

The Black★Star Project

Without a High School Diploma, Young Black Men in America Are Obsolete!

The Lowest Estimated Graduation Rates for Black Males in 25 Districts with Black Male Enrollments of 10,000 or More During the 2003-2004 School Year Are as Follows:

District	Black Male Enrollment	Black Male	White Male	Gap
Indianapolis, IN	12,032	21%	22%	1%
Pinellas County, FL	11,448	21%	42%	20%
Cincinnati, OH	14,038	25%	43%	19%
Chatham County, GA	11,516	25%	46%	20%
New York, NY	174,412	26%	50%	24%
Duval County, FL	28,584	26%	44%	18%
Oakland, CA	10,667	26%	57%	30%
Orange County, FL	23,857	27%	50%	23%
Palm Beach County, FL	25,591	29%	54%	25%
Richmond County, GA	12,221	30%	38%	8%
Norfolk, VA	12,708	30%	43%	13%
Detroit, MI	69,995	31%	29%	-2%
Dade County, FL	54,406	31%	54%	23%
Baltimore City, MD	41,811	31%	38%	7%
Clark County, NV	19,637	31%	49%	17%
Rochester, NY	11,299	32%	49%	17%
Buffalo, NY	12,193	33%	49%	16%
Cleveland, OH	24,887	33%	37%	7%
Clayton County, GA	18,634	33%	30%	-3%
Milwaukee, WI	29,170	34%	64%	30%
Hillsborough, FL	21,170	34%	57%	24%
Atlanta, GA	22,784	35%	63%	28%
Charlotte-Mecklenburg, NC	25,729	35%	62%	27%
Houston, TX	31,698	35%	58%	23%
Chicago, IL	109,118	35%	57%	22%

From: Holzman, M., (2006) *Public Education and Black Male Students: A State Report Card*. Schott Education Inequity Index, Cambridge, MA; The Schott Foundation for Public Education. Call The Black Star Project at 312/842-3527 or visit our website at www.Blackstarproject.org for more information about educating Black children. You may read the complete Schott Foundation report at <http://www.schottfoundation.org/publications/Schott%202006%20Report%20draft.pdf>.

The Solutions:

1. Inform and teach Black parents, Black families and concerned Black community members about the importance of effectively participating in the education of Black male children.
2. Ensure that Black boys are prepared socially, emotionally and academically between preschool and third grade with the basic skills they must have for educational success in higher grades.
3. Instill strong educational values in young Black boys and young Black men by making education the highest priority in the Black community.
4. Establish new standards in schools and communities and new teacher expectations that promote the success of young Black men to solidify their future contributions in mainstream American society.
5. Give incentives that help create and maintain nurturing, effective, supportive, child-centered, two-parent families as a model for future relationships.
6. Identify and engage strong, positive role models for young Black boys and men by developing strong mentoring systems to instill positive values in Black males.
7. Instill a strong work ethic in Black males augmented with high quality technological and literacy skills.
8. Manage schools, teachers, administrators, superintendents, parents and elected officials to produce successful outcomes for Black males in American schools.
9. Develop viable community vehicles, spiritual principles, positive values and developmental activities to ensure the positive social/emotional development of young Black men.
10. Establish a national, non-governmental, comprehensive response that is government and privately funded to manage the resources, programs, policies, agencies, ideas, advocacy and people who must solve this problem.