

# From Picket Lines to District Lines:

School Segregation in  
New Jersey

# Discussing Topics Together

The Best Way

- ❖ Listen with respect. Try to understand what someone is saying before rushing to judgment.
  - ❖ Make comments using “I” statements.
  - ❖ Do not interrupt others while they are speaking.
  - ❖ If you don’t understand something, ask a question.
  - ❖ Think with your head and heart.
-



Green = Agree

Yellow = Neutral

Red = Disagree

# Last Week Tonight with John Oliver



# Question

*De Facto* or *De Jure*: What do they mean?  
Which does the North have?

# De Facto v. De Jure

**De Jure (By Right / According to Law):**

“Intentional actions by the state to enforce racial segregation”

**De Facto (In Fact / In Reality):**

“Racial, ethnic, or other segregation resulting from societal differences between groups, as socioeconomic or political disparity, without institutionalized legislation intended to segregate”

# Question

What are some famous Supreme Court cases regarding school segregation?

# History of School Segregation in Federal Courts

- ❖ *Plessy v. Ferguson* (1896) - “separate but equal”
- ❖ *Brown v. Board of Education* (1954) - “all people would be equal under the same set of laws”
  - **But do all laws treat all people equally?**
  - **Exp: Who benefits more from a law increasing funding for college guidance in HS?**
- ❖ *Rodriguez v. San Antonio Independent School District* (1973) - ensuring the central government provided equal resources to all schools



# Question

What are some New Jersey court cases or laws regarding school segregation?

# History of School Segregation in NJ

- ❖ 1881 - Statute
- ❖ 1947 - State Constitutional Provision
- ❖ *Booker v. Board of Education of City of Plainfield* (1965)
  - Erased distinction between de facto and de jure
- ❖ *Jenkins v. Tp. of Morris School Dist. and Bd. of Ed.* (1971)
  - “Whenever it was feasible for racial balance to be achieved, the state had the power, and presumably duty, to order it”
- ❖ *Abbott v. Burke* (1985)
  - Ensured that students got the funding and other educational resources they needed to receive equal educational opportunities
- ❖ Today: Latino Action Network

# Abbott Districts

## ❖ Which Districts Qualify?

- Must be those with the lowest socio-economic status
- "Evidence of substantive failure of thorough and efficient education;" including failure of passing levels of performance on the High School Proficiency Assessment (HSPA)
- A large percentage of disadvantaged students who need "an education beyond the norm"
- Existence of an "excessive tax [for] municipal services" in the locality

## ❖ Funding

- Abbott Districts achieved per-pupil funding levels higher than all but a handful of the wealthiest suburban districts

## ❖ Did It Work?

# What's Worse: Racism or Classism?

# Socioeconomic Segregation

## ❖ Middle Class Peer Effect

- “The achievement of all racial and ethnic groups was higher in schools with higher proportions of White students because of the better educational backgrounds and higher aspirations of White students”
- “In fact, low-income students attending schools with fewer than 50% low-income students had higher scores in the fourth-grade math exam than middle-income students attending schools with more than 75% low-income students.”

## ❖ “Culture of Success”

- “Schools are organized around lower expectations and less challenging curriculum”

# The Big Differences

## ❖ Educational Resources

- School disciplinary climate
- Access to high school algebra
- Teachers with math backgrounds
- Teacher emphasis on classroom reasoning

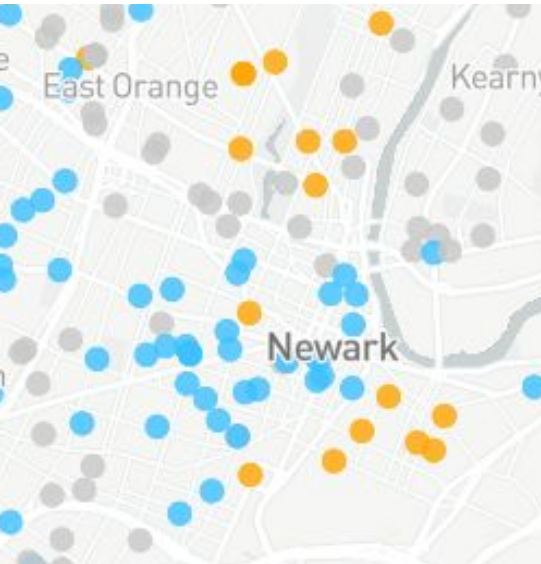
## ❖ The Big Four Factors

- Teachers' expectations about students' ability to learn
- The average hours of homework that students completed per week
- The average number of advanced (college prep) courses taken by students in the school
- The percentage of students who reported feeling unsafe at school

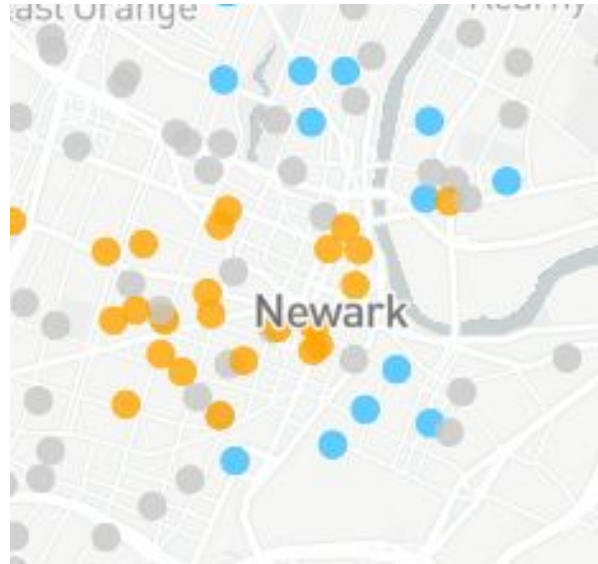
# Brooking's Racial Imbalance Map

- ❖ Segregated or Unsegregated
  - ❖ Abbott District or Not
  - ❖ Median Household Income
  - ❖ Percentage of...
    - Foreign-Born Persons
    - Non-English Speakers
    - High School Graduates
    - Bachelor Graduates
    - Persons Without Health Insurance
    - Persons in Poverty
-

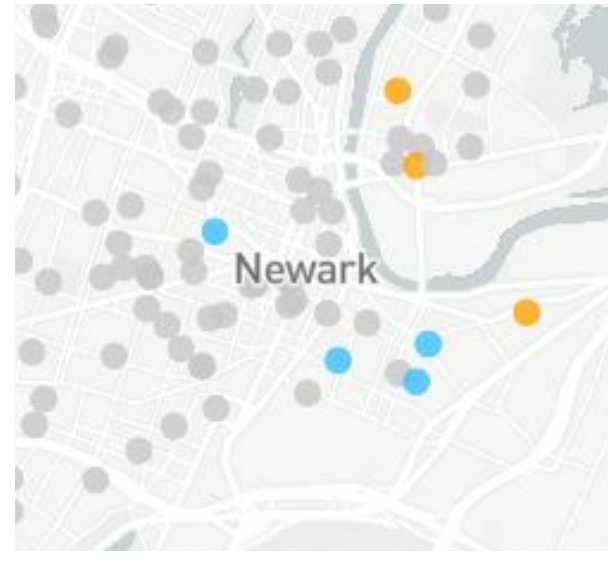
# Newark



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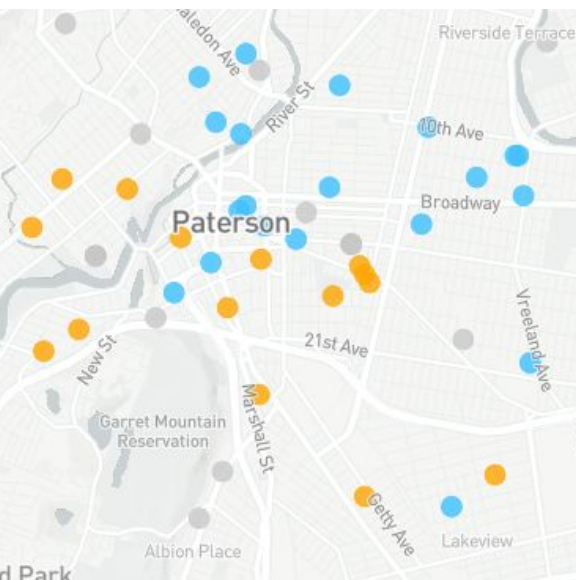


# Newark District Statistics

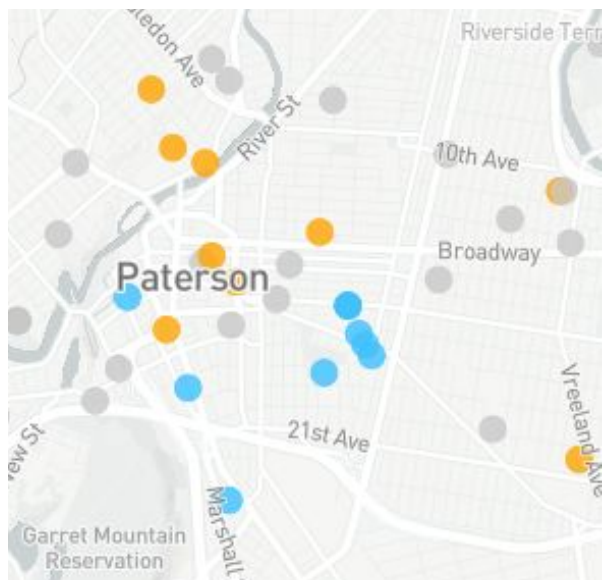
Foreign-Born Persons:	29.4%
Non-English Speakers:	47.2%
High School Graduates:	74%
Bachelor Graduates:	14.4%
Persons Without Health Insurance:	23.8%
Persons in Poverty:	28.3%
Median Household Income:	\$34,826

\*Abbott District

# Paterson



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# Paterson District Statistics

Foreign-Born Persons:	36.7%
Non-English Speakers:	62.1%
High School Graduates:	72.6%
Bachelor Graduates:	10.3%
Persons Without Health Insurance:	21.3%
Persons in Poverty:	29%
Median Household Income:	\$36,106

\*Abbott District

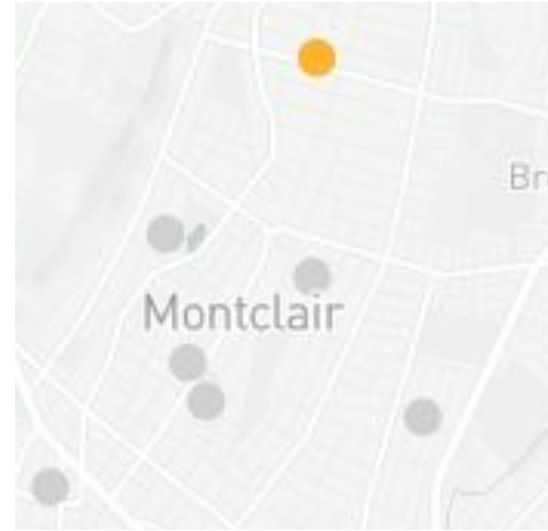
# Montclair



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# Montclair District Statistics

Foreign-Born Persons:	13.5%
Non-English Speakers:	14.5%
High School Graduates:	95.9%
Bachelor Graduates:	70.1%
Persons Without Health Insurance:	6%
Persons in Poverty:	8%
Median Household Income:	\$113,293

# In Closing...

- Are there long-term effects of school segregation on minorities? If so, what are they?
- What is one possible solution that, you believe, would help to minimize school segregation or the effects of school segregation?
- What is one thing you learned today about segregation that you did not know previously? Did it change the opinion or belief you came into class with?