

Predominantly Raced Segregated Schools

“The segregated schools of today are arguably no more equal than the segregated schools of the past” (Ed Markey). Segregation separated people because they did not fall in the same categories as others. Categories such as race, poverty, income, and community. The civil rights movement signing in the Civil Rights Act of 1964 ended Jim Crow laws, giving equal rights to African Americans. The long lasting effects of segregation in school is reflected in the way that schools are structured in different areas. Orange compared to places like Montclair, North Caldwell, and even South Orange, will appear different in the diversity of races. Segregation in New Jersey is unrecognizable, still existing today.

School segregation creates disparities in academic performances because the resources are essential for the quality of education. In black populated schools there are less updated books, or limited supplies to give to each student to study. The limited supplies could come from the student not being able to afford it, but in white areas they tend to have less of a poverty challenge and are able to place more money into the school so that it gets the best materials. “For example, all of the 30 schools in Camden are 100% segregated; all of the 20 schools in East Orange are 100% segregated; all of the 16 schools in Passaic are 100% segregated (U.S. Dept. of Education, National Center for Education Statistics)” (School Desegregation and School Funding in New Jersey, n.d.). The statistics for each city lead to the undeniable fact that New Jersey school systems contain segregation. Such high percentages prove that changes need to be made to accommodate disadvantaged students. These areas that are segregated are most likely to have communities that face poverty and are not able to fund local schools. Schools that have swimming, hockey, lacrosse, and baseball are just some things that show how segregation in schools still exists in New Jersey. “Urban principals report having about seven times less autonomy in matters of school policy, resource allocation, and personnel decisions than their average suburban counterpart (Hannaway & Talbert, 1991). As a result, an urban setting

typically has more funding shortfalls and simultaneously fewer resources, human capital, and otherwise, with each negatively impacting urban student outcomes” (Coming From Where We're From: The Stories and Experiences of African American Students in Predominantly White High Schools, n.d.). Struggles are most likely to arise in school districts that have low funding, resulting in poor decision making of what is best for students. Predominantly black schools are known to have more high school dropouts because the school does not have the funding to provide the mental resources for students.

Depending on the area of a school plays a role in segregation. Over the past years urban areas have seen an increase in schools being challenged. “Schools that are at least 80% Black or Hispanic are still located in cities and in counties that are more urbanized. It is these areas that would be most likely to be impacted by any remedies ordered by the courts or otherwise as a result of the lawsuit filed more than five years ago by the Latino Action Network and NAACP of New Jersey against the state seeking to address segregation” (O'Dea, 2023). Schools within these areas are more likely to feel the pressure from the people fighting for change. This shows that over the years schools have struggled to show that they are welcoming a diversity of people and that shuts down combating economic inequality.

Most schools offer transportation for students who have trouble getting to school. This relates to me due to the fact that although there is a high school that is 5 minutes away, students like me actually go to a school that's 30 minutes away. “In 1943, a couple of 12-year-old students, Leon Williams and Janet Hedgepeth, wanted to go to the same classes as their playmates. But, when their parents tried to get them into their neighborhood school, Junior High No. 2, they were told by the principal that they could not attend that school because it was “not built for Negroes.” Since Leon Williams and Janet Hedgepeth were black, they had to walk 2 ½ miles instead to the allblack New Lincoln School” (School Desegregation and School Funding in New Jersey, n.d.). Instead of being able to go to a school closer to where they live, they had to walk to another area. This shows how education plays a part in segregation and that

students do not realize how schools are segregated. Within their communities can be found jewish, italians, polish people who were all in the neighborhood where poverty was more prominent and there were a lack of resources to allow these people to have a chance to succeed.

Income within a certain area has an effect on segregation in New Jersey Schools. "Across the country, 43 percent of Latino students and 38 percent of black students go to schools where fewer than 10 percent of their classmates are white, and more than one in seven black and Latino students attend schools where less than 1 percent of their classmates are white. Schools with high-minority populations usually have low-income populations, making the schools economically homogeneous as well" (School Desegregation and School Funding in New Jersey, n.d.) Based on the statistics it is clear which schools are in areas where poverty is more noteworthy. It also helps to dictate the economic status of said schools and the funding they receive. "The typical white and Asian students in New Jersey attend schools in which 22-24% of students are poor enough to be eligible for free or reduced-price meals, a proxy for poverty. By contrast, the typical black student and Hispanic student attend schools where nearly 60% of students are living in poverty by the same standards" (School Desegregation and School Funding in New Jersey, n.d.). In comparison to their well off peers, disadvantaged students face economic struggles within their respective schools where they are limited in the resources they can purchase which temporarily supply their daily needs.

Segregation has carried on throughout the Jim Crow eras in less intense ways than before. The quality of education created a separation, telling that some people are eligible for getting more than others. For a child's parents who make more money than others they have the benefit of the doubt to go to a more supplied school with teachers who have degrees from better schools. Segregation puts towns into a poverty classification if they are not able to meet the requirements that other school districts meet where they are blooming with fundings.

Although there has been a set of laws or acts implemented towards segregated schools, people are not aware of the differences between school districts.

References

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