

EDUCATION

67%

THE PERCENT OF ALL PUBLIC SCHOOL EIGHTH GRADERS UNABLE TO READ AT GRADE LEVEL

Public education has been a crucial pathway out of poverty for families for generations, offering children opportunities to gain the social, economic, cultural and political capital necessary to realize their full potential, support their future families and give back to society. However, with fewer high-quality early childhood opportunities, poor children and children of color often begin school behind their peers. With inequitable resources, including less access to high-quality teachers and programming, they continue to fall further behind as they age.

- Less than half of poor children are ready for school at age 5 compared with 75 percent of their wealthier peers.¹
- More than 75 percent of lower-income fourth and eighth grade public school students could not read or compute at grade level in 2015 compared with less than 55 percent of higher-income students (see **Table 21**).
- More than 73 percent of fourth and eighth grade Black and Hispanic public school students could not read or compute at grade level in 2015 compared with less than 60 percent of White students (see **Tables 22-23**).
- Less than 80 percent of Black, Hispanic and American Indian/Alaska Native public school students graduated on time during the 2014-2015 school year compared with 87 percent of White students (see **Table 24**).

Hostile school climates and exclusionary discipline practices disproportionately deny children of color the opportunity for success and contribute to the school-to-prison pipeline.

- During the 2011-2012 school year, the suspension rate for Black students in public elementary school was more than five times that for White students (see **Table 25**).
- The suspension rate for Black students in public secondary school was more than three times that for White students (see **Table 26**).

Children who are homeless, in foster care or returning from juvenile detention are also likely to be educationally disadvantaged.

- A youth who experiences homelessness is 87 percent more likely to drop out of school.²
- Students in foster care are more likely to be suspended or expelled, score lower on standardized tests in reading and math, be involved in special education, have higher rates of grade retention and drop out, and less likely to attend and graduate from college.³
- Youths in juvenile justice facilities are chronically behind in school and make no meaningful progress in academic achievement while incarcerated. Approximately 2 in 3 drop out of school after exiting the juvenile justice system.⁴

Children denied educational opportunities and/or pushed into the school-to-prison pipeline are less likely to graduate from high school, move on to college or other post-secondary opportunities, obtain a well-paying job, or provide their children with the high-quality early childhood experiences needed to build a strong foundation for their future. They are also more likely to have children at young ages and be incarcerated as adults, trapping them into an intergenerational cycle of poverty.

One positive step in the right direction for homeless children, children in foster care and those returned from juvenile detention was the Every Student Succeeds Act passed in late 2015, which challenges school officials to create and implement reforms for these vulnerable students. We must also shift our national spending priorities given the U.S. spent more than two times as much per prisoner as per public school student during 2011-2012 (see **Table 27**).

America's Schools Remain Segregated by Race, Ethnicity and Income

It has been more than 60 years since the Supreme Court ruled school segregation unconstitutional in *Brown v. Board of Education* but children across the country, particularly low-income, Black and Hispanic children, still lack equal access to a quality education. As the country has grown more diverse our schools have grown more segregated and far too many Black and Hispanic students are trapped in schools isolated by race and poverty.

- Seventeen percent of students attend schools where the majority of students are Black or Hispanic and live in poverty. The number of students attending schools in which at least 75 percent of children are both eligible for free or reduced-price lunch and Black or Hispanic more than doubled from 4.1 to 8.4 million students between the 2000-2001 and 2013-2014 school years.⁵
- Nearly 70 percent of students were poor in schools attended by Black and Hispanic children compared with 40 percent of students in schools attended by White children.
- Students in segregated schools are disproportionately subject to exclusionary discipline. During the 2011-2012 school year, 12 percent of students were in schools with a high percent of low-income, Black and Hispanic students; but they represented 22 percent of all students suspended and 16 percent of all those expelled that school year.⁶

In 2015, the percent of lower-income fourth and eighth grade public school students performing below grade level in reading and math was almost two times that of higher-income students.

Table 21: Percent of Fourth and Eighth Grade Public School Students Performing below Grade Level in Reading and Math by Income Status, 2015

	Lower-Income Students				Higher-Income Students			
	4th Grade		8th Grade		4th Grade		8th Grade	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math
Alabama	81%	85%	83%	93%	55%	57%	63%	71%
Alaska	83	79	83	82	57	50	56	55
Arizona	83	75	79	77	48	42	57	50
Arkansas	76	75	83	84	52	54	58	62
California	84	84	82	84	52	49	57	55
Colorado	79	75	80	81	46	41	48	48
Connecticut	80	83	77	87	43	45	46	52
Delaware	79	77	81	84	52	54	61	61
District of Columbia	86	82	90	89	34	31	54	54
Florida	71	69	78	84	45	40	55	56
Georgia	77	77	80	85	45	44	54	48
Hawaii	83	74	84	80	57	47	65	59
Idaho	76	74	73	79	51	48	54	55
Illinois	80	79	78	82	45	44	51	53
Indiana	72	64	77	76	48	35	49	49
Iowa	77	73	78	80	51	43	56	53
Kansas	80	73	78	81	46	42	53	54
Kentucky	71	71	74	83	43	41	51	59
Louisiana	79	79	84	90	56	51	64	67
Maine	77	73	76	77	52	45	56	55
Maryland	82	79	81	85	48	43	49	52
Massachusetts	71	69	72	69	35	29	41	34
Michigan	84	83	82	86	60	51	57	59
Minnesota	80	67	78	73	48	33	51	41
Mississippi	81	79	87	86	55	48	61	58
Missouri	75	74	78	84	50	47	51	55
Montana	76	73	77	74	51	47	53	52
Nebraska	77	73	78	80	45	39	50	50
Nevada	80	79	83	85	58	51	61	61
New Hampshire	74	69	73	75	46	40	49	47
New Jersey	79	75	81	78	43	38	49	42
New Mexico	83	80	86	86	60	54	67	62
New York	79	77	78	79	47	49	54	56
North Carolina	75	70	82	81	41	33	52	48
North Dakota	77	74	82	78	56	46	60	53
Ohio	77	76	80	80	48	36	50	51
Oklahoma	77	75	79	87	52	44	60	65
Oregon	77	73	76	79	48	46	51	50
Pennsylvania	76	76	80	82	45	39	45	48
Rhode Island	76	79	81	85	46	48	52	54
South Carolina	79	76	83	86	47	43	57	59
South Dakota	80	75	77	81	55	49	59	58
Tennessee	78	73	80	83	50	42	52	56
Texas	80	70	82	80	51	32	60	53
Utah	73	72	78	78	52	48	53	54
Vermont	70	73	71	73	45	45	47	48
Virginia	78	73	83	83	42	38	52	50
Washington	77	71	78	76	42	34	48	45
West Virginia	75	74	78	85	56	50	64	69
Wisconsin	81	74	79	81	50	40	53	48
Wyoming	72	66	78	80	51	42	56	56
United States	79%	76%	80%	82%	48%	42%	53%	52%

Notes: Lower-income students are students who qualify for free and reduced-price school lunch, which means their families' incomes are at or below 185 percent of the Federal Poverty Level (FPL). Higher-income students are students who do not qualify, or whose families' incomes are higher than 185 percent of the FPL. "Below grade level" means below proficient.

Source: U.S. Department of Education. 2016. "2015 Mathematics and Reading Assessments Report Card: Summary Data Tables with Additional Detail for Average Scores and Achievement Levels for States and Jurisdictions." https://www.nationsreportcard.gov/reading_math_2015/#reading/scores?grade=4.

In 2015, more than 60 percent of public school fourth graders performed below grade level in reading and math.

Table 22: Percent of Fourth Grade Public School Students Performing below Grade Level in Reading and Math by Race/Ethnicity, 2015

	Reading							Math						
	All Students	White	Hispanic	Black	Asian/Pacific Islander	American Indian/Alaska Native	State Rank Based on Reading ^a	All Students	White	Hispanic	Black	Asian/Pacific Islander	American Indian/Alaska Native	State Rank Based on Math ^a
Alabama	71%	63%	84%	85%	n/a	n/a	45	74%	65%	86%	90%	n/a	n/a	50
Alaska	70	58	72	75	77	89	41	65	53	70	86	73	83	39
Arizona	70	56	82	73	n/a	89	42	62	44	75	68	40	84	32
Arkansas	68	63	77	83	n/a	n/a	38	68	62	75	85	n/a	n/a	44
California	72	54	84	86	50	n/a	48	71	52	83	82	46	n/a	48
Colorado	61	49	80	73	n/a	n/a	16	57	42	78	79	51	n/a	19
Connecticut	57	44	78	85	46	n/a	4	59	48	81	87	34	n/a	24
Delaware	63	49	78	79	44	n/a	22	63	50	75	81	37	n/a	35
District of Columbia	73	19	78	82	n/a	n/a	–	69	15	70	80	n/a	n/a	–
Florida	61	51	66	80	37	n/a	17	58	46	62	79	35	n/a	20
Georgia	66	55	78	78	44	n/a	34	65	53	72	81	35	n/a	41
Hawaii	71	52	75	n/a	75	n/a	43	62	50	65	n/a	64	n/a	30
Idaho	64	59	83	n/a	n/a	n/a	27	62	56	85	n/a	n/a	n/a	31
Illinois	65	54	77	85	35	n/a	30	63	51	76	88	31	n/a	37
Indiana	60	56	71	78	n/a	n/a	14	50	43	65	78	n/a	n/a	4
Iowa	62	58	80	86	52	n/a	20	56	50	79	82	52	n/a	15
Kansas	65	58	80	85	48	n/a	31	59	50	77	86	44	n/a	21
Kentucky	60	56	77	77	41	n/a	9	60	56	70	80	38	n/a	25
Louisiana	71	63	70	83	n/a	n/a	47	70	60	65	84	n/a	n/a	46
Maine	64	64	n/a	86	n/a	n/a	29	59	58	n/a	82	n/a	n/a	22
Maryland	63	49	79	82	43	n/a	25	60	44	75	79	32	n/a	27
Massachusetts	50	42	75	75	32	n/a	1	46	38	72	74	19	n/a	1
Michigan	71	68	83	91	51	n/a	46	66	61	79	90	43	n/a	42
Minnesota	61	53	82	84	67	86	15	47	37	70	75	54	79	2
Mississippi	74	62	81	86	n/a	n/a	49	70	56	76	85	n/a	n/a	47
Missouri	64	58	75	85	n/a	n/a	26	62	56	70	85	n/a	n/a	29
Montana	63	59	71	n/a	n/a	84	21	59	54	74	n/a	n/a	89	23
Nebraska	60	52	82	78	n/a	n/a	13	54	44	78	88	n/a	n/a	9
Nevada	71	58	81	86	51	n/a	44	68	51	78	85	52	n/a	45
New Hampshire	54	53	72	n/a	44	n/a	2	49	47	69	n/a	31	n/a	3
New Jersey	57	46	73	78	33	n/a	6	53	39	72	79	21	n/a	8
New Mexico	77	61	83	n/a	n/a	90	50	73	59	77	n/a	n/a	87	49
New York	64	51	81	82	50	n/a	28	65	53	79	86	43	n/a	40
North Carolina	62	49	77	77	41	81	18	56	41	67	78	35	75	14
North Dakota	63	59	85	79	n/a	82	24	55	50	86	76	n/a	83	12
Ohio	62	57	77	84	42	n/a	19	55	48	67	88	n/a	n/a	13
Oklahoma	67	63	79	83	n/a	67	37	63	56	73	85	n/a	72	36
Oregon	66	60	82	n/a	53	85	33	63	57	81	83	52	n/a	34
Pennsylvania	59	51	82	83	49	n/a	8	55	47	79	85	35	n/a	11
Rhode Island	60	50	80	73	63	n/a	12	63	52	82	83	58	n/a	33
South Carolina	67	54	79	85	n/a	n/a	35	64	52	66	84	n/a	n/a	38
South Dakota	65	59	82	85	n/a	89	32	60	53	79	89	n/a	86	28
Tennessee	67	61	73	84	n/a	n/a	36	60	52	68	80	39	n/a	26
Texas	69	50	78	83	34	n/a	39	56	40	63	71	18	n/a	16
Utah	60	55	81	n/a	56	n/a	11	56	51	78	n/a	70	n/a	17
Vermont	55	55	n/a	n/a	n/a	n/a	3	57	56	n/a	n/a	n/a	n/a	18
Virginia	57	48	68	81	37	n/a	5	53	43	71	75	21	n/a	6
Washington	60	51	83	75	41	80	10	53	44	75	76	31	89	7
West Virginia	70	70	n/a	79	n/a	n/a	40	67	66	n/a	89	n/a	n/a	43
Wisconsin	63	56	81	89	66	77	23	55	46	77	87	48	75	10
Wyoming	59	55	73	n/a	n/a	79	7	52	46	72	n/a	n/a	82	5
United States	65%	54%	79%	82%	47%	78%		61%	49%	74%	81%	39%	76%	

^aStates are ranked 1-50 from lowest to highest percent below grade level. States with different ranks may have same percents due to rounding.

Note: “Below grade level” means below proficient. “n/a” means reporting standards were not met and sample size was insufficient to generate a reliable estimate. Racial categories (White, Black, Asian/Pacific Islander, American Indian/Alaska Native) exclude children of Hispanic ethnicity. Hispanic children can be of any race. Pacific Islander includes Native Hawaiian. Results are not shown for students of two or more races.

Source: U.S. Department of Education, 2016. “2015 Mathematics and Reading Assessments Report Card: Summary Data Tables with Additional Detail for Average Scores and Achievement Levels for States and Jurisdictions.” https://www.nationsreportcard.gov/reading_math_2015/#reading/scores?grade=4.

In 2015, more than 65 percent of public school eighth graders performed below grade level in reading and math.

Table 23: Percent of Eighth Grade Public School Students Performing below Grade Level in Reading and Math by Race/Ethnicity, 2015

	Reading							Math						
	All Students	White	Hispanic	Black	Asian/Pacific Islander	American Indian/Alaska Native	State Rank Based on Reading ^a	All Students	White	Hispanic	Black	Asian/Pacific Islander	American Indian/Alaska Native	State Rank Based on Math ^a
Alabama	74%	67%	79%	88%	n/a	n/a	46	83%	77%	89%	95%	n/a	n/a	50
Alaska	69	54	69	86	80	91	33	68	55	74	83	75	88	31
Arizona	69	53	80	81	n/a	85	34	65	49	77	81	38	85	21
Arkansas	73	67	79	92	68	n/a	45	75	69	82	90	n/a	n/a	44
California	72	56	82	84	51	n/a	40	73	57	87	86	44	n/a	40
Colorado	62	50	79	80	37	n/a	9	63	51	81	85	41	n/a	15
Connecticut	57	47	77	80	45	n/a	4	64	54	86	88	42	n/a	16
Delaware	69	57	82	84	41	n/a	35	70	59	83	87	31	n/a	35
District of Columbia	81	24	81	88	n/a	n/a	–	81	26	81	87	n/a	n/a	–
Florida	70	60	74	85	45	n/a	37	74	64	78	89	49	n/a	41
Georgia	70	57	79	85	49	n/a	38	72	59	81	87	32	n/a	38
Hawaii	74	62	74	77	77	n/a	47	70	66	80	n/a	70	n/a	34
Idaho	63	58	81	n/a	n/a	n/a	14	66	61	88	n/a	n/a	n/a	23
Illinois	65	55	78	87	35	n/a	25	68	60	78	88	41	n/a	29
Indiana	63	58	75	81	n/a	n/a	15	61	55	77	90	n/a	n/a	10
Iowa	64	62	81	87	n/a	n/a	22	63	59	81	92	60	n/a	14
Kansas	65	59	80	86	42	n/a	26	67	62	78	87	41	n/a	26
Kentucky	64	61	69	85	47	n/a	18	72	70	79	88	42	n/a	39
Louisiana	77	68	75	88	n/a	n/a	48	82	73	81	93	n/a	n/a	49
Maine	64	64	n/a	84	n/a	n/a	23	65	64	n/a	n/a	n/a	n/a	19
Maryland	63	50	73	81	36	n/a	13	65	51	76	86	32	n/a	22
Massachusetts	54	47	83	82	36	n/a	1	49	41	76	78	27	n/a	1
Michigan	68	62	69	91	48	n/a	32	71	66	82	95	30	n/a	37
Minnesota	60	54	71	84	68	78	6	52	44	78	86	52	83	2
Mississippi	80	68	n/a	92	n/a	n/a	50	78	66	81	90	n/a	n/a	46
Missouri	64	59	71	86	n/a	n/a	17	69	64	78	89	n/a	n/a	32
Montana	63	59	78	n/a	n/a	87	16	61	57	76	n/a	n/a	89	9
Nebraska	62	56	79	86	n/a	n/a	11	62	54	84	87	n/a	n/a	12
Nevada	73	62	83	84	54	n/a	43	74	62	84	92	52	n/a	42
New Hampshire	55	55	68	n/a	38	n/a	2	54	53	78	n/a	31	n/a	3
New Jersey	59	52	79	80	31	n/a	5	54	45	76	80	17	n/a	4
New Mexico	80	65	85	n/a	n/a	84	49	79	65	84	n/a	n/a	88	47
New York	67	57	78	83	58	n/a	31	69	60	81	85	48	n/a	33
North Carolina	70	60	79	87	46	73	36	67	57	77	84	40	83	27
North Dakota	66	63	75	85	n/a	84	29	61	56	78	83	n/a	85	8
Ohio	64	59	74	86	51	n/a	24	65	60	76	89	37	n/a	18
Oklahoma	71	65	78	91	n/a	73	39	77	71	86	92	n/a	82	45
Oregon	64	57	82	n/a	62	n/a	21	66	60	84	n/a	49	n/a	24
Pennsylvania	61	53	82	87	36	n/a	7	64	56	86	92	32	n/a	17
Rhode Island	65	56	85	85	49	n/a	27	68	59	87	86	51	n/a	30
South Carolina	72	62	83	89	n/a	n/a	42	74	64	78	92	n/a	n/a	43
South Dakota	66	62	78	77	n/a	84	28	66	61	82	n/a	n/a	89	25
Tennessee	67	62	77	85	n/a	n/a	30	71	66	76	91	n/a	n/a	36
Texas	72	57	81	81	45	n/a	41	68	52	77	84	33	n/a	28
Utah	62	57	80	n/a	73	86	10	62	57	85	n/a	n/a	89	11
Vermont	56	56	n/a	n/a	n/a	n/a	3	58	57	n/a	n/a	n/a	n/a	5
Virginia	64	56	75	84	39	n/a	20	62	54	71	88	30	n/a	13
Washington	63	55	81	78	48	79	12	61	53	80	87	38	83	7
West Virginia	73	73	n/a	80	n/a	n/a	44	79	79	n/a	92	n/a	n/a	48
Wisconsin	61	55	76	90	60	79	8	59	53	80	93	56	75	6
Wyoming	64	61	76	n/a	n/a	n/a	19	65	61	82	n/a	n/a	94	20
United States	67%	58%	80%	85%	50%	78%		68%	58%	81%	88%	42%	81%	

^aStates are ranked 1-50 from lowest to highest percent below grade level. States with different ranks may have the same percent due to rounding.

Note: "Below grade level" means below proficient. "n/a" means reporting standards were not met and sample size was insufficient to generate a reliable estimate. Racial categories (White, Black, Asian/Pacific Islander, American Indian/Alaska Native) exclude children of Hispanic ethnicity. Hispanic children can be of any race. Pacific Islander includes Native Hawaiian. Results are not shown for students of two or more races.

Source: U.S. Department of Education. 2016. "2015 Mathematics and Reading Assessments Report Card: Summary Data Tables with Additional Detail for Average Scores and Achievement Levels for States and Jurisdictions." https://www.nationsreportcard.gov/reading_math_2015/#reading/scores?grade=4.

In 13 states and the District of Columbia, more than 20 percent of high school students did not graduate on time during the 2014-2015 school year. Black, Hispanic and American Indian/Alaska Native children fared worse than other children.

Table 24: On-Time High School Graduation Rates among Public School Students by Race/Ethnicity, 2014-2015 School Year

	Adjusted Cohort Graduation Rate (ACGR)						
	All Students	White	Hispanic	Black	Asian/Native Hawaiian/Other Pacific Islander	American Indian/Alaska Native	Rank by ACGR for All Students ^a
Alabama	89%	91%	90%	87%	93%	90%	3
Alaska	76	80	72	71	83	64	47
Arizona	77	83	73	73	87	67	45
Arkansas	85	87	85	78	86	80	25
California	82	88	79	71	92	73	31
Colorado	77	83	68	70	87	64	46
Connecticut	87	93	75	78	95	87	14
Delaware	86	88	81	83	94	69	22
District of Columbia	69	86	68	67	79	S	–
Florida	78	83	77	68	91	76	43
Georgia	79	83	72	75	88	76	41
Hawaii	82	79	75	74	83	61	33
Idaho	79	81	71	75	84	66	40
Illinois	86	90	81	76	94	79	22
Indiana	87	90	83	75	88	86	15
Iowa	91	92	83	79	92	85	1
Kansas	86	88	78	79	91	81	20
Kentucky	88	89	83	80	91	81	8
Louisiana	78	83	75	71	90	76	44
Maine	88	88	80	80	93	82	12
Maryland	87	92	77	82	96	79	16
Massachusetts	87	92	72	78	92	80	13
Michigan	80	84	72	67	90	71	37
Minnesota	82	87	66	62	83	52	32
Mississippi	81	85	68	77	94	82	34
Missouri	88	91	84	76	93	86	10
Montana	86	89	83	82	95	67	19
Nebraska	89	93	82	75	79	76	5
Nevada	71	78	67	56	82	58	49
New Hampshire	88	89	75	80	91	75	7
New Jersey	90	94	83	82	96	89	2
New Mexico	69	74	67	61	79	63	50
New York	79	89	66	67	85	65	39
North Carolina	86	88	80	82	92	82	22
North Dakota	87	91	75	76	78	60	17
Ohio	81	86	70	60	86	75	35
Oklahoma	83	84	79	77	89	82	30
Oregon	74	76	67	63	84	55	48
Pennsylvania	85	89	70	72	91	76	26
Rhode Island	83	87	76	77	87	65	29
South Carolina	80	83	77	77	91	80	36
South Dakota	84	90	70	72	81	49	28
Tennessee	88	91	84	81	93	85	9
Texas	89	93	87	85	95	86	3
Utah	85	87	74	70	86	70	26
Vermont	88	89	82	81	76	≥50	11
Virginia	86	90	76	79	92	n/a	20
Washington	78	81	70	69	86	60	42
West Virginia	87	87	83	83	≥95	71	18
Wisconsin	88	93	78	64	91	78	6
Wyoming	79	82	72	68	88	45	38
United States	83%	88%	78%	75%	90%	72%	

^aStates are ranked 1 to 50 from highest to lowest adjusted cohort graduation rate (ACGR).

Notes: The ACGR is an estimate of the percent of public school students who receive a regular diploma within four years of entering ninth grade. Racial categories (White, Black, Asian/Native Hawaiian/Other Pacific Islander, American Indian/Alaska Native) exclude children of Hispanic ethnicity. Hispanic children can be of any race. "S" means data were suppressed to protect the confidentiality of individual student data. The greater than or equal to sign "≥" means the estimate has been top-coded to protect the confidentiality of individual student data.

Source: U.S. Department of Education. 2016. "Consolidated State Performance Report, 2010-11 through 2014-15." https://nces.ed.gov/programs/digest/d16/tables/dt16_219.46.asp.

During the 2011-2012 school year, the suspension rate for Black students in public elementary school was nearly five times that for White students.

Table 25: Suspensions among Public Elementary School Students, 2011-2012 School Year

Percent of Students Receiving at Least One Out-of-School Suspension
by Race/Ethnicity and Disability Status

	All Students	White	Hispanic	Black	Asian	American Indian	Hawaiian/ Pacific Islander	Students with a Disability
Alabama	3.2%	1.7%	1.0%	6.2%	0.1%	1.1%	4.4%	5.4%
Alaska	2.1	1.8	1.9	4.3	0.7	3.0	2.3	4.0
Arizona	2.4	2.1	2.1	6.5	0.6	3.8	2.1	4.6
Arkansas	3.8	2.3	1.3	10.2	0.6	0.5	0.4	5.8
California ^a	2.6	2.3	2.4	7.9	0.9	3.9	2.0	5.8
Colorado	2.0	1.5	2.4	6.1	0.6	3.1	0.0	4.6
Connecticut	1.3	0.4	2.5	5.0	0.0	0.0	0.0	3.2
Delaware	4.9	2.2	2.9	10.6	0.0	0.0	0.0	9.2
District of Columbia	5.8	0.3	1.7	8.0	0.9	0.0	0.0	10.5
Florida ^a	5.1	3.3	4.3	9.8	0.6	3.6	2.5	12.3
Georgia	3.3	1.6	1.5	6.4	0.5	0.9	1.8	6.2
Hawaii ^b	0.3	0.4	0.3	0.2	0.1	0.0	0.4	2.8
Idaho	1.2	1.2	1.2	1.4	0.0	4.0	0.0	2.6
Illinois	1.8	1.0	1.1	7.1	0.1	0.5	0.0	3.4
Indiana	3.5	2.1	2.7	12.8	0.3	1.6	1.8	6.4
Iowa	1.2	0.8	1.2	6.7	0.2	0.5	0.0	3.4
Kansas	1.6	1.0	1.6	6.5	0.5	1.2	1.3	2.9
Kentucky	1.4	1.0	0.7	3.9	0.2	1.3	0.0	2.7
Louisiana	4.3	2.2	1.4	6.9	0.5	5.0	0.0	9.2
Maine	1.1	1.0	1.1	3.9	0.0	0.0	0.0	3.1
Maryland	1.7	1.0	0.8	3.1	0.2	0.4	0.4	4.3
Massachusetts	1.4	0.7	3.2	4.1	0.2	1.1	0.0	3.6
Michigan	3.6	2.1	2.6	12.1	0.4	3.1	1.0	7.0
Minnesota	1.4	0.7	1.4	6.4	0.4	4.4	0.0	4.0
Mississippi ^a	4.8	2.5	1.6	7.1	0.6	1.0	0.0	5.7
Missouri	3.8	1.8	1.9	14.3	0.5	0.6	0.0	5.6
Montana	2.2	1.4	0.8	2.0	0.0	6.8	0.0	4.5
Nebraska	1.9	1.1	1.4	8.9	0.6	4.9	0.0	4.5
Nevada	1.6	1.6	1.3	3.9	0.5	2.9	1.2	5.3
New Hampshire	1.1	1.1	1.9	1.5	0.2	0.0	0.0	2.9
New Jersey	1.2	0.5	1.3	4.7	0.1	0.0	0.0	2.5
New Mexico	1.9	1.4	2.1	3.2	0.3	1.9	0.0	3.2
New York ^c	1.4	0.8	1.3	5.5	0.1	0.8	0.7	3.4
North Carolina	3.5	1.9	1.9	7.8	0.5	6.0	1.2	6.6
North Dakota	0.5	0.3	0.0	0.3	0.0	2.1	0.0	0.8
Ohio	2.9	1.7	2.0	11.1	0.2	0.7	0.0	6.1
Oklahoma	3.0	2.2	2.7	9.2	0.5	2.1	0.0	5.3
Oregon	2.3	2.3	1.9	6.2	0.6	3.3	1.2	5.5
Pennsylvania ^a	2.0	1.1	3.4	9.0	0.2	0.5	0.0	4.0
Rhode Island	3.1	1.5	5.2	8.4	1.8	5.4	10.0	6.0
South Carolina	4.1	2.2	1.8	7.6	0.5	2.0	0.0	7.4
South Dakota	1.1	0.8	0.9	2.8	0.0	2.8	0.0	3.0
Tennessee	3.1	1.3	1.0	8.6	0.3	1.8	0.0	5.0
Texas	2.1	1.2	1.7	6.6	0.3	0.8	0.3	4.9
Utah	1.0	0.9	1.6	3.6	0.7	2.4	0.7	2.3
Vermont	1.5	1.4	3.8	2.8	0.9	0.0	0.0	4.1
Virginia	2.6	1.5	1.3	6.7	0.2	1.7	1.6	5.4
Washington ^a	2.4	2.1	2.6	6.8	0.6	3.7	2.2	5.7
West Virginia	2.9	2.7	1.4	6.5	0.0	0.0	0.0	5.0
Wisconsin	2.0	1.0	2.0	12.2	0.4	2.7	0.0	5.7
Wyoming	1.6	1.4	1.6	3.8	0.0	2.8	0.0	3.1
United States^d	2.6%	1.6%	2.1%	7.6%	0.5%	2.9%	1.2%	5.4%

^aThese states each had a large district removed from the sample so the percent is no longer accurate and their estimates should be reviewed with extra caution.

^bThe U.S. Department of Education Office for Civil Rights' (OCR) data collection or reporting error or outside source conflicts with OCR.

^cNew York data were unreliable due to reporting errors for New York City. The untainted New York districts are included in the U.S. total.

^dExcludes data from Hawaii, New York City, Philadelphia and various districts in California, Washington, Mississippi and Florida.

Source: Losen, Daniel, Cheri Hodson, Michael A. Keith II, Katrina Morrison, and Shakti Belway. 2015. "Are We Closing the School Discipline Gap?" University of California Los Angeles. https://civilrightsproject.ucla.edu/resources/projects/center-for-civil-rights-remedies/school-to-prison-folder/federalreports/are-we-closing-the-school-discipline-gap/AreWeClosingTheSchoolDisciplineGap_FINAL221.pdf.

During the 2011-2012 school year, the suspension rate for Black students in public secondary school was more than three times that for White students.

Table 26: Suspensions among Public Secondary School Students, 2011-2012 School Year

Percent of Students Receiving at Least One Out-of-School Suspension by Race/Ethnicity and Disability Status

	All Students	White	Hispanic	Black	Asian	American Indian	Hawaiian/ Pacific Islander	Students with a Disability
Alabama	16.3%	9.0%	7.6%	29.2%	3.3%	11.3%	3.2%	20.9%
Alaska	7.2	6.5	8.1	13.6	2.9	8.9	11.8	12.6
Arizona	9.0	6.6	10.1	14.9	2.7	17.0	7.8	16.5
Arkansas	11.5	7.4	9.1	26.4	2.1	5.4	14.7	16.1
California ^a	9.1	7.0	9.9	20.4	2.9	13.1	7.4	17.5
Colorado	8.1	5.6	11.8	16.3	3.5	11.5	4.7	15.4
Connecticut	6.5	3.3	12.7	16.9	1.3	8.1	6.9	14.4
Delaware	15.2	9.1	15.4	26.1	3.0	9.1	0.0	26.4
District of Columbia	23.3	2.3	12.0	26.5	3.0	0.0	0.0	36.0
Florida ^a	19.0	13.7	18.8	30.8	3.3	17.2	12.8	37.1
Georgia	12.6	6.7	10.2	21.3	2.7	9.0	7.2	19.2
Hawaii ^b	2.3	2.3	3.4	3.0	0.8	3.6	4.1	17.3
Idaho	5.6	5.0	7.9	8.6	2.2	7.6	5.8	9.5
Illinois	9.7	5.5	10.3	24.9	1.8	6.6	3.0	16.7
Indiana	10.8	8.0	12.9	28.3	2.8	8.0	1.5	18.9
Iowa	6.0	4.4	10.4	24.6	2.0	7.3	3.8	12.2
Kansas	6.6	4.5	9.5	19.4	2.4	6.4	0.0	11.9
Kentucky	9.2	7.6	8.3	22.0	2.3	6.8	0.0	17.3
Louisiana	13.9	8.7	10.2	20.2	2.8	11.6	0.0	25.8
Maine	6.8	6.6	7.4	11.7	1.0	7.1	0.0	13.1
Maryland ^a	9.2	5.9	6.7	15.2	1.7	9.4	4.9	19.2
Massachusetts	7.8	5.6	14.0	15.9	2.6	11.2	5.0	14.8
Michigan	11.6	8.2	12.8	27.9	2.8	9.8	0.7	20.3
Minnesota	5.4	3.5	8.3	19.1	2.5	14.5	1.3	13.4
Mississippi ^a	16.0	8.5	6.7	22.9	3.3	4.5	n/a	24.6
Missouri	10.3	6.8	9.8	27.2	2.5	7.7	5.2	17.0
Montana	6.6	5.2	6.7	7.2	0.0	16.8	3.2	12.9
Nebraska	7.7	5.3	9.2	31.2	3.9	13.1	3.0	15.3
Nevada	9.3	6.7	10.2	20.0	2.8	11.1	7.9	28.1
New Hampshire	8.6	8.3	11.3	21.1	2.3	5.2	0.0	17.1
New Jersey	7.6	4.7	10.5	17.8	1.5	6.1	4.7	13.8
New Mexico	12.8	8.3	14.5	17.2	3.9	14.4	0.0	19.0
New York ^c	7.0	5.1	8.5	17.8	1.8	9.0	0.9	13.7
North Carolina	13.4	8.2	12.4	24.6	2.5	21.4	6.0	23.1
North Dakota	3.2	2.2	4.3	4.9	0.0	11.3	0.0	4.9
Ohio	9.5	6.5	11.6	25.6	1.9	2.3	6.1	16.6
Oklahoma	9.9	7.6	14.5	22.0	3.1	8.1	8.9	14.4
Oregon	8.2	7.2	10.4	17.9	2.5	12.5	7.1	14.9
Pennsylvania ^a	8.0	5.3	15.6	23.8	1.7	2.6	2.1	14.0
Rhode Island	14.2	10.9	21.4	24.2	7.4	21.3	15.0	23.9
South Carolina	16.2	10.2	12.5	26.1	3.5	16.8	10.0	25.6
South Dakota	5.6	3.5	8.5	12.7	3.8	20.8	0.0	11.4
Tennessee	12.9	7.3	10.5	29.2	3.8	7.7	5.6	18.8
Texas	8.6	4.2	9.3	19.5	1.9	4.6	5.0	15.8
Utah	4.3	3.4	7.6	10.5	2.3	8.6	7.0	7.8
Vermont	7.8	7.8	6.8	9.0	0.7	16.4	0.0	15.7
Virginia	10.5	7.3	7.9	20.9	1.7	8.2	4.3	18.2
Washington ^a	8.4	7.2	10.9	18.7	2.9	14.5	13.2	18.1
West Virginia	13.6	12.9	11.6	27.1	2.5	2.9	0.0	17.8
Wisconsin	7.5	4.2	10.7	33.8	2.0	12.2	1.8	18.0
Wyoming	6.0	5.4	8.3	12.0	1.1	11.7	0.0	9.8
United States^d	10.1%	6.7%	10.8%	23.2%	2.5%	11.9%	7.3%	18.1%

^aThese states each had a large district removed from the sample so the percent is no longer accurate and their estimates should be reviewed with extra caution.

^bThe U.S. Department of Education Office for Civil Rights' (OCR) data collection or reporting error or outside source conflicts with OCR.

^cNew York data were unreliable due to reporting errors for New York City. The untainted New York districts are included in the U.S. total.

^dExcludes data from Hawaii, New York City, Philadelphia and various districts in California, Washington, Maryland, Mississippi and Florida.

Note: "n/a" means data were removed due to over-suspension.

Source: Losen, Daniel, Cheri Hodson, Michael A. Keith II, Katrina Morrison, and Shakti Belway. 2015. "Are We Closing the School Discipline Gap?" University of California Los Angeles. <https://www.civilrightsproject.ucla.edu/resources/projects/center-for-civil-rights-remedies/school-to-prison-folder/federal-reports/are-we-closing-the-school-discipline-gap>.

The U.S. spent more than two times as much per prisoner as per public school student during 2011–2012.

Table 27: Public Spending on Prisoners vs. Public School Students, 2011-2012

	Spending per Prisoner	Spending per Public School Student	Ratio of Spending per Prisoner vs. Public School Student	Rank by Ratio ^a
Alabama	\$16,511	\$8,577	1.9	4
Alaska	40,461	17,475	2.3	17
Arizona	19,246	7,382	2.6	23
Arkansas	22,838	9,536	2.4	18
California	49,283	9,329	5.3	49
Colorado	29,339	8,594	3.4	37
Connecticut	38,532	16,855	2.3	16
Delaware	33,316	13,580	2.5	20
District of Columbia ^b	n/a	19,847	n/a	–
Florida	17,004	8,520	2.0	6
Georgia	18,018	9,272	1.9	5
Hawaii	36,359	11,973	3.0	30
Idaho	23,549	6,626	3.6	41
Illinois	23,973	12,011	2.0	7
Indiana	21,045	9,588	2.2	12
Iowa	29,014	10,027	2.9	28
Kansas	26,467	10,021	2.6	24
Kentucky	34,030	9,327	3.6	42
Louisiana	22,500	10,726	2.1	9
Maine	41,062	12,335	3.3	35
Maryland	47,618	13,871	3.4	38
Massachusetts	77,898	14,844	5.2	48
Michigan	30,411	10,477	2.9	29
Minnesota	29,677	10,781	2.8	26
Mississippi	17,519	8,097	2.2	11
Missouri	19,146	9,514	2.0	8
Montana	46,325	10,569	4.4	45
Nebraska	21,977	11,640	1.9	3
Nevada	17,254	8,130	2.1	10
New Hampshire	31,303	13,774	2.3	14
New Jersey	44,512	17,982	2.5	22
New Mexico	40,124	9,013	4.5	46
New York	44,232	19,396	2.3	15
North Carolina	28,833	8,160	3.5	40
North Dakota	51,853	11,246	4.6	47
Ohio	20,003	11,323	1.8	2
Oklahoma	18,732	7,763	2.4	19
Oregon	32,728	9,485	3.5	39
Pennsylvania	34,710	13,091	2.7	25
Rhode Island	48,579	15,172	3.2	33
South Carolina	20,390	9,077	2.2	13
South Dakota	26,404	8,593	3.1	31
Tennessee	26,658	8,354	3.2	32
Texas	20,177	8,213	2.5	21
Utah	35,206	6,441	5.5	50
Vermont	28,894	16,651	1.7	1
Virginia	30,424	10,656	2.9	27
Washington	36,997	9,617	3.8	43
West Virginia	46,218	11,579	4.0	44
Wisconsin	36,382	11,233	3.2	34
Wyoming	53,339	15,988	3.3	36
United States	\$24,836	\$10,667	2.3	

^aStates are ranked 1-50 from lowest to highest ratio of spending per prisoner vs. public school student.

^b"n/a" means data were not available because the District of Columbia does not have a prison system.

Sources: Carson, E. Ann and Joseph Mulako-Wangota. 2015. "Count of Total Custody Population (Including Private Prisons; Only 1999-Present)." Bureau of Justice Statistics. <https://www.bjs.gov/>; U.S. Department of Education. 2014. "National Public Education Financial Survey," Table 236.65. http://nces.ed.gov/programs/digest/d14/tables/dt14_236.65.asp.