



**C**ouncil of the Great City Schools  
1999-2000  
Annual Report



Council of the  
Great City Schools

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# **M**essage from the Chair

June 30, 2000

As we enter a new millennium, there is much that urban school leaders can be proud of and hopeful about. Our Great City Schools continue to focus on improving student achievement and reform. The work is paying off. Student achievement is improving in more and more of our urban communities.

Once again the Council of the Great City Schools took the lead in spurring achievement, and addressing critical challenges facing urban education. Two new Task Forces were convened, one focusing on governance and continuity in leadership, and the other on professional development. Other education organizations have now followed the Council's lead.

This has been a busy year for the Council. We are blessed with capable, hard working staff and we see the results of their work on Capitol Hill as well as the work they do with the membership. The reauthorization of the Elementary and Secondary Education Act (ESEA) has occupied much of the organization's time. Staff has worked diligently to be sure the needs of urban districts and students were not forgotten by Congress. The importance of ESEA to urban districts was reflected in the record numbers attending our Legislative Conference in March, 2000.

The Council remained active in support of the standards movement, as well. I, along with Michael Casserly, Executive Director, attended the National Education Summit held in September, 1999. It was encouraging to hear our nation's governors acknowledge the importance of higher teacher compensation and address issues of opportunity. Many also acknowledged that the states needed to provide low performing schools with additional resources. It is clear to me that the lack of financial support for these schools has resulted in their inability to implement the programs necessary to teach students to the highest standards.

The Council also broadened its working relationship this year with the National Board for Professional Teaching Standards, together co-sponsoring a symposium on urban education.

The reauthorization of ESEA and school construction funding will remain at the top of the Council's list of priorities. Early childhood development, particularly for urban children, will also need the Council's attention in the future, as new research on brain development indicates the importance of early intervention. If our urban children are going to reach their full potential, they need appropriate early child development experiences. We will need to collaborate with other agencies on this goal.

Urban school districts will continue to be faced with many challenges. However, urban school leaders are dedicated individuals who are focused on students and committed to ensuring that all children learn and are prepared for life upon graduation.

Becky Montgomery  
Chair of the Board



# Message from the Director

June 30, 2000

The Council of the Great City Schools is pleased to present this report on the organization's activities during 1999-2000. The Council has had an outstanding year advocating for urban education and assisting its members in their reforms and improvements.

The Council sharpened its priorities and clarified its mission this year with the naming of two new national task forces: Leadership and Governance, and Professional Development. These groups will focus on some of the most critical challenges to urban schools and will join three other task forces on Achievement and Achievement Gaps, School Finance, and Bilingual Education in defining the organization's work in the coming years.

The Council also expanded and improved its "Cities Helping Cities" program with services to more cities in a wider variety of instructional, management, and operational areas. We expect that the program will take several important leaps forward next year, as cities work together to address their most pressing challenges.

In addition, the Council had two of its most successful conferences. The Fall Conference in Dayton and the Spring Legislative Conference in Washington, D.C. enjoyed large and enthusiastic participation, and featured presentations by Kweisi Mfume, Bill Goodling, Charles Rangel, Mae Jemison, Jesse Jackson, Carl Rowan, Jim Hunt, John Merrow, and many others.

Nationally, the organization continued to demonstrate its unfettered commitment to urban schools with aggressive and innovative advocacy. No education group in Washington can match the Council's skill, focus, and determination in the policymaking corridors of the nation's capital.

The Council also conducted groundbreaking research and nationally recognized projects in the areas of achievement gaps, class-size reduction, Medicaid, accountability, teacher shortages, professional development, superintendent tenure, statistical trends, and school finance. And its *Urban Educator* and other publications took four major journalism awards this year for reporting and writing.

I thank Becky Montgomery for her energetic leadership this year as Chair of the Board. Her thoughtful and balanced approach to agenda setting and problem solving elevated every discussion. Finally, I thank the outstanding staff of the Council for their tireless efforts on behalf of the children in our Great Cities. Their commitment and skill never cease to amaze me.

Michael Casserly  
Executive Director



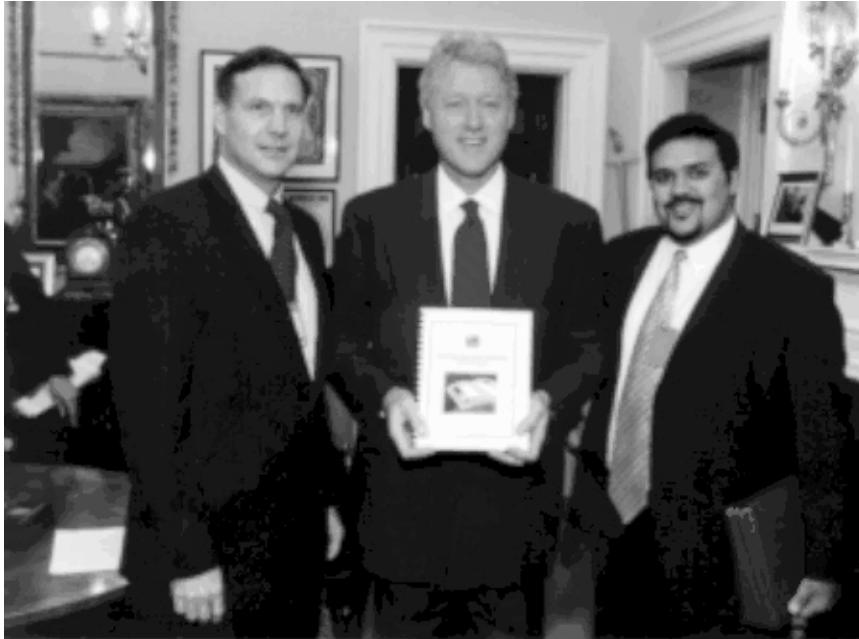
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*Council Executive Director Michael Casserly, left, and legislative/research specialist Manish Naik, right, flank President Clinton at the White House before the President releases the Council report on class size reduction.*

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*White House photo*



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*Memphis Schools Superintendent Gerry House, left, with noted journalist Carl Rowan and Council Chair Becky Montgomery following Town Hall meeting moderated by the newsman.*

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# A**about the Council**

The Council of the Great City Schools has brought together the largest urban public school systems in the nation in a coalition dedicated to the improvement of education of children in the inner cities. The Council and its member school districts strive to help urban schoolchildren meet the highest standards and become successful and productive members of society, despite ever-present and often increasing hurdles.

The Council keeps the nation's lawmakers, the media and the public informed about problems urban schools face and the critical need to ensure that today's urban students receive an education based on high standards and expectations. The Council has spent over four decades setting the course for the survival of our cities, the productivity of their citizens, and the future of our nation.

Legislation, research, public advocacy, student achievement, management, professional development, and opportunity shape the Council's activities in spotlighting the urgency of urban school needs. Inside the organization's membership, school district personnel from coast to coast share concerns and solutions, building on strength in numbers, discovering how counterparts in other cities operate under similar conditions. Whether school board members, researchers, administrators, superintendents or finance personnel, various networks of special interests exchange information to continually strive for the improvement of school district services. In addition, joint efforts with other national organizations, corporations and government policymakers extend the Council's influence and effectiveness outside member school districts to the larger, interdependent structure that will ultimately benefit from the contributions of today's urban students.

Since the organization's founding in 1956, geographic, ethnic and cultural diversity have typified the Council's membership. That diversity propels the coalition forward to see that all citizens receive an education that will equip them with the skills and knowledge to compete successfully in the world marketplace and to determine the quality of their lives in a society changing with phenomenal speed. The well-spring of accomplishments and innovations rising from the inner cities testifies to the resounding benefits of investment in the nation's urban centers and in their public schools.



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*District of Columbia Schools Superintendent Arlene Ackerman gives a session presentation at Council Annual Fall Conference.*

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*Portland Schools Superintendent Ben Canada and board member Marc Abrams take notes during Council Legislative/Policy Conference.*

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*Charlotte-Mecklenburg Schools Superintendent Eric Smith, left, and board member Arthur Griffin flank North Carolina Gov. James Hunt at Legislative/Policy Conference.*

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# A Vision for America's Urban Public Schools: Teaching, Leading and Community

## *Our Vision*

Urban public schools exist to teach students to the highest standards of educational excellence. As the primary American institution responsible for weaving the strands of our society into a cohesive fabric, we --the leaders of America's Great City Schools -- see a future where the nation cares for all children, expects their best, appreciates their diversity, invests in their futures, and welcomes their participation in the American dream.

The Great City Schools are places where this vision becomes tangible and those ideals are put to the test. We will keep our commitments, and as we do and as society supports our endeavors, cities will become the centers of a strong and equitable nation, with urban public schools successfully teaching our children and building our communities.

## *Our Mission*

It is the special mission of America's urban public schools to educate the nation's most diverse student body to the highest academic standards and prepare them to contribute to our democracy and the global community.

## *Our Goals*

### *Primary*

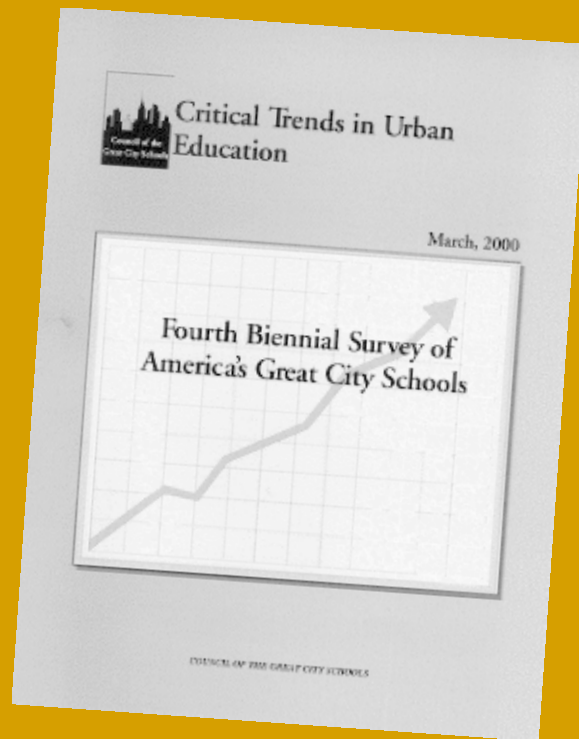
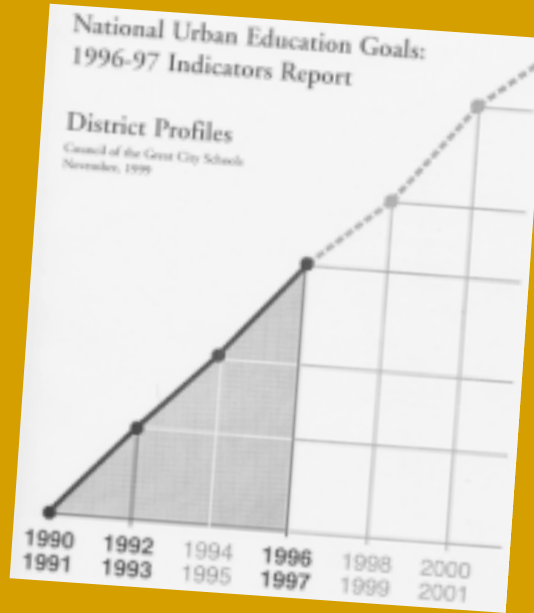
To educate all urban school students to the highest academic standards.

### *Secondary*

To lead, govern and manage our urban public schools in ways that advance the education of our children and inspire the public's confidence.

To engage parents and build a confident, committed and supportive urban community for raising the achievement of urban public schoolchildren.





# Organizational Structure

School districts located in cities with populations over 250,000 and student enrollments over 35,000 are eligible for membership in the Council of the Great City Schools. Eligibility also extends to those districts serving a state's largest city, regardless of size.

The **Board of Directors** is composed of the Superintendent and one Board of Education member from each member district, making the Council the only national educational organization so constituted and the only one whose purpose and membership is solely urban. The Board meets twice a year to determine and adopt policies and elects a 24-member **Executive Committee**, which may exercise governing authority when the Board is not in session.

In 1997-98, the Board of Directors established two special task forces to address major issues facing urban public schools. Created were a **School Finance Task Force** to explore ways to challenge urban school funding inequities around the nation and a **Bilingual Education Task Force** to focus on the issues of English language learners.

In 1999, three additional task forces were launched: the **Task Force on Achievement Gaps** to eliminate gaps in the academic achievement of students by race; the **Task Force on Leadership and Governance** to address the increasing concern about issues surrounding urban school leadership and management; and the **Task Force on Professional Development** to explore ways to give teachers and administrators the latest tools and techniques to improve student achievement.

**Three Subcommittees of the Executive Committee** provide support in financial and organizational areas:

**By-Laws:** Defines the Council's mission, responsibilities and composition within the framework of applicable laws and regulations.

**Audit:** Reviews and studies budgetary matters and ensures that revenues are properly managed.

**Membership:** Determines eligible cities for membership and recruits, screens and recommends new members.

In addition to these governing bodies, a network of deans of the **Council of the Great City Colleges of Education** and **staff liaisons** from various school district departments encourage information exchange with counterparts in other cities. Common concerns in areas such as student achievement, public relations, technology, vocational education, human resources, finance, research, legislation, special education, and curriculum connect urban education personnel from various cities to share the ideas and experiences of a larger group.

### Characteristics of the Great City Schools

- Total student enrollment ..... 6.6 million
  - African American ..... 39.6%
  - Hispanic ..... 30.7%
  - White ..... 22.7%
  - Asian/Pacific Islander ..... 6.4%
  - Alaskan/Native American ..... 0.7%
- Free/reduced price lunch eligibility ..... 58.3%
- English Language Learners ..... 21%
- Students with Individualized Education Programs (IEP's)..... 11.9%
- Number of languages spoken ..... 120
- Total number of teachers ..... 342,770
- Total number of schools ..... 8,963
- Average teacher salary ..... \$41,083
- Average expenditures per student ..... \$6,095
- Total Revenue ..... \$40 billion
  - Local ..... 43.0%
  - State ..... 47.3%
  - Federal ..... 9.7%

*Source: National Center for Education Statistics*



# Conferences

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*New Orleans Schools Superintendent Alphonse Davis makes a point at the Legislative/Policy Conference.*

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**Executive Committee Meeting**  
St. Paul, MN  
July 2-3, 1999

**Curriculum Directors Meeting**  
Chicago, IL  
July 8-10, 1999

**Annual Fall Conference**  
Dayton, OH  
October 13-17, 1999

**Chief Financial Officers (CFO) Meeting**  
San Diego, CA  
November 4-6, 1999

**Medicaid Cost Recovery Meeting**  
San Diego, CA  
November 6-8, 1999

**Research Meeting**  
Washington, D.C.  
January 11, 2000

**Executive Committee Meeting**  
Miami, FL  
January 21-22, 2000

**Personnel Directors Meeting**  
Orlando, FL  
February 10-12, 2000

**High School Reform Meeting**  
Washington, D.C.  
February 18, 2000

**Annual Legislative & Policy Conference**  
Washington, D.C.  
March 18-21, 2000

**Chief Operating Officers' (COO) Annual Meeting**  
Memphis, TN  
April 5-8, 2000

**Social Promotion Meeting**  
Washington, DC  
May 17, 2000

**E-Commerce Meeting**  
Denver, CO  
May 18-20, 2000

**Urban Education Technology Forum**  
Rochester, NY  
June 8-10, 2000



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*Miami-Dade County School board member G. Holmes Braddock poses a question to panelists at the Town Hall meeting on closing the achievement gaps.*

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# Annual Fall Conference

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*Houston Schools Superintendent Rod Paige shares his views at Town Hall Meeting on closing the achievement gaps as fellow panelists, Columbus Superintendent Rosa Smith, Miami-Dade County Superintendent Roger Cuevas and Minneapolis Board Chair Judy Farmer, look on.*

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More than 600 big-city school superintendents, administrators and board members as well as deans of colleges of education from around the country discussed issues and challenges facing urban school districts at the Council's 43rd Annual Fall Conference, October 13-17, hosted by the Dayton Public Schools. Under the banner "Celebrating Urban Education: Investing in Success," the conference opened with a welcome address by Kweisi Mfume, president of the National Association for the Advancement of Colored People (NAACP).

The former congressman observed that even with the passage of the 1954 landmark Supreme Court case *Brown v. Board of Education*, which overturned the separate-but-equal doctrine in the country's public schools, the issue of skin color still dominates the area of public education.

The question of how to close student achievement gaps by race was discussed by a panel of university scholars and urban school leaders at a lively 90-minute Town Hall Meeting moderated by noted journalist Carl Rowan. The panelists listed several factors that contribute to disparities in academic performance among students of different racial groups: course-taking patterns, pre-school experiences and quality of teachers.

In a rousing luncheon address to urban educators, the Rev. Jesse Jackson called for the federal government to spend more resources on educating the nation's children and for school leaders to make sure that every child is educated to his or her full potential.

Also addressing the conference was pioneer astronaut Mae Jemison, who stressed to the nation's urban school leaders the importance of teaching children science in the building of critical thinking skills.

Breakout sessions zeroed in on issues of utmost importance to big-city school administrators and board members, including rebuilding urban school governance, recruiting and retaining quality teachers, and model efforts to improve reading and math achievement.



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*Astronaut Mae Jemison stresses the importance of teaching science in the nation's classrooms at the conference.*

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# Legislative/Policy Conference

Urban school leaders from around the nation converged in the nation's capital to discuss legislation, policies and strategies during the Council's Annual Legislative/Policy Conference, March 18-21.



*Author Jonathan Kozol addresses urban educators at conference.*

Conferees heard from noted author and education commentator Jonathan Kozol, whose recent book, *Ordinary Resurrections, Children in the Years of Hope*, was the subject of a keynote luncheon address. The best-selling author discussed the hopes and dreams of the children in the South Bronx who were the subjects of his latest work.

*Congressman Charles Rangel receives the Thurgood Marshall Award in urban education from New York City Schools Chancellor Harold Levy at conference.*



Rep. Charles Rangel (D-N.Y.) also addressed the gathering, and was presented the Council's Thurgood Marshall Award for Excellence and Equity in Urban Education for his long-term interest in and commitment to challenging inequitable state funding systems for schools and expanding the federal government's role in helping

localities repair and modernize their schools.

Other speakers included U.S. Assistant Secretary of Elementary and Secondary Education Michael Cohen, discussing the Class-Size Reduction program, and North Carolina Gov. James B. Hunt Jr., who summarized the five critical ingredients to successful school reform at the state and city levels.



*Singer Peter Yarrow entertains conferees.*

Urban educators were also given a blast from the past when Peter Yarrow of the famed singing group Peter, Paul and Mary discussed a non-violence program he created for schools and sang several of his famous songs, including "Puff the Magic Dragon" and "If I had a Hammer."

Conferees were also updated on the "e-rate" program, by Kate Moore, president of the Schools and Libraries division of the Universal Service Administrative Company, which is administering the program.





*The Rev. Jesse Jackson holds a press conference with urban school leaders before delivering his keynote address at the 1999 Fall Conference in Dayton, Ohio.*

*Author Jonathan Kozol makes a point with Boston Schools Superintendent Tom Payzant at the 2000 Legislative/Policy Conference.*



*NAACP President Kweisi Mfume in conversation with Council Executive Director Michael Casserly at Fall Conference.*

*Dayton school students perform at Fall Conference.*



# H Highlights of Council Activities

## *Public Advocacy*

The Council of the Great City Schools works to give the public and the press a balanced and accurate view of the challenges, developments, and successes of urban public schools. In 1999-2000, the Council—

- Convened a special Blue Ribbon Panel of corporate communications directors to draft a strategic communications plan for urban schools.
- Published two advertorials in *USA Today* on the effectiveness of the Title I program and on efforts to close achievement gaps in urban schools.
- Garnered four journalism awards from the National School Public Relations Association for excellence in publishing.
- Convened a special forum at the National Press Club on reducing teacher shortages in urban public schools.
- Fielded hundreds of inquiries from such national media outlets as the *New York Times*, *Washington Post*, *USA Today*, *Time* magazine, *Los Angeles Times*, *Dallas Morning News*, PBS, NBC News, ABC News, *Philadelphia Inquirer*, and the Associated Press.
- Published ten award-winning editions of the *Urban Educator*.
- Wrote and published *How We Help Urban Public Schools*.
- Garnered a strong review from *Education World* for website excellence.

## *Legislative Advocacy*

In voicing its recommendations to Congress and other federal policymakers, the Council helps shape legislation to strengthen the quality of schooling for the nation's urban children. In 1999-2000, the Council—

- Advocated for increased federal investment in education.
- Secured dozens of amendments and other changes to the reauthorization of the Elementary and Secondary Education Act.
- Developed the concept of “transferability” that would provide new flexibility for urban school systems in the use of federal funds.
- Published a major report on the effects of federal class-size reduction funds on urban schools that was released by President Clinton at the White House.
- Opposed efforts to consolidate targeted class-size reduction funds.
- Continued to lead efforts to authorize federal school repair and renovation funding.
- Blocked legislation that would have restricted Medicaid funding for school-based health services.
- Submitted detailed and substantive recommendations to the Health

Care Finance Administration on administering Medicaid services in schools.

- Delivered testimony to Congress on critical pending legislation.
- Opposed all legislation that would repeal or dilute the E-Rate program.
- Developed regulatory recommendations to relevant agencies on GEAR UP, class size reduction, CHIP, and Individualized Education Plans.

### *Research*

Timely data collection and analysis allow the Council to prepare comprehensive reports on member characteristics, to predict developing trends, and to assess the effects of various policies and practices on student performance. In 1999-2000, the Council—

- Published *National Urban Education Goals: 1996-97 Indicators Report*.
- Published *Ten Year Trends in Urban Education: 1987-1997*.
- Convened a special forum with the Department of Education on early lessons in ending social promotions.
- Published *Critical Trends in Urban Education: Fourth Biennial Survey of the Great City Schools*.
- Developed recommendations to the Department of Education on high stakes testing.
- Convened annual meeting of Great City School assessment and testing directors.
- Presented results of Council research at annual meeting of the American Educational Research Association.
- Provided technical assistance to the Milwaukee Public Schools on its research and assessment functions.
- Convened forum with the Department of Education on urban high school reform.
- Redesigned and expanded the Council's statistical database.

### *Achievement and Achievement Gaps*

Improving student performance and closing racially identifiable achievement gaps is one of the highest Council priorities. A Task Force on Urban School Achievement Gaps guides the organization's efforts in this area. In 1999-2000, the Council—

- Convened two meetings of the Task Force on Achievement Gaps.
- Convened a National Town Hall Meeting on closing achievement gaps.
- Published *Closing the Achievement Gaps in Urban Schools: A Survey of Academic Progress and Promising Practices in the Great City Schools*.
- Retained researchers from the Rand Corporation to determine extent of academic progress in urban schools nationally.
- Convened the annual meeting of Great City School curriculum directors.

- Renewed project with the Council of Chief State School Officers on state-city standards development and coordination.
- Developed and introduced legislation to overcome achievement gaps in urban schools.

### *Leadership, Governance and Management*

Leadership in America's Great City Schools is the basis for a new effort by the Council. A National Task Force designed to address the quality and tenure of leadership in urban schools guides this work. In 1999-2000, the Council—

- Established and convened a new Task Force on Urban School Leadership and Governance.
- Published *Urban School Superintendents: Characteristics, Tenure, and Salary*.
- Collaborated with the Broad Foundation to develop Strategic Support Teams for new urban school superintendents.
- Convened a special Urban School Superintendents Leadership Forum.
- Provided technical assistance teams to address operational challenges in the Cleveland and Buffalo Public Schools.
- Published *Benchmarking Best Practices in Accountability Systems* with the American Productivity and Quality Center and National Alliance of Business.
- Pilot-tested a new web-based, searchable management information library.
- Convened annual meetings of Great City School Chief Financial Officers, Human Resource Directors, Chief Operating Officers, and Technology Directors.
- Fielded nearly a thousand requests for management information and promising practices.

### *Professional Development*

The purpose of this latest initiative by the Great City Schools is to improve the quality of teacher professional development and address the shortages of qualified teachers. In 1999-2000, the Council—

- Established and convened a new Task Force on Urban School Professional Development.
- Conducted extensive national survey on teacher professional development needs in urban schools in collaboration with the National Commission on Teaching and America's Future.
- Convened the second annual Great City Schools Symposium with the National Board for Professional Teaching Standards.
- Conducted the Urban Teacher Academy Program with Recruiting New Teachers Inc. to promote teaching careers in urban schools.
- Published the *Urban Teacher Challenge: Teacher Demand and Supply*

*in the Great City Schools* with Recruiting New Teachers, Inc.

- Operated the Urban Education Service Corps in conjunction with Americorp to recruit teachers of color in five member systems.
- Convened joint meetings of leadership of the Council and of the Deans of the Great City Colleges of Education.

### *Bilingual Education*

America's urban schools serve unusually large numbers of students whose families have come to this nation to seek a better life. In 1999-2000, the Council—

- Convened two meetings of the Task Force on Bilingual Education.
- Collaborated on a national pilot study of dual language assessments.
- Conducted major survey of promising practices in bilingual education.
- Represented organization in major national forums on bilingual education and the education of English Language Learners.
- Collaborated with the Immigration and Naturalization Service and the Department of Labor to expedite the H1-B process for new teachers.
- Brokered critical legislative compromises on federal bilingual education programs.
- Convened the annual meeting of bilingual education directors.

### *School Finance*

One of the highest priorities of the Council of the Great City Schools is to ensure that its students have the same opportunity to meet the nation's academic standards as students anywhere. In 1999-2000, the Council—

- Convened two meetings of the Task Force on Urban School Finance.
- Published *Adequate State Financing of Urban Schools: An Analysis of State Funding of the New York City Public Schools*.
- Published *Adequate Financing of Urban Schools: An Analysis of Funding of the Baltimore City Public Schools*.
- Testified before committees of the Maryland House of Delegates on funding needs of the Baltimore schools.
- Drafted amicus brief in support of Philadelphia schools funding suit.
- Conducted case studies of model Medicaid cost recovery systems.

### *Organizational Administration*

The Council works tirelessly to manage its resources and ensure the integrity of its programs. In 1999-2000, the Council—

- Managed the organization's \$3.3 million budget.
- Managed logistics of Annual Fall Conference, Spring Legislative Conference, and thirteen liaison conferences and meetings.
- Boosted net revenues from annual meetings and conferences.
- Upgraded the organization's Internet server and security system.
- Upgraded the organization's telephone and voice mail system.
- Negotiated sublease arrangements for office space.
- Hired four new staff members.

# **R**ichard R. Green Award

Each year at its annual fall conference, the Council bestows the Richard R. Green award upon a past or present member district superintendent or Board of Education member in recognition of exceptional contributions to urban schools and students. As the nation's highest urban education honor, the award pays tribute to the memory of Richard R. Green, former Minneapolis and New York City Public Schools superintendent, who won distinction as an outstanding educator and leader.

**Rod Paige, superintendent of the Houston Independent School District, received the award at the 1999 Fall Conference in Dayton, Ohio. Dr. Paige has been at the helm of the nation's seventh largest school district since 1994 and has received national acclaim for his efforts to improve student achievement.**

**Judith Farmer, chair of the Minneapolis Board of Education, also received the award at the 1999 Fall Conference in Dayton, Ohio. Farmer, a 20-year veteran of the Minneapolis school board, was a board member when Richard Green served as the district's superintendent.**

The award, sponsored by ServiceMaster Company, includes a \$10,000 college scholarship for presentation to a senior in the winner's school system or system from which the winner graduated.

Criteria for selecting the award recipient rest on demonstrations of Dr. Green's leadership principles:

- Outstanding support of and service to urban schoolchildren;
- Development of special service or program in support of urban school needs;
- Ongoing significant contributions to urban education through advocacy and programs;
- Inspiration and motivation of others to contribute to success of urban school students; and
- Positive effect on program development, staff or human development, community support and/or student achievement.



# Richard R. Green Award

## Richard R. Green Award Winners

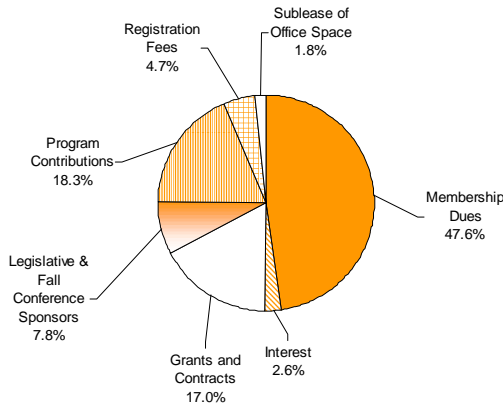
1989	W. Harry Davis, Retired Member	Minneapolis School Board
1990	James Griffin, Retired Member	St. Paul School Board
	Timothy Dyer, Executive Director	National Association of Secondary School Principals
1991	Paul Houston, Executive Director	American Association of School Administrators
1992	Richard Wallace Jr., Superintendent Emeritus	Pittsburgh Public Schools
1993	Constance Clayton, Superintendent	School District of Philadelphia
1994	Holmes Braddock, Board Member	Miami Dade County Public Schools
1995	Curman Gaines, Superintendent	St. Paul Public Schools
1996	James Williams, Superintendent	Dayton Public Schools
1997	Maxine Smith, Retired Member	Memphis City School Board
1998	Gerry House, Superintendent	Memphis City Public Schools
1999	Rod Paige, Superintendent	Houston Independent School District
	Judith Farmer, Board Member	Minneapolis Public Schools



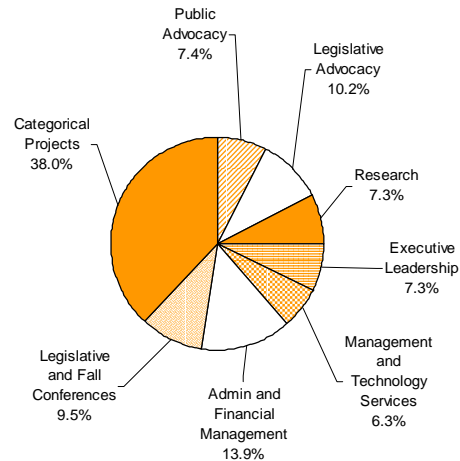
*Minneapolis School Board Chair Judith Farmer and Houston Schools Superintendent Rod Paige with their \$10,000 prizes.*

# Financial Report

## Revenues



## Expenses



*Audited  
Report  
FY98-99*

*Preliminary  
Estimate  
FY99-00*

### Revenue

	<i>Audited Report FY98-99</i>	<i>Preliminary Estimate FY99-00</i>
<i>Membership Dues</i>	<i>\$1,555,745</i>	<i>\$1,637,610</i>
<i>Interest</i>	<i>84,562</i>	<i>90,495</i>
<i>Grants &amp; Contracts</i>	<i>980,397</i>	<i>586,332</i>
<i>Legislative &amp; Fall Conference Sponsors</i>	<i>384,500</i>	<i>268,766</i>
<i>Program Contributions</i>	<i>230,768</i>	<i>631,096</i>
<i>Registration Fees</i>	<i>121,065</i>	<i>162,180</i>
<i>Sales of Publications</i>	<i>1,066</i>	<i>709</i>
<i>Miscellaneous</i>	<i>0</i>	<i>0</i>
<i>Sublease of Office Space</i>	<i>56,495</i>	<i>63,002</i>
<b><i>Total Revenue</i></b>	<b><i>\$3,414,598</i></b>	<b><i>\$3,440,190</i></b>

### Expenses

<i>Public Advocacy</i>	<i>\$242,333</i>	<i>\$239,781</i>
<i>Legislative Advocacy</i>	<i>\$299,350</i>	<i>\$330,351</i>
<i>Research</i>	<i>202,231</i>	<i>236,722</i>
<i>Executive Leadership</i>	<i>233,658</i>	<i>236,436</i>
<i>Management and Technology Svcs</i>	<i>123,691</i>	<i>204,787</i>
<i>Admin&amp;Financial Mgt.</i>	<i>\$422,775</i>	<i>\$449,940</i>
<i>Legislative &amp; Fall Conferences</i>	<i>392,108</i>	<i>308,131</i>
<i>Categorical Projects</i>	<i>1,279,398</i>	<i>1,227,283</i>
<b><i>Total Expenses</i></b>	<b><i>\$3,195,544</i></b>	<b><i>\$3,233,431</i></b>

<b><i>Change in Net Assets</i></b>	<b><i>\$219,054</i></b>	<b><i>\$206,759</i></b>
<b><i>Net Assets, Beginning</i></b>	<b><i>\$375,686</i></b>	<b><i>\$594,740</i></b>
<b><i>Net Assets, Ending</i></b>	<b><i>\$594,740</i></b>	<b><i>\$801,499</i></b>

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## 1999 Annual Fall Conference

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## 2000 Spring Legislative Conference

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## Math 24 Challenge

AMP Foundation

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## Curriculum Directors Meeting July, 1999 in Chicago, IL

Harcourt School Publishers  
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## Chief Financial Officers Meeting November, 1999 in San Diego, CA

Carnegie Morgan  
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Evensen Dodge, Inc.  
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## Personnel Directors Annual Meeting February, 2000 in Orlando, FL

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## Chief Operating Officers Meeting April, 2000 in Memphis, TN

ARAMARK  
Follett Educational Services  
Honeywell  
IBM  
Laidlaw  
SAP, Inc.  
Scantron Corporation  
SHOP2gether.com  
The Facility Group  
The ServiceMaster Company

## Urban Education Technology Conference June, 2000 in Rochester, NY

Education Video Conferencing, Inc.  
N C S  
NetSchools Corporation  
Symbol Technologies, Inc.  
The LearningStation.com

# **P**ublications

- **Critical Trends in Urban Education: Fourth Biennial Survey of America's Great City Schools** - March 2000
- **Urban School Superintendents: Characteristics, Tenure, and Salary**, - March 2000
- **Ten Year Trends in Urban Education: 1987-1997** - March 2000
- **Adequate State Financing of Urban Schools: An Analysis of Funding of the Baltimore City Public Schools** - February 2000
- **Adequate State Financing of Urban Schools: An Analysis of State Funding of the New York City Public Schools** - January 2000
- **The Urban Teacher Challenge-- Teacher Demand and Supply in the Great City Schools** - January 2000
- **National Urban Education Goals: 1996-97 Indicators Report** - November 1999
- **Closing the Achievement Gaps in Urban Schools: A Survey of Academic Progress and Promising Practices in the Great City Schools** - October 1999
- **Reducing Class Size in America's Urban Schools** - October 1999
- **Gateways to Success: A Report on Urban Student Achievement and Course-Taking** - July 1999
- **Partnerships in the Great City Schools: Improving Education and Services for Children and Families in Urban America** - March 1999
- **Reform and Results: An Analysis of Title I in the Great City Schools 1994-1997** - March 1999
- **Squashing the Millennium Bug: A Year 2000 Compliance Guide for Elementary/ Secondary Schools and School Districts** - January 1999

# **V**ideos

- **Town Hall Meeting - "Closing the Achievement Gaps"** from the Council's 1999 Fall Conference in Dayton.
- **Town Hall Meeting - "Hearing from Our Urban Students"** from the Council's 1998 Fall Conference in San Francisco
- **Town Hall Meeting - "Race and Urban Education"** from the Council's 1997 Fall Conference in Detroit
- **Town Hall Meeting - "Is the Press Part of the Problem or Part of the Solution in Urban Schools?"** from the Council's 1995 Fall Conference in Oklahoma City
- **Town Hall Meeting - "School Privatization"** from the Council's 1994 Fall Conference in Seattle.
- **Town Hall Meeting - "School Safety and Violence"** from the Council's 1993 Fall Conference in Houston.

# Council Staff

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Robert Carlson, Director of Management Services

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Shirley Schwartz, Director of Special Projects  
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*Council staff surrounds  
NAACP President  
Kweisi Mfume at Fall  
Conference.*

# **Council of the Great City Schools Executive Committee – 1999-2000**

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