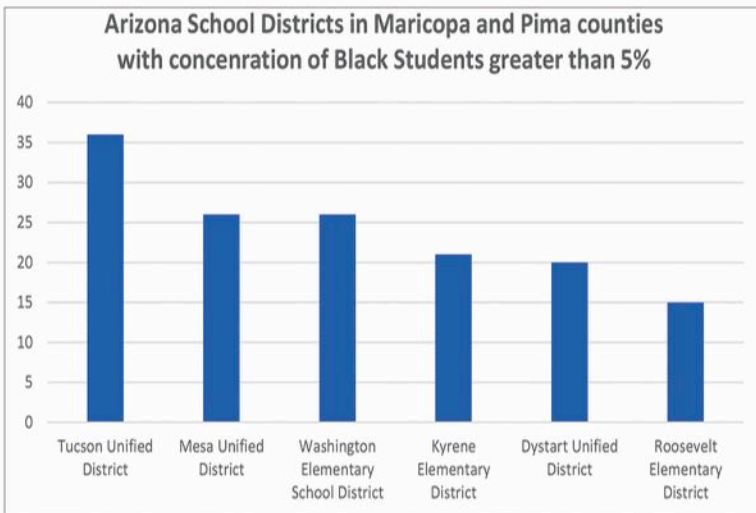




BACKGROUND: STATEWIDE DEMOGRAPHICS

Across Arizona, the greatest numbers of Blacks (i.e. populations greater than 4%; the statewide average is 4.7%) are to be found in Maricopa County and in Pima County, in the following cities, most of which are in Maricopa County: Arizona City, 4%; Avondale 9%; Buckeye 7%; Casa Grande 4%; Chandler 4%; Coolidge 7%; Douglas 6%; Eloy 10%; Florence 6%; Glendale 6%; Goodyear 6%; Phoenix 6%; San Tan 5%; Sierra Vista 9%; Surprise 5%; Tempe 5%; Tucson 4%.

Our research showed nearly 700 schools (K-12) statewide with a concentration of Black students greater than 5% (materials can be made upon request). Unsurprisingly, all 700 schools are found in two counties, Maricopa and Pima.

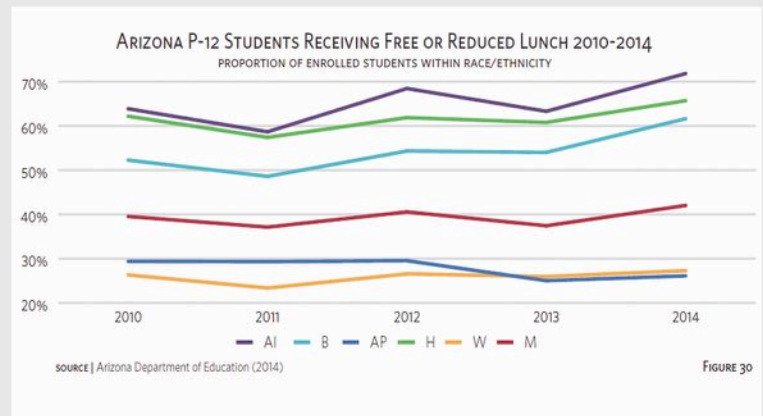


Phoenix Elementary District and Phoenix Union High School District yields 18 schools; Tempe School District and Tempe Union High School District yields 24; and the combination of Tolleson Elementary District and Tolleson Union High School District yields 11.

According to the Arizona Minority Student Progress Report (AMEPAC) Progress Report for 2016, “Median household income for Maricopa County is generally above the state median household income for all race/ethnicity categories with the exception of Blacks, whose median household incomes were \$600 below the state level.”¹ In Pima County, the situation is slightly more equalized: “Median household income for Pima County, on average, is slightly below the state level across all racial/ethnic groups.”²

**BLACK FACT:
62% OF BLACK STUDENTS STATEWIDE RECEIVED FREE OR REDUCED LUNCH**

This number contrasts with 72% of American Indian students, 66% Hispanic students, 24% White Students, and 26% Asian Pacific Islander students.³



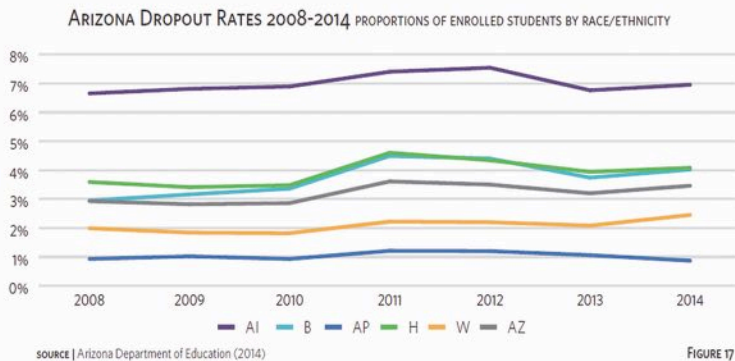
Census data for adult education achievement remain unchanged from last year’s State of Black Education Report (Spring 2016).

EARLY EDUCATION

There were 1,246 Black children of non-Hispanic or non-Latino origin enrolled in Head Start programs around the state. This is approximately half the number of White children (2,687), one-third the number of American Indian or Alaska Native children (4,310), but nearly six times greater than that of Asian children (231).⁴ Census data for pre-K-12 enrollment in Maricopa and Pima counties remain unchanged from last year’s State of Black Education Report (Spring 2016).

ENROLLMENT, PERSISTENCE, AND GRADUATION

Enrollment data remain the same as last year's report (1.1 million total students in AZ schools; 52,815 Black/African American; 15,302 in Maricopa County and 8,588 in Pima County). The drop out rate for Black students is 4.02. This is the fourth highest demographic in the state, following American Indian or Alaska Native (6.95), Hispanic or Latino (4.08), and Students with Disabilities (4.05).⁵



In Maricopa County, the drop out rates are as follows: All (3.3); Am. Indian or Alaska Native (7.5); Asian (.9); Black/African American (3.8); Hispanic or Latino (4); Students with Disabilities (3.5); White (2.4).⁶ In Pima County, the drop out rates are: All (4.2); Am. Indian or Alaska Native (6.6); Asian (1.4); Black/African American (4.9); Hispanic or Latino (4.9); Students with Disabilities (5.1); White (3).⁷ In Maricopa County, the 4-year graduation percentages are: All (80%); Am. Indian or Alaska Native (64%); Asian (91%); Black/African American (76%); Hispanic or Latino (74%); Students with Disabilities (68%); White (86%).⁸ In Pima County, the 4-year graduation percentages are: All (74%); Am. Indian or Alaska Native (64%); Asian (90%); Black/African American (74%); Hispanic or Latino (71%); Students with Disabilities (61%); White (80%).⁹

SUSPENSIONS AND EXPULSIONS

While Black children represent only 18% of all preschool enrollment nationwide, they represent 48% of students receiving more than one out-of-school suspensions.¹⁰ In contrast, 43% of preschoolers nationwide are white, but only 26% of those students receive more than one out-of-school suspensions.

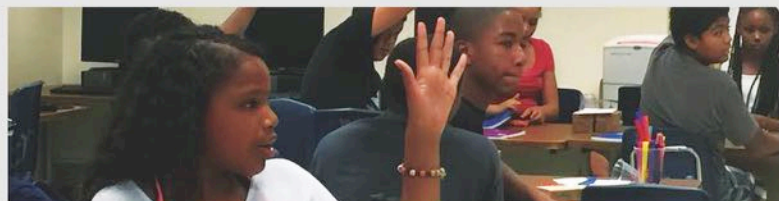
In the 2011-2012 school year in Arizona, 6% of all Black elementary students were suspended, the highest among all ethnic categories; second highest is American Indian at 3.8%.¹¹ Only 2.11% of white students were suspended.¹² At the secondary level during the same year,

BLACK FACT:
14.85% OF BLACK STUDENTS WERE SUSPENDED,
THE SECOND HIGHEST PERCENTAGE OF ALL
ETHNIC CATEGORIES

surpassed only by American Indians, 17.02% of whom were suspended. Only 6.59% of white students were suspended.¹³

TESTING AND ASSESSMENTS

AzMerit is the statewide achievement test for Arizona students taken each year from 3rd grade through high school. Students taking high school level English and Math take End-of-Course assessments that test their proficiency in these subjects. This test has four evaluation standards called Performance Levels: PL1 ("minimally proficient"), PL2 ("partially proficient"), PL3 ("proficient"), PL4 ("highly proficient"). Across the board, i.e. in all grades and in all disciplines, African American students had greater percentages of students in PL1 and PL2 than the statewide average, and higher percentages of students in PL3 and PL4 than the statewide average. For example, in Grade 3, the percentages for all student for PL1, PL2, PL3, and PL4 for Mathematics are 27, 31, 29, and 13, respectively.¹⁴ That is, 27% of all students are minimally proficient in 3rd grade math, 31% are partially proficient, 29% are proficient, and 13% are highly proficient. African American student percentages are 40, 32, 22, and 6. For 3rd grade Language arts, all students performance levels are: 43, 16, 30, and 11. Respective scores for African American students are: 57, 16, 23, and 4.



Grade 8 AzMerit scores for all students in the Math portion are: 41, 25, 20, and 14. For African American students, the performance levels are: 57, 23, 14, and 6. Scores for all students in the English Language Arts are: 39, 26, 27, and 8. Scores for African American students in the same discipline are: 52, 25, 20, and 4. Grade 8 Science scores, all student percentages are: 21, 20, 25, and 34. For African American students, the Science scores are: 31, 23, 24, and 21. Percentages for End-of-Course English Language Arts for all grade 11 students are: 51, 19, 20, and 11. For African American Students the numbers are: 62, 17, 15, and 6. End-of-Course Algebra I percentages are: 45, 23, 23, and 9. African American students are: 59, 23, 15, and 4. End-of-Course Geometry for all students: 42, 27, 25, and 6. For African American students: 56, 27, 15, and 2. Finally, for Algebra II, all students: 46, 24, 23, and 7. For African American students: 60, 22, 16, and 2.

COLLEGE READINESS AND COMPLETION

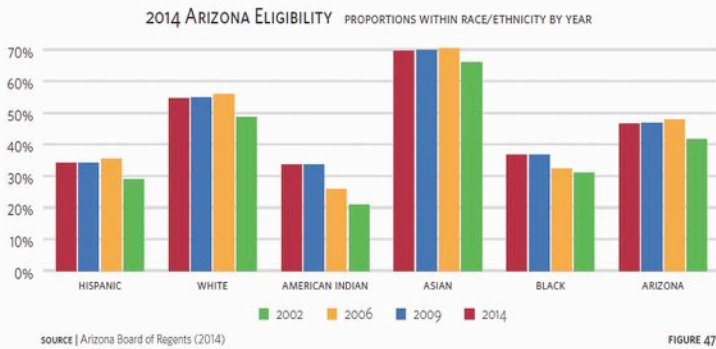


FIGURE 47

Total mean SAT scores for Black students (Critical Reading 480, Mathematics 472, Writing 455) are generally the lowest of all categories, which includes: American Indian or Alaska Native (483, 493, 453); Asian or Asian American (558, 601, 548); Native Hawaiian or Pacific Islander

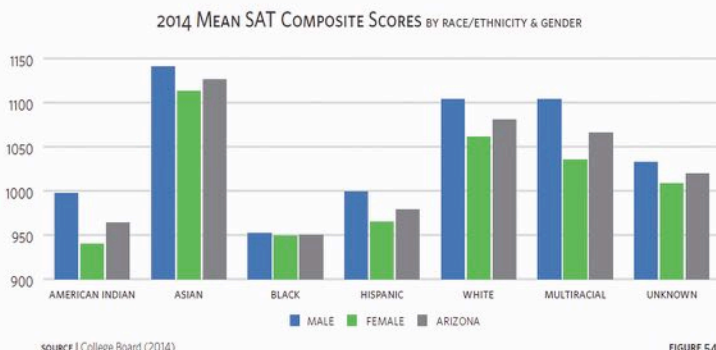


FIGURE 54

(511, 495, 485); Hispanic, Latino, or Latin American (487, 490, 466); White (548, 549, 523); and Two or More Races, non-Hispanic (537, 530, 503).¹⁵ Female mean SAT scores for Black students (483, 468, 467) exceed those of Am. Indian or Alaska Native (465, 473, 441) in all categories, and Hispanic, Latino, or Latin American (482, 474, 468) only in Critical Reading. Black female mean SAT scores are exceeded by Asian or Asian American (557, 582, 549); Native Hawaiian or Pacific Islander (494, 475, 481); White (546, 532, 529); and Two or More Races, non-Hispanic (540, 520, 510).

BLACK FACT: MALE MEAN SAT SCORES FOR BLACK STUDENTS (476, 476, 441) ARE THE LOWEST OF ALL ETHNICITY AND IN ALL CATEGORIES:

Am. Indian or Alaska Native (504, 519, 468); Asian or Asian American (560, 622, 546); Native Hawaiian or Pacific Islander (553, 543, 490); Hispanic, Latino, or Latin American (495, 512, 464); White (551, 570, 517); Two or More Races, non-Hispanic (531, 545, 492).

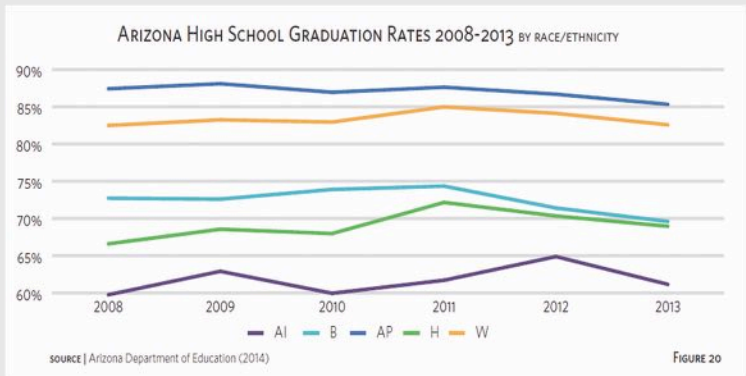


FIGURE 20

The total number of Baccalaureate degree recipients who entered as new transfers from Arizona Community Colleges in 2015 to 2016 school year—defined as students with 12 or more AZCC credits who entered an Arizona university as new transfers in a fall or spring semester—is 7,538, which is an increase of 15.7% from 2010-11, which saw 6,513 such students transfer.¹⁶



The number of new transfer African American students for 2015-16 is 341. This is an increase of 29.7% from 2010-11. The population of American Indian student transfers saw a similar rise of 26.8% over the same five-year period, enrolling 213 students in 2016. Asian student transfers increased to 34.8%; Pacific Islander transfers increased 1033.3%, enrolling 34 students in 2015- 16. Hispanic transfers increased 48.7%, enrolling 1,857 students; White student transfers increased 8.8%, enrolling 4,576 students.

Student body compositions at Arizona’s three universities are as follows.

Arizona State University has a total of 41,828 undergraduates: 1.4% American Indian/Alaskan Native; 7.8% Asian; 4.3% Black/African American; 21.5% Hispanic/Latino; 4.6% Multi-race (not Hispanic/Latino); 0.3% Native Hawaiian/Pacific Islander; 59.1% White.

University of Arizona has a total of 33,732 undergraduates: 1.2% Am. Indian/Alaskan Native; 6% Asian; 4% Black/African-American; 27.1% Hispanic/Latino; 4.6% Multi-race (not Hispanic/Latino); 0.3% Native Hawaiian/Pac. Islander; 55.8% White.

Northern Arizona University has a total of 25,120 undergraduates: 2.9% American Indian/Alaskan Native; 1.9% Asian; 3.5% Black/African-American; 22.8% Hispanic/Latino; 5.6% Multi-race (not Hispanic/Latino); 0.3% Native Hawaiian/Pacific Islander; 62.3% White.



Christopher Burrell, PhD Philosophy Faculty, College of Integrative Sciences and Arts Affiliate Faculty, Center for the Study of Race and Democracy Arizona State University, with special thanks to ASU Center for the Study for Race and Democracy, Deborah Cox and Sarah Herrera.

Graphs are compliments of the Arizona Minority Education Policy Analysis Center

The State of Black Arizona creates a platform for the synthesis of data, demographics and research that informs the community on the status of African Americans in Arizona.

The data is intended to help community leaders and organizations with action planning and decision-making related to the issues and concerns of the state.

We believe as a result of this work, the data will compel both the decision-makers and the grassroots community, to move towards concerted efforts that provide solutions to improve the lives of all Arizonans.

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1 Arizona Minority Student Progress Report (AMEPAC), County Addendum. 2016, p. c-11. <https://higher.ed.gov/sites/default/files/AMEPAC%2016%20-%20County%20Addendum.pdf>
 2 Ibid, c-14
 3 AMEPAC, full report, p. 25
 4 Program Information Reporting, State Level Summary Report, 2016
 5 Az Department of Education Research and Evaluation
 6 Ibid
 7 Ibid
 8 Ibid
 9 Ibid
 10 U.S. Department of Education Office for Civil Rights, Civil Rights Data Collection: Data Snapshot: School Discipline; <http://ocrdata.ed.gov/Downloads/CRDC-School-Discipline-Snapshot.pdf>
 11 The Center for Civil Rights Remedies at the Civil Rights Project; http://www.schoolsdisciplinedata.org/ccrr/resultsstate.php?us_state=AZ&searchtype=raceonly&numState=1
 12 Ibid
 13 Ibid
 14 All AzMerit scores taken from the AZ Department of Education State Report Card School Year 2014-2015: <http://www.azed.gov/research-evaluation/report-cards/>
 15 College Board 2016 College-Bound Seniors State Profile Report, Arizona: https://secure-media.collegeboard.org/digitalServices/pdf/sat/AZ_16_03_03_0
 16 ASSIST Data Warehouse, Jan. 2017: http://assist.aztransfer.com/resources/Baccalaureate_Degree_Recipients_2016.pdf
 17 http://www.collegedata.com/cs/data/college/college_pg06_tmpl.jhtml?schoolid=742