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APPENDIX

Volume 5—(Exhibit Volume)—Pages 1989a to 2167a

Supreme Court of the United States

OCTOBER TERM, 1971

No. 71-507

THE UNIVERSITY
 WILFRED KEYES, ET AL.,
 PETITIONERS
 SEP 26 1971

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SCHOOL DISTRICT NO. 1,
DENVER, COLORADO, ET AL.

ON WRIT OF CERTIORARI TO THE UNITED STATES
COURT OF APPEALS FOR THE TENTH CIRCUIT

CERTIORARI GRANTED JANUARY 17, 1972
PETITION FOR WRIT OF CERTIORARI FILED OCTOBER 8, 1971

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Plaintiffs' Exhibit 1
(Denver Public Schools Policy 5100)

DPS Policy 5100

DENVER PUBLIC SCHOOLS POLICY 5100

Subject: Equality of Educational Opportunity

Reference: Minutes of the Board of Education, May 6, 1964.

1. POLICY

"This Board of Education recognizes that all children within the District, regardless of racial or ethnic backgrounds, are equally entitled to the benefits of good education and that to secure such benefits the needs and aspirations of all children must be considered.

Barriers of prejudice, discrimination, and of ignorance impede equality. Individuals, schools, and community need to work together to help to overcome these barriers. Equality of educational opportunity can be achieved most readily when school and community provide conditions which enable each child to develop to his full potential.

Because individuals differ greatly in their backgrounds, their capacities, and their motivations, equality of educational opportunity must not be conceived as the same opportunity for each person; that is, for example, as schools with the same curriculum, guidance, and instruction.

The continuation of neighborhood schools has resulted in the concentration of some minority racial and ethnic groups in some schools. Reduction of such concentration and the establishment of more heterogeneous or diverse groups in schools is desirable to achieve equality of educational opportunity. This does not mean the abandonment

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1990a

Plaintiffs' Exhibit 1

of the neighborhood school principle, but rather the incorporation of changes or adaptations which result in a more diverse or heterogeneous racial and ethnic school population, both for pupils and for school employees.

The individual group contributions of ethnic and racial minorities, as well as those of the majority, must become increasingly notable in the school through educational opportunities in human and intercultural relations, both for pupils and for school employees.

Finally, this Board recognizes that full realization of equality of educational opportunity involves programs which include some tried and some untried practices."

2. **EFFECTIVE DATE.** This policy is effective on May 6, 1964.

Distribution

All schools
and departments

August 24, 1964

Plaintiffs' Exhibit 2
(Resolution Number 1490)

PART I

Policy 5100, Denver Public Schools, recognizes that the continuation of neighborhood schools has resulted in the concentration of some minority racial and ethnic groups in some schools and that a reduction of such concentration and the establishment of an intergrated school population is desirable to achieve equality of educational opportunity.

Therefore, in order to implement Policy 5100, the Board of Education hereby directs the Superintendent to submit to the Board of Education as soon as possible, but no later than September 30, 1968, a comprehensive plan for the integration of the Denver Public Schools. Such plan then to be considered by the Board, the Staff and the community and, with such refinements as may be required, shall be considered for adoption no later than December 31, 1968.

PART II

1. The Board of Education is faced with a serious social crisis. We believe a majority of citizens of Denver have confidence in the ability of this Board to meet the complex, difficult and controversial issues involved in this crisis. However, the Board is aware of wide and deep distrust of its motives and actions by certain racial and ethnic groups, and individuals within those groups. It is accused of injustice, of perpetuating, without concern, the educational and social evils occurring with de facto segregation in schools. These groups have been promised much by society in general. Repeated failures of performance have alienated good friends, have created wide distrust of motives and have created an atmosphere where responsible leadership

Plaintiffs' Exhibit 2

and concerned citizen support are being lost to the schools and to the community. We are increasingly aware of feelings of antagonism, of isolation, of hopelessness, of deep and unyielding bitterness, real and intense. These feelings are strongly held and are not subject to easy communication to those who do not have a similar background. The Board now states that its policy will be to eliminate distrust of its motives and performance by the minority community.

2. Also, the Board is aware of a different and widespread community distrust of Board motives and actions. This is evidenced by a substantial credibility gap, based on the fears of many citizens that their freedom of choice of home location and concurrent school selection is or will be threatened by proposed Board actions, particularly actions in the solution of the educational problems of de facto minority ethnic and racial segregation. The words "bussing", or "reverse bussing" (meaning the transportation of white children into minority populated schools), express the undefined fears of large numbers of Denver citizens that somehow the Board and its policies threaten deeply felt sensibilities. Here there is abroad in Denver a degree of distrust that is frightening in its intensity and has many ramifications. Expressions of such feelings are frequently prefaced by express denials of prejudice, racial or otherwise, and the Board accepts such denials at face value and as evidence of the existence of good will towards the minority communities of Denver. The Board recognizes that the voluntary support of citizens who presently hold such views is necessary to the proper functioning of the school system.

3. A third source of distrust of Board motives and performance is that body of citizens of all races, including many whites, who recognize and accept that segregated education

Plaintiffs' Exhibit 2

is harmful to both minority and majority children and who now insist that the Board increase its efforts to eliminate the educational evils of de facto segregation. The Board has obviously failed to convince these people that its past actions, and particularly the recent approval of major junior high school construction and the proposed voluntary movement of elementary minority pupils represent good faith efforts in this area. The confidence of these citizens must be restored and the Board proposes to seek their active support.

4. A fourth force presently apparent and widely communicated to the Board is a reluctance throughout the city to see the tax load—primarily the real estate tax load—increased in any degree. In this area, the Board has apparently failed to communicate to the community the validity of the financial needs of the District. Increased State aid, if and when forthcoming, will be welcome but realistically can do little to reduce the real estate tax levy and will, in the long run, create a further class of concerned taxpayers to whom the function, purpose, method and objectives of the school system must be explained and whose understanding of such matters must be obtained. The Board states that its policy is and will be to foster such understanding.

5. The death of Dr. Martin Luther King has focused the attention of concerned people of good will upon the deep and festering injustices of modern urban existence with its contradictions of opportunity and achievement, in an America dedicated, at least in theory, to the equality of opportunity for all men. Particularly in the area of public education, Dr. King's death has caused thoughtful persons of all races, particularly whites, to reassess beliefs long

Plaintiffs' Exhibit 2

and dearly held and to question the pace of change and even its direction.

A. The Board is resolved to act as a unifying agency for Denver in these times. To this end, it requests the Superintendent in implementation of the purposes of Resolution No. 1490 and in response to the community concerns stated above, to include within the plan required by Resolution No. 1490, or to submit separately but at the earliest practical time or times, a further plan, or a series of plans, including specific timetables, to accomplish the following:

1. The reduction of concentrations of minority racial and/or ethnic groups in schools and the integration of school populations.
2. The actual existence of equality of educational program in all schools, regardless of location, including, without limitation, faculty quality, training, experience and attitude, course offerings, equipment and facilities.
3. The active participation in programs within the metropolitan Denver area to establish more diverse or heterogeneous racial and/or ethnic school populations.
4. The emphasis at all instructional levels of the individual and group contributions of ethnic and racial minorities.
5. The maximum involvement, consistent with maintenance requirements, of the school plant in the community activities of the Denver metropolitan area, to commence during the forthcoming summer.
6. Human relations and sensitivity training for all teaching and administrative personnel and assurance that

1995a

Plaintiffs' Exhibit 2

personnel recruitment and assignment policies are consistent with the realities of our multiracial and multiethnic world.

7. The establishment of citizen community support to accomplish the widest possible community understanding of the aims, purposes, motives and affairs of the School District.

B. To consider, among such other factors as appear proper, the following:

1. The use of transportation and the degree to which transportation should be mandatory or voluntary.
2. The desirability of temporary or permanent closing of certain schools.
3. The existence of community attitudes and opinions.
4. The requirement for all children of course offerings in minority group cultural, historical, social and economic contributions to our society and of qualified minority group member teachers.
5. The development of "magnet" or "laboratory" schools in core areas, including attendance policies for such schools.
6. The use of community resources and resource people.
7. The availability to all children at all levels of textbooks and other instructional materials which fairly and favorably represent minority groups and individuals.
8. The availability for use by persons in all parts of the the District of school facilities for extracurricular educational, recreational and community purposes.

1996a

Plaintiffs' Exhibit 2

9. The feasibility of some form of extended school year.
10. The degree to which present vocational, technical and job oriented course offerings meet the needs of the children of this District.
11. The active extension of intercultural and interracial experiences for children, including the expansion of the cultural art center program and similar programs.

C. The Board is impelled by a sense of urgency in these matters. To this end, it has requested the Superintendent to submit his plan responsive to Part I of this resolution within the periods therein provided. The plans required by Part II should be submitted as and when prepared for Board and public consideration and for adoption at the earliest possible time. As an example only, plans for the fullest use of school facilities for community summer programs are obviously needed now. Also, preliminary plans for community organizations can properly be expected shortly. In any event, the Board requests the Superintendent to present plans responsive to Part II of this resolution not later than the regular meeting of the Board in September 1968 and periodically thereafter until complete plans are forthcoming.

1997a

Plaintiffs' Exhibit 20

**(Excerpts from Report and Recommendations to the
Board of Education, School District No. 1)**

REPORT AND RECOMMENDATIONS

to the

BOARD OF EDUCATION

SCHOOL DISTRICT NUMBER ONE

DENVER, COLORADO

by

A SPECIAL STUDY COMMITTEE

ON

EQUALITY OF EDUCATIONAL OPPORTUNITY

IN THE DENVER PUBLIC SCHOOLS

James D. Voorhees, Chairman

Irving P. Andrews, Vice-chairman

Earl Rinker, Vice-chairman

James A. Atkins	Raymond A. Kimball
Miss Mildred Biddick	Andrew J. Konersmann
Mrs. Lyman Blackwell	L. Edward Lashman, Jr.
G. Keith Bogert	Cletus Ludden
Alfred G. Brown	Mrs. Donald C. McKinlay
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Roger Cisneros	Mrs. L. Joseph Pittroff
Milton A. Davidson	Mrs. Clyde W. Preston
Miss Mary C. Doremus	Lloyd M. Schmidt
Mrs. W. Ross Ewing	Pete Shannon, Jr.
Thomas Faxon	Bernard Valdez
Mrs. Edward J. Fikany	Mrs. Franklin P. Wherry
Mrs. James C. Flanigan	Miss Vivienne S. Worley
Harry D. Hawkins	Minoru Yasqui
Mrs. Lloyd M. Joshel	

March 1, 1964

Established by the Board of Education

School District Number One

Denver, Colorado

1962

1998a

Plaintiffs' Exhibit 20

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And State Of Colorado

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INTRODUCTION

THE PROBLEM

The Special Study Committee on
Equality of Educational

Opportunity is pleased to submit this Report and Recommendations. It was charged to study and report on the present status of educational opportunity in the Denver Public Schools, with attention to racial and ethnic factors, and to make recommendations. This it has done. The Committee's report is presented to the Board of Education and through the Board to the people of the Denver community in the hope that its findings and recommendations will be accepted in the constructive spirit in which they are made.

The members of the Committee brought with them the diverse attitudes of various segments of the total Denver community—geographic, ethnic, racial, economic—ranging from pride in the status quo and objection to any change, through various shades of interest without particular opinion, to feelings that real inadequacies exist, with strong desires for change. Over the period of its work, however, and when facts were fully known and freely discussed, the Committee has gradually found substantial areas of agreement as to principles, findings and recommendations. The extent of agreement within and by a group as diverse as this suggests that when facts are known and freely considered, with mutual respect for apparently conflicting attitudes, solutions can be found to sensitive problems which at first seem insoluble. In this the Committee sees reason to expect substantial acceptance of its report by the total Denver community. The approach must be, however, on a level of mutual trust and mutual respect; agreements of substance and purpose can be had only when each group admits the existence of a position other than its own. Happily, in the

Plaintiffs' Exhibit 20

Committee's experience, this did occur. Hopefully, in the public consideration of this report, it will also occur.

The Denver community has pride in its schools. There is pride in its programs for meeting the needs of the most able and ambitious; in its programs for the college bound; in the achievements of the "average" pupil who is motivated toward school accomplishments; in the programs for pupils who are physically handicapped; in the programs for pupils of limited ability (although the need is greater than the teachers and facilities available); in the broad offerings of Opportunity School to help adults in search of training and retraining; and in the national reputation of the Denver system as a forerunner in education.

There is also public concern. There is general concern about overcrowding; concern over the needs of pupils not truly interested in academic pursuits; concern about drop-outs; concern for the adequacy of opportunity offered to the brilliant student; concern, widely found, that somehow, through the work of the Committee or otherwise, the rights of members of the majority culture freely to live and associate as they wish and to send their children to schools in their own community were in jeopardy; concern that Denver's residential patterns, however caused, result in unequal educational opportunity for minority children, particularly the Negro racial minority and the Spanish surnamed cultural minority.

It is with this last area of concern that the Committee, because of its charge, has been primarily concerned. There are two separate but interwoven problems. One is the problem of the education of the urban disadvantaged child; the other, the problem of the effect of racial segregation on the educational process. They are not the same problem but because of an apparent correlation of proportionately large numbers of minority racial (Negro) and ethnic

Plaintiffs' Exhibit 20

(Spanish-American) groups with the other factors which create the class of urban disadvantaged, the two are generally linked. Care must be taken not to confuse available solutions.

In common with every large city in America, Denver has an appreciable number of citizens who, by virtue of the nature of their lives and their environment, probably, under present conditions, will never be able to compete and to succeed in accordance with the standards of the dominant urban middle class culture, although they may have been entirely adequate and successful in their former, often rural, environment. Experience elsewhere would indicate that unless present trends are reversed, this group will increase numerically and will form a caste whose adult members tend to be permanently uneducated, unemployed and unemployable. Not only does this create a financial drain on the entire community, but it represents a tragic loss in human potential and productivity. These people differ totally among themselves in background and heritage but when exposed to the urban, mechanized, automated and competitive society of a metropolitan center, develop certain similar characteristics. They live crowded into the area of lowest real estate values; they lack skills with which to compete and the skills they have are no longer of value; they lack the ability to achieve according to the standards of the dominant culture; they lack motivation for traditional education; they lack satisfaction from personal achievement; they are the last hired and first fired; they are in short, disadvantaged.

In Denver, as in other northern cities, the urban disadvantaged group is made up of all races and ethnic backgrounds. A large part are Negroes from the rural South, who arrive unskilled, partially educated, burdened by traditions of legal inequality and unable to compete success-

Plaintiffs' Exhibit 20

fully. In common with most Negroes, they have experienced subtle or overt acts of discrimination throughout their lifetimes, with inevitable damage to the self image in both adults and children. While they have been exposed to the cultural background and standards of the majority, they have not realized its benefits and to them the principles of democracy may be far from its practices.

Perhaps a greater number of the urban disadvantaged are the Spanish surnamed from New Mexico and southern Colorado, brought to the area first as miners and agricultural workers and forced into the city by the closing of the mines, the seasonal nature of agricultural work and the increased mechanization of farms. These people and their ancestors have lived for more than three centuries in the small villages in the valleys and mountains of the upper Rio Grande. They bring to Denver value patterns and cultural characteristics which often interfere with adjustment to urban life and the values now dominant in an urban competitive society. For example, goals based upon the concept that worth depends upon the accumulation of property or money have little meaning to a people whose traditional and most valued characteristic is that of sharing with others what they may acquire.

The urban disadvantaged most frequently move to the older sections of town, where race, ethnic identity, language barriers, lack of motivation factors, lower educational standards, lack of skills and chronic unemployment combine to create a "culture of poverty" from which escape becomes most difficult. A child of whatever racial or ethnic background in such a culture, without fault of his own, usually adapts to the value characteristics of his neighborhood. While these value concepts are not generally the accepted values of the middle class majority culture, they do have strengths and characteristics upon which much can be built.

Plaintiffs' Exhibit 20

However, the public schools, basically reflecting the interest of the majority culture, have established standards, methods, vocabulary and procedures based upon the experiences and value characteristics of that culture, and with these the urban disadvantaged child cannot achieve. Predictably, unless the educational system to which this child is inducted recognizes and compensates for the factors which since his birth have affected him, he will inevitably be behind when he enters the system, will get further behind as he attempts to progress through it, will achieve significantly less from it, and in a disturbingly high percentage of instances will never complete the secondary educational program. Because of the Committee's particular charge and because of the high incidence of minority racial and ethnic composition in the urban disadvantaged in Denver, this report will necessarily deal at some length with the problems of this group.

Entirely apart from the problem of the disadvantaged child, there is in Denver real possibility of unequal educational opportunity because of the existence of clusters of minority racial (Negro) and ethnic (Spanish surnamed) groups within the city.

In a "neighborhood" school system one inevitable result of concentrations of races and ethnic groups because of housing patterns is concentrations of children in the schools into the same groups. There is abundant authority to the effect that such "de facto" separation in schools may result in educational inequalities, and there is in Denver wide belief among the racial and ethnic minorities that the schools to which their children go are in some way unequal. In addition, however, there is the fact that there is not available to many children (perhaps a majority of the total school population, regardless of race or ethnic background) the democratic experience of education with members of

Plaintiffs' Exhibit 20

other races and groups with which they will have to live and compete. The responsibility to eliminate or reduce this result where possible and to compensate for it where elimination is not possible by the removal of prejudice (whether based on color, ethnic or religious background, false values, or any other cause) must be the responsibility of the school to its pupils. This report will suggest ways in which this may be done.

Denver retains two major assets: Effective leadership still within the community and a framework of public opinion which has not yet polarized into opposite camps. These assets have been lost to other cities to the east and west where similar problems have existed and have not been met firmly and openly. So far, perhaps because of the relative smallness of the numbers involved, or perhaps because of the initiative taken by various local groups, there has not yet been the massive flight to the suburbs which has so often occurred and is now occurring in other major population centers. This has resulted in the retention within metropolitan Denver of responsible leadership in all of the various groups which make up the population of the City. Also, while areas of tension exist, the people of Denver are still communicating. There is time in which to find and apply reasonable solutions.

The Committee hopes that what follows will be of help in reminding Denver that while it has a fine school system it also has problems, in common with all other large urban areas, the solution of which must be accepted as the responsibility of the total community. As a functioning part of the total community, the schools will have a part to play.

THE COMMITTEE

The Special Study Committee on
Equality of Educational

Opportunity in the Denver Public Schools was created by resolution of the Board of Education on June 27, 1962.

Plaintiffs' Exhibit 20

Members of the Committee were selected by the Board from more than 500 names submitted by interested citizens and organizations and were formally appointed on November 7, 1962.

Formation of the Committee stemmed from proposals included in the School Administration's February 1962 Report to the Board on Pupil Population, School Boundaries, Pupil Transportation, and School Buildings to construct a new junior high school at 32nd and Colorado Boulevard and to continue certain optional boundary lines in the East-Manual high school area. Because the population which lives within the boundaries proposed for the school at 32nd and Colorado Boulevard is predominantly Negro, these proposals led to statements by some citizens that any such action by the Board would constitute "de facto" segregation of pupils and that this was forbidden under the United States and Colorado constitutions.

At several of its meetings in March, April and May, 1962, the Board of Education was urged to consider racial-ethnic factors in determining school boundaries, in locating new schools, and in other aspects of school operation. In addition, other evidence had reached the Board that throughout certain areas of Denver there was public concern over the educational opportunity offered to pupils of minority racial and ethnic groups. Appointment of a special study committee to include citizens of the community, was urged by groups representing many segments of the community, not only those immediately affected.

In creating the Special Study Committee, the Board of Education affirmed in its resolution that "all children within the District, regardless of racial or ethnic background, are equally entitled to the benefits of good education, and that to secure such benefits, the needs and aspiration of all children must be considered."

Plaintiffs' Exhibit 20

The Committee was charged to "study and report on the present status of educational opportunity in the Denver Public Schools, with attention to racial and ethnic factors in the areas of curriculum, instruction and guidance; pupils and personnel; buildings, equipment, libraries and supplies, administration and organization; school-community relations, and to recommend improvements in any or all of such specific areas."

The Committee which made this study and prepared this report was composed of a chairman, two vice-chairmen, three residents, not employed by the Denver Public Schools, from each of the eight high school areas of the District, and six professional staff members from the Denver Public Schools.

The members of the Committee, in addition to geographic diversity, also brought with them attitudes of the varied racial, ethnic, cultural and economic groups which form the total Denver community.

In the course of its study, the Committee invited all school employees and any interested organizations and citizens to write suggestions and comments relative to its area of inquiry. Nearly 200 letters were received and thoughtfully considered. Interviews were conducted with administrative personnel, with principals, teachers and non-teaching personnel, with parents, students and interested citizens. Elementary, junior and senior high schools were visited (including classroom visits) in all six general areas of the Denver school system. Reports from other cities where similar surveys had been conducted were studied. Consultants in the field, from Denver and from other parts of the country, spoke to and counseled with the Committee as a whole and with small groups. The school curriculum, its modifications, current pilot projects in instruction, text-

Plaintiffs' Exhibit 20

books and teaching materials and equipment were studied. Pertinent data in many areas were gathered and analyzed by the Committee. Open meetings were held in the eight high school districts in Denver, at which in excess of 2300 citizens expressed their views. A professional opinion research firm was employed to obtain information on community attitudes toward the schools. A summary of this report will be found commencing on Page 38 of the Appendix. Twenty-five meetings of the full Committee were held; 30 meetings of the steering committee were held; 132 meetings of individual subcommittees were held (not including countless interviews by individual members); and 87 visits in 62 different schools were made.

The Planning Services Department of the Denver Public Schools divides the school district into six areas. To compare data the same six areas have been used by the Committee. It must be noted that these area boundaries are based on elementary school districts so that, while junior and senior high schools are included in the areas where they are located geographically, such schools may draw pupils from beyond the area in which they are situated. Page (1) of the Appendix shows a map of these six areas and a detailed description of them commences at Page (9) of the Appendix.

The Committee is deeply grateful to the Denver Public Library and to the very many individuals and organizations who so unselfishly made available their help and counsel, without which this report would not have been possible.

In this area of the Committee's investigation, it has reviewed the principle of the "neighborhood" school and its application in the Denver school system; the method by which fixed but not unchangeable boundaries are established; the existence of optional areas of attendance; the

Plaintiffs' Exhibit 20

transfer of pupils; and the use of pupil transportation at School District expense.

BOUNDARIES

As used in this report, the "neighborhood school" is a school which is more or less centrally located within an area bounded by definite lines which children within that area are expected to attend. The report will discuss the policies which in the past have governed the establishment of school boundaries and the location of schools in Denver and will suggest additional policies which now are applicable. However, the basic principle of neighborhood schools is the prescribing of a clearly defined *geographic* area, determined by considerations which best serve the interests of all of the pupil population. The neighborhood school principle should not, however, be used to freeze school boundaries and changing conditions will require periodic review and revision of established boundaries.

The Committee generally endorses the application of the neighborhood school concept in the organization of the Denver school system, not because it is traditional in the American school system or because it has been adhered to in the past in Denver but because in the Committee's opinion an objective evaluation of the benefits and predictable results outweigh deficiencies when compared with other methods of assigning pupils to schools. Among such benefits are rational distribution of the school population, convenience to the child in getting to and from the school, a close home and school relationship between parents and teachers, placement of pupils in relation to maximum use of school plants.

The Committee is fully aware that the composition of the school population within any attendance areas tends to be

Plaintiffs' Exhibit 20

homogeneous in all American cities, and its investigations confirm that in Denver this occurs in a substantial number of individual school areas, particularly at the elementary level. In approving the continued adherence to the neighborhood school principle, the Committee emphasizes that it should never be used deliberately as a device to contain or restrict any ethnic or racial group.

In administering the allocation of pupils to schools under a neighborhood school plan, it is axiomatic that the reasons and policies which dictate how boundaries are drawn and maintained are all important. The Denver Board of Education has no written policy governing the setting of boundaries; however, the Committee was given the following unofficial summary of rules and procedures which currently govern decisions regarding boundaries and which are apparently well known to and followed by those charged with this duty:

There is every evidence that these rules and procedures have been followed carefully and without prejudice in the granting of transfers. Approvals are granted only where exceptional circumstances, within these rules, permit an exception to the principle that each student should attend his own neighborhood school. Once such a transfer has been approved, the circumstances are reviewed annually to verify that the condition which resulted in transfer still applies.

During 1963, 122 transfers to a school other than the one in the district in which they live were approved for elementary school pupils (less than 2/10 of one per cent of the total pupils); 29 for junior and senior high school students (less than 7/100 of one per cent of the total pupils).

The Committee finds itself generally in accord with the rules governing pupil transfer which are being followed by Denver school administrators. It recognizes fully the need

Plaintiffs' Exhibit 20

for keeping tight control of any exceptions to the rules which govern the administration of the neighborhood school principle.

Nevertheless, there appears to be a possibility of continuing firm control of transfers while permitting a flexibility of individual choice.

The open enrollment plan as recommended would provide that at stated intervals (probably annually toward the close of the school year in the Denver system) all schools would be reviewed to determine their student population as compared with their student capacity. Those schools having a previously stated percentage (90% is working well in Detroit) of population to capacity would be declared as open schools. Such a plan of open enrollment has been used in other communities, with reported success.

The names and location of the open schools would be publicized widely before the end of the current school year, giving the number of enrollments outside its own boundaries which would be permitted for each school. Children from any place within the Denver School District would be permitted to request enrollment in those schools, with acceptance on a first-come, first-served basis. Such transfers would be permitted for each school until its previously established quota had been met, or until a previously announced date in the new school year had been reached.

Under this type of transfer, and this type only, no reason for the requested transfer would be expected or required. Students taking advantage of this open enrollment would be required to furnish their own transportation.

RECOMMENDATION ON PUPIL TRANSFERS

The Board of Education should supplement its present transfer policy by the adoption of a plan of limited open

Plaintiffs' Exhibit 20

enrollment generally in accordance with the procedures discussed above. The plan adopted by the school system in Detroit is suggested as a model.

TRANSPORTATION OF STUDENTS At the present time, students are transported at District expense only under certain circumstances.

The extent of transportation of students in the current year, together with the reasons for such transportation, is given in the following summary. Except for students at Boettcher School, no high school students are transported:

Reason	No. Elementary Pupils	No. Junior High Pupils
From overcrowded schools to those with available capacity	183	0
From newly annexed areas which do not have any schools	1,552	436
From Lowry Field	331	129
From within own school sub-district where required traveling distance (possibly allowing for unusual safety hazards) is over $\frac{3}{4}$ mile for elementary pupils or $1\frac{1}{2}$ miles for junior high pupils	1,493	3,270
To Boettcher School	102	59 (senior high pupils included)

The Committee believes that (the transportation of students is sometimes necessary but is never desirable because, among other disadvantages, it involves considerable added costs, inconveniences to pupils and parents, particularly in emergency or illness, inability of the pupil to enter into extra-curricular activities, and difficulty in promoting close contacts with parents.

Plaintiffs' Exhibit 20

Transportation of pupils for the sole purpose of integrating school populations is regarded by the Committee as impractical.

RECOMMENDATION ON PUPIL TRANSPORTATION

Transportation of pupils should be regarded as an expedient rather than as a solution to problems, including the problem of racial imbalance in the schools.

OPTIONAL AREAS

Optional Areas are defined as specific geographic areas in which the students who reside therein have a free choice to attend either one or the other of two schools designated to serve such area. The Committee finds that optional areas, once established for whatever reason, have a tendency to continue after the reasons which caused them to be formed cease to exist. In recent years, however, existing optional areas have been reduced and at the present time, after the boundary changes which were made effective in September, 1962, only the following optional areas remain:

A. *High Schools**

Manual-North, Manual-East (two areas),
East-Washington

B. *Junior High Schools***

Smiley-Cole

* Appendix page 7. Map of Senior High School Boundaries and Optional Areas.

** Appendix page 6. Map of Junior High School Boundaries and Optional Areas.

Plaintiffs' Exhibit 20

C. *Elementary Schools****

Columbine-Harrington, Park Hill-Stedman,
Lincoln-McKinley

The advantages of establishing fixed geographic areas for all schools have been discussed and are recognized by the Committee, subject only to the adoption of a limited open enrollment policy and the continuation of the transfer policies now in effect. The use of optional areas forms no part of rational administration of the system for fixing boundaries which the Committee has recommended.

RECOMMENDATION ON OPTIONAL AREAS

All optional areas should be fully eliminated at the earliest possible date.

* * * * *

2. The Board should adopt a written policy recognizing that the Denver school system necessarily deals with pupils of different racial, ethnic, economic and cultural backgrounds. To accomplish equality in the application of the education process, sensitivity to, and the practice of, good human relations at all levels is required.
3. The administration should formulate by the end of the current school year a program of inservice human relations training, making use of applicable and available resources, both in the community and from outside.
4. All teachers and all other school personnel should complete such program without delay, with priority

*** Appendix Map 1. Six Areas Based on Elementary School Boundaries.

Plaintiffs' Exhibit 20

to be given to personnel assigned to schools containing substantial numbers of culturally disadvantaged pupils.

5. The administration should continue to cooperate with universities and colleges in promoting seminars in the field of human relations for teachers and other school personnel. These seminars should include materials drawn from intergroup relations, sociology, anthropology, psychology and other behavioral sciences.

ASSIGNMENT AND TRANSFER OF TEACHERS Teachers employed by the Denver Public Schools are on probationary status for the first three years. After three years of successful experience, teachers achieve tenure status. During the probationary period the teacher's services are appraised twice each year, and if during this period a teacher is found to be unsatisfactory, he is "counseled out" and the usual result is that such teachers leave at the end of two years. The administration does not assure any particular assignment and reserves its prerogative to place the new teacher where it deems advisable.

Changes of assignment (transfers) are now governed by Policy 1617A effective April 1, 1963 (Appendix pages 31-34).

The Committee has seen no evidence that the administration has made any effort to appeal to qualified teachers to consider assignment or transfer to schools in areas largely populated by culturally disadvantaged children. It does appear that the percentage of teachers on probationary status in such schools may be higher than the percentage of such teachers in other areas.*

* Appendix page 35, Study of Teacher Status—Elementary and Secondary Schools.

Plaintiffs' Exhibit 20

In the earlier part of this section of its report, the Committee has discussed various means to make more effective the educational process in schools largely attended by culturally disadvantaged children. These practices (small class sizes, use of teacher aides, reduction in administrative duties and human relations training) appear to the Committee to be incentives which should be used to implement the challenge to professional teachers to succeed in such assignment, so as to induce qualified teachers to seek assignment to such schools. An affirmative recognition of the value of such service by the Board and the administration would also help.

While precise statistics are not available, the Committee believes that almost all of Denver Negro teachers were initially assigned to schools having a high proportion of Negro students. A few have been transferred to other schools. There is now at least one Negro teacher in each senior high school except for Manual which has eleven. Nine out of thirteen junior high schools have one or more Negro teachers, and Cole has thirty-three. One or two Negro teachers have been placed in each of seven elementary schools other than those which contain large numbers of Negro children.*

Spanish surname teachers are fewer in number than Negro teachers and the housing pattern of people of Spanish-American background is more dispersed. However, it does appear that relatively few Spanish surnamed teachers have been assigned to areas where there are few or no residents with Spanish-American background.

As a result of its interviews the Committee is convinced that race has been relevant in the assignment of teachers.

* Appendix page 36, Estimate of Distribution of Teachers of Minority Background.

Plaintiffs' Exhibit 20

It appears that the administration has been extremely reluctant to place Negro and Spanish-American teachers in predominantly white schools because of concern with a possible lack of acceptance on the part of a white neighborhood and a realistic assessment of the possible lack of support by some principals and faculties.

The Committee also has found evidence that some teachers are assigned and transferred without regard for their training for the particular grade. Because secondary teaching calls for certain definite skills and elementary teaching for others, the teaching process at all levels can suffer from this practice. This would be particularly true in the education of culturally disadvantaged children.

RECOMMENDATIONS AS TO TEACHER ASSIGNMENT
AND TRANSFER

1. The Board of Education should establish and enforce a policy that qualified teachers of minority background will be assigned throughout the system.
2. The constructive policy of the Superintendent's office in establishing written transfer policies should be continued.
3. All transfer policies should be reviewed annually by the Board and by the administration.
4. School principals should communicate with the particular administrative official who actually makes assignment decisions in regard to transfer and assignment of teachers into and out of their schools. Teachers should be encouraged to undertake the same type of conference with such administrator. Principals, however, should not have final authority to accept or reject any teacher assignment or transfer.


Plaintiffs' Exhibit 20

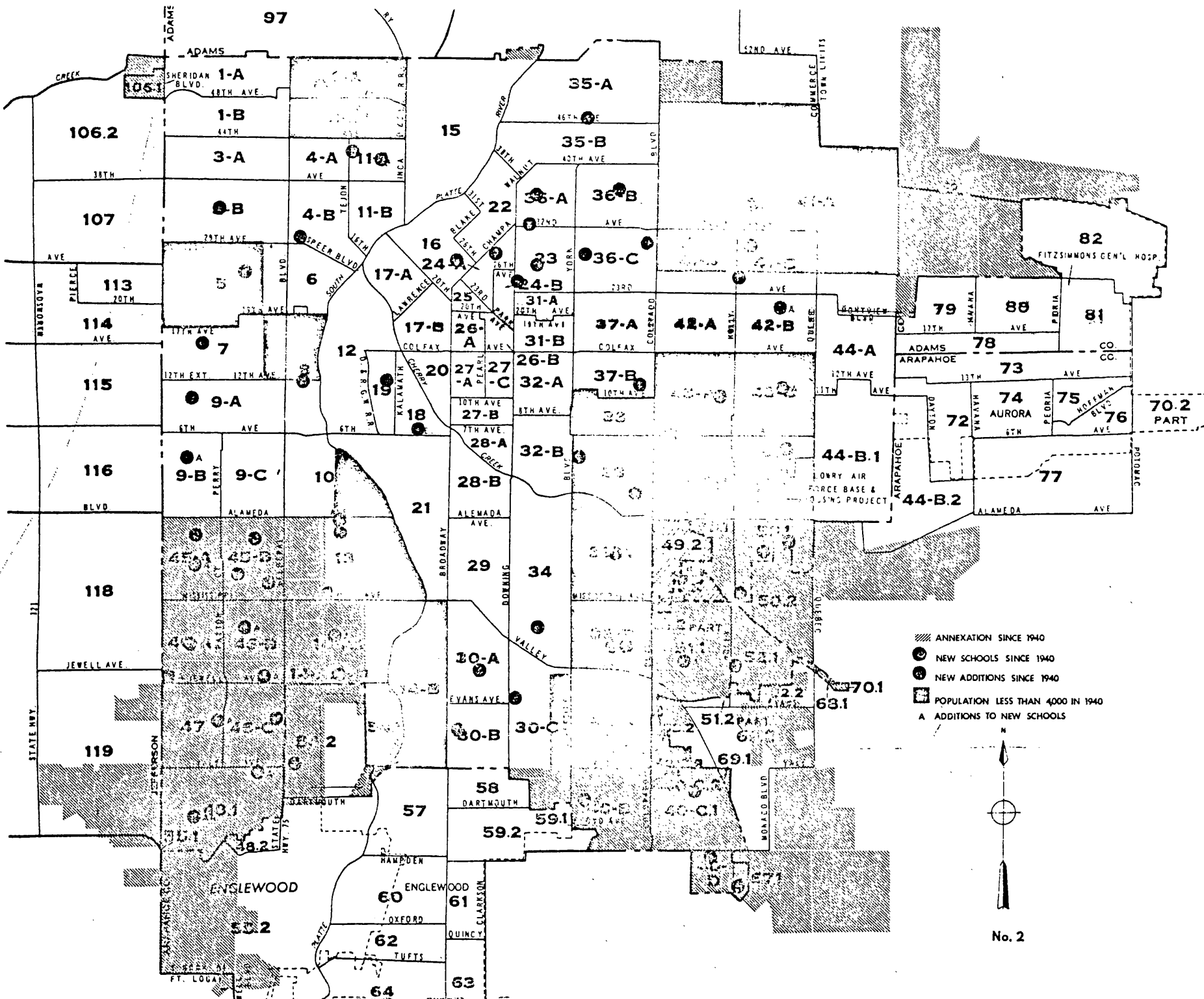
5. After a transitional period during which the other recommendations of this Committee are implemented, particularly with respect to training in human relations, no teacher (probationary or permanent) should be assigned to teach in a school containing substantial numbers of culturally disadvantaged children unless his preparation, experience, and/or personal qualifications demonstrate the probability that he will be successful in teaching culturally disadvantaged children.
6. A systematic program should be established by the administration to encourage teachers to teach in schools attended by culturally disadvantaged children and to emphasize affirmatively the personal rewards and satisfactions gained by teachers who work in such schools.
7. In policy statements adopted by the Board and by the administration, it should be made clear that teacher preference as to assignment is subordinate to other criteria and that each qualified teacher in the system is expected to be able to teach and to be prepared to teach in any school where the administration thinks he can be most effective.
8. Teachers should be assigned or transferred to the elementary or secondary schools with major consideration given to their qualifications for teaching at a certain level.
9. So that this will not be used as an excuse for careless placement or perpetuation of assignments contrary to these recommendations, the residence of a teacher should have nothing to do with his assignment except in unusual cases.

2018a

Plaintiffs' Exhibit 20

(Map)

(See Opposite) 



- ANNEXATION SINCE 1940
- NEW SCHOOLS SINCE 1940
- NEW ADDITIONS SINCE 1940
- POPULATION LESS THAN 4000 IN 1940
- A ADDITIONS TO NEW SCHOOLS



No. 2



2019a

Plaintiffs' Exhibit 20

Appendix-19

SUMMARY OF POPULATION GROWTH
CITY AND COUNTY OF DENVER
AND
SCHOOL DISTRICT No. 1

Population—City and County of Denver

1940 Census	322,412
1950 Census	415,786
1960 Census	493,887

Comparison of Population by Census Tracts

Core area—composed of those census tracts each of which had a population of at least 4,000 persons in the 1940 census.

1950 Census	273,279
1960 Census	256,240

Decrease of 17,039

Sparcely populated areas within City and County of Denver—composed of those twelve census tracts each of which had a population less than 4,000 persons in the 1940 census.

1950 Census	103,403
1960 Census	130,277

Increase of 26,874

Annexed areas since 1940—listed in 1960 census.

1950 Census	17,553 (Many tracts listed
1960 Census	97,497 “no population”)

Increase of 79,944

* Based on 51 census tracts for which data is available at Denver Planning Office. Population Report by Denver Planning Board 1962.

51%

73%

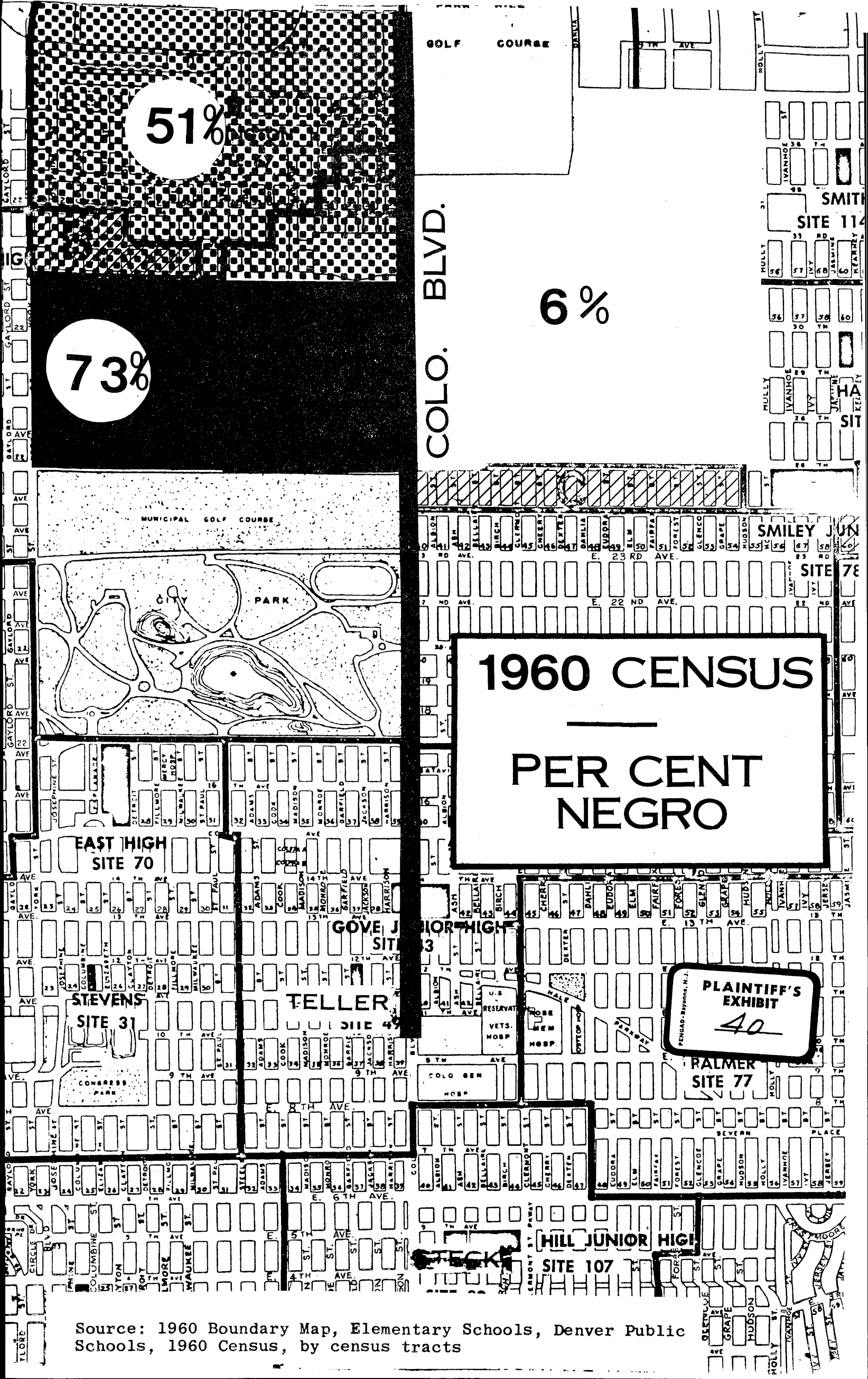
COLO. BLVD.

6%

1960 CENSUS PER CENT NEGRO

PLAINTIFF'S
EXHIBIT
40

Source: 1960 Boundary Map, Elementary Schools, Denver Public Schools, 1960 Census, by census tracts



2021a


Plaintiffs' Exhibit 40
(Map, Barrett 1960 Census, Percent Negro)

T

2022a

Plaintiffs' Exhibit 41

(Map, Overlay Barrett 1960—Copy Over No. 40)

(See Opposite) 

51%

73%

COLO. BLVD.

GOLF COURSE

6%

MUNICIPAL GOLF COURSE

CITY PARK

BARRETT
1960

EAST HIGH
SITE 70

GOVE JUNIOR HIGH
SITE 3

STEVENS
SITE 31

TELLER
SITE 4

PLAINTIFF'S
EXHIBIT

41

SITE 77


STECKER
HILL JUNIOR HIGH
SITE 107

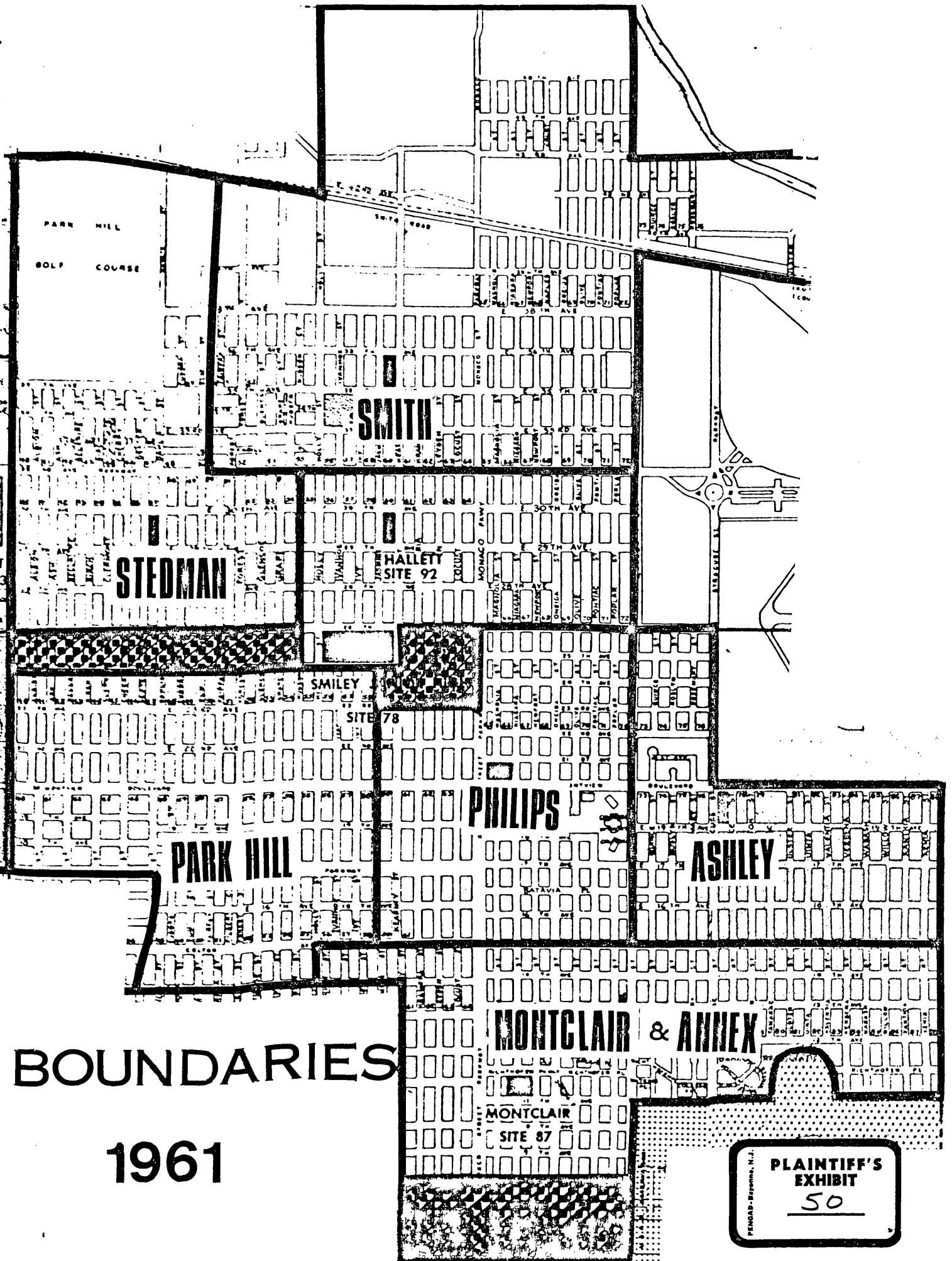
Source: 1960 Boundary Map, Elementary Schools, Denver Public Schools, 1960 Census, by census tracts

2023a

2024a

Plaintiffs' Exhibit 50
(Map, 1961 Boundaries)

(See Opposite) 



BOUNDARIES

1961


PLAINTIFF'S EXHIBIT
50

2025a

2026a

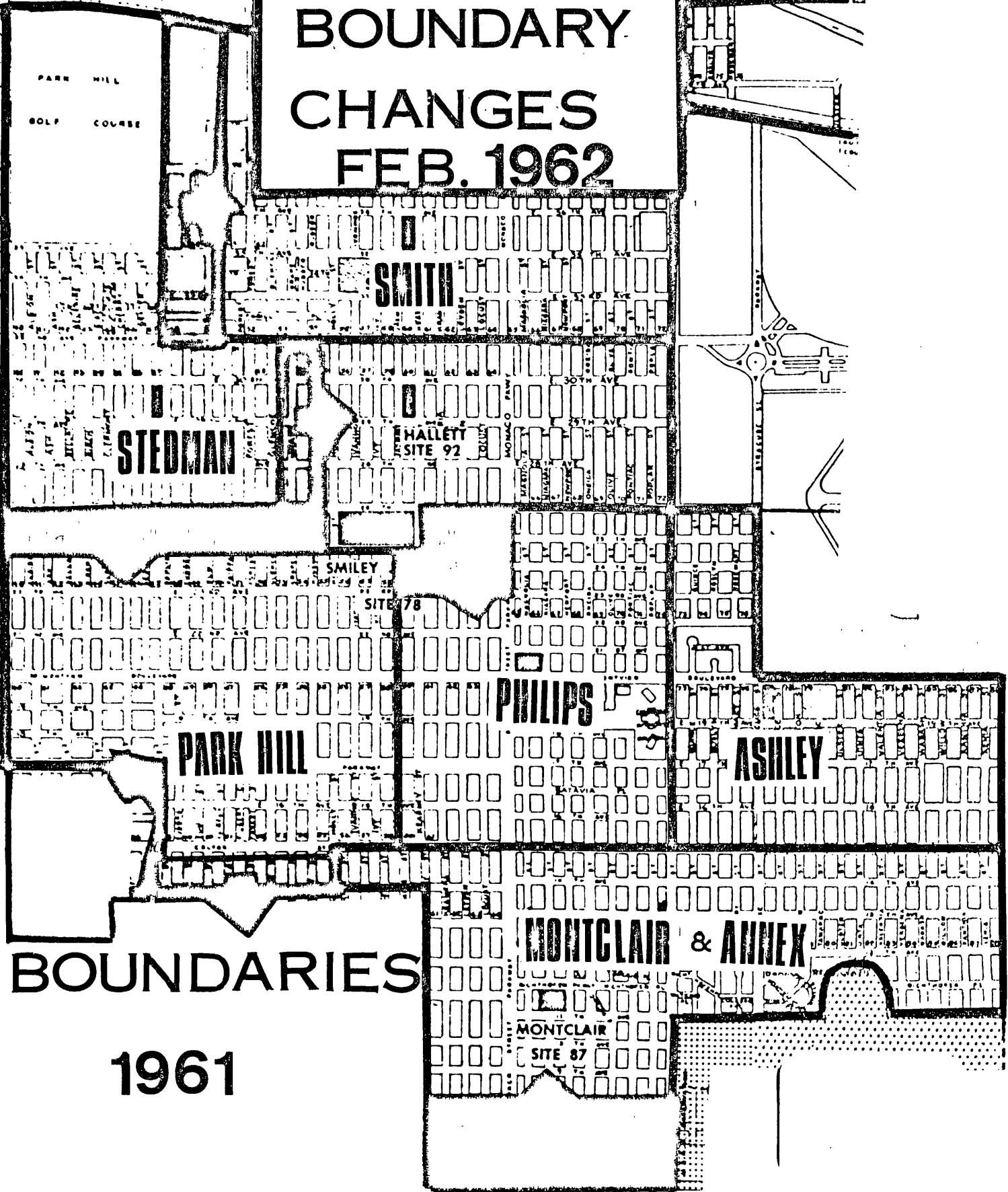
Plaintiffs' Exhibit 53

**(Map, Overlay of No. 50, Proposed Boundary Changes,
Feb. 1962)**

(See Opposite) 

PENCAR - BOSTON, N.J.
**PLAINTIFF'S
EXHIBIT**
53

PROPOSED BOUNDARY CHANGES FEB. 1962




BOUNDARIES

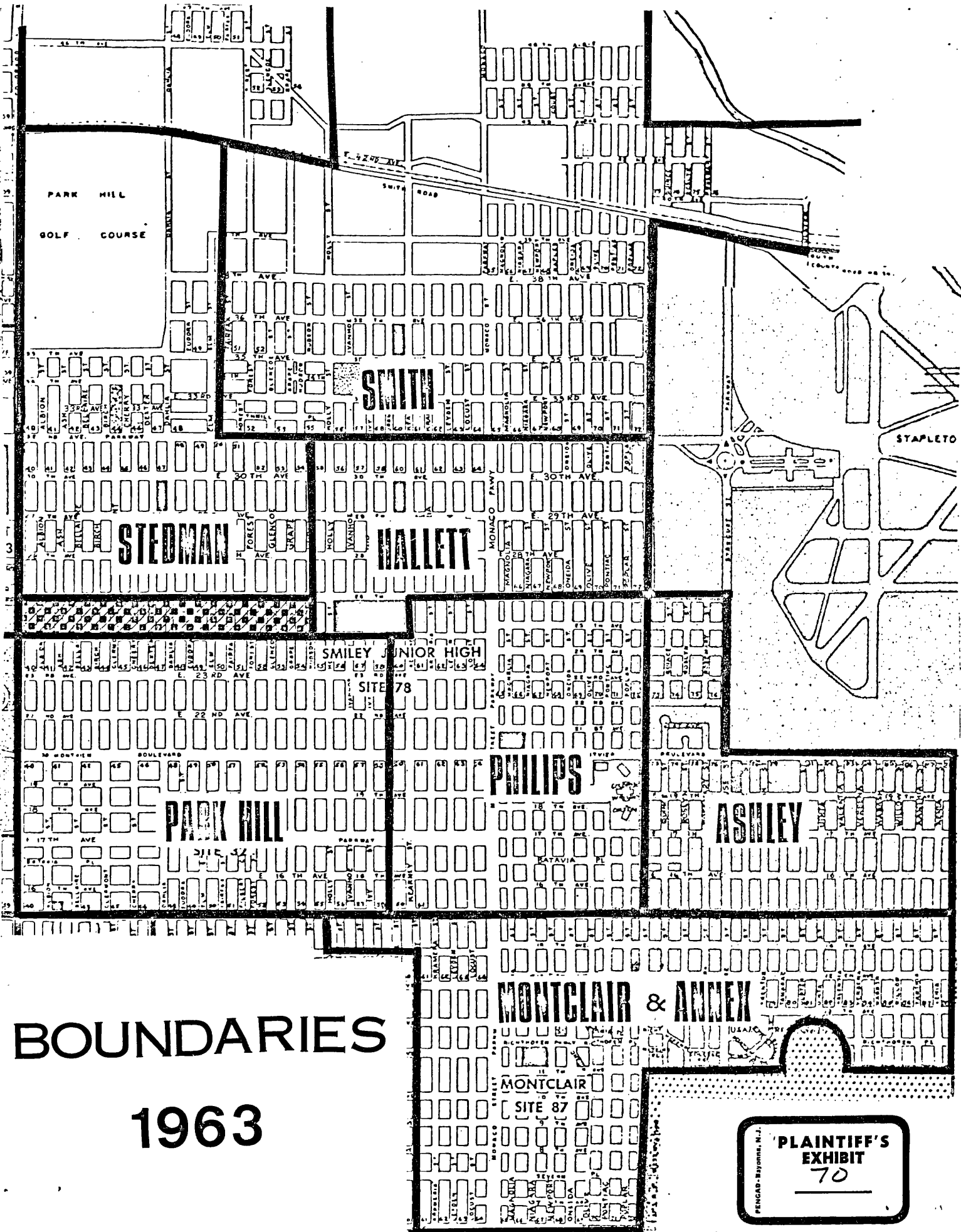
1961

2027a

2028a

Plaintiffs' Exhibit 70
(Map, Boundaries 1963)

(See Opposite) 



BOUNDARIES 1963


PENNSYLVANIA, N.J.
**PLAINTIFF'S
 EXHIBIT**
 70

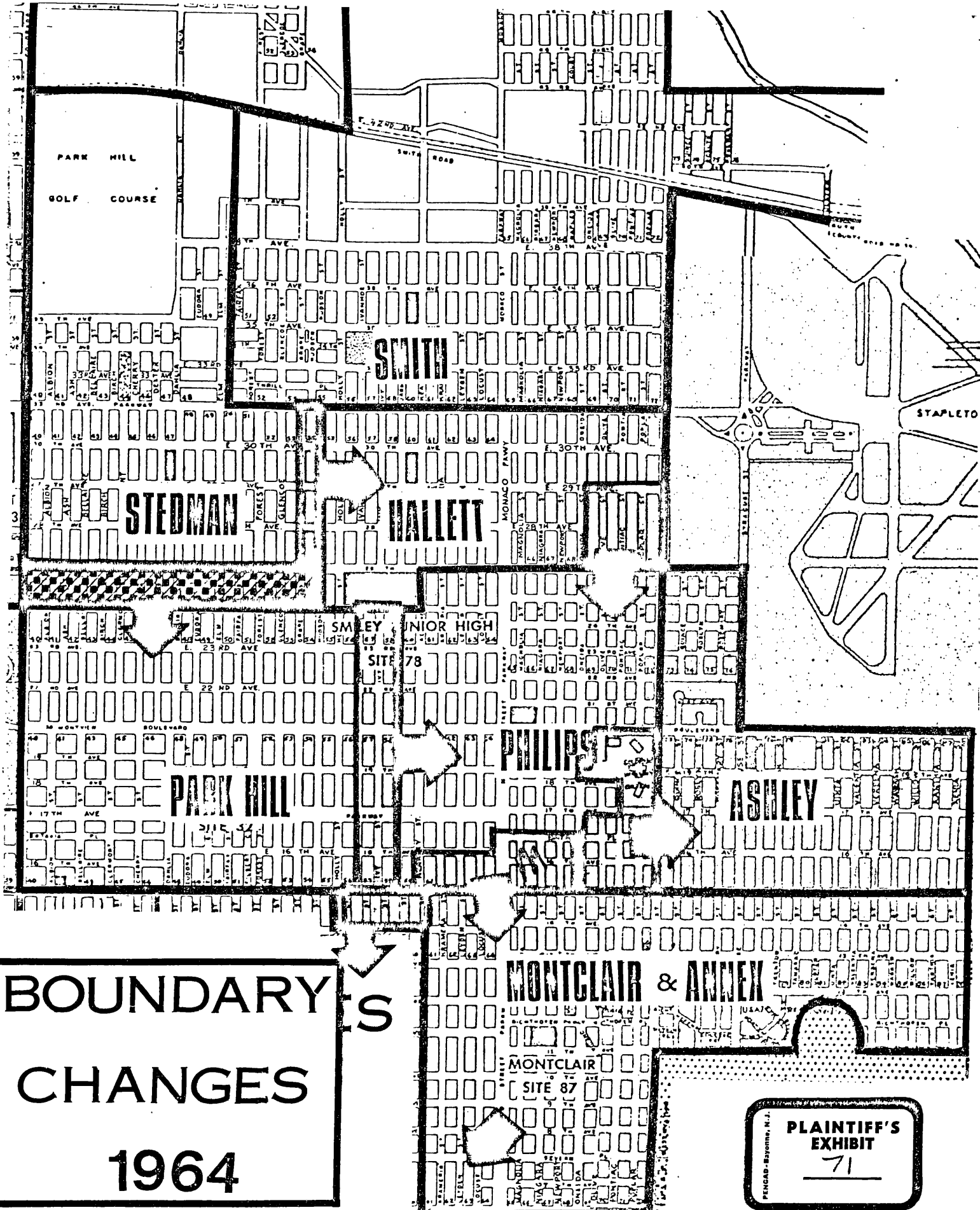
2029a

2030a

Plaintiffs' Exhibit 71

(Map, Overlay of No. 70, Boundary Changes 1964)

(See Opposite) 



**BOUNDARY
CHANGES
1964**

**PLAINTIFF'S
EXHIBIT**
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2031a

2032a

Plaintiffs' Exhibit 87

**(Eligible Open Enrollment Elementary Schools—
Office of Asst. Supt. for Personnel Services)**

(See Opposite) 

Denver Public Schools
Office of the Assistant Superintendent for Personnel Services

ELIGIBLE OPEN ENROLLMENT ELEMENTARY SCHOOLS

Following are the elementary schools and grade levels now designated for possible limited open enrollment for September, 1968. These schools are listed upon the best information we have on this date.

Acceptance of pupils on limited open enrollment must depend upon actual enrollment in classes on Wednesday, September 4, 1968.

ABRAHAM LINCOLN HIGH SCHOOL AREA

none

EAST HIGH SCHOOL AREA

Ellsworth Elementary School

Kindergarten	5
First grade	5

Emerson Elementary School

Kindergarten	2
First grade	8
Second grade	8
Third grade	4
Fifth grade	2
Sixth grade	2

Evans Elementary School

Kindergarten	10
First grade	5
Third grade	3
Fifth grade	3
Sixth grade	3

Harrington Elementary School

Kindergarten	5
--------------	---

GEORGE WASHINGTON HIGH SCHOOL AREA

McMeen Elementary School

Sixth grade	10
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JOHN F. KENNEDY HIGH SCHOOL AREA

none

MANUAL HIGH SCHOOL AREA

Crofton Elementary School

Kindergarten	10
First grade	15
Second grade	2
Third grade	5
Fifth grade	2
Sixth grade	5

Ebert Elementary School

Kindergarten	5
First grade	6
Second grade	1

Gilpin Elementary School

Kindergarten	20
First grade	5
Sixth grade	5

Wyatt Elementary School

Kindergarten	32
--------------	----

NORTH HIGH SCHOOL AREA

Beach Court Elementary School

Kindergarten	20
--------------	----

Smedley Elementary School

Kindergarten	30
--------------	----

COOLEY BEAR SCHOOL AREA

Knight Elementary School

Kindergarten 12

Rosedale Elementary School

Fourth grade 2

Fifth grade 6

Washington Park Elementary School

First grade 7

Second grade 12

Third grade 8

THOMAS JEFFERSON HIGH SCHOOL AREA

none

WEST HIGH SCHOOL AREA

Alameda Elementary School

Kindergarten 15

Elmwood Elementary School

Kindergarten 10

First grade 15

Second grade 10

Third grade 5

Fourth grade 5

Fifth grade 5

Sixth grade 5

Sherman Elementary School

Kindergarten 10

Denver Public Schools
Office of the Assistant Superintendent for Personnel Services

ELIGIBLE OPEN ENROLLMENT SECONDARY SCHOOLS

Following are the secondary schools now designated for possible limited open enrollment for September, 1968. These schools are listed upon the best information we have on this date on the basis of anticipated membership as related to the capacity of the building.

Acceptance of pupils on limited open enrollment must depend upon actual enrollment in classes on Wednesday, September 4, 1968.

JUNIOR HIGH SCHOOLS

Baker Junior High School	20
Cole Junior High School	150
Grant Junior High School	35
Kepner Junior High School	225
Kunsmiller Junior High School	45
Lake Junior High School	10
Morey Junior High School	150

SENIOR HIGH SCHOOLS

East High School	35
Manual High School	35
West High School	50

May 1, 1968

Denver Public Schools
Office of the Assistant Superintendent for Personnel Services

TOTAL ELIGIBLE LIMITED OPEN ENROLLMENT SPACES


<u>Elementary Schools</u>		<u>1968-1969</u>
Kindergarten	186	
First grade	66	
Second grade	33	
Third grade	25	
Fourth grade	7	
Fifth grade	18	
Sixth grade	30	
Total Elementary		365
<u>Junior High Schools</u>		635
<u>Senior High Schools</u>		<u>120</u>
	TOTAL	1120

2033a

2034a

Plaintiffs' Exhibit 89

**(Some Predominantly Anglo Elem. Schools—
Office of Supt. for Personnel Services)**

(See Opposite) 

SOME PREDOMINANTLY ANGLO ELEMENTARY SCHOOLS WITH NO
AVAILABLE OPENINGS FOR LIMITED OPEN ENROLLMENT, 1968

<u>SCHOOL</u>	<u>L. O. E. OPENINGS</u>	<u>NUMBER OF STUDENTS UNDER CAPACITY</u>	<u>PERCENT ANGLO ENROLLMENT</u>	<u>NO. ANGLOS BUSSED</u>	<u>NO. NEGROES BUSSED</u>
Montclair and Annex	0	22	95	259	0
Pitts	0	16	99	103	0
Cory	0	6	91	155	0
Ellis	0	94	98	5	0
Denison	0	21	88	133	0
Traylor	0	32	97	17	0
Asbury	0	93	89	83	30
Slavens	0	26	95	135	33
Carson	0	120	90	68	55
Goldrick	0	52	84	103	3
TOTALS	<u>0</u>	<u>482</u>	<u>93</u>	<u>1071</u>	<u>121</u>

SOURCE: Denver Public Schools, Office of the Assistant Superintendent for Personnel Services,
May 1, 1969

Elementary Principals Report to Planning Services, September 9, 1968

Division of Personnel Services, Estimated Ethnic Distribution of Pupils,
September 25, 1967


89

2035a

2036a

Plaintiffs' Exhibit 90

**(Limited Open Enrollment Space in Predom. Negro or
Hispano Elem. Schools, 1968—Asst. Supt.)**

(See Opposite) 

LIMITED OPEN ENROLLMENT SPACE IN
 PREDOMINANTLY NEGRO OR HISPANO
 ELEMENTARY SCHOOLS, 1968

<u>SCHOOL</u>	<u>L. O. E. OPENINGS</u>	<u>NUMBER OF STUDENTS UNDER (OVER) CAPACITY</u>	<u>PERCENT ANGLO ENROLLMENT</u>	<u>ANGLOS BUSSED</u>	<u>NEGROES BUSSED</u>
Crofton	39	81	5	0	0
Ebert	12	87	12	0	0
Gilpin	30	33	3	0	0
Wyatt	32	18	2	0	0
Harrington	5	16	5	0	0
Snodley	30	(25)	38	0	0
Elmwood	55	66	16	0	0
TOTAL	<u>203</u>	<u>270</u>	<u>12</u>	<u>0</u>	<u>0</u>

SOURCE: Denver Public Schools, Office of the Assistant Superintendent for Personnel Services,
 May 1, 1969

Elementary Principals Report to Planning Services, September 9, 1968

Division of Personnel Services, Estimated Ethnic Distribution of Pupils,
 September 23, 1967


90

2037a

2038a

Plaintiffs' Exhibit 97

**(Est. Ethnic Distribution of Pupils, Elem. Schools,
Sept. 23, 1968—Div. Personnel Svcs.)**

(See Opposite) 

Denver Public Schools
Division of Personnel Services

ESTIMATED ETHNIC DISTRIBUTION OF PUPILS

ELEMENTARY SCHOOLS - SEPTEMBER 23, 1968

PLAINTIFF
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School	Anglo	Negro	Hispano	Asian Derivation	American Indian	Others	Total Pupils
Alameda	135	1	119	0	5	0	260
Alcott	472	21	66	1	0	0	560
Asbury	480	31	21	8	0	0	540
Ash Grove	784	5	1	9	0	2	801
Ashland	236	0	367	6	0	0	609
Ashley	472	35	32	11	0	0	550
Barnum	608	1	261	0	0	0	870
Barrett	1	410	8	4	0	0	423
Beach Court	284	33	128	0	2	0	447
Belmont	205	0	80	0	0	0	285
Berkeley	341	5	48	1	0	0	395
Bestcher & Hospital	120	15	25	1	0	0	161
Boulevard	90	0	300	0	0	0	390
Bradley	983	3	6	1	5	0	998
Bromwell	301	14	9	3	0	0	327
Brown	482	2	200	19	4	0	707
Bryant-Webster	184	5	621	9	1	2	822
Carson	568	42	5	10	4	0	629
Cheltenham	301	27	443	8	9	2	790
Colfax	220	1	149	2	5	5	382
College View	467	2	159	0	3	0	631
Columbian	345	0	171	0	2	0	518
Columbine	6	908	40	3	0	0	957
Cory	542	30	18	5	0	0	595
Cowell	323	2	155	3	0	0	483
Crofton	14	108	154	3	0	0	279
Donison	482	1	65	2	0	0	550
Duall	921	13	40	7	0	0	981
Eagleton	190	4	283	6	2	0	485
Ebert	39	95	197	2	0	0	333
Edison	608	1	152	0	0	0	761
Ellis	791	0	11	4	0	0	806
Ellsworth	160	4	6	7	0	0	177

School	Anglo	Negro	Hispano	Asian Derivation	American Indian	Others	Total Pup
Elmwood	60	1	318	0	5	0	384
Elyria	41	3	70	0	0	0	114
Emerson	- 251	6	51	4	26	0	328
Evans	- 124	50	76	1	1	0	252
Fairmont	115	1	485	0	0	0	601
Fairview	108	75	629	0	13	0	825
Fallis	- 391	2	0	2	0	0	395
Forco	744	26	86	0	6	0	862
Garden Place	113	199	447	0	11	0	800
Gilpin	20	282	319	5	0	1	627
Godsman	483	0	80	0	1	0	564
Goldrick	- 668	0	125	0	0	0	793
Greenlee	193	252	550	5	10	0	1010
Gust	754	0	55	4	0	0	813
Hallett	76	634	28	13	0	0	751
Harrington	28	435	85	10	2	0	560
Johnson	- 672	0	111	0	0	0	783
Knapp	467	7	347	4	6	0	831
Knight	632	2	3	3	0	0	640
Lincoln	512	1	75	6	0	0	594
McKinley	- 225	16	43	4	1	0	289
McKeen	- 839	1	19	7	0	0	866
Mitchell	8	726	251	4	0	0	989
Montbello	242	13	15	9	1	0	280
Montclair	588	16	20	8	2	0	634
Montclair Annex	158	3	0	0	0	0	161
Moore	460	48	52	5	15	0	580
Munroe	241	3	277	1	4	0	526
Newlon	469	0	260	8	7	0	744
Palmer	- 442	24	8	7	1	0	482
Park Hill	684	223	38	18	0	0	962
Perry	- 64	0	38	0	0	0	102
Philips	- 307	203	29	16	0	0	555
Pitts	- 429	2	0	3	0	0	434
Remington	116	17	224	0	3	0	390
Rosedale	- 354	3	85	2	4	0	448
Sabin	- 1262	0	31	7	0	0	1303
Schenck	638	1	86	4	6	0	735
Schmitt	622	3	94	7	1	0	727
Sherman	- 267	0	74	3	4	0	348

School	Anglo	Negro	Mexico	Asian Derivation	American Indian	Other	Total Pupils
Slavens	633	33	0	1	0	0	667
Smedley	258	5	111	6	5	0	685
Smith	31	1041	17	8	0	0	1097
Stock	353	14	4	7	2	0	411
Stedman	27	634	20	5	0	0	686
Steele	424	33	38	4	0	0	499
Stevens	297	47	32	5	1	0	382
Swanson	240	34	383	2	1	0	1061
Teller	346	58	30	10	0	0	444
Thatcher	284	4	62	0	1	0	351
Traylor	849	1	15	5	1	0	871
University Park	945	39	5	11	0	0	1000
Valverde	411	3	227	3	2	0	646
Washington Park	481	0	8	14	2	0	505
Westwood	346	23	403	3	0	0	775
Whiceman	537	49	16	8	0	0	610
Whittier	7	818	43	0	1	0	869
Wyatt	6	201	223	0	0	0	430
Wynan	119	140	122	6	1	0	388
Totals	33,678	8,304	1,986	403	3	1	54,576

Denver Public Schools
Division of Personnel Services

ESTIMATED ETHNIC DISTRIBUTION OF PUPILS

SECONDARY SCHOOLS - SEPTEMBER 23, 1968


School	Anglo	Negro	Hispano	Asian Derivation	American Indian	Others	Total Pupils
<u>Junior High</u>							
Baker	136	89	646	0	13	0	884
Byers	1053	7	65	11	2	0	1133
Cole	46	884	271	15	3	0	1219
Gove	561	164	23	5	1	0	754
Grant	696	37	76	3	3	0	815
Hill	1685	26	23	19	0	0	1753
Kepner	1016	24	395	2	0	0	1437
Kunsmiller	1544	5	151	8	1	0	1709
Lake	675	41	606	13	1	0	1336
Mann	452	64	553	12	9	0	1090
Marrill	1550	5	12	8	3	0	1578
Morey	237	427	156	6	12	0	838
Rishel	939	3	305	3	0	0	1250
Skinner	929	0	290	3	0	0	1222
Smiley	367	1112	57	15	2	0	1553
Totals	11,886	2,888	3,629	123	50	0	18,576
<u>Senior High</u>							
Abraham Lincoln	2411	6	425	6	3	0	2851
East	1409	1039	151	20	4	0	2623
George Washington	2823	84	25	10	0	0	2942
John F. Kennedy	2577	0	86	4	0	0	2667
Manual	78	1200	250	50	0	0	1578
North	1802	5	896	25	2	0	2730
South	2330	6	325	2	6	1	2670
Thomas Jafferson	3250	10	8	6	2	0	3276
West	1141	97	830	7	13	0	2088
Totals	17,821	2,447	2,996	130	30	1	23,425
Totals-Jr. & Sr.	29,707	5,335	6,625	253	80	1	42,001

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Plaintiffs' Exhibit 98

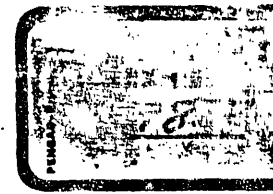
**(Est. Ethnic Distribution of Pupils, Elem. Schools,
(Percentages), Sept. 23, 1968—Div. Pers. Svcs.)**

(See Opposite) 

Denver Public Schools
Division of Personnel Services

ESTIMATED ETHNIC DISTRIBUTION OF PUPILS (PERCENTAGES)

ELEMENTARY SCHOOLS - SEPTEMBER 23, 1968



School	Anglo	Negro	Hispano	Asian Derivation	American Indian	Others	Total Pupils
Alameda	51.9%	.4%	45.8%	.0%	1.9%	.0%	100%
Alcott	84.3	3.8	11.8	.1	.0	.0	100
Asbury	88.9	5.7	3.9	1.5	.0	.0	100
Ash Grove	97.9	.6	.1	1.1	.0	.3	100
Ashland	38.8	.0	60.3	.9	.0	.0	100
Ashley	85.8	6.4	5.8	2.0	.0	.0	100
Barnum	69.9	.1	30.0	.0	.0	.0	100
Barrett	.3	96.9	1.9	.9	.0	.0	100
Beach Court	63.5	7.4	28.6	.0	.4	.0	100
Belmont	71.9	.0	28.1	.0	.0	.0	100
Berkeley	86.3	1.3	12.2	.2	.0	.0	100
Boettcher & Hospital	74.6	9.3	15.5	.6	.0	.0	100
Boulevard	23.1	.0	76.9	.0	.0	.0	100
Bradley	98.5	.3	.6	.1	.5	.0	100
Bronwell	92.0	4.3	2.8	.9	.0	.0	100
Brown	68.1	.3	28.3	2.7	.6	.0	100
Bryant-Webster	22.4	.6	75.6	1.1	.1	.2	100
Carson	90.3	6.7	.8	1.6	.6	.0	100
Cheltenham	38.1	3.4	56.1	1.0	1.1	.3	100
Colfax	57.6	.3	39.0	.5	1.3	1.3	100
College View	74.0	.3	25.2	.0	.5	.0	100
Columbian	66.6	.0	33.0	.0	.4	.0	100
Columbine	.6	94.9	4.2	.3	.0	.0	100
Cory	91.1	5.1	3.0	.8	.0	.0	100
Cowell	66.9	.4	32.1	.6	.0	.0	100
Crofton	5.0	38.7	55.2	1.1	.0	.0	100
Denison	87.6	.2	11.8	.4	.0	.0	100
Doill	93.9	1.3	4.1	.7	.0	.0	100
Eagleton	39.2	.8	58.4	1.2	.4	.0	100
Ebert	11.7	28.5	59.2	.6	.0	.0	100
Edison	79.9	.1	20.0	.0	.0	.0	100
Ellis	98.1	.0	1.4	.5	.0	.0	100
Ellsworth	90.4	2.3	3.4	3.9	.0	.0	100

School	Anglo	Negro	Hispano	Asian Derivation	American Indian	Others	Total Pupil
Elmwood	15.6%	.3%	82.8%	.0%	1.3%	.0%	100%
Elyria	36.0	2.6	61.4	.0	.0	.0	100
Emerson	76.5	1.3	15.6	1.2	4.9	.0	100
Evans	49.2	19.8	30.2	.4	.4	.0	100
Fairmont	19.1	.2	80.7	.0	.0	.0	100
Fairview	13.1	9.1	76.2	.0	1.6	.0	100
Fallis	99.0	.5	.0	.5	.0	.0	100
Force	86.3	3.0	10.0	.0	.7	.0	100
Garden Place	17.9	24.9	55.8	.0	1.4	.0	100
Gilpin	3.2	44.9	50.9	.3	.0	.2	100
Godsman	85.6	.0	14.2	.0	.2	.0	100
Goldrick	84.2	.0	15.8	.0	.0	.0	100
Greenlee	19.1	25.0	54.5	.5	.9	.0	100
Gust	92.7	.0	6.8	.5	.0	.0	100
Hallett	10.1	84.4	3.7	1.8	.0	.0	100
Harrington	5.0	77.7	15.2	1.8	.3	.0	100
Johnson	85.8	.0	14.2	.0	.0	.0	100
Knapp	56.2	.8	41.8	.5	.7	.0	100
Knight	98.7	.3	.5	.5	.0	.0	100
Lincoln	86.2	.2	12.6	1.0	.0	.0	100
McKinley	77.9	5.5	14.9	1.4	.3	.0	100
McNeen	96.9	.1	2.2	.8	.0	.0	100
Mitchell	.8	73.4	25.4	.4	.0	.0	100
Montbello	86.4	4.6	5.4	3.2	.4	.0	100
Montclair	92.7	2.5	3.2	1.3	.3	.0	100
Montclair Annex	93.1	1.9	.0	.0	.0	.0	100
Noore	79.3	8.3	8.9	.9	2.6	.0	100
Munroe	45.8	.6	52.7	.1	.8	.0	100
Newlen	63.0	.0	34.9	1.1	1.0	.0	100
Palmer	91.7	4.9	1.7	1.5	.2	.0	100
Park Hill	71.0	23.2	3.9	1.9	.0	.0	100
Perry	62.7	.0	37.3	.0	.0	.0	100
Philips	55.3	36.6	5.2	2.9	.0	.0	100
Pitts	98.8	.5	.0	.7	.0	.0	100
Remington	37.4	4.4	57.4	.0	.8	.0	100
Rosedale	79.0	.7	18.9	.5	.9	.0	100
Sabin	96.9	.0	2.6	.5	.0	.0	100
Schenck	86.8	.1	11.7	.6	.8	.0	100
Schmitt	85.6	.4	12.9	1.0	.1	.0	100
Sherman	76.7	.0	21.3	.9	.0	.0	100

School	Anglo	Negro	Hispano	Asian Derivation	American Indian	Others	Total Pupils
Slavens	94.9%	4.9%	.0%	.2%	.0%	.0%	100%
Smedley	37.7	.7	60.0	.9	.7	.0	100
Smith	2.8	94.9	1.6	.7	.0	.0	100
Steck	86.1	10.7	1.0	1.7	.5	.0	100
Stedman	3.9	92.4	2.9	.8	.0	.0	100
Steele	85.0	6.6	7.6	.8	.0	.0	100
Stevens	77.2	12.2	8.3	1.3	1.0	.0	100
Swansea	36.3	5.2	57.9	.3	.3	.0	100
Teller	77.9	13.0	6.8	2.3	.0	.0	100
Thatcher	81.1	1.2	17.7	.0	.0	.0	100
Traylor	97.4	.1	1.7	.5	.2	.0	100
University Park	94.5	3.9	.5	1.1	.0	.0	100
Valverde	63.6	.5	35.1	.5	.3	.0	100
Washington Park	95.2	.0	1.6	2.8	.4	.0	100
Westwood	44.6	3.0	52.0	.4	.0	.0	100
Whiteman	88.1	8.0	2.6	1.3	.0	.0	100
Whittier	.8	94.2	4.9	.0	.1	.0	100
Wyatt	1.9	46.5	51.6	.0	.0	.0	100
Wyman	29.9	35.2	30.6	1.5	2.8	.0	100
Totals	61.7%	15.2%	22.0%	.7%	.4%	0.0%	100%

Denver Public Schools
Division of Personnel Services

ESTIMATED ETHNIC DISTRIBUTION OF PUPILS (PERCENTAGES)

SECONDARY SCHOOLS - SEPTEMBER 23, 1963


School	Anglo	Negro	Hispano	Asian Derivation	American Indian	Others	Total
<u>Junior High</u>							
Baker	15.4%	10.0%	73.1%	.0%	1.5%	.0%	100%
Byers	92.5	.6	5.7	1.0	.2	.0	100
Cole	3.8	72.5	22.2	1.2	.3	.0	100
Cove	74.4	21.8	3.1	.6	.1	.0	100
Grant	85.4	4.5	9.3	.4	.4	.0	100
Hill	96.1	1.5	1.3	1.2	.0	.0	100
Kepner	70.7	1.7	27.5	.3	.0	.0	100
Kunsmiller	90.3	.3	8.8	.5	.1	.0	100
Lake	50.5	3.1	45.4	.9	.1	.0	100
Mann	41.5	5.9	50.7	1.1	.8	.0	100
Merrill	98.2	.3	.8	.5	.2	.0	100
Morey	28.3	51.0	18.6	.7	1.4	.0	100
Rishel	75.0	.3	24.4	.3	.0	.0	100
Skinner	76.0	.0	23.7	.3	.0	.0	100
Smiley	23.6	71.6	3.7	1.0	.1	.0	100
Totals	64.0%	15.5%	19.5%	0.7%	0.3%	0.0%	100%
<u>Senior High</u>							
Abraham Lincoln	81.6%	.2%	14.9%	.2%	.1%	.0%	100%
East	53.7	39.6	5.8	.7	.2	.0	100
George Washington	96.0	2.9	.8	.3	.0	.0	100
John F. Kennedy	96.6	.0	3.2	.2	.0	.0	100
Manual	4.9	76.1	15.8	3.2	.0	.0	100
North	66.0	.2	32.8	.9	.1	.0	100
South	87.3	.2	12.2	.1	.2	.0	100
Thomas Jefferson	99.2	.3	.2	.2	.1	.0	100
West	54.7	4.6	39.8	.3	.6	.0	100
Totals	76.1%	10.4%	12.8%	0.6%	0.1%	0.0%	100%
Totals-Jr. & Sr.	70.7%	12.7%	15.8%	0.6%	0.2%	0.0%	100%

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2042a

Plaintiffs' Exhibit 106

**(Est. Ethnic Distrib. of Pupils (Percentages),
Elementary Schools, Sept. 23, 1968)**

(See Opposite) 

Denver Public Schools
Division of Personnel Services

PLANNING
EXHIBIT
106

ESTIMATED ETHNIC DISTRIBUTION OF PUPILS (PERCENTAGES)

ELEMENTARY SCHOOLS - SEPTEMBER 23, 1968

School	Anglo	Negro	Hispano	Asian Derivation	American Indian	Others	Date of First Construc- tion	Mean 1960 Income	1968	Number of	1968	Achievement %		
									Median Teacher Exper- ience (Yrs.)	Teachers With No Prior Ex- perience		Number Black Teachers	Mean Class Size	3
Alameda	51.9%	.4%	45.8%	.0%	1.9%	.0%	1902	4550	5	2	2	29.3	44	27
Alcott	84.3	3.8	11.8	.1	.0	.0	1892	6400	6	2	1	30.2	55	55
Asbury	88.9	5.7	3.9	1.5	.0	.0	1925	6920	8	3	0	32.9	52	55
Ash Grove	97.9	.6	.1	1.1	.0	.3	1937	8710	4.5	5	2	31.3	72	72
Ashland	38.8	.0	60.3	.9	.0	.0	1888	5430	3.5	6	1	30.2	22	22
Ashley	85.8	6.4	5.8	2.0	.0	.0	1929	6430	4.5	2	2	30.7	56	44
Barnum	69.9	.1	30.0	.0	.0	.0	1921	5700	9	5	1	32.1	44	31
Barrett	.3	96.9	1.9	.9	.0	.0	1960	6335	3	4	10	30.0	23	30
Beach Court	63.5	7.4	28.6	.0	.4	.0	1929	6265	11	2	0	33.5	55	33
Belmont	71.9	.0	28.1	.0	.0	.0	1945	5960	4.5	1	0	27.6	47	31
Berkeley	86.3	1.3	12.2	.2	.0	.0	1902	5860	11	0	1	32.2	45	38
Boettcher & Hospital	74.6	9.3	15.5	.6	.0	.0	-	-	-	-	2	-	-	-
Boulevard	23.1	.0	76.9	.0	.0	.0	1883	5355	3	3	0	29.1	23	20
Bradley	98.5	.3	.6	.1	.5	.0	1955	7660	13	1	2	31.6	76	70
Bromwell	92.0	4.3	2.8	.9	.0	.0	1906	6435	9	2	0	28.9	78	76
Brown	68.1	.3	28.3	2.7	.6	.0	1952	6545	7.5	5	2	32.6	37	48
Bryant- Webster	22.4	.6	75.6	1.1	.1	.2	1930	5000	8	4	2.5	32.3	35	23
Carson	90.3	6.7	.8	1.6	.6	.0	1952	10000+	9	4	1	31.5	74	75
Cheltenham	38.1	3.4	56.1	1.0	1.1	.3	1891	5110	3	4	1	30.7	41	41
Colfax	57.6	.3	39.0	.5	1.3	1.3	1920	5110	3	2	1	33.3	46	36
College View	74.0	.3	25.2	.0	.5	.0	1939	6600	4	3	1	31.9	44	25
Columbian	66.6	.0	33.0	.0	.4	.0	1892	6250	1	7	1	31.9	40	25

School	Anglo	Negro	Hispano	Asian Derivation	American Indian	Others	Date of Construction	Mean 1960 Income	1968 Median Teacher Experience (Yrs.)	Number of Teachers With No Prior Experience	Number Black Teachers	1968 Mean Class Size	Achievement Grade 3
Columbine	.6%	94.9%	4.2%	.3%	.0%	.0%	1893	5500	2.5	12	15	31.0	27
Cory	91.1	5.1	3.0	.8	.0	.0	1952	9500	8	3	1	32.1	74
Cowell	66.9	7.4	32.1	.6	.0	.0	1954	5870	4.5	4	0	29.1	44
Crofton	5.0	38.7	55.2	1.1	.0	.0	1919	3630	4	3	0	27.7	34
Denison	87.6	.2	11.8	.4	.0	.0	1960	7710	5	1	0	30.2	55
Doull	93.9	1.3	4.1	.7	.0	.0	1956	8365	13	5	1	29.6	73
Eagleton	39.2	.8	58.4	1.2	.4	.0	1891	5870	3	4	1	29.6	40
Ebert	11.7	28.5	59.2	.6	.0	.0	1924	3680	3	4	6	27.8	20
Edison	79.9	.1	20.0	.0	.0	.0	1925	6335	14	1	1	30.7	51
Ellis	98.1	.0	1.4	.5	.0	.0	1957	8260	9	3	0	32.9	85
Ellsworth	90.4	2.3	3.4	3.9	.0	.0	1929	6435	2	2	0	29.0	41
Elrwood	15.6	.3	82.8	.0	1.3	.0	1885	4820	3	9	1	26.3	46
Elyria	36.0	2.6	61.4	.0	.0	.0	1924	4500	2.5	2	2	31.7	27
Emerson	76.5	1.8	15.6	1.2	4.9	.0	1885	4900	1.5	3	0	29.1	62
Evans	49.2	19.8	30.2	.4	.4	.0	1904	4010	3	11	0	21.2	32
Fairmont	19.1	.2	80.7	.0	.0	.0	1924	4550	1	7	2	27.8	24
Fairview	13.1	9.1	76.2	.0	1.6	.0	1902	2800	6	4	9	30.1	28
Fallis	99.0	.5	.0	.5	.0	.0	1960	8600	9	1	0	30.6	75
Force	86.3	3.0	10.0	.0	.7	.0	1955	7055	8	5	1	28.6	52
Garden Place	17.9	24.9	55.8	.0	1.4	.0	1905	4830	4	7	5	28.0	17
Gilpin	3.2	44.9	50.9	.8	.0	.2	1951	3680	4.5	12	8	24.7	21
Godsman	85.6	.0	14.2	.0	.2	.0	1958	7015	7	2	1	30.8	41
Goldrick	84.2	.0	15.8	.0	.0	.0	1952	7050	4	4	0	29.9	52
Greenlee	19.1	25.0	54.5	.5	.9	.0	1952	3700	4	5	4	28.0	27
Gust	92.7	.0	6.8	.5	.0	.0	1955	6890	5.5	7	2	29.5	62
Hallett	10.1	84.4	3.7	1.8	.0	.0	1951	8175	3	7	3	27.3	32
Harrington	5.0	77.7	15.2	1.8	.3	.0	1926	5735	1	7	3	27.9	15
Johnson	85.8	.0	14.2	.0	.0	.0	1952	6850	4	4	0	29.7	52
Knapp	56.2	.8	41.8	.5	.7	.0	1956	6250	4	6	2	29.3	32
Knight	98.7	.3	.5	.5	.0	.0	1951	10000+	12	1	1	32.7	68
Lincoln	86.2	.2	12.6	1.0	.0	.0	1904	6055	6	3	1	29.6	48
McKinley	77.9	5.5	14.9	1.4	.3	.0	1902	6100	5	2	0	30.4	59
McMeen	96.9	.1	2.2	.8	.0	.0	1959	7995	11	1	0	28.8	72


School	Anglo	Negro	Hispano	Asian Derivation	American Indian	Others	Date of Construction	Mean 1960 Income	1968	Number of	1968	Achievement %		
									Median Teacher Experience (Yrs.)	Teachers With No Prior Experience		Black Teachers	Class Size	Grade 3
Mitchell	.8%	73.4%	25.4%	.4%	.0%	.0%	1898	3995	4	13	16	26.3	20	12
Montbello	86.4	4.6	5.4	3.2	.4	.0	1966	-	7.5	1	3	24.5	66	55
Montclair	92.7	2.5	3.2	1.3	.3	.0	1943	8725	8	0	1	30.8	65	56
Montclair Annex	98.1	1.9	.0	.0	.0	.0	1890	8785	-		1	31.7	-	-
Moore	79.3	8.3	8.9	.9	2.6	.0	1889	6820	4	6	1	31.1	55	62
Munroe	45.8	.6	52.7	.1	.8	.0	1962	4910	1	6	1	27.8	42	21
Newlon	63.0	.0	34.9	1.1	1.0	.0	1951	6735	10	1	2	30.8	51	37
Palmer	91.7	4.9	1.7	1.5	.2	.0	1950	8105	15.5	1	0	33.1	70	67
Park Hill	71.0	23.2	3.9	1.9	.0	.0	1901	8070	3	6	4	33.5	58	52
Perry	62.7	.0	37.3	.0	.0	.0	1911	6735	1.5	0	0	20.7	44	-
Philips	55.3	36.6	5.2	2.9	.0	.0	1952	8785	2	7	0	28.7	66	46
Pitts	98.8	.5	.0	.7	.0	.0	1959	9100	10	2	0	31.2	77	77
Remington	37.4	4.4	57.4	.0	.8	.0	1955	6150	4	2	4	33.2	36	26
Rosedale	79.0	.7	18.9	.5	.9	.0	1924	6265	4	2	0	31.4	47	41
Sabin	96.9	.0	2.6	.5	.0	.0	1958	8230	7.5	4	0	32.2	61	61
Schenck	86.8	.1	11.7	.6	.8	.0	1958	6800	3.5	1	1	31.0	57	45
Schmitt	85.6	.4	12.9	1.0	.1	.0	1955	7015	2	3	1	32.5	48	36
Sherman	76.7	.0	21.3	.9	1.1	.0	1892	5915	45	2	0	28.6	45	27
Slavens	94.9	4.9	.0	.2	.0	.0	1937	10000+	11	3	1	30.8	77	77
Smedley	37.7	.7	60.0	.9	.7	.0	1902	5080	2	6	1	30.9	33	19
Smith	2.8	94.9	1.6	.7	.0	.0	1955	7455	3	14	8	30.9	32	30
Steck	86.1	10.7	1.0	1.7	.5	.0	1930	10000+	2	2	0	31.5	68	73
Stedman	3.9	92.4	2.9	.8	.0	.0	1924	7930	4	9	8	24.0	34	28
Steele	85.0	6.6	7.6	.8	.0	.0	1913	6850	8	2	0	32.4	57	70
Stevens	77.2	12.2	8.3	1.3	1.0	.0	1900	5380	9	4	1	30.4	45	37
Swansea	36.3	5.2	57.9	.3	.3	.0	1891	5590	3.5	5	2	31.0	36	22
Teller	77.9	13.0	6.8	2.3	.0	.0	1920	6660	3	4	2	27.9	51	50
Thatcher	81.1	1.2	17.7	.0	.0	.0	1920	6100	3	2	0	32.5	29	31
Traylor	97.4	.1	1.7	.6	.2	.0	1960	-	11	3	0	-	69	62
University Park	94.5	3.9	.5	1.1	.0	.0	1893	8120	8	5	2	31.2	73	76
Valverde	63.6	.5	35.1	.5	.3	.0	1924	7050	4.5	3	2	31.8	34	42

School	Anglo	Negro	Hispano	Asian Derivation	American Indian	Others	Date of First Construction	Mean 1960 Income	1968 Median Teacher Experience (Yrs.)	Number of Teachers With No Prior Experience	Number Black Teachers	1968 Mean Class Size	Achievement Grade
Washington Park	95.2%	.0%	1.6%	2.8%	.4%	.0%	1906	7790	4	0	0	27.8	71
Westwood	44.6	3.0	52.0	.4	.0	.0	1912	4910	4	4	1	29.1	36
Whiteman	88.1	8.0	2.6	1.3	.0	.0	1955	10000+	13	1	1	31.9	67
Whittier	.8	94.2	4.9	.0	.1	.0	1883	4630	2	12	12	27.4	22
Wyatt	1.9	46.5	51.6	.0	.0	.0	1887	4050	6	3	11	28.4	46
Wyman	29.9	35.2	30.6	1.5	2.8	.0	1891	4606	4	4	1	27.5	31
Totals	61.7%	15.2%	22.0%	.7%	.4%	0.0%							

2043a

2044a

Plaintiffs' Exhibit 203
(Boundaries 1955)

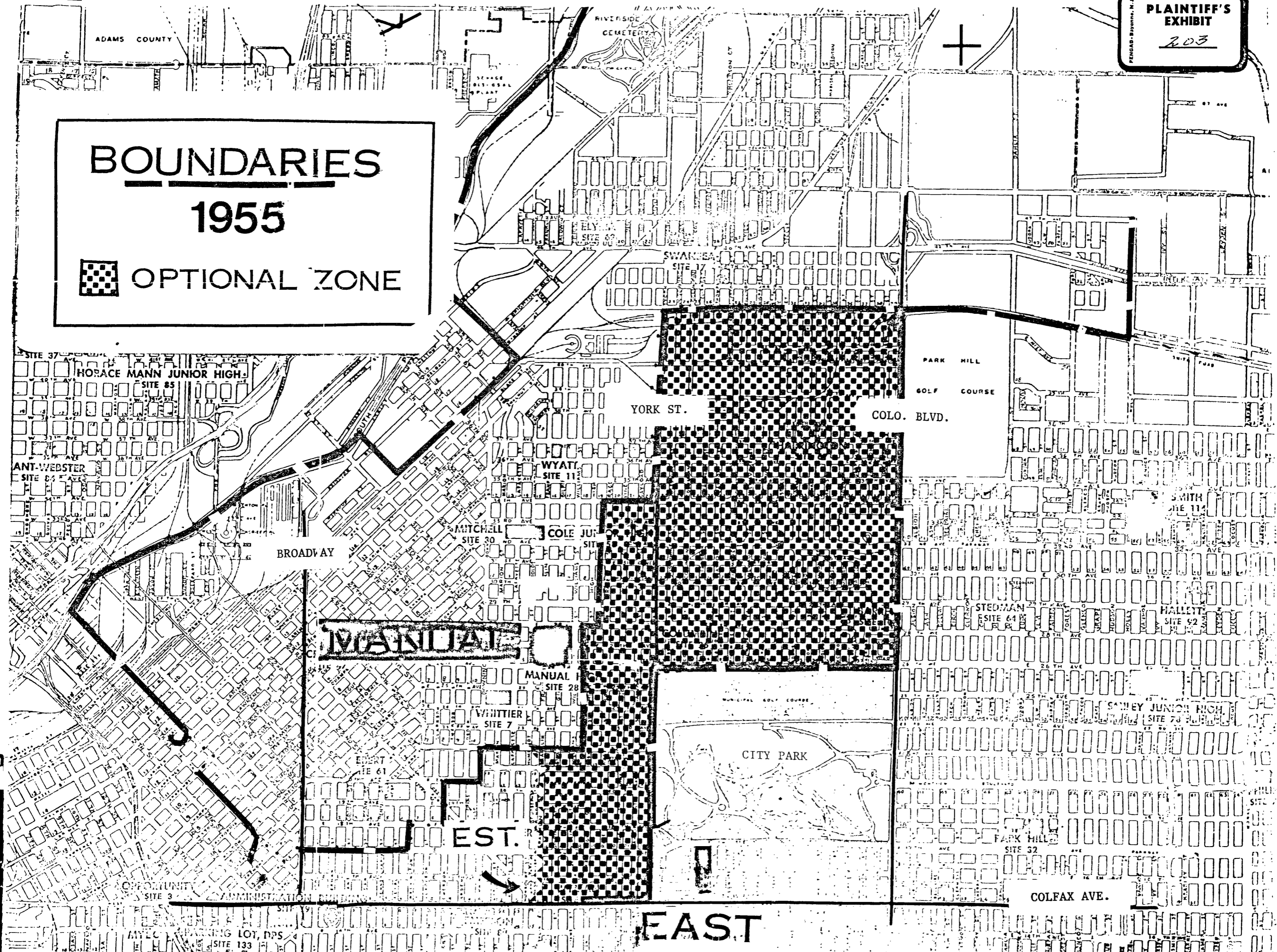
(See Opposite) 

ADAMS COUNTY

BOUNDARIES 1955



OPTIONAL ZONE




EAST

2045a

2046a

Plaintiffs' Exhibit 204
(Boundaries 1956)

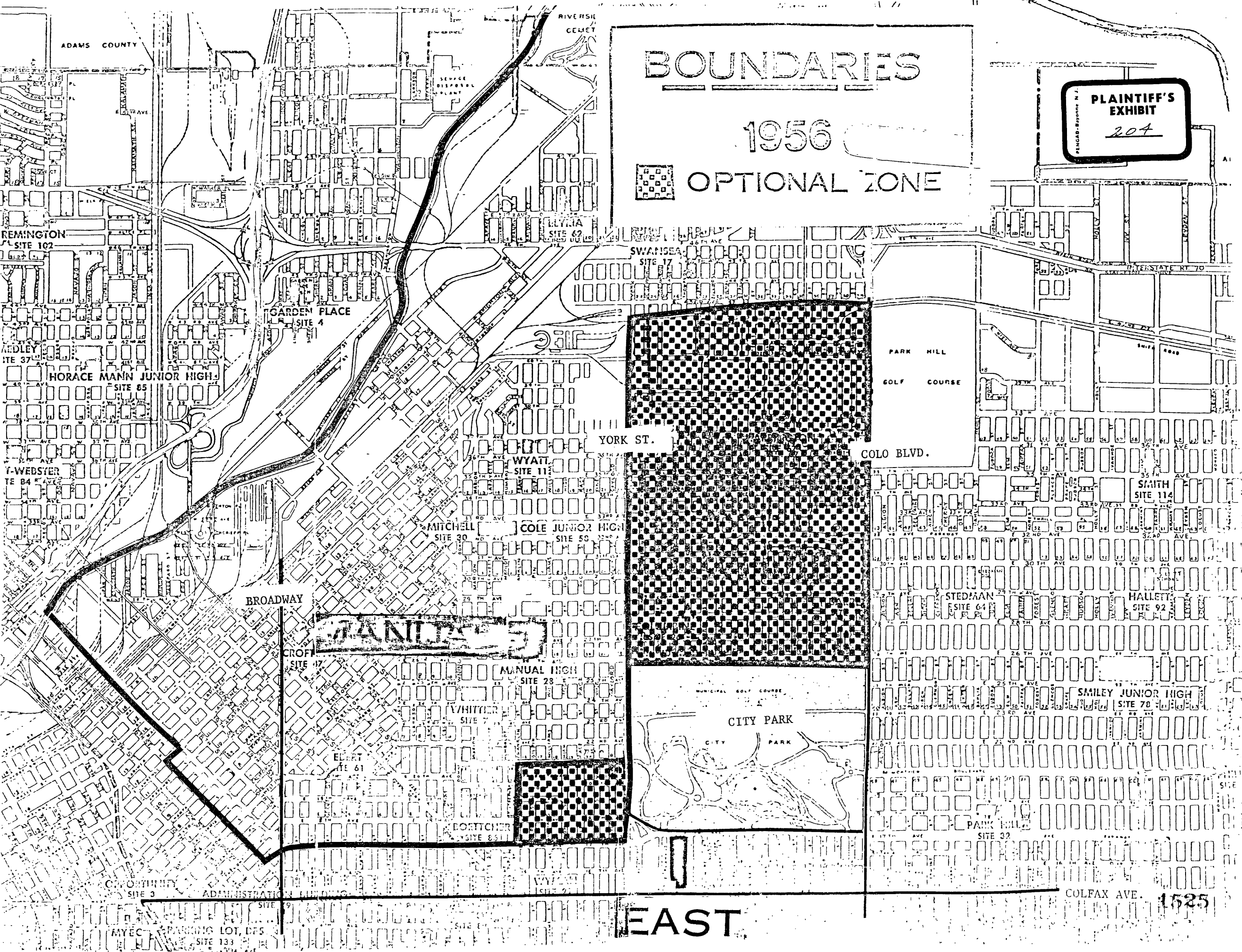
(See Opposite) 

BOUNDARIES

1956

OPTIONAL ZONE

PLAINTIFF'S
EXHIBIT
204



ADAMS COUNTY

RIVERSIDE
CEMETERY

SEWAGE DISPOSAL
PLANT

LYRIA
SITE 62

SWANSEA
SITE 17

GARDEN PLACE
SITE 4

REMINGTON
SITE 102

REDLEY
SITE 37

HORACE MANN JUNIOR HIGH
SITE 85

Y-WEBSTER
SITE 84

YORK ST.

WYATT
SITE 11

COLO BLVD.

MITCHELL
SITE 20

COLE JUNIOR HIGH
SITE 59

SMITH
SITE 114

BROADWAY

PLANNED

CROFT
SITE 17

MANUAL HIGH
SITE 28

WHITTIER
SITE 7

ELBERT
SITE 61

BORTCHER
SITE 81

CITY PARK

STEDMAN
SITE 64

HALLETT
SITE 92

MANUAL HIGH
SITE 28

SMILEY JUNIOR HIGH
SITE 78

PARK HILL
SITE 32


COLFAX AVE. 1525

EAST

2047a

2048a

Plaintiffs' Exhibit 210
(Capacity Utilization of Manual and East High,
Statistical Reports, DPS 1951-1961)

(See Opposite) 

CAPACITY UTILIZATION OF MANUAL AND EAST HIGH

1951-1961

School Year	Manual		East	
	Number of Students	Percent Capacity Utilization	Number of Students	Percent Capacity Utilization
1951	874	80	2344	100
1952	852	78	2422	100
1953	1003	64	2426	100
1954	1053	67	2494	103
1956	1098	70	2597	107
1957				
1958	1236	79	2990	123
1959				
1960	1028	66	2005	83
1961	1256	80	2181	90
Capacity	1560 (New Manual) 1083 (Old Manual)		2430	


Sources: Statistical reports, Denver Public Schools, 1951-1961, Report - A Study of Pupil Population, School Boundaries, Pupil Transportation, School Building, DPS, Feb., 1962, Special Study Committee on Quality of Educational Opportunity in the DPS, School Buildings and Site Needs, DPS, 1955.



2049a

2050a

Plaintiffs' Exhibit 242
(Elementary Students, Racial Composition,
1963-68, No. Pupils)

(See Opposite) 

PUPIL - ETHNIC DISTRIBUTION (NUMBER)

	1963						1964						1965						1966						1967						1968					
	A.		H.		N.		A.		H.		N.		A.		H.		N.		A.		H.		N.		A.		H.		N.							
	N.	N.	N.	N.	N.	N.	N.	N.	N.	N.	N.	N.	N.	N.	N.	N.	N.	N.	N.	N.	N.	N.	N.	N.	N.	N.	N.	N.	N.	N.						
1 ALAMED	176	0	68	0	156	0	76	183	0	84	151	0	107	109	2	117	135	1	124																	
2 ALCOTT	504	1	33	564	1	51	450	2	23	461	0	270	461	1	65	472	21	67																		
3 ALBURY	665	1	22	685	1	28	673	1	21	700	1	33	697	3	32	680	31	29																		
4 ASHGRD	719	0	2	804	0	7	810	0	18	772	2	37	782	4	17	784	3	12																		
5 ASHLAN	319	0	310	287	2	314	286	3	354	191	3	431	223	5	397	236	0	383																		
6 ASHLEY	444	0	19	472	13	43	485	20	35	458	30	80	590	31	33	472	35	43																		
7 BARNUM	637	3	164	602	1	199	592	1	234	627	0	245	565	0	290	608	1	261																		
8 BARRET	9	445	26	425	20	437	20	420	1	28	390	34	4	400	20	1	410	12																		
9 BEACHE	372	0	70	318	0	75	259	0	94	312	0	107	316	21	130	284	13	110																		
10 BELMON	266	0	42	210	0	50	224	0	70	181	0	84	205	0	65	205	0	80																		
11 BERKEL	303	0	19	262	0	35	328	0	30	348	0	47	348	0	34	341	5	49																		
12 BOEICH	120	15	26	193	25	44	131	12	28	154	17	21	172	11	19	161	8	2																		
13 BOULEV	180	1	227	180	1	259	175	0	324	159	0	288	178	0	339	90	0	100																		
14 BRADLE	941	4	945	941	0	9	1040	0	4	1037	3	9	1036	3	11	983	3	12																		
15 BRUNNE	311	4	7	291	0	9	283	4	9	304	3	8	290	20	11	301	14	12																		
16 BROWN	622	4	90	574	2	110	503	1	142	505	1	143	522	3	186	482	2	283																		
17 BRYANT	260	1	489	213	1	467	220	2	515	194	2	516	187	7	51	184	5	83																		
18 CARGEN	604	1	6	609	7	671	613	9	609	33	14	623	54	21	568	42	17																			
19 CHELSE	275	36	307	233	31	349	211	37	398	274	41	418	306	33	426	301	27	482																		
20 COLFAX	296	2	60	278	0	86	266	2	113	235	2	151	223	2	152	220	1	191																		
21 COLLEG	581	4	161	581	2	134	528	3	132	485	3	154	471	2	147	467	2	162																		
22 COLUMB	479	0	52	418	0	105	478	0	97	400	2	143	404	0	132	345	0	173																		
23 COLUME	4	1075	60	22	973	60	5	990	26	5	990	26	5	982	3	6	908	43																		
24 CONRY	623	1	2	597	1	11	613	1	13	583	3	9	558	3	18	542	30	23																		
25 CORWELL	401	1	149	437	1	149	395	1	129	379	1	152	332	1	182	323	2	198																		
26 CROFT	13	154	280	10	128	180	27	69	196	9	110	150	7	129	150	14	106	157																		
27 DENISO	582	0	28	606	0	36	610	0	36	585	0	36	495	0	33	482	1	67																		
28 DOLL	1150	0	30	1102	0	32	1074	0	30	974	0	26	893	0	54	921	13	47																		
29 EARLET	275	0	198	240	1	215	216	3	210	200	3	299	227	3	266	190	4	291																		
30 EBERT	97	240	274	40	165	228	27	130	223	38	94	191	33	107	170	39	95	499																		
31 EDISON	680	0	65	668	0	57	682	0	72	678	0	112	625	1	131	608	1	152																		
32 ELLIS	995	0	8	941	0	9	933	0	13	877	0	13	939	0	14	791	0	115																		
33 ELLSWC	173	4	12	161	4	150	1	12	151	0	10	173	8	11	160	4	13																			
34 ELWOOD	97	1	424	76	3	424	58	0	428	57	1	354	46	2	387	60	1	323																		
35 ELYRIA	54	0	87	50	4	81	21	7	91	43	3	85	49	5	74	41	3	70																		
36 EGRESS	309	6	79	255	5	90	183	1	137	173	7	120	227	3	86	251	6	71																		
37 EVANS	140	3	88	142	0	94	110	1	145	147	48	143	140	48	93	124	50	78																		
38 FAIRFC	213	1	390	186	1	392	135	1	404	141	2	442	106	1	419	115	1	485																		
39 FAIRVI	116	153	742	86	121	630	33	84	480	76	115	574	51	92	669	108	75	642																		
40 FALLIS	403	0	4	401	0	2	368	1	4	353	1	4	374	2	6	391	2	2																		
41 FORSE	919	0	82	861	0	100	844	0	66	806	0	75	759	0	84	744	26	92																		
42 GARDEN	219	195	439	170	143	421	183	163	429	181	201	423	159	203	418	143	19	458																		
43 GILVIN	20	495	452	8	370	422	20	373	372	20	350	402	20	300	345	20	242	323																		
44 GONSWA	637	0	42	587	0	52	633	0	51	545	0	66	496	0	75	483	0	81																		
45 GONORI	825	0	76	818	0	64	745	0	82	741	0	90	745	0	104	648	0	451																		
46 GREVIL	262	113	773	208	100	700	345	75	520	170	111	571	175	342	410	193	252	505																		

Plaintiffs' Exhibit 242

47 GUST	740	0	32	853	7	50	618	0	51	765	0	733	0	60	756	0	59
48 HALLET	417	183	26	238	294	42	155	425	0	108	494	0	74	532	35	756	41
49 HARRIS	34	574	100	38	523	80	118	521	78	29	535	66	13	471	101	28	435
50 JORDAN	782	7	67	690	4	61	735	0	80	584	9	101	688	1	93	672	111
51 KNAPP	556	7	255	553	4	257	459	5	290	449	4	316	454	4	327	467	7
52 KNIGHT	676	0	3	636	3	3	685	0	8	685	0	4	679	0	2	632	2
53 LINGUL	622	1	35	575	3	34	521	2	65	532	1	90	462	2	140	512	1
54 MCKIAL	255	0	42	277	1	49	283	0	28	195	4	54	234	4	35	225	16
55 MCFEEN	712	0	6	690	0	6	701	0	8	672	2	9	808	2	22	839	1
56 MTCHE	10	382	253	24	464	179	12	763	277	9	735	251	10	712	218	8	728
57 MONTBE	0	0	0	0	0	0	0	0	0	0	0	0	144	3	22	242	13
58 MONTCL	662	0	24	590	2	31	623	10	33	617	4	40	607	6	39	588	16
59 MONTVAN	156	3	6	180	0	10	138	4	14	185	12	21	187	6	4	158	3
60 POORE	647	1	21	612	1	46	605	1	55	581	4	67	565	3	59	460	48
61 MONROE	362	1	270	321	3	240	189	2	301	359	2	279	292	2	281	241	3
62 NEELON	658	1	112	647	0	131	482	0	246	551	0	210	430	0	280	469	0
63 PALMER	455	0	9	475	0	12	516	0	14	460	27	19	453	22	21	442	24
64 PARKHI	779	10	4	745	62	16	727	84	35	709	132	70	734	164	63	684	223
65 PERRY	86	0	13	98	0	22	92	0	25	75	0	35	61	0	23	64	0
66 PHILIP	486	4	9	539	94	17	431	178	22	403	209	34	369	224	25	307	203
67 PITTS	470	0	4	472	0	6	454	0	6	429	0	1	453	0	5	429	2
68 REMING	205	25	191	193	23	182	154	25	219	133	13	233	145	20	233	176	17
69 ROSEDA	378	5	46	330	4	67	383	3	73	374	3	59	366	3	40	354	3
70 SHERMAN	1620	0	18	1593	0	22	1573	0	32	1510	0	37	1393	0	40	1262	0
71 SCHENC	729	0	71	713	0	78	699	0	95	659	0	99	660	0	109	638	1
72 SCHMIT	695	0	54	646	0	76	634	0	60	702	0	62	646	2	122	622	3
73 SHERMA	362	0	42	331	0	69	325	0	66	288	2	100	273	2	88	267	0
74 SLAVEN	772	0	2	718	0	1	720	0	2	703	0	2	662	2	1	633	33
75 SNEDE	258	29	392	350	37	310	203	27	402	236	13	443	176	11	481	258	5
76 SMITH	563	410	62	372	704	65	238	988	31	55	1148	65	45	1235	35	31	1041
77 STECK	376	3	3	374	0	11	377	15	9	350	32	12	399	31	10	353	44
78 STEEMA	127	611	58	75	711	53	45	824	53	41	624	39	30	606	30	27	634
79 STEFLE	619	1	18	603	1	35	541	2	36	620	1	46	624	4	68	424	25
80 STEVEN	375	0	15	333	1	21	330	13	30	309	1	35	284	22	24	257	27
81 SWASE	347	58	334	283	52	351	225	53	396	220	57	377	284	40	34	240	34
82 TELLER	375	5	41	406	7	43	416	2	32	383	35	30	372	70	23	346	58
83 THATCH	321	5	21	342	0	49	294	6	40	308	7	48	325	5	43	284	4
84 TRAYLO	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	849	1
85 UNLIPA	1044	0	11	997	0	19	1036	0	26	989	0	29	963	0	18	945	39
86 VALVER	594	14	202	517	1	227	479	1	163	440	3	213	467	2	218	411	3
87 WASHPA	2	12	518	4	11	510	2	12	608	0	11	518	0	10	481	0	24
88 WESTHO	580	26	385	494	27	372	430	32	365	340	22	374	361	22	30	346	23
89 WHITEM	604	59	14	612	43	32	587	43	31	581	62	31	589	48	30	537	69
90 WHITT	8	655	39	6	887	13	6	807	19	5	885	36	6	700	46	7	816
91 WYATT	38	317	281	18	241	242	11	205	234	7	195	242	5	209	264	8	213
92 WYMAN	231	314	104	153	174	122	151	142	111	136	167	124	116	184	124	119	140

TOTAL 39595 6871 10733 37762 7195 11011 36465 7673 11111 34992 7996 12003 34864 8285 12105 33719 8297 12570

Plaintiffs' Exhibit 243

(Elementary Students, Racial Composition, 1963-68, Percentage)

PUPILS - ETHNIC DISTRIBUTION

PERCENTAGE

SCHOOL	1943		1964		1965		1966		1967		1968	
	ANG.	NEG.	ANG.	NEG.	ANG.	NEG.	ANG.	NEG.	ANG.	NEG.	ANG.	NEG.
1 ALAMED	72.4	0.0	67.2	0.0	63.0	0.0	58.5	0.0	47.5	0.9	51.9	0.4
2 ALBERT	93.7	0.2	91.9	0.2	95.1	0.2	86.2	0.4	87.5	0.2	84.3	3.0
3 AUBURN	96.7	0.1	95.7	0.1	96.3	0.1	93.4	0.1	95.2	0.4	88.9	5.7
4 ASHGRN	99.7	0.0	99.1	0.0	97.6	0.0	98.8	0.3	97.4	0.6	97.9	0.0
5 ASHLAN	50.7	0.0	47.6	0.3	40.3	0.5	30.6	0.5	37.5	0.8	38.8	0.0
6 ASHLEY	99.9	0.0	89.4	2.5	59.6	3.7	80.6	5.3	88.4	5.6	95.4	6.4
7 BARNUM	75.2	0.4	75.1	0.1	71.2	0.1	71.9	0.0	69.1	0.0	69.9	0.1
8 BARRET	1.9	92.7	5.8	97.8	4.4	93.3	6.2	86.3	0.9	94.3	0.2	
9 BEACHE	84.2	0.0	81.0	0.0	75.5	0.0	74.5	0.0	67.7	4.5	63.5	7.4
10 BELTON	84.4	0.0	80.8	0.0	74.5	0.0	68.3	0.0	75.9	0.0	71.9	0.0
11 BECKEL	94.1	0.0	88.2	0.0	92.1	0.0	87.7	0.0	89.2	2.1	86.3	1.3
12 BERTCH	74.5	94.3	72.5	10.8	77.5	7.1	82.7	7.2	85.1	5.4	84.2	4.7
13 BOULEV	44.2	0.0	38.2	0.0	27.3	0.0	30.9	0.0	18.3	6.0	23.1	0.0
14 BRADLE	99.6	0.0	99.1	0.0	99.6	0.0	98.9	0.3	98.7	0.3	98.5	0.3
15 BROWNE	66.9	1.2	95.1	2.0	95.5	1.3	96.5	1.0	92.3	4.2	82.0	6.3
16 BROWN	86.9	0.6	83.7	0.3	50.1	0.1	71.8	0.2	73.4	1.4	68.2	0.3
17 BRYANT	36.4	0.1	31.3	0.1	29.9	0.3	27.2	0.3	25.1	0.9	22.4	0.6
18 CARSON	98.9	0.2	97.8	1.1	98.2	0.4	92.8	5.0	98.3	7.7	90.0	0.3
19 CHELSE	44.4	6.1	36.6	6.2	35.7	5.5	37.4	5.6	40.0	4.3	38.1	3.4
20 COLFAY	82.7	0.6	76.0	0.5	68.1	0.6	60.6	0.5	59.2	0.5	57.6	0.3
21 COLLEG	77.9	0.5	81.0	0.4	79.8	0.4	75.5	0.5	76.0	0.3	74.0	0.3
22 COLUMB	90.2	0.1	79.9	0.0	83.4	0.0	70.8	0.4	71.4	0.0	66.6	9.0
23 COLUME	04.4	94.4	2.1	92.2	0.8	93.6	0.5	97.0	0.5	96.2	0.6	
24 CORY	99.5	0.2	98.0	0.2	97.5	0.2	97.0	0.5	95.9	0.4	91.1	5.0
25 CORELL	72.6	0.2	74.2	0.5	73.7	0.2	71.2	0.2	73.2	0.2	68.0	0.0
26 CROFT	2.9	34.5	3.1	40.3	9.2	23.6	3.1	38.2	2.4	45.1	5.0	
27 DENISO	95.4	0.0	94.4	0.0	94.4	0.0	93.6	0.0	93.8	0.0	91.6	0.2
28 DULL	97.5	0.0	97.2	0.0	97.3	0.0	97.4	0.0	94.3	0.0	93.5	1.3
29 EAGLET	58.1	0.0	52.6	0.7	50.3	0.7	39.8	0.6	44.0	0.6	39.2	0.8
30 EBERT	15.9	39.3	9.2	38.1	17.9	30.2	11.7	29.5	10.6	34.5	11.7	
31 EDISON	91.3	0.0	92.1	0.0	90.1	0.0	84.7	0.0	82.6	0.1	79.9	0.1
32 ELLIS	99.2	0.0	99.1	0.0	98.7	0.0	98.5	0.0	99.5	0.1	98.1	0.0
33 ELLSWO	18.5	2.1	17.4	0.5	93.6	0.5	94.8	0.0	90.2	4.1	90.4	2.3
34 ELWOOD	10.9	0.2	15.0	0.4	11.9	0.0	13.8	0.2	11.6	0.5	13.0	6.3
35 ELVRIA	36.0	6.0	36.0	5.8	17.5	5.9	32.8	2.3	38.3	3.9	39.0	2.6
36 EMMERSO	78.4	1.5	72.9	1.4	57.0	0.3	57.7	2.3	71.8	3.9	76.5	1.8
37 EVANS	66.4	1.1	59.8	1.2	62.0	2.9	52.9	17.3	49.4	17.1	49.2	19.8
38 FAIRM	35.3	0.2	27.4	0.2	25.0	0.2	24.1	0.3	20.2	0.2	19.1	0.2
39 FAIRVI	11.6	15.1	9.7	13.6	6.4	13.6	9.9	15.0	6.1	11.1	9.1	
40 FALLIS	90.0	0.0	99.5	0.0	98.7	0.3	98.7	0.3	97.9	0.5	99.0	0.5
41 FARRIS	91.8	0.0	89.6	0.0	93.1	0.0	91.5	0.0	90.0	0.0	89.0	3.0
42 FOSBE	25.7	22.9	22.4	22.2	19.5	23.2	16.2	26.9	20.4	25.0	17.9	
43 GARDEN	24.1	51.2	1.0	46.3	2.4	46.8	2.6	45.3	3.0	45.1	3.2	
44 GOSHNA	93.6	0.0	91.9	0.0	92.5	0.0	89.2	0.0	89.9	0.0	85.6	0.0
45 GOLDRI	91.6	0.0	92.3	0.0	92.5	0.0	90.0	0.0	87.4	0.0	84.2	0.0
46 GREENL	22.8	9.8	30.7	8.0	20.0	13.0	20.0	13.0	19.4	39.9	13.1	
TOTAL STUDENTS	227	258	227	258	227	258	227	258	227	258	227	258

Plaintiffs' Exhibit 243

47 GUST	94.0	0.0	94.5	0.0	94.1	0.0	96.1	0.0	94.8	0.0	92.7	0.0	792	903	869	796	773	813	
48 HALLT	66.4	29.1	41.4	51.3	24.5	47.4	16.0	76.2	11.2	83.5	10.1	84.4	628	577	631	646	661	751	
49 HARRIS	6.4	51.1	4.9	51.4	2.9	84.4	4.4	84.9	2.2	80.5	5.3	77.7	710	641	617	630	585	560	
50 JOHNSD	91.9	0.0	91.9	0.0	90.4	0.0	97.3	0.0	97.7	0.1	95.8	0.0	829	751	835	795	742	743	
51 KNAPP	68.1	0.4	57.8	0.7	62.4	0.7	59.3	0.8	57.6	0.5	56.2	0.8	848	816	788	791	785	831	
52 KNIGHT	92.6	0.0	92.6	0.0	92.9	0.0	92.4	0.0	92.7	0.0	92.8	0.2	679	639	626	629	691	640	
53 LINDOL	94.5	0.2	94.1	0.3	89.6	0.3	45.4	0.2	76.5	0.3	86.2	0.3	658	611	588	623	604	594	
54 MCKINL	85.9	0.0	84.7	0.3	91.0	0.0	77.1	1.6	85.7	1.5	77.9	5.5	379	327	311	253	273	289	
55 MCKEEN	94.2	0.0	94.2	0.0	94.9	0.0	94.8	0.2	97.1	0.2	96.9	0.1	718	686	709	683	632	666	
56 MITCHE	1.2	68.9	2.2	62.3	1.1	72.5	0.9	73.9	1.0	73.4	0.8	73.4	645	1069	1052	995	970	989	
57 MONTPE	***	***	***	***	***	***	***	***	85.2	1.8	86.4	4.6	0	0	0	0	0	280	
58 MONTCL	96.5	0.0	94.7	0.3	93.5	1.5	93.1	0.9	93.1	0.9	92.7	2.5	686	623	664	663	652	634	
59 MOORE	94.6	1.8	94.7	0.0	88.2	2.6	80.1	6.6	92.5	5.0	98.1	1.9	167	190	152	181	159	161	
60 MOORE	94.8	0.1	92.9	0.2	91.5	0.2	88.0	0.7	90.1	0.5	79.3	8.3	689	659	661	592	627	580	
61 MURBE	57.2	0.2	53.3	0.5	35.4	0.4	53.9	0.1	50.3	0.3	45.3	0.6	931	618	822	610	575	524	
62 NELSON	85.3	0.1	83.2	0.0	66.2	0.0	72.4	0.0	51.6	0.0	83.0	0.0	771	778	728	781	730	744	
63 PALMER	90.1	0.0	97.5	0.0	97.4	0.0	90.9	5.3	91.3	4.4	91.7	5.0	464	485	530	506	496	482	
64 PARKKI	98.2	1.3	89.8	8.3	85.9	9.9	77.8	14.5	76.4	17.1	71.0	23.2	793	830	846	911	961	963	
65 PERRY	86.9	0.0	81.7	0.0	78.6	0.0	68.2	0.0	77.9	0.0	62.7	0.0	99	120	117	110	104	102	
66 PHILIP	97.4	0.8	82.7	14.7	69.3	28.2	42.3	31.9	59.3	36.7	55.3	16.6	499	652	631	655	622	555	
67 PITTS	99.2	0.0	98.7	0.0	98.3	0.0	92.8	0.0	98.9	0.0	98.8	0.5	474	474	462	430	458	434	
68 REITING	48.7	5.9	47.9	6.9	38.7	6.3	33.3	3.5	36.4	5.0	37.4	4.4	421	403	398	369	398	390	
69 ROSEDA	87.9	1.4	81.9	1.5	83.4	0.7	80.3	0.6	83.6	0.7	79.0	0.7	430	403	459	468	438	448	
70 SABIN	98.9	0.0	98.6	0.0	98.0	0.0	97.6	0.0	97.2	0.0	94.9	0.0	1638	1616	1607	1547	1433	1301	
71 SHELCO	91.1	0.0	90.1	0.0	85.0	0.0	84.9	0.0	85.6	0.0	84.6	0.1	800	791	784	756	769	737	
72 SCHMIT	95.8	0.0	89.5	0.0	91.4	0.0	91.9	0.0	93.9	0.3	93.6	0.4	749	722	694	764	770	727	
73 SIERRA	85.6	0.0	82.8	0.0	83.1	0.0	73.8	0.5	75.2	0.6	76.7	0.0	404	400	391	380	369	348	
74 SLAVEN	97.7	0.0	93.9	0.0	99.7	0.0	99.7	0.0	99.5	0.3	94.9	4.9	774	719	722	705	685	667	
75 SHEOLE	38.0	4.3	50.2	5.3	32.1	4.3	34.1	1.9	26.6	1.6	37.7	0.7	679	697	632	692	670	685	
76 SMITH	58.4	39.6	32.6	61.7	18.9	28.6	4.3	90.5	3.4	93.9	2.8	94.9	1035	1181	1257	1268	1315	1097	
77 STECK	95.9	0.0	94.9	2.3	94.0	3.7	89.1	7.9	90.7	7.0	86.1	10.7	388	394	401	404	440	410	
78 STEPHA	10.0	76.4	8.9	84.7	4.9	69.4	5.8	88.7	4.5	91.0	3.9	92.4	796	638	922	706	666	686	
79 STEELE	97.0	0.2	94.4	0.2	93.7	0.3	93.0	0.1	89.7	0.6	85.0	6.6	638	639	599	667	696	499	
80 STEVEN	95.3	0.0	93.8	0.3	88.7	3.2	88.3	1.7	82.2	5.6	77.1	12.2	320	357	372	350	390	385	
81 SWANE	47.0	7.8	41.3	7.6	32.0	11.8	34.4	8.7	42.3	5.9	34.3	5.1	739	686	704	654	683	661	
82 TELLER	88.9	1.4	89.0	1.5	92.4	0.4	85.6	7.8	80.0	15.1	77.9	13.1	822	854	850	850	845	844	
83 THOR	87.5	1.4	86.1	1.5	86.5	1.8	85.3	1.9	86.7	1.3	81.1	1.1	367	397	340	361	373	350	
84 TRAYLO	***	***	***	***	***	***	***	***	***	***	***	***	0	0	0	0	0	0	872
85 UNIVER	92.0	0.0	93.1	0.0	97.4	0.0	87.2	0.0	88.2	0.0	84.3	3.9	1055	1016	1062	1018	981	1000	
86 VALVER	73.3	1.7	63.4	0.1	74.5	0.2	69.0	0.4	68.2	0.3	63.6	0.5	810	745	643	696	685	646	
87 WASHPA	96.8	0.4	97.2	0.8	97.3	0.4	98.2	0.0	98.1	0.0	95.2	0.0	497	533	524	619	528	505	
88 WESTHO	58.5	2.6	55.3	3.0	52.0	3.9	48.7	2.8	48.3	2.9	44.6	3.0	991	891	827	780	763	775	
89 WHITC	90.4	7.8	89.1	6.3	88.5	6.7	88.1	6.8	87.6	7.7	88.0	8.0	668	687	641	614	627	610	
90 WHITT	1.1	93.3	0.7	97.9	0.7	97.1	0.5	95.6	0.7	93.6	0.8	94.1	702	906	872	926	812	869	
91 WYATT	5.9	49.1	2.8	48.4	2.4	45.6	1.6	43.9	1.0	43.7	1.9	46.3	646	496	430	484	478	432	
92 WYMAN	33.6	48.4	34.2	38.5	37.4	35.1	32.4	38.1	27.4	43.4	29.9	35.2	649	447	404	420	424	396	

TOTAL 69.2 12.0 67.5 12.9 66.0 13.9 43.6 14.5 82.8 15.1 61.8 15.2 57199 55968 55249 54991 58774 54586

Plaintiffs' Exhibit 244
 (Elementary Faculty, Racial Composition, 1963-68, Number)

FACULTY - ETHNIC DISTRIBUTION (NUMBER)

NUMBER

SCHOOL	1965			1966			1967			1968				
	A.	N.	TOT.	A.	N.	TOT.	A.	N.	TOT.	A.	N.	TOT.		
1 AARHED	9	1	0	0	11	0	0	0	13	11	2	0	0	13
2 ALCOTT	19	1	0	0	19	1	0	0	18	17	1	0	1	19
3 ASBURY	22	1	0	0	24	2	0	0	25	25	0	0	0	25
4 ASHCRO	27	0	1	0	28	1	0	0	29	27	2	0	0	29
5 ASHLAN	20	1	0	0	25	2	0	0	26	26	1	0	0	27
6 ASHLEY	16	1	0	0	18	2	0	0	20	17	2	0	0	19
7 BARNUM	27	0	0	0	30	3	0	0	31	30	0	0	0	30
8 BARRET	11	7	0	0	18	6	0	0	19	8	11	0	0	19
9 BEACHC	14	0	0	0	15	1	0	0	16	16	0	0	0	16
10 BELMON	9	0	0	0	9	0	0	0	10	9	0	0	0	10
11 BERKEL	10	0	0	0	13	1	0	0	13	12	1	0	0	13
12 BOETCH	23	0	0	0	24	1	0	0	25	18	19	3	0	21
13 BOULEV	14	0	0	0	16	2	0	0	18	19	3	1	0	23
14 BRADLE	31	1	0	0	34	3	0	0	34	33	1	0	0	34
15 BROWNE	11	0	0	0	11	0	0	0	11	10	0	0	0	11
16 BROWN	22	1	0	0	24	2	0	0	24	23	2	0	0	25
17 BRYANT	24	2	0	0	26	2	0	0	26	25	2	0	0	27
18 CARSON	20	0	0	0	23	3	0	0	26	25	1	0	0	26
19 CHELTE	21	2	0	0	23	1	0	0	24	23	1	0	0	24
20 COLFAX	11	2	0	0	13	1	0	0	14	11	2	0	0	13
21 COLLEG	25	1	0	0	26	1	0	0	27	24	2	0	0	26
22 COLUMB	17	0	0	0	17	0	0	0	18	18	0	0	0	18
23 COLUME	25	19	0	0	44	24	17	0	41	28	15	0	0	43
24 CORY	21	0	0	0	22	1	0	0	23	23	1	0	0	24
25 COMELL	17	0	0	0	18	1	0	0	19	16	0	0	0	16
26 CROFTO	8	3	1	2	14	7	3	1	16	15	0	0	0	15
27 DENISO	21	0	0	0	22	1	0	0	23	18	1	0	0	19
28 DULL	34	1	0	0	35	0	0	0	35	32	1	0	0	33
29 EAGLET	18	0	0	0	18	0	0	0	18	20	0	0	0	20
30 EBERY	12	7	0	0	20	11	6	0	23	18	8	2	1	28
31 EDISON	24	1	0	0	25	2	1	0	28	24	1	0	0	25
32 ELLIS	31	0	0	0	31	1	0	0	32	31	0	0	0	31
33 ELKSMO	7	1	0	0	9	1	0	0	10	9	1	0	0	10
34 ELNRHO	20	2	0	0	22	1	0	0	23	20	1	2	0	23
35 ELYRIA	4	1	0	1	6	3	2	0	6	5	1	0	0	6
36 EMERSO	11	1	0	0	12	1	0	0	12	11	1	0	0	12
37 EVANS	45	1	0	0	46	2	0	0	48	29	0	0	0	29
38 FAIRMO	20	0	0	0	20	19	0	0	39	20	2	0	0	22
39 FAIRVI	23	13	4	0	40	15	11	4	30	26	3	0	0	29
40 FALLS	13	0	0	0	13	13	0	0	26	14	0	0	0	14
41 FORCE	31	4	1	0	33	28	1	0	31	31	1	1	1	34
42 GARDEN	26	4	1	0	31	24	5	1	30	27	5	1	0	33
43 GILPIN	17	16	1	1	35	20	14	0	35	22	11	0	2	33
44 GODSMA	21	0	0	0	21	22	0	0	22	20	1	0	0	21
45 GOLDORI	30	0	0	0	30	29	1	0	30	29	0	1	0	30
46 GREENE	33	4	5	0	42	29	4	5	38	31	4	4	0	39

Plaintiffs' Exhibit 244

47 GUST	27	1	0	0	0	27	26	1	0	0	27	26	2	0	0	28	28	2	0	0	30				
48 HALLET	20	0	0	0	20	19	10	0	0	29	23	1	0	0	24	26	2	0	0	28	25	3	0	0	28
49 HARRIN	12	9	1	2	24	14	17	0	1	22	15	6	0	2	23	17	5	1	0	23	19	3	1	0	23
50 JOHNSO	23	0	0	1	24	30	0	0	1	31	28	0	0	1	29	17	0	0	1	28	30	0	0	1	31
51 KNAPP	23	0	1	2	26	22	0	1	2	25	24	0	2	1	27	25	0	2	1	28	24	2	2	0	28
52 KNIGHT	24	1	0	0	25	21	1	0	0	23	23	0	0	0	23	22	1	0	0	23	23	1	0	0	24
53 LINCOL	22	0	0	0	22	23	0	0	0	23	23	1	0	0	24	22	0	1	1	24	20	1	1	0	22
54 MCKINL	13	0	0	0	13	12	1	0	0	13	13	0	0	0	13	15	0	0	0	15	14	0	0	0	14
55 McHEEN	22	1	0	0	23	22	1	0	0	23	31	1	0	0	32	31	0	0	0	31	32	0	0	0	32
56 MITCHE	27	17	1	1	46	24	18	1	1	44	28	19	1	1	49	29	18	2	1	50	32	16	1	1	50
57 MONTBE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	2	0	0	1	7	9	3	0	1	13
58 MONTCL	23	0	0	0	23	23	0	0	0	23	22	1	0	0	23	23	1	0	0	24	24	1	0	0	23
59 MONTAN	5	0	0	0	5	4	0	0	0	4	5	0	0	0	5	3	1	0	0	4	4	1	0	0	5
60 MOORE	24	0	0	0	24	23	0	0	0	23	21	1	0	0	22	23	1	0	0	24	24	1	0	0	25
61 MURROE	24	0	0	0	24	22	1	0	0	23	23	1	0	0	24	24	1	0	0	25	26	1	0	0	27
62 NEWLON	27	1	0	0	28	23	2	0	1	26	24	2	0	1	27	24	2	0	1	27	25	2	0	1	28
63 PALMER	15	0	0	0	15	17	0	0	0	17	15	1	0	0	16	15	1	0	0	16	16	0	0	0	16
64 PARKHI	23	1	0	0	26	24	1	0	0	25	26	4	0	0	30	28	4	0	0	32	33	4	0	0	37
65 PERRY	4	0	0	0	4	0	0	0	1	5	3	0	0	1	4	4	0	0	1	5	4	0	0	1	5
66 PHILIP	19	0	0	0	19	19	3	0	0	19	4	0	1	1	24	25	1	0	0	26	23	0	0	0	23
67 PITTS	18	0	0	0	18	14	1	0	0	15	17	1	0	0	18	16	0	0	0	16	18	0	0	0	18
68 REMING	17	0	0	0	17	15	0	1	0	16	12	2	1	0	15	13	3	0	0	16	14	4	0	0	18
69 ROSEDA	14	2	0	0	16	16	0	0	0	16	16	0	0	0	17	0	0	0	17	18	0	0	0	1	18
70 SARIN	49	1	1	1	52	40	0	1	1	51	50	0	1	1	52	50	0	0	1	51	49	0	0	1	50
71 SGENC	26	0	1	0	27	26	0	1	0	27	26	0	1	0	27	26	1	0	1	28	26	1	0	1	26
72 SCHMIT	24	1	0	1	26	22	1	0	1	24	24	0	0	1	25	25	0	0	1	26	24	1	0	1	26
73 SHERMA	13	0	0	1	14	14	0	0	1	13	18	0	0	1	19	15	0	0	1	16	18	0	0	1	16
74 SLAVEN	24	0	0	0	24	25	0	0	0	25	24	1	0	0	25	23	1	0	0	24	23	1	0	0	24
75 SMEDLE	23	2	0	0	25	24	2	0	0	26	28	2	0	0	30	28	0	0	0	28	25	1	2	0	28
76 SMITH	37	3	0	0	40	38	7	0	0	45	44	6	1	0	51	42	8	1	0	51	45	8	1	0	54
77 STECK	13	1	0	0	14	13	1	0	0	14	14	1	0	0	15	15	0	0	0	15	15	0	0	0	15
78 STEOMA	22	6	1	0	29	22	7	1	0	30	21	7	1	0	29	26	9	1	1	37	27	8	1	2	38
79 STEJEL	26	0	0	0	26	24	22	1	0	0	23	22	1	0	0	23	24	1	0	25	21	0	0	0	21
80 STEVEN	10	1	0	0	11	10	1	0	0	11	13	1	0	0	14	13	2	0	0	15	14	1	0	0	15
81 SWANSE	23	3	0	0	26	22	3	0	0	25	26	1	0	0	27	25	2	0	0	27	28	2	0	0	30
82 TELLER	12	1	0	0	14	16	1	0	0	17	16	2	0	0	18	16	1	0	0	17	15	2	0	0	17
83 THATCH	12	0	0	0	12	12	0	0	0	12	12	0	0	0	12	13	0	0	0	13	12	0	0	0	12
84 TRAYLO	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
85 UNIVPA	35	0	0	0	35	31	2	0	0	33	32	2	0	0	34	40	2	0	0	42	35	2	0	0	37
86 VALVER	24	0	0	0	24	22	0	0	0	22	23	1	0	0	24	22	1	0	0	24	21	2	1	0	24
87 WASHPA	19	0	1	0	20	19	0	1	0	20	22	1	0	0	23	21	0	0	0	21	20	0	0	0	20
88 WESTMO	33	2	1	0	36	30	2	1	0	33	30	2	1	0	33	30	1	2	2	35	31	1	2	2	36
89 WHITEN	21	1	0	0	22	21	0	1	0	22	19	1	0	0	20	21	0	0	21	20	1	0	0	0	21
90 WHITT	21	18	0	0	39	21	16	0	0	37	23	17	0	0	40	24	16	1	0	41	39	12	3	0	54
91 WYATT	6	10	1	1	21	11	7	0	1	19	12	10	0	1	23	12	11	0	1	24	12	11	0	1	24
92 WYMAN	18	2	0	0	20	17	3	0	0	20	18	3	0	0	21	20	1	0	0	21	20	1	0	0	21

TOTAL 1855 161 25 20 2061 1819 192 25 21 2057 1865 197 26 22 2110 1925 200 34 26 2185 2012 193 39 21 2265

Plaintiffs' Exhibit 245
 (Elementary Faculty, Racial Composition,
 1963-68, Percentage)

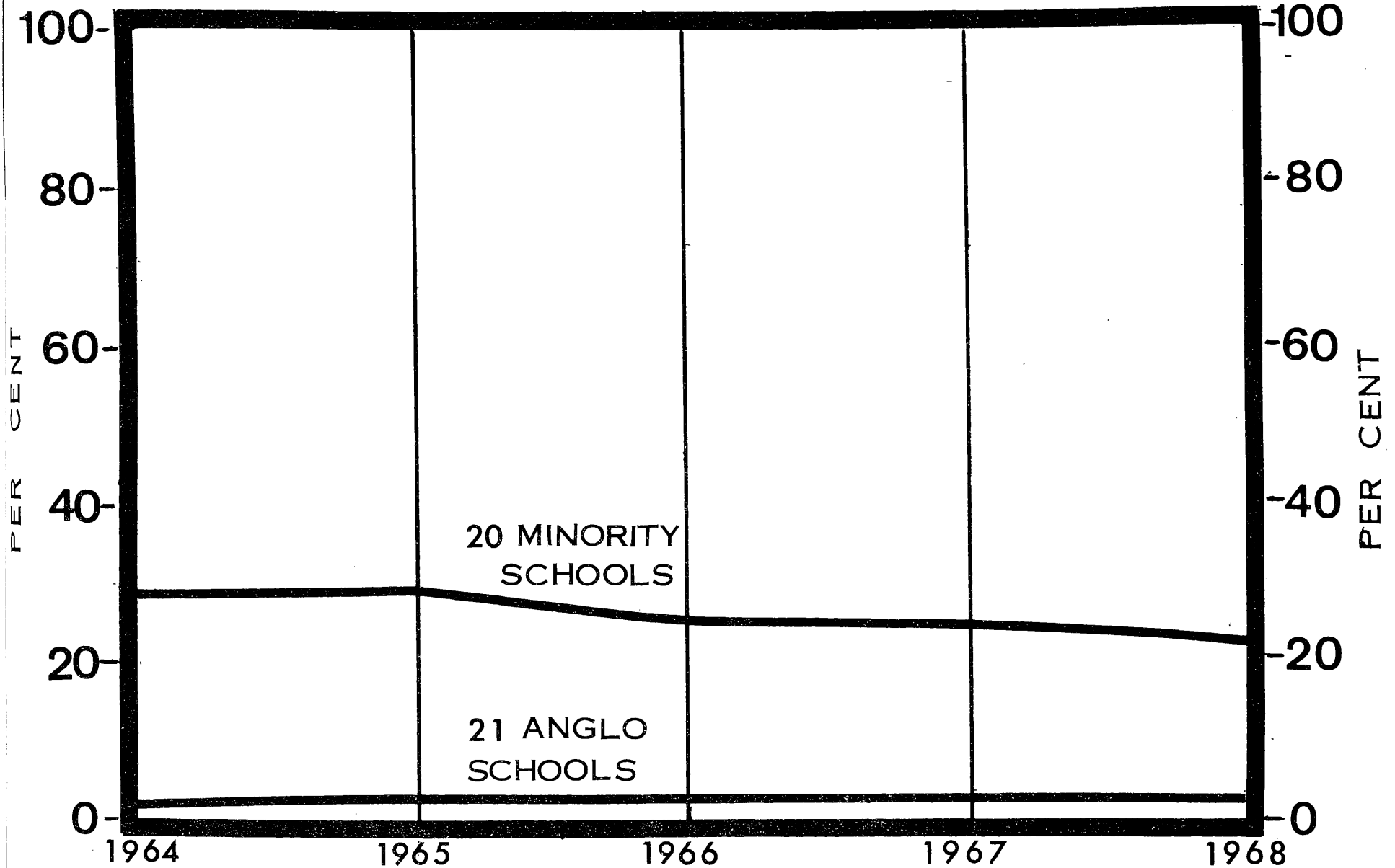
SCHOOL	PERCENTAGE				TOTAL TEACHERS															
	1963	1964	1965	1966																
	A. N. H.	A. N. H.	A. N. H.	A. N. H.																
1 ALAMED	90	10	0	0	10	11	13	13	12											
2 ALCOIT	95	5	0	94	6	0	89	5	0	20	19	18	19	20						
3 ASBURY	92	4	4	95	5	0	96	0	4	100	0	0	100	0	0	24	21	25	25	20
4 ASHGRO	93	0	3	96	0	0	93	4	0	93	7	0	93	7	0	29	28	28	29	29
5 ASHLAN	95	5	0	100	0	0	96	4	0	92	4	4	92	4	4	21	25	24	28	25
6 ASHLEY	94	6	0	94	6	0	89	11	0	89	11	0	89	11	0	17	18	19	19	19
7 BARNUM	100	0	0	100	0	0	100	0	0	94	3	3	27	30	31	30	30	36	36	
8 BARRET	61	39	0	60	40	0	58	42	0	42	58	0	47	53	0	18	20	19	19	19
9 BEACH	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	14	15	16	16	17
10 BELMUN	100	0	0	100	0	0	100	0	0	90	0	0	90	0	0	9	9	10	10	10
11 BERKEL	100	0	0	92	8	0	85	8	0	92	8	0	92	8	0	10	13	13	13	13
12 BEFICH	100	0	0	90	5	5	78	17	6	83	13	4	84	11	5	24	21	18	23	19
13 BOULEV	100	0	0	94	6	0	100	0	0	100	0	0	100	0	0	14	16	19	21	19
14 BRADLE	97	3	0	97	3	0	97	3	0	97	3	0	91	6	3	32	34	34	34	34
15 BROWNE	100	0	0	100	0	0	100	0	0	0	1	0	100	0	0	11	11	11	11	11
16 BROWN	92	4	4	96	4	0	96	4	0	92	8	0	92	8	0	24	24	24	25	26
17 BRYANT	92	8	0	96	4	0	92	8	0	93	7	0	91	10	0	26	25	26	27	30
18 CARSON	100	0	0	96	0	0	92	4	0	96	4	0	91	4	4	20	24	25	26	23
19 CHELSE	91	9	0	88	4	4	86	4	7	86	4	7	87	3	10	23	26	28	28	30
20 COLFAX	85	15	0	93	7	0	85	15	0	93	7	0	93	7	0	13	14	13	14	14
21 COLLEG	96	4	0	96	4	0	100	0	0	96	4	0	96	4	0	26	24	24	23	26
22 COLUMB	100	0	0	94	6	0	89	11	0	89	11	0	95	5	0	17	17	18	19	19
23 CORY	57	43	0	59	41	0	65	35	0	63	37	0	67	33	0	44	41	43	41	46
24 CUMWELL	100	0	0	100	0	0	94	0	0	95	0	0	94	0	6	18	16	16	19	17
25 CUMWELL	98	0	0	94	0	0	94	0	0	95	0	0	94	0	0	21	22	23	24	24
26 CROFTO	57	21	7	58	25	8	69	15	8	70	7	93	0	0	14	12	13	14	14	14
27 DENISO	100	0	0	100	0	0	95	5	0	99	5	0	95	5	0	21	22	19	19	19
28 DULL	97	3	0	100	0	0	100	0	0	97	3	0	97	3	0	35	36	34	33	33
29 EAGLET	100	0	0	100	0	0	100	0	0	95	5	0	90	5	5	18	17	20	21	21
30 EBERT	60	35	0	61	33	0	50	39	6	42	42	11	63	32	0	20	18	18	19	19
31 EDISON	96	4	0	96	4	0	96	4	0	96	4	0	96	4	0	25	23	24	25	25
32 ELLIS	100	0	0	97	3	0	100	0	0	100	0	0	100	0	0	31	32	31	34	33
33 ELLSMO	78	11	0	78	11	0	78	11	0	87	11	11	100	0	0	9	9	9	9	9
34 ELMWOOD	91	9	0	86	10	5	86	5	9	87	4	9	91	4	4	22	21	22	23	23
35 ELYRIA	67	17	0	60	40	0	63	17	0	63	17	0	67	33	0	6	5	6	6	6
36 EMERSO	92	8	0	92	8	0	92	8	0	92	8	0	100	0	0	12	12	12	12	12
37 EVANS	98	2	0	96	4	0	100	0	0	93	7	0	100	0	0	46	49	29	29	29
38 FAIRMH	100	0	0	95	0	0	90	10	0	93	8	81	7	11	40	30	32	33	40	40
39 FAIRVI	58	33	10	50	37	13	63	28	9	70	21	2	85	23	11	20	20	21	24	27
40 FALLIS	100	0	0	93	0	0	100	0	0	100	0	0	100	0	0	13	14	14	14	14
41 FORCE	84	3	0	93	3	0	97	0	0	91	3	3	91	3	3	33	30	30	34	34
42 GARDEN	84	13	3	80	17	3	82	15	3	82	15	3	87	13	0	31	30	33	33	38
43 GILPIN	49	46	3	57	40	0	63	31	0	70	27	0	76	22	0	35	35	35	37	37
44 GODSMA	100	0	0	100	0	0	95	5	0	95	5	0	95	5	0	21	22	21	21	21
45 GOLDRI	100	0	0	100	0	0	97	3	0	97	0	3	97	0	3	30	30	30	30	30
46 GREENL	79	10	12	76	11	13	79	10	10	83	8	8	82	0	7	42	38	39	40	44

Plaintiffs' Exhibit 245

47 GUST	96	4	0	100	0	0	96	4	0	93	7	0	93	7	0	28	27	27	28	30
48 HALLET	100	0	0	66	34	0	96	4	0	93	7	0	89	11	0	20	29	24	28	26
49 HARRIN	50	38	4	64	32	0	65	26	0	74	22	4	83	13	4	24	22	23	23	23
50 JOHNSN	96	0	0	97	0	0	97	0	0	96	0	0	97	0	0	24	31	29	28	31
51 KNAPP	88	0	4	89	0	4	89	0	7	89	0	7	86	7	7	26	25	27	28	28
52 KNIGHT	96	4	0	91	4	4	100	0	0	96	4	0	96	4	0	25	23	23	23	24
53 LINCOL	100	0	0	100	0	0	96	4	0	92	0	4	91	5	3	22	23	24	24	22
54 MCKINL	100	0	0	92	8	0	100	0	0	100	0	0	100	0	0	13	13	13	15	14
55 MCGEEN	96	4	0	92	4	0	92	3	0	100	0	0	100	0	0	23	23	32	31	32
56 MITCHE	59	37	2	55	41	2	57	39	2	58	36	4	64	32	2	46	44	49	50	50
57 MONTBE	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	0	0	0	7	13
58 MONTAN	100	0	0	100	0	0	96	4	0	96	4	0	96	4	0	23	23	23	24	23
59 MOORE	100	0	0	100	0	0	100	0	0	75	25	0	80	20	0	5	4	5	4	5
60 MOORE	100	0	0	100	0	0	95	5	0	96	4	0	96	4	0	24	23	22	24	25
61 MURDIE	100	0	0	96	4	0	96	4	0	96	4	0	96	4	0	24	23	24	25	27
62 NEWLON	96	4	0	88	8	0	80	7	0	89	7	0	89	7	0	28	26	27	27	28
63 PALMER	100	0	0	100	0	0	94	6	0	94	6	0	100	0	0	15	17	16	16	16
64 PARKKI	98	4	0	96	4	0	87	13	0	88	13	0	82	11	0	26	25	30	32	37
65 PERRY	100	0	0	80	0	0	75	0	0	80	0	0	80	0	0	4	5	4	5	5
66 PHILIP	100	0	0	86	14	0	79	17	0	96	4	0	100	0	0	19	22	24	26	23
67 PITTS	100	0	0	93	7	0	92	6	0	100	0	0	100	0	0	18	15	18	16	18
68 REWING	100	0	0	94	0	6	80	13	7	81	19	0	78	22	0	17	16	15	16	18
69 ROSEDA	88	13	0	100	0	0	100	0	0	100	0	0	100	0	0	16	16	16	17	18
70 SABIN	94	2	2	96	0	2	96	0	2	98	0	0	98	0	0	52	51	52	51	50
71 SCHENC	94	0	4	96	0	4	96	0	4	93	4	0	93	4	0	27	27	27	28	28
72 SCHMIT	92	4	0	92	4	0	94	0	0	94	0	0	92	4	0	26	24	25	26	26
73 SHERMA	93	0	0	93	0	0	95	0	0	93	0	0	92	0	0	14	15	19	16	19
74 SHAVEN	100	0	0	100	0	0	96	4	0	96	4	0	96	4	0	24	25	25	24	24
75 SHEDLE	92	8	0	92	8	0	91	7	0	100	0	0	89	4	7	25	26	30	28	28
76 SWJTH	93	8	0	84	16	0	86	12	2	82	16	2	83	15	2	40	45	51	51	54
77 STECK	93	7	0	93	7	0	91	7	0	100	0	0	100	0	0	14	14	15	15	15
78 STEDMA	76	21	3	73	23	3	72	24	3	70	24	3	71	21	3	29	30	29	37	38
79 STEELE	100	0	0	96	4	0	96	4	0	96	4	0	100	0	0	24	23	23	25	21
80 STEVEN	91	9	0	91	9	0	91	7	0	87	13	0	93	7	0	11	11	14	15	15
81 SWANSE	88	12	0	88	12	0	96	4	0	93	7	0	93	7	0	26	25	27	27	30
82 TELLER	86	7	94	6	0	89	11	0	84	6	0	88	12	0	14	17	18	17	17	17
83 TATCH	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	12	12	12	13	12
84 TRAYLD	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	0	0	0	0	0
85 UNIVER	100	0	0	94	6	0	94	6	0	92	4	0	85	5	0	35	33	39	42	37
86 VALVER	100	0	0	100	0	0	96	4	0	92	4	0	98	8	4	24	22	24	24	24
87 WASHPA	95	0	5	95	0	5	96	4	0	100	0	0	100	0	0	20	20	23	21	20
88 WESTHO	92	6	3	91	6	3	91	6	3	85	3	6	84	3	6	36	33	33	33	36
89 WHITCM	95	5	0	95	0	5	95	5	0	95	5	0	95	5	0	22	22	20	21	21
90 WHITTI	54	46	0	57	43	0	58	43	0	59	39	2	72	22	6	39	37	40	41	54
91 WYATTI	43	48	5	58	37	0	52	43	0	50	46	0	50	46	0	21	19	23	24	24
92 WYHAN	90	10	0	85	15	0	86	14	0	95	5	0	95	5	0	20	20	21	21	21
TOTAL	89	9	1	88	9	1	88	9	1	88	9	2	89	9	2	2061	2057	2110	2185	2265

MINORITY SCHOOL TEACHERS MINORITY vs. ANGLO ELEM. SCHOOLS PER CENT OF TOTAL TEACHERS

PENGAD - BRYANT, N. J.
**PLAINTIFF'S
EXHIBIT**
258






2059a

Plaintiffs' Exhibit 258
(Chart—Minority School Teachers)

2060a

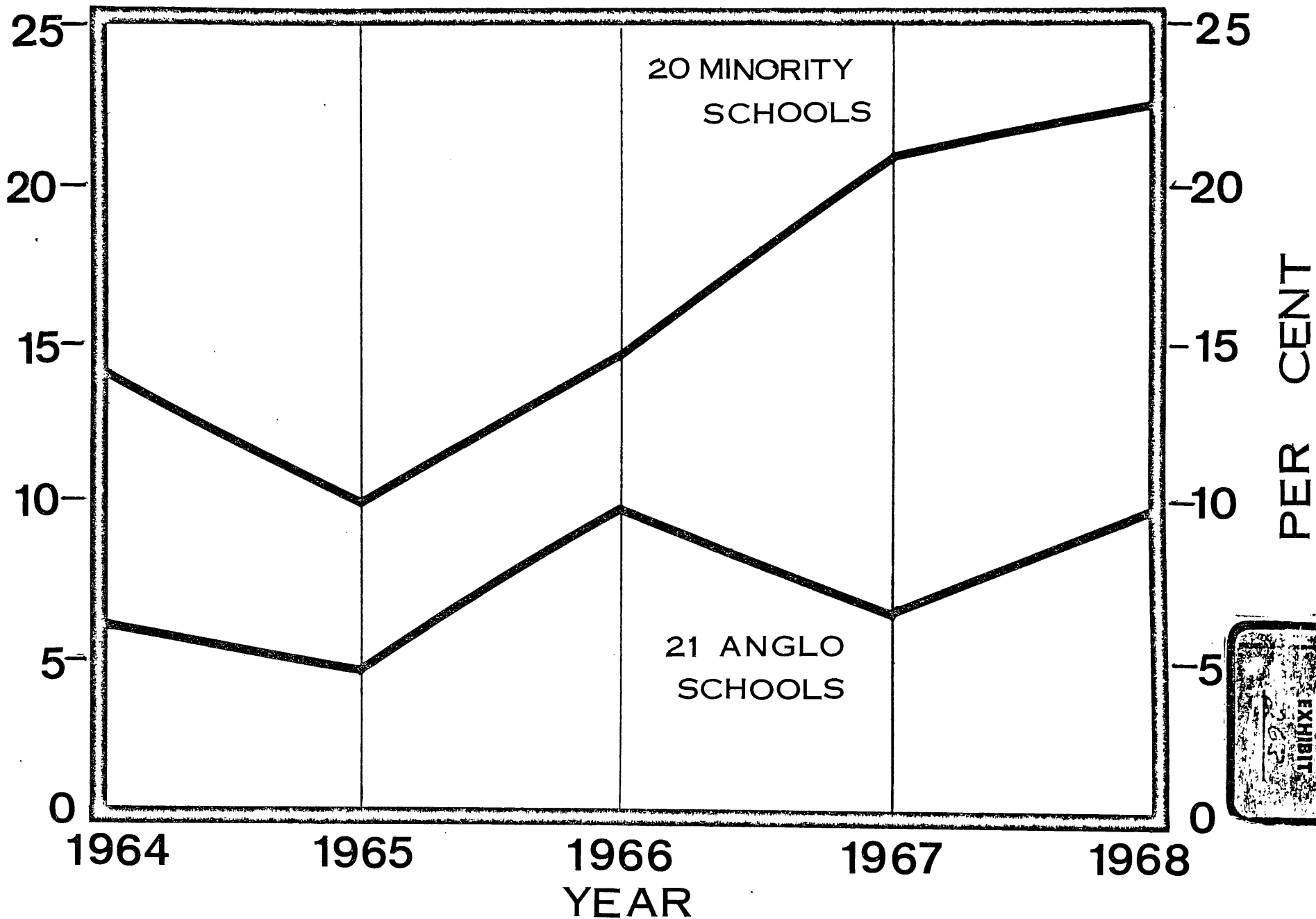
Plaintiffs' Exhibit 263

**(Chart—Teachers With No DPS Experience,
Elem. Schs., 1964-68)**

(See Opposite) 

TEACHERS WITH NO DPS EXPERIENCE ELEM. SCHOOLS, 1964-68

PER CENT OF TOTAL TEACHERS




2061a

2062a

Plaintiffs' Exhibit 264

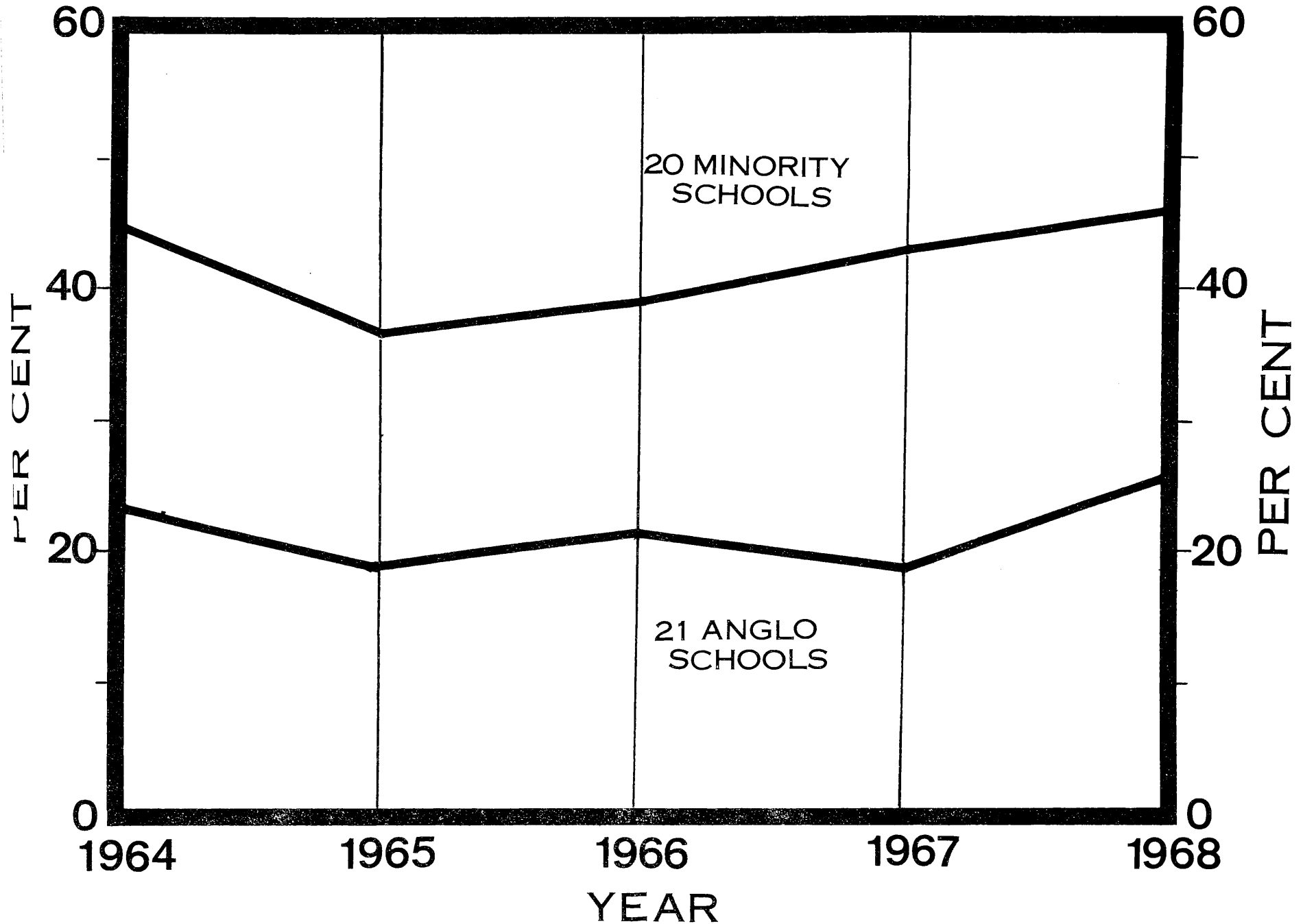
(Chart—Probationary Teachers Elem. Schools, 1964-68)

(See Opposite) 

PROBATIONARY TEACHERS ELEM. SCHOOLS, 1964-68

PER CENT OF TOTAL TEACHERS

PENGAD-BAYONNE, N.J.
PLAINTIFF'S
EXHIBIT
264




2063a

2064a

Plaintiffs' Exhibit 265

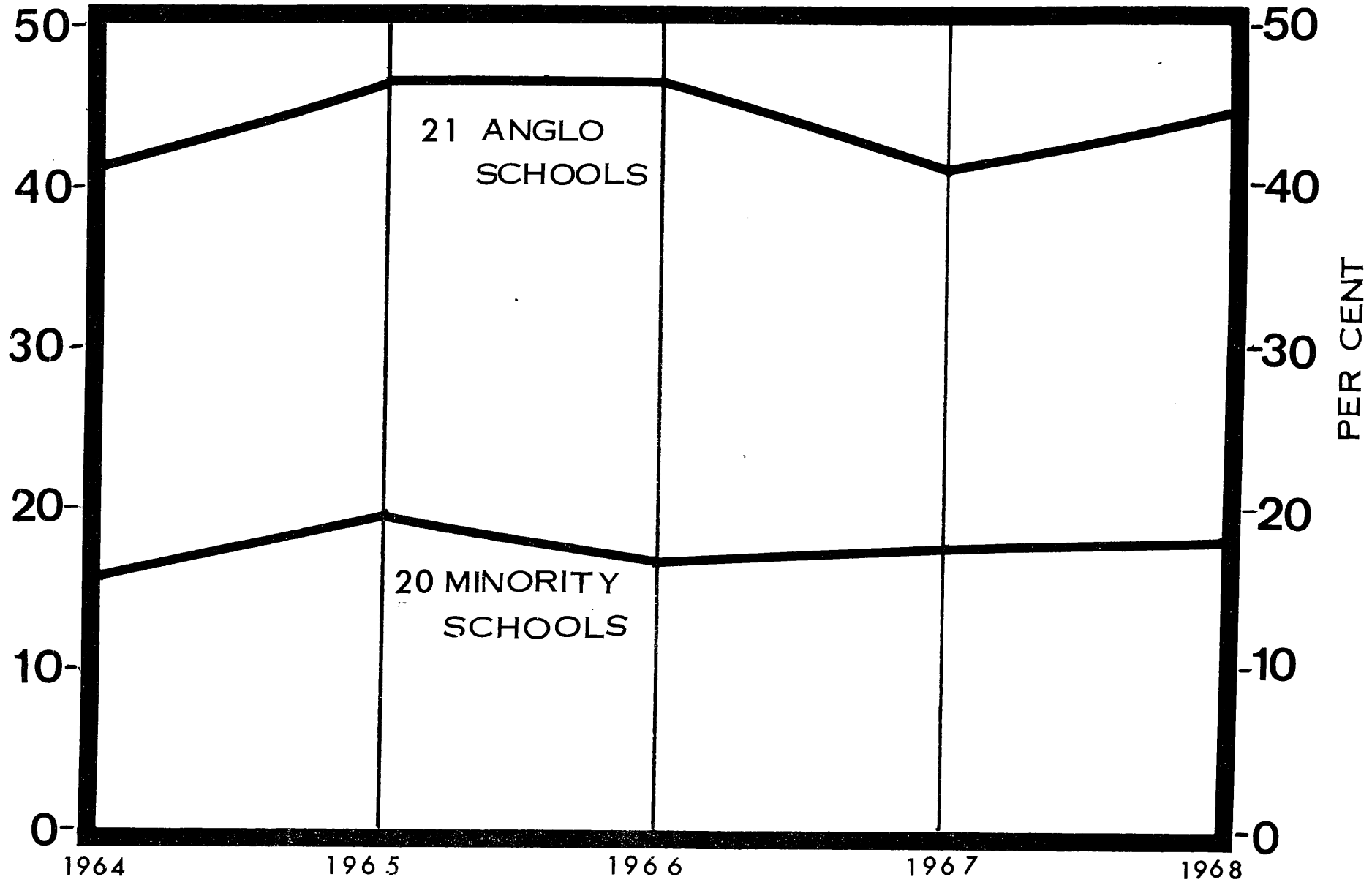
(Chart—Teachers With 10 or More Years DPS Experience)

(See Opposite) 

TEACHERS WITH 10 OR MORE YEARS DPS EXPERIENCE

ELEM. SCHOOLS 1964-68

PENGAD - BAYONNE, N.J.
PLAINTIFF'S EXHIBIT
265




2065a

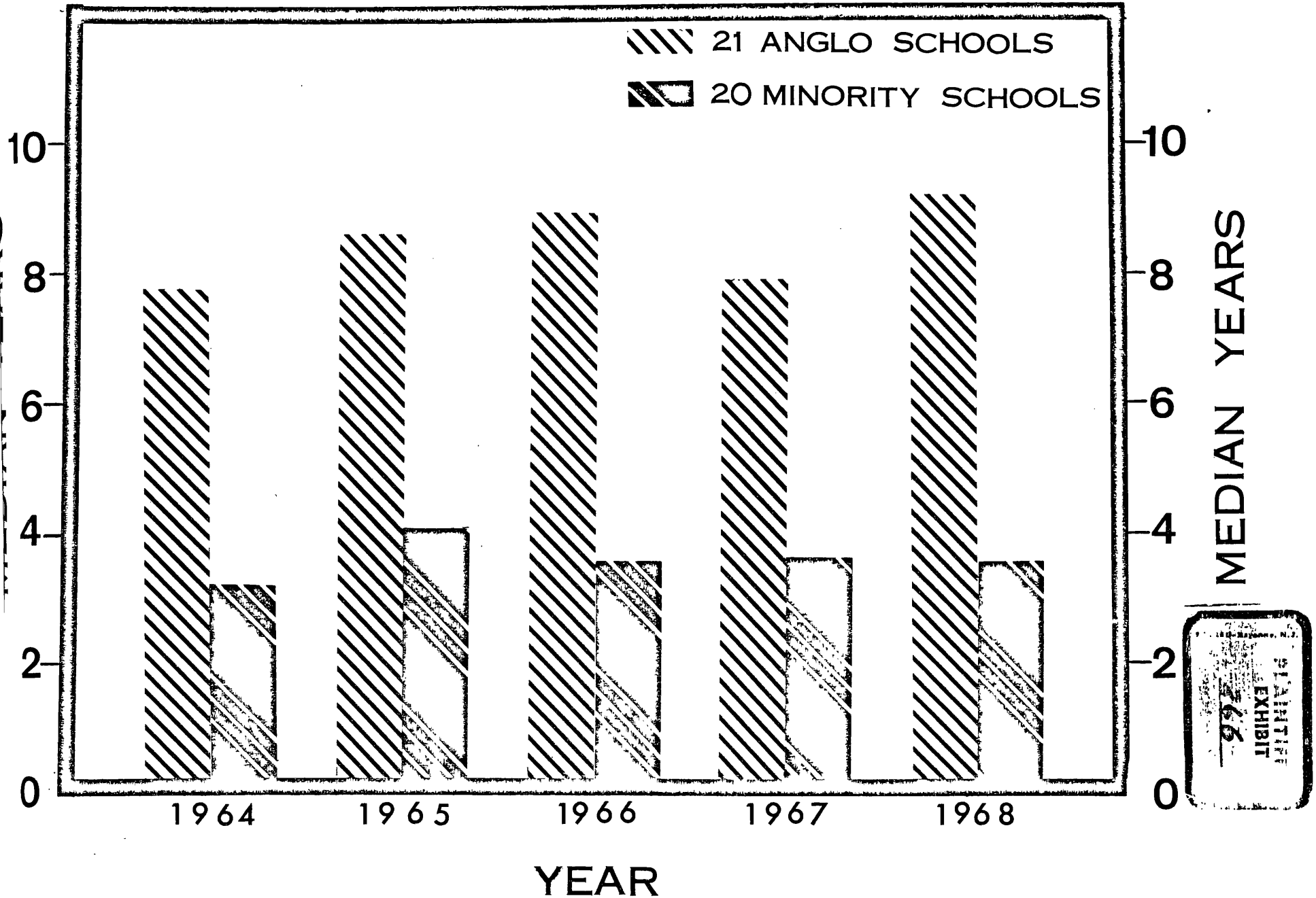
2066a

Plaintiffs' Exhibit 266

**(Chart—Median Years DPS Experience
School (Elem.) Teachers)**

(See Opposite) 

MEDIAN YEARS DPS EXPERIENCE ELEM. SCHOOL TEACHERS, 1964-1968




2067a

2068a

Plaintiffs' Exhibit 270

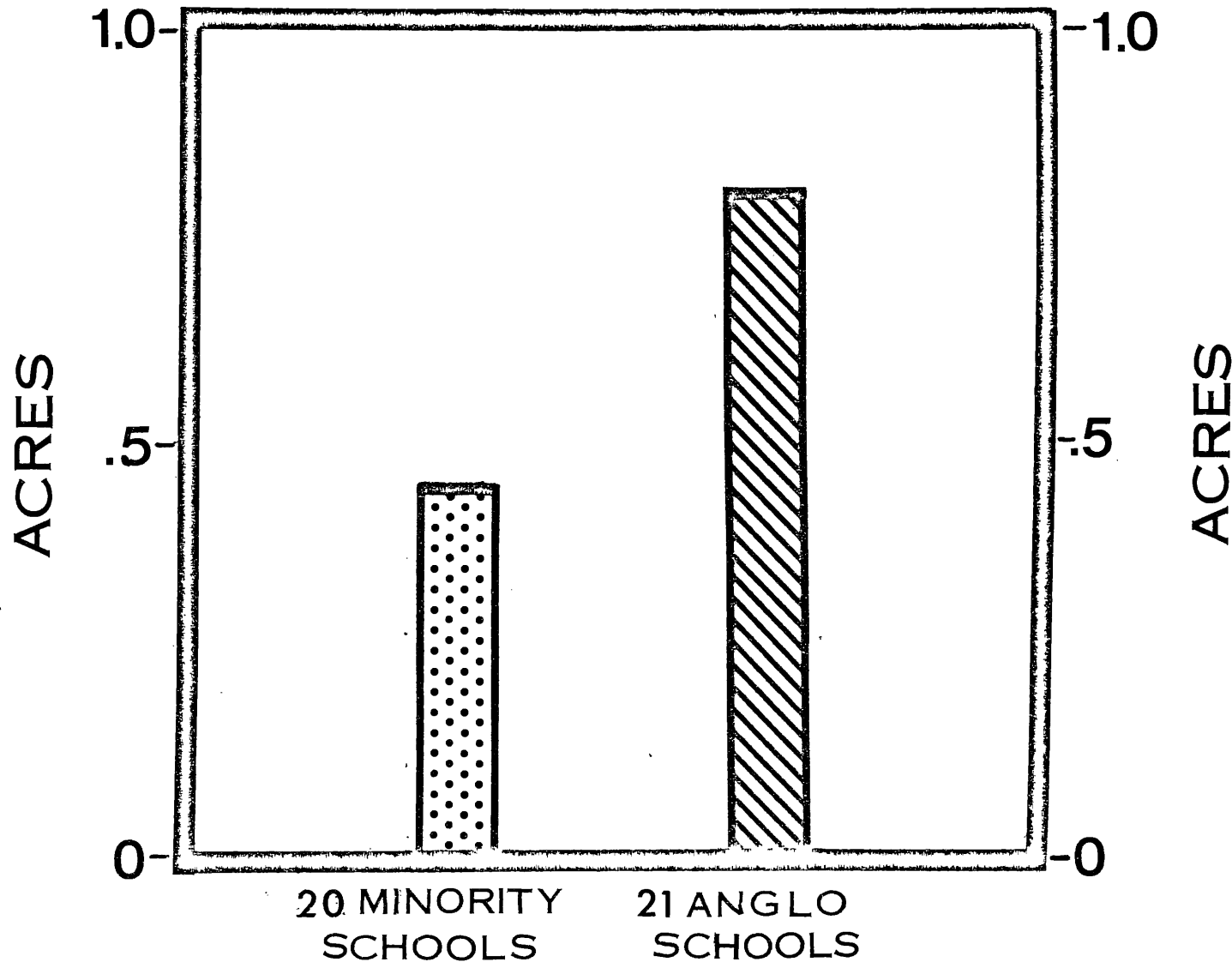
(Chart—Acres per 100 Students, Minority v. Anglo Schools)

(See Opposite) 

ACRES PER 100 STUDENTS MINORITY VS. ANGLO ELEM. SCHOOLS

PENGAD - Bayonne, N.J.
**PLAINTIFF'S
EXHIBIT**
270

1968




2069a

2070a

Plaintiffs' Exhibit 271

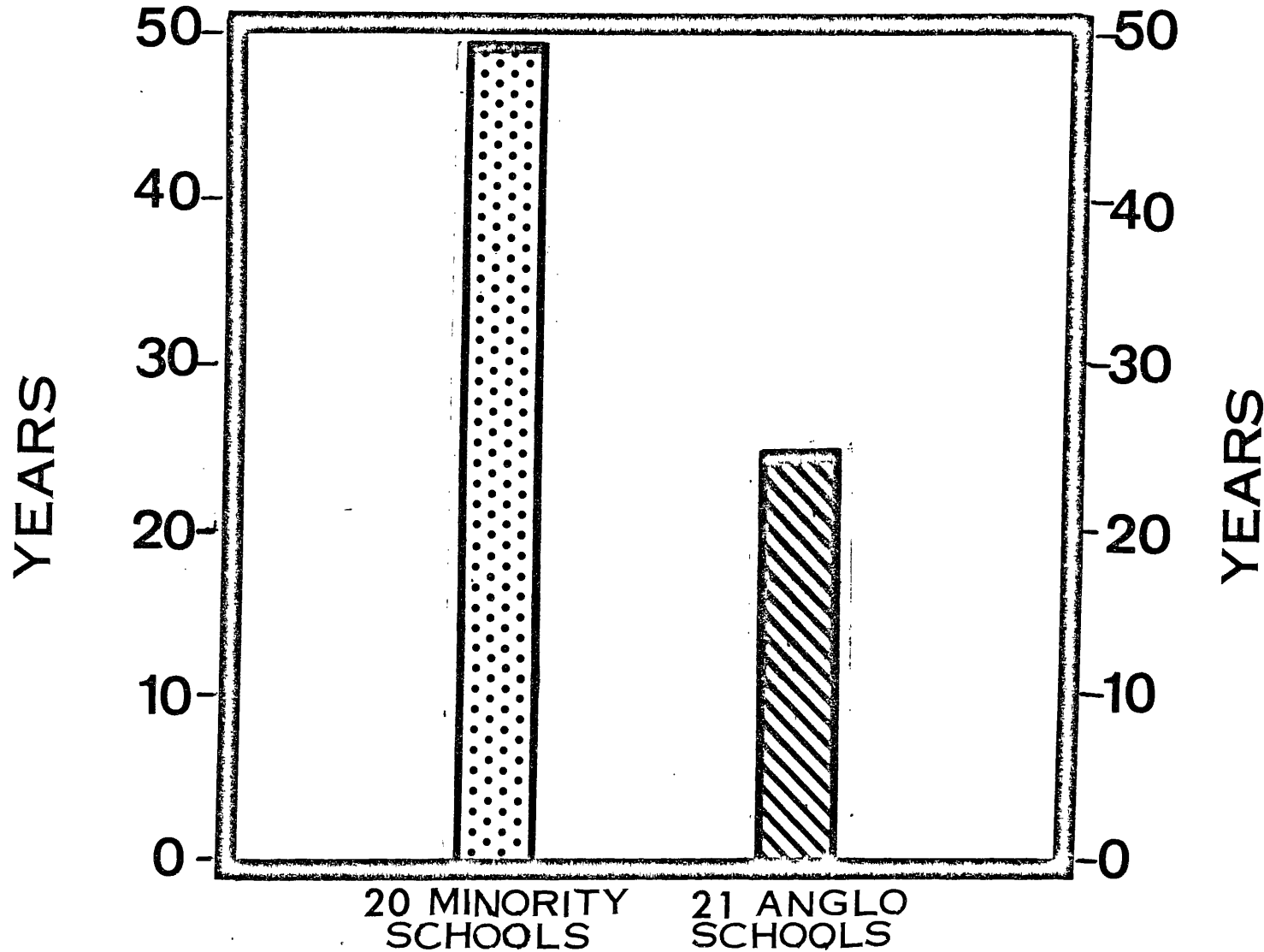
**(Chart—Average Age of Original Structure,
Minority vs. Anglo Elementary Schools)**

(See Opposite) 

AVERAGE AGE OF ORIGINAL STRUCTURE MINORITY VS. ANGLO ELEM. SCHOOLS

1968

PLAINTIFF'S
EXHIBIT
271




2071a

2072a

Plaintiffs' Exhibit 273

**(Jr. High Students, Racial Composition,
1963-68, No. Students)**

(See Opposite) 

PUPIL - ETHNIC DISTRIBUTION (NUMBER)

NUMBER

	1963			1964			1965			1966			1967			1968		
	A.	N.	H.	A.	N.	H.	A.	N.	H.	A.	N.	H.	A.	N.	H.	A.	N.	H.
1 HAYER	318	40	772	170	49	734	145	111	666	158	33	654	80	65	714	136	89	659
2 BYGERS	1688	3	70	1108	7	63	1130	9	59	1125	15	91	1157	8	60	1053	7	28
3 COLE	124	722	637	135	755	527	108	445	553	107	842	489	79	917	421	46	884	289
4 GOVE	747	4	13	920	58	36	664	101	40	597	140	26	574	170	30	541	167	29
5 GRANT	709	6	79	731	2	73	704	4	75	694	5	66	664	18	98	696	37	82
6 HILL	1563	13	17	1538	20	13	1555	14	27	1598	19	25	1641	20	37	1683	26	32
7 KENNED	0	0	0	0	0	0	0	0	0	1207	1	13	1321	2	4	1343	0	48
8 KEPNER	1161	9	422	1166	4	412	1115	11	453	1032	10	398	1034	12	393	1016	24	397
9 KUNSMI	2443	1	130	2514	3	179	2714	3	106	1620	3	117	1594	2	141	1348	5	160
10 LAKE	715	24	487	658	14	492	684	30	451	612	64	564	473	62	507	675	41	620
11 MANN	474	147	613	399	161	590	360	157	566	360	157	566	443	63	576	452	64	574
12 MERRIL	1344	0	3	1580	5	7	1644	3	14	1601	8	11	1473	4	10	1550	5	23
13 MOREY	370	329	205	305	355	231	242	353	179	219	350	161	273	4	10	237	427	174
14 RISHIEL	1085	12	216	1034	7	238	1193	4	245	1019	2	278	993	3	207	939	3	308
15 SKINNE	1153	1	135	1130	4	135	1116	3	189	1074	3	197	966	3	244	929	0	293
16 SWILEY	724	767	93	657	907	73	504	1027	109	582	935	76	415	1051	67	360	1112	74
17 THOMAS	1162	0	3	1231	0	10	1348	1	4	1449	1	4	1577	2	14	1584	5	6
TOTAL	15110	2078	3900	14986	2365	3513	15230	2476	3736	15058	2588	3736	15024	2815	3840	14848	2893	3856

Plaintiffs' Exhibit 274

(Jr. High Students, Racial Composition 1963-68, Percentage)

PUPILS - ETHNIC DISTRIBUTION

SCHOOL	PERCENTAGE												TOTAL STUDENTS					
	1963	1964	1965	1966A	1967	1968	1968	1968	1968	1968	1968	1968	1968	1968	1968	1968	1968	1968
	ANG.	NEG.	ANG.	NEG.	ANG.	NEG.	ANG.	NEG.	ANG.	NEG.	ANG.	NEG.	ANG.	NEG.	ANG.	NEG.	ANG.	NEG.
1 BAKER	21.2	3.9	17.4	5.1	15.7	12.0	14.7	3.9	0.3	7.5	15.4	10.1	1030	953	922	845	863	864
2 BIVERS	93.7	0.3	94.1	0.6	94.3	0.8	91.4	1.2	94.4	0.7	92.5	0.6	1161	1178	1198	1231	1225	1138
3 COLE	10.2	47.7	9.3	54.3	7.2	56.1	7.4	58.6	5.6	65.7	3.8	72.5	1513	1447	1506	1438	1417	1219
4 GOVE	97.8	0.5	86.8	8.1	82.6	12.5	79.2	18.3	74.2	22.0	74.4	21.8	764	714	809	763	774	754
5 GRANT	89.3	0.8	90.7	0.2	89.9	0.5	90.7	0.7	86.1	1.9	85.4	4.5	794	806	783	765	794	815
6 HILL	95.1	0.8	97.9	1.3	97.4	0.9	97.3	1.2	96.6	1.2	96.1	1.5	1593	1571	1596	1642	1720	1753
7 KENNED	****	****	****	****	****	****	98.9	0.1	99.3	0.1	96.7	0.0	0	0	0	1221	1333	1433
8 KEPNER	72.9	0.6	74.0	0.2	70.6	0.7	71.8	0.7	71.9	0.6	70.7	1.7	1592	1602	1579	1440	1443	1437
9 KUNSHI	98.9	0.0	93.2	0.1	95.1	0.1	93.1	0.2	91.8	0.1	90.3	0.3	2574	2696	2923	1740	1737	1709
10 LAKE	58.3	2.0	56.3	1.5	59.7	2.6	49.4	5.2	50.8	4.9	50.5	3.1	1276	1168	1165	1240	1325	1336
11 MANN	38.4	11.9	34.7	14.0	33.2	14.5	33.2	14.5	40.9	6.0	41.5	5.9	1234	1150	1083	1083	1090	1090
12 MERRIL	99.5	0.0	99.2	0.3	99.0	0.2	98.6	0.5	99.1	0.3	98.2	0.3	1347	1592	1661	1620	1487	1578
13 MOREY	40.9	36.4	34.2	39.8	31.3	45.6	30.0	47.9	28.4	52.8	28.3	51.0	904	891	774	730	776	838
14 RISHLE	82.6	0.9	80.8	0.5	82.7	0.3	78.4	0.2	76.6	0.2	75.1	0.2	1313	1279	1442	1299	1283	1250
15 SKINNE	89.4	0.1	89.0	0.3	85.3	0.2	84.4	0.2	79.8	0.4	76.0	0.0	1249	1269	1308	1278	1235	1222
16 SMILEY	45.6	48.3	40.1	55.4	30.7	42.6	36.5	58.7	29.8	66.0	23.3	71.9	1599	1637	1640	1593	1593	1546
17 THOMAS	99.7	0.0	99.2	0.0	99.6	0.1	99.7	0.1	99.0	0.1	99.2	0.3	1165	1241	1353	1454	1593	1597
TOTAL	73.7	9.9	70.8	11.3	70.4	12.4	70.4	12.1	69.3	13.0	68.7	13.4	21086	21194	21642	21382	21608	21599

Plaintiffs' Exhibit 275
 (Jr. High Faculty, Racial Composition, 1963-68, Number)
 FACULTY - ETHNIC DISTRIBUTION (NUMBER)

SCHOOL	1964			1965			1966			1967			1968		
	A.	N.	TOT.	A.	N.	TOT.	A.	N.	TOT.	A.	N.	TOT.	A.	N.	TOT.
1 ABRAHA	148	2	150	147	3	150	122	2	124	128	3	131	127	2	129
2 EAST	110	2	112	106	2	108	110	3	113	119	5	124	123	6	129
3 GEORGE	114	1	115	115	2	117	120	2	122	125	1	126	131	1	132
4 KENNED	0	0	0	0	0	0	0	0	0	108	2	110	123	1	124
5 MANUAL	63	11	74	63	11	74	69	12	81	85	20	105	103	25	128
6 NORTH	120	2	122	119	2	121	111	2	113	115	1	116	120	2	122
7 SOUTH	124	1	125	115	1	116	110	1	111	113	1	114	120	1	121
8 THOMAS	118	2	120	122	2	124	129	3	132	149	3	152	150	3	153
9 WEST	101	4	105	93	4	97	101	4	105	108	3	111	102	3	105
TOTAL	898	25	923	882	27	909	994	31	1025	1048	39	1087	1099	44	1143

Plaintiffs' Exhibit 276
(Jr. High Faculty, Racial Composition, 1963-68, Percentage)

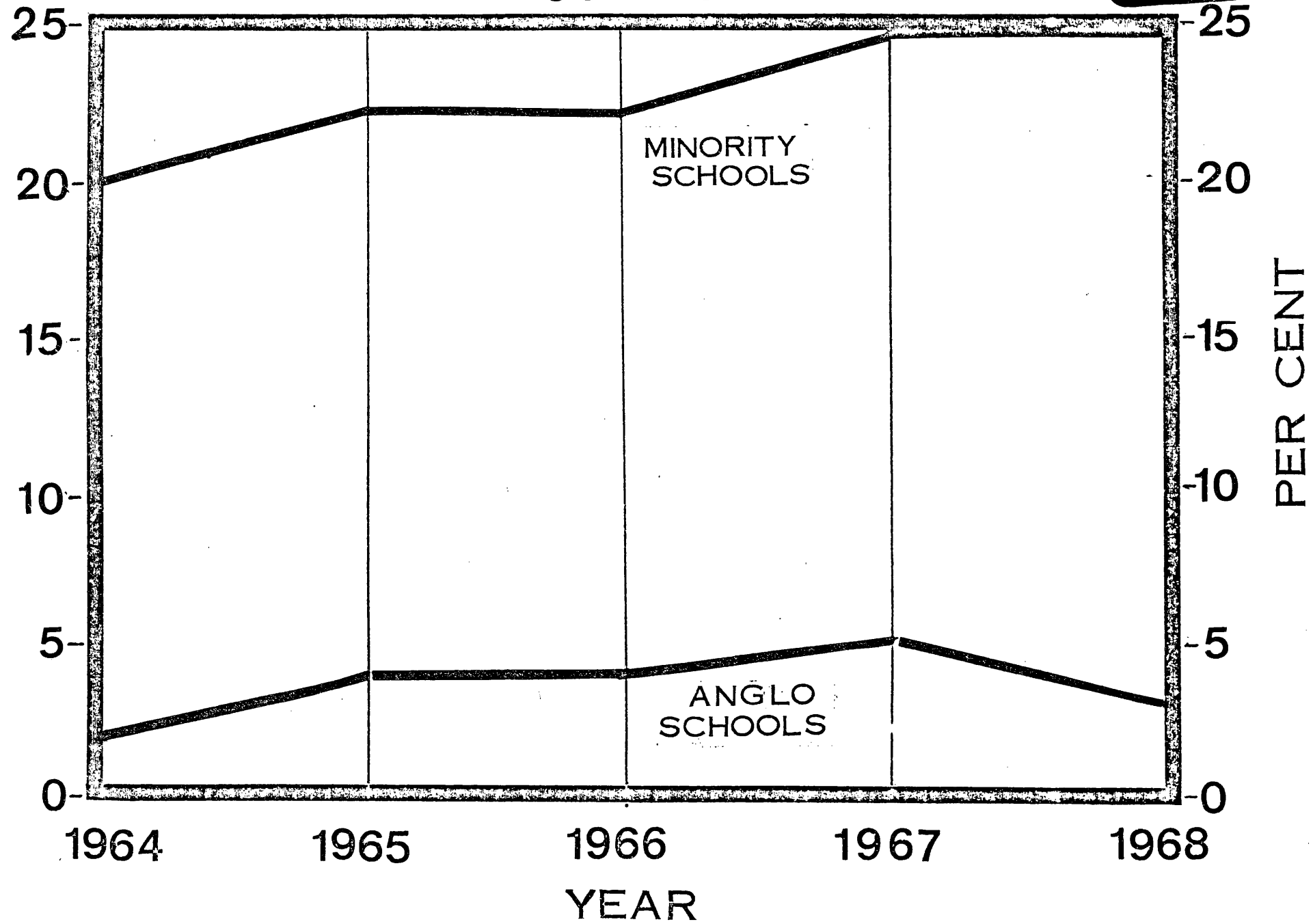
FACULTY - ETHNIC DISTRIBUTION (PERCENTAGE)

SCHOOL	PERCENTAGE												TOTAL TEACHERS											
	1964			1965			1966			1967			1968			1964	1965	1966	1967	1968				
	A.	N.	H.	A.	N.	H.	A.	N.	H.	A.	N.	H.	A.	N.	H.	A.	N.	H.						
1 ABRAHA	97	1	1	95	2	2	95	2	2	94	2	2	95	2	3	153	134	128	127	130				
2 EAST	96	2	1	96	2	1	97	3	1	94	4	2	94	5	2	114	110	119	123	124				
3 GEORGE	98	1	1	96	2	2	96	2	1	98	1	1	96	1	1	116	120	125	131	135				
4 KENNED	*****	*****	*****	*****	*****	*****	97	3	0	97	2	0	98	1	0	0	0	106	123	136				
5 MANUAL	84	15	0	81	14	0	81	14	1	78	19	0	73	20	3	75	78	85	103	127				
6 NORTH	98	2	1	97	2	2	97	2	2	98	1	2	97	1	1	123	123	115	120	136				
7 SOUTH	98	1	0	98	1	0	97	1	1	88	1	0	96	1	1	126	117	113	120	125				
8 THOMAS	97	2	2	96	2	2	97	1	2	97	2	1	97	2	1	122	129	149	150	159				
9 WEST	94	4	2	92	4	3	93	4	3	92	3	4	93	3	4	107	101	108	102	110				
TOTAL	96	3	1	95	3	2	95	3	1	94	4	1	93	4	2	936	932	1048	1099	1182				

MINORITY SCHOOL TEACHERS JR. HIGH SCHOOLS

1964 · 68

PENGAD - BAYONNE, N.J.
**PLAINTIFF'S
EXHIBIT**
289





2077a


Plaintiffs' Exhibit 289

(Minority School Teachers, Jr. High Schools 1964-68 (Chart))

2078a

Plaintiffs' Exhibit 302

**(Senior High Students, Racial Composition
1963-68, Number of Students)**

(See Opposite) 

PUPIL - ETHNIC DISTRIBUTION (NUMBER)

	1963		1964		1965		1966		1967		1968							
	A.	H.	A.	H.	A.	H.	A.	H.	A.	H.	A.	H.						
1 ABRAMA	3028	3	3256	317	4	453	2530	4	331	2532	3	344	2411	6	434			
2 EAST	2210	347	1843	511	227	1839	708	228	1528	777	173	1437	932	198	1809			
3 GEORGE	2341	9	2546	20	2569	56	35	2654	125	40	2733	92	16	2823	84			
4 KENNED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
5 MANUAL	258	804	388	134	931	438	0	0	0	0	1065	1	5	1192	0			
6 NORTH	2201	5	594	208	132	972	451	107	1120	373	107	1109	376	178	1200			
7 SOUTH	2310	4	2053	14	718	1954	19	771	1803	7	888	1794	5	890	1802			
8 THOMAS	1162	0	3	1231	0	11	1337	1	4	1433	0	106	2405	5	265			
9 WEST	1322	89	688	1382	100	746	673	1378	79	646	1542	2	13	1666	5			
TOTAL	15132	1261	2224	15143	1586	2581	14757	1843	2787	18070	2114	2570	14797	2229	2861	18852	2482	3101

Plaintiffs' Exhibit 303
(Senior High Students, Racial Composition
1963-68 Percentage)

PUPILS - ETHNIC DISTRIBUTION

SCHOOL	1963		1964		1965		1966		1967		1968		TOTAL STUDENTS						
	ANG.	NEG.	ANG.	NEG.	ANG.	NEG.	ANG.	NEG.	ANG.	NEG.	ANG.	NEG.	1963	1964	1965	1966	1967	1968	
1 ABRAHA	89.9	0.1	91.0	0.1	87.4	0.1	88.3	0.1	87.9	0.1	84.6	0.2	3367	3578	3621	2885	2879	2851	
2 EAST	82.8	13.0	71.4	19.8	63.7	27.5	61.7	31.4	56.0	36.3	53.7	39.6	2669	2581	2575	2478	2567	2623	
3 GEORGE	98.3	0.4	98.5	0.8	96.6	2.1	94.1	4.4	96.2	3.2	96.0	2.9	2337	2586	2660	2819	2841	2842	
4 KENNED	***	***	***	***	***	***	***	***	***	***	***	***	0	0	0	0	944	1071	1234
5 MANUAL	17.8	55.4	8.9	61.9	8.5	62.5	6.7	70.0	6.7	69.7	4.9	76.0	1450	1503	1555	1600	1592	1578	
6 NORTH	78.6	0.2	74.1	0.5	71.2	0.7	66.8	0.3	66.7	0.2	66.0	0.2	2800	2830	2784	2698	2689	2730	
7 SOUTH	96.3	0.1	96.1	0.2	93.6	0.1	93.9	0.0	89.9	0.2	87.3	0.2	2710	2762	2725	2411	2675	2670	
8 THOMAS	99.7	0.0	99.1	0.0	99.6	0.1	99.8	0.0	99.0	0.1	99.2	0.3	1185	1242	1342	1436	1537	1679	
9 WEST	63.0	4.2	62.0	4.5	65.2	3.7	65.5	3.8	66.6	4.0	64.6	4.6	2099	2228	2185	2103	2016	2088	
TOTAL	81.3	6.8	78.4	8.2	76.1	9.5	76.0	10.8	74.4	11.2	72.8	12.0	18617	19310	19387	19554	19887	20395	

Plaintiffs' Exhibit 304
(Senior High Faculty, Racial Composition
1963-68, Number)

FACULTY - ETHNIC DISTRIBUTION (NUMBER)

SCHDDL	1964		1965		1966		1967		1968																
	A.	N. H. O. TOT.	A.	N. H. O. TOT.	A.	N. H. O. TOT.	A.	N. H. O. TOT.	A.	N. H. O. TOT.															
1 BAKER	47	4	4	0	55	3	2	0	50	48	2	2	1	53	51	3	2	0	56	52	3	2	0	57	
2 BYERS	55	1	0	0	56	56	1	0	0	57	55	0	1	1	57	58	0	0	0	58	56	0	0	1	57
3 COLE	48	29	3	2	82	44	27	9	1	81	51	23	9	1	84	48	27	19	2	96	51	31	6	1	69
4 GOVE	32	1	1	1	35	33	1	1	1	36	34	2	0	1	37	33	3	1	1	38	37	5	1	1	44
5 GRANT	47	0	0	0	47	36	2	0	0	38	37	1	0	0	38	39	2	0	0	41	39	2	0	0	41
6 HILL	69	1	0	0	70	70	2	0	0	72	70	1	1	0	72	74	2	2	0	78	78	2	1	0	81
7 KENNE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8 KEPNER	65	1	1	2	69	64	4	0	0	68	62	4	0	0	66	62	4	1	0	67	64	4	2	0	70
9 KUNSMI	117	2	0	1	120	119	3	0	0	122	76	2	0	0	78	78	1	2	0	81	78	1	2	0	81
10 LAVE	49	1	4	0	54	53	1	2	0	56	53	3	2	0	58	55	4	2	0	61	55	5	2	0	62
11 MANN	51	2	0	1	54	49	2	1	1	52	52	2	2	1	55	48	2	1	1	58	48	2	1	1	50
12 MERRIL	67	1	1	0	69	66	4	2	1	73	70	2	0	1	74	68	2	1	0	71	73	1	0	0	74
13 MOREY	48	2	1	0	51	36	4	3	0	46	40	5	3	0	48	39	7	4	0	50	46	6	4	0	56
14 RITSHEL	55	0	1	1	57	51	1	1	1	54	54	1	1	1	57	50	1	1	0	60	61	0	0	0	61
15 SWINNE	55	1	0	0	57	57	1	0	0	58	57	1	0	0	57	57	1	0	0	58	62	2	1	0	65
16 SMILLY	63	0	0	1	75	70	10	0	1	81	73	13	0	2	86	77	14	0	2	93	73	23	0	2	98
17 THOMAS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	870	55	17	9	951	855	64	19	6	944	831	62	21	6	922	861	73	36	6	976	861	87	22	6	996

Plaintiffs' Exhibit 305

(Senior High Faculty, Racial Composition 1963-68, Percentage)

FACULTY - ETHNIC DISTRIBUTION (PERCENTAGE)

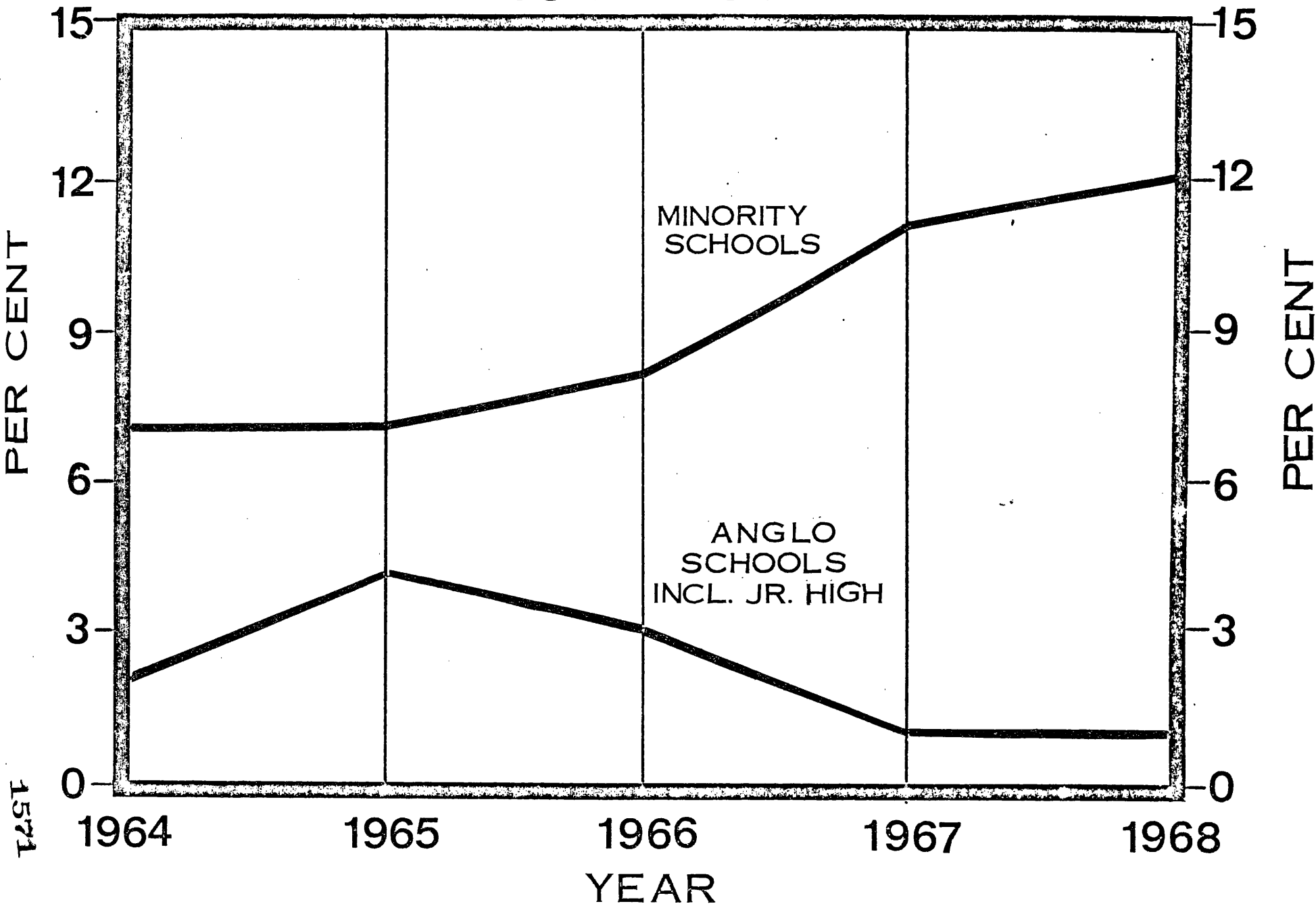
SCHOOL	PERCENTAGE				TOTAL TEACHERS															
	1964 A. N. H.	1965 A. N. H.	1966 A. N. H.	1967 A. N. H.	1968 A. N. H.	1964 A. N. H.	1965 A. N. H.	1966 A. N. H.	1967 A. N. H.	1968 A. N. H.										
1 BAKER	85	7	7	90	6	4	91	4	4	91	5	4	55	50	53	56	57			
2 BYERS	98	2	0	98	2	0	100	0	0	98	0	0	56	57	57	58	57			
3 COLE	59	35	4	54	33	11	41	27	11	50	28	20	57	35	7	82	81	84	96	89
4 GOVE	91	3	3	92	3	3	92	5	0	87	8	3	84	11	2	35	36	37	38	44
5 GRANT	100	0	0	95	5	0	97	3	0	95	5	0	47	38	38	41	41			
6 HILL	99	1	0	97	3	0	97	1	1	95	3	3	96	2	1	70	72	72	78	81
7 KENNE	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	0	0	0	0	0
8 KEPNER	74	1	1	94	6	0	94	6	0	93	6	1	91	6	3	69	68	66	67	70
9 RUNSKI	98	2	0	98	2	0	97	3	0	96	1	2	96	1	2	120	122	78	81	81
10 LAKE	91	2	7	95	2	4	91	5	3	92	6	3	89	8	3	54	56	58	71	62
11 MANN	94	4	0	94	4	0	95	4	0	93	3	2	93	3	2	54	52	55	58	60
12 MERRIL	97	1	1	95	3	1	95	3	3	96	3	1	99	1	0	69	73	74	71	74
13 MOREY	94	4	2	85	9	7	83	10	6	78	14	8	82	11	7	51	46	48	50	56
14 RISHLE	96	0	2	94	2	2	95	2	2	100	0	0	95	3	2	57	54	57	60	61
15 SMYNE	96	2	2	98	2	0	94	2	0	96	2	0	95	3	2	57	58	57	58	65
16 SWILFY	87	12	0	86	12	0	83	15	0	83	15	0	74	23	0	75	81	88	93	98
17 THOMAS	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	0	0	0	0	0
TOTAL	91	6	2	91	7	2	90	7	2	88	7	4	88	9	2	951	948	922	976	998

MINORITY SCHOOL TEACHERS

SENIOR HIGH SCHOOLS

1964-68

PENGAD - Bayonne, N.J.
PLAINTIFF'S EXHIBIT
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2083a

Plaintiffs' Exhibit 318
(Chart, Minority School Teachers,
Sr. High Schools 1964-68)

2084a

Plaintiffs' Exhibit 336
(Enrollment According to Race by Schools, 1946-47)

(See Opposite) 

DENVER PUBLIC SCHOOLS
DEPARTMENT OF RESEARCH
ENROLLMENT ACCORDING TO RACE BY SCHOOLS, 1946-1947
Exclusive of Westwood Schools

Urban League of Colorado
1375 Delaware Street
Denver, Colorado 801

FORM 1027-A DSP 1-27-100 L-15-31077

	Native-Born White	Foreign-Born White	Negro	Mongolian	Span. Sp. American and Mex.	TOTAL
1 Adams Street	298				6	304
2 Alameda	306					306
3 Alcott	569	3		3	3	578
4 Asbury	788					788
5 Ashland	675			11	102	788
6 Ashley	301		1			302
7 Barnum	795			6	15	816
8 Beach Court	334				1	335
9 Berkeley	333					333
10 Boulevard	576				31	607
11 Bromwell	287		4	1		292
12 Bryant-Webster	460			16	263	739
13 Central	285				160	445
14 Cheltenham	508	5	1	4	61	579
5 Colfax	346	2				348
6 Columbian	615				2	617
17 Columbine	468		39	1	2	510
18 Eagleton	580		4		36	620
19 Ebert	471	3	78	42	240	834
20 Edison	921				1	922
21 Ellsworth	183		11			194
22 Elmwood	409				72	481
23 Elyria	116				27	143
24 Emerson	395	2			1	398
25 Evans	457		1	3	28	489
26 Fairmont	573			1	25	599
27 Fairview	112		3	4	554	673
28 Franklin	409	1	1	2	235	648
29 Garden Place	409		3		124	536
30 Garfield	35		2		213	215
31 Gilpin	138		143	64	468	813
32 Lincoln	690		2		3	695
33 McKinley	482					482
34 Milton	146		2		30	178
35 Mitchell	357	1	156	38	320	872
36 Montclair	609		1			610
37 Montclair Annex	248					248
38 Moore	808	2	1	1	5	817
39 Park Hill	1,028	4		3		1,035
40 Perry	144				1	145
41 Reynolds	92		11		22	125
42 Rosedale	342-542			1	9	352
43 Sherman	399				57	399
44 Smedley	474		1	3		512
45 Steck	616	3	2	1		622
46 Stedman	566	4	2	1		573
47 Steele	642			1	1	644
48 Stevens	448	1		4		453
49 Swansea	427			2	28	457
50 Teller	745	1		3	1	750
51 Thatcher	423			3		426
52 Twenty-fourth St.	126		6	87	294	513
53 University Park	447	1			2	450
54 Valverde	572		7		2	581
55 Washington Park	846					846
56 Whittier	29		586	14	22	651
57 Wyatt	414		13	7	140	574
58 Wyman	410	3	71	5	14	503
	25,679	36	1,152	332	3,601	30,800

250


336

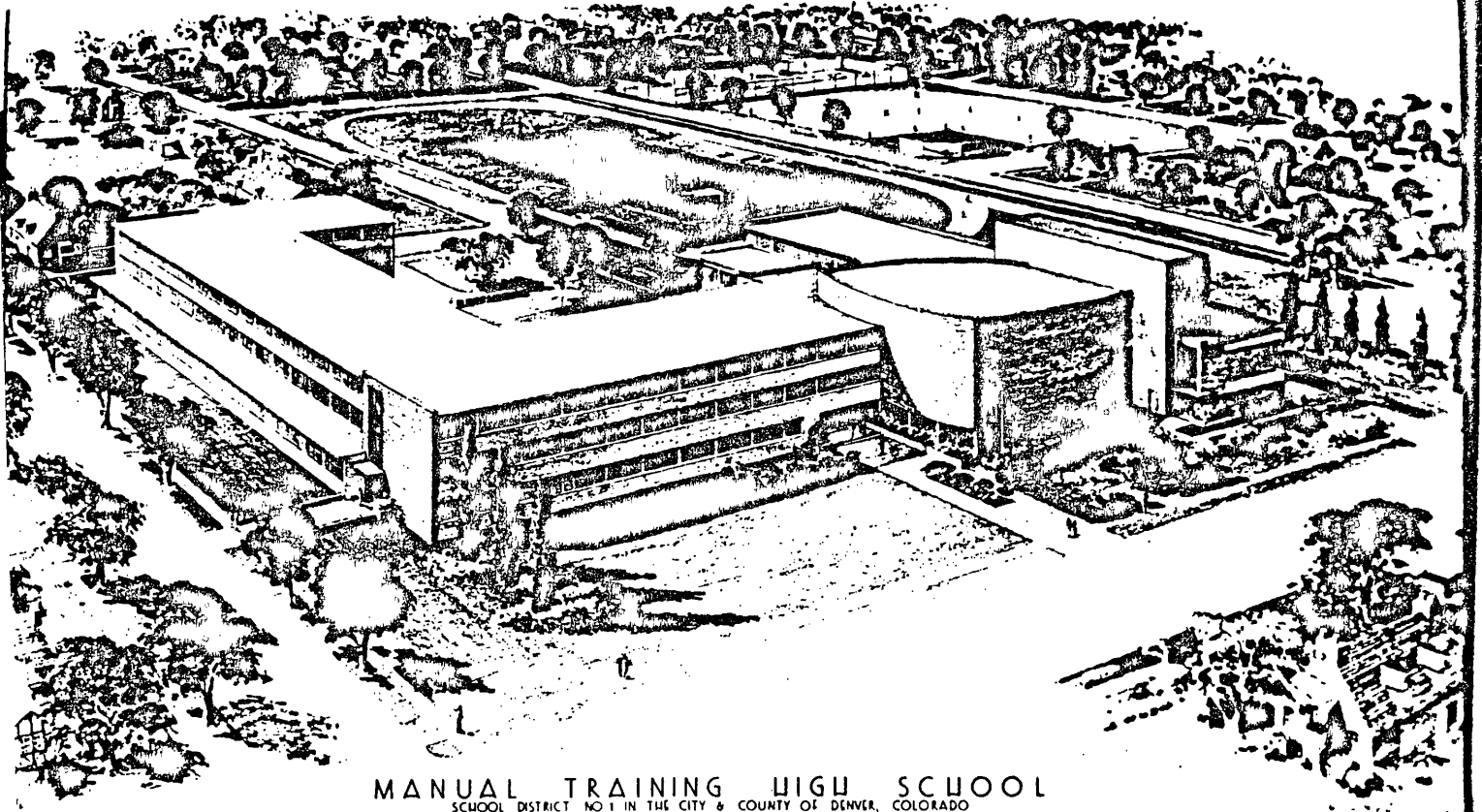
1 Baker	494	1		1	180	676	
2 Byers	1,326	2	3		4	1,335	
3 Cole	717		345	118	483	1,663	
4 Gove	736	5	5	2	3	751	
5 Grant	1,024	3	10		41	1,078	
6 Lake	870	9	2	4	156	1,041	
7 Horace Mann	535			5	150	690	
8 Morey	1,068	1	23	3	11	1,160	✓ 1,104
9 Skinner	1,118			5	11	1,134	
10 Smiley	879	7	3	1		890	
	8,767	28	391	139	1,039	10,364	
1 East	2,372	20	29	9	9	2,439	
2 Manual Training	510		248	131	179	1,068	
3 North	2,106	4	1	5	19	2,135	
4 South	2,377	13	5	4	6	2,405	
5 West	1,523		6	8	251	1,788	
	8,888	37	289	157	464	9,835	
Full-time Day School	42,334	101	1,832	628	5,104	50,999	
N. J. H.	73 22	1			15	38	
1 Boettcher	143		3		6	152	
2 Opportunity	16,836	518	574	163	302	18,393	
3 Opportunity Eve.							
4 Eve. Voc. High	991	18	30	4	12	1,055	
GRAND TOTAL	61,326	638	2,439	795	5,439	70,637	

2085a

2086a

Plaintiffs' Exhibit 356
(The New Manual—Manual Training High School)

(See Opposite) 



MANUAL TRAINING HIGH SCHOOL
 SCHOOL DISTRICT NO. 1 IN THE CITY & COUNTY OF DENVER, COLORADO
 RAYMOND HARRY ERVIN, ARCHITECT
 SELBY M. WHEELER, ROBERT BERNE, RALPH D. PETERSON, ASSOCIATES

PENGAD-BUYING, N.J.
**PLAINTIFF'S
 EXHIBIT**
356

THE NEW...
Manual

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CHAPTER II

SOME BASIC PROBLEMS TO BE FACED IN PLANNING A NEW MANUAL

There was little doubt when it became known that Manual would be on the "must" list of the new buildings that Manual could not be just a high school cut from a general pattern. Manual is different. The college preparatory function of a high school is not the first consideration in Manual although it has not been neglected for those boys and girls who do go to college. For roughly three-fourths of the student body college is virtually an impossibility.

The usual problems faced by youth are sharpened for the many Manual boys and girls who are members of minority groups. Since 1926 the Anglo population at Manual has dropped from over eighty per cent to about forty-one per cent; the Negro population has gone from ten to twenty-seven per cent; the Spanish-American figure has risen from less than one per cent to twenty-three and one-half per cent; and the Oriental has gone from seven-tenths of one per cent to eight per cent. These boys and girls have needs which the school must meet in order to prepare them for effective participation in the community. The chart following shows the changing racial distribution in Manual.

Teachers in their experience with Manual students had a good understanding of the special needs which should direct planning for a new building. Many of their ideas were based on information which had been structured toward changes in curriculum. Other changes could not be made effectively within the limits of the outdated building.

CHART I

RACIAL DISTRIBUTION OF MANUAL STUDENTS, 1926-1950

Year	Number white students	%	Number colored students	%	Number Spanish students	%	Number Oriental students	%
1926-27	623	87.2	73	10.3	3	.4	7	.7
1927-28	540	85.1	79	13.2	8	1.2	5	.9
1928-29	507	85.8	64	13	5	.9	9	.7
1929-30	554	85.1	84	12.7	6	.9	10	1.5
1930-31	635	83.1	111	14.5	7	1.0	14	1.6
1931-32	724	83.8	124	14.1	7	.8	10	1.1
1932-33	807	82.1	153	15.4	12	.9	12	1.6
1933-34	880	80.5	172	15.8	29	2.7	21	1.7
1934-35	838	78.2	175	16.1	42	4.0	29	2.3
1935-36	890	77.9	195	16.1	47	4.5	26	2.4
1936-37	820	74.6	200	17.2	80	5.9	28	2.5
1937-38	869	72.7	199	16.6	101	8.4	27	2.4
1938-39	899	69.6	229	17.7	126	10.0	34	2.3
1939-40	895	67.2	235	17.2	171	13.4	35	2.4
1940-41	874	65.6	225	16.8	207	15.5	28	2.1
1941-42	770	62.0	249	19.5	200	16.3	32	2.3
1942-43	644	59.0	227	20.5	191	17.3	40	3.4
1943-44	569	54.7	333	22.7	169	16.7	53	5.1
1944-45	515	53.9	231	24.2	141	14.7	65	6.8
1945-46	547	47.5	231	20.4	178	15.7	174	15.3
1946-47	512	48.9	248	23.2	178	16.8	131	12.2
1948-49	419	44.0	239	25.1	230	24.2	64	6.7
1949-50	404	40.7	275	27.7	234	23.5	81	8.1

One indication of serious problems was the large number of drop-outs from school. A study of four classes entering Manual and their rate of drop-out is shown in the following chart:

CHART II
RATE OF DROP-OUT OF MANUAL STUDENTS

	<u>1945</u>	<u>1946</u>	<u>1947</u>	<u>1948</u>
10th Grade	573	524	540	465
	<u>1946</u>	<u>1947</u>	<u>1948</u>	<u>1949</u>
11th Grade	305	292	315	263
	<u>1947</u>	<u>1948</u>	<u>1949</u>	<u>1950</u>
Graduates	207	247	198	231

Another indication that an academic program was not in step with the actual life needs of many Manual boys and girls was the fact that the students were for the most part going into early marriage and homemaking and into jobs falling into the unskilled and semi-skilled categories. Again, records showed that very few Manual students went on to college. Some of those who went to college could do so only if they had some kind of part-time job. From all of these observations Manual teachers were certain that their program must be cognizant of the realities confronting the boys and girls.

CHAPTER III

THE MANUAL COMMUNITY SURVEY

In order to have definite evidence for planning, Superintendent Kenneth E. Oberholtzer instituted a program looking to a survey of community opinion. Two Manual teachers were released from classroom duties to prepare an instrument of evaluation to include responses from Manual teachers and teachers working in other schools in the area, Manual students and junior high school students who would go to Manual, Manual graduates, drop-outs, parents, and community leaders. From these responses would come the answers to what unique needs the new building must meet. After the instruments were prepared and approved by the faculty, student interviewers were trained to secure responses from graduates, drop-outs, and parents. Teachers interviewed community leaders. Responses from students still in school were obtained on school time. After the data were gathered, the coordinator of instruction at Manual was released from duty in the school to summarize data and prepare the report.

The Needs of Manual Pupils are Different from Those of the Youth of Other Sections of Denver

A study of the characteristics of the Manual district, particularly of the needs of boys and girls of high school age, has been made by the faculty of Manual Training High School. These needs as studied and analyzed are different from those of other sections of Denver in that

Fewer pupils go to college.

Fewer take college preparatory subjects.

More go to work immediately.

More go into unskilled and semiskilled labor.

This study includes the following: 1. Investigation of the interests and educational needs of pupils while they are in school as shown by their vocational interests, academic abilities, and selection of classes. 2. Investigation through study of school records as to the length of time these boys and girls stay in school and why they leave. 3. A survey of former pupils, both graduates and dropouts, to find out what happens to them after they leave school and what jobs they can get. 4. A sampling of the opinions of members of the community about the opportunities the school should provide. 5. Evaluation of the present program of the school to see if it meets adequately the needs recognized as common to all youth. The common needs are stated in Planning for American Youth as the "Ten Imperative Needs." The findings of these investigations are the basis for some conclusions which should affect the plans for the new building.

1. Vocational and educational interests and needs of pupils.

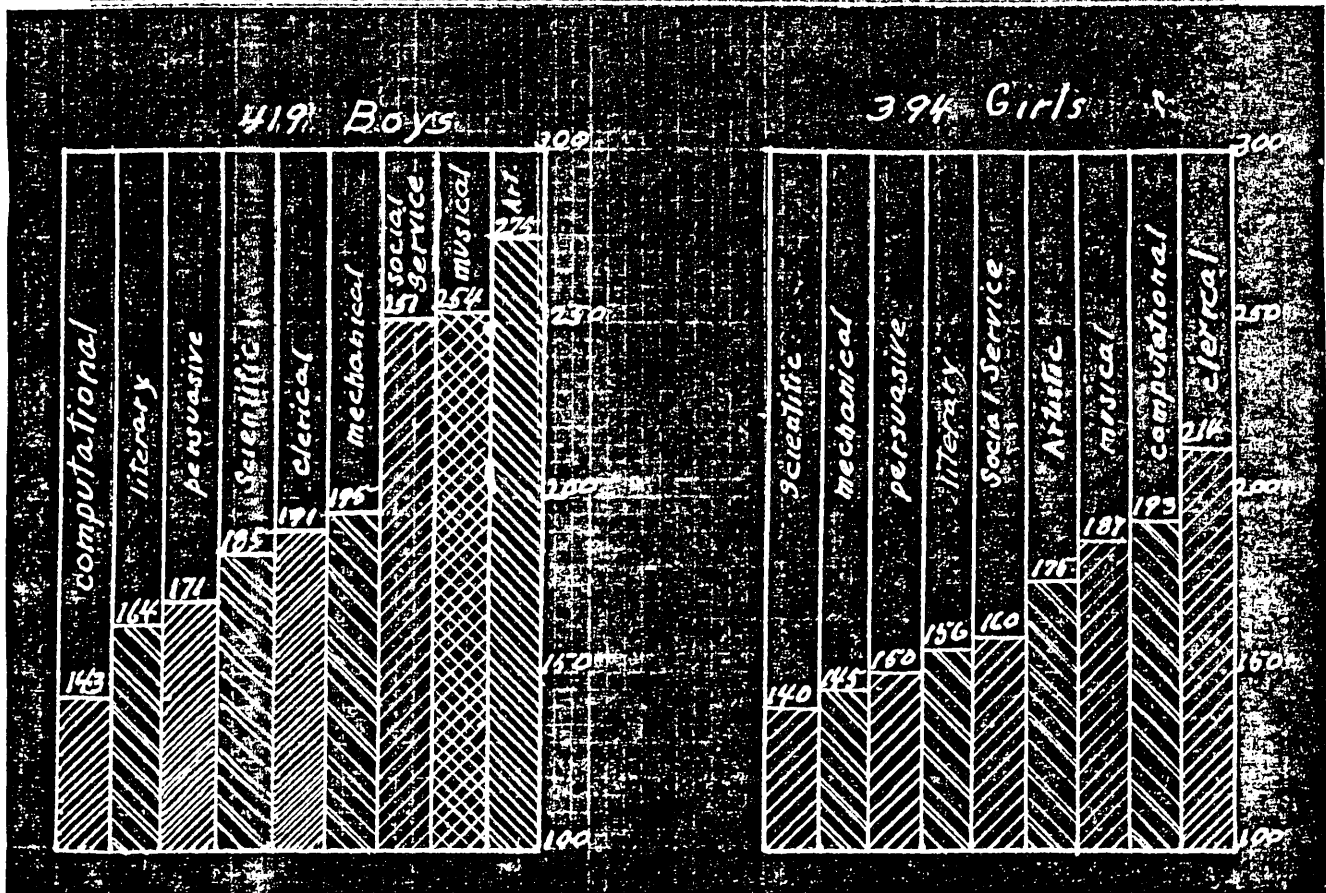
Analysis of 813 Kuder Vocational Interest Profiles of Manual pupils (See Chart III) indicates that the number of Manual pupils interested in vocational fields on professional levels is much smaller than the number interested in artistic, musical, clerical, and social service areas. The relatively small interest shown in vocational areas that require scholastic ability indicates that approximately 75 per cent

of pupils do not have vocational interests which demand college preparatory studies. Instead such pupils may profit more by greater opportunity to prepare for unskilled and semiskilled jobs. The needs of the smaller academic group should continue to be met, but Manual should do much more prevocational education in the fields which interest the larger number.

CHART III

VOCATIONAL INTERESTS SHOWN BY KUDER VOCATIONAL PREFERENCE PROFILES 1946-1949

Analysis of 813 Interest Profiles



Most of these totals indicate interest expressed during grade 10. Both charts indicate that the five areas of greatest interest to large numbers of Manual pupils are artistic, musical, clerical, computational, and mechanical.


The proportion of academic and nonacademic pupils at Manual is approximately 25 per cent academic and 75 per cent nonacademic as compared to national figures of 40 per cent academic and 60 per cent nonacademic. This proportion, 25 per cent to 75 per cent, is substantiated by the study of tests of academic ability (See Chart IV). Granted that the I. Q. is not an infallible measure of intelligence, especially in lower socio-economic groups, the I. Q. still remains one of the most effective means of predicting ability to do academic work. A large proportion of Manual pupils fall below the average in academic aptitude (See Chart IV). Approximately 25 per cent show ability to do scholastic work acceptable to most colleges.

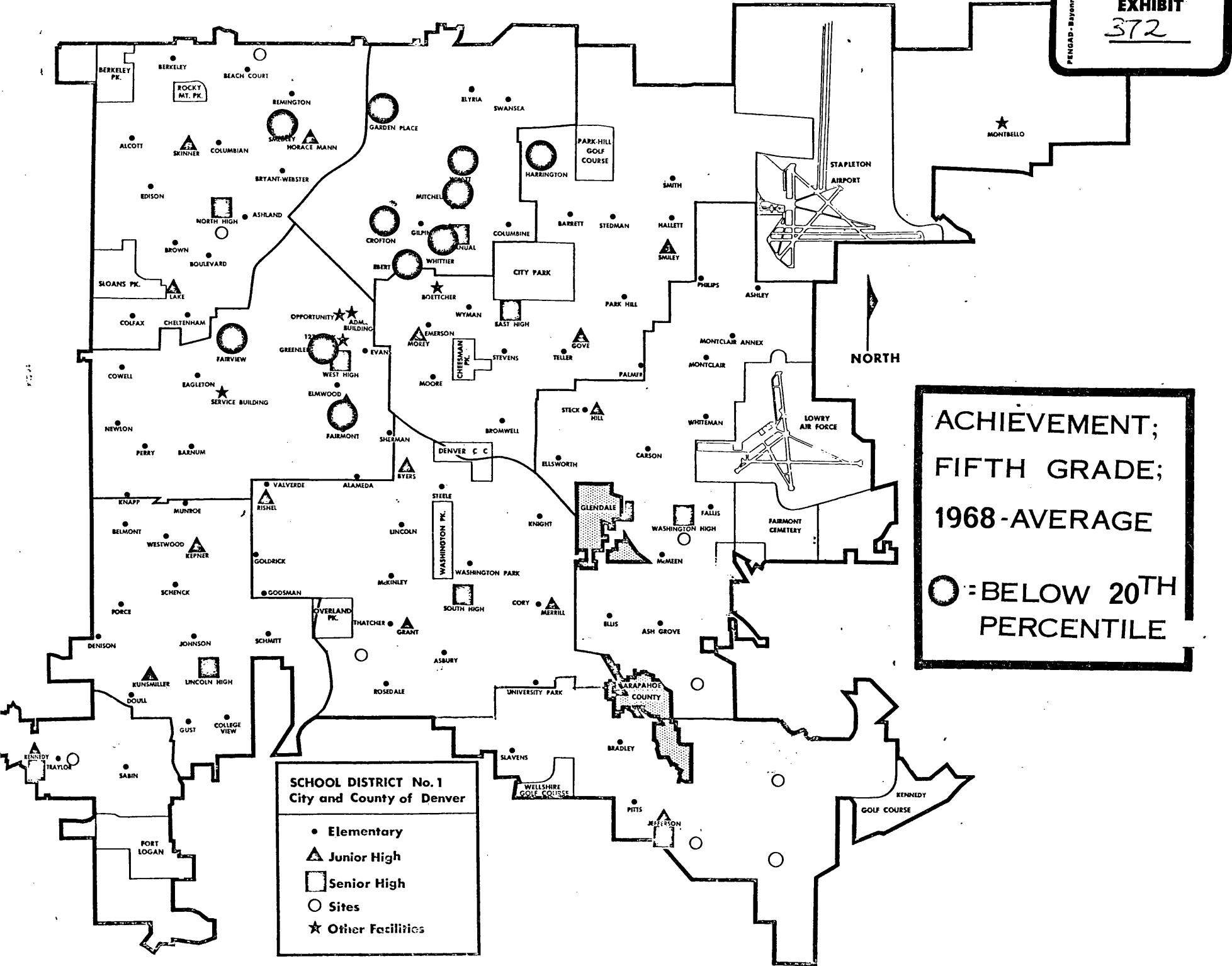
2087a

2088a

Plaintiffs' Exhibit 372

**(Map, Achievement, Fifth Grade, 1968 Average,
Below 20th Perc't'l)**

(See Opposite) 



SCHOOL DISTRICT No. 1
City and County of Denver

- Elementary
- ▲ Junior High
- ▣ Senior High
- Sites
- ★ Other Facilities

ACHIEVEMENT;
FIFTH GRADE;
1968-AVERAGE

○ = BELOW 20TH PERCENTILE

NORTH

★ MONTBELLO

STAPLETON AIRPORT

LOWRY AIR FORCE

ARAPAHOE COUNTY

KENNEDY GOLF COURSE

WELLSHIRE GOLF COURSE

GLENDALE

DENVER C C

OPPORTUNITY ADM. BUILDING

PARK HILL GOLF COURSE

ROCKY MT. PK.

BERKELEY PK.


2089a

T

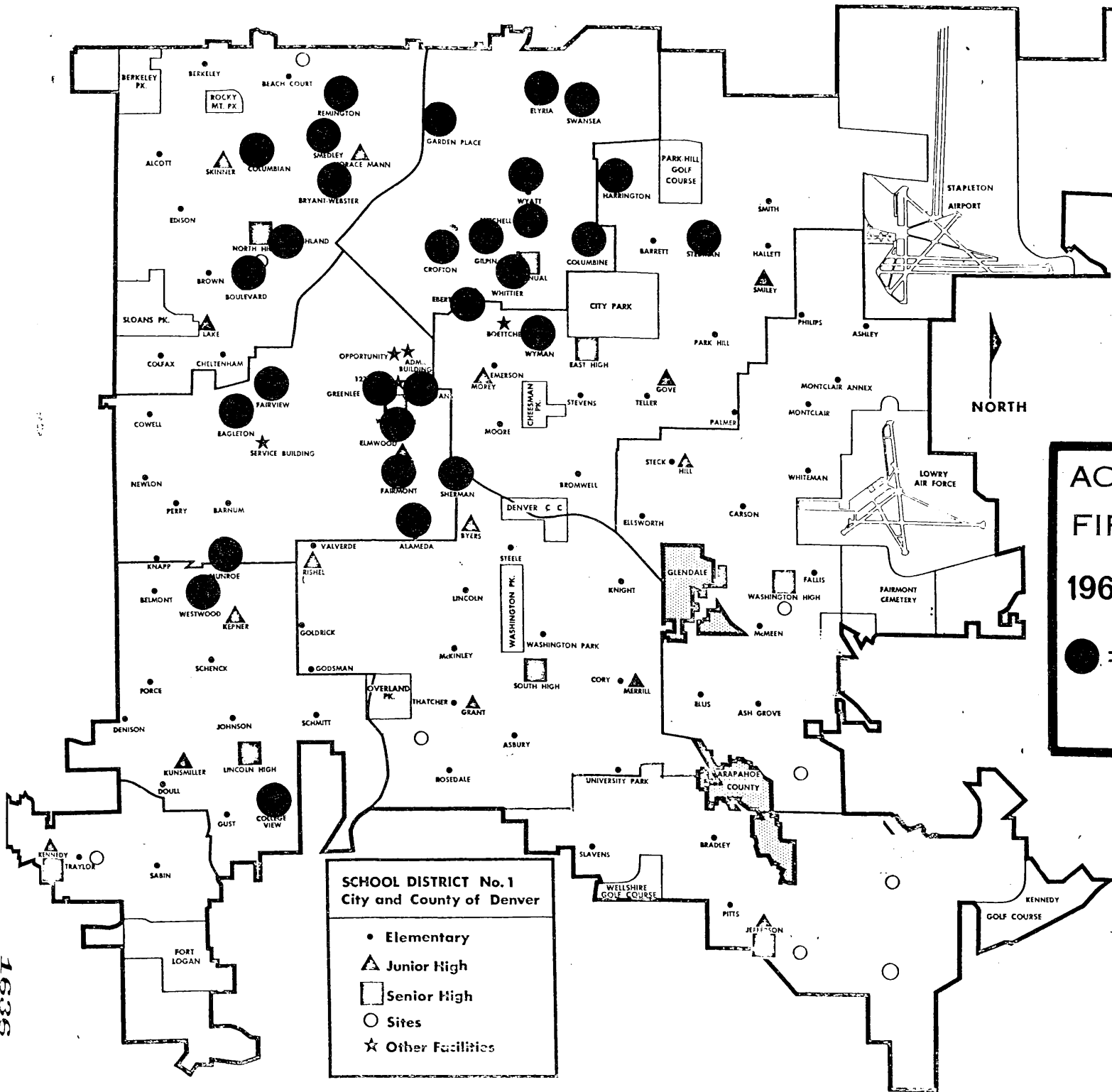
2090a

Plaintiffs' Exhibit 373

**(Map, Achievement, Fifth Grade, 1968 Average,
Below 30th Perc'til)**

(See Opposite) 

PENGAD - Bayonne, N.J.
PLAINTIFF'S EXHIBIT
373



**ACHIEVEMENT;
 FIFTH GRADE;
 1968 - AVERAGE**
 ● = BELOW 30TH
 PERCENTILE

SCHOOL DISTRICT No. 1
 City and County of Denver


- Elementary
- ▲ Junior High
- Senior High
- Sites
- ☆ Other Facilities

1986

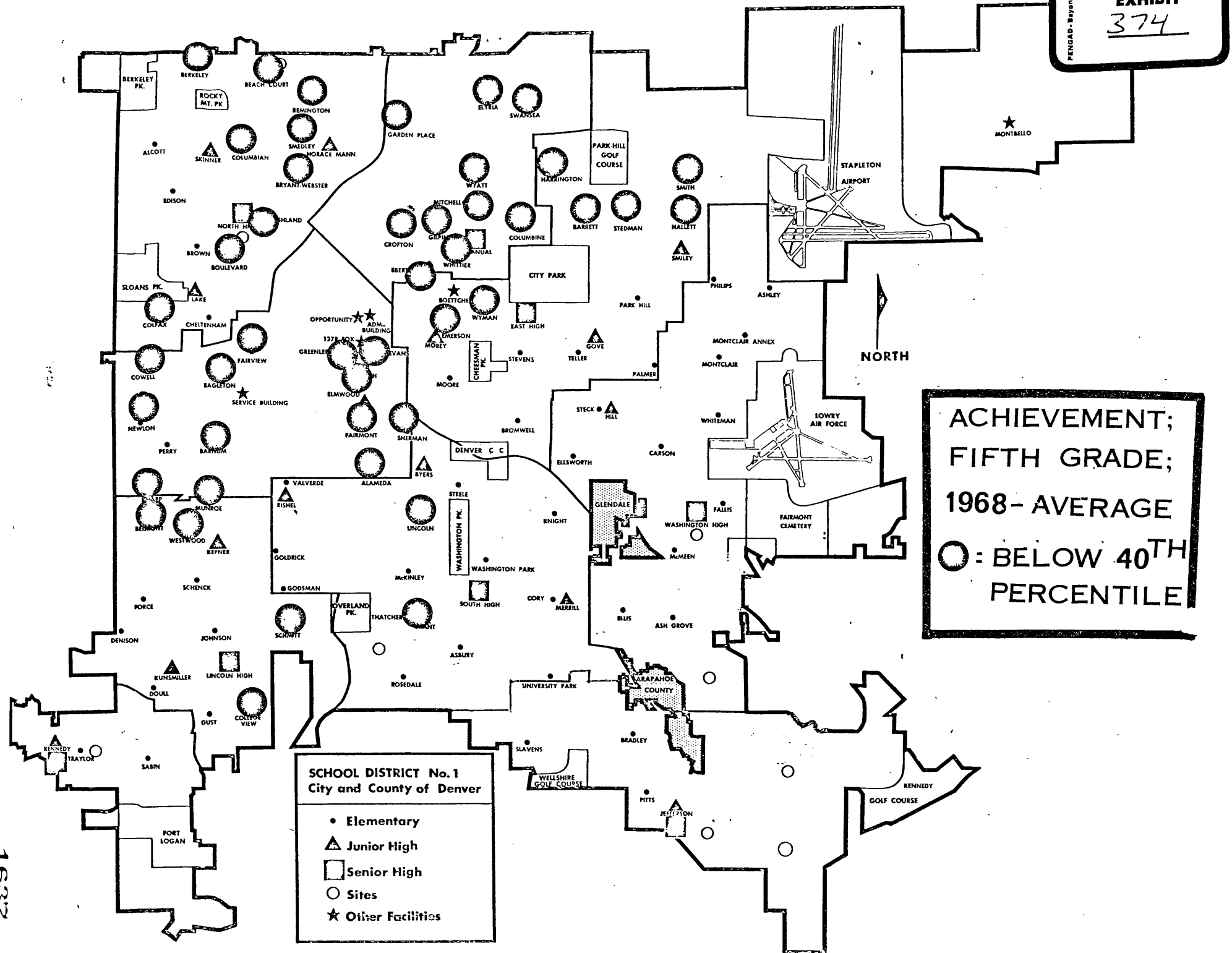
2091a

2092a

Plaintiffs' Exhibit 374
(Map, Achievement, Fifth Grade, 1968 Average,
Below 40th Perc'til)

(See Opposite) 

PENGAD-Bayonne, N.J.
**PLAINTIFF'S
EXHIBIT**
374




1637

2093a

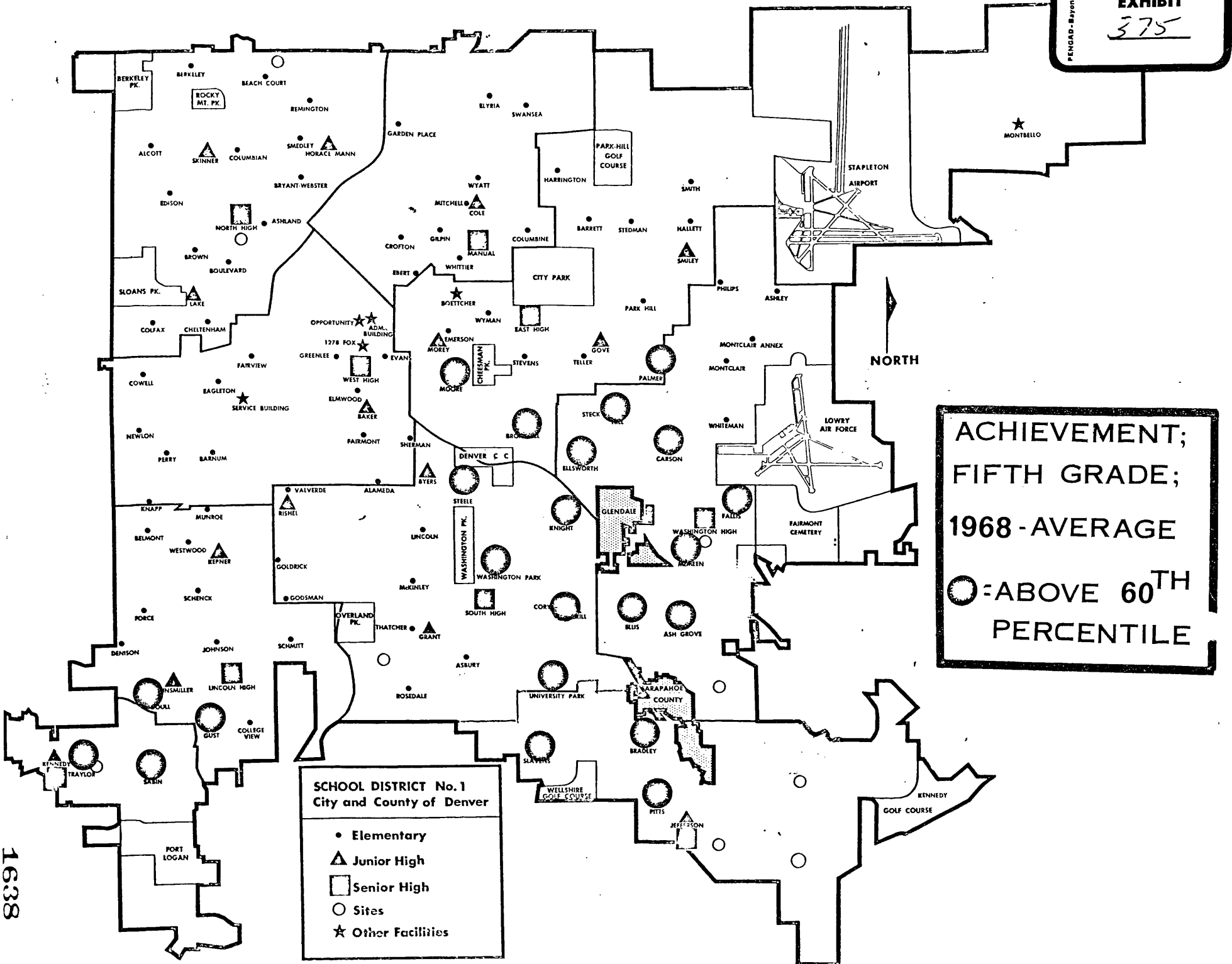
2094a

Plaintiffs' Exhibit 375

**(Map, Achievement, Fifth Grade, 1968 Average,
Below 60th Perc'til)**

(See Opposite) 

PENGAD - Bayonne, N.J.
PLAINTIFF'S EXHIBIT
375




1638

2095a

2096a

Plaintiffs' Exhibit 376-R

**(Enrollment by Racial and Ethnic Groups;
Correlation With Achievement Scores, Fifth Grade, 1968)**

(See Opposite) 

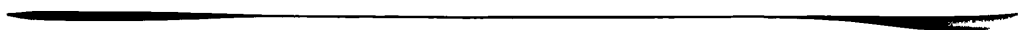
ENROLLMENT BY RACIAL AND ETHNIC GROUPS;
CORRELATION WITH ACHIEVEMENT SCORES

Fifth Grade, 1968
(Arithmetic Average of Percentiles)

Percentile Score	Percent of citywide enrollment at each group of schools.		
	Anglo	Negro	Hispano
below 20	3	36	28
below 30	13	61	64
below 40	26	87	78
above 60	42	4	4

Each percentage represents the percent of the total number of students in Denver of that ethnic or racial group enrolled at those schools.

Source: Pl. Exh. 83; Defendants Exh. S. Pl. Exh. 241.




2097a

2098a

Plaintiffs' Exhibit 377

(Average Mean Achievement Score; Third Grade)

(See Opposite) 

AVERAGE MEAN ACHIEVEMENT SCORE; THIRD GRADE

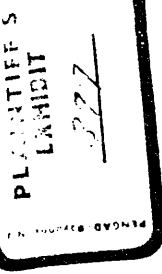
TRIENNIAL TESTING; 1956 and 1968

School	1956	1968
Whittier	3.1	2.8
Gilpin	2.7	2.7
Garden Place	2.9	2.5
Fairview	2.6	3.0
Mitchell	2.9	2.7
Wyatt	3.0	3.4
Elmwood	3.2	3.4
Ebert	2.9	2.7
Greenlee	2.9	2.9
Boulevard	3.3	2.8
Bryant Webster	3.1	3.2
Fairmont	3.2	2.9

Source: Triennial testing, Denver Public Schools, 1956 and

1968; arithmetic average of all tests administered


(Note: 1956 tests were administered in April; 1968 tests were administered in May; 1956 tests were six in number (Stanford Elem. Battery - Form K); 1968 tests were eight in number (Stanford, Primary II - Form Y).

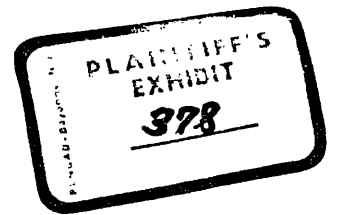


2099a.

2100a

Plaintiffs' Exhibit 378
(Effects of "Normalizing" Achievement Scores
on Published Mean)

(See Opposite) 



EFFECTS OF "NORMALIZING" ACHIEVEMENT SCORES ON PUBLISHED MEAN
SCORES; 1965, GRADE 5; PARAGRAPH MEANING
Comparison with 1962 and 1968 scores

School	1962	1965	1968	1968-percentile
Greenlee	4.2	5.4	4.4	24
Fairview	4.2	5.5	4.2	18
Mitchell	4.4	5.9	4.1	16
Whittier	4.5	6.6	4.4	24
Wyatt	4.8	6.4	3.9	14
Ash Grove	7.3	6.4	6.8	75
Bradley	7.6	6.4	6.9	76
Doull	7.3	5.6	6.3	65
McMeen	7.3	6.9	7.3	82
Pitts	7.5	6.7	7.2	80


Source: Triennial testing, 1962,1965,1968; fifth grade- paragraph meaning

2101a

2102a

Plaintiffs' Exhibit 380

**(Stanford Achievement Tests—Paragraph Meaning,
20 Minority Schs.)**

(See Opposite) 



STANFORD ACHIEVEMENT TESTS - PARAGRAPH MEANING
April, 1969 ; Mean Scores by School and Grade


Twenty Minority Schools

School	Grade Level at which Tests Were Administered				
	2.6*	3.6	4.6	5.6	6.6
Barrett	(2.32)	3.09	3.45	4.35	5.29
Boulevard	(1.89)	3.37	3.56	4.59	5.35
Bryant Webster	(2.24)	2.87	3.73	4.73	5.13
Columbine	(2.14)	2.67	3.32	4.42	4.96
Crofton	1.85	2.47	3.51	4.60	4.68
Ebert	2.27	2.59	3.52	4.07	4.75
Elmwood	(2.22)	3.05	3.74	4.82	5.06
Fairmont	(2.01) 2.79	2.93	3.54	4.41	4.77
Fairview	(2.23)	3.03	3.24	4.24	4.42
Garden Place	(2.03)	2.56	3.32	4.10	4.80
Gilpin	(2.03)	2.83	3.18	4.25	5.03
Greenlee	(1.89)	2.47	3.46	4.11	4.63
Hallett	2.37	3.22	4.03	5.11	5.87
Harrington	1.99	2.54	3.25	4.23	4.59
Mitchell	(1.98)	2.86	3.26	3.91	4.22
Smith	2.33	2.77	3.86	4.85	5.28
Stedman	2.76	2.94	4.00	4.67	5.50
Whittier	(2.06)	2.69	3.39	4.07	4.50
Wyatt	(1.95)	2.90	4.11	3.94	4.24
Wyman	2.19	3.06	4.23	4.93	5.11
AVERAGE	(2.07) 2.32	2.85	3.58	4.42	4.91
	combined 2.17				

2103a

2104a

Plaintiffs' Exhibit 381
(Stanford Achievement Tests—Paragraph Meaning,
21 Anglo Schs.)

(See Opposite) 



STANFORD ACHEIVEMENT TESTS - PARAGRAPH MEANING
April 1969; Mean Scores by School and Grade

Twenty-one Anglo Schools


School	Grade Level at which Tests Were Administered				
	2.6*	3.6	4.6	5.6	6.6
Ash Grove	3.27	4.46	5.98	6.69	7.51
Bradley	(2.98)	4.30	5.24	6.37	7.72
Bromwell	3.09	4.53	5.32	6.52	7.44
Carson	3.28	4.66	5.33	6.77	7.44
Cory	3.14	4.29	5.14	6.23	7.13
Doull	3.21	3.95	5.18	6.46	7.27
Ellis	2.89	4.70	5.96	6.04	6.97
Ellsworth	2.45	3.40	5.65	6.62	6.11
Fallis	3.46	4.68	5.60	7.23	9.00
Gust	2.69	3.77	4.65	5.74	6.63
Knight	3.33	4.27	5.56	6.72	7.16
McMeen	3.17	4.07	5.58	6.74	7.54
Montclair	3.29	4.14	5.12	6.01	7.26
Mont. Annex	2.95	----	----	----	----
Palmer	(2.85)	3.65	5.30	6.98	7.39
Pitts	(3.02)	4.68	5.76	6.90	8.03
Sabin	3.17	4.20	5.32	6.11	7.12
Slavens	3.43	4.44	5.74	6.62	7.01
Traylor	3.13	4.42	5.20	6.62	7.50
Univ. Park	3.37	4.26	5.79	6.88	7.65
Wash. Park	3.40	4.30	5.44	6.32	7.24
AVERAGE	(2.95) 3.16 combined 3.12	4.26	5.44	6.53	7.01

* Primary I Level - Form X; indicated by parentheses
Primary II Level - Form W; no parentheses

2105a

2106a

Plaintiffs' Exhibit 410
(Negroes in the Denver Public Schools (Urban League Rept.))

(See Opposite) 

NEGROES IN THE DENVER PUBLIC SCHOOLS

The first Negro teacher to be employed by the Denver Public Schools was Miss Dorothy Burdine. She began teaching at Whittier Elementary School in September 1934.

The second Negro teacher, Mrs. Marie Greenwood, began teaching at Whittier school in September 1935.

In January 1955, almost 21 years later, Mrs. Jessie Maxwell was appointed principal in the Denver Public Schools. Mrs. Maxwell was promoted from her position as teacher at Whittier to the principalship of the same school.

The history of the Negro teacher in the Denver schools during those 21 years is interesting.

From that time until 1944 the number of Negro teachers in the Denver schools at any one time never exceeded five and all were assigned to Whittier Elementary School.

In 1954 the number of Negro teachers was increased.

In September 1947 Mrs. Florida Waller and Mrs. Ramona McHenry were assigned as the first Negro teachers to Gilpin School.

In 1949 Gilbert Cruter at Manual became the first Negro teacher in a Denver High School.

In September 1952, Gene Carter and Maudison Broadnax, became the first Negro teachers to be assigned to Mitchell School. Cole Junior High added two Negro faculty members.

September 1953 saw the number of Negro teachers increased to approximately thirty. Fairview and Wyman schools each had a Negro teacher assigned to their faculties. Mrs. Alma Collins became the second Negro teacher on the Manual High School staff. The number of Negro teachers at Cole Junior High was increased to six.

By the end of the 1954-55 school year the Denver schools had their first Negro principal and a total of 43 Negro teachers. By September 1955 the number of Negro teachers had been increased to 58.

As of February 1, 1956, the Denver schools had Negro personnel distributed as follows:

- 1 Principal Whittier Elementary School
- 5 Teachers Manual High School
- 12 Teachers Cole Junior High School
- 1 Teacher Baker Junior High School
- 11 Teachers Whittier Elementary School
- 6 Teachers Mitchell Elementary School
- 1 Teacher Wyman Elementary School
- 7 Teachers Fairview Elementary School
- 8 Teachers Gilpin Elementary School
- 2 Teachers Wyatt Elementary School
- 1 Teacher Newlon Elementary School
- 3 Teachers 24th St. Elementary School
- 1 Teacher Ebert Elementary School
- 1 Teacher Columbine Elementary School
- 1 School Nurse Washington Park School and Garden Place School
- 1 School Psychologist Administration Bldg.
- 2 School Social Workers
- 1 Education Counselor Boys, Inc., Gilpin

JOIN THE URBAN LEAGUE NOW!

COMMUNITY BELIEFS CONCERNING THE SCHOOLS

The present controversy over the proposed school boundaries has unearthed several widely held beliefs which are prevalent in the East Denver Manual area. Many persons think that:


1. The curriculum at Manual High School is inferior to that of other Denver Senior High Schools.
2. The upper-level student at Cole does not receive the same kind of special attention provided in other junior high schools.
3. Students going from Cole to Manual are not encouraged to choose college preparatory courses because such courses are limited at Manual.

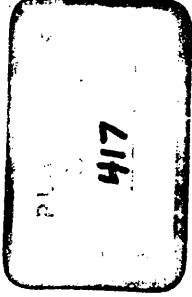
The Urban League is deeply concerned with these and other questions involved in the school situation. We are interested in helping the community determine to their own satisfaction the truth or falsity of these beliefs. We hope the schools will cooperate with the League and interested parents and citizens in this effort.

2107a

2108a.

Plaintiffs' Exhibit 417
(Secondary Membership 1955-1965,
Report from Principals, Manual Area)

(See Opposite) 



SECONDARY MEMBERSHIP
1955-1965
REPORT FROM PRINCIPALS
MANUAL AREA

School	Building Capacity	Membership March 1955	Estimated Membership Sept. 1955	Estimated Membership Sept. 1960	Estimated Membership Sept. 1965
Cole Jr. High	1908	1401	1530	1920	
Manual High	1600	994	1155	1280	1605

2109a

Plaintiffs' Exhibit 6**(Excerpts from Minutes, June 9, 1969 (pp. 10-11))**

—10—

* * * * *

B. Voluntary Open Enrollment

It was moved by Mr. Southworth, that in addition to the existing voluntary open enrollment policies with transportation provided, which includes all schools of the District, the Superintendent and his staff be directed to develop and initiate concentrated and effective plans and programs designed to achieve a voluntary exchange of pupils now residing in the Smily Junior High School and East High School attendance areas with pupils now residing in the attendance areas of South, Thomas Jefferson and George Washington high schools, provided that such exchanges in school assignment result in improved understanding and integration, both in the sending school and in the receiving school, that such plans and programs be made effective as soon as feasible, and by the opening of school in September of 1969, if possible, and, if not, by the commencement of the second semester of the 1969-1970 school year and all such exchange programs shall be with transportation provided by the District. The motion was seconded by Mr. Perrill.

—11—

A roll call vote was recorded as follows: voting "yes," Mr. Berge, Mr. Knight, Mr. Perrill, and Mr. Southworth; voting "no," Dr. Amesse, Mrs. Noel, and Mr. Voorhees. The motion was declared duly carried.

* * * * *

June 9, 1969

69-13

RESOLUTION NO. 1533

WHEREAS, this Board of Education has rescinded previous resolutions adopted by it and numbered 1520, 1524, and 1531 for the reasons that such resolutions were hastily prepared, inappropriate to accomplish their intended purposes and lacked community support; and

WHEREAS, this Board of Education now having considered the views of the citizens of this School District, Resolution No. 1490 passed by this Board on May 16, 1968, school building capacities, optimum pupil memberships for schools, the need for providing transportation to pupils and the cost thereof, the need to stabilize pupil membership in certain schools of this District and the feasibility of implementing some of the planning undertaken by the Superintendent of this School District and his staff, FINDS that the following steps are necessary and appropriate to the improvement of education in the Denver Public Schools and that such steps are in the public interest;

NOW, THEREFORE, IT IS RESOLVED by the Board of Education of School District No. 1 in the City and County of Denver and State of Colorado, that

1. The Superintendent is directed to continue development of plans in accordance with the concept of the Elementary School Complex as outlined in his report entitled

"Planning Quality Education" heretofore received by this Board of Education, and to initiate voluntary implementation of such plans, commencing with the opening of school in September of 1969, for the following groupings of elementary schools of this District to be known as Complex 1 and Complex 2, respectively:

<u>Complex 1</u>	<u>Complex 2</u>
Ashley	Ashland
Carson	Barnum
Hallett	Boulevard
Montclair	Brown
Montclair Annex	Cheltenham
Palmer	Colfax
Park Hill	Cowell
Philips	Eagleton
Steck	Edison
Teller	Fairview
Whiteman	Newlon
	Perry

2. The Superintendent is directed to develop and institute plans and programs for a Hallett Elementary School voluntary exchange plan, before September 1969, by sponsoring a voluntary exchange of Hallett Elementary School pupils with pupils of other elementary schools throughout the District, and with transportation provided by the District.

3. The Superintendent is directed to take steps to establish pre-primary educational programs in the schools of the North-Central portion of the District in September 1969, as proposed in his said report "Planning Quality Education."

4. For the purpose of improving education and furthering the integration of schools included in Elementary School Complex 5, as described in the report "Planning Quality Education," such schools shall be grouped for cooperative planning with the elementary schools of other elementary school complexes as follow, or with such other or different schools as the Superintendent may designate from time to time, utilizing the criteria of ratio of school and group memberships, racial composition of memberships, potential for promoting educational understanding, and utilization of school facilities; that such cooperative planning shall be accomplished by the local schools included within such groupings through planning committees composed of school staff members, P.T.A. representatives, parents and other citizens in the school community; that such planning committees shall be selected and shall operate under rules and regulations prescribed by the Superintendent; that any cooperative plans so developed shall be mutually agreed upon by such committees prior to implementation thereof; that implementation of such cooperative plans may be undertaken by the Superintendent within the limitations of law and the policies of this Board of Education; and that participation by individual families shall be optional.

Schools in Complex V	Schools Grouped with Complex V Schools
Crofton Harrington	Bradley Pitts Slavens University Park
Wyatt	Bromwell Moore Stevens
Columbine Gilpin	Godsman Goldrick Gust Sabin Schmitt Traylor
Whittier	Asbury Lincoln Rosedale Thatcher Washington Park
Mitchell Stedman	Denison Doull Force Johnson Schenck
Smith	Ash Grove Cory Ellis Fallis Knight McMeen

5. The present practices of transporting pupils from the attendance areas of schools of this District deemed to be overcrowded to other schools of this District, whenever necessary to relieve such overcrowding, be continued.


6. The Superintendent is directed to proceed with plans to reduce the pupil population of Stedman Elementary School to the extent that four mobile units now located at that school may be used where needed at other Schools of this District, by soliciting approximately 120 voluntary pupil transfers from Stedman Elementary School to other elementary schools of this District having space available and with transportation provided by the District.

2111a

Plaintiffs' Exhibit 6a
(Resolution No. 1533)

2112a

Plaintiffs' Exhibit 10
(Review, Publication OPS, April 1969)

(See Opposite) 

School-Community Days . . .

Come Visit Your Schools—this is an invitation from all who have planned the annual School-Community Days, April 22, 23, and 24, for the Denver Public Schools.

As a traditional part of Colorado Public Schools Week, the Denver Public Schools have again planned School-Community Days to show the community and its citizens the programs and activities that are going on in their schools. To better accommodate school visitors, three days have been set aside for visitation — Tuesday, April 22, for elementary schools; Wednesday, April 23, for junior high schools; and Thursday, April 24, for senior high schools.

“Quality Education for All—Responsible Citizenship” has been designated as the theme of this year’s observance which has been proclaimed officially by Governor John A. Love and the State Board of Education as the week of April 20 through 26. The Colorado Department of Education coordinates the planning for the event which is sponsored this year by 22 civic and service organizations.

What's New? . . .

Systems Analysis for Educational Planning — An approach to the solution of predetermined educational problems (not exclusive to the field of education). Through such an approach the overall objectives of a school, a class, indeed an individual student, are identified and through the skillful use of planners, consultants, and community acting as team members with the regular school staff that the data is processed by a computer to the end that the optimum benefit will accrue to the individual student. As this is done it is anticipated that teaching efficiency will increase and that alternative systems and strategies can be utilized to meet the established goals all the time effecting economies and efficiencies in the educational process. The end result should be a curriculum, organization and staffing plan that will be adapted to meet the needs of a given, school, room, or student better than they have been met in the past.

Discussion Pictures — A recently employed concept and the technique in the beginning social studies program for first-and second-grade classes. The purpose and approach here is to stimulate pupil discussion dealing with human understandings; to develop an appreciation of attitudes and values through group interplay and exchange.

Social Studies Materials — Minority Groups — These materials, for use in all schools, are being utilized to supplement existing textbooks whose treatment of the contributions of minority peoples is sometimes less than adequate. The materials are not graded, by intent, in order that teachers will be able and feel free to use them with children at any grade level where their use will enhance the teaching of these important concepts. Included among these materials are *The Heritage and Contributions of The Negro American*, *The Heritage and Contributions of the Hispanic American*, and *The Heritage and Contribution of the Chinese and Japanese Americans*. Significant is the fact that these materials were prepared by Denver Public Schools teachers who are members of the minority groups they wrote about, but, more important, know about. (More on pages three and four)



Official Publication, Denver Public Schools

Vol. XLIX, April, 1969

In This Issue . . .

- New Instructional Materials Pages 1, 3, 4
- School-Community Days Page 1
- Voluntary Open Enrollment Page 1
- East-Smiley Changes Pages 2, 3
- Cole-Smiley Changes Page 4
- New Elementary Science Materials Page 4

Voluntary Open Enrollment Plan . . .

The voluntary pupil transfer program authorized by the Board of Education last November 21, attracted 1,245 requests for changes of schools as of February, 1969: The plan went into effect this semester which began January 27.

Of the 1,245 who requested the transfer, 865 are presently being transported to schools other than their home school. Two hundred fifty-nine of the remaining 378 requests were not honored because the pupils did not meet the requirement that the requested transfer would improve the racial balance. Fifty-one requests had conditions attached which could not be met and 68 requests were cancelled by parental request or by the district because of transportation problems.

Of the 1,245 who applied, 724 were Negro, 390 were white and 131 were Hispano. Of the 865 being transported, 573 are Negro, 253 are white and 39 are Hispano.

The 865 pupils being transported represent an increase of almost 10% in number of pupils who were transported last semester.

The voluntary open enrollment plan adopted by the Board contains, in part, the following:

• **“Any pupil, with the permission of his parents, who wishes may request enrollment in a school of his choice provided the requested transfer is one where pupils in his school are the majority of his race to a school where the pupils of his race are a minority and whenever the numbers are reasonable.**

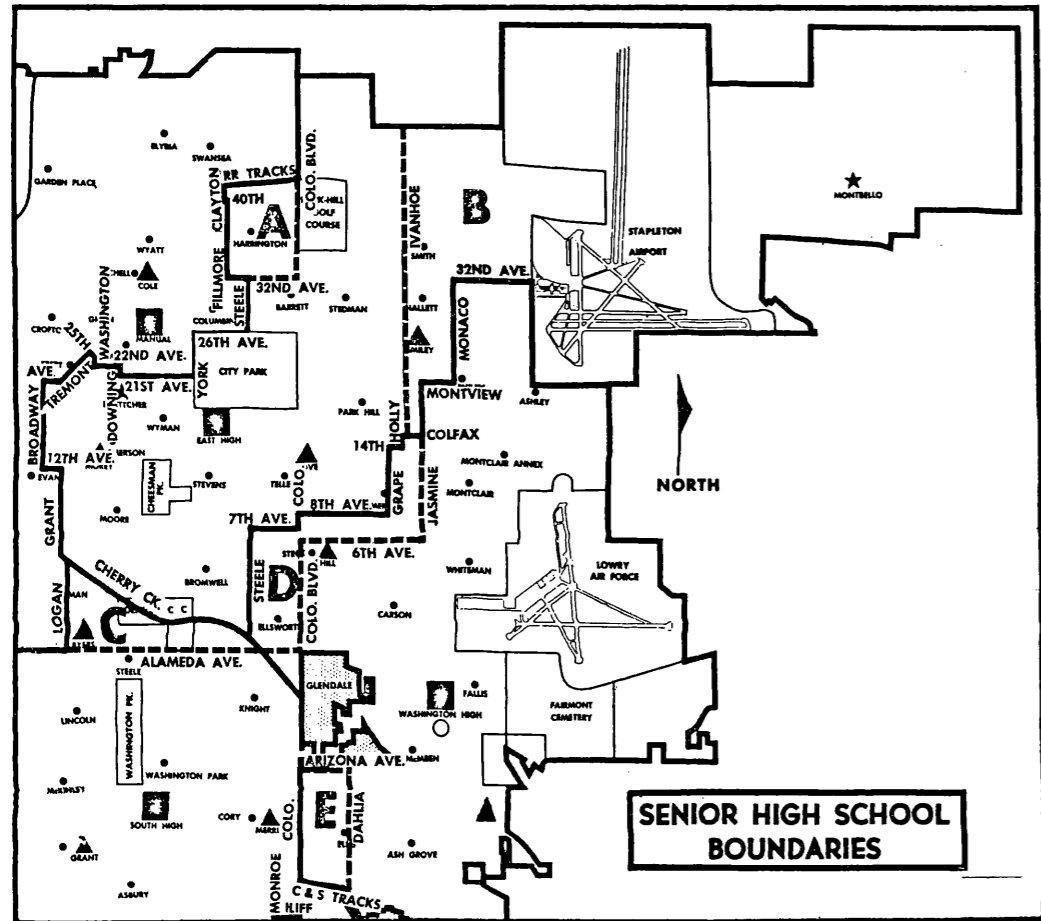
• **The request for transfer could be for a full day or half day, or enrollment in seminar classes, for a minimum of one semester for senior high school pupils; and full day enrollment for elementary school and junior high school pupils for a minimum of one semester. The maximum would be determined by the pupil and his parents.**

• *In previously integrated schools a reasonable ethnic ratio must be maintained for transportation of pupils to schools in other parts of the city where space is available. The purpose of the plan is to help integration and to prevent schools from becoming resegregated.*

• Transportation of pupils will be subsidized by the Denver Public Schools. The Denver Public Schools may provide service by school bus, public transportation, private automobile, or chartered bus, depending upon the transportation problems.”

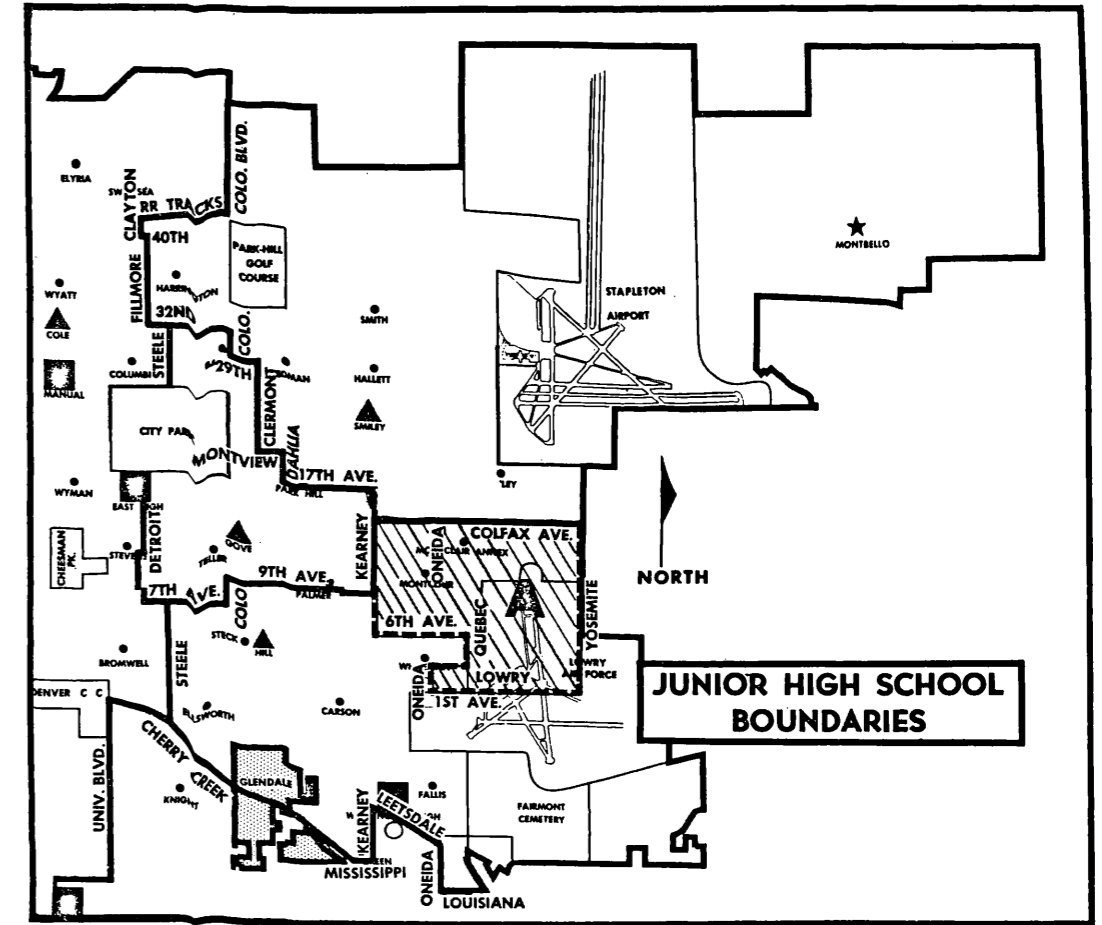
A pamphlet describing the opportunities available through the Voluntary Open Enrollment Plan is being prepared for distribution this Spring.

Plan to Stabilize Racial and Ethnic Composition of Pupil Membership at East and Smiley



SENIOR HIGH SCHOOL
Effective September 1969
(Seniors have the option to go to new school or stay.)
Area A—141 pupils from East, bussed to South
Area B—249 pupils from East, to George Washington
Area C—172 pupils from South, to East
Area D—195 pupils from George Washington, to East
Area E—100 pupils from George Washington, to South
(The Montbello area will remain in the East district.)

JUNIOR HIGH SCHOOL
Effective September 1969
Area A—550 pupils from Hill to Smiley
Other changes:
50 pupils from Swansea area—from Cole to Smiley
50 Montbello pupils—to Smiley
100 Hill pupils (south end of district)—to Hamilton
200 Merrill pupils (southeast end of district)—to Hamilton
850 Smiley pupils (north end of district)—bussed to
200 to Hill
200 to Merrill
180 to Hamilton, Thomas Jefferson
70 to Grant
70 to Byers
130 to Kunsmiller



The Board of Education last December directed the Superintendent and staff to prepare a plan which would provide for the stabilization of pupil memberships at Smiley Junior High School and East High School.

It was felt by the majority of the Board that "because of the housing patterns in the City and County of Denver, East High School and Smiley Junior High School contain growing numbers of pupils of racial and ethnic minorities; that a reduction of such numbers is desirable as one of the steps to improve educational opportunity in such schools; and that the changes in the attendance areas . . . will reasonably accomplish such reduction and thereafter stabilize the racial and ethnic composition of pupil memberships in these schools; and that such changes are in the public interest."

The Board approved this plan at the meeting at South High School auditorium on Thursday, January 30. Details are contained in the accompanying maps and captions.

As a result of these changes all pupils involved will attend schools that are integrated but are predominately white.

The effect of these changes will be as follows:

Estimated Racial Composition—Smiley			
	Anglo	Negro	Hispano
January 1969	27%	67%	6%
September 1969	72%	23%	5%
Estimated Racial Composition—East			
	Anglo	Negro	Hispano
January 1969	54%	40%	6%
September 1969	68%	25%	7%
Cumulative Effects at East of the Junior High School Boundary changes			
1971	88%	4%	8%

Social Studies Changes Include Citywide Minority-group History Courses and New Materials

Elective course offerings in Afro-American history are available to students in all of the nine Denver public high schools. The course was introduced a year ago at one school. Its success, interest, and significance led to its inclusion in the city-wide curriculum. A course outline list of materials, and the like is available in all high schools. One junior high school is participating in this course offering on an experimental basis. Popularity of the course ranges from one class section in some buildings to as many as 15 sections in other buildings.

In this same manner a course in Latin American history with emphasis on the Southwest is available for students also. This course deals largely with Hispano history and culture. Again it is being used on an experimental basis in one junior high school.

Still another possibility—this one a course in Minority Cultures—is being offered in one of our schools with the thought of inclusion at all schools if its success and interest warrant it.

Although elective offerings will accomplish part of the job of teaching about minorities, the remaining part must be done in the required American history courses. In order to upgrade the teaching about minority groups in grades eight and 11 history classes, substantial quantities of new materials have been purchased and distributed to schools. Also recognizing that teachers themselves had few professional resource materials on which to draw, each 8th and 11th grade history teacher has been supplied with four types of commercially prepared, professional materials which enable

the teacher to have at hand the kinds of resource materials which he needs.

Recognition also has been given to the fact that some of the older textbooks have weaknesses in the areas devoted to Negro history and thus a need for supplementary pupil materials. Therefore, schools have been supplied with additional books and instructional materials, including audio-visual aids, in order to provide a meaningful, accurate, and balanced picture of American life. It should be noted also that these materials do not replace the standard American history texts.

Similar efforts are being made with respect to materials dealing with Hispanos—particularly in regard to Hispanic people of the Southwest. Publishers have not, as yet, provided the materials for this important need as they have with the Negro. Limited amounts are available, some is not relevant to our section of the country since it is largely directed to the Puerto Ricans of New York or the Mexican American in the California area. Using knowledgeable resource persons in our own schools and with the cooperation of our institutions of higher learning it is felt that significant advances in this area soon will be made.

The Denver Public Schools are intimately and enthusiastically involved in the area of teaching about minority groups. It is not reasonable to assume that educational materials and a soundly conceived social studies program can solve all of our society's or community's problems. However, we feel that at a time in our nation's history when it is imperative to teach about our nation's heritage we are making good progress.

Teacher involvement, understanding, sensitivity—whatever the term, the concern and need is present. This has been a little publicized but deeply involved aspect of the program for developing understanding minority groups. During this school year two seminars involving more than 100 teachers were conducted using a title "Using New Instructional Materials on Minority Peoples in American Life". The seminars included Hispano life, history, culture and contributions and similar approaches for the Negro. Taught by expert, knowledgeable persons, every junior high and senior high school social studies department was represented assuring that every secondary school would have at least one member knowledgeable and current in new methods and materials for teaching about minorities.

For the last several years many of our teachers have attended summer workshop sessions on human relations in cooperation with local colleges and universities—to name only a few, Denver University, Loretto Heights College, Metropolitan State University, Colorado College. However, their work has not been confined to workshops only. Evening classes, summer institutes, summer schools and even full-time attendance has led to retraining and better understanding of the needs and problems present in teaching these important concepts. It is also worthy of mention that our institutions of higher learning are making a sincere effort to improve their course offerings while at the same time generously offering facilities and services to the schools, making it possible for us to have a large number of college-trained teachers in this area of teaching in a relatively short time.

Pupils to Make Elementary School Science Teaching Materials

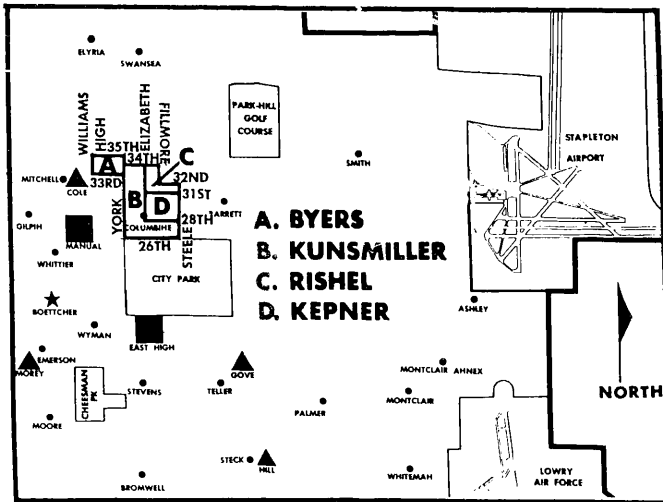
During the summer of 1969, Neighborhood Youth Corps pupils will be designing and manufacturing materials for use in the elementary school in the Denver Public Schools. It is anticipated that both boys and girls will participate in the program which will give them opportunities for meaningful work experiences. Such skills as woodworking, drafting, welding, metal working and office work will be developed. In addition to fostering an attitude of self-worth in the participants the program hopes to develop increased self-understanding and good work habits by permitting pupils to work as a team.

The industrial arts facilities of a Denver Public School high school will be used. Items such as balances, balance beams, electrical kits, periscopes and simple machines will be manufactured in sufficient quantity for use in all Denver elementary schools. Other items for consideration are centrifugal force kits, sand pendulums, range finders, and other similar equipment.

This program was proposed by Mr. Buel Robinson, a physics teacher at George Washington High School. He and Mr. Donald Forster, an industrial arts teacher at George Washington, will plan the design of the pupil projects. Both men will do the actual teaching and supervision during the six-week summer session.

In the future a project of this type might also provide for science equipment needed in the secondary schools.

Changes in Cole Area . . .

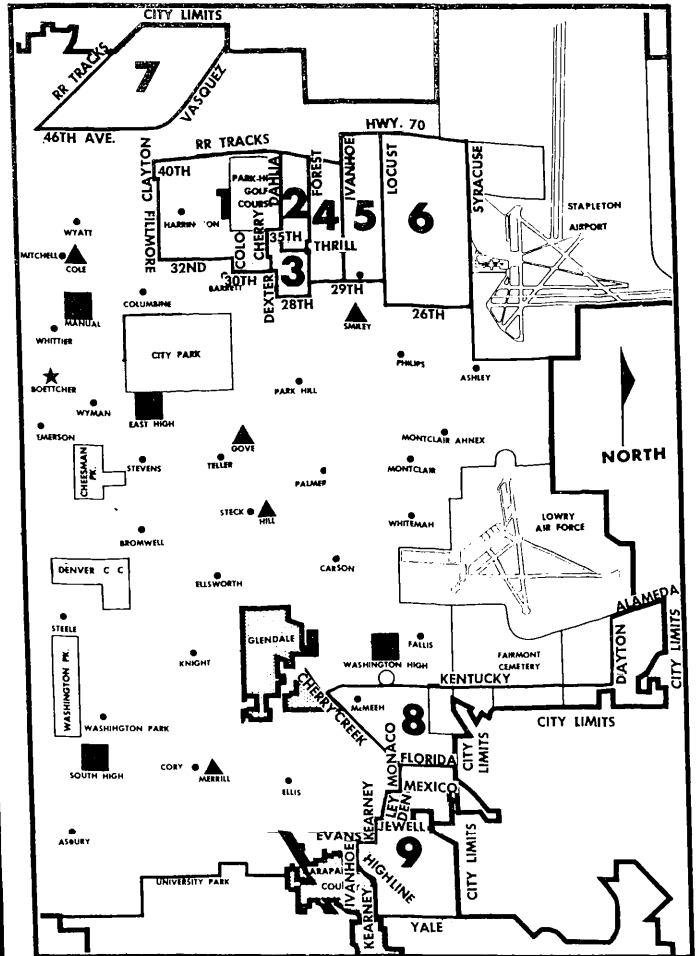


The Report, *Planning Quality Education*, suggested that consideration be given to phasing out Cole Junior High School. Seventh and eighth graders would be assigned to various junior high schools throughout the School District and the ninth graders accommodated at Manual High School as the program with Colorado State College is developed for that school. These steps not only would aid in further integrating the junior high schools but also would provide for equalizing educational opportunity for Cole pupils.

Although reduction in membership at Cole Junior High School is not specifically a step to "phase out" the school as noted above, a lower membership will produce an environment in which appropriate instructional programs can be developed to motivate pupils and provide for their educational needs in the most effective way.

Pupil membership will be reduced, effective in September, 1969, by transporting 275 children from the Cole Junior High School area to the five schools where there is room for them: Byers, Kepner, Kunsmiller, Rishel, and Smiley junior high schools.

Junior High Subdistrict Changes . . .



The following areas, now a part of the Smiley Junior High School subdistrict, will become a part of the subdistricts of the junior high schools listed-effective September, 1969.

Area (see above map)	Junior high school attendance area to which the respective areas are assigned.
1	Merrill Junior High School—
2	Grant Junior High School—
3	Byers Junior High School—
4	Kunsmiller Junior High School—
5	Hill Junior High School—
6	Hamilton Junior High School—
	Thomas Jefferson Junior-Senior High School

Area 7 now in the Cole Junior High School attendance area is assigned to the Smiley Junior High School attendance area.

Area 8 now in the Hill Junior High School and **Area 9** now in the Merrill Junior High School attendance areas are assigned to the Hamilton Junior High School and Thomas Jefferson Junior-Senior High School attendance area.

THE REVIEW

Official Publication of the Denver Public Schools

Prepared by Department of Information Services Administration Building • 414 Fourteenth Street • Denver, Colorado 80202


APRIL, 1969

BOARD OF EDUCATION—James D. Voorhees, Jr., President; Allegra Saunders, Vice-President; John H. Amesse, M.D.; A. Edgar Benton; William G. Berge; Stephen J. Knight, Jr.; Rachel B. Noel.
ADMINISTRATIVE STAFF—Robert D. Gilberts, Superintendent; Howard L. Johnson, Deputy Superintendent; Charles E. Armstrong, Assistant Superintendent; Richard P. Koeppe, Assistant Superintendent; Edgar A. Olander, Assistant Superintendent.

2113a

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Plaintiffs' Exhibit 11
(Review, Publication DPS, May 1969)

(See Opposite) 

Elementary School Integration . . .

Excerpts from the remarks made by Dr. Robert D. Gilberts, Superintendent of Schools, to the Board of Education on April 16, 1969:

In Resolution 1490 the Board of Education recognized that the continuation of neighborhood schools has resulted in the concentration of some minority racial and ethnic groups in certain schools, and that a reduction of such concentration and the establishment of an integrated school population is desirable to achieve equality of educational opportunity.

The long range plan, PLANNING QUALITY EDUCATION, prepared by the staff, consultants, and me has received wide consideration.

From time to time I have proposed action on recommendations contained in the plan in order that implementation could proceed as fast as possible and yet produce lasting results consistent with long range objectives.

One such recommendation related to the stabilization of secondary school populations in Northeast Denver. Particularly affected were East High School and Smiley Junior High School.

Complementary to the recommendation for secondary schools is the plan relating to the stabilization of elementary school memberships in Northeast Denver. As with the recommendations for the secondary schools, this plan is an integral part of the long range plan for integrating the Denver Public Schools, as directed by Resolution 1490.

The major consideration in formulating these recommendations to provide quality integrated education is the welfare of Denver's children. I have been guided by these well-established and accepted principles: sound fiscal management, availability of personnel and staff resources, and the extent of potential community acceptance.

Unlike many cities, the citizens of Denver have a unique opportunity to insure a high quality of education for all of Denver's children.

Our contacts with the community have shown that there is no consensus about the action which is required. On the one hand some people feel that steps such as these are too modest. Conversely, others feel that too much is being proposed. It is my professional judgment that these time-phased steps, part of the long-range plan, are reasonable, necessary, can be accomplished, and will result in meaningful progress.

ACTION TO DATE

No other large city has undertaken steps toward integration on such a large scale; and reports describing integration efforts in smaller cities fail to emphasize the differences in scale in such factors as geographical size, costs, numbers of schools involved, size of pupil memberships, and the racial composition of the city.

Facilities —

Twelve additional classrooms are being added to Hamilton Junior High School. A new junior high school is being constructed at East Florida Avenue at South Quebec Street. At Park Hill Elementary School a half-million dollar classroom and cafeteria addition was built.

Transportation —

Voluntary Open Enrollment —

As of February 1969, 847 pupils involving 23 secondary and 28 elementary sending schools are being transported for integrative purposes.

Limited Open Enrollment —

638 children from 33 sending schools are participating in this program.

Additional Transportation for Integration —

618 pupils in four elementary schools are being transported to 19 schools throughout the city.

225 junior high school pupils are being transported to two other schools.

The total transportation required for these programs involves 2,328 pupils.



Official Publication, Denver Public Schools

Vol. XLX, May, 1969

1969-70 School Calendar

Pupil registration and classes begin	September 3, 1969
State professional meetings	
Schools closed	October 9 and 10, 1969
Thanksgiving intermission	
Schools closed	November 27 and 28, 1969
Winter intermission	
Schools closed	December 20, 1969 to January 5, 1970
First semester ends	January 23, 1970
Second semester begins	January 26, 1970
Spring intermission	
Schools closed	March 21 to March 30, 1970
Second semester ends	June 4, 1970

Resolution 1520 —

Implementation of this Resolution involves 2,932 children and 15 secondary schools. Twenty-seven new buses costing about \$450,000 are being purchased for this program. Additional capital outlay for storage, operation, and maintenance of these vehicles will be required.

Total Children Transported —

The above four programs involve the transportation of 5,260 children, thus providing integrative experiences in a large number of schools in Denver.

This plan will provide integration for 10,102 elementary pupils in 22 schools by the reassignment of 2,001 additional pupils. Additional pupils will be involved in the cooperative programs linking core area schools with those in the rest of the city.

CONCLUSION

We are limited severely in both money and knowledge. Knowledge we can develop with the talent we have and a commitment on the part of all of us in the school system. We have a good start in this direction—it will take time—there are no instant solutions for the huge tasks before us. The schools cannot solve society's problems alone; all community agencies have a role to play in that process. Some needed actions in the areas of housing and employment are even more critical than those required of the educators.

The finances required to make the changes that will be necessary are critical. Developing the solutions will without question cost money and it is likely that the solutions, when developed,

(Continued on page 4)

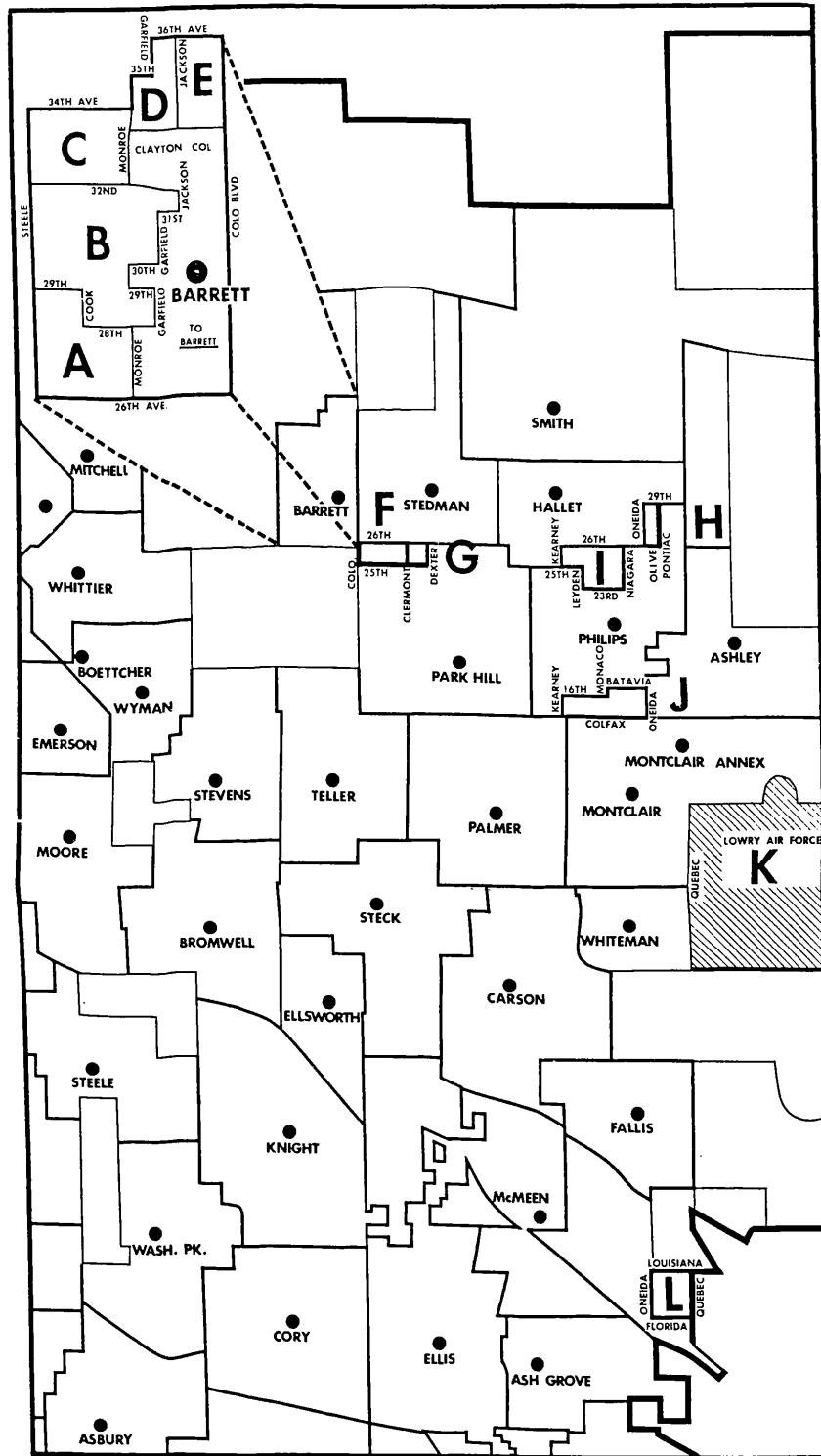
CORRECTION

The April Review printed the following statement which is not correct:

Cumulative Effects at East of the Junior High School Boundary changes

	Anglo	Negro	Hispano
1971	88%	4%	8%
The figures which should have been used are as follows:			
	Anglo	Negro	Hispano
1971	73%	20%	7%

A Plan for the Stabilization of Memberships of Elementary Schools in Northeast Denver and for Further Integration of the Denver Public Schools



- Area A — From Barrett to Carson
- Area B — From Barrett to Montclair
- Area C — From Barrett to Whiteman
- Area D — From Barrett to Asbury
- Area E — From Barrett to Moore
- Area F — From Park Hill to Steele
- Area G — From Park Hill to Steek
- Area H — From Philips to Ashley
- Area I — From Philips to Palmer
- Area J — From Montclair to Philips
- Area K — From Whiteman, Moore, Montclair and Montclair Annex to Barrett
- Area L — From Palmer (transported) to Philips

This plan for elementary schools consists of a number of elements relating to the implementation of the Superintendent's Report, *Planning Quality Education*, which was presented to the Board of Education on October 10, 1968. Consideration was given to the effects reassignment of pupils will have upon —

- racial and ethnic composition of pupil memberships
- potential quality of the instructional program
- financing transportation equipment and personnel
- availability of time and staff to develop programs, communicate with parents and children, and to orient the personnel involved.

The views of individuals and groups of citizens have been considered. Consideration also was given to traffic conditions, housing patterns, school building capacities, and memberships.

The proposal is financially feasible in that the additional transportation requirements can be handled by means of leasing additional buses and by maximum utilization of buses already purchased out of the capital outlay accounts. Effective utilization will be possible by varying the opening and closing times of some schools. Effective utilization of current staff will minimize the need for additional personnel.

The Plan is to be effective in the fall of 1969.

Facilities for the initial operation of complexes are available in the addition to Park Hill Elementary School (Complex Number One) and the replacement of the Cheltenham Elementary School (Complex Number Two). This is an important consideration since capital reserve funds are obligated through 1970.

Programs in Complexes One and Two

The report, *Planning Quality Education*, notes the following programs and services which can be provided for elementary schools in a cluster with a central complex:

1. Cultural Arts Program
2. Resource Materials Center
3. Reading Clinic
4. Special Academic Facility
5. Pre-Primary Facility
6. Community Agencies Facility
7. Recreation Facilities
8. Administrative Facility
9. Special Education

The tables below show the capacities and racial composition of memberships of schools in Complexes One and Two.

School	Building Capacity	Anglo Percent	Negro Percent	Hispano Percent	Total			
Ashley	570	86	6	8	550			
Carson	750	90	7	3	629			
Hallett	690	76	10	634	84	6	751	
Montclair and Annex	810	746	93	19	3	30	4	795
Palmer	450	442	92	24	5	16	3	482
Park Hill	750	684	71	223	23	56	6	963
Philips	570	307	55	203	37	45	8	555
Steek	420	353	86	44	11	13	3	410
Teller	480	346	78	58	13	40	9	444
Whiteman	570	537	88	49	8	24	4	610
		4,531	1,331	326	6,189			
			73	22	5			

Stabilization of Memberships, Complex One

Pupil memberships of schools in Northeast Denver will be stabilized by means of boundary changes and transportation. These changes will assure that children will be transported to schools whose membership is at least 70% Anglo, thus providing integrated education. The changes which follow are based upon the following facts:

- Pupils presently transported will be diverted to nearby schools
- Differences in travel distances are minimized
- Travel time differences are not increased significantly.

- A. Boundary Changes
1. Ashley — Philips 32 pupils
 2. Montclair — Philips 30 pupils
- B. Transportation
1. Philips to: Ashley 30 pupils
Palmer 50 pupils (exchange)
 2. Park Hill to: Steek 30 pupils
Steele 70 pupils
- C. Resulting Racial Composition of Memberships

School	Building Capacity	Current Membership				Total	Resulting Membership				Total
		Anglo Percent	Negro Percent	Hispano Percent	Total		Anglo Percent	Negro Percent	Hispano Percent	Total	
Ashley	570	86	6	8	550	81	11	8	548		
Carson	750	90	7	3	629	78	20	2	720		
Montclair and Annex	810	93	3	4	795	80	16	4	753		
Palmer	450	92	5	3	482	81	15	4	482		
Park Hill	1,080	71	23	6	963	79	13	8	863		
Philips	570	55	37	8	555	70	22	8	584		
Steek	420	86	11	3	410	82	17	1	431		
Whiteman	570	88	8	4	610	78	18	4	550		

Change of Racial Composition of Membership at Barrett

The modifications which follow will change Barrett from predominately Negro to predominately Anglo.

- Transportation:
1. To Barrett from: Whiteman 110 pupils
Moore 42 pupils
Montclair 115 pupils
Total 267 pupils
 2. From Barrett to: Montclair 100 pupils
Whiteman 50 pupils

School	Building Capacity	Anglo Percent	Negro Percent	Hispano Percent	Total			
Ashland	630	236	39	0	0	373	61	609
Barnum	690	608	70	1	*	261	30	870
Boulevard	390	90	23	0	0	300	77	390
Brown	660	482	68	2	*	223	32	707
Cheltenham	750	301	38	27	3	462	59	790
Colfax	360	220	58	1	*	161	42	382
Cowell	510	323	62	2	*	155	32	483
Eagleton	480	190	39	4	1	291	60	485
Edison	690	608	80	1	*	152	20	761
Fairview	975	108	13	75	9	642	78	825
Newlon	690	469	63	0	0	275	37	744
Perry	150	64	63	0	0	38	37	102
		3,699	113	3,237	7,148			
			52	2	45			

From Barrett to:	Moore	42 pupils
	Carson	100 pupils
	Asbury	30 pupils
	Total	322 pupils

School	Building Capacity	Anglo Percent	Negro Percent	Hispano Percent	Total
Barrett	450	73	24	3	368

Pre-Primary Programs
Steps will be taken in September, 1969, to establish pre-primary educational programs in the North-Central portion of the City as proposed in *Planning Quality Education*.

Change of Racial Composition at Hallett Elementary School
Hallett school will become a demonstration integrated school on the basis proposed by certain interested citizens.

Present enrollment at Hallett is 751 of which 634 are Negro and approximately 76 Anglo. The Denver Public Schools will sponsor intensive recruiting efforts to obtain a minimum of 500 white volunteers from throughout the City who desire an integrated elementary school education for their boys and girls. Likewise, approximately 500 Negro pupils will be transported from Hallett to those Anglo schools. Hallett would then have a pupil population which would be approximately 60% Anglo, 40% Negro.

Expansion of the Transportation Program at Stedman Elementary School to Further the Integration Program.

Currently, 286 pupils are being transported from Stedman to other schools. An 120 additional pupils will be transported in order to integrate more schools in the District. This will free four mobile units for use elsewhere. Pupils will be transported from Stedman to:

- Denison — 30
- Schenck — 30
- Force — 60

Continue Transportation Program at Smith School

Currently 214 pupils are being transported to other schools throughout the District.

Summary of Pupil Transportation and Integration

Previous recommendations of the Superintendent approved by the Board of Education have provided for transportation of 5,260 pupils and have integrated 23,049 pupils.

The current proposal provides for transporting 2,001 more pupils integrating 10,102 additional elementary pupils.

Additional numbers of children will be in integrated school programs when plans are completed for linking Area 5 schools with schools in other complexes.

Summary Integration Planned for September 1969

School Level	Additional Pupils Transported					Additional Pupils Integrated
	Voluntary Open Enrollment	Limited Open Enrollment	Additional	Resolution 1520	Total	
Elementary	327	150	618		1,095	
Junior High	273	252	225	2,075	2,825	*12,528
Senior High	247	236		857	1,340	*10,521
	847	638	843	2,932	5,260	23,049
Current (Elementary) Proposal					2,001	10,102
Grand Total					7,261	33,151

*Resulting from Resolution 1520

This is a substantial move in the short period of one year. In addition there are another 25,000 pupils in well-integrated schools in Denver. No other large city the size of Denver will have accomplished as much.

(Continued on page 4)

Cooperative Planning to Achieve Integration . . .

(Continued from page 3)

Integration of Schools in Area 5 (Northeast and North Central Denver)

Residential housing patterns result in the concentration of minority pupils in Area 5. In order to integrate these children, transportation will be required as stated in the report, *Planning Quality Education*. The accompanying data illustrate how schools are grouped for cooperative planning to achieve integration in these complexes.

(Schools in bold face type are in Area 5)

Schools	Building Capacity	Current Membership						Total
		Anglo		Negro		Hispano		
		No.	Percent	No.	Percent	No.	Percent	
Crofton	360	14	5	108	39	157	56	279
Harrington	570	28	5	435	78	97	17	560
Bradley	960	983	98	3	*	12	2	998
Pitts	450	429	99	2	*	3	1	434
University								
Park	960	945	95	39	4	16	1	1,000
Slavens	690	633	95	33	5	1	*	667
Wyatt	450	8	2	201	47	223	52	432
Bromwell	270	301	92	14	4	12	4	327
Moore	660	460	79	48	8	72	13	580
Stevens	390	297	77	47	12	41	11	385
Columbine	1,125	6	1	908	95	43	4	957
Gilpin	900	20	3	282	45	325	51	627
Gust	780	754	93	0	0	59	7	813
Sabin	1,320	1,262	97	0	0	41	3	1,303
Schmitt	690	622	86	3	*	102	13	727
Traylor	750	849	97	1	*	22	2	872
Whittier	1,050	7	1	818	94	44	5	869
Asbury	630	480	89	31	6	29	5	540
Lincoln	540	512	86	1	*	81	14	594
Rosedale	420	354	79	3	1	91	20	448
Thatcher	360	284	81	4	1	62	18	350
Washington								
Park	540	481	95	0	0	24	5	505
Mitchell	1,050	8	1	726	73	255	26	989
Stedman	795	27	4	634	92	25	3	686
Denison	570	482	88	1	*	67	12	550
Doull	930	921	94	13	1	47	4	981
Force	915	744	86	26	3	92	11	862
Johnson	750	672	86	0	0	111	14	783
Schenck	750	638	87	1	*	96	12	735
Smith	1,245	31	3	1,041	95	25	2	1,097
Ash Grove	720	784	98	5	*	12	1	801
Cory	600	542	91	30	5	23	4	595
Ellis	900	791	98	0	0	15	2	806
Fallis	360	391	99	2	*	2	*	395
Knight	630	632	99	2	*	6	1	640
McMeen	840	839	97	1	*	26	3	866

*Less than 1%

Basic planning among these cooperating groups of schools will originate at the local school level. Parents from cooperating schools will exchange visits to initiate the planning process. Central office staff will be available to assist local committees in their planning, and in the implementation of their plans. Local planning committees will be composed of staff members, PTA representa-

tives, and other citizens in the community. The plans that are developed will be mutually agreed upon. An initial step in the development of the plans will be to provide committee members of cooperating schools with opportunities to become acquainted, and to develop ideas for innovative programs.

Educational Programs

1. One-half of a class from one school could exchange places with a similar number of children from another school for a designated period of time to carry out a planning project, study a required unit, engage in selected classroom activities, or visit places of interest pertaining to the unit of study.
2. Activities similar to the present Cultural Arts and Cultural Understanding programs can be organized among the cooperating schools.
3. Teachers of selected grades or subjects can arrange to exchange assignments for a pre-determined period.

Exploration of these and other ideas and development of understanding are necessary first steps leading toward additional mutually-agreed-upon quality education programs involving several classes or entire grade levels. At the same time, each school would retain its distinctive individual character.

Elementary School Integration . . .

(Continued from page 1)

will cost money. Hopefully some of these costs can be offset by more effective use of what we already have, but to get to that point we will need more money.

I would like to urge our legislators to consider seriously our educational problems and provide us the resources we need to complete our task. Be appropriately critical of our effectiveness, but please do not foreclose the possibility of proper responses to needed change by punitive reduction and control of the fiscal support we so desperately need.

What we have proposed is, we feel, a reasonable and possible start in solving our problems. I hope that we shall be able to proceed now with the appropriate actions necessary. Time is limited.

58% of DPS Grads Enter College . . .

The percentage of Denver Public Schools graduates who enter college has risen steadily since 1958. Figures released by the Office of College and Scholarship Guidance are as follows:

Year	Number of Graduates	Number of College Bound	Per Cent In College
1958	2705	1253	46
1959*	3055	1379	46
1960	3159	1490	47
1961	3532	1826	52
1962*	3436	1819	53
1963	3505	1900	54
1964	4292	2496	58
1965*	5077	2913	57
1966	4989	2846	57
1967	5053	2913	58
1968	5081	2947	58

*Figures from College Surveys—Actual entries.

All other figures are from school lists of pupils' future plans.

THE REVIEW

Official Publication of the Denver Public Schools

Prepared by Department of Public Information
Administration Building • 414 Fourteenth Street • Denver, Colorado 80202

MAY, 1969

BOARD OF EDUCATION—James D. Voorhees, Jr., President; Allegra Saunders, Vice-President; John H. Amesse, M.D.; A. Edgar Benton; William G. Berge; Stephen J. Knight, Jr.; Rachel B. Noel.


ADMINISTRATIVE STAFF—Robert D. Gilberts, Superintendent; Howard L. Johnson, Deputy Superintendent; Charles E. Armstrong, Assistant Superintendent; Richard P. Koeppe, Assistant Superintendent; Edgar A. Olander, Assistant Superintendent.

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Plaintiffs' Exhibit 38

**(Excerpts, "Characteristics of Negro Residences
in Park Hill Area of Denver, Colo. 1966")**

(See Opposite) 

CHARACTERISTICS OF NEGRO RESIDENCES

IN PARK HILL AREA OF

DENVER, COLORADO

1966

Prepared by

George E. Bardwell, Ph.D.

Consultant to

City and County of Denver

Denver, Colorado

APRIL, 1966

this proportion in 1966 is about 37.1 per cent. (Table 4.) From 1960 to 1966, the increase in Negro population in Park Hill has been about 67 per cent per year.

TABLE 4

TOTAL NEGRO POPULATION IN PARK HILL

1950, 1960, 1966

<u>Year</u>	<u>Negro Population</u>	<u>Total Population</u>	<u>Percent Negro</u>	<u>Percent of Total Negro Population in Denver in Park Hill</u>
1950	54	20,201	0.3	0.3
1960	566	32,679	1.7	1.6
1966	12,222	32,944	37.1	28.4

SOURCE: 1950, 1960: Based upon non-institutional population only, U. S. Bureau of the Census enumeration District data. There is a very slight over-estimate of Negro population in 1950 in each category since two enumeration districts included area outside Park Hill boundaries defined in this report.

3. The percentage yearly increase in sales price reported for Areas 5 to 8 and Areas 9 to 12 for improved properties selling under \$20,000 are somewhat less than those in Areas 13 to 16. Areas 13 to 16 have less than one per cent Negro residents as of 1966.
4. There appears to have been a diminution in average sales price of improved properties \$20,000 and over in Areas 5 to 8 and Areas 9 to 12 over the period 1958 to 1964.

Disregard underlining

Some Concluding Remarks on the Park Hill Census.

If one adopts the position that a balance and stable mixture of Negro and white residents in Park Hill is a desirable public goal, the results of the 1966 census are not encouraging. There is ample evidence that the Negro movement into Park Hill is persistent and growing in momentum. The results suggest that a massive shift in racial composition in new residents moving into the area will be required to reverse this trend.

A number of factors suggest a continuing and mounting pressure for school facilities. The average size Negro family in the 1966 census is about one-fourth larger than the white family in the 1960 census. This disparity is even more pronounced if the average white family in the 1966 census is used. Moreover, there is a relatively high vacancy rate in "transitional" areas in Park Hill. These factors, together with the prospect of higher proportion of Negroes in Park Hill, point to an impact on school populations which is likely to be more severe than that experienced to date.


If this public goal of a stabilized balance in the mixture of population in Park Hill is indeed worthwhile, the results of this 1966 census presents a serious challenge. To meet this will likely require a public effort of very large proportions.

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Plaintiffs' Exhibit 333

**(Ltr., June 20, 1956, to Bd. of Ed., Sch. Dist. #1,
from Oberholtzer, Supt. of Schools)**

(See Opposite) 

June 20, 1956



Board of Education
School District No. 1
City and County of Denver
State of Colorado

Ladies and Gentlemen:

On January 18, 1956, you approved some proposed boundary lines affecting (1) Gove, Smiley, and Hill junior high schools and (2) Morey, Gove, and Hill junior high schools, because of the opening of the Hill Junior High School at the second semester of this school year. Furthermore, on January 18, 1956, we recommended that you postpone a decision on the proposed boundary lines affecting (1) Cole, Morey, and Smiley junior high schools and (2) Manual and East high schools. After a period of five months further study of the proposals not acted upon on January 18, we now recommend the approval of the following boundary lines affecting these schools:

I. Change in Boundary Line Between Cole, Morey, and Smiley Junior High Schools.

*Cole
Morey
Smiley
Junior High*

- A. The present optional area between Cole and Smiley junior high schools from Thirty-fourth Avenue to Twenty-third Avenue west of York Street will become Cole District.
- B. The present optional area between Morey and Cole junior high schools from Twenty-first Avenue to Twenty-third Avenue west of York Street will become Cole District.
- C. All present 7th, 8th, and 9th grade pupils living in these areas (A and B) may continue at Smiley, Morey, or Cole junior high schools under the present option. All pupils entering junior high school from these areas in the future, beginning September, 1957, will attend Cole Junior High School.
- D. The area between Cole and Smiley junior high schools north of City Park to Smith Road, between York Street and Colorado Boulevard, will remain optional to Cole and Smiley junior high schools,

II. Change in Boundary Line Between Manual and East High Schools.

*Senior
East
Manual*

- A. The area from York Street to Franklin Street, between Twenty-first Avenue and Seventeenth Avenue, will remain optional between East and Manual high schools.

June 20, 1956

- B. The remainder of the area west of York Street and north of Seventeenth Avenue, which is presently optional between East and Manual high schools, will become Manual District. All present 10th, 11th, and 12th grade pupils living in this area may continue at East and Manual high schools under the present option. All pupils entering senior high school from this area in the future, beginning September, 1957, will attend Manual High School.

We have met with groups and individuals in an effort to understand their viewpoints and to explain our viewpoints which were involved in the postponement of action on January 18. As a result we are of the opinion that these proposals meet the needs of the pupils and of the district fairly, in terms of travel distance, capacity of schools, and the desires of most school patrons.

During the course of discussions it has become apparent that there are other questions than the boundary lines that need further discussion with interested citizens, and we welcome the opportunity to do this; for illustration, the question of the curriculum at Manual versus the curriculum at other high schools. While such questions are of importance, they are not directly related to the matter of boundary lines and should be considered separately.

However, we believe that the time has come to reach a decision with respect to the boundary lines. We, accordingly, recommend the proposals as stated in this letter to you.

Respectfully submitted,
Konnoth E. Oberholtzer
Superintendent of Schools

Upon motion by Mr. Traylor, seconded by Mrs. Saliman, duly put and carried, the recommendation of Superintendent Oberholtzer was approved.

The following question relating to boundary lines was asked by *Richard Bain* Mr. Bain and answered by Superintendent Oberholtzer:

"You mentioned, Dr. Oberholtzer, planning for the future. I assume that in setting these boundaries you have recommended here, that probably before January 18th and certainly since, you have given consideration to changes in school capacities and populations, as far as we are able to project them? In other words, you would have given that consideration in arriving at these conclusions?"

Dr. Oberholtzer: "That's right. That's certainly part of it. As a matter of fact, we have felt that changes of this sort are long overdue, and we chose the time of making the other changes to propose these so as to coordinate all of them.

"When I said 'future,' there are so many plans, in terms of looking ahead and planning for the program of the schools and the other types of planning, particularly for junior and senior high schools, where long before an action is to take effect the sooner we can act on it, the better it is. In this sort of situation, we try to look at least a year ahead."


Superintendent Oberholtzer read the following communication: *Oberholtzer*

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Plaintiffs' Exhibit 405

(Excerpts, "Report . . . A Study of, etc." DPS, Feb. 1962)

(See Opposite) 

Part of EX 405

Report . . . A STUDY OF

- PUPIL POPULATION
- SCHOOL BOUNDARIES
- PUPIL TRANSPORTATION
- SCHOOL BUILDINGS



DENVER PUBLIC SCHOOLS

Denver, Colorado

FEBRUARY 1962

INTRODUCTION

The Denver Public School system faces a continuing problem of housing growing numbers of children. The growth trend, begun in 1946, extends through 1961 and, according to the current pupil membership studies will be increasing, thus creating a need for more facilities. Coupled with this need for more facilities is the question of what to do with some of the older buildings.

The table below shows these growth trends for full-time day schools from 1946 to 1966.

Membership in Full-Time Day Schools
as of September 30 Each Year

1946	43,960	1956	78,251
1947	48,171	1957	82,339
1948	49,079	1958	84,898
1949	50,525	1959	86,951
1950	51,870	1960	90,518
1951	55,456	1961	93,555
1952	60,411		
1953	64,533		
1954	69,150		
1955	73,290		
<u>Estimated</u>		<u>Estimated Including Most Recent Annexations</u>	
1962	96,370	1962	97,970
1963	98,977	1963	103,514
1964	100,144	1964	105,447
1965	100,328	1965	106,267
1966	100,977	1966	107,361

During this period of rapid growth, there has been a continuing study of school needs. Recommendations based on previous studies resulted in bond issues approved by Denver citizens in 1948, 1952, and 1955. Additional funds also were appropriated by the Board of Education from current budgets to supplement the funds from the three bond issues. The funds,

totaling \$83,400,000, were used to build 44 new school buildings and 46 additions to existing buildings. One new elementary school is now under construction. Upon completion of this school, Denver will have a total of 114 schools including two special schools, as well as warehousing facilities, a Service Building, and administrative headquarters. The number of school buildings classified by grade level is: elementary 89, junior high 15, senior high 7, junior-senior high 1, Boettcher School, and Opportunity School.

Because of the many variables involved in determining school population needs, continuing study is essential. The Board of Education authorized this study of pupil memberships and school building conditions so that proposals could be made for changes in school boundaries, pupil transportation, and school buildings.

The basic question is, what school accommodations should be provided for the children of Denver in the future, and especially what should be accomplished during the next five years? Relevant to that fundamental problem are the following considerations:

1. What is the potential pupil population from 1962 through 1966 in the elementary, junior high, and senior high schools within the present School District boundaries?
2. What are the educational facilities provided in each elementary, junior high, and senior high school building?
3. What are the implications for public school enrollments of the land use pattern of Denver?
4. Which school buildings are overcrowded?
5. Which school buildings have excess capacity for pupils?


6. What should be the percentage factor used to determine the amount of school building space as compared to peak enrollment in the district served by an individual school?
7. What changes in facilities are needed to improve the educational adequacy of the school buildings?
8. What are feasible changes in boundaries which can be made to adjust pupil memberships to building capacities?
9. What is a feasible plan of transportation of pupils which can be used to adjust pupil memberships to building capacities?
10. What additions to buildings and new buildings are needed to accommodate the children?
11. What is a feasible method of accommodating pupils living in annexations that are presently being challenged in the courts?

To determine answers to these questions, certain research procedures were followed.

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Plaintiffs' Exhibit 509
(Court Designated Elementary Schools—Ethnic & Racial)

(See Opposite) 

COURT DESIGNATED ELEMENTARY SCHOOLS - ETHNIC & RACIAL

DATA, TEACHER EXPERIENCE AND MEDIAN ACHIEVEMENT


	Enrollment (%) 1969			Teacher Data (%) 1968			Median Achievement 1968
	Anglo	Negro	Hispano	New	Probation- ary	Median Exper- ience	Percentile, Grade 5
Bryant Webster	23	1	76	14	35	8.0	23
Columbine	1	97	2	27	50	2.5	20
Elmwood	8	-	92	39	39	3.0	28
Fairmont	20	-	80	25	79	1.0	16
Fairview	7	8	83	10	33	6.0	18
Greenlee	17	9	73	13	40	4.0	17
Hallett	38	58	3	25	46	3.0	32
Harrington	2	76	20	30	74	1.0	14
Mitchell	2	71	27	26	44	4.0	12
Smith	4	92	3	26	49	3.0	30
Stedman	4	93	3	24	40	4.0	28
Whittier	1	94	5	27	57	2.0	19
Average	11	52	37	23	48	3.5	21

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Plaintiffs' Exhibit 510

**(Target Schools, Ethnic & Racial Data,
Teacher Experience and Median Achievement)**

(See Opposite) 

TARGET SCHOOLS, ETHNIC & RACIAL DATA, TEACHER EXPERIENCE
AND MEDIAN ACHIEVEMENT

	Ethnic Enrollment (%) 1969			Teacher Data (%) (1968)			Median Achievement (1968)
	Anglo	Negro	Hispano	New	Probationary	Median Experience	Percentile, Grade 5
Gilpin	3	36	60	25	42	4.5	23
Crofton	7	38	52	21	43	4.0	18
Ebert	11	35	52	21	42	3.0	18
Wyatt	2	46	52	14	27	6.0	15
Boulevard	30	1	68	17	50	3.0	20
Garden Place	17	17	65	18	37	4.0	16
Wyman	28	38	30	22	50	4.0	24
Smedley	20	2	77	21	57	2.0	19
Elyria	27	-	73	33	50	2.5	23
Swansea	29	4	67	18	36	3.5	22
<hr/>							
Average	16	20	64	20	42	3.7	20
Ave., Court Schools	11	52	37	23	48	3.5	21
City Average	60	15	24	16	37	5.6	43

2125a


Defendants' Exhibits

The following list of Defendants' Exhibits are large maps which cannot conveniently be reproduced in this Appendix. The originals are to be filed with the Clerk of this Court.

Exhibits AC
AF
AH
AN
BD
BF

Defendants' Exhibit CG

(Chart, Ethnic Distribution of Pupils, Limited Open Enroll.)

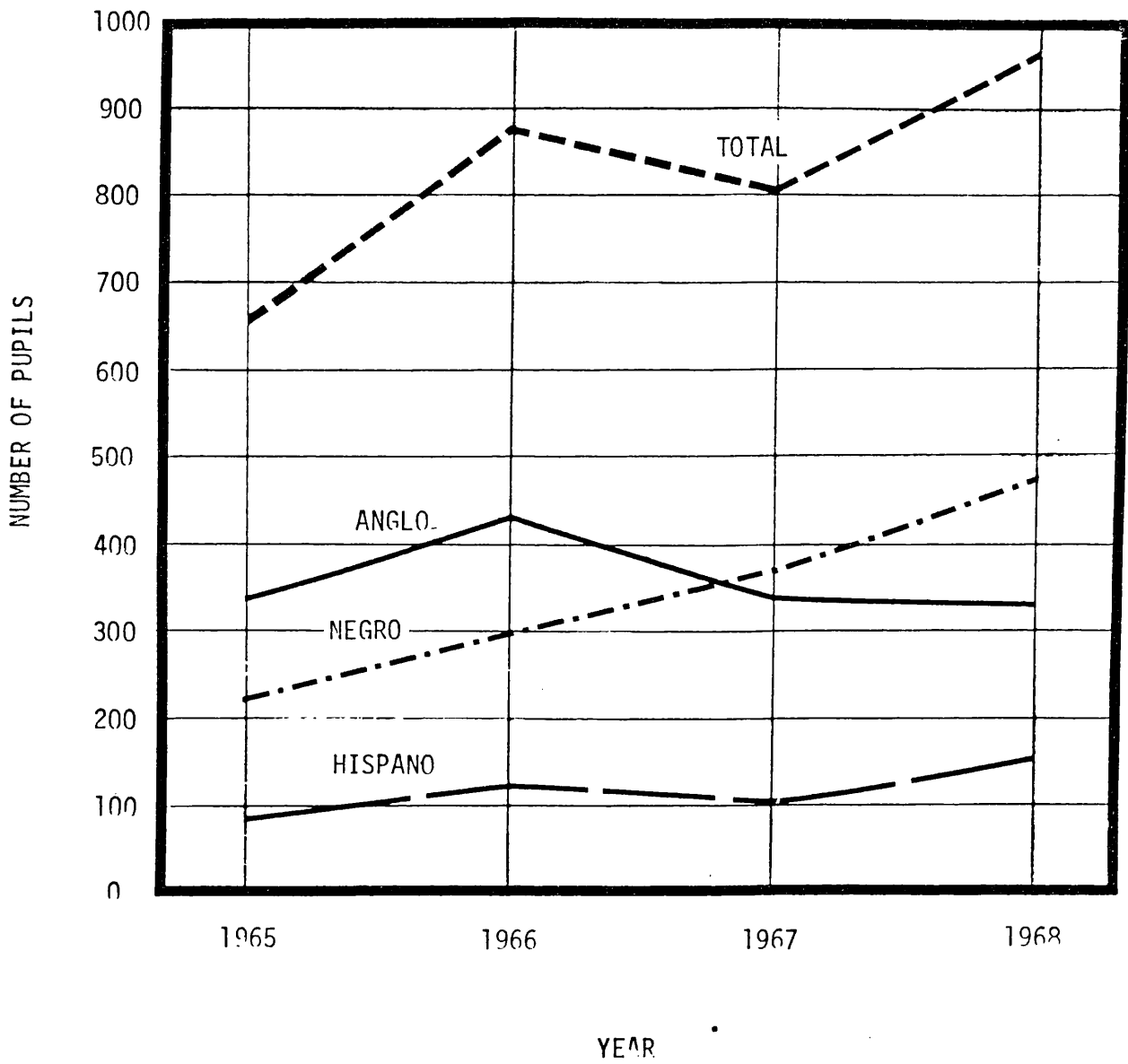
(See Opposite) 

ETHNIC DISTRIBUTION OF PUPILS

LIMITED OPEN ENROLLMENT

CG

1965 — 1968




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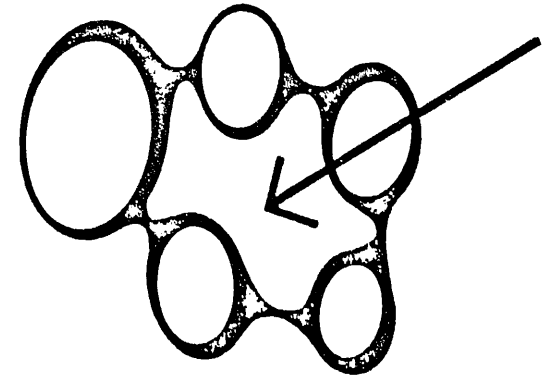
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Defendants' Exhibit D

**(Excerpts "Planning . . . Quality Education,"
A Proposal for Integrating the DPS, Oct. 1968)**

(See Opposite) 

D



PLANNING... QUALITY EDUCATION

A PROPOSAL FOR INTEGRATING THE DENVER PUBLIC SCHOOLS

ROBERT D. GILBERTS, *Superintendent*




OCTOBER, 1968

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Defendants' Exhibit D (Continued)

(See Opposite) 

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Defendants' Exhibit D

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INTRODUCTION

In May 1968 the Board of Education of the Denver Public Schools, through Resolution 1490, directed the Superintendent to submit a comprehensive plan for the integration of the Denver Public Schools; such plan then to be considered, and refined by the Board, the Staff, and the community prior to its adoption. Two major elements keynote this resolution. First and foremost is the emphasis upon a comprehensive plan for integration. Second is the provision for thoughtful consideration and refinement of the proposal. The plan which is proposed meets these criteria.

• Quality-Integrated Education

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As the Superintendent, the consultants, and the staff began studying possible courses of action it became clear that while the reduction of concentrations of minority racial and ethnic groups in the schools would be an important step toward integrating school populations, the actual existence of equality of educational programs in all schools would rest upon provisions for quality education as well.

These, then, are the bases upon which the plan is built--so that the goal of Quality-Integrated

Education can be achieved.

A Comprehensive Plan for Quality Integrated Education

That plans for racial integration must be accompanied by concomitant provisions for quality education is obvious. Research has indicated that even when integrated education is achieved, the need for intensified educational programs continues. Children of all races who come from deprived environments

Defendants' Exhibit D

require additional educational efforts if they are to overcome the limitations imposed by their background and to realize their full achievement potential.

A second, major justification exists for constructing integration plans upon a comprehensive program of quality education. Parents of all races desire the best possible education for their boys and girls. When parents are presented with a comprehensive integration plan, combined with the benefits of superior educational programs, they are likely to support such proposals.

Consideration of some of the more important elements of the proposal will assist in understanding the comprehensive plan.

Model-School Concept

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Key to the plan is the concept of elementary and secondary Model-School Complexes--each a localized unit of the school system. The Model-School Complexes are designed to preserve the best of two worlds. The neighborhood school would be maintained as the basic unit, but maximum social and racial integration would be achieved by providing special programs--too expensive to offer on a neighborhood basis--in the larger areas comprising the cluster.

Each cluster will form an administrative unit that designs its own instructional program to conform to the interests and requirements of the students it educates. Within each cluster will be central administrative and resource units with specialized personnel to aid in the development, evaluation, and

diffusion of educational innovations. It is planned that the special opportunities offered within these centers will promote integration by attracting pupils of all races.

Pupil Transportation and Assignment

Study has shown that the Model Education Complexes will go far toward broadening integration in schools in all but a few core areas of the city, heavily populated by minority families. To achieve meaningful integration in these areas other approaches will be required. These include:

- transportation of minority pupils, on the basis of geographical attendance areas, to other schools where room exists

- an open-enrollment plan, with transportation provided by the School District whenever integration in the receiving school is improved and when the requests are reasonable in terms of numbers and the district's resources.

Quality Instruction

Within the comprehensive plan are proposals for outstanding, innovative educational programs which will promote integration through racially and socially shared learning, such as:

- an outdoor education center with "live-in" experiences
- a new "Space Age" high school center to offer a wide spectrum of educational offerings ranging from the technological to initial college course work

- the establishment of Manual-College High as a joint venture between the Denver Public Schools and a leading institution of higher learning
- pre-primary education programs designed to alter the environment of disadvantaged children by beginning their education at earlier ages than is presently the case. Important to the success of this program is parental involvement, training, and perhaps employment as teacher aides.

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Staffing for Integration

Competent teachers and administrative staff skilled in providing quality, integrated education are most important. Continuing attention will be given to their recruitment and assignment. Special efforts will continue to recruit and assign qualified teachers or administrators from minority groups. Employees will also be provided with a well-planned Human Relations Program designed to promote sensitivity, understanding, and respect for peoples of varied ethnic backgrounds.

School Construction

Implementation of the Model-School Complex concept will make possible the continuing use of many existing structures. However, in some areas schools will be converted to other than their present uses. In addition some older buildings will need to be replaced, and new schools built utilizing the

Defendant's Exhibit D

latest design concepts to insure that teachers and pupils will have the most modern educational environment.

Summary

Briefly, then, these are the components of the comprehensive plan for quality-integrated education. The elements are presented in more detail in the pages which follow. The time for their development has been short. More refinement will come through the work of the Superintendent, the consultants, and the professional staff of the School District. The consideration of the plan by the Board of Education and the community will lead to further improvements. This is as it should be for a plan is but a beginning. The wholehearted efforts of concerned parents, teachers, and citizens will be required to translate the plan into action.

Integration in the City's high schools will also occur through expansion of the open enrollment plan with transportation being provided whenever the requested transfer improves integration and whenever numbers of pupils are within the capability of the District to be accommodated. Determination of the number of pupils who will exercise their option under this plan can be made during the current school year.

Other Integration Plans

Meaningful integration will also occur through metropolitan student exchanges; at the Outdoor Education Center providing live-in, integrated quality education for as many as 1,000 youngsters per week; and in other culturally-shared learning experiences such as are provided by the Cultural Understanding Program, the Cultural Arts Center, the regular summer school programs, and the after-school recreation programs.

Transportation and Pupil Assignment

Changes in pupil assignment by means of modifications in school attendance areas will also be utilized to improve integration. Careful study has revealed that such boundary changes will be of most value in preventing resegregation in certain areas of the city.

Open Enrollment Plan

At the present time within the City and County of Denver there are 24 elementary schools, 5 junior high schools, and 4 senior high schools which have less than 10% Negro and Spanish-American pupils. In contrast, there are elementary schools, 2 junior high schools, and 1 senior high school having more

Defendants' Exhibit D

than 50% Negro, and 18 elementary schools and 2 junior high schools having an enrollment of over 50% Spanish-American pupils. Students who attend these schools live within almost completely segregated communities, and cannot be placed in integrated school situations by means of revising subdistrict area boundaries. Offering integrated school experience to these pupils will require transportation of some pupils.

There is crowding in some schools in the city. Schools in other sections have under-utilized capacity. These schools may be used to improve integration. When new schools are constructed, additional capacity will be included so that pupils from inner-city schools may attend.

The proposed plan, effective the second semester of the 1968-1969 school year, is presented as follows:

Senior High Schools

Any senior high school student who wishes may request enrollment in the school of his choice provided the transfer will permit him to participate in an integrated school program. This request for transfer could be full-day or half-day enrollment for a minimum of one semester. The maximum time would be determined by the student and his parents. Transportation of students will be subsidized by the Denver Public Schools. The schools may provide services by school bus, public transportation, private automobile, or chartered bus, depending on the transportation problem.

Defendants' Exhibit D

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The plan will operate under the following conditions:

1. Request for enrollment in another school must improve integration in the receiving school.
2. Request for enrollment must be in writing and signed by the student and his parent or guardian.
3. Request for enrollment must be approved by the school administration since decisions must be based upon the reasonableness of the numbers of pupils involved.
4. Request for enrollment must be for one-half or a full-day for a minimum of one semester.
5. If a student elects full enrollment in another school, he will be eligible to participate in all student activities in that school, subject to existing limitations on students who transfer from other situations. Otherwise, he will continue to participate in student activities at the school of his original enrollment.
6. Transportation will be established so that any brothers and sisters of a pupil requesting a transfer also may be enrolled in the new school.

Junior High Schools

Any junior high school student who wishes may request enrollment in a junior high school of his choice provided the transfer will improve integration. This request for transfer must be made for full-day enrollment for a minimum of one semester. Transportation of students may be by school bus, public transportation, private automobile, or chartered bus, depending on the transportation problem.

The plan will operate under the following conditions:

1. Request for enrollment in another school must improve integration in the receiving school.

2. Request for enrollment must be in writing and signed by the student and his parent or guardian.
3. Request for enrollment must be approved by the administration since decisions must be based upon the reasonableness of the numbers of pupils involved.
4. Request for enrollment must be for a full-day for a minimum of one semester.
5. Transportation will be established so that any brothers and sisters of a pupil requesting a transfer may also be enrolled in the new school.

Elementary Schools

Any parent or guardian of an elementary school pupil who wishes may request to have his child enrolled in any elementary school provided the transfer will improve integration. This request for transfer must be for a full-day enrollment for a minimum of one semester. Transportation of the students will be provided by the School District.

The plan will operate under the following conditions:

1. Request for enrollment in another school must improve integration in the receiving school.
2. Request for enrollment must be in writing and signed by the parent or legal guardian.
3. Request for enrollment must be approved by the school administration since decisions must be based upon the reasonableness of numbers involved.
4. Request for enrollment must be for a full-day for a minimum of one semester.
5. Students will be assigned in such a way that they will be integrated throughout the grades and classes of the receiving school.
6. Transportation will be established so that brothers and sisters of a pupil requesting a transfer may also be enrolled in the new school.

Defendants' Exhibit D

These provisions for voluntary open enrollment - with transportation provided by the District - to improve integration in the Denver Public Schools represent a major step forward. While the initial phases may be governed by the reasonableness of numbers in terms of space and the ability of the District to finance the program, the long-term implications are extremely promising.

Implementation of pupil transportation proposals to provide quality, integrated education has been started. Approximately 900 pupils already are being transported from Phillips, Smiley, Smith, and Stedman Schools to other schools with available capacity. This aspect of the integration plan can be expanded as needed schools constructed in newer parts of the city provide additional capacity.

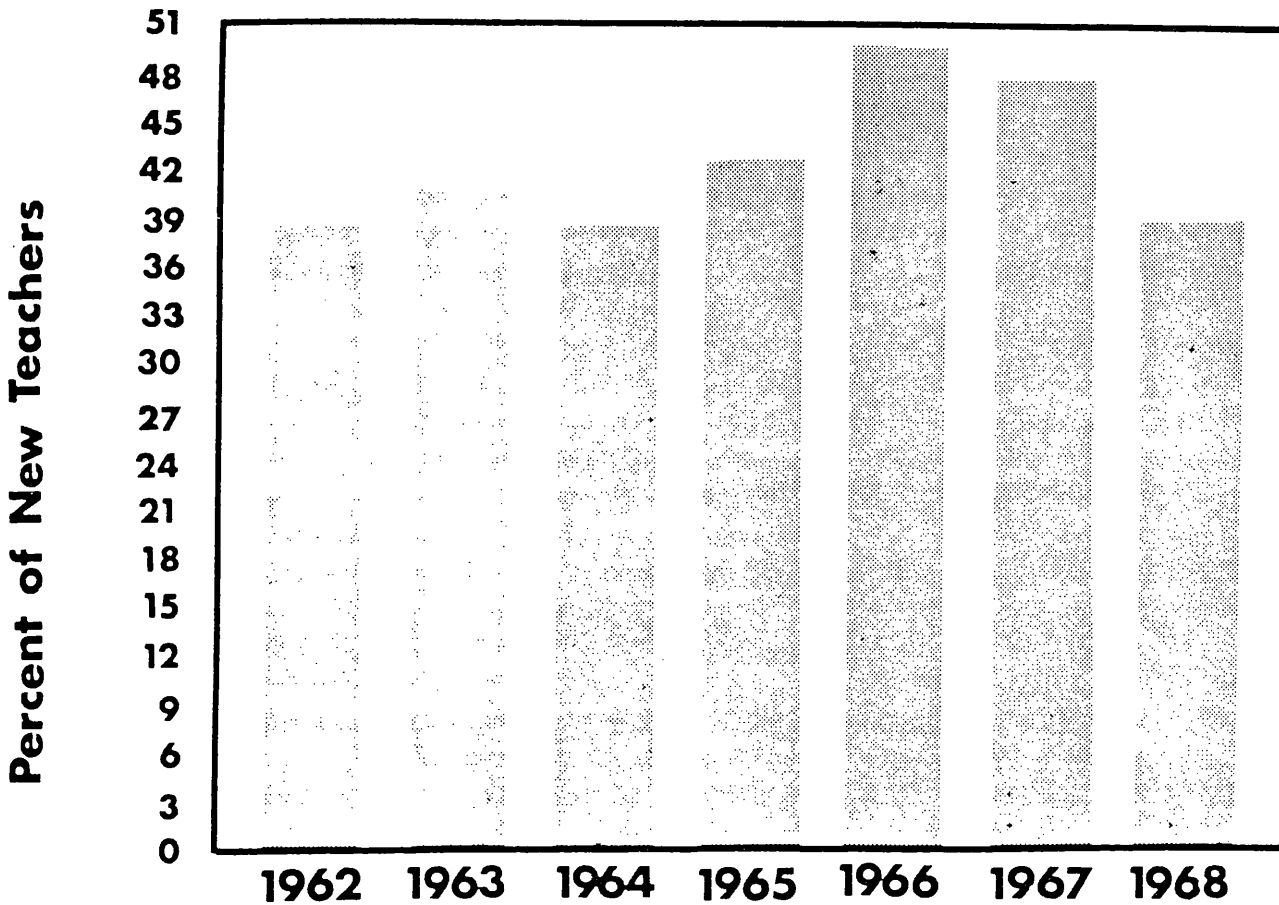
Instructional Programs

The real value of any transportation plan depends upon the educational program that awaits pupils at the end of their journey. This is the key to the proposed plan for quality, integrated education. Programs of massive cross-busing for racial balance do not, in themselves, contain sufficient promise of long-range educational benefits.

The recommended plan is based upon programs of educational excellence. When transported pupils arrive, they will benefit from the educational experience which has been carefully planned to provide a level of instruction beyond that possible in every school.

The racially and socially shared learning experiences proposed in the plan will succeed, because

PERCENTAGE OF NEW TEACHERS* EMPLOYED BY THE DENVER PUBLIC SCHOOLS WITH PREVIOUS TEACHING EXPERIENCE 1962 - 1968



*Includes new teachers employed for the second semester of the preceding year.


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Defendants' Exhibit DA

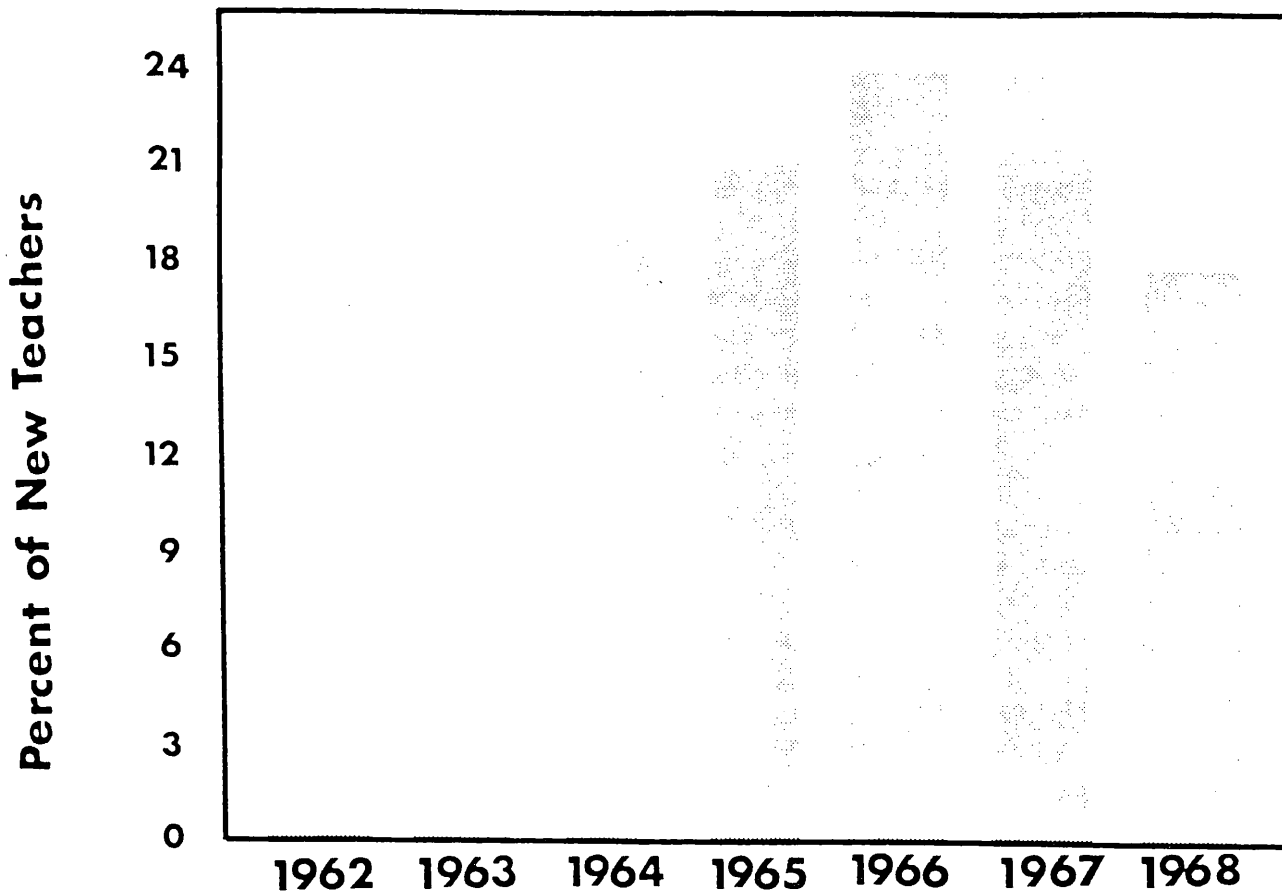
**(Chart, Percentage of New Teachers Employed
by DPS 1962-68)**

2144a

Defendants' Exhibit DB
(Chart, Percentage of New Teachers Employed by DPS
w/3 or More Years Teaching Exper.)

(See Opposite) 

**PERCENTAGE OF NEW TEACHERS* EMPLOYED BY
THE DENVER PUBLIC SCHOOLS WITH
THREE OR MORE YEARS TEACHING EXPERIENCE
1962 - 1968**




*Includes new teachers employed for the second semester of the preceding year.

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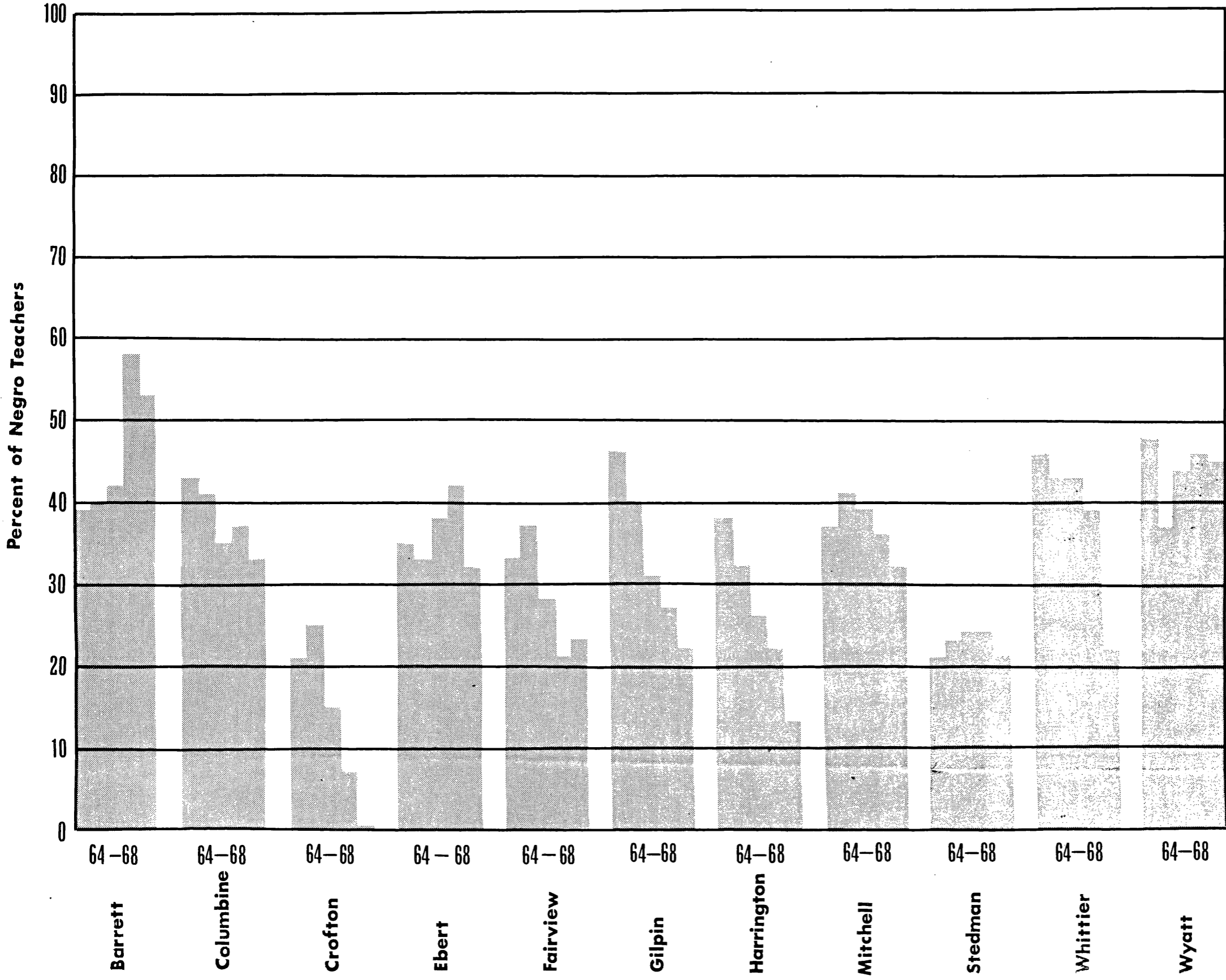
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Defendants' Exhibit DG

**(Chart, Percentage of Negro Tchrs., 1964-1968
in Elem. Schs. w/Faculties 20% or More Negro)**

(See Opposite) 


PERCENTAGE OF NEGRO TEACHERS FROM 1964 THROUGH 1968 IN ELEM. SCHOOLS WITH FACULTIES TWENTY PERCENT OR MORE NEGRO AS OF SEPTEMBER, 1964

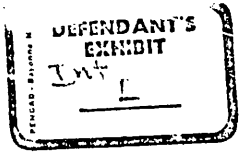


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Defendant Intervenors' Exhibit L
(Annexation Map, City & County of Denver)

(See Opposite) 



ANNEXATION MAP

City and County of Denver

Ord. No.	Engineer File	Engineer Plat Book	Recording Date of Plat	Name	Location	Acres	Total Sq. Miles
			March 11, 1864	Corporate Limits (Ter. Ses. L.P. 170)	11th Ave. & Platte River	2252.800	3.5200
			Feb. 13, 1874	Territorial Session Laws (P.225)	Colfax Avenue & High Street	1638.400	6.0300
			Feb. 13, 1883	Session Laws of Colorado (P.53)	6th Ave. & University Blvd.	4601.600	13.2700
			March 11, 1889	Session Laws of Colorado (P.124)	6th Ave. & University Blvd.	2400.000	17.0200
			May 1, 1893	Session Laws of Colorado (P.132)	48th Ave. & Colorado Blvd.	9721.600	32.2100
			Feb. 7, 1894	South Denver	Yale Ave. & Colorado Blvd.	5766.400	41.2200
			Feb. 18, 1895	Harman	1st Ave. & Colorado Blvd.	320.000	41.7200
			Aug. 25, 1896	Highlands	Colfax Ave. & Sheridan Blvd.	2560.000	45.7200
			Sept. 1, 1896	Barnum	Alameda Ave. & Federal Blvd.	921.600	47.1600
			July 7, 1897	Colfax	Colfax Ave. & Platte River	486.400	47.9200
-A			April 16, 1901	Session Laws of Colorado (P.162)	13th Ave. & Sheridan Blvd.	723.200	49.0500
-B			April 16, 1901	Session Laws of Colorado (P.162)	Mississippi Ave. & Pecos St.	512.000	49.8500
			Nov. 4, 1902	Argo	44th Ave. & Broadway	409.600	50.4900
			Nov. 4, 1902	Berkeley	38th Ave. & Sheridan Blvd.	972.800	52.0100
			Nov. 4, 1902	Elyria	46th Ave. & Colorado Blvd.	896.000	53.4100
			Nov. 4, 1902	Globeville	44th Ave. & Broadway	448.000	54.1100
			Nov. 4, 1902	Montclair	26th Ave. & Monaco St. Pkwy.	2156.800	57.4800
			Nov. 4, 1902	Valverde	Mississippi Ave. & Zuni Street	812.800	58.7500

No.	Ord. No.	Engineer File	Engineer Plat Book	Recording Date of Plat	Name	Location	Acres	Total Sq. Miles
88	466-59	723	33/27A	Dec. 29, 1959	Glendale Area No. 8	Tennessee Ave. & Birch St.	3.000	73.7912
89	233-60	726	41/4	Sept. 13, 1960	Garrett-Bromfield	Hampden Ave. & Holly St.	91.247	73.9338
90	287-60	728	41/8	Nov. 9, 1960	Bear Valley	Yale Ave. & Sheridan Blvd.	470.190	74.6685
91	347-60	730	41/10	Dec. 28, 1960	Airport Annexation	W.1/2 Sec. 15, T.3S., & parts of Sec. 22 & 27, T.3S., R.67W., of the 6th P.M.	816.480	75.9443
92	49-61	735	41/21	March 13, 1961	Evans Ave. Annexation	Jewell Ave. & Quebec St.	424.600	76.6077
93	De-annexed by Court Order			Feb. 14, 1961	Hutchinson University Pl.	Colorado Blvd. & Wesley Ave.	-69.952	76.4984
94	109-61	737	41/22	May 8, 1961	Green Meadows	Evans Ave. & Sheridan Blvd.	82.500	76.6273
95	140-61	739	41/27	June 13, 1961	McMeen	Cherry Creek & Mississippi Ave.	36.900	76.6850
96	141-61	740	41/28	June 13, 1961	Robinson Brick & Tile	Platte River Dr. & Yale Ave.	59.000	76.7772
97	142-61	741	41/29	June 13, 1961	George Washington	Virginia Ave. & Kearney St.	357.720	77.3361
98	167-61	742	41/31	July 3, 1961	Union Pacific	Smith Rd. & Havana St.	522.500	78.1525
99	186-61	743	41/32	July 25, 1961	Hutchinsons University Pl.	Colorado Blvd. & Wesley Ave.	66.192	78.2559
100	197-61	744	41/34	Aug. 7, 1961	Fort Logan	Hampden Ave. & Lowell Blvd.	1040.520	79.8817
101	355-61	750	41/39	Dec. 29, 1961	Oaksdale No. 1	Oneida St. & Jewell Ave.	15.420	79.9058
102	356-61	751	41/40	Dec. 29, 1961	Third Christian Reformed Church	Wesley Ave. & Ash St.	2.550	79.9098
103	357-61	752	41/41	Dec. 29, 1961	Prince of Peace	Colorado Blvd. & Wesley Ave.	1.000	79.9114
104	65-62	756	41/46	March 19, 1962	College View	Federal Blvd. & Jewell Ave.	571.800	80.8048
105	73-62	757	41/52	March 27, 1962	West Jewell	Depew St. & Jewell Ave.	33.593	80.8573
106	256-62	763	41/62	July 31, 1962	West Bear Valley	Lamar St. & Yale Ave.	254.340	81.2547

2118

No.	Ord. No.	Engineer File	Engineer Plat Book	Recording Date of Plat	Name	Location	Acres	Total Sq. Miles
07	282-62	764	41/64	Sept. 6, 1962	Forest St.	Leetsdale Dr. & Forest St.	4.500	81.2617
08	291-62	765	41/65	Sept. 11, 1962	Centennial Estates	Lowell Blvd. & Wagon Trail Dr.	44.230	81.3308
09	306-62	767	42/3	Oct. 2, 1962	Inspiration Point Estates	Sheridan Blvd. & W. 52nd Ave.	68.660	81.4381
110	339-62	769	42/7	Oct. 15, 1962	Garrett-Bromfield No. 2	Hampden Ave. & Quebec St.	379.870	82.0316
111	125-63	774	42/17	April 15, 1963	University Heights	Evans Ave. & Valley Hwy.	93.230	82.1773
112	158-63	776	42/20	May 23, 1963	Deane Buick	Colorado Blvd. & Mississippi Ave.	5.009	82.1851
113	175-63	778	42/22	June 6, 1963	Marycrest	Federal Blvd. & W. 52nd Ave.	26.100	82.2259
114	196-63	780	42/24	June 18, 1963	Oakesdale No. 3	Jewell Ave. & S. Oneida St.	15.313	82.2498
115	222-63	781	42/25	June 24, 1963	Bear Valley Church	Yale Ave. & S. Lamar St.	2.215	82.2533
116	236-63	782	42/26	July 9, 1963	Bear Valley South	Kenyon Ave. & S. Sheridan Blvd.	80.187	82.3786
117	255-63	784	42/28	Aug. 6, 1963	Elm St.	Leetsdale Drive & Elm St.	10.120	82.3944
118	256-63	786	42/30	Aug. 6, 1963	Centennial Acres Trumac	Federal Blvd. & W. Union Ave.	98.870	82.5489
119	257-63	785	42/29	Aug. 6, 1963	Harris	Niagara St. & Panorama Lane	6.720	82.5594
120	271-63	787	42/35	Aug. 27, 1963	East Mississippi	Quebec St. & Mississippi Ave.	1085.380	84.2553
121	279-63	789	42/42	Sept. 4, 1963	Hampden North	Monaco St. Pkwy. & Hampden Ave.	560.000	85.1303
122	280-63	790	42/43	Sept. 4, 1963	Hampden South	Quebec St. & Hampden Ave.	640.000	86.1303
123	435-63	794	42/51	Dec. 17, 1963	Bruno	Colorado Blvd. & Arizona Ave.	.820	86.1316
124	458-63	796	42/53	Dec. 30, 1963	East Belleview	Quincy Ave. & Syracuse St.	400.000	86.7566
125	459-63	797	42/54	Dec. 30, 1963	Eastern Star	Highline Canal & Wesley Ave.	19.890	86.7877
126	20-64	800	42/57	Feb. 10, 1964	Range View No. 2	Fulton St. & Mississippi Ave.	15.000	86.8111

2119

No.	Ord. No.	Engineer File	Engineer Plat Book	Recording Date of Plat	Name	Location	Acres	Total Miles	No.
127	21-64	801	42/59	Feb. 11, 1964	Stapleton East	Havana St. & E. 56th Ave.	476.380	87.5554	147
128	105-64	803	42/61	April 27, 1964	Galilee Baptist Church	Parker Rd. & Mississippi Dr.	3.350	87.5606	148
129	133-64	805	43/2	May 11, 1964	Range View No. 3	Mississippi Ave. & Havana St.	12.040	87.5794	149
130	175-64	806	43/3	June 9, 1964	Lowry	6th Ave. & Dayton St.	584.250	88.4923	150
131	183-64	807	43/4	June 24, 1964	Bear Valley South No. 2	Kenyon Ave. & Harlan St.	5.030	88.5002	151
132	184-64	808	43/5	June 24, 1964	Bear Valley South No. 3	Sheridan Blvd. & Kenyon Ave.	1.210	88.5021	152
133	185-64	809	43/6	June 24, 1964	Hillcrest Reservoir	Happy Canyon Rd. & Monaco Blvd.	38.420	88.5621	153
134	220-64	811	43/8	July 21, 1964	Ames	Dahlia St. & C & S R.R.	2.240	88.5656	154
135	221-64	812	43/9	July 21, 1964	Maddox	Vassar Ave. & Fairfax St.	8.690	88.5792	
36	222-64	813	43/10	July 21, 1964	Rieger	Evans Ave. & Grape St.	20.670	88.6115	155
37	348-64	817	43/14	Oct. 20, 1964	Runyan	Sheridan Blvd. & W. 10th Ave.	9.210	88.6259	
38	349-64	818	43/15	Oct. 20, 1964	Crosby	Hampden Ave. & Lamar St.	10.020	88.6416	156
39	395-64	820	43/17	Nov. 16, 1964	Myrtle Hill	Colorado Blvd. & Amherst Ave.	7.267	88.6552	157
40	414-64	821	43/18	Nov. 24, 1964	Bethesda	Iilff Ave. & Birch St.	19.930	88.6863	158
41	420-64	822	43/19	Dec. 4, 1964	Hallcraft	Hampden Ave. & Yosemite St.	142.610	88.9091	159
42	421-64	823	43/27	Nov. 30, 1964	Stapleton West	56th Ave. & Quebec Street	970.680	90.4258	160
43	432-64	824	43/28	Dec. 8, 1964	Warren Avenue	Warren Ave. & Grape St.	.360	90.4271	161
44	476-64	825	43/29	Dec. 31, 1964	Dahlia-Iilff	So. Dahlia & East Iilff Ave.	8.380	90.4402	162
45	477-64	826	43/30	Dec. 31, 1964	Associated Grocers	Valley Hwy. & 52nd Ave. (extended)	6.890	90.4510	163
46	478-64	827	43/31	Dec. 31, 1964	Ruby Hill	So. Pecos St. & West Mexico Ave.	5.000	90.4588	164

2120

Ord. No.	Engineer File	Engineer Plat Book	Recording Date of Plat	Name	Location	Acres	Total Sq. Miles
316-64	829	43/33	Mar. 18, 1965	Hampden Heights	Hampden Ave. & Yosemite St.	640.000	91.4588
57-65	830	43/47	Mar. 22, 1965	Golden Key	Yosemite St. & Syracuse Way	193.350	91.7609
68-65	831	43/48	April 5, 1965	Moore	Valley Hwy. & Yale Ave.	5.870	91.7701
69-65	832	43/49	April 5, 1965	Dahlia-Evans	Dahlia St. & Evans Ave.	10.710	91.7868
72-65	833	43/50	April 19, 1965	Holly Ridge	Hampden Ave. & Monaco St.	129.390	91.9890
98-65	835	43/52	May 3, 1965	Barnes	Colorado Blvd. & Arizona Ave.	.730	91.9901
105-65	836	43/53	May 17, 1965	Transfer Station	Cherry Creek, Jewell Ave. (extended) & Quebec St. (extended).	14.970	92.0135
De-annexed by Court Order			May 17, 1965	Fort Logan Annexation Colo. Supreme Court Action #20743 402P2d P.206	Hampden Ave. & Lowell Blvd.	-1040.520	90.3877
Dismissed by Court Order			June 30, 1965	Centennial Estates & Centennial Trumac	Lowell Blvd. & Wagon Trail Dr. Federal Blvd. & Union Ave.	- 143.100	90.1641
198-65	840	44/5	July 12, 1965	Moore No. 2	Vassar Ave. & Colo. State Hwy. #185	1.280	90.1661
249-65	845	44/10	Aug. 23, 1965	Rutter	Evans Ave. & Elm St.	33.140	90.2179
262-65	846	44/11	Sept. 13, 1965	Interstate	Havana St. & Interstate Hwy. #70	2931.680	94.7987
278-65	847	44/12	Sept. 27, 1965	P.B.C.	Sheridan Blvd. & Hampden Ave.	907.070	96.2160
343-65	851	44/16	Dec. 6, 1965	Federal-Dartmouth	Dartmouth Ave. & Federal Blvd.	9.420	96.2307
344-65	852	44/17	Dec. 6, 1965	Kennedy Golf Course	Hampden Avenue & Havana St.	363.540	96.7987
345-65	853	44/18	Dec. 6, 1965	Jeffersonian Apartments	Iliff Ave. & Valley Hwy.	4.752	96.8061
354-65	854	44/19	Dec. 13, 1965	Harris No. 2	Colorado Ave. & Oneida St.	19.580	96.8367
355-65	855	44/20	Dec. 13, 1965	Union Pacific No. 2	Smith Road & Peoria St.	10.830	96.8536

No.	Ord. No.	Engineer File	Engineer Plat Book	Recording Date of Plat	Name	Location	Acres	Total Miles
165	381-65	856	44/21	Dec. 27, 1965	State Hospital	W. Oxford Ave. & S. Lowell Blvd.	310.59	97.33
166	82-66	858	44/23	Jan. 21, 1966	Holly Evans	Holly St. & Evans Ave.	47.765	97.41
167	142-66	865	44/31	March 28, 1966	Fehlmann	W. Yale Ave. & S. Wadsworth Blvd.	47.790	97.48
168	143-66	866	44/32	March 28, 1966	Treatment Plant	Clifford Ave. between Lafayette St. & Downing St.	10.390	97.50
169	178-66	868	44/35	April 18, 1966	Treatment Plant #2	Clifford Ave. (54th Ave.) between Downing St. & Ogden St.	5.345	97.51
170	De-annexed by Court Order			July 1, 1966	Bear Valley South	W. Kenyon Ave. & S. Sheridan Blvd. - 80.187	- 86.427	97.37
			July 1, 1966	Bear Valley South #2	W. Kenyon Ave. & S. Harlan St. - 5.030			
			July 1, 1966	Bear Valley South #3 Jefferson County Civil Action #23899	S. Sheridan Blvd. & W. Kenyon Ave. - 1.210			
171	377-66	876	45/24	Aug. 22, 1966	Bear Valley Heights	W. Lehigh Ave. & S. Sheridan Blvd.	53.4124	97.46
172	504-66	882	45/32	Nov. 21, 1966	Cherry Creek No. 4	Yale Ave. & S. Galena St.	19.4003	97.49
173	505-66	883	45/33	Nov. 21, 1966	General Motors	Warren Ave. & S. Dahlia St.	3.4100	97.49
174	546-66	884	45/34	Dec. 27, 1966	Teen City	Iliff Ave. & S. Parker Rd.	166.2300	97.75
175	547-66	885	45/35	Dec. 27, 1966	Cherry Creek Galleries No. 1	Cherry Creek ROW & Jewell Ave. Ext.	22.3780	97.79
176	11-67	886	45/36	Jan. 16, 1967	Bear Valley Heights No. 2	W. Kenyon Ave. Ext. & S. Sheridan Blvd.	30.4920	97.83
177	De-annexed by Court Order			Nov. 1, 1967	A part of Lowry Decree in Arapahoe County Civil Action #26074	1st Ave. & Dayton St.	- .6800	97.83
178	419-67	902	46/8	Dec. 11, 1967	Glasier	Kentucky Ave. & Cherry Creek ROW	2.3700	97.84
179	7-68	903	46/9	Jan. 22, 1968	Bear Valley Park	W. Teller Ave. & Bear Creek	4.7700	97.84
180	13-68	904	46/10	Jan. 22, 1968	Belquince	Quincy Ave. & Valley Hwy.	316.2200	98.34


Ord. No.	Engineer File	Engineer Plat Book	Recording Date of Plat	Name	Location	Acres	Total Miles
47-68	906	46/13	Feb. 19, 1968	Golden Key Park	S. Syracuse Way & S. Xanthia St.	2.8470	98.34
139-68	908	46/15	May 13, 1968	Marycrest No. 2	W. 54th Ave. & Columbine Rd.	2.2310	98.35
299-68	912	46/23	Sept. 9, 1968	Decatur-Dartmouth	W. Dartmouth Ave. & S. Decatur Ave.	10.9520	98.36
434-68	917	46/29	Dec. 30, 1968	Glasier No. 2	Kentucky Ave. & Cherry Creek ROW	22.6300	98.40
48-69	920	46/33	March 24, 1969	West Inspiration Point	W. 52nd Ave. & Jay St. (extended)	14.0300	98.42
49-69	921	46/34	March 24, 1969	Floyd-Federal	W. Floyd Ave. & So. Federal Blvd.	7.7800	98.43
301-69	924	46/38	Sept. 9, 1969	Sheridan-Kenyon	S. Sheridan Blvd. & W. Hampden Ave.	25.4110	98.47
441-69	929	46/43	Nov. 21, 1969	Fehlman No. 2	West Vassar Ave. & East of S. Wadsworth	.6300	98.47
462-69	930	46/44	Dec. 15, 1969	Pinehurst	West Quincy Ave. & S. Sheridan Blvd.	367.0580	99.05
489-69	931	46/45	Dec. 29, 1969	Centennial Estates #2	W. Wagon Trail Dr. & S. Perry St.	37.7200	99.11
490-69	932	46/46	Jan. 6, 1970	Stapeleton North	56th Ave. & Yosemite St.	622.0000	100.08
510-69	933	46/47	Jan. 6, 1970	Havana-Parker	S. Havana St. & Parker Rd.	27.2400	100.12

2149a

2150a.

Defendants' Exhibit EE

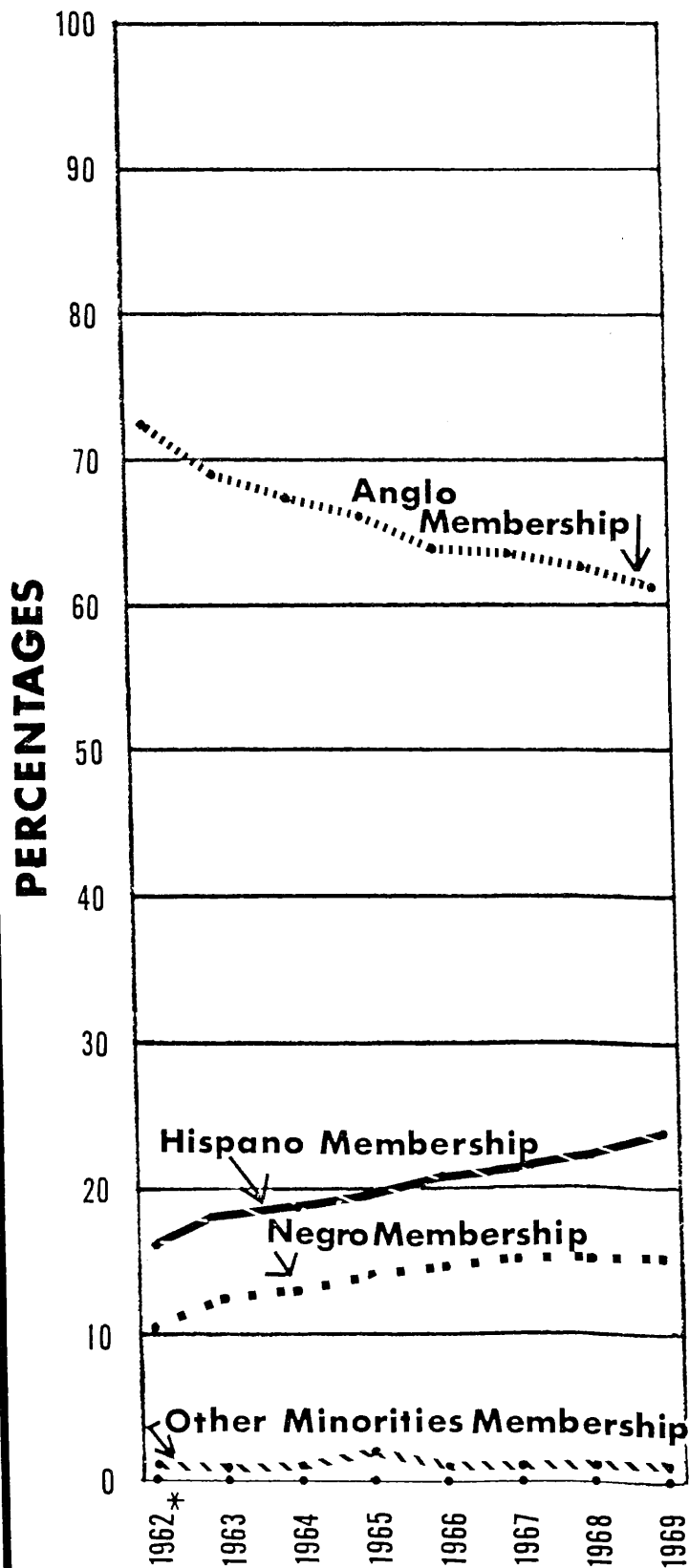
(Ethnic Distribs. (Percentages), Denver Elem. Schs. '62-'69)

(See Opposite) 

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ETHNIC DISTRIBUTIONS (percentages) DENVER ELEM. SCHOOLS 1962-1969




*MAY

2151a

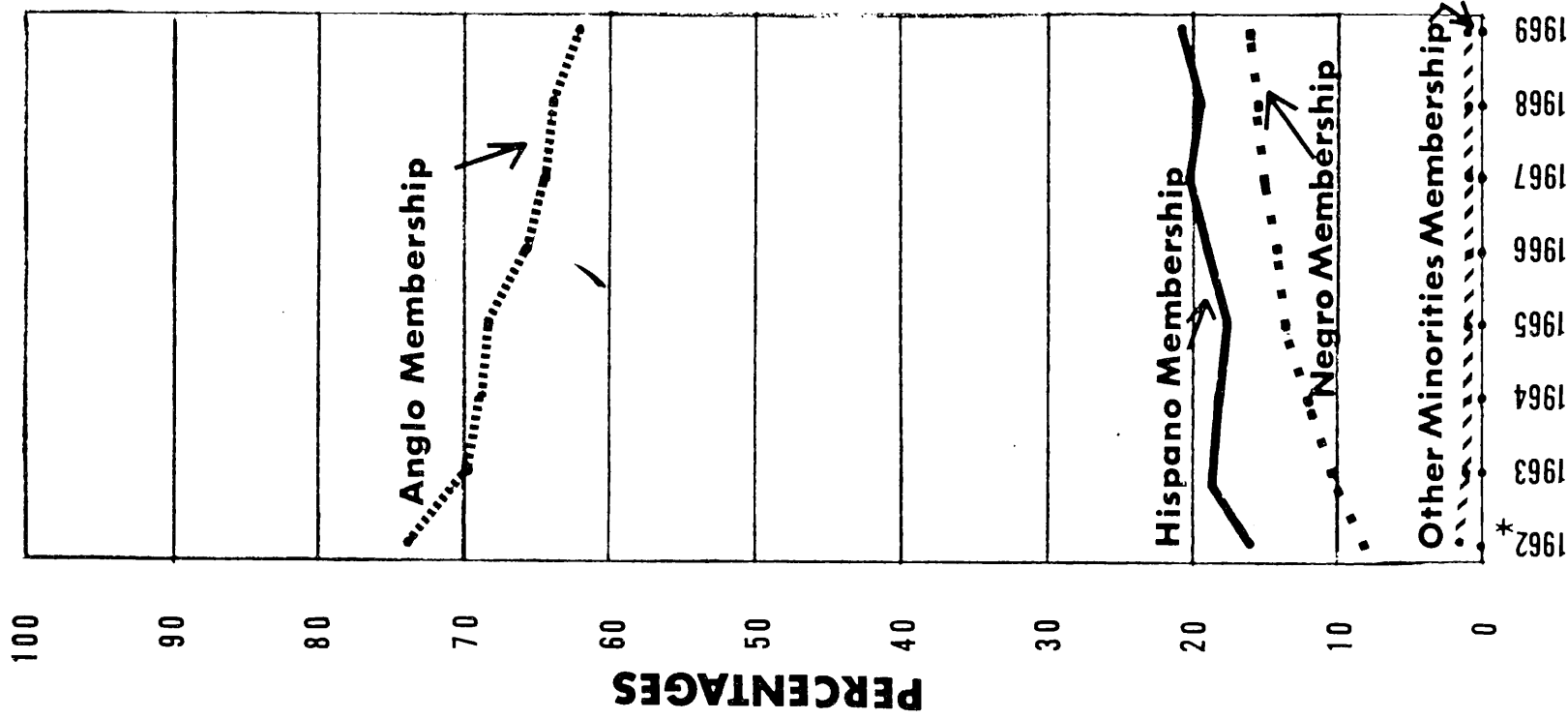
2152a

Defendants' Exhibit EF

(Chart, Ethnic Distrib. (Petgs.) Denver Jr. Hi 1962-69)

(See Opposite) 

ETHNIC DISTRIBUTION
 (percentages)
DENVER JR. HIGH SCHOOLS
1962-1969




* MAY

2153a

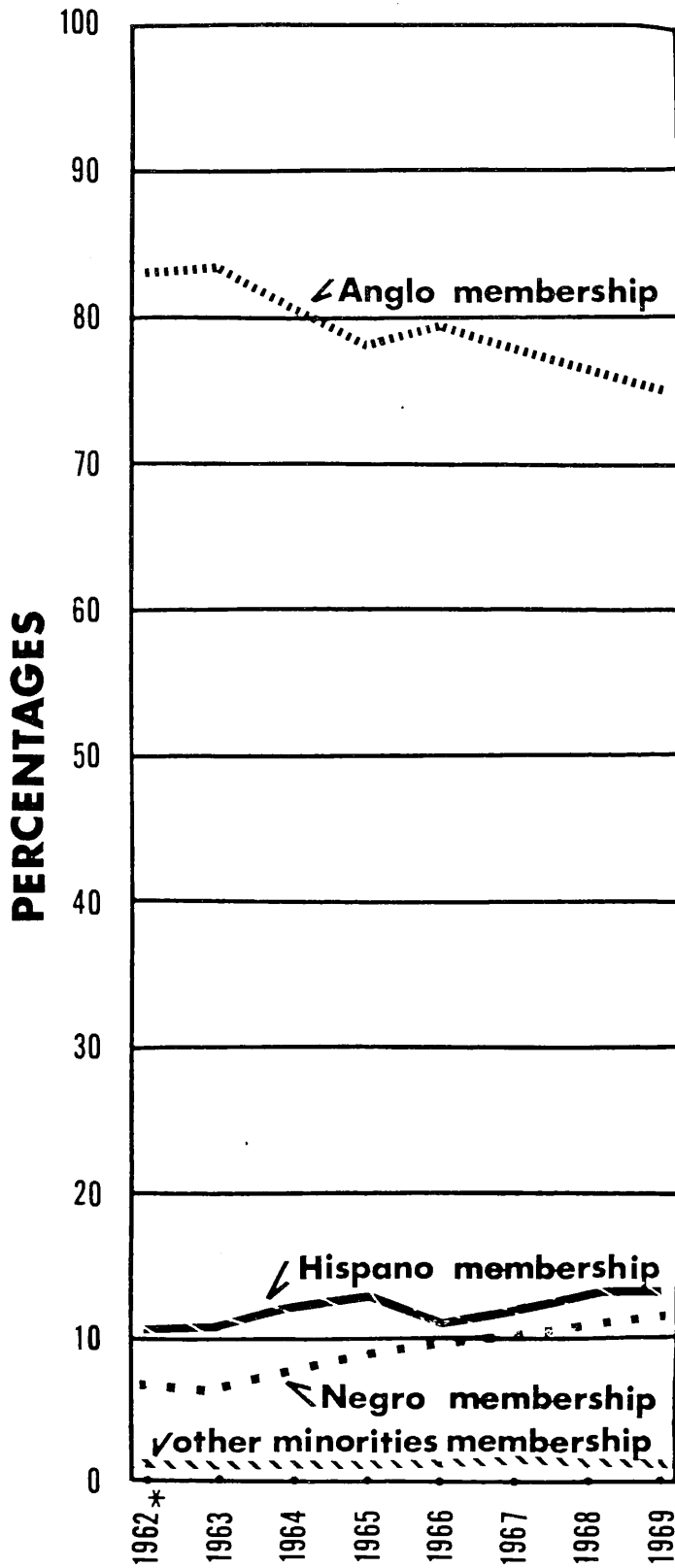
2154a

Defendants' Exhibit EG

(Chart, Ethnic Distrib. (Pctgs.) Denver Sr. High, 1962-69)

(See Opposite) 

ETHNIC DISTRIBUTION (percentages) DENVER SR. HIGH SCHOOLS 1962 - 1969



* MAY




2155a

2156a

Defendants' Exhibit J

**(Ltr., July 23, 1969 fr David R. McWms.,
Dir. Attend. & Pupil Records)**

(See Opposite) 

DENVER PUBLIC SCHOOLS

ROBERT D. GILBERTS, Superintendent



ADMINISTRATION BUILDING • 414 FOURTEENTH STREET • DENVER, COLORADO 80202

DIVISION OF EDUCATION

RICHARD P. KOEPPE, Assistant Superintendent

DEPARTMENT OF PUPIL SERVICES

JAMES M. O'HARA, Executive Director

July 23, 1969

On June 9, 1969, the Board of Education of the Denver Public Schools rescinded Resolutions 1520, 1524, and 1531 which related primarily to the assignment of pupils to schools in September 1969. Specifically, the area in which you reside has been reassigned from the East High School attendance area to the South High School attendance area.

The class programs for high school pupils residing in this area are now being prepared at South High School and questions relating to individual pupil schedules should be directed to the school. Every effort will be made to provide pupils with the same program requested by them at an earlier date.

The Board of Education and its administrative staff are committed to an educational program which includes the Voluntary Open Enrollment Plan. This plan affords pupils the opportunity to attend a school which brings about a voluntary exchange of pupils with a goal of improved understandings and integration. Attached are a description of the plan, a list of eligible open enrollment schools, and a request card. If your child is eligible to participate in the Voluntary Open Enrollment Plan and if you want your child to attend a school other than South High School, please complete the enclosed request card and return it to the Office of Attendance and Pupil Records, School Administration Building, 414 Fourteenth Street, Denver, Colorado, 80202, by August 5, 1969. Since the school assignment must improve integration at both the residence and receiving schools, please indicate the racial or ethnic background of the pupil on the card.

If you have further questions regarding the Voluntary Open Enrollment Plan, please call Mr. Edward W. Mohr, Office of Attendance and Pupil Records, 266-2255, ex. 304.

Sincerely,

David R. McWilliams, Director
Office of Attendance and Pupil Records

D's EX J

DENVER PUBLIC SCHOOLS
DIVISION OF EDUCATION
Department of Pupil Services
Office of Attendance and Pupil Records

JUNE 1969=

VOLUNTARY OPEN ENROLLMENT PLAN WITH TRANSPORTATION

The purpose of the Voluntary Open Enrollment Plan is to provide parents with an opportunity to enroll their child in another Denver public school of their choice if space is available at the receiving school and if the change in school assignment results in improved integration both at the residence and receiving school. Transportation is provided for by School District No. 1 (elementary, more than 1 mile; secondary, more than 2 miles).

The following administrative procedures have been adopted to implement the plan:

1. Enrollment is for a period of at least one semester and the maximum would be determined by the pupil and his parents.
2. Pupils entering a Denver public school for the first time or re-entering a Denver public school may participate in the program upon application for enrollment.
3. The request for transfer may be for a full day or a half day for senior high school pupils and a full day for junior high school and elementary school pupils (grades 1 through 6). Kindergarten pupils are not eligible to participate in the Voluntary Open Enrollment Plan.
4. Pupils who have completed the sixth or ninth grade in June 1969 may continue on Voluntary Open Enrollment in the junior or senior high school (whichever is applicable) in September 1969 at the school which that sixth or ninth grade feeds. This is contingent upon available open pupil stations at the requested receiving school and improved integration at both the sending and receiving schools.
5. Younger brothers or sisters of pupils continuing on Voluntary Open Enrollment may enroll in the school the older child is attending if space is available.

★ VOLUNTARY OPEN ENROLLMENT SCHOOL
ELEMENTARY
1959-1970 SCHOOL YEAR

Revised
July 1, 1969

ABRAHAM LINCOLN HIGH SCHOOL AREA

Belmont Elementary	Munroe Elementary
Force Elementary	Schenck Elementary
Godsman Elementary	Schmitt Elementary
Goldrick Elementary	Valverde Elementary
	Westwood Elementary

EAST HIGH SCHOOL AREA

Ashley Elementary	Evans Elementary
Barrett Elementary	Harrington Elementary
Columbine Elementary	Moore Elementary
Ellsworth Elementary	Stevens Elementary
Emerson Elementary	Teller Elementary
	Wyman Elementary

GEORGE WASHINGTON HIGH SCHOOL AREA

Carson Elementary	Steck Elementary
Palmer Elementary	

J. F. KENNEDY HIGH SCHOOL AREA

Denison Elementary	Johnson Elementary
Doull Elementary	Sabin Elementary
	Traylor Elementary

MAPLE HIGH SCHOOL AREA

Crofton Elementary	Swansea Elementary
Gilpin Elementary	Whittier Elementary
Mitchell Elementary	Wyatt Elementary

NORTH HIGH SCHOOL AREA

Alcott Elementary	Brown Elementary
Beach Court Elementary	Colfax Elementary
	Smedley Elementary

SOUTH HIGH SCHOOL AREA

McKinley Elementary	Steele Elementary
Rosedale Elementary	Thatcher Elementary
	Washington Park Elementary

THOMAS JEFFERSON HIGH SCHOOL AREA

Bradley Elementary	Slavens Elementary
Pitts Elementary	

* This list will receive continual review to determine if pupil selections warrant the addition of schools not presently listed or the deletion of schools currently shown as open enrollment schools.

VOLUNTARY OPEN ENROLLMENT PLAN
ELEMENTARY SCHOOLS
1969-1970 School Year

Revised
July 1, 1969

INTEGRATION IS IMPROVED IF

AN ANGLIC PUPIL

Transfers from:

Alcott, Asbury, Ash Grove, Ashley, Berkeley, Bradley, Bromwell, Carson, Cory, Denison, Doull, Ellis, Ellsworth, Emerson, Fallis, Force, Godsmen, Goldrick, Gust, Johnson, Knight, Lincoln, McKinley, McKeen, Montbello, Montclair, Montclair Annex, Moore, Palmer, Pitts, Rosedale, Sabin, Schenck, Schmitt, Sherman, Slavens, Steck, Steele, Stevens, Teller, Thatcher, Traylor, University Park, Washington Park and Whiteman.

Transfers to:

Barrett, Beach Court, Belmont, Colfax, Columbine, Crofton, Evans, Gilpin, Harrington, Mitchell, Munroe, Smedley, Swansea, Valverde, Westwood, Whittier, Wyatt, and Wyman.

A HISPANO PUPIL

Transfers from:

Alameda, Ashland, Barnum, Beach Court, Belmont, Boulevard, Brown, Bryant-Webster, Cheltenham, Colfax, College View, Columbian, Cowell, Crofton, Eagleton, Ebert, Edison, Elmwood, Elyria, Evans, Fairmont, Fairview, Garden Place, Gilpin, Greenlee, Knapp, Mitchell, Munroe, Newton, Parry, Remington, Sherman, Smedley, Swansea, Valverde, Westwood, Wyatt and Wyman.

Transfers to:

Alcott, Ashley, Barrett, Bradley, Carson, Columbine, Denison, Doull, Ellsworth, Emerson, Force, Godsmen, Goldrick, Harrington, Johnson, McKinley, Moore, Palmer, Pitts, Sabin, Schenck, Schmitt, Slavens, Steck, Steele, Stevens, Teller, Traylor, Washington Park and Whittier.

A NEGRO PUPIL

Transfers from:

Barrett, Columbine, Crofton, Ebert, Evans, Garden Place, Gilpin, Greenlee, Hallett, Harrington, Mitchell, Park Hill, Philips, Smith, Stedman, Whittier, Wyatt and Wyman.

Transfers to:

Alcott, Ashley, Beach Court, Belmont, Bradley, Brown, Carson, Colfax, Denison, Doull, Ellsworth, Emerson, Force, Godsmen, Goldrick, Johnson, McKinley, Moore, Munroe, Palmer, Pitts, Rosedale, Sabin, Schenck, Schmitt, Slavens, Smedley, Steck, Steele, Stevens, Swansea, Teller, Thatcher, Traylor, Valverde, and Washington Park.

VOLUNTARY OPEN ENROLLMENT SCHOOLS
JUNIOR HIGH SCHOOLS
1969-1970 School Year
REVISED June 16, 1969

*JUNIOR HIGH SCHOOLS

Baker Junior High
Byers Junior High
Gove Junior High
Grant Junior High
Hamilton Junior High
**J. F. Kennedy Junior High
Kepner Junior High
Kunsmiller Junior High
Lake Junior High
Mann Junior High
Merrill Junior High
Thomas Jefferson Junior High

* This list will receive continual review to determine if pupil selections warrant the addition of schools not presently listed or the deletion of schools currently shown as open enrollment schools.

** Double Session Schedule (Junior High School 12:05 p.m. to 5:25 p.m.)

INTEGRATION IS IMPROVED IF

AN ANGLO PUPIL

Transfers from: Byers, Grant, Hamilton (7th & 8th grade only), Hill, J. F. Kennedy, Kepner, Kunsmiller, Merrill, Rishel, Skinner and Thomas Jefferson (9th grade only)

Transfers to : Baker, Lake and Horace Mann

A HISPANO PUPIL

Transfers from: Baker, Cole, Kepner, Horace Mann, Lake Morey, Rishel and Skinner.

Transfers to : Byers, Gove, Grant, Hamilton (7th & 8th grade only), J.F. Kennedy, Kunsmiller, Merrill and Thomas Jefferson (9th grade only)

A NEGRO PUPIL

Transfers from: Cole, Gove, Morey and Smiley

Transfers to : Baker, Byers, Grant, Hamilton (7th & 8th grade only), J.F. Kennedy, Kepner, Kunsmiller, Lake, Mann, Merrill and Thomas Jefferson (9th grade only)

VOLUNTARY OPEN ENROLLMENT SCHOOLS
SENIOR HIGH SCHOOLS
1969-1970 School Year
REVISED June 16, 1969

*SENIOR HIGH SCHOOLS

Abraham Lincoln High School
East High School
**J. F. Kennedy High School
Manual High School
North High School
South High School
Thomas Jefferson High School
West High School

* This list will receive continual review to determine if pupil selections warrant the addition of schools not presently listed or the deletion of schools currently shown as open enrollment schools.

** Double Session Schedule (Senior High School 7:00 a.m. to Noon)

INTEGRATION IS IMPROVED IF

AN ANGLO PUPIL

Transfers from: Abraham Lincoln, George Washington, J. F. Kennedy, North, South, and Thomas Jefferson

Transfers to : East, Manual and West

A HISPANO PUPIL

Transfers from: North and West

Transfers to : Abraham Lincoln, East, J. F. Kennedy Manual, South and Thomas Jefferson

A NEGRO PUPIL

Transfers from: East and Manual

Transfers to : Abraham Lincoln, J. F. Kennedy, North, South, Thomas Jefferson and West

DENVER PUBLIC SCHOOLS
REQUEST FOR VOLUNTARY OPEN ENROLLMENT
(1969 - 1970 School Year)

I request that _____
(Type or print first, middle, and last name of pupil)

be enrolled in _____ School (1st choice)

_____ School (2nd choice)

_____ School (3rd choice)

instead of _____ School. (Senior high only: full day _____
or half day _____.)

This pupil is currently enrolled in grade _____, section number _____,

at _____ School.

Signed _____ Home phone _____
(Parent or legal guardian)

Home address _____ Zip code _____

Date _____

(For instructions concerning request see other side.)

REQUEST FOR VOLUNTARY OPEN ENROLLMENT

The purpose of the Voluntary Open Enrollment Plan is to provide parents with an opportunity to enroll their child in another Denver public school of their choice if space is available in the receiving school and if the change in school assignment results in improved integration both in the receiving and sending schools.

Requests under the Voluntary Open Enrollment Plan are for either a full day or half day program for senior high pupils, and a full day program for junior high and elementary pupils in grade 1-6. Kindergarten pupils are not eligible to participate in the Voluntary Open Enrollment Plan.


This request must be returned to the Office of Attendance and Pupil Records, Denver Public Schools, 414 Fourteenth Street, Denver, Colorado 80202, ON OR BEFORE TUESDAY, AUGUST 5, 1993.

Transportation under the Voluntary Open Enrollment Plan is provided for by School District No. 1. (Elementary, more than one mile; secondary, more than two miles.)

2157a

2158a

Defendants' Exhibit HK
(Excerpt "Facts & Figures" DPS 1969)

(See Opposite) 

EXCERPT FROM EX. HK

DENVER PUBLIC SCHOOLS 1940-1969

COMPARATIVE DATA		
	1940	1969
SCHOOL CAPACITY	44,610	96,446
PUPIL MEMBERSHIP	48,581	96,634
<i>(Full time Day Schools)</i>		
NUMBER OF		
SCHOOLS	79	120
CLASSROOMS	1,487	3,394
TEACHERS	1,468	4,380
<i>(Full time Day Schools)</i>		
TOTAL EMPLOYEES	3,043	6,782
<i>(Including Teachers)</i>		
CITY SQUARE MILES	58.8	98.4

1940

1969


21

2159a

2160a

Defendants' Exhibit VA

(Rept. to Bd. of Ed. by Supt. Robt. D. Gilberts)

(See Opposite) 

VA

Report to The Board of Education

A PLAN DEVELOPED IN ACCORD WITH RESOLUTION 1562

Submitted by
Robert D. Gilberts, Superintendent

Denver Public Schools
May 1970

A Plan Submitted to the Board of Education

by Robert D. Gilberts, Superintendent

This plan has been developed in response to Board Resolution 1562, a copy of which is included for reference. The intent of the Resolution is to improve pupil achievement in the schools.

Although the time available for preparing the plan was limited, it was possible to do so because of the cooperative efforts of central administrative staff, principals, and other school staff members. The preparation was further facilitated because the basic concepts were contained in Planning Quality Education.

A summary analysis is included as a first part of the report to show briefly the major elements of the programs proposed, the time schedule, and estimated costs.

The Board may wish to assign priorities to the various elements in the plan in terms of available resources and potential future funds, and on the basis of these financial considerations to direct the appropriate division heads to prepare the required operational details for the plan.

RESOLUTION NO. 1562

WHEREAS, this Board of Education, in common with other boards of education in urban areas in this country, has before it the extremely difficult task of providing relevant and effective education to children of infinitely varied backgrounds and abilities; and

WHEREAS, this Board of Education is concerned about all the children of Denver and is constantly searching for ways and means to improve the quality of education offered to them; and

WHEREAS, this Board of Education has, as an interim measure, adopted various plans and approaches toward the improvement of the quality of education offered to the children of Denver, including voluntary open enrollment with transportation provided; and

WHEREAS, the intervention of a lawsuit in the United States District Court has prevented this interim measure from achieving its full potential; and

WHEREAS, that Court in its Memorandum Opinion dated March 21, 1970, has found that certain schools of this School District show average pupil achievement below the city-wide average achievement of pupils; and

WHEREAS, this Board is, and has been, aware of these differences in average pupil achievement among the various schools and has been attempting to set educational

policy which will permit the professional staff of this School District to devise and employ new methods of education designed to improve achievement in all schools including those with low achievement averages, by such means as early childhood education, intensified reading programs, cultural arts centers, outdoor education centers, school clusters or complexes, in-service education, modification and expansion of curricular offerings, and other promising ideas; and

WHEREAS, the United States District Court now has invited this Board to devise and present to it a plan designed to improve the achievement of pupils in certain of its schools;

NOW, THEREFORE, IT IS RESOLVED by this Board of Education that, regardless of the final outcome of the litigation, this Board reaffirms its intent to continue improvement in the quality of education offered to all of the children of Denver, and it hereby directs the Superintendent and his staff to devise a plan directed toward raising the educational achievement levels at the schools specified by the District Court in its opinion. This plan shall be a pilot program which shall include consideration of the following:

1. Differentiated staffing;

2. Increasing the level of faculty experience and decreasing faculty turnover;
3. Increased and improved inservice training for staff;
4. Voluntary open enrollment as opposed to mandatory transfers for pupils;
5. The school complex concept which will focus on decentralized decision-making, community and parent involvement, new educational programs and agency cooperation;
6. Early childhood education;
7. Special programs now being implemented at Cole Junior High School and Manual High School;
8. Special programs available under the Educational Achievement Act of Colorado (Senate Bill 174);
9. Other promising educational innovations.

The plan shall be feasible and within the financial ability of the District, and include a timetable for implementation.

Such a plan shall be submitted to the Board on or before May 6, 1970.

SUMMARY

New Voluntary Open Enrollment

Program	Schedule of Implementation	Estimated Costs
New voluntary open enrollment	January 1971	*Unit costs: \$3.50 per bus hour .25 per bus mile Bus purchase - \$9,000 per unit
<ul style="list-style-type: none"> . fifteen subject schools . transportation provided . choice of schools . attendance - one year minimum . guaranteed space - <ul style="list-style-type: none"> use of available space extending building capacity 10 - 15% extended school day mobile units additional construction 		
Current voluntary open enrollment	Currently operational	
<ul style="list-style-type: none"> . applies to all schools . transportation provided . full day enrollment 		

*Total cost will depend upon the number of pupils who avail themselves of the program. Current transportation requirements utilize all available transportation.

SUMMARY

Staff Stabilization

Program	Schedule of Implementation	Estimated Costs
Staff Stabilization	1970	
Increasing faculty experience and decreasing faculty turnover.		
Voluntary incentives:	1970	
. additional pay - extended work year		\$633,000 per year
. experienced teacher transfer with cooperation of DCTA		
. superior materials		
. special programs		
. smaller classes		
. previsitation to assigned school		\$1,500 per year
. orientation program		\$15,000 per year
Hiring experienced teachers:	1970	No additional
. recruiting teachers trained to work in minority schools		
. Hispano and Negro recruiters		
Maintaining level of staff experience	1970	No additional
. Denver Public Schools percent probationary	34.4%	
. subject schools	30.1%	
. employment of career teachers		

SUMMARY

Differentiated Staffing

Program	Schedule of Implementation	Estimated Costs
Differentiated Staffing	1971	
Responsibility and compensation based on competency.		
. student volunteers . adult volunteers . teacher aides		\$ 3,600 per person per year *
. paraprofessionals		\$ 4,160 per person per year *
. student teachers . regular teachers . master teachers . psychologists . social workers . coordinators		\$212,000 reassignment reassignment reassignment
Provide program planning and counseling time		No additional
Motivation to upgrade competency		No additional
Large-group, small-group instruction		
Extended work year		\$114,500 *
		*See Staff Stabilization also

*Total cost will depend on the extent of implementation.

SUMMARY

Improved Inservice Training

Program	Schedule of Implementation	Estimated Costs
Improved Inservice Training	Phase I - September 1970	Implemented to extent of currently budgeted available funds.
<ul style="list-style-type: none"> . human relations seminars . workshops - history and culture of minorities . building inservice meet- ings related to minority instructional materials 	Phase II - September 1971	\$100,500
<ul style="list-style-type: none"> . teaching the disadvantaged pupil . improving educational climate for minority pupils . corrective instructional techniques 	Phase III - September 1972	\$100,500
<ul style="list-style-type: none"> . cooperative work shops - Black Educators United, Congress of Hispanic Educators 		

SUMMARY

School Complex Concept

Program	Schedule of Implementation	Estimated Costs
School Complex Concept	1971	\$159,967
. Elementary Complex One		
<ul style="list-style-type: none"> - Ashley - Carson - Hallett - Montclair - Montclair Annex - Palmer - Park Hill - Philips - Steck - Teller - Whiteman 		
. Elementary Complex Two		
<ul style="list-style-type: none"> - Ashland - Barnum - Boulevard - Brown - Cheltenham - Colfax - Cowell - Eagleton - Edison - Fairview - Newlon - Perry 		
. Elementary Complex Five		
<ul style="list-style-type: none"> - Barrett - Columbine - Crofton - Gilpin - Harrington - Mitchell - Smith - Stedman - Wyatt 		

1971

Planning to start in
January. Implementation
to start in September.

Planning for this Complex will begin in 1971. The organization and programs will be a replication with appropriate modifications of those in Complexes One and Two.

SUMMARY

Early Childhood Education in Minority Areas

Program	Schedule of Implementation	Estimated Costs
Early Childhood Education in Minority Areas	Continuing	
. Head Start - - 3 and 4 year olds - 18 centers, 600 children		\$480,580 per year Federal - \$384,464 Denver Public Schools - \$ 96,116
. Early Childhood Education Centers - - 4 year olds - 3 centers, 90 children	Continuing	Denver Public Schools \$ 66,492
. Follow Through - 5 year olds (kindergarten) - 6 centers - 376 children	Continuing	\$151,367 Federal - \$123,938 Denver Public Schools - \$ 27,429
. Follow Through - 6 year olds (1st grade) - Garden Place and Gilpin 100 children	Continuing	\$ 42,411 State Funds
. National Follow Through (proposed) 1971 - 5 and 6 year olds - Garden Place and Gilpin 200 children		\$80,000 Federal Funds

SUMMARY

Special Programs Being Implemented at Manual High School

Program	Schedule of Implementation	Estimated Costs
---------	-------------------------------	-----------------

Special Programs Being Implemented at Manual High School		\$165,381
--	--	-----------

. Vocational Skills

- building trades
- cosmetology
- power and transportation
- metals
- machine metals
- Home Economics Related Occupations

. Pre-professional

- pre-medicine, University of Colorado Medical School
- pre-law
- pre-education, University of Northern Colorado
- data processing, Opportunity School
- Communications, KRMA-TV
- pre-engineering, University of Denver School of Engineering
- advanced placement, University of Denver Community College

. Future Programs

1970-1971

- Environmental Design, University of Colorado Architectural School and Alumni
Denver Urban Renewal Authority
- Outdoor Education
Job Corp Camp, Grand Junction, Colorado
- Airline Cadet, United Airlines and University of Denver
- Teacher Resource (counseling students with academic deficiencies)

SUMMARY

Special Programs Being Implemented at Cole Junior High School

Program	Schedule of Implementation	Estimated Costs
Special Programs Being Implemented at Cole Junior High School		\$147,510
. Reading Programs		
- laboratory - improvement - speech classes - individual tutoring		
. Mathematics		
- laboratory		
. Social Science		
- laboratory - Afro-American history - Hispano history - urban studies		
. Science		
- laboratory - expanded biology program - earth science - Earth - science curriculum project		
. Art		
- ceramics - weaving		
. Business Education		
- work study		
. Home Economics		
- family and consumer economics - home management occupations		
. Industrial Arts		
- graphic arts - power motor mechanics		

Program	Schedule of Implementation	Estimated Costs
Special Programs Being Implemented at Cole Junior High School		Total cost is shown on preceding page.
. Music		
- guitar classes		
. Physical Education		
- ROTC for boys		
- Cadettes for girls		
- gymnastics		
- modern dance		
. Language		
- Spanish		
- French		
. Counseling		
- college		
- vocational		
. Educational Laboratories		
- Crisis room		
. Extension Centers		
- rehabilitating disruptive pupils		
. Other Programs		
- tutor assistants		
. Special Education		
. Work-Study		
. Extra Curricular Activities		
- motivation		
- to instill school spirit		
. Instructional Materials Center		

SUMMARY

Special Programs - Educational Achievement Act SB 174

Program	Schedule of Implementation	Estimated Costs
Special Programs - Educational Achievement Act SB 174	1970-1971	
. Fairview - Interest-Motivated Approach		\$110,671 per year
<ul style="list-style-type: none"> - ungraded system - individualized reading - learning centers - multi-media communication - skill systems - differentiated staffing 		
. Baker	1970-1971	\$260,222 per year
<ul style="list-style-type: none"> - bilingual, bicultural program - Hispano emphasis - differentiated staffing - Hispano culture and history - individualized teaching - flexible scheduling - home liaison - improved reading diagnosis - Crisis rooms - educational laboratories - storefront centers 		Total for Cole and Baker
. Cole	1970-1971	
<ul style="list-style-type: none"> - individualized teaching - flexible "catch up" - improved reading diagnosis - home liaison - Crisis rooms - educational laboratories - extension centers - differentiated staffing 		

SUMMARY

Other Promising Educational Innovations

Program	Schedule of Implementation	Estimated Costs
Other Promising Educational Innovations		
. Cultural Arts	Continuing	\$165,503
. Metropolitan Area Student Exchange	Continuing	2,400
. Outdoor Education (Balarat)	Continuing	\$247,281
Expanded Summer Schools	Continuing	\$604,063
. After School Programs	Continuing	5,000
. Metropolitan Youth Opportunity Program	Continuing	\$450,706
. Educational Center - Vocational-Technical facility	Continuing	\$250,000
. Cooperative Education	Continuing	\$200,500
. Work Study Program	1971	\$ 61,200
. Individually Guided Instruction	1971	\$ 16,200 per school per year

- Transportation will be provided in accordance with school district policy relating to walking distance of residence from school of attendance.

Continuing analysis of transfers must be made in order to make most efficient and economical use of transportation reservices. School selection will need to be grouped by the numbers of children selecting particular schools from a given area.

CURRENT VOLUNTARY OPEN ENROLLMENT PLAN

The following is a statement of current procedures which the Board intends to continue:

The Voluntary Open Enrollment plan provides parents with an opportunity to enroll their child in another Denver Public School of their choice if space is available at the receiving school and if the change in school assignment results in improved integration both at the school of residence and at the receiving school.

1. The plan is based upon a commitment by the pupil and his parents that the pupil will complete at least one full semester at the receiving school. The maximum commitment would be determined by the pupil and parent. Generally, as the semester progresses, pupils should be encouraged to complete the semester before a request to discontinue enrollment is considered. An unusual situation may arise which would prompt an immediate transfer request by the parent to permit the pupil to return to his

subdistrict school of residence. If a pupil does not complete a full semester on Voluntary Open Enrollment, he is ineligible to participate again until the beginning of the semester one year following the effective date of the cancellation.

2. Transportation is provided for by School District No. 1 (elementary, more than one mile; secondary, more than 2 miles).
3. The request for transfer is for a full-day in Grades 1 through 12.
4. Pupils entering a Denver Public School for the first time or reentering a Denver Public School may participate in the Voluntary Open Enrollment Plan upon application for enrollment.

Voluntary Open Enrollment Procedures, September 1970

A. Priority enrollment privileges for pupils eligible to participate in the Voluntary Open Enrollment Plan for September 1970 are as follows:

1. First Priority: Pupils currently enrolled in a school and continuing at the same school
 - a. A pupil currently attending a school need not re-enroll or complete any forms to continue at the same school in September 1970.
2. Second Priority: Pupils entering seventh or tenth grade who have attended a feeder elementary or junior high school respectively
 - a. This includes pupils currently enrolled under the Voluntary Open Enrollment Plan and pupils zoned to a school under Resolution 1524 or 1531.

- b. A Voluntary Open Enrollment Request Card must be completed by the parent since all such pupils must qualify for Voluntary Open Enrollment.
 - c. Pupils not eligible to participate in the Voluntary Open Enrollment Plan must attend their school of residence according to the approved boundary lines on the official maps of the School District and are not eligible to attend the school which their present school of attendance feeds.
3. Third Priority: Younger brothers-or sisters of pupils currently attending a school on Voluntary Open Enrollment
 - a. A Voluntary Open Enrollment Request Card must be completed by the parent and the school should indicate on the front of the card that an older brother or sister is attending the requested school.
4. Fourth Priority: New requests from parents of pupils requesting Voluntary Open Enrollment for the first time
 - a. A Voluntary Open Enrollment Request Card must be completed by the parent, and submitted to the Office of Attendance and Pupil Records by May 1, 1970. Priority IV requests will be considered after Priority I and III requests are processed.
 - b. The selection of second and third choice is important since schools eligible to receive new pupil requests for Voluntary Open Enrollment will be named at a later date.

B. Operational Details

1. A pupil seeking to return to his school of residence must have his parent complete the top half of DPS Form H543, "Request to Discontinue Voluntary Open Enrollment," and return it to the office at the school he is currently attending. Procedures relating to such a request are described in an Interdepartmental Communication from this office, "Request to Discontinue Voluntary Open Enrollment," dated November 26, 1969. Each school office has received a supply of Form H543 at an earlier date.
2. All request cards or discontinuing forms should be forwarded to the Office of Attendance and Pupil Records by May 1, 1970. (However, deadlines for other materials from feeder schools may be different and should be adhered to.)
3. Schools should note on the front of each completed Voluntary Open Enrollment Request card the ethnic background by A, H, or N, (The Board of Education has substantive concern that making these notations on the V.O.E. Request card, even though for beneficial purposes, may be in conflict with the constitution of Colorado) and the priority classification by I, II, III, or IV of the pupil.
4. This bulletin relates only to pupils who will be attending junior or senior high schools in September 1970. Application procedures for elementary school pupils, including the Hallett Plan, will be distributed and processed at a later date. However, principals of elementary schools can be canvassing present Voluntary Open Enrollment pupils attending their school to see if they plan to continue enrollment under

the Voluntary Open Enrollment Plan.

5. Voluntary Open Enrollment for senior high school pupils is limited to a full-day program only effective September 1970. Pupils currently attending a senior high school on a half-day program and wishing to continue on a full-day program must complete a new request card to be classified as a Priority I pupil.
6. Pupils on Limited Open Enrollment are permitted to continue enrollment at the receiving school until they have completed the sixth, ninth, or twelfth grade (whichever is applicable). A pupil currently attending a school under the Limited Open Enrollment Plan need not re-enroll or complete any forms to continue at the same school in September 1970. If a pupil is discontinuing Limited Open Enrollment, DPS Form H543 should be completed and forwarded to the Office of Attendance and Pupil Records.
7. The completion of discontinuing Form H543 is not required for any pupil completing sixth, ninth, or twelfth grade in June 1970; however, such pupils must be listed on the attached "Pupil Assignment to Schools" roster.

C. Participation Report - Voluntary Open Enrollment Plan
(See Appendix)

1. Instructions on the Voluntary Open Enrollment Request Cards state that "Pupils currently participating in the Voluntary Open Enrollment Program and who wish to continue for the

first semester of the 1970-1971 school year are not required to complete this card." This applies only to pupils continuing in the same school. A card must be completed if a pupil is continuing on voluntary open enrollment at a different school, (For example: from ninth grade at Grant to tenth grade at South or from sixth grade at Knight to seventh grade at Merrill).

2. Additional request cards, Discontinuing Forms H543, and "Pupil Assignment to School" Rosters may be obtained by calling 266-2255, extension 391. Information regarding this directive also can be obtained by calling the same number.

VOLUNTARY OPEN ENROLLMENT
FIRST SEMESTER - 1969-1970 SCHOOL YEAR

PUPIL PARTICIPATION
SUMMARY SHEET


LEVEL	PARTICIPATION		INCREASE (DECREASE)	PERCENT INCREASE	ETHNIC BACKGROUND			
	T-69	9-69			A	H	N	AD
ELEMENTARY	387	553	166	42.6	5	23	523	2
.HALLETT PLAN To Hallett From Hallett TOTAL	56 <u>63</u> 119	221 <u>205</u> 426	165 <u>142</u> 307	294.6 <u>225.4</u> 258.0	215	6	205	
JUNIOR HIGH	301	368	67	22.3	10	42	316	
SENIOR HIGH Half Day Full Day Seminar TOTAL	114 101 <u>31</u> 246	43 260 <u>-</u> 303	(71) 159 <u>(31)</u> 57	(62.3) 157.4 <u>(100.0)</u> 23.2	40 138	23	3 99	
TOTAL ALL LEVELS	1053	1650	597	56.5	408	94	1146	2

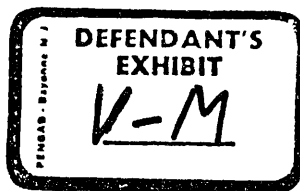
2161a

2162a

Defendants' Exhibit VM

(Court Designated Elem. Schs.—Ethnic & Racial—Teachers)

(See Opposite) 



COURT DESIGNATED ELEMENTARY SCHOOLS - ETHNIC & RACIAL -- *TEACHERS*


Schools	Probationary Experience Percent 1970	Median Experience Years* 1970
Bryant-Webster	28.0	10
Columbine	46.0	7
Elmwood	42.0	10
Fairmont	54.0	5
Fairview	35.0	10
Greenlee	52.5	5
Hallett	46.0	5
Harrington	57.0	4
Mitchell	49.0	4
Smith	48.0	6
Stedman	32.0	8
Whittier	47.5	5
Average	44.7	6.5

*This is Denver Public Schools plus prior experience.

2163a

2164a

Defendants' Exhibit 210A
(Capacity Utilization of Manual and East High, 1951-1961)

(See Opposite) 

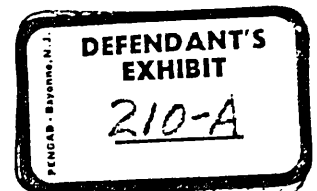
CAPACITY UTILIZATION OF MANUAL AND EAST HIGH

1951-1961

School Year	Manual		East	
	Number of Students	Percent Capacity Utilization	Number of Students	Percent Capacity Utilization
1951	874 [*] 904	80 [*] 83	2344 ⁺ 2423	100 ⁹⁶ 100 [*] 100
1952	852 904	78 83	2422 2449	100 101
1953	1003 1113	64 71	2426 2458	100 101
1954	1053 1156	67 74	2494 2548	103 105
1955	1098 1174	70 75	2597 2619	107 108
1956	1098 1198	70 77	2597 2679	107 110
1957	1299	83	2860	118
1958	1236 1341	79 86	2990 3038	123 125
1959	1264	81	3188	131
1960	1028 1141	66 73	2005 2084	83 86
1961	1256 [*]	80 [*]	2181 [*]	90 [*]
Capacity	1560 (New Manual) 1083 (Old Manual)		2430	

Sources: Statistical reports, Denver Public Schools, 1951-1961. Report - A Study of Pupil Population, School Boundaries, Pupil Transportation, School Building, DPS, Feb., 1962, Special Study Committee on Quality of Educational Opportunity in the DPS, School Buildings and Site Needs, DPS, 1955.

* Using pupil membership reports to Office of Budgetary Services at end of fourth week of school year.




2165a

2166a

Defendants' Exhibit S-1

(DPS, Rept. of Est. Ethnic Distrib. of Pupils, 10/27/69)

(See Opposite) 



DENVER PUBLIC SCHOOLS
REPORT OF ESTIMATED ETHNIC DISTRIBUTION OF PUPILS, CLASSROOM
TEACHERS AND OTHER CERTIFICATED AND CLASSIFIED PERSONNEL
SEPTEMBER 26, 1969

Office of Planning, Research, and Budgeting
October 27, 1969

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Denver Public Schools
Office of Planning, Research, and Budgeting

ESTIMATED ETHNIC DISTRIBUTION OF PUPILS

ELEMENTARY SCHOOLS - SEPTEMBER 26, 1969

School	Anglo		Negro		Hispano		Asian Derivation		American Indian		Others		Total Pupils	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Alameda	105	46.2%	2	.9%	114	50.2%	2	.9%	2	.9%	2	.9%	227	100.0%
Alcott	409	80.2	11	2.1	88	17.3			2	.4			510	100.0
Asbury	552	85.9	54	8.4	26	4.0	4	.6	3	.5	4	.6	643	100.0
Ash Grove	735	97.1	12	1.6			10	1.3					757	100.0
Ashland	273	42.0			376	57.8	1	.2					650	100.0
Ashley	479	81.2	69	11.7	31	5.3	9	1.5	2	.3			590	100.0
Barnum	625	68.3			283	30.9	1	.1	6	.7			915	100.0
Barrett	248	67.0	113	30.5	5	1.4	4	1.1					370	100.0
Beach Court	247	63.6	21	5.4	118	30.4	1	.3	1	.3			388	100.0
Belmont	197	70.9			81	29.1							278	100.0
Berkeley	356	89.0			43	10.8	1	.2					400	100.0
Boettcher	160	73.7	31	14.3	24	11.1	2	.9					217	100.0
Boulevard	118	29.9	2	.5	269	68.1			6	1.5			395	100.0
Bradley	958	97.7	16	1.6	2	.2	2	.2			3	.3	981	100.0
Bromwell	280	91.8	10	3.3	12	3.9	3	1.0					305	100.0
Brown	497	68.1	1	.1	217	29.7	15	2.1					730	100.0
Bryant-Webster	172	23.3	4	.5	559	75.5	5	.7					740	100.0
Carson	559	78.0	140	19.5	6	.8	12	1.7					717	100.0
Cheltenham	301	37.0	37	4.5	453	55.7	10	1.2	3	.4	10	1.2	814	100.0
Colfax	208	50.1	1	.2	199	48.0	2	.5	5	1.2			415	100.0
College View	463	75.7	2	.3	139	22.7			8	1.3			612	100.0
Columbian	390	71.7	2	.4	152	27.9							544	100.0
Columbine	5	.6	874	97.2	20	2.2							899	100.0
Cory	527	88.5	39	6.6	19	3.2	10	1.7					595	100.0
Cowell	302	57.3	3	.6	216	40.9	3	.6	3	.6			527	100.0
Crofton	23	7.3	121	38.4	162	51.5	2	.6	7	2.2			315	100.0
Denison	420	90.8	3	.6	40	8.6							463	100.0
Doull	831	90.3	43	4.7	38	4.1	6	.7	2	.2			920	100.0
Eagleton	166	34.1			312	64.1	7	1.4	2	.4			487	100.0
Ebert	35	10.6	115	34.6	174	52.4	2	.6	6	1.8			332	100.0
Edison	571	75.4	1	.1	184	24.2	1	.1	1	.1	1	.1	759	100.0
Ellis	835	88.5	95	10.1	9	1.0	4	.4					943	100.0
Ellsworth	151	87.3	5	2.9	7	4.0	9	5.2	1	.6			173	100.0

School	Anglo		Negro		Hispano		Asian Derivation		American Indian		Others		Total Pupils	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Elmwood	31	7.9%		%	360	91.6%		%	2	.5%		%	393	100.0%
Elyria	35	26.7			96	73.3							131	100.0
Emerson	198	70.0	6	2.1	55	19.4	3	1.1	21	7.4			283	100.0
Evans	137	56.9	33	13.7	69	28.6	1	.4			1	.4	241	100.0
Fairmont	125	19.8			503	79.9			2	.3			630	100.0
Fairview	58	7.0	68	8.2	695	83.2			13	1.6			834	100.0
Fallis	354	97.5	5	1.4	3	.8	1	.3					363	100.0
Force	702	84.8	35	4.2	87	10.5	1	.1	3	.4			828	100.0
Garden Place	138	17.0	140	17.2	525	64.7			9	1.1			812	100.0
Gilpin	22	3.2	252	36.4	411	59.4	7	1.0					692	100.0
Godsman	467	81.9			103	18.1							570	100.0
Goldrick	643	83.3	3	.4	119	15.5	2	.3					767	100.0
Greenlee	180	17.0	95	9.0	772	73.0	5	.5	5	.5			1057	100.0
Gust	750	93.2			54	6.7	1	.1					805	100.0
Hallett	290	38.2	444	58.4	20	2.6	6	.8					760	100.0
Harrington	12	2.2	409	76.3	105	19.6	7	1.3			3	.6	536	100.0
Johnson	635	82.4	28	3.6	108	14.0							771	100.0
Knapp	450	57.0	6	.8	329	41.6	4	.5	1	.1			790	100.0
Knight	572	92.9	38	6.2	1	.2	1	.2	3	.5			615	100.0
Lincoln	505	85.4	3	.5	74	12.5	8	1.4	1	.2			591	100.0
McKinley	223	80.8	12	4.3	40	14.5			1	.4			276	100.0
McKeen	881	93.2	38	4.0	10	1.1	16	1.7					945	100.0
Mitchell	19	2.2	608	70.9	229	26.7	2	.2					858	100.0
Montbello	410	81.8	36	7.2	30	6.0	17	3.4	2	.4	6	1.2	501	100.0
Montclair	432	74.9	123	21.3	14	2.4	8	1.4					577	100.0
Montclair Annex	128	93.4	2	1.5	3	2.2	4	2.9					137	100.0
Moore	383	65.8	110	18.9	75	12.9	3	.5	1	.0	11	1.9	583	100.0
Munroe	293	50.9	4	.7	275	47.7			4	.7			576	100.0
Newlon	430	63.1			240	35.2	7	1.0	5	.7			682	100.0
Palmer	381	80.3	69	14.6	9	1.9	8	1.7	1	.2	6	1.3	474	100.0
Park Hill	635	67.7	231	24.6	54	5.8	18	1.9					938	100.0
Perry	61	58.1			44	41.9							105	100.0
Philips	337	59.4	195	34.3	28	4.9	8	1.4					568	100.0
Pitts	428	96.0	14	3.1			4	.9					446	100.0
Remington	150	38.2	17	4.3	222	56.5			4	1.0			393	100.0
Rosedale	387	85.5	6	1.3	59	13.0	1	.2					453	100.0

School	Anglo		Negro		Hispano		Asian Derivation		American Indian		Others		Total Pupils	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Sabin	1238	96.1%	2	.2%	39	3.0%	8	.6%	1	.1%		%	1288	100.0%
Schenck	572	81.5	16	2.3	101	14.4	6	.9	6	.9			701	100.0
Schmitt	580	81.6	9	1.3	113	15.9	6	.8			3	.4	711	100.0
Sherman	255	74.1			84	24.4	2	.6	3	.9			344	100.0
Slavens	574	84.8	98	14.5	1	.1	4	.6					677	100.0
Smedley	140	19.9	11	1.6	542	77.0	8	1.1	2	.3	1	.1	704	100.0
Smith	42	4.0	957	91.7	34	3.3	3	.3			7	.7	1043	100.0
Steck	323	71.6	110	24.4	10	2.2	7	1.6	1	.2			451	100.0
Stedman	27	4.1	613	92.7	18	2.7	3	.5					661	100.0
Steele	385	73.7	84	16.1	50	9.6	3	.6					522	100.0
Stevens	287	80.2	42	11.7	20	5.6	5	1.4			4	1.1	358	100.0
Swansea	197	29.2	24	3.6	450	66.6	2	.3	2	.3			675	100.0
Teller	352	80.8	63	14.4	13	3.0	8	1.8					436	100.0
Thatcher	296	84.1	2	.6	54	15.3							352	100.0
Traylor	855	96.9			18	2.0	8	.9	2	.2			883	100.0
University Park	922	89.9	77	7.5	12	1.2	14	1.4					1025	100.0
Valverde	414	61.1	2	.3	251	37.0	7	1.0	4	.6			678	100.0
Washington Park	453	92.7	12	2.5	9	1.8	7	1.4	3	.6	5	1.0	489	100.0
Westwood	306	41.9	23	3.2	397	54.3	2	.3	2	.3			730	100.0
Whiteman	356	75.8	81	17.2	24	5.1	9	1.9					470	100.0
Whittier	12	1.4	802	94.0	38	4.5			1	.1			853	100.0
Wyatt	9	1.9	223	46.4	248	51.5	1	.2					481	100.0
Wyman	103	27.5	142	38.0	111	29.7	7	1.9	11	2.9			374	100.0
Totals	32,778	60.2%	8250	15.1%	12,836	23.6%	391	.7%	176	.3%	67	.1%	54,498	100.0%

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Denver Public Schools
Office of Planning, Research, and Budgeting

ESTIMATED ETHNIC DISTRIBUTION OF PUPILS

SECONDARY SCHOOLS - SEPTEMBER 26, 1969

	Anglo		Negro		Hispano		Asian Derivation		American Indian		Others		Total Pupils	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
<u>Junior High Schools</u>														
Baker	103	11.6%	59	6.7%	720	81.4%		%	3	.3%		%	885	100.0
Byers	978	81.1	101	8.4	115	9.6	7	.6	1	.1	2	.2	1,204	100.0
Cole	14	1.4	713	72.1	247	25.0	12	1.2	3	.3			989	100.0
Gove	533	66.5	194	24.3	62	7.8	8	1.0	2	.3	1	.1	800	100.0
Grant	667	74.1	115	12.7	103	11.4	4	.4	3	.3	10	1.1	902	100.0
Hamilton	1,309	84.8	212	13.7	14	.9	9	.6					1,544	100.0
Hill	975	74.0	309	23.4	20	1.5	15	1.1					1,319	100.0
Kepner	1,061	68.6	60	3.9	420	27.2	5	.3					1,546	100.0
Kunsmiller	1,502	81.9	146	8.0	175	9.6	7	.4	1	.1			1,831	100.0
Lake	602	48.2	47	3.8	585	46.8	15	1.2					1,249	100.0
Mann	259	23.3	70	6.3	761	68.6	9	.8	7	.6	4	.4	1,110	100.0
Merrill	1,240	73.6	315	20.0	15	1.0	6	.4					1,576	100.0
Morey	215	26.8	419	52.4	149	18.6	5	.6	11	1.4	2	.2	801	100.0
Riskel	918	70.5	36	2.8	340	26.1	8	.6					1,302	100.0
Skinner	1,011	78.7	4	.3	270	21.0							1,285	100.0
Smiley	852	61.2	424	30.4	96	6.9	20	1.4	1	.1			1,393	100.0
<u>Totals</u>	12,239	62.0%	3224	16.3%	4,092	20.7%	130	.7%	32	.2%	19	.1%	19,736	100.0
<u>Senior High Schools</u>														
Abraham Lincoln	2,431	85.0%	13	.5%	413	14.4%	4	.1%	1	.0%		%	2,862	100.0
East	1,285	50.1	1023	39.9	189	7.4	48	1.9	2	.1	15	.6	2,562	100.0
George Washington	2,727	94.4	126	4.4	20	.7	15	.5	1	.0			2,889	100.0
John F. Kennedy	2,755	97.2	17	.6	61	2.2	1	.0					2,834	100.0
Manual	126	8.2	930	60.2	425	27.5	61	3.9	4	.2			1,546	100.0
North	1,677	61.4	27	1.0	960	35.1	55	2.0	13	.5			2,732	100.0
South	2,318	91.6	30	1.2	164	6.5	15	.6	2	.1			2,529	100.0
Thomas Jefferson	2,391	94.5	120	4.7	10	.4	10	.4					2,531	100.0
West	1,084	56.6	172	9.0	651	34.0	8	.4					1,915	100.0
<u>Totals</u>	16,794	75.0%	2458	11.0%	2893	12.9%	217	1.0%	23	.1%	15	.0%	22,400	100.0
<u>TOTALS - Junior and Senior H.Sch.</u>	29,033	68.9%	5682	13.5%	6985	16.6%	347	.8%	55	.1%	34	.1%	42,136	100.0

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Denver Public Schools
Office of Planning, Research, and Budgeting

ESTIMATED ETHNIC DISTRIBUTION OF CLASSROOM TEACHERS

ELEMENTARY SCHOOLS - SEPTEMBER 26, 1969

School	Anglo		Negro		Hispano		Asian Derivation		American Indian		Other		Total Teachers	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Alameda	10	83.3%	2	16.7%		%		%		%		%	12	100.0%
Alcott	18	94.7	1	5.3									19	100.0
Asbury	24	92.3									2	7.7	26	100.0
Ash Grove	24	92.3	2	7.7									26	100.0
Ashland	29	100.0											29	100.0
Ashley	16	84.2	3	15.8									19	100.0
Barnum	29	93.6			1	3.2	1	3.2					31	100.0
Barrett	9	50.0	9	50.0									18	100.0
Beach Court	17	100.0											17	100.0
Belmont	9	90.0					1	10.0					10	100.0
Berkeley	14	100.0											14	100.0
Boettcher	22	84.6	3	11.5	1	3.9							26	100.0
Boulevard	18	100.0											18	100.0
Bradley	32	100.0											32	100.0
Bronnwell	10	90.9	1	9.1									11	100.0
Brown	26	92.8	1	3.6			1	3.6					28	100.0
Bryant-Webster	27.5	90.2	3	9.8									30.5	100.0
Carson	23	88.5	2	7.7			1	3.8					26	100.0
Cheltenham	29	85.3	2	5.9	3	8.8							34	100.0
Colfax	14	93.3	1	6.7									15	100.0
College View	25	94.3	1.5	5.7									26.5	100.0
Columbian	18	94.7	1	5.3									19	100.0
Columbine	24	60.0	16	40.0									40	100.0
Cory	19	90.5	2	9.5									21	100.0
Cowell	18	100.0											18	100.0
Crofton	11	78.7	1	7.1	1	7.1	1	7.1					14	100.0
Denison	18	94.7			1	5.3							19	100.0
Doull	32	97.0	1	3.0									33	100.0
Eagleton	18	85.7	1	4.8	2	9.5							21	100.0
Ebert	11	64.7	5	29.4			1	5.9					17	100.0
Edison	26	96.3	1	3.7									27	100.0
Ellis	33	100.0											33	100.0
Ellsworth	8.5	100.0											8.5	100.0

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School	Anglo		Negro		Hispanic		Asian Derivation		American Indian		Other		Total Teachers	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Elmwood	18	90.0%	1	5.0%	1	5.0%		%		%		%	20	100.0
Elyria	3	60.0	2	40.0									5	100.0
Emerson	11	91.7					1	8.3					12	100.0
Evans	58	92.0	3	4.8	2	3.2							63	100.0
Fairmont	22	84.6	2	7.7	2	7.7							26	100.0
Fairview	25	65.8	7	18.4	6	15.8							33	100.0
Fallis	14	100.0											14	100.0
Force	32	94.2			1	2.9			1	2.9			34	100.0
Garden Place	34.5	87.4	4	10.1	1	2.5							39.5	100.0
Gilpin	29	80.6	6	16.7			1	2.7					36	100.0
Godsman	19	90.5	2	9.5									21	100.0
Goldrick	29	96.7			1	3.3							30	100.0
Greenlee	26	76.0	3	9.0	4	12.0	1	3.0					34	100.0
Gust	26	92.9	2	7.1									28	100.0
Hallett	24	85.7	4	14.3									28	100.0
Harrington	18	78.3	4	17.4	1	4.3							23	100.0
Johnson	27	100.0											27	100.0
Knapp	24	85.8	2	7.1	2	7.1							28	100.0
Knight	22	95.7	1	4.3									23	100.0
Lincoln	24	96.0	1	4.0									25	100.0
McKinley	12	92.3							1	7.7			13	100.0
McMeen	30	100.0											30	100.0
Mitchell	32	69.6	12	26.1	2	4.3							46	100.0
Montbello	12.5	75.8	2	12.1			2	12.1					16.5	100.0
Montclair	22	95.7	1	4.3									23	100.0
Montclair Annex	3.5	77.8	1	22.2									4.5	100.0
Moore	24	96.0	1	4.0									25	100.0
Munroe	22	95.7	1	4.3									23	100.0
Newlon	23	92.0	1	4.0			1	4.0					25	100.0
Palmer	16	100.0											16	100.0
Park Hill	32	88.9	4	11.1									36	100.0
Perry	4	80.0					1	20.0					5	100.0
Philips	21	87.5	2	8.3			1	4.2					24	100.0
Pitts	15.5	100.0											15.5	100.0
Remington	16	84.2	3	15.8									19	100.0
Rosedale	16	100.0											16	100.0
Sabin	45	97.8					1	2.2					46	100.0
Schenck	26	92.8	1	3.6			1	3.6					28	100.0

2010

School	Anglo		Negro		Hispano		Asian Derivation		American Indian		Other		Total Teachers	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Schmitt	21	87.5%	2	8.3%			1	4.2%					24	100.0
Sherman	13	92.9					1	7.1					14	100.0
Slavens	22	91.7	2	8.3									24	100.0
Smedley	21.5	87.7	1	4.1	1	4.1	1	4.1					24.5	100.0
Smith	36	76.6	9	19.1	2	4.3							47	100.0
Steck	14	93.3	1	6.7									15	100.0
Stedman	24	66.6	9	25.0	1	2.8	2	5.6					36	100.0
Steele	22	100.0											22	100.0
Stevens	15	93.7	1	6.3									16	100.0
Swansea	23	88.5	2	7.7	1	3.8							26	100.0
Teller	17	94.4	1	5.6									18	100.0
Thatcher	13	100.0											13	100.0
Traylor	30	100.0											30	100.0
University Park	34	94.4	2	5.6									36	100.0
Valverde	23	92.0	2	8.0									25	100.0
Washington Park	19	100.0											19	100.0
Westwood	30	85.7	1	2.9	2	5.7	2	5.7					35	100.0
Whiteman	16	94.1	1	5.9									17	100.0
Whittier	31	70.4	12	27.3	1	2.3							44	100.0
Wyatt	11	50.0	11	50.0									22	100.0
Wyman	20	90.9	2	9.1									22	100.0
Totals	1975.5	88.4%	191.5	8.6%	40	1.8%	23	1.0%	2	.1%	2	.1%	2234	100.0

SPUS

Denver Public Schools
Office of Planning, Research, and Budgeting

ESTIMATED ETHNIC DISTRIBUTION OF CLASSROOM TEACHERS

SECONDARY SCHOOLS - SEPTEMBER 26, 1969

School	Anglo		Negro		Hispano		Asian Derivation		American Indian		Others		Total Teacher	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Per
<u>Junior High Schools</u>														
Baker	46	83.6%	6	10.9%	3	5.5%		%		%		%	55	100
Byers	53	96.4	1	1.8	1	1.8							55	100
Cole	47	61.0	23	29.9	6	7.8	1	1.3					77	100
Gove	33	84.6	3	7.7	2	5.1	1	2.6					39	100
Grant	38	90.5	3	7.1			1	2.4					42	100
Hamilton	65.5	94.3	2	2.9	1	1.4	1	1.4					69.5	100
Hill	62	98.4	1	1.6									63	100
Kepner	65	92.9	4	5.7	1	1.4							70	100
Kunsmiller	76	92.7	4	4.9	2	2.4							82	100
Lake	57	90.5	4	6.3	2	3.2							63	100
Mann	55	93.2	2	3.4			2	3.4					59	100
Merrill	72	98.6	1	1.4									73	100
Morey	44	81.4	7	13.0	2	3.7	1	1.9					54	100
Rishel	58	95.1	2	3.3	1	1.6							61	100
Skinner	55	94.8	1	1.7	2	3.5							58	100
Smiley	55	70.5	20	25.6	2	2.6			1	1.3			78	100
Totals	881.5	88.3%	84	8.4%	25	2.5	7	.7	1	.1			998.5	100
<u>Senior High Schools</u>														
Abraham Lincoln	124.5	95.4%	2	1.5%	3	2.3%		%	1	.8%		%	130.5	100
East	127	91.4	10	7.2	2	1.4							139	100
George Washington	122	95.8	1	.8	2	1.6	1	.8					126	100
John F. Kennedy	138	98.6	1	.7			1	.7					140	100
Manual	81	68.6	27	22.9	6	5.1	4	3.4					118	100
North	129	97.0	2	1.5	2	1.5							133	100
South	118.5	93.3					2	1.7					120.5	100
Thomas Jefferson	112.5	98.3	2	1.7									114.5	100
West	102	88.7	3	2.6	10	8.7							115.	100
Totals	1054.5	92.8%	43	4.2%	25	2.2%	8	.7%	1	.1%			1136.5	100
TOTALS - Junior and Senior High Schools	1936	90.7%	132	6.2%	50	2.3%	15	.7%	2	.1%			2135	100

Denver Public Schools
Office of Planning, Research, and Budgeting
September 26, 1969

ESTIMATED ETHNIC DISTRIBUTION OF OTHER CERTIFICATED AND CLASSIFIED PERSONNEL

	Anglo		Negro		Hispano		Asian Derivation		American Indian		Others		Total	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Certificated														
Supervising Teachers	19	100.0%											19	100.0
Coordinators	83	93.3	5	5.6	1	1.1							89	100.0
Deans	23	85.2	3	11.1			1	3.7					27	100.0
Assistant Principals	37	80.4	7	15.2	2	4.4							46	100.0
Elementary Principals	80	94.1	4	4.7	1	1.2							85	100.0
Jr. High Principals and Metro. Youth Ed.	15	83.3	2	11.1	1	5.6							18	100.0
Sr. High Principals and Opp. School Principal	8	80.0	1	10.0	1	10.0							10	100.0
Supervisors	32	91.4	1	2.9	2	5.7							35	100.0
Directors	24	96.0			1	4.0							25	100.0
Asst. Exec. Dir. & Adm. Directors	5	83.3	1	16.7									6	100.0
Executive Directors	11	91.7	1	8.3									12	100.0
Teachers on Spec. Assign.	41	74.5	9	16.4	4	7.3	1	1.8					55	100.0
Psychologists	13	92.9	1	7.1									14	100.0
Social Workers	85	88.6	8	8.3	3	3.1							96	100.0
Health Services	108.5	93.9	3	2.6	3	2.6	1	.9					115.5	100.0
Juvenile Hall	43	84.3	5	9.8	2	3.9	1	2.0					51	100.0
Denver Boys, Inc.	2	50.0	1	25.0	1	25.0							4	100.0
Opp. School Teachers	388	92.2	12	2.9	19	4.5	2	.4					421	100.0
Opp. School Preschool Teachers	8	100.0											8	100.0
<u>CLASSIFIED</u>														
Aides	314	64.0	93	18.9	81	16.5	2	.4	1	.2			491	100.0
Radio & TV Personnel	48	87.3	2	3.6	5	9.1							55	100.0
Military Sci. Instructors	23	88.5	2	7.7	1	3.8							26	100.0
Classified Adms.	26	96.3			1	3.7							27	100.0
Classified Office Pers.:														
Full-time	556	93.3	14	2.3	17	2.9	9	1.5					596	100.0
Half-time	78	91.8	3	3.5	1	1.2	3	3.5					85	100.0
Classified Serv. Pers.:														
Operation	315	60.6	91	17.5	111	21.3	2	.4	1	.2			520	100.0
Mechanics	158	96.4	3	1.8	3	1.8							164	100.0
Transportation(F-T)	130	81.3	17	10.6	13	8.1							160	100.0
Transportation(P-T)	57	82.6	7	10.2	5	7.2							69	100.0
Warehouse	10	100.0											10	100.0

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ESTIMATED ETHNIC DISTRIBUTION OF OTHER CERTIFICATED AND CLASSIFIED PERSONNEL, Continued

	<u>Anglo</u>		<u>Negro</u>		<u>Hispano</u>		<u>Asian Derivation</u>		<u>American Indian</u>		<u>Others</u>		<u>Total</u>	
	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>
<u>CLASSIFIED, Continued</u>														
Classified Service Personnel, Cont.														
Lunchroom	417	70.7%	70	11.9%	97	16.4%	3	.5%	3	.5%		%	590	100.0%
Audio Visual-Spec. and Mechanics	6	85.7												
<u>Total, Certificated and Classified</u>	<u>3,179.5</u>	<u>80.3%</u>	<u>366</u>	<u>9.2%</u>	<u>378</u>	<u>9.6</u>	<u>25</u>	<u>.6%</u>	<u>6</u>	<u>.2%</u>	<u>2</u>	<u>.1%</u>	<u>3,956.5</u>	<u>100.0%</u>

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