/District	Black Males	Black Male	White Male	White/Black Gap
VIRGINIA	159,395	55%	73%	17%
Norfolk	12,525	38%	51%	13%
Richmond	12,085	48%	40%	-8%
Virginia Beach	10,916	53%	68%	15%

Richmond's low graduation rate for White males may be an artifact of the very small number of White males in the district. The relatively small White/Black achievement gaps by this measure for the state as a whole and for the Norfolk and Virginia Beach districts is notable.

Inequities in Discipline and Special Education:
In Norfolk non-Hispanic Black students accounted for 67% of public school enrollments in 2000-2001 and non-Hispanic White students accounted for 29%. Black students received 82% of the out of school suspensions, while White students received 16%. Blacks students received 80% of expulsions.

Black students accounted for 72% of "Total Mental Retardation" classifications, while White students accounted for 25%. Classifications for "Emotional Disturbance" and Specific learning disabilities" were significantly higher than enrollment ratios for both Black and White males.

Taking these three categories together, they account for 4% of White Female enrollments, 4% of Black Female enrollments, 8% of White Male enrollments and 9% of Black Male enrollments.

Norfolk Students	Number of Students			
Sex	Female		Male	
Race (Non-Hispanic)	Black	White	Black	White
Enrollment	11,785	5,020	11,950	5,290
Out of School Suspensions	1,500	250	2,710	570
Total Expulsions	5	0	15	5
Total Mental Retardation	195	70	250	85
Emotional Disturbance	60	20	215	125
Specific Learning Disability	190	110	595	215

Norfolk Students	Percentage of Students			
Sex	Female		Male	
Race (Non-Hispanic)	Black	White	Black	White
Enrollment	33.07	14.09	33.53	14.84
Out of School Suspensions	29.13	4.85	52.62	11.07
Total Expulsions	20.00	0.00	60.00	20.00
Total Mental Retardation	31.71	11.38	40.65	13.82
Emotional Disturbance	14.12	4.71	50.59	29.41
Specific Learning Disability	16.59	9.61	51.97	18.78

WISCONSIN

Inequities in Graduation Rates:
The public schools of the state of Wisconsin succeed in graduating more than four-fifths of their White male students with their peers, but fewer than one-third of their Black male students. Most of the latter attend schools in Milwaukee, where more than three-quarters of the Black male students fail to graduate with their cohort.

	2001/2002 Graduation Rates			
State/District	Black Males	Black Male	White Male	White/Black Gap
WISCONSIN	45,720	31%	82%	51%
Milwaukee	29,893	24%	46%	22%

Inequities in Discipline and Special Education:
In Milwaukee, non-Hispanic Black students accounted for 61% of public school enrollments in 2000-2001 and non-Hispanic White students accounted for 19%. Black students received 75% of the out of school suspensions, while White students received 11%.

Black students accounted for 76% of "Total Mental Retardation" classifications, while White students accounted for 12%. Black students accounted for 77% of classifications for "Emotional Disturbance" and 67% of "Specific learning disabilities" while White contributions to these categories were lower than enrollment ratios for both White females and males.

Taking these three categories together, they account for 8% of White Female enrollments, 12% of Black Female enrollments, 9% of White Male enrollments and 13% of Black Male enrollments.

Milwaukee Students	Number of Students			
Sex	Female		Male	
Race (Non-Hispanic)	Black	White	Black	White
Enrollment	26,905	8,015	27,740	8,530
Out of School Suspensions	4,815	615	7,065	1,215
Total Expulsions	40	5	85	20
Total Mental Retardation	905	135	1,055	185
Emotional Disturbance	515	90	580	115
Specific Learning Disability	1,680	455	1,935	480

Milwaukee Students	Percentage of Students			
Sex	Female		Male	
Race (Non-Hispanic)	Black	White	Black	White
Enrollment	30.26	9.01	31.20	9.59
Out of School Suspensions	30.26	3.87	44.41	7.64
Total Expulsions	22.86	2.86	48.57	11.43
Total Mental Retardation	34.94	5.21	40.73	7.14
Emotional Disturbance	36.01	6.29	40.56	8.04
Specific Learning Disability	31.02	8.40	35.73	8.86

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