

be increasing (e.g., Nashville-Davidson County, Tenn.; Fort Wayne, Ind.; Portland, Wash.). In Boston, a district that has experienced financial problems and teacher strikes, 79% of blacks surveyed by the Boston Globe in March 1982 indicated that they favored a freedom-of-choice plan over the current mandatory student reassignment plan. However, 73% of blacks responding to that survey indicated that a freedom-of-choice plan would be a setback to desegregation progress.

SOURCES: Alexander, Dorothy L. "An Investigation into the Absence of Black Parental Involvement in the Administration of Desegregated Schools." Paper presented at the annual meeting of the American Educational Research Association, April 1979, at San Francisco.

Cooper, Kenneth J., and Cohen, Muriel. "Eight Years Later, Black Parents Reassess Boston's Desegregation Plan." Boston Globe, March 1982, p. 1.

Hawley, Willis D.; Crain, Robert L.; Rossell, Christine H.; Smylie, Mark A.; Fernandez, Ricardo R.; Schofield, Janet W.; Tompkins, Rachel; Trent, William T.; and Zlotnik, Marilyn S. Strategies for Effective Desegregation: Lessons from Research. Lexington, Mass.: Lexington Books, D. C. Heath, in press.

#### Academic Achievement

##### The General Impact of School Desegregation

- The available evidence from studies of desegregation and student achievement indicate that, overall, desegregation enhances academic achievement for minority students and, at least, does not impede the academic progress of whites.

SOURCES: Bridge, R. Gary; Judd, Charles; and Moock, Peter R. The Determinants of Educational Outcomes: The Effects of Families Peers, Teachers, and Schools. New York: Teachers College Press, 1979.

Crain, Robert L., and Mahard, Rita E. "School Racial Composition and Black College Attendance and Achievement Test Performance." Sociology of Education 51 (April 1978):81-101.

Crain, Robert L., and Mahard, Rita E. "Minority Achievement: Policy Implications of Research." In Effective School Desegregation: Equity, Quality, and Feasibility, edited by Willis D. Hawley. Beverly Hills, Calif.: SAGE Publications, 1981.

Forbes, Roy H. "Test Score Advances Among Southeastern Students: A Possible Bonus of Government Intervention?" Phi Delta Kappan 62 (January 1981):332-335.



Krol, Ronald A. "A Meta Analysis of Comparative Research on the Effects of Desegregation on Academic Achievement." Ph.D. Dissertation, Western Michigan University, 1978.

Wortman, Paul. Research in progress at the Center for Research on Utilization of Scientific Knowledge, University of Michigan, Ann Arbor.

- Syntheses of research on desegregation and academic achievement indicate that methodologically weaker studies measuring achievement over a short period of time tend to show the most negative results. Studies that use stronger research methods and trace academic achievement over a longer period of time tend to show the most positive results.

SOURCE: Crain, Robert L., and Mahard, Rita E. "Minority Achievement: Policy Implications of Research." In Effective School Desegregation: Equity, Quality, and Feasibility, edited by Willis D. Hawley. Beverly Hills, Calif.: SAGE Publications, 1981.

- Several studies suggest desegregation has its greatest positive impact on minority achievement if it is begun in the earliest possible grade (i.e., kindergarten or 1st grade).

SOURCE: Crain, Robert L., and Mahard, Rita E. "Minority Achievement: Policy Implications of Research." In Effective School Desegregation: Equity, Quality, and Feasibility, edited by Willis D. Hawley. Beverly Hills, Calif.: SAGE Publications, 1981.

- The impact of desegregation on student achievement, whether measured by standardized test scores or classroom grades, cannot simply be explained by the effects of reassignment and busing on students. Changes in levels of student achievement must be explained by what goes on in desegregated schools and classrooms, that is, the impact of instructional strategies, classroom organization, discipline, school climate, etc.

SOURCE: Hawley, Willis D.; Crain, Robert L.; Rossell, Christine H.; Smylie, Mark A.; Fernandez, Ricardo R.; Schofield, Janet W.; Tompkins, Rachel; Trent, William T.; and Zlotnik, Marilyn S. Strategies for Effective Desegregation: Lessons from Research. Lexington, Mass.: Lexington Books, D. C. Heath, in press.

- School desegregation often serves as a catalyst for curricular and instructional innovation and an impetus for the redistribution of resources that may have positive impacts on student academic performance and achievement.

SOURCES: Colton, David L. "Urban School Desegregation Costs." Paper presented at the annual meeting of the American Educational Research Association, April 1979, at San Francisco.

Hawley, Willis D. Increasing the Effectiveness of School Desegregation: Lessons from the Research. Durham, N.C.: Duke University, Institute of Policy Sciences and Public Affairs, Center for Educational Policy, July 1980.



The Effect of Busing

- Of the few studies that have specifically examined the effect of riding the bus on academic achievement, virtually all have found no impact. These studies found no evidence that riding a bus per se or attending a neighborhood school has any effects, positive or negative, on student achievement or social climates in schools.

SOURCES: Davis, J. "Busing." In Southern Schools: An Evaluation of the Emergency School Assistance Program and of Desegregation. Chicago: National Opinion Research Center, 1973.

Natkin, Gerald L. "The Effects of Busing on Second Grade Students' Achievement Test Scores (Jefferson County, Kentucky)." Paper presented at the annual meeting of the American Educational Research Association, April 1980, at Boston.

Zoloth, Barbara. "The Impact of Busing on Student Achievement: A Reanalysis." Growth and Change 7 (July 1976):43-52.

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Disruption and Race Relations in Schools

Extent of Interracial Conflict in Desegregated Schools

- Desegregated schools experience greater conflict than segregated schools when schools are first racially mixed. Some of this conflict will occur across racial lines. But desegregation does not appear to be a major cause of school violence.

SOURCE: Hawley, Willis D.; Crain, Robert L.; Rossell, Christine H.; Smylie, Mark A.; Fernandez, Ricardo R.; Schofield, Janet W.; Tompkins, Rachel; Trent, William T.; and Zlotnik, Marilyn S. Strategies for Effective Desegregation: Lessons from Research. Lexington, Mass.: Lexington Books, D. C. Heath, in press.



- A school's being under court order to desegregate is associated with only a slight increase in the amount of student violence when other factors are taken into account. Statistical analysis shows further that there is no consistent association between the number of students bused and school violence, controlling for other factors. There is a weak association between student violence and the recentness of initial desegregation efforts at a school. As time goes on and larger numbers of students are bused to achieve racial balance, the desegregation process ceases to be a factor in explaining disruption in schools.

SOURCE: National Institute of Education. Violent Schools-Safe Schools: The Safe School Study Report to the Congress, vol. 1. Washington, D.C.: U.S. Government Printing Office, 1978.

- Urban schools in general, and especially those located in poverty-stricken areas, experience higher rates of victimization. However, the impact of desegregation on violence among students is small, smaller than the impact of school administrative and governance styles.

SOURCE: Gottfredson, Gary D., and Daiger, Denise C. Disruption in Six Hundred Schools, Report No. 289. Baltimore: The Johns Hopkins University, Center for the Social Organization of Schools, November 1979.

- Conflict among students relates not only to racial differences but to socioeconomic differences. The socioeconomic mix of desegregated schools has an impact on conflict among students.

SOURCE: Hawley, Willis D.; Crain, Robert L.; Rossell, Christine H.; Smylie, Mark A.; Fernandez, Ricardo R.; Schofield, Janet W.; Tompkins, Rachel; Trent, William T.; and Zlotnik, Marilyn S. Strategies for Effective Desegregation: Lessons from Research. Lexington, Mass.: Lexington Books, D. C. Heath, in press.

#### Human Relations Programs

- Desegregation can lead to improvements in levels of interracial tolerance and reductions in discriminatory behavior. However, simply mixing white and minority students together in schools will not automatically result in better race relations.

SOURCES: Hawley, Willis D.; Crain, Robert L.; Rossell, Christine H.; Smylie, Mark A.; Fernandez, Ricardo R.; Schofield, Janet W.; Tompkins, Rachel; Trent, William T.; and Zlotnik, Marilyn S. Strategies for Effective Desegregation: Lessons from Research. Lexington, Mass.: Lexington Books, D. C. Heath, in press.

- When schools adopt programs to improve race relations, the desired improvement can occur, especially when:
  1. cooperative interracial contact is provided in classroom and in extracurricular activities.
  2. human relations programs are integrated with the rest of the curricula and are continuous, not just one-time events.



3. school and district officials make their support for better race relations clear and known to teachers, students, and parents.

SOURCES: Cohen, Elizabeth G. "The Desegregated School: Problems in Status Power and Interracial Climate." Paper presented at the annual meeting of the American Psychological Association, September 1979, at New York.

Damico, Sandra B.; Green, Charles; and Bell-Nathaniel, Afesa. "Facilitating Interracial Contact: Let the Structure Do it for You." Paper presented at the annual meeting of the American Educational Research Association, April 1981, at Los Angeles.

Doherty, William J.; Cadwell, Joel; Russo, Nancy A.; Mandel, Vicki; and Longshore, Douglas. Human Relations Study: Investigations of Effective Human Relations Strategies, vol. 2. Santa Monica, Calif.: System Development Corporation, April 1981.

Johnson, David W., and Johnson, Roger T. "Effects of Cooperative and Individualistic Learning Experiences on Interethnic Interaction." Journal of Educational Psychology 73 (1981):444-449.

Rosenholtz, Susan J. "Modifying a Status-Organizing Process of the Traditional Classroom." In Status Attributions and Justice, edited by Joseph Berger and Morris Zelditch, Jr. San Francisco: Jossey-Bass Publishers, 1982.

Schofield, Janet W. "Desegregation School Practices and Student Race Relations Outcome." In Assessment of Current Knowledge About the Effectiveness of School Desegregation Strategies, vol. 5, edited by Willis D. Hawley. Nashville, Tenn.: Vanderbilt University, Institute for Public Policy Studies, Center for Education and Human Development Policy, April 1981.

Sharan, Shlomo. "Cooperative Learning in Small Groups: Research Methods and Effects on Achievement, Attitudes, and Ethnic Relations." Review of Educational Research 50 (1980):241-272.

Slavin, Robert E. "Cooperative Learning in Teams: State of the Art." Educational Psychologist 15 (Summer 1980):93-111.

Slavin, Robert E., and Madden, Nancy. "School Practices that Improve Race Relations." American Educational Research Journal 16 (1979):169-180.



### Multicultural Education

- Several studies suggest a weak but positive relationship between the use of multicultural curricula and/or minority-oriented courses and positive student race relations. A few studies show no effect, but there do not appear to be any which identify a negative relationship.

SOURCES: Doherty, William J.; Cadwell, Joel; Russo, Nancy A.; Mandel, Vicki; and Longshore, Douglas. Human Relations Study: Investigations of Effective Human Relations Strategies, vol. 2. Santa Monica, Calif.: System Development Corporation, April 1981.

Forehand, Garlie A., and Ragosta, Marjorie. A Handbook for Integrated Schooling. Princeton, N.J.: Educational Testing Service, 1976.

Genova, William J., and Walberg, Herbert J. A Practitioner's Guide for Achieving Student Integration in City High Schools. Washington, D.C.: U.S. Government Printing Office, November 1980.

Litcher, John H., and Johnson, David W. "Changes in Attitudes Toward Negroes of White Elementary School Students After Use of Multiethnic Readers." Journal of Educational Psychology 60 (1969):148-152.

- Multicultural curricula is less effective than interracial interaction in achieving better race relations among students. Multicultural curricula seem most effective in classrooms and schools which also provide opportunities and activities for positive interracial interactions. Interracial interaction and multicultural curricula seem to reinforce each other and have an additive effect toward positive race relations.

SOURCES: Hawley, Willis D.; Crain, Robert L.; Rossell, Christine H.; Smylie, Mark A.; Fernandez, Ricardo R.; Schofield, Janet W.; Tompkins, Rachel; Trent, William T.; and Zlotnik, Marilyn S. Strategies for Effective Desegregation: Lessons from Research. Lexington, Mass.: Lexington Books, D. C. Heath, in press.

Slavin, Robert E., and Madden, Nancy. "School Practices that Improve Race Relations." American Educational Research Journal 16 (1979):160-180.

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### Resegregation Within Schools

#### Ability Grouping and Tracking

- In elementary schools, students are often assigned to separate classrooms according to their ability when they reach a particular grade level. Ability is usually measured by standardized tests, grades, and teacher reports. These practices tend to segregate students by race and socioeconomic status among classrooms within schools.

SOURCES: Findley, Warren G., and Bryan, Miriam M. Ability Grouping, 1970: Status, Impact, and Alternatives. Athens: The University of Georgia, Center for Educational Improvement, 1971.

Mills, Roger, and Bryan, Miriam M. Testing . . . Grouping: The New Segregation in Southern Schools? Atlanta: Southern Regional Council, 1976.

- In general, assigning students to different classes by ability has not been found to improve achievement for low ability or high ability groups.

SOURCES: Findley, Warren G., and Bryan, Miriam M. Ability Grouping, 1970: Status, Impact, and Alternatives. Athens: The University of Georgia, Center for Educational Improvement, 1971.

Epstein, Joyce. "After the Bus Arrives: Resegregation in De-segregated Schools." Paper presented at the annual meeting of the American Educational Research Association, April 1980, at Boston.

- Some studies find that students in need of compensatory education do better in "mainstreamed" or heterogeneous classrooms, if teachers in those classrooms employ instructional techniques and organize their classrooms to promote active learning conditions and equal status interactions among students.

SOURCES: Epstein, Joyce. "After the Bus Arrives: Resegregation in De-segregated Schools." Paper presented at the annual meeting of the American Educational Research Association, April 1980, at Boston.

Haywood, Carl H. "Compensatory Education." Peabody Journal of Education 59 (July 1982), in press.



National Institute of Education. Compensatory Education Study: A Final Report. Washington, D.C.: U.S. Government Printing Office, 1978.

Rosenholtz, Susan J. "Modifying a Status-Organizing Process of the Traditional Classroom." In Status Attributions and Justice, edited by Joseph Berger and Morris Zelditch, Jr. San Francisco: Jossey-Bass Publishers, 1982.

- Within-classroom ability grouping (for example, for reading and math) tend to segregate students by race. The research identifies both positive and negative impacts of this type of grouping on academic achievement and race relations. However, studies suggest positive outcomes when different types of instructional activities developed especially for heterogeneous and multiability classrooms are used.

SOURCE: Hawley, Willis D., Crain, Robert L., Rossell, Christine H., Smylie, Mark A., Fernandez, Ricardo R.; Schofield, Janet W.; Tompkins, Rachel; Trent, William T.; and Zlotnik, Marilyn S. Strategies for Effective Desegregation: Lessons from Research. Lexington, Mass.: Lexington Books, D. C. Heath, in press.

- Tracking in high school tends to separate students by race. Minority students are often overrepresented in lower level and in vocational and general education tracks. Tracking for only a few of a student's courses can affect that student's scheduling for all other courses. This leads to resegregation in classes not consciously tracked.

SOURCES: Harnischfeger, Annegret, and Wiley, David E. "A Merit Assessment of Vocational Education Programs in Secondary Schools." Statement to the Subcommittee on Elementary, Secondary, and Vocational Education, U.S. House of Representatives, September 1980.

Larkins, A. Guy, and Oldam, Sally E. "Patterns of Racial Separation in a Desegregated High School." Theory and Research in Social Education 4 (December 1976):23-28.

- The evidence on the impact of tracking in high schools on achievement and race relations is mixed. Most studies find negative effects for low-achieving and minority students in lower tracks.

SOURCES: Crain, Robert L.; Mahard, Rita E.; and Narot, Ruth E. Making Desegregation Work: How Schools Create Social Climates. Cambridge, Mass.: Ballinger Press, 1981.

Froman, Robin D. "Ability Grouping: Why Do We Persist and Should We?" Paper presented at the annual meeting of the American Educational Research Association, April 1981, at Los Angeles.

Smith, Al D.; Downs, Anthony; and Lachman, M. Leanne. Achieving Effective Desegregation. Lexington, Mass.: D. C. Heath, 1973.



U.S. Commission on Civil Rights. Fulfilling the Letter and Spirit of the Law: Desegregation of the Nation's Public Schools. Washington, D.C.: U.S. Government Printing Office, August 1976.

Disciplinary Policies and Student Suspensions

- Certain amounts of resegregation can occur as a result of disciplinary policies that have disproportionate impact on minority students. [However, disproportionate impact on minority students does not mean schools are using disciplinary policies to intentionally resegregate students.] Increases in minority suspensions following initial implementation of desegregation plans may occur in part because minority students are more often reassigned to previously white schools than white students are reassigned to previously minority schools, and greater proportions of minority students than whites are required to adapt or assimilate to different sets of rules and different cultural and behavioral expectations.

SOURCES: Hawley, Willis D.; Crain, Robert L.; Rossell, Christine H.; Smylie, Mark A.; Fernandez, Ricardo R.; Schofield, Janet W.; Tompkins, Rachel; Trent, William T.; and Zlotnik, Marilyn S. Strategies for Effective Desegregation: Lessons from Research. Lexington, Mass.: Lexington Books, D. C. Heath, in press.

Metz, Mary H. Classrooms and Corridors: The Crisis of Authority in Desegregated Secondary Schools. Berkeley: The University of California Press, 1978.

- Some studies indicate that where detailed records have been kept, minority students in newly desegregated schools are suspended more often for "subjective" and less serious offenses than their majority peers.

SOURCES: Foster, Gordon. Discipline Practices in the Hillsborough County Public Schools. Coral Gables, Fla.: The University of Miami: School Desegregation Consulting Center, April 1977.

Study Group on Racial Isolation in the Public Schools. School Participation and School Quality: Attendance, Suspension, and Dropouts in the Cleveland Public Schools. Cleveland: Study Group on Racial Isolation in the Public Schools, 1978.

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Giles, Michael W.; Gatlin, Douglas S.; and Cataldo, Everett F. Determinants of Resegregation: Compliance/Rejection Behavior and Policy Alternatives, Final Report. Washington, D.C.: National Science Foundation, June 1976.

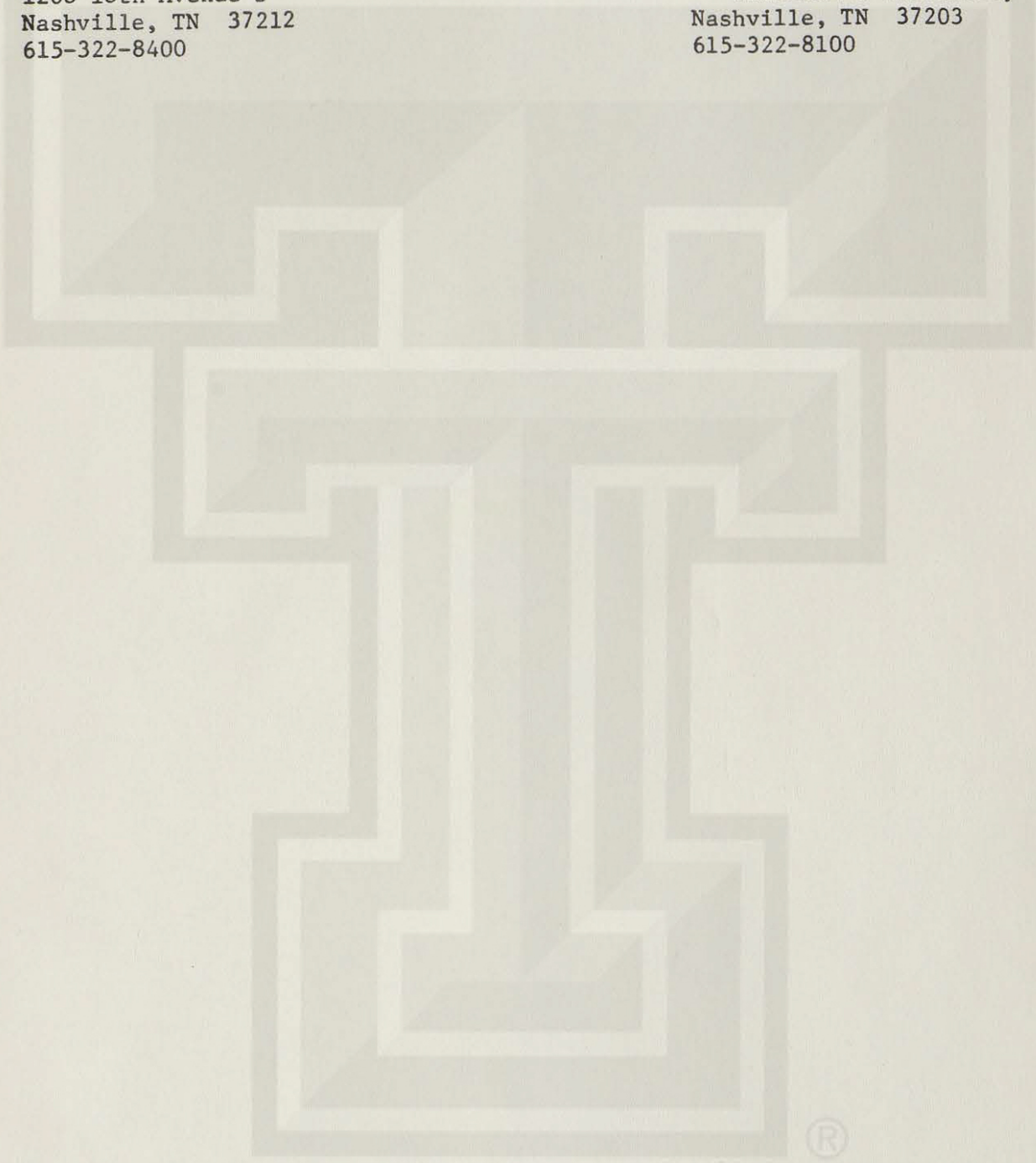
Southern Regional Council. The Student Pushout: Victim of Continued Resistance to Desegregation. Atlanta: Southern Regional Council and the Robert F. Kennedy Memorial, 1973.



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Desegregation and Postschool Opportunities

- School desegregation can provide fairer access to career opportunities (particularly for minority students) by reducing important structural and psychological barriers to fair adult competition.
- Black males who attend desegregated high schools are more likely to end up in nontraditional mainstream careers in sales, crafts, and the professions than those who attend segregated schools.
- Some evidence exists that shows that school desegregation opens for minorities fairer access to useful networks of information, contacts, referrals, and sponsorship, and thus contributes to more equal opportunities for career success.
- School desegregation serves to reduce the racial gaps in perception of opportunities. Minority students who graduate from desegregated schools have been found to feel a greater sense of control over their own fate and a more positive sense of opportunity. Students' school desegregation experiences directly improve these perceptions. Upgrading the quality of schooling in a segregated setting would not have the same impact.
- Segregation tends to be perpetuated across stages of the life cycle and across institutions so that students from segregated schools are more likely to be found later in life in segregated colleges, neighborhoods, and places of work, while students who attended desegregated elementary and secondary schools are more likely to choose to live in desegregated neighborhoods, to enter desegregated occupations and firms, and to send their own children to desegregated schools.

SOURCES: Braddock, Jomills M. "The Perpetuation of Segregation Across Levels of Education: A Behavioral Assessment of the Contact Hypothesis." Sociology of Education 53 (1980):178-186.

Braddock, Jomills M., and McPartland, James M. "Assessing School Desegregation Effects: New Directions in Research." In Research in Sociology of Education and Socialization (Vol. 3), edited by R. Corwin. Greenwich, Conn.: JAI Press, 1981.

Crain, Robert L. "School Integration and Occupational Achievement of Negroes." American Journal of Sociology 75 (1970):593-606.

Green, Kenneth C. "Integration and Attainment: Preliminary Results from a Longitudinal Study of Educational Attainment Among Black Students." Paper presented at the annual meeting of the American Educational Research Association, April 1981, at Los Angeles.

McPartland, James M. The Segregated Student in Desegregated Schools. Baltimore: The Johns Hopkins University, Center for the Social Organization of Schools, 1968.



McPartland, James M. Testimony before the Subcommittee on Civil and Constitutional Rights of the Committee on the Judiciary, U.S. House of Representatives, 97th Congress, 1st Session, October 21, 1981.

McPartland, James M., and Braddock, Jomills H. "The Impact of Desegregation on Going to College and Getting a Good Job." In Effective School Desegregation: Equity, Quality, and feasibility, edited by Willis D. Hawley. Beverly Hills, Calif.: SAGE Publications, 1981.

U.S. Commission on Civil Rights. Racial Isolation in the Public Schools (Vol. 2). Washington, D.C.: U.S. Government Printing Office, 1967.

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National Progress (continued)

The following data on national and regional desegregation progress were compiled by Gary Orfield and presented in a report to the Subcommittee on Civil and Constitutional Rights of the Committee on the Judiciary of the U.S. House of Representatives in 1982. These findings include 1980 pupil enrollment data collected by the U.S. Department of Education and are the most current regional and national comparisons available to date.

SOURCE: Orfield, Gary. Desegregation of Black and Hispanic Students from 1968 to 1980 (Report to the Subcommittee on Civil and Constitutional Rights of the Committee on the Judiciary of the U.S. House of Representatives). Washington, D.C.: Joint Center for Political Studies, 1982.

PERCENT OF BLACK STUDENTS IN SCHOOLS WITH MORE  
THAN HALF MINORITY STUDENTS BY REGION,  
1968-1980

	U.S. Total	Southern States	Border States	Northeast	Midwest	West
1968	76.6	80.9	71.6	66.8	77.3	72.2
1972	63.6	55.3	67.2	69.9	75.3	68.1
1976	62.4	54.9	60.1	72.5	70.3	67.4
1980	62.9	57.1	59.2	79.9	69.5	66.8
Change from 1968-1980	-13.7	-23.8	-12.4	+13.1	- 7.8	- 5.4

[Regions used here and in the following tables include these states:

SOUTH: Alabama, Arkansas, Georgia, Florida, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia

BORDER: Delaware, District of Columbia, Kentucky, Maryland, Missouri, Oklahoma, West Virginia

NORTHEAST: Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont.

MIDWEST: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin

WEST: Arizona, California, Colorado, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming.]



III-3-A2

PERCENT OF BLACK STUDENTS IN SCHOOLS WITH 90-100 PERCENT  
MINORITY ENROLLMENTS BY REGION, 1968-1980

	U.S. Total	Southern States	Border States	Northeast	Midwest	West
1968	64.3	77.8	60.2	42.7	58.0	50.8
1972	38.7	24.7	54.7	46.9	57.4	42.7
1976	35.9	22.4	42.5	51.4	51.1	36.3
1980	33.2	23.0	37.0	48.7	43.6	33.7
Change from 1968-1980	-31.1	-54.8	-23.2	+ 6.0	-14.4	-17.1

PERCENT OF HISPANIC STUDENTS IN SCHOOLS WITH  
MORE THAN HALF MINORITY STUDENTS  
BY REGION, 1968-1980

	U.S. Total	Southern States	Border States	Northeast	Midwest	West
1968	54.8	69.6	**	74.8	31.8	42.4
1972	56.6	69.9	**	74.4	34.4	44.7
1976	60.8	70.9	**	74.9	39.3	52.7
1980	68.1	76.0	**	76.3	46.6	63.5
Change from 1968-1980	+13.3	+ 6.4	**	+ 1.5	+14.8	+21.1

\*\* Border state figures are not reported because the very small number of Hispanics in this region makes comparison misleading. Among the Hispanics who do reside in this region, 2.8% were in 90-100% minority schools in 1980 and 23.2% attend schools that are over half minority (see also following table).



PERCENT OF HISPANIC STUDENTS IN SCHOOLS WITH 90-100 PERCENT  
MINORITY STUDENTS BY REGION, 1968-1980

	U.S. Total	Southern States	Border States	Northeast	Midwest	West
1968	23.1	33.7	**	44.0	6.8	11.7
1972	23.3	31.4	**	44.1	9.5	11.5
1976	24.8	32.2	**	45.8	14.1	13.3
1980	28.8	37.3	**	45.8	19.6	18.5
Change from 1968-1980	+5.7	+3.6	**	+1.8	+12.8	+6.8

PERCENT WHITE IN RACIAL COMPOSITION OF SCHOOL ATTENDED BY  
TYPICAL BLACK STUDENT, BY REGION, 1970-1980

	U.S. Total	Southern States	Border States	Northeast	Midwest	West
1970	32.0	36.7	27.4	31.5	23.6	30.1
1980	36.2	41.2	37.7	27.8	30.6	34.3
Change from 1970-1980	+4.2	+4.5	+10.3	-3.7	+7.0	+4.2



PERCENT WHITE STUDENTS IN SCHOOL ATTENDED BY  
TYPICAL HISPANIC STUDENT BY REGION, 1970-1980

	U.S. Total	Southern States	Border* States	Northeast	Midwest	West
1970	43.8	33.4	80.2	27.5	63.6	53.2
1980	35.5	29.5	66.4	27.0	51.9	39.8
Change from 1970-1980	-8.3	-3.9	-13.8*	-.5	-11.7	-13.4

\* very few Hispanics live in this region.

PERCENT BLACK STUDENTS IN SCHOOL ATTENDED BY  
TYPICAL WHITE STUDENT BY REGION, 1970-1980

	U.S. Total	Southern States	Border States	Northeast	Midwest	West
1970	6.1	14.9	5.8	4.5	2.8	2.4
1980	8.0	17.5	8.3	4.8	4.5	3.4

PERCENT HISPANIC STUDENTS IN SCHOOL ATTENDED BY  
TYPICAL WHITE STUDENT BY REGION, 1970-1980

	U.S. Total	Southern States	Border States	Northeast	Midwest	West
1970	2.8	2.8	.3	1.4	1.0	8.9
1980	3.9	4.1	.6	2.3	1.4	11.1



## PERCENT OF WHITE STUDENTS IN SCHOOLS 90-100 PERCENT

WHITE, BY REGION, 1968-1980

	U.S. Total	Southern States	Border States	Northeast	Midwest	West
1968	78.4	70.6	80.0	83.0	89.4	63.0
1972	68.9	38.0	75.9	82.9	87.5	56.0
1976	64.9	34.6	64.8	81.4	84.7	49.9
1980	61.2	35.0	64.1	80.2	81.2	43.3
Change from 1968-1980	-17.2	-35.6	-15.9	-2.8	-8.2	-19.7

RACIAL COMPOSITION OF PUBLIC SCHOOL ENROLLMENT, NATIONS AND REGIONS,  
1970-1980 DEPARTMENT OF EDUCATION SURVEY DATA

	<u>American Indian</u>	<u>Asian</u>	<u>Hispanic</u>	<u>Black</u>	<u>White</u>
<u>1970</u>					
Nation	.4%	.5%	5.1%	15.0%	79.1%
Northeast	.1%	.4%	4.4%	11.9%	83.3%
Border	.8%	.2%	.3%	17.3%	81.4%
South	.2%	.1%	5.5%	27.2%	66.9%
Midwest	.3%	.2%	1.4%	10.4%	87.6%
West	1.1%	1.6%	13.0%	6.3%	77.9%
<u>1980</u>					
Nation	.8%	1.9%	8.0%	16.1%	73.2%
Northeast	.2%	1.4%	6.6%	13.6%	78.3%
Border	1.5%	.8%	.7%	17.5%	79.5%
South	.3%	.7%	8.8%	26.9%	63.3%
Midwest	.6%	.9%	2.3%	12.4%	83.7%
West	1.8%	4.4%	19.0%	6.8%	68.0%



## SECTION IV

### DESEGREGATION AND ENROLLMENT DATA FROM THE NATION'S 100

#### LARGEST PUBLIC SCHOOL SYSTEMS, 1976-77 TO 1980-81

This section contains the following information about the nation's 100 largest public school systems: 1) total enrollment, 2) racial composition of total enrollment, 3) desegregation index (DI), 4) legal status, and 5) type of desegregation plan. Descriptions of legal status and types of desegregation plan are based on the most current information available to August 1982. Enrollment data and DIs are provided for each system for the 1978-77, 1978-79, and 1980-81 school years. If a school system changed its type of desegregation plan between 1980-81 and fall 1982, the DI listed for 1980-81 will not reflect the amount of desegregation that has been achieved under the new plan.

Data presented in this section were obtained from the U.S. Office for Civil Rights biannual pupil enrollment surveys. The results of these surveys were published in the Directory of Elementary and Secondary School Districts for the 1976-77 and 1978-79 school years but not for the 1980-81 school year. Those data are on computer tape at OCR. Figures for the 1980-81 school year are the latest data available from the federal government. [Earlier data for the nation's school systems are available in published directories for the 1968-69, 1970-71, and 1972-73 school years. Data for the 1974-75 school year were not published.]

The first table in this section lists the nation's 100 largest school systems as of the 1980-81 school year in alphabetical order. Each system is ranked according to size of total student enrollment. The second table contains enrollment and desegregation data for each of the 100 largest school systems. In this table, school districts are listed according to size of 1980-81 student enrollment, beginning with the largest system in



the country. For a number of school systems, certain information is not available. "NA" designates where data could not be obtained from OCR.

The desegregation index (DI) used in this deskbook has been adopted for current use by OCR. It is essentially a measure of racial balance, or an indicator of the extent to which the racial compositions of individual schools in a district approximate the racial composition of all students in that district. The index ranges from 0.00 to 1.00. The higher the index, the closer racial compositions of individual school enrollments approximate the racial composition of districtwide enrollment, indicating higher levels of desegregation in terms of balance. The lower the index, the greater the racial compositions of individual school enrollments deviate from the racial composition of districtwide enrollment, indicating higher levels of imbalance or segregation. For example, in a district that is 60% white and 40% black, a 1.00 index would indicate that each school in the district has an enrollment that is 60% white and 40% black. That district could be said to have achieved perfect racial balance among its schools. On the other hand, in a district with a similar racial composition, an index close to 0.00 would indicate a great deal of racial imbalance among schools and suggest the presence of a large number of segregated schools in the district and a large proportion of students in each racial group attending those segregated schools. DIs of different districts may be compared. Also, they may be traced over time for a single district as one way to assess desegregation progress.

Keys to current legal status and descriptions of desegregation plans follow.



Keys

Legal Status

1. No plan, no litigation.
2. Under court order.
3. Formerly under court order, now returned to own authority.
4. Voluntarily adopted a plan (plan not ordered by a court or a federal or state agency).
5. In litigation to settle a desegregation-related dispute.
6. Under agreement with U.S. Justice Department or U.S. Office for Civil Rights.
7. U.S. Justice Department or U.S. Office for Civil Rights intervention/negotiations.
8. Under state-ordered plan.
9. In negotiation with state agency.

Type of Desegregation Plan

- M Mandatory student reassignment plan (may include such strategies as redrawing attendance zones, pairing and clustering of schools, closing schools, and busing to schools which students are reassigned).
- V Voluntary plan (may include magnet schools, majority to minority transfer programs, and open enrollment policies).
- M/V Combination of mandatory and voluntary strategies (type of strategies listed first indicates primary strategy type used in plan).
- V/M
- M-I Mandatory student reassignment involving two or more independent school districts (interdistrict or metropolitan transfer) or consolidation of two or more independent school systems for the purpose of desegregation.
- V-I Voluntary interdistrict student transfer program between two or more independent school systems.



## THE NATION'S 100 LARGEST PUBLIC SCHOOL DISTRICTS

School District and State	Rank
Akron, OH	86
Albuquerque, NM	30
Anchorage School District, AK	94
Anne Arundel County, MD	36
Atlanta City, GA	33
Austin Independent School District, TX	55
Baltimore City, MD	11
Baltimore County, MD	20
Birmingham City, AL	69
Boston Public Schools, MA	37
Brevard, FL	68
Broward County (Ft. Lauderdale), FL	9
Buffalo City, NY	66
Caddo Parish (Shreveport), LA	70
Charleston County, SC	73
Charlotte-Mecklenburg County, NC	31
Chicago City, IL	3
Cincinnati, OH	59
Clark County (Las Vegas), NV	23
Cleveland, OH	27
Cobb County, GA	53
Columbus, OH	32
Corpus Christi Independent School District, TX	90
Cumberland County, NC	98
Dade County (Miami), FL	4
Dallas Independent School District, TX	10
Davis County, UT	87
Dekalb County, GA	28
Denver, CO	41
Detroit City, MI	6
District of Columbia	21
Duval County (Jacksonville), FL	18



School District and State	Rank
East Baton Rouge Parish (Baton Rouge), LA	42
El Paso Independent School District, TX	44
Escambia, FL	79
Fairfax County, VA	12
Forsythe County-Winston Salem, NC	80
Fort Worth Independent School District, TX	38
Fresno City Unified School District, CA	67
Fulton County, GA	97
Garden Grove Unified School District, CA	85
Granite (Salt Lake City), UT	46
Greenville County, SC	58
Gwinnett County Public Schools, GA	99
Hawaii (Honolulu), HI	8
Hillsborough County (Tampa), FL	14
Houston Independent School District, TX	7
Indianapolis Public Schools, IN	39
Jefferson County, AL	61
Jefferson County, CO	29
Jefferson County (Louisville), KY	17
Jefferson Parish, LA	45
Jordan, UT	63
Kanawha County (Charleston), WV	82
Kansas City #33, MO	88
Long Beach Unified School District, CA	52
Los Angeles Unified School District, CA	2
Memphis City, TN	15
Messa Unified School District, AZ	84
Milwaukee, WI	22
Minneapolis Special, MN	78
Mobile City-County, AL	40
Montgomery County, MD	19
Nashville-Davidson County, TN	35
New Castle Consolidated School District, DE	56
New Orleans Public Schools, LA	25
New York City, NY	1
Newark, NJ	51
Norfolk City, VA	89



School District and State	Rank
Oakland City Unified School District, CA	65
Oklahoma City, OK	81
Omaha 001, NE	77
Orange County (Orlando), FL	26
Palm Beach, FL	34
Pasadena Independent School District, TX	93
Philadelphia City, PA	5
Pinellas County (Clearwater), FL	24
Pittsburgh City, PA	75
Polk County (Bartow), FL	49
Portland, OR	60
Prince Georges County, MD	13
Prince William County, VA	100
Richardson Independent School District, TX	91
Sacramento City Unified School District, CA	83
Saint Louis City, MO	43
San Antonio Independent School District, TX	47
San Diego City Unified School District, CA	16
San Francisco Unified School District, CA	48
San Juan Unified School District, CA	71
Seattle, WA	64
Seminole County, FL	96
St. Paul, MN	92
Toledo, OH	72
Tulsa City, OK	62
Tucson Unified School District, AZ	54
Virginia Beach City, VA	50
Volusia County, FL	95
Wake County (Raleigh), NC	57
Wichita 259, KA	74
Ysleta Independent School District, TX	76



DESEGREGATION AND ENROLLMENT DATA FROM THE 100 LARGEST PUBLIC SCHOOL SYSTEMS, 1976-77 to 1980-81

School District and State	Rank by Total Enrollment	Total Enrollment	% Black	% Hispanic	% American Indian	% Asian American	Total % Minority	% White	Desegregation Index	Legal Status (Fall 1982)	Type of Plan (Fall 1982)
<b>New York City, NY</b>											
1976-77	1	1,077,190	37.92	29.00	0.05	2.58	69.54	30.46	.54		
1978-79	1	998,947	38.51	29.51	0.05	3.24	71.32	28.68	.54		
1980-81	1	NA	NA	NA	NA	NA	NA	NA	NA	2,5,6,7	M/V
<b>Los Angeles Unified, CA</b>											
1976-77	2	601,703	24.47	32.16	0.90	5.93	63.47	36.53	.51		
1978-79	2	556,236	24.67	38.50	0.62	6.49	70.28	29.72	.65		
1980-81	2	538,401	23.35	45.16	0.44	7.20	76.15	23.85	.70	3,5	V
<b>Chicago City, IL</b>											
1976-77	3	520,742	59.63	14.10	0.17	1.40	75.31	24.69	NA		
1978-79	3	494,888	60.54	16.07	0.15	1.70	78.46	21.54	.41		
1980-81	3	445,269	60.44	18.57	0.15	2.14	81.30	18.70	.50	5,6	V
<b>Dade County (Miami), FL</b>											
1976-77	5	240,023	27.88	30.66	0.08	0.40	59.01	40.99	.67		
1978-79	5	229,254	29.29	32.25	0.06	0.64	62.24	37.76	.67		
1980-81	4	232,951	29.59	37.63	0.04	0.85	68.12	31.88	.69	2	M/V
<b>Philadelphia, PA</b>											
1976-77	4	260,857	62.36	5.53	0.03	0.47	68.39	31.61	.33		
1978-79	4	244,723	61.99	6.38	0.03	0.63	69.04	30.96	.37		
1980-81	5	224,152	62.61	7.12	0.05	0.33	70.11	28.74	.45	8	V
<b>Detroit City, MI</b>											
1976-77	6	238,209	79.29	1.71	0.14	0.26	81.40	18.60	.78		
1978-79	6	220,657	83.61	1.65	0.19	0.30	85.76	14.24	.78		
1980-81	6	211,887	85.56	1.69	0.16	0.35	87.77	12.23	.79	2	M
<b>Houston ISD, TX</b>											
1976-77	7	209,843	43.12	21.95	0.06	0.84	65.96	34.04	.55		
1978-79	7	201,960	44.99	24.20	0.04	1.35	70.58	29.42	.55		
1980-81	7	194,060	44.89	27.79	0.06	2.11	74.85	25.15	.62	2,5,7	V
<b>Hawaii (Honolulu), HI</b>											
1976-77	8	173,692	1.21	6.29	0.37	71.66	79.53	20.47	.79		
1978-79	8	169,602	1.44	6.84	0.23	69.33	77.84	22.16	.81		
1980-81	8	162,198	1.44	2.03	0.23	71.45	75.16	24.84	.84		



DESEGREGATION AND ENROLLMENT DATA (con'd.)

School District and State	Rank by Total Enrollment	Total Enrollment	% Black	% Hispanic	% American Indian	% Asian American	Total % Minority	% White	Desegregation Index	Legal Status (Fall 1982)	Type of Plan (Fall 1982)
<b>Broward County (Ft. Lauderdale), FL</b>											
1976-77	12	136,576	21.53	2.73	0.14	0.35	24.74	75.26	.80		
1978-79	10	137,125	22.75	2.41	0.11	0.45	25.72	74.28	.77		
1980-81	9	132,826	23.53	3.64	0.15	0.68	28.00	72.01	.78	4	M/V
<b>Dallas ISD, TX</b>											
1976-77	11	138,926	46.72	14.23	0.35	0.60	61.90	38.10	.65		
1978-79	12	133,289	48.94	16.25	0.38	0.63	66.20	33.80	.65		
1980-81	10	129,305	49.48	19.03	0.38	0.98	69.87	30.13	.68	2	M/V
<b>Baltimore City, MD</b>											
1976-77	9	159,781	75.02	0.11	0.20	0.41	75.74	24.26	.52		
1978-79	9	149,467	76.80	0.19	0.23	0.43	77.64	22.36	.53		
1980-81	11	128,316	77.29	0.16	0.18	0.42	78.05	21.95	.56	6,5	M
<b>Fairfax County, VA</b>											
1976-77	13	134,507	4.61	1.17	0.05	2.07	7.45	92.08	.93		
1978-79	13	129,321	5.73	1.53	0.08	3.22	10.56	89.44	.93		
1980-81	12	126,189	6.69	2.01	0.11	5.07	13.87	86.13	.93	2	M
<b>Prince Georges County, MD</b>											
1976-77	10	143,720	37.52	0.72	0.17	1.82	40.23	59.77	.85		
1978-79	11	133,942	44.11	0.88	0.24	2.26	47.48	52.52	.85		
1980-81	13	121,759	49.85	1.14	0.22	2.80	54.01	45.99	.81	2,5	M
<b>Hillsborough County (Tampa), FL</b>											
1976-77	21	114,911	19.63	4.28	0.08	0.40	24.39	75.61	.92		
1978-79	16	111,613	20.34	4.63	0.08	0.50	25.55	74.45	.94		
1980-81	14	111,232	19.65	4.85	0.05	0.66	25.21	74.79	.92	2	M
<b>Memphis City, TN</b>											
1976-77	15	121,155	70.59	0.00	0.00	0.00	70.59	29.41	.62		
1978-79	15	113,108	73.72	0.05	0.02	0.24	74.03	25.97	.62		
1980-81	15	110,113	75.45	0.04	0.01	0.49	75.99	24.01	.61	2	M
<b>San Diego City Unified, CA</b>											
1976-77	17	119,988	14.54	14.02	0.27	5.39	34.22	65.78	.72		
1978-79	14	115,007	15.04	15.73	0.24	7.27	38.28	61.72	.72		
1980-81	16	109,793	15.42	17.64	0.28	11.14	44.48	55.52	.78	2,5	V



DESEGREGATION AND ENROLLMENT DATA (con'd.)

School District and State	Rank by Total Enrollment	Total Enrollment	% Black	% Hispanic	% American Indian	% Asian American	Total % Minority	% White	Desegregation Index	Legal Status (Fall 1982)	Type of Plan (Fall 1982)
<b>Jefferson County (Louisville), KY</b>											
1976-77	19	118,718	24.74	0.13	0.04	0.30	25.22	74.78	.91		
1978-79	17	110,433	25.96	0.17	0.09	0.41	26.63	73.37	.91		
1980-81	17	104,996	27.31	0.18	0.07	0.62	28.18	71.81	.94	2	M-I
<b>Duval County (Jacksonville), FL</b>											
1976-77	22	109,536	33.28	0.41	0.10	0.87	34.67	65.33	.77		
1978-79	21	105,973	34.21	0.57	0.06	1.08	35.92	64.07	.78		
1980-81	18	101,098	35.58	0.61	0.07	1.22	37.48	62.52	.77	2	M/V
<b>Montgomery County, MD</b>											
1976-77	20	116,816	9.48	3.10	0.59	3.30	16.47	83.53	.92		
1978-79	20	107,409	10.42	3.24	0.31	4.06	18.03	81.97	.92		
1980-81	(19)	NA	NA	NA	NA	NA	NA	NA	NA	4	M
<b>Baltimore County, MD</b>											
1976-77	16	120,731	7.58	0.47	0.18	0.92	9.16	90.84	.79		
1978-79	18	109,818	9.60	0.56	0.10	1.23	11.49	88.47	.79		
1980-81	20	99,455	11.72	0.66	0.10	1.78	14.26	85.74	.77		
<b>District of Columbia</b>											
1976-77	14	125,058	95.14	0.77	0.02	0.56	96.49	3.51	.53		
1978-79	19	108,903	94.11	1.14	0.02	0.71	95.98	4.01	.53		
1980-81	21	97,411	93.52	1.96	0.02	1.08	96.58	3.41	.60	2	M/V
<b>Milwaukee, WI</b>											
1976-77	23	108,798	37.47	4.59	1.19	0.48	43.73	56.27	.62		
1978-79	23	95,502	42.31	5.18	1.30	0.55	49.34	50.65	.77		
1980-81	22	87,826	46.43	6.04	1.32	0.88	54.67	45.33	.82	2	V
<b>Clark County, NV</b>											
1976-77	30	82,881	14.80	4.45	0.42	1.33	21.00	79.00	.91		
1978-79	26	86,080	14.98	4.69	0.44	1.70	21.81	78.19	.91		
1980-81	23	87,701	15.03	5.27	0.50	2.38	23.18	76.82	.90	2	M
<b>Pinellas County (Clearwater), FL</b>											
1976-77	26	89,787	16.41	0.38	0.06	0.31	17.15	82.85			
1978-79	24	89,755	17.59	0.25	0.02	0.40	18.26	81.73	.90		
1980-81	24	87,075	17.23	0.39	0.03	0.75	18.40	81.59	.94	2	M



DESEGREGATION AND ENROLLMENT DATA (con'd.)

School District and State	Rank by Total Enrollment	Total Enrollment	% Black	% Hispanic	% American Indian	% Asian American	Total % Minority	% White	Desegregation Index	Legal Status (Fall 1982)	Type of Plan (Fall 1982)
<b>New Orleans Public Schools, LA</b>											
1976-77	25	92,202	80.34	1.81	0.17	1.21	83.54	16.46	.61		
1978-79	25	88,714	82.73	1.40	0.03	1.59	85.75	14.25	.61		
1980-81	25	85,707	84.38	1.32	0.03	2.52	88.25	11.74	.67		
<b>Orange County (Orlando), FL</b>											
1976-77	29	83,792	20.72	2.36	0.17	0.63	23.88	76.12	.74		
1978-79	30	81,405	21.70	2.10	0.16	0.65	24.60	75.44	.74		
1980-81	26	81,019	22.95	3.62	0.22	1.17	27.95	72.05	.75	2	M
<b>Cleveland, OH</b>											
1976-77	18	119,520	58.20	2.77	0.32	0.27	61.55	38.45	.28		
1978-79	22	103,627	63.44	3.39	0.41	0.39	67.62	32.38	.28		
1980-81	27	80,074	67.41	3.69	0.33	0.62	72.05	27.95	.96	2	M
<b>Dekalb County, GA</b>											
1976-77	27	85,162	20.35	0.53	0.05	0.54	21.48	78.52			
1978-79	27	84,626	25.79	0.63	0.12	0.80	27.34	72.66	.42		
1980-81	28	79,848	31.69	0.96	0.07	1.39	34.12	65.88	.43	2	M/V
<b>Jefferson County, CO</b>											
1976-77	34	80,296	0.38	3.73	0.36	0.81	5.29	94.71			
1978-79	31	80,485	0.45	4.21	0.43	1.05	6.13	93.87	.98		
1980-81	29	78,068	0.56	4.66	0.49	1.51	7.22	92.78	.98		
<b>Albuquerque, NM</b>											
1976-77	31	82,825	2.87	41.24	2.73	0.84	47.68	52.32	.74		
1978-79	29	81,913	3.49	39.98	2.37	0.85	46.69	53.31	.74		
1980-81	30	78,053	3.40	39.46	3.10	1.33	47.29	52.71	.74		
<b>Charlotte-Mecklenburg County, NC</b>											
1976-77	35	79,731	35.61	0.21	0.38	0.27	36.47	63.53	.97		
1978-79	32	77,313	37.00	0.31	0.41	0.41	38.13	61.87	.96		
1980-81	31	74,149	37.96	0.30	0.40	0.93	39.59	60.41	.95	3	M
<b>Columbus, OH</b>											
1976-77	24	96,993	32.34	0.21	0.03	0.49	33.08	66.92	.61		
1978-79	28	82,691	35.87	0.21	0.04	0.65	36.77	63.23	.61		
1980-81	32	73,094	39.37	0.27	0.03	0.88	40.55	59.45	.98	2	M



DESEGREGATION AND ENROLLMENT DATA (con'd.)

School District and State	Rank by Total Enrollment	Total Enrollment	% Black	% Hispanic	% American Indian	% Asian American	Total % Minority	% White	Desegregation Index	Legal Status (Fall 1982)	Type of Plan (Fall 1982)
<b>Atlanta City, GA</b>											
1976-77	32	82,438	88.30	0.31	0.00	0.20	88.82	11.18	.64		
1978-79	33	76,625	89.86	0.34	0.01	0.24	90.46	9.54	.64		
1980-81	33	72,295	90.82	0.47	0.01	0.28	91.58	8.42	.67	2,5	M/V
<b>Palm Beach, FL</b>											
1976-77	42	70,900	29.81	5.48	0.07	0.29	35.66	64.34			
1978-79	39	70,723	29.57	5.56	0.11	0.42	35.66	64.34	.76		
1980-81	34	70,700	29.15	6.67	0.17	0.57	36.56	63.44	.74		
<b>Nashville-Davidson County, TN</b>											
1976-77	36	77,649	30.38	0.13	0.03	0.34	30.89	69.11	.78		
1978-79	35	74,005	31.68	0.16	0.05	0.52	32.41	67.59	.80		
1980-81	35	69,066	33.12	0.23	0.05	0.94	34.74	65.26	.79	2,5	M
<b>Anne Arundel County, MD</b>											
1976-77	37	77,647	12.95	0.25	0.09	0.69	13.99	86.01	.86		
1978-79	34	74,157	13.45	0.29	0.17	0.92	14.83	85.17	.86		
1980-81	36	68,719	13.99	0.33	0.16	1.13	15.61	84.39	.85		
<b>Boston Public Schools, MA</b>											
1976-77	39	73,782	42.61	9.89	0.34	3.14	55.98	44.02	.85		
1978-79	38	71,303	44.26	12.16	0.51	3.47	60.40	39.60	.85		
1980-81	37	67,366	45.87	13.61	0.45	4.92	64.85	35.15	.84	2	M/V
<b>Fort Worth ISD, TX</b>											
1976-77	40	72,206	34.62	13.81	0.19	0.43	49.05	50.95	.75		
1978-79	41	68,224	36.34	15.52	0.18	0.54	52.58	47.41	.75		
1980-81	38	66,170	36.57	18.08	0.17	0.97	55.79	44.20	.75	2	
<b>Indianapolis Public Schools, IN</b>											
1976-77	33	81,936	45.55	0.27	0.03	0.28	46.12	53.88			
1978-79	36	73,569	47.47	0.35	0.03	0.33	48.18	51.82	.70		
1980-81	39	65,958	49.73	0.46	0.03	0.36	50.58	49.42	.80	2	M-I
<b>Mobile City-County, AL</b>											
1976-77	48	65,419	44.26	0.05	0.05	0.11	44.47	55.53	.67		
1978-79	45	65,271	43.31	0.11	0.05	0.16	43.63	56.35	.55		
1980-81	40	64,664	42.95	0.13	0.19	0.44	43.71	56.29	.55	2,5	M/V



DESEGREGATION AND ENROLLMENT DATA (con'd.)

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Denver, CO											
1976-77	38	74,783	20.78	29.00	0.69	1.45	51.93	48.07	.93		
1978-79	40	68,830	21.95	31.01	0.66	1.96	55.58	44.42	.93		
1980-81	41	64,274	22.54	32.41	0.78	3.49	59.22	40.78	.94	2	M
East Baton Rouge Parish, LA											
1976-77	44	68,134	38.75	0.20	0.16	0.34	39.45	60.55	.40		
1978-79	42	66,942	39.93	0.23	0.12	0.50	40.78	59.22	.40		
1980-81	42	63,520	42.05	0.30	0.06	1.01	43.42	56.58	.45	2,5	M
Saint Louis City, MO											
1976-77	28	84,524	71.74	0.32	0.09	0.17	72.32	27.68	.38		
1978-79	37	72,515	74.42	0.23	0.05	0.14	74.84	25.16	.38		
1980-81	43	61,471	78.67	0.18	0.02	0.22	79.09	20.91	.61	2,5	M/V-I
El Paso ISD, TX											
1976-77	49	64,531	3.33	62.39	0.14	0.69	66.55	33.45	.75		
1978-79	49	60,538	3.50	65.05	0.03	0.76	69.34	30.66	.76		
1980-81	44	61,285	3.90	67.03	0.09	0.84	71.86	28.14	.77		
Jefferson Parish, LA											
1976-77	43	69,662	23.50	2.45	0.91	1.18	28.05	71.95			
1978-79	43	66,885	25.16	2.67	0.86	1.46	30.15	69.85	.92		
1980-81	45	61,248	27.56	3.61	0.91	2.30	34.38	65.62	.92		
Granite (Salt Lake City), UT											
1976-77	52	61,124	0.38	3.57	0.50	0.82	5.26	94.74			
1978-79	50	59,680	0.36	3.46	0.55	0.88	5.25	94.75	.98		
1980-81	46	61,040	0.38	3.76	0.68	1.71	6.53	93.47	.98		
San Antonio ISD, TX											
1976-77	47	65,475	15.78	68.97	0.11	0.38	85.23	14.77			
1978-79	47	63,214	15.41	71.31	0.02	0.33	87.07	12.93	.83		
1980-81	47	60,695	14.52	74.05	0.01	0.38	88.96	11.03	.87		
San Francisco Unified, CA											
1976-77	45	67,704	29.11	14.04	0.54	28.66	72.36	27.64	.95		
1978-79	48	62,600	28.85	15.10	0.62	34.92	79.49	20.51	.93		
1980-81	48	59,107	26.53	16.02	0.55	39.87	82.97	17.03	.92	2	M



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Polk County (Bartow), FL											
1976-77	53	60,978	21.97	0.91	0.13	0.24	23.24	76.76			
1978-79	52	58,716	21.58	1.23	0.17	0.36	23.35	76.65	.88		
1980-81	49	58,670	21.02	1.59	0.24	0.49	23.34	76.66	.87	2	M/V
Virginia Beach City, VA											
1976-77	58	56,876	10.51	0.69	0.25	1.90	13.36	86.64			
1978-79	58	55,140	10.73	0.71	0.10	2.20	13.74	86.26	.95		
1980-81	50	57,607	11.48	0.76	0.10	2.89	15.23	84.77	.97		
Newark, NJ											
1976-77	41	71,692	72.55	17.10	0.03	0.40	90.08	9.92	.54		
1978-79	44	65,575	70.94	19.35	0.02	0.39	90.70	9.30	.54		
1980-81	51	56,783	71.30	19.73	0.04	0.41	91.48	8.52	.50	8	M/V
Long Beach Unified, CA											
1976-77	56	58,518	14.94	11.50	0.66	4.96	32.07	67.93	.73		
1978-79	55	56,319	17.70	14.65	0.60	6.24	39.19	60.81	.73		
1980-81	52	56,650	18.81	18.47	0.54	9.64	47.46	52.54	.81	8	M/V
Cobb County, GA											
1976-77	71	50,344	2.43	0.26	0.10	0.38	3.17	96.83			
1978-79	61	53,593	2.85	0.31	0.19	0.49	3.84	96.15	.94		
1980-81	53	56,240	3.11	0.29	0.07	0.49	3.96	96.04	.97		
Tucson Unified, AZ											
1976-77	NR	59,627	5.31	27.26	1.78	1.19	35.54	64.46			
1978-79	54	57,947	5.36	27.95	1.97	1.26	36.55	63.45			
1980-81	54	55,654	5.23	28.88	2.30	1.62	38.03	61.97	.69	2,5	M/V
Austin ISD, TX											
1976-77	57	58,088	16.04	23.38	0.05	0.71	40.19	59.81	.69		
1978-79	53	58,655	17.22	24.52	0.11	0.97	42.82	57.18	.69		
1980-81	55	55,369	18.60	27.24	0.17	1.21	47.32	52.77	.89	2	M/V
New Castle Consolidated, DE											
1976-77					District Unformed						
1978-79	46	63,551	23.49	1.75	0.08	0.67	25.99	74.01	.98		
1980-81	56	55,146	25.96	2.33	0.07	0.95	29.31	70.69	.96	2	M-I



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Wake County, NC											
1976-77	59	55,517	28.19	0.12	0.10	0.47	28.88	71.12	.92		
1978-79	59	54,937	28.49	0.16	0.10	0.64	29.39	70.61	.97		
1980-81	57	54,501	28.36	0.24	0.12	0.92	29.63	70.37	.95	2	M
Greenville County, SC											
1976-77	60	55,254	24.28	0.13	0.04	0.20	24.65	75.35			
1978-79	62	53,031	25.58	0.17	0.02	0.24	26.01	73.99			
1980-81	58	53,745	26.35	0.25	0.02	0.28	26.90	73.10	.94	2	M
Cincinnati, OH											
1976-77	46	65,651	52.75	0.10	0.04	0.34	53.23	46.77	.54		
1978-79	51	59,606	55.21	0.09	0.04	0.40	55.74	44.25	.54		
1980-81	59	53,632	57.33	0.14	0.06	0.36	57.89	42.12	.63	5	M/V
Portland, OR											
1976-77	54	59,471	12.61	1.40	1.54	2.53	18.08	81.92	.87		
1978-79	57	55,212	14.24	1.81	1.32	4.11	21.48	78.52			
1980-81	60	52,858	13.98	1.81	1.81	6.85	24.45	75.55	.85	4	V
Jefferson County, AL											
1976-77	70	50,713	18.91	0.05	0.04	0.09	19.09	80.90	.68		
1978-79	64	51,619	16.75	0.06	0.01	0.10	16.92	83.08	.68		
1980-81	61	50,400	16.38	0.05	0.01	0.16	16.60	83.40	.70	2	
Tulsa City, OK											
1976-77	51	61,147	18.79	0.85	4.72	0.56	24.92	75.08	.62		
1978-79	56	55,679	21.06	0.94	5.25	0.66	27.01	72.09	.62		
1980-81	62	49,454	22.90	1.07	5.56	1.09	30.62	69.38	.65	2	M/V
Jordan, UT											
1976-77	NR	37,022	0.08	3.46	0.63	0.64	4.81	95.20			
1978-79	80	43,453	0.12	2.93	0.60	0.78	4.43	95.57			
1980-81	63	49,166	0.13	2.86	0.56	1.62	5.17	94.82	.96		
Seattle, WA											
1976-77	50	61,819	17.41	3.23	2.69	9.10	32.44	67.56	.67		
1978-79	60	54,757	20.24	3.93	2.95	10.62	37.74	62.26	.85		
1980-81	64	49,156	21.78	4.17	2.90	14.58	43.44	56.56	.92	4	M



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<b>Oakland City Unified, CA</b>											
1976-77	65	53,221	67.42	7.84	0.85	7.43	83.53	16.47			
1978-79	66	NA	NA	NA	NA	NA	NA	NA			
1980-81	65	48,863	66.28	0.10	0.65	9.26	76.29	13.77	.67		
<b>Buffalo City, NY</b>											
1976-77	62	54,761	44.82	3.60	1.42	0.16	50.00	50.00	.79		
1978-79	65	51,632	46.06	4.09	1.40	0.31	51.86	48.14	.79		
1980-81	66	48,236	47.18	4.42	1.34	0.50	53.44	46.56	.86	2	M/V
<b>Fresno City Unified, CA</b>											
1976-77	63	54,118	10.60	24.95	0.30	2.07	37.92	62.08	.76		
1978-79	67	50,375	10.95	27.10	0.57	2.41	41.03	58.96	.76		
1980-81	67	47,770	11.69	30.91	0.65	2.85	46.10	53.89	.75	2	M/V
<b>Brevard, FL</b>											
1976-77	67	52,472	13.40	0.71	0.08	0.49	14.69	85.31			
1978-79	69	49,664	13.65	0.82	0.09	0.63	15.19	84.81			
1980-81	68	46,606	14.27	0.97	0.11	0.80	16.15	83.85	.89	4	M
<b>Birmingham City, AL</b>											
1976-77	69	50,913	68.52	0.03	0.08	0.16	68.79	31.21	.40		
1978-79	71	49,105	72.87	0.03	0.01	0.12	73.03	26.97	.40		
1980-81	69	46,523	76.19	0.04	0.00	0.14	76.37	23.63	.41	2,6	M/V
<b>Caddo Parish, LA</b>											
1976-77	73	49,117	52.07	0.26	0.02	0.21	52.56	47.44	.53		
1978-79	74	47,165	53.49	0.22	0.02	0.23	53.96	46.04	.53		
1980-81	70	46,358	54.89	0.21	0.03	0.34	55.46	44.54	.53	6	M/V
<b>San Juan Unified, CA</b>											
1976-77	74	48,921	1.19	3.84	2.80	1.81	9.64	90.35			
1978-79	73	NA	NA	NA	NA	NA	NA	NA	NA		
1980-81	71	45,601	1.73	3.74	1.58	2.18	9.23	90.77	.97		
<b>Toledo, OH</b>											
1976-77	61	54,851	29.46	3.65	0.07	0.33	33.51	66.49	.58		
1978-79	72	48,687	32.77	4.11	0.16	0.38	37.41	62.59	.58		
1980-81	72	45,497	33.41	4.17	0.13	0.65	38.36	61.64	.65	4	M/V