Uneven Ground

Examining Systemic Inequities that Block College Preparation for African American Boys

Rhonda Bryant

October 2013

CLASP
policy solutions that work for low-income people

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Since 1969, CLASP has been a trusted resource, a creative architect for systems change, and one of the country's most effective voices for low income people. Through careful research and analysis and effective advocacy, CLASP develops and promotes new ideas, mobilizes others, and directly assists governments and advocates to put in place successful strategies that deliver results that matter to people across America. We are nonpartisan and situated at the intersection of local practice, national research, and state and federal policy, and striving to translate each world to each other.

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ABOUT THE AUTHOR

Rhonda Bryant is the Interim Director of Youth Policy at CLASP. Her areas of expertise are education policy and youth development. She focuses on disadvantaged and disconnected youth, particularly youth of color, in distressed communities. She has written extensively on issues of equity in education systems, the impact of poverty on educational outcomes for youth, and the particular education and workforce issues of African American boys and young men.

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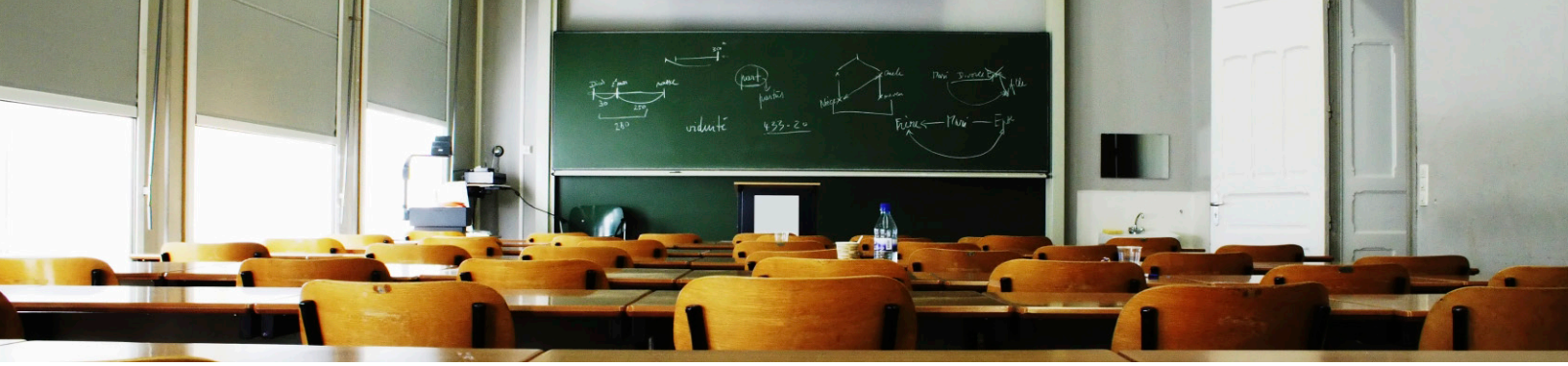


Introduction

A generation ago, America was the best educated nation in the world. Today, we rank 16th in the world for the number of residents between the ages of 25-34 with college degrees.[i] Driven by the desire for a more highly educated and globally competitive workforce, the national goal is to again lead the world in college educated residents by 2020. Two key issues stand in the way: preparedness for college success and the cost of education. To accomplish its goal, America will need to significantly increase the number of students attending and completing college by doing more to ensure they are academically prepared and by making college affordable.

The concern over lack of college preparedness has been raised by institutions of higher education for many years. It is estimated that 60 percent of first-year students entering college require some remediation coursework. Students enrolled in community college are more likely than those enrolled in four-year colleges to need remedial coursework.[ii] Many students do not complete the necessary remediation in the first year of college, making them less likely to persist and graduate.[iii] High school students' lack of preparedness for postsecondary options in the face of the need for a more educated population has birthed a new mantra in education reform: college and career readiness.

There is broad agreement that ensuring college and career readiness will require changes to the education system to improve the quality of education that all children receive. The nation's education system currently does an uneven job of preparing students for college and careers. While some students attend stellar high schools and participate in honors, advanced placement, and international baccalaureate programs, far too many students are denied the tools they need to make a successful transition after high school. In particular, high-poverty and high-minority high schools generally lack the rigorous education and support elements necessary to prepare students for graduation and matriculation into postsecondary options.

As the nation moves forward reforming the education system to produce more college and career-ready students, it is important to identify and understand the starting point for all students, the barriers that students face, and the lift required to accomplish the goal. The plan for college and career readiness cannot be developed as if all students are starting on a level playing field with only minor adjustments needing to be made to the education system. Despite progress over the last decade, one in four African American high school students still attend schools that are considered "dropout factories."[iv] African American students have lower graduation rates than white or Hispanic students. One-third of African American students fail to graduate from high school.[v] Graduation rates are lower for African American boys than girls. African American students are less likely to have access to college preparatory coursework in their high schools[vi]. African American male ninth graders are 12.6 percent less likely than white male ninth graders to participate in honors classes, and 7.9 percent less likely than African American female ninth graders.[vii] Moreover, white males are twice as likely to graduate from college as African American males.[viii] Thus, for African American students, the road to college and career readiness is more difficult, because the schools they attend are not currently equipped to support this goal.

To achieve the goal of all students graduating from high school ready to pursue college and careers, education leaders should start by looking at the weakest points in the education system—high-poverty, high-minority schools. Successfully implementing rigorous changes to strengthen especially weak schools will also guide efforts to make smaller improvements at schools that are already stronger. Thus, the greatest impact on overall education quality can be achieved by beginning with the schools that currently yield the lowest outcomes. By prioritizing these schools, the nation can achieve its goal of college and career ready students and eventually lead the world in college graduates.

[1] Definition of dropout factory - a high school where the freshman class cohort shrinks by 40 percent or more by the time the students in that cohort reach their senior year.

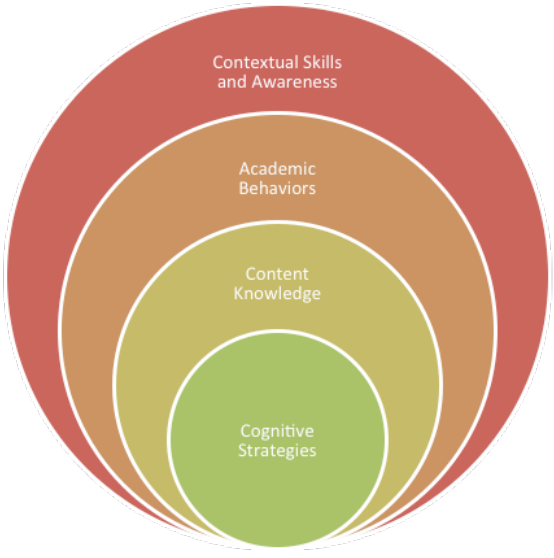
What Does it Mean to be College and Career Ready?

The term "college and career ready" has been used to describe the intended goal of our nation's education system. The definitions of college and career readiness and benchmarks for its attainment vary among organizations. In its narrowest sense, college and career readiness refers to the academic skills students need to successfully enroll in college or postsecondary training. More broadly defined, college and career readiness is the combination of core academic knowledge, skills, and habits that youth need to be successful in a postsecondary setting without the need for remedial coursework or training.

For any student, readiness for college or careers is not determined simply by the courses one takes to gain content knowledge. It is also about being prepared to be successful in a college setting—understanding the culture of college, having strong study habits, and knowing how to access support when necessary. This is particularly important when considering the readiness of low-income African American youth for college. Taking higher-level courses is one step in the right direction, but being prepared for college requires additional support and exposure.

The Educational Policy Improvement Center lays out a comprehensive definition of college readiness that includes four tenets:[ix]

Figure 1.
College Readiness Tenets



Source: David T. Conley, Redefining College Readiness, Educational Policy Improvement Center, 2007.

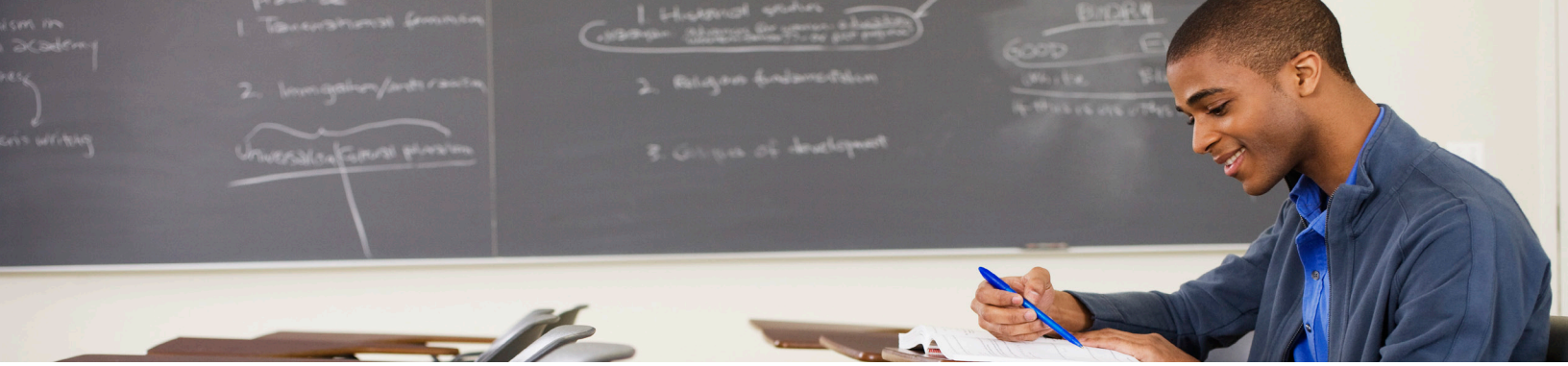
1. **Cognitive Strategies:** This refers to ways of thinking and processing information that are necessary for college-level work. They include intellectual openness, inquisitiveness, analytic skills, construction of well-reasoned arguments, evaluation of varied or conflicting perspectives, precision and accuracy, formulating hypotheses, and developing problem-solving strategies.

2. **Content Knowledge:** This refers to the core knowledge in all subject areas that will serve as the foundation for future learning. Mastery of basic concepts in English, mathematics, science, social studies, world languages, and the arts provide students with the context and basis for processing more rigorous material. Appropriate research strategies and methodologies to explore and answer problems, as well as expository, descriptive, and persuasive writing skills, allow students to explore all subject areas and express themselves clearly.

3. **Academic Behaviors:** This refers to behaviors that reflect student self-awareness, self-monitoring, and self-control. Students should be able to demonstrate ownership of the learning process by setting goals, seeking help, persisting in courses, and appropriately communicating with teachers. They should also demonstrate study skills such as time management, prioritizing coursework, good note-taking, organization, and successful participation in study groups.

4. **Contextual skills and Awareness:** This refers to the specific understanding of how college operates as a system, as well as college culture. Understanding expectations and how to interact with professors and peers is critical. "College knowledge" refers to the knowledge necessary to select an appropriate college, navigate the application and admissions process, obtain financial aid, register for classes, and address other details.

There is some debate about whether the definitions of college readiness and career readiness are synonymous. The Association for Career and Technical Education asserts that there is some overlap in terms of core academic skills but that the definition of career readiness also includes possession of technical, job-specific careers related to a specific career pathway.[x] Analyses of college courses find that the skills and foundational knowledge deemed necessary for college success overlap considerably with those required for success in employer and trade skill training programs that lead to careers.[xi]



These skills are developed over the course of the educational experience. Preparation for college and careers requires that students have a rich high school experience. To develop these skills, students need to be exposed to rich course material that provides a solid academic foundation for college-level work. Students also need experienced teachers who are skilled at providing opportunities to engage deeply with the content material and to practice cognitive skills by doing higher-level learning activities in class. Further, good school counselors are needed to help students to establish good academic behaviors, expose students to college and careers through a variety of activities, and assist students and families with understanding and pursuing the postsecondary options before them.

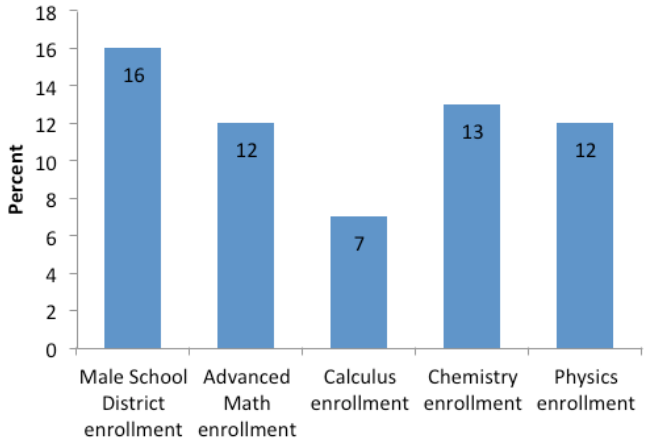
Examining Preparation of African American Boys for College and Careers

Across the education system, there is uneven access to the assets of rigorous coursework, experienced teachers, and school counselors. High-poverty and high-minority schools offer fewer high-level mathematics and science courses, and minority students are less likely to be enrolled in such classes when they are offered. In most districts, the high-poverty and high-minority schools also have the least experienced teachers. Finally, these schools have higher student-counselor ratios, despite the students having greater need for support and guidance in completing high school and navigating postsecondary options.

INEQUITIES IN ACCESS AND ENROLLMENT TO COLLEGE PREPARATORY COURSEWORK

Low-income minority students have less access to college preparatory courses. Currently, African American students are less likely than white students to have access to the courses that provide content knowledge or higher-order thinking skills to prepare them for college.

Figure 2.
Percent of African American High School Male Participation in College Readiness Coursework in the 50 Largest Districts (2009-10)



This lack of access essentially closes the door to college for these students. Without these courses, most will not complete the prerequisites for enrollment in their state college or university.[xii]

An analysis of course enrollment data in the nation's 50 largest school districts[2] reveals that African American males are underrepresented in all higher-level mathematics and science courses. While black males compose 16 percent of male secondary school enrollment in these districts, they account for just 13 percent of chemistry enrollment, 12 percent of physics enrollment, 12 percent of advanced math enrollment, and 7 percent of calculus enrollment. Further examination reveals that the gaps between the number of African-American males enrolled in school and the number taking higher-level math and science courses can vary widely by district. In calculus, for example, 17 of 50 districts have more than a 10 percent gap between the number of African American males in high school and the number enrolled in calculus (Figures 3 & 4).

[2] Jointly, the nation's 50 largest school districts educate approximately one million African American male students, which is about one-fourth of the African American male students enrolled in the nation's public schools.

Figure 3.
Percent Gap between African American Male School Enrollment and Participation in Calculus in the 50 Largest Districts (2009-10)

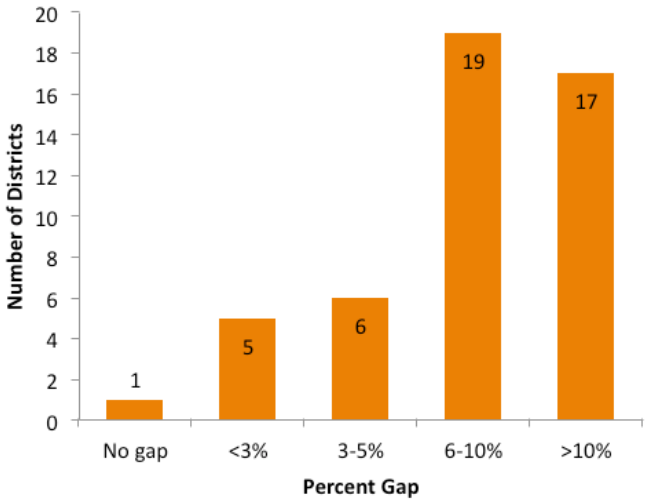


Figure 4.
Percent Gap between African American Male School Enrollment and Participation in Physics in the 50 Largest Districts (2009-10)

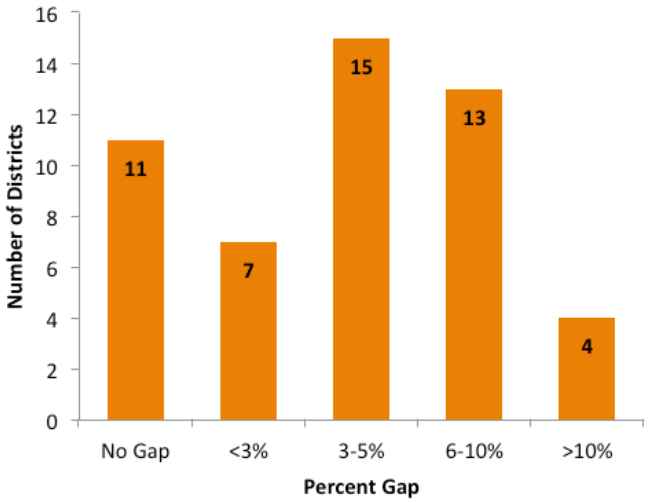
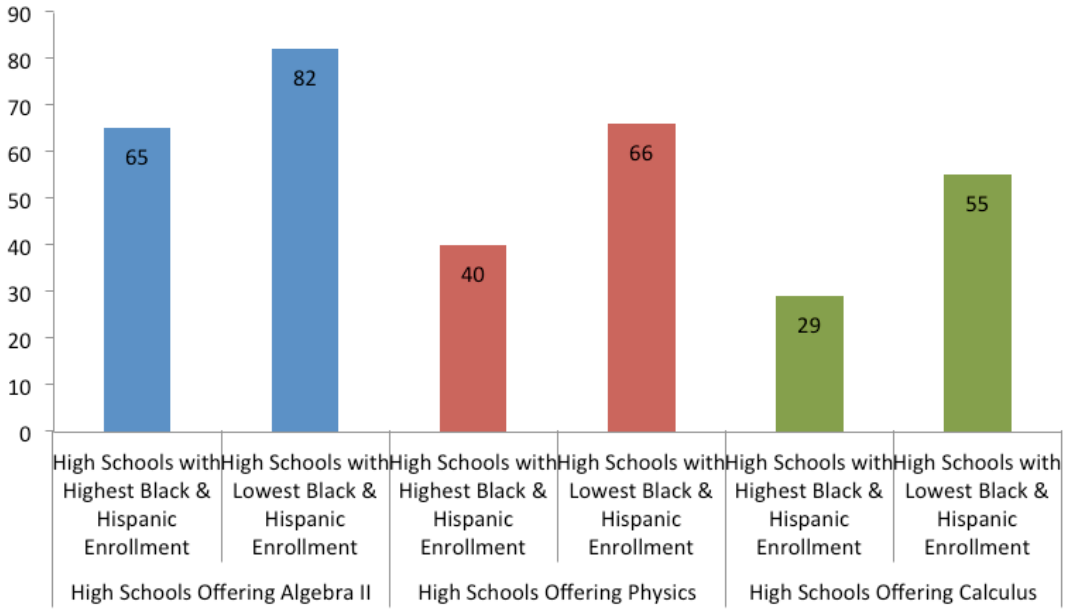


Figure 5.
Inequities in High School Course Offerings (2009-10)



Source: United States Department of Education Office of Civil Rights, March 2012

TABLE 1. DIFFERENCES IN ACCESS TO ALGEBRA II IN THE 20 LARGEST DISTRICTS

Rank	District	State	Percent of High Schools Offering Algebra II	Percent of High Schools with the Highest Black/Hispanic Enrollment Offering Algebra II	Percent of High Schools with Lowest Black/Hispanic Enrollment Offering Algebra II
1	New York City Public Schools	NY	22	10	35
2	Los Angeles Unified School District	CA	59	67	64
3	Chicago Public Schools	IL	84	82	85
4	Dade County Public Schools	FL	82	82	67
5	Clark County School District	NV	81	67	94
6	Broward County Public Schools	FL	88	94	100
7	Houston Independent School District	TX	69	71	75
8	Hillsborough County Public Schools	FL	65	57	100
9	Fairfax County Public Schools	VA	82	81	71
10	Philadelphia City School District	PA	89	100	100
11	Palm Beach County Public Schools	FL	81	95	78
12	Orange County Public Schools	FL	52	38	62
13	Gwinnett County Public Schools	GA	91	100	75
14	Dallas Independent School District	TX	81	100	70
15	Montgomery County Public Schools	MD	87	86	100
16	Wake County Public Schools	NC	96	89	100
17	San Diego Unified School District	CA	82	93	71
18	Charlotte-Mecklenburg Schools	NC	91	91	100
19	Prince George's County Public Schools	MD	76	60	57
20	Duval County Public Schools	FL	75	83	86

Source: United States Department of Education Office of Civil Rights, March 2012

TABLE 2. TEACHER EQUITY IN THE 20 LARGEST DISTRICTS—NOVICE TEACHERS DIFFERENCES IN PERCENTAGE OF 1ST AND 2ND YEAR TEACHERS

Rank	District	State	District Average	Schools with Highest Black/Hispanic Enrollment	Schools with Lowest Black/Hispanic Enrollment
1	New York City Public Schools	NY	21	24	17
2	Los Angeles Unified School District	CA	4	5	2
3	Chicago Public Schools	IL	17	17	16
4	Dade County Public Schools	FL	17	18	17
5	Clark County School District	NV	9	12	6
6	Broward County Public Schools	FL	11	13	7
7	Houston Independent School District	TX	19	19	18
8	Hillsborough County Public Schools	FL	23	28	20
9	Fairfax County Public Schools	VA	10	11	9
10	Philadelphia City School District	PA	20	25	13
11	Palm Beach County Public Schools	FL	21	23	17
12	Orange County Public Schools	FL	20	24	17
13	Gwinnett County Public Schools	GA	4	5	3
14	Dallas Independent School District	TX	10	9	9
15	Montgomery County Public Schools	MD	12	14	9
16	Wake County Public Schools	NC	8	9	7
17	San Diego Unified School District	CA	7	9	4
18	Charlotte-Mecklenburg Schools	NC	11	15	7
19	Prince George's County Public Schools	MD	9	13	7
20	Duval County Public Schools	FL	29	41	18

Source: United States Department of Education Office of Civil Rights, March 2012

Inequities in coursework access are not easily visible at the district level. In the aggregate across an entire district, there appears to be a high number of college preparatory courses available to all high school students. However, closer analysis reveals that schools enrolling high percentages of students of color are less likely to offer higher-level college preparatory math and science courses than schools with low percentages of students of color. Nationally, 82 percent of high schools with low enrollment of African American and Hispanic students offer Algebra II, while only 65 percent of high schools with high enrollment of African American and Hispanic students offer the same course. Table 1 shows the disparities in Algebra II course offerings in the nation's 20 largest school districts. Similar national gaps also exist for physics and calculus offerings (see Appendix).

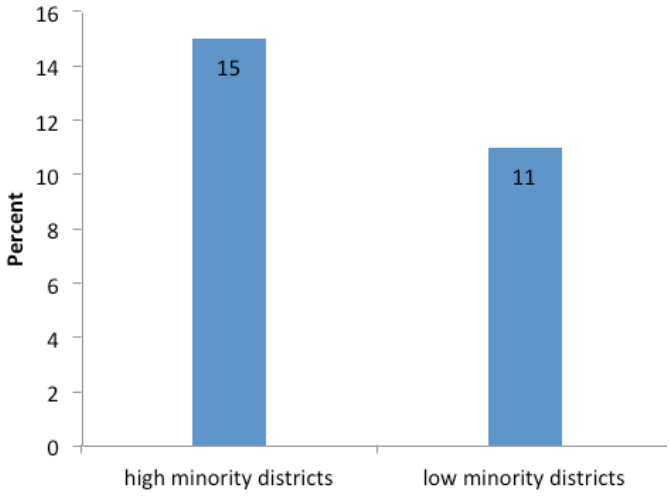
INEQUITIES IN ACCESS TO EXPERIENCED TEACHERS

African American and Hispanic students also have fewer opportunities to be taught by experienced teachers. Novice teachers, those in their first or second year of teaching, are more likely to be placed in schools with large minority student populations.

In the 50 largest districts, 14 percent of teachers are first or second year. Among districts with high minority enrollments (greater than 80 percent students of color), it is 15.5 percent, compared to just 11 percent among districts with lowest minority enrollment (less than 40% students of color). Again, this issue is one where even greater disparities are seen at the school level between schools with high versus low enrollments of minority students. Table 2 shows the disparities in placement of novice teachers in schools in the nation's 20 largest school districts.

School districts with concentrated minority and poverty populations can present challenges for any teacher, and even more so for new teachers who have not yet honed their skills. Most are not from the neighborhoods in which their schools are located, and have little or no experience dealing with the complex issues of poverty, race, and community culture that present themselves in an educational setting. In addition, novice teachers have not mastered the art of classroom management, which cannot be taught simply in a college course. It requires experience in front of students where various techniques can be tested over time. The overuse of new teachers in high-minority schools can result in lower-quality learning environments and experiences for African American students. For example, lack of teacher classroom management skills and cultural competence is cited as a leading cause for higher rates of suspension and expulsion for African American students.[xiii]

Figure 6.
Percent of Novice Teachers in the 50 Largest Districts (2009-10)



INEQUITIES IN ACCESS TO HIGH SCHOOL COUNSELORS

Eighty-seven percent of America's high school students expect to attend college, but many, especially in underrepresented communities, lack the support and guidance they need to prepare for enrollment and success in college.[xiv] School counselors are pivotal in the college preparation process for any student, and particularly for African American students. Yet, 15 percent of the nation's high schools have no guidance counselor.[xv]

All high schools need school counselors. Students are preparing to leave high school and enter the adult world. Students and parents are navigating decisions about postsecondary options. For many students of color in high-poverty districts, the process is daunting and family members are also unfamiliar with the process, thus providing limited help. In addition, family situations and community violence can be significant distractions and barriers to students. School counselors are sorely needed to steer students through the process, and to mitigate the effects of external issues.

The College Board identifies eight key roles for high school counselors in inspiring and preparing students for college. The Eight Components of College and Career Readiness Counseling offers a comprehensive, systemic approach for school counselors to inspire and prepare students for college success and opportunity. This is particularly important for students from underrepresented populations, such as African Americans, because these students often have fewer supports outside of the school to assist them in preparing for college. The eight components include:[xvi]

- College Aspirations
- Academic Planning for College and Career Readiness
- Enrichment and Extracurricular Engagement
- College and Career Exploration and Selection Processes
- College and Career Assessments
- College Affordability Planning
- College and Career Admission Processes
- Transition from High School Graduation to College Enrollment

These eight components build aspirations and social capital in students who may not otherwise see college as a viable option. In addition, they foster rigorous academic preparation through planning and selection of the right courses. High school counselors also encourage early college planning and walk students and families through the college admission and financial aid processes, which are quite complex.

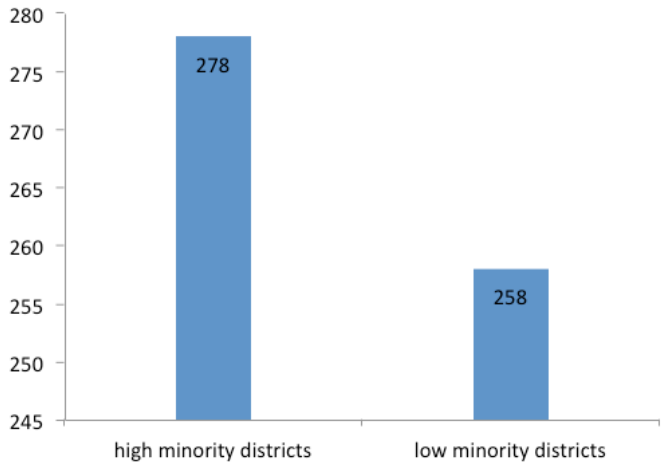
High school students of color have fewer opportunities for support from school counselors to navigate the college process. A comparison between high-minority districts (having 75 percent or greater students of color) and low-minority districts (having less than 40 percent students of color) reveals that high-minority districts have a slightly higher student-to-counselor ratio. While the difference is not major, it remains troubling because the high-minority districts in the sample of the 50 largest districts also tend to be high-poverty. These students need a higher level of support to be ready for college, and few will have a support network outside of school to aid in preparation. Ideally, there would be a lower ratio than in other schools, given the level of support and attention needed to navigate high school completion and prepare these students for college and careers. This, too, is an area that would benefit from a school-level analysis within districts to determine where high school counselors are placed.

Moving Forward

If African American males are to enroll and graduate from college in larger numbers, and the number of all high school students prepared for college and careers is to increase, there is significant work to be done in the nation's education system. There are reforms necessary in schools to ensure equitable access to the core knowledge and supports that students need to be ready for

college and careers. Recognizing the struggles that many high-minority and high-poverty districts face, there is also a need for galvanizing the broader community to support African American boys in postsecondary endeavors. At the federal policy level, accountability mechanisms and supports must also be in place to ensure states and districts will improve high school completion and college enrollment outcomes for African American males. To accomplish this goal, we propose the following:

Figure 7.
Number of High School Students per High School Counselor in the 50 Largest Districts (2009-10)



RECOMMENDATION 1: ACCOUNTABILITY

Create accountability for graduation rates.
There are still large disparities in high school graduation rates for African American students as compared to their peers. Make the four-year Adjusted Cohort Graduation Rate (ACGR) a component of the school accountability system and require reporting and specific outcomes for all subgroups students. In addition, require five and six-year rates to be calculated as an incentive for school districts and states to continue to work with struggling students who may not graduate on time.

Create measures of college and career readiness for high schools.
In addition to graduation rates, include measures of college and career readiness in high school accountability, such as performance on Advanced Placement coursework and exams, SAT or ACT scores, and enrollment in postsecondary education. Set goals at the school, district, and state levels for improving college and career readiness for all students. Collect data annually to monitor progress, and disaggregate by race and gender to ensure all subgroups are making improvement.

RECOMMENDATION 2: SCHOOL REFORMS

Close the gaps in course offerings, enrollment, and completion.
Conduct an annual school-level analysis in all middle and high schools to identify where gaps exist in college preparatory course offerings, enrollment, and completion. Disaggregate and cross-tabulate data by race, gender, socioeconomic, and disability status to get the fullest picture of the situation for all students. Use data to develop an action plan and set school and district-level benchmarks for closing gaps for African American students and improving college readiness for all students. Introduce innovative solutions to provide college preparatory courses in schools where student enrollment may not be sufficient to justify a full-time teacher, such technology-based learning or offering the class through a community college. Evaluate progress annually and adjust the action plan as necessary.

Ensure all high schools have school counselors and lower the counselor-to-student ratios for schools with many high-needs students.
Determine if all high schools have school counselors, and make it priority to place the appropriate number of counselors in each building. Analyze student data to determine which schools have the largest numbers of students with significant needs. Districts can use student indicators (such as free and reduced lunch, low course completion rates, overage students, or low attendance rates) and feeder community or neighborhood data (such as high school graduation and college matriculation rates, poverty, violence, or crime) to identify where the needs are greatest. Ensure these schools have lower counselor-to-student ratios in order to provide more supports to students who most need them.

RECOMMENDATION 3: COMMUNITY INVOLVEMENT

Engage caring adults in the lives of black male students and provide other necessary services. Expand and strengthen the developmental supports for African American youth and their families available in high-poverty communities. Wraparound services and social supports are critical to ensuring the success of all students, particularly those who live in high-poverty communities. Issues such as hunger, housing instability, transportation, medical and dental issues, and mental health stressors can all pose significant barriers to academic achievement. Develop partnerships with systems and community-based organizations to address these barriers for students and their families. Provide safe spaces and opportunities for youth to interact with peers and develop positive relationships. Provide caring adults, such as case managers, social workers, or mentors that can create meaningful, supportive relationships and assist youth in navigating school and community environments.

Provide postsecondary transitional supports. Partner with postsecondary institutions to create mechanisms to support African American students as they transition into postsecondary education. Provide information that will aid students in navigating campus, identifying academic and personal support services, and developing strong skills and habits that will lead to postsecondary success. Use technology to maintain regular connections with students and create opportunities for peer sharing and encouragement. Gather annual data on continued enrollment of African American students, and create opportunities to support persistence and completion of postsecondary education.

APPENDIX – Data Tables

TABLE 3: ENROLLMENT AND RACIAL COMPOSITION, 50 LARGEST DISTRICTS (2009-10)

Rank	District	State	2009-10 Enrollment	% Aian	% Asian	% Hispanic	% Black	% White
1	New York City School District	NY	979,960	0.4	15.1	39.9	30.1	14.5
2	Los Angeles Unified School District	CA	634,080	0.4	6.7	74.5	9.4	9.1
3	Chicago Public Schools	IL	410,680	0.2	3.6	41.9	45	9.3
4	Dade County School District	FL	345,815	0.1	1.3	64.5	25.2	8.9
5	Clark County School District	NV	311,955	0.7	9.6	40.7	14.4	34.6
6	Broward County Public Schools	FL	256,145	0.3	3.6	29.1	39.1	27.8
7	Houston Independent School District	TX	202,770	0.3	3.1	61.7	26.5	7.8
8	Hillsborough County Public Schools	FL	193,275	0.3	3.3	29.9	22.9	43.6
9	Orange County School District	FL	173,280	0.5	4.6	33.1	28	33.8
10	Fairfax County Public Schools	VA	173,035	0.3	20.2	20	11.1	48.5
11	Palm Beach County School District	FL	172,910	0.7	3.2	28.5	29.3	38.4
12	Philadelphia City School District	PA	167,710	0.2	6.5	17.4	62.6	13.4
13	Gwinnett County School District	GA	159,190	0.5	10.2	25.2	27.5	32.7
14	Dallas Independent School District	TX	157,090	0.5	1.1	67.7	25.8	4.5
15	Montgomery County Public Schools	MD	142,015	0.3	15.7	22.8	23.3	38
16	Wake County Schools	NC	141,185	0.3	6.1	12	26.1	55.6
17	San Diego Unified School District	CA	136,050	0.4	15.2	46.5	11.7	23.3
18	Charlotte-Mecklenburg Schools	NC	134,900	0.4	4.9	16.2	45.3	33.2
19	Prince George's County Public Schools	MD	126,665	0.4	3.2	19.7	72.1	4.7
20	Duval County School District	FL	122,590	0.2	4.4	8	45.8	41.6
21	Memphis City School District	TN	110,555	0.1	1.3	6.5	85	7
22	Cobb County Public Schools	GA	110,040	0.3	4.5	16.7	31	44.8
23	Pinellas County School District	FL	105,230	0.3	4.3	10.1	20.1	65.3
24	Cypress-Fairbanks Independent School District	TX	104,200	0.3	8.8	39	16.5	35.5
25	Baltimore County Public Schools	MD	104,030	0.4	5.9	5.6	38.9	46.7
26	DeKalb County Public Schools	GA	99,625	0.2	4.3	11.1	72.2	10.6
27	Jefferson County Schools	KY	99,290	0.1	2.8	5.4	36.1	55.6
28	Polk County School District	FL	94,610	0.2	1.6	24.1	22.6	51.6
29	Northside Independent School District	TX	92,395	0.4	4	65.1	8.1	22.4
30	Albuquerque Public Schools	NM	90,375	5.2	2.4	58.7	4.1	29.7
31	Detroit City School District	MI	90,270	0.3	0.9	8.2	88	2.5
32	Fulton County Public Schools	GA	90,060	0.1	8.6	11.6	42.2	34.3
33	Long Beach Unified School District	CA	87,335	0.2	13.6	52.6	16.8	15.8
34	Jefferson County School District	CO	86,250	1.3	3.9	19.3	2	73.5
35	Austin Independent School District	TX	85,050	0.3	3.7	59	11.4	25.8
36	Baltimore City Public Schools	MD	83,255	0.3	0.9	3.1	87.7	8
37	Milwaukee School District	WI	83,145	0.9	4.8	22.8	56.7	14.8
38	Lee County School District	FL	80,485	0.2	1.5	30.8	15.8	51.7
39	Fort Worth Independent School District	TX	80,210	0.3	1.8	60.4	24.6	13
40	Denver Public Schools	CO	77,315	1.1	3.4	55.5	17.2	22.8
41	Prince William County Public Schools	VA	76,985	0.3	8	25.2	24	42.5
42	Nashville-Davidson County School District	TN	76,280	0.2	3.5	15.1	48.1	33.2
43	Anne Arundel County Public Schools	MD	74,800	0.4	4	6.6	22.9	66.1
44	Fresno Unified School District	CA	74,340	0.8	14.3	60.1	10.8	14
45	Brevard County School District	FL	72,410	0.3	2.2	8.9	15.4	73.2
46	Guilford County Schools	NC	72,265	0.5	5.3	8.9	45.8	39.5
47	Virginia Beach City Public Schools	VA	70,765	0.4	6.7	6.3	28.7	57.8
48	Granite	UT	70,215	2	8	30	3	57
49	Mesa Unified School District	AZ	68,005	4.1	2.5	37.4	4.3	51.7
50	Greenville County School District	SC	67,565	0.2	26.4	10.4	26.4	60.4

Source: United States Department of Education Office of Civil Rights, 2009 Civil Rights Data Collection

TABLE 4: BLACK MALE ENROLLMENT IN COLLEGE PREPARATORY MATHEMATICS, 50 LARGEST DISTRICTS (2009-10)

Rank	District	State	Percent of secondary school enrollment that is black males	Percent of Black Male Secondary Students in Algebra II	Percent of Black Male Secondary Students in Advanced Math	Percent of Black Male Secondary Students in Calculus
1	New York City School District	NY	17	17	14	8
2	Los Angeles Unified School District	CA	5	5	4	3
3	Chicago Public Schools	IL	25	24	18	0
4	Dade County School District	FL	13	12	9	5
5	Clark County School District	NV	8	7	4	3
6	Broward County Public Schools	FL	20	16	11	7
7	Houston Independent School District	TX	15	13	9	5
8	Hillsborough County Public Schools	FL	12	8	6	4
9	Orange County School District	FL	14	11	8	4
10	Fairfax County Public Schools	VA	6	5	3	0
11	Palm Beach County School District	FL	15	11	7	3
12	Philadelphia City School District	PA	31	29	27	18
13	Gwinnett County School District	GA	14	16	10	6
14	Dallas Independent School District	TX	15	20	10	not offered
15	Montgomery County Public Schools	MD	12	10	7	4
16	Wake County	NC	15	11	7	2
17	San Diego Unified School District	CA	7	6	45	3
18	Charlotte-Mecklenburg Schools	NC	24	20	16	8
19	Prince George's County Public Schools	MD	39	37	31	not offered
20	Duval County School District	FL	23	20	15	8
21	Memphis City School District	TN	44	41	36	32
22	Cobb County Public Schools	GA	16	18	9	6
23	Pinellas County School District	FL	11	7	4	2
24	Cypress-Fairbanks Independent School District	TX	9	7	5	3
25	Baltimore County Public Schools	MD	20	23	14	9
26	DeKalb County Public Schools	GA	40	45	36	27
27	Jefferson County Schools	KY	18	18	13	6
28	Polk County School District	FL	12	9	6	4
29	Northside Independent School District	TX	4	4	3	2
30	Albuquerque Public Schools	NM	2	2	1	0
31	Detroit City School District	MI	45	45	41	25
32	Fulton County Public Schools	GA	21	29	17	6
33	Long Beach Unified School District	CA	9	6	5	2
34	Jefferson County School District	CO	1	1	1	0
35	Austin Independent School District	TX	7	6	4	1
36	Baltimore City Public Schools	MD	44	45	33	29
37	Milwaukee School District	WI	31	23	30	20
38	Lee County School District	FL	8	6	3	2
39	Fort Worth Independent School District	TX	12	11	17	8
40	Denver Public Schools	CO	9	9	9	4
41	Prince William County Public Schools	VA	12	9	8	5
42	Nashville-Davidson County School District	TN	26	27	17	13
43	Anne Arundel County Public Schools	MD	12	9	6	3
44	Fresno Unified School District	CA	5	3	2	2
45	Brevard County School District	FL	7	5	2	3
46	Guilford County Schools	NC	22	19	14	11
47	Virginia Beach City Public Schools	VA	15	16	8	5
48	Granite District	UT	1	1	1	2
49	Mesa Unified School District	AZ	3	2	2	2
50	Greenville County School District	SC	13	12	9	6

Source: United States Department of Education Office of Civil Rights, 2009 Civil Rights Data Collection

TABLE 5: BLACK MALE ENROLLMENT IN COLLEGE PREPARATORY SCIENCE, 50 LARGEST DISTRICTS (2009-10)

Rank	District	State	Percent of secondary school enrollment that is black males	Percent of Black Male Secondary Students in Biology	Percent of Black Male Secondary Students in Chemistry	Percent of Black Male Secondary Students in Physics
1	New York City School District	NY	17	13	13	12
2	Los Angeles Unified School District	CA	5	5	5	4
3	Chicago Public Schools	IL	25	24	21	24
4	Dade County School District	FL	13	11	10	8
5	Clark County School District	NV	8	7	7	4
6	Broward County Public Schools	FL	20	18	16	13
7	Houston Independent School District	TX	15	14	13	10
8	Hillsborough County Public Schools	FL	12	6	7	5
9	Orange County School District	FL	14	12	11	9
10	Fairfax County Public Schools	VA	6	6	6	6
11	Palm Beach County School District	FL	15	13	8	5
12	Philadelphia City School District	PA	31	29	29	23
13	Gwinnett County School District	GA	14	14	11	14
14	Dallas Independent School District	TX	15	15	16	13
15	Montgomery County Public Schools	MD	12	12	10	13
16	Wake County	NC	15	15	7	4
17	San Diego Unified School District	CA	7	6	6	5
18	Charlotte-Mecklenburg Schools	NC	24	21	16	13
19	Prince George's County Public Schools	MD	39	40	37	34
20	Duval County School District	FL	23	21	21	18
21	Memphis City School District	TN	44	45	41	37
22	Cobb County Public Schools	GA	16	19	14	16
23	Pinellas County School District	FL	11	8	5	4
24	Cypress-Fairbanks Independent School District	TX	9	8	8	5
25	Baltimore County Public Schools	MD	20	23	19	13
26	DeKalb County Public Schools	GA	40	40	38	29
27	Jefferson County Schools	KY	18	16	13	13
28	Polk County School District	FL	12	11	7	5
29	Northside Independent School District	TX	4	5	5	4
30	Albuquerque Public Schools	NM	2	2	2	2
31	Detroit City School District	MI	45	45	40	36
32	Fulton County Public Schools	GA	21	21	12	6
33	Long Beach Unified School District	CA	9	7	6	4
34	Jefferson County School District	CO	1	1	1	1
35	Austin Independent School District	TX	7	6	6	5
36	Baltimore City Public Schools	MD	44	44	43	40
37	Milwaukee School District	WI	31	30	27	30
38	Lee County School District	FL	8	7	5	4
39	Fort Worth Independent School District	TX	12	14	12	9
40	Denver Public Schools	CO	9	9	10	10
41	Prince William County Public Schools	VA	12	12	9	11
42	Nashville-Davidson County School District	TN	26	25	24	16
43	Anne Arundel County Public Schools	MD	12	13	8	6
44	Fresno Unified School District	CA	5	6	3	6
45	Brevard County School District	FL	7	3	3	3
46	Guilford County Schools	NC	22	21	14	12
47	Virginia Beach City Public Schools	VA	15	13	9	7
48	Granite District	UT	1	1	1	1
49	Mesa Unified School District	AZ	3	3	3	3
50	Greenville County School District	SC	13	13	11	10

Source: United States Department of Education Office of Civil Rights, 2009 Civil Rights Data Collection

TABLE 6: NUMBER AND PERCENT OF NOVICE TEACHERS IN DISTRICT, 50 LARGEST DISTRICTS (2009-10)

Rank	District	State	Total Number of Teachers	Number of 1st and 2nd Year Teachers	Percent of First and Second Year Teachers
1	New York City School District	NY	88743	18329	21%
2	Los Angeles Unified School District	CA	28549.21	1117	4%
3	Chicago Public Schools	IL	25271.6	4336.9	17%
4	Dade County School District	FL	22884	3790	17%
5	Clark County School District	NV	15765	1474	9%
6	Broward County Public Schools	FL	15701	1759	11%
7	Houston Independent School District	TX	12532.13	2331.44	19%
8	Hillsborough County Public Schools	FL	13753	3214	23%
9	Orange County School District	FL	11719	2299	20%
10	Fairfax County Public Schools	VA	12855.02	1238	10%
11	Palm Beach County School District	FL	11987	2538	21%
12	Philadelphia City School District	PA	11060	2250	20%
13	Gwinnett County School District	GA	10708	472	4%
14	Dallas Independent School District	TX	10715.61	1093	10%
15	Montgomery County Public Schools	MD	10356.62	1211.21	12%
16	Wake County Schools	NC	8990.01	693.42	8%
17	San Diego Unified School District	CA	6414.6	428.2	7%
18	Charlotte-Mecklenburg Schools	NC	8383.4	922.5	11%
19	Prince George's County Public Schools	MD	8453.51	802	9%
20	Duval County School District	FL	8155	2368	29%
21	Memphis City School District	TN	7477	1441	19%
22	Cobb County Public Schools	GA	7901.94	652.35	8%
23	Pinellas County School District	FL	7034	1070	15%
24	Cypress-Fairbanks Independent School District	TX	6,688.68	884.5	13%
25	Baltimore County Public Schools	MD	7242.2	810.1	11%
26	DeKalb County Public Schools	GA	9272.06	648.5	7%
27	Jefferson County Schools	KY	6082.02	676	11%
28	Polk County School District	FL	7,503	1442	19%
29	Northside Independent School District	TX	6143	502	8%
30	Albuquerque Public Schools	NM	5631.2	625.4	11%
31	Detroit City School District	MI	5076	109	2%
32	Fulton County Public Schools	GA	6452.6	1189.2	18%
33	Long Beach Unified School District	CA	4658	171	4%
34	Jefferson County School District	CO	4856.91	167	3%
35	Austin Independent School District	TX	6104.1	797.92	13%
36	Baltimore City Public Schools	MD	5649.9	1253.8	22%
37	Milwaukee School District	WI	6801	558	8%
38	Lee County School District	FL	5063	1291	25%
39	Fort Worth Independent School District	TX	Data unavailable	Data unavailable	Data unavailable
40	Denver Public Schools	CO	4530.5	743.6	16%
41	Prince William County Public Schools	VA	4806.47	506.04	11%
42	Davidson County School District	TN	5157	694.17	13%
43	Anne Arundel County Public Schools	MD	4945.32	399	8%
44	Fresno Unified School District	CA	Data unavailable	Data unavailable	Data unavailable
45	Brevard County School District	FL	5301	950	18%
46	Guilford County Schools	NC	4841.11	680.51	14%
47	Virginia Beach City Public Schools	VA	5269.4	223	4%
48	Granite District	UT	2460.98	362	15%
49	Mesa Unified School District	AZ	3337.55	141.97	4%
50	Greenville County School District	SC	4165.55	384.9	9%

Source: United States Department of Education Office of Civil Rights, 2009 Civil Rights Data Collection

TABLE 7: HIGH SCHOOL COUNSELOR TO STUDENT RATIO, 50 LARGEST DISTRICTS (2009-10)

Rank	District	State	Number of High School Counselors	Number of High School Students	Number of Students Per Counselor
1	New York City School District	NY	1579	242316	153.5
2	Los Angeles Unified School District	CA	594.42	205,784	346.2
3	Chicago Public Schools	IL	214.25	114,923	536.4
4	Dade County School District	FL	305	101,864	334.0
5	Clark County School District	NV	277.75	91,358	328.9
6	Broward County Public Schools	FL	220	78,850	358.4
7	Houston Independent School District	TX	80	48,978	612.2
8	Hillsborough County Public Schools	FL	128	54,562	426.3
9	Orange County School District	FL	121	51,601	426.5
10	Fairfax County Public Schools	VA	336	54,346	161.7
11	Palm Beach County School District	FL	141	53,513	379.5
12	Philadelphia City School District	PA	182	45,376	249.3
13	Gwinnett County School District	GA	93.62	46,926	501.2
14	Dallas Independent School District	TX	118.52	38,117	321.6
15	Montgomery County Public Schools	MD	185.2	45,164	243.9
16	Wake County Schools	NC	100.53	40,225	400.1
17	San Diego Unified School District	CA	137.3	40,231	293.0
18	Charlotte-Mecklenburg Schools	NC	102	37,381	366.5
19	Prince George's County Public Schools	MD	131	40,394	308.4
20	Duval County School District	FL	87	33,556	385.7
21	Memphis City School District	TN	87	33,115	380.6
22	Cobb County Public Schools	GA	85.96	33,233	386.6
23	Pinellas County School District	FL	89	33,901	380.9
24	Cypress-Fairbanks Independent School District	TX	79.6	29,233	367.3
25	Baltimore County Public Schools	MD	125.4	31,952	254.8
26	DeKalb County Public Schools	GA	118	28,544	241.9
27	Jefferson County Schools	KY	64	27,414	428.3
28	Polk County School District	FL	89	26,341	296.0
29	Northside Independent School District	TX	72	25,649	356.2
30	Albuquerque Public Schools	NM	74.9	28,134	375.6
31	Detroit City School District	MI	115	28,980	252.0
32	Fulton County Public Schools	GA	83	26,961	324.8
33	Long Beach Unified School District	CA	114	27,938	245.1
34	Jefferson County School District	CO	98.1	27,255	277.8
35	Austin Independent School District	TX	59.1	20,543	347.6
36	Baltimore City Public Schools	MD	109	24,152	221.6
37	Milwaukee School District	WI	52.1	23,671	454.3
38	Lee County School District	FL	52	23,312	448.3
39	Fort Worth Independent School District	TX	Data unavailable	19,038	Data unavailable
40	Denver Public Schools	CO	65.7	19,061	290.1
41	Prince William County Public Schools	VA	64.2	22,869	356.2
42	Davidson County School District	TN	85.5	20,339	237.9
43	Anne Arundel County Public Schools	MD	62.5	23,005	368.1
44	Fresno Unified School District	CA	Data unavailable	23,132	Data unavailable
45	Brevard County School District	FL	80	22,169	277.1
46	Guilford County Schools	NC	77.2	22,465	291.0
47	Virginia Beach City Public Schools	VA	66	22,535	341.4
48	Granite District	UT	83.5	19,742	236.4
49	Mesa Unified School District	AZ	74.5	19,802	265.8
50	Greenville County School District	SC	59.8	20,847	348.6

Source: United States Department of Education Office of Civil Rights, 2009 Civil Rights Data Collection

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