

INCLUDING

*Marc H. Morial, Mayor Muriel Bowser, Debra Martin Chase, Benjamin Crump,
Secretary Anthony Foxx, Mayor Karen Freeman-Wilson, Lily Eskelsen García, Mayor Kevin
Johnson, Alfred Liggins, La June Montgomery Tabron and "The Three Doctors"*



2015 STATE OF BLACK AMERICA®

**SAVE
OUR
CITIES**

Education, Jobs + Justice



A NATIONAL URBAN LEAGUE PUBLICATION
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SAVE OUR CITIES

Education, Jobs + Justice

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From the President's Desk

MARC H. MORIAL

PRESIDENT & CEO, NATIONAL URBAN LEAGUE



Few times in a nation's history is the conscience of its citizens shocked and awakened across racial, economic, generational and even ideological lines. These are the times when the collective consciousness of a people also unapologetically screams that it's time for change—and that it must start today.

That time is now. 2014 was indeed a catalytic year that was propelled by cataclysmic circumstances—little accountability for law enforcement responsible for killing unarmed Black men, teenagers and children; a continual assault on voting rights; widening economic inequality gaps; and an increasingly partisan education debate far more rooted in political agendas than in putting our children first.

The theme of the *2015 State of Black America*® “Save Our Cities: Education, Jobs + Justice” conveys the urgency of focus around each of these areas and their interconnectedness in our ongoing quest for full equality in America.

So, what is the state of Black America in 2015? In short, on many fronts, Black America remains in crisis—and we see justice challenged at every turn.

The world watched as non-indictments of the police officers responsible for the deaths of unarmed Black males including Eric Garner, Michael Brown and John Crawford signaled that police accountability for taking Black lives was reaching a modern-day low—and that the widespread and dangerous mistrust between law enforcement and too many communities of color in America was reaching a new high. Perhaps nowhere was this more evident than in Cleveland, OH, where police shot and killed 12-year-old Tamir Rice at point-blank range within two seconds of pulling alongside him in a park, where he was playing with a toy gun. A U.S. Justice Department report released in December 2014 found a pattern of excessive force by the Cleveland Police Department,

including hostility from police toward residents and lack of accountability for misconduct. The state's attorney general had also found systemic failures in the department's communication and supervision.

The protests—on the streets, in social media and across cities—that we witnessed as these non-indictments and new cases were announced was new to a generation, but not to the nation. As the National Urban League released our 10-Point Plan for Police Reform and Accountability, millions of Americans—young, old, Black, white, Brown, Christian, Muslim, Hindu and beyond—joined us in raising their voices, as we have together many times throughout our nation's history, because difficult circumstances often present a once-in-a-lifetime opportunity to effect historic change. The time was then—and the time continues now.

As 2015 opened, we saw Brooklyn, NY District Attorney Kenneth Thompson bring an indictment against the police officer responsible for killing Akai Gurley in the stairwell of his apartment building. In this case, and as we hope will continue with others, there is a renewed sense of fairness in our justice system and an example of the process working.

We also heard FBI Director James Comey, in his unprecedented speech "Hard Truths: Law Enforcement and Race," acknowledge unconscious bias as an issue impacting the actions of officers and the relationship between law enforcement and communities of color. There are many "hard truths" that we need to confront as we work to ensure the safety of all of our communities and to improve police-community relations. It will be a difficult yet critical conversation that will require, as Director Comey observed, that we "speak the truth to ourselves" about the challenges on both sides—in law enforcement and in our communities.

Justice was also challenged in 2014 with an assault on voting rights following the Supreme Court's 2013 decision in the Shelby County case. This decision struck down preclearance provisions of the Voting Rights Act, which required states with a history of race-based voter suppression to have changes in their election laws, including reapportionment and polling location changes, approved by the United States Justice Department before they took effect. In the aftermath, we've seen states across the nation move aggressively to enact new voter suppression laws aimed at making registration and voting more difficult for people of color.

In 1964, the Supreme Court said, "No right is more precious in a free country than that of having a voice in the election of those who make the laws under which, as good citizens, we must live. Other rights, even the most basic, are illusory if the right to vote is undermined."

Fifty years after President Lyndon Johnson signed the Voting Rights Act, this basic principle stands. Organizations like ours will continue to fight to protect democracy via the protection of our voting rights and pushing Congress to move the bipartisan Voting Rights Amendment Act of 2014 forward, but the battle is not ours alone. Individually and collectively, we must take the first step in ensuring our voices are heard by ensuring our votes are cast in every election.

Justice also continues to be challenged on the jobs and economic front. The start of 2015 saw the most sustained period of job creation this century. However, the dark cloud inside this silver lining is that too many people are still being left behind. Black unemployment is twice that of white unemployment. Wages are stagnant. Many people who are working are simply not earning what they need or should earn to make ends meet. Whether one calls

it income inequality, upward social mobility, decline of the middle class, eliminating poverty among working people or something different, it is one of the great challenges facing post-recession America.

We know that opportunity is not equal when affluent families have significant resources for things like better nutrition, health care and early childhood education, while many other households have very little, if any, resources to spare for these purposes. We know that low-income families face an unfair disadvantage when public funding for safety net programs and public education is cut. We also know that the rising cost of college, the slowdown in business formation for low-income Americans and the huge gap in inheritances between the top and bottom rungs of the economic ladder directly impact economic prosperity and mobility.

I've always believed that when we know better, we should do better. So, how are we going to create jobs that pay living wages, afford human dignity and respect and provide the ability for one to be economically self-sufficient?

We don't have all of the answers, but we know the power of action—and we have a model that works. Through the National Urban League's 50-city, \$100 million Jobs Rebuild America initiative and our steadfast commitment to workforce development, we have made it our business to train and prepare people for good jobs that pay good wages. We have put more than 160,000 people to work during my tenure here alone.

We have also fought victoriously for the passage of bipartisan jobs bills like the Workforce Innovation and Opportunity Act (WIOA), which is allowing millions of unemployed and under-employed workers and urban youth of color to receive the job and skills training, as well as

support services, they need to chart a path to a better future. The National Urban League and the advocacy work of our Affiliates on the Urban Jobs Act—co-sponsored by Senator Kirsten Gillibrand of New York and Rep. Chaka Fattah of Pennsylvania—were the impetus for many of the local youth provisions that are now a part of the WIOA.

ECONOMIC INEQUALITY HAS BEEN CALLED THE BIGGEST THREAT FACING AMERICA. AS SUCH, IT IS AN ISSUE THAT WE ALL—GOVERNMENT, PRIVATE SECTOR AND NGOS—HAVE A ROLE IN HELPING TO ALLEVIATE.

We've also seen individual states pick up the ball and run when Congress has fumbled. Stalled by congressional obfuscation and obstruction of a federal minimum wage increase, states have taken this fight into their own hands. Refusing to wait for Congress to act, as of the beginning of 2015, almost 30 states and the District of Columbia have minimum wages above the federal minimum wage.

But no one should be let off of the proverbial hook. Economic inequality has been called the biggest threat facing America. As such, it is an issue that we all—government, private sector and NGOs—have a role in helping to alleviate.

Lastly, justice has been challenged regarding education—undoubtedly one of the most pressing civil rights issues of our time. Disparities remain in both the K-12 and higher

education system. Sixty years after the landmark ruling in *Brown v. Board of Education* ended segregation in America's public schools, separate and unequal is still a pervasive reality. While de jure, or legal, segregation has been abolished, de facto, or the actual practice of segregation, is greater now than it was 40 years ago.

Black and Brown students are less likely to share classrooms with white students. We also see separate and unequal levels of expectations and resources in our schools that continue to break down along economic, and thus largely color, lines. The Organization for Economic Cooperation and Development (OECD) found that the U.S. is one of few advanced nations where more educational resources are provided to schools with richer students than to those serving poor children.

Earlier this year, *The Economist* appropriately spoke to the education crisis facing our nation with its cover story "America's New Aristocracy: Education and the Inheritance of Privilege." The achievement levels of Black and Brown students, especially those burdened with the economic and social disadvantages of poverty, are falling further behind their white peers. This is a recipe for economic and social disaster, but it can be avoided if we make closing the achievement gap a national priority, guided by a commitment to a common set of principles.

More must be done to ensure that all districts are held to high standards, that those standards are consistent across the country, and that schools, teachers and students in all schools and neighborhoods have the necessary resources to succeed.

In 2014, via the National Urban League's 360-degree Put Our Children 1st television, radio, digital and social media platform, the

Urban League Movement took an aggressive public posture in support of higher education standards (widely referred to as Common Core State Standards) and improved accountability combined with equitable resources and implementation. If, according to *Brown*, education "is a right which must be made available to all on equal terms," then we must make it a priority to ensure that all children—no matter their race, where they live or their parents' income—receive a high-quality education. (To learn more about the campaign, visit www.putourchildren1st.org.)

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In 2015, our stake in the ground around education continues to deepen, and our efforts to ensure that all children have a fair chance to achieve their potential and be successful are being expanded. For the first time in the history of the *State of Black America*[®] report, in addition to the National Equality Index[™] and Metro Equality Index Rankings, we have included a 50-state Education Equality Index and ranking of Black-White and Hispanic-White equality in educational achievement.

While we observe monumental celebrations, including the 50th anniversaries of the heroes and heroines of Selma and of the signing of the Voting Rights Act, on far too many fronts, there is significant work to do. While we celebrate the tremendous progress and transformation of our nation, we have a continuing need to be vigilant, to persevere and to protect past gains. We must not allow the forces of division, intolerance and right-wing extremism to turn back the hands of time.

We are a nation that has to confront today's challenges with a clear understanding of our past. This is our work, and we will succeed because we are resilient—buoyed by our victories of yesterday, our progress of today and our hopes for tomorrow.

The time is now, and as long as justice is challenged on any front, we will keep pushing on every front. +

Introduction to the 2015 Equality Index™

VALERIE RAWLSTON WILSON, PH.D.

President Obama opened his January 2015 State of the Union address touting a lower unemployment rate than before the financial crisis, more kids graduating than ever before and more people insured than ever before. While each of these milestones is reflected in the 2015 National Urban League Equality Index, it also tells a less popular, though all too familiar, story of persistent racial disparities in American life.

As the National Urban League continues to press the case for closing the divide in economic opportunity, education, health, social justice and civic engagement, the 2015 National Urban League Equality Index™ is the eleventh edition of this critical quantitative tool for tracking Black-White racial equality in America and the sixth edition of the Hispanic-White Index. This year's Equality Index also includes the second installment of rankings of Black-White and Hispanic-White unemployment and income equality for about 70 metropolitan statistical areas ("metro areas" or "metros") in America.¹ New to the 2015 Equality Index is a special feature on state-level racial and ethnic disparities in K-12 education that documents the extent of Black-White and Hispanic-White achievement gaps in states across the country. The State Education Index also includes supporting data on some of the factors that contribute to narrowing or widening these gaps.

OVERVIEW OF 2015 NATIONAL URBAN LEAGUE EQUALITY INDEX

The 2015 Equality Index™ of Black America stands at 72.2 percent compared to a revised 2014 index of 71.5 percent. Revisions to the previous year's index are done for greater comparability across years and reflect data points that have been corrected, removed from the current year's index or re-weighted so that less emphasis is placed on older data. The largest increases in this year's index were in the areas

of social justice (from 56.9% to 60.6%) and health (from 78.2% to 79.8%) with only a small increase in economics (from 55.4% to 55.8%). The education (from 76.7% to 76.1%) and civic engagement (from 104.7% to 104%) indexes both declined slightly.

The increase in the social justice index was the result of fewer Blacks being victims of violent crimes and fewer Black high school students carrying weapons, while at the same time, the rates for white high school students increased. The increase in the health index resulted from increased health care coverage for Blacks since the Affordable Care Act went into effect and a decline in binge drinking among Blacks, while the rates for whites continued to climb.

The small increase in the economics index was the result of improvements in the income, poverty and home loan denial gaps. The unemployment and homeownership gaps widened.

The 2015 Equality Index of Hispanic America stands at 77.7 percent compared to a revised 2014 index of 75.8 percent. The increase in the Hispanic-White Index resulted from improvements in all categories, except for civic engagement. The greatest gains were in social justice (from 66.1% to 72.7%) and health (from 102.4% to 106.9%), followed by education (from 73.2% to 74.6%) and economics (from 60.6% to 61.7%). The civic engagement index declined modestly from 71.2 percent to 71.0 percent.

The large increase in the social justice index came from a lower Hispanic incarceration rate, and fewer Hispanic high school students carrying firearms.

The increase in the health index came from lower death rates among Hispanics and increased health care coverage.

EQUALITY INDEX OF BLACK AMERICA

CATEGORY	REVISED 2014	2015
EQUALITY INDEX	71.5%	72.2%
<i>Economics</i>	55.4%	55.8%
<i>Health</i>	78.2%	79.8%
<i>Education</i>	76.7%	76.1%
<i>Social Justice</i>	56.9%	60.6%
<i>Civic Engagement</i>	104.7%	104.0%

EQUALITY INDEX OF HISPANIC AMERICA

CATEGORY	REVISED 2014	2015
EQUALITY INDEX	75.8%	77.7%
<i>Economics</i>	60.6%	61.7%
<i>Health</i>	102.4%	106.9%
<i>Education</i>	73.2%	74.6%
<i>Social Justice</i>	66.1%	72.7%
<i>Civic Engagement</i>	71.2%	71.0%

METROPOLITAN AREA RANKINGS OF UNEMPLOYMENT EQUALITY

Last year, the National Urban League introduced rankings of unemployment and income equality between whites, Blacks and Latinos in the nation's largest metropolitan areas. Comparison of the 2014 and 2015 Metro Unemployment Equality Index rankings reveals that there was significant shuffling of metros at the top of the list.² In the Black-White rankings and the Hispanic-White rankings, only three of the cities in last year's top 10 metros were also in this year's top 10. On the other hand, many of the metros at the bottom of last year's rankings remained at the bottom of this year's rankings as well.

These patterns seem to represent differences in the pace of recovery across the country as metros at the top of the list averaged larger improvements in unemployment rates than those at the bottom of the list. The full list of Black-White and Hispanic-White 2015 Metro

TABLE 1: METRO HIGHS AND LOWS: BLACK-WHITE UNEMPLOYMENT EQUALITY AND UNEMPLOYMENT RATES

* 2013 Unemployment Rate

HIGHEST AND LOWEST BLACK-WHITE UNEMPLOYMENT EQUALITY INDEX™ <i>(Index in Parentheses)</i>	LOWEST AND HIGHEST BLACK UNEMPLOYMENT RATES	<i>Black Unemployment Rate</i>	LOWEST AND HIGHEST WHITE UNEMPLOYMENT RATES	<i>White Unemployment Rate</i>
1 Providence–Warwick, RI–MA (65.4%)	Omaha–Council Bluffs, NE–IA	7.5%	Omaha–Council Bluffs, NE–IA	3.8%
2 Phoenix–Mesa–Scottsdale, AZ (64.0%)	Austin–Round Rock, TX	9.2%	Jackson, MS	3.9%
3 Austin–Round Rock, TX (63.0%)	Oklahoma City, OK	9.9%	San Antonio–New Braunfels, TX	4.5%
4 Riverside–San Bernardino–Ontario, CA (59.0%)	Phoenix–Mesa–Scottsdale, AZ	10.0%	Washington–Arlington–Alexandria, DC–VA–MD–WV	4.5%
5 Greensboro–High Point, NC (58.8%)	Nashville–Davidson–Murfreesboro–Franklin, TN	10.8%	Minneapolis–St. Paul–Bloomington, MN–WI	4.5%
66 Minneapolis–St. Paul–Bloomington, MN–WI (31.7%)	Cleveland–Elyria, OH	20.4%	Augusta–Richmond County, GA–SC	8.7%
67 Grand Rapids–Wyoming, MI* (31.3%)	Las Vegas–Henderson–Paradise, NV	21.1%	Lakeland–Winter Haven, FL	8.7%
68 Cleveland–Elyria, OH (29.4%)	Sacramento–Roseville–Arden–Arcade, CA	21.4%	Las Vegas–Henderson–Paradise, NV	9.6%
69 Milwaukee–Waukesha–West Allis, WI (29.0%)	Chicago–Naperville–Elgin, IL–IN–WI	21.4%	Sacramento–Roseville–Arden–Arcade, CA	10.2%
70 Jackson, MS (27.9%)	Toledo, OH	22.6%	Riverside–San Bernardino–Ontario, CA	10.8%

TABLE 2: METRO HIGHS AND LOWS: HISPANIC-WHITE UNEMPLOYMENT EQUALITY AND UNEMPLOYMENT RATES

HIGHEST AND LOWEST HISPANIC-WHITE UNEMPLOYMENT EQUALITY INDEX™ <i>(Index in Parentheses)</i>	LOWEST AND HIGHEST HISPANIC UNEMPLOYMENT RATES	<i>Hispanic Unemployment Rate</i>	LOWEST AND HIGHEST WHITE UNEMPLOYMENT RATES	<i>White Unemployment Rate</i>
1 Deltona–Daytona Beach–Ormond Beach, FL (148.3%)	New Orleans–Metairie, LA	5.3%	Urban Honolulu, HI	3.7%
2 Indianapolis–Carmel–Anderson, IN (126.4%)	Indianapolis–Carmel–Anderson, IN	5.3%	Omaha–Council Bluffs, NE–IA	3.8%
3 Lakeland–Winter Haven, FL (119.2%)	Nashville–Davidson–Murfreesboro–Franklin, TN	5.6%	Minneapolis–St. Paul–Bloomington, MN–WI	4.5%
4 New Orleans–Metairie, LA (115.1%)	Oklahoma City, OK	5.7%	San Antonio–New Braunfels, TX	4.5%
5 Nashville–Davidson–Murfreesboro–Franklin, TN (107.1%)	Deltona–Daytona Beach–Ormond Beach, FL	5.8%	Washington–Arlington–Alexandria, DC–VA–MD–WV	4.5%
68 Allentown–Bethlehem–Easton, PA–NJ (44.7%)	Rochester, NY	16.2%	Bakersfield, CA	9.9%
69 Omaha–Council Bluffs, NE–IA (44.2%)	Providence–Warwick, RI–MA	16.5%	Sacramento–Roseville–Arden–Arcade, CA	10.2%
70 Springfield, MA (41.8%)	Hartford–West Hartford–East Hartford, CT	17.3%	Riverside–San Bernardino–Ontario, CA	10.8%
71 Rochester, NY (38.3%)	Springfield, MA	17.7%	Stockton–Lodi, CA	11.5%
72 Hartford–West Hartford–East Hartford, CT (38.2%)	Modesto, CA	20.8%	Modesto, CA	12.0%

Unemployment Equality Index rankings, complete with a comparison to 2014, can be found in the tables at the end of this section of the report.

BLACK-WHITE UNEMPLOYMENT EQUALITY

With an index of 65 percent, the smallest Black-White unemployment gap was in the Providence-Warwick, RI-MA metro area, where the Black unemployment rate was 13 percent and the white rate was 8.5 percent. Last year's most equal metro—Augusta-Richmond County, GA-SC—fell to #13 this year as the Black unemployment rate increased from 13.3 percent to 16.5 percent and the white unemployment rate was essentially unchanged.

Similar to the 2014 rankings, the 2015 rankings reveal that metros with the greatest unemployment equality are not necessarily the metros with the best employment outcomes for either group. The metro with the lowest unemployment rate for both Blacks and whites (7.5% and 3.8%, respectively) was Omaha-Council Bluffs, NE-IA, #16 in the equality ranking. The metro with the highest Black unemployment rate (22.6%) was Toledo, OH, #60 in the equality ranking. Riverside-San Bernardino-Ontario, CA registered the highest white unemployment rate (10.8%) and came in at #4 in the equality ranking. The five highest and five lowest metro areas in terms of Black-White unemployment equality, as well as Black and white unemployment rates are presented in *Table 1*.

HISPANIC-WHITE UNEMPLOYMENT EQUALITY

With an index of 148 percent, Deltona-Daytona Beach-Ormond Beach, FL topped the Hispanic-White metro unemployment rankings this year. Deltona was up from #29 last year due to a large drop in the Hispanic unemployment rate (from 9.4% to 5.8%). In addition to Deltona,

there were four other metros with a Hispanic-White unemployment index greater than 100, indicating that the Hispanic unemployment rate was lower than the white unemployment rate—Indianapolis-Carmel-Anderson, IN; Lakeland-Winter Haven, FL; New Orleans-Metairie, LA and Nashville-Davidson-Murfreesboro-Franklin, TN. Last year's #1—Memphis, TN—fell to #33 this year as the Hispanic unemployment rate more than doubled (from 3.8% to 8.2%).

Since unemployment disparities between Latinos and whites have narrowed more than those between Blacks and whites during the recovery,³ lower unemployment rates and greater unemployment equality seemed to be more closely linked in the Hispanic-White rankings. The metro with the lowest Hispanic unemployment rate (5.3%) was Indianapolis-Carmel-Anderson, IN, #2 in the ranking. The metro with the highest Hispanic unemployment rate (20.8%) was Modesto, CA at #59 in the ranking. The five highest and five lowest metro areas in terms of Hispanic-White unemployment equality, as well as Hispanic and white unemployment rates are presented in *Table 2*.

METROPOLITAN AREA RANKINGS OF INCOME EQUALITY

Unlike the Black-White unemployment equality rankings, the Black-White Income Equality Index rankings were relatively stable between 2014 and 2015. Six of last year's top 10 metros were again in the top 10 this year. On the other hand, the Hispanic-White rankings were less stable with only four of last year's top 10 appearing at the top of this year's list. Nationally, Hispanic households experienced the largest increase in median household income between 2012 and 2013.⁴ The extent to which this growth was concentrated in certain metros could help explain why there may have been more shuffling in the Hispanic-White ranking. The full list of Black-White and Hispanic-White 2015 Metro

TABLE 3: METRO HIGHS AND LOWS: BLACK-WHITE INCOME EQUALITY AND MEDIAN HOUSEHOLD INCOME

* Median Household Income, 2013 Dollars

HIGHEST AND LOWEST BLACK-WHITE INCOME EQUALITY INDEX™ <i>(Index in Parentheses)</i>	HIGHEST AND LOWEST BLACK MEDIAN HOUSEHOLD INCOME	<i>Black Median Household Income</i>	HIGHEST AND LOWEST WHITE MEDIAN HOUSEHOLD INCOME	<i>White Median Household Income</i>
1 Riverside-San Bernardino-Ontario, CA (71%)	Washington-Arlington-Alexandria, DC-VA-MD-WV	\$64,663	Washington-Arlington-Alexandria, DC-VA-MD-WV	\$108,254
2 Nashville-Davidson-Murfreesboro-Franklin, TN (67%)	Boston-Cambridge-Newton, MA-NH	\$48,326	Bridgeport-Stamford-Norwalk, CT	\$98,697
3 San Diego-Carlsbad, CA (66%)	Baltimore-Columbia-Towson, MD	\$47,866	San Francisco-Oakland-Hayward, CA	\$95,285
4 San Antonio-New Braunfels, TX (65%)	Hartford-West Hartford-East Hartford, CT	\$47,491	New York-Newark-Jersey City, NY-NJ-PA	\$83,457
5 Lakeland-Winter Haven, FL (64%)	San Diego-Carlsbad, CA	\$46,524	Baltimore-Columbia-Towson, MD	\$80,573
66 Minneapolis-St. Paul-Bloomington, MN-WI (44%)	Albany-Schenectady-Troy, NY*	\$26,714	Greenville-Anderson-Mauldin, SC	\$50,315
67 Toledo, OH (44%)	Cleveland-Elyria, OH	\$26,627	Tampa-St. Petersburg-Clearwater, FL	\$49,974
68 Bridgeport-Stamford-Norwalk, CT (43%)	Buffalo-Cheektowaga-Niagara Falls, NY	\$26,136	Winston-Salem, NC	\$49,451
69 Albany-Schenectady-Troy, NY* (42%)	Grand Rapids-Wyoming, MI	\$25,495	Toledo, OH	\$49,333
70 San Francisco-Oakland-Hayward, CA (42%)	Toledo, OH	\$21,699	Lakeland-Winter Haven, FL	\$46,512

TABLE 4: METRO HIGHS AND LOWS: HISPANIC-WHITE INCOME EQUALITY AND MEDIAN HOUSEHOLD INCOME

* Median Household Income, 2013 Dollars

HIGHEST AND LOWEST HISPANIC-WHITE INCOME EQUALITY INDEX™ <i>(Index in Parentheses)</i>	HIGHEST AND LOWEST HISPANIC MEDIAN HOUSEHOLD INCOME	<i>Hispanic Median Household Income</i>	HIGHEST AND LOWEST WHITE MEDIAN HOUSEHOLD INCOME	<i>White Median Household Income</i>
1 Deltona-Daytona Beach-Ormond Beach, FL (97%)	Washington-Arlington-Alexandria, DC-VA-MD-WV	\$65,736	Washington-Arlington-Alexandria, DC-VA-MD-WV	\$108,254
2 McAllen-Edinburg-Mission, TX* (91%)	Urban Honolulu, HI	\$60,962	San Jose-Sunnyvale-Santa Clara, CA	\$100,281
3 Boise City, ID (90%)	Baltimore-Columbia-Towson, MD	\$59,939	Bridgeport-Stamford-Norwalk, CT	\$98,697
4 Jacksonville, FL (87%)	San Jose-Sunnyvale-Santa Clara, CA	\$59,150	San Francisco-Oakland-Hayward, CA	\$95,285
5 St. Louis, MO-IL (83%)	San Francisco-Oakland-Hayward, CA	\$56,269	Oxnard-Thousand Oaks-Ventura, CA	\$86,786
68 Providence-Warwick, RI-MA (47%)	Worcester, MA-CT	\$29,216	Tampa-St. Petersburg-Clearwater, FL	\$49,974
69 Rochester, NY (46%)	Providence-Warwick, RI-MA	\$28,622	Cape Coral-Fort Myers, FL	\$49,633
70 Worcester, MA-CT (44%)	Indianapolis-Carmel-Anderson, IN	\$27,293	Lakeland-Winter Haven, FL	\$46,512
71 Springfield, MA (41%)	Rochester, NY	\$26,315	Deltona-Daytona Beach-Ormond Beach, FL	\$42,473
72 Hartford-West Hartford-East Hartford, CT (40%)	Springfield, MA	\$24,781	McAllen-Edinburg-Mission, TX*	\$35,185

Income Equality Index rankings, complete with a comparison to 2014, can be found in the tables at the end of this section of the report.

BLACK-WHITE INCOME EQUALITY

Riverside–San Bernardino–Ontario, CA remained at the top of the Black–White Income Equality ranking this year, with the median Black household having 71 cents for every dollar of median white household income. In Riverside, Black household income fell five percent year-over-year while whites saw an increase of four percent. Black and white incomes were least equal in San Francisco–Oakland–Hayward, CA where the gap was 42 cents on the dollar. In San Francisco, the median household income for Blacks was \$39,902 (down three percent from last year's Index) compared to \$95,285 for whites (up four percent from last year's Index).

The highest median household income for both Blacks (\$64,663) and whites (\$108,254) was in Washington–Arlington–Alexandria, DC–VA–MD–WV, #21 in the ranking. The lowest median Black household income (\$21,699) was in Toledo, OH (#67 in the ranking). Even though Toledo had the second lowest median white household income, white household income in Toledo was still more than double Black household income. Toledo, OH also had the highest Black unemployment rate, which would at least partly account for the low income of Black households. The lowest median white household income for whites (\$46,512) was in Lakeland–Winter Haven, FL, #5 in the ranking. The five highest and five lowest metro areas in terms of Black–White income equality, as well as Black and white median household income are presented in *Table 3*.

HISPANIC-WHITE INCOME EQUALITY

For Latinos, median household incomes were closest to those of whites in Deltona–Daytona Beach–Ormond Beach, FL, which was up from #4 in last year's ranking as a result of seven percent income growth for Latinos and a 10

percent loss for whites. In Deltona, the median Hispanic household had 97 cents for every dollar of median white household income. Hispanic and white incomes were least equal in Hartford–West Hartford–East Hartford, CT where the gap was 40 cents on the dollar. In Hartford, the median household income for Latinos was \$30,453 (down six percent from the 2014 index), compared to \$75,475 for whites (down one percent).

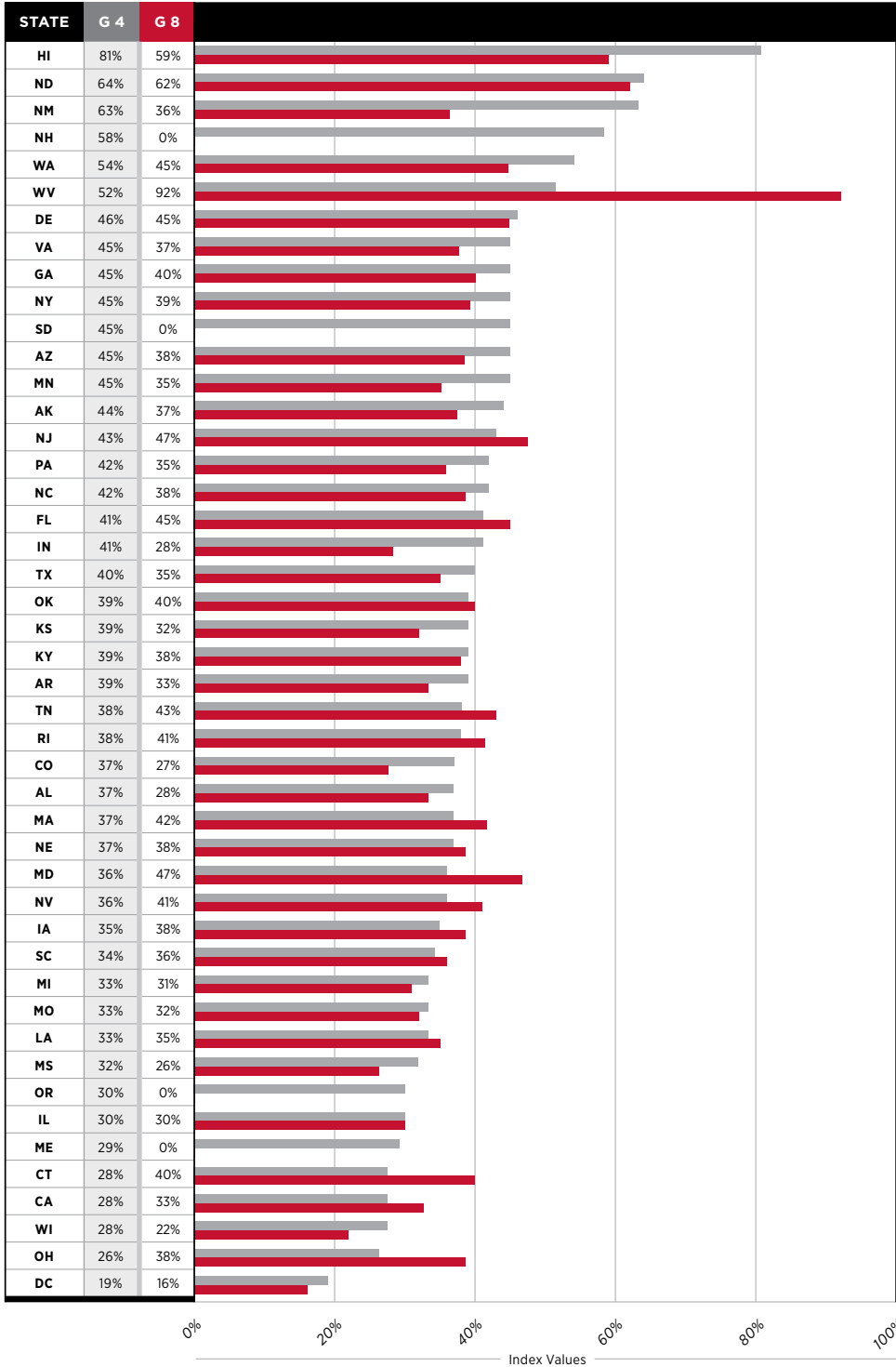
As was the case for Blacks and whites, the highest median Hispanic household income was in Washington–Arlington–Alexandria, DC–VA–MD–WV (\$65,736), #47 in the equality ranking. The lowest median Hispanic household income was in Springfield, MA (\$24,781), #71 in the equality ranking. The five highest and five lowest metro areas in terms of Hispanic–White income equality, as well as Hispanic and white median household income are presented in *Table 4*.

STATE EDUCATION INDEX

New to this year's Equality Index is a state-level education index. This portion of the index features achievement indicators based on 2013 National Assessment of Educational Progress (NAEP) reading and math test scores for grades 4 and 8 and 2009–2010 high school graduation rates. These indicators are supported by additional data on some of the factors that can help to narrow these gaps, including teacher quality, pre-school and course enrollment, and student status and risk factors. The full set of indicators is presented in the State Education Index tables for all 50 states and the District of Columbia, located at the end of this section. Figures depicting Black–White and Hispanic–White reading and math proficiency gaps as well as high school graduation gaps are presented throughout this section of the report. These figures provide a simple way of summarizing and comparing achievement gaps across states.

FIGURE A: BLACK-WHITE READING PROFICIENCY EQUALITY INDEX™, GRADES 4 AND 8

■ Grade 4 ■ Grade 8



READING PROFICIENCY GAPS

Reading proficiency gaps (measured by the Index) represent the percentage of Black (or Latino) students testing at or above proficient for their grade level in reading relative to the percentage of white students testing at or above proficient. As shown in *Figures A and B*, the largest grade 4 reading proficiency gaps were in the District of Columbia (DC) with a Black-White index of 19 percent and a Hispanic-White index of 30 percent. Among DC 4th graders, 14.7 percent of Blacks, 76.6 percent of whites and 22.8 percent of Hispanic students tested at or above proficient in reading (see *State Education Equality Index table*).

The smallest Black-White reading proficiency gap was in Hawaii, where the index was 81 percent. Among Hawaii 4th graders, 37.1 percent of Blacks and 45.7 percent of whites tested at or above proficient in reading (see *State Education Equality Index table*). With an index of 75 percent, the smallest Hispanic-White reading proficiency gap was in Kentucky. Among Kentucky 4th graders, 29.4 percent of Hispanics and 39.2 percent of whites tested at or above proficient in reading (see *State Education Equality Index table*).

Comparing the progression of these gaps between grades 4 and 8, we find that the Hispanic-White reading proficiency gap was more likely to narrow than the Black-White gap. The Hispanic-White reading index improved between grades 4 and 8 in 32 out of 47 states (see *Figure B*), while the Black-White reading index improved in only 16 out of 46 states (see *Figure A*). Improvement among Latino students may be partially attributed to increased English language proficiency among students for whom English is a second language as they progress through school.

MATH PROFICIENCY GAPS

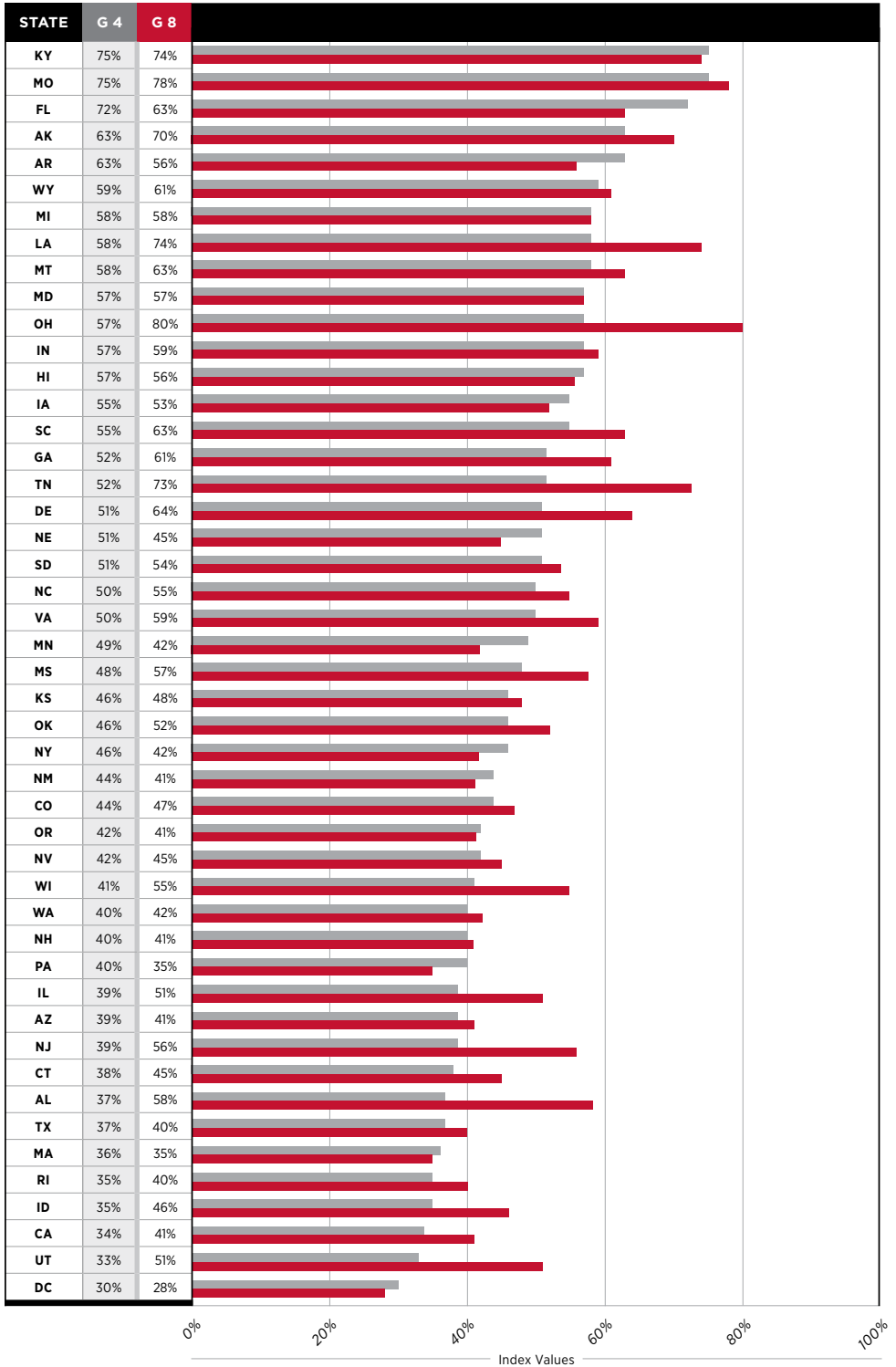
Math proficiency gaps were measured in the same way as reading efficiency gaps. In this case, the index measures the percentage of Black (or Latino) students testing at or above proficient for their grade level in math relative to the percentage of white students testing at or above proficient. As shown in *Figure C*, the largest grade 4 Black-White math proficiency gap was in Wisconsin with an index of 21 percent and the smallest gap was in West Virginia with an index of 69 percent. Among Wisconsin 4th graders, 12.1 percent of Black students and 56.9 percent of white students tested at or above proficient in math (see *State Education Equality Index table*). Though the gap between white and Black 4th graders in West Virginia was smaller, math achievement for both races was lower. Among West Virginia 4th graders, 24.7 percent of Blacks and 35.6 percent of whites tested at or above proficient in math (see *State Education Equality Index table*).

Figure D shows math proficiency gaps for Latino students. The largest Hispanic-White math proficiency gap was in the District of Columbia with an index of 27 percent and the smallest gap was in Louisiana where the index was 72 percent. Among DC 4th graders, 23.3 percent of Hispanics and 87.7 percent of whites tested at or above proficient in math. Among Louisiana 4th graders, 28.9 percent of Hispanic students and 40 percent of white students tested at or above proficient in math (see *State Education Equality Index table*).

Based on the progression of these gaps between grades 4 and 8, we find that both Blacks and Latinos saw less narrowing of math gaps than of reading gaps. Black-White math proficiency gaps improved in only 9 of 45 states, while Hispanic-White gaps improved in just 13 of 47 states (see *Figures C and D*). This limited progression is consistent with the fact that more

FIGURE B: HISPANIC-WHITE READING PROFICIENCY EQUALITY INDEX™, GRADES 4 AND 8

■ Grade 4 ■ Grade 8



advanced mathematical concepts are built upon concepts that are learned earlier. So unless targeted interventions are made, students who struggle with math in grade 4 are likely to continue to face challenges in later grades.

HIGH SCHOOL GRADUATION GAPS

High school graduation gaps are based on the percentage of entering freshman who graduated high school. The index is measured as the Black (or Latino) graduation rate relative to the white graduation rate. *Figure E* presents both Black-White and Hispanic-White graduation gaps. The largest Black-White graduation gap was in Nebraska with an index of 65 percent. In Nebraska, 57.6 percent of Black high school freshmen graduate high school, compared to 88.8 percent of whites (see *State Education Equality Index table*). The smallest graduation gap was in Vermont with an index of 111 percent, indicating that the Black graduation rate actually exceeded the white graduation rate. In Vermont, 100 percent of Black freshmen graduate from high school, compared to 89.9 percent of whites (see *State Education Equality Index table*). In fact, Black students had a higher graduation rate than whites in three other states as well—Maine, Arizona and North Dakota—all of which have relatively small Black populations.

Consistent with findings on the largest Hispanic-White gaps in reading and math proficiency, the largest Hispanic-White graduation gap was also in the District of Columbia where the index was 67 percent. In DC, 58.5 percent of Hispanic freshman graduate high school, compared to 87.8 percent of whites (see *State Education Equality Index table*). The smallest gap was in Maine, with an index of 117 percent. In Maine, 96.1 percent of Hispanic freshmen graduate high school, compared to 82.4 percent of whites (see *State Education Equality Index table*). Hispanic students also had higher graduation rates than whites in six other states—Vermont, Alaska,

Louisiana, New Hampshire, Hawaii and Arkansas.

INTERPRETING THE STATE EDUCATION EQUALITY INDEX™ RESULTS

Educational outcomes are determined by a multitude of factors, many of which cannot be narrowed down to or captured by a few numbers. The State Education Index does not measure the cause of racial achievement gaps, rather it presents a comparison of these gaps across states based on NAEP scores, a commonly used, standardized measure of student achievement, and high school graduation rates.

Still, some notable patterns emerge from this year's data. The smallest gaps were commonly found in states with relatively small minority populations and in cases where test scores were relatively low for each group—white, Black or Hispanic. Higher graduation rates for Black and Latino students were also found in states where these groups are a smaller share of the population.

On average, larger gaps were present in states with large urban areas that are home to large minority populations that live in highly segregated neighborhoods with excessive rates of concentrated high poverty. This is important because racially and economically segregated neighborhoods create similarly segregated schools, a fact that remains even 60 years after *Brown v. Board of Education*.⁵ In fact, the majority of Black and Latino students enter kindergarten in highly segregated schools where nearly half of their peers live in poverty.⁶ On average, students in these heavily minority, high poverty schools are less prepared when they start in the fall and make less progress (relative to the average) over the course of the year than those in low poverty schools.⁷

Universal early childhood education is commonly proposed as a way to start students out on more equal footing. The data presented in the State Education Index table show that similar shares of white, Black and Hispanic children were enrolled in pre-school, and in fact in some states, Black and Hispanic children had higher enrollment rates than whites. Since only a handful of states offer universal pre-K, the wider the divide in family economic status, the more likely it is that children with different backgrounds attend pre-schools of different quality and have varying early learning experiences.

Policies aimed at providing universal high-quality early childhood education, effectively integrating neighborhoods, and promoting full employment are critical to reducing the socio-economic barriers that limit student achievement for children of color. These policies should be combined with others aimed at directly improving the quality of America's public K-12 education system for all students.

Lastly, while our analysis identified the significant Black-White-Latino gaps in education across the country, we must all recognize that the nation is struggling overall. There even appears to be a similarly significant gap between all students' test scores and what is considered proficiency. Strategies, supports and investments must be developed and implemented that close subgroup gaps in opportunity and achievement; but the nation must also consider which set of strategies, supports and investments are necessary to make all students proficient and truly bring about excellence and equity at scale. +

NOTES

¹ These metro areas are those for which there were large enough samples of African-American and Latino populations to calculate reliable estimates.

² The unemployment and income data used for the Metro Index rankings comes from the American Community Survey (ACS). The 2015 Metro Index is based on data from the 2013 ACS (most recent) and the 2014 Metro Index is based on data from the 2012 ACS.

³ Wilson, Valerie. 2015. "Single-Digit Black Unemployment May Not be So Far Away." *Working Economics* (Economic Policy Institute blog). January 9. <http://www.epi.org/blog/single-digit-Black-unemployment-may-not-be-so-far-away/>.

⁴ Wilson, Valerie. 2014. "Real Median Household Incomes for all Racial Groups Remain Well Below Their 2007 Levels." *Working Economics* (Economic Policy Institute blog). September 16. <http://www.epi.org/blog/real-median-household-incomes-racial-groups/>.

⁵ Rothstein, Richard. 2014. *Brown v. Board at 60: Why Have We Been So Disappointed? What Have We Learned?* Economic Policy Institute report. <http://www.epi.org/publication/brown-at-60-why-have-we-been-so-disappointed-what-have-we-learned/>.

⁶ Garcia, Emma and Elaine Weiss. 2014. *Segregation and peers' characteristics in the 2010-2011 kindergarten class: 60 years after Brown v. Board.* Economic Policy Institute and Broader Bolder Approach to Education report. <http://www.epi.org/publication/segregation-and-peers-characteristics/>.

⁷ Ibid.

FIGURE C: BLACK-WHITE MATH PROFICIENCY EQUALITY INDEX™, GRADES 4 AND 8

■ Grade 4 ■ Grade 8

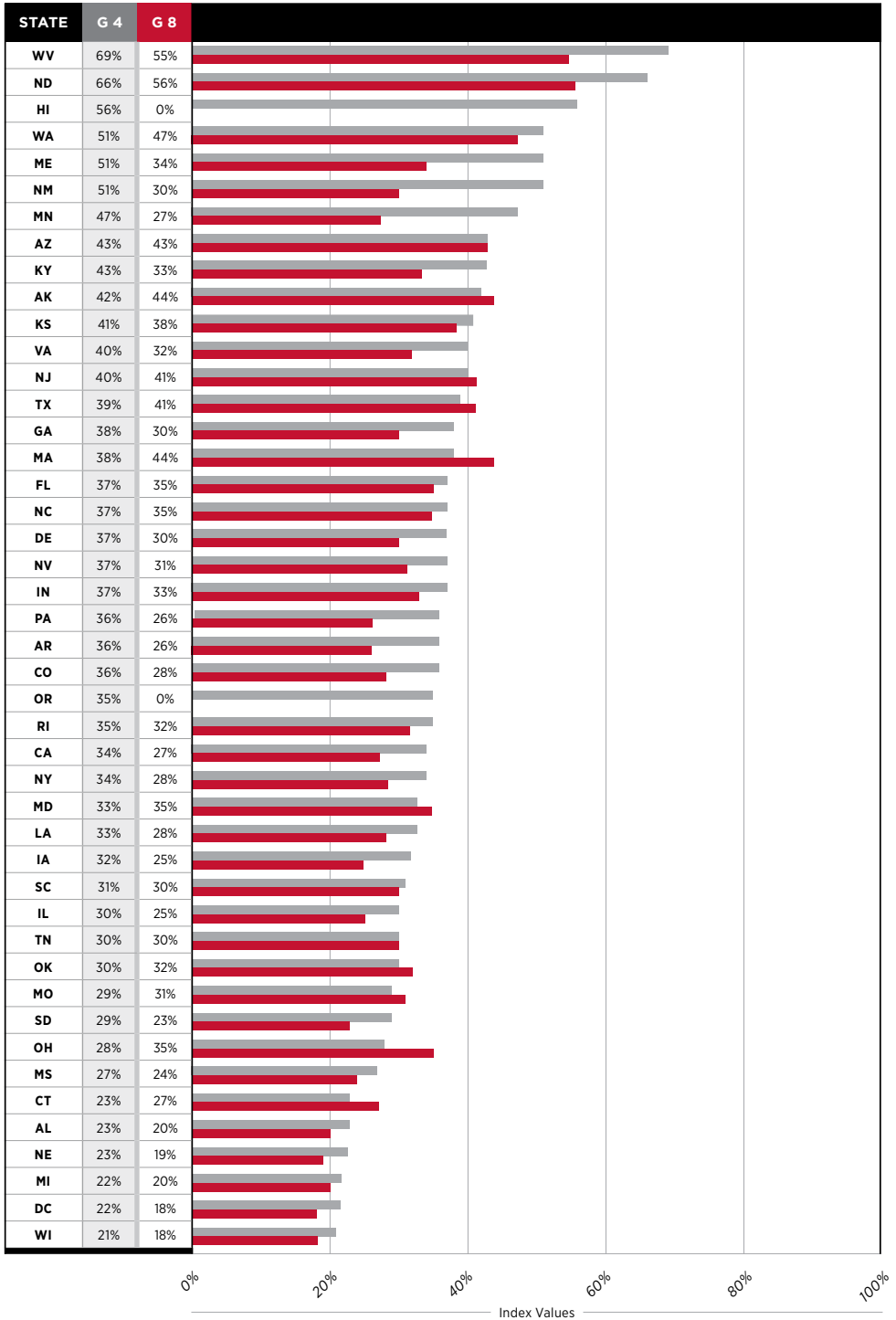


FIGURE D: HISPANIC-WHITE MATH PROFICIENCY EQUALITY INDEX™, GRADES 4 AND 8

■ Grade 4 ■ Grade 8

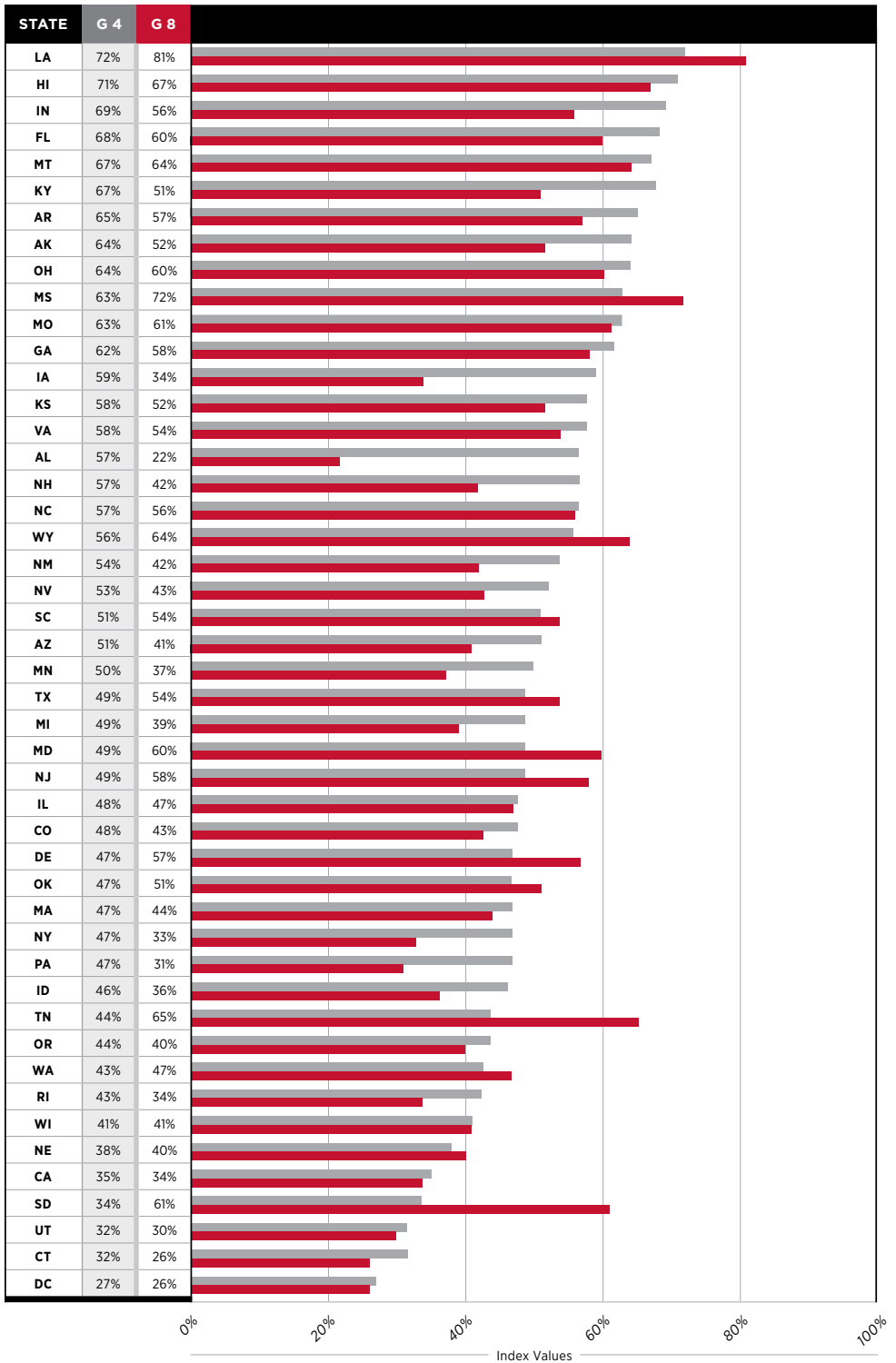
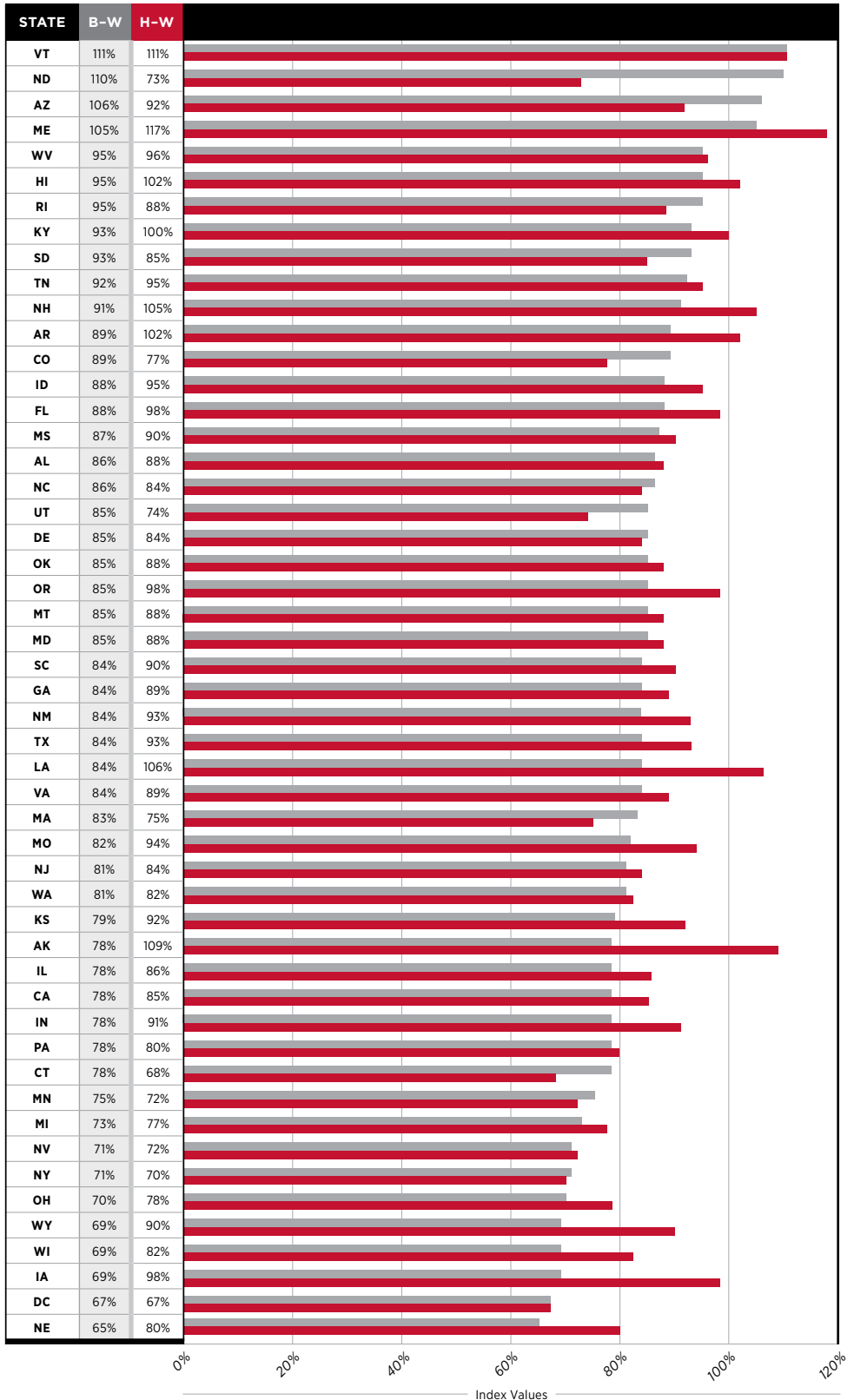


FIGURE E: HIGH SCHOOL GRADUATION RATE EQUALITY INDEX™, BLACK-WHITE AND HISPANIC-WHITE

■ Black-White ■ Hispanic-White



Understanding the 2015 Equality Index™

VALERIE RAWLSTON WILSON, PH.D.

WHY DOES THE NATIONAL URBAN LEAGUE PUBLISH AN EQUALITY INDEX™?

Economic empowerment is the central theme of the National Urban League's mission. The Equality Index™, based on data gathered by IHS Global Insight, is a way to document progress toward this mission.

WHAT IS THE EQUALITY INDEX TRYING TO DO?

Imagine if we were to summarize how well African Americans and Latinos are doing, compared to whites, in the areas of economics, health, education, social justice and civic engagement, and represent that by a pie.

The Equality Index measures the share of that pie which African Americans and Latinos get.

Whites are used as the benchmark because the history of race in America has created advantages for whites that persist in many of the outcomes being measured.

THE 2015 EQUALITY INDEX OF BLACK AMERICA IS 72.2%. WHAT DOES THAT MEAN?

That means that rather than having a whole pie (100%), which would mean full equality with whites in 2015, African Americans are missing about 28% of the pie (Figure 1).

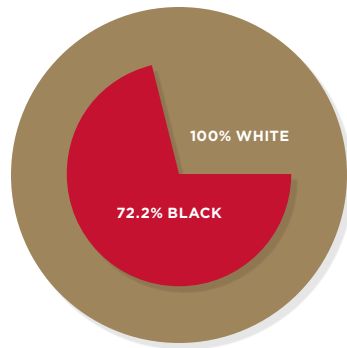


FIGURE 1
2015 Black-White Equality Index is 72.2%

HOW IS THE EQUALITY INDEX CALCULATED?

The categories that make up the Equality Index are economics, health, education, social justice and civic engagement. In each, we calculate how well African Americans and Latinos are doing relative to whites and add them to get the total Equality Index.

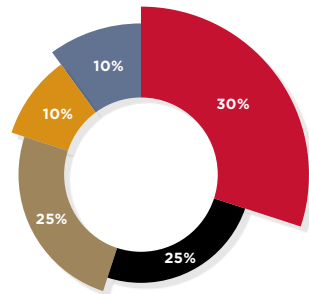


FIGURE 2
Different Categories that Make Up the Equality Index
+ Economics 30% + Health 25% + Education 25%
+ Social Justice 10% + Civic Engagement 10%

Each category is weighted, based on the importance that we give to each (Figure 2).

IS IT POSSIBLE TO SEE HOW WELL AFRICAN AMERICANS AND LATINOS ARE DOING IN EACH OF THE CATEGORIES?

Yes. We show this in the tables included with the Equality Index.

Each category can be represented by a mini-pie and interpreted in the same way as the total Equality Index. So, an index of 55.8% for the economics category for African Americans in 2015 means that African Americans are missing close to half of the economics mini-pie.

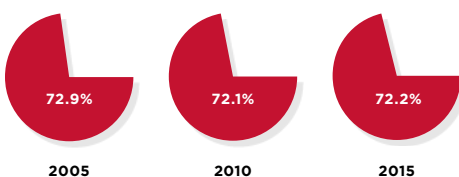
FIGURE 3
Black-White Equality Index for 2015

CATEGORY	2015
EQUALITY INDEX	72.2%
Economics	55.8%
Health	79.8%
Education	76.1%
Social Justice	60.6%
Civic Engagement	104.0%

IS IT POSSIBLE TO SEE HOW WELL AFRICAN AMERICANS AND LATINOS ARE DOING OVER TIME?

Yes. The National Urban League has published the Equality Index and all the variables used to calculate it annually since 2005. We have noted the ones for 2005, 2010 and 2015.

FIGURE 4
Black-White Equality Index for 2005, 2010 and 2015



CATEGORY	2005	2010	2015
EQUALITY INDEX	72.9%	72.1%	72.2%
Economics	56.8%	57.9%	55.8%
Health	76.2%	76.7%	79.8%
Education	77.2%	78.3%	76.1%
Social Justice	67.5%	57.8%	60.6%
Civic Engagement	108.1%	102.2%	104.0%

IT DOESN'T LOOK LIKE THERE'S BEEN MUCH IMPROVEMENT IN THE EQUALITY INDEX—WHAT'S THE POINT?

Since the Equality Index is composed of many parts, improvements in one area are sometimes offset by losses in another, leaving the overall index unchanged.

Change often happens slowly. The Equality Index offers solid evidence of just how slowly change happens, making it an important tool for driving policies needed in the ongoing fight against inequality.

NOT ALL AFRICAN AMERICANS ARE DOING POORLY AND NOT ALL WHITES ARE DOING WELL. WHY DOESN'T THE EQUALITY INDEX CAPTURE CLASS DIFFERENCES?

The national Equality Index was created to capture racial inequality. Most of the data points are reported as averages for African Americans, whites and Latinos. An average is the easiest way to summarize a large amount of information, but can mask class differences within each group. In lieu of class differences, we offer insight into regional differences in racial inequality through our rankings of metro area unemployment and income inequality, as well as state level education disparities.

WHAT SHOULD I DO NEXT?

Support the work of the National Urban League as we continue to advance policies and programs to empower African Americans and other urban communities.

NATIONAL URBAN LEAGUE

2015

+ BLACK-WHITE +

EQUALITY
INDEX™

IHS GLOBAL INSIGHT

+ Updated + History Revised + Removed Weight in 2014 + New Series 2014 + No New Data

2015 EQUALITY INDEX OF BLACK AMERICA	Source	Year	Black	White	Index	Diff. ('15-'14)
Total Equality Weighted Index					72.2%	0.007
ECONOMICS (30%)						
MEDIAN INCOME (0.25)						
Median Household Income (Real), Dollars	ACS	2013	34,815	57,684	60%	0.01
Median Male Earnings, Dollars	ACS	2013	37,290	52,452	71%	(0.01)
Median Female Earnings, Dollars	ACS	2013	33,780	41,010	82%	0.00
POVERTY (0.15)						
Population Living Below Poverty Line, %	ACS	2013	27.6	11.1	40%	0.01
Population Living Below 50% of Poverty Line, %	ACS	2013	13.2	5.0	38%	0.02
Population Living Below 125% of Poverty Line, %	ACS	2013	34.2	14.7	43%	0.01
Population Living Below Poverty Line (Under 18), %	CPS ASEC	2013	38.3	10.7	28%	(0.05)
Population Living Below Poverty Line (18-64), %	CPS ASEC	2013	23.9	9.9	41%	0.01
Population Living Below Poverty Line (65 and Older), %	CPS ASEC	2013	17.6	7.4	42%	0.05
EMPLOYMENT ISSUES (0.20)						
Unemployment Rate, %	BLS	2014	11.3	5.3	47%	(0.03)
Unemployment Rate: Male, %	BLS	2014	12.2	5.4	44%	(0.04)
Unemployment Rate: Female, %	BLS	2014	10.5	5.2	50%	(0.02)
Unemployment Rate Persons Ages 16-19, %	BLS	2014	33.0	17.3	52%	0.00
Percent Not in Workforce: Ages 16-19, %	BLS	2014	72.8	63.8	88%	0.00
Percent Not in Workforce: Ages 16 and Older, %	BLS	2014	38.8	36.9	95%	0.01
Labor Force Participation Rate, %	BLS	2014	61.2	63.1	97%	0.01
LFPR 16-19, %	BLS	2014	27.2	36.2	75%	(0.01)
LFPR 20-24, %	BLS	2014	66.6	73.0	91%	0.02
LFPR Over 25: Less Than High School Grad., %	BLS	2014	37.8	46.2	82%	(0.01)
LFPR Over 25: High School Grad., No College, %	BLS	2014	59.4	57.6	103%	0.01
LFPR Over 25: Some College, No Degree, %	BLS	2014	68.9	63.6	108%	(0.01)
LFPR Over 25: Associate's Degree, %	BLS	2014	72.4	70.8	102%	(0.00)
LFPR Over 25: Some College or Associate Degree, %	BLS	2014	70.0	66.3	106%	(0.00)
LFPR Over 25: College Grad., %	BLS	2014	78.6	74.3	106%	0.01
Employment to Pop. Ratio, %	BLS	2014	54.3	59.7	91%	0.01
HOUSING & WEALTH (0.34)						
Home Ownership Rate, %	Census	2013	43.1	73.3	59%	(0.01)
Mortgage Application Denial Rate (Total), %	HMDA	2013	35.2	12.0	34%	0.01
Mortgage Application Denial Rate (Male), %	HMDA	2013	32.6	14.0	43%	0.01
Mortgage Application Denial Rate (Female), %	HMDA	2013	38.0	13.9	36%	0.00
Mortgage Application Denial Rate (Joint), %	HMDA	2013	33.2	9.8	30%	0.02
Home Improvement Loans Denials (Total), %	HMDA	2013	62.4	30.8	49%	0.02
Home Improvement Loans Denials (Male), %	HMDA	2013	62.6	36.5	58%	0.01
Home Improvement Loans Denials (Female), %	HMDA	2013	65.7	38.2	58%	0.01
Home Improvement Loans Denials (Joint), %	HMDA	2013	51.8	22.6	44%	0.02

+ Updated + History Revised + Removed Weight in 2014 + New Series 2014 + No New Data

2015 EQUALITY INDEX OF BLACK AMERICA	Source	Year	Black	White	Index	Diff. ('15-'14)
Percent of High-Priced Loans (More Than 3% Above Treasury)	HMDA	2013	6.1	2.9	47%	(0.00)
Median Home Value, 2000 Dollars	Census	2000	80,600	123,400	65%	0.00
Median Wealth, 2010 Dollars	Census SIPP	2011	6,314	110,500	6%	0.00
Equity in Home, Dollars	Census SIPP	2011	50,000	85,000	59%	0.00
Percent Investing in 401(K), %	Census	2011	31.7	46.4	68%	0.02
Percent Investing in IRA, %	Census	2011	11.2	35.4	32%	0.01
U.S. Firms By Race (% Compared to Employment Share)	Census	2007	7.1	83.4	9%	0.00
DIGITAL DIVIDE (0.05)						
Households With Computer at Home, %	Census	2013	75.8	85.4	89%	0.08
Households With the Internet, %	Census	2013	61.3	77.4	79%	0.05
Adult Users With Broadband Access, %	Census	2013	60.6	76.2	80%	0.05
TRANSPORTATION (0.01)						
Car Ownership, %	Census	2011	70.5	88.3	80%	0.00
Means of Transportation to Work: Drive Alone, %	ACS	2013	71.8	79.9	90%	(0.00)
Means of Transportation to Work: Public Transportation, %	ACS	2013	11.2	3.1	28%	0.01
Economic Weighted Index					55.8%	0.004

HEALTH (25%)						
DEATH RATES & LIFE EXPECTANCY (0.45)						
Life Expectancy at Birth	CDC	2011	74.9	78.8	95%	0.00
<i>Male</i>	CDC	2011	71.7	76.4	94%	0.00
<i>Female</i>	CDC	2011	77.8	81.1	96%	0.00
Life Expectancy at 65 (Additional Expected Years)	CDC	2011	17.9	19.1	94%	0.01
<i>Male at 65</i>	CDC	2011	16.1	17.8	90%	0.01
<i>Female at 65</i>	CDC	2011	19.2	20.3	95%	0.00
Age-Adjusted Death Rates (Per 100,000): All Causes	CDC	2012	887.1	754.3	85%	0.01
Age-Adjusted Death Rates (Per 100,000): Male	CDC	2012	1,086.4	876.2	81%	(0.00)
Age-Adjusted Death Rates (Per 100,000): Female	CDC	2012	742.1	637.6	86%	0.01
Age-Adjusted Death Rates (Per 100,000): Heart Disease	CDC	2012	216.3	172.3	80%	(0.00)
<i>Ischemic Heart Disease</i>	CDC	2012	123.4	107.4	87%	0.00
Age-Adjusted Death Rates (Per 100,000): Stroke (Cerebrovascular)	CDC	2012	50.4	35.8	71%	0.01
Age-Adjusted Death Rates (Per 100,000): Cancer	CDC	2012	198.6	170.6	86%	0.01
<i>Trachea, Bronchus, and Lung</i>	CDC	2012	49.6	48.0	97%	(0.01)
<i>Colon, Rectum, and Anus</i>	CDC	2012	20.5	14.7	72%	0.03
<i>Prostate (Male)</i>	CDC	2012	42.4	18.1	43%	(0.01)
<i>Breast (Female)</i>	CDC	2012	30.2	21.3	71%	0.02
Age-Adjusted Death Rates (Per 100,000): Chronic Lower Respiratory	CDC	2012	29.7	46.3	156%	(0.02)

+ Updated + History Revised + Removed Weight in 2014 + New Series 2014 + No New Data

2015 EQUALITY INDEX OF BLACK AMERICA	Source	Year	Black	White	Index	Diff. (‘15-‘14)
Age-Adjusted Death Rates (Per 100,000): Influenza and Pneumonia	CDC	2012	16.1	14.4	89%	(0.02)
Age-Adjusted Death Rates (Per 100,000): Chronic Liver Disease and Cirrhosis	CDC	2012	7.0	10.0	143%	0.08
Age-Adjusted Death Rates (Per 100,000): Diabetes	CDC	2012	39.7	18.5	47%	(0.00)
Age-Adjusted Death Rates (Per 100,000): HIV	CDC	2012	9.8	1.0	10%	0.01
Unintentional Injuries	CDC	2012	32.5	43.9	135%	0.01
<i>Motor Vehicle-Related Injuries</i>	CDC	2012	11.8	12.1	103%	(0.03)
Age-Adjusted Death Rates (Per 100,000): Suicide	CDC	2012	5.8	15.7	271%	(0.11)
<i>Age-Adjusted Death Rates (Per 100,000): Suicide Males</i>	CDC	2012	10.0	25.2	252%	(0.04)
Death Rates (Per 100,000): Suicide Males Ages 15-24	CDC	2012	12.0	21.2	177%	(0.05)
<i>Age-Adjusted Death Rates (Per 100,000): Suicide Females</i>	CDC	2012	2.1	6.9	329%	(0.24)
Death Rates (Per 100,000): Suicide Females Ages 15-24	CDC	2012	2.9	5.1	176%	(0.33)
Age-Adjusted Death Rates (Per 100,000): Homicide	CDC	2012	19.4	2.6	13%	(0.01)
<i>Age-Adjusted Death Rates (Per 100,000): Homicide Male</i>	CDC	2012	34.8	3.5	10%	(0.00)
Death Rates (Per 100,000): Homicide Males Ages 15-24	CDC	2012	75.0	3.9	5%	0.00
<i>Age-Adjusted Death Rates (Per 100,000): Homicide Female</i>	CDC	2012	5.1	1.7	33%	0.01
Death Rates (Per 100,000): Homicide Females Ages 15-24	CDC	2012	8.3	1.7	20%	0.01
Death Rates (Per 100,000) By Age Cohort: < 1 Male	CDC	2012	1,218.2	558.2	46%	(0.01)
Death Rates (Per 100,000) By Age Cohort: 1-4 Male	CDC	2012	45.0	27.9	62%	0.03
Death Rates (Per 100,000) By Age Cohort: 5-14 Male	CDC	2012	22.5	13.3	59%	(0.08)
Death Rates (Per 100,000) By Age Cohort: 15-24 Male	CDC	2012	146.5	92.0	63%	(0.01)
Death Rates (Per 100,000) By Age Cohort: 25-34 Male	CDC	2012	226.6	149.0	66%	0.01
Death Rates (Per 100,000) By Age Cohort: 35-44 Male	CDC	2012	322.4	221.7	69%	(0.01)
Death Rates (Per 100,000) By Age Cohort: 45-54 Male	CDC	2012	720.0	508.0	71%	0.00
Death Rates (Per 100,000) By Age Cohort: 55-64 Male	CDC	2012	1,657.2	1,058.0	64%	0.01
Death Rates (Per 100,000) By Age Cohort: 65-74 Male	CDC	2012	3,146.5	2,175.8	69%	(0.00)
Death Rates (Per 100,000) By Age Cohort: 75-84 Male	CDC	2012	6,550.1	5,599.2	85%	(0.03)
Death Rates (Per 100,000) By Age Cohort: 85+ Male	CDC	2012	14,006.7	15,504.4	111%	0.03
Death Rates (Per 100,000) By Age Cohort: <1 Female	CDC	2012	1,000.0	469.2	47%	0.01
Death Rates (Per 100,000) By Age Cohort: 1-4 Female	CDC	2012	35.2	21.7	62%	0.03
Death Rates (Per 100,000) By Age Cohort: 5-14 Female	CDC	2012	14.8	10.1	68%	(0.01)
Death Rates (Per 100,000) By Age Cohort: 15-24 Female	CDC	2012	46.1	37.8	82%	(0.02)
Death Rates (Per 100,000) By Age Cohort: 25-34 Female	CDC	2012	95.2	70.7	74%	0.06
Death Rates (Per 100,000) By Age Cohort: 35-44 Female	CDC	2012	203.2	136.0	67%	0.01
Death Rates (Per 100,000) By Age Cohort: 45-54 Female	CDC	2012	478.6	315.2	66%	0.00
Death Rates (Per 100,000) By Age Cohort: 55-64 Female	CDC	2012	975.0	635.9	65%	0.00
Death Rates (Per 100,000) By Age Cohort: 65-74 Female	CDC	2012	1,963.1	1,480.2	75%	(0.00)
Death Rates (Per 100,000) By Age Cohort: 75-84 Female	CDC	2012	4,489.1	4,178.1	93%	0.02
Death Rates (Per 100,000) By Age Cohort: 85+ Female	CDC	2012	12,334.1	13,437.0	109%	0.01

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2015 EQUALITY INDEX OF BLACK AMERICA	Source	Year	Black	White	Index	Diff. ('15-'14)
PHYSICAL CONDITION (0.10)						
Overweight: 18+ Years, % of Population	CDC	2013	34.4	35.8	104%	(0.01)
Overweight: Men 20 Years and Over, % of Population	CDC	2009–2012	31.7	38.7	122%	(0.05)
Overweight: Women 20 Years and Over, % of Population	CDC	2009–2012	24.3	28.6	118%	0.11
Obese, % of Population	CDC	2013	36.6	26.4	72%	0.00
Obese: Men 20 Years and Over, % of Population	CDC	2009–2012	37.3	34.0	91%	0.01
Obese: Women 20 Years and Over, % of Population	CDC	2009–2012	57.2	32.4	57%	(0.04)
Diabetes: Physician Diagnosed in Ages 20+, % of Population	CDC	2009–2012	13.8	6.6	48%	0.03
AIDS Cases Per 100,000 Males Ages 13+	CDC	2012	64.3	7.1	11%	(0.01)
AIDS Cases Per 100,000 Females Ages 13+	CDC	2012	27.5	1.2	4%	(0.00)
SUBSTANCE ABUSE (0.10)						
Binge Alcohol (5 Drinks in 1 Day, 1X a Year) Ages 18+, % of Population	CDC	2012	13.7	27.8	203%	0.17
Use of Illicit Drugs in the Past Month Ages 12+, % of Population	CDC	2012	11.3	9.2	81%	(0.06)
Tobacco: Both Cigarette & Cigar Ages 12+, % of Population	CDC	2012	27.2	29.2	107%	(0.01)
MENTAL HEALTH (0.02)						
Students Who Consider Suicide: Male, %	CDC	2011	9.0	12.8	142%	0.00
Students Who Carry Out Intent and Require Medical Attention: Male, %	CDC	2007	2.5	0.9	36%	0.00
Students That Act on Suicidal Feeling: Male, %	CDC	2007	5.5	3.4	62%	0.00
Students Who Consider Suicide: Female, %	CDC	2011	17.4	18.4	106%	0.00
Students Who Carry Out Intent and Require Medical Attention: Female, %	CDC	2007	2.1	2.1	100%	0.00
Students That Act on Suicidal Feeling: Female, %	CDC	2007	9.9	7.7	78%	0.00
ACCESS TO CARE (0.05)						
Private Insurance Payment for Health Care: Under 65 Years Old, % of Distribution	CPS ASEC	2013	50.7	75.0	68%	(0.01)
People Without Health Insurance, % of Population	CPS ASEC	2013	15.9	11.1	70%	0.12
People 18 to 64 Without a Usual Source of Health Insurance, % of Adults	CPS ASEC	2013	21.8	15.4	71%	0.11
People 18 to 64 and in Poverty Without a Usual Source of Health Insurance, % of Adults	CPS ASEC	2013	33.0	33.0	100%	0.07
Population Under 65 Covered By Medicaid, % of Population	CPS ASEC	2013	32.1	13.0	40%	(0.02)
ELDERLY HEALTH CARE (0.03)						
Population Over 65 Covered By Medicaid, % of Population	CPS ASEC	2013	11.5	4.2	36%	(0.01)
Medicare Expenditures Per Beneficiary, Dollars	CDC	2010	23,047	16,474	71%	(0.11)
PREGNANCY ISSUES (0.04)						
Prenatal Care Begins in 1st Trimester	CDC	2011	80.9	85.7	94%	0.01
Prenatal Care Begins in 3rd Trimester	CDC	2007	6.0	2.3	38%	0.00
Percent of Births to Mothers 18 and Under	CDC	2012	3.7	1.4	38%	0.03
Percent of Live Births to Unmarried Mothers	CDC	2012	72.1	29.3	41%	0.01
Infant Mortality Rates Among Mothers with Less Than 12 Years of Education	CDC	2005	14.8	9.3	63%	0.00

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2015 EQUALITY INDEX OF BLACK AMERICA	Source	Year	Black	White	Index	Diff. ('15-'14)
Infant Mortality Rates Among Mothers with 12 Years of Education	CDC	2005	14.2	7.1	50%	0.00
Infant Mortality Rates Among Mothers with 13 or More Years of Education	CDC	2005	11.4	4.1	36%	0.00
Mothers Who Smoked Cigarettes During Pregnancy, %	CDC	2011	6.9	22.0	319%	0.04
Low Birth Weight, % of Live Births	CDC	2012	13.2	7.0	53%	0.00
Very Low Birth Weight, % of Live Births	CDC	2012	2.9	1.1	38%	(0.00)
REPRODUCTION ISSUES (0.01)						
Abortions, Per 1,000 Live Births	CDC	2007	447.0	159.0	36%	0.00
Women Using Contraception, % of Population	CDC	2006-2010	54.2	65.6	83%	0.00
DELIVERY ISSUES (0.10)						
All Infant Deaths: Neonatal and Post, Per 1,000 Live Births	CDC	2010	11.5	5.2	45%	0.02
Neonatal Deaths, Per 1,000 Live Births	CDC	2010	7.5	3.4	45%	0.03
Postneonatal Deaths, Per 1,000 Live Births	CDC	2010	4.0	1.8	45%	0.01
Maternal Mortality, Per 100,000 Live Births	CDC	2007	23.8	8.1	34%	0.00
CHILDREN'S HEALTH (0.10)						
Babies Breastfed, %	CDC	2011	61.6	81.1	76%	(0.00)
Children Without a Health Care Visit in Past 12 Months (up to 6 Years Old), %	CDC	2011-2012	4.6	4.2	91%	0.32
Vaccinations of Children Below Poverty: Combined Vacc. Series 4:3:1:3:1:4, % of Children 19-35 Months	CDC	2012	63.0	58.0	109%	0.07
Uninsured Children, %	CPS ASEC	2013	7.3	5.3	73%	0.03
Overweight Boys 6-11 Years Old, % of Population	CDC	2009-2012	27.6	12.9	47%	(0.33)
Overweight Girls 6-11 Years Old, % of Population	CDC	2009-2012	25.0	14.2	57%	(0.00)
AIDS Cases Per 100,000 All Children Under 13	CDC	2012	0.1	0.0	13%	0.07
Health Weighted Index					79.8%	0.016

EDUCATION (25%)**QUALITY (0.25)****TEACHER QUALITY (0.10)**

Middle Grades: Teacher Lacking at Least a College Minor in Subject Taught (High Vs. Low Minority Schools), %	ET	2000	49.0	40.0	85%	0.00
HS: Teacher Lacking An Undergraduate Major in Subject Taught (High Vs. Low Poverty Secondary Schools), %	ET	2007-2008	21.9	10.9	88%	0.00
Per Student Funding (High [30%] Vs. Low [0%] Poverty Districts), Dollars	SFF	2009	10,948	10,684	102%	0.00
Teachers With <3 Years Experience (High Vs. Low Poverty Schools), %	NCES	2007-2008	13	10	77%	0.00
Distribution of Underprepared Teachers (High Vs. Low Minority Schools), % (California Only)	SRI	2008-2009	5	1	20%	0.00
COURSE QUALITY (0.15)						
College Completion, % of All Entrants	NCES	2004	39.5	61.5	64%	0.00
College Completion, % of Entrants with Strong HS Curriculum (Algebra II Plus Other Courses)	ET	1999	75.0	86.0	87%	0.00

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2015 EQUALITY INDEX OF BLACK AMERICA	Source	Year	Black	White	Index	Diff. ('15-'14)
HS Students: Enrolled in Chemistry, %	NCES	2009	65.3	71.5	91%	0.00
HS Students: Enrolled in Algebra II, %	NCES	2009	70.6	77.4	91%	0.00
Students Taking: Precalculus, %	NCES	2009	22.7	37.9	60%	0.00
Students Taking: Calculus, %	NCES	2009	6.1	17.5	35%	0.00
Students Taking: Physics, %	NCES	2009	26.9	37.6	72%	0.00
Students Taking: English Composition, %	CB	2009	31.0	43.0	72%	0.00
ATTAINMENT (0.30)						
Graduation Rates, 2-Year Institutions Where Students Started As Full Time, First Time Students, %	NCES	2006	27.1	32.0	85%	0.00
Graduation Rates, 4-Year Institutions Where Students Started As Full Time, First Time Students, %	NCES	2003	37.7	59.3	64%	0.00
NCAA Div. I College Freshmen Graduating Within 6 Years, %	NCAA	2005	33.0	52.0	63%	0.00
Degrees Earned: Associate, % of Population Aged 18-24 Yrs	NCES	2012-2013	2.9	3.5	82%	(0.03)
Degrees Earned: Bachelor's, % of Population Aged 18-29 Yrs	NCES	2012-2013	2.5	4.1	62%	0.00
Degrees Earned: Master's, % of Population Aged 18-34 Yrs	NCES	2012-2013	0.9	1.1	79%	0.04
Educational Attainment: at Least High School (25 Yrs. and Over), % of Population	Census	2013	85.1	92.9	92%	(0.00)
Educational Attainment: at Least Bachelor's (25 Yrs. and Over), % of Population	Census	2013	21.8	35.2	62%	0.00
Degrees Conferred, % Distribution, By Field						
<i>Agriculture/Forestry</i>	NCES	2012	0.4	1.7	24%	0.00
<i>Art/Architecture</i>	NCES	2012	0.3	0.7	47%	0.00
<i>Business/Management</i>	NCES	2012	25.7	18.9	136%	0.00
<i>Communications</i>	NCES	2012	3.8	3.9	99%	0.00
<i>Computer and Information Sciences</i>	NCES	2012	2.5	2.1	119%	0.00
<i>Education</i>	NCES	2012	10.3	12.6	82%	0.00
<i>Engineering</i>	NCES	2012	2.4	4.9	49%	0.00
<i>English/Literature</i>	NCES	2012	1.7	2.7	62%	0.00
<i>Foreign Languages</i>	NCES	2012	0.4	1.0	39%	0.00
<i>Health Sciences</i>	NCES	2012	11.8	11.9	99%	0.00
<i>Liberal Arts/Humanities</i>	NCES	2012	2.5	1.9	134%	0.00
<i>Mathematics/Statistics</i>	NCES	2012	0.4	0.9	47%	0.00
<i>Natural Sciences</i>	NCES	2012	3.6	5.4	67%	0.00
<i>Philosophy/Religion/Theology</i>	NCES	2012	0.4	0.6	66%	0.00
<i>Psychology</i>	NCES	2012	6.3	5.2	121%	0.00
<i>Social Sciences/History</i>	NCES	2012	6.7	7.5	89%	0.00
<i>Other Fields</i>	NCES	2012	22.4	19.2	117%	0.00
SCORES (0.25)						
PRESCHOOL 10% OF TOTAL SCORES (0.015)						
Children's School Readiness Skills (Ages 3-5), % With 3 or 4 Skills* <i>*Recognizes all letters, counts to 20 or higher, writes name, reads or pretends to read</i>	NCES	2005	44.1	46.8	94%	0.00

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2015 EQUALITY INDEX OF BLACK AMERICA	Source	Year	Black	White	Index	Diff. ('15-'14)
ELEMENTARY 40% OF TOTAL SCORES (0.06)						
Average Scale Score (out of 500) in U.S. History, 8th Graders	NCES	2010	250	274	91%	0.00
Average Scale Score (out of 500) in U.S. History, 4th Graders	NCES	2010	198	224	88%	0.00
Average Scale Score (out of 500) in Math, 8th Graders	NCES	2013	262	293	89%	0.00
Average Scale Score (out of 500) in Math, 4th Graders	NCES	2013	224	250	90%	0.00
Average Scale Score (out of 500) in Reading, 8th Graders	NCES	2013	251	272	92%	0.00
Average Scale Score (out of 500) in Reading, 4th Graders	NCES	2013	205	232	88%	0.00
Average Scale Score (out of 300) in Science, 8th Graders	NCES	2011	129	163	79%	0.00
Average Scale Score (out of 300) in Science, 4th Graders	NCES	2009	127	163	78%	0.00
Average Scale Score (out of 300) in Writing, 8th Graders	NCES	2011	132	158	84%	0.00
Science Proficiency at or Above Proficient, 8th Graders, % of Students	NCES	2002	10	43	23%	0.00
Science Proficiency at or Above Proficient, 4th Graders, % of Students	NCES	2009	11	47	22%	0.00
Reading Proficiency at or Above Proficient, 8th Graders, % of Students	NCES	2013	17	48	35%	0.00
Reading Proficiency at or Above Proficient, 4th Graders, % of Students	NCES	2013	17	45	38%	0.00
Math Proficiency at or Above Proficient, 8th Graders, % of Students	NCES	2013	14	44	32%	0.00
Math Proficiency at or Above Proficient, 4th Graders, % of Students	NCES	2013	18	54	33%	0.00
Writing Proficiency at or Above Proficient, 8th Graders, % of Students	NCES	2011	11	34	32%	0.00
Writing Proficiency at or Above Proficient, 4th Graders, % of Students	NCES	2013	17	45	38%	0.00
HIGH SCHOOL 50% OF TOTAL SCORES (0.075)						
Writing Proficiency at or Above Basic, 12th Graders, % of Students	NCES	2011	61	86	71%	0.00
Average Scale Score (out of 300) in Science, 12th Graders	NCES	2005	120	156	77%	0.00
Average Scale Score (out of 500) in U.S. History, 12th Graders	NCES	2010	268	296	91%	0.00
Average Scale Score (out of 500) in Reading, 12th Graders	NCES	2013	268	297	90%	(0.01)
High School GPAs for Those Taking the SAT	CB	2009	3.0	3.4	88%	0.00
SAT Reasoning Test: Mean Scores	CB	2014	1,278	1,576	81%	0.00
<i>Mathematics, Joint</i>	CB	2014	429	534	80%	0.00
Mathematics, Male	CB	2014	435	552	79%	(0.00)
Mathematics, Female	CB	2014	423	519	82%	0.00
<i>Critical Reading, Joint</i>	CB	2014	431	529	81%	(0.00)
Critical Reading, Male	CB	2014	428	532	80%	(0.00)
Critical Reading, Female	CB	2014	434	526	83%	0.00
<i>Writing, Joint</i>	CB	2014	418	513	81%	0.00
Writing, Male	CB	2014	407	507	80%	(0.00)
Writing, Female	CB	2014	427	519	82%	0.01
ACT: Average Composite Score	ACT	2013	16.9	22.2	76%	0.00

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ENROLLMENT (0.10)						
School Enrollment: Ages 3–34, % of Population	Census	2013	57.2	54.7	105%	(0.00)
<i>Preprimary School Enrollment</i>	Census	2013	66.8	66.9	100%	0.04
<i>3 and 4 Years Old</i>	Census	2013	57.2	57.4	100%	0.06
<i>5 and 6 Years Old</i>	Census	2013	94.4	93.6	101%	0.03
<i>7 to 13 Years Old</i>	Census	2013	97.3	98.2	99%	(0.01)
<i>14 and 15 Years Old</i>	Census	2013	98.7	98.4	100%	0.01
<i>16 and 17 Years Old</i>	Census	2013	92.8	93.6	99%	0.01
<i>18 and 19 Years Old</i>	Census	2013	64.2	69.6	92%	(0.07)
<i>20 and 21 Years Old</i>	Census	2013	47.9	55.2	87%	(0.02)
<i>22 to 24 Years Old</i>	Census	2013	27.0	29.1	93%	0.00
<i>25 to 29 Years Old</i>	Census	2013	16.7	12.9	129%	0.19
<i>30 to 34 Years Old</i>	Census	2013	8.6	6.5	132%	(0.53)
<i>35 and Over</i>	Census	2013	3.1	1.6	192%	(0.05)
College Enrollment (Graduate or Undergraduate): Ages 14 and Over, % of Population	Census	2013	9.0	6.9	131%	(0.06)
<i>14 to 17 Years Old</i>	Census	2013	1.3	2.1	61%	(0.05)
<i>18 to 19 Years Old</i>	Census	2013	34.6	51.2	68%	(0.11)
<i>20 to 21 Years Old</i>	Census	2013	44.0	53.5	82%	0.02
<i>22 to 24 Years Old</i>	Census	2013	25.7	28.9	89%	(0.05)
<i>25 to 29 Years Old</i>	Census	2013	16.0	12.7	126%	0.15
<i>30 to 34 Years Old</i>	Census	2013	8.2	6.4	128%	(0.55)
<i>35 Years Old and Over</i>	Census	2013	2.9	1.6	183%	(0.07)
College Enrollment Rate As a Percent of All 18- to 24-Year-Old High School Completers, %	NCES	2011	37.1	44.7	83%	0.00
Adult Education Participation, % of Adult Population	NCES	2004–2005	46.0	46.0	100%	0.00
STUDENT STATUS & RISK FACTORS (0.10)						
High School Dropouts: Status Dropouts, % (Not Completed HS and Not Enrolled, Regardless of When Dropped Out)	Census	2012	7.5	4.3	57%	(0.22)
Children in Poverty, %	Census	2013	38.3	10.7	28%	(0.05)
Children in All Families Below Poverty Level, %	Census	2013	38.0	10.1	27%	(0.05)
Children in Families Below Poverty Level (Female Householder, No Spouse Present), %	Census	2013	53.9	33.6	62%	(0.06)
Children With No Parent in The Labor Force, %	AECF	2013	49.0	25.0	51%	0.02
Children (Under 18) With a Disability, %	Census	2013	5.1	4.1	81%	0.00
Public School Students (K–12): Repeated Grade, %	NCES	2007	20.9	8.7	42%	0.00
Public School Students (K–12): Suspended, %	NCES	2003	19.6	8.8	45%	0.00
Public School Students (K–12): Expelled, %	NCES	2003	5.0	1.4	28%	0.00
Center-Based Child Care of Preschool Children, %	NCES	2005	66.5	59.1	89%	0.00
Parental Care Only of Preschool Children, %	NCES	2005	19.5	24.1	81%	0.00
Teacher Stability: Remained in Public School, High Vs. Low Minority Schools, %	NCES	2009	83.4	85.6	97%	0.00
Teacher Stability: Remained in Private School, High Vs. Low Minority Schools, %	NCES	2009	77.0	78.9	98%	0.00

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Zero Days Missed in School Year, % of 10th Graders	NCES	2002	28.3	12.1	234%	0.00
3+ Days Late to School, % of 10th Graders	NCES	2002	36.4	44.4	122%	0.00
Never Cut Classes, % of 10th Graders	NCES	2002	68.9	70.3	98%	0.00
Home Literacy Activities (Age 3 to 5)						
<i>Read to 3 or More Times a Week</i>	NCES	2007	78.0	90.6	86%	0.00
<i>Told a Story at Least Once a Month</i>	NCES	2007	60.9	85.0	72%	(0.30)
<i>Taught Words or Numbers Three or More Times a Week</i>	NCES	2007	81.2	88.1	92%	(0.14)
<i>Visited a Library at Least Once in Last Month</i>	NCES	2007	24.6	40.8	60%	0.00
Education Weighted Index					76.1%	(0.007)

SOCIAL JUSTICE (10%)

EQUALITY BEFORE THE LAW (0.70)						
Stopped While Driving, %	BJS	2008	8.8	8.4	95%	0.00
<i>Speeding</i>	BJS	2002	50.0	57.0	114%	0.00
<i>Vehicle Defect</i>	BJS	2002	10.3	8.7	84%	0.00
<i>Roadside Check for Drinking Drivers</i>	BJS	2002	1.1	1.3	118%	0.00
<i>Record Check</i>	BJS	2002	17.4	11.3	65%	0.00
<i>Seatbelt Violation</i>	BJS	2002	3.5	4.4	126%	0.00
<i>Illegal Turn/Lane Change</i>	BJS	2002	5.1	4.5	88%	0.00
<i>Stop Sign/Light Violation</i>	BJS	2002	5.9	6.5	110%	0.00
<i>Other</i>	BJS	2002	3.7	4.0	108%	0.00
Mean Incarceration Sentence (In Average Months)	BJS	2006	42	37	88%	0.00
Average Sentence for Incarceration (All Offenses): Male, Months	BJS	2006	45	40	89%	0.00
<i>Average Sentence for Murder: Male, Months</i>	BJS	2006	266	265	100%	0.00
<i>Average Sentence for Sexual Assault</i>	BJS	2006	125	115	92%	0.00
<i>Average Sentence for Robbery</i>	BJS	2006	101	89	88%	0.00
<i>Average Sentence for Aggravated Assault</i>	BJS	2006	48	42	88%	0.00
<i>Average Sentence for Other Violent</i>	BJS	2006	41	43	105%	0.00
<i>Average Sentence for Burglary</i>	BJS	2006	50	41	82%	0.00
<i>Average Sentence for Larceny</i>	BJS	2006	23	24	104%	0.00
<i>Average Sentence for Fraud</i>	BJS	2006	27	27	100%	0.00
<i>Average Sentence for Drug Possession</i>	BJS	2006	25	21	84%	0.00
<i>Average Sentence for Drug Trafficking</i>	BJS	2006	40	39	98%	0.00
<i>Average Sentence for Weapon Offenses</i>	BJS	2006	34	34	100%	0.00
<i>Average Sentence for Other Offenses</i>	BJS	2006	25	26	104%	0.00
Average Sentence for Incarceration (All Offenses): Female, Months	BJS	2006	25	26	104%	0.00
<i>Average Sentence for Murder</i>	BJS	2006	175	225	129%	0.00
<i>Average Sentence for Sexual Assault</i>	BJS	2006	32	72	225%	0.00
<i>Average Sentence for Robbery</i>	BJS	2006	54	61	113%	0.00

+ Updated + History Revised + Removed Weight in 2014 + New Series 2014 + No New Data

2015 EQUALITY INDEX OF BLACK AMERICA	Source	Year	Black	White	Index	Diff. ('15-'14)
<i>Average Sentence for Aggravated Assault</i>	BJs	2006	29	30	103%	0.00
<i>Average Sentence for Other Violent</i>	BJs	2006	17	55	324%	0.00
<i>Average Sentence for Burglary</i>	BJs	2006	34	29	85%	0.00
<i>Average Sentence for Larceny</i>	BJs	2006	19	17	89%	0.00
<i>Average Sentence for Fraud</i>	BJs	2006	23	22	96%	0.00
<i>Average Sentence for Drug Possession</i>	BJs	2006	15	17	113%	0.00
<i>Average Sentence for Drug Trafficking</i>	BJs	2006	27	26	96%	0.00
<i>Average Sentence for Weapon Offenses</i>	BJs	2006	24	24	100%	0.00
<i>Average Sentence for Other Offenses</i>	BJs	2006	20	22	110%	0.00
Convicted Felons Sentenced to Probation, All Offenses, %	BJs	2006	25	29	86%	0.00
<i>Probation Sentence for Murder, %</i>	BJs	2006	3	4	75%	0.00
<i>Probation Sentence for Sexual Assault, %</i>	BJs	2006	16	16	100%	0.00
<i>Probation Sentence for Robbery, %</i>	BJs	2006	12	15	80%	0.00
<i>Probation Sentence for Burglary, %</i>	BJs	2006	20	25	80%	0.00
<i>Probation Sentence for Fraud, %</i>	BJs	2006	35	35	100%	0.00
<i>Probation Sentence for Drug Offenses, %</i>	BJs	2006	25	34	74%	0.00
<i>Probation Sentence for Weapon Offenses, %</i>	BJs	2006	25	23	109%	0.00
Incarceration Rate: Prisoners Per 100,000	BJs	2013	1,405	256	18%	0.00
<i>Incarceration Rate: Prisoners Per 100,000 People: Male</i>	BJs	2013	2,819	466	17%	0.00
<i>Incarceration Rate: Prisoners Per 100,000 People: Female</i>	BJs	2013	113	51	45%	0.03
Prisoners as a % of Arrests	FBI, BJs	2012	20.9	7.7	37%	0.00
VICTIMIZATION & MENTAL ANGUISH (0.20)						
Homicide Rate Per 100,000	BJs	2011	17.3	2.8	16%	0.00
<i>Homicide Rate Per 100,000: Firearm</i>	NACJD	2012	15.3	2.0	13%	0.02
<i>Homicide Rate Per 100,000: Stabbings</i>	NACJD	2012	1.7	0.6	33%	0.08
<i>Homicide Rate Per 100,000: Personal Weapons</i>	NACJD	2012	0.6	0.3	45%	0.07
Homicide Rate Per 100,000: Male	CDC	2010	33.4	3.3	10%	0.00
Homicide Rate Per 100,000: Female	CDC	2010	5.1	1.7	33%	0.00
Murder Victims, Rate Per 100,000	USDJ	2013	16.0	2.8	17%	0.02
Hate Crimes Victims, Rate Per 100,000	USDJ	2013	6.1	0.4	6%	0.01
Victims of Violent Crimes, Rate Per 1,000 Persons Age 12 or Older	BJs	2013	25.1	22.2	88%	0.15
Delinquency Cases, Year of Disposition, Rate Per 100,000	NCJJ	2011	3,979.9	2,008.9	50%	0.11
Prisoners Under Sentence of Death, Rate Per 100,000	BJs	2013	4.3	1.0	24%	0.03
High School Students Carrying Weapons on School Property	CDC	2013	3.9	5.7	146%	0.35
High School Students Carrying Weapons Anywhere	CDC	2013	12.5	20.8	166%	0.47
Firearm-Related Death Rates Per 100,000: Males, All Ages	CDC	2007	40.4	16.1	40%	0.00
<i>Ages 1-14</i>	CDC	2007	2.4	0.7	29%	0.00
<i>Ages 15-24</i>	CDC	2007	91.5	13.4	15%	0.00
<i>Ages 25-44</i>	CDC	2007	64.8	18.3	28%	0.00
<i>Ages 25-34</i>	CDC	2007	88.1	18.0	20%	0.00
<i>Ages 35-44</i>	CDC	2007	40.7	18.7	46%	0.00

+ Updated + History Revised + Removed Weight in 2014 + New Series 2014 + No New Data

2015 EQUALITY INDEX OF BLACK AMERICA	Source	Year	Black	White	Index	Diff. ('15-'14)
<i>Ages 45-64</i>	CDC	2007	20.1	19.5	97%	0.00
<i>Age 65 and Older</i>	CDC	2007	11.4	27.3	241%	0.00
Firearm-Related Death Rates Per 100,000: Females, All Ages	CDC	2007	4.1	2.9	70%	0.00
<i>Ages 1-14</i>	CDC	2007	0.9	0.3	34%	0.00
<i>Ages 15-24</i>	CDC	2007	7.3	2.5	34%	0.00
<i>Ages 25-44</i>	CDC	2007	6.7	4.1	61%	0.00
<i>Ages 25-34</i>	CDC	2007	7.2	3.4	47%	0.00
<i>Ages 35-44</i>	CDC	2007	6.2	4.6	75%	0.00
<i>Ages 45-64</i>	CDC	2007	2.9	3.9	136%	0.00
<i>Age 65 and Older</i>	CDC	2007	1.3	2.2	172%	0.00
Social Justice Weighted Index					60.6%	0.037

CIVIC ENGAGEMENT (10%)						
DEMOCRATIC PROCESS (0.4)						
Registered Voters, % of Citizen Population	Census	2012	73.1	73.7	99%	0.00
Actually Voted, % of Citizen Population	Census	2012	66.2	64.1	103%	0.00
COMMUNITY PARTICIPATION (0.3)						
Percent of Population Volunteering for Military Reserves, %	Census	2010	0.8	1.0	80%	0.00
Volunteerism, %	BLS	2013	18.5	27.1	68%	(0.08)
<i>Civic and Political</i>	BLS	2013	4.5	5.3	85%	0.06
<i>Educational or Youth Service</i>	BLS	2013	25.8	25.3	102%	0.04
<i>Environmental or Animal Care</i>	BLS	2013	0.5	3.0	17%	(0.26)
<i>Hospital or Other Health</i>	BLS	2013	5.0	7.3	68%	0.04
<i>Public Safety</i>	BLS	2013	0.6	1.2	50%	0.19
<i>Religious</i>	BLS	2013	44.6	32.2	139%	0.13
<i>Social or Community Service</i>	BLS	2013	12.2	15.0	81%	(0.12)
Unpaid Volunteering of Young Adults	NCES	2000	40.9	32.2	127%	0.00
COLLECTIVE BARGAINING (0.2)						
Members of Unions, % of Employed	BLS	2013	13.6	11.0	124%	0.03
Represented By Unions, % of Employed	BLS	2013	15.0	12.2	123%	0.03
GOVERNMENTAL EMPLOYMENT (0.1)						
Federal Executive Branch (Nonpostal) Employment, % of Adult Population	OPM	2008	1.2	0.8	145%	0.00
State and Local Government Employment, %	EEOC	2009	4.0	2.5	158%	0.00
Civic Engagement Weighted Index					104.0%	(0.007)

SOURCE	ACRONYM
American Community Survey	ACS
U.S. Bureau of Justice Statistics	BJS
U.S. Bureau of Labor Statistics	BLS
College Board	CB
Centers for Disease Control and Prevention	CDC
U.S. Census Bureau	Census
Current Population Survey – Annual Social and Economic Supplement	CPS ASEC
Employee Benefit Research Institute	EBRI
U.S. Equal Employment Opportunity Commission	EEOC
Economic Policy Institute	EPI
The Education Trust	ET
Home Mortgage Disclosure Act	HMDA
Monitoring the Future	MTF
National Archive of Criminal Justice Data	NACJD
National Center for Education Statistics	NCES
National Center for Juvenile Justice	NCJJ
National Telecommunications and Information Administration	NTIA
Office of Personal Management	OPM
SRI International	SRI
Statistical Abstract of the United States	Stat. Ab.
State of Working America	SWA
U.S. Department of Defense	USDD
U.S. Department of Justice	USDJ

METRO AREA UNEMPLOYMENT EQUALITY

Black-White

RANKING OF METRO AREAS FROM MOST TO LEAST EQUAL	2015 Rank	Black Rate*	White Rate*	Black-White Index	2014 Rank	Black	White	Index
Providence-Warwick, RI-MA	1	13	8.5	65%	7	14.5	8.8	61%
Phoenix-Mesa-Scottsdale, AZ	2	10	6.4	64%	21	14.6	7.4	51%
Austin-Round Rock, TX	3	9.2	5.8	63%	25	11.9	5.9	50%
Riverside-San Bernardino-Ontario, CA	4	18.3	10.8	59%	2	19.2	12.2	64%
Greensboro-High Point, NC	5	13.1	7.7	59%	40	18.5	8.1	44%
Orlando-Kissimmee-Sanford, FL	6	13.4	7.8	58%	19	18.4	9.5	52%
Seattle-Tacoma-Bellevue, WA	7	11.7	6.6	56%	9	12.2	7	57%
Charleston-North Charleston, SC	8	12.4	6.9	56%	29	17.3	8.3	48%
Greenville-Anderson-Mauldin, SC	9	12.4	6.9	56%	17	15.2	8.2	54%
Nashville-Davidson-Murfreesboro-Franklin, TN	10	10.8	6	56%	14	12.3	6.8	55%
San Diego-Carlsbad, CA	11	14.4	7.9	55%	6	13.5	8.2	61%
Akron, OH	12	15.8	8.5	54%	67	21.9	7.8	36%
Augusta-Richmond County, GA-SC	13	16.5	8.7	53%	1	13.3	8.5	64%
Albany-Schenectady-Troy, NY**	14	12.8	6.7	52%	45	13	7.2	55%
Portland-Vancouver-Hillsboro, OR-WA	15	15.3	8	52%	NA	-	-	-
Omaha-Council Bluffs, NE-IA	16	7.5	3.8	51%	56	13.1	5.1	39%
Tampa-St. Petersburg-Clearwater, FL	17	15	7.6	51%	12	17.2	9.6	56%
Little Rock-North Little Rock-Conway, AR	18	11.5	5.8	50%	62	15.3	5.7	37%
Denver-Aurora-Lakewood, CO	19	11.3	5.6	50%	36	14.4	6.5	45%
Baton Rouge, LA	20	11	5.3	48%	72	12.8	4.1	32%
New Haven-Milford, CT	21	15.8	7.6	48%	38	20.4	9.1	45%
Lakeland-Winter Haven, FL	22	18.1	8.7	48%	8	20.7	12.1	58%
Sacramento-Roseville-Arden-Arcade, CA	23	21.4	10.2	48%	35	24.5	11.1	45%
New York-Newark-Jersey City, NY-NJ-PA	24	14.2	6.7	47%	34	15.7	7.2	46%
Columbus, OH	25	11.5	5.4	47%	49	14.6	5.9	40%
New Orleans-Metairie, LA	26	13	6.1	47%	43	15.3	6.6	43%
Miami-Fort Lauderdale-West Palm Beach, FL	27	16	7.5	47%	33	19.4	8.9	46%
Philadelphia-Camden-Wilmington, PA-NJ-DE-MD	28	16	7.5	47%	41	18.3	8	44%
Bridgeport-Stamford-Norwalk, CT	29	17.3	8.1	47%	63	19.6	7.2	37%
Oklahoma City, OK	30	9.9	4.6	46%	18	9	4.7	52%
Raleigh, NC	31	12.5	5.8	46%	37	12.9	5.8	45%
Boston-Cambridge-Newton, MA-NH	32	13.4	6.2	46%	23	13.3	6.7	50%
Los Angeles-Long Beach-Anaheim, CA	33	17.3	8	46%	11	16.8	9.4	56%
Dallas-Fort Worth-Arlington, TX	34	11.7	5.4	46%	22	12.7	6.4	50%
Durham-Chapel Hill, NC	35	12.6	5.8	46%	10	11.4	6.4	56%

RANKING OF METRO AREAS FROM MOST TO LEAST EQUAL	<i>2015 Rank</i>	<i>Black Rate*</i>	<i>White Rate*</i>	<i>Black-White Index</i>	<i>2014 Rank</i>	<i>Black</i>	<i>White</i>	<i>Index</i>
Atlanta-Sandy Springs-Roswell, GA	36	14.8	6.8	46%	30	17	8.1	48%
Winston-Salem, NC	37	15.9	7.3	46%	NA	-	-	-
Birmingham-Hoover, AL	38	12.9	5.9	46%	27	13.7	6.7	49%
Jacksonville, FL	39	16.4	7.5	46%	26	19.6	9.6	49%
Tulsa, OK	40	11.6	5.3	46%	46	15.1	6.3	42%
Las Vegas-Henderson-Paradise, NV	41	21.1	9.6	45%	4	18.8	11.7	62%
Baltimore-Columbia-Towson, MD	42	11.9	5.4	45%	50	15.1	6.1	40%
Charlotte-Concord-Gastonia, NC-SC	43	16.5	7.1	43%	31	16.8	8	48%
Dayton, OH	44	17.5	7.5	43%	28	17.7	8.5	48%
Columbia, SC	45	15.7	6.7	43%	15	14.8	8.1	55%
Louisville/Jefferson County, KY-IN	46	14.6	6.2	42%	32	16.4	7.6	46%
Cincinnati, OH-KY-IN	47	15.6	6.6	42%	47	17.1	7.1	42%
Virginia Beach-Norfolk-Newport News, VA-NC	48	12.7	5.3	42%	24	13.1	6.5	50%
San Antonio-New Braunfels, TX	49	11.1	4.5	41%	20	11.5	5.9	51%
Richmond, VA	50	13.2	5.3	40%	42	13.3	5.8	44%
Chattanooga, TN-GA	51	16.3	6.5	40%	5	14.4	8.8	61%
Houston-The Woodlands-Sugar Land, TX	52	12.6	5	40%	39	14.8	6.5	44%
Kansas City, MO-KS	53	12.6	5	40%	51	16	6.4	40%
Washington-Arlington-Alexandria, DC-VA-MD-WV	54	11.5	4.5	39%	69	12	4.2	35%
Detroit-Warren-Dearborn, MI	55	20.3	7.6	37%	60	24	9	38%
Indianapolis-Carmel-Anderson, IN	56	18	6.7	37%	65	18.8	6.8	36%
Buffalo-Cheektowaga-Niagara Falls, NY	57	17.4	6.3	36%	55	16.1	6.3	39%
Memphis, TN-MS-AR	58	16.2	5.8	36%	54	16.6	6.5	39%
St. Louis, MO-IL	59	17.2	6.1	35%	68	19.6	6.9	35%
Toledo, OH	60	22.6	8	35%	53	23.7	9.4	40%
Pittsburgh, PA	61	18	6.3	35%	64	16.9	6.2	37%
Hartford-West Hartford-East Hartford, CT	62	19.4	6.6	34%	48	17.5	7.1	41%
Rochester, NY	63	18.8	6.2	33%	59	18	6.9	38%
San Francisco-Oakland-Hayward, CA	64	19	6.2	33%	66	18.6	6.7	36%
Chicago-Naperville-Elgin, IL-IN-WI	65	21.4	6.8	32%	70	23	7.6	33%
Minneapolis-St. Paul-Bloomington, MN-WI	66	14.2	4.5	32%	74	18	5.2	29%
Grand Rapids-Wyoming, MI**	67	20.1	6.3	31%	NA	-	-	-
Cleveland-Elyria, OH	68	20.4	6	29%	71	21.2	7	33%
Milwaukee-Waukesha-West Allis, WI	69	17.6	5.1	29%	75	20.1	5.6	28%
Jackson, MS	70	14	3.9	28%	58	15.6	6	38%

* 2013 Unemployment Rate; NA: Not available

** Black is Black or African American alone

*** White is White alone

**** Black is Black or African American alone or in combination with one or more other races, not Hispanic or Latino

Source: Census ACS 2013 1-year estimates (2015 Metro Index) and ACS 2012 1-year estimates (2014 Metro Index);

Black is Black or African American alone, not Hispanic

METRO AREA INCOME EQUALITY

Black-White

RANKING OF METRO AREAS FROM MOST TO LEAST EQUAL	2015 Rank	Black Income, Dollars*	White Income, Dollars*	Black-White Index	2014 Rank	Black	White	Index
Riverside-San Bernardino-Ontario, CA	1	42,782	60,376	71%	1	45,205	58,065	78%
Nashville-Davidson-Murfreesboro-Franklin, TN	2	37,757	56,673	67%	13	35,708	57,511	62%
San Diego-Carlsbad, CA	3	46,524	70,302	66%	2	48,845	67,359	73%
San Antonio-New Braunfels, TX	4	42,239	65,435	65%	7	43,049	66,595	65%
Lakeland-Winter Haven, FL	5	29,771	46,512	64%	6	29,677	44,639	66%
Tampa-St. Petersburg-Clearwater, FL	6	31,633	49,974	63%	10	31,550	49,109	64%
Oklahoma City, OK	7	34,764	55,219	63%	34	30,646	55,459	55%
Hartford-West Hartford-East Hartford, CT	8	47,491	75,475	63%	55	39,135	76,334	51%
Phoenix-Mesa-Scottsdale, AZ	9	36,851	58,591	63%	8	37,815	58,580	65%
Miami-Fort Lauderdale-West Palm Beach, FL	10	36,869	58,672	63%	18	36,124	59,877	60%
Charlotte-Concord-Gastonia, NC-SC	11	36,630	58,539	63%	26	36,518	63,770	57%
Durham-Chapel Hill, NC	12	39,421	63,364	62%	36	34,553	63,152	55%
Virginia Beach-Norfolk-Newport News, VA-NC	13	40,567	65,475	62%	12	41,478	66,066	63%
Columbia, SC	14	35,890	58,162	62%	14	35,753	57,600	62%
Orlando-Kissimmee-Sanford, FL	15	33,906	55,082	62%	11	34,882	54,526	64%
Greensboro-High Point, NC	16	32,040	52,095	62%	4	32,697	47,847	68%
Atlanta-Sandy Springs-Roswell, GA	17	41,872	68,595	61%	15	42,052	68,150	62%
Austin-Round Rock, TX	18	43,536	71,501	61%	16	43,278	70,227	62%
Boston-Cambridge-Newton, MA-NH	19	48,326	79,700	61%	35	43,844	79,666	55%
Las Vegas-Henderson-Paradise, NV	20	34,168	56,584	60%	5	37,665	55,291	68%
Washington-Arlington-Alexandria, DC-VA-MD-WV	21	64,663	108,254	60%	20	63,617	108,111	59%
Baltimore-Columbia-Towson, MD	22	47,866	80,573	59%	39	44,283	81,630	54%
Raleigh, NC	23	42,357	71,462	59%	25	40,585	70,720	57%
Denver-Aurora-Lakewood, CO	24	41,498	70,593	59%	40	37,992	70,396	54%
Birmingham-Hoover, AL	25	33,013	56,399	59%	22	32,542	55,781	58%
Providence-Warwick, RI-MA	26	35,661	60,975	58%	9	38,609	59,842	65%
Richmond, VA	27	39,144	67,017	58%	24	39,566	68,232	58%
Greenville-Anderson-Mauldin, SC	28	29,269	50,315	58%	41	26,858	49,809	54%
Seattle-Tacoma-Bellevue, WA	29	41,314	71,699	58%	28	40,339	70,992	57%
Columbus, OH	30	33,704	58,582	58%	23	34,835	59,874	58%
Augusta-Richmond County, GA-SC	31	30,421	52,980	57%	21	31,865	54,287	59%
Kansas City, MO-KS	32	35,260	61,783	57%	58	31,316	61,747	51%
Jacksonville, FL	33	32,716	57,430	57%	29	31,057	54,966	57%
Dayton, OH	34	28,967	51,333	56%	33	27,842	49,806	56%
Dallas-Fort Worth-Arlington, TX	35	40,258	71,415	56%	32	40,084	71,672	56%

RANKING OF METRO AREAS FROM MOST TO LEAST EQUAL	2015 Rank	Black Income, Dollars*	White Income, Dollars*	Black-White Index	2014 Rank	Black	White	Index
Little Rock-North Little Rock-Conway, AR	36	31,645	56,445	56%	31	31,711	56,401	56%
Baton Rouge, LA	37	35,477	63,894	56%	46	33,698	63,328	53%
Indianapolis-Carmel-Anderson, IN	38	31,594	57,612	55%	57	31,074	61,142	51%
Winston-Salem, NC	39	26,746	49,451	54%	NA	-	-	-
Chattanooga, TN-GA	40	27,760	51,881	54%	27	27,663	48,644	57%
Akron, OH	41	28,168	53,090	53%	77	22,081	54,751	40%
Sacramento-Roseville-Arden-Arcade, CA	42	33,703	63,529	53%	38	35,725	65,768	54%
Los Angeles-Long Beach-Anaheim, CA	43	40,865	77,133	53%	47	39,643	74,914	53%
Houston-The Woodlands-Sugar Land, TX	44	40,668	76,775	53%	44	40,699	76,269	53%
New York-Newark-Jersey City, NY-NJ-PA	45	44,156	83,457	53%	37	45,105	83,027	54%
New Haven-Milford, CT	46	36,860	70,365	52%	50	36,806	70,605	52%
Portland-Vancouver-Hillsboro, OR-WA	47	32,633	62,474	52%	NA	-	-	-
Pittsburgh, PA	48	27,698	53,227	52%	42	28,593	53,114	54%
Louisville/Jefferson County, KY-IN	49	28,810	55,463	52%	53	27,747	53,745	52%
Philadelphia-Camden-Wilmington, PA-NJ-DE-MD	50	36,802	71,916	51%	60	36,500	72,132	51%
Tulsa, OK	51	26,996	52,949	51%	49	27,678	52,859	52%
St. Louis, MO-IL	52	31,214	61,254	51%	66	28,905	60,453	48%
Jackson, MS	53	29,103	57,937	50%	62	30,531	60,703	50%
Memphis, TN-MS-AR	54	31,945	63,611	50%	43	32,024	59,654	54%
Detroit-Warren-Dearborn, MI	55	30,152	60,079	50%	61	29,400	58,350	50%
Rochester, NY	56	28,468	57,048	50%	65	27,596	55,783	49%
Cincinnati, OH-KY-IN	57	28,601	58,779	49%	74	24,617	58,297	42%
Chicago-Naperville-Elgin, IL-IN-WI	58	34,320	71,910	48%	67	34,152	71,897	48%
Buffalo-Cheektowaga-Niagara Falls, NY	59	26,136	55,626	47%	72	24,508	56,432	43%
Cleveland-Elyria, OH	60	26,627	57,108	47%	70	25,100	55,866	45%
New Orleans-Metairie, LA	61	27,893	60,070	46%	63	29,747	59,145	50%
Charleston-North Charleston, SC	62	29,799	64,553	46%	51	31,578	60,733	52%
Omaha-Council Bluffs, NE-IA	63	27,716	60,529	46%	68	28,451	59,933	47%
Grand Rapids-Wyoming, MI	64	25,495	56,106	45%	NA	-	-	-
Milwaukee-Waukesha-West Allis, WI	65	27,425	62,031	44%	75	26,503	62,982	42%
Minneapolis-St. Paul-Bloomington, MN-WI	66	31,713	72,014	44%	78	29,193	72,389	40%
Toledo, OH	67	21,699	49,333	44%	73	21,352	49,445	43%
Bridgeport-Stamford-Norwalk, CT	68	42,111	98,697	43%	76	40,206	99,041	41%
Albany-Schenectady-Troy, NY**	69	26,714	63,491	42%	45	34,096	63,934	53%
San Francisco-Oakland-Hayward, CA	70	39,902	95,285	42%	69	41,332	91,736	45%

* Median Household Income, 2013 Dollars; NA: Not available

** Black is Black or African American alone, not Hispanic

Source: Census ACS 2013 1-year estimates (unless otherwise noted)

NATIONAL URBAN LEAGUE

2015

+ HISPANIC-WHITE +

EQUALITY
INDEX™

IHS GLOBAL INSIGHT

+ Updated + History Revised + Reincluded Weight in 2014 + New Series 2014 + No New Data

2015 EQUALITY INDEX OF HISPANIC AMERICA	Source	Year	Hispanic	White	Index	Diff. ('15-'14)
Total Equality Weighted Index					77.7%	0.019
ECONOMICS (30%)						
MEDIAN INCOME (0.25)						
Median Household Income (Real), Dollars	ACS	2013	41,508	57,684	72%	0.005
Median Male Earnings, Dollars	ACS	2013	31,596	52,452	60%	(0.00)
Median Female Earnings, Dollars	ACS	2013	28,526	41,010	70%	0.01
POVERTY (0.15)						
Population Living Below Poverty Line, %	ACS	2013	24.8	11.1	45%	0.01
Population Living Below 50% of Poverty Line, %	ACS	2013	9.7	5.0	52%	0.03
Population Living Below 125% of Poverty Line, %	ACS	2013	32.8	14.7	45%	0.01
Population Living Below Poverty Line (Under 18), %	CPS ASEC	2013	30.4	10.7	35%	(0.01)
Population Living Below Poverty Line (18-64), %	CPS ASEC	2013	20.2	9.9	49%	0.04
Population Living Below Poverty Line (65 and Older), %	CPS ASEC	2013	19.8	7.4	37%	0.04
EMPLOYMENT ISSUES (0.20)						
Unemployment Rate, %	BLS	2014	7.4	5.3	72%	0.00
Unemployment Rate: Male, %	BLS	2014	6.8	5.4	79%	0.02
Unemployment Rate: Female, %	BLS	2014	8.2	5.2	63%	(0.02)
Unemployment Rate Persons Ages 16 to 19, %	BLS	2014	22.5	17.3	77%	0.03
Percent Not in Workforce: Ages 16 to 19, %	BLS	2014	69.7	63.8	92%	0.00
Percent Not in Workforce: Ages 16 and Older, %	BLS	2014	33.9	36.9	109%	0.01
Labor Force Participation Rate, %	BLS	2014	66.1	63.1	105%	0.01
LFPR 16 to 19, %	BLS	2014	30.3	36.2	84%	(0.00)
LFPR 20 to 24, %	BLS	2014	71.4	73.0	98%	(0.00)
LFPR Over 25: Less Than High School Grad, %	BLS	2014	59.8	46.2	129%	(0.01)
LFPR Over 25: High School Grad., No College, %	BLS	2014	69.8	57.6	121%	0.01
LFPR Over 25: Some College, No Degree, %	BLS	2014	75.2	63.6	118%	0.02
LFPR Over 25: Associate's Degree, %	BLS	2014	77.5	70.8	109%	0.03
LFPR Over 25: Some College or Associate Degree, %	BLS	2014	76.0	66.3	115%	0.02
LFPR Over 25: College Grad., %	BLS	2014	80.2	74.3	108%	0.01
Employment to Pop. Ratio, %	BLS	2014	61.2	59.7	103%	0.02
HOUSING & WEALTH (0.34)						
Home Ownership Rate, %	Census	2013	46.1	73.3	63%	0.00
Mortgage Application Denial Rate (Total), %	HMDA	2013	23.2	12.0	52%	(0.02)
Mortgage Application Denial Rate (Male), %	HMDA	2013	23.4	14.0	60%	(0.03)
Mortgage Application Denial Rate (Female), %	HMDA	2013	24.1	13.9	58%	(0.02)
Mortgage Application Denial Rate (Joint), %	HMDA	2013	21.8	9.8	45%	(0.01)
Home Improvement Loans Denials (Total), %	HMDA	2013	54.2	30.8	57%	0.01
Home Improvement Loans Denials (Male), %	HMDA	2013	55.8	36.5	65%	0.00
Home Improvement Loans Denials (Female), %	HMDA	2013	59.1	38.2	65%	0.00
Home Improvement Loans Denials (Joint), %	HMDA	2013	44.1	22.6	51%	0.02

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2015 EQUALITY INDEX OF HISPANIC AMERICA	Source	Year	Hispanic	White	Index	Diff. ('15-'14)
Percent of High-Priced Loans (More Than 3% Above Treasury)	HMDA	2012	8.5	3.2	37%	(0.00)
Median Home Value, 2000 Dollars	Census	2000	105,600	123,400	86%	0.00
Median Wealth, 2010 Dollars	Census SIPP	2011	7,683	110,500	7%	0.00
Equity in Home, Dollars	Census SIPP	2011	47,000	85,000	55%	0.05
Percent Investing in 401(K), %	EBRI	2009	18.0	36.9	49%	0.00
Percent Investing in IRA, %	EBRI	2009	6.0	25.6	23%	0.00
U.S. Firms By Race (% Compared to Employment Share)	Census	2007		83.4		
DIGITAL DIVIDE (0.05)						
Households With Computer at Home, %	Census	2013	79.7	85.4	93%	0.13
Households With the Internet, %	Census	2013	66.7	77.4	86%	0.10
Adult Users With Broadband Access, %	Census	2013	65.9	76.2	86%	0.11
TRANSPORTATION (0.01)						
Car Ownership, %	Census	2011	77.3	88.3	88%	0.00
Means of Transportation to Work: Drive Alone, %	ACS	2013	68.9	79.9	86%	0.00
Means of Transportation to Work: Public Transportation, %	ACS	2013	7.7	3.1	41%	0.03
Economic Weighted Index					61.7%	0.01

HEALTH (25%)						
DEATH RATES & LIFE EXPECTANCY (0.45)						
Life Expectancy at Birth	CDC	2011	81.4	78.8	103%	0.00
<i>Male</i>	CDC	2011	78.8	76.4	103%	0.00
<i>Female</i>	CDC	2011	83.7	81.1	103%	(0.00)
Life Expectancy at 65 (Additional Expected Years)	CDC	2011	20.7	19.1	108%	0.01
<i>Male at 65</i>	CDC	2011	19.1	17.8	107%	0.01
<i>Female at 65</i>	CDC	2011	21.8	20.3	107%	(0.01)
Age-Adjusted Death Rates (Per 100,000): All Causes	CDC	2012	539.1	754.3	140%	0.05
<i>Age-Adjusted Death Rates (Per 100,000): Male</i>	CDC	2012	643.9	876.2	136%	0.04
<i>Age-Adjusted Death Rates (Per 100,000): Female</i>	CDC	2012	452.5	637.6	141%	0.02
Age-Adjusted Death Rates (Per 100,000): Heart Disease	CDC	2012	122.0	172.3	141%	0.06
<i>Ischemic Heart Disease</i>	CDC	2012	81.1	107.4	132%	0.08
Age-Adjusted Death Rates (Per 100,000): Stroke (Cerebrovascular)	CDC	2012	30.0	35.8	119%	0.02
Age-Adjusted Death Rates (Per 100,000): Cancer	CDC	2012	116.9	170.6	146%	(0.02)
<i>Trachea, Bronchus, and Lung</i>	CDC	2012	19.2	48.0	250%	0.01
<i>Colon, Rectum, and Anus</i>	CDC	2012	11.7	14.7	126%	(0.00)
<i>Prostate (Male)</i>	CDC	2012	16.3	18.1	111%	0.01
<i>Breast (Female)</i>	CDC	2012	14.7	21.3	145%	(0.09)
Age-Adjusted Death Rates (Per 100,000): Chronic Lower Respiratory	CDC	2012	18.5	46.3	250%	0.13

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Age-Adjusted Death Rates (Per 100,000): Influenza and Pneumonia	CDC	2012	12.0	14.4	120%	0.11
Age-Adjusted Death Rates (Per 100,000): Chronic Liver Disease and Cirrhosis	CDC	2012	14.1	10.0	71%	0.02
Age-Adjusted Death Rates (Per 100,000): Diabetes	CDC	2012	26.9	18.5	69%	0.02
Age-Adjusted Death Rates (Per 100,000): HIV	CDC	2012	2.2	1.0	45%	0.06
Unintentional Injuries	CDC	2012	26.5	43.9	166%	0.01
<i>Motor Vehicle-Related Injuries</i>	CDC	2012	10.2	12.1	119%	(0.05)
Age-Adjusted Death Rates (Per 100,000): Suicide	CDC	2012	5.8	15.7	271%	0.16
<i>Age-Adjusted Death Rates (Per 100,000): Suicide Males</i>	CDC	2012	9.5	25.2	265%	0.21
Death Rates (Per 100,000): Suicide Males Ages 15-24	CDC	2012	11.4	21.2	186%	(0.05)
<i>Age-Adjusted Death Rates (Per 100,000): Suicide Females</i>	CDC	2012	2.2	6.9	314%	0.18
Death Rates (Per 100,000): Suicide Females Ages 15-24	CDC	2012	2.9	5.1	176%	0.34
<i>Age-Adjusted Death Rates (Per 100,000): Homicide</i>	CDC	2012	4.9	2.6	53%	0.06
<i>Age-Adjusted Death Rates (Per 100,000): Homicide Male</i>	CDC	2012	7.9	3.5	44%	0.06
Death Rates (Per 100,000): Homicide Males Ages 15-24	CDC	2012	17.0	3.9	23%	0.02
<i>Age-Adjusted Death Rates (Per 100,000): Homicide Female</i>	CDC	2012	1.8	1.7	94%	(0.06)
Death Rates (Per 100,000): Homicide Females Ages 15-24	CDC	2012	2.2	1.7	77%	0.08
Death Rates (Per 100,000) By Age Cohort: <1 Male	CDC	2012	509.1	558.2	110%	0.06
Death Rates (Per 100,000) By Age Cohort: 1-4 Male	CDC	2012	23.5	27.9	119%	0.09
Death Rates (Per 100,000) By Age Cohort: 5-14 Male	CDC	2012	12.3	13.3	108%	(0.17)
Death Rates (Per 100,000) By Age Cohort: 15-24 Male	CDC	2012	76.4	92.0	120%	0.03
Death Rates (Per 100,000) By Age Cohort: 25-34 Male	CDC	2012	100.0	149.0	149%	0.07
Death Rates (Per 100,000) By Age Cohort: 35-44 Male	CDC	2012	142.7	221.7	155%	0.05
Death Rates (Per 100,000) By Age Cohort: 45-54 Male	CDC	2012	342.7	508.0	148%	0.04
Death Rates (Per 100,000) By Age Cohort: 55-64 Male	CDC	2012	816.3	1,058.0	130%	0.01
Death Rates (Per 100,000) By Age Cohort: 65-74 Male	CDC	2012	1,679.1	2,175.8	130%	0.02
Death Rates (Per 100,000) By Age Cohort: 75-84 Male	CDC	2012	4,250.9	5,599.2	132%	0.02
Death Rates (Per 100,000) By Age Cohort: 85+ Male	CDC	2012	10,799.6	15,504.4	144%	0.09
Death Rates (Per 100,000) By Age Cohort: <1 Female	CDC	2012	428.9	469.2	109%	0.06
Death Rates (Per 100,000) By Age Cohort: 1-4 Female	CDC	2012	20.0	21.7	109%	0.01
Death Rates (Per 100,000) By Age Cohort: 5-14 Female	CDC	2012	10.0	10.1	101%	(0.21)
Death Rates (Per 100,000) By Age Cohort: 15-24 Female	CDC	2012	25.5	37.8	148%	0.02
Death Rates (Per 100,000) By Age Cohort: 25-34 Female	CDC	2012	40.0	70.7	177%	0.05
Death Rates (Per 100,000) By Age Cohort: 35-44 Female	CDC	2012	73.6	136.0	185%	0.08
Death Rates (Per 100,000) By Age Cohort: 45-54 Female	CDC	2012	192.0	315.2	164%	0.05
Death Rates (Per 100,000) By Age Cohort: 55-64 Female	CDC	2012	442.8	635.9	144%	0.03
Death Rates (Per 100,000) By Age Cohort: 65-74 Female	CDC	2012	1,046.7	1,480.2	141%	(0.00)
Death Rates (Per 100,000) By Age Cohort: 75-84 Female	CDC	2012	3,063.5	4,178.1	136%	(0.02)
Death Rates (Per 100,000) By Age Cohort: 85+ Female	CDC	2012	9,805.6	13,437.0	137%	0.05

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2015 EQUALITY INDEX OF HISPANIC AMERICA	Source	Year	Hispanic	White	Index	Diff. ('15-'14)
PHYSICAL CONDITION (0.10)						
Overweight: 18+ Years, % of Population	CDC	2013	37.1	35.8	96%	0.04
Overweight: Men 20 Years and Over, % of Population	CDC	2009–2012	41.3	38.7	94%	0.05
Overweight: Women 20 Years and Over, % of Population	CDC	2009–2012	33.5	28.6	85%	0.02
Obese, % of Population	CDC	2013	31.2	26.4	85%	(0.07)
Obese: Men 20 Years and Over, % of Population	CDC	2009–2012	38.0	34.0	89%	(0.06)
Obese: Women 20 Years and Over, % of Population	CDC	2009–2012	42.4	32.4	76%	(0.02)
Diabetes: Physician Diagnosed in Ages 20+, % of Population	CDC	2009–2012	12.5	6.6	53%	(0.08)
AIDS Cases Per 100,000 Males Ages 13+	CDC	2012	22.1	7.1	32%	(0.01)
AIDS Cases Per 100,000 Females Ages 13+	CDC	2012	4.7	1.2	26%	0.02
SUBSTANCE ABUSE (0.10)						
Binge Alcohol (5 Drinks in 1 Day, 1X a Year) Ages 18+, % of Population	CDC	2012	21.0	27.8	132%	0.09
Use of Illicit Drugs in the Past Month Ages 12+, % of Population	CDC	2012	8.3	9.2	111%	0.00
Tobacco: Both Cigarette & Cigar Ages 12+, % of Population	CDC	2012	19.2	29.2	152%	0.00
MENTAL HEALTH (0.02)						
Students Who Consider Suicide: Male, %	CDC	2011	12.6	12.8	102%	0.00
Students Who Carry Out Intent and Require Medical Attention: Male, %	CDC	2007	1.8	0.9	50%	(0.18)
Students That Act on Suicidal Feeling: Male, %	CDC	2007	6.3	3.4	54%	(0.13)
Students Who Consider Suicide: Female, %	CDC	2011	21.0	18.4	88%	0.00
Students Who Carry Out Intent and Require Medical Attention: Female, %	CDC	2007	3.9	2.1	54%	0.00
Students That Act on Suicidal Feeling: Female, %	CDC	2007	14.0	7.7	55%	(0.04)
ACCESS TO CARE (0.05)						
Private Insurance Payment for Health Care: Under 65 Years Old, % of Distribution	CPS ASEC	2013	46.6	75.0	62%	0.04
People Without Health Insurance, % of Population	CPS ASEC	2013	24.3	11.1	46%	0.08
People 18 to 64 Without a Usual Source of Health Insurance, % of Adults	CPS ASEC	2013	33.2	15.4	46%	0.08
People 18 to 64 and in Poverty Without a Usual Source of Health Insurance, % of Adults	CPS ASEC	2013	46.3	33.0	71%	0.04
Population Under 65 Covered By Medicaid, % of Population	CPS ASEC	2013	29.9	13.0	43%	(0.01)
ELDERLY HEALTH CARE (0.03)						
Population Over 65 Covered By Medicaid, % of Population	CPS ASEC	2013	17.7	4.2	24%	(0.00)
Medicare Expenditures Per Beneficiary, Dollars	CDC	2010	14,029	16,474	117%	0.10
PREGNANCY ISSUES (0.04)						
Prenatal Care Begins in 1st Trimester	CDC	2011	82.6	85.7	96%	0.03
Prenatal Care Begins in 3rd Trimester	CDC	2007	6.2	2.3	37%	0.00
Percent of Births to Mothers 18 and Under	CDC	2012	3.9	1.4	36%	(0.00)
Percent of Live Births to Unmarried Mothers	CDC	2012	53.5	29.3	55%	0.00
Infant Mortality Rates Among Mothers With Less Than 12 Years Education	CDC	2005	5.2	9.3	179%	0.00

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2015 EQUALITY INDEX OF HISPANIC AMERICA	Source	Year	Hispanic	White	Index	Diff. ('15-'14)	
Infant Mortality Rates Among Mothers With 12 Years Education	CDC	2005	5.4	7.1	131%	0.00	
Infant Mortality Rates Among Mothers With 13 or More Years Education	CDC	2005	4.6	4.1	89%	0.00	
Mothers Who Smoked Cigarettes During Pregnancy, %	CDC	2011	2.1	22.0	1048%	5.18	
Low Birth Weight, % of Live Births	CDC	2012	7.0	7.0	100%	(0.02)	
Very Low Birth Weight, % of Live Births	CDC	2012	1.2	1.1	93%	(0.04)	
REPRODUCTION ISSUES (0.01)							
Abortions, Per 1,000 Live Births	CDC	2007	193.0	159.0	82%	0.00	
Women Using Contraception, % of Population	CDC	2006-2010	59.7	65.6	91%	0.00	
DELIVERY ISSUES (0.10)							
All Infant Deaths: Neonatal and Post, Per 1,000 Live Births	CDC	2010	5.3	5.2	98%	(0.00)	
Neonatal Deaths, Per 1,000 Live Births	CDC	2010	3.6	3.4	94%	0.02	
Post Neonatal Deaths, Per 1,000 Live Births	CDC	2010	1.7	1.8	106%	(0.05)	
Maternal Mortality, Per 100,000 Live Births	CDC	2007	7.2	8.1	113%	0.00	
CHILDREN'S HEALTH (0.10)							
Babies Breastfed, %	CDC	2011	83.8	81.1	103%	(0.02)	
Children Without a Health Care Visit in Past 12 Months (Up to 6 Years Old), %	CDC	2011-2012	6.0	4.2	70%	0.18	
Vaccinations of Children Below Poverty: Combined Vacc. Series 4:3:1:3:1:4, % of Children 19-35 Months	CDC	2012	68.0	58.0	117%	0.04	
Uninsured Children, %	CPS ASEC	2013	11.7	5.3	45%	(0.01)	
Overweight Boys 6-11 Years Old, % of Population	CDC	2009-2012	25.0	12.9	52%	(0.25)	
Overweight Girls 6-11 Years Old, % of Population	CDC	2009-2012	23.1	14.2	61%	(0.01)	
AIDS Cases Per 100,000 All Children Under 13	CDC	2012	0.0	0.0	30%	0.00	
Health Weighted Index						106.9%	0.045

EDUCATION (25%)						
QUALITY (0.25)						
TEACHER QUALITY (0.10)						
Middle Grades: Teacher Lacking at Least a College Minor in Subject Taught (High Vs. Low Minority Schools), %	ET	2000	49.0	40.0	85%	0.00
HS: Teacher Lacking an Undergraduate Major in Subject Taught (High Vs. Low Poverty Secondary Schools), %	ET	2007-2008	21.9	10.9	88%	0.00
Per Student Funding (High [30%] Vs. Low [0%] Poverty Districts), Dollars	SFF	2009	10,948	10,684	102%	0.00
Teachers With < 3 Years Experience (High Vs. Low Minority Schools), %	NCES	2007-2008	15.0	10.0	67%	0.00
Distribution of Underprepared Teachers (High Vs. Low Minority Schools), % (California Only)	SRI	2008-2009	5.0	1.0	20%	0.00
COURSE QUALITY (0.15)						
College Completion, % of All Entrants	NCES	2004	50.1	61.5	81%	0.00
College Completion, % of Entrants With Strong HS Curriculum (Algebra II Plus Other Courses)	ET	1999	79.0	86.0	92%	(0.03)

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HS Students: Enrolled in Chemistry, %	NCES	2009	65.7	71.5	92%	0.00
HS Students: Enrolled in Algebra II, %	NCES	2009	71.4	77.4	92%	(0.00)
Students Taking: Precalculus, %	NCES	2009	26.5	37.9	70%	0.00
Students Taking: Calculus, %	NCES	2009	8.6	17.5	49%	0.00
Students Taking: Physics, %	NCES	2009	28.6	37.6	76%	0.00
Students Taking: English Composition, %	CB	2009	35.0	43.0	81%	0.00
ATTAINMENT (0.20)						
Graduation Rates, 2-Year Institutions Where Students Started as Full Time, First Time Students, %	NCES	2006	32.8	32.0	103%	0.00
Graduation Rates, 4-Year Institutions Where Students Started as Full Time, First Time Students, %	NCES	2003	46.2	59.3	78%	0.00
NCAA Div. I College Freshmen Graduating Within 6 Years, %	NCAA	2005	42.0	52.0	81%	0.00
Degrees Earned: Associate, % of Population Aged 18-24 Yrs	NCES	2012-2013	2.4	3.5	69%	0.03
Degrees Earned: Bachelor's, % of Population Aged 18-29 Yrs	NCES	2012-2013	1.7	4.1	42%	0.03
Degrees Earned: Master's, % of Population Aged 18-34 Yrs	NCES	2012-2013	0.3	1.1	32%	0.02
Educational Attainment: at Least High School (25 Yrs. and Over), % of Population	Census	2013	66.2	92.9	71%	0.01
Educational Attainment: at Least Bachelor's (25 Yrs. and Over), % of Population	Census	2013	15.0	35.2	43%	0.01
Degrees Conferred, % Distribution, By Field						
<i>Agriculture/Forestry</i>	NCES	2012	0.8	1.7	48%	0.00
<i>Art/Architecture</i>	NCES	2012	0.8	0.7	119%	0.00
<i>Business/Management</i>	NCES	2012	20.6	18.9	108%	0.00
<i>Communications</i>	NCES	2012	3.7	3.9	97%	0.00
<i>Computer and Information Sciences</i>	NCES	2012	2.1	2.1	101%	0.00
<i>Education</i>	NCES	2012	9.2	12.6	73%	0.00
<i>Engineering</i>	NCES	2012	4.2	4.9	86%	0.00
<i>English/Literature</i>	NCES	2012	2.5	2.7	89%	0.00
<i>Foreign Languages</i>	NCES	2012	2.1	1.0	211%	0.00
<i>Health Sciences</i>	NCES	2012	8.7	11.9	73%	0.00
<i>Liberal Arts/Humanities</i>	NCES	2012	2.3	1.9	121%	0.00
<i>Mathematics/Statistics</i>	NCES	2012	0.7	0.9	76%	0.00
<i>Natural Sciences</i>	NCES	2012	4.8	5.4	88%	0.00
<i>Philosophy/Religion/Theology</i>	NCES	2012	0.5	0.6	80%	0.00
<i>Psychology</i>	NCES	2012	7.0	5.2	136%	0.00
<i>Social Sciences/History</i>	NCES	2012	9.3	7.5	123%	0.00
<i>Other Fields</i>	NCES	2012	22.9	19.2	119%	0.04
SCORES (0.25)						
PRESCHOOL 10% OF TOTAL SCORES (0.015)						
Children's School Readiness Skills (Ages 3-5), % With 3 or 4 Skills* <i>*Recognizes all letters, counts to 20 or higher, writes name, reads or pretends to read</i>	NCES	2005	26.0	46.8	55%	0.00

+ Updated + History Revised + Reincluded Weight in 2014 + New Series 2014 + No New Data

2015 EQUALITY INDEX OF HISPANIC AMERICA	Source	Year	Hispanic	White	Index	Diff. ('15-'14)
ELEMENTARY 40% OF TOTAL SCORES (0.06)						
Average Scale Score in U.S. History, 8th Graders	NCES	2010	252	274	92%	0.00
Average Scale Score in U.S. History, 4th Graders	NCES	2010	198	224	88%	0.00
Average Scale Score in Math, 8th Graders	NCES	2013	272	294	93%	0.00
Average Scale Score in Math, 4th Graders	NCES	2013	231	250	92%	0.00
Average Scale Score in Reading, 8th Graders	NCES	2013	255	276	92%	(0.00)
Average Scale Score in Reading, 4th Graders	NCES	2013	206	232	89%	(0.00)
Average Scale Score in Science, 8th Graders	NCES	2011	137	163	84%	0.00
Average Scale Score in Science, 4th Graders	NCES	2009	131	163	80%	0.00
Average Scale Score (out of 300) in Writing, 8th Graders	NCES	2011	69	158	44%	(0.42)
Science Proficiency at or Above Proficient, 8th Graders, % of Students	NCES	2002	77	43	178%	1.40
Science Proficiency at or Above Proficient, 4th Graders, % of Students	NCES	2009	14	47	29%	0.00
Reading Proficiency at or Above Proficient, 8th Graders, % of Students	NCES	2013	22	48	46%	0.00
Reading Proficiency at or Above Proficient, 4th Graders, % of Students	NCES	2013	19	45	42%	0.00
Math Proficiency at or Above Proficient, 8th Graders, % of Students	NCES	2013	21	44	48%	0.00
Math Proficiency at or Above Proficient, 4th Graders, % of Students	NCES	2013	26	54	48%	0.00
Writing Proficiency at or Above Proficient, 8th Graders, % of Students	NCES	2011	14	34	41%	0.00
Writing Proficiency at or Above Proficient, 4th Graders, % of Students	NCES	2013	19	45	42%	0.00
HIGH SCHOOL 50% OF TOTAL SCORES (0.075)						
Writing Proficiency at or Above Basic, 12th Graders, % of Students	NCES	2011	66	86	77%	0.00
Average Scale Score (out of 300) in Science, 12th Graders	NCES	2005	128	156	82%	0.00
Average Scale Score (out of 500) in U.S. History, 12th Graders	NCES	2010	275	296	93%	0.00
Average Scale Score (out of 500) in Reading, 12th Graders	NCES	2013	276	296	93%	0.01
High School GPAs for Those Taking The SAT	CB	2009	3.2	3.4	93%	0.00
SAT Reasoning Test: Mean Scores	CB	2014	1,353	1,576	86%	(0.00)
<i>Mathematics, Joint</i>	CB	2014	459	534	86%	(0.00)
Mathematics, Male	CB	2014	476	552	86%	(0.01)
Mathematics, Female	CB	2014	445	519	86%	(0.00)
<i>Critical Reading, Joint</i>	CB	2014	451	527	86%	0.00
Critical Reading, Male	CB	2014	455	530	86%	(0.00)
Critical Reading, Female	CB	2014	447	525	85%	0.00
<i>Writing, Joint</i>	CB	2014	443	515	86%	0.00
Writing, Male	CB	2014	438	508	86%	(0.00)
Writing, Female	CB	2014	446	521	86%	0.00
ACT: Average Composite Score	ACT	2013	18.9	22.2	85%	0.00

+ Updated + History Revised + Reincluded Weight in 2014 + New Series 2014 + No New Data

2015 EQUALITY INDEX OF HISPANIC AMERICA	Source	Year	Hispanic	White	Index	Diff. ('15-'14)
ENROLLMENT (0.10)						
School Enrollment: ages 3–34, % of Population	Census	2013	55.5	54.7	101%	(0.00)
<i>Preprimary School Enrollment</i>	Census	2013	57.4	66.9	86%	(0.01)
<i>3 and 4 Years Old</i>	Census	2013	45.4	57.4	79%	(0.03)
<i>5 and 6 Years Old</i>	Census	2013	93.9	93.6	100%	0.02
<i>7 to 13 Years Old</i>	Census	2013	98.0	98.2	100%	(0.01)
<i>14 and 15 Years Old</i>	Census	2013	98.3	98.4	100%	(0.00)
<i>16 and 17 Years Old</i>	Census	2013	93.9	93.6	100%	0.02
<i>18 and 19 Years Old</i>	Census	2013	59.3	69.6	85%	(0.14)
<i>20 and 21 Years Old</i>	Census	2013	43.9	55.2	80%	(0.09)
<i>22 to 24 Years Old</i>	Census	2013	26.7	29.1	92%	0.02
<i>25 to 29 Years Old</i>	Census	2013	10.4	12.9	81%	0.16
<i>30 to 34 Years Old</i>	Census	2013	5.7	6.5	88%	(0.06)
<i>35 and Over</i>	Census	2013	1.9	1.6	122%	0.09
College Enrollment (Graduate or Undergraduate): Ages 14 and Over, % of Population	Census	2013	8.1	6.9	118%	(0.06)
<i>14 to 17 Years Old</i>	Census	2013	1.2	2.1	56%	(0.49)
<i>18 to 19 Years Old</i>	Census	2013	38.5	51.2	75%	(0.14)
<i>20 to 21 Years Old</i>	Census	2013	40.8	53.5	76%	(0.10)
<i>22 to 24 Years Old</i>	Census	2013	25.6	28.9	89%	0.02
<i>25 to 29 Years Old</i>	Census	2013	9.7	12.7	76%	0.17
<i>30 to 34 Years Old</i>	Census	2013	5.2	6.4	81%	(0.10)
<i>35 Years Old and Over</i>	Census	2013	1.6	1.6	106%	0.07
College Enrollment Rate As a Percent of All 18- to 24-Year-Old High School Completers, %	NCES	2011	34.8	44.7	78%	0.00
Adult Education Participation, % of Adult Population	NCES	2004–2005	38.0	46.0	83%	0.00
STUDENT STATUS & RISK FACTORS (0.10)						
High School Dropouts: Status Dropouts, % (Not Completed HS and Not Enrolled, Regardless of When Dropped Out)	Census	2012	12.7	9.1	72%	0.28
Children in Poverty, %	Census	2013	30.4	12.3	40%	0.04
Children in All Families Below Poverty Level, %	Census	2013	30.0	11.8	39%	0.04
Children in Families Below Poverty Level (Female Householder, No Spouse Present), %	Census	2013	52.2	36.5	70%	0.03
Children With No Parent in the Labor Force, %	AECF	2013	39.0	24.0	62%	(0.02)
Children (Under 18) With a Disability, %	Census	2013	3.9	4.1	106%	(0.02)
Public School Students (K–12): Repeated Grade, %	NCES	2007	11.8	8.7	74%	0.00
Public School Students (K–12): Suspended, %	NCES	2003	10.4	8.8	85%	0.00
Public School Students (K–12): Expelled, %	NCES	2003	1.4	1.4	100%	0.00
Center-Based Child Care of Preschool Children, %	NCES	2005	43.4	59.1	136%	0.00
Parental Care Only of Preschool Children, %	NCES	2005	38.0	24.1	158%	0.00
Teacher Stability: Remained in Public School, High Vs. Low Minority Schools, %	NCES	2009	83.4	85.6	97%	0.00
Teacher Stability: Remained in Private School, High Vs. Low Minority Schools, %	NCES	2009	77.0	78.9	98%	0.00

+ Updated + History Revised + Reincluded Weight in 2014 + New Series 2014 + No New Data

2015 EQUALITY INDEX OF HISPANIC AMERICA	Source	Year	Hispanic	White	Index	Diff. ('15-'14)
Zero Days Missed in School Year, % of 10th Graders	NCES	2002	16.5	12.1	137%	0.00
3+ Days Late to School, % of 10th Graders	NCES	2002	46.1	44.4	96%	0.00
Never Cut Classes, % of 10th Graders	NCES	2002	64.6	70.3	92%	0.00
Home Literacy Activities (Age 3 to 5)						
<i>Read to 3 or More Times a Week</i>	NCES	2007	67.6	90.6	75%	0.00
<i>Told a Story at Least Once a Month</i>	NCES	2007	74.6	53.3	140%	0.47
<i>Taught Words or Numbers Three or More Times a Week</i>	NCES	2007	86.3	75.7	114%	0.16
<i>Visited a Library at Least Once in Last Month</i>	NCES	2007	27.0	40.8	66%	0.00
Education Weighted Index					74.6%	0.013

SOCIAL JUSTICE (10%)						
EQUALITY BEFORE THE LAW (0.70)						
Stopped While Driving, %	BJS	2008	9.1	8.4	92%	0.00
<i>Speeding</i>	BJS	2002	44.4	57.0	128%	0.00
<i>Vehicle Defect</i>	BJS	2002	14.0	8.7	62%	0.00
<i>Roadside Check for Drinking Drivers</i>	BJS	2002	1.6	1.3	81%	0.00
<i>Record Check</i>	BJS	2002	7.8	11.3	145%	0.00
<i>Seatbelt Violation</i>	BJS	2002	5.5	4.4	80%	0.00
<i>Illegal Turn/Lane Change</i>	BJS	2002	5.7	4.5	79%	0.00
<i>Stop Sign/Light Violation</i>	BJS	2002	11.2	6.5	58%	0.00
<i>Other</i>	BJS	2002	6.2	4.0	65%	0.00
Incarceration Rate: Prisoners Per 100,000	BJS	2013	614	256	42%	0.01
<i>Incarceration Rate: Prisoners Per 100,000 People: Male</i>	BJS	2013	1,146	466	41%	0.01
<i>Incarceration Rate: Prisoners Per 100,000 People: Female</i>	BJS	2013	66	51	78%	0.01
VICTIMIZATION & MENTAL ANGUISH (0.20)						
Homicide Rate Per 100,000: Male	CDC	2010	9.5	3.3	35%	0.00
Homicide Rate Per 100,000: Female	CDC	2010	1.8	1.7	94%	0.00
Murder Victims, Rate Per 100,000	USDJ	2013	3.2	2.8	88%	-
Hate Crimes Victims, Rate Per 100,000	USDJ	2013	0.8	0.4	48%	0.15
Victims of Violent Crimes, Rate Per 1,000 Persons Age 12 or Older	BJS	2013	24.8	22.2	90%	(0.13)
Prisoners Under Sentence of Death, Rate per 100,000	BJS	2013	1.1	1.0	97%	0.17
High School Students Carrying Weapons on School Property	CDC	2013	4.7	5.7	121%	0.33
High School Students Carrying Weapons Anywhere	CDC	2013	15.5	20.8	134%	0.29
Firearm-Related Death Rates Per 100,000: Males, All Ages	CDC	2007	13.4	16.1	120%	0.00
<i>Ages 1-14</i>	CDC	2007	0.8	0.7	86%	0.00
<i>Ages 15-24</i>	CDC	2007	30.7	13.4	44%	0.00
<i>Ages 25-44</i>	CDC	2007	17.7	18.3	104%	0.00
<i>Ages 25-34</i>	CDC	2007	21.8	18.0	82%	0.00
<i>Ages 35-44</i>	CDC	2007	12.6	18.7	148%	0.00

+ Updated + History Revised + Reincluded Weight in 2014 + New Series 2014 + No New Data

2015 EQUALITY INDEX OF HISPANIC AMERICA	Source	Year	Hispanic	White	Index	Diff. ('15-'14)
<i>Ages 45-64</i>	CDC	2007	9.7	19.5	202%	0.00
<i>Age 65 and Older</i>	CDC	2007	10.8	27.3	253%	0.00
Firearm-Related Death Rates Per 100,000: Females, All Ages	CDC	2007	1.5	2.9	187%	0.00
<i>Ages 1-14</i>	CDC	2007	0.3	0.3	111%	0.00
<i>Ages 15-24</i>	CDC	2007	2.8	2.5	87%	0.00
<i>Ages 25-44</i>	CDC	2007	2.3	4.1	176%	0.00
<i>Ages 25-34</i>	CDC	2007	2.5	3.4	136%	0.00
<i>Ages 35-44</i>	CDC	2007	2.1	4.6	222%	0.00
<i>Ages 45-64</i>	CDC	2007	1.5	3.9	262%	0.00
<i>Age 65 and Older</i>	CDC	2007	0.6	2.2	393%	0.00
Social Justice Weighted Index					72.7%	0.066
CIVIC ENGAGEMENT (10%)						
DEMOCRATIC PROCESS (0.4)						
Registered Voters, % of Citizen Population	Census	2012	58.7	73.7	80%	0.00
Actually Voted, % of Citizen Population	Census	2012	48.0	64.1	75%	0.00
COMMUNITY PARTICIPATION (0.3)						
Percent of Population Volunteering for Military Reserves, %	Census	2010	0.4	1.0	40%	0.00
Volunteerism, %	BLS	2013	15.5	27.1	57%	0.03
<i>Civic and Political</i>	BLS	2013	2.8	5.3	53%	(0.12)
<i>Educational or Youth Service</i>	BLS	2013	31.4	25.3	124%	(0.00)
<i>Environmental or Animal Care</i>	BLS	2013	1.2	3.0	40%	(0.28)
<i>Hospital or Other Health</i>	BLS	2013	5.0	7.3	68%	(0.11)
<i>Public Safety</i>	BLS	2013	0.8	1.2	67%	0.05
<i>Religious</i>	BLS	2013	38.8	32.2	120%	0.12
<i>Social or Community Service</i>	BLS	2013	11.2	15.0	75%	(0.11)
Unpaid Volunteering of Young Adults	NCES	2000	30.7	32.2	95%	0.00
COLLECTIVE BARGAINING (0.2)						
Members of Unions, % of Employed	BLS	2013	9.4	11.0	85%	(0.03)
Represented By Unions, % of Employed	BLS	2013	10.3	12.2	84%	(0.04)
GOVERNMENTAL EMPLOYMENT (0.1)						
Federal Executive Branch (Nonpostal) Employment, % of Adult Population	OPM	2008	0.4	0.8	52%	0.00
State and Local Government Employment, %	EEOC	2009	1.8	2.5	73%	0.00
Civic Engagement Weighted Index					71.0%	(0.003)

Note: Weights were adjusted proportionally within the five categories to account for missing Hispanic data.

SOURCE	ACRONYM
American Community Survey	ACS
U.S. Bureau of Justice Statistics	BJS
U.S. Bureau of Labor Statistics	BLS
College Board	CB
Centers for Disease Control and Prevention	CDC
U.S. Census Bureau	Census
Current Population Survey – Annual Social and Economic Supplement	CPS ASEC
Employee Benefit Research Institute	EBRI
U.S. Equal Employment Opportunity Commission	EEOC
Economic Policy Institute	EPI
The Education Trust	ET
Home Mortgage Disclosure Act	HMDA
Monitoring the Future	MTF
National Archive of Criminal Justice Data	NACJD
National Center for Education Statistics	NCES
National Center for Juvenile Justice	NCJJ
National Telecommunications and Information Administration	NTIA
Office of Personal Management	OPM
SRI International	SRI
Statistical Abstract of the United States	Stat. Ab.
State of Working America	SWA
U.S. Department of Defense	USDD
U.S. Department of Justice	USDJ

METRO AREA UNEMPLOYMENT EQUALITY

Hispanic-White

RANKING OF METRO AREAS FROM MOST TO LEAST EQUAL	2015 Rank	Hisp. Rate*	White Rate*	Hisp.-White Index	2014 Rank	Hispanic	White	Index
Deltona-Daytona Beach-Ormond Beach, FL	1	5.8	8.6	148%	29	9.4	7	74%
Indianapolis-Carmel-Anderson, IN	2	5.3	6.7	126%	3	6.1	6.8	111%
Lakeland-Winter Haven, FL	3	7.3	8.7	119%	11	13.5	12.1	90%
New Orleans-Metairie, LA	4	5.3	6.1	115%	54	11	6.6	60%
Nashville-Davidson-Murfreesboro-Franklin, TN	5	5.6	6	107%	4	6.3	6.8	108%
McAllen-Edinburg-Mission, TX **	6	9.5	9.3	98%	65	10.3	5.6	54%
North Port-Sarasota-Bradenton, FL	7	8.8	8.3	94%	6	10.7	10.3	96%
El Paso, TX	8	8.7	8.2	94%	19	10.6	8.5	80%
Columbus, OH	9	5.9	5.4	92%	17	7.2	5.9	82%
Austin-Round Rock, TX	10	6.5	5.8	89%	38	8.4	5.9	70%
Orlando-Kissimmee-Sanford, FL	11	8.8	7.8	89%	20	11.9	9.5	80%
Bridgeport-Stamford-Norwalk, CT	12	9.2	8.1	88%	60	12.7	7.2	57%
Las Vegas-Henderson-Paradise, NV	13	11.5	9.6	83%	9	12.7	11.7	92%
Oxnard-Thousand Oaks-Ventura, CA	14	8.7	7.2	83%	7	10.3	9.9	96%
Cape Coral-Fort Myers, FL	15	10.8	8.9	82%	32	15	10.9	73%
Oklahoma City, OK	16	5.7	4.6	81%	42	6.9	4.7	68%
Stockton-Lodi, CA	17	14.3	11.5	80%	18	16.7	13.5	81%
Riverside-San Bernardino-Ontario, CA	18	13.5	10.8	80%	21	15.3	12.2	80%
Colorado Springs, CO	19	9.9	7.9	80%	40	11.9	8.2	69%
Miami-Fort Lauderdale-West Palm Beach, FL	20	9.4	7.5	80%	13	10.4	8.9	86%
Sacramento-Roseville-Arden-Arcade, CA	21	12.8	10.2	80%	30	15.1	11.1	74%
San Diego-Carlsbad, CA	22	10	7.9	79%	43	12.2	8.2	67%
Tampa-St. Petersburg-Clearwater, FL	23	9.7	7.6	78%	27	12.7	9.6	76%
Dallas-Fort Worth-Arlington, TX	24	7	5.4	77%	14	7.5	6.4	85%
Portland-Vancouver-Hillsboro, OR-WA	25	10.4	8	77%	16	10.9	9.1	83%
Los Angeles-Long Beach-Anaheim, CA	26	10.7	8	75%	24	12.2	9.4	77%
Bakersfield, CA	27	13.4	9.9	74%	59	16.9	9.7	57%
Houston-The Woodlands-Sugar Land, TX	28	6.8	5	74%	23	8.2	6.5	79%
Kansas City, MO-KS	29	6.9	5	72%	52	10.2	6.4	63%
Charlotte-Concord-Gastonia, NC-SC	30	9.8	7.1	72%	34	11.2	8	71%
Boise City, ID	31	9	6.5	72%	63	13.1	7.2	55%
Jacksonville, FL	32	10.5	7.5	71%	2	8.5	9.6	113%
Memphis, TN-MS-AR	33	8.2	5.8	71%	1	3.8	6.5	171%
Baltimore-Columbia-Towson, MD	34	7.7	5.4	70%	41	8.9	6.1	69%
Ogden-Clearfield, UT	35	6.6	4.6	70%	68	7.9	4.2	53%

RANKING OF METRO AREAS FROM MOST TO LEAST EQUAL	2015 Rank	Hisp. Rate*	White Rate*	Hisp.-White Index	2014 Rank	Hispanic	White	Index
New Haven-Milford, CT	36	11	7.6	69%	58	15.7	9.1	58%
Raleigh, NC	37	8.4	5.8	69%	31	7.9	5.8	73%
San Francisco-Oakland-Hayward, CA	38	9	6.2	69%	53	10.9	6.7	61%
Virginia Beach-Norfolk-Newport News, VA-NC	39	7.7	5.3	69%	75	13.2	6.5	49%
Atlanta-Sandy Springs-Roswell, GA	40	9.9	6.8	69%	15	9.6	8.1	84%
Phoenix-Mesa-Scottsdale, AZ	41	9.4	6.4	68%	37	10.5	7.4	70%
Seattle-Tacoma-Bellevue, WA	42	9.8	6.6	67%	35	9.9	7	71%
St. Louis, MO-IL	43	9.1	6.1	67%	26	9.1	6.9	76%
Washington-Arlington-Alexandria, DC-VA-MD-WV	44	6.8	4.5	66%	47	6.6	4.2	64%
Worcester, MA-CT	45	10.8	7.1	66%	66	14.4	7.7	53%
Tulsa, OK	46	8.1	5.3	65%	10	6.9	6.3	91%
Salt Lake City, UT	47	7.7	5	65%	61	11.3	6.3	56%
Albuquerque, NM	48	9.3	6	65%	55	10.9	6.5	60%
Chicago-Naperville-Elgin, IL-IN-WI	49	10.6	6.8	64%	48	12	7.6	63%
Wichita, KS	50	8.9	5.6	63%	44	9.4	6.1	65%
New York-Newark-Jersey City, NY-NJ-PA	51	10.8	6.7	62%	49	11.4	7.2	63%
Richmond, VA	52	8.6	5.3	62%	79	12.9	5.8	45%
Denver-Aurora-Lakewood, CO	53	9.1	5.6	62%	36	9.2	6.5	71%
Tucson, AZ	54	13.7	8.3	61%	45	13.1	8.5	65%
Fresno, CA	55	14.7	8.9	61%	22	16.6	13.2	80%
Philadelphia-Camden-Wilmington, PA-NJ-DE-MD	56	12.4	7.5	60%	64	14.6	8	55%
Grand Rapids-Wyoming, MI	57	10.7	6.3	59%	73	15.2	7.6	50%
Minneapolis-St. Paul-Bloomington, MN-WI	58	7.8	4.5	58%	74	10.5	5.2	50%
Modesto, CA	59	20.8	12	58%	25	19.6	15	77%
Milwaukee-Waukesha-West Allis, WI	60	8.9	5.1	57%	67	10.5	5.6	53%
San Antonio-New Braunfels, TX	61	7.9	4.5	57%	46	9.1	5.9	65%
Boston-Cambridge-Newton, MA-NH	62	11.1	6.2	56%	78	14.2	6.7	47%
Detroit-Warren-Dearborn, MI	63	13.8	7.6	55%	51	14.3	9	63%
San Jose-Sunnyvale-Santa Clara, CA	64	11.3	6	53%	57	12.3	7.2	59%
Providence-Warwick, RI-MA	65	16.5	8.5	52%	62	16	8.8	55%
Cleveland-Elyria, OH	66	11.7	6	51%	81	16.7	7	42%
Urban Honolulu, HI	67	8	3.7	46%	NA	11.9	6.3	53%
Allentown-Bethlehem-Easton, PA-NJ	68	15.9	7.1	45%	56	13.3	7.9	59%
Omaha-Council Bluffs, NE-IA	69	8.6	3.8	44%	50	8.1	5.1	63%
Springfield, MA	70	17.7	7.4	42%	82	19.3	7.7	40%
Rochester, NY	71	16.2	6.2	38%	77	14.5	6.9	48%
Hartford-West Hartford-East Hartford, CT	72	17.3	6.6	38%	80	16.2	7.1	44%

* 2013 Unemployment Rate; NA: Not available

** White is White alone

Source: Census ACS 2013 1-year estimates (2015 Metro Index) and ACS 2012 1-year estimates (2014 Metro Index)

METRO AREA INCOME EQUALITY

Hispanic-White

RANKING OF METRO AREAS FROM MOST TO LEAST EQUAL	2015 Rank	Hisp. Income, Dollars*	White Income, Dollars*	Hisp.-White Index	2014 Rank	Hispanic	White	Index
Deltona-Daytona Beach-Ormond Beach, FL	1	41,308	42,473	97%	4	38,473	47,217	67%
McAllen-Edinburg-Mission, TX	2	32,136	35,185	91%	46	29,999	47,401	61%
Boise City, ID	3	45,179	50,260	90%	49	32,131	51,430	57%
Jacksonville, FL	4	50,171	57,430	87%	3	46,546	54,966	61%
St. Louis, MO-IL	5	50,570	61,254	83%	33	39,580	60,453	65%
Tampa-St. Petersburg-Clearwater, FL	6	39,757	49,974	80%	11	36,168	49,109	70%
Urban Honolulu, HI	7	60,962	77,038	79%	NA	58,987	74,563	62%
Riverside-San Bernardino-Ontario, CA	8	47,196	60,376	78%	5	46,564	58,065	49%
Lakeland-Winter Haven, FL	9	36,327	46,512	78%	1	39,994	44,639	50%
Tulsa, OK	10	40,764	52,949	77%	15	37,332	52,859	62%
New Orleans-Metairie, LA	11	46,146	60,070	77%	42	37,820	59,145	63%
Virginia Beach-Norfolk-Newport News, VA-NC	12	50,197	65,475	77%	17	46,237	66,066	65%
Las Vegas-Henderson-Paradise, NV	13	42,789	56,584	76%	8	41,833	55,291	55%
Baltimore-Columbia-Towson, MD	14	59,939	80,573	74%	20	56,778	81,630	68%
Sacramento-Roseville-Arden-Arcade, CA	15	45,667	63,529	72%	43	41,837	65,768	60%
North Port-Sarasota-Bradenton, FL	16	36,173	50,733	71%	9	38,047	50,976	57%
Miami-Fort Lauderdale-West Palm Beach, FL	17	41,547	58,672	71%	22	41,057	59,877	81%
Albuquerque, NM	18	39,924	56,483	71%	26	38,470	57,029	60%
Orlando-Kissimmee-Sanford, FL	19	38,721	55,082	70%	31	36,339	54,526	71%
Modesto, CA	20	39,131	56,097	70%	7	40,737	53,658	65%
Ogden-Clearfield, UT	21	45,608	65,555	70%	66	36,981	65,672	62%
El Paso, TX	22	35,596	51,598	69%	39	36,180	56,023	65%
Oklahoma City, OK	23	38,054	55,219	69%	56	33,545	55,459	43%
Detroit-Warren-Dearborn, MI	24	41,276	60,079	69%	14	41,629	58,350	56%
Cape Coral-Fort Myers, FL	25	33,980	49,633	68%	50	32,502	52,069	63%
Seattle-Tacoma-Bellevue, WA	26	48,903	71,699	68%	34	46,449	70,992	85%
Cleveland-Elyria, OH	27	38,762	57,108	68%	70	30,993	55,866	67%
Tucson, AZ	28	34,304	50,586	68%	35	34,121	52,278	90%
San Diego-Carlsbad, CA	29	46,875	70,302	67%	27	45,381	67,359	76%
Wichita, KS	30	36,560	54,838	67%	19	36,975	53,067	61%
Charlotte-Concord-Gastonia, NC-SC	31	38,843	58,539	66%	48	39,907	63,770	63%
Colorado Springs, CO	32	41,126	62,129	66%	23	41,132	60,198	60%
Phoenix-Mesa-Scottsdale, AZ	33	38,704	58,591	66%	29	39,293	58,580	69%
Columbus, OH	34	38,520	58,582	66%	57	36,189	59,874	56%
Kansas City, MO-KS	35	40,432	61,783	65%	28	41,582	61,747	59%

RANKING OF METRO AREAS FROM MOST TO LEAST EQUAL	2015 Rank	Hisp. Income, Dollars*	White Income, Dollars*	Hisp.-White Index	2014 Rank	Hispanic	White	Index
Stockton-Lodi, CA	36	40,694	62,356	65%	10	43,798	59,109	76%
Portland-Vancouver-Hillsboro, OR-WA	37	40,486	62,474	65%	32	40,360	60,573	63%
San Antonio-New Braunfels, TX	38	42,377	65,435	65%	40	42,642	66,595	49%
Oxnard-Thousand Oaks-Ventura, CA	39	56,165	86,786	65%	18	55,528	79,571	64%
Bakersfield, CA	40	37,847	58,517	65%	37	37,662	57,998	50%
Nashville-Davidson-Murfreesboro-Franklin, TN	41	36,458	56,673	64%	44	36,471	57,511	75%
Salt Lake City, UT	42	42,232	65,976	64%	53	39,347	64,512	56%
Chicago-Naperville-Elgin, IL-IN-WI	43	45,349	71,910	63%	38	46,535	71,897	60%
Grand Rapids-Wyoming, MI	44	35,114	56,106	63%	36	35,803	54,874	68%
Omaha-Council Bluffs, NE-IA	45	37,811	60,529	62%	24	40,606	59,933	67%
Austin-Round Rock, TX	46	43,712	71,501	61%	54	42,774	70,227	70%
Washington-Arlington-Alexandria, DC-VA-MD-WV	47	65,736	108,254	61%	60	64,685	108,111	51%
Denver-Aurora-Lakewood, CO	48	42,071	70,593	60%	59	42,511	70,396	67%
Minneapolis-St. Paul-Bloomington, MN-WI	49	42,764	72,014	59%	61	42,369	72,389	67%
Allentown-Bethlehem-Easton, PA-NJ	50	35,687	60,395	59%	52	36,546	59,435	49%
San Francisco-Oakland-Hayward, CA	51	56,269	95,285	59%	64	52,150	91,736	51%
San Jose-Sunnyvale-Santa Clara, CA	52	59,150	100,281	59%	72	56,087	101,317	68%
Los Angeles-Long Beach-Anaheim, CA	53	45,202	77,133	59%	55	45,505	74,914	80%
Dallas-Fort Worth-Arlington, TX	54	41,622	71,415	58%	63	40,850	71,672	55%
Fresno, CA	55	33,643	57,805	58%	51	34,642	55,755	64%
Richmond, VA	56	38,186	67,017	57%	25	46,155	68,232	61%
Atlanta-Sandy Springs-Roswell, GA	57	38,919	68,595	57%	65	38,604	68,150	64%
Houston-The Woodlands-Sugar Land, TX	58	43,020	76,775	56%	68	42,759	76,269	67%
Raleigh, NC	59	37,572	71,462	53%	74	36,097	70,720	57%
Milwaukee-Waukesha-West Allis, WI	60	32,308	62,031	52%	67	35,389	62,982	55%
New York-Newark-Jersey City, NY-NJ-PA	61	42,981	83,457	52%	76	41,685	83,027	65%
Philadelphia-Camden-Wilmington, PA-NJ-DE-MD	62	36,365	71,916	51%	75	36,689	72,132	35%
Memphis, TN-MS-AR	63	32,041	63,611	50%	58	36,046	59,654	65%
Boston-Cambridge-Newton, MA-NH	64	39,080	79,700	49%	79	39,052	79,666	74%
Indianapolis-Carmel-Anderson, IN	65	27,293	57,612	47%	45	38,758	61,142	74%
Bridgeport-Stamford-Norwalk, CT	66	46,696	98,697	47%	77	49,663	99,041	65%
New Haven-Milford, CT	67	33,212	70,365	47%	80	34,461	70,605	71%
Providence-Warwick, RI-MA	68	28,622	60,975	47%	78	29,579	59,842	79%
Rochester, NY	69	26,315	57,048	46%	71	30,919	55,783	70%
Worcester, MA-CT	70	29,216	66,078	44%	81	31,953	68,030	60%
Springfield, MA	71	24,781	60,505	41%	83	21,057	59,380	70%
Hartford-West Hartford-East Hartford, CT	72	30,453	75,475	40%	82	32,569	76,334	47%

* Median Household Income, 2013 Dollars; NA: Not available

** Black is Black or African American alone, not Hispanic

Source: Census ACS 2013 1-year estimates (unless otherwise noted)

NATIONAL URBAN LEAGUE

2015

STATE EDUCATION

EQUALITY

INDEX™

IHS GLOBAL INSIGHT

2015 STATE EDUCATION EQUALITY INDEX	Source	Year	Black	White	B-W Index	Hispanic	Hisp.-White Index
ALABAMA							
ACHIEVEMENT INDICATORS							
Grade 4: At or Above Proficient: Reading, %	NAEP	2013	14.7	39.8	37%	14.9	37%
Grade 4: At or Above Proficient: Math, %	NAEP	2013	9.3	40.2	23%	23.0	57%
Grade 8: At or Above Proficient: Reading, %	NAEP	2013	9.4	33.6	28%	19.3	58%
Grade 8: At or Above Proficient: Math, %	NAEP	2013	5.5	27.6	20%	6.0	22%
Grade 4: Average Scale Score: Reading (Out of 500)	NAEP	2013	202.4	227.4	89%	205.7	90%
Grade 4: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	215.3	241.7	89%	228.1	94%
Grade 8: Average Scale Score: Reading (Out of 500)	NAEP	2013	241.3	266.5	91%	248.9	93%
Grade 8: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	250.2	279.6	89%	257.1	92%
Average Freshman Graduation Rate	NCES	2009-10	65.4	75.8	86%	66.5	88%
TEACHER QUALITY							
Percentage of Students Enrolled in Schools With More Than 20% of First-Year Teachers	OCR	2011-12	2.0	1.0	50%	2.0	50%
Percentage of Students Attending Schools With More Than 20% of Teachers Not Yet Certified	OCR	2011-12	0.9	0.7	78%	0.4	175%
ENROLLMENT							
Nursery School, Preschool, % of Population Under 5	ACS-Census	2013	26.5	23.6	112%	18.5	78%
Enrolled in Alg 1 in Grade 7-Grade 8, % of Population Over 3 Enrolled	OCR	2009-10	0.9	1.0	91%	0.6	78%
STUDENT STATUS & RISK FACTORS							
Families and People For Whom Poverty Status is Determined:							
<i>Percent of All Families With Related Children Under 18 Years Only</i>	ACS	2013	38.4	15.8	41%	33.6	47%
<i>Percent of All Families With Related Children Under 5 Years Only</i>	ACS	2013	47.8	16.0	33%	16.9	95%
Out of School Suspensions, % Male	OCR	2011-12	22.0	8.0	36%	7.0	114%
Out of School Suspensions, % Female	OCR	2011-12	13.0	3.0	23%	3.0	100%
In Need of LEP, % of Population Over 3 Enrolled	OCR	2009-10	1.9	0.1	5%	36.4	0%
Enrolled in LEP, % of Population Over 3 Enrolled	OCR	2009-10	0.1	0.1	78%	32.6	0%
IDEA, % of Population Over 3 Enrolled	OCR	2009-10	8.1	6.6	81%	4.1	160%
Gifted-Talented, % of Population Over 3 Enrolled	OCR	2009-10	2.3	4.6	49%	2.3	50%
ALASKA							
ACHIEVEMENT INDICATORS							
Grade 4: At or Above Proficient: Reading, %	NAEP	2013	14.7	39.8	37%	14.9	37%
Grade 4: At or Above Proficient: Math, %	NAEP	2013	9.3	40.2	23%	23.0	57%
Grade 8: At or Above Proficient: Reading, %	NAEP	2013	9.4	33.6	28%	19.3	58%
Grade 8: At or Above Proficient: Math, %	NAEP	2013	5.5	27.6	20%	6.0	22%
Grade 4: Average Scale Score: Reading (Out of 500)	NAEP	2013	202.4	227.4	89%	205.7	90%
Grade 4: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	215.3	241.7	89%	228.1	94%
Grade 8: Average Scale Score: Reading (Out of 500)	NAEP	2013	241.3	266.5	91%	248.9	93%
Grade 8: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	250.2	279.6	89%	257.1	92%
Average Freshman Graduation Rate	NCES	2009-10	65.4	75.8	86%	66.5	88%

2015 STATE EDUCATION EQUALITY INDEX	Source	Year	Black	White	B-W Index	Hispanic	Hisp.-White Index
ALASKA (CONTINUED)							
TEACHER QUALITY							
Percentage of Students Enrolled in Schools With More Than 20% of First-Year Teachers	OCR	2011-12	13.0	4.0	31%	11.0	36%
Percentage of Students Attending Schools With More Than 20% of Teachers Not Yet Certified	OCR	2011-12	0.1	0.2	200%	0.1	200%
ENROLLMENT							
Nursery School, Preschool, % of Population Under 5	ACS-Census	2013	26.4	20.1	131%	18.2	91%
Enrolled in Alg 1 in Grade 7-Grade 8, % of Population Over 3 Enrolled	OCR	2009-10	1.3	2.1	65%	1.7	81%
STUDENT STATUS & RISK FACTORS							
Families and People For Whom Poverty Status is Determined:							
<i>Percent of All Families With Related Children Under 18 Years Only</i>	ACS	2013	10.2	6.5	64%	12.0	54%
<i>Percent of All Families With Related Children Under 5 Years Only</i>	ACS	2013	NA	8.7	NA	21.1	41%
Out of School Suspensions, % Male	OCR	2011-12	15.0	6.0	40%	8.0	75%
Out of School Suspensions, % Female	OCR	2011-12	7.0	2.0	29%	4.0	50%
In Need of LEP, % of Population Over 3 Enrolled	OCR	2009-10	3.7	1.0	27%	12.9	8%
Enrolled in LEP, % of Population Over 3 Enrolled	OCR	2009-10	3.5	1.1	31%	11.8	9%
IDEA, % of Population Over 3 Enrolled	OCR	2009-10	11.7	7.7	66%	9.2	84%
Gifted-Talented, % of Population Over 3 Enrolled	OCR	2009-10	2.6	3.4	76%	2.4	71%
ARIZONA							
ACHIEVEMENT INDICATORS							
Grade 4: At or Above Proficient: Reading, %	NAEP	2013	19.0	42.4	45%	16.6	39%
Grade 4: At or Above Proficient: Math, %	NAEP	2013	23.9	55.0	43%	27.9	51%
Grade 8: At or Above Proficient: Reading, %	NAEP	2013	16.0	41.7	38%	17.1	41%
Grade 8: At or Above Proficient: Math, %	NAEP	2013	19.2	45.1	43%	18.5	41%
Grade 4: Average Scale Score: Reading (Out of 500)	NAEP	2013	205.7	228.3	90%	202.5	89%
Grade 4: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	230.1	251.2	92%	232.1	92%
Grade 8: Average Scale Score: Reading (Out of 500)	NAEP	2013	248.2	272.3	91%	252.1	93%
Grade 8: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	265.5	293.8	90%	269.1	92%
Average Freshman Graduation Rate	NCES	2009-10	81.0	76.5	106%	70.6	92%
TEACHER QUALITY							
Percentage of Students Enrolled in Schools With More Than 20% of First-Year Teachers	OCR	2011-12	9.0	5.0	56%	10.0	50%
Percentage of Students Attending Schools With More Than 20% of Teachers Not Yet Certified	OCR	2011-12	4.3	3.7	86%	3.4	109%
ENROLLMENT							
Nursery School, Preschool, % of Population Under 5	ACS-Census	2013	19.6	22.6	87%	15.2	67%
Enrolled in Alg 1 in Grade 7-Grade 8, % of Population Over 3 Enrolled	OCR	2009-10	0.7	0.7	107%	0.7	112%

2015 STATE EDUCATION EQUALITY INDEX	Source	Year	Black	White	B-W Index	Hispanic	Hisp.-White Index
ARIZONA (CONTINUED)							
STUDENT STATUS & RISK FACTORS							
Families and People For Whom Poverty Status is Determined:							
<i>Percent of All Families With Related Children Under 18 Years Only</i>	ACS	2013	27.0	11.9	44%	32.1	37%
<i>Percent of All Families With Related Children Under 5 Years Only</i>	ACS	2013	33.4	14.4	43%	27.6	52%
Out of School Suspensions, % Male	OCR	2011-12	19.0	7.0	37%	10.0	70%
Out of School Suspensions, % Female	OCR	2011-12	9.0	3.0	33%	4.0	75%
In Need of LEP, % of Population Over 3 Enrolled	OCR	2009-10	2.2	0.2	9%	13.2	2%
Enrolled in LEP, % of Population Over 3 Enrolled	OCR	2009-10	2.1	0.2	8%	11.9	1%
IDEA, % of Population Over 3 Enrolled	OCR	2009-10	8.6	3.9	45%	8.0	48%
Gifted-Talented, % of Population Over 3 Enrolled	OCR	2009-10	2.3	4.6	49%	2.3	50%
ARKANSAS							
ACHIEVEMENT INDICATORS							
Grade 4: At or Above Proficient: Reading, %	NAEP	2013	14.7	38.0	39%	23.9	63%
Grade 4: At or Above Proficient: Math, %	NAEP	2013	16.9	47.2	36%	30.5	65%
Grade 8: At or Above Proficient: Reading, %	NAEP	2013	12.5	37.3	33%	21.0	56%
Grade 8: At or Above Proficient: Math, %	NAEP	2013	9.0	34.2	26%	19.7	57%
Grade 4: Average Scale Score: Reading (Out of 500)	NAEP	2013	200.3	225.5	89%	210.9	94%
Grade 4: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	222.7	245.7	91%	234.1	95%
Grade 8: Average Scale Score: Reading (Out of 500)	NAEP	2013	243.7	268.7	91%	255.7	95%
Grade 8: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	255.0	285.5	89%	273.5	96%
Average Freshman Graduation Rate	NCES	2009-10	67.6	75.8	89%	77.0	102%
TEACHER QUALITY							
Percentage of Students Enrolled in Schools With More Than 20% of First-Year Teachers	OCR	2011-12	3.0	1.0	33%	2.0	50%
Percentage of Students Attending Schools With More Than 20% of Teachers Not Yet Certified	OCR	2011-12	2.1	0.9	43%	0.7	129%
ENROLLMENT							
Nursery School, Preschool, % of Population Under 5	ACS-Census	2013	24.7	28.4	87%	22.1	78%
Enrolled in Alg 1 in Grade 7-Grade 8, % of Population Over 3 Enrolled	OCR	2009-10	1.0	1.5	69%	0.9	60%
STUDENT STATUS & RISK FACTORS							
Families and People For Whom Poverty Status is Determined:							
<i>Percent of All Families With Related Children Under 18 Years Only</i>	ACS	2013	41.7	18.0	43%	37.0	49%
<i>Percent of All Families With Related Children Under 5 Years Only</i>	ACS	2013	49.6	19.7	40%	45.0	44%
Out of School Suspensions, % Male	OCR	2011-12	24.0	8.0	33%	8.0	100%
Out of School Suspensions, % Female	OCR	2011-12	14.0	3.0	21%	3.0	100%
In Need of LEP, % of Population Over 3 Enrolled	OCR	2009-10	0.1	0.1	115%	41.2	0%
Enrolled in LEP, % of Population Over 3 Enrolled	OCR	2009-10	0.1	0.1	120%	37.6	0%
IDEA, % of Population Over 3 Enrolled	OCR	2009-10	7.3	6.2	85%	6.0	104%
Gifted-Talented, % of Population Over 3 Enrolled	OCR	2009-10	4.6	6.4	73%	2.8	43%

2015 STATE EDUCATION EQUALITY INDEX	Source	Year	Black	White	B-W Index	Hispanic	Hisp.-White Index
CALIFORNIA							
ACHIEVEMENT INDICATORS							
Grade 4: At or Above Proficient: Reading, %	NAEP	2013	13.0	46.1	28%	15.6	34%
Grade 4: At or Above Proficient: Math, %	NAEP	2013	18.3	53.4	34%	18.7	35%
Grade 8: At or Above Proficient: Reading, %	NAEP	2013	14.8	44.3	33%	18.4	41%
Grade 8: At or Above Proficient: Math, %	NAEP	2013	11.3	42.3	27%	14.5	34%
Grade 4: Average Scale Score: Reading (Out of 500)	NAEP	2013	201.7	231.9	87%	200.8	87%
Grade 4: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	221.4	248.6	89%	223.6	90%
Grade 8: Average Scale Score: Reading (Out of 500)	NAEP	2013	247.0	275.1	90%	252.1	92%
Grade 8: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	258.0	291.3	89%	263.2	90%
Average Freshman Graduation Rate	NCES	2009-10	65.4	83.9	78%	71.7	85%
TEACHER QUALITY							
Percentage of Students Enrolled in Schools With More Than 20% of First-Year Teachers	OCR	2011-12	4.0	1.0	25%	2.0	50%
Percentage of Students Attending Schools With More Than 20% of Teachers Not Yet Certified	OCR	2011-12	1.5	0.5	33%	1.3	38%
ENROLLMENT							
Nursery School, Preschool, % of Population Under 5	ACS-Census	2013	22.3	27.4	81%	20.5	75%
Enrolled in Alg 1 in Grade 7-Grade 8, % of Population Over 3 Enrolled	OCR	2009-10	2.8	1.5	181%	3.0	194%
STUDENT STATUS & RISK FACTORS							
Families and People For Whom Poverty Status is Determined:							
<i>Percent of All Families With Related Children Under 18 Years Only</i>	ACS	2013	31.1	10.1	32%	27.5	37%
<i>Percent of All Families With Related Children Under 5 Years Only</i>	ACS	2013	33.5	10.7	32%	23.5	46%
Out of School Suspensions, % Male	OCR	2011-12	17.0	6.0	35%	10.0	60%
Out of School Suspensions, % Female	OCR	2011-12	11.0	3.0	27%	4.0	75%
In Need of LEP, % of Population Over 3 Enrolled	OCR	2009-10	1.1	0.8	71%	27.9	3%
Enrolled in LEP, % of Population Over 3 Enrolled	OCR	2009-10	1.0	0.7	67%	24.3	3%
IDEA, % of Population Over 3 Enrolled	OCR	2009-10	8.8	2.9	33%	6.6	44%
Gifted-Talented, % of Population Over 3 Enrolled	OCR	2009-10	2.9	3.1	92%	3.5	112%
COLORADO							
ACHIEVEMENT INDICATORS							
Grade 4: At or Above Proficient: Reading, %	NAEP	2013	19.2	51.8	37%	22.6	44%
Grade 4: At or Above Proficient: Math, %	NAEP	2013	22.3	62.3	36%	30.0	48%
Grade 8: At or Above Proficient: Reading, %	NAEP	2013	13.2	49.5	27%	23.1	47%
Grade 8: At or Above Proficient: Math, %	NAEP	2013	15.0	53.0	28%	22.9	43%
Grade 4: Average Scale Score: Reading (Out of 500)	NAEP	2013	203.0	237.2	86%	210.4	89%
Grade 4: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	226.6	255.7	89%	232.8	91%
Grade 8: Average Scale Score: Reading (Out of 500)	NAEP	2013	247.1	279.4	88%	256.8	92%
Grade 8: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	260.1	299.9	87%	272.8	91%
Average Freshman Graduation Rate	NCES	2009-10	75.9	85.4	89%	65.9	77%

2015 STATE EDUCATION EQUALITY INDEX	Source	Year	Black	White	B-W Index	Hispanic	Hisp.-White Index
COLORADO (CONTINUED)							
TEACHER QUALITY							
Percentage of Students Enrolled in Schools With More Than 20% of First-Year Teachers	OCR	2011-12	7.0	4.0	57%	8.0	50%
Percentage of Students Attending Schools With More Than 20% of Teachers Not Yet Certified	OCR	2011-12	5.0	1.6	32%	3.7	43%
ENROLLMENT							
Nursery School, Preschool, % of Population Under 5	ACS-Census	2013	23.3	28.4	82%	21.5	75%
Enrolled in Alg 1 in Grade 7-Grade 8, % of Population Over 3 Enrolled	OCR	2009-10	2.7	1.7	161%	1.8	105%
STUDENT STATUS & RISK FACTORS							
Families and People For Whom Poverty Status is Determined:							
<i>Percent of All Families With Related Children Under 18 Years Only</i>	ACS	2013	28.1	8.4	30%	26.3	32%
<i>Percent of All Families With Related Children Under 5 Years Only</i>	ACS	2013	38.5	9.2	24%	21.1	44%
Out of School Suspensions, % Male	OCR	2011-12	16.0	3.0	19%	11.0	27%
Out of School Suspensions, % Female	OCR	2011-12	9.0	2.0	22%	4.0	50%
In Need of LEP, % of Population Over 3 Enrolled	OCR	2009-10	6.7	0.5	8%	22.7	2%
Enrolled in LEP, % of Population Over 3 Enrolled	OCR	2009-10	6.1	0.5	8%	20.2	2%
IDEA, % of Population Over 3 Enrolled	OCR	2009-10	10.2	4.3	42%	6.9	62%
Gifted-Talented, % of Population Over 3 Enrolled	OCR	2009-10	3.2	4.0	80%	2.4	60%
CONNECTICUT							
ACHIEVEMENT INDICATORS							
Grade 4: At or Above Proficient: Reading, %	NAEP	2013	15.1	53.3	28%	20.4	38%
Grade 4: At or Above Proficient: Math, %	NAEP	2013	13.6	58.0	23%	18.6	32%
Grade 8: At or Above Proficient: Reading, %	NAEP	2013	21.8	54.4	40%	24.3	45%
Grade 8: At or Above Proficient: Math, %	NAEP	2013	12.9	47.6	27%	12.2	26%
Grade 4: Average Scale Score: Reading (Out of 500)	NAEP	2013	207.8	238.5	87%	209.4	88%
Grade 4: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	219.1	253.1	87%	224.0	89%
Grade 8: Average Scale Score: Reading (Out of 500)	NAEP	2013	256.4	282.2	91%	255.9	91%
Grade 8: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	260.4	296.6	88%	257.8	87%
Average Freshman Graduation Rate	NCES	2009-10	63.5	81.8	78%	55.5	68%
TEACHER QUALITY							
Percentage of Students Enrolled in Schools With More Than 20% of First-Year Teachers	OCR	2011-12	4.0	2.0	50%	3.0	67%
Percentage of Students Attending Schools With More Than 20% of Teachers Not Yet Certified	OCR	2011-12	9.1	0.6	7%	4.6	13%
ENROLLMENT							
Nursery School, Preschool, % of Population Under 5	ACS-Census	2013	36.6	33.1	111%	26.1	79%
Enrolled in Alg 1 in Grade 7-Grade 8, % of Population Over 3 Enrolled	OCR	2009-10	1.1	1.7	66%	0.8	48%

2015 STATE EDUCATION EQUALITY INDEX	Source	Year	Black	White	B-W Index	Hispanic	Hisp.-White Index
CONNECTICUT (CONTINUED)							
STUDENT STATUS & RISK FACTORS							
Families and People For Whom Poverty Status is Determined:							
<i>Percent of All Families With Related Children Under 18 Years Only</i>	ACS	2013	24.3	5.3	22%	28.9	18%
<i>Percent of All Families With Related Children Under 5 Years Only</i>	ACS	2013	20.6	6.3	31%	24.0	26%
Out of School Suspensions, % Male	OCR	2011-12	24.0	9.0	38%	13.0	69%
Out of School Suspensions, % Female	OCR	2011-12	10.0	1.0	10%	7.0	14%
In Need of LEP, % of Population Over 3 Enrolled	OCR	2009-10	1.2	0.5	42%	13.7	4%
Enrolled in LEP, % of Population Over 3 Enrolled	OCR	2009-10	1.1	0.4	39%	12.1	4%
IDEA, % of Population Over 3 Enrolled	OCR	2009-10	8.2	5.6	69%	8.2	69%
Gifted-Talented, % of Population Over 3 Enrolled	OCR	2009-10	0.9	1.5	59%	0.7	48%
DELAWARE							
ACHIEVEMENT INDICATORS							
Grade 4: At or Above Proficient: Reading, %	NAEP	2013	22.7	49.4	46%	25.0	51%
Grade 4: At or Above Proficient: Math, %	NAEP	2013	21.2	57.3	37%	27.2	47%
Grade 8: At or Above Proficient: Reading, %	NAEP	2013	18.9	41.8	45%	26.9	64%
Grade 8: At or Above Proficient: Math, %	NAEP	2013	13.5	44.7	30%	25.5	57%
Grade 4: Average Scale Score: Reading (Out of 500)	NAEP	2013	213.2	234.9	91%	215.8	92%
Grade 4: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	229.4	252.4	91%	234.4	93%
Grade 8: Average Scale Score: Reading (Out of 500)	NAEP	2013	252.8	273.7	92%	260.8	95%
Grade 8: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	264.4	293.5	90%	275.9	94%
Average Freshman Graduation Rate	NCES	2009-10	68.2	79.9	85%	67.3	84%
TEACHER QUALITY							
Percentage of Students Enrolled in Schools With More Than 20% of First-Year Teachers	OCR	2011-12	7.0	1.0	14%	4.0	25%
Percentage of Students Attending Schools With More Than 20% of Teachers Not Yet Certified	OCR	2011-12	2.8	2.7	96%	4.3	63%
ENROLLMENT							
Nursery School, Preschool, % of Population Under 5	ACS-Census	2013	24.1	25.5	95%	17.9	70%
Enrolled in Alg 1 in Grade 7-Grade 8, % of Population Over 3 Enrolled	OCR	2009-10	0.7	1.4	54%	0.8	59%
STUDENT STATUS & RISK FACTORS							
Families and People For Whom Poverty Status is Determined:							
<i>Percent of All Families With Related Children Under 18 Years Only</i>	ACS	2013	19.7	8.4	43%	37.1	23%
<i>Percent of All Families With Related Children Under 5 Years Only</i>	ACS	2013	16.2	9.9	61%	22.0	45%
Out of School Suspensions, % Male	OCR	2011-12	21.0	2.0	10%	8.0	25%
Out of School Suspensions, % Female	OCR	2011-12	14.0	4.0	29%	6.0	67%
In Need of LEP, % of Population Over 3 Enrolled	OCR	2009-10	1.0	0.1	15%	22.2	1%
Enrolled in LEP, % of Population Over 3 Enrolled	OCR	2009-10	0.8	0.1	14%	17.7	1%
IDEA, % of Population Over 3 Enrolled	OCR	2009-10	16.7	5.6	33%	6.8	83%
Gifted-Talented, % of Population Over 3 Enrolled	OCR	2009-10	1.6	2.1	76%	1.1	56%

2015 STATE EDUCATION EQUALITY INDEX	Source	Year	Black	White	B-W Index	Hispanic	Hisp.-White Index
DISTRICT OF COLUMBIA							
ACHIEVEMENT INDICATORS							
Grade 4: At or Above Proficient: Reading, %	NAEP	2013	14.7	76.6	19%	22.8	30%
Grade 4: At or Above Proficient: Math, %	NAEP	2013	18.9	87.7	22%	23.3	27%
Grade 8: At or Above Proficient: Reading, %	NAEP	2013	11.9	73.4	16%	20.5	28%
Grade 8: At or Above Proficient: Math, %	NAEP	2013	13.8	75.4	18%	19.6	26%
Grade 4: Average Scale Score: Reading (Out of 500)	NAEP	2013	196.9	258.8	76%	208.1	80%
Grade 4: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	220.9	276.2	80%	227.5	82%
Grade 8: Average Scale Score: Reading (Out of 500)	NAEP	2013	243.3	297.1	82%	248.3	84%
Grade 8: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	260.7	317.1	82%	265.0	84%
Average Freshman Graduation Rate	NCES	2009-10	59.0	87.8	67%	58.5	67%
TEACHER QUALITY							
Percentage of Students Enrolled in Schools With More Than 20% of First-Year Teachers	OCR	2011-12	28.0	28.0	100%	27.0	104%
Percentage of Students Attending Schools With More Than 20% of Teachers Not Yet Certified	OCR	2011-12	16.7	6.3	38%	15.9	40%
ENROLLMENT							
Nursery School, Preschool, % of Population Under 5	ACS-Census	2013	36.4	24.6	148%	35.6	144%
Enrolled in Alg 1 in Grade 7-Grade 8, % of Population Over 3 Enrolled	OCR	2009-10	0.4	0.2	191%	0.3	151%
STUDENT STATUS & RISK FACTORS							
Families and People For Whom Poverty Status is Determined:							
<i>Percent of All Families With Related Children Under 18 Years Only</i>	ACS	2013	36.0	4.8	13%	8.1	59%
<i>Percent of All Families With Related Children Under 5 Years Only</i>	ACS	2013	33.5	NA	NA	NA	NA
Out of School Suspensions, % Male	OCR	2011-12	26.0	12.0	46%	16.0	75%
Out of School Suspensions, % Female	OCR	2011-12	13.0	1.0	8%	3.0	33%
In Need of LEP, % of Population Over 3 Enrolled	OCR	2009-10	0.5	0.3	54%	18.0	1%
Enrolled in LEP, % of Population Over 3 Enrolled	OCR	2009-10	0.5	0.3	54%	18.0	1%
IDEA, % of Population Over 3 Enrolled	OCR	2009-10	7.9	0.5	6%	4.0	12%
Gifted-Talented, % of Population Over 3 Enrolled	OCR	2009-10	0.0	0.0	NA	0.0	NA
FLORIDA							
ACHIEVEMENT INDICATORS							
Grade 4: At or Above Proficient: Reading, %	NAEP	2013	20.3	49.3	41%	35.5	72%
Grade 4: At or Above Proficient: Math, %	NAEP	2013	20.0	53.5	37%	36.3	68%
Grade 8: At or Above Proficient: Reading, %	NAEP	2013	19.0	42.5	45%	26.9	63%
Grade 8: At or Above Proficient: Math, %	NAEP	2013	14.1	40.4	35%	24.1	60%
Grade 4: Average Scale Score: Reading (Out of 500)	NAEP	2013	212.5	236.1	90%	224.6	95%
Grade 4: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	227.8	250.5	91%	238.3	95%
Grade 8: Average Scale Score: Reading (Out of 500)	NAEP	2013	253.8	273.8	93%	260.4	95%
Grade 8: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	263.8	290.9	91%	274.4	94%
Average Freshman Graduation Rate	NCES	2009-10	63.6	72.3	88%	71.1	98%

2015 STATE EDUCATION EQUALITY INDEX	Source	Year	Black	White	B-W Index	Hispanic	Hisp.-White Index
FLORIDA (CONTINUED)							
TEACHER QUALITY							
Percentage of Students Enrolled in Schools With More Than 20% of First-Year Teachers	OCR	2011-12	NA	NA	NA	NA	NA
Percentage of Students Attending Schools With More Than 20% of Teachers Not Yet Certified	OCR	2011-12	24.3	11.4	47%	13.7	83%
ENROLLMENT							
Nursery School, Preschool, % of Population Under 5	ACS-Census	2013	26.5	28.7	92%	24.1	84%
Enrolled in Alg 1 in Grade 7-Grade 8, % of Population Over 3 Enrolled	OCR	2009-10	1.3	1.3	97%	1.5	112%
STUDENT STATUS & RISK FACTORS							
Families and People For Whom Poverty Status is Determined:							
<i>Percent of All Families With Related Children Under 18 Years Only</i>	ACS	2013	32.3	13.1	41%	25.3	52%
<i>Percent of All Families With Related Children Under 5 Years Only</i>	ACS	2013	35.2	12.3	35%	21.5	57%
Out of School Suspensions, % Male	OCR	2011-12	19.0	7.0	37%	8.0	88%
Out of School Suspensions, % Female	OCR	2011-12	14.0	4.0	29%	6.0	67%
In Need of LEP, % of Population Over 3 Enrolled	OCR	2009-10	0.0	0.0	49%	0.1	6%
Enrolled in LEP, % of Population Over 3 Enrolled	OCR	2009-10	3.1	0.4	12%	14.8	3%
IDEA, % of Population Over 3 Enrolled	OCR	2009-10	2.8	1.1	41%	1.8	65%
Gifted-Talented, % of Population Over 3 Enrolled	OCR	2009-10	1.4	2.6	53%	2.9	114%
GEORGIA							
ACHIEVEMENT INDICATORS							
Grade 4: At or Above Proficient: Reading, %	NAEP	2013	20.5	45.4	45%	23.6	52%
Grade 4: At or Above Proficient: Math, %	NAEP	2013	20.4	53.0	38%	32.8	62%
Grade 8: At or Above Proficient: Reading, %	NAEP	2013	17.2	42.5	40%	26.1	61%
Grade 8: At or Above Proficient: Math, %	NAEP	2013	12.4	42.1	30%	24.3	58%
Grade 4: Average Scale Score: Reading (Out of 500)	NAEP	2013	209.0	232.6	90%	213.1	92%
Grade 4: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	226.3	249.8	91%	235.2	94%
Grade 8: Average Scale Score: Reading (Out of 500)	NAEP	2013	252.4	274.1	92%	260.4	95%
Grade 8: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	262.3	291.5	90%	275.9	95%
Average Freshman Graduation Rate	NCES	2009-10	62.9	74.6	84%	66.3	89%
TEACHER QUALITY							
Percentage of Students Enrolled in Schools With More Than 20% of First-Year Teachers	OCR	2011-12	2.0	0.4	20%	1.0	40%
Percentage of Students Attending Schools With More Than 20% of Teachers Not Yet Certified	OCR	2011-12	1.5	1.2	80%	0.9	133%
ENROLLMENT							
Nursery School, Preschool, % of Population Under 5	ACS-Census	2013	30.5	28.6	107%	19.0	67%
Enrolled in Alg 1 in Grade 7-Grade 8, % of Population Over 3 Enrolled	OCR	2009-10	0.8	0.4	209%	0.3	72%

2015 STATE EDUCATION EQUALITY INDEX	Source	Year	Black	White	B-W Index	Hispanic	Hisp.-White Index
GEORGIA (CONTINUED)							
STUDENT STATUS & RISK FACTORS							
Families and People For Whom Poverty Status is Determined:							
<i>Percent of All Families With Related Children Under 18 Years Only</i>	ACS	2013	31.5	13.0	41%	35.7	36%
<i>Percent of All Families With Related Children Under 5 Years Only</i>	ACS	2013	34.7	12.9	37%	33.0	39%
Out of School Suspensions, % Male	OCR	2011-12	16.7	16.7	100%	16.7	100%
Out of School Suspensions, % Female	OCR	2011-12	10.0	2.0	20%	4.0	50%
In Need of LEP, % of Population Over 3 Enrolled	OCR	2009-10	0.4	0.3	63%	25.3	1%
Enrolled in LEP, % of Population Over 3 Enrolled	OCR	2009-10	0.3	0.2	61%	20.7	1%
IDEA, % of Population Over 3 Enrolled	OCR	2009-10	7.4	5.9	80%	6.6	90%
Gifted-Talented, % of Population Over 3 Enrolled	OCR	2009-10	3.0	8.1	37%	3.2	40%
HAWAII							
ACHIEVEMENT INDICATORS							
Grade 4: At or Above Proficient: Reading, %	NAEP	2013	37.1	45.7	81%	25.9	57%
Grade 4: At or Above Proficient: Math, %	NAEP	2013	33.7	60.0	56%	42.5	71%
Grade 8: At or Above Proficient: Reading, %	NAEP	2013	26.7	44.9	59%	25.2	56%
Grade 8: At or Above Proficient: Math, %	NAEP	2013	NA	41.2	NA	27.7	67%
Grade 4: Average Scale Score: Reading (Out of 500)	NAEP	2013	222.8	231.1	96%	210.6	91%
Grade 4: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	232.3	253.2	92%	241.3	95%
Grade 8: Average Scale Score: Reading (Out of 500)	NAEP	2013	258.2	273.7	94%	258.4	94%
Grade 8: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	NA	290.4	NA	279.6	96%
Average Freshman Graduation Rate	NCES	2009-10	67.3	71.0	95%	72.4	102%
TEACHER QUALITY							
Percentage of Students Enrolled in Schools With More Than 20% of First-Year Teachers	OCR	2011-12	8.0	4.0	50%	3.0	133%
Percentage of Students Attending Schools With More Than 20% of Teachers Not Yet Certified	OCR	2011-12	4.7	1.6	34%	1.6	100%
ENROLLMENT							
Nursery School, Preschool, % of Population Under 5	ACS-Census	2013	29.0	18.5	156%	20.6	111%
Enrolled in Alg 1 in Grade 7-Grade 8, % of Population Over 3 Enrolled	OCR	2009-10	0.7	0.5	150%	0.1	26%
STUDENT STATUS & RISK FACTORS							
Families and People For Whom Poverty Status is Determined:							
<i>Percent of All Families With Related Children Under 18 Years Only</i>	ACS	2013	9.6	8.1	84%	13.5	60%
<i>Percent of All Families With Related Children Under 5 Years Only</i>	ACS	2013	11.4	6.6	58%	15.6	42%
Out of School Suspensions, % Male	OCR	2011-12	14.0	5.0	36%	7.0	71%
Out of School Suspensions, % Female	OCR	2011-12	16.7	16.7	100%	16.7	100%
In Need of LEP, % of Population Over 3 Enrolled	OCR	2009-10	0.9	0.5	53%	2.8	18%
Enrolled in LEP, % of Population Over 3 Enrolled	OCR	2009-10	0.9	0.5	53%	2.8	18%
IDEA, % of Population Over 3 Enrolled	OCR	2009-10	0.0	0.0	NA	0.0	NA
Gifted-Talented, % of Population Over 3 Enrolled	OCR	2009-10	NA	NA	NA	NA	NA

2015 STATE EDUCATION EQUALITY INDEX	Source	Year	Black	White	B-W Index	Hispanic	Hisp.-White Index
IDAHO							
ACHIEVEMENT INDICATORS							
Grade 4: At or Above Proficient: Reading, %	NAEP	2013	NA	37.6	NA	13.1	35%
Grade 4: At or Above Proficient: Math, %	NAEP	2013	NA	44.2	NA	20.3	46%
Grade 8: At or Above Proficient: Reading, %	NAEP	2013	NA	42.1	NA	19.4	46%
Grade 8: At or Above Proficient: Math, %	NAEP	2013	NA	41.0	NA	14.8	36%
Grade 4: Average Scale Score: Reading (Out of 500)	NAEP	2013	NA	224.4	NA	198.2	88%
Grade 4: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	NA	244.3	NA	225.2	92%
Grade 8: Average Scale Score: Reading (Out of 500)	NAEP	2013	NA	273.6	NA	253.7	93%
Grade 8: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	NA	290.7	NA	267.5	92%
Average Freshman Graduation Rate	NCES	2009-10	75.0	85.0	88%	80.4	95%
TEACHER QUALITY							
Percentage of Students Enrolled in Schools With More Than 20% of First-Year Teachers	OCR	2011-12	2.0	2.0	100%	2.0	100%
Percentage of Students Attending Schools With More Than 20% of Teachers Not Yet Certified	OCR	2011-12	0.6	0.5	83%	0.7	71%
ENROLLMENT							
Nursery School, Preschool, % of Population Under 5	ACS-Census	2013	16.0	19.8	81%	13.8	70%
Enrolled in Alg 1 in Grade 7-Grade 8, % of Population Over 3 Enrolled	OCR	2009-10	2.0	1.4	141%	0.9	62%
STUDENT STATUS & RISK FACTORS							
Families and People For Whom Poverty Status is Determined:							
<i>Percent of All Families With Related Children Under 18 Years Only</i>	ACS	2013	29.9	14.6	49%	22.7	64%
<i>Percent of All Families With Related Children Under 5 Years Only</i>	ACS	2013	60.3	17.3	29%	22.2	78%
Out of School Suspensions, % Male	OCR	2011-12	19.0	5.0	26%	7.0	71%
Out of School Suspensions, % Female	OCR	2011-12	3.0	2.0	67%	3.0	67%
In Need of LEP, % of Population Over 3 Enrolled	OCR	2009-10	12.8	0.3	2%	22.8	1%
Enrolled in LEP, % of Population Over 3 Enrolled	OCR	2009-10	11.4	0.2	2%	18.6	1%
IDEA, % of Population Over 3 Enrolled	OCR	2009-10	12.9	5.0	39%	6.2	81%
Gifted-Talented, % of Population Over 3 Enrolled	OCR	2009-10	3.4	2.3	144%	0.8	33%
ILLINOIS							
ACHIEVEMENT INDICATORS							
Grade 4: At or Above Proficient: Reading, %	NAEP	2013	13.8	46.2	0.3	18.2	39%
Grade 4: At or Above Proficient: Math, %	NAEP	2013	15.6	51.4	0.3	24.8	48%
Grade 8: At or Above Proficient: Reading, %	NAEP	2013	14.0	46.7	0.3	23.8	51%
Grade 8: At or Above Proficient: Math, %	NAEP	2013	12.1	47.9	0.3	22.4	47%
Grade 4: Average Scale Score: Reading (Out of 500)	NAEP	2013	198.5	230.9	0.9	204.3	88%
Grade 4: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	219.9	248.0	0.9	229.4	92%
Grade 8: Average Scale Score: Reading (Out of 500)	NAEP	2013	246.3	276.4	0.9	256.6	93%
Grade 8: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	260.5	295.9	0.9	272.3	92%
Average Freshman Graduation Rate	NCES	2009-10	68.7	88.1	0.8	76.0	86%

2015 STATE EDUCATION EQUALITY INDEX	Source	Year	Black	White	B-W Index	Hispanic	Hisp.-White Index
ILLINOIS (CONTINUED)							
TEACHER QUALITY							
Percentage of Students Enrolled in Schools With More Than 20% of First-Year Teachers	OCR	2011-12	6.0	2.0	0.3	3.0	67%
Percentage of Students Attending Schools With More Than 20% of Teachers Not Yet Certified	OCR	2011-12	2.9	0.3	0.1	1.3	23%
ENROLLMENT							
Nursery School, Preschool, % of Population Under 5	ACS-Census	2013	27.6	30.6	0.9	23.3	76%
Enrolled in Alg 1 in Grade 7-Grade 8, % of Population Over 3 Enrolled	OCR	2009-10	0.9	1.4	0.7	1.1	78%
STUDENT STATUS & RISK FACTORS							
Families and People For Whom Poverty Status is Determined:							
<i>Percent of All Families With Related Children Under 18 Years Only</i>	ACS	2013	37.5	10.4	0.3	24.6	42%
<i>Percent of All Families With Related Children Under 5 Years Only</i>	ACS	2013	40.1	11.5	0.3	22.4	51%
Out of School Suspensions, % Male	OCR	2011-12	27.0	8.0	0.3	11.0	73%
Out of School Suspensions, % Female	OCR	2011-12	27.0	8.0	0.3	11.0	73%
In Need of LEP, % of Population Over 3 Enrolled	OCR	2009-10	13.0	2.0	0.2	4.0	50%
Enrolled in LEP, % of Population Over 3 Enrolled	OCR	2009-10	0.6	0.7	1.1	20.9	3%
IDEA, % of Population Over 3 Enrolled	OCR	2009-10	0.9	0.6	0.6	17.3	3%
Gifted-Talented, % of Population Over 3 Enrolled	OCR	2009-10	1.7	2.5	0.7	1.3	53%
INDIANA							
ACHIEVEMENT INDICATORS							
Grade 4: At or Above Proficient: Reading, %	NAEP	2013	17.1	42.2	41%	24.1	57%
Grade 4: At or Above Proficient: Math, %	NAEP	2013	21.2	57.6	37%	39.5	69%
Grade 8: At or Above Proficient: Reading, %	NAEP	2013	11.1	39.3	28%	23.1	59%
Grade 8: At or Above Proficient: Math, %	NAEP	2013	14.7	43.9	33%	24.5	56%
Grade 4: Average Scale Score: Reading (Out of 500)	NAEP	2013	207.0	229.0	90%	215.5	94%
Grade 4: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	227.4	252.1	90%	241.7	96%
Grade 8: Average Scale Score: Reading (Out of 500)	NAEP	2013	246.2	271.2	91%	259.0	95%
Grade 8: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	265.1	292.9	91%	278.4	95%
Average Freshman Graduation Rate	NCES	2009-10	61.6	79.1	78%	71.8	91%
TEACHER QUALITY							
Percentage of Students Enrolled in Schools With More Than 20% of First-Year Teachers	OCR	2011-12	4.0	2.0	50%	3.0	67%
Percentage of Students Attending Schools With More Than 20% of Teachers Not Yet Certified	OCR	2011-12	1.7	0.6	35%	0.6	100%
ENROLLMENT							
Nursery School, Preschool, % of Population Under 5	ACS-Census	2013	24.0	24.2	99%	20.0	83%
Enrolled in Alg 1 in Grade 7-Grade 8, % of Population Over 3 Enrolled	OCR	2009-10	1.0	1.4	72%	0.8	54%

2015 STATE EDUCATION EQUALITY INDEX	Source	Year	Black	White	B-W Index	Hispanic	Hisp.-White Index
INDIANA (CONTINUED)							
STUDENT STATUS & RISK FACTORS							
Families and People For Whom Poverty Status is Determined:							
<i>Percent of All Families With Related Children Under 18 Years Only</i>	ACS	2013	41.0	14.7	36%	35.0	42%
<i>Percent of All Families With Related Children Under 5 Years Only</i>	ACS	2013	47.7	16.6	35%	38.8	43%
Out of School Suspensions, % Male	OCR	2011-12	21.0	4.0	19%	8.0	50%
Out of School Suspensions, % Female	OCR	2011-12	16.0	3.0	19%	5.0	60%
In Need of LEP, % of Population Over 3 Enrolled	OCR	2009-10	1.0	0.3	27%	27.8	1%
Enrolled in LEP, % of Population Over 3 Enrolled	OCR	2009-10	0.8	0.2	23%	21.8	1%
IDEA, % of Population Over 3 Enrolled	OCR	2009-10	10.0	9.7	96%	6.4	152%
Gifted-Talented, % of Population Over 3 Enrolled	OCR	2009-10	3.4	7.2	48%	3.2	45%
IOWA							
ACHIEVEMENT INDICATORS							
Grade 4: At or Above Proficient: Reading, %	NAEP	2013	14.6	41.3	35%	22.8	55%
Grade 4: At or Above Proficient: Math, %	NAEP	2013	16.3	51.5	32%	30.3	59%
Grade 8: At or Above Proficient: Reading, %	NAEP	2013	14.9	39.5	38%	20.7	53%
Grade 8: At or Above Proficient: Math, %	NAEP	2013	10.0	39.6	25%	13.3	34%
Grade 4: Average Scale Score: Reading (Out of 500)	NAEP	2013	199.6	227.2	88%	209.8	92%
Grade 4: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	218.3	248.7	88%	233.6	94%
Grade 8: Average Scale Score: Reading (Out of 500)	NAEP	2013	248.2	271.6	91%	255.9	94%
Grade 8: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	254.5	288.9	88%	265.4	92%
Average Freshman Graduation Rate	NCES	2009-10	60.7	88.5	69%	86.3	98%
TEACHER QUALITY							
Percentage of Students Enrolled in Schools With More Than 20% of First-Year Teachers	OCR	2011-12	3.0	1.0	33%	2.0	50%
Percentage of Students Attending Schools With More Than 20% of Teachers Not Yet Certified	OCR	2011-12	0.0	0.2	NA	0.0	NA
ENROLLMENT							
Nursery School, Preschool, % of Population Under 5	ACS-Census	2013	28.3	29.5	96%	24.6	83%
Enrolled in Alg 1 in Grade 7-Grade 8, % of Population Over 3 Enrolled	OCR	2009-10	0.5	1.1	47%	0.5	42%
STUDENT STATUS & RISK FACTORS							
Families and People For Whom Poverty Status is Determined:							
<i>Percent of All Families With Related Children Under 18 Years Only</i>	ACS	2013	39.2	11.5	29%	28.2	41%
<i>Percent of All Families With Related Children Under 5 Years Only</i>	ACS	2013	70.7	12.8	18%	29.0	44%
Out of School Suspensions, % Male	OCR	2011-12	18.0	4.0	22%	7.0	57%
Out of School Suspensions, % Female	OCR	2011-12	12.0	2.0	17%	5.0	40%
In Need of LEP, % of Population Over 3 Enrolled	OCR	2009-10	3.3	0.3	10%	26.2	1%
Enrolled in LEP, % of Population Over 3 Enrolled	OCR	2009-10	3.0	0.3	10%	23.6	1%
IDEA, % of Population Over 3 Enrolled	OCR	2009-10	11.5	6.6	58%	8.6	77%
Gifted-Talented, % of Population Over 3 Enrolled	OCR	2009-10	3.0	5.9	52%	2.9	49%

2015 STATE EDUCATION EQUALITY INDEX

Source	Year	Black	White	B-W Index	Hispanic	Hisp.-White Index
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KANSAS

ACHIEVEMENT INDICATORS

Grade 4: At or Above Proficient: Reading, %	NAEP	2013	17.1	43.6	39%	20.2	46%
Grade 4: At or Above Proficient: Math, %	NAEP	2013	22.0	53.4	41%	31.1	58%
Grade 8: At or Above Proficient: Reading, %	NAEP	2013	13.5	42.2	32%	20.1	48%
Grade 8: At or Above Proficient: Math, %	NAEP	2013	17.8	46.8	38%	24.2	52%
Grade 4: Average Scale Score: Reading (Out of 500)	NAEP	2013	199.6	229.8	87%	207.6	90%
Grade 4: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	228.2	250.0	91%	235.4	94%
Grade 8: Average Scale Score: Reading (Out of 500)	NAEP	2013	243.9	272.5	90%	254.1	93%
Grade 8: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	267.9	295.1	91%	275.8	93%
Average Freshman Graduation Rate	NCES	2009-10	68.0	85.8	79%	78.8	92%

TEACHER QUALITY

Percentage of Students Enrolled in Schools With More Than 20% of First-Year Teachers	OCR	2011-12	2.0	1.0	50%	3.0	33%
Percentage of Students Attending Schools With More Than 20% of Teachers Not Yet Certified	OCR	2011-12	0.2	0.1	50%	1.0	10%

ENROLLMENT

Nursery School, Preschool, % of Population Under 5	ACS-Census	2013	24.0	24.5	98%	19.4	79%
Enrolled in Alg 1 in Grade 7-Grade 8, % of Population Over 3 Enrolled	OCR	2009-10	1.3	1.5	85%	1.1	75%

STUDENT STATUS & RISK FACTORS

Families and People For Whom Poverty Status is Determined:							
<i>Percent of All Families With Related Children Under 18 Years Only</i>	ACS	2013	30.6	11.5	38%	29.5	39%
<i>Percent of All Families With Related Children Under 5 Years Only</i>	ACS	2013	37.2	13.9	37%	29.3	47%
Out of School Suspensions, % Male	OCR	2011-12	18.0	7.0	39%	7.0	100%
Out of School Suspensions, % Female	OCR	2011-12	10.0	2.0	20%	3.0	67%
In Need of LEP, % of Population Over 3 Enrolled	OCR	2009-10	1.3	0.4	32%	31.7	1%
Enrolled in LEP, % of Population Over 3 Enrolled	OCR	2009-10	1.2	0.4	32%	28.7	1%
IDEA, % of Population Over 3 Enrolled	OCR	2009-10	12.8	6.9	53%	7.2	96%
Gifted-Talented, % of Population Over 3 Enrolled	OCR	2009-10	1.3	2.1	63%	0.7	34%

KENTUCKY

ACHIEVEMENT INDICATORS

Grade 4: At or Above Proficient: Reading, %	NAEP	2013	15.3	39.2	39%	29.4	75%
Grade 4: At or Above Proficient: Math, %	NAEP	2013	19.4	44.9	43%	29.9	67%
Grade 8: At or Above Proficient: Reading, %	NAEP	2013	15.5	40.6	38%	30.1	74%
Grade 8: At or Above Proficient: Math, %	NAEP	2013	10.7	32.7	33%	16.7	51%
Grade 4: Average Scale Score: Reading (Out of 500)	NAEP	2013	204.3	227.1	90%	220.1	97%
Grade 4: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	223.9	244.0	92%	233.9	96%
Grade 8: Average Scale Score: Reading (Out of 500)	NAEP	2013	247.0	272.4	91%	263.3	97%
Grade 8: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	260.2	283.4	92%	269.0	95%
Average Freshman Graduation Rate	NCES	2009-10	75.6	80.9	93%	81.1	100%

2015 STATE EDUCATION EQUALITY INDEX	Source	Year	Black	White	B-W Index	Hispanic	Hisp.-White Index
KENTUCKY (CONTINUED)							
TEACHER QUALITY							
Percentage of Students Enrolled in Schools With More Than 20% of First-Year Teachers	OCR	2011-12	6.0	2.0	33%	4.0	50%
Percentage of Students Attending Schools With More Than 20% of Teachers Not Yet Certified	OCR	2011-12	0.6	0.1	17%	0.1	100%
ENROLLMENT							
Nursery School, Preschool, % of Population Under 5	ACS-Census	2013	23.7	22.7	104%	17.1	75%
Enrolled in Alg 1 in Grade 7-Grade 8, % of Population Over 3 Enrolled	OCR	2009-10	1.1	1.4	80%	0.9	61%
STUDENT STATUS & RISK FACTORS							
Families and People For Whom Poverty Status is Determined:							
<i>Percent of All Families With Related Children Under 18 Years Only</i>	ACS	2013	34.4	21.1	61%	38.4	55%
<i>Percent of All Families With Related Children Under 5 Years Only</i>	ACS	2013	40.1	24.1	60%	47.6	51%
Out of School Suspensions, % Male	OCR	2011-12	18.0	9.0	50%	10.0	90%
Out of School Suspensions, % Female	OCR	2011-12	10.0	3.0	30%	3.0	100%
In Need of LEP, % of Population Over 3 Enrolled	OCR	2009-10	1.2	0.2	16%	20.0	1%
Enrolled in LEP, % of Population Over 3 Enrolled	OCR	2009-10	1.1	0.1	14%	17.1	1%
IDEA, % of Population Over 3 Enrolled	OCR	2009-10	12.3	9.4	76%	5.7	163%
Gifted-Talented, % of Population Over 3 Enrolled	OCR	2009-10	4.1	9.5	44%	2.9	31%
LOUISIANA							
ACHIEVEMENT INDICATORS							
Grade 4: At or Above Proficient: Reading, %	NAEP	2013	11.3	34.9	33%	20.1	58%
Grade 4: At or Above Proficient: Math, %	NAEP	2013	13.1	40.0	33%	28.9	72%
Grade 8: At or Above Proficient: Reading, %	NAEP	2013	12.2	34.6	35%	25.7	74%
Grade 8: At or Above Proficient: Math, %	NAEP	2013	8.7	31.0	28%	25.1	81%
Grade 4: Average Scale Score: Reading (Out of 500)	NAEP	2013	197.6	223.2	89%	211.7	95%
Grade 4: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	220.9	242.3	91%	231.8	96%
Grade 8: Average Scale Score: Reading (Out of 500)	NAEP	2013	245.4	268.7	91%	259.8	97%
Grade 8: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	259.1	284.6	91%	277.2	97%
Average Freshman Graduation Rate	NCES	2009-10	61.9	74.0	84%	78.3	106%
TEACHER QUALITY							
Percentage of Students Enrolled in Schools With More Than 20% of First-Year Teachers	OCR	2011-12	7.0	1.0	14%	3.0	33%
Percentage of Students Attending Schools With More Than 20% of Teachers Not Yet Certified	OCR	2011-12	5.2	0.8	15%	1.9	42%
ENROLLMENT							
Nursery School, Preschool, % of Population Under 5	ACS-Census	2013	25.8	27.1	95%	29.2	108%
Enrolled in Alg 1 in Grade 7-Grade 8, % of Population Over 3 Enrolled	OCR	2009-10	0.3	0.4	64%	0.3	67%

2015 STATE EDUCATION EQUALITY INDEX	Source	Year	Black	White	B-W Index	Hispanic	Hisp.-White Index
LOUISIANA (CONTINUED)							
STUDENT STATUS & RISK FACTORS							
Families and People For Whom Poverty Status is Determined:							
<i>Percent of All Families With Related Children Under 18 Years Only</i>	ACS	2013	40.7	12.4	30%	28.5	44%
<i>Percent of All Families With Related Children Under 5 Years Only</i>	ACS	2013	45.0	15.1	34%	23.0	66%
Out of School Suspensions, % Male	OCR	2011-12	15.0	6.0	40%	11.0	55%
Out of School Suspensions, % Female	OCR	2011-12	11.0	3.0	27%	4.0	75%
In Need of LEP, % of Population Over 3 Enrolled	OCR	2009-10	0.1	0.2	194%	16.2	1%
Enrolled in LEP, % of Population Over 3 Enrolled	OCR	2009-10	0.1	0.1	44%	7.6	1%
IDEA, % of Population Over 3 Enrolled	OCR	2009-10	8.8	5.6	63%	3.0	184%
Gifted-Talented, % of Population Over 3 Enrolled	OCR	2009-10	1.2	2.4	51%	1.4	60%
MAINE							
ACHIEVEMENT INDICATORS							
Grade 4: At or Above Proficient: Reading, %	NAEP	2013	10.9	37.7	29%	NA	NA
Grade 4: At or Above Proficient: Math, %	NAEP	2013	24.9	48.5	51%	NA	NA
Grade 8: At or Above Proficient: Reading, %	NAEP	2013	NA	38.7	NA	NA	NA
Grade 8: At or Above Proficient: Math, %	NAEP	2013	13.6	40.4	34%	NA	NA
Grade 4: Average Scale Score: Reading (Out of 500)	NAEP	2013	192.0	225.8	85%	NA	NA
Grade 4: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	226.7	246.7	92%	NA	NA
Grade 8: Average Scale Score: Reading (Out of 500)	NAEP	2013	NA	269.8	NA	NA	NA
Grade 8: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	261.8	289.7	90%	NA	NA
Average Freshman Graduation Rate	NCES	2009-10	86.9	82.4	105%	96.1	117%
TEACHER QUALITY							
Percentage of Students Enrolled in Schools With More Than 20% of First-Year Teachers	OCR	2011-12	4.0	1.0	25%	2.0	50%
Percentage of Students Attending Schools With More Than 20% of Teachers Not Yet Certified	OCR	2011-12	4.5	1.0	22%	2.0	50%
ENROLLMENT							
Nursery School, Preschool, % of Population Under 5	ACS-Census	2013	26.8	23.1	116%	30.0	130%
Enrolled in Alg 1 in Grade 7-Grade 8, % of Population Over 3 Enrolled	OCR	2009-10	0.8	1.1	75%	0.2	21%
STUDENT STATUS & RISK FACTORS							
Families and People For Whom Poverty Status is Determined:							
<i>Percent of All Families With Related Children Under 18 Years Only</i>	ACS	2013	39.8	15.2	38%	31.6	48%
<i>Percent of All Families With Related Children Under 5 Years Only</i>	ACS	2013	32.1	15.2	47%	43.5	35%
Out of School Suspensions, % Male	OCR	2011-12	12.0	6.0	50%	5.0	120%
Out of School Suspensions, % Female	OCR	2011-12	5.0	2.0	40%	6.0	33%
In Need of LEP, % of Population Over 3 Enrolled	OCR	2009-10	38.0	NA	NA	8.1	NA
Enrolled in LEP, % of Population Over 3 Enrolled	OCR	2009-10	37.8	NA	NA	7.7	NA
IDEA, % of Population Over 3 Enrolled	OCR	2009-10	13.5	9.7	72%	6.1	160%
Gifted-Talented, % of Population Over 3 Enrolled	OCR	2009-10	1.8	2.5	71%	0.9	38%

2015 STATE EDUCATION EQUALITY INDEX

Source	Year	Black	White	B-W Index	Hispanic	Hisp.-White Index
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MARYLAND

ACHIEVEMENT INDICATORS

Grade 4: At or Above Proficient: Reading, %	NAEP	2013	21.9	60.2	36%	34.6	57%
Grade 4: At or Above Proficient: Math, %	NAEP	2013	21.9	66.8	33%	32.7	49%
Grade 8: At or Above Proficient: Reading, %	NAEP	2013	24.9	53.4	47%	30.4	57%
Grade 8: At or Above Proficient: Math, %	NAEP	2013	17.9	51.1	35%	30.4	60%
Grade 4: Average Scale Score: Reading (Out of 500)	NAEP	2013	213.8	244.4	87%	224.1	92%
Grade 4: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	227.3	259.6	88%	234.3	90%
Grade 8: Average Scale Score: Reading (Out of 500)	NAEP	2013	259.4	282.7	92%	265.6	94%
Grade 8: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	259.4	282.7	92%	265.6	94%
Average Freshman Graduation Rate	NCES	2009-10	74.1	87.5	85%	77.4	88%

TEACHER QUALITY

Percentage of Students Enrolled in Schools With More Than 20% of First-Year Teachers	OCR	2011-12	3.0	0.3	10%	1.0	30%
Percentage of Students Attending Schools With More Than 20% of Teachers Not Yet Certified	OCR	2011-12	5.8	0.2	3%	3.3	6%

ENROLLMENT

Nursery School, Preschool, % of Population Under 5	ACS-Census	2013	23.7	28.4	83%	18.9	67%
Enrolled in Alg 1 in Grade 7-Grade 8, % of Population Over 3 Enrolled	OCR	2009-10	1.9	2.3	80%	2.2	94%

STUDENT STATUS & RISK FACTORS

Families and People For Whom Poverty Status is Determined:							
<i>Percent of All Families With Related Children Under 18 Years Only</i>	ACS	2013	16.7	6.7	40%	14.1	48%
<i>Percent of All Families With Related Children Under 5 Years Only</i>	ACS	2013	19.2	7.2	38%	14.1	51%
Out of School Suspensions, % Male	OCR	2011-12	16.0	5.0	31%	12.0	42%
Out of School Suspensions, % Female	OCR	2011-12	7.0	2.0	29%	3.0	67%
In Need of LEP, % of Population Over 3 Enrolled	OCR	2009-10	1.0	0.3	30%	21.3	1%
Enrolled in LEP, % of Population Over 3 Enrolled	OCR	2009-10	0.9	0.2	26%	20.0	1%
IDEA, % of Population Over 3 Enrolled	OCR	2009-10	9.6	4.7	50%	6.4	74%
Gifted-Talented, % of Population Over 3 Enrolled	OCR	2009-10	7.3	10.0	73%	12.2	122%

MASSACHUSETTS

ACHIEVEMENT INDICATORS

Grade 4: At or Above Proficient: Reading, %	NAEP	2013	20.8	56.7	37%	20.3	36%
Grade 4: At or Above Proficient: Math, %	NAEP	2013	26.1	68.1	38%	32.2	47%
Grade 8: At or Above Proficient: Reading, %	NAEP	2013	24.2	57.3	42%	19.9	35%
Grade 8: At or Above Proficient: Math, %	NAEP	2013	27.7	62.9	44%	27.8	44%
Grade 4: Average Scale Score: Reading (Out of 500)	NAEP	2013	209.1	240.6	87%	208.1	87%
Grade 4: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	230.4	259.7	89%	234.2	90%
Grade 8: Average Scale Score: Reading (Out of 500)	NAEP	2013	254.7	284.9	89%	252.8	89%
Grade 8: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	277.2	307.5	90%	277.4	90%
Average Freshman Graduation Rate	NCES	2009-10	72.1	86.6	83%	65.0	75%

2015 STATE EDUCATION EQUALITY INDEX	Source	Year	Black	White	B-W Index	Hispanic	Hisp.-White Index
MASSACHUSETTS (CONTINUED)							
TEACHER QUALITY							
Percentage of Students Enrolled in Schools With More Than 20% of First-Year Teachers	OCR	2011-12	7.0	1.0	14%	6.0	17%
Percentage of Students Attending Schools With More Than 20% of Teachers Not Yet Certified	OCR	2011-12	4.0	3.1	78%	2.1	148%
ENROLLMENT							
Nursery School, Preschool, % of Population Under 5	ACS-Census	2013	26.6	34.3	78%	21.2	62%
Enrolled in Alg 1 in Grade 7-Grade 8, % of Population Over 3 Enrolled	OCR	2009-10	0.9	1.8	48%	0.9	49%
STUDENT STATUS & RISK FACTORS							
Families and People For Whom Poverty Status is Determined:							
<i>Percent of All Families With Related Children Under 18 Years Only</i>	ACS	2013	25.8	8.9	34%	33.9	26%
<i>Percent of All Families With Related Children Under 5 Years Only</i>	ACS	2013	25.0	8.1	32%	36.7	22%
Out of School Suspensions, % Male	OCR	2011-12	26.0	8.0	31%	12.0	67%
Out of School Suspensions, % Female	OCR	2011-12	8.0	2.0	25%	7.0	29%
In Need of LEP, % of Population Over 3 Enrolled	OCR	2009-10	5.1	0.6	11%	14.8	4%
Enrolled in LEP, % of Population Over 3 Enrolled	OCR	2009-10	4.0	0.5	13%	13.0	4%
IDEA, % of Population Over 3 Enrolled	OCR	2009-10	9.7	7.9	81%	12.5	63%
Gifted-Talented, % of Population Over 3 Enrolled	OCR	2009-10	0.4	NA	NA	0.2	NA
MICHIGAN							
ACHIEVEMENT INDICATORS							
Grade 4: At or Above Proficient: Reading, %	NAEP	2013	12.2	36.6	33%	21.3	58%
Grade 4: At or Above Proficient: Math, %	NAEP	2013	9.9	45.3	22%	22.3	49%
Grade 8: At or Above Proficient: Reading, %	NAEP	2013	11.6	37.4	31%	21.5	58%
Grade 8: At or Above Proficient: Math, %	NAEP	2013	7.1	35.6	20%	14.0	39%
Grade 4: Average Scale Score: Reading (Out of 500)	NAEP	2013	196.2	224.3	87%	209.0	93%
Grade 4: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	212.4	244.0	87%	225.8	93%
Grade 8: Average Scale Score: Reading (Out of 500)	NAEP	2013	245.5	270.6	91%	256.9	95%
Grade 8: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	251.0	286.8	88%	261.1	91%
Average Freshman Graduation Rate	NCES	2009-10	59.2	81.5	73%	62.9	77%
TEACHER QUALITY							
Percentage of Students Enrolled in Schools With More Than 20% of First-Year Teachers	OCR	2011-12	4.0	1.0	25%	2.0	50%
Percentage of Students Attending Schools With More Than 20% of Teachers Not Yet Certified	OCR	2011-12	1.3	0.3	23%	0.2	150%
ENROLLMENT							
Nursery School, Preschool, % of Population Under 5	ACS-Census	2013	20.7	26.0	80%	20.4	79%
Enrolled in Alg 1 in Grade 7-Grade 8, % of Population Over 3 Enrolled	OCR	2009-10	0.8	1.5	54%	0.7	48%

2015 STATE EDUCATION EQUALITY INDEX	Source	Year	Black	White	B-W Index	Hispanic	Hisp.-White Index
MICHIGAN (CONTINUED)							
STUDENT STATUS & RISK FACTORS							
Families and People For Whom Poverty Status is Determined:							
<i>Percent of All Families With Related Children Under 18 Years Only</i>	ACS	2013	42.2	15.5	37%	31.6	49%
<i>Percent of All Families With Related Children Under 5 Years Only</i>	ACS	2013	48.6	20.1	41%	26.7	75%
Out of School Suspensions, % Male	OCR	2011-12	19.0	4.0	21%	8.0	50%
Out of School Suspensions, % Female	OCR	2011-12	16.0	3.0	19%	6.0	50%
In Need of LEP, % of Population Over 3 Enrolled	OCR	2009-10	0.5	0.9	189%	18.1	5%
Enrolled in LEP, % of Population Over 3 Enrolled	OCR	2009-10	0.4	0.9	209%	17.3	5%
IDEA, % of Population Over 3 Enrolled	OCR	2009-10	9.9	7.4	75%	6.4	115%
Gifted-Talented, % of Population Over 3 Enrolled	OCR	2009-10	1.0	1.2	82%	0.6	52%
MINNESOTA							
ACHIEVEMENT INDICATORS							
Grade 4: At or Above Proficient: Reading, %	NAEP	2013	20.8	46.7	45%	23.0	49%
Grade 4: At or Above Proficient: Math, %	NAEP	2013	31.8	67.2	47%	33.6	50%
Grade 8: At or Above Proficient: Reading, %	NAEP	2013	16.4	46.4	35%	19.6	42%
Grade 8: At or Above Proficient: Math, %	NAEP	2013	14.6	54.1	27%	20.2	37%
Grade 4: Average Scale Score: Reading (Out of 500)	NAEP	2013	208.0	232.7	89%	207.3	89%
Grade 4: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	232.0	259.0	90%	233.6	90%
Grade 8: Average Scale Score: Reading (Out of 500)	NAEP	2013	247.9	276.6	90%	251.0	91%
Grade 8: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	260.1	301.2	86%	273.2	91%
Average Freshman Graduation Rate	NCES	2009-10	69.5	92.3	75%	66.7	72%
TEACHER QUALITY							
Percentage of Students Enrolled in Schools With More Than 20% of First-Year Teachers	OCR	2011-12	5.0	1.0	20%	3.0	33%
Percentage of Students Attending Schools With More Than 20% of Teachers Not Yet Certified	OCR	2011-12	0.7	1.0	143%	1.2	83%
ENROLLMENT							
Nursery School, Preschool, % of Population Under 5	ACS-Census	2013	21.7	27.2	80%	22.5	83%
Enrolled in Alg 1 in Grade 7-Grade 8, % of Population Over 3 Enrolled	OCR	2009-10	2.0	2.1	92%	1.7	79%
STUDENT STATUS & RISK FACTORS							
Families and People For Whom Poverty Status is Determined:							
<i>Percent of All Families With Related Children Under 18 Years Only</i>	ACS	2013	38.7	8.0	21%	27.9	29%
<i>Percent of All Families With Related Children Under 5 Years Only</i>	ACS	2013	36.2	9.9	27%	28.0	35%
Out of School Suspensions, % Male	OCR	2011-12	20.0	8.0	40%	8.0	100%
Out of School Suspensions, % Female	OCR	2011-12	10.0	1.0	10%	4.0	25%
In Need of LEP, % of Population Over 3 Enrolled	OCR	2009-10	10.1	0.3	3%	27.1	1%
Enrolled in LEP, % of Population Over 3 Enrolled	OCR	2009-10	8.1	0.3	3%	21.4	1%
IDEA, % of Population Over 3 Enrolled	OCR	2009-10	14.3	7.1	50%	10.3	69%
Gifted-Talented, % of Population Over 3 Enrolled	OCR	2009-10	3.3	4.5	74%	2.7	59%

2015 STATE EDUCATION EQUALITY INDEX

Source	Year	Black	White	B-W Index	Hispanic	Hisp.-White Index
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MISSISSIPPI

ACHIEVEMENT INDICATORS

Grade 4: At or Above Proficient: Reading, %	NAEP	2013	10.7	33.3	32%	15.9	48%
Grade 4: At or Above Proficient: Math, %	NAEP	2013	11.3	42.4	27%	26.6	63%
Grade 8: At or Above Proficient: Reading, %	NAEP	2013	8.0	31.2	26%	17.8	57%
Grade 8: At or Above Proficient: Math, %	NAEP	2013	7.9	32.6	24%	23.5	72%
Grade 4: Average Scale Score: Reading (Out of 500)	NAEP	2013	196.5	222.2	88%	206.2	93%
Grade 4: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	220.3	243.2	91%	230.4	95%
Grade 8: Average Scale Score: Reading (Out of 500)	NAEP	2013	239.0	266.0	90%	251.7	95%
Grade 8: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	254.9	284.8	90%	279.1	98%
Average Freshman Graduation Rate	NCES	2009-10	59.3	68.4	87%	61.8	90%

TEACHER QUALITY

Percentage of Students Enrolled in Schools With More Than 20% of First-Year Teachers	OCR	2011-12	7.0	1.0	14%	4.0	25%
Percentage of Students Attending Schools With More Than 20% of Teachers Not Yet Certified	OCR	2011-12	1.4	0.8	57%	0.3	267%

ENROLLMENT

Nursery School, Preschool, % of Population Under 5	ACS-Census	2013	30.9	22.0	141%	17.9	82%
Enrolled in Alg 1 in Grade 7-Grade 8, % of Population Over 3 Enrolled	OCR	2009-10	0.5	0.7	72%	0.4	57%

STUDENT STATUS & RISK FACTORS

Families and People For Whom Poverty Status is Determined:							
<i>Percent of All Families With Related Children Under 18 Years Only</i>	ACS	2013	44.2	17.7	40%	31.6	56%
<i>Percent of All Families With Related Children Under 5 Years Only</i>	ACS	2013	44.1	16.9	38%	NA	NA
Out of School Suspensions, % Male	OCR	2011-12	27.0	7.0	26%	10.0	70%
Out of School Suspensions, % Female	OCR	2011-12	11.0	3.0	27%	3.0	100%
In Need of LEP, % of Population Over 3 Enrolled	OCR	2009-10	0.0	0.1	467%	27.3	0%
Enrolled in LEP, % of Population Over 3 Enrolled	OCR	2009-10	0.0	0.0	418%	23.5	0%
IDEA, % of Population Over 3 Enrolled	OCR	2009-10	7.4	6.5	88%	4.3	151%
Gifted-Talented, % of Population Over 3 Enrolled	OCR	2009-10	2.7	6.2	43%	3.4	54%

MISSOURI

ACHIEVEMENT INDICATORS

Grade 4: At or Above Proficient: Reading, %	NAEP	2013	13.5	40.6	33%	30.4	75%
Grade 4: At or Above Proficient: Math, %	NAEP	2013	13.4	45.9	29%	28.8	63%
Grade 8: At or Above Proficient: Reading, %	NAEP	2013	13.2	41.4	32%	32.1	78%
Grade 8: At or Above Proficient: Math, %	NAEP	2013	11.6	37.6	31%	23.1	61%
Grade 4: Average Scale Score: Reading (Out of 500)	NAEP	2013	200.1	227.9	88%	218.8	96%
Grade 4: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	219.3	245.0	90%	233.1	95%
Grade 8: Average Scale Score: Reading (Out of 500)	NAEP	2013	244.9	272.7	90%	266.5	98%
Grade 8: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	260.4	288.3	90%	275.8	96%
Average Freshman Graduation Rate	NCES	2009-10	71.2	86.5	82%	81.2	94%

2015 STATE EDUCATION EQUALITY INDEX	Source	Year	Black	White	B-W Index	Hispanic	Hisp.-White Index
MISSOURI (CONTINUED)							
TEACHER QUALITY							
Percentage of Students Enrolled in Schools With More Than 20% of First-Year Teachers	OCR	2011-12	12.0	2.0	17%	6.0	33%
Percentage of Students Attending Schools With More Than 20% of Teachers Not Yet Certified	OCR	2011-12	3.1	2.8	90%	4.1	68%
ENROLLMENT							
Nursery School, Preschool, % of Population Under 5	ACS-Census	2013	25.4	27.4	93%	29.0	106%
Enrolled in Alg 1 in Grade 7-Grade 8, % of Population Over 3 Enrolled	OCR	2009-10	1.2	1.1	103%	0.7	57%
STUDENT STATUS & RISK FACTORS							
Families and People For Whom Poverty Status is Determined:							
<i>Percent of All Families With Related Children Under 18 Years Only</i>	ACS	2013	35.7	15.4	43%	33.9	45%
<i>Percent of All Families With Related Children Under 5 Years Only</i>	ACS	2013	32.7	17.7	54%	31.6	56%
Out of School Suspensions, % Male	OCR	2011-12	13.0	5.0	38%	10.0	50%
Out of School Suspensions, % Female	OCR	2011-12	16.0	2.0	13%	4.0	50%
In Need of LEP, % of Population Over 3 Enrolled	OCR	2009-10	0.7	0.3	46%	15.2	2%
Enrolled in LEP, % of Population Over 3 Enrolled	OCR	2009-10	0.6	0.3	44%	12.6	2%
IDEA, % of Population Over 3 Enrolled	OCR	2009-10	9.2	7.4	80%	4.8	153%
Gifted-Talented, % of Population Over 3 Enrolled	OCR	2009-10	1.4	2.4	56%	1.0	40%
MONTANA							
ACHIEVEMENT INDICATORS							
Grade 4: At or Above Proficient: Reading, %	NAEP	2013	NA	39.3	NA	22.7	58%
Grade 4: At or Above Proficient: Math, %	NAEP	2013	NA	50.2	NA	33.8	67%
Grade 8: At or Above Proficient: Reading, %	NAEP	2013	NA	45.0	NA	28.4	63%
Grade 8: At or Above Proficient: Math, %	NAEP	2013	NA	44.1	NA	28.2	64%
Grade 4: Average Scale Score: Reading (Out of 500)	NAEP	2013	NA	227.5	NA	213.9	94%
Grade 4: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	NA	247.7	NA	236.6	96%
Grade 8: Average Scale Score: Reading (Out of 500)	NAEP	2013	NA	276.2	NA	262.5	95%
Grade 8: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	NA	293.5	NA	281.8	96%
Average Freshman Graduation Rate	NCES	2009-10	71.9	84.7	85%	74.9	88%
TEACHER QUALITY							
Percentage of Students Enrolled in Schools With More Than 20% of First-Year Teachers	OCR	2011-12	1.0	2.0	200%	2.0	100%
Percentage of Students Attending Schools With More Than 20% of Teachers Not Yet Certified	OCR	2011-12	0.0	0.2	0%	0.1	200%
ENROLLMENT							
Nursery School, Preschool, % of Population Under 5	ACS-Census	2013	30.5	21.8	140%	14.8	68%
Enrolled in Alg 1 in Grade 7-Grade 8, % of Population Over 3 Enrolled	OCR	2009-10	0.7	1.2	58%	0.7	60%

2015 STATE EDUCATION EQUALITY INDEX	Source	Year	Black	White	B-W Index	Hispanic	Hisp.-White Index
MONTANA (CONTINUED)							
STUDENT STATUS & RISK FACTORS							
Families and People For Whom Poverty Status is Determined:							
<i>Percent of All Families With Related Children Under 18 Years Only</i>	ACS	2013	39.1	16.1	41%	30.7	52%
<i>Percent of All Families With Related Children Under 5 Years Only</i>	ACS	2013	34.5	16.4	48%	31.7	52%
Out of School Suspensions, % Male	OCR	2011-12	24.0	5.0	21%	8.0	63%
Out of School Suspensions, % Female	OCR	2011-12	4.0	2.0	50%	3.0	67%
In Need of LEP, % of Population Over 3 Enrolled	OCR	2009-10	1.4	0.6	42%	2.2	27%
Enrolled in LEP, % of Population Over 3 Enrolled	OCR	2009-10	NA	3.4	NA	1.9	183%
IDEA, % of Population Over 3 Enrolled	OCR	2009-10	12.8	5.9	46%	4.9	120%
Gifted-Talented, % of Population Over 3 Enrolled	OCR	2009-10	6.2	3.9	160%	1.5	40%
NEBRASKA							
ACHIEVEMENT INDICATORS							
Grade 4: At or Above Proficient: Reading, %	NAEP	2013	15.7	42.8	37%	21.6	51%
Grade 4: At or Above Proficient: Math, %	NAEP	2013	12.4	54.3	23%	20.5	38%
Grade 8: At or Above Proficient: Reading, %	NAEP	2013	16.3	42.7	38%	19.1	45%
Grade 8: At or Above Proficient: Math, %	NAEP	2013	7.8	42.1	19%	16.7	40%
Grade 4: Average Scale Score: Reading (Out of 500)	NAEP	2013	202.1	229.3	88%	207.2	90%
Grade 4: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	214.7	250.5	86%	227.3	91%
Grade 8: Average Scale Score: Reading (Out of 500)	NAEP	2013	250.7	274.6	91%	254.0	92%
Grade 8: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	250.5	292.2	86%	266.9	91%
Average Freshman Graduation Rate	NCES	2009-10	57.6	88.8	65%	71.3	80%
TEACHER QUALITY							
Percentage of Students Enrolled in Schools With More Than 20% of First-Year Teachers	OCR	2011-12	1.0	1.0	100%	2.0	50%
Percentage of Students Attending Schools With More Than 20% of Teachers Not Yet Certified	OCR	2011-12	0.1	0.2	200%	0.1	200%
ENROLLMENT							
Nursery School, Preschool, % of Population Under 5	ACS-Census	2013	19.4	27.0	72%	22.3	83%
Enrolled in Alg 1 in Grade 7-Grade 8, % of Population Over 3 Enrolled	OCR	2009-10	1.4	1.4	100%	1.1	81%
STUDENT STATUS & RISK FACTORS							
Families and People For Whom Poverty Status is Determined:							
<i>Percent of All Families With Related Children Under 18 Years Only</i>	ACS	2013	39.9	10.2	26%	30.6	33%
<i>Percent of All Families With Related Children Under 5 Years Only</i>	ACS	2013	35.0	15.7	45%	31.5	50%
Out of School Suspensions, % Male	OCR	2011-12	18.0	7.0	39%	8.0	88%
Out of School Suspensions, % Female	OCR	2011-12	15.0	2.0	13%	3.0	67%
In Need of LEP, % of Population Over 3 Enrolled	OCR	2009-10	4.2	0.3	7%	25.1	1%
Enrolled in LEP, % of Population Over 3 Enrolled	OCR	2009-10	3.8	0.2	6%	23.4	1%
IDEA, % of Population Over 3 Enrolled	OCR	2009-10	13.0	7.3	56%	9.4	78%
Gifted-Talented, % of Population Over 3 Enrolled	OCR	2009-10	3.4	6.0	56%	2.8	47%

2015 STATE EDUCATION EQUALITY INDEX

Source	Year	Black	White	B-W Index	Hispanic	Hisp.-White Index
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NEVADA

ACHIEVEMENT INDICATORS

Grade 4: At or Above Proficient: Reading, %	NAEP	2013	14.1	39.5	36%	16.4	42%
Grade 4: At or Above Proficient: Math, %	NAEP	2013	17.0	46.1	37%	24.4	53%
Grade 8: At or Above Proficient: Reading, %	NAEP	2013	17.6	42.6	41%	19.2	45%
Grade 8: At or Above Proficient: Math, %	NAEP	2013	12.3	40.1	31%	17.2	43%
Grade 4: Average Scale Score: Reading (Out of 500)	NAEP	2013	200.7	226.5	89%	202.1	89%
Grade 4: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	221.2	245.1	90%	230.0	94%
Grade 8: Average Scale Score: Reading (Out of 500)	NAEP	2013	247.8	272.7	91%	251.9	92%
Grade 8: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	262.7	288.8	91%	268.0	93%
Average Freshman Graduation Rate	NCES	2009-10	46.7	65.5	71%	47.2	72%

TEACHER QUALITY

Percentage of Students Enrolled in Schools With More Than 20% of First-Year Teachers	OCR	2011-12	2.0	3.0	150%	1.0	300%
Percentage of Students Attending Schools With More Than 20% of Teachers Not Yet Certified	OCR	2011-12	0.0	0.2	0%	0.0	NA

ENROLLMENT

Nursery School, Preschool, % of Population Under 5	ACS-Census	2013	15.8	20.5	77%	13.9	68%
Enrolled in Alg 1 in Grade 7-Grade 8, % of Population Over 3 Enrolled	OCR	2009-10	0.8	0.9	95%	0.9	100%

STUDENT STATUS & RISK FACTORS

Families and People For Whom Poverty Status is Determined:							
<i>Percent of All Families With Related Children Under 18 Years Only</i>	ACS	2013	30.6	11.0	36%	26.7	41%
<i>Percent of All Families With Related Children Under 5 Years Only</i>	ACS	2013	29.1	9.2	32%	28.6	32%
Out of School Suspensions, % Male	OCR	2011-12	23.0	8.0	35%	12.0	67%
Out of School Suspensions, % Female	OCR	2011-12	9.0	2.0	22%	4.0	50%
In Need of LEP, % of Population Over 3 Enrolled	OCR	2009-10	1.5	0.4	28%	33.7	1%
Enrolled in LEP, % of Population Over 3 Enrolled	OCR	2009-10	1.2	0.3	25%	26.5	1%
IDEA, % of Population Over 3 Enrolled	OCR	2009-10	11.1	4.5	40%	6.9	65%
Gifted-Talented, % of Population Over 3 Enrolled	OCR	2009-10	0.6	1.4	47%	0.6	47%

NEW HAMPSHIRE

ACHIEVEMENT INDICATORS

Grade 4: At or Above Proficient: Reading, %	NAEP	2013	26.6	46.2	58%	18.4	40%
Grade 4: At or Above Proficient: Math, %	NAEP	2013	NA	60.3	NA	34.5	57%
Grade 8: At or Above Proficient: Reading, %	NAEP	2013	NA	44.8	NA	18.3	41%
Grade 8: At or Above Proficient: Math, %	NAEP	2013	NA	47.9	NA	19.9	42%
Grade 4: Average Scale Score: Reading (Out of 500)	NAEP	2013	215.3	233.4	92%	208.8	89%
Grade 4: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	NA	254.1	NA	235.9	93%
Grade 8: Average Scale Score: Reading (Out of 500)	NAEP	2013	NA	275.4	NA	250.6	91%
Grade 8: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	NA	296.9	NA	270.2	91%
Average Freshman Graduation Rate	NCES	2009-10	78.5	85.9	91%	89.9	105%

2015 STATE EDUCATION EQUALITY INDEX	Source	Year	Black	White	B-W Index	Hispanic	Hisp.-White Index
NEW HAMPSHIRE (CONTINUED)							
TEACHER QUALITY							
Percentage of Students Enrolled in Schools With More Than 20% of First-Year Teachers	OCR	2011-12	1.0	1.0	100%	2.0	50%
Percentage of Students Attending Schools With More Than 20% of Teachers Not Yet Certified	OCR	2011-12	0.5	0.9	180%	0.3	300%
ENROLLMENT							
Nursery School, Preschool, % of Population Under 5	ACS-Census	2013	29.5	30.2	98%	14.2	47%
Enrolled in Alg 1 in Grade 7-Grade 8, % of Population Over 3 Enrolled	OCR	2009-10	0.9	1.3	69%	0.4	29%
STUDENT STATUS & RISK FACTORS							
Families and People For Whom Poverty Status is Determined:							
<i>Percent of All Families With Related Children Under 18 Years Only</i>	ACS	2013	35.1	8.0	23%	22.3	36%
<i>Percent of All Families With Related Children Under 5 Years Only</i>	ACS	2013	36.0	10.3	29%	16.8	61%
Out of School Suspensions, % Male	OCR	2011-12	15.0	4.0	27%	8.0	50%
Out of School Suspensions, % Female	OCR	2011-12	10.0	3.0	30%	5.0	60%
In Need of LEP, % of Population Over 3 Enrolled	OCR	2009-10	13.1	0.3	2%	12.8	2%
Enrolled in LEP, % of Population Over 3 Enrolled	OCR	2009-10	11.6	0.2	2%	11.4	2%
IDEA, % of Population Over 3 Enrolled	OCR	2009-10	13.0	9.3	72%	8.0	117%
Gifted-Talented, % of Population Over 3 Enrolled	OCR	2009-10	0.3	0.9	35%	0.2	22%
NEW JERSEY							
ACHIEVEMENT INDICATORS							
Grade 4: At or Above Proficient: Reading, %	NAEP	2013	22.4	52.5	0.4	20.5	39%
Grade 4: At or Above Proficient: Math, %	NAEP	2013	24.2	61.0	0.4	29.8	49%
Grade 8: At or Above Proficient: Reading, %	NAEP	2013	25.6	55.0	0.5	30.7	56%
Grade 8: At or Above Proficient: Math, %	NAEP	2013	23.7	57.7	0.4	33.6	58%
Grade 4: Average Scale Score: Reading (Out of 500)	NAEP	2013	211.3	237.8	0.9	211.6	89%
Grade 4: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	229.0	254.4	0.9	234.4	92%
Grade 8: Average Scale Score: Reading (Out of 500)	NAEP	2013	259.6	283.1	0.9	264.4	93%
Grade 8: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	274.2	303.3	0.9	282.9	93%
Average Freshman Graduation Rate	NCES	2009-10	74.8	91.8	0.8	77.1	84%
TEACHER QUALITY							
Percentage of Students Enrolled in Schools With More Than 20% of First-Year Teachers	OCR	2011-12	5.0	1.0	0.2	3.0	33%
Percentage of Students Attending Schools With More Than 20% of Teachers Not Yet Certified	OCR	2011-12	0.7	0.8	1.1	0.5	160%
ENROLLMENT							
Nursery School, Preschool, % of Population Under 5	ACS-Census	2013	27.4	34.0	0.8	28.9	85%
Enrolled in Alg 1 in Grade 7-Grade 8, % of Population Over 3 Enrolled	OCR	2009-10	1.0	1.7	0.6	1.0	62%

2015 STATE EDUCATION EQUALITY INDEX	Source	Year	Black	White	B-W Index	Hispanic	Hisp.-White Index
NEW JERSEY (CONTINUED)							
STUDENT STATUS & RISK FACTORS							
Families and People For Whom Poverty Status is Determined:							
<i>Percent of All Families With Related Children Under 18 Years Only</i>	ACS	2013	25.5	6.7	0.3	25.2	27%
<i>Percent of All Families With Related Children Under 5 Years Only</i>	ACS	2013	25.4	6.4	0.3	24.0	27%
Out of School Suspensions, % Male	OCR	2011-12	18.0	8.0	0.4	11.0	73%
Out of School Suspensions, % Female	OCR	2011-12	9.0	2.0	0.2	4.0	50%
In Need of LEP, % of Population Over 3 Enrolled	OCR	2009-10	0.8	0.3	0.4	9.2	4%
Enrolled in LEP, % of Population Over 3 Enrolled	OCR	2009-10	0.8	0.3	0.4	8.7	3%
IDEA, % of Population Over 3 Enrolled	OCR	2009-10	10.0	6.9	0.7	8.0	87%
Gifted-Talented, % of Population Over 3 Enrolled	OCR	2009-10	3.0	4.7	0.6	2.6	56%
NEW MEXICO							
ACHIEVEMENT INDICATORS							
Grade 4: At or Above Proficient: Reading, %	NAEP	2013	24.1	38.0	63%	16.8	44%
Grade 4: At or Above Proficient: Math, %	NAEP	2013	24.3	47.9	51%	25.7	54%
Grade 8: At or Above Proficient: Reading, %	NAEP	2013	14.5	39.9	36%	16.5	41%
Grade 8: At or Above Proficient: Math, %	NAEP	2013	12.0	40.2	30%	16.8	42%
Grade 4: Average Scale Score: Reading (Out of 500)	NAEP	2013	210.1	225.0	93%	200.5	89%
Grade 4: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	225.0	245.5	92%	229.4	93%
Grade 8: Average Scale Score: Reading (Out of 500)	NAEP	2013	245.2	271.2	90%	251.7	93%
Grade 8: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	258.4	289.4	89%	267.8	93%
Average Freshman Graduation Rate	NCES	2009-10	59.4	70.5	84%	65.3	93%
TEACHER QUALITY							
Percentage of Students Enrolled in Schools With More Than 20% of First-Year Teachers	OCR	2011-12	3.0	2.0	67%	2.0	100%
Percentage of Students Attending Schools With More Than 20% of Teachers Not Yet Certified	OCR	2011-12	0.1	0.2	200%	0.2	100%
ENROLLMENT							
Nursery School, Preschool, % of Population Under 5	ACS-Census	2013	11.4	21.7	52%	20.2	93%
Enrolled in Alg 1 in Grade 7-Grade 8, % of Population Over 3 Enrolled	OCR	2009-10	0.8	0.6	138%	1.0	157%
STUDENT STATUS & RISK FACTORS							
Families and People For Whom Poverty Status is Determined:							
<i>Percent of All Families With Related Children Under 18 Years Only</i>	ACS	2013	30.3	14.4	48%	31.6	46%
<i>Percent of All Families With Related Children Under 5 Years Only</i>	ACS	2013	53.4	11.9	22%	31.0	38%
Out of School Suspensions, % Male	OCR	2011-12	9.0	5.0	56%	4.0	125%
Out of School Suspensions, % Female	OCR	2011-12	10.0	3.0	30%	6.0	50%
In Need of LEP, % of Population Over 3 Enrolled	OCR	2009-10	1.6	0.3	17%	14.0	2%
Enrolled in LEP, % of Population Over 3 Enrolled	OCR	2009-10	1.6	0.2	14%	11.9	2%
IDEA, % of Population Over 3 Enrolled	OCR	2009-10	9.8	3.1	32%	8.0	39%
Gifted-Talented, % of Population Over 3 Enrolled	OCR	2009-10	2.3	2.0	112%	1.7	85%

2015 STATE EDUCATION EQUALITY INDEX

Source	Year	Black	White	B-W Index	Hispanic	Hisp.-White Index
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NEW YORK

ACHIEVEMENT INDICATORS

Grade 4: At or Above Proficient: Reading, %	NAEP	2013	21.2	47.0	45%	21.5	46%
Grade 4: At or Above Proficient: Math, %	NAEP	2013	17.0	50.4	34%	23.6	47%
Grade 8: At or Above Proficient: Reading, %	NAEP	2013	17.8	46.1	39%	19.2	42%
Grade 8: At or Above Proficient: Math, %	NAEP	2013	12.3	43.9	28%	14.5	33%
Grade 4: Average Scale Score: Reading (Out of 500)	NAEP	2013	210.6	232.9	90%	210.0	90%
Grade 4: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	224.7	248.1	91%	228.8	92%
Grade 8: Average Scale Score: Reading (Out of 500)	NAEP	2013	251.9	276.5	91%	251.9	91%
Grade 8: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	261.5	293.7	89%	265.2	90%
Average Freshman Graduation Rate	NCES	2009-10	61.7	86.7	71%	60.7	70%

TEACHER QUALITY

Percentage of Students Enrolled in Schools With More Than 20% of First-Year Teachers	OCR	2011-12	4.0	0.5	13%	3.0	17%
Percentage of Students Attending Schools With More Than 20% of Teachers Not Yet Certified	OCR	2011-12	9.8	0.5	5%	7.7	6%

ENROLLMENT

Nursery School, Preschool, % of Population Under 5	ACS-Census	2013	26.7	26.7	100%	22.2	83%
Enrolled in Alg 1 in Grade 7-Grade 8, % of Population Over 3 Enrolled	OCR	2009-10	0.4	1.1	37%	0.3	32%

STUDENT STATUS & RISK FACTORS

Families and People For Whom Poverty Status is Determined:							
<i>Percent of All Families With Related Children Under 18 Years Only</i>	ACS	2013	27.6	11.1	40%	31.0	36%
<i>Percent of All Families With Related Children Under 5 Years Only</i>	ACS	2013	25.4	11.6	46%	23.9	49%
Out of School Suspensions, % Male	OCR	2011-12	23.0	8.0	35%	11.0	73%
Out of School Suspensions, % Female	OCR	2011-12	5.0	2.0	40%	2.0	100%
In Need of LEP, % of Population Over 3 Enrolled	OCR	2009-10	0.6	0.2	42%	4.9	5%
Enrolled in LEP, % of Population Over 3 Enrolled	OCR	2009-10	0.5	0.2	42%	4.7	5%
IDEA, % of Population Over 3 Enrolled	OCR	2009-10	4.4	5.5	125%	3.0	185%
Gifted-Talented, % of Population Over 3 Enrolled	OCR	2009-10	1.8	1.4	130%	1.5	109%

NORTH CAROLINA

ACHIEVEMENT INDICATORS

Grade 4: At or Above Proficient: Reading, %	NAEP	2013	19.6	46.8	42%	23.3	50%
Grade 4: At or Above Proficient: Math, %	NAEP	2013	22.5	60.4	37%	34.6	57%
Grade 8: At or Above Proficient: Reading, %	NAEP	2013	16.4	42.9	38%	23.5	55%
Grade 8: At or Above Proficient: Math, %	NAEP	2013	17.0	48.1	35%	26.8	56%
Grade 4: Average Scale Score: Reading (Out of 500)	NAEP	2013	209.7	232.4	90%	210.1	90%
Grade 4: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	230.3	254.0	91%	239.0	94%
Grade 8: Average Scale Score: Reading (Out of 500)	NAEP	2013	250.7	273.4	92%	257.9	94%
Grade 8: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	268.3	296.1	91%	278.9	94%
Average Freshman Graduation Rate	NCES	2009-10	69.5	80.6	86%	67.4	84%

2015 STATE EDUCATION EQUALITY INDEX	Source	Year	Black	White	B-W Index	Hispanic	Hisp.-White Index
NORTH CAROLINA (CONTINUED)							
TEACHER QUALITY							
Percentage of Students Enrolled in Schools With More Than 20% of First-Year Teachers	OCR	2011-12	5.0	1.0	20%	4.0	25%
Percentage of Students Attending Schools With More Than 20% of Teachers Not Yet Certified	OCR	2011-12	2.2	1.1	50%	0.7	157%
ENROLLMENT							
Nursery School, Preschool, % of Population Under 5	ACS-Census	2013	23.8	25.7	93%	20.2	79%
Enrolled in Alg 1 in Grade 7-Grade 8, % of Population Over 3 Enrolled	OCR	2009-10	0.7	1.2	59%	0.6	54%
STUDENT STATUS & RISK FACTORS							
Families and People For Whom Poverty Status is Determined:							
<i>Percent of All Families With Related Children Under 18 Years Only</i>	ACS	2013	32.8	13.3	41%	37.2	36%
<i>Percent of All Families With Related Children Under 5 Years Only</i>	ACS	2013	37.9	13.4	35%	30.0	45%
Out of School Suspensions, % Male	OCR	2011-12	6.0	2.0	33%	5.0	40%
Out of School Suspensions, % Female	OCR	2011-12	12.0	3.0	25%	4.0	75%
In Need of LEP, % of Population Over 3 Enrolled	OCR	2009-10	0.5	0.4	66%	34.6	1%
Enrolled in LEP, % of Population Over 3 Enrolled	OCR	2009-10	0.3	0.2	72%	25.7	1%
IDEA, % of Population Over 3 Enrolled	OCR	2009-10	9.7	5.7	59%	5.9	97%
Gifted-Talented, % of Population Over 3 Enrolled	OCR	2009-10	3.1	8.1	38%	2.6	33%
NORTH DAKOTA							
ACHIEVEMENT INDICATORS							
Grade 4: At or Above Proficient: Reading, %	NAEP	2013	23.3	36.6	64%	29.0	79%
Grade 4: At or Above Proficient: Math, %	NAEP	2013	34.6	52.1	66%	27.2	52%
Grade 8: At or Above Proficient: Reading, %	NAEP	2013	23.0	37.0	62%	NA	NA
Grade 8: At or Above Proficient: Math, %	NAEP	2013	25.0	44.4	56%	NA	NA
Grade 4: Average Scale Score: Reading (Out of 500)	NAEP	2013	210.6	227.2	93%	217.3	96%
Grade 4: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	239.4	249.3	96%	237.3	95%
Grade 8: Average Scale Score: Reading (Out of 500)	NAEP	2013	254.8	270.5	94%	NA	NA
Grade 8: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	271.6	294.3	92%	NA	NA
Average Freshman Graduation Rate	NCES	2009-10	100.0	91.3	110%	66.7	73%
TEACHER QUALITY							
Percentage of Students Enrolled in Schools With More Than 20% of First-Year Teachers	OCR	2011-12	1.0	2.0	200%	2.0	100%
Percentage of Students Attending Schools With More Than 20% of Teachers Not Yet Certified	OCR	2011-12	0.0	0.2	0%	0.2	100%
ENROLLMENT							
Nursery School, Preschool, % of Population Under 5	ACS-Census	2013	25.0	24.3	103%	10.1	41%
Enrolled in Alg 1 in Grade 7-Grade 8, % of Population Over 3 Enrolled	OCR	2009-10	0.4	0.9	47%	NA	NA

2015 STATE EDUCATION EQUALITY INDEX	Source	Year	Black	White	B-W Index	Hispanic	Hisp.-White Index
NORTH DAKOTA (CONTINUED)							
STUDENT STATUS & RISK FACTORS							
Families and People For Whom Poverty Status is Determined:							
<i>Percent of All Families With Related Children Under 18 Years Only</i>	ACS	2013	NA	6.2	NA	22.2	28%
<i>Percent of All Families With Related Children Under 5 Years Only</i>	ACS	2013	26.2	9.0	34%	14.4	63%
Out of School Suspensions, % Male	OCR	2011-12	24.0	7.0	29%	12.0	58%
Out of School Suspensions, % Female	OCR	2011-12	1.0	1.0	100%	2.0	50%
In Need of LEP, % of Population Over 3 Enrolled	OCR	2009-10	23.4	0.3	1%	15.6	2%
Enrolled in LEP, % of Population Over 3 Enrolled	OCR	2009-10	20.2	0.2	1%	16.8	1%
IDEA, % of Population Over 3 Enrolled	OCR	2009-10	11.6	7.2	62%	8.5	85%
Gifted-Talented, % of Population Over 3 Enrolled	OCR	2009-10	1.8	1.9	96%	0.5	25%
OHIO							
ACHIEVEMENT INDICATORS							
Grade 4: At or Above Proficient: Reading, %	NAEP	2013	11.3	44.1	26%	25.2	57%
Grade 4: At or Above Proficient: Math, %	NAEP	2013	15.6	56.5	28%	35.9	64%
Grade 8: At or Above Proficient: Reading, %	NAEP	2013	16.4	42.8	38%	34.2	80%
Grade 8: At or Above Proficient: Math, %	NAEP	2013	15.7	45.2	35%	27.1	60%
Grade 4: Average Scale Score: Reading (Out of 500)	NAEP	2013	195.4	231.1	85%	213.6	92%
Grade 4: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	221.6	251.7	88%	237.1	94%
Grade 8: Average Scale Score: Reading (Out of 500)	NAEP	2013	247.0	273.1	90%	265.8	97%
Grade 8: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	266.7	294.2	91%	277.0	94%
Average Freshman Graduation Rate	NCES	2009-10	60.2	86.5	70%	67.7	78%
TEACHER QUALITY							
Percentage of Students Enrolled in Schools With More Than 20% of First-Year Teachers	OCR	2011-12	5.0	1.0	20%	2.0	50%
Percentage of Students Attending Schools With More Than 20% of Teachers Not Yet Certified	OCR	2011-12	5.4	0.5	9%	1.0	50%
ENROLLMENT							
Nursery School, Preschool, % of Population Under 5	ACS-Census	2013	24.8	27.8	89%	22.0	79%
Enrolled in Alg 1 in Grade 7-Grade 8, % of Population Over 3 Enrolled	OCR	2009-10	0.7	1.4	54%	0.5	38%
STUDENT STATUS & RISK FACTORS							
Families and People For Whom Poverty Status is Determined:							
<i>Percent of All Families With Related Children Under 18 Years Only</i>	ACS	2013	40.2	15.5	39%	33.9	46%
<i>Percent of All Families With Related Children Under 5 Years Only</i>	ACS	2013	47.2	16.8	36%	40.0	42%
Out of School Suspensions, % Male	OCR	2011-12	24.0	7.0	29%	10.0	70%
Out of School Suspensions, % Female	OCR	2011-12	14.0	3.0	21%	6.0	50%
In Need of LEP, % of Population Over 3 Enrolled	OCR	2009-10	2.1	0.2	11%	13.0	2%
Enrolled in LEP, % of Population Over 3 Enrolled	OCR	2009-10	1.1	0.2	17%	11.6	2%
IDEA, % of Population Over 3 Enrolled	OCR	2009-10	10.8	7.3	68%	5.1	145%
Gifted-Talented, % of Population Over 3 Enrolled	OCR	2009-10	1.5	2.6	58%	1.0	36%

2015 STATE EDUCATION EQUALITY INDEX

Source	Year	Black	White	B-W Index	Hispanic	Hisp.-White Index
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OKLAHOMA

ACHIEVEMENT INDICATORS

Grade 4: At or Above Proficient: Reading, %	NAEP	2013	14.2	36.0	39%	16.5	46%
Grade 4: At or Above Proficient: Math, %	NAEP	2013	13.6	45.0	30%	21.3	47%
Grade 8: At or Above Proficient: Reading, %	NAEP	2013	14.0	34.8	40%	18.2	52%
Grade 8: At or Above Proficient: Math, %	NAEP	2013	9.4	29.4	32%	14.9	51%
Grade 4: Average Scale Score: Reading (Out of 500)	NAEP	2013	200.6	223.5	90%	204.4	91%
Grade 4: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	219.4	245.1	90%	229.2	94%
Grade 8: Average Scale Score: Reading (Out of 500)	NAEP	2013	245.3	268.1	91%	251.7	94%
Grade 8: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	255.6	281.0	91%	264.9	94%
Average Freshman Graduation Rate	NCES	2009-10	68.8	80.7	85%	70.7	88%

TEACHER QUALITY

Percentage of Students Enrolled in Schools With More Than 20% of First-Year Teachers	OCR	2011-12	6.0	2.0	33%	6.0	33%
Percentage of Students Attending Schools With More Than 20% of Teachers Not Yet Certified	OCR	2011-12	0.6	0.2	33%	0.9	22%

ENROLLMENT

Nursery School, Preschool, % of Population Under 5	ACS-Census	2013	26.7	26.4	101%	24.1	91%
Enrolled in Alg 1 in Grade 7-Grade 8, % of Population Over 3 Enrolled	OCR	2009-10	0.9	1.0	93%	0.6	61%

STUDENT STATUS & RISK FACTORS

Families and People For Whom Poverty Status is Determined:							
<i>Percent of All Families With Related Children Under 18 Years Only</i>	ACS	2013	40.6	16.0	39%	26.3	61%
<i>Percent of All Families With Related Children Under 5 Years Only</i>	ACS	2013	48.9	18.2	37%	23.0	79%
Out of School Suspensions, % Male	OCR	2011-12	20.0	7.0	35%	9.0	78%
Out of School Suspensions, % Female	OCR	2011-12	13.0	3.0	23%	4.0	75%
In Need of LEP, % of Population Over 3 Enrolled	OCR	2009-10	0.7	0.3	41%	31.4	1%
Enrolled in LEP, % of Population Over 3 Enrolled	OCR	2009-10	0.6	0.2	29%	25.1	1%
IDEA, % of Population Over 3 Enrolled	OCR	2009-10	13.8	8.7	63%	7.2	120%
Gifted-Talented, % of Population Over 3 Enrolled	OCR	2009-10	6.2	9.0	69%	4.9	55%

OREGON

ACHIEVEMENT INDICATORS

Grade 4: At or Above Proficient: Reading, %	NAEP	2013	11.4	38.1	30%	16.1	42%
Grade 4: At or Above Proficient: Math, %	NAEP	2013	16.4	46.3	35%	20.3	44%
Grade 8: At or Above Proficient: Reading, %	NAEP	2013	NA	43.5	NA	17.7	41%
Grade 8: At or Above Proficient: Math, %	NAEP	2013	NA	40.1	NA	16.0	40%
Grade 4: Average Scale Score: Reading (Out of 500)	NAEP	2013	200.2	225.0	89%	199.1	88%
Grade 4: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	220.3	244.9	90%	224.2	92%
Grade 8: Average Scale Score: Reading (Out of 500)	NAEP	2013	NA	273.9	NA	252.7	92%
Grade 8: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	NA	289.7	NA	265.9	92%
Average Freshman Graduation Rate	NCES	2009-10	65.9	77.3	85%	75.6	98%

2015 STATE EDUCATION EQUALITY INDEX	Source	Year	Black	White	B-W Index	Hispanic	Hisp.-White Index
OREGON (CONTINUED)							
TEACHER QUALITY							
Percentage of Students Enrolled in Schools With More Than 20% of First-Year Teachers	OCR	2011-12	2.0	2.0	100%	1.0	200%
Percentage of Students Attending Schools With More Than 20% of Teachers Not Yet Certified	OCR	2011-12	0.3	0.5	167%	0.3	167%
ENROLLMENT							
Nursery School, Preschool, % of Population Under 5	ACS-Census	2013	25.2	24.5	103%	18.0	74%
Enrolled in Alg 1 in Grade 7-Grade 8, % of Population Over 3 Enrolled	OCR	2009-10	1.6	1.6	105%	1.1	67%
STUDENT STATUS & RISK FACTORS							
Families and People For Whom Poverty Status is Determined:							
<i>Percent of All Families With Related Children Under 18 Years Only</i>	ACS	2013	36.9	15.0	41%	29.7	51%
<i>Percent of All Families With Related Children Under 5 Years Only</i>	ACS	2013	41.1	19.9	48%	29.0	69%
Out of School Suspensions, % Male	OCR	2011-12	22.0	5.0	23%	14.0	36%
Out of School Suspensions, % Female	OCR	2011-12	10.0	3.0	30%	4.0	75%
In Need of LEP, % of Population Over 3 Enrolled	OCR	2009-10	5.5	0.7	13%	31.1	2%
Enrolled in LEP, % of Population Over 3 Enrolled	OCR	2009-10	4.8	0.6	13%	28.5	2%
IDEA, % of Population Over 3 Enrolled	OCR	2009-10	11.9	6.7	56%	8.8	76%
Gifted-Talented, % of Population Over 3 Enrolled	OCR	2009-10	3.0	4.1	74%	1.8	44%
PENNSYLVANIA							
ACHIEVEMENT INDICATORS							
Grade 4: At or Above Proficient: Reading, %	NAEP	2013	19.8	46.9	42%	18.6	40%
Grade 4: At or Above Proficient: Math, %	NAEP	2013	18.8	52.1	36%	24.4	47%
Grade 8: At or Above Proficient: Reading, %	NAEP	2013	17.0	49.1	35%	17.4	35%
Grade 8: At or Above Proficient: Math, %	NAEP	2013	13.0	49.5	26%	15.6	31%
Grade 4: Average Scale Score: Reading (Out of 500)	NAEP	2013	207.9	232.6	89%	208.5	90%
Grade 4: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	225.8	249.6	90%	229.2	92%
Grade 8: Average Scale Score: Reading (Out of 500)	NAEP	2013	249.7	278.6	90%	249.2	89%
Grade 8: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	261.7	297.0	88%	264.4	89%
Average Freshman Graduation Rate	NCES	2009-10	68.3	87.9	78%	70.4	80%
TEACHER QUALITY							
Percentage of Students Enrolled in Schools With More Than 20% of First-Year Teachers	OCR	2011-12	3.0	0.2	7%	1.0	20%
Percentage of Students Attending Schools With More Than 20% of Teachers Not Yet Certified	OCR	2011-12	34.5	2.1	6%	20.9	10%
ENROLLMENT							
Nursery School, Preschool, % of Population Under 5	ACS-Census	2013	25.4	27.1	94%	18.6	69%
Enrolled in Alg 1 in Grade 7-Grade 8, % of Population Over 3 Enrolled	OCR	2009-10	2.3	2.2	107%	1.9	85%

2015 STATE EDUCATION EQUALITY INDEX	Source	Year	Black	White	B-W Index	Hispanic	Hisp.-White Index
PENNSYLVANIA (CONTINUED)							
STUDENT STATUS & RISK FACTORS							
Families and People For Whom Poverty Status is Determined:							
<i>Percent of All Families With Related Children Under 18 Years Only</i>	ACS	2013	31.9	11.0	34%	39.1	28%
<i>Percent of All Families With Related Children Under 5 Years Only</i>	ACS	2013	30.0	12.2	41%	35.0	35%
Out of School Suspensions, % Male	OCR	2011-12	23.0	9.0	39%	17.0	53%
Out of School Suspensions, % Female	OCR	2011-12	13.0	2.0	15%	7.0	29%
In Need of LEP, % of Population Over 3 Enrolled	OCR	2009-10	1.2	0.3	21%	12.8	2%
Enrolled in LEP, % of Population Over 3 Enrolled	OCR	2009-10	0.9	0.2	21%	10.5	2%
IDEA, % of Population Over 3 Enrolled	OCR	2009-10	10.0	7.7	77%	8.5	90%
Gifted-Talented, % of Population Over 3 Enrolled	OCR	2009-10	1.2	2.3	54%	0.9	39%
RHODE ISLAND							
ACHIEVEMENT INDICATORS							
Grade 4: At or Above Proficient: Reading, %	NAEP	2013	18.1	48.0	38%	16.9	35%
Grade 4: At or Above Proficient: Math, %	NAEP	2013	18.6	53.4	35%	22.8	43%
Grade 8: At or Above Proficient: Reading, %	NAEP	2013	18.2	44.1	41%	17.8	40%
Grade 8: At or Above Proficient: Math, %	NAEP	2013	14.5	45.2	32%	15.4	34%
Grade 4: Average Scale Score: Reading (Out of 500)	NAEP	2013	205.4	233.1	88%	201.5	86%
Grade 4: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	224.1	249.8	90%	225.7	90%
Grade 8: Average Scale Score: Reading (Out of 500)	NAEP	2013	249.3	274.6	91%	248.7	91%
Grade 8: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	262.8	293.6	90%	262.9	90%
Average Freshman Graduation Rate	NCES	2009-10	74.2	78.3	95%	69.1	88%
TEACHER QUALITY							
Percentage of Students Enrolled in Schools With More Than 20% of First-Year Teachers	OCR	2011-12	3.0	0.3	10%	5.0	6%
Percentage of Students Attending Schools With More Than 20% of Teachers Not Yet Certified	OCR	2011-12	0.6	0.2	33%	0.6	33%
ENROLLMENT							
Nursery School, Preschool, % of Population Under 5	ACS-Census	2013	19.7	27.6	71%	12.3	44%
Enrolled in Alg 1 in Grade 7-Grade 8, % of Population Over 3 Enrolled	OCR	2009-10	0.7	1.1	59%	0.8	68%
STUDENT STATUS & RISK FACTORS							
Families and People For Whom Poverty Status is Determined:							
<i>Percent of All Families With Related Children Under 18 Years Only</i>	ACS	2013	NA	9.6	NA	48.7	20%
<i>Percent of All Families With Related Children Under 5 Years Only</i>	ACS	2013	34.9	12.3	35%	34.9	35%
Out of School Suspensions, % Male	OCR	2011-12	22.0	9.0	41%	10.0	90%
Out of School Suspensions, % Female	OCR	2011-12	13.0	4.0	31%	9.0	44%
In Need of LEP, % of Population Over 3 Enrolled	OCR	2009-10	4.5	0.3	7%	12.0	3%
Enrolled in LEP, % of Population Over 3 Enrolled	OCR	2009-10	4.3	0.3	7%	11.6	3%
IDEA, % of Population Over 3 Enrolled	OCR	2009-10	12.4	7.0	56%	10.3	67%
Gifted-Talented, % of Population Over 3 Enrolled	OCR	2009-10	1.4	1.0	139%	0.7	67%

2015 STATE EDUCATION EQUALITY INDEX

Source	Year	Black	White	B-W Index	Hispanic	Hisp.-White Index
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SOUTH CAROLINA

ACHIEVEMENT INDICATORS

Grade 4: At or Above Proficient: Reading, %	NAEP	2013	13.2	38.7	34%	21.2	55%
Grade 4: At or Above Proficient: Math, %	NAEP	2013	15.3	48.8	31%	24.9	51%
Grade 8: At or Above Proficient: Reading, %	NAEP	2013	13.9	38.6	36%	24.2	63%
Grade 8: At or Above Proficient: Math, %	NAEP	2013	12.7	42.6	30%	23.2	54%
Grade 4: Average Scale Score: Reading (Out of 500)	NAEP	2013	197.5	224.3	88%	211.3	94%
Grade 4: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	221.8	246.8	90%	228.8	93%
Grade 8: Average Scale Score: Reading (Out of 500)	NAEP	2013	246.7	270.6	91%	256.9	95%
Grade 8: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	261.0	291.8	89%	272.2	93%
Average Freshman Graduation Rate	NCES	2009-10	61.5	72.8	84%	65.7	90%

TEACHER QUALITY

Percentage of Students Enrolled in Schools With More Than 20% of First-Year Teachers	OCR	2011-12	2.0	1.0	50%	1.0	100%
Percentage of Students Attending Schools With More Than 20% of Teachers Not Yet Certified	OCR	2011-12	0.9	0.4	44%	0.2	200%

ENROLLMENT

Nursery School, Preschool, % of Population Under 5	ACS-Census	2013	24.0	21.5	111%	17.2	80%
Enrolled in Alg 1 in Grade 7-Grade 8, % of Population Over 3 Enrolled	OCR	2009-10	0.9	1.6	55%	0.8	50%

STUDENT STATUS & RISK FACTORS

Families and People For Whom Poverty Status is Determined:							
<i>Percent of All Families With Related Children Under 18 Years Only</i>	ACS	2013	37.7	14.4	38%	33.9	42%
<i>Percent of All Families With Related Children Under 5 Years Only</i>	ACS	2013	48.1	15.8	33%	30.1	52%
Out of School Suspensions, % Male	OCR	2011-12	13.0	4.0	31%	9.0	44%
Out of School Suspensions, % Female	OCR	2011-12	13.0	4.0	31%	4.0	100%
In Need of LEP, % of Population Over 3 Enrolled	OCR	2009-10	0.1	0.4	269%	43.1	1%
Enrolled in LEP, % of Population Over 3 Enrolled	OCR	2009-10	0.1	0.3	253%	38.0	1%
IDEA, % of Population Over 3 Enrolled	OCR	2009-10	10.1	6.7	66%	5.9	114%
Gifted-Talented, % of Population Over 3 Enrolled	OCR	2009-10	4.1	9.7	42%	3.6	38%

SOUTH DAKOTA

ACHIEVEMENT INDICATORS

Grade 4: At or Above Proficient: Reading, %	NAEP	2013	17.0	37.9	45%	19.2	51%
Grade 4: At or Above Proficient: Math, %	NAEP	2013	13.8	48.0	29%	16.2	34%
Grade 8: At or Above Proficient: Reading, %	NAEP	2013	NA	39.7	NA	21.5	54%
Grade 8: At or Above Proficient: Math, %	NAEP	2013	10.5	44.6	23%	27.2	61%
Grade 4: Average Scale Score: Reading (Out of 500)	NAEP	2013	201.5	224.8	90%	206.8	92%
Grade 4: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	221.2	247.0	90%	225.7	91%
Grade 8: Average Scale Score: Reading (Out of 500)	NAEP	2013	NA	271.9	NA	259.0	95%
Grade 8: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	254.4	293.6	87%	274.4	93%
Average Freshman Graduation Rate	NCES	2009-10	80.1	86.0	93%	73.4	85%

2015 STATE EDUCATION EQUALITY INDEX	Source	Year	Black	White	B-W Index	Hispanic	Hisp.-White Index
SOUTH DAKOTA (CONTINUED)							
TEACHER QUALITY							
Percentage of Students Enrolled in Schools With More Than 20% of First-Year Teachers	OCR	2011-12	2.0	3.0	150%	3.0	100%
Percentage of Students Attending Schools With More Than 20% of Teachers Not Yet Certified	OCR	2011-12	2.9	5.8	200%	5.8	100%
ENROLLMENT							
Nursery School, Preschool, % of Population Under 5	ACS-Census	2013	13.2	23.1	57%	6.6	29%
Enrolled in Alg 1 in Grade 7-Grade 8, % of Population Over 3 Enrolled	OCR	2009-10	NA	1.1	NA	0.2	15%
STUDENT STATUS & RISK FACTORS							
Families and People For Whom Poverty Status is Determined:							
<i>Percent of All Families With Related Children Under 18 Years Only</i>	ACS	2013	30.1	10.1	34%	33.1	31%
<i>Percent of All Families With Related Children Under 5 Years Only</i>	ACS	2013	21.6	9.5	44%	51.8	18%
Out of School Suspensions, % Male	OCR	2011-12	25.0	6.0	24%	9.0	67%
Out of School Suspensions, % Female	OCR	2011-12	7.0	1.0	14%	4.0	25%
In Need of LEP, % of Population Over 3 Enrolled	OCR	2009-10	21.1	NA	NA	12.3	NA
Enrolled in LEP, % of Population Over 3 Enrolled	OCR	2009-10	21.0	0.4	2%	9.3	4%
IDEA, % of Population Over 3 Enrolled	OCR	2009-10	12.8	6.8	53%	9.3	74%
Gifted-Talented, % of Population Over 3 Enrolled	OCR	2009-10	1.2	1.5	77%	0.5	33%
TENNESSEE							
ACHIEVEMENT INDICATORS							
Grade 4: At or Above Proficient: Reading, %	NAEP	2013	15.2	39.8	38%	20.7	52%
Grade 4: At or Above Proficient: Math, %	NAEP	2013	15.1	49.6	30%	21.8	44%
Grade 8: At or Above Proficient: Reading, %	NAEP	2013	16.4	37.9	43%	27.7	73%
Grade 8: At or Above Proficient: Math, %	NAEP	2013	9.7	32.6	30%	21.2	65%
Grade 4: Average Scale Score: Reading (Out of 500)	NAEP	2013	200.7	226.7	89%	203.0	90%
Grade 4: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	220.7	246.5	90%	228.9	93%
Grade 8: Average Scale Score: Reading (Out of 500)	NAEP	2013	250.6	269.8	93%	261.7	97%
Grade 8: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	256.7	283.9	90%	270.4	95%
Average Freshman Graduation Rate	NCES	2009-10	75.6	82.0	92%	78.1	95%
TEACHER QUALITY							
Percentage of Students Enrolled in Schools With More Than 20% of First-Year Teachers	OCR	2011-12	4.0	2.0	50%	4.0	50%
Percentage of Students Attending Schools With More Than 20% of Teachers Not Yet Certified	OCR	2011-12	21.2	0.7	3%	7.0	10%
ENROLLMENT							
Nursery School, Preschool, % of Population Under 5	ACS-Census	2013	26.8	21.0	127%	15.1	72%
Enrolled in Alg 1 in Grade 7-Grade 8, % of Population Over 3 Enrolled	OCR	2009-10	0.8	0.8	105%	0.7	82%

2015 STATE EDUCATION EQUALITY INDEX	Source	Year	Black	White	B-W Index	Hispanic	Hisp.-White Index
TENNESSEE (CONTINUED)							
STUDENT STATUS & RISK FACTORS							
Families and People For Whom Poverty Status is Determined:							
<i>Percent of All Families With Related Children Under 18 Years Only</i>	ACS	2013	36.3	17.1	47%	38.4	45%
<i>Percent of All Families With Related Children Under 5 Years Only</i>	ACS	2013	39.7	18.3	46%	42.8	43%
Out of School Suspensions, % Male	OCR	2011-12	14.6	7.1	49%	29.6	24%
Out of School Suspensions, % Female	OCR	2011-12	51.9	52.7	102%	76.0	69%
In Need of LEP, % of Population Over 3 Enrolled	OCR	2009-10	4.0	5.0	125%	5.0	100%
Enrolled in LEP, % of Population Over 3 Enrolled	OCR	2009-10	0.1	0.2	146%	0.2	99%
IDEA, % of Population Over 3 Enrolled	OCR	2009-10	0.1	0.1	137%	0.2	89%
Gifted-Talented, % of Population Over 3 Enrolled	OCR	2009-10	0.8	1.6	50%	0.7	43%
TEXAS							
ACHIEVEMENT INDICATORS							
Grade 4: At or Above Proficient: Reading, %	NAEP	2013	18.3	46.1	40%	17.1	37%
Grade 4: At or Above Proficient: Math, %	NAEP	2013	24.1	61.5	39%	30.3	49%
Grade 8: At or Above Proficient: Reading, %	NAEP	2013	17.3	49.5	35%	19.9	40%
Grade 8: At or Above Proficient: Math, %	NAEP	2013	21.5	52.8	41%	28.5	54%
Grade 4: Average Scale Score: Reading (Out of 500)	NAEP	2013	209.4	233.3	90%	206.0	88%
Grade 4: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	230.8	255.1	90%	234.7	92%
Grade 8: Average Scale Score: Reading (Out of 500)	NAEP	2013	252.8	278.8	91%	254.8	91%
Grade 8: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	272.5	300.0	91%	281.4	94%
Average Freshman Graduation Rate	NCES	2009-10	69.4	82.8	84%	77.4	93%
TEACHER QUALITY							
Percentage of Students Enrolled in Schools With More Than 20% of First-Year Teachers	OCR	2011-12	4.0	2.0	50%	3.0	67%
Percentage of Students Attending Schools With More Than 20% of Teachers Not Yet Certified	OCR	2011-12	2.9	1.4	48%	1.3	108%
ENROLLMENT							
Nursery School, Preschool, % of Population Under 5	ACS-Census	2013	27.0	25.4	106%	21.8	86%
Enrolled in Alg 1 in Grade 7-Grade 8, % of Population Over 3 Enrolled	OCR	2009-10	0.8	0.7	110%	0.8	121%
STUDENT STATUS & RISK FACTORS							
Families and People For Whom Poverty Status is Determined:							
<i>Percent of All Families With Related Children Under 18 Years Only</i>	ACS	2013	29.2	9.6	33%	29.1	33%
<i>Percent of All Families With Related Children Under 5 Years Only</i>	ACS	2013	31.3	10.1	32%	26.8	38%
Out of School Suspensions, % Male	OCR	2011-12	14.0	3.0	21%	6.0	50%
Out of School Suspensions, % Female	OCR	2011-12	10.0	2.0	20%	3.0	67%
In Need of LEP, % of Population Over 3 Enrolled	OCR	2009-10	2.4	0.3	11%	23.0	1%
Enrolled in LEP, % of Population Over 3 Enrolled	OCR	2009-10	2.2	0.2	11%	21.1	1%
IDEA, % of Population Over 3 Enrolled	OCR	2009-10	8.0	2.9	36%	6.3	47%
Gifted-Talented, % of Population Over 3 Enrolled	OCR	2009-10	3.2	3.4	95%	4.4	131%

2015 STATE EDUCATION EQUALITY INDEX

Source	Year	Black	White	B-W Index	Hispanic	Hisp.-White Index
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UTAH

ACHIEVEMENT INDICATORS

Grade 4: At or Above Proficient: Reading, %	NAEP	2013	NA	42.8	NA	14.0	33%
Grade 4: At or Above Proficient: Math, %	NAEP	2013	NA	51.0	NA	16.4	32%
Grade 8: At or Above Proficient: Reading, %	NAEP	2013	NA	43.7	NA	22.1	51%
Grade 8: At or Above Proficient: Math, %	NAEP	2013	NA	41.9	NA	12.7	30%
Grade 4: Average Scale Score: Reading (Out of 500)	NAEP	2013	NA	229.5	NA	196.5	86%
Grade 4: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	NA	248.2	NA	221.3	89%
Grade 8: Average Scale Score: Reading (Out of 500)	NAEP	2013	NA	273.6	NA	255.9	94%
Grade 8: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	NA	290.6	NA	257.9	89%
Average Freshman Graduation Rate	NCES	2009-10	69.8	81.7	85%	60.6	74%

TEACHER QUALITY

Percentage of Students Enrolled in Schools With More Than 20% of First-Year Teachers	OCR	2011-12	4.0	3.0	75%	4.0	75%
Percentage of Students Attending Schools With More Than 20% of Teachers Not Yet Certified	OCR	2011-12	2.2	3.7	168%	2.5	148%

ENROLLMENT

Nursery School, Preschool, % of Population Under 5	ACS-Census	2013	35.8	24.2	148%	16.8	69%
Enrolled in Alg 1 in Grade 7-Grade 8, % of Population Over 3 Enrolled	OCR	2009-10	1.5	2.1	70%	1.4	64%

STUDENT STATUS & RISK FACTORS

Families and People For Whom Poverty Status is Determined:							
<i>Percent of All Families With Related Children Under 18 Years Only</i>	ACS	2013	26.8	9.4	35%	28.3	33%
<i>Percent of All Families With Related Children Under 5 Years Only</i>	ACS	2013	19.4	10.0	52%	27.0	37%
Out of School Suspensions, % Male	OCR	2011-12	15.0	7.0	47%	11.0	64%
Out of School Suspensions, % Female	OCR	2011-12	5.0	1.0	20%	3.0	33%
In Need of LEP, % of Population Over 3 Enrolled	OCR	2009-10	13.1	0.4	3%	36.5	1%
Enrolled in LEP, % of Population Over 3 Enrolled	OCR	2009-10	12.9	0.4	3%	34.8	1%
IDEA, % of Population Over 3 Enrolled	OCR	2009-10	11.5	6.7	58%	8.2	82%
Gifted-Talented, % of Population Over 3 Enrolled	OCR	2009-10	3.1	2.1	148%	2.4	115%

VERMONT

ACHIEVEMENT INDICATORS

Grade 4: At or Above Proficient: Reading, %	NAEP	2013	NA	43.3	NA	NA	NA
Grade 4: At or Above Proficient: Math, %	NAEP	2013	NA	52.6	NA	NA	NA
Grade 8: At or Above Proficient: Reading, %	NAEP	2013	24.8	45.3	55%	NA	NA
Grade 8: At or Above Proficient: Math, %	NAEP	2013	18.0	47.6	38%	NA	NA
Grade 4: Average Scale Score: Reading (Out of 500)	NAEP	2013	NA	229.1	NA	NA	NA
Grade 4: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	NA	248.5	NA	NA	NA
Grade 8: Average Scale Score: Reading (Out of 500)	NAEP	2013	257.4	274.8	94%	NA	NA
Grade 8: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	258.2	296.5	87%	NA	NA
Average Freshman Graduation Rate	NCES	2009-10	100.0	89.9	111%	100.0	111%

2015 STATE EDUCATION EQUALITY INDEX	Source	Year	Black	White	B-W Index	Hispanic	Hisp.-White Index
VERMONT (CONTINUED)							
TEACHER QUALITY							
Percentage of Students Enrolled in Schools With More Than 20% of First-Year Teachers	OCR	2011-12	1.0	1.0	100%	0.4	250%
Percentage of Students Attending Schools With More Than 20% of Teachers Not Yet Certified	OCR	2011-12	0.6	2.1	350%	2.9	72%
ENROLLMENT							
Nursery School, Preschool, % of Population Under 5	ACS-Census	2013	11.0	25.2	44%	24.1	96%
Enrolled in Alg 1 in Grade 7-Grade 8, % of Population Over 3 Enrolled	OCR	2009-10	0.8	1.4	60%	0.3	19%
STUDENT STATUS & RISK FACTORS							
Families and People For Whom Poverty Status is Determined:							
<i>Percent of All Families With Related Children Under 18 Years Only</i>	ACS	2013	NA	14.3	NA	18.8	76%
<i>Percent of All Families With Related Children Under 5 Years Only</i>	ACS	2013	27.1	17.9	66%	7.6	236%
Out of School Suspensions, % Male	OCR	2011-12	19.0	7.0	37%	7.0	100%
Out of School Suspensions, % Female	OCR	2011-12	6.0	3.0	50%	6.0	50%
In Need of LEP, % of Population Over 3 Enrolled	OCR	2009-10	17.4	0.4	2%	4.7	8%
Enrolled in LEP, % of Population Over 3 Enrolled	OCR	2009-10	16.3	0.3	2%	3.4	8%
IDEA, % of Population Over 3 Enrolled	OCR	2009-10	12.6	7.8	62%	3.6	218%
Gifted-Talented, % of Population Over 3 Enrolled	OCR	2009-10	0.2	0.2	107%	0.2	92%
VIRGINIA							
ACHIEVEMENT INDICATORS							
Grade 4: At or Above Proficient: Reading, %	NAEP	2013	23.1	50.8	0.5	25.2	50%
Grade 4: At or Above Proficient: Math, %	NAEP	2013	22.5	55.8	0.4	32.1	58%
Grade 8: At or Above Proficient: Reading, %	NAEP	2013	16.7	44.6	0.4	26.2	59%
Grade 8: At or Above Proficient: Math, %	NAEP	2013	15.0	47.2	0.3	25.3	54%
Grade 4: Average Scale Score: Reading (Out of 500)	NAEP	2013	210.8	235.8	0.9	210.8	89%
Grade 4: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	229.2	251.6	0.9	236.4	94%
Grade 8: Average Scale Score: Reading (Out of 500)	NAEP	2013	249.1	274.9	0.9	262.1	95%
Grade 8: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	266.7	295.9	0.9	279.2	94%
Average Freshman Graduation Rate	NCES	2009-10	71.0	84.9	0.8	75.9	89%
TEACHER QUALITY							
Percentage of Students Enrolled in Schools With More Than 20% of First-Year Teachers	OCR	2011-12	1.0	1.0	1.0	1.0	100%
Percentage of Students Attending Schools With More Than 20% of Teachers Not Yet Certified	OCR	2011-12	3.9	1.3	0.3	6.8	19%
ENROLLMENT							
Nursery School, Preschool, % of Population Under 5	ACS-Census	2013	23.9	26.6	0.9	15.7	59%
Enrolled in Alg 1 in Grade 7-Grade 8, % of Population Over 3 Enrolled	OCR	2009-10	1.8	2.2	0.8	1.4	66%

2015 STATE EDUCATION EQUALITY INDEX	Source	Year	Black	White	B-W Index	Hispanic	Hisp.-White Index
VIRGINIA (CONTINUED)							
STUDENT STATUS & RISK FACTORS							
Families and People For Whom Poverty Status is Determined:							
<i>Percent of All Families With Related Children Under 18 Years Only</i>	ACS	2013	25.6	9.6	0.4	17.4	55%
<i>Percent of All Families With Related Children Under 5 Years Only</i>	ACS	2013	26.3	11.3	0.4	18.6	61%
Out of School Suspensions, % Male	OCR	2011-12	18.0	7.0	0.4	10.0	70%
Out of School Suspensions, % Female	OCR	2011-12	10.0	3.0	0.3	3.0	100%
In Need of LEP, % of Population Over 3 Enrolled	OCR	2009-10	1.2	0.5	0.4	28.0	2%
Enrolled in LEP, % of Population Over 3 Enrolled	OCR	2009-10	1.1	0.5	0.4	25.7	2%
IDEA, % of Population Over 3 Enrolled	OCR	2009-10	11.0	6.8	0.6	8.1	84%
Gifted-Talented, % of Population Over 3 Enrolled	OCR	2009-10	4.3	7.7	0.6	4.2	55%
WASHINGTON							
ACHIEVEMENT INDICATORS							
Grade 4: At or Above Proficient: Reading, %	NAEP	2013	24.8	46.2	54%	18.5	40%
Grade 4: At or Above Proficient: Math, %	NAEP	2013	28.8	55.9	51%	23.9	43%
Grade 8: At or Above Proficient: Reading, %	NAEP	2013	22.1	49.5	45%	20.6	42%
Grade 8: At or Above Proficient: Math, %	NAEP	2013	22.7	48.0	47%	22.6	47%
Grade 4: Average Scale Score: Reading (Out of 500)	NAEP	2013	211.0	231.5	91%	205.1	89%
Grade 4: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	230.6	251.2	92%	229.4	91%
Grade 8: Average Scale Score: Reading (Out of 500)	NAEP	2013	257.6	278.8	92%	253.3	91%
Grade 8: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	268.7	295.9	91%	273.2	92%
Average Freshman Graduation Rate	NCES	2009-10	63.0	77.7	81%	64.1	82%
TEACHER QUALITY							
Percentage of Students Enrolled in Schools With More Than 20% of First-Year Teachers	OCR	2011-12	1.0	0.3	30%	1.0	30%
Percentage of Students Attending Schools With More Than 20% of Teachers Not Yet Certified	OCR	2011-12	2.4	2.3	96%	1.6	144%
ENROLLMENT							
Nursery School, Preschool, % of Population Under 5	ACS-Census	2013	27.6	22.9	121%	16.1	70%
Enrolled in Alg 1 in Grade 7-Grade 8, % of Population Over 3 Enrolled	OCR	2009-10	1.4	1.4	105%	1.0	69%
STUDENT STATUS & RISK FACTORS							
Families and People For Whom Poverty Status is Determined:							
<i>Percent of All Families With Related Children Under 18 Years Only</i>	ACS	2013	29.3	11.2	38%	29.9	37%
<i>Percent of All Families With Related Children Under 5 Years Only</i>	ACS	2013	30.7	11.3	37%	29.0	39%
Out of School Suspensions, % Male	OCR	2011-12	24.0	11.0	46%	13.0	85%
Out of School Suspensions, % Female	OCR	2011-12	9.0	3.0	33%	4.0	75%
In Need of LEP, % of Population Over 3 Enrolled	OCR	2009-10	6.1	0.9	15%	22.3	4%
Enrolled in LEP, % of Population Over 3 Enrolled	OCR	2009-10	5.4	0.8	14%	21.1	4%
IDEA, % of Population Over 3 Enrolled	OCR	2009-10	13.5	6.8	50%	8.0	85%
Gifted-Talented, % of Population Over 3 Enrolled	OCR	2009-10	1.4	2.0	70%	1.2	58%

2015 STATE EDUCATION EQUALITY INDEX	Source	Year	Black	White	B-W Index	Hispanic	Hisp.-White Index
WEST VIRGINIA							
ACHIEVEMENT INDICATORS							
Grade 4: At or Above Proficient: Reading, %	NAEP	2013	14.3	27.6	52%	NA	NA
Grade 4: At or Above Proficient: Math, %	NAEP	2013	24.7	35.6	69%	NA	NA
Grade 8: At or Above Proficient: Reading, %	NAEP	2013	23.2	25.1	92%	NA	NA
Grade 8: At or Above Proficient: Math, %	NAEP	2013	13.2	24.0	55%	NA	NA
Grade 4: Average Scale Score: Reading (Out of 500)	NAEP	2013	203.4	215.1	95%	NA	NA
Grade 4: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	228.3	237.7	96%	NA	NA
Grade 8: Average Scale Score: Reading (Out of 500)	NAEP	2013	254.7	257.4	99%	NA	NA
Grade 8: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	263.7	275.0	96%	NA	NA
Average Freshman Graduation Rate	NCES	2009-10	74.4	78.2	95%	74.9	96%
TEACHER QUALITY							
Percentage of Students Enrolled in Schools With More Than 20% of First-Year Teachers	OCR	2011-12	1.0	1.0	100%	1.0	100%
Percentage of Students Attending Schools With More Than 20% of Teachers Not Yet Certified	OCR	2011-12	2.2	2.3	105%	1.4	164%
ENROLLMENT							
Nursery School, Preschool, % of Population Under 5	ACS-Census	2013	25.6	20.6	124%	26.3	128%
Enrolled in Alg 1 in Grade 7-Grade 8, % of Population Over 3 Enrolled	OCR	2009-10	2.6	1.9	139%	0.9	50%
STUDENT STATUS & RISK FACTORS							
Families and People For Whom Poverty Status is Determined:							
<i>Percent of All Families With Related Children Under 18 Years Only</i>	ACS	2013	40.6	22.7	56%	28.5	80%
<i>Percent of All Families With Related Children Under 5 Years Only</i>	ACS	2013	45.4	26.4	58%	47.2	56%
Out of School Suspensions, % Male	OCR	2011-12	32.0	4.0	13%	10.0	40%
Out of School Suspensions, % Female	OCR	2011-12	14.0	5.0	36%	4.0	125%
In Need of LEP, % of Population Over 3 Enrolled	OCR	2009-10	0.5	0.1	15%	11.3	1%
Enrolled in LEP, % of Population Over 3 Enrolled	OCR	2009-10	0.5	0.1	16%	11.3	1%
IDEA, % of Population Over 3 Enrolled	OCR	2009-10	14.4	11.8	82%	6.2	191%
Gifted-Talented, % of Population Over 3 Enrolled	OCR	2009-10	1.2	1.3	99%	0.3	26%
WISCONSIN							
ACHIEVEMENT INDICATORS							
Grade 4: At or Above Proficient: Reading, %	NAEP	2013	11.4	40.9	28%	16.6	41%
Grade 4: At or Above Proficient: Math, %	NAEP	2013	12.1	56.9	21%	23.1	41%
Grade 8: At or Above Proficient: Reading, %	NAEP	2013	9.1	41.9	22%	23.1	55%
Grade 8: At or Above Proficient: Math, %	NAEP	2013	8.2	46.8	18%	19.2	41%
Grade 4: Average Scale Score: Reading (Out of 500)	NAEP	2013	192.6	228.3	84%	200.8	88%
Grade 4: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	216.1	252.1	86%	227.7	90%
Grade 8: Average Scale Score: Reading (Out of 500)	NAEP	2013	237.3	272.8	87%	257.6	94%
Grade 8: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	252.4	295.6	85%	272.7	92%
Average Freshman Graduation Rate	NCES	2009-10	66.0	95.6	69%	78.2	82%

2015 STATE EDUCATION EQUALITY INDEX	Source	Year	Black	White	B-W Index	Hispanic	Hisp.-White Index
WISCONSIN (CONTINUED)							
TEACHER QUALITY							
Percentage of Students Enrolled in Schools With More Than 20% of First-Year Teachers	OCR	2011-12	5.0	2.0	40%	3.0	67%
Percentage of Students Attending Schools With More Than 20% of Teachers Not Yet Certified	OCR	2011-12	23.2	0.8	3%	8.4	10%
ENROLLMENT							
Nursery School, Preschool, % of Population Under 5	ACS-Census	2013	12.0	23.8	50%	17.4	73%
Enrolled in Alg 1 in Grade 7-Grade 8, % of Population Over 3 Enrolled	OCR	2009-10	0.7	1.2	56%	0.7	63%
STUDENT STATUS & RISK FACTORS							
Families and People For Whom Poverty Status is Determined:							
<i>Percent of All Families With Related Children Under 18 Years Only</i>	ACS	2013	46.3	10.8	23%	30.9	35%
<i>Percent of All Families With Related Children Under 5 Years Only</i>	ACS	2013	53.7	12.9	24%	24.7	52%
Out of School Suspensions, % Male	OCR	2011-12	14.0	5.0	36%	8.0	63%
Out of School Suspensions, % Female	OCR	2011-12	21.0	2.0	10%	4.0	50%
In Need of LEP, % of Population Over 3 Enrolled	OCR	2009-10	0.6	0.3	41%	24.9	1%
Enrolled in LEP, % of Population Over 3 Enrolled	OCR	2009-10	0.5	0.2	41%	20.1	1%
IDEA, % of Population Over 3 Enrolled	OCR	2009-10	14.7	6.9	47%	8.7	79%
Gifted-Talented, % of Population Over 3 Enrolled	OCR	2009-10	3.5	3.9	88%	3.5	89%
WYOMING							
ACHIEVEMENT INDICATORS							
Grade 4: At or Above Proficient: Reading, %	NAEP	2013	NA	40.9	NA	24.2	59%
Grade 4: At or Above Proficient: Math, %	NAEP	2013	NA	52.1	NA	29.4	56%
Grade 8: At or Above Proficient: Reading, %	NAEP	2013	NA	40.4	NA	24.5	61%
Grade 8: At or Above Proficient: Math, %	NAEP	2013	NA	40.4	NA	25.8	64%
Grade 4: Average Scale Score: Reading (Out of 500)	NAEP	2013	NA	229.2	NA	215.2	94%
Grade 4: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	NA	249.2	NA	234.9	94%
Grade 8: Average Scale Score: Reading (Out of 500)	NAEP	2013	NA	273.2	NA	261.1	96%
Grade 8: Average Scale Score: Mathematics (Out of 500)	NAEP	2013	NA	290.5	NA	277.8	96%
Average Freshman Graduation Rate	NCES	2009-10	57.4	82.6	69%	74.3	90%
TEACHER QUALITY							
Percentage of Students Enrolled in Schools With More Than 20% of First-Year Teachers	OCR	2011-12	3.0	3.0	100%	3.0	100%
Percentage of Students Attending Schools With More Than 20% of Teachers Not Yet Certified	OCR	2011-12	0.0	0.0	100%	0.0	100%
ENROLLMENT							
Nursery School, Preschool, % of Population Under 5	ACS-Census	2013	14.2	24.9	57%	20.6	83%
Enrolled in Alg 1 in Grade 7-Grade 8, % of Population Over 3 Enrolled	OCR	2009-10	1.0	1.4	68%	1.1	80%

2015 STATE EDUCATION EQUALITY INDEX

Source

Year

Black

White

B-W
Index

Hispanic

Hisp.-White
Index

WYOMING (CONTINUED)

STUDENT STATUS & RISK FACTORS

Families and People For Whom Poverty Status
is Determined:*Percent of All Families With Related Children
Under 18 Years Only*

ACS

2013

32.2

9.0

28%

25.1

36%

*Percent of All Families With Related Children
Under 5 Years Only*

ACS

2013

0.0

11.5

0%

22.0

52%

Out of School Suspensions, % Male

OCR

2011-12

20.0

6.0

30%

9.0

67%

Out of School Suspensions, % Female

OCR

2011-12

NA

NA

NA

NA

NA

In Need of LEP, % of Population Over 3 Enrolled

OCR

2009-10

0.5

0.1

24%

14.3

1%

Enrolled in LEP, % of Population Over 3 Enrolled

OCR

2009-10

0.5

0.1

24%

13.7

1%

IDEA, % of Population Over 3 Enrolled

OCR

2009-10

12.0

7.6

63%

10.0

76%

Gifted-Talented, % of Population Over 3 Enrolled

OCR

2009-10

6.4

2.5

253%

0.9

35%

CIVIL
RIGHTS...AND LEFTS:
BUILDING A
Transportation System
FOR ALL

U.S. TRANSPORTATION SECRETARY
ANTHONY FOXX

Transportation is a reflection of any society's value system. Roads can be built to divide or they can be built to bring communities together. Every transportation decision is crucial because, once a project is built, it is likely to be there for a long time. That's why we must learn from past mistakes so that we can build an infrastructure system that gives everyone a real shot at success.

Five decades ago, residents of the first public housing development in Syracuse, New York—the vast majority of whom were African American—saw their homes torn down and a massive highway constructed in their place. The highway was a 1.4-mile stretch of I-81 called “the viaduct,” but to some residents, it became known by a different name.

They called it “The Berlin Wall.”

For half a century, the I-81 has quite clearly separated the haves from the have-nots in Syracuse. It has turned the surrounding community into a “dead zone,” a neighborhood without even a grocery store in reach.

In too many places in this country, not just in Syracuse, the injustices of an earlier time are literally still part of the map. Two generations ago, when many of our rails, transit systems and roads were built, they were built like the I-81. Yes, they connected some Americans to better schools and better jobs. But they left other Americans—particularly African Americans—locked out of those opportunities.

Nearly 500 miles from Syracuse in Columbus, Ohio, there was a stretch of I-71 that did the same thing as the I-81. It cut off an African-American community called the King-Lincoln district from the jobs downtown.

Then, there’s Atlanta, a largely Black city with largely white suburbs and a transit system—MARTA—that does not link one with the other. (The segregation is so apparent that some have claimed MARTA is really an offensive acronym: “Moving Africans Rapidly Through Atlanta.”)

Or there’s Kinloch, Missouri, which for almost 100 years was a largely Black and very prosperous town. (Teddy Roosevelt took the first presidential flight from the Kinloch airfield, and the town was the first in the state to elect

a Black man to its school board). In the 1980s, however, an airport expansion began to uproot families and frayed the economic fabric that made the town so prosperous. Over the next two decades, the town lost 80 percent of its population. Today, the airport remains extremely underutilized, and many former Kinloch residents have landed in a nearby St. Louis suburb named Ferguson.

NOW, IN THIS YOUNG CENTURY, WE HAVE AN OPPORTUNITY TO BUILD BETTER THAN WE EVER HAVE: HIGHWAYS THAT ENHANCE CONNECTIONS, NOT DIVISIONS; TRANSIT SYSTEMS THAT BRING PEOPLE TO JOBS—AND EVEN JOBS TO PEOPLE...

Can we take an American transportation network that, in some cases, was built in an environment of divisiveness and turn it into an inclusive network that knits together our society?

I believe we can.

At the U.S. Department of Transportation, building this vision of America is our daily work.

I often tell the story of LeDaya Epps. Up until recently, LeDaya couldn’t find secure work to provide for her three kids. Then, the USDOT loaned half a billion dollars to help fund a new light rail line in Crenshaw, one of the poorest neighborhoods in Los Angeles. This transit project was the result of a 20-year effort by

the Los Angeles Urban League and other community organizations to provide greater access to transit-dependent residents.

LeDaya had signed up for one of the apprenticeship programs supported by the Department of Labor, and the apprenticeship she landed was helping build that Crenshaw transit system. Ever since, LeDaya hasn't just had a good job, she's been building something that will help connect her fellow Angelenos with them.

"I'm so blessed," she says, "I don't have to worry about the little things as much [anymore]. I can even take my kids out for dinner once in a while."

LeDaya's story, as amazing as it is, is not unique. In other places, we've worked to bring equality to our transportation system. We've helped the mayor of Columbus cap that highway and reconnect the King-Lincoln district with the rest of the city. We're working with Syracuse to help the city improve its aging infrastructure. Further, in Houston, we've helped fund a light rail system—like the one in Los Angeles—that bridges old economic and racial divides in that city.

In doing this, I believe we've built more than foundations of concrete and steel. We've built the foundation for better lives.

"Transit systems," Dr. Martin Luther King, Jr. wrote a few weeks before his death, "are a civil rights issue—and a valid one—because... they determine the accessibility of jobs to the Black community."

Fifty years later, Dr. King's point remains true. Today, aside from housing, transportation is the most costly item in a family's budget. Low-income families, many of them African-American, spend almost one-third of their income on transportation.¹

Additionally, we're expecting 70 million more people in America over the next 30 years, many of them in cities.² If we are not careful, as these populations grow, lower-income residents could get pushed out to more car-dependent suburbs that lack good transportation options.

This is a future we cannot afford. Now, in this young century, we have an opportunity to build better than we ever have: highways that enhance connections, not divisions; transit systems that bring people to jobs—and even jobs to people; air service and rail service that moves us ever faster, cheaper and safer; neighborhoods that are always safe to walk and bike in, in part, because there are sidewalks, crosswalks and streetlights.

That's the work ahead, building a transportation system that reflects not our past—but our brightest ideals. +

NOTES

¹ U.S. Department of Transportation, *Beyond Traffic 2045: Trends and Choices*, p. 23 (February 2015) (http://www.dot.gov/sites/dot.gov/files/docs/Draft_Beyond_Traffic_Framework.pdf); see also, Federal Highway Administration, *Livability Initiative*; "Transportation and Housing Costs." (http://www.fhwa.dot.gov/livability/fact_sheets/transandhousing.cfm) (January 2013); and Bureau of Labor Statistics, *Consumer Expenditures in 2011* (April 2013) (<http://www.bls.gov/cex/csxann11.pdf>)

² *Beyond Traffic 2045*, p. 13.

ANSWERING
the CALL
to Action

MAYOR MURIEL BOWSER

Mayors of major American cities are on the front lines of ensuring that the state of Black America is strong. In 2015, we continue to confront issues that challenge our cities—African-American unemployment, affordable housing, unequal justice and gaps in educational opportunity.



Just this past January, I had the privilege of being sworn in as the seventh elected mayor of Washington, DC—my hometown.

In Washington, DC, we are a city, a county and a state all wrapped up in one. We are over 600,000 residents and hundreds of great neighborhoods—fast-growing and fast-changing. We are attracting jobs, businesses and people of every background and belief. When I look at our city today, I know that we have come a long way in a short time, and I see our great promise within grasp. We are a city, however, both rich with prosperity and rife with inequality. I was elected to focus on growing the middle class. While growing gaps in income, good jobs, education, housing and opportunity stand in the breach, my administration is committed to developing an agenda to turn them around.

I share President Obama's vision to fight for policies that help the middle class—and those fighting to get into the middle class. I understand the great responsibility of leading the Nation's Capital at this time. It is my duty to focus on those who have been left behind, as well as to find hope where it is missing and the path to opportunity where it has been lost.

In the 2013 State of the Union, President Obama challenged states and cities to raise the minimum wage. DC answered his call, and today its minimum wage stands at \$9.50—and will rise to \$11.50 by 2016. We are also proud of and will continue to implement an earlier law that requires contractors who do work for our government to pay a living wage.

A year ago, President Obama announced the My Brother's Keeper initiative to ensure that we engage boys and men of color and begin to narrow the achievement gap that is all too

pervasive in America today. DC answered President Obama's call in several ways.

After my November 2014 victory, I challenged a group of 100 boys and men of color to take the Audacity of Hope Challenge. I gave participants a copy of the President's book before their winter break because I wanted them to look to him as an example of someone who got ahead by looking for ways to improve his community. All participants were asked to read the book, talk to their classmates about what we as a city could do better and come back to me with suggestions on how we could improve their neighborhoods. Their ideas have inspired me to fight even harder to ensure that they and their peers are not just part of the progress our city is experiencing, but the very measure of it.

THEY ARE NOT AS TOUGH AS THEY THINK OR AS SOME OTHERS MAKE THEM OUT TO BE. NONE OF THE PARTICIPANTS ARE LOOKING FOR A HAND OUT; THEY ARE LOOKING FOR A HAND UP.

Each time I meet with the participants, I am struck by their tenderness and desire to be engaged. They are not as tough as they think or as some others make them out to be. None of the participants are looking for a hand out; they are looking for a hand up. As a result, I launched the 500 for 500 program—an initiative to recruit 500 volunteers to mentor 500 young men of color. By the time you read this essay, we will have exceeded our goal, and 500 young men of color will be shown that their success is our mission.

I have also partnered with DC Public Schools Chancellor Kaya Henderson to launch Empowering Males of Color, an initiative that will invest \$20 million to advance achievement and opportunity and reduce racial disparities for boys and men of color across Washington, DC. In Washington, nearly 70 percent of all males between the ages of 5 and 24 are Black and Latino, and too many of these young men are not reaching their full potential. By the fourth grade, nearly 50 percent of Black and Latino males are reading below grade level. We need to fundamentally change that dynamic. My administration is committed to looking for new, innovative ways to engage with our young men of color and improve outcomes throughout their lives. Empowering young men of color helps strengthen families—the girls and women, too.

An investment in our youth is a down payment on our city's future, our nation's future. That is why I have allocated an additional \$5 million to rededicate the Mayor Marion S. Barry Summer Youth Employment Program and to expand workplace programs for District youth ages 22 to 24. The latter will ensure young women and men have the skills needed to transition from summer jobs to long-term sustainable employment, reaching a core group of young people who need help finding pathways to good-paying jobs.

Right now, my Administration is creating a Public Works Academy to ensure all DC residents—including our returning citizens—are able to take advantage of the opportunities that exist in our government workforce. My administration is committed to investing in our young people to ensure they have the skills they need to find pathways to good-paying jobs and long-term, sustainable employment.

We must also invest in historically overlooked corridors and work to foster sustainable, long-

term development. That is why I will appoint the first-ever Deputy Mayor for Greater Economic Opportunity who will work alongside a newly appointed Director of African-American Affairs to rally government agencies, non-profits and community leaders to create innovative ways to expand economic opportunity and narrow the achievement gap. With sustained and quality investment, we can curb the three decades-long exodus of middle-class families from the District's historically African-American, culturally vibrant neighborhoods and ensure that these neighborhoods are safe and amenity-rich.

My family has called Washington home for five generations, and I am committed to its future. The challenges are great, but our resolve to make all Washingtonians part of our progress is stronger. +

REAL TALK:

Demonstrate the Value of

**BLACK
LIVES**

Through Quality Education

MAYOR KEVIN M. JOHNSON

Over the last two years, the tragic deaths of Trayvon Martin, Michael Brown and Eric Garner have been seared into the American conscience. They've also drawn bright, and sometimes disturbing, lines in our society.



There is no doubt that race relations and community policing have become “issues of the day.” As such, you might expect me, as the President of the U.S. Conference of Mayors, to focus on public safety and race in this essay. But I’m not. Instead, I’m going to spend these next pages writing on education and the problems that we, as African Americans, should be focused on in our public schools.

Why? Because it’s become abundantly clear that as a nation, we don’t value young Black lives. You may think that this has never been more evident than when 12-year-old Tamir Rice was gunned down for playing with a toy gun in a Cleveland park. But I propose that there is an even more pervasive, more persistent and more institutional devaluing of Black lives and futures, one that is taking place everyday in our public schools.

Don’t take my word for it. Instead, look at the facts. In today’s world, a college education is nearly a prerequisite for a well-paying job. In fact, by 2020 it is estimated that 65 percent of all jobs will require postsecondary education and training beyond high school.¹ Yet, as of 2013, only 20 percent of Black adults hold a bachelor’s degree, compared to 40 percent of their white peers.² This level of attainment is not surprising considering that our African-American children are the lowest performing students in the nation. The data should startle, disgust and spur us into immediate action.

Consider this:

- + *For every 100 African-American children who begin kindergarten, only 20 will graduate from college with at least a Bachelor’s degree.*³
- + *If a child is not reading on grade level by the third grade, the chances that they will ever catch up are slim-to-none. Yet, as of 2013, only*

18 percent of African-American fourth graders are reading at or above grade level—the lowest rate among any other racial/ethnic group in the U.S.⁴ Of the 82 percent of children below grade level, 75 percent of them will never catch up.

- + *Completing Algebra in 8th grade is often considered a “gateway” to higher education; yet as of 2013, only 14 percent of African-American eighth graders can do math at or above grade level.*⁵
- + *A high school drop-out will make \$1.3 million dollars less over his or her lifetime than a college graduate.⁶ African Americans drop out of high school at twice the rate of their white peers.*⁷

There’s no more compelling data to show how little we value the lives of Black children in this country than the statistics that show the current state of their academic achievement. Essentially, we are systematically denying young Black kids the quality education that will ensure they can grow to be productive members of society. After all, U.S. schools are twice as likely to pair poor and minority students with brand new teachers and almost four times more likely to suspend Black students than white students.⁸ Our present education system is dooming our children’s future. There’s no other way to say it.

The good news is it doesn’t have to be this way. Over the last 10 years, there have been significant breakthroughs at the school and district level to show that systemic change that radically improves academic outcomes for Black children is possible. Whether it’s Dr. Steve Perry’s “Capitol Prep” in Hartford, CT, which serves mostly poor and minority children and sends 100 percent of its young Black male graduates to college⁹; or Eric Mahmoud’s “Harvest Prep” Charter School in Minneapolis, MN, which serves predominantly low-income

and African-American youth and boasts reading and math scores well above the local district and statewide averages¹⁰; or Tim King’s “Urban Prep” High School in Chicago, IL, where the student body is composed of 100 percent African-American males and all are accepted to college at the end of their high school program—many with generous scholarships and grants to attend our nation’s most prestigious universities,¹¹ we are now seeing schools in urban communities that value young Black lives by providing these students with the education they need to succeed in college and life.

ONE CLEAR AND POWERFUL WAY TO CHANGE THE TREND IN OUR NATION OF THE DEVALUING OF BLACK LIVES IS TO INVEST IN SIGNIFICANTLY REFORMING OUR NATION’S PUBLIC SCHOOLS.

One reason for optimism is that all three of the examples cited above are schools or systems that were founded and continue to be run by Black men who have a keen focus on serving African-American youth. Their motivation goes beyond the desire to simply see kids in good schools. It stems from their knowledge that what they do every day is, quite literally, a matter of life or death. If they can educate their students at the highest levels, the children’s likelihood of graduating high school, going to college and moving into a well-paying job increases dramatically. Likewise, their likelihood of being a teen parent or being incarcerated decreases. Steve, Eric and Tim know their jobs

everyday are about valuing each and every Black life that comes through their school building doors because the consequences of not being effective are dire.

While we have these models to show that different outcomes are possible for our children, I do not mean to imply that the work is easy. These leaders have their students in school for longer school days and school years; they have high and unrelenting expectations for student behavior and effort; they’ve put together teams of highly effective and committed teachers; and they require parents to be dedicated to their children’s education. Their school environments look radically different from what we see in most public schools across the country, and that fact is something that must be exposed and explored.

Because of the recent events in Ferguson, MO, New York City, and Cleveland, OH, it’s become clearer than ever that our nation must engage in new (and undoubtedly uncomfortable) conversations about police, race and community. Equally necessary and important are the discussions that must take place about how our nation’s public schools are systematically underserving too many of our African-American children. Just as there are many who push back on the “real” race conversations out of a misguided belief that we’re living in a post-racial society, there are many who will resist school reform and insist that our nation’s public schools are doing just fine because their own local schools seem to be serving their students well.

We must fight against this belief that the status quo is working to prepare all our youth for success in college, career and life. We must question the notion that the problems in education are those of poverty and parenting alone (though those certainly have an impact).

We must push to create an environment where every family, regardless of their zip code, has the opportunity to send their child to a high-performing school to get a quality education.

One clear and powerful way to change the trend in our nation of the devaluing of Black lives is to invest in significantly reforming our nation's public schools. When we allow our children to languish in dropout factories with no hope of a better future, we're making a demoralizing value statement. However, when we provide children with the opportunity to be successful in life by giving them a high quality education, we are sending them the strongest message we can about our belief in their potential.

So, the real question is: Are we, as the African-American community, willing to have that difficult conversation about the real value we put on the lives of our youth? +

NOTES

¹ Carnevale, A.P., Smith, N., Stroh, J. (2013). Recovery: Job growth and education requirements through 2020. Center on Education and the Workforce, Georgetown University. Retrieved from https://cew.georgetown.edu/wp-content/uploads/2014/11/Recovery2020.FR_Web_.pdf

² 2014, Digest of Education Statistics 2013, Table 104.20. Percentage of persons 25 to 29 years old with selected levels of educational attainment, by race/ethnicity and sex: Selected years, 1920 through 2013. Retrieved from http://nces.ed.gov/programs/digest/d13/tables/dt13_104.20.asp

³ Ibid.

⁴ 2013 National Assessment of Educational Progress. Retrieved from http://www.nationsreportcard.gov/reading_math_2013/#/student-groups

⁵ Ibid.

⁶ Carnevale, A.P., Rose, S.J., Cheah, B. (2011). The college payoff: Education, occupations, lifetime earnings. Center on Education and the Workforce, Georgetown University. Retrieved from <https://cew.georgetown.edu/wp-content/uploads/2014/11/collegepayoff-complete.pdf>

⁷ 2014, Digest of Education Statistics 2013, Table 219.70. Percentage of high school dropouts among persons 16 through 24 years old (status dropout rate), by sex and race/ethnicity: Selected years, 1960

through 2012. Retrieved from http://nces.ed.gov/programs/digest/d13/tables/dt13_219.70.asp

⁸ The State of Education for African Americans. The Education Trust-Midwest. Retrieved from <http://www.edtrust.org/sites/edtrust.org/files/AfricanAm%20Booklet.pdf>

⁹ Capitol Prep Magnet School. (2014). Academics. Retrieved from <http://www.capitalprep.org/academics/>

¹⁰ Audubon Center of the North Woods. (2013). Academic performance report: Harvest Preparatory School. Retrieved from http://www.seed-harvest.org/site_res_view_folder.aspx?id=2f8290f9-90bc-4221-82d5-15bfc23a1387

¹¹ 2014 Urban Academies: We believe. Retrieved from <http://www.urbanprep.org/pdf/urbanprepbrochure2014.pdf>

A NEW DAY,
NEW LEGACY
For Gary, Indiana

MAYOR KAREN FREEMAN-WILSON

Gary, Indiana has often been referred to as one of the country's legacy cities. This term recognizes the city's contribution as the birthplace of the world's largest steel mill and the devastating impact associated with the decline of steel and related industries.



While Gary's legacy has been a double-edged sword, since 2012 our New Day Administration has been building on the rich history of this city and creating new opportunities. Our work has focused on the development of existing assets, investment in current residents and the attraction of new residents and patrons.

Gary is located in the population center of North America less than 35 miles from Chicago, the third-largest city in the country. Because of this strategic location, the city has unparalleled transportation assets—many of which have been sorely underutilized. Last year, officials at the Gary/Chicago International Airport completed one of the only airport public/private partnership (P3) transactions to be done at an airport in 2014. AFCO/AvPorts, Michael Mullen (formerly of Centerpoint Properties), Guggenheim and Loop Capital agreed to manage the airport under the auspices of the board and invest \$100 million over a 40-year period on airport property and the surrounding footprint. Part of that agreement includes job training and local business hiring. In addition to the P3, B. Coleman Aviation opened a \$9 million new hangar and became the second fixed base operator at the airport. The New Day Administration has also been instrumental in assisting in the creation or expansion of businesses related to the trucking industry and has plans to explore the development of a port.

Closely aligned with the cultivation of Gary's transportation assets is the administration's focus on an industrial corridor adjacent to the airport. Carmeuse Lime announced the opening of a \$20 million waste-to-energy facility in this corridor, as well as its intention to invest an additional \$200 million in the expansion of its existing facility. The city has also partnered with Carmeuse on a land development deal that will allow the parties to recruit new industrial tenants, thus raising the assessed valuation

of unoccupied property and generating a developer's fee. This plan recognizes the need to cultivate new industry while at the same time acknowledging the continuing viability of industrial concerns in the city of Gary. It also highlights a strategy of incremental growth of new businesses and existing business expansion (\$1–20 million) rather than focusing solely on \$100–200 million game-changers. This strategy has resulted in a total of \$100 million in actual investment over the course of the past 3 years.

In 2014, Gary was designated as a Strong City, Strong Community (SC2) by the White House. This distinction allowed the city to target other development areas along the north side of the city. The Gary Northside development incorporates three areas anchored by city hall, a minor league stadium and a hospital with one of the only trauma designations in Northwest Indiana. Additionally, the SC2 plan focuses on the development of University Park, an area anchored by Indiana University Northwest, one of the largest commuter campuses in Indiana. In 2014, IUN announced a new \$45 million performing arts, office and classroom building that will fit well into the city's planned retail, demolition and other revitalization in the IUN footprint. The city is also creating a full-scale blight elimination plan that will incorporate the targeted demolition, code enforcement and zoning changes that have occurred to date. One of the most significant buildings demolished in 2014 was the former Sheraton Hotel, a 14-story building that had cast a shadow in the middle of downtown for more than 20 years.

The investment in current residents of Gary is seen in the administration's effort to reduce crime, poverty and unemployment. The city's struggle with crime is well documented. More than 35 percent of the residents of Gary live in poverty, and the city's unemployment rate is estimated to be nearly 40 percent. The plan to

address these issues entails a comprehensive crime strategy called Gary for Life, a plan that reduces crime through prevention, education and community engagement. The city also partners with the Gary Community School Corporation and other educational providers to improve student achievement, an effort to incorporate a training and local employment component into new and expanding Gary businesses, new housing programs that promote home ownership among local residents and increased youth programming that expands the horizons of Gary youth.

IN 2014, GARY WAS DESIGNATED AS A STRONG CITY, STRONG COMMUNITY (SC2) BY THE WHITE HOUSE. THIS DISTINCTION ALLOWED THE CITY TO TARGET OTHER DEVELOPMENT AREAS ALONG THE NORTH SIDE OF THE CITY.

During the past three years, contractors entrusted with public projects have been pressed to meet local hiring ordinances. Additionally, businesses that move into Gary or expand their business have worked with the city to hire local residents. These efforts are reflective of the reality that new businesses in Gary have the greatest long-term impact when they create employment opportunities for Gary residents. During the course of the past three years, more than 1000 new jobs have been added to the city. At least 65 percent of these jobs have employed city residents.

There is also a nascent tourism and recreation industry developing in Gary. In 2014, our administration initiated a community development plan that is anchored by Michael Jackson's birth home. The Jackson Street of Dreams was born out of the recognition that thousands of people travel to Gary each year. It also acknowledges that the residential area around the home needs extensive revitalization. The city administration has partnered with the Fuller Center for Housing in Gary, Indiana, local banks and other corporate entities to develop the area. The ultimate goal is to create an urban site that will be attractive for partnership with the National Park Service.

Additionally, non-residents often forget that Gary is on the southern tip of Lake Michigan. The lakefront neighborhood of Miller is fueled by the activity of the Miller Beach Arts and Creative District, which has been the catalyst for the development of a brewery and new restaurants. These locales are frequented by local residents and an increasing number of tourists who travel to Gary on the convenient commuter rail line that extends between Chicago and South Bend, Indiana. The community is also home to the National Lakeshore and the Paul Douglas Environmental Center, giving the city an opportunity to highlight the local habitat to thousands of visitors each year while leveraging the federal government as a partner.

The partnership that exists on the lakefront allows us to emphasize the greatest way to resurrect and preserve Gary's return as a legacy city. Through the cultivation of partners in government, the private sector and the non-profit arena, the New Day Administration is working to create a new legacy for Gary, Indiana—one that will sustain generations. +

It's Time to Pass the
**GRAND
JURY**
REFORM ACT OF 2014

BENJAMIN LLOYD CRUMP, ESQ.

Dr. Martin Luther King, Jr. said that “law and order exist for the purpose of establishing justice and that when they fail in this purpose they become the dangerously structured dams that block the flow of social progress,” and I would add, that obstruct the efforts of moral, fair-minded individuals who seek such.

Many believe that the grand jury process, as administered by prosecutors within the American legal system in cases where the police have used excessive, deadly force, has become “a dangerously structured dam” that obstructs the efforts of moral, fair-minded individuals seeking justice.

When I first got called by the family of Michael Brown, an unarmed Black teenager shot and killed by a policeman in Ferguson, MO in broad daylight, and I saw his body lying on the ground on CNN, I wondered what could have possibly caused another Black man to be shot and killed by the police. I hoped that the criminal justice system would provide the answers, would provide the justice that its name implies, but as in other cases such as this one, the officer (e.g. the shooter) was exonerated by the grand jury.

More often than not, grand juries exonerate police officers who kill minorities. These grand juries are composed of ordinary citizens that follow the lead of the Prosecuting Attorney and usually have no experience in the law. Grand jury proceedings are by law secret proceedings. So it was very unusual for the Prosecuting Attorney in Ferguson—St. Louis County’s Robert McCulloch—to disclose the evidence and publicly discuss the proceeding. The Ferguson case was the first time that we had an opportunity to see the inner workings of a grand jury, and the liberties we saw the Prosecuting Attorney take should cause all of us concern. He allowed a witness to testify to what her boyfriend saw, while knowing she had perjured herself. Another witness (#40), who has been coined the main witness for the police officer, was allowed to testify before the grand jury when the prosecutor now admits knowing she was never actually on scene to witness the shooting of Mike Brown. Instead, her entire account came from television interviews.

When this information was revealed, one of the jurors in Ferguson sued the prosecutor for misleading the grand jury. Grand Juror Doe raised concerns in a Section 1983 civil rights lawsuit. Doe began serving as a grand juror in the circuit court for St. Louis County in May 2014, approximately four months prior to the shooting of Michael Brown. (See *Grand Juror Doe v. Robert P. McCulloch*, Complaint for Prospective Relief, Case: 4:15-cv-00006.)

THE FERGUSON CASE WAS THE FIRST TIME THAT WE HAD AN OPPORTUNITY TO SEE THE INNER WORKINGS OF A GRAND JURY, AND THE LIBERTIES WE SAW THE PROSECUTING ATTORNEY TAKE SHOULD CAUSE ALL OF US CONCERN.

Doe stated that “the presentation of evidence to the grand jury investigating Wilson differed markedly and in a significant way from how evidence was presented in the hundreds of matters presented to the grand jury earlier in his term.” Doe also stated that “the presentation of the law to which the grand jurors were to apply the facts was made in a muddled and untimely manner compared to the presentation of the law in other cases presented to the grand jury.” Doe’s impression was that the Brown case was presented to the grand jury with the insinuation that Brown, not Wilson, was the wrongdoer. It was also noted that the shooter, Officer Wilson, was allowed to testify before the grand jury without being cross-examined. The prosecutor’s unbridled discretion with no oversight or

accountability allowed him to change the rules along the way. This should not occur.

Justice Antonin Scalia, in the 1992 Supreme Court case of *United States v. Williams*, explained what the role of a grand jury has been for hundreds of years. It is the grand jury's function not "to enquire...upon what foundation [the charge may be] denied," or otherwise to try the suspect's defenses, but only to examine "upon what foundation [the charge] is made" by the prosecutor. (*Respublica v. Shaffer*, 1 Dall. 236 [O. T. Phila. 1788]; see also F. Wharton, *Criminal Pleading and Practice* § 360, pp. 248-249 [8th ed. 1880]).

As a consequence, neither in this country nor in England has the suspect under investigation by the grand jury ever been thought to have a right to testify or to have exculpatory evidence presented. In contrast, McCulloch allowed Wilson to testify for hours and presented them with every scrap of exculpatory evidence available.

A week after the decision to not indict was announced in Ferguson, America was further shocked when a grand jury in New York elected not to indict the police officer responsible for killing another unarmed Black man, 43-year-old Eric Garner—an incident that was recorded on video. We don't know what the prosecutor did in New York when presenting evidence in the Garner case. What testimony or evidence was even presented? Were members of the grand jury properly counseled and instructed about the law? Were members of the grand jury led to exonerate the officer by an insinuation on the part of the prosecutor that the victim, and not the officer, was the wrongdoer?

Congressman Hank Johnson (D-GA) has initiated the "Grand Jury Reform Act of 2014." The bill states that in cases where a law enforcement officer uses deadly force against

a person, a hearing before a judge will be held to determine whether there is probable cause for the State to bring criminal charges against the law enforcement officer relating to the death. In addition, the governor of the state in which the death occurred shall appoint a special prosecutor to present evidence on behalf of the state at the hearing. The judge shall make the determination whether probable cause exists for an indictment, and most importantly, the proceeding is to remain open to the public except in instances where it may be deemed appropriate to close the proceedings.

The United States is one of few countries in the world that still has grand jury proceedings, and some states do not require them. What began in 16th century England as a mechanism to protect the people against the unbridled power of the monarchy to initiate unmerited prosecutions has become, in the 21st century, unbridled autonomy of the Prosecuting Attorney to protect rogue police officers who use excessive and deadly force and kill unarmed Black men. This is unacceptable, and a crescendo of unnecessary and senseless killings should not be a prerequisite to effect change.

From Eric Garner, who was killed by NYPD on July 17, 2014, to Michael Brown, who was killed by a Ferguson police officer on August 9, 2014, the results are the same—an unarmed, Black man, child or teenager is killed during an interaction with law enforcement. There is no indictment of the offending officer and no due process for the families of the victims; but there is unbridled and unjust protection for law enforcement—even those who engage in wrongdoing and misconduct.

Now, America turns its attention to Tamir Rice, a 12-year-old kid killed by Cleveland PD on November 23, 2014, and at the time of this publishing, we await the outcome of the grand

jury decision there. When I got the call from Tamir's family, I was struck to hear that this tragedy also occurred in broad daylight and was also captured on video.

Sadly, it should no longer be a surprise when the grand jury does not indict the police officer when people of color are killed at the hands of law enforcement. The symbiotic relationship between the Prosecuting Attorney and law enforcement, as well as the unbridled autonomy of the Prosecuting Attorney in the secrecy of a grand jury proceeding, often bars access to justice for people of color in these cases. We cannot afford to continue to trust their discretion. If we do not reform the grand jury process, then our communities will continue to suffer fatalities not only from insensitive, unconcerned and uncompassionate law enforcement officers, but worse than that, we will suffer fatal circumstances from an insensitive, unconcerned, uncompassionate—and unjust—American legal system. +

Clearing a Pathway to
PROGRESS
FOR ALL CHILDREN

LA JUNE MONTGOMERY TABRON

What is the state of Black America in 2015? The data may tell us that little has changed. African-American communities are ravaged by crime and violence; children attend schools that aren't providing adequate education; unemployment is well above the national average; infant mortality remains high for Black mothers; and young Black men are routinely victimized by unconscious as well as intentional bias.

For Black children, the poverty rate was 39 percent in 2012, compared to 13 percent for whites, according to the U.S. Census. The statistics paint a bleak picture, but they may not tell the entire story.

What I clearly see is hope. The barriers created through racism are as prevalent as ever in the United States, but I sense that this is a special moment for our nation. We seem, finally, to be poised to acknowledge and address the bias that is creating widespread disparities for people of color. Throughout the 1950s and 60s, it took pain and suffering by many before the nation passed civil rights laws that sought to end public discrimination.

In August 2014, the fatal shooting of Michael Brown, following the deaths of Trayvon Martin, Eric Garner and countless other unarmed Black teenagers and men seemed to arouse the conscience of the nation. It has unleashed mobilization activities unseen since the days when young Addie Mae Collins, Denise McNair, Carole Robertson and Cynthia Wesley died in the bombing of the 16th Street Baptist Church in Birmingham, AL. Today, the deaths of Brown, Martin, Garner and others are a catalyst for action—people of all colors and all walks of life banding together to not only end police injustices, but to find comprehensive ways to create pathways to success for vulnerable families and children.

A year ago, I first saw the seeds for this new commitment. When President Obama launched the My Brother's Keeper initiative, it included a powerful coalition to broaden opportunities for young men and boys of color. That coalition included not only philanthropic foundations and organizations, such as the W.K. Kellogg Foundation (WKKF), but also CEOs of Fortune 500 companies, government officials, religious and civic leaders, and sports and entertainment

icons. This is the type of public-private coalition that can bring real change to our communities!

Moreover, collaborative efforts to bring societal change are consistent with the goals of the W.K. Kellogg Foundation. Our founder, Will Keith Kellogg, was dedicated to improving life outcomes for children and communities. His powerful words, "I'll invest my money in people," bring hope to many disadvantaged communities and continue to be our guiding force today, as the foundation supports community-led efforts that help children reach their full potential.

As the nation moves towards a population that is majority-minority, the adversity and disproportionate conditions faced by Black children and other children of color must be a national priority. Otherwise, the gaps in health, education, housing and wealth will continue to expand, deepening rifts that tear at the very fabric of our nation.

In 2014, when WKKF commissioned a poll of African-American families, the results underscored the challenges that Black households face in an era of high unemployment, attacks on affirmative action and restraints on government spending for social programs. The survey found that regardless of their socio-economic status, Blacks are concerned about their children's education and doubt that schools will educate their children, that good paying jobs will be available and that the wealth gap will close between Blacks and whites. Specifically, in the survey, which empowered Blacks to voice their concerns on issues, 85 percent said the nation is not closing the wealth gap between rich and poor; 69 percent said crime is not being reduced; 68 percent said good paying jobs are not being created; and 60 percent said education is not being improved.

The results demonstrate that if we want Black children to have opportunities to succeed, we must intensify efforts to address the root causes of the education, health, housing and wealth disparities that their families face. We also cannot overlook the need to confront the racism that erects barriers in our communities. Multiple sectors in our society can mobilize to break down the barriers. It is happening in isolated instances and communities; now we must join together to initiate ways to expand it.

FIVE YEARS AGO, WKKF LAUNCHED AMERICA HEALING, AN EFFORT WHICH HAS NOW INVESTED MORE THAN \$100 MILLION HELPING GRANTEEES BRING RACIAL HEALING TO THEIR COMMUNITIES AND DISMANTLE STRUCTURAL RACISM ACROSS THE U.S.

More than 40 foundations have united as the Executives' Alliance to Expand Opportunities for Boys and Men of Color. One of the priorities for the Kellogg Foundation is "changing the narrative"—overcoming bias, especially involving Black men and boys, ending damaging racial stereotypes and moving towards racial equity. We seek a society where the color of one's skin does not trigger tension and anxiety that can lead to senseless violence.

It's inspiring to see the work of people like Trabian Shorters, who founded the BMe Networks that celebrate Black men who make positive differences in the lives of others. It's a way to change the narrative by promoting

positive stories about Black men, portrayals that present positive images rather than the negative perceptions often generated by the news and entertainment industries.

Five years ago, WKKF launched America Healing, an effort which has now invested more than \$100 million helping grantees bring racial healing to their communities and dismantle structural racism across the U.S. In Mississippi, grantees are putting young males of color on a path to success. In Chicago, we invested in the North Lawndale Employment Network, which operates a unique transitional jobs program that trains formerly incarcerated men to harvest honey from bees at local apiaries and make all-natural skin care products. The results are extraordinary: the recidivism rate for the honey harvesting program known as "Sweet Beginnings" is below four percent, compared to the national average of 67.8 percent.¹

Other innovative programs funded by WKKF and others are having an impact across America. This is why I have hope. Change is happening, block by block, neighborhood by neighborhood.

But racial healing is also needed. By helping communities better understand the consequences of centuries of racism, it bonds them together, and they begin embracing changes that can create more equitable opportunities. It puts neighborhoods on a path towards racial equity. This is a pathway to hope and progress for all children. +

NOTES

¹ Bureau of Justice Statistics studies have found that within three years of release, about two-thirds (67.8 percent) of released prisoners were rearrested.

CREATING the
CHANGE
the World Needs to See

DEBRA MARTIN CHASE

One of the main reasons I went into the entertainment business was to create positive images of African Americans in film and television.

I grew up watching television and going to the movies. While I was conscious of the fact that I seldom saw myself in the images that were projected on screen, it wasn't until I was older that I understood what that really meant. Those images did not just dictate how I viewed myself, I eventually learned that they very clearly influenced how the outside world viewed me and others like me.

When I graduated from college in 1977, I spent the summer in Spain with one of my best friends. This being a different time, we decided to hitchhike and were picked up by a couple of guys. Using what was then my fairly fluent Spanish, we began a casual dialogue and one of them asked where we were from. My friend told them “New York,” to which he responded, “Oh, Harlem.” He subsequently asked us about drugs and clearly assumed that we were selling sex and shooting drugs. (Needless to say, we bolted from the car as soon as we could.)

I soon realized that their perception of Americans—and particularly of my friend and me as African-American women—was rooted solely in movie and television depictions of the time that failed to represent the diversity and breadth of the Black experience. More importantly, they failed to represent who we were. This was one of my first experiences in realizing the true power of images and stereotypes. In a world that preceded the Internet, television and film images were how stereotypes were either reinforced or torn down, how we became familiar with people and how we got to “know” each other without ever crossing borders—whether international or simply the other side of town.

When I started in Hollywood in the early 1990s, stereotypes, particularly of Black women, were largely reinforced. We were in a renaissance of Black filmmaking and the movies being

made were largely about the inner-city Black community—*New Jack City* (1991), *Boyz n the Hood* (1991), and *Menace II Society* (1993), to name a few. Successful in their own right and universal in their messages about courage and defining oneself within and against the odds, these movies still only highlighted one part of the African-American experience. Further, in many of these movies, the women had one-dimensional, subservient, or sexualized roles in support of a male lead. By and large, I still was not seeing the full scope of the Black experience, and I still was not seeing me.

There was also resistance and debate in Hollywood at that time about casting a Black person—male or female—in a part that was not a designated “Black” role. Think about Whitney Houston as the interracial love interest of Kevin Costner in *The Bodyguard* (1992); Denzel Washington opposite Julia Roberts in *The Pelican Brief* (1993); or Denzel, again, as a lawyer representing Tom Hanks in *Philadelphia* (1993). It almost seems implausible today that intense, behind-the-scenes battles would need to be waged on behalf of A-list talent like Whitney and Denzel to secure roles like these. But at the time, we were indeed fighting.

Today, diverse casting has been embraced, particularly in television, and we see a tremendous difference. Most people now know the vast diversity of Black culture—that we live in all neighborhoods, that we do everything—and more importantly, are capable of doing everything that others do; that we are successful; and that we, too, live global lives.

From President Barack Obama, Neil deGrasse Tyson and Ursula Burns to Kamala Harris, Ted Wells and Jay Z, there are a great number of role models and examples of African Americans who have been incredibly successful in every walk of life. So, to the extent that this is what is

going on in the world, this is what we're finally seeing reflected more in Hollywood as well.

Now, whether some of the early images that we fought for here in Hollywood helped African Americans be better accepted in the world at large, or vice versa, is debatable. However, regardless of being the chicken or the egg, we can claim some victory that the images of Blacks in Hollywood have significantly diversified.

MOST PEOPLE NOW KNOW THE VAST DIVERSITY OF BLACK CULTURE— THAT WE LIVE IN ALL NEIGHBORHOODS, THAT WE DO EVERYTHING—AND MORE IMPORTANTLY, ARE CAPABLE OF DOING EVERYTHING THAT OTHERS DO; THAT WE ARE SUCCESSFUL; AND THAT WE, TOO, LIVE GLOBAL LIVES.

Still, for women, the evolution has been a slow process. Even 20-plus years after I started in production, finding well-rounded and substantial leading roles for women—beyond the girlfriend, wife or mother—is still a challenge. Quite simply, strong roles for women of any race are sadly rare.

In fact, a recent study by the Center for the Study of Women in Television and Film at San Diego State University found that women comprised a dismal 12 percent of leading roles in the top-grossing films of 2014. The situation seems to be getting worse over the long- and short-term, as the 2013 figure was 15 percent,

and 2002 was 16 percent. With this as the overall context, and given Hollywood's history, it's not surprising that an even more difficult environment exists for Black actresses.

Thankfully, television is progressing more quickly than film, and we have seen an explosion of fabulous Black female leads on the small screen. With the Shonda Rhimes creations of Olivia Pope (Kerry Washington) and Annalise Keating (Viola Davis) as stellar examples, the enormous successes of "Scandal" and "How to Get Away With Murder" have proven that embracing a Black female lead on a series can result in resounding and replicable success.

Still, initial resistance to this concept was a challenge. However, now it was not about race, but economics. The question was "Would America embrace a Black female lead of a show?" The networks asked, the viewers answered, and Rhimes (who, in full disclosure, was my former intern while a graduate student at USC and continues to be a good friend) has completely changed the game, cultural expectations and our collective imagination about the power—and universality—of who we are.

On the movie front, it's simply harder to get movies made that are about a specific group—African Americans, women, LGBTs, Latinos—because fewer studios are making fewer films. They are now focused on franchises and blockbusters that will also play well in the international box office and can be sold as products across various platforms. This direction is not about race or a disinterest in telling smaller, character-driven stories. It simply represents the new business model for the movie business.

While there are some financing entities and distribution companies that will focus on the

smaller movies, they are few in number—which leaves filmmakers with the difficult feat of raising their own money, completing the movie and trying to secure distribution.

In the Hollywood landscape of recent years, financing a movie is a challenge for everyone, even the most established names. This is why I have such respect for Ava DuVernay—as a filmmaker and a businesswoman. She raised the financing for her first couple of films and took the extraordinary step of creating her own distribution network. This self-generated platform allowed her to gain the experience and acclaim that ultimately put her in a position to be selected to direct a film like *Selma*. Similarly, Lee Daniels was an independent king for years, raising the money for the smaller movies he produced and/or directed as well as for *Precious* and *Lee Daniels' The Butler*.

So for those who have a story to tell, but who do not have a financial network or the required business acumen to wear the many hats that it takes to get a movie made, the hill is that much steeper. I recently gave a speech at the African-American Film Critics Association dinner where I said that we must start helping ourselves more. We—in Black Hollywood—need to have an infrastructure in our own community so that we can effectively support new filmmakers, exchange information, and share financing opportunities. Charles King, formerly co-head of the Talent department at the William Morris Endeavor Agency, recently took a big step in this direction by establishing Macro Ventures, a financing company for African-American films and television.

Another example of self-help in action is the recent “Selma for Students” campaign. A group of my good friends—business executives, civic leaders and philanthropists—in New York City developed this idea to allow African-American

students to see the movie *Selma* for free at local theaters. I co-chaired the effort in Los Angeles, and the national movement, which to date has spread to more than 30 cities, has raised more than \$2.3 million and sent more than 300,000 students to see the movie. We not only made it possible for African-American students to learn more about our history, but we impacted the box office for the movie. I was amazed and truly thrilled as I watched this effort unfold—the emails that went out and the people who immediately joined in. It happened so quickly, and I know that we can do the same around other causes and to support other movies. When we harness our power and our resources, combined with real leadership and cooperation, we can accomplish anything.

This is what we can begin to do, as a Hollywood community and a community-at-large, to support artists and films that tell our stories, have a meaningful impact on our lives and encourage the world to see us through the positive and complex images we create.

I can now, finally, see more of myself on the big and small screens. +

I Wanna Be Like...
**EDUCATION,
PACTS,
AND THE POTENTIAL
OF YOUTH**

“THE THREE DOCTORS”—DR. SAMPSON DAVIS,
DR. RAMECK HUNT AND DR. GEORGE JENKINS

We grew up in the blighted community of Newark, New Jersey surrounded by drugs, crime and poverty. Newark, with its working-class base bursting with great potential and talent, is unfortunately perhaps best known as one of the most dangerous cities in America.

As children, the three of us possessed tons of ambition, optimism and an unbelievable desire to make something positive of our lives. What we lacked in support and a blueprint, we found in our collective spirit of hope, faith and belief.

Raised in single parent homes, we soon discovered that a great deal of what we needed to rise and overcome our circumstances rested in the support we had for one another. The reality was that our friendship was the key that not only unlocked the doors to our potential, but that also gave us the strength we needed to walk through them. We realized this early on when we first met in the 9th grade in the hallways at University High School. So, we decided on something unconventional. We decided to make a boyhood promise to one another to stick together and find a way to success. There were no contracts or finger-cutting blood pact oaths, but rather an eye-to-eye stare, a nod of heads and our individual word that we would have each other's back no matter what. Our promise to one another was iron-clad and stood as strong as any binding legal agreement. We wanted more than anything to survive the streets and rise above the lure of fast money, cars and jewelry that had attracted and destroyed so many of the people we loved.

In the midst of uncertainty, we made a choice to invest in the one thing we knew for certain—our friendship—and with that, the pact was born. With the focus on higher education as our aspiration and friendship as our foundation, we stepped out to achieve the unimaginable. We set our sights on becoming doctors.

Today, we have achieved what many naysayers, onlookers and even well-wishers labeled impossible and anomalous for inner-city youth like us. Today, we are doctors. We always understood the power of our friendship and

the success friends could achieve when paired together with common interests and the promise to look out for one another. Our pact was not only a win for us individually, but a triumph for all inner-city communities across the country.

Our Black communities continue to face inconceivable hardships and struggles. From the outside looking in, it often appears we are frozen in a state of non-progress. We are faced with a lack of job opportunities, inadequate educational facilities and resources and ongoing violence. Daily, our young men face life-snatching disagreements where arguments end in gun violence; where lives are far too often lost at the hands of those who look like the victims; and where, as of late, the seeming barrage of lives snatched by law enforcement has played out on an international stage—exposing our nation's incomplete journey to liberty and justice for all. We need not look far to see that our communities are in crisis.

So we want to offer a solution—one that is very simple and practical, one that we all can work collectively to enforce:

- + *Let solidarity take front seat.*
- + *Form strong, positive friendships and networks.*
- + *Form a forward-looking pact with friends, family, neighbors, a higher power.*
- + *Use education as a tool to build a better community.*

Without an education today, a state of impoverishment is the most likely outcome. Yet, an astonishing, unfathomable 1.2 million high school students drop out of school each year.¹ We can do better. We must do better—and education is the lifeline.

**WE NEED TO START
GLORIFYING PEOPLE
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SUCCESSFUL THROUGH
EDUCATION, JUST AS WE
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ENTERTAINMENT.**

We need to foster these positive peer groups of friends. We need to start glorifying people who have become successful through education, just as we applaud and celebrate those who have become successful through athletic prowess or entertainment. It's not surprising that our young people "want to be like Mike" (or to catch up with the times "like LeBron") because let's face it, those lifestyles look appealing. But so do ours, and our kids need to understand that. Unfortunately, what they see when thinking about becoming a doctor is the hard work, long hours and years of schooling that go into becoming one. But what they don't know is the hard work that it also takes to be a successful entertainer or athlete. Instead, they primarily see the glorifying results. From the outside looking in, it's all fun with little effort. Who wouldn't want that? They don't realize they have better odds of becoming one of The Three Doctors than they do of becoming the next LeBron James. We need media campaigns and sports and entertainment collaboration to glorify success stories beyond those we typically see in the headlines. We should have broad-reaching campaigns that proclaim "I want to be like...The Three Doctors...or the two astronauts...or the four teachers," and so on.

Our children cannot aspire to be what they cannot see. They need to see the many options before them of what they can do and who they can be. They need to know that they can make pacts like we did and understand that when they focus on education and college or university completion, they too can rise above and overcome their circumstances. But they cannot do this on their own. We need to help them by ensuring they get the proper messaging through media and social platforms, even when those around them doubt their chances to succeed. With a campaign such as "I Wanna be Like...," we can inspire our kids to dream beyond anything they've imagined. Their dreams should not be limited to just being a celebrity. Let's broaden their horizons and expose them to dreams of becoming a scientist or engineer—and most importantly, get them excited about it! We need everyone—parents, teachers, mentors, celebrities—to help us do this. Like most things, so much lies in the messaging. Let's get better control of the messages our children are getting. We compete daily with negative messaging from every side telling our children what they cannot achieve. Let's fight back with the innovative, inspirational messaging that our children deserve.

Let's make education that New Cool. Want to see change? Well, we need to be the doctors; we need to be the teachers; we need to be the prosecutors; we need to be the police. We need to be the change we want to see.

Nowadays, everybody wants to be a celebrity, but what we really need are more heroes. In fact, today's classified ads should read: "Heroes Wanted: Only the Serious Need Apply." Let's answer the call. +

NOTES

¹ Miller, Tony. "Partnering for Education Reform." U.S. Department of Education (2011).

SUCCESSFUL
BLACK
ENTREPRENEURS
Should Not Be an Anomaly

ALFRED C. LIGGINS, III

I am a second generation African-American male entrepreneur. It's 2015, and unfortunately, I'm still a virtual anomaly. According to the U.S. Census Bureau, things are rapidly improving, but we have decades of entrepreneurial and economic disparity to contend with in the African-American community.



From 2002 to 2007, the number of Black-owned businesses increased by 60.5 percent. Over the same period, receipts generated by Black-owned businesses increased 55.1 percent to \$137.5 billion¹

Census Bureau Deputy Director Thomas Mesenbourg notes that “Black-owned businesses continued to be one of the fastest growing segments of our economy, showing rapid growth in both the number of businesses and total sales during this time period.”

It’s peculiar. In the midst of seemingly improved economic conditions and increased entrepreneurial rates, I still stand in the few amongst my peers. I look around Capitol Hill, board rooms, financial institutions, business networks, and I don’t see enough people who look like me. I venture to say if we asked young, impressionable African Americans who their role models are, we’d find a disproportionate share of them naming athletes and entertainers—not business owners.

It’s saddening, but I understand.

The images of successful Black people that our youth continue to be bombarded with are of our incredible athletes and gifted entertainers. Too few were blessed as I was to have a personal relationship with a business owner who was my role model—and mother.

Unfortunately, post desegregation, African Americans have been reticent starters of businesses. This doesn’t change the reality that the only sustainable economic passage to wealth and power is entrepreneurship. I believe that business ownership is a must to truly dictate the long-term success and trajectory of one’s life, family and generations to come. In fact, it is African-American business ownership that will save our communities by stimulating the economy, generating jobs and decreasing crime.

In short, the true color of freedom is green.

Before desegregation, Black-owned businesses weren’t a rarity. Blacks couldn’t eat in the same restaurants and go to many of the same places as whites, so the kinds of businesses our community needed were apparent. The

**NOW, THE AVERAGE
AFRICAN-AMERICAN
HOUSEHOLD MAY HAVE
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DON’T OWN MORE.**

void was obvious and our people filled the gap. From the National Negro Business League to pulpits across America, Black people were inspired and supported in entrepreneurship. We owned restaurants, salons, barber shops, child care facilities, and more. Our people mastered a trade, sharpened their business savvy, and created our own business ecosystem.

Now, with access to education, we support careers in fields including medicine and law, as these weren’t early options for us. Now, with increased economic power and desegregation, we spend our “professional” dollars in the mainstream and minority-owned businesses of Asians and Hispanics that we once owned. Now, the average African-American household may have more, but we certainly don’t own more.

This begs the age-old question: Why haven’t African Americans embraced entrepreneurship at the rate of other ethnic minorities?

1. Business ownership has not been engraved in our family culture. Much of who we are derives from our upbringing. My mother was a business owner. Entrepreneurship was all that I knew—I was groomed for this. Many African

Americans not only don't have family images of business ownership, but there isn't a combined family wealth that can support a first-time entrepreneur. We see many immigrants pooling resources to make the American dream come true via their family-owned and operated businesses. This communal model of business ownership simply hasn't been largely embraced by our community.

2. There is a limited perception of success.

When one defines success as either being a doctor, lawyer, athlete or entertainer, then the ability to envision new possibilities has already been stifled. Entrepreneurship is about being an answer to someone's want or need. It's that simple—supply and demand. What can you supply that is needed or wanted enough for someone to pay you for it? The next step is to determine how you can do it or provide it so well that you can be successful and change the course of your family and community.

3. A clear definition of business opportunities does not exist. Today, it is no longer overwhelmingly obvious which kind of business to open. Perhaps some of the delayed entrance of African Americans into business ownership stems from simply not knowing what kind of business to launch or not knowing how their skills and abilities can be monetized. In a time where science and technology are so critical to our global economy, we must plant the seed of achievement in our children for STEM academics in addition to the hunger for entrepreneurship.

So, how do we continue to change the tide, rebuild the Black financial ecosystem and sustain Black-owned businesses?

1. Each one teach ten. For those who have achieved entrepreneurial success in terms

of longevity and revenue, begin to expand your circle to include the number of aspiring and inexperienced African-American entrepreneurs with whom you can share your wealth of knowledge.

2. Plant a seed. Financial resources continue to be one of the leading reasons why Black people don't start businesses. Not only do we have to stop being afraid to ask for financial support, but we must begin to step up and be private investors for and consumers of our own businesses.

3. Free your mind. Release yourself to the possibility of owning your future. Look within and around you so business opportunities and possibilities manifest. Free yourself from the fear of failure by acknowledging it and having the faith in yourself to take the next step anyway.

As the President and CEO of the only African American-owned multi-media conglomerate in the country, Radio One, Inc., I realize my role in helping to rebuild the Black financial ecosystem. Our mission is to be the most trusted source in the African-American community that informs, entertains and inspires our audiences by providing culturally relevant, integrated content through our radio, television and digital platforms. Realizing how critical it is for people to see an image of themselves as successful, we are committed to shaking up the traditional perspective and providing alternative images on all forms of media.

I'm a second generation African-American male entrepreneur. It's 2015, and I'm tired of being an anomaly. +

NOTES

¹ United States Census Bureau, *Census Bureau Reports the Number of Black-Owned Businesses Increased at Triple the National Rate.*

EDUCATION'S
Opportunity
DASHBOARD

LILY ESKELSEN GARCÍA

In the summer of 1857, 43 educators gathered in Philadelphia, answering a national call to unite as one voice in the cause of public education. At the time, learning to read and write was a privilege reserved for the fortunate few. But almost 160 years later, the voice of the once fledgling National Education Association has risen to represent more than three million educators, and a free and public education has become a rite of passage for every American child.



Over the last 15 decades, the National Education Association (NEA) has led the country in advocating for children and the educators who teach and nurture them. Through the power of the collective, the union gave voice to some of the defining issues of our times: establishing the civil rights of Black children and educators, granting women the right to vote and leading the charge against child labor.

Ours is a history of people who inspired change. Today's challenges require the same kind of leadership and moral courage demonstrated by the women and men who built our union.

I was born one year after the Supreme Court of the United States issued its landmark *Brown v. Board of Education* opinion 60 years ago. By the time I began my career as an educator, I hoped that we would soon realize the promise of equal opportunity in education for every student.

Unfortunately, although the Court outlawed segregation, it is still a reality today—and *Brown* wasn't simply about segregation. The Court wrote:

"In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity...is a right which must be made available to all on equal terms..."

The Justices were unanimous and they were unequivocal: equal opportunity in education is a constitutional right of all students. Yet that right to equal opportunity is still being denied to millions of students.

Most Hispanic and Black students are in classrooms in which at least two-thirds of their peers are also minorities, and virtually half are poor.¹ These schools often have inexperienced teachers, inadequate resources and dilapidated facilities. Plagued by segregated learning

environments, minority children have remained disproportionately vulnerable to the legacy of racial bias and poverty.

This disparity in opportunity is illegal, immoral and costly for our nation. These opportunity gaps become even more urgent as the face of American public education is changing. Today, ethnic minority students comprise nearly 40 percent of the population in our nation's schools. It is anticipated that during the next 20 years, that figure may well reach 50 percent.²

**EQUAL OPPORTUNITY
IN EDUCATION IS A
CONSTITUTIONAL RIGHT
OF ALL STUDENTS. YET
THAT RIGHT TO EQUAL
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If we are to preserve and advance America's public schools, we must meet the needs of these children, support ethnic minority community commitment to public education, work collaboratively to improve the quality of their schools and assure that all children receive the education they need and deserve.

Reauthorization of the Elementary and Secondary Education Act (ESEA) is a unique opportunity to fulfill America's promise of equal opportunity to all students. It has been more than 12 years now since No Child Left Behind (NCLB)—the last reauthorization of ESEA—became law. The most crucial element of that iteration of the law was the introduction of disaggregated data to spotlight gaps

in achievement for specific populations of students, including those in high-poverty schools, African Americans, Latinos, Asian Americans, Native Americans and students with disabilities.

The theory: spotlighting achievement gaps would prompt the appropriate diagnosis and infusion of resources and interventions targeted to groups of students who most needed it. In reality, that has not occurred.

Now is the time to fix that deficiency. This time around, ESEA's accountability system should revolve around an "opportunity dashboard" composed of key indicators of school quality disaggregated—largely data already captured by the Department of Education's Office of Civil Rights—on students' access to, among other things:

- + *Advanced coursework (AP/IB, dual enrollment, college gateway math and science)*
- + *Fully-qualified teachers*
- + *Specialized instructional support personnel (school counselors, nurses and psychologists)*
- + *High-quality early education*
- + *Arts and athletic programs*
- + *Community health care and wellness programs*

The federal role in ensuring equal educational opportunity is as essential today as it was 60 years ago, when the Supreme Court decided *Brown v. Board of Education*. One in five of our children—more than 16 million—are living in households below the official poverty threshold (an income of \$23,850 for a family of four). Remarkably, more than half of our public school students are now eligible for free- and reduced-price meals.³

We know that every child can learn. We know that every child can reach the highest of heights when given the opportunity and resources to learn. To fulfill at last America's promise of equal opportunity, the centerpiece of the accountability system in the next Elementary and Secondary Education Act must include an "opportunity dashboard" that will finally lead to the delivery of the supports and interventions to students who need it the most. +

NOTES

¹ National Center for Education Statistics' Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011).

² U.S. Census Bureau.

³ National Center for Children in Poverty.

About the Authors

MAYOR MURIEL BOWSER



Mayor Muriel Bowser brings a pragmatic, hands-on approach to finding solutions to address the needs of residents in Washington, DC. She was first elected Ward 4 Councilmember in a special

election in 2007, re-elected in 2008, and again in 2012. On November 4, 2014, voters elected Bowser as the seventh elected, and only second woman, mayor of the District of Columbia. Voters have strongly endorsed Bowser's ambitious agenda focused on an open and ethical government, rebuilding quality neighborhoods and transforming DC's schools and commercial corridors.

During Bowser's tenure as Councilmember, Ward 4's population grew, quality school choices and public spaces increased, and hundreds of units of housing were created. Dozens of new stores, restaurants, and small businesses opened, and violent crime plummeted. Positive and sustainable change is visible on every corner of Ward 4.

Throughout her career, Bowser has focused her attention on enhancing the lives of residents District-wide. She was selected by her colleagues on the Council as Chairwoman of the Committee on Economic Development and created more than 5,000 units of affordable housing, passed legislation to build a new soccer stadium and secured the best portion of the Walter Reed campus for DC. Previously, as Chairwoman of the Committee on Government Operations, Bowser worked with her colleagues to pass comprehensive ethics reform in the District, improved the safety and efficiency of the Metro system, and increased transparency in government contracting. As Chair of the Committee on Libraries, Parks and Recreation and the Committee on Public Services and Consumer Affairs, Bowser championed the causes of increasing the revenue generating potential of DC's public spaces, curbed bullying in its

schools and recreation centers, and created consumer protections for homeowners facing foreclosure. As Chair of the Washington Metropolitan Transit Authority (Metro) Board's Planning, Program, and Real Estate Committee, Bowser led the adoption of comprehensive revisions to joint development policies that promote more transparency, competition, higher quality transit oriented development, and include Metro's first-ever affordable housing policy. She also previously served as Chair of the regional Metropolitan Washington Council of Governments' Transportation Planning Board.

Bowser's strong message of representing all eight wards won the hearts of voters and an endorsement from President Obama, who described her as "a champion for working and middle-class families, and a passionate proponent of Washington, DC."

She is committed to improving the lives of all Washingtonians, whether they have been there for five minutes or five generations. Bowser's fierce advocacy to improve the District won her the endorsement of the *Washington Post* which wrote: "Smart, hardworking and independent-minded, Ms. Bowser has shown herself to be an effective advocate for the interests of her demanding ward and a leading voice for education reform and good government." She was also honored with the Democratic State Committee's Legislator of the Year Award (2012), the Phyllis Campbell Newsome Public Policy Leadership Award (2012), and the NoMa Business Improvement District Public Sector Award (2012).

Bowser, a native Washingtonian, earned a Bachelor of Arts degree in History from Chatham College and a Master's degree in Public Policy from American University.

DEBRA MARTIN CHASE



Debra Martin Chase is an Emmy-nominated and Peabody Award-winning television and motion picture producer whose company, Martin Chase Productions, has been affiliated with the Walt

Disney Company since 2001 and been based at the ABC Television Network since 2012.

She was the first African-American female producer to have a deal at a major studio. Much of her work has focused upon women, tweens, dance and music.

Her filmography includes three beloved franchises: *The Princess Diaries*, *The Sisterhood of the Traveling Pants* and *The Cheetah Girls*. *The Princess Diaries* and its hit sequel jointly grossed over \$300 million in worldwide box office receipts and launched the movie career of actress Anne Hathaway. According to *Variety*, the first *Sisterhood of the Traveling Pants* was one of the best reviewed movies of 2005 and began the career of another young actress, Blake Lively. The soundtrack for *The Cheetah Girls*, which Ms. Chase also executive produced, went double platinum. Its first sequel was the most watched movie debut in the history of the Disney Channel and the singing group had one of the most successful U.S. concert tours of the 2006–2007 season. Her other motion picture producing credits include *Sparkle*, a dramatic musical starring Jordin Sparks and the late Whitney Houston; *Just Wright* starring Queen Latifah, which won the 2011 NAACP Image Award for Best Screenplay; *Courage Under Fire* starring Denzel Washington; and the perennial holiday favorite, *The Preacher's Wife* starring Washington and Houston. Her television credits include the Emmy-winning Rodgers & Hammerstein's *Cinderella* with Brandy and Houston; the Lifetime Television series *Missing*, which had the most watched series debut in the network's history; the Disney Channel's original musical *Lemonade Mouth*, which featured a number one Billboard soundtrack that Ms. Chase executive produced; and the Oscar and Emmy-nominated and Peabody Award-winning documentary Hank Aaron: *Chasing The Dream*. She has also produced four movies in her partnership with Mattel's American Girl Company.

Ms. Chase was the motion picture and television producing partner of Whitney Houston in BrownHouse Productions from 1995 to 2000. She ran Mundy Lane Entertainment, Denzel Washington's production company, from 1992 to 1995.

Ms. Chase graduated Phi Beta Kappa, Magna Cum Laude from Mount Holyoke College and the Harvard Law School. In 2007, she received an honorary Doctorate of Arts from Mount Holyoke and is a member of its Board of Trustees. She also serves on the board of the New York City Ballet and is on the Women at NBC/Universal Advisory Board and the Producing Mentor Board of USC's Peter Stark Program. She has co-chaired the Athena Film Festival in New York City, a collaboration between Barnard College and the website Women and Hollywood, for the past four years. Ms. Chase is also a member of the Academy of Television Arts and Sciences.

Among her numerous awards and honors, in 2007, 2008 and 2009, *Ebony Magazine* named Ms. Chase one of the 150 Most Influential African Americans in America. In December 2012, *Black Enterprise Magazine* named her one of the Ten Most Bankable African American Movie Producers in Hollywood based upon worldwide box office, the only woman on the list. In 2013, she was awarded the Entertainment Award by the Trumpet Awards Foundation for her career achievements. In 2015, she was similarly honored by the African American Film Critics' Association and received its Ashley Boone Award.

BENJAMIN LLOYD CRUMP, ESQUIRE



Distinguished lawyers whose names are on the pages of American History books are not there because of their pedigree, their alma mater, or even their affluence. It is because of the landmark

cases they won and how their success has changed jurisprudence. Attorney Benjamin Crump and his legal prowess and success have created a significant legal legacy that ensures that the promise found in our nation's constitution is indeed real in every state, municipality and neighborhood. His legal acumen as

both a litigator and advocate has ensured that those most frequently marginalized are protected by their nation's contract with its constituency. The conspectus of his constitutional battles at both the local, state and federal levels will be the textbook most frequently referenced by this and future generations of civil rights law and the protection of constitutional freedoms.

Benjamin Crump has been recognized as one of The National Trial Lawyers Top 100 Lawyers, Ebony Magazine Power 100 Most Influential African Americans, and bestowed the NAACP Thurgood Marshall Award and the SCLC Martin Luther King Servant Leader Award. He and his law partner, Daryl Parks, have provided legal representation and recovered millions of dollars for their clients in some of the most high-profile cases in the United States. In 2001, the firm represented Zaniyah Hinson, a case discussed on the Oprah Winfrey Show where a two year-old died after being left in a daycare van for four hours in 104 degree temperatures. ESPN *SportsCenter* broadcast another case the firm handled which documented Leeronnie Ogletree, a 39 year-old who had been sexually molested by the Boston Red Sox Clubhouse manager when he was a ball boy as a youth. In January 2006, Crump relentlessly pursued justice on behalf of the parents of Martin Lee Anderson, the 14 year-old boy who died the day after he was restrained, beaten and suffocated at the Bay County juvenile boot camp. The camp's security cameras captured the incident on videotape. The case was featured on television shows including NBC's *Today Show*, ABC's *20/20* and CNN's *Anderson Cooper 360*, as well as chronicled in *Essence*, *Jet*, and *Newsweek* magazines. In December 2009, Crump served as lead attorney for a class of plaintiffs who were fatally and critically injured when the Berkman Plaza Parking Garage collapsed in Jacksonville, Florida. Also in 2009, he became co-counsel of a class-action case that had been pending for more than a decade on behalf of families who sued the St. Joe Paper Company for selling them wetland in Port St. Joe, Florida. Due to their homes being built on wetlands, their houses began to fall apart as they sank into the ground allowing insects and pests to come through the walls as water pipes cracked, causing them to be without heat or hot water in the winter. Crump recently achieved a

very critical victory as lead attorney on what has been characterized as a landmark voter's rights case of this millennium when nine African-American women were arrested with guns drawn for voter fraud in Madison, Florida. In 2012, Crump led the fight for justice as the lead attorney for the family of Trayvon Martin, who was killed by a neighborhood watch volunteer, George Zimmerman, in Sanford, Florida while walking home with a bag of Skittles and a can of iced tea. Presently, Crump is the lead attorney for the family of Michael Brown, the young man that was killed by a Ferguson, MO police officer, in broad daylight while holding his hands in the air.

Attorney Crump understands that the practice of law is a privilege that carries with it certain responsibilities and obligations to our society and to our democracy. He gives freely and unselfishly of his time and legal talent to represent the poor, the powerless, the defenseless and the oppressed among us. He strives through his work to fulfill the promise of equal justice for all. He is married to Dr. Genae Angelique Crump and is the proud father of Brooklyn Zeta Crump and legal guardian to Chancellor Isiah Crump and Jemarcus Crump.

MAYOR KAREN FREEMAN-WILSON



On December 31, 2011, Karen Freeman-Wilson became the first woman to lead the steel city of Gary, Indiana and the first African-American female mayor in Indiana.

Along with her husband, Carmen Wilson, and their daughter Jordan, Freeman-Wilson resides in her native city of Gary, Indiana. She was valedictorian of her graduating class at Gary's storied Roosevelt High School and went on to graduate from Harvard College (cum laude) and from Harvard Law School.

Despite her breadth of travel and influence throughout the United States, Freeman-Wilson's loyalty and commitment to her home city has never wavered. Indeed, her passion for Gary, coupled with her experience and training, have positioned her for

leadership and prepared her to tackle the major challenges facing the city. She is the immediate past CEO of The National Association of Drug Court Professionals and Executive Director of The National Drug Court Institute based in Washington, DC. With Freeman-Wilson at the helm, the number of drug courts in the U.S. doubled to 1,700 and NADCP became the premier organizational advocate for drug treatment in the judicial arena. Freeman-Wilson has consulted with the Office of White House Drug Control Policy, the Department of Justice and the National Highway Traffic Safety Administration in the creation and implementation of drug policy. As the twice-elected Gary City Judge, she helped pioneer the drug court movement in Indiana.

Freeman-Wilson has also demonstrated public service and leadership in state government. During her tenure as Indiana Attorney General, Freeman-Wilson fought passionately on behalf of youth, seniors and abused nursing home patients. She was one of the first Attorneys General in the country to combat gas price gouging and to ensure that tobacco settlement dollars were directed towards smoking cessation and health care. While she was the Executive Director of The Indiana Civil Rights Commission, Indiana was one of the first states to pass legislation comparable to the American with Disabilities Act.

Her capabilities, intellect and stellar record of success have not gone unnoticed by national party leaders. In 2000, she was named as one of the top 100 to watch by the National Democratic Leadership Council. That was followed with the honor of being asked to address the 2000 National Democratic Convention in Los Angeles. Her contributions have also been acknowledged by U.S. Drug Czars, Indiana Governors and Supreme Court Justices throughout the United States.

In January 2015, Freeman-Wilson was appointed chair of the National League of Cities (NLC) Public Safety & Crime Prevention Committee. This committee has the lead responsibility for developing NLC federal policy positions on issues involving crime prevention, corrections, substance abuse, municipal fire policy, juvenile justice, disaster preparedness and relief, homeland security, domestic terrorism, court systems

and gun control. As chair of the committee, Freeman-Wilson will play a key role in shaping NLC's policy positions and advocating on behalf of America's cities and towns before Congress, with the Administration and at home. Freeman-Wilson also chairs the U.S. Conference of Mayors—Mayors/Police Chiefs Working Group on Police Community Relations.

When asked about her commitment to her hometown, Freeman-Wilson often acknowledges that Gary has a history of many obstacles, but quickly notes that the city's challenges pale in comparison to its potential. "Our city is a diamond in the rough and we simply need the right leadership."

SECRETARY ANTHONY FOXX



Anthony Foxx became the 17th United States Secretary of Transportation on July 2, 2013.

In nominating him, President Obama said, "I know Anthony's experience will make him an outstanding

Transportation Secretary. He's got the respect of his peers, mayors, and governors all across the country. And as a consequence, I think that he's going to be extraordinarily effective."

As U.S. Secretary of Transportation, Foxx leads an agency with more than 55,000 employees and a \$70 billion budget that oversees air, maritime, and surface transportation. His primary goal is to ensure that America maintains the safest, most efficient transportation system in the world.

Foxx joined the U.S. Department of Transportation after serving as the mayor of Charlotte, North Carolina, from 2009 to 2013. During that time, he made efficient and innovative transportation investments the centerpiece of Charlotte's job creation and economic recovery efforts. These investments included extending the LYNX light rail system, the largest capital project ever undertaken by the city, which will build new roads, bridges, transit as well as bicycle and pedestrian facilities; expanding Charlotte-Douglas International Airport, the sixth busiest in the world;

working with North Carolina Governor Beverly Perdue to accelerate the I-485 outer belt loop using a creative design-build-finance approach, the first major project of its kind in North Carolina; and starting the Charlotte Streetcar project.

Prior to being elected mayor, Foxx served two terms on the Charlotte City Council as an At-Large Representative. As a Council Member, Foxx chaired the Transportation Committee, where he helped shepherd the largest transportation bond package in the city's history, enabling Charlotte to take advantage of record low interest rates and favorable construction pricing to stretch city dollars beyond initial projections. Foxx also chaired the Mecklenburg-Union Metropolitan Planning Organization.

Foxx is an attorney and has spent much of his career in private practice. He also worked as a law clerk for the U.S. Sixth Circuit Court of Appeals, a trial attorney for the Civil Rights Division of the U.S. Department of Justice and staff counsel to the U.S. House of Representatives Committee on the Judiciary.

Foxx received a law degree from New York University's School of Law as a Root-Tilden Scholar, the University's prestigious public service scholarship. He earned a bachelor's degree in History from Davidson College.

Foxx and his wife, Samara, have two children, Hillary and Zachary.

LILY ESKELSEN GARCÍA



Lily Eskelsen García is president of the National Education Association, the nation's largest labor union. Lily began her career in education as a school lunch lady and now leads a

professional association of three million educators—she is the first Latina to lead the NEA and one of the country's most influential Hispanic educators.

Prior to assuming the top post, Lily served two terms as NEA Vice President and Secretary-Treasurer. She became a vocal critic of the standardized testing

movement and raised alarms on the outsize role that testing is playing in public education: taking over the time students spend in the classroom, being used as a weapon against their teachers, and distracting from real problem of inequality.

Her new role is an extension of her teaching days in Utah. She was named Utah Teacher of the Year in 1989 after nine years in the classroom. She also worked with homeless children and gifted children; as a mentor for student teachers; and as a peer assistance team leader at Orchard Elementary School in the suburbs of Salt Lake City.

In 1998, she attempted to put her 20 years of experience working with small children to practical use by becoming her party's nominee for the U.S. Congress. The rookie effort didn't work out but she made her mark: she was the first Hispanic to run for Congress in her state and earned 45 percent of the vote against the incumbent.

Lily is a sought-after speaker and has keynoted hundreds of education events across the country, earning her recognition by Education World in their "Best Conference Speakers" edition. She also blogs at "Lily's Blackboard" bringing a teacher's voice to topical education issues. Her advice has been published in *Parenting* magazine, and she has been featured on MSNBC, CNN en Español and as the noble opposition on *Fox & Friends*.

Lily believes in the sacred duty of all educators to be professionals and to care for the whole student—mind, body and character—no matter how students arrive and no matter their learning conditions, their home conditions or their health conditions. She believes that professionalism carries the responsibility to take action, individually and collectively, to fight to make the promise of public education a reality and to prepare the whole and happy child to succeed in becoming a whole and happy adult.

Lily is a graduate of the University of Utah, graduating magna cum laude in elementary education and later earning her Master's degree in instructional technology.

MAYOR KEVIN JOHNSON



Kevin Johnson was elected as the 55th mayor of the City of Sacramento in November 2008 and re-elected to a second term in June 2012.

He is the first African American to be elected to

the office. His vision is for Sacramento to become “a city that works for everyone.”

Since taking office, Mayor Johnson has embarked on an ambitious plan to reshape how city government serves the citizens of Sacramento. His top priorities include improving public safety, creating jobs and economic development, launching green and sustainability initiatives, reforming public education, promoting good government and enhancing the quality of life for all Sacramentans.

Beyond his policy goals for Sacramento, Mayor Johnson is committed to elevating Sacramento’s profile as the capital city of California—the 8th largest economy in the world. To that end, the Mayor has taken on a range of national leadership positions, including his current roles as President of the U.S. Conference of Mayors, Chair of U.S. Secretary of Education Arne Duncan’s Mayors Advisory Council, Chair of the National Resilient Communities for America Campaign, and member of the White House Task Force on Climate Preparedness and Resilience.

Before taking public office, Mayor Johnson led a diverse career as a professional athlete, entrepreneur and nonprofit executive. Johnson served as Chief Executive Officer of St. HOPE (Helping Others Pursue Excellence), a nonprofit organization he founded in 1989 and led until January 2008. Originally focused around providing afterschool programs to at-risk youth in the Mayor’s native Oak Park neighborhood, St. HOPE expanded to pursue a broader program of urban revitalization through public education, civic leadership, economic development and the arts. Today, St. HOPE consists of three divisions: St. HOPE Academy, St. HOPE Development Company, and St. HOPE Public Schools.

In his prior career, Johnson played professional basketball in the National Basketball Association. After earning a B.A. in Political Science from the University of California at Berkeley, he was drafted as the 7th pick in the 1987 NBA Draft by the Cleveland Cavaliers. He went on to play twelve seasons with the Cavaliers and Phoenix Suns, earning honors as a three-time All-Star and five-time selection to All-NBA teams. The Mayor was inducted into the Phoenix Suns Ring of Honor in 2001 and is a member of the UC Berkeley Athletic Hall of Fame, Pac-10 Hall of Honor, Sacramento Sports Hall of Fame, Bay Area Sports Hall of Fame, Sac-Joaquin Section Hall of Fame, National High School Hall of Fame and World Sports Humanitarian Hall of Fame.

Mayor Johnson has served on the Board of Directors for LISC National, the California Charter School Association, the UC Berkeley Foundation, Teach for America, the Institute of Governmental Studies National Advisory Council and the Harvard Divinity School SLI Advisory Board. His concern and compassion for children and education prompted President George H. W. Bush to honor Johnson with the 411th Point of Light. In addition, Johnson was selected as one of the “15 Greatest Men on Earth” by *McCall’s Magazine* and has received the NBA’s J. Walter Kennedy Citizenship Award, the Good Morning America Award from *Sports Illustrated*, NCAA Silver Anniversary award and the “Most Caring American” award by the Caring Institute.

Mayor Johnson has appeared on several national television programs including *CNN Newsroom*, *The Oprah Winfrey Show*, *Dateline NBC*, *Larry King Live*, *The Colbert Report*, *Fox Business Network* and Tom Brokaw’s “American Character.”

ALFRED C. LIGGINS, III

Mr. Alfred C. Liggins, III is the CEO and President of Radio One, Inc. and the Chairman and CEO of TV One, LLC. Mr. Liggins sits at the helm of a family dynasty with his mother, Ms. Cathy Hughes,

which is the only African-American owned multi-media and entertainment company in the country.

Radio One, Inc. is the largest multi-media company that primarily targets African-American and urban listeners, viewers, readers and Internet users. In his role as CEO and President of Radio One, Mr. Liggins has led the Company's transformation into a diversified multi-media platform that owns and/or operates the following assets: 54 radio stations located in 16 urban markets in the United States, Interactive One (*urbandaily.com*, *newsone.com*, *helloworld.com*, *blackplanet.com* and *globalgrind.com*), a majority interest in TV One, LLC (*tvoneonline.com*), a cable/satellite network and Reach Media, Inc. (*blackamericaweb.com*), owner of the *Tom Joyner Morning Show* and other nationally syndicated radio hosts. Mr. Liggins is responsible for the overall management and operating performance of Radio One's assets, pursuing new business ventures, identifying acquisitions, managing an integrated business plan and attracting key talent.

TV One is a cable network that reaches 57 million homes and offers a broad mix of original and existing programming from all entertainment genres, including scripted and unscripted dramas, sitcoms, music shows, lifestyle programs and movies with a portion of the programming devoted to public affairs and news documentaries. Mr. Liggins was instrumental in attracting Comcast as a strategic partner in the network. As Chairman and CEO of TV One, his responsibility is to lead the overall continued expansion of the network, both in terms of subscribers and advertising revenues.

Mr. Liggins received his MBA in May 1995 from the Wharton School of The University of Pennsylvania. Committed to the African-American community and

the performing arts, Mr. Liggins serves on the Board of Directors for the Apollo Theatre.

MARC H. MORIAL

Entrepreneur. Lawyer. Professor. Legislator. Mayor. President, U.S. Conference of Mayors. President and CEO of the National Urban League, the nation's largest historic civil rights and urban advocacy organization.

In a distinguished professional career that has spanned 25 years, Marc Morial has performed all of these roles with excellence and is one of the most accomplished servant-leaders in the nation. As President and CEO of the National Urban League since 2003, he has been the primary catalyst for an era of change—a transformation for the 105-year old civil rights organization. His energetic and skilled leadership has expanded the League's work around an Empowerment agenda, which is redefining civil rights in the 21st century with a renewed emphasis on closing the economic gaps between whites and Blacks, as well as other communities of color, and rich and poor Americans.

During his tenure, the League had record fundraising success with a 280MM, five-year fundraising effort. He has secured the BBB nonprofit certification, which has established the NUL as a leading national nonprofit, and the coveted 4-star rating from Charity Navigator, which has placed the NUL in the top 10 percent of all U.S. charities for adhering to good governance and other best practices, as well as executing its mission in a fiscally responsible way.

Under his stewardship, the League launched a historic \$100 million, five-year "Jobs Rebuild America: Educate, Employ, Empower" initiative in 2013—a solutions-based, comprehensive approach to the nation's employment and education crisis that brings together federal government, business, and nonprofit resources to create economic opportunity in 50 cities across the country through the Urban League affiliate network.

His creativity has led to initiatives such as the Urban Youth Empowerment Program to assist young adults in securing sustainable jobs and Entrepreneurship Centers in 10 cities to help the growth of small businesses. Also, Morial helped create the Urban Empowerment Fund, which will lend to urban impact businesses, and helped create the League's New Markets Tax Credits initiative, which has pumped nearly \$500 million into urban impact businesses, including minority business, through both debt and equity investments.

As mayor of New Orleans, Morial was a popular chief executive with a broad multi-racial coalition who led New Orleans' 1990's renaissance and left office with a 70 percent approval rating.

As a lawyer, Morial won the Louisiana State Bar Association's Pro Bono Publico Award for his legal service to the poor and disadvantaged. He was also one of the youngest lawyers, at age 26, to argue and win a major case before the Louisiana Supreme Court.

As a professor, Morial served on the adjunct faculty of Xavier University in Louisiana, where he taught Constitutional Law and Business Law.

As a Louisiana state senator, Morial was named Legislative Rookie of the Year, Education Senator of the Year, and Environmental Senator of the Year, while authoring laws on a wide range of important subjects.

A graduate of the University of Pennsylvania with a degree in Economics and African American Studies, he also holds a law degree from the Georgetown University Law Center in Washington, DC, as well as numerous honorary degrees including Xavier University and Howard University.

Under appointment by President Obama, Morial has served as Chair of the Census Advisory Committee, a member of the President's Advisory Council on Financial Capability, and on the Department of Education's Equity and Excellence Commission. He was also appointed to the Twenty-First Century Workforce Commission by President Bill Clinton.

Morial has been recognized as one of the 100 Most Influential Black Americans by *Ebony Magazine*, one of

the Top 50 Nonprofit Executives by the *Nonprofit Times*, and one of the Top 100 Black Lawyers in America.

LA JUNE MONTGOMERY TABRON



La June Montgomery Tabron is the President and CEO of the W.K. Kellogg Foundation (WKKF) in Battle Creek, Michigan, one of the largest private foundations in the United States.

As a champion for vulnerable children and for creating the conditions necessary for them to thrive, Tabron leads the Kellogg Foundation and its work to ensure the optimal development of young children from birth to age 8, heal the profound racial inequities in communities and cultivate community leaders and community-led solutions that support educated kids, healthy kids and economically secure families.

Prior to becoming the first African American president and CEO to lead the foundation in its 84 year history, she served in a variety of positions at the Kellogg Foundation after joining the organization as the controller in 1987. Most recently, she was the executive vice president of operations and treasurer, which included oversight of all financial plans, policies and relationships within the financial community and WKKF's Technology, Human Resources and Administration, Finance, Program Services and Quality & Organizational Effectiveness functions. In this role, she was pivotal in connecting and integrating WKKF's leadership committees: the Executive Council, Program Leadership Council, Talent Board and Organizational Advisory Team, ensuring unified execution of the organization's mission and strategic framework across all programmatic and priority place areas. She also provided leadership for WKKF's place-based grantmaking in Mississippi and New Orleans since 2011, launching a significant effort to help set young males of color on the path to success in 2013.

Tabron has played an active leadership role in the Kellogg Foundation's racial equity, diversity and inclusion work for more than two decades—both internally through work with its board and staff, and

externally through its work with grantees, partners and vendors.

Other earlier positions at WKKF included: chief operating officer and treasurer; senior vice president/ chief financial officer and treasurer; vice president—finance and treasurer; and assistant vice president for finance and assistant treasurer. Prior to joining WKKF, she was an auditor for Plante & Moran CPAs.

Throughout her more than 26 years in philanthropy, Tabron has participated in numerous sector efforts to enhance philanthropy, including: the policy and annual conference committees for the Council on Foundations and the board development and transparency committees for Independent Sector.

As a community and civic leader, Tabron serves as president of the board of the Western Michigan University Foundation and is a member of the Kalamazoo Chapter of the Links, Incorporated. She serves on the boards of the Battle Creek Community Health Partners, Southwest Michigan First, Bronson Healthcare Group and the Douglass Community Association, all in Michigan. She also serves on the board of the Kellogg Company and the Mississippi Center for Education Innovation. Tabron is also the chair of the W.K. Kellogg Foundation Trust.

Tabron holds a bachelor's degree in business administration from the University of Michigan—Ann Arbor and a master's degree in business administration from the Kellogg Graduate School of Management at Northwestern University. She also received an honorary doctorate of humane letters from Marygrove College in Detroit. She is a certified public accountant and certified management accountant licensed in Michigan. She is also a graduate of the inaugural class of the Council on Foundations' Career Pathways Program.

The W.K. Kellogg Foundation (WKKF), founded in 1930 as an independent, private foundation by breakfast cereal pioneer Will Keith Kellogg, is among the largest philanthropic foundations in the United States. Guided by the belief that all children should have an equal opportunity to thrive, WKKF works with communities to create conditions for vulnerable children so they can

realize their full potential in school, work and life.

The Kellogg Foundation is based in Battle Creek, Michigan, and works throughout the United States and internationally, as well as with sovereign tribes. Special emphasis is paid to priority places where there are high concentrations of poverty and where children face significant barriers to success. WKKF priority places in the U.S. are in Michigan, Mississippi, New Mexico and New Orleans; and internationally, are in Mexico and Haiti. For more information, visit www.wkkf.org.

THE THREE DOCTORS



Drs. Sampson Davis, Rameck Hunt and George Jenkins, known as The Three Doctors, made a pact as teenage boys growing up on

the tough inner-city streets of Newark: they would stick together, go to college, graduate, and become doctors. Despite being surrounded by negative influences and having few positive role models, these three men overcame countless obstacles and today each proudly bear the distinction of “doctor”—serving as the face of health and education for youth and families across America.

Together, the doctors have authored three inspiring and *New York Times* best-selling books about their lives: *The Pact* (autobiography), *We Beat the Street* (children's book), and *The Bond* (highlighting fatherhood relationships). Dr. Davis also released a new book, *Living & Dying in Brick City*, which provides a rare, real-life glimpse into the inner workings of an urban emergency room, while offering practical health advice for our communities. Drs. Davis, Hunt and Jenkins also find time to give back to the community through their non-profit organization, The Three Doctors Foundation, which has offered free health, education and mentoring programs for youth and families in the NY/NJ area for more than a decade.

The Three Doctors have received many awards for their accomplishments and leadership, including the prestigious Essence Award and a BET Honors award. They have also been featured medical experts for CNN and the *Tom Joyner Morning Show*. The doctors continue to make numerous television appearances in support of their message of health, education and youth mentoring. This includes their past appearance on the *Oprah Winfrey Show*, where Ms. Winfrey remarked, “You guys are bigger than rock stars...I think you guys are the premier role models of the world!”

DR. SAMPSON DAVIS

Dr. Davis is a Board Certified Emergency Medicine Physician at several emergency departments in New Jersey. Graduating with honors, Dr. Davis received his bachelor’s degree from Seton Hall University, his medical degree from Robert Wood Johnson Medical School and completed his residency in Emergency Medicine at the same hospital where he was born, Newark Beth Israel Medical Center. He is the youngest physician to receive the National Medical Association’s highest honor, The Scroll of Merit.

DR. RAMECK HUNT

Dr. Hunt is a Board Certified Internist at University Medical Center at Princeton and Assistant Professor of Medicine at Robert Wood Johnson Medical School. He has also started and is the medical director of the medical weight management program at the University Medical Center of Princeton. Dr. Hunt received his Bachelor of Science from Seton Hall University, his Doctor of Medicine from Robert Wood Johnson Medical School and completed his residency in internal medicine at Robert Wood Johnson University Hospital. In 2015, he received the prestigious “Healthcare Professional of the Year Award” from the New Jersey Hospital Association.

DR. GEORGE JENKINS

Dr. Jenkins is Assistant Professor of Clinical Dentistry at Columbia University. Dr. Jenkins received his bachelor’s degree from Seton Hall University. He received his Doctor of Dental Medicine (D.M.D.) from the University of Medicine and Dentistry of New Jersey (UMDNJ)—New Jersey Dental School, where he also completed his General practice residency and Oral medicine fellowship. He is currently studying for his masters in healthcare administration, policy and management (MHA).

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In 1987, the National Urban League began publishing the *State of Black America* in a smaller, typeset format. By doing so, it became easier to catalog and archive the various essays by author and article.

The 2015 edition of the *State of Black America* is the twentieth to feature an Index of the Authors and Articles that have appeared since 1987. The articles have been divided by topic and are listed in alphabetical order by authors' names.

Reprints of the articles cataloged herein are available through the National Urban League Washington Bureau, 1805 7th Street, N.W., Washington, DC 20005.

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