

DATA ON INEQUALITY IN EDUCATIONAL OUTCOMES AND SES

Compiled by Dr. Saul Petersen. New Jersey Campus Compact. 3/2/14.

1. NEW JERSEY'S HIGH SCHOOL GRADUATION RATES AND PROFICIENCIES

<http://www.state.nj.us/education/news/2012/1205grad.htm>

A summary of graduation rates by student subgroups is as follows:

- 75% of African American students graduated in 2012, an increase from 69% in 2011.
- 77% of Hispanic students graduated in 2012, an increase from 73% in 2011.
- 93% of white students graduated in 2012, an increase from 90% in 2011.
- 95% of Asian students graduated in 2012, an increase from 93% in 2011.
- 75% of economically disadvantaged students graduated in 2012, an increase from 71% in 2011.
- 73% of Limited English Proficient (LEPs) students graduated in 2012, an increase from 68% in 2011.
- 74% of students with disabilities graduated in 2012, an increase from 73% in 2011.

A summary of graduation rates by CITY is as follows:

	2012	2011
Camden	49.27	56.89
Jersey City	67.34	69.92
Newark	68.72	61.26
Paterson	66.39	64.03
Trenton	48.44	47.71

A summary of statewide proficiency results on the NJ ASK by subject and subgroup is as follows:

- 76.38% of white students in grades 3-8 met or exceeded the LAL proficiency standard, a decrease from 77.09% in 2011; 84.42% met or exceeded the standard in math, an increase from 84.24% in 2011.
- 44.68% of black students in grades 3-8 met or exceeded the LAL proficiency standard, a decrease from 44.81 in 2011; 53.45% met or exceeded the standard in math, a decrease from 53.77% in 2011.
- 49.66% of Hispanic students in grades 3-8 met or exceeded the LAL proficiency standard, a decrease from 50.26% in 2011; 63.41% met or exceeded the standard in math, a decrease from 63.86% in 2011.
- 46.17% of economically disadvantaged students in grades 3-8 met or exceeded the LAL proficiency standard, a decrease from 46.56% in 2011; 59.62% met or exceeded the standard in math, a decrease from 59.94% in 2011.
- 23.64% of English Language Learners (ELLs) in grades 3-8 met or exceeded the LAL proficiency standard, a decrease from 24.09% in 2011; 41.09% of ELLs met or exceeded the standard in math, a decrease from 41.36% in 2011.
- 34.62% of Students with Disabilities (SWDs) in grades 3-8 met or exceeded the LAL proficiency standard, a decrease from 36.03% in 2011; 48.35% of SWDs met or exceeded the standard in math, a decrease from 48.92% in 2011.

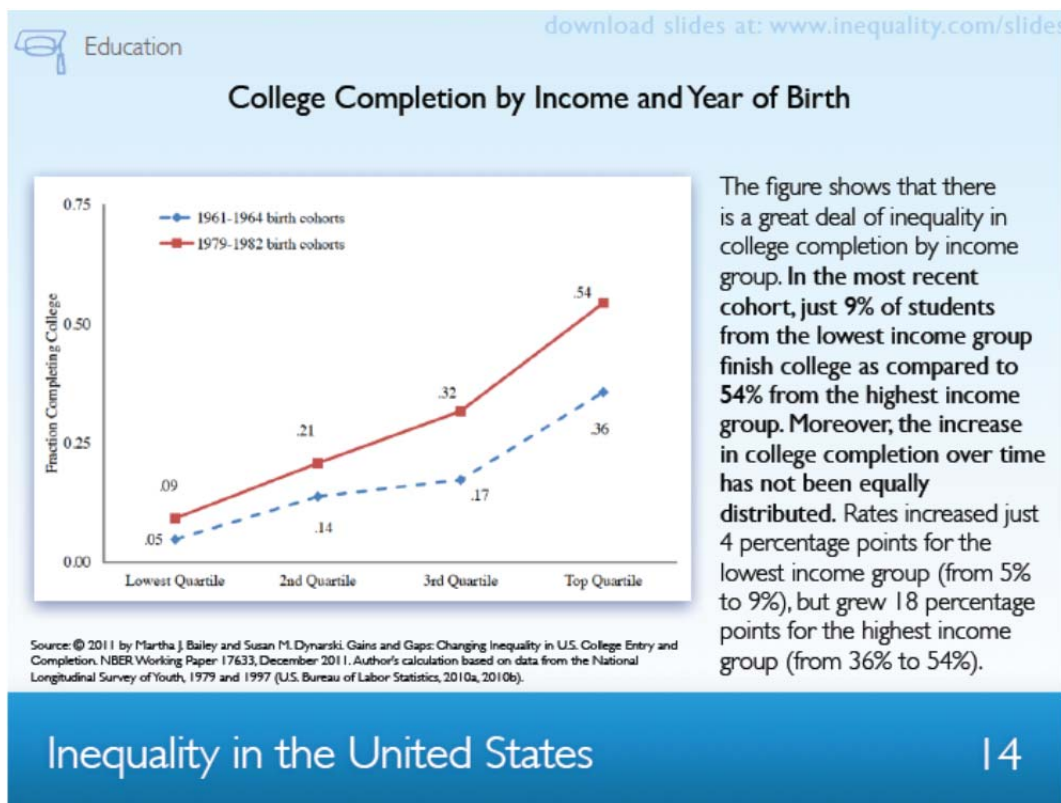
2. WEALTH INEQUALITY NATIONALLY BY RACE

<http://www.americanprogress.org/issues/poverty/news/2012/01/13/10961/inequality-in-2012-by-the-numbers/>

- ☐ [20.6](#): Percentage of African Americans, in March 2009, with at least a bachelor's degree.
- ☐ 14: Percentage of Hispanics.
- ☐ 31.9: Percentage of whites.
- ☐ [27.4](#): Percentage of African Americans in poverty.
- ☐ [26.6](#): Percentage of Hispanics in poverty.
- ☐ [9.9](#): Percentage of non-Hispanic whites in poverty.
- ☐ [39.1](#): Percentage of African American children less than 18 years old in poverty.
- ☐ [12.4](#): Percentage of white children less than 18 years old in poverty.

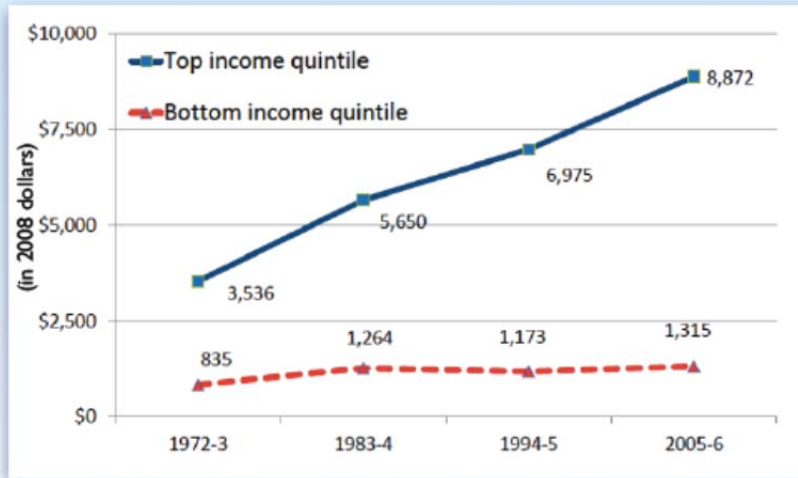
3. EDUCATIONAL INEQUALITY NATIONALLY AS IT RELATES TO SES

http://www.stanford.edu/group/scspi/slides/Inequality_SlideDeck.pdf





Enrichment Expenditures on Children, 1972-2006 (in 2008 dollars)



Parents are increasingly using personal resources to supplement their children's opportunities to learn and develop. This graph shows that the disparity between annual enrichment expenditures on children in families in the top and bottom income quintiles has increased rapidly since 1972.

Source: Greg J. Duncan and Richard J. Murnane, "Introduction: The American Dream, Then and Now," in *Whither Opportunity: Rising Inequality, Schools, and Children's Life Chances*, edited by Greg J. Duncan and Richard Murnane, I I. New York: Russell Sage Foundation, 2011. Authors' calculations based on Consumer Expenditure Surveys, U.S. Bureau of Labor Statistics.