

**Report of the Galesburg NAACP Branch:
On Systemic Racism in the City of Galesburg**

Presented to the City Council

November 2, 2020

“Not everything that is faced can be changed, but nothing can be changed until it is faced.”
-- James Baldwin

Dear Mayor John Pritchard and the City Council,

On June 16, the Galesburg Branch #3016 NAACP submitted a letter to the City Council requesting actions from the city in response to the death of George Floyd by officers of the Minneapolis Police Department. In communication with the city and the mayor’s office, a resolution was developed that would allow the City Council of the City of Galesburg to “condemn racism and the death of George Floyd” as the first step of progress.

We argue that Galesburg and the NAACP for many years have often been on the right side of history in terms of injustice in this country.

In 1826, Reverend George Washington Gales created the Oneida Institute in Whitesboro, New York to educate students of all backgrounds without the “evil of charity.” In 1833, the Oneida Institute became the first manual school of its kind to admit African Americans and also formed an Anti-Slavery Society. In response, the New York State Senate proposed withdrawing funding from the Oneida Institute because of its radical nature.

Due to his desire to see equality amongst all races, George Washington Gale made a public desire to start a manual college in the West. He chose Knox County as the site of this new college. Log City where Galesburg and Knox College reside today became home to the First Anti-Slavery Society in the State of Illinois and a prominent abolitionist stronghold.

Although Galesburg was a beacon of light in Illinois, some settlers of the state still tended to be slavery sympathizers. Gale not only wanted Galesburg to be an abolitionist stronghold, he also wanted Galesburg to be a leader in the fight for equality among all races. In 1841, Gales and Hiram Kellogg (President of Knox College) carried the Knox Banner to the Presbyterian General Assembly, and requested it to “forth-rightly declare slavery against the law of God” but was voted down. The Knox group sarcastically noted that the General

Assembly had passed resolutions condemning dancing but had not thought it prudent to take action on slavery¹.

Today, we proudly advocate that the founders and residents of Galesburg were on the right side of history in terms of slavery in this country. We ask that you bring the “Resolution Condemning Racism and the Death of George Floyd” to vote and allow Galesburg to continue to be a city that is at the forefront of issues of equality in Illinois and the United States.

Executive Summary of Finding and Recommendations

Systemic racism is a popular way of explaining, the significance of race and racism both historically and in today's world.

Joe Feagin defines systemic racism in the introduction to "Racist America: Roots, Current Realities, and Future Reparations":

"Systemic racism includes the complex array of anti-black practices, the unjustly gained political-economic power of whites, the continuing economic and other resource inequalities along racial lines, and the white racist ideologies and attitudes created to maintain and rationalize white privilege and power. Systemic here means that the core racist realities are manifested in each of society's major parts [...] each major part of U.S. society—the economy, politics, education, religion, the family—reflects the fundamental reality of systemic racism.²³

Systemic racism is measured by exploring differential life outcomes and experiences of individuals and groups that can be attributed to their racial classification. At the request of Mayor Pritchard, this report will utilize data collected by various agencies to indicate how systemic racism exists in Galesburg and provide data analysis to support this argument. Then, we will humbly provide recommendations that are aimed at dismantling the effects of systemic racism in Galesburg. Our goal from this report is to show that the passing of this resolution is the first step in making Galesburg a safe and inclusive place for all its residents.

¹ *The Secularization of Knox College (1977) Dissertation by Paul John Plath*
Pg. 71-93.

² Feagin, J. R. (2000). *Racist America Roots, Current Realities, and Future Reparations*. Routledge/Taylor & Francis Group.

³ Feagin, J. R. (2006). *Systemic racism: A theory of oppression*. Routledge/Taylor & Francis Group.

The report will include data and recommendation on the following areas:

- Economics
- City Employees
- Criminal Justice
- Education

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RESOLUTION NO. _____
**RESOLUTION CONDEMNING RACISM AND THE DEATH OF
GEORGE FLOYD**

WHEREAS, recent tragedies including the deaths of George Floyd in Minneapolis, Breonna Taylor in Louisville, and Elijah McClain in Denver have shone a light on current and historically discriminatory treatment of African Americans or Black people in our country; and

WHEREAS, the disproportionate effects of Coronavirus or COVID-19 on African American or black communities has also shone a light on systemic racism in healthcare and employment;

WHEREAS, systemic or institutionalized racism is defined as systems and structures that have procedures or processes that disadvantage African Americans or Black people while creating disparities in wealth, the criminal justice system, employment, housing, health care, politics, and education.

WHEREAS, we are outraged at these murders, and the City of Galesburg condemns all forms of systemic racism and police brutality and commits to supporting and protecting all its residents no matter their ethnicity, race, faith, sexual orientation, or gender identity; and

WHEREAS, we commit to calling out hate and discrimination and helping to promote our core American value that no one should be targeted because of their identity; and

WHEREAS, violence, hate crimes, and police brutality create fearful and unstable communities; and

WHEREAS, as public servants, we have a responsibility to speak out against racism, discrimination, bias, and hatred because when the unacceptable becomes the norm in our society, human rights for all are threatened; and

WHEREAS, the City of Galesburg affirms and commits to protect the rights of all people in our community who speak up and protest and demand justice for all; and

WHEREAS, hate will not be accepted and we will stand together to fight any form of bigotry, discrimination, or hatred, in speech, symbols, and action, against any group, from whatever the source;

NOW, THEREFORE, BE IT RESOLVED The City Council, Mayor, and City Administration of Galesburg, Knox County, Illinois condemn the actions and injustices that have brought division and crisis in our community and country; and;

BE IT FURTHER RESOLVED, The City of Galesburg commits to working on ways in which we can engage our community to address institutionalized racism and implicit bias and offer opportunities for dialogue, training, and understanding such as supporting police policies to improve training, hire more people of color especially African American officers

and enact best practices related to de-escalation and other initiatives intended to eliminate racial bias in policing;

BE IT FINALLY RESOLVED, The City Council of the City of Galesburg, Illinois will maintain constant vigilance concerning its public safety policies and actions and will speak out against injustices, ask advice and counsel from community leaders such as the Galesburg NAACP, and hold ourselves accountable to the principles described in this document to make sure that Galesburg is and will remain a welcoming city opposed to acts of racism and bigotry.

Economics

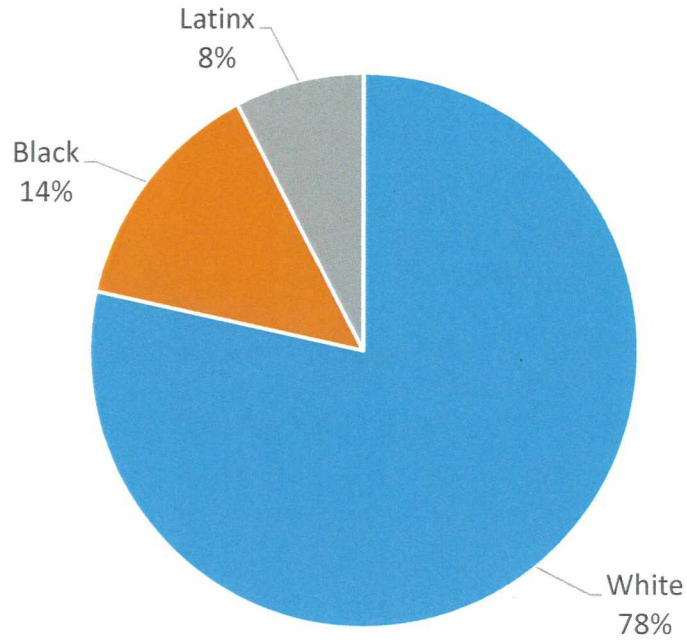
Analysis or Explanation of Disparities

Indicator	Extent of Disparity	Date Sources
Race	<p>The Racial Composition of Galesburg is the following:</p> <ul style="list-style-type: none"> • 75% White Alone • 14% Black/African American • 8% Latinx • 3% Other Races <p>A true reflection of equality should reflect these percentages on most social indicators in the city.</p>	2018 American Community Survey (ACS) Five-Year Estimates
Median Income	<p>The median household income for Galesburg in 2018 was:</p> <ul style="list-style-type: none"> • \$38,717 for White • \$18,159 for Black • \$26,862 for Latinx <p>These numbers indicate that an average White households in Galesburg has \$20,000 more in yearly income to spend on housing, food, education, etc.</p>	2018 American Community Survey (ACS) Five-Year Estimates
Poverty Percentage	<p>Percentage of individuals living below the poverty line in Galesburg in 2018 was:</p> <ul style="list-style-type: none"> • 16.4% for White • 60.1% for Black • 41.9% for Latinx <p>The poverty line for 2018 was \$12,140 for an individual. These data indicate that 60% of all Black resident earn less than \$12,140. In addition, nearly 42% percent of all Latinx residents in Galesburg earn less than \$12,140.</p>	2018 American Community Survey (ACS) Five-Year Estimates

Systemic Racism and Disparities in Data

Systemic racism focuses on the continuation of stratification of economics and resources along racial lines. The data indicates that Blacks and Latinx experience different qualities of life in Galesburg in comparison to their White counterpart as a result of their access to income. The average White household in Galesburg has also more than \$20,000 more in income to spend on social and economic opportunities. Disparities in income also correlate with many other social factors such as wealth accumulation, health disparities and educational opportunities.

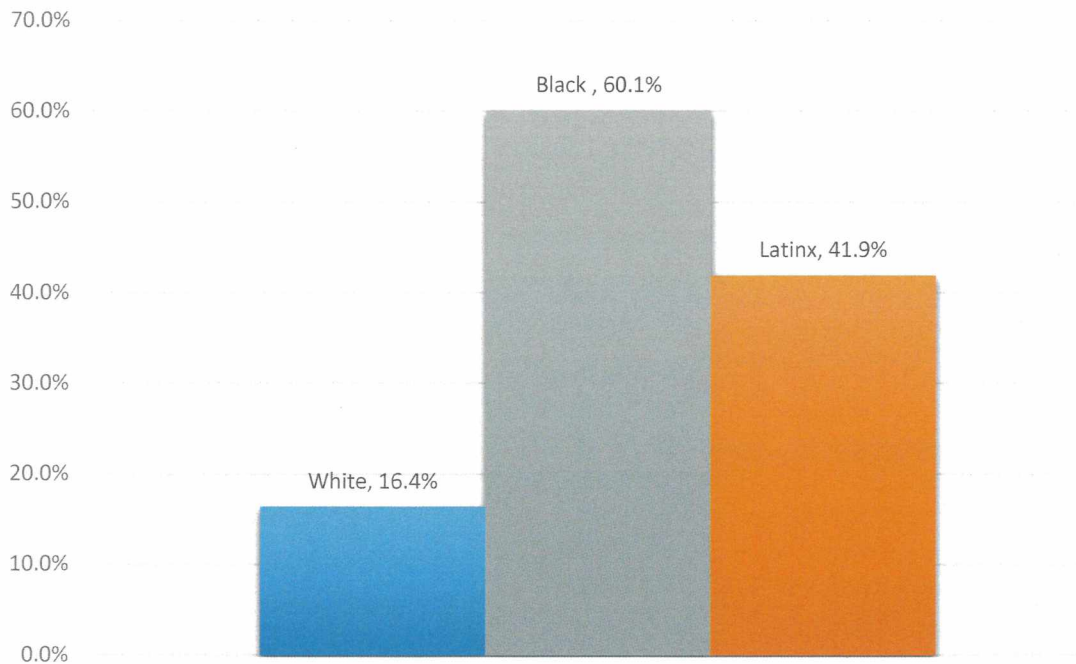
Galesburg Population by Race (2018)



Median Income in Galesburg by Race (2018)



Percentage in Poverty in Galesburg by Race (2018)



Policy Recommendations

We recommend that in the future every city code, ordinance, plan or policy be reviewed and approved to identify any potential negative consequences for people of color.

Future Data Needed

Below is data that should be collected by the City to further understand the relationship between systemic racism and economic factors.

- Residential Segregation
- Household Paying > 30% of income for housing
- Households in substandard or overcrowded housing
- Eviction Rates by Race
- Unemployment Rate by Race
- Minority Owned Business
- Racial Wealth Gap

City Employees

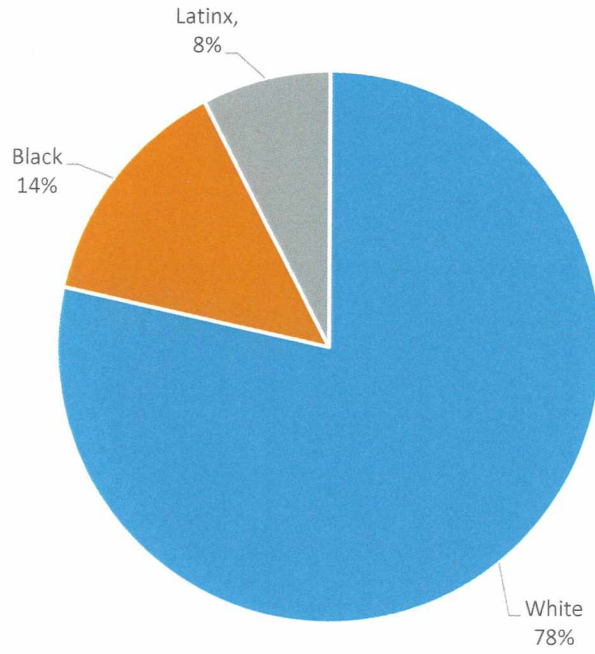
Analysis or Explanation of Disparities

Indicator	Extent of Disparity	Date Sources
Racial Representation of All City Employees	<p>Racial Minorities represent only 8% of all employees of the City of Galesburg. Whites represent 92% percent of the employees in the City of Galesburg despite them representing only 75% of the total population of the city.</p> <p>The Racial Composition of Galesburg is the following:</p> <ul style="list-style-type: none"> • 75% White Alone • 14% Black/African American • 8% Latinx 	Galesburg City Clerk's Office
Racial Representation of City Department Heads	Racial Minorities represent nearly 22% of all executive and department heads of the City of Galesburg. However, this 22% does not include any African Americans.	Galesburg City Clerk's Office
Racial Representation of Police Department	<p>Racial Minorities represent only 9% of all police employees of the City of Galesburg.</p> <p>This is despite racial minorities representing 22% of the city's total population.</p>	Galesburg City Clerk's Office
Racial Representation of Fire Fighters Department	Racial Minorities represent 0% of firefighters employed by the City of Galesburg.	Galesburg City Clerk's Office

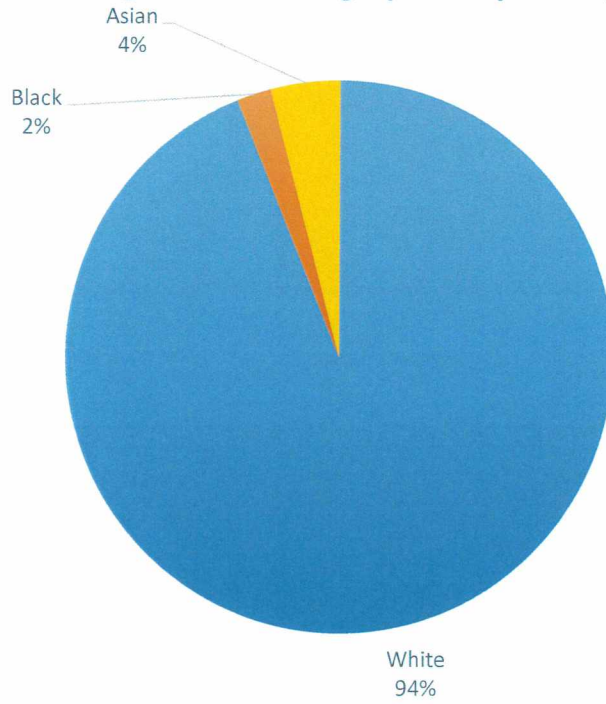
Systemic Racism and Disparities in Data

American democracy is focused on equal representation of voices in a community. The governing body of a city should be a representation of the racial composition of the city. Racial Minorities represent only 8% of all employees of the City of Galesburg. Systemic racism relates to historical polices and functions of a government that does not allow equal representation of all racial voices in the governing and service of all residents.

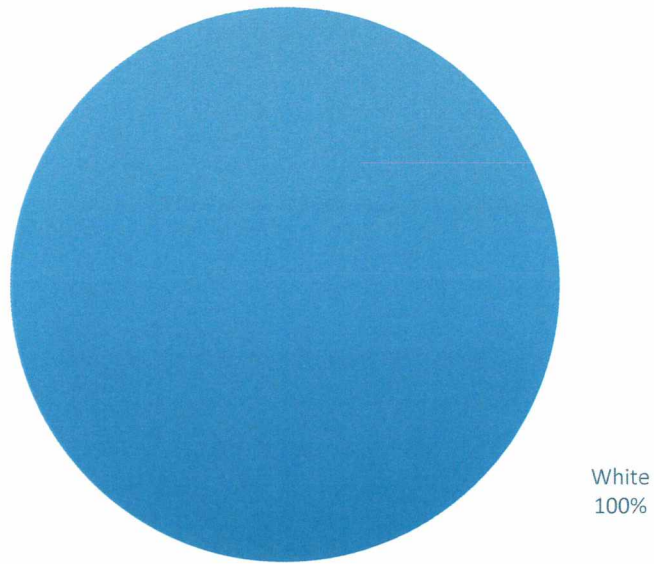
Galesburg Population by Race (2018)



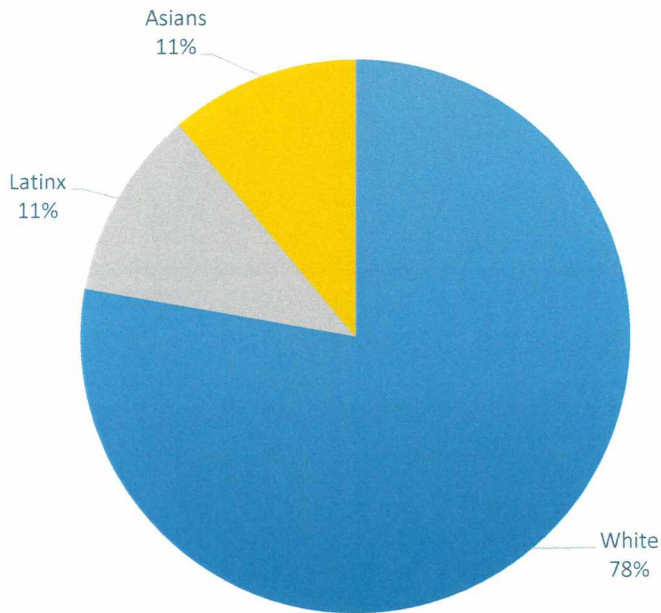
Galesburg Police Demographics by Race (2019)



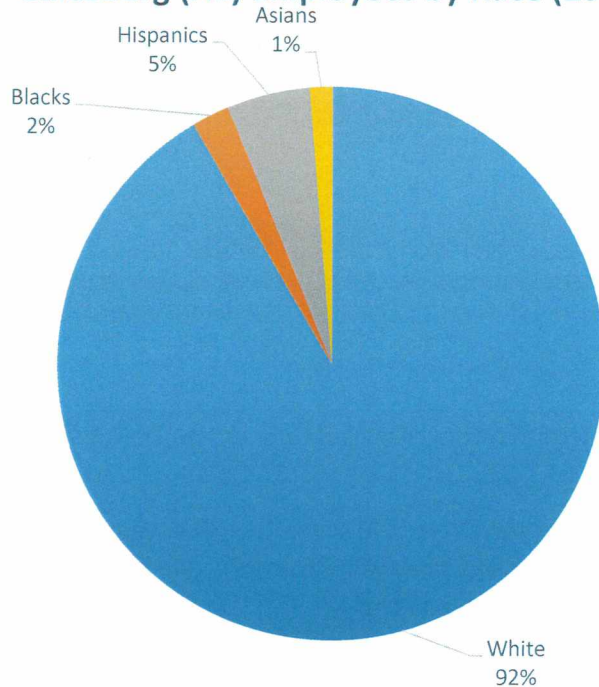
Galesburg Fire Demographics by Race (2019)



Galesburg Department Heads by Race (2019)



Galesburg (All) Employees by Race (2019)



Policy Recommendations

We recommend that in the future every, the City enact the following policies:

1. Collect and analyze data on disparities in outcome and disposition by race. Analysis and publications should be done timely and with transparency.
2. Increase voter participation in local elections

Future Data Needed

Below is data that should be collected by the City to further understand the relationship between systemic racism and racial representation in the city government and service departments:

- Recruitment and applicants of minority candidate for positions
- Number of city procurement categories with qualified minority firms

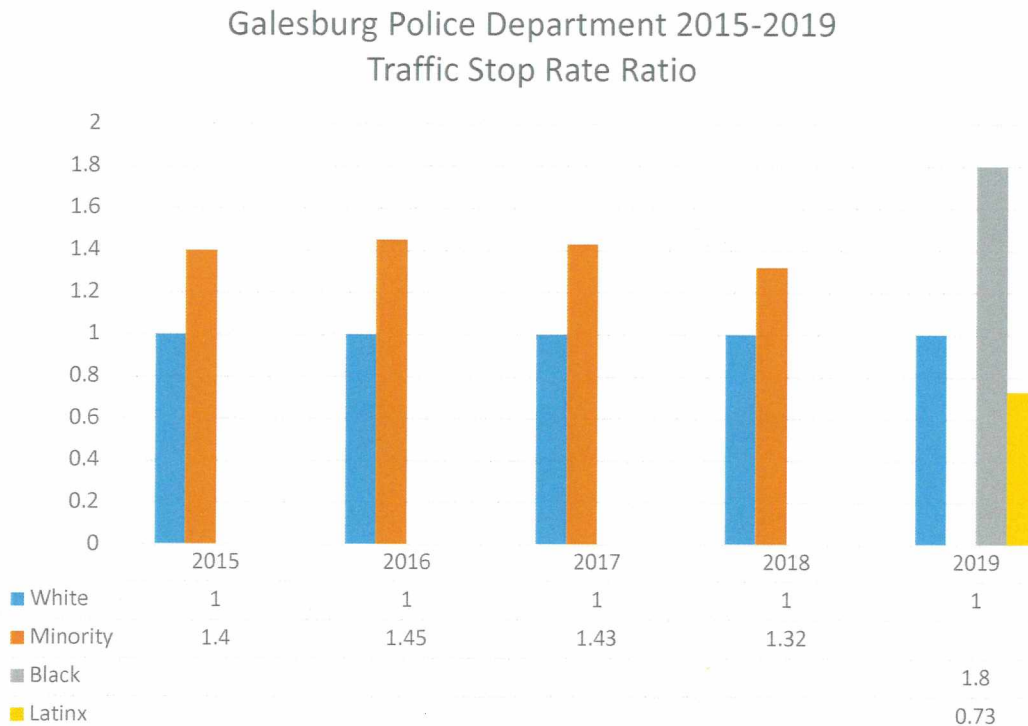
Criminal Justice

Analysis or Explanation of Disparities

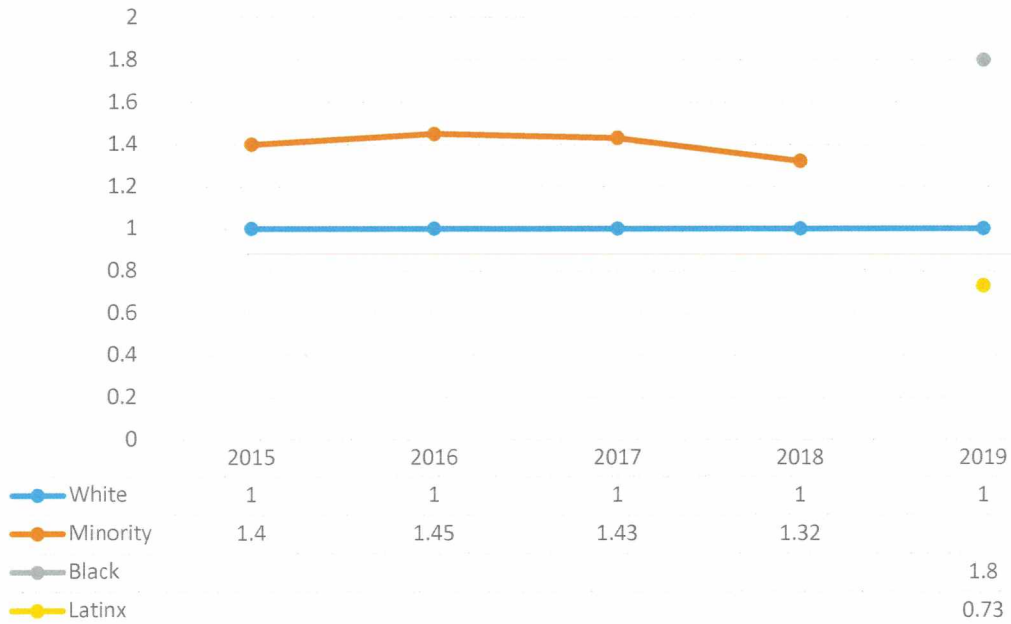
Indicator	Extent of Disparity	Data Sources
Traffic Stop Racial Ratio	<p>In this data, all racial groups (from 2015-2018) other than Whites were group together to measure the likelihood that a person of color would experience a traffic stop in the City of Galesburg.</p> <p>If the ratio is 2.0, for example, it means that the minority rate (or percentage) is twice the White rate (or percentage).</p> <p>From 2015-2018, the data shows that a Minority driver had more than 30% to 40% chance of being stopped for a traffic violation in comparison to their White counterparts.</p> <p>In the 2019 data, racial categories were divided into separate racial groups.</p> <p>The data now shows that a Black person has at least an 80% more chance of being stop for a traffic violation in Galesburg than their racial counterpart.</p>	Illinois Traffic and Pedestrian Stop Study 2015- 2019 Annual Report
Citation Percentage	<p>The data indicates that (from 2015-2019) people of color received lower percentage of citations than their White counterparts in every year.</p> <p>This percentage exists despite the fact that they are stop for more traffic violations in every year.</p> <p>Citations are the most serious outcome recorded for the stop on the traffic data collection form.</p>	Illinois Traffic and Pedestrian Stop Study 2015- 2019 Annual Report
Contraband Ratio	<p>The data indicates that contraband was found only 20% more on Black drivers than White drivers in Galesburg.</p> <p>However, it is not clear that the 20% more ratio justifies a stop rate of 80% more.</p>	Illinois Traffic and Pedestrian Stop Study 2015- 2019 Annual Report

Systemic Racism and Disparities in Data

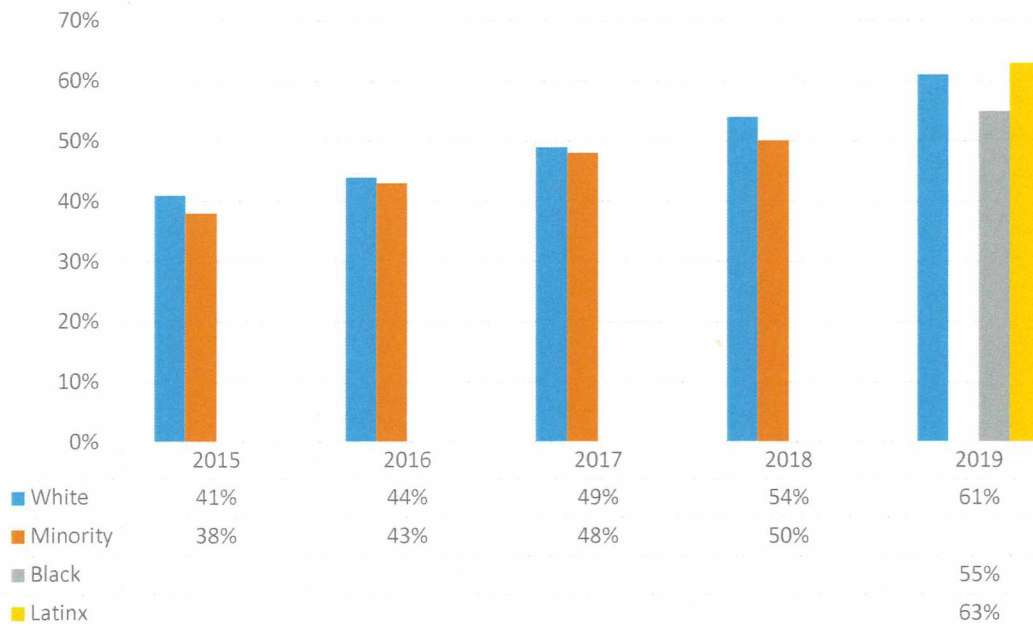
People of color are over-represented in the criminal justice system in the United States. Systemic racism relates to inequities in law enforcement that result in racial disparities in “law enforcement tactics and consequences for people of color.” In Galesburg, people of color have a more than a 30% to 40% chance of being stopped for a traffic violation in comparison to their White counterparts. This occurs despite people of color receiving lower percentage of citations than their White counterparts in every year. This indicates that people of color continue to have more engagement with the police force due to traffic stops even though they are frequently cited for less violations.



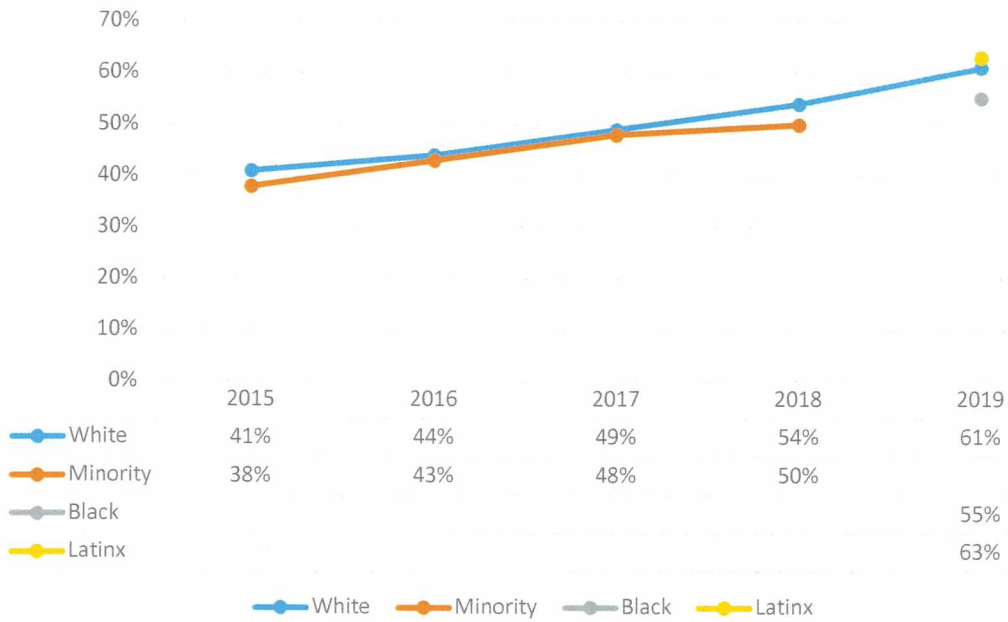
Galesburg Police Department 2015-2019 Traffic Stop Rate Ratio



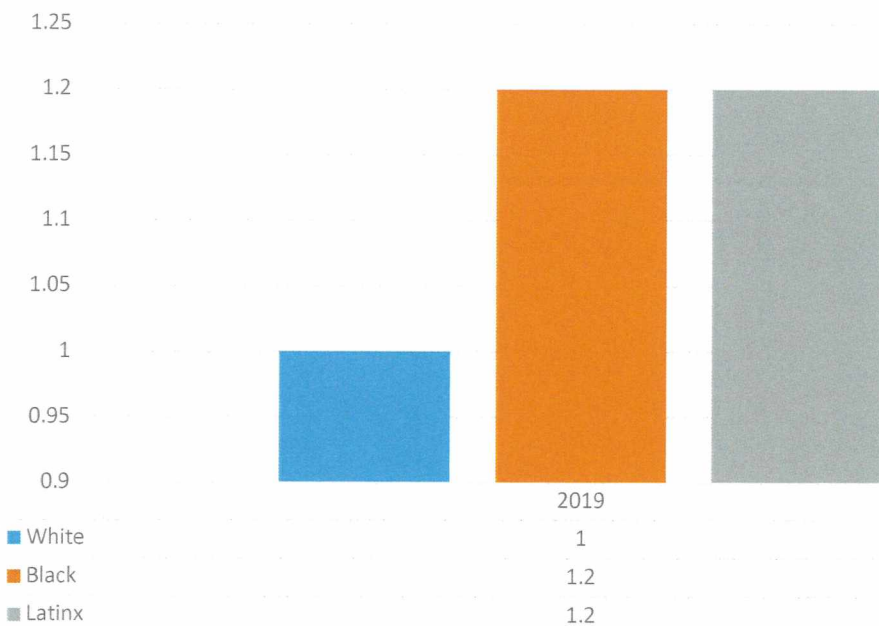
Galesburg Police Department (2015-2019) Citation Issue Percentage



Galesburg Police Department (2015-2019) Citation Issue Percentage



Galesburg Police Department (2019) Contraband Found



Policy Recommendations

We believe that accountability and transparency can help alleviate any systemic racism associated with racial disparities found within law enforcement in Galesburg.

We recommend that in the future, City enact the following policies:

1. Develop a Civilian Oversight of Police Department
2. Develop a Police Cadet Program

Future Data Needed

Below is data that should be collected by the City to further understand the relationship between systemic racism and law enforcement.

- Number of people jailed by offense (Arrest)
- Demographic of the Defendant
- Warrant issued for certain offenses
- Consequences of certain offenses by Demographics
- Jury Pools and Selection Demographics

Education

Analysis or Explanation of Disparities

Indicator	Extent of Disparity	Date Sources
<p style="text-align: center;">Teacher Demographics to the Diversity of Student in Galesburg</p>	<p>The Racial Composition of students in District 205 include the following in 2019:</p> <ul style="list-style-type: none"> ● 59.6% White Alone ● 15.4% Black/African American ● 12.5% Hispanic <p>The Racial Composition of teachers in District 205 include the following in 2019:</p> <ul style="list-style-type: none"> ● 91.6% White Alone ● 1.7% Black/African American ● 3.0% Hispanic <p>The data indicate that there is a mismatch of teacher demographics to the diversity of student population in District 205. Each year (2015-2019), White teachers comprise over 91% of the teacher population despite White students making up only 60% of the student demographic.</p>	<p style="text-align: center;">Galesburg CUSD 205 Report Card 2015-2019</p>
<p style="text-align: center;">Illinois Assessment of Readiness (IAR)</p>	<p>Each Performance Level is defined by a range of overall scale scores for the assessment. There are five Performance Levels for IAR assessments:</p> <ul style="list-style-type: none"> ● Level 1: Did not yet meet expectations ● Level 2: Partially met expectations ● Level 3: Approached expectations ● Level 4: Met expectations ● Level 5: Exceeded expectations <p>Students performing at levels 4 and 5 met or exceeded expectations, have demonstrated readiness for the next grade level/course and, ultimately, are on track for college and careers. Performance Level Descriptors (PLDs) describe the knowledge, skills, and practices that students should know and be able to demonstrate at each Performance Level in each content area (ELA and mathematics) and at each grade level/course.</p>	<p style="text-align: center;">Galesburg CUSD 205 Report Card 2015-2019</p>
<p style="text-align: center;">3rd Grade Student Reading Level</p>	<p>In Galesburg District 205, in 2019, only 7.8% of all Black third-grade students and only 13.3% of all Hispanics third-grade students demonstrated or exceeded expectation of knowledge and readings skills for their grades level. The percentage for their White counterparts was 33.3%.</p>	<p style="text-align: center;">Galesburg CUSD 205 Report Card 2015-2019</p>

	<p>In addition, 43.1% of all Black third-grade students and 20% of all Hispanics third-grade students failed to meet expectations.</p> <p>Data from 2015-2018 indicate similar trends.</p>	
3rd Grade Student Math Level	<p>In Galesburg District 205, in 2019, only 19.6% of all Black third-grade students and only 26.7% of all Hispanics third-grade students demonstrated or exceeded expectation of knowledge and readings skills for their grades level. The percentage for their White counterparts was 37.7%.</p> <p>In addition, 35.3% of all Black third-grade students failed to meet expectations.</p> <p>Data from 2015-2018 indicate similar trends.</p>	Galesburg CUSD 205 Report Card 2015-2019
8th Grade Student Reading Level	<p>In Galesburg District 205, in 2019, only 15.1% of all Black eight-grade students and only 33.9% of all Hispanics eight-grade students demonstrated or exceeded expectation of knowledge and readings skills for their grades level. The percentage for their White counterparts was 35.8%.</p> <p>In addition, 39.4% of all Black eight-grade students and 23.2% of all Hispanics eight-grade students failed to meet expectations.</p> <p>Data from 2015-2018 indicate similar trends.</p>	Galesburg CUSD 205 Report Card 2015-2019
8th Grade Student Math Level	<p>In Galesburg District 205, in 2019, only 9.1% of all Black eight-grade students and only 19.7% of all Hispanics eight-grade students demonstrated or exceeded expectation of knowledge and readings skills for their grades level. Therpercentage for their White counterparts was 29%.</p> <p>In addition, 51.5% of all Black eight-grade students and 28.6% of all Hispanics eight-grade students failed to meet expectations.</p> <p>Data from 2015-2018 indicate similar trends.</p>	Galesburg CUSD 205 Report Card 2015-2019
Advanced Placement (AP) Course Work	<p>From 2016 to 2019, there was only a total of 12 Black and Hispanic student enrolled in AP Course work compared to 138 White students.</p> <p>In addition, in 2018 and 2019, there were no Black or Hispanic students enrolled in any AP Course Work.</p>	Galesburg CUSD 205 Report Card 2015-2019
SAT	<p>There are four Performance Levels for SAT:</p> <ul style="list-style-type: none"> • Level 1: Partially Meets Standards • Level 2: Approaching Standards • Level 3: Meets Standards • Level 4: Exceeds Standards 	Galesburg CUSD 205 Report Card 2015-2019
2019 and 2017 English SAT	<p>The data indicates that in 2019, 0% of Black Students in District 205 Met or Exceeded the standard for the grade level on SAT for English.</p>	Galesburg CUSD 205 Report Card 2015-2019

2019 and 2017 Math SAT	The data indicates that in 2019, 0% of Black Students in District 205 Met or Exceeded the standard for the grade level on SAT for Math.	Galesburg CUSD 205 Report Card 2015-2019
Racial Disproportionality Rate	A divided B, where: A= Total number of non-white out of school suspensions and expulsions divided by the total non-white enrollment as of October 1st of the school year. B= Total number of white out of school suspensions and expulsions divided by the total white student enrollment as of October 1st of the school year.	Illinois State Board of Education School Discipline Report 2017-2019
Breakdown of Disciplinary Referral Rates	The data indicate that from 2017 to 2019, students of color are over 120% more likely to be suspended or expelled in each year in comparison to their White counterparts.	Illinois State Board of Education School Discipline Report 2017-2019

Systemic Racism and Disparities in Data

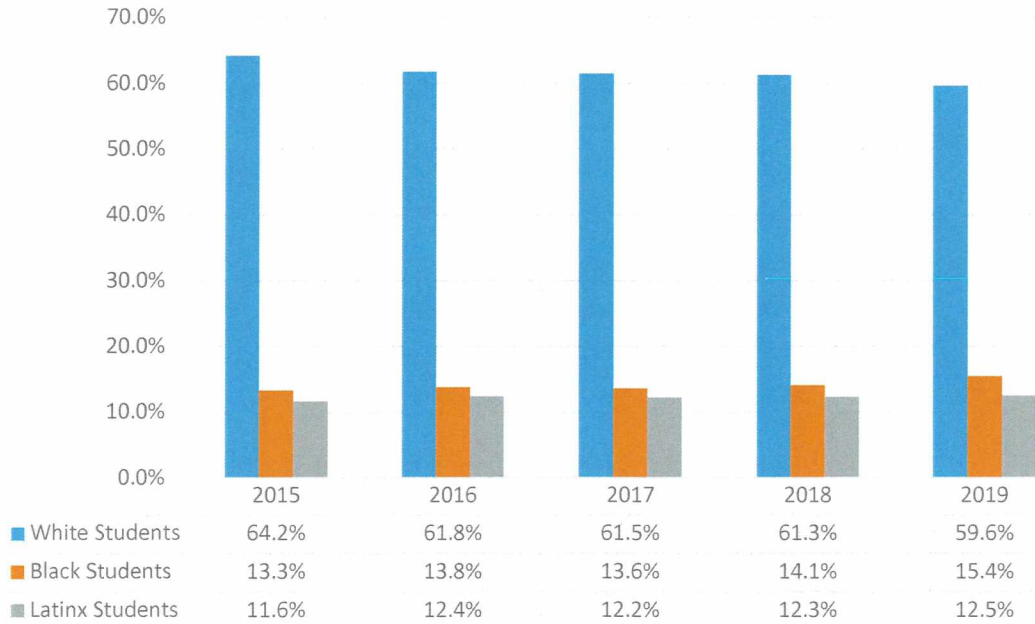
The data indicates that systemic racism and inequities are present throughout the education system in Galesburg.

There is an evident mismatch of teacher demographics to the diversity of the student population in Galesburg. This lack of staff diversity may also create a cultural mismatch between teachers and students.

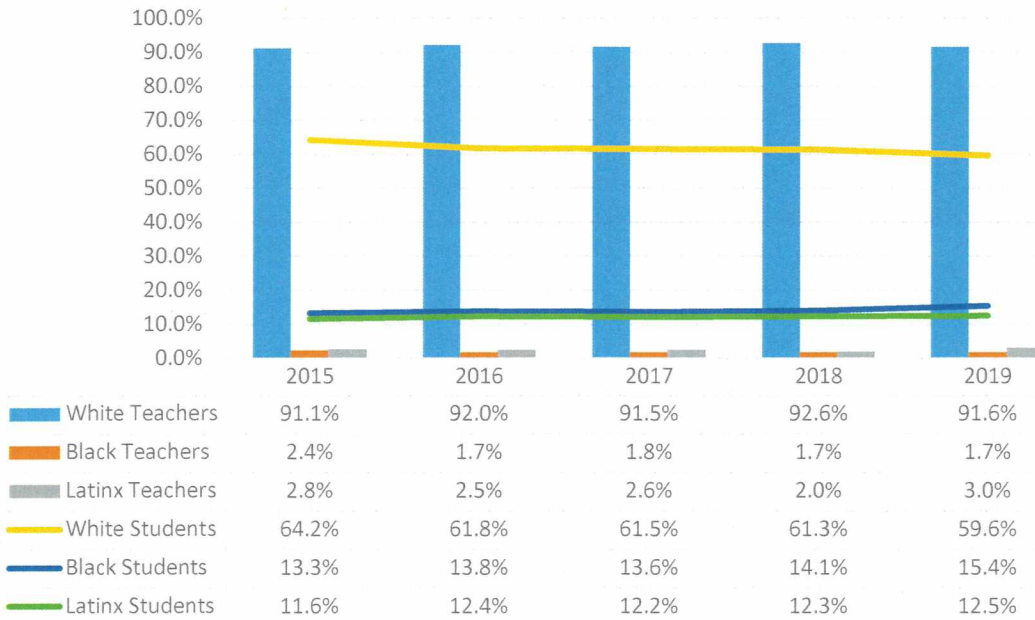
Performance levels on the IAR (Illinois Assessment of Readiness) indicate that students of color are not receiving an equitable education in the school district of Galesburg. In some cases, half of all Black students failed to meet the education standards of their grade levels.

The data also indicate the students of colors experience higher rates of suspension and expulsions compared to their White counterparts.

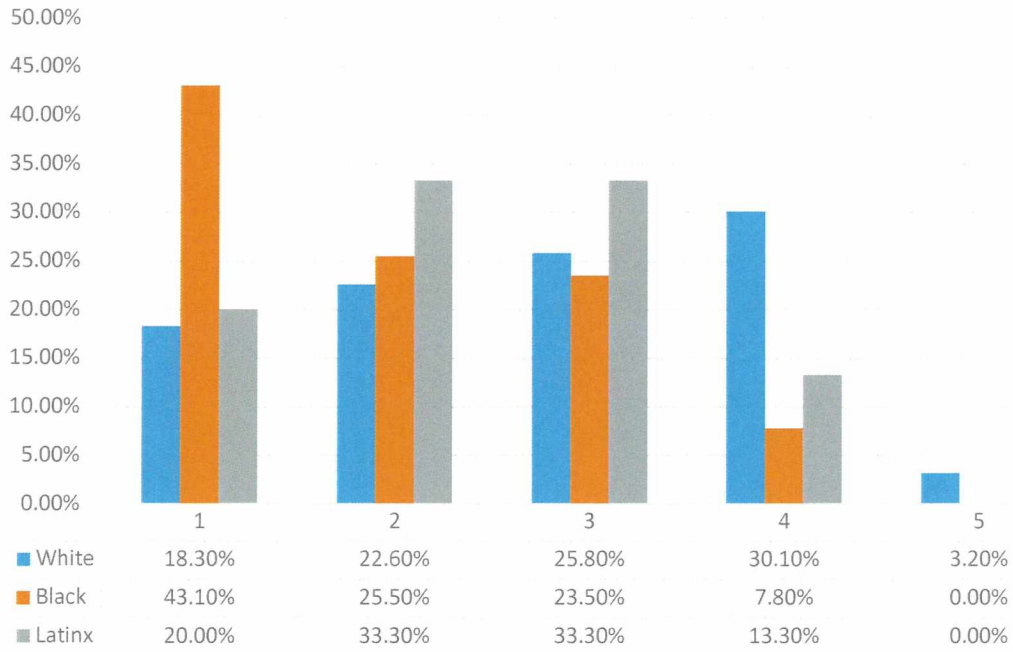
CUSD 205 Student Enrollment by Race (2015-2019)



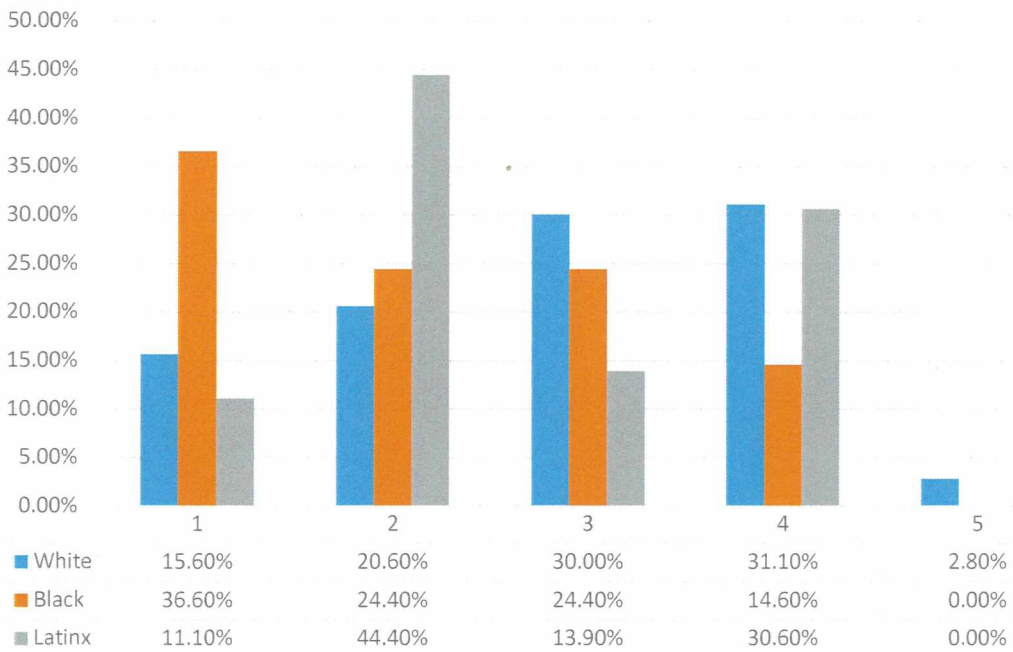
CUSD Student/Teacher Percentage by Race (2015-2019)



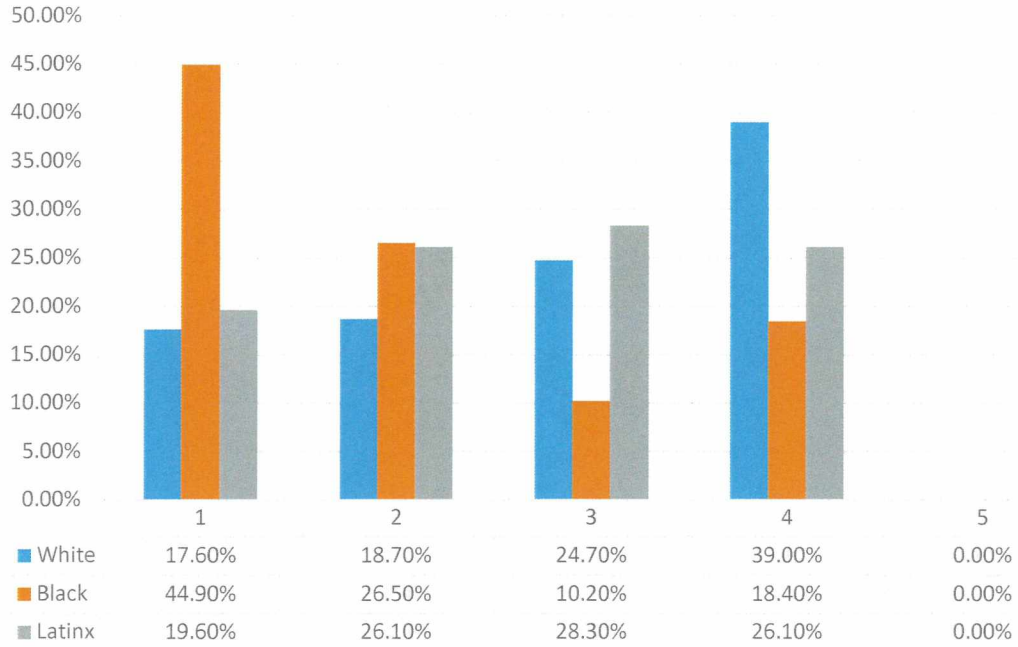
2019 (IAR) Level Assessment by Race
English (3rd Grade)



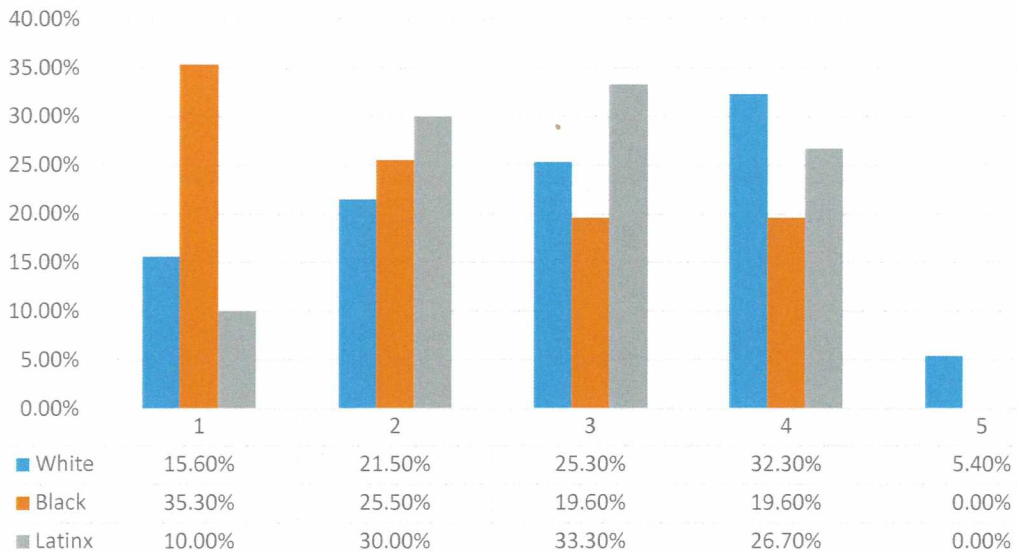
2017 (IAR) Level Assessment by Race
English (3rd Grade)



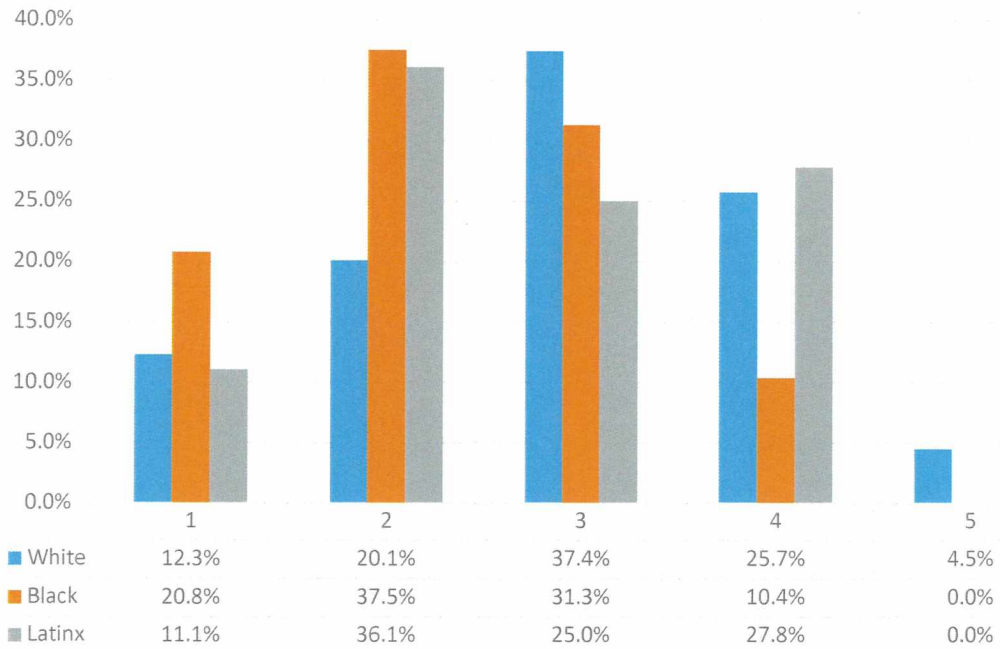
2015 (IAR) Level Assessment by Race
English (3rd Grade)



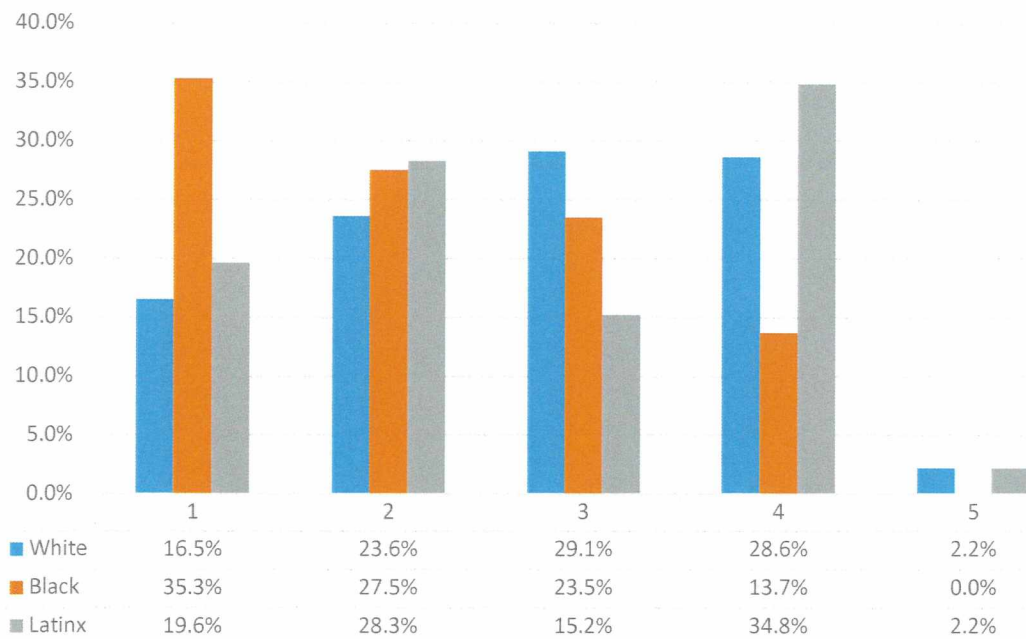
2019 (IAR) Level Assessment by Race
Math (3rd Grade)



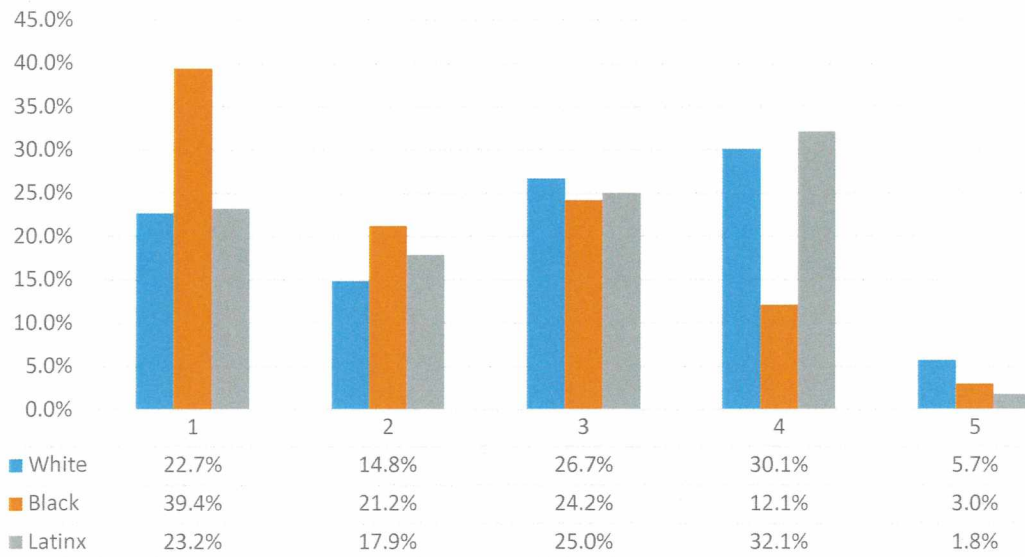
2017 (IAR) Level Assessment by Race
Math (3rd Grade)



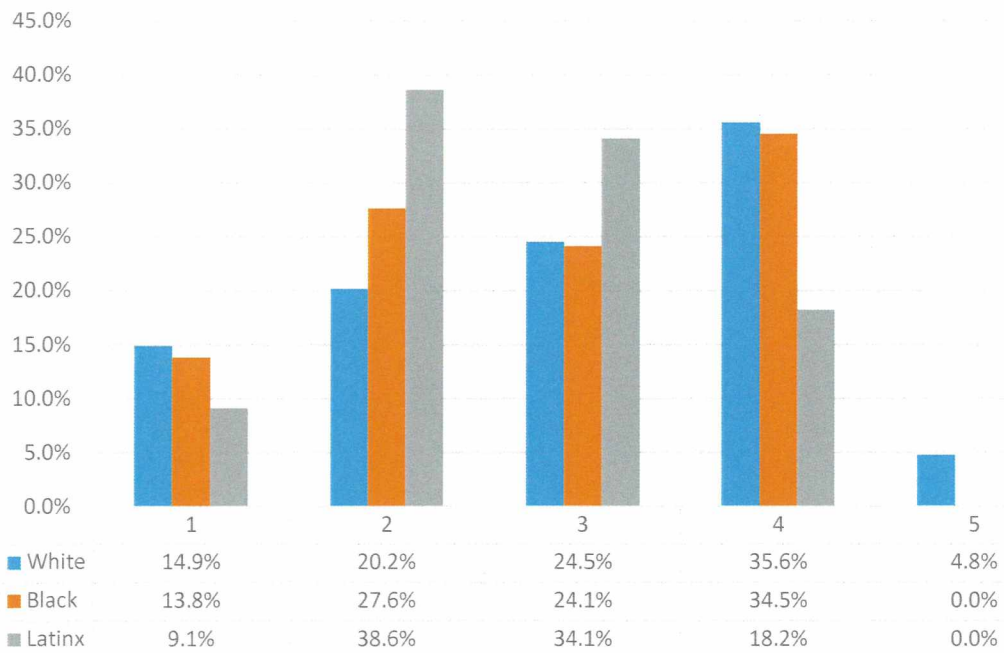
2015 (IAR) Level Assessment by Race
Math (3rd Grade)



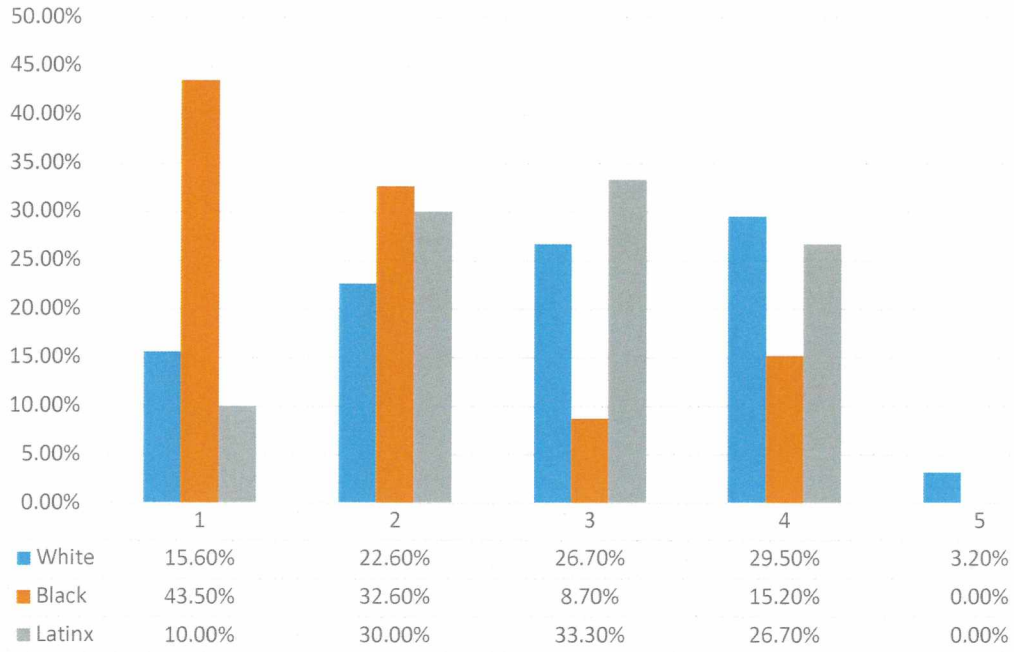
2019 (IAR) Level Assessment by Race
English (8th Grade)



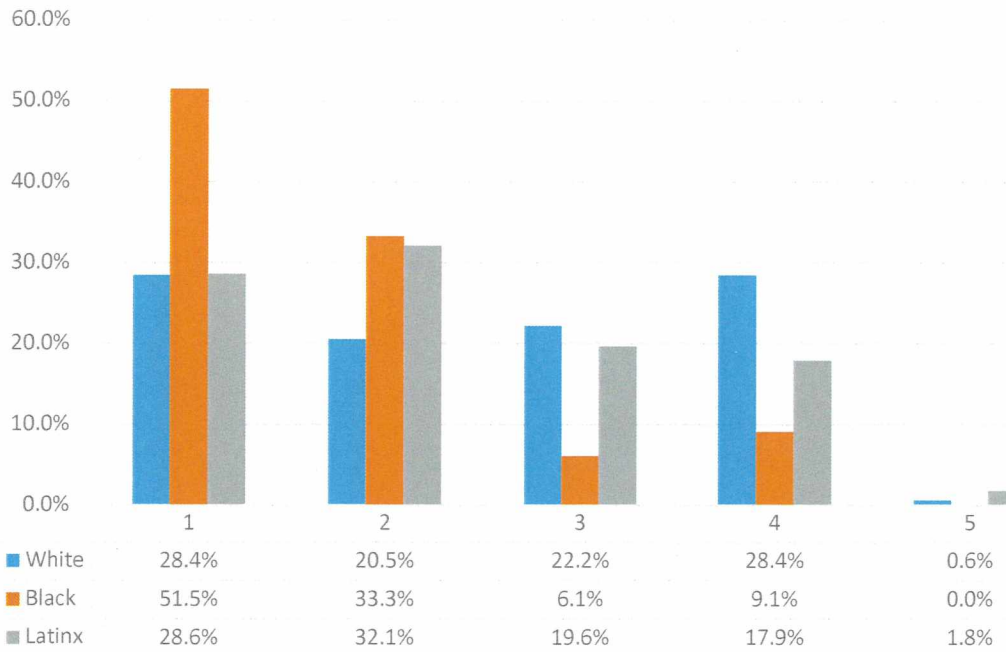
2017 (IAR) Level Assessment by Race
English (8th Grade)



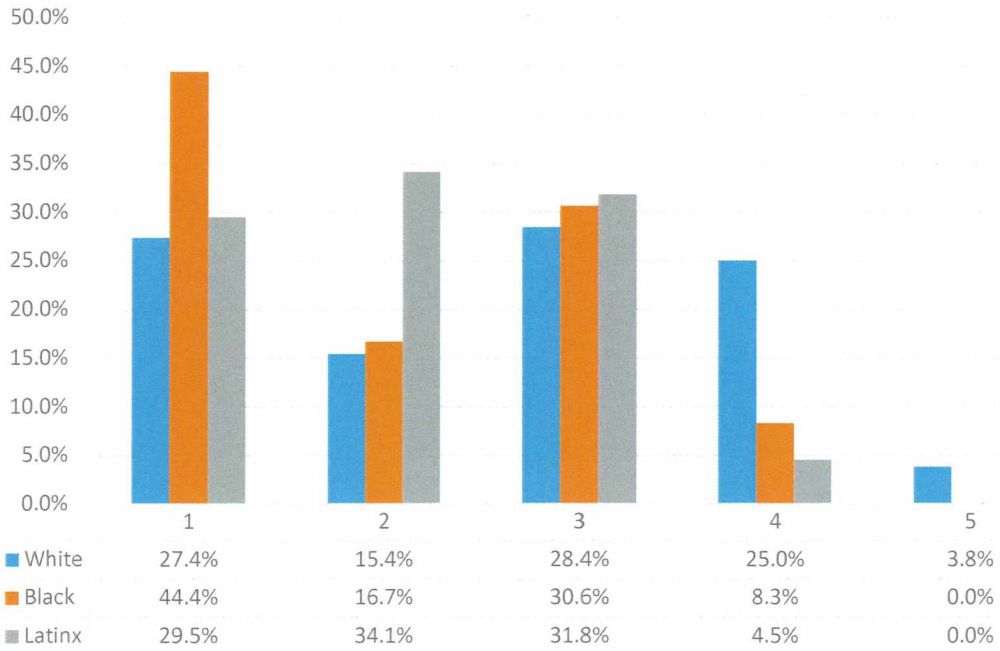
2015 (IAR) Level Assessment by Race
English (8th Grade)



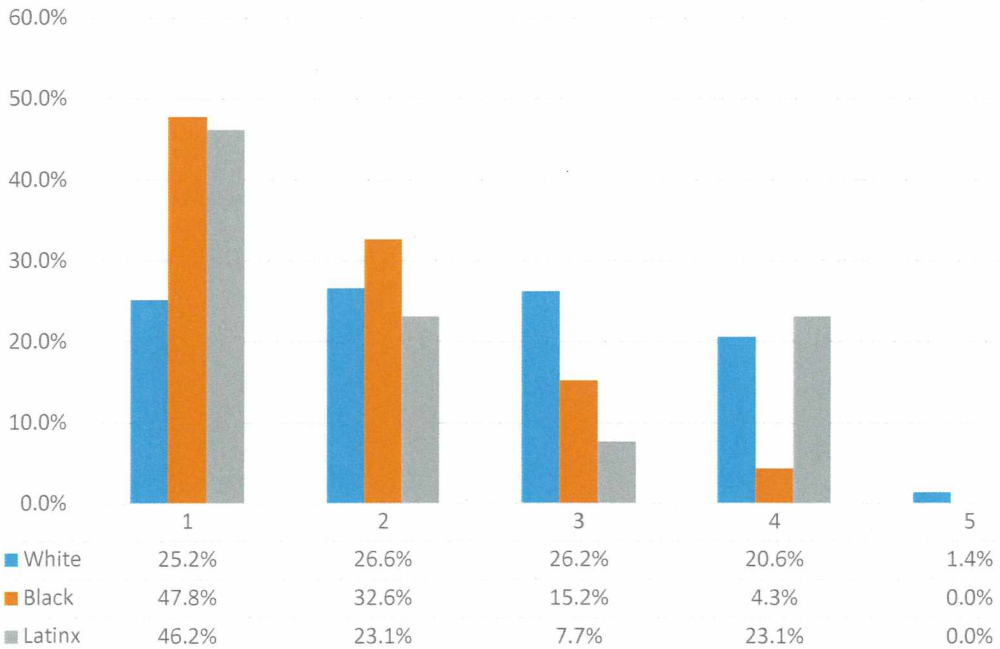
2019 (IAR) Level Assessment by Race
Math (8th Grade)



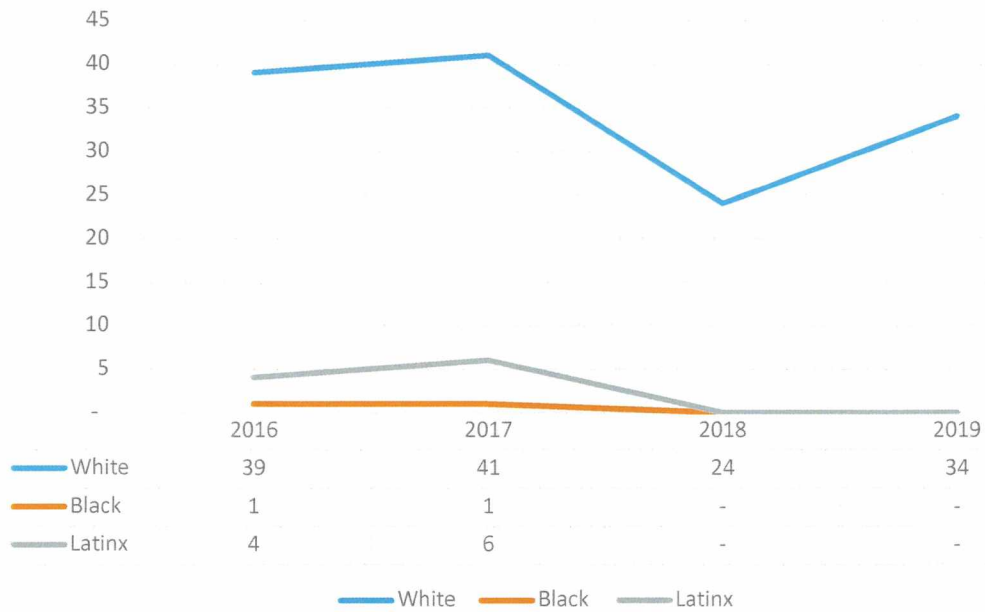
2017 (IAR) Level Assessment by Race
Math (8th Grade)



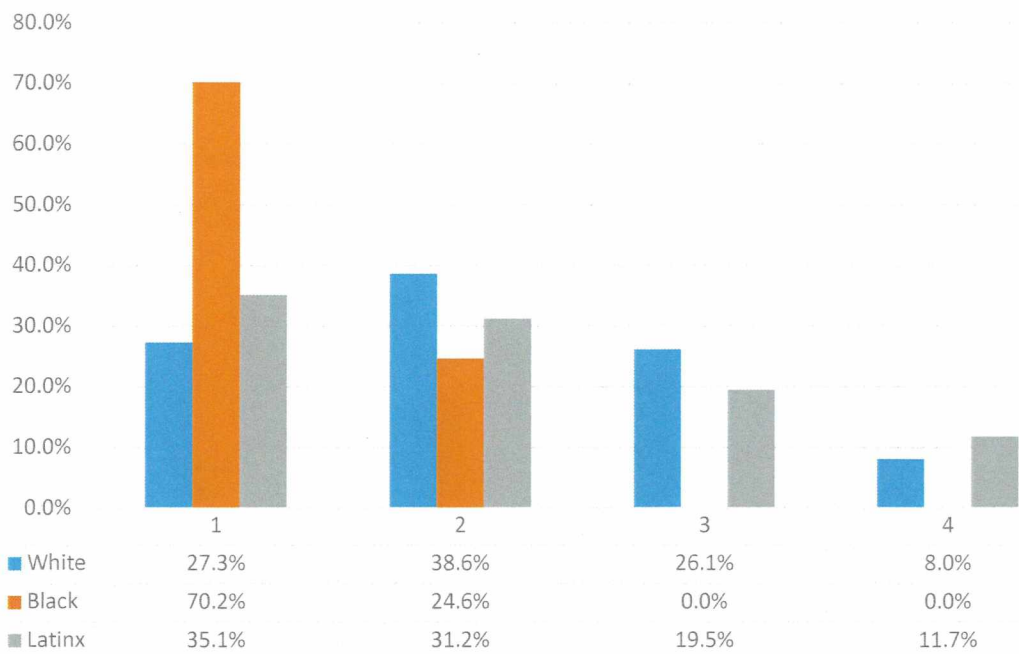
2015 (IAR) Level Assessment by Race
Math (8th Grade)



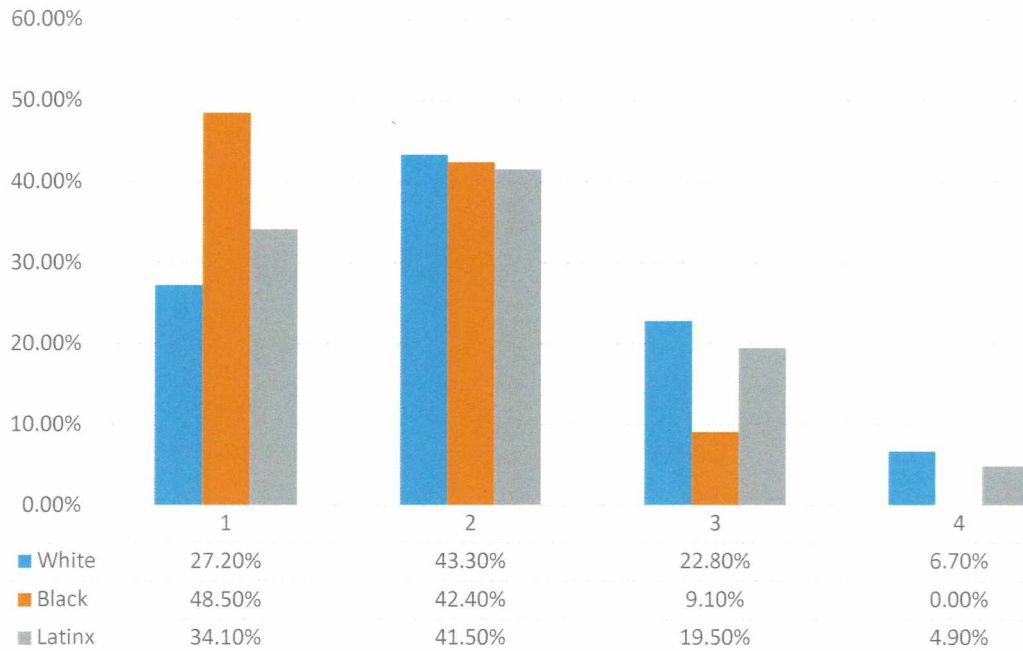
**AP Placement Course Work (12th Grade)
by Race
(2016-2019)**



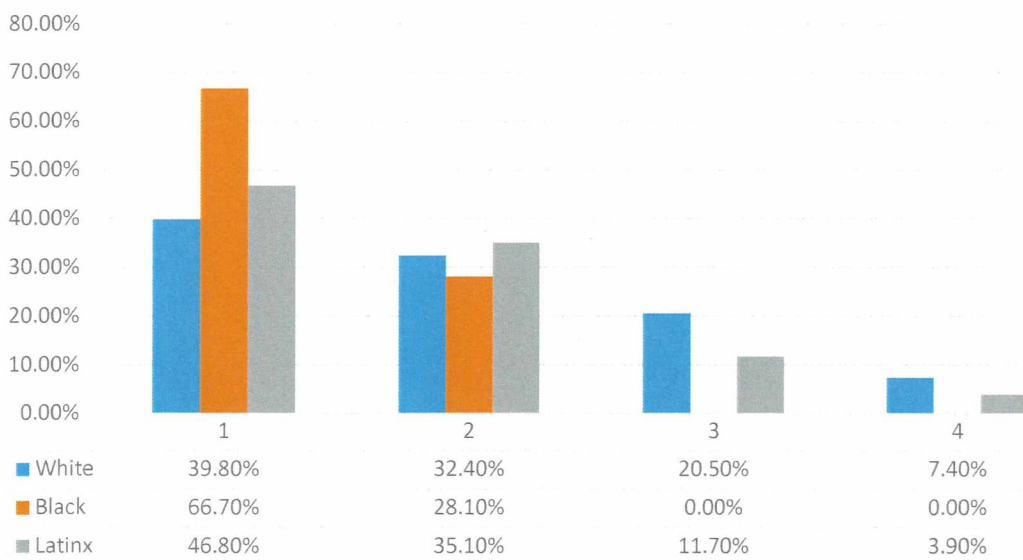
**2019 (SAT) Performance Level by Race
English**



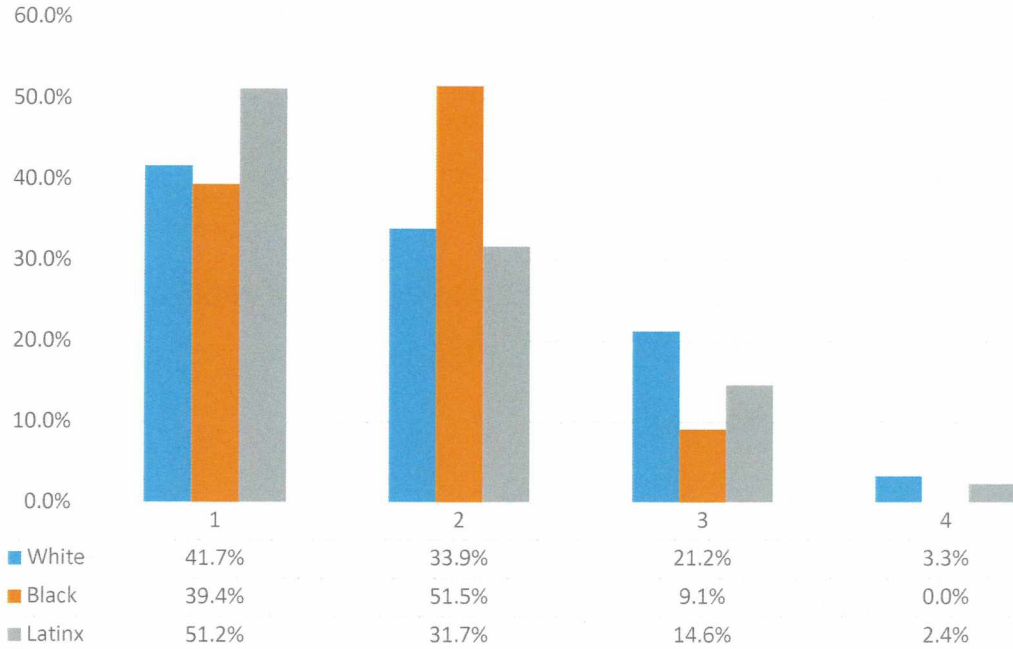
2017 (SAT) Performance Level by Race
English



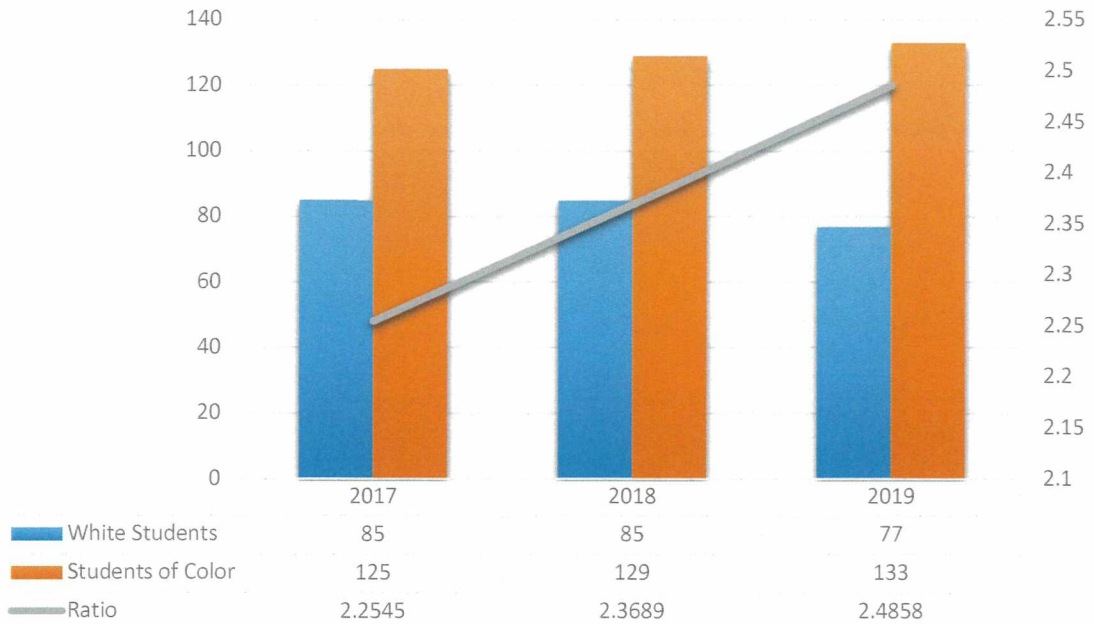
2019 (SAT) Performance Level by Race
Math



2017 (SAT) Performance Level by Race
Math



Expulsion and Suspension by Race
(2015-2019)



Policy Recommendations

We recommend the following four areas the city should focus on to eradicate or reduce education racial disparities:

1. Hiring of more diverse staff
2. Curriculum, instruction and accountability
3. Leadership and capacity building

Future Data Needed

Below is data that should be collected by the City to further understand the relationship between systemic racism and education disparities.

- Location of Underperforming Schools

Appendix (Full Data)

Economics

<https://data.census.gov/cedsci/table?q=Galesburg%20&t=Income%20and%20Poverty&tid=ACSST5Y2018.S1903&hidePreview=false>

<https://data.census.gov/cedsci/table?q=Galesburg%20&t=Income%20and%20Poverty&tid=ACSST5Y2018.S1703&hidePreview=false>

2018: ACS Supplemental Estimate Supplemental Estimates				
	Total	White	Black	Latinx
Population Size	30,986	24,478	4,351	2,394
Population Percent		79%	14%	7.7%
Median Income	\$36,926	\$38,717	\$18,159	\$26,862
Poverty Percentage	22.3%	16.4%	60.1%	41.9%

City Employees

Police Department	
White	46
Black	1
Latinx	2
Asian	2

Fire Demographics (Includes Command Staff)	
White	39
Black	0
Latinx	0
Asian	0

Department Heads (Includes City Manager & City Clerk)	
White	7
Black	0
Latinx	1
Asian	1

All Full-time City Employees	
White	206
Black	5
Latinx	11
Asian	3

Criminal Justice

<http://www.idot.illinois.gov/transportation-system/local-transportation-partners/law-enforcement/illinois-traffic-stop-study>

GALESBURG POLICE DEPARTMENT 2019			
	White	Black	Latinx
Stops	1,296	388	84
Benchmark	17,280	2,922	1,528
Stop Rate	0.075	0.13	0.05
S. Rate Ratio v. White	1	1.8	0.73
Citations	61%	55%	63%
C. Rate Ratio v. White	1	0.91	1
Contraband Found Ratio	1	1.2	1.2

GALESBURG POLICE DEPARTMENT 2018		
	White	Minority
Stops	1,883	603
S. Rate Ratio v. White	1	1.32
Citations	54%	50%

GALESBURG POLICE DEPARTMENT 2017		
	White	Minority
Stops	1,241	444
S. Rate Ratio v. White	1	1.43
Citations	49%	48%

GALESBURG POLICE DEPARTMENT 2016		
	White	Minority
Stops	1,586	575
S. Rate Ratio v. White	1	1.45
Citations	44%	43%

GALESBURG POLICE DEPARTMENT 2015		
	White	Minority
Stops	1,449	502
S. Rate Ratio v. White	1	1.4
Citations	41%	38%

Education

<https://www.illinoisreportcard.com/District.aspx?districtid=33048205026>

<https://www.isbe.net/discipline>

Student Enrollment				
Year	White Students	Black Students	Latinx Students	
2015	64.2%	13.3%	11.6%	
2016	61.8%	13.8%	12.4%	
2017	61.5%	13.6%	12.2%	
2018	61.3%	14.1%	12.3%	
2019	59.6%	15.4%	12.5%	

Teacher Information				
	White Teachers	Black Teachers	Latinx Teachers	
2015	91.1%	2.4%	2.8%	
2016	92.0%	1.7%	2.5%	
2017	91.5%	1.8%	2.6%	
2018	92.6%	1.7%	2.0%	
2019	91.6%	1.7%	3.0%	

Illinois Assessment of Readiness (IAR) - 3rd Grade					
ELA (2019)	1	2	3	4	5
White	18.3%	22.6%	25.8%	30.1%	3.2%
Black	43.1%	25.5%	23.5%	7.8%	0.0%
Latinx	20.0%	33.3%	33.3%	13.3%	0.0%
Math (2019)	1	2	3	4	5
White	15.6%	21.5%	25.3%	32.3%	5.4%
Black	35.3%	25.5%	19.6%	19.6%	0.0%
Latinx	10.0%	30.0%	33.3%	26.7%	0.0%
ELA (2018)	1	2	3	4	5
White	23.1%	19.2%	28.0%	27.5%	2.2%
Black	41.2%	21.6%	23.5%	13.7%	0.0%
Latinx	34.1%	20.5%	25.0%	20.5%	0.0%
Math (2018)	1	2	3	4	5

White	14.8%	25.8%	30.2%	25.8%	3.3%
Black	36.5%	25.0%	26.9%	11.5%	0.0%
Hispanic	25.0%	34.1%	25.0%	15.9%	0.0%
ELA (2017)	1	2	3	4	5
White	15.6%	20.6%	30.0%	31.1%	2.8%
Black	36.6%	24.4%	24.4%	14.6%	0.0%
Hispanic	11.1%	44.4%	13.9%	30.6%	0.0%
Math (2017)	1	2	3	4	5
White	12.3%	20.1%	37.4%	25.7%	4.5%
Black	20.8%	37.5%	31.3%	10.4%	0.0%
Hispanic	11.1%	36.1%	25.0%	27.8%	0.0%
ELA (2016)	1	2	3	4	5
White	16.5%	18.0%	27.3%	34.0%	4.1%
Black	40.5%	26.2%	23.8%	9.5%	0.0%
Hispanic	20.7%	31.0%	24.1%	20.7%	3.4%
Math (2016)	1	2	3	4	5
White	10.3%	27.3%	25.3%	33.0%	4.1%
Black	28.6%	31.0%	23.8%	16.7%	0.0%
Hispanic	13.8%	10.3%	55.2%	10.3%	10.3%
ELA (2015)	1	2	3	4	5
White	17.6%	18.7%	24.7%	39.0%	0.0%
Black	44.9%	26.5%	10.2%	18.4%	0.0%
Hispanic	19.6%	26.1%	28.3%	26.1%	0.0%
Math (2015)	1	2	3	4	5
White	16.5%	23.6%	29.1%	28.6%	2.2%
Black	35.3%	27.5%	23.5%	13.7%	0.0%
Hispanic	19.6%	28.3%	15.2%	34.8%	2.2%

Illinois Assessment of Readiness (IAR) - 8th Grade					
ELA (2019)	1	2	3	4	5
White	22.7%	14.8%	26.7%	30.1%	5.7%
Black	39.4%	21.2%	24.2%	12.1%	3.0%
Hispanic	23.2%	17.9%	25.0%	32.1%	1.8%
Math (2019)	1	2	3	4	5
White	28.4%	20.5%	22.2%	28.4%	0.6%
Black	51.5%	33.3%	6.1%	9.1%	0.0%
Hispanic	28.6%	32.1%	19.6%	17.9%	1.8%
ELA (2018)	1	2	3	4	5
White	15.7%	21.7%	26.3%	31.8%	4.5%
Black	45.2%	23.8%	23.8%	7.1%	0.0%
Hispanic	14.0%	25.6%	34.9%	20.9%	4.7%
Math (2018)	1	2	3	4	5
White	26.0%	22.4%	25.5%	20.9%	5.1%
Black	61.9%	19.0%	16.7%	2.4%	0.0%
Hispanic	30.2%	30.2%	16.3%	18.6%	4.7%
ELA (2017)	1	2	3	4	5
White	14.9%	20.2%	24.5%	35.6%	4.8%
Black	13.8%	27.6%	24.1%	34.5%	0.0%
Hispanic	9.1%	38.6%	34.1%	18.2%	0.0%
Math (2017)	1	2	3	4	5
White	27.4%	15.4%	28.4%	25.0%	3.8%
Black	44.4%	16.7%	30.6%	8.3%	0.0%
Hispanic	29.5%	34.1%	31.8%	4.5%	0.0%
ELA (2016)	1	2	3	4	5
White	12.8%	18.9%	25.5%	38.8%	4.1%
Black	22.6%	29.0%	35.5%	12.9%	0.0%
Hispanic	10.3%	17.9%	33.3%	30.8%	7.7%
Math (2016)	1	2	3	4	5
White	21.9%	25.0%	31.1%	21.4%	0.5%
Black	43.8%	37.5%	9.4%	9.4%	0.0%
Hispanic	23.1%	38.5%	20.5%	15.4%	2.6%

ELA (2015)	1	2	3	4	5
White	18.0%	22.6%	26.7%	29.5%	3.2%
Black	43.5%	32.6%	8.7%	15.2%	0.0%
Hispanic	30.8%	19.2%	30.8%	19.2%	0.0%
Math (2015)	1	2	3	4	5
White	25.2%	26.6%	26.2%	20.6%	1.4%
Black	47.8%	32.6%	15.2%	4.3%	0.0%
Hispanic	46.2%	23.1%	7.7%	23.1%	0.0%

SAT				
ELA (2019)	1	2	3	4
White	27.3%	38.6%	26.1%	8.0%
Black	70.2%	24.6%	0.0%	0.0%
Hispanic	35.1%	31.2%	19.5%	11.7%
Math (2019)	1	2	3	4
White	39.8%	32.4%	20.5%	7.4%
Black	66.7%	28.1%	0.0%	0.0%
Hispanic	46.8%	35.1%	11.7%	3.9%
ELA (2018)	1	2	3	4
White	24.1%	43.3%	25.1%	7.5%
Black	52.6%	42.1%	2.6%	0.0%
Hispanic	34.5%	51.7%	6.9%	3.4%
Math (2018)	1	2	3	4
White	38.0%	33.7%	21.9%	6.4%
Black	78.9%	15.8%	2.6%	0.0%
Hispanic	48.3%	24.1%	20.7%	3.4%
ELA (2017)	1	2	3	4
White	27.2%	43.3%	22.8%	6.7%
Black	48.5%	42.4%	9.1%	0.0%
Hispanic	34.1%	41.5%	19.5%	4.9%
Math (2017)	1	2	3	4
White	41.7%	33.9%	21.1%	3.3%
Black	39.4%	51.5%	9.1%	0.0%
Hispanic	51.2%	31.7%	14.6%	2.4%

2019					
Advancement Placement			International B	Dual Credit	
	Grade 11	Grade 12	Grade 12	Grade 11	Grade 12
White	19	34	15	12	25
Black	0	0	0	0	0
Hispanic	0	0	0	0	0
2018					
Advancement Placement			International B	Dual Credit	
	Grade 11	Grade 12	Grade 12	Grade 11	Grade 12
White	27	24	13	0	15
Black	0	0	0	0	0
Hispanic	0	0	0	0	0
2017					
Advancement Placement			International B	Dual Credit	
	Grade 11	Grade 12	Grade 12	Grade 11	Grade 12
White	25	41	18	0	0
Black	1	1	0	0	0
Hispanic	6	6	4	0	0
2016					
Advancement Placement			International B	Dual Credit	
	Grade 11	Grade 12	Grade 12	Grade 11	Grade 12
White	19	39	11		
Black	0	1	0		
Hispanic	5	4	1		

School District	School Year	Total White Students	Total Students of Color	Total Expulsions and Suspensions White Students	Total Expulsions and Suspensions Students of Color	Racial Disproportionality Rate
Galesburg CUSD 205	2017	2578	1681	85	125	2.2545
Galesburg CUSD 205	2018	2589	1660	85	129	2.3689
Galesburg CUSD 205	2019	2448	1701	77	133	2.4858

