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
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

Black

Hispanic

White
<table>
<thead>
<tr>
<th>Statistics</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Foreign-Born Persons</td>
<td>29.4%</td>
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<tr>
<td>Non-English Speakers</td>
<td>47.2%</td>
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<tr>
<td>High School Graduates</td>
<td>74%</td>
</tr>
<tr>
<td>Bachelor Graduates</td>
<td>14.4%</td>
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<tr>
<td>Persons Without Health Insurance</td>
<td>23.8%</td>
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<tr>
<td>Persons in Poverty</td>
<td>28.3%</td>
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<tr>
<td>Median Household Income</td>
<td>$34,826</td>
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</tbody>
</table>

*Abbott District*
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

Black

Hispanic

White
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?