

GREENWICH PUBLIC SCHOOLS

Greenwich, Connecticut

Date of Meeting: October 18, 2012

Title of Item:

Racial Imbalance Update

REQUEST FOR BOARD ACTION OR PRESENTATION OF INFORMATION ITEMS

 Action Required

 X **Informational Only**

Submitted By: Dr. William McKersie

Position: Superintendent

I will be present at Board Meeting to explain if called upon:

 X **YES**

 NO

Synopsis:

Recommended Action (if applicable):

October 16, 2012

To: Board of Education, Greenwich Public Schools

From: William S. McKersie, Ph.D., Superintendent

RE: Update on “Raising Student Achievement and Improving Racial Balance”

Background

This memorandum provides an update on efforts to address racial balance in the Greenwich Public Schools. It includes three major parts:

- Summary of key conclusions from two recent meetings with Commissioner Stefan Pryor
- Tentative Timeline
- List of critical questions

An essential guiding principle should be underscored at the outset of this memorandum. Simply put, the Greenwich Public Schools (GPS) will seek to raise student achievement and improve racial balance. The State Statute regarding racial imbalance does not address student achievement. Nonetheless, the Greenwich Board of Education and Administration came to consensus in early September 2012 that any and all work by the GPS on racial imbalance should first and foremost seek to raise student achievement.

Commissioner Pryor Meetings and Key Conclusions

On October 5, Dr. McKersie and Dr. Ellen Flanagan met in Hartford, CT with Commissioner Stefan Pryor and two of his senior staff. The purpose of the meeting was to discuss next steps for the Greenwich Public Schools (GPS) in regards to addressing racial imbalance. The October 5 meeting followed on an August 6 session with the Commissioner.

The GPS was notified in June 2012 that two schools—Hamilton Avenue Elementary and New Lebanon Elementary—are not in compliance with the state’s requirement that the racial mix of a school must be within 25 percentage points of the district’s overall racial mix. Several other schools in the district were noted as being 10 percentage points within being out of compliance. In his June 2012 notification, Commissioner Pryor had requested that the GPS submit a plan in September 2012 for rectifying the imbalance. The GPS superintendent also was requested to present the plan to the State Board of Education at its October 3 meeting.

The GPS was one of several districts that received notification in June 2012 of ongoing racial imbalance. Through coordinated responses to the Commissioner by Fairfield, GPS and West Hartford, the timeline for submission of plans and presentation to the State Board of Education (SBOE) was revised in late August. Instead of immediately submitting a plan to the SBOE, each district was asked to meet individually with the Commissioner and senior staff in late September or early October. The intent of each meeting was to discuss the SBOE’s concerns and develop a new schedule for submission of plans and presentation to the State Board.

Each district has been given a similar revised timeline by the Commissioner:

- February or March 2013 – Submission of New Action Plan to Commissioner and SBOE
- March or April 2013 – Presentation of New Action Plan to SBOE
- Fall 2013 – Initial Implementation of New Action Plan

The Commissioner noted with each district that he has larger priorities—he hopes that our work with the SBOE will go beyond racial balance issues. He also noted that he wants the work on racial balance to be tied to efforts to improve academic success. Lastly, the Commissioner stressed that each district will develop its own plan and approach; the state will not mandate any solutions, such as forced redistricting or busing.

In regard to the GPS, the Commissioner and his senior staff arrived at the following conclusions:

1. They are pleased that the administration's two meetings with the Commissioner have focused on the GPS's larger priorities and plans, not solely on racial balance.
2. They are hopeful that the GPS's several year work with the International Baccalaureate (IB) program can be strengthened.
3. They are interested in improving and expanding preschool education and see it as a possible racial balance solution. This approach has been considered positive in Fairfield.
4. They are intrigued with the early (preliminary) ideas about establishing one or more STEM focused elementary schools. STEM is a high priority for state leaders as a vehicle to improve education at all levels, bolster the state's science and technological capacities, and link education reform with economic development. Elementary schools with a STEM focus are uncommon and a large need.
5. They recognize that a Fall 2013 implementation plan is challenging for GPS's new administration. Thus, they are open to a phased implementation plan that would have preliminary steps starting in Fall 2013 that would lead to full implementation as of Fall 2014.
6. They have committed to working with the GPS administration as necessary over the next several months as plans are developed.
7. In terms of solutions, the GPS and other similar districts (i.e., Fairfield and West Hartford) have three broad options:
 - a. Within District Magnets (with transportation provided based on distance parameters)
 - b. Cross District Magnets (with transportation provided based on distance parameters)
 - c. Redistricting (with transportation provided based on distance parameters)
8. The Commissioner has reiterated on two occasions that charter schools are not an option for the GPS. They will not address the racial balance problem, and they would not be authorized in Greenwich. The state has a limited number of charters to authorize each year and they will be awarded to jurisdictions with high percentages of low income students.

Current Status

The Administration has collected the majority of background data that was requested by the Board of Education (data attached). The next steps are to refine the universe of options to the most applicable for the Board's objectives. Once refined, the Administration would develop a detailed timeline for the first four months of work (October – February). Monthly updates would be provided to the Superintendent and BOE, with a preliminary report prepared in late January for submission to the Commissioner and State Board of Education. The report would include a work plan for the following four months, as well as the intentions for a phased implementation of a new program in Fall 2013 and Fall 2014. We would be clear about the initial elements to be implemented in Fall 2013 and the larger set of elements that would be implemented in Fall 2014.

Critical Questions

We are facing a challenging timeline to achieve the SBOE's desire that some aspect of a new program be implemented in Fall 2013. A number of critical questions already are known, each of which will have to be addressed in the planning and development process:

1. What are the selected approaches for the Board of Education to address academic achievement, racial balance and related issues? The full universe of options to consider includes:
 - a. Modify existing magnets
 - b. Establish new magnets
 - c. Controlled choice in a region or district-wide
 - d. School closing
 - e. Redistricting (attendance zone modification)
 - f. Charter schools
 - g. Contract schools
 - h. Compact schools
 - i. Others
2. What is the most effective process for developing a comprehensive facility usage and enrollment management plan?
3. What will be the budget implications in the coming academic year (2013-14) and how will we accurately include them in the budget by December 2012 (well before planning is completed)?
4. What will be the elements of a school choice program to ensure it is efficient, effective and allows for both neighborhood and district-wide enrollment preferences?
5. To what extent will any new solution serve to attract students to and from the areas that are now racially isolated?
6. To what extent will pending Federal legal cases about race-based enrollment and school choice programs affect the state statute?

Demographic Data Related to Raising Student Achievement and Improving Racial Balance

Compiled as Part of a Work Plan to Respond to the Racial
Imbalance Citation by the State Department of Education

October 18, 2012

I. Basic School Data – All GPS Schools with Highlight of Hamilton Avenue and New Lebanon

- | | |
|--|---------|
| A. Enrollment Trends Since 2000 | Curtin |
| 1. Overall Numbers | |
| 2. Minority Percentage | |
| 3. Class Size | |
| B. Minority Percentage By Grade for Past Five Years (PK-5) | Curtin |
| C. Facility Utilization | Branyan |
| 1. Total | |
| 2. Number of Classrooms | |
| 3. By Grade | |
| D. Tuition Students | Curtin |
| 1. GPS Employees | |
| 2. Town Employees | |

II. Specialized School Data – Hamilton Avenue and New Lebanon

- | | |
|--|--------------|
| A. Enrollment Trends | Lulow/Curtin |
| B. Demographics of Students in Attendance Zone | Lulow/Curtin |
| C. Demographics of Students Opting In and Opting Out of Magnets at Hamilton Avenue and New Lebanon | Lulow/Curtin |
| D. Calculation of Caucasian Students need to Meet State Guidelines | Lulow/Curtin |
| E. Space Utilization – Available Space for New Students | Lulow/Curtin |

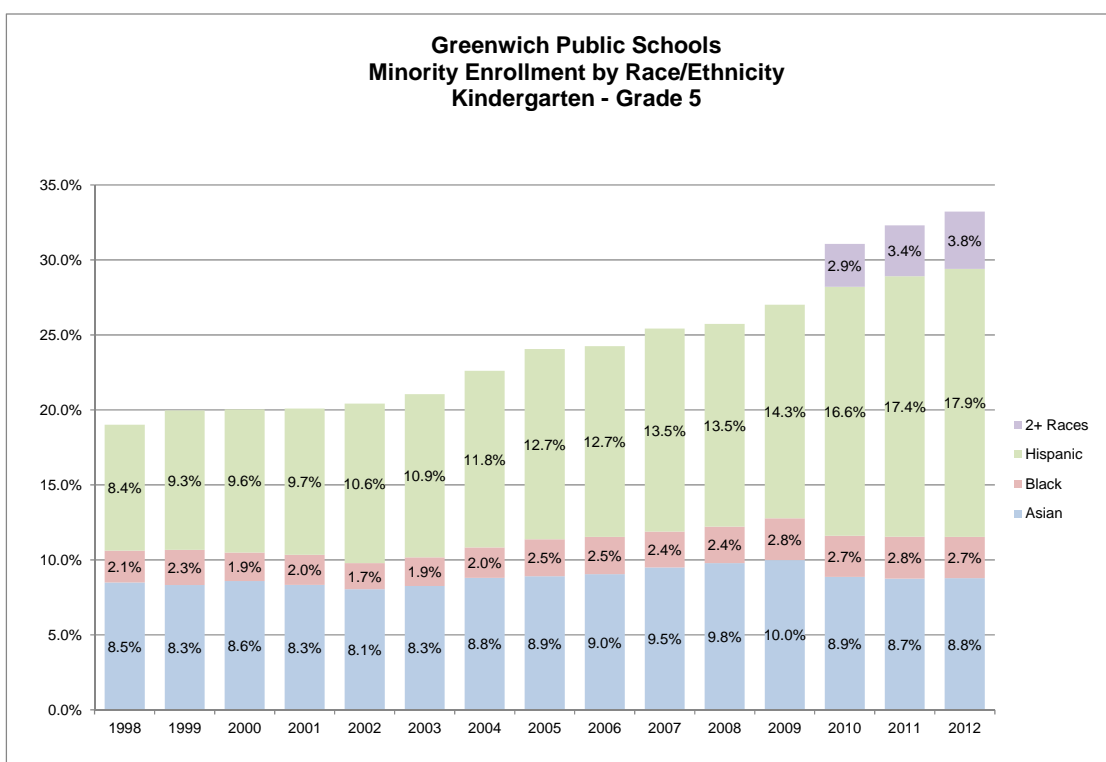
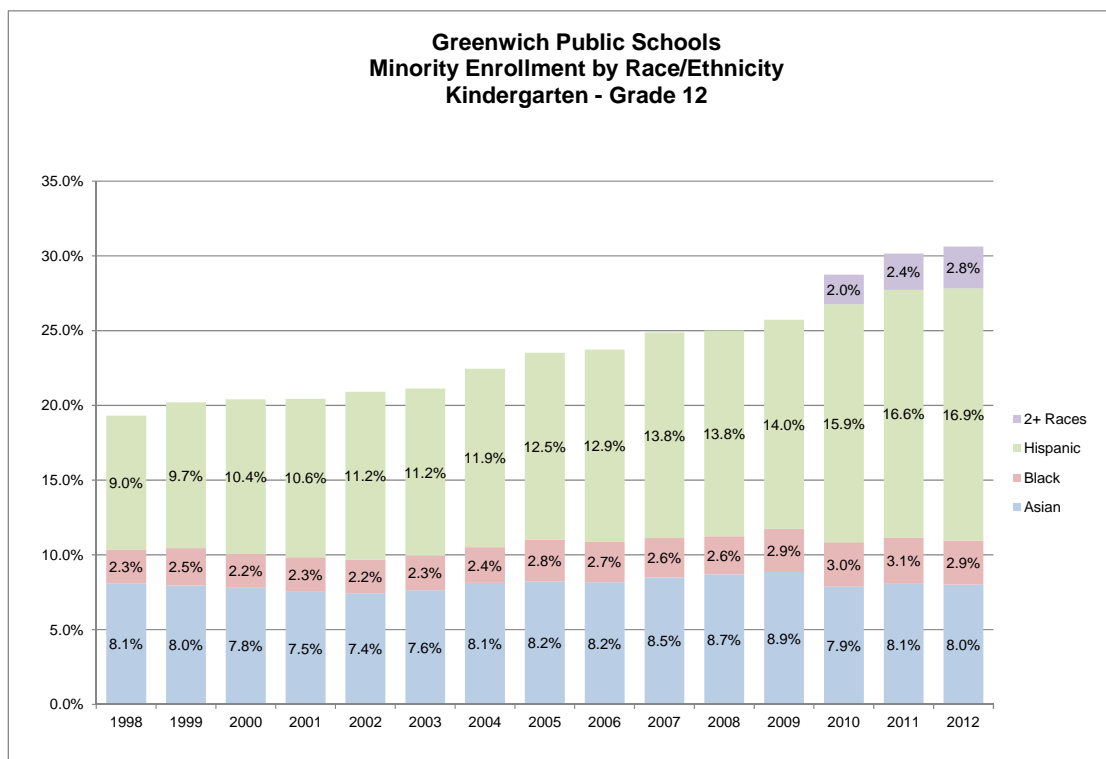
III. Magnet Lottery Information – Hamilton Avenue, ISD, Julian Curtiss, New Lebanon

- | | |
|----------------------------------|--------|
| A. Magnet Lottery for Five Years | Curtin |
| 1. Number of Applicants | |
| 2. Number Accepted | |
| 3. Number Enrolled | |
| 4. Retention | |

Greenwich Public Schools Minority Enrollment 1998 - 2012

I. A.

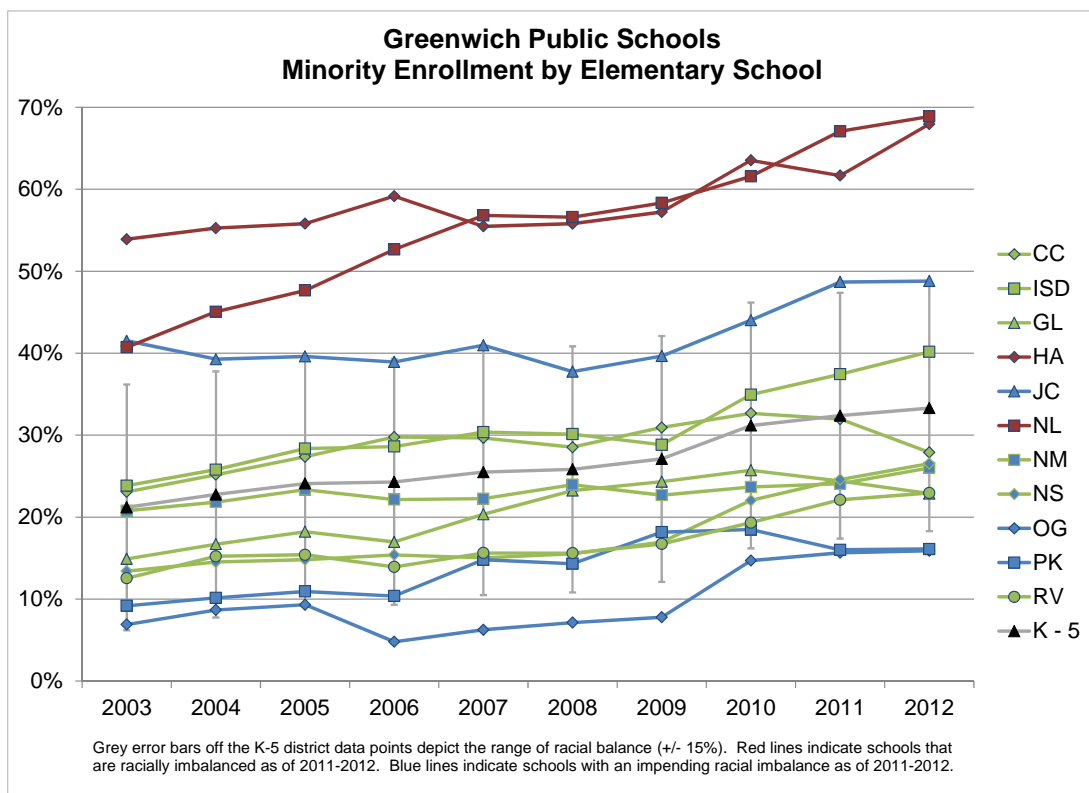
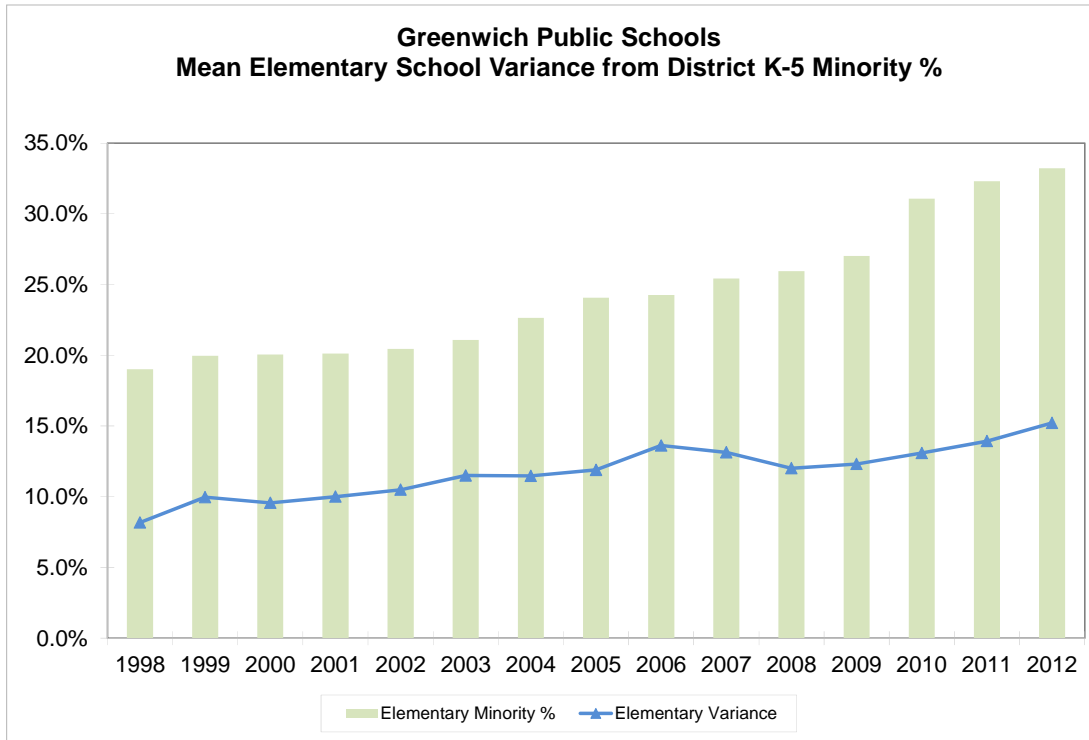
Over the last fifteen years, minority enrollment in the Greenwich Public Schools increased from 19.3% to 30.6%. Hispanic students account for most of the increase. In 2010, a minority category of two or more races was added by the Connecticut State Department of Education. Given that minority enrollment in the elementary grades is higher than minority enrollment in the upper grades, the district minority enrollment will continue to trend higher in the near term.



Greenwich Public Schools Variance in Minority Enrollment

I. A.

The Connecticut State Department of Education determines racial imbalance by examining the variance between a school's minority enrollment and the district minority enrollment. The chart below depicts the relationship between mean minority enrollment and mean variance in minority enrollment. As the variance increases, it is more likely that schools will be identified as racially imbalanced or having a pending racial imbalance (see second chart).



Greenwich Public Schools
K-5 Minority Enrollment and Class Size by School


I. A.

		2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
CC	Enrollment	416	417	402	393	391	403	404	404	388	405
	Minority Enrollment	23.1%	25.2%	27.4%	29.8%	29.7%	28.5%	30.9%	32.7%	32.0%	27.9%
	Mean Class Size	19.8	20.9	21.2	21.8	20.6	21.2	21.3	20.2	19.4	20.3
DU	Enrollment	323	345	349	360	372	375	371	372	366	356
	Minority Enrollment	23.8%	25.8%	28.4%	28.6%	30.4%	30.1%	28.8%	34.9%	37.4%	40.2%
	Mean Class Size	19.0	19.2	19.4	20.0	20.7	20.8	20.6	20.7	20.3	19.8
GL	Enrollment	436	437	384	371	344	284	296	346	385	402
	Minority Enrollment	14.9%	16.7%	18.2%	17.0%	20.3%	23.2%	24.3%	25.7%	24.4%	22.9%
	Mean Class Size	19.8	19.9	19.2	19.5	19.1	18.9	19.7	19.2	19.3	19.1
HA	Enrollment	269	266	258	284	319	328	353	362	360	337
	Minority Enrollment	53.9%	55.3%	55.8%	59.2%	55.5%	55.8%	57.2%	63.5%	61.7%	68.0%
	Mean Class Size	19.2	19.0	18.4	18.9	18.8	17.3	17.7	18.1	17.1	17.7
JC	Enrollment	330	354	356	357	327	339	343	352	343	336
	Minority Enrollment	41.5%	39.3%	39.6%	38.9%	41.0%	37.8%	39.7%	44.0%	48.7%	48.8%
	Mean Class Size	19.4	20.8	19.8	19.8	19.2	18.8	19.1	18.5	18.1	17.7
NL	Enrollment	248	233	235	226	213	212	204	229	246	241
	Minority Enrollment	40.7%	45.1%	47.7%	52.7%	56.8%	56.6%	58.3%	61.6%	67.1%	68.9%
	Mean Class Size	17.7	17.9	18.1	17.4	17.8	17.7	18.5	19.1	18.9	17.2
NM	Enrollment	452	435	428	438	454	459	454	452	461	442
	Minority Enrollment	20.8%	21.8%	23.4%	22.1%	22.2%	24.0%	22.7%	23.7%	24.1%	26.0%
	Mean Class Size	20.5	19.8	20.4	20.9	20.6	20.0	19.7	18.8	19.2	19.2
NS	Enrollment	492	475	466	461	485	470	460	422	423	392
	Minority Enrollment	13.4%	14.5%	14.8%	15.4%	15.1%	15.5%	17.0%	22.0%	24.6%	26.5%
	Mean Class Size	19.7	20.7	20.3	20.0	21.1	20.4	20.9	20.1	21.2	19.6
OG	Enrollment	420	415	397	396	415	406	411	381	396	371
	Minority Enrollment	6.9%	8.7%	9.3%	4.8%	6.3%	7.1%	7.8%	14.7%	15.7%	15.9%
	Mean Class Size	20.0	20.8	19.9	20.8	20.8	20.3	20.6	19.1	19.8	19.5
PK	Enrollment	435	423	384	337	331	328	319	292	256	242
	Minority Enrollment	9.2%	10.2%	10.9%	10.4%	14.8%	14.3%	18.2%	18.5%	16.0%	16.1%
	Mean Class Size	19.8	21.2	19.2	18.7	20.7	19.3	18.8	19.5	19.7	18.6
RV	Enrollment	462	473	480	488	499	519	502	512	520	488
	Minority Enrollment	12.6%	15.2%	15.4%	13.9%	15.6%	15.6%	16.7%	19.3%	22.1%	23.0%
	Mean Class Size	20.1	19.7	20.0	21.2	20.8	20.8	20.9	20.5	20.8	19.5
K - 5	Enrollment	4283	4273	4139	4111	4150	4123	4117	4124	4144	4012
	Minority Enrollment	21.2%	22.8%	24.1%	24.3%	25.5%	25.8%	27.1%	31.2%	32.4%	33.3%
	Mean Class Size	19.6	20.1	19.7	20.1	20.1	19.7	19.9	19.5	19.5	19.0

**Greenwich Public Schools
K-12 Minority Enrollment by School
1996 - 2012**

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
CC	22.5%	20.3%	20.6%	18.5%	19.6%	19.7%	22.8%	23.1%	25.2%	27.4%	29.8%	29.7%	28.5%	30.9%	32.7%	32.0%	27.9%
DU					20.4%	20.8%	21.9%	23.8%	25.8%	28.4%	28.6%	30.4%	30.1%	28.8%	34.9%	37.4%	40.2%
GL	13.2%	16.4%	15.8%	14.1%	14.9%	13.5%	14.6%	14.9%	16.7%	18.2%	17.0%	20.3%	23.2%	24.3%	25.7%	24.4%	22.9%
HA	43.8%	46.3%	45.7%	52.6%	50.6%	54.2%	50.4%	53.9%	55.3%	55.8%	59.2%	55.5%	55.8%	57.2%	63.5%	61.7%	68.0%
JC	35.6%	30.4%	32.4%	37.5%	39.9%	38.1%	42.2%	41.5%	39.3%	39.6%	38.9%	41.0%	37.8%	39.7%	44.0%	48.7%	48.8%
NL	22.4%	22.1%	26.8%	31.9%	33.1%	34.2%	35.7%	40.7%	45.1%	47.7%	52.7%	56.8%	56.6%	58.3%	61.6%	67.1%	68.9%
NM	21.7%	19.4%	18.5%	18.8%	18.1%	19.3%	19.9%	20.8%	21.8%	23.4%	22.1%	22.2%	24.0%	22.7%	23.7%	24.1%	26.0%
NS	13.1%	11.4%	12.9%	14.9%	14.0%	13.4%	12.4%	13.4%	14.5%	14.8%	15.4%	15.1%	15.5%	17.0%	22.0%	24.6%	26.5%
OG	17.3%	15.1%	15.5%	15.7%	11.2%	9.1%	6.7%	6.9%	8.7%	9.3%	4.8%	6.3%	7.1%	7.8%	14.7%	15.7%	15.9%
PK	9.6%	10.4%	9.6%	10.4%	9.9%	11.3%	9.7%	9.2%	10.2%	10.9%	10.4%	14.8%	14.3%	18.2%	18.5%	16.0%	16.1%
RV	12.5%	9.9%	9.3%	10.1%	11.4%	11.7%	14.8%	12.6%	15.2%	15.4%	13.9%	15.6%	15.6%	16.7%	19.3%	22.1%	23.0%
K - 5	20.1%	19.0%	19.0%	20.0%	20.1%	20.1%	20.4%	21.1%	22.6%	24.1%	24.3%	25.4%	25.7%	27.0%	31.1%	32.3%	33.2%
CMS	21.1%	22.4%	21.7%	20.1%	19.5%	20.7%	23.1%	20.1%	22.3%	22.8%	23.7%	23.2%	23.1%	22.2%	24.8%	28.1%	27.5%
EMS	18.1%	14.8%	13.5%	13.1%	12.1%	12.2%	12.4%	14.2%	14.9%	14.0%	13.7%	16.3%	17.5%	18.2%	19.2%	21.7%	22.4%
WMS	21.8%	22.5%	24.9%	28.4%	29.8%	28.8%	31.0%	29.1%	34.1%	35.2%	38.2%	37.0%	38.9%	42.9%	43.6%	47.2%	45.5%
6 - 8	20.2%	19.7%	19.9%	20.5%	20.3%	20.4%	21.9%	20.8%	23.2%	23.0%	23.9%	24.3%	24.9%	25.9%	27.3%	30.3%	30.1%
GHS	19.4%	19.1%	19.6%	20.5%	21.3%	21.1%	20.9%	21.5%	21.7%	23.1%	22.8%	24.5%	23.9%	23.7%	25.4%	26.7%	27.1%
District	19.9%	19.1%	19.3%	20.2%	20.4%	20.4%	20.9%	21.1%	22.5%	23.5%	23.7%	24.9%	25.0%	25.7%	28.8%	30.2%	30.6%

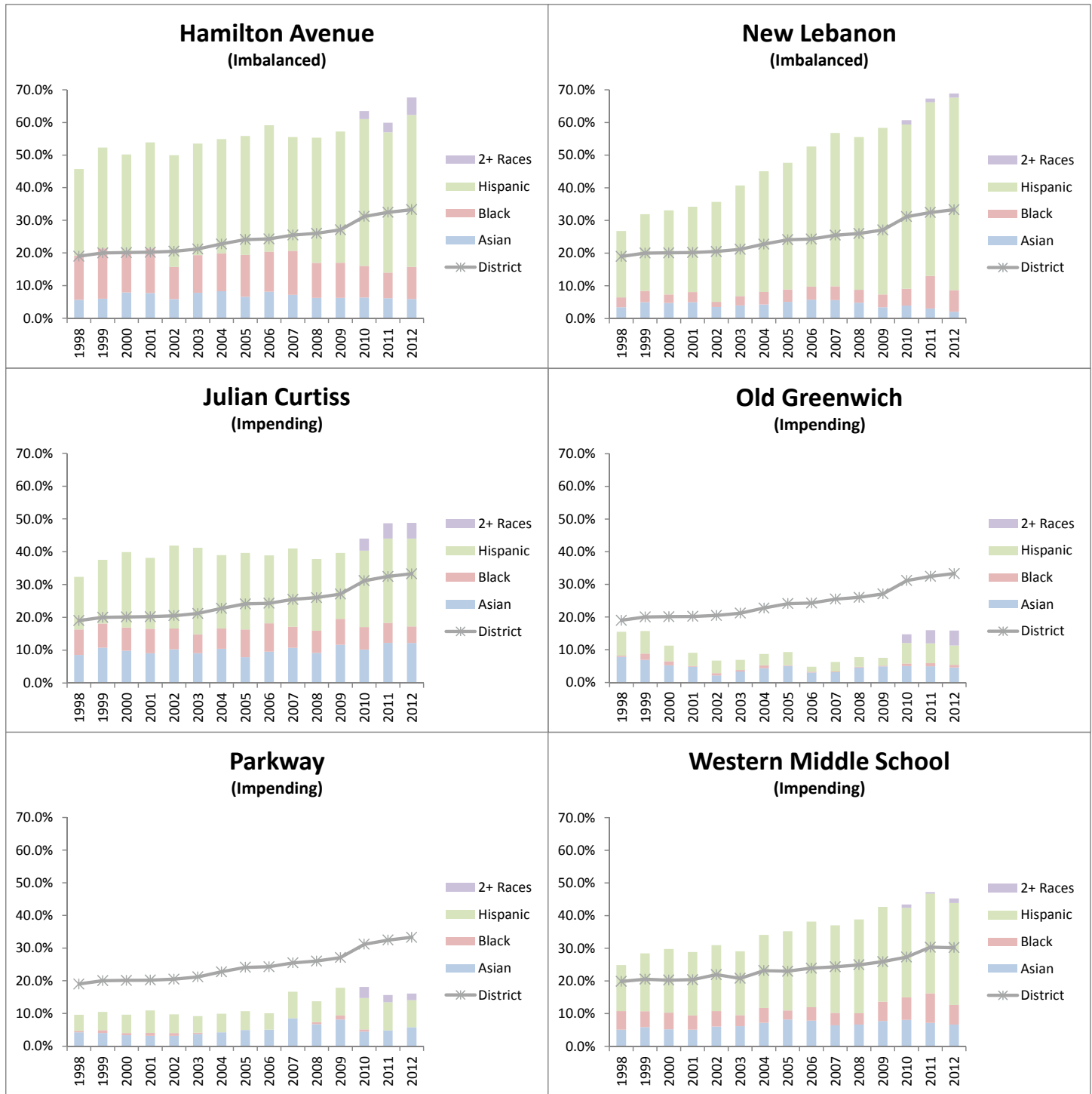
 Impending Racial Imbalance (+/-15%)

 Racial Imbalance (+/- 25%)

Greenwich Public Schools

Minority Enrollment Trends at Schools with Racial Imbalance or Impending Racial Imbalance

Schools that vary +/- 15% to 24% from the district grade level minority percentage are cited as having an impending racial imbalance by the Connecticut Department of Education. Schools with a minority enrollment that is +/- 25% from the district grade level minority percentage are cited as racially imbalanced, and the district is required to file a plan with the SDE to address this imbalance.



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* Enrollment data from 1998 to 2011 is as of October 1st. Enrollment data from 2012 is as of July 30, 2012.

Greenwich Public Schools
Magnet School Minority Percentage by Grade

I. B.

International School at Dundee

	07-08	08-09	09-10	10-11	11-12	12-13
Kindergarten	59	59	62	55	59	59
% Minority	37.3%	32.2%	29.0%	45.5%	54.2%	35.6%
Grade 1	56	57	58	64	56	57
% Minority	23.2%	40.4%	31.0%	29.7%	44.6%	54.4%
Grade 2	65	59	62	60	65	54
% Minority	30.8%	18.6%	41.9%	33.3%	32.3%	46.3%
Grade 3	59	69	63	65	61	64
% Minority	35.6%	30.4%	19.0%	41.5%	31.1%	31.3%
Grade 4	60	59	69	67	59	62
% Minority	26.7%	33.9%	29.0%	19.4%	42.4%	32.3%
Grade 5	59	58	62	68	64	58
% Minority	32.2%	27.6%	33.9%	36.8%	20.3%	43.1%
School	358	361	376	379	364	354
% Minority	31.0%	30.5%	30.6%	34.0%	37.1%	40.1%

Hamilton Avenue School

	07-08	08-09	09-10	10-11	11-12	12-13
Kindergarten	69	62	77	68	63	45
% Minority	52.2%	53.2%	55.8%	67.6%	58.7%	75.6%
Grade 1	58	65	62	74	61	62
% Minority	55.2%	58.5%	58.1%	63.5%	70.5%	61.3%
Grade 2	48	58	62	59	73	57
% Minority	66.7%	55.2%	61.3%	66.1%	64.4%	73.7%
Grade 3	47	42	60	62	55	71
% Minority	48.9%	64.3%	55.0%	56.5%	74.5%	63.4%
Grade 4	52	50	47	57	57	53
% Minority	55.8%	52.0%	68.1%	52.6%	59.6%	73.6%
Grade 5	48	50	50	49	61	53
% Minority	66.7%	56.0%	54.0%	75.5%	54.1%	60.4%
School	322	327	358	369	370	341
% Minority	57.1%	56.3%	58.4%	63.4%	63.5%	67.4%

**Greenwich Public Schools
Magnet School Minority Percentage by Grade**

I. B.

Julian Curtiss School

	07-08	08-09	09-10	10-11	11-12	12-13
Kindergarten	48	51	63	55	62	47
% Minority	39.6%	51.0%	44.4%	50.9%	51.6%	53.2%
Grade 1	56	53	47	58	54	64
% Minority	42.9%	43.4%	48.9%	48.3%	51.9%	50.0%
Grade 2	56	56	55	53	66	55
% Minority	33.9%	39.3%	41.8%	47.2%	54.5%	50.9%
Grade 3	56	63	56	51	60	65
% Minority	33.9%	34.9%	42.9%	39.2%	50.0%	52.3%
Grade 4	49	55	72	54	50	59
% Minority	36.7%	30.9%	37.5%	38.9%	36.0%	50.8%
Grade 5	43	51	55	74	49	48
% Minority	39.5%	35.3%	32.7%	36.5%	38.8%	33.3%
School	308	329	348	345	341	338
% Minority	37.7%	38.9%	41.1%	43.2%	47.8%	48.8%

New Lebanon School

	07-08	08-09	09-10	10-11	11-12	12-13
Kindergarten	44	33	36	43	44	39
% Minority	52.3%	48.5%	63.9%	62.8%	75.0%	74.4%
Grade 1	31	47	38	37	44	44
% Minority	64.5%	55.3%	55.3%	62.2%	65.9%	75.0%
Grade 2	26	33	45	40	36	44
% Minority	65.4%	63.6%	57.8%	62.5%	72.2%	65.9%
Grade 3	27	26	38	45	37	36
% Minority	66.7%	65.4%	65.8%	55.6%	62.2%	72.2%
Grade 4	43	28	25	45	48	36
% Minority	55.8%	67.9%	64.0%	64.4%	62.5%	63.9%
Grade 5	29	43	28	29	43	45
% Minority	51.7%	53.5%	67.9%	79.3%	72.1%	60.0%
School	200	210	210	239	252	244
% Minority	58.5%	58.1%	61.9%	63.6%	68.3%	68.4%

Current Elementary Attendance Areas

Elementary

- Cos Cob
- Glenville
- Hamilton Ave
- IS at Dundee
- Julian Curtiss
- New Lebanon
- North Mianus
- North Street
- Old Greenwich
- Parkway
- Riverside

Western
Middle School

Greenwich
High School

Central
Middle School

Eastern
Middle School

Current Attendance
Areas - 7/17/07



Greenwich Public Schools
Elementary Building Utilization @ 19.5 Students per Class
2012 - 2017

School	CAPACITY				2012 - 2013		2013 - 2014		2014 - 2015		2015- 2016		2016- 2017		2017 - 2018		
	Standard Rooms	Less Specials	Less PreK	Adjusted Total	K - 5 Capacity	K - 5 Enroll	Building Utilization	K - 5 Enroll	Building Utilization	K - 5 Enroll	Building Utilization	K - 5 Enroll	Building Utilization	K - 5 Enroll	Building Utilization	K - 5 Enroll	Building Utilization
Cos Cob	29	6	0	23	449	434	96.8%	452	100.8%	473	105.5%	507	113.0%	514	114.6%	539	120.2%
ISD	20	2	0	18	351	366	104.3%	369	105.1%	367	104.6%	363	103.4%	366	104.3%	364	103.7%
Glenville	27	5	0	22	429	409	95.3%	435	101.4%	461	107.5%	491	114.5%	485	113.1%	502	117.0%
Hamilton Avenue	29	5	4	20	354	352	99.4%	349	98.6%	345	97.5%	326	92.1%	324	91.5%	316	89.3%
Julian Curtiss	22	4	0	18	351	344	98.0%	351	100.0%	353	100.6%	348	99.1%	347	98.9%	339	96.6%
New Lebanon	17	3	0	14	273	261	95.6%	267	97.8%	284	104.0%	298	109.2%	301	110.3%	301	110.3%
North Mianus	28	5	0	23	449	465	103.7%	472	105.2%	481	107.2%	483	107.7%	487	108.6%	496	110.6%
North Street	31	6	2	23	449	387	86.3%	366	81.6%	350	78.0%	337	75.1%	318	70.9%	308	68.7%
Old Greenwich	31	6	2	23	449	395	88.1%	396	88.3%	384	85.6%	375	83.6%	360	80.3%	366	81.6%
Parkway	25	6	3	16	312	239	76.6%	218	69.9%	209	67.0%	204	65.4%	196	62.8%	205	65.7%
Riverside	28	4	0	24	468	481	102.8%	461	98.5%	440	94.0%	425	90.8%	405	86.5%	402	85.9%
District	287	52	11	224	4332	4133	95.4%	4136	95.5%	4147	95.7%	4157	96.0%	4103	94.7%	4138	95.5%

Notes: Capacity is based on an average class size of **19.5 students** which is average class size across the 11 elementary building in 2012-2013. The total number of standard classrooms is based on rooms which are at least 600 square feet. Up to six classrooms are used for specials based on the current District standard even though not all schools have and use this number of spaces. The capacity for the Hamilton Avenue School assumes eight K-1 sections @ 15 students. Enrollment at the District's four magnet schools (ISD, Julian Curtiss, Hamilton Avenue and New Lebanon) includes current and projected magnet students. PreKindergarten is projected to remain constant at 10 sections over the next five years. An increase in PreKindergarten sections would reduce the classrooms available for K-5. The location of PreKindergarten sections is subject to change based on shifts in K-5 enrollment.

Greenwich Public Schools
Elementary Building Utilization @ 19.5 Students per Class
2012 - 2017

School	CAPACITY				2012 - 2013		2013 - 2014		2014 - 2015		2015- 2016		2016- 2017		2017 - 2018		
	Standard Rooms	Less Specials	Less PreK	Adjusted Total	K - 5 Capacity	K - 5 Enroll	Building Utilization	K - 5 Enroll	Building Utilization	K - 5 Enroll	Building Utilization	K - 5 Enroll	Building Utilization	K - 5 Enroll	Building Utilization	K - 5 Enroll	Building Utilization
Cos Cob	29	6	0	23	506	434	85.8%	452	89.3%	473	93.5%	507	100.2%	514	101.6%	539	106.5%
ISD	20	2	0	18	396	366	92.4%	369	93.2%	367	92.7%	363	91.7%	366	92.4%	364	91.9%
Glenville	27	5	0	22	484	409	84.5%	435	89.9%	461	95.2%	491	101.4%	485	100.2%	502	103.7%
Hamilton Avenue	29	5	4	20	384	352	91.7%	349	90.9%	345	89.8%	326	84.9%	324	84.4%	316	82.3%
Julian Curtiss	22	4	0	18	396	344	86.9%	351	88.6%	353	89.1%	348	87.9%	347	87.6%	339	85.6%
New Lebanon	17	3	0	14	308	261	84.7%	267	86.7%	284	92.2%	298	96.8%	301	97.7%	301	97.7%
North Mianus	28	5	0	23	506	465	91.9%	472	93.3%	481	95.1%	483	95.5%	487	96.2%	496	98.0%
North Street	31	6	2	23	506	387	76.5%	366	72.3%	350	69.2%	337	66.6%	318	62.8%	308	60.9%
Old Greenwich	31	6	2	23	506	395	78.1%	396	78.3%	384	75.9%	375	74.1%	360	71.1%	366	72.3%
Parkway	25	6	3	16	352	239	67.9%	218	61.9%	209	59.4%	204	58.0%	196	55.7%	205	58.2%
Riverside	28	4	0	24	528	481	91.1%	461	87.3%	440	83.3%	425	80.5%	405	76.7%	402	76.1%
District	287	52	11	224	4872	4133	84.8%	4136	84.9%	4147	85.1%	4157	85.3%	4103	84.2%	4138	84.9%

Notes: Capacity is based on an average class size of **22 students** which is the **midpoint** of the current class size guidelines. Target utilization rate in order to maintain current class size is **85% to 95%**. The total number of standard classrooms is based on rooms which are at least 600 square feet. Up to six classrooms are used for specials based on the current District standard even though not all schools have and use this number of spaces. The capacity for the Hamilton Avenue School assumes eight K-1 sections @ 15 students. Enrollment at the District's four magnet schools (ISD, Julian Curtiss, Hamilton Avenue and New Lebanon) includes current and projected magnet students. PreKindergarten is projected to remain constant at 10 sections over the next five years. An increase in PreKindergarten sections would reduce the classrooms available for K-5. The location of PreKindergarten sections is subject to change based on shifts in K-5 enrollment.

Greenwich Public Schools K - 5 Tuition Students

I. D.

Tuition Students by School

	07-08	08-09	09-10	10-11	11-12
CC	5	6	6	13	16
DU	5	2	1	1	1
GL				3	2
HA	5	4	4	4	3
JC	1	2	2	2	3
NL	1	1		3	3
NM	8	7	11	13	17
NS	7	6	7	8	9
OG	4	4	7	7	7
PK	4	4	7	5	2
RV	4	5	6	4	9
Total	44	41	51	63	72

Tuition Students by Grade

	07-08	08-09	09-10	10-11	11-12
K	11	7	14	16	19
1	7	9	7	13	13
2	10	7	8	8	13
3	5	10	8	8	8
4	5	5	10	9	9
5	6	3	4	9	10
Total	44	41	51	63	72

Tuition Students by Race/Ethnicity

	07-08	08-09	09-10	10-11	11-12
Asian	1	1	3	2	3
Black		1	1	3	3
Hispanic	4	2	5	7	7
2 Races					3
White	39	37	42	51	56
Total	44	41	51	63	72

Racial Imbalance in the Hamilton Avenue and New Lebanon Attendance Areas

Changing Demographics of the Attendance Areas

The variance between the district minority percentage and Hamilton Avenue and New Lebanon attendance areas, as predicted over the next five years (see table below), will only continue to increase. While the district is expected to increase its minority percentage, it is predicted that **much of the increase will continue to occur in the H.A. and N.L. attendance areas**, furthering the problem with racial imbalance at these two schools.

Year	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
District Minority %	25.8%	26.7%	28.1%	31.2%	32.9%	33.3%	35.5%	37.5%	39.1%	40.5%	42.2%
HA Minority %	58.6%	56.8%	58.4%	64.6%	64.2%	68.6%	69.7%	73.2%	75.8%	77.8%	80.9%
HA Variance*	32.8%	30.1%	30.3%	33.4%	31.3%	35.3%	34.1%	35.7%	36.6%	37.3%	38.6%
NL Minority %	54.2%	54.1%	58.1%	61.5%	68.1%	65.9%	70.7%	74.4%	77.1%	79.8%	82.2%
NL Variance*	28.4%	27.4%	30.0%	30.3%	35.2%	32.6%	35.1%	36.9%	38.0%	39.3%	40.0%

*Variance must be below 25% for a school to be considered racially balanced

Impact of the Current Magnet Program on Racial Imbalance

The attached tables display the racial disaggregation of students living in the attendance area, moving from the attendance area to another school through the magnet program, moving from another attendance area into the school through the magnet program and the resulting school enrollment for both Hamilton Avenue and New Lebanon.

For the 2012-2013 school year, it would take the addition of **43 white students** to New Lebanon and **54 white students** to Hamilton Avenue to bring the minority percentage below the upper limit of racial imbalance for the district (25% + district average of 33.3% = 58.3%). The addition of these students would exceed **the schools' maximum capacities** of 264 and 384 students by 23 students and 11 students respectively. Based on past experience, it is unreasonable to expect all future magnet students to be white. Using the ratio of white to minority magnet students from 2012-2013, **406 additional magnet students** would be needed to racially balance New Lebanon and **694 additional magnet students** would be needed to racially balance Hamilton Avenue.

It is unlikely that the magnet program as it is currently construed will racially balance either New Lebanon or Hamilton Avenue. Without adding capacity to the schools, increasing the attractiveness of the magnet, and revising the procedures that govern the selection lottery, the magnet program will not succeed in voluntarily moving a sufficient number of students to racially balance either school.

Hamilton Avenue School

II. A-E

Students Residing in HA Attendance Area Enrolled in Public School

Race	07-08	08-09	09-10	10-11	11-12	12-13
Asian	20	16	17	20	18	23
Black	33	29	35	39	33	34
Hispanic	114	117	136	155	148	148
Indian				1	1	1
Two Races					17	17
White	118	123	134	118	121	102
TOT	285	285	322	333	338	325
Minority Percentage	58.6%	56.8%	58.4%	64.6%	64.2%	68.6%

HA Resident Students Enrolled in Public Schools Outside Attendance Area

Race	07-08	08-09	09-10	10-11	11-12	12-13
Asian	2	2	3	1	3	6
Black	5	5	2	1	4	3
Hispanic	20	18	14	4	10	12
Indian						
Two Races						
White	26	29	24	12	11	15
TOT	53	54	43	18	28	36
Minority Percentage	50.9%	46.3%	44.2%	33.3%	60.7%	58.3%

Students Residing Outside Attendance Area Enrolled at HA

Race	07-08	08-09	09-10	10-11	11-12	12-13
Asian	8	7	8	7	7	3
Black	8	10	5	3	2	2
Hispanic	27	30	27	15	22	18
Indian						
Two Races					4	5
White	46	48	38	29	25	24
TOT	89	95	78	54	60	52
Minority Percentage	48.3%	49.5%	51.3%	46.3%	58.3%	53.8%

Students Enrolled at HA

Race	07-08	08-09	09-10	10-11	11-12	12-13
Asian	26	21	22	26	22	20
Black	36	34	38	41	31	33
Hispanic	122	129	149	166	160	154
Indian				1	1	1
Two Races					21	22
White	138	143	149	135	135	111
TOT	322	327	358	369	370	341
Minority Percentage	57.1%	56.3%	58.4%	63.4%	63.5%	67.4%

Minority Impact	-1.5%	-0.6%	0.0%	-1.1%	-0.7%	-1.2%
District Percentage	25.8%	26.7%	28.1%	31.2%	32.9%	33.3%
Differential	31.3%	29.6%	30.3%	32.2%	30.6%	34.2%

Hamilton Avenue School

II. A-E

HA Resident Students Enrolled in Public Schools Outside Attendance Area

School	07-08	08-09	09-10	10-11	11-12	12-13
CC	4	2	3		1	1
DU	4	4	4	2	2	6
GL	11	10	9	3	3	3
JC	13	14	11	10	10	11
NL	14	15	11	2	11	11
NM	1	1	1			
NS	1	2	2			
OG				1	1	3
PK	4	5	2			
RV	1	1				1
TOT	53	54	43	18	28	36

Students Residing Outside Attendance Area Enrolled at HA

Home School	07-08	08-09	09-10	10-11	11-12	12-13
CC	9	5	4		1	1
DU	2	2	2			
GL	26	33	27	24	20	11
JC	8	15	10	6	5	5
NL	33	30	28	20	31	31
NM	4	4	2			
NS		1	1			
OG	2	1				
Out of Town	5	4	4	4	3	4
TOT	89	95	78	54	60	52

Hamilton Avenue School

II. A-E

HA Resident Students Enrolled in Public Schools Outside Attendance Area

Lunch Status	07-08	08-09	09-10	10-11	11-12	12-13
Lunch						
Asian	1	1	1			
Black	1	1	1		3	3
Hispanic	11	12	10	4	6	6
Indian						
Two Races						
White	7	9	7	2	2	2
No Lunch						
Asian	1	1	2	1	3	6
Black	4	4	1	1	1	
Hispanic	9	6	4		4	6
Indian						
Two Races						
White	19	20	17	10	9	13
Total	53	54	43	18	28	36

Students Residing Outside Attendance Area Enrolled at HA

Lunch Status	07-08	08-09	09-10	10-11	11-12	12-13
Lunch						
Asian	1	1	1	1	2	
Black	6	7	3		2	2
Hispanic	15	20	18	9	11	11
Indian						
Two Races					1	1
White	14	16	11	7	7	5
No Lunch						
Asian	7	6	7	6	5	3
Black	2	3	2	3		
Hispanic	12	10	9	6	11	7
Indian						
Two Races					3	4
White	32	32	27	22	18	19
Total	89	95	78	54	60	52

New Lebanon School

II. A-E

Students Residing in NL Attendance Area Enrolled in Public School

Race	07-08	08-09	09-10	10-11	11-12	12-13
Asian	11	9	11	13	12	9
Black	13	12	12	20	21	13
Hispanic	105	111	117	131	147	151
Indian	1			2	2	
Two Races					6	5
White	110	112	101	104	88	92
TOT	240	244	241	270	276	270
Minority Percentage	54.2%	54.1%	58.1%	61.5%	68.1%	65.9%

NL Resident Students Enrolled in Public Schools Outside Attendance Area

Race	07-08	08-09	09-10	10-11	11-12	12-13
Asian	6	3	3	2	5	4
Black	6	5	2	3	2	1
Hispanic	21	19	17	12	19	16
Indian						
Two Races					3	2
White	36	32	30	20	17	26
TOT	69	59	52	37	46	49
Minority Percentage	47.8%	45.8%	42.3%	45.9%	63.0%	46.9%

Students Residing Outside Attendance Area Enrolled at NL

Race	07-08	08-09	09-10	10-11	11-12	12-13
Asian	5	5	3		1	
Black	2	2		1	4	4
Hispanic	13	10	9	2	8	8
Indian						
Two Races						
White	9	8	9	3	9	11
TOT	29	25	21	6	22	23
Minority Percentage	69.0%	68.0%	57.1%	50.0%	59.1%	52.2%

Students Enrolled at NL

Race	07-08	08-09	09-10	10-11	11-12	12-13
Asian	10	11	11	11	8	5
Black	9	9	10	18	23	16
Hispanic	97	102	109	121	136	143
Indian	1			2	2	
2					3	3
White	83	88	80	87	80	77
TOT	200	210	210	239	252	244
Minority Percentage	58.5%	58.1%	61.9%	63.6%	68.3%	68.4%
Minority Impact	4.3%	4.0%	3.8%	2.1%	0.1%	2.5%
District Percentage	25.8%	26.7%	28.1%	31.2%	32.9%	33.3%
Differential	32.7%	31.4%	33.8%	32.4%	35.4%	35.2%

New Lebanon School

II. A-E

NL Resident Students Enrolled in Public Schools Outside Attendance Area

School	07-08	08-09	09-10	10-11	11-12	12-13
CC	3	2	4			1
DU				1		2
GL	7	3	1	1	1	1
HA	33	30	28	20	31	31
JC	24	21	14	15	14	14
NM		1	1			
NS			1			
PK	1					
RV	1	2	3			
TOT	69	59	52	37	46	49

Students Residing Outside Attendance Area Enrolled at NL

Home School	07-08	08-09	09-10	10-11	11-12	12-13
CC	2	1	1		2	2
GL	9	6	6	1	5	4
HA	14	15	11	2	11	11
JC	2	1	2			
NM			1		1	1
OG	1	1				
Out of Town	1	1		3	3	5
TOT	29	25	21	6	22	23

New Lebanon School

II. A-E

NL Resident Students Enrolled in Public Schools Outside Attendance Area

Lunch Status	07-08	08-09	09-10	10-11	11-12	12-13
Lunch						
Asian	1	1	1	1	2	
Black	3	3	1	1	2	1
Hispanic	12	13	11	6	11	10
Indian						
Two Races					1	1
White	5	6	8	6	6	7
No Lunch						
Asian	5	2	2	1	3	4
Black	3	2	1	2		
Hispanic	9	6	6	6	8	6
Indian						
Two Races					2	1
White	31	26	22	14	11	19
Total	69	59	52	37	46	49

Students Residing Outside Attendance Area Enrolled at NL

Lunch Status	07-08	08-09	09-10	10-11	11-12	12-13
Lunch						
Asian	1	1	1			
Black					3	3
Hispanic	8	7	7	2	3	3
Indian						
Two Races						
White	4	5	7	1	5	5
No Lunch						
Asian	4	4	2		1	
Black	2	2		1	1	1
Hispanic	5	3	2		5	5
Indian						
Two Races						
White	5	3	2	2	4	6
Total	29	25	21	6	22	23

**GPS Magnet School Lottery
Placement Summary by Application
2008-2009**

III. A.

Hamilton Avenue

Status	Pre-K3	Pre-K4	K	1st	2nd	3rd	4th	5th	Total
Not Placed	19	35	19	6	1	6		1	87
Placed	25	2	5	2	6		4	4	48
Total	44	37	24	8	7	6	4	5	135
% Placed	56.8%	5.4%	20.8%	25.0%	85.7%	0.0%	100.0%	80.0%	35.6%

International School at Dundee

Status	K	1st	2nd	3rd	4th	5th	Total
Not Placed	85	41	28	40	19	8	221
Placed	20	1	3	2	3	5	34
Total	105	42	31	42	22	13	255
% Placed	19.0%	2.4%	9.7%	4.8%	13.6%	38.5%	13.3%

Julian Curtiss

Status	K	1st	2nd	3rd	4th	5th	Total
Not Placed	32	6	13	10	14	5	80
Placed	3	5	2	6			16
Total	35	11	15	16	14	5	96
% Placed	8.6%	45.5%	13.3%	37.5%	0.0%	0.0%	16.7%

Summary

Applications	486
No Placement	388
Placement	98
% Placement	20.2%

April 10, 2008

**GPS Magnet School Lottery
Placement Summary by Application
2009-2010**

III. A.

Hamilton Avenue

Status	PreK	K	1	2	3	4	5	Total
Placed	28	3		1	1	2		35
Not Placed	42	7	6	3		2	2	62
Total	70	10	6	4	1	4	2	97
% Placed	40%	30%	0%	25%	100%	50%	0%	36%

International School at Dundee

Status	K	1	2	3	4	5	Total
Placed	23		1	3	1	4	32
Not Placed	69	27	17	21	17	8	159
Total	92	27	18	24	18	12	191
% Placed	25%	0%	6%	13%	6%	33%	17%

Julian Curtiss

Status	K	1	2	3	4	5	Total
Placed	3	2	5	5	2	5	22
Not Placed	25	3			5		33
Total	28	5	5	5	7	5	55
% Placed	11%	40%	100%	100%	29%	100%	40%

New Lebanon

Status	K	1	2	3	4	5	Total
Placed	2	3					5
Not Placed	4				1	4	9
Total	6	3			1	4	14
% Placed	33%	100%			0%	0%	36%

Summary

Applications	357
Placed	94
Not Placed	263
% Placement	26%

**GPS Magnet School Lottery
Placement Summary
2010-2011**

III. A.

Julian Curtiss School

	10-11 Gr						
Status	K	1st	2nd	3rd	4th	5th	TOT
N	20	5	4			4	33
Y	8	2		5	4		19
TOT	28	7	4	5	4	4	52

Hamilton Avenue School

	10-11 Gr						
Status	K	1st	2nd	3rd	4th	5th	TOT
N	8	5				1	14
Y	13		4	1	4		22
TOT	21	5	4	1	4	1	36

International School at Dundee

	10-11 Gr						
Status	K	1st	2nd	3rd	4th	5th	TOT
N	64	36	19	13	12	9	153
Y	24		5	1	3	2	35
TOT	88	36	24	14	15	11	188

New Lebanon School

	10-11 Gr						
Status	K	1st	2nd	3rd	4th	5th	TOT
Y	11	4	1		1		17
TOT	11	4	1		1		17

Applications	293
No Placement	200
Placement	93
% Placement	31.7%

**GPS Magnet School Lottery
Placement Summary
2011-2012**

III. A.

Hamilton Avenue School

	11-12 Gr						
	K	1st	2nd	3rd	4th	5th	Total
HA Accept							
N		1					1
Y	6			2	1		9
Total	6	1		2	1		10

International School at Dundee

	11-12 Gr						
	K	1st	2nd	3rd	4th	5th	Total
ISD Accept							
N	55	16	24	16	6	5	122
Y	26	2	2	3	2	1	36
Total	81	18	26	19	8	6	158

Julian Curtiss School

	11-12 Gr						
	K	1st	2nd	3rd	4th	5th	Total
JC Accept							
N	1	1					2
Y	19	3	6	5	2	2	37
Total	20	4	6	5	2	2	39

New Lebanon School

	11-12 Gr						
	K	1st	2nd	3rd	4th	5th	Total
NL Accept							
Y	7	2	1	2			12
Total	7	2	1	2			12

Applications	219
No Placement	123
Placement	94
% Placement	42.9%

**GPS Magnet School Lottery
Placement Summary
2012-2013**

III. A.

Hamilton Avenue School

	12-13 Gr						
HA Accept	K	1st	2nd	3rd	4th	5th	Total
No	3						3
Yes	9	3	2	1	1	1	17
Total	12	3	2	1	1	1	20

International School at Dundee

	12-13 Gr						
ISD Accept	K	1st	2nd	3rd	4th	5th	Total
No	74	19	6	13	5	1	118
Yes	18		5	1	4	5	33
Total	92	19	11	14	9	6	151

Julian Curtiss School

	12-13 Gr						
JC Accept	K	1st	2nd	3rd	4th	5th	Total
No	17					2	19
Yes	14	4	1	4	3		26
Total	31	4	1	4	3	2	45

New Lebanon School

	12-13 Gr						
NL Accept	K	1st	2nd	3rd	4th	5th	Total
No						1	1
Yes	9	1		1			11
Total	9	1		1		1	12

Applications	228
No Placement	141
Placement	87
% Placement	38.2%