



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

FAX TRANSMITTAL

TO: NEERA TANDENPHONE: 456-6275 FAX: 456-2878FROM: ERICA LEPPINGPHONE: 401-3026 FAX: (202) 401-0596PAGE(S) TO FOLLOW: 9MESSAGE: ~~draft report attached~~PRESS RELEASE ATTACHED...

Your lower press office is
receiving 100 copies of the
release, map and report
momentarily... Thanks

CONFIDENTIALITY NOTICE

This transmission is intended for and restricted to the named addressee only. It may contain confidential and/or privileged information. If you receive this transmission in error, you are notified that you are prohibited from reading, copying, or disseminating the transmission. Please call (202) 401-3000 to arrange for return of any transmission sent in error. Thank you.

NATIONAL SCHOOL MODERNIZATION DAY***-- Link by Satellite with President Clinton --*****WHEN: Tuesday, September 8, 1998****Approximately 2:15 - 2:45 p.m. Eastern Time****Test Time: 1:30 - 2:15 p.m. Eastern Time****SATELLITE COORDINATES:****Ku Band****Telstar 5, Transponder/Channel 24****Downlink frequency 12123 MHZ , Horizontal polarity****Located at 97 degrees****Audio 6.2/6.8****C Band****Telstar 5, Transponder/Channel 17****Downlink frequency 4040 MHZ, Vertical polarity****Located at 97 degrees****Audio 6.2/6.8****If you need satellite assistance *THE DAY OF THE PROGRAM*,
call Dave Cox of Media Technologies at 202-887-8700.**



U.S. DEPARTMENT OF EDUCATION
OFFICE OF THE DEPUTY SECRETARY
600 INDEPENDENCE AVENUE, S.W.
WASHINGTON, D.C. 20202-0500

DATE: 9-3-98

TO: Neera / Deb Baker.

ORGANIZATION: _____

PHONE: _____

FAX: _____

FROM: Sandy Battle

PHONE: _____

FAX: (202) 401-9027

COMMENTS: Deb: This is what
you may have been looking
for. Sandy

TOTAL PAGES (including cover): _____

Part IV: Budget**Budget Plan****SY 1998-99 (Year 1)**

Note: An ET-15 position equals \$47,078 average salary (inclusive of fringe benefits & projected 5% across-the-board pay increase.)

✓ **Teaching and Learning**

-146 ET-15 reading specialists (1 in each school: 146 schools x \$47,078) \$6,873,388

School-to-Careers (STC) Implementation

-Establishment of STC Career Centers: \$250,000 to support "career awareness" for grades K-5; and, \$500,000 to support "career exploration" for grades 6-8 \$750,000

-11 ET-15 STC career counselors (1 in each middle school: 11 schools x \$47,078) ... \$517,858

Subtotal \$8,141,246

✓ **Professional Development**

Establishment of Professional Development Resource Center (PDRC)..... \$500,000*

Support for local school adoption of validated reform models in new TAS schools:

(\$33,086 per school x 32 schools) \$1,058,754

Subtotal \$1,558,754

✓ **Parent and Community Engagement**

Parenting workshops and community outreach (including school-based parent centers & literacy training) \$100,000

Training for Local School Restructuring Teams \$200,000

Subtotal \$300,000

Total **\$10,000,000**

*A description is located in the Appendices.

*Part IV: Budget***Budget Plan****SY 1999-00 (Year 2)**✓ **Teaching and Learning**

-146 ET-15 math specialists (1 in each school: 146 schools x \$47,078)\$6,873,388

Subtotal\$6,873,388

✓ **Professional Development**Support for local school adoption of validated reform models in all remaining schools:
(\$30,393 per school x 93 schools)\$2,826,612

Subtotal\$2,826,612

✓ **Parent and Community Engagement**Parenting workshops and community outreach (including school-based
parent centers & literacy training)\$100,000

Training for Local School Restructuring Teams\$200,000

Subtotal\$300,000

Total\$10,000,000



UNITED STATES DEPARTMENT OF EDUCATION

Office of the Deputy Secretary
600 Independence Avenue, SW
Washington, DC 20202

Telephone Number: (202) 4018183 Fax Number: (202) 401-9027

FAX COVER SHEET

TO: Debra T Anden

ORGANIZATION: _____

PHONE: _____ FAX: _____

FROM: Sandy Balte

COMMENTS: This is her strategy for
success.

TOTAL PAGES (Including Cover): _____



The White House



Facsimile Transmittal Sheet

No. of pages (including Cover): 4 Date: 9/4/98

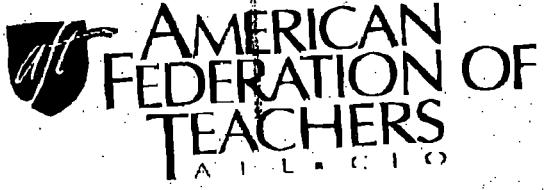
Fax Number: 62878

To: Neera

Comments: Call 61987 if there is a problem
with the fax.

From: Karen Tramontano

SENT BY:



555 NEW JERSEY AVENUE, N.W.
WASHINGTON, DC 20001-2079
202-879-4400

SANDRA FELDMAN
PRESIDENT
EDWARD J. McILROY
SECRETARY-TREASURER

NATHAN COOK
EXECUTIVE VICE PRESIDENT

To: Bob Shircman
From: Gigi Georges
Cc: Sandy Feldman
Date: 08/12/98
Re: Possible September 8th schools for President and Mrs. Clinton

NEG 2A
This is a
memo from
AFT
obviously some
were not going
to any of the
schools they
recommended
but would
you consider them

Kate Mattos from the NEA and I have coordinated thoughts on possible DC area sites for Presidential/First Lady events on September 8th. We made an effort to come up with a combination of schools that fit into a coherent message package.

As you'll see in Kate's memo (being sent separately), the NEA has identified three schools in the Virginia and Maryland suburban areas that show both ideal circumstances and the way that overcrowding reaches into the suburbs and effects everyone.

The AFT list (below) of DC schools put more emphasis on innovative efforts - in providing technology, relieving overcrowding, raising academic standards, and developing programs that work - and how this is all being done in the face of tough circumstances. We feel strongly that a DC school event would make an important statement, especially in light of the tremendous efforts that Superintendent Ackerman and others are making in the District.

And taken together, we believe that some combination of the suburban and urban package of schools would make for a strong day for the President and First Lady on September 8th.

Thanks, and let me know if you need more information or have questions. My number is 879-4422.

List of Possible DC Schools:

Orr Elementary School

Located in southeast DC, Orr draws students from low and working class neighborhoods surrounding it. Orr has implemented a literacy program and a strong technology program that incorporates the use of the Internet and instructional cable

Please see
my e-mail
They have been
immensely
helpful a
I'd like to
keep them
close.
Thank
f

August 12, 1998

TV to enhance student achievement. Orr also enjoys active parental involvement as well as partnerships with judges from the Justice Dept., an organization of retired engineers and scientists, the Levine School of Music and the Washington Opera Company.

Stanton Elementary School

This large southeast school draws from a combination of middle- and low-income communities in the southeast area. Under new leadership in recent years, this elementary school has overcome many of the challenges resulting from a decaying community. An aggressive leadership style has increased its test scores from 22 to 44 NCE percentile. Stanton has just completed its first year in the National Institute of Child Health research-based instructional reading program. In addition, it features myriad other programs that support its academic mission:

- 1) Served as Social Security Administration's national school in its free computer give away program.
- 2) Hosted the Safe Kids program during the spring.
- 3) Participated in Sylvan Learning Systems' program for low achieving readers.
- 4) Technology programs (Apple & IBM) in labs and classrooms; students are trained to set up classroom computers and assist teachers.
- 5) Book Buddies Program (Pentagon) - Pentagon tutors work individually with first graders.
- 6) After School Mathematics Program by Project 2000, Inc.
- 7) NAJA - mentoring program for fifth and 6th grade girls
- 8) Project 2000, Inc. -- mentors 6th grade boys, provides homework centers, follows boys through secondary school.

Whittier Elementary School

Drawing from working and middle-class northwest DC communities, the academic thrust at Whittier is on improving reading skills for all students. This school shows that even in a resource-poor district, aggressive leadership successfully made the academic choice of hiring a reading teacher to assist with increasing reading skills at all grade levels, instead of an additional administrator. Active parent involvement and support are reflected in diverse ways, including participation in governance, participation in a Saturday Academy and in mentoring activities provided by male role models.

Hart Middle School

This school sits in the middle of a once low-income, drug infested southeast community which has been revitalized in recent years. It is the only middle school east of the river designated by the Dept of Ed as a Drug Free School. It is also the school of Jessica Rawls who read poetry at the White House last spring. Hart boasts an excellent musical program and does a good job to motivate student learning through the use of technology.

August 12, 1998

H.D. Woodson Senior High School

Located in southeast DC, Woodson is one of a few high schools to offer a program in Marine Science and to certify its graduates of this program in scuba diving. Woodson has a state of the art computer lab that is networked to individual classrooms. A partnership with Fannie Mac has resulted in an incentive scholarship program that awards \$500 scholarships to students who earn A's and B's. Over \$1 million has been awarded to date.

Draft 0

**FIRST LADY HILLARY RODAHM CLINTON
SCHOOL MODERNIZATION DAY
WASHINGTON, D.C.
SEPTEMBER 8, 1998**

the teachers are the winning ones

Thank you, Lenora [Steinkamp] for that kind introduction, and for your friendship. It's a pleasure to be here at John Eaton School, and to join you and Superintendent of DC Schools (Arlene) Ackerman; Principal (Jean) Tate; Senator Jeffers and Congresswoman Eleanor Holmes Norton; and the teachers, administrators, students, parents, and friends of John Eaton. It's wonderful to see so many friends and advocates who are committed to giving these young people one of the greatest gifts we can ever give them: a good education. There is no more important work taking place in our nation's capital than what you do here in these classrooms every day on behalf of our children.

First, I want to congratulate everyone here for a highly successful first week of school. I've been very impressed that every school in the system opened on time (for the first time in four years); with teachers ready to teach, students ready to learn; and facilities repaired. And today, many of DC's sixteen new charter schools are opening their doors -- another cause for excitement and hope. A few weeks ago, Superintendent Ackerman testified on Capitol Hill about her vision to "create an exemplary school system that prepares our students for college, for good jobs, and for life in the 21st Century." And from what I've seen over the past few months, I don't doubt for a moment that she will succeed.

I'm also very pleased to be here at John Eaton, which serves as a model of excellence throughout the District -- not only for its high achieving students and outstanding staff, but also as a training site for teachers and administrators across the DC public school system. We know that every child can learn and succeed -- and every day, this wonderfully diverse school offers clear proof that we are right. All of us here today already know what Redbook has just recently discovered -- that this is not only one of the best schools in DC, but in all of America.

Yet even the best schools -- like John Eaton -- face difficult challenges. As all of you know too well, some of your students had to be moved out of their classrooms into the library last year -- because a leaky roof made teaching almost impossible. ~~And many other classrooms had to use buckets to keep the rain from ruining desks and books.~~ On some winter days, these bright young students would come to a school with no heat -- because the boiler didn't work properly. So I was very pleased to just learn that these problems have been fixed, and kids are now back in their classrooms -- ready to learn. But as we all know, there is much more that needs to be done here and in schools across the country to prepare our students for the 21st Century.

Today, I'm joining the President and Cabinet members and other Administration officials who are visiting schools like this one in communities across the country to celebrate "National School Modernization Day" -- underscoring the urgent need to improve and modernize our schools. We also want to highlight this Administration's initiatives to meet those needs -- by

repairing old schools and building new ones; creating smaller classes with well trained teachers; and ensuring every school has access to the technology of the 21st century.

The challenge before us is daunting. First of all, this nation is facing a school facility crisis. A 1996 GAO report stated that 97 percent of DC's public schools needed to be upgraded or repaired. In fact, one third of all schools in America need extensive repair or replacement. According to a GAO report, one high school's heating depended on a fireman stoking a coal furnace by hand; raw sewage backed up on the lawn of a junior high school because of defective plumbing; and students at an elementary school were exposed to chipping and peeling lead paint -- and boarded up windows. And as well all know -- and as studies confirm -- such terrible conditions diminish student achievement -- and weaken teacher morale.

However, DC schools are making progress. As you know, all schools opened on time this year because many important repairs were made before the school year started. The Clinton Administration has been your partner in this effort, committing over \$60 million on repairs and construction needs for the DC public schools over the past year. Yet the job is not finished. It will cost over \$2 billion to fully modernize the District's schools.

Schools systems here and around the country are also facing major problems of overcrowding -- caused in large part because there's not enough space -- or sufficient funding -- to build new schools. And again, studies show that students in overcrowded classrooms score significantly lower in both math and reading than their counterparts in better facilities.

If we don't begin solving these problems of deteriorating schools and overcrowded classrooms today, we will be overwhelmed by them tomorrow. A new report by the U.S. Department of Education reveals that for the third year in a row, record number of America's children are attending schools -- and that this dramatic wave of new students will remain high for another ten years. Short term solutions won't work. We must act now to hire new teachers, repair against schools, and build new ones.

We can view these record number of students as an unsolvable problem. Or we can seize this time as an historic opportunity to give each and every one of them a world-class education, so that they can grow up safe and healthy and fully prepared to become active citizens in their community, and keep America the greatest land of opportunity and promise in the world. And that's the strategy that this Administration is taking.

The Administration has proposed a \$22-billion school construction plan to renovate, modernize, repair or build 5,000 schools. Half of that assistance would go the 100 school districts with the most low-income children. The President is also proposing to hire 100,000 quality new teachers for the first three grades, to help reduce average class size to 18 students. And he's asked Congress to fully fund his education technology initiatives -- so that every child in America has access to computers and the Internet -- the tools of the future. At the moment, only 27 percent of America's classrooms are wired to the Internet.

So far, Congress has refused to support these proposals -- but there is still a month left in

And as we all know, D.C. has had a huge # of problems to the extent that it's disrupted the school year.

my friend

just over

D.C.'s facilities problems have seemed worse than others

In fact, under the President's plan, DC would receive \$85m next yr.

this legislative session, and the President believes, as I do, that it's time to put bipartisanship aside, and give all of America's children the quality education they deserve.

The new school reform efforts are focused around standards and accountability.

Here in DC, we are seeing progress toward that goal on every front. A concerted school reform initiative -- driven and inspired by new leadership at the top and carried out by professional and caring teachers and administrators like yourselves -- has already resulted in higher test scores at every grade level; clear standards for student performance; a highly successful Summer program for those who needed help; a major new commitment to hold people accountable for student performance; a significant investment in teacher training; and a concerted effort to engage parents and the community in the education of their children -- at home and at school. ~~Maybe that~~

Joe Clinton Administrator has been your partner in this effort.
~~And we have~~

~~Yet as important as is to build safe and sound facilities --- we must also do more to develop strong and inquiring minds.~~ Today, it is my great pleasure and honor to announce a \$10 million U.S. Department of Education grant that will help every school in the District of Columbia improve the quality of teaching and learning -- particularly in the area of reading. Most of these new funds will be used to acquire reading specialists in every school -- to help teachers develop a strong reading instruction program.

Reading is the very foundation of learning -- and hiring a reading specialist in every school was one of the top recommendations of the national Academy of Sciences as an effective way to improve literacy skills. As you know, the President's America Reads Challenge seeks to ensure that every child can read by the end of third grade -- and this grant will clearly help the District meet that important goal. These funds will also be used to improve the overall quality of teaching by creating a Professional development resource center, and by developing a parent and community outreach program. Next year, a similar grant will help place a math specialist in every District public school -- so that we can improve math instruction as well.

~~Contingent upon funding in the District.~~

I am also very pleased to announce a \$1.8 million award to the District from the National School to Work Office, aimed at helping our students make that critical transition from the classroom to the work place. This new partnership between the city and the U.S. Departments of Labor and Education will encourage academic excellence, and open the doors to the high skill, high wage jobs of the future. The entire community must play a role in making sure our kids have a realistic view of what it takes to succeed in the 21st Century, and the District's School to Careers plan does just that. It calls on employers such as BellAtlantic, the World Bank, Clydes Restaurant Group, the AFL-CIO and city government itself to provide adult mentors and work-based learning opportunities.

are designed to support

These grants ~~are an integral part of~~ the District's comprehensive school ~~improvement~~ *reform* program to improve the quality of teaching and learning -- and further strengthen the partnership between the city and the federal government aimed at supporting those reforms. Last March, at a

city-wide summit of business leaders, I announced a \$5 million grant by the Education Department to keep the doors of 80 DC public schools open this summer, so that 20,000 of our young people could take extra academic instruction in reading and math. And I've heard that program was a resounding success.

I'm here today to underscore this Administration's and my own commitment to stand by you and support your efforts -- in whatever way we can -- to ensure that the students in our nation's capital receive the world-class education they deserve and need to flourish in the 21st Century. Much hard work remains to be done ahead. But today, we see the progress that's being made; we know we're on the right track; and we recognize that we're in this together for the long haul.

There's an old saying: "Fix the roof when the sun is shining." The sun is shining on this nation right now. Our economy is strong. We have the resources to make these investments in our children's and nation's future. What better way to invest in that future than by rebuilding and modernizing our schools and training new teachers -- so that students at John Eaton and every school in America can benefit from the best possible education not only today -- but tomorrow and into the next century.

Thank you.



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE SECRETARY

FAX TRANSMITTAL

TO: NEERA TANDENPHONE: 456-6278 FAX: 456-2878FROM: ERICA LEPPINGPHONE: 401-3026 FAX: (202) 401-0596PAGE(S) TO FOLLOW: 9MESSAGE: ~~draft report attached~~PRESS RELEASE ATTACHED...Your lower press office is
receiving 100 copies of the
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**UNITED STATES
DEPARTMENT OF EDUCATION****NEWS**

**EMBARGOED FOR RELEASE UNTIL:
12:01 a.m. Tuesday, September 8, 1998**

**Contact: Julie Green or Erica Lepping
(202) 401-3026**

**NEW EDUCATION STUDY SHOWS U.S. SCHOOLS FACE THIRD CONSECUTIVE YEAR OF
RECORD ENROLLMENT**

Celebrating School Modernization Day today, President Clinton renewed his call for more schools, classrooms and teachers in school districts across the country and cited a U.S. Department of Education report that details record numbers of children attending schools nationwide for the third consecutive year. School Modernization Day events are planned to take place in more than 100 communities across the country today to call attention to the need for practical investments in local schools.

According to a special annual back-to-school analysis prepared by the Education Department's National Center for Education Statistics, total public and private school enrollment this fall will be a record 52.7 million, surpassing last fall's all time high by 500,000. New enrollment records will continue to be set for at least the next eight years -- and by 2008, 54.3 million young people are expected to be attending elementary and secondary school. In addition, this year marks another all-time high being reached as total college enrollment will rise to a record 14.6 million, up from 14.3 million in 1997, an increase of some 240,000 students.

"This recurring theme of record student enrollment should motivate us to move faster to build and modernize schools, reduce class size to give students the individual attention they need in the early grades, and provide educational technology in classrooms so our young people are prepared for the Information Age," said U.S. Secretary of Education Richard W. Riley. "These projections show that record enrollments will continue -- that means we must face the reality this presents and prepare for the future."

While much of the growth is concentrated in large states like California, Texas and Florida, the majority of states -- and many suburban school districts -- are facing the impact of an increased number of children

- MORE -

attending school each year.

For instance, Missouri, Minnesota and Illinois are three states with rapidly growing suburban school districts. And in one of the fastest growing school districts in the nation, Fulton County, Georgia, part of suburban Atlanta, communities will need to build 17 additional schools to close the gap and meet enrollment needs in the next five years.

"More students in school exacerbates the need for additional teachers and classroom space," said Riley. "As these projections show, we're going to need 2.2 million additional teachers over the next decade to accommodate the rising student population and to replace those retiring and leaving the profession. We have to do all we can to ensure that they are teaching in environments conducive to teaching and learning, and that they receive the professional support they need early on."

A 1995 General Accounting Office report estimated that \$112 billion were needed to upgrade and retrofit America's school buildings. And in its 1998 Report Card for America's Infrastructure, the American Society of Civil Engineers graded schools an "F" and said they represented the nation's worst public infrastructure need.

According to the Education Department's estimates, the greatest number of additional students over the next ten years will be concentrated in grades 9-12. Projections for 1998-2008 indicate an additional 1.5 million public high school students over the same period, an 11 percent increase. And the next largest increase is projected for grades 6-8, where just under a half million additional students will enter those grades over the next ten years.

As part of his FY 1999 budget request pending in Congress, President Clinton has proposed: a \$22 billion initiative to build, renovate and modernize 5,000 public schools; a \$12 billion plan to put well-trained teachers in classrooms to reduce class size in grades 1-3 to a nationwide average of 18 students over seven years, and \$550 million for several initiatives to train teachers to use technology and put more computers and software in classrooms.

NOTE TO EDITORS: Copies of the Department's report are available to the media by calling (202)401-3026.

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NATIONAL SCHOOL MODERNIZATION DAY ACTIVITIES

84 Sites and Contacts

DOE= U.S. Department of Education, AIA= American Institute of Architects

NOTE: Some scheduled attendees are listed, but do not represent complete lists of participants.

NOTE: This list provides examples. Additional activities will occur.

Little Rock, AR

Representative Vic Snyder

Contact: John Yates, 501-324-5942

Springdale, AR

Jones Center for Families

Contact: Don Johnson, Arkansas PTA, 501-750-8859

Pinon/Navajo Reservation, AZ

Pinon Community School, Navajo Route 4, 520-725-3234

Contact: Jodie Brooks, Executive Director, AIA Albuquerque, 505-244-3737

Beaumont (Riverside), CA

Beaumont High School Library

Contact: John Wood, Superintendent Beaumont Unified School District, 909-845-1631 x309

Los Angeles/Reseda, CA

Reseda High School, 18230 Kittridge Street, 818-342-6186

Representative Brad Sherman, Deputy General Counsel Jean Veta (DOE)

Contact: Mike Cherry, AFT President, 213-368-6237 or Sarah Bradshaw, Los Angeles Unified School District, 213-625-5694

Santa Cruz, CA

Branciforte Junior High

Representative Sam Farr

Contact: Don Maxwell, President, Greater Santa Cruz Federation of Teachers, 408-425-8939

Oakland, CA

Garfield Elementary School, Emerson Middle School, and Castlemont High School

Contact: Julie Henderson, Executive Director, Marcus A. Foster Educational Institute, 510-835-0391

Petaluma, CA

Valley Vista Elementary

Representative Lynn Woolsey, Secretary's Regional Representative Loni Hancock (DOE)

Contact: Gary Ravani, President, Petaluma Federation of Teachers, 707-762-2184

Sacramento, CA

Contact: Maria Lopez, Director of Communications, Sacramento City Unified School District, 916-264-4440

Santa Ana, CA

Santa Ana Unified School District Administrative Offices -- Board Room

Contact: Mike Vail/Christine Sanchez, Santa Ana Unified School District, 714-480-5358

Santa Barbara, CA

Representative Lois Capps

Contact: Lisa Fishel, 202-225-3601

Denver, CO

Governor Roy Roemer, Deputy Assistant Secretary Peggy Kerns (DOE)

Contact: Andrea Giunta, Denver Classroom Teachers Association, 303-831-0590

Meridan, CT

Lincoln Middle School

Vice President Gore, Representatives Maloney

Contact: Press Office, Vice President Gore, 202-456-7035, Leo Canty, Vice President, Connecticut Federation of Teachers, 860-257-9782 or Thomas Bruenn, President, Meriden Fed. Of Teachers, 203-634-8830

-MORE-

Washington, D.C. John Eaton Elementary School
First Lady Hillary Rodham Clinton
Contact: First Lady's Press Office, 202-456-2960

Washington, D.C. H.D. Woodson Senior High School
Attorney General Reno
Contact: Gregory King, 202-514-2008

Ft. Lauderdale, FL (Broward County) McFatter High School Vocational Technology Center, 6500 Nova Drive, Davie, FL
Congressman Peter Deutsch, Assistant Secretary Mario Moreno (DOE)
Contact: Sisty Walsh, Director of Community Relations, Broward County Public Schools, 954-765-6274

Miami, FL (Dade County) Ben Franklin Elementary School, 13100 Northwest 12th Avenue
Secretary's Regional Representative Stan Williams (DOE)
Contact: Iriada Mendez, Legislative and Labor Relations Office, Miami/Dade County Public Schools, 305-995-1498

Panama City, FL
Representative Allen Boyd, Jr.
Contact: Diane Pratt, Boyd's office, 202-225-5235

Atlanta, GA Walter White Elementary School, 1890 Detroit Avenue, NW
Representative John Lewis, Mayor Bill Campbell, Deputy Assistant Secretary Jim Kohlmoos
Contact: Elizabeth Douglas and Jack Pannell, 202-225-3801

Thomasville, GA Central High School
Representative Sanford Bishop
Contact: Principal Frank Delaney or Asst. Principal Dusty Kornegay, 912-225-5050 or Roxanne Burnham, Bishop's office, 202-225-3631

Waterloo, IA Education Service Center
Mayor John Rooft, Superintendent
Contact: Sharon Miller, Director of School and Community Relations, Waterloo Community Schools, 319-291-4800

Burlington, IA Sunnyside Elementary School, 2040 Sunnyside Avenue
Representative Leonard Boswell
Contact: Debbie Freeland, President, Burlington Education Association, 319-753-6747 or Dr. Steven Swanson, Burlington School Superintendent, 319-753-6791

Chicago, IL
Senator Moseley-Braun, Mayor Daley, CEO Vallas, Board Chairman Chico
Contact: Chuck Pizer, Consultant to Chicago Public Schools, 202-783-3524

Urbana, IL
Assistant Secretary Norma Cantu (DOE)
Contact: Jim Hamilton, Director of Distance Learning, U of IL, 217-333-7118

Indianapolis, IN Center for Instruction of Radio and Television, Studio A, 931 Fletcher Ave., Indianapolis, IN
Contact: Karen Tucker, Programming Coordinator, Indianapolis Public Schools, 317-226-4141

Kansas City, KS Parker or Roosevelt Elementary Schools
Superintendent Ray Daniels, KS NEA President Gene Neely
Contact: Cynthia Menzel, Kansas-NEA Communications, 785-232-8271

Frankfort, KY
Contact: Mayor Bill May, 502-875-8500

-MORE-

Baton Rouge, LA Banks Elementary School, 2401 72nd Avenue
Contact: David Lovely/Mona Waldrop, East Baton Rouge Fed. Of Teachers, 225-926-5087

New Orleans, LA Orleans Parish School Board Meeting Room, 4100 Touro Street, New Orleans, LA 70122
Contact: Dr. Kenneth J. Ducote/ Stephanie Polk, NOPS/ Department of Facility Planning, 504-942-3517

Attleborough, MA Brennan Middle School, off Rome Boulevard
Representative Jim McGovern (tentative)
Contact: Rand Wilson, MTA, Communications, 617-742-7950, ext 266 or Naomi Cordell, AEA President, 508-226-8262

Haverhill, MA Northern Essex Community College
Representative John Tierney
Contact: Gary Barrett or Cynthia McGrunen, Tierney's office, 978-531-1669

Revere, MA Revere High School
Senator John Kerry, Congressman Ed Markey, Mayor Robert Haas, Chief Financial Officer Don Rappaport (DOE)
Contact: Fred Balboni, 781-289-8551

Worcester, MA South High School
Senator Ted Kennedy (tentative), Representative Jim McGovern, Mayor Mariano, Secretary's Regional Representative Jen Paschal
Contact: Mayor Mariano's office, 508-799-1153

Baltimore, MD Dallas Nicholas Elementary School, 201 E. 21st Street
Representative Elijah Cummings, Administrator Aida Alvarez (Small Business Administration), Deputy Assistant Secretary W. Wilson Goode
Contact: Kymberly Graves, 202-225-4741

Silver Spring, MD Pine Crest Elementary School
President William Jefferson Clinton, Education Secretary Richard Riley, Representative Al Wynn
Contact: White House Press Office, 202-456-7150 or Kim Ayers, 202-225-8699

Lansing, MI Technology Center, Erickson Hall, Michigan State University
Representative Debbie Stabenow
Contact: Matt Frankel, Stabenow's office, 517-336-7777

Madison Heights, MI Lamphere High School, First Floor Media Center, 620 West 13 mile Road
Representative Sander Levin
Contact: Superintendent James McCann, Lamphere School District, 248-589-2618

Apple Valley, MN School of Environmental Studies, Minnesota, Zoological Gardens, 12155 Johnny Cake Ridge Road,
612-431-8750
Assistant Secretary Trish McNeil (ED) via teleconference
Contact: Kathy Tait, Cunningham Group, 612-379-3400

Buffalo, MN Buffalo High School
Representative David Minge
Contact: Diane O'Brien, Public Affairs Director, Minnesota Federation of Teachers, 651-292-4818

St. Louis, MO Samuel Shepard, Jr. Gateway Educational Park, 1200 North Jefferson Avenue, 314-241-2295
Contact: Ruth Wood-Steed, Manager, Kennedy Associates Inc., 314-241-8188 x207

Fayetteville, NC E.E. Smith High School
Secretary Caldera (Army)
Contact: Major David Stockwell, 703-695-1717

-MORE-

Raleigh, Chapel Hill, NC Enloe High School, 128 Clarendon Crescent, Raleigh, NC, 919-856-7918/7917
Representatives Bob Etheridge and David Price
Contact: Paul Boney, AIA, CEO, Boney Architects, Inc., 910-790-9901

Belcourt, ND (near Canada), Turtle Mountain Indian Reservation Turtle Mountain Community School
Contact: Duane Poitra, 701-477-6471 x213

Camden, NJ
Assistant Secretary Kent McGuire (DOE)
Contact: Norma Duncan, McGuire's office, 202-208-0667

Nutley, NJ Nutley Middle School
Senator Frank Lautenberg, Representatives Robert Menendez, Bill Pascrell and Donald Payne, Superintendent Frank Votto, Deputy Assistant W. Wilson Goode
Contact: Dan Katz, Lautenberg's office, 202-224-1832 or Hal Connolly, Menendez's office, 202-225-7919

Paterson, NJ Martin Luther King, Jr. Elementary School, 823 E. 28th Street
Representative Bill Pascrell, Superintendent Edwin Duoy
Contact: Harold Lichtman, AIA, President, 215-635-6018

Zia Pueblo, NM Zia Day School
Interior Secretary Babbitt, Senator Jeff Bingaman via phone
Contact: Stephanie Hanna, 202-501-4633

Las Vegas, NV UNLV
Governor Bob Miller (tentative)
Contact: Stefanie Bodnar, NSEA, Communications, 702-733-7330

Binghampton, NY Theodore Roosevelt School
Representative Maurice Hinchey, Assistant Secretary Scott Fleming (DOE), Superintendent Jack Jordan
Contact: Wendy Darwell, Hinchey's office, 202-225-6335

Buffalo, NY City Honors High School
Mayor Anthony Masiello, Representative Jack Quinn (tentative), Superintendent James Harris
Contact: Mel Austin, Assoc. Superintendent for Plant Services and School Planning, 716-851-3560 or Cara Rosenthal, Executive Director, Education Fund for Greater Buffalo, 716-843-8895

Roosevelt, NY (Hempstead Township, Long Island) Washington Rose Elementary School, Washington and Rose Avenues, Roosevelt, NY
Representative Carolyn McCarthy, Superintendent Michael Mostow
Contact: Charlene Straughn, President, Roosevelt Teachers Association, 516-868-3889 or David Israel, NYSUT, 516-876-4701

New York City, NY (Queens) Gateway High School, Jamaica, Queens
Representatives Nita Lowey and Gregory Meeks
Contact: Barbara Nadel, AIA, 718-793-7106

New York City, NY I.S. 118, 154 West 93rd Street, Manhattan
Representative Carolyn Maloney
Contact: Tom Murphy or Jake Herring, United Federation of Teachers, 212-777-7500

New York City, NY (Bronx) P.S. 58, E. 176th Street and Washington Ave., Bronx
Representative Jose Serrano
Contact: Tom Murphy (Jake Herring) UFT, 212-777-7500

-MORE-

New York City, NY (Bronx) P.S. 24, 660 West 236th Street, Bronx
Representative Eliot Engel
Contact: Tom Murphy (Jake Herring) UFT, 212-777-7500

Portchester, NY Portchester High School
Representative Nita Lowey, Deputy Assistant Secretary Judith Johnson (DOE)
Contact: Jennifer Luray, Lowey's office, 202-225-6506

Rochester, NY East High School, 1801 Main Street E.
Representative Louise Slaughter, Supt. Clifford Janey, Secretary's Regional Representative John Mahoney
Contact: Barbara Jarzyniecki, Exec. Director, Public Engagement and Communications Services, Rochester City School District, 716-262-8729

Cincinnati, OH
Mayor Roxanne Qualls
Contact: Tom Mooney, President, Cincinnati Federation of Teachers, 513-961-2272 or Carla Walker, Assistant to the Mayor, 513-352-1959

Cleveland, OH Orchard Elementary School of Science, 4200 Bailey Avenue, Distance Learning Lab
Representative Dennis Kucinich
Contact: Meryl Johnson, Cleveland Teachers Union, 216-861-7676 x16 or Deborah Howard, Executive Director, Cleveland Education Fund, 216/573-5862

Columbus, OH Ohio Dept. of Education, Dept. of Administrative Services Teleconference Room (#720), 30 E. Broad St.
Contact: John Rochester, Governmental Relations, Ohio Department of Education, 614-466-3125

McArthur, (Appalachia), OH Vinton County High School, 3607 West High Street, 704-596-5258
Contact: Cindy Taylor, Capstone Communications, 703-288-9191

Lorain, OH Hawthorne Boone Elementary School
Representative Sherrod Brown
Contact: Ken Berlack, Brown's office, 202-225-3401

Little Axe (Oklahoma City), OK Little Axe School, 2000 168th Avenue, NE, Norman, OK, 405-447-0913/405-579-2929
Superintendent
Contact: Melissa S. Hunt, Executive Director, AIA Central OK Chapter, 405-948-7174

Tulsa, OK Tulsa Public Schools Education Service Center
Contact: Tiffani Bruton, Tulsa Public Schools, 918-746-6304

Philadelphia, PA Elkins School
Mayor Ed Rendell, Representatives Chaka Fattah (tentative) and Bob Brady (tentative)
Contact: David Yarkin, Mayor's Office, 215-686-6212 or Barbara Grant, School District of Philadelphia, 215-299-7823

Central Falls, RI Central Falls High School
Representative Patrick Kennedy
Contact: Robyn Yates, Central Falls Teacher's Union, 401-727-6153

Pawtucket, RI
Representative Patrick Kennedy
Contact: Kennedy's office, 202-225-4911

Warwick, RI Robertson School and Lippit School
Representative Robert Weygand
Contact: Jennifer Branley, 202-225-2735

-MORE-

Sioux Falls, SD Southeast Technical Institute, 2301 Career Place, 605-367-7624

Senator Tim Johnson (by phone)

Contact: Dr. John Keegan, Jr., Superintendent, Sioux Falls School District 49-5, 605-367-7920

Austin, TX Joe D. Mills Elementary

Contact: Jaime Beaman, AIA, (president-elect 1998), AIA Austin, CasaBella Architects, 512-458-5700

Crockett, TX Crockett ISD

Contact: Dorman Jackson/ Ray McLain, Crockett ISD, 409-544-2125,

El Paso, TX Doctor Nixon Elementary School and Mesita Elementary School, Downlink at Texas Education Agency, Regional Service Center, Region 19

Representative Silvestre Reyes

Contact: Frances Weaver, President or Vicki Crase, TFT Organizer, El Paso Federation of Teachers, 915-562-3738 or Enrique Gallegos, Reyes' office 915-534-4400

Houston School District, TX Grissom Elementary School, 4900 Simsbrook Drive, 713-434-5660

Representative Ken Bentsen

Contact: Gayle Fallon, President, HFT, 713-623-8891 or Larry Yawn, Asst. Superintendent for District Development, 713-892-6532 or Martha Murphree, Executive Director, AIA Houston, 713-520-5134

San Antonio, TX

Representative Ciro Rodriguez, Assistant Secretary Delia Pompa (DOE)

Contact: Tom Cummins, President (Shelley Potter), Bexar County Federation of Teachers, 210-227-8083

Price, UT College of Eastern Utah

Contact: Rich McCormick, College of Eastern Utah, 435-637-4102

Salt Lake City, UT Horizonte Instruction and Training Center, 1234 South Main Street, 801-578-8574

Contact: Steve Crane, AIA, Valentin Crane Brunjes Onyon Architects, 801-575-8800

Newport News, VA Newport News Public Schools Administration Auditorium

Contact: Patrick Finneran, Director, Information and Legislative Services, Newport News Public Schools, 757-591-4936

Brattleboro, VT

Governor Howard Dean

Contact: Kate O'Connor, State Capitol, 802-828-3333

Kent, WA Kent School District

Contact: Kent Keel, Kent School District, 253-813-7527

Seattle, WA University of Washington, Miller Hall, 4th floor conference room 411

Contact: Jerry Bamberg, Center for Effective Schools, School of Education, 206-543-3999, -4014

Vancouver, WA Educational Service District 112, PO Box 8910, Vancouver, WA 98668

Contact: Marica Ross, Evergreen School District, 360-604-4020

Wenatchee, WA North Central Educational Service District, Wenatchee, WA

Contact: Jennifer Maydole, North Central Educational Service District, 509-664-0354

Green Bay, WI Southwest High School, 1331 Packerland Drive

Representative Jay Johnson

Contact: Todd Sandman, Johnson's office, 202-225-5665

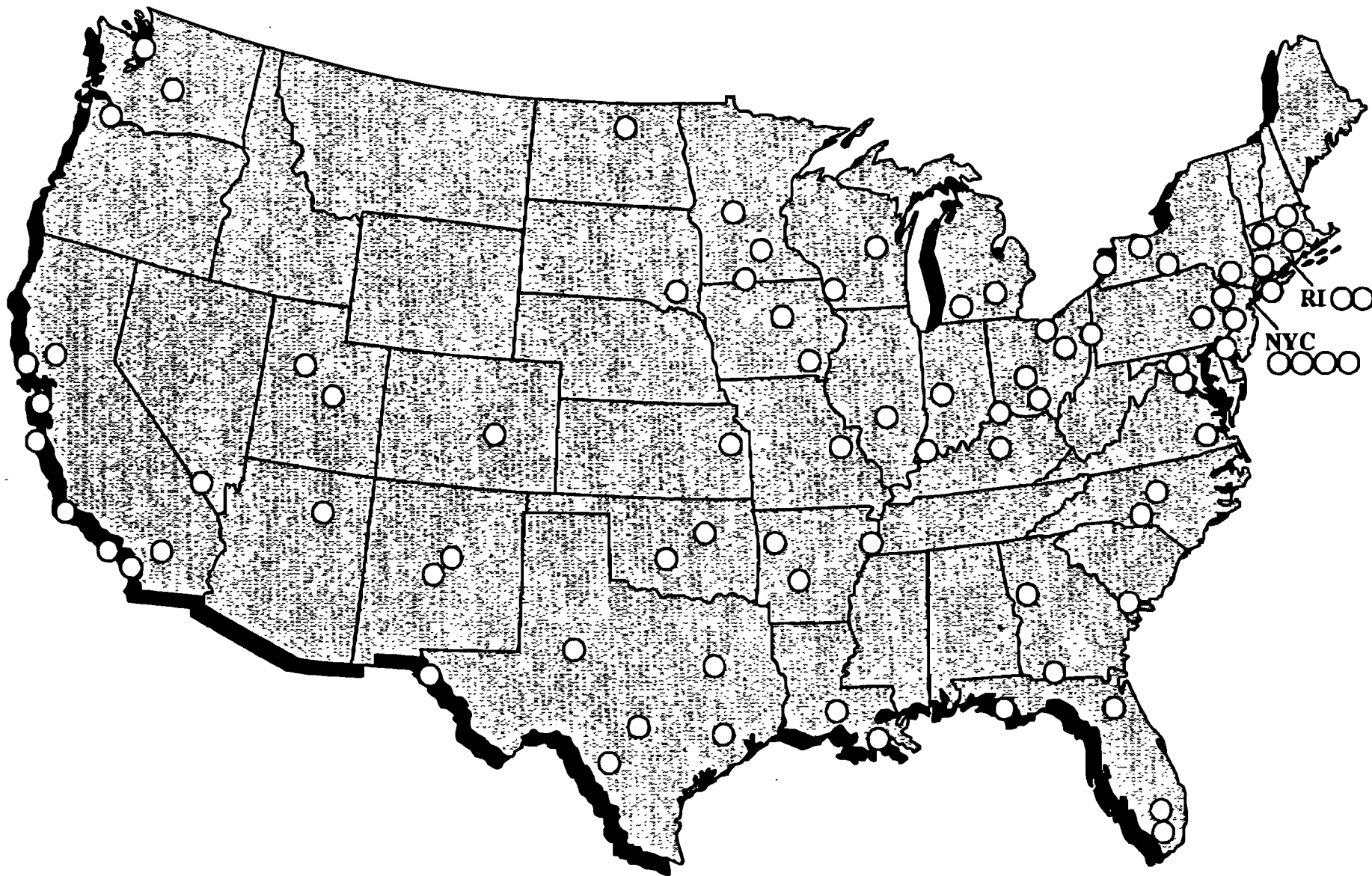
Madison, WI Doyle Administration Bldg. Auditorium, Madison Metro. School District, 545 W. Dayton St., Mayor Sue

Bauman, Counselor to the Secretary Terry Peterson (DOE) Ctct: Brenda Perry, Mayor's office 608-266-4611

###

NATIONAL SCHOOL MODERNIZATION DAY

ACTIVITIES SITES





UNITED STATES DEPARTMENT OF EDUCATION

Office of the Deputy Secretary
600 Independence Avenue, SW
Washington, DC 20202

Telephone Number: (202) 401 8183 Fax Number: (202) 401-9027

FAX COVER SHEET

TO: _____

NEERA TANDEN

ORGANIZATION: _____

PHONE: _____

456 6275

FAX: _____

456-2878

FROM: _____

SANDY BATTLE

COMMENTS: _____

I'm expecting data from
last year. But decided to
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NEWS

STYLE

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Editor's Profile

Eaton Elementary School

ADDRESS: 3301 Lowell St. NW, Washington 20008

(show me on a map)

PHONE: 202/282-0103

CROSS

STREET: 33rd Street NW

What Else is Nearby?

Something to do

Within (mi.) .50 **Go!**



Achievement Scores, 1996-97 School Year, D.C. Public Schools

■ This School ■ School System Average

Math (95.4% of students tested)

• Percent Lacking Basic Academic Skills

19.2%

58.6%

• Percent with Basic Skills

30.8%

27.0%

• Percent Proficient or Advanced

50.0%

14.4%

Reading (95.7% of students tested)

• Percent Lacking Basic Academic Skills

12.4%

36.4%

• Percent with Basic Skills

34.1%

40.5%

• Percent Proficient or Advanced

53.4%

23.1%

Notes:

- Lacking basic academic skills performance indicates little or no mastery of fundamental knowledge and skills at grade level tested.
- Basic skills performance denotes partial mastery of knowledge and skills that are fundamental for satisfactory work at the grade level tested.
- Proficient or advanced performance represents solid or superior academic performance. 42% of the students at this school qualified for free or reduced price lunch based on their families' income.

Source: D.C. School System, 1996-97 school year.

last published: Saturday July 18, 1998



help

This is an editorial profile of a location . It represents the viewpoint of

Eaton Elementary School - Washington, CitySearch

Page 2 of 2

washingtonpost.com contributors. If this location has an advertiser-supported Web site, you can access it by clicking on the button near the top left corner of this page, below the map button.

<http://yp.washingtonpost.com/E/V/WASDC/0020/03/21/cs1.html>

9/2/98

http://yp.washingtonpost.com/WEB/Web?MIval=HTML_Client&WHICH=EditorialMap&ENTITY/2/98=V-W

Your School Profile▼

School Year 1993-1994

EATON ELEMENTARY SCHOOL

34th & Lowell Sts., NW
Washington, DC, 20008
282-0103

PROFILE OF STUDENT BODY—FALL 1993

SOURCE NOTES Div Student Svc, Student Membership on 10/21/93, Home Language - Lang Minor Affs Br, 10/27/93, Outside zone - Div Student Svc, 4/8/94

STUDENTS

435

ENROLLMENT IN EACH GRADE

Pre-kindergarten	33
Kindergarten	63
1st Grade	43
2nd Grade	60
3rd Grade	53
4th Grade	50
5th Grade	77
6th Grade	56

RACIAL/ETHNIC BACKGROUND

African American	92
Hispanic	113
White	197
Asian	33
Other	0
Home language is not English	153
Live outside the school's attendance zone	110

SPECIAL PROGRAM HIGHLIGHTS

SOURCE NOTES Lang Min Affs Br, 10/27/93, Spec Ed Br LEA, 12/1/93, Lenox Chap 1, rd, CESC, Early Childhd progrs, Pos'n Title Repl Apr 1994, Adm Dir, Comm Div, DCPS Sch Profiles

John Eaton is a neighborhood elementary school, grades Pre-K through 6. A "▶" denotes some of its special programs with student participation listed when number is available

PROGRAM	STUDENTS
▶ English as a second language or Bilingual Special education	39
▶ Level 1	5
▶ Level 2	4
Level 3	
Chapter 1 Services	
Head Start	
▶ Before/after school care	
Foreign Language classes	Latin

Specialist subjects: art, music

Early Childhood Demonstration Center: classes reflect exemplary current practices, peer leadership by exemplary teachers

Beers Model Elementary Science Program: special labs, books, AV, computer software & instruction in hands-on science. **Emeritus Scientists**—6-week courses

Galaxy Classroom: interactive telecommunication program focussing on science, language arts

Environmental Science Program

Conversational Spanish: before-school program

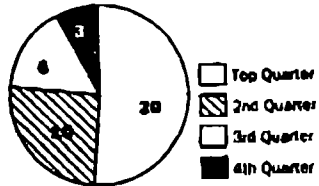
Integrating Computers in the Classroom: (two rooms) Apple computers for student throughout instructional program

ATION

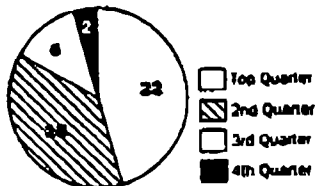
How Well Students Do

SOURCE NOTE: Student Assess Br Ind

GRADERS COMPARED TO NATION



SIXTH GRADERS COMPARED TO NATION



Numerals represent number of students in each quartile

ABOUT CTBS TEST SCORES

Comprehensive Tests of Basic Skills are standardized tests that DCPS students in selected grades take in May of each year. National averages and percentile standards on the CTBS standardized tests are set by the performance of children in a nationwide representative sample who took the test at the time it was prepared. The 50th percentile is the score in the exact middle of this sample.

Never Use Test Scores as the only indicator of student or school performance. There are many additional ways of evaluating schools. In addition, averages (like those here) can conceal important differences. For example, in one school all students might score at a middle level, between the 50th and 70th percentiles, while in another school half the students might score very low, in the 30's, and half very high, in the 90's. But both schools will have the same median score, at the 60th percentile. Many experts consider scores on standardized tests to be inflated, because over half of the children score above the 50th percentile.

CTBS TEST SCORES* FOR THIRD GRADE

	MAY'91	MAY'92	MAY'93	MAY'94
Math	95	81	77	75
DC Average	65	64	61	56
Reading	84	79	70	60
DC Average	53	47	48	45
National Average	50	50	50	50
Number of Students Tested	40	Absent NR Except NR		

CTBS TEST SCORES FOR SIXTH GRADE

	MAY'91	MAY'92	MAY'93	MAY'94
Math	74	74	81	81
DC Average	67	65	62	61
Reading	72	69	72	71
DC Average	52	49	46	47
National Average	50	50	50	50
Number of Students Tested	48	Absent NR Except NR		

Comparison with other DC Public Schools

SOURCE NOTE: rankings calc'd by Westat

RANKING WITHIN THE DC PUBLIC SCHOOL SYSTEM

	1991		1992		1993	
	HIGHEST	LOWEST	HIGHEST	LOWEST	HIGHEST	LOWEST
3rd Grade	1	112	1	112	1	112
Math Scores	3		17		22	
Reading Scores	7		5		11	
6th Grade	1	112	1	111	1	110
Math Scores	32		23		13	
Reading Scores	14		14		12	
Attendance Rate	32		29		16	
Promotion Rate	2		9		14	

* Based on CTBS (Comprehensive Tests of Basic Skills) scores.

NR=No report

NA=Not applicable



SCHOOL/DCPS AVERAGE	1991	1992	1993	1994
Attendance Rate*	94%	94%	95%	95%
DC Elementary Average	91%	93%	93%	92%
Promotion Rate(% gr 1-5)	99%	99%	98%	95%
DC Elementary Average	91%	91%	91%	90%

* ATTENDANCE RATE: Average percentage of students marked present each day of the school year

SCHOOL YEAR 1993/4

Library Books/Student*	19:1
DC Elementary Average (Enroll lt 500)	15:1
DCPS goal (Enroll lt 500)	31:1
Students Per Computer	NR
DC Elementary Average	NR
DCPS Goal	7:1

Instructional TV

Instructional TV Fixed Services
Channel 1 (Whittle Programming)

* Library Books Per Student: The higher the number, the more books your school's library has for each student

** Students Per Computer: The lower the number, the more opportunity for each individual student to use a computer

SCHOOL YEAR 1993/4

Number of Pre-kindergarten and Kindergarten students	96
Average class size, Pre-K and Kindergarten	24
DC Pre-K and K average	22
DCPS Goal	20
% of Kindergartners previously in Pre-K	40%
% of 1st Graders previously in Kindergarten	77%
% of students fully immunized	98%

EATON ELEMENTARY

Size of Building	49,100 square ft
Student Capacity	376 students
Student occupancy(1993/4)	116 percent

Attendance and Promotions

SOURCE NOTES: Div. Student Svs. Pres. Year
Attendance Calendar, 1992-93, SPP Prom's - Prog
Ass Br, DEAAI, 8/94 rpt

Media/Technology Resources

SOURCE NOTES: Library Books - Lib Media Svs.
Ann Rpt Summary, 1992-93, Instructional TV -
Library Media Svs III's, (ND) DC Average calc'd
by Whittle

Early Childhood Program

SOURCE NOTES: Early Childhood enrollment -
Div Student Svs. Student Membership on
10/21/93, Class Size - OEA, CI Sr Data for Each
Sch by Grade 1993-94, Previous enrollment
calc'd by Whittle from annual Oct Membership
rpt, Immunization Rate - Div of SEAAEA oper,
Immunization Summary Rpt, (ND)

Facilities

SOURCE NOTE: Div. Facilities, 4/94

Class Size and Staff Resources

SOURCE NOTES: Class Size - EDC, CTS Data for Each Sch by Grade 1993-94; School Staff info - DCPS Sch Profiles.

AVERAGE CLASS SIZE GRADES 1-5

DCPS Average	22
DCPS Goal	20

SCHOOL STAFF

Teachers	24
Counselor(s)	0
Librarian(s)	1
Building Resource Teacher	0
Principal	1
Assistant Principal	0
Coordinator(s)	0
Other	0
Clerical	2
Security	1
Maintenance	3
Cafeteria	2
Medical	1
Aides	8

TEACHERS' ACADEMIC TRAINING

Bachelor's degree	3
Bachelor's + 15 credit hrs	3
Bachelor's + 30 credit hrs	4
Master's degree	9
Master's + 30 credit hrs	6
Doctorate (or MA + 60)	1

TEACHERS' BACKGROUND

African American	10
White	13
Hispanic	1
Asian	0
Other	0
Men	3
Women	21

Long Term Enrollment Trends

SOURCE NOTES: Enrollment - Ann Student Membership repts (as of Oct); Class Size - calc'd by Parents United from Pupil/Teacher Ratio Monitoring repts; Percent Student Occupancy - Oct enroll divid by official capacity.

	FALL '81	FALL '86	FALL '90	FALL '93
Total Student Enrollment	243	402	388	435
African-American	55	108	86	92
Hispanic	53	117	118	113
White	118	147	160	197
Asian	17	26	23	33
Other	0	4	1	0
Average Class Size grades 1-6	NR	23	23	23
Early Childhood (Pre-K & K) Enrollment	35	79	75	96
Average Class Size Pre-K & K	NR	21	18	24
Percent Student Occupancy	65%	107%	103%	116



COPE (D.C. Committee on Public Education) was formed by the Federal City Council to help the District develop a long-range plan to improve the education of children in the D.C. school system. The Committee numbers some 80 individuals drawn from the business and professional community, the churches, the universities, parents, and nationally recognized experts in education.

Your School Profiles for 1993-94 are a collaborative effort of COPE and the D.C. Public Schools. Special thanks to the DCPS Office of Educational Accountability, and to the U.S. Department of Education for its assistance.

FAX

TO: NEZARA TANDEN - 456-2878

FR: KAREN BATES

DATE: 9/4/98

RE: CAPITAL NEEDS

PAGES - 9

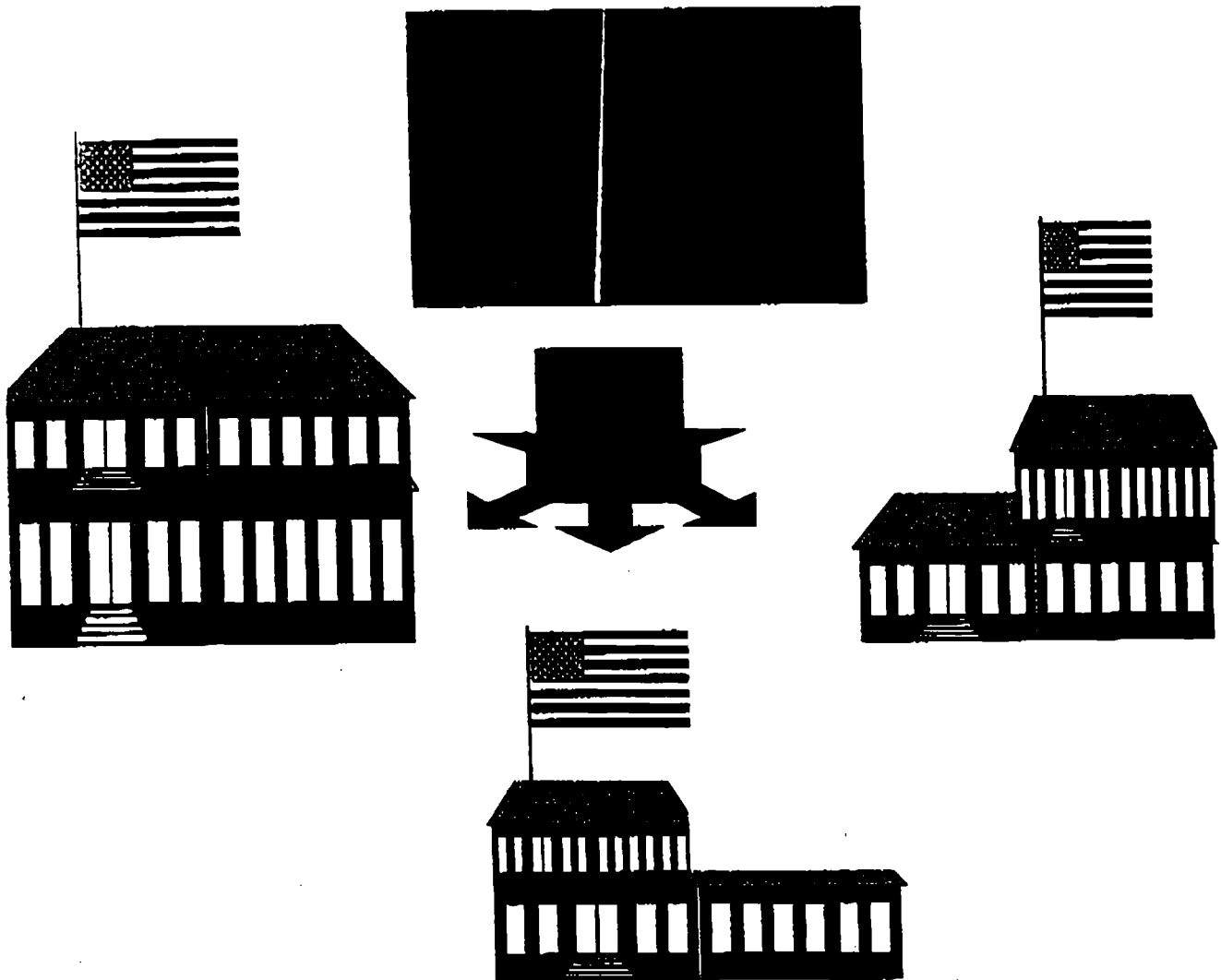
Call if you have questions - KB

QUESTION #14 ATTACHMENT

DISTRICT OF COLUMBIA PUBLIC SCHOOLS LONG RANGE FACILITIES MASTER PLAN

YEARS 1997 -- 2007

**YOUR INTERSTATE ROAD MAP
TO
QUALITY, SAFE PUBLIC SCHOOLS**



JULY 17, 1997

CHILDREN FIRST

PLANNING ASSUMPTIONS

- The DCPS is in crisis and the facilities are near shambles
- That over 50% of the existing facilities are unsafe and cannot be adequately secured
- There is considerable excess capacity in the facility inventory
- That preventative and routine maintenance have been grossly neglected over the years
- There is no long range facilities plan currently in place
- That existing data would be used to generate the initial plan
- Than numerous private sector assessments and cost estimates are generally valid
- Time was of the essence
- That the long range academic plan would not be available until early fall 1997

THE STRATEGY

- Make building condition assessments a continuous process
- Keep the execution focus on insuring a physically safe, functional and modern facility for all DCPS students
- Generate maximum revenue from surplus property
- Utilize a blend of appropriated, surplus property generated and private sector funding to get the job done
- Keep the plan a living document with annual revisions as appropriate

THE WORK

WORK DESCRIPTION:

STABILIZATION

- Roof Replacement
- Boiler Replacement
- Chiller Replacement
- Some Window Replacement
- Emergency Generator Upgrades
- Some ADA Work
- Some Structural Work

FOCUS:

EMERGENCY

WORK DESCRIPTION:

FUNCTIONALITY

- Complete Systems Upgrade
- Complete Bathroom Renovation
- Complete Hallway, Doors & Lighting Upgrade
- Complete Playground Equipment Upgrade
- Complete Window Upgrade
- Complete ADA Requirements
- Install New Fencing As Appropriate
- Complete Adverse Environmental Work

FOCUS:

MUST BE ACCOMPLISHED

WORK DESCRIPTION:

MODERNIZATION

- Some New Facilities
- Major Additions
- Complete Athletic Facilities Upgrade
- Major Interior Renovations (Gym, Auditorium, Departments, etc.)

FOCUS:

SHOULD BE ACCOMPLISHED

DISTRICT OF COLUMBIA LONG RANGE FACILITIES MASTER PLAN YOUR INTERSTATE ROAD MAP TO QUALITY, SAFE PUBLIC SCHOOLS

The DCPS Long Range Facilities Master Plan creates a clear and precise vision of where the DCPS facilities function should support the educational goals of our school system and how we should get there. Master plans come in a variety of forms. They can be broad and provide an overview of institutional facilities focusing on facility and site development. Or they can look at specific factors in detail such as site specific compliance with governmental regulatory requirements/mandates or where to plant new trees. We have described our plan as "an interstate road map" for the facilities revitalization journey. Ensuring that individual projects will fit properly into the overall institutional vision can be likened to the exit ramps off of the interstate. All this must be accomplished in a logical sequence and within an ever diminishing time frame.

Our plan provides an overview of the District of Columbia Public School facilities and sites. Declining enrollment and a decreasing budget have placed us in a difficult situation. We have fewer dollars to work with, yet we must and we will ensure that we provide a safe and secure learning environment for the children who attend District of Columbia Public Schools. We recognize that our draft Long Range Facilities Master Plan released on February 28, 1997 and this plan, do not set forth specific support details for identified educational goals. The Educational Long Range plan is being prepared and we firmly believe that our plan gives us the flexibility to support the educational goals of this school system as they are developed.

Our plan serves as a guide for contraction or future development, and as a schedule for capital budget projections. It is also a guide for making decisions about facilities, resources, and timing of improvements. In effect, our Long Range Facilities Master Plan is simply a means to an end....defining and approving facility projects that support specific educational goals and plans as they are developed and adopted by the system.

In order to speak with one voice, the basic thrust of our plan is simple. It has three phases:

- **STABILIZATION** - Our crumbling and unsafe facilities must be stabilized first. This work encompasses roofs, boilers, emergency generators, chillers, some window replacement, some adverse environmental work, some ADA compliance work and structural work
- **FUNCTIONALITY** - Once we have the facilities stabilized, we must insure that they will function for the children, giving them a safe, comfortable environment for learning. This includes: complete systems upgrade, bathroom renovation, hallway, doors and lighting upgrade, window replacement, ADA requirements, install new fencing as appropriate and complete the adverse environment work.

- **MODERNIZATION** - After we have the stabilization and functionality work done in FY98, we will move into the modernization phase which will include: some new facilities, major additions, complete athletic facilities upgrade and major interior renovations (gym, auditorium, departments, etc.)

A successful facilities master plan should provide a space program that documents and interprets space needs. Accordingly, we are integrating fundamental concepts from our school closing exercise into the long range facilities master plan. The space program gives a platform to determine where space deficiencies or excesses exist or are likely to develop in the future. This helps us to identify which space needs are most appropriately met with new facilities and how the space we are currently occupying might be redistributed or reconfigured as new facilities become occupied.

Planning will begin for the modernization of existing schools and some new school construction in FY98/99. By this time, significant progress will have been made on the disposition of the schools' excess space portfolio. Decisions as to school closings, swing space, modernizations and new construction will be accomplished and planning will begin in earnest for the full revitalization program. During years FY2000-2007, the full modernization and revitalization of the DCPS facilities will be accomplished. Modernizations cannot begin to occur until the current inventory is stabilized. You cannot modernize facilities when children are sitting at desk with rain falling on them, windows leaking, boilers inoperable. We have to secure the envelope of the building and insure the safety of the children before we begin to attempt full modernizations of facilities.

In order to make a credible case to Congress for the necessary funding, specific projects had to be identified and the case made for the emergency plan. We feel that our plan has accomplished this mission. In our opinion, this plan is dynamic and is not constrained by time. It is a plan that can address both present and future needs, no matter what the circumstances, and adapt as needs evolve. This plan is not frozen in time but will be reviewed and modified each year to address changes in educational goals or context, such as new leadership or programs and school enrollment.

We are keenly aware that the 21st century will bring new challenges to DCPS. The livelihood of DCPS as an educational institution hangs in the balance of unknown economic and governmental conditions over which the facilities management have no control. Changing conditions will inevitably influence facility management. Being prepared for this future requires planning ahead, looking forward into the future of unknown factors, and attempting to maintain control over those variables that are within reach.

The long range facilities master plan facilitates this effort. It provides a systematic mapping process to accommodate tomorrow, whatever physical and economic challenges the future presents. We view this document as the first step to responsible, effective stewardship of the resources vital to educating today's children who will become tomorrow's workers and leaders.

BACKGROUND

The District of Columbia Financial Responsibility and Management Authority (the Authority) believes that the quality of the public schools in the District of Columbia Public Schools (DCPS) has a direct bearing on the financial recovery of the city. Loss of jobs and crime are among the primary reasons for flight from urban areas. Low achievement and buildings plagued with poor conditions inspire no confidence in the management of the education process. These conditions provide little incentive for citizens to invest in the schools or to believe that young people will have the educational opportunities that will enable them to become successful, responsible adults.

Congress, too, believes that education and facilities in the District's public schools need improvement. In its Omnibus Consolidated Rescissions and Appropriations Act of 1996, PL 104-134; and the Omnibus Consolidation Appropriations Act of 1997, PL 104-208, it transferred authority and funds for the revitalization of DCPS facilities and property to the Authority, including their disposition; provided for short-term assistance from the General Services Administration (GSA); required the development of a comprehensive long-term program incorporating GSA's work. PL 104-208 also allows the Authority to dispose of surplus school facilities and all surplus property has been placed with DCPS for disposition. Revenues from the disposition of all school facilities and property are to be used to maintain and repair school facilities and property.

Restructuring of District of Columbia Public Schools. Because of its continuing concern about the poor quality of education and facilities, on November 15, 1996, the Authority ordered a restructuring of the DCPS. A nine member Emergency Transitional Education Board of Trustees (BOT), and a Chief Executive Officer (CEO), as agents of the Authority were installed. They assumed immediate responsibility for some aspects of the operation and management of DCPS. The Authority also delegated its authorities under Sections 5201 and 5206 of Public Law 104-208 to oversee all facility planning, construction, improvement, repair, rehabilitation, and maintenance of school facilities and property to the Board of Trustees. The CEO replaced the Superintendent of Schools and has all the authorities, powers, functions, responsibilities, exemptions, and immunities of the former Superintendent. The CEO is also a member of the Board of Trustees. The Board of Education (BOE) is advisory to the Board of Trustees. The BOE has responsibility for Charter Schools. The president of the BOE is a member of the BOT.

Condition of the Schools and Fire Code Violations. The District's 146 public schools, are in poor condition. The average school in the District is over 53 years old. The leaking roofs, broken and barred windows and doors, peeling and chipped lead paint, asbestos that should be removed, poor lighting, inoperable bathroom fixtures and water, and fountains, broken and inadequate heating and cooling systems present a picture of chaos to students which is likely to affect in their behavior while in school and out. Disorderly, poorly maintained and unsafe schools send the message that students do not have value. The stress of poor environmental conditions on children, teachers and administrators leads to apathy in the learning and teaching process and high student dropout rates. Poorly maintained grounds and external facades of school facilities create neighborhood blight. If the above noted conditions are not rectified and fire codes are not abated schools will not open for our children.

In September 1994, the opening of all schools in the District of Columbia was delayed for one week while fire code violations were abated. This wake-up call on the condition of the school facilities and need for better maintenance, repair, and improvements did not prevent the closing of six schools in September 1996. Conditions at the District's schools had deteriorated to such a point DCPS faced 1289 fire code violations and the D. C. Superior Court refused to let 19 schools open until conditions threatening life and safety, and fire code violations had been corrected. Thirteen schools opened on time after they passed fire inspection. However, six did not open when scheduled and remained shut until the needed repairs were made. Subsequent to school opening, several school facilities sustained new roof leaks and were closed by the court until repairs were completed.

The 1994 delay prompted former school Superintendent Franklin Smith to convene a Task Force on the Education Infrastructure for the 21st Century that released a Preliminary Facilities Plan in 1995. The report described a general condition of need and an estimate of \$1.2 billion required to modernize school facilities. A 1996 GSA evaluation of the 1995 estimate in this report indicates that slightly over \$2 billion is needed to restore all DCPS facilities and property to a state of good repair. Both the 1995 Facilities Plan and the GSA update based their estimates on a comprehensive building assessment that was completed in 1993. A comprehensive reassessment is currently under way of all of the DCPS facilities, with 140 completed as of July 1, 1997. These detailed reassessments validate previous assessments and allow the DCPS to be in the best position to execute the work. Demographic projections together with cost data are being analyzed to help determine the cost for repairing or renovating schools to remain in the system, or constructing new schools to replace those that are too dilapidated to renovate, or to accommodate shifts in the student population. Despite the projections of declining enrollment, DCPS must maintain high quality facilities to accommodate and properly educate the current and future students of the District.

School Capacity - Target Number of Schools. Although the currently available data is either inadequate or too incomplete to provide precise cost estimates, clearly the cost to revitalize DCPS schools and property will be enormous. While our reassessments will be a continuous process, we feel comfortable with these preliminary planning estimates. It is clear that the funds available in the past have been poorly managed. Since 1985, DCPS has had more than \$230 million in capital funds, yet DCPS has not spent all of the capital or operating funds available. In addition, benchmarking against peer school districts suggests that the District has too many schools.

For example, like the District, New Orleans also has approximately 80,000 students enrolled in public schools, yet New Orleans operates only 122 schools. Many observers see a link between DCPS problems of dilapidated facilities and its problem of excess capacity. The Rivlin Commission and the Committee on Public Education (COPE) have proposed closing unnecessary schools and using the proceeds from the sale or lease of these properties to fund capital improvements. At the same time, closing the most dilapidated properties would allow the schools to concentrate capital and operating dollars on smaller number of schools. The Authority is requiring DCPS to close at least six schools before school begins September 1997. Eighteen (18) schools were identified for potential closing and public hearings were held. On April 28, 1997, The Emergency Transitional Education Board of Trustees (BOT) voted to close eleven (11) schools at the completion of the SY96/97 school year. Additionally, The Emergency Transitional Education

Board of Trustees voted to close two additional schools, Stevens Elementary School and Evans Junior High School after replacement facilities for these two locations are built.

After the current round of school closings and the adoption of the Long Range Educational Plan, a target number of schools for the DCPS will be established as a part of the annual facilities master plan process.

DCPS and the public schools of New Orleans maintain facilities with an average age of 53 and 58 years old, respectively. The comparison between DCPS and the public schools of New Orleans extends into academic related areas such as teacher-student ratio, average SAT scores and percentage of special education students. These categories are significant because they provide a good overview of a district's personal attention given students, ability to keep students interested in schooling, class size, and quality of academic preparation. DCPS teacher student ratio is one to twenty two while New Orleans is one to twenty six. The national average of teacher-student ratio is one to nineteen. The average SAT scores are 821 and 800 for DCPS and New Orleans while the SAT national average is a score of 900. The percentage of special education children in DCPS and the public schools of New Orleans is 9% and 11%, respectively.

Although the comparison between DCPS and public schools in New Orleans can easily be made, further comparisons will be considered between DCPS and some of the exemplary school districts throughout the nation. Examining schools which out perform the national average in academic achievement and facility maintenance could serve as tools in determining the optimal number of schools to attain our academic performance goals. Current studies include examining Montgomery county, Baltimore County and similar public school districts.

To establish a target for the appropriate number of schools in the District, the DCPS needs to consider the educational objectives and priorities of the school system, school utilization, and other goals articulated in the "Goals 2000 Interim Report". In establishing a target number of schools, an assessment of facility conditions and demographic projections should be obtained from the most current official reports and analyses.



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Neera TANDEN

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Dandy

COMMENTS:

Here are ^{two} ~~one~~ memos from
Jeffords. He chairs a Federal
Congressional work group. The goal
is to help find \$ to fund
the substantial costs of repairing
DC schools. Currently the figure we
use for repairs is \$2 Billion.

TOTAL PAGES (Including Cover): _____

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MEMORANDUM

May 15, 1998

To: ✓ Honorable Tom Davis
 ✓ Mr. Jacob Lew
 Honorable Joe Lieberman
 Honorable Connie Mack
 Honorable Jim Moran
 Honorable Eleanor Holmes Norton
 Mr. Frank Raines
From: Jim Jeffords
Subject: Summary of the First DC School Infrastructure Working Group Meeting

On May 13, Outgoing OMB Director Raines, Incoming OMB Director Lew, Congressman Davis, Congressman Moran, Congresswoman Norton, and Senator Jeffords met in Senator Jeffords' office. Senators Lieberman and Mack were not present.

During the discussion, the group decided the following:

- * The District has reached its debt limit and does not have the financial capacity to fund a large-scale capital improvement project for the public schools;
- * The Federal government is financially responsible for the DC public school infrastructure, including basic repairs and modernization;
- * Members of the working group are committed to a capital repair program for the DC public schools;
- * A commuter tax should be taken off the table as a viable option for funding the capital project;
- * Other funding options should be considered, including a "lease-back" option that has been used successfully in Virginia;

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Working Group Letter

Page Two

- * The group needs to consider a short-term emergency repair plan in addition to a long-range repair plan;
- * Regardless of the funding mechanism, the school district does not have the capacity to manage a repair project of this magnitude, and an external administrative structure should be created to manage it, as exists in other large urban school districts such as New York City;
- * The General Services Administration might be the ideal entity to manage this capital project;
- * The infrastructure project should be coordinated with existing, privately-contracted school modernization projects;
- * Using funds from the sale of Sallie Mae and Connie Lee was a creative way to finance last summer's repairs, and the group should look at similar situations for future funding opportunities; and
- * The group should meet monthly to work through these issues.

Action Plan

The first step in this process is to acquire better information about the true infrastructure needs of the public schools, taking into account projections of future enrollments and creative solutions for infrastructure repair rather than replacement. This will require the following:

- An accurate student count and a reasonable analysis of enrollment projections;
- Synchronization between the educational goals of the DC public schools and facilities requirements;
- An engineering study to devise a long-range plan and provide cost estimates; and
- A financial study to provide options for funding the project.

The DC school administration is overburdened with tasks right now and should not be taxed with these new responsibilities. Instead, we should enlist the services of the U.S. Department of Education to take responsibility for the educational plan, the General Services Administration to take responsibility for the engineering plan, and the U.S. Treasury and Office of Management and Budget to take responsibility for the financial plan. Donald Brown, who has returned to help the DC school administration with its facilities plan, should become a key voice in the process. The President's DC Task Force should participate as well.

Working Group Letter
Page Three

Prior to the next meeting of the working group, relevant staff of each Federal agency should be consulted to determine the feasibility of these tasks. In addition, we should determine whether the GSA would need any statutory authority to participate in this project.

Please contact Cory Heyman of my staff (224-6770) if you have any additions or modifications to this summary.

MEMORANDUM

July 6, 1998

To: Honorable Tom Davis, Member, United States House of Representatives
Honorable Joe Lieberman, Member, United States Senate
Honorable Connie Mack, Member, United States Senate
Honorable Jim Moran, Member, United States House of Representatives
Honorable Eleanor Holmes Norton, Member, United States House of Representatives
Jacob Lew, Director, Office of Management and Budget

From: Jim Jeffords

Subject: Update of the Activities of the DC School Infrastructure Repair Work Group and
Summary of the June 24th Meeting

The DC Schools Capital Infrastructure Repair Work Group held its second meeting on Wednesday, June 24. Director Lew, Senator Mack, and Senator Jeffords were in attendance, as were representatives from the offices of Mrs. Norton and Mr. Moran. The purpose of the meeting was for Director Lew to report on the status of the recommendations made at the first meeting. At that time the group decided to ask the Department of Education (ED) and the General Services Administration (GSA) to develop an engineering plan for the District based on estimates of future enrollments and to consider the optimal use of space given educational needs. Subsequently the Treasury Department and the Office of Management and Budget (OMB) were to discuss financing options.

Over the past six weeks, the President's Task Force on the District of Columbia has convened a series of meetings to discuss these issues. Representatives from OMB, GSA, and ED have met with officials from the District of Columbia public schools and learned that the school district had signed a memorandum of understanding with the U.S. Army Corps of Engineers in April to manage the summer school repair projects, assess the capital infrastructure needs of the schools (to be completed by October), and develop a long-term capital infrastructure plan (to be completed by the springtime).

Director Lew's recommendation was for the working group to support this effort rather than the one originally proposed by the group, at least until the Army Corps has made a complete assessment of the capital infrastructure needs. At that time, the group will have a better sense

Congressman/Senator/Director
Page Two

of the repair requirements and priorities as well as the ability of the schools to pay for repairs through general obligation funds and building sales. At present, \$97 million are available for fiscal year 1999 school repair projects, and the school district is requesting an additional \$250 million. Director Lew's recommendation is to postpone the search for additional funds until there is better information about the schools' needs and until the schools have exhausted other funding sources--such as federal funds for which they are eligible but have not yet requested or have not yet been approved.

Senator Mack asked about the history of the relationship between the DC schools and the Army Corps. The assumption was that it evolved because of General Williams' former position with the Corps before he came to the DC public schools to be General Becton's Chief Operating Officer. Senator Mack also asked whether the Corps is using outside consultants in the planning process and was told that it is.

Senator Jeffords expressed concern about the Army Corps' experience managing school repair projects. One of the reasons that GSA was recommended for the engineering plan is that the agency has a longstanding relationship with the DC schools and their repair efforts. In addition, Senator Jeffords recommended that local groups such as the 21st Century School Fund become involved in the planning process. Local organizations have done extensive work in developing school engineering plans, and it is important that they become full participants in the process. He was assured that GSA continues to be involved in the planning process, particularly since it is one of this summer's roofing contractors, and that the 21st Century School Fund would be contacted.

A meeting has been set for Tuesday, July 14, 3:30pm - 4:30pm in Room SC-6 of the Capitol Building for working group members to be briefed by DC school representatives and the Army Corps to discuss the long-range infrastructure repair plan. I hope that you will be able to attend.

FACTS ABOUT DC PUBLIC SCHOOLS REPAIR\CONSTRUCTION ISSUES:

Reports on the Poor Conditions of School Facilities: Several reports on the District's public schools have documented that the buildings are in poor condition. There are particular concerns about safety and problems with leaky school roofs. The majority of the District public schools were built more than 50 years ago. They generally have not been well maintained, and consequently, substantial deferred maintenance exists. A 1996 GAO report stated that 97 percent of the DC public schools reported a need to upgrade or repair on-site building to good overall condition. (See June 1996 GAO Report: School Facilities--Profiles of School Condition by State, State profile for the District of Columbia.)

March 1992-Parents United Law Suit: Parents United, an education advocacy group, filed a law suit on March 3, 1992, alleging failure of the DC officials to adequately inspect for and remedy violations of the DC Fire Prevention Code and other safety hazards in the public schools.

The Settlement of the Parents United Case: On November 3, 1997, a settlement was reached among Parents United, the Mayor, the Fire Chief, and the District of Columbia Public Schools Chief Executive Officer (General Becton), which laid the foundation for ensuring that DC public schools were free of DC Fire Code violations. It also required the DCPS to continue the necessary repairs and capital improvements to the school buildings as indicated in the System's Long-Range Facilities Master Plan. (See attached one page summary of settlement agreement.)

Under Past Administrations DC Schools Had Problems Opening On-Time: Last year the District of Columbia public school system opened three weeks late, commencing the 1997-98 school year on September 22, 1997. In July 1997, a DC Superior Court judge ordered that schools would be closed while roof work was performed. In August, the DC public school system decided to delay the start of the school year until roof repairs were completed on September 22, 1997.

US Army Corps of Engineers Assistance to the School System: On April 17, 1998, US Army Corps of Engineers signed a Memorandum of Agreement with the DC public schools for engineering, technical and procurement assistance for capital contracts. The FY 98 Capital Projects were prioritized into three categories:

- Projects needed to support the "Summer Stars" summer school program;
- Projects needed to be substantially completed during the summer to ensure that schools reopen on time on September 1, 1998;
- Projects that could begin in the summer and carry over into the school year. (As the Corps continues working on capital projects during the school year, they are coordinating with building principals so work will have least impact on school operations).

Projects included window replacements, air-conditioning system replacements (including chillers and cooling towers), boiler replacements, asbestos abatement, emergency generator replacements, elevator repairs and other interior and structural repairs. Some roofs were replaced this summer. For example, they replaced Eaton Elementary School's roof and the project was

completed mid-August 1998 (See Chart: **FY 98 Capital Improvement Program**. In addition to the work listed on this chart, you should be aware that the DC public schools completed 61 roof replacement/repair projects in fiscal year 1997).

US Army Corps personnel are assessing all schools to help determine the capital improvement requirements. To date, they are about halfway through this effort. Information from the assessments and from community meetings will be used to revise DCPS System's Long-Range Facility Master Plan.

Prior Announcements by the First Lady for Funding DC Public School Facility Repairs and Construction Projects: On March 4, 1997, First Lady Hillary Clinton, along with Secretaries Riley and Rubin, visited Ketcham Elementary school to announce \$18,252,080 going to DC's Control Board to be spent on the repair and construction needs of the DC public schools. (These proceeds from the privatization of **Connie Lee** were transferred to the Control Board from the Treasury Department on March 4, 1997. The amount of \$18,252,080 represents the full appraisal value of the shares of Connie Lee stock held by the Department of Education after deduction for costs and expenses related to the sale.)

Also, on October 7, 1997, First Lady Hillary Clinton and Acting Deputy Secretary Mike Smith visited Malcolm X Elementary School to announce \$42 million awarded to the Control Board to assist in education reforms or for repairs and construction of DCPS pursuant to the Student Loan Marketing Association Reorganization Act of 1996. The Control Board decided that all funds would be spent on repairs and construction. These funds were provided as a result of the privatization of **Sallie Mae**. There were approximately \$37 million in proceeds from the sale of S.L.M Holding Company common stock warrants (which was provided in September 1997) and \$5 million from the licensing fee relating to the company's ongoing use of the "Sallie Mae" name (which was transferred on October 6, 1997).

United States General Accounting Office

GAO

Report to Congressional Requesters

June 1996

SCHOOL FACILITIES

Profiles of School
Condition by State

G A O
75 years
1921 - 1996

GAO/HEHS-96-148

Appendix XII

State Profile: District of Columbia

Figure XII.1: General Context and State Role

General Context

Number of schools	173
Total enrollment on or about Oct. 1, 1993	81,000
State revenue for K-12 education, 1993-94	
Total	Not applicable (N/A)
Per student	N/A
State funding for K-12 school facilities, 1993-94	
Total	N/A
Per student	N/A
Number of SEA facilities-related staff (FTEs)	N/A
Other state agencies involved in school facilities:	
N/A	

Percent of schools reporting at least one on-site building in inadequate condition	
Original building	49
Attached or detached permanent addition	21
Temporary building	0
Percent of schools reporting a need to upgrade or repair on-site buildings to good overall condition	97
Reported range of amounts needed to upgrade or repair a school to good overall condition	\$240,000 to \$25,700,000

Because the District of Columbia is not a state and is organized as a single school district, it was not included in our review of state support of school facilities. However, District of Columbia schools were included in our national survey of school building conditions, and the relevant data from that survey are reported here.

**Appendix XII
State Profile: District of Columbia**

Figure XII.2: Extent of Reported Facilities Needs

Percent of Schools With Inadequate Facilities

	Percent of schools
Schools with at least one inadequate building of any type (original, addition, or temporary)	49
Schools with at least one inadequate building feature	91
Schools with at least one unsatisfactory environmental factor	73
Schools with (1) at least one inadequate building, and (2) one inadequate building feature	50

Building Features

Building feature	Percent of schools with inadequate features
Roofs	87
Framing, floors, foundations	51
Exterior walls, windows, etc.	72
Interior finishes	46
Plumbing	65
Heating, ventilation, air conditioning	66
Electrical power	50
Electrical lighting	53
Life-safety codes	51

Environment

Factor	Percent of schools with unsatisfactory factors
Lighting	40
Heating	31
Ventilation	34
Indoor air quality	32
Acoustics	52
Space flexibility	52
Energy efficiency	54
Physical security	37
Percent of schools with air conditioning in classrooms:	47

Facilities Needs for Educational Reform

Activity	Percent of schools meeting need "not well at all"	Activity	Percent of schools meeting need "not well at all"
Small group instruction	6	Large group instruction	30
Library or media center	13	Laboratory science	46
Teacher planning	10	Private testing/counseling areas	22
Parent support	14	Day care	47
Social and health services	30	Before and after-school care	46
Assessment material storage	31	Assessment material display	21

Technology

Element	Percent of schools reporting insufficient capability	Element	Percent of schools reporting insufficient capability
Computers	22	Television	22
Printers	31	VCR/laser disc	31
Networks	37	Cable TV	26
Modems	50	Conduits	50
Modem lines	53	Fiber optic cable	58
Instructional area phone lines	53	Wiring for communications	46
Power for communications	41		
Average number of students per computer: 17			

Appendix XII
State Profile: District of Columbia

Figure XII.3: Reported Federal Mandates Spending

**Money
Reported
Needed and
Spent on
Federal
Mandates in
the Last 3
Years**

Percent of schools	Spending		Spending not needed	No money spent
	Below average spending(a)	Above average spending(a)		
Asbestos	8	2	3	88
Accessibility for the disabled	7	0	1	92
All mandates(b)	20	1	1	77

(a) For those schools reporting spending on federal mandates, national averages per school were asbestos, \$43,000; accessibility for the disabled, \$40,000; all federal mandates, \$67,000. Median amounts per school were asbestos, \$6,000; accessibility for the disabled, \$6,000; all federal mandates, \$12,000.

(b) "All" includes, in addition to the categories shown, underground storage tanks, radon, pesticides and other chemicals, and managing/correcting other environmental hazards (such as lead in water or paint).

**Money
Estimated
Needed for
Federal
Mandates in
the Next 3
Years**

Percent of schools	Spending needed		Spending not needed	Unknown
	Below average spending(a)	Above average spending(a)		
Asbestos	7	4	22	67
Accessibility for the disabled	38	56	4	2
All mandates(b)	69	24	2	4

(a) For those schools reporting anticipated spending on federal mandates, national averages per school were asbestos, \$72,000; accessibility for the disabled, \$124,000; all federal mandates, \$177,000. Median amounts per school were asbestos, \$10,000; accessibility for the disabled, \$40,000; all federal mandates, \$50,000.

(b) "All" includes, in addition to the categories shown, underground storage tanks, radon, pesticides and other chemicals, and managing/correcting other environmental hazards (such as lead in water or paint).

Attachment 3C

Terms of the Agreement between Parents United and the D.C. Public Schools

On November 3, 1997, Parents United agreed to drop the lawsuit against the District of Columbia for not complying with fire code violations, and the DC public schools agreed to the following:

- * A capital budget of \$80 million in 1998 and 27.5 percent of the city's capital budget guaranteed thereafter (approximately \$40 million annually);
- * Thorough enforcement of the fire code through annual fire department inspections monitored by an outside advisor;
- * A commitment to carry out long-term repairs;
- * The selection of an independent advisor, acceptable to both the school system and Parents United, who will recommend modifications to the school system's \$483 million plan when necessary, monitor the implementation of the plan, and keep the public informed about progress in repairing and rebuilding the schools;
- * A school system commitment to make reasonable efforts to accomplish the plan within five years, with the effort evaluated by the advisor; and
- * The right to go to U.S. District Court if the settlement is not implemented.

FY 98 Capital Improvements Program

38	Roof Replacements	\$34.2M
16	Boiler Replacements	18.2M
6	Emergency Generators	588K
12	HVAC Replacements	12.7M
--	Underground Storage Tanks	2.2M
2	Miscellaneous Asbestos	922K
15	Windows Replacement	8.5M
1	Electrical Modifications	132K
2	ADA Compliance	358K
3	Structural Repairs	891K
2	Interior Finishes	2.0M
---	Energy Conservation	<u>618K</u>
	TOTAL	81.1M



**DISTRICT OF COLUMBIA
PUBLIC SCHOOLS**

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**STATEMENT OF ARLENE ACKERMAN
SUPERINTENDENT
DISTRICT OF COLUMBIA PUBLIC SCHOOLS
BEFORE THE SUBCOMMITTEE ON THE DISTRICT OF COLUMBIA
COMMITTEE ON GOVERNMENT REFORM
US HOUSE OF REPRESENTATIVES
AUGUST 26, 1998 - PANEL TWO**

Mr. Chairman, I am Arlene Ackerman, Superintendent of the District of Columbia Public Schools (DCPS). This afternoon, I will provide the Subcommittee with an update on our progress in implementing both academic and management reforms in the District's public school system and on our readiness to open school on September 1.

As you know, I came to DCPS from the Seattle Public Schools last September. I'm sure you've heard the saying "what a difference a day makes." Well, I'd like to modify that to say "what a difference a year makes." It has been an exhausting year, filled with long days, late nights, and far too many working weekends, but I am pleased to report that we have made substantial progress in a number of key areas in the past twelve months.

Progress to Date

When I appeared before the Subcommittee in April to share our academic reform plan with you, I said that I had a clear vision for DCPS: to create an exemplary school system that prepares our students for college, for good jobs and for life in the 21st century. I said that, to make that vision a reality, we would have to focus all of our energy, and resources, on making dramatic improvement in the achievement of all students today in preparation for their world tomorrow. Working together, we kept our focus on that goal and we made steady progress towards it.

Most importantly, we saw the academic performance of our students -- as measured by the Stanford 9 Achievement Test -- improve in every grade level that was tested between spring 1997 and spring 1998. The Stanford 9 is not the only measure of performance that we use, but it is one that is easy to quantify and understand, and it shows clearly that we are moving forward.

The progress we've made so far is the result of hard work -- by students, teachers, school and school district staff, parents, and other committed members of our community. I want to be sure that we acknowledge their efforts fully. We also know that we made progress because we had a clear plan to improve student achievement and we implemented that plan.

First, we set *clear standards* for student performance. We said to students, teachers, and parents: this is what we expect children to know and be able to do. We used the Stanford 9, which is aligned with our standards, as well as some other tools, to determine how much progress students made during the school year. We told students who did not meet

the standards that they would be required to participate in our Summer STARS program and that they might not be promoted to the next grade in the fall. In addition to Summer STARS, we also provided students with a wide range of supports during the school year -- including before and after school tutoring, Saturday academies and other opportunities for extended learning -- to help them reach the new, higher standards.

I think the outstanding response we had to the Summer STARS program -- which attracted almost 25,000 students, the majority of whom attended voluntarily -- is reflective of how seriously our students, and their parents, are taking the new standards. It was truly exciting to me to see so many young people spending their summer working to improve critical reading and mathematics skills. In fact, I believe that this program is one that other school districts will want to replicate.

Our second priority was *accountability*. We held people accountable, across the system, for student performance. We instituted a new principal evaluation system in which fifty percent of a principal's evaluation was based on student achievement. Every principal in the system was expected to improve student performance, and some schools were required to increase test scores by ten percent. Based on results of the new evaluation system and attrition, I have named new principals to 39 schools for the coming school year. In addition, two schools are being reconstituted, meaning that a new staff will be put in place and a research-based reform model will be implemented there.

My third priority was *professional development*. I know that people must not only be committed to success; they must also have the skills they need to succeed. During the school year, we provided focused professional development for principals and teachers on standards, curriculum, instructional strategies, and class management. In addition, in preparation for the coming year, we just completed a week-long conference for principals, teachers, school system staff, parents, students, and members of the community. We invited parents and community members to the conference for the first time this year, because we know that they are a key part of our team and that we need their help to succeed. The conference covered a wide range of issues, from standards-based education and our school-to-careers effort to teacher appraisal and fiscal management.

Finally, we made a concerted effort to *engage the public* in our plan. We asked parents to be involved in the education of their children both at home and at school and we tried to give them the tools they needed to do that. We held meetings for parents and others in the DC public schools family to discuss the test scores, the new standards, the promotion guidelines and summer school. We published substantive newsletters on the new reading and mathematics standards and the Summer STARS program, provided targeted training for parents on reading, mathematics and the Stanford 9, and asked members of the business and faith communities to participate in Everybody Reads and other tutoring programs. I truly believed that this community would get behind our reform effort if we talked to people about it and asked for their help, and they did.

Moving Forward in School Year 1998-99

We have gained real momentum and we intend to keep moving forward, and reaching higher, in the coming year. In preparation for the our September 1 opening, we have taken a number of key steps. As I mentioned earlier, I have appointed a number of new principals to schools throughout the system. In addition, we have hired over 100 new teachers to replace teachers who have left the system or did not possess valid teaching certificates. All teachers will report to work tomorrow and will spend the next three days

working with their principals to develop their instructional plans, learn how to analyze standardized test results and shape student instruction accordingly, and study the new standards.

We are using a new staffing model to staff schools that will ensure that teachers are assigned to schools where they are needed and that resources are distributed across the system in an equitable manner. We have developed school-by-school budgets to show all of our stakeholders how the system's resources are being spent. We have taken the necessary steps to close the budget deficit we experienced in fiscal year 1998 -- including a reduction in staff of over 600 -- and we are finalizing our FY99 budget now.

This week, we are holding an open enrollment period for all DCPS students, at which they will be required to prove that they are residents of the District of Columbia. As you know, while DCPS' official enrollment was validated by an independent auditor last year, concerns remain about the number of non-residents who may be attending our schools. To address this concern, we approved a strict new residency rule, and I have appointed an experienced educator from the New York City schools to enforce the rule.

In addition, we have ordered approximately \$5 million in new textbooks, the vast majority of which already have been delivered to schools, and given each school \$500 worth of supplies, in addition to any they already ordered, to ensure that classrooms are well-stocked on September 1. We have submitted our application for \$3 million in discounts under the newly established Universal Service Fund, which supports the expanded use of computers in the classroom. We have applied for almost \$75 million in federal grant funds and have received about \$60 million of that to date. Finally, we expect to receive an additional \$2 million in School-to-Work dollars any day. We are prepared to release Title I dollars to 109 of our schools by August 26 and will distribute funds to the remainder of our schools by the end of September.

Finally, as I stated earlier, the system's school buildings will be ready for school opening on September 1, and thousands of students will return to buildings with new roofs, new chillers, or where work is underway to replace dysfunctional boiler and windows.

Conclusion

In short, we are looking forward to another successful year. We intend to continue reaching higher, and helping our students to reach higher, in the weeks and months to come, and we look forward to your continued support in this effort.

for Press)
use this or
just do all Q/A

Talking Points:

Thanks for joining me this morning before the rally to celebrate the ~~mark~~ the beginning of a new school year. It has been a hectic few weeks since summer school ended. We were happy to see how great the response to summer school was, over 25,000 children. We are now ready to welcome all the children back to school this coming Tuesday.

Yesterday I testified on the hill and I was happy to report that all schools will open on time. Yes, all schools will open in DC on time just like every other district across the country. But what is more

important is what will happen in school the first day and every day of the school year. We have no time to waste. Students need to be fully engaged in learning and school staff committed to helping all children reach the standards we have established.

Today, I wanted to gather the entire staff of the school system and members of the community to introduce myself and more importantly build the energy and commitment that will be necessary to continue the reforms we began last year. This is an important occasion to be clear about what this

school year is about...plain and simple it is about improving teaching and learning and bringing the entire community together to support our children and the work that goes on in our schools. I want this community to be clear about the vision for making the DC school system an exemplary system. I want the mission to be clear and everyone to hear the same message. Let me saw a few things, but let me then take your questions.

What have we done?

- **We set clear STANDARDS for student performance. We are clear**

on what we expect children to know and be able to do. And we will be open and forthright in showing where we are in relationship to the standards that have been established.

- **ACCOUNTABILITY.** Every teacher and every principal knows where students stand in relationship to the standards that have been set. We have been clear that we expect to see growth in student performance and we will hold principals and teachers accountable for that growth. We have a new system of evaluation for principals that will continue

this year and we will also pilot a new teacher evaluation process. I have named 39 new principals for this school year all of whom are on a one year contract.

- **PROFESSIONAL DEVELOPMENT**

Accountability alone is not enough. We will invest as much as we can in professional development for teachers and principals. We have more professional development days. We have assigned change agents to a number of schools and we have hired content specialists who can work with teachers in their classrooms.

- **COMMUNITY INVOLVEMENT..**

we are working to establish more parent resource centers...more newsletters to reach all parents and especially inform those parents who do not speak English as a first language. We need the support of the entire community to build an exemplary school system.

EVIDENCE OF PROGRESS

- **STUDENTS WILL ARRIVE IN SCHOOL ON THE FIRST DAY OF SCHOOL WITH MATERIALS AND SCHEDULES IN PLACE SO THAT**

LEARNING CAN BEGIN ON THE FIRST DAY OF SCHOOL.

- **SCHOOLS HAVE STAFF
ASSIGNED TO SUPPORT THE
NEW STANDARDS AND
LITERACY CAMPAIGN**
- **SPRING TEST RESULTS
DEMONSTRATED REAL
GROWTH IN EVERY GRADE
LEVEL IN THE SYSTEM.**

QUESTION AND ANSWERS.....

District of Columbia State Implementation Grant

Awardee: Government of the District of Columbia (D.C. Public Schools)
Contact: Noel F. Meekins (202) 724-7170
Award Amount: \$1,800,000

*To Carol
From Neera
Sandy will
provide names
of folks.*

School-to-Career, as School-to-Work is called in the District, is a cornerstone of the city's larger efforts to reform its education system and reinvent its entire local governance structure to better serve the needs of its 500,000 residents.

D.C.'s School-to-Career (STC) initiative has four, laudable goals to; enable all of the city's youth to enjoy upward mobility, participate fully in a knowledge driven economy, achieve long-term self-sufficiency, and become contributing members of the community.

A D.C. School-to-Careers Governing Council comprised of key employers, heads of city agencies, and other interested parties will steer the city's efforts to implement and sustain a comprehensive School-to-Work system. A School-to-Careers Office, housed within the School Reform Office of the D.C. Public Schools, is responsible for day-to-day operations. Each city high school will hire an on-site STC Coordinator.

D.C.'s efforts to offer School-to-Careers to all of the city's 77,000 public school students will begin with high school. Ninth graders will be asked to select a "career pathway" based on interest, aptitude, and discussions with their teachers, parents, and guidance counselors. Each "pathway" provides a framework and context for learning and career exploration. "Career Pathways" include: business and marketing; health and human services; arts and communication; engineering and science; and industrial technology. Students may move among "pathways" as their interests and aptitudes dictate.

In 9th grade, students will use their selected "pathways" as a means to focus on problem-based learning and career investigation. By 10th grade, students will "job shadow" an employee at the worksite. Eleventh graders will join in a structured relationship with an adult mentor who gives the students support, career guidance, and opportunities to learn about specific jobs. In the last year of high school, 12th graders work in internships -- paid or unpaid -- with employers for a specific period. At each grade level, work experience will be directly related to the student's selected "career pathway". In school, academics will be linked to work-based learning experiences. Finally, each student will be asked to prepare a plan for post-graduation which will address their plans for college and additional training.

The District hopes that by the second year of its implementation grant, it can begin to extend STC opportunities to elementary and middle school students through efforts geared toward career awareness and exploration (field trips to businesses, classroom visits from recognized professionals, job-shadowing, etc.) Additionally, internship for teachers will be offered through some of the STC partners including the D.C. Chamber of Commerce.

In an effort to include all of the city's students (85% of whom qualify for free or reduced lunch programs), STC is working to link with non-school hour services for both students and dropouts. The World Bank has committed to providing adult mentors and tutors, and STC has made connections with existing federal initiatives -- Job Corps, "One Stop" Centers, Summer Jobs, and the Individuals with Disabilities Act to build on efforts already underway.

Key partners include: the Metropolitan Washington Council, AFL-CIO; the Washington Teachers Union; Bell Atlantic; the World Bank; the University of the District of Columbia; the Washington Performing Arts Society; Clyde's Restaurant Group; and the Government of the District of Columbia.

DRAFT

DRAFT

**A BACK TO SCHOOL
SPECIAL REPORT ON THE
BABY BOOM ECHO**

**America's Schools Are Overcrowded
and Wearing Out**

September 8, 1998

DRAFT

The Baby Boom Echo Continues

This year.....

Total public and private school enrollment will rise to a record 52.7 million; and

Total public and private 2- and 4-year college enrollment will rise to a record 14.6 million.

Between 1988 and 2008.....

Public high school enrollment is expected to increase by 26 percent, while public elementary school enrollment is projected to increase by 17 percent;

The number of public high school graduates will increase by 11 percent;

Seventeen states will have at least a 15 percent increase in the number of public high school graduates, with a 126 percent increase projected for Nevada, 55 percent for Arizona, and 47 percent for Florida; and

Full-time college enrollment is projected to rise by 29 percent.

Between 1998 and 2008.....

Public high school enrollment is expected to increase by 11 percent, while public elementary school enrollment is projected to return to 1998 levels, decreasing by less than one percent;

The number of public high school graduates will increase by 17 percent;

Twenty states will have at least a 15 percent increase in the number of public high school graduates, with a 78 percent increase projected for Nevada, 39 percent for Hawaii, and 38 percent for Florida;

Largely because of the high school enrollment increase, the total number of new teaching positions for public and private high school teachers is expected to rise by 180,000--a 15 percent increase; a total of 2.4 million public school teachers will need to be hired over the period to accommodate these new students as well as to replace those teachers who retire or leave the profession for other reasons; and

Full-time college enrollment is projected to rise by 15 percent.

Beyond 2008.....

In contrast to after the previous baby boom when the number of births declined to 3.1 million, the number of births after the baby boom echo is expected to remain steady at about 4.0 million for the next 10 years. Long-range projections by the U.S. Bureau of the Census indicate a rising number of births thereafter, from to 4.1 million in 2008 to 4.5 million in 2018.

**A Message from
U.S. Secretary of Education
Richard W. Riley**

OUR SCHOOLS ARE OVERCROWDED AND WEARING OUT

This report marks the third year in a row that I have issued a special report on the "baby boom echo." As in previous years, we will once again set a new national enrollment record for elementary and secondary education, with 52.7 million students, public and private, representing an increase of 500,000 students over the 1997 school year enrollment. This year, we take a special look at suburban growth in five states (Maryland, Georgia, Colorado, Washington State, and California) and add a new chart on selected high-growth suburban districts.

We project that we will continue to set new enrollment records year in and year out. By 2008 we estimate that 54.3 million young people will be attending school. Unlike at the end of the "baby boom" of the 1950s and 1960s, we will gain no respite, as births will begin edging up from 4.1 million in 2008 to 4.5 million in 2018. The long-term implications of this immense wave of young people going to school requires educators and community leaders to recognize that short-term solutions--symbolized by the ever-present portable classrooms in countless school yards--may not be sufficient to the task at hand.

There is another record being broken this year as millions of Americans go back to school. This year marks a new college enrollment record as well. We project that college enrollment will jump from 14,350,000 in 1997 to 14,590,000, an increase of 240,000 students. This should not come as a surprise, with 65 percent of all high school graduates now immediately going on to college and millions of adult Americans going back to college to brush up on their skills.

Closing the Gap in Fulton County, Georgia

Fulton County, Georgia is part of suburban Atlanta. One of the fastest growing school districts in the nation, Fulton County has built 18 new schools in the last ten years and will need to build 17 additional schools (14 elementary and 3 middle schools) to close the gap and meet enrollment needs in the next five years. Thirty-five of the school district's 36 elementary schools are over capacity and overcrowding is a significant problem in North Fulton County. The school district is projecting an enrollment rate of 3,500 students a year, which is 32 percent higher than estimated state capacity. The district currently uses 327 trailers as classrooms. In March 1997, Fulton County voters chose to accept the state of Georgia's offer to add a one cent local option sales tax to build and modernize local schools.

Enrollment pressures that are now impacting America's elementary and secondary schools will soon begin to be felt in our nation's colleges and universities as the number of public high school graduates increases by 17 percent in the next ten years. The state of California has the extraordinary task of educating an additional 537,000 high school students between 1998 and 2008. Texas will have close to 200,000 additional teenagers going to high schools during the same period, and New York State, which recently raised its high school standards, will have close to one million young people in high school in 2008.

Record-breaking student enrollments and the expected increases during the next ten years bring with them the need for many more teachers. New estimates suggest that the nation's schools will need to hire about 2.4 million teachers over the next decade to meet the demands of the baby boom echo and the growing number of teacher retirements.

This unprecedented need for more teachers will put pressure on school districts to lower their standards and hire unqualified individuals. Twenty-seven percent of newly hired teachers in the United States enter the profession without having fully met state licensing standards. School districts already face a shortage of qualified mathematics, science, special education and bilingual teachers. Unlike schools in other industrialized nations, school districts in America routinely assign teachers to teach outside of their field. As a result, almost a third of all teachers are teaching in a field in which they do not even have a minor.

Shortages of qualified teachers are being felt in many types of communities. In some of them, these shortages are due in large part to teachers retiring or resigning. Others, such as communities in California, Nevada, Florida and Texas whose populations are increasing rapidly, face great demand for more qualified teachers. Our nation's high-poverty urban and rural communities face the greatest shortages of qualified teachers. Schools in these areas will need more than 700,000 teachers in the next ten years.

If hiring remains the same, one-half to two-thirds of the 2.4 million teachers hired in the next decade will be first-time teachers. Thus, it is more important than ever before that new teachers be well prepared so that they are able to teach all students to high standards. They must also receive strong professional support as they begin their teaching careers so that they remain in the teaching profession and develop into good teachers. Because many new teachers do not receive the support they need, 22 percent leave the profession within the first three years.

Setting one new national record in a year is always interesting, but setting two in one year should require American policy makers to step back and think about the many new demands of this "Education Era." One of the first implications is that policy makers need to catch up to the American people and pay more attention to education. Put simply, America needs to build more schools and lots of them, get on with job of modernizing thousands of schools that badly need work, and train and hire hundreds of thousands of teachers in states from one coast to the next.

Building New Schools with Good Design in Mind

Even though the Vancouver School District is the oldest school district in Washington State and not affluent (45 percent of its students qualify for the federal subsidized meal program), the district is meeting the challenge of school overcrowding and developing a national reputation for building new schools with great distinction. With a 31 percent increase in school-age children in the last ten years, Vancouver voters have twice gone to the polls to pass substantial bond issues, enabling the district to build 8 new schools and retrofit or expand 11 others. Two of the new schools--Skyview High School in 1997 and the Discovery Middle School in 1996--have received national honors in architectural design. The district has also invested \$38 million in computer and technology infrastructure since 1990 and maintains more than 400 business and community partnerships.

As I stated in last year's report, there is no short-term solution to this long-term problem. The impact of baby boomers having babies later and increased immigration began to be felt in 1985. Now, 13 years later, the full force of rising enrollments is hitting thousands of school districts across the country. While much of this growth is concentrated in mega-states like California, Texas and Florida and "gateway" cities like New York, Los Angeles and Miami, the majority of states are facing the impact of hundreds and sometimes thousands of additional children showing up for each new school year.

Even in the Midwest where the school population is increasing modestly, and in some cases actually declining, numerous suburban school districts are facing record-breaking enrollment pressures. In **Blue Valley School District in Overland Park, Kansas**, which I visited just a few weeks ago, enrollment has increased from 14,403 students in 1996 to 15,900 in 1998. In **Rosemount-Apple School District, in Rosemount, Minnesota**, enrollment has increased by 1,713 students in the last two years. Enrollment in the **Rockwood School District in Eureka, Missouri** has jumped by over 1,000 students since 1996. Missouri, Minnesota and Illinois are three states that are sprinkled with rapidly growing suburban school districts.

GAO Report: \$112 Billion in Unmet Needs

In a 1995 report, *School Facilities: Condition of America's Schools*, the General Accounting Office (GAO) estimated that billions of dollars were needed to upgrade and retrofit America's school buildings. According to the report, some 14 million students are enrolled in 25,000 of the nation's schools reporting extensive repair or replacement needs. About 60 percent of all schools report needing at least one major building feature to be replaced or extensively repaired. According to GAO, almost 12 million students attend schools with less-than-adequate roofs, 12 million students attend schools with less-than-adequate plumbing, and 15 million students attend schools with less-than-adequate heating, ventilation, and air conditioning systems.

GAO surveyed 10,000 schools and visited 41 schools in ten districts. Many of the specific facility problems cited by GAO are in overcrowded schools. In response to overcrowding, one district built temporary buildings that are now showing signs of major structural damage. Other districts have housed students in such temporary buildings for many years, used a large number of portable classrooms, and converted areas meant for other purposes into classrooms. These temporary solutions are problematic. GAO reported that 28 percent of all temporary buildings were in less-than-adequate condition, a higher percentage than for original buildings or permanent additions.

Several of the ten districts GAO visited reported that overcrowding due to an increasing school-age population was a problem. With the surge in school enrollment expected to continue into the future, finding solutions to the problem of inadequate facilities becomes even more urgent. Just as districts around the country face the problem of their schools falling down around them, their school-age populations are increasing and this growth shows no signs of slowing down in the long-term.

The great wave of new students filling our nation's classrooms is placing equal pressure on large urban school districts and suburban school districts across the country. Rudy Crew, the chancellor of the **New York City** school system, saw enrollment increase by 121,803 students between 1985 and 1995 and top over one million students. **Dade County School District** covering **Miami, Florida**, like New York City a great gateway city for new immigrants, saw a 41 percent increase in its school-age population between 1985 and 1995.

Just up the Atlantic coast in Florida, **Broward County School District** ranks third in the nation in terms of overall growth. Enrollment grew by an average of 8,700 students per year in the last five years to 223,633 students in 1998. Between 1990 and 1995, Broward County built 21 schools and earned the distinction of being the "portable" capital of the United States, with 2,000 portable classrooms currently in use. Recent state mandates to retire portable classrooms will "exasperate overcrowding," according to Broward District demographer Arthur Wittman.

It's Not All Casinos in Las Vegas

Clark County School District in Nevada, centered on the expanding city of Las Vegas, comprises an area of land bigger than the entire state of New Jersey, and faces extraordinary pressures to keep up with new residents and their children. Enrollment jumped from 176,000 students in 1996 to 202,388 in 1998 and the district expects to have about 330,000 students in school by 2007. On average, the school district must find classroom space for an additional 12,000 to 15,000 students a year. The school district is currently spending \$1.8 billion to build new schools and retrofit old ones and it is not uncommon to open between 8 and 15 new schools a year. This November, voters will go to the polls to vote on a \$3.2 billion bond issue.

Much of the growth in our nation's schools is suburban in nature as more and more Americans seek their version of the American Dream. School districts as diverse as **Polk in Florida** (75,361 students), **Plano in Texas** (43,880 students), **Jordan in Utah** (72,887 students) and **Elk Grove in California** (41,991 students) are all confronting rapidly growing enrollment. **Fairfax School District in Virginia** (148,681 students), just outside the nation's capital, is a school district with a well-deserved reputation for excellence. The challenge that Fairfax faces is to maintain that excellence even as it manages an almost 20 percent increase in a student population that is becoming increasingly diverse.

Hillsborough School District in Florida, which includes the city of Tampa and the surrounding area, has seen its enrollment increase from 143,884 in 1996 to 152,642 in 1998 and expects an average enrollment increase of 5,000 students per year for the next seven years. Hillsborough expects to build 9 more schools in the next five years and 12 more if funding becomes available. **Pasco School District in Florida**, largely rural and suburban in nature, is growing at a rate of 1,800 to 2,000 students per year. One new school is opening this year and five more are due to open in the next three to four years. In the meantime, Pasco is housing some 8,000 students in portable classrooms. School officials there hope to end their heavy reliance on portables given the fact that it is more cost efficient to build new schools.

Crowded Classrooms in Jeffco

Jefferson School district in Colorado, on the suburban outskirts of Denver, has seen its share of building schools and crowded classrooms. Since 1990, "Jeffco" has built 13 new schools, replaced 9 others and has plans to modernize 43 others by 2002 with a capital improvement budget of \$425.5 million. The district currently has 503 portable classrooms. While school buildings are not crowded, class size has reached maximum capacity. Most elementary classes have 25 to 29 students and high school classes have as many as 30 or more students per class.

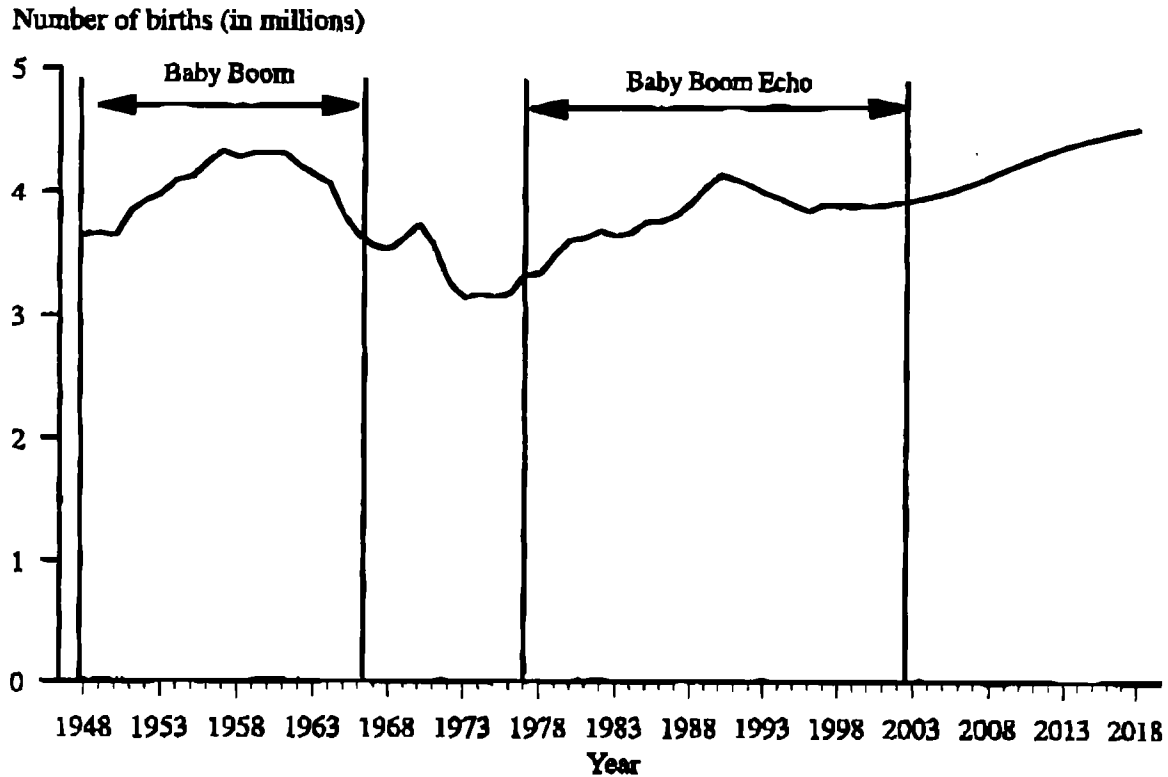
As I travel around America from school to school, I am struck by the depth of concern that so many parents have regarding the education of their children. Common sense tells these parents that crowded classrooms make no sense and that their children are losing the individual attention they deserve and need. Parents also recognize that a society that is willing to build immaculate prisons but crowds its children into outdated school buildings is making a clear statement about its priorities. Here I am reminded of a statement by Plato who said, "that which is honored in a country is that which will be cultivated there." Are we prepared to honor our children by giving them the best education possible?

I believe that the American people are tuned into education and want the best for their children. And this I know for sure--the need to build new schools and modernize olds ones is something that transcends urban, suburban and rural boundaries, and every child deserves smaller classes with talented, dedicated, and well-prepared teachers. America's schools are overcrowded and wearing out. This is why I believe the American people are prepared to support the goals of modernizing our nation's schools, reducing class size, and recruiting talented and caring Americans of all ages into teaching.

Richard W. Riley
U.S. Secretary of Education

Can we number the charts this year?

Annual number of births, with projections: 1948 to 2018

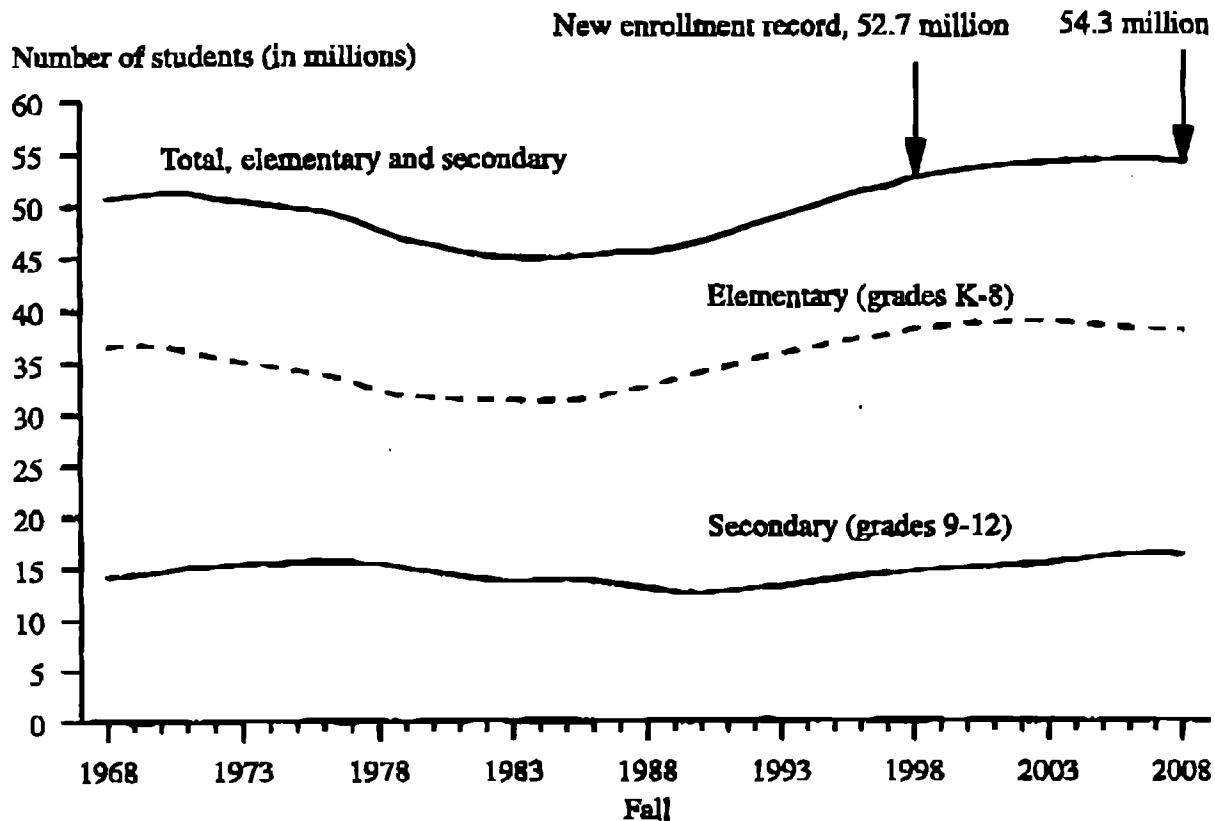


The surge in the number of births after World War II, nicknamed the "baby boom," lasted through the early 1960s. At the peak in 1957, ~~there~~ ^{there} were 4.3 million births recorded, an increase of 19 percent from 1948.

In contrast, the "baby boom echo" ^{which began} ^{reached} ~~beginning in 1977~~ ^{in the past} had 4.1 million births at its peak in 1990, reflecting a 25 percent increase over this period. Unlike the decline after the previous baby boom, where births dropped down to 3.1 million in the early seventies, the number of births is not projected to fall off, but remain fairly stable at nearly 4 million. Long-range projections by the U.S. Bureau of the Census indicate a rising number of births thereafter from 4.1 million in 2008 to 4.5 million in 2018. ^{for about a decade.}

SOURCE: U.S. Department of Education, National Center for Education Statistics *Projections of Education Statistics to 2008*; and U.S. Department of Commerce, Bureau of the Census, *Population Projections of the United States by Age, Sex, Race, and Hispanic Origin: 1995 to 2050*.

Enrollment in public and private elementary and secondary schools: Fall 1968 to fall 2008



In fall 1998, public and private school enrollment is projected to surpass the previous high, and is expected to increase every year through 2006. (1997)

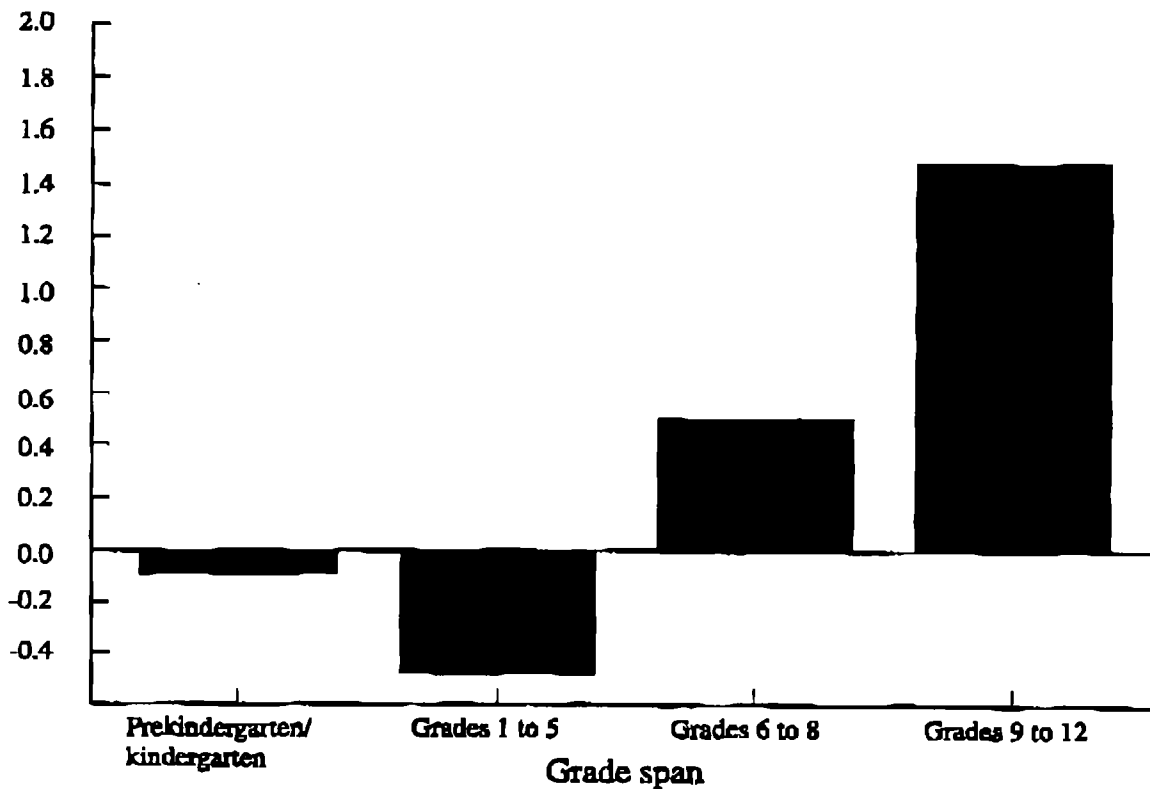
From fall 1972 to fall 1984, total elementary and secondary school enrollment decreased every year, reflecting a decline in the school-age population over that period.

From fall 1985 to fall 1998, the pattern changed again as enrollment increased significantly at the elementary level. Elementary enrollment is projected to continue growing slowly through 2002, and then decline slightly, ending at about the same level in 2008 as in 1998. In contrast, secondary school enrollment is expected to rise by 11 percent between 1998 and 2008, from 14.6 million to 16.2 million, as current elementary students move into high schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1997*; and *Projections of Education Statistics to 2008*.

Change in number of students enrolled in public elementary and secondary schools, by grade span: Fall 1998 to fall 2008

Change in number of students (in millions)



? As public elementary students move into ^{the} secondary school grades, the greatest number of additional students over the next ten years will be concentrated in grades 9 to 12. Projections for 1998 through 2008 indicate an additional 1.5 million public high school students over the time period, an 11 percent increase. The next largest increase is projected for grades 6 to 8, where just ^{about} under a half million additional students will enter those grades over the next ten years, a ~~five~~ 5 percent increase. Decreases in preschool and elementary ^{lower school} grade enrollments are expected before leveling out in the next 5 to 10 years. ^{1? OK?}

("just under" minorities the middle)

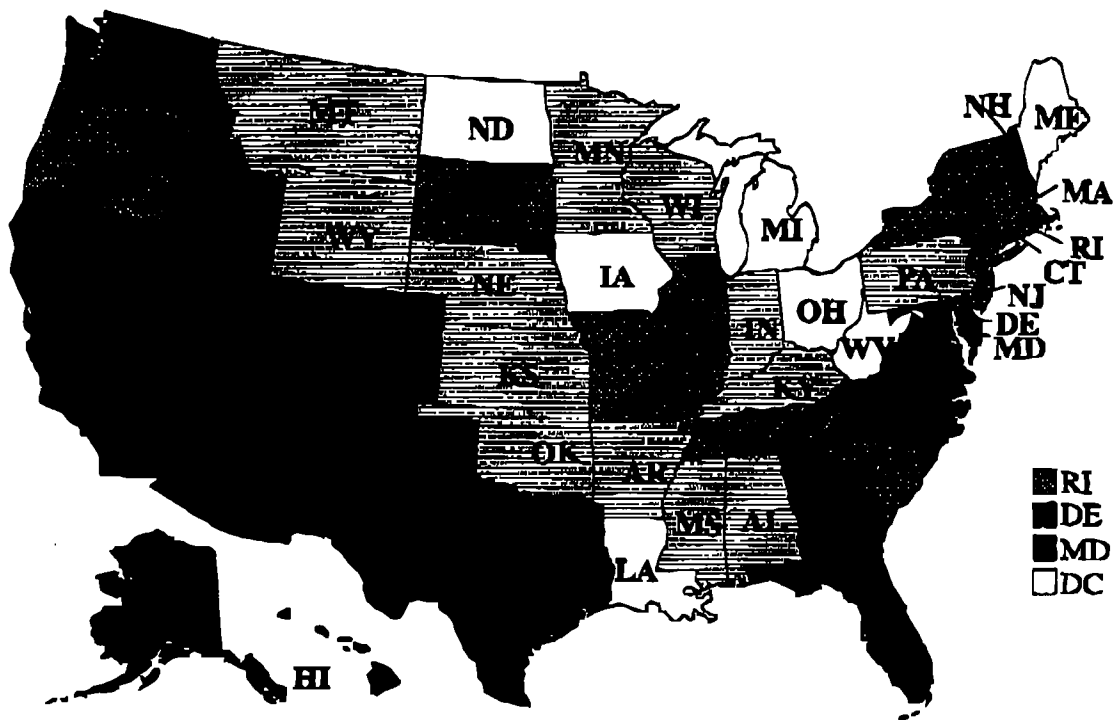
SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2008*, and unpublished data.

**Enrollment in prekindergarten/kindergarten, grades 1 to 5, 6 to 8, and 9 to 12
in public elementary and secondary schools: Fall 1983 to fall 2008
(Numbers in thousands)**

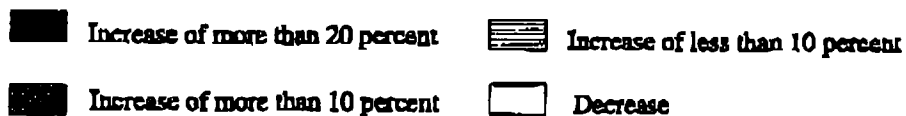
Year	Total enrollment	Prekindergarten/ kindergarten		Grades 1 to 5		Grades 6 to 8		Grades 9 to 12	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
1983	39,252	2,859	7.3	14,511	37.0	9,611	24.5	12,271	31.3
1984	39,208	3,010	7.7	14,638	37.3	9,257	23.6	12,304	31.4
1985	39,422	3,192	8.1	14,942	37.9	8,900	22.6	12,388	31.4
1986	39,753	3,310	8.3	15,347	38.6	8,764	22.0	12,333	31.0
1987	40,008	3,388	8.5	15,799	39.5	8,745	21.9	12,076	30.2
1988	40,189	3,433	8.5	16,187	40.3	8,882	22.1	11,687	29.1
1989	40,543	3,486	8.6	16,607	41.0	9,059	22.3	11,390	28.1
1990	41,217	3,610	8.8	16,919	41.0	9,350	22.7	11,338	27.5
1991	42,047	3,686	8.8	17,183	40.9	9,636	22.9	11,541	27.4
1992	42,823	3,817	8.9	17,344	40.5	9,927	23.2	11,735	27.4
1993	43,465	3,922	9.0	17,432	40.1	10,150	23.4	11,961	27.5
1994	44,111	4,047	9.2	17,582	39.9	10,269	23.3	12,213	27.7
1995	44,840	4,173	9.3	17,809	39.7	10,359	23.1	12,500	27.9
1996	45,592	4,208	9.1	18,050	39.7	10,501	23.0	12,834	28.2
Projected									
1997	46,308	4,155	9.0	18,463	39.9	10,588	22.9	13,103	28.3
1998	46,792	4,084	8.7	18,760	40.1	10,678	22.8	13,270	28.4
1999	47,143	4,037	8.6	18,921	40.1	10,764	22.8	13,420	28.5
2000	47,439	4,016	8.5	18,982	40.0	10,905	23.0	13,537	28.5
2001	47,698	3,993	8.4	18,866	39.6	11,196	23.5	13,643	28.6
2002	47,924	3,976	8.3	18,693	39.0	11,455	23.9	13,800	28.8
2003	48,075	3,966	8.2	18,529	38.5	11,629	24.2	13,951	29.0
2004	48,221	3,962	8.2	18,422	38.2	11,574	24.0	14,263	29.6
2005	48,335	3,963	8.2	18,355	38.0	11,437	23.7	14,579	30.2
2006	48,368	3,968	8.2	18,307	37.8	11,309	23.4	14,785	30.6
2007	48,342	3,980	8.2	18,283	37.8	11,226	23.2	14,854	30.7
2008	48,201	3,997	8.3	18,287	37.9	11,171	23.2	14,746	30.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2008*, unpublished data.

**Percent change in public elementary and secondary enrollment,
by state: Fall 1988 to fall 2008**



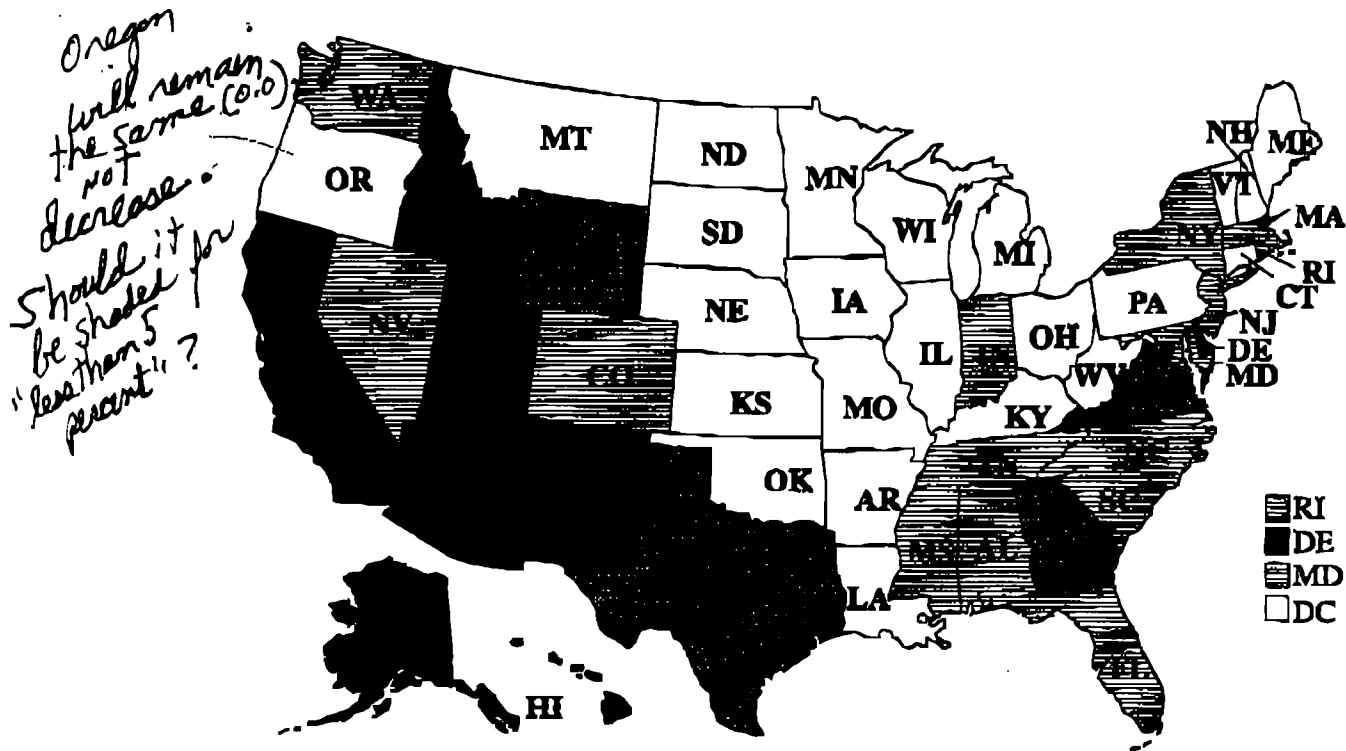
Percent change



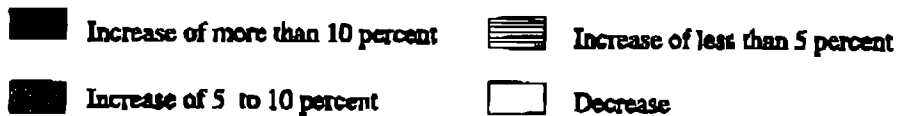
Over the twenty-year period from 1988 to 2008, public elementary and secondary school enrollment is projected to increase by 20 percent. The increases are most notable among the western states, with Nevada expecting the largest percent increase of 80 percent.

rate of 1% at ?

**Percent change in public elementary and secondary enrollment,
by state: Fall 1998 to fall 2008**



Percent change



Over the next ten years, from 1998 to 2008, public elementary and secondary school enrollment is projected to increase by 3 percent. The largest increases are expected among the western states, with a 15 percent rise in enrollment projected for California.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2008*.

MARYLAND

Growth in Maryland is highly suburban in nature and spread among the many bedroom communities between the city of Baltimore and the nation's capital of Washington, D.C. Three Maryland school districts--**Montgomery County, Prince Georges County and Baltimore County**--are among the top 25 fastest growing school districts in the nation. But other Maryland school districts are not very far behind.

Howard County School District, centered on the planned community of Columbia, has seen a 22 percent increase in school enrollment in the last five years, from 32,969 to 40,215, with the greatest pressure at the middle and high school levels. Howard County School District is projecting enrollment to increase to 46,400 in the next five years. Two elementary schools are now under construction and two new middle schools will be built in 1999. By the year 2006, Howard County will have built two new high schools and created additional classroom space in four existing high schools.

In **Frederick County School District**, 21 of the 48 schools in the district are over 100 percent of the state-rated capacity. Twelve of the county's 30 elementary schools and 8 of its 18 secondary schools fit this category. In 1997 alone, to meet the demand of the baby boom echo and growing retirements, 213 teachers were hired. In the last five years, the county saw a 18 percent enrollment increase and expects 900 additional students in fall 1998, which will bring total enrollment to 35,260. By the year 2000, that number is expected to have climbed to 36,880.

The **Montgomery County** school system, with a budget of over one billion dollars, has hired 750 new teachers for the 1998 school year and is opening three new high schools, including the long-awaited Montgomery Blair High School in Silver Spring. Nine schools are currently being built or modernized. The 1998 school year will begin with close to 128,000 students.

Baltimore County Public Schools face significant growth due, in part, to the state's requirement that "all children 5 years of age be in kindergarten or a similar approved program, which was formerly voluntary." In order to accommodate the growing number of students--106,400 in 1998--the county will build two new elementary schools and one new secondary school in addition to adding classrooms to 13 already-existing schools at a cost of \$361,934,000. Fortunately, the county has a ten-year record of successfully passing bond issues as it goes to the voters this fall with a new \$85,000,000 bond issue.

Calvert County School District is a perfect example of a rapidly expanding school district. According to the Maryland State Department of Education, Calvert boasts of being "the fastest growing county in Maryland." From 1992 to 1997, Calvert County experienced a 26.9 percent increase in total enrollment, from 11,615 to 14,736. The 1998 school year will begin with an estimated 14,940 students. Increased enrollment has had a strong impact on **Carroll County School District**, with 3,658 new students in the last five years, and 38,520 students will start school this fall in **Hartford County School District**, up from 33,793 in 1992.

**Enrollment in grades K-12 in public and private elementary and secondary schools,
by region and state: Fall 1988, 1998, 2003, and 2008**

(In thousands)

Region and state	1988	Projected 1998	Projected 2003	Projected 2008	Percent change 1988 to 1998	Percent change 1998 to 2008	Percent change 1988 to 2008
Public and private.....	45,430	52,718	54,153	54,268	16.0	2.9	19.3
Private.....	5,241	5,927	6,078	6,067	13.1	2.4	15.8
Public, total.....	40,189	46,792	48,075	48,201	16.4	3.0	19.9
Public schools							
Northeast.....	7,208	8,213	8,286	8,100	14.0	-1.4	12.4
Connecticut.....	461	542	531	509	17.7	-6.1	10.5
Maine.....	213	212	200	195	-0.4	-8.0	-8.4
Massachusetts.....	823	959	990	967	16.5	0.8	17.4
New Hampshire.....	169	202	202	197	19.2	-2.5	16.3
New Jersey.....	1,081	1,260	1,283	1,273	16.6	1.0	17.8
New York.....	2,574	2,937	3,002	2,957	14.1	0.7	14.9
Pennsylvania.....	1,660	1,838	1,811	1,740	10.7	-5.3	4.8
Rhode Island.....	134	157	159	157	17.5	0.0	17.5
Vermont.....	93	107	107	104	14.6	-2.8	11.4
Midwest.....	9,846	10,680	10,572	10,344	8.5	-3.1	5.1
Illinois.....	1,795	2,010	2,029	2,005	12.0	-0.2	11.7
Indiana.....	961	999	1,023	1,015	4.0	1.6	5.6
Iowa.....	478	500	479	466	4.6	-6.8	-2.6
Kansas.....	427	471	469	469	10.4	-0.4	9.9
Michigan.....	1,583	1,660	1,632	1,579	4.9	-4.9	-0.2
Minnesota.....	727	848	822	794	16.7	-6.4	9.2
Missouri.....	807	909	905	888	12.7	-2.3	10.1
Nebraska.....	269	290	287	285	7.6	-1.7	5.8
North Dakota.....	119	116	112	110	-2.4	-5.2	-7.4
Ohio.....	1,779	1,844	1,812	1,761	3.7	-4.5	-1.0
South Dakota.....	127	146	144	141	15.0	-3.4	11.1
Wisconsin.....	775	886	859	830	14.3	-6.3	7.1
South.....	14,491	16,864	17,468	17,501	16.4	3.8	20.8
Alabama.....	725	761	787	789	5.0	3.7	8.9
Arkansas.....	436	462	464	453	5.9	-1.9	3.8
Delaware.....	97	114	121	119	17.9	4.4	23.1
District of Columbia.....	85	80	77	74	-5.7	-7.5	-12.7
Florida.....	1,721	2,343	2,399	2,364	36.1	0.9	37.4
Georgia.....	1,108	1,395	1,495	1,505	25.9	7.9	35.8
Kentucky.....	638	663	661	644	4.0	-2.9	1.0
Louisiana.....	787	800	784	781	1.7	-2.4	-0.7
Maryland.....	689	846	870	862	22.8	1.9	25.1
Mississippi.....	503	513	526	523	1.9	1.9	3.9
North Carolina.....	1,083	1,268	1,341	1,310	17.1	3.3	20.9
Oklahoma.....	580	622	601	593	7.2	-4.7	2.2
South Carolina.....	616	664	688	688	7.8	3.6	11.7
Tennessee.....	822	938	984	978	14.2	4.3	19.0
Texas.....	3,284	3,967	4,197	4,343	20.8	9.5	32.3
Virginia.....	982	1,128	1,185	1,190	14.8	5.5	21.1
West Virginia.....	336	300	290	282	-10.7	-6.0	-16.0
West.....	8,644	11,033	11,739	12,257	27.6	11.1	41.8
Alaska.....	106	132	138	146	24.0	10.6	37.1
Arizona.....	575	828	918	928	44.0	12.1	61.4
California.....	4,618	5,961	6,414	6,854	29.1	15.0	48.4
Colorado.....	560	696	725	724	24.3	4.0	29.3
Hawaii.....	167	204	216	231	21.8	13.2	37.9
Idaho.....	215	256	276	282	19.3	10.2	31.4
Montana.....	152	168	166	165	10.4	-1.8	8.4
Nevada.....	176	307	332	317	74.0	3.3	79.6
New Mexico.....	292	351	373	393	20.0	12.0	34.4
Oregon.....	462	545	548	545	18.0	0.0	18.0
Utah.....	431	489	522	544	13.4	11.2	26.2
Washington.....	791	998	1,011	1,021	26.2	2.3	29.1
Wyoming.....	98	98	100	106	0.2	8.2	8.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data surveys; and Projections of Education Statistics to 2008.

COLORADO

Colorado's enrollment is expected to rise from 696,000 students in 1998 to 724,000 students in 2008, placing this state tenth in the nation in terms of overall growth. About two-thirds of this increase will be in grades 9 to 12. Educators anticipate that 150 new schools will need to be built in the next five years. Most of the enrollment growth is suburban, especially along the front range and to a lesser extent on the western slopes of the Rocky Mountains. In these areas enrollments have grown by 13 to 35 percent, and as high as 83 percent in one district. Many districts on the eastern plains, in contrast, are faced with declining enrollments. In **Denver**, the state's largest urban district, enrollment growth continues but at a lower rate than in many suburban districts.

Jefferson County School District in Golden was among the top 25 suburban districts in the nation in terms of growth over the decade ending in 1995, as enrollments increased from 75 to 85 thousand students, an increase of 13 percent. Since 1990, Jefferson County has built 13 new schools, supported by a bond issue passed in 1992 for \$400 million. A \$300 million bond issue passed in 1997 will fund construction of an additional four schools and 25 school expansions needed for the continued growth that is expected over the next five years. Some 500 relocatable classrooms are currently in use and that number will expand through the construction and renovation period. Officials also estimate that it will cost \$25 million to hire the additional teachers needed to reduce elementary class size to 20 students and secondary class size to 25 students.

Between 1985 and 1995, **Douglas County School District in Castle Rock** grew by 83 percent, from an enrollment of 12,000 to 22,000 students. This increase of 10,000 places this relatively small district among the larger suburban growth districts in the nation. Continued growth brings the fall 1998 enrollments to almost 30,000 students, an increase of 150 percent over 1985. Bond issues have supported the construction of 22 new schools since 1990, with an additional 12 schools scheduled for construction in the near future. The district currently uses 40 portable buildings.

Other suburban growth districts in Colorado are managing their enrollment increases in a variety of ways. **Cherry Creek School District in Englewood** has managed its 28 percent growth by instituting a year-round calendar in several elementary schools and an extended day in the high schools. Just north of Denver the suburban communities of **Northglenn** and **Thornton**, which have not built a new school since 1990, face the daunting task of suddenly building 16 new schools as old neighborhoods are rejuvenated by the heavy influx of young families.

Boulder Valley RE2 School District is faced with \$60 million worth of "critical" repairs and \$7.2 million in repairs for Boulder High School alone. Because of Boulder's growth restrictions, the district expects to be "built out" by 2002. Nearby small communities, however, are growing rapidly according to Don Orr, the director of planning, who says that Erie, "which was recently no more than a wide spot in the road, will soon exceed 50,000." In **Colorado Springs**, the **Academy 20 School District** has built eight schools since 1980 and is planning to build eight new schools in the near future.

DRAFT**GEORGIA**

Across the state, school districts are expected to spend roughly \$4 billion on school facilities by 2002. Georgia State Department of Education officials say this is the largest amount of school construction growth in Georgia's history. However, with one of the fastest growing public school populations in the nation during the next decade, it is not enough.

With over 91,000 students, **Cobb County School District** is one of the three largest school districts in Georgia and, growing by more than 3,000 students per year, it is one of the fastest growing districts in the state. Cobb is also the 35th largest district in the United States. Projected trends suggest a student population of 140,000 students by 2010. Today, the district houses more than 8,000 students in 366 portable classrooms.

Cobb County schools received some relief in 1995, when the voters approved a \$220,865,000 bond referendum to add eight new schools and undertake major renovations, which will yield approximately 858 new classrooms by 2000. Following the 1997 defeat of a Special Purpose Local Option Sales Tax, the school district again is asking voters to raise their sales tax by one cent to fund school construction. Depending on its success, which could generate \$511 million, the school district plans to build 2 new high schools, 4 new middle schools, and 12 new elementary schools, as well as renovate many more. If voters turn down the proposal for a second time, the district cannot request the sales tax increase again for two years.

Facing burgeoning student enrollments (84,000+), **DeKalb County School District** is in the midst of the largest school construction initiative in its history. Over a five-year period, ending in 2002, the district will spend nearly \$400 million on 11 new schools and several additions and renovations at 120 existing schools.

For the past seven years, **Houston County School System** has grown at the rate of more than 500 students per year. Enrollment is expected to surpass 20,000 this year, compared to 19,542 just two years ago. Since 1990, three new elementary schools, two middle schools, and a high school have been constructed and two more new middle schools are expected to be operational by 2000. Estimates call for growth to continue well into the next century. Meanwhile, overflow students are using 150 trailers as classrooms.

Richmond County School District is Georgia's seventh largest school district and the largest outside the Atlanta Metropolitan area. Typical growth is between 700 and 800 students per year, from 35,253 in 1996 to 36,130 in 1997 and to 37,000 in 1998. In FY 1997, the voters passed both a \$115 million bond initiative and a Special Purpose Local Option Tax referendum, the funds from which will be used to relieve the bond tax. Construction has already started on a new high school and two new elementary schools, as well as additions and renovations to other area schools.

**Fifteen states with the largest enrollment increases in public elementary and
secondary schools: Fall 1998 to fall 2008**
(In thousands)

State	Projected enrollment		Number of additional students 1998 to 2008
	1998	2008	
California.....	5,961	6,854	893
Texas.....	3,967	4,343	376
Georgia.....	1,395	1,505	110
Arizona.....	828	928	100
Virginia.....	1,128	1,190	62
Utah.....	489	544	55
New Mexico.....	351	393	42
North Carolina.....	1,268	1,310	42
Tennessee.....	938	978	40
Colorado.....	696	724	28
Alabama.....	761	789	28
Hawaii.....	204	231	27
Idaho.....	256	282	26
South Carolina.....	664	688	24
Washington.....	998	1,021	23

**Fifteen states with the largest percent increases in public elementary and
secondary enrollment: Fall 1998 to fall 2008**

State	Projected enrollment (In thousands)		Percent change 1998 to 2008
	1998	2008	
California.....	5,961	6,854	15.0
Hawaii.....	204	231	13.2
Arizona.....	828	928	12.1
New Mexico.....	351	393	12.0
Utah.....	489	544	11.2
Alaska.....	132	146	10.6
Idaho.....	256	282	10.2
Texas.....	3,967	4,343	9.5
Wyoming.....	98	106	8.2
Georgia.....	1,395	1,505	7.9
Virginia.....	1,128	1,190	5.5
Delaware.....	114	119	4.4
Tennessee.....	938	978	4.3
Colorado.....	696	724	4.0
Alabama.....	761	789	3.7

SOURCE: U.S. Department of Education, National Center for Education Statistics,
Projections of Education Statistics to 2008.

in most
**Twenty-five districts with the largest enrollment increases:
Fall 1985 to fall 1995**

School district	State	Rank	Enrollment		Enrollment increase 1985 to 1995	Percent change 1985 to 1995
			1985	1995		
New York City	New York	1	927,236	1,049,039	121,803	13
Dade County School District	Florida	2	236,127	333,817	97,690	41
Broward County School District	Florida	3	128,576	208,359	79,783	62
Los Angeles Unified	California	4	568,754	647,612	78,858	14
Clark County School District	Nevada	5	91,446	166,788	75,342	82
Palm Beach County School District	Florida	6	80,256	132,215	51,959	65
Orange County School District	Florida	7	82,357	123,165	40,808	50
Gwinnett County School District	Georgia	8	47,680	84,555	36,875	77
Guilford County Schools	North Carolina	9	23,875	57,211	33,336	140
Hillsborough County School District	Florida	10	113,073	143,192	30,119	27
Montgomery County Public Schools	Maryland	11	92,880	120,291	27,411	30
Knox County School District	Tennessee	12	26,311	52,627	26,316	100
Hawaii Department of Education	Hawaii	13	161,764	187,104	25,340	16
Wake County Schools	North Carolina	14	57,604	81,438	23,834	41
Cobb County School District	Georgia	15	59,390	82,870	23,480	40
Duval County School District	Florida	16	101,403	123,910	22,507	22
Fresno Unified	California	17	55,499	77,880	22,381	40
Baltimore County Public Schools	Maryland	18	80,730	101,564	20,834	26
Elk Grove Unified	California	19	16,148	35,936	19,788	123
San Diego City Unified	California	20	110,703	130,360	19,657	18
Cypress-Fairbanks Independent	Texas	21	31,953	50,817	18,864	59
Prince Georges County Public Schools ..	Maryland	22	103,611	122,415	18,804	18
Brevard County School District	Florida	23	46,944	65,621	18,677	40
Fulton County School District	Georgia	24	38,082	56,338	18,256	48
Moreno Valley Unified	California	25	13,415	31,503	18,088	135

NOTE: Some changes may be affected by school district boundary changes. Selection of districts based only on 1985 and 1995 data. *The most recent complete data on all school districts (1995), and on the change from 1985.*
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data surveys.

Enrollment growth in selected suburban school districts: Fall 1996 to fall 1998

District	City	State	Enrollment			Percent change, 1996 to 1998
			1996	1997	1998	
Peoria	Peoria	Arizona	27,782	29,359	30,948	11.4
Tucson	Tucson	Arizona	62,867	—	63,457	0.9
Capistrano	San Juan Capistrano	California	37,539	40,174	42,713	13.8
Clovis	Clovis	California	30,627	30,960	31,306	2.2
Elk Grove	Elk Grove	California	37,787	40,216	41,991	11.1
San Diego	San Diego	California	133,687	—	139,000	4.0
Cherry Creek	Englewood	Colorado	36,569	38,088	40,395	10.5
Denver	Denver	Colorado	66,331	—	69,100	4.2
Jefferson	Golden	Colorado	88,868	88,269	89,400	0.6
Brevard	Melbourne	Florida	65,493	66,654	69,515	6.1
Miami	Ocala	Florida	35,521	36,531	37,568	5.8
Osceola	Kissimmee	Florida	27,431	28,841	30,006	9.4
Pasco	Land O'Lakes	Florida	43,239	44,477	45,811	6.0
Polk	Barrow	Florida	71,910	73,652	75,361	4.8
Seminole	Sanford	Florida	54,694	55,778	56,900	4.0
Meridian	Meridian	Idaho	19,624	—	21,666	10.4
Indian Prairie	Naperville	Illinois	17,091	—	19,000	11.2
M S D Lawrence	Indianapolis	Indiana	14,319	—	15,275	6.7
Blue Valley	Overland Park	Kansas	14,403	—	15,900	10.4
Anne Arundel	Annapolis	Maryland	72,322	73,363	73,320	1.4
Baltimore County	Towson	Maryland	104,469	105,520	106,400	1.8
Howard	Ellicott City	Maryland	38,857	40,215	41,770	7.5
Montgomery	Rockville	Maryland	122,505	125,035	127,918	4.4
Prince Georges	Marlboro	Maryland	125,198	128,347	128,699	2.8
Eden Prairie	Eden Prairie	Minnesota	9,660	—	10,008	3.6
Rosemount-Apple	Rosemount	Minnesota	26,048	27,230	27,761	6.6
South Washington	Cottage Grove	Minnesota	13,921	—	15,000	7.8
Port Zumwalt	O'Fallon	Missouri	13,742	—	15,000	9.2
Francis Howell	St. Charles	Missouri	18,106	—	18,655	3.0
Rockwood	Warrensburg	Missouri	19,871	—	20,887	5.1
Gaillard	Grovesboro	North Carolina	55,000	59,000	60,000	9.1
Lakota Local	West Chester	Ohio	13,160	—	14,050	6.8
Graham-Barlow	Gresham	Oregon	11,196	11,234	11,313	1.0
Salem/Keizer	Salem	Oregon	32,491	—	32,980	1.5
Jackson-Madison	Jackson	Tennessee	13,635	—	13,750	0.8
Cypress Fairbanks	Houston	Texas	53,098	55,838	58,578	10.3
Garland	Garland	Texas	45,309	46,977	48,507	7.1
Lewisville	Lewisville	Texas	29,486	32,541	34,741	17.8
Piano	Piano	Texas	35,816	43,325	43,880	22.5
Socorro	El Paso	Texas	21,098	22,155	23,610	11.9
Alpine	American Fork	Utah	43,719	—	45,372	3.8
Jordan	Sandy	Utah	71,080	71,561	72,887	2.5
Fairfax	Fairfax	Virginia	142,925	145,292	148,681	4.0

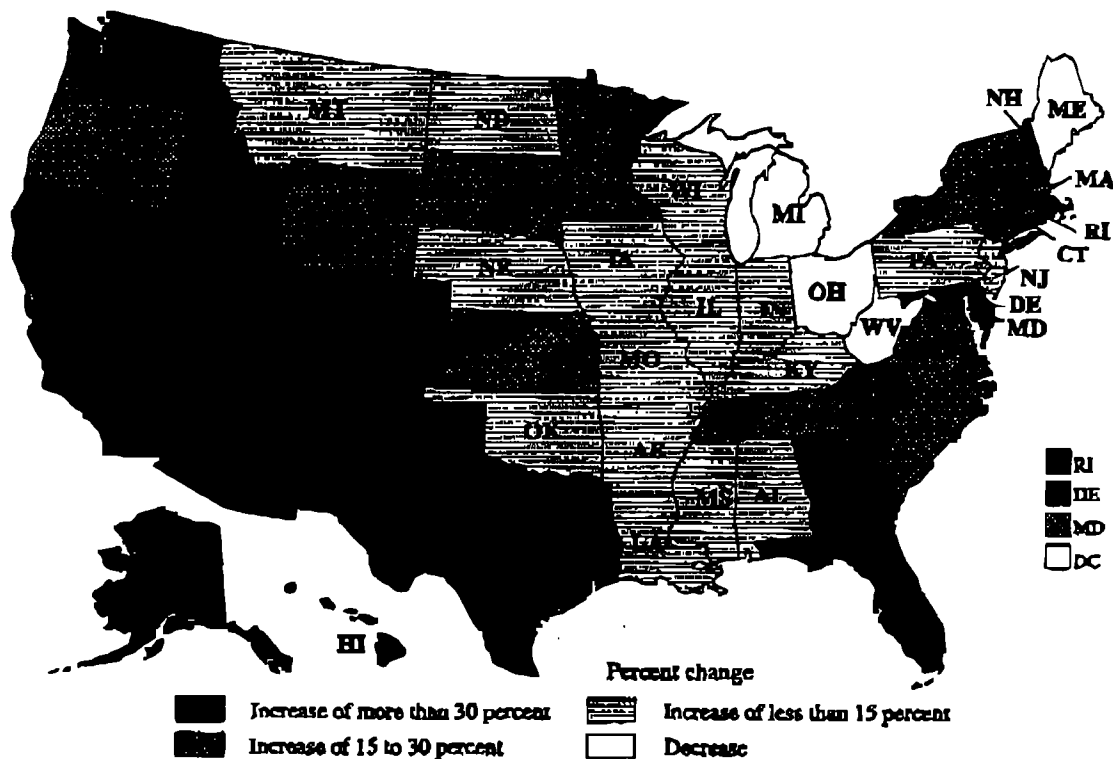
--Data not available.

'School district estimated range for 1998 is reported here as an average of the range.

SOURCE: U.S. Department of Education, school district estimates; and National Center for Education Statistics, preliminary data from "Common Core of Data, 1996" survey.

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- ① include note on how selection was made?
 - ② where does this chart go?
 - ③ should we talk about it anywhere in the text?

**Percent change in enrollment in public secondary schools
by state: Fall 1988 to fall 2008**



Overall, public high school enrollment is projected to increase 26 percent over the twenty year period from 1988 to 2008. Much of the increase is expected to be concentrated in the western states. Nevada, Arizona, and California have projected increases of 98, 79, and 66 percent, respectively.

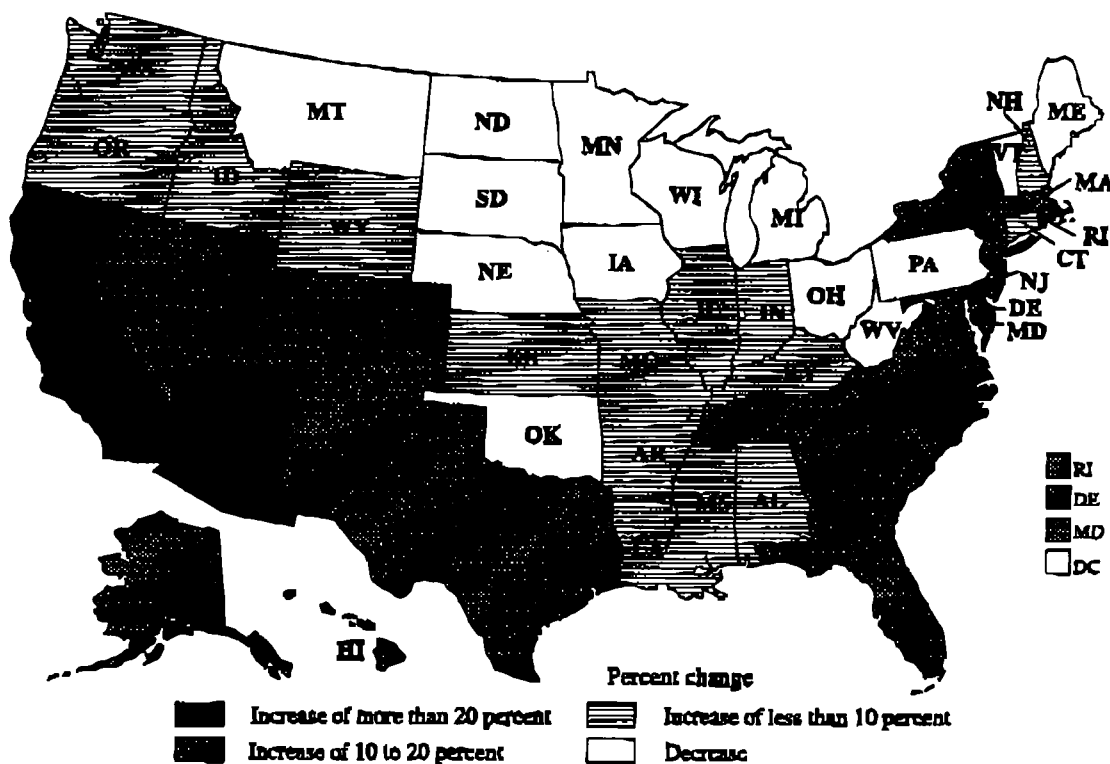
Other states outside the western region with large increases expected by 2008 include Florida, with a 47 percent increase, and Georgia, with a 46 percent increase.

Projected

Projected

SOURCE: U.S. Department of Education, National Center for Education Statistics. *Projections of Education Statistics to 2008*.

Percent change in enrollment in public secondary schools
by state: Fall 1998 to fall 2008



Overall, public high school enrollment is projected to increase 11 percent over the next ten years. Much of the increase is expected to be concentrated in a relatively small number of states. California has the largest projected increase at 33 percent, from 1.6 million in 1998 to 2.2 million in 2008. Arizona is the other western state with an increase over 20 percent, at 28 percent.

Other states outside the western region with large increases expected by 2008 include North Carolina with a 21 percent increase, Texas with a 19 percent increase, and Georgia with a 18 percent increase.

Arizona, also a western state, has the second largest projected increase at 28 percent, from 1,570,000 students in 1998 to 2,010,000 in 2008.

public secondary school enrollment

and Massachusetts both

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2008*.

Enrollment in grades 9 to 12 in public and private secondary schools,
by region and state: Fall 1988, 1998, 2003, and 2008
(In thousands)

Region and state	1988	Projected 1998	Projected 2003	Projected 2008	Percent change 1988 to 1998	Percent change 1998 to 2008	Percent change 1988 to 2008
Public and private.....	12,893	14,608	15,358	16,234	13.3	11.1	25.9
Private.....	1,206	1,339	1,407	1,488	11.0	11.1	23.4
Public schools							
Public, total.....	11,687	13,270	13,951	14,746	13.5	11.1	26.2
Northeast.....	2,220	2,365	2,515	2,563	6.5	8.5	15.5
Connecticut.....	129	143	152	149	12.8	2.4	15.6
Maine.....	64	61	59	54	-5.3	-10.9	-15.6
Massachusetts.....	246	261	301	307	6.4	17.5	25.0
New Hampshire.....	50	58	62	59	17.7	1.0	18.9
New Jersey.....	326	330	353	370	1.4	12.0	13.6
New York.....	813	871	931	983	7.2	12.8	20.9
Pennsylvania.....	528	561	574	560	6.3	-0.2	6.1
Rhode Island.....	38	43	48	50	13.5	15.0	30.5
Vermont.....	27	33	34	32	23.8	-2.9	20.2
Midwest.....	2,952	3,173	3,180	3,176	7.5	0.1	7.6
Illinois.....	536	563	580	614	5.1	9.1	14.6
Indiana.....	293	299	306	319	1.9	6.7	8.7
Iowa.....	144	164	153	148	13.4	-9.5	2.6
Kansas.....	120	144	144	145	20.0	0.8	21.0
Michigan.....	469	463	468	459	-1.3	-0.9	-2.2
Minnesota.....	216	268	266	250	24.4	-6.8	15.9
Missouri.....	239	265	270	271	11.0	2.2	13.5
Nebraska.....	78	91	89	88	16.5	-3.3	12.6
North Dakota.....	34	39	38	36	15.2	-7.0	7.1
Ohio.....	549	547	543	539	-0.4	-1.5	-1.9
South Dakota.....	34	46	44	42	33.3	-8.3	22.3
Wisconsin.....	240	285	281	265	18.8	-6.9	10.6
South.....	4,078	4,619	4,873	5,199	13.3	12.6	27.5
Alabama.....	203	209	212	229	3.1	9.3	12.8
Arkansas.....	127	134	133	135	5.6	0.6	6.2
Delaware.....	28	34	38	39	23.0	14.1	40.3
District of Columbia.....	22	18	18	18	-19.4	-0.6	-19.9
Florida.....	489	640	687	718	30.9	12.2	46.9
Georgia.....	300	372	407	439	23.9	18.0	46.3
Kentucky.....	186	191	187	192	3.0	0.3	3.3
Louisiana.....	206	223	218	226	8.5	1.3	9.9
Maryland.....	200	234	251	261	17.1	11.5	30.6
Mississippi.....	136	141	138	149	3.9	5.6	9.8
North Carolina.....	322	334	384	403	3.6	21.4	25.7
Oklahoma.....	167	183	177	178	9.6	-2.7	6.7
South Carolina.....	178	186	196	209	4.4	12.5	17.5
Tennessee.....	236	254	272	289	7.7	13.9	22.7
Texas.....	892	1,063	1,134	1,262	19.2	18.8	41.5
Virginia.....	283	311	340	364	9.6	17.2	28.5
West Virginia.....	104	92	84	85	-11.9	-7.3	-18.3
West.....	2,437	3,113	3,381	3,807	27.7	22.3	56.2
Alaska.....	28	37	39	42	32.3	13.5	50.2
Arizona.....	157	220	256	281	40.1	27.5	78.6
California.....	1,301	1,623	1,817	2,160	24.7	33.1	66.0
Colorado.....	160	200	213	219	24.5	9.8	36.7
Hawaii.....	47	58	59	67	23.4	15.3	42.2
Idaho.....	59	78	79	83	31.8	6.6	40.4
Montana.....	43	52	50	48	22.3	-8.0	12.5
Nevada.....	49	83	97	97	69.3	16.8	97.7
New Mexico.....	92	112	113	124	21.5	10.6	34.4
Oregon.....	134	163	164	165	21.7	1.5	23.6
Utah.....	112	154	160	174	38.0	12.9	55.8
Washington.....	228	301	305	315	32.3	4.5	38.3
Wyoming.....	27	32	30	32	16.1	0.7	16.9

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data surveys; and Projections of Education Statistics to 2008.

WASHINGTON STATE

With school enrollment edging nearing the one million mark, Washington State continues to set the pace for school overcrowding in the Pacific Northwest. While the city of **Seattle** has enjoyed extensive public support in reforming its school system, including the passage of a recent bond issue, other school districts continue to struggle.

The Issaquah School District centered on the cities of Bellevue and New Castle is a case in point. Even though school overcrowding is a "major problem," voters have turned down two bond issues totaling \$84.5 million in a tax protest and demanded that new development pay a greater share of its own way. Current enrollment is 12,615, with enrollment growing annually from 400 to 600 new students due to development. Since 1990, the district has built five new schools and expects to build three more by 2001. The **Bethel School District** has lost six bond issues since 1990 and, as a result, currently uses 94 portable classrooms. The school district has immediate need to build four new schools.

The **Vancouver School District**, located just across the Columbia River from Portland, Oregon, has experienced a 33 percent growth in total K-12 enrollment, from 14,000 students in 1987 to 21,000 in 1998. Thanks to strong local support, the district has built eight new schools and renovated a dozen more over the last eight years. The adjacent **Evergreen School District**, with 20,588 students, has experienced growth similar to that of Vancouver as a result of an influx of many new students from Oregon and California. Enrollment growth has increased an average of 900 students in the last three years. The district currently uses 270 portable classrooms, with one new high school under construction and five new schools scheduled to be built in the next six years.

In the **Puyallup School District**, enrollment has jumped from approximately 16,757 students in 1996 to a projected 17,528 in 1998. While plans have been laid for the construction and modernization of four schools, the district does not foresee replacing the 156 portable classrooms already in use and in fact intends to purchase more in the future. Gary W. Floyd, assistant superintendent of Puyallup School District, estimates a cost figure of \$18 million in unmet construction needs, and shortfalls are expected in obtaining that money. **Kent School District** attributes its increase of 1,300 students in the last two years to "significant increases in births in King County through the 1980s and increased net immigration." Strong support for public schools has led voters in the district to approve 100 percent of bond issues proposed since 1986, totaling \$280,450,000.

Federal Way School District is depending on the use of 65 portable classrooms to meet the demands of its growing student population of 22,000 students and Federal Way is not alone in using portables. **The Mukilteo School District**, which has seen its enrollment double in the last ten years to 14,456 in 1998, currently uses 92 modular classrooms, despite having built six new schools and made additions to five others.

**Fifteen states with the largest enrollment increases in grades 9 to 12 in
public schools: Fall 1998 to fall 2008**
(In thousands)

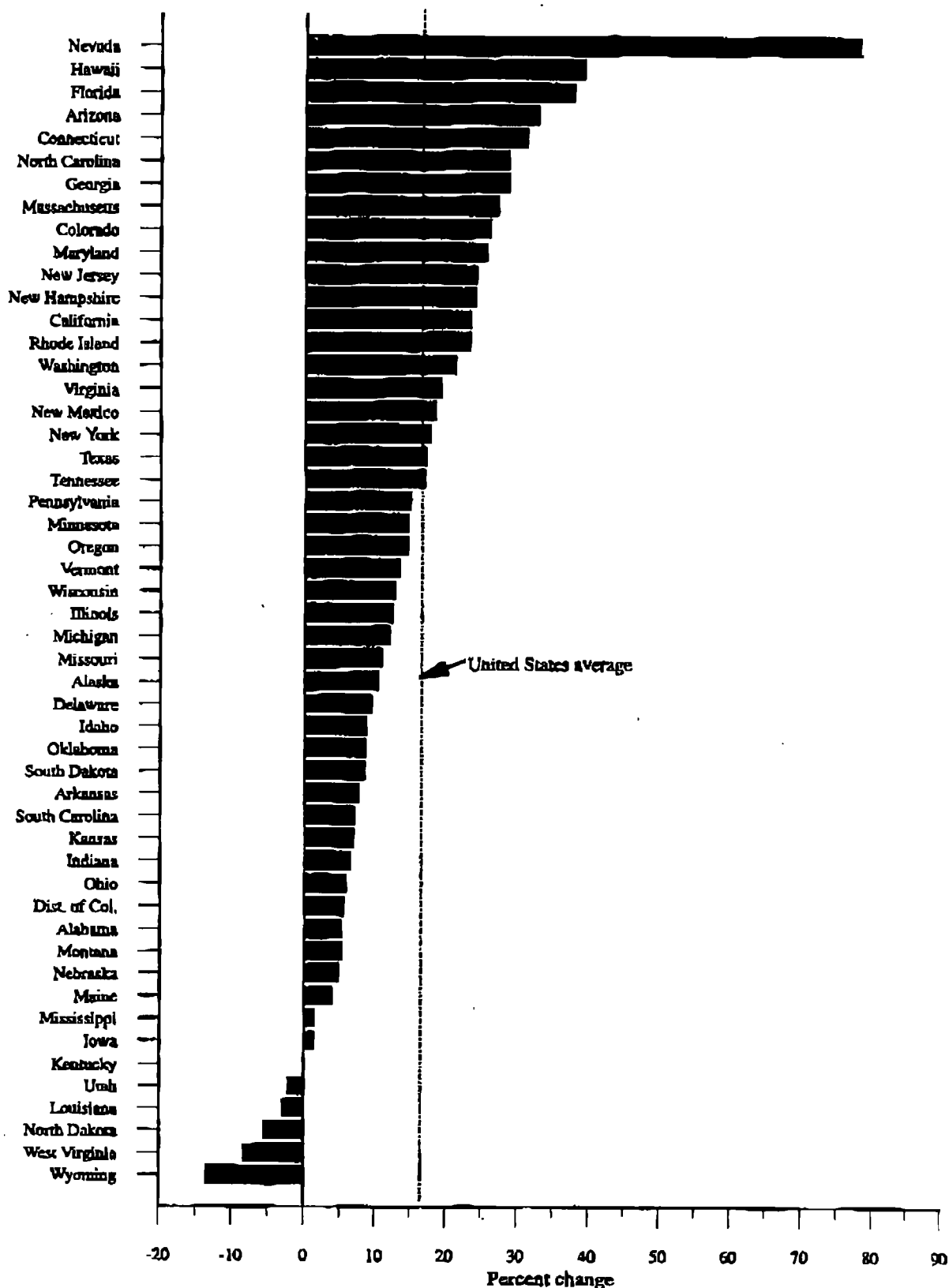
State	Projected enrollment		Number of additional students 1998 to 2008
	1998	2008	
California.....	1,623	2,160	537
Texas.....	1,063	1,262	199
New York.....	871	983	112
Florida.....	640	718	78
North Carolina.....	334	405	71
Georgia.....	372	439	67
Arizona.....	220	281	61
Virginia.....	311	364	53
Illinois.....	563	614	51
Massachusetts.....	261	307	46
New Jersey.....	330	370	40
Tennessee.....	254	289	35
Maryland.....	234	261	27
South Carolina.....	186	209	23
Indiana.....	299	319	20

**Fifteen states with the largest percent increase in enrollment in grades
9 to 12 in public schools: Fall 1998 to fall 2008**

State	Projected enrollment (In thousands)		Percent change 1998 to 2008
	1998	2008	
California.....	1,623	2,160	33.1
Arizona.....	220	281	27.5
North Carolina.....	334	405	21.4
Texas.....	1,063	1,262	18.8
Georgia.....	372	439	18.0
Massachusetts.....	261	307	17.5
Virginia.....	311	364	17.2
Nevada.....	83	97	16.8
Hawaii.....	58	67	15.3
Rhode Island.....	43	50	15.0
Delaware.....	34	39	14.1
Tennessee.....	254	289	13.9
Alaska.....	37	42	13.5
Utah.....	154	174	12.9
New York.....	871	983	12.8

SOURCE: U.S. Department of Education, National Center for Education Statistics,
Projections of Education Statistics to 2008.

**Percent change in number of public high school graduates,
by state: 1997-98 to 2007-08**



SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2008*.

**High school graduates of public and private schools,
by region and state: 1987-88, 1997-98, 2002-03, and 2007-08**

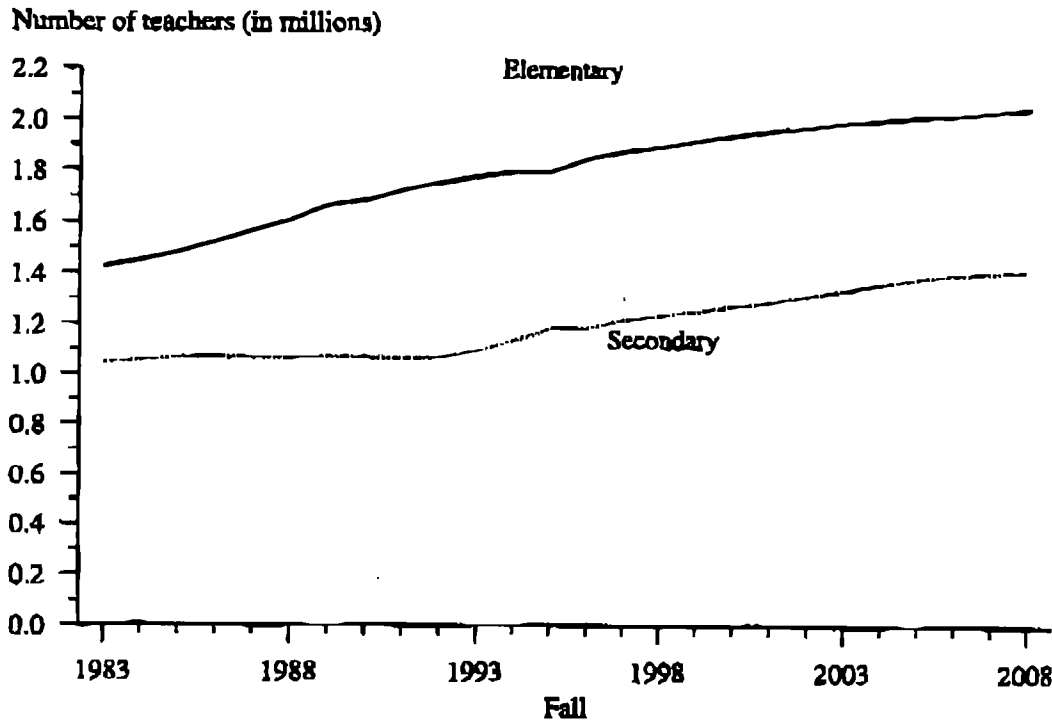
(In thousands)

Region and state	1987-88	Projected 1997-98	Projected 2002-03	Projected 2007-08	Percent change 1987-88 to 1997-98	Percent change 1997-98 to 2007-08	Percent change 1987-88 to 2007-08
Public and private.....	2,773	2,653	2,909	3,093	-4.3	16.6	11.5
Private.....	273	275	302	321	0.7	16.7	17.6
Public Schools							
Public total.....	2,500	2,378	2,607	2,772	-4.9	16.6	10.9
Northeast.....	503	426	461	509	-15.3	19.6	1.3
Connecticut.....	32	27	32	36	-15.6	31.0	10.6
Maine.....	14	11	12	12	-19.5	3.8	-16.4
Massachusetts.....	60	49	55	62	-18.4	27.0	3.7
New Hampshire.....	12	11	13	13	-7.5	23.9	14.6
New Jersey.....	81	67	73	83	-17.0	24.0	3.0
New York.....	165	138	147	162	-16.8	17.5	-2.3
Pennsylvania.....	124	109	118	125	-12.3	14.8	0.6
Rhode Island.....	9	8	9	10	-11.6	23.1	8.9
Vermont.....	6	7	8	7	5.2	13.2	19.2
Midwest.....	676	621	657	678	-8.1	9.2	0.4
Illinois.....	119	108	113	121	-9.4	12.3	1.8
Indiana.....	64	58	59	62	-9.3	6.4	-3.6
Iowa.....	35	34	35	34	-3.5	1.3	-2.2
Kansas.....	27	28	31	30	2.2	6.8	9.2
Michigan.....	106	84	90	94	-20.6	11.9	-11.1
Minnesota.....	55	54	60	61	-1.7	14.4	12.5
Missouri.....	51	52	55	57	0.9	10.7	11.7
Nebraska.....	18	19	21	20	3.1	4.7	8.0
North Dakota.....	8	8	9	8	-2.2	-5.5	-7.5
Ohio.....	125	111	113	117	-11.2	5.8	-6.0
South Dakota.....	8	9	10	10	11.5	8.4	20.9
Wisconsin.....	58	56	62	63	-3.6	12.6	8.6
South.....	834	798	878	995	-4.2	17.2	12.2
Alabama.....	44	38	39	40	-13.9	5.1	-9.5
Arkansas.....	28	26	27	28	-7.4	7.5	-0.5
Delaware.....	6	6	6	6	-4.7	9.3	4.1
District of Columbia.....	4	3	3	3	-32.8	5.4	-29.2
Florida.....	89	96	119	131	7.2	37.5	47.4
Georgia.....	62	61	69	78	-1.8	28.5	26.2
Kentucky.....	39	39	39	39	-2.0	-0.1	-2.1
Louisiana.....	39	38	39	37	-1.9	-2.9	-4.7
Maryland.....	47	44	50	55	-7.0	25.4	16.6
Mississippi.....	28	23	24	23	-17.1	1.3	-16.0
North Carolina.....	68	58	64	75	-14.3	28.5	10.1
Oklahoma.....	36	34	38	37	-6.5	8.5	1.4
South Carolina.....	36	32	33	34	-11.9	6.9	-5.8
Tennessee.....	48	44	47	52	-7.5	16.8	8.0
Texas.....	171	178	199	209	4.1	16.9	21.7
Virginia.....	66	60	67	72	-8.4	19.1	9.1
West Virginia.....	22	19	18	18	-13.3	-8.3	-20.5
West.....	488	533	605	649	9.3	21.8	33.1
Alaska.....	6	6	7	7	5.8	10.2	16.6
Arizona.....	30	35	41	46	16.7	32.6	54.7
California.....	250	273	309	336	9.3	23.2	34.6
Colorado.....	16	35	41	44	-3.4	25.9	21.6
Hawaii.....	11	10	12	14	-7.7	39.0	28.3
Idaho.....	12	16	17	17	27.6	8.6	38.7
Montana.....	10	11	12	11	5.0	5.1	10.4
Nevada.....	9	12	16	21	27.3	77.6	126.1
New Mexico.....	16	16	19	19	1.3	18.3	19.8
Oregon.....	28	28	31	32	1.2	14.4	15.8
Utah.....	22	31	31	31	41.0	-2.1	37.9
Washington.....	52	54	62	66	4.7	21.1	26.8
Wyoming.....	6	6	7	6	5.6	-13.4	-8.6

NOTE.—Percentages computed on unrounded numbers.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data surveys; and Projections of Education Statistics to 2008.

Classroom teachers in public and private elementary and secondary schools: Fall 1983 to fall 2008



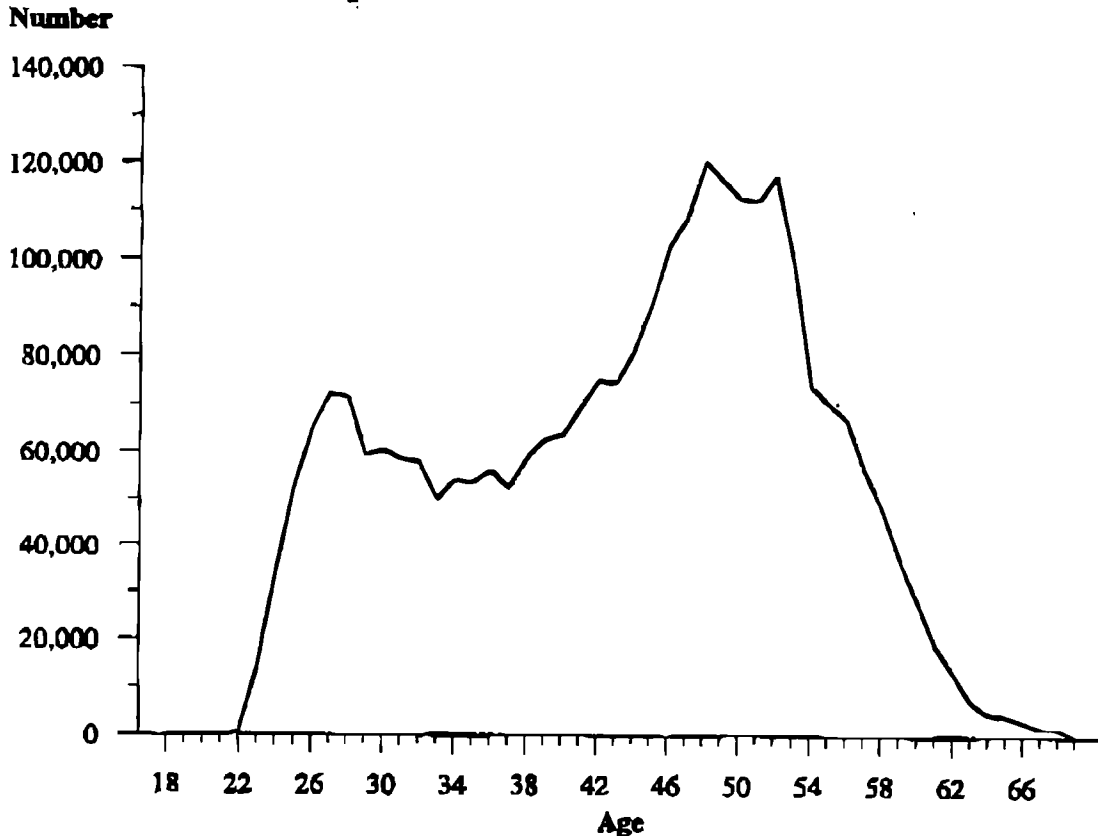
X The number of secondary school teachers is projected to increase at a greater rate than the number of elementary teachers. Between 1998 and 2008, an increase of 8 percent is projected at the elementary level, while an increase of 15 percent is projected at the secondary level, a rise from 1.2 million to 1.4 million teachers.

School enrollment increases have implications for teacher supply and demand over the next ten years. For example, California will need to hire 260,000 to 300,000 teachers in the next decade. (California Commission on Teacher Credentialing)

Filling teacher positions with qualified teachers, particularly in specific subjects, is an important issue for many schools. More than 13 percent of public and private teachers lack full certification in their main assignment field. In addition, the percentage of public school teachers who neither majored nor minored in their main assignment field include: 17 percent in social studies, 40 percent in science, 34 percent in math, 25 percent in English, and 13 percent in foreign language. X

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1997 and Projections of Education Statistics to 2008*; *America's Teachers: Profile of a Profession, 1993-94*, except as noted.

Estimated age distribution of full-time-equivalent public school teachers: 1998-99



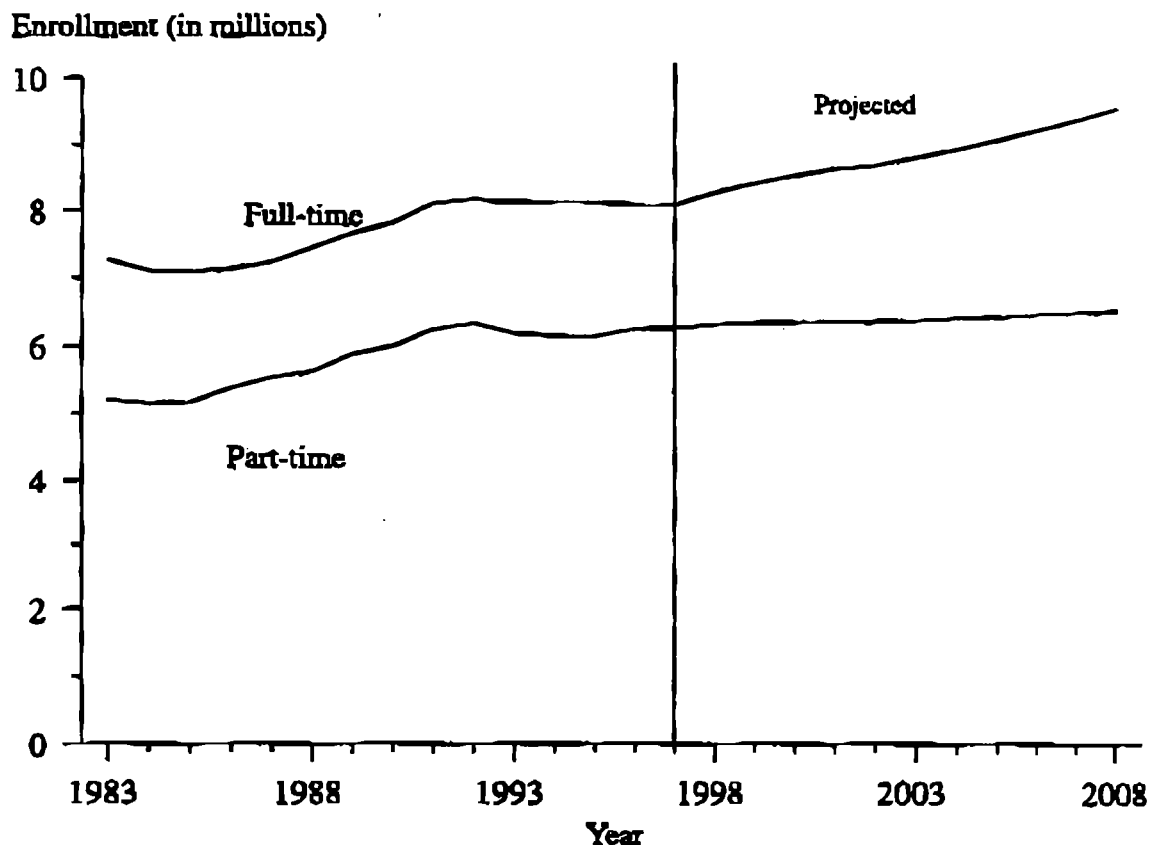
The influx of the baby boom echo students into classrooms creates a need for more teachers as these students move from elementary school through high school. An evaluation of their teachers reveals that there is not an even distribution across ages.

The highest concentration of teachers in the 1998-99 school year is in the mid-40s to early 50s age range, the baby boom generation. This means that a large number of teachers will be nearing the end of their teaching career within the next five to ten years. An estimated 2.4 million teachers will be needed over the next ten years to replace those who retire or leave the profession for other reasons.

meet new enrollment increases and

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Schools and Staffing Survey," *Projections of Education Statistics to 2008, Digest of Education Statistics*, "Common Core of Data", and unpublished data.

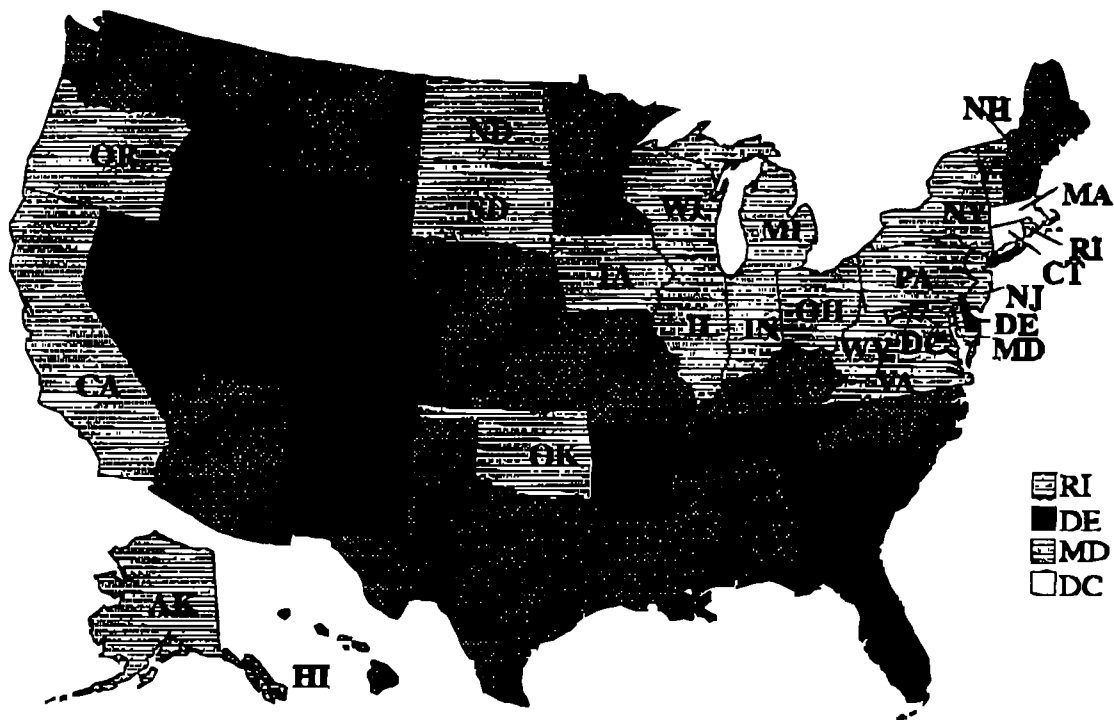
Enrollment in public and private 2-year and 4-year colleges, by attendance status: Fall 1983 to fall 2008



From 1988 to 1998, full-time and part-time enrollment increased at fairly similar rates, 11 and 12 percent, respectively. That situation is projected to change as large numbers of high school graduates enter college during the late 1990s and early 2000s. Between 1998 and 2008, full-time enrollment is projected to increase by close to 15 percent, while part-time enrollment is projected to increase 3 percent.

by
f

**Percent change in college and university enrollment, by state:
Fall 1986 to fall 1996**



Percent change



Over the ten year period from 1986 to 1996, higher education enrollment increased by 14 percent. Twelve states had increases of 25 percent or more and 16 states had increases of 15 to 24 percent. The states with the increases over 25 percent were predominantly western and southern states. Georgia and Nevada had increases over 50 percent.

NOTE: Say why you didn't use the dominant timeframes of 1998-2008 or 1988-2008.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *State Comparisons of Education Statistics, 1969-70 to 1996-97* (forthcoming).

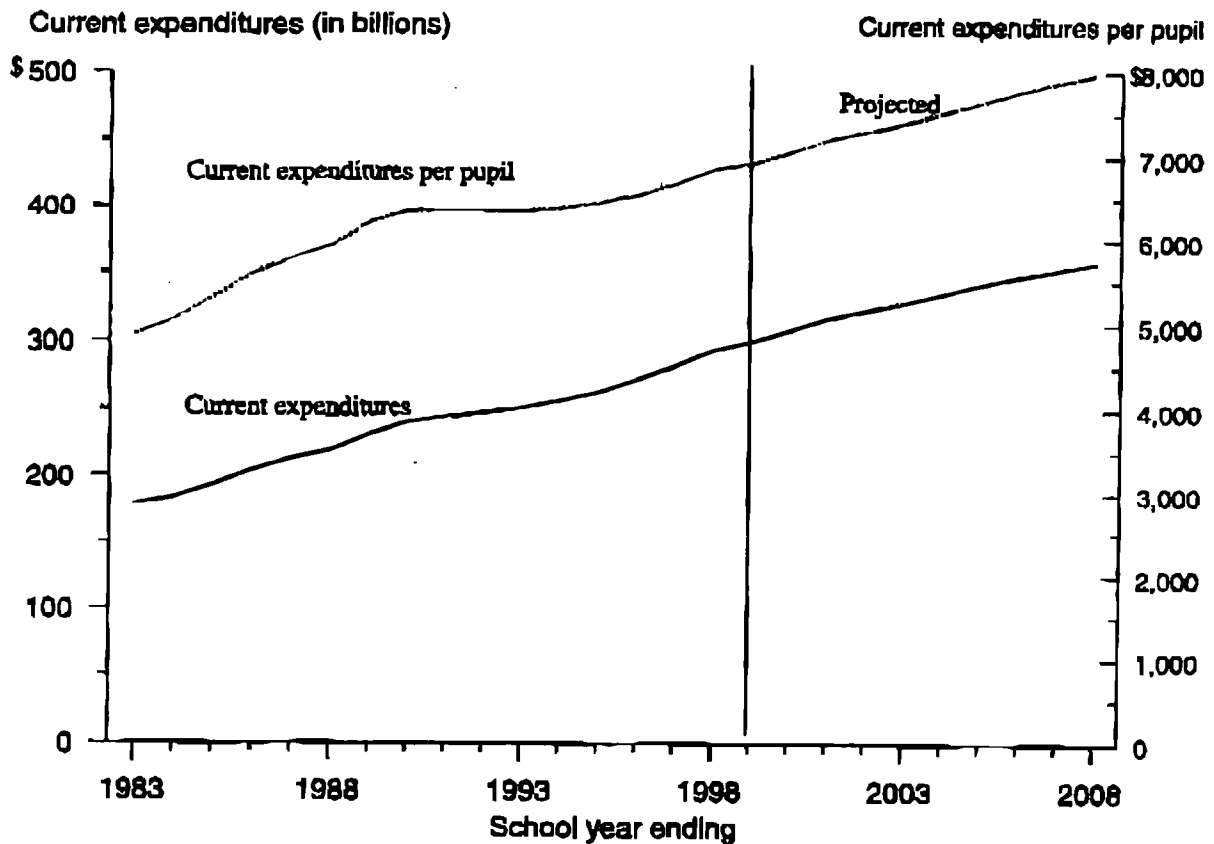
**Total enrollment in public and private 2-year and 4-year colleges, by sex,
attendance status and control of institution: Fall 1982 to fall 2008**

(in thousands)

Year	Total enrollment	Sex		Attendance status		Control		First-time freshmen
		Males	Females	Full-time	Part-time	Public	Private	
1982.....	12,426	6,031	6,394	7,221	5,205	9,696	2,730	2,505
1983.....	12,465	6,024	6,441	7,261	5,204	9,683	2,782	2,444
1984.....	12,242	5,864	6,378	7,098	5,144	9,477	2,765	2,357
1985.....	12,247	5,818	6,429	7,075	5,172	9,479	2,768	2,292
1986.....	12,504	5,885	6,619	7,120	5,384	9,714	2,790	2,219
1987.....	12,767	5,932	6,835	7,231	5,536	9,973	2,793	2,246
1988.....	13,055	6,002	7,053	7,437	5,619	10,161	2,894	2,379
1989.....	13,539	6,190	7,349	7,661	5,878	10,578	2,961	2,341
1990.....	13,819	6,284	7,535	7,821	5,998	10,845	2,974	2,257
1991.....	14,359	6,502	7,857	8,115	6,244	11,310	3,049	2,278
1992.....	14,487	6,524	7,963	8,162	6,325	11,385	3,103	2,184
1993.....	14,305	6,427	7,877	8,128	6,177	11,189	3,116	2,161
1994.....	14,279	6,372	7,907	8,138	6,141	11,134	3,145	2,133
1995.....	14,262	6,343	7,919	8,129	6,133	11,092	3,169	2,169
1996.....	14,300	6,344	7,956	8,213	6,087	11,090	3,210	2,193
Projected								
1997.....	14,350	6,239	8,111	8,091	6,259	11,208	3,143	2,199
1998.....	14,590	6,324	8,266	8,280	6,310	11,395	3,194	2,267
1999.....	14,758	6,383	8,375	8,426	6,332	11,525	3,233	2,351
2000.....	14,889	6,442	8,447	8,543	6,346	11,626	3,263	2,433
2001.....	14,992	6,487	8,505	8,643	6,349	11,705	3,287	2,457
2002.....	15,053	6,518	8,536	8,696	6,358	11,751	3,303	2,467
2003.....	15,185	6,568	8,616	8,813	6,372	11,849	3,335	2,486
2004.....	15,349	6,628	8,721	8,946	6,403	11,975	3,374	2,540
2005.....	15,516	6,684	8,833	9,085	6,432	12,101	3,415	2,543
2006.....	15,703	6,749	8,954	9,243	6,460	12,242	3,461	2,551
2007.....	15,880	6,819	9,062	9,391	6,489	12,378	3,502	2,601
2008.....	16,083	6,906	9,177	9,562	6,520	12,534	3,549	2,643

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2008*; and *Digest of Education Statistics, 1998* (forthcoming).

**Current expenditures and current expenditures per pupil
in average daily attendance in public elementary and secondary
schools: 1982-83 to 2007-08 (in 1997-98 constant dollars)**

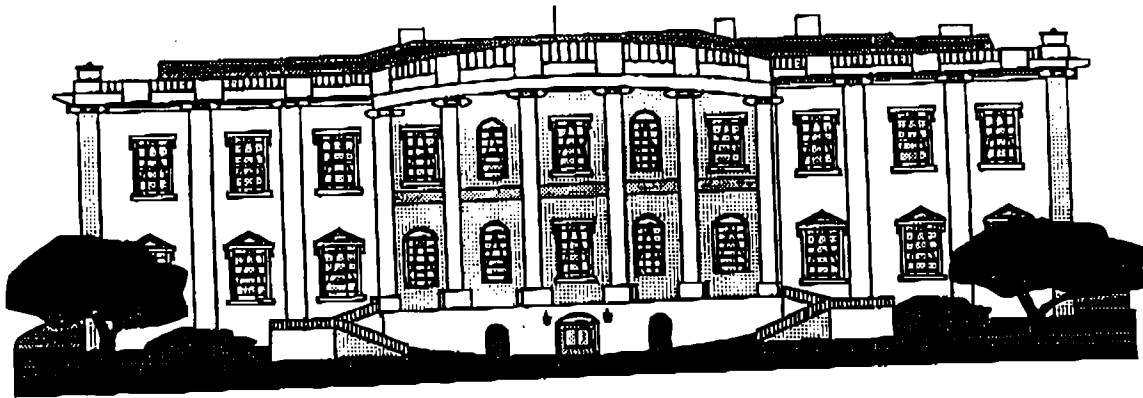


Current expenditures are projected to increase at a faster rate than current expenditures per pupil over the next ten years. From 1998 to 2008, current expenditures are expected to increase by 22 percent, from \$294 billion to \$358 billion. During the same period, current expenditures per pupil in average daily attendance are projected to increase by 17 percent, from \$6,848 to \$7,979 per pupil in 2008 (in 1997-98 constant dollars).

Based on
Rising enrollment is expected to moderate current expenditure per student. The influx of the baby boom echo students will cause the amount spent per pupil to rise more slowly than total current expenditures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2008*.

at a lower rate?



The White House

National Economic Council

To: June Shih & Neera Tandra

Phone: _____ Fax: 65709
62878

From: **Bob Shireman**

Phone: (202) 456-2803 Fax: (202) 456-2223

Pages including cover sheet: 5

Comments: _____



**UNITED STATES
DEPARTMENT OF EDUCATION****NEWS****EMBARGOED FOR RELEASE UNTIL:**

12:01 a.m. Tuesday, September 8, 1998

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Contact: Julie Green or Erica Lepping
(202) 401-3026**NEW EDUCATION STUDY SHOWS U.S. SCHOOLS FACE THIRD CONSECUTIVE YEAR OF
RECORD ENROLLMENT**

Celebrating School Modernization Day today, President Clinton renewed his call for more schools, classrooms and teachers in school districts across the country and cited a new U.S. Department of Education report that details record numbers of children attending schools nationwide for the third consecutive year. School Modernization Day events are being held in more than 80 communities nationwide today to call attention to the need for practical investments in local schools.

According to a special annual back-to-school report prepared by the Education Department's National Center for Education Statistics, total public and private school enrollment this fall will be a record 52.7 million, surpassing last fall's all time high by 500,000. New enrollment records will continue to be set for at least the next ten years -- by 2008, 54.3 million young people are expected to be attending elementary and secondary school. In addition this year marks another all-time high being reached as total college enrollment will rise to a record 14.6 million, up from 14.3 million in 1997, and an increase of some 240,000 students.

"This recurring theme of record student enrollment should motivate us to move faster to build and modernize schools, reduce class size to give students the individual attention they need in the early grades, and provide educational technology in classrooms so our young people are prepared for the Information Age," said U.S. Secretary of Education Richard W. Riley. "These projections show that record enrollments will continue -- that means we must face the reality this presents and prepare for the future."

--MORE--

While much of the growth is concentrated in large states like California, Texas and Florida, the majority of states, and many suburban school districts, are facing the impact of an increased number of children attending school each year.

For instance, Missouri, Minnesota and Illinois are three states with rapidly growing suburban school districts. And in one of the fastest growing school districts in the nation, Fulton County, Georgia, part of suburban Atlanta, communities will need to build 17 additional schools to close the gap and meet enrollment needs in the next five years.

"More students in school exacerbates the need for additional teachers and classroom space," said Riley. "As this report shows, we're going to need 2.4 million teachers over the next decade to accommodate the rising student population and to replace those retiring and leaving the profession. We have to do all we can to ensure that they are in environments conducive to teaching and learning, and that they receive the professional support they need early on."

A 1995 General Accounting Office report estimated that \$112 billion were needed to upgrade and retrofit America's school buildings. And in its 1998 Report Card for America's Infrastructure, the American Society of Civil Engineers graded schools an "F" and said they represented the nation's worst public infrastructure need.

According to the Education Department's report, the greatest number of additional students over the next ten years will be concentrated in grades 9-12. Projections for 1998-2008 indicate an additional 1.5 million public high school students over the same period, an 11 percent increase. And the next largest increase is projected for grades 6-8, where just under a half million additional students will enter those grades over the next ten years.

As part of his FY 1999 budget request still pending in Congress, President Clinton has proposed: a \$22 billion initiative to build, renovate and modernize 5,000 public schools; a \$12 billion plan to put well-trained teachers in classrooms to reduce class size in grades 1-3 to a nationwide average of 18 students over seven years, and a \$550 million to train teachers to use technology and put more computers in classrooms.

DRAFT**The Baby Boom Echo Continues****This year.....**

Total public and private school enrollment will rise to a record 52.7 million; and

Total public and private 2- and 4-year college enrollment will rise to a record 14.6 million.

Between 1988 and 2008.....

Public high school enrollment is expected to increase by 26 percent, while public elementary school enrollment is projected to increase by 17 percent;

The number of public high school graduates will increase by 11 percent;

Seventeen states will have at least a 15 percent increase in the number of public high school graduates, with a 126 percent increase projected for Nevada, 55 percent for Arizona, and 47 percent for Florida; and

Full-time college enrollment is projected to rise by 29 percent.

Between 1998 and 2008.....

Public high school enrollment is expected to increase by 11 percent, while public elementary school enrollment is projected to return to 1998 levels, decreasing by less than one percent;

The number of public high school graduates will increase by 17 percent;

Twenty states will have at least a 15 percent increase in the number of public high school graduates, with a 78 percent increase projected for Nevada, 39 percent for Hawaii, and 38 percent for Florida;

Largely because of the high school enrollment increase, the total number of new teaching positions for public and private high school teachers is expected to rise by 180,000--a 15 percent increase; a total of 2.4 million public school teachers will need to be hired over the period to accommodate these new students as well as to replace those teachers who retire or leave the profession for other reasons; and

Full-time college enrollment is projected to rise by 15 percent.

DRAFT

Beyond 2008.....

In contrast to after the previous baby boom when the number of births declined to 3.1 million, the number of births after the baby boom echo is expected to remain steady at about 4.0 million for the next 10 years. Long-range projections by the U.S. Bureau of the Census indicate a rising number of births thereafter, from to 4.1 million in 2008 to 4.5 million in 2018.

- Most teachers are from the baby boom generation and will be retiring in the next 5 to 10 years.
- High poverty and urban areas will need more qualified teachers in the future.
- There is a need for professional support help help teachers meet high standards. Almost 2/3 of the new teachers hired in the next decade will be first-time teachers.
- Because the population is becoming more diverse, there will be a greater need for teachers trained to meet the needs of special students and bilingual students.

Statement of Grant Awarded to D. C. P. S.

Today, the U. S. Department of Education awarded a \$10 million grant to the District of Columbia Public School system to help advance the District's school reform efforts. This \$10 million commitment is aimed at helping the District raise student achievement with a focus on improving reading and math. In making this award, Secretary Riley stated, "This grant will support the hard work of District teachers and administrators in improving reading and math instruction. And, it will support the important work of Superintendent Ackerman as she makes the necessary changes to ensure that all children in the District of Columbia receive a quality education."

The District will use this grant to support its Turn of the Century Achievement Project (TCAP), a project designed to support schools in implementing comprehensive school reforms aimed at raising the quality of teaching and learning throughout the school. As part of this effort, the District will place specialists in all schools. The 32 Targeted Assistance Schools will be assigned an education expert responsible for acting as a "change facilitator" by engaging the entire school and surrounding community in improving teaching and learning at the school. In the first year, schools will also be assigned a reading specialist to assist teachers in developing the necessary curriculum and strategy to improve reading instruction at the school. And, in the second year, schools will be assigned a math specialist who will focus on improving math instruction at the school.

As a part of these efforts to improve teaching and learning throughout the District, the District of Columbia Public Schools also will use the grant to fund a Professional Development resource center aimed at improving the quality of teaching in the district; a parent and community outreach program to more effectively involve parents and the community in their children's education; and, a School-to-Careers program to support career development for District students.

This grant is an integral part of the District's comprehensive school improvement program. It is the second part of a strategy by the U. S. Department of Education to give the District additional support in the effort to improve their schools. The first was a \$5 million grant to supplement the District's summer school program that served those students who were at risk of not advancing to the next grade-level.



U.S. DEPARTMENT OF EDUCATION
OFFICE OF THE DEPUTY SECRETARY
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WASHINGTON, D.C. 20202-0500

DRAFT

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TO: Neera TANDEN

ORGANIZATION: _____

PHONE: _____ FAX: 456 2878

FROM: Sandy Balte

PHONE: _____ FAX: (202) 401-9027

COMMENTS:

TOTAL PAGES (including cover):

2

DRAFT

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Several additional points:

- 1) The President's commitment to the District and to getting a reading specialist into every school as part of his America Reads Challenge.
- 2) Reading legislation is still pending – he could use the opportunity to urge Congress to pass reading legislation so that more school districts could receive grants to hire reading specialists.
- 3) The concept of hiring a reading specialist at every school is one of the top recommendations of the National Academy of Sciences in their recently released report, "Preventing Reading Difficulties in Young Children."

DRAFT



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SANDRA FELDMAN
PRESIDENT

EDWARD J. McELROY
SECRETARY-TREASURER

~~NAT L COOR~~
EXECUTIVE VICE PRESIDENT

To: Bob Shireman
From: Gigi Georges
Cc: Sandy Feldman
Date: 08/12/98
Re: Possible September 8th schools for President and Mrs. Clinton

Kate Mattos from the NEA and I have coordinated thoughts on possible DC area sites for Presidential/First Lady events on September 8th. We made an effort to come up with a combination of schools that fit into a coherent message package.

As you'll see in Kate's memo (being sent separately), the NEA has identified three schools in the Virginia and Maryland suburban areas that show both ideal circumstances and the way that overcrowding reaches into the suburbs and effects everyone.

The AFT list (below) of DC schools put more emphasis on innovative efforts – in providing technology, relieving overcrowding, raising academic standards, and developing programs that work – and how this is all being done in the face of tough circumstances. We feel strongly that a DC school event would make an important statement, especially in light of the tremendous efforts that Superintendent Ackerman and others are making in the District.

And taken together, we believe that some combination of the suburban and urban package of schools would make for a strong day for the President and First Lady on September 8th.

Thanks, and let me know if you need more information or have questions. My number is 879-4422.

List of Possible DC Schools:

Orr Elementary School

Located in southeast DC, Orr draws students from low and working class neighborhoods surrounding it. Orr has implemented a literacy program and a strong technology program that incorporates the use of the Internet and instructional cable.

August 12, 1998

TV to enhance student achievement. Orr also enjoys active parental involvement as well as partnerships with judges from the Justice Dept., an organization of retired engineers and scientists, the Levine School of Music and the Washington Opera Company.

Stanton Elementary School

This large southeast school draws from a combination of middle- and low-income communities in the southeast area. Under new leadership in recent years, this elementary school has overcome many of the challenges resulting from a decaying community. An aggressive leadership style has increased its test scores from 22 to 44 NCE percentile. Stanton has just completed its first year in the National Institute of Child Health research-based instructional reading program. In addition, it features myriad other programs that support its academic mission:

- 1) Served as Social Security Administration's national school in its free computer give away program.
- 2) Hosted the Safe Kids program during the spring.
- 3) Participated in Sylvan Learning Systems' program for low achieving readers.
- 4) Technology programs (Apple & IBM) in labs and classrooms; students are trained to set up classroom computers and assist teachers.
- 5) Book Buddies Program (Pentagon) - Pentagon tutors work individually with first graders.
- 6) After School Mathematics Program by Project 2000, Inc.
- 7) NAJA - mentoring program for fifth and 6th grade girls
- 8) Project 2000, Inc. - mentors 6th grade boys, provides homework centers, follows boys through secondary school.

Whittier Elementary School

Drawing from working and middle-class northwest DC communities, the academic thrust at Whittier is on improving reading skills for all students. This school shows that even in a resource-poor district, aggressive leadership successfully made the academic choice of hiring a reading teacher to assist with increasing reading skills at all grade levels, instead of an additional administrator. Active parent involvement and support are reflected in diverse ways, including participation in governance, participation in a Saturday Academy and in mentoring activities provided by male role models.

Hart Middle School

This school sits in the middle of a once low-income, drug infested southeast community which has been revitalized in recent years. It is the only middle school east of the river designated by the Dept of Ed as a Drug Free School. It is also the school of Jessica Rawls who read poetry at the White House last spring. Hart boasts an excellent musical program and does a good job to motivate student learning through the use of technology.

August 12, 1998

H.D. Woodson Senior High School

Located in southeast DC, Woodson is one of a few high schools to offer a program in Marine Science and to certify its graduates of this program in scuba diving.

Woodson has a state of the art computer lab that is networked to individual classrooms. A partnership with Fannie Mae has resulted in an incentive scholarship program that awards \$500 scholarships to students who earn A's and B's. Over \$1 million has been awarded to date.



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FAX COVER SHEET

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FROM: Jenny Batt

COMMENTS: This press release is
currently being revised.

TOTAL PAGES (Including Cover): _____

UNITED STATES DEPARTMENT OF EDUCATION



NEWS

FOR RELEASE: August 31, 1998
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DRAFT

Contact: Julie Green (202) 401-3026

RILEY ANNOUNCES ¹⁰\$20 MILLION FOR READING AND MATH SPECIALISTS IN D.C. SCHOOLS

U.S. Secretary of Education Richard W. Riley announced today that all D.C. public schools will get reading and math specialists over the next two years with assistance from a \$20 million grant from the U.S. Department of Education.

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The new grant will support the District's *Turn of the Century Achievement Project*, which supports schools in implementing comprehensive reforms to raise the quality of their teaching and learning environments.

"This grant is part of our overall effort to provide additional assistance to the District's hard work to improve schools," Riley said. "The grant will help D.C. students improve basic reading and math skills --skills that are critical to their future success in school and beyond."

District schools will receive \$10 million in both the 1998-1999 and 1999-2000 school years. In the first year of the grant, the District's 32 Targeted Assistance Schools will be assigned a school reform coordinator to engage the school and surrounding community in improving teaching and learning at the school. In the second year, additional schools will receive this assistance. In the first year, every D.C. public school will be assigned a reading specialist, and in the second year a math specialist, to assist teachers in developing the necessary curriculum and strategy to improve instruction.

The grant will also fund a professional development resource center aimed at improving the quality of teaching in the district, a community outreach program to more effectively involve families in their children's education, and a school-to-careers program to support career

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The District grant came from the Fund for the Improvement of Education (FIE), under the Office of Educational Research and Improvement. FIE funds activities that stimulate reform and improve teaching and learning.

The effort is part of the U.S. Department of Education's *Improve Student Performance Initiative*, intended to help the District of Columbia public school system implement system-wide and school-based academic and management reforms to improve the quality of education. The U.S. Department of Education awarded \$5 million earlier this year to supplement the District's summer school program which served students at risk of not advancing to the next grade level.

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