

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)
Charleston County, SC											
1976-77	66	52,642	50.74	0.24	0.08	0.52	51.57	48.43	.39		
1978-79	70	49,262	52.17	0.26	0.09	0.64	53.16	46.84	.61		
1980-81	73	45,181	53.58	0.26	0.08	0.68	54.61	45.39	.64	5,6,7	M/V
Wichita 259, KA											
1976-77	72	49,779	18.63	3.01	1.11	0.86	23.61	76.38	.95		
1978-79	75	46,148	18.85	3.59	1.37	1.74	25.55	74.44	.95		
1980-81	74	44,962	18.99	4.10	1.51	3.34	27.94	72.08	.95	4	M/V
Pittsburgh, PA											
1976-77	55	58,945	45.84	0.14	0.01	0.31	46.30	53.70	.59		
1978-79	63	51,905	47.80	0.18	0.02	0.34	48.34	51.66	.59		
1980-81	75	44,946	51.57	0.17	0.01	0.59	52.35	47.65	.72	5,9	M/V
Ysleta ISD, TX											
1976-77	83	43,899	2.71	70.50	0.45	0.35	74.01	25.99	.67		
1978-79	81	43,054	2.54	72.12	0.46	0.43	75.55	24.45	.67		
1980-81	76	44,820	2.42	73.95	0.36	0.42	77.15	22.85	.69		
Omaha 001, NE											
1976-77	64	53,395	22.11	1.88	0.82	0.15	24.96	74.68	.90		
1978-79	68	49,753	24.04	2.04	0.89	0.65	27.62	72.37	.90		
1980-81	77	44,719	25.29	2.27	1.05	0.99	29.60	70.40	.89	2	M/V
Minneapolis Special, MN											
1976-77	68	50,988	15.39	1.07	5.34	1.20	23.00	76.99			
1978-79	77	45,062	17.72	1.35	5.66	1.48	26.21	73.79			
1980-81	78	42,511	20.71	1.34	5.63	4.04	31.72	68.28	.92	2	M
Escambia County (Pensacola), FL											
1976-77	78	46,420	27.59	0.38	0.32	0.92	29.21	70.79	.73		
1978-79	79	43,652	27.73	0.30	0.23	1.25	29.51	70.49	.73		
1980-81	79	42,043	27.40	0.31	0.19	1.97	29.87	70.13	.76	2	M/V
Forsyth County-Winston-Salem, NC											
1976-77	82	44,694	33.29	0.04	0.08	0.18	33.59	66.41	.93		
1978-79	78	43,774	34.21	0.10	0.16	0.19	34.65	65.34	.93		
1980-81	80	41,830	36.02	0.07	0.13	0.39	36.61	63.39	.96	2	M

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Oklahoma City, OK											
1976-77	75	47,511	31.43	2.42	3.41	1.03	38.29	61.71	.93		
1978-79	76	45,241	33.45	2.80	3.64	1.15	41.04	58.96	.93		
1980-81	81	41,185	35.14	3.70	3.90	2.11	44.85	55.15	.93	3	M
Kansawha County, WV											
1976-77	81	45,296	6.92	0.10	0.13	0.31	7.46	92.54	.89		
1978-79	82	43,049	6.96	0.13	0.04	0.48	7.61	92.39			
1980-81	82	40,871	7.39	0.15	0.05	0.62	8.21	91.79	.88		
Sacramento City Unified, CA											
1976-77	84	43,173	20.36	16.07	1.78	10.76	48.97	51.03	.89		
1978-79	87	40,670	21.40	16.95	1.43	10.86	50.64	49.36	.89		
1980-81	83	39,873	22.47	16.93	1.28	12.94	53.62	46.38	.88		
Mesa Unified, AZ											
1976-77					District Unformed						
1978-79					District Unformed						
1980-81	84	39,625	1.46	9.28	2.50	1.06	14.30	85.69	.96		
Garden Grove Unified, CA											
1976-77	76	46,805	0.81	14.03	1.50	3.49	19.83	80.17			
1978-79	85	NA	NA	NA	NA	NA	NA	NA	NA		
1980-81	85	38,977	1.01	19.42	0.18	9.99	30.60	69.40	.85		
Akron, OH											
1976-77	77	46,701	31.36	0.13	0.39	0.25	32.14	67.86	.56		
1978-79	84	42,917	33.58	0.16	0.29	0.32	34.35	65.65	.56		
1980-81	86	38,926	34.98	0.17	0.31	0.49	35.94	64.06	.71	5	0
Davis County, UT											
1976-77	NR	36,520	0.62	3.20	0.06	1.03	4.91	94.59			
1978-79	91	36,885	0.72	2.95	0.66	0.95	5.28	94.72			
1980-81	87	38,806	0.74	2.99	0.71	1.61	6.05	93.95	.95		
Kansas City #33, MO											
1976-77	80	45,387	62.23	3.07	0.18	0.86	66.34	29.76	.40		
1978-79	83	42,992	66.23	3.27	0.19	0.86	70.55	29.45	.69		
1980-81	88	38,279	67.18	3.54	0.14	0.93	71.79	28.21	.72	5	V/M

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Norfolk City, VA											
1976-77	79	45,971	52.31	0.46	0.10	2.81	56.58	44.32	.97		
1978-79	86	41,911	54.35	0.42	0.11	3.21	58.09	41.91	.97		
1980-81	89	37,469	57.65	0.54	0.09	2.83	61.10	38.90	.96	3	M
Corpus Christi ISD, TX											
1976-77	87	40,538	5.82	59.54	0.07	0.15	65.58	34.42	.84		
1978-79	88	38,831	5.81	62.96	0.14	0.20	69.11	30.89	.85		
1980-81	90	37,383	5.86	65.57	0.11	0.47	72.01	27.99	.88	2	M
Richardson ISD, TX											
1976-77	NR	35,902	3.69	1.29	0.16	1.08	6.22	93.78			
1978-79	90	37,336	4.07	1.41	0.15	1.35	6.98	93.02			
1980-81	91	37,128	5.35	1.66	0.23	2.71	9.95	90.05	.91		
St. Paul, MN											
1976-77	98	37,913	9.49	4.62	1.23	0.72	16.06	83.93			
1978-79	98	33,846	11.07	5.16	1.78	1.55	19.56	80.38			
1980-81	92	37,051	12.54	5.25	1.66	6.29	25.74	74.26	.91		
Pasadena ISD, TX											
1976-77	NR	36,656	0.62	14.97	0.23	0.61	16.43	83.57			
1978-79	92	36,810	1.32	19.11	0.49	1.40	22.32	77.68			
1980-81	93	36,577	1.97	23.33	0.55	2.83	28.68	71.32	.93		
Anchorage School District, AK											
1976-77	94	39,063	4.64	1.36	6.77	1.96	14.72	85.28	.93		
1978-79	89	38,781	5.38	1.76	7.63	2.29	17.06	82.94	.93		
1980-81	94	36,523	6.36	2.15	8.10	2.91	19.52	80.48	.92	4	M/V
Volusia County, FL											
1976-77	NR	35,607	21.62	0.68	0.03	0.26	22.59	77.41			
1978-79	96	35,714	20.90	0.97	0.04	0.31	22.22	77.77			
1980-81	95	36,380	19.94	1.52	0.07	0.46	22.00	78.00	.91	2	M
Seminole County, FL											
1976-77	NR	32,513	15.03	1.54	0.17	0.51	17.25	82.74			
1978-79	97	34,472	14.25	1.64	0.04	0.55	16.48	83.51			
1980-81	96	35,959	14.14	2.23	0.05	0.72	17.14	82.86	.81		

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Fulton County, GA											
1976-77	NR	34,343	17.59	0.37	0.04	0.51	18.51	81.50			
1978-79	94	35,825	25.30	0.37	0.03	0.59	26.29	73.71			
1980-81	97	35,924	31.78	0.33	0.02	0.89	33.02	66.98	.49		
Cumberland County, NC											
1976-77	NR	36,571	28.43	1.07	2.35	1.34	33.19	66.81	.96		
1978-79	93	36,040	30.62	1.09	2.38	1.40	35.49	64.50	.96		
1980-81	98	35,859	32.71	1.20	2.41	1.72	38.04	61.96	.94	2	M
Gwinnett County, GA											
1976-77	NR	28,461	2.60	0.06	0.09	0.26	3.01	96.99			
1978-79	99	31,866	1.95	0.15	0.09	0.32	2.51	97.48			
1980-81	99	35,838	1.84	0.33	0.09	0.59	2.85	97.15	.98		
Prince William County, VA											
1976-77	93	39,512	7.26	0.80	0.11	1.02	9.19	90.80			
1978-79	95	35,813	8.73	0.94	0.17	1.29	11.13	88.87			
1980-81	100	35,571	8.67	1.00	0.15	1.76	11.58	88.42	.97		

Note. Totals may not equal 100% due to rounding.

NA: Data not available from U.S. Office for Civil Rights.

NR: District not ranked in 100 largest school systems.

SECTION V

GLOSSARY

This section contains definitions of both legal and education terms related to, but in some instances not specific to, school desegregation. The definitions presented here derive from four sources that are identified in the left-hand margin beside each term by the first letter(s) of the author's last names. Our sources are:

- (B) Black's Law Dictionary, 5th Edition. St. Paul, Minn.: West Publishing Company, 1979.
- (H) 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 Company, forthcoming.
- (HGH) Hughes, Larry W.; Gordon, William M.; and Hillman, Larry W. Desegregating America's Schools. New York: Longman Inc., 1980.
- (W) Weinberg, Meyer. "A Practical Guide to Desegregation: Sources, Materials, and Contacts." In Assessment of Current Knowledge About the Effectiveness of School Desegregation Strategies, vol. 4, edited by Willis D. Hawley. Nashville, Tenn.: Vanderbilt University, Institute for Public Policy Studies, Center for Education and Human Development Policy, April 1981.
- W Ability grouping. The assignment of children with broadly similar levels of academic achievement to receive instruction from a teacher. The grouping may be full-time or part-time, embracing only certain subjects or all subjects. The essential feature of the technique is that different groups of children are instructed separately, under varying educational standards.
- B Affirmative action programs. Employment programs required by federal statutes and regulations designed to remedy discriminatory practices in hiring minority group members; i.e., designed to eliminate existing and continuing discrimination, to remedy lingering effects of past discrimination, and to create systems and procedures to prevent future discrimination.

- HGH Alternative school. A schooling experience for students unable to function in a traditional learning setting. This schooling experience is a common option in large urban schools and is not necessarily a component of school desegregation plans.
- B Amicus curiae. Means, literally, friend of the court. A person with strong interest in or views on the subject matter of an action may petition the court for permission to file a brief, ostensibly on behalf of a party but actually to suggest a rationale consistent with its own views. Such amicus curiae briefs are commonly filed in appeals concerning matters of a broad public interest; e.g., civil rights cases. Such may be filed by private persons or the government. In appeals to the U.S. court of appeals, such brief may be filed only if accompanied by written consent of all parties, or by leave of court granted on motion or at the request of the court, except that consent or leave shall not be required when the brief is presented by the United States or an officer or agency thereof.
- B Appeal. Resort to a superior (i.e., appellate) court to review the decision of an inferior (i.e., trial) court or administrative agency. There are two stages of appeal in the federal and many state court systems; to wit, appeal from trial court to intermediate appellate court and then to Supreme Court. There may also be several levels of appeal within an administrative agency.
- B Appellant. The party who takes an appeal from one court or jurisdiction to another. Used broadly or nontechnically, the term includes one who sues out a writ of error.
- B Appellate court. A court having jurisdiction of appeal and review; a court to which causes are removable by appeal, certiorari, error or report. A reviewing court, and, except in special cases where original jurisdiction is conferred, not a "trial court" or court of first instance.
- B Appellee. The party in a cause against whom an appeal is taken; that is, the party who has an interest adverse to setting aside or reversing the judgement. Sometimes also called the "respondent." It should be noted that a party's status as appellant or appellee does not necessarily bear any relation to his status as plaintiff or defendant in the lower court.
- HGH Attendance zone. A geographically defined area within a school district. Attendance zones prescribe the student population assigned to a specific school.
- W Busing. The transportation of children to a school at public expense on school-owned vehicles. [Not all busing in a desegregated(ing) school system occurs for the purpose of desegregation.]

- B Certiorari. To be informed of. A writ of common law origin issued by a superior to an inferior court requiring the later to produce a certified record of a particular case tried therein. The writ is issued in order that the court issuing the writ may inspect the proceedings and determine whether there have been any irregularities. It is most commonly used to refer to the Supreme Court of the United States, which uses the writ of certiorari as a discretionary device to choose the cases it wishes to hear.
- HGH Clustering. A desegregation technique involving the grouping of attendance areas, the redesignation of the grade structure of each school, and the reassignment of students within the new grouping pattern.
- HGH Compensatory education. Educational programs, augmenting regular programs designed to correct learning deficiencies of environmental origin that have resulted from segregative practices.
- HGH Contiguous pairing. The realigning of the boundaries of two adjacent attendance areas into a single attendance area containing two school buildings.
- B De facto segregation. Segregation which is inadvertent and without assistance of school authorities and not caused by any state action but rather by social, economic, and other determinates.
- B Defendant. The person defending or denying; the party against whom relief or recovery is sought in an action or suit or the accused in a criminal case.
- B De jure segregation. Generally refers to segregation directly intended or mandated by law or otherwise issuing from an official racial classification or in other words to segregation which has or had the sanction of law. Term comprehends any situation in which the activities of school authorities have had a racially discriminatory impact contributing to the establishment or continuation of a dual system of schools, while "de facto segregation" is limited to that which is inadvertent and without the assistance or collusion of school authorities.
- HGH Desegregation. The reassignment of students and staff by race or ethnic identity so that the racial identifiability of the individual school and classes within the school is removed.
- B Discrimination. In constitutional law, the effect of a statute or established practice which confers particular privileges on a class arbitrarily selected from a large number of persons, all of whom stand in the same relation to the privileges granted and between whom and those not favored no reasonable distinction can be found. Unfair treatment or denial of normal privileges to persons because of their race, age, nationality or religion. A failure to treat all persons equally where no reasonable distinction can be found between those favored and those not favored.

B Dissent. Contrariety of opinion; refusal to agree with something already stated or adjudged or to an act previously performed. The term is most commonly used to denote explicit disagreement of one or more judges of a court with the decision passed by the majority upon a case before them. In such event, the non-concurring judge is reported as "dissenting." A dissent may or may not be accompanied by an opinion.

B Due process of law. Law in its regular course of administration through courts of justice. Due process of law in each particular case means such an exercise of the powers of the government as the settled maxims of law permit and sanction, and under such safeguards for the protection of individual rights as those maxims prescribe for the class of cases to which the one in question belongs. A course of legal proceedings according to those rules and principles which have been established in our systems of jurisprudence for the enforcement and protection of private rights.

HGH Emergency School Assistance Act (ESAA). Federal legislation passed in 1972, which provides federal funds to local school districts and nonprofit organizations for programs that address educational problems resulting from the implementation of a desegregation plan. Programs terminated in 1982.

B En banc. In the bench. Full bench. Refers to a session where the entire membership of the court will participate in the decision rather than the regular quorum.

B Equal protection of the law. The constitutional guarantee of "equal protection of the law" means that no person or class of persons shall be denied the same protection of the laws which is enjoyed by other persons or other classes in like circumstances in their lives, liberty, property, and in their pursuit of happiness.

B Equality. The condition of possessing substantially the same rights, privileges, and immunities, and being liable to substantially the same duties. "Equality" guaranteed under equal protection clause is equality under the same conditions and among persons similarly situated; classifications must not be arbitrary and must be based upon some difference in classes having substantial relation to legitimate objects to be accomplished.

B Equity. Justice administered according to fairness as contrasted with the strictly formulated rules of common law. It is based on a system of rules and principles which originated in England as an alternative to the harsh rules of common law and which were based on what was fair in a particular situation.

- HGH Feeder patterns. The elementary attendance areas and junior high/middle school attendance areas that comprise a high school attendance area. All students who live in a certain area will attend together the same elementary schools, the same junior high/middle school, and, ultimately, the same high school.
- HGH Freedom of choice. Official school policy permitting a student's parents to select the school they wish their child to attend; a school system with freedom of choice will not have school attendance boundaries [see "open enrollment"].
- HGH Gerrymandering. The arbitrary and, frequently, irregular drawing of school attendance boundaries so as to include or exclude specific neighborhoods or ethnically/racially identifiable groups of students.
- B Injunction. A prohibitive, equitable remedy issued or granted by a court at the suit of a party complainant, directed to a party defendant in the action, or to a party made a defendant for that purpose, forbidding the latter to do some act, or to permit his servants or agents to do some act, which he is threatening or attempting to commit, or restraining him in the continuance thereof
- HGH Integration. Affirmative efforts that facilitate the elimination of racial and ethnic indifferences and at the same time provide multiethnic atmosphere and mechanisms to encourage mutual respect, understanding, and acceptance. [Differentiated from desegregation, a more limited term, which describes the mixing of students of different races and ethnic background.]
- B Intervenor. An intervenor is a person who voluntarily interposes in an action or other proceeding with the leave of the court. [Intervention is the procedure by which a third person, not originally a party to the suit, but claiming an interest in the subject matter, comes into the case, in order to protect his right or interpose his claim.]
- HGH Islands. A desegregative action whereby a school is taken out of service, and the attendance area is subdivided. The students living in the subdivision are then assigned contiguously or noncontiguously to new school attendance areas.
- B Jurisdiction. The authority by which courts and judicial officers take cognizance of and decide cases.
- HGH Magnet school. A school with a unique educational program or a unique organizational pattern that attracts students [from across the system] on a volunteer basis rather than on an assigned basis for desegregation. [Distinguished from selective schools for gifted and talented students or open zone vocational schools that are established for the primary purpose of serving a select group of students.]

- B Majority opinion. The opinion of an appellate court in which the majority of its members join. May also refer to a view of a legal principle in which most jurisdictions concur.
- H Majority-to-minority transfer. A desegregation strategy whereby a student of one race is allowed to choose to leave a school in which he or she is in a racial or ethnic majority and to attend another school in which he or she is in a racial or ethnic minority. Under this type of plan, a student who is in a racial or ethnic minority cannot choose to attend a school in which he or she is in a racial or ethnic majority.
- H Mandatory pupil assignment plan. A plan in which students are assigned by school boards (sometimes under court order) to schools for the purpose of desegregation. Under this type of plan, students have no choice as to which schools they will attend.
- HGH Metropolitan plan. A desegregation plan that crosses established school district . . . lines. In effect, metropolitan plans call for interdistrict remedies to segregation [i.e., the transfer of students between an inner-city school district and surrounding suburban school district(s)].
- W Monitoring commission/committee. A group of persons, usually appointed by a judge but sometimes by a school board, whose assignment is to observe the process of implementation of a court-ordered desegregation plan and to report to the judge or the school board desegregation progress.
- HGH Neighborhood school. Colloquial term referring to a school that services, exclusively, the student who resides in the immediate proximity of the school building.
- HGH Noncontiguous pairing. The realignment of two nonadjacent attendance areas into a single attendance area with two school buildings.
- H One-way busing. The transportation of students of one racial or ethnic group to schools attended primarily by students of another racial or ethnic group, usually the transportation of minority students to predominantly white schools (does not include busing in the opposite direction, that is, the transportation of white students to predominantly minority schools).
- W Open enrollment. A student assignment scheme whereby students have the right to select one of many (if not all) schools to attend in a district [see "Freedom of choice"].
- W Optional zone. Within a general system of mandatory assignment, students living in designated areas have the right to select from two or more schools.

- HGH Pairing. The realignment of two attendance areas into a single attendance area with two schools. The grade structures of each school in the paired area are then redesignated so that all students living in the paired attendance areas must attend both schools for certain years of their education.
- B Per curiam. By the court. A phrase used to distinguish an opinion of the whole court from an opinion written by any one judge. Sometimes it denotes an opinion written by the chief justice or presiding judge, or to a brief announcement of the disposition of a case by court not accompanied by a written opinion.
- B Petitioner. One who presents a petition to a court, officer, or legislative body. In legal proceedings begun by petition, the person against whom action or relief is sought (request for relief), or who opposes request of the petition, is called the "respondent." The one who starts an equity proceeding or the one who takes an appeal from a judgment.
- B Plaintiff. A person who brings an action; the party who complains or sues in a civil action and is so named on the record. A person who seeks remedial relief for an injury to rights.
- H Racial balance. Refers to the degree to which the racial compositions of individual school enrollments approximate the racial composition of districtwide student enrollment.
- W Racial isolation. Denotes a condition wherein children of different races or ethnic backgrounds are concentrated in separate schools irrespective of the force that produced the concentration. A racially-isolated school may be the consequence of de facto or de jure segregation, although the term is generally reserved for the former condition.
- B Record. A written account of some act, court proceeding, transaction, or instrument, drawn up, under authority of law, by a proper officer, and designed to remain as a memorial or permanent evidence of the matters to which it relates.
- B Remand. To send back. The sending by the appellate court of the cause back to the same court out of which it came, for purpose of having some further action taken on it there.
- B Remedy. The means by which a right is enforced or the violation of a right is prevented, redressed, or compensated. The means employed to enforce a right or redress an injury, as distinguished from right, which is a well founded or acknowledged claim.

- HGH Resegregation. The return of previously desegregated schools to segregated conditions. Population mobility and the disposition of some parents to send their children to private schools are frequent causes of this. [Resegregation among schools may also be caused by transfer policies of school boards. Resegregation may also occur within schools and may result from disciplinary practices (i.e., suspensions and expulsions), class assignments (i.e., ability grouping and tracking), scheduling, and curriculum design.]
- B Reverse discrimination. Prejudice or bias exercised against a person or class for purpose of correcting a pattern of discrimination against another person or class. Also called "benign" discrimination, such may be defined as classifications that are designed to assist selected groups of persons presumed to be shown to be disadvantaged.
- HGH Rezoning. The redrawing of attendance area boundaries so that the newly constituted attendance areas more closely reflect the racial composition of the entire school community.
- W School closing. The discontinuance of educational operations in specific schools. [When a school is closed students are transferred to other facilities.]
- W Segregation academy. A non-public school organized to enroll white students allowing them to avoid attending a newly desegregated public school.
- HGH Special master. An expert appointed by the court to act as the representative of the court in the development of a desegregation remedy.
- B Standing (Standing to sue doctrine). "Standing to sue" means that party has sufficient stake in an otherwise justiciable controversy to obtain judicial resolution of that controversy.
- B Stay, v. To stop, arrest, or forbear. To "stay" an order or decree means to hold it in abeyance, or refrain from enforcing it; n. A stay is a suspension of the case or some designated proceedings within it. It is a kind of injunction with which a court freezes its proceedings at a particular point.
- W Tracking. The patterning of curricula so as to channel certain groupings of children toward various levels of educational attainment (e.g., vocational tracks, preparatory tracks). [Tracking may be continuous across grade levels, that is, students assigned to one track in junior high school may follow that track through high school.]
- B Trial court. The court of original jurisdiction; the first court to consider litigation. Used in contrast to appellate court.

- H Two-way busing. The transportation of both white and minority students to schools of predominantly another race.
- W Unequal burden. A contention, usually by plaintiffs in a desegregation suit, that one group--blacks, for the most part--is required by a court remedy to shoulder more responsibilities than another group--whites, for the most part.
- W Unitary school system. A school system in which the vestiges of unconstitutional discrimination have been eliminated on a firm and durable basis. Usually, once this condition has been achieved, a court will discharge the case from court supervision.
- HGH U.S. Office for Civil Rights (OCR). A unit of the U.S. Department of Education that has the primary responsibility of administering the civil rights laws in education.
- H Voluntary desegregation plan. A voluntary desegregation plan is one in which students have a choice as to whether they will attend a desegregated school. A school system may be ordered by a court to implement a voluntary desegregation plan. [Distinguished from the voluntary actions taken by school boards to desegregate schools. Such actions may include mandatory student reassignment or strategies to promote voluntary student choice to attend desegregated schools.]
- H Voluntary interdistrict transfer. A program, sometimes initiated while a metropolitan desegregation suit is in litigation, in which independent school systems agree to accept voluntary student transfers across district lines. For example, such a program may involve agreement of predominantly white suburban school systems to accept minority students who voluntarily choose to transfer from an inner-city minority school system, and vice versa.
- HGH White flight. The movement of white families out of public schools to avoid school desegregation. This movement may involve enrollment of children in private schools or relocation of residence and enrollment of children in a school system not affected by the desegregation plan. [White flight is distinguished from, but a part of, total white enrollment decline. White enrollment decline may be attributed to change in birth rate, demographic changes (residential migration) not attributable to flight from school desegregation, and white flight. Data showing total white enrollment decline is often inaccurately presented as a measure of white flight.]
- B Writ of error. A writ issued from a court of appellate jurisdiction, directed to the judge or judges of a court of record, requiring them to remit to the appellate court the record of an action before them, in which a final judgment has been entered, in order that examination may be made of certain errors alleged to have been committed, and that the judgment may be reversed, corrected, or affirmed, as the case may require.

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APPENDICES

DATA FROM 49 OF THE NATION'S LARGEST SCHOOL SYSTEMS IMPLEMENTING MANDATORY STUDENT ASSIGNMENT AND VOLUNTARY DESEGREGATION PLANS

[All figures presented are taken from or derived from U.S. Office for Civil Rights data. Data for the 1968, 1970, 1972, 1976, and 1978 school years are published in OCR's directories of elementary and secondary school districts. Data for 1974 are currently unpublished but are on tape at OCR. Data for 1980, the latest available, are based on preliminary tabulations by OCR. The only data for 1981 are for Los Angeles and are preliminary tabulations released by the Los Angeles school board.]



APPENDIX 1

CHANGES IN RACIAL BALANCE AMONG SCHOOLS IN DISTRICTS

IMPLEMENTING MANDATORY STUDENT ASSIGNMENT AND

VOLUNTARY PLANS

This appendix traces changes in desegregation indices (DI explained on p. IV-2) from before implementation of mandatory and voluntary desegregation plans, through implementation, to 1980 for 49 of the nation's largest school systems. It provides the actual increase in the DI for each school system upon implementation of a desegregation plan, the amount of increase in DI needed to achieve perfect racial balance (1.00), and the percentage of the actual change in DI to the possible change or the amount of increase needed to achieve perfect balance. These data may be interpreted according to the following example using Dayton, Ohio:

In 1974, before implementation of its 1976 desegregation plan, Dayton had a DI of .38. The possible increase in DI needed to achieve perfect racial balance among schools was .62 ($1.00 - .38 = .62$). Upon implementation of its desegregation plan, Dayton's DI increased to .93, which was a .55 increase from the .38 DI. Upon implementation of that plan, Dayton achieved 88.71% of possible racial balance among its schools ($.55/.62 = .8871$ or 88.71% as a ratio of actual to possible increase).

As noted on p. IV-2, DIs may be compared across systems and across time for the same system. Percentages of actual to possible change in DIs upon implementation of desegregation plans may be compared across systems that implement different types of desegregation plans. For example:

Upon implementation of its mandatory reassignment plan, Dayton achieved 88.71% of possible racial balance among its schools. [Dayton's DI increased from .93 in 1976 to .94 in 1980.] Upon implementation of its voluntary desegregation plan, East Baton Rouge achieved 4.76% of possible racial balance among its schools. [East Baton Rouge's DI rose from .37 to .40 upon implementation of a voluntary plan in 1975. By 1980, its DI had risen to .45.]

APPENDIX 1

Changes in Racial Balance Among Schools in Districts Implementing Mandatory Student Assignment and Voluntary Plans

	Implementation Year(s)	Racial Balance--Desegregation Index (DI)								Actual Increase in DI (Pre-Implementation/ Implementation-Year)	Possible Increase in DI (1.00 - Pre)	Percentage of Actual to Possible Change in DI
		1968	1970	1972	1974	1976	1978	1980	1981			
MANDATORY STUDENT ASSIGNMENT PLANS												
Austin ISD, TX	1980						.69	.89	—	.20	.31	64.52
Boston, MA	1974-75			.26	NA	.85	.85	.84	—	.59	.74	79.73
Charlotte-Mecklenburg County, NC	1970	.35	.91	.89	NA	.97	.96	.95	—	.56	.65	86.15
Cleveland, OH	1979						.28	.96	—	.68	.72	94.44
Columbus, OH	1979						.61	.98	—	.37	.39	94.87
Cumberland County, SC	1969	.44	.90	.95	NA	.96	.96	.94	—	.46	.56	82.14
Dayton, OH	1976				.38	.93	.93	.94	—	.55	.62	88.71
Denver, CO	1974-75			.68	.82	.95	.95	.94	—	.27	.32	84.38
Duval County (Jackson- ville), FL	1972	—	.36	.82	NA	.77	.78	.77	—	.46	.64	71.88
Greensboro City, NC	1971	—	.26	.97	NA	.93	.94	NA	—	.71	.74	95.95
Hillsborough County (Tampa), FL	1971	—	.51	.96	NA	.92	.94	.92	—	.45	.49	91.84
Jefferson County (Louisville), KY	1975	—		.28 ^a	NA	.91	.91	.94	—	.63	.72	87.50
New Castle Consolidated, DE	1978	—				.37 ^b	.98	.96	—	.61	.63	96.83
Norfolk City, VA	1971	—	.55	.97	NA	.97	.97	.96	—	.42	.45	93.33
Oklahoma City, OK	1972	—	.40	.91	NA	.93	.93	.93	—	.51	.60	85.00
Pasadena, CA	1970	.59	.98	.98	NA	.98	.97	NA	—	.39	.41	95.12
Prince George's County, MD	1973	—		.56	NA	.85	.85	.81	—	.29	.44	65.91
Richmond City, VA	1971	—	.65	.91	NA	.92	.89	.88	—	.26	.35	74.29
Seattle, WA	1978	—				.67	.85	.92	—	.18	.33	54.54
Wake County (Raleigh), NC	1971-74	—	.59 ^d	.79 ^c	NA	.92	.97	.95	—	.33	.41	80.49
Winston-Salem-Forsyth County, NC	1971	—	.42	.95	NA	.93	.96	.96	—	.53	.58	91.38

APPENDIX 1 (continued)

Implementation Year(s)	Racial Balance--Desegregation Index (DI)								Actual Increase in DI (Pre-Implementation/ Implementation-Year)	Possible Increase in DI (1.00 - Pre)	Percentage of Actual to Possible Change in DI	
	1968	1970	1972	1974	1976	1978	1980	1981				
MANDATORY STUDENT ASSIGNMENT PLANS												
Baltimore City, MD	1974-75			.31	NA	.52	.53	.56	—	.21	.69	30.43
Broward County (Ft. Lauderdale), FL	1970-71	.22	.60	.86	NA	.80	.77	.78	—	.64	.78	82.05
Buffalo City, NY	1980						.79	.86	—	.07	.21	33.33
Charleston County, SC	1970	.18	.50	.51	NA	.59	.61	.64	—	.32	.82	39.02
Corpus Christi ISD, TX	1975			.56	NA	.84	.85	.88	—	.28	.44	63.64
Dade County (Miami), FL	1970-71	.44	.55	.64	NA	.67	.67	.69	—	.20	.56	35.71
Dallas ISD, TX	1975			.42	NA	.65	.65	.68	—	.19	.58	32.76
Detroit City, MI	1976				.46	.78	.78	.79	—	.32	.54	59.26
Escambia (Pensacola), FL	1969	.30	.66	.68	NA	.73	.73	.76	—	.36	.70	51.43
Fresno City Unified, CA	1974			.70	NA	.76	.76	.75	—	.06	.30	20.00
Los Angeles Unified, CA	1978					.51	.65	.70	—	.14	.49	28.57
Memphis, TN	1973			.21	NA	.62	.62	.61	—	.41	.79	51.90
Mobile City-County, AL	1971		.44	.61	NA	.57	.55	.55	—	.17	.56	30.36
Nashville-Davidson County, TN	1971		.32	.83	NA	.78	.80	.79	—	.51	.68	75.00
Pittsburgh, PA	1978-79					.59	.59	.72	—	.13	.41	31.71
San Francisco Unified, CA	1971		.79	.82	NA	.95	.93	.92	—	.03	.21	14.29
St. Louis City, MO	1980						.38	.61	—	.23	.62	37.10
Stockton City Unified, CA	1975-77			.71	NA	.81	.93	NA	—	.22	.29	75.86

APPENDIX 1 (continued)

	Implementation Year(s)	Racial Balance--Desegregation Index (DI)							Actual Increase in DI (Pre-Implementation/ Implementation-Year)	Possible Increase in DI (1.00 - Pre)	Percentage of Actual to Possible Change in DI
		1968	1970	1972	1974	1976	1978	1980			
VOLUNTARY PLANS											
Buffalo City, NY	1976				.50	.79	.79		.29	.50	58.00
Chicago City, IL	1980						.41	.50	.09	.59	15.25
East Baton Rouge (Baton Rouge), LA	1975				.37	.40	.40	.45	.03	.63	4.76
Flint City, MI	1976		.54		NA	.61	.61	.70	.07	.46	15.22
Houston ISD, TX	1980						.55	.62	.07	.45	15.56
Kansas City #33, MO	1977					.40	.69	.72	.29	.60	48.33
Long Beach Unified, CA	1969-73	.69	.73	.75	NA	.73	.73	.81	.04	.31	12.90
Los Angeles Unified, CA	1981							.70	-.03	.30	-10.00
Milwaukee, WI	1976		.33		NA	.62	.77	.82	.29	.61	43.28
Philadelphia City, PA	1978					.33	.37	.45	.04	.67	5.97
Richmond Unified, CA	1969	.63	.70	.72	NA	.78	.78	NA	.07	.27	25.93
San Diego City Unified, CA	1978					.72	.72	.78	.00	.28	0.00
St. Louis City, MO	1977					.38	.38		.00	.62	0.00

NA: Data are not available from OCR.

^a Index for Jefferson County and Louisville Independent school districts merger under mandatory plan.

^b Index for 11 school districts consolidated under mandatory plan.

^c Index for Wake County and Raleigh City school districts merged under mandatory plan.

APPENDIX 2

CHANGES IN NUMBERS OF RACIALLY IDENTIFIABLE MINORITY SCHOOLS

AND THE PROPORTIONS OF DISTRICT MINORITY ENROLLMENT

ATTENDING THOSE SCHOOLS

This appendix contains information on changes upon implementation of mandatory and voluntary desegregation plans in the number of racially identifiable minority schools in the same 49 school systems included in Appendix 1. Schools with 90% to 100% minority enrollment are considered racially identifiable minority schools. For each school system, the number of these schools is given for the year or two prior to implementation (depending on availability of bi-annual OCR data) and the year of or the year after implementation (depending on availability of bi-annual OCR data) of a desegregation plan. In addition, the proportion of all minority students in each district attending these 90% to 100% minority schools is provided for both these years. The total number of schools in the district and the minority proportion of total district enrollment for each system are included as well. This appendix may be interpreted as follows, using Dayton, Ohio as an example:

Before implementation of its mandatory desegregation plan (1974), Dayton maintained 21 schools with 90% to 100% minority enrollment. Almost 60% (59.57%) of all minority students in the system attended these 21 schools. Upon implementation of the plan in 1976, Dayton maintained no schools with over 90% minority enrollment, and thus no minority students in the district attended schools with this proportion of minority enrollment.

These data are only for the first or second year of implementation. A school system may have reduced the number of these schools after the first or second year of implementation, or the number may have risen.

APPENDIX 2

Changes in Numbers of Racially Identifiable Minority Schools and the Proportions of District Minority Enrollment Attending Those Schools **

	Implementation Year(s)	Total Number of Schools		Minority Proportion of District Enrollment		Numbers of Racially Identifiable Minority Schools		Proportion of Total Minority Enrollment in Racially Identifiable Minority Schools	
		Pre-Imple- mentation	Implemen- tation-Year	Pre-Imple- mentation	Implemen- tation-Year	Pre-Imple- mentation	Implemen- tation-Year	Pre-Imple- mentation	Implemen- tation-Year
MANDATORY STUDENT ASSIGNMENT PLANS									
Austin ISD, TX	1980	92	94	42.82	47.32	17	1	33.11	1.40
Boston, MA	1974-75	202	154	40.35	55.98	45	5	44.87	3.81
Charlotte-Mecklenburg County, NC	1970	111	108	29.46	31.13	22	3	58.31	1.75
Cleveland, OH	1979	151	129	67.62	72.05	73	2	82.61	2.74
Columbus, OH	1979	165	140	36.77	40.55	22	0	30.06	0.00
Cumberland County, SC	1969	46	50	23.31	24.85	7	0	58.75	0.00
Dayton, OH	1976	64	62	47.90	52.28	21	0	59.57	0.00
Denver, CO	1974-75	119	122	41.69	51.93	11	0	21.06	0.00
Duval County (Jacksonville), FL	1972	135	138	29.43	32.65	18	2	54.90	7.82
Greensboro City, NC	1971	46	46	33.25	37.42	13	0	73.52	0.00
Hillsborough County (Tampa), FL	1971	129	132	26.13	25.48	17	0	37.69	0.00
Jefferson County (Louisville), KY ^a	1975	169	165	19.99	25.22	25	3	65.10	1.58
New Castle Consolidated, DE ^b	1978	121	100	23.27	25.99	16	0	51.90	0.00
Norfolk City, VA	1971	72	68	46.22	50.67	18	0	41.18	0.00
Oklahoma City, OK	1972	113	109	27.91	29.95	20	0	61.94	0.00
Pasadena, CA	1970	40	37	28.57	45.16	6	0	40.07	0.00
Prince George's County, MD	1973	235	233	26.51	32.70	16	0	23.88	0.00
Richmond City, VA	1971	83	83	64.49	70.56	21	9	44.52	4.82
Seattle, WA	1978	146	147	32.89	37.74	4	5	6.59	2.27
Wake County (Raleigh), NC ^c	1971-74	83	80	28.07	28.42	10	0	33.22	0.00
Winston Salem-Forsyth County, NC	1971	67	67	27.92	30.45	12	1	56.58	2.32

** In this appendix, a racially identifiable minority school is one that is 90% to 100% minority.

APPENDIX 2 (Continued)

	Implementation Year(s)	Total Number of Schools		Minority Proportion of District Enrollment		Numbers of Racially Identifiable Minority Schools		Proportion of Total Minority Enroll- ment in Racially Identifi- fiable Minority Schools	
		Pre-Imple- mentation	Implemen- tation-Year	Pre-Imple- mentation	Implemen- tation-Year	Pre-Imple- mentation	Implemen- tation-Year	Pre-Imple- mentation	Implemen- tation-Year
MANDATORY STUDENT ASSIGNMENT PLANS									
Baltimore City, MD	1974-75	218	200	69.27	75.74	121	102	80.90	67.16
Broward County (Ft. Lauderdale), FL	1970-71	107	139	24.77	24.55	24	6	76.84	7.66
Buffalo City, NY	1980	88	77	51.86	53.44	17	7	23.79	12.01
Charleston County, SC	1970	88	84	45.78	47.47	39	24	85.08	53.35
Corpus Christi ISD, TX	1975	65	59	60.67	65.58	21	1	44.33	5.02
Dade County (Miami), FL	1970-71	215	231	41.67	46.17	52	39	52.26	31.18
Dallas ISD, TX	1975	189	181	49.40	61.90	56	54	65.32	47.61
Detroit City, MI	1976	323	302	73.90	81.40	167	145	69.90	62.12
Escambia (Pensacola), FL	1969	76	70	28.05	29.47	19	1	68.82	3.73
Fresno City Unified, CA	1974	76	80	31.51	34.34	7	10	16.04	21.05
Los Angeles Unified, CA	1978	605	684	63.47	70.28	212	220	58.34	53.74
Memphis, TN	1973	163	169	57.96	70.74	68	38	81.33	37.86
Mobile City-County, AL	1971	83	82	44.58	45.76	17	16	48.28	39.47
Nashville-Davidson County, TN	1971	141	137	24.88	28.11	21	0	61.77	0.00
Pittsburgh, PA	1978-79	101	88	46.30	52.35	21	15	41.56	28.91
San Francisco Unified, CA	1971	164	171	63.14	68.20	34	20	19.67	6.60
St. Louis City, MO	1980	157	127	74.84	79.09	91	62	83.61	72.14
Stockton City Unified, CA	1975-77	42	41	42.78	58.78	3	0	9.63	0.00

APPENDIX 2 (Continued)

	Implementation Year(s)	Total Number of Schools		Minority Proportion of District Enrollment		Numbers of Racially Identifiable Minority Schools		Proportion of Total Minority Enrollment in Racially Identifiable Minority Schools	
		Pre-Imple- mentation	Implemen- tation-Year	Pre-Imple- mentation	Implemen- tation-Year	Pre-Imple- mentation	Implemen- tation-Year	Pre-Imple- mentation	Implemen- tation-Year
VOLUNTARY PLANS									
Buffalo City, NY	1976	96	87	47.74	50.00	26	23	53.94	47.00
Chicago City, IL	1980	647	617	78.46	81.30	375	363	80.04	76.60
East Baton Rouge (Baton Rouge), LA	1975	112	112	39.85	39.45	34	34	63.61	63.60
Flint City, MI	1976	56	53	51.15	62.40	11	14	29.21	45.13
Houston ISD, TX	1980	237	239	70.58	74.85	104	115	59.01	61.57
Kansas City #33, MO	1977	87	84	70.24	70.55	36	30	74.23	59.00
Long Beach Unified, CA	1969-73	78	75	14.72	26.24	0	0	0.00	0.00
Los Angeles Unified, CA	1981	687	707	76.15	77.46	226	267	54.62	59.82
Milwaukee, WI	1976	166	161	38.38	43.73	37	30	59.29	41.55
Philadelphia City, PA	1978	276	276	68.39	69.04	134	135	73.84	73.90
Richmond Unified, CA	1969	62	61	32.39	36.18	5	6	27.02	23.45
San Diego City Unified, CA	1978	164	168	34.22	38.28	20	17	37.21	22.30
St. Louis City, MO	1977	169	157	72.32	74.84	99	91	82.48	83.61

^aPre-implementation data for Jefferson County and Louisville Independent school districts merged under mandatory plan.

^bPre-implementation data for 11 districts consolidated under mandatory plan.

^cPre-implementation data for Wake County and Raleigh City merged under mandatory plan.

APPENDIX 3

CHANGES IN WHITE PROPORTION OF STUDENT ENROLLMENT IN DISTRICTS IMPLEMENTING MANDATORY STUDENT ASSIGNMENT AND VOLUNTARY PLANS

This appendix traces the white proportion of total student enrollment in the 49 districts included in both Appendix 1 and Appendix 2 from 1968 to 1980. It provides the average bi-annual change in white proportion of enrollment during pre-implementation years, implementation years, post-implementation years, and from 1968 to the most current year for which data are available (mostly 1980). The average bi-annual changes reported here are changes in percentage points, not declines in actual numbers of white students (those data are reported in Appendix 4). For example,

During pre-implementation years (1968 to 1974), Dayton's white proportion of student enrollment fell from 61.45% to 52.10% for an average decline of 2.34 %age points every two years. Between 1974 and 1976, when the plan was implemented, the white proportion of student enrollment fell from 52.10% to 47.72% or 4.38 %age points. After implementation (from 1976 to 1980), the white proportion of district enrollment rose from 47.72% to 50.07% for an average bi-annual increase of 0.78 %age points. Between 1968 and 1980, the white proportion of district enrollment in Dayton fell by a bi-annual average of 1.63 %age points.

APPENDIX 3

Changes in White Proportion of Student Enrollment in Districts Implementing Mandatory Student Assignment and Voluntary Plans

	Implementation Year(s)	White Proportion of Student Enrollment								Average Bi-Annual Change			
		1968	1970	1972	1974	1976	1978	1980	1981	Pre-Implemen- tation Years	Implemen- tation Years	Post-Imple- mentation Years	Total (1968- Current ^a)
MANDATORY STUDENT ASSIGNMENT PLANS													
Austin ISD, TX	1980	65.56	64.39	63.04	62.88	59.81	57.18	52.77	—	-1.44	-4.41	—	-1.83
Boston, MA	1974-75	68.49	64.13	59.65	52.36	44.02	39.60	35.15	—	-3.91	-8.34	-2.96	-4.76
Charlotte-Mecklenburg County, NC	1970	70.54	68.87	67.19	65.51	63.53	61.87	60.41	—	—	-1.67	-1.41	-1.45
Cleveland, OH	1979	42.50	40.34	40.08	39.37	38.45	32.38	27.95	—	-1.69	-4.43	—	-2.08
Columbus, OH	1979	73.76	72.70	70.23	68.86	66.92	63.23	59.45	—	-1.76	-3.78	—	-2.04
Cumberland County, NC	1969	76.69	75.15	72.27	68.66	66.81	64.50	61.96	—	—	-1.54	-2.20	-2.10
Dayton, OH	1976	61.45	59.03	55.02	52.10	47.72	47.72	50.07	—	-2.34	-4.38	+0.78	-1.63
Denver, CO	1976	65.65	62.75	58.31	54.36	48.07	44.42	40.78	—	-2.82	-6.29	-2.43	-3.55
Duval County (Jackson- ville), FL	1971	71.76	70.57	67.35	66.56	65.33	64.07	62.52	—	-1.19	-3.22	-0.97	-1.32
Greensboro City, NC	1971	68.54	66.75	62.58	59.69	56.45	52.11	—	—	-1.79	-4.17	-2.62	-2.74
Hillsborough County (Tampa), FL	1971	73.90	73.85	74.52	74.23	75.61	74.45	74.79	—	-0.05	+0.67	+0.05	+0.13
Jefferson County (Louisville), KY	1975	79.56	80.14	80.02	NA	74.78	73.37	71.81	—	+0.15	-1.75	-0.99	-1.11
New Castle Consolidated, DE	1978	80.04	80.76	79.82	NA	76.73	74.01	70.69	—	-0.66	-2.72	-3.32	-1.34
Norfolk City, VA	1971	56.80	53.78	49.32	46.82	44.32	41.91	38.90	—	-3.02	-2.04	-2.98	-2.56
Oklahoma City, OK	1972	78.25	72.09	70.05	66.84	61.71	58.96	55.15	—	-6.16	-2.04	-2.98	-3.30
Pasadena, CA	1970	71.43	54.84	47.75	43.19	37.98	34.45	—	—	—	-16.59	-4.08	-6.16
Prince George's County, MD	1973	84.82	79.43	73.49	67.30	59.77	52.52	45.99	—	-3.78	-6.19	-5.33	-5.55
Richmond City, VA	1971	31.41	35.51	29.44	23.52	19.20	16.60	14.94	—	+4.10	-6.07	-2.90	-2.35
Seattle WA	1978	82.20	79.72	77.12	74.16	67.56	62.26	56.56	—	-2.93	-5.30	-5.70	-3.66
Wake County (Raleigh), NC	1971-74	71.88	71.93	71.58	NA	71.12	70.61	70.37	—	-0.10	-0.15	-0.25	-0.22
Winston Salem-Forsyth County, NC	1971	72.19	72.08	69.55	68.37	66.41	65.34	63.39	—	-0.11	-2.53	-1.23	-1.26

APPENDIX 3 (Continued)

	Implementation Year(s)	White Proportion of Student Enrollment								Average Bi-Annual Change			
		1968	1970	1972	1974	1976	1978	1980	1981	Pre-Implemen- tation Years	Implemen- tation Years	Post-Imple- mentation Years	Total (1968- Current ^a)
MANDATORY STUDENT ASSIGNMENT PLANS													
Baltimore City, MD	1974-75	34.86	32.86	30.73	27.18	24.26	22.36	21.95	—	-1.92	-2.92	-0.77	-1.84
Broward County (Ft. Lauderdale), FL.	1970-71	75.23	74.93	75.45	75.65	75.26	74.28	72.01	—	-0.30	+0.52	-0.69	-0.46
Buffalo City, NY	1980	60.93	58.35	54.86	52.26	50.00	48.14	46.56	—	-2.13	-1.58	—	-2.05
Charleston County, SC	1970	54.22	52.53	50.83	50.02	48.43	46.84	45.39	—	—	-1.69	-1.19	-1.26
Corpus Christi ISD, TX	1975	47.92	45.15	41.25	39.33	34.42	30.89	27.99	—	-2.15	-4.91	-2.14	-2.85
Dade County (Miami), FL	1970-71	58.33	53.83	48.36	43.65	40.99	37.76	31.88	—	—	-3.32	-3.30	-3.78
Dallas ISD, TX	1975	61.21	57.30	50.60	44.49	38.10	33.80	30.13	—	-4.18	-6.39	-2.66	-4.44
Detroit City, MI	1976	39.26	34.49	30.51	26.10	18.60	14.24	12.23	—	-3.29	-7.50	-2.12	-3.86
Escambia (Pensacola), FL	1969	71.95	70.53	70.89	70.79	70.79	70.49	70.13	—	—	-1.42	-0.07	-0.26
Fresno City Unified, CA	1974	69.97	69.81	68.49	65.66	62.08	58.96	53.89	—	-0.49	-2.83	-2.94	-2.30
Los Angeles Unified, CA	1978	53.69	50.41	47.26	41.88	36.53	29.72	23.85	—	-3.43	-6.81	-5.87	-4.26
Memphis, TN	1973	46.32	48.38	42.04	29.26	29.41	25.97	24.01	—	-1.43	-12.78	-1.31	-3.19
Mobile City-County, AL	1971	58.34	55.42	54.24	54.22	55.53	56.35	56.29	—	-2.92	-1.18	+0.41	-0.29
Nashville-Davidson County, TN	1971	75.80	75.12	71.89	70.87	69.11	67.59	65.26	—	-0.68	-3.23	-1.33	-1.51
Pittsburgh, PA	1978-79	60.32	59.44	57.77	56.60	53.70	51.66	47.65	—	-1.44	-4.01	—	-1.81
San Francisco Unified, CA	1971	41.23	36.86	31.80	28.32	27.64	20.51	17.03	—	-4.37	-5.06	-2.95	-3.46
St. Louis City, MO	1980	36.18	34.05	30.90	29.60	27.68	25.16	20.91	—	-1.84	-4.25	—	-2.18
Stockton City Unified, CA	1975-77	60.92	59.34	57.21	54.69	45.17	41.22	—	—	-3.15	-3.95	—	-3.28

APPENDIX 3 (Continued)

	Implementation Year(s)	White Proportion of Student Enrollment								Average Bi-Annual Change			
		1968	1970	1972	1974	1976	1978	1980	1981	Pre-Implemen- tation Years	Implemen- tation Years	Post-Imple- mentation Years	Total (1968- Current ^a)
VOLUNTARY PLANS													
Buffalo City, NY	1976	60.93	58.35	54.86	52.26	50.00	48.14	_____		-2.17	-2.26	-1.86 ^b	-2.13
Chicago City, IL	1980	37.69	34.56	30.79	27.51	24.69	21.54	18.70	_____	-2.69	-2.84	_____	-2.71
East Baton Rouge (Baton Rouge), LA	1975	62.41	61.04	60.51	60.15	60.55	59.22	56.58	_____	-0.57	+0.40	-1.32	-0.83
Flint City, MI	1976	61.61	57.98	53.37	48.85	44.36	40.72	37.60	_____	-3.19	-4.49	-2.25	-3.43
Houston ISD, TX	1980	53.27	49.42	43.60	38.54	34.04	29.42	25.15	_____	-3.98	-4.27	_____	-4.02
Kansas City #33, MO	1977	53.25	49.82	45.61	37.76	29.76	29.45	28.21	_____	-4.70	-0.31	-1.24	-3.58
Long Beach Unified, CA	1969-73	85.28	83.23	79.72	73.76	67.93	60.81	52.54	_____	-1.85	-5.96	-5.31	-4.68
Los Angeles Unified, CA	1981	53.69	50.41	47.26	41.88	36.53	29.72	23.85	22.45	_____	-2.80 ^c	_____	_____
Milwaukee, WI	1976	72.95	70.29	65.93	61.62	56.27	50.65	45.33	_____	-2.83	-5.35	-3.65	-3.95
Philadelphia City, PA	1978	38.75	36.37	35.18	33.20	31.61	30.96	28.74	_____	-1.43	-0.65	-2.22	-1.43
Richmond Unified, CA	1969	67.61	63.82	60.12	56.63	51.69	47.22	_____	_____	_____	-3.79	-3.32	-3.40
San Diego City Unified, CA	1978	76.15	75.38	73.68	72.48	65.78	61.72	55.52	_____	-2.07	-4.06	-6.20	-2.95
St. Louis City, MO	1977	36.18	34.05	30.90	29.60	27.68	25.16	_____	_____	-1.70	-2.52	_____	-1.84

NA: Data are not available from OCR.

^aCurrent enrollment data are from 1978, 1980, or 1981, depending on availability of data.

^bPost-implementation years average does not include years when district implemented mandatory plan.

^cSingle-year change was doubled to project bi-annual change.

APPENDIX 4

CHANGES IN NUMBERS OF WHITE STUDENTS IN DISTRICTS

IMPLEMENTING MANDATORY STUDENT ASSIGNMENT

AND VOLUNTARY PLANS

This appendix traces changes in actual numbers of white students in the 49 school systems from 1968 to 1980. In addition, it provides the bi-annual percentage change in actual numbers of white student enrolled in each system for years before implementation of the desegregation plan, the implementation years, the years following implementation, and from 1968 to the year for which the latest data are available (1980 for most districts).

It is important to note that changes in white student enrollment are not solely due to white flight from school desegregation. Changes in birthrates, interregional migration, and suburbanization contribute to changes in white enrollment. The data in this appendix may be interpreted as follows, using Dayton as an example:

Between 1968 and 1974, before implementation of its mandatory desegregation plan, Dayton's white student enrollment fell from 36,579 to 24,502 students, or an average bi-annual loss of 8.25% of its white student enrollment. Upon implementation of its desegregation plan (between 1974 and 1976), white enrollment fell from 24,502 to 19,039 or 22.30%. After implementation, between 1976 and 1980, white student enrollment fell from 19,039 to 14,447 at an average bi-annual rate of -8.04%. Since 1968, white student enrollment in Dayton has fallen at an average bi-annual rate of 8.64%.

APPENDIX 4

Changes in Numbers of White Students in Districts Implementing Mandatory
Student Assignment and Voluntary Plans

Implementation Year(s)	Numbers of White Students								Bi-Annual %age Change in Whites			
	1968	1970	1972	1974	1976	1978	1980	Pre-Implemen- tation Years	Implemen- tation Years	Post-Imple- mentation Years	Total (1968- Current ^a)	
MANDATORY STUDENT ASSIGNMENT PLANS												
Austin ISD, TX	1980	33,934	35,400	35,214	36,758	34,741	33,536	29,218	-1.17	-12.87	—	-1.98
Boston, MA	1975	64,500	62,014	57,405	44,937	32,477	28,233	23,681	-3.67	-14.47	-9.03	-9.04
Charlotte-Mecklenburg County, NC	1970	58,626	56,819	53,629	50,827	50,656	47,831	44,795	—	-3.08	-3.53	-3.37
Cleveland, OH	1979	66,323	61,976	58,189	51,977	45,952	33,551	22,378	-8.23	-33.30	—	-9.46
Columbus, OH	1979	81,663	79,482	74,852	67,359	64,912	52,286	43,454	-5.99	-16.89	—	-6.68
Cumberland County, NC	1969	22,923	24,593	23,849	24,096	24,438	23,247	22,222	—	+6.79	-1.61	-0.44
Dayton, OH	1976	36,579	33,415	28,698	24,502	19,039	16,398	14,447	-8.25	-22.30	-8.04	-8.64
Denver, CO	1975	63,403	60,454	53,420	43,311	35,950	30,573	26,210	-7.92	-16.99	-9.03	-8.38
Duval County (Jackson- ville), FL	1972	88,004	86,439	76,544	74,647	71,563	67,898	63,203	-1.78	-11.45	-3.48	-4.02
Greensboro City, NC	1971	21,997	21,554	17,720	16,599	15,985	13,791	—	-2.01	-17.79	-5.54	-6.22
Hillsborough County (Tampa), FL	1971	74,628	77,794	80,136	85,256	86,886	83,100	83,197	+4.07	+2.92	+0.76	+1.47
Jefferson County (Louisville), KY	1975	112,381	117,599	116,074	106,319	88,782	81,021	75,399	-1.35	-16.49	-5.02	-4.70
New Castle Consolidated, DE	1978	55,877	66,072	—	NA	57,544	47,037	38,980	+0.58	-18.26	-17.13	-4.32
Norfolk City, VA	1971	31,824	29,644	24,024	22,595	20,374	17,564	14,574	-6.85	-18.96	-7.87	-7.74
Oklahoma City, OK	1972	58,474	50,495	42,224	34,568	29,319	26,674	22,713	-13.64	-16.38	-9.24	-8.74
Pasadena, CA	1970	19,202	15,963	12,522	11,238	9,727	8,355	—	—	-16.87	-9.53	-9.41
Prince George's County, MD	1973	124,665	127,798	119,033	101,757	85,899	70,341	55,992	-1.50	-14.51	-11.24	-7.87
Richmond City, VA	1971	13,586	17,041	12,901	9,279	7,113	5,673	4,712	+20.27	-24.29	-12.69	-9.33
Seattle, WA	1978	77,288	66,905	58,024	50,867	41,767	34,091	27,801	-9.19	-18.38	-18.45	-9.15
Wake County (Raleigh), NC	1974	34,903	36,574	36,585	NA	39,484	38,789	38,351	+1.53	+2.45	-0.96	+1.28
Winston Salem-Forsyth County, NC	1971	36,033	35,690	32,464	30,838	29,680	28,604	26,514	-0.95	-9.04	-3.67	-3.77

APPENDIX 4 (Continued)

	Implementation Year(s)	Numbers of White Students							Bi-Annual %age Change in Whites			
		1968	1970	1972	1974	1976	1978	1980	Pre-Implemen- tation Years	Implemen- tation Years	Post-Imple- mentation Years	Total (1968- Current ^a)
MANDATORY STUDENT ASSIGNMENT PLANS												
Baltimore City, MD	1975	66,991	63,238	57,350	47,081	38,763	33,419	28,167	-4.80	-10.80	-9.11	-8.28
Broward County (Ft. Lauderdale), FL	1971	77,489	87,912	97,249	104,124	102,784	101,854	95,646	+11.86	+9.60	-0.33	+2.71
Buffalo City, NY	1980	43,947	41,021	35,275	30,805	27,378	24,856	22,459	-7.24	-9.64	—	-6.98
Charleston County, SC	1970	31,819	30,156	28,241	26,828	25,494	23,075	20,506	—	-5.23	-5.33	-5.08
Corpus Christi ISD, TX	1975	22,124	20,901	18,798	17,052	13,952	11,994	10,463	-5.73	-18.18	-8.34	-7.53
Dade County (Miami), FL	1971	135,597	129,442	116,939	107,529	98,375	86,566	74,270	-4.54	-9.66	-7.30	-6.46
Dallas ISD, TX	1975	97,873	94,393	78,214	66,515	52,925	45,050	38,959	-8.01	-20.43	-8.80	-8.60
Detroit City, MI	1976	116,248	98,097	84,396	66,993	44,305	31,432	25,919	-10.59	-33.87	-13.83	-11.10
Escambia (Pensacola), FL	1969	33,731	33,140	33,988	34,110	32,861	30,770	29,485	—	-1.75	-1.84	-1.80
Fresno City Unified, CA	1974	40,746	40,146	37,665	36,273	33,598	29,703	25,744	-2.52	-3.70	-7.26	-5.26
Los Angeles Unified, CA	1978	350,890	324,065	293,303	252,446	219,775	165,315	128,387	-7.47	-24.78	-22.34	-9.06
Memphis, TN	1973	58,415	71,743	58,309	33,905	35,632	29,370	26,440	-0.06	-41.85	-5.50	-7.82
Mobile City-County, AL	1971	44,026	38,677	35,943	34,903	36,326	36,783	36,398	-12.15	-7.07	+0.25	-2.48
Nashville-Davidson County, TN	1971	71,087	71,603	61,402	57,662	53,665	50,021	45,072	+0.07	-14.25	-5.32	-5.23
Pittsburgh, PA	1979	46,371	43,679	40,484	37,419	31,656	26,814	21,419	-7.03	-20.12	—	-7.69
San Francisco Unified, CA	1971	38,820	33,601	26,067	20,878	18,715	12,837	10,062	-13.44	-22.42	-12.28	-10.58
St. Louis City, MO	1980	41,806	37,877	32,632	27,626	23,393	18,246	12,856	-9.39	-29.54	—	-9.89
Stockton City Unified, CA	1977	19,553	19,158	17,967	16,164	12,211	10,060	—	-4.33	-24.45	-17.61	-8.09

APPENDIX 4 (Continued)

	Implementation Year(s)	Numbers of White Students							Bi-Annual %age Change in Whites			
		1968	1970	1972	1974	1976	1978	1980	Pre-Implemen- tation Years	Implemen- tation Years	Post-Imple- mentation Years	Total (1968- Current ^a)
VOLUNTARY PLANS												
Buffalo City, NY	1976	43,947	41,021	35,275	30,805	27,378	24,856	—	-7.48	-11.12	-9.21 ^b	-7.24
Chicago City, IL	1980	219,459	199,669	170,373	145,853	128,578	106,581	83,265	-8.57	-21.88	—	-8.87
East Baton Rouge (Baton Rouge), LA	1975	39,777	39,188	40,751	40,873	41,257	39,649	35,944	+0.67	+0.93	-4.29	-1.38
Flint City, MI	1976	28,701	26,472	24,611	20,001	17,092	14,611	12,649	-7.58	-14.54	-8.66	-7.99
Houston ISD, TX	1980	131,096	119,181	98,282	81,459	71,430	59,407	48,811	-9.11	-17.84	—	-8.97
Kansas City #33, MO	1977	39,513	35,128	29,836	21,223	13,509	12,662	10,798	-13.16	-6.27	-14.72	-10.38
Long Beach Unified, CA	1973	61,450	58,200	50,892	44,614	39,753	34,249	29,769	-5.73	-12.34	-8.32	-7.37
Milwaukee, WI	1976	95,173	93,023	84,386	73,005	61,221	48,370	39,811	-5.82	-16.14	-11.66	-8.31
Philadelphia City, PA	1978	109,514	101,766	99,541	88,480	82,445	75,766	64,416	-4.94	-8.10	-14.98	-13.45
Richmond Unified, CA	1969	29,160	26,480	24,021	21,269	17,701	14,884	—	—	-9.19	-8.76	-8.16
San Diego City Unified, CA	1978	98,155	97,078	91,725	87,898	78,924	70,983	60,954	-3.92	-10.06	-14.13	-5.41
St. Louis City, MO	1977	41,806	37,877	32,632	27,626	23,393	18,246	—	-8.81	-22.00	—	-9.39

NA: Data are not available from OCR.

^a Current enrollment data are from 1978 or 1980, depending on availability of data.

^b Post-implementation years average does not include years when district implemented mandatory plan.