

IN THE UNITED STATES DISTRICT COURT
FOR THE NORTHERN DISTRICT OF ILLINOIS
WESTERN DIVISION

PEOPLE WHO CARE, et al.,)	
)	
Plaintiffs,)	
)	
v.)	Civil Action No. 89 C 20168
)	
ROCKFORD BOARD OF EDUCATION)	Judge Stanley J. Roszkowski
SCHOOL DISTRICT #205,)	
)	Magistrate P. Michael Mahoney
Defendant.)	

PROGRESS REPORT
Student Assignment Component
of the
Comprehensive Remedial Order



SD-IL-0001-0022

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EXECUTIVE SUMMARY

The Department of Desegregation of the Rockford School District is required to report to the Court Master on the implementation of the Student Assignment Component of the Comprehensive Remedial Order. This document is one mechanism for reporting the system's progress in implementing the Controlled Choice Student Assignment Plan.

Implementation of the Controlled Choice Student Assignment Plan was ordered by the federal court at the elementary school level to address a finding of unconstitutional intentional discrimination against minority school children which caused segregated schools. Although the court did not order Controlled Choice as the method to be used to assign students at the secondary level, the Rockford School Board chose that plan and that choice was subsequently accepted by the court. Thus, the mechanics of Controlled Choice were implemented at the elementary level on November 1, 1996, and at the secondary level on January 1, 1997. From these dates forward, all student assignments have been made pursuant to the mechanics of the plan. This has included assignment of all students new and returning to the system, assignment of entry-grade students through the *batching* process, transfers and grandfathering of students at non-entry grades.

Controlled Choice guarantees to all racial groups proportional access to all schools and programs so that each school will have a student body reflective of the District as a whole. While the basic mechanics of the Plan are the same for all grade levels, the School District is divided into three elementary zones: West, Northeast, Southeast and one districtwide secondary zone. Middle and high school students are entitled to apply to attend any middle or high school appropriate for their grade level. Elementary students who reside in the West Zone may also apply to attend any elementary school in the District. Those

residing in the Northeast Zone may apply to schools within this zone as well as schools located in the West Zone. Southeast Zone residents may make application to schools within the Southeast Zone as well as any West Zone schools. However, residents of the Northeast Zone may NOT choose schools in the Southeast Zone and Southeast Zone residents may NOT choose schools in the Northeast Zone.

Students enrolled in schools in non-entry grades were *exempt* from assignment via Controlled Choice and are allowed to remain at their presently assigned schools until completion of the school's highest grade pursuant to the "grandfather" clause of the Plan. During the entry-level batches, students who already had a brother or sister in their first choice school were given priority over other students making application and were assigned to those schools in all cases, except one. A third consideration is for proximity. A student whose home address is within 1.5 miles of their first choice school was assigned to that school before a student of the same racial group whose address was outside the 1.5 mile distance.

Under the Racial Fairness Guidelines of the Plan, assignable capacities were established for each class in all schools. Available seats were initially allocated for majority and minority students on the basis of their actual proportion in the District as a whole at each grade. Compliance goals were established for schools based upon grade and category of school. Under the Plan, a non-magnet elementary and middle school is considered desegregated when it enrolls a student body that is within +/- fifteen (15) percentage points of the districtwide percentage of minority students. An elementary magnet school is required to enroll a student population that does not exceed the districtwide minority student percentage by more than 15%. These schools should have a floor of at least the percentage of districtwide minority students at entry-grade levels. A secondary school is

considered desegregated when a student population is enrolled that is within the +/-15% guideline. In addition, high schools are required to maintain a 25% floor, meaning that each high school shall maintain at least a 25% minority student population.

To implement the Controlled Choice Student Assignment Plan, the administrative structure defined in the Comprehensive Remedial Order was established. A Director of Desegregation was selected jointly by the Superintendent and the Court Master. A Citywide Parent Information Center was established and began operations on November 1, 1996. The Center is staffed by a Director, Student Assignment Officer, Program Manager, five Choice Specialists and two Transportation Specialists. This document reports progress made by staff during the first year of Controlled Choice implementation.

During the first year, the Parent Information Center made a good faith effort to implement Controlled Choice for newly enrolling students, students requesting voluntary transfers and students enrolling in the entry-grades in all of the District's elementary, middle and high schools. Assignable capacities were established for all entry and non-entry grades for the 1997-1998 school year in accordance with the Controlled Choice Student Assignment Plan. All assignments and voluntary transfers were made in accordance with the court ordered Racial Fairness Guidelines.

The following is a summary of the major findings contained in this report:

- The District has more desegregated schools in the 1997-1998 school year than in the prior years.
- No elementary school was re-segregated as a result of Controlled Choice.
- Most of the elementary schools are closer to compliance with the

court ordered desegregation standard than in the prior school year.

- All of the District's middle and high schools continue to be desegregated as a result of Controlled Choice.
- The majority of parents from all racial groups prefer all-day kindergarten which indicates that more all-day kindergarten classes are needed in the Rockford School District.
- Ten (10) elementary schools were "under-chosen" by both majority and minority parents. These schools are located in all three zones.
- Seven (7) elementary schools were "over-chosen" by both majority and minority parents. These schools are located in all three zones.
- On October 28, 1996, there were fifteen (15) racially identifiable schools in the District, and on September 30, 1997, there are twelve (12) racially identifiable schools in the District. And, the enrollment data indicates that the desegregation variance has been narrowed in most of these racially identifiable schools.
- The progress in desegregation in the 1997-1998 school year was accomplished by assigning students primarily to a school of choice.

I. ASSIGNABLE CAPACITIES

CONTROLLED CHOICE ASSIGNMENTS 1996-1997 SCHOOL YEAR

Controlled Choice was implemented at the elementary school level for students new to the District (K-6) on November 1, 1996 and at the secondary level, grades 7-12 on January 1, 1997. From November 1, 1996 to June 9, 1997, 763 students were assigned into Rockford Public Schools under Controlled Choice. Of these "new" students, 384 were minority and 379 were majority.

Analysis of new students by grade level is as follows:

Elementary		Middle		High	
Kindergarten	84	Grade 7	45	Grade 9	84
Grade 1	79	Grade 8	<u>53</u>	Grade 10	53
Grade 2	57	Total	98	Grade 11	34
Grade 3	65			Grade 12	<u>13</u>
Grade 4	73			Total	184
Grade 5	68				
Grade 6	<u>55</u>				
Total	481				

CONTROLLED CHOICE ASSIGNMENTS 1997-1998 SCHOOL YEAR

A. Kindergarten Assignable Capacities

During the 1996-1997 school year, the Rockford School District operated 109 kindergarten classes for approximately the same number of children projected to be served during the 1997-1998 school year. Five of the 109 sections were devoted to *Transitional Bilingual Education* (TBE) for Spanish-speaking children at Nashold (1), Riverdahl (3) and RSTA (1) and (1) *Transitional Bilingual Education* section for Laotian children at Kishwaukee Elementary School, leaving 103 sections for children in the regular education program.

The 1996-1997 Kindergarten Section Allocations

	West Zone	Northeast Zone	Southeast Zone
All-day Kindergarten	35	10	15
Half-day Kindergarten AM	4	10	11
Half-day Kindergarten PM	<u>4</u>	<u>10</u>	<u>10</u>
	43	30	36
Percent of the total # of Kindergartens	39%	28%	33%

The above chart indicates a disproportionate distribution of kindergarten sections by zone for the 1996-1997 school year. There were more sections than needed in the eastside zones, resulting in the structural displacement of African-American and Hispanic minority students out of the West Zone.

To correct the displacement of West Zone minority children through Controlled Choice, the number of kindergarten sections available were reallocated for the 1997-1998 school year.

1997-1998 Kindergarten Section Allocations

	West Zone	Northeast Zone	Southeast Zone
All-day Kindergarten	33	11	12
Half-day Kindergarten AM	4	9	8
Half-day Kindergarten PM	<u>3</u>	<u>5</u>	<u>7</u>
	40	25	27
Percent of the total # of Kindergartens	43.5%	27.2%	29.3%

Under Controlled Choice the number of kindergarten sections allocated to each zone is proportional to the number of students who reside in the zone. Accordingly, 43.5% of the seats were allocated in the West Zone, 27.2% in the Northeast Zone and 29.3% in the Southeast Zone.

As a cost saving measure, the District reduced the number of kindergarten sections for the 1997-1998 school year from 109 to ninety-two (92) sections. Seven of the 92 sections were designated as *Transitional Bilingual Education* (TBE) classes for Spanish-speaking children and one (1) section set aside for Laotian children, leaving 84 sections for students who are English-speaking for Controlled Choice assignments. Of the 92 sections, 59 are all-day classes, 20 are half-day (AM) and 13 are half-day (PM) classes. The *Transitional Bilingual Education* classes are all-day sections. The breakdown between all-day and half-day classes for school year 1996-1997 and school year 1997-1998 are as follows:

SY	ADK	HDK/AM	HDK/PM	TOTAL
1996-1997	60	25	24	109
1997-1998	59	20	13	92

The assignable capacities or the number of students to be enrolled in each kindergarten class was established at 24, the contract maximum class size, except for the *Transitional Bilingual Education* classes that were enrolled at 90% of the contract maximum class size, or 21 children in accordance with state regulations. All multi-age classes were enrolled at 23 students. The number of kindergarten sections along with the assignable capacities are defined by school and by zone in the charts that follow.

Kindergarten Sections School Year 1997-1998

West Zone Schools						
School	# of Sections			Assignable Capacities		
	HDK AM	HDK PM	ADK	HDK AM	HDK PM	ADK
Barbour ***			3			69
Conklin	1	1	1	24	24	24
Dennis			2			48
Ellis			3			72
Haskell			2			48
King						
Lathrop *			3			69
Lewis			3			72
McIntosh *			5			117
Montessori			3			68
RSTA						
Stiles			2			48
Summerdale			2			48
Walker	1		1	24		24
Washington			3			72
Welsh	1	1		24	24	
West View	1	1		24	24	
Totals	4	3	33	96	72	779

* Contains One (1) (ADK) TBE Section

*** Two Way Language Immersion Program

Kindergarten Sections School Year 1997-1998

Northeast Zone Schools						
School	# of Sections			Assignable Capacities		
	HDK AM	HDK PM	ADK	HDK AM	HDK PM	ADK
Bloom	1	1	1	24	24	24
Brookview	1		1	24		24
Carlson	1		1	24		24
Gregory	1		1	24		24
Jackson	1	1		24	24	
Johnson	1	1		24	24	
Kishwaukee			3			69
Marsh *	1	1	2	24	24	45
Nelson	1		1	24		24
Spring Creek *	1	1	1	24	24	22
Total	9	5	11	216	120	256

* Contains One (1) (ADK) TBE Section

Southeast Zone Schools						
School	# of Sections			Assignable Capacities		
	HDK AM	HDK PM	ADK	HDK AM	HDK PM	ADK
Beyer			3			72
Cherry Valley						
Eroberg		1	2		24	48
Hillman	1		2	24		48
Nashold						
New Milford						
Riverdahl **	2	2	2	48	48	42
Rock River			2			48
Rolling Green	1	1	1	24	24	24
Thompson	1		1	24		24
White Swan	1	1	1	24	24	24
Whitehead	1		1	24		24
Total	7	5	15	168	120	354

** Contains Two (2) (ADK) TBE Sections

B. Assignable Capacity - Seventh Grade

Assignable capacities were established for the seventh grade level in each of the middle schools and for each elementary school where the grade configuration was changed from K-6 to K-7, or K-8 for the 1997-1998 school year as follows:

<u>SCHOOL</u>	<u>SEVENTH GRADE ASSIGNABLE CAPACITY</u>
Eisenhower	438
Flinn	435
Lincoln	400
Lincoln - <i>TBE</i>	40
West	324
West - <i>Gifted</i>	120 *
Barbour (Gr. K-7)	26
Ellis (Gr. K-8)	60
RSTA (Gr. K-7)	120
Washington (Gr. K-7)	<u>78</u>
Total Assignable Capacity	2041

* Indicates a fully enrolled Gifted Program.

C. Assignable Capacity - Ninth Grade

For the 1997-1998 school year, an assignable capacity of 488 was established for ninth grade in each of the high schools, except for Auburn High School which houses the high school Gifted and CAPA programs.

<u>SCHOOL</u>	<u>ASSIGNABLE CAPACITY</u>
Auburn	318
• CAPA	80
• Gifted	98 *
East	488
Guilford	488
Jefferson	<u>488</u>
Total Assignable Capacity	1960

* Indicates a fully enrolled Gifted Program.

In summary, 2,187 kindergarten seats, 2,041 seventh grade seats and 1,960 ninth grade seats were established for the "entry" grade Controlled Choice assignments for the 1997-1998 school year.

The following tables indicate the Controlled Choice assignable capacities for non-entry grades in each of the elementary, middle and high schools for the 1997-1998 school year.

These non-entry grade assignable capacities will be used as a basis for identifying available seats for students who will be newly enrolling in the District and for students requesting voluntary transfers.

D. Assignable Capacities for Non-entry Grades

Assignable Capacities Elementary Grades - Other Than Kindergarten School Year 1997 - 1998

West Zone Schools								
School	1	2	3	4	5	6	7	8
Barbour	52	52	32	26	27	30	26	
Conklin	78	78	78	52	55	58		
Dennis	52	52	30	30	30	30		
Ellis	78	52	52	52	52	61	60	60
Haskell	52	52	52	52	26	52		
King Gifted	78	78	78	90	86	90		
Lathrop	46	46	49	47	47	52		
Lewis Lemon	78	79	78	78	58	58		
McIntosh	130	78						
McIntosh	23							
Montessori *	69	51	34	26	20	16		
RSTA		78	130	120	121	130	120	
RSTA TBE		23	23	23	23	23	23	
Stiles	26	26	26	26	26	26		
Summerdale	52	52	52	52	53	57		
Walker	52	78	78	73	70	84		
Washington	78	53	78	78	52	84	78	
Welsh	52	52	78	57	78	58		
West View	52	52	52	52	52	61		
Total Seats	1048	1032	1000	934	826	970	307	60

* 44 children are enrolled in Pre-K

Assignable Capacities
Elementary Grades - Other Than Kindergarten
School Year 1997 - 1998

Southeast Zone Schools								
School	1	2	3	4	5	6	7	8
Bever	78	56	52	53	52	59		
Cherry Valley				82	80	78		
Froberg	78	78	78					
Hillman	78	78	78	64	58	58		
Nashold			26	91	86	78		
Nashold <i>TBE</i>				81	81	54		
New Milford				78	78	84		
Riverdahl	104	104	80					
Riverdahl <i>TBE</i>	92	92	69					
Rock River	53	52	52	52	52	27		
Rolling Green	104	104	78	78	87	87		
Thompson	78	78	78	64	71	78		
White Swan	78	104	78					
Whitehead	54	78	78	53	78	60		
Total Seats	797	824	747	696	723	663		

Assignable Capacities Elementary Grades - Other Than Kindergarten
School Year 1997 - 1998

Northeast Zone Schools								
School	1	2	3	4	5	6	7	8
Bloom	78	78	78	78	78	86		
Brookview	52	78	78	53	73	60		
Carlson	52	52	78	53	79	58		
Gregory	55	78	52	52	41	43		
Jackson	52	52	54	52	53	61		
Johnson	78	78	78	56	84	56		
Kishwaukee	78	52	78	52	57	52		
Marsh	104	104	90	90	99	90		
Nelson	78	78	78	78	66	90		
Spring Creek	78	76	76	52	56	58		
S. Crk <i>TBE</i>	23	23	23					
Total Seats	728	749	763	616	686	654		

SECONDARY ASSIGNABLE CAPACITIES FOR NON-ENTRY GRADES

Middle School Assignable Capacity

SCHOOL	8TH GRADE ASSIGNABLE CAPACITY
Eisenhower	450
Flinn	450
Lincoln	400
Lincoln - TBE	50
West	330
West - Gifted	120
Barbour (Gr. K-7)	N/A
Ellis (Gr. K-8)	60
RSTA (Gr. K-7)	N/A
Washington (Gr. K-7)	N/A
Total Assignable Capacity	1860

** Does not include self-contained Special Education*

High School Assignable Capacity

	10th	*SC	11th	SC	12th	SC
Auburn	604	32	488	19	488	20
East	560	27	488	20	488	14
Guilford	560	31	488	22	488	20
Jefferson	<u>560</u>	<u>34</u>	<u>488</u>	<u>22</u>	<u>488</u>	<u>6</u>
	2344	124	1464	83	1464	60

*** Self-Contained Special Education**

II. BATCH APPLICATION PROCESS

ENTRY-GRADE CONTROLLED CHOICE "BATCH PROCESS" 1997-1998 SCHOOL YEAR

The District 205 Controlled Choice Early Application Period was held from January 3 through January 31, 1997. During this period the parents of students entering kindergarten, seventh and ninth grades were encouraged to make application at the Parent Information Center for an early assignment for 1997-1998 school year.

Preparation for the Early Application Period began in November of 1996. In order to assist parents in making informed decisions during the school selection process, a number of comprehensive publications were developed. Individual school profiles and marketing brochures were created to promote diverse educational programs, accomplishments and unique characteristics of each school. These publications and other Choice informational materials were made available to parents at the Parent Information Center and distributed at various District and community presentations during the Choice recruitment period. Additionally, a Magnet School Forum was held at the Roosevelt Community Education Center in December to recruit students for the District's nine magnet schools. Five of these schools were newly designed magnets which were to be implemented at the beginning of the 1997-1998 school year.

From November through January, staff from the Department of Desegregation Parent Information Center conducted in excess of forty informational presentations for Early Childhood and Head Start classes, PTO meetings, individual school open houses, and community groups to explain the Choice Application process for the 1997-1998 school year and encourage parents to make application at the Parent Information Center during the Choice Application Period. School Choice Specialists also arranged school tours throughout the District for interested parents.

An informational campaign focusing on the Choice Early Application Period utilized radio and television spots, promotional billboards throughout the community in English and Spanish, ads in *El Conquistador* and other local newspapers, public service announcements on all local media outlets, and informational videos on Channel 20.

Prior to the close of the application period, the District's Parent Liaisons attempted follow-up contact with the parents of sixth and eighth grade students who had not turned in their Choice Application Forms.

The Parent Information Center staff created the *Advantages* Newsletter which detailed the Department of Desegregation Parent Information Center's student assignment services and functions and explained the Choice Application process and procedures. This publication was sent through the mail to every District 205 family and disseminated to the media and targeted publics throughout the community. Informational Choice flyers were also developed and distributed to day care centers, child care providers, and other appropriate sites.

In addition to these efforts, the District's middle and high schools hosted Choice Informational Open Houses for the parents of entry level seventh and ninth-grade students in early December. Between one-hundred fifty and four-hundred parents attended each of these meetings. In mid-December, preprinted Choice Application Forms were sent by mail to the homes of every sixth and eighth grade student in the District, so each parent could complete the Form and return it to the Parent Information Center by the end of December for processing and eventual school assignment through the computer "Batch" process. The high school assignments for ninth grade students were completed and sent in the mail to each student by February 19, 1997. The middle school assignments for seventh grade students were completed and sent to each student by March 14, 1997. Kindergarten assignments were completed and mailed to parents on March 27, 1997.

Analysis of Early Assignment Application Period results indicated 5,048 early assignments for the entry-grades of kindergarten, seven and nine, were made with an extraordinarily high accommodation of choice. One-hundred percent (100%) of ninth grade students and 92% of seventh grade students received first choice and 86% received their first or second choice at the kindergarten level. Overall 95% of students received their first, second or third choice.

Kindergarten Lottery

During the Early Assignment Period, it was determined that an All-Day Kindergarten section could be added to one school in each elementary zone. An All-Day section of 24 students was allocated for Marsh Elementary School in the Northeast Zone and for Whitehead Elementary School in the Southeast Zone. An All-Day section of 23 students was allocated for the Montessori Magnet in the West Zone. A lottery Application Period for students who would be kindergartners for the 1997-1998 school year was held from April 2 - April 25, 1997. Approximately ninety (90) parents of prospective kindergartners applied for each All-Day section. Lottery assignments were made under the Controlled Choice Guidelines and all seats were assigned. All parents/guardians were notified by mail on May 9, 1997, as to whether their child(ren) received a seat assignment.

Non-entry Level Transfer Period

During the May 1 through May 15 Non-Entry Level Transfer Period (which was extended through June 16, 1997), the applications of over seven-hundred (700) students requesting school transfers for the 1997-1998 school year were received, reviewed and acted upon by the Parent Information Center staff. Approximately three-hundred (300) transfers were granted based upon seat availability and the Racial Fairness Guidelines.

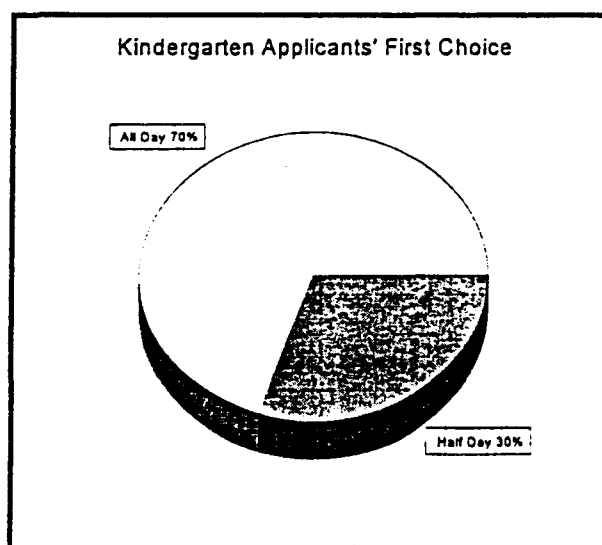
From January 1, 1997 to the present, Parent Information Center staff have served over 8,500 parents who have signed the Visitor Log. It is of note that since November 1, 1996, approximately 24% of the entire District 205 student population has enrolled or transferred under Controlled Choice.

III. ANALYSIS OF CONTROLLED CHOICE BATCH DATA

Parents of all entry-grade children were invited to participate in the Early Application choice process. Kindergarten parents were instructed to select from three (3) to five (5) choices of schools, ranking them in order of preference. Parents of grade seven and grade nine students were instructed to select and rank four (4) schools in order of preference. Parents were advised of the mechanics of the Controlled Choice process. The Racial Fairness Guidelines, availability of seats, sibling/proximity priority, sibling priority and proximity priority were explained. The graphics which follow depict various aspects of the process.

A. Kindergarten Applicant's First choice

Excluding the Montessori Magnet Pre-Kindergarten, 1,678 kindergarten applications were received. As shown below, 70% of those seeking enrollment into a kindergarten class, selected all-day kindergarten including 91% of African-American parents, 86% of Hispanic parents, 58% of Caucasian parents, 59% of Asian parents and 54% of Native-American parents. This data strongly suggests that parents from all racial groups prefer all-day kindergarten.



Kindergarten Applicants' First Choice Numbers by Ethnicity

Type	Hispanic	Afri-Amer	Caucasian	Asian	Indian
Half-day	25	39	423	12	6
All-day	178	377	594	17	7

Type	Number
Half-day	505
All-day	1173

*Data from Controlled Choice Early Application Period, January 3 through January 31, 1997.

B. Parental First Choice

According to the "batch" data, the five most selected schools for all-day kindergarten were: Lewis Lemon Global Studies Academy, Froberg Elementary School, McIntosh Science and Technology Magnet, Bloom Elementary School and Barbour Two-way Language Immersion Magnet. The same data shows that the five *least* chosen schools were: Dennis Nature Science Magnet, Haskell, Kishwaukee, Rock River and Beyer Elementary Schools. The *least* chosen school for TBE students was Spring Creek Elementary School.

Analysis of half-day kindergarten parental first choice "batch" data shows that the five most selected schools were: Marsh, Johnson, Welsh, Whitehead and Spring Creek Elementary Schools; and the five *least* selected schools were Conklin, Nelson, Walker, Hillman, and Gregory Elementary Schools.

The number of first choices should be viewed in light of the number of seats that were made available in each school. As indicated in the prior tables delineating assignable capacities, the number of seats varied from school-to-school due primarily to the relative size of the school building.

C. Relative Rank-Ordered Popularity of First Choice Schools

For example, the Lewis Lemon Global Studies Academy was selected by more all-day kindergarten applicants than that of the other elementary and/or magnet schools. Lemon has three all-day kindergarten classes with an assignable capacity of seventy-two. A total of 139 children applied for a kindergarten seat, some 67 more children than seats available. Froberg Elementary School operates two (2) half-day kindergarten classes and one (1) all-day kindergarten class with assignable capacities of 48 and 24 respectively. This was the second most often selected school for all-day kindergarten, with 87 children seeking admission into 24 seats. The schools least selected (with fewer than 10 first choice applicants) were Haskell, Dennis and Spring Creek.

The first table (Table 1) shows the schools with all-day kindergarten classes listed in rank order with the school selected number #1 the greatest number of times ranked as number one and the school least selected by the kindergarten students ranked as number twenty-seven.

The second table (Table 2) shows the schools with half-day kindergarten classes listed in rank order with the school selected number #1 ranked as number one and the school least selected by the kindergarten students ranked as number twenty.

TABLE 1

ALL-DAY KINDERGARTEN APPLICANTS - CHOICE #1

Rank	School	Zone	Hispanic	African - American	Caucasian	Asian	Native American /Alaskan	Total
1	Lewis Lemon	W	2	111	26	0	0	139
2	Froberg	SE	6	10	69	2	0	87
3	McIntosh	W	19	32	33	0	0	84
4	Bloom	NE	5	16	50	2	0	73
5	Barbour	W	52	1	0	0	0	53
6	Conklin	W	3	10	39	0	0	52
7	Rolling Green	SE	1	7	41	1	2	52
8	Brookview	NE	3	13	31	1	0	48
9	Ellis	W	3	21	24	0	0	48
10	Washington	W	2	32	12	0	1	47
11	White Swan	SE	4	7	33	1	1	46
12	Hillman	SE	7	9	28	1	0	45
13	Carlson	NE	3	11	24	3	0	41
14	Lathrop	W	0	24	16	0	1	41
15	Riverdahl	SE	40	0	0	0	0	40
16	Walker	W	6	7	27	0	0	40
17	Thompson	SE	0	9	26	2	1	38
18	Stiles	W	3	17	14	0	0	34
19	Nelson	NE	3	2	26	0	1	32
20	Gregory	NE	0	7	20	3	0	30
21	Summerdale	W	3	5	21	0	0	29
22	Beyer	SE	2	10	11	0	0	23
23	Rock River	SE	5	1	13	0	0	19
24	Kishwaukee	NE	1	4	5	1	0	11
25	Haskell	W	0	7	2	0	0	9
26	Dennis	W	0	4	3	0	0	7
27	Sp Crk TBF	NE	5	0	0	0	0	5

TABLE 2

HALF-DAY KINDERGARTEN APPLICANTS - CHOICE #1

Rank	School	Zone	Hispanic	African American	Caucasian	Asian	Native American/Alaskan	Total
1	Marsh	NE	3	5	49	1	0	58
2	Johnson	NE	1	1	36	2	0	40
3	Welsh	W	3	6	26	0	1	36
4	Whitehead	SE	2	3	27	1	1	34
5	Spring Creek	NE	2	8	23	0	0	33
6	Riverdahl	SE	1	2	28	1	0	32
7	Froberg	SE	4	0	26	1	0	31
8	Bloom	NE	1	0	26	1	0	28
9	Brookview	NE	2	1	23	0	2	28
10	Rolling Green	SE	2	3	21	2	0	28
11	White Swan	SE	0	2	22	0	1	25
12	West View	W	1	4	18	1	0	24
13	Thompson	SE	0	0	22	0	1	23
14	Jackson	NE	0	2	15	0	0	17
15	Carlson	NE	0	0	15	1	0	16
16	Gregory	NE	2	1	11	0	0	14
17	Hillman	SE	1	0	13	0	0	14
18	Walker	W	0	0	10	0	0	10
19	Nelson	NE	0	1	8	0	0	9
20	Conklin	W	0	0	4	1	0	5

D. Computer Algorithm for “Batch” Assignments

The computer algorithm was designed in accordance with the court order Controlled Choice rules and procedures. Initially, all students in the Rockford School District were assigned a computer generated random number in the event that assignment to schools had to be made by a lottery, due to oversubscription. These numbers have been used in an ascending order in those instances where there was a contest for seats. The computer generated batch assignments were made as follows:

- Applications were sorted by first choice schools
- Students were sorted by majority and minority ethnic groups

The minority and majority students were then sorted and batched, in accordance with the following court ordered priorities.

1. Students with both sibling and proximity priority. *Children seeking enrollment in a school who already had a brother or sister (sibling) in their first choice school were assigned to that school over other children of the same ethnic group (sibling priority). Another consideration was given for proximity. A student whose home address was within 1.5 miles of their first choice school was assigned to that school before a student of the same racial group whose address was outside the 1.5 mile distance (proximity priority).*
2. Students with sibling priority **only**
3. Students with proximity priority **only**
4. Students with no sibling or proximity priorities.

Once the applicants were sorted by first choice school and the above priorities, first choice assignments were made based upon available seats and the Racial Fairness Guidelines.

All students who did not receive their first choice school were automatically placed on a waiting list for that school. In the event that a student did not receive his/her first choice school, the school choice data was sorted in accordance with their second choice school for possible assignment. The batching process continued until all applicants were given the opportunity to be assigned to one of their rank-ordered schools of choice. The applications of students who did not receive an assignment to a school of choice were held for a possible administrative assignment to a school nearest to their home with an available seat within the Racial Fairness Guidelines. However, every effort was made to encourage the parents of these "unassigned" students to return to the Parent Information Center to visit and possibly select a school of choice that had available seats. (See next chart of First Choice Schools by Assignment Priorities).

Although the assignment process was concluded successfully, the work was punctuated by repeated impediments to timely and accurate completion. Serious problems were encountered in the process of securing adequate support by technical personnel, receiving access to sufficient computer run time and implementing a security directive. In order to achieve required schedule performance, all walk-in assignments of students *new* to the District were made manually. The MIS computer program which computes the percent minority enrollment based upon the number of minority seats as opposed to actual minority enrollment produces a flawed result. Use of this algorithm could lead to the further racial identifiability of schools. That computer programming problem existed November 1, 1996 and has not been corrected. Further, there is a problem with the computer program written for the batch assignments in those schools with TBE sections. The algorithm did not reserve seats for minority TBE students, making it impossible to racially balance the kindergarten classes at Lathrop,

McIntosh and Spring Creek. Also, there are assignment functions that had to be done manually because there was no computer program written (i.e. student transfers).

The hostage relationship with the MIS Department that is not under the direction of the court should not continue. Significant unplanned labor resources were expended to compensate for the lack of adequate technology. It is imperative that adequate MIS resources be made available and placed under the direction of the Office of Desegregation for the 1998-1999 school year.

First Choice Schools by Assignment Priorities for the 1997-1998 School Year

School	Sib/Prox	Sib Code	Prox Code	None	Total
Barbour	ADK	0	4	22	53
Beyer	ADK	5	6	7	23
Bloom	HDK	9	2	12	28
	ADK	7	4	20	73
Brookview	HDK	11	2	11	28
	ADK	10	11	4	23
Carlson	HDK	5	2	1	8
	ADK	9	7	8	17
Conklin	HDK	1	0	3	1
	ADK	11	7	17	17
Dennis	ADK	1	2	4	0
Ellis	ADK	10	1	12	25
Eroberg	HDK	1	11	4	15
	ADK	3	13	14	57
Gregory	HDK	5	2	5	2
	ADK	7	3	6	14
Haskell	ADK	2	3	3	1
Hillman	HDK	2	5	3	4
	ADK	8	14	7	16
Jackson	HDK	10	1	5	1
Johnson	HDK	14	0	18	8
Kishwaukee	ADK	7	0	4	0
Lathrop	ADK	7	14	5	15
Lewis Lemon	ADK	15	16	57	51
Marsh	HDK	5	25	8	20
McIntosh	ADK	16	15	14	39
Nelson	HDK	6	0	3	0
	ADK	12	0	18	2
Riverdahl	HDK	6	15	4	7
	ADK	1	10	2	27
Rock River	ADK	12	1	5	1
Rolling Green	HDK	9	1	10	8
	ADK	10	6	13	23
Spring Creek	HDK	3	14	3	13
	ADK	0	1	0	4
Stiles	ADK	2	8	7	17
Summerdale	ADK	3	6	13	7
Thompson	HDK	8	2	3	10
	ADK	5	11	11	11
Walker	HDK	3	0	6	1
	ADK	9	9	16	6
Washington	ADK	7	9	10	21
Welsh	HDK	14	3	15	4
West View	HDK	12	4	6	2
White Swan	HDK	1	5	3	16
	ADK	3	14	5	24
Whitehead	HDK	17	6	3	8

E. Under-chosen Schools

The Controlled Choice Student Assignment Plan is more than a student assignment plan. The Plan was designed to help drive school improvement. The Plan requires that the Director of Desegregation identify schools that are “under-chosen” by majority and/or minority parents and target these schools for educational improvements and enhancements that will attract desegregated student populations (CRO at 81). Towards that end, several elementary schools were identified as “under-chosen” by both racial groups (i.e. fewer students chose these schools than could be accommodated by the assignable capacity for these schools).

The ten (10) “under-chosen” elementary schools were located in each zone; therefore, school improvement measures should be implemented to attract students on a districtwide basis.

In accordance with the CRO, the Director of Desegregation has begun the process of establishing the Citywide Improvement Council. The Council will diagnose the factors which might explain why certain schools were “under-chosen” and recommend ways to attract desegregated student populations. They will study the attractive features of the schools that were “over-chosen” by both racial groups for possible replication in the *least* chosen schools. This Council is advisory in nature and will make recommendations to the Director of Desegregation. The educational enhancement of least chosen schools will be determined from this body with input and recommendations from the schools.

1. List of Under-chosen Schools by Both Racial Groups for the 1997-1998 School Year

NORTHEAST ZONE

Jackson Elementary School	HDK
Kishwaukee Elementary School	ADK

SOUTHEAST ZONE

Beyer Elementary School	ADK
Riverdahl Elementary School	ADK/TBE & HDK
Rock River Elementary School	ADK

WEST ZONE

Dennis Nature Science Magnet	ADK
Conklin Elementary School	HDK
Haskell Elementary School	ADK
Walker Elementary School	HDK
West View Elementary School	HDK

2. List of “Over-chosen” Schools by Both Racial Groups for the 1997-1998 School Year

The Controlled Choice Plan was also designed to identify schools that were “over-chosen” by all racial groups. Analysis of the 1997-1998 “batch” data indicated that seven elementary schools, located in all three zones, were “over-chosen” by minority and majority kindergarten parents. The Citywide School Improvement Council will study and identify the attractive features of these schools. The Council will also recommend ways to replicate these positive features in other schools.

NORTHEAST ZONE

IN EXCESS OF CAPACITIES

Bloom Elementary	37 majority/12 minority
Brookview Elementary	28 majority/7 minority
Carlson Elementary	13 majority/5 minority

SOUTHEAST ZONE
White Swan Elementary

IN EXCESS OF CAPACITIES
21 majority/2 minority

WEST ZONE

IN EXCESS OF CAPACITIES

Conklin Elementary

24 majority/5 minority

Walker Elementary

12 majority/4 minority

Montessori Magnet School (Pre-K) 39 majority/20 minority

3. “Over-chosen” by One Racial Group and “Under-chosen” by Other Racial Groups

It should be noted that certain schools, although not on the prior list of schools “under-chosen” by both racial groups, were “under-chosen” by one racial group and “over-chosen” by the other racial group.

The Citywide School Improvement Council will also study these schools and recommend ways that they might attract the “under-chosen” racial group.

**SCHOOLS THAT HAVE BEEN OVER & UNDER-CHOSEN FOR KINDERGARTEN
AFTER 1ST CHOICE BATCH PROCESSING
1997-1998**

School	Class	Ethnic Group "Over-chosen"	Seats Taken	High Seats Allowed	On Wait List	Ethnic Group "Under-chosen"	Seats Taken	High Seats Allowed
Barbour	22	Minority	41	41	5	Majority	7	28
Brookview	20	Majority	15	15	11	Minority	3	9
Carlson	20	Majority	15	15	1	Minority	?	9
Froberg	20	Majority	15	15	12	Minority	4	9
Froberg	22	Majority	29	29	42	Minority	16	19
Gregory	22	Majority	15	15	8	Minority	7	9
Johnson	20	Majority	29	29	11	Minority	4	19
Lewis Lemon	22	Minority	28	28	85	Majority	26	44
Marsh	20	Majority	29	29	21	Minority	8	19
McIntosh	22	Minority	46	46	4	Majority	34	71
Nelson	22	Majority	15	15	12	Minority	5	9
Rolling Green	22	Majority	15	15	29	Minority	8	9
Stiles	22	Minority	19	19	1	Majority	14	29
Thompson	20	Majority	15	15	8	Minority		9
Washington	22	Minority	28	28	7	Majority	14	44
Whitehead	20	Majority	15	15	14	Minority	5	9

22) All-day Kindergarten

(20) Half-day Kindergarten

IV. CONTROLLED CHOICE DATA ASSIGNMENT ANALYSIS

In addition to assignments made via the “batching process”, **walk-in assignments** were made at the Parent Information Center which account for the total number of students enrolled to date. This section of the report analyzes enrollment data as of September 30, 1997, resulting from the total “batch” process, walk-in assignments, grandfathered assignments and transfers.

ENTRY-LEVEL GRADES DESEGREGATION STATUS

Kindergarten

The West Zone has fifteen schools in which kindergarten classes are located and twelve of these schools have desegregated kindergarten classes, as of 9/30/97. Last year on 10/28/96, there were 16 schools with kindergarten classes and eleven were desegregated.

The Southeast Zone has nine schools in which kindergarten classes are located and all nine of these schools have desegregated kindergarten classes as of 9/30/97. Last year on 10/28/96, there were nine schools with kindergarten classes and six were desegregated.

The Northeast Zone has ten schools in which kindergarten classes are located. Six of these schools had desegregated kindergarten classes as of 9/30/97. Last year on 10/28/96, there were 10 schools with kindergarten classes and 6 were desegregated.

Seventh Grade

The seventh grade entry-level classes at the four middle schools are desegregated as of 9/30/97 and were also desegregated as of 10/28/96.

Ninth Grade

The ninth grade entry-level classes at the four high schools are desegregated as of 9/30/97 and were also desegregated as of 10/28/96.

Desegregation Effects on Entry-Grade Enrollment

The Controlled Choice Plan was designed to desegregate the Rockford Schools primarily through the assignment of students at the entry-grades in elementary, middle and high schools. As a result of the entry-grade “batch” process and analysis of the late kindergarten assignments, data indicates that:

- Twenty-eight (28) of the District’s 35 elementary schools with kindergartens have desegregated kindergarten enrollments.
- Of the seven (7) schools with racially identifiable kindergarten enrollments; three (3) (Lathrop, McIntosh and Spring Creek) have TBE classes. One (1) (Barbour School) is converting to a two-way bilingual magnet and was exempt from administrative assignment; and at three (3) schools; Jackson, Johnson and Nelson Elementary Schools, the kindergarten children were assigned within the Racial Fairness Guidelines based upon last year’s percent minority enrollment (39.2) plus or minus 15%. Due to an increase in the percent of minorities currently enrolled in the District (which is 44.3%), these classes are out of compliance by approximately two (2) students.
- Another factor which contributed to the three (3) schools with minority segregated kindergarten classes was that the original Controlled Choice computer algorithm, designed by the District’s MIS Department, failed to set aside seats for only TBE minority students. In these schools where the enrollment of minority students is at the maximum (+15% level), it is not possible to add TBE Spanish speaking minority students without exceeding the range within which a class may be considered desegregated.
- All seventh and ninth grade classes remain desegregated under Controlled Choice.

**DESEGREGATION PERCENTAGES
WEST ZONE
ENTRY-GRADES**

School	Grade		Date	School Minority Percent	District Minority Percent	Percent Variance	Deseg- regated Yes/No
Barbour	W	K	9/30/97	64.4%	60.00%*	4.4%	N
Barbour	W	K	10/28/96	69.8%	39.4%	30.4%	N
Conklin	W	K	9/30/97	37.5%	44.3%	-6.8%	Y
Conklin	W	K	10/28/96	36.2%	39.4%	-3.2%	Y
Dennis	W	K	9/30/97	53.3%	44.3%	9.0%	Y
Dennis	W		10/28/96	N/A	N/A	N/A	N/A
Ellis	W	K	9/30/97	52.5%	44.3%	8.2%	Y
Ellis	W	K	10/28/96	66.1%	39.4%	26.7%	N
Haskell	W	K	9/30/97	47.8%	44.3%	3.5%	Y
Haskell	W	K	10/28/96	64.3%	39.4%	24.9%	N
King	W	N/A	9/30/97	N/A	N/A	N/A	N/A
King	W	K	10/28/96	N/A	N/A	N/A	N/A
Lathrop	W	K	9/30/97	61.7%	44.3%	17.4%	N
Lathrop	W	K	10/28/96	43.5%	39.4%	4.1%	Y
Lemon	W	K	9/30/97	55.9%	44.3%	11.6%	Y
Lemon	W	K	10/28/96	51.4%	39.4%	12.0%	Y
McIntosh	W	K	9/30/97	61.3%	44.3%	17.0%	N
McIntosh	W	K	10/28/96	41.3%	39.4%	1.9%	Y
Montessori	W	K	9/30/97	37.8%	44.3%	-6.5%	Y
Montessori	W	K	10/28/96	36.1%	39.4%	-3.3%	Y
Stiles	W	K	9/30/97	46.8%	44.3%	2.5%	Y
Stiles	W	K	10/28/96	59.0%	39.4%	19.6%	N
Summerdale	W	K	9/30/97	33.3%	44.3%	-11.0%	Y
Summerdale	W	K	10/28/96	42.9%	39.4%	3.5%	Y
Walker	W	K	9/30/97	39.1%	44.3%	-5.2%	Y
Walker	W	K	10/28/96	36.0%	39.4%	-3.4%	Y
Washington	W	K	9/30/97	53.6%	44.3%	9.3%	Y
Washington	W	K	10/28/96	53.3%	39.4%	13.9%	Y
Welsh	W	K	9/30/97	39.6%	44.3%	-4.7%	Y
Welsh	W	K	10/28/96	24.4%	39.4%	-15.0%	Y
RSTA	W		9/30/97	N/A	N/A	N/A	N/A
RSTA	W	K	10/28/96	N/A	N/A	N/A	N/A
West View	W	K	9/30/97	40.0%	44.3%	-4.3%	Y
West View	W	K	10/28/96	32.4%	39.4%	-7.0%	Y

**DESEGREGATION PERCENTAGES
SOUTHEAST ZONE
ENTRY-GRADES**

School	Grade	Date	School Minority Percent	District Minority Percent	Percent Variance	Deseg- regated Yes/No
Beyer	SE K	9/30/97	52.9%	44.3%	8.6%	Y
Beyer	SE K	10/28/96	50.8%	39.4%	11.4%	Y
Froberg	SE K	9/30/97	34.3%	44.3%	-10.0%	Y
Froberg	SE K	10/28/96	27.6%	39.4%	-11.8%	Y
Hillman	SE K	9/30/97	33.8%	44.3%	-10.5%	Y
Hillman	SE K	10/28/96	26.2%	39.4%	-13.2%	Y
Riverdahl	SE K	9/30/97	50.0%	44.3%	5.7%	Y
Riverdahl	SE K	10/28/96	55.9%	39.4%	16.5%	N
Nashold	SE	9/30/97	N/A	N/A	N/A	N/A
Nashold	SE	10/28/96	N/A	N/A	N/A	N/A
New Milford	SE	9/30/97	N/A	N/A	N/A	N/A
New Milford	SE	10/28/96	N/A	N/A	N/A	N/A
Rock River	SE K	9/30/97	33.3%	44.3%	-11.0%	Y
Rock River	SE K	10/28/96	43.1%	39.4%	3.7%	Y
Rolling Green	SE K	9/30/97	31.0%	44.3%	-13.3%	Y
Rolling Green	SE K	10/28/96	26.3%	39.4%	-13.1%	Y
Thompson	SE K	9/30/97	39.6%	44.3%	-4.7%	Y
Thompson	SE K	10/28/96	25.0%	39.4%	-14.4%	Y
Whitehead	SE K	9/30/97	46.8%	44.3%	2.5%	Y
Whitehead	SE K	10/28/96	19.6%	39.4%	-19.8%	N
White Swan	SE K	9/30/97	30.0%	44.3%	-14.3%	Y
White Swan	SE K	10/28/96	16.5%	39.4%	-22.9%	N
Cherry Valley	SE	9/30/97	N/A	44.0%	N/A	N/A
Cherry Valley	SE	10/28/96	N/A	39.4%	N/A	N/A

**DESEGREGATION PERCENTAGES
NORTHEAST ZONE
ENTRY-GRADES**

School	Grade		Date	School Minority Percent	District Minority Percent	Percent Variance	Deseg- regated Yes/No
Bloom	NE	K	9/30/97	40.0%	44.3%	-4.3%	Y
Bloom	NE	K	10/28/96	31.8%	39.4%	-7.6%	Y
Brookview	NE	K	9/30/97	37.5%	44.3%	-6.8%	Y
Brookview	NE	K	10/28/96	35.3%	39.4%	-4.1%	Y
Carlson	NE	K	9/30/97	39.1%	44.3%	-5.2%	Y
Carlson	NE	K	10/28/96	28.8%	39.4%	-10.6%	Y
Gregory	NE	K	9/30/97	37.0%	44.3%	-7.3%	Y
Gregory	NE	K	10/28/96	32.1%	39.4%	-7.3%	Y
Jackson	NE	K	9/30/97	26.2%	44.3%	-18.1%	N
Jackson	NE	K	10/28/96	21.4%	39.4%	-18.0%	N
Johnson	NE	K	9/30/97	26.1%	44.3%	-18.2%	N
Johnson	NE	K	10/28/96	22.0%	39.4%	-17.4%	N
Kishwaukee	NE	K	9/30/97	45.5%	44.3%	1.2%	Y
Kishwaukee	NE	K	10/28/96	20.6%	39.4%	-18.8%	N
Marsh	NE	K	9/30/97	51.6%	44.3%	7.3%	Y
Marsh	NE	K	10/28/96	22.4%	39.4%	-17.0%	N
Nelson	NE	K	9/30/97	25.0%	44.3%	-19.3%	N
Nelson	NE	K	10/28/96	25.0%	39.4%	-14.4%	Y
Spring Creek	NE	K	9/30/97	61.8%	44.3%	17.5%	N
Spring Creek	NE	K	10/28/96	43.3%	39.4%	3.9%	Y

**DESEGREGATION PERCENTAGES
MIDDLE SCHOOL
ENTRY-GRADES**

School	Grade	Date	School Minority Percent	District Minority Percent	Percent Variance	Deseg- regated Yes/No	
Lincoln	MS	7	9/30/97	35.3%	37.7%	-2.4%	Y
Lincoln	MS	7	10/28/96	35.4%	36.7%	-1.3%	Y
Eisenhower	MS	7	9/30/97	33.2%	37.7%	-4.5%	Y
Eisenhower	MS	7	10/28/96	33.2%	36.7%	-3.5%	Y
Flinn	MS	7	9/30/97	30.4%	37.7%	-7.3%	Y
Flinn	MS	7	10/28/96	32.5%	36.7%	-4.2%	Y
West	MS	7	9/30/97	43.5%	37.7%	5.8%	Y
West	MS	7	10/28/96	45.2%	36.7%	8.5%	Y

**DESEGREGATION PERCENTAGES
HIGH SCHOOL
ENTRY-GRADES
WITHOUT RETENTIONS**

School	Grade	Date	School Minority Percent	District Minority Percent	Percent Variance	Deseg- regated Yes/No	
Auburn	HS	9	9/30/97	40.6%	39.4%	1.2%	Y
Auburn	HS	9	10/28/96	38.3%	39.3%	-1.0%	Y
East	HS	9	9/30/97	40.6%	39.4%	1.2%	Y
East	HS	9	10/28/96	35.1%	39.3%	-4.2%	Y
Guilford	HS	9	9/30/97	41.0%	39.4%	1.6%	Y
Guilford	HS	9	10/28/96	47.0%	39.3%	7.7%	Y
Jefferson	HS	9	9/30/97	32.5%	39.4%	-6.9%	Y
Jefferson	HS	9	10/28/96	34.7%	39.3%	-4.6%	Y

**DESEGREGATION PERCENTAGES
HIGH SCHOOL
ENTRY-GRADES
* WITH GRADE 9 RETENTIONS**

School	Grade	Date	School Minority Percent	District Minority Percent	Percent Variance	Deseg- regated Yes/No	
Auburn	HS	9	9/30/97	43.4%	42.7%	0.7%	Y
Auburn	HS	9	10/28/96	38.3%	39.3%	-1.0%	Y
East	HS	9	9/30/97	42.9%	42.7%	0.2%	Y
East	HS	9	10/28/96	35.1%	39.3%	-4.2%	Y
Guilford	HS	9	9/30/97	48.0%	42.7%	5.3%	Y
Guilford	HS	9	10/28/96	47.0%	39.3%	7.7%	Y
Jefferson	HS	9	9/30/97	34.7%	42.7%	-8.0%	Y
Jefferson	HS	9	10/28/96	34.7%	39.3%	-4.6%	Y

** Includes 554 students (249 44.9% majority and 305 or 55.1% minority), who were retained and enrolled in Grade 9 for the 1997-1998 school year. On August 8th the high schools reported that 737 Grade 9 students had been retained. Available data indicates that over 100 of these students have been "dropped" or disenrolled from the Rockford School District.*

V. . ENROLLMENT DATA

CONTROLLED CHOICE DESEGREGATION EFFECTS ON SCHOOL ENROLLMENT

Under the CRO, a regular elementary school is considered desegregated if the minority enrollment is within +/- 15 percentage points of the District's actual grade-level minority percentage. A magnet school is considered desegregated based upon the criteria for elementary schools, except that the percentage of minorities shall be at least equal to the District's actual grade-level minority percentage.

At the secondary level, middle and high schools are considered desegregated if the minority enrollment is within +/- 15 percentage points of the District's actual grade-level minority percentage, except that the percent of minorities at the high school level may not go below 25%.

The analysis of the overall racial enrollment in the Rockford Schools for 1997-1998 school year indicates that more schools have become desegregated as a result of the implementation of Controlled Choice. The data further shows that no schools have been resegregated as a result of Controlled Choice and that most schools now have a percentage of minority and majority students that is closer to the districtwide percentage of minority and majority students.

The tables on pages 48 - 51 display the desegregation status of the total enrollment for each elementary, middle and high school by Controlled Choice. The elementary school tables are divided by zones for comparison purposes.

In order to compare the progress of desegregation this year, each school in these tables is compared utilizing two rows. The first row represents the school's minority enrollment as of 9/30/97. The second (shaded row) represents the school's minority enrollment data as of 10/28/96, the District's racial enrollment prior to the implementation of Controlled Choice on November 1, 1996.

The crucial figure in each of these rows is the percent variance column. This percent variance figure is derived from subtracting the minority percentage in each school from the corresponding School District's grade-level minority percentage. The closer to zero achieved by the variance figures, the more the actual grade corresponds to the District's actual grade level minority percentage.

West Zone

The West Zone is comprised of 17 elementary schools and 11 of these schools are desegregated as of 9/30/97 and six schools are segregated. However, five of the six schools not in compliance have a lower variance score and are closer to being in compliance than last year. Washington Communication Academy is out of compliance because the gifted classes were moved to King School. It would also have been out of compliance last year if the gifted students were not counted in the desegregation figures. Last year on 10/28/96, there were 9 schools desegregated in the West Zone, excluding Washington.

Southeast Zone

The Southeast Zone is comprised of 12 elementary schools and 7 of these schools are desegregated as of 9/30/97. Eleven schools have a lower variance and are closer to compliance than last year. Four of the schools not in compliance are split grade-level schools and all four of these schools have a lower percent variance figure and are closer to being in compliance than last year. On 10/28/96, there were 7 schools desegregated in the Southeast Zone.

Northeast Zone

The Northeast Zone is comprised of 10 elementary schools and all 10 of these schools are desegregated as of 9/30/97. On 10/28/96, there were 8 schools desegregated in the Northeast Zone.

The following schools were racially identifiable on October 28, 1996 and, as a

result of Controlled Choice, were desegregated as of September 30, 1997: Ellis, Marsh, Johnson and Stiles.

Middle School Desegregation

All middle schools are desegregated as of 9/30/97 and were also desegregated on 10/28/96.

High School Desegregation

All high schools are desegregated as of 9/30/97 and were also desegregated on 10/28/96.

**DESEGREGATION COMPLIANCE
WEST ZONE
ELEMENTARY SCHOOLS**

School	Grade	Date	School Minority Percent	District Minority Percent	Percent Variance	Deseg- regated Yes/No
Barbour	W K-7	9/30/97	76.5%	41.2%	35.4%	N
Barbour	W K-6	10/28/96	82.9%	38.3%	44.6%	N
Conklin	W K-6	9/30/97	38.6%	41.2%	-2.6%	Y
Conklin	W K-6	10/28/96	35.1%	38.3%	-3.2%	Y
Dennis	W K-6	9/30/97	62.3%	41.2%	21.1%	N
Dennis	W K-6	10/28/96	63.6%	38.3%	25.3%	N
Ellis	W K-8	9/30/97	50.3%	41.2%	9.1%	Y
Ellis	W K-6	10/28/96	75.6%	38.3%	37.3%	N
Haskell	W K-6	9/30/97	65.6%	41.2%	24.4%	N
Haskell	W K-6	10/28/96	75.7%	38.3%	37.4%	N
King	W 1-6	9/30/97	31.9%	41.2%	-9.3%	Y
King	W 1-3	10/28/96	32.3%	38.3%	-6.0%	Y
Lathrop	W K-6	9/30/97	49.2%	41.2%	8.0%	Y
Lathrop	W K-6	10/28/96	39.6%	38.3%	1.3%	Y
Lemon	W K-6	9/30/97	53.9%	41.2%	12.7%	Y
Lemon	W K-6	10/28/96	53.1%	38.3%	14.8%	Y
McIntosh	W K-2	9/30/97	59.1%	41.2%	17.9%	N
McIntosh	W K-6	10/28/96	56.0%	38.3%	17.7%	N
Montessori	W PreK-6	9/30/97	37.3%	41.2%	-3.9%	Y
Montessori	W PreK-6	10/28/96	35.2%	38.3%	-3.1%	Y
Stiles	W K-6	9/30/97	43.5%	41.2%	2.3%	Y
Stiles	W K-1	10/28/96	56.2%	38.3%	17.9%	N
Summerdale	W K-6	9/30/97	40.1%	41.2%	-1.1%	Y
Summerdale	W K-6	10/28/96	40.7%	38.3%	2.4%	Y
Walker	W K-6	9/30/97	32.7%	41.2%	-8.5%	Y
Walker	W K-6	10/28/96	31.7%	38.3%	-6.6%	Y
Washington	W K-6	9/30/97	58.9%	41.2%	17.7%	N
Washington*	W K-6	10/28/96	46.1%	38.3%	7.8%	Y
Washington	W K-7	9/30/97	58.1%	41.2%	16.9%	N
Washington**	W K-6	10/28/96	57.5%	38.3%	19.2%	N
Welsh	W K-6	9/30/97	39.7%	41.2%	-1.5%	Y
Welsh	W K-6	10/28/96	37.1%	38.3%	-1.2%	Y
RSTA	W 2-7	9/30/97	62.6%	41.2%	21.4%	N
RSTA	W K-6	10/28/96	63.2%	38.3%	24.9%	N
West View	W K-6	9/30/97	40.1%	41.2%	-1.1%	Y
West View	W K-6	10/28/96	35.7%	38.3%	-2.6%	Y

* Includes Gifted and Talented

** Does not include Gifted and Talented

**DESEGREGATION COMPLIANCE
SOUTHEAST ZONE
ELEMENTARY SCHOOLS**

School	Grade	Date	School Minority Percent	District Minority Percent	Percent Variance	Deseg- regated Yes/No
Bever	SE K-6	9/30/97	48.6%	41.2%	7.4%	Y
Bever	SE K-6	10/28/96	43.3%	38.3%	5.0%	Y
Froberg	SE K-3	9/30/97	25.9%	41.2%	-15.3%	N
Froberg	SE K-3	10/28/96	20.3%	38.3%	-18.0%	N
Hillman	SE K-6	9/30/97	35.1%	41.2%	-6.1%	Y
Hillman	SE K-6	10/28/96	29.6%	38.3%	-8.7%	Y
Riverdahl	SE K-3	9/30/97	56.4%	41.2%	15.2%	N
Riverdahl	SE K-3	10/28/96	54.6%	38.3%	16.3%	N
Nashold	SE 3-6	9/30/97	53.5%	41.2%	12.3%	Y
Nashold	SE K-6	10/28/96	51.0%	38.3%	12.7%	Y
New Milford	SE 4-6	9/30/97	12.9%	41.2%	-28.3%	N
New Milford	SE 4-6	10/28/96	9.8%	38.3%	-28.5%	N
Rock River	SE K-6	9/30/97	41.7%	41.2%	0.5%	Y
Rock River	SE K-6	10/28/96	36.5%	38.3%	-1.8%	Y
Rolling Green	SE K-6	9/30/97	28.8%	41.2%	-12.4%	Y
Rolling Green	SE K-6	10/28/96	28.0%	38.3%	-10.3%	Y
Thompson	SE K-6	9/30/97	30.2%	41.2%	-11.0%	Y
Thompson	SE K-6	10/28/96	24.6%	38.3%	-13.7%	Y
Whitehead	SE K-6	9/30/97	31.8%	41.2%	-9.4%	Y
Whitehead	SE K-6	10/28/96	25.6%	38.3%	-12.7%	Y
White Swan	SE K-3	9/30/97	22.4%	41.2%	-18.8%	N
White Swan	SE K-3	10/28/96	16.6%	38.3%	-21.7%	N
Cherry Valley	SE 4-6	9/30/97	19.2%	41.2%	-22.0%	N
Cherry Valley	SE 4-6	10/28/96	13.2%	38.3%	-25.1%	N

**DESEGREGATION COMPLIANCE
NORTHEAST ZONE
ELEMENTARY SCHOOLS**

School		Grade	Date	School Minority Percent	District Minority Percent	Percent Variance	Deseg- regated Yes/No
Bloom	NE	K-6	9/30/97	37.0%	41.2%	-4.2%	Y
Bloom	NE	K-6	10/28/96	32.4%	38.3%	-5.9%	Y
Brookview	NE	K-6	9/30/97	37.2%	41.2%	-4.0%	Y
Brookview	NE	K-6	10/28/96	29.8%	38.3%	-8.5%	Y
Carlson	NE	K-6	9/30/97	34.7%	41.2%	-6.5%	Y
Carlson	NE	K-6	10/28/96	30.5%	38.3%	-7.8%	Y
Gregory	NE	K-6	9/30/97	31.2%	41.2%	-10.0%	Y
Gregory	NE	K-6	10/28/96	30.5%	38.3%	-7.8%	Y
Jackson	NE	K-6	9/30/97	34.3%	41.2%	-6.9%	Y
Jackson	NE	K-6	10/28/96	32.4%	38.3%	-5.9%	Y
Johnson	NE	K-6	9/30/97	28.8%	41.2%	-12.4%	Y
Johnson	NE	K-6	10/28/96	22.8%	38.3%	-15.5%	N
Kishwaukee	NE	K-6	9/30/97	35.1%	41.2%	-6.1%	Y
Kishwaukee	NE	K-6	10/28/96	30.2%	38.3%	-8.1%	Y
Marsh	NE	K-6	9/30/97	31.3%	41.2%	-9.9%	Y
Marsh	NE	K-6	10/28/96	21.2%	38.3%	-17.1%	N
Nelson	NE	K-6	9/30/97	30.9%	41.2%	-10.3%	Y
Nelson	NE	K-6	10/28/96	28.5%	38.3%	-9.8%	Y
Spring Creek	NE	K-6	9/30/97	46.7%	41.2%	5.5%	Y
Spring Creek	NE	K-6	10/28/96	37.4%	38.3%	-0.9%	Y

**DESEGREGATION COMPLIANCE
MIDDLE SCHOOLS**

School	Grade	Date	School Minority Percent	District Minority Percent	Percent Variance	Deseg- regated Yes/No	
Lincoln	MS	7-8	9/30/97	35.9%	37.7%	-1.8%	Y
Lincoln	MS	7-8	10/28/96	35.1%	36.0%	-0.9%	Y
Eisenhower	MS	7-8	9/30/97	33.4%	37.7%	-4.3%	Y
Eisenhower	MS	7-8	10/28/96	34.0%	36.0%	-2.0%	Y
Flinn	MS	7-8	9/30/97	32.0%	37.7%	-5.7%	Y
Flinn	MS	7-8	10/28/96	31.2%	36.0%	-4.8%	Y
West	MS	7-8	9/30/97	45.7%	37.7%	8.0%	Y
West	MS	7-8	10/28/96	44.4%	36.0%	8.4%	Y

**DESEGREGATION COMPLIANCE
HIGH SCHOOLS**

School	Grade	Date	School Minority Percent	District Minority Percent	Percent Variance	Deseg- regated Yes/No	
Auburn	HS	9-12	9/30/97	36.6%	34.7%	1.9%	Y
Auburn	HS	9-12	10/28/96	35.7%	31.5%	4.2%	Y
East	HS	9-12	9/30/97	35.4%	34.7%	0.7%	Y
East	HS	9-12	10/28/96	28.8%	31.5%	-2.7%	Y
Guilford	HS	9-12	9/30/97	34.9%	34.7%	0.2%	Y
Guilford	HS	9-12	10/28/96	31.5%	31.5%	0.0%	Y
Jefferson	HS	9-12	9/30/97	29.6%	34.7%	-5.1%	Y
Jefferson	HS	9-12	10/28/96	28.1%	31.5%	-3.4%	Y

VI. ENROLLMENT DATA 1997-1998

With the implementation of Controlled Choice, the Department of Desegregation has made every effort to verify the actual enrollment of the Rockford School District. This process began November 1, 1996, with the effort to identify "available seats" for students new to the District. This effort was further carried out to identify "available seats" for non-entry grade or "grandfathered" students who were requesting a transfer for the 1997-1998 school year. The high volume of students coming into the system in July and August also necessitated an aggressive verification of all "available sets" in grades K through 12.

The Parent Information Center was particularly concerned with the availability of kindergarten seats when the assigned enrollment for kindergarten exceeded the number of kindergarten seats originally allocated for the 1997-1998 school year. This required an increase in assignable kindergarten capacities in certain elementary schools.

As a result of this process, students who were no longer attending the Rockford School District prior to and after the end of the 1996-1997 school year were "dropped" or disenrolled from the Rockford Public Schools. A preliminary analysis of the "available drop" data for 1997-1998 school year indicates that a number of students from all racial groups who were dropped actually stopped attending the Rockford School District during the 1996-1997 school year.

The Department of Desegregation's analysis of these disenrolled students is ongoing and the results will be reported to the court at a later date. The Department is extremely concerned about instances of school-age students who were dropped without proper verification. As a result of the Department of Desegregation's involvement in the drop of students, it is clear that a policy needs to be developed concerning the timely and educationally sound procedure to address this issue.

The following data indicates grade-level enrollment changes for the past three years for both entry and non-entry grades.

**1997-1998 ENROLLMENTS
BY GRADE LEVEL
September 30, 1997**

Table 1

	9/30/95	9/30/96	CHANGE	9/30/97	CHANGE
PRE-K	1276	1288	12	1407	119
K	2224	2196	-28	2080	-116
1	2236	2327	91	2268	-59
2	2161	2228	67	2272	44
3	2177	2102	-75	2194	92
4	2197	2133	-64	2015	-118
5	2128	2172	44	2053	-119
6	1923	2062	139	2101	39
SPED	490	515	25	565	50
TOTAL	16812	17023	211	16955	-68

	9/30/95	9/30/96	CHANGE	9/30/97	CHANGE
7*	2063	1937	-126	2020	83
8*	1969	2004	35	1885	-119
TOTAL	4032	3941	-91	3905	-36

	9/30/95	9/30/96	CHANGE	9/30/97	CHANGE
9*	2456	2501	45	2585	84
10*	1628	1718	90	1711	-7
11*	1305	1294	-11	1298	4
12*	1281	1376	95	1330	-46
TOTAL	6670	6889	219	6924	35

Page Park	122	124	2	112	-12
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DISTRICT	27636	27977	341	27896	-81
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* Includes Special Education Students

VII. RECOMMENDATIONS

RECOMMENDATIONS

The following recommendations are being made to improve upon the efficacy of the Controlled Choice student assignment process for the 1997-1998 school year and beyond.

1. All MIS staff performing computer related services that support the implementation of Controlled Choice be held accountable to the Director of Desegregation.
2. The number of all-day kindergarten sections be increased to accommodate parent demands for a desegregative kindergarten experience for their children.
3. The overall number of kindergarten sections, particularly for children who are monolingual, be increased.
4. The assignable capacity of 24 students for kindergarten classes only be honored in "over-chosen" schools.
5. The Citywide School Improvement Council be established as soon as possible and recommendations made concerning "over and under chosen schools".
6. Certified staff from the Special Education Department be assigned to the Parent Information Center to assist parents in making informed choices for their children. Currently, this is the only category of students from which an immediate assignment cannot be made. Our experience demonstrates that these students need to be afforded more opportunities to benefit from Controlled Choice.
7. Every effort be made to complete the magnet school planning and development process in the racially identifiable minority schools prior to the beginning of the Controlled Choice entry-grade "batch" process for the 1998-1999 school year.
8. Procedures and safeguards be implemented to ensure that no student is inappropriately dropped from the Rockford School District.