

IN THE UNITED STATES DISTRICT COURT FOR THE  
SOUTHERN DISTRICT OF GEORGIA  
SAVANNAH DIVISION

RALPH STELL, et al.,

Plaintiffs,

UNITED STATES OF AMERICA

Plaintiff-Intervenor

v.

SAVANNAH-CHATHAM COUNTY  
BOARD OF EDUCATION, et al.,

Defendants.

CIVIL ACTION NO. 1316

BRIEF IN SUPPORT OF PLAINTIFF-INTERVENOR'S  
PROPOSED FINDINGS OF FACT, CONCLUSIONS  
OF LAW AND DECREE

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I.

NATURE OF THE ACTION

This action was commenced on January 18, 1962.

The complaint sought a Decree enjoining the defendants  
from:

1. Operating a compulsory biracial school system;
2. Continuing to maintain a dual scheme or pattern of school zone lines or attendance area lines based on race or color;

3. Assigning pupils to schools in Chatham County on the basis of race and color of the pupils;
4. Assigning teachers, principals and other professional school personnel on the basis of race and color;
5. Approving budgets, making available funds, approving employment and construction contracts, and approving policies, curricula and programs designed to perpetuate or maintain or support racially segregated schools.

In an opinion and judgment dated June 28, 1963, the Court found "the primary and secondary public schools of Savannah-Chatham County are divided into schools for white pupils and schools for negro pupils and the admission thereto is limited to applicants of the respective races." The Court also found "the teachers and administrative staff of the white and negro schools are white and negro respectively, up to and including the direct assistants to the superintendent of schools." The Court also found that Negro students in the Savannah-Chatham County school system scored lower than white students on a standardized test and concluded that the racial classification of students in this system was a reasonable one.

Following further proceedings in the District Court and Court of Appeals, on August 24, 1965 the District Court disapproved and disallowed the school board's proposed desegregation plan and ordered the board to submit a new plan which would take into account age and mental qualifications of

school children and which would provide for the termination of "discrimination in favor of Negro teachers and against white teachers." The defendant school board then moved for a new trial and amended judgment, and on September 1, 1965 the Court ordered the plaintiff to show cause on November 3, 1965 why the board's motion should not be granted.

At the November 3, 1965 hearing, the defendants presented to the Court an amended plan and the Court granted the plaintiffs time to file objections to the amended plan.

The Court granted the United States leave to intervene on November 15, 1965. On December 28, 1965 the Court heard the objections <sup>of</sup> to the plaintiffs and of the United States to the amended plan. At that time the parties agreed that the following are the questions for determination in this proceeding:

1. The admissibility, particularly with reference to Rule 26, of the depositions taken in Savannah, Georgia on December 22, 1965 upon notice by the Government and the Exhibits referred to therein, and if such depositions are admitted then the questions as to relevancy and materiality thereof;
2. All Motions pending in the above stated case, including the motion filed by Plaintiff to Dismiss the Defendants Intervenor as parties, if such motion is still pending;
3. The approval of a plan for desegregation.

It was agreed that briefs were to be filed and served by January 20, 1966 and reply briefs by January 31, 1966.

## II.

### THE PARTIES

The plaintiffs are 36 Negro school children attending Chatham County schools, suing by their next friends, on their own behalf and on behalf of all others similarly situated.

The defendants are the Board of Public Education for the City of Savannah and County of Chatham, its members and officers, and the Superintendent of Schools of Chatham County.

On April 3, 1963 the Court granted leave to intervene as defendants to ten white school-children attending Chatham County schools, by their next friends, and to their parents, intervening on their own behalf and on behalf of "those white children or parents of white children who desire not to be forcibly compelled to associate with plaintiffs and others of their ethnic group in the common schools of Savannah-Chatham County."

The motion of the United States for leave to intervene under 42 U.S.C. §2000h-2 (§902 of the Civil Rights Act of 1964) was granted on November 15, 1965.

III.

SAVANNAH-CHATHAM COUNTY SCHOOL DISTRICT

The Savannah-Chatham County school district is co-terminous with the county, which has an area of 441 square miles. The total population of the county is 188,046 of which 125,116 are white persons and 63,930 are Negroes.<sup>1/</sup>

According to the defendant school board's forecast, adjusted through June 29, 1965 (Ex. 37), the following conditions were expected for the 1965-66 school year:

	No. <sup>of</sup> <u>Schools</u>	Regular <u>Classrooms</u>	<u>Capacity</u>	<u>Enrollment Forecast</u>
White				
Elementary	24	435	14,139	14,622
Secondary	<u>10</u>	<u>399</u>	<u>11,874</u>	<u>11,807</u>
Total	34	834	26,013	26,429
Negro				
Elementary	19	312	10,112	9,708
Secondary	<u>7</u>	<u>211</u>	<u>6,192</u>	<u>6,410</u>
Total	26	523	16,304	16,118
Grand Total	60	1357	<sup>42</sup> <del>52</del> ,317	42,457

The school board operates 67 school buses (Dep. Smith, p.20) which carry approximately 11,600 pupils each day.

As of October 20, 1965, there were 292 Negroes attending schools with white students under the transfer provisions of the desegregation plan (Ex. 39).

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<sup>1/</sup> United States Census of Population: 1960- General Population Characteristics, Georgia. Final Report DC(1)-12B. U. S. Department of Commerce (Washington, D.C.: Government Printing Office, 1961), p. 12-75.

#### IV.

### THE POLICIES AND PROCEDURES OF THE DEFENDANT SCHOOL BOARD RESULT IN A DUAL SCHOOL SYSTEM

#### A. Pupils Are Assigned According to Their Race, by Geographic Unit

The Savannah-Chatham County School District is divided into small geographic units called Enumeration Districts.<sup>2/</sup> (Dep. Barger, p.5) Each year, commencing in January, the Board conducts a student census in order to forecast the next year's enrollment by Enumeration District. (Dep. Barger, pp. 3,4,5; Ex. 15) The data gathered in this census is kept separate according to the racial character of the reporting schools. (Dep. Barger, pp. 5,6,19; Exs. 20,21)

Two forecasts are made of the number of students from each Enumeration District anticipated to attend each grade the following year. (Dep. Barger; Exs. 24,25) One forecast is based upon the data reported from schools attended by Negroes (Ex. 25), and the other is based upon the data reported from schools attended by white students. (Ex. 24)

These forecasts provide the basis for establishing the next year's school districts for each set of schools. Each Enumeration District is assigned to two schools at each grade level - a school for white students and a school for Negro students. (Dep. Barger, pp. 30,31; Exs. 27,28) This is best portrayed by the following excerpts of documents published by the defendant Board in April 1965:

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<sup>2/</sup> Enumeration Districts (ED) are sub-divisions of Census Tracts (CT). These geographical units were devised by the U. S. Bureau of the Census.



EXHIBIT NO. 27

CT or CC	ED	GRADES 1-6	7	8-9	10-11-12	Exception
1	1N	Massie	Chatham	Chatham	Groves	
	1P	Massie	Chatham	Chatham	Groves	
	2	Massie	Chatham	Chatham	Groves	
2	3N	Massie	Chatham	Chatham	Groves	
	3P	Massie	Chatham	Chatham	Groves	
	3R	Massie	Chatham	Chatham	Groves	
	4N	Massie	Chatham	Chatham	Groves	

EXHIBIT NO. 28

CT or CC	ED	GRADES 1-6	7	8	9	10-11-12
1	1N	Barnard (1-4) Butler (5-6)	Cuyler	Cuyler	Cuyler	Beach Sr.
	1P	Barnard (1-4)	Cuyler	Cuyler	Cuyler	Beach Sr.
	2	Barnard (1-4) Butler (5-6)	Cuyler	Cuyler	Cuyler	Beach Sr.
2	3N	Barnard (1-4) Butler (5-6)	Cuyler	Cuyler	Cuyler	Beach Sr.
	3P	Barnard (1-4) Butler (5-6)	Cuyler	Cuyler	Cuyler	Beach Sr.
	3R	Barnard (1-4) Butler (5-6)	Cuyler	Cuyler	Cuyler	Beach Sr.
	4N	Barnard (1-4) Butler (5-6)	Cuyler	Cuyler	Cuyler	Beach Sr.

Massie, Chatham, and Groves are schools for white students (Ex. 20), while Barnard, Butler, Cuyler and Beach are schools for Negroes (Ex. 21). The Board also published street descriptions of the school districts.<sup>3/</sup>

<sup>3/</sup> There are two different kinds of areas in relation to schools in Savannah and Chatham County. The first, the area described for each school in terms of boundaries in Exhibits 3 and 4, shall be referred to in this brief as "school district." The areas described on the back of Exhibit 38, each of which contain several schools, shall be referred to herein as "attendance areas."



When a new student seeks to enroll in school, the principal refers to the street description (Ex. 3,4), or to a map based thereon, in determining whether to enroll him. If the pupil does not reside in the school's district, the principal refers him to another school of the same racial character as his school. (Deps. Edwards, p. 163; Bryant, pp. 168,169,171-180)

For example, the principal of Shuman Junior High School (white) has referred students who reside just outside his school district to Chatham Junior High School (white), (Dep. Edwards, p. 163) although Hubert Junior High School (Negro) is located between Shuman and Chatham.<sup>4/</sup>

Although the defendant Board ordinarily assigns students geographically, by race, exceptions are made in certain cases. These exceptions fall into four categories:

1. Special Circumstance Transfers

Students are permitted to transfer from the school to which they are assigned to another school, where compliance with the assignment would work a hardship. (Dep. Barger, pp. 31,32)

2. Special Education Assignments

Students who attend special classes, such as classes for the blind, which are not maintained at each school, are assigned to schools in which such classes are maintained rather than geographically. (Dep. Barger, pp. 36,37)

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<sup>4/</sup> Hubert's district covers part of Shuman's district and part of Chatham's district.

### 3. Transfers to Richard Arnold Vocational High School

The Richard Arnold school served grades 7 through 9 for the 1964-1965 school year. In 1965 that school was converted into a vocational high school serving grades 8 through 12. (Dep. Bargeron, pp. 32,33) Except for those students who had been attending Richard Arnold in previous years, any student desiring to attend that school is required to make application for transfer. (Dep. Bargeron, p. 33; Ex. 31)

Except for Richard Arnold applications, these transfers are administered by Mrs. Saxon P. Bargeron, Director of Curriculum Development and Pupil Services. (Dep. Bargeron, p. 31) The transfers to Richard Arnold are administered by the schools involved. (Dep. Bargeron, p. 34) However, final approval of Richard Arnold transfers is made by Mrs. Bargeron.

Mrs. Bargeron testified that "... there are in my office no cut-off dates on transfers. Any time a child's special needs indicate that he should be in another situation and he asks to go to another situation, he is permitted to go." (Dep. Bargeron, pp. 34, 35)

### 4. Desegregation Plan

Under the desegregation plan students are permitted to make a choice of schools under limited circumstances. This plan will be fully discussed in Part IV, infra.

B. Transportation is Provided According To  
Pupil Assignments

1. Procedures for Establishing Bus Routes

On or about July 1st of each year the Director of Transportation receives a set of documents on which are described, in terms of streets and other landmarks, the boundaries of each school in the Savannah-Chatham school system. (Dep. Smith, p. 5; Exs. 3,4)

The school boundaries are studied in order to determine the changes to be made, if any, in the boundaries from the previous year, so that a corresponding adjustment in the previous year's bus routes can be made. In addition to the boundary descriptions, maps showing Census Tracts and Enumeration Districts are referred to. (Dep. Smith, p.9)

After school begins in the fall of each year, it becomes necessary to make adjustments in the routes. These adjustments are based on reports submitted by the principals of each school on which are listed the names and addresses of students in attendance at each school who are entitled to be transported. (Dep. Smith, pp. 11,12; Exs. 5,6,7) The adjustments made consist of adding buses to routes for particular schools, making additional trips on existing routes, changing pick up points or changing routes to coincide with adjustments of school assignments due to overcrowding. (Dep. Smith, pp. 12,13,20) Such shifts in student assignments, requiring bus routes to be adjusted, are made known to the transportation division by employees of the Board responsible for assigning pupils to schools. (Dep. Smith, p.13)

## 2. Restrictions on Transportation

All children who reside in Chatham County, as opposed to the City of Savannah, who live more than one and one-half miles from the school to which they are assigned are transported in Board of Education school buses. (Dep. Smith, p.6)

Students who reside within the city limits of Savannah and who are assigned to schools outside the city limits which are more than one and one-half miles from their residence are also transported by Board of Education school buses. (Dep. Smith, p.6)

Students who reside within the city limits of Savannah and who are assigned to schools within the city limits are not transported by county school buses. They must make arrangements to be transported by Savannah Transit buses even though they may reside more than one and one-half miles from the school to which they are assigned. (Dep. Smith, pp. 6,7)

Bus routes are established by school; i.e., students are picked up according to the school to which each bus is going. (Dep. Smith, p.7) Thus, if a student resides outside the school district whose boundaries are described in Exs. 3 and 4, he will not be transported to that school. (Dep. Smith, p.8) The exception to this rule is where special education classes are located in only a few schools and have students in attendance who reside throughout the county and city. (Dep. Smith, p.8)

A student who transfers to a school which is outside the boundaries of the school to which he has been assigned will not be provided with transportation because of rules established by the State Board of Education. (Dep. Smith, p.20)

C. Faculty and Staff Personnel Are Hired  
and Assigned According to Their Race

1. Hiring and Placement of Teachers

Toward the end of each school year, the principal of each school is given a form to complete which reflects each principal's estimate of the anticipated need for teachers for the following school year. (Dep. Gray, pp.30,31; Exs. 9,10) These forms are to be returned to the personnel office by May 1st of each year; however, their return by the 15th of April is encouraged. (Dep. Gray, p.31)

From the submitted forms, the office of personnel estimates the number of teachers by grade level and by subject matter that will be needed for the following school year. (Dep. Gray, p.32)

Reference is then made to applications on file, known as the "ready reservoir," of prospective teachers who have been interviewed and found qualified. (Dep. Gray, p.32) Contracts are offered to a certain number of teachers by grade level specialty, on the elementary school level, and by subject matter specialty, on the secondary school level. (Dep. Gray, p.32, Ex. 12)

The applications for employment in the "ready reservoir" are filed in three groups -- an inactive group, a current applicants group, and a former employees group. There are two sets of files so subdivided -- one for white applicants for employment and one for Negro applicants for employment. The folders in which the applicants' materials are filed have two different color tabs -- one color for white applicants and another color for Negro applicants. (Dep. Gray, p.33)

Teaching positions in schools formerly referred to as "Negro" are always filled by Negro teachers and teaching positions in schools formerly referred to as "white" are always filled by white teachers. (Dep. Gray, p.35)

The Director of Personnel has never been instructed to place a Negro teacher in a white school, for regular classes, or a white teacher in a Negro school. In 1964, a Negro teacher applied for transfer to a white school to teach sociology. At the time of the application there was no vacancy but had there been a vacancy, the transfer would not have been approved without specific instructions from the Board. (Dep. Gray, pp. 35,36, and 37)

## 2. Substitute Teachers

The Director of Personnel is also responsible for supplying schools with substitute teachers.

An applicant for a substitute teacher position must complete an application form, different from the form completed by applicants for full-time employment. (Dep. Gray, p.37) All applications are accepted because substitute teachers are not put under contract and are not required to be certified by the State Board of Education. (Dep. Gray, p.38)

The office of personnel keeps two lists of substitute teachers. One is a list of white substitute teachers; the other is a list of Negro substitute teachers. (Dep. Gray, pp. 37,38; Exs. 13,14)

The availability of substitute teachers is made known to each principal by the office of personnel by furnishing a list of white substitute teachers to the principals of white schools and a list of Negro substitute teachers to the



principals of Negro schools. (Dep. Gray, p.38)

The Savannah-Chatham school system has itinerant teachers in physical education, art, and music. (Dep. Gray, p.41) These teachers are based at one school for administrative purposes, but teach their subjects in several schools. Negro itinerant teachers teach only in Negro schools and white itinerant teachers teach only in white schools. (Dep. Gray, p. 41,42)



V.

THE DESEGREGATION PLAN FAILS TO  
ELIMINATE THE DUAL SCHOOL SYSTEM

A. The Desegregation Plan

On August 31, 1964, the defendants filed a resolution adopted on August 28, 1964, by the Board of Education which includes amendments to the desegregation plan of the Board of Education. Pertinent to the procedure of the assignment and transfer of Negro students since the date upon which the amendments were adopted are the following amendments:

"1. In the assignment, transfer, or continuance of pupils among and within the schools, or within the classroom and other facilities thereof, the following factors, in addition to those which are normally considered in these respects, shall be considered with respect to the individual pupil, (1) choice of the pupil or his parents or guardians, (2) availability of space and facilities in and for the school chosen, and (3) proximity of the school to the place of residence of the pupil. In such connection, no consideration shall be given to the race of the pupil. Where space and facilities are not available for all, priority shall be based on proximity, except that for justifiable educational reasons and in hardship cases other factors not related to race may be applied. Administrative assignments or reassignments may be made in cases of overcrowding, in hardship cases, and for disciplinary reasons. When such administrative assignments are made they shall be based on relative proximity and available facilities, giving consideration to pupil choice where possible."

"3. The Superintendent shall have authority to establish each school year attendance areas which shall be based upon all pertinent and relevant factors, except race may not be considered, so that choice of schools and per and final registration may be made in a reasonable and orderly manner. All existing school assignments shall continue without change until or unless transfers are directed or approved by the Superintendent or his duly authorized representative."

"4. Assignments and transfers of pupils shall be made on forms which will be available at the office of the Superintendent of Education, 208 Bull Street, Savannah, Georgia, and the choice of the pupil shall be made at the pre-registration or if the pupil does not pre-register, then at the final registration dates as determined by the Superintendent for all students."

"12. Student assignments and transfers shall be made in accordance with the aforesaid rules and regulations and without regard to race or color. The original Plan, which is amended hereby, provided for the desegregation for the School Year 1963-1964 of students in the 12th Grade, and thereafter, in each successive year, to the immediate lower grade, and the 12th and 11th grades, therefore, were desegregated under the original Plan; such Plan is now amended to include the 10th and 1st Grades for 1964-1965, the 9th and 2nd Grades for 1965-1966, the 8th and 3rd Grades for 1966-1967, the 7th and 4th Grades for 1967-1968, and the 6th and 5th Grades for 1968-1969."

"13a. Nothing herein contained shall be construed to prevent the assignment of individual students to particular schools on a basis of intelligence, achievement or other aptitudes upon a uniformly administered program but race must not be a factor in making the assignments."

On June 9, 1965, the defendants filed a further amendment which added to paragraph 12:

"Students new to the school system shall also have the right to attend grades not yet reached by this desegregation Plan."

B. The Administration of the Plan

The administration of the desegregation plan is the responsibility of Mr. Delmas H. Knight, Assistant Superintendent for Instruction. (Dep. Knight, p. 138)

Under the plan, students are divided into two categories:

1. Students in the School System

Those Negro students who were enrolled in schools in the Savannah-Chatham County school system and who desired to attend schools other than the ones to which they were assigned,

were required to make application for transfer on a prescribed form. (Dep. Knight, pp. 139,140; Ex. 38)

Applications were approved if three requirements were met. These requirements were (1) that the application be submitted not later than May 17, 1965, (2) that the applicant request a transfer to a grade covered by the plan for desegregation; viz., the 1st, 3rd, 9th, 10th, 11th, or 12th grades, and (3) that the applicant reside within the desegregation area, outlined on the back of Exhibit 38, in which the school to which he seeks transfer is located. (Dep. Knight, p.139)

This transfer system has been in effect since 1963. There are approximately 42,000 students in the school system. As of October 20, 1965, there were 292 Negro students transferred to schools formerly referred to as "white." (Ex. 39)

2. First-Graders and Students New to the Savannah-Chatham School System

The plan for desegregation under which the Board of Education is presently operating, provides that first graders and students new to the school system in any grade may choose the school they wish to attend within their desegregation attendance area. The practices of the Board and its agents, however, do not conform to this provision of the plan.

Mr. T. H. Edwards, Jr., principal of the Shuman Junior High School (white), testified that when a new white student, who does not reside within the Shuman school district, as described by Exhibit 4, appears at Mr. Edward's school to register, the student is referred to the white school within whose boundaries the student resides. He cited as an example, an instance in which new white students sought to enroll at

Shuman but resided within the boundaries' describing the Chatham Junior High School district. The students, were referred to Chatham Junior High School, (Dep. Edwards, p.163), although Shuman and Chatham are in the same desegregation attendance area, and the back of Exhibit 38 says that persons residing in that area can choose any of those schools.

Similarly, Mr. Raleigh Bryant, Jr., principal of the Hubert Elementary and Junior High School (Negro), testified that when new students appear to register, who do not reside within the boundaries of the Hubert school, he refers them to the Negro school within whose district they reside -- usually Johnson or Cuyler. Mr. Bryant testified further that "I haven't gone out of my way to inform them ..." of the right to choose from several schools in the attendance area. (Dep. Bryant, pp. 168,169,171-180)

When a student completes junior high school, his permanent record card is automatically forwarded, by the Junior High School principal, to the high school (of the same race) serving the Enumeration District in which he lives. (Dep. Edwards, pp. 164,165) No transfer form (Ex. 38) is used. For example, a principal of a white school pre-registers his graduating students in the tenth grade by using "... a form that we get from the schools they're going to. We ask their principal to come over and talk with our students, and then he brings the forms. And whatever he leaves, we'll use." (Dep. Edwards, p. 165)

C. The School Board Fails to Provide Adequate Information About the Available Choices

1. Right to Make a Choice is Not Made Clear.

As has already been pointed out, school principals do not offer a choice form to each student eligible under the Plan and do not explain to such students their right to select a school.

2. Boundaries of Attendance Areas Not Made Clear.

At the time the choice is exercised, the applicant is provided with the choice form which has a description of the attendance areas, but does not have a map. The elementary attendance areas are described by street boundaries, but the secondary attendance areas are not.

For example, secondary attendance area 3 is described as "that general area now being served by Jenkins and Johnson."

This does not mean that attendance area 3 is coterminous with the district boundaries of Johnson and Jenkins High Schools.

To illustrate, there are 16 Negro high school students residing in Enumeration District 52N who are assigned to Johnson High School. However, this Enumeration District is in area 2. There are numerous examples of this, see Exs. 27 and 28 which are reproduced in their entirety as Appendices C and D; and see Appendix E.

The school board's failure to make attendance area boundaries clear is pronounced in the case where an applicant about to make a choice finds that he can choose neither the white school nor the Negro school to which pupils in his neighborhood are assigned.

A-22

Drop slows natural barriers crossed  
by children in getting to school

Capacity -



For example, there are 8 Negro elementary students and 6 white elementary students residing in Enumeration District No. 17NA. Under the plan proposed by the defendants, the 8 Negro students would be automatically assigned to Haven Elementary School and the 6 white students to Jacob Smith Elementary School. But the defendants would have the court believe that through the "free choice" option which they have included in their plan, the racial character of this initial assignment can not be removed at the option of the student. This option, however, is illusory. Enumeration District No. 17NA falls within elementary attendance area 4, the supposed "free choice" area. Haven and Jacob Smith Elementary Schools, however, do not fall within this free choice area, but rather fall within elementary attendance area 2. Accordingly, these particular Negro and white elementary students are denied the option of attending either of these two schools. They must either accept the one of these two schools to which they are initially assigned upon the basis of their race or they must forego attendance at either of these schools.

Another example can be found with junior high school students in Enumeration District Nos. 38A and 38B. There are 23 white students and 21 Negro students who live in this Enumeration District and attend junior high school. The white students are assigned to Chatham Junior High School and the Negro students are assigned to Cuyler High School. Both Chatham and Cuyler are in secondary attendance area 2. But the Enumeration District that these students reside in are located in



secondary attendance area 1. Thus, these students cannot exercise a choice between these two junior high schools but must accept the one to which they are assigned by reason of their race, if they are to attend either.

3. Unexpected Lack of Transportation.

One of the ramifications involved in transferring from the school to which one is assigned to another school is the possible loss of transportation rights.

The facts that some students will not be transported to school in public school buses if they transfer, is not made known to those students before they transfer.

Thirty-five Negro students whose applications for transfer had been approved, withdrew from the white school they were attending or about to attend. Ten of those students gave as a reason for wanting to withdraw, the fact that transportation would not be provided. (See Appendix F)

The failure of the Board of Education to inform students of an important fact, such as lack of transportation, adds to the confusion, described above, that students must labor under to determine what their rights are and what it may mean to each student to exercise those rights.

Following are tables which reflect instances in which Negro students would not be transported to white schools they can choose to attend, while white students, residing in the same Enumeration Districts, are assigned and transported to different white schools which those Negroes cannot choose to attend. Negro students residing in the Enumeration Districts shown on these tables will be unaware of the fact that transportation will not be available.

TRANSPORTATION

Elementary

ED	* Deseg. Attendance Area	White Students Assigned To	Buses Provided	Negro Students Assigned To	Buses Provided	White Schools Negroes Can Choose					
						Herty Buses Provided	Massie Buses Provided	Penn. Ave. Buses Provided	Riley Buses Provided	37th St. Buses Provided	Whitney Buses Provided
82A	1	Pt. Wentworth	Yes	Bartow 1-5 Tompkins 6	No	No	No	No	No	No	No
82B	1	Pt. Wentworth	Yes	Bartow	No	No	No	No	No	No	No
83N	1	Pt. Wentworth	Yes	Bartow	No	No	No	No	No	No	No
83P	1	Pt. Wentworth	Yes	Bartow	No	No	No	No	No	No	No
15	1	Pt. Wentworth	Yes	Bartow	No	No	No	No	No	No	No
16	1	Pt. Wentworth	Yes	Bartow	No	No	No	No	No	No	No
10	1	Howard	Yes	Spencer	No	No	No	No	No	No	No

\* Enumeration District

Elementary (Continued)

White Schools Negroes Can Choose

ED*	Deseg. Area	White Students Assigned To	Buses Provided	Negro Students Assigned To	Buses Provided	<u>White Schools Negroes Can Choose</u>											
						<u>Ellis Buses Provided</u>	<u>Low Buses Provided</u>	<u>Jacob Smith Buses Provided</u>	<u>Thunderbolt Buses Provided</u>	<u>Gould Buses Provided</u>	<u>Bloomingdale Buses Provided</u>	<u>Pooler Buses Provided</u>	<u>Pt. Wentworth Buses Provided</u>	<u>Sprague Buses Provided</u>	<u>Strong Buses Provided</u>		
16P	2	Gould	Yes	DeRenne	No	No	No	No	No								
17NA	4	Jacob Smith	Yes	P. Smith	No	No	No	No	No	No	No	No	No	No	No	No	No

\*Enumeration Districts

TRANSPORTATION

Junior High

White Schools Negroes Can Choose

<u>ED*</u>	<u>Deseg. Attendance Area</u>	<u>White Students Assigned To</u>	<u>Buses Provided</u>	<u>Negro Students Assigned To</u>	<u>Buses Provided</u>	<u>Mercer Buses Provided</u>		
38A	1	Chatham	Yes	Cuyler	No	No		
38B	1	Chatham	Yes	Cuyler	No	No		
41B	1	Chatham	Yes	Cuyler	No	No		
41C	1	Chatham	Yes	Cuyler	No	No		
17NA	1	Chatham	Yes	Scott	No	No		
17RB	1	Chatham	Yes	Scott	No	No		
							<u>Myers Buses Provided</u>	<u>Bartlett Buses Provided</u>
30	3	Savannah	Yes	Johnson	Yes	Yes	Yes	No
32	3	Savannah	Yes	Johnson	Yes	No	No	No
33	3	Savannah	Yes	Johnson	Unknown	Yes	Yes	No
4R	3	Wilder	Yes	Johnson	Yes	No	No	No
6N	3	Wilder	Yes	Johnson	No	No	No	No

\*Enumeration District

TRANSPORTATION

High School

<u>ED*</u>	<u>Deseg. Attendance Area</u>	<u>White Students Assigned To</u>	<u>Buses Provided</u>	<u>Negro Students Assigned To</u>	<u>Buses Provided</u>	<u>White Schools Negroes Can Choose</u>	
						<u>Savannah Buses Provided</u>	<u>Jenkins Buses Provided</u>
5	2	Groves	Yes	Beach	No	No	
30	3	Savannah	Yes	Johnson	Yes	No	
32	3	Savannah	Yes	Johnson	Yes	No	

\*Enumeration Districts

D. Students Are Not Given an Effective Choice

1. The Racial Character of Schools is Retained.

Although provision is made under the desegregation plan for Negro students to attend school with white students, the schools have retained their racial character. The schools are no longer officially referred to as "white" schools and "Negro" schools, (Dep. p. 15), but the racial character of each school is easily identifiable from the race of the faculty and staff, (Dep. Gray, pp. 33, 35-37), from the race of the students who are assigned in the usual course to attend there, (Exs. 20, 21), from the racial character of the schools from which it receives and to which it sends students, (Exs. 27, 28), and from the records of the defendant school board. (Exs. 1, 2, 5, 6, 7, 13, 14, 20, 21, 23, 24, 25, 27, 28)

2. Negro Students Are Not Always Permitted To Attend the Same Schools as White Students Who Reside in Their Neighborhood

The fact that the boundary lines of the free choice attendance areas are superimposed on, but are not related to, the boundary lines of the districts for each school, operates to discriminate against Negro students attempting to exercise their rights under the desegregation plan.

The table which follows this page shows instances in which Negro students, if they exercised a choice, would be barred from choosing the same white school to which white students who reside nearby are assigned as a matter of course.



SUMMARY OF DESEGREGATION ATTENDANCE AREAS (white)

Elementary

<u>Desegregation Attendance Areas</u>	<u>Number of Enumeration Districts where white students are assigned outside Desegregation Attendance Areas</u>	<u>Number of White Students</u>	<u>Number of Negro Students who cannot choose the school attended by the White Students in their Enumeration District</u>
#1	13	363	843
#2	1	46	15
#3	4	291	0
#4	2	30	8
#5	0	0	0
TOTALS	<del>20</del> 20	730	866

SUMMARY OF DESEGREGATION ATTENDANCE AREAS (white)

Junior High

<u>Desegregation Attendance Areas</u>	<u>Number of Enumeration Districts where white students are assigned outside Desegregation Attendance Areas</u>	<u>Number of White Students</u>	<u>Number of Negro Students who cannot choose the school attended by the White Students in their Enumeration District</u>
#1	20	249	191
#2	5	230	0
#3	<sup>28</sup> 5	539	27
TOTALS	<del>30</del> 53	<del>1018</del>	<del>218</del>

SUMMARY OF DESEGREGATION ATTENDANCE AREAS (white)

Senior High

<u>Desegregation Attendance Areas</u>	<u>Number of Enumeration Districts where white students are assigned outside Desegregation Attendance Areas</u>	<u>Number of White Students</u>	<u>Number of Negro Students who cannot choose the school attended by the White Students in their Enumeration District</u>
#1	0	0	0
#2	15	226	175
#3	11	407	10
TOTALS	26	633	185
GRAND TOTAL	<del>105</del> 99	2,381	1,269

To illustrate, the application of Bobbie Jean Walker, Appendix B, shows that students residing where Miss Walker does, in free choice attendance area 3, cannot choose to attend Savannah High School, located in attendance area 2; although, as noted on Miss Walker's application, they reside in the Savannah High assignment district.

### 3. Discriminatory Transportation System

The assignment of white students to schools outside their attendance areas as described above causes a discriminatory transportation system.

For example, a Negro high school student residing in Enumeration District 30, the Savannah Beach area, is assigned and transported to Johnson High School (Appendix D; Exs. 28, 7). If that student desired to transfer from Johnson to Jenkins High School under the plan for desegregation,<sup>5/</sup> he can do so only by forfeiting his right to be transported (Dep. Smith, p. 28).<sup>6/</sup> White students residing in the same Enumeration District are assigned and transported to Savannah High School (Appendix C; Exs. 27, 6).

Reference to the tables starting on page 22 , supra, will disclose numerous other examples of discriminatory bus routes.

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<sup>5/</sup> See Appendix E. Enumeration District 30 is in desegregation attendance area 3. High school students residing in that area are assigned to Johnson but may transfer to Jenkins.

<sup>6/</sup> "Q Is there a bus from Savannah Beach to Jenkins?  
A No, they are not in the Jenkins area. Savannah Beach is not in the Jenkins area."

VI.

THEPE ARE NO ADMINISTRATIVE BURDENS THAT WOULD JUSTIFY DELAY IN DESEGREGATING THE SAVANNAH-CHATHAM SCHOOL SYSTEM.

This court must decide whether there are any administrative burdens which would justify any further delay of the institution of a system by the defendants whereby students in Savannah-Chatham County would be assigned without regard to race.

The Court of Appeals has held in this case that:

"Desegregation . . . being the order of the day, the only question left in the usual case, and this includes these cases, concerns the manner in which it is to be accomplished, and the time allowed for that purpose." Stell v. Savannah-Chatham County Bd. of Ed. 333 F. 2d 55 at 62 (5th Cir., 1964)

The Supreme Court, in the second Brown decision, in holding that time for delay may be necessary said:

". . . such time [delay] is necessary in the public interest and is consistent with good faith compliance at the earliest practicable date. To that end, the courts may consider problems related to administration, arising from the physical condition of the school plant, the school transportation system, personnel, revision of school districts and attendance areas into compact units to achieve a system of determining admission to the public schools on a non-racial basis, . . ." Brown v. Board of Education of Topeka, 349 U.S. 294 at 300 (1954)

In this case the defendant school board offered no evidence that it had any problems relating to the administration of the school system which would justify a delay in carrying out a full program of school desegregation. On the contrary, the evidence before the Court shows that the burden on its administration of the Savannah-Chatham school system would decrease if the system were desegregated.

A. Successful Desegregation of Other Programs

The Savannah-Chatham County Board of Education has successfully desegregated three other programs for which it provides teachers. These programs are the manpower program, the headstart program and the tutorial program. (Dep. Gray p. 35)

The tutorial program is in operation in 14 schools. It involves over 3,000 students (Dep. Bargeron, p. 36) and 208 teachers (Dep. Gray, p. 39). The racial composition of the faculty is approximately 9 Negro teachers to each 5 white teachers (Dep. Gray, p. 39). At Hubert Elementary and Junior High School there are 368 students in the tutorial program. They are taught by 6 white and 8 Negro teachers (Dep. Bryant, p. 170). The tutorial program was operational within a week after it was approved.

B. Current Procedures to Be Simplified

The Boards procedures for forecasting enrollment and establishing school district boundaries are described in detail in Appendix A to this brief. For most steps in this process, two separate sets of records are maintained. Each computation that is made must be made once for Negro schools and once for white schools. The elimination of the dual system would simplify the enrollment and assignment procedures.

The Board's task of determining its need for teachers and filling this need from among the job applicants is complicated by the fact that the need for teachers in



in Negro schools is only filled from the reservoir of Negro applicants while the need for teachers in the white school is only filled from the reservoir of white applicants. Desegregation of faculties would lessen the administrative burdens connected with teacher placement.

## VII

### THE REQUESTED RELIEF IS APPROPRIATE

#### A. Geographic Assignments

The Savannah-Chatham County Board of Education operated a dual school system before adopting its desegregation plan. The Board retained the dual system even after adopting the desegregation plan, merely superimposing on the two sets of attendance zones a third set for students who wished to desegregate under the system. Negro students, faculty and staff are assigned to one set of schools and white students, faculty and staff are assigned to another set of schools. Within each system, Negro and white, the defendant board assigns pupils according to where they reside. For the administration of a 42,000 student system, with 60 schools, having a capacity of 42,317, this is an efficient assignment system. The United States proposes that the board continue to operate as they have, except that they remove race as a factor and assign students according to where they reside under a unitary system.

It is by now settled law that racially dual school systems may not be maintained, Augusta v. Board of Public Instruction of Escambia County, Florida, 306 F.2d 862 (5th Cir. 1962). Where racially dual geographic zones have existed, the court may itself modify the system into a unitary one, (Dowell v. The School Board of the City of Oklahoma City Public Schools, et al., (W.D. Okla., 1965)), but where possible this task should be performed by the school board itself.

B. Faculty Desegregation

It is clear that a racially segregated faculty denies Negro students of the equal protection of the laws. Price v. The Denison Independent School District Board of Education (No. 21, 632; July 2, 1965). District Courts have ordered faculty desegregation. See, e.g., Dowell v. The School Board of the City of Oklahoma City Public Schools, et al., (W.D. Okla., Sept. 7, 1965)); Mason v. Jessamine County, Kentucky, Board of Education, Civil Action No. 1496 (E.D. Ky.) orders of January 20, 1963, (8 Race Rel. L. Rep. 75), June 3, 10, 1963; (8 Race Rel. L. Rep. 530), and July 16, 1963; (8 Race Rel. L. Rep. 948), and such orders have been upheld. Board of Public Instruction of Duval County v. Braxton, 326 F. 2d 616 (5th Cir., 1964). Such relief is necessary here because complete and meaningful desegregation can never be achieved if one set of schools continues to have all Negro faculties while another set has all white faculties.

The proposed order provides a means for beginning the desegregation of staff without undue administrative difficulty.

C. Reporting Provision

Courts have ordered that written reports be submitted to aid in the enforcement of its orders. Dowell v. The School Board of the City of Oklahoma City Public Schools, et al., (W.D. Okla., Sept. 7, 1965); United States v. Wilder, 222 F.Supp. 749 (D.C. La., 1963)

VIII.

THE DEPOSITIONS TAKEN BY PLAINTIFF-INTERVENOR ON DECEMBER 22, 1965 ARE ADMISSIBLE UNDER RULE 26, FEDERAL RULES OF CIVIL PROCEDURE, AND ARE RELEVANT AND MATERIAL TO THE ISSUES IN THIS CASE

On December 22, 1965, the United States, plaintiff-intervenor, took the depositions of seven officials of the Savannah-Chatham school system. Included were the depositions of the Director of Transportation, Director of Personnel, Director of Curriculum Development and Pupil Services, the Assistant Superintendent, the Principal of Pulaski Elementary School, the Principal of Shuman Junior High School and the Principal of Hubert Elementary and Junior High School.

At a hearing held December 29, 1965, the defendant-intervenor objected to the introduction into evidence of these depositions on the grounds that they were not admissible under Rule 26, F.R.C.P., and that they were irrelevant and immaterial.

A. The Depositions <sup>by</sup> of the United States Taken on December 22, 1965 are Admissible Under Rule 26, F.R.C.P.

Rule 26(d) (2) states that "the deposition of . . . any one who at the time of taking the deposition was an officer, director, or managing agent of a public or private corporation . . . which is a party may be used by an adverse party for any purpose."

Each of the deponents holding the above-named offices in the Savannah-Chatham school system was a managing agent within the meaning of Rule 26 at the time of the taking of his deposition.

The federal courts have been liberal in their construction of the term "managing agent" as used in Rule 26(d) (2). In Rubin v. General Tire & Rubber Co., 18 F.R.D. 51 (S.D. N.Y. 1955), the court said:

The term 'managing agent' should not be given a restrictive interpretation. A managing agent is a person invested by the corporation with general powers to exercise his judgment and discretion in dealing with corporate matters; he should be a person who could be depended upon to carry out his employer's direction to give testimony at the demand of a person engaged in litigation with the employer, and he should be a person who can be expected to identify himself with the interests of the corporation rather than with those of the other parties.

The depositions of officers, directors or managing agents of governmental bodies, either federal or municipal, may be used as admissions against the governmental body, since federal corporations as well as municipal corporations "would seem to be embraced within the term 'public corporation.'"

<sup>4</sup> Moore, Federal Practice 26, 29. Several recent cases have in fact held employees of governmental bodies to be "managing agents" within the meaning of the rule. In Warren v. United States, 17 F.R.D. 389 (S.D. N.Y. 1955), naval officers in charge of a ship's gun turret were held to be managing agents of the United States. Similarly, the medical director of a Public Health Service Hospital has been held to be a managing agent of the government for purposes of Rule 26. Sutherland v. United States, 23 F.R.D. 247 (E.D. N.Y. 1958).

As directors and supervisors of large and significant facets of the operation of the district's schools, deponents are managing agents for the defendant Board of Education. These deponents are invested with general powers to exercise their discretion and judgment in dealing with the operation of the school system, and are persons of superior authority as far as the subject matter of the action is concerned. Warren v. United States, supra; Krausse v. Erie R. Co., 16 F.R.D. 126

(D.C. N.Y. 1954). The deponents' interests are easily identified with the interests of the school district and with that of the Board of Education. Independent Productions Corp. v. Loew's Inc., 24 F.R.D. 19 (D.C. N.Y. 1959).

The three deponents who are principals of schools in the Savannah-Chatham County School District possess considerable discretion in the conduct of the affairs of the schools under their supervision. Their position in the hierarchy of the county's educational system is comparable in every way to that of a corporation's departmental manager,<sup>7/</sup> a ship's captain or mate,<sup>8/</sup> or a hospital director,<sup>9/</sup> all of whom have been held to be managing agents.

This Court should permit the use of the depositions taken on December 22, 1965 by the United States under Rule 26(d) (2), F.R.C.P. Any existing doubt about whether all parties are in fact managing agents should be resolved in favor of the examining party, because the ultimate determination of whether the defendants shall be bound by their testimony will be made by this court. United States v. The Dorothy McAllister, 24 F.R.D. 316 (S.D. N.Y. 1959).

B. The Depositions <sup>by</sup> of the United States Taken on December 22, 1965 are Relevant and Material to this Case

Dr. Marshall, Superintendent of Schools testified, on December 29, 1965 at Brunswick that the Board will continue to operate, under the plan being objected to, in the same way

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<sup>7/</sup> Krauss v. Erie R. Co., 16 F.R.D. 126 (S.C. N.Y. 1954) (Manager of a chain department and a chief surgeon held to be managing agents.)

<sup>8/</sup> Shenker v. United States, 25 F.R.D. 96 (E.D. N.Y. 1960); (Captain of U.S. vessel); Klop v. United Fruit Co., 18 F.R.D. 310, (S.D. N.Y. 1955) (Second mate while in charge of vessel.)

<sup>9/</sup> Sutherland v. United States, 23 F.R.D. 247 (E.D. N.Y. 1958).



that it has been operating during the 1965-66 school year unless ordered otherwise by the court. The methods and procedures of operation in 1965 are therefore relevant to the question of how the proposed plan will operate in 1966 and all future years.

The deposition and attached exhibits are material insofar as they support the objections of the plaintiff-intervenor to the proposed plan. We intend to prove, through the testimony and exhibits that the method of assignment of students, notwithstanding provisions in the proposed plan to the contrary, is based upon the race of each student and will continue to be based on race, unless this court orders otherwise.

Respectfully Submitted

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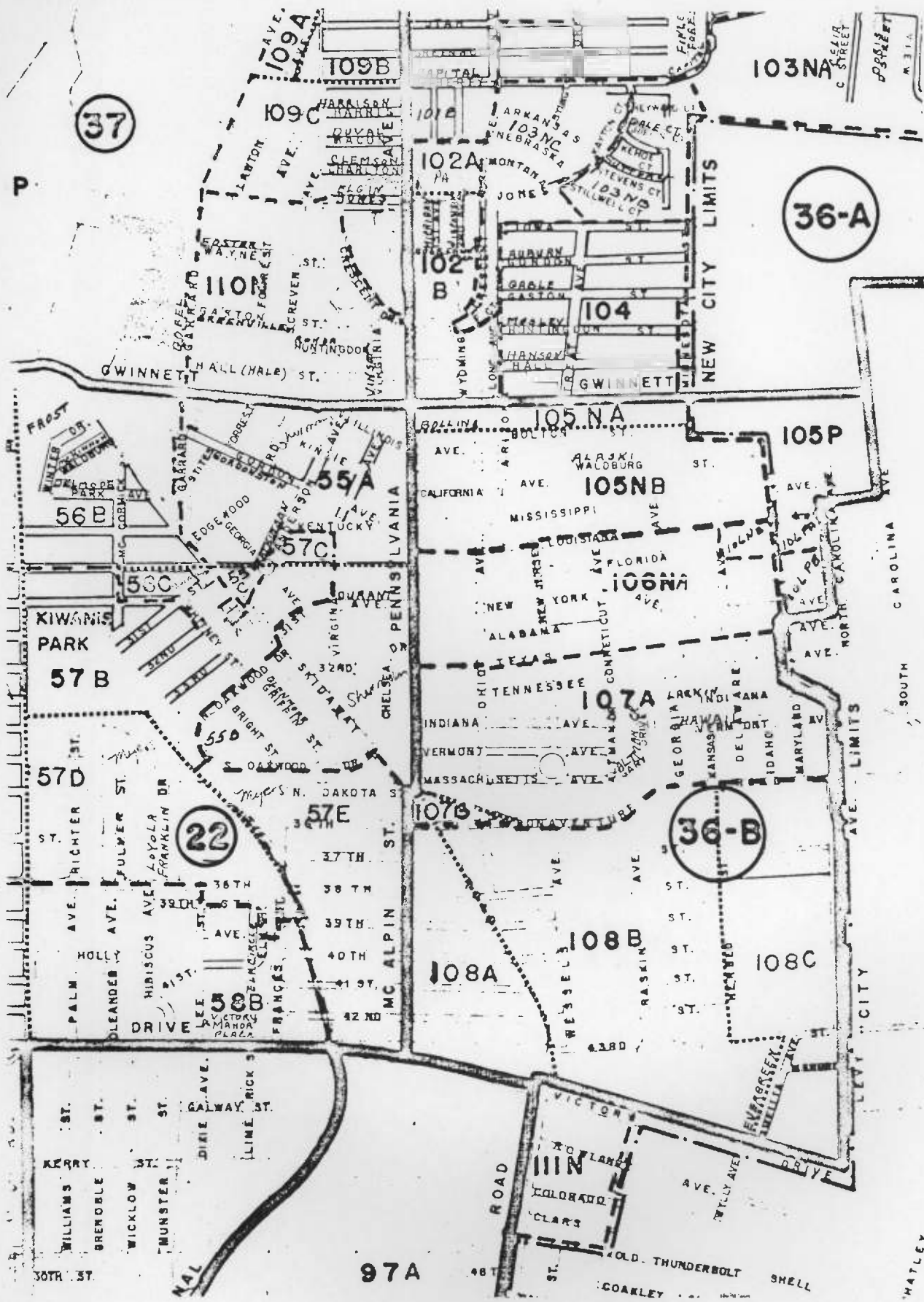
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APPENDIX A

### Student Census

In preparation for the 1965-66 school year, the Savannah-Chatham County Board of Education conducted a survey of the distribution of students by Census Tract and Enumeration District for each school and grade in the school system (Dep. Bargerón, p. 2).



Enumeration Districts

Chatham County and the City of Savannah have been divided, for purposes of the Federal Census, into areas known as Census Tracts (circled numbers). These areas have been sub-divided into smaller areas, Enumeration Districts (Dep. Barger, p. 5).

SAVANNAH AND CHATHAM COUNTY PUBLIC SCHOOLS

*Q/H 15  
12/22/65  
pcb*

MEMORANDUM

TO: Principals  
 FROM: Mrs. Saxon P. Bargeron, Director  
 Curriculum Development and Pupil Services  
 RE: Enrollment Forecast  
 DATE: January 2, 1965

Survey forms for reporting grades 1-12 are being issued all schools.

Complete copies one each of city and county districts are being issued to all-schools. In addition a sufficient number of pages which describe the enumeration districts in your school area are being given you so that each teacher may have the sheets needed for reporting her class. A total compilation should be made by each school.

On the last sheet of the total compilation report you will give a grand total by grades. This serves as a check on the total school population report which you give Mrs. Woods. The two should agree at all grade levels. In addition to the complete district report you are being given 2 or more compilation sheets. It will simplify our recording if you will fill in one of these sheets and return with your complete area report.

Use your enrollment as of January 12 as the basis for your report. Please be sure that the same number of students are recorded as are given on the monthly report sent to Mrs. Woods.

Please return all reports by January 27, 1965.

Elementary schools having mentally retarded or 6th grade enrichment classes are asked to report these groups separately from regular classes.

On the last page of the elementary report given the total in the regular classes, mentally retarded and 6th grade enrichment classes as in the following example:

GRADES:	1	2	3	4	5	6	Enr.	8	Total	Sp.Ed.	Grand Total
	80	75	70	65	70	37	30	427	12	439	

Jr. high schools report regular classes, 7-8 combinations, 8th grade Algebra and mentally retarded classes separately. Include Algebra 11 as regular 9th grade students. On the last page report as in example below:

GRADES:	7	8	7-8 Comb.	8th Alg. 1	9	Total	Sp.Ed.	Grand Total
	193	452	30	30	393	1098	15	1113

On January 2, 1965, a memorandum was forwarded to the principal of each school, giving instructions on how the survey was to be conducted (Dep. Bargeron p. 3; Ex. 15).

Senior high schools report present 10, 11, 12 and special education. Schools having Sp. Ed. classes will be given complete city and county descriptions for reporting these pupils.

*1965 71 and be used for this year. (and 1964)*

Maps are being issued in January, 1965. These maps have the old and new street names where these streets appear on the maps, however, there are streets with new names that are not on our maps. You are being given a copy of all the old and new names with the census tract and enumeration districts where they appear. It is suggested you keep this list of names in your file for future reference. These maps will enable teachers to locate, more easily, students out of the district. When a student lives on a street which divides areas, please refer to the written directions to determine in which one he should be reported.

Even numbers usually indicate the north side of a street, uneven numbers the south side of the street. On north-south streets even numbers are on the east, uneven on the west.

Special care is urged in reporting. Last year in one or two instances several pupils at one grade level only were reported as living in a given area, for example:

GRADES:	1	2	3	4	5	6	Total
E&4	0	0	0	0	10	0	10

A similar thing happened in the secondary schools. We urge those who are responsible for compiling these reports to double check on such unusual circumstances.

The following will be due on January 27, 1965.

1. One complete city area report (tabulation forms)
2. One complete county area report (tabulation forms)
3. One complete compilation sheet,



SAVANNAH-CHATHAM COUNTY PUBLIC SCHOOLS

TO: Principals SCHOOL: \_\_\_\_\_

FROM: Mrs. Saxon P. Bargeron DATE: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_

School Enrollment by Census Tracts and Enumeration Districts for 1965-66 Forecast.

CENSUS TRACTS AND ENUMERATION DISTRICTS WITHIN OLD CITY LIMITS

<u>CENSUS TRACT (1)</u>	<u>PRESENT GRADES</u>	<u>TOTAL Ed.</u>	<u>Sp.</u>
ED IN City limits on north to Springfield Canal; Springfield Canal to River St.; Middle of River St. to Fahm St.; Middle of Fahm St. to Bryan St.; Middle of Bryan to West Boundary; Middle of West Boundary to York; Middle of York to Lumber St.; Middle of Lumber St. to Zubly; Middle of Zubly to Fahm; Middle of Fahm to Hull; Middle of Hull to West Boundary; Middle of West Boundary to Louisville Road; Louisville Road, but not including anyone on Louisville Road, to East Lathrop Ave.; East Lathrop Ave.; but not including anyone on East Lathrop Ave., to Bay St.; Middle of Bay St. to city limits; City limits to Savannah River.			
ED IP North: Middle of Zubly East: Middle of Lumber South: Middle of York West: Middle of West Boundary (Pullen)			
ED 2 North: Middle of Bryan East: Middle of Fahm South: Middle of Zubly West: Middle of West Boundary (Pullen)			

In addition, each principal received a map showing Enumeration Districts (Dep. Bargeron, p. 3) and documents describing the boundaries of each Enumeration District (Dep. Bargeron, p. 3; Ex. 15).

SAVANNAH AND CHATHAM COUNTY PUBLIC SCHOOLS

SENIOR HIGH COMPIATION SHEET

- \*CT - CITY CENSUS
- CC - COUNTY CENSUS
- ED - ENUMERATION DISTRICT

SCHOOL: \_\_\_\_\_

PRINCIPAL: \_\_\_\_\_

DATE: \_\_\_\_\_

*CT OR CC	ED	GRADE			TOTAL	SP. ED.	GRAND TOTAL
		10	11	12			

Principals also receive blank forms, known as compilation sheets, upon which to record the number of students, then enrolled, for each Enumeration District by grade (Dep. Barger, p. 5; Ex. 15).

SAVANNAH AND CHATHAM COUNTY PUBLIC SCHOOLS

Junior High School Compilation Sheet

\*CT - City Census  
 CC - County Census  
 ED - Enumeration District

School: \_\_\_\_\_

Principal: \_\_\_\_\_

Date: \_\_\_\_\_

*CT or CC	ED	Grade		7-8 Comb.		Total	Sp. Ed.	Gra Tot
		7	Enr. 7					

SAVANNAH AND CHATHAM COUNTY PUBLIC SCHOOLS

Printed Jan 26, 1965

SENIOR HIGH COMPILATION SHEET

\*CT - CITY CENSUS  
 CC - COUNTY CENSUS  
 ED - ENUMERATION DISTRICT

SCHOOL: H.V. JENKINS  
 PRINCIPAL: J.A. REYNOLDS  
 DATE: JAN. 22, 1965

\* - Permission  
 \*\* - Moved  
 GRADE

*CT OR CC	ED	10	11	12	TOTAL	SP. Edi	GRAND TOTAL
CT 5	9	* 1			1 ✓		1 ✓
	10		* 1	** 1	2 ✓		2 ✓
	11		* 1		1 ✓		1 ✓
CT 20	50			* 1	1 ✓		1 ✓
CT 22	55A			* 1	1 ✓		1 ✓
	56A		* 1		1 ✓		1 ✓
	57D			* 1	1 ✓		1 ✓
CT 27	71	* 1			1 ✓		1 ✓
CT 29	77B	* 1			1 ✓		1 ✓

Forecasting Enrollment

By the end of January, 1965 the principals returned the completed compilation sheets to the Board of Education (Dep. Barger, p. 6, 16, 17; Exs. 16-18, 17-19).

JUNIOR HIGH

CT:  
CC:  
ED:

SCHOOLS	Enr. 7	7	8	9	Comb. 9	Alg. 2 9	Total	Sp. Ed.	TOTAL
ARNOLD									
BARTLETT									
CHATHAM									
MERCER									
MYERS									
SHUMAN									
WILDER									
TOTAL									
ADJ. TOTAL (B)									

SENIOR HIGH

CT:  
CC:  
ED:

SCHOOL	10	11	12	Total	Sp. Ed.	TOTAL
GROVES						
JENKINS						
SAVANNAH HIGH						
TOTAL						
ADJ. TOTAL (C)						

The data from principals' reports is then posted on cards which are filed in two boxes (Dep. Bargeron, p. 5,6,19; Exs. 20,21)--one box for white schools (Dep. Bargeron, p. 19; Ex. 20) and one box for Negro schools (Ex. 21).

ELEMENTARY

CT:  
CC:  
ED:

SCHOOL	1	2	3	4	5	6	7	Enr. 7	Total	Sp. Ed	TOTAL
TOTAL											
ADJ. TOTAL A)											

SECONDARY

CT:  
CC:  
ED:

SCHOOLS	7	8	9	Total	Sp. Ed.	Total	10	11	12	Total	Sp. Ed.	TOTAL	GRAND TOTAL
BEACH JR.													
BEACH SR.													
CUYLER JR.													
HUBERT JR.													
JOHNSON HIGH													
SCOTT JR.													
TOMPKINS HIGH													
TOTAL													
ADJ. TOTAL (D)													



SENIOR HIGH

CT: 35A  
 CC:  
 ED: 96PB

SCHOOL	10	11	12	Total	Sp. Ed.	TOTAL
GROVES						
JENKINS		15	21	36		36
SAVANNAH HIGH		1	1	2		2
Wilson	11			11		11

SENIOR HIGH

CT: 35A  
 CC:  
 ED: 96PA

SCHOOL	10	11	12	Total	Sp. Ed.	TOTAL
GROVES						
JENKINS						
SAVANNAH HIGH		10	4	14		14
Wilson	5			5		5

SENIOR HIGH

CT: 35A  
 CC:  
 ED: 96N/B

SCHOOL	10	11	12	Total	Sp. Ed.	TOTAL
GROVES						
JENKINS						
SAVANNAH HIGH		3	3	6		6

As the data was posted on the cards, the students reported by the principals to be in a particular grade were advanced one grade (Dep. Barger, p. 19, 20; Exs. 20, 21). Note, on this and the next page, that students in the circled Enumeration District are attending two sets of schools--this page white, next page, Negro.

SECONDARY

CT: 35A  
CC:  
ED: 96 PB

SCHOOLS	7	8	9	Total	Sp. Ed.	Total	10	11	12	Total	Sp. Ed.	TOTAL	TOTAL
BEACH JR.													
BEACH SR.													
CUYLER JR.													
HUBERT JR.													
JOHNSON HIGH		/		/		/	/	/		2		2	3
SCOTT JR.													

SECONDARY

CT: 35A  
CC:  
ED: 96 PA

SCHOOLS	7	8	9	Total	Sp. Ed.	Total	10	11	12	Total	Sp. Ed.	TOTAL	GRAND TOTAL
BEACH JR.													

SECONDARY

CT: 35A  
CC:  
ED: 96 NB

SCHOOLS	7	8	9	Total	Sp. Ed.	Total	10	11	12	Total	Sp. Ed.	TOTAL	GRAND TOTAL
BEACH JR.													

SECONDARY

CT: 35A  
CC:  
ED: 96 NB

SCHOOLS	7	8	9	Total	Sp. Ed.	Total	10	11	12	Total	Sp. Ed.	TOTAL	GRAND TOTAL
BEACH JR.													

SECONDARY

CT: 35A  
CC:  
ED: 95

SCHOOLS	7	8	9	Total	Sp. Ed.	Total	10	11	12	Total	Sp. Ed.	TOTAL	GRAND TOTAL
BEACH JR.													
BEACH SR.													
CUYLER JR.													

SAVANNAH AND CHATHAM COUNTY PUBLIC SCHOOLS

ELEMENTARY COMPILATION SHEET

*Actual enrollment 17*

\*CT - CITY CENSUS  
 CC - COUNTY CENSUS  
 ED - ENUMERATION DISTRICT

SCHOOL: February 1, 1965

PRINCIPAL: \_\_\_\_\_

DATE: 1/21

*CT OR CC	ED	GRADE						ENR. 6	7	TOTAL	SP. ED.	GRAND TOTAL
		1	2	3	4	5	6					
1	111											
	112											
	113											
2	114											
	115											
	116											
	117											
3	118											
	119											
	120											
	121											
	122											
	123											
	124											
	125											
	126											
	127											
	128											
	129											
	130											
	131											
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	169											
	170											
	171											
	172											
	173											
	174											
	175											
	176											
	177											
	178											
	179											
	180											

On February 1, 1965, the data on the cards in the box for white schools was totaled, by grade, and transposed to a master compilation sheet which showed by Enumeration District and grade, the actual enrollment of white schools, advanced one grade (Dep. Barger, pp. 6, 21, 22; Ex. 22).

SAVANNAH AND CHATHAM COUNTY PUBLIC SCHOOLS

ELEMENTARY COMPILATION SHEET

\*CT - CITY CENSUS  
 CC - COUNTY CENSUS  
 ED - ENUMERATION DISTRICT

SCHOOL: Central - Savannah, 19th

PRINCIPAL: \_\_\_\_\_

DATE: February 2, 1965

*CT OR CC	ED	GRADE						ENR. 6	7	TOTAL	SP. ED.	GRAND TOTAL
		1	2	3	4	5	6					
1	1N		33	20	13	50	17		19	131		131
	1P		10	2	3	1	1		1	18	1	19
	2		7	14	8	13	10		6	68	1	69
2	3N			4		2			2	8		8
	3P		23	11	14	13	16		10	89		89
	3R										1	1
	4N											
3	4P					1	1		1	3		3
	5						3		1	4		4
4	6											
	7						1		2	3		3
5	9		74	68	66	59	64		46	397	15	392
	10					2			1	3		3
	11		10	9	5	4	9		4	41		41
6	12		64	40	63	60	53		35	348	2	350
	13		25	17	24	18	24		24	132	9	141
	14HA		25	22	24	12	15		13	112	2	114
	14HB		12	14	11	12	15		12	77	1	78
	14P		17	23	11	15	16		11	99	2	101
	15		35	27	25	25	31		22	171	5	176
	16		82	92	61	62	47		33	377	7	384
17HA		10	11	9	11	10		9	60	2	62	

The same compilation for Negro schools was made on February 2, 1965 (Ex. 23).

Enrollment Adjusted on Corrected  
Percentage over previous year  
1964-65 (W)

4724  
12/22/65  
pub

Grade	1964-65	1963-64	1962-63	1961-62	1960-61	1959-60
0	101.7%	97.3%	99.1%	102.4%	93.7%	91.8%
1	1.1% decrease	2.7% decrease	9% decrease	7.4% decrease	16.3 decrease	8.2 decrease
2	137-227	56-92	168-278	221-33	210-15	19-30
3	228	93-139	274	334-47	316-21	31-42
4		130-166		48-60	42-27	44-54
5		119-203		61-74	52-33	55-67
6				75	73-39	68
7					40-46	7
8					47-52	8
9					53-58	9
10					59-64	10
11					65-70	11
12					71-76	12

Then, to reflect failures, dropouts and other shifts of student population, a "survival" formula, showing enrollment trends in each grade, was applied to the actual enrollment, advanced one grade compilation sheets for white students (Dep. Barger, pp. 22, 23; Ex. 24).



NO.

Enrollment Adjusted on Corrected  
Percentage over previous year  
1964-65 (N)LFF 25  
12/22/65  
7

1963-64	1964-65	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71
137-191	137-191	137-191	137-191	137-191	137-191	137-191	137-191
0 1-38	0 1-33	0 1-23	0 1-6	0 1-2	0 1-3	0	0
1 39-115	1 14-40	1 24-71	1 7-20	1 3-6	1 4-13	1	1
2 116-192	2 41-67	2 72-119	2 21-34	2 7-11	2 14-22	2	2
3 193-	3 69-94	3 120-166	3 35-48	3 12-15	3 23-30	3	3
4	4 121	4 167-	4 49-61	4 16-20	4 31-39	4	4
5	5 122-	5	5 62-	5 21-24	5 40-45	5	5
6				6 25-29	6 49-57	6	6
				7 30-33	7 58-66	7	7
				8 34-38	8 67-	8	8
				9 39-42	9	9	9
				10 43-46	10	10	10
				11 47-50	11	11	11
				12 51-54		12	12

A similar formula was applied to the compilation sheets showing actual enrollment, advanced one grade for Negro students. (Ex. 25)

SAVANNAH AND CHATHAM COUNTY PUBLIC SCHOOLS

ELEMENTARY COMPILATION SHEET

\*CT - CITY CENSUS  
 CC - COUNTY CENSUS  
 ED - ENUMERATION DISTRICT

SCHOOL: Central - 1st Grade

PRINCIPAL: \_\_\_\_\_

DATE: February 10, 1965

*CT OR CC	ED	GRADE							ENR. 6	7	TOTAL	SP. ED.	GRAND TOTAL
		1	2	3	4	5	6						
/	/N		33	20	13	20	17	6	18	131		131	
	/P		10	5	3	1	1	6	1	19	1	19	

Enrollment Adjusted on Corrected (N)  
 Percentage over previous year 1964-65

94% dec. over 1st grade	85.7%	98.1%	96.8%	97.1%	94%
1	2	3	4	5	.06
6% dec.	14.3% dec.	1.9% dec.	3.2% dec.	2.9% dec.	6% dec.

1-7	0	1-3	0	1-26	0	1-15	0	1-17	0	1-7	0
8-24	1	4-10	1	27-78	1	16-46	1	18-51	1	8-24	1
25-41	2	11-17	2	79-129	2	47-78	2	52-86	2	25-41	2

SAVANNAH AND CHATHAM COUNTY PUBLIC SCHOOLS

ELEMENTARY COMPILATION SHEET

\*CT - CITY CENSUS  
 CC - COUNTY CENSUS  
 ED - ENUMERATION DISTRICT

SCHOOL: Elementary

PRINCIPAL: \_\_\_\_\_

DATE: February 10, 1965

*CT OR CC	ED	GRADE							TOTAL	SP. ED.	GRAND TOTAL
		1	2	3	4	5	6	7			
/	/N	31	27	20	13	20	16	131	6		
	/P	9	6	3	2	1	1	25	6		

The composite photograph above demonstrates the operation of the "survival" formula. The table at the top of the page shows actual enrollment advanced one grade. The formula is in the center of the page and the adjusted enrollment with first grade added at the bottom (Ex. 25). The formula requires the number of sixth graders to be reduced by 6%, from 17 to 16, and the number of first graders to be reduced by 6%, from 33 to 31.



SAVANNAH AND CHATHAM COUNTY PUBLIC SCHOOLS

*Freeman White*  
*Principal*

ELEMENTARY COMPILATION SHEET

\*CT - CITY CENSUS  
CC - COUNTY CENSUS  
ED - ENUMERATION DISTRICT

SCHOOL: *Secretary*

PRINCIPAL: \_\_\_\_\_

DATE: *February 5, 1965*

*CT OR CC	ED	GRADE								ENR. 6	7	TOTAL	SP. ED.	GRAND TOTAL
		1	2	3	4	5	6							
	111													
	1P													
	2													
2	2N													
	3P													
	3R													
	411													
3	4P													
	15	6	6	1	4			2			19			
4	16			2	2	1					5			
	17	3	3	3	1	4		5			19			
5	9													
	110	19	18	23	22	26		14			132			
	111	3	3	2		3					11			
6	12													
	13													
	14NA													
	14NB													
	14P	5	5	4		3		2			19			
	15	2	2		1						5			
	16	1	1								2			

Exhibit 24 consists of a set of documents resulting from the application of the enrollment trend formula to students enrolled in white schools (Dep. Barger, p. 23).

SAVANNAH AND CHATHAM COUNTY PUBLIC SCHOOLS

*Elementary*  
*7/10/65*

ELEMENTARY COMPILATION SHEET

\*CT - CITY CENSUS  
CC - COUNTY CENSUS  
ED - ENUMERATION DISTRICT

SCHOOL: Elementary  
PRINCIPAL: \_\_\_\_\_  
DATE: February 10, 1965

*CT OR CC	ED	GRADE							TOTAL	SP. ED.	GRAND TOTAL
		1	2	3	4	5	6	7			
1	11/1	21	27	20	13	26	16		136	c	
	11/1	9	9	2	3	1	1		25	c	
	11/1	7	6	14	8	12	9		57	c	
2	11/1			4		2			6	c	
	11/1	21	19	11	15	13	15		94	c	
	11/1									c	
	11/1									c	
3	4P					1	1		2		
	5						3		3		
4	6										
	7						1		1		
5	9/1	67	62	67	64	57	60		377		
11/1	10/1	11	15	20	11	2	14		2		
	11/1	9	8	9	5	4	8		43		
6	12/1	57	51	69	61	55	50		349		
	13/1	23	20	17	23	17	23		123		
	14/1A	23	20	22	23	13	14		115		
	14/1B	11	9	14	11	13	14		71		
	14/1C			1					1		
	14/1D	16	14	23	11	15	15		94		
	15/1	33	34	26	27	27	28		170		
	16/1	77	69	90	59	60	40		299		
	17/1	9	1			1			11		

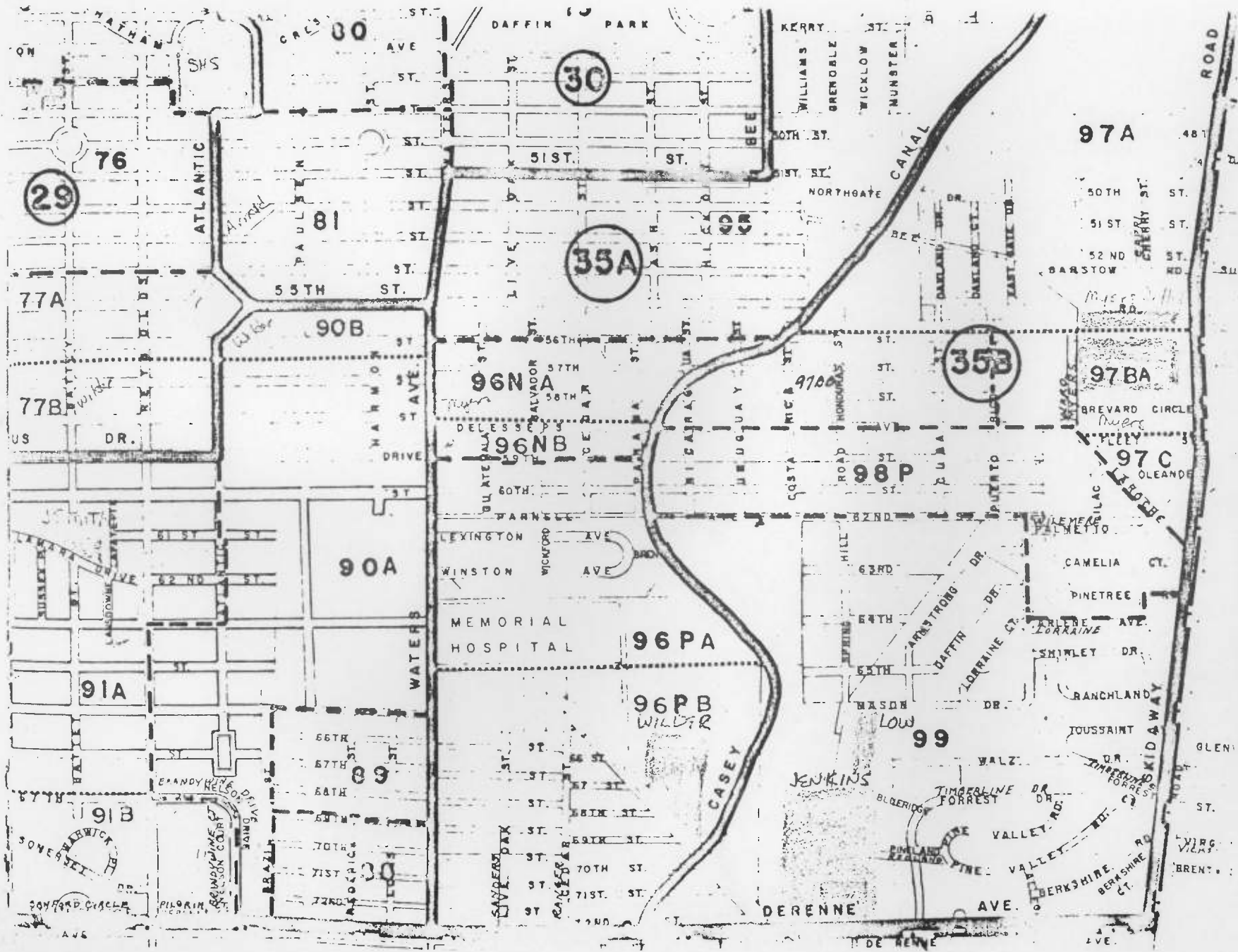
Exhibit 25 consists of a similar set of documents resulting from the application of the enrollment trend formula to students enrolled in Negro schools (Dep. Barger, p. 23).

### Making Assignments

In addition to the forecasted enrollment, shown in Exhibits 24 and 25, such factors as natural boundaries, proximity, capacity, school use, and continuity must be considered in establishing school districts.

#### 1. Natural Boundaries and Proximity

Proximity is the primary basis upon which Enumeration Districts are assigned to schools. However, assignment by proximity alone may result in causing students to cross natural barriers.



For example, the Casey Canal separates Enumeration District 96PB from the Low Elementary School. For that reason, white students residing in Enumeration District 96PB have been assigned to the Jacob Smith Elementary School, although it is further away. (See Ex. 27 for assignment of Enumeration District 96PB)

2. Capacity

Capacity is a variable which is dependent upon the number of classrooms in the school and the pupil-teacher ratio set by the Board of Education.

For the 1965-66 school year, the Savannah-Chatham County Board of Education computed capacity on the basis of a 32.5:1 pupil-teacher ratio for elementary schools and a 30:1 pupil-teacher ratio for secondary schools (Dep. Barger, p. 43). The Board is attempting to reduce the pupil-teacher ratio further to 30:1 for elementary schools and 25:1 for secondary schools (Dep. Barger, p. 43, 44).

Thus the capacity of a ten classroom school will vary according to the pupil-teacher ratio set by the Board:

<u>Ratio</u>	<u>Capacity</u>
26.8:1	268
30:1	300
32.5:1	325
35:1	350

### 3. School Use

The use to which a school is put is an important factor in the assignment of students.

For example, if an elementary school cannot conveniently accommodate grades one through six because of overcrowding, the school could be converted to serve only grades one through four. The fifth and sixth graders would then be assigned to another school. Thus pupils residing in Enumeration Districts assigned to Anderson Elementary attend grades one through four in that school (Ex. 28). Fifth and sixth graders residing in the same Enumeration Districts are assigned to the Henry Elementary school (Ex. 28).

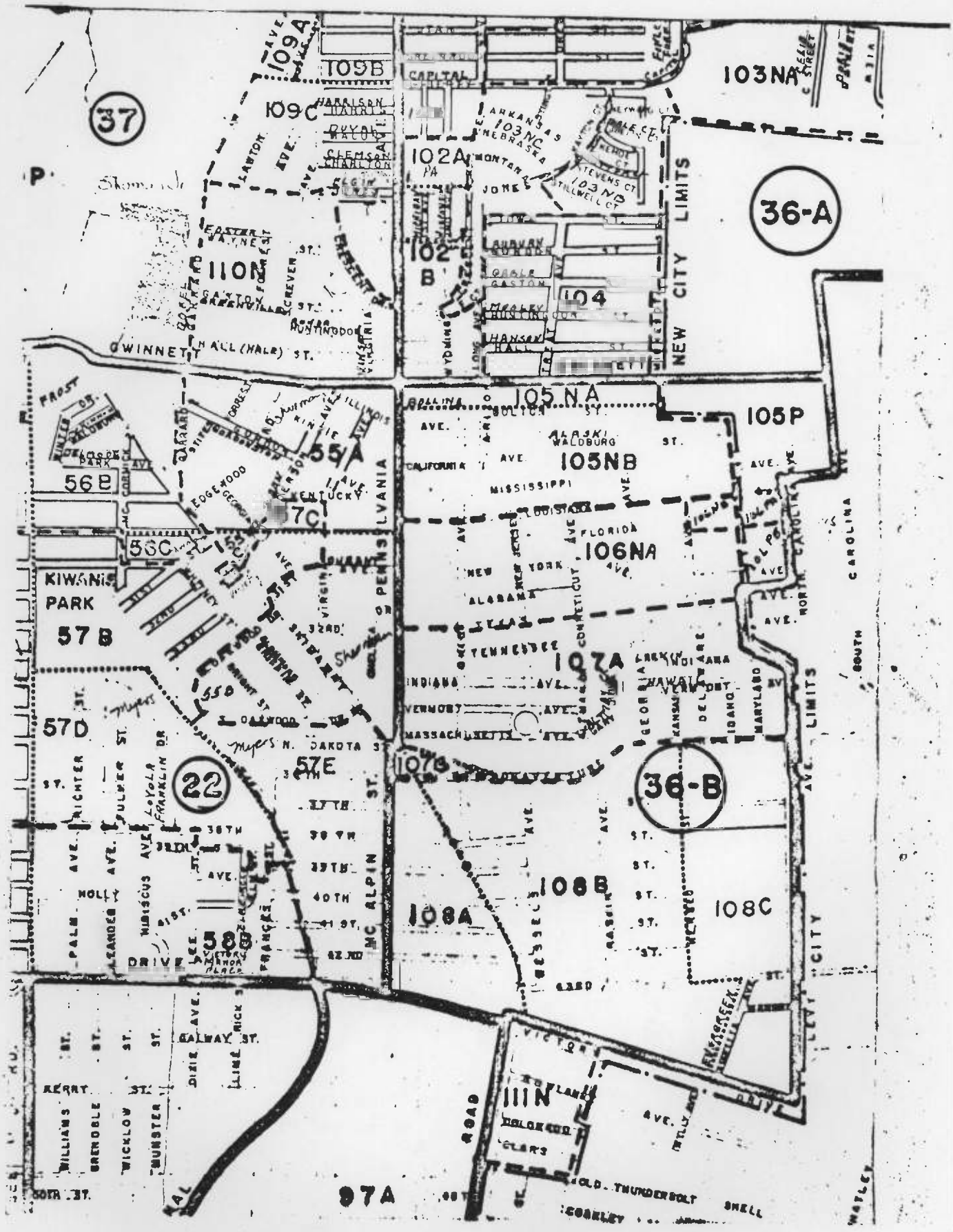
Similarly, Butler Elementary School receives fifth and sixth graders who have completed four grades at Barnard Elementary (Ex. 28).

4. Splitting of Enumeration Districts

Enumeration Districts can and have been split in instances, such as described in the preceding paragraph, where students in the same Enumeration District are assigned to different schools according to the grades they attend.

An Enumeration District can also be split geographically (Dep. Barger, pp. 56, 57, 58). That is, in order to conveniently meet the capacity limits of two schools which are located relatively close to one another, it is often necessary to create new Enumeration Districts by splitting existing ones into two or more parts.





For example, in Census Tract 36-B, Enumeration Districts were originally numbered 105, 106, 107, and 108. Enumeration District 105 has been split into 105NA, 105NB, and 105P. Enumeration District 106 has been split into 106NA, 106NB, 106PA and 106PB. Enumeration Districts 107 and 108 have been similarly split.

5. Continuity

In the assignment of Enumeration Districts to schools, care must be taken to prevent the uprooting of students from their classes and schools in the middle of a school level. That is, it is educationally undesirable to take a student from an elementary school which he has been attending for four years and assign him to a different school, thereby separating him from familiar surroundings and from his friends.

Nevertheless, because of the limitations of capacity, proximity and natural boundaries, the uprooting of a student in the middle of a school level is often unavoidable. The following tables demonstrate changes made in the assignment of Enumeration Districts from the 1964-65 school year to the 1965-66 school year (Exs. 3, 4, 29, 30) and presently planned changes for the 1966-67 school year which necessarily result in the uprooting of students (Exs. 27, 28).

CHANGED STUDENT ASSIGNMENTS WITHIN SCHOOL LEVEL\*

From Gould Elementary School To Jacob Smith Elementary School

<u>Enumeration District</u>	<u>1st Grade</u>	<u>2nd Grade</u>	<u>3rd Grade</u>	<u>4th Grade</u>	<u>5th Grade</u>
16NA	1	0	0	0	1
16NB	0	0	0	0	0
16NC	0	0	0	0	0
16P	13	7	12	6	6
17NA	1	1	2	0	1
17NB	5	3	5	3	3
15N	2	8	1	3	3
15P	<u>2</u>	<u>2</u>	<u>2</u>	<u>1</u>	<u>2</u>
Sub Totals	24	21	22	13	16
Total: 96					

From Howard Elementary School To Tybee Elementary School

<u>Enumeration District</u>	<u>1st Grade</u>	<u>2nd Grade</u>	<u>3rd Grade</u>	<u>4th Grade</u>	<u>5th Grade</u>
31PA	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>
Sub Totals	1	0	0	1	0
Total: 2					

\* This table was derived from a comparison of the 1965-66 boundaries for schools, (Exs. 3, 4) with the 1964-65 boundaries for schools, (Exs. 29, 30).

CHANGED STUDENT ASSIGNMENTS WITHIN SCHOOL LEVEL\*

From East Broad Elementary School To Spencer Elementary School

<u>Enumeration District</u>	<u>1st Grade</u>	<u>2nd Grade</u>	<u>3rd Grade</u>	<u>4th Grade</u>	<u>5th Grade</u>
9*	--	--	--	--	--
10	0	0	0	2	0
11	<u>10</u>	<u>9</u>	<u>5</u>	<u>4</u>	<u>9</u>
Sub Totals	10	9	5	6	9
Total: 39					

From Hubert Elementary School To Spencer Elementary School

<u>Enumeration District</u>	<u>1st Grade</u>	<u>2nd Grade</u>	<u>3rd Grade</u>	<u>4th Grade</u>	<u>5th Grade</u>
53*	--	--	--	--	--

From Wilder Junior High School To Bartlett Junior High School

<u>Enumeration District</u>	<u>7th Grade</u>	<u>8th Grade</u>
34A	1	1
34BA	0	1
34BB	0	3
34CA	17	10
35N	10	10
7A	0	0
7B	<u>6</u>	<u>6</u>
Sub Totals	34	31
Total: 65		

\* The boundaries cut through a portion of this Enumeration District. Student Population of the area cannot be ascertained as population is reported for an entire Enumeration District.

CHANGED STUDENT ASSIGNMENTS WITHIN SCHOOL LEVEL\*

From Beach Junior High School to Cuyler Junior High School

<u>Enumeration District</u>	<u>7th Grade</u>	<u>8th Grade</u>
59N	11	10
59P	<u>8</u>	<u>9</u>
Sub Totals	19	19
Total: 38		
Grand Total*	240	

\* There may be additional uprooting due to the boundary changes between Bloomingdale Elementary School and Pooler Elementary School; however, the exact changes could not be accurately ascertained with the maps available to the plaintiff-intervenor.

PROPOSED STUDENT ASSIGNMENT CHANGES WITHIN SCHOOL LEVEL\*

<u>Enumeration District</u>	<u>Myers Jr. High School</u>	<u>Savannah High School</u>	
	<u>7th Grade</u>	<u>8th Grade</u>	<u>9th Grade</u>
30	13	22	16
31	9	0	0
31PA	1	2	0
31PB	7	13	7
32	47	35	33
33	9	7	8
	<u>TOTAL</u>	<u>86</u>	

<u>Enumeration District</u>	<u>Chatham Jr. High School</u>	<u>Savannah High School</u>	
	<u>7th Grade</u>	<u>8th Grade</u>	<u>9th Grade</u>
119-120S	42	31	25
116BB	16	14	15
121A	5	4	5
	<u>TOTAL</u>	<u>63</u>	

\* These tables are derived from Exhibits Nos. 27 and 28. They show the changes in student assignment presently planned for the 1966-67 school year and subsequent years. For example the students listed in the blocked 7th grade column of the "Junior High White" are presently assigned to Myers Junior High but are planned to be assigned to Savannah High in September 1966. Student population figures were derived from Exhibit Nos. 20 and 21.

PROPOSED SCHOOL ASSIGNMENT CHANGES WITHIN SCHOOL LEVEL

Enumeration District

Anderson Elementary School

Henry Elementary School

	<u>2nd Grade</u>	<u>3rd Grade</u>	<u>4th Grade</u>	<u>5th Grade</u>	<u>6th Grade</u>
39A	25	37	22	19	18
46AA	21	19	19	13	15
46BA	14	8	9	7	4
47A	5	4	5	3	8
47B	2	6	2	0	2
49B	6	4	4	7	110
49D	5	1	0	1	1
TOTAL	<u>5</u>	<u>1</u>	<u>0</u>	<u>1</u>	<u>1</u>
			61		

Enumeration District

Scott Jr. High School

Tompkins High School

	<u>7th Grade</u>	<u>8th Grade</u>	<u>9th Grade</u>
12	38	27	37
13	24	27	16
14NA	13	16	14
14NB	13	12	8
14P	17	16	26
15	23	25	24

A-26-c



PROPOSED SCHOOL ASSIGNMENT CHANGES WITHIN SCHOOL LEVEL

<u>Enumeration District</u>	<u>Scott Jr. High School</u>		<u>Tompkins High School</u>	
	<u>7th Grade</u>		<u>8th Grade</u>	<u>9th Grade</u>
16	33		58	59
82A	9		4	3
82B	1		1	1
83N	10		11	16
83P	3		3	4
	<hr/>		<hr/>	
	TOTAL	184		

	<u>Scott Jr. High School</u>		<u>Tompkins High School</u>
	<u>7th Grade</u>	<u>8th Grade</u>	<u>9th Grade</u>
17NA	11	4	10
	<hr/>		<hr/>
	TOTAL	4	

A-26-f

PROPOSED SCHOOL ASSIGNMENT CHANGES WITHIN SCHOOL LEVEL

<u>Enumeration District</u>	<u>Cuyler Jr. High School</u>		<u>Beach High School</u>
	<u>7th Grade</u>	<u>8th Grade</u>	<u>9th Grade</u>
42B	5	11	6
42C	12	6	4
43A	4	7	6
43B	10	7	4
44A	1	15	14
44B	23	7	2
45A	0	7	9
45B	8	8	2
TOTAL	<u>8</u>	<u>68</u>	<u>2</u>

A-26-g

PROPOSED SCHOOL ASSIGNMENT CHANGES WITHIN SCHOOL LEVEL

<u>Enumeration District</u>	<u>Cuyler Jr. High School</u>	<u>Scott Jr. High School</u>	
	<u>7th Grade</u>	<u>8th Grade</u>	<u>9th Grade</u>
84	35	43	45
85	41	26	22
TOTAL	<u>76</u>	<u>69</u>	<u>67</u>

<u>Enumeration District</u>	<u>Beach Jr. High School</u>		<u>Beach High School</u>
	<u>7th Grade</u>	<u>8th Grade</u>	<u>9th Grade</u>
121A	22	11	19
121B	2	2	1
18N	15	20	6
TOTAL	<u>39</u>	<u>33</u>	<u>26</u>

GRAND TOTAL 575

A-26-h

Mrs Jenkins - 7th grade formerly scheduled for Arnold will attend Ellis

SAVANNAH AND CHATHAM COUNTY PUBLIC SCHOOLS

ELEMENTARY COMPILATION SHEET

\*CT - CITY CENSUS  
 CC - COUNTY CENSUS  
 ED - ENUMERATION DISTRICT

SCHOOL: Smith  
 PRINCIPAL: Mrs. Rose Marie Jenkins  
 DATE: March 5, 1965

*CT OR CC	ED	GRADE							ENR. 6	7	TOTAL	SP. ED.	GRAND TOTAL
		1	2	3	4	5	6						
28	74C	5	5	5	2	5	3		(6)	25	7th	Ellis	
2	77C	6	6	7	9	7	3			48			
	78B								(1)		7th	Ellis	
34	88												
	89	2	2	3	2	4	1			4			
	90A	7	7	5	8	10	9			56			
	91A	10	10	10	10	10	10			60			
	91B	28	27	27	25	15	1			23			
	92	2	12	1	8	2	9			7			
	93A	5	5	2	5	7	5			36			
	94CB		1							4			
35A	96NA	4	3	11	2	7	11			58			
	96NB	3	3	6	3	2	2			9			
	96PA	9	9	3	1	3	6			34			
	96PB	21	20	17	10	11	8			87			
05	96N	2	2	0		3	3			9			
	95P	2	2	2	2		2			11			
	16NA	1	1				1			3			
	17NA		1		2					6			
	17NB	5	5	3	5	3	3			24			

By March 16, 1965, all Enumeration Districts had been assigned to both the Negro and white schools.

As the circled example shows, the same Enumeration Districts were assigned to two sets of schools. White students residing in Enumeration District 96PB were assigned to Smith Elementary, Wilder Junior High and Jenkins High. Negroes living in the same place were assigned to Spencer Elementary and Johnson Secondary.

SAVANNAH AND CHATHAM COUNTY PUBLIC SCHOOLS

JUNIOR HIGH SCHOOL COMPILATION SHEET

FORECAST  
Wilder

SCHOOL: \_\_\_\_\_

PRINCIPAL: Mr. George Ball

DATE: March 12, 1965

CT - CITY CENSUS  
CC - COUNTY CENSUS  
ED - ENUMERATION DISTRICT

CT OR CC	ED	GRADE					9TH COMB.	ALG. 2	TOTAL	SP. ED.	GRAND TOTAL
		7	ENR. 7	8	9						
22	56B					1 +		1			
	57D					1		1			
29	77B	5		7	5			17			
34	88	1						1			
	89	4		4				8			
	90A	15		14	17	1		47			
	91A	24		18	27	2		71			
	91B	11		13	7			31			
	92	17		9	9	1		36			
	93A	9		8	8	2		27			
	93B	22		18	20			60			
	94A	4		5	1			10			
	94B	11		6	5			22			
35A	95					1		1			
	96NB	2		2	2			6			
	96PA	7		9	6			22			
	96PB	13		11	11			35			
35B	98P					1		1			
	99					1		1			

SAVANNAH AND CHATHAM COUNTY PUBLIC SCHOOLS

SENIOR HIGH COMPILATION SHEET

\*CT - CITY CENSUS  
 CC - COUNTY CENSUS  
 ED - ENUMERATION DISTRICT

SCHOOL: JENKINS  
 PRINCIPAL: Mr. James Reynolds  
 DATE: March 16, 1965

*CT OR CC	ED	GRADE			TOTAL	SP. ED.	GRAND TOTAL
		10	11	12			
35A	96PB	12	13	20	45		
35B	97A	14	14	12	40		
	97BA	6		1	7		
	97BB	14	17	12	43		
	97C	1	2	1	4		
	98P	24	18	17	59		
	99	63	39	64	166		
36B	108A	5	5	1	11		
	108B	23	13	29	70		
	108C	16	1	1	18		
38	111N	2			2		
	111PA	31	24	21	76		
	111PB	20	11	10	41		
39	112A	13	8	10	31		
	112B	11	4	4	20		

SAVANNAH AND CHATHAM COUNTY PUBLIC SCHOOLS

ELEMENTARY COMPILATION SHEET

\*CT - CITY CENSUS  
 CC - COUNTY CENSUS  
 ED - ENUMERATION DISTRICT

SCHOOL: SPENCER

PRINCIPAL: \_\_\_\_\_

DATE: March 1, 1965

CT OR CC	ED	GRADE							ENR. 6	7	TOTAL	SP. ED.	GRAND TOTAL
		1	2	3	4	5	6						
35A	960P												
	960P												
	960A				1						1		
	960P			1	2	1					4		
36A	100N												
	100P												
	101A												
	101P												
	102A												
	102P												
	103A												
	103NP												
	103NC												
	103P												
36A	104	13	12	22	18	16	17			98			
36P	105NA	3	3		2					8			
	105NT	1	1	3	1	2	6			14			
	105P												
	106NA												
	106NI												



SAVANNAH AND CHATHAM COUNTY PUBLIC SCHOOLS

SECONDARY COMPILATION SHEET

\*CT - City Census  
 CC - County Census  
 ED - Enumeration District

School: JOHNSON

Principal: March 15, 1965

Date: \_\_\_\_\_

*CT or CC	ED	GRADES						Total	Sp. Ed.	Grand Total
		7	8	9	10	11	12			
35A	95	2	1			1		4		
	96NA									
	96NF									
	96PA	2	1					3		
	96PF	2			1	1		4		
35B	97A									
	97FA									
	97FB									
	97C									
	98P									
	99									
36A	100N									
	100P									
	101A									
	101E									
	102A									

CL # 3  
12/24/65  
yeb

SAVANNAH AND CHATHAM COUNTY PUBLIC SCHOOLS

BOUNDARY LINES

SCHOOL YEAR 1965-66

GRADES 10 - 11 - 12

BEACH SR. HIGH

7.

Will serve the area bound by the Savannah River from the extension of East Lathrop Ave. to Price St.; Middle of Price to Victory Drive; Middle of Victory Drive to Bull St.; Middle of Bull St. to DeRenne Ave.; Middle of DeRenne Ave. to the northern boundary of Hunter Field; Northern boundary of Hunter Field to ACL RR.; ACL RR. to Staley Ave.; Staley Ave., but not including anyone on Staley, to ACL Boulevard; ACL Boulevard, but not including anyone on ACL Boulevard, to 52nd St. Extended; 52nd St. Extended, but not including anyone on 52nd St. Extended, to Ogeechee Road; Ogeechee Road, but not including anyone on Ogeechee Road, to SAL RR.; SAL RR. to Blun Ave.; Blun Ave., but not including anyone on Blun, and an extension to Springfield Canal; Springfield Canal to Louisville Road; Louisville Road, but not including anyone on Louisville Road, to East Lathrop Ave.; East Lathrop Ave., but not including anyone on East Lathrop Ave., to Savannah River.

GROVES HIGH

Will serve the area bound on the north by the Savannah River from the county line on the west to the Wilmington River; Wilmington River to the Causton Bluff Road; Causton Bluff Road to an extension of "C" St. (Celia); Extension of "C" St. (Celia) to Greenwood Ave. (Gregory); Middle of Greenwood Ave. (Gregory) to Liberty St. (Capital); Middle of Liberty St. (Capital) and extension to Springfield Canal; Springfield Canal to city limits; City limits to ACL RR; ACL RR to Forest River; Forest River to Grove River; Grove River to Rock Fish Creek; Rock Fish Creek to Ogeechee River; Ogeechee River to the western county line; Western county line to the Savannah River.

1

The assignment of Enumeration Districts was then described in two ways. First, the boundary lines of the area assigned to each school were described. (Exs. 3, 4)

ELEMENTARY SCHOOLS

GRADES 1 - 6

Lf #4  
12/22/65  
yeb

ANDERSON

Will serve the area bound by the middle of Gwinnett St. from Abercorn St. to Price St.; Middle of Price St. to Bolton St.; Middle of Bolton St. to East Broad St.; Middle of East Broad St. to Gwinnett St.; Middle of Gwinnett St. to ACL RR.; ACL RR. to 34th St.; Middle of 34th St. to Bull St.; Middle of Bull St. to Anderson St.; Middle of Anderson St. to Abercorn; Middle of Abercorn St. to Gwinnett St.

Grades 5 and 6 in this district will attend Henry

BARNARD

Will serve the area bound by the Savannah River from the extension of East Lathrop Ave. to Bull St.; Middle of Bull St. to Gaston; Middle of Gaston St. to West Boundary; Middle of West Boundary to Louisville Road; Louisville Road, but not including anyone on Louisville Road, to East Lathrop Ave.; East Lathrop, but not including anyone on East Lathrop, and extension to Savannah River.

Grades 5 and 6 in this district will attend Butler

BARTOW

Will serve the area bound by the Savannah River from an extension of West Lathrop Ave. to an extension of Carolan St.; Middle of Carolan St. to Bay St.; Middle of Bay St. to Hudson Ave.; Middle of Hudson Ave. to McIntire St.; Middle of McIntire St. to Augusta Ave.; Middle of Augusta Ave. to Louisville Road; Louisville Road, but not including anyone on Louisville Road to SAL RR.; SAL RR. to city limits; City limits to West Lathrop Ave.; West Lathrop Ave., both sides, and extension to Savannah River.

BLOOMINGDALE

Will serve the area bound by the Pipe Makers Canal from Effingham county line to an extension of Jackson Ave. (Mesa); Jackson Ave. (Mesa), but not including anyone on Jackson Ave. (Mesa), to the Pine Barren Road at the Little Ogeechee River; Pine Barren Road, both sides, to Bryan county line; Bryan county line to the Effingham county line; Effingham county line to the Pipe Makers Canal.

Bloomingtondale will also serve Georgia Highway 204 from the Pine Barren Road to a distance of 1 1/2 miles.

XERO COPY

XERO COPY

XERO COPY

Ex. # 27  
12/22/65  
pck

SAVANNAH AND CHATHAM COUNTY PUBLIC SCHOOLS  
CENSUS TRACTS AND ENUMERATION DISTRICTS ASSIGNED TO SCHOOLS

APRIL 1, 1965

CT or CC	ED	GRADES				Exceptio:
		1-6	7	8-9	10-11-12	
1	1N	Massie	Chatham	Chatham	Groves	
	1P	Massie	Chatham	Chatham	Groves	
	2	Massie	Chatham	Chatham	Groves	
2	3N	Massie	Chatham	Chatham	Groves	
	3P	Massie	Chatham	Chatham	Groves	
	3R	Massie	Chatham	Chatham	Groves	
	4N	Massie	Chatham	Chatham	Groves	
3	4P	Massie	Chatham	Chatham	Groves	
	5	Massie	Chatham	Chatham	Groves	
4	6	Massie	Chatham	Chatham	Groves	
	7	Massie	Chatham	Chatham	Groves	
5	9	Howard	Chatham	Chatham	Groves	
	10	Howard	Chatham	Chatham	Groves	
	11	Massie	Chatham	Chatham	Groves	
6	12	Pt. Wentworth	Chatham	Chatham	Groves	
	13	Pt. Wentworth	Chatham	Chatham	Groves	
	14NA	Pt. Wentworth		Chatham	Groves	
	14NB	Pt. Wentworth		Chatham	Groves	
	14P	Pt. Wentworth		Chatham	Groves	

By April 1, 1965, lists were drawn showing the schools to which the Census Tracts and Enumeration Districts were assigned. The two lists reflect white assignments (Ex. 27) and Negro assignments. (Ex. 28)

*J.H. 28*  
*12/2/65*  
*pc*

SAVANNAH AND CHATHAM COUNTY PUBLIC SCHOOLS  
 CENSUS TRACTS AND ENUMERATION DISTRICTS ASSIGNED TO SCHOOLS

APRIL 1, 1965

CT or CC	ED	GRADES				
		1 - 6	7	8	9	10-11-12
1	1N	Barnard (1-4) Butler (5-6)	Cuyler	Cuyler	Cuyler	Beach Sr.
	1P	Barnard (1-4) Butler (5-6)	Cuyler	Cuyler	Cuyler	Beach Sr.
	2	Barnard (1-4) Butler (5-6)	Cuyler	Cuyler	Cuyler	Beach Sr.
2	3N	Barnard (1-4) Butler (5-6)	Cuyler	Cuyler	Cuyler	Beach Sr.
	3P	Barnard (1-4) Butler (5-6)	Cuyler	Cuyler	Cuyler	Beach Sr.
	3R	Barnard (1-4) Butler (5-6)	Cuyler	Cuyler	Cuyler	Beach Sr.
	4N	Barnard (1-4) Butler (5-6)	Cuyler	Cuyler	Cuyler	Beach Sr.
3	4P	Barnard (1-4) Butler (5-6)	Hubert	Hubert	Hubert	Beach Sr.
	5	Barnard (1-4) Butler (5-6)			Hubert	Beach Sr.

East B-

Ex #37-12/22/65  
42547

Forecast 1965-66. Adjusted - June 29, 1965

Schools	Forecast	Actual	Change	30:1	32:5:1	7	8	9	10	11	12	Total	Sp. 14	Sp. 15
Proctor	42	42		1260					522	396	347	1255		-5
Jordan	56	56	-8	1680					777	573	581	1921		+251
Franklin	58	16	-9	86126.8			320	282	780	662	578	2580		+294
Cornell Acad.	41	35	6	1050			22	142	145	58	57	424		?
Barthol	31	31	-4	930		415	326	308				1049		+119
Stanton	27	21	+7	810		240	212	154				606		-204
Finney	31	31		930		327	307	311				945		+15
Dyer	37	37		1110		454	351	302				1109		-1
Shuman	23	23		690		287	198	195				680		-10
Waller	37	37	+2	1110		388	343	339				1070		+40
<b>Total</b>	<b>411</b>	<b>399</b>	<b>7*+6</b>	<b>11874</b>		<b>2113</b>	<b>2079</b>	<b>2039</b>	<b>2154</b>	<b>1679</b>	<b>1563</b>	<b>11657</b>	<b>150</b>	<b>11807</b>
				32:5:1	1	2	3	4	5	6	7	Total		
Bloomington	8	8	-1	260	55	53	48	43	47	42		258		+28
Allen	23	23		748	100	98	109	108	124	102	90	731		-17
Frank	20	20	-4	650	134	134	139	149	112	98		768		+118
Heard	20	18	2	585	85	84	100	106	104	117		596		+11
Hertz	20	20		650	139	134	97	92	87	88		637		-13
Hess	16	16	-3	520	123	122	112	99	92	92		641		+121
Howard	14	14	-1	455	79	77	82	87	88	69		482		+27
Isl. of Hope	22	21	1-1	683	123	119	120	118	135	114		709		+46
Low	26	26	-1	845	131	128	133	176	158	140		866		+21
Mann	7	6	1	195	52	50	35	33	24	26		220		+25
Memphis	17	16	1-1	520	108	107	105	85	77	83		565		+45
Parler	12	12		390	64	63	79	63	62	61		392		+2
St. Westward	19	18	1	585	101	99	95	98	98	84		575		-10
Pulaski	23	22	1	715	130	126	131	114	111	106		718		+3
Raley	25	23	2	748	142	141	106	109	108	111	55	772		+24
J. Small	23	22	1	715	129	127	145	116	109	96		722		+7
Spangue	22	22	+2	715	119	110	127	119	112	111		696		-19
Strong	10	10	-1	325	62	61	64	58	54	57		356		+31
Thurgood	14	12	1	390	58	58	51	46	62	51	61	387		-3
Thunderbolt	20	20	-1	650	103	101	110	109	97	97		618		-32
Tyler	6	6	+3	195	19	18	21	17	17	12		104		-91
White Bluff	28	28		910	177	174	138	154	134	125		902		-8
Whitney	26	22	4	715	131	128	132	124	121	88		724		+9
Waller	30	30		975	178	171	184	168	166	116		983		+8
<b>Total</b>	<b>451</b>	<b>435</b>	<b>17-10</b>	<b>14139</b>	<b>2544</b>	<b>2454</b>	<b>2463</b>	<b>2289</b>	<b>2200</b>	<b>2086</b>	<b>206</b>	<b>14472</b>	<b>150</b>	<b>14622</b>
* 1 Room for blind class at 37th + 2 Vacant rooms at Dyer and Spangue - not practical Adjusted Forecast 42547														

At the end of June, 1965, Board of Education employees responsible for assignment and forecasting, transposed data which they received concerning failures, promotions, dropouts, and desegregation transfers to an adjusted forecast. (Dep. Barger, pp. 41, 42; Ex. 37)

APPENDIX B



2nd District High District, which  
Johnson District - colored

Area 3 - Johnson, Jenkins

RECEIVED

SAYANNAH AND CHATHAM COUNTY PUBLIC SCHOOLS

MAY 17 1965

REQUEST FOR PUPIL TRANSFER

SCHOOL YEAR 1965-66

*J. J. Co.*

Date May 3, 1965

Name of Pupil Yohie Jean Walker

Home Address of Pupil 1647 East 32<sup>nd</sup> Street

Grade for Which Applying Tenth Grade (10<sup>th</sup>)

School From Which Transfer is Desired Sel. Co. Johnson High School

School in Attendance Area (Shown on Back) to Which Transfer is Requested: Johnson High School

Second Choice if School Out of Attendance Area Is Desired Savannah High School

Reasons For Request for Transfer My reason for transferring is because I'll have better opportunity and a better career in the future. It will encourage you more and learn more in the future.

M. Faith Walker  
Signature of Parent or Guardian

1647 East 32<sup>nd</sup> Street  
Address of Parent or Guardian

Ad 2-0903  
Telephone

APPENDIX C

4 # 27  
12/22/65  
pct

SAVANNAH AND CHATHAM COUNTY PUBLIC SCHOOLS  
CENSUS TRACTS AND ENUMERATION DISTRICTS ASSIGNED TO SCHOOLS

APRIL 1, 1965

CT or CC	ED	GRADES				Exceptio:
		1-6	7	8-9	10-11-12	
1	1N	Massie	Chatham	Chatham	Groves	
	1P	Massie	Chatham	Chatham	Groves	
	2	Massie	Chatham	Chatham	Groves	
2	3N	Massie	Chatham	Chatham	Groves	
	3P	Massie	Chatham	Chatham	Groves	
	3R	Massie	Chatham	Chatham	Groves	
	4N	Massie	Chatham	Chatham	Groves	
3	4P	Massie	Chatham	Chatham	Groves	
	5	Massie	Chatham	Chatham	Groves	
4	6	Massie	Chatham	Chatham	Groves	
	7	Massie	Chatham	Chatham	Groves	
5	9	Howard	Chatham	Chatham	Groves	
	10	Howard	Chatham	Chatham	Groves	
	11	Massie	Chatham	Chatham	Groves	
6	12	Pt. Wentworth	Chatham	Chatham	Groves	
	13	Pt. Wentworth	Chatham	Chatham	Groves	
	14NA	Pt. Wentworth	Chatham	Chatham	Groves	
	14NB	Pt. Wentworth	Chatham	Chatham	Groves	
	14P	Pt. Wentworth	Mercer	Mercer	Groves	
	15	Pt. Wentworth	Chatham	Chatham	Groves	
	16	Pt. Wentworth	Chatham	Chatham	Groves	
	17NA	Massie	Chatham	Chatham	Groves	
	17NBA	Massie	Chatham	Chatham	S. H. S.	
	17NBB	Massie	Chatham	Chatham	S. H. S.	
17P	Massie	Chatham	Chatham	Groves		
7	18-19	Massie	Chatham	Chatham	S. H. S.	
	20	Massie	Chatham	Chatham	S. H. S.	
8	21	Massie	Chatham	Chatham	S. H. S.	
	22	Massie	Chatham	Chatham	S. H. S.	
9	23	Massie	Chatham	Chatham	S. H. S.	
	24	Massie	Chatham	Chatham	S. H. S.	
10	25	Massie	Chatham	Chatham	S. H. S.	
	26	Massie	Chatham	Chatham	S. H. S.	
	27N	Riley	Chatham	Chatham	S. H. S.	
	27PA	Massie	Chatham	Chatham	S. H. S.	
	27PB	Massie	Chatham	Chatham	S. H. S.	
	27RA	Riley	Chatham	Chatham	S. H. S.	
	27RB	Riley	Chatham	Chatham	S. H. S.	
11	28	Riley	Chatham	Chatham	S. H. S.	
	29A	Riley	Chatham	Chatham	S. H. S.	
	29B	Riley	Chatham	Chatham	S. H. S.	
	30NA	Riley	Chatham	Chatham	S. H. S.	
	30NB	Riley	Chatham	Chatham	S. H. S.	

CT  
or  
CC

GRADES

	ED	1 - 6	7	8-9	10-11-12	Exception
11 X	30PA	Riley	Chatham	Chatham	S. H. S.	
	30PB	Riley	Chatham	Chatham	S. H. S.	
	30R	Riley	Chatham	Chatham	S. H. S.	
12	31A	Massie	Chatham	Chatham	S. H. S.	
	31B	Massie	Chatham	Chatham	S. H. S.	
	32	Massie	Chatham	Chatham	S. H. S.	
	33A	Massie	Chatham	Chatham	S. H. S.	
	33B	Massie	Chatham	Chatham	S. H. S.	
13	34	Massie	Chatham	Chatham	S. H. S.	
	35	Massie	Chatham	Chatham	S. H. S.	
	36A	Massie	Chatham	Chatham	S. H. S.	
	36BA 34BB	Massie	Chatham	Chatham	S. H. S.	
15	37	Massie	Chatham	Chatham	S. H. S.	
	38	Massie	Chatham	Chatham	S. H. S.	
	39A	Massie	Chatham	Chatham	S. H. S.	
	39B	Massie	Chatham	Chatham	S. H. S.	
17	40A	Massie	Chatham	Chatham	S. H. S.	
	40B	Massie	Chatham	Chatham	S. H. S.	
	41	Massie	Chatham	Chatham	S. H. S.	
	42A-B-C	Massie	Chatham	Chatham	S. H. S.	
18 X	43A	Massie	Chatham	Chatham	S. H. S.	
	43B	Massie	Chatham	Chatham	S. H. S.	
	44 <sup>45</sup> 45A-B	37th	37th	S. H. S.	S. H. S.	
	45B	37th	37th	S. H. S.	S. H. S.	
19	46AA	Massie	Chatham	Chatham	S. H. S.	
	46AB	Massie	Chatham	Chatham	S. H. S.	
	46BA-46BB	37th	37th	S. H. S.	S. H. S.	
	47A	37th	37th	S. H. S.	S. H. S.	
	47B	37th	37th	S. H. S.	S. H. S.	
20 X	48A	Riley	Chatham	Chatham	S. H. S.	
	48BA	Riley	Riley	S. H. S.	S. H. S.	
	48BB	Riley	Riley	S. H. S.	S. H. S.	
	49A	Riley	Chatham	Chatham	S. H. S.	
	49B	Riley	Chatham	Chatham	S. H. S.	
	49CA	Riley	Riley	S. H. S.	S. H. S.	
	49CB	Riley	Riley	S. H. S.	S. H. S.	
	49D	Riley	Riley	S. H. S.	S. H. S.	
	50	Massie	Chatham	Chatham	S. H. S.	
	51A	37th	37th	S. H. S.	S. H. S.	
51B	37th	37th	S. H. S.	S. H. S.		
21 X	52N	Riley	Chatham	Chatham	S. H. S.	
	52PA	Riley	Chatham	Chatham	S. H. S.	
	52PB	Riley	Chatham	Chatham	S. H. S.	
	53	Riley	Riley	S. H. S.	S. H. S.	
	54A	Riley	Chatham	Chatham	S. H. S.	
54B	Riley	Riley	Riley	S. H. S.	S. H. S.	
22	55A	Herty	Shuman	Shuman	S. H. S.	
	55B	Herty	Shuman	Shuman	S. H. S.	
	55C	Herty	Shuman	Shuman	S. H. S.	
	56A	Riley	Shuman	Shuman	S. H. S.	
	56B	Herty	Shuman	Shuman	S. H. S.	
	56C	Herty	Shuman	Shuman	S. H. S.	
	57A	Riley	Riley	S. H. S.	S. H. S.	
	57B	Herty	Shuman	Shuman	S. H. S.	
	57C	Herty	Shuman	Shuman	S. H. S.	
	57D	Herty	Myers	Myers	S. H. S.	

CT  
or  
CC

GRADES

ED

1 - 6

7

8-9

10-11-12 Exception

CT or CC	ED	1 - 6	7	8-9	10-11-12 Exception
22	57E	Herty	Myers	Myers	S. H. S.
	58A	Riley	Myers	Myers	S. H. S.
	58B	Riley	Myers	Myers	S. H. S.
23	59N	37th	37th	S. H. S.	S. H. S.
	59P	37th	37th	S. H. S.	S. H. S.
	60A <sup>1</sup> <sub>3</sub>	37th	37th	S. H. S.	S. H. S.
	60B	Ellis	Ellis	S. H. S.	S. H. S.
	61A	37th	37th	S. H. S.	S. H. S.
	61B	Ellis	Ellis	S. H. S.	S. H. S.
24	62A <sup>1</sup> <sub>3</sub>	37th	37th	S. H. S.	S. H. S.
	62B	37th	37th	S. H. S.	S. H. S.
	63	37th	37th	S. H. S.	S. H. S.
	64	Ellis	Ellis	S. H. S.	S. H. S.
25	65N	37th	37th	S. H. S.	S. H. S.
	65P	37th	37th	S. H. S.	S. H. S.
	65RA	37th	37th	S. H. S.	S. H. S.
	65RB	Ellis	Ellis	S. H. S.	S. H. S.
	65S	Ellis	Ellis	S. H. S.	S. H. S.
	66A	37th	37th	S. H. S.	S. H. S.
	66B	Ellis	Ellis	S. H. S.	S. H. S.
26	67N	37th	37th	S. H. S.	S. H. S.
	67P	37th	37th	S. H. S.	S. H. S.
	67R	37th	37th	S. H. S.	S. H. S.
	68A	37th	37th	S. H. S.	S. H. S.
	68B	Ellis	Ellis	S. H. S.	S. H. S.
27	69N	Riley	Riley	S. H. S.	S. H. S.
	69P	37th	37th	S. H. S.	S. H. S.
	69R	37th	37th	S. H. S.	S. H. S.
	70A	37th	37th	S. H. S.	S. H. S.
	70B	Ellis	Ellis	S. H. S.	S. H. S.
	71	Riley	Riley	S. H. S.	S. H. S.
28 X	72NA	Ellis	Ellis	S. H. S.	S. H. S.
	72NB	Ellis	Ellis	S. H. S.	S. H. S.
	72PA	Ellis	Ellis	S. H. S.	S. H. S.
	72PB	Ellis	Ellis	S. H. S.	S. H. S.
	73A	Ellis	Ellis	S. H. S.	S. H. S.
	73B	Ellis	Ellis	S. H. S.	S. H. S.
	74A	Ellis	Ellis	S. H. S.	S. H. S.
	74BA	Ellis	Ellis	S. H. S.	S. H. S.
	74BB	Ellis	Ellis	S. H. S.	S. H. S.
	74C	Smith	Ellis	S. H. S.	S. H. S.
29	75	Ellis	Ellis	S. H. S.	S. H. S.
	76	Ellis	Ellis	S. H. S.	S. H. S.
	77A	Ellis	Ellis	S. H. S.	S. H. S.
	77B	Smith	Wilder	Wilder	S. H. S.
	78A	Ellis	Ellis	S. H. S.	S. H. S.
	78B	Smith	Ellis	S. H. S.	S. H. S.
30	79	Ellis	Ellis <i>Myers</i>	Myers	S. H. S.
	80	Ellis	Ellis	S. H. S.	S. H. S.
	81	Ellis	Ellis	S. H. S.	S. H. S.
32	82A	Pt. Wentworth	Chatham	Chatham	Groves
	82B	Pt. Wentworth	Chatham	Chatham	Groves
	83N	Strong	Chatham	Chatham	Groves
	83P	Pt. Wentworth	Chatham	Chatham	Groves

*Isle of Hope  
Riley  
37th  
Arnold  
Sawyer*

CT  
or  
CC

GRADES

	ED	1 - 6	7	8-9	10-11-12	Exception
33	84-85 86-87	Massie 37th	Chatham 37th	Chatham S. H. S.	Groves Groves	
34	88 89 90A 90B 91A 91B 92 93A 93B 94A 94B 94CA 94CB	Smith Smith Smith Ellis Smith Smith Smith Smith Pulaski Pulaski Pulaski Ellis Smith	Wilder Wilder Wilder Ellis Wilder Wilder Wilder Wilder Wilder Wilder Wilder Ellis Ellis	Wilder Wilder Wilder S. H. S. Wilder Wilder Wilder Wilder Wilder Wilder Wilder S. H. S. S. H. S.	S. H. S. S. H. S. S. H. S. S. H. S. S. H. S. S. H. S. S. H. S. S. H. S. S. H. S. S. H. S. S. H. S. S. H. S. S. H. S.	
35A	95 96NA 96NB 96PA 96PB	Ellis + Whitney Smith Smith Smith Smith, Pulaski	Myers Myers Wilder Wilder Wilder	Myers Myers Wilder Wilder Wilder	S. H. S. S. H. S. S. H. S. S. H. S. Jenkins +	Sav.
35B	97A 97BA 97BB 97C 98P 99	Thunderbolt Thunderbolt Low Low Low Low	Myers Myers Myers Myers Myers Myers	Myers Myers Myers Myers Myers Myers	Jenkins Jenkins Jenkins Jenkins Jenkins Jenkins	
16A	100N 100P 101A 101B 102A 102B 103NA 103NB 103NC 103P 104	Whitney Whitney Whitney Pennsylvania Pennsylvania Pennsylvania Whitney Whitney Pennsylvania Whitney Pennsylvania	Shuman Shuman Shuman Shuman Shuman Shuman Shuman Shuman Shuman Shuman Shuman	Shuman Shuman Shuman Shuman Shuman Shuman Shuman Shuman Shuman Shuman Shuman	Groves Groves Groves S. H. S. S. H. S. S. H. S. S. H. S. S. H. S. S. H. S. S. H. S. S. H. S.	
36B	105NA 105NB 105P 106NA 106NB 106PA 106PB 107A 107B 108A 108B 108C	Pennsylvania Pennsylvania Pennsylvania Herty Pennsylvania Pennsylvania Herty Herty Herty Herty Herty Herty	Shuman Shuman Shuman Myers Myers Myers Myers Myers Myers Myers Myers Myers	Shyman Shuman Shuman Myers Myers Myers Myers Myers Myers Myers Myers Myers	S. H. S. S. H. S. S. H. S. S. H. S. S. H. S. S. H. S. S. H. S. S. H. S. S. H. S. Jenkins Jenkins Jenkins	Those with choice may attend S. H. or Jenkins grades-10, 11 and 12  Choice Choice Choice
37	109A 109B 109C 110N 110P	Whitney Whitney Pennsylvania Pennsylvania Riley	Shuman Shuman Shuman Shuman Shuman	Shuman Shuman Shuman Shuman Shuman	Groves Groves S. H. S. S. H. S. S. H. S.	



or CC	ED	GRADES				10-11-12	Exceptic
		1-6	7	8-9			
38	111N	Thunderbolt	Myers	Myers	Jenkins		
	111PA	Thunderbolt	Myers	Myers	Jenkins		
	111PB	Low	Myers	Myers	Jenkins		
39	112A	Ellis	Myers	Myers	Jenkins		
	112B	Ellis	Myers	Myers	Jenkins		
	112C	Low	Wilder	Wilder	Jenkins		
	112DA	Thunderbolt	Wilder	Wilder	Jenkins		
	112DB	Isle of Hope	Wilder	Wilder	Jenkins		
40	113	Heard	Wilder	Wilder	Jenkins		
	114A	Heard	Wilder	Wilder	Jenkins		
	114B	Isle of Hope	Wilder	Wilder	Jenkins		
	114C	Heard	Bartlett	Bartlett	Jenkins		
	114D	Hesse	Bartlett	Bartlett	Jenkins		
	115	Heard	Wilder	Wilder	Jenkins		
	116A	Heard	Wilder	Wilder	Jenkins		
	116BA	Heard	Wilder	Wilder	S. H. S.		
	116BB	Pulaski	Chatham	S. H. S.	S. H. S.		
	116C	Heard	Wilder	Wilder	S. H. S.		
	117A	Heard	Wilder	Wilder	S. H. S.	Those with	
	117BA	Heard	Wilder	Wilder	Jenkins	choice may	
	117BB	Heard	Wilder	Wilder	Jenkins	attend S. H.	
	117C	Heard	Wilder	Wilder	Jenkins	or Jenkins	
	117DA	Heard	Wilder	Wilder	S. H. S.		
	117DB	Pulaski	Bartlett	Bartlett	S. H. S.		
	117EA	White Bluff	Bartlett	Bartlett	S. H. S.		
117EB	White Bluff	Bartlett	Bartlett	Jenkins	Choice 12		
117F	Heard	Bartlett	Bartlett	Jenkins	Choice 12		
41	118NA	Hesse	Bartlett	Bartlett	Jenkins		
	118NB	Hesse	Bartlett	Bartlett	Jenkins		
42	118PA	Isle of Hope	Bartlett	Bartlett	Jenkins		
	118PB	White Bluff	Bartlett	Bartlett	S. H. S.		
	118PCA	White Bluff	Bartlett	Bartlett	Jenkins	Choice 12	
	118PCB <sup>plc</sup>	Windsor	Bartlett	Bartlett	Jenkins	Choice 12	
	118PD	Windsor	Bartlett	Bartlett	Jenkins	Choice 12	
	118PE	Windsor	Bartlett	Bartlett	Jenkins	Choice 12	
42	118PF	Windsor	Bartlett	Bartlett	S. H. S.		
43	119-120S	Pulaski	Chatham	S. H. S.	Jenkins		
44	121A	Pulaski	Chatham	S. H. S.	S. H. S.		
	121B	Pulaski	Chatham	S. H. S.	S. H. S.		
	121C	Ellis	Ellis	S. H. S.	S. H. S.		
101	1N	Whitney	Shuman	Shuman	S. H. S.		
	1P	Whitney	Shuman	Shuman	S. H. S.		
	1R-S-T	Whitney	Shuman	Shuman	S. H. S.		
	1U	Herty	Shuman	Shuman	S. H. S.		
	1W	Thunderbolt	Myers	Myers	Jenkins		
	1X	Thunderbolt	Myers	Myers	Jenkins		
	2	Thunderbolt	Myers	Myers	Jenkins		
	4N	Thunderbolt	Wilder	Wilder	Jenkins		
	4PA	Thunderbolt	Myers	Myers	Jenkins		
	4PB	Isle of Hope	Wilder	Wilder	Jenkins		
4S	Thunderbolt	Myers	Myers	Jenkins			
102	4R	Isle of Hope	Wilder	Wilder	Jenkins		



CT or CC	ED	GRADES				Exceptio
		1 - 6	7	8-9	10-11-12	
105	15N	Smith	Chatham	Chatham	Groves	
	15P	Smith	Chatham	Chatham	Groves	
	16NA	Smith	Chatham	Chatham	Groves	
	16NB	Gould	Chatham	Chatham	Groves	
	16NC	Gould	Chatham	Chatham	Groves	
	16ND	Gould	Chatham	Chatham	Groves	
	16P	Gould	Chatham	Chatham	Groves	
	17NA	Smith	Chatham	Chatham	Groves	
	17NB	Smith	Chatham	Chatham	Groves	
	17P	Gould	Chatham	Chatham	Groves	
	17RA	Gould	Chatham	Chatham	Groves	
	17RB	Gould	Chatham	Chatham	Groves	
	17S	Gould	Chatham	Chatham	Groves	
	18N	Gould	Chatham	Chatham	Groves	
	18P	Gould	Chatham	Chatham	Groves	
	18RA	Gould	Chatham	Chatham	Groves	
	18RB	Gould	Chatham	Chatham	Groves	
	19N	Gould	Chatham	Chatham	Groves	
	42AA - 42AB 42B	Gould	Chatham	Chatham	Groves	
	106	19P	Sprague	Mercer	Mercer	Groves
19R		Sprague	Mercer	Mercer	Groves	
20		Sprague	Mercer	Mercer	Groves	
21N		Strong	Mercer	Mercer	Groves	
21P		Pooler	Mercer	Mercer	Groves	
21R		Sprague	Mercer	Mercer	Groves	
21S		Sprague	Mercer	Mercer	Groves	
21T		Sprague	Mercer	Mercer	Groves	
22A		Sprague	Mercer	Mercer	Groves	
22B		Sprague	Mercer	Mercer	Groves	
22C		Sprague	Mercer	Mercer	Groves	
23A		Sprague	Mercer	Mercer	Groves	
23B		Sprague	Mercer	Mercer	Groves	
24A		Sprague	Mercer	Mercer	Groves	
24B		Sprague	Mercer	Mercer	Groves	
25		Sprague	Mercer	Mercer	Groves	
26		Sprague	Mercer	Mercer	Groves	
27NA		Sprague	Mercer	Mercer	Groves	
27NB		Sprague	Mercer	Mercer	Groves	
27P		Sprague	Mercer	Mercer	Groves	
27R-S-T	Sprague	Mercer	Mercer	Groves		
27U	Sprague	Mercer	Mercer	Groves		
107	27W	Strong	Mercer	Mercer	Groves	
	27X	Strong	Mercer	Mercer	Groves	
	27Y	Strong	Mercer	Mercer	Groves	
	28N	Pt. Wentworth	Mercer	Mercer	Groves	
	28P	Strong	Mercer	Mercer	Groves	
	28R	Strong	Mercer	Mercer	Groves	
	28S	Pt. Wentworth	Mercer	Mercer	Groves	
	28T	Pt. Wentworth	Mercer	Mercer	Groves	
	28UA	Pt. Wentworth	Mercer	Mercer	Groves	
	28UB	Strong	Mercer	Mercer	Groves	
	28W	Strong	Mercer	Mercer	Groves	
	1	Pt. Wentworth	Mercer	Mercer	Groves	
	2AA	Pt. Wentworth	Mercer	Mercer	Groves	
	2AB	Strong	Mercer	Mercer	Groves	
	2B	Strong	Mercer	Mercer	Groves	
3	Strong	Mercer	Mercer	Groves		

ST  
or  
CC

ED

GRADES  
1 - 6

7

8-9

10-11-12 Exception

108	38A	Gould	Chatham	Chatham	Groves	
	38B	Gould	Chatham	Chatham	Groves	
	38CA	Gould	Mercer	Mercer	Groves	
	38CB	Bloomingtondale	Mercer	Mercer	Groves	
	38D	Bloomingtondale	Mercer	Mercer	Groves	
	<i>39A</i>	Bloomingtondale	Mercer	Mercer	Groves	
	<i>39B</i>	Pooler	Mercer	Mercer	Groves	
	40	Pooler	Mercer	Mercer	Groves	
	41A	Pooler	Mercer	Mercer	Groves	
	41B	Gould	Chatham	Chatham	Groves	
	41C	Gould	Chatham	Chatham	Groves	
109	35PA	White Bluff	Bartlett	Bartlett	Jenkins	Choice 14
	35PB	Windsor	Bartlett	Bartlett	Jenkins	Choice 12
	35SA	White Bluff	Bartlett	Bartlett	Jenkins	Choice 12
	35SB	White Bluff	Bartlett	Bartlett	Jenkins	Choice 14
110	4T	Isle of Hope	Wilder	Wilder	Jenkins	
	6N	Isle of Hope	Wilder	Wilder	Jenkins	
	6P	Isle of Hope	Wilder	Wilder	Jenkins	
	7A	Isle of Hope	Bartlett	Bartlett	Jenkins	
	7B	Hesse	Bartlett	Bartlett	Jenkins	
	7C	Hesse	Bartlett	Bartlett	Jenkins	
	34A	Isle of Hope	Bartlett	Bartlett	Jenkins	
	34BA	Isle of Hope	Bartlett	Bartlett	Jenkins	
	34BB	Hesse	Bartlett	Bartlett	Jenkins	
	34CA	Isle of Hope	Bartlett	Bartlett	Jenkins	
	34CB	Hesse	Bartlett	Bartlett	Jenkins	
35N	Hesse	Bartlett	Bartlett	Jenkins		
111	30-31	Tybee	Myers	S. H. S.	S. H. S.	
	31PA	Tybee	Myers	S. H. S.	S. H. S.	
	31PB	Howard	Myers	S. H. S.	S. H. S.	
	32	Howard	Myers	S. H. S.	S. H. S.	
	33	Howard	Myers	S. H. S.	S. H. S.	

APPENDIX D

*28*  
*4/1/65*  
*gal*

SAVANNAH AND CHATHAM COUNTY PUBLIC SCHOOLS

CENSUS TRACTS AND ENUMERATION DISTRICTS ASSIGNED TO SCHOOLS

APRIL 1, 1965

CT or CC	ED	GRADES				
		1 - 6	7	8	9	10-11-12
1	1N	Barnard (1-4) Butler (5-6)	Cuyler	Cuyler	Cuyler	Beach Sr.
	<i>no</i> 1P	Barnard (1-4) Butler (5-6)	Cuyler	Cuyler	Cuyler	Beach Sr.
	2	Barnard (1-4) Butler (5-6)	Cuyler	Cuyler	Cuyler	Beach Sr.
2	3N	Barnard (1-4) Butler (5-6)	Cuyler	Cuyler	Cuyler	Beach Sr.
	3P	Barnard (1-4) Butler (5-6)	Cuyler	Cuyler	Cuyler	Beach Sr.
	3R	Barnard (1-4) Butler (5-6)	Cuyler	Cuyler	Cuyler	Beach Sr.
	4N	Barnard (1-4) Butler (5-6)	Cuyler	Cuyler	Cuyler	Beach Sr.
3	4P	Barnard (1-4) Butler (5-6)	Hubert	Hubert	Hubert	Beach Sr.
	5	Barnard (1-4) Butler (5-6)	Hubert	Hubert	Hubert	Beach Sr.
4	6	East Broad(1-3) Spencer (4-6)	Hubert	Hubert	Hubert	Beach Sr.
	7	East Broad (1-3) Spencer (4-6)	Hubert	Hubert	Hubert	Beach Sr.
5	9	Spencer	Johnson	Johnson	Johnson	Johnson
	10	Spencer	Hubert	Hubert	Hubert	Johnson
	11	Spencer	Hubert	Hubert	Hubert	Johnson
6	12	M. Jackson (1-5) Tompkins El.(6)	Scott Jr.	Tompkins	Tompkins	Tompkins
	13	Bartow	Scott Jr.	Tompkins	Tompkins	Tompkins
	14NA	Bartow	Scott Jr.	Tompkins	Tompkins	Tompkins
	14NB	Bartow	Scott Jr.	Tompkins	Tompkins	Tompkins
	14P	Tompkins	Scott Jr.	Tompkins	Tompkins	Tompkins
	15	Bartow	Scott Jr.	Tompkins	Tompkins	Tompkins
16	M. Jackson(1-5) Tompkins (6)	Scott Jr.	Tompkins	Tompkins	Tompkins	Tompkins

CT  
or  
CC

ED	GRADES					10-11-12
	1-6	7	8	9		
	17NA	Smith	Scott Jr.	Scott Jr.	Tompkins	Tompkins
	17NBA	Smith	Cuyler	Cuyler	Cuyler	Beach Sr.
	17NBB	Smith	Cuyler	Cuyler	Cuyler	Beach Sr.
	17P	Smith	Scott Jr.	Scott Jr.	Scott Jr.	Tompkins
7	18	Barnard(1-4) Butler (5-6)	Cuyler	Cuyler	Cuyler	Beach Sr.
	19	Barnard(1-4) Butler (5-6)	Cuyler	Cuyler	Cuyler	Beach Sr.
	20	Gadsden	Cuyler	Cuyler	Cuyler	Beach Sr.
8	21	Barnard(1-4) Butler (5-6)	Hubert	Hubert	Hubert	Beach Sr.
	22	Barnard(1-4) Butler (5-6)	Hubert	Hubert	Hubert	Beach Sr.
9	23	East Broad (1-4) Hubert (5-6)	Hubert	Hubert	Hubert	Beach Sr.
	24	East Broad(1-4) Hubert (5-6)	Hubert	Hubert	Hubert	Beach Sr.
10	25	East Broad (1-4) Hubert (5-6)	Hubert	Hubert	Hubert	Johnson
	26	East Broad (1-4) Hubert (5-6)	Hubert	Hubert	Hubert	Johnson
	27N	Hubert	Hubert	Hubert	Hubert	Johnson
	27PA	East Broad(1-4) Hubert (5-6)	Hubert	Hubert	Hubert	Johnson
	27PB	East Broad(1-4) Hubert (5-6)	Hubert	Hubert	Hubert	Johnson
	27RA	Hubert	Hubert	Hubert	Hubert	Johnson
	27RB	Anderson	Hubert	Hubert	Hubert	Johnson
11	28	Spencer	Johnson	Johnson	Johnson	Johnson
X	29A	Hubert	Hubert	Hubert	Hubert	Johnson
	29B	Spencer	Hubert	Hubert	Hubert	Johnson
	30NA	Hubert	Hubert	Hubert	Hubert	Johnson
	30NB	Spencer	Hubert	Hubert	Hubert	Johnson
	30PA	Hubert	Hubert	Hubert	Hubert	Johnson
	30PB	Spencer	Hubert	Hubert	Hubert	Johnson
	30R	Spencer	Hubert	Hubert	Hubert	Johnson
12	31A	Gadsden	Cuyler	Cuyler	Cuyler	Beach Sr.
	31B	Gadsden	Cuyler	Cuyler	Cuyler	Beach Sr.
	32	Gadsden	Cuyler	Cuyler	Cuyler	Beach Sr.
	33A	Gadsden	Cuyler	Cuyler	Cuyler	Beach Sr.
	33B	Gadsden	Cuyler	Cuyler	Cuyler	Beach Sr.

CT or CC	ED	GRADES				
		1-6	7	8	9	10-11-12
13	34	Gadsden	Cuyler	Cuyler	Cuyler	Beach Sr.
	35	Gadsden	Cuyler	Cuyler	Cuyler	Beach Sr.
	36A	Gadsden	Cuyler	Cuyler	Cuyler	Beach Sr.
	36B	Henry	Cuyler	Cuyler	Cuyler	Beach Sr.
15	37	East Broad(1-4) Hubert (5-6)	Hubert	Hubert	Hubert	Beach Sr.
	38	East Broad(1-4) Hubert (5-6)	Hubert	Hubert	Hubert	Beach Sr.
	39A	Anderson(1-4) Henry (5-6)	Hubert	Hubert	Hubert	Beach Sr.
	39B	Henry	Hubert	Hubert	Hubert	Beach Sr.
17	40A	Florance	Cuyler	Cuyler	Cuyler	Beach Sr.
	40B	Florance	Cuyler	Cuyler	Beach Sr.	Beach Sr.
	41	Florance	Cuyler	Cuyler	Beach Sr.	Beach Sr.
	42A		C E M E T E R Y			
	42B	Florance	Cuyler	Cuyler	Beach Sr.	Beach Sr.
42C	Florance	Cuyler	Cuyler	Beach Sr.	Beach Sr.	
18 X	43A	Henry	Cuyler	Cuyler	Beach Sr.	Beach Sr.
	43B	Henry	Cuyler	Cuyler	Beach Sr.	Beach Sr.
	44A	Henry	Cuyler	Cuyler	Beach Sr.	Beach Sr.
	44B	Florance	Cuyler	Cuyler	Beach Sr.	Beach Sr.
	45A	Henry	Cuyler	Cuyler	Beach Sr.	Beach Sr.
	45B	Florance	Cuyler	Cuyler	Beach Sr.	Beach Sr.
19	46AA	Anderson(1-4) Henry (5-6)	Hubert	Hubert	Hubert	Beach Sr.
	46AB	Henry	Hubert	Hubert	Hubert	Beach Sr.
	46BA	Anderson(1-4) Henry (5-6)	Hubert	Hubert	Hubert	Beach Sr.
	46BB	Henry	Hubert	Hubert	Hubert	Beach Sr.
	47A	Anderson (1-4) Henry (5-6)	Hubert	Hubert	Hubert	Beach Sr.
	47B	Anderson (1-4) Henry (5-6)	Hubert	Hubert	Hubert	Beach Sr.
20 X	48A	Hubert	Hubert	Hubert	Hubert	Johnson
	48BA	Hubert	Johnson	Johnson	Johnson	Johnson
	48BB	Spencer (Grades 1 and 2	Johnson	Johnson	Johnson	Johnson
			of this district may attend Hubert)			
	49A	Hubert	Hubert	Hubert	Hubert	Johnson
	49B	Anderson(1-4) Henry (5-6)	Hubert	Hubert	Hubert	Johnson
49CA	Hubert	Johnson	Johnson	Johnson	Johnson	
49CB	Spencer (Grades 1 and 2	Johnson	Johnson	Johnson	Johnson	
		of this district may attend Hubert)				

CT or CC	ED	GRADES				
		1 - 6	7	8	9	10-11-12
20	49D	Anderson(1-4) Henry (5-6)	Johnson	Johnson	Johnson	Johnson
	50	Anderson (1-4) Henry (5-6)	Hubert	Hubert	Hubert	Johnson
	51A	Anderson (1-4) Henry (5-6)	Johnson	Johnson	Johnson	Johnson
21 X	52N	Spencer	Hubert	Hubert	Hubert	Johnson
	52PA	Hubert	Hubert	Hubert	Hubert	Johnson
	52PB	Spencer	Hubert	Hubert	Hubert	Johnson
	53	Spencer	Johnson	Johnson	Johnson	Johnson
	54A	Spencer	Hubert	Hubert	Hubert	Johnson
	54B	Spencer	Johnson	Johnson	Johnson	Johnson
22	55A	Spencer	Johnson	Johnson	Johnson	Johnson
	55B	Spencer	Johnson	Johnson	Johnson	Johnson
	55C	Spencer	Johnson	Johnson	Johnson	Johnson
	56A	Spencer	Johnson	Johnson	Johnson	Johnson
	56B-C	Spencer	Johnson	Johnson	Johnson	Johnson
	57A	Spencer	Johnson	Johnson	Johnson	Johnson
	57B	Spencer	Johnson	Johnson	Johnson	Johnson
	57C	Spencer	Johnson	Johnson	Johnson	Johnson
	57D	Spencer	Johnson	Johnson	Johnson	Johnson
	57E	Spencer	Johnson	Johnson	Johnson	Johnson
	58A	Spencer	Johnson	Johnson	Johnson	Johnson
58B	Spencer	Johnson	Johnson	Johnson	Johnson	
23	59N	Hodge	Cuyler	Cuyler	Cuyler	Beach Sr.
	59P	Hodge	Cuyler	Cuyler	Cuyler	Beach Sr.
	60A	Hodge	Beach Jr.	Beach Jr.	Beach Jr.	Beach Sr.
	60B	Hodge	Beach Jr.	Beach Jr.	Beach Jr.	Beach Sr.
	61A	Hodge	Beach Jr.	Beach Jr.	Beach Jr.	Beach Sr.
	61B	Hodge	Beach Jr.	Beach Jr.	Beach Jr.	Beach Sr.
24	62A	38th	Beach Jr.	Beach Jr.	Beach Jr.	Beach Sr.
	62B	38th	Beach Jr.	Beach Jr.	Beach Jr.	Beach Sr.
	63	38th	Beach Jr.	Beach Jr.	Beach Jr.	Beach Sr.
	64	38th	Beach Jr.	Beach Jr.	Beach Jr.	Beach Sr.
25	65N	38th	Beach Jr.	Beach Jr.	Beach Jr.	Beach Sr.
	65P	38th	Beach Jr.	Beach Jr.	Beach Jr.	Beach Sr.
	65RA	38th	Beach Jr.	Beach Jr.	Beach Jr.	Beach Sr.
	65RB	38th	Beach Jr.	Beach Jr.	Beach Jr.	Beach Sr.
	65S	38th	Beach Jr.	Beach Jr.	Beach Jr.	Beach Sr.
	66A	38th	Beach Jr.	Beach Jr.	Beach Jr.	Beach Sr.
	66B	38th	Beach Jr.	Beach Jr.	Beach Jr.	Beach Sr.

*Relay with  
E.D.*



CT or CC	ED	GRADES				
		1 - 6	7	8	9	10-11-12
26	67N	38th	Johnson	Johnson	Johnson	Johnson
	67P	38th	Johnson	Johnson	Johnson	Johnson
	67R	38th	Johnson	Johnson	Johnson	Johnson
	68A	38th	Johnson	Johnson	Johnson	Johnson
	68B	38th	Johnson	Johnson	Johnson	Johnson
27 E. Broad Florence 38th Johnson	69N	38th	Johnson	Johnson	Johnson	Johnson
	69P	38th	Johnson	Johnson	Johnson	Johnson
	69R	38th	Johnson	Johnson	Johnson	Johnson
	70A	38th	Johnson	Johnson	Johnson	Johnson
	70B	38th	Johnson	Johnson	Johnson	Johnson
	71	38th	Johnson	Johnson	Johnson	Johnson
28	72NA	38th	Beach Jr.	Beach Jr.	Beach Jr.	Beach Sr.
	72NB	38th	Beach Jr.	Beach Jr.	Beach Jr.	Beach Sr.
	72PA	38th	Beach Jr.	Beach Jr.	Beach Jr.	Beach Sr.
	72PB	38th	Beach Jr.	Beach Jr.	Beach Jr.	Beach Sr.
	73A	Hodge	Beach Jr.	Beach Jr.	Beach Jr.	Beach Sr.
	73B	DeRenne	Beach Jr.	Beach Jr.	Beach Jr.	Beach Sr.
	74A	DeRenne	Beach Jr.	Beach Jr.	Beach Jr.	Beach Sr.
	74BA	38th	Beach Jr.	Beach Jr.	Beach Jr.	Beach Sr.
	74BB	38th	Beach Jr.	Beach Jr.	Beach Sr.	Beach Sr.
	74C	38th	Beach Jr.	Beach Jr.	Beach Sr.	Beach Sr.
29	75	38th	Johnson	Johnson	Johnson	Johnson
	76	38th	Johnson	Johnson	Johnson	Johnson
	77A	38th	Johnson	Johnson	Johnson	Johnson
	77B	38th	Johnson	Johnson	Johnson	Johnson
	78A	38th	Johnson	Johnson	Johnson	Johnson
	78B	38th	Johnson	Johnson	Johnson	Johnson
30	79	38th	Johnson	Johnson	Johnson	Johnson
	80	38th	Johnson	Johnson	Johnson	Johnson
	81	38th	Johnson	Johnson	Johnson	Johnson
32	82A	Jackson(1-5) Tompkins (6)	Scott Jr.	Tompkins Sr.	Tompkins Sr.	Tompkins Sr.
	82B	Bartow	Scott Jr.	Tompkins Sr.	Tompkins Sr.	Tompkins Sr.
	83N	Bartow	Scott Jr.	Tompkins Sr.	Tompkins Sr.	Tompkins Sr.
	83P	Bartow	Scott Jr.	Tompkins Sr.	Tompkins Sr.	Tompkins Sr.
33 +	84	P. Smith	Cuyler	Scott Jr.	Scott Jr.	Tompkins Sr.
	85	P. Smith	Cuyler	Scott Jr.	Scott Jr.	Tompkins Sr.
	86-87	Butler	Beach Jr.	Beach Jr.	Beach Sr.	Beach Sr.
34 v	88	38th	Johnson	Johnson	Johnson	Johnson
	89	38th	Johnson	Johnson	Johnson	Johnson
	90A	38th	Johnson	Johnson	Johnson	Johnson
	90B	38th	Johnson	Johnson	Johnson	Johnson
	91A	38th	Johnson	Johnson	Johnson	Johnson
	91B	38th	Johnson	Johnson	Johnson	Johnson
	92	38th	Johnson	Johnson	Johnson	Johnson
	93A	38th	Johnson	Johnson	Johnson	Johnson
	93B	38th	Beach Jr.	Beach Jr.	Beach Sr.	Beach Sr.
	94A	38th	Beach Jr.	Beach Jr.	Beach Sr.	Beach Sr.
	94B	Haven	Beach Jr.	Beach Jr.	Beach Sr.	Beach Sr.
	94CA	Haven	Beach Jr.	Beach Jr.	Beach Sr.	Beach Sr.
	94CB	Haven	Beach Jr.	Beach Jr.	Beach Sr.	Beach Sr.

CT or CC	ED	GRADES				
		1-6	7	8	9	10-11-12
35A	95	Spencer	Johnson	Johnson	Johnson	Johnson
	96NA	Spencer	Johnson	Johnson	Johnson	Johnson
	96NB	Spencer	Johnson	Johnson	Johnson	Johnson
	96PA	Spencer - Johnson	Johnson	Johnson	Johnson	Johnson
	96PB	Spencer	Johnson	Johnson	Johnson	Johnson
35B	97A	Johnson	Johnson	Johnson	Johnson	Johnson
	97BA	Johnson	Johnson	Johnson	Johnson	Johnson
	97BB	Johnson	Johnson	Johnson	Johnson	Johnson
	97C	Johnson	Johnson	Johnson	Johnson	Johnson
	98P	Johnson	Johnson	Johnson	Johnson	Johnson
	99	Johnson	Johnson	Johnson	Johnson	Johnson
36A	100N	Spencer	Johnson	Johnson	Johnson	Johnson
	100P	Spencer	Johnson	Johnson	Johnson	Johnson
	101A	Spencer	Johnson	Johnson	Johnson	Johnson
	101B	Spencer	Johnson	Johnson	Johnson	Johnson
	102A	Spencer	Johnson	Johnson	Johnson	Johnson
	102B	Spencer	Johnson	Johnson	Johnson	Johnson
	103NA	Spencer	Johnson	Johnson	Johnson	Johnson
	103NB	Spencer	Johnson	Johnson	Johnson	Johnson
	103NC	Spencer	Johnson	Johnson	Johnson	Johnson
	103P	Spencer	Johnson	Johnson	Johnson	Johnson
104	Spencer	Johnson	Johnson	Johnson	Johnson	
36B	105NA	Spencer	Johnson	Johnson	Johnson	Johnson
	105NB	Spencer	Johnson	Johnson	Johnson	Johnson
	105P	Spencer	Johnson	Johnson	Johnson	Johnson
	106NA	Spencer	Johnson	Johnson	Johnson	Johnson
	106NB	Spencer	Johnson	Johnson	Johnson	Johnson
	106PA	Spencer	Johnson	Johnson	Johnson	Johnson
	106PB	Spencer	Johnson	Johnson	Johnson	Johnson
	107A	Spencer	Johnson	Johnson	Johnson	Johnson
	107B	Spencer	Johnson	Johnson	Johnson	Johnson
	108A	Johnson	Johnson	Johnson	Johnson	Johnson
108B	Johnson	Johnson	Johnson	Johnson	Johnson	
108C	Johnson	Johnson	Johnson	Johnson	Johnson	
37	109A	Spencer	Johnson	Johnson	Johnson	Johnson
	109B	Spencer	Johnson	Johnson	Johnson	Johnson
	109C	Spencer	Johnson	Johnson	Johnson	Johnson
	110N	Spencer	Johnson	Johnson	Johnson	Johnson
	110P	Spencer	Johnson	Johnson	Johnson	Johnson

COUNTY

CT

or  
CC

GRADES  
1 - 6

7

8

9

10-11-12

	ED	GRADES 1 - 6	7	8	9	10-11-12
38	111N	Johnson	Johnson	Johnson	Johnson	Johnson
	111PA	Johnson	Johnson	Johnson	Johnson	Johnson
	111PB	Johnson	Johnson	Johnson	Johnson	Johnson
39	112A	Johnson	Johnson	Johnson	Johnson	Johnson
	112B	Johnson	Johnson	Johnson	Johnson	Johnson
	112C	Johnson	Johnson	Johnson	Johnson	Johnson
	112DA	Johnson	Johnson	Johnson	Johnson	Johnson
	112DB	Johnson	Johnson	Johnson	Johnson	Johnson
40	113	Johnson	Johnson	Johnson	Johnson	Johnson
	114A	Johnson	Johnson	Johnson	Johnson	Johnson
	114B	Johnson	Johnson	Johnson	Johnson	Johnson
	114C	Johnson	Johnson	Johnson	Johnson	Johnson
	114D	Johnson	Johnson	Johnson	Johnson	Johnson
	115	Johnson	Johnson	Johnson	Johnson	Johnson
	116A	Johnson	Johnson	Johnson	Johnson	Johnson
	116BA	Johnson	Johnson	Johnson	Johnson	Johnson
	116BB	Haven	Johnson	Johnson	Johnson	Johnson
	116C	Haven	Johnson	Johnson	Johnson	Johnson
	117A	Johnson	Johnson	Johnson	Johnson	Johnson
	117BA	Johnson	Johnson	Johnson	Johnson	Johnson
	117BB	Johnson	Johnson	Johnson	Johnson	Johnson
	117C	Johnson	Johnson	Johnson	Johnson	Johnson
	117DA	Johnson	Johnson	Johnson	Johnson	Johnson
	117DB	Johnson	Johnson	Johnson	Johnson	Johnson
	117EA	Johnson	Johnson	Johnson	Johnson	Johnson
117EB	Johnson	Johnson	Johnson	Johnson	Johnson	
117F	Johnson	Johnson	Johnson	Johnson	Johnson	
41	118NA	Johnson	Johnson	Johnson	Johnson	Johnson
	118NB	Johnson	Johnson	Johnson	Johnson	Johnson
42 <i>No Grades</i>	118PA	Haven	Johnson	Johnson	Johnson	Johnson
	118PB	Haven	Johnson	Johnson	Johnson	Johnson
	118PCA	Haven	Johnson	Johnson	Johnson	Johnson
	118PCB	Haven	Johnson	Johnson	Johnson	Johnson
	118PD	Haven	Johnson	Johnson	Johnson	Johnson
	118PE	Haven	Johnson	Johnson	Johnson	Johnson
	118PF	Haven	Johnson	Johnson	Johnson	Johnson
43	119- 120S	Haven	Johnson	Johnson	Johnson	Johnson
44	121A	Haven	Beach Jr.	Beach Jr.	Beach Sr.	Beach Sr.
	121B	Haven	Beach Jr.	Beach Jr.	Beach Sr.	Beach Sr.
	121C	Haven	Beach Jr.	Beach Jr.	Beach Sr.	Beach Sr.
101	1N	Spencer	Johnson	Johnson	Johnson	Johnson
	1P	Spencer	Johnson	Johnson	Johnson	Johnson
	1R-1S	Spencer	Johnson	Johnson	Johnson	Johnson
	1T	Spencer	Johnson	Johnson	Johnson	Johnson
	1U	Johnson	Johnson	Johnson	Johnson	Johnson
	1W- 1X	Johnson	Johnson	Johnson	Johnson	Johnson
	2	Johnson	Johnson	Johnson	Johnson	Johnson
	4N	Johnson	Johnson	Johnson	Johnson	Johnson
	4PA	Johnson	Johnson	Johnson	Johnson	Johnson
	4PB	Johnson	Johnson	Johnson	Johnson	Johnson
4S	Johnson	Johnson	Johnson	Johnson	Johnson	

CT  
or  
CC

	ED	GRADES				
		1 - 6	7	8	9	10-11-12
102	4R	Johnson	Johnson	Johnson	Johnson	Johnson
105	15N	Haven	Beach Jr.	Beach Jr.	Beach Jr.	Tompkins Sr.
	15P	DeRenne	Beach Jr.	Beach Jr.	Beach Jr.	Beach Sr.
	16NA	DeRenne	Beach Jr.	Beach Jr.	Beach Jr.	Beach Sr.
	16NB	DeRenne	Beach Jr.	Beach Jr.	Beach Jr.	Beach Sr.
	16NC	Hodge	Beach Jr.	Beach Jr.	Beach Jr.	Beach Sr.
	16ND	Butler	Beach Jr.	Beach Jr.	Beach Jr.	Beach Sr.
	16P	DeRenne	Beach Jr.	Beach Jr.	Beach Jr.	Beach Sr.
	17NA	Haven	Scott Jr.	Scott Jr.	Scott Jr.	Tompkins Sr.
	17NB	Haven	Scott Jr.	Scott Jr.	Scott Jr.	Tompkins Sr.
	17P	Haven	Scott Jr.	Scott Jr.	Scott Jr.	Tompkins Sr.
	17RA	Haven	Scott Jr.	Scott Jr.	Scott Jr.	Tompkins Sr.
	17RB	Haven	Scott Jr.	Scott Jr.	Scott Jr.	Tompkins Sr.
	17S	Haven	Scott Jr.	Scott Jr.	Scott Jr.	Tompkins Sr.
	18N	Butler	Beach Jr.	Beach Jr.	Beach Sr.	Beach Sr.
	18P	Butler	Beach Jr.	Beach Jr.	Beach Jr.	Beach Sr.
	18RA	Butler	Scott Jr.	Scott Jr.	Scott Jr.	Tompkins Sr.
	18RB	Butler	Scott Jr.	Scott Jr.	Scott Jr.	Tompkins Sr.
	19N	Tompkins	Scott Jr.	Scott Jr.	Scott Jr.	Tompkins Sr.
	42A	Butler	Scott Jr.	Scott Jr.	Scott Jr.	Tompkins Sr.
	42B	Tompkins	Scott Jr.	Scott Jr.	Scott Jr.	Tompkins Sr.
106	19P	Tompkins	Scott Jr.	Scott Jr.	Scott Jr.	Tompkins Sr.
	19R	Tompkins	Scott Jr.	Scott Jr.	Scott Jr.	Tompkins Sr.
	20	Haynes	Scott Jr.	Scott Jr.	Scott Jr.	Tompkins Sr.
	21N	Haynes	Scott Jr.	Scott Jr.	Scott Jr.	Tompkins Sr.
	21P	Haynes	Scott Jr.	Scott Jr.	Scott Jr.	Tompkins Sr.
	21R	Haynes	Scott Jr.	Scott Jr.	Scott Jr.	Tompkins Sr.
	21S	Haynes	Scott Jr.	Scott Jr.	Scott Jr.	Tompkins Sr.
	21T	Haynes	Scott Jr.	Scott Jr.	Scott Jr.	Tompkins Sr.
	22A	Haynes	Scott Jr.	Scott Jr.	Scott Jr.	Tompkins Sr.
	22B	Haynes	Scott Jr.	Scott Jr.	Scott Jr.	Tompkins Sr.
	22C	Haynes	Scott Jr.	Scott Jr.	Scott Jr.	Tompkins Sr.
	23A	Haynes	Scott Jr.	Scott Jr.	Scott Jr.	Tompkins Sr.
	23B	Haynes	Scott Jr.	Scott Jr.	Scott Jr.	Tompkins Sr.
	24A	Haynes	Scott Jr.	Scott Jr.	Scott Jr.	Tompkins Sr.
	24B	Haynes	Scott Jr.	Scott Jr.	Scott Jr.	Tompkins Sr.
	25	Haynes	Scott Jr.	Scott Jr.	Scott Jr.	Tompkins Sr.
	26	Haynes	Scott Jr.	Scott Jr.	Scott Jr.	Tompkins Sr.
	27NA	Haynes	Scott Jr.	Scott Jr.	Scott Jr.	Tompkins Sr.
	27NB	Tompkins	Scott Jr.	Scott Jr.	Scott Jr.	Tompkins Sr.
	27P	Bartow	Scott Jr.	Scott Jr.	Scott Jr.	Tompkins Sr.
R-S-T	Tompkins	Scott Jr.	Scott Jr.	Scott Jr.	Tompkins Sr.	
U	Haynes	Scott Jr.	Scott Jr.	Scott Jr.	Tompkins Sr.	
107	27W	Tompkins	Scott Jr.	Scott Jr.	Scott Jr.	Tompkins Sr.
	27X	Tompkins	Scott Jr.	Scott Jr.	Scott Jr.	Tompkins Sr.
	27Y	Tompkins	Scott Jr.	Scott Jr.	Scott Jr.	Tompkins Sr.
	28N	Tompkins	Scott Jr.	Scott Jr.	Scott Jr.	Tompkins Sr.
	28P	Tompkins	Scott Jr.	Scott Jr.	Scott Jr.	Tompkins Sr.
	28R	Tompkins	Scott Jr.	Scott Jr.	Scott Jr.	Tompkins Sr.
	28S	Tompkins	Scott Jr.	Scott Jr.	Scott Jr.	Tompkins Sr.
	28T	Tompkins	Scott Jr.	Scott Jr.	Scott Jr.	Tompkins Sr.
	28UA	Tompkins	Scott Jr.	Scott Jr.	Scott Jr.	Tompkins Sr.
	28UB	Tompkins	Scott Jr.	Scott Jr.	Scott Jr.	Tompkins Sr.
	28W	Tompkins	Scott Jr.	Scott Jr.	Scott Jr.	Tompkins Sr.
	1	Tompkins	Scott Jr.	Scott Jr.	Scott Jr.	Tompkins Sr.
	2AA	Tompkins	Scott Jr.	Scott Jr.	Scott Jr.	Tompkins Sr.
	2AB	Tompkins	Scott Jr.	Scott Jr.	Scott Jr.	Tompkins Sr.

CT

or

CC

ED

GRADES  
1 - 6

7

8

9

10-11-12

107	2B	3	Tompkins	Tompkins	38A	Butler	Cuyler	Scott Jr.
108	38B	38B	Butler	Butler	38A	Butler	Cuyler	Scott Jr.
	38CA	38CA	Haynes	Cuyler	38CA	Haynes	Cuyler	Tompkins Sr.
	38CB	38CB	Haynes	Cuyler	38CB	Haynes	Cuyler	Tompkins Sr.
	38D	38D	Haynes	Cuyler	38D	Haynes	Cuyler	Tompkins Sr.
	39A	39A	Tompkins	Scott Jr.	39A	Tompkins	Scott Jr.	Tompkins Sr.
	39B	39B	Tompkins	Scott Jr.	39B	Tompkins	Scott Jr.	Tompkins Sr.
	40	40	Haynes	Scott Jr.	40	Haynes	Scott Jr.	Tompkins Sr.
	41A	41A	Haynes	Scott Jr.	41A	Haynes	Scott Jr.	Tompkins Sr.
	41B	41B	Haynes	Scott Jr.	41B	Haynes	Scott Jr.	Tompkins Sr.
	41C	41C	Butler	Cuyler	41C	Butler	Cuyler	Tompkins Sr.
109	35PA	35PA	Haven	Johnson	35PA	Haven	Johnson	Johnson
	35PB	35PB	Haven	Johnson	35PB	Haven	Johnson	Johnson
	35SA	35SA	Haven	Johnson	35SA	Haven	Johnson	Johnson
	35SB	35SB	Haven	Johnson	35SB	Haven	Johnson	Johnson
110	4T	4T	Johnson	Johnson	4T	Johnson	Johnson	Johnson
	6N	6N	Johnson	Johnson	6N	Johnson	Johnson	Johnson
	6P	6P	Johnson	Johnson	6P	Johnson	Johnson	Johnson
	7A	7A	Johnson	Johnson	7A	Johnson	Johnson	Johnson
	7B	7B	Johnson	Johnson	7B	Johnson	Johnson	Johnson
	7C	7C	Johnson	Johnson	7C	Johnson	Johnson	Johnson
	34A	34A	Johnson	Johnson	34A	Johnson	Johnson	Johnson
	34BA	34BA	Johnson	Johnson	34BA	Johnson	Johnson	Johnson
	34RB	34RB	Johnson	Johnson	34RB	Johnson	Johnson	Johnson
	34CA	34CA	Johnson	Johnson	34CA	Johnson	Johnson	Johnson
	34CB	34CB	Johnson	Johnson	34CB	Johnson	Johnson	Johnson
	35N	35N	Johnson	Johnson	35N	Johnson	Johnson	Johnson
111	30	30	Johnson	Johnson	30	Johnson	Johnson	Johnson
	31	31	Johnson	Johnson	31	Johnson	Johnson	Johnson
	31PA	31PA	Johnson	Johnson	31PA	Johnson	Johnson	Johnson
	31PB	31PB	Johnson	Johnson	31PB	Johnson	Johnson	Johnson
	32	32	Johnson	Johnson	32	Johnson	Johnson	Johnson
	33	33	Johnson	Johnson	33	Johnson	Johnson	Johnson

APPENDIX E



ENUMERATION DISTRICTS AND  
DESEGREGATION ATTENDANCE AREAS

ED	Elementary Desegregation Attendance Area	Secondary Desegregation Attendance Area	ED	Elementary Desegregation Attendance Area	Secondary Desegregation Attendance Area
1N	1	1	29A	1	2
1P	1	1	29B	1	2
2	1	1	30NA	1	2
3N	1	2	30NB	1	2
3P	1	2	30PA	1	2
3R	1	2	30PB	1	2
4N	1	2	30R	1	2
4P	1	2	31A	1	2
5	1	2	31B	1	2
6	1	2	32	1	2
7	1	2	33A	1	2
9	1	2	33B	1	2
10	1	2	34	1	2
11	1	2	35	1	2
12	1	1	36A	1	2
13	1	1	36B	1	2
14NA	1	1	37	1	2
14NB	1	1	38	1	2
14P	1	1	39A	1	2
15	1	1	39B	1	2
16	1	1	40A	1	2
17NA	1	1	40B	1	2
17NBA	1	2	41	1	2
17NBB	1	2	42A	1	2
17P	1	1	42B	1	2
18	1	2	42C	1	2
19	1	2	43A	1	2
20	1	2	43B	1	2
21	1	2	44A	1	2
22	1	2	44B	1	2
23	1	2	45A	1	2
24	1	2	45B	1	2
25	1	2	46AA	1	2
26	1	2	46AB	1	2
27N	1	2	46BA	1	2
27PA	1	2	46BB	1	2
27PB	1	2	47A	1	2
27RA	1	2	47B	1	2
27RB	1	2	48A	1	2
28	1	2	48BA	1	2



ED	Elementary Desegregation Attendance Area	Secondary Desegregation Attendance Area	ED	Elementary Desegregation Attendance Area	Secondary Desegregation Attendance Area
48BB	1	2	70A	1	2
49A	1	2	70B	1	2
49B	1	2	71	1	2
49CA	1	2	72NA	2	2
49CB	1	2	72NB	2	2
49D	1	2	72PA	2	2
50	1	2	72PB	2	2
51A	1	2	73A	2	2
52N	1	2	73B	2	2
52PA	1	2	74A	2	2
52PB	1	2	74BA	2	2
53	1	2	74BB	2	2
54A	1	2	74C	2	2
54B	1	2	75	2	2
55A	1	2	76	2	2
55B	1	2	77A	2	2
55C	1	2	77B	2	2
56A	1	2	78A	2	2
56B	1	2	78B	2	2
56C	1	2	79	2	2
57A	1	2	80	2	2
57B	1	2	81	2	2
57C	1	2	82A	1	1
57D	1	2	82B	1	1
57E	1	2	83N	1	1
58A	1	2	83P	1	1
58B	1	2	84	1	1
59N	1	2	85	1	1
59P	1	2	86-87	1	2
60A	1	2	88	2	2
60B	1	2	89	2	2
61A	1	2	90A	2	2
61B	1	2	90B	2	2
62A	1	2	91A	2	2
62B	1	2	91B	2	2
63	1	2	92	2	2
64	1	2	93A	2	2
65N	1	2	93B	2	2
65P	1	2	94A	2	2
65RA	1	2	94B	2	2
65RB	1	2	94CA	2	2
65S	1	2	94CB	2	2
66A	1	2	95	2	2
66B	1	2	96NA	2	2
67N	1	2	96NB	2	2
67P	1	2	96PA	2	2
67R	1	2	96PB	2	2
68A	1	2	97A	2	3
68B	1	2	97BA	2	3
69N	1	2	97BB	2	3
69P	1	2	97C	2	3
69R	1	2	98P	2	3

ED	Elementary Desegregation Attendance Area	Secondary Desegregation Attendance Area	ED	Elementary Desegregation Attendance Area	Secondary Desegregation Attendance Area
99	2	3	117DA	3	3
100N	1	2	117DB	3	3
100P	1	2	117EA	3	3
101A	1	2	117EB	3	3
101B	1	2	117F	3	3
102A	1	2	118NA	3	3
102B	1	2	118NB	3	3
103NA	1	2	118PA	3	3
103NB	1	2	118PB	3	3
103NC	1	2	118PCA	3	3
103P	1	2	118PCB	3	3
104	1	2	118PD	3	3
105NA	1	2	118PE	3	3
105NB	1	2	118PF	3	3
105P	1	2	119-	2	3
106NA	1	2	120S		
106NB	1	2	121A	2	2
106PA	1	2	121B	2	2
106PB	1	2	121C	2	2
107A	1	2	1N	1	2
107B	1	3	1P	1	2
108A	1	3	1R-S-T	1	2
108B	1	3	1U	1	2
108C	1	3	1W	1	3
109A	1	2	1Y	2	3
109B	1	2	2	2	3
109C	1	2	4N	2	3
110N	1	2	4PA	2	3
110P	1	2	4PB	3	3
111N	2	3	4S	2	3
111PA	2	3	4R	3	3
111PB	2	3	15N	2	3
112A	3	3	15P	2	2
112B	3	3	16NA	2	2
112C	2	3	16NB	2	2
112DA	3	3	16NC	2	2
112DB	3	3	16P	2	2
113	3	3	17NA	4	1
114A	3	3	17NB	4	1
114B	3	3	17P	4	1
114C	3	3	17RA	4	1
114D	3	3	17RB	4	1
115	3	3	17S	4	1
116A	3	3	18N	4	2
116BA	3	3	18P	1	2
116BB	2	3	18RA	4	1
116C	3	3	18RB	4	1
117A	3	3	19N	4	1
117BA	3	3	42A	4	1
117BB	3	3	42B	4	1
117C	3	3	19P	4	1

ED	Elementary Desegregation Attendance Area	Secondary Desegregation Attendance Area	ED	Elementary Desegregation Attendance Area	Secondary Desegregation Attendance Area
19R	4	1	38CA	4	1
20	4	1	38CB	4	1
21N	4	1	38D	4	1
21P	4	1	39A	4	1
21R	4	1	39B	4	1
21S	4	1	40	4	1
21T	4	1	41A	4	1
22A	4	1	41B	4	1
22B	4	1	41C	4	1
22C	4	1	35PA	3	3
23A	4	1	35PB	3	3
23B	4	1	35SA	3	3
24A	4	1	35SB	3	3
24B	4	1	4T	3	3
25	4	1	6N	3	3
26	4	1	6P	3	3
27NA	4	1	7A	3	3
27NB	4	1	7B	3	3
27P	1	1	7C	5	3
27R	1	2	34A	3	3
27S-T	1	1	34BA	3	3
27U	1	1	34BB	3	3
27W	4	1	34CA	3	3
27X	4	1	34CB	3	3
27Y	4	1	35N	3	3
28N	4	1	30-31	5	3
28P	4	1	31PA	5	3
28R	4	1	31PB	5	3
28S	4	1	32	5	3
28T	4	1	33	5	3
28UA	4	1			
28UB	4	1			
28W	4	1			
1	4	1			
2AA	4	1			
2AB	4	1			
2B	4	1			
3	4	1			
38A	4	1			
38B	4	1			

APPENDIX F

SUMMARY OF EXHIBIT #41  
APPLICATIONS 1965 ACCEPTED-WITHDRAWN

<u>Student</u>	<u>School Transferred To</u>	<u>School Returned To in 1965</u>	<u>Date of Application to Withdraw</u>	<u>Form of Application to Withdraw</u>	<u>Reason Given to Withdraw</u>
Mildred McClain	Savannah High	Beach High	10/22/65	Letter	Changing residence and transportation will be a problem.
Clara Mae Gillison	Savannah High	Beach High	8/20/65	Letter	Impossible to provide transportation to Savannah High.
Connie Marie Bisard	Jenkins High	Johnson High	8/23/65	Letter	Lack of Transportation.
Bobbie Jean Walker	Jenkins High	Johnson High	9/1/65	Letter	Impossible to provide Transportation.
Vivian Nesbitt	Chatham Jr.	Beach Jr.	9/1/65	Letter	Transportation cost.
Jacqueline Louise Hall	Mercer Jr.	Scott Jr.	8/31/65	Letter	Contrary to her understanding transportation was not provided.
Joyce Brown	Mercer Jr.	Scott Jr.	8/30/65	Letter	Lack of transportation.

<u>Student</u>	<u>School Transferred To in 1965</u>	<u>School Returned To in 1965</u>	<u>Date of Ap- plication to Withdraw</u>	<u>Form of Ap- plication to Withdraw</u>	<u>Reason Given to Withdraw</u>
Gregory Samuel Godfrey	Hesse Elementary	Johnson Elementary	10/17/65	Letter	Transportation cost.
Debbie Martin	Hesse Elementary	Johnson Elementary	10/27/65	Letter	Lack of Transporta- tion.
Kenneth Martin	Hesse Elementary	Johnson Elementary	10/27/65	Letter	Lack of Transporta- tion.
Herman Jackson	Savannah High	Johnson High	9/2/65	Letter	No reason given.
Patricia Daniels	Groves High	Tompkins High	5/23/65	Letter	No reason given.
Paulette Ownes	Chatham Junior	Beach Junior	8/25/65	Letter	No reason given.
Christine Hargrove	Myers Junior	Johnson Junior	8/26/65	Letter	No reason given.
William Anderson	Jenkins High	Johnson High	10/18/65	Telephone	No reason given.
Delores Bright	Riley Elementary	Hubert Elementary	8/17/65	Letter	No reason given.

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Patricia Diggs	Riley Elementary	Hubert Elementary	8/17/65	Letter	No reason given.
Nathaniel Reed	Groves High	Beach High	5/31/65	Telephone	No reason given.
Joan A. Spann	Riley Elementary	Hubert Elementary	8/17/65	Letter	No reason given.
Pearl Balcom	Windsor Forest Elem.	Haven Elementary	7/26/65	Letter	No reason given.
James Balcom	Windsor Forest Elem.	Haven Elementary	7/26/65	Letter	No reason given.
Vivian Smith	Savannah High	Beach High	6/14/65	Letter	Harassment by students.
James Sterling Bryant	Mercer Junior	Tompkins Junior	6/14/65	Telephone	Lack of special education class
Fredrick Michael Grant	Groves High	Tompkins High	7/14/65 7/21/65	Letter from student Telephone	Promise of scholarship.
Martin Lee Grant	Groves High	Tompkins High	7/14/65 7/21/65	Letter from student Telephone	Promise of scholarship.



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Samuel Thomas Grant	Jenkins High	Johnson High	6/9/65	Letter	Enviornment situ- ation.
Patricia Ann Wingster	Jenkins High	Johnson High	9/10/65	Letter	Enviornment situ- ation.
Harriet Framble	Jenkins High	Johnson High	9/12/65 9/16/65	Letter Telephone	Enviornmental situ- ation
Agnes Mitchell	Groves High	Tompkins High	8/16/65 8/23/65	Letter from student Unknown	Letter from student; distance to Groves, and mother's desires (She was officially informed 8/18 that an official request from parent must be made.) Substance of parents request 8/23 unknown - no letter in file.
Henry Johnson	Savannah High	Johnson High	8/31/65	Letter	Son's behavior.
Norine Betty Johnson	Mercer Junior	Scott Junior	7/16/65	Letter	Parent did not desire transfer and did not sign form.

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David Cleveland Grant III	Savannah High	Beach High	9/27/65	Letter	Medical attention
Shirley Ann Jordan	Savannah High	Beach High	8/30/65	Letter	Only applied to Groves at Savannah.
Olenda Douglas	Jenkins	Parochial School	8/20/65	Lettter	Desire for parochial school.
Bessie Lee Walther	Savannah High	Out of County	5/26/65	Telephone	Out of county.