



## Media Contacts

John Logan, Director, US2010 and Professor, Sociology, Brown University  
john\_logan@brown.edu | (401) 863-2267 | <http://www.s4.brown.edu/us2010/>

Elaine Beebe, Communications Manager, US2010  
ebeebe@brown.edu | (401) 863-6323 | <http://www.s4.brown.edu/us2010/>

David Haproff, Communications Director, Russell Sage Foundation  
davis@rsage.org | (212) 750-6037 | <http://www.russellsage.org/>

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## Whose Schools Are Failing?

*Blacks, Hispanics and Native Americans attend America's worst-performing schools, while whites and Asians dominate the top schools*

July 25, 2011 – The average black elementary student attended a school that performed at the 35<sup>th</sup> percentile on state tests, according to a new policy brief from the US2010 Project.

Native American and Hispanic students didn't fare much better, on average attending a 40<sup>th</sup>-percentile school, while Asians and whites attended schools that averaged around the 60<sup>th</sup> percentile.

“The degree of inequality in metro areas is closely related not only to poverty but also to school segregation, and the issues can't be addressed without facing up to the continuing segregation of public schools,” said US 2010 Project Director John Logan, author of the study and a Brown University sociologist.

“Just closing the bottom 10 or 20 percent of schools wouldn't make much difference to the degree of inequality even if the kids in closed schools miraculously were moved to average schools,” Logan said.

To download the brief, see <http://www.s4.brown.edu/us2010/Projects/Reports.htm>.

For a searchable database of school segregation by districts nationwide, see <http://www.s4.brown.edu/schoolsegregation/desegregationdata.htm>.

Logan's report uses 2004 data, the first and only statistics available for U.S. public school at a national level. The U.S. Department of Education has routinely collected test score data from every state since 2008, but despite good intentions, it has yet to make public more current information. The Department has cited student privacy issues as the reason to withhold school-level results, and has set a goal of deciding how to deal with privacy concerns by the end of 2011.

Yet policies are being implemented now to move beyond No Child Left Behind legislation, Logan said. “I call on Secretary Arne Duncan to share current school-level data that pose no risk to individual student privacy,” Logan said. “The public and policy makers need to know whether progress has been made since 2004 in improving student outcomes in the schools that most black, Hispanic and Native American children attend.”

Logan’s research on school segregation is part of US2010, a program of research on changes in American society in the recent past, supported by the Russell Sage Foundation and Brown University.

"The special feature of US2010 is that it tackles questions of change in American society not from the perspective of one scholar or one topic, but with the expertise of a nationwide team of scholars who were brought together for this purpose," Logan said. More information is available on the project webpage: [www.s4.brown.edu/us2010](http://www.s4.brown.edu/us2010).

The US2010 project will culminate with a 14-chapter book published by the Russell Sage Foundation, which has a 50-year tradition of publishing respected, authoritative, census-based research.

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