

## North Carolina

### Opportunity to Learn for Black Students: 60% of that for White Students

#### *Inequities in Graduation Rates*

Black Male and White Male students in North Carolina graduated at lower rates in 2007/8 than the national average. The racial achievement gap is narrower than the national average due to the particularly low graduation rate of White Male students.

The *Benchmark* for graduation rates of Black Male students for states enrolling more than 10,000 Black students is 69% (New Jersey).

Location	Black Males	Graduation Rate 2007/8		GAP	Graduation Rate 2005/6		Change	
		Black Male	White Male		Black Male	White Male	Black Male	White Male
USA	4.2 mil.	47%	78%	31%	47%	75%	0%	3%
North Carolina	206,289	46%	66%	20%	49%	69%	-3%	-3%

#### *National Assessment of Educational Progress (NAEP) Evidence of Inequities*

NAEP Grade 4 Reading results for North Carolina are similar to those for the nation as a whole for both White Male, non-Latino and Black Male students.

Percentages of Black Male and White Male, Non-Latino, Students at Each Achievement Level,  
Reading, Grade 4, 2009

Race	Jurisdictions	Below Basic	At Basic	At Proficient	At Advanced
White	USA	30	35	28	8
	North Carolina	28	33	30	8
Black	USA	58	30	11	1
	North Carolina	59	29	11	1

At Grade 8 although White Male, non-Latino achievement is at national averages, more than half

of the state’s Black Male students read at less than the Basic level and virtually none reach the Advanced level.

Percentages of Black Male and White Male, Non-Latino, Students at Each Achievement Level, Reading, Grade 8, 2009

Race	Jurisdictions	Below Basic	At Basic	At Proficient	At Advanced
White	USA	21	46	31	2
	North Carolina	22	46	30	2
Black	USA	50	40	9	#
	North Carolina	56	36	8	#

Less than one-third of North Carolina’s Black Male students score below the Basic level in Grade 4 Mathematics; this was five times as many as the state’s White Male, non-Latino students.

Percentages of Black Male and White Male, Non-Latino, Students at Each Achievement Level, Mathematics, Grade 4, 2009

Race	Jurisdictions	Below Basic	At Basic	At Proficient	At Advanced
White	USA	12	39	40	9
	North Carolina	5	36	46	13
Black	USA	36	48	15	1
	North Carolina	27	54	18	1

Nearly half of North Carolina’s Black Male students score below the Basic level in Grade 8 Mathematics and one percent reach the Advanced level.

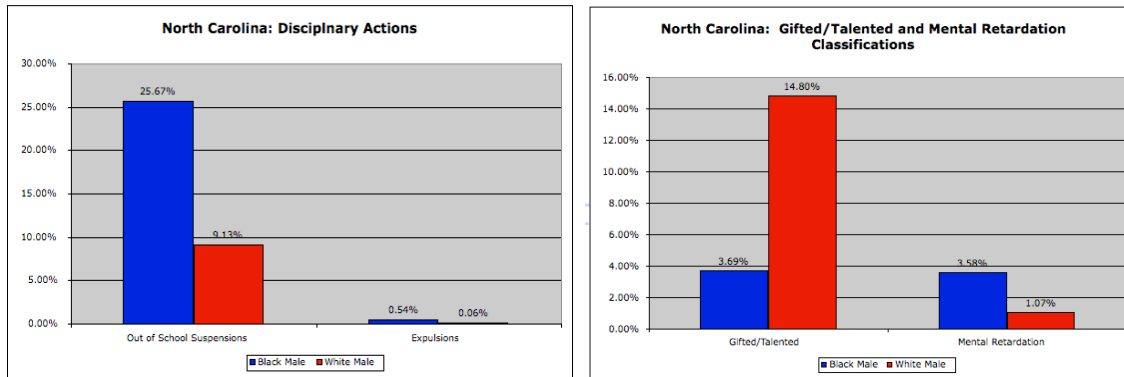
Percentages of Male, White and Black Non-Latino Students At Each Achievement Level, Mathematics, Grade 8, 2009

Race	Jurisdictions	Below Basic	At Basic	At Proficient	At Advanced
White	USA	19	38	32	11
	North Carolina	16	33	38	13
Black	USA	50	37	11	2
	North Carolina	47	40	12	1

The *Benchmark* for Black Male students in Grade 8 Reading is Massachusetts, with 58% of Black Male students scoring at or above Basic.

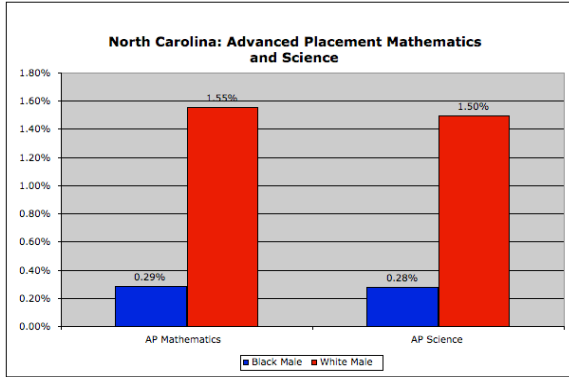
The *Benchmark* for Grade 8 Mathematics is Massachusetts, with 67% of Black Male students scoring at or above Basic.

### *Discipline, Special Education, and Advanced Placement Inequities*



The number of out-of-school suspensions given to Black Male students in North Carolina was equivalent to twenty-six percent of North Carolina's male, Black, non-Latino student population. The number of out-of-school suspensions given to White Male students in North Carolina was equivalent to nine percent of the state's White, male, non-Latino enrollment in the 2006/7 school year, as reported to the Office of Civil Rights of the U. S. Department of Education. Nine times as many Black Male students in proportion to enrollment were expelled as were White Male students.

Black Male students were admitted to district Gifted/Talented programs at a quarter of the rate of White Male students, while more than three times as many were classified as Mentally Retarded.



More than five times as many White Male students were allowed to take Advanced Placement Mathematics and Advanced Placement Science classes as Black Male students, given their respective shares in the student population.

## Charlotte-Mecklenburg

### *Inequities in Graduation Rates*

Black Male and White Male students in Charlotte-Mecklenburg graduated at lower rates in 2007/8 than the national average for their groups. The Black Male graduation rate declined significantly between 2005/6 and 2007/8.

The *Benchmark* for graduation rates of Black Male students for school districts enrolling more than 10,000 Black Male students is 75% (Newark, New Jersey).

Location	Black Males	Graduation Rate 2007/8			Graduation Rate 2005/6		Change	
		Black Male	White Male	GAP	Black Male	White Male	Black Male	White Male
USA	4.2 mil.	47%	78%	31%	47%	75%	0%	3%
North Carolina	206,289	46%	66%	20%	49%	69%	-3%	-3%
Charlotte-Mecklenburg	27,747	39%	70%	31%	45%	64%	-6%	6%

### *National Assessment of Educational Progress (NAEP) Evidence of Inequities*

NAEP Grade 4 Reading results for Charlotte are above average for the nation as a whole for both White Male, non-Latino and Black Male students. Although more than half of the district's Black Male students read below the Basic level at Grade 4, this performance is above state and national averages.

Percentages of Black Male and White Male, Non-Latino, Students at Each Achievement Level  
2009, Reading, Grade 4

Race	Jurisdictions	Below Basic	At Basic	At Proficient	At Advanced
White	USA	30	35	28	8
	North Carolina	28	33	30	8
	Charlotte	19	31	35	16
Black	USA	58	30	11	1
	North Carolina	59	29	11	1
	Charlotte	48	36	14	3

At Grade 8 half of the district's Black Male students read at less than the Basic level and virtually none reach the Advanced level.

Percentages of Black Male and White Male, Non-Latino, Students at Each Achievement Level  
2009, Reading, Grade 8

Race	Jurisdictions	Below Basic	At Basic	At Proficient	At Advanced
White	USA	21	46	31	2
	North Carolina	22	46	30	2
	Charlotte	18	45	34	2
Black	USA	50	40	9	#
	North Carolina	56	36	8	#
	Charlotte	51	40	9	#

In Grade 4 Mathematics, the district's White Male, non-Latino and Black Male students both score above national and state averages.

Percentages of Black Male and White Male, Non-Latino, Students at Each Achievement Level,  
2009, Mathematics, Grade 4

Race	Jurisdictions	Below Basic	At Basic	At Proficient	At Advanced
White	USA	12	39	40	9
	North Carolina	5	36	46	13
	Charlotte	7	30	43	20
Black	USA	36	48	15	1
	North Carolina	27	54	18	1
	Charlotte	27	47	24	2

By Grade 8, over 40% of Charlotte’s Black Male students score below the Basic level in Mathematics; two percent reach the Advanced level, as compared to 21% of the district’s White Male students.

Percentages of Black Male and White Male, Non-Latino, Students at Each Achievement Level, 2009, Mathematics, Grade 8

Race	Jurisdictions	Below Basic	At Basic	At Proficient	At Advanced
White	USA	19	38	32	11
	North Carolina	16	33	38	13
	Charlotte	12	27	40	21
Black	USA	50	37	11	2
	North Carolina	47	40	12	1
	Charlotte	43	40	15	2

***Discipline, Special Education, and Advanced Placement Inequities***



The number of out-of-school suspensions given to Black Male students in the Charlotte-Mecklenburg public schools was equivalent to twenty-four percent of Charlotte-Mecklenburg’s male, Black, non-Latino student population and the percentage of out-of-school suspensions given to White Male students in Charlotte-Mecklenburg was equivalent to six percent, in the 2006/7 school year, as reported to the Office of Civil Rights of the U. S. Department of Education. Seventy-five Black Male (and five White Male) students were expelled.

Black Male, non-Latino students were classified as Gifted/Talented less than one-fifth as often as White Male, non-Latino students in the Charlotte-Mecklenburg public schools and were five times as often placed in Mental Retardation classifications.

More than six times as many White Male students as Black Male students in the Charlotte-Mecklenburg public schools in 2006/7 were allowed to participate in Mathematics Advanced Placement courses and five times as many in Science Advanced Placement courses, proportionate to enrollment.

**Cumberland County**

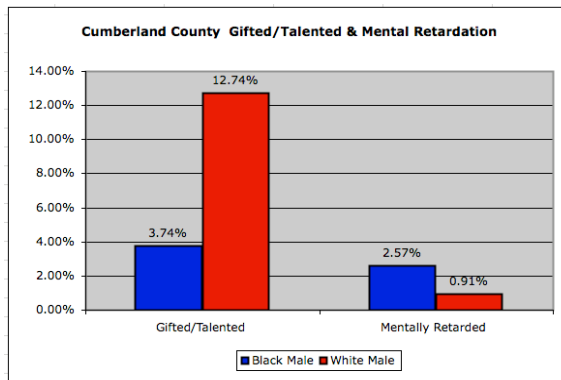
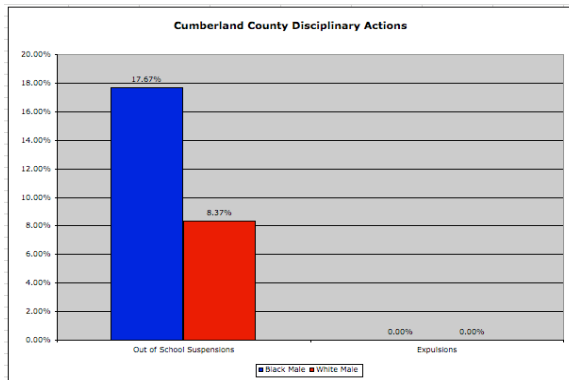
*Inequities in Graduation Rates*

Black Male students in Cumberland County graduated at higher rates in 2007/8 than the national average, while White Male students graduated at lower rates for their group. The racial achievement gap is therefore considerably narrower than the national average.

The *Benchmark* for graduation rates of Black Male students for school districts enrolling more than 10,000 Black Male students is 75% (Newark, New Jersey).

Location	Black Males	Graduation Rate 2007/8		GAP	Graduation Rate 2005/6		Change	
		Black Male	White Male		Black Male	White Male	Black Male	White Male
USA	4.2 mil.	47%	78%	31%	47%	75%	0%	3%
North Carolina	206,289	46%	66%	20%	49%	69%	-3%	-3%
Cumberland County	12,700	54%	64%	10%	56%	65%	-2%	-1%

*Discipline, Special Education, and Advanced Placement Inequities*



The number of out-of-school suspensions given to Black Male students in the Cumberland County public schools was equivalent to eighteen percent of Cumberland County's male, Black, non-Latino student population and the percentage of out-of-school suspensions given to White Male students in Cumberland County was equivalent to eight percent, in the 2006/7 school year, as reported to the Office of Civil Rights of the U. S. Department of Education.

Black Male non-Latino students were classified as Gifted/Talented less than one-third as often as White Male, non-Latino students in the Cumberland County public schools and were more than twice as often placed in Mental Retardation classifications.

Three times as many White Male students as Black Male students in the Cumberland County public schools in 2005/6 were allowed to participate in Mathematics Advanced Placement courses and five times as many in Science Advanced Placement courses, proportionate to enrollment.

## **Guilford County**

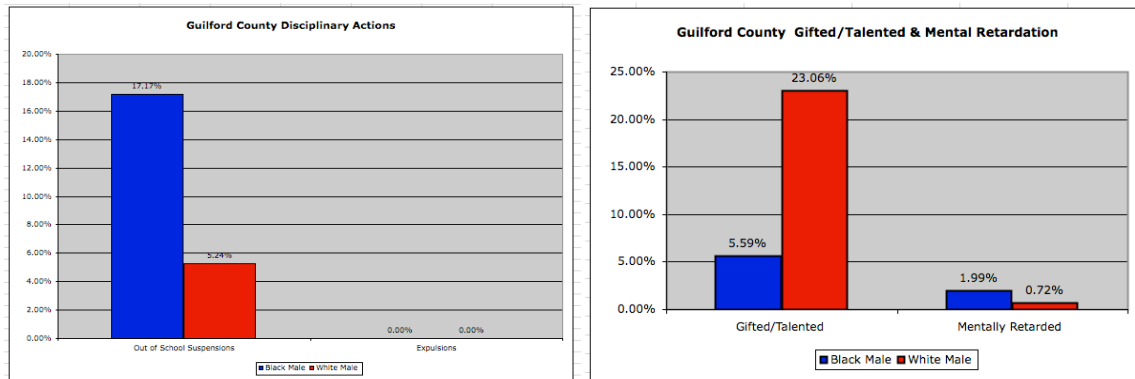
### ***Inequities in Graduation Rates***

Male students in Guilford County graduated at narrowly higher rates in 2007/8 than the national average for each group.

The *Benchmark* for graduation rates of Black Male students for school districts enrolling more than 10,000 Black Male students is 75% (Newark, New Jersey).

<b>Location</b>	<b>Black Males</b>	<b>Graduation Rate 2007/8</b>		<b>GAP</b>	<b>Graduation Rate 2005/6</b>		<b>Change</b>	
		<b>Black Male</b>	<b>White Male</b>		<b>Black Male</b>	<b>White Male</b>	<b>Black Male</b>	<b>White Male</b>
USA	4.2 mil.	47%	78%	31%	47%	75%	0%	3%
North Carolina	206,289	46%	66%	20%	49%	69%	-3%	-3%
Guilford County	15,073	48%	79%	31%	56%	76%	-8%	3%

## *Discipline, Special Education, and Advanced Placement Inequities*



The number of out-of-school suspensions given to Black Male students in the Guilford public schools was equivalent to seventeen percent of Guilford's male, Black, non-Latino student population and the percentage of out-of-school suspensions given to White Male students in Guilford was equivalent to over five percent, in the 2006/7 school year, as reported to the Office of Civil Rights of the U. S. Department of Education.

Black Male non-Latino students were classified as Gifted/Talented less than one third as often as White Male, non-Latino students in the Guilford public schools and were more than twice as often placed in Mental Retardation classifications.

More than five times as many White Male students as Black Male students in the Guilford public schools in 2006/7 were allowed to participate in Mathematics Advanced Placement courses and six times as many in Science Advanced Placement courses, proportionate to enrollment.

### **Wake County**

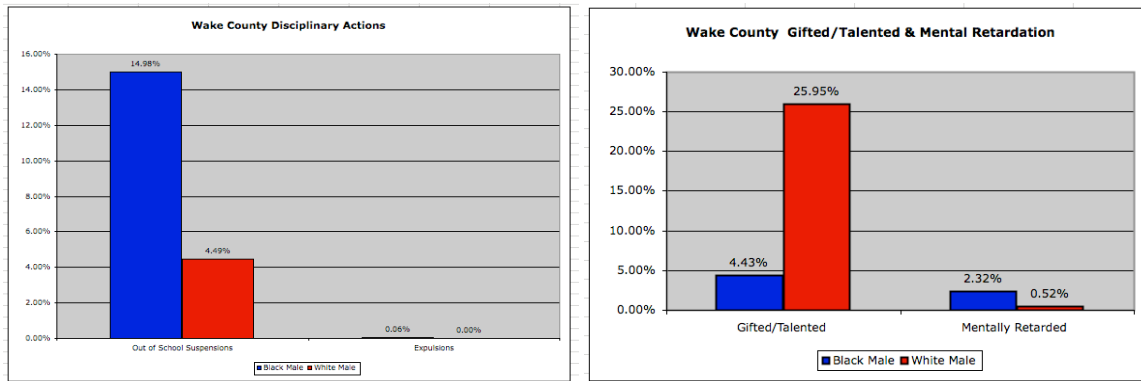
#### *Inequities in Graduation Rates*

Black Male students in Wake County graduated at slightly lower rates and White Male students graduated at slightly higher rates in 2007/8 than their national averages.

The *Benchmark* for graduation rates of Black Male students for school districts enrolling more than 10,000 Black Male students is 75% (Newark, New Jersey).

Location	Black Males	Graduation Rate 2007/8		GAP	Graduation Rate 2005/6		Change	
		Black Male	White Male		Black Male	White Male	Black Male	White Male
USA	4.2 mil.	47%	78%	31%	47%	75%	0%	3%
North Carolina	206,289	46%	66%	20%	49%	69%	-3%	-3%
Wake County	17,987	44%	79%	35%	56%	84%	-12%	-5%

### Discipline, Special Education, and Advanced Placement Inequities



The number of out-of-school suspensions given to Black Male students in the Wake County public schools was equivalent to fifteen percent of Wake County’s male, Black, non-Latino student population and the percentage of out-of-school suspensions given to White Male students in Wake County was equivalent to four percent, in the 2006/7 school year, as reported to the Office of Civil Rights of the U. S. Department of Education.

Black Male non-Latino students were classified as Gifted/Talented less than one-fifth as often as White Male, non-Latino students in the Wake County public schools and were more than four times as often placed in Mental Retardation classifications.

More than nine times as many White Male students as Black Male students in the Wake County public schools in 2006/7 were allowed to participate in Mathematics Advanced Placement courses and seven times as many in Science Advanced Placement courses, proportionate to enrollment.