

STUDENTS V. STATE OF NEW YORK

What happens to a dream deferred?

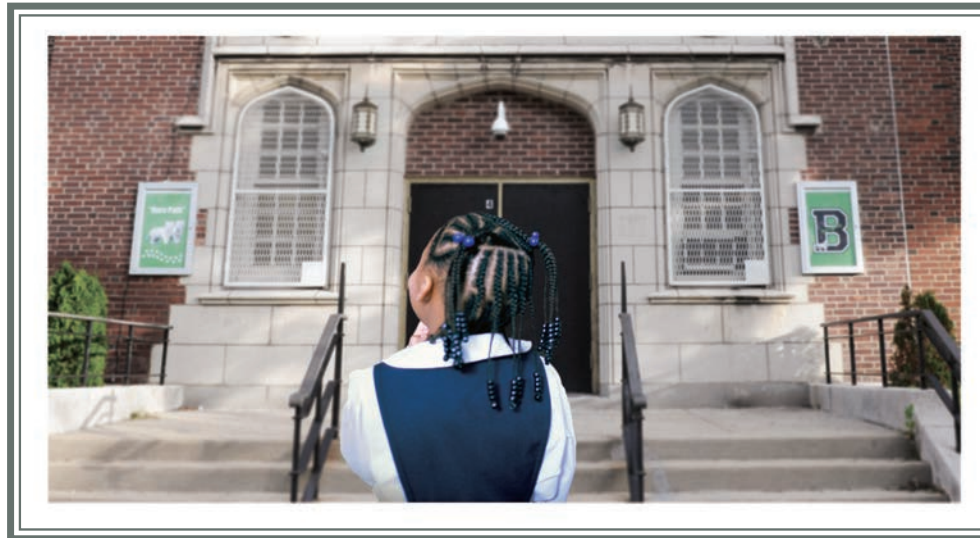


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Harlemⁱ

BY LANGSTON HUGHES

What happens to a dream deferred?

Does it dry up
like a raisin in the sun?
Or fester like a sore—
And then run?
Does it stink like rotten meat?
Or crust and sugar over—
like a syrupy sweet?

Maybe it just sags
like a heavy load.

Or does it explode?

Key Terms

Campaign for Fiscal Equity (CFE): The CFE was a law-suit brought by parents against the State of New York claiming that children were not being provided an opportunity to an adequate education. In 2006, the NYS Court of Appeals ruled in CFE's favor and found that New York State is violating students constitutional right to a "sound and basic education" by leaving schools without the funding necessary.

Foundation Aid: In 2007, the Governor and legislature enacted the Foundation Aid funding formula in order to comply with the Court of Appeals CFE ruling. In order to fulfill CFE, the state committed \$5.5 billion in Foundation Aid, to be phased in by 2011. Funding was to be distributed based on student need factors including poverty, English language learner status, number of students with disabilities as well as the local level of poverty or wealth, based on income or property values. The formula and the implementation of Foundation Aid have been substantially delayed. Today, the amount of Foundation Aid owed to schools is \$4.4 billion according to the State Education Department data. Seventy-seven percent of the foundation aid is due to high-need schools.

Gap Elimination Adjustment (GEA): In 2010 and 2011 Governors Patterson and Cuomo cut \$2.7 billion from state aid to schools with the commitment it would be reinstated at a later date. These cuts were much larger to poor districts than to wealthy ones. There are \$436 million of GEA dollars owed to schools districts across the state. However, only 23% of that amount is owed to high-need schools. Foundation Aid would do much more to address rural, urban and suburban high needs districts than GEA would.

Introduction and Executive Summary

When public education is neglected, students' dreams are deferred. As the great American poet Langston Hughes wrote, "A dream deferred is a dream denied."

New York State is at a crossroads. Our state's public schools have many successes, creating productive adults. At this moment, the governor must decide to either stand with those successes and support our schools or to stand by while students' dreams are deferred or denied.

As children go through the school door or onto the yellow school bus, tears run down parents' cheeks as their dreams for their children become a little more attainable. That is the beginning of a journey, filled with new knowledge and experience, a myriad of moments when you see the sparks in your children's eyes, when they realize that they can, in fact, become whatever they want.

Or at least, that's how it ought to be for every child.

Today in New York State, not every child has that opportunity. In many schools across the state, particularly those which are located in low income communities, chronic underfunding by the state has led to the denial of opportunity for many students. While there is vibrant learning happening every day, in every school, there is still a lot to be done to ensure that the state is not neglecting its obligations to a "sound basic education" for all. And, many families are finding out "what happens to a dream deferred..."

It has been ten years since New York State's highest court, the Court of Appeals, affirmed the state's obligation to adequately fund its schools and found that the state was failing to fulfill that obligation. Yet, ten years

later, the state refuses its obligation, thereby perpetuating educational inequality, and continuing to defer the dream for hundreds of thousands of students. We know what is necessary to lift up our children by ensuring that they are all provided their constitutional right to "a sound basic education." It requires sound investment in effective programs and supports; this takes funding. That's what the Campaign for Fiscal Equity funding was supposed to do. The state even tells us how much it still owes to schools: \$4.8 billion, with 72% of it owed to schools in high need communities.

After the first two installments of CFE were made in 2007 and 2008, the state slashed funding by \$2.7 billion in 2010 and 2011. Since 2012, the state started to make small school aid increases, leaving schools starved for resources. Even the \$1.3 billion school aid increase provided in 2015-16 enacted budget, was inadequate to restore programs cut in 2010 and 2011, much less to make the improvements that CFE had promised. After the enacted budget of 2015-16:

- NYS and Governor Cuomo owe public schools across the state \$4.8 billion according to the New York State Education Department.
- Seventy two percent (72%) of the \$4.8 billion is owed to high need schools.
- Every Senate and Assembly district is owed between \$6 million and \$288 million in funding for their schools in order for the state to meet its constitutional obligation to provide a "sound basic education" to every student in NYS.
- Our public schools have many successes. We hear the stories every day. Adequate funding would allow schools to expand tutoring programs, have more school psychologists and social workers, have smaller class sizes, and many other programs. The state must provide adequate funding to ensure that schools are able to build on that success and ensure that no student's dream is deferred or denied.

This report shows how much funding is owed to schools for each state Senate and Assembly member. The report is accompanied by an online web application which allows parents to search for the amount owed to

each individual school along with demographic data for every school. Finally, the report makes recommendations for the upcoming executive budget and legislative session.

District	GEA 2015-16	Foundation Aid Owed	Total Amount Owed
New York City	\$ 87,281,046	\$ 1,959,214,202	\$ 2,046,495,248
Big 4 (Buffalo, Rochester, Yonkers, Syracuse)	\$ 5,766,224	\$ 304,398,875	\$ 310,165,099
High Need Small Cities	\$ 5,248,462	\$ 889,840,110	\$ 895,088,572
High Need Rural Districts	\$ 1,964,496	\$ 259,576,031	\$ 261,540,527
Average Need Districts	\$ 233,506,106	\$ 745,840,118	\$ 979,346,224
Wealthy Districts	\$ 99,833,331	\$ 277,680,725	\$ 377,514,056
Total Amount Owed	\$ 433,599,665	\$ 4,436,550,061	\$ 4,870,149,726

Methodology

We used New York State Education Department (SED) data as published after the 2015-16 enacted budget. The SED data files include the amount of Foundation Aid that school districts are owed. In addition, the School Aid 2015-16 file also shows how much Gap Elimination Adjustment is still owed for each school district. A separate database published by SED for the School Report Cards for 2013-14ⁱⁱ lists all the schools and includes enrollment for each school in each district. Schools opened and changes in enrollment since this database was published are not included. To calculate the amount owed per pupil, we divided the total amount owed to each school district by the total student enrollment in the district. We then calculated the amount owed to each school by multiplying this per pupil amount by the number of students in that school. The exact methodology used to distribute funds between schools within a school district will ultimately depend upon additional factors that cannot be accounted

for at this time including the Contract for Excellence and local decision-making by school districts. The methodology in this report provides a fair and reasonable estimation of distribution based upon student enrollment data.

To calculate the amount owed per Senate and Assembly district, we summed the total amount per school in each legislative district in New York City. Outside New York City, for legislators who represent a portion of a school district we included the total amount owed to the school district in the calculation of the amount their legislative district is owed, as most legislators advocate for the entire school district, not only the schools which are physically located within their legislative district boundaries.

We received the database that shows the schools and districts in each legislative district from the State Education Department.

Campaign for Fiscal Equity

In 1993, a group of parents from New York City brought a lawsuit against New York State. Led by Robert Jackson, a parent who was then president of community school board 6, and later become City Council Education Chair, the group filed a constitutional challenge against the state citing that New York City schools were receiving inadequate funding to meet all students' needs. This suit is known as Campaign for Fiscal Equity (CFE).

In 1995 the Court of Appeals, which is the state's highest court, ruled that the constitution requires that the state offer all children the opportunity for a **“sound basic education, defined as a meaningful high school education that prepares students for competitive employment and civic participation.”**ⁱⁱⁱ Under Governor Pataki the state used every appeal and legal maneuver possible to delay a decision. At one point a Pataki appointed judge found that an eighth grade education was constitutionally adequate. Finally, in 2006 the Court of Appeals gave its final ruling ordering the state to increase basic classroom operating aid to New York City schools by \$1.93 billion plus inflation. The court stated that this amount must be considered as “the constitutional floor” and the state and legislature should consider providing more funding to all districts across the state which had students in poverty and were considered high need.^{iv}

NYS Constitution, Section 1 of Article 11. The legislature shall provide for the maintenance and support of a system of free common schools, wherein all the children of this state may be educated.

In 2007, the governor and the legislature committed to settle CFE by increasing school aid statewide by \$7 billion annually, phased in over a four year period with basic classroom operating funds increasing by \$5.5 billion. This classroom funding was to be distributed through a formula called Foundation Aid which was based on student need. The Foundation Aid takes into consideration the level of poverty in a district, the number of students that are not proficient in English, the number of students with disabilities, the regional cost, and the income and property wealth in a district. The relatively short four-year phase-in was essential to providing enough resources to outpace inflationary costs and fund improvements.

In 2008, parents of students filed another lawsuit against the state of New York, contending that the state was not complying with the New York state constitution. The case, *Maisto, et al. v. New York*, commonly referred to as the “Small Cities” case, challenges the State's failure to provide essential educational resources in eight (8) small cities school districts which are Poughkeepsie, Jamestown, Port Jervis, Utica, Niagara Falls, Mount Vernon, Kingston and Newburgh. The lawsuit claims that by not fully funding the foundation aid, the State is violating the right of students to a “sound basic education” under the New York constitution. These districts are all high need, with poverty rates ranging between 50% and 94%. This case awaits a decision by the court.

“I think the inequity in education is probably the civil rights issue of our time. There are two education systems in this state. Not public private. One for the rich and one for the poor and they are both public systems.”

“The way we fund education through the property tax system, by definition is going to be unfair. And it is. The state is supposed to equalize or come close to equalizing with its funding. That’s the CFE lawsuit that the state is yet to fully fund.”

-Andrew Cuomo
Candidate for Governor
October 2010



A History of School Aid Cuts: A Dream Deferred...

The Campaign for Fiscal Equity was implemented in 2007, with a new funding formula based on student need and a large infusion of funding. For two years, 2007 and 2008, the state increased school aid by \$3.48 billion. Out of this \$2.3 billion was foundation aid and high-need school districts throughout New York State received 72% of this new foundation aid. During those two years, many proven-to-work programs were implemented across the state. Schools reduced class sizes, implemented pre-kindergarten, extended the school day, implemented programs for English language learners, and added other programs that began to improve the educational experience of many students across the state.

However, in 2009, after the economic downturn, the state began slashing funding from schools, taking back the CFE funding and more. In 2010 and 2011, the state cut \$2.7 billion through the implementation of the Gap Elimination Adjustment (GEA). Schools had to cut staff, increase class size, reduce programming for at risk students, and more. Since 2008, the opportunity gap has increased. The funding gap between the wealthiest school and the poorest is now at the record-setting level of \$8,733 per student and growing.

In 2012, the state began to provide small school aid increases. These restorations were insufficient to prevent more classroom cuts. In fact, since 2008, the Foundation Aid formula, which was designed to provide large infusions of funding to high-need schools, had only \$962 million over four years. But it was designed to have more than \$1 billion per year added in order to work properly.

Even the 2015 school aid increase, which was \$1.3 billion, was inadequate. It was far short of the New York State Board of Regents proposed \$2 billion school aid increase, and only a small portion of it was foundation aid. Schools across the state were able to restore some, but not all, of the programming they had lost. Others were able to tread water and some made further cuts. But this budget did not allow schools to provide the improvements CFE promised.

The beginning of the 2015-16 school year finds 28 percent of school districts being funded at levels below 2008.

There are still 189 (or 28 percent) school districts that receive less school aid than they did in 2008.

State Budgets at a Glance

1993: Campaign for Fiscal Equity (CFE) was filed by New York City parents because New York State was underfunding its public schools.

2006: Final decision was granted by the state's highest court, the Court of Appeals, ruled that NYS was violating its constitutional obligation to provide a "sound basic education" to all resident children.

2007: The state and the legislature settled CFE on a statewide basis by committing to provide \$5.5 billion in new classroom operating aid known as Foundation Aid, over 4 years. The state made its first payment to NYS students in the 2007- 08 Enacted Budget. \$1.767 billion increase

With the Education Budget and Reform Act of 2007, the state provided \$1.1 billion in new classroom operating aid through the Foundation Aid formula to all state school districts. The Foundation Aid was tied to the Contract for Excellence a program to guarantee that schools invested the funding in proven effective programs.

2008-09: \$1.716 billion increase

The state provided \$1.2 billion in new Foundation Aid. Programs funded through the Contract for Excellence continued and were expanded. The opportunity gap began to shrink. Year 2 of the CFE phase-in. Programs such as converting half-day pre-K to full-day, Saturday academies, programs for English Language Learners and many more were implemented

2009-10: \$0 increase

Flat funding translated into classroom cuts for school districts across the state.

2010-11: \$1.4 billion cut

The state, under Governor Paterson, made massive cuts. School dis-

tricts in every part of the state made cuts to program and staff.

2011-12: \$1.3 billion cut

The state, under Governor Cuomo, made enormous cuts, bringing the two-year cuts in state aid to \$2.7 billion. School districts continued to make program cuts.

2012-13: \$805 million increase

A modest state aid increase was provided. This increase included only \$400 million in GEA and \$112 million in Foundation Aid (with the rest being expense-based aids and competitive grants). This school aid increase did not keep up with rising costs.

2013-14: \$944 million increase

Another modest state aid increase was provided, of which \$517 was in GEA and \$172 million in Foundation Aid. School districts across the state were forced to make more programmatic cuts.

2014-15: \$1.1 billion increase

The increase was the largest since Governor Cuomo took office, but was much smaller than the increases in the 2007-08 and 2008-09 budgets. Many districts were forced to make yet more classroom cuts, others were able to prevent cuts and a few were able to restore some programs that had previously been cut. There was \$250 million in Foundation Aid and \$602 million in GEA.

2015-16: \$1.3 billion increase

This school aid increase was the largest increase since 2008. Foundation Aid was only \$428 million, whereas GEA was \$603 million. The remaining amount was for expense based aids. While this school aid increase relieved the pressure on many school districts across the state, 28% of them are still getting less aid than they did in 2008. Some schools still had to make cuts. This funding was significantly less than the amount that the Board of Regents proposed as necessary to improve schools.

Our schools have many successes and the potential for every dream to be realized

School superintendents and principals share the stories of their schools. Their stories illustrate what is accomplished every day, how the work of educators helps students be successful. Their stories also illustrate that there is a lot of need in those same schools, which have been on a “resource diet.” There is a lot of appetite to build on success, to expand it, and allow no dreams to be deferred.

CS 154 The Harriet Tubman Learning Center in Manhattan has a population that is 98% economically disadvantaged and 83% Black and Hispanic. But, Principal Elizabeth Jarrett sees how all her students can succeed.

“Through Columbia University Community Impact program, we have been able to start a tutoring program to serve students in 2nd-5th grade. The program has been a great success, but we are only able to serve the students in testing grades. We are able to support some 2nd graders in this program, but this program would be a lot more beneficial to the school if we were able to service the entire school (pre-K to 5) for the entire school year (instead of six weeks). We would be able to service more students, and for a longer period of time. With the Tutoring Program that started earlier this year through Columbia University, we have seen a lot of students who have shown improvement in their classes. For example, there is a 5th grader in the program who has made vast improvements in his reading levels and his homework completions. Every 6 weeks new students are put into the program, so this student was removed. When these students show success and then are replaced quickly, it may not be the best thing for these students in the long run. Currently, this student will be put back into the program when the next session starts, and we are trying our best to accommodate all the students who need this program.

Our school has a number of Muslim students. During Zumba Fridays, there

was a Muslim student in 4th grade who wasn’t allowed to dance due to religion. After some time, and her family coming to Zumba Friday to see what the students actually do, they started to allow their child to participate. Now this child participates every week in Zumba Fridays, and is an active dancer on stage. To see her dancing and being a part of our program, growing up and feeling comfortable in her skin and in our American culture, is a success that we as a school are all proud of.

Principal Jarrett implements a number of different programs that address students’ different needs.

Harriet Tubman North Stars Reading Program is a program that works with the accelerated readers in our building. North Star Students are reading at least 1 grade level above their own, and these students participate in different activities and programs to help to advance their reading skills.

Girls on The Run is a running program that teaches girls in grades 3-5 social emotional skills, team building, and leadership skills. This 12-week program ended with a 5k run.

Our School Wellness initiative has been a key part of our curriculum since 2007. We integrate wellness into our school curriculum to target all our learners by including movement, with programs like Move to Improve, Fun Brain and C8 Sciences in addition to nutrition and helping students, families and staff live a healthier lifestyle. Our school has also won Wellness

awards the last two years for our efforts.

Asphalt Green is a nonprofit organization that provides high-quality sports, swim and fitness instruction and programs to New York City children and adults. Asphalt Green comes to our school and provides sports programs to our students during the lunch periods and special events throughout the school year.”

Principal Elizabeth Jarrett says: the majority of our art programs were lost due to inadequate state funding. Our students have less exposure to the arts, and have lost a way to express themselves. They no longer have an outlet to learn about art and musical expression. It is important to provide exposure of various performing arts to our students. Students spend the majority of their time at school, and if they aren’t exposed to the Arts here, there is a chance that they may not be exposed at all. Also, having a creative outlet for children in the school will enhance their ability to perform academically.

Funding would also help out with educational field trips for our entire school. Lastly, if we had access to additional funding, we would be able to give our teachers and staff more opportunities for staff development and workshops.

In school #9 in Rochester, the principal of the school, Sharon Jackson, reports, *The START program supports our first year English Language Learners Response to Intervention interventions in the home language. As a result of this intervention, students demonstrated gains in their first language, Spanish to support their ability to acquire English successfully. In addition, students who did not make adequate progress in the first language, Spanish received support services aligned to IDEA requirements. The program, however, only serves students in grades 3-6.*

School #9 has 269 out of the 767 students with Limited English Proficiency.

Mr. Green started the Boys Academy when we had school-based budgeting to provide a safety net (interventions/enrichments) of support for boys in grades 3-6. Based on the young men’s request, the Boys Academy expanded to grade 8. Prior to this practice, Mr. Green had a boys club based on their high disciplinary referral rates. He met each morning with the boys to identify and set learning and behavioral goals. As a result of his meetings, the boys developed a sense of belonging and began to engage in learning.

If we had an opportunity to expand the Boys Academy to grade 12, we would increase the graduation rate of African-America and Latino males. In addition, we would have older students to serve as mentors to younger students, as well as, their siblings. In addition, we could have the opportunity to provide the same experience to our girls.

In sum, we will have the ability to serve all of our students and their communities in building future leaders.

The years of underfunding and cuts resulted in reduction in English as a Second Language services including the START program and Response to Intervention access for students in 3rd through 6th grade. School #9 also made cuts to school field trips. In 2015, the district moved the Boys Academy to a different school building which is outside of the students’ community.

Herkimer Jr/Sr High School which is located in Herkimer, a rural district in the Mohawk Valley, has done the most it could with limited resources, **Principal Mary Tomaso** notes.

In spite of our dwindling resources, we have managed to increase our graduation rate from 72.0% in 2013, to 84.1% in 2015, and we expect it to continue to climb. We have been able to sustain Varsity and Modified athletics, and the spring musical, which enrich the lives of our students.

We have launched a senior art program that gives students access to three different college-credit courses. It was a way to use our current limited resources to create opportunities for our students. We have sustained our drama programs and sports programs with the support of parents clubs who subsidize the expenses through donations.

But the school has suffered damaging cuts that limit students' options:

We have eliminated our business program and math and literacy specialists. We have reduced staffing in health, PE, technology, library-media, driver's education, and music. We have sustained bare-bones programming by hiring part-time employees through our BOCES, but as a result we are only meeting mandates, not creating opportunities. It's difficult for part-time teachers to enrich the school community when they are only here 3 hours a day. We also share a technology coordinator with another district, and have reduced the athletic director's position to part time as well, with these duties assumed by an assistant principal who is now stretched to the limit. As a result of administrative cuts, administrator focus on instruction gets lost in having so many responsibilities.

Dr. Carmine Peluso, principal of Dr. Louis A. Cerulli School #34 in Rochester, is a school with 95% of its students are economically disadvantaged, and 79% are Black or Hispanic. Yet, the school has started on a path of success. *"Currently at Dr. Louis A. Cerulli School #34 we have experienced a shift in school climate and culture. Today School #34 is more collaborative. Teachers are using each other as sources of knowledge. Teacher collaboration and professional learning is embedded in the schedule providing teachers' valuable time to effectively plan and prepare lessons. This time is crucial for teachers to successfully unpack standards and develop meaningful and engaging lessons that are created by examining student data.*

Aligned with our mission statement I would continue to look to increase the level of targeted intervention, more aligned arts integration program and more social and emotional support that our students need in order to be successful in school and have the necessary baseline instruction necessary for secondary education.

School #34 utilizes Young Audience of Rochester to provide students an experience in the arts. Students learn about dance, theatre and the visual arts from resident art instructors. Each artist works with a class. Sometimes it becomes difficult for students to receive the full experience when working in large groups of 24 students to 1 instructor. If the school can include more resident artist more students can benefit from an enriched experience.

School #34 continues to examine funding and determine how to best use monies as it continually decreases. Over the course of the last few years per pupil allocation has been cut leaving teachers with less money for instructional materials and supplies. With the addition of extended day School #34 is using more resources and provided with less money. This school year School #34 cut an intervention teacher, an extended learning coordinator, and a Center for Youth social emotional support personnel. School #34 has been identified as a receivership school and has lost money and resources instead of being provided the resources needed to continue the path to increased student achievement."

Community School #53 in Buffalo has experienced a decrease of student support services such as Western New York United and the Say Yes Program. The current school population consists of 90% economically disadvantaged including 23% of students with disabilities. As a result, the students have more of limited exposure to enrichment opportunities through field experiences and hand-on learning. This promotes an avenue to give back within their community.

Despite funding challenges during this current 2015-16 school year, students from the Jr. High level received Honorable Mention in their participation in the STEM program (Science, Technology, Engineering and Math) in Space Flight Experiment sponsored by Buffalo-Niagara Coalition's Western New York STEM program. They were also recognized on the primary and intermediate grade level for their participation in the Arts and Education Program.

Central Islip, a lower income community on **Long Island** and a gateway community for students from Central America, has lost a quarter of its staff during the years of recession. Central Islip is a school district with 73% of the student population being economically disadvantaged and 28% being English Language Learners. Class sizes had soared to 40 students during the years of underfunding, education denied that persists over lifetimes.

Yet, **Central Islip Superintendent Dr. Craig G. Carr** notes that over the last seven years, attendance rates went up and graduation rates increased because of the dedication and determination of the administration and the staff. Learning in all measures continues to increase despite the State's failure to fund on par with elite parents' communities, in large part due to our community's struggle to achieve the "American Dream." Our greatest recent achievement is that we have etched out career academies for all middle schools students. With fair funding they could do so much more.

Jamaal Bowman, principal of the Corner Stone Academy for Social Action in the Bronx in New York City noted the successes of the school because of the resources they are able to secure.

We are able to implement our blended learning model because of grants we received from the Bronx Borough president and the City Council. The grants have provided more flexibility with our overall budget to hire additional teachers, and acquire intervention resource materials for all students which has led to our school having the highest combined growth score average in New York City on the Common Core State Assessments in 2015. Our school also ranked in the top 17% of all middle schools in New York City in terms of growth in 2012. If we received the additional funding from the state it would provide the continued flexibility we need to drive student achievement.

Principal Bowman points to what works.

With the additional teachers we were able to hire and the additional technology supports, we were able to design a curriculum and schedule that meets the individual needs of students. Small group intervention and 1:1 instruction is embedded in our schedule throughout the school day.

More specifically, our humanities teachers teach one 90 minute whole class block per day while the rest of their schedule is designed to provide intervention support for students who may be "behind grade level" in reading and mathematics.

Eighty four percent (84%) of the school's students are economically disadvantaged and 98% are Black or Hispanic. The school should not have to rely on grant funding to provide successful programming, which they could stand to lose if the funding is discontinued.

Community School #55 in New York City, Principal Luis Torres, notes that attending to the whole child is a recipe for success. The school has 99% Black and Hispanic students and 95% are economically disadvantaged. *We are a Community School. Being a community school has been great because we are finally able to meet the needs of the whole child. Having extra resources and support has led to an increase in attendance and a change in the school climate. The children want to come to school more. We now have a Montefiore clinic, a farm on the fourth floor, Graham Windham ACS prevention program, and a grant to develop a new playground.*

The work we are doing through our Health and Wellness Center is being recognized internationally. We currently grow vegetables through our aeroponic technology which we use to teach our families how to cook healthy meals. This is a whole community effort and it will lead to jobs and a healthy lifestyle for our community.

Yet, there is more need in the school and its community. *We are now a STEM school but we want to be a STEAM school. The “A” is missing because we need a stronger arts program at our school. The monies would go to the development of a marching band, visual arts, and dance program. It would go towards hiring highly qualified teachers and support staff. The monies would be also used to purchase materials.*

Aside from the arts, we would continue to work on our counseling program. We have a number of students who need extra counseling support.

Finally, parents in our community have various needs that we could address with this funding. A family literacy program would go a long way in supporting our community.”

Math, Science, Technology High School in Buffalo Principal Todd Miklas, notes that the school’s students were able to get some hands on experience through internships. Seventy eight percent (78%) of the school’s population is economically disadvantaged. Eighty nine percent (89%) of the students are Black and Hispanic.

Youth Career Connect (YCC) allowed students to focus on medical career pathways while developing skill sets to prepare for these careers. In 11th grade they will be able to get an internship to give them hands on experience. We have established a credit recovery program to give students options to succeed and have built this into our schedule.

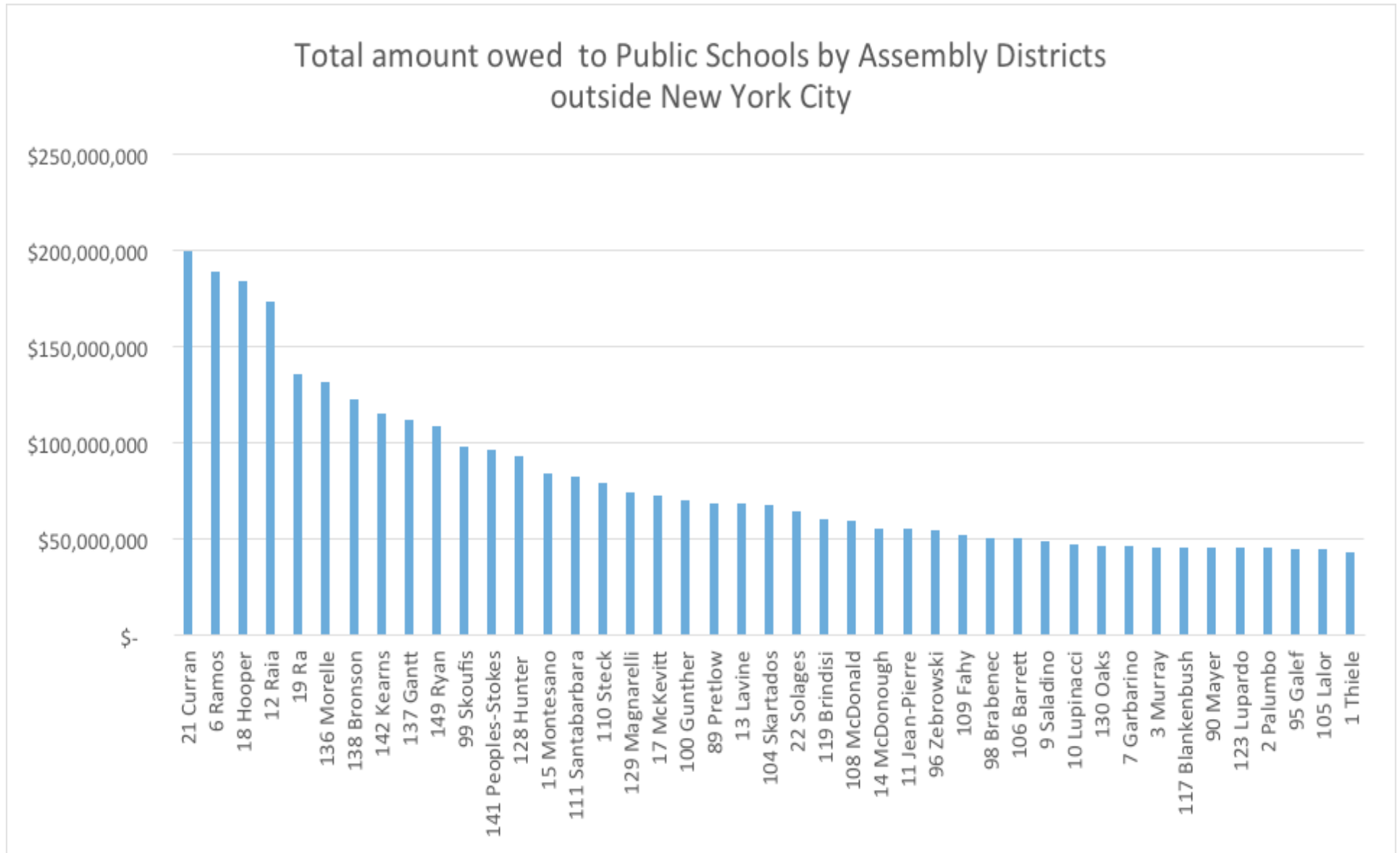
Yet, the school is in need of more resources as it does not have enough textbooks. The principal notes that they could use tablets for students, as technology provides new ways of instruction.

The principal of PS 257 John F. Hylan School in New York City, Brian De Vale notes that school has seen an increase in enrollment of about 30%. The school is 78% economically disadvantaged, 97% Black and Hispanic, and 32% are students with disabilities.

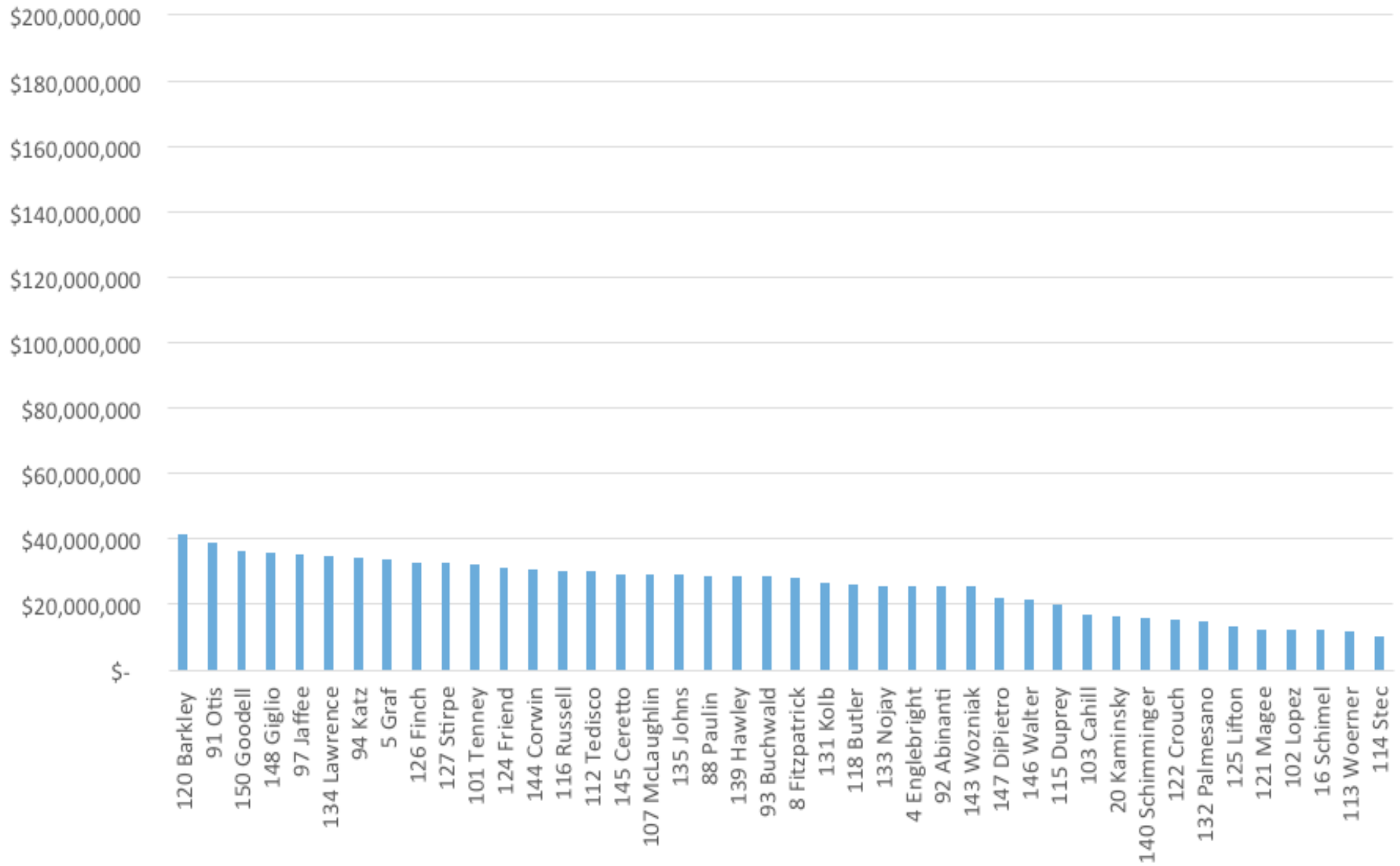
Principal De Vale notes that students from the Young Leaders (academic enrichment program students) program traveled to the Grand Canyon last year.

Our students won the New York City Sum Dog Math Competition last month. Principal De Vale notes, we would increase our extracurricular, enrichment and after school programs to provide our children with the rich opportunities in sports, academics and the arts, that they so truly deserve. It would free us up to reduce class size even more during the regular day so that children would get more individualized and personal attention.

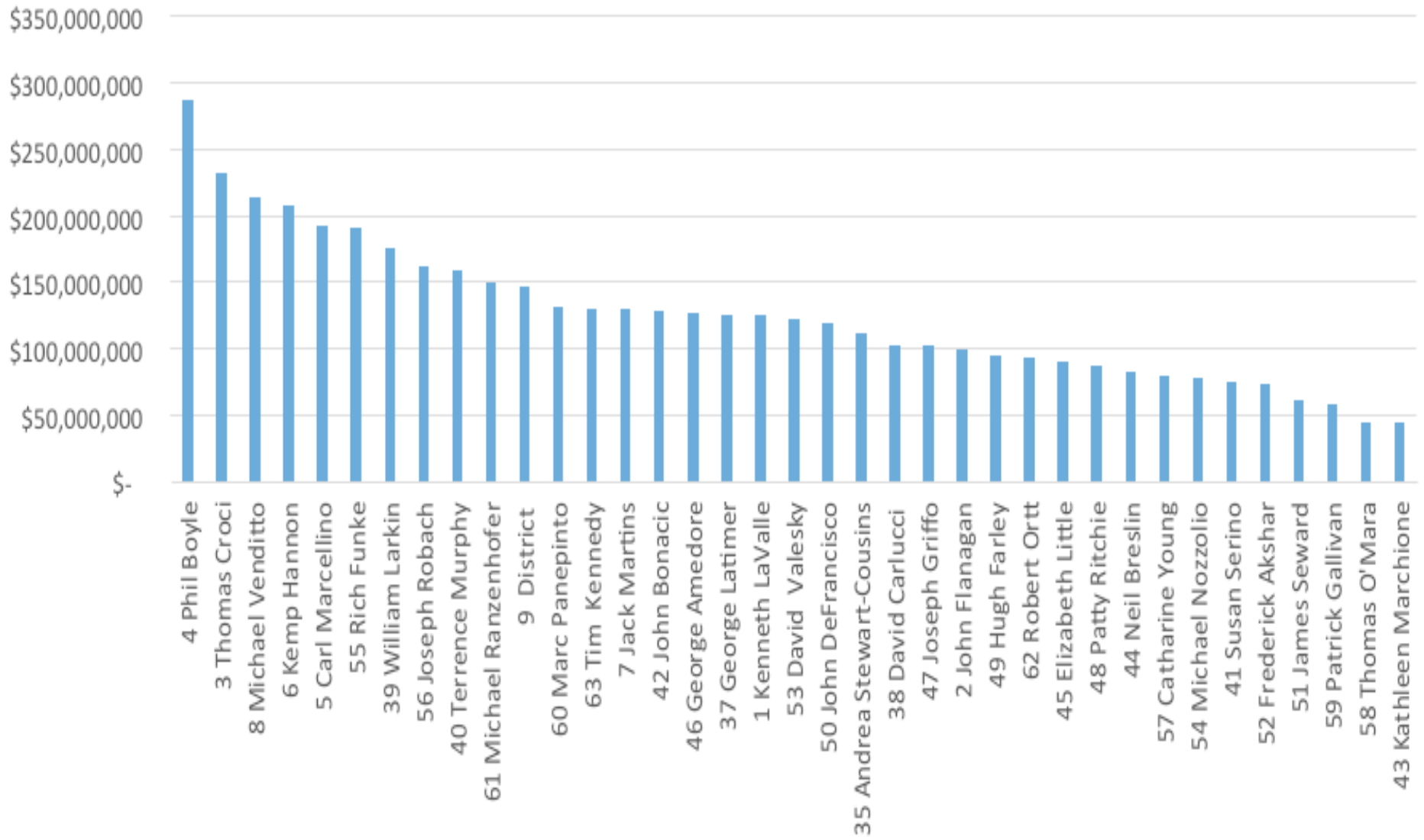
New York State owes \$2.75 billion to students Outside of New York City



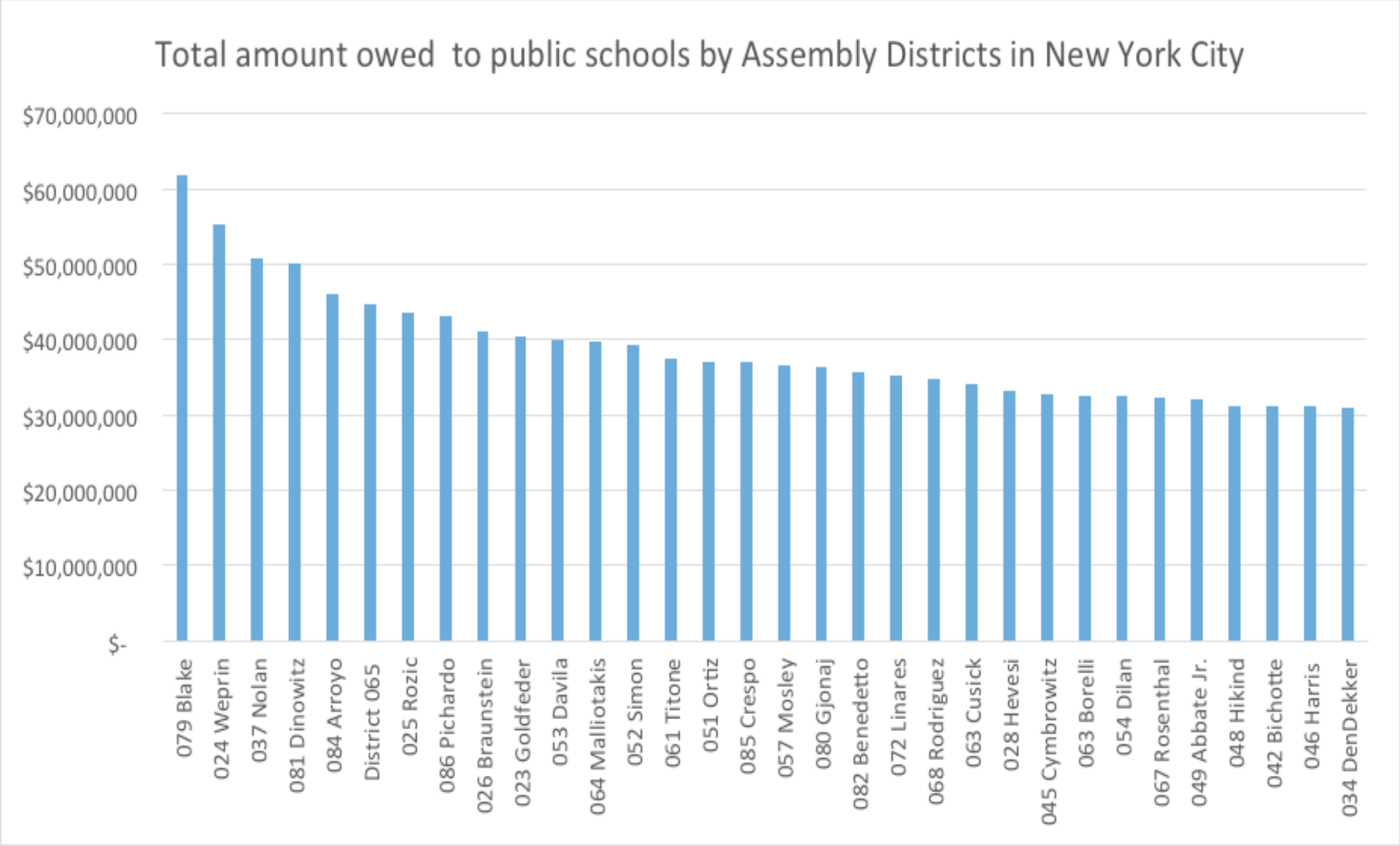
Total amount owed to Public Schools by Assembly Districts outside New York City



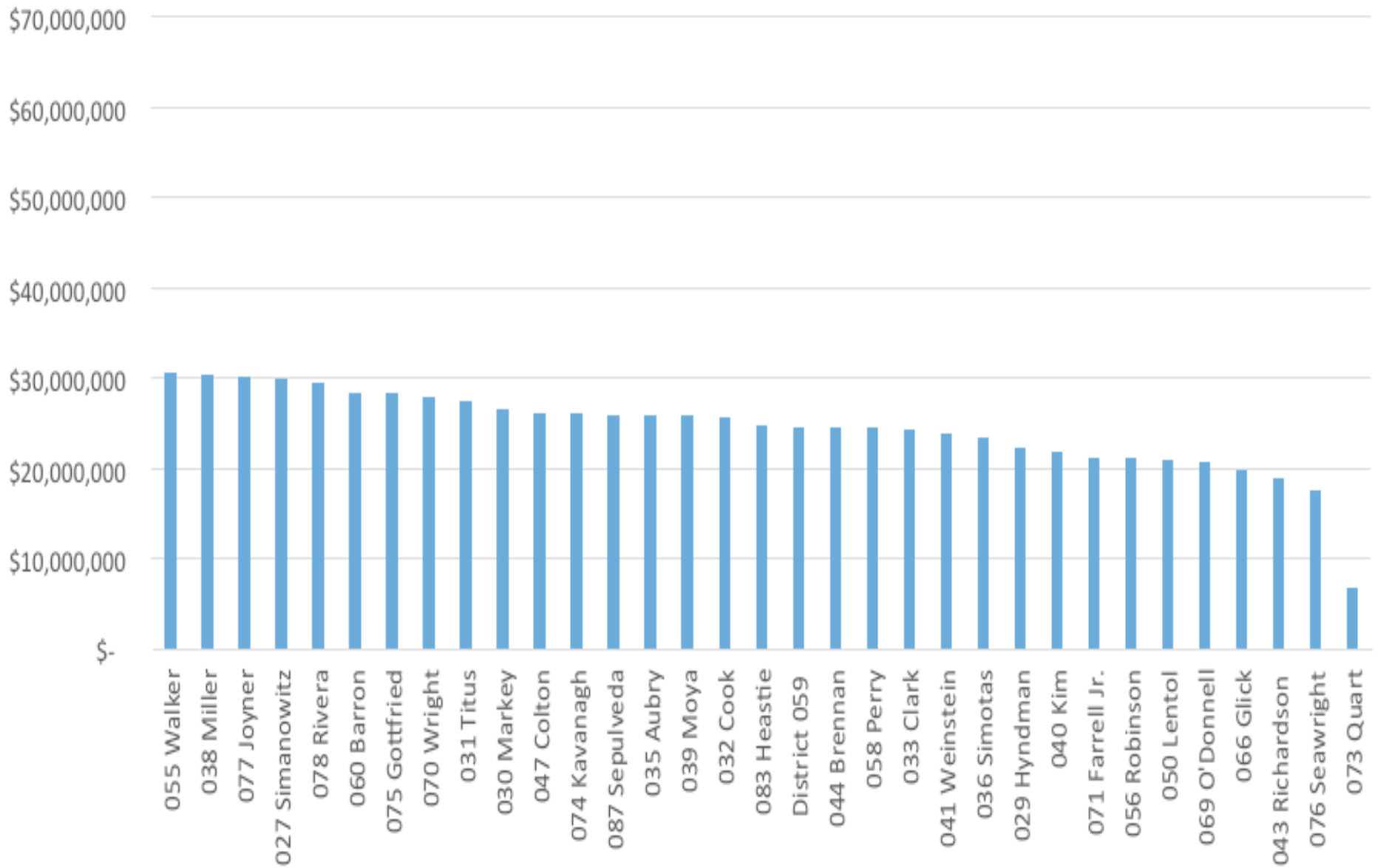
Total amount owed to public schools by Senate districts outside New York City



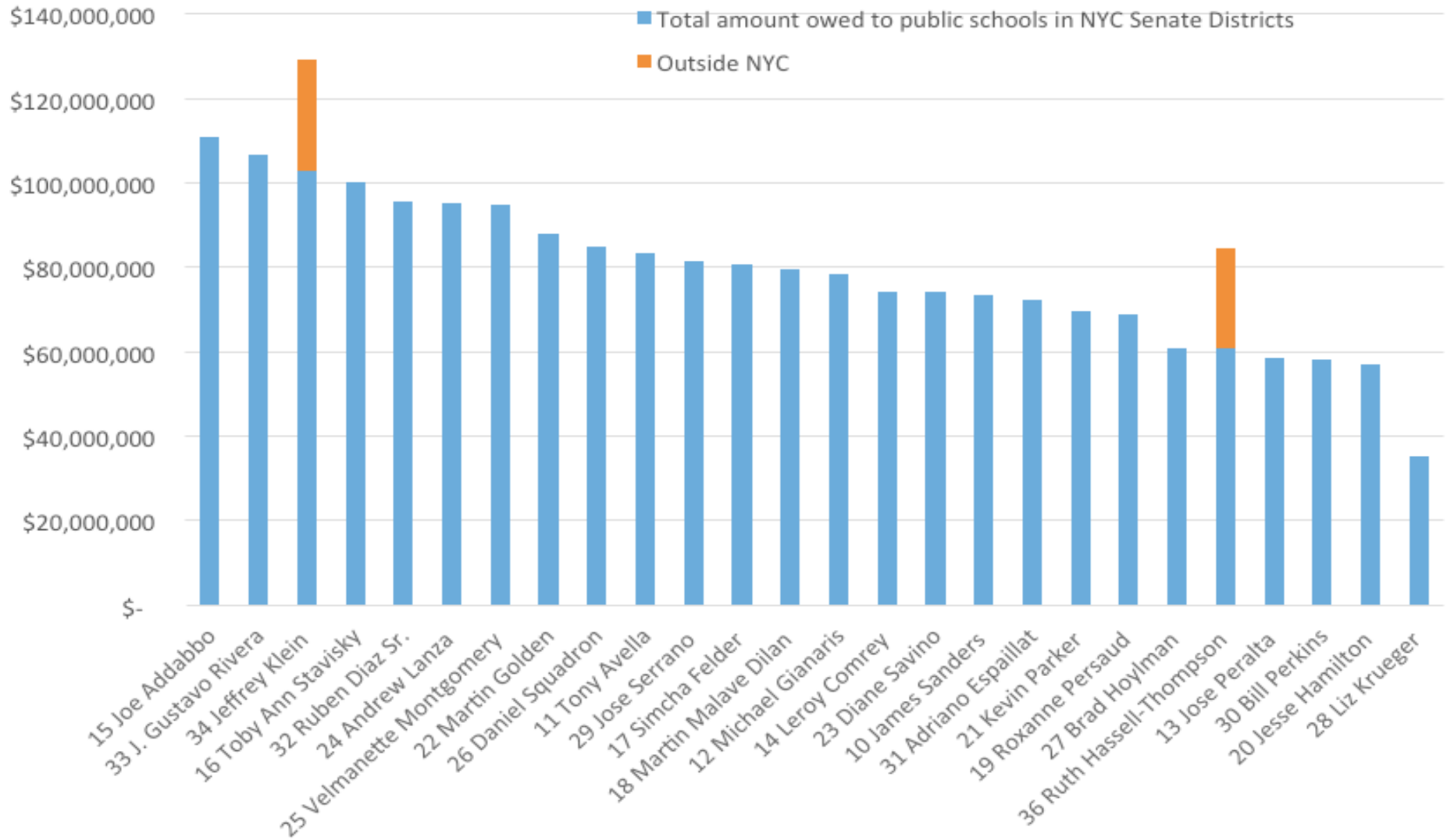
New York State owes \$2.05 billion to students in New York City



Total amount owed to public schools by Assembly Districts in New York City



Total Amount owed to Schools by Senate Districts in New York City



Districts 34 and 36 serve areas both inside and outside of New York City.

Assembly District	Assembly Member	Total Amount Owed to Public Schools
1	Thiele	\$ 42,700,547
2	Palumbo	\$ 45,078,340
3	Murray	\$ 45,802,882
4	Englebright	\$ 25,571,079
5	Graf	\$ 33,690,385
6	Ramos	\$ 189,355,056
7	Garbarino	\$ 46,359,127
8	Fitzpatrick	\$ 28,155,144
9	Saladino	\$ 48,582,088
10	Lupinacci	\$ 47,091,375
11	Jean-Pierre	\$ 55,414,035
12	Raia	\$ 173,959,613
13	Lavine	\$ 68,018,107
14	McDonough	\$ 55,520,910
15	Montesano	\$ 84,222,804
16	Schimel	\$ 11,958,109
17	McKevitt	\$ 72,436,391
18	Hooper	\$ 184,502,071
19	Ra	\$ 135,702,637
20	Kaminsky	\$ 16,186,429
21	Curran	\$ 199,723,968
22	Solages	\$ 64,544,326
23	Goldfeder	\$ 40,409,315
24	Wepprin	\$ 55,421,448
25	Rozic	\$ 43,642,232
26	Braunstein	\$ 41,076,185
27	Simanowitz	\$ 29,834,350
28	Hevesi	\$ 33,307,507
29	Hyndman	\$ 22,300,227
30	Markey	\$ 26,629,488
31	Titus	\$ 27,434,480
32	Cook	\$ 25,543,935
33	Clark	\$ 24,197,246
34	DenDekker	\$ 30,906,053

Assembly District	Assembly Member	Total Amount Owed to Public Schools
35	Aubry	\$ 25,830,970
36	Simotas	\$ 23,463,473
37	Nolan	\$ 50,869,897
38	Miller	\$ 30,378,205
39	Muya	\$ 25,826,654
40	Kim	\$ 21,756,372
41	Weinstein	\$ 23,750,508
42	Bichotte	\$ 31,137,876
43	Camara	\$ 18,959,401
44	Brennan	\$ 24,540,393
45	Cymbrowitz	\$ 32,665,851
46	Brook-Krasny	\$ 31,073,131
47	Colton	\$ 26,165,484
48	Hikind	\$ 31,204,779
49	Abbate Jr.	\$ 32,005,455
50	Lentol	\$ 20,856,420
51	Ortiz	\$ 37,055,540
52	Simon	\$ 39,345,344
53	Davila	\$ 39,994,949
54	Dilan	\$ 32,503,989
55	Walker	\$ 30,533,592
56	Robinson	\$ 21,091,659
57	Mosley	\$ 36,647,648
58	Perry	\$ 24,508,021
59	Vacant	\$ 24,624,561
60	Barron	\$ 28,373,278
61	Titone	\$ 37,459,115
62	Cusick	\$ 34,139,871
63	Borelli	\$ 32,629,162
64	Malliotakis	\$ 39,729,495
65	Vacant	\$ 44,624,193
66	Glick	\$ 19,742,812
67	Rosenthal	\$ 32,387,448
68	Rodriguez	\$ 34,884,435

Assembly District	Assembly Member	Total Amount Owed to Public Schools
69	O'Donnell	\$ 20,694,559
70	Wright	\$ 27,809,999
71	Farrell Jr.	\$ 21,188,776
72	Linares	\$ 35,147,730
73	Quart	\$ 6,845,671
74	Kavanagh	\$ 26,001,465
75	Gottfried	\$ 28,315,008
76	Seawright	\$ 17,506,962
77	Joyner	\$ 30,166,706
78	Rivera	\$ 29,538,682
79	Blake	\$ 61,921,814
80	Gjonaj	\$ 36,354,139
81	Dinowitz	\$ 50,071,379
82	Benedetto	\$ 35,762,804
83	Heastie	\$ 24,816,637
84	Arroyo	\$ 46,093,898
85	Crespo	\$ 36,999,428
86	Pichardo	\$ 43,066,005
87	Sepulveda	\$ 25,846,077
88	Paulin	\$ 28,606,628
89	Pretlow	\$ 68,768,562
90	Mayer	\$ 45,454,882
91	Otis	\$ 39,002,552
92	Abinanti	\$ 25,261,232
93	Buchwald	\$ 28,390,567
94	Katz	\$ 33,979,894
95	Galef	\$ 44,575,145
96	Zebrowski	\$ 54,422,408
97	Jaffee	\$ 35,051,489
98	Brabenec	\$ 50,483,722
99	Skoufis	\$ 98,338,247
100	Guncher	\$ 69,833,721
101	Tenney	\$ 32,034,040
102	Lopez	\$ 12,139,580

Assembly District	Assembly Member	Total Amount Owed to Public Schools
103	Cahill	\$ 17,001,152
104	Skartacos	\$ 67,448,480
105	Lalor	\$ 44,427,560
106	Barrett	\$ 50,211,185
107	McLaughlin	\$ 29,117,490
108	McDonale	\$ 59,366,608
109	Fahy	\$ 51,812,225
110	Steck	\$ 78,767,922
111	Santabarbara	\$ 82,118,642
112	Tedisco	\$ 29,960,539
113	Woerner	\$ 11,755,551
114	Stec	\$ 10,240,101
115	Duprey	\$ 19,609,575
116	Russell	\$ 29,584,421
117	Blankenbush	\$ 45,581,189
118	Butler	\$ 26,204,846
119	Brindisi	\$ 59,830,348
120	Barkley	\$ 41,289,324
121	Magee	\$ 12,358,233
122	Crouch	\$ 15,295,493
123	Lupardo	\$ 45,147,703
124	Friend	\$ 30,888,194
125	Lifton	\$ 13,028,877
126	Finch	\$ 32,762,031
127	Stirpe	\$ 32,475,185
128	Roberts	\$ 93,045,529
129	Magnarelli	\$ 74,404,405
130	Daks	\$ 46,436,793
131	Kolb	\$ 26,614,186
132	Palmesano	\$ 14,890,826
133	Nojay	\$ 25,618,270
134	Lawrence	\$ 34,545,730
135	Johns	\$ 28,821,658
136	Morelle	\$ 131,499,525

Assembly District	Assembly Member	Total Amount Owed to Public Schools
137	Gantt	\$ 112,190,137
138	Bronson	\$ 122,562,491
139	Hawley	\$ 28,512,738
140	Schimminger	\$ 15,822,487
141	Peoples-Stokes	\$ 96,220,007
142	Kearns	\$ 115,453,840
143	Wozniak	\$ 25,224,094
144	Corwin	\$ 30,415,010
145	Ceretto	\$ 29,182,675
146	Walter	\$ 21,513,553
147	DiPietro	\$ 22,117,967
148	Giglio	\$ 35,840,703
149	Ryan	\$ 108,681,485
150	Goodell	\$ 36,096,670

Senate District	Senator	Total Amount Owed to Public Schools
1	LaValle	\$ 125,135,758
2	Flanagan	\$ 99,071,521
3	Croci	\$ 232,437,232
4	Boyle	\$ 288,025,267
5	Marcellino	\$ 191,697,825
6	Hannon	\$ 208,141,662
7	Martins	\$ 129,175,194
8	Venditto	\$ 213,315,117
9	Vacant	\$ 145,868,631
10	Sanders	\$ 73,388,098
11	Avella	\$ 83,235,764
12	Gianaris	\$ 78,332,433
13	Peralta	\$ 58,682,422
14	Comrey	\$ 74,367,901

Senate District	Senator	Total Amount Owed to Public Schools	
15	Addabbo	\$	110,773,836
16	Stavisky	\$	100,043,484
17	Felder	\$	80,866,109
18	Dilan	\$	79,737,393
19	Persaud	\$	68,955,245
20	Hamilton	\$	56,899,785
21	Parker	\$	69,619,957
22	Golden	\$	87,813,213
23	Savino	\$	74,206,039
24	Lanza	\$	95,161,734
25	Montgomery	\$	94,833,695
26	Squadron	\$	84,970,921
27	Hoylman	\$	60,775,834
28	Krueger	\$	35,067,878
29	Serrano	\$	81,614,989
30	Perkins	\$	58,170,939
31	Espaillet	\$	72,255,066
32	Diaz	\$	95,481,142
33	Rivera	\$	106,722,977
34	Klein	\$	129,385,696
35	Stewart-Cousins	\$	111,627,544
36	Hassell-Thompson	\$	84,710,087
37	Latimer	\$	125,773,841
38	Carlucci	\$	102,654,872
39	Larkin	\$	175,586,134
40	Murphy	\$	159,487,730
41	Serino	\$	75,262,736
42	Bonacic	\$	128,149,745
43	Marchione	\$	43,490,630

Senate District	Senator	Total Amount Owed to Public Schools	
44	Breslin	\$	82,985,976
45	Little	\$	90,328,786
46	Amedore	\$	126,346,028
47	Griffo	\$	102,128,102
48	Ritchie	\$	87,123,012
49	Farley	\$	94,716,586
50	DeFrancisco	\$	118,449,151
51	Seward	\$	60,179,527
52	Akshar	\$	73,239,220
53	Valesky	\$	122,035,610
54	Nozzolio	\$	77,319,852
55	Funke	\$	190,300,088
56	Robach	\$	161,837,276
57	Young	\$	78,625,162
58	O'Mara	\$	44,480,662
59	Gallivan	\$	58,328,955
60	Panepinto	\$	131,734,885
61	Ranzenhofer	\$	150,328,874
62	Ortt	\$	93,609,209
63	Kennedy	\$	129,927,269

What happens to a dream deferred?

Governor Cuomo will release his executive budget in a few days. He has a decision to make: will he prioritize improving all schools and ensuring that students' dreams are no longer deferred? Or will he continue his policies of underfunding schools and leaving many students with less than they deserve?

The report illustrates that schools are owed \$4.8 billion. The vast majority (72%) of this funding is owed to high-need school districts across the state.

Assembly and Senate districts across the state are owed between \$6 million and \$288 million.

Now is the time for the governor to invest at least \$2.9 billion in new education aid, using the Foundation Aid formula in order to fulfill the CFE promise and provide the opportunity to schools to improve by building on their successes.

What happens to a dream deferred?

Does it dry up like a raisin in the sun?

-Langston Hughes

It depends on what the Governor and the Legislature do.



The Alliance for Quality Education was founded in 2000 as a coalition mobilizing communities across the state to keep New York true to its promise of ensuring a high quality public education to all students regardless of zip code, income or race. Combining its legislative and policy expertise with grassroots organizing, AQE advances proven-to-work strategies that lead to student success and echo a powerful public demand for a high quality education.



PPEF was founded in 1986 to address critical social, economic, racial and environmental issues facing low and moderate income New York State residents. Our areas of work have included health care, education, after-school programs, voter participation, economic development and consumer issues. PPEF uses many tools in its work, including grassroots organizing, research and policy development, public education on a wide range of policy issues, and community outreach.

Footnotes

ⁱ <http://www.poetryfoundation.org/poem/175884> Langston Hughes, “Harlem” from *Collected Poems*. Copyright © 1994 by The Estate of Langston Hughes.

ⁱⁱ <http://data.nysed.gov/downloads.php>

ⁱⁱⁱ *Campaign for Fiscal Equity Inc. v. State*, 86 N.Y.2d 306 (1995), found Cornell law School Legal Information Institute.

^{iv} http://www.schoolfunding.info/states/ny/lit_ny.php3

^v <http://www.buffaloschools.org/news.cfm?story=5240&school=18>