

Table II-1a

70% THRESHOLD INTEGRATION TREND

District schools that became integrated in the last two years and crossed the 70% threshold.

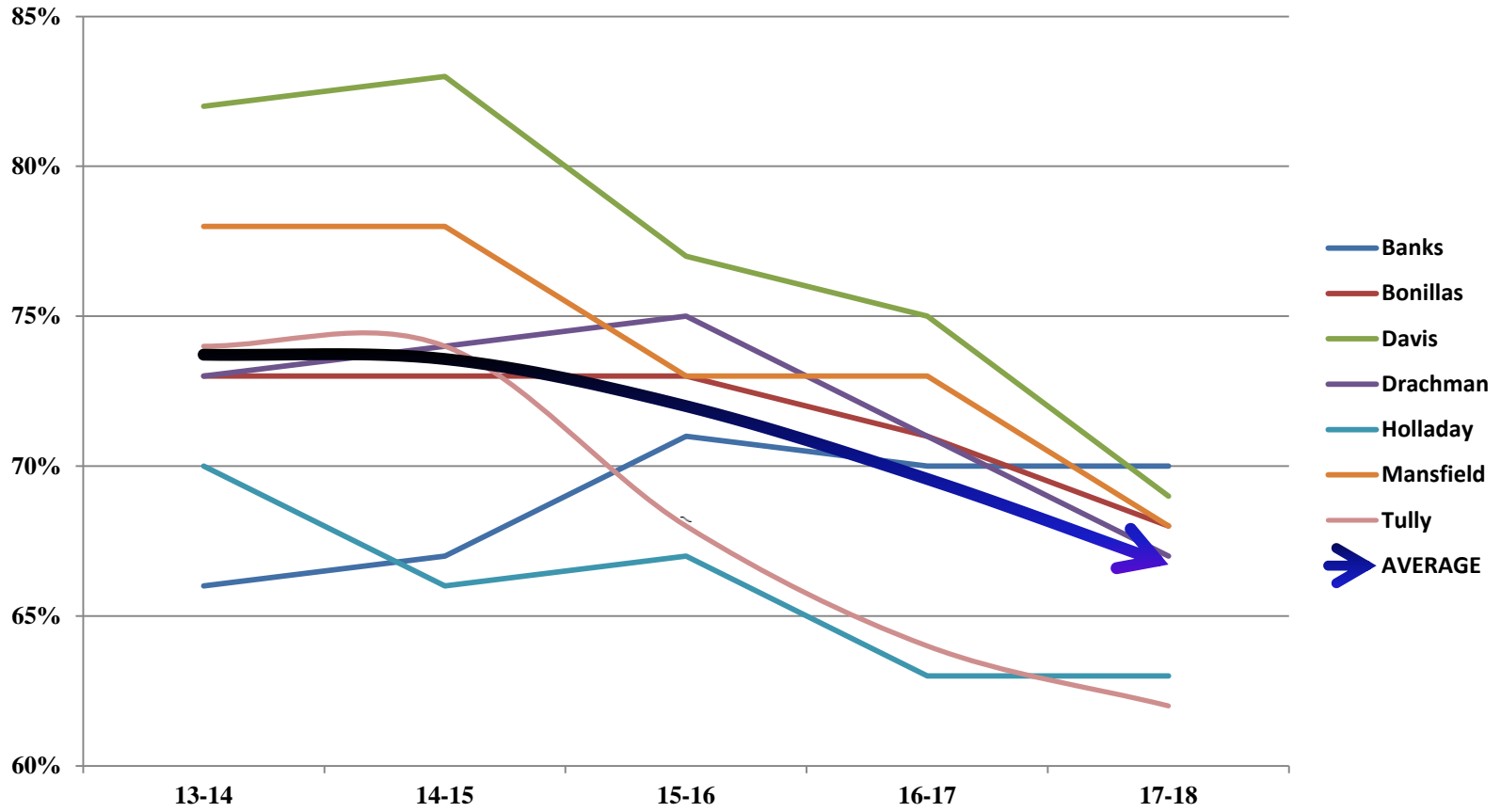
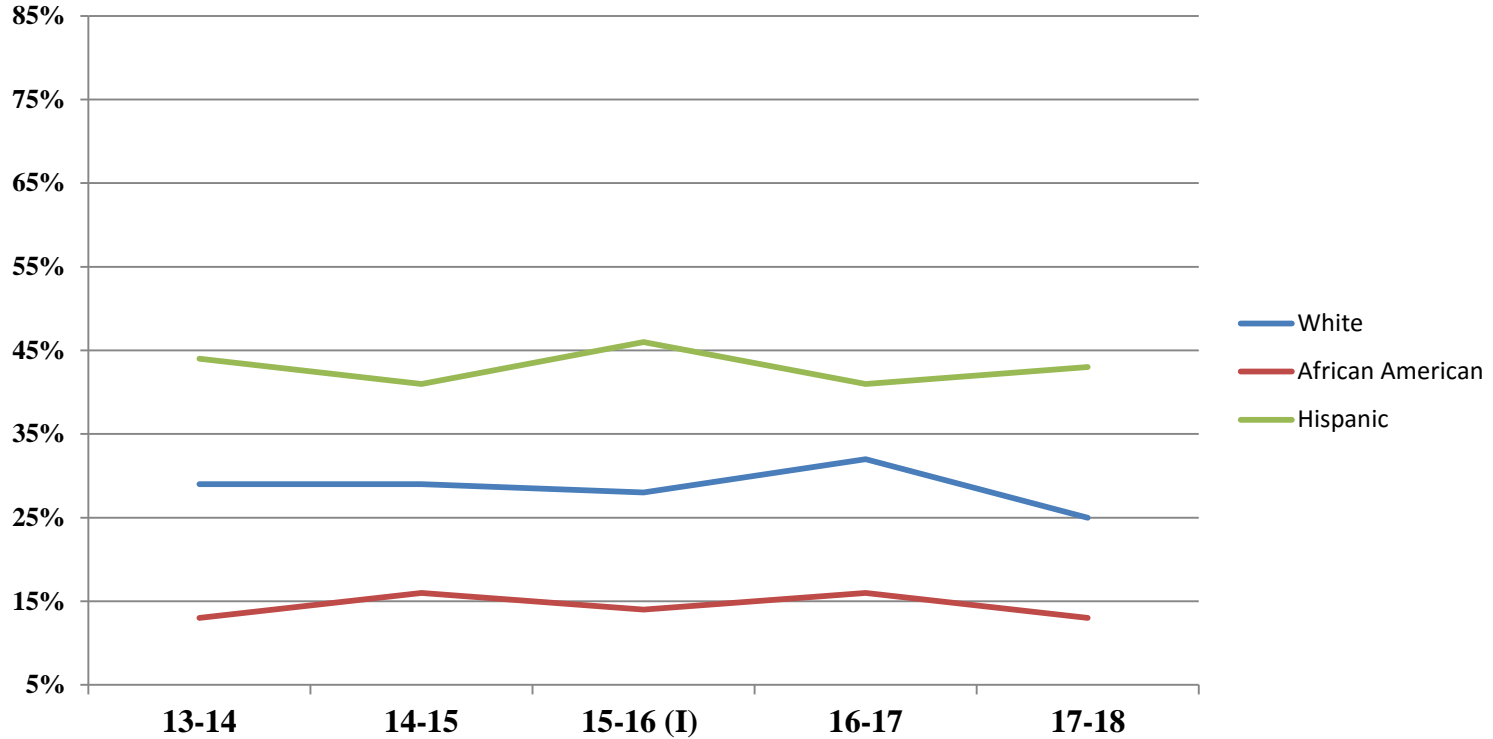


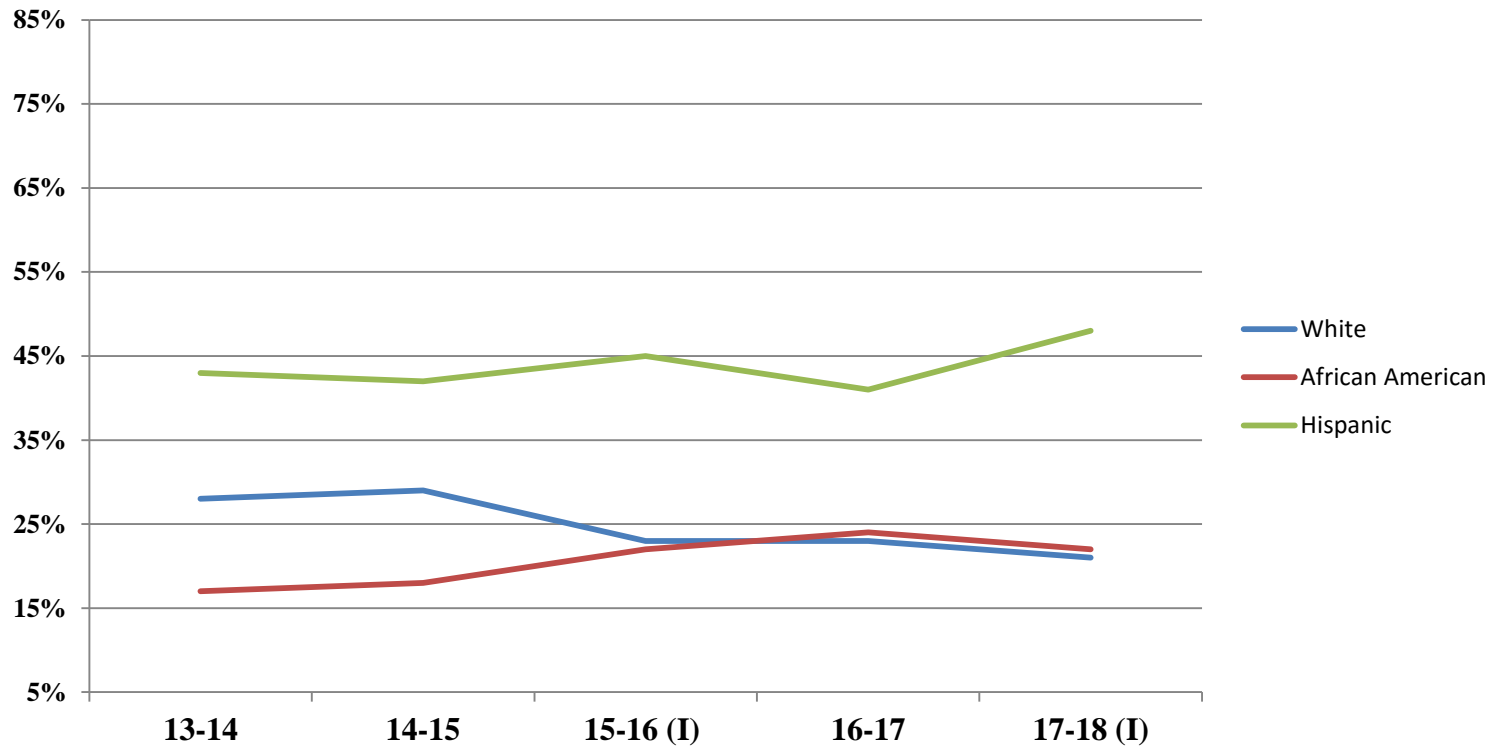
Table II-1b

DOOLEN



Doolen’s integration status has turned on whether the percentage of its Hispanic student enrollment was within +/- 15% of the District average for middle schools. In 15-16, Doolen was integrated because its Hispanic student enrollment (46%) fell within 15% of the District averages for middle schools (60%).

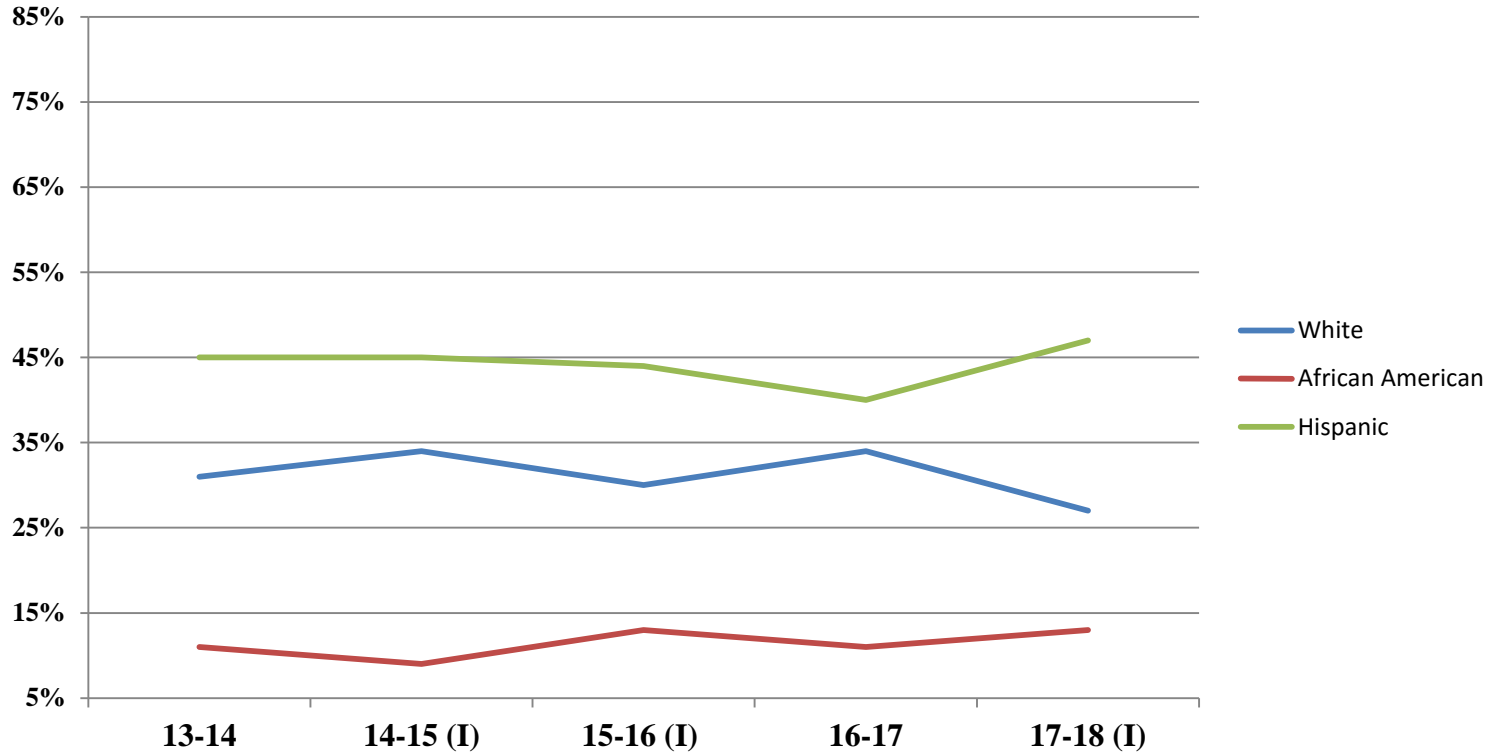
Table II-1c
ERICKSON



Erickson’s integration status has turned on whether the percentage of its Hispanic student enrollment was within +/- 15% of the District average for elementary schools. In 15-16 and 17-18, Erickson was integrated because its Hispanic student enrollment (45% and 48% respectively) fell within 15% of the District averages for elementary schools (59% both years).

Table II-1d

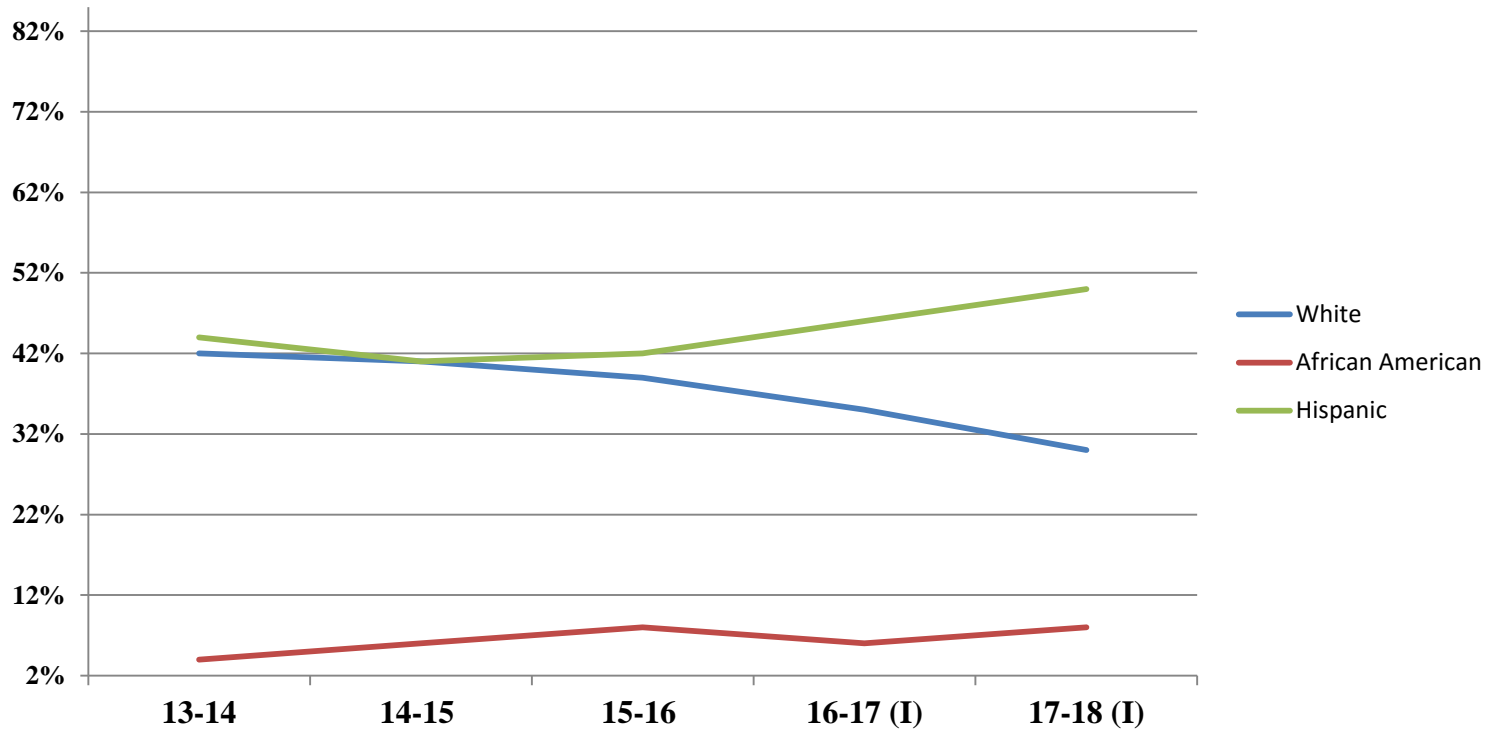
HUDLOW



Hudlow’s integration status has turned on whether the percentage of its Hispanic student enrollment was within +/- 15% of the District average for elementary schools. In 14-15, 15-16 and 17-18, Hudlow was integrated because its Hispanic student enrollment (45%, 44%, and 47% respectively) fell within 15% of the District averages for elementary schools (59%, 59%, and 59%).

Table II-1e

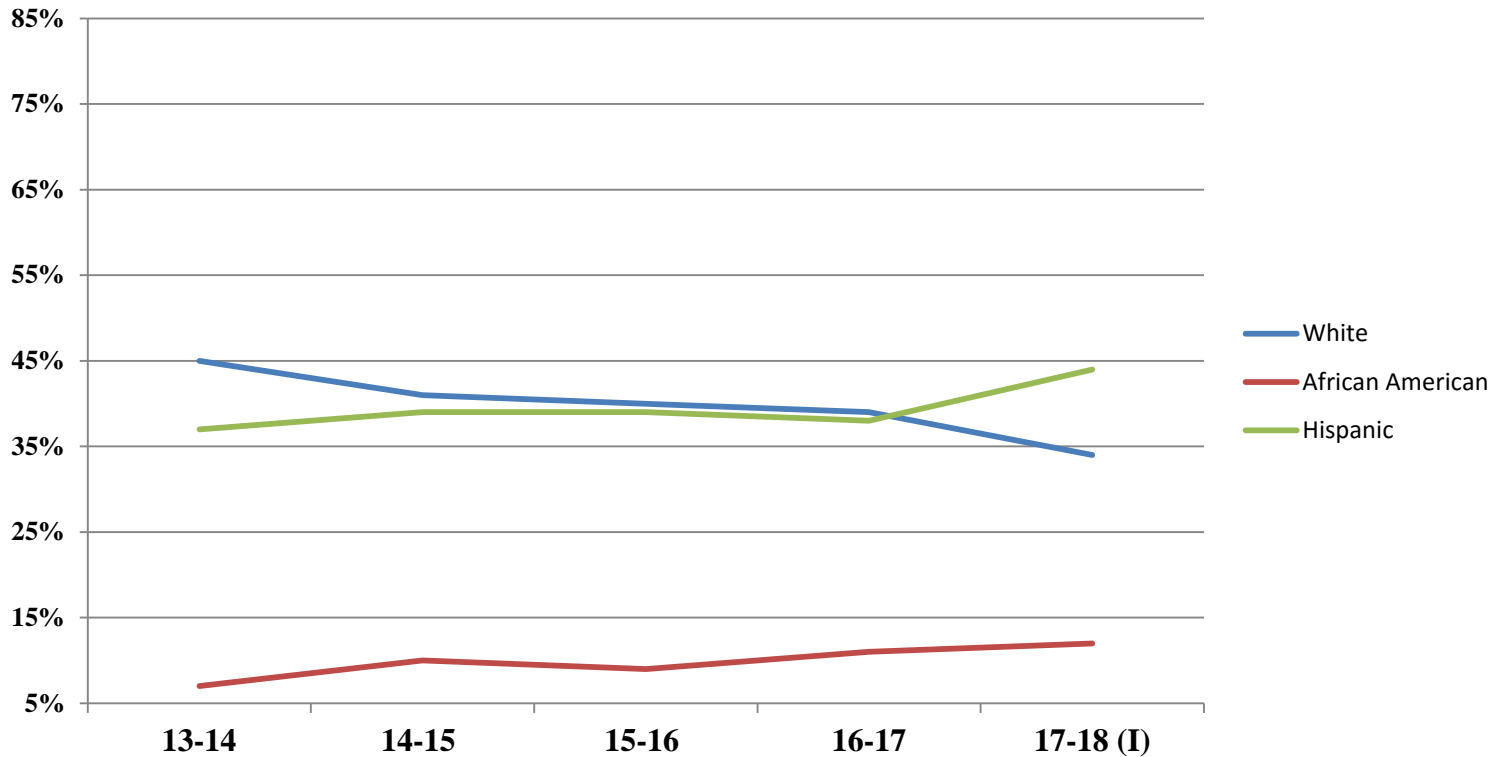
HUGHES



Hughes’s integration status has turned on whether the percentages of its Hispanic student enrollment and White student enrollment were within +/- 15% of the District average for elementary schools. In 16-17 and 17-18, Hudlow was integrated because its Hispanic student enrollment (46% and 50% respectively) and its White student enrollment (35% and 30% respectively) fell within 15% of the District average Hispanic enrollment at elementary schools (60% and 59%) and White enrollment at elementary schools (21% both years).

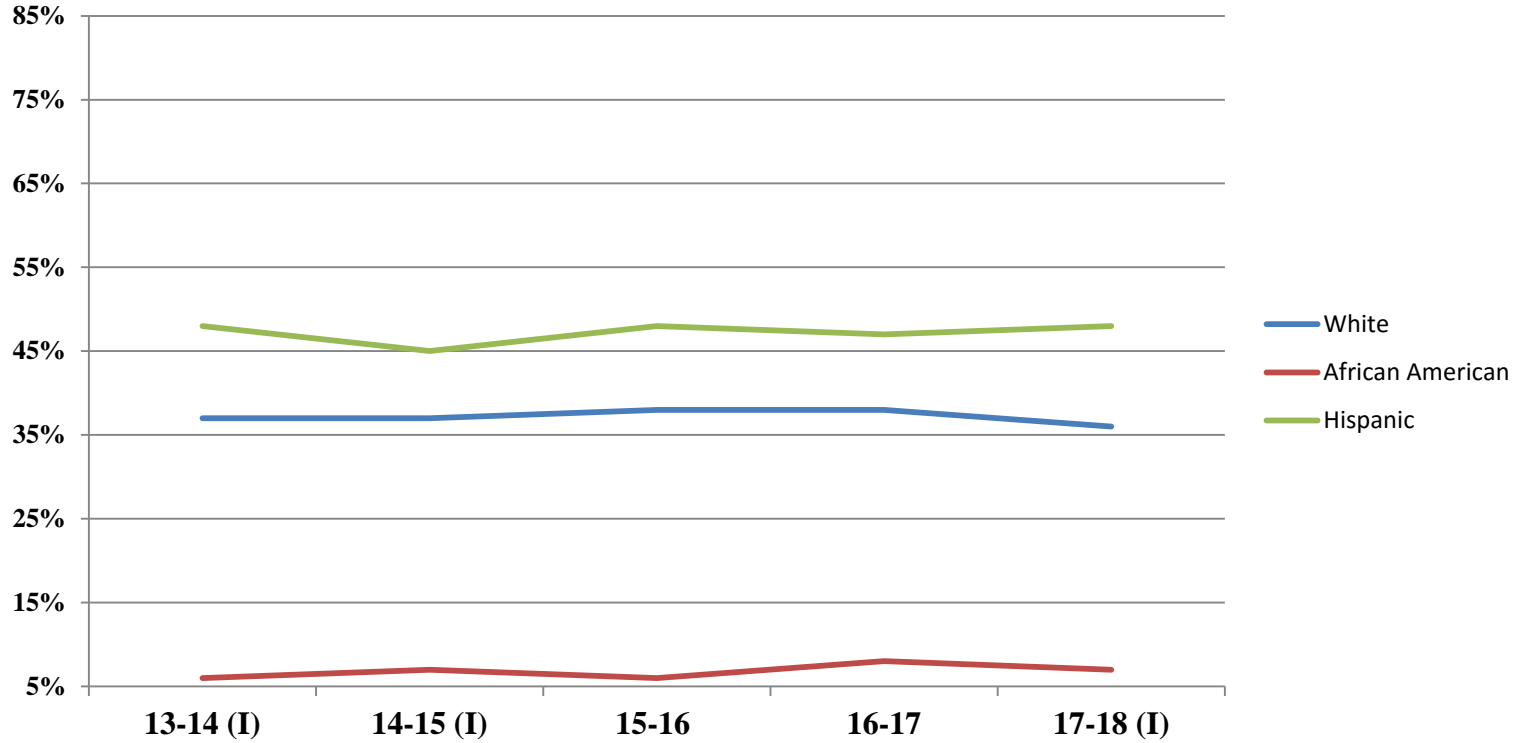
Table II-1f

KELLOND



Kellond’s integration status has turned on whether the percentages of its Hispanic student enrollment and White student enrollment were within +/- 15% of the District average for elementary schools. In 17-18, Hudlow was integrated because its Hispanic student enrollment (44%) and its White student enrollment (34%) fell within 15% of the District average Hispanic enrollment at elementary schools (59%) and White enrollment at elementary schools (21%).

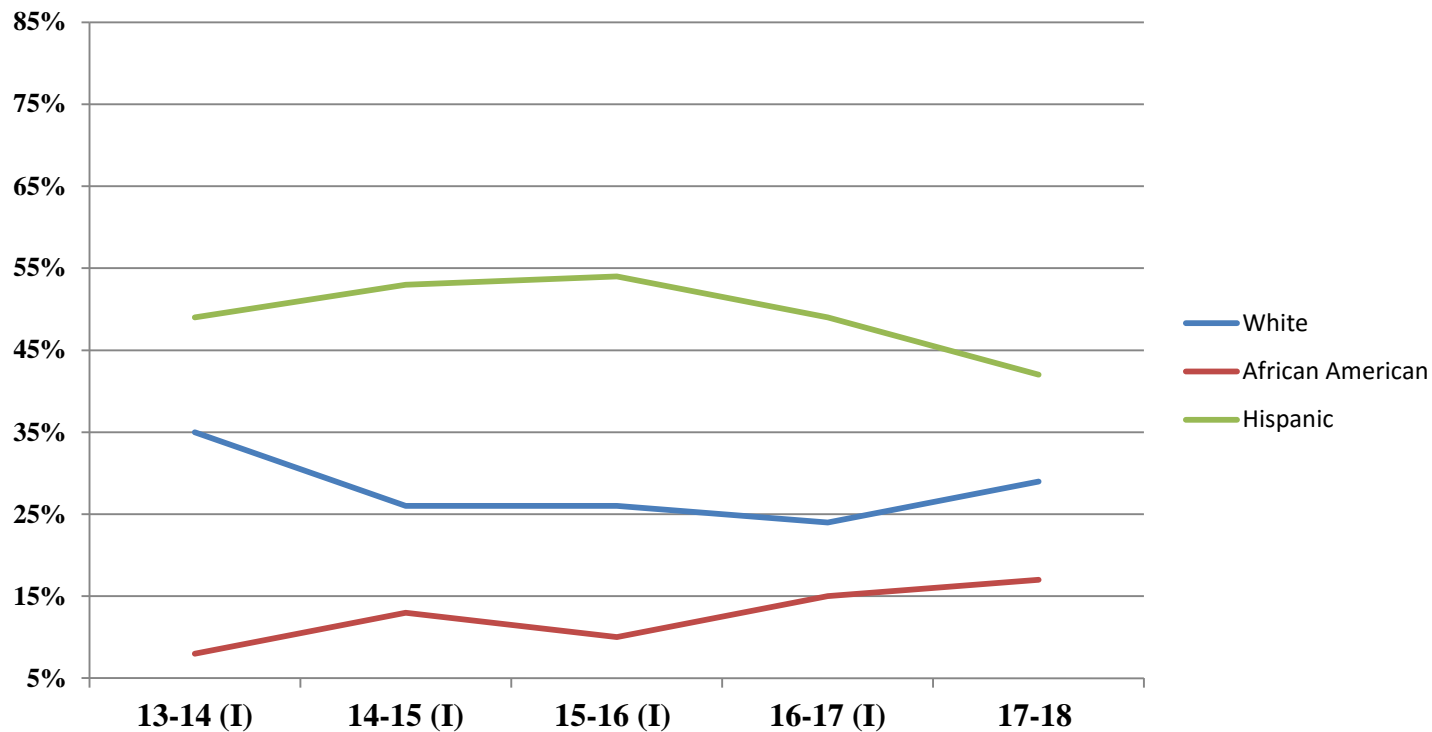
Table II-1g
LINEWEAVER



Lineweavers’s integration status has turned on whether the percentage of its White student enrollment was within +/- 15% of the District average for elementary schools. In 15-16 and 16-17, Lineweaver lost integrated status because its White student enrollment edged within the 15% threshold (38% both years, as compared to 22% and 21% averages for elementary schools).

Table II-1h

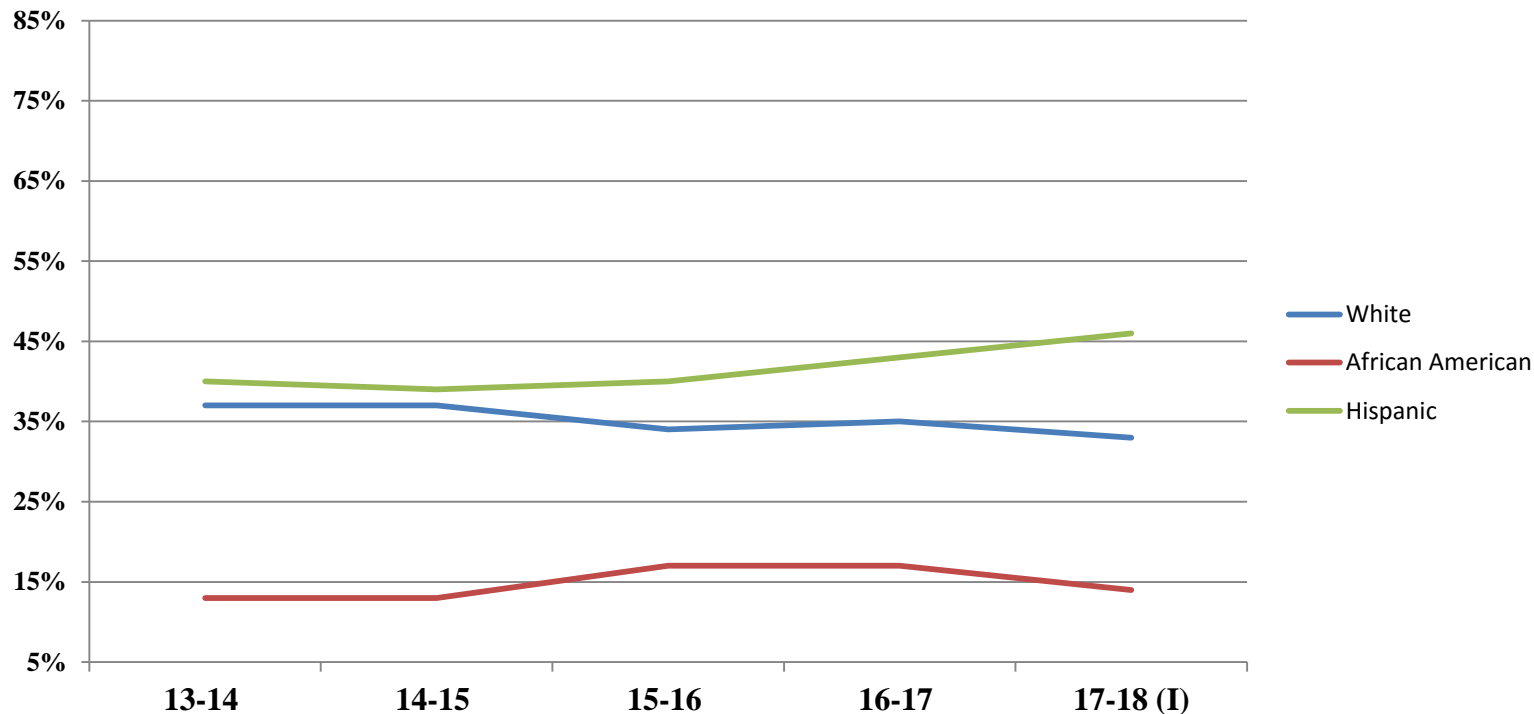
SEWELL



Sewell’s integration status has turned on whether the percentage of its Hispanic student enrollment was within +/- 15% of the District average for elementary schools. In 17-18, Hudlow lost integrated status because its Hispanic student enrollment dropped to 42%, which put it outside 15% of the District average for elementary schools, 59%.

Table II-1i

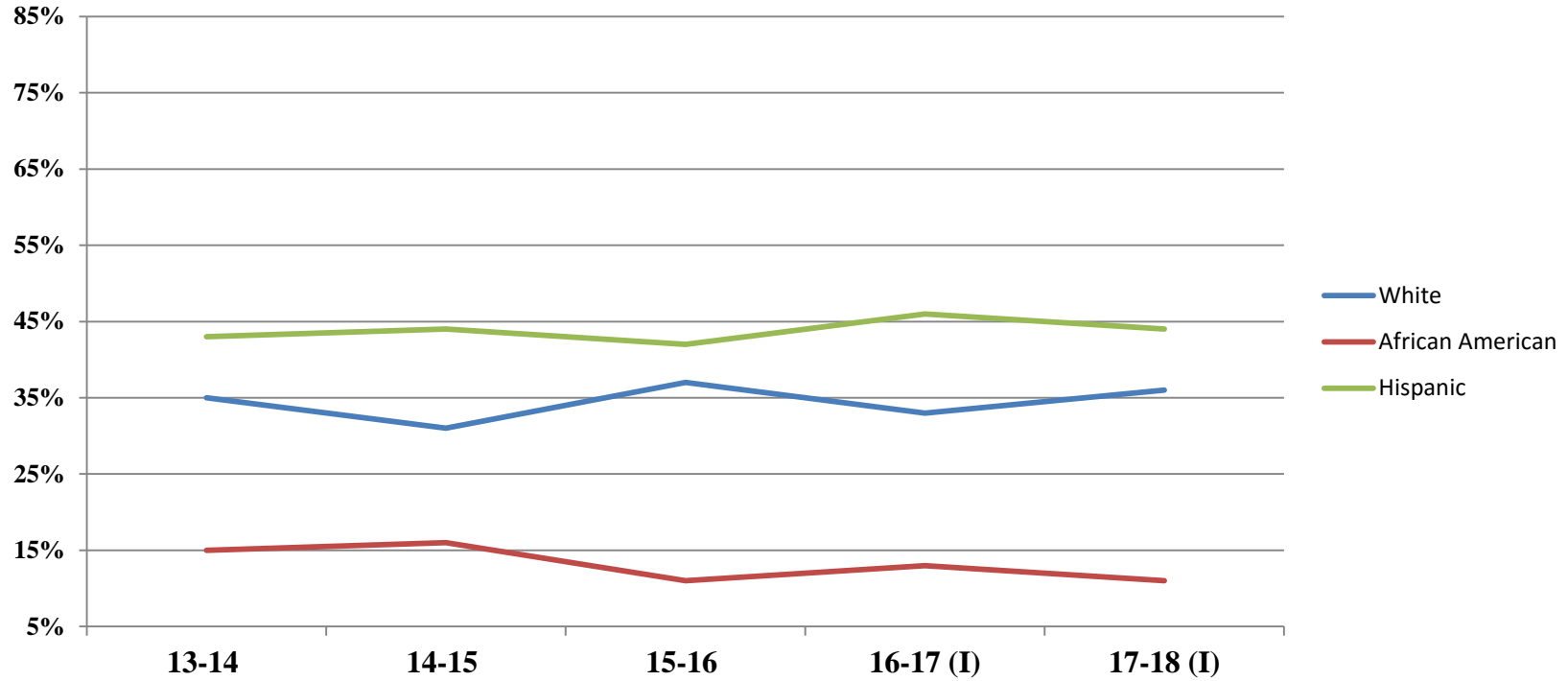
STEELE



Steele’s integration status has turned on whether the percentage of its Hispanic student enrollment was within +/- 15% of the District average for elementary schools. In 17-18, Steele gained integrated status because its Hispanic student population—which had hovered around 40% the past four years—rose to 46% which put it inside 15% of the District average for elementary schools, 59%.

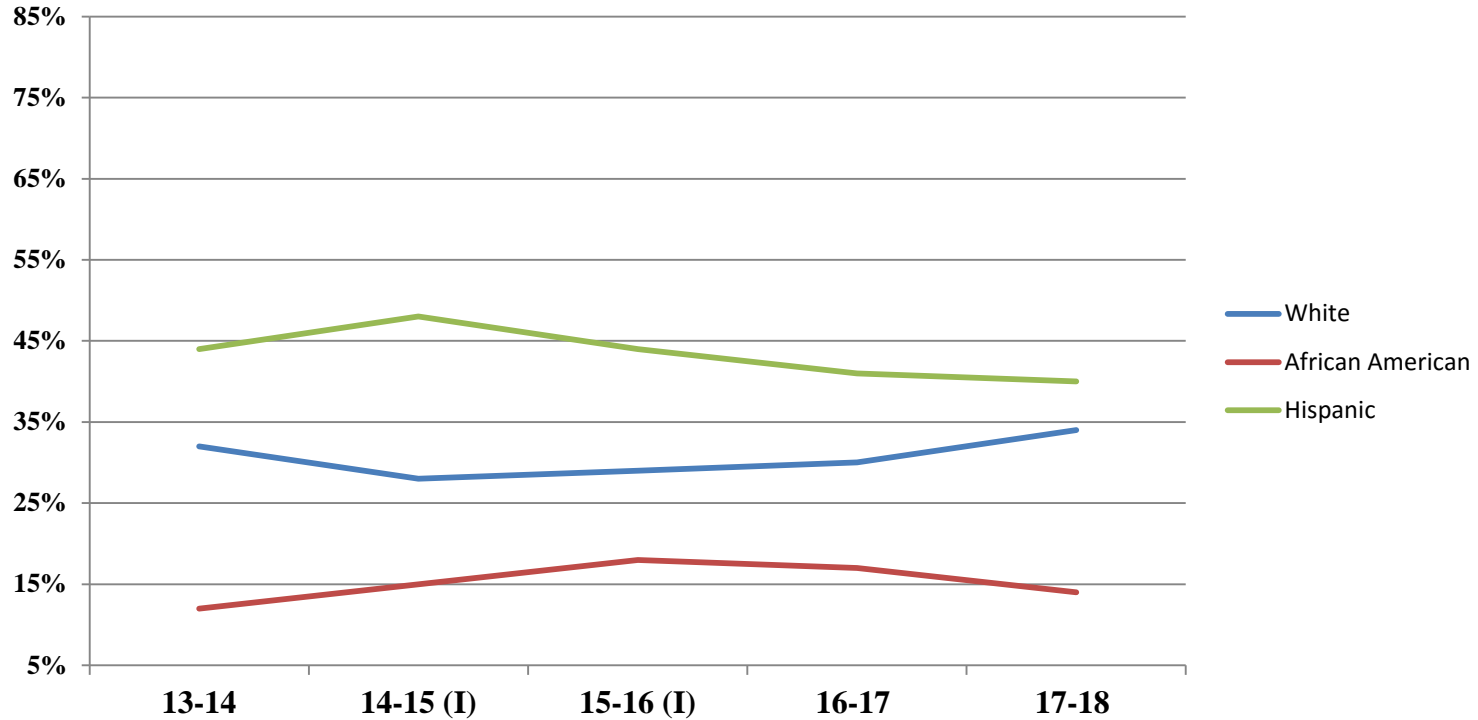
Table II-1j

WHEELER

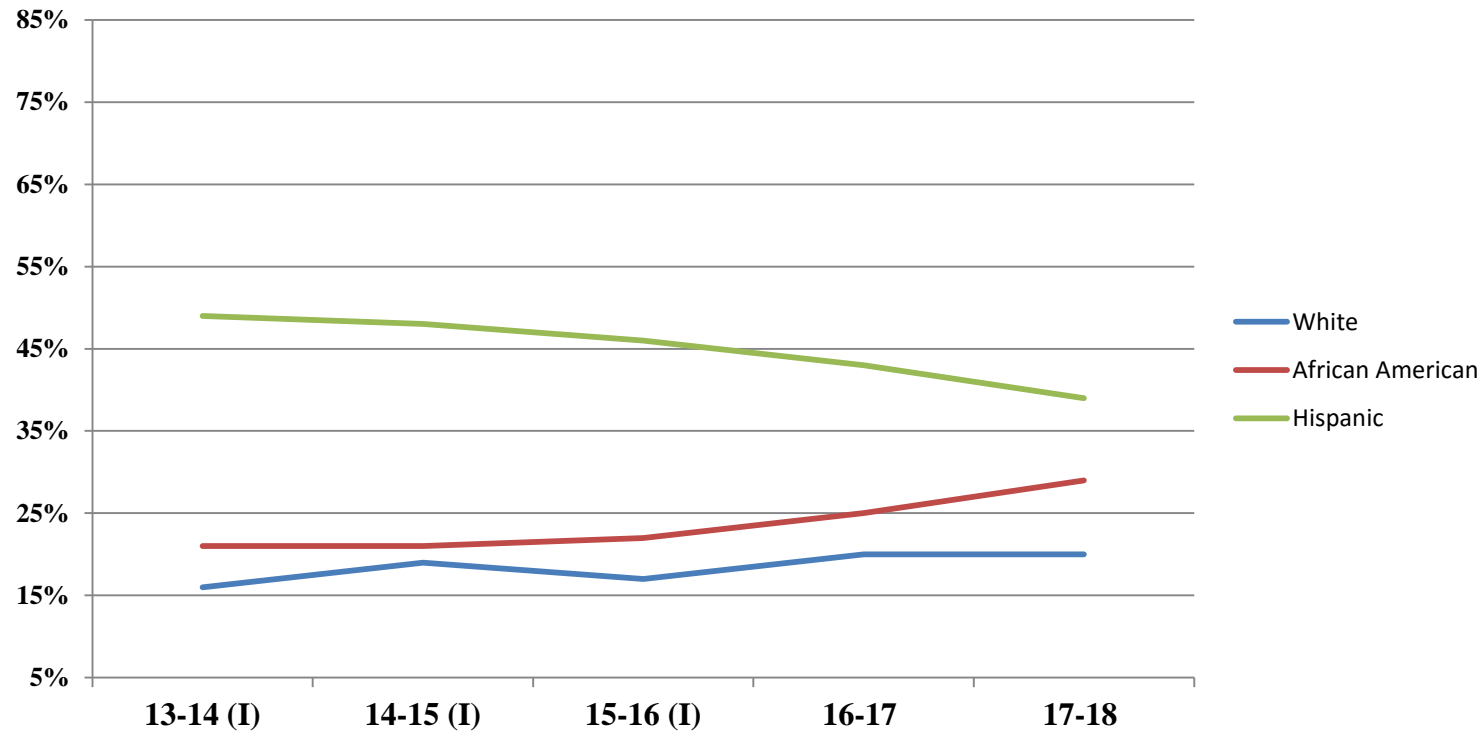


Wheeler’s integration status has turned on whether the percentage of its Hispanic student enrollment was within +/- 15% of the District average for elementary schools. In 16-17 and 17-18, Steele gained integrated status because its Hispanic student population (46% and 44% respectively) fell within 15% of the District average for elementary schools, 60% and 59%.

Table II-1k
WHITMORE



Whitmore’s integration status has turned on whether the percentage of its Hispanic student enrollment was within +/- 15% of the District average for elementary schools. In 14-15 and 15-16, Whitmore had integrated status because its Hispanic student population (48% and 44% respectively) fell within 15% of the District average for elementary schools, 59% both years. The percentage of its Hispanic enrollment was slightly too low to qualify in the other years (44%, 41%, and 40%).

Table II-11**WRIGHT**

Wright's integration status has turned on whether the percentage of its Hispanic student enrollment and African American student enrollment were within +/- 15% of the District average for elementary schools. In 16-17 and 17-18, Wright lost integrated status because its African American enrollment rose to 25% and 29% respectively, putting it outside of 15% of the average African American enrollment at elementary schools (10% both years). Wright also lost integrated status because its Hispanic enrollment dropped to 43% and 39% respectively, putting it outside of 15% of the average Hispanic enrollment at elementary schools, 60% and 59%,