# GREENWICH PUBLIC SCHOOLS <br> Greenwich, Connecticut 

Date of Meeting December 6, 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 S. McKersie
Position _ Superintendent of Schools

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


No

## Synopsis of Proposal:

The next steps in the Racial Imbalance discussion are as follows:

1. Update the Board on the International Baccalaureate Programmes in the GPS, and to clarify the commitment to IB at The International School at Dundee, New Lebanon School, and Western Middle School (Powerpoint Report Attached)
2. Examine STEM (Science, Technology, Engineering and Math) programs as theme options and/or a strong focus across curriculum in all schools. (To be presented at 12/6 Meeting)
3. Provide answers to Board questions from November $8^{\text {th }}$ discussion (Attached)

## Recommended Action (if appropriate)

N/A

# International Baccalaureate Programmes in the <br> Greenwich Public Schools 

December 6, 2012

## International Baccalaureate (IB) Presentation Overview

- Definitions
- IB Programme Description
- Status of GPS IB Schools
- IB Fees/Costs
- National Findings
- Results
- Achievement
- Satisfaction
- Alumni Survey
- Magnet Draw
- IB and Common Core Standards


## IB Presentation Objective

- Provide Board of Education and public with an update on GPS IB Schools
- Clarify commitment to the International Baccalaureate Primary Years Programme as the magnet theme for the International School at Dundee and New Lebanon School and the Middle Years Programme for Western Middle School.


## Key Definitions for GPS Academic Planning

- Standards - the desired performance and content outcomes
- Curriculum - the plan for achieving the standards, including subject matter and courses; the what we are teaching in order to get to the outcome
- Learning Resources - materials, texts, digital resources, etc.
- Instruction - how we are teaching the content in order to best ensure that the students achieve the desired outcome
- Professional Learning - support and training provided for teachers to ensure that they are delivering the highest quality instruction and have excellent content knowledge
- Gauging Progress - the measurements we use in order to know whether the students have achieved the standard/ outcome
- Evaluation - gauging the effectiveness of teachers at providing the highest quality instruction and for helping students achieve outcomes/standards. TEPL is our system and a model
- Framework - a way of organizing standards, curriculum, instruction, resources and assessments


# International Baccalaureate Description 

## International Baccalaureate is research and evidence based in best practice.

## International Baccalaureate is:

A FRAMEWORK: for teaching and learning, which makes connections among subjects such as science, literature and history with an emphasis on global ideas transcending disciplinary boundaries. The IB Primary Years (K-5) and Middle Years (6-10) Programmes do not dictate what we are teaching in order to achieve the expected outcomes or standards.
INQUIRY-BASED: Students owning their own learning and cultivating valuable problem solving skills that will serve them well for college and career readiness.
COLLABORATIVE: A collaborative learning process among students in which the teacher functions as a facilitator.

HOLISTIC: Learning is focused on whole child development; what children should know and be able to do; the habits of mind they develop; and how children will be assessed.
INTERNATIONAL: Rich with professional learning opportunities for teachers to develop an international perspective.

## IB Programme Status in Greenwich Public Schools

| Status | ISD-PYP* | NLS-PYP* | WMS-MYP* |
| :--- | :--- | :--- | :--- |
| BOE Endorses IBO Programme | 1999 | 2008 | 2009 |
| Opened/Accepted as IB Candidate School | 2000 | 2009 | 2010 |
| Authorization Visit | Spring 2003 | Fall 2012 | Spring 2013 |
| Authorized as IB World School | 2003 | n/a | n/a |
| Re-authorized as IB World School | 2006 | n/a | n/a |
| Re-authorized as IB World School | 2011 | n/a | n/a |

*PYP = Primary Years Programme, MYP = Middle Years Programme

## IB Fees/Costs

| Fees/Costs (2012-2013) | ISD | NLS | WMS |
| :--- | :---: | :---: | :---: |
| Annual Fee - Authorized School* | $\$ 7,600$ | $\mathrm{n} / \mathrm{a}$ | $\mathrm{n} / \mathrm{a}$ |
| Annual Fee - Candidate School* | $\mathrm{n} / \mathrm{a}$ | $\$ 9,500$ | $\$ 9,500$ |
| IB Training** | $\$ 700$ | $\$ 700$ | $\$ 700$ |
| World Language Teacher - K-2*** | $\$ 39,900$ | $\$ 39,900$ | $\mathrm{n} / \mathrm{a}$ |

*Once an IB School becomes authorized the annual fees are reduced, budgeted centrally ** One-time per person fee for Level I training registration for new staff members, airfare/ hotel would be additional, costs vary based on training location - up to three teachers per school per year are funded centrally.
*** Applies to all Elementary Magnet schools (ISD, NLS, JCS, HAS)

## National Findings

- The International Baccalaureate Program projects that the number of IB programs in the US will double in the next several years.
- In 2009, IB recorded 1169 IB programs at more than 900 public and private institutions in the US.
- The number of IB PYP schools in the US has increased 8800\% between 1999 and 2009.
- Many states have included IB programs in their applications for the Obama administration's "Race to the Top" initiative.

Source: Hanover Research Council 2010 Study

## Results

- Achievement, Satisfaction, Alumni Survey Data for the International School at Dundee (ISD)
- Why ISD Data?
- Only authorized IBO school in District
- Twelve years of data
- ISD Alumni in high school
- GHS Class of 2013 includes first K cohort at ISD
- First longitudinal view of results
- Comparisons: GPS District, DRG B, DRG A


## Student Perspective on IB

2012 ISD Alumni Survey

- "I strongly believe that the supportive IB community was crucial in my development as a student, as it laid the groundwork for the principles of respect, curiosity, and reflection that continue to guide my learning today." (GHS Junior)


## Demographic Context 2011-2012

ISD students are more diverse and have higher levels of need than the students in benchmark groups.

|  | ISD | GPS | DRG B | DRG A |
| :--- | :---: | :---: | :---: | :---: |
| Minority | $37.4 \%$ | $32.9 \%$ | $19.0 \%$ | $9.4 \%$ |
| Students with Disabilities | $7.1 \%$ | $7.5 \%$ | $7.1 \%$ | $6.8 \%$ |
| Free/Reduced Price Lunch | $9.3 \%$ | $14.6 \%$ | $8.5 \%$ | $1.6 \%$ |
| English Non-Dominant | $20.8 \%$ | $18.4 \%$ | $7.1 \%$ | $2.4 \%$ |
| English Language Learners | $5.2 \%$ | $7.1 \%$ | $2.0 \%$ | $.6 \%$ |

Source: Connecticut State Department of Education

## ISD Student Achievement

Outperforming GPS and DRG B, Comparable to DRG A

|  | 10 Year Trend | $\begin{aligned} & \text { ISD } \\ & 11-12 \end{aligned}$ | Benchmark GPS | $\begin{gathered} \text { Benchmark } \\ \text { DRG B } \end{gathered}$ | Benchmark DRG A |
| :---: | :---: | :---: | :---: | :---: | :---: |
| DRP Reading Gr 2 (Goal) | $\xrightarrow{\sim}$ | 83\% | ${ }^{18}$ | NA | NA |
| CMT Math Gr 3 \% at Goal | $\checkmark$ | 95\% | $\square^{13 x}$ | ${ }^{138}$ | ${ }^{58}$ |
| CMT Reading Gr 3 \% at Goal | $\cdots$ | 91\% | $>{ }^{168}$ | $>{ }^{188}$ | $\square^{88}$ |
| CMT Writing Gr $3 \%$ at Goal | $\checkmark$ | 87\% | ${ }_{98}$ | \% | $\square{ }^{48}$ |
| CMT Math Gr 4 \% at Goal | $\checkmark$ | 75\% | .9 | ${ }^{123}$ | ${ }_{-188}$ < |
| CMT Reading Gr 4 \% at Goal | $\cdots$ | 78\% | -x\| | ${ }^{58} \square$ | ${ }^{-185} \square$ |
| CMT Writing Gr 4 \% at Goal | $\checkmark$ | 85\% | $\square_{68}$ | ${ }^{38}$ | 2x\| |
| CMT Math Gr 5 \% at Goal | V | 90\% | $\square{ }^{78}$ | \| ${ }^{3 x}$ | ${ }^{3 \times 1}$ |
| CMT Reading Gr $5 \%$ at Goal | $N$ | 87\% | $\square^{58}$ | \| ${ }^{38}$ | - ${ }^{18}$ |
| CMT Writing Gr $5 \%$ at Goal | $\square$ | 86\% | ** | ${ }^{\text {ax }}$ | ${ }^{28} 1$ |
| CMT Science Gr 5 \% at Goal | $\checkmark$ | 88\% | $\square{ }^{\text {8x }}$ | $\square^{5 \%}$ | -2x\| |
| CMT Math Gr 3-5 F/R Lunch at Goal | I | 64\% | ${ }^{13 \mathrm{sx}}$ | $\left.\right\|^{28}$ | NA |
| CMT Reading Gr 3-5 F/R Lunch at Goal | N | 71\% | $>{ }^{27 x}$ | $>{ }^{325}$ | NA |
| CMT Writing Gr 3-5 F/R Lunch at Goal | , | 79\% | $>^{30 \mathrm{x}}$ | $>{ }^{288}$ | NA |
| CMT Math Gr 3-5\% at Advanced | V | 53\% | 9x | ${ }^{8 x}$ | ${ }_{78} \square$ |
| CMT Reading Gr 3-5\% at Advanced | $\checkmark$ | 43\% | $>{ }^{18}$ | $>{ }^{238}$ | \| ${ }^{38}$ |
| CMT Writing Gr 3-5\% at Advanced | M | 49\% | $>{ }^{\text {ax }}$ | $>{ }^{2 x}$ | ${ }^{12 \times}$ |

## ISD Student Achievement

Outperforming GPS and DRG B, Comparable to DRG A (Percentages Provided for Benchmark Groups)

|  | 10 Year Trend | $\begin{aligned} & \text { ISD } \\ & \hline 11-12 \end{aligned}$ | Benchmark GPS | Benchmark DRG B | Benchmark DRG A |
| :---: | :---: | :---: | :---: | :---: | :---: |
| DRP Reading Gr 2 (Goal) | $\cdots$ | 83\% | 82\% | NA | NA |
| CMT Math Gr 3 \% at Goal | , | 95\% | 84\% | 84\% | 90\% |
| CMT Reading Gr 3 \% at Goal | $\cdots$ | 91\% | 79\% | 77\% | 84\% |
| CMT Writing Gr 3 \% at Goal | $\checkmark$ | 87\% | 79\% | 80\% | 83\% |
| CMT Math Gr 4 \% at Goal | $\checkmark$ | 75\% | 82\% | 85\% | 92\% |
| CMT Reading Gr 4 \% at Goal | $\cdots$ | 78\% | 79\% | 82\% | 87\% |
| CMT Writing Gr 4 \% at Goal |  | 85\% | 80\% | 83\% | 87\% |
| CMT Math $\operatorname{Gr} 5 \%$ at Goal | V | 90\% | 84\% | 88\% | 93\% |
| CMT Reading Gr 5 \% at Goal | , | 87\% | 83\% | 85\% | 88\% |
| CMT Writing Gr $5 \%$ at Goal | V | 86\% | 86\% | 86\% | 87\% |
| CMT Science Gr 5 \% at Goal |  | 88\% | 81\% | 84\% | 89\% |
| CMT Math Gr 3-5F/R Lunch at Goal | $\checkmark$ | 64\% | 57\% | 63\% | NA |
| CMT Reading Gr 3-5 F/R Lunch at Goal | V | 71\% | 56\% | 54\% | NA |
| CMT Writing Gr 3-5 F/R Lunch at Goal | $\sim$ | 79\% | 61\% | 61\% | NA |
| CMT Math Gr 3-5\% at Advanced | V | 53\% | 49\% | 50\% | 57\% |
| CMT Reading Gr 3-5\% at Advanced |  | 43\% | 37\% | 35\% | 41\% |
| CMT Writing Gr 3-5\% at Advanced | V | 49\% | 41\% | 40\% | 44\% |
| Technology Literacy Gr 5 (100-500) |  | 430 | 399 | NA | NA |

## ISD Alumni Achievement Mean Combined SAT Scores

ISD alumni continue to excel in high school and demonstrate high levels of college readiness.

| Graduating Class | ISD Alumni | GPS | DRG B | DRG A |
| :---: | :---: | :---: | :---: | :---: |
| 2009 <br> (2 Years @ ISD) | 1728 | 1738 | 1651 | 1773 |
| 2010 <br> (3 Years @ ISD) | 1853 | 1701 | 1651 | 1764 |
| 2011 <br> (4 Years @ ISD) | 1903 | 1730 | 1652 | 1768 |
| 2012 <br> (5 Years @ ISD) | 1906 | 1717 | 1648 | 1766 |
| Souce Cose Bon |  |  |  |  |

Source: College Board and Connecticut State Department of Education

## ISD Alumni Achievement National Merit Scholarship Program

- ISD alumni account for ten of the forty-seven students in the Greenwich High School graduating class of 2013 recognized as National Merit semi-finalists or commended students (21\%).
- ISD alumni account for fifty-seven of the six hundred and seventy-seven students enrolled as seniors at Greenwich High School (8\%).


## Harris Survey Data: Overall Satisfaction Rating of A/B

ISD receives consistently high satisfaction ratings from students, staff, and parents relative to GPS ratings, for each of the four administrations of the Harris Survey

|  | 2012 <br> Par | 2010 <br> Par | 2008 <br> Par | 2006 <br> Par | 2012 <br> Stu | 2010 <br> Stu | 2008 <br> Stu | 2006 <br> Stu | 2012 <br> Sta | 2010 <br> Sta | 2008 <br> Sta | 2006 <br> Sta |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| ISD | $92 \%$ | $92 \%$ | $99 \%$ | $98 \%$ | $93 \%$ | $90 \%$ | $91 \%$ | $94 \%$ | $89 \%$ | $93 \%$ | $75 \%$ | $91 \%$ |
| District | $85 \%$ | $85 \%$ | $85 \%$ | $89 \%$ | $90 \%$ | $85 \%$ | $90 \%$ | $90 \%$ | $78 \%$ | $84 \%$ | $70 \%$ | $83 \%$ |

## 2012 ISD Alumni Survey

- Inaugural Alumni Survey - Conducted November 2012
- Surveyed current GHS $9^{\text {th }}-12^{\text {th }}$ grade ISD Alumni
- 80 of 185 ISD Alumni responded (43\%)


## ISD Alumni Survey Highlights

## IBO Components

## College and Career Ready

Skills (Critical Thinking, Social, Communication, Self-Management, and Research)

## Learner Profile (Inquirers, Thinkers,

 Communicators, Risk-TakersKnowledgeable, Principled, Caring, OpenMinded, Balanced, and Reflective)

## Community Service (student

 government, volunteering, tutoring, leadership, performances, presentations, advocacy, etc.)$5^{\text {th }}$ Grade Exhibition (collaborative
research project aligned with Common Core
Standards, CT Mini-Capstone, and
attributes of GPS Vision of the Graduate)

## ISD Alumni Survey Findings

$\mathbf{9 8 \%}$ of ISD alumni respondents at GHS indicate that these skills have been important or very important to their lives

92\% of ISD alumni respondents at GHS say that the Learner Profile influences their thinking and/or that they try to demonstrate those traits today

100\% of ISD alumni respondents at GHS say that they take action in numerous ways, beyond the required minimums for high school courses and/or honor programs
$\mathbf{9 8 \%}$ of ISD alumni respondents at GHS say that the skills they used during their Exhibition are used frequently or every day.

## 2012 ISD Alumni Survey Comments

- It is interesting to note that many of the students who went to ISD are in the higher-level classes and I'm curious whether or not the IB program had a factor in this. (GHS Senior)
- ISD is a great school that truly emphasizes interdisciplinary learning, a skill definitely needed later in life. (GHS Senior)
- My experience at ISD taught me not only to appreciate my education, but to take an active interest in it. (GHS Junior)
- I thought that ISD was a great school because we learned the most important skill, how to work together with others because once you get into older grades, all you do is work with others. (GHS Freshman)
- ISD was a very caring environment. Though I don't actively think about the Learner Profile from day to day, I do believe that it was instrumental in creating an environment during elementary school that allowed me to prosper. (GHS Junior)
- ISD definitely changed my life and made me into a better person and student. It is always easy to identify a former ISD student because they often continue to show the IB character traits that we learned so often in elementary school and are consistently very good students. (GHS Sophomore)


## IB - Magnet Draw Opening Year

This table underscores the key differences in attracting magnet applicants for ISD and NLS in the first year as an IB Candidate School.

|  | International School at <br> Dundee (2000) | New Lebanon School <br> $(2009)$ |
| :--- | :--- | :--- |
| Opened as IB Candidate <br> School | $2000-01$ | $2009-10$ |
| Transportation <br> Marketing | Offered at time of opening | No Transportation |
| Available Seats Year 1 | Heavy | Minimal |
| \#Applicants Year 1 | 129 | 5 |
| \#Not Placed Year 1 | 171 | 14 |
|  | 42 | 9 |

## IB - Magnet Draw for 2012-2013

The table below reflects that with minimal marketing and available magnet seats, each program continues to receive applications from across town.

|  | International School at Dundee | New Lebanon School |
| :--- | :--- | :--- |
| Opened as IB Candidate School | $2000-01$ | $2009-10$ |
| Transportation | No Transportation | No Transportation |
| Marketing | Word of Mouth/Reputation | Minimal |
| Available Seats for 2012-13 | 33 | 11 |
| \#Applicants for 2012-13 | 151 | 12 |
| \# Applicants from Central Cluster | 35 | 5 |
| \# Applicants from Eastern Cluster | 83 | 2 |
| \# Applicants from Western Cluster | 33 | 5 |
| \# Not Placed 2012-13 | 118 | 1 |



## Standards and Framework, Not Curriculum

The Common Core are standards (the desired performance and content outcomes), not a curriculum.

IB is a framework (a way of organizing) for standards and curriculum, not a curriculum

## CCSS and IB Alignment

- The Common Core Standards and IB Framework...
- do not dictate curriculum content taught.
- prepare students for college and careers.
- present a holistic approach to learning.
- provide the skills necessary to compete globally.
- emphasize interdisciplinary learning.
- emphasize Literacy across the content areas.
- focus on mathematical concepts, practices, reasoning, problem solving, and communication.


## Content

The Common Core standards do not dictate the content that students should learn. The standards must be complemented by a content rich curriculum.

IB requires teachers to organize the District's curriculum in accordance with the program's principles and criteria. It defines what students are expected to be able to do, not how teachers should teach or all that can or should be taught.

## College And Career Readiness

The Common Core standards are designed to ensure that students graduating from high school are fully prepared to go to college or to enter the work force.

IB combines rigorous, internationally benchmarked standards and high quality assessments with the IB framework and learner profile to create globally minded, internationally competitive, college and career ready students.

## Whole Child

"For the Common Core standards to succeed and have maximum effect, they also need to be part of a well-rounded, whole child approach to education that ensures students are healthy, safe, supported, engaged and challenged." ASCD

Holistic learning - Through acknowledging and attempting to meet the diverse needs of the student (physical, social, intellectual, aesthetic and cultural) IB schools ensure that learning is significant, provocative, relevant, engaging and challenging.

## Global Perspective

"All students must be prepared to compete with not only their American peers in the next state, but with students from around the world." National Governors Association on Common Core

IB students are prepared to succeed in a rapidly changing world. Emphasis is on global engagement that provides balance between the skills required to succeed in a competitive, global economy and the values that define responsible, global citizenship

## Analytical Skills and Interdisciplinary Approach

Common Core standards promote analytical skills in reading and comprehending complex text across the curriculum. Students are to analyze central ideas, themes, specific word choice, and structure of texts that "extend across genres, cultures and centuries."

IB Language A criteria, for example, are academically rigorous and equip students with linguistic, analytical and communicative skills that can be used in an interdisciplinary manner across all subject areas.

## Literacy Across the Content Areas

Common Core standards require all content area teachers to emphasize literacy experiences in their planning and instruction.

Language is integral to exploring and sustaining personal development, cultural identity and intercultural understanding. It is the major medium of social communication. All IB teachers are, therefore, seen as language teachers.

| Common Core and IB Math |  |
| :--- | :--- |
| COMMON CORE STANDARDS | INTERNATIONAL BACCALAUREATE |$|$| Emphasis on mathematical practices | Knowledge and understanding of math <br> concepts |
| :--- | :--- |
| Problem solving and reasoning | Apply problem solving techniques and <br> describe, justify or prove them |
| Attention to focus and coherence | Use mathematical language to <br> communicate math ideas and reasoning |

# Greenwich Public Schools Racial Balance Questions November 8, 2012 Board of Education Meeting 

I believe there are "subzones" within each designated attendance area for NL and HA? What is the racial demographic for each of these zones last year?
"Subzones" or "natural neighborhoods" were created by the demographic consultant to the RISE committee (Teamworks International) as a means of providing a framework for redistricting. Each of the district attendance areas was divided into a number of natural neighborhoods based on geographic factors (see attached attendance area map). The natural neighborhood boundaries were reviewed by school PTAs and community members and revised based on their input. A demographic profile by race/ethnicity was prepared for each natural neighborhood based on enrollment for the 2006-2007 school year. Redistricting for racial balance was accomplished by creating a new set of attendance areas by natural neighborhood rather than moving individual students (see attached redistricting options). Please note that the redistricting options generated by Teamworks were based on 2006-2007 enrollment data. The least intrusive option developed by Teamworks to achieve racial balance involved redistricting 1,217 of 4,111 elementary students (29.6\%).

The natural neighborhoods were a proprietary component of Teamworks' demographic analysis and were not incorporated into the District student data management system. The District does, however, maintain addresses and geocodes on each student. This data could be used by a consultant with "geo-mapping" software to provide a detailed demographic profile for each attendance area including changes in actual and projected racial/ethnic composition by subzone over time.

## Legal clarification whether pre-school students are included in racial imbalance target calculation

The regulations to implement the racial imbalance law developed by the Connecticut State Department of Education contain the following definitions and guidelines for calculating racial imbalance:

Sec. 10-226e-1. Definitions
As used in sections 10-226e-1 to 10-226e-8, inclusive, of the Regulations of Connecticut State Agencies:
(1) "Pupil" means an individual for whom instruction is provided in a public elementary and secondary school under the jurisdiction of a local or regional board of education.

# Greenwich Public Schools Racial Balance Questions November 8, 2012 Board of Education Meeting 

(4) "Grade" means that portion of a school program which represents the work of one regular school term, identified either as kindergarten, grade one, grade two, etc., or in an ungraded school program, identified on the basis of educational need.

Sec. 10-226e-3. Determination of racial imbalance
(a) Reports submitted pursuant to Section 10-226e-2 of the Regulations of Connecticut State Agencies will be reviewed annually by the State Department of Education. The proportion of pupils of racial minorities in each school will be compared to the proportion of pupils of racial minorities in comparable grades in the school district as a whole, as follows:
(1) Proportion for the school. The total number of pupils of racial minorities in the school, as reported pursuant to Section 10-226e-2 of the Regulations of Connecticut State Agencies, shall be divided by the total number of pupils in the school. The resulting percentage shall be the Proportion for the School.
(2) Comparable proportion for the school district. For all grades of a given school, the total number of pupils of racial minorities enrolled in the same grades throughout the school district shall be divided by the district-wide total pupil enrollment in such grades. The resulting percentage shall be the Comparable Proportion for the School District for such school.
(b) Any school in which the Proportion of the School falls outside of a range from 25 percentage points less to 25 percentage points more than the Comparable Proportion for the School District, shall be determined to be racially imbalanced.
(c) If the State Board of Education determines that one or more school in a school district is racially imbalanced, said board shall promptly notify the board of education having jurisdiction of such school or schools.
(Effective April 1, 1980; amended November 29, 1999)
The District's interpretation of this statute is that if an elementary school includes one or more sections of prekindergarten, then the racial imbalance status of that school is calculated by comparing the percentage of minority students enrolled in prekindergarten through fifth grade in the school to the percentage of minority students enrolled in prekindergarten through fifth grade in the District. If the elementary school does not include one or more sections of prekindergarten, the racial imbalance status of that school is calculated by comparing the percentage of minority students enrolled in Kindergarten through fifth grade in the school to the percentage of minority students enrolled in Kindergarten through fifth grade in the District.

# Greenwich Public Schools Racial Balance Questions <br> November 8, 2012 Board of Education Meeting 

Supporting the District's interpretation are two observations:

- The District is required by statute to report all students enrolled in public prekindergarten as part of the data collection for the Public School Information System (PSIS). This reporting requirement is consistent with the definition of "pupil" and "grade" in the regulation. While the regulation specifically lists kindergarten, grade one, and grade two, grade two is following by etc. indicating that these are examples not an inclusive list of all grades covered by the statute.
- The letter from Commissioner Pryor to Superintendent Lulow citing Hamilton Avenue School and New Lebanon schools for continuing racial imbalance dated June 11, 2012 contains a data table listing racial balance calculations for every school in Greenwich (see attached). Where the school has one or more sections of prekindergarten (Cos Cob, New Lebanon, Hamilton Avenue, Parkway, Old Greenwich and North Street), the minority enrollment for the school includes prekindergarten and it is compared to a district minority enrollment including prekindergarten (4,282 students / 32.79\% minority). Where the elementary school contains no sections of prekindergarten (Julian Curtiss, Riverside, Glenville, North Mianus and International School at Dundee), minority percentage is calculated on enrollment in Kindergarten through fifth grade and is compared to District Kindergarten through fifth grade enrollment (4,146 students / 32.56\% minority).

The Superintendent has requested a clarification of the District's interpretation of the racial imbalance calculation from Mark Linabury of the Connecticut State Department of Education.

## Clarification from Commissioner Pryor that he would deny a-priori an application for a "district sponsored charter" school

From the Connecticut State Department of Education website regarding State approved and funded charter schools:

A state charter school is a public nonsectarian school organized as a nonprofit corporation and operated independently of a local or regional board of education. Charters are granted by the State Board of Education and schools may enroll students in Grades PK-12 as established in their charters. Charter schools: (1) improve academic achievement; (2) provide for educational innovation; (3) provide vehicles for the reduction of racial, ethnic and economic isolation; and (4) provide a choice of public education programs for students and parents.

# Greenwich Public Schools Racial Balance Questions November 8, 2012 Board of Education Meeting 

Charter schools are open to all students, but the charter may limit the geographic areas from which students may attend. The charter school holds a lottery if there are more applicants than spaces available. Districts are required to give charter school personnel access to schools for recruiting purposes. Parents do not pay tuition to send their child to a charter school. Operating costs for state charter schools are funded through a state grant of \$9,300 per student enrolled in the school. Charter schools are also eligible for federal and state competitive grants, including a federal charter school start-up grant.

The local or regional board of education where the charter school is located must provide transportation for students attending the charter school who live in the district. Parents of students who live out of the district where the charter is located may need to provide transportation for their child if the charter school does not.

In meetings with Dr. McKersie, Commissioner Pryor indicated that it was unlikely that the State Board of Education would authorize and fund a charter school in Greenwich. The state has authorized and is currently funding seventeen charters in Stamford, Bridgeport, Hamden, New Haven, Hartford, Manchester Norwich, Winsted and New London. By charter, all of these schools operate with inter-district catchment areas.

Commissioner Pryor did not comment on the possibility of the Greenwich Board of Education authorizing and funding an "autonomous" or "charter" school within the District. The District is seeking a legal opinion as to whether or not a local board of education can cede its authority and obligation to operate a local school to an "autonomous" entity under the Connecticut General Statutes. The State Board of Education would still have the authority to approve any plan to correct racial imbalance submitted by the District.

Data showing student achievement improvement through implementation of IB
Presented as part of the Magnet Report to the Board on December 6

## How IB and Common Core are aligned

Presented as part of the Magnet Report to the Board on December 6
Racial Composition statistics for Julian Curtiss
See attached
Attendance Zone and Racial Composition of applicants to Dundee

# Greenwich Public Schools Racial Balance Questions <br> November 8, 2012 Board of Education Meeting 

See attached. The racial composition of magnet school applicants is not tracked per request of the Board of Education. This direction was given during a Board of Education review of the magnet school guidelines in May of 2009. The race or ethnicity of the applicant is not included on the magnet application.

It is important to note that ISD magnet applications were received from all ten elementary schools and from four tuition families. 68 of the 145 applications were filed by families with home schools other than North Mianus, Old Greenwich and Riverside. However, the bulk of the magnet placements at ISD are from these three schools due to the priorities stipulated in the magnet guidelines. By Board of Education policy, parents are responsible for transporting students to ISD if they live outside of the Eastern Middle School catchment area.

Number of tuition students broken down by staff, town employees and other including the number of students per family, school attending and grades

See attached
Number of staff who are Greenwich residents who have students attending school outside their catchment area including the number of children involved, catchment school and grades

Four staff members, seven students, one HA Gr 3, three HA Gr 5, two WMS Gr 6 and one CMS Gr 8. All of the elementary students are placed in the building where the parent is working. One Hamilton Avenue placement and one Western Middle School placement are due to a handicap accessibility issue at Western.

The number of middle school students who were elementary magnet students who are not attending the middle school in their catchment area

|  | Attending |  |  |
| :---: | :---: | :---: | :---: |
| Home School | CMS | EMS | WMS |
| CMS |  | 7 | 1 |
| EMS | 1 |  | 0 |
| WMS | 17 | 4 |  |



## 2006 / 07 Elementary Students by Natural Neighborhood



## 2006 / 07 Elementary Students by Natural Neighborhood

| $\underline{\text { Julian Curtiss }}$ |  |  | Gender |  | Grade |  |  |  |  |  | Race |  |  |  |  |  |  | Free / Red. <br> Lunch |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ID | School | Total K-5 | M | $F$ | $K$ | 1st | 2nd | 3rd | 4th | 5th | Asn | BIk | Hisp. | Ind. | Wht | Total Min. | \% | \# | \% |
| 13 | Julian Curtiss | 16 | 10 | 6 | 2 | 0 | 3 | 4 | 6 | 1 | 0 | 0 | 1 | 0 | 15 | 1 | 6\% | 0 | 0\% |
| 13 | Cos Cob | 2 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0\% | 0 | 0\% |
| 14 | Julian Curtiss | 23 | 12 | 11 | 5 | 4 | 4 | 2 | 3 | 5 | 0 | 0 | 4 | 0 | 19 | 4 | 17\% | 1 | 4\% |
| 15 | Julian Curtiss | 35 | 20 | 15 | 7 | 6 | 3 | 6 | 5 | 8 | 6 | 0 | 5 | 0 | 24 | 11 | 31\% | 1 | 3\% |
| 15 | Glenville | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0\% | 0 | 0\% |
| 16 | Julian Curtiss | 3 | 1 | 2 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0\% | 0 | 0\% |
| 17 | Julian Curtiss | 2 | 0 | 2 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0\% | 0 | 0\% |
| 18 | Julian Curtiss | 26 | 17 | 9 | 2 | 5 | 4 | 6 | 3 | 6 | 3 | 6 | 5 | 0 | 12 | 14 | 54\% | 6 | 23\% |
| 18 | Hamilton Ave | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 100\% | 1 | 100\% |
| 19 | Julian Curtiss | 7 | 5 | 2 | 1 | 0 | 2 | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 7 | 0 | 0\% | 0 | 0\% |
| 20 | Julian Curtiss | 94 | 50 | 44 | 18 | 16 | 11 | 15 | 17 | 17 | 3 | 15 | 46 | 0 | 30 | 64 | 68\% | 60 | 64\% |
| 20 | Hamilton Ave | 4 | 1 | 3 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 2 | 0 | 2 | 2 | 50\% | 3 | 75\% |
| 20 | Cos Cob | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 100\% | 0 | 0\% |
| 21 | Julian Curtiss | 45 | 23 | 22 | 8 | 7 | 9 | 7 | 6 | 8 | 6 | 0 | 0 | 0 | 39 | 6 | 13\% | 0 | 0\% |
| 22 | Julian Curtiss | 54 | 23 | 31 | 13 | 7 | 9 | 10 | 5 | 10 | 7 | 1 | 10 | 0 | 36 | 18 | 33\% | 5 | 9\% |
| 22 | IS at Dundee | 2 | 0 | 2 | 0 | 1 | 0 | 0 | 1 | 0 | 2 | 0 | 0 | 0 | 0 | 2 | 100\% | 0 | 0\% |
| 22 | Hamilton Ave | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0\% | 0 | 0\% |
|  | Total * | 317 | 166 | 151 | 58 | 49 | 46 | 56 | 50 | 58 | 27 | 23 | 74 | 0 | 193 | 124 | 39\% | 77 | 24\% |
|  | Total ** | 305 | 161 | 144 | 57 | 47 | 45 | 53 | 47 | 56 | 25 | 22 | 71 | 0 | 187 | 118 | 39\% | 73 | 24\% |


| Cos Cob |  |  |
| :---: | :---: | :---: |
| ID | School | $\begin{array}{\|c\|c\|} \text { Total } \\ K-5 \end{array}$ |
| 23 | Cos Cob | 46 |
| 23 | IS at Dundee | 9 |
| 23 | North Mianus | 1 |
| 24 | Cos Cob | 42 |
| 24 | Glenville | 1 |
| 25 | Cos Cob | 124 |
| 25 | IS at Dundee | 5 |
| 25 | Julian Curtiss | 4 |
| 25 | Old Greenwich | 1 |
| 25 | New Lebanon | 1 |
| 25 | Hamilton Ave | 1 |
| 26 | Cos Cob | 62 |
| 26 | IS at Dundee | 2 |
| 27 | Cos Cob | 64 |
| 27 | Julian Curtiss | 3 |
| 27 | Parkway | 1 |
| 28 | Cos Cob | 15 |
| 28 | Glenville | 1 |
|  | Total * | 383 |
|  | Total ** | 353 |


| Gender |  |
| :---: | :---: |
|  |  |
| $\boldsymbol{M}$ | $\boldsymbol{F}$ |
| $\mathbf{2 1}$ | $\mathbf{2 5}$ |
| 4 | 5 |
| 0 | 1 |
| $\mathbf{1 5}$ | $\mathbf{2 7}$ |
| 1 | 0 |
| $\mathbf{6 5}$ | $\mathbf{5 9}$ |
| 2 | 3 |
| 1 | 3 |
| 1 | 0 |
| 0 | 1 |
| 1 | 0 |
| $\mathbf{3 0}$ | $\mathbf{3 2}$ |
| 1 | 1 |
| $\mathbf{3 6}$ | $\mathbf{2 8}$ |
| 3 | 0 |
| 1 | 0 |
| $\mathbf{8}$ | $\mathbf{7}$ |
| 0 | 1 |
| $\mathbf{1 9 0}$ | 193 |
| $\mathbf{1 7 5}$ | $\mathbf{1 7 8}$ |


| Grade |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |
| $\boldsymbol{K}$ | $\mathbf{1 s t}$ | 2nd | 3rd | 4th | 5th |
| $\mathbf{1 0}$ | $\mathbf{7}$ | $\mathbf{7}$ | $\mathbf{5}$ | $\mathbf{9}$ | $\mathbf{8}$ |
| 3 | 1 | 0 | 1 | 1 | 3 |
| 0 | 0 | 0 | 1 | 0 | 0 |
| $\mathbf{4}$ | $\mathbf{1 0}$ | $\mathbf{4}$ | $\mathbf{9}$ | $\mathbf{8}$ | $\mathbf{7}$ |
| 0 | 0 | 1 | 0 | 0 | 0 |
| $\mathbf{2 5}$ | $\mathbf{1 9}$ | $\mathbf{2 1}$ | $\mathbf{1 6}$ | $\mathbf{1 8}$ | $\mathbf{2 5}$ |
| 3 | 0 | 0 | 1 | 0 | 1 |
| 0 | 0 | 0 | 1 | 1 | 2 |
| 0 | 0 | 0 | 0 | 1 | 0 |
| 0 | 0 | 0 | 0 | 0 | 1 |
| 0 | 0 | 0 | 0 | 1 | 0 |
| $\mathbf{1 0}$ | $\mathbf{7}$ | $\mathbf{9}$ | $\mathbf{1 2}$ | $\mathbf{1 5}$ | $\mathbf{9}$ |
| 0 | 0 | 0 | 0 | 2 | 0 |
| $\mathbf{1 0}$ | $\mathbf{6}$ | $\mathbf{1 5}$ | $\mathbf{7}$ | $\mathbf{1 6}$ | $\mathbf{1 0}$ |
| 0 | 0 | 0 | 1 | 1 | 1 |
| 0 | 0 | 0 | 0 | 0 | 1 |
| $\mathbf{1}$ | $\mathbf{2}$ | $\mathbf{3}$ | $\mathbf{5}$ | $\mathbf{1}$ | $\mathbf{3}$ |
| 0 | 0 | 0 | 0 | 0 | 1 |
| 66 | 52 | 60 | 59 | 74 | 72 |
| $\mathbf{6 0}$ | $\mathbf{5 1}$ | $\mathbf{5 9}$ | $\mathbf{5 4}$ | $\mathbf{6 7}$ | $\mathbf{6 2}$ |


| Race |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Asn | BIk | Hisp. | Ind. | Wht | Total <br> Min. | \% |
| 4 | 0 | 5 | 0 | 37 | 9 | 20\% |
| 3 | 0 | 0 | 0 | 6 | 3 | 33\% |
| 0 | 0 | 0 | 1 | 0 | 1 | 100\% |
| 10 | 1 | 2 | 0 | 29 | 13 | 31\% |
| 0 | 0 | 1 | 0 | 0 | 1 | 100\% |
| 22 | 0 | 21 | 0 | 81 | 43 | 35\% |
| 0 | 0 | 0 | 0 | 5 | 0 | 0\% |
| 2 | 0 | 0 | 0 | 2 | 2 | 50\% |
| 0 | 0 | 0 | 0 | 1 | 0 | 0\% |
| 0 | 0 | 0 | 0 | 1 | 0 | 0\% |
| 0 | 0 | 1 | 0 | 0 | 1 | 100\% |
| 8 | 1 | 4 | 0 | 49 | 13 | 21\% |
| 1 | 0 | 0 | 0 | 1 | 1 | 50\% |
| 10 | 1 | 9 | 0 | 44 | 20 | 31\% |
| 0 | 0 | 0 | 0 | 3 | 0 | 0\% |
| 0 | 0 | 0 | 0 | 1 | 0 | 0\% |
| 5 | 0 | 0 | 0 | 10 | 5 | 33\% |
| 0 | 0 | 0 | 0 | 1 | 0 | 0\% |
| 65 | 3 | 43 | 1 | 271 | 112 | 29\% |
| 59 | 3 | 41 | 0 | 250 | 103 | 29\% |


| Free / Red. |  |
| :---: | :---: |
| Lunch |  |
| \# | \% |
| 3 | 7\% |
| 0 | 0\% |
| 0 | 0\% |
| 2 | 5\% |
| 0 | 0\% |
| 11 | 9\% |
| 0 | 0\% |
| 0 | 0\% |
| 1 | 100\% |
| 1 | 100\% |
| 0 | 0\% |
| 1 | 2\% |
| 0 | 0\% |
| 1 | 2\% |
| 0 | 0\% |
| 0 | 0\% |
| 0 | 0\% |
| 0 | 0\% |
| 20 | 5\% |
| 18 | 5\% |

Total * - students within attendance area
Total ** - * and attending school

## 2006 / 07 Elementary Students by Natural Neighborhood

| $\underline{\text { Riverside }}$ |  |  | Gender |  | Grade |  |  |  |  |  | Race |  |  |  |  |  |  | $\begin{aligned} & \text { Free / Red. } \\ & \hline \text { Lunch } \end{aligned}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ID | School | $\begin{gathered} \text { Total } \\ K-5 \end{gathered}$ | M | $F$ | $K$ | 1st | 2nd | 3rd | 4th | 5th | Asn | Blk | Hisp. | Ind. | Wht | Total Min. | \% | \# | \% |
| 29 | Riverside | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 100\% | 0 | 0\% |
| 30 | Riverside | 125 | 69 | 56 | 28 | 24 | 22 | 23 | 12 | 16 | 11 | 0 | 12 | 0 | 102 | 23 | 18\% | 0 | 0\% |
| 30 | IS at Dundee | 13 | 8 | 5 | 2 | 3 | 1 | 2 | 4 | 1 | 0 | 0 | 2 | 0 | 11 | 2 | 15\% | 0 | 0\% |
| 31 | Riverside | 92 | 50 | 42 | 12 | 17 | 13 | 21 | 12 | 17 | 5 | 0 | 4 | 0 | 83 | 9 | 10\% | 0 | 0\% |
| 31 | IS at Dundee | 6 | 4 | 2 | 1 | 3 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 0\% | 0 | 0\% |
| 31 | North Mianus | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 100\% | 0 | 0\% |
| 32 | Riverside | 53 | 28 | 25 | 6 | 7 | 9 | 8 | 12 | 11 | 2 | 0 | 2 | 0 | 49 | 4 | 8\% | 0 | 0\% |
| 32 | IS at Dundee | 2 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 2 | 0 | 0\% | 0 | 0\% |
| 33 | Riverside | 186 | 99 | 87 | 32 | 31 | 34 | 39 | 26 | 24 | 12 | 0 | 17 | 0 | 157 | 29 | 16\% | 3 | 2\% |
| 33 | IS at Dundee | 16 | 5 | 11 | 4 | 0 | 1 | 1 | 5 | 5 | 2 | 1 | 0 | 0 | 13 | 3 | 19\% | 0 | 0\% |
| 33 | Cos Cob | 2 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0\% | 0 | 0\% |
| 34 | Riverside | 27 | 19 | 8 | 2 | 5 | 4 | 7 | 3 | 6 | 1 | 0 | 1 | 0 | 25 | 2 | 7\% | 0 | 0\% |
| 34 | IS at Dundee | 5 | 5 | 0 | 2 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 3 | 0 | 2 | 3 | 60\% | 0 | 0\% |
|  | Total * | 529 | 289 | 240 | 89 | 92 | 87 | 104 | 75 | 82 | 34 | 1 | 42 | 0 | 452 | 77 | 15\% | 3 | 1\% |
|  | Total ** | 484 | 266 | 218 | 80 | 84 | 82 | 98 | 65 | 75 | 32 | 0 | 36 | 0 | 416 | 68 | 14\% | 3 | 1\% |
| Old Greenwich |  |  | Gender |  | Grade |  |  |  |  |  | Race |  |  |  |  |  |  | $\begin{array}{\|l} \text { Free / Red. } \\ \hline \text { Lunch } \end{array}$ |  |
| ID | School | $\begin{gathered} \text { Total } \\ K-5 \end{gathered}$ | M | $F$ | $K$ | 1st | 2nd | 3rd | 4th | 5th | Asn | BIK | Hisp. | Ind. | Wht | Total Min. | \% | \# | \% |
| 35 | Old Greenwich | 380 | 178 | 202 | 74 | 55 | 80 | 58 | 64 | 49 | 10 | 1 | 6 | 0 | 363 | 17 | 4\% | 3 | 1\% |
| 35 | IS at Dundee | 20 | 10 | 10 | 3 | 2 | 4 | 2 | 4 | 5 | 0 | 0 | 1 | 0 | 19 | 1 | 5\% | 0 | 0\% |
| 35 | Riverside | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0\% | 0 | 0\% |
| 36 | Old Greenwich | 13 | 8 | 5 | 4 | 3 | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 13 | 0 | 0\% | 0 | 0\% |
|  | Total * | 414 | 197 | 217 | 81 | 60 | 87 | 62 | 70 | 54 | 10 | 1 | 7 | 0 | 396 | 18 | 4\% | 3 | 1\% |
|  | Total ** | 393 | 375 | 207 | 155 | 58 | 82 | 60 | 66 | 49 | 20 | 1 | 6 | 0 | 376 | 17 | 4\% | 3 | 1\% |
| $\underline{\text { IS at Dundee }}$ |  |  | Gender |  | Grade |  |  |  |  |  | Race |  |  |  |  |  |  | $\frac{\text { Free / Red. }}{\text { Lunch }}$ |  |
| ID | School | $\begin{gathered} \text { Total } \\ \text { K-5 } \end{gathered}$ | M | $F$ | $K$ | 1st | 2nd | 3rd | 4th | 5th | Asn | BIk | Hisp. | Ind. | Wht | Total <br> Min. | \% | \# | \% |
| 37 | IS at Dundee | 18 | 6 | 12 | 3 | 5 | 3 | 2 | 4 | 1 | 1 | 1 | 2 | 0 | 14 | 4 | 22\% | 0 | 0\% |
| 37 | Old Greenwich | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0\% | 0 | 0\% |
| 38 | IS at Dundee | 45 | 26 | 19 | 4 | 10 | 12 | 7 | 5 | 7 | 2 | 0 | 8 | 0 | 35 | 10 | 22\% | 0 | 0\% |
| 38 | Julian Curtiss | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 100\% | 0 | 0\% |
| 39 | IS at Dundee | 19 | 13 | 6 | 2 | 4 | 5 | 2 | 2 | 4 | 0 | 0 | 3 | 0 | 16 | 3 | 16\% | 0 | 0\% |
| 40 | IS at Dundee | 42 | 26 | 16 | 4 | 8 | 9 | 9 | 5 | 7 | 12 | 2 | 2 | 0 | 26 | 16 | 38\% | 2 | 5\% |
| 40 | Old Greenwich | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0\% | 0 | 0\% |
| 41 | IS at Dundee | 8 | 5 | 3 | 4 | 0 | 1 | 1 | 0 | 2 | 2 | 0 | 1 | 0 | 5 | 3 | 38\% | 1 | 13\% |
| 42 | IS at Dundee | 30 | 14 | 16 | 4 | 6 | 2 | 7 | 4 | 7 | 1 | 7 | 12 | 0 | 10 | 20 | 67\% | 20 | 67\% |
| 42 | Hamilton Ave | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 100\% | 1 | 100\% |
| 43 | IS at Dundee | 10 | 6 | 4 | 3 | 1 | 3 | 2 | 1 | 0 | 2 | 1 | 2 | 0 | 5 | 5 | 50\% | 1 | 10\% |
| 44 | IS at Dundee | 3 | 0 | 3 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 3 | 0 | 0 | 3 | 100\% | 1 | 33\% |
|  | Total * | 179 | 98 | 81 | 26 | 35 | 38 | 30 | 22 | 28 | 21 | 12 | 33 | 0 | 113 | 66 | 37\% | 26 | 15\% |
|  | Total ** | 175 | 96 | 79 | 25 | 34 | 36 | 30 | 22 | 28 | 20 | 11 | 33 | 0 | 111 | 64 | 37\% | 25 | 14\% |

## 2006 / 07 Elementary Students by Natural Neighborhood

| North Mianus |  |  | Gender |  | Grade |  |  |  |  |  | Race |  |  |  |  |  |  | Free / Red. <br> Lunch |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ID | School | $\begin{gathered} \text { Total } \\ \text { K-5 } \end{gathered}$ | M | $F$ | $K$ | 1st | 2nd | 3rd | 4th | 5th | Asn | Blk | Hisp. | Ind. | Wht | Total Min. | \% | \# | \% |
| 45 | North Mianus | 108 | 49 | 59 | 19 | 20 | 11 | 21 | 20 | 17 | 3 | 0 | 5 | 0 | 100 | 8 | 7\% | 1 | 1\% |
| 46 | North Mianus | 17 | 5 | 12 | 2 | 3 | 3 | 4 | 2 | 3 | 1 | 0 | 1 | 0 | 15 | 2 | 12\% | 0 | 0\% |
| 46 | IS at Dundee | 5 | 3 | 2 | 2 | 0 | 1 | 1 | 0 | 1 | 2 | 0 | 0 | 0 | 3 | 2 | 40\% | 0 | 0\% |
| 46 | Old Greenwich | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0\% | 0 | 0\% |
| 47 | North Mianus | 18 | 10 | 8 | 4 | 4 | 0 | 3 | 4 | 3 | 2 | 0 | 2 | 0 | 14 | 4 | 22\% | 0 | 0\% |
| 47 | IS at Dundee | 4 | 1 | 3 | 0 | 1 | 0 | 2 | 0 | 1 | 0 | 0 | 2 | 0 | 2 | 2 | 50\% | 0 | 0\% |
| 47 | Cos Cob | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0\% | 0 | 0\% |
| 48 | North Mianus | 10 | 7 | 3 | 2 | 0 | 3 | 0 | 4 | 1 | 0 | 0 | 0 | 0 | 10 | 0 | 0\% | 0 | 0\% |
| 49 | North Mianus | 12 | 6 | 6 | 0 | 4 | 2 | 1 | 3 | 2 | 3 | 0 | 1 | 0 | 8 | 4 | 33\% | 0 | 0\% |
| 49 | Cos Cob | 2 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 2 | 100\% | 0 | 0\% |
| 50 | North Mianus | 116 | 52 | 64 | 17 | 18 | 27 | 24 | 9 | 21 | 24 | 0 | 6 | 0 | 86 | 30 | 26\% | 0 | 0\% |
| 50 | IS at Dundee | 33 | 16 | 17 | 4 | 5 | 4 | 7 | 4 | 9 | 1 | 0 | 1 | 0 | 31 | 2 | 6\% | 0 | 0\% |
| 50 | Julian Curtiss | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0\% | 0 | 0\% |
| 51 | North Mianus | 20 | 9 | 11 | 6 | 4 | 2 | 3 | 1 | 4 | 13 | 0 | 3 | 0 | 4 | 16 | 80\% | 0 | 0\% |
| 51 | IS at Dundee | 18 | 8 | 10 | 4 | 5 | 2 | 1 | 2 | 4 | 6 | 0 | 1 | 0 | 11 | 7 | 39\% | 0 | 0\% |
| 51 | Hamilton Ave | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 100\% | 0 | 0\% |
| 52 | North Mianus | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0\% | 0 | 0\% |
| 52 | IS at Dundee | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0\% | 0 | 0\% |
| 53 | North Mianus | 5 | 1 | 4 | 1 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 0\% | 0 | 0\% |
| 53 | Julian Curtiss | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0\% | 0 | 0\% |
| 54 | North Mianus | 17 | 8 | 9 | 4 | 3 | 2 | 0 | 6 | 2 | 3 | 0 | 2 | 0 | 12 | 5 | 29\% | 0 | 0\% |
| 54 | IS at Dundee | 9 | 6 | 3 | 0 | 2 | 2 | 1 | 2 | 2 | 1 | 0 | 1 | 0 | 7 | 2 | 22\% | 0 | 0\% |
| 55 | North Mianus | 15 | 6 | 9 | 3 | 3 | 4 | 1 | 1 | 3 | 0 | 0 | 4 | 0 | 11 | 4 | 27\% | 3 | 20\% |
| 55 | IS at Dundee | 6 | 3 | 3 | 1 | 1 | 0 | 0 | 4 | 0 | 1 | 0 | 1 | 0 | 4 | 2 | 33\% | 0 | 0\% |
| 55 | Riverside | 2 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0\% | 0 | 0\% |
| 56 | North Mianus | 45 | 17 | 28 | 9 | 7 | 4 | 9 | 11 | 5 | 5 | 0 | 4 | 0 | 36 | 9 | 20\% | 0 | 0\% |
| 57 | North Mianus | 45 | 25 | 20 | 4 | 9 | 9 | 8 | 5 | 10 | 11 | 0 | 1 | 0 | 33 | 12 | 27\% | 1 | 2\% |
| 57 | IS at Dundee | 6 | 4 | 2 | 2 | 1 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 0\% | 0 | 0\% |
|  | Total * | 520 | 240 | 280 | 84 | 90 | 78 | 91 | 86 | 91 | 79 | 0 | 35 | 0 | 406 | 114 | 22\% | 5 | 1\% |
|  | Total ** | 428 | 195 | 233 | 71 | 75 | 67 | 76 | 68 | 71 | 65 | 0 | 29 | 0 | 334 | 94 | 22\% | 5 | 1\% |

Total * - students within attendance area
Total ** - * and attending school


## 2006 / 07 Elementary Students by Natural Neighborhood

| North Street |  |  | Gender |  | Grade |  |  |  |  |  | Race |  |  |  |  |  |  | Free / Red. <br> Lunch |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ID | School | $\begin{gathered} \text { Total } \\ \text { K-5 } \end{gathered}$ | M | $F$ | $K$ | 1st | 2nd | 3rd | 4th | 5th | Asn | Blk | Hisp. | Ind. | Wht | Total Min. | \% | \# | \% |
| 58 | North Street | 19 | 13 | 6 | 3 | 4 | 2 | 4 | 4 | 2 | 2 | 0 | 0 | 0 | 17 | 2 | 11\% | 0 | 0\% |
| 59 | North Street | 26 | 16 | 10 | 5 | 6 | 2 | 6 | 4 | 3 | 0 | 2 | 2 | 0 | 22 | 4 | 15\% | 0 | 0\% |
| 59 | Julian Curtiss | 3 | 2 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 2 | 67\% | 1 | 33\% |
| 60 | North Street | 14 | 7 | 7 | 2 | 4 | 1 | 4 | 1 | 2 | 0 | 0 | 0 | 0 | 14 | 0 | 0\% | 0 | 0\% |
| 61 | North Street | 47 | 26 | 21 | 8 | 8 | 10 | 10 | 6 | 5 | 9 | 1 | 2 | 0 | 35 | 12 | 26\% | 0 | 0\% |
| 61 | Julian Curtiss | 2 | 0 | 2 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 2 | 0 | 0 | 2 | 100\% | 0 | 0\% |
| 61 | Cos Cob | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 100\% | 0 | 0\% |
| 62 | North Street | 37 | 16 | 21 | 5 | 5 | 6 | 6 | 7 | 8 | 6 | 0 | 6 | 0 | 25 | 12 | 32\% | 0 | 0\% |
| 63 | North Street | 13 | 11 | 2 | 4 | 0 | 2 | 1 | 4 | 2 | 1 | 1 | 2 | 0 | 9 | 4 | 31\% | 0 | 0\% |
| 63 | IS at Dundee | 2 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0\% | 0 | 0\% |
| 64 | North Street | 4 | 3 | 1 | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0\% | 0 | 0\% |
| 65 | North Street | 9 | 7 | 2 | 0 | 0 | 3 | 1 | 5 | 0 | 0 | 2 | 0 | 0 | 7 | 2 | 22\% | 0 | 0\% |
| 66 | North Street | 15 | 11 | 4 | 2 | 1 | 3 | 2 | 6 | 1 | 2 | 2 | 0 | 0 | 11 | 4 | 27\% | 0 | 0\% |
| 67 | North Street | 41 | 22 | 19 | 10 | 7 | 8 | 7 | 4 | 5 | 6 | 0 | 0 | 0 | 35 | 6 | 15\% | 0 | 0\% |
| 67 | Cos Cob | 10 | 5 | 5 | 1 | 2 | 1 | 2 | 1 | 3 | 1 | 0 | 0 | 0 | 9 | 1 | 10\% | 0 | 0\% |
| 67 | North Mianus | 2 | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 2 | 0 | 0\% | 0 | 0\% |
| 68 | North Street | 25 | 14 | 11 | 5 | 5 | 2 | 4 | 5 | 4 | 0 | 0 | 4 | 0 | 21 | 4 | 16\% | 0 | 0\% |
| 68 | Julian Curtiss | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0\% | 0 | 0\% |
| 69 | North Street | 8 | 4 | 4 | 0 | 1 | 2 | 1 | 2 | 2 | 0 | 0 | 1 | 0 | 7 | 1 | 13\% | 0 | 0\% |
| 70 | North Street | 36 | 17 | 19 | 8 | 5 | 8 | 2 | 9 | 4 | 1 | 0 | 1 | 0 | 34 | 2 | 6\% | 0 | 0\% |
| 70 | IS at Dundee | 5 | 0 | 5 | 1 | 0 | 1 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 0\% | 0 | 0\% |
| 71 | North Street | 46 | 20 | 26 | 6 | 10 | 6 | 11 | 8 | 5 | 3 | 0 | 0 | 0 | 43 | 3 | 7\% | 0 | 0\% |
| 71 | Cos Cob | 2 | 2 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 2 | 0 | 0\% | 0 | 0\% |
| 72 | North Street | 22 | 14 | 8 | 4 | 1 | 2 | 6 | 6 | 3 | 1 | 0 | 0 | 0 | 21 | 1 | 5\% | 0 | 0\% |
| 72 | Julian Curtiss | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0\% | 0 | 0\% |
| 73 | North Street | 17 | 10 | 7 | 3 | 3 | 3 | 1 | 6 | 1 | 0 | 0 | 1 | 0 | 16 | 1 | 6\% | 0 | 0\% |
| 73 | Julian Curtiss | 3 | 2 | 1 | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 1 | 0 | 2 | 1 | 33\% | 0 | 0\% |
| 73 | Parkway | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0\% | 0 | 0\% |
| 74 | North Street | 30 | 20 | 10 | 5 | 3 | 6 | 2 | 6 | 8 | 5 | 0 | 6 | 0 | 19 | 11 | 37\% | 0 | 0\% |
| 75 | North Street | 16 | 10 | 6 | 3 | 2 | 1 | 2 | 4 | 4 | 0 | 0 | 0 | 0 | 16 | 0 | 0\% | 0 | 0\% |
| 76 | North Street | 34 | 23 | 11 | 6 | 2 | 9 | 5 | 8 | 4 | 0 | 0 | 2 | 0 | 32 | 2 | 6\% | 0 | 0\% |
| 76 | Riverside | 2 | 2 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0\% | 0 | 0\% |
|  | Total * | 494 | 279 | 215 | 85 | 73 | 81 | 81 | 102 | 72 | 39 | 8 | 31 | 0 | 416 | 78 | 16\% | 1 | 0\% |
|  | Total ** | 459 | 264 | 195 | 81 | 68 | 77 | 75 | 95 | 63 | 36 | 8 | 27 | 0 | 388 | 71 | 3 | 0 | 0\% |

Total * - students within attendance area
Total ** - * and attending school

## 2006 / 07 Elementary Students by Natural Neighborhood

| Glenville |  |  | Gender |  | Grade |  |  |  |  |  | Race |  |  |  |  |  |  | Free / Red. <br> Lunch |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ID | School | $\begin{gathered} \text { Total } \\ \text { K-5 } \end{gathered}$ | M | $F$ | $K$ | 1st | 2nd | 3rd | 4th | 5th | Asn | Blk | Hisp. | Ind. | Wht | Total Min. | \% | \# | \% |
| 77 | Glenville | 29 | 16 | 13 | 5 | 5 | 6 | 5 | 3 | 5 | 0 | 1 | 4 | 0 | 24 | 5 | 17\% | 3 | 10\% |
| 77 | Parkway | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 100\% | 0 | 0\% |
| 77 | New Lebanon | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0\% | 0 | 0\% |
| 77 | Hamilton Ave | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0\% | 0 | 0\% |
| 78 | Glenville | 23 | 14 | 9 | 4 | 1 | 7 | 4 | 3 | 4 | 1 | 0 | 4 | 0 | 18 | 5 | 22\% | 1 | 4\% |
| 78 | Hamilton Ave | 4 | 1 | 3 | 2 | 0 | 0 | 0 | 2 | 0 | 1 | 0 | 2 | 0 | 1 | 3 | 75\% | 2 | 50\% |
| 78 | New Lebanon | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0\% | 0 | 0\% |
| 79 | Glenville | 39 | 23 | 16 | 6 | 4 | 6 | 6 | 4 | 13 | 5 | 0 | 2 | 0 | 32 | 7 | 18\% | 0 | 0\% |
| 79 | IS at Dundee | 3 | 1 | 2 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 3 | 0 | 0\% | 0 | 0\% |
| 79 | Hamilton Ave | 3 | 0 | 3 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 2 | 0 | 1 | 2 | 67\% | 0 | 0\% |
| 80 | Glenville | 10 | 4 | 6 | 0 | 0 | 2 | 4 | 3 | 1 | 1 | 0 | 0 | 0 | 9 | 1 | 10\% | 0 | 0\% |
| 80 | Cos Cob | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0\% | 0 | 0\% |
| 81 | Glenville | 5 | 2 | 3 | 0 | 1 | 1 | 2 | 1 | 0 | 0 | 0 | 1 | 0 | 4 | 1 | 20\% | 0 | 0\% |
| 82 | Glenville | 112 | 55 | 57 | 21 | 17 | 15 | 23 | 14 | 22 | 10 | 1 | 6 | 0 | 95 | 17 | 15\% | 2 | 2\% |
| 82 | Julian Curtiss | 3 | 2 | 1 | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 2 | 1 | 33\% | 0 | 0\% |
| 82 | Hamilton Ave | 2 | 2 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0\% | 0 | 0\% |
| 83 | Glenville | 14 | 10 | 4 | 2 | 4 | 2 | 2 | 2 | 2 | 3 | 0 | 0 | 0 | 11 | 3 | 21\% | 0 | 0\% |
| 83 | Julian Curtiss | 2 | 2 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 2 | 0 | 0\% | 0 | 0\% |
| 84 | Glenville | 5 | 3 | 2 | 1 | 2 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 5 | 0 | 0\% | 0 | 0\% |
| 85 | Glenville | 5 | 3 | 2 | 1 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 0\% | 0 | 0\% |
| 85 | Julian Curtiss | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0\% | 0 | 0\% |
| 86 | Glenville | 35 | 16 | 19 | 6 | 5 | 8 | 5 | 6 | 5 | 7 | 0 | 5 | 0 | 23 | 12 | 34\% | 2 | 6\% |
| 86 | Hamilton Ave | 3 | 3 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 3 | 0 | 0 | 3 | 100\% | 0 | 0\% |
| 86 | Julian Curtiss | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0\% | 0 | 0\% |
| 87 | Glenville | 16 | 8 | 8 | 1 | 1 | 3 | 2 | 3 | 6 | 1 | 0 | 1 | 0 | 14 | 2 | 13\% | 0 | 0\% |
| 87 | Hamilton Ave | 2 | 0 | 2 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0\% | 0 | 0\% |
| 88 | Glenville | 13 | 4 | 9 | 4 | 0 | 4 | 2 | 2 | 1 | 0 | 0 | 0 | 0 | 13 | 0 | 0\% | 0 | 0\% |
| 88 | Hamilton Ave | 3 | 3 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0\% | 0 | 0\% |
| 89 | Glenville | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0\% | 0 | 0\% |
| 89 | Julian Curtiss | 3 | 2 | 1 | 0 | 0 | 1 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0\% | 0 | 0\% |
| 90 | Glenville | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0\% | 0 | 0\% |
| 91 | Glenville | 25 | 15 | 10 | 7 | 3 | 5 | 2 | 4 | 4 | 0 | 0 | 1 | 0 | 24 | 1 | 4\% | 0 | 0\% |
| 92 | Glenville | 23 | 12 | 11 | 3 | 6 | 3 | 8 | 1 | 2 | 3 | 0 | 2 | 0 | 18 | 5 | 22\% | 0 | 0\% |
|  | Total * | 390 | 202 | 188 | 67 | 58 | 70 | 68 | 56 | 71 | 32 | 2 | 35 | 0 | 321 | 69 | 18\% | 10 | 3\% |
|  | Total ** | 355 | 186 | 169 | 62 | 52 | 63 | 65 | 47 | 66 | 31 | 2 | 26 | 0 | 296 | 59 | 17\% | 8 | 2\% |

Total * - students within attendance area
Total ** - * and attending school


## 2006 / 07 Elementary Students by Natural Neighborhood

| Parkway |  |  | Gender |  | Grade |  |  |  |  |  | Race |  |  |  |  |  |  | Free / Red. <br> Lunch |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ID | School | $\begin{gathered} \text { Total } \\ \text { K-5 } \end{gathered}$ | M | $F$ | $K$ | 1st | 2nd | 3rd | 4th | 5th | Asn | Blk | Hisp. | Ind. | Wht | Total Min. | \% | \# | \% |
| 93 | Parkway | 35 | 21 | 14 | 2 | 11 | 9 | 2 | 4 | 7 | 2 | 0 | 4 | 0 | 29 | 6 | 17\% | 0 | 0\% |
| 93 | North Street | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 100\% | 0 | 0\% |
| 93 | Julian Curtiss | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0\% | 0 | 0\% |
| 94 | Parkway | 25 | 13 | 12 | 3 | 3 | 4 | 5 | 5 | 5 | 1 | 0 | 2 | 0 | 22 | 3 | 12\% | 0 | 0\% |
| 95 | Parkway | 25 | 13 | 12 | 8 | 4 | 5 | 4 | 3 | 1 | 2 | 0 | 0 | 0 | 23 | 2 | 8\% | 0 | 0\% |
| 96 | Parkway | 10 | 5 | 5 | 0 | 4 | 0 | 0 | 3 | 3 | 2 | 0 | 2 | 0 | 6 | 4 | 40\% | 0 | 0\% |
| 97 | Parkway | 9 | 4 | 5 | 2 | 2 | 1 | 2 | 1 | 1 | 2 | 0 | 1 | 0 | 6 | 3 | 33\% | 1 | 11\% |
| 98 | Parkway | 8 | 4 | 4 | 2 | 1 | 2 | 1 | 0 | 2 | 1 | 0 | 0 | 2 | 5 | 3 | 38\% | 0 | 0\% |
| 99 | Parkway | 21 | 12 | 9 | 4 | 4 | 1 | 4 | 3 | 5 | 0 | 0 | 0 | 0 | 21 | 0 | 0\% | 0 | 0\% |
| 100 | Parkway | 3 | 2 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 2 | 1 | 33\% | 0 | 0\% |
| 101 | Parkway | 10 | 4 | 6 | 0 | 3 | 2 | 1 | 4 | 0 | 0 | 0 | 1 | 0 | 9 | 1 | 10\% | 0 | 0\% |
| 101 | Hamilton Ave | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0\% | 0 | 0\% |
| 102 | Parkway | 3 | 2 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 3 | 0 | 0\% | 0 | 0\% |
| 103 | Parkway | 18 | 11 | 7 | 3 | 2 | 2 | 4 | 3 | 4 | 2 | 0 | 3 | 0 | 13 | 5 | 28\% | 0 | 0\% |
| 104 | Parkway | 4 | 1 | 3 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0\% | 0 | 0\% |
| 105 | Parkway | 4 | 2 | 2 | 1 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0\% | 0 | 0\% |
| 106 | Parkway | 8 | 6 | 2 | 1 | 1 | 1 | 2 | 0 | 3 | 0 | 0 | 2 | 0 | 6 | 2 | 25\% | 0 | 0\% |
| 106 | North Street | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0\% | 0 | 0\% |
| 107 | Parkway | 16 | 7 | 9 | 4 | 3 | 0 | 2 | 4 | 3 | 3 | 1 | 0 | 0 | 12 | 4 | 25\% | 0 | 0\% |
| 108 | Parkway | 13 | 4 | 9 | 3 | 2 | 2 | 2 | 2 | 2 | 0 | 0 | 1 | 0 | 12 | 1 | 8\% | 0 | 0\% |
| 109 | Parkway | 17 | 7 | 10 | 1 | 4 | 3 | 3 | 2 | 4 | 1 | 0 | 3 | 0 | 13 | 4 | 24\% | 1 | 6\% |
| 110 | Parkway | 4 | 2 | 2 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 3 | 1 | 25\% | 0 | 0\% |
| 111 | Parkway | 5 | 2 | 3 | 0 | 1 | 1 | 0 | 3 | 0 | 0 | 0 | 1 | 0 | 4 | 1 | 20\% | 0 | 0\% |
| 112 | Parkway | 14 | 8 | 6 | 3 | 3 | 0 | 1 | 4 | 3 | 0 | 0 | 1 | 0 | 13 | 1 | 7\% | 0 | 0\% |
| 113 | Parkway | 5 | 4 | 1 | 1 | 1 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 0\% | 0 | 0\% |
| 114 | Parkway | 5 | 4 | 1 | 2 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 4 | 1 | 20\% | 0 | 0\% |
| 115 | Parkway | 2 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0\% | 0 | 0\% |
| 116 | Parkway | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 100\% | 0 | 0\% |
| 117 | Parkway | 26 | 15 | 11 | 3 | 5 | 5 | 5 | 5 | 3 | 0 | 0 | 1 | 0 | 25 | 1 | 4\% | 1 | 4\% |
| 118 | Parkway | 4 | 3 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 4 | 0 | 0\% | 0 | 0\% |
| 119 | Parkway | 3 | 2 | 1 | 0 | 2 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 2 | 67\% | 0 | 0\% |
| 119 | Cos Cob | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 100\% | 0 | 0\% |
| 121 | Parkway | 4 | 2 | 2 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 4 | 0 | 0\% | 0 | 0\% |
| 122 | Parkway | 14 | 7 | 7 | 3 | 2 | 3 | 5 | 0 | 1 | 5 | 0 | 1 | 0 | 8 | 6 | 43\% | 0 | 0\% |
| 123 | Parkway | 10 | 6 | 4 | 0 | 2 | 3 | 2 | 2 | 1 | 1 | 0 | 0 | 0 | 9 | 1 | 10\% | 0 | 0\% |
| 124 | Parkway | 3 | 3 | 0 | 0 | 0 | 2 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 2 | 1 | 33\% | 0 | 0\% |
| 125 | Parkway | 5 | 3 | 2 | 0 | 1 | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 0\% | 0 | 0\% |
|  | Total * | 339 | 183 | 156 | 52 | 66 | 58 | 52 | 55 | 56 | 25 | 1 | 29 | 2 | 282 | 57 | 17\% | 3 | 1\% |
|  | Total ** | 334 | 180 | 154 | 51 | 66 | 56 | 52 | 54 | 55 | 24 | 1 | 28 | 2 | 279 | 55 | 16\% | 3 | 1\% |

Total * - students within attendance area
Total ** - * and attending school


## 2006 / 07 Elementary Students by Natural Neighborhood

| Outside District |  |  | Gender |  | Grade |  |  |  |  |  | Race |  |  |  |  |  |  | $\begin{aligned} & \text { Free / Red. } \\ & \hline \text { Lunch } \end{aligned}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ID | School | $\begin{gathered} \text { Total } \\ \text { K-5 } \end{gathered}$ | M | $F$ | $K$ | 1st | 2nd | 3rd | 4th | 5th | Asn | BIk | Hisp. | Ind. | Wht | Total Min. | \% | \# | \% |
| X | New Lebanon | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | - | 0 | - |
| x | Hamilton Ave | 3 | 1 | 2 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | - | 0 | - |
| x | Julian Curtiss | 3 | 2 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 3 | 100\% | 3 | 100\% |
| x | Cos Cob | 5 | 2 | 3 | 2 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | - | 0 | - |
| X | Riverside | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | - | 0 | - |
| X | Old Greenwich | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | - | 0 | - |
| X | IS at Dundee | 6 | 3 | 3 | 0 | 1 | 0 | 3 | 1 | 1 | 0 | 0 | 4 | 0 | 2 | 4 | 67\% | 0 | - |
| X | North Mianus | 10 | 5 | 5 | 1 | 4 | 1 | 1 | 2 | 1 | 0 | 0 | 1 | 0 | 9 | 1 | 10\% | 0 | - |
| X | North Street | 6 | 3 | 3 | 1 | 1 | 2 | 2 | 0 | 0 | 0 | 0 | 1 | 0 | 5 | 1 | 17\% | 0 | - |
| x | Glenville | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | - | 0 | - |
| X | Parkway | 2 | 2 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | - | 0 | - |
|  | Total | 37 | 19 | 18 | 6 | 10 | 7 | 8 | 4 | 2 | 0 | 3 | 6 | 0 | 28 | 9 | 24\% | 3 | 8\% |
| Total Students |  |  | Gender |  | Grade |  |  |  |  |  | Race |  |  |  |  |  |  | $\begin{aligned} & \text { Free / Red. } \\ & \text { Lunch } \end{aligned}$ |  |
| ID | School | $\begin{gathered} \text { Total } \\ \text { K-5 } \end{gathered}$ | M | $F$ | $K$ | 1st | 2nd | 3rd | 4th | 5th | Asn | BIK | Hisp. | Ind. | Wht | Total Min. | \% | \# | \% |
| xx | New Lebanon | 224 | 104 | 120 | 38 | 31 | 31 | 46 | 31 | 47 | 14 | 9 | 96 | 0 | 105 | 119 | 53\% | 69 | 31\% |
| Xx | Hamilton Ave | 278 | 140 | 138 | 49 | 44 | 46 | 48 | 44 | 47 | 23 | 35 | 105 | 0 | 115 | 163 | 59\% | 122 | 44\% |
| Xx | Julian Curtiss | 356 | 190 | 166 | 60 | 56 | 54 | 61 | 57 | 68 | 29 | 27 | 77 | 0 | 223 | 133 | 37\% | 81 | 23\% |
| Xx | Cos Cob | 390 | 195 | 195 | 66 | 58 | 63 | 62 | 72 | 69 | 64 | 3 | 47 | 0 | 276 | 114 | 29\% | 21 | 5\% |
| Xx | Riverside | 491 | 271 | 220 | 81 | 85 | 84 | 99 | 67 | 75 | 32 | 0 | 36 | 0 | 423 | 68 | 14\% | 3 | 1\% |
| Xx | Old Greenwich | 398 | 189 | 209 | 79 | 59 | 83 | 60 | 67 | 50 | 10 | 1 | 6 | 0 | 381 | 17 | 4\% | 4 | 1\% |
| xx | IS at Dundee | 360 | 184 | 176 | 57 | 63 | 56 | 58 | 62 | 64 | 39 | 12 | 52 | 0 | 257 | 103 | 29\% | 26 | 7\% |
| Xx | North Mianus | 442 | 200 | 242 | 73 | 79 | 69 | 78 | 70 | 73 | 65 | 0 | 31 | 1 | 345 | 97 | 22\% | 5 | 1\% |
| Xx | North Street | 467 | 269 | 198 | 82 | 69 | 79 | 77 | 96 | 64 | 36 | 8 | 29 | 0 | 394 | 73 | 16\% | 0 | 0\% |
| Xx | Glenville | 363 | 190 | 173 | 62 | 52 | 66 | 66 | 50 | 67 | 31 | 2 | 30 | 0 | 300 | 63 | 17\% | 9 | 2\% |
| xx | Parkway | 342 | 186 | 156 | 51 | 67 | 58 | 52 | 57 | 57 | 24 | 1 | 29 | 2 | 286 | 56 | 16\% | 3 | 1\% |
|  | Total | 4111 | \| 2118 | 1993 | 698 | 663 | 689 | 707 | 673 | 681 | 367 | 98 | 538 | 3 | 3105 | 1006 | 24\% | 343 | 8\% |

Total * - students within attendance area
Total ** - * and attending school




School Redistrict Option 1-10/12/2007

## Resident Students*



Non-Resident Students**

| Total Non-Resident** |  |  |  | Total Minority Non-Residents |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| School | K-5 | Pre-K | Total | K-5 | Pre-K | Total |
| Cos Cob | 40 | 21 | 61 | 12 | 3 | 15 |
| Glenville | 5 | 0 | 5 | 3 | 0 | 3 |
| Hamilton Ave | 45 | 17 | 62 | 12 | 5 | 17 |
| IS at Dundee | 150 | 0 | 150 | 36 | 0 | 36 |
| Julian Curtiss | 47 | 0 | 47 | 14 | 0 | 14 |
| New Lebanon | 10 | 2 | 12 | 3 | 1 | 4 |
| North Mianus | 12 | 0 | 12 | 4 | 0 | 4 |
| North Street | 6 | 22 | 28 | 1 | 8 | 9 |
| Old Greenwich | 3 | 17 | 20 | 0 | 3 | 3 |
| Parkway | 8 | 0 | 8 | 1 | 0 | 1 |
| Riverside | 7 | 0 | 7 | 0 | 0 | 0 |
| Out of District | 0 | 6 | 6 | 0 | 1 | 1 |
| Total | 333 | 85 | 418 | 86 | 21 | 92 |

## Option Totals

| Total Students |  |  |  |
| :---: | :---: | :---: | :---: |
| School | K-5 | Pre-K | Total |
| Cos Cob |  |  |  |
| Glenville | 446 | 30 | 476 |
| 291 | 0 | 291 |  |
| Hamilton Ave | 399 | 30 | 429 |
| IS at Dundee | 366 | 0 | 366 |
| Julian Curtiss | 310 | 0 | 310 |
| New Lebanon | 251 | 9 | 260 |
| North Mianus | 449 | 0 | 449 |
| North Street | 430 | 33 | 463 |
| Old Greenwich | 493 | 31 | 524 |
| Parkway | 240 | 0 | 240 |
| Riverside | 436 | 0 | 436 |
| Out of District | 0 | 6 | 6 |
| Total | 4,111 | 139 | 4,250 |

Facility Utilization: 2007 / 08

| Adjusted <br> Capacity | Building <br> Utilization | Over I <br> Under <br> Capacity |
| :---: | :---: | :---: |
| 476 | $100.0 \%$ | 0 |
| 435 | $66.9 \%$ | -144 |
| 428 | $100.2 \%$ | 1 |
| 373 | $98.1 \%$ | -7 |
| 373 | $83.1 \%$ | -63 |
| 248 | $104.8 \%$ | 12 |
| 455 | $98.7 \%$ | -6 |
| 518 | $89.4 \%$ | -55 |
| 518 | $101.2 \%$ | 6 |
| 393 | $61.1 \%$ | -153 |
| 497 | $87.7 \%$ | -61 |
| - | - | - |
| 4,714 | $90.2 \%$ | -464 |

Racial Balance: Impending / Non-Compliance

| School | Minority <br> K-5 | Minority <br> Pre-K | Total <br> Minority | $\%$ <br> Minority | Impending I <br> Non- <br> Compliance |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Cos Cob | 151 | 5 | 156 | $32.8 \%$ |  |
| Glenville | 87 | 0 | 87 | $29.9 \%$ |  |
| Hamilton Ave | 131 | 11 | 142 | $33.1 \%$ |  |
| IS at Dundee | 99 | 0 | 99 | $27.0 \%$ |  |
| Julian Curtiss | 112 | 0 | 112 | $36.1 \%$ |  |
| New Lebanon | 95 | 2 | 97 | $37.3 \%$ |  |
| North Mianus | 79 | 0 | 79 | $17.6 \%$ |  |
| North Street | 103 | 11 | 114 | $24.6 \%$ |  |
| Old Greenwich | 50 | 5 | 55 | $10.5 \%$ |  |
| Parkway | 36 | 0 | 36 | $15.0 \%$ |  |
| Riverside | 63 | 0 | 63 | $14.4 \%$ |  |
| Out of District | 0 | 1 | 1 | - |  |
| Total |  |  |  |  |  |
| 1,006 | 35 | 1,041 | $24.5 \%$ | - |  |

- Non-resident students from the closed school were placed in the school of their new attendance area.
- Out of district students from closed school were not placed into new school

TEAMWロRKS
insight-Alignment-Action

Notes:

* Students living within elementary attendance areas.
** Students living outside elementary attendance areas
*** Julian Curtiss, Old Greenwich, Riverside are not handicap accessib


## K-5 Students Moved for School

Boundary Change Options - 10/12/2007

## Option 1

Moved From . . .

| School | Total | Minority |
| :---: | :---: | :---: |
| Cos Cob | 124 | 43 |
| Glenville | 52 | 10 |
| Hamilton Ave | 150 | 82 |
| IS at Dundee | 108 | 33 |
| Julian Curtiss | 177 | 73 |
| New Lebanon | 85 | 34 |
| North Mianus | 116 | 30 |
| North Street | 260 | 32 |
| Old Greenwich | 13 | 0 |
| Parkway | 102 | 20 |
| Riverside | 68 | 5 |
| Total | 1,255 | 362 |

Moved To . . .

| Total | Minority |
| :---: | :---: |
| 177 | 79 |
| 67 | 34 |
| 182 | 50 |
| 116 | 30 |
| 131 | 52 |
| 112 | 10 |
| 123 | 11 |
| 226 | 63 |
| 108 | 33 |
| 0 | 0 |
| 13 | 0 |
| 1,255 | 362 |

Total Change

| School | Total | Minority |
| :---: | :---: | :---: |
| Cos Cob | 53 | 36 |
| Glenville | 15 | 24 |
| Hamilton Ave | 32 | -32 |
| IS at Dundee | 8 | -3 |
| Julian Curtiss | -46 | -21 |
| New Lebanon | 27 | -24 |
| North Mianus | 7 | -19 |
| North Street | -34 | 31 |
| Old Greenwich | 95 | 33 |
| Parkway | -102 | -20 |
| Riverside | -55 | -5 |
| Total | 0 | 0 |



School Redistrict Option 2-10/12/2007

## Resident Students*

| Total Resident* |  |  |  | Total Minority Residents |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| School | K-5 | Pre-K | Total | K-5 | Pre-K | Total |
| Cos Cob | 374 | 9 | 383 | 110 | 2 | 112 |
| Glenville | 438 | 0 | 438 | 164 | 0 | 164 |
| Hamilton Ave | 291 | 13 | 304 | 96 | 6 | 102 |
| IS at Dundee | 216 | 0 | 216 | 63 | 0 | 63 |
| Julian Curtiss | 286 | 0 | 286 | 107 | 0 | 107 |
| New Lebanon | 241 | 7 | 248 | 92 | 1 | 93 |
| North Mianus | 437 | 0 | 437 | 75 | 0 | 75 |
| North Street | 307 | 11 | 318 | 50 | 3 | 53 |
| Old Greenwich | 490 | 14 | 504 | 50 | 2 | 52 |
| Parkway | 263 | 0 | 263 | 38 | 0 | 38 |
| Riverside | 429 | 0 | 429 | 63 | 0 | 63 |
| Total | 3,772 | 54 | 3,826 | 908 | 14 | 922 |

Non-Resident Students**

| Total Non-Resident** |  |  |  | Total Minority Non-Residents |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| School | K-5 | Pre-K | Total | K-5 | Pre-K | Total |
| Cos Cob | 40 | 21 | 61 | 12 | 3 | 15 |
| Glenville | 4 | 0 | 4 | 2 | 0 | 2 |
| Hamilton Ave | 52 | 17 | 69 | 26 | 5 | 31 |
| IS at Dundee | 150 | 0 | 150 | 36 | 0 | 36 |
| Julian Curtiss | 47 | 0 | 47 | 13 | 0 | 13 |
| New Lebanon | 10 | 2 | 12 | 3 | 1 | 4 |
| North Mianus | 12 | 0 | 12 | 4 | 0 | 4 |
| North Street | 6 | 22 | 28 | 1 | 8 | 9 |
| Old Greenwich | 3 | 17 | 20 | 0 | 3 | 3 |
| Parkway | 8 | 0 | 8 | 1 | 0 | 1 |
| Riverside | 7 | 0 | 7 | 0 | 0 | 0 |
| Out of District | 0 | 6 | 6 | 0 | 1 | 1 |
| Total | 339 | 85 | 424 | 98 | 21 | 104 |

## Option Totals

| Total Students |  |  |  |
| :---: | :---: | :---: | :---: |
| School | K-5 | Pre-K | Total |
| Cos Cob |  |  |  |
| Glenville | 414 | 30 | 444 |
| 442 | 0 | 442 |  |
| Hamilton Ave | 343 | 30 | 373 |
| IS at Dundee | 366 | 0 | 366 |
| Julian Curtiss | 333 | 0 | 333 |
| New Lebanon | 251 | 9 | 260 |
| North Mianus | 449 | 0 | 449 |
| North Street | 313 | 33 | 346 |
| Old Greenwich | 493 | 31 | 524 |
| Parkway | 271 | 0 | 271 |
| Riverside | 436 | 0 | 436 |
| Out of District | 0 | 6 | 6 |
| Total | 4,111 | $\mathbf{1 3 9}$ | 4,250 |

Facility Utilization: 2007 / 08

| Adjusted <br> Capacity | Building <br> Utilization | Over I <br> Under <br> Capacity |
| :---: | :---: | :---: |
| 476 | $93.3 \%$ | -32 |
| 435 | $101.6 \%$ | 7 |
| 428 | $87.1 \%$ | -55 |
| 373 | $98.1 \%$ | -7 |
| 373 | $89.3 \%$ | -40 |
| 248 | $104.8 \%$ | 12 |
| 455 | $98.7 \%$ | -6 |
| 518 | $66.8 \%$ | -172 |
| 518 | $101.2 \%$ | 6 |
| 393 | $69.0 \%$ | -122 |
| 497 | $87.7 \%$ | -61 |
| - | - | - |
| 4,714 | $90.2 \%$ | -464 |

Racial Balance: Impending / Non-Compliance

| School | Minority <br> K-5 | Minority <br> Pre-K | Total <br> Minority | $\%$ <br> Minority | Impending I <br> Non- <br> Compliance |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Cos Cob | 122 | 5 | 127 | $28.6 \%$ |  |
| Glenville | 166 | 0 | 166 | $37.6 \%$ |  |
| Hamilton Ave | 122 | 11 | 133 | $35.7 \%$ |  |
| IS at Dundee | 99 | 0 | 99 | $27.0 \%$ |  |
| Julian Curtiss | 120 | 0 | 120 | $36.0 \%$ |  |
| New Lebanon | 95 | 2 | 97 | $37.3 \%$ |  |
| North Mianus | 79 | 0 | 79 | $17.6 \%$ |  |
| North Street | 51 | 11 | 62 | $17.9 \%$ |  |
| Old Greenwich | 50 | 5 | 55 | $10.5 \%$ |  |
| Parkway | 39 | 0 | 39 | $14.4 \%$ |  |
| Riverside | 63 | 0 | 63 | $14.4 \%$ |  |
| Out of District | 0 | 1 | 1 | - |  |
| Total |  |  |  |  |  |
| 1,006 | 35 | 1,041 | $24.5 \%$ | - |  |

- Non-resident students from the closed school were placed in the school of their new attendance area.
- Out of district students from closed school were not
placed into new school
Pre-K students were not moved

Notes:

* Students living within elementary attendance areas.
** Students living outside elementary attendance areas
*** Julian Curtiss, Old Greenwich, Riverside are not handicap accessib

TEAMWロRKS
insight-Alignment-Action

## K-5 Students Moved for School

Boundary Change Options - 10/12/2007

## Option 2

Moved From . . .

| School | Total | Minority |
| :---: | :---: | :---: |
| Cos Cob | 16 | 5 |
| Glenville | 127 | 16 |
| Hamilton Ave | 136 | 87 |
| IS at Dundee | 108 | 33 |
| Julian Curtiss | 105 | 30 |
| New Lebanon | 85 | 34 |
| North Mianus | 116 | 30 |
| North Street | 297 | 44 |
| Old Greenwich | 13 | 0 |
| Parkway | 146 | 23 |
| Riverside | 68 | 5 |
| Total | 1,217 | 307 |

Moved To . . .

| Total | Minority |
| :---: | :---: |
| 37 | 12 |
| 206 | 119 |
| 199 | 46 |
| 116 | 30 |
| 82 | 17 |
| 112 | 10 |
| 123 | 11 |
| 146 | 23 |
| 108 | 33 |
| 13 | 0 |
| 75 | 6 |
| 1,217 | 307 |

Total Change

| School | Total | Minority |
| :---: | :---: | :---: |
| Cos Cob | 21 | 7 |
| Glenville | 79 | 103 |
| Hamilton Ave | 63 | -41 |
| IS at Dundee | 8 | -3 |
| Julian Curtiss | -23 | -13 |
| New Lebanon | 27 | -24 |
| North Mianus | 7 | -19 |
| North Street | -151 | -21 |
| Old Greenwich | 95 | 33 |
| Parkway | -133 | -23 |
| Riverside | 7 | 1 |
| Total | 0 | 0 |

STATEOF CONNECTICUT
STATE BOARD OF EDUCATION

June 11, 2012

Dr. Roger J. Lulow
Interim Superintendent
Greenwich Public Schools
Havemeyer Building
Greenwich, CT 06830-6521


Dear Dr. Lulow:

On May 17, 2012, the Connecticut State Board of Education ("CSBE") accepted a report concerning the racial imbalance statistics for all schools in the state. This report, which I have enclosed for your information, indicates that Hamilton Avenue and New Lebanon Schools in Greenwich continue to be racially imbalanced. In addition, Old Greenwich and Western Middle Schools have impending imbalance. As to the schools with impending imbalance, the law does not require you to take action at this time; it merely requires that we notify you of the impending imbalance.

The Greenwich Board of Education ("Greenwich Board") currently has in place a plan to correct racial imbalance, which was amended in 2010. The CSBE expressed its concern that the imbalance at Hamilton Avenue and New Lebanon Schools has not improved and has requested that the Greenwich Board present a revision to its plan. In order to be considered by the CSBE at its October meeting, you will need to submit your revision to the Division of Legal and Governmental Affairs ("DLGA") no later than September 14, 2012.

The CSBE has also requested that you attend its meeting on October 3, 2012, so that members can discuss with you the revision to your plan and how it will remedy the continuing racial imbalance in the Greenwich public schools.

If you have any questions, you may contact Attorney Laura Anastasio, DLGA, at (860) 7136512.


SP:fad
Enclosure

## Hamilton Avenue School

Students Residing in HA Attendance Area Enrolled in Public School

Race
Asian
Black
Hispanic
Indian
Two Races
White
TOT
Minority Percentage

| $07-08$ | $08-09$ | $09-10$ | $10-11$ | $11-12$ |
| :---: | :---: | :---: | :---: | :---: |
| 20 | 16 | 17 | 20 | 18 |
| 33 | 29 | 35 | 39 | 33 |
| 114 | 117 | 136 | 155 | 148 |
|  |  |  | 1 | 1 |
|  |  |  |  | 17 |
| 118 | 123 | 134 | 118 | 121 |
| 285 | 285 | 322 | 333 | 338 |
| $58.6 \%$ | $56.8 \%$ | $58.4 \%$ | $64.6 \%$ | $64.2 \%$ |

HA Resident Students Enrolled in Public Schools Outside Attendance Area

Race
Asian
Black
Hispanic
Indian
Two Races
White
TOT
Minority Percentage

| $07-08$ | $08-09$ | $09-10$ | $10-11$ | $11-12$ |
| :---: | :---: | :---: | :---: | :---: |
| 2 | 2 | 3 | 1 | 3 |
| 5 | 5 | 2 | 1 | 4 |
| 20 | 18 | 14 | 4 | 10 |
|  |  |  |  |  |
|  |  |  |  |  |
| 26 | 29 | 24 | 12 | 11 |
| 53 | 54 | 43 | 18 | 28 |
| $50.9 \%$ | $46.3 \%$ | $44.2 \%$ | $33.3 \%$ | $60.7 \%$ |

## Students Residing Outside Attendance Area Enrolled at HA

Race
Asian
Black
Hispanic
Indian
Two Races
White
TOT
Minority Percentage

| $07-08$ | $08-09$ | $09-10$ | $10-11$ | $11-12$ |
| :---: | :---: | :---: | :---: | :---: |
| 8 | 7 | 8 | 7 | 7 |
| 8 | 10 | 5 | 3 | 2 |
| 27 | 30 | 27 | 15 | 22 |
|  |  |  |  |  |
|  |  |  |  | 4 |
| 46 | 48 | 38 | 29 | 25 |
| 89 | 95 | 78 | 54 | 60 |
| $48.3 \%$ | $49.5 \%$ | $51.3 \%$ | $46.3 \%$ | $58.3 \%$ |

## Students Enrolled at HA

| Race | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Asian | 26 | 21 | 22 | 26 | 22 |
| Black | 36 | 34 | 38 | 41 | 31 |
| Hispanic | 122 | 129 | 149 | 166 | 160 |
| Indian |  |  |  | 1 | 1 |
| Two Races |  |  |  |  | 21 |
| White | 138 | 143 | 149 | 135 | 135 |
| TOT | 322 | 327 | 358 | 369 | 370 |
| Minority Percentage | 57.1\% | 56.3\% | 58.4\% | 63.4\% | 63.5\% |
| Minority Impact | -1.5\% | -0.6\% | 0.0\% | -1.1\% | -0.7\% |
| District Percentage | 25.8\% | 26.7\% | 28.1\% | 31.2\% | 32.9\% |
| Differential | 31.3\% | 29.6\% | 30.3\% | 32.2\% | 30.6\% |

HA Resident Students Enrolled in Public Schools Outside Attendance Area
School
CC
DU
GL
JC
NL
NM
NS
OG
PK
RV
TOT

| $07-08$ | $08-09$ | $09-10$ | $10-11$ | $11-12$ |
| :---: | :---: | :---: | :---: | :---: |
| 4 | 2 | 3 |  | 1 |
| 4 | 4 | 4 | 2 | 2 |
| 11 | 10 | 9 | 3 | 3 |
| 13 | 14 | 11 | 10 | 10 |
| 14 | 15 | 11 | 2 | 11 |
| 1 | 1 | 1 |  |  |
| 1 | 2 | 2 |  |  |
|  |  |  | 1 | 1 |
| 4 | 5 | 2 |  |  |
| 1 | 1 |  |  |  |
| 53 | 54 | 43 | 18 | 28 |

## Students Residing Outside Attendance Area Enrolled at HA

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

## Hamilton Avenue School

HA Resident Students Enrolled in Public Schools Outside Attendance Area

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

## Students Residing Outside Attendance Area Enrolled at HA

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

## International School at Dundee

Students Residing in ISD Attendance Area Enrolled in Public School

| Race | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Asian | 28 | 29 | 34 | 38 | 37 |
| Black | 10 | 10 | 8 | 6 | 7 |
| Hispanic | 30 | 28 | 31 | 43 | 43 |
| Indian |  |  |  |  |  |
| White | 123 | 135 | 143 | 147 | 119 |
| TOT | 191 | 202 | 216 | 234 | 206 |
| Minority Percentage | 35.6\% | 33.2\% | 33.8\% | 37.2\% | 42.2\% |

ISD Resident Students Enrolled in Public Schools Outside Attendance Area

| Race | 06-07 | 07-08 | 08-09 | 09-10 | 10-11 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Asian |  | 3 | 1 |  |  |
| Black |  | 1 | 1 | 1 |  |
| Hispanic |  | 1 | 1 | 1 |  |
| Indian |  |  |  |  |  |
| White |  | 12 | 11 | 7 | 1 |
| TOT |  | 17 | 14 | 9 | 1 |
| Minority Percentage |  | 29.4\% | 21.4\% | 22.2\% | 0.0\% |

Students Residing Outside Attendance Area Enrolled at ISD

Race
Asian
Black
Hispanic
Indian
White
TOT

Minority Percentage

| $07-08$ | $08-09$ | $09-10$ | $10-11$ | $11-12$ |
| :---: | :---: | :---: | :---: | :---: |
| 19 | 17 | 19 | 22 | 14 |
| 1 | 2 | 2 | 2 | 2 |
| 28 | 27 | 23 | 18 | 16 |
|  |  |  |  |  |
| 136 | 127 | 125 | 104 | 111 |
| 184 | 173 | 169 | 146 | 143 |

26.1\%
26.6\%
26.0\%
28.8\%
22.4\%

Students Enrolled at ISD

Race
Asian
Black
Hispanic
Indian
White

| $07-08$ | $08-09$ | $09-10$ | $10-11$ | $11-12$ |
| :---: | :---: | :---: | :---: | :---: |
| 44 | 45 | 53 | 60 | 51 |
| 10 | 11 | 9 | 8 | 9 |
| 57 | 54 | 53 | 61 | 59 |
|  |  |  |  |  |
| 247 | 251 | 261 | 250 | 229 |
| 358 | 361 | 376 | 379 | 348 |

Minority Percentage
31.0\%
30.5\%
30.6\%
34.0\%
34.2\%

Minority Impact
-4.6\%
-2.7\%
-3.2\%
-3.1\%
-8.0\%

District Percentage
25.8\%
26.7\%
28.1\%
31.2\%
32.9\%

Differential
5.2\%
3.8\%
2.5\%
2.9\%
1.3\%

## International School at Dundee

ISD Resident Students Enrolled in Public Schools Outside Attendance Area
School
CC
GL
HA
JC
NM
OG
RV
TOT

| $03-08$ | $08-09$ | $09-10$ | $10-11$ | $11-12$ |
| :---: | :---: | :---: | :---: | :---: |
| 6 | 3 | 1 |  |  |
| 3 | 3 |  |  |  |
| 2 | 2 | 2 |  |  |
| 3 |  |  |  |  |
|  | 1 |  |  |  |
| 3 | 4 | 5 | 1 | 1 |
|  | 1 | 1 |  |  |
| 17 | 14 | 9 | 1 | 1 |

## Students Residing Outside Attendance Area Enrolled at ISD

Home School
CC
GL
HA
NL
NM
NS
OG
PK
RV
Out of Town TOT

| $07-08$ | $08-09$ | $09-10$ | $10-11$ | $11-12$ |
| :---: | :---: | :---: | :---: | :---: |
| 16 | 13 | 13 | 14 | 14 |
| 2 | 3 | 7 | 4 | 6 |
| 4 | 4 | 4 | 2 | 2 |
|  |  |  | 1 |  |
| 74 | 77 | 74 | 71 | 77 |
| 12 | 9 | 8 | 11 | 12 |
| 27 | 22 | 21 | 19 | 19 |
|  | 1 | 2 | 1 | 3 |
| 44 | 42 | 39 | 22 | 17 |
| 5 | 2 | 1 | 1 | 1 |
| 184 | 173 | 169 | 146 | 151 |

## International School at Dundee

ISD Resident Students Enrolled in Public Schools Outside Attendance Area

| Lunch Status | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Lunch |  |  |  |  |  |
| Asian |  |  |  |  |  |
| Black | 1 | 1 | 1 |  |  |
| Hispanic |  |  | 1 |  |  |
| Indian |  |  |  |  |  |
| Two Races |  |  |  |  |  |
| White | 1 | 1 |  |  |  |
| No Lunch |  |  |  |  |  |
| Asian | 3 | 1 |  |  |  |
| Black |  |  |  |  |  |
| Hispanic | 1 | 1 |  |  |  |
| Indian |  |  |  |  |  |
| Two Races |  |  |  |  |  |
| White | 11 | 10 | 7 | 1 | 1 |
| Total | 17 | 14 | 9 | 1 | 1 |

## Students Residing Outside Attendance Area Enrolled at ISD

| Lunch Status | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Lunch |  |  |  |  |  |
| Asian |  |  |  | 1 | 1 |
| Black |  | 1 |  |  |  |
| Hispanic | 2 | 1 |  |  | 1 |
| Indian |  |  |  |  |  |
| Two Races |  |  |  |  |  |
| White | 1 | 2 | 2 | 6 | 5 |
| No Lunch |  |  |  |  |  |
| Asian | 19 | 17 | 19 | 21 | 13 |
| Black | 1 | 1 | 2 | 2 | 2 |
| Hispanic | 26 | 26 | 23 | 18 | 15 |
| Indian |  |  |  |  |  |
| Two Races |  |  |  |  | 8 |
| White | 135 | 125 | 123 | 98 | 106 |
| Total | 184 | 173 | 169 | 146 | 151 |

## Julian Curtiss School

Students Residing in JC Attendance Area Enrolled in Public School

| Race | $07-08$ |  |  |  |  |  | $08-09$ | $09-10$ | $10-11$ | $11-12$ |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Asian | 25 | 31 | 40 | 37 | 32 |  |  |  |  |  |
| Black <br> Hispanic <br> Indian | 16 | 19 | 24 | 22 | 15 |  |  |  |  |  |
| White | 65 | 71 | 74 | 73 | 82 |  |  |  |  |  |
| TOT |  |  |  |  |  |  |  |  |  |  |
|  | 156 | 163 | 162 | 158 | 154 |  |  |  |  |  |
|  | 262 | 284 | 300 | 290 | 283 |  |  |  |  |  |
| Minority Percentage | $40.5 \%$ | $42.6 \%$ | $46.0 \%$ | $45.5 \%$ | $45.6 \%$ |  |  |  |  |  |

## JC Resident Students Enrolled in Public Schools Outside Attendance Area

| Race | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Asian | 4 | 5 | 4 | 2 |  |
| Black | 3 | 5 | 2 |  |  |
| Hispanic | 8 | 11 | 10 | 3 | 3 |
| Indian |  |  |  |  |  |
| White | 13 | 10 | 8 | 1 | 4 |
| TOT | 28 | 31 | 24 | 6 | 7 |
| Minority Percentage | 53.6\% | 67.7\% | 66.7\% | 83.3\% | 42.9\% |

Students Residing Outside Attendance Area Enrolled at JC

| Race | $07-08$ | $08-09$ | $09-10$ | $10-11$ | $11-12$ |
| :--- | :---: | :---: | :---: | :---: | :---: |
| Asian | 7 | 4 | 4 | 6 | 6 |
| Black | 6 | 8 | 5 | 5 | 5 |
| Hispanic | 12 | 16 | 12 | 11 | 12 |
| Indian |  |  |  |  |  |
| White | 49 | 48 | 51 | 39 | 28 |
| TOT | 74 | 76 | 72 | 61 | 51 |
|  |  |  |  |  |  |
| Minority Percentage | $33.8 \%$ | $36.8 \%$ | $29.2 \%$ | $36.1 \%$ | $45.1 \%$ |

Students Enrolled at JC

| Race | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Asian | 28 | 30 | 40 | 41 | 38 |
| Black | 19 | 22 | 27 | 27 | 20 |
| Hispanic | 69 | 76 | 76 | 81 | 91 |
| Indian |  |  |  |  |  |
| White | 192 | 201 | 205 | 196 | 178 |
| TOT | 308 | 329 | 348 | 345 | 327 |
| Minority Percentage | 37.7\% | 38.9\% | 41.1\% | 43.2\% | 45.6\% |
| Minority Impact | -2.8\% | -3.7\% | -4.9\% | -2.3\% | 0.0\% |
| District Percentage | 25.8\% | 26.7\% | 28.1\% | 31.2\% | 32.9\% |
| Differential | 11.9\% | 12.2\% | 13.0\% | 12.0\% | 12.7\% |

## Julian Curtiss School

JC Resident Students Enrolled in Public Schools Outside Attendance Area

School
CC
GL
HA
NL
NM
NS
OG
PK
RV
TOT

| $07-08$ | $08-09$ | $09-10$ | $10-11$ | $11-12$ |
| :---: | :---: | :---: | :---: | :---: |
| 10 | 7 | 6 |  | 1 |
| 1 | 1 | 2 |  |  |
| 8 | 15 | 10 | 6 | 5 |
| 2 | 1 | 2 |  |  |
| 1 | 1 |  |  |  |
| 2 | 2 | 1 |  | 1 |
|  | 1 | 1 |  |  |
| 1 |  |  |  |  |
| 3 | 3 | 2 |  |  |
| 28 | 31 | 24 | 6 | 7 |

## Students Residing Outside Attendance Area Enrolled at JC

Home School
CC
DU
GL
HA
NL
NM
NS
OG
PK
RV
Out of Town TOT

| $07-08$ | $08-09$ | $09-10$ | $10-11$ | $11-12$ |
| :---: | :---: | :---: | :---: | :---: |
| 6 | 9 | 9 | 8 | 7 |
| 3 |  |  |  |  |
| 11 | 17 | 21 | 10 | 7 |
| 13 | 14 | 11 | 10 | 10 |
| 24 | 21 | 14 | 15 | 14 |
| 5 | 5 | 4 | 7 | 6 |
| 8 | 6 | 6 | 9 | 5 |
|  |  |  |  |  |
| 3 | 1 | 2 |  | 2 |
|  | 1 | 3 |  |  |
| 1 | 2 | 2 | 2 | 3 |
| 74 | 76 | 72 | 61 | 54 |

## Julian Curtiss School

JC Resident Students Enrolled in Public Schools Outside Attendance Area

| Lunch Status | 07-08 | 08-09 | 09-10 | 10-1 | 11-12 |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |
| Asian |  |  |  |  |  |
| Black | 3 | 4 | 1 |  |  |
| Hispanic | 4 | 8 | 8 | 3 | 2 |
| Indian |  |  |  |  |  |
| Two Races |  |  |  |  |  |
| White | 2 | 1 | 2 | 1 | 1 |
| No Lunch |  |  |  |  |  |
| Asian | 4 | 5 | 4 | 2 |  |
| Black |  | 1 | 1 |  |  |
| Hispanic | 4 | 3 | 2 |  | 1 |
| Indian |  |  |  |  |  |
| Two Races |  |  |  |  |  |
| White | 11 | 9 | 6 |  | 3 |
| Total | 28 | 31 | 24 | 6 | 7 |

## Students Residing Outside Attendance Area Enrolled at JC

| Lunch Status | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |
| Asian |  |  |  |  |  |
| Black | 2 | 2 | 1 | 1 | 1 |
| Hispanic | 8 | 9 | 5 | 5 | 8 |
| Indian |  |  |  |  |  |
| Two Races |  |  |  |  |  |
| White | 2 | 3 | 6 | 7 | 6 |
| No Lunch |  |  |  |  |  |
| Asian | 7 | 4 | 4 | 6 | 6 |
| Black | 4 | 6 | 4 | 4 | 4 |
| Hispanic | 4 | 7 | 7 | 6 | 4 |
| Indian |  |  |  |  |  |
| Two Races |  |  |  |  | 3 |
| White | 47 | 45 | 45 | 32 | 22 |
| Total | 74 | 76 | 72 | 61 | 54 |

Students Residing in NL Attendance Area Enrolled in Public School

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

NL Resident Students Enrolled in Public Schools Outside Attendance Area

Race
Asian
Black
Hispanic
Indian
Two Races
White
TOT
Minority Percentage

| $07-08$ | $08-09$ | $09-10$ | $10-11$ | $11-12$ |
| :---: | :---: | :---: | :---: | :---: |
| 6 | 3 | 3 | 2 | 5 |
| 6 | 5 | 2 | 3 | 2 |
| 21 | 19 | 17 | 12 | 19 |
|  |  |  |  |  |
|  |  |  |  | 3 |
| 36 | 32 | 30 | 20 | 17 |
| 69 | 59 | 52 | 37 | 46 |
| $47.8 \%$ | $45.8 \%$ | $42.3 \%$ | $45.9 \%$ | $63.0 \%$ |

## Students Residing Outside Attendance Area Enrolled at NL

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

## Students Enrolled at NL

Race
Asian
Black
Hispanic Indian

2
White
TOT

| $07-08$ | $08-09$ | $09-10$ | $10-11$ | $11-12$ |
| :---: | :---: | :---: | :---: | :---: |
| 10 | 11 | 11 | 11 | 8 |
| 9 | 9 | 10 | 18 | 23 |
| 97 | 102 | 109 | 121 | 136 |
| 1 |  |  | 2 | 2 |
|  |  |  |  | 3 |
| 83 | 88 | 80 | 87 | 80 |
| 200 | 210 | 210 | 239 | 252 |

Minority Percentage
58.5\%
58.1\%
61.9\%
63.6\%
68.3\%

| Minority Impact | $\mathbf{4 . 3 \%}$ | $\mathbf{4 . 0 \%}$ | $\mathbf{3 . 8 \%}$ | $\mathbf{2 . 1 \%}$ | $\mathbf{0 . 1 \%}$ |
| :--- | :--- | :--- | :--- | :--- | :--- |
| District Percentage | $25.8 \%$ | $26.7 \%$ | $28.1 \%$ | $31.2 \%$ | $32.9 \%$ |
| Differential | $\mathbf{3 2 . 7 \%}$ | $\mathbf{3 1 . 4 \%}$ | $\mathbf{3 3 . 8 \%}$ | $\mathbf{3 2 . 4 \%}$ | $\mathbf{3 5 . 4 \%}$ |

## New Lebanon School

NL Resident Students Enrolled in Public Schools Outside Attendance Area

School
CC
DU
GL
HA
JC
NM
NS
PK
RV
TOT

| $07-08$ | $08-09$ | $09-10$ | $10-11$ | $11-12$ |
| :---: | :---: | :---: | :---: | :---: |
| 3 | 2 | 4 |  |  |
|  |  |  | 1 |  |
| 7 | 3 | 1 | 1 | 1 |
| 33 | 30 | 28 | 20 | 31 |
| 24 | 21 | 14 | 15 | 14 |
|  | 1 | 1 |  |  |
|  |  | 1 |  |  |
| 1 |  |  |  |  |
| 1 | 2 | 3 |  |  |
| 69 | 59 | 52 | 37 | 46 |

## Students Residing Outside Attendance Area Enrolled at NL

Home School
CC
GL
HA
JC
NM
OG
Out of Town TOT

| $07-08$ | $08-09$ | $09-10$ | $10-11$ | $11-12$ |
| :---: | :---: | :---: | :---: | :---: |
| 2 | 1 | 1 |  | 2 |
| 9 | 6 | 6 | 1 | 5 |
| 14 | 15 | 11 | 2 | 11 |
| 2 | 1 | 2 |  |  |
|  |  | 1 |  | 1 |
| 1 | 1 |  |  |  |
| 1 | 1 |  | 3 | 3 |
| 29 | 25 | 21 | 6 | 22 |

## New Lebanon School

NL Resident Students Enrolled in Public Schools Outside Attendance Area

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

## Students Residing Outside Attendance Area Enrolled at NL

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

GPS Magnet School Lottery
ISD Application and Placement Summary by Home School 2012-2013

| Home Sch | ISD Accept | $\underset{K}{12-13 \mathrm{Gr}}$ | 1st | 2nd | 3rd | 4th | 5th | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| CC | $\begin{aligned} & \text { No } \\ & \text { Yes } \end{aligned}$ | 11 | 4 | 1 | 2 |  |  | 18 |
|  |  |  |  |  |  |  |  |  |
| GL | $\begin{aligned} & \text { No } \\ & \text { Yes } \end{aligned}$ | 6 | 1 |  |  |  |  | 7 |
|  |  | 2 |  |  |  |  | 1 | 3 |
| HA | $\begin{aligned} & \text { No } \\ & \text { Yes } \end{aligned}$ | 8 | 2 | 1 |  | 2 |  | 13 |
|  |  |  |  |  |  |  | 1 | 1 |
| JC | $\begin{aligned} & \text { No } \\ & \text { Yes } \end{aligned}$ | 2 |  |  | 1 |  |  | 3 |
|  |  |  |  |  |  |  |  |  |
| NL | $\begin{aligned} & \text { No } \\ & \text { Yes } \end{aligned}$ | 2 | 4 |  | 1 |  | 1 | 8 |
|  |  |  |  |  |  | 1 |  | 1 |
| NM | $\begin{aligned} & \text { No } \\ & \text { Yes } \end{aligned}$ | 22 | 4 | 2 | 3 | 2 |  | 33 |
|  |  | 8 |  | 2 | 1 | 2 | 3 | 16 |
| NS | $\begin{aligned} & \text { No } \\ & \text { Yes } \end{aligned}$ | 6 | 1 |  |  |  |  | 7 |
|  |  | 2 |  | 1 |  |  |  | 3 |
| OG | $\begin{aligned} & \text { No } \\ & \text { Yes } \end{aligned}$ | 10 | 3 |  | 2 | 1 |  | 16 |
|  |  | 5 |  |  |  |  |  | 5 |
| PK | $\begin{aligned} & \text { No } \\ & \text { Yes } \end{aligned}$ |  |  | 1 | 3 |  |  | 4 |
|  |  |  |  |  |  |  |  |  |
| RV | $\begin{aligned} & \text { No } \\ & \text { Yes } \end{aligned}$ | 1 |  | 1 | 1 |  |  | 3 |
|  |  | 1 |  | 2 |  | 1 |  | 4 |
| Tuition | $\begin{aligned} & \text { No } \\ & \text { Yes } \end{aligned}$ | 4 |  |  |  |  |  | 4 |
|  |  |  |  |  |  |  |  |  |

## Greenwich Public Schools

## Tuition Students

## 2012-2013

## Distribution by Grade and School

Grade

| School | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| CC | 2 | 4 | 3 | 2 | 2 | 1 |  |  |  |  |  |  |  | 14 |
| GL | 2 |  | 1 |  | 1 |  |  |  |  |  |  |  |  | 4 |
| HA | 2 |  | 1 | 1 |  |  |  |  |  |  |  |  |  | 4 |
| ISD |  | 1 |  |  |  |  |  |  |  |  |  |  |  | 1 |
| JC |  | 1 |  |  | 1 | 1 |  |  |  |  |  |  |  | 3 |
| NL |  |  | 3 |  |  |  |  |  |  |  |  |  |  | 3 |
| NM | 5 | 7 | 1 | 3 | 1 | 2 |  |  |  |  |  |  |  | 19 |
| NS |  | 3 | 1 | 1 |  | 1 |  |  |  |  |  |  |  | 6 |
| OG | 1 | 1 | 1 | 3 |  | 1 |  |  |  |  |  |  |  | 7 |
| PKY | 1 |  |  | 1 | 1 |  |  |  |  |  |  |  |  | 3 |
| RV | 1 | 4 |  | 1 | 1 | 1 |  |  |  |  |  |  |  | 8 |
| CMS |  |  |  |  |  |  | 5 | 3 | 1 |  |  |  |  | 9 |
| EMS |  |  |  |  |  |  | 1 | 4 | 2 |  |  |  |  | 7 |
| WMS |  |  |  |  |  |  | 1 | 1 |  |  |  |  |  | 2 |
| GHS |  |  |  |  |  |  |  |  |  | 5 | 10 | 4 | 5 | 24 |
| Total | 14 | 21 | 11 | 12 | 7 | 7 | 7 | 8 | 3 | 5 | 10 | 4 | 5 | 114 |

## Students per Family

| St/Fam | 1 | 2 | 3 | 4 | Total |
| :--- | :---: | :---: | :---: | :---: | :---: |
| Families | 49 | 21 | 5 | 2 | 77 |
| Students | 49 | 42 | 15 | 8 | 114 |

Tuition Students by Parent Employment

> Students

BOE Certified Staff 102
BOE Non-Certified Staff 3
Municipal Employees 6
Foreign Students 3
Total

