School attendance zones as a method for promoting educational equity

by

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Abstract

Historically, school attendance zones have been gerrymandered in a similar way to political boundaries, generally fostering inequities in access to educational opportunities and thus youth outcomes. Yet, in response to proven benefits of integrated schools, some public-school districts now seek to implement integration plans that will diversify their student bodies. These integration plans often involve redrawing attendance zones to promote economic and racial equity between schools. However, drawing attendance zones based on demographic factors rather than geographic location may generate unintended consequences and public pushback. This leads to the question, "Is redistricting public school attendance zones an effective method for promoting educational equity?".

This question is investigated with a literature review of equity in school attendance zone planning and a case study analysis of Manhattan-Ogden USD 383's recent redistricting efforts. USD 383's redistricting efforts, which took place for the 2021-2022 school year, are analyzed for equity with a narrative of the redistricting process and a data analysis. Through an analysis of the redistricting process, it is determined that USD 383's main goals in redistricting were to promote equity in class size distribution and building usage with the secondary goal of increasing demographic diversity within schools. In response, data analysis is conducted within and between USD 383's ten elementary schools for three equity-related variables (enrollment, socio-economic status, and racial demographics) to analyze change from the 2020-2021 to 2021-2022 school years. The data suggests that most schools experienced minimum change in these equity-related variables after redistricting because public pushback to progressive redistricting plans resulted in the adoption of new attendance zones that largely maintained the status quo. The results of this study suggest that school attendance zones may have the potential to promote

educational equity, but in reality, prove difficult to use for achieving specific goals because of external social and political factors.

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Chapter 1 - Introduction

Historically, school attendance zones have been gerrymandered in a similar way to political boundaries, providing access to educational opportunities for specific social or political groups. As the gerrymandering of school attendance zones generally fosters inequity in educational access, it, in response, fosters inequity in youth outcomes (Richards, 2017). Schools that serve communities with little political power or limited economic capacity may not be able to provide the same quality of educational services as those within more advantaged communities (Bischoff & Tach, 2018). In contrast, schools integrated with students of a diverse array of socio-economic statuses and races, provide greater benefits to all students by reducing prejudice, promoting cross-cultural understanding, improving critical thinking, and enhancing future opportunities (Abel, 2012).

Despite racial integration progress that has occurred since the American Civil Rights Movement of the 1950s and '60s, stark socio-economic and racial segregation remain, and in some places are even growing, within public schools. The segregation trend occurs in response to an overall increase in economic inequality and racial diversity in the United States. As income inequality and racial diversity increase across the country, residential disparities in socio-economic status and race also grow. These residential disparities, in turn, produce neighborhoods with dramatically different economic resources (Bischoff & Tach, 2018). Residential segregation by race and socio-economic status is crucial to address because such segregation leaves minority children and poorer children in inferior schools (Logan, 2012). These trends occur as schools traditionally draw attendance zone boundaries based on places of residence. Thus, schools reflect the racial and socioeconomic composition of their surrounding communities and reinforce the advantages and disadvantages present within communities (Bischoff & Tach, 2018).

In response to the negative effects of schools segregated by socio-economic status and race and the benefits of integrated schools, public school officials now seek to implement school attendance zone plans that will diversify their student bodies (Abel, 2012). However, drawing attendance zones based on demographic factors rather than geographic location may generate unintended consequences and public pushback. This leads to the question, "Is redistricting public school attendance zones an effective method for promoting educational equity?". This research question guides the following literature review and case study analysis. To guide this study, educational equity will be defined as fair access to educational opportunities for all students regardless of personal and social circumstances like socio-economic status or race. The following literature review details the historical fight for educational equity, the current state of the United States public school system, definitions for educational equity, ways to observe, track, and achieve educational equity, and the relationship between educational equity and school attendance zones. The case study, conducted for Manhattan-Ogden United School District (USD 383), provides an example of the relationship between educational equity and school attendance zones and allows for a practical analysis of school attendance zones as a tool for promoting educational equity.

Case Study Location

USD 383 serves two towns, Manhattan and Ogden, Kansas. Manhattan encompasses 18 square miles across three counties in the Flint Hills and is home to approximately 55,000 residents (City of Manhattan, n.d.). Manhattan is a regional leader in education, trade, health care, entertainment, culture and communication. Kansas State University is the leading employer in Manhattan, with more than 6,000 employees on a campus that serves approximately 22,000 students (City of Manhattan, n.d.) The town is also adjacent to Fort Riley Military Installation

which employs more than 3,500 civilian personnel. Ogden, Kansas is a close-knit community of 2,000 residents located one mile from Fort Riley Military Installation and 11 miles southwest of Manhattan (FHRC, 2018). Ogden is home to one USD 383 elementary school, Ogden Elementary.

The Manhattan-Ogden School District serves 6,500 students across ten elementary schools, two middle schools, a ninth-grade center, and a senior high school, as seen in Appendix A. The elementary school a student attends is determined by the district-formed attendance zone in which the student resides. A student's elementary school attendance zone of residence then determines which of the two middle schools (grades six through eight) they will attend. Anthony Middle School receives students from Amanda Arnold, Bergman, Marlatt, Ogden and Woodrow Wilson attendance zones while Eisenhower Middle School receives students from Lee, Bluemont, Theodore Roosevelt, Northview, and Oliver Brown. All ninth-graders attend Manhattan High School East Campus and then move to the MHS West Campus for their sophomore, junior, and senior years (Manhattan-Ogden USD 383, 2021).

USD 383 Redistricting

USD 383 opened the new Oliver Brown Elementary in August of 2021. Before the opening of a new elementary school for the 2021-2022 school year, the district had to redraw school attendance zone boundaries. The district's school board took the redistricting opportunity to deal with issues of equity. USD 383's main goals in redistricting were to promote equity in class size distribution and building usage with the secondary goal of increasing demographic diversity within schools. Several attendance zone boundary options were presented to the public but received some pushback from parents (Dome, 2021; Rattanavong, 2020). The biggest concern from parents was the potential of being required to bus their children to Ogden

Elementary from Manhattan rather than being able to attend one of Manhattan's many schools (Dome, 2021). The process and results of the redistricting are discussed in greater detail in Chapter 4.

Chapter 2 - Review of the Literature

The following literature review provides context to the relationship between educational equity and school attendance zones in history, in the United States public school system today, within influential educational organizations, and among planning and education scholars. Specifically, the literature review details a timeline of the historical fight for equity, explores how national and international educational organizations define, observe, track, and achieve educational equity, and describes scholars' opinions on how attendance zones can be used as a tool to promote educational equity.

Historical Fight for Educational Equity

The fight for equity between schools is not a battle that is unique to the Manhattan-Ogden school district. The United States has a rich history regarding the fight for educational equity. The following literature review provides context to the historical fight for equity and details how the focus of this fight has evolved to protect different populations.

19th-Century Common School Movement

The 19th century marked the beginning of the public school system. This period, called the Common School Period, was characterized by a movement to provide a free education for white children, to train and educate teachers, and to establish state control over public schools (Kidd, et al., 2021). Men like Horace Mann spearheaded this movement. But even by 1900, only six percent of teenagers graduated from high school (Kidd, et al., 2021). States attempted to increase retention by constructing more high schools and passing laws that made school mandatory for children of a certain age (Kidd, et al., 2021). However, during the 19th century,

there was still discrimination against women, the handicapped, and minority races within the education system.

1890 to 1944

Between 1890 and 1910, the quality of schools attended by black students, judged based on expenditures per student, average class size, and length of the school term, declined relative to those attended by white students (Boozer, et al., 1992). Between 1915 and 1925 black students made moderate progress relative to white students, but the progress stalled between 1925 and the Great Depression (Boozer, et al., 1992). However, from the mid-1930s to 1950s, the racial gap in school quality declined dramatically (Boozer, et al., 1992).

1944 G.I. Bill

Established in 1944, the G.I. Bill was designed to aid veterans returning from World War II (Kidd, et al., 2021). Although the Bill was intended as unemployment relief, it also made college attainable for those who were not wealthy or of high status. After the G.I. Bill was passed, more students graduated from high school and went to college than ever before (Kidd, et al., 2021).

1954 Brown v. Board of Education

The 1954 landmark Supreme Court decision Brown v. Board of Education of Topeka, Kansas, in declared racial segregation in schools unconstitutional. The decision also marked the beginning of increased educational opportunities for African Americans, although the opportunities remained severely limited (Kidd, et al., 2021). Decisions on racial segregation are important to the issue of educational equity because racial segregation affects school resources and future student outcomes. If schools were perfectly integrated so that every school's enrollment was in proportion to the share of each racial group in the population, there would be

little concern over the allocation of resources in schools along racial lines (Boozer, et al., 1992). Additionally, studies have shown that students who attend racially integrated schools are likely to work more high-paying jobs than those who attend segregated schools (Boozer, et al., 1992).

However, even with the 1954 decision, school integration did not take place on a broad scale until after 1964. In 1964, less than 10% of black students attended integrated schools (Kidd, et al., 2021). Despite the delay in achieving desegregation, the message that Brown v. Board delivered impacted the educational system and future policy in civil rights. Brown v. Board exposed the potential for other minority groups to begin the struggle for equal educational access and allowed equal, fair education began to be viewed as "the birthright of a free citizenry" (Kidd, et al., 2021). Thus, throughout the '60s and '70s, the government forced schools to desegregate or risk losing their funding and by 1980, the practice of legal segregation had largely disappeared (Kidd, et al., 2021).

Research suggests, however, that despite segregation being declared unconstitutional, remnants of racial segregation persist. While pupil to teacher ratios for white and black students have tended toward equality, the overall racial makeup of schools and resource distribution remain unequal. In the 1989-90 school year, for example, the average Black student attended a school in which 65 percent of the students were Non-White, while the average White student attended a school in which 17 percent of the students were Non-White. The average Hispanic student attended a school in which 68 percent of the students were either Black or Hispanic (Boozer, et al., 1992). Additionally, Black students continue to have less access to school resources, such as computers, and more unfavorable future outcomes, such as lower-paying jobs, than their White counterparts (Boozer, et al., 1992).

1965 Secondary Education Act

The 1965 Secondary Education Act expanded the definition of "school desegregation" beyond race by giving additional federal aid to desegregate school districts by both race *and* class (Boozer, et al., 1992). The Act also sought to equalize education opportunities for all children, especially poor and minority students by providing federal grants to states to compensate for disadvantages and inequities within the social system (Kidd, et al., 2021). At the time, President Johnson saw increasing and equalizing education for all children as a gateway to rid the country of poverty (Kidd, et al., 2021).

Title 1 of the Secondary Education Act, specifically, provides financial assistance to local educational agencies (LEAs) and schools with high numbers or percentages of children from low-income families to help ensure that all children meet state academic standards (US Department of Education, 2018). The Title provides a weighted funding formula based on the assumption that educating students in poverty costs 40 percent more than the basic per pupil allocation ($1.40 to $1.00 formula) ("Educational Equity", 2016). Title 1 also provides various grants to individual schools including Basic, Concentration, Targeted, and Education Finance Incentive grants (US Department of Education, 2018). Studies suggest, however, that economic segregation still has a large presence in the public school system. Specifically, schools in districts with lower property values tend to have larger pupil-teacher ratios while those in districts with higher property values tend to have smaller ratios (Boozer, et al., 1992). Additionally, more school resources are available to children who grow up in wealthier areas (Boozer, et al., 1992).

1968 Green v. County Board of Education

1968 is considered a benchmark year in the progress of school desegregation because in that year the Supreme Court determined, in Green v. County Board of Education of New Kent

County, that "freedom of choice" was no longer a viable means of desegregating noncompliant school districts (Boozer, et al., 1992). Then, between 1968 and 1989, school segregation for black children gradually declined in the border states, the Midwest, and the West. And while school segregation rapidly declined in the racially divided South, the Northeast experienced a rise in school segregation (Boozer, et al., 1992).

1972 Title IX

Title IX of 1972 required that there be gender equality in public schools and that curriculum should not stereotype girls' and boys' interests and careers (Kidd, et al., 2021). This act, however, has proven difficult to enforce due to varying interpretations.

1975 Individuals with Disabilities Act (IDEA)

The Individuals with Disabilities Act (IDEA) of 1975 had the goal of guaranteeing an education to disabled students by providing a free appropriate public education and requiring that special education and related services be provided at public expense (Kidd, et al., 2021).

2002 No Child Left Behind Act

The 2002 No Child Left Behind Act was passed to ensure high quality teachers for all students, regardless of race, ethnicity, or income. The Act was founded under the belief that a well-prepared teacher is vitally important to a child's education (Kidd, et al., 2021). With No Child Left Behind, schools are now held accountable to the progress of students, the qualification of teachers, the involvement of parents, and student access to free tutoring and other academic support services (Kidd, et al., 2021). This Act has profoundly benefitted students, especially minorities.

The State of the United States' Education System Today

Presently, the United States' education system is experiencing greater school retention and furthering of education than ever before in history. Specifically, the country's high school graduation rate is the highest ever, at 82 percent, with improvements for students with disabilities, English learners, and other traditionally underserved students ("Equity of Opportunity", n.d.). Additionally, more students are being taught to college- and career-ready standards, high-quality preschool and higher education are within reach for more families, and college enrollment for black and Hispanic students is up by more than a million since 2008 ("Equity of Opportunity", n.d.).

The public education system is also increasingly diverse. The public school system which was 85 percent white in 1960 was down to 63 percent white in 2015 and is expected to make up less than half of the public-school population in 2050 ("Educational Equity", 2016). The number of students living in poverty and entering the school system as English language learners has also increased ("Educational Equity", 2016). But with increasing diversity, there is a resurgence in segregation. The Center for Public Education (CPE) found that three-quarters of Black and Latino students attend majority minority schools while the typical White student attends a school that is three quarters White ("Educational Equity", 2016). Additionally, minority students are also subject to "double segregation" by race and poverty. The typical Black student, for example, attends a school with a two-thirds poverty rate (Civil Rights Project, 2012). As the country grows increasingly diverse and segregation increases, the achievement gap has also grown. Addressing current inequities, specifically with funding, has been argued to close these gaps (Civil Rights Project, 2012). Since state and local money support 90 percent of a public-school district's total budget. Therefore, how money is distributed within states can create sizable revenue gaps

between districts based on the poverty rates of the students they serve ("Educational Equity", 2016).

Defining Educational Equity

Equity has become a buzzword in education. To understand what educational equity is, what it looks like, and how it can be advanced, one must know the definition of educational equity. Some of the nation's top authorities on education, including the U.S. Department of Education, the Center for Public Education, and The Organization for Economic Cooperation and Development define educational equity as follows.

The U.S. Department of Education

The U.S. Department of Education defines educational equity as, "giving all students robust access to the core elements of a quality education" ("Equity of Opportunity", n.d.). Within this definition of educational equity, there is debate over how to define school quality. Some use students' scores on standardized tests to measure school quality while others argue for measuring based on school resources. For example, Boozer, et al.'s 1992 article, "Race and School Quality Since Brown v. Board of Education" focuses on the use of school resources to determine school quality. School resources are a common measure of school quality because much evidence has established a link between school resources and students' subsequent performance in the labor market (Boozer, et al., 1992).

The Center for Public Education

The Center for Public Education (CPE), a nonprofit, nonpartisan organization founded by the National School Boards Association, takes a different approach to defining educational equity than the U.S. Department of Education. The CPE defines educational equity by

differentiating it from educational *equality*. The organization argues that educational equality is achieved when all students are treated in the same way and have access to similar resources. The CPE notes that educational equity, in contrast, is achieved when all students receive the resources they need to graduate prepared for success after high school ("Educational Equity", 2016). This description of educational equity recognizes that some students require more support than others to graduate from high school, pursue higher education, and achieve professional success. Therefore, while an equal distribution of resources (educational equality) does not necessary provide adequate services to all students, the CPE argues that educational equity, does meet the unique resource needs of every student.

The Organization for Economic Cooperation and Development

With another distinct approach, the Organization for Economic Cooperation and Development (OECD), an international, intergovernmental economic organization, claims that equity has two closely intertwined dimensions: fairness and inclusion. The OECD defines fairness as, "making sure that personal and social circumstances – for example gender, socio-economic status or ethnic origin – should not be an obstacle to achieving educational potential". And, they define inclusion as, "ensuring a basic minimum standard of education for all – for example that everyone should be able to read, write and do simple arithmetic" ("Ten Steps to Equity in Education", 2008).

All three of these organizational definitions of educational equity differ. The U.S. Department of Education emphasizes access to the same quality of education, the CPE emphasizes equitable distribution of resources, and the OCED emphasizes achieving fairness and inclusion. These variations between national and international organizations raise the question:

how do these different definitions affect approaches to and outcomes of promoting educational equity?

Observing, Tracking, and Achieving Educational Equity

In a similar way to the definitions of equity, national and/or governmental organizations also have different approaches to observing, tracking, and achieving educational equity.

Observing Educational Equity

Educational equity and inequity appear in various forms such as socio-economic factors, structural inequity entrenched in society, funding, access to curriculum, access to high-quality teachers, and differences in discipline. Inequity based on socio-economic factors is evidenced by a Department of Education study which found that 45 percent of high-poverty schools received less state and local funding than was typical for other schools in their district ("Equity of Opportunity", n.d.). Structural inequity entrenched in society can look like traditionally underserved students attending and completing college at far lower rates than their peers because they are suspended, expelled, or drop out and are less likely to have access to strong teachers and challenging curricula ("Equity of Opportunity", n.d.).

There are also inequities in funding. The Education Trust reports that in 2012, the poorest districts in the nation – those in the bottom quartile − received $1,200 less per pupil than the wealthiest, top quartile districts ("Educational Equity", 2016). Inequitable access to high-level curriculum can look like schools serving high proportions of students of color being the least likely to provide courses needed for student success after high school (Algebra and lab sciences) ("Educational Equity", 2016). Inequity can also emerge in access to high-quality teachers. While teacher quality can be defined in different ways, teachers in high-poverty schools are less likely to be fully certified, to have had practical teaching experience, or to have an impact on student

learning than those in wealthier schools (“Educational Equity”, 2016). Inequities can even emerge in disciple. African American, Latino and Native American students are far more likely to be suspended, expelled, and arrested than their White peers, even when accused of similar behavior (“Educational Equity”, 2016).

Tracking Educational Equity

Different national organizations have various ideas of how to track educational equity. The U.S. Department of Education for example, emphasizes holding challenging academic standards and engaging teaching and leadership in a safe, supportive, and well-resourced schools as evidence of educational equity (“Equity of Opportunity”, n.d.). The Center for Public Education (CPE), however, claims that that “money is the clearest indicator of educational equity between districts” (“Educational Equity”, 2016). With a third distinct idea, The Organization for Economic Cooperation and Development (OECD) supports measuring equity by performance and dropout rates (“Ten Steps to Equity in Education”, 2008).

Achieving Educational Equity

As different national organizations have various definitions of and ways to track educational equity, they also have different ideas of how to achieve educational equity. The U.S. Department of Education strives to support states in their efforts to ensure quality teaching in every classroom, raise educational standards for all students, build systems to improve classroom instruction, and significantly improve low-performing schools (“Equity of Opportunity”, n.d.). While the U.S. Department of Education focuses on academic results, the National School Boards Association on Equity (NSBA) focuses on equal treatment regardless of background or identity. The NBSA states in their Beliefs and Policies, “Public schools should provide equitable access and ensure that all students have the knowledge and skills to succeed as contributing

members of a rapidly changing, global society, regardless of factors such as race, gender, sexual orientation, ethnic background, English proficiency, immigration status, socioeconomic status, or disability" ("Educational Equity", 2016).

Educational Equity and School District Boundaries in Literature

Among researchers there is consensus that racial and economic disparities exist between schools and their respective attendance zones within American public-school districts. Researchers also agree that these disparities exist because of some combination of schools reflecting residential segregation in their communities and the gerrymandering of school attendance zones. Most literature affirms that attendance zones are highly gerrymandered and that these boundaries have historically exacerbated racial and economic segregation within American public schools (Richards, 2014; Richards, 2017; Richards & Stroub, 2015; Saporito, 2017a; Saporito, 2017b, Saporito & Sohoni, 2009). While gerrymandering of attendance zones was historically to keep people of different races and socio-economic statuses separate, many researchers and policymakers now look to irregular boundaries to promote equity between schools within a public school district (Abel, 2012; Dawsey, 1983; Richards, 2017; Saporito, 2017b; Saporito & Sohoni, 2006; Sohoni & Saporito, 2009).

However, the extent to which gerrymandering has exacerbated disparities or can been used to rectify these disparities is debated among scholars. Some researchers argue that gerrymandering of school attendance zones is the most influential factor maintaining segregation (Richards, 2014; Richards, 2017; Saporito, 2017a). Others argue that racial inequalities in education are deeply entrenched in society and changing something like attendance zones will not significantly impact the situation (Logan, 2012). Richards, in her 2017 article, argues that affirmative gerrymandering can reverse the effects of racial segregation. Other researchers

suggest, however, that racial change is more attributable to demographic shifts over space and time than to attendance boundary changes (Clark, 1987). Abel in his article, "Drawing the Lines" even presents points of caution for districts adopting neighborhood-based attendance plans (Abel, 2012). Although researchers have consistently found that race influences the choice of neighborhoods, proponents of "school choice" continue to debate whether families' choice of schools are discriminatorily motivated (Saporito & Sohoni, 2006). There is also debate over whether allowing greater mobility for school choice will exacerbate or alleviate school segregation. While many parents, like those in Manhattan-Ogden schools desire school choice, some research, like that from Simms & Talber, suggests that school choice does not remedy the core social problem because racial residential segregation still enables White parents to have a higher-quality choice set of schools than their minority counterparts (Simms & Talber, 2019).

Conclusion

A review educational equity and school attendance zones in the literature results in the following insight and conclusions. A timeline of the historical fight for educational equity highlights the importance of educational policy and demonstrates how the reach of educational equity protection has been extended to an increasing number of minority populations. However, this history also highlights how policy interventions can only generate so much change. Discrimination and segregation still exist in the education system because of entrenched societal biases. Additionally, as the United States' education system has become increasingly diverse, there has been a resurgence in segregation and a widening of the achievement gap. Thus, despite growth in the retention of and furthering of education for all populations, the United States still has room to grow in the promotion of integration and the equitable distribution of resources within and between schools.

When comparing how national and international education organizations define, observe, track, and achieve educational equity, it becomes obvious that approaches vary greatly between organizations. These discrepancies call into question education organizations' abilities to work together to achieve their common goal of educational equity. Therefore, increased unity in how national and international organizations define, observe, track, and achieve is necessary to best promote equity in the education system. Some researchers and policy makers now argue that the gerrymandering of public-school attendance zone boundaries is a way to promote equity within a school district. Historically, attendance zones were gerrymandered to keep people of different races and socio-economic statuses separate. However, the extent to which gerrymandering has exacerbated disparities or can been used to rectify these disparities is debated among scholars. Some argue that disparities are too deeply entrenched in society for attendance zone boundaries to make a difference. Therefore, the question of the effectiveness of school attendance zones as a tool for promoting educational equity remains.

Chapter 3 - Methods

Approach

Through my research, I analyze the equity effects of school attendance zones and assess the realities of using school attendance zones as a tool to promote educational equity. I accomplish this analysis and assessment through a descriptive, single case study. This case study consists of two major components including a narrative and a data analysis. The narrative is broad and creates a picture before, during, and after USD 383's 2021-2022 redistricting process. This redistricting narrative also includes what motivated the redistricting process, what goals guided the process, and how the redistricting process was executed. The second component of the case study, the data analysis, uses publicly available data to analyze quantitative effects on educational equity within and between USD 383's elementary schools. The goal of this data analysis is to determine if there were significant changes in specific variables that contribute to educational equity. The data analysis examines changes within individual schools, compares changes between schools, and assesses the overall effect of the new attendance zones on USD 383 elementaries.

Methods

A descriptive, single case study is an appropriate method to address my research question because it allows for a real-world analysis of school attendance zones as a tool for promoting educational equity. The real-world context of a case study facilitates exploration of the realities and effects of the relationships between attendance zones and educational equity. In this way, the question of "Is redistricting public school attendance zones an effective method for promoting educational equity?" is examined in planning practice, not just in theory. A descriptive, single

case study is also a valid method for analysis because it allows an in-practice assessment of both the process and result of redistricting.

A major challenge that could present itself in this approach is access to publications and data for both the narrative and data analysis. To address this potential problem, only publicly available publications and data are used. The Manhattan Mercury published a series of articles following the USD 383 redistricting process that are used in the redistricting narrative. RSP & Associates, the consulting firm hired to complete the redistricting, has extensive documents detailing their planning process that are also used within the narrative. For the data analysis, a review of literature, precedent studies, and the goal of the USD 383 redistricting led to the selection of three variables to quantify and analyze educational equity. These variables include total school enrollment, socio-economic status (measured through the percentage of students receiving free and reduced-priced lunch), and racial demographics. Data for each of these three variables, published by the Kansas Department of Education, is analyzed for the 2020-2021 school year (the year before redistricting) and the 2021-2022 school year (the first year in which Oliver Brown opened and the new attendance zones were implemented). The three variables are analyzed individually for each of the ten elementary schools and are compared between the other elementary schools in the district.

Enrollment

Total enrollment for each USD 383 elementary school is presented for the 2020-2021 school year and the 2021-2022 school year. A simple percent change in enrollment is calculated for each school. The percentage change in enrollment is then compared between schools and compared with the district's change in elementary school population to determine where there was significant change.

Socio-Economic Status

The socio-economic status of a school is measured through free and reduced-price lunch data. The number and percentage of students approved for free and reduced-price lunches within each USD 383 elementary school is presented for the 2020-2021 school year and the 2021-2022 school year. A change in this percentage is also calculated for each school between these two school years. The number and percentage of students approved for free and reduced-price lunches is then compared between schools and compared with the districtwide shifts to determine where there was significant change.

Racial Demographics

Racial demographic data is available by school USD 383 elementary school and is subdivided into race, gender, and grade. For example, Amanda Arnold had 26 white, female students in the 3rd grade during the 2020-2021 school year. These race/gender/grade segments function as the units of analysis for the racial demographic data. Data is analyzed for regular education K-5 classrooms to ensure equitable comparison. The Family Educational Rights and Privacy Act (FERPA) prevents the disclosure of personally identifiable student information. KSDE has determined that any quantities less than 10 may be personally identifiable. Therefore, any segment with less than 10 students is notated as "<10", as seen in Table 3.1.

Table 3.1 Amanda Arnold Racial Demographic Numbers by Race, Gender, Grade (2020-2021)

	WHITE		BLACK		HISPANIC		AMER. IND. or ALASKA NAT.		ASIAN		MULTI-ETHNIC	
GRADE	**MALE**	**FEM.**	**MALE**	**FEM.**	**MALE**	**FEM.**	**MALE**	**FEM.**	**MALE**	**FEM.**	**MALE**	**FEM.**
Kindergarten	28	24	0	<10*	<10*	<10*	0	0	<10*	0	<10*	<10*
1st Grade	15	16	<10*	<10*	<10*	<10*	0	0	<10*	<10*	<10*	<10*
2nd Grade	<10*	19	<10*	<10*	<10*	<10*	0	0	<10*	<10*	<10*	<10*
3rd Grade	30	26	0	<10*	<10*	<10*	0	0	0	<10*	<10*	<10*
4th Grade	17	17	<10*	<10*	<10*	<10*	0	0	<10*	<10*	<10*	<10*
5th Grade	26	23	<10*	<10*	<10*	<10*	0	0	<10*	<10*	<10*	<10*

With the "<10" segment notations, exact counts and percentages cannot be calculated. Therefore, segments are placed into categories based on the number of students in each segment, as seen in Table 3.2, based on the key in Table 3.3.

Table 3.2 Amanda Arnold Racial Demographic Numbers by Race, Gender, Grade (2020-2021)

	WHITE		BLACK		HISPANIC		AMER. IND. or ALASKA NAT.		ASIAN		MULTI-ETHNIC	
GRADE	**MALE**	**FEM.**	**MALE**	**FEM.**	**MALE**	**FEM.**	**MALE**	**FEM.**	**MALE**	**FEM.**	**MALE**	**FEM.**
Kindergarten	3	3	0	1	1	1	0	0	1	0	1	1
1st Grade	2	2	1	1	1	1	0	0	1	1	1	1
2nd Grade	1	2	1	1	1	1	0	0	1	1	1	1
3rd Grade	3	3	0	1	1	1	0	0	0	1	1	1
4th Grade	2	2	1	1	1	1	0	0	1	1	1	1
5th Grade	3	3	1	1	1	1	0	0	1	1	1	1

Table 3.3 Racial Demographic Categories Key

CATEGORY	# OF STUDENTS
Category 0	0
Category 1	1 to 10
Category 2	11 to 20
Category 3	21 to 30
Category 4	31 to 40

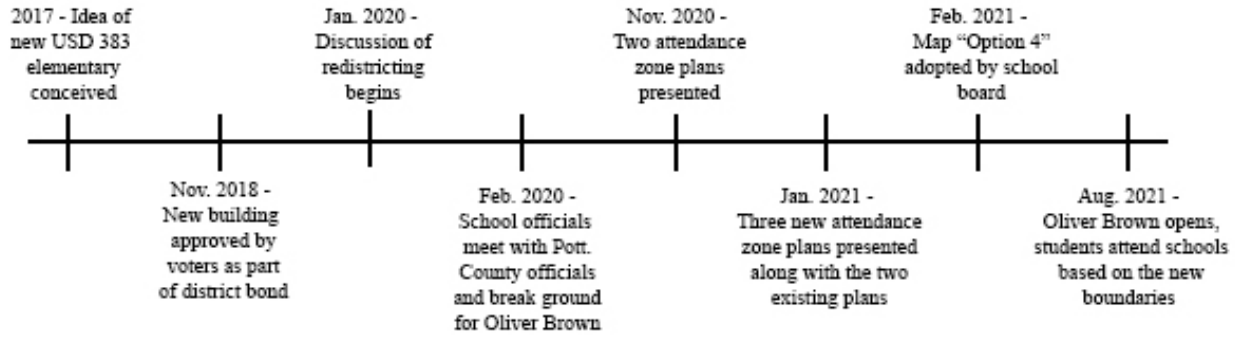
These categories are useful for determining the quantity of students in each race in a school, but do not account for differences in enrollment between schools. Therefore, to aid in comparison between schools, the number of segments in each race is summed and weighted based on total school enrollment to provide an estimated percentage of students in each racial demographic. A change in each racial demographic category is also calculated for each school between these two school years. The amount of change in each category is then compared between schools and compared with the districtwide shifts to determine where there was significant change.

Chapter 4 - Findings

Manhattan-Ogden USD 383: The Story

The following narrative details Manhattan-Ogden USD 383's process of establishing a new elementary school in the district and developing new school district boundaries in response. The story highlights the motivations and goals of the district's redistricting process, the role equity played in their motivations and goals, how they approached achieving their redistricting goals, how the public responded to the school district's process and proposals, and ultimately, what new attendance zone boundaries resulted.

Figure 3.1 USD 383 Redistricting Timeline



Birthing Oliver Brown

The establishment of the district's new Oliver Brown Elementary School was motivated by the need to serve a growing student population in the Manhattan area and to address crowding in Manhattan's classrooms. According to U.S. Census Bureau statistics, Manhattan grew by 3.5 percent from 52,281 people in 2010 to 54,100 in 2020 (U.S. Department of Commerce, n.d.). However, much of the area's growth has taken place outside of town. Blue Township, an

unincorporated area in Pottawatomie County to the northeast of Manhattan grew rapidly in 2009, increasing by 68 percent from 1,909 people in 2009 to 3,213 in 2010. The area has grown steadily since with a recorded population of 3,729 in 2018 (U.S. Census Bureau, n.d.). The idea of a new USD 383 elementary school strategically located in this out-of-town, out-of-county, but in-district neighborhood, where new houses were rising by the dozens was first conceived in 2017. This idea came as overcrowding in existing elementary school classrooms made the need for a new building obvious. In November of 2018, the new elementary school building was approved by voters as part of a district bond, become the first new school building for USD 383 since Frank V. Bergman Elementary opened in 1995 (Garcia, 2020b).

A year later, in November of 2019, USD 383 announced plans to name the new Manhattan elementary school Oliver Brown Elementary, after the plaintiff in the historic Brown v. Topeka Board of Education case ("District to name", 2019). Oliver Brown challenged the Topeka board on behalf of his daughter Linda. Brown said his daughter was being subject to a substandard education because she was required to attend a school for Black students despite there being a "White" school in her neighborhood. The Brown v. Board case was a major step toward ending school segregation in Kansas. According to school district officials, the new elementary school's name represents "the district's desire for diversity and recognizes a broken past of discrimination and segregation while highlighting the hope and protection of children of color who benefited from Mr. Brown's bold action," ("District to name", 2019). Thus, regardless of USD 383's intentions behind the establishment of the new Oliver Brown Elementary and the subsequent redistricting, the very name given to the school carries with it implied motivations of racial diversity and equity.

On January 22, 2020, in response to the anticipated opening of Oliver Brown, the USD 383 Manhattan-Ogden School Board started discussion of redistricting**.** Redistricting efforts began with the primary intents of evening out class size distribution and promoting the efficient use of all school buildings at their various capacities. At the time of redistricting discussions, every elementary school except for Ogden Elementary, ten miles outside of the city, was over class size guidelines set by the School Board (Garcia, 2020a). The opening of Oliver Brown Elementary planned to ease this class overcrowding. USD 383 officials worked with RSP & Associates, a school consulting company based in Overland Park, to complete demographic studies and to conduct meetings with the Board, District officials, and community members (Garcia, 2020a). RSP & Associates' work was to result in redistricting recommendations by February 2021 that, if approved by the Board, would go into effect for the 2021-2022 school year (Garcia, 2020a). The following section describes RSP & Associates' process and the extent to which equity was considered in their process.

Partnering with Planning Professionals

The written vision of USD 383's redistricting process was that "Students [would be] well equipped for lifelong success at increasingly higher levels of academic growth, social-emotional development, and postsecondary preparation" (Wade, 2020). The district's strategy to achieve this goal was to first "Balance system fiscal responsibility with forward momentum in culture and environment, workforce talent, partner relations, and operational performance" and to second "demonstrate commitment to diversity and inclusion, environmental sustainability, and service to the community that benefits society" (Wade, 2020). The first goal stated by the district supports their intentions behind the establishment of Oliver Brown (to serve a growing student population in the Manhattan area and to address crowding in Manhattan's classrooms). The

second goal the district states supports the more discrete desires of the district to promote racial diversity and equity by redistricting, as suggested by choice of the name “Oliver Brown” for the new elementary school. To achieve these goals and to provide support in their redistricting efforts, USD 383 contracted with RSP & Associates before the 2018 bond issue passed.

RSP & Associates is a planning consulting firm that specializes in supporting school districts in long-term planning and projections. They describe themselves as, “A planning firm . . . with the sole purpose of bringing meaningful planning to school districts” that “works closely with [their] clients to develop data-driven solutions” (Wade, 2020). RSP & Associates was hired by USD 383 to create a comprehensive redistricting proposal (population trends, demographics, enrollment analysis, and potential growth areas) while focusing on priorities set by the Board of Education and input from the community. Beyond the redistricting plan, RSP & Associates was also hired to facilitate boundary discussions between the school district and the public.

RSP & Associates’ enrollment analysis seeks to answer the immediate questions related to enrollment shifts, demographic trends, economic impact, and how that information effects students throughout the district (Wade, 2020). RSP & Associates answers these questions by analyzing a variety of data to produce outcomes including historical and projected enrollment trends, demographic and housing profiles, maps depicting geographic attendance area, migration, census trends, potential growth and density, and planning areas to be used for a boundary change discussion (Wade, 2020).

Redistricting Journey

RSP & Associates was not the only entity USD 383 sought to include in their redistricting process. Local county commissioners were brought in on the process, but not as much or as early as the commissioners would have liked. Commissioners from Pottawatomie

County (the county in which Oliver Brown Elementary is located) met with USD 383 officials in February 2020, just days before groundbreaking for the new elementary school. Pottawatomie County commissioners expressed a discontentment with the lack of communication from the school district. Pottawatomie County commissioner, Pat Weixelman, expressed that he wished commissioners had been kept in the planning loop much sooner and stated that, "Anything that has to do with that new school I want to be part of the conversation. I want to know what's expected of Pott County" (Portell, 2020).

Despite frustration from Pottawatomie County, USD 383 moved forward in the redistricting process. In May of 2020, the Board adopted the following items as guiding principles for the process. They stated that boundaries should: provide better educational opportunities at each school, have the potential to create communities around their areas, anticipate growth in their neighborhoods, and follow natural/manmade boundaries while still considering the "grandfathering" of students' previous school boundaries as recommended by district administrators (Garcia, 2020c). The board also considered other boundary criteria, such as keeping school attendance zones contiguous and not splitting neighborhoods, balancing student demographics, future-proofing the boundaries, keeping staffing costs low, and minimizing families affected by new boundaries (Garcia, 2020c).

To work toward these guiding principles, USD 383 officials assembled a boundary team made up of elementary and middle school principals, district administrators, and some school board members (Rattanavong, 2020). After months of work between the boundary team, the school board, and RSP & Associates, in November of 2020, district officials presented two redistricting options for USD 383 elementary and middle schools.

"Option 2" included splitting Blue Township between Oliver Brown and Bluemont elementaries, adding areas near Warner Park and Amherst Avenue to Marlatt Elementary, and moving some areas in the rural southeastern area of the district from Theodore Roosevelt to Woodrow Wilson (Rattanavong, 2020).

"Option 3" was similar to "Option 2" but included splitting the Wildcat Creek area along Scenic Drive with the west half going to Bergman and the east into Amanda Arnold elementaries, moving everything east of Wreath Avenue near Miller Parkway into Marlatt Elementary, and adding more areas to Oliver Brown to include south of Elk Creek Road up to the Kansas River (Rattanavong, 2020).

Public Pushback

Following the presentation of the two redistricting options, parents began expressing concern about sending students from Manhattan to Ogden Elementary. Both "Option 2" and "Option 3" expanded the boundary for Ogden Elementary along Scenic Drive, north past Miller Parkway near Wildcat Creek (Rattanavong, 2020). USD 383 Assistant Superintendent Eric Reid said in an email that the "Option 2" plan would move about 60 students, and the "Option 3" plan about 25 from Manhattan schools to Ogden Elementary (Rattanavong, 2020).

One Manhattan parent noted, "The proposed redistricting options might be convenient for the district, but they are deeply alienating for the affected parents and their children who will no longer have an opportunity to attend any one of Manhattan's many schools" (Rattanavong, 2020). Another parent Manhattan said he did not understand why his children were being "cherry-picked" to attend certain schools (Rattanavong, 2020). Some parents pointed to the district's desire to maintain and add Title I-qualifying schools, arguing that their students were being used as pawns for funding (Rattanavong, 2020).

Beyond concerns of plucking students and families out of their established school communities, parents also expressed concerns about travel burdens with newly proposed attendance zones. Parents argued that getting their children to school across town would be challenging and that schools were a large part of choosing where their families lived (Rattanavong, 2020). One parent went as far to declare, “I told my wife, if this passes, we’ll move,” he said. “This is going to drive people out. This is going to affect more than just where your kid goes to school. It’s going to affect resale values of houses. Is somebody going to want to buy my house knowing that they’re going to drive across town to the junior high?” (Rattanavong, 2020).

Pushback from Manhattan parents created an obstacle to the district achieving the goals it set out at the beginning of the redistricting process. However, Assistant Superintendent Eric Reid said the district would try to use the feedback from concerned parents in plans moving forward. Reid assured, “the district will see what adjustments we can make to help accommodate (concerns), but we also need to keep the guiding priorities of building utilization, equity (and) improved diversity in mind, along with other priorities,” (Rattanavong, 2020). USD 383 was stuck in a bind between pleasing their community and furthering the goals that they believed to be in the best interest of their students and the longevity of their district.

Revisiting Values

A month after the presentation of the boundary options, in December of 2020, RSP & Associates had completed analysis and measurements that were ready for community input (Dome, 2020). With RSP & Associates’ data, Superintendent Eric Reid wanted to bring the School Board back to their previously set list of priorities. These priorities included better building utilization (including the balancing of class sizes across schools), improving the

delivery of education for students across the district, and diversity and demographics of schools (Dome, 2020). Board member Jurdene Coleman acknowledged that there is understandably a lot of emotion behind any decisions made regarding schools and their adjacent neighborhoods. She also assured that the district is not just for Manhattan families. She stated, "(Ogden is) part of our community, part of our district, and we should accept them that way," (Dome, 2020).

After revisiting priorities and considering some parents' critique of the previous proposals (mainly over the possibility of busing students from Manhattan to Ogden Elementary), in January of 2021, USD 383 officials presented three new maps (Dome, 2021a). The district had to yield to the pressure of public interest and maintain the support of the community by scaling back the pursuit of some of their ambitious. The goals of balancing class sizes, improving the delivery of education for students across the district, and increasing diversity across schools required greater changes to attendance zone boundaries and the possibility of traveling greater distances to school, changes which were not favored by Manhattan parents.

After presenting the three new maps, the district planned to take in all the input, look at priorities, and have a recommendation to bring to the board and the public in February (Dome, 2021a). Assistant Superintendent Reid restated that one of the board's priorities in the redistricting process was building utilization, or how to bring those average class sizes down from nearly 30 children per classroom to 20 (Dome, 2021b). At this point in the process, Reid did not mention the board's goals of improving the delivery of education for students across the district or increasing demographic diversity of schools.

By February 2021, "Option 1" had been eliminated, "Option 2" and "Option 3" remained and new "Option 4", "Option 5", and "Option 6" were added:

"Option 4" featured a few changes made after public input and boundary team meetings, including:

- Removing the boundary island in the Miller Parkway
- Keeping students living along Scenic Drive, Ledgestone Ridge, and Stone Pointe in Manhattan rather than bussing them to Ogden Elementary
- Switching the neighborhood around Sunset Zoo back to Lee Elementary
- Switching the neighborhood around Eugene Ware back to Theodore Roosevelt Elementary
- Switching the area east of Wreath Avenue and Four Winds Village back to Amanda Arnold
- Maintaining the current boundary for Theodore Roosevelt, plus adding some students south of Fort Riley Boulevard, and west of Manhattan Avenue

"Option 5" involved:

- Moving the families around Tuttle Creek Lake who previously attended Bluemont to Marlatt to lower class sizes at Bluemont and even out the numbers at Marlatt
- Moving areas around Scenic Drive to Woodrow Wilson
- Keeping the boundary island south of Anderson Avenue and north of Miller Parkway at Lee Elementary
- Moving the south portion of Miller Parkway to Woodrow Wilson

"Option 6" involved:

- Moving the boundary for Bergman Elementary east of Seth Child Road
- Moving Marlatt's boundary south to take portions of Lee Elementary, the current Bergman island, and most of the Miller Parkway area

- Shifting the Lee Elementary boundary to start further north by Tuttle Creek Lake, move south through the north farm of Kansas State University, and take up most of the current boundary near K-State
- Moving the Whispering Meadows subdivision into the Oliver Brown district
- Moving the Bluemont neighborhood along Tuttle Cove Road and the rural area south of Manhattan to Woodrow Wilson

(Dome, 2021b).

These five choices were made available for public viewing on the district website. Regarding the new options, Superintendent Eric Reid clarified he would be remiss if he were to say one of these redistricting options would make everybody happy, because it would not. "It's about choosing the best option and weighing all our standards, to find the best option for all kids moving forward, even though it might be different than what individuals prefer," Reid said (Dome, 2021b). Reid said his team never found a perfectly balanced plan in any of the map options, and that keeping neighborhoods intact while maintaining the best use of school buildings was extremely difficult (Dome, 2021c). Therefore, whatever plan the school board chose felt like a choice between keeping neighborhoods intact and pleasing the public or achieving equitable distribution of students across buildings and furthering the district's goals.

Finalizing Plans

Later that month, on February 17, 2021, the district-commissioned redistricting committee recommended and ultimately adopted map ("Option 4"). "Option 4" did not include busing students from Manhattan to Ogden, which had been one of parents' biggest redistricting complaints from previous proposals (Dome, 2021c). Specifically, the recommended option removed the proposed "island" within the Miller Parkway area so that students living along

Scenic Drive, Ledgestone Drive, and Stone Pointe would stay in Manhattan schools and not be bussed to Ogden (Dome, 2021c). The school board voted 6-1 in favor of this option (Dome, 2021d). Ultimately, the school board's goal was to choose a map that kept class sizes small while not overpopulating any school (Dome, 2021e). In "Option 4", the district achieved this goal without pushing parents' buttons, but did not address racial diversity goals as powerfully as other plan options.

With the selected map, the following changes took place in attendance zones. The residents on the west side of Tuttle Creek Lake moved to Bergman Elementary, parts of the Miller Ranch area were zoned into Bergman and Amanda Arnold Elementary, and students living south of Fort Riley Boulevard would now be attending Theodore Roosevelt Elementary. Reid said some students on the east side of Manhattan would move from Marlatt Elementary to Bergman. The Redbud Estates neighborhood would stay with Bergman, and students living around the Kansas State University campus would remain at Lee Elementary (Dome, 2021d). Despite the district's decision to avoid busing students from Manhattan to Ogden, some parents still expressed concerns about the new plan. For example, a resident of Whispering Meadows neighborhood, which is east of Manhattan along Highway 24 near the Big Blue River and Elbo Creek shared concerns over property values in the area under the boundary changes (Dome, 2021e). Under the new attendance zone plans, the Whispering Meadows neighborhood in Pottawatomie County is zoned to Bluemont Elementary, located in the middle of town, rather than being zoned to the new Oliver Brown built for Pottawatomie County.

The same month that the new attendance zones were selected, Erin Lopez was chosen to be the principal of Oliver Brown Elementary. Lopez said that the namesake 1954 the U.S. Supreme Court decision was important to the culture she wanted to build at the school (Dome,

2021f). “We want to have building culture that truly honors what the Brown family and all plaintiffs in that case stood for and what they fought for,” Lopez said. “We want to make sure that our schools are equitable as far as the funding that they have, and it also goes into diversity. We want our kids to experience a diverse population around them in school” (Dome, 2021f). Regarding the redistricting efforts, Lopez said one small change can have a domino effect and a lot of emotions surface when it comes to doing what’s best for kids.

After years of planning and months of redistricting efforts, Oliver Brown opened and the new, “Option 4”, elementary school attendance zones were implemented for the 2021-2022 school year. In August of 2021, the first class of students graced the halls of Oliver Brown Elementary. Oliver Brown parents said the brand-new school building was a “big reason” why they bought a house in one of the surrounding Pottawatomie County neighborhoods rapidly being constructed. Parents described the location of the school as “extremely convenient” (Dome, 2021g). A fifth-grader at Oliver Brown, Alex, said she felt more excited to start school in a new building. She said she attended Woodrow Wilson Elementary previously and that some of her friends are joining her at Oliver Brown (Dome, 2021g).

Conclusion

Overall, the motivation of USD 383’s redistricting process was to respond to the opening of Oliver Brown while seeking to provide better opportunities for each school in the district. The district’s specific goals for the redistricting process were all related to equity. These goals included balancing class sizes across schools to improve building utilization, improving the delivery of education for students across the district, balancing student demographics, and promoting the diversity of schools. Although USD 383 had high aspirations to pursue these equity-related goals, other criteria which limited the promotion of equity, including keeping

school attendance zones contiguous, not splitting neighborhoods, and minimizing families affected by new boundaries, took precedence. Ultimately, the district had to concede to the loud voices of Manhattan parents who opposed attendance zone "islands", splitting up neighborhoods, and moving to new schools for the sake of equity. In the process, the voices of smaller groups who had a large stake in the new attendance zones - Pottawatomie County residents, Pottawatomie County officials, and those tied to Ogden Elementary - were drowned out. At the end of the process, USD 383 chose an attendance zone plan that largely maintained the status quo. Because of public pushback, the district was forced to resort to statements of equity instead of achieving equity in the new attendance zone boundaries. One of these statements is the name of Oliver Brown Elementary. The statement of the new Oliver Brown principal, Erin Lopez, summarizes the situation well: "I think everybody's hearts were in the right places, there's just a lot of different moving parts with it," Lopez said (Dome, 2021f).

USD 383 Manhattan-Ogden: The Numbers

The following data analysis presents profiles of USD 383 and each of the district's ten elementary schools through the lens of three equity-related variables. These variables were chosen based on the district's goals of balancing class sizes across schools to improve building utilization, balancing student demographics, and promoting diversity within schools. The three variables of analysis for this case study are enrollment, socio-economic status (measured through free and reduced-price lunch counts), and racial demographics. The units (USD 383 and each of the USD 383 elementary schools) will first be analyzed individually, with USD 383 as a reference point. These "intra-school comparisons" allow for analysis of how and how much each school changed between the 2020-2021 and 2021-2022 school years. Then, an inter-school comparison will be conducted to understand differences in the changes each school experienced

over the redistricting year. The inter-school comparisons will allow for an understanding of how changes in the three selected variables compare between schools.

Combining intra- and inter-school comparisons provides a basis for analyzing the equity effects of USD 383's redistricting efforts. It is important to acknowledge the natural changes that occur within a school district from year to year. USD 383 experienced a unique change that influences all district data. Along with the opening of Oliver Brown Elementary and the establishment of new school attendance zones, between the 2020-2021 and 2021-2022 school years, USD 383 also transferred all sixth-grade students, previously housed in elementary schools, to the district's two middle schools. Considering this shift and any other natural shifts within the district, changes observed between the 2020-2021 and 2021-2022 school years cannot be directly attributed to the district's redistricting. However, changes resulting from the new attendance zone boundaries likely had a strong effect on the enrollment, socio-economic status, and racial demographics of the district's schools.

Enrollment

Table 4.1 USD 383 Total Enrollment (2020-2021, 2021-2022)

TOTAL ENROLLMENT (# of students)		CHANGE IN ENROLLMENT from 2020-2021 to 2021-2022	
2020-2021	2021-2022	# Students	% Students
6557	6753	196	3.0%

Table 4.2 USD 383 Elementary School Enrollment (2020-2021, 2021-2022)

ELEMENTARY SCHOOL ENROLLMENT (# of students)		CHANGE IN ENROLLMENT from 2020-2021 to 2021-2022	
2020-2021	2021-2022	# Students	% Students
3488	3179	-309	-8.9%

Manhattan-Ogden USD 383 experienced an increase in enrollment from the 2020-2021 school year to the 2021-2022 school year. In the 20201-2022 year, USD 383 gained 196 students, increasing enrollment by three percent from 6,557 students to 6,753 students. Despite a districtwide increase in enrollment, data shows a nearly nine percent decrease in the district's elementary school enrollment. This change can likely be attributed to the district moving sixth grade students, who were previously housed in elementary schools, to middle schools starting in the 2021-2022 school year.

Socio-Economic Status

Table 4.3 USD 383 Total Free and Reduced-Price Lunches (2020-2021, 2021-2022)

	2020-2021	**2021-2022**	**Change**
Total # of Students	6557	6753	196
# of Students Approved for Free Lunches	1996	1960	-36
% of Students Approved for Free Lunches	30.4%	29.0%	-1.4%
# of Students Approved for Reduced-Price Lunches	482	560	78
% of Students Approved for Reduced-Price Lunches	7.4%	8.3%	0.9%
# of Students Approved for Free or Reduced-Price Lunches	2478	2520	42
% of Students Approved for Free or Reduced-Price Lunches	37.8%	37.3%	-0.5%

While USD 383 experienced an overall increase in enrollment, the percentage of students approved for free and reduced-price lunches decreased slightly between the 2020-2021 to 2021-2022 school year from 37.8% to 37.2%. This 0.5% net decrease of students approved for free and reduced-price lunches is a result of 1.4% *decrease* in the number of students approved for free lunches and a 0.9% *increase in* students approved for reduced-price lunches. USD 383's *elementary school* population also experienced a decrease in the number of students approved for

free and reduced-price lunches from 40.5% to 39.0%. This 1.4% net decrease of students approved for free and reduced-price lunches is a result of 2.4% *decrease* in the number of students approved for free lunches and a 1.0% *increase in* students approved for reduced-price lunches.

Racial Demographics

Based on estimated percentages, from the 2020-2021 school year to the 2021-2022 school year, USD 383's elementary school population experienced slight changes in racial demographics. The elementary school population recorded slight decreases in the White and Asian student populations and slight increases in the Multi-Ethnic and Hispanic populations. Specifically, there was an estimated two percent decrease in the White student population and one percent decrease in the Asian student population while the Multi-Ethnic population was estimated to have increased by two percent and the Hispanic population by one percent. No change was noticed the Black or the American Indian or Alaska Native student populations.

Table 4.4 USD 383 Elementary Schools Estimated Racial Distribution (2020-2021, 2021-2022)

	2020-2021	2021-2022	Change
White	*59%*	*57%*	*-2%*
Black	*9%*	*9%*	*0%*
Hispanic	*14%*	*15%*	*1%*
American Indian or Alaska Native	*2%*	*2%*	*0%*
Asian	*6%*	*5%*	*-1%*
Multi-Ethnic	*9%*	*11%*	*2%*

It is important to note that the racial demographic estimations made for USD 383 are likely more accurate than individual school estimations. District data deals with larger numbers and fewer categories notated as "<10" which result in less overestimation. Because more

categories notated as "<10" fall within minority racial demographics, minority student populations are likely overestimated across the ten elementary schools. Therefore, comparisons between estimated racial demographics by school and estimated racial demographics across the district should be treated with caution.

Intra-School Comparisons

Amanda Arnold Elementary

Enrollment

Table 4.5 Amanda Arnold Enrollment (2020-2021, 2021-2022)

TOTAL ENROLLMENT (# of students)		CHANGE IN ENROLLMENT from 2020-2021 to 2021-2022		USD 383 Elementary School Change	DIFFERENCE in Change (versus USD 383 change)
2020-2021	2021-2022	# Students	% Students	% Students	
556	468	-88	-15.8%	-8.9%	-6.9%

Amanda Arnold Elementary experienced a decline in enrollment from the 2020-2021 school year to the 2021-2022 school year. Amanda Arnold's enrollment went down by 88 students, decreasing by 15.8% from 556 to 468 students. This decrease is nearly 7 percentage points greater than the USD 383 elementary school population decrease of 8.9%.

Socio-Economic Status

Table 4.6 Amanda Arnold Free and Reduced-Price Lunches (2020-2021, 2021-2022)

	Amanda Arnold 2020-2021	*USD 383 2020-2021*	Amanda Arnold 2021-2022	*USD 383 2021-2022*	Amanda Arnold Change	*USD 383 Change*
Total # of Students	556		468		-88	
# of Students Approved for Free Lunches	84		67		-17	
% of Students Approved for Free Lunches	15.1%	*33.2%*	14.3%	*30.8%*	-0.8%	*-2.40%*
# of Students Approved for Reduced-Price Lunches	29		28		-1	

% of Students Approved for Reduced-Price Lunches	5.2%	*7.3%*	6.0%	*8.3%*	0.8%	*1.00%*
# of Students Approved for Free or Reduced-Price Lunches	113		95		-18	
% of Students Approved for Free or Reduced-Price Lunches	20.3%	*40.5%*	20.3%	*39.0%*	0.0%	*-1.40%*

While the number of students approved for free- and reduced-price lunches at Amanda Arnold declined from the 2020-2021 to 2021-2022 school year, this likely can be attributed to an overall decrease in school enrollment. Despite the decrease in the number of students approved for free and reduced-price lunches, the percentage of students approved remained at 20.3%. This net zero change was created by a slight decrease the number of students approved for free lunches (decrease of 0.8%) and a slight increase in the number of students approved for reduced-price lunches (increase of 0.8%). Therefore, it can be stated that the socio-economic status of Amanda Arnold's student body changed minimally between the 2020-2021 and 2021-2022 school years.

Compared to the percentage of students in USD 383 who were approved for free and reduced-price lunches for the 2021-2022 school year (39%), Amanda Arnold has a lower percentage (20.3%). Thus, it can be inferred that, within the district, Amanda Arnold has a higher-than-average socio-economic status. It can also be said that Amanda Arnold experienced less change in students' socio-economic status between the 2020-2021 and 2021-2022 school years than did USD 383. While the percentage of students receiving free and reduced-priced lunches in USD 383 declined by 1.4%, Amanda Arnold experienced no change.

Racial Demographics

Table 4.7 Amanda Arnold Estimated Racial Distribution (2020-2021, 2021-2022)

2020-2021	2021-2022	Change

	Amanda Arnold	USD 383	Amanda Arnold	USD 383	Amanda Arnold	USD 383
White	44%	*59%*	41%	*57%*	-3%	*-2%*
Black	13%	*9%*	14%	*9%*	1%	*0%*
Hispanic	14%	*14%*	14%	*15%*	0%	*1%*
American Indian or Alaska Native	3%	*2%*	2%	*2%*	-1%	*0%*
Asian	14%	*6%*	13%	*5%*	-1%	*-1%*
Multi-Ethnic	13%	*9%*	14%	*11%*	1%	*2%*

While Amanda Arnold experienced slight changes in its racial distribution from the 2020-2021 to the 2021-2022 school years, the changes were similar to that of USD 383. Based on estimated percentages, from the 2020-2021 school year to 2021-2022, Amanda Arnold experienced 1% decreases in each White, American Indian or Alaska Native, and Asian student populations and slight increases in the Black (2%) and Multi-Ethnic student populations (1%). USD 383 also experienced a decrease in White (2%) and Asian (1%) student populations and an increase in the Multi-Ethnic student population (2%). However, between the 2020-2021 and 2021-2022 school years Amanda Arnold's racial distribution became slightly more different than that of the district.

Summary

Between the 2020-2021 school year and 2021-2022 school year, Amanda Arnold experienced a decline in enrollment greater than that of USD 383. Despite the change in enrollment, the school experienced no change in percentage of students approved for free and reduced-price lunches. Additionally, changes in racial demographic distribution were minimal and similar to districtwide shifts.

Frank V. Bergman

Enrollment

Table 4.8 Bergman Enrollment (2020-2021, 2021-2022)

TOTAL ENROLLMENT (# of students)		CHANGE IN ENROLLMENT from 2020-2021 to 2021-2022		USD 383 Elementary School Change	DIFFERENCE in Change (versus USD 383 change)
2020-2021	2021-2022	# Students	% Students	% Students	
487	420	-67	-13.8%	-8.9%	-4.9%

Frank V. Bergman Elementary experienced a slight decline in enrollment from the 2020-2021 school year to the 2021-2022 school year. Bergman's enrollment went down by 67 students, decreasing by 13.8% from 487 to 420 students. This decrease is nearly 5 percentage points greater than the USD 383 elementary school population decrease of 8.9%.

Socio-Economic Status

Table 4.9 Bergman Free and Reduced-Price Lunches (2020-2021, 2021-2022)

	Bergman 2020-2021	USD 383 2020-2021	Bergman 2021-2022	USD 383 2021-2022	Bergman Change	USD 383 Change
Total # of Students	487		420		-67	
# of Students Approved for Free Lunches	169		148		-21	
% of Students Approved for Free Lunches	34.7%	33.2%	35.2%	30.8%	0.5%	-2.40%
# of Students Approved for Reduced-Price Lunches	35		25		-10	
% of Students Approved for Reduced-Price Lunches	7.2%	7.3%	6.0%	8.3%	-1.2%	1.00%
# of Students Approved for Free or Reduced-Price Lunches	204		173		-31	
% of Students Approved for Free or Reduced-Price Lunches	41.9%	40.5%	41.2%	39.0%	-0.7%	-1.40%

While the number of students approved for free and reduced-price lunches at Bergman declined from the 2020-2021 to 2021-2022 school year, this likely can be attributed to an overall decrease in enrollment at the school. However, the school experienced an increase the percentage of students approved for free lunches (0.5%) and a decrease in the percentage of students approved for reduced-price lunches (1.2%). These changes resulted in a net decrease (0.7%) of

the percentage of students approved for free and reduced-price lunches, declining from 41.9% to 41.2%. This indicates that Bergman experienced a slight increase in the socio-economic status of their student body.

Compared to the percentage of students in USD 383 who were approved for free and reduced-price lunches for the 2021-2022 school year (39%), Bergman has a slightly higher percentage (41.2%). Thus, it can be inferred that, within the district, Bergman has a slightly lower-than-average socio-economic status. It can also be said that Bergman experienced less change in students' socio-economic status between the 2020-2021 and 2021-2022 school years than did USD 383. While the percentage of students receiving free and reduced-priced lunches in USD 383 declined by 1.4%, the same figure at Bergman only declined by 0.7%.

Racial Demographics

Table 4.10 Bergman Estimated Racial Distribution (2020-2021, 2021-2022)

	2020-2021		2021-2022		Change	
	Bergman	**USD 383**	**Bergman**	**USD 383**	**Bergman**	**USD 383**
White	40%	*59%*	38%	*57%*	-2%	*-2%*
Black	14%	*9%*	15%	*9%*	1%	*0%*
Hispanic	16%	*14%*	17%	*15%*	1%	*1%*
American Indian or Alaska Native	0%	*2%*	1%	*2%*	1%	*0%*
Asian	14%	*6%*	13%	*5%*	-1%	*-1%*
Multi-Ethnic	16%	*9%*	15%	*11%*	-1%	*2%*

Bergman experienced slight changes in its racial distribution from the 2020-2021 to the 2021-2022 school years. Based on estimated percentages, from the 2020-2021 school year to 2021-2022, Bergman experienced a 1% decrease in the Multi-Ethnic and 2% decrease in the Hispanic and Asian student populations. The school also experienced a 1% increase in both the Black and American Indian or Alaska Native student populations while the White population increased by 2%. Although the changes were slight, some of the racial demographic changes in

USD 383 were in the opposite direction of those in Bergman. For example, USD 383 experienced a decrease in the White (2%) student population while Bergman experienced an increase. USD 383 also experienced an increase in the Multi-Ethnic student population (2%) while Bergman experienced a decrease. With all these shifts, between the 2020-2021 and 2021-2022 school years Bergman's racial distribution shifted slightly to better reflect the racial distribution of the district.

Summary

Between the 2020-2021 school year and 2021-2022 school year, Bergman experienced decline in enrollment greater than that of USD 383. As enrollment declined, the school experienced a slight increase in the socio-economic status of their student body, but less than districtwide growth in socio-economic status. Changes in the racial demographics of Bergman's student population were slight but they varied from racial demographic changes experienced by USD 383.

Bluemont Elementary School

Enrollment

Table 4.11 Bluemont Enrollment (2020-2021, 2021-2022)

TOTAL ENROLLMENT (# of students)		CHANGE IN ENROLLMENT from 2020-2021 to 2021-2022		USD 383 Elementary School Change	DIFFERENCE in Change (versus USD 383 change)
2020-2021	2021-2022	# Students	% Students	% Students	
266	196	-70	-26.3%	-8.9%	-17.4%

Bluemont Elementary experienced a decline in enrollment from the 2020-2021 school year to the 2021-2022 school year. Bergman's enrollment went down by 70 students, decreasing

by 26.3% from 266 to 196 students. This decrease is 17.4 percentage points greater than the USD 383 elementary school population decrease of 8.9%.

Socio-Economic Status

Table 4.12 Bluemont Free and Reduced-Price Lunches (2020-2021, 2021-2022)

	Bluemont 2020-2021	USD 383 2020-2021	Bluemont 2021-2022	USD 383 2021-2022	Bluemont Change	USD 383 Change
Total # of Students	266		196		-70	
# of Students Approved for Free Lunches	122		81		-41	
% of Students Approved for Free Lunches	45.9%	33.2%	41.3%	30.8%	-4.6%	-2.40%
# of Students Approved for Reduced-Price Lunches	22		20		-2	
% of Students Approved for Reduced-Price Lunches	8.3%	7.3%	10.2%	8.3%	1.9%	1.00%
# of Students Approved for Free or Reduced-Price Lunches	144		101		-43	
% of Students Approved for Free or Reduced-Price Lunches	54.1%	40.5%	51.5%	39.0%	-2.6%	-1.40%

While the number of students approved for free- and reduced-price lunches at Bluemont declined from the 2020-2021 to 2021-2022 school year, this likely can be attributed to an overall decrease in enrollment at the school. Bluemont experienced a decrease in the percentage of students approved for free lunches (4.6%) and an increase in the percentage of students approved for reduced-price lunches (1.9%), resulting in a net decrease (2.6%) in the percentage of students approved for free and reduced-price lunches from 54.1% to 51.5%. This indicates that Bluemont experienced an increase in the socio-economic status of their student body.

Compared to the percentage of students in USD 383 who were approved for free and reduced-price lunches for the 2021-2022 school year (39%), Bluemont has a higher percentage (51.5%). Thus, it can be inferred that, within the district, Bluemont has a lower-than-average

socio-economic status. It can also be said that Bluemont experienced greater change in students' socio-economic status between the 2020-2021 and 2021-2022 school years than did USD 383. While the percentage of students receiving free and reduced-priced lunches in USD 383 only declined by 1.4%, the same figure at Bluemont declined by 2.6%.

Racial Demographics

Table 4.13 Bluemont Estimated Racial Distribution (2020-2021, 2021-2022)

	2020-2021		2021-2022		Change	
	Bluemont	**USD 383**	**Bluemont**	**USD 383**	**Bluemont**	**USD 383**
White	37%	*59%*	36%	*57%*	-1%	*-2%*
Black	17%	*9%*	22%	*9%*	5%	*0%*
Hispanic	20%	*14%*	18%	*15%*	-2%	*1%*
American Indian or Alaska Native	2%	*2%*	0%	*2%*	-2%	*0%*
Asian	9%	*6%*	8%	*5%*	-1%	*-1%*
Multi-Ethnic	15%	*9%*	16%	*11%*	1%	*2%*

Bluemont experienced varying levels of changes in its racial distribution from the 2020-2021 to the 2021-2022 school years. Based on estimated percentages from the 2020-2021 school year to 2021-2022, Bluemont experienced a 1% decrease in both White and Asian student populations and a 2% decrease in Hispanic and American Indian or Alaska Native student populations. The school also experienced a 1% increase in Multi-Ethnic student population while the Black student population increased by 5%. USD 383 experienced some similar trends to those of Bluemont like a decrease in the White (2%) and Asian student populations (1%) and an increase in the Multi-Ethnic student population (2%). However, while the Hispanic student population decreased at Bluemont, it increased by 1% across the district. Additionally, while the district saw no change in the size of the Black student population, Bluemont experienced a 5% increase. With these shifts, between the 2020-2021 and 2021-2022 school years Bluemont's racial distribution became slightly more different than that of the district.

Summary

Between the 2020-2021 school year and 2021-2022 school year, Bluemont experienced decline in enrollment significantly greater than that of USD 383. Along with a decline in enrollment, the school also experienced an increase in the socio-economic status of their student body, greater than that of the growth in socio-economic status districtwide. Most of the changes in the racial demographics of Bluemont's student population were slight with the most significant being an increase in the Black student population.

Lee Elementary

Enrollment

Table 4.14 Lee Enrollment (2020-2021, 2021-2022)

TOTAL ENROLLMENT (# of students)		CHANGE IN ENROLLMENT from 2020-2021 to 2021-2022		USD 383 Elementary School Change	DIFFERENCE in Change (versus USD 383 change)
2020-2021	2021-2022	# Students	% Students	% Students	
466	262	-204	-43.8%	-8.9%	-34.9%

Lee Elementary experienced a decline in enrollment from the 2020-2021 school year to the 2021-2022 school year. Lee's enrollment went down by 204 students, decreasing by 43.8% from 466 to 262 students. This decrease is nearly 35 percentage points greater than the USD 383 elementary school population decrease of 8.9%.

Socio-Economic Status

Table 4.15 Lee Free and Reduced-Price Lunches (2020-2021, 2021-2022)

	Lee 2020-2021	USD 383 2020-2021	Lee 2021-2022	USD 383 2021-2022	Lee Change	USD 383 Change
Total # of Students	466		262		-204	
# of Students Approved for Free Lunches	191		97		-94	

% of Students Approved for Free Lunches	41.0%	33.2%	37.0%	30.8%	-4.0%	-2.40%
# of Students Approved for Reduced-Price Lunches	34		36		2	
% of Students Approved for Reduced-Price Lunches	7.3%	7.3%	13.7%	8.3%	6.4%	1.00%
# of Students Approved for Free or Reduced-Price Lunches	225		133		-92	
% of Students Approved for Free or Reduced-Price Lunches	48.3%	40.5%	50.8%	39.0%	2.5%	-1.40%

While the number of students approved for free and reduced-price lunches at Lee declined from the 2020-2021 to 2021-2022 school year, this likely can be attributed to an overall decrease in enrollment at the school. Lee experienced a decrease in the percentage of students approved for free lunches (4.0%) and an increase in the percentage of students approved for reduced-price lunches (6.4%), resulting in a net increase (2.5%) in the percentage of students approved for free and reduced-price lunches from 48.3% to 50.8%. This indicates that Lee experienced a decline in the socio-economic status of their student body.

Compared to the percentage of students in USD 383 who were approved for free and reduced-price lunches for the 2021-2022 school year (39%), Lee has a higher percentage (50.8%). Thus, it can be inferred that, within the district, Lee has a lower-than-average socio-economic status. It can also be said that Lee experienced greater change in students' socio-economic status between the 2020-2021 and 2021-2022 school years than did USD 383. The change Lee experienced was also in a different direction than what the district experienced. While the percentage of students receiving free and reduced-priced lunches in USD 383 declined by 1.4%, the same figure at Lee *increased* by 2.5%.

Racial Demographics

Table 4.16 Lee Estimated Racial Distribution (2020-2021, 2021-2022)

	2020-2021		2021-2022		Change	
	Lee	**USD 383**	**Lee**	**USD 383**	**Lee**	**USD 383**
White	32%	*59%*	29%	*57%*	-3%	*-2%*
Black	16%	*9%*	18%	*9%*	2%	*0%*
Hispanic	16%	*14%*	20%	*15%*	4%	*1%*
American Indian or Alaska Native	3%	*2%*	0%	*2%*	-3%	*0%*
Asian	16%	*6%*	15%	*5%*	-1%	*-1%*
Multi-Ethnic	16%	*9%*	18%	*11%*	2%	*2%*

Lee experienced varying levels of changes in its racial distribution from the 2020-2021 to the 2021-2022 school years. Based on estimated percentages, from the 2020-2021 school year to 2021-2022, Lee experienced a 1% decrease in the Asian student population, a 3% decrease in American Indian or Alaska Native, and 4% decrease in the White student population. The school also experienced a 2% increase each in Black, Hispanic, and Multi-Ethnic student populations. Overall, based on these estimated percentages, it can be concluded that Lee became less White and gained a slightly larger minority student population from the 2020-2021 school year to the 2021-2022 school year. These shifts were similar to those experienced by USD 383. Like Lee, USD 383 also experienced a decrease in the Asian (1%) and White (2%) student populations and an increase in the Hispanic (1%) and Multi-Ethnic (2%) populations. Despite the similarities of these shifts to that of the district, between the 2020-2021 and 2021-2022 school years Lee's racial distribution became more different than that of the district.

Summary

Between the 2020-2021 school year and 2021-2022 school year, Lee experienced a decline in enrollment significantly greater than that of USD 383. Along with a decline in enrollment, the school experienced a decrease in the socio-economic status of their student body, contrary to districtwide trends. Lee also experienced racial demographic shifts that led the school

to become less White and to gain a slightly larger minority student population. The racial demographic shifts Lee experienced were similar to those of USD 383.

Marlatt Elementary

Enrollment

Table 4.17 Marlatt Enrollment (2020-2021, 2021-2022)

TOTAL ENROLLMENT (# of students)		CHANGE IN ENROLLMENT from 2020-2021 to 2021-2022		USD 383 Elementary School Change	DIFFERENCE in Change (versus USD 383 change)
2020-2021	2021-2022	# Students	% Students	% Students	
374	447	73	19.5%	-8.9%	10.6%

Marlatt Elementary experienced an increase in enrollment from the 2020-2021 school year to the 2021-2022 school year. Marlatt's enrollment went up by 73 students, increasing by 19.5% from 447 to 374 students. This change is greater and in a different direction than USD 383 elementary school population *decrease* of 8.9%.

Socio-Economic Status

Table 4.18 Marlatt Free and Reduced-Price Lunches (2020-2021, 2021-2022)

	Marlatt 2020-2021	USD 383 2020-2021	Marlatt 2021-2022	USD 383 2021-2022	Marlatt Change	USD 383 Change
Total # of Students	374		447		73	
# of Students Approved for Free Lunches	68		67		-1	
% of Students Approved for Free Lunches	18.2%	33.2%	15.0%	30.8%	-3.2%	-2.40%
# of Students Approved for Reduced-Price Lunches	17		31		14	
% of Students Approved for Reduced-Price Lunches	4.5%	7.3%	6.9%	8.3%	2.4%	1.00%
# of Students Approved for Free or Reduced-Price Lunches	85		98		13	
% of Students Approved for Free or Reduced-Price Lunches	22.7%	40.5%	21.9%	39.0%	-0.8%	-1.40%

While the number of students approved for free and reduced-price lunches at Marlatt increased from the 2020-2021 to 2021-2022 school year, this likely can be attributed to an overall increase in enrollment at the school. Marlatt experienced a decrease the percentage of students approved for free lunches (3.2%) and an increase in the percentage of students approved for reduced-price lunches (2.4%), resulting in a net decrease (0.8%) in the percentage of students approved for free- and reduced-price lunches from 22.7% to 21.9%. This indicates that Marlatt experienced a slight increase in the socio-economic status of their student body.

Compared to the percentage of students in USD 383 who were approved for free and reduced-price lunches for the 2021-2022 school year (39%), Marlatt has a lower percentage (21.9%). Thus, it can be inferred that, within the district, Marlatt has a higher-than-average socio-economic status. It can also be said that Marlatt experienced less change in students' socio-economic status between the 2020-2021 and 2021-2022 school years than did USD 383. While the percentage of students receiving free and reduced-priced lunches in USD 383 declined by 1.4%, the same figure at Marlatt only declined by 0.8%.

Racial Demographics

Table 4.19 Marlatt Estimated Racial Distribution (2020-2021, 2021-2022)

	2020-2021		2021-2022		Change	
	Marlatt	**USD 383**	**Marlatt**	**USD 383**	**Marlatt**	**USD 383**
White	45%	*59%*	48%	*57%*	3%	*-2%*
Black	12%	*9%*	13%	*9%*	1%	*0%*
Hispanic	18%	*14%*	14%	*15%*	-4%	*1%*
American Indian or Alaska Native	0%	*2%*	0%	*2%*	0%	*0%*
Asian	11%	*6%*	11%	*5%*	0%	*-1%*
Multi-Ethnic	14%	*9%*	14%	*11%*	0%	*2%*

Marlatt experienced varying levels of changes in its racial distribution from the 2020-2021 to the 2021-2022 school years. Based on estimated percentages from the 2020-2021 school

year to 2021-2022, Marlatt experienced a 4% decrease in the Hispanic student population and increases in both the White (3%) and Black (1%) student populations. There are still no Native American or Alaska Native students in the school and there was no noticeable change in the Asian or Multi-Ethnic student populations. Overall, based on these estimated percentages, the most significant changes Marlatt experienced from the 2020-2021 school year to the 2021-2022 school year was an increase in White students and decrease in Hispanic students. Although most of the changes were small, these shifts were different than those experienced by USD 383. While Marlatt experienced and increase in the White student population and no noticeable change in the Asian student population, USD 383 experienced a decrease in both the White (2%) and Asian (1%) student populations. Also, while Marlatt experienced a decrease in the Hispanic student population and no noticeable change in the Multi-Ethnic student population, USD experienced an increase in both the Hispanic (1%) and Multi-Ethnic (2%) populations. With all these shifts, between the 2020-2021 and 2021-2022 school years Marlatt's racial distribution shifted to better reflect the racial distribution of the district.

Summary

Between the 2020-2021 school year and 2021-2022 school year, Marlatt experienced an increase in enrollment, in contrast to the districtwide trend of a decline in elementary school enrollment. Along with an increase in enrollment, the school experienced an increase in the socio-economic status of their student body, but less so than the increase districtwide. Marlatt also experienced racial demographic shifts that led their school to become more White. This shift, and other smaller shifts, in racial demographics were different than those experienced by USD 383.

Northview Elementary

Enrollment

Table 4.20 Northview Enrollment (2020-2021, 2021-2022)

TOTAL ENROLLMENT (# of students)		CHANGE IN ENROLLMENT from 2020-2021 to 2021-2022		USD 383 Elementary School Change	DIFFERENCE in Change (versus USD 383 change)
2020-2021	2021-2022	# Students	% Students	% Students	
476	387	-89	-18.7%	-8.9%	-9.8%

Northview Elementary experienced a decline in enrollment from the 2020-2021 school year to the 2021-2022 school year. Northview's enrollment went down by 89 students, decreasing by 18.7% from 476 to 387 students. This decrease is 9.8 percentage points greater than the USD 383 elementary school population decrease of 8.9%.

Socio-Economic Status

Table 4.21 Northview Free and Reduced-Price Lunches (2020-2021, 2021-2022)

	Northview 2020-2021	USD 383 2020-2021	Northview 2021-2022	USD 383 2021-2022	Northview Change	USD 383 Change
Total # of Students	476		387		-89	
# of Students Approved for Free Lunches	236		191		-45	
% of Students Approved for Free Lunches	49.6%	33.2%	49.4%	30.8%	-0.2%	-2.40%
# of Students Approved for Reduced-Price Lunches	50		46		-4	
% of Students Approved for Reduced-Price Lunches	10.5%	7.3%	11.9%	8.3%	1.4%	1.00%
# of Students Approved for Free or Reduced-Price Lunches	286		237		-49	
% of Students Approved for Free or Reduced-Price Lunches	60.1%	40.5%	61.2%	39.0%	1.1%	-1.40%

While the number of students approved for free and reduced-price lunches at Northview decreased from the 2020-2021 to 2021-2022 school year, this likely can be attributed to an overall decrease in enrollment at the school. Northview experienced a slight decrease in the

percentage of students approved for free lunches (0.2%) and an increase in the percentage of students approved for reduced-price lunches (1.4%), resulting in a net increase (1.1%) in the percentage of students approved for free and reduced-price lunches from 60.1% to 61.2%. This indicates that Northview experienced a slight decrease in the socio-economic status of their student body.

Compared to the percentage of students in USD 383 who were approved for free and reduced-price lunches for the 2021-2022 school year (39%), Northview has a higher percentage (61.2%). Thus, it can be inferred that, within the district, Northview has a lower-than-average socio-economic status. It can also be said that Northview experienced slightly less change in students' socio-economic status between the 2020-2021 and 2021-2022 school years than did USD 383. However, the change Northview did experience was in a different direction than what the district experienced. While the percentage of students receiving free and reduced-priced lunches in USD 383 declined by 1.4%, the same figure at Northview *increased* by 1.1%.

Racial Demographics

Table 4.22 Northview Estimated Racial Distribution (2020-2021, 2021-2022)

	2020-2021		2021-2022		Change	
	Northview	**USD 383**	**Northview**	**USD 383**	**Northview**	**USD 383**
White	35%	*59%*	33%	*57%*	-2%	*-2%*
Black	17%	*9%*	17%	*9%*	0%	*0%*
Hispanic	17%	*14%*	17%	*15%*	0%	*1%*
American Indian or Alaska Native	0%	*2%*	3%	*2%*	3%	*0%*
Asian	13%	*6%*	14%	*5%*	1%	*-1%*
Multi-Ethnic	17%	*9%*	16%	*11%*	-1%	*2%*

Northview experienced slight changes in its racial distribution from the 2020-2021 to the 2021-2022 school years. Based on estimated percentages, from the 2020-2021 school year to 2021-2022 school year, Northview experienced a 1% decrease in the Multi-Ethnic student

population and 3% decrease in the White student population. The school also experienced a 1% increase in the Asian student population and a 3% increase in the American Indian or Alaska Native population (of which there were no students in the 2020-2021 school year). There was no noticeable change in the Black or Hispanic student populations. Overall, based on these estimated percentages, the most significant changes Northview experienced from the 2020-2021 school year to the 2021-2022 school year was a decrease in White students. This shift in White students was also experienced by USD 383 (a 2% decrease). However, while Northview experienced a decrease in the Multi-Ethnic student population and an increase in the Asian student population, USD 383 experienced an *increase* in the Multi-Ethnic student population (2%) and *decrease* in the Asian student population (1%). Also, while Northview experienced no change in the Hispanic student population, there was a 1% increase in USD 383. With all these shifts, between the 2020-2021 and 2021-2022 school years Northview's racial distribution shifted slightly to better reflect the racial distribution of the district.

Summary

Between the 2020-2021 school year and 2021-2022 school year, Northview experienced a decrease in enrollment, greater than that experienced districtwide. Along with a decrease in enrollment, the school experienced decrease in the socio-economic status of their student body, in contrast to the districtwide trend of an increasing socio-economic status. Northview also experienced racial demographic shifts that led their school to become less White. This shift in White students parallels that experienced by USD 383, but Northview's shifts in other demographics vary from those experienced by USD 383.

Ogden Elementary

Enrollment

Table 4.23 Ogden Enrollment (2020-2021, 2021-2022)

TOTAL ENROLLMENT (# of students)		CHANGE IN ENROLLMENT from 2020-2021 to 2021-2022		USD 383 Elementary School Change	DIFFERENCE in Change (versus USD 383 change)
2020-2021	2021-2022	# Students	% Students	% Students	
155	140	-15	-9.7%	-8.9%	-0.8%

Ogden Elementary experienced a decline in enrollment from the 2020-2021 school year to the 2021-2022 school year. Ogden's enrollment went down by 15 students, decreasing by 9.7% from 155 to 140 students. This decrease is 0.8 percentage points greater than the USD 383 elementary school population decrease of 8.9%.

Socio-Economic Status

Table 4.24 Ogden Free and Reduced-Price Lunches (2020-2021, 2021-2022)

	Ogden 2020-2021	USD 383 2020-2021	Ogden 2021-2022	USD 383 2021-2022	Ogden Change	USD 383 Change
Total # of Students	155	3488	140	3179	-15	
# of Students Approved for Free Lunches	78	1157	76	978	-2	
% of Students Approved for Free Lunches	50.3%	33.2%	54.3%	30.8%	4.0%	-2.40%
# of Students Approved for Reduced-Price Lunches	19	254	11	263	-8	
% of Students Approved for Reduced-Price Lunches	12.3%	7.3%	7.9%	8.3%	-4.4%	1.00%
# of Students Approved for Free or Reduced-Price Lunches	97	1411	87	1241	-10	
% of Students Approved for Free or Reduced-Price Lunches	62.6%	40.5%	62.1%	39.0%	-0.5%	-1.40%

While the number of students approved for free and reduced-price lunches at Ogden decreased from the 2020-2021 to 2021-2022 school year, this likely can be attributed to an overall decrease in enrollment at the school. Ogden experienced a slight decrease in the

percentage of students approved for free lunches (4.0%) and an increase in the percentage of students approved for reduced-price lunches (4.4%), resulting in a net decrease (0.5%) in the percentage of students approved for free and reduced-price lunches from 62.6% to 62.1%. While not reflected in the overall percentages, the increase in the number of students receiving free lunches suggests a slight decrease in the socio-economic status of Ogden's student body.

Compared to the percentage of students USD 383 who were approved for free and reduced-price lunches for the 2021-2022 school year (39%), Ogden has a higher percentage (62.1%). Thus, it can be inferred that, within the district, Ogden has a lower-than-average socio-economic status. It can also be said that Ogden experienced less change in students' socio-economic status between the 2020-2021 and 2021-2022 school years than did USD 383. While the percentage of students receiving free- and reduced-priced lunches in USD 383 declined by 1.4%, the same figure at Ogden only declined by 0.5%.

Racial Demographics

Table 4.25 Ogden Estimated Racial Distribution (2020-2021, 2021-2022**)**

	2020-2021		2021-2022		Change	
	Ogden	**USD 383**	**Ogden**	**USD 383**	**Ogden**	**USD 383**
White	35%	*59%*	28%	*57%*	-7%	*-2%*
Black	28%	*9%*	23%	*9%*	-5%	*0%*
Hispanic	20%	*14%*	26%	*15%*	6%	*1%*
American Indian or Alaska Native	0%	*2%*	2%	*2%*	2%	*0%*
Asian	5%	*6%*	0%	*5%*	-5%	*-1%*
Multi-Ethnic	13%	*9%*	21%	*11%*	8%	*2%*

Ogden experienced various shifts changes in its racial distribution from the 2020-2021 to the 2021-2022 school years. Based on estimated percentages, from the 2020-2021 school year to 2021-2022, Ogden experienced a decrease in the Asian (5%), Black (5%), and White (6%) student populations. The school also experienced an increase in the American Indian or Alaska

Native (2%), Hispanic (6%), and Multi-Ethnic (8%) student populations. It is significant to note that Ogden gained American Indian or Alaska Native students from having none in the 2020-2021 school year and that the school lost all their Asian students between the school years. Overall, based on these estimated percentages, Ogden experienced significant shifts in the racial demographics of their school from the 2020-2021 school year to the 2021-2022 school year. The school did not appear to become more "White" or less "White", but experienced shifts within specific demographic groups. Many of the shifts that took place in Ogden were also experienced in USD 383, but to a lesser extent. Specifically, like Ogden, USD 383 also experienced a decrease in the Asian (1%) and White (2%) student populations and an increase in the Hispanic (1%) and Multi-Ethnic student populations (2%). However, while Ogden experienced a decrease in the Black student population. USD 383 experienced no significant change in the Black student population. With these, between the 2020-2021 and 2021-2022 school years Ogden's racial distribution became more different than that of the district.

Summary

Between the 2020-2021 school year and 2021-2022 school year, Ogden experienced a decrease in enrollment, slightly greater than that experienced districtwide. Along with a decrease in enrollment, the school experienced a slight increase in the socio-economic status of their student body, but less so than that of USD 383. Ogden also experienced racial demographic shifts. These shifts did not lead the school to become more "White" or less "White", but resulted in shifts within minority demographic groups.

Oliver Brown Elementary

Enrollment

Table 4.26 Oliver Brown Enrollment (2020-2021, 2021-2022)

TOTAL ENROLLMENT (# of students)		CHANGE IN ENROLLMENT from 2020-2021 to 2021-2022		USD 383 Elementary School Change	DIFFERENCE in Change (versus USD 383 change)
2020-2021	2021-2022	# Students	% Students	% Students	
N/A	300	N/A	N/A	-8.9%	N/A

In the 2021-2022 school year, its first year open, Oliver Brown enrolled 300 students.

Socio-Economic Status

Table 4.27 Oliver Brown Free and Reduced-Price Lunches (2020-2021, 2021-2022)

	Oliver Brown 2020-2021	USD 383 2020-2021	Oliver Brown 2021-2022	USD 383 2021-2022	Oliver Brown Change	USD 383 Change
Total # of Students	N/A		300		N/A	
# of Students Approved for Free Lunches	N/A		43		N/A	
% of Students Approved for Free Lunches	N/A	33.2%	14.3%	30.8%	N/A	-2.40%
# of Students Approved for Reduced-Price Lunches	N/A		16		N/A	
% of Students Approved for Reduced-Price Lunches	N/A	7.3%	5.3%	8.3%	N/A	1.00%
# of Students Approved for Free or Reduced-Price Lunches	N/A		59		N/A	
% of Students Approved for Free or Reduced-Price Lunches	N/A	40.5%	19.7%	39.0%	N/A	-1.40%

Compared to the percentage of students in the USD 383 school district who were approved for free and reduced-price lunches for the 2021-2022 school year (39%), Oliver Brown has a lower percentage (19.7%). Thus, it can be inferred that, within the district, Oliver Brown has a higher-than-average socio-economic status.

Racial Demographics

Table 4.28 Oliver Brown Estimated Racial Distribution (2020-2021, 2021-2022)

2020-2021	2021-2022	Change

	Oliver Brown	USD 383	Oliver Brown	USD 383	Oliver Brown	USD 383
White	N/A	*59%*	48%	*57%*	N/A	*-2%*
Black	N/A	*9%*	15%	*9%*	N/A	*0%*
Hispanic	N/A	*14%*	19%	*15%*	N/A	*1%*
American Indian or Alaska Native	N/A	*2%*	0%	*2%*	N/A	*0%*
Asian	N/A	*6%*	2%	*5%*	N/A	*-1%*
Multi-Ethnic	N/A	*9%*	15%	*11%*	N/A	*2%*

The largest demographic of students at Oliver Brown is the White student population (49%) which is over double the size of the next largest population (Hispanic at 15%). For the 2021-2022 school year, it is estimated that 15% of the school was Black and 15% was Multi-Ethic. The Asian student population only made up 2% of enrollment while there were no Native American or Alaska Native students enrolled.

Summary

In the 2021-2022 school year, its first year open, Oliver Brown enrolled 300 students. Within the district, the school has a higher-than-average socio-economic status. The largest demographic of students at Oliver Brown is the White student population which is over double the size of the next largest population.

Theodore Roosevelt Elementary

Enrollment

Table 4.29 Theodore Roosevelt Enrollment (2020-2021, 2021-2022)

TOTAL ENROLLMENT (# of students)		CHANGE IN ENROLLMENT from 2020-2021 to 2021-2022		USD 383 Elementary School Change	DIFFERENCE in Change (versus USD 383 change)
2020-2021	**2021-2022**	**# Students**	**% Students**	**% Students**	
369	359	-10	-2.7%	-8.9%	6.2%

Theodore Roosevelt Elementary experienced a decline in enrollment from the 2020-2021 school year to the 2021-2022 school year. Theodore Roosevelt's enrollment went down by 10 students, decreasing by 2.7% from 369 to 359 students. This decrease is 6.2 percentage points less than the USD 383 elementary school population decrease of 8.9%.

Socio-Economic Status

Table 4.30 Theodore Roosevelt Free and Reduced-Price Lunches (2020-2021, 2021-2022)

	Theodore Roosevelt 2020-2021	USD 383 2020-2021	Theodore Roosevelt 2021-2022	USD 383 2021-2022	Theodore Roosevelt Change	USD 383 Change
Total # of Students	369		359		-10	
# of Students Approved for Free Lunches	137		124		-13	
% of Students Approved for Free Lunches	37.1%	33.2%	34.5%	30.8%	-2.6%	-2.40%
# of Students Approved for Reduced-Price Lunches	30		27		-3	
% of Students Approved for Reduced-Price Lunches	8.1%	7.3%	7.5%	8.3%	-0.6%	1.00%
# of Students Approved for Free or Reduced-Price Lunches	167		151		-16	
% of Students Approved for Free or Reduced-Price Lunches	45.3%	40.5%	42.1%	39.0%	-3.2%	-1.40%

While the number of students approved for free and reduced-price lunches at Theodore Roosevelt decreased from the 2020-2021 to 2021-2022 school year, this likely can be attributed to an overall decrease in enrollment at the school. Theodore Roosevelt experienced a decrease in the percentage of students approved for free lunches (2.6%) and a slight increase in the percentage of students approved for reduced-price lunches (0.6%), resulting in an overall decrease (3.2%) in the percentage of students approved for free and reduced-price lunches from 45.3% to 42.1%. This indicates that Theodore Roosevelt experienced an increase in the socio-economic status of their student body.

Compared to the percentage of students in the USD 383 school district who were approved for free and reduced-price lunches for the 2021-2022 school year (39%), Theodore Roosevelt has a slightly higher percentage (41.1%). Thus, it can be inferred that, within the district, Theodore Roosevelt has a slightly lower-than-average socio-economic status. It can also be said that Theodore Roosevelt experienced greater change in students' socio-economic status between the 2020-2021 and 2021-2022 school years than did USD 383. While the percentage of students receiving free and reduced-priced lunches in USD 383 declined by 1.4%, the same figure at Theodore Roosevelt declined by 3.2%.

Racial Demographics

Table 4.31 Theodore Roosevelt Estimated Racial Distribution (2020-2021, 2021-2022)

	2020-2021		2021-2022		Change	
	Theodore Roosevelt	**USD 383**	**Theodore Roosevelt**	**USD 383**	**Theodore Roosevelt**	**USD 383**
White	38%	*59%*	41%	*57%*	3%	*-2%*
Black	21%	*9%*	19%	*9%*	-2%	*0%*
Hispanic	16%	*14%*	17%	*15%*	1%	*1%*
American Indian or Alaska Native	0%	*2%*	0%	*2%*	0%	*0%*
Asian	5%	*6%*	3%	*5%*	-2%	*-1%*
Multi-Ethnic	18%	*9%*	20%	*11%*	2%	*2%*

Theodore Roosevelt experienced slight shifts changes in its racial distribution from the 2020-2021 to the 2021-2022 school years. Based on estimated percentages, from the 2020-2021 school year to the 2021-2022 school year, Theodore Roosevelt experienced a 3% decrease in the Black student population and 2% decrease in the Asian student population. The school also experienced an increase in Hispanic (1%), White (2%), and Multi-Ethnic (2%) student populations. There was no change in the American Indian or Alaska Native population, of which there were no students. Some of the shifts that took place in Theodore Roosevelt were the same as those experienced in USD 383 while others were different. Like Theodore Roosevelt, USD

383 also experienced a decrease in the Asian student population (1%) and an increase in the Hispanic (1%) and Multi-Ethnic (2%) student populations. However, while Theodore Roosevelt experienced an increase in the White student population, USD 383 experienced a decrease (2%). Additionally, while Theodore Roosevelt experienced a decrease in the Black student population, USD 383 experienced no significant change. With all these shifts, between the 2020-2021 and 2021-2022 school years Theodore Roosevelt's racial distribution shifted slightly to better reflect the racial distribution of the district.

Summary

Between the 2020-2021 school year and 2021-2022 school year, Theodore Roosevelt experienced a decline in enrollment, but less so than that experienced districtwide. Along with a decrease in enrollment, the school experienced an increase in the socio-economic status of their student body, greater that of USD 383. Theodore Roosevelt also experienced slight shifts changes in its racial distribution from the 2020-2021 to the 2021-2022 school years. Some of these changes were in line with districtwide trends while others were not.

Woodrow Wilson Elementary

Enrollment

Table 4.32 Woodrow Wilson Enrollment (2020-2021, 2021-2022)

TOTAL ENROLLMENT (# of students)		CHANGE IN ENROLLMENT from 2020-2021 to 2021-2022		USD 383 Elementary School Change	DIFFERENCE in Change (versus USD 383 change)
2020-2021	2021-2022	# Students	% Students	% Students	
339	200	-139	-41.0%	-8.9%	-32.1%

Woodrow Wilson Elementary experienced a dramatic decline in enrollment from the 2020-2021 school year to the 2021-2022 school year. Woodrow Wilson's enrollment went down

by 139 students, decreasing by 41.0% from 339 to 200 students. This decrease is over 32 percentage points greater than the USD 383 elementary school population decrease of 8.9%.

Socio-Economic Status

Table 4.33 Woodrow Wilson Free and Reduced-Price Lunches (2020-2021, 2021-2022)

	Woodrow Wilson 2020-2021	USD 383 2020-2021	Woodrow Wilson 2021-2022	USD 383 2021-2022	Woodrow Wilson Change	USD 383 Change
Total # of Students	339		200		-139	
# of Students Approved for Free Lunches	72		84		12	
% of Students Approved for Free Lunches	21.2%	33.2%	42.0%	30.8%	20.8%	-2.40%
# of Students Approved for Reduced-Price Lunches	18		23		5	
% of Students Approved for Reduced-Price Lunches	5.3%	7.3%	11.5%	8.3%	6.2%	1.00%
# of Students Approved for Free or Reduced-Price Lunches	90		107		17	
% of Students Approved for Free or Reduced-Price Lunches	26.5%	40.5%	53.5%	39.0%	27.0%	-1.40%

The number of students approved for free and reduced-price lunches at Woodrow Wilson increased from the 2020-2021 to 2021-2022 school year even while they experienced a drastic decrease in enrollment. Thus, the school experienced a significant increase in the percentage of students approved for free lunches (20.8%) and in the percentage of students approved for reduced-price lunches (6.2%), resulting in an overall increase (27%) in the percentage of students approved for free and reduced-price lunches from 26.5% to 53.5%. This indicates that Woodrow Wilson experienced a substantial decrease in the socio-economic status of their student body.

Compared to the percentage of students in the USD 383 school district who were approved for free and reduced-price lunches for the 2021-2022 school year (39%), Woodrow

Wilson has a higher percentage (53.5%). Thus, it can be inferred that, within the district, Woodrow Wilson has a lower-than-average socio-economic status. It can also be said that Woodrow Wilson experienced substantially more change in students' socio-economic status between the 2020-2021 and 2021-2022 school years than did USD 383. Additionally, the change Woodrow Wilson experienced was in a different direction than that of the district. While the percentage of students receiving free and reduced-priced lunches in USD 383 declined by 1.4%, the same figure at Woodrow Wilson *increased* by 3.2%.

Racial Demographics

Table 4.34 Woodrow Wilson Estimated Racial Distribution (2020-2021, 2021-2022)

	2020-2021		2021-2022		Change	
	Woodrow Wilson	**USD 383**	**Woodrow Wilson**	**USD 383**	**Woodrow Wilson**	**USD 383**
White	48%	*59%*	26%	*57%*	-22%	*-2%*
Black	13%	*9%*	23%	*9%*	10%	*0%*
Hispanic	20%	*14%*	23%	*15%*	3%	*1%*
American Indian or Alaska Native	2%	*2%*	2%	*2%*	0%	*0%*
Asian	3%	*6%*	6%	*5%*	3%	*-1%*
Multi-Ethnic	13%	*9%*	21%	*11%*	8%	*2%*

Based on estimated racial distributions of USD 383 and Woodrow Wilson for the 2021-2022 school year, Woodrow Wilson has a lower percentage of White students and a higher percentage of Black, Hispanic, and Multi-Ethnic students than the district. Woodrow Wilson experienced significant shifts changes in its racial distribution from the 2020-2021 to the 2021-2022 school years. Based on estimated percentages, from the 2020-2021 school year to the 2021-2022 school year, Woodrow Wilson experienced a 25% decrease in their White student population. The school also experienced a 3% increase in both the Hispanic and Asian student populations, a 7% increase in the Multi-Ethic student population, and a 10% increase in the Black student population. There was no significant change in the American Indian or Alaska

Native population. Based on these estimated percentages, Woodrow Wilson experienced dramatic changes in racial demographics from the 2020-2021 school year to the 2021-2022. Overall, Woodrow Wilson became significantly less White and gained a larger presence of minority students. Some of the shifts that took place in Woodrow Wilson were the same as those experienced in USD 383, but to a lesser extent. Like Woodrow Wilson, USD 383 also experienced a decrease in their White student population but only by 2% compared to Woodrow Wilson's 25%. Additionally, USD 383 also experienced an increase in both the Hispanic (1%) and Multi-Ethnic student population (2%). However, while Woodrow Wilson experienced an increase in their Asian and Black student population, USD 383 experienced a decrease in their Asian student population (1%) and no significant change in their Black student population. With these shifts, between the 2020-2021 and 2021-2022 school years Woodrow Wilson's racial distribution became significantly different than that of the district.

Summary

Between the 2020-2021 school year and 2021-2022 school year, Woodrow Wilson experienced a dramatic decline in enrollment, much greater than that experienced districtwide. Along with a decrease in enrollment, the school experienced a substantial decline in the socio-economic status of their student body, much greater that of USD 383. Woodrow Wilson also experienced dramatic changes in its racial distribution from the 2020-2021 to the 2021-2022 school years. Overall, Woodrow Wilson became significantly less White and gained a larger presence of minority students.

Three-Variable Summary

Table 4.35 Three-Variable Summary of Change from 2020-2021 to 2021-2022 School Year

	Enrollment	**Socio-Economic Status**	**Racial Diversity**
Amanda Arnold	No Significant Change	No Significant Change	No Significant Change

Bergman	No Significant Change	No Significant Change	No Significant Change
Bluemont	No Significant Change	**Significant Decrease**	No Significant Change
Lee	**Significant Decrease**	**Significant Increase**	No Significant Change
Marlatt	**Significant Increase**	No Significant Change	**Significant Decrease**
Northview	No Significant Change	No Significant Change	No Significant Change
Ogden	No Significant Change	No Significant Change	**Significant Increase**
Theodore Roosevelt	No Significant Change	**Significant Decrease**	**Significant Decrease**
Woodrow Wilson	**Significant Decrease**	**Significant Decrease**	**Significant Increase**

Inter-School Comparison

Enrollment

Table 4.36 USD 383 Elementary School Enrollment (2020-2021, 2021-2022)

	TOTAL ENROLLMENT (# of students)		**CHANGE IN ENROLLMENT from 2020-2021 to 2021-2022**	
BUILDING NAME	**2020-2021**	**2021-2022**	**# Students**	**% Students**
Amanda Arnold	556	468	-88	-15.8%
Bergman	487	420	-67	-13.8%
Bluemont	266	196	-70	-26.3%
Lee	466	262	-204	-43.8%
Marlatt	374	447	73	19.5%
Northview	476	387	-89	-18.7%
Ogden	155	140	-15	-9.7%
Oliver Brown	N/A	300	N/A	N/A
Theodore Roosevelt	369	359	-10	-2.7%
Woodrow Wilson	339	200	-139	-41.0%

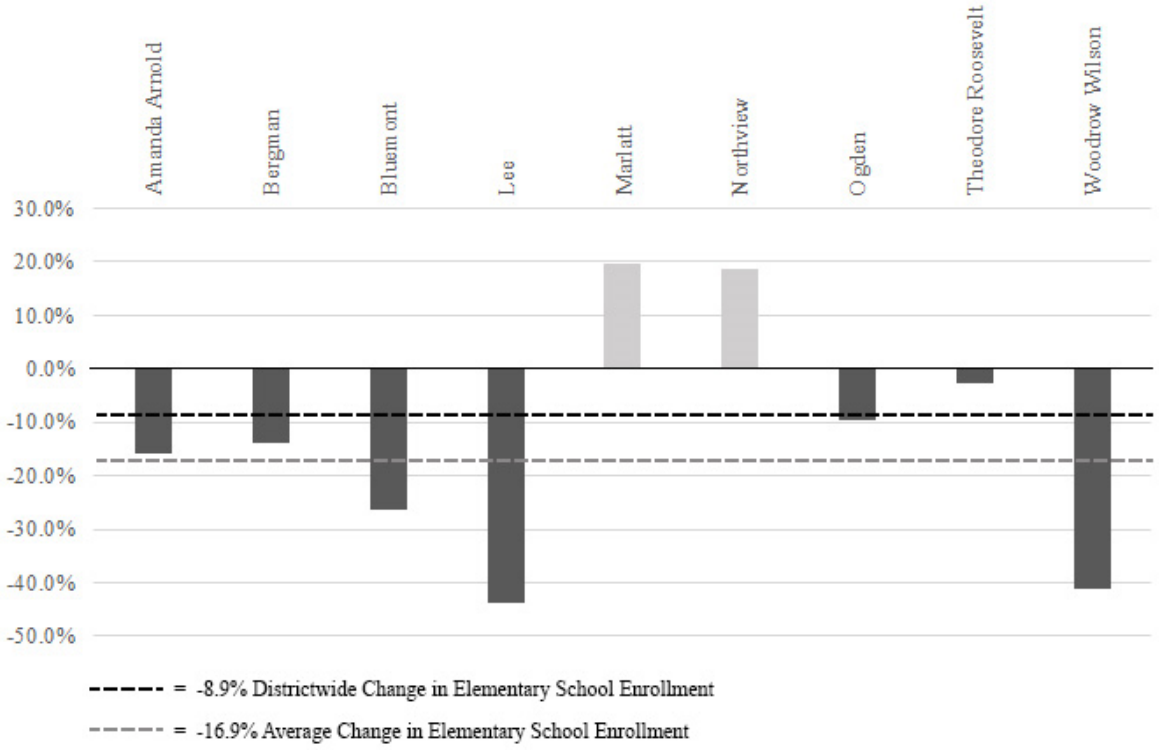
From the 2020-2021 school year to the 2021-2022 school year, all elementary schools in USD 383 except for Marlatt lost portions of their student body. This decline in enrollment across schools is likely the result of sixth grade students being moved from elementary school buildings to middle school buildings. A secondary factor to the decline was likely the feeding of students into the new Oliver Brown Elementary.

When looking at the change in total enrollment at USD 383 elementary schools between the 2020-2021 and 2021-2022 school years, one can analyze the significance of these changes

based raw number of students or percentage change in enrollment. A raw number change in enrollment represents where real elementary school students are moving to and from within the district but does not account for impact based on school size. In contrast, percentage change in enrollment depicts the size of impact on each school based on their total enrollment but does not show where actual students are moving within the district. Therefore, both approaches work together to give a full picture of change in elementary school enrollment between the 2020-2021 and 2021-2022 school years.

For the raw number of students lost or gained, the average change among all nine existing schools was -68 (or a decrease in 68 students). The data of the nine existing school's change in enrollment by number of students has a standard deviation of 75 students. It was determined that schools experiencing a change greater than one standard deviation from the mean (a loss of more than 143 students or a gain of more than 7 students) experienced a significant change in their enrollment. Thus, Lee Elementary, with a decline in enrollment by 204 students and Marlatt Elementary with an increase in enrollment by 73 students experienced significant raw number change in enrollment between the 2020-2021 and 2021-2022 school years.

Figure 3.2 Percent Change in Enrollment by School from 2020-2021 to 2021-2022



For the percentage change in enrollment, the average percentage change among all nine existing schools was -16.9 (or a 16.9% decrease in enrollment). The data of the nine existing school's change in enrollment by percentage of students has a standard deviation of 16.7 percentage points. It was determined that schools experiencing a change greater than one standard deviation from the mean (more negative than -33.6% change or more positive than -0.2%) experienced a significant change in their enrollment. Thus, Lee Elementary, with a 26.3% decrease, Woodrow Wilson with a 41% decrease, and Marlatt with 19.5% increase in enrollment experienced significant percentage change in enrollment between the 2020-2021 and 2021-2022 school years.

Socio-Economic Status

Table 4.37 Free and Reduced-Price Lunches by School (2020-2021, 2021-2022)

	# OF STUDENTS APPROVED FOR FREE- or REDUCED-PRICE LUNCHES			% OF STUDENTS APPROVED FOR FREE- or REDUCED-PRICE LUNCHES		
BUILDING NAME	**2020-2021**	**2021-2022**	**Change**	**2020-2021**	**2021-2022**	**Change**
Amanda Arnold	113	95	-18	20.3%	20.3%	0.0%
Bergman	204	96	-108	41.9%	41.2%	-0.7%
Bluemont	144	97	-47	54.1%	51.5%	-2.6%
Lee	225	98	-127	48.3%	50.8%	2.5%
Marlatt	85	99	14	22.7%	21.9%	-0.8%
Northview	286	100	-186	60.1%	61.2%	1.1%
Ogden	97	101	4	62.6%	62.1%	-0.5%
Oliver Brown	N/A	102	N/A	N/A	19.7%	N/A
Theodore Roosevelt	167	103	-64	45.3%	42.1%	-3.2%
Woodrow Wilson	90	104	14	26.5%	53.5%	27.0%

To analyze the change in the distribution of percentage of students receiving free and reduced-priced lunches across the district, the distribution of free and reduced-price lunch data will be compared between the 2020-2021 and 2021-2022 school years. In the 2020-2021 school year, the mean percentage of students receiving free and reduced-priced lunches for the nine existing elementary schools was 45.3% with a standard deviation of 15 percentage points.

It was determined that schools with percentages one standard deviation above or below the mean (less than 30.3% or greater than 60.3%) were significant. In 2020-2021 school year, Amanda Arnold, Marlatt, and Woodrow Wilson had a significantly low percentage of students receiving free and reduced-priced lunches while Ogden had a significantly high percentage. In the 2021-2022 school year, the mean percentage of students receiving free and reduced-priced lunches for the nine existing elementary schools decreased to 42.4% with a standard deviation of 15.6 percentage points. Thus, schools with percentages less than 26.8% or greater than 58% were significant. For the 2021-2022 school year, Arnold and Marlatt still had a significantly low

percentage of students receiving free and reduced-priced lunches while Woodrow Wilson did not and Oliver Brown was added to this category. Northview also joined Ogden with a significantly high percentage of students receiving free and reduced-priced lunches.

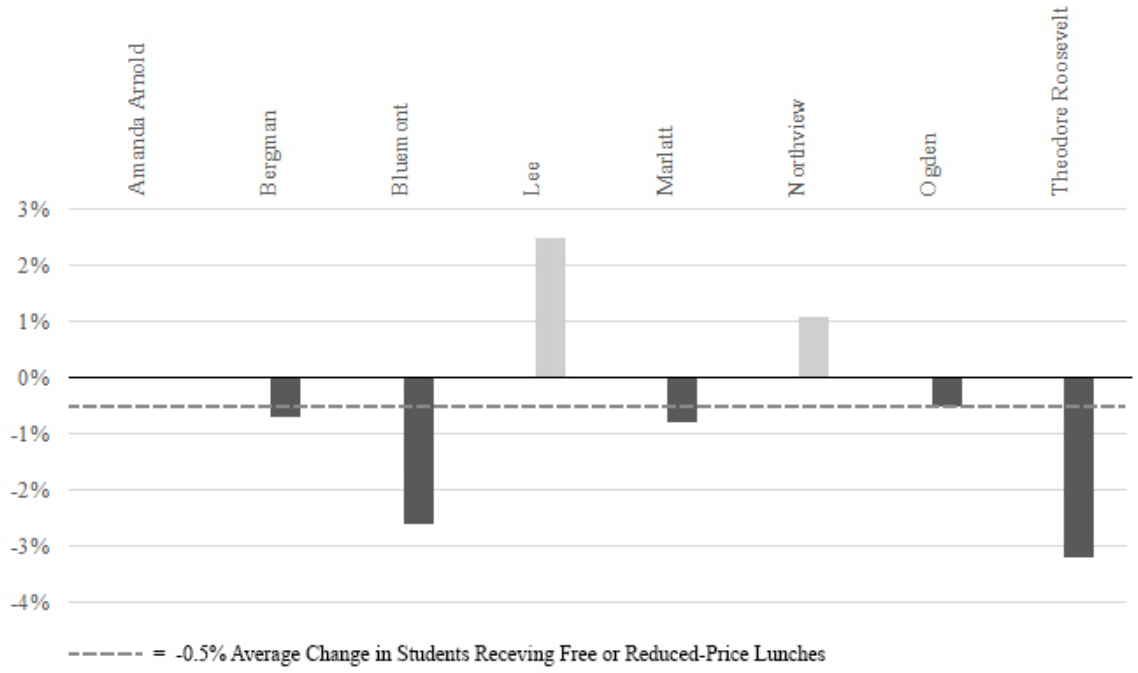
Another interesting change to note in this data is an increase in the standard deviation of the free and reduced-price lunch data by school from the 2020-2021 school year to the 2021-2022 school year. This indicates that the distribution of the percentage of students receiving free and reduced-price lunches by school moved further from the mean and became slightly more widely distributed. This increase in standard deviation suggests that the distribution of the percentage of students receiving free and reduced-price lunches by school became more unequal between the 2020-2021 and 2021-2022 school years, coinciding with opening of Oliver Brown and the implementation of new elementary school attendance zone boundaries.

The data can also be analyzed based on the amount of change each school experienced from the 2020-2021 to 2021-2022 school years. Woodrow Wilson's 27% increase in percentage of students receiving free and reduced-priced lunches will be treated as an outlier in this data set. Considering the eight other relevant elementary schools, there is a mean change of -0.5% in percentage of students receiving free and reduced-priced lunches with a standard deviation of 1.7 percentage points.

It was determined that schools experiencing a change greater than one standard deviation from the mean (more negative than -2.2% change or more positive 1.2%) experienced a significant change in their socio-economic status. Besides Woodrow Wilson, with a sharp 27% increase in students receiving free and reduced-priced lunches, Theodore Roosevelt with a 3.2% decrease, Bluemont with a 2.6% decrease, and Lee with a 2.5% increase, experienced significant change in percentage change between the 2020-2021 and 2021-2022 school years of students

receiving free and reduced-priced lunches. Thus, Theodore Roosevelt and Bluemont experienced a significant increase in the socio-economic status of their student body while Woodrow Wilson and Bluemont experienced significant decreases.

Figure 3.3 Change in Percentage of Students Receiving Free or Reduced-Price Lunches by School from 2020-2021 to 2021-2022



Using percentage of students receiving free and reduced-price lunches, in the 2020-2021 school year, Amanda Arnold was the USD 383 elementary school with the highest socio-economic status and Ogden was the school with the lowest. For the 2021-2022 school year, the new Oliver Brown Elementary took the spot as the school with the highest socio-economic status. From the 2020-2021 to 2021-2012 school year, Woodrow Wilson experienced, by far, the most change in the percentage of students receiving free and reduced-price lunches. Woodrow Wilson went from 26.5% of their student body receiving free and reduced-priced lunches in the 2020-2021 school year to 53.5% in the 2021-2022 school year (and increase of 27%). For example, Bergman, Bluemont, Marlatt, Ogden, and Theodore Roosevelt experienced slight

decreases in the percentage of students receiving free and reduced-price lunches while Lee and Northview experienced slight increases.

Racial Demographics

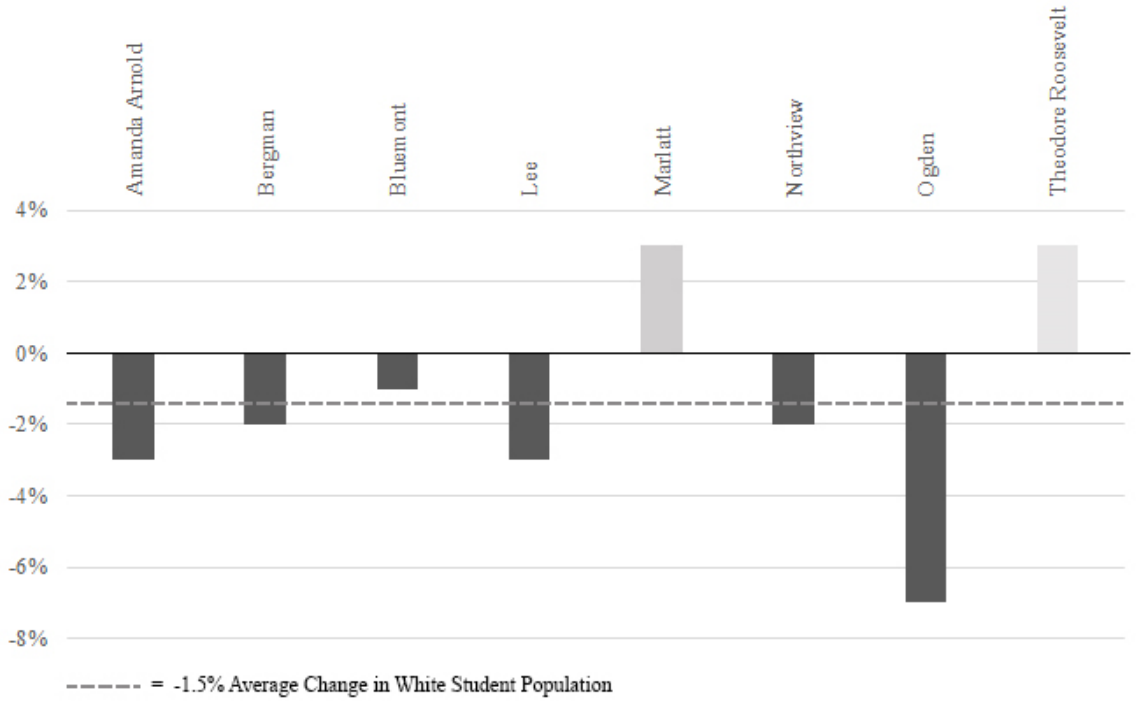
Comparing the amount a school's racial demographics varied from that of USD 383's racial distribution in the 2020-2021 school year to that of the 2021-2022 school year allows one to determine if the school became more or less reflective of the district's racial demographics. Four of the nine existing elementary schools' racial demographics changed between the 2020-2021 to 2021-2022 school years to better reflect the racial distribution of the school district. Bergman and Northview experienced slight change while Theodore Roosevelt and Marlatt experienced moderate change toward the racial distribution of USD 383. The remaining five schools changed between the 2020-2021 to 2021-2022 school years to vary further from the racial distribution of the school district. Amanda Arnold and Bluemont experienced slight change, Lee and Ogden experienced moderate change, and Woodrow Wilson experienced extremely high change. Thus, it can be concluded that, overall, the racial demographics of USD's elementary schools shifted to less accurately reflect the racial distribution of the school district.

To analyze the change in the racial diversity of the elementary schools across the district, the percentage of White students be compared between the 2020-2021 and 2021-2022 school years. In the 2020-2021 school year, the average percentage of White students for the nine existing elementary schools was 39.3% with a standard deviation of 5 percentage points. It was determined that schools with percentages one standard deviation above or below the mean (less than 34.3% or greater than 44.3%) were significant. In 2020-2021 school year, Lee had a significantly low percentage of White students (and thus high racial diversity) while Marlatt and Woodrow Wilson had a significantly high percentage (and thus low racial diversity). In the

2021-2022 school year, the average percentage of White students for the nine existing elementary schools and Oliver Brown decreased to 36.8% with a standard deviation of 7.9 percentage points. Thus, schools with percentages less than 28.9% or greater than 44.7% were significant. For the 2021-2022 school year, Ogden and Woodrow Wilson moved in with significantly low percentages of White students (and thus high racial diversity) while Oliver Brown joined Marlatt with a significantly high percentage of White students (and thus low racial diversity).

Another interesting change to note in this data is an increase in the standard deviation of the percentage of White students by school from the 2020-2021 school year to the 2021-2022 school year. This indicates that the distribution of the percentage of White students by school moved further from the mean and became slightly more widely distributed. This increase in standard deviation suggests that the racial diversity between schools became more unequal between the 2020-2021 and 2021-2022 school years, coinciding with opening of Oliver Brown as a very “White” school, and the implementation of new elementary school attendance zone boundaries.

Figure 3.4 Change in Percentage of White Students by School from 2020-2021 to 2021-2022



The data can also be analyzed based on the amount of change each school experienced from the 2020-2021 to 2021-2022 school years. Woodrow Wilson's 22 percentage point increase in percentage of White students will be treated as an outlier in this data set. Considering the eight remaining elementary schools, there is a mean change of -1.5% in percentage of White students at each school with a standard deviation of 3.1 percentage points. It was determined that schools experiencing a change greater than one standard deviation from the mean (more negative than -4.6% change or more positive 1.6%) experienced a significant change in their socio-economic status. Along with Woodrow Wilson, Ogden with a 7% decrease, Marlatt with a 3% increase, and Theodore Roosevelt with a 3% increase, experienced significant change in the change of their White student population between the 2020-2021 and 2021-2022 school years of students.

Chapter 5 – Conclusion

Discussion

In regards to the question: "Is redistricting public school attendance zones an effective method for promoting educational equity?", redistricting public school attendance zones *may* have the potential to be an effective method for promoting educational equity but external factors are shown to limit its effectiveness. However, more unification in definitions of and approaches to observing, tracking, and achieving educationally equity and more access to specific data is necessary to make a conclusion. A case study of USD 383's redistricting efforts reveals that even when equity is prioritized in the goals of attendance zone creation, inequities entrenched in society, public pushback to equity-promoting efforts, and the precedence of other non-equity related goals, can dimmish the equity-promoting effects of redistricting. A data analysis of three equity-related variables suggests that USD 383 became more inequitable after the implementation of new attendance zone boundaries. While many factors could have contributed to increased inequities between the USD 383 elementary schools, the power of certain societal groups is clear as USD 383's Oliver Brown elementary opened this year as the district's most White and wealthy school.

The inconclusive nature of these results highlights the complexity of public involvement in planning and the unique role of the planner in the planning process. Most planners elevate public engagement as the foundational aspect of the planning process. However, one must ask if engaging the public in the planning process is a means to an end or an end in itself. Essentially, one must consider if the mark of an effective planning process is public engagement or the results of the planning process. In the case of USD 383's redistricting efforts, public involvement was robust, but the loudest voices in the planning process were those with pre-existing power in

the community (namely White, middle to upper class Manhattan parents) while those most affected by attendance zone changes were not intentionally engaged (including Pottawatomie County officials and Ogden Elementary). Thus, while USD 383 officials and RSP associates could check "public engagement" off their box, it could be argued that their engagement process was inequitable and thus created inequitable results. Therefore, a planner must go out of his or her way to ensure an equitable planning process if equitable results are desired. However, even an equitable planning process could result in in inequitable results if the planner does not integrate the public's opinions in the decision-making processes. Thus, an equitable planning process and decisions made in direct response to the public's opinions are both necessary for equitable planning results.

This leads to the question of the role of the planner in the planning process. Should the planner serve as a mediator or an advocate in issues of equity? In USD 383's redistricting process, it could be argued that RSP Associates served as a mediator between school officials and the Manhattan community. However, when planners act as a mediator, the planner does not have the space to affect power dynamics, therefore natural power dynamics and the inherent volume of certain voices in the community remain. In the case of USD 383, RSP Associates followed the goals and decisions of the school officials including when school officials conceded to the cries of vocal Manhattan parents and chose appeasing the majority over addressing educational inequities. Thus, the planner as an advocate for disadvantaged or underrepresented groups has greater potential to promote equity within the planning process than does the planner as a mediator. However, the planner's loyalty is complicated when employed by a powerful community player, such as a school district, who must maintain majority support. These power

dynamics were evidenced in the case of USD 383 with RSP Associates being employed by the school district.

While the results of this study reveal complexities of public involvement and the role of the planning process, a conclusive determination about the effectiveness of attendance zones as a method for promoting educational equity cannot be made. Conclusions are limited by a lack of unity in definitions of and approaches to observing, tracking, and achieving educationally equity. Without a unified definition of educational equity from national or international educational organizations, one must determine their own definition of educational equity. While creating definitions on a case-by-case basis can effectively guide a redistricting process, variations in definitions of educational equity leads to different outcomes that some parties may deem as equitable while others deem inequitable. A lack of unification in approaches to tracking educational equity also makes determining if educational equity goals have been adequately pursued and achieved difficult. The data analysis portion of this case study was limited by the quality and type of educational data made publicly available. While class sizes would have been an ideal equity-related variable to measure, with class sizes being USD 383's main target in the redistricting process, class size data was not available. Additionally, racial demographic data, restricted by FERPA regulations, did not provide exact numbers or percentages of students in certain racial categories, thus preventing accurate calculations and comparisons of racial demographics within and between schools.

Recommendations

The following recommendations are derived from the above research. Through these recommendations, I aim to best promote educational equity in attendance zone boundary changes and redistricting processes:

- Assemble a team of leaders from educational organizations to adopt a unified definition of "educational equity" and best practices for observing, tracking, and achieving educationally equity in the United States
- Advocate for school districts to provide more publicly available data such as class sizes and number of classes in each school so that class size goals can be best monitored and achieved
- Advocate for FERPA, who generally prohibits the disclosure of personally identifiable information from students' education records, to allow full racial demographic data access to planning agencies hired by public school districts
- Shift planners' focus from viewing public engagement as a "box to check" in the planning process to, instead, viewing equitable public engagement and the use of public opinion in decision-making as essential elements for equitable planning results
- Encourage planners, in the process of redistricting public school attendance zone boundaries, to adopt the role of an advocate for disadvantaged and underrepresented populations rather than a meditator between the school district and the public
- Inform parents within public school districts about and advocate for the benefits of diverse schools integrated by socio-economic status and race

While the effectiveness of public-school attendance zones as a tool for promoting equity is not able to be conclusively determined in this study, this investigation opens doors for future

research questions. The lack of unity in definitions of and approaches to observing, tracking, and achieving educationally equity demonstrates the need for a universal definition of educational equity among national and international organizations. Therefore, for the future of educational equity planning, I recommend a study surveying school officials on their definitions of educational equity or working with educational organizations to create a concise definition. Challenges with data availability and data relevance bring up the potential research area of data collection and analysis for redistricting efforts. Understanding to what extent data limitations affect decisions related to attendance zones would be important to support advocacy movements for better data access. The power of parents' dissent in USD 383's redistricting process highlights the need to research the role of the public in determining attendance zone boundaries and the outcomes of redistricting efforts to best understand how to gain public support for educational equity efforts. Lastly, I recommend an in-depth study of the connection between housing inequities, school demographics, and educational opportunities to aid in understanding some of the external, entrenched factors that affect where students attend school and thus the education and outcomes they experience.

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Appendix A - District Maps

Figure A.5 Map of USD 383 Schools

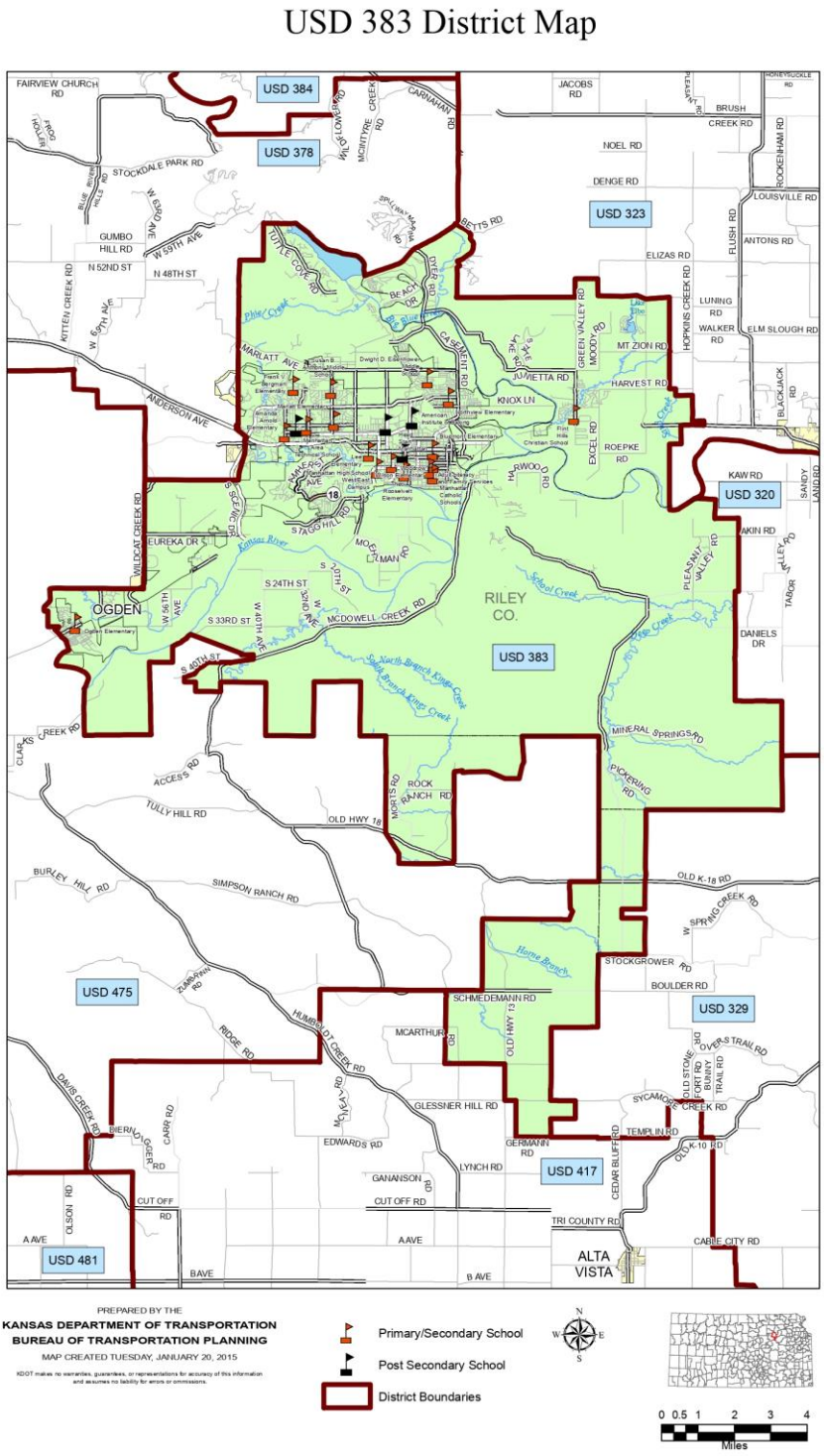
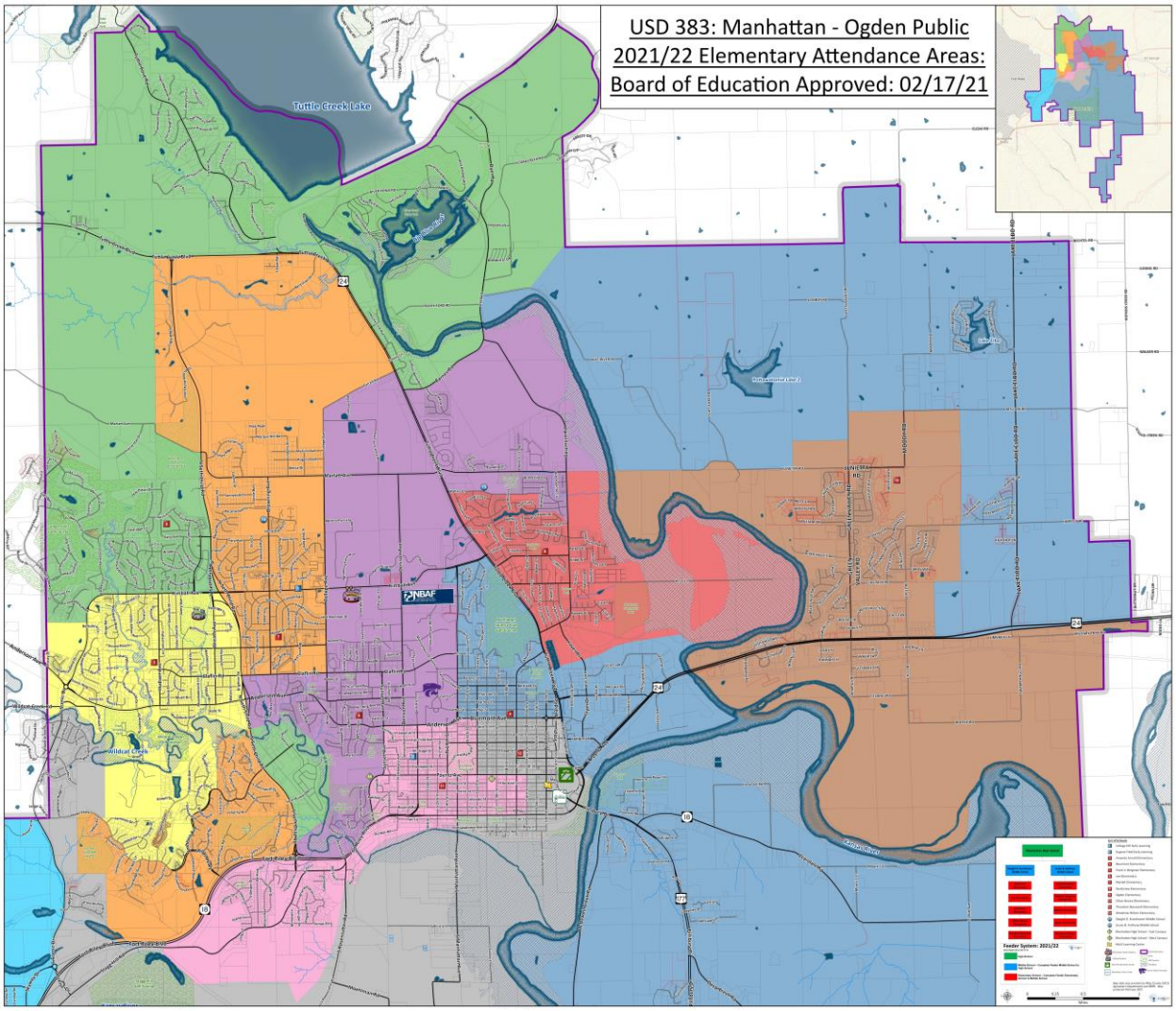


Figure A.6 USD 383 "Option 4" Elementary School Attendance Zone Boundaries



Appendix B - Supplemental Charts

Table B.1 USD 383 Elementary Demographics by Race, Gender, Grade (2020-2021)

	WHITE		BLACK		HISPANIC		AMER. IND. or ALASKA NAT.		ASIAN		MULTI-ETHNIC	
GRADE	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.
Kindergarten	156	165	18	17	32	33	0	0	12	10	19	21
1st Grade	172	140	16	23	27	29	<10*	0	14	11	19	27
2nd Grade	139	139	22	17	44	38	<10*	0	<10*	14	20	21
3rd Grade	174	142	16	21	29	27	<10*	<10*	10	16	30	22
4th Grade	142	139	17	22	32	48	0	<10*	12	10	19	18
5th Grade	158	142	15	18	38	38	0	<10*	13	18	19	0

Table B.2 USD 383 Elementary Demographics by Race, Gender, Grade (2021-2022)

	WHITE		BLACK		HISPANIC		AMER. IND. or ALASKA NAT.		ASIAN		MULTI-ETHNIC	
GRADE	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.
Kindergarten	133	152	29	26	40	34	0	<10*	<10*	15	34	31
1st Grade	177	174	16	21	34	38	<10*	0	<10*	<10*	16	26
2nd Grade	181	139	17	24	37	31	<10*	0	16	<10*	22	28
3rd Grade	142	155	18	17	46	42	<10*	0	<10*	<10*	31	20
4th Grade	173	151	18	19	34	31	<10*	<10*	<10*	16	30	22
5th Grade	145	149	21	25	36	41	0	<10*	12	11	27	21

Table B.3 Amanda Arnold Demographics by Race, Gender, Grade (2020-2021)

	WHITE		BLACK		HISPANIC		AMER. IND. or ALASKA NAT.		ASIAN		MULTI-ETHNIC	
GRADE	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.
Kindergarten	25	32	<10*	<10*	<10*	<10*	0	0	<10*	<10*	<10*	<10*
1st Grade	33	23	<10*	<10*	<10*	<10*	<10*	0	<10*	<10*	<10*	<10*
2nd Grade	23	31	<10*	<10*	<10*	<10*	0	0	<10*	<10*	<10*	0
3rd Grade	30	26	<10*	<10*	<10*	<10*	0	0	<10*	<10*	<10*	<10*
4th Grade	26	29	<10*	<10*	<10*	<10*	0	<10*	<10*	<10*	<10*	<10*
5th Grade	11	24	0	<10*	<10*	<10*	0	<10*	<10*	<10*	<10*	<10*

Table B.4 Amanda Arnold Demographics by Race, Gender, Grade (2021-2022)

	WHITE		BLACK		HISPANIC		AMER. IND. or ALASKA NAT.		ASIAN		MULTI-ETHNIC	
GRADE	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.
Kindergarten	23	22	<10*	<10*	<10*	<10*	0	0	<10*	<10*	<10*	<10*
1st Grade	33	31	<10*	<10*	<10*	<10*	0	0	<10*	<10*	<10*	<10*

2nd Grade	29	21	<10*	<10*	<10*	<10*	<10*	0	<10*	0	<10*	<10*
3rd Grade	16	24	<10*	<10*	<10*	<10*	0	0	<10*	<10*	<10*	<10*
4th Grade	30	21	<10*	<10*	<10*	<10*	0	0	<10*	<10*	<10*	<10*
5th Grade	20	26	<10*	<10*	<10*	<10*	0	<10*	<10*	<10*	<10*	<10*

Table B.5 Table B.5 Bergman Demographics by Race, Gender, Grade (2020-2021)

	WHITE		BLACK		HISPANIC		AMER. IND. or ALASKA NAT.		ASIAN		MULTI-ETHNIC	
GRADE	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.
Kindergarten	28	24	0	<10*	<10*	<10*	0	0	<10*	0	<10*	<10*
1st Grade	15	16	<10*	<10*	<10*	<10*	0	0	<10*	<10*	<10*	<10*
2nd Grade	<10*	19	<10*	<10*	<10*	<10*	0	0	<10*	<10*	<10*	<10*
3rd Grade	30	26	0	<10*	<10*	<10*	0	0	0	<10*	<10*	<10*
4th Grade	17	17	<10*	<10*	<10*	<10*	0	0	<10*	<10*	<10*	<10*
5th Grade	26	23	<10*	<10*	<10*	<10*	0	0	<10*	<10*	<10*	<10*

Table B.6 Bergman Demographics by Race, Gender, Grade (2021-2022)

	WHITE		BLACK		HISPANIC		AMER. IND. or ALASKA NAT.		ASIAN		MULTI-ETHNIC	
GRADE	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.
Kindergarten	14	22	<10*	<10*	<10*	<10*	0	0	0	<10*	<10*	<10*
1st Grade	24	18	<10*	<10*	<10*	<10*	0	0	<10*	0	<10*	<10*
2nd Grade	17	14	<10*	<10*	<10*	<10*	0	0	<10*	<10*	<10*	<10*
3rd Grade	<10*	21	<10*	<10*	<10*	<10*	0	0	<10*	<10*	<10*	<10*
4th Grade	22	20	0	<10*	<10*	<10*	<10*	0	0	<10*	<10*	<10*
5th Grade	17	12	<10*	<10*	<10*	<10*	0	0	<10*	<10*	<10*	0

Table B.7 Bluemont Demographics by Race, Gender, Grade (2020-2021)

	WHITE		BLACK		HISPANIC		AMER. IND. or ALASKA NAT.		ASIAN		MULTI-ETHNIC	
GRADE	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.
Kindergarten	<10*	15	<10*	0	<10*	<10*	0	0	<10*	0	0	<10*
1st Grade	19	15	<10*	<10*	<10*	<10*	0	0	<10*	0	0	<10*
2nd Grade	15	12	<10*	<10*	<10*	0	0	0	0	<10*	<10*	<10*
3rd Grade	<10*	14	<10*	<10*	<10*	<10*	<10*	0	0	0	<10*	<10*
4th Grade	14	<10*	<10*	<10*	<10*	<10*	0	0	<10*	<10*	<10*	0
5th Grade	14	10	0	0	<10*	<10*	0	0	0	0	0	<10*

Table B.8 Bluemont Demographics by Race, Gender, Grade (2021-2022)

	WHITE		BLACK		HISPANIC		AMER. IND. or ALASKA NAT.		ASIAN		MULTI-ETHNIC	
GRADE	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.

Kindergarten	<10*	13	<10*	<10*	<10*	0	0	0	<10*	0	<10*	0
1st Grade	<10*	12	<10*	<10*	<10*	<10*	0	0	0	0	0	<10*
2nd Grade	16	10	0	<10*	<10*	<10*	0	0	<10*	0	0	<10*
3rd Grade	13	10	<10*	<10*	<10*	0	0	0	0	<10*	<10*	<10*
4th Grade	<10*	11	<10*	<10*	<10*	<10*	0	0	0	0	0	<10*
5th Grade	12	<10*	<10*	<10*	<10*	0	0	0	0	<10*	<10*	<10*

Table B.9 Lee Demographics by Race, Gender, Grade (2020-2021)

	WHITE		BLACK		HISPANIC		AMER. IND. or ALASKA NAT.		ASIAN		MULTI-ETHNIC	
GRADE	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.
Kindergarten	15	17	<10*	<10*	<10*	<10*	0	0	<10*	<10*	<10*	<10*
1st Grade	17	20	<10*	<10*	<10*	<10*	0	0	<10*	<10*	<10*	<10*
2nd Grade	19	17	<10*	<10*	<10*	<10*	<10*	0	<10*	<10*	<10*	<10*
3rd Grade	22	16	<10*	<10*	<10*	<10*	0	<10*	<10*	<10*	<10*	<10*
4th Grade	15	10	<10*	<10*	<10*	<10*	0	0	<10*	<10*	<10*	<10*
5th Grade	19	15	<10*	<10*	<10*	<10*	0	0	<10*	<10*	<10*	<10*

Table B.10 Lee Demographics by Race, Gender, Grade (2021-2022)

	WHITE		BLACK		HISPANIC		AMER. IND. or ALASKA NAT.		ASIAN		MULTI-ETHNIC	
GRADE	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.
Kindergarten	<10*	<10*	<10*	<10*	<10*	<10*	0	0	0	<10*	0	<10*
1st Grade	<10*	17	<10*	<10*	<10*	<10*	0	0	<10*	<10*	<10*	<10*
2nd Grade	16	<10*	<10*	<10*	<10*	<10*	0	0	<10*	<10*	<10*	<10*
3rd Grade	16	11	<10*	<10*	<10*	<10*	0	0	<10*	0	<10*	<10*
4th Grade	16	13	<10*	<10*	<10*	<10*	0	0	0	<10*	<10*	<10*
5th Grade	<10*	<10*	0	<10*	<10*	<10*	0	0	<10*	<10*	<10*	<10*

Table B.11 Marlatt Demographics by Race, Gender, Grade (2020-2021)

	WHITE		BLACK		HISPANIC		AMER. IND. or ALASKA NAT.		ASIAN		MULTI-ETHNIC	
GRADE	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.
Kindergarten	23	20	0	<10*	<10*	<10*	0	0	<10*	0	0	<10*
1st Grade	28	14	<10*	<10*	<10*	<10*	0	0	<10*	<10*	<10*	0
2nd Grade	14	17	<10*	0	<10*	<10*	0	0	0	0	<10*	<10*
3rd Grade	20	24	0	<10*	<10*	<10*	0	0	<10*	<10*	<10*	<10*
4th Grade	21	22	<10*	<10*	<10*	<10*	0	0	<10*	0	<10*	<10*
5th Grade	20	16	0	<10*	<10*	<10*	0	0	<10*	0	0	<10*

Table B.12 Marlatt Demographics by Race, Gender, Grade (2021-2022)

	WHITE	BLACK	HISPANIC	AMER. IND. or ALASKA NAT.	ASIAN	MULTI-ETHNIC

GRADE	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.
Kindergarten	18	25	<10*	<10*	<10*	<10*	0	0	<10*	<10*	<10*	<10*
1st Grade	28	26	<10*	<10*	<10*	<10*	0	0	<10*	0	<10*	<10*
2nd Grade	36	20	<10*	<10*	<10*	0	0	0	<10*	<10*	<10*	0
3rd Grade	21	26	0	0	<10*	<10*	0	0	<10*	0	<10*	<10*
4th Grade	26	33	<10*	<10*	<10*	<10*	0	0	<10*	<10*	<10*	<10*
5th Grade	31	34	<10*	<10*	<10*	<10*	0	0	<10*	0	<10*	<10*

Table B.13 Northview Demographics by Race, Gender, Grade (2020-2021)

	WHITE		BLACK		HISPANIC		AMER. IND. or ALASKA NAT.		ASIAN		MULTI-ETHNIC	
GRADE	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.
Kindergarten	14	17	<10*	<10*	<10*	10	0	0	0	<10*	<10*	<10*
1st Grade	21	15	<10*	<10*	<10*	<10*	0	0	<10*	0	<10*	<10*
2nd Grade	17	13	<10*	<10*	<10*	<10*	0	0	<10*	<10*	<10*	<10*
3rd Grade	13	<10*	<10*	<10*	<10*	<10*	0	0	0	<10*	<10*	<10*
4th Grade	12	14	<10*	<10*	<10*	10	0	0	<10*	<10*	<10*	<10*
5th Grade	18	15	<10*	<10*	<10*	<10*	0	0	<10*	<10*	<10*	<10*

Table B.14 Northview Demographics by Race, Gender, Grade (2021-2022)

	WHITE		BLACK		HISPANIC		AMER. IND. or ALASKA NAT.		ASIAN		MULTI-ETHNIC	
GRADE	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.
Kindergarten	16	14	<10*	<10*	<10*	<10*	0	0	<10*	<10*	<10*	<10*
1st Grade	20	20	<10*	<10*	<10*	10	<10*	0	<10*	<10*	0	<10*
2nd Grade	20	14	<10*	<10*	<10*	10	0	0	<10*	0	<10*	<10*
3rd Grade	18	18	<10*	<10*	<10*	<10*	<10*	0	<10*	<10*	<10*	<10*
4th Grade	<10*	11	<10*	<10*	10	<10*	0	0	0	<10*	<10*	<10*
5th Grade	14	13	<10*	<10*	<10*	<10*	0	0	<10*	<10*	<10*	<10*

Table B.15 Ogden Demographics by Race, Gender, Grade (2020-2021)

	WHITE		BLACK		HISPANIC		AMER. IND. or ALASKA NAT.		ASIAN		MULTI-ETHNIC	
GRADE	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.
Kindergarten	<10*	12	<10*	<10*	0	<10*	0	0	0	0	<10*	<10*
1st Grade	10	<10*	<10*	0	<10*	<10*	0	0	0	<10*	0	<10*
2nd Grade	<10*	10	<10*	<10*	<10*	<10*	0	0	0	0	0	0
3rd Grade	<10*	<10*	<10*	<10*	0	0	0	0	0	0	<10*	0
4th Grade	<10*	<10*	<10*	<10*	<10*	<10*	0	0	0	0	0	0
5th Grade	12	<10*	<10*	<10*	0	<10*	0	0	0	<10*	0	<10*

Table B.16 Ogden Demographics by Race, Gender, Grade (2021-2022)

	WHITE		BLACK		HISPANIC		AMER. IND. or ALASKA NAT.		ASIAN		MULTI-ETHNIC	
GRADE	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.
Kindergarten	<10*	<10*	<10*	<10*	<10*	<10*	0	<10*	0	0	<10*	<10*
1st Grade	<10*	10	<10*	0	0	<10*	0	0	0	0	<10*	<10*
2nd Grade	<10*	<10*	<10*	0	<10*	<10*	0	0	0	0	<10*	<10*
3rd Grade	<10*	<10*	<10*	<10*	<10*	<10*	0	0	0	0	<10*	0
4th Grade	<10*	<10*	<10*	<10*	<10*	<10*	0	0	0	0	<10*	0
5th Grade	<10*	<10*	<10*	<10*	<10*	<10*	0	0	0	0	0	<10*

Table B.17 Oliver Brown Demographics by Race, Gender, Grade (2021-2022)

	WHITE		BLACK		HISPANIC		AMER. IND. or ALASKA NAT.		ASIAN		MULTI-ETHNIC	
GRADE	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.
Kindergarten	13	24	<10*	<10*	<10*	0	0	0	0	<10*	<10*	<10*
1st Grade	22	16	0	<10*	<10*	<10*	0	0	0	0	<10*	0
2nd Grade	19	19	<10*	0	<10*	<10*	0	0	0	0	0	0
3rd Grade	16	20	<10*	0	<10*	<10*	0	0	0	0	<10*	<10*
4th Grade	23	13	<10*	<10*	<10*	<10*	0	0	0	0	<10*	<10*
5th Grade	17	24	<10*	<10*	<10*	<10*	0	0	0	0	<10*	<10*

Table B.18 Theodore Roosevelt Demographics by Race, Gender, Grade (2020-2021)

	WHITE		BLACK		HISPANIC		AMER. IND. or ALASKA NAT.		ASIAN		MULTI-ETHNIC	
GRADE	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.
Kindergarten	15	17	<10*	<10*	<10*	0	0	0	0	0	0	<10*
1st Grade	10	19	<10*	<10*	<10*	0	0	0	0	0	<10*	<10*
2nd Grade	20	<10*	<10*	<10*	<10*	<10*	0	0	0	<10*	<10*	<10*
3rd Grade	17	10	<10*	<10*	<10*	0	0	0	0	0	<10*	<10*
4th Grade	11	14	<10*	<10*	<10*	<10*	0	0	0	<10*	<10*	<10*
5th Grade	21	12	<10*	<10*	<10*	<10*	0	0	0	<10*	0	<10*

Table B.19 Theodore Roosevelt Demographics by Race, Gender, Grade (2021-2022)

	WHITE		BLACK		HISPANIC		AMER. IND. or ALASKA NAT.		ASIAN		MULTI-ETHNIC	
GRADE	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.
Kindergarten	16	14	<10*	<10*	<10*	<10*	0	0	0	<10*	<10*	<10*
1st Grade	17	15	<10*	<10*	<10*	<10*	0	0	0	0	<10*	<10*
2nd Grade	12	18	0	<10*	<10*	0	0	0	0	0	<10*	<10*
3rd Grade	23	<10*	<10*	<10*	<10*	<10*	0	0	0	0	<10*	<10*
4th Grade	14	11	<10*	<10*	<10*	0	0	0	0	0	<10*	<10*
5th Grade	11	16	<10*	<10*	<10*	<10*	0	0	0	<10*	<10*	<10*

Table B.20 Woodrow Wilson Demographics by Race, Gender, Grade (2020-2021)

	WHITE		BLACK		HISPANIC		AMER. IND. or ALASKA NAT.		ASIAN		MULTI-ETHNIC	
GRADE	**MALE**	**FEM.**	**MALE**	**FEM.**	**MALE**	**FEM.**	**MALE**	**FEM.**	**MALE**	**FEM.**	**MALE**	**FEM.**
Kindergarten	22	11	0	<10*	<10*	<10*	0	0	0	0	<10*	0
1st Grade	19	12	<10*	0	<10*	<10*	<10*	0	0	0	<10*	<10*
2nd Grade	19	11	<10*	0	<10*	<10*	0	0	0	0	0	<10*
3rd Grade	26	16	<10*	<10*	<10*	<10*	0	0	<10*	0	<10*	0
4th Grade	21	24	<10*	<10*	<10*	<10*	0	0	<10*	0	<10*	<10*
5th Grade	17	24	<10*	0	<10*	<10*	0	0	0	0	<10*	0

Table B.21 Woodrow Wilson Demographics by Race, Gender, Grade (2021-2022)

	WHITE		BLACK		HISPANIC		AMER. IND. or ALASKA NAT.		ASIAN		MULTI-ETHNIC	
GRADE	**MALE**	**FEM.**	**MALE**	**FEM.**	**MALE**	**FEM.**	**MALE**	**FEM.**	**MALE**	**FEM.**	**MALE**	**FEM.**
Kindergarten	<10*	<10*	<10*	<10*	<10*	<10*	0	0	<10*	0	<10*	<10*
1st Grade	12	<10*	<10*	<10*	<10*	<10*	0	0	0	0	<10*	<10*
2nd Grade	<10*	<10*	<10*	<10*	<10*	<10*	0	0	0	0	<10*	<10*
3rd Grade	10	<10*	<10*	<10*	<10*	<10*	0	0	0	0	<10*	0
4th Grade	16	10	<10*	<10*	<10*	<10*	0	<10*	<10*	0	<10*	<10*
5th Grade	<10*	<10*	<10*	<10*	<10*	<10*	0	0	<10*	0	<10*	<10*

Table B.22 Estimated Percentage of Racial Demographics by School from 2020-2021 to 2021-2022 School Year

	White		Black		Hispanic		Am. Ind./AK Native		Asian		Multi-Ethnic	
	2020-2021	**2021-2022**	**2020-2021**	**2021-2022**	**2020-2021**	**2021-2022**	**2020-2021**	**2021-2022**	**2020-2021**	**2021-2022**	**2020-2021**	**2021-2022**
Amanda Arnold	44%	41%	13%	14%	14%	14%	3%	2%	14%	13%	13%	14%
Bergman	40%	38%	14%	15%	16%	17%	0%	1%	14%	13%	16%	15%
Bluemont	37%	36%	17%	22%	20%	18%	2%	0%	9%	8%	15%	16%
Lee	32%	29%	16%	18%	16%	20%	3%	0%	16%	15%	16%	18%
Marlatt	45%	48%	12%	13%	18%	14%	0%	0%	11%	11%	14%	14%
Northview	35%	33%	17%	17%	17%	17%	0%	3%	13%	14%	17%	16%
Ogden	35%	28%	28%	23%	20%	26%	0%	2%	5%	0%	13%	21%
Oliver Brown	N/A	48%	N/A	15%	N/A	19%	N/A	0%	N/A	2%	N/A	15%
Theodore Roosevelt	38%	41%	21%	19%	16%	17%	0%	0%	5%	3%	18%	20%
Woodrow Wilson	48%	26%	13%	23%	20%	23%	2%	2%	3%	6%	13%	21%
USD 383	*59%*	*57%*	*9%*	*9%*	*14%*	*15%*	*2%*	*2%*	*6%*	*5%*	*9%*	*11%*

Table B.23 Estimated Change in Racial Demographics by School from 2020-2021 to 2021-2022 School Year

Amanda Arnold	**Bergman**	**Bluemont**	**Lee**	**Marlatt**	**Northview**	**Ogden**	**Theodore Roosevelt**	**Woodrow Wilson**	***USD 383***

White	-3%	-2%	-1%	-3%	3%	-2%	-7%	3%	-22%	*-2%*
Black	1%	1%	5%	2%	1%	0%	-5%	-2%	10%	*0%*
Hispanic	0%	1%	-2%	4%	-4%	0%	6%	1%	3%	*1%*
Am. Ind. or Alaska Native	-1%	1%	-2%	-3%	0%	3%	2%	0%	0%	*0%*
Asian	-1%	-1%	-1%	-1%	0%	1%	-5%	-2%	3%	*-1%*
Multi-Ethnic	1%	-1%	1%	2%	0%	-1%	8%	2%	8%	*2%*

Table B.24 Rank by Total Enrollment (2020-2021)

RANK BY TOTAL ENROLLMENT (High to Low) for 2020-2021		
Rank	**School**	**# of Students**
1	Amanda Arnold	556
2	Bergman	487
3	Northview	476
4	Lee	466
5	Marlatt	374
6	Theodore Roosevelt	369
7	Woodrow Wilson	339
8	Bluemont	266
9	Ogden	155

Table B.25 Rank by Total Enrollment (2020-2021)

RANK BY TOTAL ENROLLMENT (High to Low) for 2021-2022		
Rank	**School**	**# of Students**
1	Amanda Arnold	468
2	Marlatt	447
3	Bergman	420
4	Northview	387
5	Theodore Roosevelt	359
6	Oliver Brown	300
7	Lee	262
8	Woodrow Wilson	200
9	Bluemont	196
10	Ogden	140

Table B.26 School Ranking by Change in Enrollment from 2020-2021 to 2021-2022 School Year

RANK BY PERCENT CHANGE (High to Low) from 2020-2021 to 2021-2022		
Rank	**School**	**% Change**

1	Lee	-43.8%
2	Woodrow Wilson	-41.0%
3	Bluemont	-26.3%
4	Marlatt	19.5%
5	Northview	-18.7%
6	Amanda Arnold	-15.8%
7	Bergman	-13.8%
8	Ogden	-9.7%
9	Theodore Roosevelt	-2.7%

Table B.27 School Ranking by Change in Percentage of Students Receiving Free and Reduced-Price Lunches from 2020-2021 to 2021-2022 School Year

Rank	School	Change (%)
1	Woodrow Wilson	27.0%
2	Theodore Roosevelt	-3.2%
3	Bluemont	-2.6%
4	Lee	2.5%
5	Northview	1.1%
6	Marlatt	-0.8%
7	Bergman	-0.7%
8	Ogden	-0.5%
9	Amanda Arnold	0.0%

Table B.28 School Ranking by Socio-Economic Status Measured by Percentage of Students Receiving Free and Reduced-Price Lunches (2020-2021)

Rank	School	% Free or Reduced Lunch
1	Amanda Arnold	20.3%
2	Marlatt	22.7%
3	Woodrow Wilson	26.5%
4	Bergman	41.9%
5	Theodore Roosevelt	45.3%
6	Lee	48.3%
7	Bluemont	54.1%
8	Northview	60.1%
9	Ogden	62.6%

Table B.29 School Ranking by Socio-Economic Status Measured by Percentage of Students Receiving Free and Reduced-Price Lunches (2021-2022)

Rank	School	% Free or Reduced Lunch
1	Oliver Brown	19.7%
2	Amanda Arnold	20.3%
3	Marlatt	21.9%
4	Bergman	41.2%
5	Theodore Roosevelt	42.1%
6	Lee	50.8%
7	Bluemont	51.5%
8	Woodrow Wilson	53.5%
9	Northview	61.2%
10	Ogden	62.1%