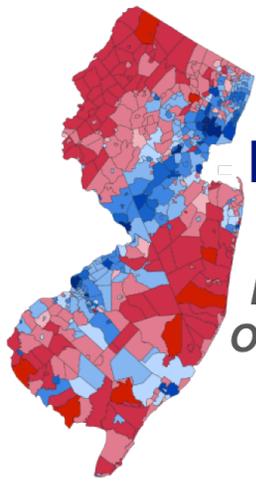


**Building One
New Jersey**
*Inclusion, Sustainability
Opportunity*



**Building One
New Jersey**

*Inclusion, Sustainability
Opportunity*



School Segregation in New Jersey

buildingoneamerica.org

Harms of Segregation

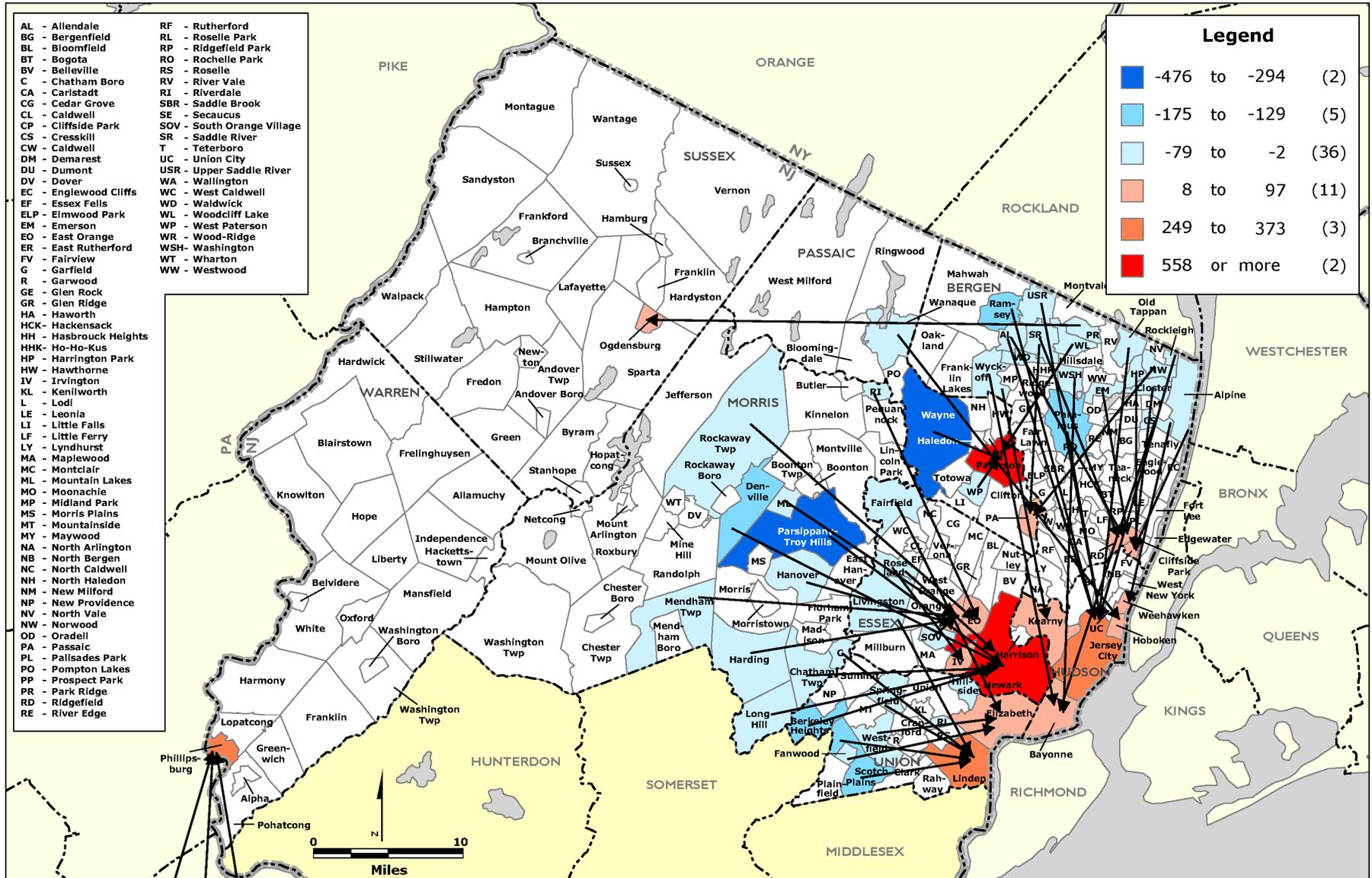
- Segregation destroys lives and opportunities, and undermines our politics and democracy.
- Segregation has torn America's education system in two, redirecting millions of students to schools in which there is little chance of success.
- Segregation is no longer a central city problem, but is metastasizing into American suburbs, neighborhood-by-neighborhood.
- Segregation fosters exploitation and harms all Americans.

Segregation is the result of law
and policy...

...*NOT* choice



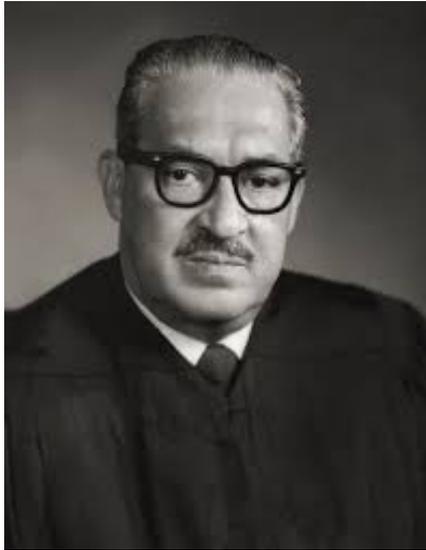
NORTHERN NEW JERSEY: Total RCA Unit Transfers by Municipality, 1988-2003



Data Source: New Jersey Council on Affordable Housing.

- In 1974, 20 years after the Brown v. Board of Education Decision, the Supreme Court retreated from its commitment to school integration.
- In the Milliken v. Bradley Case the Court excused what it now defined as “de facto” racial segregation and absolved America’s largely white (at the time) suburbs of any responsibility for the racial segregation spreading throughout its regional boundaries.

- This decision created a legal framework that incentivize and protected white flight, urban abandonment, sprawl, and a new and deeply harmful form of Jim Crow segregation not just by neighborhood but by entire school districts.



- Justice Thurgood Marshall in his dissent prophetically warned “our great metropolitan areas” will “be divided up” white and black. “a course”, He predicted, “our people will ultimately regret”



New Jersey School Districts: Race, Poverty and School Performance, 2016-2017



New Jersey Race, Poverty and School Performance

- This series of maps and charts highlight the nexus between race, poverty and school performance in New Jersey School Districts:
 - The district shares of Black or Hispanic students correlate very strongly with Free or Reduced Lunch students in New Jersey.
 - And the shares of Black or Hispanic students and Free or Reduced Lunch students both correlate strongly with Reading and Math Performance in the state, with Free or Reduced Lunch having even stronger correlations with performance than Black or Hispanic Students.

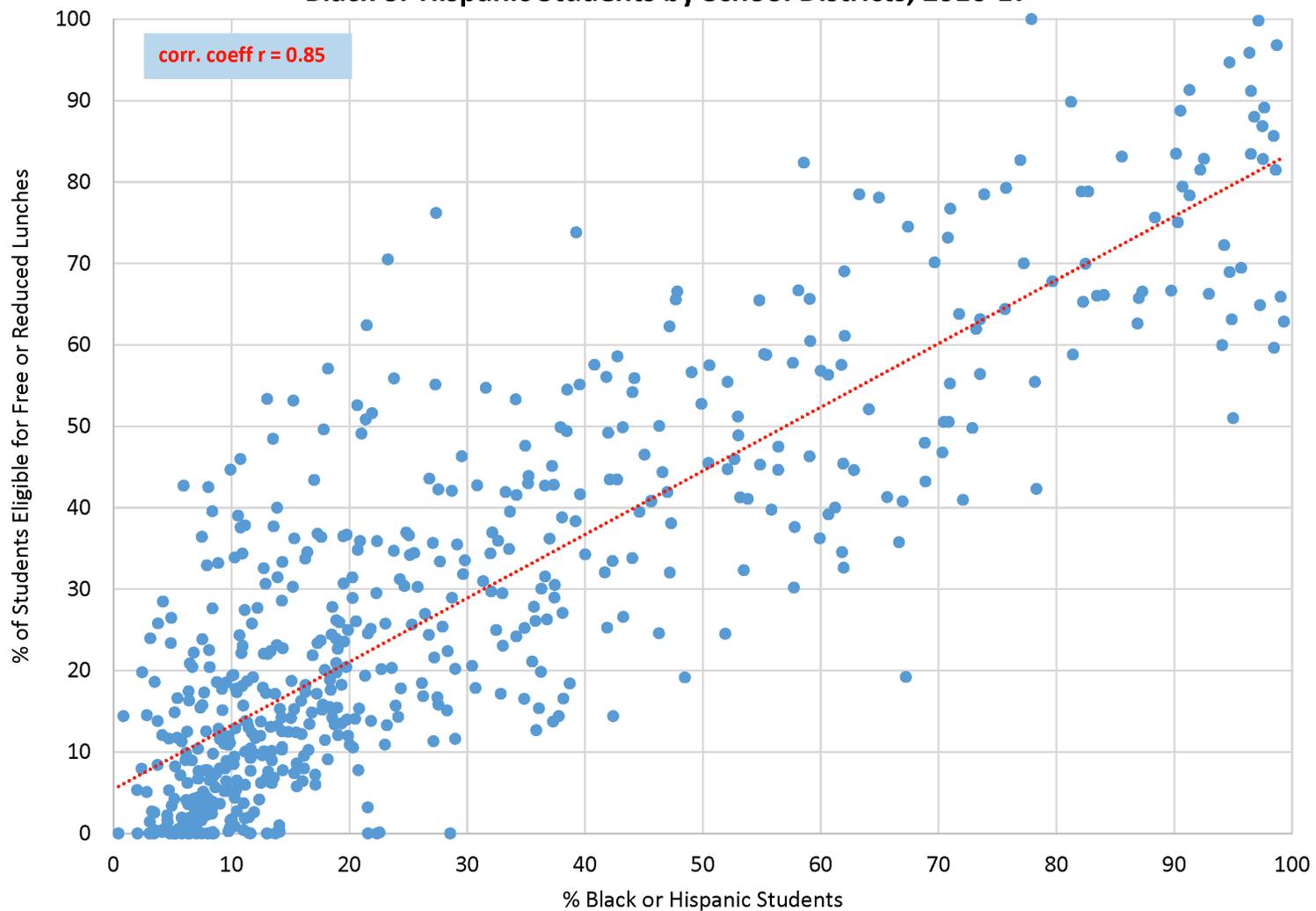


Black or Hispanic and Low Income Spatial Patterns and Correlation

- The previous two maps show that, with some exceptions, school districts with large percentages of Black or Hispanic students also tend to have large percentages of Low Income (Free or Reduced Lunch) students.
- Another way to view this pattern is to graph these values with data points to determine how close districts' percentage share of Black or Hispanic students correlates with their percentage share Low Income students
- Each data point on the graph below is a school district. Their horizontal location indicates their percentage share of Black or Hispanic students, while their vertical location indicates their percentage share Free or Reduced Lunch students



New Jersey: Correlation Between Low Income and Black or Hispanic Students by School Districts, 2016-17





Black or Hispanic and Low Income Correlation

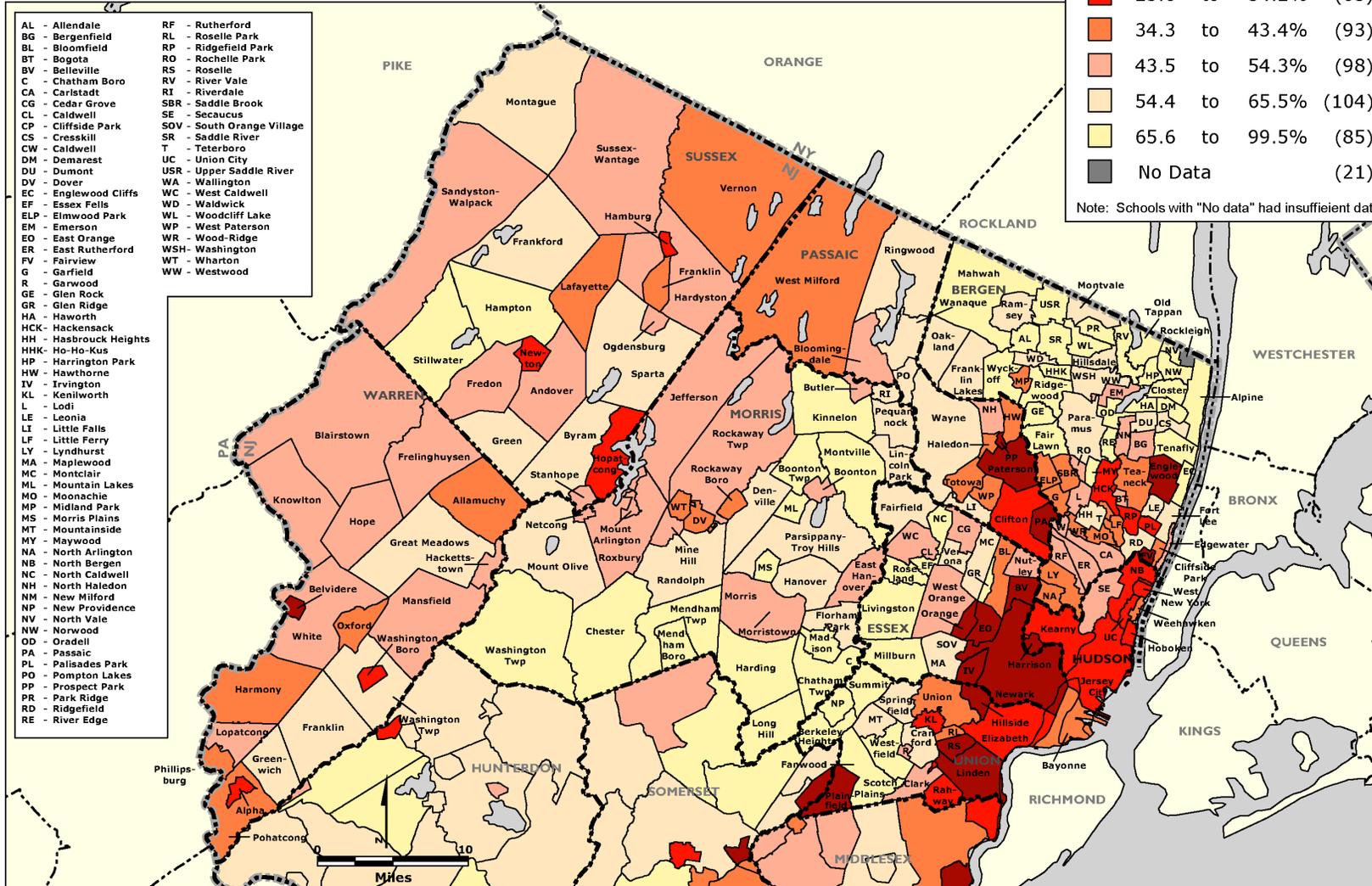
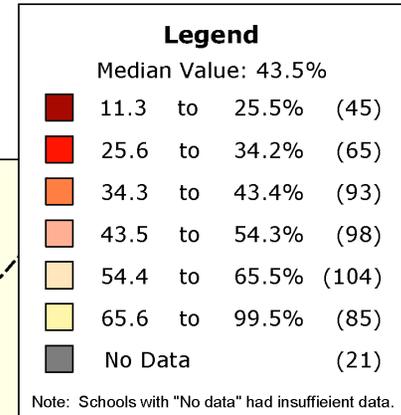
- The graph above shows that, in general, as the percentage of Black or Hispanic students increase in a school district, so does the percentage of Low Income students, indicating a ‘upward’ positive correlation between these two measures.
- The red dotted line on the chart is the best fit line that passes through the data points, with about half the points above the line and half below. The fact that most data points are close to this line indicates a strong correlation, which numerically is measured by r (r is a number between 0 and 1, with 1 being a perfect relationship and 0 being no relationship).

Black or Hispanic and School Performance

Spatial Patterns

- The maps below show the percentage of Black or Hispanic students and the percentage of students meeting or exceeding proficiency standards in Reading and Math in NJ School Districts
- The spatial patterns on the maps show that many, but not all, districts with large percentages of Black or Hispanic students have low levels of student performance, and conversely that many, but not all, districts with small percentages of Black or Hispanic students have high levels of student performance.
- For instance, in Cumberland County there are districts with a small share of Black or Hispanic students which nonetheless have few students meeting or exceeding proficiency standards.

NORTHERN NEW JERSEY: Percentage of Students that Meet or Exceed Mathematics Proficiency Standards by Unified and Elementary School Districts, 2016-17



Data Source: State of New Jersey, Department of Education.



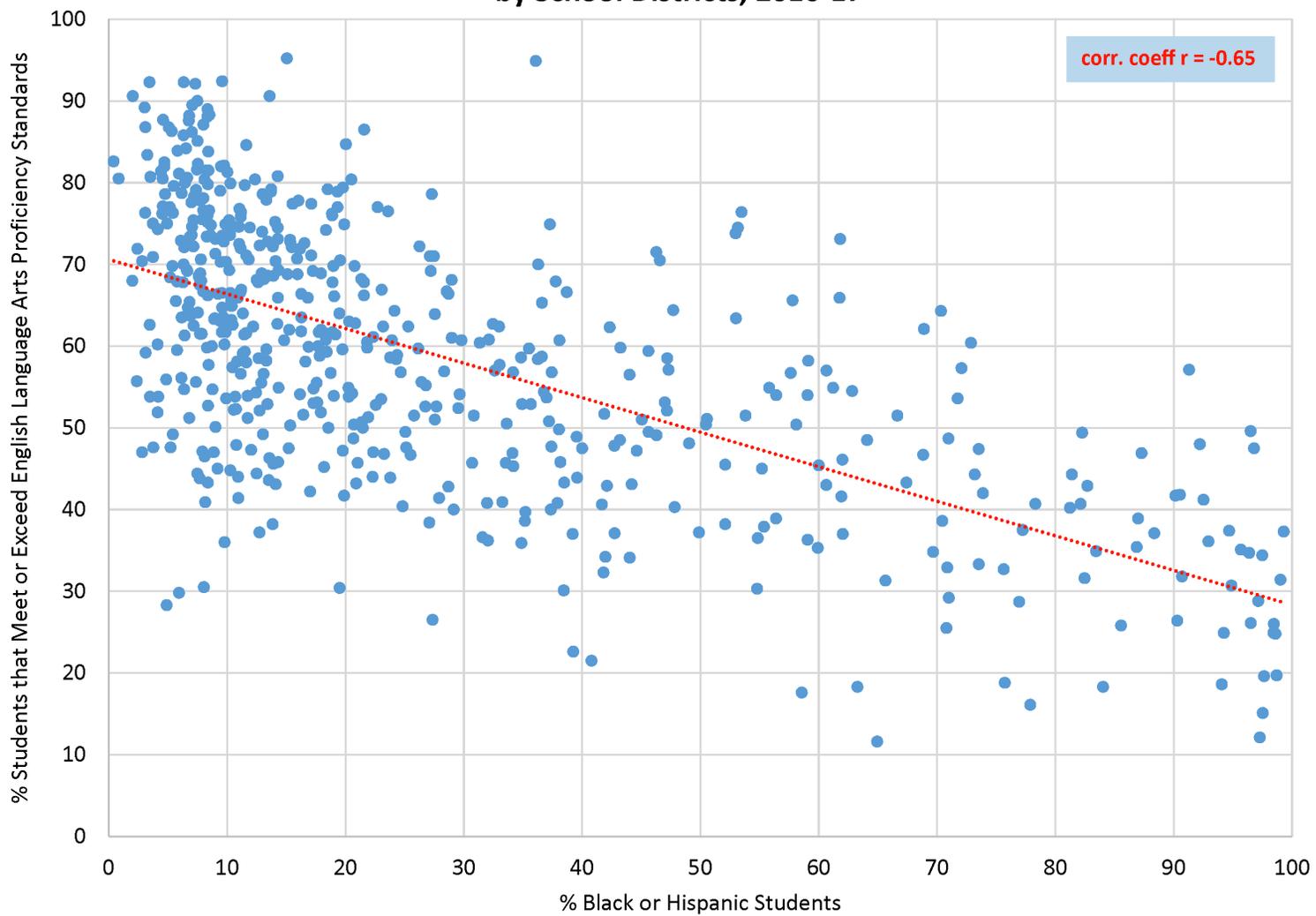
Black or Hispanic and School Performance

Correlation

- Graphs below show that there is a relatively strong negative correlation between % Black or Hispanic in a district and school performance in Reading and Math
- The charts show that, in general, as the percentage of Black or Hispanic students increase in a school district, the percentage of students meeting or exceeding performance standards *decline* in both Reading and Math, indicating a ‘downward’ *negative* correlation in these two sets of measures.
- Typically a strong relationship will have an r near ± 0.70 and for reading, r is -0.65 and for math r is -0.63

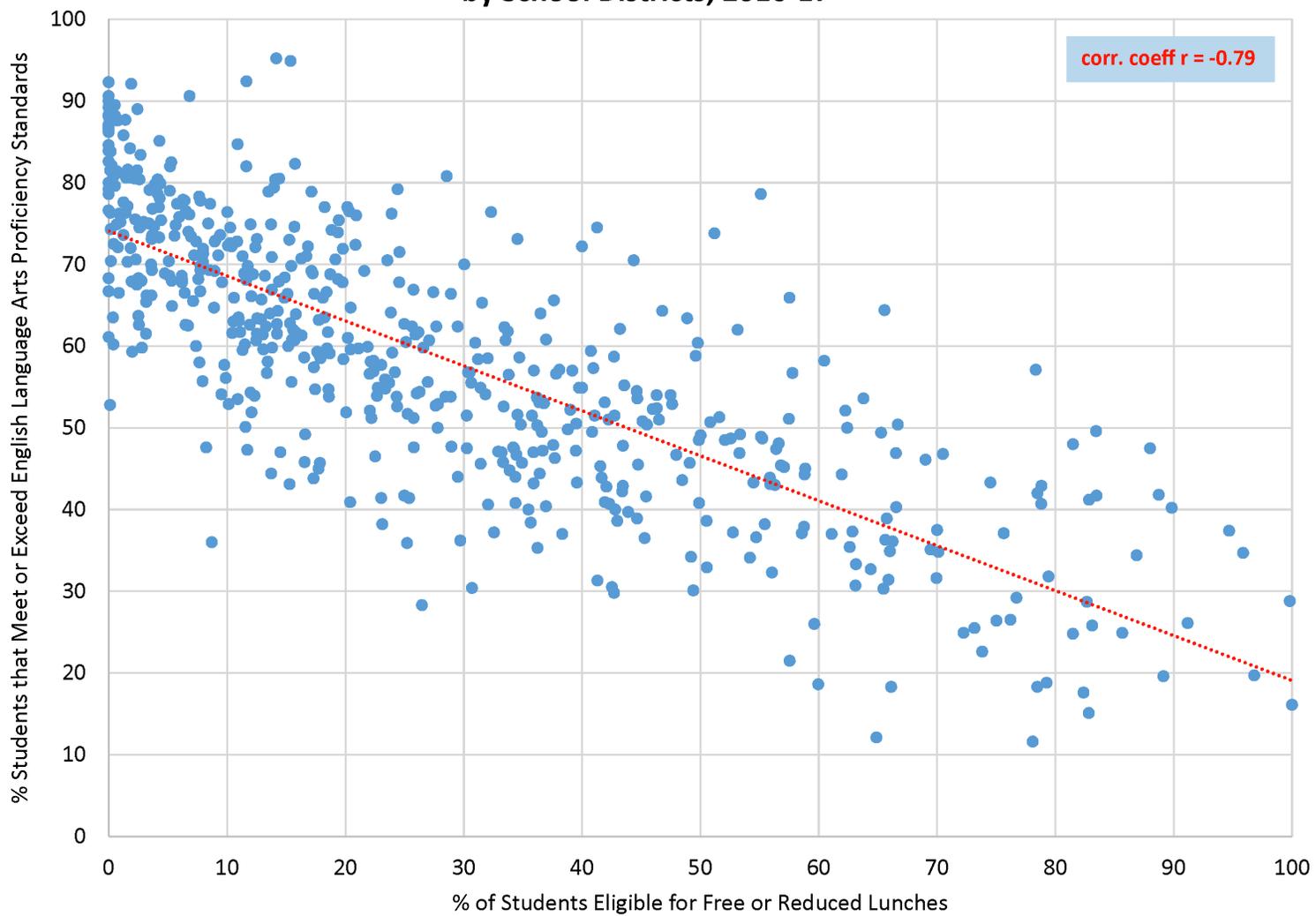


**New Jersey: English Proficiency and Black or Hispanic Students
by School Districts, 2016-17**



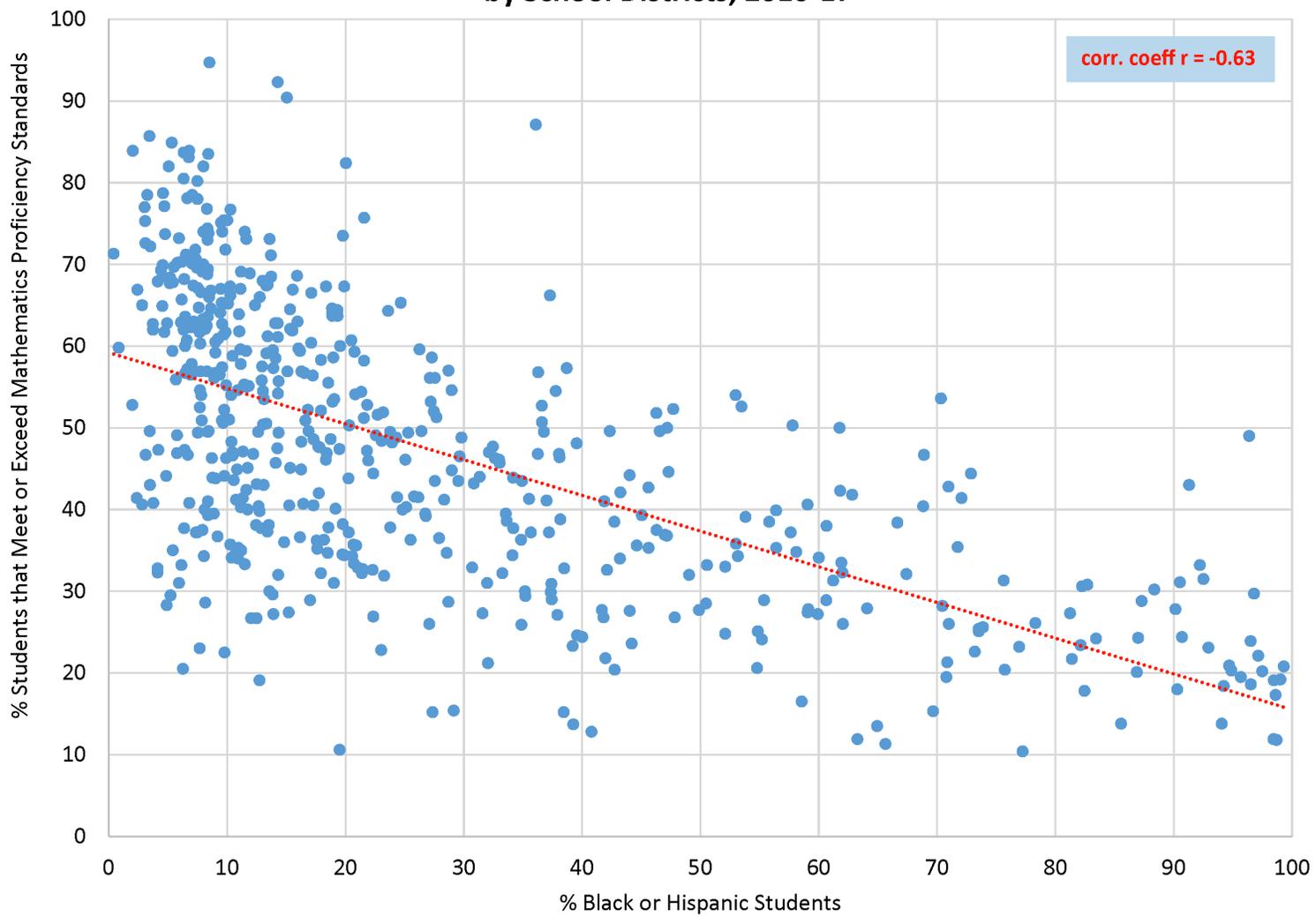


**New Jersey: English Proficiency and Low Income Students
by School Districts, 2016-17**



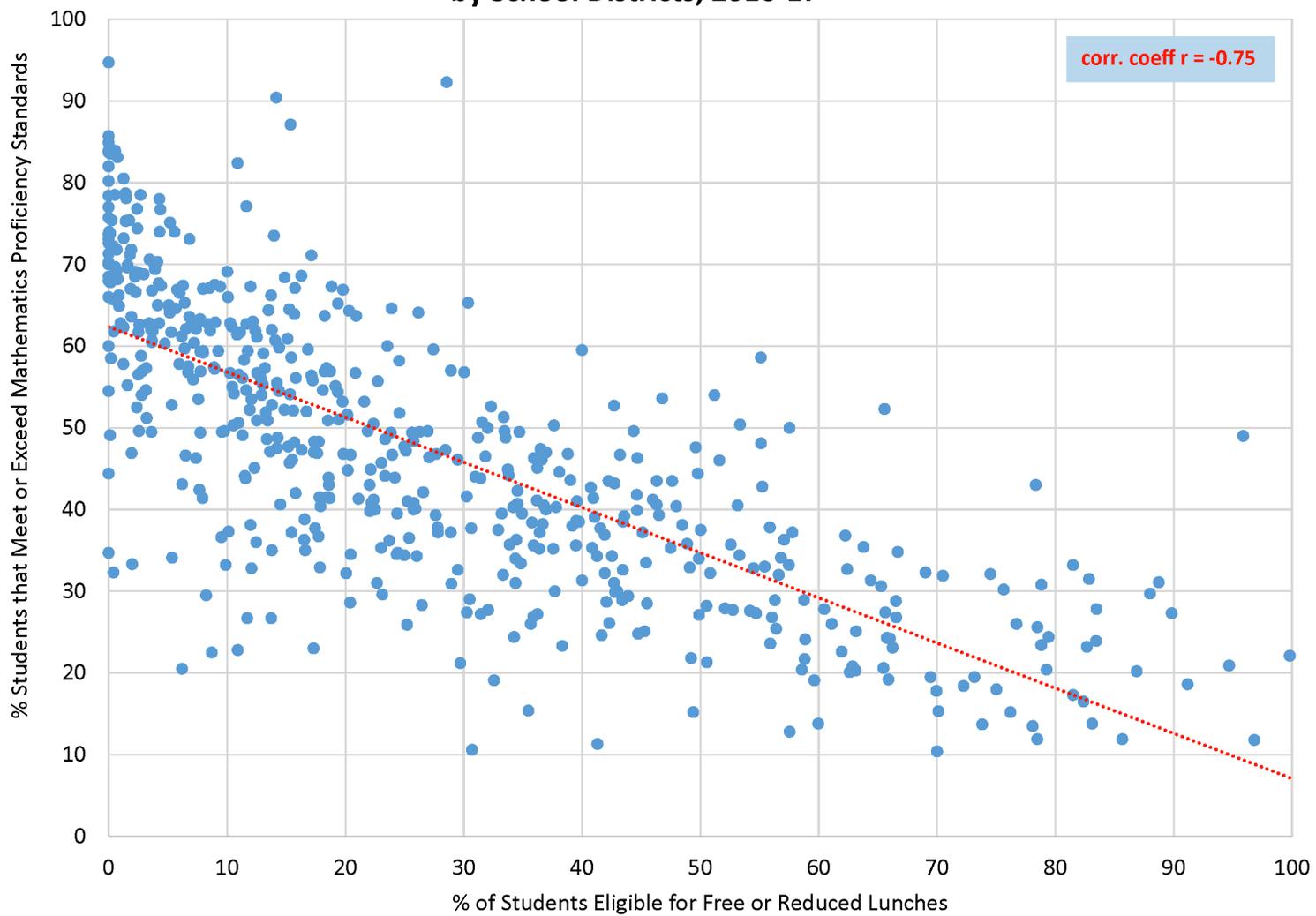


**New Jersey: Math Proficiency and Black or Hispanic Students
by School Districts, 2016-17**





**New Jersey: Math Proficiency and Low Income Students
by School Districts, 2016-17**



Low Income Students and School Performance Spatial Patterns

- The maps below show the percentage of Free or Reduced Lunch students and the percentage of students meeting or exceeding proficiency standards in Reading and Math in NJ School Districts
- Spatial patterns on the free or reduced lunch map more closely resemble that of patterns on the school performance maps than does the percentage Black or Hispanic map.
- For instance, although most Cumberland County districts have small shares of Black or Hispanic students, they have large shares of students with Free or Reduced Lunch and there the spatial patterns found on the Free or Reduced Lunch map more closely resemble the low levels of proficiency found on the student performance maps.



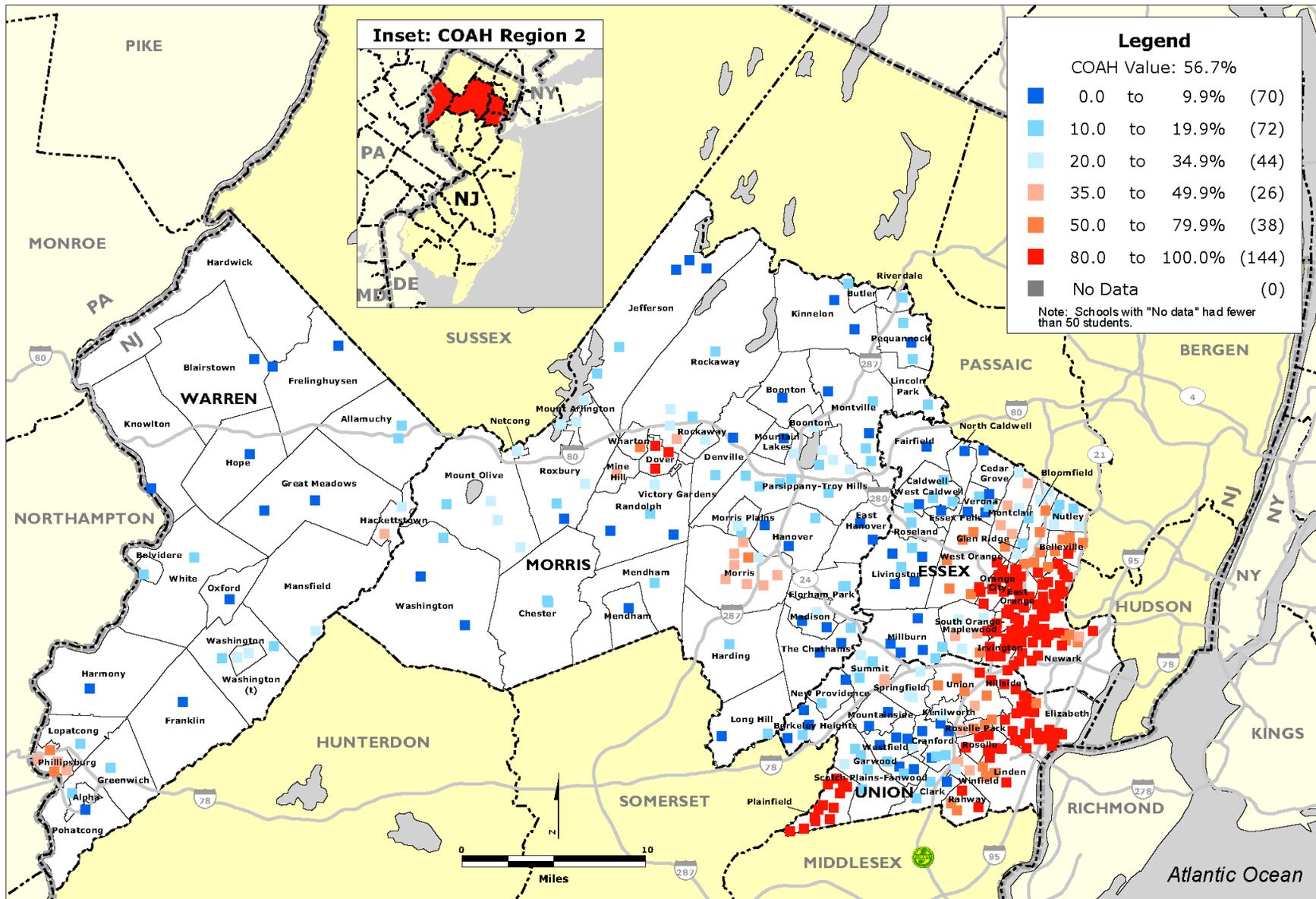
Low Income Students and School Performance

Correlation

- Graphs below show that there is a strong negative correlation between % Free or Reduced Lunch in a district and school performance in Reading and Math
- The closer the correlation coefficient r is to 1 or -1, the stronger the correlation.
- Free or Reduce Lunch percentage has an r of -0.79 for reading proficiency, and an r of -0.75 for math proficiency.
- Free or Reduced Lunch percentage better correlates with school performance than Black or Hispanic student percentage, which has r 's of -0.65 and -0.63, respectively.
- In other words, poverty is more strongly associated with school performance than race, although it is hard to separate the two, because they are so strongly correlated with one another.

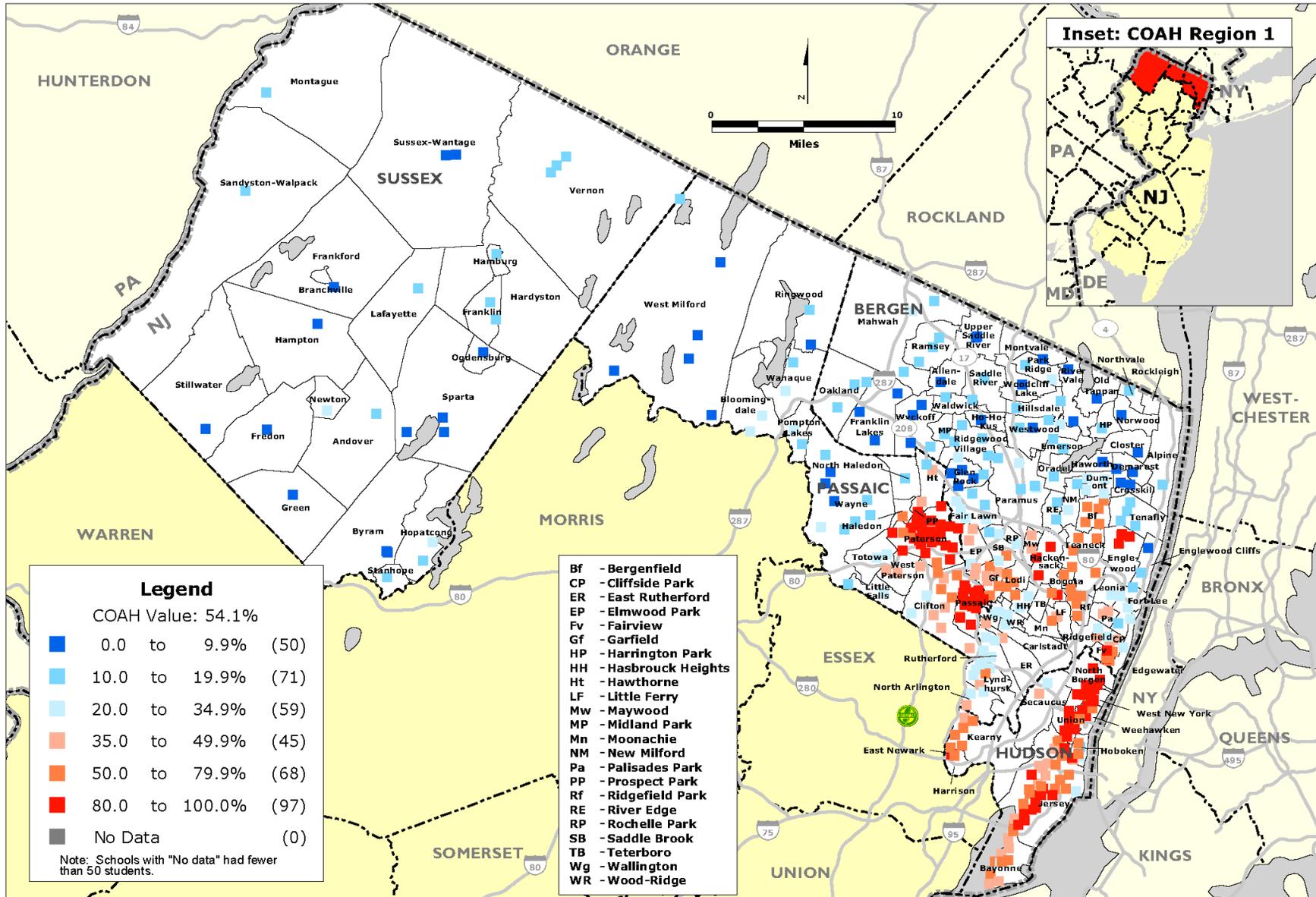
Today, diverse school districts
represent a significant &
growing portion of New Jersey's
communities....

COAH REGION 2: Percentage of Non-Asian Minority Students by Elementary Schools in Essex, Morris, Union and Warren Counties, 2015

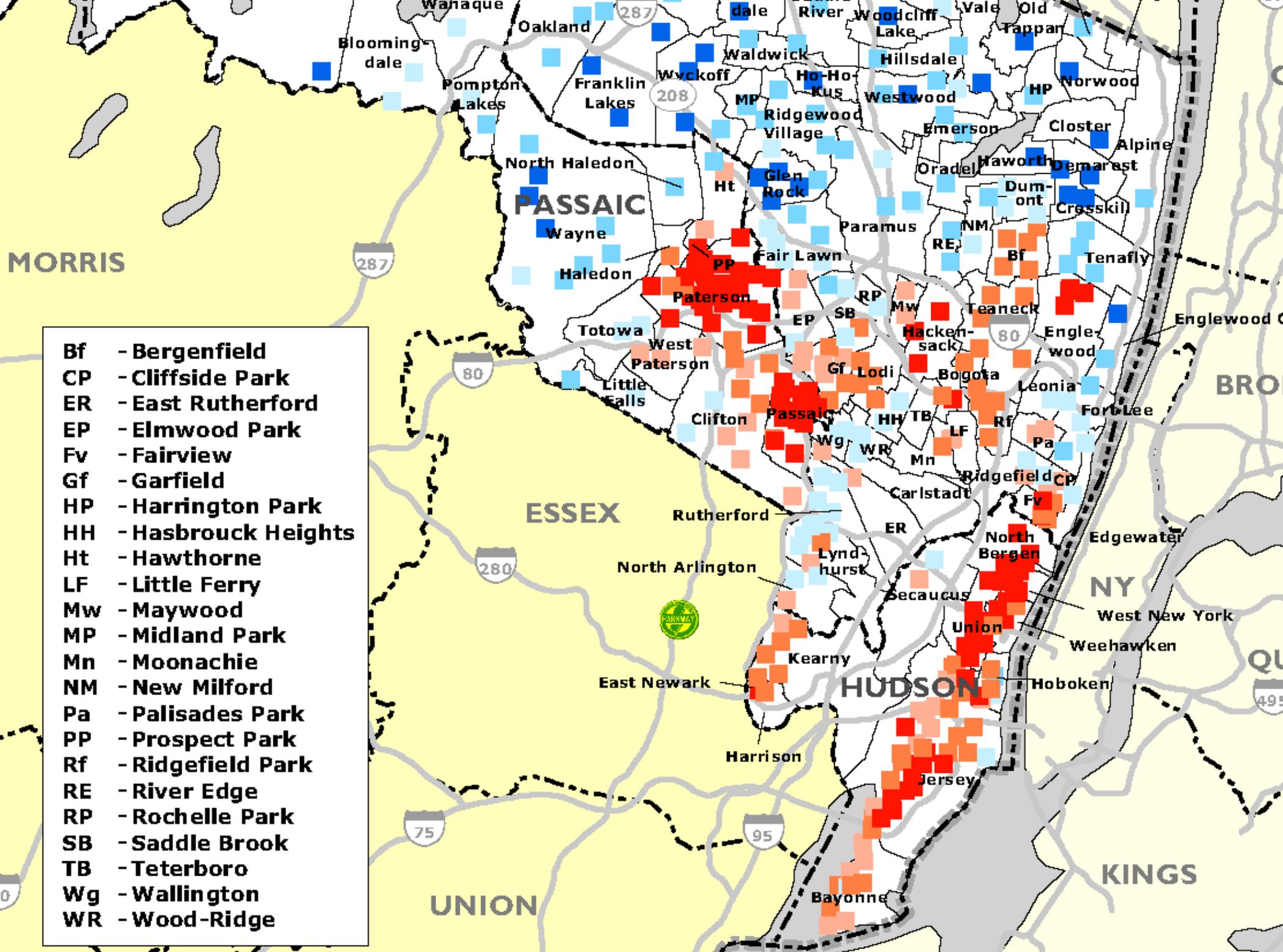


Data Source: National Center for Education Statistics,

COAH REGION 1: Percentage of Non-Asian Minority Students by Elementary Schools in Bergen, Hudson, Passaic and Sussex Counties, 2015



Data Source: National Center for Education Statistics,



- Bf** - Bergenfield
- CP** - Cliffside Park
- ER** - East Rutherford
- EP** - Elmwood Park
- Fv** - Fairview
- Gf** - Garfield
- HP** - Harrington Park
- HH** - Hasbrouck Heights
- Ht** - Hawthorne
- LF** - Little Ferry
- Mw** - Maywood
- MP** - Midland Park
- Mn** - Moonachie
- NM** - New Milford
- Pa** - Palisades Park
- PP** - Prospect Park
- Rf** - Ridgefield Park
- RE** - River Edge
- RP** - Rochelle Park
- SB** - Saddle Brook
- TB** - Teterboro
- Wg** - Wallington
- WR** - Wood-Ridge

*...& the lion's share of the
majority party's legislative
districts.*

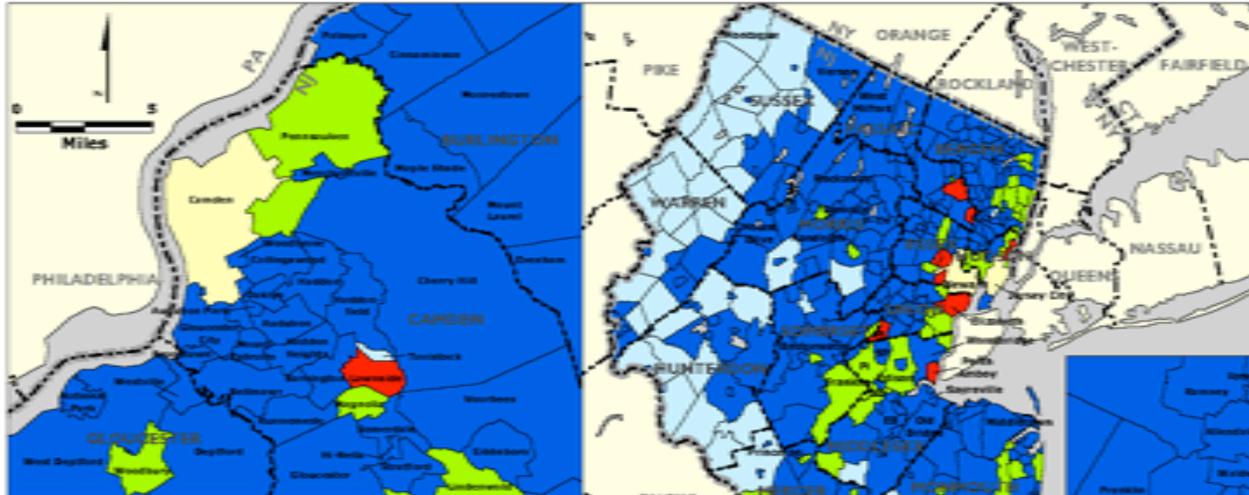
NEW JERSEY:
Community Type
by Municipality, 1990

Legend

	Central Cities	(5)
	Predominantly non-white	(16)
	Diverse	(78)
	Predominantly white	(383)
	Exurb	(84)

Definitions:
 Predominantly non-white: Municipalities with more than 60% of the population non-white and more than 225 persons per square land mile.
 Diverse: Municipalities with non-white shares between 20% and 60% and 225 persons per square land mile.
 Predominantly white: Municipalities with white shares greater than 80% and 225 persons per square mile.
 Exurbs: Municipalities with less than 225 population per square land mile.

Camden Area



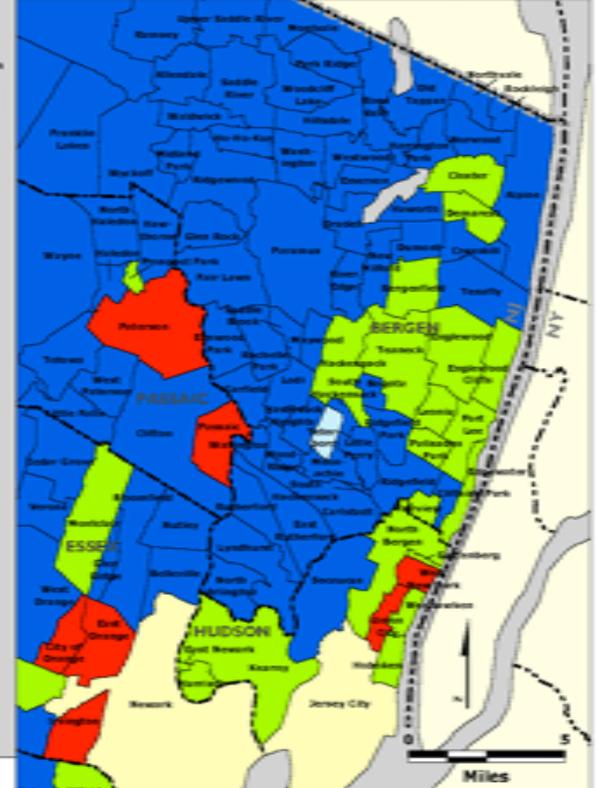
EB East Brunswick
 NB New Brunswick
 P-TM Parsippany-Troy Mills
 PI Piscataway
 PF Plainfield
 SP South Plainfield

Trenton Area



Data Source: U.S. Census Bureau.

Newark- Jersey City Area



NEW JERSEY:
Community Type
by Municipality, 2000

Legend

	Central Cities	(5)
	Predominantly non-white	(27)
	Diverse	(143)
	Predominantly white	(316)
	Exurb	(75)

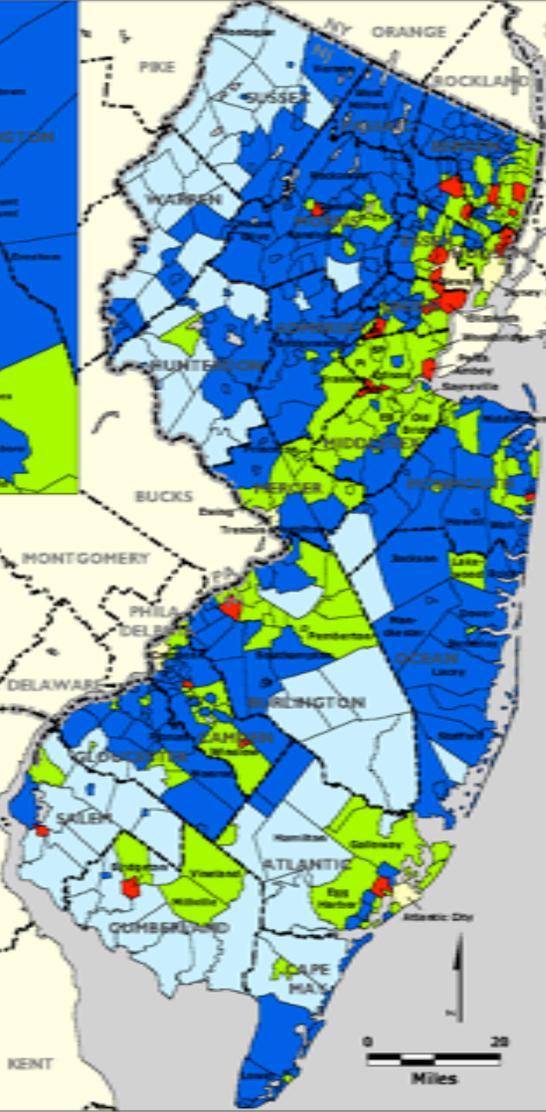
Definitions:
 Predominantly non-white: Municipalities with more than 60% of the population non-white and more than 225 persons per square land mile.
 Diverse: Municipalities with non-white shares between 20% and 60% and 225 persons per square land mile.
 Predominantly white: Municipalities with white shares greater than 80% and 225 persons per square mile.
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Camden Area



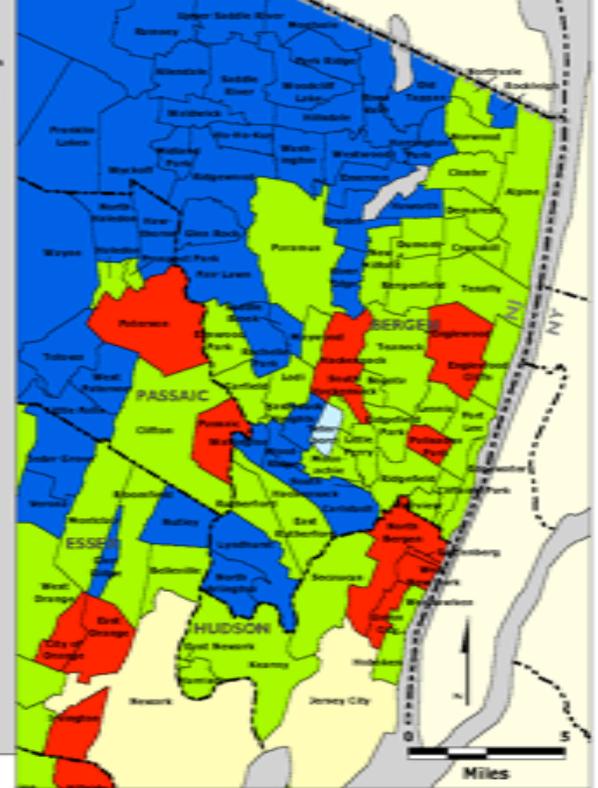
EB East Brunswick
 NB New Brunswick
 P-TM Parsippany-Troy Mills
 PI Picatinny
 PF Plainfield
 SP South Plainfield

Trenton Area



Data Source: U.S. Census Bureau.

Newark- Jersey City Area



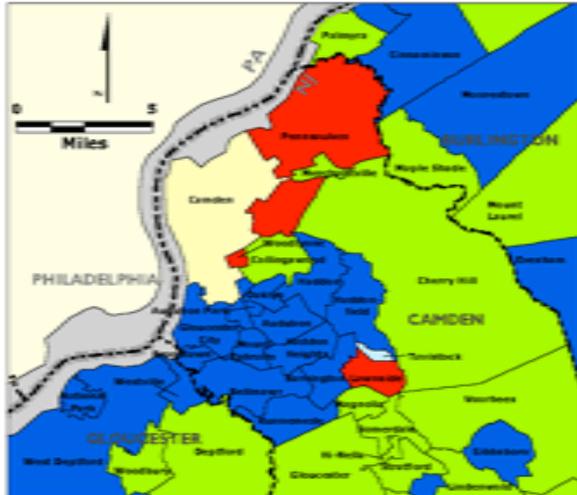
NEW JERSEY: Community Type by Municipality, 2010

Legend

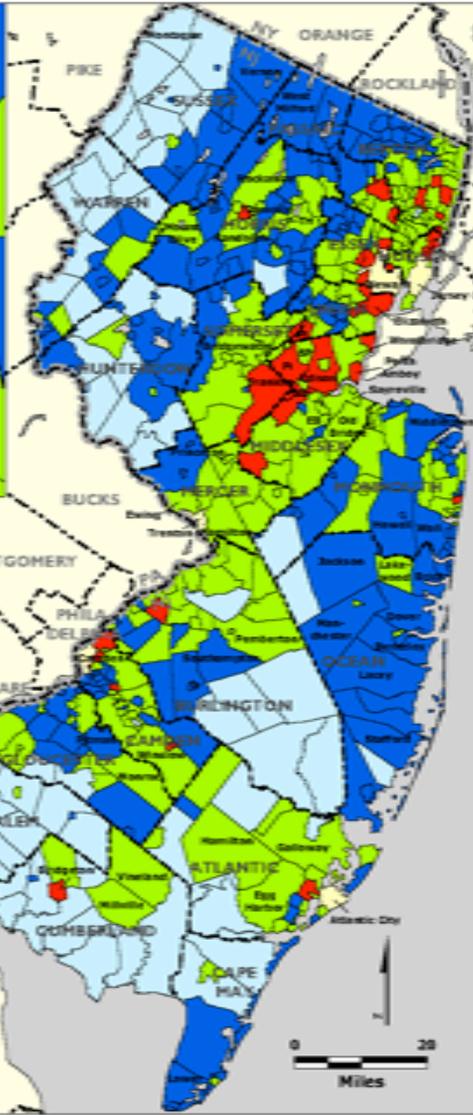
- Central Cities (5)
- Predominantly non-white (43)
- Diverse (210)
- Predominantly white (239)
- Exurb (69)

Definitions:
 Predominantly non-white: Municipalities with more than 60% of the population non-white and more than 225 persons per square land mile.
 Diverse: Municipalities with non-white shares between 20% and 60% and 225 persons per square land mile.
 Predominantly white: Municipalities with white shares greater than 80% and 225 persons per square mile.
 Exurbs: Municipalities with less than 225 population per square land mile.

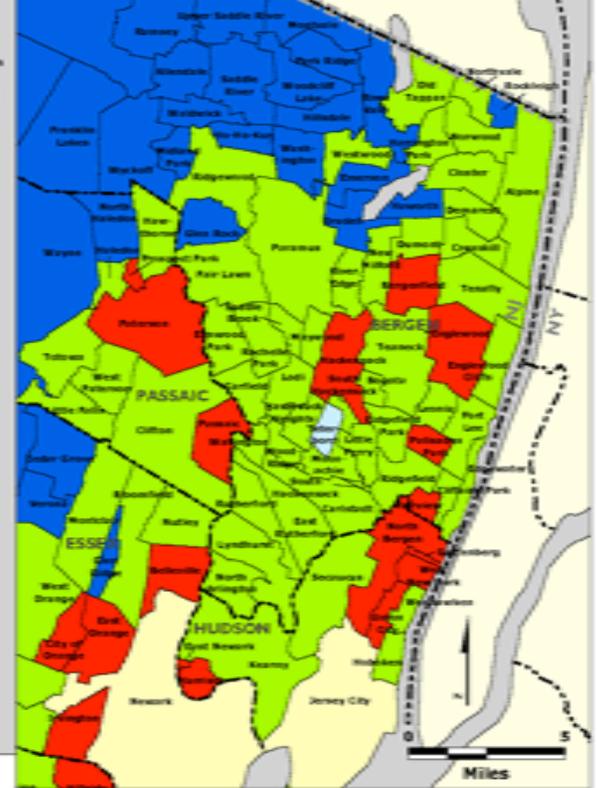
Camden Area



EB East Brunswick
 NB New Brunswick
 P-TM Participatory-Troy Mills
 PI Piccadilly
 PF Plainfield
 SP South Plainfield



Newark- Jersey City Area



Trenton Area



Data Source: U.S. Census Bureau.

Map 8 - NEW JERSEY Party of Elected State Assembly Member by Legislative Districts in 2016

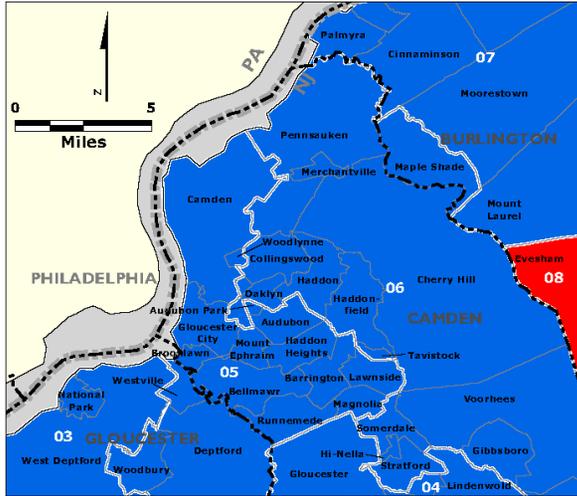
Legend

- Democratic (2 seats) (25)
- Republican (2 seats) (13)
- Combination* (2)

* Includes both Democratic and Republican assembly members in the two seats elected for each legislative district

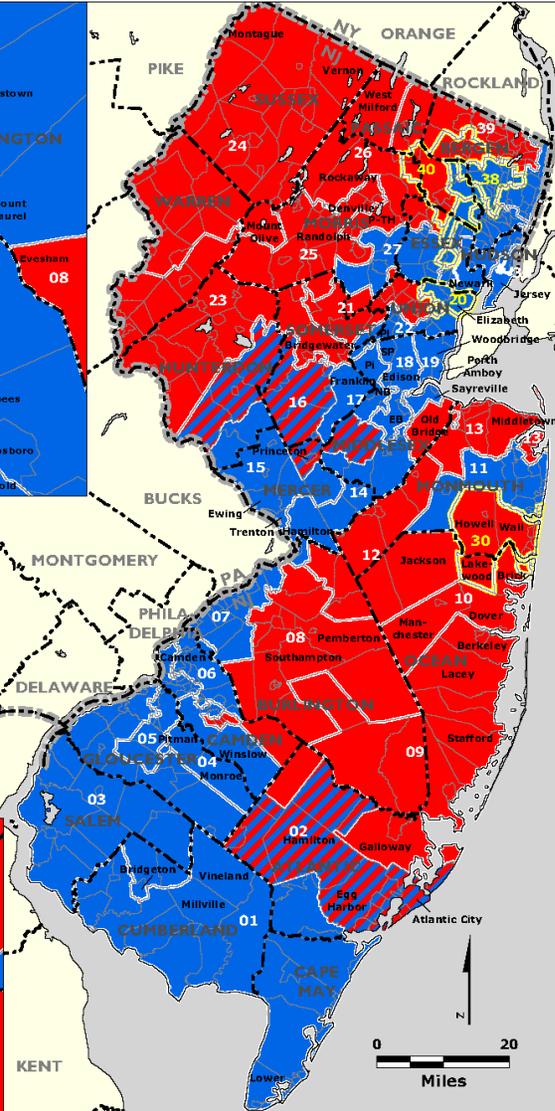
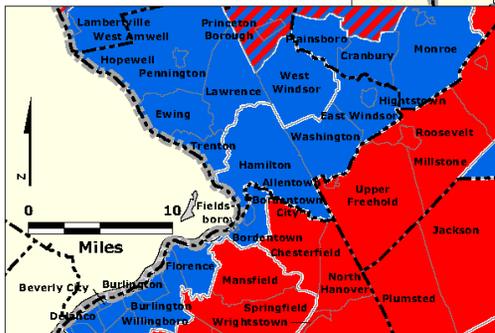
Note: seats uncontested by opposing party in upcoming 2017 elections are shown with yellow highlighted labels.

Camden Area

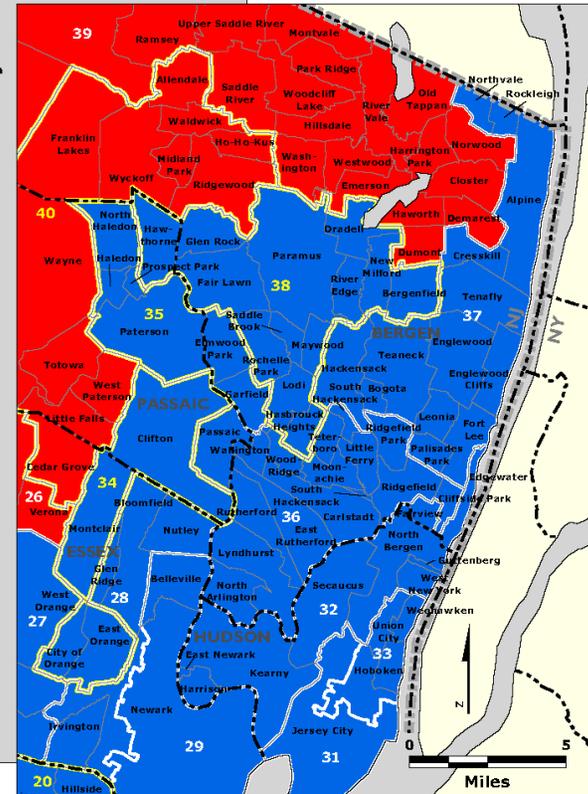


EB East Brunswick
NB New Brunswick
P-TH Parsippany-Troy Hills
PI Piscataway
PI Plainfield
SP South Plainfield

Trenton Area



Newark- Jersey City Area



Data Source: U.S. Census Bureau;
New Jersey Department of State.

Map 9 - NEW JERSEY

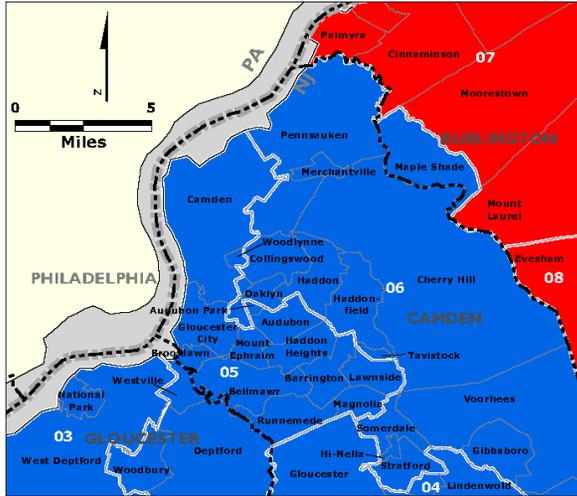
Party of Elected State Senator by Legislative Districts in 2016

Legend

■ Democratic	(24)
■ Republican	(16)

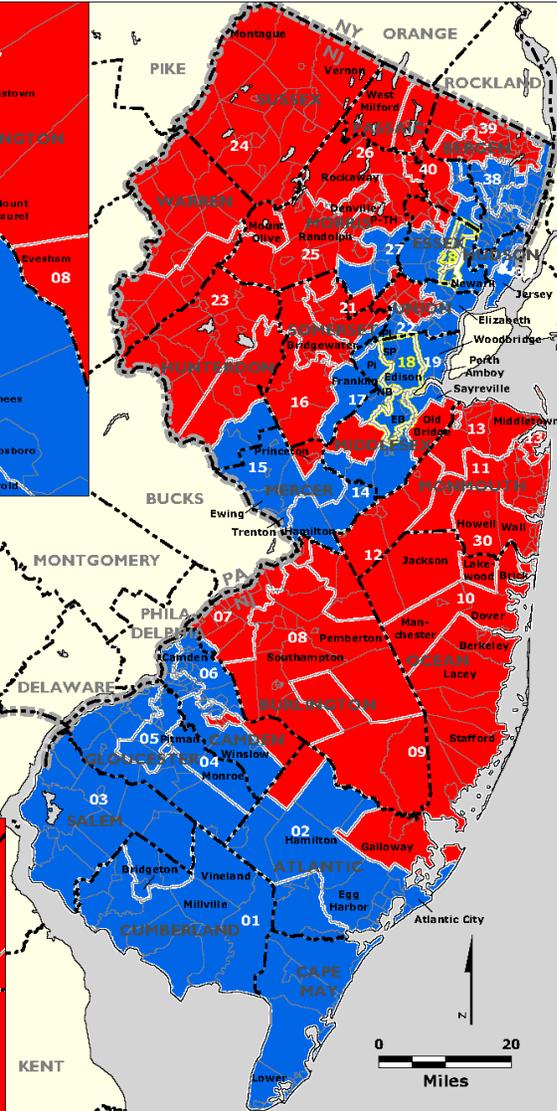
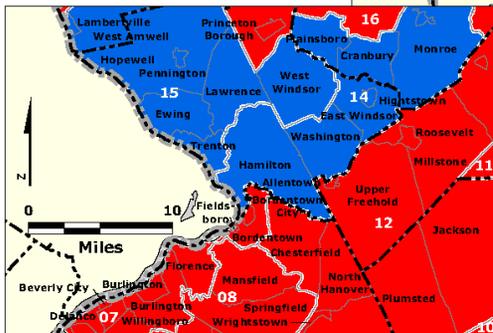
Note: seats uncontested by opposing party in upcoming 2017 elections are shown with yellow highlighted labels.

Camden Area

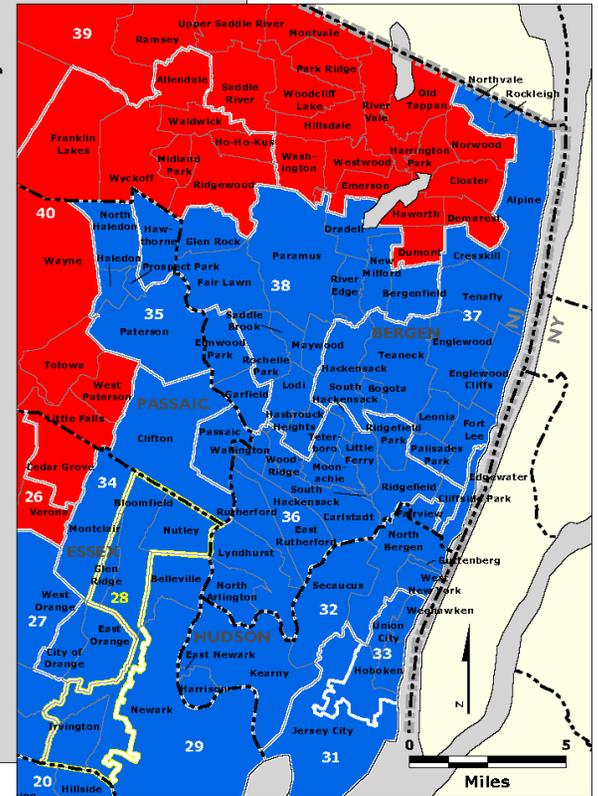


EB East Brunswick
 NB New Brunswick
 P-TH Parsippany-Troy Hills
 PI Piscataway
 PL Plainfield
 SP South Plainfield

Trenton Area



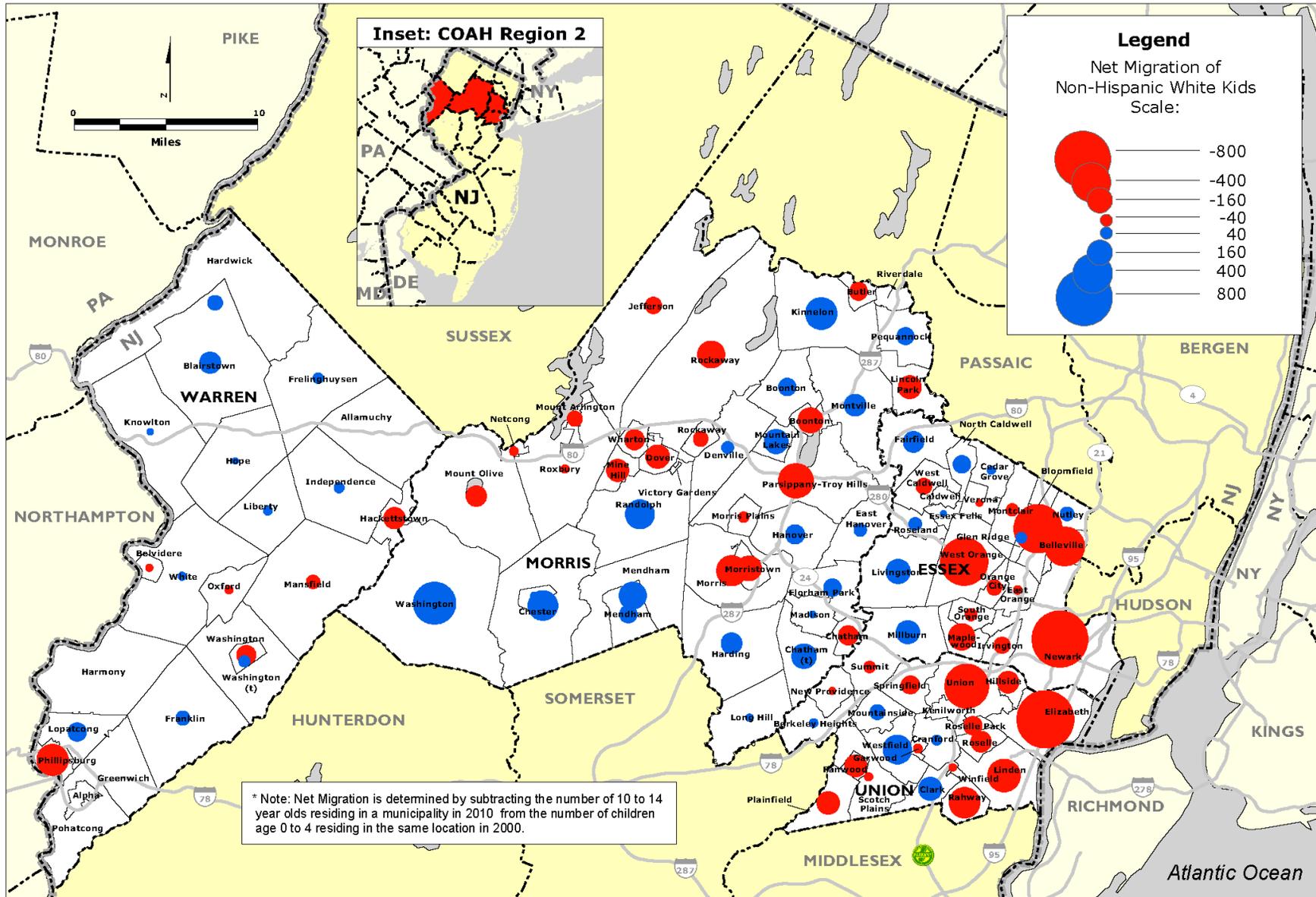
Newark- Jersey City Area



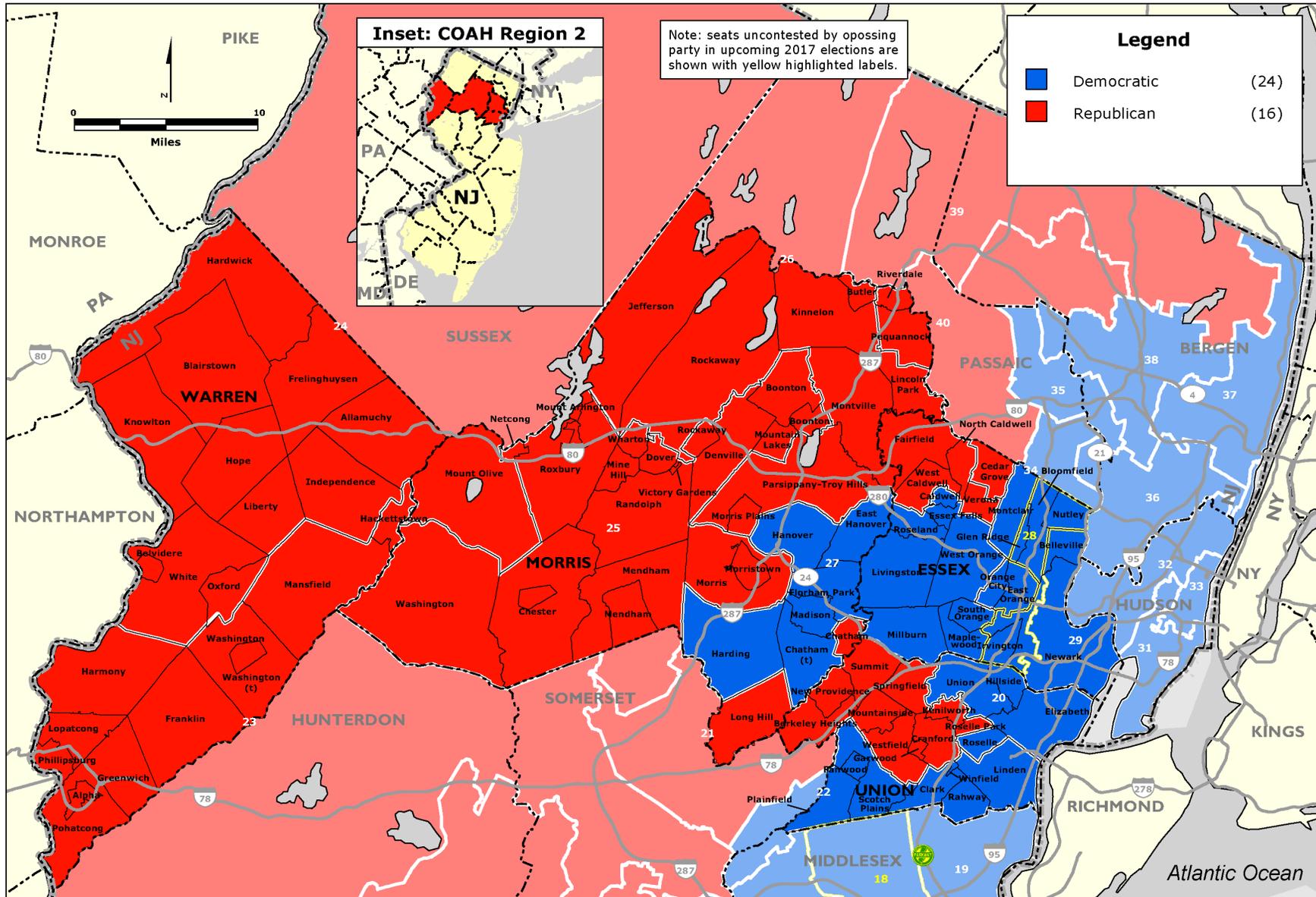
Data Source: U.S. Census Bureau; New Jersey Department of State.

White Flight destinations
do not
(do not represent the majority)

COAH REGION 2: Net Migration of Non-Hispanic White Preschool Children by Municipalities in Essex, Morris, Union and Warren Counties, 2000-2010

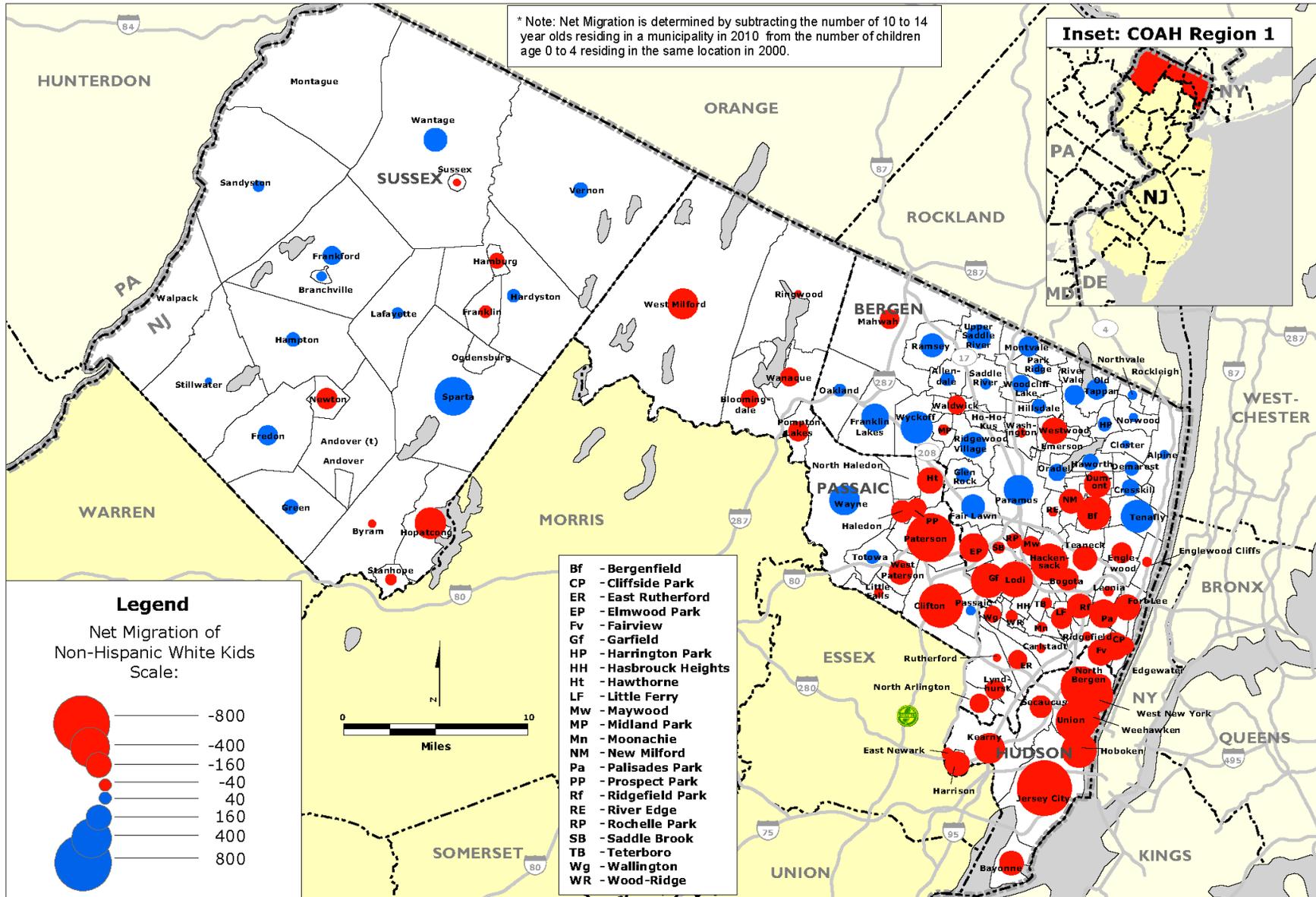


COAH REGION 2: Party of Elected State Senator in Essex, Morris, Union and Warren Counties, 2016

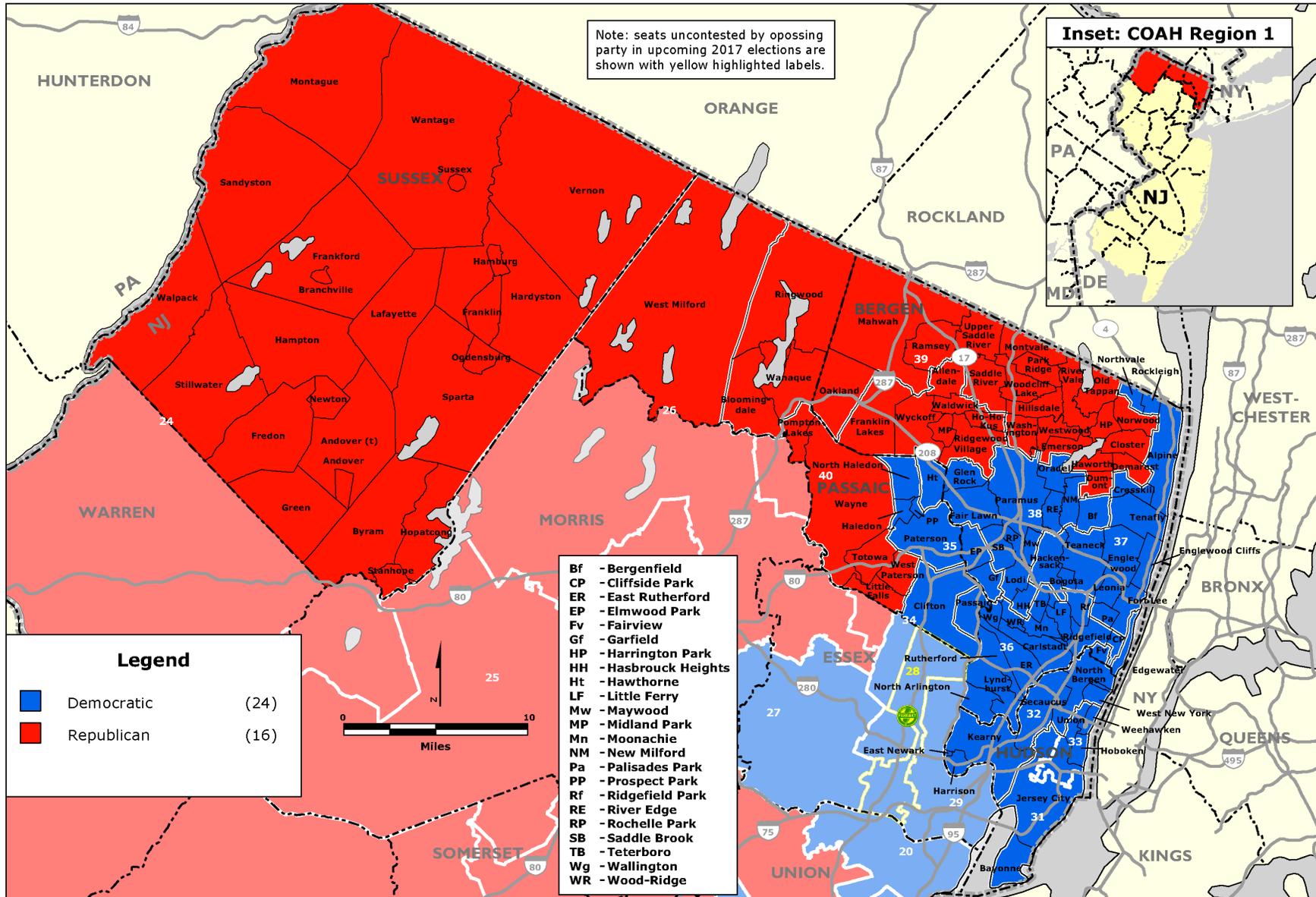


Data Source: U.S. Census Bureau; New Jersey Department of State.

COAH REGION 1: Net Migration of Non-Hispanic White Preschool Children by Municipalities in Bergen, Hudson, Passaic and Sussex Counties, 2000-2010



COAH REGION 1: Party of Elected State Senator by Legislative Districts in Bergen, Hudson, Passaic and Sussex Counties, 2016



Data Source: U.S. Census Bureau; New Jersey Department of State.

Framework for a Remedy

10 Principles to consider in shaping a legislative remedy that is morally just, socially transformative, economically sustainable and politically achievable.

1. It Must Involve Everyone

- *All districts bear some responsibility & all have a role to play.*
 - All districts, schools, & classrooms should better reflect the diversity of their regions & the state as a whole.

2. It Should Have a Combined Approach

- *Using multiple tools for meeting inclusion goals for every district, school & classroom, including:*
 - School funding
 - Intra-district enrollment
 - Magnet & County schools
 - District & Classroom level strategies
 - Fair Housing

3. Avoid Short-Term Quick-Fixes

- *Especially ones that settle for costly expenditures in lieu of true inclusion.*

4. Don't Blame the Victim

- *NJ's high poverty & racially isolated districts did not create segregation & their students did not choose it.*
 - They should not be asked to bear the burden of fixing it
 - financially or otherwise.

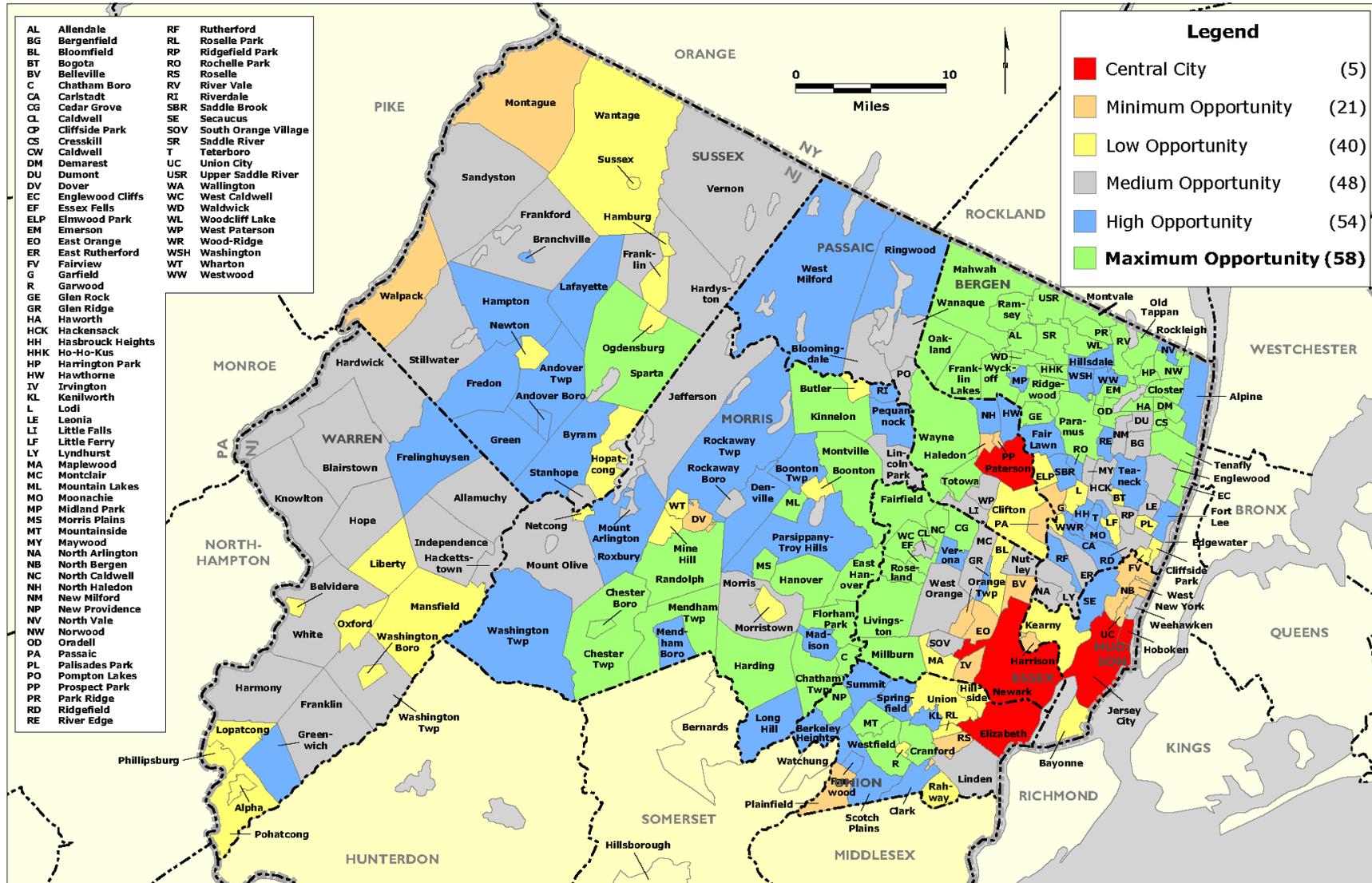
5. Not all Suburban & Urban Districts are the Same

- *Districts in New Jersey are more than just white or black, rich or poor, urban or suburban.*
 - A remedy must recognize the significant differences in communities based on racial, ethnic & economic demographics of students & the relative fiscal capacity (tax base) of district (not just the wealth of the residents).
 - Students from disadvantaged & segregated neighborhoods should get priority placement in the most advantaged districts.

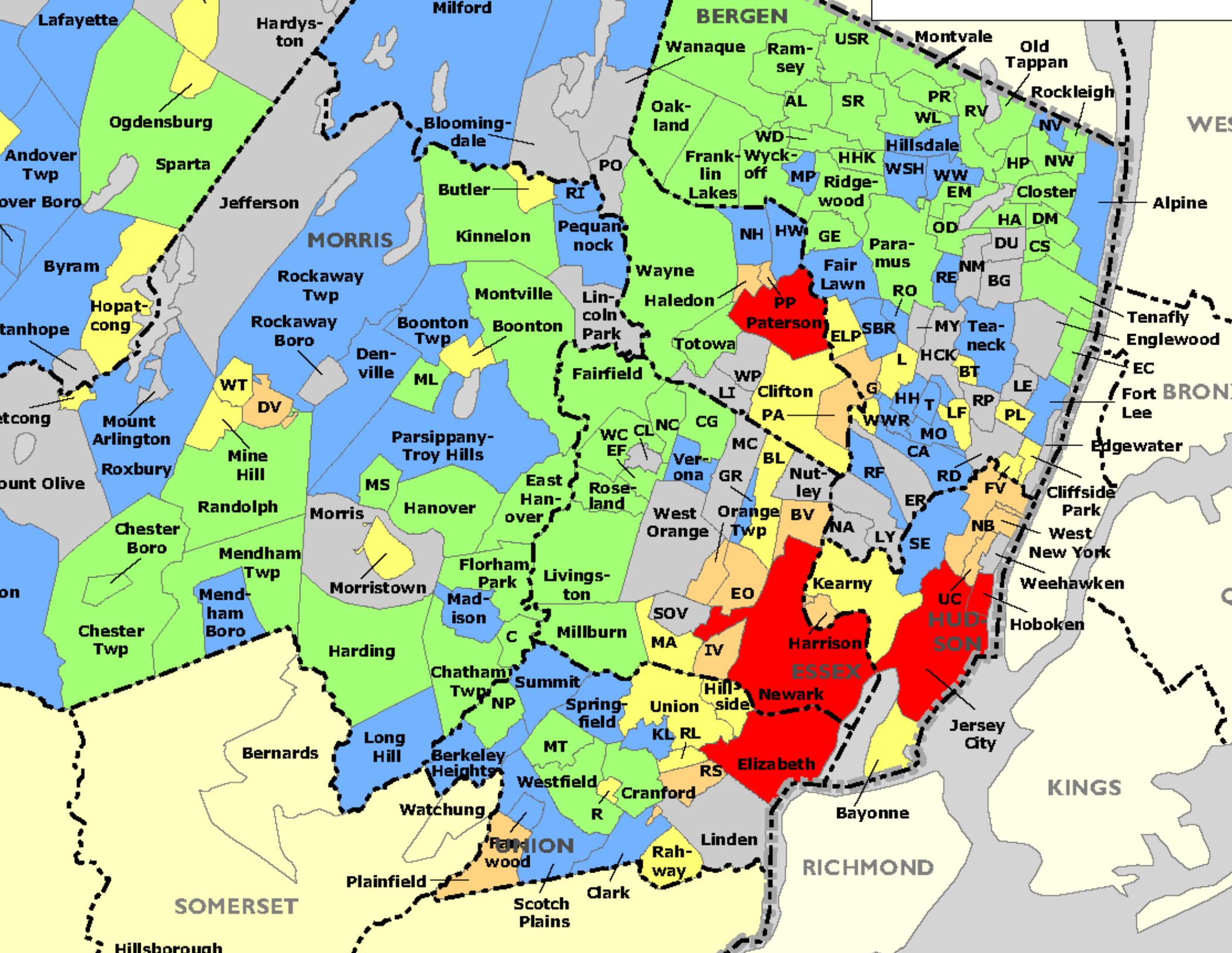
6. A Remedy Should Employ a Regional “Opportunity Index”

- *To establish fair inclusion goals based on current fiscal capacity & racial & economic diversity.*

NORTHERN NEW JERSEY: Opportunity Types of Municipalities



Data Source: New Jersey Council on Affordable Housing.



7. Diverse Districts are Part of the Answer

- *A significant number of mostly (but not only) suburban school districts are increasingly diverse*
 - They should be recognized for their *relative* diversity & supported in meaningful efforts to promote inclusion *within* their communities, schools & classrooms.
 - Best practices, lessons learned, & ongoing challenges in diverse districts should *inform* the remedy.

8. Leverage Existing Programs & Structures

8. Leverage Existing Programs & Structures

- Strengthen School Funding Reform Act of 2008
- Reform New Jersey's Inter-District Public School Choice Program
- Leverage Fair Housing Act & Mount Laurel
- Strengthen & Regionalize County Schools
- Align Federal Guidelines with Integration Goals

The School Funding Reform Act of 2008

- (when fully funded) does much to incentivize diversity & integration. *But it can do more.*
 - State aid should prioritize increasingly diverse & fiscally strained (high property tax) districts
 - Funding should support programs & strategies that foster inclusion within districts, schools & classrooms.
 - High poverty districts should not be penalized - either through the loss of funding or the mobility of their students.

New Jersey's Inter-District Public School Choice Program

- *Does not (in its current form) promote inclusion & integration. But it can be improved.*
 - And reformed to open enrollment in low poverty / low diversity / high performing communities for students coming from high poverty districts & neighborhoods.

Mount Laurel & New Jersey's Fair Housing Act

- can & should be included in goals for school & classroom integration.
 - Districts who think they are “too far to integrate” can deepen their affordable housing obligation.

Strengthen & Regionalize County School Structure

- Countywide technical, trade & vocational schools already serve as regional, & often, more integrated alternatives.
 - Boundaries could be broadened & regional goals for integration adopted.

Align federal guidelines with integration goals

- The DOE allows states under ESSA to make “*progress toward racial & socioeconomic integration*” a measurable “*accountability indicator*”.
 - The state can adopt pro integration guidelines

9. Do No Harm I

- *The best intentions often bring unintended but harmful consequences.*
 - County or multi-district consolidation might improve efficiencies but do little to advance integration & could make matters worse.
 - Countywide (or smaller) structures will not capture a diverse enough area to significantly impact segregation patterns.
 - Simply removing district boundaries would accelerate white flight & deepen segregation.

9. Do No Harm II

- Magnet & vocational schools should be part of the answer but not to create a new layer of exclusivity & exclusion that leave neighborhood schools more isolated & further behind.
- Magnets, as well as charters, have to meet meaningful goals for reflecting the economic & racial mix of their region & state and *not* the municipality they are located in.

10. School Integration Will Not Fix All Problems

- *We recognize that this is only a part of a larger problem*
 - It is not a substitute for ending residential segregation, economic inequality and racial discrimination
 - It is a part of the problem and a part we can do something about.

Summary

- **Attack School Segregation by:**
 - Strengthen funding for diverse schools
 - Direct funding to local integration best practices
 - Reform the *Interdistrict Public School Choice* Program
 - Provide for integrated regional schools
 - Increase & enforce *Mount Laurel* obligations
 - Other “carrots & sticks” to reward inclusion & discourage exclusion - including federal funding

build support among a multi-racial coalition of leaders from diverse districts across the state

Summary

Build a **committee for equity and inclusion** in your town/school districts to:

- Inform policy at the state level
- and live you out the principles of inclusion in your own community.

Include leaders from: NAACPs, Congregations, PTAs, School Boards, Town council, Unions, Civic groups,