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Abstract

This report presents the School District of Philadelphia's long-range plan for school facilities and, based upon it, a capital program for the fiscal years 1970 through 1975. Present conditions are reviewed, citing the "facility gap" and indicating future needs. The plan for school facilities is presented specifying--(1) the educational basis of the plan, (2) physical planning standards, (3) the design of school buildings, (4) the elements of the plan, (5) desegregation aspects, and (6) community renewal aspects. The capital program is then described in regard to--(1) general fiscal policies, (2) carrying out the program, (3) targets for accomplishment, (4) project descriptions, and (5) the project funding schedule. (FS)

PROPOSED CAPITAL PROGRAM 1970 1975

THE SCHOOL DISTRICT OF PHILADELPHIA

PREPARED BY THE SUPERINTENDENT
AND STAFF OF THE SCHOOL DISTRICT
FOR THE PERIOD JULY 1, 1969 TO JUNE 30, 1975
AND SUBMITTED TO THE BOARD OF EDUCATION FOR
PRESENTATION TO THE PUBLIC FOR REVIEW

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The District Superintendents contributed significantly to the development of this Capital Program.

Copies of this report are available from the Office of Informational Services. Inquiries should be directed to that office, Room 224, telephone 448-3491.

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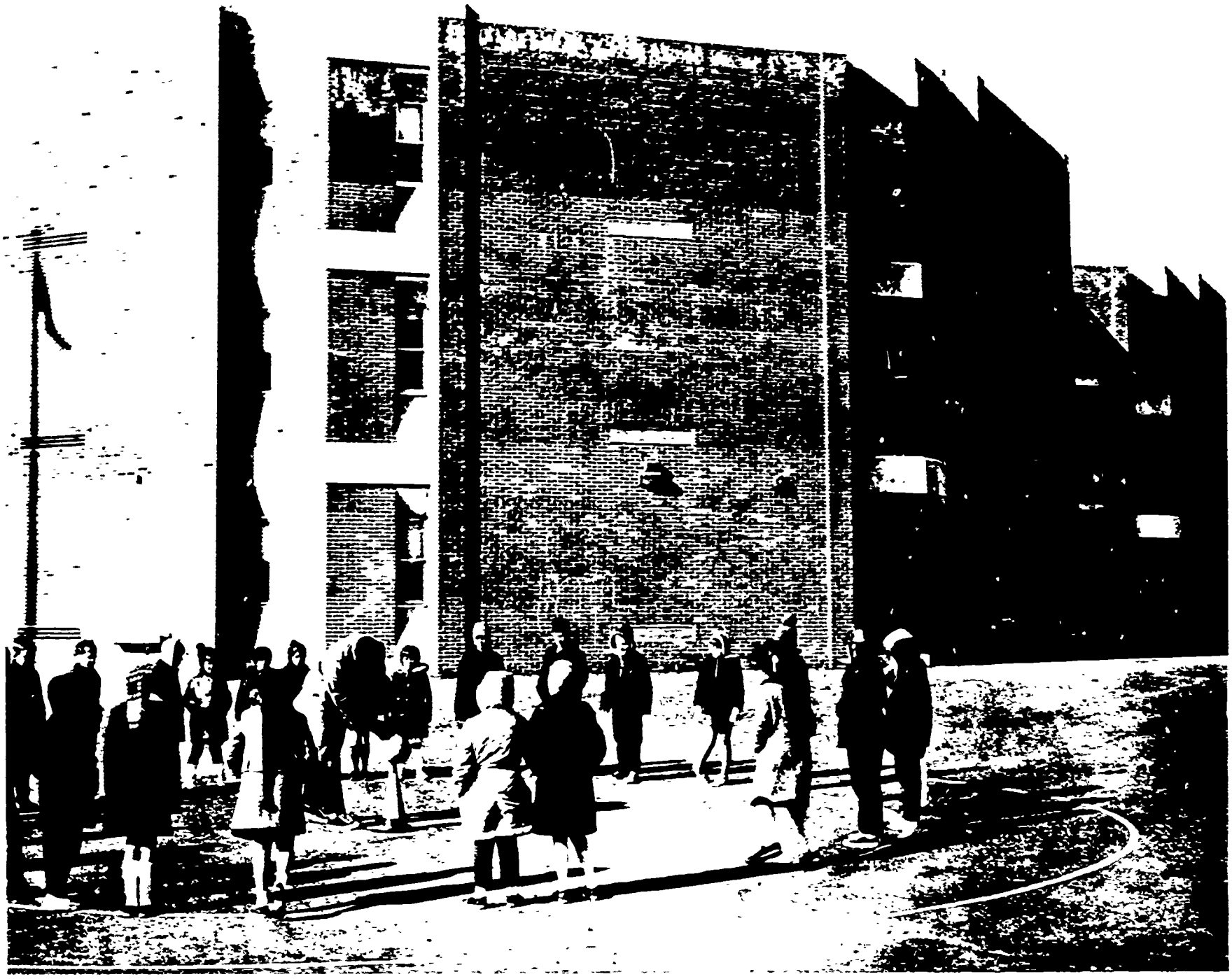

JOHN H. WEBSTER SCHOOL

FRANKFORD AVE. & ONTARIO

NEW
COMPLETION FEBRUARY 1969

Letter from the Superintendent

to the President and Members of the Board of Education

Respectfully submitted

Mark R. Shedd

This report presents my recommendations for a Capital Program for the School District of Philadelphia for the years 1970-1975, including the Capital Budget for the fiscal year beginning July 1, 1969 and ending June 30, 1970.

In transmitting this proposal to you I would like to point out that we are beginning to feel tangible results of our Capital Programs during the last several years, both in reduced overcrowding and in improved learning environments for the children in our charge. Under your leadership, we have opened seven more new schools and have completed 18 additions or major alterations to existing buildings in the current year. Another 17 schools and 12 school additions are now under construction; many serviceable facilities in all administrative districts are also being renovated and improved.

As you know, we have been able to make this progress only with the assistance of Philadelphia voters, who in the last three years have indicated their support of our school-building aims by their votes to increase our borrowing capacity and to approve sizable bond issues. The 1970 Capital Budget again depends on citizen support of a bond issue.

The proposed six-year program provides not only for the construction of new and expanded facilities to greatly reduce overcrowding throughout the city, but also for a drastic further reduction of the number of old, non-fire-resistant schools. Despite the financial problems that have beset us, we feel that a continuation of the progress achieved in previous Capital Programs is absolutely necessary. All possible steps must be taken to find new sources of both capital and operating funds so that we can build and expand urgently needed schools, and staff and operate them while continuing our efforts to improve the quality of education for all children.

On behalf of the administration of the School District of Philadelphia, I urge you to adopt this program and I pledge our complete support in meeting its vital objectives.

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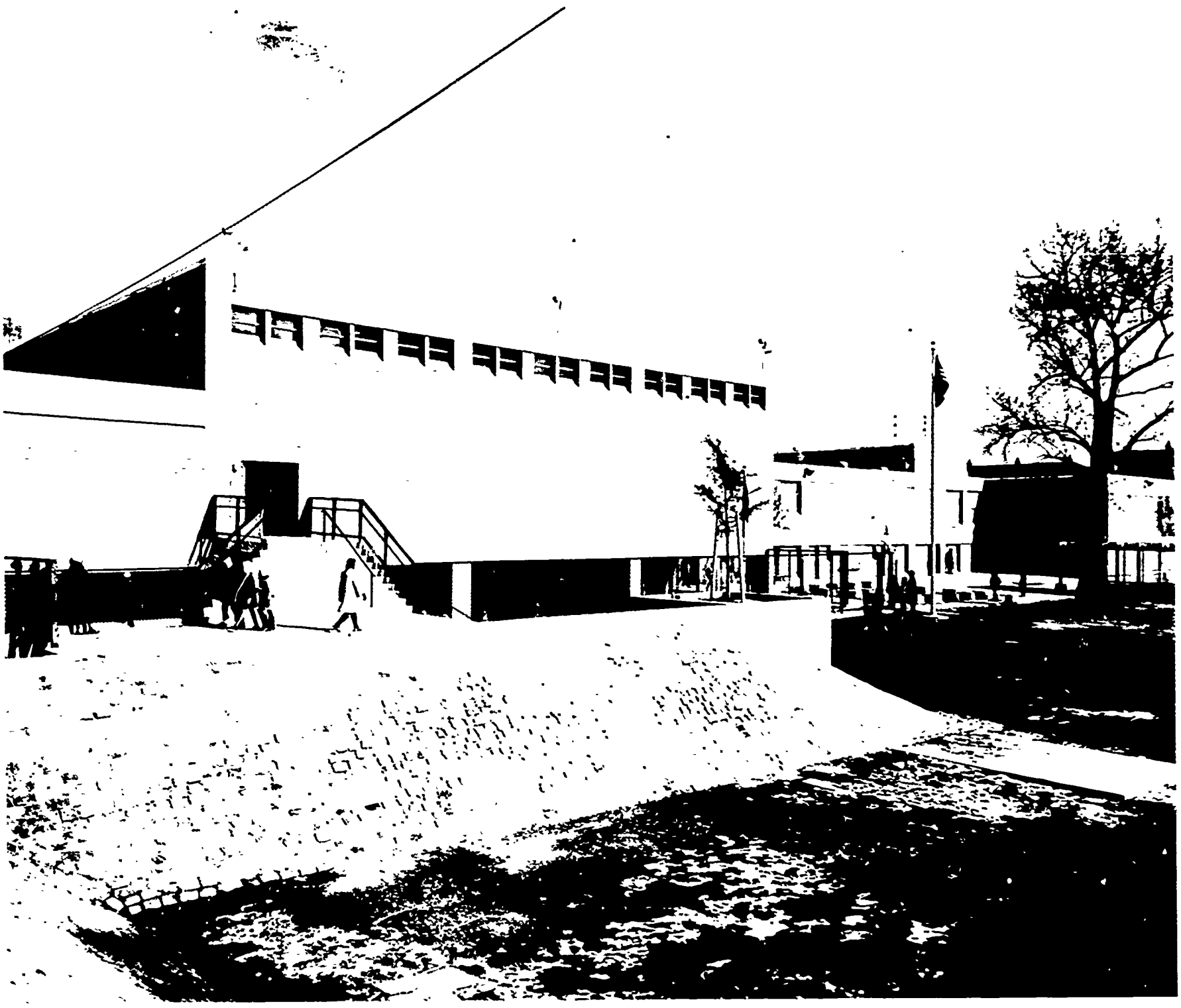
Photographs of new schools and addition projects completed in the last year are on pages 2, 8, 39, 40, 50, 56, 57, 81, and 93.
All other illustrations (maps and charts) appear on Pages 17 to 31, and are ***listed on Page 15.***
See ERRATA, page 104.

Index of Capital Program Projects



JOHN F. HARTRANFT SCHOOL

7th ST. NORTH OF YORK

NEW
COMPLETED DECEMBER 1968

1—Introduction and Summary

This report presents the School District's long-range Plan for School Facilities, and based upon it, a Capital Program for the fiscal years 1970 through 1975 (July 1, 1969 to June 30, 1975). Upon adoption of the program, scheduled expenditures for the first year are fixed as the 1970 Capital Budget. Those in the remaining five years are subject to annual review and revision.

The central objective of the Capital Program is to provide a suitable learning environment for all children in the Philadelphia public school system. It fully recognizes that school buildings alone are not enough. Without skilled teachers and good educational programs, no luxury of school facilities can prepare a student for effective participation in his society. But facilities are important. Desperately overcrowded, obsolete schools not only make it physically hard for a child to learn; they also suggest to him that his community does not value education and does not care about the conditions in which he spends much of his daily life.

By approving bond issues for school construction in each of the past three years, Philadelphia voters have shown that they do indeed care. In 1966, with their support, the new Board of Education responded to a crisis caused by decades of neglect and increased the previous rate of capital investment in Philadelphia's public schools by 400 percent. Since that time great monentum has been achieved in the effort to provide a good learning environment for all children. The 1970-75 Capital Program, if successfully carried out, will continue that momentum and will greatly reduce overcrowding and improve obsolete facilities throughout the city. However, it has become even more clear that the ability of the School District to execute its plans as scheduled in the Capital Program is endangered by shortages of both capital funds and operating revenues.

THE PROGRESS OF THE PAST THREE YEARS

The scale of the building program has increased annually, as shown on page 26. Capital expenditures were raised to over $70 million in fiscal 1966-67 from their previous yearly average of approximately $15 million; for 1968-69 an encumbrance of $90 million is expected.

The results of this major investment are becoming evident in all parts of the city. As illustrated on page 29, 11 new lower schools, one middle school and one conversion, with a total capacity of over 9700, have opened since June 1967 (seven of them in the 1968-69 academic year). Capacity in the school system as a whole has been further increased by the completion of 33 school additions. The number of non-fire-resistant buildings in regular school use has been reduced from 64 in 1966 to 42 at present. Seventeen new schools and 12 additions are now under construction; 19 more new schools are in planning or design.

WHAT MUST BE DONE

Despite recent progress, half of all elementary schools and 70 percent of all secondary schools in the Philadelphia public system today are overcrowded. Total enrollment (including pre-school) now exceeds the total optimum capacity of existing permanent facilities by almost 50 percent. Enrollment is expected to increase by approximately 14 percent – more than 40,000 students – over the next ten years. A tremendous effort is necessary not only to end the capacity deficit and catch up with rising enrollments, but also, as a second priority, to replace non-fire-resistant schools and modernize others which are structurally sound but functionally inadequate. In addition to those projects which have recently been completed, the Plan for School Facilities for 1980 (on which the 1970-75 Capital Program is based) calls for the construction of 16 new high schools, 31 new middle schools, 36 new lower schools and 34 school additions. All but ten of these projects are either already funded, or included in the 1970-75 Capital Program (see illustration, page 25).

The Plan for School Facilities has been slightly revised this year on the basis of a refined method of analysis. First, enrollment projections were adjusted once again to reflect the latest information on expected residential development, plans of the Archdiocesan system, and current estimates of fertility rates and migration patterns. For planning purposes the city was divided into 21 areas; expected enrollments for each area are shown graphically on page 21. A procedure was then devised for allocating the capacities of existing and planned schools among these 21 areas on the basis of assumed feeder patterns (attendance boundaries and school-to-school feeding systems), so that the relationship of capacity to enrollment could be determined area by area. The new method of analysis will continue to be developed so that alternative feeding systems may be evaluated and the most desirable locations for programmed schools may be established.

SPACE-STRETCHING

Even at the high rate of construction demanded by the Capital Program, it will be many years before the full need for school space can be met in permanent facilities. A number of interim measures have been taken to obtain additional space and to mitigate the effects of crowding in existing schools. Renovation of the Innovative Center, a former factory at 5th and Luzerne Streets, is progressing rapidly. When complete, the Innovative Center will house over 1000 pupils.

Nine hundred Olney High School students will be accommodated in the Wyoming Building, which was purchased from the federal government and is now being renovated. Many children, especially at the kindergarten and pre-kindergarten level, will continue to be housed in space rented through the Operating Budget; 800 Germantown High School students are attending classes in buildings leased from Temple University. Transfer of district offices to non-school buildings will eventually make space available for approximately 1,500 elementary and junior high school students. A dual-school organization, which has been used in some junior high schools for several years, is now in operation at Gratz, Bartram, and South Philadelphia high schools; the change has permitted these schools to accommodate approximately 5,600 more students than under the previous staggered-shift schedule. Finally, administrative steps are being taken to equalize the number of rooms for art, music, and other activities in all schools, thus providing a little more classroom space for the present.

The Parkway Program, a unique venture supported by foundation funds, will have the incidental benefit of contributing to space-stretching efforts as it serves increasing numbers of high school students in future years. The Benjamin Franklin Parkway is the "campus" of this school-without-walls, which opened in February 1969. It will harness the combined resources of many of Philadelphia's cultural, civic, and business organizations, and will use space in their buildings in the Parkway area. Students in the program will have highly individual training and work opportunities in areas of interest to them, and will also benefit from the varying experiences of others in their group.

PUTTING EDUCATIONAL PROGRAMS INTO NEW BUILDINGS

The Plan for School Facilities continues to provide for the gradual evolution of a 7-4-4 pattern of grade organization throughout the system. All new schools are designed to fit this pattern, which is believed to have definite educational advantages. It includes lower schools for young children (pre-kindergarten, kindergarten, and grades 1-4); middle schools for older children through the age of puberty (grades 5-8); and four-year high schools (grades 9-12) for teenage youth. The planned conversion to the 7-4-4 system has the effect of reducing pressure on existing elementary schools and of concentrating new construction at the secondary level, where there is greatest need for highly specialized types of facilities which cannot readily be provided in older schools, and where there is somewhat more opportunity to foster desegregation through choice of site and feeding system.

All new schools are designed to provide an environment which is adaptable to a variety of educational programs and which enhances the opportunity for each student to pursue his individual learning goals. To minimize the impersonal, institutional qualities of large secondary schools, and to permit teachers to work as members of an instructional team, the house plan or school-within-a-school design is being used in all new middle and high schools.

Strong efforts are being made to provide for the development and training of the people who will staff the new schools. If full benefit is to be derived from innovative school designs and special facilities, these people must have the opportunity to plan, experiment with and assess educational programs and to gain familiarity with new instructional resources. To increase the coordination of program planning and facilities design, a coordinator of new school planning has now been appointed; principals have been placed on special assignment to work on program development for their future schools; and more effective means of involving parents and other community people in the planning process are being explored and used.

DESEGREGATION

While the School District remains committed to the goal of quality integrated education, it is hindered from achieving a desirable racial balance in all schools by the boundaries between school districts in the region, by the racially segregated residential pattern of Philadelphia itself, and by the overriding need to improve the quality of educational programs for every child.

The Capital Program reflects certain limited measures which are currently used in furtherance of desegregation. Whenever possible, new schools are located where they will draw a racially diverse student population. Because of residential patterns and the relative size of attendance areas, this is more often feasible at the secondary than at the elementary level. Efforts indirectly related to the Capital Program enhance prospects for desegregation: the creation of magnet schools, the planning of facilities to be shared with other school systems, and the development of feeder patterns. The magnet school program is in operation; several new schools are being designed as magnets. Cooperative efforts which have begun with the Archdiocese of Philadelphia and with suburban school districts will hopefully lead to the development of joint programs. Finally, a city-wide realignment of attendance boundaries and school-to-school feeding systems offers promise both for improved racial balance in schools in some areas and for partial relief of localized overcrowding until more new facilities are built. The considerations involved in developing feeder patterns have been very carefully investigated, and suggested boundary changes have been worked out for some parts of the city. However, the technical process of analyzing alternative combinations of feeder pattern changes is so cumbersome that city-wide recommendations cannot be developed until funds become available to make the feeder study a computer-assisted operation.

SCHOOL BUILDING AND COMMUNITY DEVELOPMENT

The Capital Program recognizes that planning for schools must occur as part of planning for the total human and physical uplifting of neighborhoods, and that community respresentatives must be involved fully in the earliest stages of such planning. School sites are chosen in close cooperation with the City Planning Commission, Redevelopment Authority, Human Relations Commission, and local citizens. Coordinated planning is especially evident in some redevelopment areas, where school construction provides important non-cash credits to the city, and in the Model Cities area of North Philadelphia.

Many parts of the city with the most acute development problems and the greatest shortage of land are also those in which new schools are most urgently needed. Several approaches have been made toward reducing the adverse impact of school construction in such areas and making it a potential catalyst for community betterment. The possibility of developing schools together with business premises, industrial facilities, or housing, of building on under-used land near railroad tracks or on air rights over them, and of designing a school as a dispersed cluster of small facilities rather than a single large structure is being seriously considered. A consultant has been retained to devise a total plan for improved recreation and physical education facilities, which are extremely difficult to provide in densely populated inner-city areas. And a proposed new system of site standards has been developed with the Planning Commission; unlike current standards (which often cannot be met), they recognize differences in building configuration, in the cost and quality of land to be acquired, in proximity to recreation areas, and in the density and type of surrounding development.

PROBLEMS FACING THE BUILDING PROGRAM

There are both physical and economic obstacles to successful completion of the 1970-75 Capital Program. The local construction industry has demonstrated its ability to perform at the proposed rate of development, and the School District has proven its capacity to administer the program. Great difficulty has been experienced, however, in obtaining the necessary sites for some projects. Various steps have been taken to coordinate site selection with the actions of other governmental agencies, to respond to the wishes of local citizens, and to minimize the amount of land-taking required for school construction. But the hardest problems of site selection result simply from the effort to carry out a large-scale building program in a densely-developed city with diverse and multi-racial communities; these problems will remain.

More ominous than the difficulties of site acquisition are the two related financial problems which will make it impossible to build schools as scheduled unless additional resources can be obtained. First, construction costs — which rose by six percent in 1968-69 — are expected to increase by a further nine percent in 1969-70; the total sum

available for carrying out the Capital Program, however, is limited to a fixed percentage of a relatively stagnant tax base. Programmed expenditures for each project have been adjusted to reflect expected 1969-70 cost levels. On this basis, the borrowing power needed to carry out the six-year Capital Program will be $521 million — $28.7 million more than the borrowing capacity available under present law. Furthermore, if cost escalation continues beyond 1970, adherence to the program schedule will require still greater expenditures.

Second, the availability of capital funds is not the sole financial requirement for successful completion of the Capital Program. Merely to maintain present standards in the face of rising costs and enrollments, operating budgets well above the present level will be required. The Capital Program places a further burden on operating revenues: the indebtedness incurred for construction must be retired, and the new schools must be operated and staffed (although most personnel increases are a function of enrollment, and will be required whether or not new schools are built). This report contains a projection of estimated Capital Program impact upon the Operating Budget. There is increasing cause for concern regarding the availability of the necessary level of operating revenues; yet in view of the enormous need for educational facilities in Philadelphia, the School District is determined not to cut back the scope of the program unless it becomes clear that the necessary funds cannot be obtained from any combination of local, state, and federal sources.

Illustrations

Existing Schools – number preceding name represents administrative district – grade organization is in parentheses

Elementary

5–Acaire, Alexander (K-6)
2–Alcorn, James (K-6)
8–Allen, Ethan (K-8)
1–Anderson, Add B. (K-6)
4–Arnold, Michael (K-6)
2–Arthur, Chester A. (K-6)
2–Bache, Alexander D. (K-6)
1–Barry, Com. John (K-6)
7–Barton, Clara (K-8)
1–Belmont (K-6)
2–Benson, Gustavus S. (K-6)
7–Birney, Gen. David B. (K-6)
4–Blaine, James G. (K-6)
4–Blankenburg, Rudolph (K-6)
2–Bregy, F. Amedee (K-6)
7–Bridesburg (K-6)
1–Brooks, George (K-6)
5–Brown, Henry A. (K-6)
8–Brown, Joseph H. (K-8)
1–Bryant, William C. (K-6)
8–Bustleton (K-6)
7–Carnell, Laura H. (K-6)
2–Carver, George W. (K-6)
4–Cassidy, Lewis C. (K-6)
1–Catharine, Joseph W. (K-5)
5–Chandler, George (K-6)
2–Childs, George W. (K-6)
4–Cleveland, Grover (K-6)
5–Clymer, George (K-6)
1–Comegys, Benjamin B. (K-6)
8–Comly, Watson (K-6)
6–Cook, Joel (K-7)
7–Cramp, William (K-4)
7–Creighton, Thomas (K-8)
8–Crispin, Benjamin (K-7)
8–Crossan, Kennedy C. (K-6)
2–Darrah, Lydia (K-6)
6–Day, Anna B. (K-6)
8–Decatur, Stephen (K-4)
4–Dick, William (K-6)
8–Disston, Hamilton (K-8)
6–Dobson, James (K-8)
2–Douglass, Frederick (K-6)
1–Drew, Charles R. (K-6)
5–Dunbar, Paul Laurence (PK-6)
1–Dunlap, Thomas (K-6)
4–Duckrey, Tanner G. (K-6)
2–Durham, Thomas (K-6)
6–East Falls (K-6)
6–Edmonds, Franklin S. (K-6)
7–Edmunds, Henry R. (K-8)
5–Elkin, Lewis (K-6)
7–Ellwood (K-6)
5–Elverson, James, Jr. (K-6)
6–Emlen, Eleanor C. (K-6)
5–Fairhill (K-4)
8–Farrell, Louis H. (K-6)
3–Fell, D. Newlin (K-6)
7–Feltonville (K-6)
5–Ferguson, Joseph C. (K-6)
7–Finletter, Thomas K. (K-8)
6–Fitler, Edwin H. (K-5)
8–FitzPatrick, Aloysius L. (K-4)
8–Forrest, Edwin (K-7)
8–Fox Chase (K-6)
7–Franklin, Benjamin (K-6)
6–Fulton, Robert (K-6)
2–Gideon, Edward (K-6)
2–Girard, Stephen (K-6)
4–Gompers, Samuel (K-6)
8–Greenberg, Joseph J. (K-6)
5–Hackett, Horatio B. (K-6)
8–Hancock, John (K-6)
4–Hanna, William B. (K-6)
1–Harrington, Avery D. (K-6)
5–Harrison, William H. (K-6)
1–Harrity, William (K-6)
5–Hartranft, John F. (K-2)
3–Hawthorne, Nathaniel (K-6)
6–Henry, Charles W. (K-8)
4–Heston, Edward (K-6)
4–Hill, Leslie P. (K-6)
8–Holme, Thomas (K-6)
1–Holmes, Oliver W. (K-6)
7–Hopkinson, Francis (K-8)
6–Houston, Henry H. (K-8)
7–Howe, Julia W. (K-6)
1–Huey, Samuel B. (K-6)
5–Hunter, William H. (PK-4)
3–Jackson, Andrew (K-6)
3–Jefferson, Thomas (K-6)
3–Jenks, Abram S. (K-6)
6–Jenks, John S. (K-8)
3–Kearny, Gen. Philip (K-6)
2–Kelley, William D. (K-6)
4–Kenderton (K-6)
3–Key, Francis S. (K-6)
6–Keyser, Daniel (K-3)
6–Kinsey, John L. (K-6)
3–Kirkbride, Eliza B. (K-6)
4–Lamberton, Robert E. (K-6)
2–Landreth, David (K-6)
8–Lawndale (K-6)
7–Lawton, Henry W. (K-6)
1–Lea, Henry C. (K-9)
4–Lehigh (K-6)
4–Leidy, Joseph (K-6)
6–Levering, William (K-8)
6–Lingelbach, Anna L. (K-6)
1–Locke, Alain (K-6)
8–Loesche, William H. (K-6)
6–Logan (K-6)
1–Longstreth, William C. (K-6)
7–Lowell, James R. (K-8)
5–Ludlow, James R. (K-6)
4–Mann, William B. (K-6)
7–Marshall, John (K-6)
8–Mayfair (K-7)
3–McCall, Gen. George A. (K-8)
6–McCloskey, John F. (K-6)
7–McClure, Alexander K. (K-6)
2–McDaniel, Delaplaine (K-6)
4–McIntyre, William (K-6)
5–McKinley, William (K-4)
1–McMichael, Morton (K-8)
2–Meade, George C. (K-6)
3–Meredith, William M. (K-6)
6–Mifflin, Thomas (K-8)
5–Miller, William F. (K-6)
1–Mitchell, S. Weir (K-6)
5–Moffet, John (K-6)
8–Moore, J. Hampton (K-6)
2–Morris, Robert (K-6)
7–Morrison, Andrew J. (K-8)
1–Morton, Thomas G. (PK-4)
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3–Nebinger, George W. (K-6)
7–Olney (K-8)
4–Overbrook (K-6)
5–Pastorius, Francis D. (K-6)
1–Patterson, John M. (PK-4)
3–Paxson, Edward M. (K-6)
4–Peirce, Thomas M. (K-6)
2–Peirce, William S. (K-6)
6–Pennell, Joseph (K-6)
6–Pennypacker, Samuel W (K-6)
2–Poe, Edgar A. (K-6)
8–Pollock, Robert B. (K-5)
5–Potter (K-6)
1–Powel, Samuel (K-6)
5–Powers, Thomas (K-6)
4–Pratt, Anna B. (K-8)
3–Read, Francis (K-6)
2–Reynolds, Gen. John F. (K-6)
8–Rhawnhurst (K-6)
1–Rhoads, James (K-8)
5–Richmond (K-6)
6–Rowen, William (K-6)
2–Sartain, John (K-6)
3–Sharswood, George (K-6)
6–Shawmont (K-8)
5–Sheppard, Isaac A. (K-6)
7–Sheridan, Philip H. (K-6)
7–Smedley, Franklin (K-6)
2–Smith, Walter G. (K-6)
8–Solis-Cohen, Solomon (K-7)
3–Southwark (K-6)
3–Spring Garden (K-6)
8–Spruance, Gilbert (K-6)
2–Stanton, Edwin M. (K-6)
4–Stanton, M. Hall (K-6)
7–Stearne (K-6)
6–Steel, Edward T. (K-6)
3–Stevens, Thaddeus (K-6)
4–Stokley, William S. (K-6)
7–Sullivan, James J. (K-6)
3–Taggart, John H. (K-6)
7–Taylor, Bayard (K-8)
5–Thomas (K-6)
3–Vare, Abigail (K-6)
4–Walton, Rudolph (K-6)
2–Waring, Laura W. (K-4)
3–Washington, George (K-6)
1–Washington, Martha (K-7)
2–Wayne, Anthony (K-6)
7–Webster, John H. (K-6)
5–Welsh, John (K-6)
4–Whittier, John G. (K-6)
5–Willard, Frances E. (K-5)
1–Wilson, Alexander (K-7)
6–Wissahickon (K-7)
6–Wister, John (K-6)
3–Wister, Mary C. (K-6)
1–Wolf, George (K-6)
7–Wright, Richard L. (K-6)
7–Ziegler, William H. (K-6)

Junior High Middle

2–Audenried, Charles Y. (7-9)
2–Barratt, Norris S. (7-9)
3–Bartlett, Charles E. (7-9)
4–Beeber, Dimner (7-9)
5–Conwell, Russell H. (K, 3-8)
7–Cooke, Jay (7-9)
8–Fels, Samuel S. (7-9)
4–FitzSimons, Thomas (7-9)
3–Furness, Horace H. (7-9)
4–Gillespie, Elizabeth D. (7-9)
7–Harding, Warren G. (7-9)
5–Jones, John P. (7-9)
6–Leeds, Morris E. (7-9)
2–Masterman (3-9)
5–Penn Treaty (7-9)
8–Rush, Benjamin (5-7)
6–Roosevelt, Theodore (7-9)
1–Sayre, William L. (7-9)
1–Shaw, Anna H. (7-9)
4–Shoemaker, William H. (7-9)
5–Stetson, John B. (7-9)
3–Stoddart-Fleisher (7-9)
4–Strawberry Mansion (7-9)
1–Sulzberger, Mayer (7-9)
3–Thomas, George C. (7-9)
1–Tilden, William T. (5-8)
2–Vare, Edwin H. (7-9)
2–Vaux, Roberts (7-9)
6–Wagner, Gen. Louis (7-9)
5–Wanamaker, John (7-9)
8–Wilson, Woodrow (7-9)

High

1–Bartram, John (9-12)
3–Bok, Edward (9-12, AVT)
6–Central (9-12)
4–Dobbins, Murrell (9-12, AVT)
5–Edison, Thomas A. (10-12)
7–Frankford (10-12)
2–Franklin, Benjamin (10-12)
6–Germantown (10-12)
6–Girls (9-12)
4–Gratz, Simon (10-12)
5–Kensington (10-12)
8–Lincoln, Abraham (8-12)
5–Mastbaum, Jules E. (10-12, AVT)
8–Northeast (10-12)
7–Olney (9-12)
4–Overbrook (9-12)
2–Penn,William (10-12)
6–Roxborough (9-12)
6–Saul, Walter B. (9-12, AVT)
3–South Philadelphia (10-12)
8–Washington, George (7-12)
1–West Philadelphia (10-12)

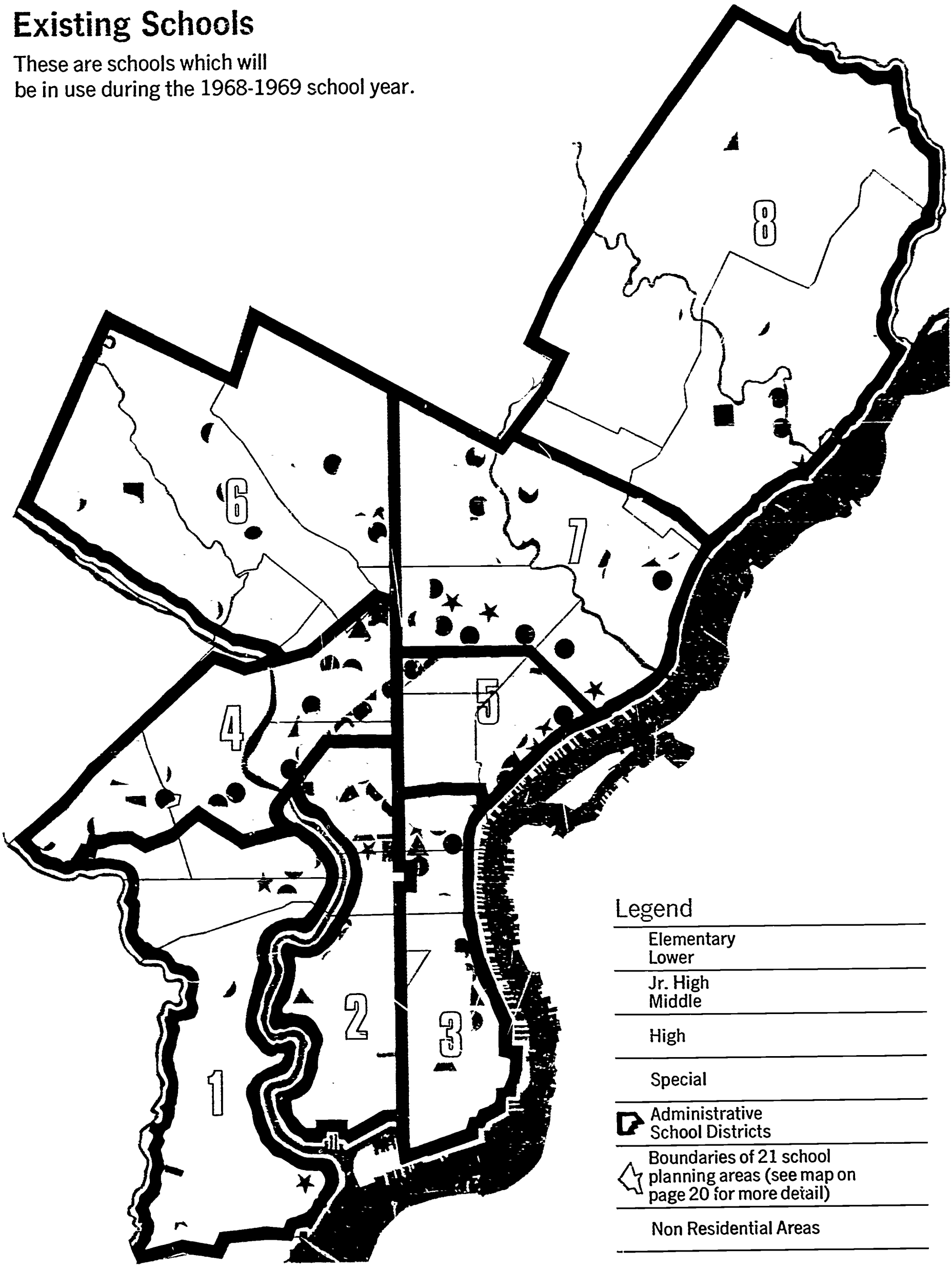
Special

3–Boone, Daniel (RDS)
5–Carroll, Charles (RES)
1–Cary, Alice (RES)
1–Catto, Octavius (RDS)
3–Cornman, Oliver P. (RDS)
5–Douglas, Stephen A. (RES)
6–Hill, Joseph E. (RT)
8–Jacobs, William C. (RES)
2–Kane, Elisha K. (RES)
2–Kennedy, John F. (AVTC)
7–Martin, James (AVTC)
2–Martin, Willis & Elizabeth (HH)
4–Miller, E. Spencer (RES)
7–Penna. Advancement School (EXP.)
8–Pennypack (RDS)
1–Read, Thomas B. (RT)
8–Shallcross, Thomas (RDS)
8–Torresdale (RT)
6–Widener Memorial (OH)
1–Youth Development Center (S) (RDS)
2–Youth Study Center (RDS)
7–Youth Development Day Treatment Center (RDS)
8–Youth Development Center (E) (RDS) Cornwell Heights

For exact location of schools listed, refer to 1968 Directory available from Office of Informational Services.

Existing Schools

These are schools which will
be in use during the 1968-1969 school year.

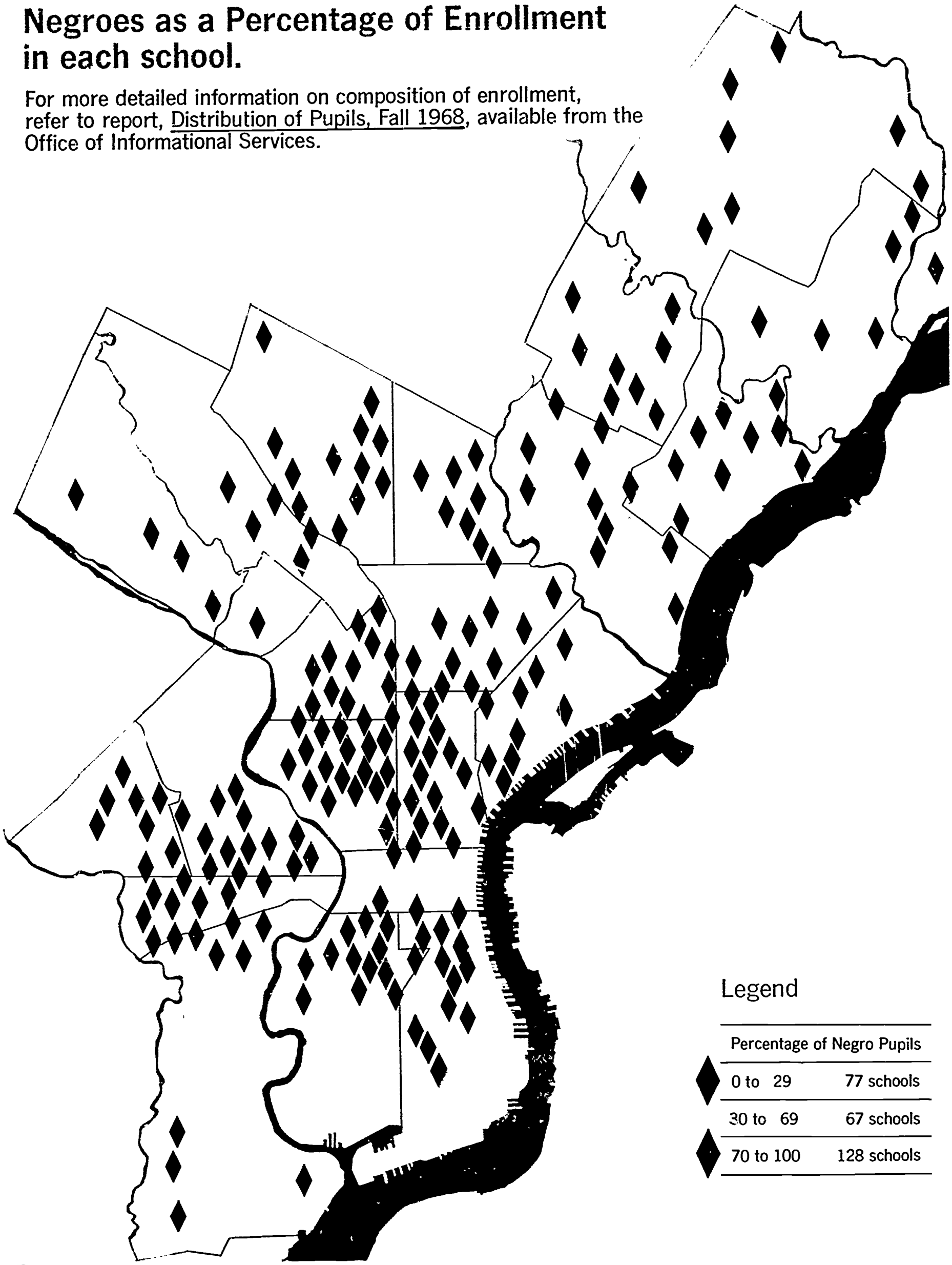


Legend

- Elementary Lower
- Jr. High Middle
- High
- Special
- Administrative School Districts
- Boundaries of 21 school planning areas (see map on page 20 for more detail)
- Non Residential Areas

Negroes as a Percentage of Enrollment in each school.

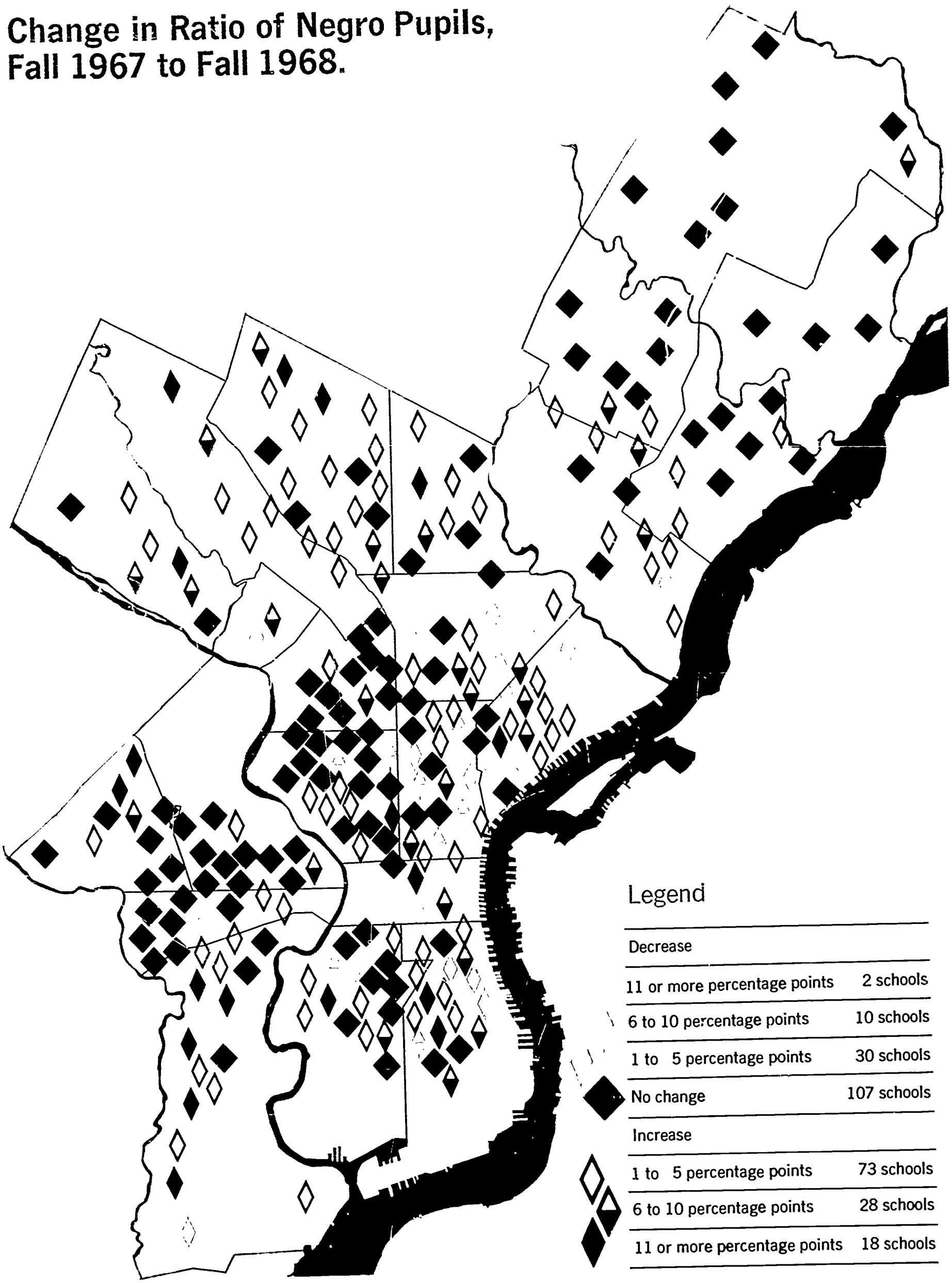
For more detailed information on composition of enrollment, refer to report, Distribution of Pupils, Fall 1968, available from the Office of Informational Services.



Legend

Percentage of Negro Pupils	
0 to 29	77 schools
30 to 69	67 schools
70 to 100	128 schools

Change in Ratio of Negro Pupils, Fall 1967 to Fall 1968.

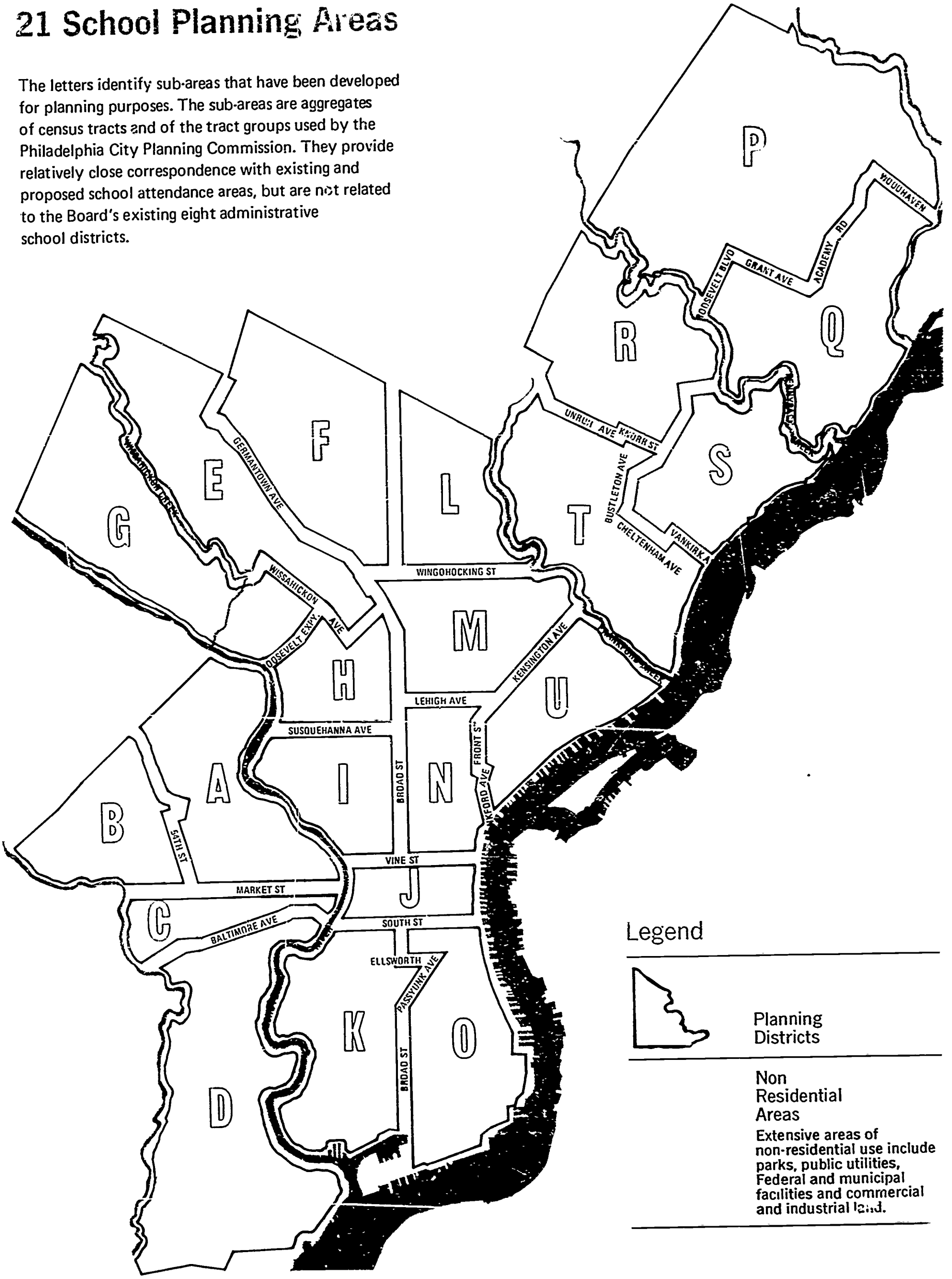


Legend

Decrease	
11 or more percentage points	2 schools
6 to 10 percentage points	10 schools
1 to 5 percentage points	30 schools
No change	107 schools
Increase	
1 to 5 percentage points	73 schools
6 to 10 percentage points	28 schools
11 or more percentage points	18 schools

21 School Planning Areas

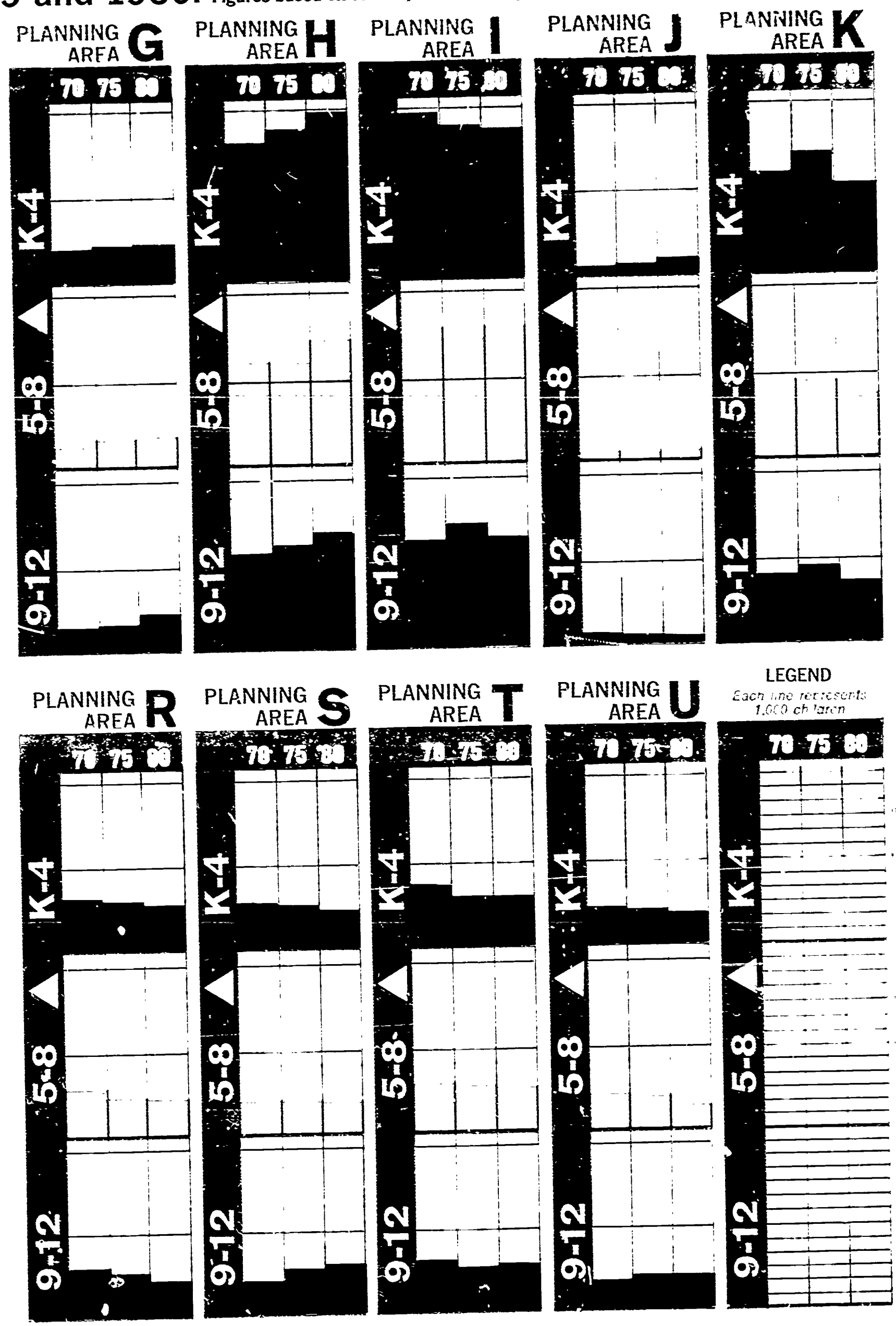
The letters identify sub-areas that have been developed for planning purposes. The sub-areas are aggregates of census tracts and of the tract groups used by the Philadelphia City Planning Commission. They provide relatively close correspondence with existing and proposed school attendance areas, but are not related to the Board's existing eight administrative school districts.



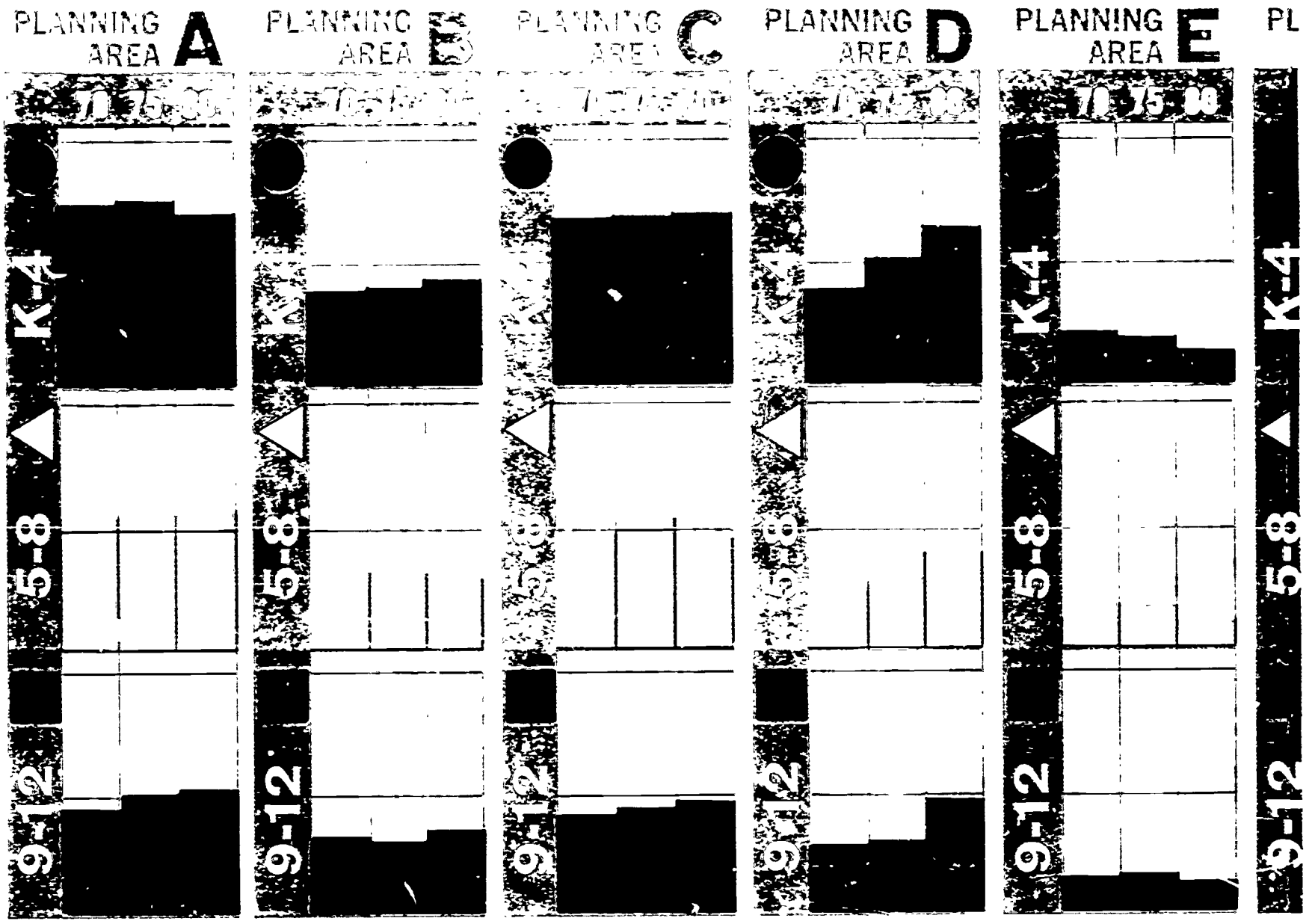
OPEN HERE

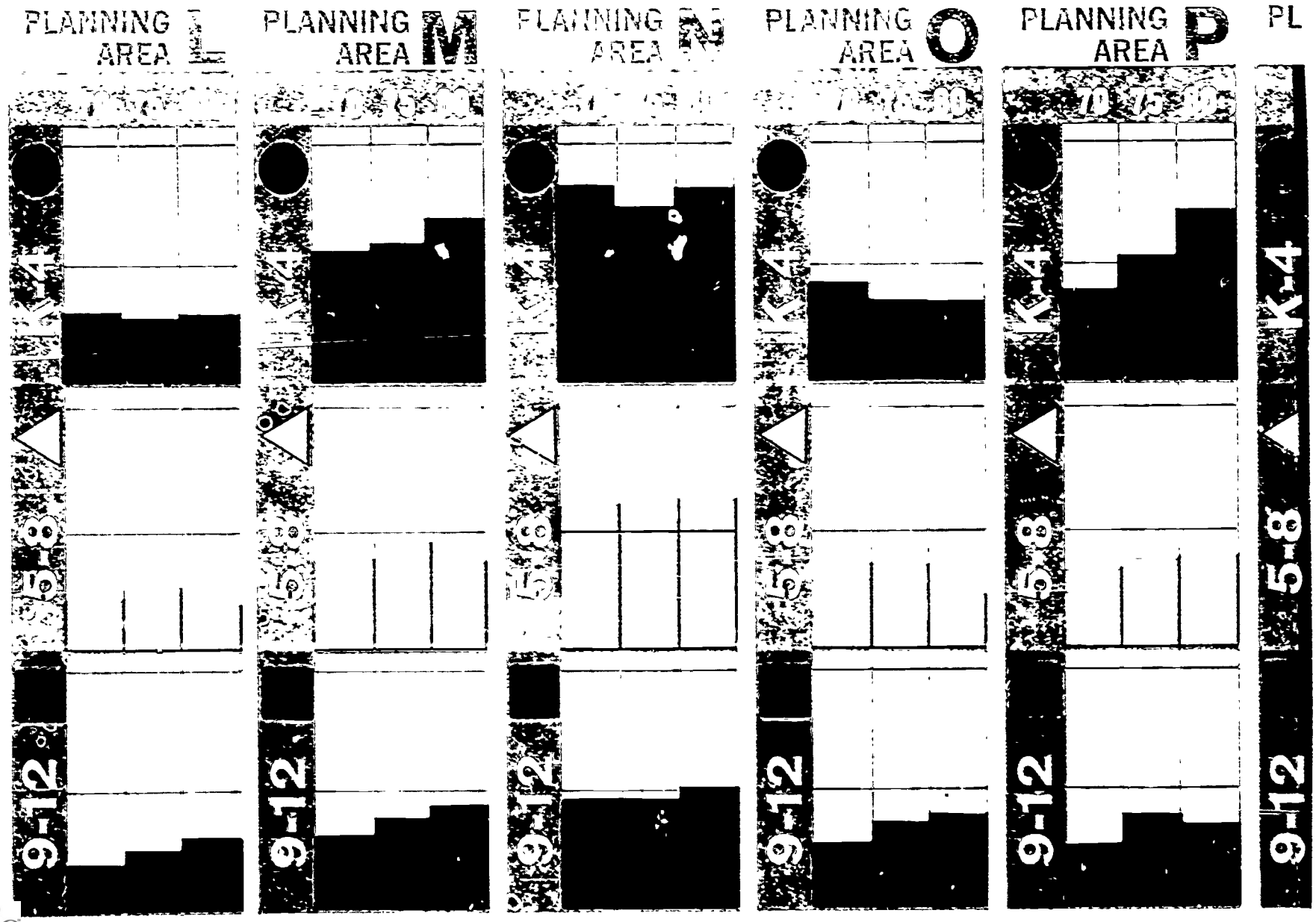
Current and expected K-12 enrollments
November, 1968—283,600 pupils
1970—292,000
1975—307,100
1980—316,700

5 and 1980. Figures based on January of indicated year.

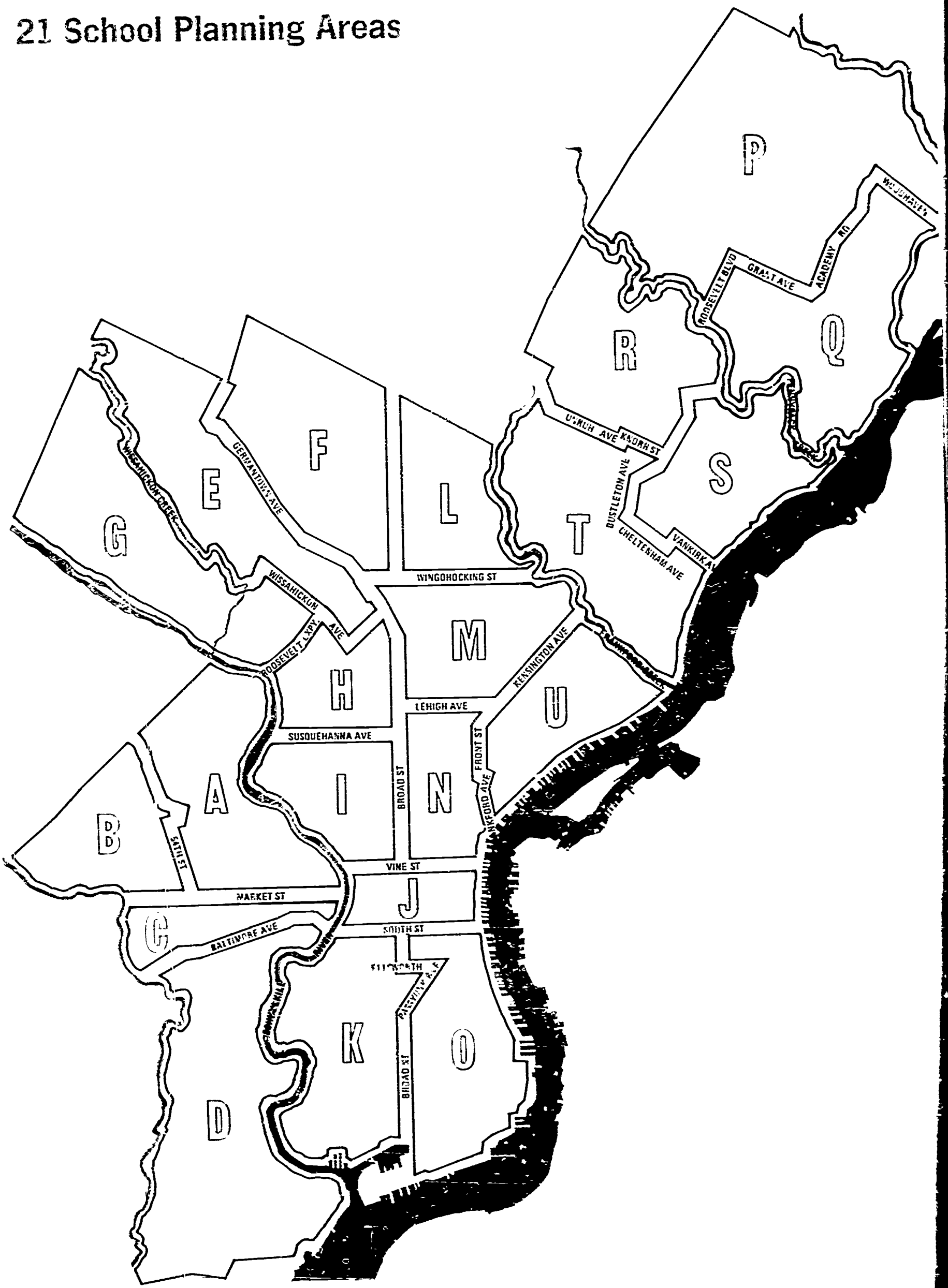


Expected enrollments for 21 School Planning Areas 19





21 School Planning Areas



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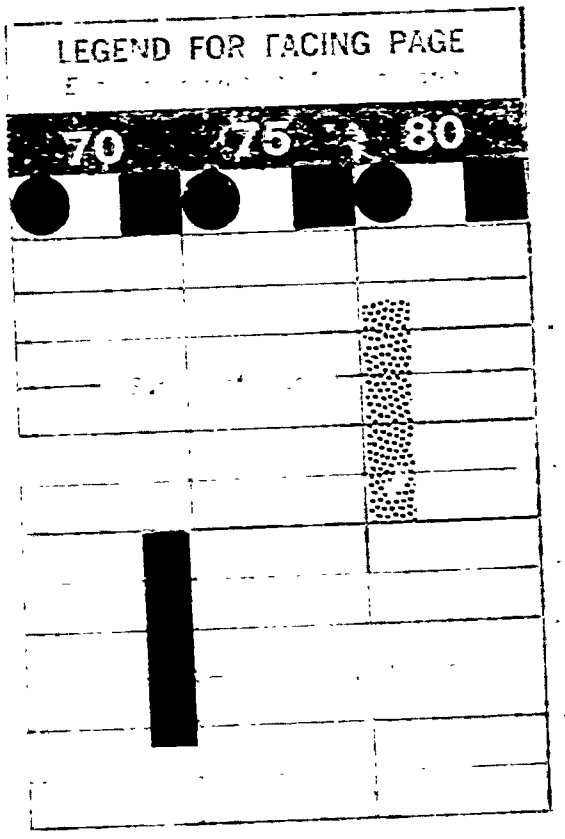
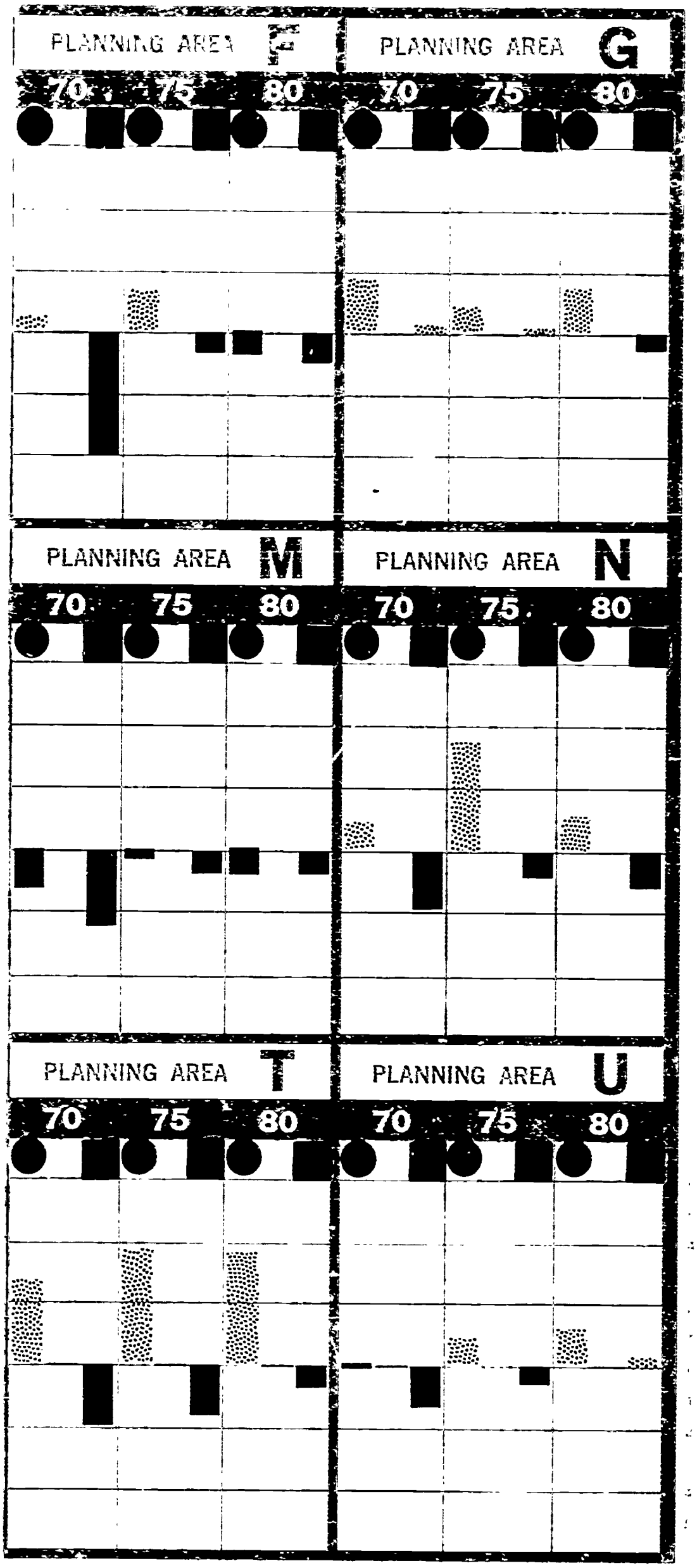
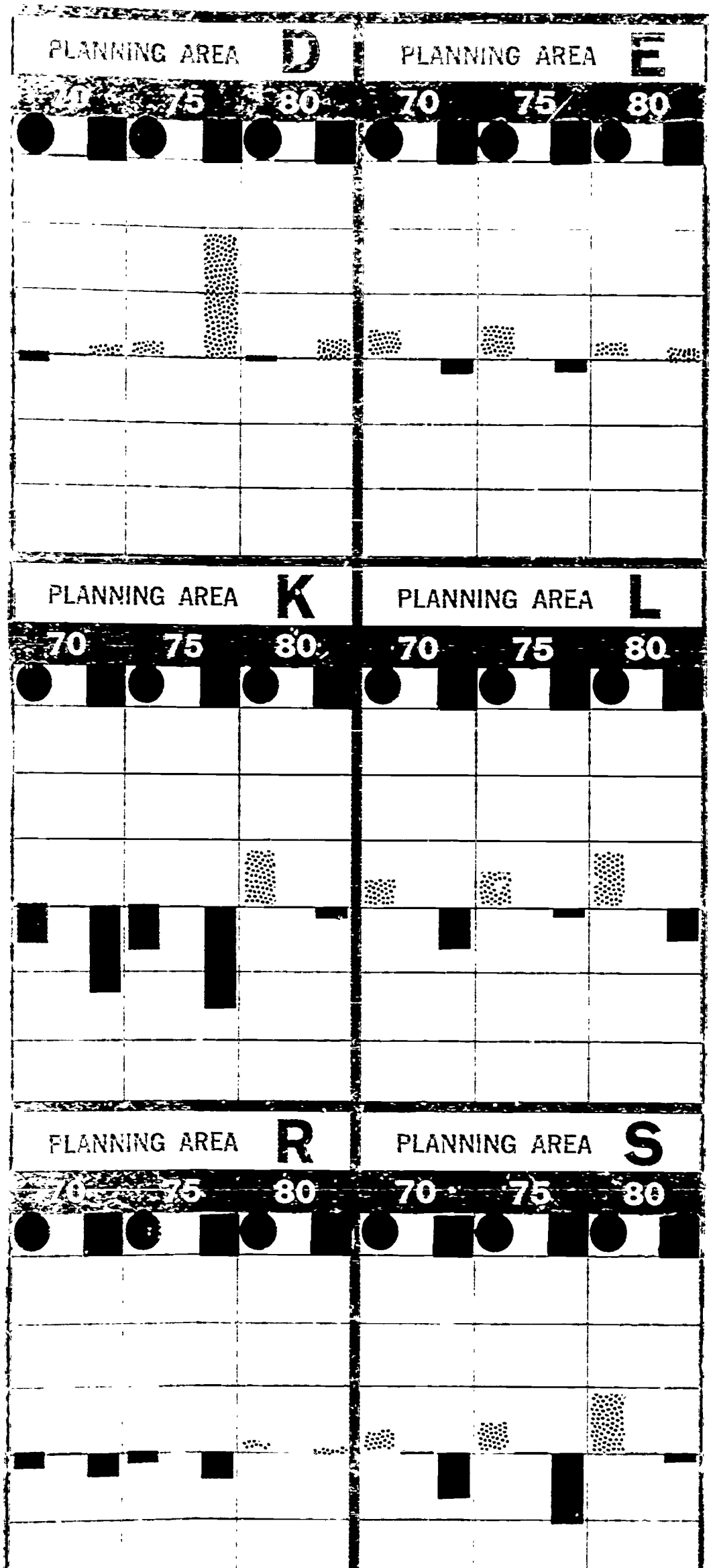


d as surplus or deficiency in capacity.

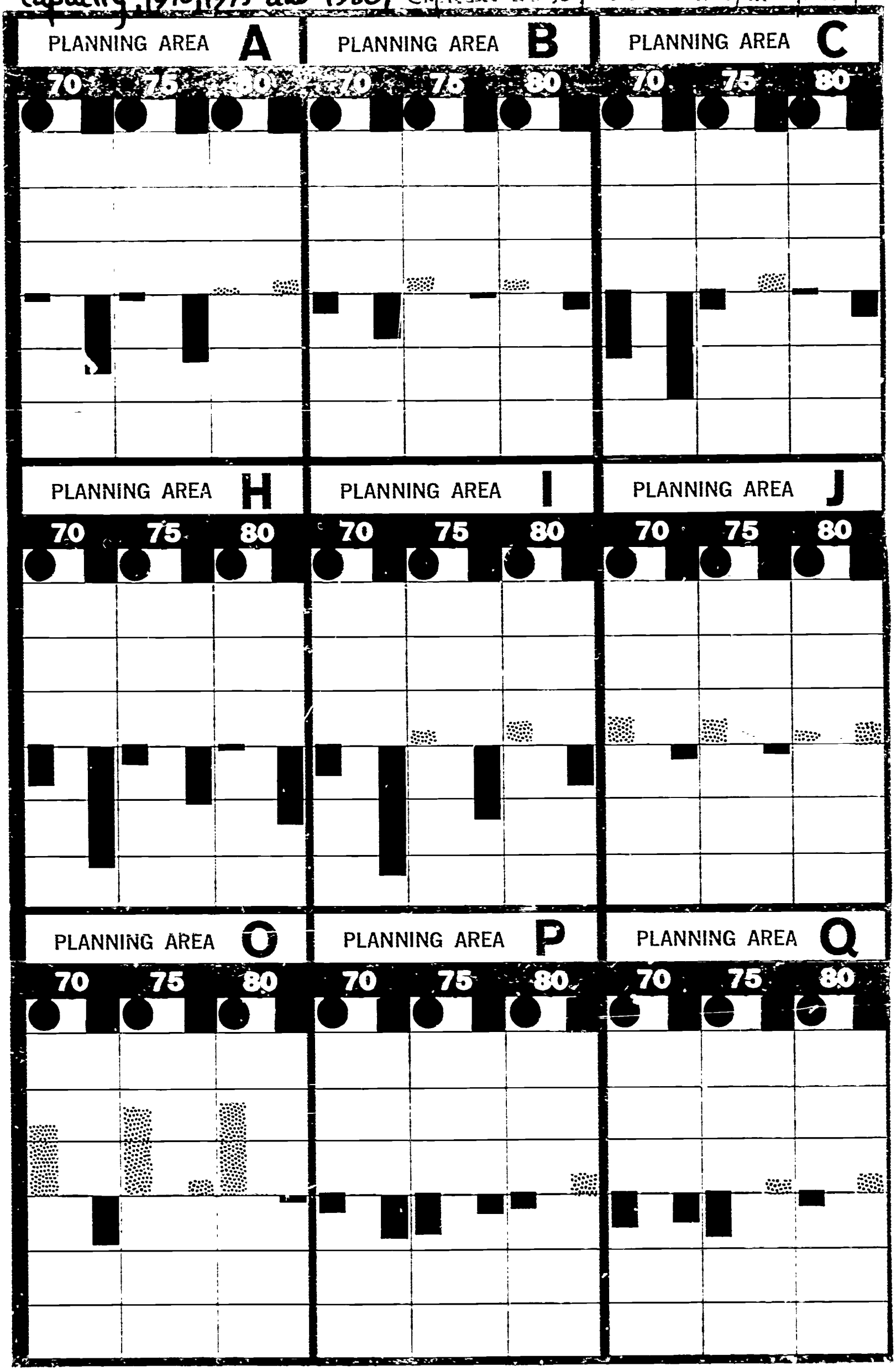


capacity, 1970, 1975 and 1980. Expresse



Difference between expected enrollments and planned c

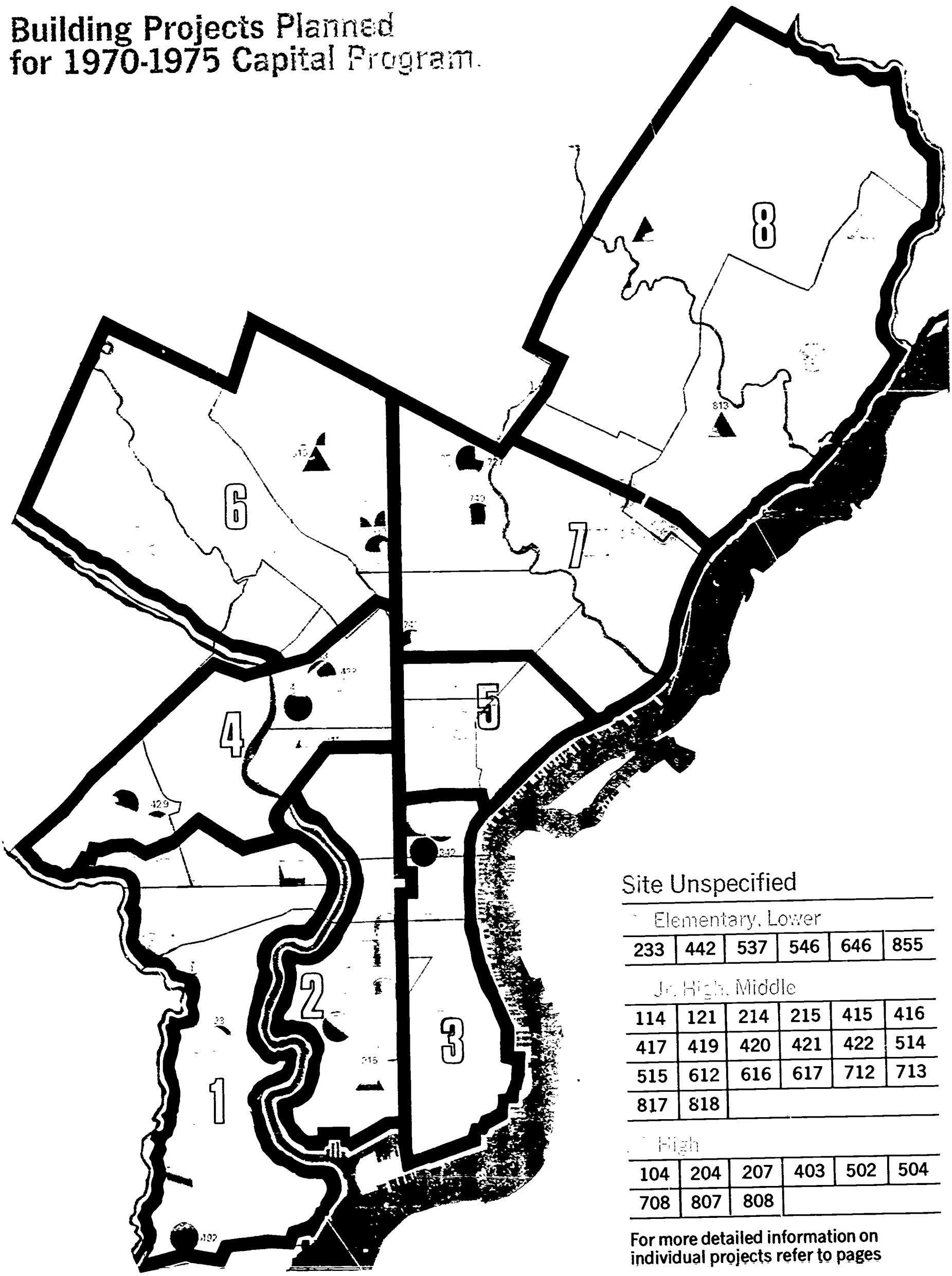
capacity, 1970, 1975 and 1980. Expressed as surplus or deficiency in capacity.



Building Projects Planned for 1970-1975 Capital Program

project number	Elementary / Lower	new	addition
132	Holmes, Oliver Wendell		
135	Longstreth, William C.		
138	Morton, Thomas G.		
145	Daroff, Samuel H.		
149	Roberts, Owen J.		
150	Barry, Commodore John B.		
153	Bryant, William C.		
192	Cary, Alice		
193	Read, Thomas B.		
226	Childs Community School		
233	Bache, Alexander D.		
241	Poe, Edgar Allan		
245	Stanton, Edwin M.		
250	Alessandroni, Eugene V.		
251	Bregy, F. Amedee		
326	Hawthorne, Nathaniel B.		
330	Kearny, Gen. Phillip		
342	Spring Garden		
344	Taggart, John H.		
347	Wister, Mary C.		
429	Hanna, William B.		
437	Overbrook		
438	Peirce, Thomas M.		
442	Walton, Rudolph S.		
443	Whittier, John G.		
444	Lehigh		
526	Elkin, Lewis		
533	Hunter, William H.		
535	McKinley, William		
537	Moffet, John		
541	Sheppard, Isaac A.		
546	2nd & Berks Vicinity		
549	Brown, Henry A.		
630	Logan		
637	Lower-Upper Roxborough		
639	Steel, Edward T.		
646	Lower-West Oak Lane Area		
727	Finletter, Thomas K.		
732	Howe, Julia Ward		
733	Lawton, Henry W.		
735	Lowell, James R.		
740	Olney		
742	Smedley, Franklin		
746	Ziegler, William H.		
748	Wright-Muhr		
827	Holme, Thomas		
837	Comly, Watson		
855	To Serve District 8		
	Jr. High / Middle		
112	Sulzberger, Mayer		
114	MacDonald, Jeanette		
115	Pepper, George Wharton		
117	Turner, Dr. John P.		
121	West Phila. Area		
214	Fairmount Area		
215	To Serve District 2		
312	Stoddart		
415	Mack, Connie		
416	North of Diamond Street		
417	McDevitt, James L.		
418	Ross, Betsy		
419	Parkside Area		
420	West of Schuylkill River		
421	South of Lehigh Avenue		
422	Tioga Area		
514	East of Broad Street		
515	Vicinity 2nd & Berks Streets		
612	West Mt. Airy Area		
614	Pickett		
615	Awbury Tract		
616	West Oak Lane Area		
617	East Falls-Manayunk-Roxborough Area		
710	Cooke, Jay		
712	East Oak Lane Area		
713	Logan Area		
813	Meehan		
815	Between Washington & Northeast H.S		
816	To Serve District 8		
817	To Serve District 8		
818	Somerton Area		
	High		
101	Bartram, John		
103	West Phila.-University City H.S.		
104	West Phila. Area		
105	Eastwick		
204	North Phila. Area		
205	Columbus, Christopher		
207	South of Vine Street		
403	West of Schuylkill River		
502	Vicinity Edison H.S.		
503	Penn, William		
504	Vicinity Kensington H.S.		
601	Central		
603	Roxborough		
606	Northwest		
701	Frankford		
708	Vicinity of Olney & Frankford H.S		
807	Northeast Phila. Area		
808	To Serve District 8		

Building Projects Planned for 1970-1975 Capital Program.



Site Unspecified

Elementary, Lower

233	442	537	546	646	855

Jr. High, Middle

114	121	214	215	415	416
417	419	420	421	422	514
515	612	616	617	712	713
817	818				

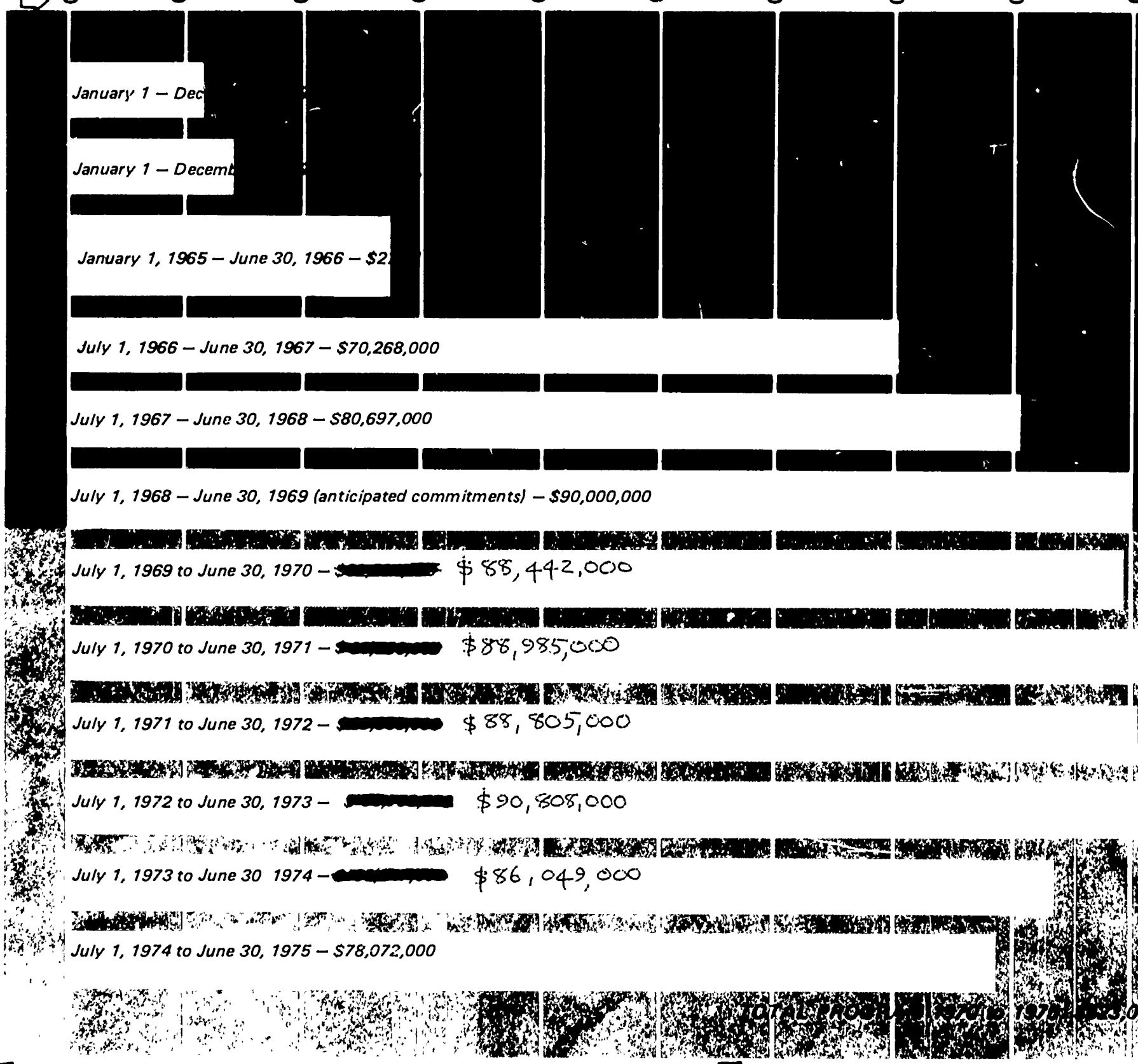
High

104	204	207	403	502	504
708	807	808			

For more detailed information on individual projects refer to pages

Capital Expenditures 1963 to 1968-69

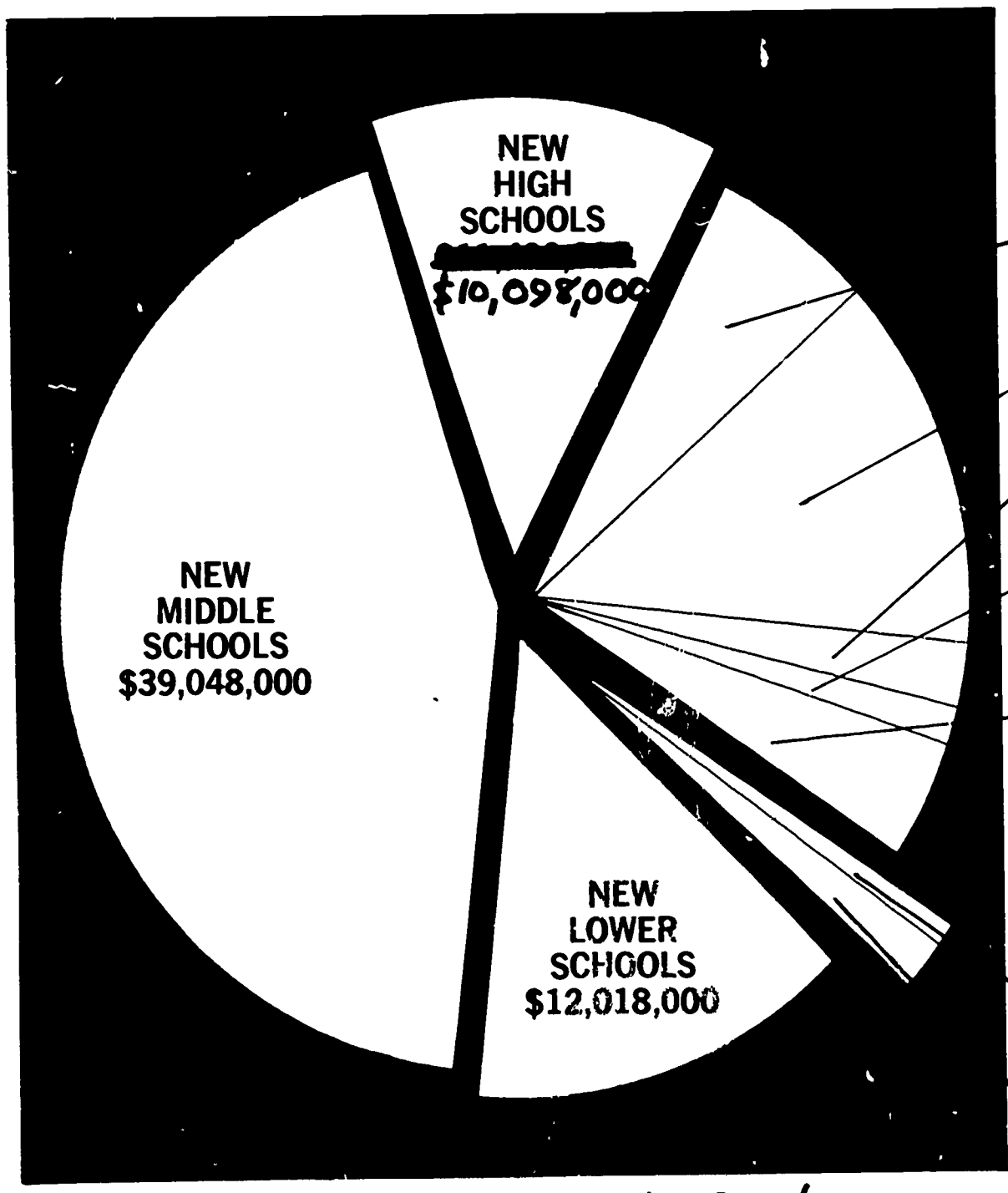
Total Funds Committed



[Note: Corrected according to Errata on p. 104]

Planned Allocation of Capital Expenditures, 1969-70

Total [redacted] $88,442,000



OTHER PROJECTS:
[redacted]
$25,080,000

Supportive Facilities
$5,315,000

Alterations and Improvements
$12,115,000

Furniture and Equipment
$2,000,000

Site Expansion and Development
$1,250,000

Capital Program Administration Cost
$4,400,000

ADDITIONS:
$2,198,000

High Schools
$594,000

Lower Schools
$1,604,000

[Note: corrected according to Errata on p. 104]

Major Building Projects Completed January 1, 1963 June 30, 1969

Year	Dist.	New Facilities	Dist.	Additions and Alterations
1963	1	Anderson, Add B.	5	Ferguson, Joseph C.
	2	Kane, Elisha Kent	2	Waring, Laura Wheeler
	4	Leidy, Joseph		
	8	Pollock, Robert Blair		
1964	2	Arthur, Chester A.	2	Douglass, Frederick
	4	Hill, Leslie Pinckney	4	Overbrook High Gymnasium
	1	Huey, Samuel B.		
	1	McMichael, Morton		
	4	Strawberry Mansion Junior High		
1965 1966	5	Clymer, George	7	Frankford High
	8	Decatur, Stephen	6	Germantown High Gymnasium
	8	Greenberg, Joseph J.	7	Olney Transportation Shop
	1	Locke, Alain		
1966-67	2	Kelley, William D.	3	McCall, General George A.
	2	Morris, Robert	6	Mifflin, Thomas
	6	Pastorius, Francis D.		
	5	Welsh, John		
1967-68	4	Blaine, James G.	1	Belmont
	8	Hancock, John	4	Cleveland, Grover
	8	Loesche, William H.	1	Comegys, Benjamin B.
	4	Miller, E. Spencer (Special)	6	East Falls
	7	Stearne	4	Gratz, Simon – High (Shop Annex)
			1	Harrington, Avery D. (Annex)
			6	Henry, Charles W.
			5	Mastbaum, Jules E. – (Area Vocational-Technical)
			8	Northeast High
			7	Pennsylvania Advancement (Special)
			6	Saul, Walter B. – (Area Vocational-Technical)
			6	Shawmont
			3	South Philadelphia High
			1	West Philadelphia High Cultural Center
			1	West Philadelphia High Technical Center
			6	Wister, John
1968-69	1	Bus Garage	1	Bartram, John – High (Annex)
	6	Cook-Wissahickon	7	Birney, General David B.
	4	Duckrey, Tanner G.	7	Bridesburg
	5	Fairhill	6	Central High
	5	Hartranft, John F.	7	Ellwood
	5	Potter-Thomas	7	Frankford/Baldwin Athletic Field
	3	Rush, Benjamin – Middle	5	Franklin/Edison Athletic Field
	7	Webster, John H.	6	Germantown High
			4	Gratz, Simon – High (Athletic Field)
			7	Intensive Learning Center (Special)
			6	Lingelbach, Anna L.
			7	Olney High
			7	Olney High (Annex Phase I)
			4	Overbrook High
			4	Peirce, Thomas May (Annex)
			6	Rowen, William (Annex)
			6	Roxborough High
			6	Roxborough High Athletic Field
			5	Stetson, John B. – Junior High
			7	Taylor, Bayard
			6	Widener Memorial (Special)
			8	Wilson, Woodrow – Junior High

Note: 1965-66 represents eighteen month period from January 1, 1965 through June 30, 1966.

Major Building Projects Completed
January 1, 1963 to June 30, 1969

Administrative school districts	Jan. 1 1963 to Dec. 31 1963	Jan. 1 1964 to Dec. 31 1964	Jan. 1 1965 to June 30 1965	July 1 1965 to June 30 1967	July 1 1967 to June 30 1969	Jan. 1 1969 to June 30 1969
1	●	● ●	●		● ● ● ■ ■	■
2	● ●	● ●		● ●		
3				●	■	
4	●	● ▲ ■			● ■ ● ★	● ● ■ ■
5	●		●	●	■	● ● ● ▲ ■
6			■	● ●	● ● ■	● ● ● ■ ■ ■ ★
7			■ ■		● ★	● ● ■ ● ■ ■ ★
8	●		● ●		● ● ■	▲ ▲

For identification of specific projects refer to overside flaps.

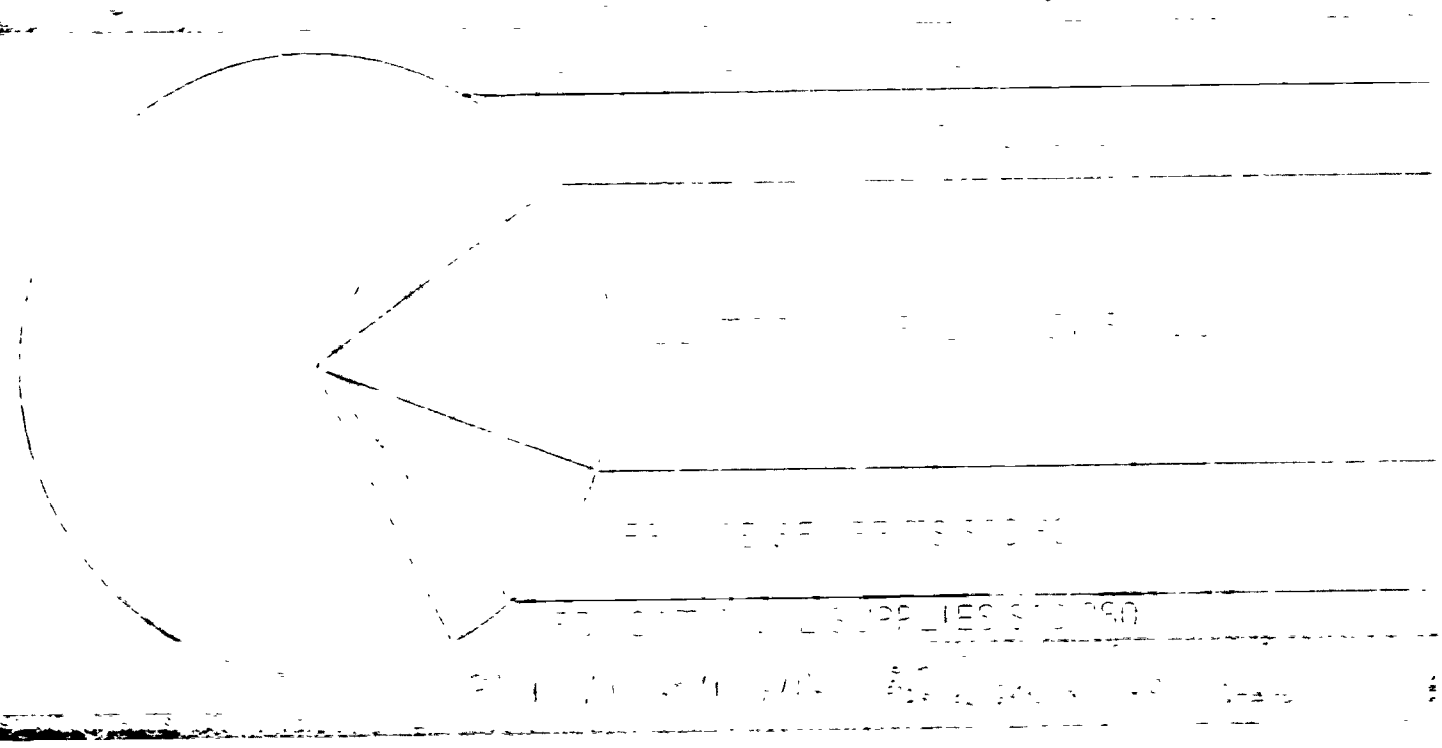
Legend	Elementary Lower	Jr. High Middle	High	Special
New projects	●	▲	■	★
Additions	●	▲	■	★

Estimated Cost of Operating a Typical New School for One Year (based on 1969-1970 costs)

(Note: Opening a new school does not necessarily increase the operating budget by the full amount shown.)

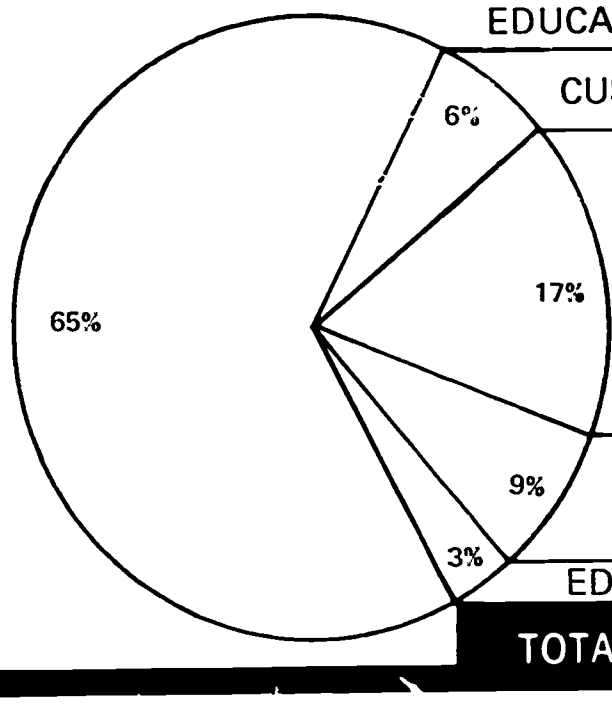
Lower

84,000 SQ. FT.



Middle

180,000 SQ. FT.



EDUCATIONAL PERSONNEL $578,200

CUSTODIAL SUPPLIES $51,300

CUSTODIAL PERSONNEL $155,100

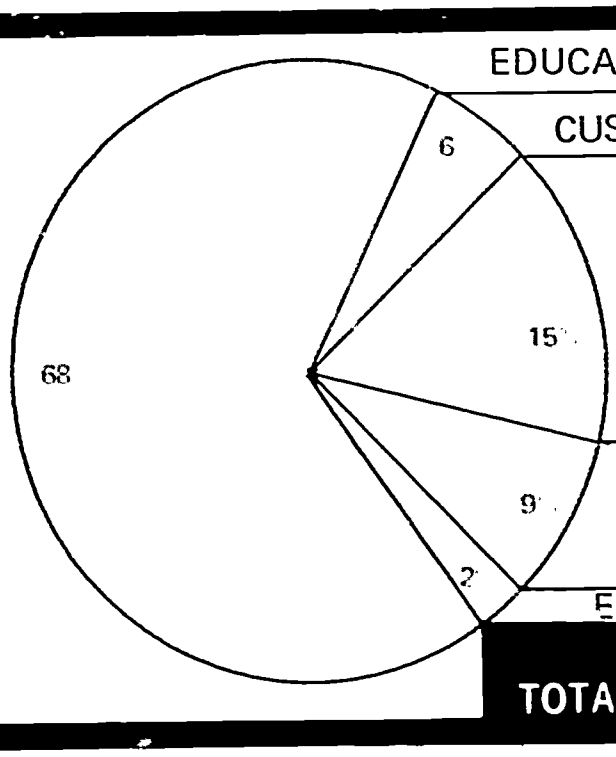
FRINGE BENEFITS $76,200

EDUCATIONAL SUPPLIES $24,500

TOTAL $885,300

High

360,000 SQ. FT.



EDUCATIONAL PERSONNEL $1,318,000

CUSTODIAL SUPPLIES $123,400

CUSTODIAL PERSONNEL $292,000

FRINGE BENEFITS $170,200

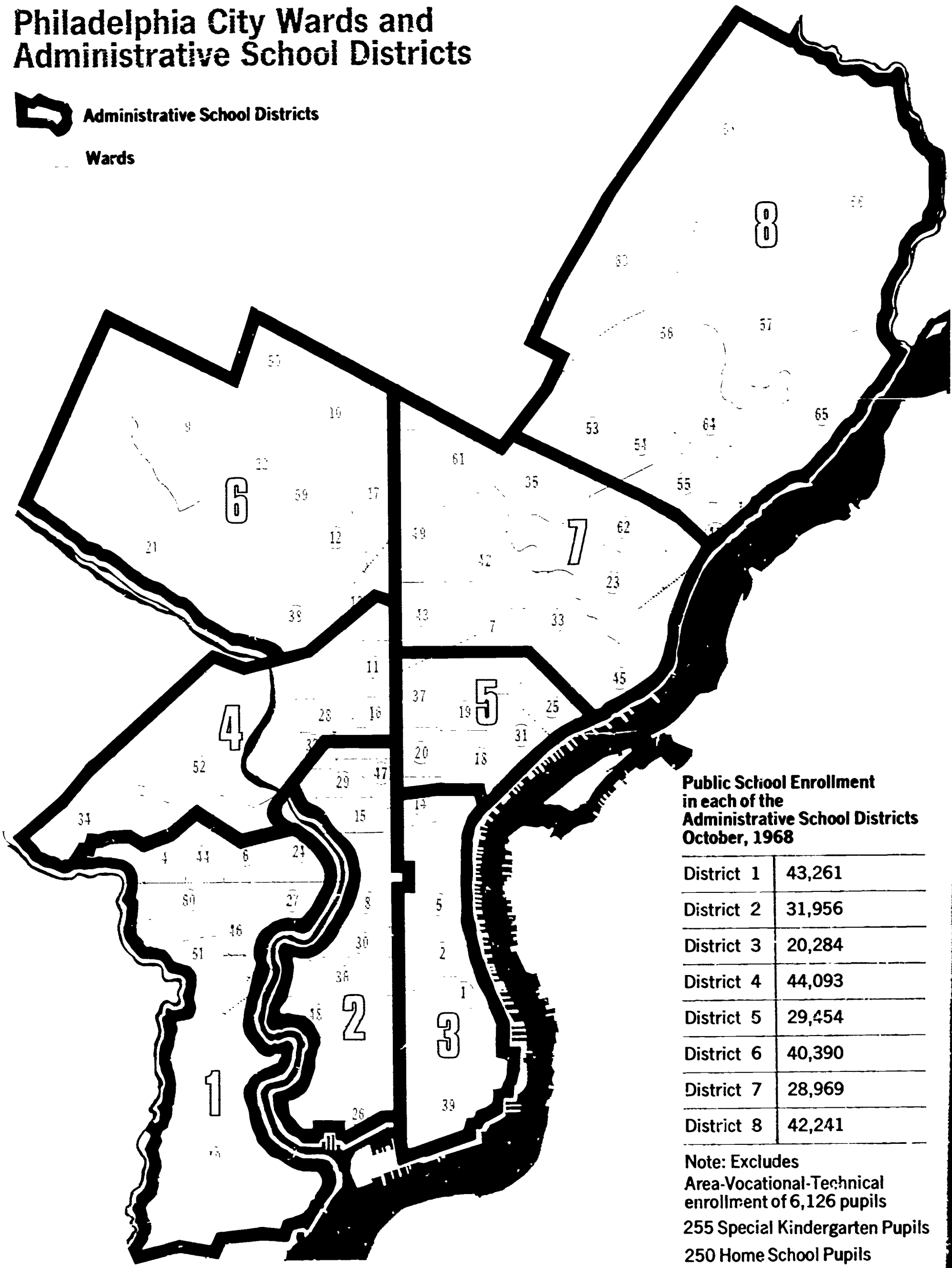
EDUCATIONAL SUPPLIES $48,500

TOTAL $1,952,100

Philadelphia City Wards and Administrative School Districts

Administrative School Districts

Wards



Public School Enrollment in each of the Administrative School Districts October, 1968

District 1	43,261
District 2	31,956
District 3	20,284
District 4	44,093
District 5	29,454
District 6	40,390
District 7	28,969
District 8	42,241

Note: Excludes
Area-Vocational-Technical enrollment of 6,126 pupils

255 Special Kindergarten Pupils

250 Home School Pupils

2—Present Conditions and Future Needs

As noted last year, experience in Philadelphia has shown that overcrowding "leads to tensions, anonymity, and personal disorganization among students and teachers" and that it "strains the . . . viability of the school system." Not only are most Philadelphia public schools overcrowded, but many also are very old or physically obsolescent. And while seeking to eliminate these present problems, the School District must also prepare to accommodate a considerable growth in enrollment over the next decade.

SUMMARY OF PRESENT CONDITIONS

The space problems confronting the School District of Philadelphia are clearly illustrated by the following critical indicators: (1) the age and condition of existing school buildings; (2) the presence or absence of specific physical facilities such as libraries, support rooms, and play areas; and (3) the extent of overcrowding. In addition to space problems, other conditions such as changing patterns of enrollment must also be considered.

AGE AND CONDITION OF EXISTING SCHOOLS

In the aggregate, Philadelphia's school plant is relatively old. When the current building program began in 1965, there were 64 schools which had been either totally or partially constructed prior to 1906 and were non-fire resistant. As a result of recent building activity, that number will be reduced to 4 by the end of the 1968-69 school year, and after completion of all projects in the 1970-75 Capital Program there will be only eleven schools of this type remaining in regular service.

Another 67 schools, although of fire-resistant construction, were built prior to 1925 and will be more than fifty years old by 1975. Many of these will require extensive modification and improvement if they are to serve modern educational needs. Others, which do not lend themselves to modernization, must be replaced or phased out of operation as new facilities become available.

LACK OF SPECIALIZED FACILITIES AND OPEN SPACE

An important part of the building program is the selection of new-school sites large enough to provide external area for faculty parking where needed and for play space, and to allow provision of such interior facilities as instructional materials centers and support rooms. Serious problems remain, however, with respect to existing schools. A recent survey has shown that the majority are on sites which do not meet present standards. Moreover, many schools with small sites presently serve pupil populations of greater than optimum size. Yet in fully 75 percent of these cases, site expansion would require the acquisition of private homes. Thus to satisfy the need for additional space for recreation, parking and specialized facilities, both the economic and social costs of relocation must be overcome. Problems of site expansion may be alleviated but will not be eliminated by adoption of the proposed more flexible site standards which are described in chapter 3.

OVERCROWDING

Overcrowding in the schools is the most critical indicator of present space shortages. The detrimental impact of overcrowding on efficient pupil assignment, innovation, and pupil achievement has been documented elsewhere.* While new construction, additions, and alterations have reduced overcrowding from its previous extreme, there is still substantial overcrowding at all school levels in most districts. Table 1 illustrates the pattern of overcrowding in Philadelphia schools at the present time. Overcrowding as used here refers to a numerical excess of pupils over the rated "operating" capacity of a school. This procedure gives a general picture of the degree of overcrowding in the system, at each level. It is important to note, however, that even some schools that are not overcrowded in terms of total enrollment relative to total capacity may have overcrowded classes at certain grade levels. Moreover, operating capacities for elementary schools reflect a standard of 33.5 pupils per average-size classroom. Use of a lower figure such as 30 pupils per elementary school classroom, which is the standard for "planning" capacity and reflects an official goal of the School District, would, of course, present an even more serious picture of overcrowding.

Enough new classroom space to eliminate overcrowding obviously cannot be constructed for many years. Expedients used in the short run to reduce or mitigate its effects are discussed under Space-Stretching in chapter 3.

* The First Year, A Progress Report by Task Force Chairmen to the Board of Education, January 26, 1967.

TABLE 1

OVERCROWDED SCHOOLS† NUMBER AND PERCENT
BY DISTRICT AND SCHOOL LEVEL – 1968-69

District No.	Elementary			Middle & Junior High			3 & 4 Year Senior High*			Vocational High**		
	Total Schools	Over-crowded Schools	% of Total	Total Schools	Over-crowded Schools	% of Total	Total Schools	Over-crowded Schools	% of Total	Total Schools	Over-crowded Schools	% of Total
1	25	18	72	4	4	100	2	2	100	–	–	–
2	26	8	31	5	1	20	2	1	50	–	–	–
3	20	–	–	4	1	25	1	1	100	1	–	–
4	26	15	58	5	5	100	2	2	100	1	–	–
5	26	17	65	5	4	80	2	–	–	1	1	100
6	26	21	81	3	3	100	4	4	100	1	–	–
7	29	8	28	2	2	100	2	1	50	–	–	–
8	24	14	58	4	3	75	3	3	100	–	–	–
Total	202	101	50%	32	23	72%	18	14	78%	4	1	25%

† Special class centers are excluded.
* Overcrowding at this level was measured by comparing the enrollment and the "Normal Day" operating capacity. Many of these schools now operate on a multi-shift basis which expands the capacity of the school and reduces the actual overcrowding in each classroom.
** There are no vocational high schools in Districts 1, 2, 7, 8.

Source: School enrollments used were "average number on roll during month" – October, 1968. Elementary school capacities used were the operating capacities for 1968-69 from Elementary School Capacities, (October 1967) adjusted a) to include in the 'kindergarten and above' capacity, the capacity of rooms allocated in that report for pre-kindergarten use and b) to take into account construction completed by 1968-69. Secondary school capacities used were "Normal Day" operating capacities for 1968-69 from Secondary School Capacities, (February 1968) adjusted for construction completed by 1968-69.

RACIAL DISTRIBUTION AND CHANGE IN EXISTING SCHOOLS

Provision of an integrated learning experience is a basic goal of the School District; therefore, existing patterns of racial balance in individual schools, and changes in these patterns over time, are important to the development of the Plan for School Facilities. It was noted in last year's Capital Program report that as of October, 1967, 216 schools out of a total of 276 had enrollments in which 70 percent or more of the pupils were of one race. The remaining 60 schools had racially mixed student bodies. By October of 1968 the number of schools with 70 percent or more pupils of one race had declined to 205 and the number of schools with racially mixed student bodies had grown to 67*. The maps on pages 18 and 19 show percentage Negro pupils in 1968 by school, and change in ratio of Negro pupils between 1967 and 1968.

THE FACILITY GAP

The number, location, and timing of capital projects were reviewed this year in the light of more detailed "facility gap" information than had previously been available. It was possible to compare expected enrollments and planned capacities, at several points in the future, and in terms of smaller areas than before. Three considerations dictated this approach: (1) School facilities should be provided wherever enrollment is expected to exceed available capacity at a given school level. The enrollment projections used in developing last year's Capital Program were for ten large areas of the City. This year, smaller projection areas have permitted greater precision (especially at the lower school level) in determining where capacities most need to be increased. (2) The relative priorities among projects in the Capital Program should reflect different rates of change in enrollment in different areas. For a growing area, comparison between planned capacity and estimated enrollment at three points in time allows a better estimate of whether the need for added facilities will occur in the early or late part of the next decade. (3) During the period of intensive construction, a rough parity of space shortage should be maintained among the three school levels. This is especially true because of the gradual conversion from a K-6, 7-9, 10-12 to a K-4, 5-8, 9-12 grade organization which will occur as new middle and high schools are built. Since the ninth grade becomes a part of the new high school level, each new middle school creates a demand for additional high school space.

* The total number of school units reported in October 1968 is smaller than in the previous year because combined junior-senior high schools were treated as one unit instead of two, and enrollment at some annexes was reported in the total of the main school rather than seperately.

FEEDER PATTERNS

Every school has a defined service area or feeder area from which its enrollment is drawn. A student is assigned to one school or another depending on which side of a feeder boundary he lives on. Obviously whether a given set of schools have adequate capacity can only be determined with reference to their defined service areas. For a hypothetical example, consider elementary school (A) which has an operating capacity of 900 and an enrollment of 1000, and which, therefore, counts as badly overcrowded. The nearest school to the east is school (B) with a capacity of 700 and only 580 students. If the feeder boundary between (A) and (B) were moved westward a block or two, both schools would be un-crowded. In those parts of the city that are not almost wholly of one race, the location of feeder-area boundaries can also greatly affect integration.

Last year, an overall study of school feeder patterns was authorized. For the first time, comparable data were available for the entire city showing the numbers of public school pupils of each age and race who lived in each block. This made it possible to analyze the impact on feeder area population size and racial composition of changing any school's area by adding or removing any block or group of blocks.

This analysis of the effects of boundary changes, when done manually, is a very slow task. Data processing techniques and equipment are required to make feasible the testing of several alternative boundary adjustments. The School District has received a proposal from a consulting firm for the preparation of the materials needed to make boundary adjustment a computer-assisted operation. However, with the present shortage of funds, it is impossible to proceed with this unless it is financed by a special grant.

Suggested boundary changes for some sections of the city have been completed by the Office of Development and are under review by the District Superintendents concerned. Additional study in these areas will proceed at their request. Work on suggested changes in the remaining parts of the city has been delayed until additional funds can be obtained.

Another question related to that of boundary adjustments is the need to develop a simplified school-to-school feeding system so that service areas of middle schools are built up from those of lower schools, and service areas of high schools are built up from those of middle schools. This problem is discussed in a later section, Area-by-Area Comparision of Expected Enrollments and Planned Capacities.

SCHOOL CAPACITIES

Standards were established last year by which capacity was measured in each existing school. At each school level, capacity has been determined on the basis of two distinct standards: short-range (operating) and long-range (planning). The essential difference is that operating capacities allow a somewhat higher pupil population per room: for example, 32.5 per normal-size elementary school room as against the planning-capacity standard of 30. Space in demountable classrooms, rented annexes, and non-fireproof buildings scheduled for replacement is also counted in operating capacity but excluded from planning capacity. In this document, a school is defined as overcrowded if its October 1968 enrollment exceeded operating capacity. However, the capacity gap estimates, and thus the Plan for School Facilities, are based on the anticipated relationship of enrollments to planning capacities.

The planning capacity of a lower school represents a standard of space utilization under which all schools are allowed closely comparable amounts of space for required functions. One of the capacity formulas reserves space in each lower school for various required facilities: general office, library or instructional materials center, infirmary or health suite, diagnostic and testing rooms, teacher areas, and a multi-purpose room. In schools where such rooms have not been especially assigned, equivalent areas of classroom space are reserved in order to provide an equitable distribution of space use among all schools.

Beyond these basic allocations, the number of rooms for general classroom use, for kindergarten, pre-kindergarten, special class and support purposes is determined by a formula which relates it to school size. The determining factor is the total number of standard-size classrooms in a given school. For example, a standard of two pre-kindergarten classrooms (four half-day sessions) was used, except for schools with less than 19 rooms. These were allocated one such room in order that the number of children attending pre-school would have space to proceed through the grades of that school. Similar allocation formulas were employed for kindergarten, special class, and general support rooms, such as the art room, music room and learning center.

The capacity count per room type in elementary schools is shown in Table 2.

TABLE 2

CLASSROOM CAPACITY BY TYPE, LOWER (ELEMENTARY) SCHOOL

Standard Size Classroom Used for:	Planning Capacity
Grade classrooms	30
Kindergarten	50 (25/class; half-day sessions)
Pre-kindergarten	40 (20/class; half-day sessions)
Special Classes	18

The procedure for establishing lower school capacities is fully described in a report entitled Elementary School Capacities (October 1967), prepared for the Office of the Deputy Superintendent for Planning. It should be noted that in estimating the facility gap, the planning capacities used for comparison with expected K-4 enrollments exclude the capacity allocated to pre-kindergarten classes in each school. However, in the table of "Targets for Accomplishment" and in the description of individual construction projects, total capacities including pre-kindergarten classes are shown.

For secondary schools, where students move from room to room for classes, the capacities of the schools are calculated by a different method than for elementary schools. Essentially, capacity is limited by the number of pupil stations in the instructional area of the school and by the capacity of the school's pupil dining facilities. For each secondary school, therefore, planning capacity is estimated as the lesser of the following: (1) 85 percent of the pupil stations or (2) three times the dining capacity of the school.

Standard-size general classrooms are considered to have 25 pupil stations; pupil stations are also counted in shops, laboratories, gymnasiums, and other instructional areas. Capacity is limited to 85 percent of the total number of pupil stations because it is impossible to roster every instructional space fully throughout the day. Details of the formula are contained in a report entitled Secondary School Capacities (February 1968), prepared for the Office of the Deputy Superintendent for Planning.

For use in the preparation of the present Capital Program the tables of elementary and secondary school capacities were revised to reflect corrected room-counts. On the basis of the 1969-74 Capital Program and Schedule of Alterations and Improvements, the data were updated to show planned capacities in 1969-70 and 1974-75. Capacities of new secondary schools were not computed according to the same formula as those of existing schools; rather, the capacities set forth in the Educational Specifications for these schools (generally 1,650 for middle schools and 3,000 for high schools, regardless of individual features) were accepted for planning purposes.

ENROLLMENT PROJECTIONS

Each year since 1966 enrollment projections have been prepared and updated as part of the capital programming process. New and emerging trends have been identified and their effect on future enrollments assessed.

The projections take into account the components of change that affect the total population — natural increase and migration — as well as shifts resulting from highway location, urban renewal and public and private development activity. Moreover, an important factor which must be considered in estimating future public school enrollment in Philadelphia is the relative proportion of students in public and in non-public schools. For years the schools of the Roman Catholic Archdiocese of Philadelphia have educated nearly one-third of the total number of school age children in the city.

For capital programming purposes, in addition to city-wide projections by grade level it is also necessary to estimate expected enrollment on a small-area basis. For the 1970-75 Capital Program detailed estimates were prepared for 65 small areas which are related to census tracts and to the census tract groups used by the Philadelphia City Planning Commission. These, in turn, were aggregated into 21 planning areas which generally relate well to existing and proposed school feeding systems (see map, page 20). The facility gap was calculated in terms of these 21 areas. It should be noted that the boundaries of the 21 planning areas reflect census boundaries and do not correspond to the boundaries of the eight administrative districts.

As noted in the 1969-74 Capital Program there has been a continuing decline in the annual level of births in Philadelphia through 1967. All indications now are that annual births will remain at or below the level of 37,000 per year, through 1970. Thus, even the reduced 1975 grade 1-4 enrollment estimate used in last year's Capital Program now appears high. New projections were therefore developed for the current Capital Program to reflect this continuing decline. Table 3 shows expected enrollments by grade group and by race for 1970, 1975, and 1980.

Grades 1-12 —For planning purposes the revised 1980 city-wide school enrollment is now estimated at 281,200. This is slightly lower than the estimate used in the 1969-74 Capital Program, reflecting the previously noted decline in births. Estimated 1980 1-12 enrollment is divided into grades 1-4 at 96,300; grades 5-8 at 91,600; and grades 9-12 at 93,300. Following the practice adopted in the 1969-74 Capital Program, the expected 1980 9-12 enrollment assumes the successful implementation of programs designed to retain eligible pupils in high school through graduation. As noted last year the actual number of 9-12 pupils in 1980 will depend on the success of these programs.

Kindergarten Capacity and Enrollment — Projections of future enrollments at these levels are difficult to develop since attendance is voluntary and to a considerable degree is a function of the space allocated for these purposes. The Board of Education remains firm in its policy to accommodate all children whose parents wish them to attend kindergarten. In addition to the allocation of space in existing schools, pre-fabricated and rental space has been used to expand the program. At present approximately 25,000 children attend kindergarten although not all will go on to attend public elementary schools. The Plan for School Facilities aims to provide space for 26,000 kindergarten pupils in permanent facilities by 1980, and an additional 9,500 spaces could be provided; through continued use of remountable classrooms and selective use of space in under-utilized schools. Thus by 1980,

TABLE 3 – EXPECTED ENROLLMENTS

	Grades 1-4	Grades 5-8	Grades 9-12	Total Grades 1-12
1970				
White*	37,500	35,465	35,050	107,915
Negro and other races	56,100	55,235	46,250	157,585
TOTAL	93,500	90,700	81,300	265,500
1975				
White	32,760	30,805	42,535	106,100
Negro and other races	58,240	57,795	47,965	166,000
TOTAL	91,000	90,600	90,500	272,100
1980				
White	32,080	29,310	34,500	95,890
Negro and other races	64,220	62,290	58,800	185,310
TOTAL	96,300	91,600	93,300	281,200
Decennial change, 1970-1980				
White	– 5,320	– 6,155	– 550	– 12,025
Negro and other races	+ 8,120	+ 7,055	+12,550	+ 27,725
TOTAL	+ 2,800	+ 900	+12,000	+ 15,700

*The categories "White" and "Negro and other races" are those used by the Bureau of the Census. In Philadelphia persons of other races represented less than 0.5 percent of the total population at the time of the 1960 census.
Source: Office of Research and Evaluation, Division of Administrative and Survey Research

approximately 35,500 pupils could be accommodated in public kindergarten; total K–12 enrollment would then be 316,700.

Pre-kindergarten Capacity and Enrollment – The value of pre-kindergarten education, at ages three and four, has become increasingly apparent. At present, approximately 5,500 children attend pre-kindergarten classes in Philadelphia. Classrooms, however, are largely in rented quarters. Under the re-organized 7-4-4 grade structure the Plan for School Facilities will seek to serve approximately 20,000 pre-school children by 1980. Continued use of rental space could increase this number if necessary; however, the expansion of pre-kindergarten programs is contingent upon the availability of operating funds.

Special Education Capacity and Enrollment – The results of a study of the special needs of certain children, completed in July of 1968, are currently under evaluation. On the basis of this study an overall plan to meet special education requirements will be developed. At present, approximately 11,000 children are being educated in special classes, either in regular school buildings or in special centers.

For each of the 21 planning areas described in the preceding section on enrollment projections, an initial comparison was made between expected enrollments and the planned capacities that would have been provided under last year's (1969-74) Capital Program. This analysis led to revisions in the location and scheduling of some projects. The comparison was then repeated to determine the capacity deficits or surpluses expected in each area in 1970, 1975, and 1980 on the basis of the present (1970-75) Capital Program. The results are shown graphically on page 23.

AREA-BY-AREA COMPARISON OF EXPECTED ENROLLMENTS AND PLANNED CAPACITIES

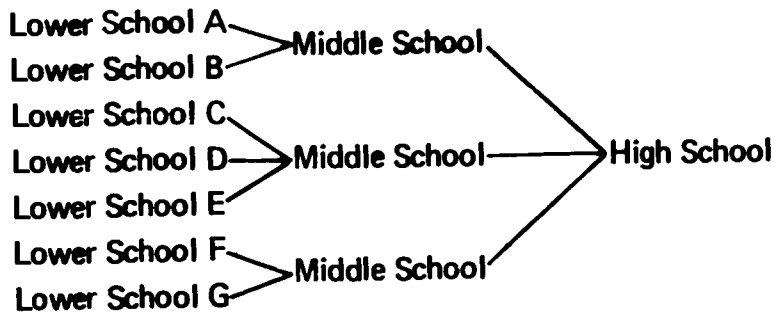
The analysis assumes a K-4, 5-8, 9-12 grade organization even though few schools will in fact be operating on this basis in 1970. Thus, the representation of 1970 surpluses and deficits on page 23 is useful only for planning purposes. It should be noted that in that year there will actually be more crowding at the elementary level and less at the secondary levels than the chart suggests.

For the target year 1975 the chart presents a true overall relationship between capacities and enrollments, which will hold if projected enrollment is reasonably accurate and if schools are built as scheduled in the 1970-75 Capital Program. However, the distribution of capacity among areas reflects unrefined, preliminary assumptions about school-to-school feeding systems and thus exaggerates the unequal distribution of capacity deficits and surpluses. Finally, the 1980 comparison is based on modified feeder assumptions and represents the difference between expected 1980 enrollments and the capacity that will be available upon completion of currently programmed projects and those now proposed for initial funding after June 30, 1975. But completion of these projects will occur by 1980 only if the financial constraints described elsewhere in this document can be removed.

To develop the type of information shown on page 23 it was necessary to allocate the capacities computed for individual schools into the geographical areas used in enrollment projections. At the elementary level, total capacities were apportioned among the 65 small projection areas. This was done on the basis of the present official feeder boundary for each school (recognizing that such boundaries are subject to change). Thus, a hypothetical lower school with a 1970 planning capacity of 900, which draws an estimated 35% of its enrollment from area 27 and 65% from area 33, would then represent a capacity of 315 in area 27 and 585 in area 33. Comparison of the allocated capacities with expected enrollments showed that in 1975 there would be a K-4 capacity deficit in more than a dozen areas if present feeder boundaries were maintained. In most cases, it was found that these boundaries could be adjusted to take advantage of surplus capacity in adjacent areas. Four additional lower schools were, however, included in the Capital Program as a result of this analysis.

At the secondary level, where students are drawn from a wider territory, the scale of the 65 small areas is too fine; therefore, all analysis was made on the basis of the 21 aggregated planning areas. Present secondary feeder boundaries also are inappropriate for the allocation of

capacity because they do not correspond to those of lower schools. At present, one elementary school may send its graduates to several junior highs, each of which in turn feeds several senior high schools. To facilitate continuous educational programs, administrative clustering, and strong community relationships it is desirable to develop a hierarchical feeding system in which as students graduate from one school they all proceed to one school at the next higher level:



Secondary capacities for 1970 were allocated on the basis of such an idealized feeding system, which in turn was based on actual present feeding patterns. The school to which each elementary or junior high school now assigns most of its graduating students was considered to be its sole "receiver" school. Adjustments were made so that each school would be within the geographic area from which it draws its pupils and so that attendance areas would be contiguous. Although a given elementary school in West Philadelphia may now, for example, send most of its graduates to a junior high school across the Schuylkill River this is considered to be a temporary expedient and is not reflected in the allocation of capacities to planning areas.

To allocate future capacities for the 1975 and 1980 comparisons, an attempt was made to develop plausible feeding systems based on the most likely sites for programmed schools. The principle was applied that each middle school should have a capacity approximately equal to four times the combined fourth-grade capacities of the lower schools feeding into it, and each general high school should have a capacity equal to a least three times the combined eighth-grade capacities of the middle schools feeding it. (This procedure recognizes the fact that some students will drop out of high school and others will go to schools with city-wide attendance areas.)

In each target year, the total difference between capacity in general high schools and expected 9-12 enrollment was reduced by the total capacity in schools with city-wide attendance areas (including vocational-technical schools, Girls' High and Central, and the Parkway Program). The total capacity of the city-wide schools was distributed among the 21 planning areas in direct proportion to their total enrollment.

The chart on Page 23 is included to illustrate the method of capacity-gap analysis that has been used in refining the Plan for School Facilities, and to show graphically that capacity at all levels will tend to catch up with enrollment throughout the city as the Capital Program is carried out. Extreme caution must, however, be used in attempting to draw from it specific conclusions about the probable shortage or surplus of capacity in particular areas six or eleven years from now. This is true not only because enrollment is affected by unpredictable factors and future Capital Programs may add new projects or delete currently-programmed ones. Even if enrollment projections are accurate and all projects are built as now scheduled, the exact pattern of attendance boundaries and school-to-school feeding systems will be more refined than the pattern which was assumed in the initial planning analysis; therefore the allocation of capacity by area will be somewhat different than shown in the chart.

The chart is also misleading insofar as it suggests that there will be large surpluses of lower-school capacity, while high school capacity will still be insufficient in 1980. Some excess elementary capacity is inevitable in such areas as Southeast Philadelphia, where there is a large stock of existing schools and a declining public-school enrollment. However, all fire-resistant schools are counted in the total of planning capacity; many of these would be 60 to 75 years old by 1980 and should in fact be phased out before then. With high schools, on the other hand, the chart understates total effective capacity. Recent study has suggested that the new high schools currently under design can in fact hold more than their nominal capacity of 3000 students without crowding. Therefore, no additional high schools will be programmed until a detailed review has been made of the enrollments which typical new schools will accommodate under various circumstances.

While total high school capacity will be adequate if all high schools in the Plan for School Facilities are built by 1980, it is clear from the chart that high school enrollment will exceed local capacity in all of North Central Philadelphia. This reflects a decision to program some of the high school capacity needed for this sector in more distant parts of the city, thus enhancing opportunities for desegregation.

GRATZ HIGH SCHOOL ATHLETIC FIELD

HUNTING PARK AVE. & CLARISSA ST.

NEW
SEPTEMBER 1968

FAIRHILL SCHOOL

6th & SOMERSET

NEW
OCTOBER 1968

3—The Plan for School Facilities

The Capital Program is based upon an overall Plan for School Facilities. Section 12-307 of the Educational Supplement to the Home Rule Charter requires that this Plan be developed to become a component of the City of Philadelphia's Comprehensive Plan for Physical Development.

The continued aim of the Plan for School Facilities is to eliminate conditions of overcrowding, to provide all children with a proper setting for their educational development, and to build additional capacity sufficient for expected enrollment growth. This year the Plan is continued from that of 1969-74 with a net increase of 14 new lower schools, four new middle schools, two new high schools, and four addition projects. Ten of the new schools are scheduled for funding after June 30, 1975.

THE EDUCATIONAL BASIS OF THE PLAN

The Plan is built upon a concept of grade organization or of the number of grade levels to be housed in a given school unit. That decision, in turn, rests upon educational considerations.

So as to serve the unique qualities of each student, the School District of Philadelphia places great emphasis on individualized instruction. This emphasis is reflected in special programs of early-childhood education, in the growth of team teaching, in the concept of an interrelated curriculum from grade 1 to grade 12, and in the instructional materials centers which allow for a high degree of guided, independent work. All of these steps underscore the point that the individual student — not the classroom — must be the central focus in the construction of school facilities.

A system of schools operating under the 7-4-4 pattern of grade organization is considered most appropriate to the goal of individualized instruction. The plan is predicated on eventual city-wide conversion to such a system, although it is evident that conversion must occur gradually as space is created over a number of years. Under the 7-4-4 pattern there will be lower school units housing pre-kindergarten, kindergarten, and the first four grades; middle schools housing grades five through eight; and high schools comprising grades 9 through 12. As in last year's Capital Program, a brief explanation of the educational rationale for each of these school levels is given here.

LOWER SCHOOLS

The School District's commitment to provide an early start for school children is seen in current efforts to provide kindergarten for all and to extend the program for three- and four-year olds which has shown such promise in the Get Set program. The common objective of both these programs is to afford a rich learning experience to children so that they can enter the regular school years with increased readiness to learn and adjust. The need for greater continuity between these programs and the primary grades has been documented in recent studies and has received nationwide attention. Philadelphia's $1 million, federally-financed Project Follow-Through is an effort to provide this continuity and reshape early grade education so that it may capitalize on the gains made through kindergarten and pre-kindergarten education. Lower schools, as envisioned by the Plan, will provide a good environment for both a meaningful head start and a successful follow-up.

Assuming that operating funds are sufficient to finance the continued expansion of kindergarten and pre-kindergarten programs, the question is how best to meet their space requirements.

In the long-range Plan, the suggested answer is to provide space for pre-school and kindergarten classes in the same school units that supervise grades 1 through 4 rather than to leave them as disconnected units in rented or portable space. This does not mean that innovative approaches to facilities location, such as the mini-school at the pre-school and elementary level, or attempts to combine pre-school classes in converted houses with community activities and social services are to be discouraged. For long-term projections, the assumption is made that pre-school space will, as a rule, be located in the lower-school structure. However, the plan is flexible enough to permit experimentation with new approaches and to be changed as experience dictates

MIDDLE SCHOOLS

A growing body of evidence and expert opinion supports the ideal of a middle school for children between the early grades and adolescence. Once argued as an alternative to the known inadequacies of the junior high school, the middle school is now clearly seen to have its own rationale. It is a school where learning to read begins

to be replaced by reading to learn; where the social and emotional needs of today's faster maturing pre-adolescents are given full recognition; where individualized instruction can be properly introduced through team teaching and specialization; and where exposure to career opportunities and choices can begin.

Although testimony from individuals and community groups indicates general acceptance and approval of the middle school concept, the School District is continuously monitoring progress in middle school programs to make sure they are successful.

HIGH SCHOOLS

The arguments advanced for the middle school are given further support when related to the widely-acknowledged advantages of a four-year high school. The four-year high school offers greater opportunity and depth of instruction for the student headed for college and career; it permits the fuller use of certain specialized facilities such as laboratories, machine teaching and large-group instruction; and it allows increased emphasis on career development, including occupational information and some work experience.

It should be emphasized that conversion to the proposed pattern of grade organization will take many years to achieve and may never be completed before still newer ideas call for fresh approaches. Nevertheless, the 7-4-4 pattern is accepted as the best basis for construction of this plan and one against which progress can be judged.

PHYSICAL PLANNING STANDARDS

The Plan this year continues to reflect physical planning criteria that were jointly adopted by the School District and the City Planning Commission in 1963. The standards govern site area, size of student body, service radius, and play area.* The standards are intended both to govern the development of new sites and to guide the improvement of existing facilities. Experience has increasingly shown that it is virtually impossible to satisfy all criteria in all instances. This is expecially true with respect to middle and high schools. Present standards do not recognize variation in size of student bodies or differences in building configuration, in the cost and quality of land to be acquired, in proximity of recreation areas, or in the density and type of surrounding development. To clear the amount of land required for a middle or high school site under these standards, it would be necessary in many areas to displace so many families or businesses that the economic and social costs would be unacceptable.

For this reason, alternative patterns of siting and designing schools have been considered in several studies. The School District and City Planning Commission have also undertaken a joint re-examination of current site standards. If their recommendations are adopted after further refinement and public discussion, the revised standards described below will be incorporated in the Plan. These standards were developed from the latest data provided by the Philadelphia and other school districts and by various state, federal and private sources.

The new site standards study avoided the traditional "suburban" standards so prevalent in site design, which rely on a generous quantity of undesigned open space to meet students' recreational needs. Recreation and physical education areas were instead analyzed in terms of "play-area modules." These modules, which consist of variously sized turfed, paved, and apparatus areas, can be assembled in different ways for different new schools. The number and combination of modules would depend on the age level and number of pupils, economic factors, and social and neighborhood considerations.

The chief objective in developing the proposed new standards was to improve the physical education areas for school children. If they are adopted, however, social and economic benefits will also be realized. Relocation problems will be diminished. The modular system permits more efficient use of space; total site requirements are reduced and, since the modules can be combined in various ways, total site requirements are more flexible.

Table 4 contrasts the requirements of the present and the proposed new site standards. Note that the former permit a range of site sizes between specified maximum and minimum figures; the latter indicate a single standard size at each school level, with a range of specified variations appropriate to particular circumstances. These standard sizes assume a so-called "average" layout of the play-area modules. They would apply to typical schools to be constructed by the School District. In cases where sites of standard size cannot be obtained because of critical social and/or economic problems, site compaction techniques can be applied in the development so as to reduce the total site area. However, in no case would a site provide less than a Minimum Physical Education/Recreation Area of .6 acres for a lower school, 2.2 acres for a middle school, and 4.1 acres for a high school. The total site area may exceed the standard in atypical circumstances, or where land is readily available and not required for other community uses.

The minimum figures shown in the table are the smallest acreages allowed under the proposed standards for schools which do not have decked play areas or multilevel or off-site parking.

* As it was last year, the optimal enrollment for new middle schools is set at 1650 students. The previous standard had been 1500. This year the Plan also reflects a tendency away from the 960-student lower school as a fixed standard. Rather, new lower schools are being planned in a range of sizes for enrollments from 400 to 960, depending on local circumstances.

TABLE 4
PRESENT AND PROPOSED NEW SITE STANDARDS

Type of School	Site Area (Present Standards) Minimum	Maximum	Site Area (Proposed Standards) Minimum	Standard	Service Radius
Lower School (designed for approximately 960 students)	3 acres	7 acres	2.1 acres	5.6 acres	3/8 to ½ mile; walking distance
Middle School (designed for approximately 1650 students)	10 acres	20 acres	4.4 acres	7.9 acres	½ to 1½ miles; not more than 30 min. travel time.
High School (designed for approximately 3000 students)	20 acres	35 acres	9.3 acres	17.7 acres	1 to 2 miles easily accessible by public transit

THE DESIGN OF SCHOOL BUILDINGS

Design criteria are prepared for each new school in order to translate educational goals into spatial and architectural terms. Each building constructed as part of the Plan for School Facilities will reflect advanced concepts of school design. Design criteria have been developed by a team of School District personnel, supported by nationally recognized consultants. Before a start is made on a new building, intensive efforts are made to anticipate the educational program that will take place within it. With every new building, lessons are learned and, therefore, the design criteria continue to evolve year by year.

The two chief features of the Educational Specifications for new schools are the adoption of the house plan for all middle and high schools, and the requirement that school designs provide for the maximum flexibility consistent with economical construction.

THE HOUSE PLAN

The house plan of school design has been chosen as a way to minimize the impersonal, institutional qualities of large secondary schools and to create a learning environment of more intimate scale. Under the house plan, the total enrollment of a school is divided into four or six smaller groups of students. Students in each group spend much of their time in one area of the school — their own "house" — with their own general classrooms, teachers' office, counseling office, individual study areas, and dining area. On the other hand, the whole school is served by centralized laboratories, food preparation kitchen, gymnasiums and other special facilities. The human scale of a smaller school is thus combined with the operating efficiency and unique resources of a larger school. The possibility of developing esprit de corps is enhanced; the likelihood of administrative remoteness and confusion is reduced. Some typical new house plan designs are illustrated on the following page.

DESIGN CRITERIA

Flexibility of use is a primary requirement in all school construction. It is essential to assure that buildings designed today may be adapted easily to the curriculum and teaching techniques of the future. It is obtained largely by the use of long-span construction with non-bearing partition walls. At the same time, construction economies are achieved by compact design, careful selection of building materials, and drastic reductions in non-educational spaces such as corridors and boiler rooms.

Research is constantly directed to new ways of obtaining the best facilities at least cost. Following an initial exploration of the advantages of the systems approach to school construction, the School District and Educational Facilities Laboratories, Inc. have co-sponsored an engineering study which suggests the feasibility of building better and more flexible schools with an advanced system of matched, factory-made components. The results of this study are now under review.

Below is a complete list of the criteria which govern the design of all new construction under the Plan for School Facilities. These criteria have withstood continuing review.

1. Maximum Flexibility — Current trends in staff utilization and teaching techniques have implications for interior space allocations and their arrangement. One consistent trend is toward varied grouping of pupils in order to tailor the course of instruction to the individual student. The design of such flexible spaces is a challenge the School District presents to its architects.

Classrooms arranged in clusters with open areas between them make it possible to form instructional groups of varying size for differing educational programs. Team teaching is greatly facilitated by an arrangement of clusters which encourage teachers to confer and plan their teaching time as well as to use their individual talents.

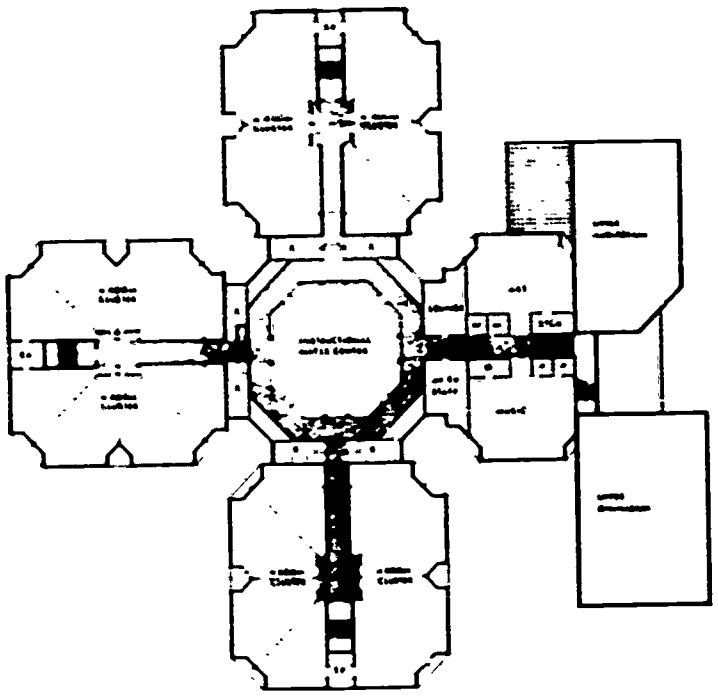
Flexibility is increased by compact building design. A

THE HOUSE PLAN

OWEN J. ROBERTS
Lower School

63rd and Locust Streets

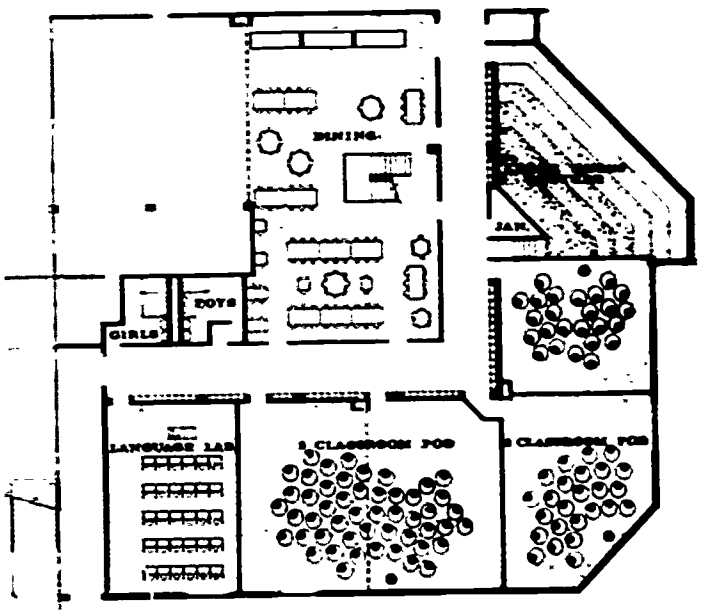
Architect:
Montgomery, Bishop and Arnold



BETSY ROSS
Middle School

29th and Clearfield Streets

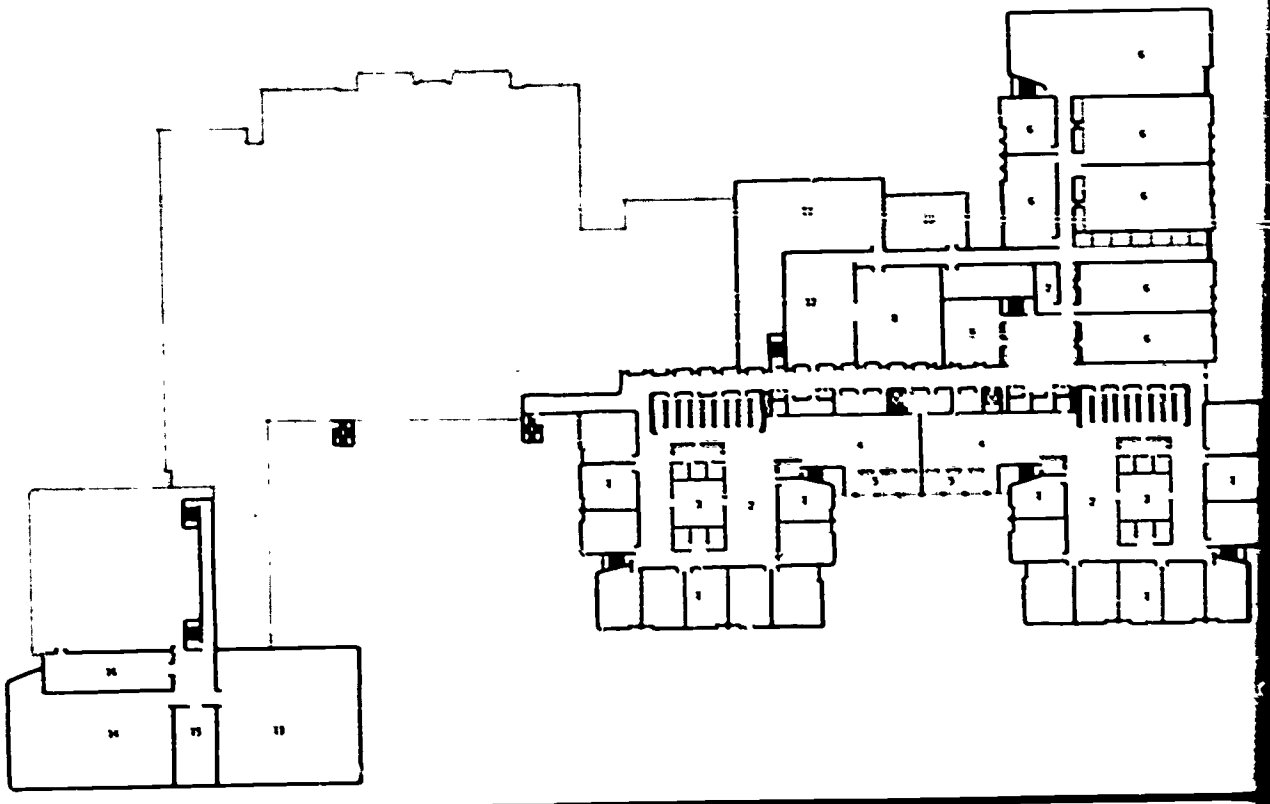
Architect:
Howell Lewis Shay and Associates



NORTHWEST
High School

Stenton and Haines Streets

Architects:
Warnecke Associates
George Ewing Associates



building that contains a minimum of permanent interior walls can more readily be adapted to educational changes of the future.

2. Provision for Variable Group Instruction – Four basic classifications of space are required in new facilities to accommodate the educational program:

* General purpose classrooms designed to accommodate approximately 25-30 students each. These spaces should be grouped together in complexes of four or more classrooms.
* Large-group lecture rooms to accommodate activities carried out in groups of 75-150, such as illustrated lectures, special demonstrations, testing, presentation by guest speakers, televised lessons, and motion pictures.
* Seminar spaces to accommodate 10-15 students and a teacher engaged in exploration of concepts, analytical discussions, conferences, reporting, and panel discussions.
* Laboratory spaces to accommodate groups of 24-28 students for courses such as science, shop, homemaking, and business.

3. Provision for Central Instructional Materials Centers in Each School – The instructional materials center serves in four principal ways:

* As a center for required reading, research and reference projects.
* As a location for independent study and research by both pupils and teachers.
* As a resource center which contains professional material and supplies for teacher use
* As a materials center which houses all types of audio-visual materials and equipment needed for good teaching and productive learning.

Through the use of a wealth of selected materials in both printed and audio-visual media, pupils can be expected to secure both depth and breadth of information and perhaps to discover new hobbies, be stimulated toward wider recreational reading, and pursue independent investigations in scientific, historical, mathematical, and kindred fields. The instructional materials center is zoned for various activities. Its design is intended to create an inviting atmosphere conducive to serious study and reading.

4. Provision for Instructional Planning Activities – Instructional offices are provided as the focal point of each cluster of classrooms. The office is conceived as open space subdivided by furniture, bookcases, and movable partitions into semi-private enclosures for each two staff members. In addition, middle and high schools include offices for such specialized instructional areas as physical education and home economics; an office for instructional coordination and a conference room for team planning or teacher-student conferences are provided in each house.

5. Provision for Specialized Teaching Areas in All Schools – Separate teaching areas for art, choral and instrumental music, science, mathematics, and physical education are provided in all lower schools to facilitate instruction in these disciplines. In addition to highly developed facilities for the above disciplines, the middle and high school also contain laboratories for practical arts, vocational and industrial education, and commerce. Further, little theaters are specified in some lower schools to enhance instruction in dramatics, interpretive reading, and similar activities.

6. Provision for Community Use of Plant – The multi-purpose rooms, gymnasium-recreation room, instructional materials center, instrumental and choral music room, and conference room are planned for use by the community as well as for school purposes. These facilities, together with nearby men's, women's, boys', and girls' toilets are provided with means for isolation from the balance of the building.

7. Provision for Kindergarten and Pre-Kindergarten Facilities in Lower Schools – In order to accommodate the proposed 7-4-4 plan of organization, specialized facilities to house kindergarten and pre-kindergarten programs have been specified in all lower schools. Although initially some new schools will open as K-4 or K-6 elementary schools, these buildings can easily be converted to accommodate programs for younger students when the organizational plan is fully implemented.

8. Provision for Food Service in All Schools – Facilities for food service have been specified in all new schools. These facilities will complement a comprehensive city-wide school food services plan.

9. Provision for Complete Thermal, Acoustical, and Visual Control – The physical environment of any school building helps shape its educational efficiency. Research indicates that proper control of the thermal, acoustical, and visual environment will enhance the teaching-learning process.

Thermal Environment:

Health, comfort, and efficiency can be impaired by such factors as high and low temperatures, too much draft, high humidity, stale air, and obnoxious odors. A proper thermal environment is obtained through adequately controlled mechanical ventilation with heating and cooling agents.

Acoustical Environment:

The educational opportunities lost because of unwanted and uncontrolled sounds are often revealed by restlessness, distraction from the lesson at hand, and often poor behavior. Sound control measures such as carpeting and ceiling treatments, are being used in all new schools to meet varied requirements.

Visual Environment:

Proper lighting, the reduction of glare, and decoration through the use of soothing and relaxing colors have a positive effect on people both physically and psychologically. Visual comfort is enhanced by design that minimizes such distracting features as reflections from shiny surfaces and points of high brightness at light sources. A good visual environment can improve the rate and quality of learning.

10. Provision for the Latest in Electronic Instructional and Communications Equipment — In new construction, provisions are made for the following:

* A complete, fully-integrated instructional television system with capacity for both open and closed circuit broadcasts.
* A one-way public address system with capacity for all calls emanating from the general office area.
* A signal and tone system with automatic program. The control panel for this unit is generally located in the general office.
* A master clock and control system which is installed in the general office under the supervision of the switchboard-receptionist.
* A fire and disaster alarm system.
* A telephone intercommunication system for oral communications among and between the major areas of the school plant.
* Outside-access telephones which are installed in each instructional office, in the central offices, and in certain auxiliary and service spaces to enable personnel to make outside calls.

INTERNAL SPACE STANDARDS

In order to conform to the space requirements of the State Department of Public Instruction, upon which reimbursement is based, and in order to meet the special curricular needs of the children of Philadelphia, architectural space standards have been established for all new schools. The maximum permitted ratio of building area to capacity is as follows:

Lower schools — 88 square feet per pupil
Middle schools — 110 square feet per pupil
High schools — 120 square feet per pupil

Architects must not only keep within this total limit, but also restrict non-educational space to 28 percent of the total building area.* For middle and high schools, these standards are rather close to the average space allocation per pupil in new facilities across the country. Philadelphia standards for lower schools are somewhat more generous than average. This reflects the local emphasis upon early-childhood education and the commitment to offer a variety of special support facilities at the elementary level.

The space standards reflect a set of assumptions concerning the student population of various instructional spaces. Table 5 shows both optimum and maximum capacity figures. The optimum numbers of students are to be achieved when the building program is substantially completed and the capacity gap has been eliminated. The maximum numbers are those that may have to be absorbed in a facility before that time.

TABLE 5
CAPACITIES OF
VARIOUS INSTRUCTIONAL SPACES

	Number of Pupils in each Optimum	Maximum
1. Elementary Schools		
Classroom	30	35-37
Small Classroom	10	19
Educational Improvement Program Classroom	30	30
Kindergarten	25†	35†
Nursery	20†	20†
Total School	960	
2. Secondary Schools		
Classroom — Laboratory — Shop	25	30
Gymnasium	50	75
Choral — Instrumental Room	75	75
Large Group Lecture Hall	300	300
Middle School Total	1650	
High School Total	3000	
3. Special Schools		
Retarded Educable Class	18	18
Remedial Disciplinary Class	18	18
Retarded Trainable Class	12	12
Hearing Handicap Class	8	8
Visual Handicap Class	12	12
Orthopedic Handicap Class	12	12
Emotionally Disturbed Class	8	8
Blind Class	10	10
Special English Class	25	25

†At each of two sessions.

THE ELEMENTS OF THE PLAN

The application of physical, educational, and design criteria to the Plan is best grasped by describing each type of facility and by summarizing the requirements of the Plan.

LOWER SCHOOLS

Thirty-one new lower schools are specified in the Plan. To accommodate local enrollments, these schools are planned for capacities of 400 to 960 students. The full-sized schools are to be built on sites of three to seven acres,* depending on the building intensity and other characteristics of the area in which each site is located.

Kindergarten space is provided in each lower school. Half-day sessions are assumed for each room of 25 children. In addition, two classrooms are reserved for pre-school use. Capacity is figured on twenty children per room, and

* Non-educational space is defined to include: 1) boiler room, 2) walls and mechanical areas, 3) staircases, 4) corridors and passageways, 5) receiving areas, 6) kitchens and storage, 7) custodial areas, 8) toilet rooms, and 9) elevators.

* Or 2.1 to 5.6 acres if the revised site standards are adopted (See Table 4).

half-day sessions. As already explained, it is difficult to anticipate demand for these programs in each school. A design standard that permits flexibility and allows for 25 percent expansion makes it possible to accommodate growth of these programs if necessary.

The grounds of lower schools will meet the recreational needs of younger children. They will provide off-street parking for the school staff as required by city ordinance. Community use of the school during after-school hours is anticipated.

Lower school grade-organizations are already operating at the Hunter School in Kensington and the Morton and Patterson Schools in Southwest Philadelphia. As space permits, more lower school units will be formed.

MIDDLE SCHOOLS

In the Plan, great emphasis has been placed upon the construction of middle school space. Middle schools are being planned for an optimum population of 1,650 pupils in grades 5-8. All designs incorporate the house plan. Suggested site area is 10 to 20 acres,* depending upon the density of the area. Play areas will permit a full range of organized play, plus after-hour usage by the community. Required off-street parking will be planned.

As a result of starts made in 1966, two converted structures (Tilden and Conwell) are currently operating as middle schools and one newly constructed middle school (Rush School in the Northeast) has been opened. In 1968 and 1969, the School District intends to start construction on seven new middle schools: G. W. Pepper, John Turner, Betsy Ross, Stoddart, Meehan, Middle—Awbury Tract, and Middle—Verree and Bloomfield.

HIGH SCHOOLS

High schools to serve grades 9 through 12 are designed on the house plan for an optimum enrollment of 3,000. Optimum site area is from 20 to 25 acres,** again depending upon density. The sharing of outdoor athletic facilities is deemed desirable and will be influenced by the site and the proximity of other high schools, where possible. Site acquisition problems are most difficult at the high school level. Therefore, sites are selected in less densely settled parts of the city. This is consistent with other planning objectives. It enables the school to draw from broad population areas. It may in the future permit the school to serve students attracted from elsewhere in the metropolitan area.

In 1968, the School District awarded contracts for two new high schools, West Philadelphia-University City and William Penn. In 1969, the aim is to start construction on two additional high schools, Northwest and Christopher Columbus.

* Or 9.3 to 17.7 acres if the revised site standards are adopted (see Table 4).

**Or 4.4 to 7.9 acres if the revised site standards are adopted.

COMMUNITY SCHOOLS

All schools in the system are potential community schools; that is, they are available for after-hour use by student and adult as funding permits. In new buildings, special zoned heating and air-conditioning and separate entrances are among details designed to facilitate community use.

Four existing elementary schools now operate as community schools and are open for for intensive use with federal assistance. These are the Childs (17th and Tasker), Ludlow (6th and Master), McMichael (35th and Fairmount), and Locke (46th and Haverford) schools. The new Hartranft Community School (8th and Cumberland) opened in 1968. Here, federal funds will augment School District funds to create a first truly comprehensive community school with a community-operated neighborhood faciltiy across 8th Street from the school itself. More than $2,000,000 in federal funds have already been allocated to the community program at Hartranft, which is unique in the nation.

The future development and location of comprehensive community schools will be based upon plans now under preparation as part of Model Cities planning efforts.

MAGNET SCHOOLS

A magnet school is one that is especially strong in a selected learning area (e.g., science, the humanities, business and commerce) or in certain instructional techniques (e.g., team teaching, computer instruction). While magnet schools draw a majority of their pupils from the immediate areas, a certain number of students are chosen city-wide, not necessarily for ability, but for exceptional interest in the school's field of specialization. The student, so attracted, is fully absorbed into the regular life of the school.

At present, magnet high schools include: Overbrook (art, music, and scholars), Bartram (commerce), Northeast (space science), and Germantown (government-human services). Conwell and Tilden are magnet middle schools with strong offerings in team-teaching and individualized learning opportunities. Morton, Hunter, and Patterson are magnet lower schools. A magnet program in foreign languages is expected to begin operation soon at South Philadelphia High School. The acute space shortage has markedly restricted the intake of students in some of these programs. Provision of interim space to consolidate initial successes was a recommendation in last year's program; relief for Northeast and Bartram High Schools has been obtained by this means.

Two high schools under construction have been designated as magnet schools: West Philadelphia-University City (science and mathematics) and William Penn (communications). Intensive work is now underway to develop these instructional programs through a grant from the Carnegie Corporation. Special staff have been assigned to each by the Office of Innovative Programs. Close university, business, and community contacts have been established.

No additional magnet programs are designated in the Plan at this time, pending continued evaluation of the program, the relief of severe overcrowding throughout the system, and the availability of additional operating revenues.

FACILITIES FOR HANDICAPPED CHILDREN

The School District currently provides facilities for some 11,000 handicapped and retarded children. Programs are available for the retarded educable and trainable, disciplinary cases, children with hearing, visual, and physical handicaps, and some with emotional disturbances. By recent Board policy, handicapped children may continue in these classes until they are 21 years old.

In January 1968, the Board of Education authorized an intensive, six-month examination of its programs dealing with handicapped children. The goal of that study was to examine the School District's approach to the education of children with physical, emotional, and intellectual handicaps and to pursue such questions as whether or not these children should be housed in regular schools or treated in special centers. The study was conducted by School District staff with assistance from national experts in such fields as social work, occupational training, and psychiatry, as well as education; its recommendations are now under review by the Board of Education and staff. Pending approval of a total plan, an unspecified allocation for special education facilities appears in the Capital Program.

INTENSIVE LEARNING CENTER

Located in the Innovative Center at 5th and Luzerne Street, the ILC opened on a limited basis in September 1968. It is designed to provide optimal conditions for experimentation and research both in teaching materials and methods and in the learning process itself. Children of ages five to ten come 400 at a time to acquire basic skills, grow in ability to learn independently, acquire habits of inquiry, and develop positive attitudes toward learning.

The student population is a cross-section of Philadelphia elementary school children, representing all levels of learning ability, all ethnic groups, a range of economic levels, and a range of interests and needs. They are bussed to the center from all sections of the city, primarily from overcrowded elementary schools. The ILC is designed to provide for exploration of learning possibilities and to improve specific basic skills through individually prescribed instruction and though projects emphasizing a discovery approach. Special facilities include such hardware as electronic carrels, listening centers, film loop projectors, and a variety of teaching machines; also tapes, films, books, programmed instruction courses and other such software to go with the hardware. Materials for exploration and discovery, for reaction and expression have been purchased. The main teaching areas are open in order to facilitate large group learning (there is an amphitheater seating 200), group participation or independent study. Computer-assisted instruction for all students is now available in mathematics, and will soon be available in reading.

The ILC not only offers an outstanding educational program for lower school children and a forum for curriculum research and development, but also provides staff development opportunities and help for city elementary schools in beginning their own innovative programs of instruction.

ATHLETIC FACILITIES

All new schools in the Plan will be designed to provide for both outdoor and indoor physical education facilities in keeping with space standards developed by the School District and the City Planning Commission. Because of the large areas of land involved, joint use, particularly of high school stadiums, will be arranged wherever possible.

Plans for athletic facilities are closely coordinated with those of the City Recreation Department in order to promote joint use and, in some instances, to permit joint financing with the city. In 1967, as one example, a formula for sharing the cost of an indoor swimming pool was worked out in a plan for Sayre Junior High School in West Philadelphia. Such indoor pools are planned as part of a number of new schools according to a Comprehensive Plan for Swimming Pools issued by the City Planning Commission in January 1968. Other recent examples include a total plan for recreational and physical education for Gratz High School, Gillespie Junior High School, and the Nicetown-Tioga communities, and the master plans for Northwest High School (The Awbury-Nolan Tract) and the Lincoln High School tract.

In November 1968, the Board of Education approved a study to be conducted by a highly qualified planning firm for the purpose of thoroughly reviewing the School District's current and long range needs for outdoor recreational facilities. Following the completion of that study and subsequent public review, the Capital Program will reflect a comprehensive plan for outdoor recreational facilities.

In budgeting for an athletic plant, regular facilities, such as gymnasium, recreation rooms, and outdoor play areas, are included in the construction cost of a new school. Stadiums and other large projects, including swimming pools, are handled in a separate account. A master schedule for completion of these latter projects has been drafted by the Division of School Facilities and is on file in its offices.

INSTRUCTIONAL MATERIALS CENTERS (LIBRARIES)

The Instructional Materials Center (IMC) lies at the heart of modern instruction. Such centers are planned for all new schools. At the same time, steps are being taken to provide adequate space for the housing of IMC installations in existing schools.

In 1966, the School Facilities Division conducted a survey of all existing schools to determine their library

needs. This survey, based on state minimum requirements, evolved into:

* A program to provide, by means of interior conversion, adequate libraries in schools not having library facilities.
* A program to improve substandard libraries by means of interior expansion.
* A program to provide library additions for schools with substandard libraries or none, which lack space for interior conversion.

As a result of these programs, all public secondary schools in the Philadelphia area now have libraries meeting state space requirements. An objective of last year's Capital Program was that all elementary schools in Philadelphia would have a library meeting state requirements by the end of the 1968 budget year. Unfortunately, the completion of numerous library additions and the start of several others was delayed by the rod-setters' strike in the construction industry. The aim is now to finish these projects by the end of 1969.

The 1968-69 budget provided for 31 library conversions, expansions, or improvements. Much of the design for this work has been completed and construction is scheduled to be completed by the end of the 1969 budget year. This budget has also provided for eight library additions for which the architectural design and construction contract awards are scheduled in 1969-70.

At the present time, the library improvement programs outlined above are being increased in scope to provide for each public school in Philadelphia with not only a library of state minimum size, but all the valuable educational aids which make a library a full-fledged IMC.

Alterations and Improvements — The Plan for School Facilities provides for whatever improvements may be needed to meet minimum standards in schools that will be retained for long-term service. This will include alterations and site improvements in many instances.

A plan for alterations and improvements is an important component of the Plan for School Facilities. Provision for improving and maintaining school buildings is necessary to assure their continued utility, safety, and compatibility with changing educational needs.

A portion of the cost of such improvements is short-range and is therefore charged to the operating budget. However, there is also a large alteration and improvement program, chargeable to the Capital Program. This program is based upon a plan which is revised each year by the Division of School Facilities.

In the past two years, the Plan for Alterations and Improvements has resulted in:

* The expansion and conversion of numerous library facilities into instructional materials centers.
* The creation of many new and modernized kindergarten facilities in existing schools.
* The expected completion by the end of the 1969-70 fiscal year of major modernization projects in all secondary schools constructed prior to 1958.
* Provision of extensive facilities for television reception in all classrooms including facilities for C.C.T.V., in 160 schools.
* The conversion of a garage into a technical center for West Philadelphia High School.
* The conversion of a garage into a comprehensive automotive maintenance center for Gratz High School.
* The conversion of classrooms and other spaces to provide art rooms in approximately 29 elementary schools.

The following factors determine the order in which school facilities are scheduled for alterations, modernization, and maintenance:

* Age and condition of building
* Projected length of service
* Cost of modernization as compared to replacement cost
* Suitability for current and future educational programs
* Status as receiver school for bussed-in pupils (resulting in a possible immediate need to provide cafeteria services, facilities for additional administrative services, etc.)
* Changes in organizational structure with consequent need for administrative facilities.
* Unexpected mechanical and structural breakdowns
* Preventive maintenance

The following list indicates typical improvements which are to be found in the present plan for alterations and improvements:

* Replacing and increasing electrical services
* Converting or replacing heating systems
* Replacing windows, frames, and exterior doors with materials which require reduced maintenance.
* Repiping
* Contract maintenance items, such as painting, resurfacing of yard or outdoor recreation areas, stack repairs, flag pole repairs or replacement
* Modernizing and increasing toilet facilities
* Improving and increasing drinking facilities
* Replacing and expanding the communications system (telephone and public address) and the clocks and program system
* Relighting
* Acoustical treatment (ceilings in all teaching, administrative and corridor areas and baffle treatment in gymnasiums and recreation rooms)
* Converting present classrooms and other areas to provide the proper environment for current and experimental methods of instruction (large and small group instruction, electronic program originating stations, multi-use of an area)
* Providing needed storage facilities
* Installing emergency lighting and external security lighting.

EAST FALLS SCHOOL

MERRICK ROAD & CRESWELL

ADDITION
SEPTEMBER 1968

* Expanding and modernizing administrative suites
* Installing air-conditioning where temperature control is a problem. Examples of such areas are auditoriums, administrative areas, choral and instrumental practice rooms, computerized learning centers and instructional materials centers.

THE EDUCATION PARK

The education park is a concept of facilities planning which has recently been much discussed. It combines the quest for educational quality with a concern for integration, and offers the prospect of achieving construction economies. In the park a group of facilities at various grade levels are built on a common or interconnected site with provision for sharing of facilities, supporting services, faculty and administration.

Detailed studies of three possible adaptations of the education park concept were authorized by the Board of Education in late 1967. These studies were an outgrowth of a feasibility report previously prepared by the Corde Corporation. Planning was concerned, first, with educational advantages and, second, with physical design alternatives. Community involvement was sought in the derivation of the plans. The studies were supported by federal and foundation funds.

The three areas for which education park studies have been prepared are the following:

Northwest Philadelphia — The master plan for educational facilities on the Awbury-Nolan Tract, bounded by Washington Lane, Ardleigh Street, Haines Street and Stenton Avenue, has been completed. Architects' plans for a new high school and a new middle school are being drawn. The master plan for this 46.5 acre tract includes space for a second middle school; it calls for continued occupancy by the Stenton Child Care Center, and development of extensive community park and recreational areas by the City of Philadelphia. A planning team supported by Ford Foundation funds is shaping the program for the new high school (which will be linked with Germantown High School for administrative and instructional purposes) and for the new middle school. Both the middle and high school will be ready for occupancy at the same time. The community continues to be closely involved with planning for this new cluster of schools.

North Central Philadelphia — A preliminary planning study of the school facilities needs of North Central Philadelphia was completed in July 1968. While it was orginally conceived as a study for an education park in this area, its recommendations are applicable to many parts of the city. They deal with the entire question of how schools are built and sites used in developed urban areas. The study proposed breaking up the conventional school building into its functional components, and recombining these components in various ways. It contemplated a total planning framework in which school building is a stimulus and complement to overall community renewal. In some instances, specialized school facilities would be developed in conjunction with new housing or commercial space. A major proposal was for a series of magnet high schools, each with its own area of specialization, linked by the North Broad Street subway. The concepts developed in the study were intended to relate community-serving school facilities more closely to the community, to make specialized centers available to larger numbers of students than those enrolled in any given school, to permit sharing of advanced facilities by students at all grade levels, and finally to reduce the difficulties of site assembly and the displacement of families and businesses which occur when schools are built by present methods in densely developed neighborhoods. From the beginning of the study, community participation was sought through the Model Cities framework. In fact, the method proposed lends itself to additional community involvement in the school building process. Reaction to date has been an endorsement of the methodological approach of the study, but reservation of judgment concerning the specific school planning recommendations for North Philadelphia. It is the School District's intention to program particular schools for application of the planning principles proposed in the report rather than to develop further education park recommendations for this area.

Eastern North Central Philadelphia — Like the study described above, this one, for an area including most of District 5 west of Front Street proposed to make school building a key force in community improvement. The authors of the study attempted to build on the experience of the Hartranft Community School and to benefit from the high level of community participation already existing in this quadrant of North Philadelphia by virtue of the federally-supported Neighborhood Services Program. Their major emphasis was on the development of community clusters of lower and middle schools which would permit more effective use of the superior facilities programmed for middle schools and in which small lower schools would relate more intimately to the community. Prospects for increasing racial and economic integration were examined in detail.

Present plans for the McKinley and Moffet replacements as relatively small schools related to a middle school in the vicinity of 2nd and Berks Streets reflect the recommendations of the study. Sites for this middle school and for the Edison High School replacement are being selected within the framework of its proposals. It is clear that the study for western District 5, like the North Central Philadelphia study, will have an impact on school planning in other areas. However, it must be emphasized that neither calls for the creation of education parks in the usual sense of large "campuses" with facilities for many students at all grade levels.

OTHER PLANNING STUDIES

The Plan for School Facilities is refined year by year. A number of efforts have recently been made to analyze general concepts and plans more thoroughly in light of the developing goals of the school system.

Decentralization and Public Participation — Professionals at all levels in the school system, parents, and the community at large recognize that considered and effective answers must soon be developed to the related questions of administrative decentralization and public participation in the Philadelphia public schools. The Board of Education recognizes its responsibility to address these questions in close working relationship with all interested parties. For this reason the Board has appointed a special commission including respresentation from its own membership, administrative staff, teachers, students, parents and community groups to oversee the work of a study group headed by the former Deputy Superintendent for Planning. The preliminary report of this group is expected in early 1969. It is to spell out the respective roles, duties, sources of authority and patterns of accountability for the various levels of leadership within the school system; insofar as decentralization is found to be desirable, to specify the functions and powers that should be decentralized and in what ways; and to develop a framework which will permit the effective participation of parents and other segments of the general public in all phases of the educational process.

Special Education Programs and Facilities — The recent study of Special Education is discussed in a preceding section of this chapter.

Recreation and Physical Education Facilities — A consultant has been retained to study the acute problem of athletic facilities for the city's schools. Serious inequities now exist in the provision of such facilities: many older schools are tightly compressed on small sites and their students must travel to distant athletic fields. The study will propose a system of athletic facilities which is related to overall city planning considerations.

Site Standards — The proposed new school-site standards developed in cooperation with the City Planning Commission are discussed at the beginning of this chapter.

Parking Facilities for Middle and High Schools — In some congested areas, the attempt to provide surface parking for secondary school staff and visitors would require excessive land-taking. Yet to build and operate a multilevel garage for the relatively small numbers of cars involved would be very expensive. If there is a local need for general public parking as well as for school parking, the cost of a parking structure can be shared. This may be the case at the Stoddart Middle School site. The School District is sponsoring a study by a traffic engineering firm to ascertain the demand for parking in the Broad and Spring Garden area. If the study confirms the feasibility of such an approach, the School District and the Philadelphia Parking Authority will share the cost of a parking facility to serve Stoddart, the Stevens School, and Benjamin Franklin High School in addition to local non-school parking demands. A similar feasibility study is also contemplated for the Christopher Columbus High School area.

Lincoln High School Tract — A total plan for development of the Lincoln High School tract in the Northeast has been completed. The plan provides for the fullest use of recreational and other facilities by the surrounding community. It shows that in addition to the Austin Meehan Middle School, which will be built on this site, a new lower school could also be programmed.

The Parkway Program — Early in 1968 it was suggested that a high school program be set up using the museums and businesses along the Benjamin Franklin Parkway. After an initial meeting with the heads and representatives of these institutions, the concept of a school-without-walls caught the imagination of the community. Subsequent meetings showed that there was a wide range of support and the Board of Education appointed a full-time director in August. Since it was not possible to fund the project from the operating budget, private foundations were approached and the Parkway Program is now funded for the current year.

Early in 1969 the Parkway Program will admit 120 students from all areas of the city, with the only qualification that the students are interested and that they have parental approval. Although open to any student of high school age, the Program is ungraded. In addition to public school students, it is hoped that there will be cooperation with the Archdiocese of Philadelphia and that 20 students from their system will participate; up to ten students will also be admitted from suburban or independent schools on an exchange basis. There is good hope that the Parkway Program will be funded further for an additional 600 students in the academic year 1969-1970.

Dispersed Construction of Facilities — Increasing community participation in site selection and in the development of educational specifications has generated some interest in the concept of very small school units intended to create a more intimate relationship of school to community. An experiment in this approach is the Mantua Mini-School, a project partly financed by the Rockefeller Foundation, which is currently serving 120 students in grades 5-8 drawn from several schools in the Mantua area. The Mini-School will eventually operate in a large old house remodeled for school use. It is developing a special curriculum in which community people will have a variety of educational roles. The operation of the Mini-School may provide a model for planning of the McDevitt Middle

School, which is to serve 1,650 students from the Mantua area. No appropriate site for a conventional middle school is available in this sector. A special planning study to be conducted in the Spring of 1969 will explore the feasibility of building McDevitt as a series of small units on the Mini-School pattern, all administratively linked and sharing some "core" facilities.

Multi-Purpose Development — The planning staff is studying the possibility of School District participation in various multi-use projects as a means of surmounting the problems of high social and economic costs of site acquisition in certain areas. In such projects a school would be built together with new housing, commercial or light-industrial development, institutions or public facilities (or a combination of these). The commercial or industrial components should preferably have some relevance to the educational program of the school. While all uses would share a common building complex, suitable architectural design would separate the school activities and traffic from the other uses.

Lower costs and the possible inclusion of ancillary uses beneficial to the school involved are the two major advantages which would be derived from joint development by the School District itself. However, each neighborhood affected would benefit by the creation of new jobs, housing and/or business, and the city would gain needed tax revenues from what otherwise would be a totally non-taxproducing property. The more efficient use of land would be of added value to the city, and result in the displacement of fewer homes for any given complex.

Because of the great variations in neighborhoods, sites, non-school uses and prospective co-developers, each potential multi-use project must be studied separately, and judged on its own merits. That is to say, a blanket policy to determine participation or non-participation will not be formulated. Instead, the planning and legal staffs are developing a set of procedures to enable the School District to evaluate the proposed projects and work with the prospective developers in the most efficient and equitable manner. The legal problems involved in carrying out joint development projects are also being investigated.

A related possibility is that of air-rights development, in which schools might be built over railroad yards (for example). The feasibility of such development to reduce land-taking in congested areas is also being investigated.

ADMINISTRATIVE FACILITIES

Included in this category are central and district headquarters, warehousing and transportation terminals, and other facilities required to serve the growing number of school facilities in the system.

During 1968, a transportation service plan was developed and early steps were taken to implement it. The plan, which is based on recommendations of the Pennsylvania Economy League, calls for a transportation management and repair center and four outlying storage-repair facilities. Property has been acquired at 2600 N. Broad Street to serve as the transportation center; School District-owned property at 46th and Market Streets satisfies the need for a bus storage point in West Philadelphia. Under the plan, three additional storage facilities must be provided.

The plan for warehousing calls for development of the School District's warehousing facilities at the Kennedy Center, 734 Schuylkill Avenue, and for continued use of the warehouse at 7th and Noble Streets.

A consultant's study of ways to meet the space needs of central School District administrative offices was completed in Setpember 1967. The administration building at 21st Street and the Parkway, built in 1931, is too small to accommodate all headquarters functions today. The study evaluated a number of alternative expansion and relocation plans in the context of projected long-term requirements for parking and office space. No final choice has yet been made among these alternatives. The provision of new central headquarters space has been given a relatively low priority in view of the urgent need for more classroom space and of the unknown consequences of possible steps toward administrative decentralization.

A policy on the location of the eight district offices has been adopted. Transfer of additional staff to field locations will soon create additional demand for space in district offices. It is therefore proposed to relocate these offices from classroom space in schools to points of high accessibility within their service areas — either in auxiliary schools or in commercial properties preferably bought for that purpose. The move will place district offices close to the heart of each district, will permit their flexible expansion in the future, and will be in keeping with the possible development of more than eight administrative districts. The offices of District 2 have now been relocated from Barratt Junior High School to vacant space in the Drexel School (an auxiliary school). By the end of the 1969-70 fiscal year, permanent non-classroom space will also have been provided for the offices of Districts 5, 6, and 7.

SPACE-STRETCHING

Last year, because the School District could not simply wait for new buildings to be built in order to relieve severely overcrowded schools, it gave high priority to a variety of space-stretching efforts. These attempts to obtain interim space and to mitigate the effects of crowding in existing facilities continue as an important short-term element of the Plan for School Facilities. Various approaches to space-stretching are discussed below.

Utilization of Non-School Space — Renovation of the Innovative Center, a former factory at 5th and Luzerne streets, is progressing rapidly. Space which meets modern educational standards is provided there for the Pennsylvania

Advancement School, the Computer Center, the Career Development Program, and the School District's first Intensive Learning Center. Additional space may be made available to meet emergency needs in the school system. When completed, this facility will serve from 1,000 to 1,100 pupils.

Through the cooperation of Temple University, its buildings at Sedgwick Street and Cheltenham Avenue have been leased to relieve overcrowding at Germantown High School. Approximately 800 students are now using this facility.

The Wyoming Building, the former Gage Factory, was purchased last year from the federal government and is now being renovated. It will relieve overcrowding at Olney High School and will provide space for innovative programs in the academic and commercial course offerings. Space for approximately 500 students will be completed in early 1969. Additional facilities, bringing the capacity to about 900, will be ready by fall. The School District continues to seek surplus space in the many local installations of the federal government.

The private real estate market is constantly scanned for suitable leads. Funds are again allocated in the Capital Budget to permit the purchase of space which can be converted to school use to meet an existing need. In 1968-69, additional space for the Rowen and T. M. Peirce schools was made available in this way. Rental funds will also be included in the 1970 Operating Budget for space that might be leased.

Transfer of District Offices to Non-School Facilities – The preceding section on Administrative Facilities outlines the policy on relocating district offices from classroom space in schools to commercial office space, either rented or purchased, or to auxiliary school buildings. In 1970, implementation of this policy will continue to receive high priority. When the relocation has been completed, approximately 47 additional classrooms will have been made available to accommodate some 1,500 elementary and junior high school students.

Dual School Organization at Senior High Schools – For several years, dual shifts have relieved overcrowding at some of the junior high schools. In 1968-69, for the first time, the dual school organization was also used at three senior high schools. Change of organization at Gratz, South Philadelphia, and Bartram high schools from a three-shift to a dual school organization provided space for a total of approximately 5,600 more pupils. Supplemental services offered before and after school and during the noon hours are part of a comprehensive program of educational improvement in these crowded schools. This organization has been authorized only until the relief facilities already programmed can be built.

Increased Utilization of Vocational-Technical High Schools – Extensive recruitment efforts last year increased enrollment at the city's vocational-technical high schools, whose facilities had been under-utilized. These recruitment programs will be continued to assure the full use of the available capacity in these buildings.

Equalization of Support Rooms Throughout the School District – In the process of determining school capacities, the utilization of space in existing buildings was examined. This analysis revealed variations from school to school in the numbers of rooms used for art, music, and other supportive activities. While space remains at a premium throughout the city, administrative steps will continue to be taken to equalize the number of such rooms in all schools. This will provide a little more classroom space until the completion of new construction makes possible the conversion of space throughout the city for these special supportive programs.

The School district is determined to bring about satisfactory conditions for learning in Philadelphia schools. Every effort will continue to be made to stretch the use of existing facilities and to provide as much additional short-term space as possible both by the above means and by any others that become feasible. The Supportive Facilities account established for this purpose continues to be an important Capital Budget item. The operating costs of staffing the added facilities and of any new forms of organization resulting from the implementation of the space stretching program will be reflected in the School District's 1970 Operating Budget.

THE PLAN AND DESEGREGATION

The School District remains committed to the goal of quality integrated education in the face of major obstacles. The achievement of any substantial degree of integration is made extremely difficult by the present financial position of the school system, by the boundaries between school districts in the region, by the racially segregated residential pattern of Philadelphia itself, and by the overriding need to improve the educational offering for every child.

In accordance with a request by the Pennsylvania Human Relations Commission, policies which might contribute to a less segregated distribution of pupils have been studied by the Board of Education and the citizens of Philadelphia. After arduous consideration, the Board concluded that in the present context of state and local financing it is impossible to launch the sort of vast new programs that will be necessary for the eradication of racial imbalance in the schools. This conclusion is expressed in a letter from the President of the Board of Education to the Chairman of the Human Relations Commission dated December 19, 1968. The Board stated that merely to assure the success of its current effort to improve substantially the education of every child, present per-pupil expenditures would eventually have to be doubled

The Plan for School Facilities reflects certain limited measures which are currently used in furtherance of desegregation. The chief contribution of the Capital Program to desegregation is a function of the choice of school sites. It is Board of Education policy to locate schools, whenever possible, in locales where they will draw a racially diverse pupil population. This is most feasible at the secondary school level.

Indirectly, the Capital Program also affects desegregation through the development of feeder patterns, the creation of magnet schools, and the planning of facilities to be shared with other school systems. The current status of the feeder-pattern study is described in Chapter Two. In addition to the magnet schools currently in operation, the new William Penn High School is being designed as a magnet school in communications, and the University City-West Philadelphia High School as a science magnet. As an outcome of the work of the joint Committee on Community Educational Resources, School District and Archdiocesan officials are exploring potential opportunities for joint parochial-public school programming. In the most advanced stage are plans for a joint development in the Eastwick community, where a new middle school will provide facilities for joint instruction of students from both systems in all subjects except religion and social studies.

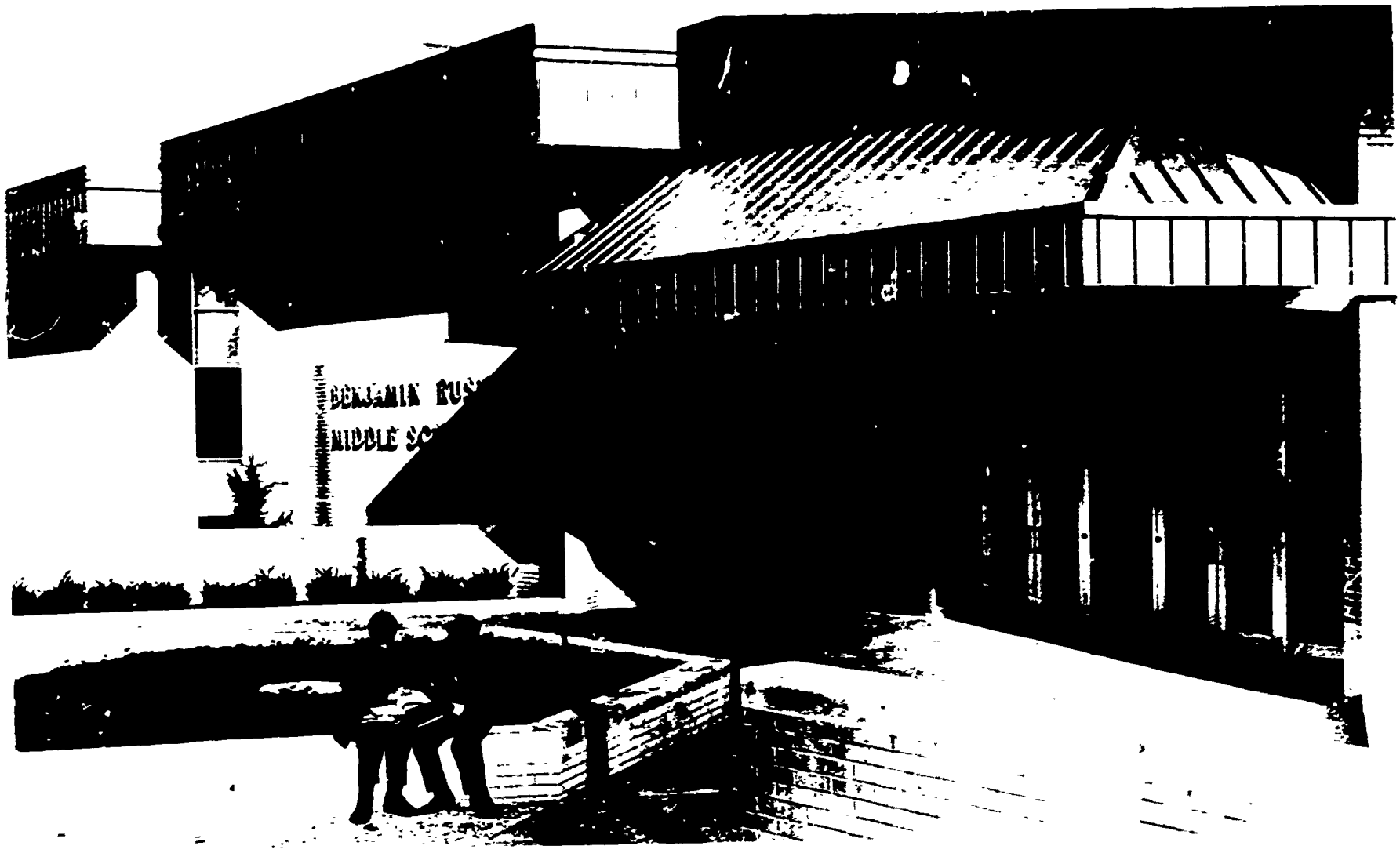
A high-quality, truly integrated education for all public school students in Philadelphia can only be achieved through a regional approach and a change in present financing patterns. Without these prerequisites, site selection, magnet programs, intersystem cooperation and feeder-pattern adjustments can have only a modest effect on desegregation.

THE PLAN AND COMMUNITY RENEWAL

Increasingly, the issue of racial equality is being viewed as greater than an issue of integration. It is being considered as a problem of total community development in which the schools and other public institutions must share. This conception underlines not only the need for increased, high quality educational space in low-income neighborhoods where overcrowding and obsolete facilities are still concentrated, but also the tension that exists between the goals of community renewal and of integration. While the intent of the Plan for School Facilities is to achieve integration where possible, it also recognizes the need to plan for schools in conjunction with the total human and physical uplifting of neighborhoods. And it recognizes that full participation of community representatives from the earliest possible stages of planning is a key element in any such renewal. As cited in last year's document, curriculum and facilities plans are currently being formulated by local citizens at Gratz and Franklin high schools, at the Hartranft Community School and in the IUEP Program at the Kearney School. The proposed Model Cities program for a large area of North Central Philadelphia has recently been submitted to the federal government. Through the North City Area-Wide Council, many citizens of the Model Cities area will be involved in the site selection and design of school facilities. The Model Cities program also provides an effective mechanism for the coordination of School District plans with city plans for recreation, health and other community facilities, housing and relocation.

The special mechanisms for planning coordination under Model Cities apply to only one area of the city. However, as stated last year, the entire Plan for School Facilities is based upon a close working relationship with the city government. At the policy level, the School District accepts the city's intention of following a "distributed approach" to urban development and renewal and sees new school facilities as key contributors to the overall betterment of conditions in Philadelphia. Distributed projects would tend to be smaller and quicker to complete than the large, whole-neighborhood projects previously undertaken. The School District has cooperated closely with the city in urban renewal planning. Many new schools provide non-cash credits for urban renewal projects, thus lessening the financial burden on the city, which is called upon to contribute its share. While in certain cases the School District has acquired land at a write-down in cost, in others it has had to delay construction to relate to the process of land acquisition for an entire project.

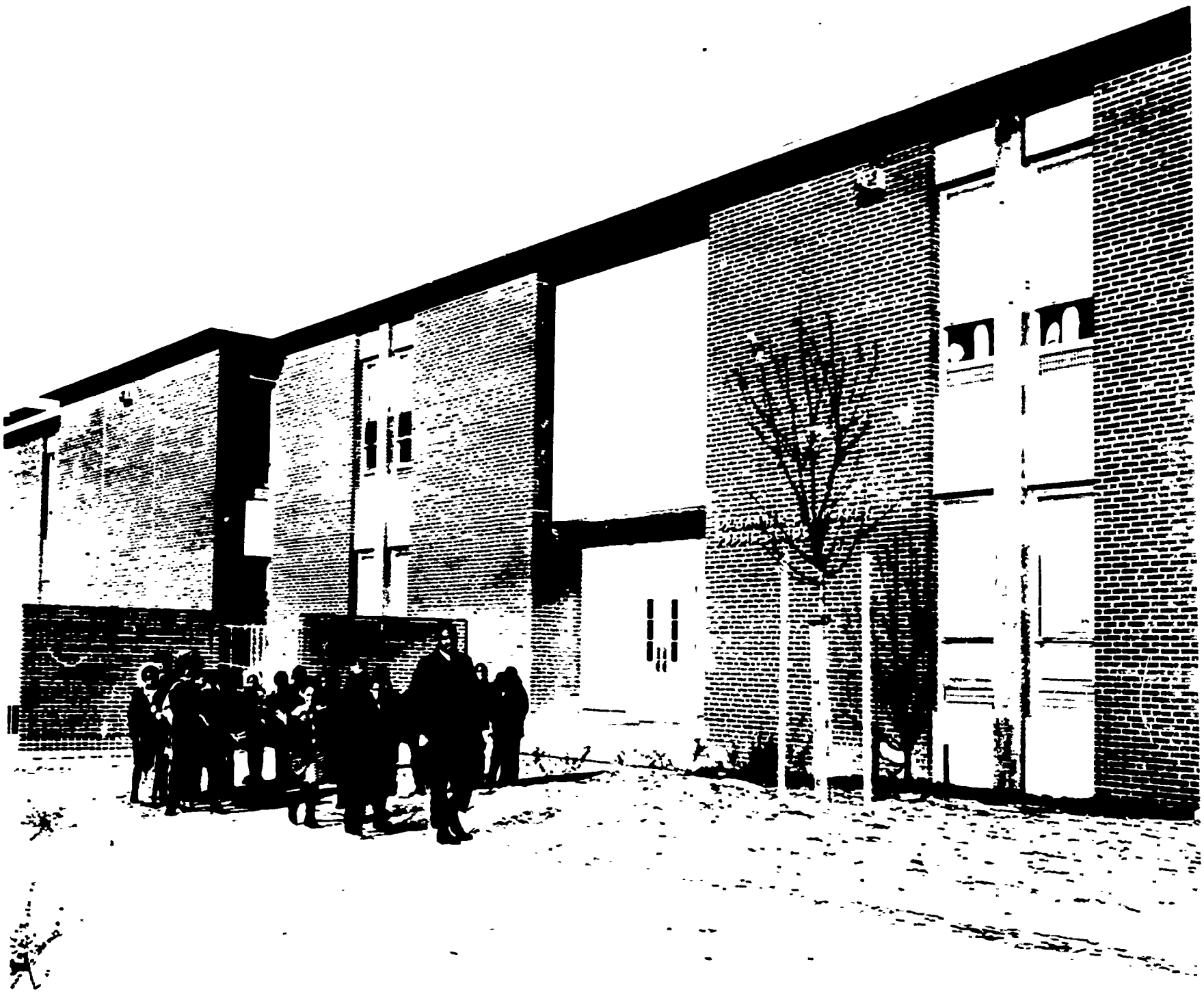
The School District anticipates joint development of schools and other facilities in partnership with the city or with private enterprise, and has undertaken a study of its legal implications. Joint development holds unique promise because of the shortage of land for large-scale development projects in many parts of the city.



BENJAMIN RUSH MIDDLE SCHOOL

KNIGHTS ROAD & FAIRDALE

NEW (TWO VIEWS)
SEPTEMBER 1968



TANNER G. DUCKREY SCHOOL

15th & DIAMOND STREETS

NEW
SEPTEMBER 1968

4—The Capital Program (July 1, 1969 to June 30, 1975)

The Capital Program is the device through which the Plan for School Facilities is carried out. It reflects the School District's long-range financial policy for the development of school plant and facilities. Only funds for the initial year of the program are scheduled to be appropriated. This appropriation is known as the Capital Budget.

The Educational Home Rule Charter Supplement of May 1965 requires the Superintendent and his staff to prepare a recommended program which is then submitted to the Board for its approval. The program must also be reviewed by the City Planning Commission, although the Commission's comments are not binding upon the final

TABLE 6
STATEMENT OF BORROWING CAPACITY, LOAN AUTHORIZATION

	1968-69	*1969-70*
Summary of borrowing capacity		
Assessed valuation of taxable property	$4,486,000,000	$4,553,290.000
Debt limitation at 15%	672,900,000	683,000,000
Summary of loan authorization available for appropriation in future years		
Loan authorization available for appropriation-beginning of year	$ 383,350,000	$ 304,353,000
Repayment of principal indebtedness during fiscal year	9,594,000	12,929,000
Increase in total loan authorization	7,043,000	10,100,000
Appropriated for Capital Budget	(89,982,000)	(88,441,564)
Additional Appropriation 1968-1969	(5,652,000)	
Loan authorization available for appropriation at end of year	$ 304,353,000	$ 238,940,436
Summary of debt service		
Repayment of debt (Principal)	9,594,000	12,929,000
Interest payments	9,645,960	12,493,341
Total	$ 19,239,960	$ 25,422,341
Less estimated state subsidy* for building program	1,622,498	2,002,911
Net cost to School District	$ 17,617,462	$ 23,419,430

*Under the present subsidy law, the School District receives 50% reimbursement from the State of Pennsylvania on approved project costs plus interest amortized over the life of the bond issue that financed the project. The cost on which this reimbursement is based is further limited to certain maximums as prescribed by law.

action of the Board. The Board will enact its official program after public hearings and the receipt of recommendations from the City Planning Commission. These steps assure annual evaluation of the progress of the program in the light of prior experience, current public opinion, changing conditions, and new information. Enactment of the program on May 26, 1969 will permit the Capital Budget to coincide with the Operating Budget for the fiscal year beginning July 1, 1969.

Projects included in the Capital Program for 1970-75 are consistent with the Plan for School Facilities as presented in Chapter 3. Priorities among projects were initially determined through the interaction of staff analysis and District Superintendents' concerns, and will be reviewed on the basis of citizens' views expressed in numerous hearings before the Board of Education. In general, the Capital Program gives highest priority to those projects which will generate additional classroom space in areas of acute overcrowding. All project requests were reviewed in the light of the following considerations: (1) Fiscal resources and policies of the School District; (2) the overall objectives of city development set forth in the Comprehensive Plan of the City of Philadelphia, as amended; (3) relationships between individual projects in terms of the desired school-to-school feeding system; and (4) current demographic data.

Two conflicting forces shape the program: the urgency of the need for new school facilities, and the constraints which make it impossible to meet this need immediately. The constraints are the School District's fiscal ability to build the new facilities and to staff and operate them once they are built, the capacity of labor and industry to absorb the proposed volume of construction, and the District's administrative capacity to manage the program during the course of its implementation. The chart on page 19 shows that the 1970-75 Capital Program, if successfully carried

CAPITAL PROGRAM
AVAILABLE FOR APPROPRIATION AND DEBT SERVICE

1970-71	*1971-72*	*1972-73*	*1973-74*	*1974-75*
$4,621,589,350	$4,690,913,190	$4,761,276,887	$4,832,696,040	$4,905,186,480
693,000,000	704,000,000	714,000,000	725,000,000	735,777,972
$ 238,940,436	$ 175,383,784	$ 116,048,784	$ 57,502,784	$ 8,715,784
15,428,000	18,470,000	22,262,000	26,262,000	31,762,000
10,000,000	11,000,000	10,000,000	11,000,000	10,700,000
(88,984,652)	(88,805,000)	(90,808,000)	(86,049,000)	(78,072,000)
$ 175,383,784	$ 116,048,784	$ 57,502,784	$ 8,715,784	$ (26,894,216)
15,428,000	18,470,000	22,262,000	26,262,000	31,762,000
15,615,535	18,531,853	21,538,295	24,345,283	23,971,718
$ 31,043,535	$ 37,001,853	$ 43,800,295	$ 50,607,283	$ 55,733,718
2,662,030	2,966,902	3,474,842	4,421,664	5,059,248
$ 28,381,505	$ 34,034,951	$ 40,325,453	$ 46,185,619	$ 50,674,470

Assumes sale of 25 years 5% bonds sold subsequent to June 30, 1968

out, will greatly reduce the capacity gap by 1975. Completion of facilities in the program and of those proposed for initial funding after 1975 will substantially end the gap by 1980. Eleven years is a long time to wait for the elimination of overcrowding in the Philadelphia schools; on the other hand, the availability of sufficient capital and operating funds to permit adherence even to this schedule is not assured.

The Capital Program for 1970-75 has an aggregate total of $521,160,000 State subsidies under existing legislation will contribute an estimated $140,000,000, thereby reducing the net local cost to $381,160,000 The anticipated yearly expenditure level is shown in Table 6 and illustrated graphically on page 26. The chart on page 27 shows the allocation of expenditures by category in the 1969-70 Capital Budget. On the pages that follow the fiscal policies underlying the Capital Program are reviewed, the proposed accomplishments of the program are summarized, and the individual projects recommended for inclusion in the program are described.

GENERAL FISCAL POLICIES

Major considerations affecting the fiscal basis of the Capital Program are debt policy, project subsidies, and escalation and other cost factors.

DEBT POLICY

The Capital Budget for 1969-70 will require an appropriation of $88,442,000, including $5,550,000 for cost escalation. The remaining five years of the program will require an additional $432,719,000, making a total amount of $521,160,000 for the six years of the program.

In order to carry out its Capital Program, the School District of Philadelphia relies on the sale of general obligation bonds as its source of funds. The amount of bonds that can be sold in any fiscal year is dependent upon the School District's borrowing capacity and the approval of the electorate. The borrowing capacity of the School District is computed by multiplying the assessed value of real property in the city of Philadelphia by 15 percent. Until May 1967, borrowing capacity was limited to five percent of the assessed valuation of real and personal property. The electorate then voted to increase the applicable rate to 15 percent. It was believed that this percentage of assessed valuation would provide ample borrowing capacity to finance school construction. However, the School District later relinquished the tax on personal property; the resulting exclusion of personal property from the borrowing-capacity base reduced the available loan authorization by $107,554,000.

The January 1, 1968 value of real property has been projected to increase at a rate of one and one-half percent per year. On this basis the School District will have an available borrowing capacity of $492,493,000 in 1975. This is $28,667,000 short of the borrowing power needed to carry out the six-year program. Unless new sources of funds are found, the start of some projects scheduled to begin in the latter years of the program will therefore have to be postponed.

As stated in previous documents, debt service is planned to remain within 15 percent of the operating budget of the School District during any given fiscal year. Bond life (presently 25 years) will be determined by market conditions, capital requirements, and considerations of fiscal prudence. The debt schedule shown in Table 6 is based on present estimates of these factors.

PROJECT SUBSIDIES

Each project is examined for the possibility of financing by special federal, state and other sources. Whenever possible, school construction is coordinated with the urban renewal program under Title I of the federal housing act to take advantage of lower site acquisition and demolition costs. The School District is continuing to work closely with the city on the Model Cities program in the effort to insure that maximum benefits will be obtained for Philadelphia.

Every effort is being made to obtain the maximum subsidies permitted under existing state legislation and to secure passage of such amendments as would provide additional reimbursement. Working with the Pennsylvania School Boards Association and the Pennsylvania Association of School Administrators, the School District was instrumental in the introducation of Bill 1812 in the state legislature. This bill is still before the Committee on Education in the House of Representatives. Among other things, it provides for substantial increases (ranging from 23 to 44 percent) in the maximum costs of approved contruction for which the state will reimburse the School District over the life of the bond issue.

COST FACTORS

The increase in the budgeted cost of new schools and additions reflects both greater experience in the design of secondary schools and a pattern of continuing cost escalation in the construction industry. A six percent escalation factor was applied to the 1968-69 budget year in last year's Capital Program. This six percent cost increase has occurred and is reflected in all local construction contracts. Contractors' bid offers during the period of February through November 1968 reflect a steady increase in cost; the largest increases occurred during June, October, and November. All indications are that an appreciable further escalation will occur throughout the industry in 1969-70. The major factor contributing to the increase will be wage costs; several of the major labor unions will be involved in contract negotiations in April and May of 1969. Data collected from Engineering News-Record, federal agencies, and the local construction industry suggest that substantial increases will result from these negotiations. The 1969-70 Capital Budget therefore includes a nine percent escalation in the construction cost of each project. Since

cost developments in subsequent years cannot be predicted with any certainty, project costs for the last five years of the program are continued at this same elevated level. A long-range inflationary trend will necessitate adjustments in future programs.

As stated in last year's document, the costs of new middle and high schools have been established more accurately than at first. The previous policy of restricting non-educational space (e.g. corridors, toilet rooms, stairs, cafeterias) to 25 percent of building area proved to be unrealistic and adjustments were made accordingly. Finally, the Board of Education has adopted a policy of providing one percent of construction cost for art work. This factor is reflected in all cost estimates.

COMPONENTS OF TOTAL COST

The cost of each project includes four components: site development (land acquisition and demolition), architectural fees, construction, and furniture and equipment. No component of a project may be started unless loan authorization or other sources are available to finance the entire project.

CONSOLIDATION OF PAST BUDGETS

For purposes of beginning the new fiscal year, the status of all project items authorized by the Board in last year's capital budget has been scrutinized and costs assigned as follows:

* All costs likely to be incurred through June 1969 remain attributed to the 1968-69 Capital Budget.
* Costs of all remaining components of projects in process in 1968-69 are assigned to 1969-70 or later years.
* The cost of components is timed to experience with the current construction cycle.

GETTING THE JOB DONE

A comparison of the proposed levels of spending in the 1970-75 Capital Program with expenditures in previous years clearly indicates the magnitude of the undertaking to which the School District is committed. As shown on page 26, total annual expenditures rose from $11 million in 1963 to $79 million in fiscal 1966-67. The $90 million targeted for 1968-69 is expected to be encumbered; the School District has succeeded in holding closely to its planned rate of construction although labor disputes in key segments of the building industry have delayed the progress of several projects. At the same time, the number of projects completed rose from four new schools and two additions in 1963 to an expected total of seven new schools and 18 additions in 1968-69. The annual rate of project completion from 1963 to 1969 is shown on page 29.

The 1970-75 Capital Program calls for a continuation of the high rate of capital investment that has been achieved in the past year. This rapid pace of development is mandatory if the needs described in Chapter 2 are to be met. The ability of the School District to maintain the pace depends, as stated, upon the availability of increased capital funds in the latter years of the program. Other factors are also essential to successful completion of the program: the administrative capability of the School District, the capacity of the local construction industry, and the adequacy of the School District's Operating Budget to sustain the costs generated by the construction of new facilities.

THE CONSTRUCTION INDUSTRY AND PROGRAM ADMINISTRATION

On the basis of its recent experience, the School District is confident that the proposed levels of spending are within the capacity of local industry and labor. Bidders continue in substantial number. The School District itself is also geared up to the level of activity proposed. Responsibility for administration and supervision of the program lies with the expanded and strengthened Division of School Facilities, which has demonstrated its managerial competence.

THE EFFECT OF THE PROGRAM UPON THE OPERATING BUDGET

When new schools are built, they must be maintained, operated and staffed; the money borrowed for their construction must also be repaid with interest. Costs generated by the addition of new facilities are, therefore, reflected in future operating budgets. The estimated impact of the 1970-75 Capital Program on operating budgets is shown in Table 7; the estimated operating cost of a typical new school is illustrated on page 26. Note that the opening of a new school does not necessarily increase the operating budget by this full amount. For example, the number of teachers in the system must be increased because of rising enrollments and to reduce class size to those levels specified by contractual agreement with the Philadelphia Federation of Teachers. Higher costs for teacher salaries must, therefore, be anticipated regardless of the building program. New school designs and construction methods contribute to easier maintenance and more economical operation of the physical plant than in older, outmoded buildings. On the other hand, higher costs result from the provision of specialized teaching skills and the use of new educational programs and techniques, such as computer-assisted instruction and team teaching. These new programs are, of course, more likely to be used in the new school buildings which are designed expressly for them.

There is increasing cause for concern regarding the ability of the School District to obtain the operating revenues which will be required in future years to sustain the proposed level of capital investment. The Capital Program document last year stated the conviction that "to reduce the program from present levels would be to short-change a generation of children." The Board of Education is determined to adhere to the planned schedule of school-building unless every hope of obtaining the necessary funds

TABLE 7

SUMMARY OF IMPACT ON THE OPERATING BUDGET

EDUCATIONAL AND NON-EDUCATIONAL COST ATTRIBUTABLE TO THE 1970-75 CAPITAL PROGRAM

	69-70	70-71	71-72	72-73	73-74	74-75	75-76	76-77	77-78
Administrative and Educational Cost (includes Fringe Benefits)	$ 415,000	$ 1,567,000	$ 2,324,000	$ 3,464,000	$ 4,508,000	$ 6,097,000	$ 8,284,000	$ 9,852,000	$11,243,000
Maintenance and Operations	1,012,000	1,532,000	3,080,000	4,210,000	5,300,000	7,220,000	9,470,000	10,450,000	11,370,000
Total	$ 1,427,000	$ 3,099,000	$ 5,404,000	$ 7,674,000	$ 9,808,000	$13,317,000	$17,754,000	$20,302,000	$22,613,000

from a combination of local, state and federal sources is exhausted. It fully recognizes, however, that fiscal responsibility demands a careful yearly re-evaluation of the obligations resulting from each proposed Capital Budget.

SITE SELECTION AND LAND ACQUISITION

The selection and acquisition of land for school facilities is a sensitive element of programming; it affects both the time and the cost of project execution. Considerable difficulty has again been experienced this year in selecting new school sites and in arriving at expansion plans for existing schools. Schedules in several projects have been slowed as a result. Difficulties stem from the competition for space in a built-up city, from increasing land values, and in many cases from strong community pressures. Community resistance tends to be especially strong where site plans would displace people from their homes. Racial antagonism and adverse reaction to the influx of large numbers of children are also frequent reasons for difficulty.

Through the cooperation of the City Planning Commission and other agencies, many of the problems of site acquisition have been minimized. The services of the city's Centralized Relocation Bureau are used to alleviate the pains and difficulties of relocation; the School District submits a statement to the Planning Commission attesting the availability of suitable relocation housing for those who might be displaced by each new project. To reduce land-taking and cost, many play areas are jointly developed with the city's Department of Recreation; other possibilities for joint development are actively pursued; and the proposed new site standards (described in Chapter 3) may be adopted. Land is secured through the city's urban renewal program wherever possible.

The most difficult problems of site selection, however, result simply from the effort to carry out a large-scale building program in a densely-developed city with diverse and multi-racial communities. These problems will remain.

MAKING THE NEW SCHOOLS WORK EFFECTIVELY

Such features and facilities as instructional materials centers, various-sized spaces for team teaching and individual instruction, laboratories, studios, theaters and student commons are of limited value in themselves. Provision must be made for the continuing development and training of the people who will staff the new schools: they must be involved in planning, experimenting with and assessing educational programs; they must gain familiarity with new instructional resources and media.

This year much is being done to increase the coordination of program planning and staff development with facilities design. More lead time is being provided. More effective means of involving parents and other community people in the planning process are being explored and used. Cooperative ventures are being developed to enable new schools to benefit from the expertise of business, industry, the universities and the professions.

TARGETS FOR ACCOMPLISHMENT

Table 8 shows the Targets for Accomplishment established in the 1970-75 Capital Program. Individual entries vary somewhat from those shown in the 1974-75 program report because of revised enrollment projections,

more accurate capacity-counts for certain schools, and changes in the program. The data are based on the assumption that sufficient capital and operating funds will be obtained so that the projects in the 1970-75 Capital Program can be carried out on schedule and the projects further proposed for initial funding after the program period can be completed by 1980. The table indicates conditions at the present time (October, 1968) and in three future years corresponding to the target dates in the enrollment projections (Table 1, page 00; illustration page 23). It should be noted that while 1974-75 is the final year of this Capital Program, some of the projects included in the program will not be completed for several more years. Therefore, the figures for 1974-75 do not represent its entire contribution.

Comparison of Table 8 with Table 1 makes clear that if construction proceeds at the desired rate, middle school capacity will equal expected enrollment in grades 5-8 by 1980. Nominal high school capacity will be 4,500 less than expected enrollment; however, this figure is based on a

TABLE 8
TARGETS FOR ACCOMPLISHMENT

	At Present Time (November 1968 data)	1969-1970	1974-1975	By 1980
1. Number of children in pre-kindergarten classes	5,045	5,500	11,000	20,000
2. Number of children in kindergarten	25,334	26,500	35,000	35,500
3. Number of fire-resistant lower/elementary schools *	151	167	183	193
4. Planning capacity of fire-resistant lower/elementary schools (including pre-school classes)*	121,000	131,605	145,555	160,950
5. Number of fire-resistant middle/junior high schools**	31	32	53	63
6. Planning capacity of fire-resistant middle/junior high schools**	38,100	40,415	75,065	91,575
7. Number of fire-resistant high schools †	21	21	31	33
8. Planning capacity of fire-resistant high schools †	42,485	42,815	79,145	88,675
9. Number of children in Special Education classes	10,988	11,300	—††	—
10. Number of non-fire-resistant buildings in regular school use	42	33	11	—
11. Level of capital spending per year	$90,000,000	$88,442,000	$78,072,000	$30,000,000
12. Annual level of alterations and improvements	$12,700,000	$12,500,000	$ 7,500,000	$ 7,500,000

* Does not include portables, leased space, or schools scheduled for replacement.
** Includes eventual conversions of three lower and high schools to middle-school use.
† Includes area vocational-technical schools.
†† The number of children in special classes in future years will depend on the Board's decision concerning the future of Special Education programs and facilities.

standard of 3 000 capacity for new high schools, which may be revised upwards (see page 00). On the other hand, total lower school capacity in 1980 is shown as being approximately 9,000 more than expected enrollment in pre-kindergarten through fourth grade. The apparent excess is fictitious because the figures in the table include the capacity of all presently-existing fire-resistant schools except a few schools which are to be demolished for highways or redevelopment. By 1980, however, many of these – although fire-resistant – would be 60 or more years old and should have been phased out of service.

As the table suggests, the rate of capital spending can be greatly reduced after the capacity gap has been closed. When the gross deficit of school space has been eliminated, capital expenditures will be chiefly for a regular program to upgrade or replace older facilities as they become obsolete and to provide for future local enrollment increases as they occur.

TABLE 9

MAJOR BUILDING PROJECTS
IN CONSTRUCTION
JULY 1, 1968 – JUNE 30, 1969

103 West Philadelphia-University City High School	N
110 Sayre Junior High School (Swimming Pool)	AF
117 Dr. John P. Turner Middle School	N
129 Hamilton School	N
130 Harrington School	A
131 Harrity School	A
153 Bryant School	A
227 Darrah School	A
247 Albert M. Greenfield School	N
401 Gratz High School	A
418 Betsy Ross Middle School	N
430 Heston	N
435 Richard R. Wright School	N
501 William Penn High School	N
530 Hackett School	N
534 Ludlow School	A
535 McKinley School	N
590 Carroll School	A
591 S. A. Douglas School	A
602 Germantown High School	A & I
606 Northwest High School	N
611 Roosevelt Junior High School	A
614 Clarence E. Pickett Middle School	N
639 Steel School	N
651 John B. Kelly School	N
701 Frankford High School	A
748 Wright-Muhr School	N
750 Cramp School	N
813 Austin Meehan Middle School	N
893 Shallcross Residential School	A
001 (702) Olney High School Annex (Phase II)	A

MAJOR BUILDING PROJECTS
IN PLANNING OR DESIGN
JULY 1, 1968 – JUNE 30, 1969

104 High School West Philadelphia Area	N
105 High School Eastwick	
115 George W. Pepper Middle School	N
121 Middle School West Philadelphia Area	N
145 Daroff School	N
149 Owen T. Roberts School	N
205 Columbus High School	N
250 Alessandroni School	N
312 Stoddart Middle School	N
401 Gratz High School (Hatfield Phase II)	AF
403 High School West of Schuylkill River	N
415 Connie Mack Middle School	N
417 James L. McDevitt Middle School	N
420 Middle School West of Schuylkill River	N
444 Lehigh School	N
515 Middle School Vicinity 2nd & Berks	N
526 Elkin School	N
537 Moffet School	N
615 Middle School Awbury Tract	N
646 Lower School West Oak Lane Area	N
815 Middle School Between Washington & Northeast High Schools	N

A – Addition
N – New
AF – Athletic Field
A & I – Alterations & Improvements

PROJECT DESCRIPTIONS

The individual projects which constitute the Capital Program for the next six years are described on the following pages. It should be noted that expenditure levels are fixed only for the first year of the program, which is the actual budget year. The projects scheduled for the last five years of the program will be reviewed again next year, and are subject to change if warranted by conditions at that time. As indicated above, projects scheduled in the latter years of the program will have to be postponed unless additional sources of funds are obtained.

Only new schools and addition projects are specifically identified here. Many existing schools will receive alterations, improvements, new equipment, and site expansion from funds contained in the appropriate miscellaneous accounts listed after these projects; details on the cost, nature, and scheduled year of these improvements for each school are given in separate reports.

Each project description indicates the location of schools receiving additions and of those new schools whose sites have been selected. The year of original construction is also given for schools receiving additions and for old schools which are being replaced by new ones of the same name. Capacities given are total planning capacities, including space reserved for pre-kindergarten classes in the lower schools; for an explanation of how capacities are computed, see Chapter 2. "Capacity existing" represents the present capacity of the school receiving an addition or of the old school which is to be replaced.

Also included in each project description is an estimate of approximate project cost. More precise cost estimates are set forth in the Project Funding Schedule, which follows these descriptions. Finally, each project description indicates the years in which site acquisition, design, and construction are tentatively scheduled to start. Although many factors influence the time required for each phase, the following average figures will serve as a guide for new schools.

	Months to complete		
	Design	Review & bid	Construction
High School	12	2	24
Middle School	10	2	20
Lower School	8	2	14

Project Descriptions

Project Number	District 1
101	**BARTRAM HIGH SCHOOL – ADDITION**
	67th Street and Elmwood Avenue Year built–1939 Estimated floor area of new construction–26,000 sq. ft. Estimated approximate cost–$981,000. Capacity: existing–2,180 added–60 new–2,240 Estimated start of: site acquisition–none design–1973 construction–1974 The addition will provide a modern gymnasium, shower and locker facilities as part of a continuing program to up-grade the athletic plant at older schools.
103	**WEST PHILADELPHIA UNIVERSITY CITY HIGH SCHOOL – NEW**
	36th-38th-Filbert-Warren Streets Estimated floor area of new construction–360,000 sq. ft. Estimated approximate cost–$13,450,000. Capacity: existing–none added–3,000 new–3,000 Estimated start of: site acquisition–completed design-completed construction-1969 The new facility will be a modern high school offering a complete educational program for grades nine through twelve, with a magnet emphasis in math and science. Included with the school are an indoor swimming pool and other recreational facilities to serve the students and community throughout the year. When University City High School and High School 104 have opened, old West Philadelphia High School will be converted to a middle school. Funds for this conversion are included in the Alterations and Improvements budget.
104	**HIGH SCHOOL WEST PHILADELPHIA AREA – NEW**
	Estimated floor area of new contruction–360,000 sq. ft. Estimated approximate cost–$14,480,000. Capacity: existing–none added–3,000 new–3,000 Estimated start of: site acquisition–1969 design–1969 construction–1970 The new facility will be a modern high school offering a complete educational program for grades nine through twelve. The site has not yet been selected.
105	**HIGH SCHOOL EASTWICK – NEW**
	84th Street & Mario Lanza Boulevard Estimated floor area of new construction–360,000 sq. ft. Estimated approximate cost–$12,950,000. Capacity: existing–none added–3,000 new–3,000 Estimated start of: site acquisition–1969 design–1968 construction–1970 This new facility will be a modern high school offering a complete educational program for grades nine through twelve. Included with the facility will be recreational facilities developed in cooperation with the City Recreation Department to serve the students and community throughout the year.

Project Descriptions

112	**SULZBERGER JUNIOR HIGH SCHOOL – ADDITION**
	48th Street & Fairmount Avenue Year Built–1924 Estimated floor area of new construction–15,000 sq. ft. Estimated approximate cost–$635,000. Capacity: existing–1,200 added–none new–1,200 Estimated start of: site acquisition–none design–1973 construction–1974 The addition of a new kitchen will permit enlargement of the presently divided lunchroom and provide a modern coeducational dining area.
114	**JEANNETTE MacDONALD MIDDLE SCHOOL – NEW**
	Estimated floor area of new construction–180,000 sq. ft. Estimated approximate cost–$7,750,000. Capacity: existing–none added–1,650 new–1,650 Estimated start of: site acquisition–1969 design–1969 construction–1971 The new facility will be a modern middle school offering a complete educational program for grades five through eight. The site has not yet been selected.
115	**GEORGE WHARTON PEPPER MIDDLE SCHOOL – NEW**
	84th Street & Mario Lanza Boulevard Estimated floor area of new construction–180,000 sq. ft. Estimated approximate cost–$6,670,000. Capacity: existing–none added–1,650 new–1,650 Estimated start of: site acquisition–1968 design–1969 construction–1970 This new facility will be a modern middle school offering a complete educational program for grades five through eight. Included with the school are an indoor swimming pool and other recreational facilities developed in cooperation with the City Recreation Department to serve the students and community year round.
117	**DR. JOHN P. TURNER MIDDLE SCHOOL – NEW**
	59th-60th Baltimore-Angora Street Estimated floor area of new construction–180,000 sq. ft. Estimated approximate cost–$7,070,000. Capacity: existing–none added–1,650 new–1,650 Estimated start of: site acquisition–completed design–completed construction–1969 This new facility will be a modern middle school offering a complete educational program for grades five through eight. It will include an indoor swimming pool and other recreational facilities to serve the students and the community throughout the year.
121	**MIDDLE SCHOOL WEST PHILADELPHIA AREA – NEW**
	Estimated floor area of new construction–180,000 sq. ft. Estimated approximate cost–$6,950,000. Capacity: existing–none added–1,650 new–1,650 Estimated start of: site acquisition–1969 design–1969 construction–1970 The new facility will be a modern middle school offering a complete educational program for grades five through eight. The site has not yet been selected.

Project Descriptions

132	**O. W. HOLMES SCHOOL – ADDITION**
	55th & Chestnut Streets Year built–1917 Estimated floor area of new construction–20,000 sq. ft. Estimated approximate cost–$925,000. Capacity: existing–768 added–258 new–1,026 Estimated start of: site acquisition–1971 design–1973 construction–1974 The addition is needed to upgrade the present building and will include: 6 classrooms, an instructional material center, a small auditorium with stage, 3 music practice rooms, 3 small group classrooms, and storage areas. If this building were to be converted to middle school use, its capacity would be 920.
135	**LONGSTRETH SCHOOL – NEW**
	58th Street & Willows Avenue Year built–1906 Estimated floor area of new construction–84,000 sq. ft. Estimated approximate cost–$2,900,000. Capacity: existing–498 added–462 new–960 Estimated start of: site acquisition–completed design–1970 construction–1971 The new facility will be a modern lower school offering a complete educational program for pre-school, kindergarten, and the first four grades.
138	**MORTON SCHOOL – NEW**
	63rd Street & Elmwood Avenue Year built–1903 Estimated floor area of new construction–84,000 sq. ft. Estimated approximate cost–$3,315,000. Capacity: existing–678 added–282 new–960 Estimated start of: site acquisition–1972 design–1972 construction–1973 The new facility will be a modern lower school offering a complete educational program for pre-school, kindergarten, and the first four grades.
145	**SAMUEL H. DAROFF SCHOOL – NEW**
	56th-57th-Race-Vine Streets Estimated floor area of new construction–84,000 sq. ft. Estimated approximate cost–$2,915,000. Capacity: existing–none added–960 new–960 Estimated start of: site acquisition–1970 design–completed construction–1970 The new facility will be a modern lower school offering a complete educational program for pre-school, kindergarten, and the first four grades. Design has been completed, but it has been necessary to defer construction due to the delay by the Redevelopment Authority in assembling the site.
149	**OWEN J. ROBERTS SCHOOL – NEW**
	62nd-63rd-Walnut-Locust Streets Estimated floor area of new construction–84,000 sq. ft. Estimated approximate cost–$3,380,000. Capacity: existing–none added–960 new–960 Estimated start of: site acquisition–1968 design–1968 construction–1969 This new facility will be a modern lower school offering a complete educational program for pre-school, kindergarten and the first four grades.

Project Descriptions

150	**BARRY SCHOOL – NEW**
	59th & Race Streets Year built–1909 Estimated floor area of new construction–84,000 sq. ft. Estimated approximate cost–$2,915,000. Capacity: existing–1,154 decrease–194 new--960 Estimated start of: site acquisition–1972 design–1972 construction–1973 The new facility will be a modern lower school offering a complete educational program for pre-school, kindergarten and the first four grades.
153	**BRYANT SCHOOL – ADDITION**
	60th Street & Cedar Avenue Year built–1904 Estimated floor area of new construction–60,000 sq. ft. Estimated approximate cost–$2,810,000 Capacity: existing–1,304 added–none new–1,304 Estimated start of: site acquisition–none design–1970 construction–1971 A Phase I "satellite" addition of an instructional materials center and a cafetorium is presently being added to the existing building. The Phase II addition will replace the old building. It will complement the Phase I addition to provide a new, modern lower school able to offer a complete educational program for pre-school, kindergarten and the first four grades.
192	**CARY SCHOOL – NEW**
	88th Street & Tinicum Avenue Year built–1913 Estimated floor area of new construction–64,000 sq. ft. Estimated approximate cost–$2,110,000 Capacity: existing–[Special Education] added–700 new–700 Estimated start of: site acquisition–1974 design–1974 construction–1975 This new facility, designed with a reduced capacity, will be a modern school. Its organization will depend on the results of a study for an overall plan for the Eastwick area and on a decision concerning the future of Special Education programs and facilities.
193	**T. B. READ SCHOOL – NEW**
	78th Street & Buist Avenue Year built–1906 Estimated floor area of new construction–64,000 sq. ft. Estimated approximate cost–$2,110,000. Capacity: existing–[Special Education] added–700 new–700 Estimated start of: site acquisition–1974 design–1974 construction–1975 This new facility, designed at a reduced capacity, will be a modern school. Its organization will depend on the results of a study for an overall plan for the Eastwick area and on a decision concerning the future of Special Education programs and facilities.

Project Descriptions

Project Number	District 2
204	**HIGH SCHOOL NORTH PHILADELPHIA AREA – NEW**
	Estimated floor area of new construction–360,000 sq. ft. Estimated approximate cost–$14,430,000. Capacity: existing–none added–3,000 new–3,000 Estimated start of: site acquisition–1970 design–1971 construction–1972 This new facility will be a modern high school offering a complete educational program for grades nine through twelve. The site has not yet been selected.
205	**CHRISTOPHER COLUMBUS HIGH SCHOOL – NEW**
	Broad & Carpenter Streets Estimated floor area of new construction–360,000 sq. ft. Estimated approximate cost–$15,535,000. Capacity: existing–none added–3,000 new–3,000 Estimated start of: site acquisition–1968 design–1968 construction–1969 The site for this new high school has been selected, and design is now underway. The school organization will be linked with South Philadelphia High School as a single administrative unit, retaining the magnet emphasis in Foreign Language. Included in the facility will be an indoor swimming pool to serve the students and community throughout the year.
207	**HIGH SCHOOL SOUTH OF VINE STREET – NEW**
	Estimated floor area of new construction–360,000 sq. ft. Estimated approximate cost–$13,950,000. Capacity: existing–none added–3,000 new–3,000 Estimated start of: site acquisition–1974 design–1975 construction–1976 This new facility will be a modern high school offering a complete educational program for grades nine through twelve. Actual capacity will be determined on the basis of enrollment trends. The site has not been selected.
214	**MIDDLE SCHOOL FAIRMOUNT AREA – NEW**
	Estimated floor area of new construction–180,000 sq. ft. Estimated approximate cost–$7,200,000. Capacity: existing–none added–1,650 new–1,650 Estimated start of: site acquisition–1971 design–1971 construction–1972 This new facility will be a modern middle school offering a complete educational program for grades five through eight. The site has not yet been selected, but this school will serve the Fairmount and Spring Garden area.

Project Descriptions

215	**MIDDLE SCHOOL TO SERVE DISTRICT 2 – NEW**
	Estimated floor area of new construction–180,000 sq. ft. Estimated approximate cost–$6,950,000. Capacity: existing–none added–1,650 new–1,650 Estimated start of: site acquisition–1973 design–1973 construction–1974 This new facility will be a modern middle school offering a complete educational program for grades five through eight. The site has not been selected.
226	**CHILDS COMMUNITY SCHOOL – NEW**
	17th and Tasker Avenue Estimated floor area of new construction–84,000 sq. ft. Estimated approximate cost–$3,040,000. Capacity: existing–966 decrease–6 new–960 Estimated start of: site acquisition–1973 design–1973 construction–1974 In the 1969-1974 Capital Program, a major addition was planned to replace the non-fire resistant section of the existing building. After restudy, it has been determined to be economically and educationally advantageous to plan a modern community school offering a complete educational program for pre-school, kindergarten, and the first four grades.
233	**BACHE SCHOOL – NEW**
	Estimated floor area of new construction–84,000 sq. ft. Year built–1906 Estimated approximate cost–$3,365,000. Capacity: existing–768 added–192 new–960 Estimated start of: site acquisition–1969 design–1969 construction–1970 The new facility will be a modern lower school offering a complete educational program for pre-school, kindergarten, and the first four grades. The site has not yet been selected.
241	**POE SCHOOL – ADDITION**
	22nd and Ritner Streets Year built–1914 Estimated floor area of new construction–15,400 sq. ft. Estimated approximate cost–$640,000. Capacity: existing–708 added–none new–708 Estimated start of: site acquisition–none design–1970 construction–1971 This Phase I "satellite" addition of a gymnasium and a cafeteria with little theater will provide the facilities needed to carry on a complete educational program. Due to the age of the existing building, a Phase II addition is contemplated at a later date to complement the Phase I addition and provide a new, modern lower school able to offer a complete educational program for pre-school, kindergarten, and the first four grades.

Project Descriptions

245	**E. M. STANTON SCHOOL – ADDITION**
	17th and Christian Streets Year built–1926 Estimated floor area of new construction–17,000 sq. ft. Estimated approximate cost–$1,220,000. Capacity: existing–648 added–120 new–768 Estimated start of: site acquisition–1969 design–1969 construction–1970 The addition of a cafeteria with little theater, instructional materials center, and science/math learning center will upgrade the facilities and allow for a complete modern educational program.
250	**EUGENE V. ALESSANDRONI SCHOOL – NEW**
	25-26-Tasker-Morris Streets Estimated floor area of new construction–84,000 sq. ft. Estimated approximate cost–$3,390,000. Capacity: existing–558 added–402 new–960 Estimated start of: site acquisition–1968 design–1968 construction–1969 This new facility will be a modern lower school offering a complete educational program for pre-school, kindergarten, and the first four grades.
251	**BREGY SCHOOL – ADDITION**
	17th & Bigler Streets Year built–1924 Estimated floor area of new construction–20,000 sq. ft. Estimated approximate cost–$810,000. Capacity: existing–828 added–138 new–966 Estimated start of: site acquisition– design–1973 construction–1974 The addition of a cafeteria, eight classrooms, and four small classrooms, will upgrade the present facility and allow for a complete modern educational program.
Project Number	**District 3**
312	**STODDART MIDDLE SCHOOL – NEW**
	Broad-Spring Garden-Mt. Vernon-Ridge Avenue Estimated floor area of new construction–180,000 sq. ft. Estimated approximate cost–$7,865,000. Capacity: existing–1,540 added–110 new–1,650 Estimated start of: site acquisition–1968 design–1968 construction–1969 The new facility will be a modern middle school offering a complete educational program for grades five through eight.

Project Descriptions

326	**HAWTHORNE SCHOOL – ADDITION**
	12th & Fitzwater Streets Year built–1908 Estimated floor area of new construction--15,400 sq. ft. Estimated approximate cost–$600,000. Capacity: existing–588 added–none new–588 Estimated start of: site acquisition–none design–1974 construction–1975 This Phase I "Satellite" addition of an auditorium and gymnasium will provide the facilities necessary to carry on a complete educational program. Due to the age of the existing building, a Phase II addition is contemplated at a later date to complement the Phase I addition and provide a new, modern lower school offering a complete educational program for pre-school, kindergarten, and the first four grades.
330	**KEARNY SCHOOL – ADDITION**
	6th & Fairmount Avenue Year built–1902 Estimated floor area of new construction–8,000 sq. ft. Estimated approximate cost–$400,000. Capacity: existing–648 added–90 new–738 Estimated start of: site acquisition–none design–1974 construction–1975 This Phase I "Satellite" addition of two small classrooms, an art room, a science room, a teacher's lounge, and two offices will provide the facilities needed to carry on a complete program. To conserve play-yard it is planned to construct this addition on stilts. A Phase II addition is contemplated at a later date to complement the Phase I addition and provide a new, modern lower school offering a complete educational program for pre-school, kindergarten, and the first four grades.
342	**SPRING GARDEN SCHOOL – ADDITION**
	12th & Ogden Streets Year built–1928 Estimated floor area of new construction–11,000 sq. ft. Estimated approximate cost–$230,000. Capacity: existing–588 added–none new–588 Estimated start of: site acquisition–none design–1973 construction–1974 The addition of a gymnasium and a cafeteria with little theater will upgrade the present facility and allow for a complete educational program. As the site is not expandable, it will be necessary to place this addition on the roof of the present building.
344	**TAGGART SCHOOL – ADDITION**
	4th & Porter Streets Year built–1917 Estimated floor area of new construction–16,000 sq. ft. Estimated approximate cost–$650,000. Capacity: existing–768 added–90 new–858 Estimated start of: site acquisition–none design–1973 construction–1974 This Phase I "Satallite" addition of a gymnasium, and a cafeteria with little theater will provide the facilities needed to carry on a complete educational program. Due to the age of the existing building, a Phase II addition is contemplated at a later date to complement the Phase I addition and provide a new, modern lower school able to offer a complete educational program for pre-school, kindergarten, and the first four grades.

Project Descriptions

347	**M. C. WISTER SCHOOL – ADDITION**
	8th & Parrish Streets Year built–1926 Estimated floor area of new construction–15,400 sq. ft. Estimated approximate cost–$640,000. Capacity: existing–648 added–30 new–678 Estimated start of: site acquisition–none design–1971 construction–1972 This Phase I "Satellite" addition of a gymnasium and a cafeteria with small theater will provide the facilities needed to carry on a complete educational program. A Phase II addition is contemplated at a later date to complement the Phase I addition and provide a new, modern lower school able to offer a complete educational program for pre-school, kindergarten, and the first four grades.
Project Number	**District 4**
403	**HIGH SCHOOL WEST OF SCHUYLKILL RIVER – NEW**
	Estimated floor area of new constuction–360,000 sq. ft. Estimated approximate cost–$14,450,000. Capacity: existing–none added–3,000 new–3,000 Estimated start of: site acquisition–1969 design–1969 construction–1970 This new facility will be a modern high school administratively linked with Overbrook High School. It will offer a complete educational program for grades nine through twelve. The site has not yet been selected.
415	**CONNIE MACK MIDDLE SCHOOL – NEW**
	Estimated floor area of new construction–180,000 sq. ft. Estimated approximate cost–$6,980,000. Capacity: existing–none added–1,650 new–1,650 Estimated start of: site acquisition–1969 design–1969 construction–1970 This new facility will be a modern middle school offering a complete educational program for grades five through eight. The site has not been selected.
416	**MIDDLE SCHOOL NORTH OF DIAMOND STREET – NEW**
	Estimated floor area of new construction–180,000 sq. ft. Estimated approximate cost–$6,950,000. Capacity: existing–none added–1,650 new–1,650 Estimated start of: site acquisition–1969 design–1969 construction–1970 This new facility will be a modern middle school offering a complete educational program for grades five through eight. The site has not yet been selected.

Project Descriptions

417	**JAMES L. McDEVITT MIDDLE SCHOOL – NEW**
	Estimated floor area of new construction–180,000 sq. ft. Estimated approximate cost–$7,070,000. Capacity: exising–none added–1,650 new–1,650 Estimated start of: site acquisition–1969 design–1969 construction–1971 This new facility will be a modern middle school offering a complete educational program for grades five through eight. A plan will be developed to construct this facility as a decentralized or dispersed building complex comprising several "mini-schools" with common core facilities. The sites for this complex will be selected as part of the planning study.
418	**BETSY ROSS MIDDLE SCHOOL – NEW**
	29-31 Clearfield-Indiana Streets Estimated floor area of new construction–180,000 sq. ft. Estimated approximate cost–$6,520,000. Capacity: existing–none added–1,650 new–1,650 Estimated start of: site acquisition–completed design–completed constr.–1969 This new facility will be a modern middle school offering a complete educational program for grades five through eight. Included with the school are an indoor swimming pool and other recreational facilities developed in cooperation with the City Recreation Department to serve the students and community throughout the year.
419	**MIDDLE SCHOOL PARKSIDE AREA – NEW**
	Estimated floor area of new construction–180,000 sq. ft. Estimated approximate cost–$7,450,000. Capacity: existing–none added–1,650 new–1,650 Estimated start of: site acquisition–1973 design–1973 construction–1974 This new facility will be a modern middle school offering a complete educational program for grades five through eight. The site has not yet been selected.
420	**MIDDLE SCHOOL WEST OF SCHUYLKILL RIVER – NEW**
	Estimated floor area of new construction–180,000 sq. ft. Estimated approximate cost–$7,450,000. Capacity: existing–none added–1,650 new–1,650 Estimated start of: site acquisition–1969 design–1969 construction–1970 This new facility will be a modern middle school offering a complete educational program for grades five through eight. The site has not yet been selected.

Project Descriptions

421	**MIDDLE SCHOOL SOUTH OF LEHIGH AVENUE – NEW**
	Estimated floor area of new construction–180,000 sq. ft. Estimated approximate cost–$7,200,000. Capacity: existing–none added–1,650 new–1,650 Estimated start of: site acquisition–1970 design–1970 construction–1972 This new facility will be a modern middle school offering a complete educational program for grades five through eight. The site has not yet been selected.
422	**MIDDLE SCHOOL TIOGA AREA – NEW**
	Estimated floor area of new construction–180,000 sq. ft. Estimated approximate cost–$7,200,000. Capacity: existing–none added–1,650 new–1,650 Estimated start of: site acquisition–1971 design–1972 construction–1973 This new facility will be a modern middle school offering a complete educational program for grades five through eight. The site has not yet been selected.
429	**HANNA SCHOOL – NEW**
	58th & Media Streets Year built–1909 Estimated floor area of new construction–84,000 sq. ft. Estimated approximate cost–$3,180,000. Capacity: existing–1,086 decrease–126 new–960 Estimated start of: site acquisition–1971 design–1971 construction–1972 The new facility will be a modern lower school offering a complete educational program for pre-school, kindergarten, and the first four grades.
437	**OVERBROOK SCHOOL – NEW**
	62nd Street & Lebanon Avenue Year built–1907 Estimated floor area of new construction–84,000 sq. ft. Estimated approximate cost–$3,115,000. Capacity: existing–528 added–432 new–960 Estimated start of: site acquisition–1970 design–1970 construction–1971 The new faciltiy will be a modern lower school offering a complete educational program for pre-school, kindergarten, and the first four grades.

Project Descriptions

438	**T. M. PEIRCE SCHOOL – NEW**
	23rd & Cambria Streets Year built–1909 Estimated floor area of new construction–84,000 sq. ft. Estimated approximate cost–$3,020,000. Capacity: existing–1,116 decrease–156 new–960 Estimated start of: site acquisition–1974 design–1974 construction–1975 The new facility will be a modern lower school offering a complete educational program for pre-school, kindergarten, and the first four grades. Due to recent renovation of the present Peirce School, this project has been moved to the latter years of the program.
442	**WALTON SCHOOL – NEW**
	28th & Huntingdon Streets Year built–1901 Estimated floor area of new construction–84,000 sq. ft. Estimated approximate cost–$3,215,000. Capacity: existing–1,124 decrease–164 new–960 Estimated start of: site acquisition–1971 design–1971 construction–1972 This new facility will be a modern lower school offering a complete educational program for pre-school, kindergarten, and the first four grades.
443	**WHITTIER SCHOOL – ADDITION**
	27th & Clearfield Streets Year built–1913 Estimated floor area of new construction–26,000 sq. ft. Estimated approximate cost–$935,000. Capacity: existing–936 added–90 new–1,026 Estimated start of: site acquisition–1970 design–1970 construction–1971 This Phase I "Satellite" addition of a gymnasium, cafeteria with small theater, instructional materials center, music room and art room will provide the facilities needed to carry on a complete educational program. Due to the age of the existing building, a Phase II addition is contemplated at a later date to complement the Phase I addition and provide a new modern lower school able to offer a complete educational program for pre-school, kindergarten, and the first four grades.
444	**LEHIGH SCHOOL – NEW**
	31st Street & Lehigh Avenue Remountables erected–1958 Estimated floor area of new construction–84,000 sq. ft. Estimated approximate cost–$3,040,000. Capacity: existing–[remountables] added–960 new–960 Estimated start of: site acquisition–1968 design–1968 construction–1969 This new facility will be a modern lower school offering a complete educational program for pre-school, kindergarten, and the first four grades.

Project Descriptions

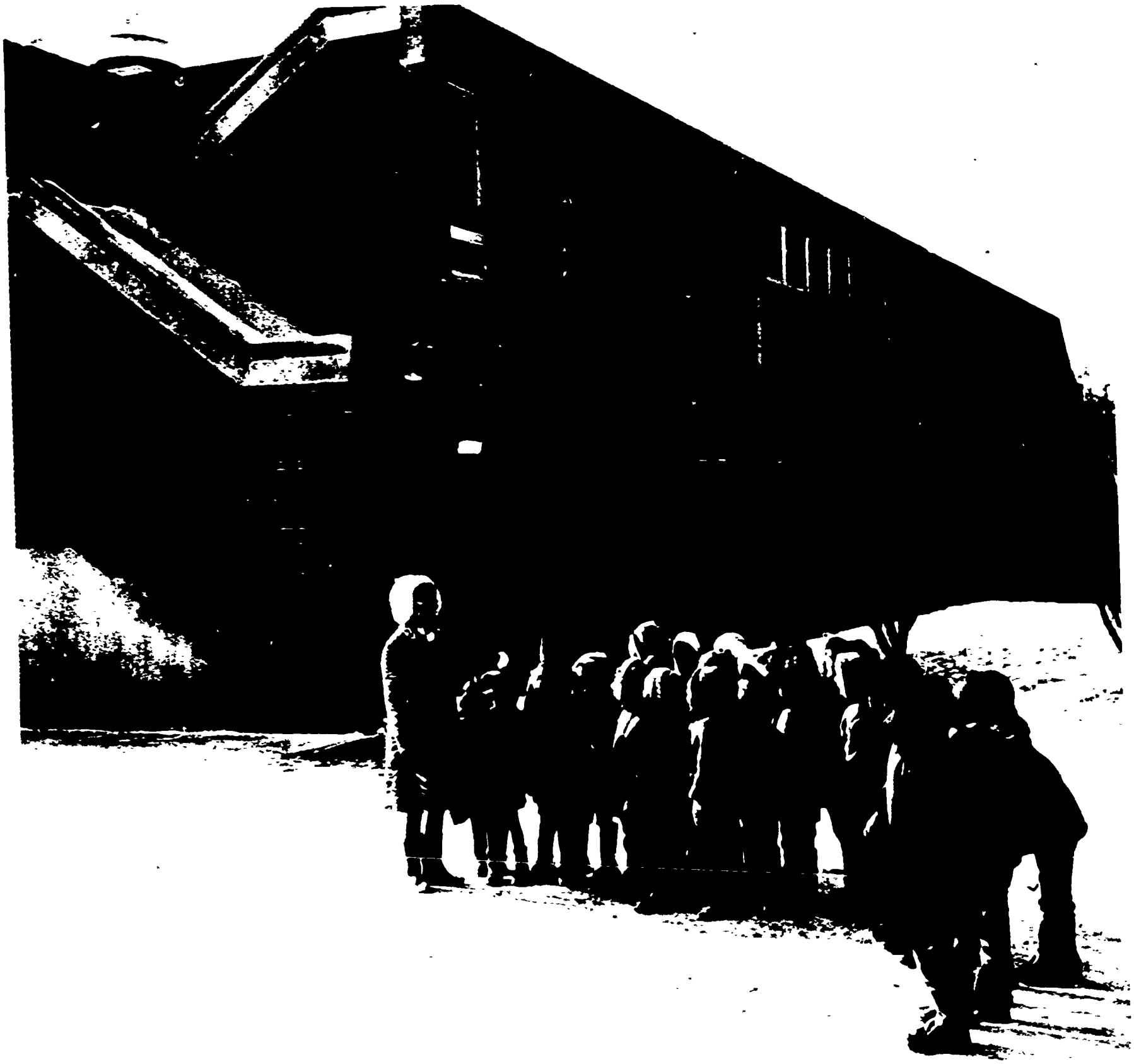
Project Number	District 5
502	**EDISON HIGH SCHOOL VICINITY – NEW**
	Estimated floor area of new construction–360,000 sq. ft. Year built–1905 Estimated approximate cost–$14,430,000. Capacity: existing–1,890 added–1,110 new–3,000 Estimated start of: site acquisition–1969 design–1970 construction–1971 The new facility will be a modern high school offering a complete educational program for grades nine through twelve. The site has not yet been selected. After completion of this new school, the non-fire-resistant portion of the present Edison High School will be demolished. The remaining portion will be used as an auxiliary or middle school.
503	**WILLIAM PENN HIGH SCHOOL – NEW**
	Broad Street & Girard Avenue Year built–1909 Estimated floor area of new construction–450,000 sq. ft. Estimated approximate cost–$16,4 .2,000. Capacity: exising–900 added–2,100 new–3,000 Estimated start of: site acquisition–1967 design–1967 construction–1968 The new facility will be a modern high school offering a complete educational program for grades nine through twelve with magnet emphasis in communications. Included with the facility are an indoor swimming pool and other recreational facilities developed in cooperation with the City Recreation Department to serve the students and community throughout the year.
504	**KENSINGTON HIGH SCHOOL VICINITY – NEW**
	Estimated floor area of new construction–360,000 sq. ft. Year built–1917 Estimated approximate cost–$14,430,000. Capacity: existing–1,010 added–1,990 new–3,000 Estimated start of: site acquisition–1972 design–1972 construction–1974 The new facility will be a modern high school offering a complete educational program for grades nine through twelve. The site has not yet been selected.
514	**MIDDLE SCHOOL EAST OF BROAD STREET – NEW**
	Estimated floor area of new construction–180,000 sq. ft. Estimated approximate cost–$7,450,000. Capacity: existing–none added–1,650 new–1,650 Estimated start of: site acquisition–1969 design–1970 construction–1971 This new facility will be a modern middle school offering a complete educational program for grades five through eight. The site has not yet been selected.

Project Descriptions

515	**MIDDLE SCHOOL SECOND AND BERKS VICINITY – NEW**
	Estimated floor area of new construction–180,000 sq. ft. Estimated approximate cost–$6,950,000. Capacity: existing–none added–1,650 new–1,650 Estimated start of: site acquisition–1969 design–1969 construction–1970 The new facility will be a modern middle school offering a complete educational program for grades five through eight. The site has not yet been selected.
526	**ELKIN SCHOOL – NEW**
	"D" and Clearfield Streets Year built–1903 Estimated floor area of new construction–84,000 sq. ft. Estimated approximate cost–$3,130,000. Capacity: existing–708 added–252 new–960 Estimated start of: site acquisition–1968 design–1968 construction–1969 The new facility will be a modern lower school offering a complete educational program for pre-school, kindergarten, and the first four grades.
533	**HUNTER SCHOOL – NEW**
	Mascher & Dauphin Streets Year built–1910 Estimated floor area of new construction–84,000 sq. ft. Estimated approximate cost–$3,070,000. Capacity: existing–438 added–522 new–960 Estimated start of: site acquisition –1974 design–1974 construction–1975 The new facility will be a modern lower school offering a complete educational and magnet program for pre-school, kindergarten, and the first four grades.
535	**McKINLEY SCHOOL – NEW**
	Lawrence Street & Susquehanna Avenue Year built–1901 Estimated floor area of new construction–64,000 sq. ft. Estimated approximate cost–$1,950,000. Capacity: existing–278 added–422 new–700 Estimated start of: site acquisition–1968 design–1968 construction–1969 The new facility designed with a reduced capacity, will be a modern lower school offering a complete educational program for pre-school, kindergarten, and the first four grades.
537	**MOFFET SCHOOL – NEW**
	Estimated floor area of new construction–40,000 sq. ft. Year built–1891 Estimated approximate cost–$1,885,000. Capacity: existing–408 added–92 new–500 Estimated start of: site acquisition–1969 design–1969 construction–1970 The new facility, designed with a reduced capacity, will be a modern lower school offering a complete educational program for pre-school, kindergarten, and the first four grades. The site has not yet been selected.

Project Descriptions

541	**SHEPPARD SCHOOL – NEW**
	Howard & Cambria Streets Year built–1902 Estimated floor area of new construction–55,000 sq. ft. Estimated approximate cost–$2,275,000. Capacity: existing–636 decrease–36 new–600 Estimated start of: site acquisition–1974 design–1974 construction–1975 The new facility, designed with a reduced capacity, will be a modern lower school offering a complete educational program for pre-school, kindergarten, and the first four grades.
546	**LOWER SCHOOL SECOND AND BERKS VICINITY – NEW**
	Estimated floor area of new construction–40,000 sq. ft. Estimated approximate cost–$1,885,000. Capacity: existing–none added–500 new–500 Estimated start of: site acquisition–1970 design–1970 construction–1971 This new facility, designed with a reduced capacity, will be a modern lower school offering a complete educational program for pre-school, kindergarten, and the first four grades. The site has not yet been selected.
549	**H. A. BROWN SCHOOL – ADDITION**
	Sergeant & Jasper Streets Year built–1959 Estimated floor area of new construction–7,000 sq. ft. Estimated approximate cost–$280,000. Capacity: existing–438 added–120 new–558 Estimated start of: site acquisition–none design–1969 construction–1970 This upper-level addition of an instructional materials center, science room and special classroom will upgrade the present facility and allow for a complete modern educational program.
Project Number	**District 6**
601	**CENTRAL HIGH SCHOOL – ADDITION**
	Ogontz & Olney Avenues Year built–1939 Estimated floor area of new construction–40,000 sq. ft. Estimated approximate cost–$1,540,000. Capacity: existing–1,845 added–205 new–2,050 Estimated start of: site acquisition–none design–1973 construction–1974 The addition will provide a modern gymnasium, shower, locker, and team service facilities, health education classroom, department office, and driver education-health laboratory as part of a continuing program to upgrade the athletic plant at older schools.



LINGELBACH SCHOOL

WAYNE AVE. & JOHNSON

ADDITION
SEPTEMBER 1968

Project Descriptions

603	**ROXBOROUGH HIGH SCHOOL – ADDITION**
	Ridge & Fountain Streets Year built–1924 Estimated floor area of new construction–none Estimated approximate cost–$485,000. Capacity: existing–1950 added–none new–1950 Estimated start of: site acquisition–none design–completed construction–1969 This addition is Phase II of a modernization program for the athletic facilities at this school, and will involve the improvement of Gorgas Park. This is part of a continuing program to upgrade the athletic plant at older schools.
606	**NORTHWEST HIGH SCHOOL – NEW**
	Stenton-Ardleigh-Haines-Tulpehocken Estimated floor area of new construction–360,000 sq. ft. Estimated approximate cost–$12,870,000. Capacity: existing–none added–3,000 new–3,000 Estimated start of: site acquisition–1968 design–1968 construction–1969 This new facility will be a modern high school offering a complete educational program for grades nine through twelve. It will be administratively linked with Germantown High School and will share the magnet emphasis in social studies. Included at the school will be recreational facilities developed in cooperation with the City Recreation Department to serve the students and community throughout the year.
612	**MIDDLE SCHOOL WEST MOUNT AIRY AREA – NEW**
	Estimated floor area of new construction–180,000 sq. ft. Estimated approximate cost–$7,150,000. Capacity: existing–none added–1,650 new–1,650 Estimated start of: site acquisition–1970 design–1970 construction–1971 This new facility will be a modern middle school offering a complete educational program for grades five through eight. The site has not yet been selected.
614	**CLARENCE E. PICKETT MIDDLE SCHOOL – NEW**
	Wayne-Pulaski-Rittenhouse-Chelten Avenues Estimated floor area of new construction–180,000 sq. ft. Estimated approximate cost–$7,110,000. Capacity: existing–none added–1,500 new–1,500 Estimated start of: site acquisition–completed design–complete construction–1968 This new facility will be a modern middle school offering a complete educational program for grades five through eight. Included with the facility are an indoor swimming pool and other recreational facilities to serve the students and community year round.

Project Descriptions

615	**MIDDLE SCHOOL AWBURY TRACT – NEW**
	Stenton-Ardleigh-Haines-Tulpehocken Estimated floor area of new construction–180,000 sq. ft. Estimated approximate cost–$6,530,000. Capacity: existing–none added–1,650 new–1,650 Estimated start of: site acquisition–none design–1968 construction–1969 This new facility will be a modern middle school offering a complete educational program for grades five through eight. Included in the school will be an indoor swimming pool and other recreational facilities developed in cooperation with the City Recreation Department to serve the students and community throughout the year.
616	**MIDDLE SCHOOL WEST OAK LANE AREA – NEW**
	Estimated floor area of new construction–180,000 sq. ft. Estimated approximate cost–$7,200,000. Capacity: existing–none added–1,650 new–1,650 Estimated start of: site acquisition–1973 design–1973 construction–1974 This new facility will be a modern middle school offering a complete educational program for grades five through eight. The site has not yet been selected.
617	**MIDDLE SCHOOL EAST FALLS-MANAYUNK-ROXBOROUGH AREA – NEW**
	Estimated floor area of new construction–180,000 sq. ft. Estimated approximate cost–$7,150,000. Capacity: existing–none added–1,650 new–1,650 Estimated start of: site acquisition–1971 design–1971 construction–1972 This new facility will be a modern middle school offering a complete educational program for grades five through eight. The site has not yet been selected.
630	**LOGAN SCHOOL – ADDITION**
	17th Street & Lindley Avenue Year built–1924 Estimated floor area of new construction–11,000 sq. ft. Estimated approximate cost–$430,000. Capacity: existing–228 added–260 new–488 Estimated start of: site acquisition–none design–1970 construction–1971 The addition of six classrooms and two kindergartens will upgrade the present facility and allow for a complete modern educational program as well as the continuation of the special program for visually handicapped children.
637	**LOWER SCHOOL UPPER ROXBOROUGH – NEW**
	Old Line Road, South of Manatawna Estimated floor area of new construction–68,000 sq. ft. Estimated approximate cost–$2,160,000. Capacity: existing–none added–750 new–750 Estimated start of: site acquisition–owned design–1974 construction–1975 This new facility, designed at a reduced capacity, will be a modern lower school offering a complete educational program for pre-school, kindergarten and the first four grades. The site has been selected and is owned by the School District.

639	**STEEL SCHOOL -- NEW**
	Wayne & Bristol Streets Year built—1899 Estimated floor area of new construction—84,000 sq. ft. Estimated approximate cost—$2,380,000. Capacity: existing—498 added—308 new—806 Estimated start of: site acquisition—completed design—1967 construction—1969 The new facility will be a modern lower school offering a complete educational program for pre-school, kindergarten and the first four grades.
646	**LOWER SCHOOL WEST OAK LANE AREA – NEW**
	Estimated floor area of new construction—84,000 sq. ft. Estimated approximate cost—$3,120,000. Capacity: existing—none added—960 new—960 Estimated start of: site acquisition—1969 design—1969 construction—1970 This new facility will be a modern lower school offering a complete educational program for pre-school, kindergarten and the first four grades. The site has not yet been selected.
Project Number	**District 7**
701	**FRANKFORD HIGH SCHOOL – ADDITION**
	Oxford Avenue & Wakeling Street Year built—1916 Estimated floor area of new construction—80,000 sq. ft. Estimated approximate cost—$3,160,000. Capacity: existing—1,560 added—820 new—2,380 Estimated start of: site acquisition—none design—completed construction—1968 The addition is needed to upgrade the present building in order to carry on a complete modern educational program. It includes administrative offices, an instructional materials center, a computer room, and facilities for Science, Home Economics, Industrial Arts, Driver Education.
708	**HIGH SCHOOL BETWEEN OLNEY AND FRANKFORD HIGH SCHOOLS – NEW**
	Estimated floor area of new construction—360,000 sq. ft. Estimated approximate cost—$14,430,000. Capacity: existing—none added—3,000 new—3,000 Estimated start of: site acquistion—1970 design—1971 construction—1972 This new facility will be a modern high school offering a complete educational program for grades nine through twelve. The site has not yet been selected.
710	**COOKE JUNIOR HIGH SCHOOL – ADDITION**
	York Road & Louden Street Year built—1922 Estimated floor area of new construction—15,000 sq. ft. Estimated approximate cost—$955,000. Capacity: existing—1,260 added—none new—1,260 Estimated start of: site acquisition—1974 design—1974 construction—1975 The addition of a new kitchen will permit enlargement of the presently divided lunchroom and provide a modern coeducational dining area.

712	MIDDLE SCHOOL EAST OAK LANE AREA – NEW
	Estimated floor area of new construction–180,000 sq. ft. Estimated approximate cost–$7,450,000. Capacity: existing–none added–1,650 new–1,650 Estimated start of: site acquisition–1971 design–1971 construction–1972 This new facility will be a modern middle school offering a complete educational program for grades five through eight. The site has not yet been selected.
713	MIDDLE SCHOOL LOGAN AREA – NEW
	Estimated floor area of new construction–180,000 sq. ft. Estimated approximate cost–$6,950,000. Capacity: existing–none added–1,650 new–1,650 Estimated start of: site acquisition–1972 design–1973 construction–1974 This new facility will be a modern middle school offering a complete educational program for grades five through eight. The site has not yet been selected.
727	FINLETTER SCHOOL – ADDITION
	Front Street & Godfrey Avenue Year built–1929 Estimated floor area of new construction–2,500 sq. ft. Estimated approximate cost–$100,000. Capacity: existing–846 added–30 new–876 Estimated start of: site acquisition–none design–1969 construction–1970 The addition of an instructional materials center will upgrade the present facility and allow for a complete modern educational program.
732	HOWE SCHOOL – NEW
	13th & Grange Streets Estimated floor area of new construction–64,000 sq. ft. Estimated approximate cost–$2,120,000. Capacity: existing–588 added–112 new–700 Estimated start of: site acquisition–1974 design–1974 construction–1975 The new facility, designed with a reduced capacity, will be a modern lower school offering a complete educational program for pre-school, kindergarten, and the first four grades.
733	LAWTON SCHOOL – NEW
	Benner & Ditman Streets Year built–1902 Estimated floor area of new construction–68,000 sq. ft. Estimated approximate cost–$2,160,000. Capacity: existing–648 added–102 new–750 Estimated start of: site acquisition–none design–1974 construction–1975 The new facility, designed with a reduced capacity, will be a modern lower school offering a complete educational program for pre-school, kindergarten, and the first four grades.

735	**LOWELL SCHOOL – ADDITION**
	5th Street & Nedro Avenue Year built–1913 Estimated floor area of new construction–21,000 sq. ft. Estimated approximate cost–$810,000. Capacity: existing–708 added–120 new–828 Estimated start of: site acquisition–none design–1974 construction–1975 This Phase I "Satellite" addition of a gymnasium, auditorium and instructional materials center will provide the facilities needed to carry on a complete educational program. Due to the age of the existing building, a Phase II addition is contemplated at a later date to complement the Phase I addition and provide a new modern lower school able to offer a complete educational program for pre-school, kindergarten, and the first four grades.
740	**OLNEY SCHOOL – NEW**
	Tabor Road & Water Street Year built–1901 Estimated floor area of new construction–64,000 sq. ft. Estimated approximate cost–$2,790,000. Capacity: existing–588 added–112 new–700 Estimated start of: site acquisition–1973 design–1973 construction–1974 The new facility, designed with a reduced capacity, will be a modern lower school offering a complete educational program for pre-school, kindergarten, and the first four grades.
742	**SMEDLEY SCHOOL – ADDITION**
	Bridge & Mulberry Streets Year built–1928 Estimated floor area of new construction–12,000 sq. ft. Estimated approximate cost–$495,000. Capacity: existing–588 added–90 new–678 Estimated start of: site acquisition–none design–1970 construction–1971 The addition of a cafeteria with small theater will upgrade the present facility and allow for a complete modern educational program.
746	**ZIEGLER SCHOOL – ADDITION**
	Saul & Comly Streets Year built–1957 Estimated floor area of new construction–14,000 sq. ft. Estimated approximate cost–$570,000. Capacity: existing–228 added–90 new–318 Estimated start of: site acquisition–none design–1972 construction–1973 The addition of a cafeteria with small theater, instructional materials center, and science room will upgrade the present facility and allow for a complete modern educational program.
748	**WRIGHT-MUHR SCHOOL – NEW**
	Germantown Avenue & Westmoreland Street Year built: Wright–1905 Estimated floor area of new construction–96,000 sq. ft. Muhr–1909 Estimated approximate cost–$3,590,000. Capacity: existing–Wright–378; Muhr–618 added–204 new–1,200 Estimated start of: site acquisition–1967 design–1967 construction–1968 This new facility will be a modern lower school offering a complete educational program for pre-school, kindergarten, and the first four grades.

Project Descriptions

District 8

Project Number	
807	**HIGH SCHOOL NORTHEAST PHILADELPHIA AREA – NEW**
	Estimated floor area of new construction–360,000 sq. ft. Estimated approximate cost–$14,630,000. Capacity: existing–none added–3,000 new–3,000 Estimated start of: site acquisition–1970 design–1971 construction–1972 This new facility will be a modern high school offering a complete educational program for grades nine through twelve. The site has not yet been selected. The District Superintendent has proposed a magnet emphasis in vocational-technical areas.
808	**HIGH SCHOOL TO SERVE DISTRICT 8 – NEW**
	Estimated floor area of new construction–360,000 sq. ft. Estimated approximate cost–$13,430,000. Capacity: existing–none added–3,000 new–3,000 Estimated start of: site acquisition–1971 design–1971 construction–1973 This new facility will be a modern high school offering a complete educational program for grades nine through twelve. The site has not yet been selected.
813	**AUSTIN MEEHAN MIDDLE SCHOOL – NEW**
	Ryan Avenue & Sandyford Road (Lincoln High School site) Estimated floor area of new construction–180,000 sq. ft. Estimated approximate cost–$6,020,000. Capacity: existing–none added–1,650 new–1,650 Estimated start of: site acquisition–owned design–completed construction–1969 This new facility will be a modern middle school offering a complete educational program for grades five through eight. Included with the facility will be an indoor swimming pool and other recreational facilities developed in cooperation with the City Recreation Department to serve the students and the community throughout the year.
815	**MIDDLE SCHOOL BETWEEN WASHINGTON AND NORTHEAST HIGH SCHOOLS – NEW**
	Verree Road North of Bloomfield Avenue Estimated floor area of new construction–180,000 sq. ft. Estimated approximate cost–$6,920,000. Capacity: existing–none added–1,650 new–1,650 Estimated start of: site acquisition–1969 design–1969 construction–1970 This new facility will be a modern middle school offering a complete educational program for grades five through eight. Included with the facility will be an indoor swimming pool and other recreational facilities developed in cooperation with the City Recreation Department to serve the students and the community throughout the year.

Project Descriptions

816	**MIDDLE SCHOOL TO SERVE DISTRICT 8 – NEW**
	Red Lion & Calera Roads Estimated floor area of new construction–180,000 sq. ft. Estimated approximate cost–$5,950,000. Capacity: existing–none added–1,650 new–1,650 Estimated start of: site acquisition–owned design–1971 construction–1972 This new facility will be a modern middle school offering a complete educational program for grades five through eight.
817	**MIDDLE SCHOOL TO SERVE DISTRICT 8 – NEW**
	Estimated floor area of new construction–180,000 sq. ft. Estimated approximate cost–$6,550,000. Capacity: existing–none added–1,650 new–1,650 Estimated start of: site acquisition–1969 design–1970 construction–1972 This new facility will be a modern middle school offering a complete educational program for grades five through eight. The site has not yet been selected.
818	**MIDDLE SCHOOL SOMERTON AREA – NEW**
	Estimated floor area of new construction–180,000 sq. ft. Estimated approximate cost–$6,360,000. Capacity: existing–none added–1,650 new–1,650 Estimated start of: site acquisition–1974 design–1974 construction–1975 This new facility will be a modern middle school offering a complete educational program for grades five through eight. The site has not yet been selected.
827	**THOMAS HOLME SCHOOL – ADDITION**
	Academy & Willits Roads Year built–1952 Estimated floor area of new construction–20,000 sq. ft. Estimated approximate cost–$790,000. Capacity: existing–846 added–120 new–966 Estimated start of: site acquisition–none design–1971 construction–1972 The addition of a gymnasium, instructional materials center, and speech, music, audio-visual and conference rooms will upgrade the present facilities and allow for a complete modern educational program.
837	**COMLY SCHOOL – ADDITION**
	Byberry & Kelvin Roads Year built–1929 Estimated floor area of new construction–23,000 sq. ft. Estimated approximate cost–$900,000. Capacity: existing–438 added–210 new–648 Estimated start of: site acquisition–none design–1970 construction–1971 This addition of a gymnasium, instructional materials center, six classrooms and an expansion of the cafeteria will upgrade the present facility and allow for a complete modern educational program.

Project Descriptions

855	**LOWER SCHOOL TO SERVE DISTRICT 8 – NEW** Estimated floor area of new construction–84,000 sq. ft. Estimated approximate cost–$2,760,000. Capacity: existing–none added–960 new–960 Estimated start of: site acquisition–1971 design–1970 construction–1971 This new facility will be a modern lower school offering a complete educational program for pre-school, kindergarten, and the first four grades. The site has not yet been selected, but this school will serve the northern section of the District east of the Boulevard.
Project Number	**Miscellaneous Projects**
001	**SUPPORTIVE FACILITIES**
	Estimated approximate cost–$5,315,000 (1970) The critical space needs of the School District require use of interim space or non-school buildings that can be easily converted to educational purposes. Provided for in this account are: library additions to various schools, facilities for district offices, the Parkway School, the John F. Kennedy Center, warehousing, and completion of the Innovative Center at Fifth and Luzerne Streets.
010	**ALTERATIONS AND IMPROVEMENTS**
	Estimated approximate cost–$12,015,000 (1970) General maintenance of a school building, such as keeping it clean, heated and in operation is charged tothe School District's Operating Budget. Alterations and improvements, such as installation of acoustic ceilings, relighting, repainting and other major renovations, are charged to the Capital Budget. Also charged to the Capital Budget are modifications necessary to keep the school's facilities in pace with modern educational requirements. Such modifications and improvements include mechanical and electrical modernization, conversion of school space for special purposes such as art, music and science, and conversion of libraries into instructional materials centers. A master plan for these alterations and improvements is updated annually on a school-by-school basis by the School Facilities Division.
020	**FURNITURE AND EQUIPMENT**
	Estimated approximate cost–$2,000,000 (1970) When a new school is built, the cost of its furniture and equipment is included in the estimated total cost of the building. But funds from the Furniture and Equipment section of the Capital Budget, as well as limited funds from the School District's Operating Budget, must be used to meet additional furniture and equipment needs of existing schools. These include school additions and remountable units, meeting the equipment needs of alterations and improvements to schools, equipping new school activities and granting requests from principals who have been operating with less than minimum standards of furniture and equipment.

Project Descriptions

030	**SPECIAL EDUCATION FACILITIES**
	Estimated approximate cost—none (1970) Funds under this unspecified account will be used to construct facilities to meet the specific needs of handicapped children. These space requirements will be worked out as soon as a current study of the School District's programs for the handicapped has been evaluated. Space constructed under this account would supplement classrooms allocated in regular schools or existing special class centers. Exact sites and space allocations have not been made.
040	**SITE EXPANSION AND DEVELOPMENT**
	Estimated approximate cost—$1,250,000 (1970) The Capital Program provides funds for site expansion, demolition and development to meet three needs: Site acquisition at schools which must be expanded to meet the pressure of growing enrollments or which must provide additional parking or recreation area; demolition and improvement of old, vacated schools whose sites are needed for play or parking or other public purposes; and, land banking for future school needs where sites are currently available. Site acquisition funds for all new schools are contained in the estimated cost of the individual school.
060	**ATHLETIC FACILITIES**
	Estimated approximate cost (included in projects — 1970) The cost of regular recreational facilities, such as gymnasiums, recreation rooms and outdoor playfields, is included in the estimated construction cost of each new school. Athletic investments over and above these normal space provisions, such as high school sports stadiums, unusually large middle and elementary school athletic fields, and indoor swimming pools are charged to the estimated costs of the individual schools when scheduled in the budget year, but are provided for in this account if scheduled in the last five years of the program. The location of swimming pools, most frequently in middle schools, is determined in conformance with the Comprehensive Plan for Swimming Pools prepared by the City Planning Commission for the Recreation Department. Use of School District athletic facilities by the community is encouraged.
070	**ADMINISTRATIVE FACILITIES**
	Estimated approximate cost—$100,000 (1970) Funds from this account are used for modifications and expansions to the School District central administration building and for other central support facilities. Later in the program, funds are scheduled for three additional transportation maintenance and storage facilities and for the completion of additional administrative space for the School District. Needed now, this project is deferred in light of the pressing needs for classroom space which are felt to take first priority.

Project Descriptions

090	**CAPITAL PROGRAM ADMINISTRATION COST**
	Estimated approximate cost–$4,400,000 (1970) Funds from this section of the capital program are needed to finance planning studies and for payment of that portion of services of School District employees chargeable to capital administrative projects, as well as for the contracted services of consultants in engineering, architecture, soil mechanics, drainage, and other specialized technical fields.
Project Number	**Projects Scheduled for Initial Funding After June 30, 1975**
106	**HIGH SCHOOL TO SERVE DISTRICT 1**
	Estimated floor area of new construction–360,000 sq. ft. Estimated approximate cost–$13,500,000. Capacity: existing–none added–3,000 new–3,000 Estimated start of: site acquisition–1975 design–1976 construction–1977 This new facility will be a modern high school offering a complete educational program for grades nine through twelve. The site has not yet been selected.
819	**MIDDLE SCHOOL TO SERVE DISTRICT 8**
	Estimated floor area of new construction–180,000 sq. ft. Estimated approximate cost–$6,260,000. Capacity: existing–none added–1,650 new–1,650 Estimated start of: site acquisition–1975 design–1975 construction–1976 This new facility will be a modern middle school offering a complete educational program for grades five through eight. The site has not yet been selected.
820	**MIDDLE SCHOOL TO SERVE DISTRICT 8**
	Estimated floor area of new construction–180,000 sq. ft. Estimated approximate cost–$6,260,000. Capacity: existing–none added–1,650 new–1,650 Estimated start of: site acquisition–1975 design–1975 construction–1976 This new facility will be a modern middle school offering a complete educational program for grades five through eight. The site has not yet been selected.
156	**LOWER SCHOOL TO SERVE DISTRICT 1**
	Estimated floor area of new construction–84,000 sq. ft. Estimated approximate cost–$3,420,000. Capacity: existing–none added–960 new–960 Estimated start of: site acquisition–1975 design–1975 construction–1976 This new facility will be a modern lower school offering a complete educational program for pre-school, kindergarten, and the first four grades. The site has not yet been selected.

Project Descriptions

451	**LOWER SCHOOL TO SERVE DISTRICT 4**
	Estimated floor area of new construction–84,000 sq. ft. Estimated approximate cost–$2,640,000. Capacity: existing–none added–960 new–960 Estimated start of: site acquisition–1975 design–1975 construction–1976 This new facility will be a modern lower school offering a complete educational program for pre-school, kindergarten and the first four grades. The site has not yet been selected.
851	**LOWER SCHOOL TO SERVE DISTRICT 8**
	Estimated floor area of new construction–84,000 sq. ft. Estimated approximate cost–$2,760,000. Capacity: existing–none added–960 new 960 Estimated start of: site acquisition–1975 design–1975 construction–1976 This new facility will be a modern lower school offering a complete educational program for pre-school, kindergarden and the first four grades. The site has not yet been selected.
852	**LOWER SCHOOL TO SERVE DISTRICT 8**
	Estimated floor area of new construction–84,000 sq. ft. Estimated approximate cost–$2,760,000. Capacity: existing–none added–960 New–960 Estimated start of: site acquisition–1975 design–1975 construction–1976 This new facility will be a modern lower school offering a complete educational program for pre-school, kindergarten and the first four grades. The site has not yet been selected.
853	**LOWER SCHOOL TO SERVE DISTRICT 8**
	Estimated floor area of new construction–84,000 sq. ft. Estimated approximate cost–$2,760,000. Capacity: existing–none added–960 new–960 Estimated start of: site acquisition–1975 design–1975 construction–1976 This new facility will be a modern lower school offering a complete educational program for pre-school, kindergarten and the first four grades. The site has not yet been selected.
854	**LOWER SCHOOL TO SERVE DISTRICT 8**
	Estimated floor area of new construction–84,000 sq. ft. Estimated approximate cost–$2,760,000. Capacity: existing–none added–960 new–960 Estimated start of: site acquisition–1975 design–1975 construction–1976 This new facility will be a modern lower school offering a complete educational program for pre-school, kindergarten and the first four grades. The site has not yet been selected.

Project Descriptions

856	LOWER SCHOOL TO SERVE DISTRICT 8
	Estimated floor area of new construction–84,000 sq. ft. Estimated approximate cost–$2,760,000. Capacity: existing–none added–960 new–960 Estimated start of: site acquisition–1975 design–1975 construction–1976 This new facility will be a modern lower school offering a complete educational program for pre-school, kindergarten and the first four grades. The site has not yet been selected.

BRIDESBURG SCHOOL

RICHMOND & JENKS ST.

ADDITION
SEPTEMBER 1968

Project Funding Schedule
The 1970 Capital Budget
and the 1970-1975 Capital Program

Project Number	Projects		Total Estimated Cost	Cost Through June 30, 1969	Cost Scheduled Six-Year Period
	DISTRICT 1		$	$	$
101	Bartram High School	Addition	981,000	—	981,000
103	West Phila. (University City) High School	New	13,448,159	13,048,159	400,000
104	High School West Philadelphia Area	New	14,480,000	—	14,480,000
105 115	High School Eastwick George Wharton Pepper Middle School	New New	— 19,623,216	— 2,725,000	— 16,898,216
112	Sulzberger Junior High School	Addition	635,000	—	635,000
114	Jeannette MacDonald Middle School	New	7,747,000	—	7,747,000
117	Dr. John P. Turner Middle School	New	7,072,424	6,822,424	250,000
121	Middle School West Philadelphia Area	New	6,947,000	150,000	6,797,000
132	O. W. Holmes School	Addition	925,000	—	925,000
135	Longstreth School	New	2,900,754	285,754	2,615,000
138	Morton School	New	3,315,000	—	3,315,000
145	Samuel H. Daroff School	New	2,916,186	115,186	2,801,000
149	Owen J. Roberts School	New	3,380,959	864,959	2,516,000
150	Barry School	New	2,915,000	—	2,915,000
153	Bryant School	Addition	2,812,489	942,489	1,870,000
192	Cary School	New	2,107,000	—	196,000
193	T. B. Read School	New	2,107,000	—	196,000
		DISTRICT 1 TOTAL	94,313,187	24,953,971	65,537,216
	DISTRICT 2		$	$	$
204	High School North Philadelphia Area	New	14,430,000	—	14,430,000
205	Christopher Columbus High School	New	15,534,065	1,396,065	14,138,000
207	High School South of Vine Street	New	13,950,000	—	1,500,000
214	Middle School Fairmount Area	New	7,197,000	—	7,197,000
215	Middle School To Serve District 2	New	6,947,000	—	6,697,000
226	Childs Community School	New	3,040,000	—	3,040,000
233	Bache School	New	3,365,000	—	3,365,000
241	Poe School	Addition	637,000	—	637,000
245	E. M. Stanton School	Addition	1,222,000	—	1,222,000
250	Eugene V. Alessandroni School	New	3,393,555	877,555	2,516,000
251	Bregy School	Addition	810,000	—	810,000
		DISTRICT 2 TOTAL	70,525,620	2,273,620	55,552,000

RECOMMENDED AND SCHEDULED FOR SIX-YEAR PERIOD						Cost to Complete Beyond June 30, 1975	Project Number
1969 – 1970	1970 – 1971	1971 – 1972	1972 – 1973	1973 – 1974	1974 – 1975		
$	$	$	$	$	$	$	
–	–	–	–	981,000	–	–	101
400,000	–	–	–	–	–	–	103
–	–	–	2,050,000	11,930,000	500,000	–	104
–	–	–	–	–	–	–	105 115
6,321,564	10,576,652	–	–	–	–	–	
–	–	–	–	635,000	–	–	112
1,040,000	500,000	5,957,000	250,000	–	–	–	114
250,000	–	–	–	–	–	–	117
1,090,000	5,457,000	250,000	–	–	–	–	121
–	–	150,000	–	775,000	–	–	132
–	120,000	2,495,000	–	–	–	–	135
–	–	–	820,000	2,495,000	–	–	138
306,000	2,495,000	–	–	–	–	–	145
2,516,000	–	–	–	–	–	–	149
–	–	–	420,000	2,495,000	–	–	150
–	90,000	1,780,000	–	–	–	–	153
–	–	–	–	–	196,000	1,911,000	192
–	–	–	–	–	196,000	1,911,000	193
11,923,564	19,238,652	10,632,000	3,540,000	19,311,000	892,000	3,822,000	
$	$	$	$	$	$	$	
–	1,000,000	1,500,000	2,186,000	9,244,000	500,000	–	204
3,310,000	10,328,000	500,000	–	–	–	–	205
–	–	–	–	–	1,500,000	12,450,000	207
–	–	1,490,000	5,457,000	250,000	–	–	214
–	–	–	–	1,240,000	5,457,000	250,000	215
–	–	–	–	545,000	2,495,000	–	226
870,000	2,495,000	–	–	–	–	–	233
–	637,000	–	–	–	–	–	241
1,212,000	–	–	–	–	–	–	245
2,516,000	–	–	–	–	–	–	250
–	–	–	–	810,000	–	–	251
7,918,000	14,460,000	3,490,000	7,643,000	12,089,000	9,952,000	12,700,000	

Project Funding Schedule
The 1970 Capital Budget
and the 1970-1975 Capital Program

Project Number	Projects		Total Estimated Cost	Cost Through June 30, 1969	Cost Scheduled Six-Year Period
	DISTRICT 3		$	$	$
312	Stoddart Middle School	New	7,864,042	1,724,042	6,140,000
326	Hawthorne School	Addition	599,000	—	599,000
330	Kearny School	Addition	398,000	—	398,000
342	Spring Garden School	Addition	231,000	—	231,000
344	Taggart School	Addition	653,000	—	653,000
347	M. C. Wister School	Addition	639,000	—	639,000
		DISTRICT 3 TOTAL	10,384,042	1,724,042	8,660,000
	DISTRICT 4		$	$	$
403	High School West of Schuylkill River	New	14,451,055	497,055	13,954,000
415	Connie Mack Middle School	New	6,980,000	575,000	6,405,000
416	Middle School North of Diamond Street	New	6,947,000	250,000	6,697,000
417	James L. McDevitt Middle School	New	7,072,000	60,000	7,012,000
418	Betsy Ross Middle School	New	6,518,771	6,268,771	250,000
419	Middle School Parkside Area	New	7,447,000	—	7,197,000
420	Middle School West of Schuylkill River	New	7,447,000	560,000	6,887,000
421	Middle School South of Lehigh Avenue	New	7,197,000	—	7,197,000
422	Middle School Tioga Area	New	7,197,000	—	7,197,000
429	Hanna School	New	3,183,096	368,096	2,815,000
437	Overbrook School	New	3,115,000	—	3,115,000
438	T.M. Peirce School	New	3,019,000	—	520,000
442	Walton School	New	3,215,000	—	3,215,000
443	Whittier School	Addition	934,000	—	934,000
444	Lehigh School	New	3,041,798	531,798	2,510,000
		DISTRICT 4 TOTAL	87,764,720	9,110,720	75,905,000
	DISTRICT 5		$	$	$
502	Edison High School Vicinity	New	14,430,000	—	14,430,000
503	William Penn High School	New	16,402,634	15,452,634	950,000
504	Kensington High School Vicinity	New	14,430,000	—	13,930,000
514	Middle School East of Broad Street	New	7,447,000	—	7,447,000
515	Middle School Second & Berks Vicinity	New	6,953,000	60,000	6,893,000
526	Elkin School	New	3,130,000	620,000	2,510,000
533	Hunter School	New	3,069,000	—	570,000
535	McKinley School	New	1,949,495	1,839,495	110,000
537	Moffet School	New	1,884,000	272,000	1,612,000

RECOMMENDED AND SCHEDULED FOR SIX-YEAR PERIOD						Cost to Complete Beyond June 30, 1975	Project Number
1969 – 1970	1970 – 1971	1971 – 1972	1972 – 1973	1973 – 1974	1974 – 1975		
$	$	$	$	$	$	$	
5,890,000	250,000	–	–	–	–	–	312
–	–	–	–	–	599,000	–	326
–	–	–	–	–	398,000	–	330
–	–	–	–	231,000	–	–	342
–	–	–	–	653,000	–	–	344
–	–	639,000	–	–	–	–	347
5,890,000	250,000	639,000	–	884,000	997,000	–	
$	$	$	$	$	$	$	
4,210,000	9,244,000	500,000	–	–	–	–	403
6,155,000	250,000	–	–	–	–	–	415
990,000	5,457,000	250,000	–	–	–	–	416
465,000	840,000	5,457,000	250,000	–	–	–	417
250,000	–	–	–	–	–	–	418
–	–	–	–	1,740,000	5,457,000	250,000	419
1,180,000	765,000	4,692,000	250,000	–	–	–	420
–	620,000	870,000	5,457,000	250,000	–	–	421
–	–	1,250,000	240,000	5,457,000	250,000	–	422
–	–	320,000	2,495,000	–	–	–	429
–	620,000	2,495,000	–	–	–	–	437
–	–	–	–	–	520,000	2,499,000	438
–	–	720,000	2,495,000	–	–	–	442
–	934,000	–	–	–	–	–	443
2,510,000	–	–	–	–	–	–	444
15,760,000	18,730,000	16,554,000	11,187,000	7,447,000	6,227,000	2,749,000	
$	$	$	$	$	$	$	
1,000,000	1,500,000	11,430,000	500,000	–	–	–	502
950,000	–	–	–	–	–	–	503
–	–	–	1,500,000	1,000,000	11,430,000	500,000	504
500,000	1,240,000	5,457,000	250,000	–	–	–	514
2,060,000	4,833,000	–	–	–	–	–	515
2,510,000	–	–	–	–	–	–	526
–	–	–	–	–	570,000	2,499,000	533
110,000	–	–	–	–	–	–	535
200,000	1,412,000	–	–	–	–	–	537

Project Funding Schedule
The 1970 Capital Budget
and the 1970-1975 Capital Program

Project Number	Projects		Total Estimated Cost	Cost Through June 30, 1969	Cost Scheduled Six-Year Period
	DISTRICT 5		$	$	$
541	Sheppard School	New	2,273,000	—	585,000
546	Lower School Second and Berks Vicinity	New	1,884,000	—	1,884,000
549	H. A. Brown School	Addition	278,000	—	278,000
		DISTRICT 5 TOTAL	74,130,129	18,244,129	51,199,000
	DISTRICT 6		$	$	$
601	Central High School	Addition	2,958,164	1,422,164	1,536,000
603	Roxborough High School	Addition	3,202,849	2,718,849	484,000
606	Northwest High School	New	12,874,338	12,254,338	620,000
612	Middle School West Mount Airy Area	New	7,147,000	—	7,147,000
614	Clarence E. Pickett Middle School	New	7,110,537	6,746,537	364,000
615	Middle School Awbury Tract	New	6,530,000	210,000	6,320,000
616	Middle School West Oak Lane Area	New	7,197,000	—	6,947,000
617	Middle School East Falls-Manayunk-Roxborough Area	New	7,147,000	—	7,147,000
630	Logan School	Addition	433,000	—	433,000
637	Lower School Upper Roxborough	New	2,157,000	—	102,000
639	Steel School	New	2,375,406	2,265,406	110,000
646	Lower School West Oak Lane Area	New	3,120,000	375,000	2,745,000
		DISTRICT 6 TOTAL	62,252,294	25,992,294	33,955,000
	DISTRICT 7		$	$	$
701	Frankford High School	Addition	3,161,253	3,051,253	110,000
708	High School Between Olney & Frankford High Schools	New	14,430,000	—	14,430,000
710	Cooke Junior High School	Addition	955,000	—	955,000
712	Middle School East Oak Lane Area	New	7,447,000	—	7,447,000
713	Middle School Logan Area	New	6,947,000	—	6,697,000
727	Finletter School	Addition	104,000	—	104,000
732	Howe School	New	2,120,000	—	171,000
733	Lawton School	New	2,157,000	—	102,000
735	Lowell School	Addition	812,000	—	812,000
740	Olney School	New	2,789,000	—	2,789,000
742	Smedley School	Addition	494,000	—	494,000
746	Ziegler School	Addition	570,000	—	570,000
748	Wright-Muhr School	New	3,591,734	3,471,734	120,000
		DISTRICT 7 TOTAL	45,577,987	6,522,987	34,801,000

RECOMMENDED AND SCHEDULED FOR SIX-YEAR PERIOD						Cost to Complete Beyond June 30, 1975	Project Number
1969 – 1970	1970 – 1971	1971 – 1972	1972 – 1973	1973 – 1974	1974 – 1975		
$	$	$	$	$	$	$	
–	–	–	–	–	585,000	1,688,000	541
–	472,000	1,412,000	–	–	–	–	546
278,000	–	–	–	–	–	–	549
7,608,000	9,457,000	18,299,000	2,250,000	1,000,000	12,585,000	4,687,000	
$	$	$	$	$	$	$	
–	–	–	–	77,000	1,459,000	–	601
484,000	–	–	–	–	–	–	603
120,000	500,000	–	–	–	–	–	606
–	720,000	6,177,000	250,000	–	–	–	612
364,000	–	–	–	–	–	–	614
6,970,000	250,000	–	–	–	–	–	615
–	–	–	–	1,490,000	5,457,000	250,000	616
–	–	1,440,000	765,000	4,692,000	250,000	–	617
–	433,000	–	–	–	–	–	630
–	–	–	–	–	102,000	2,055,000	637
110,000	–	–	–	–	–	–	639
250,000	2,495,000	–	–	–	–	–	646
7,396,000	4,398,000	7,617,000	1,015,000	6,259,000	7,268,000	2,305,000	
$	$	$	$	$	$	$	
110,000	–	–	–	–	–	–	701
–	500,000	2,000,000	11,430,000	500,000	–	–	708
–	–	–	–	–	955,000	–	710
–	–	1,740,000	5,457,000	250,000	–	–	712
–	–	–	1,000,000	240,000	5,457,000	250,000	713
104,000	–	–	–	–	–	–	727
–	–	–	–	–	171,000	1,949,000	732
–	–	–	–	–	102,000	2,055,000	733
–	–	–	–	–	812,000	–	735
–	–	–	–	850,000	1,939,000	–	740
–	494,000	–	–	–	–	–	742
–	–	–	570,000	–	–	–	746
120,000	–	–	–	–	–	–	748
334,000	994,000	3,740,000	18,457,000	1,840,000	9,436,000	4,254,000	

Project Funding Schedule
The 1970 Capital Budget
and the 1970-1975 Capital Program

Project Number	Projects		Total Estimated Cost	Cost Through June 30, 1969	Cost Scheduled Six-Year Period
	DISTRICT 8		$	$	$
807	High School Northeast Philadelphia Area	New	14,630,000	—	14,630,000
808	High School To Serve District 8	New	13,430,000	—	13,430,000
813	Austin Meehan Middle School	New	6,023,063	5,773,063	250,000
815	Middle School Between Washington & Northeast High Schools	New	6,920,000	640,000	6,280,000
816	Middle School To Serve District 8	New	5,947,000	—	5,947,000
817	Middle School To Serve District 8	New	6,547,000	100,000	6,447,000
818	Middle School Somerton Area	New	6,360,000	—	640,000
827	T. Holme School	Addition	787,000	—	787,000
837	Comly School	Addition	900,000	—	900,000
855	Lower School To Serve District 8	New	2,761,000	—	2,761,000
		DISTRICT 8 TOTAL	64,305,063	6,513,063	52,072,000
	MISCELLANEOUS		$	$	$
001	Supportive Facilities		14,575,114	6,351,114	8,224,000
010	Alterations & Improvements		89,929,034	39,767,034	50,262,000
020	Furniture & Equipment		16,508,973	7,008,973	9,500,000
030	Special Education Facilities		27,738,000	—	22,348,000
040	Site Expansion & Development		13,022,636	4,022,636	9,000,000
060	Athletic Facilities		12,087,168	1,873,168	8,597,000
070	Administrative Facilities		11,311,416	3,363,416	7,848,000
090	Capital Program Administration Cost		37,837,380	10,037,380	27,700,000
		MISCELLANEOUS TOTAL	222,909,721	72,423,721	143,479,000

RECOMMENDED AND SCHEDULED FOR SIX-YEAR PERIOD						Cost to Complete Beyond June 30, 1975	Project Number
1969 – 1970	1970 – 1971	1971 – 1972	1972 – 1973	1973 – 1974	1974 – 1975		
$	$	$	$	$	$	$	
–	1,000,000	1,500,000	11,430,000	700,000	–	–	807
–	–	1,500,000	–	11,430,000	500,000	–	808
–	250,000	–	–	–	–	–	813
6,030,000	250,000	–	–	–	–	–	815
–	–	240,000	5,457,000	250,000	–	–	816
500,000	240,000	–	5,457,000	250,000	–	–	817
–	–	–	–	–	640,000	5,720,000	818
–	–	787,000	–	–	–	–	827
–	900,000	–	–	–	–	–	837
–	75,000	2,686,000	–	–	–	–	855
6,530,000	2,715,000	6,713,000	22,344,000	12,630,000	1,140,000	5,720,000	
$	$	$	$	$	$	$	
5,315,000	995,000	820,000	547,000	547,000	–	–	001
12,015,000	5,611,000	7,910,000	7,907,000	8,330,000	8,389,000	–	010
2,000,000	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000	–	020
–	3,000,000	3,142,000	5,406,000	5,400,000	5,400,000	5,390,000	030
1,250,000	750,000	1,000,000	2,000,000	2,000,000	2,000,000	–	040
–	2,149,000	1,612,000	1,612,000	1,612,000	1,612,000	1,617,000	060
100,000	637,000	637,000	700,000	300,000	5,574,000	–	070
4,400,000	4,100,000	4,500,000	4,700,000	4,900,000	5,100,000	–	090
25,080,000	18,742,000	21,121,000	24,372,000	24,589,000	29,575,000	7,007,000	

Project Funding Schedule
The 1970 Capital Budget
and the 1970-1975 Capital Program

SUMMARY	Total Estimated Cost	Cost Thru June 30, 1969	Cost Scheduled Six-Year Period
	$	$	$
District 1	94,313,187	24,953,971	65,537,216
District 2	70,525,620	2,273,620	55,552,000
District 3	10,384,042	1,724,042	8,660,000
District 4	87,764,720	9,110,720	75,905,000
District 5	74,130,129	18,244,129	51,199,000
District 6	62,252,294	25,992,294	33,955,000
District 7	45,577,987	6,522,987	34,801,000
District 8	64,305,063	6,513,063	52,072,000
District Total	509,253,042	95,334,826	377,681,216
Miscellaneous	222,909,721	72,423,721	143,479,000
Grand Total	733,162,763	167,758,547	521,160,216

RECOMMENDED AND SCHEDULED FOR SIX-YEAR PERIOD						Cost to Complete Beyond June 30, 1975
1969 – 1970	1970 – 1971	1971 – 1972	1972 – 1973	1973 – 1974	1974 – 1975	
$	$	$	$	$	$	$
11,923,564	19,238,652	10,632,000	3,540,000	19,311,090	892,000	3,822,000
7,918,000	14,460,000	3,490,000	7,643,000	12,089,000	9,952,000	12,700,000
5,990,000	250,000	639,000	–	884,000	997,000	–
15,760,000	18,730,000	16,554,000	11,187,000	7,447,000	6,227,000	2,749,000
7,608,000	9,457,000	18,299,000	2,250,000	1,000,000	12,585,000	4,687,000
7,398,000	4,398,000	7,617,000	1,015,000	6,259,000	7,268,000	2,305,000
334,000	994,000	3,740,000	18,457,000	1,840,000	9,436,000	4,254,000
6,530,000	2,715,000	6,713,000	22,344,000	12,630,000	1,140,000	5,720,000
63,361,564	70,242,652	67,684,000	66,436,000	61,460,000	48,497,000	36,237,000
25,080,000	18,742,000	21,121,000	24,372,000	24,589,000	29,575,000	7,007,000
88,441,564	88,984,652	88,805,000	90,808,000	86,049,000	78,072,000	43,244,000

ERRATA

As a result of action by the Board on proposed revisions to the 1968-69 Capital Budget, certain changes in this document were required. The text was corrected, but the color section had already been printed and could not be changed. The bar chart on page 26 should show the following figures:

1969-70	$88,442,000
1970-71	88,985,000
1971-72	88,805,000
1972-73	90,808,000
1973-74	86,049,000

The pie chart on page 27 should show the following figures:

TOTAL	$88,442,000
NEW HIGH SCHOOLS	10,098,000
OTHER PROJECTS	25,080,000
Capital Program Administration Cost	4,400,000