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The Overrepresentation of African American Males in Special Education Classroom: Advantages of Single Sex Education

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Abstract

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Overrepresentation of African American Males in Special Education Classrooms:
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Abstract

African American males are more likely to be placed in a special education classroom setting than any other racial and gender combination. Current research suggests that African American males are less likely to be placed in a special education classroom if they attend a single sex school. With this information, I wanted to find out if the current literature review research could be applied to the Rochester City School District. I analyzed public data provided by the New York State Department of Education. I looked at three particular schools in the Rochester City School District, Leadership Academy for Young men, an all male public school, East High School, a multi-gender school with a similar population, and James Monroe High School, a multi-gender school with a larger population. Through my data analysis, I was able to conclude that the current literature review research can be applied to the Rochester City School District. At the Leadership Academy for Young Men, African American males only made up 17% of the total population labeled as having a disability, whereas at East High School, African American males made up 26% of the total population labeled as having a disability. This data supports the theory that African American males are less likely to be placed in a special education classroom if they attend a single sex school.

**The Overrepresentation of African American Males in Special Education Classrooms:
Advantages of Single Sex Education**

Special education classrooms systematically have a larger population of African American students, more particularly, African American males compared to their Caucasian classmates. Many studies have been conducted to find out why African American males make up only 13% to 33% of the student population, however, these same students make up more than 50% of the special education students (Moore et al., 2008). African American males seem to be prevalent in special education classrooms due to cultural differences, academic misidentifications, fluidity of labeling, and the lack of drive or cultural knowledge from school faculty members such as school psychologists, counselors, administrators and teachers (Moore et al., 2008). Solutions such as culturally responsive teaching and single sex education have been shown to lower the number of African American males in special education classrooms (Piechura-Couture et al. 2011). In this research study, data from different Rochester City Schools will be analyzed. More specifically, the race and gender of students placed in special education classes in a single sex school compared to multi gender schools are compared.

In the research study, I analyzed the rate of placement of African American males in Special Education classrooms in an all-boys high school and a co-ed high school in a metropolitan area in upstate New York; the Rochester City School District. I looked at the placement of African American males in a general education classroom as well as the placement of African American males in a special education classroom.

I received the public data from employees at the Rochester City School District. My role in the data collection was to let the employees know specifically what I was looking for, analyze the data I received, and compare my analysis to the previous existing literature.

The results of this study illustrate that in the Rochester City School District, African American males are less likely to be placed in a Special Education classroom if they attend an all male public school. The data analyzed in the Rochester City School District coincides with the previous research that African American males are less likely to be placed in a special education classroom or label as having a disability if they attend a single sex educational environment.

Researcher Stance

My role in this study was an analyzer. I collected public data from the district office of the metropolitan school district. After I collected the data, I compared the rate of placement of African American males into special education classrooms at both the single gender and coed high schools. I shared my findings with my graduate school professor and we discussed possible reasons as to why I received the results that I did.

I chose the topic of the overrepresentation of African American males in special education classes after reading multiple articles about the cultural and educational disconnect between African American males and their teachers. I also believe this topic is important to research because of the recent racial climate that had been occurring in the United States.

I am currently certified in Social Studies, grades 7-12. I am presently enrolled in a program working towards earning a Master's of Science in Special Education. While I am working towards this certification, I am also employed as a Social Studies teacher at an all girls Catholic high school.

Literature Review

Many researchers believe that students are placed in special education classrooms based on racial, gender, and socioeconomic issues (Moore et al., 2008). It is frequently suggested that the over representation of African American males has historical implications. Moore, Henfield, and Owens (2008) believe that the reason why African Americans are more likely to be placed in special education classrooms dates back to slavery (Moore et al., 2008). Statistically, African Americans are more likely to be part of the “at risk” population in the secondary education atmosphere. African American students are more likely to attend schools with fewer textbooks, technology resources, and their educators are more likely to be less trained than their suburban counterparts (Moore et al., 2008). It is also possible that African American students require special education services more than Caucasian students because African Americans are more likely to be exposed to poverty, violence, and crime and therefore require more intense services (Skiba et al., 2006).

Cultural Differences

African American males are culturally different than their fellow Caucasian students and should be treated as such. Teaching Caucasian based content to African American males has proven to be less effective than culturally responsive teaching (Rice 2006). Economically, African American students are more likely to live under the line of poverty. This puts these students at a disadvantage compared to students who do not live in poverty. Teachers may also have less knowledge or experience with the African American student population; “...Teaching staff in wealthy districts with lower percentage...may be being less tolerant of differences,

especially behaviors exhibited by students of different ethnic and cultural backgrounds (Serpell et al., 2009, p. 325). With the majority of teachers and educators being Caucasian, it is plausible to believe that many of these teachers do not have the experience or training for students who are culturally different from them. This can lead to teachers labeling African American students as having emotional and behavior disorders (EBD) (Serpell et al., 2009).

Serpell, Hayling, Stevenson and Kern (2009) asserted that teachers who identified students as closely related to the African American culture also identified these students as lower-achieving, more aggressive, and more likely to be placed in special education services than students who are involved in a more “standard” cultural style (Serpell et al., 2009).

Another possibility of the overrepresentation of African American males in special education classrooms could be that the standardized tests used to diagnose, assess, and place students into special education services are not geared toward the African American culture. The standardized tests that are used during the assessment of behavioral problems reflect the values, language, and experiences of Caucasian middle class students (Serpell et al., 2009). This makes the standardized tests both culturally and linguistically biased. This type of culturally biased testing is a poor representation of accurately testing students for special education services. Serpell et al. (2009) discussed the importance of cultural considerations when developing interventions for African American males with learning disorders. Cultural responsiveness focuses not only on understanding a student’s behavior and well being, but also paying close attention to racial and ethnic factors with respects to any type of intervention (Serpell et al., 2009).

[Nancy Rice](#) discussed the importance of using critical pedagogy with African American males that are labeled with emotional or behavior disorders in her study “Critical Pedagogy and

African American Males Labeled “Emotionally or Behaviorally Disordered” (2006). Rice discusses the need for critical pedagogy because it “seeks to uncover taken-for granted assumptions and analyze the power relations embedded in curricular choices and other schooling practices, such as special education referral, assessment, identification, and placement procedures” (Rice, 2009, p. 65). Critical pedagogy forces educators to look at their curriculum and assessments and ask themselves “Who benefits from the current practices and who suffers?” Critical pedagogy also looks at the inequalities of a school and analyses them for its contributions to forming students’ identities (Rice, 2006).

In Rice’s study, she looked at an urban high school and placed students labeled with mild disabilities into the general education classrooms with a special education teacher as a co-teacher. After 140 hours of observations, interviews, and discussions with the general and special education teachers, Ms. Rice observed that the teachers selected for this study made it a point that their students know the fluidity of their special education label or diagnosis and that the system of the school can be unfair and should be challenged. These teachers were honest with their students but still pushed them to work to their full potential. These particular teachers taught their students to question and be critical of their school and curriculum. Rice found that the students became more engaged and aware of their academic progress when they were informed about cultural pedagogy. Rice concluded that “a pedagogy that focuses on the development of positive identities, social justice, developing relationships, fostering autonomy, and social change would benefit teacher education in special education as well as teachers and students in K-12 environments” (Rice, 2006, p. 74-75).

Academic Misidentification

Cokley, McClain, Jones and Johnson explain academic disidentification as “the lack of a relationship between self-esteem and academic outcomes” (Cokley et al., 2012, p. 65). In general terms, if a student is academically motivated and receives a poor grade, that student views their academics as a reward and punishment system. However, students who are labeled as academic misidentification seem to have no correlation between academic outcomes and self-esteem. Cokley et al. studies the phenomenon in which one’s academic performance does not impact one’s self-views, as it does for those who are identified with academics. More specifically, Cokley et al. researches how African American students are more vulnerable to academic misidentification than Caucasian students.

Cokley et al. found that African American males were more likely to fall under the category of academic misidentification than African American females. Furthermore, the research found that as students grow older, the rate of academic misidentification increases, especially with African American males. Cokley et al. found that “older students report more negative academic and social behaviors among their peer group than younger students” (Cokley et al., 2011, p. 63-64). Cokley et al.’s results suggested that how African American students believe and understand their racial identities might be the best indicator as to what type of intervention should be used on the student. For example, a student who identifies as a “thug” or “gangsta” is more likely to be at risk for academic misidentification as well as have lower academic achievement (Cokley et al., 2011).

Fluidity of Labeling

It is estimated that almost 20,000 African American male students are misdiagnosed as intellectually disabled (Moore et al., 2008). Minority students are more likely to be placed or

categorized in the “judgmental” disability categories. The judgmental disabilities are also known as learning disabilities, intellectually disabled, and emotional disturbance. The reason why these disabilities are considered judgmental is because in order to be diagnosed with one of these disabilities, a school-based team evaluating the student might have some degree of subjectivity during the testing process (Piechura-Couture et al., 2011). Previous knowledge of a student can also interfere with the testing and diagnosis of a student. A student’s previous grades, test scores, race, and school rankings can influence the testing administrator and lead to errors in decision-making (Kearns et al., 2005).

One fluid disability that has not been discussed or researched extensively is dyslexia and the number of African American males diagnosed with dyslexia. Shawn Anthony Robinson researched the effects that dyslexia and the mislabel of dyslexia has on African American males as well as provided classroom practices that were based on his own experiences (Robinson, 2013). Robinson found that African American males who were labeled as dyslexic face even harder challenges than African American males who did not have the dyslexia label. African American males who are labeled as having dyslexia are “often misdiagnosed and placed in special education (classrooms) for behavioral or cognitive disorders rather than programs for remediation of their dyslexia” (Robinson, 2013, p. 162). Since these particular students are placed in the wrong programs, they do not receive the appropriate tools and strategies they need, they are isolated from the general education classrooms, and they are not given the appropriate accommodations. Robinson also suggests that deficit thinking among teachers affect African American males with dyslexia. Teachers who do not believe that African American males can be successful because they are having academic difficulties can lead to the students feeling frustrated and alienated (Robinson, 2014). Many times African American males are diagnosed as

having an emotional or behavioral disturbance because they act out in class because they are frustrated due to their learning disabilities. Robinson believes that more research needs to be done in the area of African American males and dyslexia, particularly in the areas of reading proficiency, appropriate assessments, and classroom pedagogy (Robinson, 2014).

Role of Educators

Much research has been done about the role of educators with regards to the placement of African American males in special education classrooms. Moore et al. (2008) believes that school counselors in particular are in the best position to help and advocate for African American males. School counselors assist students in academic placements and guide students in their career or job placement future. However, many school counselors are not equipped to do this for various reasons. School counselors who hold positions at poor or ill-equipped schools do not have access to the same resources as schools in affluent areas. Moore et al.'s findings showed that "African American students' perceptions of their high school teachers' [counselors'] expectations of their educational future had a significant impact on these students' educational aspirations" (Moore et al., 2008, p. 912). Moore et al. also noted that African American males held feelings of "mistrust, hesitancy to self-disclose, and resistance" as reasons as to why these particular students do not seek or use counseling services (Moore et al., 2008, p. 919). If African American males have a more positive and encouraging relationship with their school counselors, or other educators, these students would have more opportunities to advocate for themselves as well as plan their academic or career future.

Simmons-Reed and Cartledge (2014) looked critically at the role of white, particularly female, teachers and their African American male students. Simmons-Reed et al. found that:

The increasing numbers of White female teachers and students of color in the classroom creates conditions for cultural discontinuities, particularly for African American males with and without disabilities. Referred to as the “diversity gap” recent reports show that nearly one-half of the students attending public schools are from racially/ethnically diverse background, while more than 80 percent of the teachers are white. (Simmons-Reed and Cartledge, 2014, p. 101)

In order to increase academic, as well as social, success for African American male students, Simmons-Reeds and Cartledge (2014) suggest using culturally competent interventions such as increasing academic or instruction time in English and Math, peer mentoring, teachers demonstrating a compassionate, welcoming attitude towards students, and calling or reaching out to the students’ home when they are absent from school.

In the article “Promising and Early Intervention Strategies to Reduce Overrepresentation of African American Students in Special Education,” Green did a considerable amount of research on different reading interventions that can be used in the classroom in order to prevent the overrepresentation of African American males in special education classes. Green believes that teachers should be using Culturally Responsive Practices with all of their students, but more particularly their minority students. Culturally Responsive Practices are when “school professionals actively attempt to understand the worldview of those who are culturally different and actively develop and practice appropriate, relevant, and sensitive intervention strategies and skills in working with individuals who are culturally different” (Green, 2005, p.35). Green believes that teachers and educators need to understand the cultural background of the students they are providing interventions for in order to give them the proper tools they need for their educational careers. Green also believes that school should have educators in their building that

are known as Cultural Brokers. Cultural Brokers are community liaisons who understand the different cultures found in a school thoroughly. Cultural Brokers, if utilized properly, are able to bridge the gap between teachers and students and promote cultural awareness within the school (Green 2015). The previously mentioned interventions would allow teachers and educators understand their students better. Not only will the teachers understand the cultural backgrounds of their students, but also they will also be able to properly and effectively give their students the interventions that they need.

Single Sex Education

There has been a growing movement in urban areas across the United States for schools to offer single sex education, especially for males. African American males are at a crisis in the education world. African American males have a higher drop out rate than any other group in the United States. Less than half of African American males who start high school will graduate within four years, compared to 75% of Caucasian male students (Mitchell et al., 2013).

The idea of single sex education, especially for African American males is not new. In fact, W.E.B. Du Bois wrote an article in 1935 entitled “Does the Negro Need Separate Schools?” Du Bois was not advocating for separation based on race and intelligence. Instead, Du Bois believed that African American children would perform better in schools that are populated with people who believe in success and are willing to work for it. Du Bois believed that African American children were being placed in schools that did not believe in their educational attainments and did not foster a positive environment and therefore these children would not be successful then if they were in schools where faculty encouraged and celebrated their culture (Jones, 2014). Amber Jones took a critical look at same sex charter schools located in urban areas. Jones came to the conclusion that in order for African American males to be successful in

school, they must feel physically, emotionally, and psychologically safe. Caring teachers that truly connect with their students on a “social and moral levels promote positive racial identities for their students” and therefore, African American males, who typically have a higher drop out rate, will have a better chance of being successful and achieving higher education (Jones, 2014, p. 278).

Piechura-Couture et al. (2011) looked at the problem of the over representation of African American males in special education classroom in a different light. They set out to find out if a different educational setting, such as single sex education, would make a difference in the male students’ behavior as well as reduce the number of referrals for special education classrooms. Though their original results were only preliminary, Piechura-Couture et al. found that “the single-gender format is an option that should be explored to reduce the overrepresentation of males and minorities in special education” (Piechura-Couture et al, 2011, p. 255). Piechura-Couture et al. focused on the biological and neurological differences between male and female students. The researchers found that teachers who “have boy-friendly lessons that allow for greater physical movement, elevated noise levels, and direct teacher talk have proven successful for many students” (Piechura-Couture et al., 2011, p. 261). More specifically, Piechura-Couture et al. found that single sex classrooms seemed to have the greatest positive impact on African American males (Piechura-Couture et al., 2011).

In a recent email, Piechura-Couture gave an update on the continuous research that [she](#) and her team have conducted since the publication of their article “The Boy Factor: Can Single-Gender Classes Reduce the Over-Representation of Boys in Special Education?” Piechura-Couture stated “We have looked at the data every year and find that the boys in the all boys class tend to have statistically significant differences in mathematics. We also looked at the referral

rates for boys into special education for two years and found that there was a slightly lower amount (but statistically significant) for the school that had the single gender option compared to like schools that did not have the single gender option” (K. Piechura-Couture, personal communication, December 7, 2015).

In Mitchell et al.’s article, “The Efficacy of All-Male Academies: Insights from Critical Race Theory (CRT),” the idea of using Critical Race Theory combined with an all male academic setting is examined, particularly in two urban area schools in the United States. Mitchell et al. described Critical Race Theory as “a critical examination of United States society and culture, to the intersection of race, law, and power” (Mitchell et al., 2013, p. 383). Without Critical Race Theory, White males and females have been seen as the “prototype” for model students, which disregard half of the student population. By combining Critical Race Theory and single sex education, Mitchell et al. states that this combination “provides a strong justification for educational reform strategies that address the historical and contemporary realities of the African American experience and, specifically, the continuing structural effects of centuries of oppressive treatment and denial of property rights to African American males” (Mitchell et al., 2013, p. 389). The research on single sex education seems to be showing a trend that African American males can benefit academically as well as socially in a single sex education setting.

Gaps in Research

Though the topic of over representation of African American males has been widely discussed and researched, there are still some gaps within the research field. Many studies fail to discuss or evaluate the student’s own perception, attitude or experience with school-based educators (Moore et al., 2008). There is also an oversight when it comes to diagnosing a student with emotional behavioral disorders. There is a lack of attention paid to race and ethnicity when

it comes to intervention outcomes. Studies that have looked at children with emotional behavior disorder rarely distinguish by race or ethnicity. Also, many studies about students with emotional behavior disorder tend to look at children ages 12 or below. Very few studies look at students in the middle or high school levels (Serpell et al., 2009). As stated early, little to no research has been done about African American males and dyslexia and the social and academic ramifications (Robinson, 2014). Though much research has been done on Critical Race Theory and single sex education, Mitchell et al. found that very little research has been done on the impact of Critical Race Theory and single sex education on African American males (Mitchell et al 2013).

Conclusion

African American males, more than another other minority or gender, are continuously placed in special education classrooms for behavioral or emotional disorders. Much research points to cultural differences, academic misidentification, fluidity of labeling, and the lack of cultural knowledge by teachers and administrators, as to the reasons why African American males are more likely to be placed in special education classrooms than and other race or gender. Whatever the reasons as to why African American males are overrepresented in special education classrooms, there is significant evidence on how to prevent or fix the problem. Research has shown that if teachers and administrators have broad knowledge and understanding of the African American culture, these students would be less likely to be placed in special education classrooms. Research also shows that single sex education has reduced the number of African American males placed in special education classes because the students' behavior and academic achievement increases.

Methods of Research

Context

This study is taking place in Rochester, an urban school district in upstate New York. This study is taking place in this particular location because of the abundance of population of African American males, as well as single gender schools that contains a special education population.

Participants

My participants in this study are African American males. More particularly, African American males in single gender classroom settings and African American males placed in special education classes. However, I will also be looking at the student population as a whole in order to compare and contrast the different populations. Since I am just analyzing public data, I did not need to use pseudonyms for the participants.

Researcher Stance

My role in this study was to analyze public data received from the Rochester City School District office. I was neither an observer nor an interviewer in this study. I am currently certified to teach social studies to students in 7th-12th grade. I currently teach at an all girls catholic school in a suburban neighborhood in New York state. I am currently working towards earning a Master's of Science in Special Education, grades 7th-12th. I expect to receive this degree by May of 2016.

Methods

The purpose of this study is to see if there is a real impact in the percentage of African American males placed in special education classes when they are enrolled in a single gender

urban public school compared to when they are in a multi gender school setting. I am trying to find out if the current research that states that African American males are least likely to be placed in a special education classroom setting if they are in a single gender school setting can be applied to the Rochester City School District that I am collecting the data from. I gathered my data from existing public records from the Rochester City School District for the 2014-2015 school year.

Procedures

In order to complete this study, I contacted a representative from the Rochester City School District and explained to him about my research. He was able to direct me to the New York State Education website where I could find the pre existing data that I needed in order to complete the methodology of my research.

Informed Consent and Protecting the Rights of the Participants

I did not need to receive consent since I was analyzing preexisting [public](#) data.

Data Collection

I collected my data by requesting and reviewing public data provided to me by the Rochester City School District I was researching.

Data Analysis

When analyzing my data, I looked at total enrollment for each school, total enrollment of students with disabilities, total enrollment of African American males, and total enrollment of African American males with disabilities. I also analyzed the enrollment of other ethnicities enrolled in each school.

Data

The data collected came from the New York State Educational Department website. These three particular schools were chosen because they are all public schools, they have a large African American student population, they are secondary schools, and they are all located in the Rochester City School District. The only distinct difference is that the Leadership Academy for Young Men is an all boys school. The Leadership Academy for Young Men was chosen as the catalyst for my data collection. East High School was chosen because of its similar population size to the Leadership Academy for Young Men and its' diverse ethnic student population. James Monroe High School was chosen for its' large population and smaller African American male population. Figure three was added to the data to display the different ethnicities of each school's total student population.

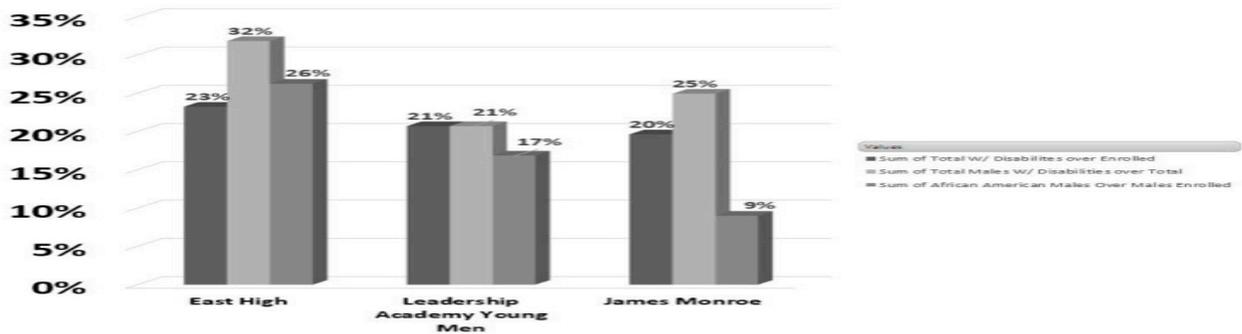
2014-2015 School Year

Figure 1

School	Total Students Enrolled	Total Males Enrolled	Total African American Males
Leadership Academy Young Men	468	468	352
East High School	361	179	156
James Monroe High School	1135	533	280

As seen in Figure 1, at the Leadership Academy for Young Men out of 468 students, there are 352 African American male students, or 75% of the population. At East High School, out of 361 total students, there are 179 male students, or 50%. Also, out of the 179 male students, 156 of those male students are African American, or 43% of the total student population. At James Monroe High School out of 1135 students, 533 of those students are male, or 47%. Of those 533 male students, 280 of them are African American, or 25% of the total student population.

Figure 2



As seen in Figure 2, at the Leadership Academy for Young Men, out of the 468 total students, 97 students are labeled as having a disability, or 21% of the total student population. Within that same population of students with disabilities, 79 of those students are African American males, or 17% of the total student population. At East High School, out of the 361 total student population, 84 students, or 23%, are labeled as having a disability. Of that population of 84 students, 57 of them, or 32% are male. Of that population of male students labeled as having a disability, 47 of them are African American males, or 26% of the total student population. At James Monroe High School, out of the 1135 total student population, 223 students, or 20%, are labeled as having a disability. Of the 223 student population labeled as having a disability, 133 students, or 12%, are male. Of that population of male students labeled as having a disability, 48 of them, or 9% of the total student population are African American males.

Figure 3

School	Total Students Enrolled	American Indian or Alaska Native	Hispanic/Latino	Asian or Native Hawaiian/Other Pacific Islander	White	Multiracial
Leadership Academy Young Men	468	2	71	4	39	0
East High School	361	0	24	18	4	5
James Monroe High School	1135	3	582	15	46	0

As seen in Figure 3, at the Leadership Academy for Young Men, out of the 468 students enrolled, 2 students are identified as American Indian or Alaska Native, 71 students are identified as Hispanic or Latino, 4 students are identified as Asian or Native Hawaiian/Other Pacific Islander, and 39 students are identified as white. At East High School, out of the 361 students enrolled, 24 students identified as Hispanic or Latino, 18 students identified as Asian or Native Hawaiian/Other Pacific Islander, 4 students identified as white and 5 students identified as multiracial. At James Monroe High School, out of the 1,135 total students enrolled, 3 students are identified as American Indian or Alaska Native, 582 students are identified as Hispanic or Latino, 15 students are identified as Asian or Native Hawaiian/Other Pacific Islander, and 46 students are identified as white.

Data Analysis

According to the research done by Piechura-Couture et al., single sex classrooms and school settings have the greatest impact of African American males and can lead to the reduction of African American males placed in special education classrooms (Piechura-Couture et al., 2011). My goal with this research was to see if this phenomenon occurs locally in the Rochester City School District.

After looking at the public data provided by the New York State Department of Education website, I found that at the Leadership Academy for Young Men, an all boys public school, African American males made up 17% of the total student population labeled with a disability. This number is

lower than East High School, which had a similar number of students, however East High School was a multi gender school. At East High School, African American males made up 26% of the student population labeled with a disability. In this vacuum setting, Piechura-Couture et al.'s research holds true. It can be seen through the data I reviewed collected that less African American males are labeled as having a disability when they are enrolled in a single sex school setting.

However, when looking at James Monroe High School, which has a significantly larger student population, African American males only made up 9% of the student population labeled with a disability. It is possible that the discrepancy between the number of African American males labeled as having a disability at Leadership Academy of Young Men and James Monroe High School could be because African American males make up 75% of the total student population at the Leadership Academy, however African American males make up 25% of the total student population at James Monroe High School.

These findings further prove Piechura-Couture et al.'s beliefs that African American males are less likely to be placed in a special education classroom if they are in a single sex educational setting. I believe that a single sex education setting can lead to higher academic achievement, less behavioral disruptions, and less fluid or broad labeling of students with disabilities. Though only three schools were analyzed in a mid-sized urban population; I believe that these results and theories could be transferred to a larger urban area.

I have learned from my research and analysis of data that the Rochester City School district is up to date with the current research about African American males excelling in the single sex education setting. By providing not just African Americans, but all males with a free and public learning center, it gives these young men the opportunity to succeed in school and allows them to avoid subjective labeling and overrepresentations in special education settings.

The implications of these findings will help me better understand a portion of a student population if I end up teaching in a public school in my career. Though I currently teach in an all girl school and these findings prove that African American males benefit from single sex education, through my research and the observation of my own classroom, I see the benefit of single sex education for both males and females.

After completing my research, I would like to take it further. I would like to investigate the students and faculty at the Leadership Academy for Young Men. I would like to get the students' perspective on how they feel about the single sex setting they are in. I would like to see if they feel there are any benefits or consequences in being enrolled in an all boys' school. I would also like to investigate what the teachers and administrators believe that the single sex education impact is on their students. I would like to investigate academic and behavioral issues that the Leadership Academy for Young Men has, and compare the frequency of these issues them to the academic and behavioral issues that East High School has.

Conclusion

Research has shown that African American males are more likely to be placed in a special education classroom setting than any other race and gender combination. Research has also shown that culturally responsive teaching and single sex school settings reduce the number of African American males placed in special education classrooms. Through data research, I wanted to see if schools in the Rochester City School district matched the current research. I analyzed the public data of the placement of students based on race and gender in three high schools in the Rochester City School District. Through my data analysis, I found that African American males were significantly less likely to be placed in a special education classroom if

they attended the Leadership Academy for Young Men, which is a public single gender school, than if they attended their counterpart school East High School. The analysis of this data further proves the current research that African American males are less likely to be placed in a special education classroom setting if they are enrolled in a single gender school.

In future research, I would like to see the implications of African American males attending a single sex school in regards to their future academic and occupational careers. I would like to see what their graduation rate is, what their college acceptance rate is, and the rate and type of occupation these students have after graduating from a college or university. I would then like to compare this data to the data of a school that has a similar population size, however is a multi gender school.

Overall, I believe the topic of the overrepresentation of African American males in special education classrooms is a critical topic in the educational field because this particular group of students, more than others, tends to come from a disadvantaged background and are more likely to be misunderstood by their Caucasian teachers. It is highly important that teachers, administrators and other faculty give African American males, and other minority groups, all the tools and opportunities they need in order to succeed not only in school, but later on in life.

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