

Executive Summary

Read the primary source document provided below to identify the following: author/date of the source, reactions to desegregation (favorable, unfavorable or indifferent) and the success or failure of integration.

A half-century after the Supreme Court found that segregated schools are “inherently unequal,” there is growing evidence that the Court was correct. Desegregated schools offer tangible advantages for students of each racial group. Our new work, however, shows that U.S. schools are becoming more segregated in all regions for both African American and Latino students. We are celebrating a victory over segregation at a time when schools across the nation are becoming increasingly segregated.

This report examines a decade of resegregation from the time of the Supreme Court’s 1991 *Dowell* decision, which authorized a return to neighborhood schools, even if that would create segregation, through the 2001-2002 school year. . .Major findings include:

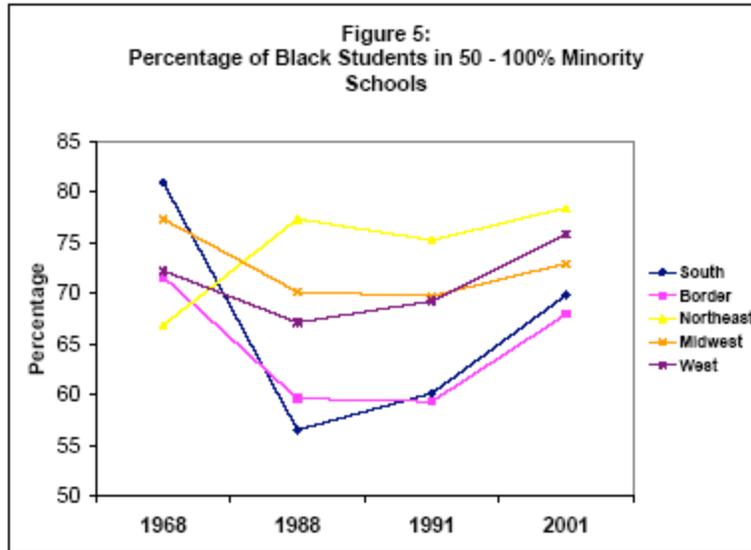
- In many districts where court-ordered desegregation was ended in the past decade, there has been a major increase in segregation
- Among the four districts included in the original *Brown* decision, the trajectory of educational desegregation and resegregation varies widely, and it is intriguing that three of the four cases show considerable long-term success in realizing desegregated education.
- Rural and small town school districts are, on average, the nation’s most integrated for both African Americans and Latinos. Central cities of large metropolitan areas are the epicenter of segregation; segregation is also severe in smaller central cities and in the suburban rings of large metros.
- American public schools are now only 60 percent white nationwide and nearly one fourth of U.S. students are in states with a majority of nonwhite students. However, except in the South and Southwest, most white students have little contact with minority students.
- The vast majority of intensely segregated minority schools face conditions of concentrated poverty, which are powerfully related to unequal educational opportunity. Students in segregated minority schools face conditions that students in segregated white schools seldom experience.

In 2001-2002, if you are an African-American student, your classmates were. . .

30.5%	White
53.8%	Black
12.2%	Latino
3.0%	Asian
.5%	Native American

In 2001-2002, if you are a white student, your classmates were . . .

- 79.0% White
- 8.6% Black
- 8.1% Latino
- 3.2% Asian
- 1.0% Native America



**Table 7
Percent of Black Students in
Majority White Schools in the South, 1954-2001**

Year	Percent Black in Majority White Schools
1954	0
1960	.1
1964	2.3
1967	13.9
1968	23.4
1970	33.1
1972	36.4
1976	37.6
1980	37.1
1986	42.9
1988	43.5
1991	39.2
1994	36.6
1996	34.7
1998	32.7
2000	31.0
2001	30.2

*Source: Southern Education Reporting Service in Reed Sarratt, *The Ordeal of Desegregation* (New York: Harper & Row, 1966): 362; HEW Press Release, May 27, 1968; OCR data tapes; 1992-93, 1994-95, 1996-97, 1998-99, 2000-01, 2001-02 NCEs Common Core of Data.*

From *Brown at 50: King's Dream or Plessy's Nightmare*

Gary Orfield and Chungmei Lee

<http://www.civilrightsproject.harvard.edu/research/reseg04/brown50.pdf>