



FURMAN CENTER
FOR REAL ESTATE & URBAN POLICY
NEW YORK UNIVERSITY
SCHOOL OF LAW • WAGNER SCHOOL OF PUBLIC SERVICE



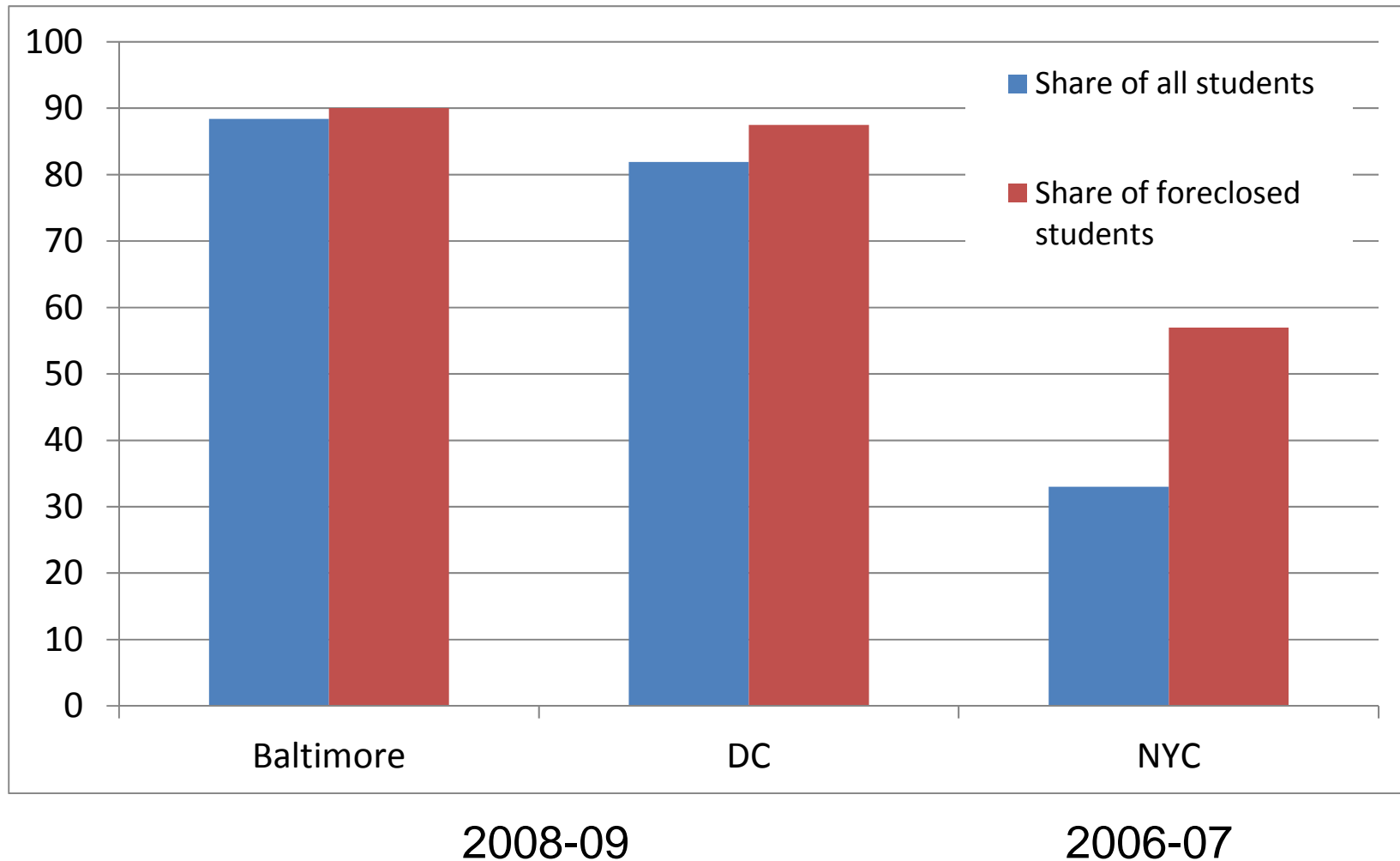
INSTITUTE FOR
Education and Social Policy

Children and the Foreclosure Crisis: School Mobility

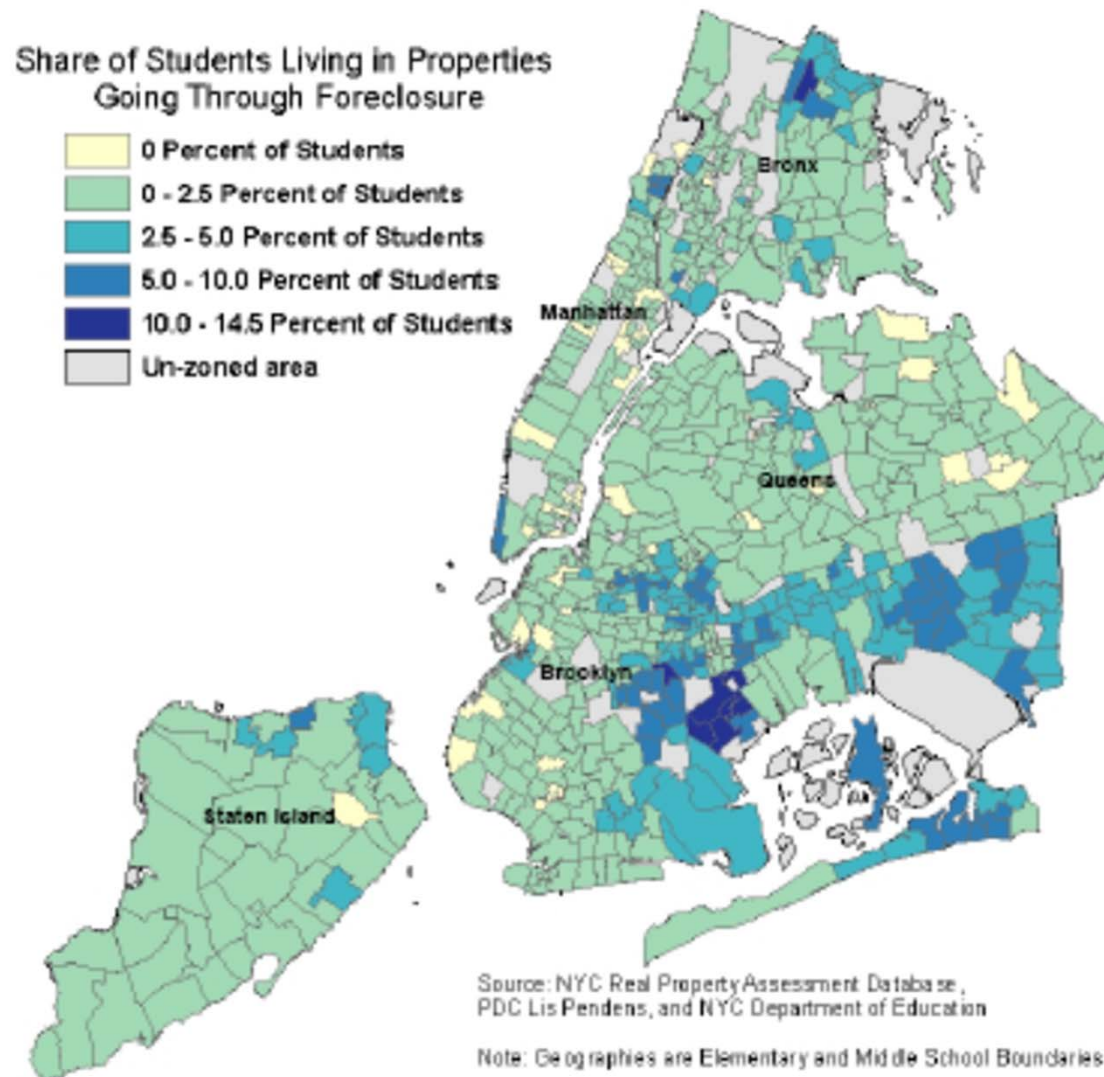
Ingrid Gould Ellen



African-American Students Disproportionately Affected by Foreclosures in NYC



Concentration of NYC Students Affected by Foreclosure, 2006–07



School Switching: Descriptive Statistics

| | Baltimore 07/08 - 08-09 | Washington, D.C. 07/08 - 08-09 | New York City 06/07 to 7/08 |
|------------------------------|----------------------------|-----------------------------------|--------------------------------|
| <i>All Grades</i> | | | |
| All Students | 25% | 35% | NA |
| Students in Foreclosed Homes | 27% | 45% | NA |
| <i>Grades 1-7</i> | | | |
| All students | 21% | 38% | 19% |
| Students in Foreclosed Homes | 24% | 48% | 22% |



Difference in Mean Test Scores of Origin and Destination Schools

- Difference in Mean Test Scores of Origin and Destination Schools
 - In NYC, students who moved to new schools after a foreclosure tended to move to lower-performing schools.
 - In DC, foreclosed students moved to schools that were similar to their origin school.
 - In Baltimore, foreclosed students went to slightly higher performing schools than where they started.



Difference in Mean Test Scores Controlling for Student Characteristics

- Multivariate findings
 - Baltimore and New York: the change in school quality was no more dramatic than that for other non-foreclosed students.
 - DC: Some evidence that the decline in school quality experienced by children in DC moving post foreclosure was more dramatic than that experienced by other moves.

