

# **Greenwich Public Schools**

## **Raising Student Achievement and Improving Racial Balance**

### **Progress to Date:**

- Work plan developed with initial implementation scheduled in 2013-2014 and full implementation in 2014-2015. Given the complexity of the issue and tight budget time from for 2013-2014, a staged implementation plan was adopted so as not to limit options.
- Initial data collection around current state of racial balance and facility utilization.
- Sharing of the issue with multiple stakeholders so that there is a consensus around statutory requirements and demographic trends impacting racial balance.
- Board of Education review of the effectiveness of the current magnet program as a solution to racial imbalance.
- Funding initial implementation of a plan to improve racial balance through the 2013-2014 budget request adopted by the Board of Education in December.
- Consideration of themes for additional magnet schools including International Baccalaureate and Science, Technology, Engineering and Mathematics.
- Selection of a consultant (Milone and MacBroom) to conduct a study of demographic patterns, enrollment trends and facility utilization within the Greenwich Public Schools. The work of the consultant would be used to evaluate the feasibility of options for improving racial balance.
- Establishment of parameters for the development of specific options to improve racial balance including objectives, acceptable means, requirements and deliverables.

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Greenwich Public Schools  
Work Plan for Raising Student Achievement and Improving Racial Balance

ID	Task Name	Start	Finish	Duration	Resource Names	Q2 12	Q3 12				Q4 12			Q1 13			Q2 13			Q3 13			Q4 13			Q1 14			Q2 14			Q3 14		
						Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	
1	State Citation and Response (Information Gathering)	6/11/2012	10/5/2012	17w																														
2	State Citation	6/11/2012	6/11/2012	.2w	Pryor																													
3	Preliminary Meeting with SDE	8/6/2012	8/6/2012	.2w	McKersie / Flanagan																													
4	Data Review	7/16/2012	10/5/2012	12w	Branyan / Curtin																													
5	Preliminary Community Outreach	8/30/2012	10/5/2012	5.4w	McKersie																													
6	Workplan Meeting with SDE	10/5/2012	10/5/2012	.2w	McKersie / Flanagan																													
7	Planning and Option Development	10/8/2012	6/20/2013	36.8w																														
8	Review of Current Magnet Program	10/8/2012	12/6/2012	8.8w	McKersie / Staff																													
9	Fund Year I Implementation	11/8/2012	12/20/2012	6.2w	McKersie																													
10	Develop Parameters for Option Development	10/24/2012	1/10/2013	11.4w	McKersie / Curtin																													
11	Draft Options for Analysis and Review	1/11/2013	2/28/2013	7w	Curtin																													
12	Consultant Enrollment / Facility Study	1/21/2013	3/21/2013	8.8w	Branyan / Curtin																													
13	Progress Report Reviewed by BOE	3/7/2013	3/7/2013	.2w	McKersie and Board																													
14	Present Progress Report to SBOE	4/3/2013	4/3/2013	.2w	McKersie / BOE																													
15	Stakeholder Review and Option Refinement	3/1/2013	5/31/2013	13.2w	McKersie/ Eves / Curtin																													
16	Presentation of Options to BOE	6/6/2013	6/6/2013	.2w	McKersie / Curtin																													
17	BOE Selects and Approves Option	6/20/2013	6/20/2013	.2w	McKersie																													
18	Initial Implementation	9/3/2013	9/3/2014	52.4w	Staff																													
19	Full Implementation	9/4/2014	7/7/2015	43.8w	Staff																													
20	Budget Development Cycle 2013-2014 Initial Implementation	9/3/2012	12/20/2012	15.8w	McKersie and Board	Budget Development Cycle 2013-2014 Initial Implementation																												
21	Budget Development Cycle 2014-2015 Full Implementation	9/3/2013	12/19/2013	15.6w	McKersie and Board	Budget Development Cycle 2014-2015 Full Implementation																												

# Greenwich Public Schools

## Progress Report on Developing a Plan to Increase Student Achievement and Improve Racial Balance

### Context

- HA and NL cited for racial imbalance by SBE
- Diversity within the HA and NL attendance areas increasing at a faster rate than the district
- Enrollment within the HA and NL attendance areas is increasing limiting the number of available magnet seats
- Existing magnet seats are increasingly being filled by siblings
- The net impact of the current magnet program at HA and NL has been neutral
- Given facility limitations, it is impossible to racially balance HA and NL under the current magnet program

### Acceptable Means

- Full magnet schools
- Partial magnet schools
- Local autonomous schools
- Full or Partial redistricting
- Grade reorganization
- Controlled choice
- Provide transportation to magnet or choice students

### Enrollment and Facility Utilization Study

- RFP issued before December break
- Vendor selected week of Jan 14
- Project work begins Jan 21
- Findings due to BOE on March 21

### Option Development

Develop two to four options for consideration by the Board of Education

All options must not fail to:

- Address the objectives identified by the BOE
- Comply with legal guidelines set by the State and Federal Governments
- Include input from stakeholders
- Account for the enrollment trends and facility utilization patterns outlined in the consultant study
- Be submitted for consideration at the June 6 BOE Work Session

### Objectives

- Increase Academic Achievement
- Account for Enrollment Trends and Efficiently Use Facilities
- Improve Racial Balance

### Deliverables

- Superintendent updates at BOE business meetings (ongoing)
- SBOE Progress Report (March 7)
- Enrollment and Facility Utilization Study (March 21)
- Recommended Options (June 6)

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### Unacceptable Means

- State authorized charter school or interdistrict magnet school
- Option or magnet lottery guidelines that identify any “protected class” or clearly defined subgroup
- Filling available seats with out of district tuition students who are not the children of Town of Greenwich employees.

# **Greenwich Public Schools**

## **Raising Student Achievement and Improving Racial Imbalance**

### **Developing a Context**

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## **Regulations to Implement the Racial Imbalance Law**

### **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.

(2) “School” means any public elementary or secondary school under the jurisdiction of a local or regional board of education, excluding a unique school.

(3) “Board of education” means the board of education of a local or regional school district.

(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.

(5) “School district” means a school system under the jurisdiction of a local or regional board of education.

(6) “Jurisdiction” means the authority granted local and regional boards of education by statute to exercise control and supervision of pupils, schools and school districts.

(7) “Plan” means that document submitted by a board of education in compliance with Section 10-226c of the Connecticut General Statutes.

(8) “Racial minorities” means those groups listed under subsection (b) of Section 10-226a of the Connecticut General Statutes.

(9) “Diverse school” means a school, within a school district having a minority school population of fifty percent or more; which school has a minority population of at least twenty-five percent, *but less than seventy five percent*.

(10) “Unique school” means an interdistrict or intradistrict magnet, local or state charter, lighthouse, regional vocational agriculture, regional vocational-technical, alternative, or special education school or other school designated by the Commissioner which offers specialized programs or provides for the voluntary enrollment of students.

(Effective April 1, 1980; amended November 29, 1999)

### **Sec. 10-226e-2. School reports**

Each board of education shall annually submit, in such manner and at such time as specified by the Commissioner of Education, information on the racial composition of each school by grade, the racial composition of the teaching staff of each school, and the number of pupils in each elementary school who are eligible to receive free or reduced price lunches pursuant to federal law and regulation.

(Effective April 1, 1980; amended November 29, 1999)

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### **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)

### **Sec. 10-226e-4. Determination of impending racial imbalance**

(a) Any school not previously cited for racial imbalance, in which the Proportion for the School falls outside a range of from 15 percentage points less to 15 percentage points more than the Comparable Proportion for the School District, shall be deemed to have impending racial imbalance.

(b) The State Board of Education shall notify, in writing, a board of education having jurisdiction of a school district which includes one or more schools with impending racial imbalance.

(c) Any board of education notified pursuant to subsection (b) of this section may be required to provide the Commissioner of Education with information concerning student building assignments, interdistrict educational activities and other evidence of addressing issues of racial, ethnic and economic isolation.

(Effective April 1, 1980; amended November 29, 1999)

### **Sec. 10-226e-5. Plans**

(a) Any board of education which has received notification from the State Board of Education pursuant to Section 10-226e-3 of the Regulations of Connecticut State Agencies shall submit to the State Board of Education a plan to correct racial imbalance in the school which has been determined to be racially imbalanced. All plans shall be subject to the requirements of this section; provided, however, that any school district so

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notified, which has a minority student enrollment of fifty percent or more may, in lieu of filing a plan, demonstrate that such racially imbalanced school is a diverse school.

**(b) Preparation of the plan.**

(1) Upon notification of a determination of racial imbalance, the board of education shall prepare a policy statement addressing racial imbalance in the school district.

(2) The board of education may, in writing, request technical assistance from the Commissioner of Education for the development of a plan. The Commissioner shall, within the limits of available resources, provide such assistance.

(3) The board of education shall conduct a public hearing on its plan prior to submission to the State Board of Education. Adequate notice of the time and place of such hearing shall be published and a complete record of such hearing shall be kept.

(4) A plan shall be submitted to the State Board of Education within 120 days following receipt of notification of a determination of racial imbalance, except that a school district may request an extension of time, not to exceed ninety days, if the number of students causing said imbalance in any school is fewer than five.

**(c) Content of the plan.**

A plan shall include at least the following items:

(1) The board of education policy statement addressing racial imbalance in the school district;

(2) A description of the process the board of education undertook to prepare the plan;

(3) Presentation and analysis of relevant data, including (A) projections of the racial composition of the public schools in the school district for the subsequent five-year period under the proposed plan, (B) analysis of conditions that have caused or are contributing to racial imbalance in the school district, and (C) analysis of student achievement in the cited school as compared to other schools in the district;

(4) The proposed methods for eliminating racial imbalance and for preventing its recurrence in the school district. These methods may include voluntary interdistrict and intradistrict enrollment plans acceptable to the State Board of Education as an alternative to mandatory pupil reassignment, provided any such voluntary enrollment plan addresses methods which will be used to increase student achievement;

(5) Identification of proposed school construction and school closings, if any, and an explanation of any impact on the plan;

(6) Specific proposals for minimizing any disruptive effects of plan implementation;

(7) Provisions for monitoring plan implementation and evaluating plan effectiveness, including procedures for revising and updating the plan, if necessary.

(8) A timetable for completion of each step in the plan and for implementation of the plan as a whole;

(9) Demonstration that school district resources have been equitably allocated among all schools within the district; and

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(10) Demonstration that any disparity in student achievement levels among schools is being addressed and a description of the methods being used to decrease the disparity.

(c) **Other plan requirements.**

(1) Any inconvenience caused by implementation of the plan shall not be borne disproportionately by any single racial minority nor disproportionately by racial minorities as a whole within the school district.

(2) Implementation of the plan shall not result in segregation within schools, or among or within programs. Any substantially disproportionate racial minority representation within school classes and programs shall (A) be justified solely on the basis of educational need and (B) occur less than a majority of the time during the school day with the exception of pupils enrolled in bilingual education.

(3) A plan shall not include reassignment of pupils whose dominant language is other than English and whose proficiency in English is limited if such reassignment is a denial of existing participation in a program of bilingual education.

(4) Upon submission of a plan, a board of education may request exceptions to one or more of the plan requirements pursuant to this section. The State Board of Education (A) may grant such exception when said board finds such exception shall otherwise contribute to the purposes of Sections 10-226a to 10-226e, inclusive, of the Connecticut General Statutes; and (B) shall grant such exception when the plan is in compliance with a final order of a court of competent jurisdiction or federal administrative agency order which addresses the requirements of Sections 10-226a to 10-226e, inclusive, of the Connecticut General Statutes and which addresses the current condition of racial imbalance found in accordance with Section 10-226e-3 of the Regulations of the Connecticut State Agencies.

(Effective April 1, 1980; amended November 29, 1999)

**Sec. 10-226e-6. Approval of plans**

(a) Upon receipt of a plan pursuant to Section 10-226e-5 of the Regulations of Connecticut State Agencies, the State Board of Education shall determine whether the plan complies with the requirements of said section and shall (1) approve, (2) conditionally approve, or (3) disapprove such plan, within 60 days.

(b) If the State Board of Education approves the plan, said Board shall promptly notify the board of education submitting the plan, which board shall implement the plan in accordance with the timetable indicated in such plan.

(c) If the State Board of Education conditionally approves the plan, said board shall promptly give written notice to the board of education submitting the plan. Such notice shall specify the portions of the plan requiring revision and the date for submission of such revisions. Those portions of the plan which do not require revision shall be implemented by the board of education in accordance with the timetable indicated in such plan.



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(d) If the State Board of Education disapproves the plan, said board shall promptly notify the board of education submitting the plan. Such notice shall specify the reasons for disapproval and the date for resubmission of the plan.

(e) Upon receipt of a revised plan or portion thereof, the State Board of Education shall (1) approve, (2) conditionally approve, or (3) disapprove such revised plan or portion thereof in accordance with the provisions of subsections (b), (c), and (d) of this Section within 30 days following receipt of such revised plan or portion thereof.

(f) If a board of education submits a plan or a revision to such a plan which is not approved by the State Board of Education within one year of notification to the board of education of the existence of racial imbalance pursuant to Section 10-226e-3 of the Regulations of Connecticut State Agencies or a board of education fails to submit a plan or revision within the required time limits, the State Board of Education may undertake such other actions as may be authorized by law to cause the board of education to be in compliance with the provisions of Sections 10-226a to 10-226e, inclusive, of the Connecticut General Statutes and Sections 10-226e-1 to 10-226e-8 of the Regulations of Connecticut State Agencies.

(Effective April 1, 1980; amended November 29, 1999)

#### **Sec. 10-226e-7. Review of plan implementation**

(a) All approved and conditionally approved plans shall be subject to continuing review and evaluation by the State Board of Education. If the State Board of Education finds that the status of the plan is not in conformity with the timetable indicated in such plan, said board shall investigate the reasons for such discrepancy. If the State Board of Education finds that the board of education has failed to take substantial steps to implement the plan in accordance with the timetable therein, the State Board of Education shall notify the board of education of non-compliance with the provisions of Section 10-226a to 10-226e, inclusive, of the Connecticut General Statutes and Sections 10-226e-1 to 10-226e-8, inclusive, of the Regulations of Connecticut State Agencies and may undertake such other actions as may be authorized by law to cause the board of education to be in compliance.

(b) A board of education may submit proposed amendment to an approved or conditionally approved plan. Such proposed amendment shall not take effect until after review and approval by the State Board of Education. Such proposed amendment shall be accompanied by written materials documenting the reasons for the amendment.

(Effective April 1, 1980; amended November 29, 1999)

#### **Sec. 10-226e-8. Review of the decision of the State Board of Education**

(a) Upon notification of disapproval of a plan, a board of education may file written notice with the Commissioner of Education requesting a review of such disapproval. Such request shall be submitted within 30 days following receipt of notification by the State Board of Education of such disapproval.

(b) Within 30 days following receipt of a request for review, a hearing shall be held in accordance with the provisions of Chapter 54 of the General Statutes.

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(Effective April 1, 1980; amended November 29, 1999)

**Sec. 10-226e-9. Unique schools requirements**

(a) Unique schools shall provide data in the same manner as required of all other schools pursuant to Section 10-226e-2 of the Regulations of Connecticut State Agencies.

(b) Unique schools shall report to the Commissioner on all activities undertaken to provide educational opportunities for students to interact with students and teachers from other racial, ethnic and economic backgrounds.

(c) The Commissioner may require the responsible authority of any unique school to appear before him to respond to inquiries concerning the racial, ethnic or economic diversity of students or teaching staff and the educational opportunities provided for students to interact with students and teachers from other racial, ethnic and economic backgrounds.

(Effective April 1, 1980; amended November 29, 1999)



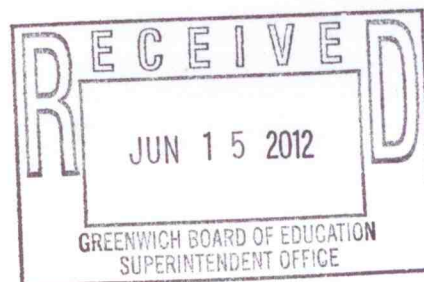
# STATE OF CONNECTICUT

## 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) 713-6512.

Sincerely,

Stefan Pryor  
Commissioner of Education

SP:fad

Enclosure

# UNAUDITED DATA FILE

## Connecticut State Department of Education

### 2011 Public School Enrollment By District By Racial Imbalance Categories

Imbalance is determined pursuant to CGS §10-226e-3 and §10-226e-4, comparing school proportions with the district proportions of students in the same grade.  
Note: Bold-faced fonts indicate the greater of the district or school minority percentage figures for each school.

Dist #	Schl #	DISTRICT	SCHOOL	District % Minority	Dist. Total	School % Minority	Schl. Total	Absolute Imbalance
057		Greenwich School District						
	6	New Lebanon School		32.79%	4282	<b>67.43%</b>	261	34.64
	5	Hamilton Avenue School		32.79%	4282	<b>60.92%</b>	412	28.13
	53	Western Middle School		30.40%	1852	<b>47.47%</b>	474	17.07
	11	Parkway School		<b>32.79%</b>	4282	16.04%	268	16.74
	9	Old Greenwich School		<b>32.79%</b>	4282	16.43%	426	16.36
	3	Julian Curtiss School		32.56%	4146	<b>48.69%</b>	343	16.13
	10	Riverside School		<b>32.56%</b>	4146	22.50%	520	10.06
	52	Eastern Middle School		<b>30.40%</b>	1852	21.71%	774	8.69
	4	Glenville School		<b>32.56%</b>	4146	24.42%	385	8.15
	7	North Mianus School		<b>32.56%</b>	4146	24.73%	461	7.83
	8	North Street School		<b>32.79%</b>	4282	25.11%	438	7.67
	13	International School At Dundee		32.56%	4146	<b>37.43%</b>	366	4.87
	51	Central Middle School		<b>30.40%</b>	1852	28.15%	604	2.25
	2	Cos Cob School		<b>32.79%</b>	4282	31.09%	402	1.69
	61	Greenwich High School		26.73%	2656	<b>26.73%</b>	2656	.00

\*Diverse Schools are if district minority is greater 50% and school minority is between 25% and 75%.

\*Source Data: Public School Information System October 2011 extracted on 3/9/2012

Thursday, March 15, 2012

RICHARD BLUMENTHAL  
ATTORNEY GENERAL



55 Elm Street  
P.O. Box 120  
Hartford, CT 06141-0120

Office of The Attorney General  
**State of Connecticut**

February 21, 2008

Allan B. Taylor, Chairman  
State of Connecticut Board of Education  
165 Capitol Avenue  
Hartford, CT 06145

Dear Chairman Taylor:

You have asked whether the State Board of Education should continue to enforce Connecticut's elementary and secondary school intra-district racial imbalance statutes, Conn. Gen. Stat. § 10-226a through Conn. Gen. Stat. § 10-226e, in light of the United States Supreme Court's decision in *Parents Involved in Community Schools v. Seattle School District No. 1, et al*, 127 S.Ct. 2738 (2007).<sup>1</sup>

We conclude that the State Board of Education must continue to enforce the law to require local plans addressing racial imbalance, but assure that each plan complies with the Supreme Court mandates set forth in *Parents Involved*. If the state Board of Education finds that "racial imbalance exists in a public school," local boards of education should continue to submit plans to the State Board to correct the racial imbalance.<sup>2</sup> Conn. Gen. Stat. §§ 10-226b, 10-226c. The plans may propose a variety of methods for correcting the racial imbalance. Each local plan can and should be evaluated by the State Board of Education individually, taking into account the particular factors and proposed solutions in each case. Conn. Gen. Stat. §§ 10-226c and 10-226d. This approach embodies

<sup>1</sup> The U.S. Supreme Court granted certiorari in another case, *Meredith v. Jefferson County Board of Education et al*, Petition No. 05-915, which was heard and decided together with *Parents Involved*. Both cases presented "the same underlying legal question-whether a public school that had not operated legally segregated schools or has been found to be unitary may choose to classify students by race and rely upon that classification in making schools assignments." 127 S.Ct. at 2746. The two cases are collectively referred to in this opinion as "*Parents Involved*".

<sup>2</sup> For purposes of Conn. Gen. Stat. § 10-226a to 10-226e, inclusive, " 'racial imbalance' means a condition wherein the proportion of pupils of racial minorities in all of the grades of a public school of the secondary level or below taken together substantially exceeds or falls substantially short of the proportion of such public school pupils in all of the same grades of the school district in which said school is situated taken together."

February 21, 2008  
Allan B. Taylor, Chairman  
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the well-established principle that a law must be upheld against constitutional challenge if it can be implemented in individual cases in accordance with constitutional requirements. If a law can be interpreted and applied to be consistent with constitutional standards -- as this statute can be -- the State Board of Education has a duty to do so.<sup>3</sup> The constitutional standards articulated by the United States Supreme Court in *Parents Involved* permit and require this case by case determination, difficult as it may be in some instances.

Understanding the effect of the *Parents Involved* decision on §§ 10-226a to 10-226e is complicated by the lack of a majority opinion on all issues and in particular on the key issue of what measures may be taken to address racial isolation or imbalance in schools. As a general proposition, "[w]hen a fragmented Court decides a case and no single rationale explaining the result enjoys the assent of five Justices, the holding of the Court may be viewed as that position taken by those Members who concurred in the judgments on the narrowest grounds." *Grutter v. Bolinger*, 539 U.S. 306, 325 (2003) (quoting *Marks v. United States*, 430 U.S. 18, 193 (1977)); accord *DeStefano v. Emergency Housing Group, Inc.*, 247 F.3d 397, 418-19 (2d Cir. 2001). In *Parents Involved*, Justice Kennedy provided the fifth vote in support of the judgment but offered a rationale in a concurring opinion divergent from the plurality opinion authored by Chief Justice Roberts as well as the dissenting opinions of Justices Stevens and Breyer. Whether courts will conclude that Justice Kennedy's concurrence is controlling precedent is difficult to predict. For now and the indefinite future, his concurring opinion assumes paramount importance for guidance as to the state of the law.

According to the principles set forth in the *Parents Involved* decision, and using Justice Kennedy's concurring opinion as guidance, the plans submitted by the local boards of education under Conn. Gen. Stat. § 10-226c cannot correct racial imbalance using school assignments based solely on an individual student's racial classification. "Race may be one component . . . but other demographic factors, plus special talents and needs, should also be considered." *Id.* at 2797 (Kennedy, J., concurring). A local board can use race conscious measures to address concerns of racial isolation and diversity, so long as they avoid treating students differently solely on the basis of race. Such measures may include siting new schools in strategic locations, creating attendance zones that take into

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<sup>3</sup> Connecticut's laws enjoy a presumption of constitutionality unless and until a court rules to the contrary. *State v. Rizzo*, 266 Conn. 171, 212 (2003). Even if plausible questions are raised, it rests with the courts to make the ultimate determination as to the constitutionality of challenged statutes, and a statute will be upheld unless a court finds that it is unconstitutional beyond a reasonable doubt.



February 21, 2008  
Allan B. Taylor, Chairman  
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account generally the demographics of neighborhoods, committing resources for special programs, recruiting students and faculty in a targeted fashion and tracking enrollments, performance, and other statistics by race. *Id.* at 2792 (Kennedy, J., concurring). Some of these measures are already set forth in Conn. Gen. Stat. § 10-226h and may be considered by the local boards of education.

### I. Summary of *Parents Involved* Decision

The United States Supreme Court's *Parents Involved* decision is the most recent in a long line of cases addressing the constitutionality of the use of race in reducing/eliminating racial segregation in elementary and secondary schools. The issue presented in *Parents Involved* concerned a challenge to student school assignment plans in Seattle, Washington and Jefferson County, Kentucky. The plaintiffs in both cases argued that because the student assignments were based on race they impermissibly violated the United States Constitution's Fourteenth Amendment Equal Protection clause. While different in their scope and method of operation, the student assignment plans in both Seattle and Jefferson County were voluntarily adopted and based on a belief that there are educational benefits to racially diverse student bodies and, conversely, that racial isolation is harmful.

In Seattle, the student assignment program involved only the secondary schools. Seattle adopted an "open choice" plan for all of its high schools. Students entering their first year were free to select any of the ten high schools to attend. In the event that too many students selected a particular school, the district would employ several "tiebreakers," one of which was an "integration tiebreaker." The integration tiebreaker was triggered once a school was determined to be "racially imbalanced."<sup>4</sup> In a racially imbalanced school, a student's race, and how it would effect the racial balance at the school, was used to determine if the student could be assigned to that school.

The Jefferson County student assignment plan, which operated at both the elementary and secondary levels, focused on the percentage of the student population classified as black to determine if racial imbalance existed in any given school. All schools that were not magnet schools were required to maintain a minimum black student enrollment of 15% and a maximum black student enrollment of 50%. The racial balancing was triggered when a school was at one of these extremes of black student enrollment. In such instances, a student whose race would contribute to furthering the school's racial imbalance was denied placement.

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<sup>4</sup> A school was considered racially imbalanced if it was not within 10 percentage points of the overall district's white/non-white enrollment, set at 41 and 59 percent respectively.

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### A. The Majority Opinion

The Court's opinion, authored by Chief Justice Roberts, held in favor of the plaintiffs and struck down both student assignment plans as violating the Fourteenth Amendment's guarantee of equal protection. When an individual's race is utilized by the government to distribute burdens or benefits, the court reviews this classification under the strict scrutiny standard. *Parents Involved*, 127 S.Ct. at 2751. This standard requires the government to demonstrate that the use of race is narrowly tailored to achieve a compelling government interest. *Id.* at 2751-2752. The Court ruled that there have been only two compelling state interests recognized by the Court to justify the use of race in the education context: (1) eliminating the present effects of past state sponsored, so called *de jure*, segregation; and (2) seeking to provide a diverse, in its broadest sense, college educational experience, so long as race is only one of several factors taken into account.<sup>5</sup> *Id.* at 2752 -2753.

In *Parents Involved*, the Court found that there was never a ruling by a court of law that Seattle had engaged in *de jure* segregation. Jefferson County had previously been under a court order to desegregate, but that order had been dissolved in 2000 when the District Court found that the County had eliminated the harms associated with past *de jure* segregation. In the absence of a mandatory desegregation order, neither Seattle nor Jefferson County's student assignment plans served to eliminate harm traceable to *de jure* segregation. The Court further opined that its decision in *Grutter v. Bollinger*, 539 U.S. 499 (2005), which upheld a limited use of race as one of many factors to promote diversity in the context of college admissions programs, was inapplicable to the cases before it. Unlike the program in *Grutter*, neither the Seattle nor Jefferson County student assignment plans allowed for "a meaningful individualized review of an applicant" and, in the end, race was the sole determinative factor for assignment. *Parents Involved*, 127 S.Ct. at 2753-2754. In addition, the Court found that there was a lack of evidence to show that either school system had "considered methods other than explicit racial classifications to achieve their stated goals." *Id.* at 2760. For these reasons, the Court ruled that neither student assignment program was narrowly tailored, nor was there a compelling state interest involved, and thus the plans failed to meet the standards of strict scrutiny.

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<sup>5</sup> The Court did not go so far as to say that there were no other possible interests, but just that the resolution of these cases only required the examination of the two that prior cases had recognized as compelling. 127 S.Ct. at 2752.



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### B. Plurality Opinion

Certain portions of Chief Justice Roberts' opinion failed to garner the support of a majority of his fellow justices. Section III-B of his opinion rejected the idea that racial balancing could ever be a compelling state interest. *Id.* at 2757-2759. In that section, Chief Justice Roberts asserted that plans that seek to remedy racial imbalance by using racial classifications, in the absence of a finding that there was state sponsored discrimination, are patently unconstitutional. *Id.* at 2758. In Section IV of the opinion, Justice Roberts expressly declined to examine alternate means of achieving racial balance which did not directly rely on race:

These other means – e.g., where to construct schools, and which academic offerings to provide to attract students to certain schools – implicate different considerations than the explicit racial classifications at issue in these cases, and we express no opinion on their validity – not even in dicta.

*Id.* at 2766.

### C. Justice Kennedy's Concurrence

Justice Kennedy did not join in sections III-B and IV of Chief Justice Robert's plurality opinion. Instead, Justice Kennedy concurred only in the judgment as to the central issue of the constitutional limitations on addressing racial imbalance or isolation in schools. Because Justice Kennedy represented the fifth vote supporting the Court's judgment, his concurring opinion provides the best guidance as to the state of the law and its application to Connecticut's statutes.

Justice Kennedy's concurrence sets forth four important points: (1) there is a compelling interest in avoiding racial isolation; (2) there is a separate and distinct compelling interest in creating a diverse student population; (3) the Constitution does not mandate that *de facto* segregation be ignored by state and local officials; and (4) schools can constitutionally use race conscious measures to address concerns of racial isolation and diversity, so long as they avoid treating students differently solely on the basis of race.

Justice Kennedy begins his concurrence by declaring that "[d]iversity, depending on its meaning and definition, is a compelling educational goal a

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school district can pursue.” *Id.* at 2789. He later expands upon this by concluding that:

[T]his Nation has a moral and ethical obligation to fulfill its historic commitment to creating an integrated society that ensures equal opportunity for all of its children. A compelling interest exists in avoiding racial isolation, an interest that a school district, in its discretion and expertise, may choose to pursue. Likewise, a district may consider it a compelling interest to achieve a diverse student population. Race may be one component of that diversity, but other demographic factors, plus special talents and needs, should also be considered.

*Id.* at 2797. In Justice Kennedy’s view, so long as race is not the sole factor and there is some type of individualized consideration of the various attributes a student can bring to the school, race can be considered.

Justice Kennedy also takes issue with the suggestion in the plurality opinion that “the Constitution requires school districts to ignore the problem of *de facto* segregation in schooling.” *Id.* at 2791. In his view, to suggest that “the Constitution mandates that state and local school authorities must accept the status quo of racial isolation in schools . . . is . . . profoundly mistaken.” *Id.* “In the administration of public schools by the state and local authorities it is permissible to consider the racial makeup of schools and to adopt general policies to encourage a diverse student body, one aspect of which is its racial composition.” *Id.* at 2792. Justice Kennedy goes on to note that:

[I]f school authorities are concerned that the student-body composition of certain schools interferes with the objective of offering an equal educational opportunity to all of their students, *they are free to devise race conscious measures to address the problem in a general way* and without treating each student in different fashion solely on the basis of a systemic, individual typing by race.

*Id.* (Emphasis added). In addition, Justice Kennedy observes that ways in which this could be accomplished include: siting new schools in strategic locations, creating attendance zones taking into account, in a general way, the demographics

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of neighborhoods, committing resources for special programs, recruiting students and faculty in a targeted fashion, and tracking enrollments, performance, and other statistics by race. *Id.* In his view, “[t]hese mechanisms are race conscious but do not lead to different treatment based on a classification that tells each student he or is she is to be defined by race, so it is unlikely any of them would demand strict scrutiny to be found permissible.” *Id.* at 2792.

## II. Connecticut Plans

An analysis regarding the appropriateness of a plan developed pursuant to Conn. Gen. Stat. § 10-226e in light of the *Parents Involved* decision can only be undertaken when a district actually files its plan with the State Board of Education. The plans utilized by the Seattle and Jefferson County school districts required student assignment decisions in certain circumstances to ultimately be made predominantly if not totally on the basis of the racial classification of individual students. This key feature of the policy is what the Court found impermissible. Our statute, Conn. Gen. Stat. § 10-226e, does not require that a local district develop a plan that utilizes racial classification of individual students as the sole deciding factor in school assignments. Further, unlike the racial balance plans in Seattle and Jefferson County, there is no automatic imposition of a formulaic “racial tiebreaker,” which the Court found unconstitutional.

Local districts can design plans which, as Justice Kennedy stated, are race conscious but do not result in a singular focus on individual students’ racial classifications. Such permissible plans might include attributes such as creating attendance zones and establishing special programs to attract students of diverse backgrounds without relying on individualized racial classifications.

## III. Conclusion

The State Board of Education should continue to enforce the provisions of Conn. Gen. Stat. § 10-226a through Conn. Gen. Stat. § 10-226. In enforcing these statutes, the State Board must be mindful of *Parents Involved* in evaluating local plans addressing racial imbalance. The United States Supreme Court’s decision in *Parents Involved* prohibits the use of individualized classifications based solely on race in student assignment or reassignment plans. Plans permissible under *Parents Involved* may regard race as a component of diversity, and use race conscious measures to achieve such diversity, so long as they use other demographic factors and avoid treating individual students differently based solely on systematic racial classification. Applying the *Parents Involved* test

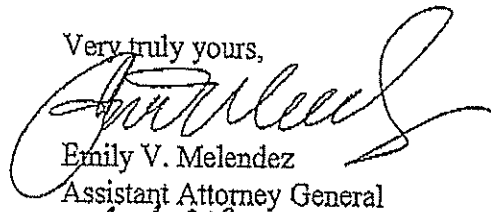
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clearly requires assessment of specific individual plans - - the means and methods each uses to achieve goals of diversity served by the state statute.

Very truly yours,



Emily V. Melendez

Assistant Attorney General

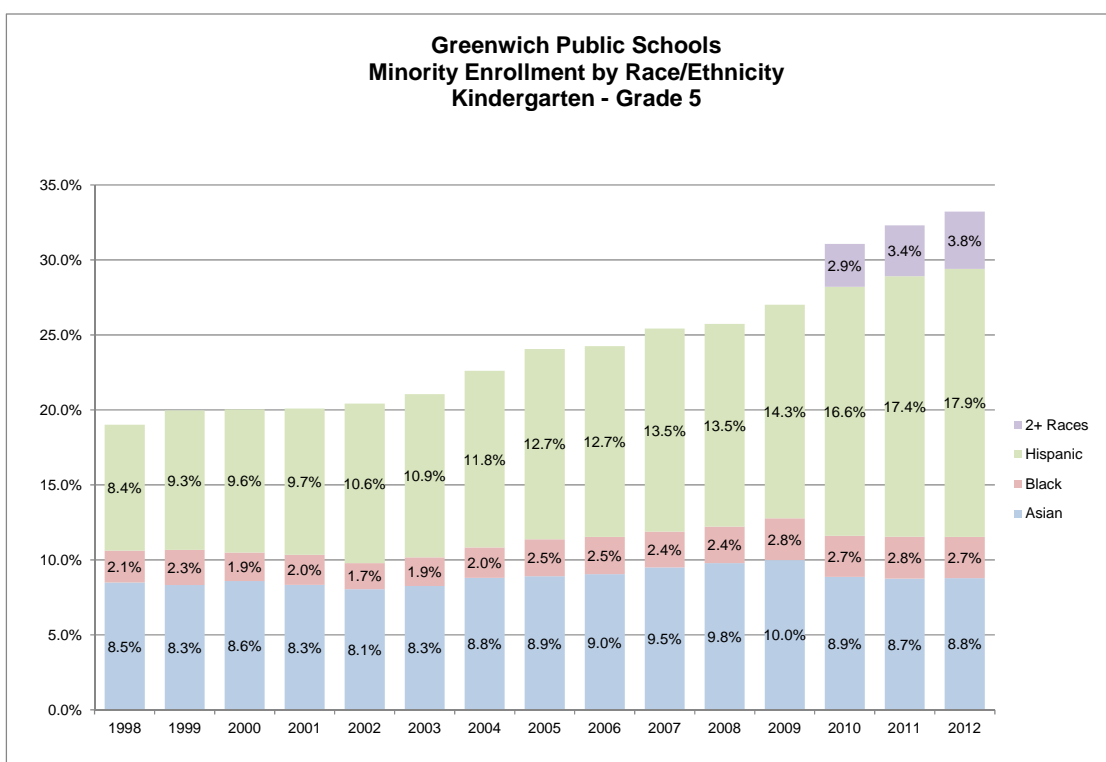
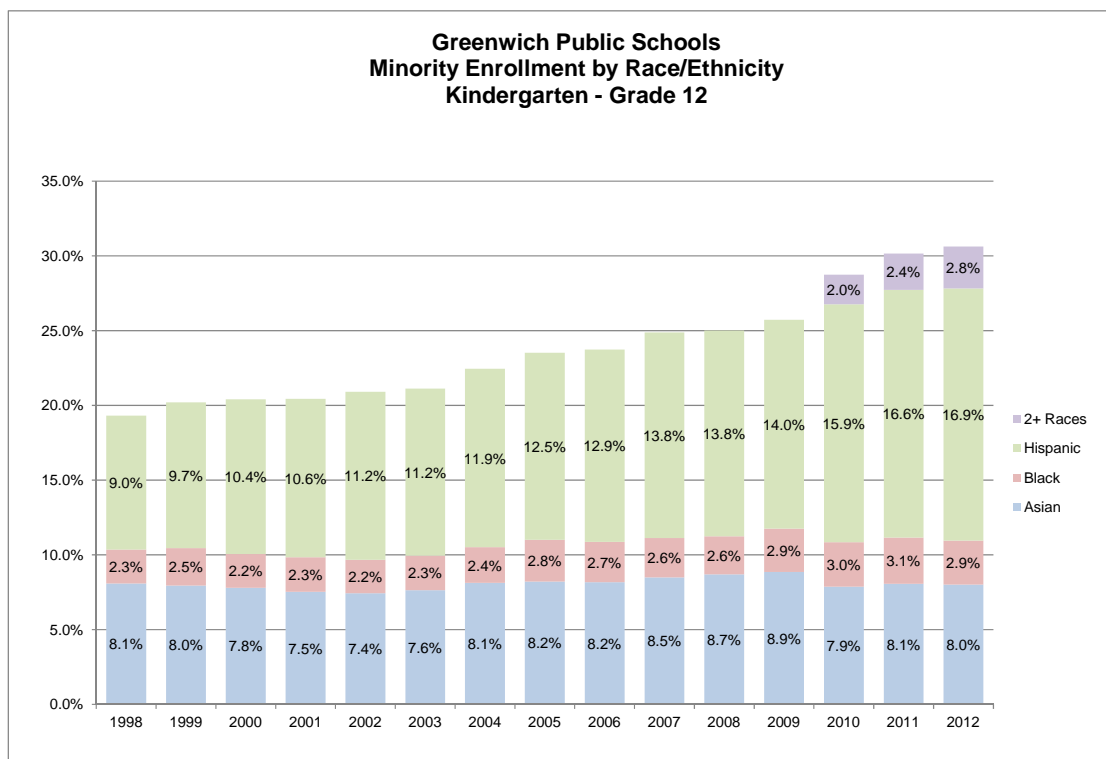


RICHARD BLUMENTHAL  
ATTORNEY GENERAL

## Greenwich Public Schools Minority Enrollment 1998 - 2012

I. A.

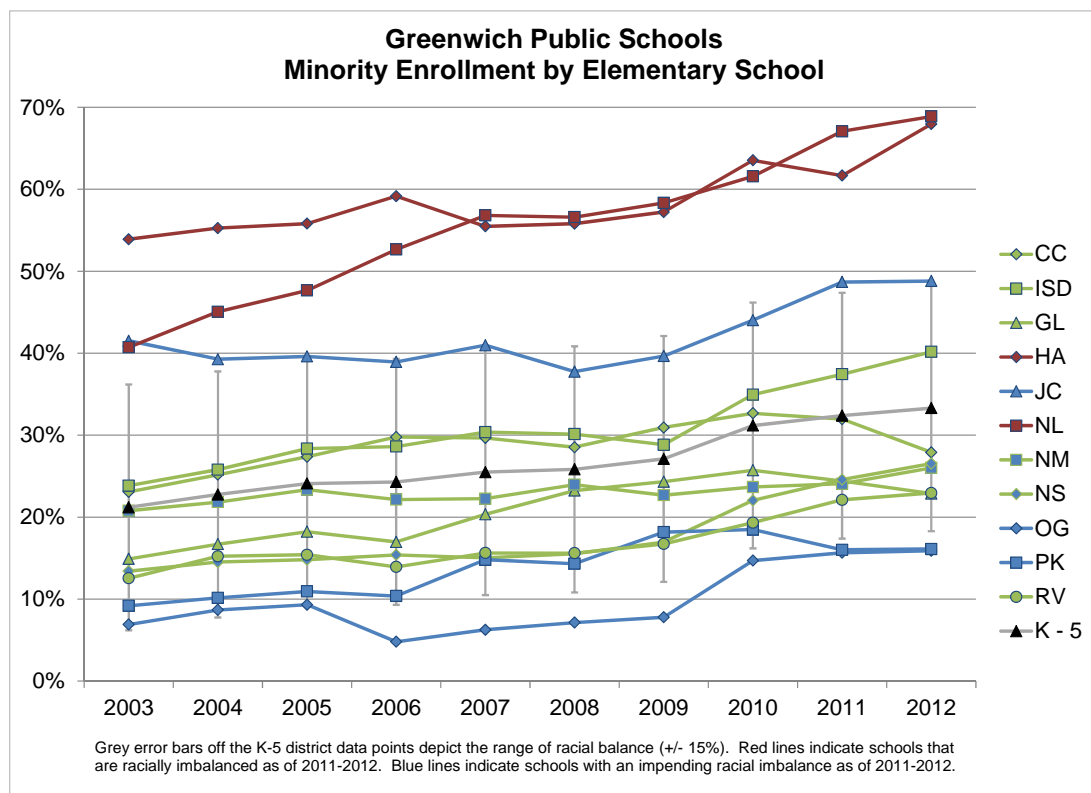
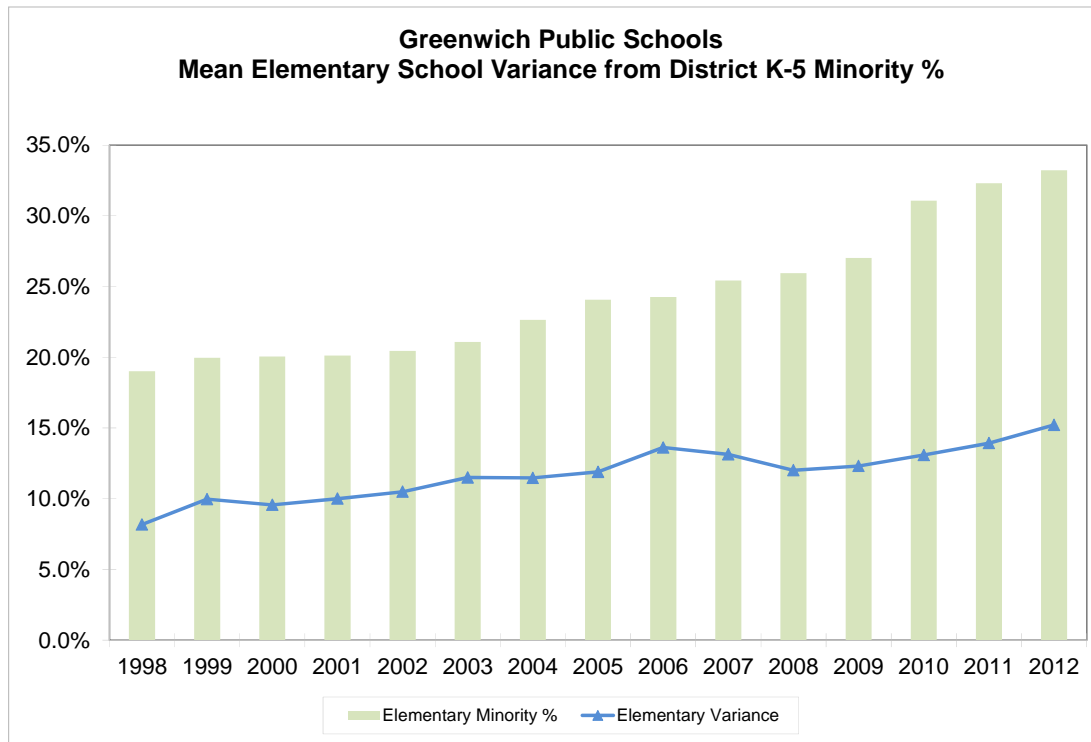
Over the last fifteen years, minority enrollment in the Greenwich Public Schools increased from 19.3% to 30.6%. Hispanic students account for most of the increase. In 2010, a minority category of two or more races was added by the Connecticut State Department of Education. Given that minority enrollment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



# Greenwich Public Schools Variance in Minority Enrollment

I. A.

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



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


I. A.

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

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

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

 Impending Racial Imbalance (+/-15%)

 Racial Imbalance (+/- 25%)



## Greenwich Public Schools

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

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



\* Enrollment data from 1998 to 2011 is as of October 1<sup>st</sup>. Enrollment data from 2012 is as of July 30, 2012.

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

I. B.

**International School at Dundee**

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

**Hamilton Avenue School**

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

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

I. B.

**Julian Curtiss School**

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

**New Lebanon School**

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

# Current Elementary Attendance Areas

## Elementary

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

**Western  
Middle School**

**Greenwich  
High School**

**Central  
Middle School**

**Eastern  
Middle School**

**Current Attendance  
Areas - 7/17/07**



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

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

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

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

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

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

# Greenwich Public Schools K - 5 Tuition Students

I. D.

## Tuition Students by School

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

## Tuition Students by Grade

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

## Tuition Students by Race/Ethnicity

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



# Racial Imbalance in the Hamilton Avenue and New Lebanon Attendance Areas

## Changing Demographics of the Attendance Areas

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

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

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

## Impact of the Current Magnet Program on Racial Imbalance

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

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

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



## **Greenwich Public Schools Magnet School Update**

While the information in this report has been previously distributed to the Board and discussed as part the racial imbalance citation by the Connecticut State Department of Education, this update collects the data in one place and summarizes the key findings regarding the magnet school lottery and the impact of magnet placements on racial balance and/or facility utilization.

### **Magnet Lottery**

- The number of applications decreased from 415 in 2008-2009 to 228 in 2012-2013. During this period the number of applicants decreased at HA, ISD and JC while remaining constant at NL (Data Tables – page 1).
- Despite the decline in applications, the number of applicants placed in magnet schools has remained relatively constant (Data Tables – page 1).
- As magnet schools have become established, available seats are increasingly filled by siblings who are automatically placed prior to running the lottery. For example, of the eighteen seats available in kindergarten at ISD in 2012-2013, 13 were filled by the siblings of students enrolled in upper grades. Five out of the remaining seventy-nine applicants (6%) were admitted to kindergarten (Data Tables – page 2).

### **Facility Utilization**

- Enrollment within the attendance area is increasing at both Hamilton Avenue (Data Tables – page 3) and New Lebanon (Data Tables – page 12) effectively decreasing the number of magnet seats available at these two schools.
- The number of students residing in the New Lebanon attendance area (276) exceeded the capacity of New Lebanon School (273) in 2011-2012. New Lebanon was able to continue to operate as a magnet within the current class size guidelines because forty-six students left the attendance area to attend other magnets while only twenty-two students from outside the attendance area opted to attend New Lebanon as magnet students (Data Tables – page 12).
- More than half of the one hundred and fifty-one magnet students at ISD are from the North Mianus attendance area (Data Tables – page 7). If these seventy-seven students attended North Mianus instead of ISD, North Mianus would be operating at 121% of capacity (current class size of 19.5 students per section).

### **Racial Balance**

- The net impact of the magnet program on racial balance (reducing or increasing the percentage of minority students enrolled in the school) is positive at Hamilton Avenue, -.7%, and International School at Dundee, -8.0%. The impact is neutral

## Greenwich Public Schools Magnet School Update

at Julian Curtiss, 0%, and negative at New Lebanon, .1% (Data Tables – pages 3, 6, 9 & 12).

- The percentage of minority students residing within the Hamilton Avenue and New Lebanon areas continues to increase at a higher rate than the District average. Over the last five years, minority enrollment increased from 58.6% to 64.2% at Hamilton Avenue (Data Tables – page 3) and from 54.2% to 68.1% at New Lebanon (Data Tables – page 12).
- Under current class sizes and building capacities, it would not be possible to racially balance either Hamilton Avenue or New Lebanon even if every available magnet seat were assigned to a white student (assignment of **individual** students to a school based on race constitutes a civil rights violation).

### Conclusions

- The magnet program does serve to balance facility utilization across the elementary schools. Without ISD drawing students from North Mianus and the other magnet schools drawing from New Lebanon, attendance areas would have to be adjusted.
- The impact of the magnet program on racial balance at the two racially imbalanced elementary schools, Hamilton Avenue and New Lebanon, is negligible. Given the lack of available magnet seats and increasing minority population residing within the attendance area, it is unlikely that the current magnet program will result in racial balance in either school. To have any chance of success in terms of achieving racial balance, the number of magnet seats needs to be increased at both schools by either attracting students who reside in the attendance area to attend another magnet school and/or adjusting the attendance area.
- The most successful magnet school as measured by the impact on facility utilization and racial balance is International School at Dundee. ISD was conceived as a magnet school, has 40% of its capacity available for magnet students, and features a strong magnet theme that is attractive to parents residing in other attendance areas.

**Greenwich Public Schools  
Magnet Lottery Placement Summary  
2008 - 2012**

2008-2009   2009-2010   2010-2011   2011-2012   2012-2013

HA	Applications	64	27	36	10	20
	Not Placed	43	20	14	1	3
	Placed	21	7	22	9	17
	% Placed	33%	26%	61%	90%	85%
ISD	Applications	255	191	188	158	151
	Not Placed	221	159	153	122	118
	Placed	34	32	35	36	33
	% Placed	13%	17%	19%	23%	22%
JC	Applications	96	55	52	39	45
	Not Placed	80	33	33	2	19
	Placed	16	22	19	37	26
	% Placed	17%	40%	37%	95%	58%
NL	Applications		14	17	12	12
	Not Placed		9	0	0	1
	Placed		5	17	12	11
	% Placed		36%	100%	100%	92%
District	Applications	415	287	293	219	228
	Not Placed	344	221	200	125	141
	Placed	71	66	93	94	87
	% Placed	17%	23%	32%	43%	38%

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

**Hamilton Avenue School**

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

**International School at Dundee**

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

**Julian Curtiss School**

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

**New Lebanon School**

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

Applications           228  
No Placement       141  
Placement           87  
% Placement       38.2%

## Hamilton Avenue School

### Students Residing in HA Attendance Area Enrolled in Public School

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

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

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

### Students Residing Outside Attendance Area Enrolled at HA

Race	07-08	08-09	09-10	10-11	11-12
Asian	8	7	8	7	7
Black	8	10	5	3	2
Hispanic	27	30	27	15	22
Indian					
Two Races					4
White	46	48	38	29	25
TOT	89	95	78	54	60
Minority Percentage	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%

<b>Minority Impact</b>	<b>-1.5%</b>	<b>-0.6%</b>	<b>0.0%</b>	<b>-1.1%</b>	<b>-0.7%</b>
District Percentage	25.8%	26.7%	28.1%	31.2%	32.9%
Differential	<b>31.3%</b>	<b>29.6%</b>	<b>30.3%</b>	<b>32.2%</b>	<b>30.6%</b>

## Hamilton Avenue School

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

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

<b>Lunch Status</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>
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
<b>Total</b>	<b>53</b>	<b>54</b>	<b>43</b>	<b>18</b>	<b>28</b>

### Students Residing Outside Attendance Area Enrolled at HA

<b>Lunch Status</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>
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
<b>Total</b>	<b>89</b>	<b>95</b>	<b>78</b>	<b>54</b>	<b>60</b>

## 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%
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### ISD Resident Students Enrolled in Public Schools Outside Attendance Area

Race	07-08	08-09	09-10	10-11	11-12
Asian	3	1			
Black	1	1	1		
Hispanic	1	1	1		
Indian					
White	12	11	7	1	1
TOT	17	14	9	1	1

Minority Percentage	29.4%	21.4%	22.2%	0.0%	0.0%
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### Students Residing Outside Attendance Area Enrolled at ISD

Race	07-08	08-09	09-10	10-11	11-12
Asian	19	17	19	22	14
Black	1	2	2	2	2
Hispanic	28	27	23	18	16
Indian					
White	136	127	125	104	111
TOT	184	173	169	146	143

Minority Percentage	26.1%	26.6%	26.0%	28.8%	22.4%
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### Students Enrolled at ISD

Race	07-08	08-09	09-10	10-11	11-12
Asian	44	45	53	60	51
Black	10	11	9	8	9
Hispanic	57	54	53	61	59
Indian					
White	247	251	261	250	229
TOT	358	361	376	379	348

Minority Percentage	31.0%	30.5%	30.6%	34.0%	34.2%
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<b>Minority Impact</b>	<b>-4.6%</b>	<b>-2.7%</b>	<b>-3.2%</b>	<b>-3.1%</b>	<b>-8.0%</b>
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District Percentage	25.8%	26.7%	28.1%	31.2%	32.9%
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Differential	5.2%	3.8%	2.5%	2.9%	1.3%
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## International School at Dundee

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

School	07-08	08-09	09-10	10-11	11-12
CC	6	3	1		
GL	3	3			
HA	2	2	2		
JC	3				
NM		1			
OG	3	4	5	1	1
RV		1	1		
TOT	17	14	9	1	1

### Students Residing Outside Attendance Area Enrolled at ISD

Home School	07-08	08-09	09-10	10-11	11-12
CC	16	13	13	14	14
GL	2	3	7	4	6
HA	4	4	4	2	2
NL				1	
NM	74	77	74	71	77
NS	12	9	8	11	12
OG	27	22	21	19	19
PK		1	2	1	3
RV	44	42	39	22	17
Out of Town	5	2	1	1	1
TOT	184	173	169	146	151

## International School at Dundee

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

<b>Lunch Status</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>
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
<b>Total</b>	<b>17</b>	<b>14</b>	<b>9</b>	<b>1</b>	<b>1</b>

### Students Residing Outside Attendance Area Enrolled at ISD

<b>Lunch Status</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>
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
<b>Total</b>	<b>184</b>	<b>173</b>	<b>169</b>	<b>146</b>	<b>151</b>

## Julian Curtiss School

### Students Residing in JC Attendance Area Enrolled in Public School

<b>Race</b>	07-08	08-09	09-10	10-11	11-12
Asian	25	31	40	37	32
Black	16	19	24	22	15
Hispanic	65	71	74	73	82
Indian					
White	156	163	162	158	154
TOT	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

<b>Race</b>	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

<b>Race</b>	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

<b>Race</b>	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%
<b>Minority Impact</b>	<b>-2.8%</b>	<b>-3.7%</b>	<b>-4.9%</b>	<b>-2.3%</b>	<b>0.0%</b>
District Percentage	25.8%	26.7%	28.1%	31.2%	32.9%
Differential	11.9%	12.2%	13.0%	12.0%	<b>12.7%</b>

## Julian Curtiss School

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

School	07-08	08-09	09-10	10-11	11-12
CC	10	7	6		1
GL	1	1	2		
HA	8	15	10	6	5
NL	2	1	2		
NM	1	1			
NS	2	2	1		1
OG		1	1		
PK	1				
RV	3	3	2		
TOT	28	31	24	6	7

### Students Residing Outside Attendance Area Enrolled at JC

Home School	07-08	08-09	09-10	10-11	11-12
CC	6	9	9	8	7
DU	3				
GL	11	17	21	10	7
HA	13	14	11	10	10
NL	24	21	14	15	14
NM	5	5	4	7	6
NS	8	6	6	9	5
OG					
PK	3	1	2		2
RV		1	3		
Out of Town	1	2	2	2	3
TOT	74	76	72	61	54

## Julian Curtiss School

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

<b>Lunch Status</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>
Lunch					
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
<b>Total</b>	<b>28</b>	<b>31</b>	<b>24</b>	<b>6</b>	<b>7</b>

### Students Residing Outside Attendance Area Enrolled at JC

<b>Lunch Status</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>
Lunch					
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
<b>Total</b>	<b>74</b>	<b>76</b>	<b>72</b>	<b>61</b>	<b>54</b>

## New Lebanon School

### 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	07-08	08-09	09-10	10-11	11-12
Asian	6	3	3	2	5
Black	6	5	2	3	2
Hispanic	21	19	17	12	19
Indian					
Two Races					3
White	36	32	30	20	17
TOT	69	59	52	37	46
Minority Percentage	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	07-08	08-09	09-10	10-11	11-12
Asian	10	11	11	11	8
Black	9	9	10	18	23
Hispanic	97	102	109	121	136
Indian	1			2	2
2					3
White	83	88	80	87	80
TOT	200	210	210	239	252

Minority Percentage	58.5%	58.1%	61.9%	63.6%	68.3%
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<b>Minority Impact</b>	<b>4.3%</b>	<b>4.0%</b>	<b>3.8%</b>	<b>2.1%</b>	<b>0.1%</b>
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District Percentage	25.8%	26.7%	28.1%	31.2%	32.9%
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<b>Differential</b>	<b>32.7%</b>	<b>31.4%</b>	<b>33.8%</b>	<b>32.4%</b>	<b>35.4%</b>
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## New Lebanon School

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

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

### Students Residing Outside Attendance Area Enrolled at NL

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

## New Lebanon School

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

Lunch Status	07-08	08-09	09-10	10-11	11-12
Lunch					
Asian	1	1	1	1	2
Black	3	3	1	1	2
Hispanic	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



**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.

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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.

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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  
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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**

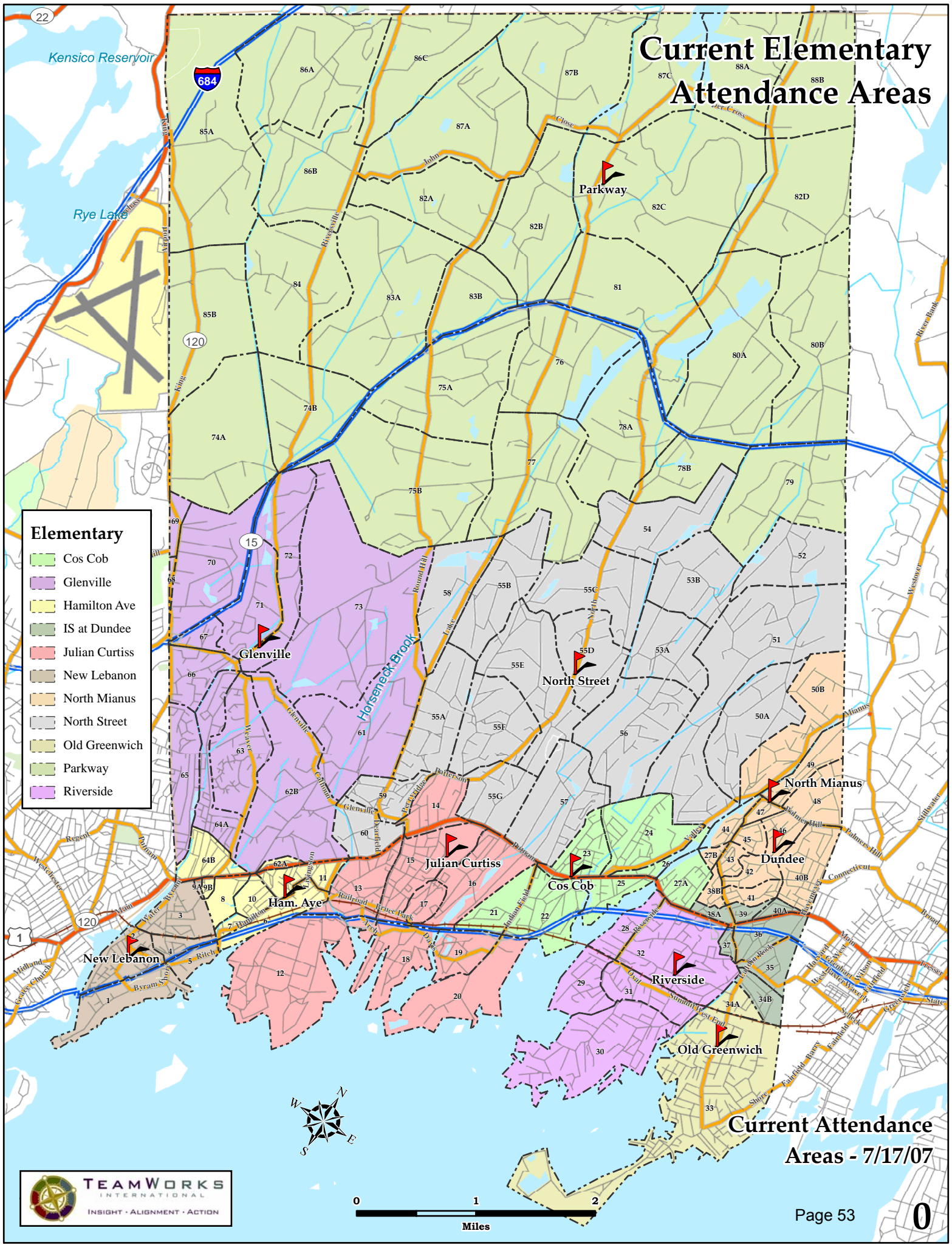
Four staff members, seven students, one HA Gr 3, three HA Gr 5, two WMS Gr 6 and one CMS Gr 8. All of the elementary students are placed in the building where the parent is working. One Hamilton Avenue placement and one Western Middle School placement are due to a handicap accessibility issue at Western.

**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	

# Current Elementary Attendance Areas

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



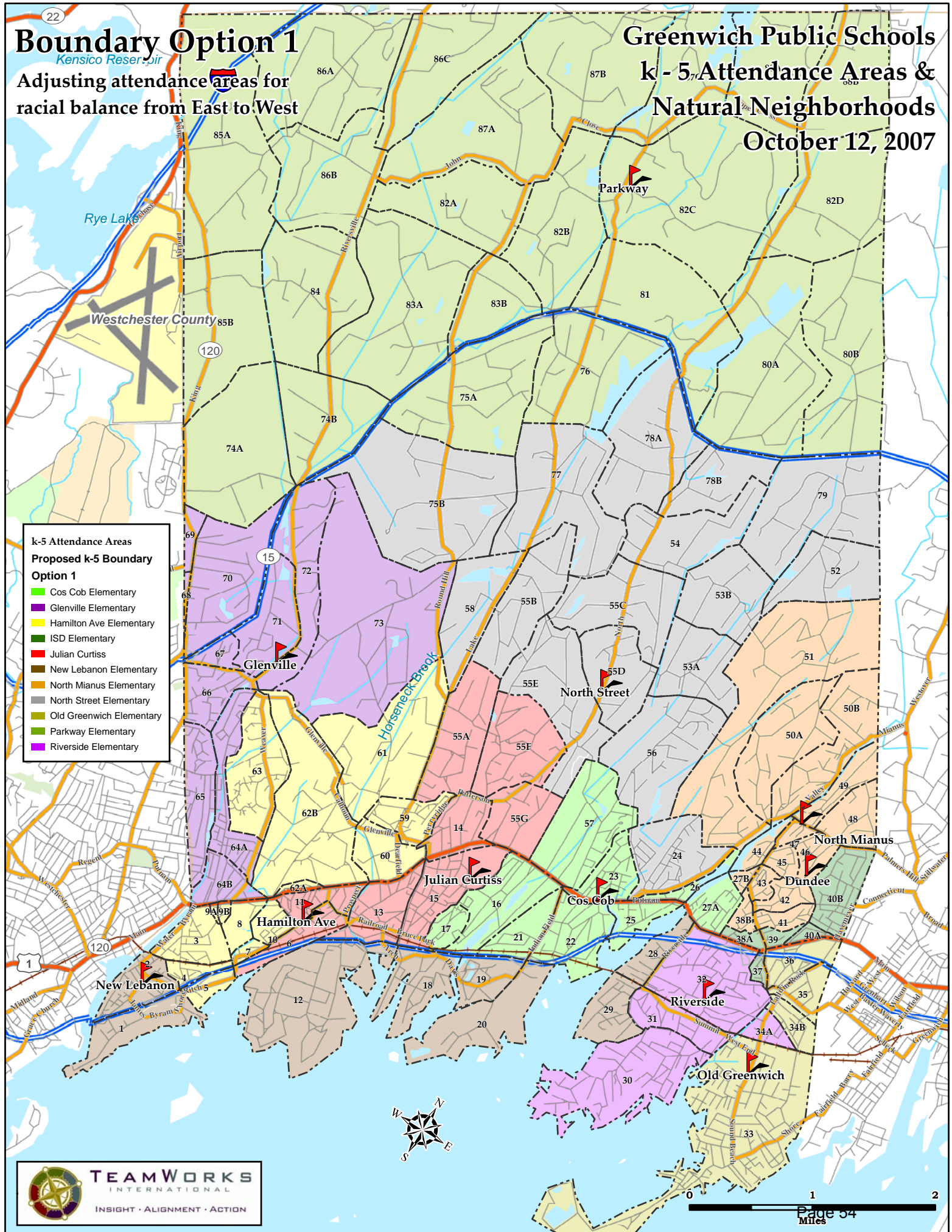
Current Attendance Areas - 7/17/07



# Boundary Option 1

Adjusting attendance areas for racial balance from East to West

## Greenwich Public Schools k - 5 Attendance Areas & Natural Neighborhoods October 12, 2007



## School Redistrict Option 1 - 10/12/2007

### Resident Students\*

Total Resident*				Total Minority Residents		
School	K-5	Pre-K	Total	K-5	Pre-K	Total
Cos Cob	406	9	415	139	2	141
Glenville	286	0	286	84	0	84
Hamilton Ave	354	13	367	119	6	125
IS at Dundee	216	0	216	63	0	63
Julian Curtiss	263	0	263	98	0	98
New Lebanon	241	7	248	92	1	93
North Mianus	437	0	437	75	0	75
North Street	424	11	435	102	3	105
Old Greenwich	490	14	504	50	2	52
Parkway	232	0	232	35	0	35
Riverside	429	0	429	63	0	63
Total	3,778	54	3,832	920	14	934

### Non-Resident Students\*\*

Total Non-Resident**				Total <i>Minority</i> 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	446	30	476
Glenville	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 Capacity	Building Utilization	Over / Under 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 K-5	Minority Pre-K	Total Minority	% Minority	Impending / Non-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%	-

#### Assumptions:

- 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 accessible



# 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
<b>Total</b>	<b>1,255</b>	<b>362</b>

### Moved To . . .

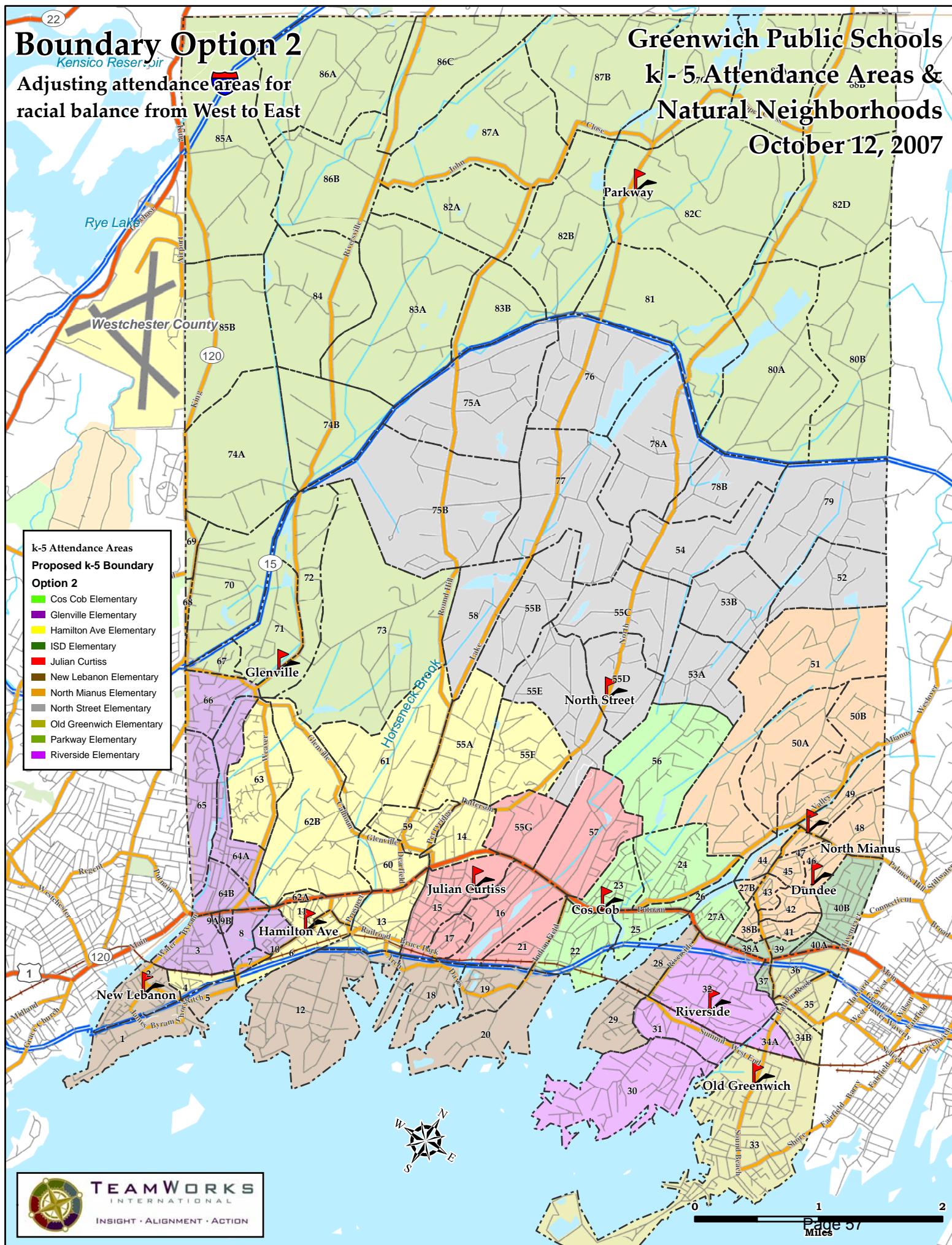
Total	Minority
177	79
67	34
182	50
116	30
131	52
112	10
123	11
226	63
108	33
0	0
13	0
<b>1,255</b>	<b>362</b>

### 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
<b>Total</b>	<b>0</b>	<b>0</b>

## Adjusting attendance areas for racial balance from West to East

**Greenwich Public Schools**  
**k - 5 Attendance Areas &**  
**Natural Neighborhoods**  
**October 12, 2007**



## 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 <i>Minority</i> 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	414	30	444
Glenville	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	139	4,250

#### Facility Utilization: 2007 / 08

Adjusted Capacity	Building Utilization	Over / Under 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 K-5	Minority Pre-K	Total Minority	% Minority	Impending / Non-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%	-

#### Assumptions:

- 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 accessible

# 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
<b>Total</b>	<b>1,217</b>	<b>307</b>

### 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
<b>1,217</b>	<b>307</b>

### 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
<b>Total</b>	<b>0</b>	<b>0</b>

# **Greenwich Public Schools**

## **Raising Student Achievement and Improving Racial Imbalance**

### **Establishing Acceptable Means for Option Development**

# STEM Education & Greenwich Public Schools

Sheila Civate, Greenwich Public Schools

David M. Moss, PhD, University of Connecticut

**STEM Education:**

**Science**

**Technology**

**Engineering**

**Mathematics**

# STEM

Science – asking questions (inquiry)

Engineering – design & building (modeling)

Mathematics – problem solving (patterns)

Learning about & with Technology (literacy)



## Consistent Goals Over Time:

- Application of STEM concepts versus learning content as merely an end in itself
- Understanding of STEM-related issues in society
- Impact of technological advances
- Acquire the skills of independent learning

# Informed STEM Citizens:

*(aka science literacy)*

- College & Career Readiness

“Science and engineering are needed to address major world challenges such as generating sufficient clean energy, preventing and treating diseases, maintaining supplies of food and clean water, and solving the problems of global environmental change that confront society today.”

NGSS

# OLD Standards for Science Education:

- National Science Teachers Association (NSTA)
- American Association for the Advancement of Science (AAAS)
- National Academy of Science (NAS – NRC)

*The National Science Education Standards*

# Timeline for Reform:

- NSTA Standards early 1980's
- AAAS Benchmarks 1993
- NSES Standards 1996
- CT Science Framework 2004
- *Common Core 2012*
- Next Generation Science Standards (NGSS) 2013
- NGSS Assessments **2016?**

# Next Generation Science Standards:

Science and Engineering Practices

Crosscutting Concepts

Disciplinary Core Ideas

Science and Engineering Practices	K–2 Condensed Practices	3–5 Condensed Practices	6–8 Condensed Practices	9–12 Condensed Practices
<p><b>Obtaining, Evaluating, and Communicating Information</b></p> <p>Scientists and engineers must be able to communicate clearly and persuasively the ideas and methods they generate. Critiquing and communicating ideas individually and in groups is a critical professional activity.</p> <p>Communicating information and ideas can be done in multiple ways: using tables, diagrams, graphs, models, and equations as well as orally, in writing, and through extended discussions. Scientists and engineers employ multiple sources to acquire information that is used to evaluate the merit and validity of claims, methods, and designs.</p>	<p>Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.</p> <ul style="list-style-type: none"> <li>• Read and comprehend grade-appropriate texts and/or use other reliable media to acquire scientific and/or technical information.</li> <li>• Critique and communicate information or design ideas with others in oral and/or written forms using models, drawings, writing, or numbers.</li> <li>• Record observations, thoughts, and ideas.</li> </ul>	<p>Obtaining, evaluating, and communicating information in 3–5 builds on K–2 and progresses to evaluating the merit and accuracy of ideas and methods.</p> <ul style="list-style-type: none"> <li>• Compare and/or synthesize across texts and/or other reliable media to acquire and/or generate appropriate scientific and/or technical information.</li> <li>• Synthesize information in written text with that contained in corresponding tables, diagrams, and/or charts.</li> <li>• Generate and communicate scientific and/or technical information orally and/or in written formats using various forms of media and may include tables, diagrams, and charts.</li> <li>• Use models to share findings or solutions in oral and/or written presentations, and/or extended discussions.</li> </ul>	<p>Obtaining, evaluating, and communicating information in 6–8 builds on K–5 and progresses to evaluating the merit and validity of ideas and methods.</p> <ul style="list-style-type: none"> <li>• Communicate understanding of scientific information that is presented in different formats (e.g., verbally, graphically, textually, mathematically).</li> <li>• Generate and communicate ideas using scientific language and reasoning.</li> <li>• Gather, read, and explain information from appropriate sources and evaluate the credibility of the publication, authors, possible bias of the source, and methods used.</li> <li>• Read critically using scientific knowledge and reasoning to evaluate data, hypotheses, conclusions, and competing information.</li> </ul>	<p>Obtaining, evaluating, and communicating information in 9–12 builds on K–8 and progresses to evaluating the validity and reliability of the claims, methods, and designs.</p> <ul style="list-style-type: none"> <li>• Critically read scientific literature adapted for classroom use to identify key ideas and major points and to evaluate the validity and reliability of the claims, methods, and designs.</li> <li>• Generate, synthesize, communicate, and critique claims, methods, and designs that appear in scientific and technical texts or media reports.</li> <li>• Recognize the major features of scientific and technical writing and speaking and produce written and illustrated texts or oral presentations that communicate ideas and accomplishments.</li> </ul>

Overarching aim of NGSS:

A re-conceptualization of  
science teaching and learning



At GPS we have transformed much of the science program not merely by updating content objectives but by fundamentally changing the way science is taught...

Thus, GPS is in an excellent position to consider STEM Education and its impact on student success.

# STEM Examples at GPS:

Grade 4 - Erosion → Erosion control

Grade 5 – Periscope

Grade 8 - Bridges

Grade 9 – Integrated

Grade 10 – Honors Biochemistry

# STEM & Student Achievement:

“There is sufficient evidence with regard to achievement, interest, and motivation benefits associated with new integrative STEM instructional approaches to warrant further implementation and investigation of those new approaches...”

Sanders, 2009

# STEM & Student Achievement:

The key is in *how* STEM is implemented...

- Learning as a constructive, not a receptive, process.
- Motivation and beliefs are integral to cognition.
- Social interaction is fundamental to learning.
- Knowledge & strategies are contextual.

Sanders, 2009

**STEM Program  
vs  
School with STEM  
as the Academic Focus**

# STEM as a *Program* forthcoming given NGSS

## Challenges:

Curriculum Connections (STEM)  
Alignment (CCSS)  
Professional Learning

What does a school with STEM as the academic focus look like?

Thematic Curriculum  
Technology Enhanced  
Co-curricular opportunities  
*Explicit* Pipeline

# International Baccalaureate Programmes in the 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	n/a	n/a
Annual Fee – Candidate School*	n/a	\$9,500	\$9,500
IB Training**	\$700	\$700	\$700
World Language Teacher – K-2***	\$39,900	\$39,900	n/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	ISD 11-12	Benchmark GPS	Benchmark DRG B	Benchmark DRG A
DRP Reading Gr 2 (Goal)		83%	1%	NA	NA
CMT Math Gr 3 % at Goal		95%	13%	13%	5%
CMT Reading Gr 3 % at Goal		91%	16%	18%	8%
CMT Writing Gr 3 % at Goal		87%	9%	9%	4%
CMT Math Gr 4 % at Goal		75%	-8%	-12%	-18%
CMT Reading Gr 4 % at Goal		78%	-1%	-5%	-15%
CMT Writing Gr 4 % at Goal		85%	6%	3%	-2%
CMT Math Gr 5 % at Goal		90%	7%	3%	-3%
CMT Reading Gr 5 % at Goal		87%	5%	3%	-1%
CMT Writing Gr 5 % at Goal		86%	0%	0%	-2%
CMT Science Gr 5 % at Goal		88%	8%	4%	-2%
CMT Math Gr 3 - 5 F/R Lunch at Goal		64%	13%	2%	NA
CMT Reading Gr 3 - 5 F/R Lunch at Goal		71%	27%	22%	NA
CMT Writing Gr 3 - 5 F/R Lunch at Goal		79%	35%	28%	NA
CMT Math Gr 3 - 5 % at Advanced		53%	9%	8%	-2%
CMT Reading Gr 3 - 5 % at Advanced		43%	17%	23%	3%
CMT Writing Gr 3 - 5 % at Advanced		49%	22%	22%	12%

## ISD Student Achievement

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

	10 Year Trend	ISD 11-12	Benchmark GPS	Benchmark DRG B	Benchmark DRG A
DRP Reading Gr 2 (Goal)		83%	82%	NA	NA
CMT Math Gr 3 % at Goal		95%	84%	84%	90%
CMT Reading Gr 3 % at Goal		91%	79%	77%	84%
CMT Writing Gr 3 % at Goal		87%	79%	80%	83%
CMT Math Gr 4 % at Goal		75%	82%	85%	92%
CMT Reading Gr 4 % at Goal		78%	79%	82%	87%
CMT Writing Gr 4 % at Goal		85%	80%	83%	87%
CMT Math Gr 5 % at Goal		90%	84%	88%	93%
CMT Reading Gr 5 % at Goal		87%	83%	85%	88%
CMT Writing Gr 5 % at Goal		86%	86%	86%	87%
CMT Science Gr 5 % at Goal		88%	81%	84%	89%
CMT Math Gr 3 - 5 F/R Lunch at Goal		64%	57%	63%	NA
CMT Reading Gr 3 - 5 F/R Lunch at Goal		71%	56%	54%	NA
CMT Writing Gr 3 - 5 F/R Lunch at Goal		79%	61%	61%	NA
CMT Math Gr 3 - 5 % at Advanced		53%	49%	50%	57%
CMT Reading Gr 3 - 5 % at Advanced		43%	37%	35%	41%
CMT Writing Gr 3 - 5 % at Advanced		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 (2 Years @ ISD)	1728	1738	1651	1773
2010 (3 Years @ ISD)	1853	1701	1651	1764
2011 (4 Years @ ISD)	1903	1730	1652	1768
2012 (5 Years @ ISD)	1906	1717	1648	1766

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 Par	2010 Par	2008 Par	2006 Par	2012 Stu	2010 Stu	2008 Stu	2006 Stu	2012 Sta	2010 Sta	2008 Sta	2006 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<sup>th</sup>-12<sup>th</sup> grade ISD Alumni
- ◆ 80 of 185 ISD Alumni responded (43%)

## ISD Alumni Survey Highlights

IBO Components	ISD Alumni Survey Findings
<b>College and Career Ready Skills</b> (Critical Thinking, Social, Communication, Self-Management, and Research)	98% of ISD alumni respondents at GHS indicate that these skills have been <i>important or very important</i> to their lives
<b>Learner Profile</b> (Inquirers, Thinkers, Communicators, Risk-Takers, Knowledgeable, Principled, Caring, Open-Minded, Balanced, and Reflective)	92% of ISD alumni respondents at GHS say that the Learner <i>Profile influences their thinking and / or that they try to demonstrate those traits today.</i>
<b>Community Service</b> (student government, volunteering, tutoring, leadership, performances, presentations, advocacy, etc.)	100% of ISD alumni respondents at GHS say that they <i>take action in numerous ways, beyond the required minimums</i> for high school courses and/or honor programs
<b>5<sup>th</sup> Grade Exhibition</b> (collaborative research project aligned with Common Core Standards, CT Mini-Capstone, and attributes of GPS Vision of the Graduate)	98% of ISD alumni respondents at GHS say that the <i>skills they used during their Exhibition are used frequently or every day.</i>



## 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 Dundee (2000)	New Lebanon School (2009)
Opened as IB Candidate School	2000-01	2009-10
Transportation	Offered at time of opening	No Transportation
Marketing	Heavy	Minimal
Available Seats Year 1	129	5
#Applicants Year 1	171	14
#Not Placed Year 1	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

## COMMON CORE STATE STANDARDS AND THE INTERNATIONAL BACCALAUREATE PROGRAMMES



## 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 Alignment

COMMON CORE STANDARDS	INTERNATIONAL BACCALAUREATE
Emphasis on mathematical practices	Knowledge and understanding of math concepts
Problem solving and reasoning	Apply problem solving techniques and describe, justify or prove them
Attention to focus and coherence	Use mathematical language to communicate math ideas and reasoning

**Greenwich Public Schools**  
**Range of Options for Improving Student Learning and Increasing Racial Balance**  
**(Includes Full Range of Known Options without Prioritization)**

Option	Description	Related Costs	Impact on Racial Balance	Impact on Student Learning	Pros	Cons
Magnet Schools	<p>Redistribute students across attendance areas through a voluntary application process where parents are provided with an opportunity to send their child to either a neighborhood school or a theme-based magnet school (e.g. I.B., S.T.E.M., Arts, and Foreign Language Immersion).</p> <ul style="list-style-type: none"> <li>• Full magnets do not have attendance areas and draw all of their students through the application/lottery process (would require extensive redistricting in Greenwich)</li> <li>• Partial magnets fill the available seats in a “neighborhood school” after all of the students living in the attendance area have been accommodated (current model)</li> </ul>	<ul style="list-style-type: none"> <li>• Demographic, enrollment and facility consulting</li> <li>• theme exploration and development</li> <li>• theme based staffing</li> <li>• theme based equipment and/or instructional materials</li> <li>• accreditation fees</li> <li>• professional learning</li> <li>• management of marketing and application process</li> <li>• extended school day</li> <li>• transportation</li> </ul>	<ul style="list-style-type: none"> <li>• since movement to a magnet school is voluntary and selection is not based on race, possibilities range from improving racial balance to increasing racial imbalance</li> <li>• current magnet plan “weights” the chances of students by the demographics of their home attendance area and the “probability” that an applicant from that attendance area will improve the racial balance of the magnet school</li> </ul>	<ul style="list-style-type: none"> <li>• dependent on the focus of the magnet theme and its implementation</li> <li>• many magnet themes seek to engage students in interdisciplinary, higher order critical thinking that is aligned with Common Core standards or the District Vision of the Graduate but will not necessarily be measured by current mandated assessments</li> </ul>	<ul style="list-style-type: none"> <li>• movement is voluntary</li> <li>• provides parents with choice (neighborhood versus magnet)</li> <li>• entails minimal or no redistricting</li> <li>• depending on how magnet schools are implemented, protects the concept of traditional neighborhood schools</li> <li>• potential to create “schools of innovation” where instructional approaches and frameworks can be piloted and evaluated before being implemented across the entire district</li> </ul>	<ul style="list-style-type: none"> <li>• no guarantee that a magnet program will improve racial balance</li> <li>• in partial magnet schools, increased enrollment within the neighborhood attendance area decreases available magnet seats</li> <li>• depending on the magnet theme, the costs can be significant compared to the other options</li> <li>• extended period of time is required to develop and implement a new magnet school</li> <li>• could create the perception of inequality between magnet and non-magnet schools (per pupil expenditure, special programs or additional educational opportunities)</li> <li>• If magnet program is superior, why is it not being implemented across the entire district?</li> <li>• Full magnets potentially undermine community agency support and partnerships with schools (may eliminate schools as neighborhood centers and partners)</li> </ul>



**Greenwich Public Schools**  
**Range of Options for Improving Student Learning and Increasing Racial Balance**  
**(Includes Full Range of Known Options without Prioritization)**

Option	Description	Related Costs	Impact on Racial Balance	Impact on Student Learning	Pros	Cons
Autonomous Schools (local “charter” school)	Board of Education enters into a contract or compact with an outside organization (teachers’ union, university, not-for-profit, or private contractor) to run one or more of the district’s schools.	<ul style="list-style-type: none"> <li>• Demographic, enrollment and facility consulting</li> <li>• Legal assistance in developing request for proposal (RFP) and executing contract</li> </ul>	<ul style="list-style-type: none"> <li>• negligible unless combined with another option such as magnet schools or controlled choice</li> </ul>	<ul style="list-style-type: none"> <li>• research is mixed on the impact of autonomous public schools on student achievement (e.g. charter schools)</li> <li>• in the evaluation of autonomous schools, it is difficult to control for the self-selection by students (parents)</li> </ul>	<ul style="list-style-type: none"> <li>• potentially lowers per pupil costs</li> <li>• introduces an entrepreneurial element into a “closed” system, which may promote a greater range of successful teaching and learning approaches</li> </ul>	<ul style="list-style-type: none"> <li>• increases the complexity of District oversight by Board of Education</li> <li>• legal ramifications of operating an autonomous school and meeting statutory requirements</li> <li>• Potentially undermines community agency support and partnerships with schools (may eliminate schools as neighborhood centers and partners)</li> </ul>
Redistricting	<p>Redraw attendance areas to balance student demographics among schools (e.g. race/ethnicity or free/reduced price lunch).</p> <ul style="list-style-type: none"> <li>• full redistricting achieves racial balance by reconfiguring school attendance areas</li> <li>• partial redistricting could be used to increase available seats in existing magnet schools</li> <li>• closing a school could be used to create space for a full magnet school</li> </ul>	<ul style="list-style-type: none"> <li>• Demographic, enrollment and facility consulting</li> <li>• transportation</li> </ul>	<ul style="list-style-type: none"> <li>• achieves racial balance or any other population distribution objective (by Federal law, redistricting must not disproportionately impact minority students)</li> </ul>	<ul style="list-style-type: none"> <li>• Does moving a student from one school to another school improve student achievement provided the curriculum, resources and quality of instruction are equivalent from school to school?</li> </ul>	<ul style="list-style-type: none"> <li>• option most likely to succeed in increasing racial balance among schools</li> </ul>	<ul style="list-style-type: none"> <li>• involuntary with high potential for public or legal controversy</li> <li>• full redistricting to achieve racial balance would impact all schools and up to one quarter of elementary students</li> <li>• difficult to redistrict for racial balance and maintain traditional neighborhood schools</li> <li>• future changes in demographics may force additional redistricting to maintain racial balance</li> <li>• creates instability in the real estate market</li> </ul>

**Greenwich Public Schools**  
**Range of Options for Improving Student Learning and Increasing Racial Balance**  
**(Includes Full Range of Known Options without Prioritization)**

Option	Description	Related Costs	Impact on Racial Balance	Impact on Student Learning	Pros	Cons
Grade Reorganization	Reconstitute two or more elementary and/or middle schools into a new grade configuration (e.g. K-8, K-2 and 3-5 or K-4 and 5-8).	<ul style="list-style-type: none"> <li>• Demographic, enrollment and facility consulting</li> <li>• transportation</li> </ul>	<ul style="list-style-type: none"> <li>• depending on which schools were paired, combined attendance area could substantially improve racial balance</li> </ul>	<ul style="list-style-type: none"> <li>• potentially addresses the achievement “dip” during the transition from elementary to middle school</li> </ul>	<ul style="list-style-type: none"> <li>• primary/intermediate model would reduce variance in class size by increasing number of sections of a grade in one building</li> </ul>	<ul style="list-style-type: none"> <li>• increased transportation costs</li> <li>• disproportionately impacts some school communities</li> </ul>
Controlled Choice	Upon registering in the school district, parents indicate 1 <sup>st</sup> , 2 <sup>nd</sup> , and 3 <sup>rd</sup> choice schools. Student is assigned to one of those three choices. In the case where the number of students applying exceeds the number of seats in a school, a lottery would be used to determine pupil assignment.	<ul style="list-style-type: none"> <li>• Demographic, enrollment and facility consulting</li> <li>• management of marketing and application process</li> <li>• transportation</li> </ul>	<ul style="list-style-type: none"> <li>• theoretically would increase racial balance because every parent is required to make a choice</li> </ul>	<ul style="list-style-type: none"> <li>• while not increasing overall achievement, could reduce the variance in achievement from school to school</li> </ul>	<ul style="list-style-type: none"> <li>• efficiently distributes students across schools reducing or eliminating variance in class size</li> <li>• provides parents with choice (albeit limited choice)</li> <li>• if “grandfathered” would take years to improve racial balance</li> </ul>	<ul style="list-style-type: none"> <li>• has the potential to significantly increase the cost and complexity of transportation</li> <li>• eliminates neighborhood schools</li> <li>• if not “grandfathered” would impact every elementary student and family in the district</li> <li>• Potentially undermines community agency support and partnerships with schools (may eliminate schools as neighborhood centers and partners)</li> </ul>
Out of District Tuition	Fill available seats in any school by lifting the Board of Education moratorium on admitting tuition students who reside outside of Greenwich and are not town employees.	<ul style="list-style-type: none"> <li>• none</li> </ul>	<ul style="list-style-type: none"> <li>• depends on the location of available seats and the race of the tuition student</li> </ul>	<ul style="list-style-type: none"> <li>• negligible</li> </ul>	<ul style="list-style-type: none"> <li>• generate revenue for the town and school district from “unused” capacity</li> </ul>	<ul style="list-style-type: none"> <li>• does not focus on either improving achievement and/or increasing racial balance</li> </ul>

# **Greenwich Public Schools** **Range of Options for Improving Student Learning and Increasing Racial Balance** **(Includes Full Range of Known Options without Prioritization)**

Option	Description	Related Costs	Impact on Racial Balance	Impact on Student Learning	Pros	Cons
Combined Options	<p>The probability that any of these options will succeed in increasing racial balance is improved by selectively combining them together.</p> <p>For <b>example</b>:</p> <p>Partial Magnet Option</p> <ul style="list-style-type: none"> <li>• Create space in existing magnets by moving selected fifth grades into middle school and adjusting attendance boundaries</li> <li>• Strengthen magnet themes (S.T.E.M., university affiliation?)</li> <li>• Offer onsite extended day programs at magnet schools</li> <li>• Create an early childhood center in a K-4 school with the option for out of attendance area prekindergarten students to continue in that school</li> <li>• Fill magnets seats that are available after the application/lottery process with out of district tuition students</li> <li>• Open Western Middle School to magnet students</li> <li>• Provide transportation to all prekindergarten center / magnet students</li> </ul>					

## Critical Questions:

A number of critical questions already are known, each of which will have to be addressed in the planning and development process. The GPS Administration is keeping a running list of the most significant questions:

1. What will be the budget implications in the coming academic year (2013-14) and how will we accurately include them in the budget by December 2012 (well before planning is completed)?
2. What will be the elements of a school choice program to ensure it is efficient, effective and allows for both neighborhood and district-wide enrollment preferences?
3. To what extent will any new solution serve to attract students to and from the areas that are now racially isolated?
4. Which option provides the longest-term solution?
5. What is the most effective and efficient process for the Board of Education to select a new approach to racial balance?
6. What is the most effective and efficient way to include parent and community involvement in the process?
7. In identifying potential solutions, to what extent is the Board of Education using multiple measures of student learning to judge the merits of an option?
8. What is the most effective process for developing a comprehensive facility usage and enrollment management plan?
9. How will the Board of Education manage interactions with the State Board of Education regarding the timing for developing and implementing solutions?
10. To what extent will pending Federal legal cases about race-based enrollment and school choice programs affect the state statute?

# **Greenwich Public Schools**

## **Raising Student Achievement and Improving Racial Imbalance**

### **Enrollment and Facility Utilization Study**



January 8, 2013

Mr. Eugene Watts, Senior Buyer  
Greenwich Public Schools Purchasing Department  
290 Greenwich Avenue  
Greenwich, CT 06830

**Re: Comprehensive Enrollment Data & Facility Analysis for Greenwich Public Schools  
Greenwich, Connecticut  
MMI #5062-01-0**

Dear Mr. Watts:

Milone & MacBroom, Inc., in association with Drummey Rosane Anderson, Inc. (DRA), are pleased to submit this proposal for a Comprehensive Enrollment Data & Facility Analysis for Greenwich Public Schools. Milone & MacBroom, Inc. understands that Greenwich Public Schools wishes to plan for changes in demographics, enrollment and addresses racial balancing of the Greenwich school system in order to improve student achievement levels, foster high quality educational programming, achieve enrollment balancing objectives, and meet federal and state mandates.

Our firm has assisted Connecticut public school systems ranging in size from 3,000 to 21,000 students. We understand the complexities of enrollment management planning for school systems to address educational objectives, enrollment balancing and satisfying state mandates such as racial balance, as we are currently finalizing plans for redistricting and racial balance for adoption in Groton and Hamden. We are also currently working with Milford Public Schools, New Milford Public Schools, and Region 15 Public Schools on Long Range Plans as well as Bethel Public Schools on a Comprehensive Enrollment Analysis.

We understand the importance of community buy-in and a transparent, data-driven planning process that guides boards, commissions, and committees through an informed decision making process. In the past year alone, we have guided the following plans through Board of Education adoption:

- Bristol System-wide Redistricting and Racial Balancing (3,500 students moved) – Approved
- Manchester Nathan Hale Closure and Racial Balancing (250 students moved) – Approved
- Hamden West Woods Enrollment Balancing (50 students) – Approved

We understand the population dynamics of choice and magnet school systems having assisted the City of Hartford with system-wide and school-specific eight year enrollment projections for construction grant reimbursement, making us one of the few firms in the country to undertake enrollment projections for an entirely open choice regionalized educational system. In addition, in the past year we've also assisted Waterbury Public Schools with enrollment projections for Connecticut Bureau of School Facility grant reimbursement.

Drummey Rosane Anderson, Inc. (DRA) has worked successfully on a variety of projects in both the public and private sectors. DRA specializes in schools, municipal facilities, libraries, recreation and athletic facilities, hospitality, performing arts, healthcare, and commercial projects. DRA has provided school planning and design services to over one hundred communities in New England. For this assignment, they will be responsible for Architectural-Facility, Infrastructure & Technology review.

Our project team consists of professional planners, demographers and architects with diverse school planning experience making us uniquely qualified to successfully complete this assignment.

Milone & MacBroom, Inc. has read and understands the Personal Service Contract and can meet the necessary insurance requirements.

We look forward to having the opportunity to work on this exciting and important assignment for Greenwich Public Schools.

Sincerely,

MILONE & MACBROOM, INC.



Michael Zuba, AICP  
Project Manager, Associate



Phillip Michalowski, AICP  
Principal

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RFP #913-12

Comprehensive Enrollment Data & Facility Analysis for Greenwich Public Schools

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This proposal is double sided to save paper.  
All paper is made of recycled material.

## PROPOSED SCOPE OF SERVICES

Greenwich Public Schools

Comprehensive Enrollment Data & Facility Analysis

Our proposed Scope of Services for this assignment is provided below. We understand the complexities of conducting a Comprehensive Enrollment and Facility Analysis of this nature. Having completed numerous Redistricting and Reconfiguration Plans, Racial Balance Plans, Long Range Plans and Enrollment Projections over the past decade, we have developed a systematic approach to the schools planning process, producing high-quality products for our clients. While we rely on systematic processes, our approach to each school planning assignment is tailored to meet the specific concerns and issues faced by each unique school system. The following proposed Scope of Services represents our assessment of the work necessary to complete a comprehensive school facility and enrollment plan to the satisfaction of the Greenwich Board of Education.

### TASK 1 – PROJECT INITIATION

An initial project scoping meeting with Greenwich Public School staff will occur at the outset of the project. The meeting will cover project tasks and frame the master schedule for all subsequent meetings, deadlines for deliverables, and associated review periods. Milone & MacBroom, Inc. will confirm sources of necessary information; discuss methodologies, procedures and assumptions; and review expected deliverables.

Greenwich Public Schools will provide Milone & MacBroom, Inc. with the following from the Town's GIS database: parcel data with assessment information; street centerlines; and boundaries of the existing school districts. In addition, Greenwich Public Schools will furnish the following: an enrollment database by student address, grade, school, and other characteristics for the current year and each of the past four (4) years; request for birth records for the past ten (10) years; relevant studies and reports; school bus routing; and school system operational and contractual capacities, including staffing requirements and architectural floor plans of school facilities, as well as any facility evaluation studies.

If not available in digital GIS format, the Project Team will generate the school district boundaries from paper maps and the school bus routing information. The district boundaries along with the school locations will be added to the Town's digital parcel map. All work will be prepared using ESRI ArcGIS software.

### TASK 2 – EXISTING ENROLLMENT PATTERNS

The Project Team has in-depth, hands-on experience incorporating detailed enrollment data from student information systems such as PowerSchool into their GIS-based enrollment management plan system. This interface will allow for student characteristics such as race and free/reduced lunch and language proficiency status to be incorporated into the analysis. The existing student inventory will be address-matched to the Town's base map and referenced by student ID only, in order to protect the identity of individual students. In addition, an analysis of magnet lottery data will identify trends for magnet schools. Maps will be generated to display the geographic distribution of the student population by school.



## **PROPOSED SCOPE OF SERVICES**

Greenwich Public Schools

Comprehensive Enrollment Data & Facility Analysis

### **TASK 3 – HISTORIC ENROLLMENT PATTERNS AND TRENDS**

The Project Team will analyze and graph historical enrollment from the past decade by school, for purposes of identifying trends and enrollment patterns, as well as to facilitate discussion. This will include an analysis of Greenwich students that opt to attend non-public schools.

In addition to understanding the enrollment trends at each school, a sound base of historical enrollment data facilitates the development of enrollment projections under the “what-if” scenarios generated during the Redistricting Options Task.

### **TASK 4 – DEVELOPMENT PATTERNS AND DEMOGRAPHICS**

Understanding housing patterns and demographic trends, characteristics and forecasts is crucial to the school planning process. This information provides the background by which future changes and development within a community can be anticipated and planned for accordingly.

Milone & MacBroom, Inc. will consult with the Town’s Planning and Zoning Department to determine recent residential growth areas, identify recent residential development proposals of significant scale and/or planning initiatives that may impact enrollment levels. Milone & MacBroom, Inc. will also identify, with assistance from Town Planning staff, land areas with residential growth potential.

This task will also include an analysis of demographic patterns and trends for the community based on the newly released 2010 Census data. The current status and change over the last decade for key demographic figures such as population and composition, school-age population, women of child bearing age and housing tenure, composition and occupancy will be assessed at the census block or tract level. This will provide a better understanding of neighborhood demographic trends.

### **TASK 5 – BIRTH RECORD ANALYSIS**

Milone & MacBroom, Inc. will work with the Superintendent’s Office to request detailed birth records with addresses and race/ethnicity from the Connecticut Department of Public Health. It is recommended that Greenwich begin the request for birth data as soon as possible due to the lengthy processing time by the State. Milone & MacBroom, Inc. is very familiar with the process and will assist Greenwich in obtaining this information.

Milone & MacBroom, Inc. will address-match residential birth records for the past ten (10) years in Greenwich and assign births to school attendance areas. This data will form the basis for the geographic distribution of the next five incoming kindergarten classes, as well as help identify individual school enrollment trends. Maps will be produced to illustrate the potential enrollment impact of each birth cohort on existing school districts and planning options developed as part of this project. This information will be combined with existing enrollments and estimates of migration using the cohort-survival method, as well as the multiple regression method in order to project future enrollments.

## **PROPOSED SCOPE OF SERVICES**

Greenwich Public Schools

Comprehensive Enrollment Data & Facility Analysis

### **TASK 6 - ENROLLMENT PROJECTIONS - DISTRICT-WIDE PREK-12TH**

The cohort-survival method, with some modifications to account for the complexities in student assignments and external growth factors from new residential development not accounted for in the cohort history, will be used to develop enrollment projections. The cohort-survival methodology is a standard method for projecting populations and student enrollments that relies on observed data from the recent past in order to predict the near future. As part of this task, it is necessary to understand the magnet system and recent placement trends in order to modify and supplement the cohort-survival ratios. The base enrollment forecast will be developed from the analysis of the following historic variables: school age population, attending population, private or parochial school population, nonresident population and birth trends. The estimated student generation from any external growth factors including newly constructed residential development is then added to the base school forecast.

Milone & MacBroom, Inc. will generate district-wide enrollment projections for PreK-12th grades for a five-year and ten-year planning horizon.

### **TASK 7 - INDIVIDUAL SCHOOL ENROLLMENT PROJECTIONS**

Using the district-wide projections and trends information prepared above as a foundation, Milone & MacBroom, Inc. will develop individual school enrollment projections based on a five-year and ten-year horizon to understand population dynamics at the neighborhood level, identify trends and areas of concern and form the basis of the redistricting plan to achieve enrollment-balancing objectives. Where necessary, attendance area zones and policies will be verified, and projections will be developed in close consultation with designated school system staff in order to account for complexities in the system.

Selected graphs, maps, and charts will be prepared to illustrate the geographic distribution of enrollment patterns, new birth impacts on enrollment, migration patterns affecting enrollment, residential development patterns, and enrollment persistence by grade for PreK-12th grade. Using the enrollment projections, the impact on the PreK-12th school system will be evaluated relative to shifts in enrollment patterns.

### **TASK 8 - SCHOOL FACILITY EVALUATION**

An inventory of standard classrooms, special purpose rooms and core facilities space of each facility will be evaluated from school records and floor plans, interviews with facility staff and on-site evaluation of each building. The evaluation will assesses room usage and ascertain school capacity at each school facility relative to other buildings in the system under current conditions in order to calculate building capacity and audit facility utilization.

It is anticipated that Greenwich Public Schools will provide Milone & MacBroom, Inc. with copies of the architectural floor plans for each facility.

## PROPOSED SCOPE OF SERVICES

Greenwich Public Schools

Comprehensive Enrollment Data & Facility Analysis

### **TASK 9 – REDISTRICTING – OPTIONS**

After establishing the existing conditions, the next step is to develop a series of redistricting options to address areas of concern. Using the school system's criteria for class size, bussing requirements and other relevant policy parameters, the Consultant Team will develop alternative school district boundaries to achieve racial and enrollment-balancing objectives. For each redistricting scenario, projections based on a 5-year and 10-year horizon will be generated to evaluate the future impact on the individual schools and the school system. This evaluation will include an analysis of state/federal mandates including racial balance and Title I.

In our view, this task needs to be collaborative in order to ensure the final product takes advantage of deep local knowledge accumulated by the school staff and that the final product meets the expectations of Milone & MacBroom and Greenwich Public Schools. This task will be accomplished in close consultation with designated school system staff in order to produce up to three (3) alternatives for BOE consideration.

### **TASK 10 - PUBLIC MEETINGS AND WORKSHOPS**

The Consultant Team will be available to attend two meetings with the Board of Education and Town Officials for the purpose of presenting the recommendations to the BOE.

It is assumed that the Consultant Team will meet with the Greenwich Public Schools on an as-needed basis throughout the process. This Team will assist the Consultant in developing the redistricting plans, verifying information and reviewing preliminary findings. These meetings will be held during normal business hours on an as-needed basis. Four (4) such meetings have been budgeted for and included in this fee proposal.

### **TASK 11 – DELIVERABLES**

The Project Team will prepare a written report detailing the existing conditions and the redistricting options for the Board of Education to consider in directing the implementation planning phase. As part of the Existing Conditions and Redistricting Options, key findings, analyses and alternatives will be summarized in a series of PowerPoint presentations for use in Board of Education and public discussions. Presentations will be inclusive of all appropriate maps, tables and graphs for purposes of creating discussion documents. All documents under this task will be furnished in a format appropriate for posting on the Greenwich Public Schools website.

In addition, all mapping products and GIS data will be furnished to the Town at the end of the study. The maps will be delivered in PDF format and the GIS data will be in either an ESRI shapefile or geodatabase format, depending upon the Town's preferences.

## **PROPOSED SCOPE OF SERVICES**

Greenwich Public Schools

Comprehensive Enrollment Data & Facility Analysis

### **Fee Proposal**

Milone & MacBroom, Inc. will provide the Scope of Services described above for a lump sum fee of fifty five thousand, five hundred dollars (\$55,500). This fee includes a provision of \$1,500 for the cost of printing presentation maps or the printing and binding costs of meeting handouts, memoranda or final documents for distribution and for electronic media.

The Project Team will complete this assignment following the timing outlined in the Scope of Work. We anticipate refining the schedule at the commencement of the project. Billings will be submitted monthly on a percentage of completion basis. Any additional services requested would be compensated on a per diem fee basis per the Milone & MacBroom, Inc. preferred fee schedule in effect at that time.

Milone & MacBroom, Inc. offers this proposal for one-hundred and twenty days (120) days from the due date of the proposal.

### **Timeline and Project Schedule**

From our past experience the birth record request to the Connecticut State Department of Health usually takes four weeks thereby making the timeline presented in the RFP difficult to achieve. In addition, it is imperative that Greenwich Public Schools has ample opportunity to review and verify the Existing Conditions Analysis, as well as review and comment on the redistricting options which will require a lengthening of the project schedule outlined in the RFP. With that said, based on our past experience and understanding of Greenwich Public Schools, we propose the timeline and benchmarks on the following page.

# Comprehensive Enrollment Data & Facility Analysis for Greenwich Public Schools

## Proposed Project Schedule

Tasks		2013				
		Jan	Feb	Mar	Apr	May
EXISTING CONDITIONS ANALYSIS	PROJECT INITIATION					
	Birth Data Request					
	Data Collection					
	EXISTING ENROLLMENT PATTERNS					
	Geocoding/ Mapping					
	Magnet Lottery Analysis					
	HISTORIC ENROLLMENT PATTERNS & ANALYSIS					
	DEVELOPMENT PATTERNS & DEMOGRAPHICS					
	Planning & Zoning Consultation					
	Demographics Analysis					
	BIRTH RECORD ANALYSIS					
	ENROLLMENT PROJECTIONS					
	SCHOOL FACILITIES EVALUATION					
	EXISTING CONDITIONS BOE					
PLANNING FOR THE FUTURE	SCENARIOS DEVELOPMENT					
	SCENARIOS REVIEW & REFINEMENT					
	FINAL REPORT TO SUPERINTENDENT					
	RECOMMENDATIONS TO THE BOARD OF EDUCATION					