

PRESS RELEASE:

Contact: David Tipson
Executive Director
New York Appleseed
212-848-5468
dtipson@nyappleseed.org

NEW YORK APPLESEED RELEASES REPORT ON RESOURCE DISPARITIES AMONG NEW YORK CITY ELEMENTARY SCHOOLS

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Data from 543 elementary schools reveal significant disparities tied to segregation by income and race.

Urges the New York City Department of Education to adopt an official policy statement prioritizing school diversity.

NEW YORK – New York Appleseed today released a new report *New York City Elementary Schools: A Tale of Two Cities*. The report finds that students at elementary schools in New York City with higher populations of students of color and low-income students are at a disadvantage when compared to students at schools with predominately White and more affluent student populations. This is particularly true when comparing the level of teacher experience and qualifications in each location.

This latest effort by New York Appleseed employs the innovative “Resource Equity Assessment Document” tool (READ) developed by the Appleseed network and contributes to an ever growing body of evidence demonstrating the real consequences of segregation in the New York City school system.

“This report, building on past publications by the Schott Foundation for Public Education and others, completes a devastating body of evidence condemning our failure to prioritize reducing school segregation in New York City,” said **Cassie Schwerner** of the New York Appleseed board of directors.

"This report adds more evidence to the growing body of research showing clear disparities driven by school segregation in New York City public schools," said **Council Member Brad Lander**. "Whether its discrepancies in student-to-teacher ratio, level of teacher experience and training, or some other indicator, segregated schools are a problem we need to address. We know that diverse schools raise test scores and help kids learn to live in an increasingly multicultural world. Thanks to New York Appleseed for continuously highlighting NYC's need for diverse schools through a well-researched and data driven approach."

"Appleseed's report provides further proof that school segregation has detrimental effects on student's educational outcomes and future prospects. The DOE can make an immediate positive impact by adopting a policy statement that emphasizes the importance of school diversity and then abides by it. We must take steps towards integrating all city schools because future generations depend on it," said **Council Member Ritchie Torres** of the Bronx.

"Resource disparities among students of New York City public schools is not a common conversational topic- though it is more than relevant enough to be," said **Shania Russell**, 11th grade, District 7 Student Advocate with IntegrateNYC4me. "Thankfully, organizations like Appleseed take the opportunity to voice the concerns of those of us who grew up in an educational system with unequal distribution of resources and opportunities. Thanks to the striking research found in this report, the relevance of this issue - an issue that pertains to all of us - continues to be recognized."

"Segregation and inequitable distribution of key resources are unnecessary blemishes on the good name of public schooling," said **Edwin Darden**, principal developer of READ and former director of Education Law and Policy at Appleseed's national office. Darden, now a Senior Program Officer at the Bill and Melinda Gates Foundation, explained that, "READ makes it possible to do a deep and meaningful measurement of where and how opportunity gaps exist. The city's children will be the winners if policymakers and politicians heed the research-based findings and recommendations of the report."

"This new report demonstrates once again that separate can never be equal," said **David Tipson, Executive Director of New York Appleseed**. "New York Appleseed looks forward to working with the New York City Department of Education to develop comprehensive solutions to the incidence of racial and economic segregation in New York City public schools."

Among the report's findings:

When accounting for teacher experience, schools with a majority of Black, Latino, Black or Latino, or non-White students had higher percentages of less qualified teachers than did schools with a majority of White students, as measured by:

- (i) Teachers with a master's degree plus 30 academic credit hours of additional training or a doctorate degree;
- (ii) Teachers without a valid teaching certificate;
- (iii) Teachers teaching out of certification;
- (iv) Core classes not taught by "highly qualified" teachers;
- (v) Annual new teacher turnover; and
- (vi) Annual total teacher turnover.

New York Appleseed calls on the Department of Education to listen to the New York City Council and adopt an official policy statement on the primary importance of diverse schools with accountability standards for schools and school districts. The full report is available at <http://nyappleseed.org/wp-content/uploads/FINAL-Appleseed-New-York-City-Elementary-Schools.pdf>.

New York Appleseed advocates for equity of access and fair allocation of resources to schools and neighborhoods in New York City and its greater metropolitan area. We collaborate with volunteer lawyers, parent groups, demographers, real estate professionals, government officials and community advocates to uncover regional disparities, develop practical solutions and advocate for implementation of our recommendations.