



# Tracking Deliberate Sex Segregation in U.S. K-12 Public Schools

**By**

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## EXECUTIVE SUMMARY: TRACKING DELIBERATE SEX SEGREGATION IN U.S. K-12 PUBLIC SCHOOLS, FINDINGS AND RECOMMENDATIONS

Based on our Feminist Majority Foundation ([FMF](#)) [2014 research](#) on identifying public schools with sex segregation and this 2018 update, we estimate there are over 1000 K-12 U.S. public schools with deliberate sex-segregated education. For this 2018 report, we used the 2013-14 [Civil Rights Data Collection](#) (CRDC) responses to identify by name 794 K-12 coed public schools that indicated establishing all-girl or all-boy academic classes in areas such as math, science, and English. We also identified 133 single-sex all-girl or all-boy K-12 public schools with some help from the CRDC enrollment information which provided percentages of girls and boys in each school.

As we started to verify the lists of these schools in this report, we learned about some additional coed schools with single-sex classes and some new single-sex public schools. We also learned that some of these schools have stopped their deliberate sex segregation. To see how the 927 named schools initially identified in this report are distributed by state, see our U.S. map of coed public schools with single-sex academic classes and the map of single-sex public schools and four lists of named public schools with sex segregation.

It is important to learn which K-12 public schools use deliberate sex segregation so they can be examined to learn if any of their single-sex instruction is legally, educationally, or economically justifiable.

Our initial list of 927 public K-12 schools with sex segregation has already changed with new verification and update information from state and school district Title IX Coordinators and related civil rights experts. For example, thanks to help by Title IX offices in South Carolina and Washington State, we have learned that 44 of the 2014 listed coed schools in South Carolina and 14 schools in Washington State do not have single-sex classes in the 2017-18 school year. We hope many of the remaining 736 coed schools that reported single-sex academic classes in 2013-14 have now received the message that these classes are not justifiable on legal, educational, or economic grounds and that they have also stopped this practice. This change is especially encouraging in South Carolina (SC) which had been an early leader in advocating all-girl and all-boy classes. In [FMF's 2012 report](#), South Carolina had 216 coed schools with single-sex classes as of 2010. In 2017-18 they only confirmed that 10 schools are continuing this deliberate sex segregation.

We also hope that educators and stakeholders are learning that single-sex public schools are not an effective way to spend scarce resources especially as they try to help students of color. Finally, if it hasn't happened yet, we hope that Title IX Coordinators and others will do more to identify and stop deliberate sex-segregated public education because it leads to increased sex discrimination as well as sex and race stereotyping. There is no evidence that it is any more effective than gender equitable coeducation.

## Ten key findings and **recommendations**<sup>1</sup>:

- 1. This report contains the only national public listings of named U.S. K-12 public schools with deliberate sex segregation, but this information needs to be updated so that it will be increasingly useful to identify and stop unjustified public school sex segregation.**

Although the 2014 single-sex guidance from the Office for Civil Rights (OCR) in the U.S. Department of Education (ED) says that schools and school district websites should include information on single-sex academic classes, this information is rarely available and we could not find any comprehensive national, state, or district lists of schools with deliberate sex segregation. So far, we found that only South Carolina had a practice of listing public schools with a single gender focus on their state education agency website. Their recent lists were helpful but not totally congruent with CRDC results. Previous national web listings by the National Association for Single Sex Public Education (NASSPE) ended when the American Civil Liberties Union (ACLU) and others found these schools out of compliance with Title IX and other laws prohibiting sex discrimination in education. We have also failed to find other web lists of public schools with deliberate single-sex education although an internal list of special focus charter schools from the National Alliance for Public Charter Schools helped us identify two additional dual academies. Dual academies are coed schools that send their girls and boys to separate academic classes. This public charter schools list also helped us identify a boys-only charter high school. The only small public web lists we found are from groups of allied single-sex schools such as the Young Women’s Leadership Academies or the Eagle or Urban Prep Academies for boys. Some states and most school districts list their schools, but these web lists rarely identify schools with single-sex classes or even public K-12 schools that only serve girls or boys.

Most of the schools identified in this report were based on responses to the 2013-14 CRDC. Based on subsequent data from ACLU and South Carolina, we found under-reporting on the CRDC. Some schools that used deliberate sex segregation in 2013-14 were not included in the CRDC responses so we continued to estimate that instead of 927, the total number of schools with sex segregation in those years was over 1000. We hope Title IX Coordinators will provide leadership in helping to update our lists of schools with sex segregation.

### **R-1 We recommend that our FMF lists be updated and used to end unjustifiable sex segregation in public schools and that lists of schools with sex segregation be easily accessible on national, state, and school district websites.**

- In doing so we are asking states and large school district Title IX Coordinators and other equity experts who have responsibility to stop illegal sex segregation to help FMF verify and update our current lists of both public K-12 coed schools with single-sex academic classes (List 1) and of single-sex public schools (Lists 3&4). (See our FMF cover letter in Appendix B.)

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<sup>1</sup> Recommendations following a discussion of the 10 findings are in purple.

- Stakeholders, such as parents, equity advocates, Title IX Coordinators, OCR, and other governmental officials should help update and use our FMF lists to understand the status of sex-segregated public education at the local, state, and national levels. Parents especially need timely, detailed, information on the nature of single-sex education in their local public schools. This FMF report will help concerned stakeholders start their efforts to learn about the nature of, and justifications for, existing sex segregation in public K-12 schools.
- Updated national, state, and local listings of public schools with deliberate sex segregation should be posted on appropriate websites. Other general lists of public schools in named locations should be easily searchable so that a stakeholder can identify coed schools with single-sex academic classes or single-sex public schools. Schools' web pages as well as school rating web pages by Great Schools and others should include enrollment by sex, race, and other equity characteristics as well as information on deliberate sex segregation in the school.

**2. There is increased knowledge about the legal, educational, and economic reasons to stop deliberate sex-segregated K-12 public education.**

**Legal objections** point out that exclusionary sex discrimination generally violates Title IX, the U.S. Constitution, and some state Constitutions or statutes, as well as specific laws that protect against race and sex segregation and discrimination related to sexual orientation and gender identity. The helpful 2014 OCR guidance, [Questions and Answers on Title IX and Single-Sex Elementary and Secondary Classes and Extracurricular Activities](#), describes how schools with single-sex programs and activities should comply with a variety of equity standards to prohibit sex discrimination under Title IX, the U.S. Constitution, and other federal civil rights laws. It is reinforced by the [2015 OCR guidance on the roles of Title IX Coordinators](#) and the OCR [Title IX Resource Guide](#).

**Educational objections are very congruent with the legal objections.** There is no high quality credible evidence that sex-segregated education improves the educational achievement of girls or boys. Instead, there is growing evidence that deliberate sex segregation is detrimental to students' achievement and self-esteem. And it often increases sex-stereotypes that limit learning and proper acknowledgement of abilities and achievement as shown in the recent "Hidden Figures" movie. Similarly, there is no evidence that sex segregation of students of color is better than comparable coeducation. In fact, there is no evidence that girls and boys (as a group) learn differently, need to be taught differently, or need to be educated in separate classes because of sex related brain differences or learning styles. Similarly, there is no evidence that separating girls and boys decreases distractions and harassment from the other sex. In fact, sex segregation may increase some undesired behavior including fighting and homophobia. Finally, students in

sex-segregated classes do not have better educational outcomes than comparable students in equitably resourced co-educational classes. See the [Pseudoscience of Single-Sex Schooling](#) article.

**Economic concerns should also be addressed when considering any sex separation that has overcome the legal and educational objections.** Sex separated education is more expensive in money and staff time than similar gender equitable coeducation. Deliberate sex separation requires additional administrative procedures to oversee equitable treatment; duplicate services, facilities and staff; specialized teacher training; increased evaluation requirements and often legal services to help with the approval or defense of the discriminatory exclusion of students based solely on their sex or gender identity.

**R-2 We recommend that high quality research and evaluation be continued to increase this knowledge and that it be shared by reliable sources to inform more policy makers, educators, and other stakeholders about these findings. These findings should be delivered so they convincingly counteract low-quality evidence that supports unwise sex segregation in public education.**

- In addressing **legal concerns**, policy-makers and stakeholders need to understand that unlike many other types of sex discrimination, sex-segregated public education is deliberate and under the control of educators. Thus, educators should ensure that any education programs or activities that exclude participation based on sex (including sexual orientation and gender identity) must provide an evidence-based justification that this segregation will improve the students' educational outcomes better than gender equitable coed alternatives. Additionally, during the delivery of the sex separated education, there must be: full equality for girls and boys, no sex or race stereotyping, and all participation by both students and staff must be completely voluntary.
- To prove claims of **educational effectiveness** of any type of sex-segregated public education, it is critically important to use high quality credible evaluations that also provide information to show that the process of using segregation does not increase sex discrimination or stereotyping. Appendix F details some comprehensive evaluation criteria that should be used to determine if the sex segregation is both educationally and legally effective compared to gender equitable coeducation receiving comparable quality resources.
- When considering public funds it is especially important to learn more about **economic comparisons**. In many cases the single-sex school or class needs and receives additional resources from public and private funds because of its "unique" focus or population. While affirmative action in public education is



sometimes justified, students with similar needs should not be excluded because of their sex or race.

3. **As in previous FMF research on public school sex segregation, there is little easily accessible information on the nature of, or justifications for, sex segregation on school or school district websites or on the role of the Title IX Coordinator or others in assuring compliance with Title IX or other equity policies that prohibit sex discrimination in public education.**

Schools with deliberate sex segregation rarely used their websites to inform parents and students that single-sex classes were available or any justification for them. At the most, we found a few websites, usually of dual academies that said the school had a gender focus. Similarly, few single-sex public school websites bothered to justify their focus on girls or boys and rarely provided any information on single-sex admissions policies or policies related to sexual identity. Occasionally the websites of the single-sex school would indicate that their justifications were based on sex-based brain differences and learning styles (which experts agree is pseudoscience). Relatedly, most of their mission statements were based on sex stereotyped assumptions of student needs and on general goals which would be beneficial to both girls and boys.

This lack of web information on the nature of, and justifications for, public school sex segregation should be reversed as schools and school districts attend to the 2014 guidance on single-sex education.

**R-3 We recommend that all public schools with deliberate sex segregation should post detailed information about this option and its full justification and evaluations on their websites as recommended in the 2014 single-sex OCR guidance and below. Title IX Coordinators and others should ensure that all unjustifiable sex segregation is reported on school and school district websites and ended.**

- School websites should explain in detail and provide evidence of how they comply with the 2014 Single-sex guidance from OCR. This information should include evaluation plans and reports. In doing so, responsible authorities should make information on public schools that practice sex segregation transparent and available to all stakeholders in multiple ways, including mandatory reporting on school and school district websites. This public information should describe the nature and extent of the single-sex education in the school and the evidence-based justification for why each use is likely to improve student outcomes better than similarly well-resourced coeducation. These justifications should also describe how potential inequities in the distribution of education resources or in reinforcing sex and race stereotypes are avoided. Reliable information and all detailed evaluations

and local review decisions on approval or disapproval, should include the full justifications and specific evidence of effectiveness as required by the ED “What Works Clearinghouse”.

- Title IX Coordinators and others should follow up to ensure that all the schools with sex segregation justify it according to 2014 single-sex guidance from OCR or end it. If it has been justified, the specific sex segregation should be described and posted on the school and school district websites along with evaluations and review decisions signed by organizational leaders with responsibility for civil rights compliance.
- Information on reviews and approvals (or disapprovals) of the single-sex focus by appropriate “authorizers” such as charter authorizer boards, school boards, district leadership and Title IX Coordinators also should be posted on the school’s website along with procedures for subsequent review and approvals.
- If a coed school provides single-sex academic classes they should be completely voluntary and students and parents should be fully informed of their options and evidence-based justifications before they decide if they will comply with informed consent procedures.
- If a school has a single-gender focus for a class or the entire school, the school website should indicate if there is, or is not, a sex exclusionary admissions policy. For example, we understand that Girls High in Philadelphia would allow boys and that many schools developed to serve pregnant and parenting students encourage attendance by fathers and other students who would benefit from their services. However, few boys may know this is an option.

**4. This “Tracking Deliberate Sex Segregation in K-12 U.S. Public Schools” report shows continuous national increases in the numbers of public schools with deliberate sex segregation since FMF’s first report on sex segregation in public education in 2012.**

As shown in Table 1, in our first [FMF 2012 report](#) on public schools with sex segregation we found 645 schools based mainly on responses to the 2007-10 Civil Rights Data Collection surveys. In this 2018 report we found 927 schools and after verification help from a couple of states are happy to report that the current total is down to 869. In recent years, there have only been a few states, such as in North and South Carolina where there has been a large decrease in numbers of coed K-12 public schools with sex-segregated classes. For example, in South Carolina 216 coed schools with single-sex classes were reported in 2007-10, 84 in 2011-12, 54 in 2013-14 and only 10 in 2017-18.

**R-4 We recommend that with the help of the 2014 OCR guidance on single-sex education and the 2015 OCR guidance on Title IX Coordinators that Title IX Coordinators, educators, equity experts and other stakeholders work to decrease the number of public preK-12 schools with deliberate unlawful sex segregation. In doing so, it is important to continue to publicly track, list, and monitor public schools with deliberate sex segregation.**

- Title IX Coordinators and other responsible authorities such as state education agencies, school boards, leaders of school districts, authorizing agencies, and schools should play a major role in identifying schools with sex segregation and in ending it if it is unjustified and increases sex discrimination and stereotyping. In the process of identifying and verifying schools with sex segregation, Title IX Coordinators and others should ask for and publish justifications and evaluations on appropriate web sites that show evidence of compliance or noncompliance with the 2014 OCR single-sex guidance.
- As in other areas of civil rights, it may be increasingly necessary for states and school districts to formally adopt and codify helpful federal guidance such as the 2014 OCR single-sex guidance and the 2015 OCR Title IX Coordinator guidance into their own laws and policies in case the current federal administration withdraws or weakens previous guidance.
- States and school districts as well as authorizing organizations such as those for charter schools should use review and accountability procedures to identify and stop any plans for unjustified single-sex education before it starts. If allowed to continue, the sex segregation should be closely monitored for continued evidence of compliance with all justifications. For example, the California Department of Education reviewed the Los Angeles Young Oaks Kim Academy which had been sex segregating its academic classes for many years using a dual academy approach with no adequate justification that the single-sex classes were needed to benefit either girls or boys. Based on this state level review and disapproval which was initiated by complaints from ACLU, this school returned to coed classes in 2017-18. (See Appendix G).

**5. This 2018 report and previous FMF reports on deliberate sex segregation In U.S. public K-12 schools rely heavily on the 2013-14 universal mandated CRDC responses to single-sex questions and to related CRDC responses. While the CRDC questions about these single-sex classes have been clarified over the years, more guidance and encouragement of survey responders to answer correctly would improve the accuracy and validity of the results.**

**R-5 We recommend continuing use of the CRDC with some improvements to help with the identification of both public coed schools with single-sex academic classes and single-sex schools as well as related and more in-depth research on this questionable practice.**

- Future CRDC's should include more detailed questions on the types of academic and other deliberate single-sex classes such as physical education (See discussion of Methodology and Appendix A.) It would also be helpful to have questions about sex segregated school related extra-curricular activities. These additional questions would be a way to remind authorizers, reviewers, and schools, themselves, that all types of unjustifiable deliberate sex segregation should be avoided in public education.
- It would be helpful to have additional research such as identification and analyses of justifications and evaluations of public schools with single-sex education.

**6. FMF continues to find more single-sex K-12 public schools were for girls (75) than boys (58), (See Lists 3 and 4 and single-sex schools map) but more of the listed single-sex academic classes in coed K-12 public schools were for boys (52%) than girls (48%) (See List 2).**

A possible explanation for our research finding of more single-sex schools for girls than boys is that we included some all-girls schools for pregnant and parenting students but our study explicitly eliminated juvenile justice schools which are more numerous for boys than girls. The higher number of single-sex academic classes for boys than girls may be that more boys need extra help in courses such as algebra and "other math", even though boys still score higher in mathematics on tests such as the SAT.

**R-6 We recommend that proponents of single-sex public schools stop trying to justify them on the basis that they will be an affirmative action strategy for either girls or boys. We have found no evidence that any single-sex public school or academic class can be adequately justified on legal, educational, or economic grounds. Thus, we urge that they be ended. We do not recommend parity in providing equal numbers of schools or classes to girls and boys. Instead, we recommend parity in services and opportunities to both girls and boys especially related to addressing the needs of low-income youth of color in deliberate gender equitable coed schools and classes. Gender equitable coeducational schools and classes also eliminate opportunities to discriminate in relation to sexual identity.**

**7. FMF continues to find most single-sex public schools serve African American and Latinx students especially in urban areas. This is similar to our findings for a high proportion of coed public schools with single-sex academic classes. We do not know the racial characteristics of students attending the single-sex academic classes but it is probably similar to the school composition.**

Research on low-income youth of color by Goodkind and her colleagues (2013) indicates that some vulnerable students of color and their families do not want coed schools to become single-sex or to offer single-sex classes because they see these as punitive options

since sex segregation is often used in the justice system. Many others note that when schools are sex segregated, equal opportunities are decreased while sex and race stereotypes are increased. Evidence of this is described in the ACLU 2016 report on [Leaving Girls Behind: An Analysis of Washington, D.C.'s "Empowering Males of Color" Initiative.](#)

**R-7 We recommend that additional educational resources be provided to underserved students of color, but that they be provided to girls and boys equally and together in ways that decrease sex stereotyping and foster gender equity both in and through education. Follow-ups to President Obama's My Brother's Keeper initiative should ensure that the programs stop segregating and discriminating against girls. Efforts to establish or implement state laws such as in California and New Jersey which allow single-sex public charter schools to serve disadvantaged students should be stopped or closely monitored for compliance required justifications.<sup>2</sup>**

- 8. There are some promising trends and indicators of decreases in sex-segregated education including unexpected changes in named public schools from recent FMF work.**

The following trends support the feasibility of decreasing deliberate publicly supported sex-segregated education.

In the past decade there have been steady decreases in sex-segregated private education and in voluntary social clubs associated with education institutions that exclude participants based on their sex, sexual orientation or gender identity. Even private single-sex colleges are facilitating more coeducation especially since Title IX prohibits sex discrimination in admissions to graduate schools. Thus, it is common for students in single-sex private undergraduate colleges to take coed graduate level classes on their own campus. It is also common for these students to take classes in other nearby coed colleges and for students in "brother" and "sister" private single-sex high schools and colleges to take many classes together. Some colleges are also discouraging single-sex fraternities, sororities and social clubs.

In tracking K-12 public schools with sex segregation over the past decade, we were surprised to find substantial turnover or lack of continuity in the names of many schools on our lists despite the continued increase in total numbers of these schools. Although a few of these different schools were simply changes in school locations and related new names, such as the boys Urban Preparatory Academy-West Campus, most changes were due to the school ending their single-sex education or closing -- which was especially common for

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<sup>2</sup> See Appendix G for information on CA AB-23 and see 7-6-17 article by Adam Clark on NJ allowing single-sex charter schools.

charter schools when they were not reauthorized. Some other changes were due to additional schools starting single-sex instruction. Of the 794 coed schools with single-sex classes identified in the 2013-14 CRDC, only 124 were the same schools listed in the FMF report on the 2011-12 CRDC. This lack of continuity may indicate, lack of success, changes in school leaders supportive of single-sex education, or the realization that the sex segregation could not be adequately justified on legal, educational, or economic grounds. For example, changes in leadership of the South Carolina Education Department have led to a de-emphasis on single gender education as a viable school choice in S.C. and a decrease from 216 coed schools with single-sex classes in 2007-10 to ten in 2017-18.

**R-8 We recommend that knowledge of these trends in decreased private and public sex-segregated education be shared more broadly to help influence supporters of sex-segregated public education to reconsider and to increase the influence of individuals supporting gender equitable public coeducation. We also recommend more research on why schools decrease the rigidity of, or stop, their deliberate sex segregation and on why and how schools have been allowed to start sex segregation.**

**9. We are gaining insights on some reasons and strategies to explain why some public schools end their sex segregation. More adequate implementation of Title IX especially related to the OCR 2014 Single-sex Guidance and 2015 Title IX Coordinator Guidance is a key to ending unjustifiable sex segregation.**

We are starting to see some potential impact from the Dec. 2014 OCR single-sex guidance and from the 2015 Title IX Coordinator guidance, but most of the listed coed schools with single-sex classes are from responses to the earlier 2013-14 mandatory CRDC responses. In List 1 on coed schools with single-sex academic classes, we have started to receive information that some of the schools in our current counts have agreed to stop their single-sex classes. These schools are highlighted in yellow and are mostly from post 2014 information from South Carolina and from ACLU information requests and complaints against deliberate sex separation. In future lists we hope to indicate many more yellow highlighted schools that stopped their single-sex classes when we receive updated verification results from state and large city Title IX Coordinators and other experts and when the next 2015-16 CRDC data is released. (See the update/verification letter in Appendix B.)

Many of the schools that stopped their deliberate sex segregation did so because ACLU made it clear by letters, Title IX complaints, or lawsuits, that the single-sex classes were illegal. (See *Preliminary Findings of ACLU "Teach Kids, Not Stereotypes" Campaign* (2012)). This was especially easy in the coed schools (or dual academies) that separated the girls and boys for most of their classes as in Middleton Heights Elementary School in Idaho or the Young Oak Kim Academy in Los Angeles. The [OCR 2014 single-sex guidance](#) makes it clear that each single-sex academic class must be justified, and this is exceedingly difficult to do.

Publicizing these ACLU victories which often include stopping sex segregation in whole school districts, has helped discourage other schools from deliberate sex segregation. ACLU and others have also publicized the inappropriateness of instructing students using deliberate sex stereotypes such as gentle, quiet, and warm classes for girls and active, competitive and cool classes for boys.

Proactive, well informed Title IX Coordinators and others responsible for complying with federal and state laws against sex discrimination are helping schools learn about their responsibilities and legal liabilities in starting or continuing unjustifiable deliberate sex-segregated public education.

**R-9 We recommend increased use of effective national, state, and local education and enforcement strategies to implement this Title IX prohibition of any sex segregated publicly supported education that increases sex discrimination.**

- We encourage increased education about, and use of, the 2014 OCR single-sex and the 2015 OCR Title IX Coordinator guidance. This guidance should also be incorporated into state and local laws and policies with additional details that will facilitate implementation. It should be augmented by increased awareness of legal, educational and economic reasons to stop sex-segregated public education. State leadership in increasing the numbers of schools with single-sex classes was demonstrated in South Carolina starting in 2007 but it's ending of this focus is reflected in many schools stopping this practice now.
- Specifically, Title IX Coordinators should be appointed and empowered to provide leadership on ending illegal sex segregation in each state, district, and K-12 school. Title IX Coordinators responsible for each school that is identified as possibly continuing its deliberate sex segregation in the 2017-18 school year or beyond should be contacted by their state or district Title IX Coordinator and asked to collect information to learn if that sex separation is justifiable. If not, Title IX Coordinators should work with other authorities as needed to end the sex segregation. They should also be encouraged to work with gender equity experts to help their schools implement gender equitable coeducation in academic and non-academic areas including school clubs instead of sex segregation.
- Many states and school districts have consolidated or equity specific review policies. These policies should be explicit enough to improve accountability and ensure that no unjustifiable sex segregation will be allowed in the public schools. Even if previously allowed, sex segregation should not be continued unless there are high quality evaluations that show that it is more effective than comparable gender equitable co-education. (Ideas on review procedures and criteria are included in Appendix G.)

- States and Districts that authorize public schools including public charter schools should have specific policies and review procedures that stop unjustified sex segregation in public schools or other entities that receive federal financial assistance for education programs or activities. Additionally, the National Association of Charter School Authorizers which has a general non-discrimination standard should have explicit standards forbidding unjustifiable sex segregation in schools covered by Title IX.

**10. FMF research has shown that to end unjustified sex segregation in our public schools we need: increased public understanding of the problems and prohibitions; the identification, review, and monitoring of public schools with deliberate sex segregation by internal governing organizations and their Title IX Coordinators.**

There are some initial effective strategies such as the ACLU “Teach Kids, Not Stereotypes” Campaign and state equity review and waiver systems that provide potential models for ending specific unjustifiable sex segregation in public schools. The first FMF sex segregation report on the “State of Public School Sex Segregation in the U.S.” (2012) found that Iowa had a good equity review process that identified and questioned schools with sex segregation. However, FMF learned that both equity policies and leadership are essential.

The FMF [web page on sex segregation](#) has links to previous FMF reports as well as many other resources including chapters in recent reports on progress and challenges under Title IX by the [National Coalition for Women and Girls in Education](#).

**R-10 FMF recommends that much more needs to be done to create national understanding about the undesirability of sex-segregated public education and widespread commitment to develop and use the most effective strategies to end it.**

We recommend additional specific laws and policies such as in Washington state which prohibit sex segregation in publicly supported education.

Effective, state, school district and local school review and accountability strategies need to be developed and implemented to enforce this protection against sex discrimination, stereotyping and segregation in public education. Finally, all readers of this report need to develop new effective recommendations and help implement as many of the current recommendations as they can!



## Map of Coed Public Schools Reporting Single-Sex Academic Classes 2013-14



## Map of All-Boy and All-Girl Public Schools 2017



## BACKGROUND ON DELIBERATE SEX-SEGREGATED EDUCATION

### *Sources of Information for this Report*

This report builds on our 2014 Feminist Majority Foundation (FMF) report [Identifying U.S. K-12 Public Schools with Deliberate Sex Segregation](#) (Klein, et al.) which found 803 public K-12 schools with single-sex education. This new 2018 report uses similar data from the most recent 2013-14 [Civil Rights Data Collection \(CRDC\)](#) as well as related FMF research to help identify changes including what we learned about 2017-18 decreases in coed schools with single sex academic classes in two states. When the State Title IX Offices in South Carolina and Washington State checked with schools that had reported having single-sex academic classes in the 2014 CRDC, they found 58 schools that said they did not have single sex academic classes in 2017-18.

This 2018 FMF report *Tracking Deliberate Sex Segregation In U.S. K-12 Public Schools* found increases since the 2014 FMF report in U.S. public school sex segregation in coed K-12 schools with single-sex academic classes (such as girl or boy only math and English classes) as well as in all-girl and all-boy public K-12 schools. The 2014 FMF report identified 697 coed public schools with single-sex academic classes and 106 public single-sex schools. This 2018 report found 736 coed public schools with single-sex classes and 133 public single-sex schools. We listed 75 single-sex schools with 100% female enrollment and 58 with 100% male enrollment. Thus, the total of K-12 public schools with deliberate sex segregation for 2014-2018 that FMF has been able to identify by name is 869.

As the 2014 FMF report was published, the Office for Civil Rights (OCR) in the U.S. Department of Education (ED) issued [guidance](#) on the need for evidence-based justifications for publicly supported sex segregation. We will need to wait until OCR releases mandatory CRDC responses from 2015-16 to learn if this 2014 OCR guidance and related complaints and investigations were associated with decreases in deliberate public school sex segregation.

### *Importance of Continued Attention to U.S. Public School Sex Segregation*

There has been increased understanding of the negatives associated with public and even private school sex segregation along with some efforts to stop various types of purposeful sex segregation. However, the threats of increases continue as relatively few people are aware that sex-segregated education is an inadequate and often illegal choice. In addition to learning more about what is happening related to public school sex segregation, our tracking efforts are intended to remind Title IX Coordinators and others to fulfill their responsibilities to end illegal sex discriminatory sex segregation.

There are many reasons why it is important to know about the use of public school sex segregation. FMF holds that this type of questionable education must be identified and easily examined to evaluate whether it is legally, educationally, and economically justifiable.

Instead of deliberate sex separation, the goal should be *gender equitable coeducation* for all.<sup>3</sup>

- **Legal Concerns**

Gender equity advocates have compiled mounting evidence that most deliberate K-12 public school sex segregation is not legal. Exclusionary sex discrimination generally violates Title IX<sup>4</sup>, the U.S. Constitution, and some state Constitutions or statutes, as well as specific laws that protect against race and sex segregation and discrimination related to sexual orientation and gender identity.<sup>5</sup> (Public education should not exclude people or treat them inequitably because of their intrinsic characteristics such as sex, race, ethnicity, and other factors such as disability, language, religion, or poverty.<sup>6</sup>)

Previously, under the [1975 Title IX regulation](#), only very limited federally-funded deliberate sex separation or sex-segregated education was allowed -- primarily for affirmative or remedial purposes to decrease sex discriminatory outcomes such as gender gaps favoring males in areas like engineering.<sup>7</sup>

Under the [2006 U.S. Department of Education \(ED\) Title IX regulation changes](#), sex segregation was allowed for additional vague purposes such as: “(1) to improve educational achievement of its students, through an established policy to provide diverse educational opportunities; or (2) meet the particular, identified educational needs of its students.” FMF and other gender equity advocates objected to this 2006 Title IX regulation before it was issued and requested its rescission.<sup>8</sup> Instead of clearly limiting unjustified sex

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<sup>3</sup> Reasons and references to evidence ranging from Susan Bailey’s Fall 2013 *Ms.* article “Failing our kids: Despite pseudoscience to the contrary, sex segregation in public schools creates problems---not solutions” to academic meta-analyses of research studies on single-sex education are on our FMF sex segregation web page [www.feminist.org/education/sexsegregation/asp](http://www.feminist.org/education/sexsegregation/asp) and many are cited in the reference list of this report.

<sup>4</sup> Specific exemptions from Title IX protections are included in the OCR Reading Room Web page <https://www2.ed.gov/about/offices/list/ocr/docs/t9-rel-exempt/index.html> so it is important to check with other federal, state and local laws for full protections against sex discrimination and segregation.

<sup>5</sup> Since there are so many individual differences it is hard to justify excluding a person just because of their location on the biological sex or gender identity continuum even in areas such as contact sports where Title IX allows different sex teams.

<sup>6</sup> Key federal laws that protect against discrimination based on these intrinsic (immutable) characteristics include the U.S. Constitution, especially the Fourteenth Amendment Equal Protection Clause, The Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.

<sup>7</sup> The original interpretation of the 1975 Title IX regulation permitted sex-segregated education under very limited circumstances such as when there was evidence that it was needed to overcome the effects of **sex discrimination** - the sole purpose of Title IX. This principle of affirmatively creating an equitable impact was also a focus of the October 1, 2014 OCR guidance on [“Ensuring Students Have Equal Access to Educational Resources Without Regard to Race, Color, or National Origin”](#). This guidance said that disproportional resource policies are prohibited unless they are “educationally necessary and there are no comparably effective alternatives that can achieve the same goals with less adverse effect.” (Bullet 3 on p. 1 of the above fact sheet.) <http://www.feminist.org/education/pdfs/factsheet-resourcecomp-201410.pdf>.

<sup>8</sup> Objections to many aspects of the 2006 ED Title IX regulation are detailed in letters to OCR from the National Coalition for Women and Girls in Education and others (see [www.ncwge.org](http://www.ncwge.org)). The FMF report on the *State of*

segregation, this confusing 2006 Title IX regulation weakened safeguards against sex discrimination and it no longer identified the need to justify narrowly tailored sex segregation because it overcomes the effects of sex discrimination, the sole purpose of Title IX. However, this 2006 regulation required that the single-sex programs be evaluated at least every two years to meet criteria in the Justice Ginsburg's 1996 Supreme Court Virginia Military Institute decision that these programs should be "based on genuine justifications and do not rely on overly broad generalizations about the different talents, capacities, or preferences of either sex."<sup>9</sup> FMF research also verifies scholar Juliet A. Williams's 2016 finding that, "To date, however, federal officials have failed to enforce the mandatory review requirement, abdicating their core responsibility to protect public school students from unlawful discrimination."<sup>10</sup>

Instead of rescinding this confusing 2006 regulation as requested by FMF and the National Coalition for Women and Girls in Education, in December 2014 OCR released "[Questions and Answers on Title IX and Single-Sex Elementary and Secondary Classes and Extracurricular Activities](#)" guidance which describes how schools with single-sex programs and activities should comply with a variety of equity standards to prohibit sex discrimination under Title IX, the U.S. Constitution, and other federal civil rights laws. This important guidance needs to be well implemented so schools publicly identify their deliberate sex segregation and conduct evaluations to produce rigorous and exceedingly persuasive evidence to show that their segregation does not lead to unlawful sex discrimination or sex stereotyping. This 2014 Title IX guidance is congruent with many of the insights and recommendations in this and previous FMF reports and with evaluation guidance for other ED programs such as providing evidence of effectiveness that meet the What Works Clearinghouse standards<sup>11</sup> which are required for all ED programs and specified in the "Every Student Succeeds Act" (ESSA). If well implemented and applied to single-sex schools as well as sex-segregated classes in coed public schools, this 2014 guidance should help all stakeholders end unjustified sex-segregated public education.

This 2014 single-sex guidance was also reinforced by the [2015 OCR guidance on the roles of Title IX Coordinators](#) and the OCR [Title IX Resource Guide](#). If Title IX Coordinators and others are effective in attending to this guidance, the numbers of public schools with sex segregation should decrease. Later in 2018 we expect to receive the next report on 2015-2016 CRDC responses.

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*Public School Sex Segregation in the United States 2007-2010* (referred to as FMF 2007-10 in this report and available from [www.feminist.org/education/sexsegregation/asp](http://www.feminist.org/education/sexsegregation/asp) ) provides evidence on how equity and non-discrimination principles were violated by many schools with **sex-segregated education** which in this report includes coed schools with single-sex academic classes and entire single-sex public schools.

<sup>9</sup> Williams, J. A. (2016). *The Separation Solution*, page 132.

<sup>10</sup> Ibid.

<sup>11</sup> On July 31, 2017 ED published new rules related to its What Works Clearinghouse to apply standards of research evidence for school improvement and other projects under the Every Student Succeeds Act.

The laws and policies related to single-sex education are critically important because:

- Sex-segregated girls and boys are rarely treated equitably (or evenhandedly)—separate is not equal when considering race or sex.<sup>12</sup>
- Unlike many other types of sex discrimination, sex-segregated public education is deliberate and under the control of educators. Thus, educators should ensure that any education programs or activities that exclude participation based on sex (including sexual orientation and gender identity) must provide an evidence-based justification that this segregation will improve the students' educational outcomes better than gender equitable coed alternatives. Additionally, there must be evidence that during the delivery of the sex separated education, there is full equality for girls and boys, there is no sex or race stereotyping, and that all participation by both students and staff is completely voluntary.<sup>13</sup>

- **Educational Concerns**

Legal and educational criteria which support gender equitable coeducation over sex separation are mutually congruent. They both emphasize fair and equitable treatment of all students and high-quality research and evidence over pseudo-scientific justifications to judge when, if ever, single-sex education results in better outcomes than coeducation.

There is growing evidence that deliberate sex segregation is detrimental to students' achievement and self-esteem. It often increases sex-stereotypes and there is no evidence that sex segregation of students of color is better than comparable coeducation.<sup>14</sup> In fact, there is **no** evidence that girls and boys (as a group) learn differently, need to be taught differently, or need to be educated in separate classes.<sup>15</sup> Similarly, there is no evidence that separating girls and boys decreases distractions and harassment from the other sex. In fact, Goodkind and others<sup>16</sup> have found that this sex segregation may increase some undesired behavior including fighting and homophobia. Finally, students in sex-segregated classes do

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<sup>12</sup> The Oct. 2014 OCR guidance on equitable resources noted in footnote 2 provides many examples of education resource inequities ranging from qualifications of teachers to physical facilities.

<sup>13</sup> Permissible improved outcomes under the remedial or affirmative exception to allow single-sex education in the 1975 Title IX regulation should show decreased sex discrimination. This is not clearly required in the ED 2006 Title IX regulation even though outcomes that increase stereotyping are not allowed. However, an amicus brief from DOJ and ED in the Vermilion Parish case says that each school must provide an evidence-based justification for single-sex classes in each subject such as 8<sup>th</sup> grade English in each school. This class by class justification would make it difficult to justify sex segregating almost all classes as in schools operating like dual academies. This principle is reinforced in the discussion of questions 8 & 9 in the Dec. 2014 OCR guidance.

<sup>14</sup> Goodkind, S. (2013). Single-sex Public Education for Low-income Youth of Color: A Critical Theoretical Review, *Sex Roles*, 69 97/8), 393-402

<sup>15</sup> There are more individual differences within groups of girls or of boys than between groups of girls and boys.

See "[The Pseudoscience of Single-Sex Schooling](#)" by Diane F. Halpern, et al. *Science Magazine* September 2011.

<sup>16</sup> Goodkind, S., Schelbe, L., Joseph, A.A., Beers, D.E., Pinsky, S.L (2013). Providing new opportunities or reinforcing old stereotypes: Perception and experiences of single-sex public education, *Children and Youth Services Review* 35 (2013) 1174-1181.

not have better educational outcomes than comparable students in equitably resourced co-educational classes.<sup>17</sup>

When comparing single-sex classes or schools with coed classes or schools, we are assuming that the coed or mixed-sex instruction is gender equitable. It is, of course, possible for girls and boys in coed classes or schools to be treated differently, either deliberately or unconsciously<sup>18</sup> by staff and even other students. This differential treatment is generally based on sex (and often combined sex and race) stereotypes. A gender equitable coed class or school would avoid sex segregation. For example, teachers would not assign boys seats in the front of the room so they could be better controlled. Similarly, a gender equitable coed school would not assign or encourage girls and boys to attend separate classes or activities such as home economics or shop and teachers would monitor their own behavior to avoid the common practice of calling on boys more often than girls.<sup>19</sup> Title IX prohibitions against this sex separation also apply to school related extra- curricular activities except for some sports and exceptions for organizations like the Girl Scouts and Boy Scouts.

Hopefully gender equitable coeducation would also be proactive in decreasing unconscious bias and stereotyping<sup>20</sup>. Equitable education would encourage all types of diversity and integration based on characteristics such as race, disability, ethnicity, and socio-economic and LGBTQ+ status. However, FMF data has continued to show that, in many classes and schools, sex segregation is selected as a deliberate option for low-income African American and Latinx students. Sometimes these students reject this sex segregation because it reminds them of punishment since sex separation is associated *with “alternative” schools for expelled students and juvenile justice institutions.*<sup>21</sup> Other times families may choose single-sex schooling because they think it might be helpful as it had been valued in many private

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<sup>17</sup> If a school has rigorous evidence that their sex segregation is more effective in producing significantly better outcomes than comparable quality coeducation, they might be able to justify their sex separation using the exception in Title IX that allows single-sex education if it advances gender equitable outcomes. For example, sex separation is allowed in contact sports if it increases the participation of girls in athletic teams, but there are thousands of Title IX athletic complaints because the separate teams rarely benefit from equal facilities and support.

<sup>18</sup> There has been substantial research on unconscious sex bias, even among educators who say they try to avoid this stereotyping. One resource on this is: *Barriers and Bias: The Status of Women in Leadership* (2016) American Association of University Women, Washington, DC.

<sup>19</sup> Klein, S. et. al. (2007) *Handbook for Achieving Gender Equity through Education*, Second Edition, Lawrence Erlbaum, Taylor and Francis Group.

<sup>20</sup> American Association of University Women (2016). *Barriers and Bias: The Status of Women in Leadership* (2016) American Association of University Women, Washington, DC. <http://www.aauw.org/research/barriers-and-bias/>

<sup>21</sup> Goodkind, S. (2013). Single-sex Public Education for Low-income Youth of Color: A Critical Theoretical Review, *Sex Roles*, 69: 97/8, 393-402 Quote in text. Page 399 (column 2). “This is an association that makes some sense. Klein (2012) found that many public institutions providing single-sex education in the U.S. are facilities for adjudicated youth” public institutions providing single-sex education in the U.S. are facilities for adjudicated youth”,

Goodkind, S., Schelbe, L, Joseph, A.A., Beers, D.E., Pinsky, S.L (2013). Providing new opportunities or reinforcing old stereotypes: Perception and experiences of single-sex public education, *Children and Youth Services Review* 35 (2013) 1174-1181.

well-resourced single-sex schools attended by wealthy and privileged white students. Low-income youth of color may also select these schools because the schools and attendees often receive more public and private resources and recognition than other coed school options in their neighborhood. For example, according to their [website](#), the Ron Brown College Preparatory (Boys only) High School in Washington, DC provides students with tailored uniforms, a laptop computer, a Saturday Academy, a newly renovated school, breakfast, lunch, and supper and their website says, “*We are the Young Kings of Ron Brown!*” However, there is no education evidence that boys learn better without girls in their classes or school and in the case of the Ron Brown College Preparatory High School there is no evidence that their similarly situated low-income “sisters” of color receive equal resources even in coeducational schools.<sup>22</sup>

The increased sex-segregated education in public schools is often justified with the argument that sex-segregation can help provide more resources to empower Black students<sup>23</sup>, especially African American boys. But this type of sex-segregation is unfair to their “sisters” who have similar and often more severe challenges related to sexual assault and pregnancy and who are often disciplined more strictly for less severe offenses than their white female peers.<sup>24</sup> Additionally FMF continues to find that most public inner city single-sex schools and many coed schools with single-sex classes are also racially segregated and thus perpetuate sex and race-stereotyping and discrimination.

Even where there are gender gaps such as in engineering, or nursing, or gaps related to underperformance of African American and Latinx students compared to their Caucasian peers, there is no evidence that sex-segregated education helps reduce the gaps better than comparable gender equitable co-education. In fact, under Title IX, the exclusion of someone from an educational program is not allowed in vocational education or in graduate education even in private colleges or universities. However, it is important to ensure that even if programs are designed to create more equitable outcomes, they should be open to all qualified students and ensure that their educational environment is not hostile to, but supportive of all students. This even applies to schools or programs specifically designed for pregnant and parenting students which should provide classes and child care services to the fathers as well as the mothers.

In summary, most educators believe in democracy, inclusion, and diversity in our U.S. education more than ever, even in public charter and private schools especially if they benefit from public funds and that a gender equitable education is needed to create a knowledgeable, highly productive, caring society.

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<sup>22</sup> ACLU, *Leaving Girls Behind: An Analysis of Washington D.C.’s EMOC Initiative*, (May 2016)

<sup>23</sup> <http://www.cnn.com/2013/10/18/opinion/oeur-same-sex-education/index.html>

<sup>24</sup> *Black Girls Matter: Pushed Out, Overpoliced and Underprotected*, 2015, Kimberle’ Williams Crenshaw, Priscilla Ocen and Jyoti Nanda, African American Policy Forum, [www.aapf.org](http://www.aapf.org).

- **Economic Concerns**

Deliberate sex-segregated education is an inadequate use of scarce resources. Although we do not have comparative cost data on these single-sex education programs or schools since they are rarely reported separately in individual school and school district budgets, there are multiple reasons why sex separated education is more expensive in money and staff time than similar gender equitable coeducation.

It often takes more resources to segregate based on sex rather than to focus on creating effective, gender-equitable coeducation. Deliberate sex separation requires: additional administrative procedures to oversee equitable treatment; duplicate services, facilities and staff; specialized teacher training<sup>25</sup>; increased evaluation requirements and often legal services to help with the approval or defense of the sex separation. ACLU found that Hillsborough School District in FL spend almost \$100,000 on outside consultants to promote sex-segregated education based on debunked theories of sex differences.<sup>26</sup>

Switching to a sex-segregated model of education takes up resources that would be better used in improving existing educational structures and offerings. Implementing single-sex education can pull money away from making existing coeducation more gender equitable.<sup>27</sup> This is especially important given that sex-segregated education is more likely to be established in urban schools with a high percentage of low-income students of color and it could result in multiplying intersectional discrimination. The small proportion of students who attend these highly resourced single-sex public schools would also benefit from and contribute to coed public schools and the cost effectiveness of distributing the resources more equitably would benefit many more students. The discussion of decreases in single-sex private and Catholic schools in the following section provides additional evidence of the importance of economics in single-sex schools' decisions to go coed especially when there are declining student enrollments.

High quality evaluations are needed to justify any single-sex education and, if done well, they require paid school district or external evaluators. Additional administrative costs are also needed to develop and manage a non-political, fair, and transparent review process.

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<sup>25</sup> Much previous teacher training for single-sex classes has focused on pseudo-science such as encouraging sex differential treatment based on beliefs that girls and boys learn differently and have different needs or on the assumption that same sex classes will decrease sexual distractions. This teacher training has also reinforced sex and race stereotypes geared to assumed interests and needs of girls or boys or youth of color. Any future teacher training should be geared to counteracting these false assumptions and stereotypes, not only for the teachers but for the students and their parents.

<sup>26</sup> ACLU Files Federal Complaint Challenging Single-sex Class program rooted in stereotypes at Florida's Second largest school district, May 14, 2014.

<sup>27</sup> For example, school scheduler's jobs would be much easier if they did not need to check on voluntary agreements for students to attend single-sex classes and then to schedule equitable classes for students excluded from single-sex classes.



The 2014 OCR single-sex guidance [“Questions and Answers on Title IX and Single-Sex Elementary and Secondary Classes and Extracurricular Activities”](#) outlines many considerations that should be addressed in the initial approval of single-sex education. In addition to providing research-based justifications for the sex-segregated public education, the school administrators should map out a plan for evaluating the sex-segregated education as it is implemented. The implementers of single-sex education must show that the sex-segregated education meets the standards of effectiveness of the ED *What Works Clearinghouse*; i.e., it is more effective in multiple ways than comparable coeducation. The evaluations and their costs should continue over all the years that the sex-segregated education is allowed to exist since conditions, needs, and effectiveness change over time. For example, continued evaluations may reveal a lack of evenhandedness for girls and boys and/or no subsequent substantial relationship between the single-sex education and the desired positive outcomes. Similarly, the process evaluations may also reveal that some teachers reinforce sex stereotypes deliberately or unconsciously more than other teachers.

Appendix G “A Suggestion for California Department of Education Review of Evaluation Evidence to Justify Any Single-Sex Public Education” outlines comprehensive evaluation criteria which address the following questions for three types of evaluations. Results from all these evaluations should be reviewed annually to decide if the single-sex education should be allowed to continue:

- **Evaluation Costs for:**

1. **Initial Research-based Justification:** Is there an educational, economic and legal justification for the specific, well-defined deliberate sex-separated education that is planned or to be continued? (This calls for initial and continued substantive evaluations based on significance and merit criteria as well as evidence of effectiveness in comparable schools.)
2. **Process Evaluation of the Non-Discriminatory Implementation:** Does the administration/implementation of the deliberate single-sex education avoid any type of sex discrimination or stereotyping and is it completely voluntary? (This calls for annual process evaluation information focusing on legal compliance and addresses the evenhandedness and voluntariness requirements in the 2014 single-sex guidance pages 12-17 as well as no indication of the use of overly broad generalizations associated with sex stereotyping in how the classes are taught as in pages 21-22).
3. **Outcome or Impact Evaluation of Comparative Effectiveness:** Is there ample causal evidence on multiple important outcomes that the single-sex education is better than comparable gender equitable mixed-sex or co-education? (This calls for causal outcome evidence that meets the U.S. Department of Education “What Works Clearinghouse” standards as in the 2014 OCR single-sex guidance. See page 23-24 of the OCR single-sex guidance.)

- **Review Costs:**

Additional costs are required when the results of these evaluations are reviewed by the school, and District Title IX Coordinators, administrators, school board members, community members, lawyers, and experts in evaluation and gender equity. If the single-sex education is continued or if there is an appeal to do so, the state education agency's Title IX Office and Legal Counsel's Office may be involved in an expensive review of the evidence based on evaluation results and legal review.

Initial reviews of evaluation results to determine if the sex segregation is allowable should be conducted by school and district level Title IX Coordinators and other designated reviewers such as school boards or teams of gender equity and evaluation experts. Additionally, Title IX Coordinators and others should review any questionable sex segregation in public schools. These district and state level officials should also be involved in any appeals or requests for waivers to allow sex separation in some narrow circumstances. State review of ongoing or proposed sex segregation should be required for states or other levels of governance that certify or approve their public or public charter schools.

The state education agency Title IX Coordinators should also operate in a preventive mode to help districts and schools understand the high standards and extensive costs needed for full compliance with the three types of rigorous evaluations to continually provide evidence that their sex segregation merits approval.

Although schools and school districts are supposed to provide wide distribution of their evaluation information to justify their deliberate sex separation on their websites and in other ways, FMF researchers and ACLU lawyers have seen few examples of any adequate evaluations or review decisions<sup>28</sup>. Although some justify single-sex education as another "choice" the websites of coed public schools rarely contain information on even the availability of single-sex classes or activities and no information on their required evaluations.

Increased evaluation requirements and legal reviews needed to justify the single-sex classes or schools may be expensive, both for the proponents of the sex separation and for the equity advocates who oppose this sex segregation. In a recent example from Los Angeles, (LA) CA, the state legislature became involved. The Young Oak Kim Academy (YOKA) received directions from the state education agency to stop unjustified sex segregation of its classes. YOKA worked with others in LA to encourage the CA legislature to change the law to allow single-sex education under Assembly Bill AB 23. Appendix F summarizes some of the subsequent efforts of the advocates and opponents of AB 23 to allow CA to make a narrow exception to its own anti-sex discrimination and segregation laws. As of September 2017, AB 23 was amended to make sure that YOKA complied with the CA state department of education directive to stop its single-sex academic classes and to only grandfather-in the LA

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<sup>28</sup> ACLU, 2012. Preliminary findings of ACLU "Teach Kids, Not Stereotypes" Campaign

single-sex public schools including the Girls Academic Leadership Academy and the new Boys Academic Leadership Academy. It also made clear that no single-sex academic classes would be allowed in coed public schools throughout the state.

### **Transition Costs:**

In addition to evaluation and review costs, there may also be costs associated with ending sex segregation in a school. If the school switches from single-sex to coed, either for the classes or for the entire school, these costs should be negligible. However, if the school is completely closed or reconstituted as a different type of school, then there may be additional costs. We recommend that if schools are closed, that the relevant agencies ensure that the money previously put into these schools is used for gender equitable coeducation.

### ***Related Trends Support the Feasibility of Decreasing Deliberate Publicly Supported Sex-Segregated K-12 Education***

Although there is a disturbing increase in K-12 public school sex segregation especially for vulnerable inner-city African American and Latinx students,<sup>29</sup> we see steady decreases in sex-segregated K-12 private education, private and military postsecondary education institutions, and even in voluntary single-sex clubs associated with coed postsecondary institutions. These examples of decreased sex segregation should help K-12 educators and policy makers understand the similar lack of viability of sex-segregated public education on legal, educational, and financial grounds, as explained in the previous section.

- **Decrease in Single-Sex K-12 Private Schools in the U.S.**

While there has been an increase in U.S. public K-12 coed schools with single-sex classes and in single-sex K-12 public schools, there has been a decrease in private K-12 single-sex schools according to information from the National Association of Independent Schools (NAIS), the National Catholic Education Association (NCEA) and the National Center for Education Statistics (NCES). However, these organizations have provided no information on single-sex classes in coed private schools.

- Independent K-12 Private Schools:

The National Center for Education Statistics (NCES) shows an increase in non-sectarian private U.S. schools from 4,791 in 1989 to 10,537 in 2013.<sup>30</sup> Although we see a related increase in NAIS schools, NAIS reports a steady decline in the number of single-sex schools in

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<sup>29</sup> Our report includes information on participation of schools with high percent of African American and Latinx students in coed schools with single-sex classes and in single-sex schools.

<sup>30</sup> Related research by Ee, Orfield & Teitell (2018) found that enrollment in non-Catholic religious private schools and secular private schools has grown over the past two decades especially in the South and Northeast US.

the United States since the 1960s. According to NAIS, in 1962, 66% of their member schools were single-sex and 33% co-educational. However, by 1987, 25% were single-sex and 75% co-educational. Between 1987 and 1999, the drop off in single-sex schools continued. In 1999, 16% of member schools were single-sex while 84% were co-educational. By 2015, only 12.1% of the member schools were single-sex; 6.7% were all-female and 5.4% were all-male institutions.<sup>31</sup>

- Catholic K-12 Schools

Despite an overall increase in private schools, NCES reports a decline in numbers of Catholic K-12 schools over the years. Over 6,000 schools were members of National Catholic Education Association (NCEA) in 2007, but this dropped to 5,336 schools in 2013-14. This decline can be partly attributed to the consolidation of single-sex schools into coed schools as well as other economic and social factors and in some cases the conversion of Catholic schools into non-sectarian public charter schools. In 1983, over 45% of the Catholic secondary schools were single-sex. Just over 20% were all-boys' and a little over 25% were all-girls' schools.<sup>6</sup> As of the 2015-2016 school year, NCEA reported 30.7% of secondary schools and 1.4% of elementary schools were single-sex. Of the 30.7% single-sex secondary schools, 12.8% are boys' schools and 17.9% are girls' schools.

According to a representative from the NCEA, in 2007, there were 163 all-boys secondary Catholic schools and 237 all-girls secondary Catholic schools in the U.S. In 2017, NCEA reported 153 all-boys Catholic secondary schools and 209 all-girls Catholic secondary schools.<sup>32</sup>

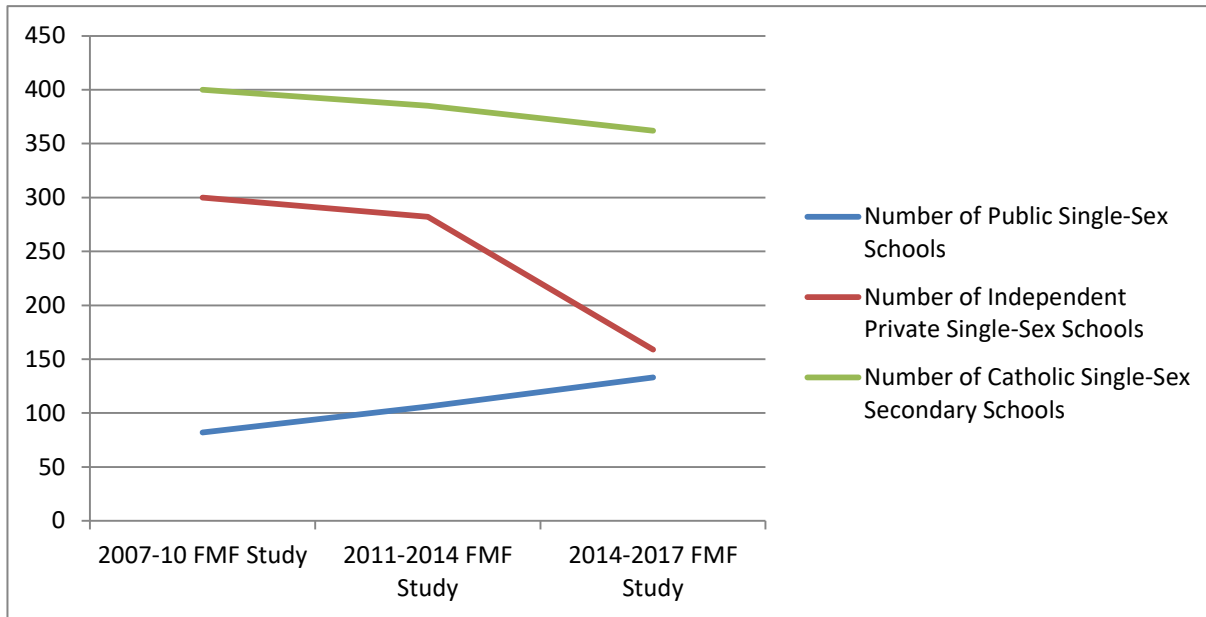
In summary, the continual decrease in single-sex secular private K-12 schools and Catholic secondary schools in the past decade makes the rise of public K-12 sex-segregated education especially alarming, because it suggests that lower-income students are being subjected to a form of education that is being phased out for the higher-income and predominately white students in private schools.

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<sup>31</sup> NAIS. "NAIS's 50-Year History: Highlights." NAIS's 50-Year History. National Association of Independent Schools, Feb. 29, 2012. Web visit Dec. 15, 2016

<sup>32</sup> We contacted Dale McDonald from the National Catholic Education Association in late July of 2017 and she provided us with these numbers.

## Trends in Numbers of Single-sex K-12 U.S. Schools



Data for the above graph is from the U.S. Department of Education’s National Center for Educational Statistics<sup>33</sup> and the National Catholic Educational Association.<sup>34</sup> Only the Public Single-Sex School totals were from the FMF study. The Independent and Catholic schools were from similar years. The Catholic schools trend line was limited to available data on their secondary schools. Below are the numbers of the public, independent private, and Catholic schools.

	Number of Public Single-Sex Schools	Number of Independent Private Single-Sex Schools	Number of Catholic Secondary Single-Sex Schools
2007-10 FMF Study	82	300	400
2011-14 FMF Study	106	282	385
2014-17 FMF Study	133	159	362

- **Decrease in Private Single-Sex Undergraduate Colleges**

Under Title IX, post-secondary institutions and vocational education/career technical schools are not allowed to discriminate on the basis of sex.<sup>35</sup> However, some exceptions were allowed for admissions to existing single-sex schools.

<sup>33</sup> This data collection includes schools with fewer than 100 students.

<sup>34</sup> <https://nces.ed.gov/pubs2013/2013316.pdf>, <https://nces.ed.gov/pubs2009/2009020.pdf>, <https://nces.ed.gov/surveys/pss/privateschoolsearch/>, [https://nces.ed.gov/ccd/data\\_tables.asp](https://nces.ed.gov/ccd/data_tables.asp). Data from most up-to-date NCES survey (2015-2016) did not provide information on the number of single-sex independent private schools, so the most recent number of single-sex independent schools is from 2013-14.

<sup>35</sup> Both public and private organizations that provide education programs and activities for students of all ages and that receive federal financial assistance directly or indirectly (such as allowing their students to receive federal

Overall, there has been a decline in the number of private single-sex colleges in recent decades.<sup>36</sup> By 2016 there are only three private male colleges and 37 women’s colleges.<sup>37</sup> However, some of the private single-sex women’s undergraduate colleges have coed graduate programs to comply with Title IX prohibitions against sex discrimination in admissions to graduate programs and to increase their student bodies to make their schools more economically feasible. For example, Bryn Mawr College in Pennsylvania admits only women to its undergraduate program, but it allows people of all gender identities to enroll in its graduate programs.<sup>38</sup> This can serve to facilitate undergraduates’ participation in coed classes, because many such colleges and universities allow undergraduates to enroll in certain graduate and professional classes.

It is also important to remember that our U.S. military academies are now coeducational. Public Law 94-106 requiring the admission of women to the U.S. Service Academies was signed by President Gerald Ford in 1975. The famous Ruth Bader Ginsburg 1996 Supreme Court Virginia Military Institute decision made it clear that under the U.S. Constitution, the publicly supported military colleges such as the Citadel could not discriminate on the basis of sex (despite the military school exception in Title IX).<sup>39</sup>

What’s more, many single-sex post-secondary institutions allow students to attend coed classes at nearby universities – for example, women who attend Wellesley College can also enroll in coed classes at the nearby coed Massachusetts Institute of Technology.<sup>40</sup> Additionally, some of the contributors to this report who attended single-sex private high schools pointed out that it was a common practice to have some coed academic classes, but we have found no indication that public single-sex schools are likely to have similar arrangements.

- **Decrease in Voluntary Sex-Segregated Groups with Ties to Educational Institutions Covered by Title IX**
  - **Voluntary College and University Single-sex Social Clubs**

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financial aid) are prohibited from discriminating on the basis of sex under Title IX. This broad coverage was clarified by the Civil Rights Restoration Act of 1987 which was approved over President Nixon’s veto in March 1988.

<sup>36</sup> <http://www.npr.org/sections/ed/2015/03/26/395120853/are-womens-colleges-doomed-what-sweet-briars-demise-tells-us>

<sup>37</sup> Wikipedia lists

three private undergraduate non-religious all-male colleges: Wabash College, Hampden-Sydney College and Morehouse College. It also lists 37 active all-women’s colleges as of 2016.

<sup>38</sup> <https://www.brynmawr.edu>

<sup>39</sup> “CWI Program Summary, September 26, 2017, Why Supporters of Gender Equality Should Stop Deliberate Sex Segregation in Publicly Supported Education?” by Jeanette Lim, Sue Klein and Monika Hopkins-Maxwell. In the CWI October 2017 Newsletter, pages 4-8. [www.womensclearinghouse.org](http://www.womensclearinghouse.org) archives for 2017 newsletters.

<sup>40</sup> [http://www.wellesley.edu/registrar/registration/cross\\_reg/mit#8paeVg9lv3mLxIMW.97](http://www.wellesley.edu/registrar/registration/cross_reg/mit#8paeVg9lv3mLxIMW.97)

Although allowed under Title IX and other regulations, some universities are ending support for sex-segregated sororities and fraternities and even quasi-affiliated single-gender social clubs. There have been many documented instances of the elimination of single-gender social organizations, including fraternities and sororities, on college and university campuses. Institutions like Williams College, Middlebury College, Colby College, and Bowdoin College have chosen to ban single-gender Greek organizations altogether, citing the elitism, sexism, and normalization of rape culture that these groups may promote (<http://www.newsweek.com/inside-colleges-killed-frats-good-231346>).

Other Northeastern institutions have sought to minimize the influence that single-gender social organizations have on campus culture. Harvard University is currently embroiled in a dispute with its “final clubs,” single-gender social groups which have a reputation for elitism, sexism, and wild behavior (<http://www.harvard.edu/media-relations/media-resources/popular-topics/single-gender-social-organizations>). Members of the Harvard administration have planned to impose sanctions that would prohibit members of single-gender social organizations from holding leadership positions in university-affiliated groups and teams, and from receiving faculty recommendations for Rhodes scholarships. A Harvard faculty committee even went so far as to suggest that students should be prohibited from participating in single-gender social organizations altogether (<https://usgsocommittee.fas.harvard.edu/>).

Obviously, single-gender social organizations are very different from sex-segregated classes and schools. But the recent push against single-sex groups on college campuses shows that there is a growing awareness of the potentially detrimental impact of sex-segregation, whether it is in an educational or a social setting.

- **Voluntary Single-sex Organizations for Youth**

Single-gender organizations aimed at younger boys and girls have also taken some steps towards relaxing sex-segregation policies. Both the Girl Scouts and the Boy Scouts now allow transgender girls and boys, respectively, into their organizations. The Girl Scouts established their policy in 2015, and the Boy Scouts made their decision in early 2017.<sup>41 42</sup> While the Boy Scouts still exclude girls from earning their highest award and becoming Eagle Scouts, they have expanded opportunities for girls within their troops. Girls are currently part of four scouting programs: Venture and Sea Scouting, which are centered on outdoor activities, Exploring, which is centered on career-related activities, and STEM.<sup>43</sup> At the Boy Scouts of America 2017 Jamboree, National Commissioner Charles Dahlquist II said that the organization’s leaders are working to offer their program to girls without changing or diluting their values.<sup>44</sup>

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<sup>41</sup> <http://www.cnn.com/2015/05/20/living/girl-scouts-welcomes-transgender-girls-feat/index.html>

<sup>42</sup> <http://www.npr.org/2017/01/31/512702659/boy-scouts-transgender-policy-gets-mixed-reaction-from-troops>

<sup>43</sup> <http://www.npr.org/2017/04/29/526021195/meet-the-teenage-girl-who-wants-to-be-a-boy-scout>

<sup>44</sup> <http://www.nbcnews.com/news/us-news/boy-scout-leaders-discuss-offering-more-opportunities-girls-n754541>

## *Strategies to Help End Unlawful Sex-Segregated K-12 Public Education*

While there has been an overall increase in numbers of public K-12 schools with deliberate sex-segregation, the following strategies have helped end some illegal sex segregation. These approaches include: legal objections and official guidance, changes in educational leadership, and well-informed Title IX Coordinators and others who pay attention to official guidance, evidence and rational arguments against sex-segregated public education.

- **Legal Objections**

Related to its “Teach Kids, Not Stereotypes” initiative, the American Civil Liberties Union (ACLU) Women’s Rights Project and ACLU state affiliates have sent letters of concern, made Freedom of Information Act (FOIA) requests, and filed Title IX complaints and lawsuits which have eventually stopped some coed public K-12 schools from providing illegal and unjustified single-sex academic classes.<sup>45</sup> For example:

- In 2013 ACLU encouraged an OCR investigation into the Birmingham, Alabama (AL) Huffman Middle School. This resulted in Huffman and all other schools in Birmingham City School District agreeing to stop single-sex classes, home-room and lunch. The CRDC 2011-12 responses from Alabama included three public coed schools from Birmingham reporting having single-sex classes, but the 2013-14 CRDC response only identified Inglenook School in Birmingham and only three other coed schools with single-sex classes in the rest of Alabama. As with most school websites there is no indication of current single-sex classes at Inglenook in the 2017-18 school year.
- In 2013 ACLU filed OCR Title IX Complaints against Riverview Middle School in Barron, WI and Robinson and McLenegan Elementary Schools in Beloit, WI to stop their unlawful single-sex classes and activities. Riverview and Robinson were on the 2011-12 CRDC list and McLenegan and Robinson Elementary Schools in Beloit were on the 2013-14 CRDC list. Riverview stopped their single-sex classes in 2013 and McLenegan Elementary is closed.
- In 2014 ACLU filed Title IX Complaints with OCR against single-sex classes in 18 Florida public schools in Broward, Volusia, Hernando and Hillsborough Counties. In 2016 Broward County agreed to end its single-sex classes in all its schools including Franklin Academy, but Franklin Academy established a separate school in Palm Beach County which continues single-sex classes.
- Starting in 2016-17 Idaho’s, [Middleton Heights Elementary School](#) agreed to stop its sex segregation of 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> graders which it had been doing since 2006. OCR agreed that the school was violating Title IX after investigating an ACLU complaint.

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<sup>45</sup> ACLU, 2012. Preliminary findings of ACLU “Teach Kids, Not Stereotypes” Campaign



According to the [Dec. 6, 2016 Feminist Newswire](#) the district agreed to stop this sex segregation, to provide public web information that it is discontinuing single-sex classes, and to provide Title IX training.<sup>46</sup>

- [Michigan’s Willow Elementary School in Lansing](#) did not know that it had to seek state approval for single-sex classes which it used in 2013-14 and 2014-15. However, it agreed to return to coeducation in 2017. In a 2009 letter, ACLU also objected to Millside Elementary School’s decision to sex segregate its 4<sup>th</sup> grade classrooms. Neither school reported having single-sex classes in response to the 2011-12 or 2013-14 CRDC question.
- Los Angeles, CA, [Young Oak Kim Academy](#) (YOKA). This school did not report having single-sex classes in response to the 2011-12 or 2013-14 CRDC questions about this (See Appendix A). When ACLU found that this school was operating as a dual academy and separating the girls and boys for their academic classes and using extensive sex stereotyping in the instruction of these classes since 2006, ACLU asked the CA Department of Education to review the school for compliance with Title IX. CA found YOKA out of compliance and requested ending the sex segregation by fall 2017. YOKA objected and with others tried to persuade CA legislators to overturn this decision by changing CA legislation to allow sex-segregated education throughout the state. Supporters of gender equity pointed out that this was not legal under the CA constitution and Title IX. See Appendix G for more of the story on how ACLU and a team of feminists from many equity organizations, including FMF, blocked most of the threatening provisions of the 2017 California Assembly Bill 23 (CA AB-23).

- **Changes in State and School Leadership away from Proponents of Single-sex Education**

When proponents of single-sex education leave their education leadership positions at the state and school level, there is less motivation to continue the sex-segregated education. FMF observed this in our 2012 report on the “State of Public School Sex Segregation in the United States, 2007-10” when we learned that sex segregation often ended when a teacher or principal who had been supporting it left the school.

This pattern is especially clear in South Carolina (SC) where the State Superintendent of Education Jim Rex (2007-11) created an Office of Single Gender Education to encourage schools and school districts to select this option and to assist them as they did so. FMF identified 216 SC public coed schools with single-sex classes in 2010. In 2012, we found 84 of these coed schools. In 2017, using data directly from the SC Department of Education and the 2013-14 CRDC, we estimated that there were 54 SC public coed schools that indicated

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<sup>46</sup> This is the website statement. “The Middleton Heights Elementary School of the Middleton School District has discontinued offering single-sex classes for the 2016-2017 school-year. At this point the District does not intend to offer single-sex classes in the future, however if it determines to offer again in the future, it will ensure that the classes meet the legal requirements of the Title IX regulation at 34 C.FR. 106.34(b)”.

having single-sex academic classes up to 2015. However, in 2017 when a SC Department of Education official checked our combined list of public coed schools that reported to them and to the CRDC of having single-sex classes she and we found only 10 schools confirmed having single-sex classes during the 2017-18 school year. She and a colleague said that single-sex education is no longer a focus of the state's school choice program.<sup>47</sup> (See Appendices C, D, and E for more details on these SC Schools with Single-Gender Options.)

- **Increased Awareness of Legal, Educational, and Economic Reasons to Avoid Sex-Segregation in K-12 Public Schools**

In addition to legal complaints and departures of single-sex education proponents from their leadership positions, education policy makers such as school boards (including public charter school boards) can be influenced to disapprove or stop sex-segregated education by research and local evaluation data that shows no positive improvement from the single-sex classes or schools. For example, in 2018 the District of Columbia Public Charter School Board voted to revoke the charter of the only single-sex DC public charter school, the Excel Academy Public Charter School, a girls only K-8 school, because it was not performing well compared to other DC schools and was not meeting its student achievement goals.

In other cases, community pressure and guidance from Title IX Coordinators and others can question and often stop the implementation and approval of single-sex classes or schools. This **resistance** strategy is especially feasible and necessary because there is ample research and evaluation evidence that shows no advantage -- and often harm -- from sex-segregated education.

Additionally, as described in the first part of this report, in 2014 the ED OCR issued helpful Title IX guidance on the detailed justifications needed to institute or sustain deliberate public school sex-segregation. This guidance was also reinforced by 2015 ED OCR guidance on the important role of Title IX Coordinators. Washington and some other states have their own state laws and implementation procedures to discourage sex-segregated education receiving federal or state funding.

FMF research is also intended to help with the systematic identification and elimination of unjustified sex segregation in public education. The more that stakeholders, ranging from federal government staff to individual public schools, Title IX Coordinators, other equity advocates, and parents, know about the identity of, and problems with, U.S. K-12 public schools with deliberate sex segregation, the better equipped they will be to make informed decisions. They will also be able to recommend procedures to identify and monitor these schools to ensure that single-sex education does not increase sex and race discrimination.

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<sup>47</sup> Sue Klein conversations and emails with Cathy Hazelwood and Barbara Turner, SC Department of Education, August 7 and 9, 2017.

## DATA SOURCES AND DETAILED FINDINGS

### *Overview of Data Sources for this 2018 Tracking Deliberate Sex Segregation Report*

In addition to building on the results of our 2014 FMF report on *Identifying U.S. K-12 Public Schools with Deliberate Sex Segregation*, this 2018 FMF “Tracking Deliberate Sex Segregation in U.S. K-12 Public Schools” report used results from the 2013-14 ED OCR CRDC universal survey of 95,507 public schools for the updated information on coed schools with single-sex classes and to help identify single-sex schools using school enrollment data that was provided by sex and race.

As in our 2014 FMF report, based in good part on 2011-12 CRDC data, we refined the “raw” CRDC data to create our lists of coed public schools with single-sex classes and single-sex public schools. As we refined the most recent CRDC data, we used the same 2014 FMF study criteria to identify both coed and single-sex public schools. As before, we included alternative schools which were clearly part of the school district, like schools for pregnant and parenting students, but eliminated juvenile justice schools and related mental health facilities as well as schools that we learned had closed. For single-sex schools, we also eliminated schools that had become coeducational.<sup>48</sup>

The schools for pregnant and parenting students may allow male students to attend, but they usually reported 100% female students. In selecting single-sex schools for our research, we included schools reporting 100% of their students as either male or female. To be consistent with our 2014 FMF report results, we eliminated single-sex public schools if they did not have enrollments of around 100 students. However, in our final counts, since we wanted to be consistent with our previous criteria we did not eliminate the 21 coed schools with single-sex classes with school enrollments under 100. These schools are highlighted in blue in List 1: Coed Public Schools with Single-sex Academic Classes from 2013-14 CRDC Responses, Organized by State (with some updates to 2017).

The core refined data for this report are in four lists of K-12 public schools:

- List 1: Coed Public Schools with Single-sex Academic Classes from 2013-14 CRDC Responses, Organized by State (with some updates to 2018).

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<sup>48</sup> The coed and single-sex juvenile justice, behavioral treatment, and residential care centers were excluded because they were often quite different from regular public schools and not part of the school district. They often had below 100 students, most of whom were short term students who may only stay a few weeks. Others were programs within prisons or mental health facilities or centers run by entities with tangential arrangements with school districts. We included schools for pregnant and parenting students. While their typical enrollment is all girls, these schools may not actually require sex segregation. We also note that the single-sex schools for pregnant and parenting youth are much more like regular public schools than most of the juvenile justice facilities and programs which were excluded from our lists. When juvenile justice and other schools were not coded correctly in the “raw” CRDC results we made corrections in our lists.

- List 2: Coed Public Schools with Types of Single-sex Academic Classes for 2013-14 CRDC Responses, Organized by State (This list was not updated with recent changes in schools in List 1.)
- List 3: All-girl Public Schools Identified in 2017, Organized by State
- List 4: All-boy Public Schools Identified in 2017, Organized by State

Additionally, in refining the updated lists, we followed the ED 2014 OCR guidance<sup>49</sup> by classifying schools that acted as two single-sex academies “dual academies” as coed schools with single-sex classes and included them in List 1 rather than Lists 3 or 4 for single-sex schools. OCR specifies that dual academies should be classified as coed schools with single-sex classes if they operate under the same school administrators, even if the girls and boys in the school were separated for their classes and activities and the dual academies such as Charleston, SC’s Morningside Middle School, used separate names such as the Excel Academy for girls, and the Arms Academy for boys.

If we learned of schools such as Young Oak Kim Academy in Los Angeles that should have been included in the List 1 on Coed Schools with Single-sex Academic Classes, but failed to indicate this on their 2013-14 CRDC responses we added them to the Coed schools List 1 and indicated this status in **red font**. If we learned that any of the listed schools stopped their single-sex classes by fall 2017-18, we highlighted them in **yellow** in List 1. However, we did not add these new updates or subtract schools we learned stopped their single-sex classes to our counts of coed schools with single-sex classes in List 2 or Table 2. Table 1 also includes recent updated verification information from South Carolina and Washington State on the 58 coed schools that stopped their single-sex academic classes by 2017-18. What we have started to learn about these changes in a few states is instructive and will be discussed in more detail in the next section on methodological challenges.

Except for South Carolina and Washington State, we obtained more updated information on single-sex public schools than on the coed schools with single-sex classes. The counts of total single-sex schools based on information from Lists 3 and 4 are included in Table 1 and Table 2 which contain state by state totals for the three FMF report periods. Tables 1 and 2 also contain comparison totals from the two previous FMF studies.

Since 2006, the CRDC included specific questions about coed schools with single-sex academic classes. (See Appendix A “Questions About Single-sex Academic Classes in Civil Rights Data Collections (CRDC) for 2013-14 and Selected CRDC Definitions”). But since the CRDC did not ask if the K-12 public school was only for girls or boys, we examined CRDC results on enrollment of female and male students to develop our List 3 of all-girl public schools and List 4 of all-boy public schools. We used this enrollment data from the 2013-14 CRDC as well as our previous lists of single-sex public schools as a starting point for Lists 3 and 4. We eliminated schools that

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<sup>49</sup> See question 32 in this 2014 OCR guidance on “Questions and Answers on Title IX and Single-Sex Elementary and Secondary Classes and Extracurricular Activities.”

we learned had closed, did not have about 100 students, became coed, or failed to meet our other selection criteria. We also added additional single-sex public schools identified from news articles, web searches, and information obtained during our initial verification process. In reporting on numbers of coed schools with single-sex classes based on List 1 and 2, we mostly relied on the information from the 2013-14 CRDC.

We were generally able to provide more current 2017-18 school year information on the public single-sex schools than on coed public schools with single-sex academic classes. When we found that single-sex public schools ended or became coed by 2017, we changed our totals in comparison Tables 1 and 2 since we could verify the schools' single-sex status by checking its web pages. In some cases, we also called the schools. However, in the detailed discussions of enrollment totals and racial composition of the single-sex public schools, we generally relied on CRDC 2013-14 enrollment data, since this information was rarely provided on the schools' websites.

As in past FMF reports, we used our standard selection criteria and also reassigned or eliminated schools that were incorrectly designated as coed schools with single-sex classes or as single-sex schools.

### ***Detailed Tracked Findings for Coed Schools with Single-Sex Academic Classes and Single-sex Schools from 2007 to 2017***

- **The Numbers of public schools with sex segregation have increased from 2007-2017.**

The key findings from this 2017 FMF report show the numbers of specifically identified public schools with sex segregation increased over the past decade from 645 in 2007-10 to 803 in 2011-12 to 927 in 2014-18. When the new verification results from South Carolina and Washington State were included the total sex-segregated schools decreased by 58 schools. These totals of public schools with deliberate sex segregation include both coed schools with single-sex academic classes and fully single-sex schools. We have continued to identify some coed schools with single-sex classes that operate like dual academies where the girls and boys are segregated for most of their classes, but the school is under one administration. Since we were looking at trends, we used the same categorization rules as we did in our 2014 FMF report for the coed schools with single-sex classes<sup>50</sup>, the single-sex public schools, and the dual academies.

Based on some additional information and finding some puzzling patterns, we suspect missing information on the CRDC based 2013-14 totals for coed schools with single-sex classes in Table 1. From the South Carolina (SC) Department of Education, we identified 14 schools in South Carolina that should have been on the initial List 1 based on the CRDC responses for 2013-14.

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<sup>50</sup> Note, we did not note the enrollment size of the coed schools with single-sex classes in the 2014 report, thus we did not eliminate these small coed schools in this 2017 report if they did not have about 100 students.

We also found other coed schools with single-sex classes from Florida and other states that were identified in ACLU Title IX complaints, but not included in the school's own CRDC 2013-14 response to the single-sex classes question. These 20 coed schools with single-sex classes that were missing from the 2013-14 CRDC list were added to List 1 and indicated by a red font.

- **FMF found both changes and continuity in the listed coed and single-sex schools from the 2014 FMF report to this 2018 FMF report**

In preparing *List 1 of Coed Public Schools with Single-sex Academic Classes from 2013-14 CRDC Responses, Organized by State (with some updates to 2017)* we expected that it would be easy to just update our similar list of coed schools from the previous 2014 FMF report which used CRDC responses from 2011-12. That was not the case. We found that out of the total 794 coed schools with single-sex classes on this 2013-17 list, only 124 were the same schools as on the earlier coed schools list that used the CRDC 2011-12 data. This was reassuring from the perspective that obviously the 2013-14 CRDC responses were not just copying previous CRDC submissions. However, it was surprising to see such extensive changes. In the past, we found that most coed schools with single-sex classes continue their classes beyond one year. Therefore, the fact that the schools were different from 2011-2012 and 2013-2014 in nearly every state is concerning. It questions the legitimacy and comprehensiveness of the CRDC data.

We also found much more fluctuation in names of single-sex public schools than we anticipated in Lists 3 and 4. Some of these changes may have been due to changing school locations such as for the Chicago area Urban Prep academies for boys, but there were also closures of charter schools for both girls and boys due to poor performance. We hope to learn more about these fluctuations.

- **FMF found some evidence of inconsistent information and drastic fluctuations in some states, but stability in regional patterns of sex-segregated public schools.**

In the 2014-17 responses we found some strange patterns that suggest lack of reporting of some coed schools with single-sex classes. For example, the only single-sex schools we identified in California were eight in Los Angeles. However, in the whole state of California in the 2013-14 CRDC responses, 65 coed schools reported having single-sex classes, but none were in Los Angeles. The 65 total coed schools with single-sex classes is also much higher than 39 California schools identified in the 2011-12 CRDC.

In New York 21 of the 29 single-sex public schools were in New York City, but only one of the 16 coed schools with single-sex classes was in NYC. Additional investigation found that this

Urban Dove Team Charter School is a public dual academy sports focused alternative high school.<sup>51</sup>

In addition to California, there were notable changes in the distribution of coed public schools with single-sex classes from 2011-12 to 2014-17 in some states. There were large decreases in South Carolina, (84 to 54 to 10) North Carolina (56 to 1), Florida (70 to 31), Wisconsin (24 to 11), Georgia (20 to 11). In South Carolina, we were able to decrease the 2013-14 CRDC total of 54 to only 10 coed schools with single-sex academic classes by 2017-18 thanks to verification help from staff in the South Carolina Department of Education. We highlighted these SC coed schools in List 1 in **yellow** and the 10 SC coed schools continuing single-sex classes in **green**.

Some of the other decreases in coed schools with single-sex classes were in Florida and Wisconsin where ACLU has been active in writing letters and, as needed, filing Title IX Complaints against the illegal sex segregation.<sup>52</sup>

The substantial increases in coed schools with single-sex classes were in: California (35 to 65), Tennessee (16 to 84), and Texas (60 to 112). Since there are large fluctuations in coed schools reporting single-sex classes in the two recent responses to this same question on the CRDC, state and school district Title IX Coordinators will need to be vigilant in checking the CRDC responses for unexpected increases or decreases in sex segregation. It is possible that as in Washington State, many of the schools did not respond to the question correctly because they included non-academic classes. (See Washington State Corrections on List 2 in Appendix F.)

As in the FMF 2012 and 2014 reports on public school sex segregation, this 2018 report finds that most of the schools with deliberate sex segregation are in the Southeast and Southwest U.S. However, as detailed in Table 1, CRDC 2013-14 results indicate that the states with the most coed schools with single-sex classes are Texas with 112 and Tennessee with 84. Neither of these states were “frontrunners” in the CRDC 2011-12 responses. New York, Ohio and Texas had the most same-sex schools in 2011-14 and were joined by Florida with 14 in 2017. Nationwide, most single-sex public schools are located in large cities, especially New York City. (See List 3 of the all-girls schools and List 4 of the all-boys schools.)

The two U.S. maps in the Executive Summary show the geographical distribution of the 927 partially verified public K-12 schools with deliberate sex segregation that we identified by name in this 2018 report in Lists 1, 3, and 4. The first map shows the state totals for 794 coed public K-12 schools which reported single-sex academic classes in the 2013-14 CRDC. We did not subtract the 58 schools that WA and SC found ended their single-sex classes in 2017-18. The

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<sup>51</sup> This Urban Dove Team Charter School is an alternative public high in Brooklyn. It receives its funding from the city charter entity and from non-public sources. It serves over-aged under-credited low income Black and Hispanic youth using a sports-based youth development curriculum. It uses an extended school week (Mon-Sat) and day. It operates like a dual academy with single-sex teams and classes for 3 years. Of the 2018 current 265 students, 148 are boys and 117 girls. Its charter has just been renewed for 5 years and the Urbandove Foundation plans to start a similar charter school in the Bronx for the 2018-19 school year. Sue Klein obtained this information on 3-5-18 during a tel. call with Ismael Asgarian at [www.Urbandove.org](http://www.Urbandove.org), Tel. 212-244-2131.

<sup>52</sup> ACLU, 2012 Preliminary Findings of ACLU “Teach Kids, Not Stereotypes” Campaign.

second map shows the state totals for 133 single-sex all-girl (75) or all-boy (58) public schools based on 2013-14 CRDC school enrollment data and additional sources of information on single-sex public schools that are enrolling students for 2017-18.

- **FMF found substantial stability in the types and distribution of single-sex academic classes in coed schools (See List 2).**
  - For both 2011-12 and 2013-14 CRDC results, most of the single-sex classes for both girls and boys were in English followed by Science and Math.
  - This CRDC question on types of single-sex classes for girls and boys is useful in finding potential dual academies/coed schools which separate most of their girls and boys for their academic classes. While we do not believe that the total numbers of academic classes are very reliable since some schools reported on numbers of students rather than classes, when we found large and somewhat equal numbers of classes for girls and boys, it was likely that the school was operating as a potentially unjustifiable dual academy.
  
- **FMF found increases in numbers of single-sex public K-12 schools including more schools just for girls than boys.**

In all three FMF studies using data from 2007-10, 2011-14, and 2013-2017, the total numbers of single-sex public schools that we identified by name have increased. FMF reported 82 single-sex public schools in 2008; 106 in 2014; and 133 in 2017. FMF 2018 totals show 75 all girls schools serving approximately 24,102 girls (see List 3), while there are only 58 all-boys schools in operation serving approximately 17,338 boys (see List 4). As indicated below, the number of girls’ schools has increased from 47 in 2008 to 67 in 2014 to 75 in 2017, while the number of boys’ schools increased from 35 in 2008 to 39 in 2014 to 58 in 2017. The map shows how the same-sex public schools are primarily in the east and mid-west regions of the U.S. and in urban areas.

**Single-sex public K-12 schools**

	2008	2014	2017
All Female Enrollment	47	67	75
All Male Enrollment	35	39	58
Total Single-sex Schools	82	106	133

In 2014, the schools for girls enrolled more (average) students per school than the schools for boys. (See Lists 3 and 4). In the 2014 FMF report, the single-sex school with the highest enrollment was the long-established Philadelphia High School for Girls<sup>53</sup> with an enrollment of

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<sup>53</sup> This and a few single-sex public schools established before Title IX in 1972 were allowed to continue.



1,110 in 2015.<sup>54</sup> However, in this 2018 report (using the 2014 CRDC enrollment totals), other large all-girls schools were the Young Women’s Leadership Academy in Grand Prairie, Texas with 1104, and Western High in Baltimore with 1092 students.

In the 2014 FMF report, the boys school with the highest enrollment was the Frederick Law Olmsted Academy North in Louisville, Kentucky with 759 boys, but it dropped to 642 and third place in this 2017 report. According the 2014 CRDC enrollment data, the largest U.S. boys’ schools in 2014 were the Young Men’s Leadership Academy in Grand Prairie, Texas with 1002 boys and the Boys Latin School of Philadelphia with 851 boys.

The enrollment totals for girls’ schools are higher than for boys’ schools. The average 2012 enrollment for the girls’ schools was 321 and for boys, 284. The totals for the 2014 CRDC enrollment were similar with 305 for girls’ schools and 299 for boys’ schools.

In general, the enrollment numbers in most single-sex schools were similar to what FMF found for these schools in our 2014 report. However, as with the coed schools with single-sex classes, we found many new single-sex schools as well as a substantial number of schools from the all-girl and all-boy schools lists in the 2014 FMF report that closed or ended their single-sex education.

In 2017, we identified and added 32 all-girls schools and 30 all-boys schools that were not listed in our 2014 report.<sup>55</sup> We also confirmed that the four<sup>56</sup> all-girls public schools and seven all-boys public schools which were identified in the 2014 FMF report but not the CRDC single-sex enrollment listing remain open in 2017. Finally, we found that six all-boy and nine all-girl schools originally on the CRDC 2014 list had closed or become coed by 2017.<sup>57</sup>

The closing of the Reach Academy for Girls in Delaware is instructive. In 2010, Delaware established the Prestige Academy for Boys and provided substantial resources and promised to establish a similar school for girls. However, when the Delaware Reach Academy for similarly

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<sup>54</sup> The 2015 enrollment total is from greatschools.org. The lower enrollment was from the 2013-14 CRDC. We understand that boys are allowed to attend this academic girls high school, but have not enrolled. The Pennsylvania ERA was used to allow girls to attend the previous parallel academic high school for boys.

<sup>55</sup> Newly identified single-sex public schools since 2013-2014 are indicated with yellow highlights next to their names in Lists 3 and 4.

<sup>56</sup> Includes Philadelphia Girls High and schools for pregnant and parenting teens although they probably technically allow males.

<sup>57</sup> Recently closed single-sex public schools: The Red Shoe Charter School for Girls in Fort Lauderdale, Florida; Catherine Ferguson Academy for Young Women in Detroit, Michigan; Sims Fayola International Academy Denver in Denver, Colorado; The Obama Academy for Boys in Fort Lauderdale, Florida; Ivy Preparatory Young Men’s Leadership Academy (Kirkwood) in Atlanta, Georgia; Miller-McCoy Academy for Mathematics and Business in New Orleans, Louisiana; Reach Academy for Girls, New Castle, Delaware; Athena School of Excellence for Girls, Youngstown, OH; Center for New Lives, Fort Worth, Texas; Young Parents School, Spanish Fork, Texas; Lady Pitts High School, Milwaukee, Wisconsin; Lincoln Academy, Toledo, Ohio; Alpha School of Excellence for Boys, Youngstown, Ohio, Broadway Arts and Technology for girls, Minneapolis, Minnesota. The Brighter Choice Charter Schools in Albany, New York initially grew from a girls school and a boys school to six schools; a girls elementary, a boys elementary, a girls middle, a boys middle, a girls high, and a boys high school. However, both the girls and the boys Brighter Choice Middle Schools closed in 2015.

disadvantaged girls was established, its students scored the lowest of all charter schools and did no better when the school changed locations. In 2015, it was closed, but the well-resourced Prestige Academy for Boys in Delaware continues to serve mostly Black boys, but still excludes girls.

In looking at the names and missions of the all-boy and all girl schools, we also see some bias favoring boys as in the differences in Prestige and Reach Academies in Delaware. For example, the new DC Ron Brown College Preparatory High School for boys was originally referred to as the Empowering Males High School and teachers and administrators often call students “Young Kings.”<sup>58</sup>

FMF excluded the single-sex juvenile justice schools in all its sex segregation studies, but there were more of these schools for boys than girls. We also omitted the 19 PACE Centers for Girls in Florida which provide non-residential delinquency prevention services to girls 12 to 17 because they seem to receive most of their funding from the Juvenile Justice system. Most of these PACE Centers are not classified as schools but in many cases serve girls who otherwise would be sent to juvenile justice or health facilities. Similarly, nationally, we continued to include schools for pregnant and parenting students if CRDC and other information indicated all-female enrollment.

- **FMF continues to find more single-sex academic classes in coed schools for boys than girls.**

However, in 2014 as in 2012, more of the single-sex academic classes in coed schools were for boys than for girls, with 52% of them for boys and 48% of them for girls (see List 2). The CRDC results counted classes in Algebra, Other Math, Science, English, and Other. The largest discrepancy as shown in List 2 between class totals for boys and girls was for more boys in the Algebra in 2011-12. This was sustained in the 2013-14 CRDC responses.

From examining patterns in both FMF studies using these CRDC-based tables, it is clear that more classes were reported for males than females in all subjects ranging from algebra to English in both the 2010<sup>59</sup>, the 2011-12 CRDC results, and the 2013-2014 CRDC results. In an additional analysis of List 2 results, we also found that more of the 794 coed schools only provided single-sex classes for boys and no girls than for girls, but no boys. However, most of the 794 coed schools provided single-sex classes for both girls and boys.

The largest disparity in the number of single-sex classes offered to boys and girls for 2013-14 was Algebra, in which boys received 52% of the classes and girls received 47%. For other Math classes, English classes, Science classes, and any other classes, the split between boys and girls classes was even

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<sup>58</sup> American Civil Liberties Union (ACLU) (May 2016) Leaving Girls Behind: An Analysis of Washington, DC’s “Empowering Males of Color” Initiative.

<sup>59</sup> See Table 3 in FMF 2007-10, “2010 CRDC Single-sex Academic Classes by State (Minus Florida & NYC)”.

- **FMF found high proportions of sex segregation in schools with large populations of low-income youth of color.**

- Coed Schools with Single-sex Classes

The racial composition of the student bodies of the coed schools with single-sex classes appear to be representative of their urban, suburban, and rural locations. We were able to find the racial composition for most of the schools. Fifty percent of the schools are majority White and 50% are majority Black, Latinx, Asian, Native American/Alaska Native or had no majority group.<sup>60</sup> There were about 76 schools, or 9% of the 793 schools, with at least 75% Black student bodies, which is the same as in our 2014 report. Only 27% of the 794 schools, or 222, have an overwhelming majority (75%) of white students, compared to 35% of the schools studied in our previous report. Most of this racial composition information came from the 2013-2014 CRDC school enrollment data. However, we do not have information on the distribution of minority students within the single-sex academic classes. We also do not know if these classes were for remedial or accelerated instruction. We did not find any justification for these single-sex academic classes as is now requested in the 2014 OCR guidance.

- Single-sex Public Schools

Most single-sex public schools currently in operation serve Latinx and African American middle school and high school students and are predominately located in urban areas. The 2014 CRDC enrollment data on the racial composition of the student body of the single-sex schools was more helpful than the web search data we obtained for the 2014 FMF report where we had to rely on information provided on the greatschools.org and other school review websites. The 2014 CRDC provided numbers of students in six categories, Native Hawaiian/Pacific Islander (HI), American Indian/Alaskan Native (AM), Asian (AS), Hispanic (HP), Black (BL), White (WH), and Two or More races (TR). CRDC Definitions of these categories are in Appendix A.

In single-sex schools where we were able to acquire information on the racial composition of the student body, we found that the majority, serve primarily African American and Latinx students (see Lists 3 and 4). Some are college preparatory academies while others focus on areas such as business, leadership, science, or arts.

In summary, many of the 2013-2014 coed schools with single-sex classes and most of the single-sex public schools serve mostly African American and Latinx students. According to this 2013-2014 CRDC data, 31% of the coed schools with single-sex academic classes have a majority African American or Latinx population. This is somewhat lower than the 43% reported in the 2014 FMF report, but still a concern because African American and Latinx youth are already often victims of combined racial

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<sup>60</sup> For majority, we counted schools that had 51% or more of a racial identity.

and sex stereotyping and resource discrimination, which hinders their education.<sup>61</sup> As sex segregation can also further promote sex and racial stereotyping, this can cause greater harm to the education of minority students, who are over represented in the single-sex schools and also probably in single-sex classes in coed schools found in this report. This concern is magnified when we learn that states like New Jersey are making exceptions in their laws to only allow public single-sex charter schools if they serve these vulnerable minority populations.<sup>62</sup>

- **FMF found continuity in governance patterns for public coed schools with single-sex academic classes and single-sex public schools over our tracking years related to grade levels, public versus public charter schools, or dual academies.**

There has been little change in the governance patterns of public schools with sex segregation related to grade levels, public versus public charter schools, and dual academies.

- Grade Levels of the Coed and Single-sex Public Schools

*Table 2, Comparison of U.S. Public Single-sex and Coed Schools with Single-sex Classes by School Level and State in 2007-9, 2011-12, and 2013-14* shows the numbers of coed and single-sex schools by state and school grade level<sup>63,64</sup>. The number of coed and single-sex elementary schools with sex-segregated classes remained approximately the same (less than 250) from 2007-10 to 2011-12 but decreased to 196 in 2013-17. The number of middle schools stayed the same (around 300) from 2007-10 to 2011-12 but increased to 396 in 2013-17. The number of high schools increased from 106 in 2007-10 to 264 in 2011-12 to 323 in 2013-17. (We did not eliminate the CRDC identified coed schools with single-sex classes from the tallies in this Table 2 such as the schools from WA and SC that we recently learned did not have sex-segregated classes in 2017-18.)

Many of both the coed schools with single-sex classes and the single-sex schools serve multiple education levels, for example grades K-12 or 6-12. (See Lists 1, 3, and 4.) For Table 2, as in our previous report, we counted those schools as the lowest level. But we found the majority of the single-sex schools (68 out of 133) serve both middle and high

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<sup>61</sup> The National Women’s Law Center’s 2014 report discusses the particular challenges that African American youth face in our educational system, from issues such as racial discrimination to lack of resources. See reference list and [http://www.naacpldf.org/files/publications/Unlocking%20Opportunity%20for%20African%20American%20Girls\\_0.pdf](http://www.naacpldf.org/files/publications/Unlocking%20Opportunity%20for%20African%20American%20Girls_0.pdf)

<sup>62</sup> See A. Clark [“In historic move, N.J. to allow all-boys and all-girls charter schools.”](#)

<sup>63</sup> For consistency we are describing the results as 2007-10 but the actual counts of identified coed schools with single-sex classes were from the state profiles updated to 2009 in the FMF 2007-10 report and were not based on “raw” CRDC 2010 responses. However, the totally single-sex schools lists in the 2007-10 report were updated to 2010 from various sources. The same was true for the totally single-sex schools in the FMF 2014 and 2017 reports.

<sup>64</sup> As in the 2007-10 FMF report, FMF used guidance from the school name (“X” Middle School) and common definitions to categorize schools by elementary, (Pre-K to 6); middle (grades 4-8); and high school (grades 8-12). In both studies, when schools did not fit neatly into one of these categories, FMF selected the level which had the single-sex classes or the lower level if there was no information on grade level of single-sex classes.

school students -- often serving grades 6-12. This pattern is consistent with our 2007-10 FMF report in which 56 out of 82 total single-sex schools served middle or high school students.

Although there are more elementary than middle or high schools nationwide, more of the coed schools that offer single-sex classes and the totally single-sex schools are middle or high schools. A common strategy is for new single-sex schools to start with one or two lower grades like 9 and 10 and each year add a grade to grade 12.

- Type of School: Public or Public Charter

The 2014 CRDC also indicated types of schools ranging from regular public schools to public charters, magnets, college prep, alternative, or Pregnant/Parenting. We identified 95 public charter coed schools that indicated single-sex classes in the 2013-14 CRDC compared to 49 in the 2011-12 CRDC. Using the 2013-14 CRDC results and a more recent list of special focus charter schools from the National Alliance for Public Charter Schools, we also identified 22 charter all-boys schools and 28 charter all-girls schools. (See Lists 3 and 4). In trying to verify our list of public charter schools with deliberate sex segregation we learned that the National Association of Charter School Authorizers recommends general non-discrimination provisions in the admission and treatment of students, but it has no specific prohibition against sex discrimination in admissions. We asked if they would provide more explicit information to their members on avoiding sex discrimination and they said they would get back to us.

- Dual Academies

At one end of the continuum of minimal to maximum sex segregation in coed schools, a school would have one single-sex class. On the other end of the continuum, a coed school would have all their academic classes and most of their activities completely single-sex for both girls and boys, thus qualifying for the label of dual academy. Dual academies are listed as coed schools with single-sex classes rather than as separate single-sex schools if they had the same administrators, many of the same teachers, and usually the same address. The OCR 2014 single-sex guidance uses similar criteria.

Some of the 133 single-sex public schools that we identified for 2017-18 also have “brother” or “sister” schools where they have some coeducational interactions, but enrollment is limited to one sex. Single-sex schools are usually in separate physical locations and have separate administrators and different teachers for the girls and boys. While they may have some interaction with a separate “sister” or “brother” single-sex school these all-girl and all-boy public schools are classified as separate schools by their school district. In List 3 of all-girl public K-12 schools we identified 23 brother schools. In List 4 of all-boys public K-12 schools we identified 19 sister schools. A coed dual academy may become separate single-sex school when the enrollment grows so they

need more space and administrators and they split into an all-girl or all-boy school. When this has happened the boys' school often gets the new or preferred building.

There is an unknown but probably substantial number of coed schools operating much like dual academies where most of the academic classes are sex-segregated. In a few cases we had to reclassify a school we had included in our single-sex schools Lists 3 and 4 as a dual academy as a List 1 coed school with single-sex classes. For example, Best Academy in Minneapolis, MN had been listed as a school for boys but is now included in List 1 as a coed school. Morningside Middle in Charleston, Langston Academy, Greenville, SC have also been moved to List 1. In reverse we changed Girls High in Philadelphia from a coed school listing all-girls classes to a single-sex all-girls school in List 3 even though the school would admit a (cis gender) boy.

As discussed earlier, an examination of "List 2: Coed Public Schools with Types of Single-Sex Academic Classes for 2013-14 sorted by State" provides some insights on the extent of sex-segregated classes in the specific coed schools from their responses to the 2013-14 CRDC. In examining List 2, it is likely that schools that have about equal numbers of girls' and boys' classes in the same subject areas<sup>65</sup> operate much like "dual academies". We counted 82 coed schools in List 2 that reported over 20 single-sex academic classes that were fairly evenly distributed for girls and boys<sup>66</sup>. However, we did not know the total number of coed classes in each school, so we could not determine if almost all the school's classes were sex-segregated or if there are also coed classes in the same subject areas.

## *Summary*

In summary, FMF found increases in the numbers of public coed and single-sex schools with deliberate sex segregation over our three FMF report periods. Despite the many different single-sex schools and the coed schools answering the question about their single-sex classes, the patterns of responses during these three report periods were similar. We hope that when the 2015-2016 CRDC data is released, there will be a marked decrease in the number of public single-sex schools and coed schools with single-sex classes thanks to the 2014 Office for Civil Rights guidance on the rigorous justifications needed to allow sex-segregated education and the effective work of Title IX Coordinators and other advocates for gender equity in public education.

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<sup>65</sup> We would not expect elementary schools to have algebra classes, one of the CRDC class type categories.

<sup>66</sup> In the methodology section we noted that, as in past years, some CRDC 2011-12 respondents reporting over 100 total single-sex classes were probably counting numbers of students in a class instead of a one class as requested.

## METHODOLOGICAL CHALLENGES

This section reviews methodological challenges in identifying, categorizing, and verifying findings for all U.S. public K-12 schools that practice single-sex education. Previous sections have provided the context for these concerns and described how we used an essential data source, the CRDC. The following section discusses needed improvements in the CRDC as well as continued methodological and action challenges in identifying deliberate sex-segregated public K-12 education.

### *Challenges in using the important Civil Rights Data Collection (CRDC)*

Although there has been progress in identifying U.S. K-12 public schools with deliberate single-sex education, stakeholders who care about advancing educational equity need to build on this progress to better understand the current extent and nature of this questionable education practice. Most of the data for this FMF report is based on responses from the mandatory universal Civil Rights Data Collection (CRDC) from the ED Office for Civil Rights (OCR) using survey responses collected over the past decade. CRDC responses collected in 2015-16 are expected to be released to the public in 2018. Additional insights on the current status of deliberate sex separation in public education come from related research by FMF and many others (See <http://feminist.org/education/SexSegregation.asp>.)

- **Using the CRDC to identify single-sex K-12 public schools.**

FMF found the 2013-14 CRDC results easier to use to identify single-sex K-12 public schools than past CRDC results because this CRDC CD contained school enrollment information by sex and by race. The OCR definitions of coed schools with single-sex academic classes are also helpful in identifying coed schools that operate as dual academies. However, there is still some confusion about using enrollment data to identify single-sex public schools. The CRDC never defined either a single-sex or a coed/coeducational school, although it did define single-sex academic classes in a co-educational school. (See Appendix A.)

We found that some schools that had an all-girl or all-boy enrollment, had policies that forbid exclusion by sex. For example, Girls High in Philadelphia reported that it was a coed school with all-girl classes on the 2011-12 and 2013-14 CRDC responses even though enrollment data showed 100% female students. It may have done so because technically, boys would have been allowed to attend the school if they had applied and this was the criteria used to identify single-sex classes. Many pregnant and parenting schools also welcome boys, but in general few boys attend public schools that are mainly for girls even if allowed to do so. This is not necessarily true for girls who may want to attend schools for boys which often have special resources not available in coed or all-girls public schools. As we refined the “raw” CRDC data in cases like Girls High, we moved this school from List 1, Coed Schools with Single-sex classes to List 3, All-girls schools. However, we also moved the New Futures School in Albuquerque, New Mexico which

was listed as girls school in our 2014 FMF report to List 1, coed schools with single-sex classes, when we learned from the CRDC enrollment data that the school was 13% male.

As in the 2014 FMF report on sex segregation, another challenge was in counting separate single-sex schools. In the 2014 FMF report, we found that some single-sex schools even in the same building may be called separate schools if they separately serve elementary or middle school students. For the 2014 reporting we counted schools such as the NY Excellence Girl's Charter Elementary School (K-4) and the Excellence Girl's Charter Middle Academy as two separate schools even if they were in the same building because they said they were separate schools and were counted as separate schools by New York City.<sup>67</sup> However in this 2017 report we listed and counted schools that had very similar names, addresses and telephone numbers as one school. Thus, in List 3 the Girls Athletic Leadership Middle School and the Girls Athletic Leadership High School in Denver, Colorado are listed as one school and so is the Irma Rangel Middle and High School in Dallas, Texas. However, the Albany, New York Brighter Choice Elementary, Middle and High Charter schools for Girls and Boys were listed as separate schools, often with different addresses. Both the girls and the boys Brighter Choice Middle Schools lost their Charters and closed in 2015. However, the Brighter Choice Girls and Boys Elementary and High Schools are still operating and counted as 4 schools. As before, we counted single-sex schools in different locations, but operated by the same management company as separate single-sex schools unless they were considered one school by their school district. It was difficult to track some of the chains like the Eagle Academies for Young Men or the Chicago Urban Prep Academies from year to year because they changed locations and related school names associated with the new location.

- **The CRDC is the only national survey to identify coed schools with single-sex classes and dual academies, but the responses were not totally accurate.**

The November 2017 verification efforts in Washington State indicated **over-reporting of coed schools with single-sex academic classes**. Although the CRDC instructions (See Appendix A) said to only respond "yes" if they were a coed school with single-sex academic classes and not physical education classes, some schools with only single-sex physical education classes or other non-academic classes said "yes". Lists 1 and 2 from the 2013-14 CRDC indicated 15 Washington state schools responded yes, they had single-sex academic classes. We asked the state Title IX Coordinator to check on this since Washington state has its own additional laws prohibiting most sex segregated education and because the state equity office was diligent in enforcing Title IX.

Kristin Hennessey from the Equity office in the Office of the Superintendent of Public Instruction in Washington state called the 15 schools to learn about the accuracy of their 2013-14 CRDC responses and the current status of their single-sex classes. (See her notes on these schools in Appendix E.) She found that Prosser Falls Education Center (on List 2 only) is now

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<sup>67</sup> The NYC Department of Education also counted them as separate schools in 2014. In our 2017 List 3, the Excellence Girls Charter School of Bedford Stuyvesant was listed as one elementary/ middle school.



closed and that none of the other 14 schools had single-sex academic classes in 2013-14 or in 2017. However, some had choir or special athletics classes such as “women’s weight training”. In many cases these classes were not restricted to either girls or boys, but the attendance was often just girls. Some schools had separate girls and boys choirs and one school mentioned a short term single-sex discussion of human sexuality. Both are allowable under Title IX and Washington State laws. Kirstin found that although some single-sex academic science and English classes were included for Royal High School in List 2, the school staff member said this must have been an error as were the high numbers of 30 and 44 “other girl and boy only classes”. It is likely that these high counts of “other girl or boy only” classes were counts of students, not just of classes. In the few cases where the single-sex physical education classes were unjustified, Kristen reported that the school staff said they would change the names of the classes and make it clear that they did not exclude students based on their sex. Royal High School also said it was having success in getting more girls to attend welding class. Kristin also verified that she knew of no single-sex public or public charter schools in Washington state.

This November 2017 Washington state verification confirms **continued confusion about counting types of single-sex academic classes** because the schools included physical education classes as academic classes even though the CRDC instructions (See Appendix A) said not to do this. There is also evidence that some Washington state schools submitted numbers of students, rather than numbers of classes, even though the instructions said not to do so. This mistake also occurred in responses from other states. In the 2013-14 CRDC survey, one large Tennessee school district mistakenly reported the number of their students in single-sex classes rather than the number of single-sex classes for many schools. To correct this data, we called the school district and included their revised information on the number of single-sex classes in List 2 “Coed Public Schools with Types of Single-sex Academic Classes for 2013-2014 by State”. However, FMF did not check on the many other schools reporting especially high numbers of single-sex classes.

It is also strange to have two types of math class responses; Algebra and Other Math especially when Other Math includes higher level math than algebra and geometry. The “Other Academic Classes” category is not especially useful since it contains many topics that are not detailed in the school responses and it is likely that many schools like those in Washington state included physical education and choir as other academic classes.

**Despite these problems in the responses, the CRDC question on numbers and types of single-sex classes in coed schools should be retained** as well as its initial question asking if the coeducational school has “any students enrolled in one or more single-sex academic classes?” (See Appendix A on the CRDC Questions.) These CRDC responses are generally the only way to learn if coed public schools have single-sex academic classes since state education agencies and school districts rarely maintain or share information on schools that have single-sex classes, and since the schools themselves, rarely put information or justifications for single-sex classes on their own websites even though this is included in the 2014 OCR single-sex guidance. This lack

public web information is especially disappointing since a common rationale for single-sex classes is that they provide options.

It would of course be helpful to obtain more information from both the school and the CRDC on what classes and activities were limited to either girls or boys. For example, what academic areas were covered and not included under “other” classes? Were the classes remedial or advanced? Were there illegal sex-segregated physical education classes and extracurricular activities? Were there adequate justifications and evaluations for the single-sex classes such as why was each essential to improving outcomes and were boys and girls treated in an even-handed way?

From a research perspective, current CRDC responses on classes for girls and boys are helpful in identifying schools that may be operating as dual academies. If schools report large numbers of single-sex classes in many subjects, and the total classes for the girls and the boys in each subject are about equal, it is likely that the school is a dual academy.

However, as noted in the previous evidence section, confusion exists in the responses of some dual academies to the CRDC question on coed schools with single-sex classes. Some dual academies did not respond that they were coed schools with single-sex classes because they may not have been aware of the OCR instruction that this was how they should respond if their girls and boys academies were actually managed by the same administrators and thus, called one school. In refining the CRDC data, FMF researchers added some previously omitted or misclassified dual academies such as Young Oak Kim Academy in Los Angeles and the Langston Academy in Greenville, South Carolina to List 1, Coed Schools with Single-sex Classes.

- **Missing and outdated CRDC results suggest there are still over 1000 public schools with deliberate sex segregation.**

FMF researchers have questions about the accuracy of some of the CRDC responses we saw as well as about missing schools that are using sex segregation practices. Although the recent CRDC surveys are mandatory and there have been very good response rates over the years, there is evidence that not all coed schools’ responses about having single-sex academic classes were accurate for the two-year time frame they responded to the CRDC. As described in the previous results section, we also suspect substantial numbers of schools did not report their single-sex classes. These omissions may have been on purpose, because the respondents were confused, or because those providing the CRDC responses did not know the answers.

As reported earlier, our comparison of the coed schools with single-sex classes in the 2011-12 and 2013-14 CRDCs, showed substantially different lists of named schools in many states even if the total numbers of coed schools with single-sex classes in that state did not change dramatically. This may indicate inconsistent reporting because past experience suggests that schools generally continue single-sex classes for multiple years. Sometimes these schools even keep the same group of girls or boys in the same class as they progress through the grades.

Evidence from South Carolina (SC) and Washington State shows some schools with recent or ongoing single-sex classes did not answer the 2013-14 CRDC question correctly because they failed to indicate that they had single-sex classes. This missing information problem was also described in detail in our 2014 FMF Report on *“Identifying K-12 Public Schools with Deliberate Sex Segregation”*. In that report we named over 800 schools with deliberate sex segregation, but we estimated that there were probably over 1000 public Schools that should have been listed. This over 1000 schools estimate is partially verified by the growth to close to 900 public schools with deliberate sex segregation that we identified in this 2018 FMF report.

- There is evidence of missing information on schools with sex segregation in South Carolina.

In 2006 the South Carolina Department of Education started promoting single gender classes in its K-12 public schools and routinely asked its school districts for information on these schools.<sup>68</sup> South Carolina was the only state to regularly publish the names of these schools on their state education agency website. In 2008-9, SC reported 216 schools that offered single-sex classes, more than in any other state. In 2011-12 SC listed 84 public schools with single-sex classes and in 2012-13, it listed 69 public schools with single-sex classes.

In an analysis of the results in both this and the previous 2014 FMF study, FMF found some different school names on the CRDC list of SC coed schools reporting single-sex classes than the schools reporting directly to SC Department of Ed that they had single-sex classes.

The SC Department of Education had far fewer schools reporting single gender classes to them than indicated in the CRDC results of (84 schools) for 2011-12 and (54 schools) for 2013-15. However, FMF found that thirteen of the schools the South Carolina Department of Education identified in Appendix D were not included in the SC responses from the 2013-14 CRDC coed schools with single-sex classes questions and had to be added to List 1 where they are indicated in **red font**. In examining the 2013-14 CRDC responses and the responses to the SC Department of Education on schools with “gender options”, FMF found another missing SC school, the Langston Academy, which operates like a dual academy. We also learned about more recent information on “South Carolina Single Gender Options 2017-18” (See Appendix E). From this information we were able to highlight eight List 1 SC schools in green that said they would be continuing their single-sex classes in 2017-18.

The previous SC lists of schools with “single gender options” collected by the South Carolina Department of Education also revealed substantial discrepancies with the CRDC responses of coed schools reporting single-sex classes. They were included and discussed in the FMF 2014 *Identifying U.S. Public Schools with Deliberate Sex Segregation* report. (See Appendices C, D, E.)

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<sup>68</sup> The term single gender, rather than single-sex, is often used by advocates of sex-segregated education. The State Education Agency in South Carolina has had a program supporting single-gender education which has focused on single-sex classes in coed public schools.

Our discussions with staff in the South Carolina Department of Education as noted earlier in this report and in Appendix E, show that schools can be encouraged or discouraged from implementing sex segregation by their state education agency.

- ACLU investigations found coed public schools with single-sex classes in various states that were missing from the relevant CRDC results.

Investigations in various states by ACLU based on their public records requests and other follow-up have identified schools that have practiced unjustifiable sex segregation that were missing from the 2013-14 CRDC coed school responses. Examples of sex discrimination and sex stereotyping in many of these schools were described in the ACLU Women’s Rights Project May 2014 Title IX complaints in **Florida**<sup>69</sup>. However, ACLU did not try to identify all Florida schools with single-sex education. In 2016 ACLU learned that Broward County agreed to end all its public coed schools with single-sex classes and it has also had recent success in other states such as California, Idaho, and Michigan.

- Some inconsistent patterns of schools with sex segregation suggest possible under-reporting of these schools.

As discussed in the detailed findings section of this report, in **North Carolina** there was only one report of a coed school with single-sex classes in 2013-14, but 58 schools reported having single-sex classes in their 2011-12 CRDC responses. Title IX officials in the North Carolina Department of Education have no explanation for why this happened other than the schools were urged to follow proper procedures. However, we do not know if this huge discrepancy was due to missing information in 2013-14 CRDC responses or to subsequent reminders from the state Department of Education and local school districts to pay attention to Title IX and other procedural requirements.

As in the FMF 2014 report<sup>70</sup>, we also suspect continued missing information in **New York City (NYC)** on coed schools with single-sex classes. Like the 2011-12 CRDC results, the 2013-14 CRDC results showed NYC with the largest number of single-sex public schools (21).

The **California** results also raised suspicions of undercounting. We identified eight single-sex public schools, but they were only located in Los Angeles and none of California’s 65 coed schools with single-sex classes from the 2013-14 CRDC in the rest of the state were in Los Angeles. This suggests possible under-reporting of both types of public schools in CA.

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<sup>69</sup> American Civil Liberties Union (ACLU) (2014). Complaints about violations of Title IX and Teach kids, not stereotypes. <https://www.aclu.org/womens-rights/teach-kids-not-stereotypes>; American Civil Liberties Union (ACLU, May 13, 2014) Complaint to Hillsborough County Public Schools. [https://www.aclu.org/files/assets/aclu\\_-\\_hcps\\_complaint\\_05.13.14.pdf](https://www.aclu.org/files/assets/aclu_-_hcps_complaint_05.13.14.pdf)

<sup>70</sup> Our 2014 FMF report said “Out of all 588 public schools in New York City that responded to the 2011-12 CRDC, none reported that they had single-sex academic classes. This did not seem likely since NYC had the largest number of fully single-sex public schools and there were no explicit policies that prohibited single-sex academic classes in coed schools. Additionally, we learned of a school called Nest+M that has “single-gender” math classes in grades 6-8 and physics classes in grade 9.”

- **The likely under-identification of named public schools with deliberate sex segregation confirms our previous estimate that there are over 1000 public k-12 schools with illegal sex segregation.**

As in the FMF 2014 identifying sex segregation report, it is likely that many coed schools failed to report deliberate academic single-sex classes. This concern is not limited to the missing South Carolina schools, the schools ACLU has been investigating in Florida, and the unexpected sparsity of reported coed schools with single-sex classes in large urban areas like Los Angeles, Chicago and New York City with multiple single-sex public schools.

These examples of under-reporting highlight the importance of using additional more effective ways to keep track of schools practicing deliberate sex segregation so that an accurate understanding of the problem can be obtained and results could be checked against those lists for accuracy, enabling stakeholders access to accurate information and to determine if there was sufficient justification to continue the deliberate sex segregation in each school.

Based on these insights on missing schools and our increasing national totals for each of the three FMF report periods as shown in Table 1, we renew our previous FMF 2014 estimate that there were over 1000 K-12 public schools with deliberate sex segregation in 2013-14. However, we do not know how many coed public schools with single-sex classes have been purposefully or accidentally omitted from the 2013-14 CRDC responses, or how many single-sex public schools with 100 students we failed to find. The next FMF verification and update research should help us learn more.

### ***Verification and plans for updates***

It has been very challenging to find current information on single-sex public schools and impossible to find any systematic information on K-12 coed public schools with single-sex academic classes aside from the release of the CRDC responses and the sharing of verification information by South Carolina and Washington State. Additionally, this information is rarely available on the local level through district or school websites, despite the request for this web information in the 2014 OCR single sex guidance.

- **We could not find other comprehensive lists of public schools with single-sex education.**

As in previous FMF reports, we used our earlier work on schools with deliberate single-sex education, but we have not been able to find other recent comprehensive national lists of public schools with single-sex academic classes or of single-sex public schools. The former National Association for Single-sex Public Education (NASSPE) used to publish such a list (of its clients and contacts) but discontinued this practice when they learned that organizations, such as the ACLU, used their information to identify schools that may have been violating Title IX.

We requested information on coed schools with single-sex classes and single-sex schools from charter school associations and received a list of 81 special focus charter schools from the National Alliance for Public Charter Schools. This list helped us verify 36 of the charter schools already on our list. It also helped us identify one new all-boys school and two additional dual academies which we then included in list 1. However, most of these charter schools had no gender focus or were schools that we omitted from our lists because they had closed or were juvenile justice schools. In checking websites of these and other schools, it was often difficult to distinguish a public charter from other public schools. Generally, a school's website only mentioned a gender focus if the school was a dual academy with mostly single-sex classes. Thus, it was essential to obtain this information from the CRDC.

- **FMF plans to obtain help in verifying and updating information on public schools with sex segregation.**

FMF plans to share this 2018 report with Title IX Coordinators in the states and large school districts and ask them or those they recommend to verify and update the lists of coed schools with single-sex classes and the all-boy and all-girl public schools in their state or school district. We will ask if other schools should be added or if the school has agreed to stop its deliberate sex segregation. We will also ask them if they can obtain information and evaluations of any schools that plan to continue their single-sex education. We will also ask if they have any waiver or review process to make sure that any schools planning to continue their sex segregation are in compliance with state and district equity policies or standards as well as Title IX. (See sample letter in Appendix B.)

Our verification of Lists 3 and 4 of single-sex public schools is more accurate and up-to-date as we checked these schools in 2017. We updated the lists with more single-sex public schools that we found and deleted any schools that we learned had closed by the end of the 2016-17 school year. However, we have far less update information on the public coed schools with single-sex classes. We had a little additional verification information from South Carolina, Washington State, and some ACLU updates. Thus, we made few changes in the 2013-14 CRDC data for Lists 1 and 2.

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**Table 1: Comparison of U.S. Public Single-sex and Coed Schools with Single-sex Classes by State for 2007-10; 2011-2012; 2013-2017**

State	2007-10 FMF Identified Coed Schools with Single-Sex Classes	2007-10 FMF Identified Single-Sex Schools	2007-10 FMF Identified Coed and Single-Sex Schools	2011-2012 FMF Identified Coed Schools with Single-Sex Classes	2011-2014 FMF Identified Single--Sex Schools	2011-2012 FMF Identified Coed and Single-Sex Schools	2017 FMF Identified Single-Sex Schools	2013-2014 Coed Schools with Single-Sex Classes	2014-2017 FMF Identified Coed and Single-Sex Schools
AK	1	0	1	2	0	2	0	0	0
AL	25	0	25	5	0	5	0	4	4
AR	0	2	2	17	0	17	0	11	11
AZ	7	0	7	14	0	14	1	42	43
CA	10	1	11	35	4	39	8	65	73
CO	2	0	2	27	2	29	3	19	22
CT	2	0	2	3	0	3	0	1	1
DC	8	3	11	3	1	4	2	1	3
DE	0	1	1	1	2	3	1	0	1
FL	42	6	48	70	8	78	14	31	45
GA	14	3	17	20	8	28	5	14	19
HI	0	0	0	0	0	0	0	0	0
IA	1	0	1	0	0	0	0	2	2
ID	1	1	2	4	1	5	0	17	17
IL	14	2	16	11	3	14	5	10	15
IN	10	5	15	14	2	16	4	12	16
KS	2	0	2	13	0	13	0	20	20
KY	16	2	18	7	2	9	3	8	11
LA	1	3	4	8	1	9	0	10	10
MA	2	0	2	4	0	4	0	5	5
MD	11	3	14	21	2	23	4	7	11
ME	2	0	2	1	0	1	0	1	1
MI	12	3	15	29	2	31	4	30	34
MN	7	0	7	19	4	23	3	17	20
MO	4	0	4	21	0	21	1	24	25
MS	13	0	13	8	1	9	0	8	8
MT	0	0	0	5	0	5	0	12	12
NC	39	2	41	56	2	58	5	1	6
ND	0	0	0	2	0	2	0	0	0
NE	0	0	0	1	0	1	0	10	10
NH	0	0	0	1	0	1	0	0	0
NJ	1	0	1	6	0	6	2	3	5
NM	1	0	1	5	1	6	0	14	14
NV	14	0	14	4	0	4	0	3	3
NY	4	18	22	10	24	34	29	16	45
OH	19	11	30	9	15	24	12	26	38
OK	2	0	2	30	0	30	0	22	22
OR	3	1	4	4	0	4	1	17	18
PA	5	4	9	10	3	13	2	20	22
RI	0	0	0	0	0	0	0	0	0
SC	216	0	216	84	0	84	0	54/10	54/10
SD	0	0	0	4	0	4	0	4	4
TN	10	0	10	16	2	18	4	84	88
TX	8	7	15	60	14	74	20	112	132
UT	1	1	2	1	1	2	0	5	5
VA	14	0	14	5	0	5	0	2	2
VT	1	0	1	0	0	0	0	2	2
WA	6	0	6	2	0	2	0	14/0	14/0
WI	8	3	11	24	1	25	0	11	11
WV	5	0	5	1	0	1	0	0	0
WY	0	0	0	2	0	2	0	3	3
<b>Total</b>	<b>563</b>	<b>82</b>	<b>645</b>	<b>697</b>	<b>106</b>	<b>803</b>	<b>133</b>	<b>794</b>	<b>927</b>
<b>Minus</b>	<b>SC&amp;WA update</b>						<b>133</b>	<b>736</b>	<b>869</b>

**Table 2: Comparison of U.S. Public Single-sex and Coed Schools with Single-sex Classes by School Level and State in 2007-9, 2011-12, and 2013-17**

Female and Male single-sex schools are designated after the totals by parentheses. If there are 2 or more Female (F) or Male (M) schools in that state, the number would be indicated by F-2 meaning 2 all-female schools at that school level.

State	All Schools			Elementary Schools			Middle Schools			High Schools		
	'07-'09	'11-'12	'13-'17	'07-'09	'11-'12	'13-'17	'07-'09	'11-'12	'13-'17	'07-'09	'11-'12	'13-'17
AK	1	2	0	0	1	0	1	1	0	0	0	0
AL	25	5	4	10	2	2	14	3	2	1	0	0
AR	2	17	11	0	4	3	2 (M, F)	2	2	0	11	6
AZ	7	14	43	1	2	12	4	4	15	2	8	16 (F)
CA	11	39	68	3	2	7	5	11	28 (F-3, M-2)	3 (F)	26 (F-4)	25 (F-3)
CO	2	29	21	0	3	2	1	10 (F)	5 (M, F)	1	16 (F)	14 (F)
CT	2	3	1	1	1	0	1	1	1	0	1	0
DC	11	4	3	8	2 (F)	1 (F)	2	2	1	1	0	1 (M)
DE	1	3	1	0	1 (F)	0	1(M)	1 (M)	1 (M)	0	1	0
FL	48	78	45	21 (M)	37 (F, M)	19 (F)	18	27 (F-4, M)	16 (F-6, 4-M)	9 (F-3, M-2)	14 (M)	10 (F-3)
GA	17	28	19	5	8 (F, M)	7 (F-2)	10(F-2, M)	16 (F-2, M-2)	10 (F, M-2)	2	4 (F, M)	2
HI	0	0	0	0	0	0	0	0	0	0	0	0
IA	1	0	2	1	0	0	0	0	0	0	0	2
ID	2	5	17	1	1	2	0	2	6	1 (F)	2 (F)	9
IL	16	14	16	4	2	2	7	6 (F)	5	5 (F, M)	6 (M-2)	9 (F-2), (M-3)
IN	15	16	16	7 (F-2, M-2)	4 (M)	4 (F, M)	8 (M)	10 (F)	6 (M)	0	2	6 (F)
KS	2	13	20	2	1	2	0	4	10	0	8	8
KY	18	9	11	5	2	2	9 (F, M)	4 (F, M)	4 (F, M-2)	4	3	5
LA	4	9	10	0	1	2	1	4 (M)	2	3 (F, M-2)	4	6
MA	2	4	5	0	2	1	2	2	1	0	0	3
MD	14	23	11	5	3	0	4 (F, M)	11 (F)	4 (F, M-2)	5 (F)	9 (F)	7 (F)
ME	2	1	1	1	1	0	0	0	0	1	0	1
MI	15	31	34	3	8 (F)	4 (F)	9	13 (M)	13 (F, M-2)	3 (F-2, M)	10	17
MN	7	23	21	1	4 (M)	3	5	12 (F-3)	10 (F-2)	1	7	8
MO	4	21	20	3	3	5	1	5	7 (F)	0	13	12

State	All Schools			Elementary Schools			Middle Schools			High Schools		
	'07-'09	'11-'12	'13-'17	'07-'09	'11-'12	'13-'17	'07-'09	'11-'12	'13-'17	'07-'09	'11-'12	'13-'17
MS	13	9	8	4	3	2	0	4 (M)	1	0	2	5
MT	0	5	12	0	1	2	7	1	5	2	3	5
NC	41	58	7	17	15	1	15	9	4 (F-2, M)	9 (F, M)	34 (F, M)	2 (F, M)
ND	0	2	0	0	0	0	0	1	0	0	1	0
NE	0	1	10	0	0	2	0	0	4	0	1	4
NH	0	1	0	0	1	0	0	0	0	0	0	0
NJ	1	6	5	0	2	2	1	3	2 (F, M)	0	1	1
NM	1	6	14	0	0	3	1	4 (F-1)	4	0	2	7
NV	14	4	3	8	4	0	5	0	3	1	0	0
NY	22	34	45	7 (F-4,M-2)	10 (F-5, M-3)	14 (F-5, M-4)	9 (F-6)	18 (F-8, M-4)	21 (F-7, M-7)	6 (F, M-5)	6 (F-3, M)	10 (F-3), (M-3)
OH	30	24	38	14 (F-4,M-4)	11 (F-4, M-5)	21 (F-4, M-4)	12 (F,M)	9 (F-3, M-2)	10 (F-2, M)	4 (M)	4 (M)	7 (M)
OK	2	30	22	0	18	11	2	6	6	0	6	5
OR	4	4	18	0	1	2	2 (F)	0	7 (M)	2	3	9
PA	9	13	23	4	5	2	1	4 (F)	14 (M)	4 (F-2, M-2)	4 (F, M)	6 (F)
RI	0	0	0	0	0	0	0	0	0	0	0	0
SC	216	83	55	87	47	19	109	32	24	20	5	12
SD	0	4	4	0	0	0	0	2	3	0	2	1
TN	10	18	88	3	3	10	5	7 (F, M)	53 (F-2, M-2)	2	8	25
TX	15	74	130	1	27(F, M)	18	11(F-4, M-3)	30 (F-7, M)	78 (F-11, M-8)	3	17 (F-2, M-2)	34 (F)
UT	2	2	5	0	0	2	1	1	2	1 (F)	1 (F)	1
VA	14	5	2	5	1	0	8	1	1	1	3	1
VT	1	0	2	0	0	1	1	0	0	0	0	0
WA	6	2	14	3	0	1	1	1	3	2	1	10
WI	11	25	11	0	3	3	4	8 (F)	2	7 (F-3)	14	6
WV	5	1	0	1	0	0	4	1	0	0	0	0
WY	0	2	3	0	0	0	0	1	0	0	1	3
<b>Total</b>	<b>645</b>	<b>803</b>	<b>927</b>	<b>236</b>	<b>247</b>	<b>196</b>	<b>304</b>	<b>294</b>	<b>398</b>	<b>106</b>	<b>264</b>	<b>323</b>

## List 1: Coed Public Schools with Single-sex Academic Classes from 2013-14 CRDC Responses, Organized by State (with some updates to 2017)

This is the key list of coed schools with single-sex that we hope our readers will help us continue to verify and update.

### Color code key:

**Yellow Highlight indicates end of single-sex classes by 2017-18** It applies to six schools in Broward County FL related to the settlement of the ACLU complaint. Note two of these schools were not on the CRDC 2013-14 as indicated by the red font. ACLU also helped end single-sex classes in two elementary schools in Beloit, Wisconsin. These two WI schools were included in the total of 11 Wisconsin coed schools with single-sex classes for 2013-14 in Table 1. In some other states we identified some additional coed schools with single-sex classes (see red font) that we yellow highlighted if we learned that their single-sex classes ended by 2017.

To show the importance of full state level verification, we indicated an additional deduction of 58 yellow highlighted coed schools with single-sex classes from South Carolina (44) and Washington State (14) in the bottom line “minus updated SC & WA” totals in Table 1. (Note, this List 1 is more current than List 2: Coed Public Schools with Single-sex Academic Classes. The only update of this List 2 is in Appendix F with revised WA state information.)

**Green Highlight in List 1 indicates confirmed continuation of single-sex classes for 2017-18.** This was used for 10 South Carolina Schools.

**Pink highlight in List 1, indicates that ACLU filed a complaint against the coed school with single-sex classes, but we do not know the result. Some of these schools were not included in the 2013-14 CRDC reports.**

**Blue Highlight** indicates the school had less than 100 students but the school was included in the totals since this procedure was used in previous data tracking years.

**Red font indicates new addition to list since the school was not included in 2013-14 CRDC. Since many of these coed schools ended their single sex classes by 2017-18 they were usually not counted in the state totals in Table 1.** In South Carolina these schools were identified when they informed the SEA that they had single-sex academic classes in 2014-15.

Some of the Dual Academies not included in the list from the 2013-14 CRDC include: Coral Community Charter, Albuquerque, NM and Wesley International Academy, Atlanta, GA, Young Oak Kim Academy in LA, CA, Franklin Academy in Pembroke Pines, FL, Langston Academy in Greenville, SC, and Morningside Middle in Charleston, SC. The Best Academy in Minnesota was also added as a dual academy. Previously it was an all-boy school.

Grade levels are provided after E=Elementary, M=Middle, or H=High School when known.

**List 1: Coed Public Schools with Single-sex Academic Classes  
From 2013-14 CRDC Responses, Organized by State (with some updates to 2017)**

STATE	SCHOOL NAME	TYPE OF SCHOOL	E/M/H	CITY	RACE	URL
AL	CHANTICLEER LEARNING CENTER		E/M/H	Opelika	54% Black; 31% White; 6% Hispanic; 6% Two or More Races	<a href="http://www.lcydc.org/educationalservices.aspx">http://www.lcydc.org/educationalservices.aspx</a>
AL	INGLENOOK SCH	Public	E/M	Birmingham	98% Black	<a href="https://www.bhamcityschools.org/inglenook">https://www.bhamcityschools.org/inglenook</a>
AL	SHELBY CO INST SER CTRALT SCH PROGS	Public	M/H	Alabaster	54% White; 36% Black; 8% Hispanic	<a href="https://www.greatschools.org/alabama/alabaster/1870-Shelby-Co-Inst-Ser-Ctralt-School-Progs/">https://www.greatschools.org/alabama/alabaster/1870-Shelby-Co-Inst-Ser-Ctralt-School-Progs/</a>
AL	COLLINS-RIVERSIDE MIDDLE SCH		M		48% Black; 40% White; 7% Hispanic	
AZ	HERITAGE MIDDLE SCHOOL		M		67% White; 27% Hispanic	
AZ	NFL YET COLLEGE PREP ACADEMY		M/H		91% Hispanic	
AZ	PRESIDIO SCHOOL	Charter	E/M/H		44% Hispanic; 42% White; 6% Two or More Races; 5% Black	
AZ	NORTHLAND PREPARATORY ACADEMY	Charter	M/H		79% White; 12% Hispanic	
AZ	TUCSON PREPARATORY SCHOOL	Charter	H	Tempe	No information available	<a href="http://csschools.com/domain/55">http://csschools.com/domain/55</a>
AZ	ACADEMY OF TUCSON HIGH SCHOOL	Charter	H		No information available	
AZ	ACADEMY OF TUCSON MIDDLE SCHOOL	Charter	M		No information available	
AZ	CAREER SUCCESS HIGH SCHOOL - MAIN CAMPUS	Charter	H		77% Hispanic; 14% Black	
AZ	SOUTHGATE ACADEMY	Charter	E/M/H		80% Hispanic; 9% White; 7% American Indian/Alaska Native	
AZ	EASTPOINTE HIGH SCHOOL	Charter	H		41% Hispanic; 30% White; 14% Two or More Races; 7% Black	
AZ	PACE PREPARATORY ACADEMY	Charter	H		65% White; 27% Hispanic	
AZ	HARVEST PREPARATORY ACADEMY	Charter	E/M/H		87% Hispanic; 8% White	
AZ	HARVEST PREPARATORY ACADEMY SAN LUIS AZ	Charter	E/M/H		97% Hispanic	
AZ	PAN-AMERICAN CHARTER SCHOOL	Charter	E/M/H		98% Hispanic	
AZ	DESERT MARIGOLD SCHOOL	Charter	E/M/H		73% White; 13% Hispanic	
AZ	GLOBE EDUCATION CENTER		M/H		***	
AZ	DESERT HEIGHTS CHARTER SCHOOL	Charter	E		63% White; 20% Hispanic; 7% Two or More Races	
AZ	DESERT HEIGHTS PREPARATORY ACADEMY	Charter	M/H		58% White; 26% Hispanic; 7% Black	
AZ	BLUEPRINT HIGH SCHOOL	Charter	H		68% Hispanic; 12% White; 8% Black	

STATE	SCHOOL NAME	TYPE OF SCHOOL	E/M/H	CITY	RACE	URL
AZ	HOPE HIGH SCHOOL	Charter	H		50% Black; 26% White; 23% Hispanic	
AZ	SAGE ACADEMY	Charter	E/M		55% White; 20% Hispanic; 14% Black	
AZ	ADAMS TRADITIONAL ACADEMY	Charter	E/M		70% White; 13% Asian; 10% Hispanic	
AZ	HIKI HIGH SCHOOL	Charter	H			
AZ	GREAT HEARTS ACADEMIES - ANTHEM PREP	Charter	E/M/H		81% White; 7% Hispanic; 7% Asian	
AZ	LEADING EDGE ACADEMY SAN TAN	Charter	M			
AZ	WESTERN INSTITUTE FOR LEADERSHIP DEVELOPMENT	Charter	H		****	
AZ	JOHN M ANDERSEN JR HIGH SCHOOL		M	Chandler	45% White; 39% Hispanic; 6% Black	<a href="http://cusd80.com/Page/2797">http://cusd80.com/Page/2797</a>
AZ	BRADSHAW MOUNTAIN MIDDLE SCHOOL		M		68% White; 25% Hispanic	<a href="#">1</a>
AZ	COYOTE SPRINGS ELEMENTARY SCHOOL	Charter	E		74% White; 20% Hispanic	
AZ	GLASSFORD HILL MIDDLE SCHOOL	Charter	M		60% White; 34% Hispanic	
AZ	LIBERTY TRADITIONAL SCHOOL		E/M		65% White; 31% Hispanic	
AZ	J. O. COMBS MIDDLE SCHOOL		M		61% White; 29% Hispanic	
AZ	COMBS HIGH SCHOOL		H		61% White; 30% Hispanic	
AZ	ALTAR VALLEY MIDDLE SCHOOL		M		54% Hispanic; 35% White	
AZ	PAYSON HIGH SCHOOL		H		78% White; 17% Hispanic	
AZ	BLUE RIDGE JR HIGH SCHOOL		H		56% White; 23% Hispanic; 14% American Indian/Alaska Native	
AZ	PRESCOTT HIGH SCHOOL		H		81% White; 13% Hispanic	
AZ	ROUND VALLEY MIDDLE SCHOOL		M		69% White; 24% Hispanic	
AZ	ROUND VALLEY HIGH SCHOOL		H		71% White; 23% Hispanic	
AZ	SHOW LOW JUNIOR HIGH SCHOOL		M		78% White; 14% Hispanic	
AZ	SNOWFLAKE HIGH SCHOOL		H		82% White; 8% Hispanic; 6% American Indian/Alaska Native	
AZ	SNOWFLAKE JUNIOR HIGH SCHOOL		M		78% White; 13% Hispanic	
AR	RIVERSIDE HIGH SCHOOL		H		93% White	
AR	NEVADA HIGH SCHOOL		H	Rosston	55% White; 35% Black	<a href="http://nevadaschooldistrict.net/High%20School.html">http://nevadaschooldistrict.net/High%20School.html</a>
AR	EMERSON HIGH SCHOOL		H		66% White; 27% Black	
AR	TAYLOR HIGH SCHOOL		H		94% White	
AR	BERGMAN MIDDLE SCHOOL		M		94% White	
AR	FAIRVIEW ELEMENTARY SCHOOL		E	Fort Smith	60% Black; 34% White	<a href="http://www.fortsmithschools.org/fairview/Home.aspx">http://www.fortsmithschools.org/fairview/Home.aspx</a>

STATE	SCHOOL NAME	TYPE OF SCHOOL	E/M/H	CITY	RACE	URL
AR	THE ACADEMIES AT JONESBORO HIGH SCHOOL	Charter	H		52% White; 40% Black; 7% Hispanic	
AR	MARSHALL HIGH SCHOOL		H		92% White	
AR	SOUTHSIDE ELEMENTARY SCHOOL		E		60% White; 26% Hispanic; 6% American Indian/Alaska Native	
AR	DELBERT PETE & PAT ALLEN ELE		E	Siloam Springs	57% White; 30% Hispanic; 5% American Indian/Alaska Native	<a href="http://southside.siloamschools.com/">http://southside.siloamschools.com/</a>
AR	VALLEY VIEW JR. HIGH SCHOOL		M		88% White	
CA	GRANITE HILLS HIGH		H		40% Hispanic; 39% White; 12% Black	
CA	VANGUARD PREPARATORY		E/M		57% White; 35% Hispanic	
CA	SITTING BULL ACADEMY		E/M		44% White; 39% Hispanic; 9% Black	
CA	THOMPSON MIDDLE		M		56% White; 30% Hispanic	
CA	MONTE VISTA ELEMENTARY		E		39% White; 31% Hispanic; 12% Asian; 7% Black	
CA	VISTA MURRIETA HIGH		H		39% White; 32% Hispanic; 11% Asian; 8% Black	
CA	DOS PALOS HIGH		H		74% Hispanic; 22% White	
CA	SAN MARCOS HIGH SCHOOL		H		54% Hispanic; 36% White	
CA	GILBERT HIGH (CONTINUATION)		H		82% Hispanic; 9% White	
CA	WEST VALLEY HIGH		H	Cottonwood	76% White; 13% Hispanic	<a href="http://www.wveagles.net/?PageName=bc&amp;n=77408">http://www.wveagles.net/?PageName=bc&amp;n=77408</a>
CA	CAPISTRANO VALLEY HIGH		H	Mission Viejo	57% White; 28% Hispanic; 8% Asian	<a href="http://www.cvhs.com">http://www.cvhs.com</a>
CA	DANA HILLS HIGH		H	Dana Point	64% White; 24% Hispanic	<a href="http://www.dhhs.net/">http://www.dhhs.net/</a>
CA	SAN CLEMENTE HIGH		H	San Clemente	67% White; 23% Hispanic	<a href="http://www.scritons.com/">http://www.scritons.com/</a>
CA	JUNIPERO SERRA HIGH		H	San Juan Capistrano		<a href="http://serra.capousd.ca.schoolloop.com/">http://serra.capousd.ca.schoolloop.com/</a>
CA	ALISO NIGUEL HIGH		H	Aliso Viejo	59% White; 16% Hispanic; 14% Asian; 7% Two or More Races	<a href="http://anhscapousd-ca.schoolloop.com/">http://anhscapousd-ca.schoolloop.com/</a>
CA	ALISO VIEJO MIDDLE		M		59% White; 19% Hispanic; 9% Asian; 9% Two or More Races	
CA	TESORO HIGH		H	Las Flores	73% White; 11% Hispanic; 9% Asian	<a href="http://www.tesorohighschool.com/">http://www.tesorohighschool.com/</a>
CA	SAN JUAN HILLS HIGH		H	San Juan Capistrano	56% White; 33% Hispanic	<a href="http://sjhhs.org/">http://sjhhs.org/</a>
CA	CALIFORNIA PREPARATORY ACADEMY		E/M/H	San Juan Capistrano	70% White; 13% Hispanic; 10% Two or More Races	
CA	CENTRAL HIGH EAST CAMPUS		H		51% Hispanic; 19% Asian; 15% White; 10% Black	
CA	CENTRAL HIGH WEST CAMPUS		H		65% Hispanic; 32% White	
CA	SOUTHWEST HIGH		H		90% Hispanic	



STATE	SCHOOL NAME	TYPE OF SCHOOL	E/M/H	CITY	RACE	URL
CA	DON ANTONIO LUGO HIGH		H		76% Hispanic; 15% White	
CA	RAMONA JUNIOR HIGH		H	Chino	85% Hispanic; 10% White	<a href="http://www.chinok12.ca.us/Ramona">http://www.chinok12.ca.us/Ramona</a>
CA	CHINO HILLS HIGH		H	Chino Hills	41% Hispanic; 30% White; 18% Asian	<a href="http://www.chino.k12.ca.us/Domain/38">http://www.chino.k12.ca.us/Domain/38</a>
CA	COALINGA HIGH		H		82% Hispanic; 13% White	
CA	WEST COTTONWOOD JUNIOR HIGH		M		77% White; 12% Hispanic	
CA	FORT BRAGG MIDDLE		M		48% White; 43% Hispanic	
CA	JAMES IRVINE INTERMEDIATE		M		50% Hispanic; 44% Asian	
CA	GILROY HIGH		H		77% Hispanic; 16% White	
CA	KERMAN HIGH		H		80% Hispanic; 12% White	
CA	RAFER JOHNSON JUNIOR HIGH	Charter	M		63% Hispanic; 29% White	
CA	CALABASAS HIGH		H	Calabasas	79% White; 7% Hispanic; 7% Asian	<a href="http://calabasashigh.net/">http://calabasashigh.net/</a>
CA	LIVE OAK HIGH		H		56% Hispanic; 26% White; 14% Asian	
CA	VANDENBERG MIDDLE		M	Vandenberg Air Force Base	51% Hispanic; 35% White	<a href="http://www.lusd.org/site/Default.aspx?PageID=1763">http://www.lusd.org/site/Default.aspx?PageID=1763</a>
CA	LINDHURST HIGH		H		50% Hispanic; 25% White; 16% Asian	
CA	MCSWAIN ELEMENTARY		E		46% White; 41% Hispanic; 6% Asian	
CA	RANCHO MILPITAS MIDDLE		M		58% Asian; 24% Hispanic; 7% White	
CA	GOLDEN VALLEY HIGH		H		58% Hispanic; 18% White; 15% Asian	
CA	ATWATER HIGH		H		75% Hispanic; 17% White	
CA	EL CAPITAN HIGH SCHOOL		H		59% Hispanic; 17% White; 14% Asian	
CA	EL DORADO MIDDLE		M		50% Hispanic; 28% White; 9% Asian; 6% Black	
CA	NAPA HIGH		H		58% Hispanic; 36% White	
CA	MADISON PARK ACADEMY 6-12		M/H		75% Hispanic; 21% White	
CA	MONTERA MIDDLE		M		35% Black; 24% White; 20% Hispanic	
CA	ELMHURST COMMUNITY PREP		M		58% Hispanic; 31% White	
CA	WEST OAKLAND MIDDLE		M		68% Black; 10% White; 8% Black	
CA	CASTLEMONT HIGH		H		50% Hispanic; 40% Black	
CA	FREMONT HIGH		H		54% Hispanic; 28% Black; 9% Asian	
CA	PITTSBURG SENIOR HIGH		H		57% Hispanic; 22% Black; 10% Asian; 6% White	
CA	BERNARDO YORBA MIDDLE		M		59% White; 25% Hispanic; 10% White	

STATE	SCHOOL NAME	TYPE OF SCHOOL	E/M/H	CITY	RACE	URL
CA	TRAVIS RANCH		E/M	Yorba Linda	63% White; 18% Hispanic; 13% Asian	
CA	MARY P. HENCK INTERMEDIATE		M		62% White; 29% Hispanic	
CA	SERRANO INTERMEDIATE		M		50% White; 30% Hispanic; 9% Asian	
CA	RIO VISTA ELEMENTARY		E		74% Hispanic; 14% Black	
CA	DEL VALLEJO MIDDLE		M		62% Hispanic; 25% Black	
CA	SAN JACINTO LEADERSHIP ACADEMY – MAGNET		M	San Jacinto	62% Hispanic; 22% White; 8% Two or More Races	<a href="http://www.sanjacinto.k12.ca.us/">http://www.sanjacinto.k12.ca.us/</a>
CA	ABRAXIS CHARTER	Charter	H	Santa Rosa	No information available	
CA	ROYAL HIGH		H		57% White; 34% Hispanic	
CA	QUAIL VALLEY MIDDLE		M	Phelan	48% Hispanic; 33% White; 11% Black	<a href="http://www.snowlineschools.com/">http://www.snowlineschools.com/</a>
CA	TAFT UNION HIGH		H		52% White; 40% Hispanic	
CA	ROOSEVELT MIDDLE		M		50% Hispanic; 34% White	
CA	WALNUT CREEK INTERMEDIATE		M		62% White; 17% Asian; 13% Hispanic	
CA	WILLOWS INTERMEDIATE		M		46% Hispanic; 43% White	
CA	DOUGLASS MIDDLE		M		66% Hispanic; 23% White; 7% Asian	
CA	Young Oak Kim Academy -N but end 2017-18	Charter-Former Dual Academy	M		Latinx	
CO	THOMAS MACLAREN STATE CHARTER SCHOOL	Charter	M/H	Colorado Springs	66% White; 18% Hispanic; 8% Black	<a href="http://www.maclarenschool.org/">http://www.maclarenschool.org/</a>
CO	AXL ACADEMY	Charter	E/M		37% Hispanic; 28% White; 26% Black	
CO	CANON CITY HIGH SCHOOL		H	Canon City	85% White; 9% Hispanic	<a href="http://www.canoncitieschools.org/education/school/school.php?sectionid=2036">http://www.canoncitieschools.org/education/school/school.php?sectionid=2036</a>
CO	THE VANGUARD SCHOOL (MIDDLE)	Charter	M		57% White; 21% Hispanic; 9% Two or More Races	
CO	NORTHEAST ELEMENTARY SCHOOL		E		80% White; 11% Hispanic	
CO	HIGHLANDS RANCH HIGH SCHOOL		H		73% White; 13% Hispanic; 6% Asian	
CO	JAMES IRWIN CHARTER MIDDLE SCHOOL	Charter/Dual Academy	M	Colorado Springs	39% Hispanic; 39% White; 8% Black; 6% Asian	<a href="http://www.jamesirwin.org">http://www.jamesirwin.org</a>
CO	EVERGREEN HIGH SCHOOL		H	Evergreen	90% White	<a href="http://www.evergreencougars.net/">http://www.evergreencougars.net/</a>
CO	POMONA HIGH SCHOOL		H		65% White; 26% Hispanic	
CO	CHATFIELD HIGH SCHOOL		H	Littleton	80% White; 12% Hispanic	<a href="http://sites.google.com/a/jesscoschools.us/chargerpride/">http://sites.google.com/a/jesscoschools.us/chargerpride/</a>
CO	RALSTON VALLEY SENIOR HIGH SCHOOL		H	Arvada	81% White; 11% Hispanic	<a href="http://sites.google.com/a/jesscoschools.us/ralston-valley-high-school/home">http://sites.google.com/a/jesscoschools.us/ralston-valley-high-school/home</a>
CO	ARAPAHOE HIGH SCHOOL		H	Centennial	82% White; 10% Hispanic	<a href="http://arapahoe.littletonpublicschools.net/Default.aspx?tabid=11819">http://arapahoe.littletonpublicschools.net/Default.aspx?tabid=11819</a>

STATE	SCHOOL NAME	TYPE OF SCHOOL	E/M/H	CITY	RACE	URL
CO	OPTIONS SECONDARY PROGRAM		M/H	Littleton	69% White; 24% Hispanic	
CO	BERTHOUD HIGH SCHOOL		H	Berthoud	87% White; 9% Hispanic	<a href="http://thompson.k12.co.us/Domain/35">http://thompson.k12.co.us/Domain/35</a>
CO	LOVELAND HIGH SCHOOL		H	Loveland	74% White; 18% Hispanic	<a href="http://thompson.k12.co.us/loveland">http://thompson.k12.co.us/loveland</a>
CO	THOMPSON VALLEY HIGH SCHOOL		H	Loveland	80% White; 15% Hispanic	<a href="http://www.thompsonschoo.org/thompsonvalley">http://www.thompsonschoo.org/thompsonvalley</a>
CO	MOUNTAIN VIEW HIGH SCHOOL		H	Loveland	74% White; 20% Hispanic	<a href="http://tsd.schoolwires.net/mountainview">http://tsd.schoolwires.net/mountainview</a>
CO	SHERIDAN HIGH SCHOOL		H		74% Hispanic; 16% White	
CO	STRASBURG HIGH SCHOOL		H		85% White; 11% Hispanic	
CT	JOHN F. KENNEDY MIDDLE SCHOOL		M		76% White; 10% Hispanic; 5% Black	
DC	KIPP DC AIM PCS ACADEMY PCS	Charter	M	Washington	98% Black	<a href="http://www.kippdc.org/our-schools/kipp-dc-aim-academy/">http://www.kippdc.org/our-schools/kipp-dc-aim-academy/</a>
FL	SPRINGFIELD ELEMENTARY SCHOOL		E	Panama City	45% White; 40% Black	<a href="http://www.bayschools.com/site/Home.aspx">http://www.bayschools.com/site/Home.aspx</a>
FL	DILLARD ELEMENTARY SCHOOL		E-5	Broward	96% Black	
FL	CHARLES DREW ELEMENTARY SCHOOL		E-5	Broward	66% Black; 29% Hispanic	
FL	POMPANO BEACH ELEMENTARY SCHOOL		E		62% Black; 18% Hispanic; 15% White	
FL	NOVA HIGH SCHOOL		H 9-10	Broward	45% Black; 23% White; 21% Hispanic	
FL	BOYD H. ANDERSON HIGH SCHOOL		H-9	Broward	91% Black	
FL	ROBERT E. LEE HIGH SCHOOL		H		64% Black; 22% White; 6% Hispanic	
FL	ANDREW JACKSON HIGH SCHOOL		H		91% Black	
FL	LAKE SHORE MIDDLE SCHOOL		M		55% Black; 27% White; 10% Hispanic	
FL	EUGENE BUTLER MIDDLE SCHOOL		M		80% Black; 12% White	
FL	MATTHEW W. GILBERT MIDDLE SCHOOL		M		88% Black	
FL	CARTER G. WOODSON ELEMENTARY SCHOOL		M	Jacksonville	97% Black	<a href="http://www.duvalschools.org/woodson">http://www.duvalschools.org/woodson</a>
FL	JEFFERSON DAVIS MIDDLE SCHOOL		M		61% Black; 21% White; 9% Hispanic	
FL	EDWARD H. WHITE HIGH SCHOOL		H		57% Black; 30% White	
FL	WESTSIDE ELEMENTARY SCHOOL	Dual Academy ?	E	Daytona Beach/Hernando?	54% Hispanic; 25% Black; 17% White	<a href="http://myvolusiaschools.org/school/Westside/Pages/default.aspx">http://myvolusiaschools.org/school/Westside/Pages/default.aspx</a>
FL	SEBRING HIGH SCHOOL		H		60% White; 21% Hispanic; 12% White	
FL	FOREST HILLS ELEMENTARY SCHOOL		E	West Palm Beach	42% Hispanic; 31% Black; 20% White	<a href="http://foresthills.mysdhc.org/">http://foresthills.mysdhc.org/</a>
FL	JUST ELEMENTARY		E		84% Black; 10% Hispanic	
FL	LANIER ELEMENTARY SCHOOL		E	Tampa	37% Hispanic; 34% White; 13% Black	
FL	ROBLES ELEMENTARY SCHOOL		E	Tampa	82% Black; 9% Hispanic	<a href="http://robles.mysdhc.org/">http://robles.mysdhc.org/</a>

STATE	SCHOOL NAME	TYPE OF SCHOOL	E/M/H	CITY	RACE	URL
FL	SHORE ELEMENTARY MAGNET SCHOOL	Magnet	E	Tampa	50% Black; 24% Hispanic; 20% White	<a href="http://shore.mysdhc.org/">http://shore.mysdhc.org/</a>
FL	WOODBRIIDGE ELEMENTARY SCHOOL		E	Tampa	72% Hispanic; 14% White; 6% Black	<a href="http://woodbridge.mysdhac.org/">http://woodbridge.mysdhac.org/</a>
FL	BLAKE HIGH SCHOOL	Magnet	H	Tampa	51% Black; 29% White; 25% Hispanic	<a href="http://blake.mysdhc.org/">http://blake.mysdhc.org/</a>
FL	JAMES ELEMENTARY SCHOOL		E	Tampa	83% Black; 12% Hispanic	<a href="http://james.mydhc.org/">http://james.mydhc.org/</a>
FL	SCHMIDT ELEMENTARY SCHOOL		E	Bradon	38% Hispanic; 28% White; 25% Black	<a href="http://schmidt.mydhc.org/">http://schmidt.mydhc.org/</a>
FL	WASHINGTON ELEMENTARY SCHOOL		E		74% Black; 20% Hispanic	
FL	ORANGEWOOD ELEMENTARY SCHOOL		E		35% Black; 30% Hispanic; 25% White	
FL	SPRINGWOOD ELEMENTARY SCHOOL		E		63% Black; 26% White	
FL	BOND ELEMENTARY SCHOOL		E	Tallahassee	95% Black	<a href="http://bondelementary.net/">http://bondelementary.net/</a>
FL	PAHOKEE MIDDLE-SENIOR HIGH		M/H		61% Black; 36% Hispanic	
FL	WOODWARD AVENUE ELEMENTARY SCHOOL		E	West DeLand	63% White; 16% Black; 15% Hispanic	<a href="http://myvolusiaschools.org/school/Woodward">http://myvolusiaschools.org/school/Woodward</a>
FL	FRANKLIN ACADEMY-N	Charter Dual Academy	E	Pembroke Pines		
FL	EVERGLADES HIGH-N		H 9-10	Broward		
FL	MARTIN LUTHER KING, JR. -N		E-4	Broward		
GA	HUBERT MIDDLE SCHOOL		M	Savannah	91% Black	<a href="http://internet.savannah.chatham.k12.ga.us/schools/hms/">http://internet.savannah.chatham.k12.ga.us/schools/hms/</a>
GA	GRIFFIN MIDDLE SCHOOL		M		46% Hispanic; 35% Black; 12% White	
GA	FLOYD MIDDLE SCHOOL		M		47% Black; 36% Hispanic; 11% White	
GA	BRUMBY ELEMENTARY SCHOOL		E		57% Black; 25% Hispanic; 7% White	
GA	HILMGROVE HIGH SCHOOL		H		59% White; 29% Black	
GA	DEVEREUX ACKERMAN ACADEMY	Charter	E/M/H		No information available	
GA	WOODLAND MIDDLE SCHOOL		M		86% Black; 11% Hispanic	
GA	AMANA ACADEMY SCHOOL	Charter	E/M	Alpharetta	35% Black; 33% White; 18% Asian	<a href="http://www.amanaacademy.org/">http://www.amanaacademy.org/</a>
GA	JENKINS COUNTY MIDDLE SCHOOL		M		56% Black; 37% White	
GA	NEWBERN MIDDLE SCHOOL		M		93% Black	
GA	WILKINSON COUNTY HIGH SCHOOL		H		64% Black; 33% White	
GA	WILKINSON COUNTY MIDDLE SCHOOL		M	McIntyre	57% Black; 37% White	<a href="http://wilkinsoncountymiddle.ga.wcm.schoolinsites.com/">http://wilkinsoncountymiddle.ga.wcm.schoolinsites.com/</a>
GA	WILKINSON COUNTY ELEMENTARY SCHOOL		E	Irwinton	56% Black; 35% White	<a href="http://www.wilkinson.k12.ga.us/">http://www.wilkinson.k12.ga.us/</a>
GA	WESLEY International (Dual ) Academy	Charter	E k-8	Atlanta	74% Black; 15% White, 5% Hispanic	<a href="http://Wesleyacademy.org">Wesleyacademy.org</a> Single gender classes
ID	BLACKFOOT HIGH SCHOOL		H		66% White; 20% Hispanic; 9% American Indian/Alaska Native	
ID	COUNCIL JR-SR HIGH SCHOOL		H		91% White	

STATE	SCHOOL NAME	TYPE OF SCHOOL	E/M/H	CITY	RACE	URL
ID	CULDESAC SCHOOL		E/M/H		70% White; 19% American Indian/Alaska Native; 10% Two Races	
ID	NORTH FREMONT JR-SR HIGH SCHOOL		M/H		85% White; 13% Hispanic	
ID	SOUTH FREMONT JR HIGH		M		82% White; 14% Hispanic	
ID	MIDDLETON HEIGHTS ELEMENTARY-End 2017 Dual Academy		E	Middleton	70% White; 8% Hispanic; 8% American Indian/Alaska Native	<a href="http://hts.msd134.org/">http://hts.msd134.org/</a>
ID	NEW PLYMOUTH MIDDLE SCHOOL		M		80% White; 16% Hispanic	
ID	NEW PLYMOUTH HIGH SCHOOL		H		83% White; 13% Hispanic	
ID	PAYETTE HIGH SCHOOL		H		65% White; 28% Hispanic	
ID	MC CAIN MIDDLE SCHOOL		M		64% White; 32% Hispanic	
ID	HIGHLAND HIGH SCHOOL		H		81% White; 7% Hispanic; 7% American Indian/Alaska Native	
ID	POCATELLO HIGH SCHOOL		H		83% White; 10% Hispanic	
ID	CENTURY HIGH SCHOOL		H		85% White; 7% Hispanic	
ID	POST FALLS HIGH SCHOOL		H		89% White	
ID	POST FALLS MIDDLE SCHOOL		M		89% White	
ID	NEW VISION ALTERNATIVE		H		90% White	
ID	RIVER CITY MIDDLE SCHOOL		M		89% White	
IL	DALLAS CITY ELEM SCHOOL		E		95% White	
IL	GLENWOOD ELEM SCH & ACADEMY		E		50% Black; 29% White; 18% Hispanic	
IL	WEST AURORA HIGH SCHOOL		H		49% Hispanic; 32% White; 12% Black	
IL	COLLINSVILLE MIDDLE SCHOOL		M		65% White; 19% Hispanic; 11% Black	
IL	SOUTHWOOD MIDDLE SCHOOL		M		97% Black	
IL	MACARTHUR HIGH SCHOOL		H		46% Black; 40% White; 11% Two or More Races	
IL	WASHINGTON JUNIOR HIGH		M		97% Black	
IL	ELVERADO JUNIOR HIGH SCHOOL		M		92% White	
IL	WINSTON CAMPUS JR HIGH		M		48% White; 40% Hispanic; 6% Asian	
IL	PARIS COOPERATIVE HIGH SCHOOL 4		H		99% White	
IN	HOMESTEAD SENIOR HIGH SCHOOL		H		83% White; 5% Hispanic; 5% Black	
IN	CHARLES A TINDLEY ACCELERATED SCH	Charter	H	Indianapolis	96% Black	
IN	CAREER ACADEMY AT SOUTH BEND	Charter	M/H	South Bend	47% White; 27% Black; 14% Hispanic	

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IN	GOSHEN HIGH SCHOOL		H		49% White; 45% Hispanic	
IN	GREENSBURG COMMUNITY JR HIGH		M	Greensburg	93% White	<a href="http://www.greensburg.k12.in.us/gjhs/">http://www.greensburg.k12.in.us/gjhs/</a>
IN	RIVERVIEW SCHOOL		M	Huntington	95% White	<a href="http://riverview.kccsc.k12.in.us/">http://riverview.kccsc.k12.in.us/</a>
IN	MISHAWAKA HIGH SCHOOL		H		84% White; 6% Hispanic	
IN	NEW PRAIRIE MIDDLE SCHOOL		M		88% White; 10% Hispanic	
IN	WASHINGTON HIGH SCHOOL		H		44% Black; 27% Hispanic; 20% White	
IN	SOUTHEAST FOUNTAIN ELEMENTARY		E		91% White	
IN	SUNMAN-DEARBORN MIDDLE SCHOOL		M		96% White	
IN	JEFFERSON-CRAIG ELEM SCH		E	Vevay	95% White	
IA	ROLAND-STORY HIGH SCHOOL		H		90% White	
IA	WOODBINE HIGH SCHOOL		H		92% White	
KS	SCOTT CITY HIGH		H		71% White; 24% Hispanic	
KS	CHETOPA HIGH		H		87% White; 8% American Indian/Native Alaska	
KS	CUNNINGHAM ELEM		E		93% White	
KS	DERBY HIGH SCHOOL		H	Derby	75% White; 10% Hispanic; 5% Asian; 5% Black	<a href="http://dhs.derbyschools.com/pd/derbyps_dhs/index.html">http://dhs.derbyschools.com/pd/derbyps_dhs/index.html</a>
KS	DODGE CITY HIGH SCHOOL		H	Dodge City	73% Hispanic; 21% White	<a href="http://usd443.org/high.cfm?subpage=16265">http://usd443.org/high.cfm?subpage=16265</a>
KS	FRONTENAC SR. HIGH SCHOOL		H		93% White	
KS	FRONTENAC JR. HIGH		M		86% White; 9% Two or More Races	
KS	GIRARD HIGH		H		91% White	
KS	DWIGHT D. EISENHOWER MIDDLE SCHOOL		M		85% White; 7% Hispanic	
KS	LAWRENCE SOUTHWEST MIDDLE SCHOOL		M		73% White; 7% Hispanic; 6% Two or More Races; 6% Asian	
KS	LAWRENCE LIBERTY MEMORIAL CENTRAL MID SCHOOL		M		70% White; 10% Two or More Races; 7% Hispanic; 7% Black	
KS	LAWRENCE SOUTH MIDDLE SCHOOL		M		61% White; 12% Hispanic; 10% Two or More Races; 7% Black	
KS	LAWRENCE WEST MIDDLE SCHOOL		M		66% White; 10% Two or More Races; 9% Black; 8% Hispanic	
KS	LIBERAL SOUTH MIDDLE		M		87% Hispanic; 6% White	
KS	LIBERAL WEST MIDDLE		M		66% Hispanic; 26% White	
KS	LIBERAL SR HIGH		H		70% Hispanic; 20% White	
KS	MEADE ELEM		E		88% White; 7% Hispanic	
KS	LIBERTY MIDDLE SCHOOL		M		84% White; 13% Hispanic	

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KS	QUINTER JR-SR HIGH		M/H	Quinter	92% White	<a href="http://www.quinterhs.org/">http://www.quinterhs.org/</a>
KS	WINFIELD HIGH		H	Winfield	76% White; 8% Hispanic; 7% Two or More Races	<a href="http://whs-wusd-ks.schoolloop.com/">http://whs-wusd-ks.schoolloop.com/</a>
KY	MUHLENBERG NORTH MIDDLE		M	Greenville	94% White	<a href="http://www.mberg.k12.ky.us/">http://www.mberg.k12.ky.us/</a>
KY	LARRY A. RYLE HIGH SCHOOL		H	Union	89% White	<a href="http://www.hardin.k12.ky.us/nhhs/About%20US.html">http://www.hardin.k12.ky.us/nhhs/About%20US.html</a>
KY	NORTH BULLITT HIGH SCHOOL		H		94% White	
KY	MUNFORDVILLE ELEMENTARY SCHOOL		E/M	Munfordville	88% White	<a href="http://www.hart.k12.ky.us/school_home.aspx?schoolid=6">http://www.hart.k12.ky.us/school_home.aspx?schoolid=6</a>
KY	OHIO COUNTY HIGH SCHOOL		H		95% White	
KY	UNION COUNTY HIGH SCHOOL		H		86% White; 13% Black	
KY	RIVENDELL ELEMENTARY		E		76% White; 24% Black	
KY	RIVENDELL HIGH SCHOOL		H		74% White; 22% Black	
LA	GENTILLY TERRACE ELEMENTARY SCHOOL	Charter	E		98% Black	
LA	KIPP RENAISSANCE HIGH SCHOOL	Charter	H		99% Black	
LA	BATON ROUGE MAGNET HIGH SCHOOL	Magnet	H		47% White; 35% Black; 13% Asian	
LA	BROADMOOR SENIOR HIGH SCHOOL		H		77% Black; 8% White; 7% Asian	
LA	SCOTLANDVILLE MAGNET HIGH SCHOOL	Magnet	H		98% Black	
LA	SOUTHEAST MIDDLE SCHOOL		M		80% Black; 9% Hispanic; 8% White	
LA	TARA HIGH SCHOOL		H		84% Black; 8% White	
LA	WESTDALE MIDDLE SCHOOL		M		82% Black; 9% White; 7% Hispanic	
LA	WILDWOOD ELEMENTARY SCHOOL		E		58% Black; 23% Hispanic; 14% White	
LA	NEVILLE HIGH SCHOOL		H		63% Black; 33% White	
ME	PRESQUE ISLE HIGH SCHOOL		H		94% White	
MD	BOWIE HIGH	Charter	H		68% Black; 16% White	
MD	DUVAL HIGH	Charter	H		70% Black; 26% Hispanic	
MD	PARKDALE HIGH	Charter	H		45% Hispanic; 44% Black	
MD	SUITLAND HIGH	Charter	H		93% Black	
MD	EASTON HIGH		H		69% White; 17% Black	
MD	BOONSBORO MIDDLE		M		89% White	
MD	BOONSBORO HIGH		H	Boonsboro	89% White	<a href="http://www.wcps.k12.md.us/boonsboro_high/">http://www.wcps.k12.md.us/boonsboro_high/</a>
MA	KIPP ACADEMY LYNN CHARTER SCHOOL	Charter	E/M/H	Lynn	57% Hispanic; 28% Black; 9% White	<a href="http://kippma.org/kales-about.php">http://kippma.org/kales-about.php</a>
MA	LEE MIDDLE/HIGH SCHOOL		M/H		89% White	
MA	LINCOLN-SUDBURY REGIONAL HIGH		H		84% White	
MA	MASCONOMET REGIONAL HIGH SCHOOL		H		95% White	

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MI	OAKLAND INTERNATIONAL ACADEMY – MIDDLE	Charter	M	Detroit	79% White; 14% Black	<a href="http://oiacademy.net">http://oiacademy.net</a>
MI	OAKLAND INTERNATIONAL ACADEMY - HIGH SCHOOL	Charter	H	Detroit	90% White; 10% Black	<a href="http://oiacademy.net">http://oiacademy.net</a>
MI	FRONTIER INTERNATIONAL ACADEMY	Charter	M/H	Hamtrack	77% White; 17% Asian	<a href="http://frontieracademy.net">http://frontieracademy.net</a>
MI	JALEN ROSE LEADERSHIP ACADEMY	Charter	H	Detroit	99% Black	
MI	BALDWIN JUNIOR HIGH SCHOOL		M		63% White; 37% Black	
MI	BERRIEN SPRINGS HIGH SCHOOL		H		49% White; 27% Black; 11% Hispanic	
MI	BLISSFIELD HIGH SCHOOL		H		90% White; 9% Hispanic	
MI	BLISSFIELD MIDDLE SCHOOL		M		86% White; 12% Hispanic	
MI	CARNEY-NADEAU SCHOOL		E/M/H	Carney	89% White	<a href="http://www.cnps.us/">http://www.cnps.us/</a>
MI	COLEMAN JUNIOR/SENIOR HIGH SCHOOL		H		95% White	
MI	COOPERSVILLE HIGH SCHOOL		H		92% White	
MI	EATON RAPIDS MIDDLE SCHOOL		M		88% White	
MI	EDWARDSBURG INTERMEDIATE SCHOOL		M		91% White	
MI	EAGLE LAKE ELEMENTARY SCHOOL		E		89% White	
MI	EDWARDSBURG PRIMARY SCHOOL		E		84% White	
MI	EDWARDSBURG MIDDLE SCHOOL		M		95% White	
MI	GLADWIN HIGH SCHOOL		H	Gladwin	95% White	<a href="http://www.gladwinschools.net">http://www.gladwinschools.net</a>
MI	HAMILTON HIGH SCHOOL		H		93% White	
MI	JENISON HIGH SCHOOL		H	Jenison	85% White	<a href="http://www.jpsonline.org/index.php?option=com_content&amp;view=article&amp;id=148:welcme-to-jenison-high-school&amp;catid=58:hs-front-page&amp;Itemid=44">http://www.jpsonline.org/index.php?option=com_content&amp;view=article&amp;id=148:welcme-to-jenison-high-school&amp;catid=58:hs-front-page&amp;Itemid=44</a>
MI	KEARSLEY HIGH SCHOOL		H		83% White; 11% Black	
MI	MICHIGAN YOUTH CHALLENGE ACADEMY		H	Battle Creek	64% White; 18% Black	
MI	ONSTED MIDDLE SCHOOL		M		96% White	
MI	OVID-ELSIE HIGH SCHOOL		H	Elsie	95% White	<a href="http://www.ovidelsie.org/">http://www.ovidelsie.org/</a>
MI	PORT HURON HIGH SCHOOL		H		77% White; 15% Black	
MI	SOUTH HAVEN HIGH SCHOOL		H		63% White; 16% Hispanic; 15% Black	
MI	SOUTHFIELD HIGH SCHOOL		H		97% Black	



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MI	SPRING LAKE HIGH SCHOOL		H		92% White	
MI	LAKE SHORE HIGH SCHOOL		H		77% White; 10% Black	
MI	PIONEER WORK AND LEARN CENTER		M/H		56% Black; 30% White	
MI	WYOMING INTERMEDIATE		M		41% White; 36% Hispanic; 12% Black	
MI	WILLOW ELEMENTARY SCHOOL		E	Lansing		
MI	Millside Elementary 2009 complaint		E			
MN	AURORA CHARTER SCHOOL	Charter	E	Minneapolis	99% Hispanic	<a href="http://www.auroracharterschool.com">http://www.auroracharterschool.com</a>
MN	BEST ACADEMY Dual	Charter	E/M		97% Black Boys school ended	
MN	HENNEPIN ELEMENTARY SCHOOL	Charter	E		74% Black; 25% Hispanic	
MN	MINNEAPOLIS ACADEMY CHARTER SCHOOL	Charter/ Dual Academy	M	Minneapolis	57% Hispanic; 31% Black	<a href="http://mplsacademy.org/#labout-us/c1se">http://mplsacademy.org/#labout-us/c1se</a>
MN	UBAH MEDICAL ACADEMY CHARTER SCHOOL	Charter	H	Hopkins	99% Black	
MN	BATTLE LAKE SECONDARY		M	Battle Lake	94% White	<a href="http://www.battlelake.k12.mn.us/">http://www.battlelake.k12.mn.us/</a>
MN	BRECKENRIDGE SENIOR HIGH		H		92% White	
MN	GREENWAY SENIOR HIGH		H		82% White; 14% American Indian/Alaska Native	
MN	DASSEL-COKATO SENIOR HIGH		H		96% White	
MN	LEVI P. DODGE MIDDLE SCHOOL		M		84% White	
MN	ROBERT BOECKMAN MIDDLE SCHOOL		M		86% White	
MN	MARTIN COUNTY WEST SENIOR HIGH		H		94% White	
MN	NEW LONDON-SPICER SR.		H	New London	94% White	<a href="http://www.nls.k12.mn.us/schools/highschool">http://www.nls.k12.mn.us/schools/highschool</a>
MN	HEALY SECONDARY		M		97% White	
MN	ST. FRANCIS HIGH		H		91% White	
MN	BATTLE CREEK MIDDLE	Dual Academy	M	St. Paul	39% Asian; 34% Black; 16% Hispanic; 9% White	<a href="http://bcms.spps.org/">http://bcms.spps.org/</a>
MN	UPSALA SECONDARY		M		97% White	
MS	CANTON PUBLIC HIGH SCHOOL		H		98% Black	
MS	LEWISBURG HIGH SCHOOL		H		87% White; 10% Black	
MS	DESOTO CENTRAL HIGH SCHOOL		H		67% White; 26% Black	
MS	NORTHEAST LAUDERDALE HIGH SCHOOL		H		49% Black; 47% White	
MS	NOXAPATER ATTENDANCE CENTER		E/M/H		51% White; 47% Black	
MS	PEARL RIVER CENTRAL HIGH SCHOOL		H		93% White	
MS	RIGHTON ELEMENTARY		E		73% White; 22% Black	

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MS	STONE MIDDLE SCHOOL		M		72% White; 24% Black	
MO	PREMIER CHARTER SCHOOL	Charter	E/M		44% White; 32% Black; 13% Hispanic	
MO	AVENUE CITY ELEM.		E		92% White	
MO	BOURBON HIGH SCHOOL		H		95% White	
MO	CLIMAX SPRINGS HIGH		H		92% White	
MO	COOTER HIGH		H	Cooter	100% White	<a href="http://cooter.k12.mo.us/">http://cooter.k12.mo.us/</a>
MO	EL DORADO SPRINGS ELEM.		E		99% White	
MO	HALFWAY SECONDARY		M		98% White	
MO	HOUSTON MIDDLE		M		92% White	
MO	JEFFERSON ELEM.		E		100% White	
MO	JEFFERSON HIGH		H		100% White	
MO	LAMAR HIGH		H		90% White	
MO	LAWSON MIDDLE		M		97% White	
MO	LAWSON HIGH		H		97% White	
MO	LIBERAL HIGH		H		97% White	
MO	WOODLAND MIDDLE		M		99% White	
MO	MARYVILLE HIGH		H		96% White	
MO	MEADVILLE HIGH		H		100% White	
MO	MONTGOMERY CO. MIDDLE		M		92% White	
MO	RAYTOWN SR. HIGH		H		49% Black; 48% White	
MO	RAYTOWN SOUTH SR. HIGH		H		57% Black; 40% White	
MO	SCHUYLER CO. HIGH		H		97% White	
MO	STOCKTON MIDDLE		M		95% White	
MO	SUNRISE ELEM.		E		99% White	
MO	WARRENTON HIGH		H		90% White	
MT	BEAVERHEAD CO HIGH SCHOOL		H	Dillon	92% White	<a href="http://bchsmt.schoolwires.com/site/default.aspx">http://bchsmt.schoolwires.com/site/default.aspx</a>
MT	BONNER 7-8		M		84% White; 10% American Indian/Alaska Native	
MT	POWDER RIVER CO DIST HIGH		H		96% White	
MT	NAPI SCHOOL		E		97% American Indian/Alaska Native	
MT	BROWNING HIGH SCHOOL		H		97% American Indian/Alaska Native	
MT	ENNIS 7-8		M		85% White	
MT	FLORENCE-CARLTON EL SCHL		E		89% White	
MT	FLORENCE-CARLTON HS		H		89% White	
MT	FLORENCE-CARLTON 7-8		M		89% White	
MT	JEFFERSON HIGH SCHOOL		H		87% White	
MT	LINCOLN 7-8		M		85% White	
MT	WEST YELLOWSTONE 7-8		M	West Yellowstone	79% White; 14% Hispanic	<a href="http://westyellowstone.k12.mt.us/">http://westyellowstone.k12.mt.us/</a>

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NE	SUPERIOR JR/SR HIGH SCHOOL		H		93% White	
NE	VERDIGRE HIGH SCHOOL		H		87% White	
NE	VERDIGRE ELEMENTARY SCHOOL		E		87% White	
NE	CLEARWATER/ORCHAR D HIGH SCHOOL		H		90% White	
NE	CLEARWATER/ORCHAR D MIDDLE SCHOOL		M		92% White	
NE	AXTELL MIDDLE SCHOOL		M		92% White	
NE	OAKLAND CRAIG JUNIOR HIGH		M		83% White	
NE	OAKLAND CRAIG SENIOR HIGH		H		89% White	
NE	OAKLAND CRAIG ELEMENTARY		E		89% White	
NE	STERLING MIDDLE SCHOOL		M		88% White	
NV	JAMES CASHMAN MIDDLE SCHOOL		M		60% Hispanic; 16% White; 10% Asian; 9% Black	
NV	ADOBE MIDDLE SCHOOL		M		56% White; 34% Hispanic	
NV	C O BASTIAN (CALIENTE YOUTH CENTER)		M/H		35% Hispanic; 35% Black; 25% White	
NJ	CRANBURY SCHOOL		E/M		72% White; 19% Asian	
NJ	MEMORIAL		E		50% White; 26% Hispanic; 16% Asian	
NJ	TRENTON CENTRAL HIGH SCHOOL - MAIN CAMPUS		H		49% Hispanic; 48% Black	
NM	SOUTH VALLEY PREP	Charter	M		89% Hispanic	
NM	THE MASTER PROGRAM	Charter	H	Santa Fe	48% White; 45% Hispanic	
NM	ESTANCIA VALLEY CLASSICAL ACADEMY	Charter	E/M/H		71% White; 24% Hispanic	
NM	CENTRAL HIGH		H		82% American Indian/Alaska Native; 13% White	
NM	KIRTLAND MIDDLE		M		81% American Indian/Alaska Native; 12% White	
NM	SHIPROCK HIGH		H		98% American Indian/Alaska Native	
NM	TSE'BIT'AI MIDDLE		M		99% American Indian/Alaska Native	
NM	NEWCOMB HIGH		H		98% American Indian/Alaska Native	
NM	New Futures School	Pregnant & Parenting	M/H		79% Hispanic 13% Male Did it have ss classes?	
NM	CORAL COMMUNITY CHARTER SCHOOL	Charter	E k-6	Albuquerque	47 White, 44 Hispanic	Coralcharter.com Single-gender classes
NM	NEWCOMB MIDDLE		M		99% American Indian/Alaska Native	
NM	CAREER PREP ALTERNATIVE		H		99% American Indian/Alaska Native	
NM	WLV FAMILY PARTNERSHIP		H		93% Hispanic	

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NM	SILVER HIGH		H		66% Hispanic; 32% White	
NM	EL CAMINO REAL ACADEMY	Charter	E/M/H		91% Hispanic	
NY	BUFFALO ACADEMY OF SCIENCE CHARTER SCHOOL	Charter	M/H		74% Black; 7% White; 7% Asian; 6% Hispanic	
NY	URBAN DOVE TEAM CHARTER SCHOOL	Charter Sports focus Alternative	H Dual Academy		78% Black; 21% Hispanic	
NY	BROCKPORT HIGH SCHOOL		H		85% White	
NY	MARVA J DANIEL FUTURES PREPARATORY SCHOOL		E/M		79% Black; 8% Hispanic; 7% White	
NY	H C WILLIAMS SENIOR HIGH SCHOOL		H		94% White	
NY	FABIUS-POMPEY MIDDLE SCHOOL HIGH SCHOOL		M/H	Fabius	95% White	<a href="http://www.fabiuspompey.org/">http://www.fabiuspompey.org/</a>
NY	LAKE PLEASANT SCHOOL		E/M	Speculator	97% White	
NY	ONEONTA MIDDLE SCHOOL		M		83% White; 8% Black	
NY	PENFIELD SENIOR HIGH SCHOOL		H		86% White	
NY	RENSSELAER JUNIOR/SENIOR HIGH SCHOOL		M/H	Rensselaer	64% White; 11% Black; 11% Asian; 8% Hispanic	<a href="http://www.edlinesites.net/pages/RJSHS">http://www.edlinesites.net/pages/RJSHS</a>
NY	SCHOOL 9-DR MARTIN LUTHER KING JR		E/M		64% Hispanic; 34% Black	
NY	SCHOOL 19-DR CHARLES T LUNSFORD		E/M		89% Black	
NY	SCHOOL 52-FRANK FOWLER DOW		E		54% Black; 25% White; 20% Hispanic	
NY	SALMON RIVER HIGH SCHOOL		H		67% American Indian/Alaska Native; 31% White	
NY	CLARY MIDDLE SCHOOL		M	Syracuse	72% Black; 13% White	<a href="http://www.syracusecityschools.com/districtpage.cfm?pageid=195">http://www.syracusecityschools.com/districtpage.cfm?pageid=195</a>
NY	WESTHAMPTON MIDDLE SCHOOL		M		77% Black; 15% Hispanic	
NC	LAKE NORMAN CHARTER	Charter	E/M/H		77% White; 12% Black	
OH	SUMMIT ACADEMY COMMUNITY SCHOOL-PARMA	Charter	E/M/H		71% White; 14% Black; 8% Hispanic	
OH	AKROS MIDDLE SCHOOL	Charter	M		82% Black; 11% Two or More Races	
OH	BUCHTEL HIGH SCHOOL		H		94% Black	
OH	COLLEGE HILL FUNDAMENTAL ACADEMY		E/M		91% Black	
OH	SCHOOL FOR CREAT & PERF ARTS HIGH SCHOOL		H		49% Black; 38% White	
OH	FREDERICK DOUGLASS ELEMENTARY SCHOOL		E		93% Black	

STATE	SCHOOL NAME	TYPE OF SCHOOL	E/M/H	CITY	RACE	URL
OH	ETHEL M. TAYLOR ACADEMY		E		94% Black	OH
OH	EVANSTON ACADEMY ELEMENTARY SCHOOL		E		90% Black	
OH	MT. WASHINGTON ELEMENTARY SCHOOL		E		62% White; 22% Black; 11% Two or More Races	
OH	OYLER SCHOOL		H		56% White; 30% Black; 9% Two or More Races	
OH	ROSELAWN CONDON ELEMENTARY SCHOOL		E		87% Black	
OH	ROTHENBERG PREPARATORY ACADEMY		E/M		95% Black	
OH	SILVERTON PAIDEIA ELEMENTARY SCHOOL		E		79% Black; 10% White	
OH	WILLIAM H TAFT ELEMENTARY SCHOOL		E		90% Black	
OH	WALNUT HILLS HIGH SCHOOL		H		57% White; 31% Black	
OH	WOODFORD PAIDEIA ELEMENTARY SCHOOL		E		92% White	
OH	ACADEMY FOR MULTILINGUAL IMMERSION STUDIES		E/M		56% Black; 25% Hispanic	
OH	RIVERVIEW EAST ACADEMY		E/M/H		48% White; 40% Black; 9% Two or More Races	
OH	HUGHES STEM HIGH SCHOOL		H		92% Black	
OH	FRANK L WILEY MIDDLE SCHOOL		M		87% Black	
OH	WAUSEON MIDDLE SCHOOL		M		80% White; 18% Hispanic	
OH	FEDERAL HOCKING HIGH SCHOOL		H		92% White	
OH	FEDERAL HOCKING MIDDLE SCHOOL		M		87% White	
OH	BLANCHESTER MIDDLE SCHOOL		M		95% White	
OH	CARYLWOOD INTERMEDIATE SCHOOL		M		76% Black; 15% White	
OH	COLUMBUS INTERMEDIATE SCHOOL		M	Bedford Heights	84% Black; 8% White	<a href="http://www.bedford.k12.oh.us/school_home.aspx?schoolid=3">http://www.bedford.k12.oh.us/school_home.aspx?schoolid=3</a>
OK	BIG PASTURE HS		H			
OK	DUKE HS		H			
OK	FORGAN ES		E			
OK	GORE ES		E		53% American Indian/Alaska Native; 40% White	
OK	LUKFATA PUBLIC SCHOOL		E/M		58% White; 26% American Indian/Alaska Native; 11% Two or More Races	
OK	MILBURN ES		E		57% White; 36% American Indian/Alaska Native	
OK	MOYERS ES		E		68% White; 25% American Indian/Alaska Native	

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OK	NEW LIMA ES		E	Wewoka	48% White; 21% American Indian/Alaska Native; 21% Two or More Races	<a href="http://www.newlima.k12.ok.us/page/5257">http://www.newlima.k12.ok.us/page/5257</a>
OK	OWASSO 8TH GRADE CTR		M	Owasso	65% White; 16% American Indian/Alaska Native; 8% Hispanic	<a href="http://www.owasso.k12.ok.us/OwassoEighth.cfm">http://www.owasso.k12.ok.us/OwassoEighth.cfm</a>
OK	POCOLA MS		M		67% White; 13% American Indian/Alaska Native; 13% Two or More Races	
OK	RATTAN ES		E		59% White; 27% American Indian/Alaska Native	
OK	RATTAN JHS		M		49% American Indian/Alaska Native; 41% White	
OK	RINGLING HS		H		66% White; 26% American Indian/Alaska Native	
OK	RINGLING JHS		M		73% White; 17% American Indian/Alaska Native	
OK	SNYDER ES		E		64% White; 21% Hispanic	
OK	SNYDER HS		H		67% White; 18% Hispanic	
OK	TWIN HILLS PUBLIC SCHOOL		E/M		59% White; 27% Hispanic	
OK	WAPANUCKA HS		H		44% White; 33% American Indian/Alaska Native; 12% Hispanic	
OK	WELEETKA JHS		M		36% White; 27% American Indian/Alaska Native; 18% Two or More Races; 13% Hispanic	
OK	WOODALL PUBLIC SCHOOL		E/M		61% American Indian/Alaska Native; 22% White; 11% Two or More Races	
OK	WRIGHT CITY JHS		M		49% American Indian/Alaska Native; 44% White	
OK	YALE Elementary School		E			
OR	MYRTLE POINT HIGH SCHOOL		H		56% White; 31% Two or More Races; 10% Hispanic	
OR	ARLINGTON COMMUNITY CHARTER SCHOOL	Charter	E/M/H		77% White; 15% Hispanic	
OR	COQUILLE VALLEY MIDDLE SCHOOL		M		62% White; 17% Two or More Races; 10% Hispanic	
OR	COQUILLE JUNIOR SENIOR HIGH		M/H		65% White; 18% Two or More Races; 9% Hispanic	

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OR	WINTER LAKES SCHOOL		E/M/H		40% White; 28% Two or more Races; 16% Hispanic; 16% American Indian/Alaska Native	
OR	CRANE UNION HIGH SCHOOL		H		94% White	
OR	SIUSLAW MIDDLE SCHOOL		M		66% White; 16% Two or More Races; 10% Hispanic	
OR	SIUSLAW HIGH SCHOOL		H		70% White; 9% Two or More Races; 9% American Indian/Alaska Native	
OR	DEXTER MCCARTY MIDDLE SCHOOL		M		59% White; 29% Hispanic	
OR	HOOD RIVER VALLEY HIGH SCHOOL		H		49% White; 47% Hispanic	
OR	MOHAWK HIGH SCHOOL		H		91% White	
OR	NYSSA MIDDLE SCHOOL		M		67% Hispanic; 30% White	
OR	NYSSA HIGH SCHOOL		H		66% Hispanic; 28% White	
OR	PHOENIX HIGH SCHOOL		H		60% White; 31% Hispanic	
OR	REEDSPORT COMMUNITY CHARTER SCHOOL	Charter	M/H		76% White; 10% Hispanic	
OR	ROGUE RIVER JUNIOR/SENIOR HIGH		H		85% White	
OR	SHERWOOD HIGH SCHOOL		H	Sherwood	84% White	<a href="http://sherwood.k12.or.us/schools/sherwood-high-school">http://sherwood.k12.or.us/schools/sherwood-high-school</a>
PA	DR ROBERT KETTERER CS INC.	Charter	E/M/H		61% White; 28% Black	
PA	SOUTHWEST LEADERSHIP ACADEMY CS	Charter/ Dual Academy	E/M	Philadelphia	97% Black	<a href="http://webgui.phila.k12.pa.us/offices/c/charter_schools/schools/south">http://webgui.phila.k12.pa.us/offices/c/charter_schools/schools/south</a>
PA	CENTRAL DAUPHIN MS		M		75% White; 9% Black; 7% Hispanic	
PA	SWATARA MS		M		37% White; 25% Black; 21% Hispanic; 10% Two or More Races	
PA	CENTRAL DAUPHIN EAST MS		M		37% Black; 31% White; 14% Hispanic	
PA	CENTRAL DAUPHIN EAST SHS		H		34% Black; 34% White; 16% Hispanic	
PA	CONNELLSVILLE AREA SHS		H		97% White	
PA	LOWER MORELAND HS		H		79% White; 14% Asian	
PA	LOYALSOCK TWP MS		M		85% White	
PA	PENNBROOK MS		M		70% White; 17% Asian; 8% Black	
PA	PENNFIELD MS		M		67% White; 18% Asian; 9% Black	
PA	RIVERSIDE HS		H		98% White	
PA	SOUTHERN MS		M		80% Hispanic	
PA	NORTHWEST MS		M		81% Hispanic; 12% Black	
PA	PENNCREST HS		H		86% White	
PA	SPRINGTON LAKE MS		M		85% White	

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PA	SHAMOKIN AREA INTERMEDIATE		M		92% White	
PA	MARKLE INTRMD SCH		M		89% White	
PA	TULPEHOCKEN JSHS		M/H		85% White; 11% Hispanic	
PA	UNION CITY MS		M		94% White	
SC	WRIGHT MIDDLE		M		49% White; 48% Black	
SC	MIDLAND VALLEY HIGH		H		68% White; 24% Black	
SC	STARR-IVA MIDDLE		M		84% White; 10% Black	
SC	NEVITT FOREST COMMUNITY SCHOOL OF INNOVATION		E	Anderson	79% Black; 15% White	<a href="http://www.anderson5.net/nevittforest">http://www.anderson5.net/nevittforest</a>
SC	HENDERSONVILLE ELEMENTARY		E	Walterboro	72% Black; 23% White	<a href="http://www.colleton.k12.sc.us/schools/hes">http://www.colleton.k12.sc.us/schools/hes</a>
SC	SUMMERVILLE ELEMENTARY		E1-3	Summerville	51% White; 39% Black	<a href="http://www.dorchester2.k12.sc.us">http://www.dorchester2.k12.sc.us</a>
SC	NEWINGTON ELEMENTARY		E-2	Summerville	64% White; 28% Black	<a href="http://dorchester.nes.schoolfusion.us/">http://dorchester.nes.schoolfusion.us/</a>
SC	JOSEPH R. PYE ELEMENTARY		E		46% White; 42% Black	
SC	RONALD E. MCNAIR MIDDLE		M	Prosperity	56% Black; 35% White	<a href="http://mid-carolinamiddle.sc.ncm.schoolsites.com/">http://mid-carolinamiddle.sc.ncm.schoolsites.com/</a>
SC	LAKE CITY HIGH		H		66% Black; 29% White	
SC	ACADEMY OF HOPE CHARTER	Charter	E/M		82% Black; 13% White	
SC	CAMDEN HIGH	9 <sup>th</sup> grade single sex classes	H	Camden	52% White; 42% Black	<a href="http://chs.kcsdschools.com/">http://chs.kcsdschools.com/</a>
SC	NORTH ELEMENTARY		E	Lancaster	41% White; 39% Black; 14% Hispanic	<a href="http://www.nes.lancasterschools.org/">http://www.nes.lancasterschools.org/</a>
SC	MEADOW GLEN MIDDLE		M		77% White; 7% Black; 7% Hispanic	
SC	PINE RIDGE MIDDLE		M6-7		50% White; 35% Black; 11% Hispanic	
SC	CENTRAL ELEMENTARY		E		57% White; 19% Hispanic; 17% Black	
SC	RICHARD H. GETTYS MIDDLE		M	Easley	74% White; 11% Black; 8% Hispanic	<a href="http://ed.sc.gov/schools/school.cfm?SID=3901004">http://ed.sc.gov/schools/school.cfm?SID=3901004</a>
SC	EASLEY HIGH		H		79% White; 10% Black	
SC	LIBERTY MIDDLE		M	Liberty	90% White	<a href="http://pickens.lms.schoolfusion.us/">http://pickens.lms.schoolfusion.us/</a>
SC	HAND MIDDLE		M	Columbia	49% Black; 39% White	<a href="http://hand.richlandone.org/">http://hand.richlandone.org/</a>
SC	RIDGE VIEW HIGH		H		75% Black; 17% White	
SC	BLYTHEWOOD MIDDLE		M	Columbia	49% White; 44% Black	
SC	KILLIAN ELEMENTARY		E		86% Black	
SC	KELLY MILL MIDDLE		M	Columbia	62% Black; 25% White	
SC	BLYTHEWOOD HIGH		H		48% White; 45% Black	
SC	BETHEL-HANBERRY ELEMENTARY		E		54% White; 39% Black	
SC	L. W. CONDER ELEMENTARY		E		67% Black; 23% Hispanic	
SC	FOREST LAKE ELEMENTARY		E		70% Black; 19% White	
SC	JOSEPH KEELS ELEMENTARY		E	Columbia	89% Black	



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SC	E. L. WRIGHT MIDDLE		M		63% Black; 21% White	
SC	SPRING VALLEY HIGH		H		50% Black; 35% White	
SC	LONGLEAF MIDDLE		M		79% Black; 12% White	
SC	DENT MIDDLE		M6-8		61% Black; 22% White	
SC	RICHLAND NORTHEAST HIGH		H		67% Black; 20% White	
SC	PONTIAC ELEMENTARY		E		49% Black; 30% White; 12% Hispanic	
SC	SUMMIT PARKWAY MIDDLE		M		60% Black; 25% White	
SC	RICHLAND TWO CHARTER HIGH	Charter	H	Columbia	54% Black; 28% White; 10% Hispanic	
SC	MULLER ROAD MIDDLE		M		46% Black; 45% White	
SC	WESTWOOD HIGH		H		79% Black; 15% White	
SC	CENTER FOR ACHIEVEMENT		E		59% Black; 33% White	
SC	ANNA BOYD SCHOOL		E		No information available	
SC	BLYTHEWOOD ACADEMY		M/H		77% Black; 14% White	
SC	JAMES H. HENDRIX ELEMENTARY		E		45% White; 27% Hispanic; 20% Black	
SC	BOILING SPRINGS MIDDLE		M	Inman	63% White; 15% Black; 14% Hispanic	<a href="http://www.spartanburg2.k12.sc.us/bsi/index.php">http://www.spartanburg2.k12.sc.us/bsi/index.php</a>
SC	BOILING SPRINGS INTERMEDIATE		M4-5	Boiling Springs	67% White; 13% Black; 12% Hispanic	<a href="http://www.spartanburg2.k12.sc.us/bsi/about/index.html">http://www.spartanburg2.k12.sc.us/bsi/about/index.html</a>
SC	RAINBOW LAKE MIDDLE		M	Chesnee	85% White	<a href="http://www.spartanburg2.k12.sc.us/rm/index.php">http://www.spartanburg2.k12.sc.us/rm/index.php</a>
SC	JAMES BYRNES FRESHMAN ACADEMY		H		66% White; 22% Black	
SC	FAIRFOREST MIDDLE		M	Spartanburg County	33% Black; 29% White; 29% Hispanic	<a href="http://ffm.spartanburg6.k12.sc.us/">http://ffm.spartanburg6.k12.sc.us/</a>
SC	SIMS MIDDLE		M	Union	54% White; 42% Black	<a href="http://www.edline.net/pages/Sims_Middle">http://www.edline.net/pages/Sims_Middle</a>
SC	BELLEVIEW ELEMENTARY		E	Rock Hill	46% Black; 37% White	<a href="http://bv.rock-hill.k12.sc.us/">http://bv.rock-hill.k12.sc.us/</a>
SC	SPARTANBURG PREPARATORY	Charter ?Dual Academy	E/M5-8	Spartanburg	61% White; 30% Black	<a href="http://spartanburgprep.org/">http://spartanburgprep.org/</a>
SC	FURMAN MIDDLE		M		51% Black; 44% White	
SC	JOHN DE LA HOWE SCHOOL		M		56% Black; 31% White	<a href="http://www.delahowe.k12.sc.us/">http://www.delahowe.k12.sc.us/</a>
SC	CREEK BRIDGE HIGH		M/H	Marion	82% Black; 12% White	<a href="http://www.marion.k12.sc.us/">http://www.marion.k12.sc.us/</a>
SC	MORNINGSIDE MIDDLE-N	Dual Academy	M6-8	Charleston	81% Black; 11% Hispanic	<a href="http://morningside.ccrdschools.com">http://morningside.ccrdschools.com</a>
SC	NORTH HARTSVILLE ELEMENTARY-N		E3	Darlington		
SC	HOLLIS ACADEMY-N		E k-5	Greenville		
SC	HANNAH-PAMPLICO-N MIDDLE- N		M6-8	Florence		
SC	CHERRYDALE ELEMENTARY-N		E3-5	Greenville		
SC	HILTON HEAD ELEMENTARY-N		E4-5	Beaufort		
SC	HARTSVILLE MIDDLE-N		M6-8	Darlington		
SC	ACADEMY OF HOPE-N		E 1-2	Hory		
SC	A.R.RUCKER-N		M 6-7	Lancaster		

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SC	CROSSROADS MIDDLE-N		M-6	Lexington	52% White; 36% Black	<a href="http://www.lexrich5.org/CrossRoadsMS.com">http://www.lexrich5.org/CrossRoadsMS.com</a>
SC	CREEK BRIDGE MIDDLE/HIGH-N		M 6-9,11	Lexington		
SC	SANDLAPPER ELEMENTARY-N		2-5	Columbia		
SC	INDIA HOOK ELEMENTARY-N		E 5	York		
SC	LANGSTON ACADEMY-N	Charter Dual Academy	M 6-8	Greenville	81% White; 5%Black; 5%Hispanic; 5%Asian	<a href="http://www.langstoncharter.org">www.langstoncharter.org</a>
SD	WILMOT MS – 03		M		76% White; 20% American Indian/Alaska	
SD	MARION MIDDLE SCHOOL – 03		M		76% White; 10% Black	
SD	TIMBER LAKE MIDDLE SCHOOL – 03		M		62% American Indian/Native Alaska; 35% White	
SD	YANKTON HIGH SCHOOL – 01		H		91% White	
TN	ATHENS CITY MIDDLE SCHOOL		M		74% White; 11% Black; 9% Hispanic	
TN	WESTSIDE ACHIEVEMENT MIDDLE SCHOOL	Charter	M		94% Black	
TN	STAR ACADEMY	Charter	E		99% Black	
TN	POWER CENTER ACADEMY MIDDLE	Charter	M		94% Black	
TN	OMNI PREP ACADEMY - NORTH POINT LOWER SCHOOL	Charter	E		83% Black; 11% Hispanic	
TN	OMNI PREP ACADEMY - NORTH POINTE MIDDLE SCHOOL	Charter	M		84% Black; 12% Hispanic	
TN	COSBY HIGH SCHOOL		H		96% White	
TN	DE KALB COUNTY HIGH SCHOOL		H		90% White	
TN	BEAN STATION ELEMENTARY		E		93% White	
TN	BESS T SHEPHERD ELEMENTARY		E		44% Black; 34% Hispanic; 18% White	
TN	NORMAL PARK MUSEUM MAGNET SCHOOL	Magnet	E/M		85% White	
TN	ORCHARD KNOB MIDDLE		M		91% Black	
TN	CHATTANOOGA CHARTER SCHOOL OF EXCELLENCE	Charter	E	Chattanooga	91% Black	<a href="http://chattanooga charter.com/">http://chattanooga charter.com/</a>
TN	SCIENCE HILL HIGH SCHOOL		H		78% White; 11% Black	
TN	SPRING HILL HIGH SCHOOL		H		74% White; 15% Black	
TN	W.A. BASS ALTERNATIVE LEARNING CENTER		H		68% Black; 14% White; 14% Hispanic	
TN	CORA HOWE SCHOOL		E/M/H		53% Black; 36% White	
TN	EAST NASHVILLE SCHOOL	Magnet	M/H		78% Black; 16% White	

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TN	ANTIOCH MIDDLE		M		36% Black; 33% Hispanic; 25% White	
TN	DONELSON MIDDLE		M		42% Black; 40% White; 14% Hispanic	
TN	ANTIOCH HIGH SCHOOL		H		43% Black; 27% Hispanic; 26% White	
TN	APOLLO MIDDLE		M		38% Hispanic; 35% Black; 23% White	
TN	MOSES MCKISSACK MIDDLE		M		77% Black; 14% White; 10% Hispanic	
TN	BELLEVUE MIDDLE		M		62% White; 26% Black	
TN	CAMERON MIDDLE SCHOOL		M		40% Hispanic; 28% Black; 28% White	
TN	DUPONT TYLER MIDDLE		M		45% White; 34% Black; 17% Hispanic	
TN	DUPONT HADLEY MIDDLE		M		65% White; 22% Black; 10% Hispanic	
TN	GLENCLIFF HIGH SCHOOL		H		42% Hispanic; 28% Black; 25% White	
TN	GOODLETTSVILLE MIDDLE		M		48% Black; 32% White; 16% Hispanic	
TN	GRA-MAR MIDDLE		M		75% Black; 17% White	
TN	H. G. HILL MIDDLE		M		46% White; 26% Black; 17% Hispanic; 10% Asian	
TN	MEIGS MIDDLE		M		61% White; 25% Black	
TN	HILLSBORO HIGH		H		54% Black; 37% White	
TN	HILLWOOD HIGH		H		47% White; 36% Black	
TN	HUME - FOGG HIGH		H		66% White; 21% Black	
TN	ISAAC LITTON MIDDLE		M		54% Black; 38% White	
TN	JERE BAXTER MIDDLE		M		62% Black; 22% Hispanic; 15% White	
TN	JOELTON MIDDLE		M		64% Black; 31% White	
TN	JOHN OVERTON HIGH		H		35% White; 28% Hispanic; 23% Black	
TN	MAPLEWOOD HIGH		H		71% Black; 15% White; 13% Hispanic	
TN	MARGARET ALLEN MIDDLE		M		35% Black; 33% White; 27% Hispanic	
TN	MCGAVOCK HIGH		H		47% White; 37% Black; 12% Hispanic	
TN	MCMURRAY MIDDLE		M		50% Hispanic; 20% Asian; 18% White; 11% Black	
TN	JOHN TROTWOOD MOORE MIDDLE		M		61% White; 31% Black	
TN	NEELY'S BEND MIDDLE		M		40% Black; 36% Hispanic; 22% White	
TN	ROSE PARK MIDDLE		M		60% Black; 23% White; 10% Hispanic	
TN	STRATFORD HIGH		H		67% Black; 25% White	
TN	TWO RIVERS MIDDLE		M		45% Black; 35% White; 17% Hispanic	
TN	WEST END MIDDLE		M		48% White; 42% Black	
TN	ISAIAH T. CRESWELL MIDDLE		M		85% Black; 11% White	
TN	WHITES CREEK HIGH		H		82% Black; 15% White	

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TN	WRIGHT MIDDLE		M		47% Hispanic; 23% Black; 23% White	
TN	BRICK CHURCH MIDDLE		M		86% Black	
TN	BAILEY MIDDLE		M		77% Black; 14% White	
TN	CROFT MIDDLE		M		39% White; 32% Hispanic; 22% Black	
TN	HAYNES MIDDLE		M		94% Black	
TN	HEAD MIDDLE		M		61% Black; 26% White	
TN	JOHN EARLY MIDDLE		M		86% Black	
TN	NASHVILLE SCHOOL OF THE ARTS	Magnet	H		57% White; 33% Black	
TN	PEARL-COHN HIGH		H		89% Black	
TN	HUNTERS LANE HIGH		H		57% Black; 20% White; 20% Hispanic	
TN	MARTIN LUTHER KING JR SCHOOL	Magnet	H		44% White; 40% Black; 12% Asian	
TN	MURRELL SCHOOL		E/M		72% Black; 22% White	
TN	WILLIAM HENRY OLIVER MIDDLE		M		50% White; 30% Black; 11% Hispanic	
TN	MIDDLE COLLEGE HIGH		H		58% Black; 33% White	
TN	K I P P ACADEMY NASHVILLE	Charter	M		77% Black; 19% Hispanic	
TN	THURGOOD MARSHALL MIDDLE		M		44% Black; 26% Hispanic; 22% White	
TN	LEAD ACADEMY	Charter	M/H		80% Black; 9% White	
TN	NASHVILLE BIG PICTURE HIGH SCHOOL		H		58% Black; 34% White	
TN	CANE RIDGE HIGH SCHOOL		H		49% Black; 27% Hispanic; 18% White	
TN	JOHN F. KENNEDY MIDDLE		M		43% Black; 26% Hispanic; 26% White	
TN	MADISON MIDDLE		M		63% Black; 17% Hispanic; 17% White	
TN	NEW VISION ACADEMY	Charter	M		59% Black; 33% Hispanic	
TN	STEM PREP ACADEMY	Charter	M		65% Hispanic; 17% Black; 16% White	
TN	CAMERON COLLEGE PREPARATORY	Charter	M		45% Hispanic; 28% White; 23% Black	
TN	LIBERTY COLLEGIATE ACADEMY	Charter	M		60% Black; 25% Hispanic; 14% White	
TN	NASHVILLE PREP	Charter	M		82% Black; 9% Hispanic; 8% White	
TN	THE COHN SCHOOL		H		73% Black; 17% White	
TN	MNPS VIRTUAL SCHOOL		E/M/H		68% White; 23% Black	
TN	MNPS MIDDLE SCHOOL ALTERNATIVE LEARNING CENTER		M		73% Black; 13% Hispanic; 11% White	
TN	KNOWLEDGE ACADEMY	Charter	M		42% Black; 34% Hispanic; 23% White	
TN	JOHNSON ALTERNATIVE LEARNING CENTER		H		77% Black; 10% Hispanic; 9% White	
TN	HARRIS-HILLMAN SPECIAL EDUCATION		E/M/H		42% White; 36% Black; 19% Hispanic	
TN	STATION CAMP HIGH SCHOOL		H		81% White; 12% Black	

STATE	SCHOOL NAME	TYPE OF SCHOOL	E/M/H	CITY	RACE	URL
TX	RICK HAWKINS H S	Charter	H		65% Hispanic; 28% Black	
TX	MILTON B LEE ACADEMY OF SCIENCE & ENGINEERING	Charter	H		63% Hispanic; 30% Black	
TX	PHOENIX SCHOOL AT SOUTHWEST SCHOOLS	Charter	M	Greenville	53% White; 29% Hispanic; 13% Black	<a href="http://www.phoenixschool.net">http://www.phoenixschool.net</a>
TX	MANARA ACADEMY	Charter	E/M/H	Irving	47% Asian; 25% White; 23% Black	<a href="http://www.manaraacademy.org/about">http://www.manaraacademy.org/about</a>
TX	WALIPP-TSU PREPARATORY ACADEMY	Charter	M		92% Black	
TX	ABBOTT SCHOOL		E/M/H		86% White; 10% Hispanic	
TX	ALAMO HEIGHTS J H		M		52% White; 41% Hispanic	
TX	ELSIK H S		H		51% Hispanic; 34% Black; 11% Asian	
TX	HASTINGS H S		H		52% Hispanic; 32% Black; 12% Asian	
TX	ALIEF MIDDLE		M		58% Hispanic; 21% Black; 19% Asian	
TX	KILLOUGH MIDDLE		M		59% Hispanic; 24% Black; 14% Asian	
TX	OLLE MIDDLE		M		65% Hispanic; 27% Black	
TX	O'DONNELL MIDDLE		M		40% Hispanic; 40% Black; 15% Asian	
TX	HOLUB MIDDLE		M		52% Hispanic; 35% Black; 11% Asian	
TX	ALBRIGHT MIDDLE		M		42% Hispanic; 38% Black; 15% Asian	
TX	TAYLOR H S		H		47% Hispanic; 36% Black; 11% Asian	
TX	ALVIN H S		H		49% Hispanic; 45% White	
TX	MANVEL H S		H		35% Hispanic; 33% Black; 19% White	
TX	LAMAR H S		H		37% Hispanic; 31% Black; 26% White	
TX	AVERY MIDDLE		M		86% White	
TX	BLOOMBURG H S		H		89% White	
TX	BOOKER JH/H S		M/H		64% Hispanic; 32% White	
TX	FALFURRIAS EL		E		99% Hispanic	
TX	CREEKVIEW H S		H		42% Hispanic; 30% White; 14% Black	
TX	CENTERVILLE H S		H			
TX	CHANNING SCHOOL		E/M/H	Channing	78% White; 19% Hispanic	<a href="http://www.channing.isd.net/">http://www.channing.isd.net/</a>
TX	CHINA SPRING H S		H		80% White; 13% Hispanic	
TX	COPPELL H S		H		53% White; 26% Asian; 12% Hispanic	
TX	COPPELL MIDDLE EAST		M		41% Asian; 37% White; 12% Hispanic	
TX	COPPELL MIDDLE WEST		M		38% White; 36% Asian; 16% Hispanic	
TX	BAKER MIDDLE		M		78% Hispanic; 15% White	
TX	CUNNINGHAM MIDDLE		M		93% Hispanic	

STATE	SCHOOL NAME	TYPE OF SCHOOL	E/M/H	CITY	RACE	URL
TX	DRISCOLL MIDDLE		M		88% Hispanic	
TX	HAMLIN MIDDLE		M		83% Hispanic; 12% White	
TX	KING H S		H		67% Hispanic; 22% White	
TX	MARTIN MIDDLE		M		94% Hispanic	
TX	MOODY H S		H		94% Hispanic	
TX	SOUTH PARK MIDDLE		M		92% Hispanic	
TX	KAFFIE MIDDLE		M		68% Hispanic; 21% White	
TX	GRANT MIDDLE		M		74% Hispanic; 19% White	
TX	ARNOLD MIDDLE		M		36% Hispanic; 32% White; 18% Black; 11% Asian	
TX	BLEYL MIDDLE		M		40% Hispanic; 26% White; 22% Black	
TX	CAMPBELL MIDDLE		M		44% Hispanic; 30% Black; 12% White; 11% Asian	
TX	CYPRESS CREEK H S		H		35% White; 31% Hispanic; 22% Black	
TX	DEAN MIDDLE SCHOOL		M		75% Hispanic; 12% Black	
TX	HAMILTON MIDDLE		M		63% White; 21% Hispanic	
TX	THORNTON MIDDLE		M		56% Hispanic; 30% Black	
TX	LABAY MIDDLE		M		47% Hispanic; 23% White; 18% Black	
TX	TRUITT MIDDLE		M		57% Hispanic; 16% Black; 13% White; 11% Asian	
TX	ARAGON MIDDLE		M		44% White; 32% Hispanic; 13% Black; 10% Asian	
TX	GOODSON MIDDLE		M		51% White; 27% Hispanic; 11% Black	
TX	KAHLA MIDDLE		M		53% Hispanic; 26% Black; 11% White	
TX	SPILLANE MIDDLE		M		57% White; 22% Hispanic; 9% Asian; 8% Black	
TX	CYPRESS WOODS H S		H		54% White; 25% Hispanic; 12% Black	
TX	CYPRESS RANCH H S		H		53% White; 25% Hispanic; 11% Black	
TX	CYPRESS LAKES H S		H		56% Hispanic; 22% Black; 13% White	
TX	HOPPER MIDDLE		M		56% Hispanic; 29% Hispanic; 10% White	
TX	SMITH MIDDLE		M		32% Hispanic; 32% White; 19% Black; 12% Asian	
TX	DR CHERYL CORBETT SALYARDS		M		66% White; 19% Hispanic	
TX	DAVID W CARTER H S		H	Dallas	75% Black; 24% Hispanic	<a href="http://dallasisd.org/Domain/642">http://dallasisd.org/Domain/642</a>
TX	E B COMSTOCK MIDDLE		M		68% Hispanic; 31% Black	
TX	SCHOOL COMMUNITY GUIDANCE CENTER		H		55% Hispanic; 39% Black	

STATE	SCHOOL NAME	TYPE OF SCHOOL	E/M/H	CITY	RACE	URL
TX	FRANCISCO MEDRANO MIDDLE		M		95% Hispanic	
TX	DEVERS JH		M	Devers	74% White; 17% Hispanic	<a href="http://www.deverisd.net/?PageName=%27AboutTheSchool%27">http://www.deverisd.net/?PageName=%27AboutTheSchool%27</a>
TX	DICKINSON H S		H		44% Hispanic; 32% White; 18% Black	
TX	ETOILE EL		E		91% White	
TX	FT DAVIS SCHOOL		E/M/H		58% Hispanic; 41% White	
TX	GARY SCHOOL		E/M/H		92% White	
TX	GAUSE EL		E		55% White; 28% Hispanic; 10% Black	
TX	HAPPY H S		H	Happy	79% White; 18% Hispanic	<a href="http://www.happyisd.net/vnews/display.v/SEC/High%20School">http://www.happyisd.net/vnews/display.v/SEC/High%20School</a>
TX	HARTLEY SCHOOL		E/M/H	Hartley	64% Hispanic; 34% White	<a href="http://www.hartleyisd.net/Home/tabid/40/Default.aspx">http://www.hartleyisd.net/Home/tabid/40/Default.aspx</a>
TX	IREDELL SCHOOL		E/M/H		76% White; 23% Hispanic	
TX	JIM NED MIDDLE		M	Tuscola	86% White; 11% Hispanic	<a href="http://schools.jimned_esc14.net/default.aspx?name=jnms_home">http://schools.jimned_esc14.net/default.aspx?name=jnms_home</a>
TX	JONESBORO SCHOOL		E/M/H	Jonesboro	88% White; 10% Hispanic	<a href="http://www.jonesboroisd.net/">http://www.jonesboroisd.net/</a>
TX	LINGLEVILLE SCHOOL		E/M/H		50% White; 48% Hispanic	
TX	MART H S		H		62% White; 22% Black; 15% Two or More Races	
TX	MART MIDDLE		M		52% White; 28% Black; 17% Two or More Races	
TX	FAUBION MIDDLE		M		56% White; 29% Hispanic; 9% Black	
TX	DOWELL MIDDLE		M		65% White; 23% Hispanic	
TX	MURCHISON EL		E		87% White; 12% Hispanic	
TX	WILSON MIDDLE		M		74% White; 16% Hispanic	
TX	NEW WAVERLY J H		M	New Waverly	60% White; 22% Black; 13% Hispanic	<a href="http://www.new-waverly.k12.tx.us/">http://www.new-waverly.k12.tx.us/</a>
TX	NORTHWEST H S		H		68% White; 21% Hispanic	
TX	MEDLIN MIDDLE		M		76% White; 15% Hispanic	
TX	GENE PIKE MIDDLE		M		67% White; 23% Hispanic	
TX	CHISHOLM TRAIL MIDDLE		M		67% White; 21% Hispanic	
TX	JOHN M TIDWELL MIDDLE		M		56% White; 21% Hispanic; 13% Black	
TX	TRUETT WILSON MIDDLE		M		73% White; 16% Hispanic	
TX	PITTSBURG INT		M		43% White; 37% Hispanic; 16% Black	
TX	ROPES SCHOOL		E/M/H	Ropesville	57% White; 39% Hispanic	<a href="http://www.ropesisd.us/">http://www.ropesisd.us/</a>
TX	ROUND ROCK H S		H		57% White; 27% Hispanic	
TX	C D FULKES MIDDLE		M		59% Hispanic; 20% White; 17% Black	
TX	CEDAR VALLEY MIDDLE		M		51% White; 21% Asian; 19% Hispanic	

STATE	SCHOOL NAME	TYPE OF SCHOOL	E/M/H	CITY	RACE	URL
TX	WESTWOOD H S		H		60% White; 20% Black; 14% Hispanic	
TX	CANYON VISTA MIDDLE		M		44% White; 36% Asian; 12% Hispanic	
TX	MCNEIL H S		H		46% White; 23% Hispanic; 16% Asian; 11% Black	
TX	DEERPARK MIDDLE		M		39% White; 32% Hispanic; 15% Black	
TX	HOPEWELL MIDDLE		M		39% White; 37% Hispanic; 13% Black	
TX	STONY POINT H S		H		44% Hispanic; 29% White; 12% Black	
TX	RIDGEVIEW MIDDLE		M		46% White; 32% Hispanic; 11% Black	
TX	CEDAR RIDGE H S		H		41% White; 36% Hispanic; 14% Black	
TX	JAMES GARLAND WALSH MIDDLE		M		63% White; 22% Hispanic	
TX	PFC ROBERT P HERNANDEZ MIDDLE		M		49% Hispanic; 28% White; 15% Black	
TX	SLOCUM H S		H		88% White	
TX	SLOCUM EL		E		89% White	
TX	SPRINGLAKE-EARTH H S		H		65% Hispanic; 32% White	
TX	TRENT INDEPENDENT SCHOOL DISTRICT		E/M/H		85% White; 11% Hispanic	
TX	VALLEY SCHOOL		E/M/H		58% White; 36% Hispanic	
TX	BRAZOS MIDDLE		M	Waco	50% Hispanic; 37% White; 10% Black	<a href="http://schools.brazosisd.net/default.aspx?name=bms.homepage">http://schools.brazosisd.net/default.aspx?name=bms.homepage</a>
TX	WASKOM MIDDLE		M		53% White; 23% Hispanic; 19% Black	
TX	WESLACO H S		H		97% Hispanic	
TX	WESTPHALIA EL		E/M	Lott	73% White; 23% Hispanic	<a href="http://www.westphaliaisd.org/">http://www.westphaliaisd.org/</a>
UT	PARADIGM HIGH SCHOOL	Charter	H		90% White	
UT	BOX ELDER MIDDLE		M		85% White; 10% Hispanic	
UT	CANYON GROVE ACADEMY	Charter	E/M		80% White; 8% Hispanic	
UT	NORTH SANPETE SPECIAL PURPOSE SCHOOL		E/M/H		51% White; 34% Hispanic	
UT	WAYNE MIDDLE		M		96% White	
VT	BARTON GRADED SCHOOL		E/M		93% White	
VT	MANCHESTER ELEMENTARY/MIDDLE SCHOOL		E/M		93% White	
VA	WOODBRIIDGE MIDDLE		M	Woodbridge	38% Hispanic; 24% Black; 22% White	<a href="http://woodbridgems.schools.pwcs.edu/">http://woodbridgems.schools.pwcs.edu/</a>
VA	WILLIAM FLEMING HIGH		H		57% Black; 24% White; 10% Hispanic	
WA	CARBONADO HISTORICAL SCHOOL 19		E/M		88% White; 10% Two or More Races	
WA	CENTRAL VALLEY HIGH SCHOOL		H		86% White	



STATE	SCHOOL NAME	TYPE OF SCHOOL	E/M/H	CITY	RACE	URL
WA	UNIVERSITY HIGH SCHOOL		H		84% White	
WA	CHENEY HIGH SCHOOL		H		82% White	
WA	MOUNT BAKER SENIOR HIGH		H		80% White; 9% Hispanic	
WA	MOUNT BAKER JUNIOR HIGH		M	Deming	75% White; 12% Hispanic	<a href="http://mountbaker.mountvernon.schools.org/">http://mountbaker.mountvernon.schools.org/</a>
WA	PROSSER HIGH SCHOOL		H		56% Hispanic; 41% White	
WA	HOUSEL MIDDLE SCHOOL		M		63% Hispanic; 33% White	
WA	PULLMAN HIGH SCHOOL		H		73% White; 11% Hispanic	
WA	ROYAL HIGH SCHOOL		H		77% Hispanic; 22% White	
WA	PIONEER MIDDLE		M		52% White; 14% Hispanic; 12% Two or More Races; 10% Asian	
WA	STELACOOM HIGH		H		50% White; 15% Hispanic; 15% Two or More Races; 9% Black; 9% Asian	
WA	MT TAHOMA		H		32% White; 22% Hispanic; 21% Black; 11% Two or More Races	
WA	WEST VALLEY HIGH SCHOOL		H		79% White; 8% Hispanic; 7% Two or More Races	
WI	LINCOLN JUNIOR HIGH		M		78% White; 16% Hispanic	
WI	MCLENEGAN ELEMENTARY		E	Beloit	35% Hispanic; 31% Black; 26% White	Closed 2018
WI	ROBINSON ELEMENTARY		E	Beloit	35% White; 32% Hispanic; 24% Black	<a href="http://www.sdb.k12.wi.us/robinson">http://www.sdb.k12.wi.us/robinson</a>
WI	BURLINGTON HIGH		H	Burlington	86% White; 9% Hispanic	<a href="http://www.basd.k12.wi.us/bhs">http://www.basd.k12.wi.us/bhs</a>
WI	EDGAR ELEMENTARY		E		96% White	
WI	EDGAR HIGH		H		96% White	
WI	KENNEDY MIDDLE		M	Germantown	83% White	<a href="http://www.germantownschools.org/schools/kennedy/">http://www.germantownschools.org/schools/kennedy/</a>
WI	IOLA-SCANDINAVIA HIGH		H		96% White	
WI	MUKWONAGO HIGH		H	Mukwonago	92% White	<a href="http://www.masd.k12.wi.us/mhs">http://www.masd.k12.wi.us/mhs</a>
WI	WAUNAKEE HIGH		H		93% White	
WI	WEBSTER HIGH		H		80% White; 10% American Indian/Alaska Native	
WY	RAWLINS HIGH SCHOOL		H		67% White; 29% Hispanic	
WY	RIVERTON HIGH SCHOOL		H	Riverton	75% White; 16% American Indian/Alaska Native	<a href="http://www.fremont25.k12.wy.us/schools/rhs/index.html">http://www.fremont25.k12.wy.us/schools/rhs/index.html</a>
WY	WORLAND HIGH SCHOOL		H		75% White; 24% Hispanic	

## List 2: Coed Public Schools with Types of Single-sex Academic Classes from 2013-14 CRDC, Organized by State

**Blue: Boy Only Classes**    **White: Girl Only Classes**    **Yellow Highlight-confirmed 2017-18, but schools retained**

STATE	SCHOOL NAME	BOY ONLY ALG	GIRL ONLY ALG	OTHER BOY ONLY MATH	OTHER GIRL ONLY MATH	BOY ONLY SCIENCE	GIRL ONLY SCIENCE	BOY ONLY ENGLISH	GIRL ONLY ENGLISH	OTHER BOY ONLY	OTHER GIRL ONLY	TOTAL
AL	CHANTICLEER LEARNING CENTER	15	15	15	15	15	15	15	15	15	15	150
AL	LAUREL OAKS BEHAVIORAL HEALTH CENTER	3	2	6	2	6	2	6	2	6	2	37
AL	INGLENOOK SCH	1	1	0	0	1	1	1	1	1	1	8
AL	SHELBY CO INST SER	2	1	2	1	2	1	2	1	2	1	15
AL	CTRALT SCH PROGS	0	0	0	0	0	0	0	0	1	0	1
AZ	COLLINS-RIVERSIDE MIDDLE SCH	0	0	0	0	1	1	1	2	51	79	135
AZ	HERITAGE MIDDLE SCHOOL	0	0	0	0	1	1	1	1	1	1	8
AZ	NFL YET COLLEGE PREP ACADEMY	0	0	0	0	0	0	0	1	1	3	5
AZ	PRESIDIO SCHOOL	0	0	0	0	0	0	0	1	16	22	40
AZ	NORTHLAND PREPARATORY ACADEMY	0	1	0	0	0	0	1	0	16	22	40
AZ	TUCSON PREPARATORY SCHOOL	3	6	1	4	2	2	13	16	16	22	85
AZ	ACADEMY OF TUCSON HIGH SCHOOL	0	0	0	0	0	0	0	0	30	28	58
AZ	ACADEMY OF TUCSON MIDDLE SCHOOL	0	0	0	0	0	0	0	0	2	5	7
AZ	CAREER SUCCESS HIGH SCHOOL - MAIN CAMPUS	1	1	0	0	0	0	0	0	0	0	2
AZ	SOUTHGATE ACADEMY	0	0	0	0	1	0	0	0	2	7	10
AZ	EASTPOINTE HIGH SCHOOL	21	6	0	0	3	1	16	9	22	20	98
AZ	PACE PREPARATORY ACADEMY	0	0	0	0	0	0	0	0	8	4	12
AZ	HARVEST PREPARATORY ACADEMY	0	0	0	0	0	0	0	2	1	0	3
AZ	HARVEST PREPARATORY ACADEMY	0	0	0	0	0	0	0	0	0	1	1
AZ	ACADEMY SAN LUIS AZ	0	0	0	0	0	0	0	0	4	2	6
AZ	PAN-AMERICAN CHARTER SCHOOL	4	2	0	2	0	0	0	0	20	14	42
AZ	DESERT MARIGOLD SCHOOL	1	1	0	7	3	4	7	7	12	26	68
AZ	GLOBE EDUCATION CENTER	0	0	1	1	0	0	1	1	0	0	4
AZ	DESERT HEIGHTS CHARTER SCHOOL	3	0	3	0	0	0	5	5	27	46	89
AZ	DESERT HEIGHTS PREPARATORY ACADEMY	8	1	2	1	5	3	19	18	71	69	197
AZ	BLUEPRINT HIGH SCHOOL	8	3	3	5	6	8	0	0	76	83	192
AZ	HOPE HIGH SCHOOL	0	1	2	1	0	1	1	1	7	21	35
AZ	HOPE HIGH SCHOOL ONLINE	0	0	0	0	0	0	0	0	6	0	6
AZ	SAGE ACADEMY	0	0	0	0	0	0	0	0	6	0	6
AZ	ADAMS TRADITIONAL ACADEMY	0	0	0	0	0	0	0	0	1	0	1

STATE	SCHOOL NAME	BOY ONLY ALG	GIRL ONLY ALG	OTHER BOY ONLY MATH	OTHER GIRL ONLY MATH	BOY ONLY SCIENCE	GIRL ONLY SCIENCE	BOY ONLY ENGLISH	GIRL ONLY ENGLISH	OTHER BOY ONLY	OTHER GIRL ONLY	TOTAL
AZ	HIAKI HIGH SCHOOL	22	6	10	1	14	0	51	7	81	25	217
AZ	GREAT HEARTS ACADEMIES - ANTHEM PREP	0	0	0	0	0	0	0	0	5	0	5
AZ	LEADING EDGE ACADEMY SAN TAN	1	0	0	0	1	0	1	0	17	5	25
AZ	WESTERN INSTITUTE FOR LEADERSHIP DEVELOPMENT	0	0	1	0	0	0	0	0	2	0	3
Z	JOHN M ANDERSEN JR HIGH SCHOOL	1	1	6	6	4	4	7	7	4	4	44
AZ	BRADSHAW MOUNTAIN MIDDLE SCHOOL	0	0	0	0	0	0	0	0	13	24	37
AZ	COYOTE SPRINGS ELEMENTARY SCHOOL	0	0	0	0	0	0	0	0	1	0	1
AZ	GLASSFORD HILL MIDDLE SCHOOL	0	0	0	0	0	0	0	0	59	55	114
AZ	LIBERTY TRADITIONAL SCHOOL	0	0	0	0	0	0	0	0	4	6	10
AZ	J. O. COMBS MIDDLE SCHOOL	0	0	2	0	1	0	2	0	25	39	69
AZ	COMBS HIGH SCHOOL	1	0	1	0	0	0	0	0	12	19	33
AZ	ALTAR VALLEY MIDDLE SCHOOL	1	0	0	0	0	0	0	0	1	0	2
AZ	PAYSON HIGH SCHOOL	0	0	0	0	0	0	0	0	3	2	5
AZ	BLUE RIDGE JR HIGH SCHOOL	0	0	0	0	0	0	1	0	29	44	74
AZ	PRESCOTT HIGH SCHOOL	0	0	0	0	0	0	0	0	5	7	12
AZ	ROUND VALLEY MIDDLE SCHOOL	0	0	1	0	0	0	0	0	6	9	16
AZ	ROUND VALLEY HIGH SCHOOL	10	5	3	3	4	1	3	2	65	94	190
AZ	SHOW LOW JUNIOR HIGH SCHOOL	0	0	0	0	0	0	0	0	1	1	2
AZ	SNOWFLAKE JUNIOR HIGH SCHOOL	0	0	0	0	0	0	0	0	20	24	44
AR	RIVERSIDE HIGH SCHOOL	0	0	0	0	0	0	0	0	1	1	2
AR	NEVADA HIGH SCHOOL	0	0	0	0	0	0	0	0	1	1	2
AR	EMERSON HIGH SCHOOL	0	0	0	0	1	1	2	2	0	0	6
AR	TAYLOR HIGH SCHOOL	0	0	2	2	2	2	2	2	0	0	12
AR	BERGMAN MIDDLE SCHOOL	0	0	0	0	0	0	1	1	0	0	2
AR	FAIRVIEW ELEMENTARY SCHOOL	0	0	2	2	1	1	2	2	0	0	10
AR	THE ACADEMIES AT JONESBORO HIGH SCHOOL	0	0	0	0	0	0	0	0	1	1	2
AR	MARSHALL HIGH SCHOOL	0	0	0	0	0	0	0	0	8	8	16
AR	SOUTHSIDE ELEMENTARY SCHOOL	0	0	8	8	8	8	8	8	8	8	64
AR	DELBERT PETE & PAT ALLEN ELE	0	0	4	4	4	4	4	4	4	4	32
AR	VALLEY VIEW JR. HIGH SCHOOL	0	0	0	0	1	1	1	1	0	0	4
CA	GRANITE HILLS HIGH	0	0	0	0	0	0	0	0	3	4	7
CA	VANGUARD PREPARATORY	0	0	0	0	0	0	0	0	0	2	2
CA	SITTING BULL ACADEMY	0	0	0	0	0	0	0	0	8	4	12

STATE	SCHOOL NAME	BOY ONLY ALG	GIRL ONLY ALG	OTHER BOY ONLY MATH	OTHER GIRL ONLY MATH	BOY ONLY SCIENCE	GIRL ONLY SCIENCE	BOY ONLY ENGLISH	GIRL ONLY ENGLISH	OTHER BOY ONLY	OTHER GIRL ONLY	TOTAL
CA	THOMPSON MIDDLE	0	0	0	0	0	0	0	0	13	19	32
CA	MONTE VISTA ELEMENTARY	0	0	0	0	0	0	0	0	2	4	6
CA	VISTA MURRIETA HIGH	0	0	0	0	0	0	0	0	8	8	16
CA	DOS PALOS HIGH	0	0	0	0	0	0	0	0	6	5	11
CA	SAN MARCOS HIGH SCHOOL	0	0	0	0	0	0	0	0	5	2	7
CA	GILBERT HIGH (CONTINUATION)	0	0	0	0	0	0	0	0	0	8	8
CA	WEST VALLEY HIGH	0	0	0	0	0	0	0	0	1	1	2
CA	CAPISTRANO VALLEY HIGH	0	0	0	2	0	0	0	0	5	6	13
CA	DANA HILLS HIGH	0	0	0	0	0	0	0	0	4	9	13
CA	SAN CLEMENTE HIGH	0	0	0	0	0	0	0	0	4	5	9
CA	JUNIPERO SERRA HIGH	0	0	0	0	0	0	0	0	0	1	1
CA	ALISO NIGUEL HIGH	0	0	0	1	0	0	0	0	4	7	12
CA	ALISO VIEJO MIDDLE	0	0	0	0	0	0	0	0	0	1	1
CA	TESORO HIGH	0	0	0	2	0	0	0	0	4	3	9
CA	SAN JUAN HILLS HIGH	0	0	0	2	0	1	0	0	5	4	12
CA	CALIFORNIA PREPARATORY ACADEMY	0	0	0	0	0	0	0	0	0	1	1
CA	CENTRAL HIGH EAST CAMPUS	0	0	0	0	0	0	0	0	1	1	2
CA	CENTRAL HIGH WEST CAMPUS	0	0	0	0	0	0	0	0	1	0	1
CA	SOUTHWEST HIGH	0	0	0	0	0	0	0	0	1	1	2
CA	DON ANTONIO LUGO HIGH	0	0	0	0	0	0	0	0	0	2	2
CA	RAMONA JUNIOR HIGH	0	0	0	0	0	0	0	0	12	5	17
CA	CHINO HILLS HIGH	0	0	0	0	0	0	0	0	9	7	16
CA	COALINGA HIGH	0	0	0	0	0	0	0	0	2	0	2
CA	WEST COTTONWOOD JUNIOR HIGH	0	0	0	0	0	0	0	0	3	3	6
CA	FORT BRAGG MIDDLE	0	0	0	0	0	0	0	0	4	4	8
CA	JAMES IRVINE INTERMEDIATE	0	0	0	0	0	0	0	0	24	12	36
CA	GILROY HIGH	0	0	0	0	0	0	0	0	1	1	2
CA	KERMAN HIGH	0	0	0	0	0	0	0	0	1	0	1
CA	RAFER JOHNSON JUNIOR HIGH	0	0	0	0	0	0	0	0	1	1	2
CA	CALABASAS HIGH	0	0	0	0	0	0	0	0	5	2	7
CA	LIVE OAK HIGH	0	0	0	0	0	0	0	0	6	4	10
CA	VANDENBERG MIDDLE	0	0	2	2	2	2	0	0	0	0	8
CA	LINDHURST HIGH	0	0	0	0	0	0	0	0	1	1	2
CA	MCSWAIN ELEMENTARY	0	0	0	0	1	1	1	1	0	0	4
CA	RANCHO MILPITAS MIDDLE	0	0	0	0	0	0	0	0	1	0	1
CA	GOLDEN VALLEY HIGH	0	0	0	0	0	0	0	0	1	0	1
CA	ATWATER HIGH	0	0	0	0	0	0	0	0	1	1	2
CA	EL CAPITAN HIGH SCHOOL	0	0	0	0	0	0	0	0	1	1	2

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CA	EL DORADO MIDDLE	0	0	0	0	0	0	0	0	2	0	2
CA	NAPA HIGH	0	0	0	0	0	0	0	0	1	4	5
CA	MADISON PARK ACADEMY 6-12	0	0	0	0	0	0	0	0	4	4	8
CA	MONTERA MIDDLE	0	0	0	0	0	0	0	0	1	0	1
CA	ELMHURST COMMUNITY PREP	0	0	0	0	0	0	0	0	2	2	4
CA	WEST OAKLAND MIDDLE	0	0	0	0	0	0	0	0	3	3	6
CA	CASTLEMONT HIGH											0
CA	FREMONT HIGH	0	0	0	0	0	0	0	0	5	9	14
CA	PITTSBURG SENIOR HIGH	0	0	0	0	0	0	0	0	11	0	11
CA	BERNARDO YORBA MIDDLE	0	0	0	0	0	0	0	0	1	1	2
CA	TRAVIS RANCH	0	0	0	0	0	0	0	0	4	3	7
CA	MARY P. HENCK INTERMEDIATE	0	0	0	0	0	0	0	0	8	7	15
CA	SERRANO INTERMEDIATE	0	0	0	0	0	0	0	0	3	1	4
CA	RIO VISTA ELEMENTARY	0	0	0	0	0	0	0	0	0	1	1
CA	DEL VALLEJO MIDDLE	0	0	0	0	0	0	0	0	4	4	8
CA	SAN JACINTO LEADERSHIP ACADEMY - MAGNET	1	1	2	2	3	3	3	3	3	3	24
CA	ABRAXIS CHARTER	1	1	1	1	1	1	1	1	1	1	10
CA	ROYAL HIGH	0	0	0	0	0	0	0	0	2	2	4
CA	QUAIL VALLEY MIDDLE	0	0	0	0	0	0	0	1	13	18	32
CA	TAFT UNION HIGH	0	0	0	0	0	0	0	0	6	4	10
CA	ROOSEVELT MIDDLE	0	0	0	0	0	0	0	0	1	0	1
CA	WALNUT CREEK INTERMEDIATE	0	0	0	0	0	0	6	1	0	0	7
CA	WILLOWS INTERMEDIATE	0	0	0	0	0	0	0	0	4	5	9
CA	DOUGLASS MIDDLE	0	0	0	0	0	0	0	0	2	2	4
CA	TULARE COUNTY COURT	3	3	3	3	3	3	3	3	3	3	30
CA	PHOENIX ACADEMY RESIDENTIAL EDUCATION CENTER	3	2	0	0	3	2	3	2	3	2	20
CO	THOMAS MACLAREN STATE CHARTER SCHOOL	2	2	3	5	4	6	5	7	6	11	51
CO	AXL ACADEMY	1	1	8	8	9	9	9	9	9	9	72
CO	CANON CITY HIGH SCHOOL	0	0	0	0	0	0	0	0	0	1	1
CO	THE VANGUARD SCHOOL (MIDDLE)	0	0	0	0	0	0	0	0	3	3	6
CO	NORTHEAST ELEMENTARY SCHOOL	0	0	1	0	1	0	1	0	1	0	4
CO	HIGHLANDS RANCH HIGH SCHOOL	0	0	0	0	0	0	1	0	0	0	1
CO	JAMES IRWIN CHARTER MIDDLE SCHOOL	0	0	7	7	6	6	6	6	18	18	74
CO	EVERGREEN HIGH SCHOOL	0	0	0	0	0	0	2	2	0	0	4
CO	POMONA HIGH SCHOOL	0	0	0	0	0	0	1	0	0	0	1
CO	CHATFIELD HIGH SCHOOL	0	0	0	0	0	0	1	0	0	0	1
CO	RALSTON VALLEY SENIOR HIGH SCHOOL	0	0	0	0	0	0	2	0	0	0	2
CO	ARAPAHOE HIGH SCHOOL	2	2	0	0	2	2	1	1	2	2	14
CO	OPTIONS SECONDARY PROGRAM	0	0	0	0	0	0	0	1	0	0	1

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CO	BERTHOUD HIGH SCHOOL	0	0	0	0	0	0	0	0	3	3	6
CO	LOVELAND HIGH SCHOOL	0	0	0	0	0	0	0	0	12	4	16
CO	THOMPSON VALLEY HIGH SCHOOL	0	0	0	0	0	0	0	0	6	4	10
CO	MOUNTAIN VIEW HIGH SCHOOL	0	0	0	0	0	0	0	0	6	3	9
CO	SHERIDAN HIGH SCHOOL	0	0	0	0	0	0	0	0	0	1	1
CO	STRASBURG HIGH SCHOOL	0	0	0	0	0	0	0	0	4	2	6
CT	JOHN F. KENNEDY MIDDLE SCHOOL	0	0	0	0	0	0	0	0	1	3	4
DC	KIPP DC AIM PCS ACADEMY PCS	0	0	1	1	1	1	1	1	1	1	8
FL	SPRINGFIELD ELEMENTARY SCHOOL	0	0	0	0	0	0	1	2	0	0	3
FL	DILLARD ELEMENTARY SCHOOL	0	0	2	2	2	2	2	2	2	2	16
FL	CHARLES DREW ELEMENTARY SCHOOL	0	0	3	3	3	3	3	3	3	3	24
FL	POMPANO BEACH ELEMENTARY SCHOOL	0	0	1	1	1	1	1	1	1	1	8
FL	NOVA HIGH SCHOOL	4	4	0	0	0	0	2	0	0	0	10
FL	BOYD H. ANDERSON HIGH SCHOOL	2	2	0	0	0	0	2	2	0	0	8
FL	ROBERT E. LEE HIGH SCHOOL	0	0	0	0	0	0	6	4	0	0	10
FL	ANDREW JACKSON HIGH SCHOOL	0	0	0	0	0	0	4	4	0	0	8
FL	LAKE SHORE MIDDLE SCHOOL	0	0	2	1	2	1	4	2	2	1	15
FL	EUGENE BUTLER MIDDLE SCHOOL	0	0	5	0	5	0	5	0	5	0	20
FL	MATTHEW W. GILBERT MIDDLE SCHOOL	0	0	3	3	0	0	3	3	0	0	12
FL	CARTER G. WOODSON ELEMENTARY SCHOOL	0	0	1	1	1	1	1	1	0	0	6
FL	JEFFERSON DAVIS MIDDLE SCHOOL	0	0	0	0	1	1	1	3	0	0	6
FL	EDWARD H. WHITE HIGH SCHOOL	3	3	3	3	6	5	6	6	0	0	35
FL	WESTSIDE ELEMENTARY SCHOOL	0	0	4	4	4	4	4	4	4	4	32
FL	SEBRING HIGH SCHOOL	1	1	0	0	0	0	0	0	0	0	2
FL	FOREST HILLS ELEMENTARY SCHOOL	0	0	2	1	2	1	2	1	2	1	12
FL	JUST ELEMENTARY	0	0	5	5	5	5	5	5	5	5	40
FL	LANIER ELEMENTARY SCHOOL	0	0	2	2	2	2	2	2	2	2	16
FL	ROBLES ELEMENTARY SCHOOL	0	0	4	4	4	4	4	4	4	4	32
FL	SHORE ELEMENTARY MAGNET SCHOOL	0	0	1	1	1	1	1	1	1	1	8
FL	WOODBIDGE ELEMENTARY SCHOOL	0	0	1	1	1	1	1	1	1	1	8
FL	BLAKE HIGH SCHOOL	1	1	0	0	0	0	4	4	0	0	10
FL	JAMES ELEMENTARY SCHOOL	0	0	4	8	4	8	4	8	4	8	48
FL	SCHMIDT ELEMENTARY SCHOOL	0	0	2	2	2	2	2	2	2	2	16
FL	WASHINGTON ELEMENTARY SCHOOL	0	0	3	3	3	3	3	3	3	3	24
FL	ORANGEWOOD ELEMENTARY SCHOOL	0	0	1	1	1	1	1	1	1	1	8
FL	SPRINGWOOD ELEMENTARY SCHOOL	0	0	1	0	1	0	1	0	1	0	4
FL	BOND ELEMENTARY SCHOOL	0	0	6	0	6	0	6	0	6	0	24
FL	PAHOKEE MIDDLE-SENIOR HIGH	0	0	0	0	0	0	1	1	0	0	2
FL	WOODWARD AVENUE ELEMENTARY SCHOOL	0	0	6	6	6	6	6	6	6	6	48
GA	HUBERT MIDDLE SCHOOL	0	0	4	0	3	0	4	0	4	0	15

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GA	GRIFFIN MIDDLE SCHOOL	0	0	2	2	2	2	2	2	2	2	16
GA	FLOYD MIDDLE SCHOOL	0	0	1	0	0	0	2	2	0	0	5
GA	BRUMBY ELEMENTARY SCHOOL	0	0	9	9	9	9	9	9	9	9	72
GA	HILLGROVE HIGH SCHOOL	0	0	0	0	0	0	0	0	2	2	4
GA	WOODLAND MIDDLE SCHOOL	0	0	11	13	0	0	0	0	0	0	24
GA	AMANA ACADEMY SCHOOL	1	0	0	4	0	2	0	4	0	0	11
GA	JENKINS COUNTY MIDDLE SCHOOL	0	0	3	3	0	0	0	0	0	0	6
GA	NEWBERN MIDDLE SCHOOL	0	0	2	2	2	2	2	2	2	2	16
GA	WILKINSON COUNTY HIGH SCHOOL	1	1	0	0	1	1	1	1	1	1	8
GA	WILKINSON COUNTY MIDDLE SCHOOL	0	0	10	10	8	8	8	7	8	8	67
ID	BLACKFOOT HIGH SCHOOL	0	0	0	0	0	0	0	0	0	1	1
ID	COUNCIL JR-SR HIGH SCHOOL	0	0	0	0	0	0	0	0	1	1	2
ID	CULDESAC SCHOOL	3	0	0	0	0	0	0	0	21	31	55
ID	NORTH FREMONT JR-SR HIGH SCHOOL	0	0	0	0	0	0	0	0	1	1	2
ID	SOUTH FREMONT JR HIGH	0	0	0	0	0	0	0	0	4	3	7
ID	MIDDLETON HEIGHTS ELEMENTARY	0	0	2	2	2	2	2	2	2	2	16
ID	NEW PLYMOUTH MIDDLE SCHOOL	0	0	0	0	0	0	0	0	3	1	4
ID	NEW PLYMOUTH HIGH SCHOOL	0	0	0	0	0	0	0	1	41	62	104
ID	PAYETTE HIGH SCHOOL	0	0	0	0	1	1	1	2	2	2	9
ID	MC CAIN MIDDLE SCHOOL	0	0	0	0	0	0	0	0	1	1	2
ID	HIGHLAND HIGH SCHOOL	0	0	0	0	0	0	0	0	0	1	1
ID	POCATELLO HIGH SCHOOL	0	0	0	0	0	0	0	0	0	1	1
ID	CENTURY HIGH SCHOOL	0	0	0	0	0	0	0	0	1	1	2
ID	POST FALLS HIGH SCHOOL	0	0	0	0	0	0	0	0	55	78	133
ID	POST FALLS MIDDLE SCHOOL	0	0	0	0	0	0	0	0	22	20	42
ID	NEW VISION ALTERNATIVE	3	4	0	0	1	0	0	0	64	17	89
ID	RIVER CITY MIDDLE SCHOOL	0	0	0	0	0	0	0	0	6	4	10
IL	DALLAS CITY ELEM SCHOOL	0	0	0	0	0	0	0	0	1	1	2
IL	GLENWOOD ELEM SCH & ACADEMY	1	0	0	0	2	0	2	0	3	0	8
IL	WEST AURORA HIGH SCHOOL	0	0	0	0	0	0	0	0	15	11	26
IL	COLLINSVILLE MIDDLE SCHOOL	0	0	0	0	0	0	0	0	20	3	23
IL	SOUTHWOOD MIDDLE SCHOOL	0	0	2	1	0	0	2	1	0	0	6
IL	MACARTHUR HIGH SCHOOL	3	3	0	0	0	0	3	3	0	0	12
IL	WASHINGTON JUNIOR HIGH	0	0	2	2	2	2	2	2	2	2	16
IL	ELVERADO JUNIOR HIGH SCHOOL	0	0	0	0	0	0	0	0	1	1	2
IL	WINSTON CAMPUS JR HIGH	0	0	0	0	0	0	1	1	0	0	2
IL	PARIS COOPERATIVE HIGH SCHOOL 4	0	0	0	0	0	0	0	0	1	1	2
IN	HOMESTEAD SENIOR HIGH SCHOOL	0	0	0	0	0	0	0	0	0	1	1
IN	CHARLES A TINDLEY ACCELERATED SCH	2	2	0	0	2	2	2	2	0	0	12
IN	CAREER ACADEMY AT SOUTH BEND	0	0	0	0	0	0	0	0	1	1	2

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IN	GOSHEN HIGH SCHOOL	0	0	0	0	0	0	0	0	1	1	2
IN	GREENSBURG COMMUNITY JR HIGH	0	0	0	0	0	0	0	0	9	0	9
IN	RIVERVIEW SCHOOL	0	0	0	0	0	0	8	8	0	0	16
IN	MISHAWAKA HIGH SCHOOL	1	1	0	0	1	1	1	1	0	0	6
IN	NEW PRAIRIE MIDDLE SCHOOL	0	0	0	0	0	0	0	0	12	12	24
IN	WASHINGTON HIGH SCHOOL	0	0	0	0	0	0	9	6	15	0	30
IN	SOUTHEAST FOUNTAIN ELEMENTARY	0	0	1	0	2	2	2	2	6	6	21
IN	SUNMAN-DEARBORN MIDDLE SCHOOL	0	0	0	0	0	0	0	0	1	1	2
IN	JEFFERSON-CRAIG ELEM SCH	2	2	2	2	2	2	2	2	2	2	20
IA	ROLAND-STORY HIGH SCHOOL	0	0	0	0	0	0	0	0	2	2	4
IA	WOODBINE HIGH SCHOOL	0	0	0	0	1	0	0	1	7	4	13
KS	SCOTT CITY HIGH	0	0	0	0	0	0	0	0	0	1	1
KS	CHETOPA HIGH	0	0	0	0	0	0	0	0	1	1	2
KS	CUNNINGHAM ELEM	0	0	0	0	0	0	0	0	1	1	2
KS	DERBY HIGH SCHOOL	0	0	0	0	0	0	0	0	12	8	20
KS	DODGE CITY HIGH SCHOOL	0	0	0	0	0	0	0	0	0	1	1
KS	FRONTENAC SR. HIGH SCHOOL	0	0	0	0	0	0	0	0	1	1	2
KS	FRONTENAC JR. HIGH	0	0	0	0	0	0	0	0	2	2	4
KS	GIRARD HIGH	0	0	0	0	0	0	0	0	1	1	2
KS	DWIGHT D. EISENHOWER MIDDLE SCHOOL	0	0	0	0	0	0	0	0	5	5	10
KS	LAWRENCE SOUTHWEST MIDDLE SCHOOL	0	0	0	0	0	0	0	0	3	3	6
KS	LAWRENCE LIBERTY MEMORIAL CENTRAL MID SCHOOL	0	0	0	0	0	0	0	0	3	3	6
KS	LAWRENCE SOUTH MIDDLE SCHOOL	0	0	0	0	0	0	0	0	3	3	6
KS	LAWRENCE WEST MIDDLE SCHOOL	0	0	0	0	0	0	0	0	3	3	6
KS	LIBERAL SOUTH MIDDLE	0	0	0	0	0	0	0	0	8	8	16
KS	LIBERAL WEST MIDDLE	0	0	0	0	0	0	0	0	8	8	16
KS	LIBERAL SR HIGH	0	0	0	0	0	0	0	0	11	6	17
KS	MEADE ELEM	0	0	0	0	0	0	0	0	1	1	2
KS	LIBERTY MIDDLE SCHOOL	0	0	0	0	0	0	0	0	1	1	2
KS	QUINTER JR-SR HIGH	0	0	0	0	1	1	0	0	1	1	4
KS	WINFIELD HIGH	0	0	0	0	0	0	0	0	2	2	4
KY	MUHLENBERG NORTH MIDDLE	0	0	0	0	0	0	1	1	0	0	2
KY	LARRY A. RYLE HIGH SCHOOL	0	0	0	0	0	0	0	0	1	1	2
KY	NORTH BULLITT HIGH SCHOOL	0	0	0	0	0	0	0	0	0	1	1
KY	MUNFORDVILLE ELEMENTARY SCHOOL	0	0	4	4	4	4	4	4	4	4	32
KY	OHIO COUNTY HIGH SCHOOL	0	0	0	0	0	0	0	0	5	5	10
KY	UNION COUNTY HIGH SCHOOL	0	0	0	0	0	0	0	0	0	1	1
KY	RIVENDELL ELEMENTARY	0	0	1	0	1	0	1	0	1	0	4
KY	RIVENDELL HIGH SCHOOL	1	1	1	1	1	1	1	1	1	1	10



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LA	GENTILLY TERRACE ELEMENTARY SCHOOL	0	0	4	4	4	4	4	4	4	4	32
LA	KIPP RENAISSANCE HIGH SCHOOL	0	0	0	0	0	0	0	0	16	15	31
LA	BATON ROUGE MAGNET HIGH SCHOOL	0	0	0	0	0	0	0	0	2	1	3
LA	BROADMOOR SENIOR HIGH SCHOOL	0	0	0	0	0	0	0	0	10	10	20
LA	SCOTLANDVILLE MAGNET HIGH SCHOOL	0	0	0	0	0	0	0	0	1	0	1
LA	SOUTHEAST MIDDLE SCHOOL	0	0	0	0	0	0	0	0	6	7	13
LA	TARA HIGH SCHOOL	0	0	0	0	0	0	0	0	9	9	18
LA	WESTDALE MIDDLE SCHOOL	0	0	0	0	0	0	0	0	4	2	6
LA	WILDWOOD ELEMENTARY SCHOOL	0	0	0	0	0	0	0	0	0	1	1
LA	NEVILLE HIGH SCHOOL	0	0	0	0	0	0	0	0	0	1	1
ME	PRESQUE ISLE HIGH SCHOOL	0	1	0	0	0	0	0	0	0	0	1
MD	BOWIE HIGH	0	0	0	0	0	0	0	0	23	3	26
MD	DUVAL HIGH	0	0	0	0	0	0	0	0	9	9	18
MD	PARKDALE HIGH	0	0	0	0	0	0	0	0	4	4	8
MD	SUITLAND HIGH	0	0	0	0	0	0	0	0	197	171	368
MD	EASTON HIGH	0	0	0	0	0	0	0	0	0	1	1
MD	BOONSBORO MIDDLE	0	0	0	0	0	0	3	0	0	0	3
MD	BOONSBORO HIGH	0	0	0	0	2	2	2	2	2	2	12
MA	KIPP ACADEMY LYNN CHARTER SCHOOL	0	0	0	0	0	0	0	0	2	2	4
MA	LEE MIDDLE/HIGH SCHOOL	1	1	0	0	0	0	1	1	0	0	4
MA	LINCOLN-SUDBURY REGIONAL HIGH	0	0	0	0	0	0	0	0	0	2	2
MA	MASCONOMET REGIONAL HIGH SCHOOL	0	0	0	0	0	0	0	0	0	1	1
MA	WAREHAM SENIOR HIGH	0	0	0	0	0	0	0	0	2	3	5
MI	OAKLAND INTERNATIONAL ACADEMY - MIDDLE	0	0	2	2	1	1	2	2	1	1	12
MI	OAKLAND INTERNATIONAL ACADEMY - HIGH SCHOOL	1	1	1	1	1	1	1	1	1	1	10
MI	FRONTIER INTERNATIONAL ACADEMY	8	7	1	1	8	7	8	7	14	14	75
MI	JALEN ROSE LEADERSHIP ACADEMY	0	0	0	0	0	0	0	0	9	6	15
MI	BALDWIN JUNIOR HIGH SCHOOL	0	0	1	1	0	0	0	0	0	0	2
MI	BERRIEN SPRINGS HIGH SCHOOL	0	0	0	0	0	0	0	0	4	4	8
MI	BLISSFIELD HIGH SCHOOL	0	0	0	0	0	0	0	0	2	2	4
MI	BLISSFIELD MIDDLE SCHOOL	0	0	0	0	0	0	0	0	4	4	8
MI	CARNEY-NADEAU SCHOOL	0	0	0	0	0	0	0	0	1	1	2
MI	COLEMAN JUNIOR/SENIOR HIGH SCHOOL	0	0	0	0	0	0	0	0	1	1	2
MI	COOPERSVILLE HIGH SCHOOL	0	0	0	0	0	0	0	0	0	1	1
MI	EATON RAPIDS MIDDLE SCHOOL	0	0	0	0	0	0	1	1	0	0	2
MI	EDWARDSBURG INTERMEDIATE SCHOOL	0	0	1	1	1	1	1	1	1	1	8
MI	EAGLE LAKE ELEMENTARY SCHOOL	0	0	1	1	1	1	1	1	1	1	8
MI	EDWARDSBURG PRIMARY SCHOOL	0	0	1	1	1	1	1	1	1	1	8

STATE	SCHOOL NAME	BOY ONLY ALG	GIRL ONLY ALG	OTHER BOY ONLY MATH	OTHER GIRL ONLY MATH	BOY ONLY SCIENCE	GIRL ONLY SCIENCE	BOY ONLY ENGLISH	GIRL ONLY ENGLISH	OTHER BOY ONLY	OTHER GIRL ONLY	TOTAL
MI	EDWARDSBURG MIDDLE SCHOOL	0	0	2	2	1	1	0	0	1	1	8
MI	GLADWIN HIGH SCHOOL	0	0	0	0	0	0	0	0	0	1	1
MI	HAMILTON HIGH SCHOOL	0	0	0	0	0	0	0	0	0	2	2
MI	JENISON HIGH SCHOOL	0	0	0	0	0	0	0	0	1	2	3
MI	KEARSLEY HIGH SCHOOL	0	0	0	0	0	0	0	0	4	4	8
MI	MICHIGAN YOUTH CHALLENGE ACADEMY	0	0	6	1	6	1	6	1	6	1	28
MI	ONSTED MIDDLE SCHOOL	0	0	0	0	0	0	0	0	15	7	22
MI	OVID-ELSIE HIGH SCHOOL	0	0	0	0	0	0	0	0	2	3	5
MI	PORT HURON HIGH SCHOOL	0	0	0	0	0	0	0	0	1	1	2
MI	SOUTH HAVEN HIGH SCHOOL	0	0	0	0	0	0	0	0	0	2	2
MI	SOUTHFIELD HIGH SCHOOL	9	6	0	0	10	8	7	5	10	8	63
MI	SPRING LAKE HIGH SCHOOL	0	0	0	0	0	0	0	0	0	1	1
MI	LAKE SHORE HIGH SCHOOL	0	0	0	0	0	0	0	0	0	1	1
MI	PIONEER WORK AND LEARN CENTER	6	3	2	1	6	3	12	4	6	2	45
MI	WYOMING INTERMEDIATE	0	0	2	2	2	2	2	2	2	2	16
MI	MUSKEGON RIVER YOUTH HOME	4	3	5	1	12	6	9	8	11	7	66
MN	OMEGON	4	3	2	4	2	2	5	4	3	3	32
MN	AURORA CHARTER SCHOOL	3	0	0	0	3	0	3	0	4	0	13
MN	BEST ACADEMY	2	2	2	2	2	2	2	2	2	2	20
MN	HENNEPIN ELEMENTARY SCHOOL	0	0	0	0	4	4	4	4	4	4	24
MN	MINNEAPOLIS ACADEMY CHARTER SCHOOL	2	2	0	0	1	1	2	2	0	0	10
MN	UBAH MEDICAL ACADEMY CHARTER SCHOOL	0	0	2	2	0	0	7	9	0	0	20
MN	BATTLE LAKE SECONDARY	0	0	1	1	1	1	1	1	0	0	6
MN	BRECKENRIDGE SENIOR HIGH	0	0	1	0	3	0	1	0	5	0	10
MN	GREENWAY SENIOR HIGH	0	0	0	0	0	0	0	0	0	1	1
MN	DASSEL-COKATO SENIOR HIGH	0	0	0	0	0	0	0	0	0	1	1
MN	LEVI P. DODGE MIDDLE SCHOOL	0	0	0	0	0	0	0	0	1	2	3
MN	ROBERT BOECKMAN MIDDLE SCHOOL	0	0	0	0	0	0	0	0	1	2	3
MN	MARTIN COUNTY WEST SENIOR HIGH	0	0	0	0	0	0	0	0	0	1	1
MN	NEW LONDON-SPICER SR.	0	0	0	0	0	0	0	0	0	1	1
MN	HEALY SECONDARY	0	0	0	0	0	0	0	0	1	1	2
MN	ST. FRANCIS HIGH	0	0	0	0	0	0	0	0	0	2	2
MN	BATTLE CREEK MIDDLE	6	6	12	13	14	14	21	20	15	15	136
MN	UPSALA SECONDARY	0	0	0	0	0	0	0	0	1	1	2
MS	CANTON PUBLIC HIGH SCHOOL	0	0	0	0	0	0	0	0	1	1	2
MS	LEWISBURG HIGH SCHOOL	0	0	0	0	0	0	0	0	2	2	4
MS	DESOTO CENTRAL HIGH SCHOOL	0	0	0	0	0	0	0	0	2	3	5
MS	NORTHEAST LAUDERDALE HIGH SCHOOL	0	0	0	0	0	0	0	0	10	8	18
MS	NOXAPATER ATTENDANCE CENTER	0	0	2	2	2	2	2	2	4	4	20

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MS	PEARL RIVER CENTRAL HIGH SCHOOL	0	0	0	0	0	0	0	0	5	5	10
MS	RICHTON ELEMENTARY SCHOOL	0	0	1	1	1	1	2	2	1	1	10
MS	STONE MIDDLE SCHOOL	0	0	0	0	2	2	0	0	0	0	4
MO	PREMIER CHARTER SCHOOL	0	0	0	0	0	0	0	0	2	2	4
MO	AVENUE CITY ELEM.	0	0	0	0	0	0	0	0	1	1	2
MO	BOURBON HIGH SCHOOL	0	0	0	0	0	0	0	0	2	2	4
MO	CLIMAX SPRINGS HIGH	0	0	0	0	0	0	0	0	2	2	4
MO	COOTER HIGH	0	0	0	0	0	0	0	0	1	1	2
MO	EL DORADO SPRINGS ELEM.	0	0	0	0	0	0	0	0	1	1	2
MO	HALFWAY SECONDARY	0	0	0	0	0	0	0	0	1	1	2
MO	HOUSTON MIDDLE	0	0	0	0	0	0	0	0	5	3	8
MO	JEFFERSON ELEM.	0	0	0	0	0	0	0	0	2	2	4
MO	JEFFERSON HIGH	0	0	0	0	0	0	0	0	3	3	6
MO	LAMAR HIGH	0	0	0	0	0	0	0	0	3	3	6
MO	LAWSON MIDDLE	0	0	1	0	1	0	0	0	5	2	9
MO	LAWSON HIGH	0	0	3	4	0	1	2	3	20	14	47
MO	LIBERAL HIGH	0	0	0	0	0	0	0	0	1	1	2
MO	WOODLAND MIDDLE	0	0	0	0	0	0	0	0	4	4	8
MO	MARYVILLE HIGH	0	0	0	0	0	0	0	0	1	1	2
MO	MEADVILLE HIGH	0	0	0	0	0	0	1	1	6	6	14
MO	MONTGOMERY CO. MIDDLE	0	0	0	0	0	0	1	1	0	0	2
MO	RAYTOWN SR. HIGH	0	0	0	0	0	0	0	0	1	1	2
MO	RAYTOWN SOUTH SR. HIGH	0	0	0	0	0	0	0	0	1	1	2
MO	SCHUYLER CO. HIGH	0	0	0	0	0	0	0	0	1	1	2
MO	STOCKTON MIDDLE	0	0	0	0	0	0	0	0	4	2	6
MO	SUNRISE ELEM.	0	0	0	0	0	0	0	0	1	1	2
MO	WARRENTON HIGH	0	0	0	0	0	0	0	0	4	3	7
MT	BEAVERHEAD CO HIGH SCHOOL	0	0	0	0	0	0	0	0	5	4	9
MT	BONNER 7-8	0	0	0	0	0	0	0	0	1	1	2
MT	POWDER RIVER CO DIST HIGH	0	0	0	0	0	0	1	0	21	35	57
MT	NAPI SCHOOL	0	0	0	0	0	0	0	0	221	236	457
MT	BROWNING HIGH SCHOOL	0	0	0	0	0	0	0	0	0	1	1
MT	ENNIS 7-8	0	0	0	0	0	0	0	0	1	1	2
MT	FLORENCE-CARLTON EL SCHL	0	0	0	0	0	0	1	0	2	0	3
MT	FLORENCE-CARLTON HS	0	1	0	2	0	0	1	1	91	79	175
MT	FLORENCE-CARLTON 7-8	0	0	1	1	0	0	2	1	0	3	8
MT	JEFFERSON HIGH SCHOOL	1	3	4	3	4	3	11	2	22	27	80
MT	LINCOLN 7-8	0	0	0	0	0	0	0	0	1	1	2
MT	WEST YELLOWSTONE 7-8	0	0	0	0	0	0	0	0	1	1	2
NE	SUPERIOR JR/SR HIGH SCHOOL	0	0	0	0	0	0	0	0	1	1	2

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NE	VERDIGRE HIGH SCHOOL	0	0	3	2	0	0	3	3	14	9	34
NE	VERDIGRE ELEMENTARY SCHOOL	0	0	3	2	0	0	3	3	14	9	34
NE	CLEARWATER/ORCHARD HIGH SCHOOL	0	1	2	3	0	1	2	5	23	23	60
NE	CLEARWATER/ORCHARD MIDDLE SCHOOL	0	0	3	0	0	0	2	0	0	0	5
NE	AXTELL MIDDLE SCHOOL	0	0	0	0	0	0	0	0	1	1	2
NE	OAKLAND CRAIG JUNIOR HIGH	0	0	1	0	0	0	1	0	0	3	5
NE	OAKLAND CRAIG SENIOR HIGH	1	0	1	0	1	0	0	0	26	8	37
NE	OAKLAND CRAIG ELEMENTARY	0	0	1	2	1	1	2	3	2	3	15
NE	STERLING MIDDLE SCHOOL	0	0	0	0	0	0	0	0	1	1	2
NV	JAMES CASHMAN MIDDLE SCHOOL	0	0	0	0	0	0	6	6	0	0	12
NV	ADOBE MIDDLE SCHOOL	0	0	0	0	0	0	0	0	1	1	2
NV	C O BASTIAN (CALIENTE YOUTH CENTER)	0	0	7	7	6	6	7	7	7	7	54
NJ	ATLANTIC CO JUV DET CTR	2	1	0	0	2	1	2	1	0	0	9
NJ	CAMDEN CO YOUTH CTR	18	3	0	0	12	2	6	1	6	1	49
NJ	ESSEX CO YOUTH HOUsE	33	3	2	0	22	2	22	2	22	2	110
NJ	CRANBURY SCHOOL	0	0	0	0	0	0	0	0	1	1	2
NJ	MEMORIAL	0	0	0	0	0	0	0	0	0	1	1
NJ	TRENTON CENTRAL HIGH SCHOOL - MAIN CAMPUS	0	0	0	0	0	0	0	0	0	6	6
NM	SOUTH VALLEY PREP	0	0	0	1	0	1	0	0	7	1	10
NM	THE MASTER PROGRAM	0	0	0	0	0	0	0	0	135	127	262
NM	ESTANCIA VALLEY CLASSICAL ACADEMY	1	0	1	0	1	1	0	0	1	1	6
NM	CENTRAL HIGH	19	19	13	13	29	29	35	35	189	189	570
NM	KIRTLAND MIDDLE	5	5	13	13	17	17	33	33	102	102	340
NM	TSE'BIT'AI MIDDLE	3	3	18	18	17	17	36	36	90	90	328
NM	NEWCOMB HIGH	11	11	4	4	13	13	15	15	61	61	208
NM	NEWCOMB MIDDLE	1	1	12	12	11	11	17	17	49	49	180
NM	CAREER PREP ALTERNATIVE	3	3	4	4	3	3	4	4	27	27	82
NM	WL V FAMILY PARTNERSHIP	0	0	0	1	0	0	0	0	0	0	1
NM	SILVER HIGH	0	0	0	0	0	0	0	0	3	2	5
NM	EL CAMINO REAL ACADEMY	0	0	0	1	0	0	0	0	4	9	14
NY	BUFFALO ACADEMY OF SCIENCE CHARTER SCHOOL	0	0	0	0	0	0	0	0	3	3	6
NY	URBAN DOVE TEAM CHARTER SCHOOL	3	3	4	4	4	4	4	4	4	4	38
NY	BROCKPORT HIGH SCHOOL	0	0	0	0	0	0	0	0	0	1	1
NY	MARVA J DANIEL FUTURES PREPARATORY SCHOOL	0	0	5	5	7	5	5	5	12	12	56
NY	H C WILLIAMS SENIOR HIGH SCHOOL	0	0	0	0	0	0	0	0	48	45	93
NY	FABIUS-POMPEY MIDDLE SCHOOL HIGH SCHOOL	0	0	0	0	0	0	0	0	4	4	8
NY	GEORGE JUNIOR REPUBLIC SCHOOL	19	3	7	0	32	2	41	4	65	4	177
NY	LAKE PLEASANT SCHOOL	0	0	0	0	0	0	0	0	1	1	2
NY	ONEONTA MIDDLE SCHOOL	0	0	0	0	0	0	0	0	4	4	8

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NY	PENFIELD SENIOR HIGH SCHOOL	0	0	0	0	0	0	0	0	0	1	1
NY	RENSSELAER JUNIOR/SENIOR HIGH SCHOOL	0	0	0	0	0	0	0	0	7	5	12
NY	SCHOOL 9-DR MARTIN LUTHER KING JR	0	0	3	0	3	0	3	0	3	0	12
NY	SCHOOL 19-DR CHARLES T LUNSFORD	0	0	1	1	1	1	1	1	1	1	8
NY	SCHOOL 52-FRANK FOWLER DOW	0	0	1	1	1	1	1	1	1	1	8
NY	SALMON RIVER HIGH SCHOOL	0	0	0	0	0	0	0	0	1	1	2
NY	CLARY MIDDLE SCHOOL	1	1	0	0	0	0	0	0	0	0	2
NY	WESTHAMPTON MIDDLE SCHOOL	0	0	0	0	0	0	0	0	1	1	2
NC	LAKE NORMAN CHARTER	0	0	1	2	1	0	0	0	0	0	4
NC	NC STATE LEARNING ACADEMY- NEW HANOVER	11	1	0	0	3	0	11	1	11	1	39
OH	SUMMIT ACADEMY COMMUNITY SCHOOL- PARMA	0	0	0	0	0	0	1	0	0	0	1
OH	AKROS MIDDLE SCHOOL	3	3	3	3	3	3	3	3	3	3	30
OH	BUCHTEL HIGH SCHOOL	0	0	0	0	0	0	0	0	2	0	2
OH	COLLEGE HILL FUNDAMENTAL ACADEMY	0	0	1	0	1	0	2	0	5	0	9
OH	SCHOOL FOR CREAT & PERF ARTS HIGH SCHOOL	0	2	0	0	0	0	0	0	13	13	28
OH	FREDERICK DOUGLASS ELEMENTARY SCHOOL	0	0	2	0	2	0	4	0	2	0	10
OH	EVANSTON ACADEMY ELEMENTARY SCHOOL	0	0	3	1	3	1	6	2	14	5	35
OH	ETHEL M. TAYLOR ACADEMY	0	0	1	0	1	0	2	0	1	0	5
OH	MT. WASHINGTON ELEMENTARY SCHOOL	0	0	1	0	1	0	2	0	4	0	8
OH	OYLER SCHOOL	1	1	1	0	1	1	2	1	6	3	17
OH	ROSELAWN CONDON ELEMENTARY SCHOOL	0	0	2	0	1	0	2	0	4	0	9
OH	ROTHENBERG PREPARATORY ACADEMY	0	0	1	0	1	0	2	0	5	0	9
OH	SILVERTON PAIDEIA ELEMENTARY SCHOOL	0	0	0	1	0	1	0	2	0	1	5
OH	WILLIAM H TAFT ELEMENTARY SCHOOL	0	0	1	0	1	0	2	0	4	0	8
OH	WALNUT HILLS HIGH SCHOOL	0	0	0	0	0	0	0	0	1	2	3
OH	WOODFORD PAIDEIA ELEMENTARY SCHOOL	0	0	1	0	1	0	2	0	7	0	11
OH	ACADEMY FOR MULTILINGUAL IMMERSION STUDIES	0	0	1	0	1	0	2	0	5	0	9
OH	RIVERVIEW EAST ACADEMY	0	0	0	0	0	0	0	0	0	2	2
OH	HUGHES STEM HIGH SCHOOL	0	0	1	0	1	0	1	0	2	1	6
OH	FRANK L WILEY MIDDLE SCHOOL	0	0	5	5	3	2	5	2	4	2	28
OH	WAUSEON MIDDLE SCHOOL	0	0	0	0	0	0	0	0	1	1	2
OH	FEDERAL HOCKING HIGH SCHOOL	0	0	0	0	0	0	0	0	1	1	2
OH	FEDERAL HOCKING MIDDLE SCHOOL	0	0	0	0	0	0	0	0	1	1	2
OH	BLANCHESTER MIDDLE SCHOOL	0	0	0	0	0	0	0	0	1	1	2
OH	CARRINGTON ACADEMY	0	0	1	1	1	1	1	1	1	1	8
OH	CARYLWOOD INTERMEDIATE SCHOOL	0	0	1	1	1	1	1	1	1	1	8
OH	COLUMBUS INTERMEDIATE SCHOOL	0	0	6	6	6	6	6	6	6	6	48
OK	BIG PASTURE HS	1	1	0	0	0	0	0	0	0	0	2

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OK	DUKE HS	0	0	0	0	0	0	1	1	0	0	2
OK	FORGAN ES	0	0	0	0	0	0	0	0	1	1	2
OK	GORE ES	0	0	0	0	0	0	0	0	1	1	2
OK	LUKFATA PUBLIC SCHOOL	0	0	0	0	3	3	3	3	3	3	18
OK	MILBURN ES	0	0	0	0	0	0	0	0	4	4	8
OK	MOYERS ES	0	0	0	0	0	0	1	1	0	0	2
OK	NEW LIMA ES	0	0	0	0	0	0	3	3	0	0	6
OK	OWASSO 8TH GRADE CTR	0	0	1	2	1	2	0	0	0	0	6
OK	POCOLA MS	0	0	0	0	0	0	0	0	1	1	2
OK	RATTAN ES	0	0	0	0	0	0	2	2	0	0	4
OK	RATTAN JHS	0	0	0	0	1	1	1	1	0	0	4
OK	RINGLING HS	0	0	0	0	0	0	0	0	1	1	2
OK	RINGLING JHS	0	0	0	0	0	0	0	0	2	2	4
OK	SNYDER ES	0	0	1	1	0	0	2	2	1	1	8
OK	SNYDER HS	1	1	0	0	0	0	0	0	0	0	2
OK	TWIN HILLS PUBLIC SCHOOL	0	0	0	0	0	0	0	0	4	4	8
OK	WAPANUCKA HS	0	0	0	0	0	0	0	0	1	1	2
OK	WELEETKA JHS	0	0	2	2	2	2	2	2	2	2	16
OK	WOODALL PUBLIC SCHOOL	0	0	0	0	0	0	1	1	0	0	2
OK	WRIGHT CITY JHS	0	0	1	1	1	1	1	1	1	1	8
OK	YALE ELEMENTARY	20	19	25	31	25	34	75	74	50	51	404
OR	MYRTLE POINT HIGH SCHOOL	0	1	0	0	0	0	1	1	25	43	71
OR	ARLINGTON COMMUNITY CHARTER SCHOOL	0	0	0	0	0	0	0	0	0	1	1
OR	COQUILLE VALLEY MIDDLE SCHOOL	0	0	0	0	0	0	0	0	14	30	44
OR	COQUILLE JUNIOR SENIOR HIGH	0	1	0	0	0	0	0	2	32	68	103
OR	WINTER LAKES SCHOOL	0	0	0	0	0	2	0	1	18	12	33
OR	WINTER LAKES VIRTUAL ACADEMY	0	0	0	0	0	0	0	1	9	20	30
OR	CRANE UNION HIGH SCHOOL	0	0	0	0	0	0	0	0	1	1	2
OR	SIUSLAW MIDDLE SCHOOL	0	0	0	0	0	0	0	0	6	6	12
OR	StusLAW HIGH SCHOOL	0	0	0	0	0	0	0	0	2	2	4
OR	DEXTER MCCARTY MIDDLE SCHOOL	0	0	0	0	0	0	2	0	0	0	2
OR	HOOD RIVER VALLEY HIGH SCHOOL	0	0	0	0	0	0	0	0	0	1	1
OR	MOHAWK HIGH SCHOOL	1	1	0	0	0	0	0	0	24	11	37
OR	NYSSA MIDDLE SCHOOL	0	0	0	0	0	0	0	0	9	7	16
OR	NYSSA HIGH SCHOOL	0	1	0	1	0	0	0	0	15	29	46
OR	PHOENIX HIGH SCHOOL	0	0	0	0	0	0	0	0	0	4	4
OR	REEDSPORT COMMUNITY CHARTER SCHOOL	0	0	0	0	0	0	2	0	42	51	95
OR	ROGUE RIVER JUNIOR/SENIOR HIGH	0	0	0	0	0	0	0	0	34	37	71
OR	SHERWOOD HIGH SCHOOL	0	0	0	0	0	0	0	0	0	2	2
PA	DR ROBERT KETTERER CS INC.	18	6	12	4	10	3	10	3	60	18	144

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PA	SOUTHWEST LEADERSHIP ACADEMY CS	0	0	9	9	9	9	9	9	18	18	90
PA	CENTRAL DAUPHIN MS	0	0	0	0	0	0	0	0	12	12	24
PA	SWATARA MS	0	0	0	0	0	0	0	0	24	24	48
PA	CENTRAL DAUPHIN EAST MS	0	0	0	0	0	0	0	0	16	16	32
PA	CENTRAL DAUPHIN EAST SHS	0	0	0	0	0	0	0	0	6	6	12
PA	CONNELLSVILLE AREA SHS	0	0	0	0	0	0	0	0	2	2	4
PA	LOWER MORELAND HS	0	0	0	0	0	0	0	0	4	4	8
PA	LOYALSOCK TWP MS	0	0	0	0	0	0	0	0	1	1	2
PA	PENNBROOK MS	0	0	0	0	0	0	0	0	18	18	36
PA	PENNFIELD MS	0	0	0	0	0	0	0	0	12	12	24
PA	RIVERSIDE HS	0	0	0	0	0	0	0	0	1	1	2
PA	SOUTHERN MS	0	0	0	0	0	0	0	0	12	12	24
PA	NORTHWEST MS	0	0	0	0	0	0	0	0	12	6	18
PA	PENNCREST HS	0	0	0	0	0	0	0	0	6	6	12
PA	SPRINGTON LAKE MS	0	0	0	0	8	8	0	0	0	0	16
PA	SHAMOKIN AREA INTERMEDIATE	0	0	1	1	2	2	2	2	8	8	26
PA	MARKLE INTRMD SCH	0	0	0	0	0	0	1	0	0	0	1
PA	TULPEHOCKEN JSHS	0	0	0	0	0	0	0	0	6	6	12
PA	UNION CITY MS	0	0	0	0	0	0	0	0	4	4	8
SC	WRIGHT MIDDLE	0	0	6	6	6	6	6	6	6	6	48
SC	MIDLAND VALLEY HIGH	2	2	0	0	0	0	2	2	0	0	8
SC	STARR-IVA MIDDLE	1	1	11	11	12	12	12	12	12	12	96
SC	NEVITT FOREST COMMUNITY SCHOOL OF INNOVATION	0	0	0	0	0	0	0	0	5	5	10
SC	HENDERSONVILLE ELEMENTARY	0	0	1	2	1	2	1	2	1	2	12
SC	SUMMERVILLE ELEMENTARY	0	0	0	3	0	3	0	3	0	3	12
SC	NEWINGTON ELEMENTARY	0	0	0	4	0	4	0	4	0	4	16
SC	JOSEPH R. PYE ELEMENTARY	0	0	2	2	2	2	2	2	2	2	16
SC	RONALD E. MCNAIR MIDDLE	0	0	10	8	10	8	10	8	0	0	54
SC	LAKE CITY HIGH	7	6	0	0	3	3	5	5	4	4	37
SC	ACADEMY OF HOPE CHARTER	0	0	1	1	1	1	0	0	0	0	4
SC	CAMDEN HIGH	2	2	0	0	0	0	2	2	1	1	10
SC	NORTH ELEMENTARY	0	0	1	1	1	1	1	1	0	0	6
SC	MEADOW GLEN MIDDLE	0	0	0	0	0	0	1	0	0	0	1
SC	PINE RIDGE MIDDLE	0	0	0	1	0	1	0	1	0	1	4
SC	CENTRAL ELEMENTARY	0	0	1	0	1	0	1	0	1	0	4
SC	RICHARD H. GETTYS MIDDLE	0	0	1	1	1	1	1	1	1	1	8
SC	EASLEY HIGH	0	0	0	0	0	0	0	0	12	0	12
SC	LIBERTY MIDDLE	0	0	6	4	6	4	6	4	5	5	40
SC	HAND MIDDLE	0	0	0	0	2	2	3	3	3	3	16

STATE	SCHOOL NAME	BOY ONLY ALG	GIRL ONLY ALG	OTHER BOY ONLY MATH	OTHER GIRL ONLY MATH	BOY ONLY SCIENCE	GIRL ONLY SCIENCE	BOY ONLY ENGLISH	GIRL ONLY ENGLISH	OTHER BOY ONLY	OTHER GIRL ONLY	TOTAL
SC	RIDGE VIEW HIGH	2	2	6	2	3	6	5	4	7	13	50
SC	BLYTHEWOOD MIDDLE	0	0	1	1	1	1	2	1	1	1	9
SC	KILLIAN ELEMENTARY	0	0	1	0	1	0	2	0	1	0	5
SC	KELLY MILL MIDDLE	0	0	5	3	5	3	4	2	3	3	28
SC	BLYTHEWOOD HIGH	3	0	5	3	3	2	8	2	11	12	49
SC	BETHEL-HANBERRY ELEMENTARY	0	0	0	1	0	1	0	1	0	0	3
SC	L. W. CONDER ELEMENTARY	0	0	4	5	4	5	8	10	4	5	45
SC	FOREST LAKE ELEMENTARY	0	0	0	1	0	1	0	2	0	1	5
SC	JOSEPH KEELS ELEMENTARY	0	0	1	0	1	0	2	0	1	0	5
SC	E. L. WRIGHT MIDDLE	0	0	2	1	3	1	3	1	5	1	17
SC	SPRING VALLEY HIGH	3	1	11	4	6	2	11	2	9	7	56
SC	LONGLEAF MIDDLE	0	0	3	1	3	3	3	1	4	1	19
SC	DENT MIDDLE*	3	3	4	6	7	9	7	9	7	11	66
SC	RICHLAND NORTHEAST HIGH	1	1	9	4	2	6	16	21	16	29	105
SC	PONTIAC ELEMENTARY	0	0	0	1	0	1	1	3	0	1	7
SC	SUMMIT PARKWAY MIDDLE	0	0	3	1	3	1	3	1	5	1	18
SC	RICHLAND TWO CHARTER HIGH	0	2	0	2	1	1	1	2	1	2	12
SC	MULLER ROAD MIDDLE	0	0	3	0	3	0	5	0	7	0	18
SC	WESTWOOD HIGH	2	2	14	5	6	5	15	16	12	5	82
SC	CENTER FOR ACCELERATED PREPARATION	0	0	0	0	0	0	0	0	1	0	1
SC	CENTER FOR ACHIEVEMENT	0	0	1	0	1	0	1	0	1	0	4
SC	ANNA BOYD SCHOOL	0	0	9	4	9	4	12	5	9	4	56
SC	BLYTHEWOOD ACADEMY	8	4	28	7	25	11	33	11	29	13	169
SC	JAMES H. HENDRIX ELEMENTARY	0	0	5	5	5	5	5	5	5	5	40
SC	BOILING SPRINGS MIDDLE	0	0	0	0	2	3	0	0	2	3	10
SC	BOILING SPRINGS INTERMEDIATE*	0	0	9	9	9	9	9	9	0	0	54
SC	RAINBOW LAKE MIDDLE	0	0	0	0	5	7	0	0	5	7	24
SC	JAMES BYRNES FRESHMAN ACADEMY	0	0	0	1	0	0	0	0	0	1	2
SC	FAIRFOREST MIDDLE	0	0	2	2	1	1	0	0	1	1	8
SC	SIMS MIDDLE	0	0	1	0	1	0	1	0	1	0	4
SC	BELLEVUE ELEMENTARY	0	0	1	1	1	1	1	1	1	1	8
SC	SPARTANBURG PREPARATORY*	0	0	0	0	5	5	5	5	5	5	30
SC	FURMAN MIDDLE	0	0	3	3	0	0	3	3	0	0	12
SC	JOHN DE LA HOWE SCHOOL	4	4	3	3	5	5	5	5	8	8	50
SC	CREEK BRIDGE HIGH	1	1	0	0	0	0	1	1	0	0	4
SD	WILMOT MS - 03	0	0	0	0	0	0	0	0	3	3	6
SD	MARION MIDDLE SCHOOL - 03	0	0	0	0	0	0	0	0	1	1	2
SD	TIMBER LAKE MIDDLE SCHOOL - 03	0	0	0	0	0	0	0	0	1	1	2
SD	YANKTON HIGH SCHOOL - 01	0	0	0	0	0	0	0	0	1	1	2



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TN	ATHENS CITY MIDDLE SCHOOL	1	1	0	0	0	0	0	0	0	0	2
TN	WESTSIDE ACHIEVEMENT MIDDLE SCHOOL	0	0	2	2	2	2	2	2	2	2	16
TN	STAR ACADEMY	0	0	4	4	4	4	4	4	4	4	32
TN	POWER CENTER ACADEMY MIDDLE	0	0	1	1	1	1	1	1	2	2	10
TN	COSBY HIGH SCHOOL	0	0	0	0	0	0	1	1	0	0	2
TN	DE KALB COUNTY HIGH SCHOOL	0	0	0	0	0	0	0	0	3	3	6
TN	BEAN STATION ELEMENTARY	0	0	0	0	0	0	0	0	1	1	2
TN	BESS T SHEPHERD ELEMENTARY	0	0	1	1	0	0	0	0	0	0	2
TN	NORMAL PARK MUSEUM MAGNET SCHOOL	1	1	1	1	0	0	1	1	0	0	6
TN	ORCHARD KNOB MIDDLE	0	0	6	6	0	0	6	6	0	0	24
TN	CHATTANOOGA CHARTER SCHOOL OF EXCELLENCE	0	0	9	8	9	8	9	8	9	8	68
TN	SCIENCE HILL HIGH SCHOOL	1	0	0	0	0	0	0	1	1	1	4
TN	SPRING HILL HIGH SCHOOL	0	0	0	0	0	0	0	0	4	4	8
TN	W.A. BASS ALTERNATIVE LEARNING CENTER	1	0	0	0	1	0	1	0	1	0	4
TN	CORA HOWE SCHOOL	0	0	1	0	0	1	0	1	2	2	7
TN	EAST NASHVILLE SCHOOL	1	1	5	5	5	5	5	5	5	6	43
TN	ANTIOCH MIDDLE	1	1	8	7	8	7	8	7	8	7	62
TN	DONELSON MIDDLE	1	1	5	6	7	7	7	7	7	7	55
TN	ANTIOCH HIGH SCHOOL	0	0	0	0	0	0	0	1	1	3	5
TN	APOLLO MIDDLE	1	1	8	8	9	9	9	9	9	9	72
TN	MOSES MCKISSACK MIDDLE	1	1	3	3	4	4	4	3	5	4	32
TN	BELLEVUE MIDDLE	1	1	7	8	8	8	7	8	8	8	64
TN	CAMERON MIDDLE SCHOOL	1	1	1	1	2	2	2	2	2	2	16
TN	DUPONT TYLER MIDDLE	1	1	7	6	7	7	7	7	7	7	57
TN	DUPONT HADLEY MIDDLE	1	1	6	5	7	6	7	5	7	6	51
TN	GLENCLIFF HIGH SCHOOL	0	0	1	0	0	0	1	1	2	2	7
TN	GOODLETTSVILLE MIDDLE	1	1	5	5	6	6	5	6	6	6	47
TN	GRA-MAR MIDDLE	1	1	3	4	5	5	4	4	5	5	37
TN	H. G. HILL MIDDLE	1	1	6	6	7	7	6	6	7	7	54
TN	MEIGS MIDDLE	2	2	5	6	7	8	7	8	7	8	60
TN	HILLSBORO HIGH	0	0	0	0	0	1	1	0	1	1	4
TN	HILLWOOD HIGH	0	0	0	0	0	0	0	1	1	1	3
TN	HUME - FOGG HIGH	0	0	0	0	0	0	0	0	1	1	2
TN	ISAAC LITTON MIDDLE	1	1	3	3	3	4	3	4	3	4	29
TN	JERE BAXTER MIDDLE	0	1	5	4	5	4	5	4	5	4	37
TN	JOELTON MIDDLE	0	0	3	3	4	4	3	3	4	4	28
TN	JOHN OVERTON HIGH	0	0	0	0	0	0	1	1	1	1	4
TN	MAPLEWOOD HIGH	0	0	0	0	0	0	1	1	2	4	8
TN	MARGARET ALLEN MIDDLE	1	1	4	4	5	5	5	5	5	5	40
TN	MCGAVOCK HIGH	0	0	0	0	0	0	1	1	1	3	6

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TN	MCMURRAY MIDDLE	1	1	7	7	7	7	7	7	7	8	59
TN	JOHN TROTWOOD MOORE MIDDLE	1	1	6	5	7	6	7	6	7	6	52
TN	NEELY'S BEND MIDDLE	1	1	5	5	6	6	6	6	6	6	48
TN	ROSE PARK MIDDLE	1	1	3	3	4	4	4	4	4	4	32
TN	STRATFORD HIGH	0	0	1	0	0	0	1	0	1	1	4
TN	TWO RIVERS MIDDLE	1	1	6	5	6	6	6	6	7	6	50
TN	WEST END MIDDLE	1	1	4	4	5	5	5	5	5	5	40
TN	ISAAH T. CRESWELL MIDDLE	1	1	3	6	4	7	4	7	4	7	44
TN	WHITES CREEK HIGH	0	0	0	0	0	0	1	1	1	3	6
TN	WRIGHT MIDDLE	1	0	10	9	10	9	10	10	10	9	78
TN	BRICK CHURCH MIDDLE	1	1	2	1	2	2	2	2	2	2	17
TN	BAILEY MIDDLE	1	1	3	3	4	4	4	3	4	4	31
TN	CROFT MIDDLE	1	1	7	7	7	7	7	7	7	7	58
TN	HAYNES MIDDLE	1	1	1	2	2	2	2	2	2	2	17
TN	HEAD MIDDLE	1	1	5	5	6	5	6	5	6	5	45
TN	JOHN EARLY MIDDLE	1	1	4	4	5	5	5	5	5	5	40
TN	NASHVILLE SCHOOL OF THE ARTS	1	1	1	1	1	1	1	1	1	3	12
TN	PEARL-COHN HIGH	0	0	0	0	0	0	1	1	1	3	6
TN	HUNTERS LANE HIGH	0	0	1	0	0	0	1	1	1	1	5
TN	MARTIN LUTHER KING JR SCHOOL	2	2	2	2	4	5	4	5	4	5	35
TN	MURRELL SCHOOL	0	0	0	0	0	0	1	1	1	1	4
TN	WILLIAM HENRY OLIVER MIDDLE	1	1	7	7	8	8	8	7	8	8	63
TN	MIDDLE COLLEGE HIGH	1	0	1	1	1	1	1	1	1	1	9
TN	KIPP ACADEMY NASHVILLE	1	1	2	2	3	3	3	3	3	3	24
TN	THURGOOD MARSHALL MIDDLE	1	1	6	7	8	8	7	8	8	8	62
TN	LEAD ACADEMY	1	1	3	3	3	3	3	3	4	4	28
TN	NASHVILLE BIG PICTURE HIGH SCHOOL	0	1	0	1	0	0	0	1	0	1	4
TN	CANE RIDGE HIGH SCHOOL	0	0	1	0	1	0	1	0	1	2	6
TN	JOHN F. KENNEDY MIDDLE	1	1	7	8	8	9	8	9	9	9	69
TN	MADISON MIDDLE	1	1	7	3	8	7	7	7	9	8	58
TN	NEW VISION ACADEMY	0	0	1	1	1	1	1	1	1	1	8
TN	STEM PREP ACADEMY	0	0	2	2	2	2	2	2	2	2	16
TN	CAMERON COLLEGE PREPARATORY	0	0	4	3	4	3	4	3	4	3	28
TN	LIBERTY COLLEGIATE ACADEMY	1	1	2	3	2	3	2	3	2	3	22
TN	NASHVILLE PREP	0	0	2	3	2	3	2	3	2	3	20
TN	THE COHN SCHOOL	0	0	0	0	0	0	0	1	0	0	1
TN	MNPS VIRTUAL SCHOOL	1	1	1	1	1	1	1	1	1	1	10
TN	MNPS MIDDLE SCHOOL ALTERNATIVE LEARNING CENTER	0	0	1	1	1	1	1	1	1	1	8
TN	KNOWLEDGE ACADEMY	0	0	2	2	2	2	2	2	2	2	16

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TN	JOHNSON ALTERNATIVE LEARNING CENTER	0	0	1	0	1	0	1	1	1	1	6
TN	HARRIS-HILLMAN SPECIAL EDUCATION	0	0	0	0	0	0	0	0	1	1	2
TN	STATION CAMP HIGH SCHOOL	0	0	0	0	0	0	0	0	1	1	2
TX	RICK HAWKINS H S	3	2	0	0	4	3	0	0	0	0	12
TX	MILTON B LEE ACADEMY OF SCIENCE & ENGINEERING	2	3	0	0	4	3	0	0	0	0	12
TX	PHOENIX SCHOOL AT SOUTHWEST SCHOOLS	9	9	7	9	23	14	25	25	19	21	161
TX	MANARA ACADEMY	0	0	4	4	3	3	4	4	3	3	28
TX	WALIPP-TSU PREPARATORY ACADEMY	0	0	7	7	7	7	7	7	14	14	70
TX	ABBOTT SCHOOL	0	0	0	0	0	0	0	0	1	1	2
TX	ALAMO HEIGHTS J H	0	0	0	0	0	0	0	0	12	6	18
TX	ELSIK H S	0	0	0	0	0	0	0	0	60	63	123
TX	HASTINGS H S	0	0	0	0	0	0	0	0	35	17	52
TX	ALIEF MIDDLE	0	0	0	0	0	0	0	0	23	12	35
TX	KILLOUGH MIDDLE	0	0	0	0	0	0	0	0	1	3	4
TX	OLLE MIDDLE	0	0	0	0	0	0	0	0	26	24	50
TX	O'DONNELL MIDDLE	0	0	0	0	0	0	0	0	13	18	31
TX	HOLUB MIDDLE	0	0	0	0	0	0	0	0	12	12	24
TX	ALBRIGHT MIDDLE	0	0	0	0	0	0	0	0	17	19	36
TX	TAYLOR H S	0	0	0	0	0	0	0	0	8	2	10
TX	ALIEF ISD J J A E P	0	0	0	0	0	0	0	0	1	0	1
TX	CROSSROADS	0	0	0	0	0	0	0	0	0	2	2
TX	ALVIN H S	0	0	2	2	0	0	0	0	0	0	4
TX	MANVEL H S	0	0	2	2	0	0	0	0	0	0	4
TX	LAMAR H S	0	0	3	3	0	0	2	2	0	0	10
TX	AVERY MIDDLE	0	0	0	0	1	1	3	3	0	0	8
TX	BLOOMBURG H S	0	0	2	2	1	1	1	1	0	0	8
TX	BOOKER JH/H S	0	0	0	0	1	1	1	1	3	3	10
TX	FALFURRIAS EL	0	0	0	0	0	0	22	22	0	0	44
TX	CREEKVIEW H S	0	0	0	0	1	0	0	0	0	0	1
TX	CENTERVILLE H S	0	0	0	0	0	0	0	0	1	1	2
TX	CHANNING SCHOOL	0	0	2	2	2	2	0	0	0	0	8
TX	CHINA SPRING H S	0	0	0	0	0	0	0	0	1	1	2
TX	COPPELL H S	0	0	0	0	0	0	0	0	6	20	26
TX	COPPELL MIDDLE EAST	0	0	0	0	0	0	0	0	2	2	4
TX	COPPELL MIDDLE WEST	0	0	0	0	0	0	0	0	4	2	6
TX	BAKER MIDDLE	0	0	0	0	0	0	0	0	8	6	14
TX	CUNNINGHAM MIDDLE	0	0	0	0	0	0	0	0	2	5	7
TX	DRISCOLL MIDDLE	0	0	0	0	0	0	0	0	2	2	4
TX	HAMLIN MIDDLE	0	0	0	0	0	0	0	0	1	1	2

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TX	KING H S	0	0	0	0	0	0	0	0	0	3	3
TX	MARTIN MIDDLE	0	0	0	0	0	0	0	0	2	1	3
TX	MOODY H S	0	0	0	0	0	0	0	0	6	0	6
TX	SOUTH PARK MIDDLE	0	0	0	0	0	0	0	0	2	1	3
TX	KAFFIE MIDDLE	0	0	0	0	0	0	0	0	6	8	14
TX	GRANT MIDDLE	0	0	0	0	0	0	0	0	8	8	16
TX	ARNOLD MIDDLE	0	0	0	0	0	0	0	0	36	45	81
TX	BLEYL MIDDLE	0	0	0	0	0	0	0	0	2	0	2
TX	CAMPBELL MIDDLE	0	0	0	0	0	0	0	0	17	14	31
TX	CYPRESS CREEK H S	0	0	0	0	0	0	0	0	18	6	24
TX	DEAN MIDDLE SCHOOL	0	0	0	0	0	0	0	0	25	17	42
TX	HAMILTON MIDDLE	0	0	0	0	0	0	0	0	12	10	22
TX	THORNTON MIDDLE	0	0	0	0	0	0	0	0	36	27	63
TX	LABAY MIDDLE	0	0	0	0	0	0	0	0	26	24	50
TX	TRUITT MIDDLE	0	0	0	0	0	0	0	0	14	14	28
TX	ARAGON MIDDLE	0	0	0	0	0	0	0	0	0	2	2
TX	GOODSON MIDDLE	0	0	0	0	0	0	0	0	10	9	19
TX	KAHLA MIDDLE	0	0	0	0	0	0	0	0	8	4	12
TX	SPILLANE MIDDLE	0	0	0	0	0	0	0	0	112	113	225
TX	CYPRESS WOODS H S	0	0	0	0	0	0	0	0	2	0	2
TX	CYPRESS RANCH H S	0	0	0	0	0	0	0	0	8	8	16
TX	CYPRESS LAKES H S	0	0	0	0	0	0	0	0	2	27	29
TX	HOPPER MIDDLE	0	0	0	0	0	0	0	0	50	32	82
TX	SMITH MIDDLE	0	0	0	0	0	0	0	0	24	14	38
TX	DR CHERYL CORBETT SALYARDS	0	0	0	0	0	0	0	0	0	2	2
TX	DAVID W CARTER H S	4	5	0	0	0	0	0	0	0	2	11
TX	E B COMSTOCK MIDDLE	0	0	8	9	0	0	15	15	0	0	47
TX	SCHOOL COMMUNITY GUIDANCE CENTER	10	2	9	2	10	2	13	2	14	2	66
TX	FRANCISCO MEDRANO MIDDLE	0	0	7	5	11	7	13	14	10	9	76
TX	DEVERS JH	0	0	0	0	0	0	2	2	0	0	4
TX	DICKINSON H S	0	0	0	0	0	0	2	0	0	0	2
TX	ETOILE EL	0	0	0	0	3	3	3	3	0	0	12
TX	FT DAVIS SCHOOL	0	0	0	0	0	0	0	0	1	1	2
TX	GARY SCHOOL	0	0	0	0	0	0	0	0	1	1	2
TX	GAUSE EL	0	0	0	0	0	0	0	0	1	1	2
TX	HAPPY H S	0	0	1	1	0	0	0	0	0	0	2
TX	HARTLEY SCHOOL	0	0	0	0	0	0	1	1	3	3	8
TX	IREDELL SCHOOL	0	0	1	0	0	0	0	0	0	0	1
TX	JIM NED MIDDLE	0	0	0	0	0	1	2	2	0	0	5
TX	JONESBORO SCHOOL	0	0	0	0	0	0	1	0	1	1	3

STATE	SCHOOL NAME	BOY ONLY ALG	GIRL ONLY ALG	OTHER BOY ONLY MATH	OTHER GIRL ONLY MATH	BOY ONLY SCIENCE	GIRL ONLY SCIENCE	BOY ONLY ENGLISH	GIRL ONLY ENGLISH	OTHER BOY ONLY	OTHER GIRL ONLY	TOTAL
TX	LINGLEVILLE SCHOOL	0	0	0	0	0	0	2	2	0	0	4
TX	MART H S	0	0	0	0	0	0	0	0	1	1	2
TX	MART MIDDLE	0	0	0	0	0	0	0	0	1	1	2
TX	FAUBION MIDDLE	0	0	0	0	0	0	0	0	1	1	2
TX	DOWELL MIDDLE	0	0	0	0	0	0	0	0	11	11	22
TX	MURCHISON EL	0	0	0	0	0	0	1	0	0	0	1
TX	WILSON MIDDLE	0	0	0	0	0	0	0	0	0	5	5
TX	NEW WAVERLY J H	0	0	0	0	0	0	0	0	2	0	2
TX	NORTHWEST H S	0	0	0	0	0	0	0	0	0	12	12
TX	MEDLIN MIDDLE	0	0	0	0	0	0	0	0	2	1	3
TX	GENE PIKE MIDDLE	0	0	0	0	0	0	0	0	4	4	8
TX	CHISHOLM TRAIL MIDDLE	0	0	0	0	0	0	0	0	15	11	26
TX	JOHN M TIDWELL MIDDLE	0	0	0	0	0	0	0	0	3	5	8
TX	TRUETT WILSON MIDDLE	0	0	0	0	0	0	0	0	9	5	14
TX	PITTSBURG INT	0	0	0	0	0	0	0	0	3	1	4
TX	ROPES SCHOOL	0	0	0	0	1	1	3	3	2	2	12
TX	ROUND ROCK H S	0	0	0	0	0	0	0	0	32	59	91
TX	C D FULKES MIDDLE	0	0	0	0	0	0	0	0	1	0	1
TX	CEDAR VALLEY MIDDLE	0	0	0	0	0	0	0	0	9	12	21
TX	CHISHOLM TRAIL MIDDLE	0	0	0	0	0	0	0	0	12	13	25
TX	WESTWOOD H S	0	0	0	0	0	0	0	0	0	1	1
TX	CANYON VISTA MIDDLE	0	0	0	0	0	0	0	0	2	5	7
TX	MCNEIL H S	0	0	0	0	0	0	0	0	21	27	48
TX	DEERPARK MIDDLE	0	0	0	0	0	0	0	0	14	16	30
TX	HOPEWELL MIDDLE	0	0	0	0	0	0	0	0	7	6	13
TX	STONY POINT H S	0	0	0	0	0	0	0	0	2	0	2
TX	RIDGEVIEW MIDDLE	0	0	0	0	0	0	0	0	1	1	2
TX	CEDAR RIDGE H S	0	0	0	0	0	0	0	0	36	34	70
TX	JAMES GARLAND WALSH MIDDLE	0	0	0	0	0	0	0	0	11	8	19
TX	PFC ROBERT P HERNANDEZ MIDDLE	0	0	0	0	0	0	0	0	4	1	5
TX	SLOCUM H S	0	0	0	0	0	0	4	3	1	1	9
TX	SLOCUM EL	0	0	0	0	1	1	0	0	0	0	2
TX	SPRINGLAKE-EARTH H S	0	0	0	0	0	0	1	1	0	0	2
TX	TRENT INDEPENDENT SCHOOL DISTRICT VALLEY SCHOOL	0	0	1	1	2	2	1	1	1	1	10
TX	BRAZOS MIDDLE	0	0	0	0	0	0	1	1	0	0	2
TX	WASKOM MIDDLE	0	0	0	0	0	0	1	1	2	2	6
TX	WESLACO H S	0	0	0	0	0	0	0	0	36	41	77
TX	WESTPHALIA EL	0	0	0	0	0	0	0	0	1	1	2
UT	PARADIGM HIGH SCHOOL	0	0	8	8	0	0	8	8	0	0	32

STATE	SCHOOL NAME	BOY ONLY ALG	GIRL ONLY ALG	OTHER BOY ONLY MATH	OTHER GIRL ONLY MATH	BOY ONLY SCIENCE	GIRL ONLY SCIENCE	BOY ONLY ENGLISH	GIRL ONLY ENGLISH	OTHER BOY ONLY	OTHER GIRL ONLY	TOTAL
UT	BOX ELDER MIDDLE	0	0	0	0	0	0	0	0	2	0	2
UT	CANYON GROVE ACADEMY	0	0	6	6	0	0	6	6	0	0	24
UT	NORTH SANPETE SPECIAL PURPOSE SCHOOL	6	0	0	0	2	0	4	0	3	0	15
UT	WAYNE MIDDLE	0	0	1	0	1	0	1	0	2	1	6
VT	BARTON GRADED SCHOOL	0	0	0	0	1	1	0	0	0	0	2
VT	MANCHESTER ELEMENTARY/MIDDLE SCHOOL	0	0	0	0	0	0	0	0	6	5	11
VA	WOODBRIIDGE MIDDLE	1	1	9	8	9	9	11	9	9	9	75
VA	WILLIAM FLEMING HIGH	0	0	0	0	0	0	0	0	4	0	4
WA	CARBONADO HISTORICAL SCHOOL 19	0	0	0	0	0	0	0	0	1	1	2
WA	CENTRAL VALLEY HIGH SCHOOL	0	0	0	0	0	0	0	0	0	2	2
WA	UNIVERSITY HIGH SCHOOL	0	0	0	0	0	0	0	0	0	2	2
WA	CHENEY HIGH SCHOOL	0	0	0	0	0	0	0	0	0	1	1
WA	MOUNT BAKER SENIOR HIGH	0	0	0	0	0	0	0	0	1	1	2
WA	MOUNT BAKER JUNIOR HIGH	0	0	0	0	0	0	0	0	1	1	2
WA	PROSSER HIGH SCHOOL	0	0	0	0	0	0	0	0	36	37	73
WA	HOUSEL MIDDLE SCHOOL	0	0	0	0	0	0	0	0	8	14	22
WA	PROSSER FALLS EDUCATION CENTER	0	0	0	0	0	1	0	0	22	13	36
WA	PULLMAN HIGH SCHOOL	0	0	0	0	0	0	0	0	0	1	1
WA	ROYAL HIGH SCHOOL	0	1	0	0	2	2	1	0	30	44	80
WA	PIONEER MIDDLE	0	0	0	0	0	0	0	0	1	2	3
WA	STEILACOOM HIGH	0	0	0	0	0	0	0	0	2	3	5
WA	MT TAHOMA	0	0	0	0	0	0	0	0	2	0	2
WA	WEST VALLEY HIGH SCHOOL	0	0	0	0	0	0	0	0	2	2	4
WV	BARBOURSVILLE SCHOOL	0	0	0	0	0	0	0	0	1	1	2
WI	LINCOLN JUNIOR HIGH	0	0	0	0	0	0	0	0	1	1	2
WI	MCLENEGAN ELEMENTARY	0	0	0	2	0	2	0	2	0	6	12
WI	ROBINSON ELEMENTARY	0	0	1	1	1	1	1	1	3	3	12
WI	BURLINGTON HIGH	0	0	0	0	1	1	0	0	0	0	2
WI	EDGAR ELEMENTARY	0	0	0	0	0	0	0	0	1	0	1
WI	EDGAR HIGH	0	0	0	0	0	0	0	0	4	0	4
WI	KENNEDY MIDDLE	0	0	0	0	0	0	3	0	0	0	3
WI	IOLA-SCANDINAVIA HIGH	0	0	0	0	0	0	0	0	2	2	4
WI	MUKWONAGO HIGH	0	0	0	0	0	0	0	0	0	1	1
WI	WAUNAKEE HIGH	0	0	0	0	0	0	0	0	0	1	1
WI	WEBSTER HIGH	0	0	0	0	0	0	0	0	0	1	1
WY	RAWLINS HIGH SCHOOL	0	0	0	0	0	0	0	0	2	2	4
WY	RIVERTON HIGH SCHOOL	0	0	0	0	0	0	0	0	1	1	2
WY	WORLAND HIGH SCHOOL	0	0	0	0	0	0	0	0	1	1	2
	<b>TOTAL NUMBER OF SINGLE-SEX CLASSES</b>	<b>1235</b>	<b>1131</b>	<b>8057</b>	<b>8000</b>	<b>9279</b>	<b>9079</b>	<b>9557</b>	<b>9331</b>	<b>14593</b>	<b>14682</b>	<b>84944</b>

### List 3: All-girl Public Schools Identified in 2017, Organized by State

Yellow highlight indicates school is new to this list and was not included in FMF 2011-14 list of all-girl public schools.

STATE	CITY	E/M/H	ALL-GIRL SCHOOL NAME	TYPE	TOT	HI	AM	AS	HP	BL	WH	TR	URL	BROTHER SCHOOL
AZ	PHOENIX	H	GIRLS LEADERSHIP ACADEMY OF ARIZONA	PUBLIC CHARTER	124	86	5	2	0	14	17	0	<a href="http://www.glaaz.org/">http://www.glaaz.org/</a>	
CA	LOS ANGELES	M/H	GIRLS ACADEMIC LEADERSHIP ACADEMY	PUBLIC									<a href="http://www.galacademy.org/">http://www.galacademy.org/</a>	
CA	PANORMA CITY	M	GIRLS ATHLETIC LEADERSHIP SCHOOL	CHARTER	125								<a href="http://www.galschoolsla.org/apps/pages/index.jsp?uREC_ID=420388&amp;type=d&amp;pREC_ID=918604">http://www.galschoolsla.org/apps/pages/index.jsp?uREC_ID=420388&amp;type=d&amp;pREC_ID=918604</a>	
CA	LOS ANGELES	H	HAROLD MCALISTER HIGH (OPPORTUNITY)	PREGNANT/PARENT	191	170	0	2	0	14	5	0	<a href="https://mcalisterhs-laUSD-ca.schoolloop.com/">https://mcalisterhs-laUSD-ca.schoolloop.com/</a>	
CA	LOS ANGELES	H	NEW VILLAGE GIRLS ACADEMY	CHARTER	130	113	0	2	0	11	2	2	<a href="http://newvillagegirlsacademy.org/">http://newvillagegirlsacademy.org/</a>	
CA	LOS ANGELES	M 7TH-12 <sup>TH</sup>	RAMONA OPPORTUNITY HIGH	ALTERNATIVE	91	89	2	0	0	0	0	0	<a href="https://ramonahs-laUSD-ca.schoolloop.com/">https://ramonahs-laUSD-ca.schoolloop.com/</a>	
CA	LOS ANGELES	H	THOMAS RILEY HIGH	PREGNANT/PARENT	160	134	0	0	0	26	0	0	<a href="http://www.cde.ca.gov/re/sd/details.asp?cds=19647331930692&amp;Public=Y">http://www.cde.ca.gov/re/sd/details.asp?cds=19647331930692&amp;Public=Y</a>	
CO	DENVER	M,H	GALS ATHLETIC LEADERSHIP SCHOOL	CHARTER	340								<a href="http://galsdenver.org">http://galsdenver.org</a> Middle and High in Same building	The Boys School of Denver
CO	DENVER	H	FLORENCE CRITTENTON HIGH SCHOOL	PREGNANT/PARENT	124	92	2	0	0	14	11	5	<a href="http://florencecrittenton.dpsk12.org/">http://florencecrittenton.dpsk12.org/</a>	
DC	WASHINGTON	E PK-8	EXCEL ACADEMY PCS DREAM	CHARTER	619	5	0	0	0	614	0	0	<a href="https://excelpubliccharterschool.org/academics/dream/">https://excelpubliccharterschool.org/academics/dream/</a>	

STATE	CITY	E/M/H	ALL-GIRL	TYPE	TOT	HI	AM	AS	HP	BL	WH	TR	URL	BROTHER SCHOOL
FL	MIAMI	H	COPE CENTER NORTH	PREGNANT/PARENT	150 52%bl 45hi 3%w	35	0	2	0	83	2	0	<a href="http://copecenternorth.dadeschools.net/">http://copecenternorth.dadeschools.net/</a>	
FL	MIAMI	H	DOROTHY M. WALLACE COPE CENTER	PREGNANT/PARENT	111	47	0	0	0	62	2	0	<a href="http://copeso.dadeschools.net/">http://copeso.dadeschools.net/</a>	
FL	JACKSONVILLE	M	EUGENE J BUTLER'S YOUNG WOMEN'S LEADERSHIP ACADEMY	MAGNET	229								<a href="http://www.duvalschools.org/Page/19159">http://www.duvalschools.org/Page/19159</a>	EUGENE J BUTLER'S LEADERSHIP AND TECHNOLOGY ACADEMY FOR BOYS
FL	TAMPA	M	FERRELL GIRLS PREPARATORY ACADEMY MIDDLE SCHOOL	MAGNET	407	107	5	5	2	170	98	20	<a href="http://ferrell.mysdhc.org/">http://ferrell.mysdhc.org/</a>	FRANKLIN BOYS PREPARATORY ACADEMY MIDDLE SCHOOL
FL	BRADENTON	E	JUST FOR GIRLS ACADEMY	CHARTER	95	35	0	0	0	29	23	8	<a href="http://www.myjfg.org/">http://www.myjfg.org/</a>	
FL	FT MYERS	H	LEE ADOLESCENT MOTHERS PROGRAM	PREGNANT/PARENT	99	50	0	0	0	38	11	0	<a href="http://lamp.leeschools.net/">http://lamp.leeschools.net/</a>	
FL	JACKSONVILLE	M	VIRTUE ARTS & SCIENCE ACADEMY	PUBLIC CHARTER	150								<a href="http://www.virtuejaxacademy.org">http://www.virtuejaxacademy.org</a>	VALOR ACADEMY OF LEADERSHIP
FL	JACKSONVILLE	M	WAVERLY ACADEMY	CHARTER	207	29	0	2	2	86	80	8	<a href="http://www.waverlyacademy.org/">http://www.waverlyacademy.org/</a>	
FL	MIAMI	M/H	YOUNG WOMEN'S PREPARATORY ACADEMY (MIAMI)	MAGNET	397	260	0	2	0	80	53	2	<a href="http://www.ywpaf1.org/">http://www.ywpaf1.org/</a>	YOUNG MEN'S PREPARATORY ACADEMY (MIAMI)
FL	MIAMI	M/H	JRE LEE OPPORTUNITY ALTERNATIVE EDUCATION SCHOOL FOR GIRLS	ALTERNATIVE	107				35	69	3		<a href="http://www.localschooldirectory.com/public-school/18423/FL">http://www.localschooldirectory.com/public-school/18423/FL</a>	
GA	ATLANTA	M/H	CORETTA SCOTT KING YOUNG WOMEN'S LEADERSHIP ACADEMY	PUBLIC	504	2	0	0	10	491	1	2	<a href="http://www.atlantapublicschools.us/eskhigh">http://www.atlantapublicschools.us/eskhigh</a>	THE BEST ACADEMY HIGH SCHOOL AT BENJAMIN S. CARSON
GA	NORCROSS	E/M	IVY PREP ACADEMY AT GWINNETT SCHOOL	PUBLIC CHARTER	272	0	1	9	35	221	0	6	<a href="http://ipa.ivypreacademy.org/schools/gwinnett/">http://ipa.ivypreacademy.org/schools/gwinnett/</a>	



STATE	CITY	E/M/H	ALL-GIRL	TYPE	TOT	HI	AM	AS	HP	BL	WH	TR	URL	BROTHER SCHOOL
GA	ATLANTA	E/M	IVY PREP ACADEMY AT KIRKWOOD FOR GIRLS SCHOOL	PUBLIC CHARTER	343	2	0	2	0	329	5	5	<a href="http://ipa.ivyprepacademy.org/schools/kirkwood-for-girls-2/">http://ipa.ivyprepacademy.org/schools/kirkwood-for-girls-2/</a>	IVY PREPARATORY YOUNG MEN'S LEADERSHIP ACADEMY (KIRKWOOD)
IL	CHICAGO	H	SIMPSON ACADEMY HS FOR YOUNG WOMEN	PREGNANT/PARENT	68	17	0	0	0	47	2	2	<a href="http://www.simpsonacademy.org/">http://www.simpsonacademy.org/</a>	
IL	CHICAGO	H	YOUNG WOMEN'S LEADERSHIP CHARTER HS	CHARTER	328	20	2	0	0	272	11	23	<a href="http://www.ywics.org/">http://www.ywics.org/</a>	
IN	TERRE HAUTE	H	BOOKER T WASHINGTON ALTERNATIVE SCHOOL	PREGNANT/PARENT	47	2	0	0	0	2	41	2	<a href="http://metadat.vigocn.k12.in.us/metadata/index.pl?d=4425&amp;rsa=Category&amp;op=show">http://metadat.vigocn.k12.in.us/metadata/index.pl?d=4425&amp;rsa=Category&amp;op=show</a>	
IN	GARY	K-7	FRANKIE W MCCULLOUGH ACAD FOR GIRLS	PUBLIC	462	5	2	2	0	437	2	14	<a href="http://www.garysc.k12.in.us/schools/frankie-w-mccullough-academy-for-girls/">http://www.garysc.k12.in.us/schools/frankie-w-mccullough-academy-for-girls/</a>	DR BERNARD C WATSON ACADEMY FOR BOYS
KY	LOUISVILLE	M	FREDERICK LAW OLMSTED ACADEMY SOUTH	PUBLIC	707	101	2	53	2	281	251	17	<a href="http://schools.jefferson.kyschools.us/Middle/OlmstedSouth/About.html">http://schools.jefferson.kyschools.us/Middle/OlmstedSouth/About.html</a>	FREDERICK LAW OLMSTED ACADEMY NORTH
MD	BALTIMORE	6TH-10TH	BALTIMORE LEADERSHIP SCHOOL FOR YOUNG WOMEN	CHARTER	433	5	0	2	0	416	8	2	<a href="http://blyw.org/">http://blyw.org/</a>	
MD	BALTIMORE	H	WESTERN HIGH	PUBLIC	1092	26	2	20	5	953	86	0	<a href="http://westernhighschool.org/">http://westernhighschool.org/</a>	
MI	DEARBORN HEIGHTS	5TH-12TH	CLARA B. FORD ACADEMY (SDA)	CHARTER	132	5	0	0	0	95	32	0	<a href="http://www.cbacademy.com/">http://www.cbacademy.com/</a>	
MI	DETROIT	PK-12	DETROIT INTERNATIONAL ACADEMY FOR YOUNG WOMEN	PUBLIC	501	8	2	29	11	431	20	0	<a href="http://detroitk12.org/schools/dia/">http://detroitk12.org/schools/dia/</a>	
MN	ST PAUL	5TH-12TH	A. G. A. P. E. TEEN PARENT	PREGNANT/PARENT	85	23	0	26	0	20	8	8	<a href="http://agape.spps.org/">http://agape.spps.org/</a>	
MN	MINNEAPOLIS	H	LONGFELLOW ALTERNATIVE HIGH SCHOOL	PREGNANT/PARENT									<a href="http://westernhighschool.org/">http://westernhighschool.org/</a>	
MN	ST PAUL	5TH-8TH	LAURA JEFFREY ACADEMY CHARTER	STEM CHARTER	163	0	2	11	0	41	77	32	<a href="http://www.laurajeffreyacademy.org/">http://www.laurajeffreyacademy.org/</a>	
MO	ST. LOUIS	6TH-7TH	HAWTHORNE LEADERSHIP SCHOOL FOR GIRLS	PUBLIC	180								<a href="http://www.hawthornschool.org/">http://www.hawthornschool.org/</a>	

STATE	CITY	E/M/H	ALL-GIRL SCHOOL NAME	TYPE	TOT	HI	AM	AS	HP	BL	WH	TR	URL	BROTHER SCHOOL
NC	WILMINGTON	M/H	GIRLS LEADERSHIP ACADEMY OF WILMINGTON	PUBLIC CHARTER									<a href="http://www.glowacademy.net">www.glowacademy.net</a>	
NC	GREENSBORO	H	MIDDLE COLLEGE HIGH AT BENNETT	MAGNET	115	2	0	2	0	104	2	5		
NC	RALEIGH	6TH-10TH	WAKE YOUNG WOMEN'S LEADERSHIP ACADEMY	MAGNET	249	35	2	14	0	86	98	14	<a href="http://www.wcpss.net/wywl">http://www.wcpss.net/wywl</a>	WAKE YOUNG MEN'S LEADERSHIP ACADEMY
NJ	NEWARK	M/H	THE GIRLS ACADEMY OF NEWARK	PUBLIC CHARTER									<a href="http://www.nps.k12.nj.us/gm">http://www.nps.k12.nj.us/gm</a>	EAGLE ACADEMY FOR YOUNG MEN AT NEWARK
NY	ALBANY	H	ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS	CHARTER	340	44	0	17	2	269	8	0	<a href="http://www.albanyleadershiphigh.org/">http://www.albanyleadershiphigh.org/</a>	
NY	ALBANY	E	BRIGHTER CHOICE CHARTER ELEMENTARY SCHOOL FOR GIRLS	CHARTER	265	23	0	5	0	200	8	29	<a href="http://www.brighterchoice.org/girls/">http://www.brighterchoice.org/girls/</a>	BRIGHTER CHOICE CHARTER MIDDLE SCHOOL FOR BOYS
NY	BROOKLYN	E/M	EXCELLENCE GIRLS CHARTER SCHOOL OF BEDFORD STUYVESANT	CHARTER	495	35	0	5	2	449	2	2	<a href="http://excellencegirls.uncommonschoools.org/">http://excellencegirls.uncommonschoools.org/</a>	EXCELLENCE BOYS CHARTER SCHOOL OF BEDFORD STUYVESANT
NY	NEW YORK	E/M	GIRLS PREPARATORY CHARTER SCHOOL OF LOWER EAST SIDE	CHARTER	555	272	2	5	0	251	11	14	<a href="http://www.publicprep.org/page.cfm?p=515">http://www.publicprep.org/page.cfm?p=515</a>	
NY	BRONX	E/M	GIRLS PREPARATORY CHARTER SCHOOL OF THE BRONX	CHARTER	441	275	0	0	0	164	0	2	<a href="http://www.publicprep.org/page.cfm?p=516">http://www.publicprep.org/page.cfm?p=516</a>	BOYS PREPARATORY ELEMENTARY CHARTER SCHOOL OF THE BRONX
NY	NEW YORK	H	URBAN ASSEMBLY SCHOOL OF BUSINESS FOR YOUNG WOMEN	COLLEGE PREP	393	170	0	14	2	197	8	2	<a href="http://urbanassembly.org/schools/the-urban-assembly-school-of-business-for-young-women">http://urbanassembly.org/schools/the-urban-assembly-school-of-business-for-young-women</a>	
NY	BRONX	H	WOMEN'S ACADEMY OF EXCELLENCE	PUBLIC	387	176	2	11	2	185	11	0	<a href="http://schools.nyc.gov/SchoolPortals/08/X282/default.htm">http://schools.nyc.gov/SchoolPortals/08/X282/default.htm</a>	

NY	ROCHESTER	7TH-12 <sup>TH</sup>	YOUNG WOMEN'S COLLEGE PREP CHARTER SCHOOL OF ROCHESTER	COLLEGE PREP CHARTER	171	35	0	2	2	95	29	8	<a href="http://www.youngwomenscollegeprep.org/">http://www.youngwomenscollegeprep.org/</a>
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NY	ASTORIA	M/H	YOUNG WOMEN'S LEADERSHIP SCHOOL OF ASTORIA	PUBLIC	576	227	2	188	11	32	116	0	<a href="http://www.tyws-astoria.org/">http://www.tyws-astoria.org/</a>
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NY	BROOKLYN	M/H	YOUNG WOMEN'S LEADERSHIP SCHOOL OF BROOKLYN	PUBLIC	347	110	2	5	2	224	2	2	<a href="http://www.tywsbrooklyn.org/">http://www.tywsbrooklyn.org/</a>
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NY	EAST HARLEM	M/H	YOUNG WOMEN'S LEADERSHIP SCHOOL OF EAST HARLEM	PUBLIC	458	272	2	32	2	137	11	2	<a href="http://www.tyws.org/">http://www.tyws.org/</a>
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NY	QUEENS	M/H	YOUNG WOMEN'S LEADERSHIP SCHOOL OF QUEENS	PUBLIC	543	89	5	146	2	287	14	0	<a href="http://www.tywsqueens.org/">http://www.tywsqueens.org/</a>
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NY	BRONX	M/H	YOUNG WOMEN'S LEADERSHIP SCHOOL OF THE BRONX	PUBLIC	185	113	2	0	0	68	2	0	<a href="http://www.tywsbronx.org/">http://www.tywsbronx.org/</a>
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NY	BRONX	E/M	BRONX GLOBAL LEARNING INSTITUTE FOR GIRLS CHARTER	CHARTER	375								<a href="http://www.bgigschool.org/">http://www.bgigschool.org/</a>
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NY	BROOKLYN	M/H	URBAN ASSEMBLY INSTITUTE OF MATH AND SCIENCE FOR YOUNG WOMEN	PUBLIC	443								<a href="http://www.uainstitute.org/">http://www.uainstitute.org/</a>
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OH	DAYTON	PK-8	CHARITY ADAMS EARLEY GIRLS ACADEMY	PUBLIC	428	2	0	0	0	368	35	23	<a href="http://www.dps.k12.oh.us/charity-adams/">http://www.dps.k12.oh.us/charity-adams/</a>	
OH	COLUMBUS	M	COLUMBUS CITY PREPARATORY SCHOOL FOR GIRLS	PUBLIC	417	23	2	8	0	341	29	14	<a href="http://columbuscityschoolforgirls.ccsos.us/">http://columbuscityschoolforgirls.ccsos.us/</a>	COLUMBUS CITY PREPARATORY SCHOOL FOR BOYS
OH	CLEVELAND	PK-8	DOUGLAS MACARTHUR GIRLS' LEADERSHIP ACADEMY	PUBLIC	306	50	2	5	0	131	104	14	<a href="http://www.clevelandmetroschools.org/Page/1260">http://www.clevelandmetroschools.org/Page/1260</a>	
OH	TOLEDO	K-8	ELLA P. STEWART ACADEMY FOR GIRLS	PUBLIC	257	14	0	0	0	215	11	17	<a href="http://www.tps.org/school/elementary-school/270-ella-p-stewart-academy-for-girls">http://www.tps.org/school/elementary-school/270-ella-p-stewart-academy-for-girls</a>	
OH	TOLEDO	7TH-12TH	POLLY FOX ACADEMY COMMUNITY SCHOOL	PREGNANT/PARENT CHARTER	98	8	0	0	0	65	23	2	<a href="http://www.pollyfox.org">http://www.pollyfox.org</a>	
OH	CLEVELAND	PK-8	WARNER GIRLS' LEADERSHIP ACADEMY	PUBLIC	394	2	0	2	0	380	5	5	<a href="http://www.clevelandmetroschools.org/Page/1267">http://www.clevelandmetroschools.org/Page/1267</a>	
PA	PHILADELPHIA	H	PHILADELPHIA HIGH SCHOOL FOR GIRLS	PUBLIC	994								<a href="http://webgui.phila.k12.pa.us/schools/g/girlshigh/policies">http://webgui.phila.k12.pa.us/schools/g/girlshigh/policies</a>	
TN	CHATTANOOGA	M/H	CHATTANOOGA GIRLS LEADERSHIP ACADEMY	STEM CHARTER	244	62	2	2	0	167	11	0	<a href="http://cglaonline.com/">http://cglaonline.com/</a>	
TN	MEMPHIS	M	CITY UNIVERSITY SCHOOL GIRLS PREPARATORY	CHARTER	120	0	0	0	0	32	0	0	<a href="http://cityuniversityschool.org/?page_id=1434">http://cityuniversityschool.org/?page_id=1434</a>	CITY UNIVERSITY SCHOOL BOYS PREP
TX	AUSTIN	M/H	ANN RICHARDS SCHOOL FOR YOUNG WOMEN LEADERS	MAGNET	732	461	0	20	2	62	158	29	<a href="https://www.annrichardsschool.org/">https://www.annrichardsschool.org/</a>	BARACK OBAMA MALE LEADERSHIP ACA AT B.F. DARRELL MIDDLE
TX	AUSTIN	M/H	BERTHA SADLER MEANS YOUNG WOMEN'S LEADERSHIP ACADEMY	PUBLIC	368	0	2	12	256	83	15	0	<a href="https://www.austinsisd.org/schools/sadlermeansywf/">https://www.austinsisd.org/schools/sadlermeansywf/</a>	
TX	DALLAS	M/H	IRMA LERMA RANGEL YOUNG WOMEN'S LEADERSHIP HIGH	MAGNET	254	185	0	8	0	50	11	0	<a href="http://www.dallasisd.org/rangel">http://www.dallasisd.org/rangel</a>	BARACK OBAMA MALE LEADERSHIP ACA AT B.F. DARRELL MIDDLE

TX	HOUSTON	M 5-8	KIPP VOYAGE ACADEMY FOR GIRLS	CHARTER	324	116 47%	0	0	0	110 51%	2	5	<a href="http://kipphouston.org/voyage">http://kipphouston.org/voyage</a>	KIPP POLARIS ACADEMY FOR BOYS
TX	LUBBOCK	M/H	MARGARET TALKINGTON SCHOOL FOR YOUNG WOMEN LEADERS	MAGNET	396	188	2	2	0	59	131	14	<a href="http://talkington.lubbockisd.org/pages/TALKINGTON">http://talkington.lubbockisd.org/pages/TALKINGTON</a>	
TX	PHARR	H	PSJA SONIA M SOTOMAYOR HIGH SCHOOL	PREGNANT/PARENT	128	128	0	0	0	0	0	0	<a href="http://www.psjaisd.us/sotomayor">http://www.psjaisd.us/sotomayor</a>	
TX	HOUSTON	M 6-12	YOUNG WOMEN'S COLLEGE PREP ACADEMY (HOUSTON)	COLLEGE PREP	534	215	0	11	2	272	23	11	<a href="http://www.houstonisd.org/ywcpa">http://www.houstonisd.org/ywcpa</a>	
TX	FORT WORTH	M/H	YOUNG WOMEN'S LEADERSHIP ACADEMY (FWISD)	COLLEGE PREP									<a href="http://www.fwisd.org/YWLA">http://www.fwisd.org/YWLA</a>	YOUNG MEN'S LEADERSHIP ACADEMY (FWISD)
TX	SAN ANTONIO	M/H	YOUNG WOMEN'S LEADERSHIP ACADEMY (SAISD)	COLLEGE PREP CHARTER	351	155	65	5	0	92	26	8	<a href="http://www.saisd.net/schools/ywla/">http://www.saisd.net/schools/ywla/</a>	YOUNG MEN'S LEADERSHIP ACADEMY (SAISD)
TX	GRAND PRARIE	M	YOUNG WOMEN'S LEADERSHIP ACADEMY AT BILL ARNOLD MIDDLE	PUBLIC	1104					906			<a href="http://www.gpsid.org/Page/59">http://www.gpsid.org/Page/59</a>	YOUNG MEN'S LEADERSHIP ACADEMY AT JOHN F KENNEDY MIDDLE
TX	EL PASO	M	YOUNG WOMEN'S LEADERSHIP ACADEMY, YSLETA-2016	PUBLIC		93%		1%		2%	3%		<a href="http://ywla.yisd.net">http://ywla.yisd.net</a>	
TX	EL PASO Start 2017	M 6-7	YOUNG WOMEN'S STEAM RESEARCH & PREPARATORY ACADEMY	PUBLIC									<a href="https://www.episd.org/steamacademy">https://www.episd.org/steamacademy</a>	
TOTAL ENROLLMENT					24,102	5395	130	1812	391	11156	1936	402		

**Total Girls Public Schools 75** Yellow highlight indicates the school is new to this list and was not included in FMF 2011-14 list of all-girl public schools.

Recently closed schools: The Red Shoe Charter School for Girls in Fort Lauderdale, Florida; Catherine Ferguson Academy for Young Women in Detroit, Michigan; Brighter Choice Charter Middle School for Girls in Albany, New York. The charter was not renewed in March 2015 for either the Boys or Girls Middle school. Reach Academy for Girls, New Castle, DE; Athena School of Excellence for Girls, Youngstown, OH; Center for New Lives, Fort Worth, TX; Young Parents School, Spanish Fork, TX; Lady Pitts High School, Milwaukee, WI.

Sisters in Science, Technology, engineering may have become Broadway Arts and Technology in Minneapolis which sent some of its girls to Longfellow Alternative HS. Marian Pritchett Memorial School in Boise, ID shouldn't have been on 2011-14 list because it was too small. Similarly, the Teenage Parenting Program did not appear to be a school. The New Futures School in Albuquerque, NM listed for girls in 2011-14 was 88% F and 13% M in 2013-14 CRDC. EW Rhodes Academy for Girls in Philadelphia, PA became a coed elementary school.

### List 4: All-boy Public Schools Identified in 2017, Organized by State

Yellow highlighted at the start of the line means the school is new to this list and was not included in FMF 2011-14 list of all-boy public schools.

STATE	CITY	ALL-BOY SCHOOL NAME	E/M/H	TYPE	TOTAL	HI	AM	AS	HP	BL	WH	TR	URL	SISTER SCHOOL
CA	LOS ANGELES	AGGELER COMMUNITY DAY	M/H	PUBLIC	92	68	0	2	0	14	8	0	<a href="https://aggelerhs-laUSD-ca.schoolloop.com/">https://aggelerhs-laUSD-ca.schoolloop.com/</a>	
CA	LOS ANGELES	BOYS ACADEMIC LEADERSHIP ACADEMY	6 <sup>TH</sup> /7 <sup>TH</sup>	PUBLIC									<a href="https://boysacademicleadership-laUSD-ca.schoolloop.com/">https://boysacademicleadership-laUSD-ca.schoolloop.com/</a>	
CO	DENVER	THE BOYS SCHOOL OF DENVER	6 <sup>th</sup>	CHARTER									<a href="http://www.galschools.org/our-schools/denver/the-boys-school/about">http://www.galschools.org/our-schools/denver/the-boys-school/about</a>	
DC	WASHINGTON	DCPS THE RON BROWN COLLEGE PREPARATORY HIGH SCHOOL	H	PUBLIC	100								<a href="http://www.rbhsmoarchs.org/">http://www.rbhsmoarchs.org/</a>	
DE	WILMINGTON	PRESTIGE ACADEMY	M	CHARTER	246	5	0	0	0	233	8	0	<a href="http://www.prestigeacademys.org/">http://www.prestigeacademys.org/</a>	
FL	BRADENTON	VISIBLE MEN ACADEMY	E K-6	CHARTER									<a href="http://www.vmacademy.org">http://www.vmacademy.org</a>	
FL	JACKSONVILLE	VALOR ACADEMY OF LEADERSHIP	M/H	PUBLIC CHARTER									<a href="http://www.valoracademyjax.org/new/">http://www.valoracademyjax.org/new/</a>	
FL	JACKSONVILLE	YOUNG MEN'S LEADERSHIP ACADEMY	M	MAGNET	223								<a href="http://www.duvalschools.org/domain/4195">http://www.duvalschools.org/domain/4195</a>	
FL	MIAMI	YOUNG MEN'S PREPARATORY ACADEMY (MIAMI)	M/H	MAGNET									<a href="http://ympacademy.org/">http://ympacademy.org/</a>	YOUNG WOMEN'S PREPARATORY ACADEMY (MIAMI)
FL	TAMPA	FRANKLIN BOYS PREPARATORY ACADEMY MIDDLE SCHOOL	M	MAGNET	416	101	2	5	2	176	107	23	<a href="http://franklin.mysdhc.org/">http://franklin.mysdhc.org/</a>	FERREL GIRLS PREPARATORY ACADEMY MIDDLE SCHOOL
GA	EAST POINT	FULTON LEADERSHIP ACADEMY	M/H	CHARTER	386	0	0	0	2	383	0	1	<a href="http://www.fultonleadershipacademy.net/">http://www.fultonleadershipacademy.net/</a>	
GA	ATLANTA	THE BEST ACADEMY MIDDLE SCHOOL AT BENJAMIN S. CARSON	M/H	PUBLIC	515	0	0	1	4	505	1	2	<a href="http://www.atlantapublicschools.us/domain/4106">http://www.atlantapublicschools.us/domain/4106</a>	CORETTA SCOTT KING YOUNG WOMEN'S LEADERSHIP ACADEMY

STATE	CITY	ALL-BOY SCHOOL NAME	E/M/H	TYPE	TOTAL	HI	AM	AS	HP	BL	WH	TR	URL	SISTER SCHOOL	LE
IL	CHICAGO	URBAN PERPARTORY ACADEMY- BRONZEVILLE CAMPUS	H	PUBLIC CHARTER	420								<a href="http://www.urbanprep.org/schools/bronzeville-campus">http://www.urbanprep.org/schools/bronzeville-campus</a>		
IL	CHICAGO	URBAN PERPARTORY ACADEMY-WEST CAMPUS	H	PUBLIC CHARTER	342								<a href="http://www.urbanprep.org/schools/west-campus">http://www.urbanprep.org/schools/west-campus</a>		
IL	CHICAGO	URBAN PERPARTORY ACADEMY- ENGLEWOOD CAMPUS	H	PUBLIC CHARTER	443								<a href="http://www.urbanprep.org/schools/englewood-campus">http://www.urbanprep.org/schools/englewood-campus</a>		
IN	GARY	DR BERNARD C WATSON ACAD FOR BOYS	K-6	PUBLIC	182	8	0	0	0	152	5	17	<a href="http://www.garycsc.k12.in.us/schools/dr-bernard-c-watson-academy-for-boys/">http://www.garycsc.k12.in.us/schools/dr-bernard-c-watson-academy-for-boys/</a>	FRANKIE W MCCULLOUGH ACADEMY FOR GIRLS	
IN	INDIANAPOLIS	TINDLEY PREPARATORY ACADEMY	M	COLLEGE PREP CHARTER	282	2	2	2	0	263	2	11	<a href="http://www.tindleyprep.org/">http://www.tindleyprep.org/</a>		
KY	LEXINGTON	CARTER G. WOODSON ACADEMY	M/H	COLLEGE PREP	111	2	0	0	0	107	0	2	<a href="http://www.cgwacademy.fcps.net">http://www.cgwacademy.fcps.net</a>		
KY	LOUISVILLE	FREDERICK LAW OLMSTED ACADEMY NORTH	M	PUBLIC	642	62	0	44	2	299	221	14	<a href="http://schools.jefferson.kyschools.us/middle/OlmstedNorth/index.html">http://schools.jefferson.kyschools.us/middle/OlmstedNorth/index.html</a>	FREDERICK LAW OLMSTED ACADEMY SOUTH	
MD	BALTIMORE	BLUFORD DREW JEMISON STEM ACADEMY MIDDLE	M	STEM CHARTER	259	0	0	0	0	257	2	0	<a href="http://www.greatschools.org/maryland/baltimore/4102-Bluford-Drew-Jemison-Stem-Academy-Middle/">http://www.greatschools.org/maryland/baltimore/4102-Bluford-Drew-Jemison-Stem-Academy-Middle/</a>		
MD	BALTIMORE	BLUFORD DREW JEMISON STEM ACADEMY WEST	6TH-12 <sup>TH</sup>	STEM CHARTER	528	0	2	0	0	521	5	0	<a href="http://www.baltimorecityschools.org/364">http://www.baltimorecityschools.org/364</a>		
MI	DETROIT	DOUGLASS ACADEMY FOR YOUNG MEN	M	PUBLIC	183								<a href="http://detroitk12.org/schools/douglass/">http://detroitk12.org/schools/douglass/</a>		
MI	HIGHLAND PARK	ACE ACADEMY (SDA)	7TH-12 <sup>TH</sup>	TRANSITION FROM JJ	142	2	2	2	0	122	14	0	<a href="http://www.aceacademysda.com/">http://www.aceacademysda.com/</a>	99% MALE 1% FEMALE	
NC	GREENSBORO	MIDDLE COLLEGE HIGH @ NC A&T	H	MAGNET	107	2	0	0	0	101	2	2	<a href="http://ncat.gcsnc.com/pages/Middle_College_at_NC_A_T">http://ncat.gcsnc.com/pages/Middle_College_at_NC_A_T</a>	MIDDLE COLLEGE HIGH AT BENNETT	
NC	RALEIGH	WAKE YOUNG MEN'S LEADERSHIP ACADEMY	M/H	COLLEGE PREP	234	29	2	29	0	80	83	11	<a href="http://www.wcpss.net/wakeyoungmen">http://www.wcpss.net/wakeyoungmen</a>	WAKE YOUNG WOMEN'S LEADERSHIP	



STATE	CITY	ALL-BOY SCHOOL NAME	E/M/H	TYPE	TOTAL	HI	AM	AS	HP	BL	WH	TR	URL	SISTER SCHOOL
														ACADEMY
NJ	NEWARK	EAGLE ACADEMY FOR YOUNG MEN OF NEWARK	M/H	PUBLIC	129								<a href="http://www.eaglenewark.com/">http://www.eaglenewark.com/</a>	THE GIRLS ACADEMY OF NEWARK
NY	ALBANY	BRIGHTER CHOICE CHARTER ELEMENTARY SCHOOL FOR BOYS	E	CHARTER	277	11	0	5	0	221	11	29	<a href="http://www.brighterchoice.org/boys/">http://www.brighterchoice.org/boys/</a>	BRIGHTER CHOICE CHARTER ELEMENTARY SCHOOL FOR GIRLS
NY	BRONX	BOYS PREPARATORY ELEMENTARY CHARTER SCHOOL OF THE BRONX	E	CHARTER									<a href="http://www.publicprep.org/page.cfm?p=518">http://www.publicprep.org/page.cfm?p=518</a>	GIRLS PREPARATORY ELEMENTARY CHARTER SCHOOL OF THE BRONX
NY	BRONX	EAGLE ACADEMY FOR YOUNG MEN: SOUTH BRONX	M/H	PUBLIC	637	236	2	0	0	395	2	2	<a href="http://www.eaglebronx.org/">http://www.eaglebronx.org/</a>	
NY	BROOKLYN	EAGLE ACADEMY FOR YOUNG MEN II: OCEAN HILL/BROWNSVILLE	M/H	PUBLIC	508	50	0	2	2	449	5	0	<a href="http://schools.nyc.gov/SchoolPortals/23/K644/default.htm">http://schools.nyc.gov/SchoolPortals/23/K644/default.htm</a>	
NY	HARLEM	EAGLE ACADEMY FOR YOUNG MEN OF HARLEM	M/H	PUBLIC	270								<a href="http://www.eagleharlem.org/">http://www.eagleharlem.org/</a>	
NY	SPRINGFIELD GRDENS	EAGLE ACADEMY FOR YOUNG MEN III: SOUTHEAST QUEENS	M/H	PUBLIC	341	14	0	5	0	314	8	0	<a href="http://schools.nyc.gov/SchoolPortals/29/Q327/default.htm">http://schools.nyc.gov/SchoolPortals/29/Q327/default.htm</a>	
NY	STATEN ISLAND	EAGLE ACADEMY FOR YOUNG MEN OF STATEN ISLAND	M/H	PUBLIC									<a href="http://eagleacademysi.org">http://eagleacademysi.org</a>	
NY	BROOKLYN	EXCELLENCE BOYS CHARTER SCHOOL OF BEDFORD STUYVESANT	E/M	CHARTER	611	23	0	14	0	572	0	2	<a href="http://excellenceboys.uncommonschoools.org/excellence-boys/our-school">http://excellenceboys.uncommonschoools.org/excellence-boys/our-school</a>	EXCELLENCE GIRLS CHARTER SCHOOL OF BEDFORD STUYVESANT
NY	ALBANY	GREEN TECH HIGH CHARTER SCHOOL	H	CHARTER	359	20	0	2	0	332	5	0	<a href="http://www.greentechhigh.org/">http://www.greentechhigh.org/</a>	
NY	DOBBS FERRY	GREENBURGH ELEVEN UFSD: BETHUNE LEARNING COMMUNITY HIGH	H	PUBLIC	119	32	2	0	0	77	8	0	<a href="http://www.greenburgheleven.org/high-school-bethune.html">http://www.greenburgheleven.org/high-school-bethune.html</a>	

STATE	CITY	ALL-BOY SCHOOL NAME	E/M/H	TYPE	TOTAL	HI	AM	AS	HP	BL	WH	TR	URL	SISTER SCHOOL
NY	BROOKLYN	IMAGINE ME LEADERSHIP CHARTER SCHOOL	E	CHARTER	232	29	2	0	0	197	2	2	<a href="http://www.imagnemeleadersmp.org/">http://www.imagnemeleadersmp.org/</a>	
NY	ROCHESTER	VERTUS CHARTER SCHOOL	H 9-11	CHARTER	103			11	81	11			<a href="http://www.vertus.school.org">http://www.vertus.school.org</a>	
NY	ROCHESTER	LEADERSHIP ACADEMY FOR YOUNG MEN	7TH-12 <sup>TH</sup>	PUBLIC	331	62	2	2	0	242	23	0	<a href="http://www.lafym.com/">http://www.lafym.com/</a>	
NY	ROCHESTER	UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN	7TH-12 <sup>TH</sup>	CHARTER	384	32	2	8	0	317	23	2	<a href="http://www.upreprochester.org/">http://www.upreprochester.org/</a>	
OH	COLUMBUS	COLUMBUS CITY PREPARATORY SCHOOL FOR BOYS	M	PUBLIC	207	8	2	2	0	170	8	17	<a href="http://columbuscityschoolforboys.ccssoh.us/">http://columbuscityschoolforboys.ccssoh.us/</a>	COLUMBUS CITY PREPARATORY SCHOOL FOR GIRLS
OH	DAYTON	DAYTON BOYS PREPARATORY ACADEMY	PK-8	PUBLIC	351	2	2	0	2	302	20	23	<a href="http://www.dps.k12.oh.us/dayton-boys-prep/">http://www.dps.k12.oh.us/dayton-boys-prep/</a>	
OH	CLEVELAND	GINN ACADEMY	H	PUBLIC	264	2	0	0	0	260	0	2	<a href="http://clevelandmetroschools.org/ginn">http://clevelandmetroschools.org/ginn</a>	
OH	CLEVELAND	KENNETH W CLEMENT BOY'S LEADERSHIP ACADEMY	PK-8	PUBLIC	167	2	0	0	0	158	5	2	<a href="http://www.clevelandmetroschools.org/Page/1263">http://www.clevelandmetroschools.org/Page/1263</a>	
OH	CLEVELAND	VALLEY VIEW BOYS LEADERSHIP ACADEMY	E	PUBLIC	195	20	0	2	2	104	56	11	<a href="http://www.clevelandmetroschools.org/valleyview">http://www.clevelandmetroschools.org/valleyview</a>	
OH	TOLEDO	MARTIN LUTHER KING ACADEMY FOR BOYS	E	PUBLIC	265								<a href="http://www.tps.org/school/elementary-school/246-martin-luther-king-jr-academy-for-boys">http://www.tps.org/school/elementary-school/246-martin-luther-king-jr-academy-for-boys</a>	
OR	BEAVERTON	SAINT MARY'S	5TH-11 <sup>TH</sup>	ALTERNATIVE	102	14	2	0	2	5	77	2	<a href="http://www.stmaryshomeforboys.org/academics/">http://www.stmaryshomeforboys.org/academics/</a>	
PA	PHILADELPHIA	BOYS LATIN OF PHILADELPHIA CHARTER SCHOOL	M/H	CHARTER	851					840			<a href="http://www.boyslatin.org/">http://www.boyslatin.org/</a>	
TN	MEMPHIS	CITY UNIVERSITY BOYS PREPARATORY	M	CHARTER	120	0	0	0	0	104	8	0	<a href="http://cityuniversityschool.org/?page_id=214">http://cityuniversityschool.org/?page_id=214</a>	CITY UNIVERSITY SCHOOL GIRLS PREPARATORY
TN	MEMPHIS	MEMPHIS GRIZZLIES PREPARATORY CHARTER SCHOOL	M	CHARTER	178	5	2	0	0	167	2	2	<a href="http://www.grizzliesprep.org">http://www.grizzliesprep.org</a>	

STATE	CITY	ALL-BOY SCHOOL NAME	E/M/H	TYPE	TOTAL	HI	AM	AS	HP	BL	WH	TR	URL	SISTER SCHOOL
TX	DALLAS	BARACK OBAMA MALE LEADERSHIP ACADEMY AT BF DARRELL MIDDLE	M	MAGNET	271	149	2	0	0	113	5	2	<a href="http://www.dallasisd.org/obama">http://www.dallasisd.org/obama</a>	IRMA LERMA RANGEL & ANN RICHARDS SCHOOL FOR YOUNG WOMEN LEADERS
TX	HOUSTON	KIPP POLARIS ACADEMY FOR BOYS	5TH-8 <sup>TH</sup>	CHARTER	218	92	0	0	0	119	2	5	<a href="http://kipphouston.org/polaris">http://kipphouston.org/polaris</a>	KIPP VOYAGE ACADEMY FOR GIRLS
TX	HOUSTON	MICKEY LELAND COLLEGE PREP ACADEMY FOR YOUNG MEN	M/H	COLLEGE PREP	385	197	0	8	2	164	14	0	<a href="http://www.houstonisd.org/Domain/22433">http://www.houstonisd.org/Domain/22433</a>	
TX	LOCKHART	TRINITY CHARTER SCHOOL AT PEGASUS	M/H	ALTERNATIVE	180	56	5	2	0	38	77	2	<a href="http://pegasus.trinitycharterschools.org/">http://pegasus.trinitycharterschools.org/</a>	TRINITY CHARTER SCHOOL AT KRAUSE
TX	GRAND PRAIRIE	YOUNG MEN'S LEADERSHIP ACADEMY AT JOHN F KENNEDY MIDDLE	M	PUBLIC	1002	752	2	26	0	149	62	11	<a href="http://www.gpsd.org/Domain/36">http://www.gpsd.org/Domain/36</a>	YOUNG WOMEN'S LEADERSHIP ACADEMY AT BILL ARNOLD MIDDLE
TX	FORT WORTH	YOUNG MEN'S LEADERSHIP ACADEMY (FWISD)	M/H	COLLEGE PREP									<a href="http://www.houstonisd.org/Page/79037">http://www.houstonisd.org/Page/79037</a>	YOUNG WOMEN'S LEADERSHIP ACADEMY (FWISD)
TX	SAN ANTONIO	YOUNG MEN'S LEADERSHIP ACADEMY (SAISD)	4TH-7 <sup>TH</sup>	COLLEGE PREP	216	62	2	2	0	131	14	5	<a href="http://www.saisd.net/schools/ymla/">http://www.saisd.net/schools/ymla/</a>	YOUNG WOMEN'S LEADERSHIP ACADEMY (SAISD)
TX	AUSTIN	GUS GARCIA YOUNG MEN'S LEADERSHIP ACADEMY	M	PUBLIC	426	0	10	14	283	171	10	0	<a href="http://garcia.austinschools.org/our-programs">http://garcia.austinschools.org/our-programs</a>	
TOTAL ENROLLMENT					17338	2267	51	195	305	10,580	1004	213		

### Total Boys Public Schools 58

Yellow highlighted line means the school is new to this list and was not included in FMF 2011-14 list of all-boy public schools.

Recently Closed Schools: Sims Fayola International Academy Denver in Denver, Colorado; The Obama Academy for Boys in Fort Lauderdale, Florida; Ivy Preparatory Young Men's Leadership Academy (Kirkwood) in Atlanta, Georgia; Miller-McCoy Academy for Mathematics and Business in New Orleans, Louisiana; Brighter Choice Charter Middle School for Boys in Albany, New York; Lincoln Academy, Toledo, OH; Alpha School of Excellence for Boys, Youngstown, OH closed 2015; Best Academy in Minneapolis was listed as a coed school with single-sex classes in 2017.

The Richard Allen Charter Leadership Academy, Opa-Locka, Florida was improperly included in the 2011-14 List 4 of Boys Schools since it only had 45 students.

The Rochester NY Vertus Charter School was on the charter school list.

**Appendix A**  
**Questions about Single-Sex Academic Classes for the 2013-14 Civil Rights Data Collection (CRDC) with Selected CRDC Definitions**

**Table Layout for 2013-14 CRDC Questions #35 & #26 on Single-Sex Academic Classes**

**1. Single-Sex Academic Classes** \* CONTINUING FOR 2013-14 & 2015-16 & 2017-18

Only for co-educational schools/justice facilities, grades K-12, UG

- A single-sex academic class refers to an academic class in a co-educational school where only male or only female students are permitted to take the class. A class should be counted as a single-sex class only if it excludes students of one sex from enrolling or otherwise participating in that class because of their sex. A class is not considered single-sex so long as it is open to members of both sexes, even if students of only one sex, or a disproportionate number of students of one sex, enroll.

**Instructions**

- A physical education class is not considered an academic class.

Question	Yes	No
Does this school have any students enrolled in one or more single-sex academic classes?		

**2. Single-Sex Academic Classes in the School** CONTINUING FOR 2013-14 & 2015-16

Only for co-educational schools/justice facilities, grades K-12, UG with single-sex classes

- A single-sex academic class refers to an academic class in a co-educational school where only male or only female students are permitted to take the class. . A class should be counted as a single-sex class only if it excludes students of one sex from enrolling or otherwise participating in that class because of their sex. A class is not considered single-sex so long as it is open to members of both sexes, even if students of only one sex, or a disproportionate number of students of one sex, enroll.
- "Other mathematics" includes all mathematics courses except Algebra I, Geometry, and Algebra II. It includes both basic mathematics courses and college-preparatory courses.
- English/reading/language arts includes general English/reading/language arts courses as well as college-preparatory English/reading/language arts courses.
- Science includes general science courses as well as college-preparatory science courses such as biology, chemistry, and physics.
- "Other academic subjects" includes history, social studies, foreign languages, and computer science.

**Instructions**

- Enter the number of single-sex academic classes in each course or subject area with one or more students enrolled. Include classes for students in grades K-12, and comparable ungraded levels.
- Count classes, not courses.
- Enter the total count of classes, not the enrollment of students in those classes.
- For a co-educational school/justice facility that has single-sex students who receive all of their academic instruction from one teacher in one classroom, each academic subject area taught in the classroom is considered one single-sex class. For example, a co-educational elementary school that has male students who receive mathematics, science, reading/language arts and social studies instruction from one teacher in one classroom should consider each subject area a single-sex class.
- Elementary schools with single-sex math classes should report those classes as other mathematics.
- Independent study is not considered a single-sex class.
- A physical education class is not considered an academic class.
- Single-sex academic classes are academic classes in which only male students or only female students are permitted to take the class.

**Selected Definitions used by CRDC**

See: <https://crdc.grads360.org/#communities/pdc/documents/11933> or

Subject Areas	Classes for Males only	Classes for Females only	Total Single-Sex Classes
Algebra I, Geometry, Algebra II			
Other mathematics			
Science			
English/reading/language arts			
Other academic subjects			

<https://crdc.grads360.org/services/PDCService.svc/GetPDCDocumentFile?fileId=20523>

**Justice Facility** Is a public or private facility that confines pre-adjudicated/pre-convicted individuals, post adjudicated/post-convicted individuals, or both. Justice facilities include short-term (90 calendar days or less) and long-term (more than 90 calendar days) facilities, such as correctional facilities, detention centers, jails, and prisons. These facilities may confine juveniles (individuals typically under 18 years of age), adults (individuals typically 18 years of age and older), or both. Some states and jurisdictions include individuals younger than age 18 as adults due to statute/legislation and/or justice procedures. For the purposes of the CRDC, only individuals up to 21 years of age who are confined in justice facilities are of interest. Justice Facility Educational Program Is a program for children and youth (not beyond grade 12) served at a justice facility that consists of credit-granting courses and classroom instruction in at minimum, basic school subjects, such as reading, English language arts, and mathematics. Classroom instruction in vocationally-oriented subjects may also be considered part of the program. Neither the manufacture of goods within the facility nor activities related to facility maintenance are considered classroom instruction. Credit-granting refers to any course that results in a letter grade or a pass/fail designation and is required of a student to move to the next grade level or complete a program of study and receive a high school diploma.

**Magnet Program or School Magnet program** is a program within a public school that offers a special curriculum capable of attracting substantial numbers of students of different racial/ethnic backgrounds, which may also reduce, prevent, or eliminate minority group isolation. The program may be designed to provide an academic or social focus on a particular theme (e.g., science/math, performing arts, gifted/talented, or foreign language). A public school is considered a magnet school if it operates a magnet program for all students or some students within the school.

**Single-Sex Academic Class** Refers to an academic class in a co-educational school where only male or only female students are permitted to take the class. A class should be counted as a single-sex class only if it excludes students of one sex from enrolling or otherwise participating in that class because of their sex. A class is not

considered single-sex so long as it is open to members of both sexes, even if students of only one sex, or a disproportionate number of students of one sex, enroll.

Single-Sex Academic Classes – English/Reading/Language Arts Includes general English/reading/language arts courses as well as college-preparatory English/reading/language arts courses.

Single-Sex Academic Classes – Other Academic Subjects Includes history, social studies, foreign languages, and computer science.

Single-Sex Academic Classes – Other Mathematics Includes all mathematics courses except Algebra I, Geometry, and Algebra II. It includes general mathematics courses as well as college-preparatory courses.

Single-Sex Academic Classes – Science Includes general science courses as well as college-preparatory science courses such as biology, chemistry, and physics.

**Student Enrollment** Refers to the unduplicated count of students on the rolls of the school. The unduplicated count includes students both present and absent and excludes duplicate counts of students within a specific school or students whose membership is reported by another school. Students should be counted in the school where they actually physically attend for more than 50% of the school day. For distance education, students must be counted in the school from which they receive more than 50% of their coursework.

**Charter School:** a nonsectarian public school under contract—or charter—between a public agency and groups of parents, teachers, community leaders, or others who want to create alternatives and choice within the public school system. A charter school creates choice for parents and students within the public school system, while providing a system of accountability for student achievement. In exchange for increased accountability, a charter school is given expanded flexibility with respect to select statutory and regulatory requirements.

#### **Racial/Ethnic Categories for Lists 2 and 3 as used in the CRDC student enrollment data**

HI: Hispanic or Latino

AM: American Indian or Alaska Native

AS: Asian

HP: Native Hawaiian or Pacific Islander

BL: Black or African American

WH: White

TR: More than one racial/ethnic category

## Appendix B

### Spring 2018 FMF Email Letter to Title IX Coordinators in States and Large School Districts Requesting Verification of FMF Information on Single-Sex Public Schools

Dear State and Large School District Title IX Coordinators and other Gender Equity Experts,

On behalf of the Feminist Majority Foundation, we would like to express our sincere appreciation for the work you do to end sex discrimination in public education. We are currently trying to verify and update our national lists of K-12 public schools that use deliberate sex segregation as an instructional strategy that we identified in this attached FMF report on “Tracking Deliberate Sex Segregation in K-12 Public Schools”.

In preparing this 2018 report we mainly relied on the most recently released 2013-14 Civil Rights Data Collection (CRDC) results. However, we would like to know if there are additional K-12 public schools in your state that should be on these lists that have already opened or are planning to open in 2018-19. Most importantly, we would like to know if you can obtain information that any of the schools on the lists have ended their deliberate sex separation practices. For example, gender equity experts in South Carolina and Washington State helped us learn that many or all of the coed schools in their state that said they had single-sex academic classes in 2012-14 had stopped this deliberate sex segregation by 2017-18. We would also like to know if you have any review strategies to make sure that schools using or contemplating sex segregation have adequate justifications to do so.

Please review the lists in this report and let us know:

- If there are additional public or public charter K-12 coed schools with single-sex academic classes that we missed from List 1, from your state. (CRDC definitions of single-sex academic classes are in Appendix A of the report).
- If there are additional public or public charter all-girls or all-boys K-12 schools in your state that should be included in Lists 3 and 4.
- If any of the schools in Lists 3 and 4 are no longer single-sex because they have closed or become coed.
- If there are any public dual academy schools in your state that generally serve boys and girls in separate classes that are missing from List 1.

You might find the [2014 OCR guidance on single-sex education](#) helpful in understanding the school’s responsibilities and the importance of adequate justifications for single-sex education.

We hope you will be able to help with this as an important aspect of your leadership in implementing Title IX and also enlist others such as district Title IX Coordinators. If you need help in contacting the district Title IX Coordinators in your state, the AAUW has made this information from the CRDC more [accessible](#). We hope you will be able to help us verify and update our lists rather than recommending that we try to do so as an official information act request via some other office in your agency.

We look forward to hearing from you before May 31, 2018. To make it easy for you to respond, we are sending the lists as a word document so you can mark it up and email it to us at [sklein@feminist.org](mailto:sklein@feminist.org). We would also be happy to discuss this with you, so feel free to call us at 703-522-2214.



In addition to receiving the verification and update information from you, we greatly value your suggestions for improving other aspects of this work. We look forward to talking with you about how to encourage any schools that are planning to continue their deliberate sex-separation to follow the [OCR 2014 single-sex guidance](#) so their school will be in compliance with Title IX and the U.S. Constitution.

Thank you very much for your help.

For Equality,

Sue Klein, Ed.D.,  
Education Equity Director  
Feminist Majority Foundation  
1600 Wilson Boulevard, Suite 801  
Arlington, VA 22209  
Office Tel. 703.522.2214, Fax 703-522-2219  
<sklein@feminist.org> <http://www.feminist.org/>

## Appendix C: South Carolina (SC) Case Study

Starting in 2006, South Carolina was the most active state in promoting single-sex education in public schools. It is one of the few states that kept records on the prevalence of coed K-12 public schools offering single-sex classes and the only state to regularly publish the names of these schools on their state education agency website.

In 2008-9, SC reported 216 schools that offered single-sex classes, more than in any other state. In 2011-12 SC listed 84 public schools with single-sex classes and in 2012-13, SC listed 69 public schools with single-sex classes. The SC list of schools with single gender options posted on its web site for the 2014-15 school-year contained 26 schools, but two of these schools in Appendix D did not indicate single gender academic classes. However, there were 54 schools in the CRDC 2013-2014 list of SC coed schools with single-sex classes. (See List 1.) When the education associate working with the Office of School Transformation in the SC Department of Education checked in August 2017 she found only 8 coed schools on the SC list that planned to continue single-sex classes in 2017-18.<sup>71</sup> At our request, she contacted the other SC coed public schools that indicated single-sex classes and found that they had ended these single-sex classes by the 2017-18 school year. These schools are highlighted in yellow in List 1. The new verified total for SC in Table 1 indicates only 10 coed schools that have confirmed they have single sex classes in 2017-18. These coed schools are highlighted in green in List 1.

The 2014 FMF report provided a case study of South Carolina's schools with single-gender classes which showed a similar discrepancy with the SC lists of schools with single gender options and the CRDC responses. This earlier case study also provided interviews with SC Department of Education staff. In the July 2014 interview with Shawn Eubanks who was Deputy General Counsel and MOA Coordinator, he explained that schools in South Carolina are responsible for assuring the legality of their single-sex classes with recorded documentation. He noted that single-sex classrooms can cause legal issues for school districts. Therefore, it is important that they document every step to assure their compliance.

Two SC Department of Education staff members who had some responsibility for Title IX and/or school choice programs in the summer of 2017 observed that single-sex education is no longer a focus of the state's school choice program. One discussed her experience with SC single gender classes. Her son attended single-sex classes in Hand Middle School in Columbia SC for grades 6, 7, and 8 and her sister taught single-sex classes. She said her son was in the honors classes with the same group of boys for the three grades and there were also honors coed classes in the school. His first year was very positive with a good well-trained teacher and much enthusiasm. But by the third year the single-sex 8<sup>th</sup> grade class was a problem as the boys had learned to work together to influence the teacher. She also noted that her son is now a first-year student at the Citadel and that it has 10% females who are doing well and pointed out that it is important to have a critical mass of women.<sup>72</sup>

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<sup>71</sup> 8-9-17 email and telephone conversation with Barbara Turner, Education Associate-School Choice, Office of School Transformation, SC Department of Education [baturner@ed.sc.gov](mailto:baturner@ed.sc.gov), 803-734-8845

<sup>72</sup> 8-7-17 telephone conversation with SC Dept. of Ed Title IX Coordinator Cathy Hazelwood, Deputy State Supt. Legal Division [chazelwood@ed.sc.gov](mailto:chazelwood@ed.sc.gov) 803-734-8783

**Appendix D: South Carolina Single Gender Options  
2014-2015**

School District	School/Site	Level(s) Offered
Beaufort	Hilton Head Elementary	4th and 5th Grades
Charleston	Morningside Middle	6th-8th Grades
Darlington	Hartsville Middle	6th-8th Grades
Darlington	North Hartsville Elementary	2nd-4th Grades
Dorchester 2	Newington Elementary	2nd Grade girls (16 classes)
Dorchester 2	Summerville Elementary	1st-3rd grades girls (12 classes)
Florence 2	Hannah-Pamplico Middle	6th-8th Grades
Greenville	Cherrydale Elementary	3rd-5th Grades
Greenville	Hollis Academy	Kindergarten-5th Grades
Greenville	Riverside High	9th Grade Physical Education
Horry	Academy of Hope	1st & 2nd grade Math & Science (4 classes)
Lancaster	A.R. Rucker Middle	6th-7th Grades and all Physical Education
Lancaster	North Elementary	4th grade and 5th Grade girls (6 classes, 3 for boys)
Lexington 2	Pine Ridge Middle	6th & 7th Grade (4 only girls classes)
Lexington 5	Crossroads Middle	6th Grade
Marion 7	Creek Bridge Middle/High	6th-9th Grades, one 11th grade boy class (4 classes)
Oconee	Seneca Middle	6th-8th Grades Advisory and Physical Education
Richland 1	Hand Middle	6th-8th Grades (16 classes)
Richland 2	Dent Middle	6th-8th Grades (Magnet) (66 classes)
Richland 2	L. W. Conder Elementary	1st - 5th Grades (45 classes)
Richland 2	Sandlapper Elementary	2nd - 5th Grades
SC PCSD	Spartanburg Preparatory School	Entirely SG; 5k - 8 <sup>th</sup> (30 classes)
Spartanburg 2	James H. Hendrix Elementary	3rd Grade (40 classes)
Spartanburg 2	Boiling Springs Intermediate	4th and 5th Grades (54 classes)
York 3	Bellevue Elementary	3rd Grade (8 classes)
York 3	India Hook Elementary	5th Grade

Basic Chart is from South Carolina State Department of Education, Office of School Transformation, 12/02/2014 web page accessed on 12-08-16. <http://ed.sc.gov/districts-schools/school-choice-innovation/single-gender-initiatives/>

Highlighted Schools with (numbers of single-sex classes) are from 2013-14 CRDC results

Note there were 13 additional schools reporting single-sex classes to the SC Education Department, but not to the CRDC in the similar time span. Two of these 13 schools probably did not have single-sex academic classes. Similarly, there were SC coed schools that reported single-sex classes to CRDC, but not to their SC Department of Education

## Appendix E: South Carolina Single Gender Options

**2017-2018**

District	School Name	Grade(s) with Single-Gender Option	Principal	Phone	Email
Charleston	<a href="#">Morningside Middle</a>	6 <sup>th</sup> -8 <sup>th</sup> Grades	Stephanie Flock	(843) 745-2000	<a href="mailto:stephanie_flock@charleston.k12.sc.us">stephanie_flock@charleston.k12.sc.us</a>
Darlington	<a href="#">North Hartsville Elementary</a>	3 <sup>rd</sup> Grades	KRISTI AUSTIN	(843) 857-3200	<a href="mailto:kristi.austin@darlington.k12.sc.us">kristi.austin@darlington.k12.sc.us</a>
Florence 2	<a href="#">Hannah-Pamplico Middle</a>	6 <sup>th</sup> -8 <sup>th</sup> Grades	Legrande Richardson	(843) 493-5588	<a href="mailto:lrichardson@fsd2.org">lrichardson@fsd2.org</a>
Greenville	<a href="#">Cherrydale Elementary</a>	3 <sup>rd</sup> -5 <sup>th</sup> Grades	Debra Johnson	(864) 355-3300	<a href="mailto:drjohnso@greenville.k12.sc.us">drjohnso@greenville.k12.sc.us</a>
Greenville	<a href="#">Hollis Academy</a>	5k-5 <sup>th</sup> Grades	Miki Golden, Jr.	(864) 355-4800	<a href="mailto:mgolden@greenville.k12.sc.us">mgolden@greenville.k12.sc.us</a>
Orangeburg 5	* <a href="#">Orangeburg Leadership Academy</a>	1 <sup>st</sup> - 5 <sup>th</sup> Grade Male Students	Eric Brown	(803) 533-6529	<a href="mailto:eric.brown@ocsd5.net">eric.brown@ocsd5.net</a>
Richland 2	<a href="#">Dent Middle</a>	6 <sup>th</sup> -8 <sup>th</sup> Grades	Tamala Ashford	(803) 699-2750	<a href="mailto:tashford@richland2.org">tashford@richland2.org</a>
SCPCSD	<a href="#">Spartanburg Preparatory School</a>	5k-8 <sup>th</sup> Grade	John Von Rohr	(864) 621-3882	<a href="mailto:johnvonrohr@spartanburgprep.org">johnvonrohr@spartanburgprep.org</a>
Spartanburg 2	<a href="#">Boiling Springs Intermediate</a>	4 <sup>th</sup> and 5 <sup>th</sup> Grades	Tammy Greer	(864) 578-2884	<a href="mailto:tammy.greer@spartanburg2.k12.sc.us">tammy.greer@spartanburg2.k12.sc.us</a>
<b>Total: 9</b>					

\*Note the Orangeburg Leadership Academy was not included in List 4 of All-boys Schools since it only had 50 students. Also, it was not counted as a coed-school with single-sex classes. However, FMF research identified two additional public coed K-12 SC schools that confirmed they planned to continue single sex classes during 2017-18. This brings the total to 10 coed SC schools that have single-sex classes. These schools are highlighted in green in List 1 and included in the 2013-14 coed school totals in Table 1.

## Appendix F: Revised Information for List 2 “Coed Public Schools with Types of Single-Sex Academic Classes” from Washington State, Office of the State Superintendent of Public Instruction, Nov. 2017

SCHOOL	BOY ONLY ALG	GIRL ONLY ALG	OTHER BOY ONLY MATH	OTHER GIRL ONLY MATH	BOY ONLY SCIENCE	GIRL ONLY SCIENCE	BOY ONLY ENGLISH	GIRL ONLY ENGLISH	OTHER BOY ONLY	OTHER GIRL ONLY	TOTAL	NOTES
CARBONADO HISTORICAL SCHOOL	0	0	0	0	0	0	0	0	1	1	2	<p>CARBONADO HISTORICAL SCHOOL</p> <ul style="list-style-type: none"> <li>Used to have a Girls Social Skills class, but as a result of CPR, they no longer have this class. As for Choir, they have always opened it to both sexes, but boys don't show up. This year they have one boy. PE is not separated by sex.</li> </ul>
CENTRAL VALLEY HIGH SCHOOL	0	0	0	0	0	0	0	0	0	2	2	<p>CENTRAL VALLEY HIGH SCHOOL</p> <ul style="list-style-type: none"> <li>Women's Choir classes, one first semester (A), and one second semester (B)</li> </ul>
UNIVERSITY HIGH SCHOOL	0	0	0	0	0	0	0	0	0	2	2	<p>UNIVERSITY HIGH SCHOOL</p> <ul style="list-style-type: none"> <li>Situation remains the same as it was in 2014-14. School offers Girls' Choir and a weight training class that is open to both girls and boys, but is "recommended for girls." No boys have signed up for the class. She said that was about to change. I shared that as long as the class dropped the "recommended for girls" language, (and opened the class to both sexes), the class would be acceptable. They will make this change.</li> </ul>
CHENEY HIGH SCHOOL	0	0	0	0	0	0	0	0	0	1	1	<p>CHENEY HIGH SCHOOL</p> <ul style="list-style-type: none"> <li>School has had (for years) and still has a "Women's Weights Training" class. This has not been open to boys, and boys don't have an equivalent class. I walked through the</li> </ul>

S-Drive / Working Files / 2013 CRDC Single Sex Classes

SCHOOL	BOY ONLY ALG	GIRL ONLY ALG	OTHER BOY ONLY MATH	OTHER GIRL ONLY MATH	BOY ONLY SCIENCE	GIRL ONLY SCIENCE	BOY ONLY ENGLISH	GIRL ONLY ENGLISH	OTHER BOY ONLY	OTHER GIRL ONLY	TOTAL	NOTES
MOUNT BAKER SENIOR HIGH	0	0	0	0	0	0	0	0	1	1	2	requirements, and the school will make changes.
MOUNT BAKER JUNIOR HIGH	0	0	0	0	0	0	0	0	1	1	2	MOUNT BAKER SENIOR HIGH <ul style="list-style-type: none"> <li>The High School has had and still has Girls' Choir and Boys' Choir</li> </ul>
PROSSER HIGH SCHOOL	0	0	0	0	0	0	0	0	36	37	73	MOUNT BAKER JUNIOR HIGH <ul style="list-style-type: none"> <li>The Junior High School has had and still has Girls' Choir and Boys' Choir</li> </ul> PROSSER HIGH SCHOOL <ul style="list-style-type: none"> <li>HS has never had any single sex classes, now or in the past. Perplexed by data. Likely an error submitting incorrect data. Especially puzzled given the large numbers. Perhaps student count (although related to classes open to both boys and girls).</li> </ul>
HOUSEL MIDDLE SCHOOL	0	0	0	0	0	0	0	0	8	14	22	HOUSEL MIDDLE SCHOOL <ul style="list-style-type: none"> <li>See notes under PROSSER HIGH SCHOOL, above.</li> </ul>
PROSSER FALLS EDUCATION CENTER	0	0	0	0	0	1	0	0	22	13	36	PROSSER FALLS EDUCATION CENTER <i>(Center closed as of this year)</i>
PULLMAN HIGH SCHOOL	0	0	0	0	0	0	0	0	0	1	1	PULLMAN HIGH SCHOOL <ul style="list-style-type: none"> <li>A long time ago the district had girls' choir, but that now is open to both boys and girls. However, no boys sign up (nothing in the title of the class that suggests this is a class for girls only). It is likely that the district staff</li> </ul>

S-Drive / Working Files / 2013 CRDC Single Sex Classes

SCHOOL	BOY ONLY ALG	GIRL ONLY ALG	OTHER BOY ONLY MATH	OTHER GIRL ONLY MATH	BOY ONLY SCIENCE	GIRL ONLY SCIENCE	BOY ONLY ENGLISH	GIRL ONLY ENGLISH	OTHER BOY ONLY	OTHER GIRL ONLY	TOTAL	NOTES
ROYAL HIGH SCHOOL	0	1	0	0	2	2	1	0	30	44	80	<p>person who reported the data assumed it was a single-sex because only girls registered for the class. (She read me the course description for this year, as well as for SY 2013-14).</p> <hr/> <p>ROYAL HIGH SCHOOL</p> <ul style="list-style-type: none"> <li>District can make no sense of data submitted for 2013-14. District has worked hard to push equity in class enrollment. This is because, though technically classes are open to both sexes, welding, for example, has attracted just boys. Now 5 or 6 girls in taking welding class (out of 17), which is a big improvement. Food class, which historically drew only girls (though open to boys) now draws many boys. The school has less than 500 students total. Would make no sense that there would be 80 classes that were single-sexed.</li> </ul> <hr/>
PIONEER MIDDLE	0	0	0	0	0	0	0	0	1	2	3	<p>PIONEER MIDDLE</p> <ul style="list-style-type: none"> <li>School is puzzled by data. All classes (including PE) are open to both sexes. The only time boys and girls separate is during <u>part</u> of the health class—only when they discuss human sexuality, but the class as a whole is open to girls and boys alike. This was the case in 2013-14, and remains the case.</li> </ul> <hr/>

S-Drive / Working Files / 2013 CRDC Single Sex Classes

SCHOOL	BOY ONLY ALG	GIRL ONLY ALG	OTHER BOY ONLY MATH	OTHER GIRL ONLY MATH	BOY ONLY SCIENCE	GIRL ONLY SCIENCE	BOY ONLY ENGLISH	GIRL ONLY ENGLISH	OTHER BOY ONLY	OTHER GIRL ONLY	TOTAL	NOTES
STEILACOOM HIGH	0	0	0	0	0	0	0	0	2	3	5	<p>STEILACOOM HIGH</p> <ul style="list-style-type: none"> <li>Just one class that needs to be switched--"Beginning Strength Training." Currently this class is open to girls only. School communicated that they will begin opening this class up to boys as well.</li> </ul> <p>2013-14 (and most continue today):</p> <ul style="list-style-type: none"> <li>➤ "Advanced Power Training" (open to both girls and boys)</li> <li>➤ "Advanced Power Lifting"—possibly reported as boys (open to both, but majority football players)</li> <li>➤ <b>"Beginning Strength Training" Open to girls only</b></li> <li>➤ "Power Walking" (open to both girls and boys)</li> <li>➤ "Shape Up" (open to both girls and boys)</li> <li>➤ "Advance PE" (open to both girls and boys)</li> <li>➤ One girls choir, one boys</li> <li>➤ Child Development (open to both girls and boys)</li> <li>➤ Interior Design (open to both girls and boys)</li> <li>➤ Textiles (open to both girls and boys)</li> <li>➤ PE (open to both girls and boys)</li> <li>➤ Sports Med. (open to both girls and boys)</li> </ul>
MT TAHOMA	0	0	0	0	0	0	0	0	2	0	2	<p>MT TAHOMA</p> <ul style="list-style-type: none"> <li>This year 2 girls' choir classes and 1 boys'. Likely that in 2013-14 there were just two boys. No single-sex classes. Open to both</li> </ul>

S-Drive / Working Files / 2013 CRDC Single Sex Classes



SCHOOL	BOY ONLY ALG	GIRL ONLY ALG	OTHER BOY ONLY MATH	OTHER GIRL ONLY MATH	BOY ONLY SCIENCE	GIRL ONLY SCIENCE	BOY ONLY ENGLISH	GIRL ONLY ENGLISH	OTHER BOY ONLY	OTHER GIRL ONLY	TOTAL	NOTES
WEST VALLEY HIGH SCHOOL	0	0	0	0	0	0	0	0	2	2	4	<p>boys and girls. Depending on who shows up, may or may not divide (according to vocal range).</p> <hr/> <p>WEST VALLEY HIGH SCHOOL</p> <ul style="list-style-type: none"> <li>Boys Core Training 101-102 and Girls Core Training 101-102. School used to offer two classes, one for girls and one for boys. Based on review of class rosters, school cannot figure out what the other 2 classes would be (one for girls and one for boys). Perhaps reporting error. As for current classes offered: The district offers two weight training classes, but these are open to both boys and girls. However, the school offers "Girls' Athletic Training." Based on feedback provided, they will drop the "Girls" from the class title and begin opening up the class to both boys and girls.</li> </ul>



## **Suggestions for State Departments of Education and/or School Districts to Review Evaluation Evidence to Justify any Single-Sex Public Education**

By

Sue Klein, Ed.D, Education Equity Director, Feminist Majority Foundation

If an accountability evaluation and review procedure as suggested here is well implemented, it could help establish some helpful models to decrease intersectional sex and race segregation in public education. It could also show states and school districts how they can provide this leadership as a way to fully implement OCR Title IX 2014 guidance on when to reject or allow single-sex public education in coed schools with single-sex classes and activities and in single-sex public schools which deliberately focus on serving girls or boys.

This evaluation and review procedure involves providing good research-based evidence in response to three educational, economic, and legal equity questions with a careful (non-political) review by experts to determine if the proposed or implemented deliberate single-sex education should be allowed to continue the next academic year. It could be operated under the direction of a Title IX Coordinator and district or state level evaluation offices.

### **Comprehensive Evaluation Criteria**

The comprehensive evaluation justifications for the deliberate single-sex classes or schools<sup>73</sup> would address all three of these questions.

#### **1. Is there an educational, economic and legal justification for the specific, well-defined deliberate sex-separated education that is planned or to be continued? (This calls for initial and continued substantive evaluation on significance and merit.)**

- Is there adequate research-based evidence to show there are sex/gender inequities in the school or school district that need to be addressed by an intervention designed to end them?
- Is there evidence that the specific detailed single-sex intervention results in better sustained outcomes than comparable gender equitable co-education for the intended students?
- Is there an economic justification for implementing this single-sex education instead of providing any needed personalized assistance for students in a coed environment? Costs to be considered should include providing the required evaluation evidence for all three evaluation questions for annual review as well as extra administrative costs for notifying parents, training teachers, creating more work for the school and school district Title IX

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<sup>73</sup> Many of these evaluation criteria or standards are described in more detail in the OCR 2014 single-sex guidance “Questions and Answers on Title IX and Single-Sex Elementary and Secondary Classes and Extracurricular Activities” <http://feminist.org/education/pdfs/faqs-title-ix-single-sex-201412.pdf> and in the FMF “Suggestions for Evaluation Guidelines for Schools Contemplating or using Single-Sex Education” by Sue Klein <http://www.feminist.org/education/pdfs/SuggestedEvaluationGuidanceSingleSexEd.pdf>

Coordinators, etc. (FMM studies reveal that although requested to do so in the OCR guidance, public coed-schools rarely post anything on their single-sex classes on their websites.)

**2. Does the administration/implementation of the deliberate single-sex education avoid any type of sex discrimination or stereotyping? (This calls for annual process evaluation information focusing on legal compliance.)**

- Are equal resources and opportunities being provided for girls and boys and for transgender students? For example, are the teachers equally qualified, class sizes and curricula similar, and the school facilities and related benefits from the school or outside sources equal?
- Are all aspects of this sex-separated education completely voluntary and does the school fully accommodate the preferences and needs of LGBTQ+ students and all other participants including students with disabilities?
- Is there any evidence of sex, race, or other stereotyping in the student instruction or school climate?
- Are staff illegally encouraged or assigned to work with students of their same sex unless sex is a bona-fide occupational qualification?

**3. Is there ample causal evidence on multiple important outcomes that the single-sex education is better than comparable gender equitable mixed-sex or co-education? (This calls for causal outcome evidence that meets the U.S. Department of Education “What Works Clearinghouse” standards as in the 2014 OCR single-sex guidance.)**

- It is very important to compare deliberate sex segregation with **deliberate gender equitable** coeducation, since having girls and boys in the same school or class does not always mean they will be treated fairly and equitably.
- Avoiding discriminatory treatment of all students relating to their race, sex, and other civil rights protections should be the goal of all public education.
- This type of rigorous evaluation is often very expensive for the school or school district to achieve. To be credible, the review should be performed by a panel of unbiased highly qualified external evaluators.
- The evaluation results should be sent to the U.S. Department of Education’s “What Works Clearinghouse” as well as the Title IX Coordinator or other designee in the School District as well as in the State Department of Education. The submitted evaluation evidence and the full reviews should be published on state, district, and school websites. If the sex segregation continues without authorization all federal funding should be withdrawn. (Researchers should be able to learn more about challenges related to single-sex public education from these publicly available evaluations and reviews.)

## **An Essential Non-Biased, Non-Political Expert Review Panel to determine Annual Approvals of Single-Sex Public Education**

Since single-sex public education which is deliberately exclusionary is often also sex discriminatory in many ways, it should not be permitted unless there is adequate evidence that it is better than the coed alternatives for the specific population for which it is deliberately intended. Additionally, a review to allow the sex-separated program to continue another year should conclude that it otherwise complies with state and federal laws against discrimination. CA and LAUSD can provide national leadership by developing and implementing a high quality annual or biannual review which includes the three types of comprehensive evaluation results as outlined in this paper.

The evaluation findings from the high quality reports addressing the three key questions should be submitted at the beginning of the summer to CDE so that the review of the findings can be completed before the next school year if the school or school district wants to continue the single-sex education. All evaluation reports should be published on the school and school district web pages so that researchers can learn about the challenges and impact of public school single-sex education even if the district does not want to continue the public school single-sex programming.

Although the CA legislation allowing experimentation in LAUSD requires evaluations every two years, it is more practical to require **annual** evaluation reports so that there will be a fair process to stop inappropriate single-sex public education. For example, it is important to make sure that the population of the school continues to need the single-sex education and that it is well implemented and that successful outcomes are not due to experiment related causes (such as positive responses to change or novelty or to enthusiasm of staff and students in the initial years.) rather than to a well-designed replicable single-sex program. For California, we note that section 232.4 (a) and (c) of AB-23 requires submissions of evaluation findings at least once every two years to the California Department of Education (CDE) as well as four CA legislative committees. We recommend that the requirements in AB-23 be exceeded and think annual evaluations and decisions to continue, change, or end the sex segregation should be made annually.

## Appendix H: Acknowledgements

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