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THREE ALTERNATIVES
FOR
ELIMINATING RACIAL IMBALANCE
AND
REDUCING RACIAL ISOLATION

DRAFT ONLY

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I. Introduction

The purpose of this report is to present to the Cambridge community three alternative solutions to the problems of racial imbalance and racial isolation in the Cambridge elementary schools. There are compelling reasons which argue for the need to give thoughtful consideration to these alternatives and to focus on these pressing issues which must be resolved. The factors which bear on these proposals are the legal mandates of the federal and state government and the educational benefits to be derived from schools whose diverse student population reflect the ethnic and racial pluralism of the city and the nation.

Legal Mandates of the Federal and State Government

Voluminous litigation during the past 25 years, principally in the federal courts pursuant to the Fourteenth Amendment and Federal statutes, has produced a substantial body of law concerning the ways in which school districts are obliged to overcome the racial separation of pupils in their schools.

The Massachusetts Racial Imbalance Act

The passage of the Racial Imbalance Act in 1965 was this state's response to the national civil rights movement of the 1950's and 1960's. The preamble to the act expresses "its purpose, which is to eliminate forthwith racial imbalance in the public schools..."

The procedure by which school districts are to come into compliance with the act are specified in the legislation. On the first of October of every year, School Committees are required to submit racial counts of all their public school students and the count for each individual school within the school system. Following submission of this census, the State Board of Education notifies the appropriate school committee of any school which it finds to be imbalanced, and requires the school committee to prepare a plan to eliminate such racial imbalance and file a copy of the plan with the State Board.

Cambridge and the State Board of Education

In 1978, upon finding of racial imbalance in the Cambridge Public Schools, the State Board requested that Cambridge develop a plan to eliminate such imbalance. A joint community-school department planning process was established, and in June of 1979, the Cambridge School Committee passed the first comprehensive voluntary desegregation plan ever adopted in Cambridge. The plan adopted by the School Committee was in two parts. Part One addressed short range measures which would be implemented in September 1979 and changed the former open enrollment policy to a controlled transfer policy which would assist racial balance systemwide.

The objective of Part Two of the Racial Balance Plan adopted by the Cambridge School Committee was to develop a stable long range plan to eliminate racial imbalance and reduce racial isolation in the Cambridge

schools. The plan delineated a number of issues to be addressed in 1979-1980 and reaffirmed the joint community-school department planning process as the means for developing the long range plan.

In early October, 1979, the Superintendent requested the formation of Racial Balance and Educational Planning Advisory Committees in each of the elementary schools. In addition, a Citywide Advisory Committee with representatives from the local schools was formed to assure a coordinated planning effort citywide. These committees were requested to discuss various options for achieving stable long range racial balance and to present their concerns and suggestions to the Superintendent. From these suggestions, the Superintendent would formulate several alternative plans for remedying racial imbalance and racial isolation in the Cambridge elementary schools.

Educational Benefits of School Desegregation

Beyond the fact that it is the law of the land, there are compelling educational reasons for seeking to desegregate our schools. America is unique among the nations of the world in that within its borders live the first, second, and older generations of peoples of many cultures. In a city such as Cambridge, where this national cultural diversity is reflected in microcosm, it is increasingly important to foster diversity and to promote understanding of and respect for the values, decisions and actions of people of all cultures and races.

The public schools have a responsibility and afford an appropriate vehicle for helping people of different cultures and differing socio-economic backgrounds to develop that necessary understanding of and respect for each other. This can be accomplished if children who are different from each other have a daily opportunity to study, work, plan and communicate together under a philosophy of education which promotes a respect for individual differences, places a value on the strengths of a multicultural society and encourages an appreciation of the many rich cultural and social environments which have made this city unique. This further implies that the schools will be increasingly alert to the elimination of curricula and materials of instruction which present racial or sexual stereotypes, and will afford all youngsters opportunities to question or challenge these stereotypes.

Desegregation of the schools, then, goes beyond the matter of color or social class. It deals with a broader concern, a concern for a city in which all citizens may live in harmony and in which cultural and racial diversity will be encouraged, appreciated and understood as one of the city's greatest strengths.

Three Alternatives for Eliminating Racial Imbalance and Racial Isolation

The three alternative plans which follow represent the culmination of six months of intensive effort and discussion by parents, teachers, administrators, community members, and the Central Office of the Cambridge School Department. These alternatives, outlined in greater detail below,

have been suggested voluntarily, without external compulsion from a state or federal court.

Each of these policy alternatives is directed toward the achievement of three goals:

- to improve the quality of education for all children
- to eliminate racial imbalance and reduce racial isolation
- to equalize student access to equal educational facilities

Each of the plans presented below requires both personal and social change. While change itself is not always an easy process for a community to undertake, this occasion could provide the opportunity to mobilize the talents of our entire community to join together in creating a quality education for all the city's children.

II. RACIAL BALANCE INFORMATION SHEET

Massachusetts General Laws, Chapter 71, section 37c : "It is hereby declared to be the policy of the commonwealth to encourage all school committees to adopt as educational objectives the promotion of racial balance and the correction of existing racial imbalance in the public schools."

SCHOOL RACIAL BALANCE CATEGORIES

- "Racial Imbalance", the condition of a public school in which more than fifty percent of the pupils attending such school are non-white.
- "Racial Balance", the condition of a public school in which more than thirty percent but not more than fifty percent of the pupils attending such school are non-white.
- "Racial Isolation", the condition of a public school in which not more than thirty percent of the pupils attending such school are non-white.

(Massachusetts General Laws, Chapter 15, section 37D)

RACIAL/ETHNIC CATEGORIES

American Indian or Alaskan Native: A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.

Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Pacific Islands or the Indian subcontinent. This area includes, for example, China, Japan, Korea, the Philippine Islands and Samoa.

Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin regardless of race.

Black, not of Hispanic Origin: A person having origins in any of the Black racial groups of Africa.

White, not of Hispanic Origin: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

(U.S Department of Health, Education, and Welfare, Office for Civil Rights)

CLASSIFICATION OF CAMBRIDGE ELEMENTARY SCHOOLS BY RACIAL BALANCE CATEGORIES

Imbalanced	% Minority	Balanced	% Minority	Isolated	% Minority
Fletcher	66.6%	C.A.P.S.	40.7%	Agassiz	28.8%
King	54.6%	Fitzgerald	33.5%	Gore	04.9%
Roberts	65.8%	Lincoln	40.6%	Haggerty	22.2%
Webster	56.6%	Longfellow	40.4%	Harrington	11.6%
		Morse	35.2%	Kennedy	05.7%
		Tobin	49.3%	Peabody	22.8%

Citywide School Population: Minority 35.4%
White 64.6%

(Cambridge School Department Elementary Enrollment Statistics 1/16/1980)

III. CRITERIA FOR EVALUATING RACIAL BALANCE AND EDUCATIONAL PLANS

Educational Components - The plan incorporates educational components which help improve the quality of education provided for all students.

Racial Imbalance and Racial Isolation - The plan eliminates racial imbalance and reduces racial isolation.

Racial and Socio-Economic Composition of the Schools - The plan creates the conditions whereby schools and classes can reflect as nearly as possible the racial and socio-economic composition of the school population.

Equity - Students are equally affected by the remedy; the remedy is not directed exclusively to certain racial or ethnic groups.

Stability - The plan is flexible enough to adapt to the changing racial and linguistic composition of the school population and, therefore, eliminates or reduces the need for modifications as the school population changes over time.

Access to Equal Educational Facilities - The plan equalizes student access to equal educational facilities.

Sense of Neighborhood Identity - The plan helps to maintain existing neighborhoods and a sense of neighborhood identity.

K-8 Grade Structure - The plan maintains, as much as possible, the existing K-8 grade structure.

Transportation - The plan is practical in terms of pupil transportation minimizing travel distance, time and expense.

Cost - The plan increases eligibility for state and federal reimbursement thus reducing the local tax support needed for the program.

IV. Overview of Racial Balance and Educational Plans A,B,C,

The following is an overview of three alternatives available to the Cambridge school system in addressing these goals:

- to improve the quality of education for all children
- to eliminate racial imbalance and reduce racial isolation
- to equalize student access to equal educational facilities

PLAN A: REDISTRICTING, CONTINUATION OF PRESENT PROGRAM PLACEMENT, CREATION OF EDUCATIONAL ZONES, MAGNET SCHOOLS AND PROGRAMS, AND SCHOOL RENOVATIONS

The principal features of this plan are:

By September, 1980 Redistricting: Certain streets presently assigned to one school district are reassigned to another school district; street selection based on greatest positive impact on racial balance, with least disruption of districts

Continuation of Present Program Placement: Programs continue to operate at their present sites.

Magnet Schools and Programs: Identified schools begin planning magnet schools and programs.

By September, 1981 Creation of Educational Zones: New School districts are reconstituted into educational zones. Any child entering the Cambridge school system for the first time (K-8) will be assigned by the Central Office to a school in his/her educational zone.

EDUCATIONAL ZONES

Zone 1

Fletcher
Harrington
Kennedy (includes Gore Street students)
Roberts

Zone 3

Morse
Webster

Zone 2

Agassiz
King
Lincoln
Longfellow

Zone 4

Fitzgerald
Haggerty
Peabody
Tobin

Citywide Zone
C.A.P.S.

School Renovations: Agassiz, Haggerty, Lincoln, Longfellow, Roberts, Webster and another facility for C.A.P.S.

PLAN B: PAIRED SCHOOLS, GRADE REASSIGNMENT, PROGRAM PLACEMENT,
PROGRAM RELOCATION, AND SCHOOL RENOVATIONS

The principal features of this plan are:

By September, 1980: Planning year

By September, 1981: Paired Schools and Grade Reassignment*: Two school districts are paired. Lower grades are assigned to one school and upper grades are assigned to the other school.

PAIRED SCHOOLS

Lower Grades *

Haggerty (K-2)
Agassiz (K-4)
Tobin (K-4)
Longfellow (K-3)
Webster (K-4)
Fletcher (K-2) (includes Gore St.)
Roberts (K-2)

Upper Grades *

Fitzgerald (3-8)
Lincoln (5-8)
Peabody (5-8)
King (4-8)
Morse (4-8)
Kennedy (3-8) (includes Gore St.)
Harrington (3-8)

C.A.P.S. as a Citywide Magnet (K-8)

Program Placement: Most programs continue to operate in their paired schools.

Program Relocation: Some programs presently operating at one site will be relocated.

School Renovation: Agassiz, Haggerty, Lincoln, Longfellow, Roberts, Webster and another facility for C.A.P.S.

* The grade structure as suggested is currently designed around available space. The renovation and construction plan to accompany the desegregation effort would be geared to establishing a K-4 structure for each of the primary schools.

PLAN C: REDISTRICTING, RELOCATION AND PLACEMENT OF PROGRAMS, CREATION OF EDUCATIONAL ZONES, PLANNING OF MAGNET SCHOOLS AND PROGRAMS, AND SCHOOL RENOVATIONS.

The principal features of this plan are:

By September, 1980 Redistricting: Streets presently assigned to one school district are assigned to another school district.

Program Relocation: Some programs presently operating at one site will be relocated.

Program Placement: New or additional programs (bilingual, special education, magnet, Follow-Through, etc.) will be placed with a view to the effect of the placement on the racial balance of the schools.

Planning of Magnet Schools and Programs: Identified schools begin planning magnet schools and programs.

By September, 1981 Creation of Educational Zones: New school districts are reconstituted into educational zones. Any child entering the Cambridge school system for the first time (K-8) will be assigned by the Central Office to a school in his/her educational zones.

EDUCATIONAL ZONES

Zone 1
Fletcher
Harrington
Kennedy (includes Gore St. students)
Roberts

Zone 2
Agassiz
King
Lincoln
Longfellow

Zone 3
Morse
Webster

Zone 4
Fitzgerald
Haggerty
Peabody
Tobin

Citywide Zone
C.A.P.S.

School Renovations: Agassiz, Haggerty, Lincoln, Longfellow, Roberts, Webster and another facility for C.A.P.S.

SUMMARY OF PLAN A

PLAN A: REDISTRICTING, CONTINUATION OF PRESENT PROGRAM PLACEMENT, CREATION OF EDUCATIONAL ZONES, PLANNING MAGNET SCHOOLS AND PROGRAMS, AND SCHOOL RENOVATIONS.

A. Operational Changes:

1. By September, 1980: Redistricting: Certain streets assigned to one school district are reassigned to another school district. Street selection is based on greatest positive impact on racial balance, with least disruption of districts.
2. By September, 1981: Creation of Educational Zones: New school districts are reconstituted into educational zones. Any student entering the Cambridge school system for the first time (K-8) will be assigned by the Central Office to a school in his/her educational zone.

EDUCATIONAL ZONES

Zone 1

Fletcher
Harrington
Kennedy (includes Gore St. students)
Roberts

Zone 2

Agassiz
King
Lincoln
Longfellow

Zone 3

Morse
Webster

Zone 4

Fitzgerald
Haggerty
Peabody
Tobin

Citywide Zone

C.A.P.S.

B. Impact of Plan A on: Racial Balance, Student Assignment, Transportation and Facilities Usage

1. Racial Balance

Of the fifteen elementary schools in Cambridge, twelve will be balanced and three will be isolated (Haggerty, Harrington and Kennedy). No school will be imbalanced.

2. Student Assignment through Redistricting

Of the 6,357 students presently enrolled in the elementary schools, a total of 1,004 students will be reassigned to a contiguous school. Of the total number of students reassigned, 608 are white representing 14.8 % of the total white student population, and 396 are minority representing 17.6 % of the total minority population.

3. Transportation

Of the 1,004 students reassigned to a contiguous school, 612 will require transportation for reasons of safety and/or distance.

4. Facilities Usage

No facility will be utilized more than 96 % of maximum capacity.
No facility will be utilized less than 52 % of maximum capacity.

IMPACT OF PLAN A ON RACIAL BALANCE, TRANSPORTATION, AND FACILITIES USAGE

SCHOOL	RACIAL BALANCE						TRANSPORTATION (# of children) 1980	FACILITIES USAGE	
	1979			1980				(% of Max 1979	capacity) 1980
	WHITE	MINORITY	TOTAL	WHITE	MINORITY	TOTAL		%	%
(Zone 1) FLETCHER	107 (33.4)	213 (66.6)	320	201 (52.5)	182 (47.5)	383	59	80	96
HARRINGTON	727 (88.4)	95 (11.6)	822	625 (78.8)	168 (21.2)	793	58	79	76
KENNEDY (includes Gore in 1980)	534 (94.3)	32 (5.7)	566	575 (82.3)	124 (17.7)	699	73	71	77
ROBERTS	139 (34.2)	268 (65.8)	407	211 (59.3)	145 (40.7)	356	206	59	52

Zone 1 in 1980: Total 2231
 White 1612 (72.3)
 Minority 619 (27.7)

(Zone 2) AGASSIZ	200 (71.2)	88 (28.8)	288	172 (68)	81 (32)	253	27	100	88
KING	243 (45.4)	292 (54.6)	535	255 (52.0)	245 (48.0)	510	77	69	66
LINCOLN	92 (59.4)	63 (40.6)	155	101 (60.8)	65 (39.2)	166	0	65	69
LONGFELLOW	293 (59.6)	199 (40.4)	492	264 (52.0)	244 (48.0)	508	49	66	68

Zone 2 in 1980: Total 1437
 White 802 (55.8)
 Minority 635 (44.2)

IMPACT OF PLAN C ON RACIAL BALANCE, TRANSPORTATION, AND FACILITIES USAGE (CONT'D)

SCHOOL	RACIAL BALANCE						TRANSPORTATION (# of children) 1980	FACILITIES USAGE (% of maximum capacity)	
	1979			1980				1979	1980
	WHITE	MINORITY	TOTAL	WHITE	MINORITY	TOTAL			
(Zone 3) MORSE	236 (64.8)	128 (35.2)	364	197 (57.9)	143 (42.1)	340	0	80	75
WEBSTER	98 (43.4)	128 (56.6)	226	147 (62.3)	89 (37.7)	236	15	52	54

Zone 3 in 1980: Total 576
 White 344 (59.7)
 Minority 232 (40.3)

(Zone 4) FITZGERALD	451 (66.5)	227 (33.5)	678	451 (63.3)	262 (36.7)	713	0	72	76
HAGGERTY	133 (77.8)	38 (22.2)	171	135 (74.6)	46 (25.4)	181	0	59	63
PEABODY	353 (77.2)	104 (22.8)	457	286 (67.6)	137 (32.4)	423	28	90	83
TOBIN	308 (50.7)	299 (49.3)	607	318 (56.1)	249 (43.9)	567		75	70

Zone 4 in 1980: Total 1884
 White 1190 (63.2)
 Minority 694 (36.8)

SUMMARY OF REDISTRICTING UNDER PLAN A

	WHITE	MINORITY
NUMBER OF STUDENTS INVOLVED	653	483
% OF CITYWIDE POPULATION	15.9%	21.4%

STREETS INVOLVED IN REDISTRICTING UNDER PLAN A

FROM \ TO	AGASSIZ	FITZGERALD	HAGGERTY	LINCOLN	LONGFELLOW	PEABODY	TOBIN
AGASSIZ				Roseland St. Frost Terr. Newport Rd. Frost St. #1-30 Forest St. #1-9 Mass Ave. 1775- 1791 odd	Kirkland St. Sumner Rd. Irving Terr. Irving St. 0-52		
FITZGERALD							Seagrave Rd. Kussul Pk. Kimball St. Harrison St. Madison Ave. Columbus Ave. Whittemore Ave.
HAGGERTY							
LINCOLN						Raymond St. #142-200 even	
PEABODY							Bond St. Concord Ave. 1-295A Donnell St. Garden St. 1-29 odd 0-146 even Garden Terr. Garden Ct. Grey Gardens West Holly Ave. Huron 115-152 RC Kelley Rd. Madison St. Orrin St. Tierney St. Walden St. 300-360 Winslow St. #1-7
TOBIN						Walden Square #10-18	


STREETS INVOLVED IN REDISTRICTING UNDER PLAN A (CONT'D)

<div style="text-align: right;">→ TO</div> <div style="text-align: left;">↓ FROM</div>	FLETCHER	HARRINGTON	KENNEDY	KING	LONGFELLOW	MORSE	ROBERTS	WEBSTER
FLETCHER		Hampshire #6-117 Bristol Windsor Market #11-51 Union Columbia Clark Crossland						
HARRINGTON	Elm Norfolk Columbia Lincoln #42- 101 Cambridge Union Union Terr.						Crossland Clark Bristol Windsor #242 298 Market #11-36 Portsmouth Hampshire #6-102 Webster #9-81	
KENNEDY							Sciarappa #80-123 Third #136-303 Second #72-215 Spring #10-84 Hurley #10-236 Charles #21-189 Atheneum Rogers	

STREETS INVOLVED IN REDISTRICTING UNDER PLAN A (CONT'D)

<div style="text-align: right;">→ TO</div> <div style="text-align: left;">↓ FROM</div>	FLETCHER	HARRINGTON	KENNEDY	KING	LONGFELLOW	MORSE	ROBERTS	WEBSTER
KING					Cottage Row Franklin Place Belvidere Place Howard Kinnaird #27-91 Soden Western Ave. #2-215 Franklin #300-514 Green #349-568 Mass Ave. #674-962 Jay			
LONGFELLOW	Tremont			Ellsworth Park Greenough Place Mass Ave. 964-1327 Chatham Cleveland Felton Quincy Prescott Harvard #314-398 Trowbridge Ellery Centre Hancock Ware Trowbridge Place Dana Cambridge #1520-1750 Ellsworth Highland Broadway #389-491 Broadway Terrace				

STREETS INVOLVED IN REDISTRICTING UNDER PLAN A (CONT'D)

 FROM TO	FLETCHER	HARRINGTON	KENNEDY	KING	LONGFELLOW	MORSE	ROBERTS	WEBSTER
MORSE								Pleasant Erie #131-246 Hamilton #113 246 Prince Allston #137- 309
ROBERTS		Newtowne Courts	Washington Elms					
WEBSTER						Brookline #107 195 Speridakis Valentine Decatur Lopez Memorial Dr. (808,812) Emily Tudor Pacific Sidney Meriam		

C. Impact of Plan A on Student Assignment After the Creation of Educational Zones:

Students entering the school system for the first time (K-8) will be assigned to a school in their educational zone as follows:

There are three principal ways of assigning children to schools within zones: (A) Lottery, (B) Geo-Code, and (C) Limited Parent Choice.

It should be clearly understood that only newly entering students will be affected by these assignment processes.

1. Lottery In each zone, the racial/ethnic category for each student will be determined. An assumption would be that each school should mirror as closely as possible the racial/ethnic composition of the zone and of the city as a whole. A second assumption is that schools should have a fair distribution of male and female students.

Advantages of the Lottery Method: The schools in each zone would be balanced, and the lottery method would be "fair" in that all children are treated equally.

Disadvantages of the Lottery Method: It would be fairly disruptive since placement is by chance and there is no guarantee that friends or neighbors would be assigned to the same school. A fair amount of transportation would be needed and the routes would be complicated.

2. Geo-Code The process of assigning children to schools by the Geo-Code method is complicated. The address, grade, sex, and racial/ethnic category for each child is determined. Then each zone is divided into small areas that encompass anywhere from a part of a block to several blocks, depending on the student population. Each area is given a number (a Geo-Code) and Geo-Coded areas are then assigned to schools in a zone so that all children within the same Geo-Code area go to the same school.

Advantages of the Geo-Code Method: The schools in each zone would be balanced; the method would be "fair" in that all children are treated equally; and children in the same family and immediate neighbors would stay together.

Disadvantages of the Geo-Code Method: Geo-Codes might need to change every year or two to conform to the shifts in population; and a fair amount of transportation would be required, though probably less than in the Lottery Method and the routes would be less complicated.

3. Limited Choice : Parents would list 1st, 2nd, etc., choices of schools for their children. If the choice has a positive effect on racial balancing, it would be honored. If the choice has a negative or neutral effect, children would be assigned by either the Lottery or Geo-Code Method.

D. Impact of Plan A on Atypical Programs (Special Education, Bilingual, and Magnet Programs):

All atypical programs will continue to operate at their present sites. Students will be assigned to these programs in the following manner:

1. Magnet School/Magnet Programs

- a. C,A,P,S. will continue to be a citywide magnet school drawing its students on a voluntary basis from each zone. It will select students in such a manner as to help balance both individual schools and the zones as a whole--i.e., to draw minority students from schools and zones where they represent a high percentage, to draw non-minority students from schools and zones where they represent a high percentage, and to draw one-for-one from schools and zones where the minority and non-minority percentages are close to equal. Selection will continue by lottery, with balancing by race, sex, and social-economic backgrounds as criteria.
- b. Other Magnet Programs (e.g. Open School, Tobin Magnet Program, Webster Multi-Cultural Program, etc.) will serve only the children in their zones. They will choose their students from those who apply based on the racial composition of each individual school within the zone so that both the programs and the zone are balanced.

2. Special Education

Students in special education classes will continue to be assigned by the CORE evaluation process. Those students who complete their programs will be considered as newly entering students into the zone where they live.

3. Bilingual Program

Students will continue in their current placements. When they have completed their program, they will be considered a newly entering students into the zone where they live.

E. Impact of Plan A on Facilities:

The impact of Plan A on facilities is minimal because the same grade structure is maintained for each school.

A comparison of facilities within the educational zones indicates that substantial renovations would be required in order to equalize student access to equal educational facilities.

Facilities Comparison by Zone

Zone	Schools	New	Recent	Old Obsolete
1	Fletcher, Harrington, Kennedy, Roberts	2	1	1
2	Agassiz, King, Lincoln, Longfellow	1	0	3
3	Morse, Webster	0	1	1
4	Fitzgerald, Haggerty Peabody, Tobin	1	2	1
Citywide	C.A.P.S.	0	0	1
	TOTAL	4	4	7

F. Impact of Plan A on Education

The impact of Plan A on education will be:

1. A greater diversity within the school's student population reflecting the cultural and racial diversity of Cambridge.
2. Continuity of instruction Kindergarten - grade 8.

This requires:

1. Development of human relations techniques which promote interracial and intercultural understanding among children, parents and teachers.
2. Co-operative educational planning to ensure program continuity and/or development based on child-parent-teacher needs.
3. Increased staff development (professional and non-professional staff).

4. Co-operative curriculum review to ensure multi-cultural equality.

G. Impact of Plan A on Cost:

The impact of Plan A on local tax support is minimal. The elimination of racial imbalance and the reduction of racial isolation increases the school system's eligibility for state and federal reimbursement for the cost of renovations, school construction and transportation.

H. CRITERIA FOR EVALUATING RACIAL BALANCE AND EDUCATIONAL PLANS

Educational Components - The plan incorporates educational components which help improve the quality of education provided for all students.

Racial Imbalance and Racial Isolation - The plan eliminates racial imbalance and reduces racial isolation.

Racial and Socio-Economic Composition of the Schools - The plan creates the conditions whereby schools and classes can reflect as nearly as possible the racial and socio-economic composition of the school population.

Equity - Students are equally affected by the remedy; the remedy is not directed exclusively to certain racial or ethnic groups.

Stability - The plan is flexible enough to adapt to the changing racial and linguistic composition of the school population and, therefore, eliminates or reduces the need for modifications as the school population changes over time.

Access to Equal Educational Facilities - The plan equalizes student access to equal educational facilities.

Sense of Neighborhood Identity - The plan helps to maintain existing neighborhoods and a sense of neighborhood identity.

K-8 Grade Structure - The plan maintains, as much as possible, the existing K-8 grade structure.

Transportation - The plan is practical in terms of pupil transportation minimizing travel distance, time and expense.

Cost - The plan increases eligibility for state and federal reimbursement thus reducing the local tax support needed for the program.

SUMMARY OF PLAN B

PLAN B: PAIRED SCHOOLS, GRADE REASSIGNMENT, PROGRAM PLACEMENT, PROGRAM RELOCATION, AND SCHOOL RENOVATIONS

A. Operational Changes:

By September, 1981: Paired Schools and Grade Reassignment*: Two school districts are paired. Lower grades are assigned to one school and upper grades are assigned to the other school.

PAIRED SCHOOLS

Lower Grades *

Haggerty (K-2)

Agassiz (K-4)

Tobin (K-4)

Longfellow (K-3)

Webster (K-4)

Fletcher (K-2) (includes Gore Street)

Roberts (K-2)

Upper Grades *

Fitzgerald (3-8)

Lincoln (5-8)

Peabody (5-8)

King (4-8)

Morse (5-8)

Kennedy (3-8) (includes Gore Street)

Harrington (3-8)

* The grade structure as suggested is currently designed around available space. The renovation and construction plan to accompany the desegregation effort would be geared to establishing a K-4 structure for each of the primary schools,

B. Impact of Plan B on: Racial Balance, Student Reassignment, Programs, Transportation and Facilities Usage

Racial Balance:

Of the fifteen elementary schools in Cambridge, twelve will be balanced and three will be isolated (Fitzgerald, Kennedy and Lincoln). No school will be imbalanced.

Student Reassignment through Pairing:

All students in regular programs will attend their local school for some part of their schooling, and will be assigned to their paired school for the other part of their elementary education.

Transportation:

Transportation will be provided to all students who require it for reasons of safety and/or distance.

Facilities Usage:

No facility will be utilized at more than 97% of maximum capacity.
No facility will be utilized at less than 61% of maximum capacity.

IMPACT OF PLAN B ON: RACIAL BALANCE, PROGRAMS, FACILITIES USAGE

SCHOOLS	RACIAL BALANCE				total # of students 1981	PROGRAMS	Facilities Usage; % of maximum capacity:
	1979 (present school)		1981 (paired school)				
	WHITE	MINORITY	WHITE	MINORITY			
ROBERTS K-2	34%	66%	63%	37%	482	Portuguese Bilingual (lower grades) *Spanish Bilingual (lower grade) Follow-Through	72%
HARRINGTON 3-8	88%	12%	67%	33%	823	Portuguese Bilingual (upper grades) *Spanish Bilingual (upper grades) 1 Special class	85%
FLETCHER K-2 includes Gore St.	33%	67%	70%	30%	288	Portuguese Bilingual (lower grades) 3 Special classes (lower grades)	72%
KENNEDY 3-8 includes Gore St.	94%	6%	74%	26%	627	Portuguese Bilingual (upper grades) 3 Special classes (upper grades)	77%

*Spanish bilingual program relocated from Longfellow to Roberts-Harrington.

IMPACT OF PLAN B ON: RACIAL BALANCE, PROGRAMS, AND FACILITIES USAGE
(continued)

SCHOOLS	RACIAL BALANCE				total # of students 1981	PROGRAMS	Facilities Usage % of maximum capacity
	1979 (present school)		1981 (paired school)				
	WHITE	MINORITY	WHITE	MINORITY			
AGASSIZ K-4	71%	29%	57%	43%	246	Haitian Bilingual (lower grades)	89%
LINCOLN 5-8	59%	41%	72%	28%	213	Haitian Bilingual (upper grades) 1 Special class (upper grade)	97%
LONGFELLOW K-3	60%	40%	52%	48%	420	Chinese Bilingual (lower grades) King Open (lower grades) 3 Special classes	56%
KING 4-8	45%	55%	60%	40%	574	Chinese Bilingual (upper grades) King Open (upper grades from Tobin) 5 Special classes	80%
WEBSTER K-4	43%	57%	56%	44%	332	Greek Bilingual (lower grades) 1 Special class	79%
MORSE 5-8	65%	35%	61%	39%	269	Greek Bilingual (upper grades) 3 Special Classes	61%
TOBIN K-4	51%	49%	56%	44%	554	*Spanish Bilingual (new) Follow-Through 2 Special classes	80%
PEABODY 5-8	77%	23%	65%	35%	425	*Spanish Bilingual (new) (does not include Haggerty 7th and 8th grades)	92%

*Spanish Bilingual program relocated from Longfellow to Tobin-Peabody

IMPACT OF PLAN B ON: RACIAL BALANCE, PROGRAMS, FACILITIES USAGE
(continued)

SCHOOLS	RACIAL BALANCE				total # of students 1981	PROGRAMS	Facilities Usage % of maximum capacity
	1979 (present school)		1981 (paired school)				
	WHITE	MINORITY	WHITE	MINORITY			
HAGGERTY K-2	78%	22%	65%	34%	268	none	93%
FITZGERALD 3-8	66%	34%	71%	29%	621	1 Special class (includes Haggerty 7th & 8th grades)	69%

C. A. P. S. as a Citywide Magnet School K-8

C. Impact of Plan B on Student Assignment after Pairing

Students entering the school system for the first time (K-8) will be assigned to one of their paired schools at the appropriate grade level.

D. Impact of Plan B on Atypical Programs (Special Education, Bilingual, Magnet, Follow-Through, Academically Talented)

Most atypical programs will continue to operate in the paired schools at the appropriate grade level.

E. Impact of Plan B on Facilities:

Under Plan B, some facilities would have to be altered dramatically to make them suitable for reuse as primary or upper grade schools.

In addition, a comparison of facilities within school pairings indicates that substantial renovations would be required to equalize student access to equal educational facilities.

Facilities Comparison by School Pairings

School Pair	New	Recent	Old Obsolete
Roberts - Harrington	0	1	1
Fletcher - Kennedy	2	0	0
Agassiz - Lincoln	0	0	2
Longfellow - King	1	0	1
Webster - Morse	0	1	1
Tobin - Peabody	1	1	0
Haggerty - Fitzgerald	0	1	1
C.A.P.S.	0	0	1
TOTAL	4	4	7

F. Impact of Plan B on Education:

The educational impact of Plan B will be:

1. A greater diversity within the school's student population reflecting the cultural and racial diversity of Cambridge.
2. A narrower range of age groupings within the educational environment.

3. Does not maintain the K-8 instructional organization.

This requires:

1. Development of human relations techniques which promote interracial and intercultural understanding among children, parents and teachers.
2. Co-operative educational planning to ensure program continuity and/or development based on child-parent-teacher needs.
3. Increased staff development (professional and non-professional staff).
4. Co-operative curriculum review to ensure multi-cultural equality.

G. Impact of Plan B on Cost

The impact of Plan B on local tax support is minimal. The elimination of racial imbalance and the reduction of racial isolation increases the school system's eligibility for state and federal reimbursement for the cost of renovations, school construction and transportation.

H. CRITERIA FOR EVALUATING RACIAL BALANCE AND EDUCATIONAL PLANS

Educational Components - The plan incorporates educational components which help improve the quality of education provided for all students.

Racial Imbalance and Racial Isolation - The plan eliminates racial imbalance and reduces racial isolation.

Racial and Socio-Economic Composition of the Schools - The plan creates the conditions whereby schools and classes can reflect as nearly as possible the racial and socio-economic composition of the school population.

Equity - Students are equally affected by the remedy; the remedy is not directed exclusively to certain racial or ethnic groups.

Stability - The plan is flexible enough to adapt to the changing racial and linguistic composition of the school population and, therefore, eliminates or reduces the need for modifications as the school population changes over time.

Access to Equal Educational Facilities - The plan equalizes student access to equal educational facilities.

Sense of Neighborhood Identity - The plan helps to maintain existing neighborhoods and a sense of neighborhood identity.

K-8 Grade Structure - The plan maintains, as much as possible, the existing K-8 grade structure.

Transportation - The plan is practical in terms of pupil transportation minimizing travel distance, time and expense.

Cost - The plan increases eligibility for state and federal reimbursement thus reducing the local tax support needed for the program.

SUMMARY OF PLAN C

PLAN C: REDISTRICTING, RELOCATION AND PLACEMENT OF PROGRAMS, CREATION OF EDUCATIONAL ZONES, PLANNING OF MAGNET SCHOOLS AND PROGRAMS, AND SCHOOL RENOVATIONS

A. Operational Changes

By September, 1980: Redistricting: Certain streets presently assigned to one school district are assigned to another school district

Program Relocation: Some programs presently operating at one site will be relocated.

Program Placement: New or additional programs (bilingual, special education, magnet, Follow-Through, etc.) will be placed with a view to the effect of the placement on the racial balance of the schools.

By September, 1981: Creation of Educational Zones: New school districts are reconstituted into educational zones. Any child entering the Cambridge school system for the first time (K-8) will be assigned by the Central Office to a school in his/her educational zone.

EDUCATIONAL ZONES

Zone 1

Fletcher
Harrington
Kennedy (includes Gore St. students)
Roberts

Zone 2

Agassiz
King
Lincoln
Longfellow

Zone 3

Morse
Webster

Zone 4

Fitzgerald
Haggerty
Peabody
Tobin

Citywide Zone

C.A.P.S.

B. Impact of Plan C on: Racial Balance, Student Reassignment, Transportation, and Facilities Usage

Racial Balance

Of the fifteen elementary schools in Cambridge, twelve will be balanced and three will be isolated (Haggerty, Harrington and Kennedy). No school will be imbalanced.

Student Reassignment Through Redistricting

Of the 6,357 students presently enrolled in the elementary schools, a total of 987 student will be reassigned to contiguous schools. Of the total number of students reassigned, 595 are white representing 14.5 % of the total white student population, and 392 are minority representing 17.4 % of the total minority student population.

Student Reassignment through Program Placement

A total of 149 students will be reassigned to a different school for program placement. Of the total number of students reassigned for programmatic reasons, 58 are white representing 1.4 % of the total white student population, and 91 are minority representing 4.0 % of the total minority student population.

Transportation

Of the 1136 students reassigned through redistricting and relocation of programs, 608 will require transportation for reasons of safety and/or distance.

Facilities Usage

No facility will be utilized at more than 96% of maximum capacity. No facility will be utilized at less than 52 % of maximum capacity.

IMPACT OF PLAN C ON RACIAL BALANCE, TRANSPORTATION, AND FACILITIES USAGE (CONT'D)

SCHOOL	RACIAL BALANCE						TRANSPORTATION (# of children) 1980	FACILITIES USE (% of maximum capacity)	
	1979			1980				1979	1980
	WHITE	MINORITY	TOTAL	WHITE	MINORITY	TOTAL		%	%
(Zone 3) MORSE	236 (64.8)	128 (35.2)	364	197 (57.9)	143 (42.1)	340	0	80	75
WEBSTER	98 (43.4)	128 (56.6)	226	147 (62.3)	89 (37.7)	236	15	52	54

Zone 3 in 1980: Total 576
 White 344 (59.7)
 Minority 232 (40.3)

(Zone 4) FITZGERALD	451 (66.5)	227 (33.5)	678	451 (63.3)	262 (36.7)	713	0	72	76
HAGGERTY	133 (77.8)	38 (22.2)	171	135 (74.6)	46 (25.4)	181	0	59	63
PEABODY	353 (77.2)	104 (22.8)	457	286 (67.6)	137 (32.4)	423	28	90	83
TORIN	308 (50.7)	299 (49.3)	607	318 (56.1)	249 (43.9)	567		75	70

Zone 4 in 1980: Total 1884
 White 1190 (63.2)
 Minority 694 (36.8)

SUMMARY OF REDISTRICTING UNDER PLAN A

	WHITE	MINORITY
NUMBER OF STUDENTS INVOLVED	653	483
% OF CITYWIDE POPULATION	15.9%	21.4%

STREETS INVOLVED IN REDISTRICTING UNDER PLAN C

↓ FROM \ → TO	AGASSIZ	FITZGERALD	HAGGERTY	LINCOLN	LONGFELLOW	PEABODY	TOBIN
AGASSIZ				Roseland St. Frost Terr. Frost St. Printice St. #1-19 Newport Rd. Forest St. #1-11 Exeter Pk.	Kirkland St. Summer Rd. Irving Terr. Irving St. 0-52		
FITZGERALD							
HAGGERTY							
LINCOLN						Raymond St. #142 200 even	
PEABODY				Upland Rd. 1-195 odd Whittier St. Mt. Pleasant St. Vincent St. Raymond St. 129-137			Bond St. Concord Ave. #1-295A Donnell St. Garden St. 1-29 odd 0-146 even Garden Terr. Garden Ct. Grey Gardens West Holly Ave. Huron Ave. RC Kelley Rd. Madison St. Winslow St. #1-7 Orrin St. Walden St.
TOBIN						Walden Square #10-18	

STREETS INVOLVED IN REDISTRICTING UNDER PLAN C (CONT'D)

TO → ↓ FROM	FLETCHER	HARRINGTON	KENNEDY	KING	LONGFELLOW	MORSE	ROBERTS	WEBSTER
FLETCHER		Hampshire #6-117 Bristol Windsor Market #11-51 Union Columbia Clark Crossland						
HARRINGTON	Elm Norfolk Columbia Lincoln #42-101 Cambridge Union Union Terrace						Crossland Clark Bristol Windsor #242-298 Market #11-36 Portsmouth Hampshire #6-102 Webster #9-81	
KENNEDY							Sciarappa #80-123 Third #136-303 Second #72-215 Spring #10-84 Hurley #10-236 Charles #31 Atheneum Rogers	
KING					Cottage Row Franklin Place Belvidere Place Howard Kinnaird #27-91 Soden Western Ave. #2-215 Franklin #300-514 Green #349-568 Mass Ave. #674-962 Jay			

STREETS INVOLVED IN REDISTRICTING UNDER PLAN C (CONT'D)

FROM ↓	TO →	FLETCHER	HARRINGTON	KENNEDY	KING	MORSE	ROBERTS	WEBSTER
LONGFELLOW	Tremont			Hancock Ware Trowbridge Place Dana Cambridge #1520-1750 Ellsworth Highland Broadway #389-491 Broadway Terrace Trowbridge Centre	Ellsworth Park Greenough Place Mass Ave. #964-1327 Chatham Cleveland Felton Quincy Prescott Harvard #314-398 Ellery			
MORSE								Pleasant Brie #131-246 Hamilton #113-246 Prince Aliston #137-309
ROBERTS		Newtowne Courts	Washington Elms					
WEBSTER						Brookline #107-195 Speridakis Valentine Decatur Lopez Memorial Dr. (808,812) Emily Tudor Pacific Sidney Merriam		

PLAN C

Program Placement and Relocation

Agassiz	No changes
Fitzgerald	Begins additional Spanish Bilingual program for North Cambridge Hispanic students Estimated +35 Minority students
Fletcher	No changes
Haggerty	Receives special class from Tobin (L.D.) Estimated +10 students (2 White, 8 Minority)
Harrington	Expands Kindergarten Follow-Through additional class Estimated +22 students (10 White, 12 Minority)
Kennedy	No Changes
King	Receives the two King Open classes presently at Tobin Estimated +22 students (15 White, 7 Minority) Sends two intermediate-level Substantially Independent Programs to Webster Estimated -17 students (10 White, 7 Minority)
Lincoln	Receives Haitian Bilingual Program presently at Webster Estimated +31 Minority students
Longfellow	Receives Academically Talented Program presently at Peabody Estimated at least +34 students (31 White, 3 Minority)
Morse	No changes
Peabody	Sends Academically Talented Program to Longfellow Estimated at least -34 students (31 White, 3 Minority)
Roberts	No changes
Tobin	Sends the two King Open classes back to King Estimated -22 students (15 White, 7 Minority) Sends one special class L.D. to Haggerty Estimated -10 students (2 White, 8 Minority) Expands Tobin Magnet: one additional class (4-5) Estimated +12 White students
Webster	Sends Haitian Bilingual program to Lincoln Estimated -31 Minority students Receives two special education classes presently at King Estimated +17 students (10 White, 7 Minority)

D. Impact of Plan C on Atypical Programs (Special Education, Bilingual, and Magnet) After Creation of Educational Zones

Atypical programs (except those listed above) will continue to operate at their present site. Upon completion of the atypical programs, students will be assigned to these programs in their educational zone as follows:

1. Magnet School/Magnet Programs

- a. C.A.P.S. will continue to be a citywide magnet school drawing its students on a voluntary basis from each zone. It will select students in such a manner as to help balance both individual schools and the zones as a whole--i.e., to draw minority students from schools and zones where they represent a high percentage, to draw non-minority students from schools and zones where they represent a high percentage, and to draw one-for-one from schools and zones where the minority and non-minority percentages are close to equal. Selection will continue by lottery, with balancing by race, sex, and social-economic backgrounds as criteria.
- b. Other Magnet Programs (e.g. Open School, Tobin Magnet Program, Webster Multi-Cultural Program, etc.) will serve only the children in their zones. They will choose their students from those who apply based on the racial composition of each individual school within the zone so that both the programs and the zone are balanced.

2. Special Education

Students in special education classes will continue to be assigned by the CORE evaluation process. Those students who complete their programs will be considered as newly entering students into the zone where they live.

3. Bilingual Program

Students will continue in their current placements. When they have completed their program, they will be considered a newly entering students into the zone where they live.

E. Impact of Plan C on Facilities

The impact of Plan C on facilities is minimal because the same grade structure is maintained for each school.

A comparison of facilities within the educational zones indicates that substantial renovations would be required in order to equalize student access to equal educational facilities.

Facilities Comparison by Zone

Zone	Schools	New	Recent	Old Obsolete
1	Fletcher, Harrington, Kennedy, Roberts	2	1	1
2	Agassiz, King, Lincoln, Longfellow	1	0	3
3	Morse, Webster	0	1	1
4	Fitzgerald, Haggerty, Peabody, Tobin	1	2	1
	C.A.P.S.	0	0	1
	TOTAL	4	4	7

F. Impact of Plan C on Education

The impact of Plan A on education will be:

1. A greater diversity within the school's student population reflecting the cultural and racial diversity of Cambridge.

2. Continuity of instruction Kindergarten - grade 8.

This requires:

1. Development of human relations techniques which promote interracial and intercultural understanding among children, parents and teachers.
2. Co-operative educational planning to ensure program continuity and/or development based on child-parent-teacher needs.
3. Increased staff development (professional and non-professional staff).
4. Co-operative curriculum review to ensure multi-cultural equality.

G. Impact of Plan C on Cost

The impact of Plan C on local tax support is minimal. The elimination of racial imbalance and the reduction of racial isolation increases the school system's eligibility for state and federal reimbursement for the cost of renovations, school construction and transportation.

H. CRITERIA FOR EVALUATING RACIAL BALANCE AND EDUCATIONAL PLANS

Educational Components - The plan incorporates educational components which help improve the quality of education provided for all students.

Racial Imbalance and Racial Isolation - The plan eliminates racial imbalance and reduces racial isolation.

Racial and Socio-Economic Composition of the Schools - The plan creates the conditions whereby schools and classes can reflect as nearly as possible the racial and socio-economic composition of the school population.

Equity - Students are equally affected by the remedy; the remedy is not directed exclusively to certain racial or ethnic groups.

Stability - The plan is flexible enough to adapt to the changing racial and linguistic composition of the school population and, therefore, eliminates or reduces the need for modifications as the school population changes over time.

Access to Equal Educational Facilities - The plan equalizes student access to equal educational facilities.

Sense of Neighborhood Identity - The plan helps to maintain existing neighborhoods and a sense of neighborhood identity.

K-8 Grade Structure - The plan maintains, as much as possible, the existing K-8 grade structure.

Transportation - The plan is practical in terms of pupil transportation minimizing travel distance, time and expense.

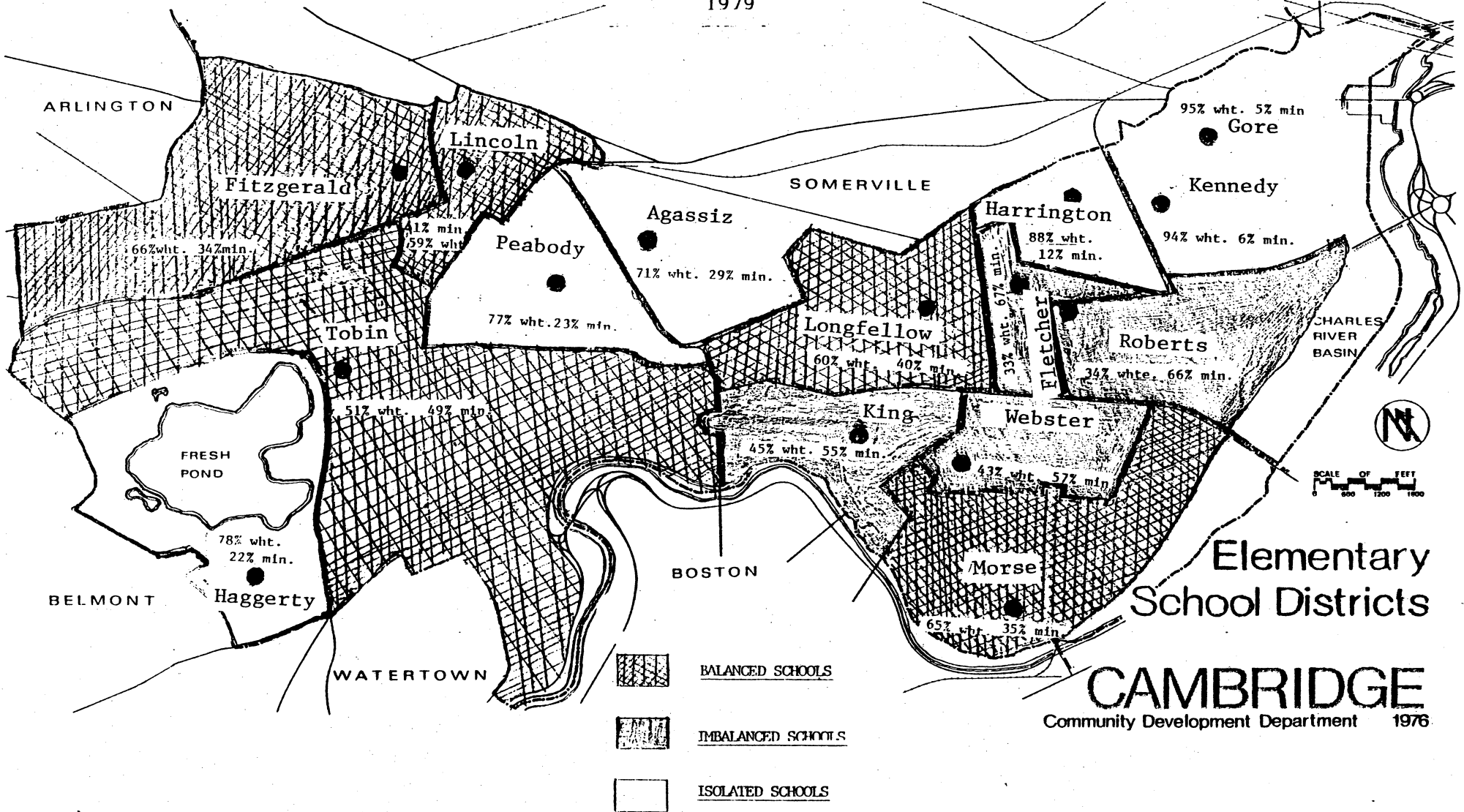
Cost - The plan increases eligibility for state and federal reimbursement thus reducing the local tax support needed for the program.

APPENDIX A

RACIAL BALANCE

OF CAMBRIDGE ELEMENTARY SCHOOLS

1979



APPENDIX B

Table 1: Public Elementary School Enrollment for the City of Cambridge,
by Grade and Race: 1974-1979

a) Total

	K	1	2	3	4	5	6	7	8	ungraded	Total
1974	838	806	749	737	725	772	724	660	711	402	7124
1975	697	864	730	739	724	744	754	684	633	514	7083
1976	635	787	810	721	737	738	723	676	646	590	7063
1977	560	677	663	739	672	705	712	687	640	618	6673
1978	554	679	638	668	768	678	654	656	632	521	6448
1979	545	631	652	636	676	758	705	660	644	543	6450

b) Minority

	K	1	2	3	4	5	6	7	8	ungraded	Total
1974	253	205	224	188	181	163	154	151	161	130	1810
1975	237	265	213	194	196	211	161	153	149	148	1927
1976	228	267	262	203	225	216	199	154	139	197	2090
1977	178	231	212	231	189	211	207	215	148	218	2040
1978	203	247	239	219	240	193	212	202	190	177	2122
1979	244	272	264	237	240	250	222	218	195	179	2321

c) Non-Minority

	K	1	2	3	4	5	6	7	8	ungraded	Total
1974	585	601	525	549	544	609	570	509	550	272	5314
1975	460	599	517	545	528	533	593	531	484	366	5156
1976	407	520	548	518	512	522	524	522	507	393	4973
1977	382	446	451	508	483	494	505	472	492	400	4633
1978	351	432	399	449	528	485	442	454	442	344	4326
1979	301	359	388	399	436	508	483	442	449	364	4129

Source: Cambridge School Department, Individual School Reports Oct. 1, 1974-1979

Table 2: Ungraded Students, 1974-1979

Year	Total Graded	Total	Ungraded Minority	% Min	Ratio Ungraded/Graded
1974	6722	402	130	32	.060
1975	6569	514	148	29	.078
1976	6473	590	197	33	.091
1977	6055	618	218	35	.102
1978	5927	521	177	34	.088
1979	5907	543	179	33	.092

Source: Cambridge School Department, Individual School Reports, Oct.1, 1974-1979

Table 3: Projected Enrollments, by Grade and Race: 1980-1984

a) Total: (adding separate minority and non-minority projections)

	K	1	2	3	4	5	6	7	8	ungraded	Total
1979 (actual)	545	631	652	636	676	758	705	660	644	543	6450
1980	526	606	590	638	639	675	747	676	628	534	6259
1981	560	593	568	577	643	639	667	717	644	523	6131
1982	550	630	557	555	583	644	633	643	681	511	5987
1983	562	620	591	544	562	586	639	611	610	497	5822
1984	575	634	582	578	551	565	584	619	580	491	5759

b) Minority

	K	1	2	3	4	5	6	7	8	ungraded	Total
1979 (actual)	244	272	264	237	240	250	222	218	195	179	2321
1980	236	272*	270	255	250	248	259	225	204	176	2395
1981	242	279	270	261	269	258	257	262	211	173	2482
1982	248	286	277	261	275	278	267	260	245	269	2560
1983	254	293	284	268	275	284	288	270	243	164	2622
1984	260	300	291	275	282	284	294	292	253	162	2693

c) Non-Minority

	K	1	2	3	4	5	6	7	8	ungraded	Total
1979 (actual)	301	359	388	399	436	508	483	442	449	364	4129
1980	290	334*	320	383	389	427	488	451	424	358	3864
1981	318	314	298	316	374	381	410	455	433	350	3649
1982	302	344	280	294	308	366	366	383	436	342	3421
1983	309	327	307	276	287	302	351	341	367	333	3200
1984	315	334	291	303	269	281	290	327	327	329	3066

Source: Cambridge School Department, Individual School Reports, Oct. 1, 1974-1979

Table 4: Percentage Minority, by Grade 1974 to 1979 and Projected to 1984

Year											
1974	30	25	30	26	25	21	21	23	23	32	25
1975	34	31	29	26	27	28	21	22	24	29	27
1976	36	34	32	28	31	29	28	23	22	33	30
1977	32	34	32	31	28	30	29	31	23	35	31
1978	37	36	37	33	31	28	32	31	30	34	33
1979	45	43	40	37	36	33	31	33	30	33	35

1980	55	49	46	40	39	37	35	33	32	33	38
1981	57	53	52	46	42	41	39	37	33	33	40
1982	55	55	50	52	48	44	43	41	36	33	43
1983	55	53	52	51	54	50	46	46	41	33	45
1984	55	53	50	52	49	56	53	49	45	33	47

Source: Cambridge School Department, Individual School Reports, Oct.1, 1974-1979

Appendix D

Cambridge Elementary Schools by Ethnic Category

and Number of Students Enrolled

Category	Native	Asian & Pacific	Black	Hispanic	White	Total Minority	Total
Agassiz	1 (.4)	28 (10.0)	49 (17.4)	3 (1.1)	200 (71.2)	81 (28.8)	281
C.A.P.S.	4 (2.1)	2 (1.0)	64 (33.0)	9 (4.6)	115 (59.3)	79 (40.7)	194
Fitzgerald		25 (3.7)	153 (22.6)	49 (7.2)	451 (66.5)	227 (33.5)	678
Fletcher		3 (0.9)	123 (38.4)	87 (27.2)	107 (33.4)	213 (66.6)	320
Gore Street				4 (4.9)	78 (95.1)	4 (4.9)	82
Haggerty		3 (1.8)	33 (19.3)	2 (1.2)	133 (77.8)	38 (22.2)	171
Harrington		7 (.9)	54 (6.6)	34 (4.1)	727 (88.4)	95 (11.6)	822
Kennedy	1 (.2)	3 (.5)	17 (3.0)	11 (1.9)	534 (94.3)	32 (5.7)	566
King	2 (.4)	8 (1.5)	263 (49.2)	19 (3.6)	243 (45.4)	292 (54.6)	535
Lincoln		4 (2.6)	47 (30.3)	12 (7.7)	92 (59.4)	63 (40.6)	155
Longfellow		31 (6.3)	53 (10.8)	115 (23.4)	293 (59.6)	199 (40.4)	492
Morse	1 (.3)	20 (5.5)	88 (24.2)	19 (5.2)	236 (64.8)	128 (35.2)	364
Peabody	1 (.2)	31 (6.8)	66 (14.4)	6 (1.3)	353 (77.2)	104 (22.8)	457
Roberts		4 (1.0)	175 (43.0)	89 (21.9)	139 (34.2)	268 (65.8)	407
Tobin		14 (2.3)	237 (39.0)	48 (7.9)	308 (50.7)	299 (49.3)	607
Webster		5 (2.2)	111 (49.1)	12 (5.3)	98 (43.4)	128 (56.6)	226
Totals	10	188	1,533	519	4,107	2,250	6,357
Citywide	(0.2)	(3.0)	(24.1)	(8.2)	(64.6)	(35.4)	(100.00)
1/16/80 (Woodward)							
* Numbers in brackets are percentages.							

APPENDIX E: SUMMARY SHEET FOR REDISTRICTING UNDER PLAN A

SCHOOLS	PRESENT COMPOSITION			NEW COMPOSITION			REDISTRIBUTED OUT			REDISTRIBUTED IN			TRANSPOR-TATION REQ.
	W	NW	T	W	NW	T	W	NW	T	W	NW	T	
AGASSIZ B	200 (71.2)	88 (28.8)	281	172 (68)	81 (32)	253	28	7	35	0	0	0	YES
FITZGERALD B	451 (66.5)	227 (33.4)	678	420 (65.3)	223 (34.7)	643	31	4	35	0	0	0	YES
FLETCHER B	107 (33.4)	213 (66.6)	320	201 (52.5)	182	383	31	43	74	125	12	137	NO
HAGGERTY I	133 (77.8)	38 (22.2)	171	133 (77.8)	38	171	0	0	0	0	0	0	
HARRINGTON I	727 (88.4)	95 (11.6)	822	625 (78.8)	168 (21.2)	793	164	20	184	62	93	155	YES
KENNEDY I Inc, Gore	612 (94.4)	36 (5.6)	648	575 (82.3)	124 (17.7)	699	71	2	73	34	90	124	
KING B	243 (45.4)	292 (54.6)	535	265 (52.0)	245 (48.0)	510	21	56	77	43	9	52	YES
LINCOLN B	92 (59.4)	63 (40.6)	155	101 (60.8)	65 (39.2)	166	0	0	0	9	2	11	NO
LONGFELLOW B	293 (59.6)	199 (40.4)	492	264 (52.0)	244 (48.0)	508	69	16	85	40	61	101	
MORSE B	236 (64.8)	128 (35.2)	364	197 (57.9)	143 (42.1)	340	57	17	74	18	32	50	NO
PEABODY B	353 (77.2)	104 (22.8)	457	332 (69.6)	145 (30.4)	477	37	9	46	16	50	66	YES
ROBERTS B	139 (34.2)	268 (65.8)	407	211 (59.3)	145 (40.7)	356	65	140	205	137	17	154	YES
TOBIN B	308 (50.7)	299 (49.3)	607	360 (57.9)	262 (42.1)	622	16	50	66	68	13	81	NO
WEBSTER B	98 (43.4)	128 (56.6)	226	137 (54.8)	113 (45.2)	250	18	32	50	57	17	74	NO

Summary of Redistricting Under Plan A

	White	Minority
Number of Students	608	396
% of Citywide Student Population	14.8%	17.6%

ERRATA

1. Insert new page 12 (attached) in place of old page 12.
2. Page 33, change:
 Summary of Redistricting Plan A
 to read
 Summary of Redistricting Plan C
3. Insert graph on enrollments page 47 (Appendix C)
 (attached)

IMPACT OF PLAN A ON: RACIAL BALANCE, AND FACILITIES USAGE (CONT'D)

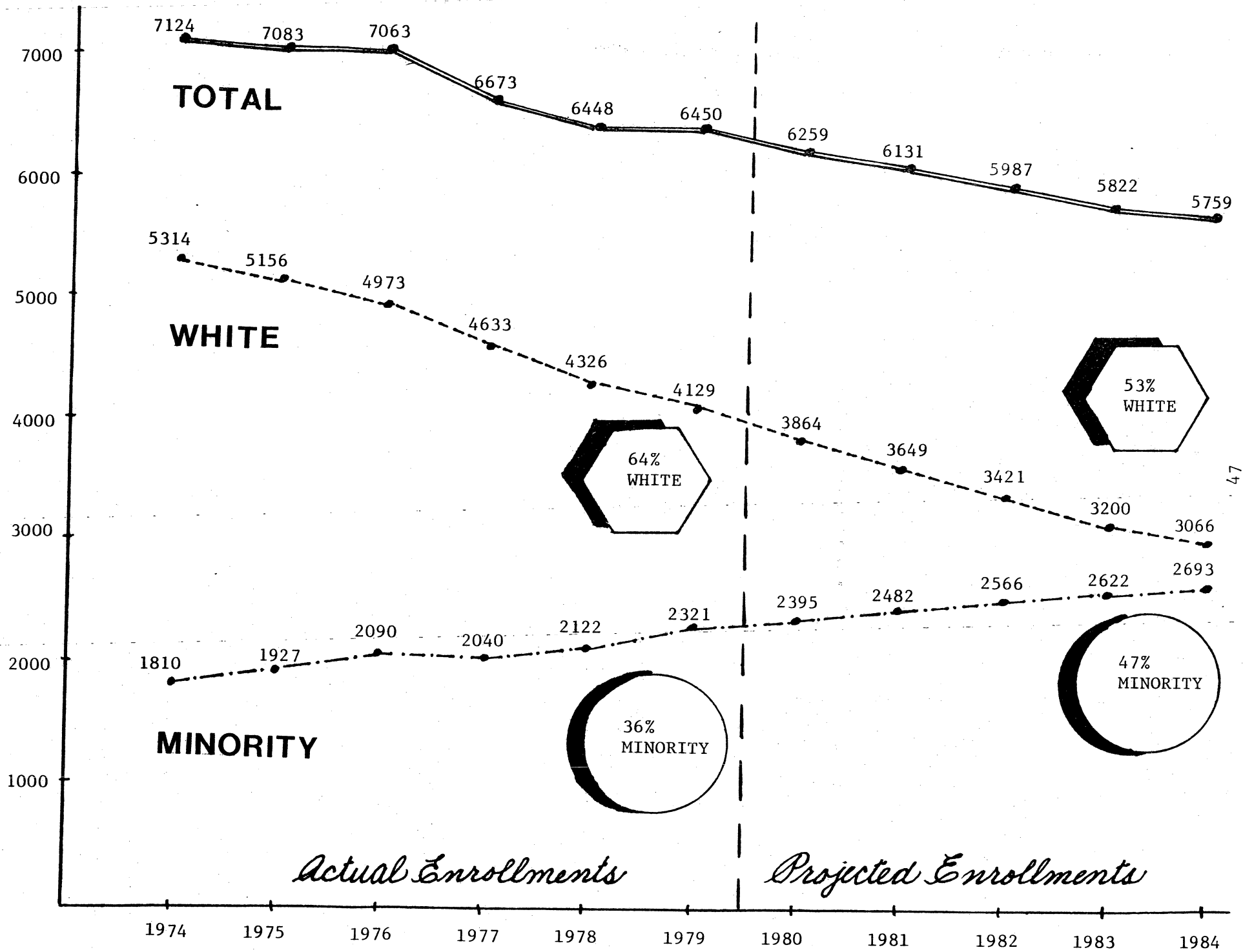
SCHOOL	RACIAL BALANCE						TRANSPORTATION (# of children) 1980	FACILITIES USAGE (% of Max capacity)	
	1979			1980				1979	1980
	WHITE	MINORITY	TOTAL	WHITE	MINORITY	TOTAL			
(Zone 3) MORSE	236 (64.8)	128 (35.2)	364	197 (57.9)	143 (42.1)	340	0	80	75
WEBSTER	98 (48.4)	128 (56.6)	226	137 (54.8)	113 (45.2)	250	0	52	57
Zone 3 in 1980: Total 590 White 334 (56.6) Minority 256 (43.4)									
(Zone 4) FITZGERALD	451 (66.5)	227 (33.5)	678	420 (65.3)	223 (34.7)	643	35	72	68
HAGGERTY	133 (77.8)	38 (22.2)	171	133 (77.8)	38 (22.2)	171	0	59	59
PEABODY	353 (77.2)	104 (22.8)	457	332 (69.6)	145 (30.4)	477	28	90	94
TOBIN	308 (50.7)	299 (49.3)	607	360 (57.9)	262 (42.1)	622	0	75	77
Zone 4 in 1980: Total 1913 White 1245 (65.1) Minority 668 (34.9)									

SUMMARY OF REDISTRICTING UNDER PLAN A

	WHITE	MINORITY
NUMBER OF STUDENTS (redistricted)	608	396
% OF CITYWIDE POPULATION	14.8%	17.6%

INSERT THIS IN PLACE OF OLD PAGE # 12

ENROLLMENTS 1974-84



SOURCE: Cambridge School Dept., Individual School Reports, Oct. 1, 1974-1979.

SCHEDULE
OF
COMMUNITY INFORMATIONAL MEETINGS
FOR
PARENTS, STAFF, COMMUNITY MEMBERS

March 21	Friday	3:00 - 5:00	C.R.L.S. CAFETERIA
March 22	Saturday	2:00 - 4:00	C.R.L.S. CAFETERIA
March 24	Monday	3:00 - 5:00	C.R.L.S. CAFETERIA
March 25	Tuesday	3:00 - 5:00	C.R.L.S. CAFETERIA
March 25	Tuesday	7:00 - 9:00	Quadrant D Morse
March 26	Wednesday	7:00 - 9:00	Quadrant C Longfellow
March 27	Thursday	7:00 - 9:00	Quadrant B Peabody
March 31	Monday	7:00 - 9:00	Quadrant A Fitzgerald

CAMBRIDGE SCHOOL DEPARTMENT
THREE ALTERNATIVE PLANS
for
RACIAL BALANCE AND EDUCATIONAL PLANNING

March, 1980



CAMBRIDGE CITY COUNCIL

CITY HALL, CAMBRIDGE, MASSACHUSETTS 02139

(617) ~~876-8800~~ 498-9094

March 21, 1980

The Honorable, The City Council:

I am sending to you a copy of the Three Alternative Plans for Eliminating Racial Balance in the Cambridge Public School Systems. Along with the plan you will also find a schedule of community meetings to be held throughout the City over the next few weeks.

If I can help in any way on this subject, please give me a call.

Very truly yours,

Richard McKinnon
Administrative Assistant to the
City Council

RM/smc

Enclosure (3)

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Comm. from Richard McKinnon, Adm. Asst. to
the City Council, transmitting three alterna-
tive plans for eliminating racial imbalance
in the Cambridge Public School System.

In City Council,
March 24, 1980

3/24/1980

Placed on File