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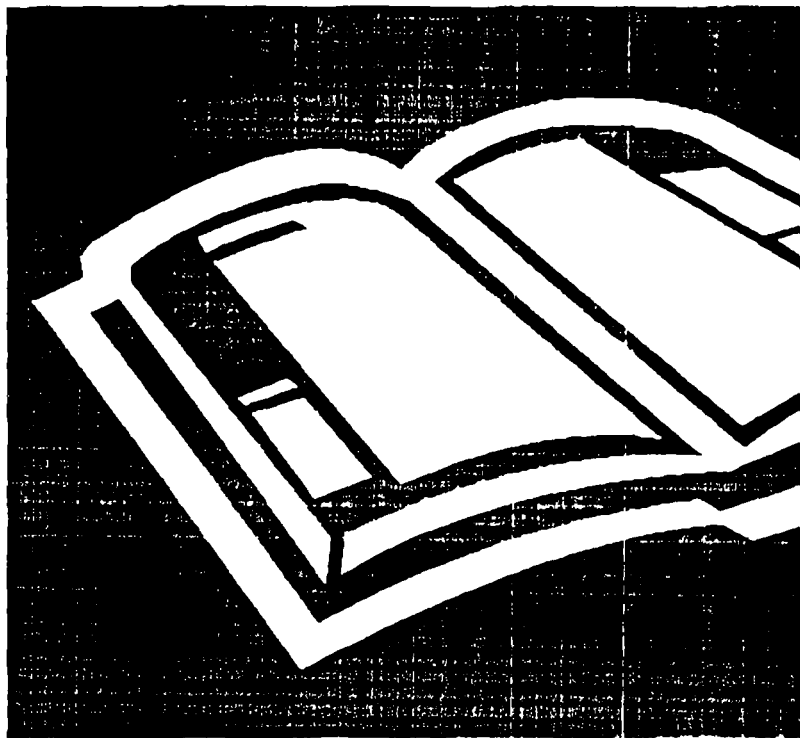
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Reducing Class Sizes in America's Urban Schools



By the
Council of the Great City Schools
October, 1999

REPORT PREPARED BY

**MANISH NAIK
LEGISLATIVE AND RESEARCH SPECIALIST
COUNCIL OF THE GREAT CITY SCHOOLS**

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By the
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INTRODUCTION

Ensuring that every class and every student has a qualified teacher providing instruction to the highest standards is one of the stiffest challenges facing American public education. This goal is becoming harder and harder to meet in the nation's urban schools, however, as enrollments rise, facilities age, and pressure for smaller classes mounts. But the research is getting stronger all the time that reducing class size pays concrete and long lasting benefits, particularly for poor children. Reducing class size gives every student more of the teacher's time, and allows children with learning challenges and individual needs more personalized attention and instruction. This report was prepared to give policymakers a better idea about how federal funding is being used to reduce class sizes and to spur academic achievement in America's urban schools.

WHAT DOES THE RESEARCH SAY?

Many education critics view efforts to reduce the number of students in American classrooms as a waste of money, claiming that student performance does not improve appreciably in smaller classes. Better and better studies over the last ten years, however, have shown that these claims are incorrect and that smaller class sizes can produce significant increases in student achievement and enhance parent and teacher satisfaction with the educational process.

The most definitive study linking achievement and smaller classes was Tennessee's Student Teacher Achievement Ratio, or Project STAR. The longitudinal Project STAR studied over 6,000 children from 1985 to 1989, during which time students progressed from kindergarten to fourth grade. Project students were placed in three types of classes: small (13-17 children), regular (22-25), and regular (22-25) with a full-time teacher aide. While no advantage was found in larger classes having a teacher aide, students in the smaller classes demonstrated significantly higher achievement on both standardized and curriculum-based tests than either of the large classes. Higher achievement began in the first grade, and continued through second and third grades. The results of Project STAR also showed that **the greatest benefits of smaller classes were found in inner-city schools with the poorest students**. Follow-up studies on participants in Project STAR found that children who were originally enrolled in smaller classes continued to outperform students who had begun in larger classes well after the third grade.

Another well-known effort involved the "Class Size Reduction (CSR)" program in California. Enacted in the summer of 1996, the California program mandated that all 1st and 2nd graders learn in classes of no more than 20 students. Kindergartners and third graders also benefited, with over 90% participation in the 1999-2000 school year. While logistical concerns arose regarding the quickly formed program, a preliminary evaluation shows positive results after the

first two years. Benefits for all students in CSR classes **and across-the-board achievement gains were found in the third grade**--the only grade where it was possible to compare learners in CSR and non-CSR classes. Teachers in CSR classes also reported spending more time with problem readers and students with individual needs and less time on discipline. Another positive finding in California involved **the satisfaction of parents, and increased contentment with the education system** due to more regular contacts with teachers. To date, California has placed over 1.6 million students in reduced-size K-3 classes.

A quasi-experimental study is currently being performed on the "Student Achievement Guarantee in Education (SAGE) Program" in Wisconsin. SAGE, a five-year pilot program, is designed to increase the academic achievement of high poverty students by reducing the student-teacher ratio to 15:1 in kindergarten through third grade. Results from the 1997-1998 school year showed that first and second grade students in the small SAGE classes tested higher in math, reading, and language arts. The 1997-1998 results also showed that **African-American students in the smaller classes outperformed African-American students in larger classes**. Qualitative research from the SAGE Program also reported that teachers knew their students better in smaller classes, required less time for management and discipline, and had greater opportunities for individualized instruction. Similar results were found in 1996-1997--the first year of the program. Since SAGE also promotes a rigorous curriculum, ongoing professional development, and before-and after-school activities, the positive findings demonstrate the success that trained teachers can achieve in small classes and supportive surroundings.

CLASS-SIZE REDUCTION PROGRAM (PL 105-277, SECTION 307)

Signed into law on October 21, 1998, the federal Class-Size Reduction Program aims to bring some 100,000 new, qualified teachers to America's classrooms. The law provides federal funds to local education agencies (LEA's) to reducing class sizes to 18:1 in Grades 1-3. At least eighty-two percent (82%) of the federal funds were to be used to recruit, hire (including salaries and benefits), and train certified classroom teachers. Up to fifteen percent (15%) of an LEA's federal allocation can be used to test new teachers to meet State certification requirements and to provide professional development for existing teachers. No more than three percent (3%) of the funds could be used for administrative costs.

An important component of the Class-Size Reduction program is its emphasis on helping the neediest children. The formula allocates 80% of the program's resources based on poverty, consistent with the research that showing that benefits are strongest among poor kids.

Federal funds for the first year (Fiscal Year 1999) of the Class-Size Reduction Program were set at \$1.2 billion—with **almost \$300 million dollars targeted to the neediest students in urban schools**. The initiative would allocate \$12.4 billion over 7 years, reducing average class sizes in the early grades to 18 nationally, and meeting the goal of hiring 100,000 new teachers. The Clinton administration's request for the second year of the program, FY 2000, was \$1.4 million.

WHAT THE CLASS-SIZE REDUCTION PROGRAM IS DOING IN URBAN SCHOOLS

Approximately one-quarter of the \$1.2 billion distributed for the first year of the Class-Size Reduction program was allocated to the largest and neediest urban schools in the nation. In the 40 Great City School districts responding to this survey, the federal support was used to hire 3,558 new teachers, whose total salary and benefits equaled almost \$168 million. The Class-Size Reduction program provided 1,074 new first grade teachers in urban schools, as well as 431 new second grade teachers, 465 new third grade teachers, and 481 new teachers in other grades. The new teachers are serving students in urban education's areas of greatest need, including literacy, mathematics, bilingual education and special education.

Figure 1
Total Number of New Teachers, Salaries and Benefits Provided with
Federal Class Size Reduction Funds, by Grade in Urban Schools

	Grade One	Grade Two	Grade Three	Other	Total *
Teachers	1,074	431	465	481	3,558
Salary and Benefits	\$45,004,094	\$17,859,159	\$20,366,595	\$17,451,294	\$167,788,761

*Individual grades do not sum to total since some districts were unable to provide a per-grade breakdown

Current teachers are also benefiting from the Class-Size Reduction program, with over \$10.2 million in professional development services to 14,953 existing urban instructors. These teachers have received training to improve their current instructional practices, learn new technologies and information systems, and serve as mentors for new educators entering their schools. Ten school districts use the federal funds exclusively for the salaries and benefits of new teachers, using state and local funds for professional development and recruiting, showing a comprehensive and coordinated effort to provide more instructors in the early grades.

New Teachers

Of the 3,558 new urban teachers hired under the Class-Size Reduction program, only three districts employed instructors with emergency credentials, a total of only 404 teachers (11.4%). The remaining 3,154 new teachers, almost 90% of the total, have full certification. Cities were also able to combine federal resources with state aid. New York City, for instance, was able to supplement its state initiative by partially funding 788 teachers with federal money, bringing the number of classrooms affected by the program to well over 4,000. In addition, some 7,700 new urban teachers are receiving professional development with Class-Size Reduction money. Almost \$7.9 million are being spent training 2,075 new first grade teachers, 1,276 second grade teachers, 1,133 third grade teachers, and 1,485 new teachers from other grades.

Figure 2
*Number of Teachers Receiving Professional Development with
 Federal Class Size Reduction Funds, by Grade*

	Grade One	Grade Two	Grade Three	Other	Total *
New Teachers	2,075	1,276	1,133	1,485	7,762
Current Teachers	3,696	1,922	3,169	5,562	14,953

*Individual grades do not sum to total since some districts were unable to provide a per-grade breakdown

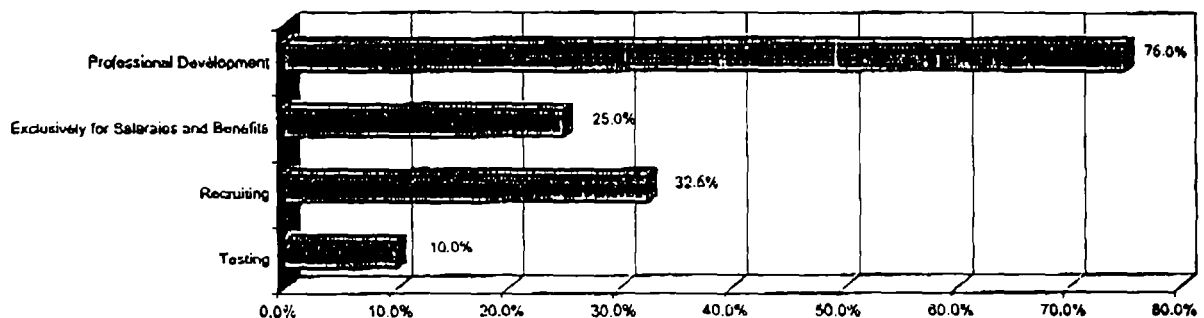
Current Teachers

The Class-Size Reduction program also assists existing educators, providing in-service training to 14,953 teachers already in the classroom. Over \$10.2 million in federal CSR funds have been spent in urban schools improving the instructional practices of 3,696 first grade teachers, 1,922 second grade teachers, 3,169 third grade teachers, and 5,562 teachers from other grades. In all, almost \$32 million of first-year Class-Size Reduction funds have been used to provide professional development to 22,255 new and current teachers in the nation's urban schools.

Recruiting

Funding under the Class-Size Reduction program can also be used to recruit new teachers and to test them on compliance with state standards. Just over \$2.1 million in CSR funds has been spent by urban schools on recruiting costs, including \$146,134 on advertising, \$133,503 on travel, and \$75,000 on hiring bonuses. The most popular recruitment tools have included attractive hiring packages (such as moving expenses, paying college tuition, etc.) on which school districts spent \$761,800. Some \$372,594 was spent on other activities, including the creation of staff recruitment positions and induction programs for potential hires.

Figure 3
Usage of Federal Class Size Reduction Funds, by Percentage of Urban Districts



DESCRIPTIONS OF FEDERAL CLASS-SIZE REDUCTION PROGRAMS IN THE GREAT CITY SCHOOLS

The Class-Size Reduction program is flexible enough to allow urban school districts to meet their very different needs and challenges, but focused enough to ensure that the important goal of hiring qualified teachers is met. The following is a description of the ways some urban school districts are using the federal class size reduction funds to improve student achievement.

Atlanta

With federal Class-Size reduction funds, the Atlanta Public Schools have hired 58 new teachers, who are now working in 41 low-performing schools in high poverty areas throughout the city. The federal funds support schools implementing the "Success for All" program and supplement the state-funded class size reduction program, "Georgia Special Instructional Assistance," and other reform efforts. Expansion of the program would enable the Atlanta Public Schools to reduce student-teacher ratios in a larger number of low-performing schools.

Birmingham

The Birmingham Public Schools have used its federal class-size reduction funds in schools under "Academic Alert" to ensure that all students are reading on grade level by the end of Grade 3. Both new and current teachers receive training with the federal funds. Future efforts will include expanding locations from which top teachers are recruited, providing targeted professional development in high need areas, offering stipends for mentor teachers to assist new hires, and focusing on recruitment and hiring of special education teachers.

Boston

The Boston Public Schools are using Class Size Reduction funds to supplement its "Transition Program." Boston helps its lowest performing students achieve a score of 2 or better on its proficiency exams, read benchmark text, and write level 2-4 responses to questions in English/Language Arts, Mathematics, History, and Science. The Transition Program, which is one part of a comprehensive literacy and math initiative, is funded mostly through local funds, but also receives support from Reading Excellence, Title I, Eisenhower grants, IDEA, and other external funds.

"Each participating school must select a research-based literacy program, and receives technical assistance and professional development in its implementation."

-Boston Public Schools

The building blocks of the Transition Program involve smaller class sizes in Grades 1-3, providing extra instructional services for students in transitional grades, and providing after-school and Saturday classes to tutor students in small groups. Instructors hired through the program are literacy/math specialists, who teach third grade for two-thirds of the school day, coach

other teachers for the remaining third, and work extended hours each day to tutor students after school. Specialists working in early learning centers focus on the first grade.

Broward County

The Broward County Public Schools are using its federal Class Size Reduction money in 75 first grade classes in 51 elementary schools throughout the district. The elementary schools were selected based upon test results on the Florida Comprehensive Achievement Test (FCAT) and their actual class size in the 1998-1999 school year. The district also uses Title I funds to reduce class sizes in an additional 58 elementary schools. Further support would ensure that all schools have the opportunity to participate and achieve.

Columbus

The number one goal of the Columbus Public Schools is to ensure that all students can read at or above grade level by the third grade. The federal Class-Size Reduction grant complements the district's reform efforts to achieve this goal. Funds were used to hire 58 teachers in 13 Title I elementary schools, further extending the district's smaller learning community phi-

"These funds allow the District to provide a smaller learning environment in our highest need schools, which will serve to facilitate language and communication skill development—the basis of all learning."

-Columbus Public Schools

losophy. The Columbus program supplements a state effort to reduce class sizes in all kindergartens. The additional federally-supported teachers provide a student-teacher ratio of 15:1 in grades one through three, reducing the number of students per teacher by an average of 10.

Denver

In Colorado, the Denver Public Schools are using Class-Size Reduction money to fund its "Primary Lead Teacher Project". Project teachers attended training this past summer, and will continue to attend training twice a month this fall. Their responsibilities include group work and 2.5 hours each day with children in programs such as Reading Recovery, "Descubriendo La Lectura", and "Success in Early Reading."

The remainder of the day is used for staff development, planning and organizing, conducting demonstration lessons, and co-teaching in primary grade classrooms. Primary Lead Teachers also mentor new teachers, and provide release time for veteran teachers to work with their less-experienced colleagues. Primary Lead Teachers also gather assessment data, and help other classroom teachers (10 to 15 teachers a week) use the results to guide instruction.

Des Moines

In Des Moines, federal Class-Size Reduction funds are being used to increase the number of all-day kindergarten classes from 27 to 49. Over 83% of the elementary schools in Des Moines now provide all-day kindergarten, at 35 locations. In addition to reducing the pupil-

“The federal class size funds supplement allocations and a determined effort from the state and local level, which provide standardized district-wide diagnostic assessment, reporting to parents, instructional materials, and professional development.”

-Des Moines Public Schools

teacher ratios in kindergarten classrooms, the Des Moines Public Schools are using federal funds to lower class sizes in grades one through three, establish more classes, and provide team teaching and student assessments—consistent with the “District Improvement Plan”. The federal funds supplement state and local efforts.

Long Beach

California was one of the first large states to initiate its own class-size reduction program. The Long Beach Unified School District (LBUSD) uses federal CSR funds to support five internship programs to prepare and certify emergency teachers hired to meet state requirements to reduce all early-grade class sizes below 20 students. The internships lead to a Multiple Subject Credential, with courses being offered on school district campuses and incorporating LBUSD content standards. In addition, all interns perform at least 30 hours of classroom instruction in support of the State’s reading initiative, while under the observation of a mentor teacher. Interns have a university advisor, as well as a New Teacher Coordinator and a New Teacher Support Provider, both of whom meet regularly with the intern, giving feedback after observing teaching sessions. Federal Class-Size Reduction funds help reimburse emergency-permit teachers receiving grades of “B” or better for the cost of tuition, textbooks, and related fees. The federal funds also provide materials and stipends to the New Teacher Support Providers for their coaching.

Miami-Dade County

In Miami, both new and current teachers participate in professional development activities supported with federal CSR funds designed to improve classroom instruction. Core professional development courses include Effective Tutoring Techniques, Classroom Management Practices, The Use of Data Analysis of Student Performance, and Co-teaching Methods. Class-Size Reduction funds are also used to supplement the district’s Comprehensive Reading Plan by pairing new teachers with veteran teachers. This allows instruction to be delivered in a single classroom with a teacher-pupil ratio of 1 to 18.

Milwaukee

Like other Great City School districts, Milwaukee uses its federal class size reduction funds to focus on reading and literacy challenges. Teacher training, for both new or veteran instructors, includes attending Title I Literacy Conferences and workshops on How to Teach Reading/Language Arts and Working with Struggling Readers. The district is involved in a variety of reading reform efforts, including Target Teach, SAGE, Let’s Read Milwaukee, Community Learning Centers, and Goals 2000. Class-Size Reduction works in conjunction with these programs. Federal funding in support of the teachers is also coordinated with Title VI and

Title I, and with reading, language arts, and with early childhood curriculum specialists. Class Size Reduction Subcommittees, composed of teachers, parents, school and central office staff, were also formed in Milwaukee, to ensure successful program implementation. Continued funding would allow Milwaukee to expand its efforts to hire more bilingual teachers for grades 1-3.

New Orleans

Over one hundred new teachers were hired by the New Orleans Public Schools with federal Class Size Reduction funds, and placed in twenty-six locations—mostly schools requiring Title I improvement plans. Intensive professional development is provided to these teachers with the federal funds. In addition, a team of highly trained individuals—mentors, consultants, and teacher liaisons—provides on-going support. Services include informal observations; diagnostic video taping and analysis; instructional demonstrations; curriculum and pedagogy skills development; before, during and after-school consultation and team meetings, and specialized

“Intense professional development will be provided to meet the teachers’ needs, and to help them meet the students’ needs.”

-New Orleans Parish School District

training institutes based on student needs assessments. The designated schools use their Title II allocations to provide professional development in math, science, and reading—activities which are tailored to meet each school’s specific needs.

New York City

Funding from the federal CSR program, along with State funding, is allocated to New York City’s 32 Community School Districts and to the Chancellor’s District. All districts were instructed to distribute funds to hire teachers to reduce class size or implement alternative models to provide smaller group instruction. Alternative models were to be used where additional space was not available for more classrooms. In order to supplement the already-existing State program, New York City was granted a waiver to use Federal funds in kindergarten, in addition to grades one through three. New York City uses its federal allocations to fund the full salaries of 808 new teachers, while partially-funding the salaries of an additional 788 new early grade teachers that were not covered by the State program. Approximately \$9 million in Federal funds are used for the professional development of over 1500 new teachers, as well as in-service training for current teachers. The participation rate of current teachers in the federal program was unavailable, but all 80,000 teachers in the New York City schools are eligible. Funds are also used to set up district centers for instructional development, to expand early childhood and elementary education coordination, and provide early childhood professional development. New York City expects to reduce class size for approximately 90,000 students, or 27% of the K-3 enrollment.

Norfolk

Norfolk Public Schools used federal Class-Size Reduction funds to hire one additional teacher at each grade level in grades, one, two, and three at nine high-poverty schools in the dis-

"The new teachers hired were matched with experienced teachers to form instructional teams... Together they decide on a team teaching model that best suits their instructional styles and the needs of their students.

-Norfolk Public Schools

district. The new teachers were matched with experienced teachers to form instructional teams responsible for all students in each class. Together they develop a team teaching model that best suits their instructional styles and the needs of their students. Several teaching models were presented for consideration by the teams at a professional development conference held prior to the opening of school. In subsequent workshops, teachers will be supported in their team efforts and trained in best instructional practices, including the latest brain research about how children learn. The teams plan lessons and resolve problems together, and experienced teachers model practices they have found to be the most effective.

Oklahoma City

The Oklahoma City Public Schools are spending the majority of their Class-Size Reduction funds on hiring new teachers in low-performing and/or high poverty schools. Professional development activities, as well as on-the-job support, are provided for these teachers to learn how to utilize lower class sizes to teach children more effectively. Professional development activities and in-service support are provided by teacher consultants—veteran teachers from the district who have special training as professional development trainers and mentors, and who are resident teachers in the Oklahoma City Public Schools. The district expects that CSR funds will increase student achievement, provide more individualized attention for students, reduce discipline problems, increase instructional time for reading and math, and increase teacher

"Class-Size Reduction funds are supplementing our reform efforts in establishing choice schools, and our implementation of effective school programs."

-Oklahoma City Public Schools

flexibility. The federal funds supplement other state and local funds. Where space is not available to establish new classes, the newly-hired teachers are teamed with other instructors to co-teach, ensuring that the benefits of a low student-teacher ratio are maintained with small instructional groups. These teachers will receive special training and assistance from teacher consultants in effective co-teaching strategies.

Omaha

All new teachers hired in Omaha with CSR funds are assigned to a veteran mentor teacher, with whom they must meet regularly. In addition to the typical training provided to new teachers before they enter the classroom, Omaha also provides professional development throughout the school year. Monthly sessions include workshops in Behavior Management Training, Classroom Management, Use of Assessment Data, Teaching For Mastery, and Effective Practices. At the conclusion of the first year, new teachers must meet with their mentors to discuss progress and next steps.

Philadelphia

The Philadelphia School District has designed an innovative approach to class size reduction to overcome two major obstacles—a shortage of space for additional classrooms and the difficulty in hiring certified teachers. The approach involves hiring recent college graduates who are intensely trained in early literacy development and partnered with veteran teachers, who will also receive intensive professional development. The district is designing a rigorous professional development program for approximately 280 new “Literacy Interns”. The teams will be teaching in self-contained, reduced-size classrooms, delivering research-based literacy instruction in kindergarten and first grade. The professional development will include a nine-day Summer Institute on balanced approaches to literacy development, a two-week practicum where the Literacy Interns will work with students in a classroom staffed with an experienced teacher, a seminar with adjunct faculty drawn from local colleges and universities during the 1999-2000 school year, and Mentoring Workshops throughout the year. Philadelphia received a

“Philadelphia has focused on students in kindergarten and first grade, using federal funds to accompany their Early Literacy Framework. Funds for the second year...would afford the opportunity for more high poverty kindergarten and first grade classes to participate.”

-Philadelphia Public School District

waiver from distributing funds solely to Grades 1-3, due to its continued efforts to provide a rigorous kindergarten experience in early literacy. Consequently, Philadelphia has focused its federal funds on the district’s Early Literacy Framework for kindergarten and first grade students. Funds for the second year of the Class-Size Reduction program will allow more high poverty kindergarten and first grade classes to participate.

Salt Lake City

The Salt Lake City School District has directed its federal Class-Size Reduction funds to schools with the largest population of at-risk students in grade 1-3. Federal money is used to staff the district-wide literacy initiative, including improved instruction for English Language Learners. Plans for using the CSR funding emerged from site-based decision-making sessions, and included plans for additional regular classroom teachers, teachers for multi-age ESL classes in the primary grades, literacy specialists, and additional part-time teachers to reduce class sizes for reading/language arts.

Tucson

Tucson has been using its own funds to pay for recruiting costs and the professional development of current teachers, focusing federal Class-Size Reduction funds on salaries, benefits, and training of new teachers in Grades 1-3. Federal funds are used to hire additional teachers to implement the district’s priorities on school-wide improvements, literacy, achievement gaps, and student performance in schools scoring below the 40th percentile.

Summary of Class-Size Reduction Efforts in the Great City Schools

The following figures represent aid that the Federal Class-Size Reduction funds have provided for the Great City Schools

Class Size Reduction funds directed to urban schools:	\$281 million
Number of new teachers hired:	3,558
Cost of new salaries and benefits:	\$168 million
Number of new teachers receiving professional development:	7,762
Number of current teachers receiving professional development:	14,953
Cost of professional development for all teachers:	\$31.8 million
Recruiting costs:	\$2.1 million
Testing costs:	\$3.9 million
Areas of greatest need:	Literacy Mathematics Bilingual education Special education

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Council of the Great City Schools "Class-Size Reduction" Survey Results

School District	Federal Class Size Allocation	# of New Teachers	Total Salary and Benefits	# of Current Teachers Receiving Professional Development	Total Professional Development Costs for All Teachers	Total Recruiting Costs	Total Testing Costs	Area of Greatest Need
Anchorage	\$1,845,702	40	\$1,479,386	0	\$86,105	\$0	\$0	Reading
Atlanta	\$3,110,313	58	\$3,110,313	0	\$0	\$0	\$0	Reading/Math
Birmingham	\$1,562,510	23	\$810,195	55	\$25,000	\$38,000	\$0	Reading/Math
Boston	\$3,545,000	38	\$2,670,420	304	\$633,225	\$0	\$0	Literacy
Broward County	\$4,132,500	74	\$4,015,977	0	\$0	\$0	\$0	Early Literacy
Cleveland	\$4,981,000	82	\$4,981,000	0	\$0	\$0	\$0	Grade 1
Columbus	\$3,037,137	58	\$3,037,137	0	\$0	\$0	\$0	Reading
Dallas	\$5,171,868	75	\$3,216,300	600	\$775,780	\$208,634	\$75,000	
Denver	\$2,583,983	12	\$731,232	300	\$1,826,267	\$0	\$0	
Des Moines	\$854,694	29	\$820,794	0	\$0	\$0	\$0	Reading/Basic Skills
Detroit	\$13,315,320	240	\$12,591,360	0	\$581,200	\$0	\$0	Reading/Math
El Paso	\$1,700,000	51	\$1,683,000	315	\$17,000	\$0	\$0	Bilingual
Fort Worth	\$2,513,796	58	\$2,320,000	0	\$52,688	\$0	\$0	
Houston	\$8,379,760	167	\$7,017,211	167	\$143,440	\$0	\$0	Reading
Indianapolis	\$2,649,205	32	\$1,154,148	0	\$0	\$0	\$0	
Jefferson County	\$2,779,119	92	\$2,734,700	0	\$0	\$0	\$0	
Long Beach	\$2,700,000	15	\$727,000	1,518	\$1,892,000	\$0	\$0	English/Math
Los Angeles	\$26,300,000	203	\$8,657,179	9,482	\$7,800,000	\$700,000	\$3,800,000	Special Education/Math/English
Memphis	\$3,861,000	76	\$3,388,916	0	\$240,000	\$116,254	\$0	
Mesa	\$1,119,873	32	\$1,119,873	0	\$0	\$0	\$0	Reading
Miami-Dade	\$10,718,155	207	\$8,439,100	207	\$1,546,658	\$77,250	\$0	
Milwaukee	\$6,218,480	97	\$5,491,406	300	\$727,074	\$0	\$0	Reading
Nashville	\$1,811,871	33	\$1,496,748	NA	\$272,001	\$0	\$0	
New Orleans	\$4,520,913	108.5	\$3,662,619	217	\$581,289	\$96,800	\$8,138	Sp.Ed/Math/Science
New York City	\$61,190,120	808	\$50,400,000	NA*	\$9,000,000	\$0	\$0	

School District	Federal Class Size Allocation	# of New Teachers	Total Salary and Benefits	# of Current Teachers Receiving Professional Development	Total Professional Development Costs for All Teachers	Total Recruiting Costs	Total Testing Costs	Area of Greatest Need
Norfolk	\$1,393,861	27	\$1,257,000	162	\$74,407	\$47,816	\$14,500	Elementary High Poverty Schools
Oklahoma City	\$1,482,261	41	\$1,327,990	0	\$146,701	\$0	\$0	High Poverty
Omaha	\$1,508,098	30	\$910,410	464	\$226,214	\$326,231	\$0	
Orange County	\$2,550,276	72	\$2,438,064	0	\$0	\$26,281	\$0	At-risk
Philadelphia	\$12,795,416	288	\$10,484,250	254	\$1,919,000	\$325,000	\$0	Special Ed/Bilingual Ed./Math/Science
Pittsburgh	\$2,365,675	42	\$1,444,160	0	\$300,000	\$0	\$0	Sp.Ed/Library Services/Foreign Lang.
Richmond	\$1,200,000	25	\$1,211,600	0	\$0	\$0	\$0	Special Ed./Mathematics
Rochester	\$2,376,000	41	\$1,675,159	0	\$462,791	\$15,000	\$0	Elementary Education
Sacramento	\$1,900,000	31	\$1,200,000	425	\$700,000	\$0	\$0	Reading/Math
Salt Lake City	\$661,092	20	\$634,269	85	\$13,607	\$0	\$0	ESL/Literacy
San Antonio	\$2,886,204	46	\$2,300,000	18	\$432,931	\$66,687	\$0	Reading/Math
San Diego	\$3,868,104	63	\$2,800,507	0	\$1,067,597	\$0	\$0	Literacy
San Francisco	\$1,606,764	37	\$1,574,629	80	\$32,135	\$0	\$0	Math/Literacy
Seattle	\$1,560,686	34	\$1,273,000	0	\$215,000	\$100,000	\$0	
Tucson	\$1,604,269	52	\$1,501,708	0	\$54,433	\$0	\$0	
TOTALS	\$220,361,025	3,558	\$167,788,761	14,953	\$31,844,543	\$2,143,953	\$3,897,638	

n= 40

* Available to over 80,000 existing teachers, although actual participation rate is currently unavailable.



Council of the Great City Schools "Class-Size Reduction" Survey Results-- NEW TEACHERS

School District	# of New Teachers					New Salaries and Benefits				
	Grade One	Grade Two	Grade Three	Other	Total	Grade One	Grade Two	Grade Three	Other	Total
Anchorage	40				40	\$1,479,386				\$1,479,386
Atlanta		9	49		58	\$0	\$482,634	\$2,627,679		\$3,110,313
Birmingham		7	16		23		\$115,742	\$694,453		\$810,195
Boston					38					\$2,670,420
Broward County	74				74	\$4,015,977				\$4,015,977
Cleveland	82				82	\$4,981,000				\$4,981,000
Columbus	16	20	22		58	\$864,000	\$1,080,000	\$1,093,137		\$3,037,137
Dallas	75				75					\$3,216,300
Denver	4	4	4		12	\$243,744	\$243,744	\$243,744		\$731,232
Des Moines	3	1	1	24	29	\$70,283	\$33,910	\$31,222	\$685,380	\$820,794
Detroit	80	80	80		240	\$4,197,120	\$4,197,120	\$4,197,120		\$12,591,360
El Paso	18	17	16		51	\$594,000	\$561,000	\$528,000		\$1,683,000
Fort Worth	27	16	15		58	\$1,080,000	\$640,000	\$600,000		\$2,320,000
Houston	127	13	27		167	\$5,336,442	\$546,250	\$1,134,519		\$7,017,211
Indianapolis	4	19	8	1	32	\$156,447	\$632,596	\$327,683	\$37,422	\$1,154,148
Jefferson County					92					\$2,734,700
Long Beach				15	15				\$727,000	\$727,000
Los Angeles				203	203				\$8,657,179	\$8,657,179
Memphis	30	28	18		76	\$1,337,730	\$1,248,548	\$802,638		\$3,388,916
Mesa	9	6	3	14	32	\$314,964	\$209,976	\$104,993	\$489,940	\$1,119,873
Miami-Dade	62	76	69		207	\$2,527,653	\$3,098,414	\$2,813,033		\$8,439,100
Milwaukee	89	7	1		97	\$5,114,516	\$296,029	\$80,861		\$5,491,406
Nashville	11	5	17		33	\$498,916	\$226,780	\$771,052		\$1,496,748
New Orleans	40	37	32		109	\$1,345,127	\$1,251,784	\$1,065,708		\$3,662,619
New York City*	NA	NA	NA	NA	808	NA	NA	NA	NA	\$50,400,000
Norfolk	9	9	9		27	\$419,000	\$419,000	\$419,000		\$1,257,000
Oklahoma City	11	10	20		41	\$356,290	\$323,900	\$647,800		\$1,327,990
Omaha	9	9	12		30	\$273,123	\$273,123	\$364,164		\$910,410
Orange County					72					\$2,438,064
Philadelphia	144			144	288	\$5,192,250			\$5,292,000	\$10,484,250
Pittsburgh	10	20	12		42	\$361,792	\$610,048	\$472,320		\$1,444,160

School District	# of New Teachers					New Salaries and Benefits				
	Grade One	Grade Two	Grade Three	Other	Total	Grade One	Grade Two	Grade Three	Other	Total
Richmond	7	6	12		25	\$350,000	\$300,000	\$561,600		\$1,211,600
Rochester	13	14	13	1	41	\$531,152	\$571,998	\$531,152	\$40,857	\$1,675,159
Sacramento				31	31				\$1,200,000	\$1,200,000
Salt Lake City	7	1	1	11	20	\$269,009	\$5,620	\$38,124	\$321,516	\$634,269
San Antonio	46				46	\$2,300,000				\$2,300,000
San Diego					63					\$2,800,507
San Francisco				37	37					\$1,574,629
Seattle					34					\$1,273,000
Tucson	27	17	8		52	\$794,173	\$490,943	\$216,593		\$1,501,708
TOTALS	1,074	431	465	481	3,558	\$45,004,094	\$17,859,159	\$20,366,595	\$17,451,294	\$167,788,761

n= 40

* Federal CSR money fully funds 808 instructors, and also partially funds an additional 788 teachers with the federal allocation.



Council of the Great City Schools "Class-Size Reduction" Survey Results-- PROFESSIONAL DEVELOPMENT

School District	New Teachers					Total Cost	Current Teachers					Total Cost	All Teachers	
	Grade One	Grade Two	Grade Three	Other	Total Number		Grade One	Grade Two	Grade Three	Other	Total Number		Total Number	Total Cost
Anchorage	40				40	\$86,105							40	\$86,105
Birmingham		7	16		23		7	10	11	27	55		78	\$25,000
Boston					38						304		342	\$633,225
Dallas	75				75		200	200	200		600		675	\$775,780
Denver					60	\$84,000					300	\$1,742,267	360	\$1,826,267
Detroit	80	80	80		240	\$581,200					-		240	\$581,200
El Paso	18	17	16		51		125	105	85		315		366	\$17,000
Fort Worth	27	16	15		58	\$52,688					-		58	\$52,688
Houston	127	13	27		167	\$71,720	127	13	27		167	\$71,720	334	\$143,440
Long Beach				15	15					1,518	1,518		1,533	\$1,892,000
Los Angeles	1,137	852	697	1,083	3,769	\$1,560,000	2,653	1,141	2,440	3,248	9,482	\$6,240,000	13,251	\$7,800,000
Memphis	30	28	18		76	\$240,000					-		76	\$240,000
Miami-Dade	62	76	69		207	\$773,329	62	76	69		207	\$773,279	414	\$1,546,658
Milwaukee	89	7	1		97	\$363,537	100	100	100		300	\$363,537	397	\$727,074
Nashville	11	5	17		33	\$24,038						\$247,963	33	\$272,001
New Orleans	80	74	63		217	\$422,098	80	74	63		217	\$159,191	434	\$581,289
New York City*					1,598								1,598	\$9,000,000
Norfolk	9	9	9		27	\$44,600	9	9	9	135	162	\$29,807	189	\$74,407
Oklahoma City	21	18	20	169	228	\$146,701					-		228	\$146,701
Omaha	41	29	52		122		157	168	139		464		586	\$226,214
Philadelphia	144			144	288	\$1,419,000	125			129	254	\$500,000	542	\$1,919,000
Pittsburgh	16	14	12		42	\$300,000					-		42	\$300,000
Rochester	13	14	13	1	41	\$462,791					-		41	\$462,791
Sacramento				31	31					425	425		456	\$700,000
Salt Lake City				5	5	\$5,471	33	26	26		85	\$8,136	90	\$13,607
San Antonio	28				28		18				18		46	\$432,931
San Diego					63	\$1,067,597					-		63	\$1,067,597
San Francisco				37	37					80	80		117	\$32,135

School District	New Teachers						Current Teachers						All Teachers	
	Grade One	Grade Two	Grade Three	Other	Total Number	Total Cost	Grade One	Grade Two	Grade Three	Other	Total Number	Total Cost	Total Number	Total Cost
Seaside					34	\$130,000					-	\$85,000	34	\$215,000
Tucson	27	17	8		52	\$54,433					-		52	\$54,433
TOTALS	2,075	1,276	1,133	1,485	7,762	\$7,889,308	3,696	1,922	3,169	5,562	14,953	\$10,220,900	22,255	\$31,844,543

n= 30

*NYC unable to provide participation rates for current teachers, although all instructors, over 80,000, are eligible.



Council of the Great City Schools "Class-Size Reduction" Survey Results- RECRUITING

School District	Total	Advertising	Travel	Bonuses	Packages	Other	Description of Other
Birmingham	\$ 38,000	\$ 30,500	\$ 7,500				
Dallas	\$ 208,634	\$ 38,634	\$ 20,000	\$ 75,000	\$ 75,000		
Los Angeles	\$ 700,000	\$ 50,000	\$ 50,000		\$ 600,000		
Memphis	\$ 116,254	\$ 15,000	\$ 32,000				
Miami-Dade	\$ 77,250						
New Orleans	\$ 96,800	\$ 3,500	\$ 6,500		\$ 86,800		
Norfolk	\$ 47,816	\$ 1,000	\$ 2,000			\$ 44,816	Staff/Induction Program
Omaha	\$ 326,231						Recruitment/training
Orange County	\$ 26,281	\$ 8,000	\$ 15,503			\$ 2,778	Postage/supplies
Philadelphia	\$ 325,000					\$ 325,000	Recruitment staff
Rochester	\$ 15,000						
San Antonio	\$ 66,687						
Seattle	\$ 100,000						
TOTALS	\$ 2,143,953	\$ 146,634	\$ 133,503	\$ 75,000	\$ 761,800	\$ 372,594	

n= 13

APPENDIX A
CLASS SIZE REDUCTION PROGRAM
PL 105-277

Class Size Reduction Program

PL 105-277

SEC. 307. (a) From the amount appropriated for title VI of the Elementary and Secondary Education Act of 1965 in accordance with this section, the Secretary of Education -

1. shall make available a total of \$6,000,000 to the Secretary of the Interior (on behalf of the Bureau of Indian Affairs) and the outlying areas for activities under this section; and
2. shall allocate the remainder by providing each State the greater of the amount the State would receive if a total of \$1,124,620 were allocated under section 1122 of the Elementary and Secondary Education Act of 1965 or under section 2202(b) of the Act for fiscal year 1998, except that such allocations shall be ratably increased or decreased as may be necessary.

(b)(1) Each State that receives funds under this section shall distribute 100 percent of such funds to local educational agencies, of which -

1. 80 percent of such amount shall be allocated to such local educational agencies in proportion to the number of children, aged 5 to 17, who reside in the school district served by such local educational agency from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 673 (2) of the Community Services Block Grant Act (42 U.S.C. 9902(2))) applicable to a family of the size involved for the most recent fiscal year for which satisfactory data is available compared to the number of such individuals who reside in the school districts served by all the local educational agencies in the State for that fiscal year; and
2. 20 percent of such amount shall be allocated to such local educational agencies in accordance with the relative enrollments of children, aged 5 to 17, in public and private nonprofit elementary and secondary schools within the boundaries of such agencies;

(2) Notwithstanding paragraph (1), if the award to a local educational agency under this section is less than the starting salary for a new teacher in that agency, the State shall not make the award unless the local educational agency agrees to form a consortium with not less than 1 other local educational agency for the purpose of reducing class size.

(c)(1) Each local educational agency that receives funds under this section shall use such funds to carry out effective approaches to reducing class size with highly qualified teachers to improve educational achievement for both regular and special-needs children, with particular consideration given to reducing class size in the early elementary grades for which some research has shown class size reduction most effective.

(2)(A) Each such local educational agency may pursue the goal of reducing class size through-

1. recruiting, hiring, and training certified regular and special education teachers and teachers of special-needs children, including teachers certified through State and local alternative routes;
2. testing new teachers for academic content knowledge, and to meet State certification requirements that are consistent with title II of the Higher Education Act

of 1965; and

3. providing professional development to teachers, including special education teachers and teachers of special-needs children, consistent with title II of the Higher Education Act of 1965.
2. A local educational agency may use not more than a total of 15 percent of the award received under this section for activities described in clauses (ii) and (iii) of subparagraph (A).
3. A local educational agency that has already reduced class size in the early grades to 18 or less children may use funds received under this section -
 1. to make further class-size reductions in grades 1 through 3;
 2. to reduce class size in kindergarten or other grades; or
 3. to carry out activities to improve teacher quality, including professional development.
1. Each such agency shall use funds under this section only to supplement, and not to supplant, State and local funds that, in the absence of such funds, would otherwise be spent for activities under this section.
2. No funds made available under this section may be used to increase the salaries or provide benefits, other than participation in professional development and enrichment programs, to teachers who are, or have been, employed by the local educational agency.

(d)(1) Each State receiving funds under this section shall report on activities in the State under this section, consistent with section 6202(a)(2) of the Elementary and Secondary Education Act of 1965.

(2) Each school benefiting from this section, or the local educational agency serving that school, shall produce an annual report to parents, the general public, and the State educational agency, in easily understandable language, on student achievement that is a result of hiring additional highly qualified teachers and reducing class size.

(e) If a local educational agency uses funds made available under this section for professional development activities, the agency shall ensure for the equitable participation of private nonprofit elementary and secondary schools in such activities. Section 6402 of the Elementary and Secondary Education Act of 1965 shall not apply to other activities under this section.

(f) ADMINISTRATIVE EXPENSES. - A local educational agency that receives funds under this section may use not more than 3 percent of such funds for local administrative costs.

(g) REQUEST FOR FUNDS. - Each local educational agency that desires to receive funds under this section shall include in the application required under section 6303 of the Elementary and Secondary Education Act of 1965 a description of the agency's programs to reduce class size by hiring additional highly qualified teachers.

This title may be cited as the "Department of Education Appropriations Act, 1999".

APPENDIX B
CLASS SIZE REDUCTION PROGRAM SURVEY

Council of the Great City Schools

"Class-Size Reduction" Program Survey

The following questions regard the funds your district received from the "Class-Size Reduction" program for the 1999-2000 School Year.

School District: _____

Phone: _____

Name of Person Responding: _____

Fax: _____

Note: Please provide projected or approximate numbers if actual amounts are not yet known.

1. Actual amount of district's "Class-Size Reduction" program (CSR) grant award: _____

2. Amount of CSR funds district has spent on recruiting costs: Total: _____

Advertising: _____

Travel to interview prospective teachers: _____

Hiring bonuses: _____

Hiring packages (paying for college tuition, moving expenses, etc.): _____

Other (please list activities below): _____

3. Please complete the table below for the new teachers that your district has hired, or plans to hire, with CSR funds. "Area of Greatest Need" represents the critical subject or shortage areas in your district (i.e. mathematics, special education, etc.).

New Teachers	Number of New Teachers	Total Salary and Benefits	Area of Greatest Need
<i>Fully-certified</i>			
Grade One			
Grade Two			
Grade Three			
Other (Grades _____)			
<i>Emergency</i>			
Grade One			
Grade Two			
Grade Three			
Other (Grades _____)			

4. Amount of CSR funds district has spent on:

Testing new teachers for academic content knowledge: _____

Testing new teachers to meet State certificate requirements: _____

Feel free to contact Manish Naik at (202) 393-2427 with any questions.
Please fax the completed 2-page survey no later than September 3, 1999 to
Manish Naik at (202) 393-2400. Thank you.

5a. Amount of CSR funds district has spent on professional development:

New teachers: _____

Current Teachers: _____

5b. Please provide the number of current and new teachers who have received, or are planning to receive, professional development with CSR funds.

<i>Grade Level</i>	<i># of New Teachers</i>	<i># of Current Teachers</i>
Grade One		
Grade Two		
Grade Three		
Other (Grades _____)		
TOTAL		

6. Please list the CSR-related professional development activities for teachers in your district. Also indicate with an "x" whether the participants were new or current teachers (or both), and the total amount of CSR funds spent on each activity.

<i>Activity</i>	<i>Current Teacher</i>	<i>New Teacher</i>	<i>Total Cost</i>

7. How would your district spend a 15% increase in the annual CSR allocation funds if they became available to you for the 2000-2001 School Year?

8. Which of your reform efforts aimed at turning around the lowest-performing schools will the federal CSR funds supplement?

Feel free to contact Manish Naik at (202) 393-2427 with any questions.
Please fax the completed 2-page survey no later than September 3, 1999 to
Manish Naik at (202) 393-2400. Thank you.



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE SECRETARY

FACSIMILE TRANSMITTAL SHEET

TO: *Bethany Little*FROM: SUSAN FROST, SENIOR ADVISOR
TRISH BRENNAN, SPECIAL ASSISTANT
JEN ROLNICK, SCHEDULER

COMPANY:

DATE:

FAX NUMBER: *456-5881*

TOTAL NO. OF PAGES INCLUDING COVER:

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RE:

YOUR REFERENCE NUMBER:

☐ URGENT ☐ FOR REVIEW ☐ PLEASE COMMENT ☐ PLEASE REPLY ☐ PLEASE RECYCLE

NOTES/COMMENTS:

*Hope this helps.**T.*

SMALL SCHOOLS INITIATIVE

- The FY2000 Labor-HHS-Education Appropriations bill provides \$45 million for a new **Small Schools Initiative** sponsored by Congressman David Obey (D-Wisconsin), authorized under section 10105 of the Elementary and Secondary Education Act.
- The tragic events at Columbine High School in Littleton, Colorado have reinforced what many education practitioners already know -- the impersonal nature of large high schools leaves too many young people feeling apathetic, isolated and alienated from their peers, schools and communities.
- Nationwide, there are over 4,500 high schools (3-and 4-year schools) that each enrolls a 1,000 students or more. The \$45 million for competitive grants to school districts will help them create smaller learning communities for students in large high schools using strategies such as creating schools within schools, establishing career academies, and restructuring the school day and other innovations that allow schools to ensure that every student receives personal attention and support.

Research Shows that Small Schools Are Safer and Achieve A Better School Climate

- Research confirms that smaller schools are safer and more supportive schools with improved student outcomes that include increased student achievement, fewer drop outs, greater student participation and strong family involvement. Students take more interest in school when they experience a sense of belonging. In small schools, their presence is readily acknowledged and anonymity is banished.
- Yet, approximately 70% of high school students attend schools enrolling 1,000 or more students; nearly 50% of high school students attend schools enrolling more than 1,500 students.

High School Enrollment Will Increase by 1.2 Million Students By 2009

- Now is the time to help high schools to get on the right track to prepare for record enrollments.
- Over the next ten years, there will be a clear shift in the growth of student enrollment from elementary to high schools. High school enrollment is expected to rise 9% between 1999 and 2009, peaking in 2007. By 2009, 14.7 million students will be enrolled in high schools, an increase of 1.2 million students.

Creating Smaller High Schools Is Supported by Education Leaders

- In 1996, the nation's high school principals, in conjunction with the Carnegie Foundation for the Advancement of Teaching, issued a report entitled, Breaking Ranks: Changing An American Institution. They recommended that high schools break into units of no more than 600 students so that teachers and students can get to know each other, and teachers can use a variety of instructional strategies that accommodate and engage individual students.

For students, crowding is a tough development

By JENNIFER JACOBSON

Journal staff writer

Sarah Griffiths, a Damascus High School sophomore, ate lunch outside with her friends yesterday, despite the chill in the air.

The lunchroom, she explained, was crowded. Its lines were too long — so long, in fact, that Sarah bought her lunch from a snack machine, as she does every day. She held up an empty M&M's wrapper, a bag of chips and a Coke can.

"Nutritious," Sarah joked.

Her friends laughed. But for Damascus students, crowding at the school is no laughing matter.

With 1,647 students trying to navigate the narrow halls of what Montgomery County Public Schools planners say will become the most crowded high school in the system over the next six years, getting along at Damascus is a question of survival of the fittest — or pushiest.

Built in 1950, renovated in 1978 and added on to in 1994, Damascus High has seen a rapid increase in enrollment each year due to new neighborhoods, such as the Milestone development, and to the fact that children in the area are getting older.

This year, the 512-member freshman class far outnumbers the 323-member senior class in a building that serves 126 more students than it did last year. The school building's capacity is 1,558, and the

school staff numbers 150.

School officials project Damascus High enrollment will reach 2,091 by 2005 and have recommended the school system open a new high school, tentatively named Clarksburg Area High School, in the Damascus area by 2004.

On Thursday, the Montgomery County Board of Education is scheduled to adopt the school system's capital budget, which includes the Damascus recommendations.

Meanwhile, students and staff struggle to navigate hallways that make the Capital Beltway at rush hour look like a quiet country road.

Principal Robert Bastress said this year's no-bookbag rule has eased some of the congestion.

"We've asked the students not to carry bookbags in the hallways because of the congestion," Bastress said. "They've been cooperative."

"The situation has been better this year than in the past. Students go to lockers between periods. That keeps the hallways from having a lot of congestion in one area."

But some spaces stay jammed.

Like the second-floor hallway where the foreign language, English and science classes meet.

Like the lunchroom and several classrooms.

U.S. history teacher Bob Burke said his smallest class numbers 38.

Please see CROWDS, A9

Damascus hopes to thin out crowds

CROWDS from A1

students and his largest 35 students. He teaches 160 students total, the most Burke said he's ever taught in a year.

Burke admitted the larger class size sometimes impedes instruction.

"There are things you can't do," Burke said, as he stood in an empty hallway while class was in session. "I can't talk to every student every day. I'm not going to give out a whole lot of essay writing because I'd have to grade 160 of them."

A class of 25 students, Burke said, is the ideal size.

But with no relocatable (portable) classrooms, shrinking class sizes will be difficult, even with the five new teachers added this year, and the educators who "float" among classrooms.

The last two years we requested relocatables and have been denied because they've been given to the elementary schools," said Assistant Principal Michael De Boy.

MCPS demographic planner Bruce Crispel said the high school will receive the portable classrooms next year.

De Boy also said that in the past, only the school building was renovated. The hallways were never expanded.

For now, students must deal with the space crunch and, especially, those "lost" freshmen.

"They don't understand the flow of traffic," said senior Carrie Witherly. "You walk on the right side, the way traffic is on a road. They don't know that yet because they don't drive. They just stay in the middle and don't know where to go."

Freshman Tia Bryant attested to this.

"The seniors are just like, 'All the freshmen are all in the way,'" Tia said.

But she said everybody, regardless of grade, pushes through the halls in the 10 minutes students are allotted to get to class.

Tia said the time constraint allows no time for socializing with friends between classes.

"The kids know they have to work to get to class," Burke said of his students. "There's not a lot of standing around because there's no room. When I was in high school we stood around and talked because there was room."

Carrie said she compensates for the lack of space by not going to her locker much during the day. Instead she



Jeff Taylor/Journal

Damascus High School students crowd a second floor hallway as they make their way to class at the school yesterday.

keeps "everything" with her.

"How can you keep everything with you?" Sarah asked.

"That's the thing," Carrie said. "You drop your books because people run into you and all that good stuff."

Sophomore Maureen Callaway got a taste of it before fifth period.

She was seated on the floor refiling papers in her binder, which a fellow student had knocked out of her hands as she tried to walk through a second-floor hall.

When it comes to hallway hassles, some teachers may have it better than their students.

"I make it a point to stay out of the halls," said Steve Russell, who teaches Russian and Spanish. "I do my traveling during my planning time because in some areas of the building, at some of the intersections you come to a stop."

"You can't move. You get bump around easily. It's not done intentionally. You just can't move."