

Proposed Plan to Address Racial Imbalance

I. Background:

Using October 1, 2004 enrollment data, the Connecticut State Board of Education's Bureau of Research, Evaluation and Student Assessment calculated that Buckley School was racially imbalanced because the percent of minority population was 25.93 % percentage points less than the comparable district proportions of students in the same grade configuration. Further, the Bureau identified six other elementary schools with an impending imbalance.

On April 11, 2005, the Commissioner of Education, Dr. Betty J. Sternberg, provided written notification to the Superintendent of Schools, Kathleen M. Ouellette, that Manchester is out of racial balance at Buckley School, and that Verplanck School, Washington School, Robertson School, Highland Park School, Nathan Hale School, and Martin School have impending racial imbalance. According to §10-226e5, 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, pursuant to §10-226e5(b)(4), 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. Ms. Ouellette petitioned Dr. Sternberg on May 12, 2005, for an extension. On May 18, 2005, Dr. Sternberg approved a 90-day extension. The Manchester Board of Education's proposed plan to address racial imbalance at Buckley School must be submitted to the Connecticut State Department of Education on or before November 10, 2005.

II. Definition of Racial Imbalance:

Pursuant to §10-226e1-9 of the Regulations of Connecticut State Agencies, a school is racially imbalanced if the percent of minority population falls outside of a range from 25 percentage points less to 25 percentage points more than the comparable proportion for the applicable grade configurations. A school is deemed to have impending racial imbalance if the percent of minority students falls between 15 and 25 percentage points different than the grade configuration of the relevant schools (in this case, K-5 and pre K-5). As a further example, our high school is in racial balance because we only have one high school.

III. Requirements of the State Department's Regulations:

According to the regulations, the administration must develop a plan incorporating a Board of Education policy regarding racial balance, seek community input, conduct a public hearing and receive Board of Education approval for the plan prior to submission of such plan to the Commissioner. The plan also must meet certain criteria, as outlined in Connecticut General Statutes 10-2261-e.

The plan that follows responds to each of the ten provisions outlined in §10-226e-5 of the Regulations of State Agencies.

IV. Manchester's Racial Balance Plan – Overview:

Since there are seven out of ten elementary schools that will most probably continue to be identified for imbalance or impending imbalance, Manchester Public Schools will develop a comprehensive long-term plan to ensure racial balance. The comprehensive plan will consider major present and impending capital improvement projects, including those at the secondary level; enrollment patterns comparing 1995 and 2004, as well as projections over the next five years; community input through public forums and a community conversation; and a consideration of options, each of which will correct the racial imbalance and impending imbalance over time.

To address the racial imbalance and the impending racial imbalance of elementary schools in the Manchester Public School System, the first task was to look at the location of district programs to correct immediately the imbalance at Buckley School for the beginning of the 2005-2006 school year. As a result of this analysis, the Board of Education moved a Head Start classroom from Bentley School to Buckley School. The Head Start class that was placed at Buckley has 14 students of color (6 Black; 6 Hispanic; 1 Asian; 1 American Indian) and 3 white students. This has resulted in an increase in the minority enrollment to 26.4% from the 19.31% cited in the April 11, 2005 letter. The elementary school enrollment minority percentage is 47.3%. Therefore, Buckley School no longer exceeds the 25% range (see Attachment A). This action, prior to the submission of this formal plan, is an immediate solution to the racial imbalance at Buckley School. **It is the intention of the Manchester School District to review Buckley enrollment monthly and to continue on an interim basis to use non-district based categories of enrollment to maintain racial balance until the District is reconfigured in 2008-2009.**

V. Addressing the relevant sections of the State Department of Education's regulation regarding imbalance:

A. Section 1: The Board of Education Policy statement addressing racial imbalance in the school district.

Included as Attachment B, is a copy of the Board of Education Policy 5117, solely devoted to the Board's commitment "to reduce racial, ethnic and economic isolation." The policy was adopted on October 20, 2005.

B. Section 2: A description of the process the Board of Education undertook to prepare the plan.

1. On April 11, 2005, the Commissioner of Education, Dr. Betty J. Sternberg, provided written notification to the Superintendent of Schools, Kathleen M. Ouellette, that Manchester is out of racial balance at Buckley School, and that Verplanck School, Washington School, Robertson School, Highland Park School, Nathan Hale School, and Martin School have impending racial imbalance. According to §10-226e5, 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, pursuant to §10-

- 226e5(b)(4), 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.
2. On May 12, 2005, Ms. Ouellette petitioned Dr. Sternberg for an extension.
 3. On May 18, 2005, Dr. Sternberg approved a 90-day extension, and the plan is due to the State on November 10, 2005.
 4. The Superintendent hired Harrall-Michalowski Associates, Inc. (Harrall-Michalowski Associates, Inc.) to consult with the Manchester Public Schools. Among Harrall-Michalowski Associates, Inc.'s tasks is to prepare a descriptive piece which lays out in words and graphics the Capital Improvement/Facilities Plan for the next 5 years; Harrall-Michalowski Associates, Inc. will also complete a demographic analysis for any plan under consideration. The purpose of this document is to let the public know the contents of the Plan and to show that there is a comprehensive strategy for addressing both facilities and programs (Attachment C).
 5. In July 2005, the Superintendent spoke with Attorney Karen Flanagan and Attorney Mark Stapleton, both from the Office of Legal and Governmental Affairs; and Alison Zhou, Coordinator, Office of Research, Evaluation and Accountability. They indicated that the plan we submit for Racial Imbalance should minimally reflect a 5-year time frame and include "reasonable" expectations for solving the problem.
 6. During the summer and fall of 2005, Superintendent Ouellette began holding meetings with relevant administrative staff after the State's initial notification. These included consultations with:
 7. The majority and minority leaders of the Board of Education;
 8. Harrall-Michalowski Associates, Inc.;
 9. Central office personnel;
 10. Buckley and Head Start personnel to provide an immediate solution to the imbalance at Buckley School;
 11. Town leadership;
 12. Consultants who would help to facilitate community involvement;
 13. Attorney Karen Flanagan, Alison Zhou, Peter Prowda, State personnel; and
 14. Teacher union leadership.
 15. In the fall 2005, began discussion at Board of Education meetings using this plan as the impetus and introduction for a long-term solution to racial imbalance.
 16. On October 3, 2005, the Building and Sites Committee of the Board of Education reviewed the proposed policy addressing racial imbalance and sent it to the full Board of Education for a first reading on October 6, 2005.
 17. On October 20, 2005, the Board of Education held a second reading of the policy addressing racial balance, and the policy was approved.
 18. On October 20, 2005, the plan of action was submitted to and adopted by the full Board of Education.
 19. On October 21, 2005, the adopted plan was sent to the Connecticut State Department of Education for approval.

C. Section 3: Presentation and analysis of relevant data including:

1. Projections of the racial composition of the public schools in the school district for the subsequent five-year period under the proposed plan.

One option, **controlled choice**, could provide established parameters to meet the individual school capacities through a detailed lottery process. A second option, **redistricting**, would require that redistricted lines could be drawn to accommodate the individual school capacities; the Manchester Board of Education will work with Harrall-Michalowski Associates, Inc. consultants to determine scenarios that would create racial balance and sustain that balance over time. We also will consider a third option, **pre K-2 and 3-5 sister schools**. Attachment D shows that, had they been implemented in 1995, pre K-2 and 3-5 sister schools would have sustained racial imbalance from 1995 through 2004. Further, based on projections completed by Harrall-Michalowski Associates, Inc., Attachment E shows that racial balance would be sustained over time and that it would require portable classrooms at Martin School.

2. Analysis of conditions that have caused or are contributing to racial imbalance in the school district.

A brief analysis leading to the present racial imbalance and impending racial imbalance begins sixteen years ago. The timeline indicates that this has been a concern for many years and that previous efforts have not provided a long-term solution.

DATE	ACTIVITY
1989-1990	Superintendent James Kennedy reopened Highland Park School. Approximately one-third of students, predominantly white, middle class students, came from Nathan Hale. Non-neighborhood attendance was permitted (space available, no transportation provided). A plan to bus students from Squire Village, a housing complex with a large minority population, was never realized.
1990-1991	Nathan Hale Focus, a magnet program, was developed to help improve racial/economic balance.
1992 -1993	Highland Park received notice from the State re: racial balance (minority 3%). Five schools in the district (Nathan Hale, Robertson, Verplanck, Waddell and Washington) are identified as having rapidly growing minority populations.
1994-1995	Manchester Public Schools received warnings for impending racial imbalance at both Nathan Hale and Highland Park schools.
June 1994	Superintendent James Kennedy arranged a three-day workshop for Manchester principals, central office staff and representatives from PTA and MEA. The purpose of workshop was to study current approaches to desegregation and examine what other districts were doing to address issues. The committee specifically examined magnet schools, paired schools, redistricting and controlled choice.
November and	Members of the “Advisory Committee on Avoiding Racially Identifiable Schools” visited 1) the Central Registration Office in

December 1994	Windsor, CT, to gather information about the district's redistricting plan; 2) the Family Information Center in Fall River, MA, to gather information about magnet schools and other initiatives to achieve racial balance; 3) the Family Information Center in Cambridge, MA, to gather information about "controlled choice" and other initiatives to achieve racial balance; and 4) the Family Information Center in Lowell, MA, to gather information regarding Lowell's attempts to desegregate schools.
January 17, 1995	State Board of Education notification that several elementary schools were "deemed to have impending racial imbalance." After receiving the State Board of Education's letter, the Manchester Board of Education created a 26 member advisory "Committee to Avoid Racially Identifiable Schools" (CARIS). CARIS met 21 times between January 30, 1995 and November 28, 1995. These meeting dates included one public hearing held on May 16, 1995 at the Lincoln Center.
June 1995	CARIS developed an informational brochure entitled Quality Education and Racial Imbalance. This brochure also detailed the work of the committee. It was distributed throughout the community.
December 1995	CARIS delivered a final report to the Manchester Board of Education on "Avoiding Racially Identifiable Schools."
December 1996	Manchester adopted a <u>voluntary</u> controlled choice, but the plan included no provision for mandating racial balance.
1998-1999	A Parent Center was established to process registration and school choice requests.
February 2001	A "Report of Ad Hoc Committee on Manchester's Elementary School Choice and Improvement Plan" was written. The committee then began to review the district's progress in April 2000 and reported that "the program [choice] is already showing significant signs of success."
April 2001	Commissioner Ted Sergi sent Superintendent Alan Beitman a letter stating that Washington School was racially imbalanced and that Highland Park, Verplanck, Martin and Robertson Schools all had impending racial imbalance.
August 2001	Manchester Board of Education adopted Washington School's plan to become a magnet school and, soon thereafter, the State Board of Education approved the submitted plan.
April 2005	Commissioner Betty Sternberg notified Superintendent Kathy Ouellette that Manchester Public Schools had a racial imbalance at Buckley School and impending imbalance at Verplanck, Washington, Robertson, Highland Park, Nathan Hale and Martin schools.

3. Analysis of student achievement in the cited schools as compared to other schools in the district.

Attachments F₁ and F₂ compare District data on the Connecticut Mastery Test, Third Generation of students' achievement for 2000-2004 to each of the elementary schools identified for imbalance and impending imbalance in the Manchester Public School system.

In the three schools (Buckley, Highland Park and Martin) that have an absolute imbalance of more than 15% below the District minority percent, each of the three schools demonstrates that students significantly outperform their peers when compared to District averages of students at/above proficient levels (Attachment F₁).

In the four schools (Verplanck, Washington, Robertson and Nathan Hale) that have an absolute imbalance of between 15% and 25% above the District minority percent, each of the four schools demonstrates that students either match or slightly under perform their peers when compared to District averages of students at/above proficient levels (Attachment F₂).

D. Section 4: The proposed methods for eliminating racial imbalance and preventing its recurrence in the school district. These methods may include voluntary inter-district 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.

The Board of Education proposes a phase-in plan to address a long-term solution to provide sustained racial balance at the elementary level by 2008-2009. With the further consideration that current elementary school buildings should be used, the Board of Education has determined that each of three options would provide a viable means of providing racial balance and prevent recurrence of imbalance. The options include 1) redistricting; 2) pre K-2 and 3-5 "sister" schools (Bowers/Waddell, Buckley/Robertson, Highland Park/Nathan Hale, Keeney/Verplanck, and Martin/Washington); and 3) controlled choice. In option 2, the "sister" schools concept pairs a Title I school with a neighboring non-Title I school. During a discussion phase of each of these options, school capacity, facility flexibility, transportation cost analyses, building selection, staff reconfiguration, and professional development costs for diversity inclusion will be studied.

Manchester is currently committed to several major capital improvement projects which include 1) renovations and an addition to Manchester High School with new construction as well as site improvements and complete code upgrades during summer 2006, school year 2006-07, and summer 2007; 2) expansion and renovation of Illing Middle school during summer 2006, school year 2006-07 and summer 2007; 3) complete renovation of Bennet Middle school during either summer 2006 and school years 2006-08 or summer 2007 and school years 2007-09 during which time students will not be able to be housed in the school. The Board of Education will decide the renovation schedule for Illing and Bennet at the November 14, 2005 Board of Education meeting. During the Bennet renovation, all grade 7 and 8 students will attend Illing. The most probable plan for grade

6 students at Illing and Bennet is to maintain them at their home elementary schools until Bennet is renovated. Once renovations are completed, the Board of Education anticipates that Bennet will house students in grade 6, while Illing will house students in grades 7 and 8.

While facilitating the capital improvement plans stated above, the Manchester Board of Education also recognizes its responsibility to plan thoroughly and effectively for an elementary racial balance plan that can be accomplished not only within a reasonable time frame but also with consideration for all of the disruption and displacement that will be caused over the next few years.

E. Section 5: Identification of proposed school construction and school closings, if any, and an explanation of any impact on the plan.

Two of the three options—redistricting and controlled choice—would not necessitate school construction in that redistricted lines could be drawn to accommodate the individual school capacities and controlled choice, through a lottery process, could provide established parameters to meet the individual school capacities.

Based on projections completed by Harrall-Michalowski Associates, Inc., the third option, pre K-2 and 3-5 sister schools, would require portable classrooms at Martin School. All other schools have the required capacity. Possible renovation of facilities, particularly bathrooms and playground equipment as it relates to age appropriate design, in the pre K-2 designated schools, would be studied. If necessary, the Manchester Board of Education will consult with the Connecticut Interlocal Risk Management Agency (CIRMA) for age appropriate equipment.

There are no school closings being contemplated as part of the racial balance plan.

F. Section 6: Specific proposals minimizing any disruptive effects of plan implementation.

The first short-term solution of moving a Head Start class from Bentley School to Buckley School was accomplished before the beginning of the 2005-2006 school year. A Special Education Supervisor telephoned each parent about the change during the summer. Classroom space was made available through the sharing of the Head Start class, which meets in the morning, and a special education kindergarten, which meets in the afternoon. The Special Education Supervisor, the Head Start Director and the Buckley Principal worked together and with teachers to move materials from one site to the other and to provide appropriate classroom space and schedules. The Transportation Coordinator worked with the bus company to accommodate transportation changes. Further, parent transportation is provided, as necessary, to assure that parental involvement is provided. All of this occurred prior to the opening of school, and there was a smooth transition.

The long-term solution will involve notification to parents, planning of transportation routes, and—depending on the option adopted—the possibility of redistricting, building reconfiguration, staff reassignment, and detailed choice procedures. However, because the Board of Education is proposing a plan in which changes will not be implemented until 2008-2009, disruptive effects of plan implementation should be minimal.

G. Section 7: Provisions for monitoring plan implementation and evaluating plan effectiveness including procedures for revising and updating the plan.

The Manchester Board of Education will annually review enrollment patterns and racial balance issues. If necessary, the Board of Education will modify its policies to ensure continued compliance with applicable State statutes and State Department of Education regulations.

The Manchester Board of Education is committed to resolving the racial imbalance and impending racial imbalance in its elementary schools. It is also committed to ensuring that imbalance does not reoccur or develop in other schools. The Superintendent and her Administrative Team will monitor the implementation of this plan.

H. Section 8: A timetable for compilation for each step in the plan for implementation of the plan as a whole.

Year One, 2005-2006, Decision Year I

1. Presentations, as needed and requested, to the Board of Education and the Manchester Board of Directors.
2. Courageous Conversations to discuss the racial imbalance issue, including the options for solving the imbalance. The goal of Courageous Conversations is to assure that stakeholders are comfortable and can have proactive and positive conversations about race while addressing the racial imbalance concerns. An already established District Committee will facilitate these conversations.
3. Identify which of three options (any or all) to present for community input.
4. Plan professional development to include diversity inclusion for all staff.

Year Two, 2006-2007, Decision Year II and Planning Year I

1. Continue Courageous Conversations.
2. In fall 2006, have a Community Conversation to discuss and get feedback on identified options. The Community Conversation will represent a cross-section of the Manchester community and include, but not be limited to, members of the Board of Education and Board of Directors, Board of Education employees, parents, Chamber of Commerce members, community members, religious leaders, private school personnel, and the Manchester Life-Long Learning Organization.
3. In fall or early winter 2006, present a summary of the Community Conversation to the Board of Education who will then adopt one specific plan.

4. Depending on the specific, adopted plan, establish a budget process to ensure that school capacity, facility flexibility, transportation cost, building selection, staff reconfiguration, and professional development costs for diversity inclusion are adequately addressed.
5. Plan professional development to include diversity inclusion for all staff.

Year Three, 2007-2008, Planning Year II

1. Continue Courageous Conversations.
2. In anticipation of implementation for the 2008-2009 school year, plan, if necessary, for any staff transfers, building reconfigurations, transportation, parent notification processes, summer 2008 furniture and material moves, and any other needs that are required to implement the plan.
3. Plan professional development to include diversity inclusion for all staff.

Year Four, 2008-2009, Implementation Year

1. Students will be in attendance at the reestablished schools.
2. Plan professional development to include diversity inclusion for all staff.

I. Section 9: Demonstration that school district resources have been equitably allocated among all schools within the district.

Attachment G shows information regarding the allocation of resources within the Manchester Public Schools for the 2005-2006 school year. The information confirms not only equity between and among schools, but efforts on the part of the Manchester Board of Education to provide additional resources to the schools which have special needs.

J. Section 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.

Using data gathered through the mandated Title I federal grant application process, Manchester uses Title I monies to fund six eligible schools, five at the elementary level and one at the middle level. This funding and an Early Reading Success Grant pay in part or in full for a District Language Arts Supervisor; a K-5 Literacy Trainer who conducts in-service training, models and coaches effective instructional strategies, and makes recommendations based on evaluations of student work; Literacy/Numeracy Facilitators who provide guided instruction to selected students, provide family literacy/numeracy education in the community classroom through evening and weekend family events, and serve as liaisons to help families access community services; reading teachers and/or tutors who work with students; professional development in the areas of language arts and mathematics; and materials to support and enhance our literacy and numeracy programs.

Through Title I, Title II and Board of Education budgets, a high level of training in literacy and numeracy development has been both mandated and offered in extended formats to all teachers.

The Office of Curriculum and Instruction, which includes the Assistant Superintendent, two Curriculum Supervisors and a Director of Equity, work with school to identify achievement gaps and provide training, modeling, materials and support. Each school has an individual school improvement plan which follows a District plan. Schools identify goals and focus areas by establishing proficiency targets and then analyzing student achievement against those targets.

Professional development is available to all staff through a variety of formats, including three contractual professional development days. Professional development is based on District goals and assessment practices.

Other services, i.e., special education, English language learner programs (ELL), social work, speech and language, and school psychology are assigned to schools based on enrollment and caseload. Individual support is provided as needed.

Conclusion/Summary

The Manchester Board of Education is committed to resolving the racial imbalance and impending racial imbalance in its elementary schools. It is also committed to ensuring that imbalance does not reoccur or develop in other schools. Past and recent history indicate that, although the District has recognized and addressed racial imbalance, our solutions of choice programs and magnet schools have not ensured systematic, long-term balance.

To address immediately the imbalance at Buckley School, a Head Start class moved from Bentley School to Buckley School before the beginning of the 2005-2006 school year. The Board recognizes that this is only a short-term solution and that Buckley will probably still be identified for impending imbalance. It is the intention of the Manchester School District to review the Buckley enrollment monthly and to continue on an interim basis to use non-district based categories of enrollment to maintain racial balance until the District is reconfigured in 2008-2009.

The Board of Education proposes a phase-in plan to address a long-term solution to provide sustained racial balance at the elementary level by 2008-2009. The Board of Education has determined that each of three options would provide a viable means of providing racial balance and prevent recurrence of imbalance. The options include 1) redistricting; 2) pre K-2 and 3-5 “sister” schools (Bowers/Waddell, Buckley/Robertson, Highland Park/Nathan Hale, Keeney/Verplanck, and Martin/Washington); and 3) controlled choice. In option 2, the “sister” schools concept pairs a Title I school with a neighboring non-Title I school. Through this plan, the Board of Education has established timelines to realize racial balance in each of its schools.

ATTACHMENT A

Buckley Versus Manchester Elementary Minority Percentage Last 5 Years

Buckley Elem. School Minority Percentage Compared to Elementary Minority Percentage Last 5 Years					
Elementary School	School Year				
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Buckley	21.7%	22.8%	22.2%	19.4%	26.4%
Elementary Schools—District	37.8%	40.3%	42.5%	44.7%	47.3%

Source: Manchester Public School Student Enrollment Databases.

ATTACHMENT C
Demographic Analysis



HARRALL-MICHALOWSKI ASSOCIATES, *Incorporated*

MEMORANDUM
MEMORANDUM

To: Kathy Ouellette, Superintendent of Schools
Board of Education of Manchester

From: Dick Harrall

Re: Racial Balance Plan

As a follow up to our meeting on Friday, I would suggest the next several steps

1. We should prepare a descriptive piece which lays out in words and graphics the Capital Improvement/Facilities Plan for the next 5 years. The purpose of this document is to let the public know the contents of the Plan and to show that there is a comprehensive strategy for addressing both facilities and programs. Any possible adjustment of district boundaries and student body enrollment is part of this Plan. We can assist your staff with this task.
2. Certain policy decisions or alternatives need to be made related to the location of special programs including Head Start (prior to Early Learning Center opening) and special education programs. Part of this decision making process should consider funding requirements including Title One issues.
3. A working group should be established which includes people beyond Board staff. This group would receive material approved by you with input from staff and ourselves. PTA representatives as well as possibly some elected officials and Board members might make sense. It could be appointed as an ad hoc committee of the Board.
4. The working group could be organized and hold an initial meeting in August. The goal would be to start the public participation process in earnest in September targeted towards the November submission of a Plan to the State.

We can support you and the staff as well as the working group in any manner you deem to be appropriate. As you know we have full graphic capabilities in addition to our demographic analysis skills.

PLANNING & DEVELOPMENT CONSULTANTS

2911 Dixwell Avenue, P.O. Box 185490, Hamden, Connecticut 06518-0490 Telephone: (203) 248-6300, (203) 248-6309 Facsimile: (203) 248-1088

ATTACHMENT D
 1995 Versus 2004 Racial Balance for “Sister” Schools

The following chart examines the paired “sister” school concept, first considered in 1995 as an option to racially balance Manchester Public Elementary schools. Although the option was not adopted, the data suggests that it would have provided and sustained a long-term solution to racial balance.

Paired Schools	Combined pre K-2 and 3-5 enrollment		Total combined pre K-5 enrollment		% Combined pre K-2 and 3-5 minority enrollment		Total % combined pre K-2 and 3-5 minority enrollment	
	1995*	2004	1995*	2004	1995*	2004	1995*	2004
Bowers, pre K -2 ----- Waddell, 3-5	490	426	954	859	20	38	21	38
	464	433			22	38		
Robertson, pre K -2 ----- Buckley, 3-5	366	386	712	708	21	46	22	46
	346	322			23	46		
Highland Park, pre K-2 ----- Nathan Hale, 3-5	332	322	651	583	24	45	26	44
	319	261			28	44		
Keeney, pre K-2 ----- Verplanck, 3-5	433	367	822	724	26	46	24	50
	389	357			23	53		
Martin, pre K-2 ----- Washington, 3-5	279	294	554	599	28	46	27	48
	275	305			26	50		

*1995 did not include any pre school students.

ATTACHMENT E* (page 1 of 2)
 Five Year Projection for Racial Balance for “Sister” Schools

Bowers/Waddell Elementary School

Pre-K - 2nd Grade

Year	Students of Color	Caucasian Students	Total Students	Students of Color %
2006	130	195	325	40.0%
2007	118	199	317	37.2%
2008	124	205	329	37.7%
2009	124	205	329	37.7%
2010	124	205	329	37.7%

3rd - 5th Grade

Year	Students of Color	Caucasian Students	Total Students	Students of Color %
2006	156	208	364	42.9%
2007	163	184	347	47.0%
2008	150	164	314	47.8%
2009	134	160	294	45.6%
2010	122	163	285	42.8%

Buckley/ Robertson Elementary Schools

Pre-K - 2nd Grade

Year	Students of Color	Caucasian Students	Total Students	Students of Color %
2006	196	190	386	50.8%
2007	195	200	395	49.4%
2008	196	199	395	49.6%
2009	196	199	395	49.6%
2010	196	199	395	49.6%

3rd - 5th Grade

Year	Students of Color	Caucasian Students	Total Students	Students of Color %
2006	135	175	310	43.5%
2007	162	161	323	50.2%
2008	185	160	345	53.6%
2009	201	155	356	56.5%
2010	200	163	363	55.1%

Highland Park/ Nathan Hale Elementary Schools

Pre-K - 2nd Grade

Year	Students of Color	Caucasian Students	Total Students	Students of Color %
2006	159	168	327	48.6%
2007	148	166	314	47.1%
2008	147	172	319	46.1%
2009	147	172	319	46.1%
2010	147	172	319	46.1%

3rd - 5th Grade

Year	Students of Color	Caucasian Students	Total Students	Students of Color %
2006	131	144	275	47.6%
2007	149	141	290	51.4%
2008	159	139	298	53.4%
2009	164	140	304	53.9%
2010	152	138	290	52.4%

ATTACHMENT E* (page 2 of 2)
 Five Year Projection for Racial Balance for “Sister” Schools

Keeney / Verplanck Elementary Schools

Pre-K - 2nd Grade

Year	Students of Color	Caucasian Students	Total Students	Students of Color %
2006	144	142	286	50.3%
2007	141	164	305	46.2%
2008	147	170	317	46.4%
2009	147	170	317	46.4%
2010	147	170	317	46.4%

3rd - 5th Grade

Year	Students of Color	Caucasian Students	Total Students	Students of Color %
2006	167	166	333	50.2%
2007	162	144	306	52.9%
2008	157	129	286	54.9%
2009	149	117	266	56.0%
2010	146	135	281	52.0%

Martin/Washington Elementary Schools

Pre-K - 2nd Grade

Year	Students of Color	Caucasian Students	Total Students	Students of Color %
2006	149	131	280	53.2%
2007	152	135	287	53.0%
2008	147	136	283	51.9%
2009	147	136	283	51.9%
2010	147	136	283	51.9%

3rd - 5th Grade

Year	Students of Color	Caucasian Students	Total Students	Students of Color %
2006	160	131	291	55.0%
2007	155	111	266	58.3%
2008	153	113	266	57.5%
2009	155	106	261	59.4%
2010	156	108	264	59.1%

Note: Projected Percentage of Students of Color for All Elementary Schools

	2006	2007	2008	2009	2010
Pre-K – Grade 2	48.6%	46.6%	46.3%	46.3%	46.3%
Grade 3 – Grade 5	47.8%	52.0%	53.4%	54.3%	52.3%

The projected enrollments show that the percentage of students of color for any school never drops below 37% and never exceeds 60%. Since a school is racially imbalanced if the percent of minority population falls outside of a range of ± 25 percentage points than the comparable proportion for the applicable grade configurations, this information shows that Manchester’s numbers are well within the $\pm 25\%$ range.

Source: Student enrollments for 2002 - 2005 were used to calculate the projected enrollments.

The average of the historic enrollments for 2002-2005 Kindergarten class sizes were used for the projected incoming Kindergarten classes.

Projections were calculated by using Cohort Survival Methodology. The cohort survival ratio was developed for all grades based on an aggregate of all elementary schools.

*Attachment E prepared by Harrall-Michalowski Associates, Incorporated.

ATTACHMENT F₁

Student Achievement Data for Absolute Imbalance and Impending Imbalance Below District %

Connecticut Mastery Test, Third Generation Comparison of Students' Achievement for 2000-2004, Grade 4

The following schools have been identified for racial imbalance or impending racial imbalance - below the District average.

Buckley, identified as racially imbalanced with a 25.93% absolute imbalance

Highland Park, identified as impending with an 18.09% absolute imbalance

Martin, identified as impending with a 17.30% absolute imbalance

District	Year	Mathematics				Reading				Writing			
		Number Tested	Average Scale Score (100-400)	% Within Goal Range	% At/Above Proficient Level	Number Tested	Average Scale Score (100-400)	% Within Goal Range	% At/Above Proficient Level	Number Tested	Average Scale Score (100-400)	% Within Goal Range	% At/Above Proficient Level
Manchester	2000	584	251.5	59	83	583	254.2	61	73	583	254.4	62	81
	2001	526	250.9	61	84	526	252.2	62	75	524	254.8	59	81
	2002	571	244.1	55	78	570	244.6	54	67	566	248.7	59	80
	2003	578	242.2	52	76	575	244.0	53	68	567	255.1	60	79
	2004	537	245.7	55	80	534	240.0	52	66	533	258.5	68	83

School	Year	Number Tested	Average Scale Score (100-400)	% Within Goal Range	% At/Above Proficient Level	Number Tested	Average Scale Score (100-400)	% Within Goal Range	% At/Above Proficient Level	Number Tested	Average Scale Score (100-400)	% Within Goal Range	% At/Above Proficient Level
Buckley	2000	54	275.0	81	93	54	279.6	91	94	54	270.1	81	91
	2001	43	262.2	70	93	42	262.7	76	83	42	260.8	69	83
	2002	41	271.1	80	98	41	267.8	71	80	41	262.4	71	90
	2003	40	268.5	80	100	37	276.4	86	92	37	291.6	92	97
	2004	34	257.1	74	82	33	251.4	58	82	32	277.3	84	97
Highland Park	2000	48	296.4	94	100	48	292.2	92	92	48	300.2	96	100
	2001	41	292.0	93	100	41	275.7	88	93	41	273.7	85	95
	2002	55	286.6	93	96	55	265.3	75	80	55	267.3	80	96
	2003	54	269.6	78	93	54	261.8	70	83	54	270.4	83	94
	2004	57	274.5	75	91	57	259.4	75	81	57	277.0	79	88
Martin	2000	28	259.4	82	96	28	264.9	79	86	28	274.3	75	89
	2001	39	271.5	77	95	38	273.2	84	92	39	281.8	79	97
	2002	35	255.9	57	91	34	259.3	71	79	34	251.1	62	91
	2003	37	257.5	62	86	37	256.4	68	78	37	274.4	78	86
	2004	41	255.7	63	88	41	253.8	73	83	41	276.7	88	93

ATTACHMENT F₂

Student Achievement Data for Impending Absolute Imbalance Above District %

Connecticut Mastery Test, Third Generation

Comparison of Students' Achievement for 2000-2004, Grade 4

The following schools have been identified for impending racial imbalance above the District average.

Verplanck, identified as impending with a 23.72% absolute imbalance

Washington, identified as impending with a 21.06% absolute imbalance

Robertson, identified as impending with a 19.00% absolute imbalance

Nathan Hale, identified as impending with a 18.06% absolute imbalance

District	Year	Mathematics				Reading				Writing			
		Number Tested	Average Scale Score (100-400)	% Within Goal Range	% At/Above Proficient Level	Number Tested	Average Scale Score (100-400)	% Within Goal Range	% At/Above Proficient Level	Number Tested	Average Scale Score (100-400)	% Within Goal Range	% At/Above Proficient Level
<u>Manchester</u>	2000	584	251.5	59	83	583	254.2	61	73	583	254.4	62	81
	2001	526	250.9	61	84	526	252.2	62	75	524	254.8	59	81
	2002	571	244.1	55	78	570	244.6	54	67	566	248.7	59	80
	2003	578	242.2	52	76	575	244.0	53	68	567	255.1	60	79
	2004	537	245.7	55	80	534	240.0	52	66	533	258.5	68	83

School

<u>Verplanck</u>	2000	63	234.1	49	65	61	242.4	46	62	62	246.1	52	77
	2001	72	243.5	53	75	72	249.8	53	75	72	254.3	57	83
	2002	61	225.6	39	70	58	231.1	40	55	58	240.0	50	67
	2003	72	226.5	31	69	72	229.9	35	57	67	231.7	40	67
	2004	57	235.2	46	75	57	235.0	47	58	57	252.4	61	75
<u>Washington</u>	2000	43	230.4	30	72	43	232.9	40	51	43	229.2	44	67
	2001	33	231.9	45	79	34	231.2	41	56	33	232.7	30	64
	2002	57	221.8	33	61	57	225.8	37	49	56	251.4	61	84
	2003	58	223.0	38	69	58	236.5	43	66	56	255.8	57	79
	2004	51	230.9	43	75	51	226.7	47	57	51	249.6	63	78
<u>Robertson</u>	2000	67	249.2	55	87	66	250.8	55	74	65	256.4	69	88
	2001	49	258.5	67	90	49	256.1	69	78	49	265.7	65	90
	2002	63	237.4	51	75	63	241.6	48	63	63	243.0	51	75
	2003	70	245.8	59	84	70	244.9	53	69	70	261.4	64	83
	2004	48	239.5	56	73	47	228.6	43	57	47	251.9	62	77
<u>Nathan Hale</u>	2000	59	232.4	44	69	61	234.5	44	56	61	227.9	36	67
	2001	49	229.7	37	71	49	228.7	37	57	49	230.6	35	61
	2002	45	235.9	47	76	46	246.0	59	74	46	245.1	57	76
	2003	42	232.3	45	71	42	238.9	43	69	41	254.3	56	78
	2004	48	252.4	60	85	48	236.1	42	65	48	247.1	67	81

ATTACHMENT G
Equitable Allocated Resources

Per Pupil Allocation for the 2005-06 Fiscal Year

<u>SCHOOL</u>	<u>ENROLL.</u> <u>9.1.04</u>	<u>/PUPIL</u> <u>ALLOT.</u>	<u>2005-06</u> <u>ALLOT.</u>	<u>Copier</u> <u>Expense</u>	<u>2005-06</u> <u>Total</u>
Bowers	408	\$ 124	\$ 50,592	\$14,703	\$ 65,295
Buckley	317	\$ 124	\$ 39,308	\$18,255	\$ 57,563
Highland Park	295	\$ 124	\$ 36,580	\$14,940	\$ 51,520
Keeney	382	\$ 124	\$ 47,368	\$18,255	\$ 65,623
Martin	229	\$ 124	\$ 28,396	\$18,255	\$ 46,651
Nathan Hale	324	\$ 124	\$ 40,176	\$18,255	\$ 58,431
Robertson	408	\$ 124	\$ 50,592	\$14,940	\$ 65,532
Verplanck	315	\$ 124	\$ 39,060	\$18,255	\$ 57,315
Waddell	410	\$ 124	\$ 50,840	\$12,672	\$ 63,512
Washington	356	\$ 124	\$ 44,144	\$14,940	\$ 59,084
	3444				\$ 590,526
Bennet	626	\$ 194	\$ 121,444		
Illing	908	\$ 198	\$ 179,784		
Bentley Alt. Ed.	44	\$ 348	\$ 15,312		
Manchester High	2278	\$ 275	\$ 626,906		
MHS Interscholastic	2278	\$ 59	\$ 134,858		
Manchester Regional Academy	69	\$ 348	\$ 24,012		
Head Start	110	\$ 91	\$ 10,032		
Total Students	7410		Total \$1,679,147		

1. These dollars are allocated to each school based on enrollment from the previous year.
2. These funds are used for instructional expenses, but not for salaries, benefits or utilities.