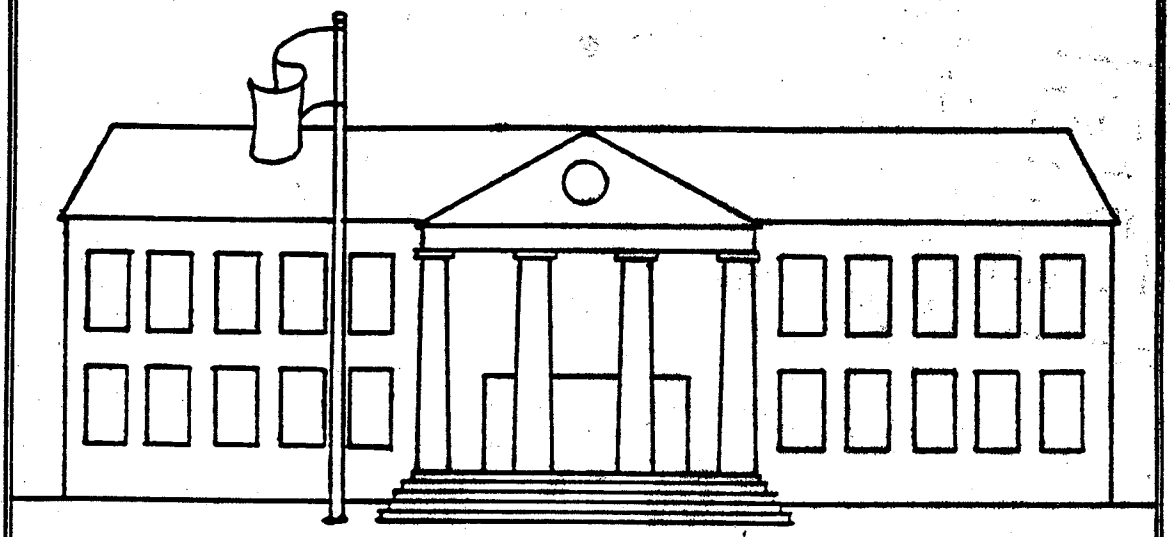
PRELIMINARY FACILITIES MASTER PLAN 2005
FOR THE
DISTRICT OF COLUMBIA PUBLIC SCHOOLS

August 14, 1995

2nd Printing (edited Sept. 15, 1995)

3rd Printing (Oct. 23, 1995)



SUPERINTENDENT'S TASK FORCE ON
EDUCATION INFRASTRUCTURE FOR THE 21ST CENTURY

The Task Force on Education Infrastructure for the 21st Century

Dr. Eddie Neal, Co-Chair
President
Scientex Corporation

Ms. LarSi Claiborne
Associate for Planning
Bryant and Bryant

Mr. James Gibson
Project Director
Federal City Council

Mr. Thriftone Jones
President
DC Congress of Parents
and Teachers

Ms. Deryl McKissack
Principal
Mckissack & McKissack

Ms. Joy Majied
Executive Director
Washington Parent Group Fund

Mr. Edward Pinkard
Principal
Urban Development Group

Pamela Jones, Esq., Co-Chair
Executive Director
New Columbia Community Land Trust

Dr. Mary Futrell, Dean
George Washington University
Graduate School of Education and
Human Development

Mr. Carroll Harvey
President
Faith Construction, Inc.

Ms. Charito Kruvant
Executive Director
Creative Associates International

Ms. Gladys Mack
Deputy Executive Director
United Planning Organization

Mr. Samuel Newman
President
Newman Associates

Co-Managers of the Task Force
21st Century School Fund

Ms. Mary Filardo
Directory

Ms. K. Cumberbatch
Co-Director

District of Columbia Public Schools

Dr. Shelia G. Handy
Deputy Superintendent
Office of Educational Accountability, Assessment and Information

Mr. William McAfee III
Director
Division of Facilities Management

Dr. Sandra Anderson
Center for Systemic Educational Change

Ms. Brenda Dunson
Division of Facilities Management

Mr. Robert Mann
Office of Educational Accountability

The Task Force appreciates the invaluable guidance and clarity which Ms. Amy Linden provided to this process.

The Task Force is especially grateful to Mr. Charles Atkins, Principal, Morgan Stanley & Company, Inc. for his advice and guidance.

The Task Force members wish to thank the following DCPS staff, District Government Offices, community groups and individuals who provided valuable information and support during the preparation of this document:

Ms. Marlene Allen
Mr. Paul Battle
Dr. Cynthia Bell
Ms. Antoinette Brooks
Ms. Carmen Brooks
Mr. Lewis Brooks
Ms. Norma Brooks
Ms. Rebecca Bourne
Ms. Frankie Chamberlain
Mr. Lucien Coleman
Mr. Donald Cranston
Mr. Randolph David
Ms. Felicia Davis
Ms. Jackie Davis
Mr. Leonard Dungee
Ms. Veronica Falwell
Mr. B. Pietro Filardo
Miss Katie Filardo
Ms. Donna Green
Ms. Theresa Green
Ms. June Gregory
Ms. Shirley Johnson
Mr. Andra King
Ms. Deborah Lattimore
Ms. Linda Leaks
Mr. Shelton Lee, Jr.
Ms. Margaret McKnight
Ms. Joyce McNeil
Mr. Robert Mills
Ms. Damali Neal
Ms. Garnett Pinkney
Ms. Tonya Proctor
Ms. Barbara Somson
Ms. Karen Simms
Ms. Lola Singletary
Mr. Russell Smith, DC Auditor
Ms. Jerry Trowell
Ms. Cheryl Vincent
Mr. Norm Wellen
Mr. Dustin Wilson
Ms. Gwen Wilson
Mr. Jim Wilson
Ms. Sarah Woodhead

DC Office of Economic Development
DC Department of Recreation
DC Office of Planning
Ford Foundation
Wards 2 and 3 Working Group
New York City School Construction Authority

Preface

The Preliminary Facilities Master Plan 2005 for the District of Columbia Public Schools provides a framework for an analysis of community standards for the use of school facilities based on the quality of services expected from DCPS; the capital and maintenance expenditures necessary to restore operating schools and administrative facilities to a state of good repair; and financial and management strategies for modernizing and maintaining our schools. This preliminary plan is a first step in obtaining the District of Columbia's assessment of its public school facilities, the children served by them and a sense of their entitlement to high quality services. While this preliminary plan creates a framework for moving forward, it does not complete the planning task. It suggests a considerable departure from business as usual and requires the disciplined coordination among all components of DCPS, other city entities and community stakeholders that are currently intervening to impact both student population trends and quality of life in the city. Finally, the preliminary plan assumes that from the current fiscal crisis beneficial financial tools will emerge that were prohibitive or unavailable in the past.

The plan results from unified efforts of a diverse group of interested citizens from varied backgrounds, referred to as the Task Force on Education Infrastructure for the 21st Century. Task Force members provided a healthy mix of differing perspectives and opinions about DCPS facilities. Staff support for the Task Force was ably provided by the 21st Century School Fund. Task Force members were unpaid and gave unselfishly of their time to probe and analyze DCPS facilities. The Task Force analyzed and updated earlier studies of the facilities. It gathered new data on existing conditions of the facilities, delved into capacity and utilization standards, sought information from DCPS about planned educational programs and proposed use of technology in school facilities, analyzed and debated enrollment statistics and projections. The Task Force held a vision conference and created a database of information on capital and maintenance expenditures and existing conditions of school facilities. With both the extension of the data base and staff training, DCPS will be able to monitor its inventory.

The preliminary plan considers the role of DCPS and its school buildings an integral component in nurturing children and adults as part of the community renewal and economic development process that is taking place in the city. Not unlike other cities in the country, social issues are impacting the use of DCPS facilities. Traditional perspectives and notions about our facilities must withstand the scrutiny of a 21st century planning process, especially the deterioration of our facilities.

The Task Force plan includes a list of proposed action items that-upon completion, and coupled with community input-would capture vital information about District of Columbia education programs, proposed uses of technology, updated capacity and utilization data, and innovative management initiatives as part of a system-wide management information system. Implementation of this data-driven system would make possible the assessment of any correlation between the school environment and the psychological well-being of its students and staff, and provide a rational basis for applying interventions aimed at retaining and attracting students to our schools. In this setting, the Superintendent would have access to all of the information required to

structure an effective multi-year modernization plan, including, criteria for any consolidations, re-adaptive uses, closings and/or new construction.

Implementation of the Task Force plan assumes a coming together of a broader segment of the community to reach consensus and "do something" so that our children can observe the operations of a system that gives them a sense of entitlement and that can truly prepare them to take their rightful place in the new world of the 21st century.

Dr. Eddie Neal
President and CEO
The Scientex Corporation

Pamela Jones, Esq.
Executive Director
New Columbia Community Land Trust, Inc.

TABLE OF CONTENTS

Appendices

The Task Force on Education Infrastructure for the 21st Century

In February 1995 Superintendent of Schools Franklin L. Smith established a Task Force on Education Infrastructure for the 21st Century to address the aging and physical deterioration of the District of Columbia's public schools. This panel is comprised of leaders from community, business, education, construction, planning and finance related fields.

The Task Force was charged with developing a long-term strategy to improve the public school facilities of the District of Columbia. The Task Force has prepared this Preliminary Facilities Master Plan 2005 for the Public Schools of the District of Columbia. It addresses five basic questions.

1) What kind and quality of public schools does the District of Columbia need in the 21st century ?

2) What condition are the District's public schools in today?

3) How much space does the District of Columbia School System need?

4) What are the challenges to providing the District with 21st century schools?

5) What must be done to provide the District with 21st century schools?

The District Government, to end its fiscal crisis, must improve the quality of life in the District. Any viable strategy to improve the quality of life in the District must include an effort to offer its children a high quality education in a safe and nurturing environment. The school system, for its part, must have a plan to ensure that it can meet the challenge of being part of the larger District strategy for renewal.

Findings of the Task Force

The Task Force spent six months collecting and reviewing information about the condition of District of Columbia Public Schools (DCPS) and related issues. These are the major findings:

<u>The Condition of District of Columbia Public Schools</u>

- 62% of the District's public schools are over 45 years old.
- The average age of schools used exclusively for adult education is 81 years.
- Only eight of the 163 operating schools have ever had total renovations.

- The overall condition of the District's schools is "fair"; however, the condition of individual schools range from "poor" to "good."

- Overaged and obsolete building components are the rule rather than the exception throughout the entire school inventory.

- Unmet capital needs and deferred maintenance have led to increasing numbers of operational emergencies, unsafe conditions, energy inefficiencies and increasing maintenance expenditures.

- Standards and expectations for the condition and quality of schools by District users are low.

Program Efficacy and Technology

- Significant numbers of schools are hindered from providing *basic* educational functions by facility conditions or design.

- The design and poor condition of many of the District's schools make them unable to accommodate *new* educational programs and initiatives, and technology.

- Schools have, on average, less than one computer per classroom; and in classrooms *with* computers, on average, only one computer.

- The District has no school buildings that are able to support a comprehensive vocational or career focus to prepare students for work in the 21st century due to lack of capital equipment and facility infrastructure.

- Handicapped students are unable to attend most District public schools due to physical barriers.

Utilization of District of Columbia Public Schools

- The public schools are inefficiently utilized for instruction and administration and total enrollment is projected to decline.

- Older school designs contribute to the poor utilization of schools for instruction, administration and community use.

- Many buildings have at least one community user and several have multiple users, but school buildings throughout the system are not intensely or widely used by communities.

The Financial Need

- Based on the current number of schools and administrative buildings, approximately $1.2 billion in 1995 dollars is needed to restore schools and administrative offices to a state of good repair and to educationally modernize schools and provide infrastructure support for technology.

- The excess capacity in schools offers DCPS the opportunity to raise a portion of the revenue for school modernization through public/private and public/public development partnerships for mixed use and adaptive reuse of schools.

The Planning Process

- The DCPS does not have sufficient building-specific data to make rational decisions about school consolidations or closings.

- The DCPS does not collect or manage the educational and school building information in such a way that facility planners and policy makers can receive meaningful public input, set capital or maintenance priorities, optimize the value of school assets or substantiate funding requests.

Recommendations of the Task Force

Based on these findings, the Task Force makes four main recommendations to the Superintendent:

1. Complete the Facilities Master Plan 2005 for the modernization, adaptive reuse and consolidation of schools.

2. Develop two consecutive five-year capital improvement plans (1995-2000 and 2000-2005) to carry out an approved facilities master plan which provides for a system-wide modernization of the District of Columbia schools.

3. Institute management systems to support the implementation of the capital plans.

4. Identify and develop revenue sources for the approved capital improvement plans.

In order for the school system and the District to construct a 21st century school system, the planning process initiated by this Task Force must be completed. A great deal of information has been collected and analyzed; however, in order to develop the building-specific plan for school modernization, renovation, consolidation, mixed-use and adaptive

reuse development of school sites crucial work must still be completed. The Task Force recommends the following actions to complete the Facilities Master Plan, to prepare the capital improvement plans and to prepare for the implementation of these plans.

1. Complete the Facilities Master Plan 2005 with community input, for the modernization, adaptive reuse and consolidation of schools.

Prototypes and Standards for 21st Century Schools

Action: Co-sponsor a design competition to establish prototypes and associated costs for modernized schools and new schools for the District.

Action: Develop prototypes and associated costs for technology enhancements in the classroom, at the school level, and in administrative offices.

Action: Establish policies for school capacity and utilization formulae.

Enrollment

Action: Audit the information system process for student enrollment.

Action: Conduct an outside audit of the September 1995 enrollment and establish a regular independent audit process for the annual enrollment count.

Action: Adjust 10 year enrollment projections, if necessary, based on the 1995 membership audit and continue yearly projections with independent demographers and the Office of Planning in the District Government.

School Utilization

Action: Establish standards for school utilization.

Action: Update capacity definitions and utilization formulae by convening user groups, including principals, teachers, parents, community members and students for each school level, including vocational, career, adult and alternative education.

Action: Use updated formulae to create school utilization profiles on a school-by-school basis of the elementary schools surveyed at the close of School Year (SY) 1994-1995 and complete room usage surveys and prepare a utilization profile for each remaining operating school.

Action: Analyze the existing inventory of school buildings to determine which schools are needed, and what design modifications are necessary to serve existing and projected enrollment.

Action: Establish and enforce a rational planning process for consolidating, closing, modernizing and constructing schools.

Action: Consolidate schools in conjunction with school modernization and place students from schools to be consolidated or closed into modern schools.

2. Prepare two five-year capital improvement plans.

Data for Capital Improvement Plan

Action: Update building condition assessments for operating schools.

Action: Establish an easily understandable basis for determining which buildings are candidates for full or partial modernization and/or replacement, by establishing a rating scale that differentiates between maintenance and capital needs for each building component.

Community Involvement

Action: Provide a five-year capital improvement plan as part of the DCPS capital budget request after a formal process for its adoption by DCPS which is carried out according to clear definitions for the contents of the capital improvement plan, process, deadlines, public hearings and comment period.

Action: Ensure that individual school project scopes of work including in the capital improvement plan are developed with user input, including principal, teachers, support staff, parents, community and students.

3. Institute management systems to support the implementation of the capital plans.

Management Capabilities

Action: Collaborate with the Council and Mayor to establish a new public authority to implement the approved capital improvement plans.

Action: Conduct a management audit and internal restructuring of the Divisions of Facilities Management and Procurement, Finance, and Legal in DCPS to facilitate the implementation of the capital improvement program and the efficient financial management of facilities.

Action: Develop an internal, comprehensive educational and facilities planning unit which has the authority, information, skills and resources to analyze

strategically DCPS enrollment, facility and educational needs on an ongoing basis.

Action: Develop an information management system for all building-based data needed by the DCPS which is continually updated, shared throughout the system and formatted for user friendly analysis and presentation.

4. Identify and develop revenue sources for the approved capital improvement plans.

Funding for School Buildings

Action: Urge the Council, Mayor and Congress to commit to the first five-year capital improvement plan, with appropriations that are consistent with the objectives of the plan.

Action: Request that DCPS receive a greater share of capital financing when the District's general obligation debt is restructured.

Action: Propose to the Mayor, Council and Congress the establishment of a dedicated revenue stream to modernize the schools for the 21st century and to sustain the schools in good repair to the year 2026.

Action: Develop a five-year maintenance plan to be implemented with the DCPS capital improvement plan, in order to protect capital reinvestment.

Action: Eliminate DCPS expenditure of capital monies on maintenance.

Action: Designate as capital improvement funds, all revenues generated from temporary or permanent reuse of surplus school property.

Action: Conduct a study of DCPS inventory, including properties already turned over to the District which have not yet been developed for reuse, to evaluate the highest and best use of each surplus property, establish revenue potential and recommend actions to realize this revenue.

Action: Provide a mechanism for DCPS to enter into public/private development partnerships.

SECTION 1
Schools for the 21st Century

What kind and quality of public schools does the District of Columbia need in the 21st century ?

Educational programs and the responsibilities of schools have changed dramatically and enrollments have declined drastically over the last 20 years. Yet DCPS school facilities have changed little to accommodate these critical differences. Few new educational initiatives and reform efforts have been supported by facility modifications. DCPS has not built a new school since 1980 and has not undertaken a full school modernization since 1985. In fact, there are no model facilities in the District that fully support and enhance education, and to which other schools can aspire.

A 10-year facilities master plan provides the opportunity to plan for bringing the schools into a state of good repair and also to modernize them to meet the needs of new educational initiatives and programs. The condition of schools impact the quality of the daily lives of tens of thousands of children compelled to attend school and thousands of staff who work in them. It is the obligation of DCPS to meet a minimum standard for school facilities, but it was the mission of the Task Force to help DCPS as it defines a higher standard of excellence.

The Task Force believes that the master planning process must start with a vision in order to develop models of excellence for which the community can strive. The Task Force has been guided by this vision:

> *A school building should be a learning place, teaching place, working place and community place which nurtures and engages all who come.*

Developing New Models for Schools

To further the development of a higher standard for the District's public schools and to help District residents and decision makers visualize what 21st century schools can be, the Task Force recommends a design competition for "21st Century Schools in Our Nation's Capital." The design competition should be co-sponsored by the private sector to help the District translate its vision for schools into architectural designs. This design competition would call on architects and planners to develop models for 21st century schools using existing school buildings. These models will help the community visualize quality school environments as well as help the District by developing prototypes and cost estimates for a major school modernization program. Appendix A contains details for such a design competition.

School Buildings and the Quality of Education

School environments play an important role in supporting teaching and learning, student management and local school administration. Schools which are in poor condition or inappropriate for the activities which need to be housed in them compromise the quality of instruction and demoralize children and teachers. The quality of education inside the building can bring families to a community or send them away. The District of Columbia Public School System's efforts to improve the quality of instruction must include the provision of learning and working conditions which do not impede, but further the educational mission of the schools.

Measurable educational benefits from modernized school facilities are certain. Modernized schools will help DCPS:

- Improve the quality of the educational service offered, as measured by *inputs*, e.g. the amount of productive instructional time and the time principals can direct to instructional rather than facility needs.
- Improve ancillary services for children and families with special needs and provide educational programs on a system-wide basis to children with physical disabilities.
- Attract and retain high-quality teachers and administrators.
- Retain students in the school system who will otherwise leave to attend private schools or schools in other jurisdictions thereby providing a more academically competitive environment for students.
- Retain students in the school system who will otherwise drop out.

School Buildings and Community Renewal

Schools play an important role in communities and neighborhoods. In the District, where schools have declined in overall quality, that role has too often proven to be negative. The District has a declining number of families with children. The cost of living in the District is a factor, but many families that can afford to live here are moving to areas outside the District because they believe the schools in those areas offer a better education. This belief that the District does not have a good public education system is bolstered by the deteriorated condition of its school buildings.

The leaking roofs, broken and barred windows and doors, peeling and chipped paint, poor lighting, inoperable bathroom fixtures and water fountains, broken and inadequate heating and cooling systems present a picture of chaos on students which is evident in their behavior while in school and out. Disorderly, poorly maintained and unsafe schools send the message that students do not have value. The stresses 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 DCPS facilities create neighborhood blight. These conditions are commonplace in the District's public schools.

The 1984 Comprehensive Plan of the District of Columbia, with its overlays and updates, is still governing economic development and urban planning actions and strategies in the District today. One of its major themes is to "conserve functioning, stable neighborhoods and improve those which need redirection." It emphasizes the importance of taking action "to enhance the vitality and livability of the District [whose] neighborhoods are the cornerstones of the District's social and physical environments." DCPS must be responsive to the Comprehensive Plan's emphasis on revitalizing the District by making it more livable.

The District's future and the quality of the public school system in the District are intertwined. The District of Columbia Public Schools must be instrumental in reversing the trend of outmigration of families. A more broadly viable education system that prepares all students for productive roles in society will help keep or win back the middle class, an essential part of our city's tax base. A modernized neighborhood school building can be the cornerstone of community investment in support of neighborhood renewal efforts. High priority must be given to the planning and financing of school maintenance and modernization by the Board of Education, the Mayor, Council, the Congress, the Control Board and the community.

Prior Efforts to Improve School Buildings

The condition of public school facilities is a concern for everybody in the District--parents of children in public schools, education advocates, non-profits, the business community, as well as local and Congressional public officials. Work to instigate greater school system efforts and to improve individual school facilities has preceded the Task Force's development of a preliminary facilities master plan for DCPS and new efforts are underway.

Community and Business Efforts

In 1989, the Committee on Public Education (COPE) issued a report, (Our Children, Our Future) that identified a serious backlog in repairs from deferred maintenance of public school facilities. This report recommended that DCPS:

1) eliminate the school system's backlog of repairs;
2) raise funds through school consolidation and disposal; and
3) decentralize facilities maintenance and increase contracts for maintenance.

In March 1992, Parents United for D.C. Public Schools brought a lawsuit against the Mayor and Fire Department stating that: "The defendants have failed to adequately

inspect for and remedy violations of the District of Columbia Fire Prevention Code and other safety hazards in the public schools" (Civil Action No. 92-3478). Superior Court Judge Kaye Christian agreed, and as a result, schools opened three days late for the 1994-1995 school year while the school system abated fire code violations. Throughout this school year, the DCPS worked frantically to abate fire code violations, foregoing almost entirely any other maintenance or repairs.

In 1994, the 21st Century School Fund began exploring alternative means to finance the modernization of public schools. In addition, it has begun to develop institutional processes to evaluate and enter into public/private development partnerships to raise revenue to modernize schools.

School-based personnel, parents and community volunteers at individual schools have been working over the years to help keep up with school repairs, maintenance, and educational modifications by doing repairs and improvements themselves.

- Volunteers have painted, erected and removed walls, rebuilt outdoor play areas, and installed security lighting.
- Parents from Wards 2 and 3 have been working together to develop plans to address overcrowding in their schools.
- During the 1994-1995 school year, Greater D.C. Cares, a non-profit organization, enlisted volunteers to work weekends at schools which were in danger of closing due to fire code violations.
- In particularly ambitious efforts, parents established partnerships to finance major capital construction. In one such effort, the community constructed a community center and multi-purpose facility which is shared by the elementary school and community.

Government Efforts

At various levels of government, concern for the conditions in school buildings was heightened as a result of the delay in opening schools last fall. In September 1994 the Board of the Education Committee on Facilities and Technology directed the administration to report on the preparation of a facilities master plan. Soon after, the Council Committee on Education and Libraries, requested that a facilities master plan be submitted to the that committee by the summer of 1995.

In Mayor Marion Barry's Transition Team Report, the Mayor recognizes that:

> *The Mayor, City Council, Board of Education, Superintendent, parents, civic and business leaders and the community at-large must all pool their resources and work toward a common vision for the DCPS for a sustained period of time.*

This report also suggests a willingness on the part of the Mayor to give high priority to upgrading the quality of public school buildings.

Due to the fiscal crisis in the District, Congress has become more involved in local affairs. The condition of the District's schools, both educationally and physically, has become the focus of The D.C. Education Renewal Project, spearheaded by Congressman Steve Gunderson. This project has as its vision and goal:

> *Our Vision: The nation's capital of the greatest nation on earth should have the greatest educational system in the world.*
>
> *Our Goal: The United States Congress has the moral and Constitutional responsibility to guarantee that Washington, DC has the world's premier education system available for all children living within the city...Second, the education system in our nation's capital should serve as a model and resource for others throughout the country and the world.*
>
> *The Congress can carry out this responsibility by providing the leadership necessary to accomplish the goal of a world-class education system. This goal can only be implemented through a comprehensive federal and local, public and private, partnership. (June 2, 1995 "Memo to Task Force on D.C. Schools" from Congressman Steve Gunderson.)*

This Congressional effort has sparked the administration and the Board of Education to prepare an "Accelerated Reform Plan" that provides the school system's framework for improving public education in the District.

The Role of the Financial Control Board

The newly installed Financial Control Board for the District of Columbia, appointed by the President, will oversee spending and borrowing for the District. The Board has already identified its interests with regard to the school system. One element of their concern is the extent of the need to rebuild schools. It has asked the DCPS to develop a comprehensive capital plan, including cost estimates and financing recommendations. The Financial Control Board will be an important arbiter of the financial needs for public school facilities.

Defining the Goals and Objectives of the Facilities Master Plan

A facilities master plan must have goals and objectives which are to be achieved within a certain time frame. The vision of the Task Force for a high standard for public schools in the District provided the basis for the goal toward which this report is directed.

To make our schools engaging, compelling, effective and efficient environments for learning, teaching, working and community activities.

To meet this goal, the Task Force has established the following objectives:

1. To provide appropriate and engaging spaces for educational, administrative and community uses and the flexibility to meet the needs of new educational initiatives.

2. To provide for the efficient use of facilities in accommodating fluctuating enrollments, administrative functions and community spaces.

3. To provide technology-rich environments and computer networked schools.

4. To restore operating schools and administrative facilities to a state of good repair by the year 2005.

5. To provide a secure environment which meets all health and safety code requirements and complies with Federal and local mandates.

6. To establish facility components on a life-cycle basis in order to maintain the system in good repair.

The Preliminary Facilities Master Plan 2005

This Preliminary Facilities Master Plan 2005 is a 10-year needs assessment which identifies what will be required to bring the public schools of the District of Columbia into a state of good repair and to create quality environments for learning, teaching and working that support community uses. The Preliminary Facilities Master Plan includes the following:

1. Provisional enrollment projections for 1995-2005;
2. Assessment of the conditions in operating schools;
3. Cost estimates for eliminating backlog of repairs and restoring schools to state of good repair;
4. Cost estimates for educational modernizations and technology infrastructure; and
5. Financial and management strategies for implementing a facilities master plan.

Work still needs to be completed in order for the school system to prepare a capital plan for funding and school-specific decisions are made to determine which schools need full or partial modernization, and how inventory can be consolidated. This effort is more fully described in the Recommendations (page 3).

Benefits of a Facilities Master Plan

An approved Facilities Master Plan 2005, will provide the information necessary for informed public discussion of the facility needs of the school system. A facilities master plan can provide the following benefits to DCPS:

- substantiation of need and increased level of capital funding;
- effective and equitable distribution of capital funding;
- reduction in emergency repairs;
- coordination of operating and capital responsibilities;
- increased accountability for capital expenditures;
- improved communication between education and facility experts so educational initiatives are supported by facility enhancements;
- improved communication between DCPS and other agencies concerning facility needs and shared uses;
- District government, DCPS and public support for the development of alternative funding mechanisms;
- creation of avenues for consensus building and priority setting within DCPS and the community; and
- increased community understanding and support for school closings and consolidations.

The Capital Improvement Plan

The approved Facilities Master Plan 2005 should form the basis for the first of two five-year capital improvement plans for the District of Columbia Public Schools. A capital improvement plan should include a priority list of school specific capital repairs, replacement and improvement projects to be implemented during the five year period. This is a plan with project budget estimates, including escalation that lays out project commitments by fiscal year. This will be the plan for which funding will be sought.

SECTION 2
Condition of the District's Public Schools

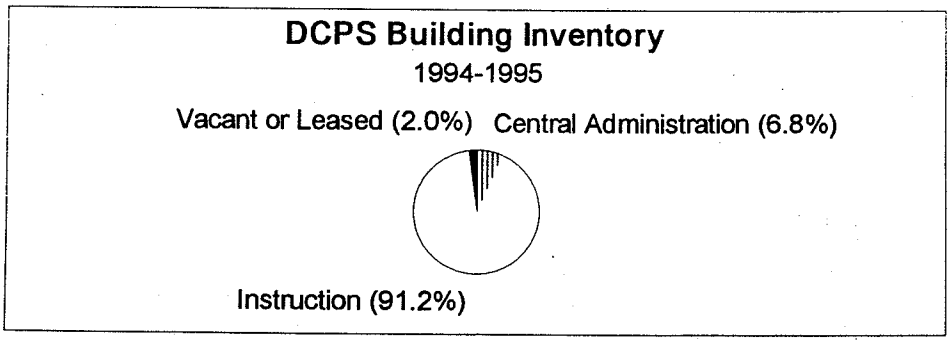
What condition are the District's public schools in today?

The Task Force staff, along with DCPS personnel and consultants to the Task Force, spent the last seven months collecting, compiling and analyzing information on the condition of the District's school buildings, how they are being used, and who is using them. The data used in the following assessment were reviewed for integrity, reliability and currency. The DCPS provided much of the data for the Task Force from within operating units. However, data or information which were unavailable from DCPS were collected independently. An important source of data for findings was an in-depth Three-Part Facilities Survey (Appendix B) prepared by Task Force staff. It was completed and returned by principals, custodians and program directors at every operating school in the District. The results cover the following areas:

- the condition of individual building components;
- how well the school spaces support education, technology, staff and community activities;
- the size and types of non-DCPS programs in the schools; and
- the types and frequency of before- and after-school usage.

The Schools and DCPS Administration Buildings

The District of Columbia Public School System currently operates 163 schools (Lenox Adult Education Center closed at the end of SY 1994-1995), 14 administrative buildings, 4 buildings leased to other organizations, and 5 vacant buildings. The entire inventory of buildings comprises approximately 17. 8 million square feet of interior space, 16.2 million square feet in operating schools, 1.2 million square feet in central administrative space, 280,000 square feet in vacant school space and 109,600 square feet in buildings leased to other organizations. In addition, the DCPS is responsible for approximately 700 acres of exterior space comprised of athletic fields, parking areas, sidewalks, asphalt playgrounds and basic grounds. (See Appendix C, DCPS Building Inventory.)



Source: DCPS, Division of Facilities Management

Backlog of Repairs in the DCPS

In 1991, the school system retained 3DI/AEPA, an engineering firm, to produce a comprehensive facilities assessment of the 189 buildings in the school system inventory at that time. The primary objective of the facility assessment program was to identify physical deficiencies at each school and estimate the cost of correcting those deficiencies. All buildings were visually inspected for the condition of components and a list of measures and associated costs to bring them into a state of good repair was prepared on a building by building basis. A state of good repair is a:

> A fully functional, operating facility composed of components that require only routine or preventative maintenance in order to sustain their intended functions.

3DI/AEPA identified over 16,000 deficiencies in 1991-1992. A summary of these deficiencies on a school by school basis has been compiled from this assessment by the Division of Facilities Management and is available on a limited basis in a separate Volume 2, Section 6, The Master Plan Detail. Based on the 1991-1992 assessment, the backlog of repairs in 1992 was estimated at $584 million.

The Task Force believe that this assessment, although almost four years old, is still a sound basis for establishing current estimates for the cost to bring the schools into a state of good repair. The school system expended $41 million on capital improvements since the 1992 facilities assessment, only seven percent of the estimated amount of the backlog of repairs. However, at the request of the Task Force, Project Resources, Inc. (PRI), a project engineering firm conducted a reinspection of 17 sample schools in May 1995 to verify the quality of the 1992 assessment and to establish the extent of deterioration and improvement of school facilities on a component basis, since the 3DI study was completed. In a report to the Task Force, PRI states:

> The visual inspections revealed that most deficiencies reported in the 1992 Facilities Assessment were still valid, while some new deficiencies were added due to accelerated deterioration.

The visual inspection of the 17 sample schools revealed:

- All 17 schools showed evidence of water leakage and damage.
- Apparent structural damage to masonry walls and concrete columns due to water was noted at several schools.
- Previous repair work and capital improvements had been poorly or incompletely performed.
- Routine and preventive maintenance was inadequate at most public schools inspected.

From these inspections, PRI prepared an updated list of deficiencies at these 17 schools. The 1995 estimated cost of bringing these schools into a state of good repair was prepared using the same component basis of the 1992 Facilities Assessment. A comparison was made between the 1992 and the 1995 estimates and a coefficient which represented the difference between these two estimates was developed. The components and the coefficients describing the change in cost to bring these schools into a state of good repair from 1992 to 1995 are listed below:

1. Site	0.894
2. Handicap Accommodation	1.024
3. Building Envelope	1.299
4. Plumbing	1.108
5. Auto Sprinkler	0.650
6. HVAC	1.457
7. Electrical Distribution	0.853
8. Lighting/Signal Systems	1.441
9. Core Structure/ Walls	1.420
Building Average	1.182

This means that, on average, the cost to bring all DCPS schools into a state of good repair increased by 18% since 1992, an increase from $584 million to $690 million. This change is due to increased deterioration, inflation, and changes in application of R.S. Means Repair and Maintenance unit pricing, as no two estimators are alike. These coefficients have been applied on a school-by-school basis and are listed in Appendix D in the column titled "1995 3DI Repairs and Maintenance."

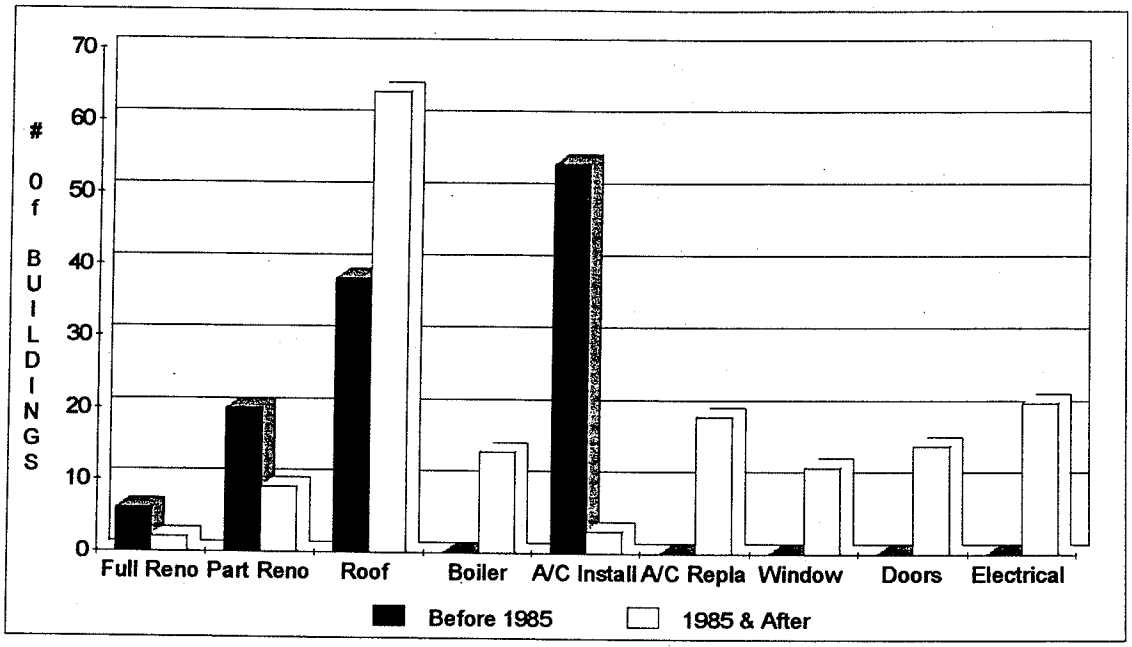
The age of operating schools and administrative buildings in the school inventory is a major problem and a contributing factor in the escalating number of repairs necessary in schools.

- 37% of the buildings in the inventory of the school system are over 65 years old.
- 62% are over 45 years old.
- 88% are over 25 years old.
- According to DCPS only eight operating schools have had total renovations.

This chart summarizes the *types* of capital improvements undertaken in public school facilities before 1985 and from 1985 to the present. This chart does not reflect the distribution of *expenditures* for capital improvements, as the cost of a full renovation, for

example, is far greater than just window replacement. The majority of component replacements were done since FY 1991, but as the chart illustrates, the overwhelming majority of schools are functioning with their original design and components.

Type of Capital Improvements in District Public Schools



Source: Division of Facilities Management

Following are charts with the tabulations of the responses of principals and custodians to the Three-Part Facilities Survey of the Task Force. The first chart is the responses by school custodians and engineers on the current conditions of the major building components in their local school. Evaluative criteria for each building component listed were listed in the Survey and used to guide the responses. These can be found in Part III of the Survey form in Appendix B. In general, "Good" indicates that only routine maintenance is required for the component rated, "Fair" indicates that some repairs of the component are needed; and "Poor" indicates that major repairs or replacement of the component are warranted.

The second set of charts are the tabulations from the responses of principals to survey question #16: **Indicate the ambiance, comfort, and/or usefulness of these spaces.** (Be sure to consider factors such as: heating, lighting, noise levels, ventilation, air conditioning, etc.) In general they rated their schools in fair condition, with adequate facilities, but the ratings ranged from poor to good. These assessments were subjective. In one example, a principal in responding to the question on the ambiance, usefulness or comfort of the student bathroom wrote, "Fair, but some partitions are missing." A student bathroom without stalls, just working toilets, would seem to most of us to be in "poor" condition. However, if the year before, the plumbing was not working, then the bathrooms would reasonably be considered to be in or "fair" condition now.

Assessment of Conditions of Major Building Components in 163 Operating Schools by School Custodian, Building Engineer or Principal

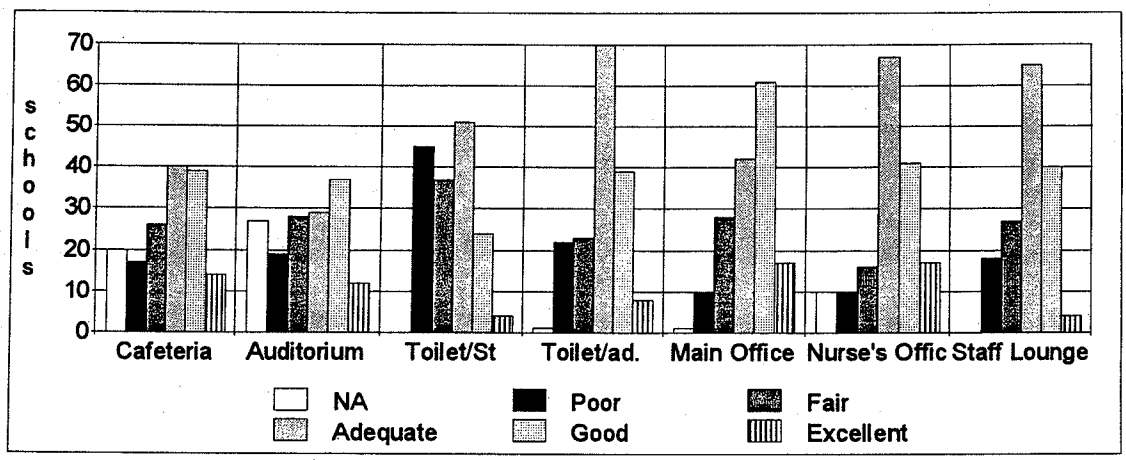
Responses from Three-Part Facilities Survey, Part III, Appendix B

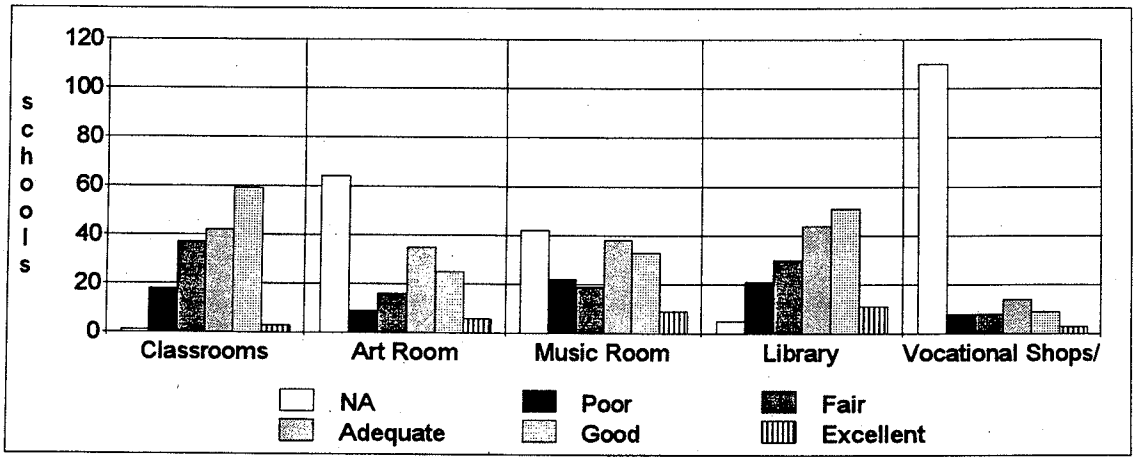
PERCENTAGES OF TOTAL RESPONSES
(% may not add to 100 due to rounding)

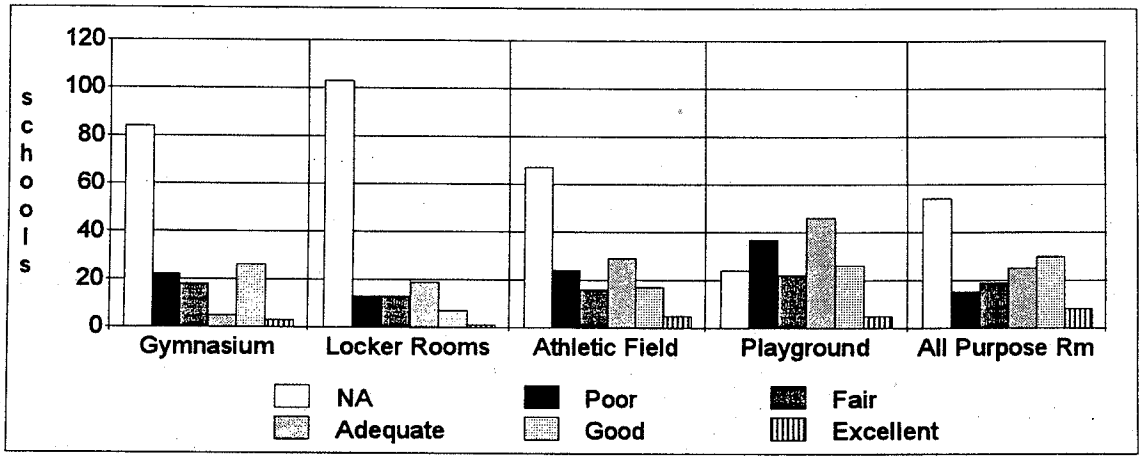
% Good - Fair - Poor -

Category FACILITIY COMPONENT		Good	Fair	Poor
Roofs				
Main #1	Roofing	24%	46%	30%
	Flashing	26%	48%	25%
	Drains	35%	39%	26%
Other #2	Roofing	31%	41%	28%
	Flashing	26%	49%	25%
	Drains	36%	38%	26%
Windows		17%	23%	60%
Boiler Components				
	Burner	67%	27%	6%
	Grate	63%	30%	6%
	Setting	63%	32%	5%
	Breeching	69%	27%	4%
	Tubes	66%	21%	13%
	Vacuum Pump	44%	34%	23%
	Oil Pump/Heate	58%	30%	12%
	Traps	37%	38%	26%
Heating System				
	Piping	37%	52%	10%
	Traps	25%	45%	30%
	Pumps	38%	43%	19%
	Fans	44%	47%	9%
	Univents	37%	47%	16%
	RadiatorValves	28%	37%	36%
Plumbing System				
	Piping	39%	46%	16%
	Student toilets	23%	62%	14%
	Staff Toilets	42%	50%	8%
	Kitchen/Utility	49%	45%	6%
Paint and Plaster				
	Interior	30%	51%	19%
	Exterior	22%	49%	29%
	Plaster	19%	61%	20%
Flooring				
	Wood	35%	43%	22%
	Tile	15%	61%	25%
	Sheet	29%	45%	26%
	Carpet	19%	41%	40%
Chalkboards		31%	54%	15%
Pavement				
	Concrete	21%	52%	27%
	Blacktop	23%	45%	32%
	Parking Areas	36%	45%	19%
Fencing		18%	51%	31%
Exterior Masonry		18%	51%	31%

School Environment
Pre-k through Adult Education
Local Principal's Assessments







Source: Three-Part Facilities Survey of All Schools and Selected Administrative Units

A Secure Environment

Concerns over building security and personal safety of students, teachers and staff in schools and on school grounds were reflected in the survey conducted by the Task Force and in meeting with school-based personnel. The DCPS Office of Safety reported that:

- 24% of the schools have no type of electronic security system.
- 76% have obsolete and inadequate security systems.
- 25 schools reported an accumulated loss of $339,000 from theft of equipment between 1989 and 1994.
- During the 1995 furlough one school experienced approximately $200,000 worth of loss and damage as a result of a burglary.

From the Three-Part Facilities Survey, principals reported:

- 56% of the schools had with inadequate security lighting.
- 43% of the schools had inadequate parking.
- 72% of the schools house at least one non-DCPS program.
- 45 schools were limited in the use of their school by concern over neighborhood safety.
- 35 schools were limited in the use of the school by building security concerns.

Principals reported 10,055 students attending schools out of their attendance zones. One factor influencing parents to send their children to other schools is the perceived safety of the school's location. The overcrowded schools are overwhelmingly in neighborhoods which are considered safe.

Schools accommodate many programs open to the general public during both instructional and non-instructional hours. The designs of schools do not easily support shared uses, and friction between non-school and DCPS personnel is a problem, in part due to security considerations.

Environmental Health and Safety

The District of Columbia Public Schools are required to meet certain standards with regard to environmental health and safety. They must be in compliance with local fire code regulations and meet Environmental Protection Agency standards for asbestos, lead in water and paint, indoor air quality, and hazardous materials and waste from abatement and science labs. The DCPS Division of Environmental Health and Safety is responsible

for testing and abating or overseeing the abatement of environmental hazards, and compliance with fire codes. According to the Office of Environmental Health and Safety:

- Although encapsulation has occurred in every school, there is still asbestos in every school.
- Since 1989 only 15 schools have had major asbestos abatement.
- Lead in paint is known to exist in most schools, but there is no program to correct or test for this.
- There has been no system wide survey for indoor air quality. The school system responds to complaints about air quality only on a case-by-case basis.

From the Three-Part Survey of the Task Force, principals reported:

- 772 drinking fountains which are broken or turned off due to high levels of lead in the water.
- 25 schools have sections of their schools closed due to fire code violations.

The 1994-1995 school year highlighted the importance of compliance with the fire code. The court insisted that schools which had any violations which posed an "imminent danger" were not to be opened. The Board of Education and the Superintendent decided to delay the opening of all schools for three days to complete abatement of code violations and have all schools open together. The school system operated under a court order during the entire year, with DCPS working to abate fire code violations throughout the year and able to attend to only emergency maintenance and repairs in other areas.

The inability of DCPS to aggressively abate asbestos, means that delays for maintenance work while asbestos is being removed prior to a repair will continue to be the norm. Construction costs will continue to be high for boiler replacements and electrical modernizations and other component replacements because asbestos will need to be removed as a part of the component replacement. In schools which are only undergoing component replacement, the cost of abatement, especially with children in the building, is high. An antiquated system with high levels of lead paint and asbestos exposes DCPS maintenance and repair personnel to occupational hazards. Just as fire code violations put the entire school system at risk, lead and asbestos in the schools leave the schools vulnerable to court intervention.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a tremendous Federal mandate affecting the schools. Through the Three-Part Survey, the Task Force found:

- 14 schools were reported to be fully accessible to the handicapped.
- 19 schools reported having passenger elevators.
- 93 schools are only partially accessible to handicapped.

These conditions result in the inability of students with physical handicaps to attend most schools and place the burden on DCPS of the cost of private placements for many of these students. It has also meant that students who are physically handicapped are placed in more restrictive environments in DCPS so their physical handicaps can be accommodated.

Conclusion on the Condition of Schools

The schools in the District did not deteriorate overnight. Decades of underfunding capital and maintenance budgets and the wear and tear by thousands of children who pass through the school doors on a daily basis have brought schools to the state of disrepair they are in today.

The District needs a comprehensive capital program to modernize its public education facilities. To do only component replacements and an occasional modernization, as has been the case over the last 15 years, is inefficient and more costly in the long run. Unless there is a new direction, the schools will continue to suffer from a greater and greater backlog of repairs.

To modernize *all* 163 operating public schools in the District and the supporting administrative space over 10 years is estimated to require $1.2 billion. This estimate is based on meeting all objectives of the Preliminary Facilities Master Plan 2005, as outlined in Section 1--bringing buildings into good repair, placing components on a life-cycle basis, redesigning and modifying space to better support educational and community needs, complying with all codes and mandates and fully renovating and modernizing schools to support 21st century technology. The calculations which led to this estimate are in Appendix D, 10 Year Capital Estimates and 1995 Estimates for State of Good Repair.

SECTION 3
Space Needs of the District Public Schools

How much space does the District of Columbia School System need?

The school system needs to provide for the efficient use of space in accommodating fluctuating student enrollments. As its primary function, the school system needs to provide appropriate and engaging learning environments for education and effective work environments for school-based and central administration. At the same time, communities need access to schools for social services, continuing education, and recreation. To address these issues, the Task Force asked the following questions:

1. How many students are enrolled in District public schools, in what grades and where? And how many students are projected to be in District public schools over the next 10 years?

2. What are the relevant characteristics of the District's public school DCPS student population which may affect elements of a facilities master plan?

3. What educational programs are provided and will need to be provided over the next 10 years?

4. How are well are schools being utilized used for instructional and administrative purposes?

5. What are the non-DCPS uses of the District's public schools?

Enrollment and Demographic Information

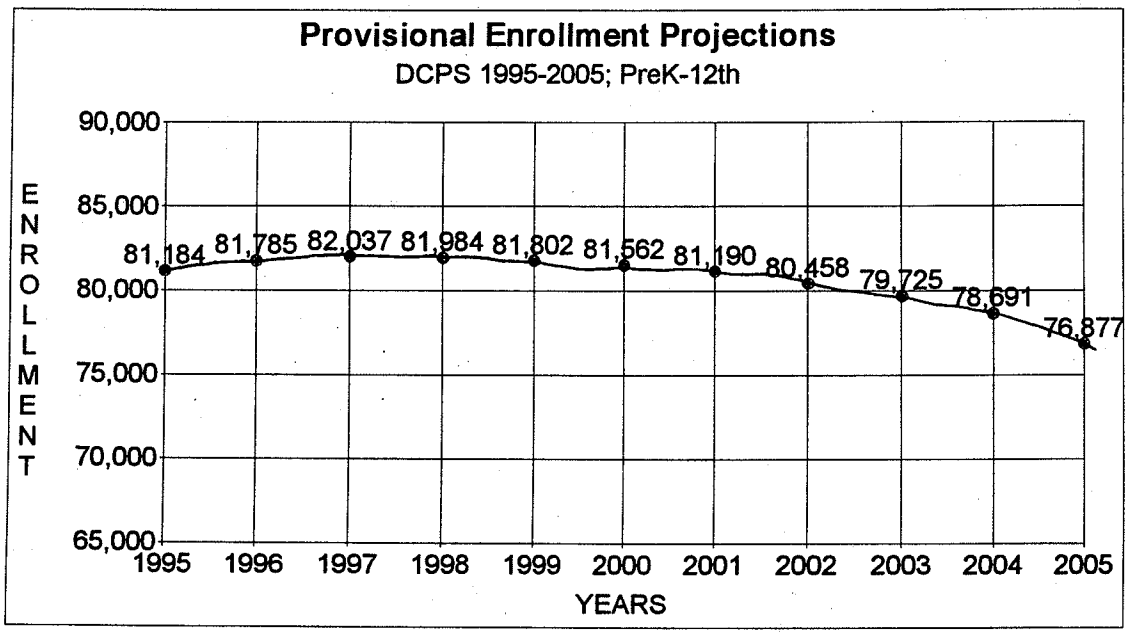
A crucial factor affecting facility needs is how many students the school system must serve and the characteristics of the student population. Enrollment projections were prepared for the Task Force by The Grier Partnership, demographers experienced in public school enrollment projections for urban school systems, who are extremely familiar with the District of Columbia. Their complete report, including projections, is in Appendix F.

Enrollment Projections

In response to public concern over the official student enrollment number, the Superintendent with the participation of the General Accounting Office conducted a special count of the student population. The special count used a scientific random sampling of DCPS students to evaluate the level of accuracy which could be ascribed to

the data which DCPS used for the official enrollment figure. The Task Force has not received the final report of that count and therefore has designated the projections "provisional."

Provisional projections based upon official enrollment figures show enrollments increasing gradually until the 1997-1998 school year, then beginning a slowly accelerating decline that will bring the school population to 76,877 by the 2005-2006 school year. The peak in 1997-1998 is projected to be 82,037 pupils, up nearly 1,600 from the 80,450 reported for 1994-1995. The 2005-2006 figure is down by 3,573, approximately 5% lower than in 1994-1995.



Source: The Grier Partnership, based on official DCPS enrollment figures.

These projections were prepared using the cohort survival method. This widely-used technique is a mathematical model which simulates the way in which students move through the school system, grade-by-grade and year-by-year.

This projected decline follows years of falling DCPS student enrollment, from a high of 147,100 students in 1970 to 100,000 students in 1980 and to approximately 80,000 in 1990. Although the numbers of students in the DCPS system has been declining steadily since 1970, the needs of the student population have risen steadily.

DCPS Is Challenged by Its Student Population

DCPS has the responsibility for providing appropriate educational programs to all students in attendance. Students who are ready to learn and create must be provided for even as the system responds to the needs of students who may need additional help before they are ready to learn.

Students Have Needs That Impact Their Readiness to Learn

- In 1990, according to the U.S. Census, 81% of all school-age children attended public schools in the District of Columbia; 19% attended private or parochial schools.
- Between 1990 and 1994, the percentage of District families living in poverty grew from 16.9% to 26.4%; the public school system enrolled 95% of the children living below the poverty level.
- Over 50% of all District children live in households without fathers, twice the proportion of 1970; the public school system enrolled 89% of these children.
- Nearly three-fourths of births to District residents are now to single mothers and one child in six is born to a mother who is still in her teens.
- Between 1980 and 1990 District residents who spoke a language other than English in the home increased over 200%.
- In 1990, the public schools enrolled 96% of all children for whom neither parent was a high school graduate.

The data suggest that more children will require the public school system to provide: before and after school care, an expanded feeding program, more English as a Second Language programs, more remedial and special education programs. In addition, increased adult education programs, especially literacy training, will aid parents in supporting the learning needs of their children.

Students Have Educational Needs That the System Is Not Prepared to Meet

Many families send their children to public school from kindergarten to sixth grade and then place them in private or parochial schools until graduation from high school because they believe that the DCPS system does not provide children with to up-to-date technology and challenging programs. (See Projected In- and Out-Migration for DCPS Graduating Class of 2005, page .)

The District school system has programs that were established to meet the educational aspirations of students who read and do math above grade level, who attend school regularly and will go to college. However, these students need greater access to modern technology in the classroom and to information resources outside the school, greater freedom to work independently while in school, wider varieties of teaching methods that will allow them to exercise their creativity; and modern equipment to give them at least one usable vocational skill.

The Educational Initiatives of DCPS for Today and 2005

To address the needs of students the DCPS has instituted several initiatives and programs. Most of these initiatives have implications for facilities and can be more effectively implemented if the appropriate facility modifications accompany the start of the

program or practice. The next section describes these initiatives and the optimal facility changes and space required to support them.

Elementary School Initiatives

Pre-school or Headstart programs are offered in 49 of the 111 elementary schools. Appropriate facilities for pre-school programs include:

- a bathroom adjacent to the room, sink with running water
- bare and carpeted areas
- "cubbies" for coats and possessions at a low level
- counters that a small child can reach
- direct sunlight, windows to see outside and spaces for plants
- playground and outdoor play facilities
- door handles students can manipulate
- a large enough open area to allow for modular spaces and storage areas

Experience-based Instruction--"Hands-on Science," manipulative-based mathematics instruction, whole language based reading and writing. Interestingly, this approach to instruction requires space accommodating library, art gallery and museum display areas, and additional eye-level bulletin board space in hallways.. Students thrive on the stimulation of interesting things to look at, manipulate, and contemplate. Creating a miniature museum, greenhouse, zoo, or art gallery gives experiences that students can use to apply mathematics, make connections to reading, write about, paint, construct, or experiment with in experience-based approaches. Secure storage/display areas are also useful for more valuable items the students and teacher want to display.

Middle School

Smaller learning communities, interdisciplinary team teaching, exploratory programs, and flexible scheduling are characteristics of an effective middle school program. These schools, typically serving students in grades six through eight, recognize the early adolescent's need for security and identification with a particular group along with a readiness for a broader range of experiences and greater depth of inquiry in different subject areas than is available at the elementary school level. Student movement during the school day is in class groups or "families" rather than individually.

Middle schools need a readily accessible and user-friendly library/learning center containing varied resource materials including book, periodicals, and computer software and hardware. The mathematics and science spaces should also reflect the active minds and bodies of this age student. These students are engineers, manipulative, hands-on people, not passive learners. The middle school is also the level where the students actively participate in art, music and band, drama, wood and metal work, and physical education, in addition to learning and experimenting with foreign languages.

Junior High Schools

The needs of early adolescents are the same whether they are in a middle school or junior high school environment. The junior high schools were designed early this century as "younger versions of high schools" with emphasis on preparing non-college-bound students as tradesmen and craftsmen. The facilities in these schools have been designed and constructed around the subject, not the needs of the students. Science rooms are clustered as are the rooms for mathematics. Rooms for English instruction, taught as a distinct subject with little coordination with social studies, are generally located together. As a result, junior high schools are planned around students moving as individuals to different classes, mostly on unique schedules.

The junior high school should also have a comprehensive library/learning center readily available and user-friendly. Since the ninth grade is the first of a student's four-year record base for post high school studies, this facility must provide materials and function as an academic resource as well as one for general purposes. The science, foreign language, and physical education spaces must also be able to reflect the same higher educational demand. Industrial arts and home economics are added to the list of required courses, and students can take electives as their schedules allow. Spaces for students to meet and work on special projects in small groups as well as individually would be available. Professional spaces for teachers to prepare, to counsel with student and parents, and to use and become proficient on technological and communication equipment should be an integral element in all junior high schools. Communication with the parents is crucial at this level of schooling.

Senior High Schools

The DCPS has embarked on an ambitious and wide ranging effort to redesign 10 high schools for the 21st century. Integral to this program is called Renaissance 2000, is the creation of prototype schools for math, science and technology at Ballou SHS and Coolidge SHS, and the extension of special or alternative schools. The major guiding principles for Renaissance 2000 are:

Integration of high-level academic and modern vocational education, extensive use of technology in learning, and cooperative and experiential learning. In today's world, vocational education students are required to deal with sophisticated electronic equipment, complicated training manuals, computer-aided design and instructional materials. All students need rigorous academic preparation, and are now required to graduate with at least one marketable skill. The challenge is to provide the necessary vocational equipment in a location which students can easily access as they take their core academic subjects.

The modern high school also has to provide computer modeling and sophisticated equipment for most science classes, as well as up-to-date rooms for industrial technology and independent learning. Students and teachers need multiple conference rooms, with

modems, computers and printers. They need spaces for small group work and stations for independent study near the library/media center.

The library/media center needs a satellite hookup for receiving transmissions, wiring to a transmission center and linkage to an in-school television/recording studio. It also needs electrical hook-ups, with multiple lines to Internet and access to the world's libraries. The city's and school system's libraries should be interconnected to allow inter-library loans. Modern requirements for special classes include: a weight room, with possible public access; a kiln and welding equipment for art; wiring in all rooms for computer communications with video screens and telephones.

Small learning communities, schools within schools, team teaching. This organization of students is much like the "families" described for middle schools. Students are organized into groups of 100-150 each, and work with the same set of "core" subject teachers, while attending special subjects and electives on individual schedules. Often students choose to be on certain teams because of a certain thematic emphasis, such as a Public-Private Partnership, or Academy (public service, law enforcement, culinary arts, hospitality, engineering, performing arts, nursing, etc.) A facility designed to support these groups would place teachers of different subjects on a single team, near each other, and near the lockers of students in their group. Although some special rooms replicating the professional focus of each team would be required, other facilities such as conferencing rooms, electronic communications, publishing, and presentation capabilities would be needed as in high schools with a traditional organization.

Special Education

Full Inclusion Programs. In all but four of the District public schools, there is at least one special education class where students with disabilities are taught within the regular classroom and school settings. Special education usually requires a non-restrictive environment including wheel-chair access to all rooms (bathrooms, main office, lunch facility, gymnasium, specialist offices and classrooms) and fire drill evacuation for wheelchair-bound and mobility-restricted students. In addition, individual students have individual needs. It may also be necessary to upgrade electrical systems to accommodate special hearing laboratory equipment or Braille typewriters. Other considerations are: elevators, ramps, door sills, steps, toilet height and attachment, stall width, door handles, hall railings and special "time out" spaces.

Bilingual Transitional Programs

Limited English Proficient Students. Students with limited proficiency in English are coached and taught to function in the English-speaking environment. They require space for a learning station with computer equipment, earphones, and tape/CD/record playing and/or recording appliances. In addition, walls should accommodate pictures, signs and other displays to help in the cultural transition. Spaces for English-speaking

students to work privately with limited-English speaking students would be very helpful. Dual language team teaching requires sufficient resource or other spaces for teaching in small groups.

Vocational and Career Education

The demands of the 21st century redefine the concept, use and appearance of the vocational classroom. Several initiatives, such as School-To-Work, require the workplace to become a part of the classroom. Tech Prep Applied Academics courses turn the classroom into a laboratory for the use and practical demonstration of math and science skills and provide a bridge to post-secondary education.

School principals will begin utilizing business training facilities and their faculties to provide computer application skills to students and staff. There will be more linkages with the private sector and other public agencies to obtain resources, apprenticeships and student/teacher internships. Greater learning opportunities will be developed outside the traditional classroom and school building.

Adult Education

Basic education, job retooling, and personal enrichment. The high dropout rate, the increase in the number of non-English speaking adults, the projection that Americans will change careers four to five times in a lifetime, and the need to give the District's childless adults a stake in the schools, underscore the need to offer adult education services. Regardless of who delivers those services, the demands upon school facilities will be much the same as for high school. Evening and possibly daytime access to basic education classes; vocational centers; computer laboratories; and art, culinary and science facilities will be necessary. In addition, specific career-focused programs such as training for bus/truck drivers, nursery and greenhouse managers, small craft navigators and others may require access to non-traditional school facilities.

Staff Development

A continuing activity for teachers and principals. The key facility need in support of staff development is a room that can be used for student and adult groups, meetings and conferences. It should accommodate all audio-visual equipment, as well as telephones and modems. A secure cupboard should house A/V equipment and computers. White boards or black boards are necessary along with conference supplies and equipment. The room has to be large enough to allow small group breakouts.

System-Wide Initiatives

The following initiatives are already underway in the District.

- Enterprise Schools-- public schools with autonomy from the DCPS central office and decisionmaking over their budget, program, and staffing.
- School Within a School Charter--schools started by teachers or parents with greater autonomy over program, staffing, and budget.
- Math, Science and Technology Initiative funded by National Science Foundation--a 5 year grant to improve math and science achievement and technology proficiency of District public school students.

Technology-Rich Learning Environments

In the 21st century, the District of Columbia Public Schools must fulfill its mandate to improve instruction, increase the number of students who remain in the system through the 12th grade and provide students with the necessary job and business-related skills. To do so, the efforts toward the development and expansion of our schools' technology infrastructure will need to be accelerated. As the calculator replaced the slide rule, the computer will replace or enhance textbook-based instruction. Interactive multimedia workstations combined with current and future communications network capabilities will electronically bring the world into the classroom and onto the desk.

This expansion will require the transformation of school libraries and resource rooms into informational resource centers. It will increase the need for digital distance learning systems, interactive multimedia workstations and high speed fiber optic telecommunications networks in schools.

Major technology infrastructure components will need to be incorporated into any new school buildings and future renovations of our older buildings to support this. Much of the existing technology in our schools will need upgrading and updating to meet these new standards. From the workstation to the supporting infrastructure, those major components are:

Multimedia workstations. Students have access to a computer with full motion graphics in the classroom.

Desk-to-desk and classroom-to-classroom network facilities (Local Area Network-LAN) Each multimedia workstation is connected to the school's information resource center.

Information Resource Centers. Networked videotape and laser disc players, file servers and telecommunication equipment are linked to classrooms, distant learning centers and information depositories, such as, The Library of Congress. They will be interconnected from the information resource center to the classroom and from building to building.

Building-to-building network facilities (Wide Area Network or WAN). Provides inter-connectivity from building to building and will support distance learning and other voice/video/data traffic of the schools.

Support Facilities. The Center for Innovative Technology and Management Information Systems support the building-to-building network, provide staff development and multimedia curriculum distribution capabilities. Interconnectivity to administrative offices will funnel through these support facilities to provide global communication and distance learning capabilities.

Ability of Schools to Accommodate Educational Initiatives and Technology

Many of these initiatives have started, but the facilities have not been adapted to their changed. The room usage survey of District public elementary schools conducted by the Office of Planning in the Division of Facilities Management found that:

- 65% have no space designed for pre-kindergarten.
- 54% have no space designed for special education.
- 33% have no multi-purpose rooms.
- 24% have no designated health facilities.
- 31% have no counselor offices.

The Three-Part Survey indicated that of the 163 District public schools:

- 84 schools had no gymnasium.
- 64 had no art room.
- 42 had no music room.

Spaces that are used for all of these varied functions have been converted from general education classrooms in schools which have the space; in overcrowded schools, they are squeezed into storage rooms or book closets. When rooms are adapted for special purpose, they lack the accommodation for special purposes. For example, art rooms need water, special storage and equipment; and music rooms need special storage and acoustical treatment. The lack of these and other specialty spaces increases the difficulty of educating and serving children.

Old schools are unable to accommodate today's school uses. The traditional school consists of standard classrooms and a main office. However, with the increasing needs of children, space that supports appropriate special services are needed. Health areas need bathrooms adjacent to them, and counselors need office space for testing, conferences and confidential record storage. Teachers need office and/or meeting space, and they need an area with reference materials where they can study or prepare materials

for the students. The psychologists, social workers, and speech therapists who travel from school to school need office space for testing, parent conferences, working with students, and record keeping.

The Ability of Schools to Support Technology

Results of Three-Part Survey

- 99 of the 111 elementary schools have at least one computer lab; however, many are still using the old IBM P C Jr. computers.
- 23 of the 24 junior and middle schools have at least one networked computer lab using IBM 386 systems.
- All of the 21 senior highs, vocational and adult education centers have at least one networked computer lab.
- 58 computer labs are connected to on-line services such as America On-Line.
- 123 schools reported that they do not have an adequate number of computers in classrooms and 53 of these reported that the electrical system will not support the additional computer equipment.
- 102 school libraries are not connected to any on-line services and 61 have no available phone lines or internal modems for library computers.

Instructional Television Fixed Disk System (ITFS)

Teachers use ITFS to bring visual learning concepts to the classroom in a format that captures the attention of students. ITFS broadcasts over a microwave wireless cable system. The cable system at the building level presently carries video for ITFS, Distance Learning and District Cablevision.

- ITFS currently broadcasts instructional television programs to 70 elementary, middle and secondary schools.
- 93 elementary, middle and secondary schools need to have wiring and hardware installed or upgraded.

DCPS Administrative Wide Area Network (WAN)

The WAN connects local schools to the school system's central databases and administrative systems (student, financial, facilities, personnel and inventory management).

- As of the close of the 1994-1995 school year, all middle and secondary schools were directly connected to the DCPS WAN.

- Elementary schools access the WAN by way of high speed modem dial-up (telephone).

Utilization of School and Administrative Space

The school system needs to plan for the efficient use of its buildings. A major concern for the Task Force was the utilization of school buildings. Between 1970 and 1995 school enrollments declined by 45%, while the number of schools declined from 220 to 183, or 17%. At the same time, the amount of instructional space increased by 2 million square feet. With the current enrollment of 80,450 students, the average space per pupil is approximately 200 square feet. This is more space than DCPS can afford to repair, maintain or modernize. Approximately 10,000 parents, fairly evenly represented by each ward, attend schools other than their neighborhood schools. Schools have changed in the way they are used both educationally and by the community. These factors combine to make the issues related to efficient school use complex.

The average capacity for the 111 elementary schools in the District is 600 students. The average size of these schools in the District is 69,633 square feet. The average enrollment for DC elementary schools for SY 1994-1995 was 443 students. Since DCPS was once an overcrowded system, the schools built in the 1950s, 1960s and 1970s were all extremely large. The school system between 1970 and 1994 closed many small schools and replaced them with mega-schools. This is why the gross square footage of the school system increased by 2 million square feet, as the number of schools fell by 47.

Using definitions and standards for capacity and utilization which were developed approximately 10 years ago, the 1994-1995 occupancy for DCPS schools Pre-K through 12th is as follows:

School Occupancy, 1994-1995

	Average	High	Low
Elementary Schools	72%	121%	44%
Junior High/Middle Schools	57%	152%	32%
Senior High Schools *	62%	100%	38%

* Includes 11 comprehensive high schools, but not the alternative high schools: Bell, D.C. Street Academy, Ellington, Phelps, School Without Walls, and Benjamin Banneker.

The school occupancy data were derived from Appendix F. These statistics should be considered preliminary until DCPS has not completed room usage surveys and revised utilization profiles for all schools.

The Division of Facilities Management collected detailed information on classroom, resource, and administrative room usage through school visits to 84 of the 111 elementary schools. Each room in the school was identified and the 1994-1995 SY use was recorded. The data is still preliminary; however, a number of patterns have emerged:

- There are numerous special education rooms.
- Schools have multiple resource rooms.
- Instructional and administrative space has spread to fill empty spaces as enrollment has dropped.
- Average class size was approximately 22 students.

A summary of how classrooms were used during the 1994-1995 school year in 46 of the 84 elementary schools surveyed is in Appendix H. In these 46 schools, 1,196 rooms were designed to be classrooms; 884 of these rooms were used as regular classrooms--pre-k through 6th grade; 72 classrooms were used for special education; and 240 classrooms were used for other purposes, including 39 classrooms that were vacant. "Other purposes" includes art, music, computer, science and resource classrooms, as well as Evenstart and Headstart, ESL, and teacher preparation.

From a preliminary analysis of the room usage surveys completed in June 1995, it is clear that elementary schools have changed in the last 10 years. Lower pupil/teacher ratios, inclusion of pre-school, computer and science labs and the increased services for students with special needs have reduced the capacity of most elementary schools from the capacity levels now assigned to them by the Division of Facilities Management. Spaces once used for general education classrooms which counted toward capacity, are now used to accommodate these new functions and, with the exception of pre-kindergarten, are not classrooms which can be assigned student capacity.

In elementary schools today, classes are smaller and there is more active learning on the part of students. Students are often on their feet, involved in active hands-on instruction and cooperative learning, rather than in their seats listening to the teacher. In as many as 50 elementary schools, three meals per day are provided to children--a far cry from the days when all students went home for lunch. There are after-school programs in most elementary schools.

A dilemma for the school system and the District is that while the schools may be underutilized, as evaluated from a formula based on the design of the building, from a program or educational standpoint, elementary schools of 600 or 700 students are not desirable. A recently released Carnegie Foundation Report indicates that the optimum school size for an elementary school is approximately 400. The researchers found that there is a strong correlation between school size and educational achievement. It is worth

noting that there are no private elementary schools in the District which even approach 600 students and that the private middle and senior high schools tend to be almost as small as the elementary schools.

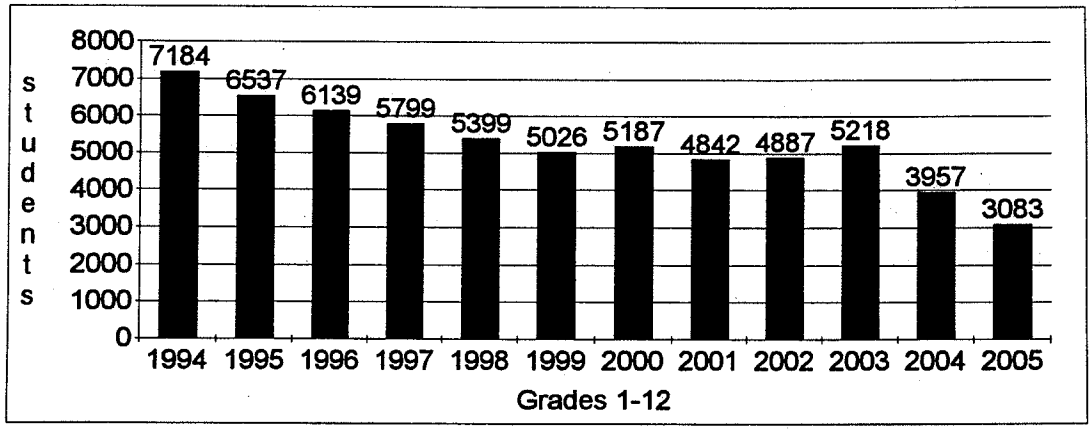
Middle, Junior and Senior High School Utilization Profiles

The utilization profiles of junior high schools (grades 7-9) which have been converted to middle schools (grades 6-8) and senior high schools (grades 10-12) are likely to change also. But at this time the DCPS does not have room usage surveys for the secondary levels.

Senior high schools, like the elementary schools, have taken on new responsibilities. A number of schools are now providing spaces for functions such as day care and health services. Though secondary utilization profiles are not expected to change as much as the elementary level, DCPS should quickly complete the room usage surveys for all operating schools in order to make a more accurate assessment of their space needs.

One of the factors affecting the low levels of utilization at the junior and senior high school level is the loss of students from DCPS as they move through the system. Many factors contribute to this attrition or loss--students move out of the area, are placed in private school, drop out, are incarcerated, or die. Using the provisional projections from the enrollment and demographic study prepared for the Task Force, it is possible to project that while there were 7,184 first graders in DCPS during the 1994-1995 school year, there will be only 3,083 12th grade students in DCPS in 2005-2006. This chart takes all first graders enrolled in DCPS in 1994, which is 7,184, and estimates how many children will be in 2nd grade in 1995 and in 3rd grade in 1996, and onward through the year 2005 at which time they would be in 12th grade. One half of this decline occurs by the time the students reach the 6th grade.

Projected In- and Out-Migration 1994-1995
1st Graders in DCPS, School Years 1994-2005



Source: Enrollment Projections, Grier Partnership

DCPS does not have a formula for evaluating the capacities of schools that differ by program design from the traditional elementary, junior and senior high schools. Webb Elementary School and Duke Ellington High School for the Performing Arts are two examples of such schools. DCPS also does not have capacity formulae for adult or vocational education facilities. These standards are also needed.

Central Administrative Offices

Currently 14 facilities, with a total of 1.2 million square feet used for administrative purposes, are used by DCPS. An additional 142,000 square feet is leased for in the Presidential Building at 415 12th Street, NW for DCPS central administration (Building Inventory 1995, Appendix B). There are also central administrative offices in a number of operating schools, such as the Office of Language Minority Affairs at Roosevelt Senior High School and the Office of Health and Safety at Stanton Annex. A great deal of energy has gone into the relocation of the DCPS main offices, however as of this writing the issue has still not been completely resolved. The Superintendent and Board of Education are to move into the Franklin School, a 41,000 square foot building in need of complete renovation; and the other offices will move into vacated schools--primarily Rabaut, Hamilton and Logan. There are a number of significant problems with the plans for accommodating the central administration:

- School buildings are inefficient accommodations for office space. Standard classrooms often serve as offices for a single person, so too much inventory is used for central administration.
- There are insufficient capital funds to properly retrofit the schools to accommodate and support office uses.
- The conditions of buildings in which central offices have been relocated are comparable to the system as a whole.
- Central offices are to be relocated to five major locations spread throughout the District;
- The new central office locations are in residential neighborhoods, and do not provide retail and commercial services or parking to support office personnel.
- The residential locations for central offices create neighborhood parking and traffic problems.
- The Board of Education and Superintendent will be separated from central office staff who are under the supervision of the Superintendent.
- Work time is spent traveling to meetings at widely dispersed DCPS central administrative offices.
- Coordination and communication is made more difficult between by multiple locations, especially with limited technology.

Community and Non-DCPS Use of the Schools

Schools provide accommodation to many programs and uses which fall outside of the DCPS instructional purview. However, for the most part, schools are not widely or intensely used by the community for purposes other than instruction.

- 157 programs not operated by DCPS were reported in 118 schools .
- An estimated 13,000 persons--children and adults--were reportedly served by non-DCPS programs in schools.
- 87 programs operated during the instructional day, 137 programs operated in the evening, 48 during vacation, 27 during holidays, and 21 on weekends.
- 60% of the 157 programs provide child care--after school or day care programs. Approximately 20% are purely recreational; and 20% are for adult, vocational or career education.
- Four school buildings are leased in their entirety to non-DCPS users.
- The income from use agreements for schools collected by the DCPS Realty Office has increased steadily in the last five years, from $438,000 to $597,000.
- DCPS benefits from services in exchange for building use such as George Washington University (GWU) classes are made available for students at School Without Walls (SWW) in exchange for GWU using SWW for evening classes.

SECTION 4
Challenges to Rebuilding Schools

What are the challenges to providing the District with 21st century schools?

To transform the public school facilities of District of Columbia from their current state into one that meets the requirements for supporting the greatest school system in the United States poses numerous challenges for the District and all its partners.

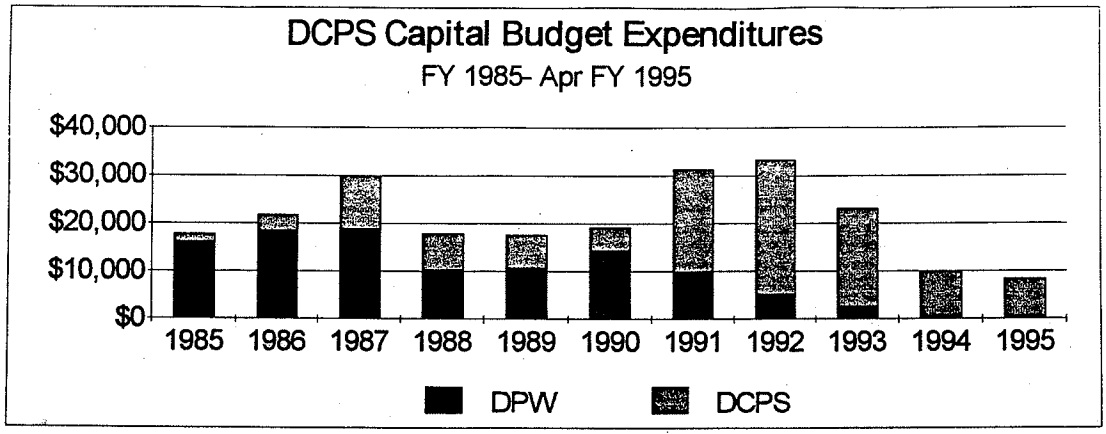
Fiscal Issues

The DCPS capital and maintenance budgets are funded annually from only one source, the District's budget. Capital funds come from city general obligation bonds and the maintenance funds are from the DCPS operating budget allocated to the DCPS by the Council and Mayor. It is up to the Board of Education to determine the fiscal priorities for the school system's budget. Historically the DCPS has difficulty with the "bricks vs. books" trade-off and underbudgets for facility maintenance and repairs.

The DCPS Capital Budget

The DCPS has faced major obstacles in responding to capital needs of the school system. The District of Columbia experienced tremendous growth in its student population throughout the 1960s until the early 1970s and capital funds were made available to build new schools and additions quickly to accommodate the drastic enrollment increases. Except where additions were constructed, the older schools benefited from few capital improvements.

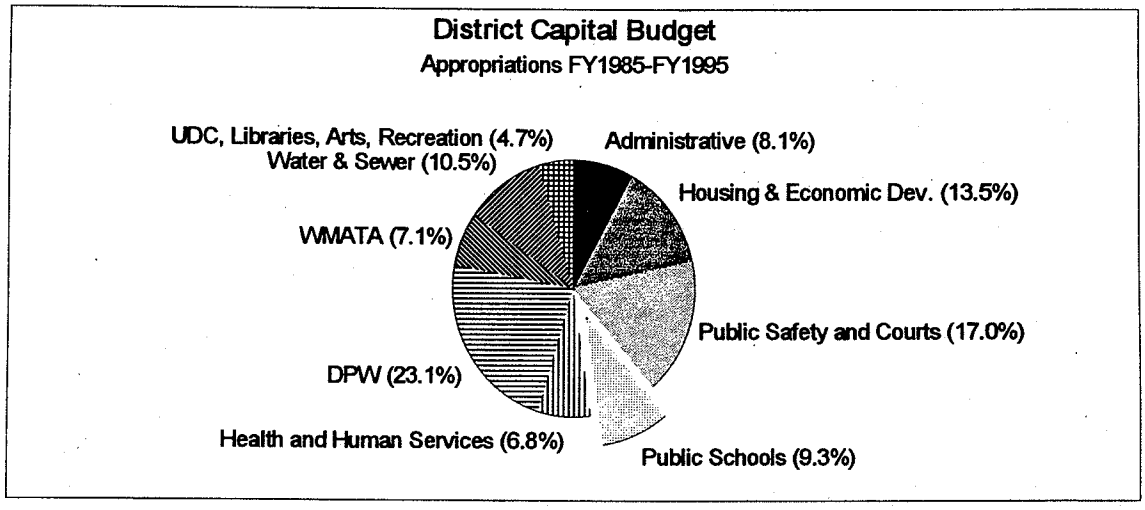
Since the early 1970s, the capital budget has not been sufficient to implement a modernization program. From FY 1985 to April of FY1995, a total of $230 million was expended through the Department of Public Works and the District of Columbia Public Schools capital budgets for public school improvements, an average of $23 million per year.



Source: DCPS Division of Facilities Management

The District does not have a standard for determining the building life of its facilities and the level of support which is needed to maintain them in a state of good repair and accommodate educational and enrollment needs. However, in applying a standard of a 40-year life for schools, before full renovations are required, then the District should have been spending on average $67.5 million per year for capital repairs and improvements. This figure applies to the current inventory as though it were already in a state of good repair and was being maintained in its original condition, with major components--roofs, windows, doors, electrical, plumbing, HVAC --replaced on a life cycle basis. The deterioration resulting from the lack of capital funding is cumulative and it is this multi-year shortfall which has lead to the $690 million repair and maintenance backlog in the school system.

The school system is just one of twenty District agencies which must compete for capital budget authority and financing. Over the last 10 years the school system's share of the District's capital budget was only 9.3%.

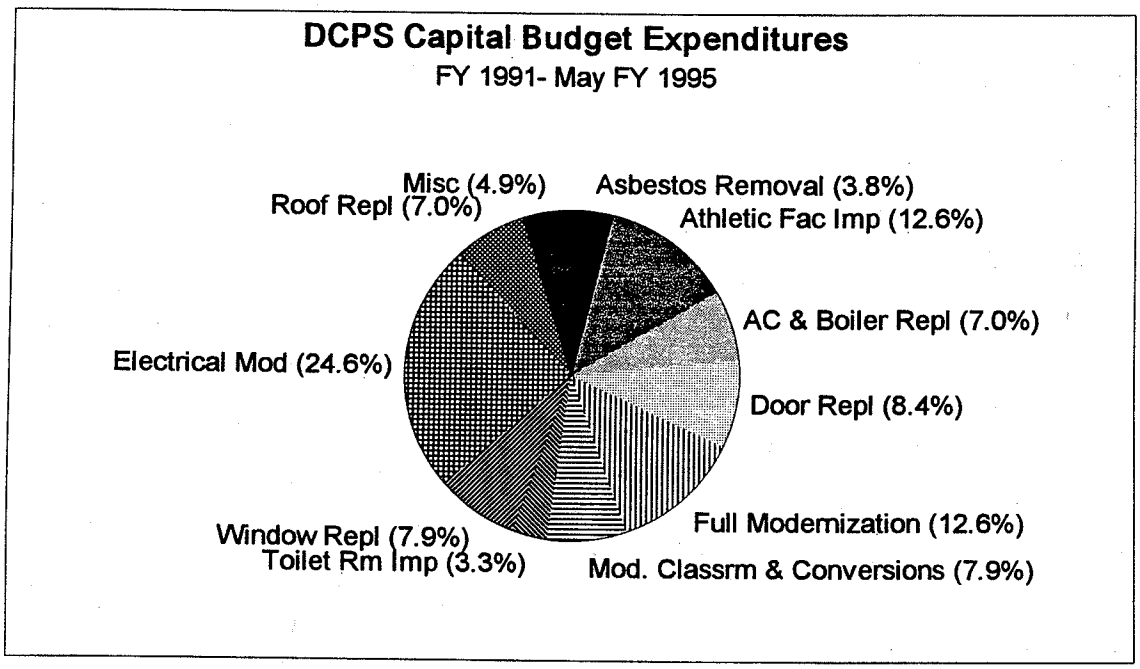


Source: District of Columbia Capital Budget

On three separate occasions Congress interceded on behalf of the schools and specifically appropriated a total of $22.6 million in funds to the capital budget for deferred maintenance in public schools. Since FY 1991, the Federal government has made $14.6 million available for deferred maintenance; however during this time, the capital program expended approximately $26 million for maintenance improvements such as chemical treatment for coolers, pigeon infestation removal and boiler pump repairs, leaving the school system with even less for capital improvements.

In FY1991, the DCPS began an ambitious program of component replacements--windows, doors, roofs and electrical upgrades. However, after two years this effort was slowed tremendously due to fiscal problems in the District. The need to quickly abate fire code violations further limited the school system's efforts to implement long-term improvements.

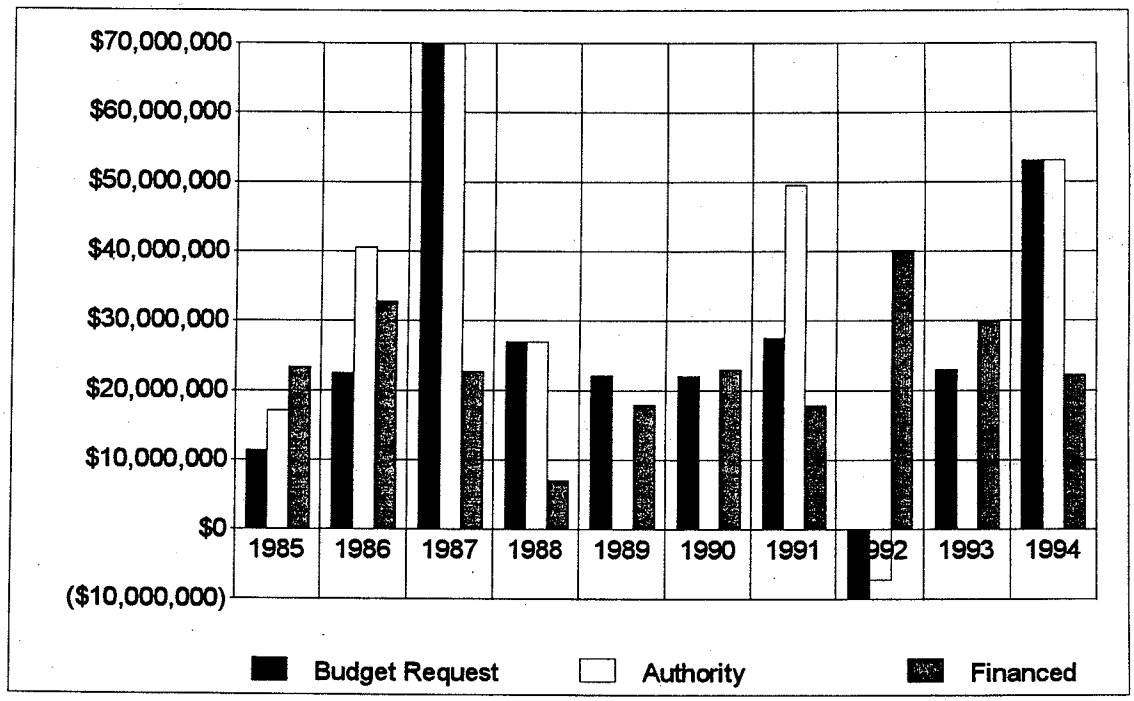
The following chart summarizes the distribution of a total of $63.6 million in capital expenditures of DCPS from FY 1991- May of FY 1995.



Source: Division of Facilities Management, DCPS

Another obstacle to the implementation of an effective capital program, other than the amount of funding, has been the unpredictability of capital funds. Since 1985, the capital budget for schools has fluctuated wildly. For the last three years, the District has not followed the standard budget process and has not asked agencies for requests for new authorization, but rather given them spending targets on how much financing they can expect.

DCPS CAPITAL BUDGET
FY1985-FY1994
Request vs Authority vs Financed



Source: DCPS, Division of Facilities Management, and DC Capital Budget

DCPS Maintenance Budget

The age and condition of schools affect the operating budget of DCPS in terms of maintenance, repair and utility costs. Old buildings which have not been renovated or upgraded are costly to maintain and repair. DCPS provided figures for maintenance expenditures for the last five years. This accounting includes personnel and benefits (except retirement contributions) for the Facilities Management employees assigned to the three DCPS service centers, and is exclusive of Facilities Management central administration at Penn Center.

The maintenance staff is composed of approximately 280 carpenters, general maintenance workers, electricians, mechanics, boiler operators and painters. The budget below does not include school-based custodians, or boiler engineers who are responsible for cleaning and level 1 maintenance and represent another approximately $30 million in facility related services--cleaning, and level 1 maintenance. The FY 1994 contract services includes the expenditure for a contract with Servicemaster, a firm hired by DCPS to implement a detailed management plan for school building custodial functions.

DIVISION OF FACILITIES MANAGEMENT
Maintenance and Repair Expenditures
FY 1990-FY 1994

Description	FY 1990	FY 1991	FY 1992	FY 1993	FY 1994
Salaries & Benefits	$8,286,126	$8,446,860	$8,576,120	$9,105,243	$8,988,909
202 Maintenance & Supplies	$3,455,148	$3,315,324	$2,372,072	$3,829,594	$3,382,143
207 Uniforms	$46,951	$39,239	$39,771	$21,588	$60,450
406 Maintenance Supplies	$2,193,249	$1,560,821	$1,512,131	$3,205,199	$2,363,212
409 Contract Services	$299,657	$364,889	$312,099	$282,621	$350,000
702 Purchase - Equipment	$755,000	$658,000	$873,598	$330,441	$412,381
703 Purchase - Auto	$42,000	$61,088	$49,995	$191,027	$0
706 Rentals	$22,631	$12,641	$11,302	$29,066	$16,154
TOTAL	$15,100,762	$14,458,862	$13,747,088	$16,994,779	$15,573,249
Total Square Footage DCPS	18,380,595	18,380,595	18,380,595	18,380,595	17,838,795
Maintenance per SF	$0.82	$0.79	$0.75	$0.92	$0.85

Source: DCPS Division of Facilities Management

Over the last five years, the DCPS has spent an average of $.83 per square feet from its operating budget for repairs and maintenance. However, during this time, an additional $14.6 million Paygo Funds was contributed to the capital budget by Congress and earmarked for deferred maintenance. Altogether then, the amount spent for maintenance and repairs from FY 1990 through FY 1994 was approximately $1.00 per square foot. Based on an industry standard of 1% of replacement value, the school system should be spending $27 million annually or $1.51 per square foot, for routine maintenance and repairs. By spending only 56% of the standard, the backlog of maintenance and repairs continues to grow and the overall deterioration of school buildings increases.

The utility costs for DCPS are high and continue to increase. Typically the school system under budgets for utilities. For the last five years, utilities have cost the following:

Utilities Expenditures FY 1990- FY 1994
DCPS

	FY 1990	FY 1991	FY 1992	FY 1993	FY 1994
302 Fuel Oil	$2,480,471	$2,121,859	$1,591,515	$1,662,683	$1,057,338
304 Gas	$4,165,887	$3,788,528	$4,185,813	$5,314,110	$5,680,200
305 Electricity	$7,851,530	$7,067,500	$9,114,051	$9,174,564	$9,517,328
308 Telecommunication	$2,641,224	$2,107,325	$2,525,501	$2,615,549	$2,700,241
407 Solid Waste	$1,056,623	$1,161,131	$1,200,000	$1,200,000	$1,125,574
Total	$18,195,735	$16,246,343	$18,616,880	$19,966,906	$20,080,681

Source: DCPS Division of Facilities Management
NOTE: Water bills are not currently paid by DCPS.

Fiscal Challenges in the District

Paying for a major school modernization program which will cost an estimated $1.2 billion over 10 years seems impossible for the District in light of the following circumstances:

- The District is a semi-autonomous city-state, subject to Congressional and Presidential veto of its laws with strictures on its taxing powers.
- D.C. residents are reaching tax resistance point so a property and income tax revenue financing strategy may not be feasible.
- DCPS can no longer benefit from general obligation bonds because of the District's poor credit rating and statutory limits on debt.
- There are no state dollars such as other school districts receive for capital construction.
- Credibility of DCPS finances and numbers are in question and make it hard to obtain more money even to meet a proven need.
- Funding sources want better accountability and tracking of current expenditures before committing additional funds.
- Capital dollars are needed for other basic infrastructure in the District such as roads, bridges, water and sewer, housing, and corrections facilities.
- Due to the increase in households without children, the tax burden weighs more heavily on those who depend less on services provided by the District, including public schools.

Management Issues

The management of a major capital program is not now feasible. Only since FY 1991 has the school system had primary responsibility over the capital budget of the school system. Before that time, the capital program was managed by the Department of Public Works. The responsibility for implementation of the capital program shifted from the Department of Public Works to DCPS in FY1990-1991 (see chart on page 38).

The DCPS has had little experience in the management of a large-scale construction effort, and thus has not had the opportunity to develop the institutional capacity to oversee a major capital construction program. It does not have the staff or resources in place for a major capital construction program.

Political and Social Issues

Social and political challenges also hinder the implementation of a major modernization program for the District's public schools.

- The public will for a modernized school system has yet to develop.
- Many parents who have the option are taking their children from the school system, either to other jurisdictions or to private schools.
- Overwhelmingly, the students remaining in the school system are from families unaccustomed to demanding high quality services from their government.
- From 1950 to 1990 the number of households with children dropped from 88% to 47%, drastically reducing the constituency directly affected by conditions in the schools.
- As the poverty rate increases, the number of students with special educational needs is rising, increasing the need for services over facility improvements.

Who will provide the leadership to muster the public's interest is not clear, in part because of the current fiscal chaos in the District. An already complex system of governance in the District has been made more so by the introduction of a Financial Control Board and by active involvement of Congress in the daily activities of local government. The ongoing controversy over school governance and control of DCPS including its school buildings, threatens to drain important political energy needed to implement a major program of rebuilding schools.

SECTION 5
Strategies for Rebuilding the Schools

What must be done to provide the District with 21st century schools?

A comprehensive strategy affecting both the financing and the management of school modernizations will be required to implement a major modernization program and reverse the deterioration of the District's public schools. The District must commit major capital funds and DCPS must allocate sufficient operating funds for maintenance and repairs. The efforts of volunteers, parents and the education advocacy community, however important, cannot close the gap between the continuing building deterioration and the need for system-wide modernization. This will require a concerted, sustained public effort and consensus to proceed with the implementation of the Facilities Master Plan.

The Task Force believes that the following measures *taken together* will provide for the financing and management of a major initiative. **The school system must:**

1. obtain a commitment from the District for annual appropriations tied to the objectives of the facilities master plan;
2. develop alternative sources of revenue to finance school modernization;
3. develop one or more dedicated revenue streams to finance school construction;
4. create new management capabilities; and
5. improve the efficiency of educational and administrative space.

Commitment for Annual Appropriations

The DCPS over the last 10 years has received approximately 9% of the total capital budget of the District. This has proven insufficient to maintain and modernize the schools. DCPS needs a commitment from the District to fund the two five-year capital improvement plans which will implement the objectives of the approved Facilities Master Plan 2005.

The District is reaching statutory limits on general obligation debt; however, work is underway to restructure these finances. One such effort would remove the responsibilities for water and sewer infrastructure from the general obligation bond capital budget, thereby increasing the amount of bond capacity that could be allocated for school modernization. Congress is considering other Federal and District tax restructuring alternatives that may result in additional revenues for the District, and which could increase the general obligation bond capacity.

Once the District agrees to implementation an approved facilities master plan by the year 2005, it can place the DCPS on a dedicated fast track with a commitment to annual appropriations which are consistent with the objectives of the 10 year plan.

Alternative Revenue Sources

The District and the DCPS must work to put in place a financial strategy which can support the implementation of an approved Facilities Master Plan 2005. While consensus is evolving, priorities are being set and mechanisms to implement the capital improvement program are being readied, a reliable revenue stream must be identified which can support the financing of this $1.2 billion effort. The school system needs to take advantage of every possible source of revenue for facilities improvements and modification and capitalize on all savings opportunities. Including, but not limited to:

- Federal grants-Currently there are no Federal programs providing funds for school construction or renovation; however, non-appropriated funds from Federal agencies are available to support educational program enhancements.
- Energy Conservation -Take full and timely advantage of conservation program rebates of the gas, oil, and electric companies; install energy management systems and energy saving equipment and devices in schools.
- Private sector support-Coordinate a concerted campaign to raise funds and find sponsors for a comprehensive vocational /career educational center, as well as, funds for various facility and technology enhancements throughout the system.
- New and increased assessment of fees for non-DCPS users of DCPS space-Insure that non-DCPS users are paying appropriate fees for use of public space.
- A public, yet expedited process for implementing public/private and public/public development partnerships.

Public/Private Development Partnerships

The school system has the potential for raising revenue from responsible management of the building and land assets in its inventory. Public school sites cover over 700 acres of land in the District of Columbia. A number of these sites could be developed by the for-profit or non-profit sectors or in partnership with the federal government for residential or commercial uses.

The development can take place in conjunction with the modernization of the school on the site, or in the case of schools which have been closed, DCPS could keep the site in its inventory, lease it for development and use the revenues from the lease and payments in lieu of taxes to help pay for the modernization of operating schools.

The 21st Century School Fund in conjunction with DCPS has completed a feasibility study for a public/private development partnership to raise revenue to finance the modernization of the Oyster Elementary School, a District of Columbia public school. This project is a prototype to test the possibility of a system-wide strategy to raise revenue

using an open, public participatory process for entering into public/private development partnerships on school sites.

One of the findings of the feasibility study on Oyster School, is that legislation will be needed. That legislation would allow school sites undergoing development to be conveyed to a public authority. That public authority would allow developers to obtain financing from banks or the bond market to build on the school site.

Revenue from public/private development will not approach the $1.2 billion cost to modernize the entire system, but while the school system is setting capital priorities and the District is restructuring its budget and general obligation debt capacity, public/private development is a source of revenue which can be pursued. Feasibility studies for sites which have the potential for public/private development partnerships should begin promptly.

Dedicated Revenue Stream

A dedicated revenue stream is a continuous, reliable source of money from taxes, payments in lieu of taxes or other publicly raised revenue such as the lottery or user or special-purpose fees that can only be used for a specific purpose. A dedicated revenue stream for school modernization would permit DCPS to borrow money to modernize schools without being subject to the constraints of the District's general obligation bond debt limit and poor credit rating.

It has been estimated that it will be five or more years before the District can issue solid investment-grade general obligation bonds. Because the viability of the public schools is critical to a long-term stabilization strategy for the District, long-term, stable funding for school infrastructure must be assured. General obligation bond financing (when available), alternative revenue sources and streamlining DCPS inventory are all part of a strategy to implement a major capital modernization program. However, these alone cannot meet funding needs for 21st century schools, but a dedicated revenue stream would enable the school system to sustain the level of effort required to modernize and maintain the quality of its school buildings.

A 10 year program to modernize the District's public schools is essential to the success of this effort. The agency responsible for implementing school modernization and construction must have a predictable source of income. A reliable source of revenue dedicated to school modernization will provide for quality project management and competitive design and construction costs. This is true whether the responsibility remains within DCPS or is undertaken by a newly created authority.

The projected revenue stream required to support a $1.2 million 10-year school construction and modernization program and a subsequent capital improvement program

of $67 million per year until 2026, ranges from a low of approximately $140 million per year to a high of $224 million per year. The bond analysis is in Appendix G.

The adjusted total capital need for the first 10 years (1996-2006) is $1.2 billion. It is assumed that there will be capital project draws of $67 million per year after 2006 once major modernizations have been completed. The assumptions used to estimate annual revenues include: interest rates (as of July 13, 1995) based on an "A" rating plus 200 basis points; a level debt service bond structure; 30-year amortization; $10 per bond underwriters' discount and a debt service reserve fund equal to maximum annual debt service. The initial fund deposit is equal to the project draw requirements less interest earnings on the fund ("net funded"). The interest income earned in the construction fund was assumed at the current one-year Treasury Bill rate of 5.67% plus 200 basis points.

The table below details the annual revenues required to maintain not only a 1.25x debt service coverage, but also, a 1.50x and 2.00x coverage. The bond rating agencies will determine the required debt service coverage, based upon the strength of the dedicated revenue stream and other credit factors. In addition, the table estimates the revenues required to support full renovation and modernization of 100,000 square feet of building space which was estimated to require approximately $10 million of capital outlay over the next 30 years. It is also assumed that the annual $67 million draws for continuing capital needs will be made, as mentioned above.

Estimated Annual Revenues Required to Maintain Coverage Ratios

Coverage Ratios	at Current Rates Plus 200 Basis Points	Revenue Required per 100,000 Square Feet of Space
1.25x	$139,966,000	$536,900
1.50x	$167,960,000	$644,300
2.00x	$223,946,000	$859,000

Such a substantial revenue stream is currently unavailable to the District. However, as the fiscal restructuring of the District is underway, it is important to understand the scale of need for a complete modernization program for the public schools. Some of the areas which have been suggested to the Task Force as sources of this revenue are:

- PILOT/SILOT Program, payments in lieu of taxes/services in lieu of taxes; 60% of income generated in the District is not taxable (non-profits and commuters);
- Reordering of priorities of existing programs funded by the District;

- Restructuring of Federal and District taxes to increase District revenues, such as Federal income tax credits for District residents; reduction in capital gains tax for District residents; and making the District a "super" empowerment zone;
- Increased annual Federal financial support.

Management Capabilities

In order for major new funding to be provided for a capital program, there must be a mechanism to provide for the proper responsibility and accountability for management of significant capital funds. A decision must be made either to re-engineer the Division of Facilities Management (as outlined in Appendix H) to enable it to manage a school rebuilding initiative or to go outside the Division and DCPS. The DCPS administration in its "Accelerated Reform Plan" recommends the establishment of a separate public authority. If the administration proceeds with this option, it must be done with great care. A new agency should not be developed without rationalizing the role of the agency and the continuing role and functions of the Board of Education. However, there are a number of advantages to a new authority with the single responsibility for managing the modernization of public schools.

1) It would not have to confront the questions of credibility that plague DCPS.

2) It would be established as a single focus entity, making it more effective and efficient.

3) It would be relieved of regulatory strictures in order to expedite its mission.

4) It would provide for cooperation and collaboration between DCPS and the District government.

5) It could have a dedicated revenue stream.

6) Contractors unwilling to bid on DCPS contracts or who add premiums to work for DCPS due to problems with procurement, will willingly bid competitively on non-DCPS contracts.

Whatever decision is made in regard to the management of school construction, the Division of Facilities Management must be abel to access and update accurate, reliable and current information and data. A plan to provide the Division of Facilities Management with this capability has been developed in-house (see Appendix I) and should be fully supported by DCPS.

Consolidation of Space

With a current enrollment of 80,450 students, the average space per pupil is approximately 200 square feet. This is more space than DCPS can afford to repair, maintain or modernize. The school system needs a rational process for orderly school consolidation. DCPS in collaboration with users must begin by setting standards for the utilization of elementary schools , middle/junior and senior high schools, vocational/career and adult education centers. The standards should include:

- amount of classroom space needed per child at various levels for standard instruction;
- amount of resource space needed per school to support educational programs;
- amount of special purpose instructional space--science, computer, language and vocational labs; music, art, and dance rooms; gymnasium, auditorium and multi-media library space--required and permitted;
- amount of administrative and storage space needed;
- the level of community access and definitions for community-designated spaces;
- the time of day and length of time during the year of school use; and
- how much and what types of exterior space are required.

These standards should be used to update school utilization profiles on a school-by-school basis. Once enrollment is verified, analysis can be undertaken to determine what schools are needed, where and with what design modifications. Replacement schools should be modernized or constructed before closings and consolidations occur. A rational process can minimize the disruptive nature of school closings. A consolidation study needs to look at combining the first modernization projects with a consolidation plan so that students who are moved from their school will attend a modernized facility as soon as their school is closed.

Conclusion on the Feasibility of the District Providing 21st Century Public Schools

These proposals may seem unrealistic or untenable, however. However, they have evolved from careful consideration and examination by finance and facility experts. Among them one of the key architects of the New York School Construction Authority and a principal specializing in public finance from a New York investment bank. The proposals are being made with the understanding that the District must look beyond its current situation to the time when the system has overcome its financial crisis. It is important to understand what is needed, even in the face of being unable to provide it.

A partnership must be formed which will include the Board of Education and DCPS administration, the Mayor and the Council, the Financial Control Board, the Federal Government, private and non-profit sectors and the community. Other agencies involved in providing services to children and families must be consulted in order to insure that schools are able to accommodate related facility needs of other District agencies. The

roles and responsibilities of all partners must be clear and processes for effecting the outcomes must be spelled out. The public effort and commitment which will be required to rebuild the District's public schools is not for the shortsighted or the faint-hearted.

The Task Force understands that the costs for a mission such as that proposed are enormous; however, there are tremendous benefits, not just to the school children, but to the District as a whole:

- The quality of education will improve.
- Teachers and students will have better working conditions.
- Thousands of jobs will be provided in the building trades and related design and construction fields.
- School modernization will stimulate economic development in neighborhoods where schools are improved.
- The District will retain and attract population.
- School based recreation facilities will be increased and improved.
- Communities will have a higher level of public services through access to schools with community-based services.

APPENDIX A

DESIGN COMPETITION

Design Competition
Schools for the District of Columbia 2005

I. Background

On February 23, 1995, Franklin L. Smith, the Superintendent of Schools for the District of Columbia established a thirteen-member Task Force on Education Infrastructure for the 21st Century made up of outstanding members of our community. This Task Force developed a Preliminary Facilities Master Plan, a ten-year needs assessment, which provides a framework for the District of Columbia to modernize its schools.

The fundamental goal towards which this Preliminary Master Plan is directed is to make our schools engaging, compelling, effective and efficient environments for learning, teaching, working and community activities. To meet this goal, The Preliminary Facilities Master Plan 2005 established these objectives.

- Create a secure environment for education, where teachers can teach and students can learn unimpeded by crime, disorder and fear;
- Meet all building and fire code requirements and bring the Board of Education into compliance with all Federal and local mandates;
- Restore all facilities to a state of good repair by the year 2005;
- Establish all facility components on a life-cycle basis in order to maintain the system in a state of good repair;
- Create schools which provide appropriate and engaging space for present educational programs, and the flexibility to meet the needs of new educational initiatives;
- Provide technology rich learning environments and networked schools and school system;
- Provide for the efficient use of facilities to meet instructional, administrative, and community needs and fluctuating enrollments.

II. The Need for A Design Competition

Educational programs and the responsibilities of schools have changed dramatically over the last 20 years. At the same time, DCPS enrollments have reduced drastically. Yet DCPS school facilities have changed little to accomodate these critical differences. DCPS has not built a new school since 1980 and has not done a full school modernization since 1977. There are no model schools to show District residents what to

d) An Elementary School (with pre-school through 4th or 6th)

2. Locations in the City
   a. One school will come from the NW quadrant of the city,
   b. One school will come from the NE quadrant of the city,
   c. Two schools will come from the SE and SW quadrants of the city.

3. Schools with potential for strong educational programs
   Each school selected should have the following:
   a. A strong educational program in place, or the potential for one with current staff.
   b. Strong administrative leadership in place
   c. Working relationships among school administration, teaching and support staff and parents.
   d. A clearly written current mission statement for the school

4. Prototype schools by year built.
   a. One school built between 1900-1920
   b. One school built between 1921-1940
   c. One school built between 1941-1960
   d. One school built between 1961-1980

5. Prototype schools by size
   a. One school >200,000 SF
   b. One school >100,000 SF<200,000 SF
   c. One school> 40,000 SF<100,000 SF
   d. One school< 40,000 SF

6. Schools with different enrollments capacities
   a. One school with enrollment capacity >1200
   b. One school with enrollment capacity > 750 but < 1200
   c. One school with enrollment capacity > 400 but < 750
   d. One school with enrollment capacity < 400

7. Schools with a willingness and eagerness to participate in the design competition process.
   a. Must provide Task Force with written descriptions of the school educational plan, the mission statement and other educational or administrative program information currently relevant to the school or which is planned or hoped for.
   b. Teachers, parents, students, administrators and support staff must meet with architectual consultants to develop design specifications--on 3 to 4 occasions.
   c. Local School Restructuring Team must review and make comments on written drafts of specifications drawn up from these meetings.

strive for in their school facilities to fully support and enhance education and what to improve in school facilities to better serve a more needy school-age population and a wider population that includes families or neighborhoods. The school system has little experience with educationally modernizing existing buildings. Educational initiaitives and reform efforts have not been translated into facility specifications and District residents have a low standard for what a school building can or should be.

III. Purpose of Design Competition

The Task Force on Education Infrastructure for the 21st Century recommends a national design competition for DC Public Schools for the 21st Century. Four schools will have the opportunity to develop their concepts for their school in the 21st Century and have those ideas translated into various facility plans. For each school, architects not participating in the competition, will review the current facility conditions, the enrollment, student population served, educational programs, and ideas of the school community regarding educational restructuring. These architects will also review the needs of the wider community for how the school facility can be modified to better serve the neighborhood.

This competition will:

1) Make available graphic models and images to District residents--both the users of the public schools and the larger community--of specific school modernizations that show the potential for school modernization which improve the educational quality and increase the value and efficient use of schools in communities.

2) Engage the national design community in creative and practical thinking about how to redesign our educational infrastructure to accommodate the needs of the District of Columbia over the next 30 years.

3) Provide the District Public School System with sufficiently detailed architectural designs which will permit the development of preliminary square foot cost estimates for modernizing specific District Public Schools.

IV. Procedures:

A. Selection of School Sites—Criteria

School selected should be representative of:

1. Grade Levels

Four schools will be selected, one at each of the following levels:

a) A Senior High School
b) A Junior High or Middle School
c) An Elementary School (Pre-k through 6th)

B. Process for Selection of Sites

The Division of Facilities Management will select prototype schools in each level based on size, year constructed and enrollment capacity--criteria IV. A. 4., 5., and 6. They will submit this list grouped by grade levels and location to the Deputy Superintendent from the Center for Systemic Educational Change and the Deputy Superintendent for Educational Accountability and Assessment. The Deputy Superintendents will select two or three schools for each grade level from the set of schools submitted by the Division of Facilities Management prepared, which meet the educational criteria as described in IV. A. 3. and are from quadrants from the city as detailed in IV. A. 2. The school principal and Local School Restructuring Team at each school will be contacted to determine if they are interested in and willing to participate in developing the educational specifications for their school for the design competition.

C. Preparation of Educational Specifications

Architect consultant(s) will work with each of the four schools selected to prepare education specifications to be used by vying architects in the competition. The BESST document prepared by the Center for Systemic Educational Change will provide the broad guidelines and definitions for what DCPS schools of the future should be able to accomodate educationally.

The Local School Restructuring Team will be asked to meet with the architect consultant to describe the educational program, philosophy, and responsibilities of their school. The Local School Restructuring Team will have an opportunity to evaluate the appropriateness and condition of the current school facility.

The educational specifications will consider the following:

1. Student and teacher centered environments
2. Integrated technology
3. Ability to mainstream physically and learning disabled students
4. Parent access
5. School-based social services--day care, job training, adult ed, summer programs, health clinic
6. Community access

Other facility concerns which need to be addressed in redesigning schools are:

1) Efficiency regarding times of use, maintenance, energy consumption and utilization
2) Flexibility, adaptibility and convertibility of school space to accomodate changing enrollments, schools within schools, and mixed uses.
3) Security for staff, students and community users and equipment.
3) Federal mandates and requirements

Based on school construction industry standards, square foot educational specifications will be prepared for sites participating in the design competition. There will be a minimum of three meetings with the Local School Restructuring Team and teaching staff and open to parents and community members, to develop site specific education specifications. The school will be asked to formally approve specifications.

D. The Charge to the Entrants to the Competition

Prepare design documents for the full modernization for any one of the four schools which provide for a full modernization of the school facility to make it a compelling, engaging, stimulating, and comfortable environment within which students, teachers, and school staff can be inspired to diligently direct their attentions and energies toward learning, mastery of basic skills and respectful social interaction. Designs must facilitate shared uses for schools, to enable more efficient use of public space and accomodate articulated needs of the neighborhood in which the school is located.

D. Materials To Be Made Available to Entrants

Entrants will be given:

1. Education specifications on square foot standards for senior high school, junior or middle school and elementary school grade levels from Montgomery County School System.

3. School-specific educational specifications developed from meetings with staff, students parents and community members at each particular school site including current student enrollment, profile of individual school, the local school plan and other program information.

4. Information on the community within access radius, what other public services are in the community and already available at the school--recreation, parks, library, clinics, senior centers, day care and information on current before and after school use.

5. Site plans, as builts and any modifications done since original construction, the updated list of deficiencies provided through the engineering survey done in 1991-1992 by 3DI and from work orders.

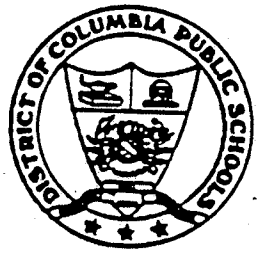
APPENDIX B

THREE-PART FACILITIES SURVEY

Please return by: April 4th

Task Force on Education Infrastructure for the 21st Century

Three-Part
Facilities Survey of All Schools and
Selected Administrative Units



Facilities Survey

Overview

The District of Columbia Public Schools is developing a Facilities Master Plan that will provide the framework to: 1) create schools that are safe and secure environments for learning; 2) develop facilities that will support and enhance educational programs; and 3) provide facilities that will meet the diverse needs of the local school community. This survey is designed to capture information to support these objectives. The survey has three parts.

Part I: General Information (approximate completion time 30 minutes)
(To be completed and signed by the principal/building administrator for the main instructional program.)

Part II: Programs (defined as having separate funding and/or being a "relocatable" unit. Completion time approximately 10 minutes for each program.)
(To be completed and signed by individual program directors/managers for the programs listed in response to question #14 in Part I.)

A Part II: Programs form must be used for each program listed under question #14.

Part III: Facility Conditions (approximate completion time 45 minutes)
(To be completed by the building engineer/head custodian.)

Note: Please use the Supplementary Information form to answer any question which needs additional space.

It is requested that all three (3) parts of the survey be collected by the principal/building administrator and returned by **April 4, 1995** to:

Task Force on Education Infrastructure
c/o Division of Facilities Management, Penn Center
Route #3, Telephone: 576-8785 Fax: 576-8792

If you have questions or concerns, kindly bring them to the attention of Task Force Co-Managers K. Cumberbatch or Mary Filardo at 576-8785.

Comprehensive Facilities Survey

Part I:

General Information

(To be completed and signed by the principal/building administrator for the main instructional program.)

#1 Check (✔) if any of the following DCPS programs apply to your school.

Community School	Pre-Vocational Education	Vocational Education	Public/Private Partnership Academy	Adult Education	Community School
☐	☐	☐	☐	☐	☐

Other (Specify) _____

Other (Specify) _____

Other (Specify) _____

#2 Grade levels or equivalents served: *(Please check (✔) all that apply.)*

( ) Pre-school	( ) 2nd	( ) 6th	( ) 10th	( ) No students served
( ) Pre-K	( ) 3th	( ) 7th	( ) 11th	
( ) Kgn	( ) 4th	( ) 8th	( ) 12th	
( ) 1st	( ) 5th	( ) 9th	( ) Adult	

#3 Average class size: Elementary: _____

Secondary: _____

Special Education: _____

Pre-vocational/Vocational Education: _____

#4 Are there special admissions criteria to your school? ( ) Yes ( ) No

If yes, please explain: _____

_____

_____

#5 What is the total number of students attending your school from out-of-boundary this year?

_____

Is this an increase, decrease or about the same as last year? (Circle one.)

increase decrease about the same

Is there a waiting list? ( ) Yes ( ) No

#6 Compairing enrollment to capacity:

Is the school big enough for all students who want to attend? ( ) Yes ( ) No

If no, how many additional students (estimated) would enroll if there were space? _____

Does the school have capacity for additional students? ( ) Yes ( ) No

If yes, how many additional students (estimated) does the school have capacity for? _____

#7 Does your school have multiple lunch periods? ( ) Yes ( ) No

If yes, how many? _____

#8 Have any rooms (e.g., locker room, hallway, bathroom, auditorium, storage, shops/laboratories, etc.) been converted to classroom use to accommodate increased enrollment?

( ) Yes ( ) No

#9 Have any rooms designed for general education classrooms been lost to other uses?

( ) Yes ( ) No

#10 Have any pre-vocational/vocational shops/laboratories been lost to other uses?

( ) Yes ( ) No

#11 If your answer to #8, #9 and/or #10 is "yes", which rooms or large spaces are used for purposes for which they were <u>not</u> originally intended?

<u>For example:</u>

Room/space: 126 Designed Use: General classroom Actual Use: Science Lab

Room/space: BLR Designed Use: Boy's locker room Actual Use: Math classroom

Room/space:_____ Designed Use:_____ Actual Use:_____

Room/space:_____ Designed Use:_____ Actual Use:_____

Room/space:_____ Designed Use:_____ Actual Use:_____

Room/space:_____ Designed Use:_____ Actual Use:_____

Room/space:_____ Designed Use:_____ Actual Use:_____

Room/space:_____ Designed Use:_____ Actual Use:_____

(Use Supplementary Information form at the end of Part I, if necessary.)

#12 Is the building used:

A. Before 8:00 a.m.? ( ) Yes ( ) No

If yes, indicate program type. (Check all that apply.)

( ) Educational
( ) Cultural
( ) Before School Program
( ) Pre-vocational/vocational
( ) Family Services
( ) Recreational
( ) Other (specify) _____

B. Between 3:30 p.m. and 6:00 p.m.? ( ) Yes ( ) No

If yes, indicate program type. (Check all that apply.)

( ) Educational
( ) Cultural
( ) After School Program
( ) Pre-vocational/vocational
( ) Family Services
( ) Recreational
( ) Adult/Community School
( ) Other (specify) _____

C. Between 6:00 p.m. and 10:00 p.m.? ( ) Yes ( ) No

If yes, indicate program type. (Check all that apply.)

( ) Educational
( ) Cultural
( ) Pre-vocational/vocational
( ) Family Services
( ) Recreational
( ) Adult/Community School
( ) Other (specify) _____

#13 Community Access

A. Is there community access to the building? ( ) Yes ( ) No

B. Is there a community room or space designated for community use? ( ) Yes ( ) No

If yes, which space(s)? _____

C. Is the community space handicapped accessible? ( ) Yes ( ) No

D. Is the community space accessible:

1. During school? ( ) Yes ( ) No

   If yes, days and hours of access: _____

2. After school? ( ) Yes ( ) No

   If yes, days and hours of access: _____

3. On weekends? ( ) Yes ( ) No

   If yes, days and hours of access: _____

4. During summer? ( ) Yes ( ) No

   If yes, days and hours of access: _____

5. During school vacations/holidays? ( ) Yes ( ) No

   If yes, days and hours of access: _____

E. Is there access to the entire building from the community space? ( ) Yes ( ) No
F. Is there access to the community space from outside the building? ( ) Yes ( ) No

#14 What programs are in the school/facility or on the school grounds?

Please check (✔) as appropriate. (The term "program" means having separate funding and/or is a "relocatable" unit. Include all programs occurring before, during, and after school hours such as pre-school programs, day care, recreation, private agencies, tutorial progams, etc.)

( ) **Before/After School Child Care Program(s)**
Does it use space dedicated only to its use? ( ) Yes ( ) No
Please name program(s). _____

( ) **DCPS - Administration**
Does it use space dedicated only to its use? ( ) Yes ( ) No
Please name program(s). _____

( ) **DCPS - Instruction**
Does it use space dedicated only to its use? ( ) Yes ( ) No
Please name program(s). _____

( ) **Community**
Does it use space dedicated only to its use? ( ) Yes ( ) No
Please name program(s). _____

( ) **D.C. Government**
Does it use space dedicated only to its use? ( ) Yes ( ) No
Please name program(s). _____

( ) **Vocational Education/Training**
Does it use space dedicated only to its use? ( ) Yes ( ) No
Please name program(s). _____

( ) **Adult Education/Community School**
Does it use space dedicated only to its use? ( ) Yes ( ) No
Please name program(s). _____

( ) **Other (check one):** ☐ DCPS ☐ Non-DCPS
Does it use space dedicated only to its use? ( ) Yes ( ) No
Please name program(s). _____

Important: Please ask the director of EACH program specified in question #14 to complete Part II of this survey. Make as many duplicate copies of Part II as necessary.

#15 Pre-kindergarten and kindergarten classrooms only.

Are bathrooms in the classrooms? ( ) Yes ( ) No

If not, where are the bathrooms relative to the classrooms? (e.g.: outside, down the hall, another floor)

_____

Are sinks in the classrooms? ( ) Yes ( ) No

If not, where are the sinks relative to the classrooms? (e.g.: outside, down the hall, another floor)

_____

#16 Indicate the ambiance, comfort, and/or usefulness of these spaces. *(Be sure to consider factors such as: heating, lighting, noise levels, ventilation, air conditioning, etc.)*

Circle the appropriate response for EACH item listed.

A. Cafeteria (circle one)

Not Applicable Poor Fair Adequate Good Excellent

If "poor" or "fair", please explain: _____

_____

B. Auditorium (circle one)

Not Applicable Poor Fair Adequate Good Excellent

If "poor" or "fair", please explain: _____

_____

C. All Purpose Room (circle one)

Not Applicable Poor Fair Adequate Good Excellent

If "poor" or "fair", please explain: _____

_____

D. Parking (circle one)

Not Applicable Poor Fair Adequate Good Excellent

If "poor" or "fair", please explain: _____

_____

_____

Question #16 continued

E. Student Bathrooms: (circle one)

Not Applicable Poor Fair Adequate Good Excellent

If "poor" or "fair", please explain: _____

_____

F. Adult Bathrooms: (circle one)

Not Applicable Poor Fair Adequate Good Excellent

If "poor" or "fair", please explain: _____

_____

G. Locker Rooms: (circle one)

Not Applicable Poor Fair Adequate Good Excellent

If "poor" or "fair", please explain: _____

_____

H. Main Office: (circle one)

Not Applicable Poor Fair Adequate Good Excellent

If "poor" or "fair", please explain: _____

_____

I. Nurse's Office: (circle one)

Not Applicable Poor Fair Adequate Good Excellent

If "poor" or "fair", please explain: _____

_____

J. School Exterior: (circle one)

Not Applicable Poor Fair Adequate Good Excellent

If "poor" or "fair", please explain: _____

_____

K. School Front Hall: (circle one)

Not Applicable Poor Fair Adequate Good Excellent

If "poor" or "fair", please explain: _____

_____

L. Classrooms: (circle one)

Not Applicable Poor Fair Adequate Good Excellent

If "poor" or "fair", please explain: _____

_____

M. Pre-vocational/Vocational Education Shops/Laboratories: (circle one)

Not Applicable Poor Fair Adequate Good Excellent

If "poor" or "fair", please explain: _____

_____

N. Teacher's Lounge: (circle one)

Not Applicable Poor Fair Adequate Good Excellent

If "poor" or "fair", please explain: _____

_____

O. Library: (circle one)

Not Applicable Poor Fair Adequate Good Excellent

If "poor" or "fair", please explain: _____

_____

P. Offices: (circle one)

Not Applicable Poor Fair Adequate Good Excellent

If "poor" or "fair", please explain: _____

_____

Q. **Hallways:** (circle one)

Not Applicable Poor Fair Adequate Good Excellent

If "poor" or "fair", please explain: _____

_____

R. **Gymnasium:** (circle one)

Not Applicable Poor Fair Adequate Good Excellent

If "poor" or "fair", please explain: _____

_____

S. **Art Room:** (circle one)

Not Applicable Poor Fair Adequate Good Excellent

If "poor" or "fair", please explain: _____

_____

T. **Music Room:** (circle one)

Not Applicable Poor Fair Adequate Good Excellent

If "poor" or "fair", please explain: _____

_____

U. **Athletic Field:** (circle one)

Not Applicable Poor Fair Adequate Good Excellent

If "poor" or "fair", please explain: _____

_____

V. **Playground:** (circle one)

Not Applicable Poor Fair Adequate Good Excellent

If "poor" or "fair", please explain: _____

_____

W. **Other (specify):** _____ (circle one)

Not Applicable Poor Fair Adequate Good Excellent

If "poor" or "fair", please explain: _____

_____

(Use Supplementary Information form for additional responses, if needed)

#17 How well does your school /facility meet the functional requirements of the activities listed below? *Circle one answer for EACH activity listed.*

Activity	Very Well	Moderately Well	Somewhat Well	Not Well At All
Small group instruction	1	2	3	4
Large group (50 or more students) instruction	1	2	3	4
Technology-based instruction	1	2	3	4
Art instruction	1	2	3	4
Music instruction	1	2	3	4
Athletic activities	1	2	3	4
Storage of teacher materials	1	2	3	4
Storage of student materials	1	2	3	4
Parent support activities (e.g., toutoring, planning, making materials, etc.)	1	2	3	4
Social/health care services	1	2	3	4
Teachers planning	1	2	3	4
Private areas for student counseling and testing	1	2	3	4
Laboratory science	1	2	3	4
Library/media center	1	2	3	4
Day care	1	2	3	4
Before/after school care	1	2	3	4
Pre-vocational/Vocational Ed.	1	2	3	4
Adult education instruction	1	2	3	4
Public/private partnership academy	1	2	3	4

#18 To your knowledge, have structural modifications (e.g., walls, plumbing, partitioning, electrical, etc.) been made to the building in the last 5 years?

Modification location: _____ Date completed: _____

Description: _____

Purpose: _____

Modification location: _____ Date completed: _____

Description: _____

Purpose: _____

(Use Supplementary Information form for additional responses, if needed)

#19 What characteristics are limiting optimal use of the facility?

Check (✓) those that apply.

( ) Sections in need of repair
( ) Parking
( ) Neighborhood safety

( ) Fire code violations
( ) Water damage
( ) Laboratories incomplete

( ) Staffing
( ) Supplies
( ) Insufficient enrollment

( ) Conflict on space assignment
( ) Building security
( ) Handicapped accessibility

( ) Climate control

( ) Overcrowding

( ) Wiring, electrical capacity
( ) Accessibility to public transportation
( ) Roofing repairs

( ) Asbestos present
( ) Elevators lacking
( ) Facilities missing (gym, nurse's suite, etc.)

( ) Program design
( ) Central administration policy
( ) Inappropriate assignment of space

( ) Program still under development
( ) Limited staff work space
( ) Condition of playground

( ) Other (list) _____

( ) Other (list) _____

Please explain on the Supplementary Information form any marked item in Question #19.

 # 20 What would be three (3) facility-related enhancements that would improve the quality of education at your school? *(List in priority order.)*

First: _____

Second: _____

Third: _____

#21 Does your school participate in organized inter-school athletic activities/ programs?

( ) Yes ( ) No

If no, is this because of facility problems? ( ) Yes ( ) No Please explain: _____

_____

If yes, type(s) of athletic activities/programs. Check (✔) all that apply.

( ) Basketball	( ) Soccer	( ) Other (specify):
( ) Football	( ) Swimming	( ) Other (specify):
( ) Baseball	( ) Track and Field	( ) Other (specify):

For each athletic activity checked above, does the team practice at own school or at another school/facility?

Sport: _____ ( )Own school ( ) Different school/facility

Is this sport for boys, girls, or both? ( ) Boys ( ) Girls ( ) Both Boys and Girls

If at a different school/facility, name of school/facility: _____

Reason for practicing at different school/facility: ( ) No equipment or facility at own school
( ) school equipment/facility in poor condition
( ) Other: _____

Sport: _____ ( ) Own school ( ) Different school/facility

If at a different school/facility, name of school/facility: _____

Is this sport for boys, girls, or both? ( ) Boys ( ) Girls ( ) Both Boys and Girls

Reason for practicing at different school/facility: ( ) No equipment or facility at own school
( ) school equipment/facility in poor condition
( ) Other: _____

Sport: _____ ( ) Own school ( ) Different school/facility

If at a different school/facility, name of school/facility: _____

Is this sport for boys, girls, or both? ( ) Boys ( ) Girls ( ) Both Boys and Girls

Reason for practicing at different school/facility: ( ) No equipment or facility at own school
( ) school equipment/facility in poor condition
( ) Other: _____

(Continued on next page.)

Sport: ________________ ( ) Own school ( ) Different school/facility

Is this sport for boys, girls, or both? ( ) Boys ( ) Girls ( ) Both Boys and Girls

If at a different school/facility, name of school/facility: ____________________

Reason for practicing at different school/facility: ( ) No equipment or facility at own school
( ) school equipment/facility in poor condition
( ) Other: ____________________

Sport: ________________ ( ) Own school ( ) Different school/facility

Is this sport for boys, girls, or both? ( ) Boys ( ) Girls ( ) Both Boys and Girls

If at a different school/facility, name of school/facility: ____________________

Reason for practicing at different school/facility: ( ) No equipment or facility at own school
( ) school equipment/facility in poor condition
( ) Other: ____________________

Sport: ________________ ( ) Own school ( ) Different school/facility

Is this sport for boys, girls, or both? ( ) Boys ( ) Girls ( ) Both Boys and Girls

If at a different school/facility, name of school/facility: ____________________

Reason for practicing at different school/facility: ( ) No equipment or facility at own school
( ) school equipment/facility in poor condition
( ) Other: ____________________

Use Supplementary Information form for additional data, if needed.

Technology-Related Issues

#22 Does your school have a computer lab? ( ) Yes ( ) No

A. If no, why not? (Check (✔) all that apply.)

( ) Insufficient space for lab
( ) No classroom space with air conditioning
( ) Electrical system will not support equipment
( ) Insufficient funds for equipment
( ) Insufficient funds for staff
( ) No program developed to integrate technology into instructional program
( ) Insufficient staff development
( ) Inadequate technical support
( ) Other (specify): ____________________

Comments: ____

B. If your school has a computer lab, how many fully operational are: (Check (✔) all that apply.)
(A "fully operational" computer is one that is hooked up, with monitor, keyboard, disk drive and printer and ready to use.)

Less than 3 years old _____

Older than 3 years old _____

Older than 5 years old _____

Equipped with CD ROM _____

Equipped witn internal modems _____

Integrated into a computer network _____

C. How many fully operational **printers** are in the lab? _____

D. Is the lab connected to any on-line services? ( ) Yes ( ) No

If yes, which ones?

( ) Internet

( ) America Online

( ) CompuServe

( ) Prodigy

( ) Other: _____

#23 Do you have fully operational computers in classrooms? ( ) Yes ( ) No

A. Do you have an *adequate* number of operational computers in classrooms? ( ) Yes ( ) No

B. If you have an *inadequate* number of operational computers in classrooms, indicate reasons why:

( ) Insufficient space

( ) No classroom space with air conditioning

( ) Electrical system will not support equipment

( ) Insufficient funds for equipment

( ) Insufficient funds for software

( ) No educational program to use technology in instructional program

( ) Insufficent staff development

( ) Inadequate technical support services

( ) Inadequate security to protect equipment

( ) Other (specify): _____

_____

Comments: _____

C. If your school has computers in the classrooms, how many and in which rooms?

Elementary:

_____ # of computers	in	_____ # of classrooms	Early Childhood (Pre-K and K)
_____ # of computers	in	_____ # of classrooms	Primary (1 - 3)
_____ # of computers	in	_____ # of classrooms	Intermediate (4 - 6)
_____ # of computers	in	_____ # of classrooms	ESL
_____ # of computers	in	_____ # of classrooms	Special Education

Secondary:

_____ # of computers	in	_____ # of classrooms	Science Classrooms or Science Labs
_____ # of computers	in	_____ # of classrooms	Mathematics Classrooms
_____ # of computers	in	_____ # of classrooms	English Classrooms
_____ # of computers	in	_____ # of classrooms	Social Studies Classrooms
_____ # of computers	in	_____ # of classrooms	Foreign Language Classrooms
_____ # of computers	in	_____ # of classrooms	ESL
_____ # of computers	in	_____ # of classrooms	Special Education
_____ # of computers	in	_____ # of shops/labs	Pre/vocational/Vocational Education

#24 Do you have fully operational computers in the library? ( ) Yes ( ) No

A. If yes, how many? _____

B. If no, indicate reasons why:

( ) Insufficient space
( ) No air conditioning
( ) Electrical system will not support equipment
( ) Insufficient funds for equipment
( ) Insufficient funds for software
( ) Insufficient funds for staff
( ) No program developed to integrate technology into library operations
( ) Insufficent staff development
( ) Inadequate technical support
( ) Inadequate security to protect equipment
( ) Other (specify): _____

Comments: _____

_____

C. Is the library connected to any on-line services? ( ) Yes ( ) No

If yes, which ones?

( ) Internet
( ) America Online
( ) CompuServe
( ) Prodigy
( ) Library On-Line Link to D. C. Public Libraries
( ) Other: _____

In no, why not?

( ) No available phone lines for on-line use
( ) No internal modem for library computer
( ) Insufficient funds for subscription costs
( ) Library computer has insufficient memory/speed
( ) Librarian unfamiliar with communications technology
( ) Other: _____

#25 Please check (✓) the technology programs which are operating at your school:

( ) TEAMS

( ) Galaxy

( ) Xpress Xchange

( ) Black College Network

( ) WASNET (Washington Area Service Network)

( ) Other(s) specify: _____

_____

#26 Please indicate HOW MANY of the following multi-media items are fully operational at your school:

VCRs _____

Laserdisks _____

CD ROMs _____

Televisions _____

( ) Other(s) specify: _____

#27 Please indicate HOW MANY fully operational computers you have for administrative use:

_____

Of this number, HOW MANY are:

_____ Are less than 3 years old

_____ Are older than 3 years old

_____ Are older than 5 years old

_____ Are equipped with CD ROM

_____ Are equipped with internal modems

_____ Are integrated into a school-wide computer network

_____ Are hooked up to the central office data system

Is your office technology adequate? ( ) Yes ( ) No

If no, why not? ( ) Equipment too old

( ) Technical support is inadequate

( ) Breaks down too often

( ) Other (specify): _____

END OF PART I

Thank You!

If we have additional questions regarding Part I responses, whom should we contact?

Name: _____ Telephone: _____
(Please Print)

Signature of Principal/Administrator: _____ Date: _____

Comprehensive Facilities Survey

Part II:

Programs

(To be completed and signed by the individual program directors/managers for the programs listed in response to question #15, Part I.)

Part II: Programs

(To be completed and signed by the individual program directors/managers for the programs listed in response to question #17 in Part I.)

Please print or type clearly.

#P1: Name of program: _____

#P2: Sponsoring organization: _____

#P3: Director: _____ **Telephone no.** _____

#P4: Which days/hours of the week does the program use the facility?
Check (✔) all that apply.

( ) Monday	Hours of usage: _____
( ) Tuesday	Hours of usage: _____
( ) Wednesday	Hours of usage: _____
( ) Thursday	Hours of usage: _____
( ) Friday	Hours of usage: _____
( ) Saturday	Hours of usage: _____

#P5 How many hours each week (average) does the program use this facility?

_____

#P6: Briefly describe the program. (Attach a brochure or description, if you have one.)

_____

_____

_____

#P7: What is the program enrollment? _____

#P8: Grade levels or equivalents served - please check (✔).

( ) Pre-school	( ) 2nd	( ) 6th	( ) 10th	( ) No students
( ) Pre-K	( ) 3th	( ) 7th	( ) 11th	
( ) Kgn	( ) 4th	( ) 8th	( ) 12th	
( ) 1st	( ) 5th	( ) 9th	( ) Adult	

#P9: What are the criteria for admission to the program? _____

_____

#P10: What room(s) are used for the program, and how are they used?

Room # or location: _____ Your use: _____

Type of room (classroom, etc.) _____ Size: _____ feet x _____ feet

Room # or location: _____ Your use: _____

Type of room (classroom, etc.) _____ Size: _____ feet x _____ feet

Room # or location: _____ Your use: _____

Type of room (classroom, etc.) _____ Size: _____ feet x _____ feet

Room # or location: _____ Your use: _____

Type of room (classroom, etc.) _____ Size: _____ feet x _____ feet

#P11: Describe the ambiance, comfort, usefulness of the space for your program. (Circle the one which best characterizes the space.)

Poor Fair Adequate Good Excellent

If marked "fair" or "poor", please explain your answer: _____

_____

#P12: How do you access your space?

( ) From inside the building
( ) From outside the building

#P13: Can you access your space when school is closed?

In the evenings?	( )	Yes	( )	No
On weekends?	( )	Yes	( )	No
On holidays?	( )	Yes	( )	No
During vacations?	( )	Yes	( )	No

#P14: How does admissions to the program compare to capacity?

( ) Does the program have enough space for all who want to attend? ( ) Yes ( ) No

If no, estimate how many additional people would participate if there were space: _____

( ) Does the program have capacity for additional persons? ( ) Yes ( ) No

If yes, how many additional persons does your program have space for? _____

#P15: What other suggestions do you have for improving the usefulness of the space for your program?

_____

_____

_____

END OF PART II

Thank You!

Name: _____ **Telephone:** _____
(Please Print)

Fax: _____

Signature: _____ **Date:** _____
(Program Director/Manager)

Comprehensive Facilities Survey

Part III:

Facility Conditions

(To be completed and signed by the building engineer/head custodian.)

Part III: Facility Conditions

School:

#F1 Handicapped Accessibilty

A. Is your building accessible to the physically handicapped?

( ) Completely ( ) Partially ( ) Not at all

If only partially accessible, to what floor? Check (✔) all that apply.

( ) Basement ( ) Third floor

( ) First floor ( ) Fourth floor

( ) Second floor

B. Are the following areas accessible? (Check (✔) all that apply.)

( ) Toilet Rooms ( ) Computer Lab

( ) Main Office ( ) Library/Media Center

( ) Auditorium ( ) Gymnasium

( ) Cafeteria/Lunchroom ( ) Classrooms How many? _____

#F2 Does your building have an elevator? ( ) Yes ( ) No If yes, indicate type: _____

( ) Passenger ( ) Freight ( ) Both Passenger and Freight

#F3 Have any rooms/areas been closed due to damage and/or health, or safety considerations? ( ) Yes ( ) No

If yes, what area(s):

Area: _____ Reason closed: _____

_____

Area: _____ Reason closed: _____

_____

Area: _____ Reason closed: _____

_____

#F4 Does your building have air conditioning in classrooms, administrative offices, and/or other areas? Check (✔) all that apply.

	Window	Central
( )Yes, in classrooms (number of classrooms: _____)	( )	( )
( )Yes, in administrative offices	( )	( )
( )Yes, in other areas (specify): _____	( )	( )
( ) No, no air conditioning in this building at all		

#F5 What is the mechanical operating condition of the air conditioning in classrooms administrative offices, and/or other areas? Circle one for each category listed.

Air conditioning in:	Good	Fair	Poor
Classrooms	G	F	P
Administrative offices	G	F	P
Other areas	G	F	P

Facility Components

#F6 Please review each facility component, and while keeping in mind the evaluative criteria for that component, provide the appropriate response.

A. Component: Roof(s)

Evaluative criteria for roof(s) components.

Roof
- Good - No leaks
- Fair - Minor leaks
- Poor - Major leaks, blisters, etc.

Flashing
- Good - Material intact, no leaks
- Fair - Minor damage
- Poor - Missing, bent and/or torn sections, leaks

Drains
- Good - Clear, no ponding
- Fair - Open, with ponding
- Poor - Clogged

Parapets (the wall above the roof line)
- Good - No cracks/bulging/no pointing required, coping in place
- Fair - No bulging, minor pointing required
- Poor - Bulging, loose coping, leans in or out 3 inches

Questions regarding roof(s). Remember to consider evaluative criteria for roof when rating good, fair or poor.

Number of roofs: _____

***Roof #1;* Specify Location** (e.g., above auditorium, main building, upper roof on main building, portable, etc.)

Location: _____

Original: ( ) Yes ( ) No

Last installation year (if known): _____

Type: _____ Square footage (if known): _____

Condition: Check (✔) one in each category.

A.	Roofing	( ) Good	( ) Fair	( ) Poor
B.	Flashing	( ) Good	( ) Fair	( ) Poor
C.	Drains	( ) Good	( ) Fair	( ) Poor
D.	Parapets	( ) Good	( ) Fair	( ) Poor

Comments, if any: _____

_____

***Roof #2 (If applicable):* Specify Location** (e.g., above auditorium, main building, upper roof on main building, portable, etc.)

Location: _____

Original: ( ) Yes ( ) No

Last installation year (if known): _____

Type: _____ Square footage (if known): _____

Condition: Check (✔) one in each category.

A.	Roofing	( ) Good	( ) Fair	( ) Poor
B.	Flashing	( ) Good	( ) Fair	( ) Poor
C.	Drains	( ) Good	( ) Fair	( ) Poor
D.	Parapets	( ) Good	( ) Fair	( ) Poor

Comments, if any: _____

_____

Roofs (continued on following page)

Roof #3; (If applicable): **Specify Location** (e.g., above auditorium, main building, upper roof on main building, portable, etc.)

Location: _____

Original: ( ) Yes ( ) No

Last installation year (if known): _____

Type: _____ Square footage (if known): _____

Condition: Check (✔) one in each category.

A.	Roofing	( ) Good	( ) Fair	( ) Poor
B.	Flashing	( ) Good	( ) Fair	( ) Poor
C.	Drains	( ) Good	( ) Fair	( ) Poor
D.	Parapets	( ) Good	( ) Fair	( ) Poor

Comments, if any: _____

_____

B. Component: Windows

Evaluative criteria for windows.

Good - No leaks, operable, no rot on wood windows
Fair - Painting required, need minor repairs
Poor - Rot, leaks, not operable

Questions regarding windows. Use evaluative criteria when rating good, fair or poor.

Original: ( ) Yes ( ) No

Last installation (if known) year: _____

Number of windows per classroom (average): _____

Type: *Check (✔) all that apply.*

( ) Wood
( ) Double Hung
( ) Casement
( ) Fixed
( ) Metal
( ) Hopper
( ) Astral (round)

Last painted (if known) year: _____

General condition of windows: *Check (✔) one.*

( ) Good ( ) Fair ( ) Poor

Comments, if any: _____

_____

C. Component: Boiler(s)

Evaluative criteria for boiler components.

Burner
- Good - Operable, no adjustment required
- Fair - Operable, adjustment required
- Poor - Major repairs needed

Grate
- Good - Operable, none broken
- Fair - Operable, minor breakage
- Poor - Not operable, breakage

Setting
- Good - No cracks, stays in place
- Fair - Minor cracks, rusted stays
- Poor - Cracked, broken stays

Breaching
- Good - No leakage, no breaks in covering, no sagging
- Fair - No leakage, minor breaks in coverage
- Poor - Leaks, sagging, major breaks in covering

Tubes
- Good - None leaking
- Fair - Less than 10% leaking
- Poor - More than 10% leaking

Vacuum Pump
- Good - Operative, no leaks, good vacuum
- Fair - Operating, minor leaks, low vacuum
- Poor - Not operating, major leaks

Oil Pump Sets
- Good - Operative, no leaks, sufficient pressure
- Fair - Operating, minor leaks, low adequate pressure
- Poor - Not operating, major leaks, insufficient pressure

Heaters
- Good - Operating, maintain temperature
- Fair - Operative, low but adequate
- Poor - Not operable, insufficient temperature

Questions regarding boilers.

Number of boilers: _____ Type (e.g., steam, hot water): _____

Original Installation: _____ Last replacement (year): _____

Fuel: ( ) Oil ( ) Coal ( ) Gas ( ) Other

Condition of boilers: *Check (✔) one.* Remember to use evaluative criteria.

A. Burners	( ) Good	( )Fair	( ) Poor	( ) Not applicable
B. Grates	( ) Good	( )Fair	( ) Poor	( ) Not applicable
C. Setting	( ) Good	( )Fair	( ) Poor	( ) Not applicable
D. Breeching	( ) Good	( )Fair	( ) Poor	( ) Not applicable
E. Tubes	( ) Good	( )Fair	( ) Poor	( ) Not applicable
F. Feed/Vacuum Pumps	( ) Good	( )Fair	( ) Poor	( ) Not applicable
G. Oil Pump/Heaters	( ) Good	( )Fair	( ) Poor	( ) Not applicable

Condensate System: Age (year built): _____

Number of pumps: 1 2 3 4 Tank size: _____

Tank type: ( ) Cast iron ( ) Galvan steel ( ) Other (specify): _____

Building traps (circle one): Good Fair Poor

Comments, if any: _____

_____

D. Component: Electrical System

Evaluative criteria for electrical system.

Adequate - Sufficient power and lighting, minor tripping of breakers/blown fuses

Inadequate - Insufficient power or lighting, major breaker tripping or fuses blown, overheating of panel

Questions regarding electrical system.

Lighting:

Classrooms:

Check (✔) one. ( ) Flourescent ( ) Incandescent

Number of classrooms with incandescent: _____

Number of fixtures per classroom (average): _____

Corridors:

Check (✔) one. ( ) Flourescent ( ) Incandescent

Number of fixtures per corridor (average): _____

Electrical distribution system: ( ) Adequate ( ) Inadequate

a. Is electrical power adequate on every floor to support office machines and/or classroom technology?

( ) Yes ( ) No

b. Is electrical power adequate in the main office to support office equipment? (e.g., copy machine, fax machine, computers, etc.)

( ) Yes ( ) No

c. Is the power adequate in the library to support multi-media technology equipment?

( ) Yes ( ) No

d. Is the power adequate in the computer lab(s), if any, to support the equipment?

( ) Yes ( ) No ( ) Not Applicable

e. Main sevice (Check (✔) one.)

( ) 400 amps ( ) 800 amps ( ) 1000 amps ( ) 1200 amps ( ) 2000 amps

f. Distribution panels: ( ) circuit breakers ( ) fuses

g. Emergency generator: ( ) Yes ( ) No

Type: ( ) Gas ( ) Oil

Size: ( ) 20-30 kw ( ) 40-60 kw ( ) 70-100 kw

Comments regarding electrical system, if any: _____

_____

E. Component: Heating System

Evaluative criteria for heating system.

Piping
- Good - No leaks
- Fair - Minor leaks
- Poor - Many minor or major leaks

Traps
- Good - Return below 160 degrees
- Fair - Return between 160 degrees, minor leaking
- Poor - Returns above 180 degrees, many passing steam

Pumps
- Good - No leaks, more than adequate pressure
- Fair - Minor leaks, adequate pressure
- Poor - Inadequate pressure, leaking

Fans
- Good - Sufficient supply or exhaust
- Fair - Operational, adequate supply or exhaust
- Poor - Inadequate, not operational

Univents
- Good - Sufficient supply or exhaust, dampers operational
- Fair - Adequate
- Poor - Inadequate supply, inoperable dampers

Questions regarding heating system.

Type: ( ) gravity ( ) vacuum ( ) hot water ( ) forced air

Condition of heating system: *Check (✓) one.* Remember to use evaluative criteria.

A. Piping	( ) Good	( )Fair	( ) Poor
B. Traps	( ) Good	( )Fair	( ) Poor
C. Pumps	( ) Good	( )Fair	( ) Poor
D. Fans	( ) Good	( )Fair	( ) Poor
E. Univents	( ) Good	( )Fair	( ) Poor
F. Radiator Valves	( ) Good	( )Fair	( ) Poor

Comments regarding heating system, if any: _____

_____

F. Component: Plumbing Systems

Evaluative criteria for plumbing systems.

Piping
- Good - No leaks
- Fair - A few minor leaks
- Poor - Many major and minor leaks

Student or Staff Toilets
- Good - All operational
- Fair - Operational, need minor repairs or adjustments
- Poor - Out of service

Kitchen/Utility
- Good - Operational, no leaks
- Fair - Operational, minor leaks
- Poor - Not operational, major leaks

Questions regarding plumbing system.

Type: ( ) original ( ) upgraded (year): _____

Condition: *Check (✓) one.* Remember to use evaluative criteria.

A. Piping	( ) Good	( ) Fair	( ) Poor		
B. Student toilets	( ) Good	( ) Fair	( ) Poor	# of boys:_____	# of girls:_____
C. Staff toilets	( ) Good	( ) Fair	( ) Poor	# of men:_____	# of women: _____
D. Kitchen/utility	( ) Good	( ) Fair	( ) Poor		

Comments, if any: _____

_____

G. Component: Paint/Plaster

Evaluative criteria for paint/plaster

Paint

Good - No peeling/blistering
Fair - Minor peeling/blistering, less than 10% of painted areas
Poor - Peeling/blistering over 10% of painted area(s)

Plaster

Good - no cracks and solid
Fair - minor cracks, minor spalling/powdering
Poor - major cracks, spalling/powdering, loose sections

Questions regarding paint/plaster.

Last complete interior painting (year): _____

Condition of paint/plaster: *Check (✔) one.* Remember to use evaluative criteria.

A. Interior Paint	( ) Good	( ) Fair	( ) Poor
B. Exterior Paint	( ) Good	( ) Fair	( ) Poor
C. Plaster	( ) Good	( ) Fair	( ) Poor

Comments regarding paint/plaster, if any: _____

_____

H. Component: Flooring

Evaluative criteria for flooring.

Wood

Good - Level with no deterioration
Fair - Minor wearing or lifting
Poor - Buckling, uneven

Floor Tile

Good - None missing
Fair - Lightly worn, minor tile replacement required
Poor - Worn, loose, missing tiles

Sheet Flooring

Good - Not worn, tight seams
Fair - Lightly worn, seams beginning to spread
Poor - Worn, open seams

Carpeting

Good - Not worn, tight
Fair - Lightly worn, loose, minor stretching reqired
Poor - Worn, torn, needs stretching or replacement

Condition of flooring: *Check (✓) one.* Remember to use evaluative criteria.

A. Wood ( ) Good ( )Fair ( ) Poor ( ) Not applicable

General location of wood flooring:(e.g., classrooms, hallways, offices, stairwells, etc.):

_____

B. Floor tile ( ) Good ( )Fair ( ) Poor ( ) Not applicable

General location of floor tile: (e.g., classrooms, hallways, offices, stairwells, etc.):

_____

C. Sheet flooring ( ) Good ( )Fair ( ) Poor ( ) Not applicable

General location of sheet flooring: (e.g., classrooms, hallways, offices, stairwells, etc.):

_____

D. Carpeting ( ) Good ( )Fair ( ) Poor ( ) Not applicable

General location of carpeting: (e.g., classrooms, hallways, offices, stairwells, etc.):

_____

Comments, if any: _____

_____

I. Component: Chalkboards

Evaluative criteria for chalkboards.

Good - Not worn or cracked, clear writing surface
Fair - Lightly worn, minor cracks
Poor - Major cracks, worn, improper writing surface

Condition of chalkboards: *Check (✓) one.* Remember to use evaluative criteria.

Chalkboards ( ) Good ( )Fair ( ) Poor

Comments, if any: _____

J. Component: Paved Areas

Evaluative criteria for paved areas.

Concrete *("Spalling" refers to a finished surface that is loose and/or crumbling)*

Good - No spalling or cracks
Fair - Minor spalling, minor cracks
Poor - Major spalling, major cracks, lifting, uneven surface

Blacktop

Good - Smooth, no cracks
Fair - Minor ponding, minor cracks
Poor - Flooding, cracks, lifting, sinking

Square feet concrete (estimated): _____

Condition of concrete ( ) Good ( ) Fair ( ) Poor

Square feet blacktop (estimated): _____

Condition of blacktop: ( ) Good ( ) Fair ( ) Poor

On-site parking: ( ) Yes ( ) No

Approximately how many vehicles can park: _____

Parking is (circle one): Adequate Inadequate

Condition of parking areas (circle one): Good Fair Poor

Comments, if any: _____

_____

K. Component: Fencing

Evaluative criteria for fencing.

Good - No holes, operable gates
Fair - Minor damage, minor repairs or painting necessary
Poor - Broken sections, holes, inoperative gates

Type of fencing: ( ) Wrought iron
( ) Chain link

Condition of fencing: *Check (✓) one.* Remember to use evaluative criteria.

Fencing: ( ) Good ( )Fair ( ) Poor

Comments, if any: _____

_____

L. Component: Exterior Masonry

Evaluative criteria for exterior masonry.

Good - No spalling, cracks or buldging (Spalling refers to surfaces that are cracked/crumbling)
Fair - Minor spalling, minor cracks
Poor - Spalling, cracks, water penetration, buldging

Condition of exterior masonry. *Check (✓) one.* Remember to use evaluative criteria.

Exterior masonry: ( ) Good ( )Fair ( ) Poor

Comments, if any: _____

_____

M. Component: Athletic Facilities

Evaluative criteria:

Bleachers

- Good - No damage
- Fair - Minor damage, but most seats usable
- Poor - Seats spintered or broken, warped and/or buckled, unsafe, unusable

Surface

- Good - No damage, level, drainage clear
- Fair - Minor (small) areas damaged, missing sod or turf in small areas
- Poor - Puddling (drainage problem), uneven (not level), large areas damaged

Track

- Good - No damage, level, drainage clear
- Fair - Minor (small) areas damaged, lines fading
- Poor - Uneven surface, bubbling or pitted, puddling, lines very faded or missing

Field House

- Good - Good, no damage
- Fair - Minor damage to structure, repairable
- Poor - Structure usable, major leaks, security problems, damaged walls or ceiling

Questions regarding Athletic Facilities

Does your school/facility have bleachers? ( ) Yes ( ) No

If yes, type of bleachers: ( ) Wooden seats ( ) Metal seats ( ) Other (specify)

Condition of bleachers: ( ) Good ( ) Fair ( ) Poor _____

Does your school/facility have a track? ( ) Yes ( ) No

If yes, type of surface: ( ) Astroturf ( ) Sod ( ) Dirt ( ) Rubber ( ) Other (specify)

Condition of surface: ( ) Good ( ) Fair ( ) Poor _____

Do you have a field house? ( ) Yes ( ) No

If yes, condition of field house: ( ) Good ( ) Fair ( ) Poor

N. Component: Playground

Evaluative criteria:

Playground surfaces
- Good - No damage
- Fair - Minor damage, no tripping hazzards
- Poor - Safety concerns, uneven surface, sinkholes, major cracks, drainage problems

Equipment
- Good - No damage, in use
- Fair - Damaged, but repairable
- Poor - Unusable or dangerous

Safety Matting
- Good - No damage and properly covers area under equipment
- Fair - Minor pieces missing
- Poor - Drainage problems, dried and cracked, large pieces missing, not properly covering large areas under equipment

Questions regarding playground:

Is there more than one playground? ( ) Yes ( ) No

If yes: Playground #1: ( ) Concrete ( ) Blacktop ( ) Dirt ( ) Other (specify): _____

Playground #2: ( ) Concrete ( ) Blacktop ( ) Dirt ( ) Other (specify): _____

Does your school have playground equipment? ( ) Yes ( ) No

If yes, condition of equipment: ( ) Good ( ) Fair ( ) Poor

Does your playground equipment have safety matting? ( ) Yes ( ) No

If yes, condition of matting: ( ) Good ( ) Fair ( ) Poor

O. Component: Gymnasium

How many gymnasiums does your school/facility have? *Circle one.*

0 1 2

Evaluative criteria for gymnasiums

Lighting
- Good - Good lighting, all lights in good working order
- Fair - Some ligths need replacing, lighting acceptable
- Poor - Dim lighting, safety concerns, most lights need replacing

Flooring
- Good - No damage, lines clearly visible, even surface
- Fair - Minor damage, repairbale, no tripping hazzards, lines visible
- Poor - Buckling, warping, top coat missing, generally uneven, slippery

Bleachers

Good - No damage, retractable
Fair - Minor damage, but most seats usable, retracting mechanism works, but needs repair
Poor - Seats spintered or broken, warped and/or buckled, unsafe, unusable, retracting mechanism does not work and needs replacing

Questions regarding the gymnasium

In your opinion, the lighting is: (Circle one)

Good Fair Poor

In your opinion, the flooring is: (Circle one)

Good Fair Poor

In your opinion, the bleachers is: (Circle one)

Good Fair Poor

Does the primary (main) gymnasium have a divider or partition? ( ) Yes ( ) No

If yes, does the divider open and close properly? ( ) Yes ( ) No

P. Component: Trash Storage and Removal

Does your school/facility have sufficient trash storage? ( ) Yes ( ) No

Do you have outdoor containers for trash storage? ( ) Yes ( ) No If yes, number: _____

Whether or not your facility has containers, does the portion of the yard where containers are, or would be placed, provide access from the street through a curbcut or fence?

( ) Yes ( ) No

Does your school/facility have a recycling program? ( ) Yes ( ) No

Do you have enough storage space for recyclables? ( ) Yes ( ) No

Q. Component: Drinking Fountains

Total number of drinking fountains: _____

Number currently functioning: _____

Number needing repair (or repairable): _____

Number needing replacement: _____

R. Component: Kitchen(s)

Kitchen type: ( ) Full cooking ( ) Partial ( ) Warming pantry ( ) None

Kitchen condition: ( ) Adequate ( ) Inadequate

S. Component: **Outdoor Security Lights**

Does your school/facility have outdoor lighting? ( ) Yes ( ) No

Is outdoor lighting adequate? ( ) Yes ( ) No

APPENDIX C

BUILDING INVENTORY AND MAPS

Building Inventory 1995

Sch. Type	SCHOOL	YEAR BUILT	SQUARE FEET Inter. (1)	SQUARE FEET Exter (2)	BLDG. PURPOSE Educ.	BLDG. PURPOSE Admin.	Vacant Bldgs.	Leased Bldgs.
ES	ADAMS	1930	59,400	65,654	59,400			
ES	AITON	1960	57,100	169,771	57,100			
ES	AMIDON	1960	70,800	210,863	70,800			
SHS	ANACOSTIA	1935	247,000	410,518	247,000			
Ad.Ed.	ARMSTRONG	1902	109,900	96,002	109,900			
MS	BACKUS	1963	126,800	196,020	126,800			
SHS	BALLOU	1960	271,300	707,850	271,300			
ES	BANCROFT	1924	79,800	96,488	79,800			
SHS	BANNEKER	1938	180,000	585,000	180,000			
ES	BARNARD	1926	67,000	150,000	67,000			
ES	BEERS	1942	77,500	60,654	77,500			
SHS	BELL	1915	98,000	59,600	98,000			
ES	BENNING	1976	70,900	117,862	70,900			
ES	BIRNEY	1950	86,800	204,658	86,800			
ES	BLOW/PIERCE	1969	83,600	50,250	83,600			
ES	BOWEN	1931	71,900	93,007	71,900			
ES	BRENT	1968	47,500	21,500	47,500			
ES	BRIGHTWOOD	1926	40,000	146,787	40,000			
ES	BROOKLAND	1970	98,200	60,000	98,200			
JHS	BROWNE	1931	215,400	1,850,429	215,400			
ES	BRUCE-MONROE	1973	110,700	43,081	110,700			
ES	BUNKER HILL	1938	69,400	191,147	69,400			
ES	BURDICK	1937	41,800	151,596	41,800			
ES	BURROUGHS	1921	63,900	237,253	63,900			
ES	BURRVILLE	1980	95,500	70,000	95,500			
SHS	CARDOZO	1926	355,400	390,634	355,400			
ADM	CARVER	1921	73,100	75,612		73,100		
SHS	CHAMBERLAIN	1939	77,100	46,577	77,100			
ES	CLARK	1968	53,800	0	53,800			
ES	CLEVELAND	1912	37,100	22,753	37,100			
Leas.	Congress Hts. (Old)	1896	34,800	107,593	0			34,800
ES	COOKE, H.D.	1909	64,000	90,000	64,000			
ES	COOK, J. F.	1921	43,500	53,203	43,500			
SHS	COOLIDGE	1940	212,000	408,791	212,000			
ES	DAVIS	1943	71,100	116,190	71,100			
JHS	DEAL	1926	143,700	373,919	143,700			

Building Inventory 1995

Sch. Type	SCHOOL	YEAR BUILT	SQUARE FEET Inter. (1)	SQUARE FEET Exter (2)	BLDG. PURPOSE Educ.	BLDG. PURPOSE Admin.	Vacant Bldgs.	Leased Bldgs.
JHS	DOUGLASS	1926	137,700	306,767	137,700			
ES	DRAPER	1953	54,000	206,222	54,000			
ES	DREW	1959	72,800	100,800	72,800			
SHS	DUNBAR	1977	343,400	263,416	343,400			
SHS	D.C. St. Acad.(Old Brook)	1898	31,300	60,000	31,300			
SHS	EASTERN	1923	288,800	615,400	288,800			
ES	EATON	1911	49,100	60,615	49,100			
Leas.	EDMONDS	1903	20,600	21,254				20,600
JHS	ELIOT	1931	155,100	233,322	155,100			
SHS	ELLINGTON	1898	167,500	126,701	167,500			
ES	EMERY	1969	63,800	63,449	63,800			
JHS	EVANS	1964	125,800	363,726	125,800			
ES	FEREBEE/HOPE	1960	193,800	447,780	193,800			
Arts	FILLMORE	1974	15,600	55,750	15,600			
JHS	FLETCHER/Johnson	1892	302,000	664,839	302,000			
ADM	Food Serv-WH (V St.)	1980	145,757			145,757		
JHS	FRANCIS	1927	95,100	363,726	95,100			
Vac.	FRANKLIN	1869	41,000	14,938			41,000	
JHS	Friendship (PR Harris)	1976	348,700	0	348,700			
ES	FT. LINCOLN	1975	103,800	0	103,800			
ES	GAGE - Eckington	1977	86,500	22,500	86,500			
ES	GARFIELD	1868	54,200	125,929	54,200			
MS	Garnet-Patterson	1928	82,700	54,318	82,700			
ES	GARRISON	1964	60,200	150,900	60,200			
ES	GIBBS	1966	64,800	78,098	64,800			
ADM	GIDDINGS	1881	55,900	57,092		55,900		
ADM	GODING		59,200	25,593		59,200		
Ad.Ed.	GORDON (Rosario)		91,000	160,556	91,000			
SHS	Grant (Sch.W/o Walls)	1882	32,000	29711	32,000			
ES	GREEN	1965	77,700	309,892	77,700			
ADM	HAMILTON	1968	180,700	0		180,700		
ADM	Harbor Garage-WH		18,654	0		18,654		
MS	HARDY	1936	17,500	189,161	17,500			
ES	HARRISON	1890	48,900	31,720	48,900			
ES	HARRIS, C. W.	1964	56,600	137,536	56,600			
JHS	HART	1954	210,700	151,108	210,700			
ADM	HAYES	1887	16,300	22,889			16,300	
ES	HEARST	1932	17,400	160,000	17,400			
ES	HENDLEY	1957	73,200	113,692	73,200			
JHS	HINE	1966	131,300	107,829	131,300			
ES	HOUSTON	1961	59,600	205,700	59,600			
ES	HYDE	1907	20,000	64,725	20,000			
Leas.	JACKSON	1889	18,300	19,991				18,300

Building Inventory 1995

Sch. Type	SCHOOL	YEAR BUILT	SQUARE FEET Inter. (1)	SQUARE FEET Exter (2)	BLDG. PURPOSE Educ.	BLDG. PURPOSE Admin.	Vacant Bldgs.	Leased Bldgs.
ES	JANNEY	1925	43,400	158,454	43,400			
JHS	JEFFERSON	1940	109,000	150,490	109,000			
JHS	JOHNSON JR.	1940	182,500	0	182,500			
ES	KEENE	1934	50,600	62,730	50,600			
ES	KENILWORTH	1933	57,100	155,215	57,100			
ES	KETCHAM	1909	88,300	49,920	88,300			
ES	KEY	1925	17,400	137,998	17,400			
ES	KIMBALL	1942	83,400	64,478	83,400			
ES	KING, M. L.	1971	65,500	53,331	65,500			
JHS	KRAMER	1943	154,000	190,790	154,000			
ADM	Kramer Center (Annex)	Not Avail	19,800	0		19,800		
ES	LAFAYETTE	1931	113,600	258,078	113,600			
ES	LANGDON	1930	101,400	105,390	101,400			
JHS	LANGLEY	1923	110,100	900,470	110,100			
ES	LaSALLE	1958	63,000	61,600	63,000			
ES	LECKIE	1970	65,000	0	65,000			
Sp.Ed.	LEE	1971	45,800	79,022	45,800			
Ad.Ed.	LENOX	1889	39,300	16,392	39,300			
ES	LEWIS	1962	49,500	41,300	49,500			
MS	LINCOLN	1967	185,000	148,774	185,000			
ADM	LOGAN	1935	47,200	90,130		47,200		
ES	LUDLOW - TAYLOR	1969	66,900	21,887	66,900			
MS	MACFARLAND	1923	110,000	722,848	110,000			
ES	MALCOLM X	1973	110,800	0	110,800			
ES	MANN	1931	17,400	166,035	17,400			
ES	MAURY	1890	46,800	18,792	46,800			
ES	MCGOGNEY	1966	55,500	388,258	55,500			
SHS	MCKINLEY	1928	282,200	900,470	282,200			
ES	MERRITT	1976	90,400	134,700	90,400			
ES	MEYER	1962	62,200	108,900	62,200			
JHS	MILLER	1949	160,000	261,200	160,000			
ES	MINER	1901	63,500	54,000	63,500			
ES	MONTGOMERY	1949	73,700	68,498	73,700			
ES	MOTEN	1955	99,700	225,922	99,700			
ES	MURCH	1929	47,700	118,131	47,700			
ES	NALLE	1959	83,900	262,000	83,900			
Leas.	NICHOLS AVENUE	1901	35,900	43,870				35,900
ES	NOYES	1930	49,700	119,790	49,700			
ES	ORR	1974	75,900	35,502	75,900			
ES	OYSTER	1926	29,700	72,714	29,700			
ES	PARKVIEW	1916	82,200	65,220	82,200			
ES	PATTERSON	1945	65,200	101,281	65,200			
JHS	PAUL	1933	128,400	328,800	128,400			

Building Inventory 1995

Sch. Type	SCHOOL	YEAR BUILT	SQUARE FEET Inter. (1)	SQUARE FEET Exter (2)	BLDG. PURPOSE Educ.	BLDG. PURPOSE Admin.	Vacant Bldgs.	Leased Bldgs.
ES	PAYNE	1896	83,800	68,260	83,800			
ES	PEABODY	1880	37,800	30,606	37,800			
ADM	PENN CENTER	1901	105,500	0		105,500		
ES	PETWORTH	1902	46,900	44,175	46,900			
SHS	PHELPS	1934	136,000	108,066	136,000			
ES	PLUMMER	1950	69,400	106,549	69,400			
ES	POWELL	1926	38,500	75,798	38,500			
	POWELL ANNEX	Not Avail	17,400	75,798	17,400			
ADM	Presidential Bldg.		142,240			142,240		
ADM	RABAUT	1966	176,900	297,283		176,900		
ES	RANDLE Highlands	1912	52,900	95,359	52,900			
ES	RAYMOND	1925	73,600	129,000	73,600			
ES	REED	1977	162,700	0	162,700			
ES	RICHARDSON	1948	63,900	206,201	63,900			
ES	RIVER TERRACE	1952	62,800	143,469	62,800			
SHS	ROOSEVELT	1932	331,900	722,225	331,900			
MS	ROPER	1967	156,000	205,830	156,000			
ES	ROSS	1896	22,400	20,628	22,400			
ES	RUDOLPH	1940	84,400	230,263	84,400			
ES	SAVOY	1968	64,800	72,230	64,800			
ES	SEATON	1969	65,000	46,500	65,000			
ES	SHADD	1955	72,100	199,649	72,100			
ES	SHAED	1971	67,200	39,413	67,200			
Sp.Ed.	SHARPE HEALTH	1959	80,500	210,022	80,500			
JHS	SHAW	1977	230,400	60,580	230,400			
ES	SHEPPARD	1932	79,700	196,900	79,700			
ES	SIMON	1950	66,200	512,527	66,200			
ES	SLOWE	1948	54,500	85,801	54,500			
ES	SMOTHERS	1923	43,000	71,811	43,000			
MS	SOUSA	1950	160,000	255,363	160,000			
SHS	SPINGARN	1941	225,000	1,850,429	225,000			
ES	STANTON	1944	83,800	123,397	83,800			
ES	STEVENS	1896	39,500	20,617	39,500			
ES	STODDERT	1932	17,400	283,818	17,400			
MS	STUART/HOBSON	1927	105,900	73,134	105,900			
ADM	SUMNER	1871	24,544	13,181		24,544		
JHS	TAFT	1933	194,300	249,071	194,300			
ES	TAKOMA	1976	119,000	103,841	119,000			
JHS	TERRELL, R.H. JR.	1952	143,700	100,648	143,700			
ES	TERRELL, M. C.Elem	1977	112,000	0	112,000			
ES	THOMAS	1946	87,600	224,541	87,600			
ES	THOMSON	1910	40,900	27,435	40,900			
ADM	TRANS. CENTER	Not Avail						

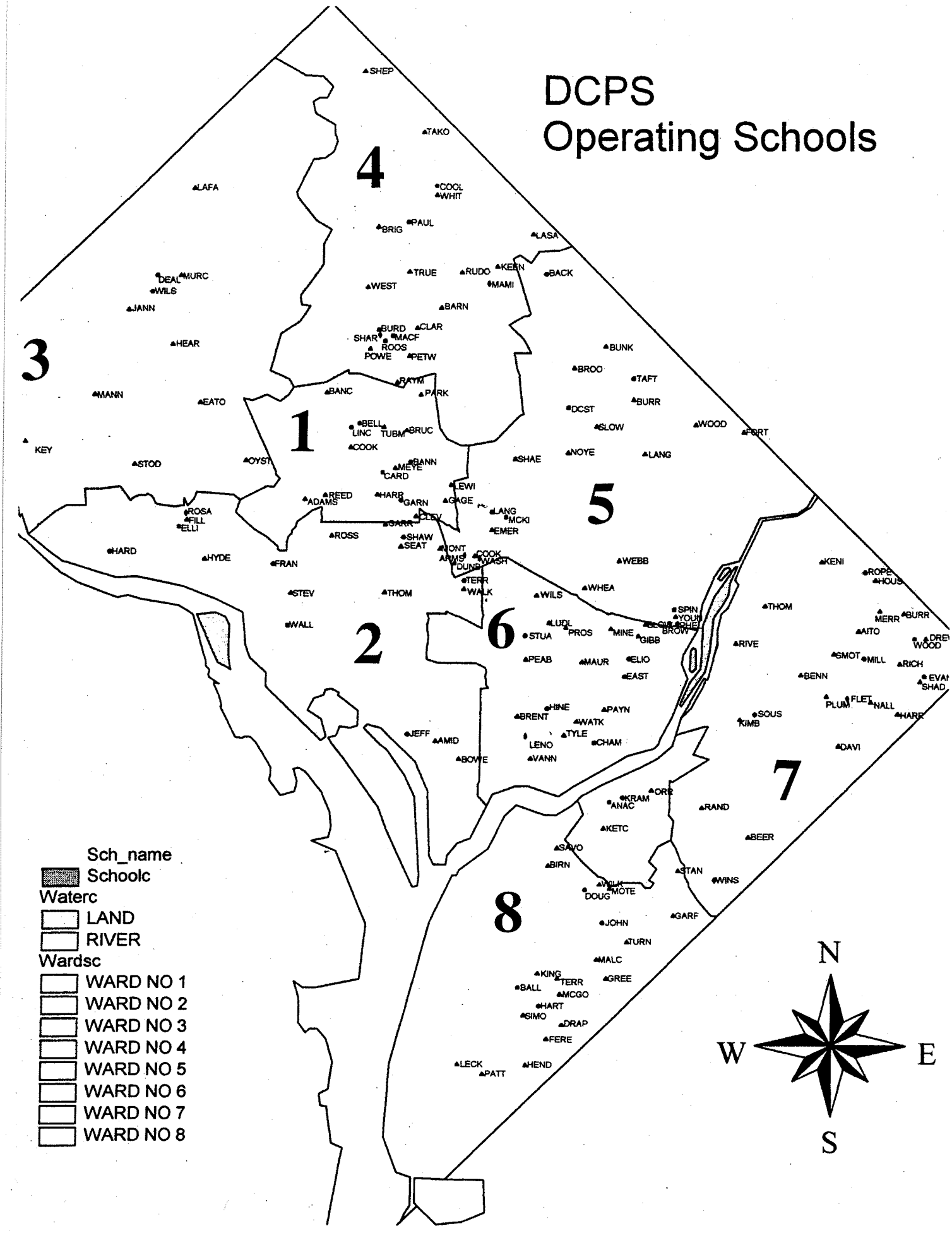
Building Inventory 1995

Sch. Type	SCHOOL	YEAR BUILT	SQUARE FEET Inter. (1)	SQUARE FEET Exter (2)	BLDG. PURPOSE Educ.	BLDG. PURPOSE Admin.	Vacant Bldgs.	Leased Bldgs.
ES	TRUESDELL	1908	69,600	50,749	69,600			
ES	TUBMAN	1970	66,000	161,047	66,000			
ES	TURNER	1946	77,500	118,208	77,500			
ES	TYLER	1949	69,600	60,791	69,600			
ES	VAN NESS	1956	49,400	52,200	49,400			
ES	WALKER-JONES	1950	104,200	68,386	104,200			
ADM	Warehouse-Adams Place	1960	112,500			112,500		
SHS	Washington, M. M.	1912	89,700	93,203	89,700			
ES	WATKINS	1962	69,300	120,500	69,300			
ADM	WEATHERLESS	1970	50,000			50,000		
ES	WEBB	1960	103,700	144,770	103,700			
Vac.	WEBSTER	1884	27,300	8,835			27,300	
ES	WEST	1978	69,600		69,600			
ES	WHEATLEY	1903	87,200	76,500	87,200			
ES	WHITTIER	1926	66,600	79,751	66,600			
ES	WILKINSON	1976	144,900		144,900			
SHS	WILSON SR,	1935	247,300		247,300			
ES	WILSON J.O.	1961	98,900	118,794	98,900			
ES	WINSTON	1976	137,700		137,700			
ES	WOODRIDGE	1927	37,600	114,694	37,600			
Vac.	WOODSON, C.G. JR	1956	156,000	175,000			156,000	
SHS	WOODSON, H.D. SR.	1972	251,100	159,816	251,100			
Sp.Ed.	WORMLEY (Prospect)	1884	17,200	27,758	17,200			
ES	YOUNG	1931	70,400	1,850,429	70,400			
	TOTAL		17,838,795	31,724,136	16,276,600	1,211,995	240,600	109,600

Data Sources

(1) Division of Facilities Management, Planning 6/95

(2) Public Schools of the District of Columbia Report May 24, 1985
Dept. of General Research, Budget, and Legislation,
Office of the Statistician


DCPS
Operating Schools
1
2
3
4
5
6
7
8
Sch_name
Schoolc
Waterc
LAND
RIVER
Wardsc
WARD NO 1
WARD NO 2
WARD NO 3
WARD NO 4
WARD NO 5
WARD NO 6
WARD NO 7
WARD NO 8
N
W
E
S

Appendix D

10 Year Capital Estimates *
and 1995 Estimates for State of Good Repair

This Appendix contains the building-by-building lists of estimates of the costs required to bring the public schools of the District of Columbia into a state of good repair and modernize them for the 21st century. If the school is modernized, the maintenance and repair costs are absorbed in the modernization, and the maintenance costs will decrease to routine maintenance levels. The estimates are based on historical costs for school construction in the Washington Area from Jim Wilson, Inc., a construction management company experienced in school construction in the area.

Full School Modernization (hard and soft costs)**	$100/SF
Partial Modernization (hard and soft costs)**	$50/SF
Component Replacement	$25/SF

* 1995 dollars
** does not include furnishings.

Schools were considered eligible for full modernization if they were built before 1960 and had never had a full renovation. Schools eligible for partial modernization were built between 1961 and 1980 and had never been renovated. Schools were eligible for component replacement if they were built after 1980 or had a full renovation since 1975.

DCPS FACILITIES INVENTORY
CAPITAL IMPROVEMENTS AND MAINTENANCE ESTIMATES
July, 1995

District Use	SCHOOL	YEAR BUILT	Square Feet Inter. (1)	ESTIMATED COSTS 10 YEAR PLAN Modernization	1995 3DI Repairs and Maintenance
ADM	Harbor Garage-WH		18,654	n/a	n/a
ADM	Trans. Center			n/a	n/a
ADM	Presidential Bldg.		142,240	n/a	n/a
	Subtotal			**$0**	**$0**
	Full Modification @ $100/SF				
ADM	GIDDINGS	1881	55,900	$5,590,000	
ADM	HAYES	1887	16,300	$1,630,000	
ADM	PENN CENTER	1901	105,500	$10,550,000	
ADM	CARVER	1921	73,100	$7,310,000	
ADM	LOGAN	1935	47,200	$4,720,000	
ADM	Kramer Center (Annex)	1943	19,800	$1,980,000	
ADM	GODING	1959	59,200	$5,920,000	$2,408,844
	Subtotal		**377,000**	**$37,700,000**	**$2,408,844**
	Partial Modification @ $50/Sq. Ft.				
ADM	Warehouse-Adams Place	1960	112,500	$5,625,000	
ADM	RABAUT	1966	176,900	$8,845,000	
ADM	HAMILTON	1968	180,700	$9,035,000	
ADM	WEATHERLESS	1970	50,000	$2,500,000	
ADM	Food Serv-WH (V St.)	1980	145,757	$7,287,850	
	Subtotal		**665,857**	**$33,292,850**	**$0**
	Component Replacement @ $25/Sq. Ft.				
ADM	SUMNER 1985	1871	24,544	$613,600	
	Subtotal			**$613,600**	**$0**
	Full Modification @ $100/SF				
Ad.Ed.	LENOX	1889	39,300	$3,930,000	$2,184,383
Ad.Ed.	ARMSTRONG	1902	109,900	$10,990,000	$2,193,139
Ad.Ed.	GORDON (Rosario)	1928	91,000	$9,100,000	$4,167,202
Ad.Ed.	BURDICK	1937	41,800	$4,180,000	$1,363,522
	Subtotal		**282,000**	$28,200,000	**$9,908,246**

DCPS FACILITIES INVENTORY

CAPITAL IMPROVEMENTS AND MAINTENANCE ESTIMATES

July, 1995

District Use	SCHOOL	YEAR BUILT	Square Feet Inter. (1)	ESTIMATED COSTS 10 YEAR PLAN Modernization	1995 3DI Repairs an Maintenance
	Full Modification @ $100/SF				
ES	ADAMS	1930	59,400	$5,940,000	$1,305,130
ES	POWELL ANNEX	Not Avail.	17,400	$1,740,000	n/a
ES	GARFIELD	1868	54,200	$5,420,000	$3,787,436
ES	PEABODY	1880	37,800	$3,780,000	$1,427,418
ES	MAURY	1890	46,800	$4,680,000	$1,600,532
ES	HARRISON	1890	48,900	$4,890,000	$2,085,266
ES	FILLMORE-ART	1892	15,600	$1,560,000	$1,453,215
ES	ROSS	1896	22,400	$2,240,000	$1,063,942
ES	PAYNE	1896	83,800	$8,380,000	$3,014,508
ES	STEVENS	1896	39,500	$3,950,000	$853,395
ES	MINER	1901	63,500	$6,350,000	$2,876,740
ES	PETWORTH	1902	46,900	$4,690,000	$2,753,284
ES	WHEATLEY	1903	87,200	$8,720,000	$3,842,067
ES	HYDE	1907	20,000	$2,000,000	$1,496,505
ES	TRUESDELL	1908	69,600	$6,960,000	$2,866,999
ES	COOKE, H.D.	1909	64,000	$6,400,000	$2,978,110
ES	KETCHAM	1909	88,300	$8,830,000	$1,486,656
ES	THOMSON	1910	40,900	$4,090,000	$3,204,181
ES	CLEVELAND	1912	37,100	$3,710,000	$4,053,680
ES	RANDLE Highlands	1912	52,900	$5,290,000	$2,101,701
ES	PARKVIEW	1916	82,200	$8,220,000	$2,888,667
ES	BURROUGHS	1921	63,900	$6,390,000	$2,178,920
ES	COOK, J. F.	1921	43,500	$4,350,000	$2,167,518
ES	SMOTHERS	1923	43,000	$4,300,000	$2,120,075
ES	BANCROFT	1924	79,800	$7,980,000	$1,814,415
ES	KEY	1925	17,400	$1,740,000	$1,449,863
ES	JANNEY	1925	43,400	$4,340,000	$1,813,794
ES	RAYMOND	1925	73,600	$7,360,000	$3,146,426
ES	BARNARD	1926	67,000	$6,700,000	$2,258,580
ES	WHITTIER	1926	66,600	$6,660,000	$2,769,391
ES	BRIGHTWOOD	1926	40,000	$4,000,000	$1,261,357
ES	POWELL	1926	38,500	$3,850,000	$1,476,874
ES	OYSTER	1926	29,700	$2,970,000	$625,706
ES	WOODRIDGE	1927	37,600	$3,760,000	$2,063,481
ES	MURCH	1929	47,700	$4,770,000	$1,261,207
ES	NOYES	1930	49,700	$4,970,000	$2,273,341
ES	LANGDON	1930	101,400	$10,140,000	$2,827,917
ES	BOWEN	1931	71,900	$7,190,000	$2,026,44?
ES	YOUNG	1931	70,400	$7,040,000	$2,008,263
ES	MANN	1931	17,400	$1,740,000	$1,316,058
ES	STODDERT	1932	17,400	$1,740,000	$1,281,202

DCPS FACILITIES INVENTORY

CAPITAL IMPROVEMENTS AND MAINTENANCE ESTIMATES

July, 1995

District Use	SCHOOL	YEAR BUILT	Square Feet Inter. (1)	ESTIMATED COSTS 10 YEAR PLAN Modernization	1995 3DT Repairs an Maintenance
ES	HEARST	1932	17,400	$1,740,000	$1,302,986
ES	SHEPPARD	1932	79,700	$7,970,000	$2,868,928
ES	KENILWORTH	1933	57,100	$5,710,000	$2,207,657
ES	KEENE	1934	50,600	$5,060,000	$1,346,890
ES	BUNKER HILL	1938	69,400	$6,940,000	$3,300,785
ES	RUDOLPH	1940	84,400	$8,440,000	$3,252,629
ES	KIMBALL	1942	83,400	$8,340,000	$2,577,586
ES	BEERS	1942	77,500	$7,750,000	$1,987,726
ES	DAVIS	1943	71,100	$7,110,000	$3,549,259
ES	STANTON	1944	83,800	$8,380,000	$2,098,818
ES	PATTERSON	1945	65,200	$6,520,000	$5,303,662
ES	TURNER	1946	77,500	$7,750,000	$3,337,715
ES	THOMAS	1946	87,600	$8,760,000	$2,165,734
ES	SLOWE	1948	54,500	$5,450,000	$2,449,940
ES	RICHARDSON	1948	63,900	$6,390,000	$3,164,680
ES	TYLER	1949	69,600	$6,960,000	$3,971,528
ES	MONTGOMERY	1949	73,700	$7,370,000	$1,896,542
ES	WALKER-JONES	1950	104,200	$10,420,000	$1,915,449
ES	SIMON	1950	66,200	$6,620,000	$2,208,217
ES	BIRNEY	1950	86,800	$8,680,000	$4,359,553
ES	PLUMMER	1950	69,400	$6,940,000	$2,725,152
ES	RIVER TERRACE	1952	62,800	$6,280,000	$1,818,619
ES	DRAPER	1953	54,000	$5,400,000	$3,289,539
ES	MOTEN	1955	99,700	$9,970,000	$4,520,737
ES	SHADD	1955	72,100	$7,210,000	$3,884,375
ES	VAN NESS	1956	49,400	$4,940,000	$3,290,285
ES	HENDLEY	1957	73,200	$7,320,000	$4,296,980
ES	LaSALLE	1958	63,000	$6,300,000	$3,002,100
ES	DREW	1959	72,800	$7,280,000	$3,863,243
ES	NALLE	1959	83,900	$8,390,000	$3,348,357
	Subtotal		**4,222,200**	$422,220,000	**$174,585,940**

DCPS FACILITIES INVENTORY

CAPITAL IMPROVEMENTS AND MAINTENANCE ESTIMATES

July, 1995

District Use	SCHOOL	YEAR BUILT	Square Feet Inter. (1)	ESTIMATED COSTS 10 YEAR PLAN Modernization	1995 3DI Repairs an Maintenance
	Partial Modification @ $50/Sq. Ft.				
ES	FEREBEE/HOPE	1960	193,800	$9,690,000	$2,361,795
ES	AITON	1960	57,100	$2,855,000	$2,157,979
ES	WEBB	1960	103,700	$5,185,000	$3,486,635
ES	AMIDON	1960	70,800	$3,540,000	$1,660,895
ES	WILSON J.O.	1961	98,900	$4,945,000	$1,842,649
ES	HOUSTON	1961	59,600	$2,980,000	$2,205,095
ES	LEWIS	1962	49,500	$2,475,000	$1,327,726
ES	WATKINS	1962	69,300	$3,465,000	$2,640,741
ES	MEYER	1962	62,200	$3,110,000	$2,447,239
ES	HARRIS, C. W.	1964	56,600	$2,830,000	$4,977,622
ES	GARRISON	1964	60,200	$3,010,000	$3,177,697
ES	GREEN	1965	77,700	$3,885,000	$1,960,326
ES	MCGOGNEY	1966	55,500	$2,775,000	$2,948,663
ES	GIBBS	1966	64,800	$3,240,000	$1,561,956
ES	BRENT	1968	47,500	$2,375,000	$1,245,756
ES	CLARK	1968	53,800	$2,690,000	$1,339,477
ES	SAVOY	1968	64,800	$3,240,000	$2,842,930
ES	SEATON	1969	65,000	$3,250,000	$3,055,662
ES	EMERY	1969	63,800	$3,190,000	$1,505,839
ES	LUDLOW - TAYLOR	1969	66,900	$3,345,000	$6,055,504
ES	BLOW/PIERCE	1969	83,600	$4,180,000	$2,145,553
	Subtotal		**1,525,100**	**$76,255,000**	**$52,947,739**

DCPS FACILITIES INVENTORY

CAPITAL IMPROVEMENTS AND MAINTENANCE ESTIMATES

July, 1995

District Use	SCHOOL	YEAR BUILT	Square Feet Inter. (1)	ESTIMATED COSTS 10 YEAR PLAN Modernization	1995 3DI Repairs an Maintenance
	Component Replacement @ $25/Sq. Ft.				
ES	TUBMAN	1970	66,000	$1,650,000	$1,683,821
ES	BROOKLAND	1970	98,200	$2,455,000	$1,053,071
ES	LECKIE	1970	65,000	$1,625,000	$1,739,184
ES	SHAED	1971	67,200	$1,680,000	$883,364
ES	KING, M. L.	1971	65,500	$1,637,500	$1,728,233
ES	MALCOLM X	1973	110,800	$2,770,000	$2,126,196
ES	BRUCE-MONROE	1973	110,700	$2,767,500	$2,333,390
ES	ORR	1974	75,900	$1,897,500	$1,779,285
ES	FT. LINCOLN	1975	103,800	$2,595,000	$4,751,212
ES	MERRITT	1976	90,400	$2,260,000	$1,576,123
ES	BENNING	1976	70,900	$1,772,500	$1,435,863
ES	WILKINSON	1976	144,900	$3,622,500	$1,493,822
ES	WINSTON	1976	137,700	$3,442,500	$2,035,972
ES	TAKOMA	1976	119,000	$2,975,000	$1,181,542
ES	REED	1977	162,700	$4,067,500	$1,312,680
ES	TERRELL, M. C.Elem	1977	112,000	$2,800,000	$1,753,504
ES	GAGE - Eckington	1977	86,500	$2,162,500	$1,153,352
ES	WEST	1978	69,600	$1,740,000	$1,230,476
ES	BURRVILLE	1980	95,500	$2,387,500	$3,009,240
ES	EATON* (1981)	1911	49,100	$1,227,500	$660,199
ES	LAFAYETTE*(1976)	1931	113,600	$2,840,000	$2,578,667
	Subtotal		**2,015,000**	**$50,375,000**	**$37,499,196**

DCPS FACILITIES INVENTORY

CAPITAL IMPROVEMENTS AND MAINTENANCE ESTIMATES

July, 1995

District	SCHOOL	YEAR BUILT	Square Feet	ESTIMATED COSTS	
				10 YEAR PLAN	1995 3DI Repairs an
Use			Inter. (1)	Modernization	Maintenance
	Full Modification @ $100/SF				
JHS	LANGLEY	1923	110,100	$11,010,000	$5,496,366
JHS	DOUGLASS	1926	137,700	$13,770,000	$6,835,048
JHS	DEAL	1926	143,700	$14,370,000	$7,308,272
JHS	FRANCIS	1927	95,100	$9,510,000	$4,049,920
JHS	ELIOT	1931	155,100	$15,510,000	$4,631,925
JHS	BROWNE	1931	215,400	$21,540,000	$10,311,717
JHS	PAUL	1933	128,400	$12,840,000	$7,383,958
JHS	TAFT	1933	194,300	$19,430,000	$9,655,037
JHS	JOHNSON JR.	1940	182,500	$18,250,000	$5,562,257
JHS	JEFFERSON	1940	109,000	$10,900,000	$4,876,176
JHS	KRAMER	1943	154,000	$15,400,000	$7,087,670
JHS	MILLER	1949	160,000	$16,000,000	$9,467,124
JHS	TERRELL, R.H. JR.	1952	143,700	$14,370,000	$7,658,947
JHS	HART	1954	210,700	$21,070,000	$14,266,999
	Subtotal		**2,139,700**	**$213,970,000**	**$104,591,416**
	Partial Modification @ $50/Sq. Ft.				
JHS	EVANS	1964	125,800	$6,290,000	$6,274,973
JHS	HINE	1966	131,300	$6,565,000	$5,118,474
JHS	Friendship (PR Harris)	1976	348,700	$17,435,000	n/a
JHS	SHAW	1977	230,400	$11,520,000	$3,394,595
JHS	FLETCHER/Johnson	1980	302,000	$15,100,000	$1,702,107
	Subtotal		**1,138,200**	**$56,910,000**	**$16,490,149**
	Full Modification @ $100/SF				
MS	MACFARLAND	1923	110,000	$11,000,000	$9,092,728
MS	STUART/HOBSON	1927	105,900	$10,590,000	$3,132,388
MS	Garnet-Patterson	1928	82,700	$8,270,000	$3,593,717
MS	HARDY	1936	17,500	$1,750,000	$1,450,797
MS	SOUSA	1950	160,000	$16,000,000	$2,970,634
	Subtotal		**476,100**	**$47,610,000**	**$20,240,264**
	Partial Modification @ $50/Sq. Ft.				
MS	BACKUS	1963	126,800	$6,340,000	$5,943,110
MS	LINCOLN	1967	185,000	$9,250,000	$6,529,306
MS	ROPER	1967	156,000	$7,800,000	$10,960,270
	Subtotal		**467,800**	**$23,390,000**	**$23,432,686**

DCPS FACILITIES INVENTORY

CAPITAL IMPROVEMENTS AND MAINTENANCE ESTIMATES

July, 1995

District Use	SCHOOL	YEAR BUILT	Square Feet Inter. (1)	ESTIMATED COSTS 10 YEAR PLAN Modernization	1995 3DI Repairs an Maintenance
	Full Modification @ $100/SF				
SHS	Grant (Sch.W/o Walls)	1882	32,000	$3,200,000	$1,779,317
SHS	D.C. St. Acad.(Old Brook)	1898	31,300	$3,130,000	$1,421,430
SHS	Washington, M. M.	1912	89,700	$8,970,000	$1,888,598
SHS	BELL	1915	98,000	$9,800,000	$1,774,667
SHS	ROOSEVELT	1932	331,900	$33,190,000	$8,894,999
SHS	BANNEKER	1938	180,000	$18,000,000	$5,259,733
SHS	CHAMBERLAIN	1939	77,100	$7,710,000	$1,243,693
SHS	COOLIDGE	1940	212,000	$21,200,000	$15,603,204
SHS	SPINGARN	1941	225,000	$22,500,000	$5,568,974
	Subtotal		**1,277,000**	$127,700,000	**$43,434,615**
	Partial Modification @ $50/Sq. Ft.				
SHS	WOODSON, H.D. SR.	1972	251,100	$12,555,000	$7,914,207
SHS	DUNBAR	1977	343,400	$17,170,000	$5,486,461
	Subtotal		**594,500**	**$29,725,000**	**$13,400,668**
	Component Replacement @ $25/Sq. Ft.				
SHS	ELLINGTON 1984	1898	167,500	$4,187,500	$3,732,396
SHS	EASTERN 1985	1923	288,800	$7,220,000	$6,882,098
SHS	CARDOZO 1987	1926	355,400	$8,885,000	$13,216,182
SHS	MCKINLEY 1985	1928	282,200	$7,055,000	$7,433,767
SHS	PHELPS 1982	1934	136,000	$3,400,000	$4,223,352
SHS	WILSON SR,	1935	247,300	$12,365,000	$13,333,319
SHS	ANACOSTIA 1977	1935	247,000	$6,175,000	$10,287,266
SHS	BALLOU 1980	1960	271,300	$6,782,500	$13,243,817
	Subtotal		**1,995,500**	**$49,887,500**	**$72,352,197**
	Full Modification @ $100/SF				
Sp.Ed.	WORMLEY (Prospect)	1884	17,200	$1,720,000	n/a
Sp.Ed.	SHARPE HEALTH	1959	80,500	$8,050,000	$4,597,227
	Subtotal		**97,700**	$9,770,000	**$4,597,227**
	Partial Modification @ $50/Sq. Ft.				
Sp.Ed.	LEE	1971	45,800	$2,290,000	$1,606,822
	Subtotal		**45,800**	**$2,290,000**	**$1,606,822**

DCPS FACILITIES INVENTORY

CAPITAL IMPROVEMENTS AND MAINTENANCE ESTIMATES

July, 1995

District Use	SCHOOL	YEAR BUILT	Square Feet Inter. (1)	ESTIMATED COSTS 10 YEAR PLAN Modernization	1995 3DI Repairs an Maintenance
	Full Modification @ $100/SF				
Vac.	FRANKLIN	1869	41,000	$4,100,000	
Vac.	WEBSTER	1884	27,300	$2,730,000	
Leas.	JACKSON	1889	18,300	$1,830,000	
Leas.	Congress Hts. (Old)	1896	34,800	$3,480,000	
Leas.	NICHOLS AVENUE	1901	35,900	$3,590,000	
Leas.	EDMONDS	1903	20,600	$2,060,000	
Vac.	WOODSON, C.G. JR	1956	156,000	$15,600,000	
	Subtotal		**333,900**	**$33,390,000**	**$0**
	TOTAL FOR ALL BLDGS		**17,665,629**	**$1,246,390,200**	**$690,000,000**
	OPERATING SCHOOLS		**16,200,000**	**$1,139,428,750**	**$577,496,009**

Data Sources

(1) Division of Facilities Management, Planning 6/95

(2) Public Schools of the District of Columbia Report May 24, 1985
Dept. of General Research, Budget, and Legislation,
Office of the Statistician

APPENDIX E

DEMOGRAPHIC STUDY and ENROLLMENT PROJECTIONS
The Grier Partnership

The Grier Partnership

6532 EAST HALBERT ROAD
BETHESDA, MARYLAND 20817
(301) 229-4454

DEMOGRAPHIC STUDY AND ENROLLMENT PROJECTIONS FOR DISTRICT OF COLUMBIA PUBLIC SCHOOLS

A Report to the

Task Force on Education Infrastructure for the 21st Century

Prepared by

Eunice and George Grier
The Grier Partnership

July 1995

I. POPULATION TRENDS AND THE D.C. PUBLIC SCHOOLS

Public school systems face the challenges of a mandate that is shared by few if any other institutions, public or private. Most institutions can set limits on the number of people they serve, establish criteria for admission, or defer service to some persons when the demand is too high. But school systems must enroll every child eligible by age who applies. And they must do so as soon as that child arrives at the schoolhouse door.

The public schools must respond also to any and all population changes that impact the communities they serve, no matter how suddenly or sharply they occur. And they must do so while staying within a budget.

In recent years the Public Schools of the District of Columbia have been buffeted by large and powerful demographic trends and forces. Over a span of only a few decades they have seen the child population they serve first increase rapidly, then suddenly begin to decrease at an even faster pace. And in recent years they have seen a growing proportion of children whose families are impoverished and beset with multiple problems which they often cannot solve without help from outside.

The District of Columbia is not unique among major American cities in having a large and growing poverty population or the other ills that accompany it. In fact, the District's 16.9 percent poverty rate in 1990 was considerably lower than Detroit's 32.4 percent, Cleveland's 28.7 percent, Baltimore's 21.9 percent, Chicago's 21.6 percent, or New York City's 19.3 percent. Most of the larger U.S. cities, in fact, had even higher poverty rates than D.C. at the last Census.

Nor is the District alone in having a declining enrollment. Most large central cities have had declining school populations recently. Nonetheless, the fact that the District has company does not make the challenges confronting the D.C. Public Schools any easier.

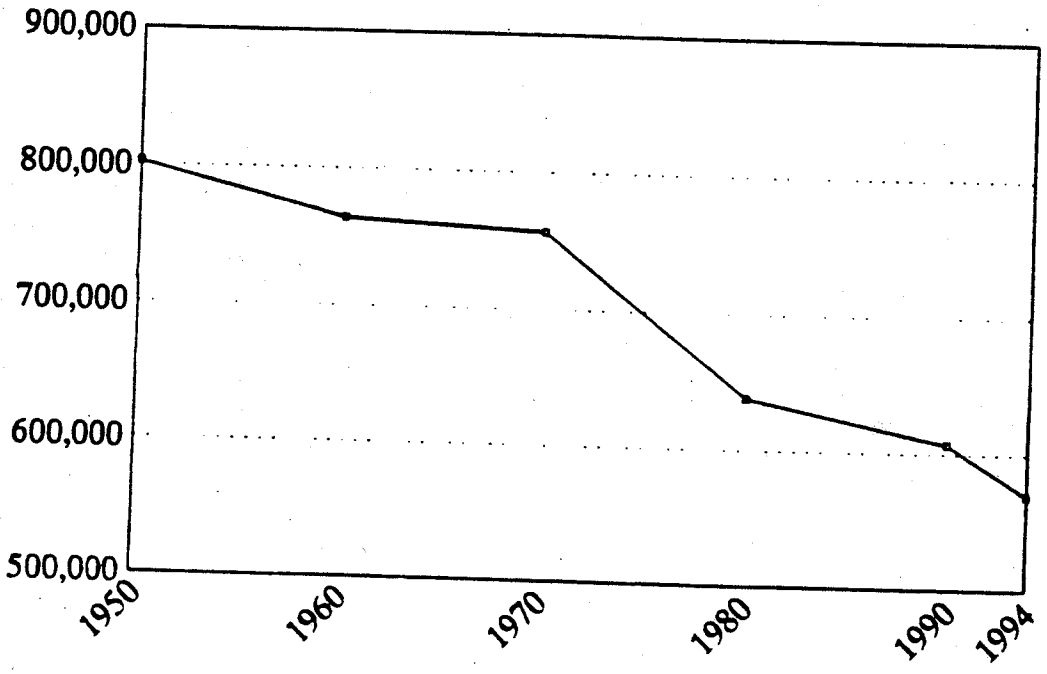
The District of Columbia's Declining Population

Since 1990, according to Census Bureau estimates, the District has lost 37,000 residents, six percent of its population. This is not the first decade in which the District has lost people, however. In fact, the District has had a continuing population decline ever since the 1950s. In the official count of the 1950 Census, the city's population peaked at slightly over 800,000 persons.

Since then, every Census decade has seen the population sag further, but at wildly varying rates from one decade to the next. In the 1950s it dropped by nearly five percent; in the 1960s, by only one percent. In the 1970s the decline accelerated to nearly 16 percent, but then diminished again in the 1980s to just under five percent. From 1990 through 1994, the loss has averaged 1.5 percent per year -- close to the rate of the 1970s.

Today the District has 570,000 people, according to the most recent Census Bureau estimate -- 29 percent fewer than it had in 1950. Until recently, the continuing population loss was not viewed with any great concern since it appeared to have relatively few economic consequences.

Trend in Population
District of Columbia, 1950-1994



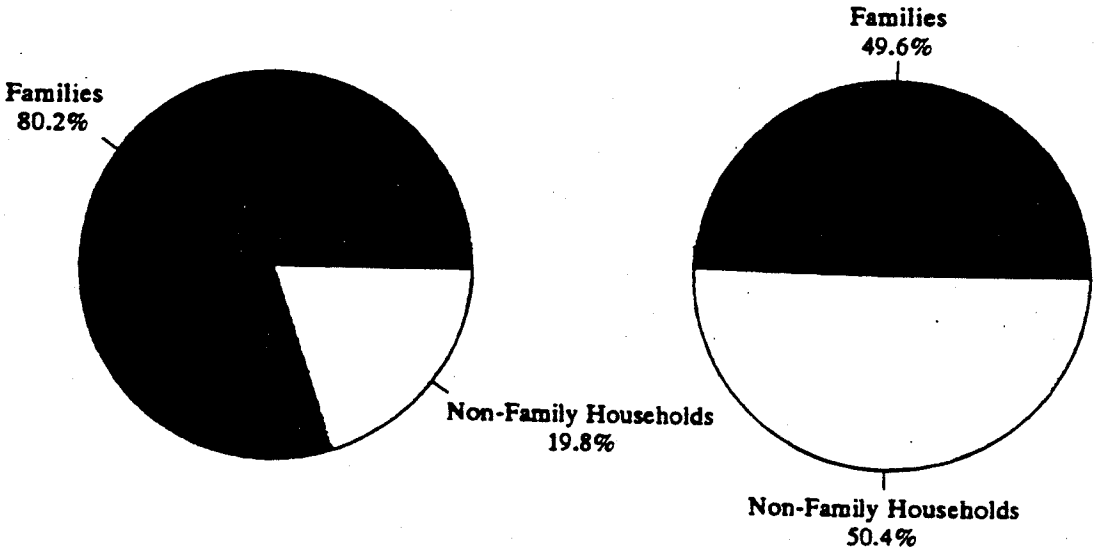
Source: U.S. Census Bureau

But in the past few years it has become obvious that there were indeed economic consequences, and that these were becoming increasingly serious. During the 1950s and early 1960s, the out-migration was largely white. But it left behind a strong and upwardly mobile Black middle class with long-standing attachment to the city and its individual neighborhoods. More recently, the growing exodus of that same Black middle class has left the city in growing difficulty, economically and socially.

One of the most dramatic effects of the city's falling population has been a precipitous drop in the number of families with children, and in the number of children themselves. This decline, like the population loss with which it is closely related, also did not cause much concern until recently.

Since the 1950s began there has been a sharp change in the kind of households* that principally inhabit the District. At the half-century mark, 80 percent of its households contained families and 80 percent of these families contained married couples. Most also had children still at home. By 1990, just under half of the District's households contained families. The rest were "non-family households" consisting of single persons or unrelated individuals. Only 53 percent of the remaining families – or about one-fourth of all households – were married-couple families. And nearly two-thirds of these married couples had no children living at home.

Percent of Households Containing Families
District of Columbia, 1950 and 1990



Source: U.S. Census Bureau

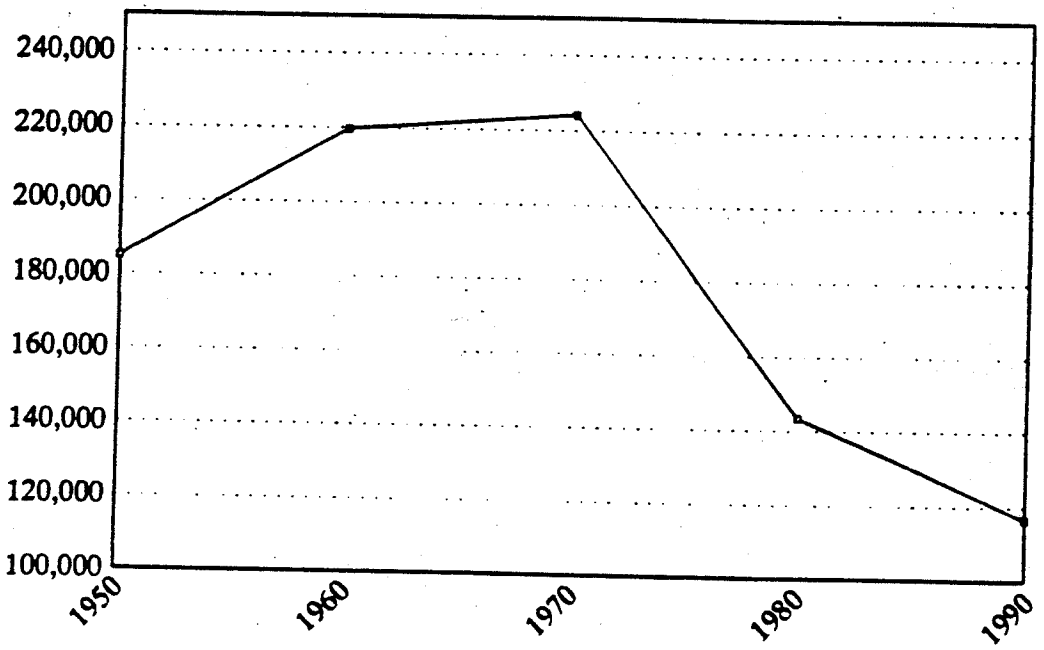
This incredible transformation occurred mainly in the latter half of the period, and it had an enormous effect on the city's child population. At the 1950 Census the District of Columbia had 184,800 children under 18 years of age, and the number of children continued

* The Census Bureau defines a household as all the persons who occupy a housing unit (house, apartment, mobile home, etc.) A family is all persons in the same housing unit who are related to each other by blood, marriage, or adoption. A household can contain a single person, one or more families, a family plus one or more unrelated individuals, or a group of unrelated individuals.

to increase for two more decades after the total population had peaked. In 1960 the total had grown to 219,600 children. In 1970 it had risen yet again to 224,100.

But between 1970 and 1980 the number of children dropped abruptly to 143,500, and then eroded further until in 1990 it was only 116,600 – little more than half the number who had lived here two decades earlier. The District's loss of 80,600 children during the 1970s was more than two-thirds of the total decrease in its population of all ages combined. This extraordinary proportion signaled an enormous outflow of families with children.

Trend in Child Population
District of Columbia, 1950-1990



Source: U.S. Census Bureau

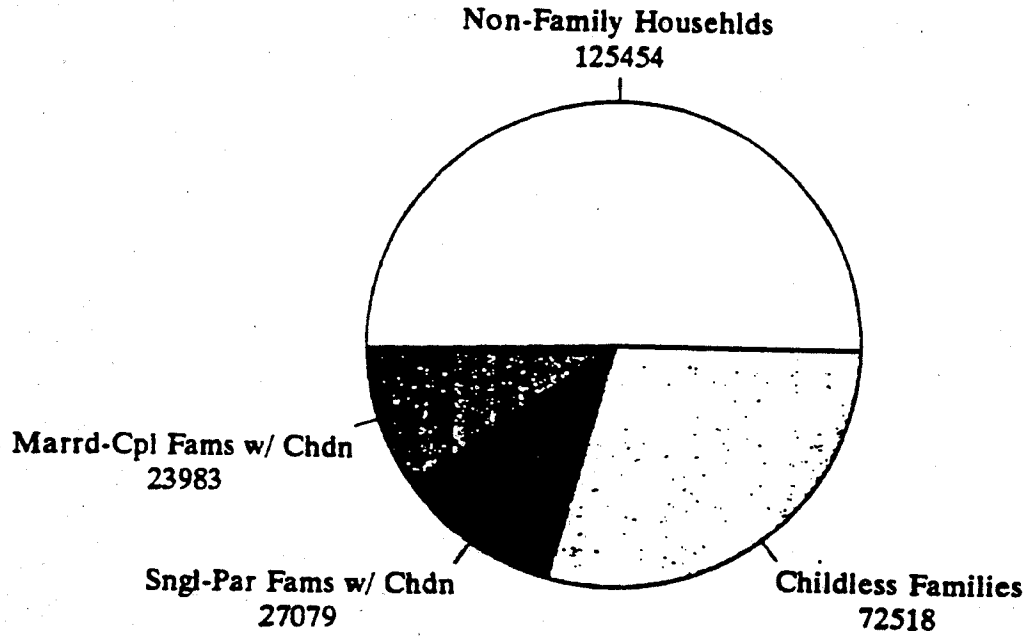
Most of the families were African-American, and most moved to the suburbs. In the 1980s the District lost 14,000 additional Black families with children – 37 percent of the number it had had when the decade began. Meanwhile the Maryland suburbs gained nearly 17,000 Black families with children – more than half of them in Prince George's County. Most of these families came from the District, but others migrated to the suburbs from elsewhere in the nation and still others were formed there by young adults who had left the District with their families in earlier decades.

While the population decreased by over 118,000 persons or nearly 16 percent during the 1970s, the number of *households* declined by less than 9,400 or under four percent. Why? Because the loss of families with children had been replaced almost on a one-to-one basis by households consisting of singles living alone or with other singles, or of couples without children. This process continued until, by 1990, non-family households, in which none of the members were related, made up slightly over half of the total.

Five out of six of these non-family households contained only a single person. In fact, two households in every five residing in the District in 1990 consisted of single adults living alone. Many of the rest contained singles sharing living quarters or married couples without children. Many of the latter were elderly "empty-nesters," and the rest were young couples who had not yet begun to produce offspring.

Of a total of 249,000 households occupying dwellings in the District in 1990, more than half or 125,500 were non-family households and 72,500 more were childless family units. This left only 51,100 families with children. In 1980 there had been over 100,000. The number had been virtually cut in half in a single decade.

Composition of Households
District of Columbia, 1990



Source: U.S. Census Bureau

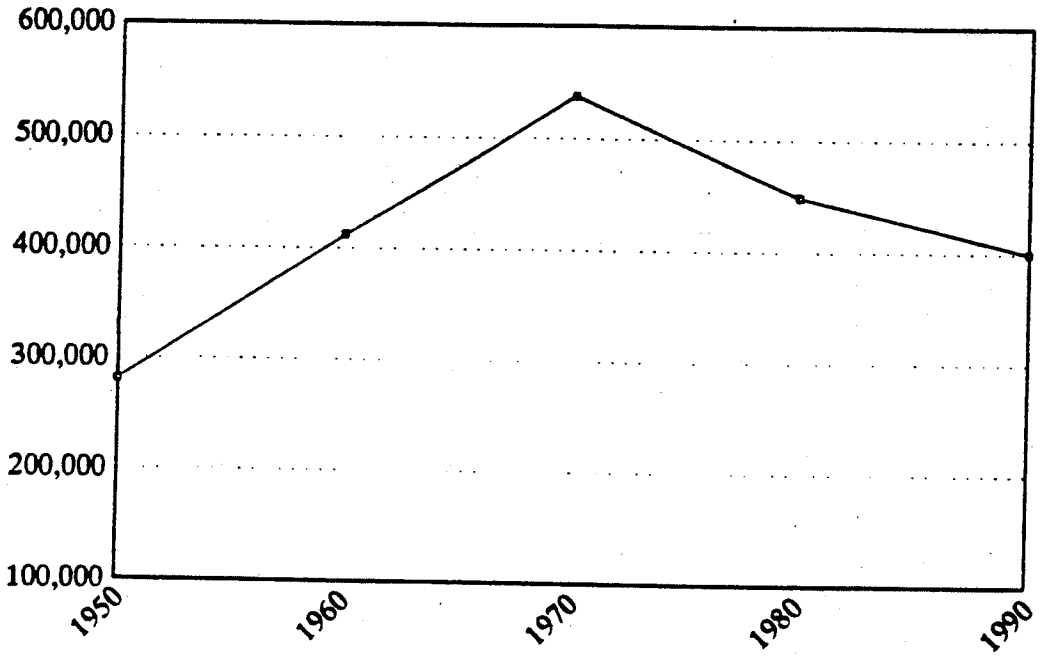
Exodus of the Black Middle Class

Another effect of the population shifts has been an erosion of the District's Black middle class -- long one of the most affluent and influential in the nation, and a source of strong leadership for the city and its schools.

During the 1950s and early 1960s, most of those moving out of the city were white. In the late 1960s, owing largely to civil rights advances, they were joined by African-Americans seeking to join the whites in the search for the suburban dream. So many African-Americans moved out during the 1970s that the city lost a total of 118,000 people – nearly one-sixth of its population – in that one decade alone. African-Americans made up three-fourths of that decrease. This out-migration continued into the 1980s, albeit at a declining rate.

Trend in African-American Population

District of Columbia, 1950-1990



Source: U.S. Census Bureau

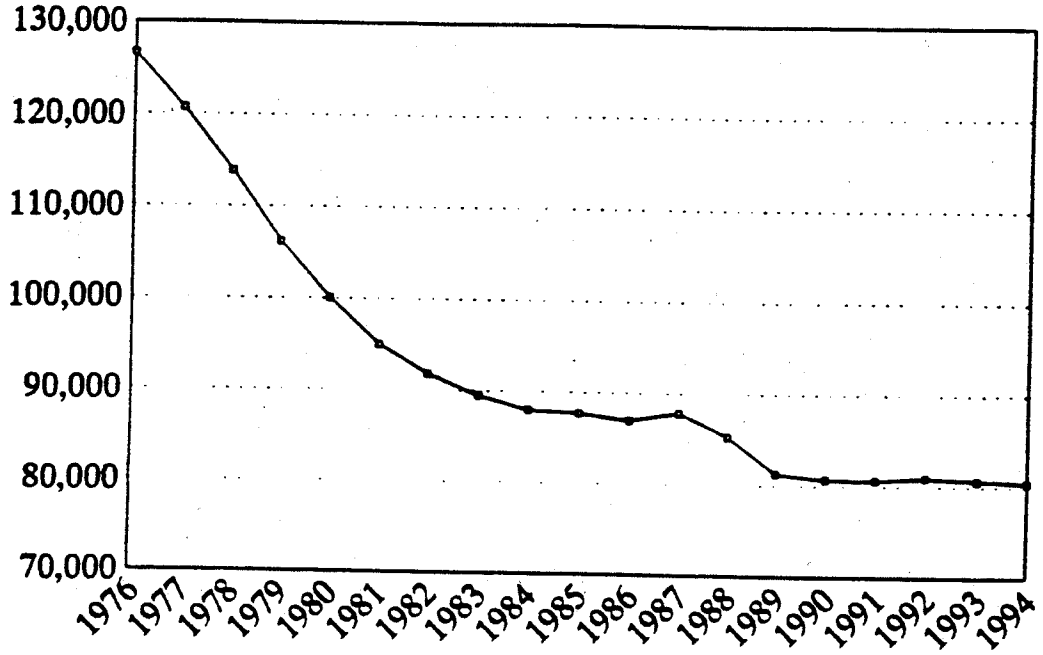
In the earlier decades of the out-migration, there was little if any immediate impact on the city's economy– at least none that was readily observable. But in the latter part of the 1980s, the steady erosion of the Black middle class that resulted began to have serious repercussions. Between 1985 and 1990, the District lost nearly 15 percent of its households in the income bracket between $40,000 and $50,000. It also lost 13 percent of those with incomes of $60,000 to $75,000, and more than 11 percent of all other income brackets between $30,000 and $100,000. Among those with incomes under $10,000, however, there was a decline of less than three percent.

Not only has this trend left the District with a declining child population, but with one in which a growing proportion of the children who remain are economically deprived. And it has begun to have a serious effect on tax revenues as well.

Impact of Demographic Change on the Schools

One important effect of the shift to a majority of non-family households has been to reduce the number of children in the D.C. Public Schools. In 1970, when the child population was at its peak, the Census recorded 147,100 children enrolled in the public school system. In 1976, the Schools reported a membership of 126,600. The official membership continued to decline rapidly until the 1990s, when it essentially stabilized, fluctuating in a narrow range between 80,000 and 81,000 from 1990 through 1994.

D.C.P.S. Official Student Membership
1976-1994



ource: D.C. Public Schools

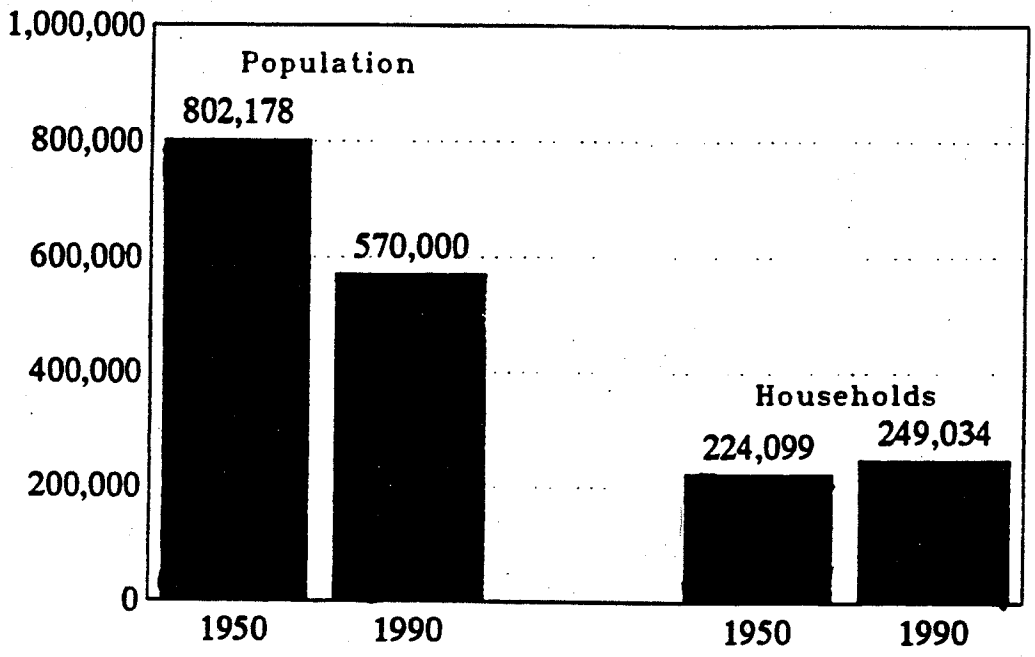
A second effect of the transformation from a family-dominated city to one in which families are a minority was a favorable effect on the District's finances – at least for a while. While the number of people and families was declining, the number of households actually increased somewhat, especially in the early part of the period. By 1990, the District's population was smaller by 29 percent than in 1950; yet its number of households, although declining slowly, was 11 percent greater than it had been in the same year.

Households, not families, are the major taxpaying unit. And to the extent that these households are made up entirely of unrelated adults, all or most of whom work, they can contribute more than most families to the city's revenues – while depending less on its services, including such expensive ones as public education. On a per capita basis, the District's non-family households (single persons living alone, unmarried couples, and group homes) averaged a considerably higher income level than the average for all D.C.

households combined. In 1990 non-family households averaged nearly $20,200 per member, compared to $13,500 for households of all types.

Population vs. Household Change

District of Columbia, 1950-1990



Source: U.S. Census Bureau

Along with a substantial Black middle class and the office and commercial renaissance of the District's downtown, this fact helped keep tax revenues -- and hence school budgets -- strong for quite a while. But as the Black middle class continued to erode, revenues began to erode with it. And at the same time, the proportion of public school children whose needs placed special burdens on the schools rose rapidly.

II. THE SITUATION OF THE DISTRICT'S CHILDREN TODAY

At present many children in the District of Columbia are in a situation that can best be described as desperate and getting worse. By no means all are. About half the District's children are living above the poverty line today; and about the same proportion live in families where both parents are present. In most of these married-couple families, incomes are more than adequate. More than half received over $50,000 annually at the 1990 Census, and about one in five had more than $100,000.

But in common with too many children living in large U.S. cities today, many D.C. children face serious problems of the kind that are often associated with poverty -- broken families, high crime rates in their neighborhoods, and health problems. The D.C. Kids Count Collaborative for Children and Families just recently released its second annual Factbook**, containing many items of data which help explain why many of the District's children are in such a desperate state. In all, the statistics paint a picture of a child population with many members who are deprived in a variety of ways -- some of which can be measured, but for others of which no adequate statistics exist. Among these items:

- **Poverty** -- The city's overall poverty rate increased from 16.9 percent to 26.4 percent between 1990 and 1993, according to Census Bureau estimates. Children are still worse off. While a recent rate of poverty for children is unavailable, the rapidly rising number who are on AFDC (welfare) suggests that the poverty rate of D.C. children had probably risen from a bit over 25 percent in 1990 to between 46 and 48 percent by 1994.

- **Single-Mother Families** -- Over half of D.C. children now live in homes where the fathers are absent. That proportion has nearly doubled since 1970. About seven out of ten single mothers work outside the home today, resulting in a need for safe and adequate child care. Some of these single mothers have good incomes, with about ten percent receiving over $49,000 a year in 1990. Still, the economic status of most single-mother families is abysmally bad. Half had incomes under $19,000 a year in 1990, compared to $51,000 for the same proportion of married-parent families. Child support cases filed

** D.C. Kids Count Collaborative for Children and Families. Every Kid Counts in the District of Columbia: 2nd Annual Factbook, 1995.

with the D.C. Courts more than doubled in number between 1993 and 1994 alone. Since 1990, child neglect cases have increased five-fold.

- **Births to Single Women and Teens** – Nearly three-fourths of births to D.C. residents are now to single mothers. Moreover, a growing number of the District's children are having children. About one child in six is born to a mother who is still in her teens.

- **Child Health Problems** – Over half the District's mothers do not receive adequate prenatal care. The District's infant mortality rate is double that of the nation. Moreover, about one baby in seven is below normal birth weight (5.5 pounds), which predisposes many to continuing health and developmental problems. And when they reach their teens another health risk confronts them. Nearly one teenager in 20 seen at Children's Hospital now tests positive for HIV.

- **Teen Violence** – Violent deaths to teenagers set an all-time high in 1993 at 106. 94 percent of these deaths were due to murder.

The D.C. Public Schools confront the formidable challenge of trying to educate the children who are the victims of these problems, and who often find it difficult to concentrate on classwork as a result. The schools must try their best to prepare them for whatever lies ahead, in the context of a faltering economy and a worsening budget situation.

At the same time, the public schools cannot concentrate solely on these unfortunates to the detriment of all the rest – the many children who are growing up in stable families with incomes that are generally adequate to support them. Some of these children are extremely talented, receiving high rankings in national tests and competitions. Many will go on to college. They too need the best education the city can give them.

III. HOW PUBLIC SCHOOL CHILDREN COMPARE TO ALL SCHOOL CHILDREN

Many D.C. parents with the wherewithal to move out of the city or to educate their children privately elect to send them to the D. C. Public Schools. Nonetheless, the public system, required as it is to serve any child who wishes to enroll, tends to get disproportionate numbers of those from seriously deprived families. The public schools are required to cope with all the problems that arise out of the deprivation -- economic, social and intellectual -- resulting from the situation of many of these children.

The "School District Data Book"*** of the National Center for Education Statistics provides comparative data on the District's children enrolled in public schools, private schools, and all schools combined. All the data on children are drawn from special tabulations of the 1990 Census. In total, they constitute the most comprehensive data base on the nation's children and the schools that serve them ever developed. This massive compilation not only covers children but also contains data on the administration and finances of every one of the nation's 15,000-plus school systems. It is contained on 44 CD-ROM disks, enough to hold the text of 132 encyclopedias, and is accessible only by computer.

These data reveal the following facts about the D.C.P.S student population, among many others:

- In 1990 the D.C. Public Schools served 81 percent of all school children in the District. The remaining 19 percent attended private and parochial schools.

- Racially, 88 percent of the city's Black or African-American children attended public schools, vs. 39 percent of its white children, 76 percent of its Asian and Pacific Islander children, and 88 percent of its children of other races. The public schools enrolled 84 percent of Hispanic children living in the city, who may be of any race.

*** National Center for Education Statistics, School District Data Book. Computer-readable data base in CD-ROM format. 1994.

- The public system enrolled 89 percent of children living with single parents, 95 percent of those existing below the poverty level, and 96 percent of those for whom neither parent was a high school graduate.

IV. A PROFILE OF CHILDREN SERVED BY D.C. PUBLIC SCHOOLS

As a result of these differences, the District's public school system serves a population that may require greater-than-average services beyond the conventional ones of reading, writing, and arithmetic. According to the School District Data Book, in 1990:

- More than one-fourth (27 percent) of public school pupils lived in households with incomes below the federal poverty limit. By now, as we noted earlier, burgeoning welfare rolls suggest that this proportion has probably risen to roughly half.

- More than one-half (52 percent) lived with a single mother. In two cases out of three, the mother worked to support the family.

- One in six (16 percent) had mothers who were teenagers when these children were born.

- 28 percent came from backgrounds where neither parent was a high school graduate.

As we mentioned earlier, the District of Columbia is not unique. Similar needs and problems exist today in virtually all large U.S. cities. How do the District's public school children compare on such matters with those in other major cities? We looked at several of them, and found both similarities and differences. But the problems were severe in all of them.

For example, in terms of poverty, the District's 27 percent in 1990 compared to 43 percent in Atlanta, 35 percent in Baltimore, 49 percent in Cleveland, and 48 percent in Detroit. By now, poverty among children in the District, which was much lower in 1990 than in either Cleveland or Detroit, appears to have reached about the same level.

On another measure the cities were strikingly similar. The District's 52 percent of public school children living with single mothers compared with 55 percent in Atlanta, 52 percent in Baltimore, 51 percent in Cleveland and 56 percent in Detroit.

As to mothers who were teenagers when they were born, the other cities all had somewhat higher proportions than the District's 16 percent: Atlanta, 20 percent; Baltimore, 21 percent; Cleveland, 20 percent; and Detroit, 20 percent.

Finally, the District's 28 percent of public school children for whom neither parent had completed high school compared quite closely to 27 percent in Atlanta, 28 percent in Baltimore, 32 percent in Cleveland, and 27 percent in Detroit.

Thus, the problems faced by the District of Columbia Public Schools today can best be understood and dealt with if we realize that the District is not alone. Its problems are not all of its own making. They are, in fact, general to America's big cities today. If they are to be solved at all, it will take measures beyond the powers of the individual cities alone.

Language-Minority Pupils

There is still another way in which recent demographic changes have increased the burdens on the District's schools. This is the rapid growth in the number of non-English speaking children. Between 1980 and 1990, the number of District residents of all ages who spoke Spanish in the home nearly doubled, from 18,800 to 35,000. Those speaking Arabic more than doubled in number, as did those speaking Vietnamese.

The D.C. Public Schools must now teach children with more than 100 different native languages. This, again, is not a problem which the District faces alone. As a result of massive immigration from many parts of the world, the school systems of many big U.S. cities must educate growing numbers of foreign-speaking youngsters, and often with declining budgets.

V. THE PROVISIONAL ENROLLMENT PROJECTIONS

Our projections of enrollments in the D.C. Public Schools from the years 1995-1996 to 2005-2006 are presented below. These projections have been based on the official membership figures provided by the D.C. Public Schools, and on official statistics on births to District residents supplied by the D.C. Department of Human Services.

Caveats

These projections must be regarded as provisional. In the course of our analysis leading up to the preparation of any enrollment projections, we customarily compare school system figures with data from independent sources. In this case, comparing the school system data with Census Bureau data, we discovered large discrepancies for which we could establish no clear explanation. We noted particularly that the rapid loss of population known to have occurred recently in the District did not appear to be reflected in a comparable decline in enrollments.

We presented these discrepancies to the Superintendent, and he ordered a recount of a scientifically-drawn sample of students in order to assess the accuracy of the official enrollment figures. Although it would have been preferable to have the recount performed by an organization independent of the school system, it was implemented using school system staff and volunteers. We have not yet been able to obtain a final report of the results of this study. However, the General Accounting Office, which observed part of the recount procedure, has found errors in the sampling process and has been unwilling to certify to the correctness of the official enrollments. Hence, the projections we have prepared from these figures must be regarded as provisional.

The Superintendent has indicated that he intends to conduct a total count of students in the fall of 1995, separate from the normal enrollment recording procedure, to be conducted by an independent source. When that count has been completed, we recommend that a revised set of projections be prepared.

When we initially discovered the discrepancies we considered preparing an alternative set of enrollment projections which, along with those prepared from the official enrollment figures, would indicate the range within which future enrollments would most likely fall. However, in light of the paucity of data and of the fact that the Census Bureau has

acknowledged substantial errors in its own count of school children, we have concluded that no reliable alternative can be produced with the data resources available.

The Discrepancies

We found several kinds of discrepancies between the school system figures and Census Bureau figures:

1. The D.C. Public Schools reported an enrollment of 81,301 for the 1989-1990 school year. The 1990 Census, taken in April of that year, reported 67,396 D.C. residents between the ages of 3 and 19 years who were enrolled in public school and were not high school graduates. The difference was 13,905 students or 20.6 percent.

   The Census Bureau has acknowledged that the 1990 Census figures on enrollments of preschool age children nationally are "significantly below the figures from our annual national survey on school enrollment and available administrative data."**** This suggests that the responsibility for the disparity could be partly theirs. But this was by far the largest discrepancy we found when we compared the D.C. figures with those from the same sources in ten other large cities. The average difference for the other ten was only 2.5 percent.

2. In April of 1990, the Census Bureau counted 80,008 children between the ages of 5 and 17 in the District. Excluding pre-school and pre-kindergarten children, the D.C. Public Schools reported 77,580 enrolled in regular day school programs in the 1989-90 school year. That is 97 percent of the total. It leaves only 2,428 children not enrolled publicly, including both dropouts and children educated privately. Yet the Census Bureau reported 12,882 District residents enrolled in private elementary or high schools in that same year.

3. The Census Bureau estimates that the District has been losing population rapidly in the current decade-- 36,900 people or six percent between 1990 and 1994. Yet public school enrollments in the District, as reported by D.C.P.S., have remained virtually constant -- varying by no more than a few hundred from year to year since 1990. The disparity between these two trends is difficult to understand, especially in light of considerable evidence that much of the recent out-migration from the District has consisted of families with children.

**** This statement is contained in a letter to Superintendent Franklin L. Smith from Dr. Arthur J. Norton, Chief, Population Division, U.S. Bureau of the Census, dated May 4, 1995.

The Projected Enrollments

Our provisional projections based upon official membership figures show enrollments increasing gradually until the 1997-98 school year, then beginning a slowly accelerating decline that will bring them to 76,877 by 2005-2006. The peak in 1997-98 will be 82,037 pupils, up nearly 1,600 from the 80,450 reported for 1994-95. The 2005-2006 figure is down by 3,573 from 1994-1995.

Enrollments will decrease in every ward but one, according to these projections. The exception will be Ward 7, which will grow by less than 300 students.

The Projection Methodology

We prepared these projections using the cohort survival method. This widely-used technique is a mathematical simulation model, which simulates the way in which students move through the school system, grade-by-grade and year-by-year. It uses as its inputs actual enrollment data from the school system under study containing enrollments for recent years.

The model projects the course of this recent enrollment history into the near future by taking account of how enrollments in each grade have been changing due to promotions, holdbacks, move-ins, move-outs, dropouts, etc. To project the early grades, it takes account of recent births and how these have been reflected in enrollments five years and more after they occur. Births that have not yet occurred are projected using standard demographic procedures.

We have developed a number of proprietary variations on the basic model which we employ in an effort to improve the accuracy of the projections. In New York City, for example, immigration from other nations is so important a factor in enrollments that we project enrollments for each of four major racial/ethnic groups separately. In the District, we did not employ such painstaking techniques because immigration is not nearly so important here as in New York, and also because we were not sure that the reliability of the data warranted the effort at this time.

Provisional Enrollment Projections - District of Columbia Public Schools - 1994 (Actual) and 1995-2005 (Projected)

	1994		1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
WARD 1													
Preschool	190	I	190	190	190	190	190	190	190	190	190	190	190
Prekindergarten	479	I	476	450	420	416	403	388	377	362	351	341	329
Kindergarten	874	I	875	856	810	756	749	725	698	679	652	631	613
1	769	I	864	876	857	811	756	750	725	699	679	652	632
2	707	I	717	805	816	799	756	705	699	676	651	633	608
3	713	I	683	692	778	789	771	730	681	675	653	629	611
4	598	I	666	638	647	726	737	721	682	636	631	610	588
5	565	I	558	621	595	603	677	687	672	636	593	588	569
6	546	I	544	537	598	573	581	652	661	647	612	571	566
7	332	I	328	327	323	359	344	349	392	398	389	368	343
8	341	I	293	290	289	285	318	304	308	346	351	344	325
9	544	I	654	563	556	554	547	609	584	592	664	674	659
10	674	I	618	744	640	632	630	622	693	663	673	755	766
11	485	I	506	464	558	480	475	473	467	520	498	505	567
12	356	I	379	395	363	436	375	371	369	365	406	389	395
Ungraded	310	I	310	310	310	310	310	310	310	310	310	310	310
Total	8483	I	8661	8759	8749	8720	8619	8586	8509	8393	8304	8191	8072
WARD 2													
Preschool	114	I	114	114	114	114	114	114	114	114	114	114	114
Prekindergarten	317	I	342	290	292	285	276	266	257	249	240	233	226
Kindergarten	618	I	636	660	559	563	549	532	513	496	480	463	449
1	572	I	650	664	688	582	587	572	555	535	517	500	483
2	536	I	496	564	576	597	505	509	496	481	464	449	434
3	483	I	520	482	547	559	579	491	494	482	467	450	436
4	456	I	465	501	464	527	538	558	472	476	464	450	434
5	424	I	443	452	487	451	512	523	542	459	463	451	437
6	436	I	406	425	433	466	432	491	501	519	440	443	432
7	1012	I	972	905	946	965	1039	962	1093	1116	1157	980	988
8	932	I	962	924	860	900	917	988	915	1039	1061	1100	932
9	902	I	847	875	840	782	818	834	898	832	945	965	1000
10	253	I	255	239	247	237	221	231	236	254	235	267	273
11	205	I	227	229	215	222	213	198	208	212	228	211	240
12	163	I	178	197	199	186	192	185	172	180	183	198	183
Ungraded	179	I	179	179	179	179	179	179	179	179	179	179	310
Total	7602	I	7693	7697	7645	7615	7672	7633	7646	7623	7638	7453	7370

Provisional Enrollment Projections - District of Columbia Public Schools - 1994 (Actual) and 1995-2005 (Projected)

	1994		1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
WARD 3													
Preschool	0	I	0	0	0	0	0	0	0	0	0	0	0
Prekindergarten	233	I	221	222	200	193	184	174	166	157	149	142	135
Kindergarten	431	I	428	392	396	355	344	327	310	295	279	266	252
1	465	I	451	437	401	404	362	351	334	317	302	285	271
2	422	I	446	432	419	384	387	347	336	320	304	289	273
3	425	I	407	429	416	403	370	373	335	324	309	293	278
4	385	I	390	373	394	382	370	340	343	307	297	284	269
5	353	I	363	368	352	372	360	349	320	323	290	280	267
6	309	I	329	339	343	328	347	336	326	299	301	270	262
7	333	I	393	419	431	436	418	441	427	414	380	383	344
8	338	I	321	379	404	416	421	403	425	412	400	367	370
9	371	I	367	349	412	439	452	458	438	463	448	435	399
10	395	I	536	531	505	596	635	653	662	633	669	648	628
11	490	I	355	482	478	454	536	571	587	595	569	601	583
12	441	I	422	306	416	412	391	462	492	506	513	491	518
Ungraded	86	I	86	86	86	86	86	86	86	86	86	86	310
Total	5477	I	5515	5546	5651	5661	5663	5672	5588	5452	5296	5119	5159
WARD 4													
Preschool	85	I	85	85	85	85	85	85	85	85	85	85	85
Prekindergarten	617	I	592	620	604	601	597	594	591	588	585	582	579
Kindergarten	975	I	957	932	976	950	946	940	935	930	926	921	916
1	891	I	1020	991	965	1011	984	980	974	968	964	959	954
2	817	I	797	913	886	863	904	881	876	871	866	862	858
3	822	I	755	737	844	819	798	836	814	810	806	801	797
4	745	I	779	716	698	800	776	756	792	771	768	763	759
5	694	I	700	732	673	656	751	730	711	744	725	722	717
6	649	I	639	645	674	619	604	692	672	654	685	667	664
7	499	I	481	473	478	499	459	448	513	498	485	508	494
8	498	I	460	444	437	441	461	423	413	473	459	447	468
9	543	I	536	496	477	470	474	496	456	444	509	494	481
10	592	I	686	678	626	603	594	599	627	576	562	643	625
11	501	I	427	495	488	451	435	428	432	452	415	405	464
12	428	I	387	330	382	377	349	336	331	334	349	321	313
Ungraded	678	I	678	678	678	678	678	678	678	678	678	678	310
Total	10034	I	9979	9962	9971	9925	9896	9901	9899	9878	9866	9858	9485

Provisional Enrollment Projections - District of Columbia Public Schools - 1994 (Actual) and 1995-2005 (Projected)

	1994		1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
WARD 5													
Preschool	201	I	201	201	201	201	201	201	201	201	201	201	201
Prekindergarten	536	I	534	473	436	433	417	397	382	364	351	337	323
Kindergarten	871	I	902	919	812	750	745	718	683	657	626	603	579
1	825	I	918	939	956	845	780	775	747	710	684	651	628
2	761	I	773	860	880	896	792	731	726	700	666	641	611
3	726	I	701	712	792	810	825	730	673	669	645	613	590
4	707	I	705	680	691	769	787	801	708	654	649	626	595
5	641	I	673	671	647	658	731	748	762	674	622	618	595
6	602	I	604	634	632	610	620	689	705	718	635	586	582
7	702	I	703	705	740	737	712	723	804	823	838	741	684
8	703	I	735	736	738	775	772	746	758	843	862	878	776
9	674	I	796	832	833	836	877	874	844	857	954	976	993
10	1101	I	1112	1312	1373	1374	1378	1446	1442	1392	1414	1573	1610
11	832	I	810	818	965	1009	1010	1014	1064	1060	1023	1040	1157
12	663	I	614	598	603	712	745	746	748	785	783	755	768
Ungraded	783	I	783	783	783	783	783	783	783	783	783	783	310
Total	11328	I	11563	11871	12083	12198	12176	12122	12031	11891	11736	11622	11001
WARD 6													
Preschool	126	I	126	126	126	126	126	126	126	126	126	126	126
Prekindergarten	507	I	486	445	433	418	400	385	367	353	338	322	310
Kindergarten	929	I	1011	929	850	828	799	764	736	701	674	647	616
1	870	I	989	1061	975	892	869	839	802	773	736	708	679
2	787	I	787	895	960	882	807	786	759	725	699	666	640
3	795	I	705	705	802	860	790	723	704	680	650	626	596
4	682	I	768	681	681	775	831	764	699	680	657	628	605
5	671	I	616	694	615	615	700	751	690	631	614	594	567
6	560	I	607	557	628	557	557	633	679	624	571	556	537
7	706	I	648	702	645	726	644	644	733	786	722	660	643
8	664	I	620	569	617	566	638	565	566	643	690	634	580
9	866	I	810	757	694	753	691	778	690	690	785	842	774
10	948	I	1039	972	908	833	903	829	934	828	828	942	1011
11	697	I	760	833	779	727	668	724	664	748	664	664	755
12	625	I	579	631	692	647	604	555	601	552	621	551	551
Ungraded	367	I	367	367	367	367	367	367	367	367	367	367	310
Total	10800	I	10919	10924	10772	10573	10393	10232	10116	9908	9743	9532	9299

Provisional Enrollment Projections - District of Columbia Public Schools - 1994 (Actual) and 1995-2005 (Projected)

	1994		1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
WARD 7													
Preschool	336	I	336	336	336	336	336	336	336	336	336	336	336
Prekindergarten	860	I	815	748	762	749	737	725	713	702	690	682	669
Kindergarten	1330	I	1425	1447	1328	1352	1328	1308	1286	1266	1245	1225	1210
1	1315	I	1528	1541	1564	1435	1462	1436	1414	1391	1368	1346	1324
2	1164	I	1199	1393	1404	1426	1308	1333	1309	1289	1267	1247	1227
3	1140	I	1111	1144	1330	1341	1361	1249	1272	1250	1230	1210	1191
4	1067	I	1078	1051	1082	1257	1268	1287	1181	1203	1182	1163	1144
5	990	I	997	1008	982	1011	1175	1185	1203	1104	1125	1105	1087
6	942	I	907	913	923	900	926	1076	1085	1102	1011	1030	1012
7	948	I	936	901	907	917	894	920	1069	1078	1095	1004	1023
8	864	I	873	862	830	836	845	823	848	985	994	1009	925
9	428	I	464	469	463	446	449	454	442	456	529	534	542
10	376	I	300	326	329	325	313	315	318	310	320	371	375
11	355	I	281	224	243	246	243	234	235	238	232	239	277
12	279	I	275	217	174	188	190	188	181	182	184	179	185
Ungraded	154	I	154	154	154	154	154	154	154	154	154	154	310
Total	12548	I	12680	12734	12812	12919	12990	13023	13048	13045	12962	12834	12837
WARD 8													
Preschool	222	I	222	222	222	222	222	222	222	222	222	222	222
Prekindergarten	685	I	658	640	598	610	600	592	582	574	566	557	548
Kindergarten	1600	I	1572	1568	1526	1427	1455	1432	1411	1388	1368	1350	1328
1	1477	I	1658	1719	1715	1669	1560	1591	1566	1543	1518	1496	1476
2	1321	I	1322	1485	1539	1536	1494	1397	1424	1402	1381	1359	1340
3	1261	I	1236	1237	1389	1440	1437	1398	1307	1333	1312	1292	1271
4	1143	I	1164	1140	1142	1282	1329	1326	1290	1206	1230	1211	1193
5	1119	I	1033	1052	1031	1032	1159	1202	1199	1166	1090	1112	1094
6	934	I	1041	961	978	959	960	1078	1117	1115	1084	1014	1034
7	708	I	680	758	700	713	698	699	785	814	812	790	739
8	684	I	617	593	661	610	621	609	609	684	709	708	689
9	581	I	621	560	538	599	554	564	552	553	621	644	642
10	559	I	544	581	524	504	561	518	528	517	518	581	603
11	354	I	316	307	328	296	285	317	293	298	292	292	328
12	247	I	207	184	180	192	173	166	185	171	174	171	171
Ungraded	615	I	615	615	615	615	615	615	615	615	615	615	310
Total	13510	I	13506	13624	13687	13705	13723	13725	13686	13601	13513	13413	12987

Provisional Enrollment Projections - District of Columbia Public Schools - 1994 (Actual) and 1995-2005 (Projected)

	1994		1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
DISTRICT OF COLUMBIA													
Preschool	1274	I	1274	1274	1274	1274	1274	1274	1274	1274	1274	1274	1274
Prekindergarten	4234	I	4124	3887	3745	3705	3615	3521	3436	3348	3271	3195	3118
Kindergarten	7628	I	7807	7703	7256	6981	6915	6746	6572	6413	6250	6106	5964
1	7184	I	8077	8228	8121	7649	7362	7293	7117	6935	6768	6598	6447
2	6515	I	6537	7346	7481	7382	6954	6689	6627	6465	6299	6146	5990
3	6365	I	6118	6139	6897	7022	6932	6529	6281	6223	6071	5915	5772
4	5783	I	6015	5781	5799	6517	6636	6552	6166	5934	5878	5734	5586
5	5457	I	5384	5597	5383	5399	6067	6175	6099	5737	5522	5469	5335
6	4978	I	5076	5010	5208	5012	5026	5647	5747	5678	5339	5138	5088
7	5240	I	5140	5190	5169	5353	5208	5187	5816	5927	5877	5434	5258
8	5024	I	4883	4797	4835	4828	4992	4862	4842	5426	5527	5485	5065
9	4909	I	5096	4900	4814	4879	4861	5066	4904	4887	5455	5563	5490
10	4898	I	5091	5384	5152	5105	5236	5215	5439	5174	5218	5781	5889
11	3919	I	3681	3852	4055	3886	3864	3958	3949	4123	3921	3957	4370
12	3202	I	3041	2858	3007	3151	3020	3008	3080	3075	3214	3055	3083
Ungraded	3172	I	3172	3172	3172	3172	3172	3172	3172	3172	3172	3172	2480
Total	79782	I	80516	81117	81369	81316	81134	80894	80522	79790	79057	78023	76209
Tuition Grant	634	I	634	634	634	634	634	634	634	634	634	634	634
Educ. Learning	34	I	34	34	34	34	34	34	34	34	34	34	34
GRAND TOTAL	80450	I	81184	81785	82037	81984	81802	81562	81190	80458	79725	78691	76877

Prepared by The Grier Partnership

APPENDIX F

SUMMARY OF SCHOOL UTILIZATION
DCPS

DCPS SCHOOL UTILIZATION

SY 1994-1995 Unrevised

WD	Sch. Type	SCHOOL	YEAR BUILT	SQUARE FEET Inter. (1)	Design Capacity	SY 94-95 Enrol.	% Occupied
1	ES	ADAMS	1930	59,400	380	334	88%
1	ES	BANCROFT	1924	79,800	588	548	93%
1	ES	BRUCE-MONROE	1973	110,700	800	554	69%
1	ES	CLEVELAND	1912	37,100	362	316	87%
1	ES	COOKE, H.D.	1909	64,000	616	431	70%
1	ES	GAGE - Eckington	1977	86,500	576	394	68%
1	ES	HARRISON	1890	48,900	360	243	68%
1	ES	LEWIS	1962	49,500	496	266	54%
1	ES	MEYER	1962	62,200	736	585	79%
1	ES	REED	1977	162,700	672	517	77%
1	ES	TUBMAN	1970	66,000	720	641	89%
1		**AVERAGE OCCUPANCY**					**77%**
2	ES	AMIDON	1960	70,800	608	440	72%
2	ES	BOWEN	1931	71,900	612	426	70%
2	ES	GARRISON	1964	60,200	712	509	71%
2	ES	HYDE	1907	20,000	164	170	104%
2	ES	MONTGOMERY	1949	73,700	708	511	72%
2	ES	ROSS	1896	22,400	194	217	112%
2	ES	STEVENS	1896	39,500	384	376	98%
2	ES	THOMSON	1910	40,900	308	366	119%
2	ES	VAN NESS	1956	49,400	568	454	80%
2	ES	WALKER-JONES	1950	104,200	828	552	67%
2	ES	WILSON J.O.	1961	98,900	656	583	89%
2		**AVERAGE OCCUPANCY**					**87%**
3	ES	EATON	1911	49,100	386	424	110%
3	ES	HEARST	1932	17,400	164	187	114%
3	ES	JANNEY	1925	43,400	404	412	102%
3	ES	KEY	1925	17,400	194	181	93%
3	ES	LAFAYETTE	1931	113,600	504	569	113%
3	ES	MANN	1931	17,400	272	249	92%
3	ES	MURCH	1929	47,700	428	502	117%
3	ES	OYSTER	1926	29,700	268	307	115%
3	ES	STODDERT	1932	17,400	212	212	100%
3		**AVERAGE OCCUPANCY**					**106%**

DCPS SCHOOL UTILIZATION

SY 1994-1995 Unrevised

WD	Sch. Type	SCHOOL	YEAR BUILT	SQUARE FEET Inter. (1)	Design Capacity	SY 94-95 Enrol.	% Occupied
4	ES	BARNARD	1926	67,000	712	555	78%
4	ES	BRIGHTWOOD	1926	40,000	592	557	94%
4	ES	CLARK	1968	53,800	544	372	68%
4	ES	KEENE	1934	50,600	484	359	74%
4	ES	LaSALLE	1958	63,000	676	442	65%
4	ES	PARKVIEW	1916	82,200	672	526	78%
4	ES	PETWORTH	1902	46,900	360	250	69%
4	ES	POWELL	1926	38,500	352	294	84%
4	ES	RAYMOND	1925	73,600	688	715	104%
4	ES	RUDOLPH	1940	84,400	720	544	76%
4	ES	SHEPPARD	1932	79,700	448	437	98%
4	ES	TAKOMA	1976	119,000	752	557	74%
4	ES	TRUESDELL	1908	69,600	784	500	64%
4	ES	WEST	1978	69,600	348	420	121%
4	ES	WHITTIER	1926	66,600	664	437	66%
4		**AVERAGE OCCUPANCY**					**81%**
5	ES	BROOKLAND	1970	98,200	540	400	74%
5	ES	BUNKER HILL	1938	69,400	668	489	73%
5	ES	BURROUGHS	1921	63,900	596	378	63%
5	ES	Cook, J.F. ('26?)	1921	43,500	376	281	75%
5	ES	EMERY	1969	63,800	664	479	72%
5	ES	FT. LINCOLN	1975	103,800	448	330	74%
5	ES	LANGDON	1930	101,400	856	374	44%
5	ES	NOYES	1930	49,700	472	330	70%
5	ES	SHAED	1971	67,200	680	452	66%
5	ES	SLOWE	1948	54,500	548	526	96%
5	ES	WEBB	1960	103,700	980	594	61%
5	ES	WHEATLEY	1903	87,200	831	592	71%
5	ES	WOODRIDGE	1927	37,600	380	317	83%
5	ES	YOUNG	1931	70,400	672	489	73%
5		**AVERAGE OCCUPANCY**					**71%**

DCPS SCHOOL UTILIZATION

SY 1994-1995 Unrevised

WD	Sch. Type	SCHOOL	YEAR BUILT	SQUARE FEET Inter. (1)	Design Capacity	SY 94-95 Enrol.	% Occupied
6	ES	BLOW/PIERCE	1969	83,600	712	362	51%
6	ES	BRENT	1968	47,500	338	280	83%
6	ES	GIBBS	1966	64,800	736	375	51%
6	ES	LUDLOW - TAYLOR	1969	66,900	616	428	69%
6	ES	MAURY	1890	46,800	332	330	99%
6	ES	MINER	1901	63,500	712	494	69%
6	ES	PAYNE	1896	83,800	728	420	58%
6	ES	PEABODY	1880	37,800	240	200	83%
6	ES	SEATON	1969	65,000	704	386	55%
6	ES	TYLER	1949	69,600	832	396	48%
6	ES	WATKINS	1962	69,300	864	522	60%
6		**AVERAGE OCCUPANCY**					**66%**
7	ES	AITON	1960	57,100	712	453	64%
7	ES	BEERS	1942	77,500	644	668	104%
7	ES	BENNING	1976	70,900	352	322	91%
7	ES	BURRVILLE	1980	95,500	464	459	99%
7	ES	DAVIS	1943	71,100	780	515	66%
7	ES	DREW	1959	72,800	760	376	49%
7	ES	HARRIS, C. W.	1964	56,600	712	584	82%
7	ES	HOUSTON	1961	59,600	640	395	62%
7	ES	KENILWORTH	1933	57,100	600	348	58%
7	ES	KETCHAM	1909	88,300	752	591	79%
7	ES	KIMBALL	1942	83,400	720	635	88%
7	ES	MERRITT	1976	90,400	576	439	76%
7	ES	NALLE	1959	83,900	776	385	50%
7	ES	ORR	1974	75,900	624	512	82%
7	ES	PLUMMER	1950	69,400	712	477	67%
7	ES	RANDLE Highlands	1912	52,900	416	452	109%
7	ES	RICHARDSON	1948	63,900	616	333	54%
7	ES	RIVER TERRACE	1952	62,800	408	213	52%
7	ES	SHADD	1955	72,100	752	498	66%
7	ES	SMOTHERS	1923	43,000	408	305	75%
7	ES	STANTON	1944	83,800	552	439	80%
7	ES	THOMAS	1946	87,600	888	431	49%
7	ES	WINSTON	1976	137,700	960	625	65%
		AVERAGE OCCUPANCY					**72%**

DCPS SCHOOL UTILIZATION

SY 1994-1995 Unrevised

WD	Sch. Type	SCHOOL	YEAR BUILT	SQUARE FEET Inter. (1)	Design Capacity	SY 94-95 Enrol.	% Occupied
8	ES	BIRNEY	1950	86,800	968	541	56%
8	ES	DRAPER	1953	54,000	568	547	96%
8	ES	FEREBEE/HOPE	1960	193,800	744	596	80%
8	ES	GARFIELD	1868	54,200	592	511	86%
8	ES	GREEN	1965	77,700	760	374	49%
8	ES	HENDLEY	1957	73,200	712	562	79%
8	ES	KING, M. L.	1971	65,500	680	662	97%
8	ES	LECKIE	1970	65,000	680	560	82%
8	ES	MALCOLM X	1973	110,800	936	631	67%
8	ES	MCGOGNEY	1966	55,500	712	471	66%
8	ES	MOTEN	1955	99,700	1080	403	37%
8	ES	PATTERSON	1945	65,200	672	423	63%
8	ES	SAVOY	1968	64,800	712	455	64%
8	ES	SIMON	1950	66,200	624	528	85%
8	ES	TERRELL, M. C.Elem	1977	112,000	492	416	85%
8	ES	TURNER	1946	77,500	784	679	87%
8	ES	WILKINSON	1976	144,900	598	647	108%
8	ES	AVERAGES		69,633	597.649	442.577	76%
		Total		7,729,300	66,339	49,126	74%

DCPS SCHOOL UTILIZATION

SY 1994-1995 Unrevised

WD	Sch. Type	SCHOOL	YEAR BUILT	SQUARE FEET Inter. (1)	Design Capacity	SY 94-95 Enrol.	% Occupied
	MIDDLE, JUNIOR AND SENIOR HIGH SCHOOLS						
1	MS	Garnet-Patterson	1928	82,700	483	333	69%
1	MS	LINCOLN	1967	185,000	1236	539	44%
1	SHS	BELL	1915	98,000	n/a	636	
1	SHS	CARDOZO	1926	355,400	1431	1087	76%
1	SHS	BURDICK	1937	41,800	n/a	n/a	
1	SHS	BANNEKER	1938	180,000	666	419	63%
1		**TOTAL ENROLLMENT**				**3014**	63%
2	JHS	SHAW	1977	230,400	1215	902	74%
2	JHS	FRANCIS	1927	95,100	619	589	95%
2	JHS	TERRELL, R. H. JR.	1952	143,700	765	311	41%
2	JHS	JEFFERSON	1940	109,000	524	796	152%
2	MS	HARDY	1936	17,500	216	199	92%
2	SHS	Grant (Sch.W/o Walls)	1882	32,000	293	272	93%
2	SHS	ELLINGTON*	1898	167,500	507	507	
2		**TOTAL ENROLLMENT**				**3576**	91%
3	JHS	DEAL	1926	143,700	1021	1011	99%
3	SHS	WILSON SR.	1935	247,300	1406	1402	100%
3		**TOTAL ENROLLMENT**				**2413**	99%
4	JHS	PAUL	1933	128,400	723	731	101%
4	MS	MACFARLAND	1923	110,000	757	342	45%
4	SHS	ROOSEVELT	1932	331,900	1254	1109	88%
4	SHS	COOLIDGE	1940	212,000	1188	450	38%
4	Sp.Ed.	SHARPE HEALTH	1959	80,500			ERR
4	Sp.Ed.	LEE	1971	45,800			ERR
4		**TOTAL ENROLLMENT**				**2632**	68%
5	JHS	TAFT	1933	194,300	1092	400	37%
5	JHS	LANGLEY	1923	110,100	698	310	44%
5	JHS	BROWNE	1931	215,400	1214	522	43%
5	MS	BACKUS	1963	126,800	786	488	62%
5	SHS	DUNBAR	1977	343,400	1566	715	46%
5	SHS	PHELPS*	1934	136,000	368	368	
5	SHS	SPINGARN	1941	225,000	1309	582	44%
5	SHS	MCKINLEY	1928	282,200	1478	838	57%
5	SHS	D.C. St. Acad.(Old Brook)*	1898	31,300	315	315	
5	SHS	Washington, M. M.	1912	89,700	N/A	N/A	
5		**TOTAL ENROLLMENT**				**4538**	48%

DCPS SCHOOL UTILIZATION

SY 1994-1995 Unrevised

WD	Sch. Type	SCHOOL	YEAR BUILT	SQUARE FEET Inter. (1)	Design Capacity	SY 94-95 Enrol.	% Occupied
6	JHS	HINE	1966	131,300	659	815	124%
6	JHS	KRAMER	1943	154,000	737	410	56%
6	JHS	ELIOT	1931	155,100	890	409	46%
6	MS	STUART/HOBSON	1927	105,900	570	367	64%
6	SHS	EASTERN	1923	288,800	1847	1238	67%
6	SHS	ANACOSTIA	1935	247,000	1342	741	55%
6		**TOTAL ENROLLMENT**				**3980**	69%
7	JHS	MILLER	1949	160,000	878	295	34%
7	JHS	FLETCHER/Johnson	1892	302,000	1512	785	52%
7	JHS	EVANS	1964	125,800	706	277	39%
7	MS	SOUSA	1950	160,000	795	419	53%
7	MS	ROPER	1967	156,000	1202	606	50%
7	SHS	WOODSON, H.D. SR.	1972	251,100	1599	905	57%
7		**TOTAL ENROLLMENT**				**3287**	47%
8	JHS	Friendship (PR Harris)	1976	348,700	2730	1020	37%
8	JHS	HART	1954	210,700	1154	721	62%
8	JHS	DOUGLASS	1926	137,700	804	373	46%
8	JHS	JOHNSON JR.	1940	182,500	1236	392	32%
8	SHS	BALLOU	1960	271,300	2042	1169	57%
8		TOTAL ENROLLMENT				**3675**	47%
		Total Secondary		**8,179,800**	**43,833**	**27,115**	**62%**

Data Sources

(1) Division of Facilities Management, Planning 6/95

(2) Public Schools of the District of Columbia Report May 24, 1985
Dept. of General Research, Budget, and Legislation,
Office of the Statistician

qq

Elementary School Utilization

'46 School Sample

Ranking by Enrollments in 1994-95

WD	Sch. Type	SCHOOL	YEAR BUILT	SQUARE FEET Inter. (1)	Class Room Use Data: Design Capacity	Current Use: C.Rooms	Sp. Ed.	Other*		Enrollment Capacities: Design Capacity	SY 94-95 Enrol.	% Occupied
2	Arts	FILLMORE **	1974	15,600				0				
8	ES	MOTEN ***	1955	99,700	50	9	5	36		1080	403	
3	ES	HYDE	1907	20,000	8	7	0	1	13%	164	170	104%
3	ES	HEARST	1932	17,400	8	8	0	0	0%	164	187	114%
7	ES	RIVER TERRACE	1952	62,800	15	10	1	4	27%	408	213	52%
3	ES	MANN	1931	17,400	13	12	0	1	8%	272	249	92%
3	ES	PETWORTH	1902	46,900	18	11	3	4	22%	360	250	69%
					62	48	4	10	16%	1368	1069	78%
1	ES	LEWIS	1962	49,500	21	12	1	8	38%	496	266	54%
5	ES	Cook, J.F. ('26?)	1921	43,500	15	9	0	6	40%	376	281	75%
4	ES	POWELL	1926	38,500	14	12	1	1	7%	352	294	84%
6	ES	MAURY	1890	46,800	14	13	1	0	0%	332	330	99%
5	ES	NOYES	1930	49,700	20	17	1	2	10%	472	330	70%
7	ES	RICHARDSON	1948	63,900	26	13	2	11	42%	616	333	54%
2	ES	THOMSON	1910	40,900	13	13	0	0	0%	308	366	119%
8	ES	GREEN	1965	77,700	34	17	3	14	41%	760	374	49%
7	ES	NALLE	1959	83,900	35	19	1	15	43%	776	385	50%
7	ES	HOUSTON	1961	59,600	27	14	3	10	37%	640	395	62%
6	ES	TYLER	1949	69,600	33	17	3	13	39%	832	396	48%
5	ES	BROOKLAND	1970	98,200	23	18	0	5	22%	540	400	74%
					275	174	16	85	31%	6500	4150	64%
6	ES	PAYNE	1896	83,800	31	22	1	8	26%	728	420	58%
8	ES	PATTERSON	1945	65,200	29	19	1	9	31%	672	423	63%
6	ES	LUDLOW - TAYLOR	1969	66,900	28	18	3	7	25%	616	428	69%
7	ES	THOMAS	1946	87,600	33	16	4	13	39%	888	431	49%
4	ES	SHEPPARD	1932	79,700	19	18	1	0	0%	448	437	98%
7	ES	RANDLE Highlands	1912	52,900	18	16	0	2	11%	416	452	109%
5	ES	SHAED	1971	67,200	25	15	1	9	36%	680	452	66%
2	ES	VAN NESS	1956	49,400	24	18	2	4	17%	568	454	80%
8	ES	SAVOY	1968	64,800	29	19	2	8	28%	712	455	64%
6	ES	MINER	1901	63,500	31	28	0	3	10%	712	494	69%
4	ES	TRUESDELL	1908	69,600	32	19	5	8	25%	784	500	64%
3	ES	MURCH	1929	47,700	25	21	0	4	16%	428	502	117%
2	ES	GARRISON	1964	60,200	29	23	3	3	10%	712	509	71%
8	ES	GARFIELD	1868	54,200	25	24	1	0	0%	592	511	86%
2	ES	MONTGOMERY	1949	73,700	33	24	1	8	24%	708	511	72%
1	ES	REED	1977	162,700	30	23	0	7	23%	672	517	77%
					441	323	25	93	21%	10336	7496	73%
8	ES	DRAPER	1953	54,000	27	22	0	5	19%	568	547	96%
1	ES	BRUCE-MONROE	1973	110,700	36	23	2	11	31%	800	554	69%
4	ES	TAKOMA	1976	119,000	32	25	9	-2	-6%	752	557	74%
8	ES	LECKIE	1970	65,000	32	26	3	3	9%	680	560	82%
8	ES	HENDLEY	1957	73,200	31	27	2	2	6%	712	562	79%
7	ES	HARRIS, C. W.	1964	56,600	30	24	1	5	17%	712	584	82%
1	ES	MEYER	1962	62,200	31	29	0	2	6%	736	585	79%
7	ES	KETCHAM	1909	88,300	34	25	0	9	26%	752	591	79%
5	ES	WEBB	1960	103,700	42	30	3	9	21%	980	594	61%
					295	231	20	44	15%	6692	5134	77%
8	ES	KING, M. L.	1971	65,500	29	27	2	0	0%	680	662	97%
7	ES	BEERS	1942	77,500	30	25	3	2	7%	644	668	104%
8	ES	TURNER	1946	77,500	33	28	2	3	9%	784	679	87%
4	ES	RAYMOND	1925	73,600	31	28	0	3	10%	688	715	104%
					123	108	7	8	7%	2796	2724	97%
		TOTALS		3,177,500	1,196	884	72	240		27,692	20,573	
		UTILIZATION PERCENTAGES				74%	6%	20%				74%

* Other includes uses for art. music, computer labs, science resource rooms, Headstart, etc.

** Fillmor is used as an art center for five other elementary schools. Children are bussed there one day each week.

*** Moten is used primarily as an administrative center for the Special Education programs in the DCPS.

APPENDIX G

WASHINGTON, D.C. DEDICATED SCHOOL REVENUE BOND ANALYSIS, 1995 SERIES MORGAN STANLEY and COMPANY, INC.

SOURCES AND USES OF FUNDS

Washington D.C. - Dedicated School Revenue Stream
Senior/Junior

Sources:	
Bond Proceeds:	
Par Amount	1,267,615,000.00
	1,267,615,000.00
Uses:	
Project Fund Deposits:	
Project Fund	1,142,961,000.00
Other Fund Deposits:	
Debt Service Reserve	111,977,772.50
Delivery Date Expenses:	
Underwriter's Discount	12,676,150.00
Other Uses of Funds:	
Additional Proceeds	77.50
	1,267,615,000.00

BOND SUMMARY STATISTICS

Washington D.C. - Dedicated School Revenue Stream
Senior/Junior

Dated Date	8/01/1995
Delivery Date	8/01/1995
Last Maturity	1/01/2026
Arbitrage Yield	7.979055%
True Interest Cost (TIC)	8.084313%
Net Interest Cost (NIC)	8.064907%
All-In TIC	8.084313%
Average Coupon	8.017376%
Average Life (years)	21.039
Duration of Issue (years)	9.902
Par Amount	1,267,615,000.00
Bond Proceeds	1,267,615,000.00
Total Interest	2,138,158,519.79
Net Interest	2,150,834,669.79
Total Debt Service	3,405,773,519.79
Maximum Annual Debt Service	111,973,077.50
Average Annual Debt Service	111,970,636.27
Underwriter's Fees (per $1000)	
Average Takedown	-
Other Fee	10.000000
Total Underwriter's Discount	10.000000
Bid Price	99.000000

Bond Component	Par Value	Price	Average Coupon	Average Life
Serial Bonds	282,080,000.00	100.000	7.419%	8.860
Term 1	190,045,000.00	100.000	7.950%	17.569
Term 2	795,490,000.00	100.000	8.100%	26.186
	1,267,615,000.00			21.039

	TIC	All-In TIC	Arbitrage Yield
Par Value	1,267,615,000.00	1,267,615,000.00	1,267,615,000.00
+ Accrued Interest	-	-	-
+ Premium (Discount)	-	-	-
- Underwriter's Discount	-12,676,150.00	-12,676,150.00	
- Cost of Issuance Expense		-	
- Other Amounts	-	-	-
Target Value	1,254,938,850.00	1,254,938,850.00	1,267,615,000.00
Target Date	8/01/1995	8/01/1995	8/01/1995
Yield	8.084313%	8.084313%	7.979055%

BOND SOLUTION

Washington D.C. - Dedicated School Revenue Stream
Senior Lien Debt

Period Ending	Proposed Principal	Proposed Debt Service	Total Adj Debt Service	Revenue Constraints	Unused Revenues	Debt Serv Coverage
Jan 1, 1995	-	-	-	-	-	-
Jan 1, 1996	3,165,000	29,164,358	29,164,358	58,333,000	29,168,642	200.01469%
Jan 1, 1997	7,785,000	69,999,890	69,999,890	140,000,000	70,000,110	200.00031%
Jan 1, 1998	8,255,000	69,995,005	69,995,005	140,000,000	70,004,995	200.01427%
Jan 1, 1999	8,775,000	69,994,940	69,994,940	140,000,000	70,005,060	200.01446%
Jan 1, 2000	9,350,000	69,999,565	69,999,565	140,000,000	70,000,435	200.00124%
Jan 1, 2001	9,975,000	69,998,115	69,998,115	140,000,000	70,001,885	200.00539%
Jan 1, 2002	10,660,000	69,994,840	69,994,840	140,000,000	70,005,160	200.01474%
Jan 1, 2003	11,410,000	69,998,640	69,998,640	140,000,000	70,001,360	200.00389%
Jan 1, 2004	12,220,000	69,998,530	69,998,530	140,000,000	70,001,470	200.00420%
Jan 1, 2005	13,100,000	69,998,690	69,998,690	140,000,000	70,001,310	200.00374%
Jan 1, 2006	14,055,000	69,997,390	69,997,390	140,000,000	70,002,610	200.00746%
Jan 1, 2007	15,095,000	69,997,320	69,997,320	140,000,000	70,002,680	200.00766%
Jan 1, 2008	16,225,000	69,995,195	69,995,195	140,000,000	70,004,805	200.01373%
Jan 1, 2009	17,460,000	69,997,095	69,997,095	140,000,000	70,002,905	200.00830%
Jan 1, 2010	18,805,000	69,997,675	69,997,675	140,000,000	70,002,325	200.00664%
Jan 1, 2011	20,270,000	69,995,885	69,995,885	140,000,000	70,004,115	200.01176%
Jan 1, 2012	21,885,000	69,999,420	69,999,420	140,000,000	70,000,580	200.00166%
Jan 1, 2013	23,625,000	69,999,563	69,999,563	140,000,000	70,000,438	200.00125%
Jan 1, 2014	25,500,000	69,996,375	69,996,375	140,000,000	70,003,625	200.01036%
Jan 1, 2015	27,530,000	69,999,125	69,999,125	140,000,000	70,000,875	200.00250%
Jan 1, 2016	29,715,000	69,995,490	69,995,490	140,000,000	70,004,510	200.01289%
Jan 1, 2017	32,125,000	69,998,575	69,998,575	140,000,000	70,001,425	200.00407%
Jan 1, 2018	34,725,000	69,996,450	69,996,450	140,000,000	70,003,550	200.01014%
Jan 1, 2019	37,540,000	69,998,725	69,998,725	140,000,000	70,001,275	200.00364%
Jan 1, 2020	40,580,000	69,997,985	69,997,985	140,000,000	70,002,015	200.00576%
Jan 1, 2021	43,865,000	69,996,005	69,996,005	140,000,000	70,003,995	200.01141%
Jan 1, 2022	47,420,000	69,997,940	69,997,940	140,000,000	70,002,060	200.00589%
Jan 1, 2023	51,260,000	69,996,920	69,996,920	140,000,000	70,003,080	200.00880%
Jan 1, 2024	55,410,000	69,994,860	69,994,860	140,000,000	70,005,140	200.01469%
Jan 1, 2025	59,900,000	69,996,650	69,996,650	140,000,000	70,003,350	200.00957%
Jan 1, 2026	64,750,000	69,994,750	69,994,750	140,000,000	70,005,250	200.01500%
	792,435,000	2,129,081,966	2,129,081,966	4,258,333,000	2,129,251,034	

BOND SOLUTION

Washington D.C. - Dedicated School Revenue Stream
Junior Lien Debt

Period Ending	Proposed Principal	Proposed Debt Service	Existing Debt Service	Total Adj Debt Service	Revenue Constraints	Unused Revenues	Debt Serv Coverage
Jan 1, 1995	-	-	-	-	-	-	-
Jan 1, 1996	1,900,000	17,490,361	29,164,358	46,654,720	58,333,000	11,678,280	125.03175%
Jan 1, 1997	4,800,000	41,971,668	69,999,890	111,971,558	140,000,000	28,028,443	
Jan 1, 1998	4,955,000	41,977,105	69,995,005	111,972,108	140,000,000	28,027,893	125.03114%
Jan 1, 1999	5,265,000	41,974,938	69,994,940	111,969,878	140,000,000	28,030,123	125.03363%
Jan 1, 2000	5,605,000	41,972,713	69,999,565	111,972,278	140,000,000	28,027,723	125.03095%
Jan 1, 2001	5,980,000	41,972,178	69,998,115	111,970,293	140,000,000	28,029,708	125.03316%
Jan 1, 2002	6,395,000	41,974,558	69,994,840	111,969,398	140,000,000	28,030,603	125.03416%
Jan 1, 2003	6,840,000	41,971,908	69,998,640	111,970,548	140,000,000	28,029,453	125.03288%
Jan 1, 2004	7,325,000	41,971,268	69,998,530	111,969,798	140,000,000	28,030,203	125.03372%
Jan 1, 2005	7,855,000	41,973,868	69,998,690	111,972,558	140,000,000	28,027,443	125.03064%
Jan 1, 2006	8,430,000	41,975,453	69,997,390	111,972,843	140,000,000	28,027,158	125.03032%
Jan 1, 2007	9,050,000	41,971,633	69,997,320	111,968,953	140,000,000	28,031,048	125.03466%
Jan 1, 2008	9,735,000	41,977,883	69,995,195	111,973,078	140,000,000	28,026,923	125.03005%
Jan 1, 2009	10,470,000	41,973,023	69,997,095	111,970,118	140,000,000	28,029,883	125.03336%
Jan 1, 2010	11,275,000	41,971,833	69,997,675	111,969,508	140,000,000	28,030,493	125.03404%
Jan 1, 2011	12,155,000	41,972,383	69,995,885	111,968,268	140,000,000	28,031,733	125.03543%
Jan 1, 2012	13,120,000	41,971,060	69,999,420	111,970,480	140,000,000	28,029,520	125.03296%
Jan 1, 2013	14,165,000	41,973,020	69,999,563	111,972,583	140,000,000	28,027,418	125.03061%
Jan 1, 2014	15,290,000	41,971,903	69,996,375	111,968,278	140,000,000	28,031,723	125.03541%
Jan 1, 2015	16,505,000	41,971,348	69,999,125	111,970,473	140,000,000	28,029,528	125.03296%
Jan 1, 2016	17,820,000	41,974,200	69,995,490	111,969,690	140,000,000	28,030,310	125.03384%
Jan 1, 2017	19,260,000	41,970,780	69,998,575	111,969,355	140,000,000	28,030,645	125.03421%
Jan 1, 2018	20,825,000	41,975,720	69,996,450	111,972,170	140,000,000	28,027,830	125.03107%
Jan 1, 2019	22,510,000	41,973,895	69,998,725	111,972,620	140,000,000	28,027,380	125.03057%
Jan 1, 2020	24,330,000	41,970,585	69,997,985	111,968,570	140,000,000	28,031,430	125.03509%
Jan 1, 2021	26,305,000	41,974,855	69,996,005	111,970,860	140,000,000	28,029,140	125.03253%
Jan 1, 2022	28,435,000	41,974,150	69,997,940	111,972,090	140,000,000	28,027,910	125.03116%
Jan 1, 2023	30,735,000	41,970,915	69,996,920	111,967,835	140,000,000	28,032,165	125.03591%
Jan 1, 2024	33,230,000	41,976,380	69,994,860	111,971,240	140,000,000	28,028,760	125.03211%
Jan 1, 2025	35,920,000	41,974,750	69,996,650	111,971,400	140,000,000	28,028,600	125.03193%
Jan 1, 2026	38,830,000	41,975,230	69,994,750	111,969,980	140,000,000	28,030,020	125.03351%
	475,180,000	1,276,691,554	2,129,081,966	3,405,773,520	4,258,333,000	852,559,480	

PROJECT FUND

Washington D.C. - Dedicated School Revenue Stream
Senior/Junior

Date	Deposit	Interest	Principal	Scheduled Draws	Balance
Aug 1, 1995	1,142,961,000	-	1,142,961,000	1,142,961,000	-
	1,142,961,000	-	1,142,961,000	1,142,961,000	

BOND DEBT SERVICE

Washington D.C. - Dedicated School Revenue Stream
Senior/Junior

Period Ending	Principal	Coupon	Interest	Debt Service	Annual Debt Service
Aug 1, 1995	-	-	-	-	-
Jan 1, 1996	5,065,000.00	5.800%	41,589,719.79	46,654,719.79	46,654,719.79
Jul 1, 1996	-	-	49,760,778.75	49,760,778.75	-
Jan 1, 1997	12,430,000.00	6.100%	49,760,778.75	62,210,778.75	111,971,557.50
Jul 1, 1997	-	-	49,381,053.75	49,381,053.75	-
Jan 1, 1998	13,210,000.00	6.300%	49,381,053.75	62,591,053.75	111,972,107.50
Jul 1, 1998	-	-	48,964,938.75	48,964,938.75	-
Jan 1, 1999	14,040,000.00	6.500%	48,964,938.75	63,004,938.75	111,969,877.50
Jul 1, 1999	-	-	48,508,638.75	48,508,638.75	-
Jan 1, 2000	14,955,000.00	6.700%	48,508,638.75	63,463,638.75	111,972,277.50
Jul 1, 2000	-	-	48,007,646.25	48,007,646.25	-
Jan 1, 2001	15,955,000.00	6.900%	48,007,646.25	63,962,646.25	111,970,292.50
Jul 1, 2001	-	-	47,457,198.75	47,457,198.75	-
Jan 1, 2002	17,055,000.00	7.000%	47,457,198.75	64,512,198.75	111,969,397.50
Jul 1, 2002	-	-	46,860,273.75	46,860,273.75	-
Jan 1, 2003	18,250,000.00	7.100%	46,860,273.75	65,110,273.75	111,970,547.50
Jul 1, 2003	-	-	46,212,398.75	46,212,398.75	-
Jan 1, 2004	19,545,000.00	7.200%	46,212,398.75	65,757,398.75	111,969,797.50
Jul 1, 2004	-	-	45,508,778.75	45,508,778.75	-
Jan 1, 2005	20,955,000.00	7.300%	45,508,778.75	66,463,778.75	111,972,557.50
Jul 1, 2005	-	-	44,743,921.25	44,743,921.25	-
Jan 1, 2006	22,485,000.00	7.400%	44,743,921.25	67,228,921.25	111,972,842.50
Jul 1, 2006	-	-	43,911,976.25	43,911,976.25	-
Jan 1, 2007	24,145,000.00	7.500%	43,911,976.25	68,056,976.25	111,968,952.50
Jul 1, 2007	-	-	43,006,538.75	43,006,538.75	-
Jan 1, 2008	25,960,000.00	7.600%	43,006,538.75	68,966,538.75	111,973,077.50
Jul 1, 2008	-	-	42,020,058.75	42,020,058.75	-
Jan 1, 2009	27,930,000.00	7.700%	42,020,058.75	69,950,058.75	111,970,117.50
Jul 1, 2009	-	-	40,944,753.75	40,944,753.75	-
Jan 1, 2010	30,080,000.00	7.800%	40,944,753.75	71,024,753.75	111,969,507.50
Jul 1, 2010	-	-	39,771,633.75	39,771,633.75	-
Jan 1, 2011	32,425,000.00	7.950%	39,771,633.75	72,196,633.75	111,968,267.50
Jul 1, 2011	-	-	38,482,740.00	38,482,740.00	-
Jan 1, 2012	35,005,000.00	7.950%	38,482,740.00	73,487,740.00	111,970,480.00
Jul 1, 2012	-	-	37,091,291.25	37,091,291.25	-
Jan 1, 2013	37,790,000.00	7.950%	37,091,291.25	74,881,291.25	111,972,582.50
Jul 1, 2013	-	-	35,589,138.75	35,589,138.75	-
Jan 1, 2014	40,790,000.00	7.950%	35,589,138.75	76,379,138.75	111,968,277.50
Jul 1, 2014	-	-	33,967,736.25	33,967,736.25	-
Jan 1, 2015	44,035,000.00	7.950%	33,967,736.25	78,002,736.25	111,970,472.50
Jul 1, 2015	-	-	32,217,345.00	32,217,345.00	-
Jan 1, 2016	47,535,000.00	8.100%	32,217,345.00	79,752,345.00	111,969,690.00
Jul 1, 2016	-	-	30,292,177.50	30,292,177.50	-
Jan 1, 2017	51,385,000.00	8.100%	30,292,177.50	81,677,177.50	111,969,355.00
Jul 1, 2017	-	-	28,211,085.00	28,211,085.00	-
Jan 1, 2018	55,550,000.00	8.100%	28,211,085.00	83,761,085.00	111,972,170.00
Jul 1, 2018	-	-	25,961,310.00	25,961,310.00	-
Jan 1, 2019	60,050,000.00	8.100%	25,961,310.00	86,011,310.00	111,972,620.00
Jul 1, 2019	-	-	23,529,285.00	23,529,285.00	-
Jan 1, 2020	64,910,000.00	8.100%	23,529,285.00	88,439,285.00	111,968,570.00
Jul 1, 2020	-	-	20,900,430.00	20,900,430.00	-
Jan 1, 2021	70,170,000.00	8.100%	20,900,430.00	91,070,430.00	111,970,860.00
Jul 1, 2021	-	-	18,058,545.00	18,058,545.00	-
Jan 1, 2022	75,855,000.00	8.100%	18,058,545.00	93,913,545.00	111,972,090.00
Jul 1, 2022	-	-	14,986,417.50	14,986,417.50	-

BOND DEBT SERVICE

Washington D.C. - Dedicated School Revenue Stream
Senior/Junior

Period Ending	Principal	Coupon	Interest	Debt Service	Annual Debt Service
Jan 1, 2023	81,995,000.00	8.100%	14,986,417.50	96,981,417.50	111,967,835.00
Jul 1, 2023	-	-	11,665,620.00	11,665,620.00	-
Jan 1, 2024	88,640,000.00	8.100%	11,665,620.00	100,305,620.00	111,971,240.00
Jul 1, 2024	-	-	8,075,700.00	8,075,700.00	-
Jan 1, 2025	95,820,000.00	8.100%	8,075,700.00	103,895,700.00	111,971,400.00
Jul 1, 2025	-	-	4,194,990.00	4,194,990.00	-
Jan 1, 2026	103,580,000.00	8.100%	4,194,990.00	107,774,990.00	111,969,980.00
	1,267,615,000.00		2,138,158,519.79	3,405,773,519.79	3,405,773,519.79

SOURCES AND USES OF FUNDS

Washington D.C. - Dedicated School Revenue Stream

Sources:

Uses:

Project Fund Deposits:	
Project Funds	807,900,659.39
$67 million annual project draws	335,060,146.47
	1,142,960,805.86

PROJECT FUND

Washington D.C. - Dedicated School Revenue Stream
1995 Series 2 plus 200 basis points

Project Funds (PROJECT1)

Date	Deposit	Interest	Principal	Scheduled Draws	Balance
Aug 1, 1995	807,900,659.39	-	-	-	807,900,659.39
Jan 1, 1996	-	25,737,850.49	14,262,149.51	40,000,000	793,638,509.88
Jul 1, 1996	-	30,436,036.85	-30,436,036.85	-	824,074,546.73
Jan 1, 1997	-	31,603,258.87	28,396,741.13	60,000,000	795,677,805.60
Jul 1, 1997	-	30,514,243.84	-30,514,243.84	-	826,192,049.44
Jan 1, 1998	-	31,684,465.10	105,815,534.90	137,500,000	720,376,514.54
Jul 1, 1998	-	27,626,439.33	-27,626,439.33	-	748,002,953.87
Jan 1, 1999	-	28,685,913.28	108,814,086.72	137,500,000	639,188,867.15
Jul 1, 1999	-	24,512,893.06	-24,512,893.06	-	663,701,760.21
Jan 1, 2000	-	25,452,962.50	112,047,037.50	137,500,000	551,654,722.71
Jul 1, 2000	-	21,155,958.62	-21,155,958.62	-	572,810,681.33
Jan 1, 2001	-	21,967,289.63	115,532,710.37	137,500,000	457,277,970.96
Jul 1, 2001	-	17,536,610.19	-17,536,610.19	-	474,814,581.15
Jan 1, 2002	-	18,209,139.19	119,290,860.81	137,500,000	355,523,720.34
Jul 1, 2002	-	13,634,334.68	-13,634,334.68	-	369,158,055.02
Jan 1, 2003	-	14,157,211.41	123,342,788.59	137,500,000	245,815,266.43
Jul 1, 2003	-	9,427,015.47	-9,427,015.47	-	255,242,281.90
Jan 1, 2004	-	9,788,541.51	127,711,458.49	137,500,000	127,530,823.41
Jul 1, 2004	-	4,890,807.08	-4,890,807.08	-	132,421,630.49
Jan 1, 2005	-	5,078,369.53	132,421,630.49	137,500,000	-
	807,900,659.39	392,099,340.63	807,900,659.39	1,200,000,000	

PROJECT FUND

Washington D.C. - Dedicated School Revenue Stream
1995 Series 2 plus 200 basis points

$67 million annual project draws (PROJECT2)

Date	Deposit	Interest	Principal	Scheduled Draws	Balance
Aug 1, 1995	335,060,146.47	-	-	-	335,060,146.47
Jan 1, 1996	-	10,674,243.00	-10,674,243.00	-	345,734,389.47
Jul 1, 1996	-	13,258,913.84	-13,258,913.84	-	358,993,303.31
Jan 1, 1997	-	13,767,393.18	-13,767,393.18	-	372,760,696.49
Jul 1, 1997	-	14,295,372.71	-14,295,372.71	-	387,056,069.20
Jan 1, 1998	-	14,843,600.25	-14,843,600.25	-	401,899,669.45
Jul 1, 1998	-	15,412,852.32	-15,412,852.32	-	417,312,521.77
Jan 1, 1999	-	16,003,935.21	-16,003,935.21	-	433,316,456.98
Jul 1, 1999	-	16,617,686.13	-16,617,686.13	-	449,934,143.11
Jan 1, 2000	-	17,254,974.39	-17,254,974.39	-	467,189,117.50
Jul 1, 2000	-	17,916,702.66	-17,916,702.66	-	485,105,820.16
Jan 1, 2001	-	18,603,808.20	-18,603,808.20	-	503,709,628.36
Jul 1, 2001	-	19,317,264.25	-19,317,264.25	-	523,026,892.61
Jan 1, 2002	-	20,058,081.33	-20,058,081.33	-	543,084,973.94
Jul 1, 2002	-	20,827,308.75	-20,827,308.75	-	563,912,282.69
Jan 1, 2003	-	21,626,036.04	-21,626,036.04	-	585,538,318.73
Jul 1, 2003	-	22,455,394.52	-22,455,394.52	-	607,993,713.25
Jan 1, 2004	-	23,316,558.90	-23,316,558.90	-	631,310,272.15
Jul 1, 2004	-	24,210,748.94	-24,210,748.94	-	655,521,021.09
Jan 1, 2005	-	25,139,231.16	-25,139,231.16	-	680,660,252.25
Jul 1, 2005	-	26,103,320.67	-26,103,320.67	-	706,763,572.92
Jan 1, 2006	-	27,104,383.02	39,895,616.98	67,000,000	666,867,955.94
Jul 1, 2006	-	25,574,386.11	-25,574,386.11	-	692,442,342.05
Jan 1, 2007	-	26,555,163.82	40,444,836.18	67,000,000	651,997,505.87
Jul 1, 2007	-	25,004,104.35	-25,004,104.35	-	677,001,610.22
Jan 1, 2008	-	25,963,011.75	41,036,988.25	67,000,000	635,964,621.97
Jul 1, 2008	-	24,389,243.25	-24,389,243.25	-	660,353,865.22
Jan 1, 2009	-	25,324,570.73	41,675,429.27	67,000,000	618,678,435.95
Jul 1, 2009	-	23,726,318.02	-23,726,318.02	-	642,404,753.97
Jan 1, 2010	-	24,636,222.31	42,363,777.69	67,000,000	600,040,976.28
Jul 1, 2010	-	23,011,571.44	-23,011,571.44	-	623,052,547.72
Jan 1, 2011	-	23,894,065.21	43,105,934.79	67,000,000	579,946,612.93
Jul 1, 2011	-	22,240,952.61	-22,240,952.61	-	602,187,565.54
Jan 1, 2012	-	23,093,893.14	43,906,106.86	67,000,000	556,281,458.68
Jul 1, 2012	-	21,410,093.94	-21,410,093.94	-	579,691,552.62
Jan 1, 2013	-	22,231,171.04	44,768,828.96	67,000,000	534,922,723.66
Jul 1, 2013	-	20,514,286.45	-20,514,286.45	-	555,437,010.11
Jan 1, 2014	-	21,301,009.34	45,698,990.66	67,000,000	509,738,019.45
Jul 1, 2014	-	19,548,453.05	-19,548,453.05	-	529,286,472.50
Jan 1, 2015	-	20,298,136.22	46,701,863.78	67,000,000	482,584,608.72
Jul 1, 2015	-	18,507,119.74	-18,507,119.74	-	501,091,728.46
Jan 1, 2016	-	19,216,867.79	47,783,132.21	67,000,000	453,308,596.25
Jul 1, 2016	-	17,384,384.67	-17,384,384.67	-	470,692,980.92
Jan 1, 2017	-	18,051,075.82	48,948,924.18	67,000,000	421,744,056.74
Jul 1, 2017	-	16,173,884.58	-16,173,884.58	-	437,917,941.32
Jan 1, 2018	-	16,794,153.05	50,205,846.95	67,000,000	387,712,094.37
Jul 1, 2018	-	14,868,758.82	-14,868,758.82	-	402,580,853.19
Jan 1, 2019	-	15,438,975.72	51,561,024.28	67,000,000	351,019,828.91
Jul 1, 2019	-	13,461,610.44	-13,461,610.44	-	364,481,439.35
Jan 1, 2020	-	13,977,863.20	53,022,136.80	67,000,000	311,459,302.55
Jul 1, 2020	-	11,944,464.25	-11,944,464.25	-	323,403,766.80
Jan 1, 2021	-	12,402,534.46	54,597,465.54	67,000,000	268,806,301.26

PROJECT FUND

Washington D.C. - Dedicated School Revenue Stream
1995 Series 2 plus 200 basis points

$67 million annual project draws (PROJECT2)

Date	Deposit	Interest	Principal	Scheduled Draws	Balance
Jul 1, 2021	-	10,308,721.65	-10,308,721.65	-	279,115,022.91
Jan 1, 2022	-	10,704,061.13	56,295,938.87	67,000,000	222,819,084.04
Jul 1, 2022	-	8,545,111.87	-8,545,111.87	-	231,364,195.91
Jan 1, 2023	-	8,872,816.91	58,127,183.09	67,000,000	173,237,012.82
Jul 1, 2023	-	6,643,639.44	-6,643,639.44	-	179,880,652.26
Jan 1, 2024	-	6,898,423.01	60,101,576.99	67,000,000	119,779,075.27
Jul 1, 2024	-	4,593,527.54	-4,593,527.54	-	124,372,602.81
Jan 1, 2025	-	4,769,689.32	62,230,310.68	67,000,000	62,142,292.13
Jul 1, 2025	-	2,383,156.90	-2,383,156.90	-	64,525,449.03
Jan 1, 2026	-	2,474,550.97	64,525,449.03	67,000,000	-
	335,060,146.47	1,071,939,853.53	335,060,146.47	1,407,000,000	

APPENDIX H

MAJOR FACILITIES INITIATIVES THE DIVISION OF FACILITIES MANAGEMENT

REBUILDING SCHOOL BUILDINGS
DISTRICT OF COLUMBIA PUBLIC SCHOOLS
DIVISION OF FACILITIES MANAGEMENT
OPERATIONAL PLAN FY 95/96

VISION

We envision school facilities that have adequate resources and technology, free from hindrances of infrastructures that no longer meet changing education and community needs. These facilities will serve as models for the nation in the 21st Century.

STATUS OF SCHOOL BUILDINGS

Outside consultants, 3D/International/AEPA Architects and Engineers, in 1992 assessed every building in the DCPS inventory and determined a cost of almost $600 million to restore them to a state of good repair. Preliminary updated figures will place this cost above $700 million. The average public school building is 60 years-plus. District schools were closed by court order for several days last fall until thousands of fire code violations were abated, but new violations reappeared months later because of continued deferred maintenance and inadequate funding of both maintenance and capital budgets. Without major maintenance and capital improvements programs, deficiencies in basic systems such as roofs, electrical, mechanical, plumbing, doors, windows, etc., will persist.

ONGOING ACTIONS

Appointment of a Task Force on Education Infrastructure for the 21st Century, comprised of business and community persons to work with the District of Columbia Public Schools to develop a Preliminary Facilities Master Plan.	Began January, 1995 Expected Completion 7/95
Model partnership with the private sector to rehabilitate selected school facilities (Oyster Project)	May 1995

DCPS CAPITAL IMPROVEMENTS PROGRAM

Projects in Procurement	$12 million
Current Projects in Construction	$27.8 million
Projects in Design	$54 million

ELIMINATION OF FIRE CODE VIOLATIONS

MAJOR FACILITIES INITIATIVES

		Year	Responsible	Costs
1.	Preliminary Facilities Master Plan	1995	FMD,Supt.,BOE	
2.	**Comprehensive Facilities Multi-Year Capital Improvements Master Plan**		FMD	
	- Complete development of Comprehensive Facilities Master Plan.	FY95/96	FMD,Supt.,BOE ADMIN	$1,200,000.
	- Strengthen Planning function within DCPS and establish system-wide planning committee and an Intra District Planning Group.	FY94/95	FMD	$133,000.00 Staff Costs
	- Analysis of the # of buildings needed for projected school population and educational programs.	FY95/96		
	- Planning for use of schools as family resource centers and community anchors, for health care, recreation, family services and other needs to benefit children and families.	FY95/96	FMD	
	- Development of school building and construction standards.	FY95/96	FMD, CESC, DEAA	
	- Develop a policy for school rebuilding beyond infrastructure issues.	FY95/96	FMD	
	- Update facility assessment data and establish comprehensive facilities database.	FY95/96	FMD	$ 25,000.00 Equipment
	- Complete engineering analysis of the major building components for each school facility.	FY95/96	FMD	
	- Recommend Plan implementation with alternatives and policy legislation requirements, if required.	FY95/96	FMD	
	- Legislation authorizing a School Construction Authority (SCA) including legislation authorizing multi-year financing for school construction and renovation.	FY95/96	FMD,Supt,Boe, Council,Mayor, Congress	
	- Identify and provide funding sources and multi-year financing plan (Public Private Sector).	FY95/96	Supt,BOE,Mayor, Council,Congress	
	- Renovate, modernize and build school facilities to meet educational needs (structural and technological infrastructure).	2005	FMD(10yr Plan)	$2-3 Billion

MAJOR FACILITIES INITIATIVES (cont'd)

		Year	Responsible	Costs
	- Community hearings, final development of Comprehensive Facilities Master Plan, to include new construction and modernization. Will include analysis of the number of buildings needed to house projected school population. Considers policy on choice, charter schools, and incorporation of community access services.	On-going FY95/96	Supt,BOE, FMD	
3.	Comprehensive Facility Maintenance and Repair Management Plan	FY95/96	FMD	$100,000.00
4.	**Management Effectiveness, Efficiency and Accountability**		FMD	
	Re-engineer Division of Facilities Management	FY95/96 Comp.'97	FMD	$50,000.00 Consultant Fees,
	- Review all Operations/Departments		FMD	
	- In-house vs. Out-sourcing		FMD	
	- Indefinite/Term Contracts		FMD	
	- Staff training and development		FMD	MIS Upgrade
	- Management Information Systems Upgrade		FMD	$350,000.00
	- Establishment of Quality Control Procedures		FMD	
	- Accountability Measures		FMD	
5.	**Implementation of Comprehensive Energy Plan**	FY95/96	FMD	$17 Million Annual Utilities Budget required.
6.	**New Telecommunication Systems for DCPS**	FY 1996	FMD,DEAA Mayor,Council, Congress	$ 6 Million
7.	**Implementation of an Apprenticeship Work Program** in conjunction with Vocational and Adult Education	FY95/96	FMD,CESC	
	- Development of a Tradesman Apprenticeship Program	FY94/95		
	- Development of a Student Curriculm Work Program	FY95/96		

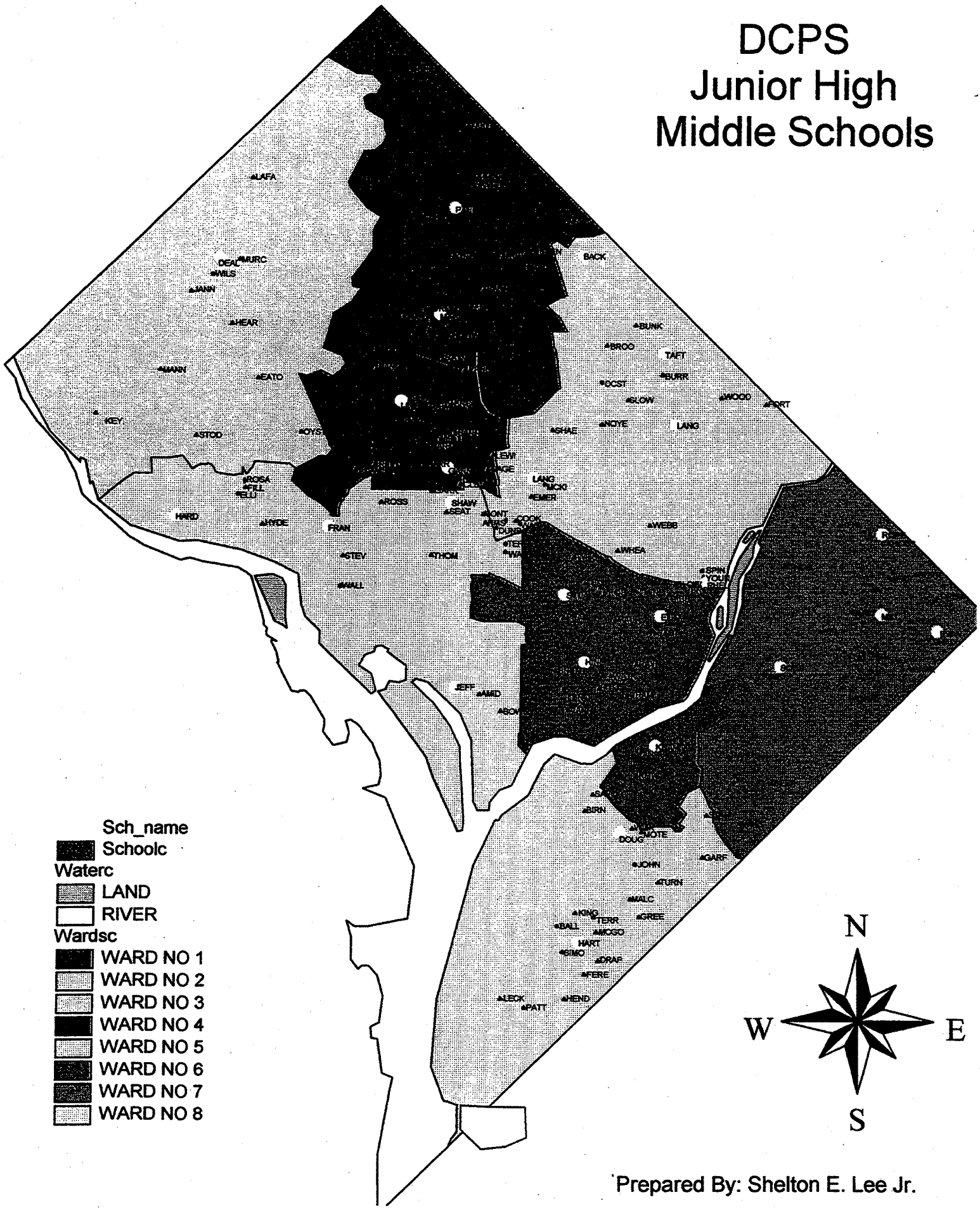
MAJOR FACILITIES INITIATIVES (cont'd)

		Year	Responsible	Costs
8.	**Implementation of Public Private Development Partnerships for Modernization of D.C. Public School Buildings (Oyster School)**	FY95/96	FMD,Supt., BOE,21st Century school fund	
	- Feasibility Study for 15-25 school properties	FY95/96	FMD,Supt., BOE	
	- Policy and legislation for Public/Private Development of School Property	FY95/96	FMD,BOE, Council	
9.	Technical assistance in assets management for utilization and leveraging of school system capital assets, District assets and federal assets within the District	FY95/96	FMD	
10.	Install Electronic Security Systems in all schools.	FY95/96	FMD,Security	$5 Million
11.	**Malcolm Baldrige National Quality Award**	1998	FMD	

APPENDIX I

MANAGEMENT INFORMATION SYSTEMS
THE DIVISION OF FACILITIES MANAGEMENT

DCPS
Junior High
Middle Schools

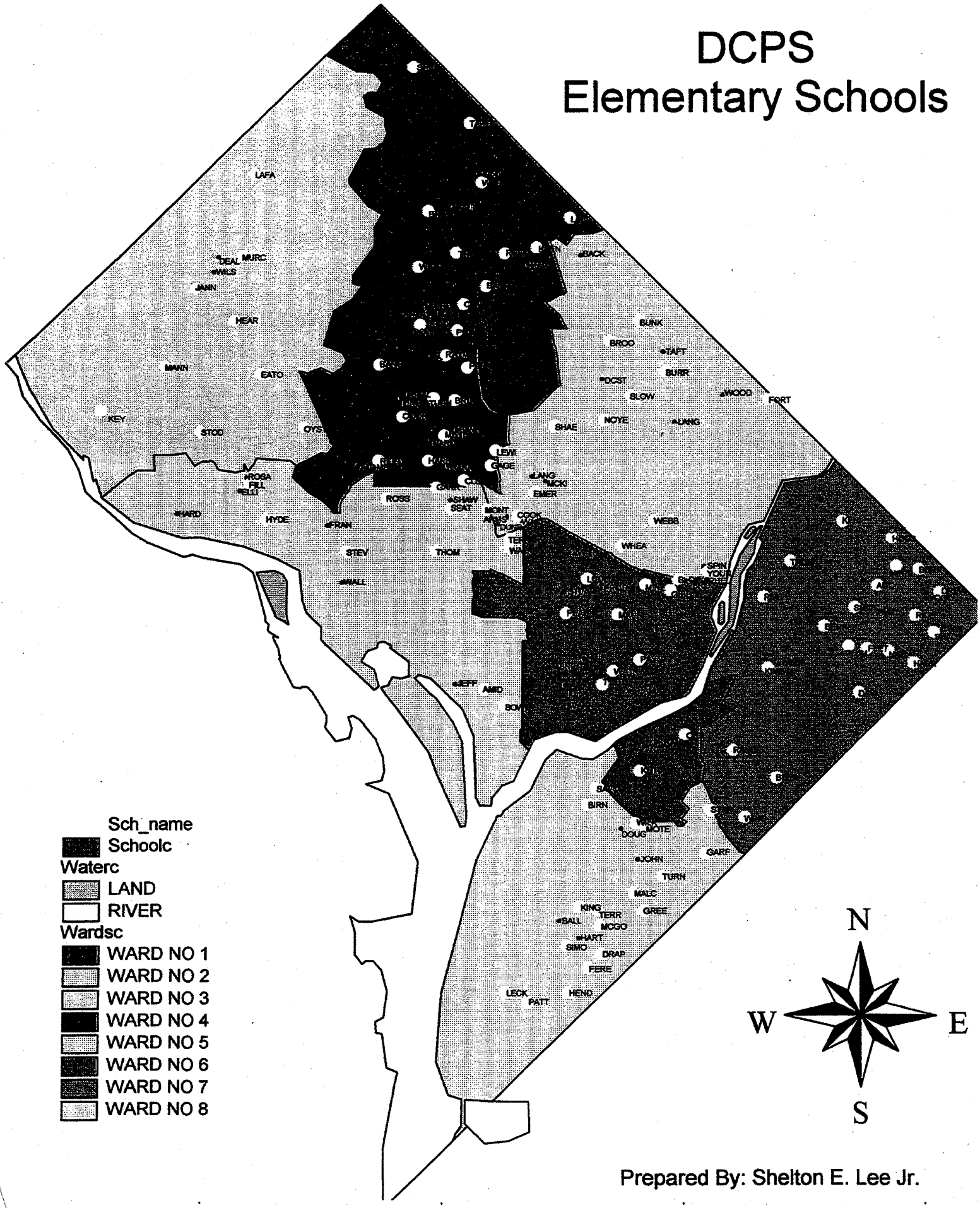


Sch_name
Schoolc
Waterc
LAND
RIVER
Wardsc
WARD NO 1
WARD NO 2
WARD NO 3
WARD NO 4
WARD NO 5
WARD NO 6
WARD NO 7
WARD NO 8

N
W
E
S

Prepared By: Shelton E. Lee Jr.

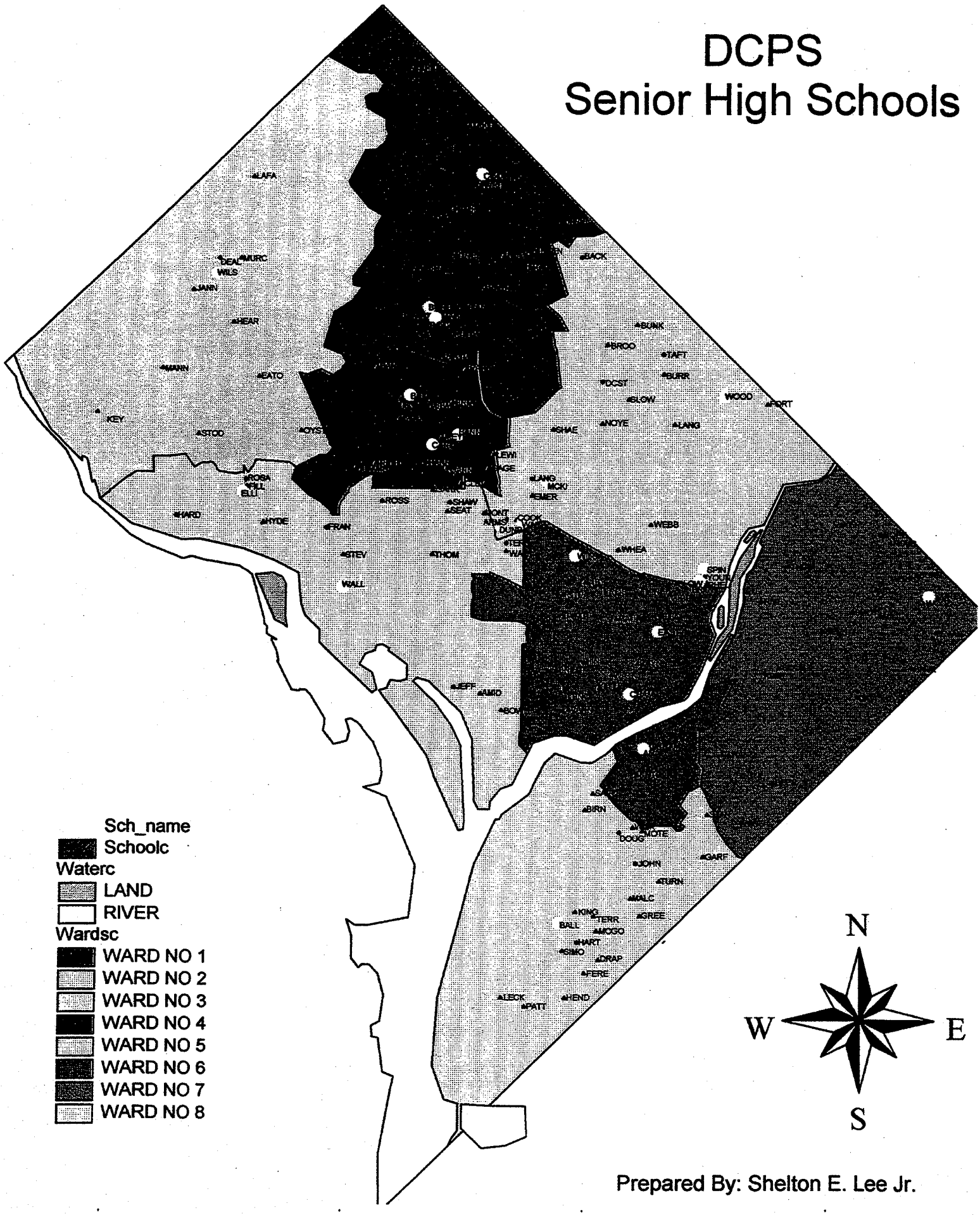
DCPS
Elementary Schools



Sch_name
Schoolc
Waterc
LAND
RIVER
Wardsc
WARD NO 1
WARD NO 2
WARD NO 3
WARD NO 4
WARD NO 5
WARD NO 6
WARD NO 7
WARD NO 8

Prepared By: Shelton E. Lee Jr.

DCPS
Senior High Schools



Prepared By: Shelton E. Lee Jr.

Draft 7/20/95 Prepared by Shelton Lee, Jr and Andre King, DFM

Introduction

The Division of Facilities Management is responsible for the maintenance, management and capital improvements for the DCPS building inventory which is comprised of approximately 17.8 million square feet of school, administrative, leased and vacant space. It is also responsible for over 700 acres of exterior space. The Division of Facilities has offices located at Penn Center, Truesdale, Carver, Staton and Kramer Annexes.

The Division of Facilities management must plan, schedule, budget, procure, contract, and oversee all facility related work for the school system. This includes support for school based custodial services, the repair and maintenance work provided in-house by DCPS, work provided for in contracts for maintenance and construction, and the management and some design of capital projects financed through the District Capital Budget.

Status of Information Management in the Division of Facilities Management

In the fall of 1986 Facilities Management adapted a Wide Area Network to address the tracking needs of the Division's maintenance costs. The new network was linked into several applications which were housed on a main frame through (MIS) Management Information System.

a) Financial Management System (FMS)
b) Building and Grounds System (BGS)
c) Inventory Management System (IMS)
d) Remuser (Personnel and budget)
e) Electronic Mail System (E-MAIL)

Problems with the Current System

There are a number of problems with the current information system in the Division of Facilities Management.

1. Due to the problems with completeness, accuracy, formatting of data, the information system is not supported or of use to facility managers and does not assist in providing an overall accurate picture of facilities to DCPS managers, the Director of Facilities Management or to the Superintendent.
2. Because of the unfriendly work order tracking system, data entry personnel have not properly maintained the data bases.
3. It can not meet the day to day office requirements of the Division for its varied functions, and over forty canned software packages have been purchased. The costs for this software and the upgrade necessary to operate it have been tremendously expensive.

4. During the installation of the BGS tracking system MIS held several meetings to insure that software support be forth coming by in-house staff, however changes or modifications had to be done by outside vendors. The outside vendors were not readily avalible to users and so users were forced to work around the problem rather than make the changes neeeded to keep the system functional.
5. Because of lack of support services, the Division became dependent on MIS, which limited the Division's growth potential and effectiveness.
6. The current information system is fragmented so the majority of useful information is not shared efficiently and double and sometimes triple work is created when two or more units need the same information.
7. Reports generated by the mainframe lack the visual impact expected by today's management professionals. For presentation and/or management purposes the data must be reformatted.
8. It cannot provide for many of the day to day office tasks which are still done by hand and should be automated.
9. Information is not captured in such a way that it can be readily analyzed.
10. Much of the current computer equipment is outdated. Which impedes its productivity and usefullness.
11. Training is needed so staff using data bases and information systems are able to increase productivity.

Up until now, the Division of Facilities Management has addressed the problems with the shortcomings of the information system by purchasing more **CANNED** Software Packages, made minor modifications in these, and changed the way that they conduct business to fit the constraints of the software. While this approach can and will work, it requires large consultant fees, outside contracts to perform modifications or updates, and numerous hours of training. Since the software packages are not designed by the users, Facilities Managers and Data entry personnel, the software is normally not intuitive and difficult to use unless it is your only job assignment .

Facilities needs are constantly changing.

A flexible support system is needed to keep up.

Re-engineering for the 21st Century

Today's desktop personal computers, or PCs, are many times more powerful than the huge, million-dollar business computers of the 1960s and 1970s. These computers are now used

for most of the automated tasks required by small businesses. Economic studies project that by the late-1990s computer equipment will represent about one-fifth of all capital business expenditures. Approximately 70 to 75 percent of day to day office work can be effectively maintained through a database and/or file management system. New Visual operating systems called GUIs (graphical user interfaces) were designed for ease of use, yet to give UNIX-like power and flexibility to the user.

Though the world of information management has changed drastically, the Division of Facilities Management has not. The mainframe is still the backbone for DFM. The Mainframe should remain a part of the over all system for communication with DIRM, Personnel, and Finance. However it should not be the driving force behind overall system automation. The Division of Facilities Management must re-engineer information management to offer a client server system for its many varied functions and responsibilities.

Proposed Information Management Structure for Division of Facilities Management

We propose the formation of a team of experienced technical personnel within Facilities to address the information needs of the Division on a full time basis. The Facilities Information Management Team (FIMT) should consist of four people. They would be responsible for designing, installing, implementing, training users and maintaining a new Local Area Network.

The purpose of this LAN and its associated software and programming would be to:

1. Remove the fragmentation through efficient file sharing and data transfer, without interrupting day to day operations.
2. Customize databases, so many reports can go from data entry to management meetings without any formatting at all.
3. Increase the reliability, accuracy and currency of data by customizing the data entry designs with end user input, so Facilities Managers and Data Entry personnel will better maintain the tracking systems.

The network we are proposing will allow organizational growth and software flexibility. There will be many advantages:

1. This network will enable Macintosh and IBM computers to talk on the same platform.
2. Each user will take part in the design of the new customized tracking systems.

3. Each maintenance center and designed department will be equipped with a client server which will run Word Perfect Office, along with automated data base software to provide a complete office environment.
4. The network will allow users to transfer files, upload and download files from remote locations via mobile communications.
5. Each program will read the current files, and update them to the latest fonts and formats.
6. Many of the current work stations can adapt to the network with a memory upgrade and network expansion card.
7. All work units will be tied to a central processing area at the Penn Center to allow communication throughout the Division.
8. This central processing area will be linked to MIS using current networking protocol.

This is an economical solution to the information management needs of the Division. The hardware and software needed to automate Facilities will cost approximately $290,000.00 and the implementation of this system can be managed by staff currently employed by DCPS over a period of three years.

Implementation of the LAN

Reformatting the Division of Facilities management Information System structure is a massive undertaking. In order to make it work will require the complete support of the DIRM, the Director of facilities management, the mid-level managers, end users, and data entry personnel. We must focus on a new vision, set goals and milestones to put it all in perspective. It will be time consuming and have bugs along the way. It will require an initial capital investment, however it will quickly payoff in terms of productivity and credibility through more efficient and effective management of the facilities in the inventory of DCPS.

First Year

The first year of the plan, the focus should be on tracking level two work orders. The objectives of the facilities maintenance computer network for this area is to optimize the use of manpower, equipment, materials and funds resulting in:

a) timely Facilities Maintenance response to educational program requirements;

b) a proper and consistent level of maintenance for Public Schools;

c) effective control of work force productivity;

d) a reduction in Facilities Maintenance costs;

e) sufficient information on which to build maintenance plans.

At present the use of the BGS systems at the Division of Facilities Management does not accurately track the in house repair and maintenance work. This results in waste and inability to budget and plan for repair and maintenance man hours and supplies.

An information system for level two maintenance is needed to manage these interdependent subsystems:

- Work classifications
- Planning and estimating
- Work unit scheduling
- Work performance measurement
- Management analysis of results

During the course of the first year, the team will:

- Inventory of hardware and software currently in use at the Division of Facilities Management;
- Purchase new hardware and software to support LAN;
- Install and configure new hardware and software;
- Upgrade computer workstations that can adapt to the new LAN;
- Implement small stand alone databases in all of the departments to assist with overall office efficiency;
- Perform in-house training to ensure effective use of the new graphical operating systems;
- Set up five local area networks for departments still using stand alone workstations;
- Connect central processing area to DIRM.
- Design and program a new work order tracking system

1. design, write flowcharts;
2. meet with managers for input;
3. write code, test and debug the new system;.
4. beta test one section of Facilities Management;
5. test the tracking system for its ease of use flexibility, functionality and code stability.

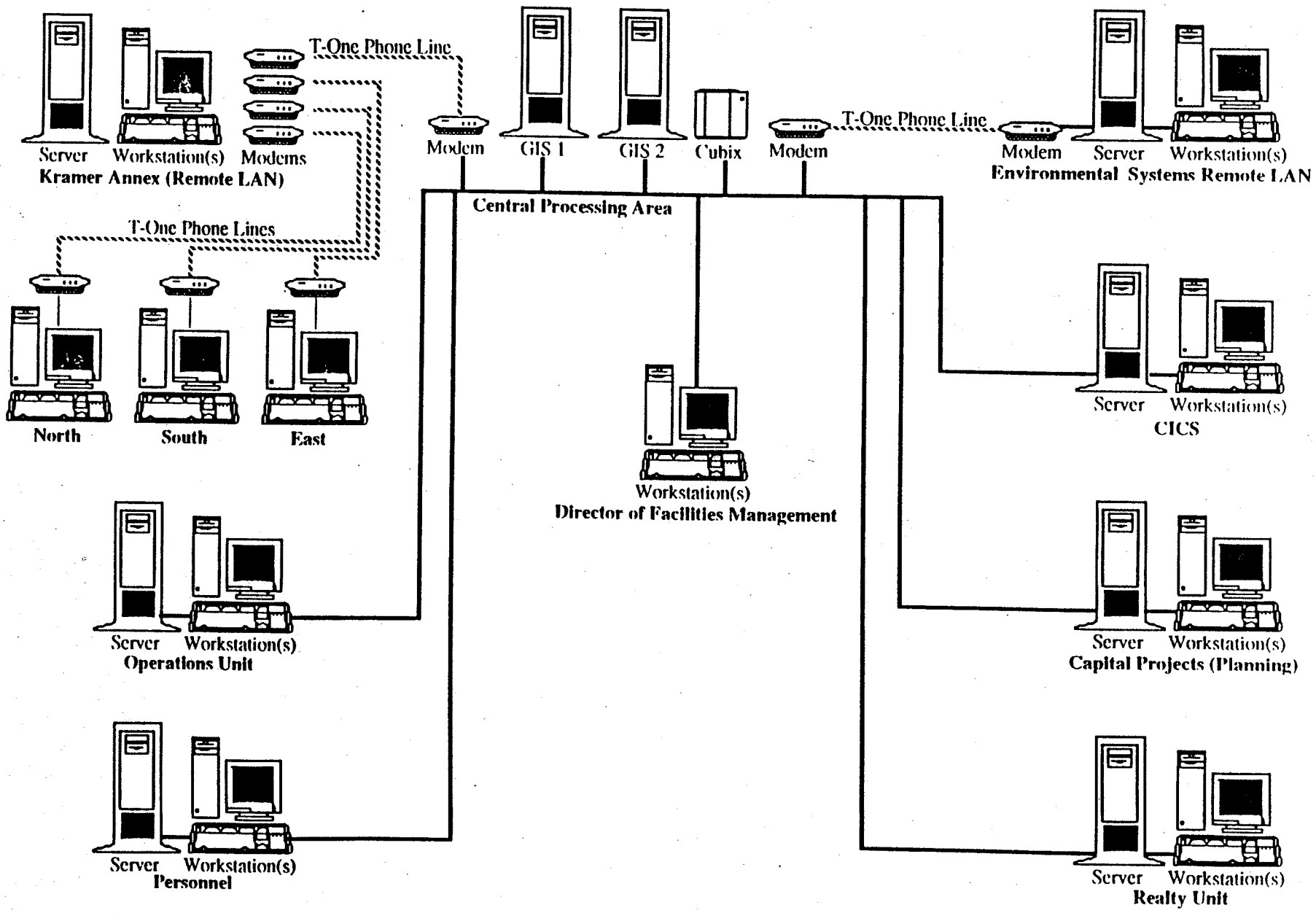
Second Year

- Establish remaining five local area networks for the departments still using stand alone workstations;
- Prioritize, design, program, implement Department specific server applications in three departments within the Division of Facilities Management;
- Unify network interfaces of maintenance service center LANs with Kramer Annex and Penn Center.

Third Year

- Prioritize, design, program, implement Department specific server applications in the remaining four departments within the Division of Facilities Management;
- Complete inter-office network communications.

DIVISION OF FACILITIES MANAGEMENT
NETWORK CONFIGURATION



The Facilities Information Management Team (FIMT)
Reclassification of Current Staff

During, this period when hiring freezes are in place, The Division of Facilities Management is in the enviable position of already having personnel within the Division who are able to staff the Information Management Team. The scope of these positions requires the incumbents to interface with MIS. However, the services of the team would be limited to the Division of Facilities Management.

We have incorporated by reference the attached DCPS job descriptions for :

1. Computer Specialist DS-14, DS-13
2. Computer Systems Analyst DS-13, DS-12
3. Computer Programmer DS-12
4. Network Administrator (position description has been developed by team members)

These position descriptions are essentially equivalent to those existing in DCPS. However, we have indicated below where there are variances and have substituted an accurate description of the position in those instances. All references to DIRM should be replaced with DFM.

Job Descriptions

1. Computer Specialist DS-14, DS-13

   The incumbent:

   - Does not act as the Deputy or in the stead of the Director.
   - Is not responsible for system tasks, with regards to Resource, Educational and Logistics Support Units
   - Does not supervise a team of twenty to thirty in grades DS-14 and below, including professional, technical and support staff.
   - Does not use the following programming languages COBOL, OLP, and FORTRAN. **However the incumbent does use high level programming languages such as C, C++, and database languages such as Microsoft Access, FoxPro, Visual FoxPro, Visual Basic, 4th. Dimention and CLIPPER.**

2. Computer Systems Analyst DS-14, DS-13

   The incumbent:

   - Does not serve as project manager on the REMCIS development team.

- Does not supervises a team of professional and technical personnel.
- Is not responsible for system tasks, with regards to Resource, Educational and Logistics Support Units.

3. Computer Programmer DS-12 (Graphical Systems Programer)

The incumbent:

- Does not serve as project manager on the REMCIS development team.
- Does not supervises a team of professional and technical personnel.
- Is responsible for managing the GIS database system within Facilities. Establishes logical relationships among data groups and creates schema definitions.
- Is responsible for digitizing every building in DFM inventory. Is responsible for updating changes in digitized drawings, and maintain them in several file formats.

4. Network Administrator (Should be ascribed a DS-12 grade)

We have developed this job description for the position which is needed to provide services to the DFM. At present there is no position equivalent to this in DCPS. This job position description incorporates by reference Factors 1 through 9 of the position description for Computer Specialist DS-12 and includes the following:

Position Controls

The incumbent of this position serves as the Division of Facilities Management's LAN manager for the management, analysis, development, implementation and evaluation of local area network systems for Facilities Management. The incumbent of this position plans, develops, and promotes effective management and use of network communications resources.

The incumbent:

- Acts as a point of contact for Division Directors, other officers and DCPS staff requesting technical services and advice. Represents the school system in meetings and conferences with District agencies, user organizations, and community groups. Serves as the technical representative to the school system's contracting officer, in negotiations with vendor and evaluations of vendors. Evaluates contracted network products or services in accordance with standard procedures.
- Uses strategic, intermediate and short-range plans of the school system, to identify major and subordinate objectives that impact on Facilities networking activities. On own initiative or by direction from the Director, his designee, or higher grade computer

specialist, develops alternative strategies for the integration of DFM's objectives and critical task within the higher level objectives of the school system.

- Reviews, analyzes and evaluates user proposals and requests for services submitted to the FIMT. Defines the user's problems and assists the user in documentation of requirements.
- Conducts the analysis, synthesis and design of network systems required to support the Division of Facilities Management. Serves as a troubleshooter by providing assistance to users and other school system personnel when problems arise with equipment or network communications.
- Provides for storage and maintenance of data files, backup for both information and information processing facilities, and monitors network activity and is responsible for network security, ensuring proper access privileges and the protection of data within the LAN.
- Controls the performance of network users by subdividing information layers into manageable modules that correspond to system specifications. Facilitates communication between members, users, and the Director of Facilities Management with respect to alternative designs and the proposed design and by requiring the user to participate actively at a high level during the development of the functional specifications.
- Reviews networking and design specifications, and documentation prepared by contractors, other District Agencies, as well as commercial vendors to insure compatibility with existing and developing network systems of the school system.
- Researches and reviews technological developments related to networking and D.C school system applications.

Hardware & Software Cost

A more detailed listing of the equipment and software can be provided once the team is in place and has reviewed and assessed the electronic equipment already in the Division's inventory. The first year computer upgrades, equipment, and software must be purchased for the Central Processing Area at Penn Center, Central Maintenance Office at Kramer Annex, the Planning Section, Realty Section, and Environmental Compliance Section at Stanton Annex. The second year computer upgrades, equipment, and software must be purchased for the Operations Section, Personnel, and CICS. The third year computer upgrades, equipment, and software must be purchased for the completion of Inter-office networking.

First Year Cost

1. Central Processing Unit		$90,000.00
2. Cubix Subsystem (network sub system)		$7,000.00
3. DFM Central Maintenance & Maintenance Centers		$25,000.00
4. DFM Planning		$40,000.00
5. DFM Realty		$10,000.00
6. DFM Environmental Compliance		$12,000.00
7. Networking hardware & software		$12,000.00
8. Databases software (FoxPro & 4th Dimension server software)		$8,000.00
9. Department specific software applications		$15,000.00
	Total:	**$219,000.00**

Second Year Cost

1. DFM CICS		$14,000.00
2. DFM Operations		$12,000.00
3. DFM Personnel		$8,000.00
4. Networking hardware & software		$15,000.00
	Total:	**$49,000.00**

Third Year Cost

1. Networking hardware & software		$22,000.00
	Total:	**$22,000.00**