

1398 ELEMENTARY AND SECONDARY EDUCATION AMENDMENTS

The financial burden such enrollment growth places on a district is easy to understand. Not so easily understood except by those immediately involved in administering federally impacted districts are the special problems impact enrollments pose. The extent of these problems generally varies in proportion to the degree of impact enrollments, particularly of military enrollments.

In looking at Clover Park's situation, we will consider the operating (Public Law 874) and capital outlay (Public Law 815) programs separately.

PUBLIC LAW 874—OPERATING

To repeat, certain characteristics typify a heavy Federal impact district.

Out of an average 1966-67 enrollment of 14,500, Clover Park will have a turnover of 25 to 30 percent. This means that about 8,700 students will be with us for less than the full school term, about 4,350 moving out and 4,350 moving in during the year.

What this implies in program dislocations needs no amplification here. The school must continually adjust and readjust courses, classrooms, teachers, and materials to the needs of those coming and those going. That this turnover is in direct ratio to a district's proximity to a Federal activity is indicated by a survey in 1965 of school districts at varying distances from the impact center.

(The chart follows:)

Chart II—Pupil turnover as related to proximity to Federal impact area

District	Distance from impact area	Turnover—Excess of enrollment over average number belonging (percent)
A.....	30 miles.....	6.9
B.....	8 miles.....	9.6
C.....	Borders Clover Park.....	11.0
Clover Park.....	Impact center.....	25.2

¹ 5-year average.

"Depressed area" is a term commonly associated with teeming metropolitan tenants, or with Appalachia. It is not the usual nomenclature of suburbia. Yet "impact" suburbia can be a "depressed area," educationally speaking. The culprit is not poverty but transience, and in Clover Park's case, linguistics (non-English-speaking enrollees.)

The Iowa tests of basic skills administered to Clover Park pupils in the fall of 1965 showed mean performance of sixth-grade classes in the district's highest elementary school at the 92d percentile compared with the national mean of 50. However, in the lowest school the sixth graders were achieving only at the 38th percentile.

This 300-percent range from low to high means very expensive adjustments in the elementary grades, staffwise. It means even more difficult and expensive program adjustments in the junior high schools