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Charge 3

State task from Judge order:

The sub-Committee on Integration has a combination of findings that are supported by data from the Office of Civil Rights Report, and the monitoring of selected Vesp and magnet schools within the district. A sample of the questionnaire used by volunteer monitors is attached to this report. This study did not

~~this~~ focus exclusively upon those schools that the Court has designated as isolated in the minority community.

Findings 1

① Something must be said here, for the total magnet school is a desegregating device.

(2)

and as an integration tool.

Longfellow was monitored because of its unique curricula and total magnet setting. Even though the ethnic makeup of each classroom fell short of the ideal numerical range, all classes enjoyed a healthy mixture of pupils. Interest on the part of faculty, aids and parents was found to be strong and positive. Enthusiasm was genuinely high and the success ratio of student performance was good. This school may well serve as a model of success.

(3)

Using fifty percent as the ideal composition of white and minority students in a classroom, with a fifteen percent plus or minus range, our computations revealed the following:

Finding (2)

At the elementary school level Magnet and Deep, we took the over all classroom ~~&~~ imbalance as well as the individual classroom imbalance breakdown as provided by the OCR report.

Monitors found that in schools where there is a more successful range of ethnic balance such as:

Webster -	47.4 %	white
minority students	252	
total enrollment	479	
17 classes		

(4)

Fulton

36.4 % white
minority students 340
total enrollment 535
20 classes

Baker

16.7% white
minority students 532
total enrollment 639
23 classes

Johnson

37.3% white
minority students 226
total enrollment 362
14 classes

Oak Park

44.1% white
minority students 305
total enrollment 546
25 classes

the quality of integration, classroom
and playground contact experiences,
teacher and administrative attitudes,
were noteworthy in that a positive
and enriching school environment
was observed.

(5)

Time and resource limitations did not permit as broad a sampling or as precise a breakdown at the classroom level as we would have preferred, however, those that were examined were given careful and objective recording.

Finding 3

Pershing Junior High and Patrick Henry High, though deep schools, were at the 85-90% white majority populations. Integration of any significance was severely lacking.

Calencia Park elementary:

18% white

minority students 585

total enrollment 717

out of 24 classes 19 were well out of balance

This school has not achieved

(6)
a successful integrated setting
by classroom breakdown. The
Same is true of Green elementary:

54.2% white
Minority students 180
Total enrollment 393
out of 13 classes 9 are well out of
balance.

It would be well to
hold hearings as to why these
two schools are in difficulty as
to their integration effort.

Gompers, out of 260 classes
48 are void of white students.
Further inquiry is justified here.

Dana Junior High - out of 178 classes
37 are out of balance

Collier Junior High - out of 183 classes
39 are out of balance

Bell Junior High out of 217 classes
34 are out of balance

(7)

Finding 4

We would encourage as a measurement of progress and accountability, that the Board of Education be given periodic reports of the status of integration as it applies to classroom analysis.

+ Attachment