







## American Renaissance

Jared Taylor, Editor  
 Stephen Webster, Assistant Editor  
 Ian Jobling, Associate Editor  
 George McDaniel, Web Page Editor

American Renaissance is published monthly by the New Century Foundation. NCF is governed by section 501 (c) (3) of the Internal Revenue Code; contributions to it are tax deductible.

Subscriptions to American Renaissance are \$24.00 per year. First-class postage is an additional \$8.00. Subscriptions to Canada (first class) are \$36.00. Subscriptions outside Canada and the U.S. (air mail) are \$40.00. Back issues are \$3.00 each. Foreign subscribers should send U.S. dollars or equivalent in convertible bank notes.

Please make checks payable to: American Renaissance, P.O. Box 527, Oakton, VA 22124. ISSN No. 1086-9905, Telephone: (703) 716-0900, Facsimile: (703) 716-0932, Web Page Address: [www.AmRen.com](http://www.AmRen.com) Electronic Mail: [AmRen@amren.com](mailto:AmRen@amren.com)

*Continued from page 1*

Progress exam (NAEP). In 2002, only 36 percent of 12th graders were "proficient" or better on the NAEP reading test. That was 42 percent of whites, 16 percent of blacks, and 22 percent of Hispanics. In 2000, the latest available year for math scores, only 17 percent of 12th graders were "proficient;" 20 percent of whites, but only three percent of blacks, and four percent of Hispanics. It is inconceivable that every student in America will be "proficient" in math and reading by 2014.

Some people argue that the NAEP score of "proficient" is a very high standard, and "proficiency" will end up closer to the NAEP score of "basic." Even this more modest goal is impossible. In 2002, 79 percent of white 12th graders, but only 54 percent of blacks, and 61 percent of Hispanics met this standard in reading. In math, 74 percent of white, but only 44 percent of Hispanic, and 31 percent of black students were "basic" or better. Therefore, even if the standard is equivalent to NAEP "basic," blacks and Hispanics will have to make tremendous progress.

Some states have already adopted the NCLB system of evaluating each racial group separately rather than grading a school on average performance of all students. The result is a huge increase in "failing schools," and is a taste of what is to come. In Florida, for example, no fewer than 87 percent of schools failed to make "adequate yearly progress" last year; for South Carolina, New Jersey, and Delaware, the figures were 77 percent, 58 percent, and 57 percent. In California, 800 schools flunked the state's evaluation, but when all racial groups were evaluated separately the way

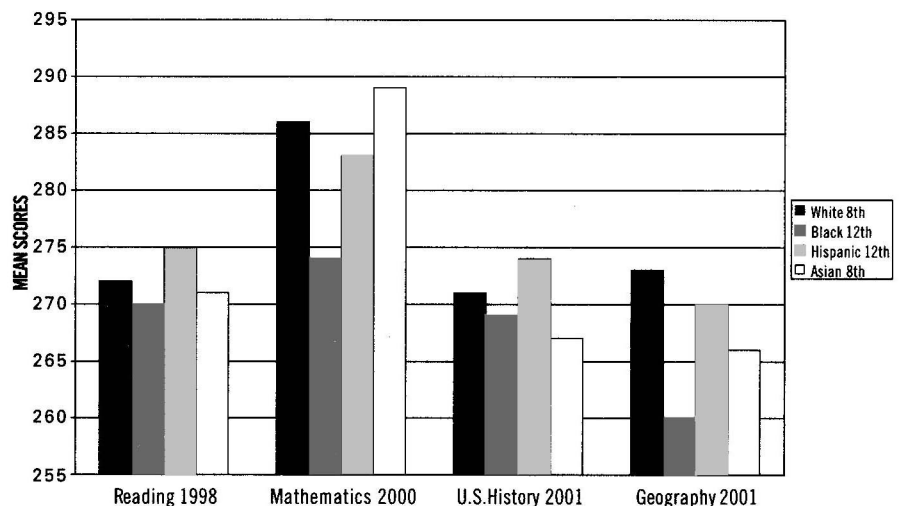
NCLB requires, 3,000 schools failed.

NCLB has other crazy requirements. It will, for example, be impossible for schools to be fully staffed with "highly qualified" teachers—by federal standards—by the 2005 school year. Only 63 percent of math teachers nationwide now meet the standard. Also, students

they finish high school, minorities (unless otherwise specified, this means blacks and Hispanics) are approximately four academic years behind whites. Their achievement test scores in 12th grade are, at best, about equal to those of whites in the 8th grade, and sometimes dramatically lower. The graph on this page, taken from *No Excuses* by Abigail and Stephan Thernstrom (see sidebar, page 6) deserves careful study. Please note that the racial comparisons are not of children in the same grade, but of 8th grade whites and Asians and 12th grade blacks and Hispanics. It shows that an employer who hires a black or Hispanic with a high school diploma will, on average, get the intellectual equivalent of a white 14-year-old. Things are actually even worse. Only slightly more than half of blacks and Hispanics even graduate from high school, as opposed to 72 percent of whites, so the dropouts are even more miserably qualified.

The gap is not closing. The graphs on the next page, also taken from the

Figure 1-1. The Four-Year Gap: How Black and Hispanic High School Seniors Perform Compared to Whites and Asians in the 8th Grade



in "failing" schools are supposed to be able to transfer to better ones, but this policy won't work because the good schools are full. In 2003, 19,000 Chicago students asked to transfer, but there were places for only 1,000 of them.

Of course, schools can be expanded and teachers can be qualified. It is the goal of closing the racial gap that is fantastic. Always, everywhere, whites and Asians outscore blacks and Hispanics. To require schools to close the gap is to encourage them to lie.

This gap is large and persistent. In fact, test results show that by the time

Thernstrom's informative book, show where the average score of black and Hispanic 17-year-olds fell in the white percentile distribution between 1975 and 1999 on NAEP tests of reading and science. Thus, if the black score is 25, it means 75 percent of whites scored better than the average black. The science scores are particularly dismal. In 1999, 90 percent of white 17-year-olds scored higher than the average black, and 78 percent scored higher than the average Hispanic. In the past 29 years, neither minority group has ever scored higher than the 30th percentile of the white dis-



























