



# Education

As part of the ongoing collaborative efforts of the Chicago Freedom Movement 40<sup>th</sup> Anniversary Steering Committee and Loyola University Chicago's Center for Urban Research and Learning (CURL), we are pleased to be able to provide the following research brief.

This document, 1 of 5 summary documents prepared by CURL researchers, provides a snapshot of current and historical data on key social indicators - education, health, employment & income, crime and criminal justice system, and housing. In addition, we are providing a summary document that combines all of these issue areas into one brief report entitled "*Segregation in Chicago 2006.*"

As you may know, these same issues were addressed forty years earlier in the Chicago Freedom Movement, led by Martin Luther King and Al Raby.

## List of Education Demands of 1966 Chicago Freedom Movement

1. Announce and plan for desegregation of teachers in Chicago schools during the 1966-67 school year.
2. Immediate publication of the achievement scores of all schools by grade.
3. Executive enforcement of the Title VI of the 1964 Civil Rights Act (prohibition of discrimination by race, creed, color, or religion) regarding the complaint against the Chicago Board of Education.

*As can be seen in more recent studies, the modest gains of that time have not been enough.* In particular, research from three recent studies show the current and continuing racial and economic segregation by neighborhood in metropolitan Chicago.

The reports are:

**Separate, Unequal: Race, Place, Policy, and the State of African American Chicago.** Paul Street, Chicago Urban League, 2005.

**The Segregation of Opportunities.** John Lukehart, Leadership Council for Metropolitan Open Communities, 2005.

**Minding the Gap: An Assessment of Racial Disparity in Metropolitan Chicago.** The Human Relations Foundation/Jane Addams Policy Initiative in collaboration with the Center for Urban Research and Learning, Loyola University Chicago, 2003.

*Just as this movement calls for the mobilization of communities, we must also utilize and mobilize knowledge. In doing so, the movement possesses the supporting data for a renewed challenge to racial segregation.*

All research briefs can be found at [www.cfm40.org](http://www.cfm40.org)



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## Education At and Around the Time of the Chicago Freedom Movement

By 1960, Chicago's African American population had surpassed 800,000, almost a quarter of the city's total—up from 14 percent just 10 years earlier. Vast areas of the South and West Sides became densely populated neighborhoods, and racial segregation was high. Schools in these areas were overcrowded, and some ran on double shifts, with children attending for just half a day. In low-income areas, the annual turnover of students exceeded 50 percent, and in some instances it approached 100 percent. Schools in these neighborhoods often fell into disrepair. “The broken windows were there,” wrote one young teacher at DuSable High School in the early seventies, “along with the torn window shades and broken desk tops, appendages to the badly lighted, worn central hallway.” These conditions, he reflected, “encouraged failure and a sense of depression.” Observations such as these led to calls for integration, and demands that inequities between African American and white schools be resolved.<sup>o</sup>

- In 1970 the African American population had less schooling than the non-African American population.\*
- Both in Chicago and the suburbs African American females had completed a higher median number of school years than had African American males; the opposite was true for non-African Americans.\*
- For persons 25 years of age or older, 39% of African Americans compared to 46% of non-African Americans had completed 4 or more years of High School\*
- 4% of African Americans and 10% of non-African Americans in the same age classification had completed 4 or more years of college. \*
- 55% of Chicago’s African American population 18-24 years old and 62% of its non-African American population had completed four years high school. \*
- Of the population enrolled in school, public school education was more frequently used by African Americans than by non-African Americans in every setting analyzed. Over 90% of African American elementary and high school students were enrolled in public school compared to a little over 60% of non-African Americans. \*
- Less than 7% of Chicago Public School principals were African American, with less than a percent being of other non-white ethnicity. ^
- A 1963 Gallup Poll found that a third of Northern white parents would object to their child attending a school where half the students were African American. ^

Years of Schooling Completed for Chicago’s African American and Non-African American Populations 25 Years Old and Over, 1970 and 1960\*

Years of School Completed	African American 1970	Non-white 1960	Non-African American 1970	White 1960
No School Years	1.6%	2.2%	2.3%	2.9%
Some Elementary School Only	19.9%	29.1%	14.5%	16.8%
8 Years Elementary School Only	12.1%	16.5%	17.5%	22%
Some High School Only	27.2%	23.2%	20%	21.5%
4 years of High School Only	26.5%	18%	26.6%	21.7%
High School Graduates	39.4%	29%	45.6%	36.8%
Some College Only	8.9%	7.4%	9.5%	8.5%
4 Years of College of More	4.1%	3.6%	9.5%	6.6%

<sup>o</sup> The Electronic Encyclopedia of Chicago. Chicago Historical Society, 2005.

\*Chicago’s African American Population. Selected Statistics. City of Chicago Department of Development and Planning, 1975.

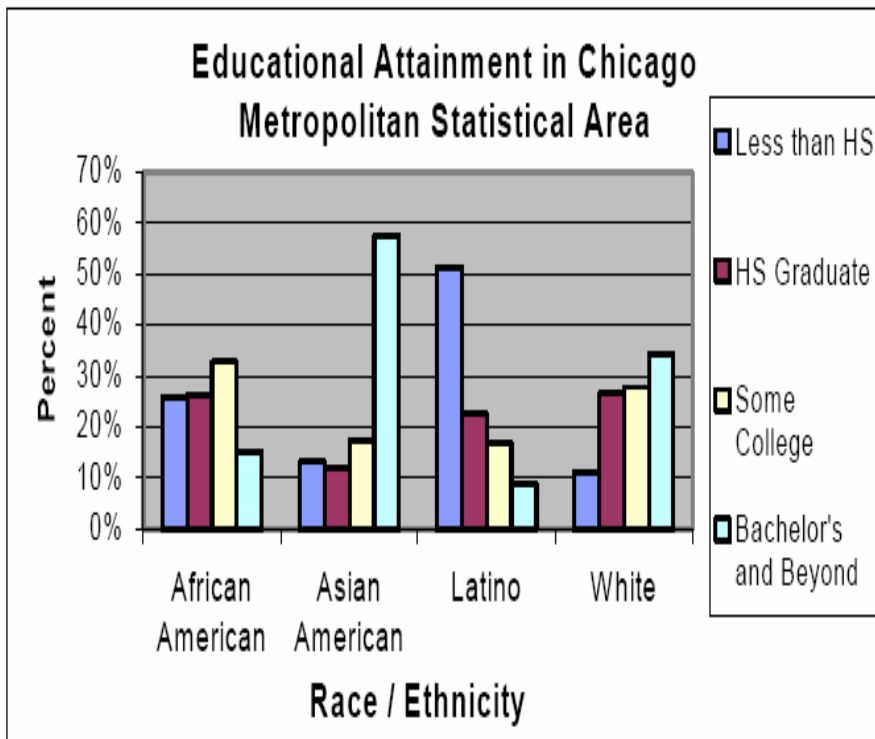
^ Chicago Negro Almanac and Reference Book. Ernest Rather (ed).Chicago Negro Almanac Publishing co., 1972.

## Education in Chicago - Today

The decade from 1990 to 2000 marked a positive trend in the quality of education in the Chicago metropolitan area. Despite this general trend, however, key indicators - student body composition, success rates, enrollment statistics and school funding - still demonstrate a disparity in quality of education available to different racial groups in Chicago. +

Educational attainment and quality of programs and facilities reflects marked racial inequalities.\*

- The Chicago area ranks fourth in the nation for African American-Caucasian school segregation.+



- 30% of all public schools are 100% African American and 47% are 90% or more are African American.+
- In Chicago, nearly 60% of African American high school freshman do not graduate with a degree in four years. +
- 85% of African American school children would have to switch schools for them to be evenly distributed throughout the city, and African American students are the least likely of all minorities to interact with other minority groups. +
- Illinois ranks 49<sup>th</sup> nationally in the amount of educational funding provided by the state. Most funding is local, and the disparity ranges from \$18,225 per student in Lake Forest to \$6,678 per student in the Harvey Chicago school district. This discrepancy in educational quality is both an explanation and cause of some of the inequalities that exist in Chicago. ∞

The overall disparity in education has decreased between 1990 and 2000.

- Pre-primary and pre-school education (which researchers have linked to future academic success) has seen the highest increases: African American enrollment increased by 139%, Asian Americans by 143%, Hispanic 351%. This particular statistic, however, is difficult to analyze because of the dramatic increase in Hispanic immigration during this same period. +
- African Americans had a 68% increase in eighth grade graduations and a 21% increase in high school graduations.\*

Racial disparity, however, can be seen in test scores, truancy, drop-out and mobility rates.

- Drop-out rates for the 2000-2001 school year are: 38% African American, 21% Latino, 0.2% Native American, 38.3% Caucasian and 1.7% Asian American.\*
- Since the 1995 Safe Schools Law went into effect, most of the students expelled from classrooms were either African American or Latino. African Americans are three times more likely to be expelled than Latinos or Caucasians. +
- In the Prairie State Achievement Exam, the average African American scores for reading and math were 31.8 and 19.2 respectively, compared to 66.1 and 62.8 for Caucasian students. Similarly, Caucasian students receive higher scores on the ACT and SAT standardized exams and are more likely to take Advanced Placement exams in high school (70% of AP Exams were administered to Caucasian students, as opposed to 4% African American, 15% Asian American and 6% Latino).\*

## ***NOW IT'S YOUR TURN***

*If you're looking for more information or would like to be part of the solution, below are some groups doing work in this field. Please contact them to find out how you can get involved in making Chicago a more prosperous, egalitarian, and peaceful city. For more great organizations that could use your time and energy, view the complete list of Chicago Freedom Movement Friends and Allies at [www.cfm40.org](http://www.cfm40.org)*

### **Chicago Teachers Center**

CTC challenges the educational system to better serve diverse cultural and ethnic populations by creating model programs for teachers and students.

[www.neiu.edu/ctc/](http://www.neiu.edu/ctc/)

773.442.5545

### **Designs for Change**

DFC'S basic mission is to serve as a catalyst for major improvements in the public schools serving the 50 largest cities in the country, with a particular emphasis on Chicago.

[www.designsforchange.org](http://www.designsforchange.org)

312.236.7252

### **The Lawndale Christian Development Corporation**

The Lawndale Legacies Community Technology Center offers technology training in which students and adults can increase their computer literacy and academic and professional competitiveness.

[www.lcdc.net](http://www.lcdc.net)

773.762.8889 ext 22

### **New Leaders for New Schools**

New Leaders for New Schools promotes high academic achievement for every child by attracting, preparing, and supporting the next generation of outstanding leaders for our nation's urban public schools.

[www.nlms.org](http://www.nlms.org)

312.829.6567

### **Segundo Ruiz Belvis Cultural Center**

Offers mentoring in Academics and self-development counseling targets young adults by offering GED and high school transition programs.

[www.ruizbelvis.org](http://www.ruizbelvis.org)

773.235.3988

### **Teachers for Social Justice**

Teachers for Social Justice is working toward classrooms and schools that are anti-racist, multicultural / multilingual, and grounded in the experiences of our students.

[www.teachersforjustice.org](http://www.teachersforjustice.org)

773.325.4352

### **Young Chicago Authors**

YCA encourages self-expression and literacy among Chicago's youth through creative writing, performance and publication, emphasizing artistic development, mentorship, and creating safe spaces where a young person's life matters.

[www.youngchicagoauthors.org](http://www.youngchicagoauthors.org) 773.486.4331

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