Reorganization proposals for improving educational opportunities services, and efficiency of operation in school districts in the lower Gallatin Valley
by James Franklin Barnett

A thesis submitted in partial fulfillment of the requirements for the degree of DOCTOR OF EDUCATION
Montana State University
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Abstract:
The problem for this study was to determine if reorganization in the lower Gallatin Valley would improve educational opportunity and efficiency of operation. To determine this answers were sought for the following questions: (1) Can reorganization of the Manhattan, Three Forks, and Belgrade school districts provide an educational program which will better meet the needs of the students? (2) Can reorganization improve educational opportunity and equalize education costs in these districts of Gallatin County? (3) Can reorganization provide for more effective and efficient operation in terms of staff utilization and value received for the tax dollar expended? (4) Can the school facilities of the three districts be adapted readily to any proposed reorganization plan? (5) Will any proposed reorganization require extensive busing which may offset any educational gains? Methods and Procedures. Montana school districts of varying sizes as measured by ADA were used to determine the extent of educational programs that different Sized districts were able to provide. Educational opportunity was viewed in terms of the number of course offerings and the number and type of special services available to students. Per. pupil costs and teacher-pupil ratios were used to establish efficiency of operation and staff utilization. On a local level, the districts of Manhattan, Three Forks, and Belgrade were studied in more detail.

Taxable valuations, population and economy, school enrollments, school transportation, and school facilities were studied. The data was compared with the data collected from other school districts in Montana.

Findings and Conclusions. The study of schools throughout Montana indicated that larger schools can offer comprehensive programs with more curriculum offerings and more specialized services at lower per pupil costs than smaller schools. Per pupil costs in the areas of administration, operation and maintenance, and total general fund expenditures were also lowered as the size of the district increased. Staff utilization as measured by teacher-pupil ratios improved as the district's ADA increased.

The following conclusions were reached: (1) Reorganization of the Manhattan, Three Forks, and Belgrade school districts would provide an opportunity for an educational program which would better meet the needs of the students. (2) Reorganization can provide for improved educational opportunities and help to equalize educational costs in these districts. (3) Reorganization can provide for more effective and efficient operation in terms of staff utilization and value received for the tax dollar expended. (4) The school facilities of these districts can be adapted to a reorganization plan calling for one common high school attendance center. This arrangement would offer the most benefit to all three districts as all are presently in need of new and larger facilities. (5) Reorganizing the districts into one administrative unit with a central high school will not require busing which will offset educational gains, provided bus riding time for students does not exceed the ninety minutes found to be acceptable.

Recommendations, More educational opportunities for the students and more return on the taxpayer's dollar can be realized if school districts were reorganized so as to have high school attendance centers

having a minimum of five hundred students. Although several alternatives for reorganization were suggested, the one benefiting the greater number of students was to reorganize these districts into one administrative unit with a centrally located high school. Elementary attendance centers could remain in each of the communities.

REORGANIZATION PROPOSALS FOR IMPROVING EDUCATIONAL OPPORTUNITIES SERVICES, AND EFFICIENCY OF OPERATION IN SCHOOL DISTRICTS IN THE LOWER GALLATIN VALLEY

by

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ABSTRACT

The Problem. The problem for this study was to determine if reorganization in the lower Gallatin Valley would improve educational opportunity and efficiency of operation. To determine this answers were sought for the following questions: (1) Can reorganization of the Manhattan, Three Forks, and Belgrade school districts provide an educational program which will better meet the needs of the students? (2) Can reorganization improve educational opportunity and equalize education costs in these districts of Gallatin County? (3) Can reorganization provide for more effective and efficient operation in terms of staff utilization and value received for the tax dollar expended? (4) Can the school facilities of the three districts be adapted readily to any proposed reorganization plan? (5) Will any proposed reorganization require extensive busing which may offset any educational gains?

Methods and Procedures. Montana school districts of varying sizes as measured by ADA were used to determine the extent of educational programs that different sized districts were able to provide. Educational opportunity was viewed in terms of the number of course offerings and the number and type of special services available to students. Per pupil costs and teacher-pupil ratios were used to establish efficiency of operation and staff utilization. On a local level, the districts of Manhattan, Three Forks, and Belgrade were studied in more detail. Taxable valuations, population and economy, school enrollments, school transportation, and school facilities were studied. The data was compared with the data collected from other school districts in Montana.

Findings and Conclusions. The study of schools throughout Montana indicated that larger schools can offer comprehensive programs with more curriculum offerings and more specialized services at lower per pupil costs than smaller schools. Per pupil costs in the areas of administration, operation and maintenance, and total general fund expenditures were also lowered as the size of the district increased. Staff utilization as measured by teacher-pupil ratios improved as the district's ADA increased.

The following conclusions were reached: (1) Reorganization of the Manhattan, Three Forks, and Belgrade school districts would provide an opportunity for an educational program which would better meet the needs of the students. (2) Reorganization can provide for improved educational opportunities and help to equalize educational costs in these districts. (3) Reorganization can provide for more effective and efficient operation in terms of staff utilization and value received for the tax dollar expended. (4) The school facilities of these

districts can be adapted to a reorganization plan calling for one common high school attendance center. This arrangement would offer the most benefit to all three districts as all are presently in need of new and larger facilities. (5) Reorganizing the districts into one administrative unit with a central high school will not require busing which will offset educational gains, provided bus riding time for students does not exceed the ninety minutes found to be acceptable.

Recommendations. More educational opportunities for the students and more return on the taxpayer's dollar can be realized if school districts were reorganized so as to have high school attendance centers having a minimum of five hundred students. Although several alternatives for reorganization were suggested, the one benefiting the greater number of students was to reorganize these districts into one administrative unit with a centrally located high school. Elementary attendance centers could remain in each of the communities.

Chapter 1

INTRODUCTION

School districts and individual schools in Montana and throughout the nation are presently faced with many problems. Inflation and rising costs without corresponding increases in taxable valuations have created serious financial problems. Competition for the tax dollar among school districts, city, county, state, and federal governmental agencies has become quite keen. Faced with an increasing tax burden each year, and having no direct authority in setting city, county, state, and national tax levels, the taxpayer has expressed his disapproval in the area of school finance--the one place where he is allowed a direct voice. An increasing number of school districts have had to resubmit their bond issues and special levies to the public a second or third time in order to obtain approval. In some instances, building bond issues have been split into several smaller packages in the hope that at least part of the building needs will be approved. Some districts have been forced to minimize special levy requests by cutting or reducing certain areas of their educational program before approval was finally given by the voters.

Smaller districts have additional difficulty in achieving efficient utilization of staff and in offering a program of sufficient breadth to meet modern needs. Educational services such as guidance and counseling, health services, services for the physically handicapped

and the emotionally disturbed, and provision for the gifted and slow learner which are essential to a good educational program are often lacking. Compounding the problem is the current concern evidenced throughout the nation by the number of recent court cases challenging the methods of school finance and demanding equal educational opportunities. The most notable and receiving more publicity than other cases were the Serrano versus Priest decision of 1971 by the California Supreme Court and the Rodriguez versus San Antonio Independent School District suit in Texas which began in 1968 and ended with a decision by the United States Supreme Court in 1973. Although the United States Supreme Court ruled in favor of the state of Texas in the Rodriguez case, the concern generated has led several states, including Montana, to initiate measures designed to help equalize financing of state schools.

Parents are demanding that their children have the benefit of a broader educational program than that now provided in smaller and poorer districts. In line with this thinking, educators and state governments are now looking for better ways to equalize educational opportunities and education costs. This concern prompted the trustees of School District No. 3 of Manhattan, School District No. 24 of Three Forks, and School District No. 44 of Belgrade to authorize a reorganization study to determine how a more adequate and efficient educational program could be provided for the students of their districts.

This study was conducted to determine if reorganization could improve educational opportunities and provide for more efficient operation in the area encompassed by these school districts. To answer this question the educational programs of these schools and other Montana school districts, varying in size from the smallest to the largest districts, were studied. Factors which were used in determining educational opportunity were breadth of curriculum offerings and number and type of special services and specialists available. Efficiency of operation was viewed in terms of per pupil costs in the areas of administration, instruction, operation and maintenance, and total general fund costs; and in effective staff utilization as determined by teacher-pupil ratios. This chapter will outline the design of the study, the need or purpose of the study, and provide a brief description of the procedures that were followed.

STATEMENT OF THE PROBLEM

School districts throughout Montana and the nation are finding it increasingly difficult to finance and to provide an adequate educational program. The problem of this study was to determine if reorganization would permit the Belgrade, Manhattan, and Three Forks school districts to provide an educational program which could be more adequate in terms of meeting the needs of the students and more efficient in terms of operational costs. Montana school districts of varying sizes

as measured by average daily attendance were studied to determine the extent of the educational programs that different sized districts were able to provide. Data was collected concerning per pupil costs in the areas of administration, instruction, operation and maintenance, and total general fund budget expenditures for each school district selected for this study. The educational programs were studied to determine breadth of curriculum offerings, number of special services available, and degree of staff utilization in terms of teacher-pupil ratio for different size districts. Per pupil costs were studied to determine if cost patterns favored administrative units of a particular size.

On a local level, the districts of Belgrade, Manhattan, and Three Forks were studied in more detail. Taxable valuation and school population for the past ten years were studied in each of the districts to determine trends that could affect the educational program. The Willow Creek elementary and high school districts were included in this study, as these districts are located near enough to be able to participate in any increased educational opportunities which may result from reorganization in this area of Gallatin County. The Manhattan Christian Schools were also included in the study since a closure of these schools would affect the Manhattan high school district. The information from the local level and from the state-wide study was assessed and used in answering the following questions:

1. Can reorganization of the Manhattan, Three Forks, and

Belgrade school districts provide an educational program which will better meet the needs of the students?

2. Can reorganization improve educational opportunity and equalize education costs in these districts of Gallatin County?

3. Can reorganization provide for more effective and efficient operation in terms of staff utilization and value received for the tax dollar expended?

4. Can the school facilities of the three districts be adapted readily to any proposed reorganization plan?

5. Will any proposed reorganization require extensive busing which may offset any educational gains?

PURPOSE OF THE STUDY

In recent years the need for a more diversified educational program has become increasingly clear as the needs of our space age society in turn demands more highly developed skills from the students. At the same time inflation and rising costs have created financial difficulties for school districts. Much concern about the need for improved educational programs and about how they should be financed is evident throughout the nation. This study was undertaken to determine whether some form of reorganization would enable the school districts of Belgrade, Manhattan, and Three Forks to provide a more adequate and efficient education for their students. Recommendations from authorities

in the field of education and from others who have conducted research concerning school district reorganization have been reviewed to determine what they consider necessary criteria for an adequate and efficient educational program. Data relating to these criteria was collected from different size school districts in Montana and in Gallatin County. This data is evaluated in this study and provides the basis for the recommendations designed to improve and equalize educational opportunities and to promote more effective and efficient operation in terms of staff utilization and value received for funds expended.

GENERAL PROCEDURES

This study concerned itself with an assessment of school programs in different size school districts in Montana and also in the Belgrade, Manhattan, and Three Forks school districts in Gallatin County to determine educational opportunities available and the per pupil costs involved for the 1971-72 school year. There were 165 public high school districts in the state of Montana in the 1971-72 school year, 10 of which were county high school districts. The elementary districts in which the high schools were located were included to obtain a total school population from grades one through twelve. These combined districts were ranked according to total average daily attendance (ADA) as determined from the district superintendents' year-ending report for the 1971-72 school year. Four

categories of different sized districts as determined by average daily attendance were established for the study as follows: (1) there was a category representing the smallest districts with an ADA below 100; (2) a category representing a median based on the number of districts when ranked from 1 to 165; (3) a category representing a median based on ADA between 100 and 2,900; and (4) a category representing the largest districts having an ADA above 2,900. Each category contained nine districts with the four categories representing a total of thirty-six districts throughout the State of Montana.

The breadth of the educational programs (number of course offerings), type of special services available, and utilization of staff (teacher-pupil ratio) were determined from the school districts Annual Report to the Northwest Association of Secondary and Higher Schools and from the districts School Accreditation Report to the State Superintendent of Public Instruction for the school year 1971-72. Both of these reports were submitted in October, 1971, and were on file in the Office of the State Superintendent of Public Instruction in Helena.

Per pupil costs were determined in the areas of administration, instruction, operation and maintenance, and total general fund expenditures for both the elementary and the secondary school districts selected for this study. Expenditures for these areas were determined from the School Trustees Reports for the school year 1971-72 which were

submitted at the end of the school year and were on file in the State Superintendent's office. Average daily attendance figures were used to calculate per pupil costs since they provided actual attendance data. Average number belonging (ANB) figures were not used because they were subject to inflation through extended school terms and additional ANB allowances for special programs. Membership figures taken in October were also subject to either an increase or a decrease prior to the end of the school term and for this reason were not used.

All data collected was presented in tables so that comparisons among comparable sized districts and different sized districts could be made. Presenting the data in this manner aided in reaching conclusions concerning the educational opportunities, utilization of staff, and efficiency of operation that different sized school districts were able to provide.

The educational programs of the Belgrade, Manhattan, and Three Forks school districts were assessed in the manner outlined above. In addition, the population and economy of the area, school enrollments, taxable valuations, school transportation, and school facilities were studied. Previous studies, census reports, and records of the Gallatin County Superintendent of Schools were utilized in gathering data. This data was also presented in tables and compared with the data collected from other school districts in Montana.

LIMITATIONS

In the course of this study, educational opportunity was viewed only in terms of breadth of curriculum offerings and number and type of special services available to the students. Per pupil costs and teacher-pupil ratios were the factors used to determine the efficiency of school district operation. Data was gathered primarily from within the state of Montana and from Gallatin County. The literature was surveyed to determine results of similar studies conducted in other states and to review recommendations from authorities in the field of educational administration. Although recommendations were given for only these three districts, it was felt that the results of this study were applicable and of benefit to all school districts in the state of Montana.

DEFINITION OF TERMS

School district or school administrative unit. A local school district, or local school administrative unit, is a quasi-corporation, authorized or established by the state for the local organization and administration of schools. It is comprised of an area within which a single board or officer has the responsibility for, and commonly has considerable autonomy in, the organization and administration of all public schools. It usually has certain powers, including the power to specify tax levies for school purposes, that have been delegated by

the state (10:263).

School attendance area. A local school attendance area is that part of a school district whose population is served in part at least by a single school. The school may comprise the kindergarten and primary grades, the elementary, the junior high or intermediate school, the senior or four-year high school, the community or junior college, or some other combination of grades (10:264).

Per pupil expenditure. Actual general fund expenditures converted to a per pupil amount.

Attendance unit. An attendance unit is the place where a school or educational center which may be comprised of one or several buildings is located. In small districts the boundaries of the district and of the attendance unit are usually coterminous (10:264).

Consolidated or reorganized school district. Any school district serving territory once served by two or more districts.

State department of education. The term "state department of education" includes the chief state school officer and his staff, authorized by and functioning in accordance with provisions of law and policies adopted by the state board of education (10:243).

Average daily attendance (ADA). A term denoting aggregate attendance divided by the number of pupil instruction days.

Average number belonging (ANB). A term defined by the Foundation Program law for calculating state equalization aid to schools which may include allowable additions for new or reopened schools, transfers from closed schools, special education classes, unusual enrollment increases and pupil instruction-related days.

Educational opportunity. For the purpose of this study, educational opportunity referred to breadth of curriculum offerings and to the number and type of special services available to students.

Chapter 2

REVIEW OF LITERATURE AND RELATED RESEARCH

School districts were developed in Montana in much the same manner as they were throughout the United States. The Constitution of the United States left the responsibility for education to state governments. The state governments in turn delegated responsibility and authority to the towns and communities to establish and maintain local school systems. Schools were set up by each community primarily to serve the students who lived within walking distance of the school with little thought given to population trends or educational advancement. Although improvement has been made in the reorganization of school districts and in their educational programs, it has occurred very slowly. Freshour (5:49) stated that the reason for the overabundance of school districts in Montana was not that they could not be made larger but was due primarily (5:50) to local pride and enthusiasm local patrons took in their schools. He also observed (5:50) that only by placing the burden of supporting the smaller schools on a larger and more populous area would consolidation take place. His theory (5:50) was that the more populous area would tire of supporting the costly operation of the small school and would eventually force consolidation upon the smaller school.

Schrader, in a Wyoming study, described small schools as follows:

> Small schools in separate districts, inadequate in every sense of the word, exist and are located within a very few miles of each other, and the patrons of these districts have bitterly opposed any kind of consolidation or reorganization. The most important aspect of this problem, however, is the fact that a large number of children in Wyoming have been denied a quality education because their schools were inadequately financed and were not large enough to attract and hold quality staff personnel. These same schools were not large enough to permit efficient operation or to offer a comprehensive program of education (30:5).

We now live in a society which makes it imperative that our children be given the benefits of a more highly developed educational program. Past studies (4; 15:5) have indicated that many of the school districts in Montana were too small and too inefficient to provide a modern program of education. Recommendations have been made by authorities in the field of education and by others who have conducted research concerning the criteria which influence the effectiveness of the program and the efficiency of its operation. These recommendations related primarily to factors affecting the administrative unit or school district and to the attendance unit or individual school. This chapter will review the recommended criteria for optimum educational opportunities.

ADMINISTRATIVE UNIT

The administrative unit or local school district in the more populated areas of the nation has changed drastically since its initial inception. Initially the school district served primarily a single rural school or the several schools in the towns and cities. Today a

school district may include from one school in a rural area to a hundred or more schools and attendance areas in our large industrial cities.

Several factors have led to the reorganization of school districts into larger administrative units. Morphet (22:266) identified these factors as improvements in transportation and communication, the expanding educational program, changing economic circumstances, and changing patterns of educational leadership. As communities and the nation grew and expanded, the educational needs became more numerous and demanding. While the purpose of education was and is to serve the needs of the community, the smaller towns and cities now found themselves to be a part of a larger community. To function and compete as adults in the expanding society, children now needed a broader educational program. Finding it difficult to finance a broader program and to attract and hold qualified administrators and teachers, districts had to reorganize or expand to meet emerging needs. Jes R. Jessen, Chairman of the Wyoming State Committee for School District Organization, made one of the most significant statements regarding school district reorganization:

> Experience has shown that the basic problem to solve is not where children will go to school, but "What kind of well-planned, well-implemented educational program will the child receive when he gets to the school that reasonable transportation limits dictate?" Attention must be focused on the kind of school district and the kind of district resources that are necessary in order to guarantee good small schools where they are needed, and good large schools where they are needed (34).

Ability to Support Adequate Program

State governments delegated local communities authority to establish and maintain schools but retained the power to regulate and direct. Morphet (22:269) stated that legislative authority over school districts is unlimited except as that limitation is found in the state constitution. A common practice of state governments is to vest a great deal of the power to regulate and direct in a chief state school officer. This chief state school officer is usually known as the Commissioner of Education or the State Superintendent of Instruction. Through state accreditation standards and the distribution of state aid the state school officer can usually enforce a minimum educational program.

Local school districts in Montana have experienced increasing difficulty in funding schools in recent years. This has been caused by the need to offer a broader curriculum, a demand for more educational services, and rising costs due to inflation. The property tax which is the basis for financing schools has remained fairly constant or has not increased in proportion to costs. Consequently, the amount of money expended on a per pupil basis will vary from district to district and from state to state.

In 1969-70 (24:37) the estimated range of per pupil in ADA expenditures was from $475 in Mississippi to $1,251 in New York. In Montana in the school year 1971-72 (20; 21) high school per pupil in

ADA expenditures ranged from $751.92 at Kalispell to $2,796.55 at Peerless. The average estimated cost per pupil in ADM in the United States for school year 1969-70 was $717 (24:21). This amount was 102.5 per cent of the $354 figure for 1959-60 and 9.1 per cent above the $655 figure for 1968-69 (24:31). Schrader (30:36), in a study of Wyoming school districts, found that the smaller school districts had higher instructional and operating costs per pupil than did the larger districts and in addition that the smaller districts had the weakest educational programs and the greatest shortage of educational services and facilities.

It was readily apparent that there were vast differences in the tax base supporting each student and in the amount expended per student from one area in Montana to another. Morphet (22:503) stated that one of the most important responsibilities in many states would appear to be to devise and implement plans that would assure equality of educational opportunity for all children. Reorganization of small school districts into large administrative units is one method of equalizing and improving the ability of districts to provide sound programs. Studies have shown that equivalent educational programs cost less per pupil as schools and school districts increase to an adequate size (Manatt, et. al, 13; Morphett, 22; Sabulao, et. al., 27).

Rougeau (26:48) stated that, "The tax base of a district must be wide enough to carry whatever load the state may decide is necessary,

without unduly burdening local taxpayers." A study of Montana schools in 1946 (15) concluded that not more than 25 per cent of the counties in Montana could, without exorbitant levies, support an adequate school program without aid from higher units of government. Scarr (28:138), in his study in 1970, stated that the organizational structure of high school districts in Montana had not significantly changed in the past twenty years and, further (28:42) that the State of Montana had only met its share of the foundation program in seven out of the last twenty years. This failure with an increasing number of special school levies failing to pass in recent years indicates a serious problem for Montana schools.

Administrative Organization of District

There are several types of administrative organization for school districts. Morphet classified the basic types of school districts into the following categories:

> (1) The common school district, most frequently found in the rural areas of several states, is generally relatively small both in area and in enrollment, frequently has a single school, and usually provides education only on the elementary level; (2) county-unit districts with boundaries coterminous--or nearly so--with county lines; (3) city school districts that are usually coterminous--or nearly so--with city boundaries; (4) county districts in which the cities constitute separate districts; (5) special "independent" districts organized by legislative act in some states to provide education on an elementary or high school level or both; (6) town or township districts found in several of the New England states as well as in some areas in Indiana. To this list should be added (7) high school districts, usually covering

two or more elementary school districts, found in several states, and (8) separately organized junior college districts that have been created in some states during recent years (22:268).

Authorities agreed that continuity of program and achievement of educational objectives could best be accomplished in a unit or unified district having a program extending from kindergarten through high school. Studies conducted in Montana have criticized the practice of having dual elementary and secondary districts in the same area as being inefficient and failing to provide a continuous program of education (4; 15). Sabulao and Hickrod (27) found that another advantage of unified districts in Illinois was that they were more economical to operate than dual elementary and secondary districts. Scarr (28:138) stated that a reorganization of school districts in Montana into administrative units would provide a more equitable tax base supporting each student and, as a result, a more equal opportunity for an adequate educational program.

Population

The population of a school district was a factor which influenced the offering of an adequate school program. An adequate school program has been defined as one in which the present needs of the students and the needs of the community, state, and nation are met. It was also established that small school districts were facing increasing difficulty in meeting these needs. An examination of the literature revealed that considerable variation exists in the recommendations of

authorities concerning school district population. The distribution of population within a state will affect the ability of districts to meet an acceptable standard.

Rougeau (26) found that a district should have at least fifteen hundred pupils between the ages of six to eighteen and, if possible, ten thousand. Morphet (22:270) stated that in districts with fewer than twelve hundred pupils, the costs became so great that an adequate program could seldom be offered; therefore, the minimum should be at least ten thousand pupils, except in sparsely populated areas where the minimum should be set at not less than five thousand. Morphet further stated (22:271) that in some districts optimum sizes should be at least fifty thousand pupils.

Sabulao and Hickrod (27) in a study of Illinois school districts found that optimum sizes relative to costs were 750 in an elementary district (K-8), 500 in a secondary district (9-12), and 5,000 in a unified district (K-12). This study agreed with the results of similar studies conducted in Iowa and Wisconsin. Manatt and Netusil (13:30), in a study of administrative costs and special services provided by school districts in Iowa, Missouri, and South Dakota, concluded that a total enrollment (K-12) of at least three to five thousand was needed to obtain the kinds of per pupil economy and the availability of special services found to be possible and deemed desirable. Their study further concluded that the median size districts in these states

were so small that a reorganization of only the smallest districts so that they would have enrollments equal to the state medians would be meaningless to administrative effectiveness and efficiency as the median size districts were much smaller than the minimum of three to five thousand students needed for an effective and efficient program (13:29).

Transportation

In defining the size or boundary of a district, Ronning (25) concluded that a district no longer had to coincide with county, township, or city boundaries. Factors which should be taken into consideration were listed by Rougeau (26) as topography, climatic conditions, highways, and population distribution. Long bus routes were to be avoided if possible. Authorities generally agree that for high school students the maximum bus ride each way should not exceed one hour; however, there was a lack of research to support this contention.

Zetler (35) researched the effects of bus riding time on the achievement of bus transported students quite thoroughly. His research (35) included a sample of 812 bus transported students in forty Montana high schools. Because bus transportation plays an important role in school reorganization and since there was a lack of research in this area on which opinions can be based, Zetler's study was considered very valuable to any study of school district reorganization in which the transportation of students may be involved. For this reason, a brief description of his procedures and findings are outlined here.

Zetler sought to determine whether any significant interaction existed between the following:

1. Bus riding time and school size as determined by earned grade marks and standardized test scores.

2. Bus riding time on achievement as measured by earned grade marks and standardized test scores.

3. School size on achievement as measured by earned grade marks and standardized test scores.

His study involved ninth, tenth, eleventh, and twelfth grade students in fifteen small high schools, sixteen medium sized high schools, and nine large high schools. Grade point averages for required subjects, elective subjects, English, and a total grade point average for all subjects were used. The standardized test scores used were from the American College Testing Program Examination (ACT), the Iowa Tests of Development (ITED), the National Merit Scholarship Qualifying Test (NMSQT), and the Preliminary Scholastic Aptitude Test (PSAT). Bus riding time on a one-way basis varied from seven minutes to ninety minutes and involved twenty-one short haul routes, twenty-two medium haul routes, and sixteen long-haul routes.

Based upon the results of his study, Zetler reached the following conclusions:

1. Specific combinations of school bus riding time and school size do not exist that could account for any given level of earned mark or standardized test achievement within the transported Montana high school rural population.

2. Within any one of the three sizes of Montana high schools, transported rural pupils riding the bus for up to 90 minuetes one way will not experience any given level of earned mark and standardized test achievement that can be attributed to the bus ride itself.

3. Any given level of earned mark achievement experienced by transported Montana high school rural pupils during the first three years of school, or experienced within required school courses, cannot be attributed to the size of high school attended; twelfth grade and elective course earned mark achievement can be attributed to school size and favors the medium sized high school.

4. Any given level of PSAT verbal achievement or NMSQT achievement experienced by transported Montana high school rural pupils can be attributed to the size of school attended; those attributes measured by standardized tests are most apt to be found in transported pupils attending large high schools (35:121-123).

Zetler (35) did point out that a pupil riding the bus one hour each way experienced about forty-two hours of riding time per month, or the equivalent of seven extra school days, and that although achievement was not significantly affected, it was possible that other aspects of the student's school life were being affected (35:124).

ATTENDANCE UNIT

The criteria affecting the educational program in the attendance unit or individual school included enrollment, curriculum, media services, educational services, staff, and facilities. These criteria in turn are influenced by critics or special interest groups. Trump and Baynham classify these critics into four categories, "Those who would cut back educational services; those who would add to them; those who would merely refine existing programs; and those who urge basic, comprehensive changes (33:15)." In practice each school district would have

to assess its own program in terms of necessities and luxuries and make whatever adjustments the community is willing and able to afford.

Size of School

The optimum enrollment or size of any school would vary according to its educational program and the type of organization prevalent in the district. Other limiting factors would include the size of the existing school building, any planned additions or remodeling, and in how the facilities were to be used to meet the needs of the program. Recommendations by authorities would vary according to whether they favored flexible grouping, departmentalized classrooms, or some other basis of organization. Authorities also generally agreed that per pupil costs could be reduced and educational advantages increased as enrollment increased to a point of adequacy. Beyond this point costs and disadvantages may tend to increase.

Elementary school. At the elementary school level, it was generally agreed that a school should be large enough to permit at least one room per grade (2:31). Morphet (22:271) proposed a minimum elementary enrollment sufficient to warrant at least two teachers per grade or age group and, if possible, twice this minimum for a more adequate program. Research indicated that:

> There are definite improvements in educational efficiency and economy of operation as the size increases to approximately three hundred pupils. From three hundred to five hundred pupils, advantages of economy and operation tend to be offset by educational

> disadvantages, and beyond approximately five hundred, the disadvantages of large size may become increasingly more apparent. To overcome these disadvantages, many school districts have developed the school-within-a-school organization so that two or more school units may function on the same site with some common and shared facilities (2:31).

Secondary school. Morphet (22:271) stated that a junior or senior high school should have at least one hundred pupils in each age group. Other research set the minimum at approximately three hundred pupils or seventy-five pupils per grade while noting:

> . . . there are sizeable gains in economy and increases in educational opportunity as the total enrollment size increases from three hundred to five hundred. Although educational opportunities tend to increase slightly in secondary school centers beyond eight hundred, the cost per pupil per unit of educational opportunity shows little further decrease beyond this point. Any advantage of increased size beyond this point may be offset by educational and psychological disadvantages. There is little evidence to support any utility or educational gains for groupings of more than one thousand pupils. Some educators believe that secondary school centers with enrollments beyond twelve hundred have too many educational disadvantages unless the school-within-a-school organization is implemented (2:32).

Rougeau (26) agreed with the recommendation of Conant that a high school should have not less than one hundred graduating seniors each year. Ronning (25) found that a high school of satisfactory minimum size should have at least three sections of each grade taught. Using the frequently recommended teacher-pupil ratio of 1:25, an enrollment of approximately three hundred was reached. These findings were somewhat in line with the range of three hundred to five hundred previously indicated as desirable minimums.

Curriculum

The term curriculum may be interpreted to include all learning experiences, both formal and informal, provided under the direction of the school. The curriculum should attempt to meet both the general and specialized needs related to the unique abilities, interests, and expectations of each student (23:33). Provision must be made not only for the gifted and average, but also for the academically slow and those in need of special remedial help. Continuity should be provided for from kindergarten through grade twelve so that a smooth flow of learning progress could be obtained. All too often the desires and ability of the district to finance such a program and the size of the district determine the scope of the program rather than existing needs.

It was generally agreed that the curriculum in the elementary school should help the student to develop the skills and abilities needed to negotiate the next higher level up to and including high school. Two types of programs were usually recommended for inclusion in the high school curriculum. For those students who will seek jobs or enter a vocational or technical school upon graduation, a vocational program designed to develop job skills was necessary. A more academic or subject oriented program was proposed for those students who will seek a college or university education.

Many pressures are brought to bear on schools concerning the curriculums they offer. State departments of education attempt to

enforce a minimum standard through accreditation and the distribution of state aid. Trump and Baynham (33:10) cite the "Carnegie" unit as the standard for high schools most often employed in this instance. Other accreditation agencies in which a high school might hold membership seek a change from the maintenance of minimum standards to the striving for excellence in all aspects of a school's work (23). The National Study of Secondary School Evaluation (23), in listing those areas of planned courses of instruction necessary to meet present needs, included: agriculture, art (including crafts), business education, distributive education, driver and traffic safety education, English, foreign languages, health education, religion, science, social studies, special education, and trade, technical and industrial education.

Contributing to the effectiveness of the curriculum would be the type of curriculum organization used and its efficiency of operation. Morphet listed three basic types of curriculum organization:

> 1. The traditional curriculum organization based on subjects. It has a logical organization but tends to compartmentalize learning experiences.
> 2. The project curriculum provides for the organization of experiences in terms of activities or projects. This plan places considerable emphasis on the identification of problems, the organization of experiences about problems, and problem solving.
> 3. The core curriculum comprises the major learning activities that are considered essential for the education of all students. It is usually organized on some basis other than traditional subject lines and utilizes a large block of time to make possible diversified activities (22:373).

Proper organization of the curriculum could be achieved through an assessment of needs for the students and the community. This could be

achieved best according to Morphet (22:374) by cooperation of committees representing the teachers, students, parents, and administration of the entire school system.

Other factors influencing the effectiveness of the curriculum would be the adequacy of the educational media (audio and visual aids) and library services. These should be of sufficient size, number, and breadth to serve the needs of all of the students. Constant evaluation to insure that all materials and books are up to date and in good repair should be maintained. Care should also be taken to assure that all materials and books are made available to teachers and students.

Educational Services and Staff

Authorities agreed that the quality and number of educational services essential to a good educational program could be increased as the size of the school increases (Morphet, et. al., 22:389-396). These services included guidance and counseling, health services, food services, transportation, special services for the physically handicapped and the emotionally disturbed, provision for the gifted and the slow learner, and special services for the culturally disadvantaged. The primary purpose of these services was to focus the educational processes on the needs of the individual students from kindergarten through high school. These services should be coordinated with and make full use of the total school staff and the resources of the home and community.

These services should be determined by present need and staffed with qualified, competent personnel (Morphet, 22:289).

Qualifications of the staff were provided for through certification standards set by state departments of education and by additional standards adopted by local districts. As the need and demand for more specialized types of education increase, the necessity for more specialized preparation of teachers and administrators also increased. In the schools of today and tomorrow, a better prepared and more comprehensive type of leadership would be needed. Morphet (22:414) stated that "the policies regarding selection and selection procedures adopted by the board of education will determine in significant manner the quality of the education offered."

Facilities

Educational facilities exert a very important influence upon the educational program of every school and school district. The degree of success or failure that a school has in reaching its curriculum objectives may depend on how well the facilities complement and support the physical and environmental requirements of the instructional plan. In the past, the goal of equal-size classes has determined the standard-size classrooms (Trump, 33:35). These standard-size rooms in turn caused all schools to appear much the same with the exception that some were larger than others.

When considering the adequacy of facilities, the school must be concerned with much more than age or physical condition (2:30). The present and future needs of the school and community in terms of trends in the curriculum, population, economic conditions, and local educational philosophy and policy should be analyzed and evaluated. The most important question was, "To what extent do the facilities meet the needs of the desired program and, if they fall short of meeting those needs, is it feasible to renovate them?" The question of whether to renovate or replace would also have to be answered (2:30).

Physical aspects of the present facilities to be considered would include foundation, walls, floors, ceilings, stairs, wiring, plumbing, and roof. The safety of the students and an environment conducive to attainment of the objectives of the educational program should receive attention in the appraisal. Other factors to be considered would include instructional space as determined by the curriculum and anticipated patterns of grouping, pupil stations for independent study and research, areas for special equipment and instructional materials, student activity areas, work and study areas for teachers and staff, and the desired optimum size in terms of number of pupils.

It was recommended that a team which may include local citizens, school staff members, specialized personnel from universities or state departments of education, private agencies, or any combination of these be organized to assess facility needs (2:25).

Chapter 3

THE COMMUNITIES AND THEIR SCHOOLS

The communities of Belgrade, Manhattan, and Three Forks are located toward the northern end of Gallatin County in the lower Gallatin Valley. These communities are located primarily in farming and ranching areas and agriculture probably contributed more to the economy at the time. Each community had some light industry which provided employment and contributed to the economy of the town. Belgrade had a mobile home manufacturing plant which had been expanding and had a bright future in view of the shortage of homes and the increasing demand for housing in Bozeman, Belgrade, and the surrounding area. Manhattan had a lumber mill which should continue to operate with the present demand for building materials. Three Forks had a feed lot where cattle were fattened for market. Each town had the retail outlets and service oriented businesses found in comparable communities. In addition, each community had public schools which provided employment and a substantial payroll for the towns.

With increased tourism in the area and with the advent of Big Sky of Montana in the Upper Gallatin Valley, there will be a bigger demand for more service oriented business in the area. This demand will probably affect the city of Bozeman most, the town of Belgrade to a lesser extent, and the towns of Manhattan and Three Forks least.

ECONOMIC CONDITIONS AND EMPLOYMENT

On an individual basis there were no economic statistics or employment figures available for the three communities. A study by the Bozeman City-County Planning Board staff was available and listed these statistics for the entire County. This study listed the major industries in the County in order as service, trade, agriculture, forestry, and fisheries. Of these industries, service has made the most significant change in the past twenty years increasing from 26.5 per cent of the labor force (2,120 people) in 1950 to 42.7 per cent of the labor force (5,246 people) in 1970. The wholesale and retail trade industry has maintained a level of about 20 per cent of the labor force during this same period. The third ranking industry of agriculture, forestry, and fisheries has shown a marked decline since 1950 (1:71). In 1950 23.2 per cent of the employed labor force was involved in this industry and by 1970 the number involved had decreased to 9.6 per cent of the labor force (1:73).

The labor force in Gallatin County has held steadily at 37 to 39 per cent of the total population since 1950 and was expected to remain at about the same, reaching approximately 17,000 in 1980 and 22,719 by 1990 (1:70). From 1960 to 1970 the labor force increased by 31.1 per cent, while the population increase was only 24.8 per cent (1:69). This could account for the increase in unemployment which went from 3.8 per cent unemployed in 1950 to 5.4 per cent unemployed in

1970 (1:69). The most significant change in the labor force statistics was the increase of females during this twenty year period. From 1950 to 1970 the number of females in the labor force increased by 115 per cent, while the male increase was only 34 per cent (1:69).

Two significant changes had taken place in the occupational composition of the labor force over this period of time. These changes were an increase in the professional-technical personnel and a decrease in farmers. In 1950 the professional-technical occupations were 12.7 per cent of the labor force and farmers accounted for 13.8 per cent of the labor force. By 1970 professional-technical occupations had increased to 20.9 per cent of the labor force while farmers had decreased in numbers to 5 per cent of the labor force (1:71). The reasons given for an increase in professional-technical occupations were attributed to university growth, while the decrease in farmers was indicative of the same trend across the nation.

The Bozeman City-County Planning Staff reached the following conclusions regarding the economy and employment in Gallatin County:

1. The economy of Gallatin County, indicative of the Bozeman area, has grown significantly over the past 20 years. About the same or slightly faster growth is expected for the next 10-20 years.
2. Professional and technical occupational growth is expected to taper off due to the expected ceiling of growth at the university.
3. Service industries are expected to grow more rapidly due to the expansion of recreation and tourist attractions of the area.
4. Agriculture is expected to continue to maintain an important role in the economy even though the number of farmers is expected to decline.
5. An economic base study of the area is needed to more fully measure the economic potential of the area (1:77).

POPULATION TRENDS

There were two recent studies available on population trends applicable to Gallatin County. A study completed by T.A.P., Incorporated Economic Consultants of Bozeman projected population growth in the County and in each of the census divisions in the County through 1990. This study covered the census divisions of Belgrade, Manhattan, and Three Forks. A study by the Upper Midwest Council of Minneapolis contained data on population projections for the State of Montana and for Gallatin County.

The T.A.P., Incorporated study listed three projected population possibilities for each of the years listed. Population growth figures were given for a lower limit, a most likely figure, and an upper limit. The most likely figures for population projections will be discussed here. The most likely figure for Belgrade census district began in 1971 with a projected population of 3,110, and increased to 3,381 by 1975, to 4,086 by 1980, to 4,796 by 1985, and to 5,500 population by 1990 (32). The figures for Manhattan census district began in 1971 with a projected population of 2,468 and showed a slight decrease to 2,340 in 1974 (32). In 1975 a slight increase to 2,353 population was forecast and then increased slightly to 2,404 in 1980, 2,514 in 1985, and a population of 2,690 in 1990. For Manhattan census district the population projection through 1980 was predicted to be smaller than the population prediction of 1971. For Three Forks census district the most

likely projection predicted a population of 1,826 in 1971. Thereafter, predictions remained fairly stable until 1977 when slight increases were shown. The 1980 projection was raised to 2,014, the 1985 figure to 2,156, and the 1990 projection to 2,391 population. T.A.P., Incorporated gave the following statement in support of their predictions:

> Gallatin County is currently experiencing significant development, and the future appears to promise a continuation of such activity. Bozeman is a major trade center for growing southwestern Montana. The recreationally related sectors of the local economy are in the process of being greatly expanded. New light industrial operations are locating in the area. Improving transportation facilities are broadening the exposure of the public to the desirable Gallatin Empire. The high quality, higher educational facilities in Bozeman are attractive to people. We think the population forecasts in this brief analysis reflect this development activity and the anticipated influx of population (32).

The Upper Midwest Study (11:45) projected a possibility of population growth for the State of Montana but centered this projected growth around urban centers and high amenity areas. High amenity areas were defined as those areas with such attributes as water, trees, and topographic relief (11:8). The valleys of western Montana including the Gallatin Valley were given as examples of areas experiencing amenity-related growth. The forecast for rural areas away from urban centers was expected to continue the trend of declining population established in the past. This study stated that most rural areas were experiencing a net loss of at least half of their young people between the ages of eighteen and twenty-five (11:13-17). This loss occurred as both males and females in the fifteen to nineteen age group as high school

graduates moved from rural areas seeking employment, went to college, or entered military service (11:17). Small towns that service agriculture have and will continue to decline in population (11:4).

In contrast this study projected an increase for rural non-farm population. This increase was predicted to follow past trends in locating within commuting (about an hour driving time) distance of employment centers and around high amenity areas. The city of Bozeman was classed as being in the "very fast" growth category. This classification was defined as having increased in population by more than 27 per cent or at a growth rate more than twice the United States growth rate from 1960 to 1970. This study (Gustafson, 11) predicted an increase in population for Bozeman from the 22,700 in 1970 to 35,200, or an increase of 55 per cent by 1985. Much of this population increase will probably become rural non-farm and could affect the school populations in other communities, especially Belgrade. Belgrade, the only other town in Gallatin County mentioned in the study, was predicted to increase in population from the 1970 figure of 2,100 to 3,200 for a growth of 52 per cent by 1985. Belgrade was classified as being of moderate growth class from 1960 to 1970. This classification was defined as having increased at a rate of 7 to 13 per cent, or at a growth rate more than the Upper Midwest but less than the United States. The Bozeman population projection of 35,200 for 1985 was higher than the T.A.P., Incorporated most likely projection of 32,346 but did

approach the T.A.P., Incorporated upper limit of 35,969 for 1985. The Belgrade City population projection of 3,200 for 1985 was only for the city of Belgrade and did not include the entire Belgrade census division as the T.A.P. study did. When the balance of the Belgrade census division population is considered, the projections of the two studies are comparable. The T.A.P. study (32) listed the 1971 Belgrade census district most likely population at 3,110, while the 1970 Belgrade City population was listed by the Upper Midwest Study (11) at 2,100. This would leave a figure of 1,010 for the population of the Belgrade census district lying outside the city of Belgrade. Using the T.A.P. 1985 most likely projection figure of 4,796 population for the Belgrade census division and the 1985 Upper Midwest projection figure of 3,200 population for the city of Belgrade, the population of the Belgrade census district lying outside the city of Belgrade showed an increase to 1,596. This increase from 1,010 in 1971 to 1,596 in 1985 for the Belgrade census district lying outside the city of Belgrade appears too conservative in view of the number of new homes and trailer parks constructed adjacent to and in the district in the past few years. The T.A.P. (32) upper limit projection figure of 5,333 population in 1985 for the entire Belgrade census district would appear to be more in line with the Upper Midwest 1985 projection of 3,200 population for the city of Belgrade.

SCHOOL DISTRICT CENSUS REPORTS AND SCHOOL ENROLLMENTS

Census reports and school enrollments in the elementary and high school districts of northern Gallatin County were studied to determine school population trends in the area. The data from the elementary census reports and enrollments was included in the discussion of the high school districts of which it is a part. The Belgrade high school district includes elementary districts No. 44, No. 4, No. 20, and No. 25. Tables 1 through 4 are a compilation of school enrollments by grades, as shown by Fall Accreditation Reports (17) submitted to the Montana State Superintendent of Public Instruction for schools in the Belgrade High School District. Table 1, page 38, shows elementary and high school enrollments for Belgrade School District No. 44. An examination of the table reveals that first grade enrollment had been steady except for the 1966-67, 1970-71, and 1971-72 school years when larger enrollments were recorded. Census figures (Table 5, page 43) for the district reveal that these increases were caused by families moving into the district rather than increased births in the area. As one followed a group to the next school year and the next grade level, it was apparent that the number of students leaving the school district was more than offset by new students moving into the district. An example of this was in the increase from forty-six first graders in 1963-64 to sixty second graders in 1964-65. Following this same group through to the tenth grade in 1972-73, seventy students

Table 1

School District #44 Belgrade School Enrollments From Fall Accreditation Reports
Data as of October 1 for Year Shown

Grade	1963-1964	1964-1965	1965-1966	1966-1967	1967-1968	1968-1969	1969-1970	1970-1971	1971-1972	1972-1973
1	46	50	54	60	50	47	42	63	67	49
2	59	60	56	53	66	61	55	56	55	68
3	48	66	64	51	56	60	57	63	57	63
4	50	53	59	60	54	63	63	58	61	58
5	54	56	59	56	64	52	70	67	71	73
6	52	65	56	57	54	61	52	70	72	73
7	36	50	58	51	57	53	63	50	77	81
8	39	40	50	53	52	55	57	60	55	80
9	43	44	36	51	53	50	55	57	71	58
10	48	49	40	36	53	55	49	55	60	70
11	40	45	47	30	35	57	52	41	53	60
12	18	39	39	41	24	32	53	50	39	50
Elem.Total	384	440	456	441	453	452	459	487	515	545
H.S. Total	149	177	162	158	165	194	209	203	223	238
Total	533	617	618	599	618	646	668	690	738	783

were recorded.

At the high school level, large increases in enrollment were recorded for 1964-65, 1968-69, and for each of the remaining school years. The increases for all of these years were accounted for by students moving into the district. The increases for the 1964-65 and 1968-69 school years can be partially accounted for by small graduating classes being replaced by larger classes the following year. Table 1 revealed a trend of increasing school enrollment at both the elementary and secondary levels. This trend became more pronounced in the years 1970-71 through 1972-73 and was readily observed as being caused by students moving into the district.

Tables 2, 3, and 4, pages 40, 41, and 42, respectively, reflect school enrollments for the remaining elementary districts in the Belgrade High School District. Table 2, page 40, showed a decreasing trend in school enrollment for the Central Park district which was non-operating for the 1971-72 and 1972-73 school years. Table 3, page 41, showed a slight increase in enrollment for the Springhill district in 1966-67 and 1967-68. Thereafter, the enrollment was fairly stable with students moving in being offset by students moving out of the district. Table 4, page 42, showed a decreasing trend in the Pass Creek district school enrollments. This trend is likely to continue as census reports (Table 8, page 47) revealed a decreasing trend in pre-school children.

Tables 5, 6, 7, and 8 show the number of pre-school children

Table 2

School District #4 Central Park School Enrollments

From Fall Accreditation Reports

Data as of October 1 for Year Shown

Grade	1963-1964	1964-1965	1965-1966	1966-1967	1967-1968	1968-1969	1969-1970	1970-1971	1971-1972	1972-1973
1	5	1	3	5	2	1	1		Non operating	
2	2	4	3	3	8	2		1		
3	5	3	6	2	4	5	2			
4		4	4	5	1	3	1	2		
5	3							1		
Totals	15	12	16	15	15	11	4	4	0	0

Table 3

School District #20 Springhill School Enrollments

From Fall Accreditation Reports

Data as of October 1 for Year Shown

Grade	1963-1964	1964-1965	1965-1966	1966-1967	1967-1968	1968-1969	1969-1970	1970-1971	1971-1972	1972-1973
1	1	3	1	3	4	2	0	0	1	1
2	1		3	1	2	1	2	0	1	2
3	1		0	3	2	2	1	3	1	1
4	3	1	1		3	1	3	1	2	2
5		1	0			2	2	2	2	2
6			1	1			2	1	1	3
7				1	1		0	3	2	1
8			1		1	1	0		3	1
Totals	6	5	7	9	13	9	10	10	13	13

Table 4

School District #25 Pass Creek School Enrollments

From Fall Accreditation Reports

Data as of October 1 for Year Shown

Grade	1963-1964	1964-1965	1965-1966	1966-1967	1967-1968	1968-1969	1969-1970	1970-1971	1971-1972	1972-1973
1		2	2	2		3	1	2		
2	2		2	2	2		3	1	1	
3	2	2		2	2	2	1	3	0	1
4	4	2	2		2	2	2	1	3	
5	0	3	2	2		2	2	2	0	3
6	3		3	3	2		2	2	2	0
7		3		2	1	2	0	2	2	2
8	1		3		2	1	3		1	2
Totals	12	12	14	13	11	12	14	13	9	8

Table 5

School District #44 Belgrade Pre-School Children
Note: School District #17 Reese Creek Included 1962-1965

From School Census Reports
Data as of October 1 for Year Shown

	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971
New Babies	41	34	35	31	31	30	23	31	48	37
Age 1	47	46	34	49	35	33	22	40	41	46
Age 2	57	39	41	39	45	37	29	32	42	38
Age 3	57	56	45	47	39	46	40	37	41	37
Age 4	45	52	60	56	46	38	40	50	47	46
Age 5	44	47	50	63	51	44	35	54	51	45
Totals	291	274	265	285	247	228	189	244	270	249
Total 6-21	638	644	696	720	713	764	752	802	820	865
Total	928	918	961	1005	960	992	941	1046	1090	1114

by age groups for the years 1962 through 1971 for the four elementary districts in the Belgrade High School District. These tables also include totals for the age group six to twenty-one for the above years. Table 5, page 43, showed a decreasing birth rate and a decrease for all pre-school ages in the Belgrade School District from 1962 through 1968, with the exception of 1965 when an increase of children was recorded. In 1969, 1970, and 1971, the number of births, as well as other age groups, increased. This can be accounted for by new and younger families moving into the district and by the general population increase of the area caused by families moving into the area. The totals for ages six to twenty-one reflected a steady increase over the years and seemed to indicate that the majority of families moving into the district were generally established families rather than beginning families.

Table 6, page 45, showed a decreasing trend in the pre-school enrollment for the Central Park district which was not operated for the 1971-72 and 1972-73 school years. The totals for ages six to twenty-one showed an increasing trend for school age children which was not reflected in the district's school enrollment. This indicated that the increase was in older children and could be a result of established families moving into the area. Table 7, page 46, showed a decreasing trend for pre-school children in the Springhill district from 1963 through 1968. In 1969, 1970, and 1971 slight increases were noted.

Table 6

School District #4 Non-Oper. Central Park Pre-School Children

From School Census Reports

Data as of October 1 for Year Shown

	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971
New Babies	1	1	2	2	1	2	2	1	3	1
Age 1	1	1	3	2	1	2	3	1	1	4
Age 2	5	1	1	3	2	1	0	1	1	1
Age 3	2	5	0	2	4	3	1	0	1	1
Age 4	1	2	4	1	1	4	2	1	0	1
Age 5	6	0	2	5	1	1	3	1	1	0
Totals	16	10	12	15	10	13	11	5	7	8
Total 6-21	24	29	33	39	44	50	48	44	43	45
Total	40	39	45	54	54	63	59	49	50	53

Table 7

School District #20 Springhill Pre-School Children

From School Census Reports

Data as of October 1 for Year Shown

	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971
New Babies	2	1	2	1	1	0	1	0	3	0
Age 1	2	1	3	0	1	1	0	3	2	3
Age 2	3	4	2	1	2	1	0	1	2	2
Age 3	2	3	2	4	0	2	1	0	1	3
Age 4	3	2	1	2	2	0	0	1	0	1
Age 5	0	5	1	1	3	3	0	1	2	0
Totals	12	16	11	9	9	7	2	6	10	9
Total 6-21	15	15	12	14	17	18	13	18	16	17
Total	27	31	23	23	26	25	15	24	26	26

Table 8

School District #25 Pass Creek Pre-School Children

From School Census Reports

Data as of October 1 for Year Shown

	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971
New Babies	2	1	1	0	0	0	0	0	0	0
Age 1	0	3	1	1	1	0	0	0	0	0
Age 2	4	0	3	2	1	1	0	0	0	0
Age 3	2	5	0	2	2	2	1	0	0	0
Age 4	1	2	5	0	2	2	1	0	0	0
Age 5	1	2	2	5	0	2	1	2	0	0
Totals	10	13	12	11	6	7	3	2	0	0
Total 6-21	16	20	22	22	27	26	26	26	27	23
Total	26	33	34	33	33	33	29	28	27	23

Table 8, page 47, reflected a decreasing trend in pre-school enrollment for the Pass Creek district. This would probably cause the district to become non-operating in a short time.

Tables 9, 10, and 11 show school enrollments for elementary school districts in the Manhattan High School District. Table 12, page 52, showed enrollment figures for the Manhattan Christian Elementary and High Schools which was a private school located in the Manhattan Public High School district. Data from the Manhattan Christian Schools was included because a closure would affect the Manhattan Public High School District and the Amsterdam Elementary District by creating larger public school enrollments and a need for greater expenditures.

Table 9, page 49, showed elementary and high school enrollments by grades for school years 1963-64 through 1972-73 in the Manhattan school districts. An examination of the figures revealed that families moving in and out of the district caused enrollment to vary over the years resulting in a net decrease of thirty-six in elementary enrollment from 1963-64 to 1972-73. This decrease was offset in the elementary totals by the addition of kindergarten enrollment in 1969-70 through 1972-73. High school enrollment although varying slightly from year to year remained fairly steady, and from 1963-64 through 1972-73 a net gain of sixteen was recorded. It appeared that the number of children moving out of the district had almost been equaled by the number moving into the district.

Table 9

School District #3 Manhattan School Enrollments
From Fall Accreditation Reports
Data as of October 1 for Year Shown

Grade	1963-1964	1964-1965	1965-1966	1966-1967	1967-1968	1968-1969	1969-1970	1970-1971	1971-1972	1972-1973
K							23	17	21	28
1	34	44	24	30	30	23	27	23	23	22
2	27	24	32	19	28	22	22	30	25	24
3	34	25	27	32	23	24	29	21	31	28
4	28	29	26	26	33	23	28	32	23	32
5	35	29	31	30	39	35	30	30	36	28
6	36	32	30	30	37	33	36	37	34	39
7	48	38	43	37	35	40	40	43	33	38
8	37	44	40	41	33	35	39	45	41	32
9	39	37	51	38	36	34	41	46	43	44
10	39	41	49	51	36	36	36	43	27	45
11	43	37	40	39	46	35	35	32	40	39
12	29	36	30	35	38	42	36	30	32	38
Elem. Total	279	265	253	245	258	235	274	278	267	271
H.S. Total	150	151	170	163	156	147	148	151	162	166
Total	429	416	423	408	414	382	420	429	429	437

Table 10

School District #21 Maudlow School Enrollments

From Fall Accreditation Reports

Data as of October 1 for Year Shown

Grade	1963-1964	1964-1965	1965-1966	1966-1967	1967-1968	1968-1969	1969-1970	1970-1971	1971-1972	1972-1973
1			2	5	3	5	3	4	3	4
2			1	4	6	6	5	5	3	1
3		2	0	3	4	6	6	5	4	1
4			1	1	4	4	2	5	3	2
5			1	2						
6		1		1						
7		2								
Totals		5	5	16	17	21	16	19	13	8

Table 11

School District #75 Amsterdam School Enrollments

From Fall Accreditation Reports

Data as of October 1 for Year Shown

Grade	1963-1964	1964-1965	1965-1966	1966-1967	1967-1968	1968-1969	1969-1970	1970-1971	1971-1972	1972-1973
1	2	1	1	1	1	1	1	1	2	1
2	3	2	1	1	2	3	1	2	1	1
3	4	2	2		2	3	2	1	2	2
4	5	2	2	2	1	4	3	2	0	1
5	4	5	2	2	2	3	4	4	1	1
6		3	4	2	2	1	2	3	3	1
7	2			4	2					
8		2			4					
Totals	20	17	12	12	16	15	13	13	9	7

Table 12

Manhattan Christian School Enrollments
From Beginning Reports Submitted to County Superintendent
Data as of October 1 for Year Shown

Grade	1963-1964	1964-1965	1965-1966	1966-1967	1967-1968	1968-1969	1969-1970	1970-1971	1971-1972	1972-1973
1	42	30	23	30	30	31	27	20	18	19
2	43	39	30	20	27	31	31	26	17	17
3	41	46	36	29	20	29	30	31	25	22
4	39	42	47	28	29	21	29	27	25	40
5	37	41	41	57	38	28	22	28	25	28
6	38	41	39	41	44	40	26	21	24	27
7	38	40	39	27	41	48	38	26	20	28
8	49	38	40	25	37	38	48	42	24	23
9	42	51	36	39	35	39	34	47	39	25
10	32	45	45	36	39	35	39	32	44	37
11	34	34	39	42	31	39	34	39	29	41
12	23	36	30	37	39	32	40	31	36	31
Elem.Total	327	317	295	257	266	266	251	221	178	204
H.S. Total	131	166	150	154	144	145	147	149	148	134
Total	458	483	445	411	410	411	398	370	326	338

Table 10, page 50, showed elementary enrollments for the Maudlow district increasing through 1968-69 and decreasing thereafter. Table 11, page 51, showed that the Amsterdam school enrollments had decreased steadily over the period studied with the exception of a slight increase in 1967-68.

The Manhattan Christian Elementary School enrollments as shown in Table 12, page 52, had decreased from 327 in 1963-64 to 178 in 1971-72. In 1972-73 the elementary enrollment increased to 204 from the 178 of the previous year. The high school enrollment after an increase to 166 in the 1964-65 school year remained fairly stable until the 1972-73 school year when it decreased to 134.

Tables 13, 14, and 15 show pre-school census figures for the elementary districts in the Manhattan Public High School District. The number of births for the Manhattan school district as shown in Table 13, page 54, decreased to a low of six in 1967 before increasing to a high of twenty-eight in 1971. The totals for pre-school children also decreased to lows of 104 for 1967 and 1968 and 102 for 1969 before increases in 1970 and 1971. The increases in recent years were accounted for by increased births and also by children moving into the district. The totals for age group six to twenty-one reached a high of 495 in 1963 and then slowly decreased to the low of 434 in 1971. Table 14, page 55, showed an increase in pre-school children for the Maudlow school district from a low of three in 1962 to a high of twenty-five in

Table 13

School District #3 Manhattan Pre-School Children

From School Census Reports

Data as of October 1 for Year Shown

	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971
New Babies	11	18	22	15	15	6	13	10	20	28
Age 1	20	17	18	28	16	16	8	21	19	19
Age 2	25	25	16	24	23	17	15	11	22	21
Age 3	18	25	22	21	16	26	19	15	17	22
Age 4	31	16	27	30	18	20	26	20	19	19
Age 5	27	32	15	29	20	19	23	25	18	22
Totals	132	133	120	147	108	104	104	102	115	131
Total 6-21	445	495	480	488	444	464	453	459	453	434
Total	577	628	600	635	552	568	557	561	568	565

Table 14

School District #21 Maudlow Pre-School Children

From School Census Reports

Data as of October 1 for Year Shown

	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971
New Babies	1	0	4	2	6	5	1	2	4	3
Age 1	0	1	3	5	2	6	2	2	2	0
Age 2	1	1	4	2	6	2	5	2	2	1
Age 3	0	1	4	6	2	4	1	5	2	0
Age 4	0	1	5	3	6	2	3	1	5	1
Age 5	1	0	3	4	3	3	4	2	2	4
Totals	3	4	23	22	25	22	16	14	17	9
Total 6-21	11	4	14	17	33	32	42	42	33	25
Total	14	8	37	39	58	54	58	56	50	34

Table 15

School District #75 Amsterdam Pre-School Children

From School Census Reports

Data as of October 1 for Year Shown

	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971
New Babies	15	21	10	12	10	13	6	14	10	9
Age 1	23	21	21	12	15	10	13	10	15	8
Age 2	16	25	20	23	10	14	9	14	9	11
Age 3	12	17	26	19	22	10	13	8	15	11
Age 4	16	12	16	27	24	20	10	15	8	13
Age 5	26	15	12	15	22	23	21	11	14	6
Totals	108	111	105	108	103	90	72	72	71	58
Total 6-21	324	329	317	325	318	318	318	323	324	304
Total	432	440	422	433	421	408	390	395	395	362

1966 due to children moving into the district. In 1967 a decreasing trend caused by children moving out began with the total declining to nine by 1971. The same pattern was followed by age group six to twenty-one. Table 15, page 56, showed a decline in the number of births as well as a decline in all ages for pre-school children in the Amsterdam school district. The trends reflected in Table 15 will probably mean even smaller enrollments in the Manhattan Christian Schools in the near future. The totals for ages six to twenty-one remained fairly steady until 1971 when a decrease of twenty was recorded. The totals for the school age group, ages six to twenty-one, residing in the district were considerably smaller than the totals for enrollment in the Manhattan Christian Schools (Table 12, page 52) over the period of years studied which indicated that part of the enrollment was drawn from outside the immediate district.

Tables 16 and 17 show school enrollments in the Three Forks High School District for school years 1963-64 through 1972-73. An examination of Table 16, page 58, revealed that although there was some variance in individual elementary grades and in the elementary totals from year to year, no significant trend of increase or decrease was determined. In the high school, enrollments remained fairly stable until 1970-71 when slight yearly increases raised the enrollment to 161. This was accounted for by larger elementary classes moving up into high school and by new students coming into the district. The Logan school

Table 16

School District #J-24 Elementary; #24-24 H.S. Three Forks School Enrollments
From Fall Accreditation Reports
Data as of October 1 for Year Shown

Grade	1963-1964	1964-1965	1965-1966	1966-1967	1967-1968	1968-1969	1969-1970	1970-1971	1971-1972	1972-1973
Spec.Ed.						12	16			28
1	35	40	34	37	43	36	31	35	34	29
2	31	32	35	32	35	42	30	31	30	35
3	42	32	32	34	36	34	44	30	31	24
4	40	47	27	33	35	35	36	39	27	30
5	33	37	45	31	33	36	37	35	44	28
6	31	31	35	43	33	32	34	38	29	47
7	50	34	30	32	41	39	37	35	45	35
8	32	46	30	31	33	35	40	35	37	49
9	29	27	45	31	27	31	32	44	40	42
10	30	29	28	45	30	32	27	33	39	42
11	30	33	28	29	37	30	31	31	38	40
12	27	23	31	28	28	35	31	27	30	37
Elem.Total	294	299	268	273	307	301	305	278	277	305
H.S. Total	116	112	132	133	122	128	121	135	147	161
Totals	410	411	400	406	429	429	426	413	424	466

Table 17

School District #1 Logan School Enrollments

Data as of October 1 for Year Shown

Grade	1963-1964	1964-1965	1965-1966	1966-1967	1967-1968	1968-1969	1969-1970	1970-1971	1971-1972	1972-1973
K										3
1	2	2	3	5	4	4	1	3		2
2	4	2	1	3	4	4	2	1	2	2
3	3	5	2	2	5	5	2	3	1	3
4	7	3	3	3	2	3	4	3	3	1
5	2	7	4	3	2	1	3	6	3	3
6	3	2	7	2	4	4	1	3	6	4
Totals	21	21	20	18	21	21	13	19	15	18

enrollments as shown in Table 17, page 59, decreased slightly over the period.

Tables 18 and 19 showed census figures for pre-school children in the Three Forks and Logan districts from 1962 through 1971. The Three Forks district as shown in Table 18, page 61, had a decreasing trend in pre-school children through 1970. An examination of the figures revealed that the cause was a decrease in the number of births through 1968 and a net loss of children in the district. In 1971 a slight increase was noted due to an increase in the number of births and new children moving into the district. The totals for the age group six to twenty-one did not vary too greatly during this period. The decreasing trend in the number of pre-school children did forecast a decrease in the enrollment of the Three Forks school system unless the birth rate increases and more families with school age children move into the district.

The Logan census of pre-school children as shown in Table 19, page 62, had varied considerably over the period due to children coming into and leaving the district. In 1970 and 1971, an increase in the number of births and gains in the number of pre-school children moving into the district resulted in increased totals for those years. If this trend continues, there will be an increase in enrollment in the Logan School. The totals for the age group six to twenty-one showed a decreasing trend over the period studied.

Table 18

School District #J-24 Three Forks Pre-School Children
Note: School District #64 Trident Included 1962-1968

From School Census Reports

Data as of October 1 for Year Shown

	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971
New Babies	34	28	26	27	20	16	15	20	18	25
Age 1	29	33	32	23	25	20	23	12	17	20
Age 2	33	45	38	29	24	24	28	22	15	19
Age 3	34	45	38	30	28	21	31	21	23	17
Age 4	45	36	36	35	29	28	26	26	19	23
Age 5	27	42	40	33	37	27	31	28	24	25
Totals	202	229	210	177	163	136	154	129	116	129
Total 6-21	491	492	479	473	482	486	498	485	462	494
Total	693	721	689	650	645	622	652	614	578	623

Table 19

School District #1 Logan Pre-School Children

From School Census Reports

Data as of October 1 for Year Shown

	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971
New Babies	0	1	4	1	2	2	3	3	5	7
Age 1	3	0	3	4	0	2	1	2	4	8
Age 2	0	3	1	1	3	1	3	1	4	6
Age 3	3	0	6	3	1	2	2	2	2	4
Age 4	4	1	2	5	2	1	2	0	1	2
Age 5	2	2	2	2	5	1	1	3	0	1
Totals	12	7	18	16	13	9	12	11	16	28
Total 6-21	52	62	62	65	48	41	37	34	39	37
Total	64	69	80	81	61	50	49	45	55	65

Table 20, page 64, showed elementary and high school enrollments for the Willow Creek school district from school year 1963-64 through school year 1972-73. Decreasing trends for both elementary and secondary school enrollments were evident for the period studied. Examination of the table revealed that these decreases were due to children moving out of the district. In school year 1972-73 there was a gain of fifteen elementary children resulting from children coming into the district. Table 21, page 65, presented census figures for pre-school children in the Willow Creek district from 1962 through 1971. Figures recorded for these years indicated that the age group six to twenty-one remained fairly stable over the period and that the same was true for pre-school children with the exception of 1967, 1968, and 1970. The totals for school age children residing in the district, ages six to twenty-one, were smaller than the totals for enrollment in the Willow Creek schools (Table 20, page 64) for the years 1963 through 1968. This indicated that the Willow Creek schools, as in the case of Manhattan Christian schools, were drawing part of their enrollment from outside the district during that time.

A composite of school enrollments from school year 1963-64 through school year 1972-73 for the elementary and high schools of Manhattan, Willow Creek, Three Forks, Belgrade, and Manhattan Christian has been prepared for comparisons and is included in Appendix A, page 155. A similar composite of school census figures from 1962 through

Table 20

School District #15 H.S.; #J-15-17 Elementary Willow Creek School Enrollments
From Fall Accreditation Reports
Data as of October 1 for Year Shown

Grade	1963-1964	1964-1965	1965-1966	1966-1967	1967-1968	1968-1969	1969-1970	1970-1971	1971-1972	1972-1973
1	8	7	8	6	9	11	7	7	6	6
2	9	9	5	10	5	8	8	6	4	9
3	10	9	8	7	10	6	6	7	8	6
4	11	8	10	9	6	8	2	6	5	9
5	11	8	7	12	9	6	6	2	4	6
6	9	10	8	7	10	8	4	7	1	6
7	9	7	10	9	7	10	5	6	7	4
8	8	8	8	12	10	6	6	4	5	9
9	20	14	8	10	12	9	5	6	5	6
10	10	15	9	9	12	11	8	6	10	5
11	12	9	19	10	8	10	12	9	6	10
12	9	10	9	18	8	9	7	11	9	5
Elem.Total	75	66	64	72	66	63	44	45	40	55
H.S. Total	51	48	46	47	40	39	32	32	30	26
Total	126	114	110	119	106	102	76	77	70	81

Table 21

School District #J-15-17 Willow Creek Pre-School Children

From School Census Reports

Data as of October 1 for Year Shown

	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971
New Babies	5	7	6	5	5	1	6	4	5	8
Age 1	5	9	8	9	4	3	2	6	4	5
Age 2	5	6	7	7	8	4	3	5	6	6
Age 3	8	5	8	8	7	6	5	4	4	9
Age 4	7	10	5	6	7	8	6	9	3	4
Age 5	10	6	9	5	7	5	7	7	5	4
Total	40	43	43	40	38	27	29	35	27	36
Total 6-21	104	114	109	104	113	102	96	94	96	95
Total	144	157	152	144	151	129	125	129	123	131

1971 for the elementary districts in which these schools are located has been prepared for reference and comparison purposes and included in Appendix B, page 156.

PROJECTED HIGH SCHOOL ENROLLMENTS

The data collected concerning enrollments in the high schools in the lower Gallatin Valley provided some insight regarding enrollment trends for schools in the area. An examination of the data indicated that where trends had occurred they had been more visible in recent years. This was because the mobility of families in the area had accelerated over the past few years. Table 22, page 67, which projects high school enrollments through the 1979-80 school year, was prepared from the study of the individual districts. The table gives two possible figures for projected enrollments. One is a figure based on present school enrollments projected forward. The other figure is based on the average percentage rate of enrollment increase or decrease in the school from 1967 through 1972.

The table showed that Belgrade will probably increase in enrollment at a greater rate than in the past because enrollment figures project a larger enrollment than the average rate of .077 per cent increase over the past five years. Enrollment figures for Manhattan and Three Forks indicated a decline in enrollment by school year 1979-80, while the average rates of increase over the past five years

Table 22

High School Projected Enrollments

School		1972-73	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Belgrade	1	238	271	295	301	321	298	279	273
	2		256	275	296	318	342	368	396
Manhattan	1	166	160	159	154	139	142	135	121
	2		171	176	182	188	194	200	207
Three Forks	1	161	173	168	177	166	148	140	126
	2		170	179	189	199	210	221	233
Willow Creek	1	26	30	24	25	25	25	27	30
	2		24	23	21	20	18	17	15
Manhattan Christian	1	134	126	140	103	106	123	117	107
	2		124	115	106	98	90	83	77

1 - Based on Present School Enrollments

2 - Based on Average rate of increase or decrease as shown below:

Average rate over five-year period 1967-1972

Belgrade	+ .077
Manhattan	+ .035
Three Forks	+ .057
Willow Creek	- .079
Manhattan Christian	- .077

projected an increase in enrollments. Willow Creek's enrollment would hold fairly stable over the period if none of the students left the district. If the rate of decrease continues, the Willow Creek High School enrollment would decrease by almost one-half by 1979. Projected high school enrollments in Manhattan Christian showed a decrease when based on both present enrollment figures and average rates of decrease over the period.

ASSESSED AND TAXABLE VALUATIONS

The assessed and taxable valuations of school districts in Northern Gallatin County for school years 1968-69 through 1972-73 were tabulated. This data is presented in Appendix C, pages 157-158. Appendix C showed that taxable growth was centered primarily around the City of Bozeman (District No. 7) and the towns of Belgrade (District No. 44), Manhattan (District No. 3), and Three Forks (District No. 24). Taxable growth also occurred in Monforton district (District No. 27), and Amsterdam district (District No. 75), and to a lesser extent in other districts.

Tables 23, page 69, and 24, page 71, showed per pupil tax bases for Manhattan, Willow Creek, Three Forks and Belgrade school districts over this five-year period. The data for these two tables was taken from Appendix C for the years indicated. The individual districts included in the high school districts for these towns are identified in

Table 23

High School District Per Pupil Tax Bases

Data as of October 1 for Year Shown

District	1968	1969	1970	1971	1972
#3 Manhattan					
Taxable	$2,828,326	$2,990,282	$3,041,990	$3,190,841	$3,246,853
No. Pupils	147	148	151	162	166
Per Pupil	19,240	20,204	20,145	19,696	19,559
#15 Willow Creek					
Taxable	$ 513,120	$ 533,989	$ 496,454	$ 507,729	$ 559,834
No. Pupils	39	32	32	30	26
Per Pupil	13,156	16,687	15,514	16,924	21,532
#24 Three Forks					
Taxable	$2,702,121	$2,809,942	$2,805,427	$3,150,260*	$3,109,634*
No. Pupils	128	121	135	147	161
Per Pupil	21,110	23,222	20,780	21,430	19,314
#44 Belgrade					
Taxable	$2,820,070	$2,966,187	$2,952,208	$3,104,080	$3,215,156
No. Pupils	194	209	203	223	238
Per Pupil	14,536	14,192	14,542	13,920	13,509
Totals					
Taxable	$8,863,637	$9,300,400	$9,296,079	$9,952,910	$10,131,477
No. Pupils	508	510	521	562	591
Avg. Per Pupil	17,448	18,236	17,843	17,710	17,143

* Taxable valuation included for Jefferson County

Appendix D, page 159. Appendix E, page 160, identifies the districts included in their elementary districts. Table 23, page 69, showed per pupil tax bases for high school districts. Table 24, page 71, showed per pupil tax bases for elementary school districts.

An examination of the data in Table 23 showed that increases in taxable valuations were slight and were not consistent from year to year. It was also apparent that increases in the number of pupils had more than offset gains in taxable valuations in some years resulting in lower per pupil amounts.

Table 24 showed the same pattern for elementary per pupil tax bases. The inclusion of taxable valuation in Jefferson County for Willow Creek in 1972 and taxable valuation in Jefferson and Broadwater Counties for Three Forks in 1971 and 1972 added little because of the increase in number of pupils. Taxable growth for both high school and elementary districts had not occurred fast enough to keep pace with increasing enrollments or to improve the per pupil tax bases. However, the combined average per pupil tax bases for these districts for 1972 compared favorably with per pupil tax bases shown for the Bozeman school districts in a study conducted by the Department of Research and Planning, Bozeman Public School, in November, 1972 (3). The per pupil tax bases for Bozeman districts in 1972 as reported in that study were $15,009 for the high school district and $5,876 for the elementary district. The combined average per pupil tax bases for the districts

Table 24

Elementary School District Per Pupil Tax Bases

Data as of October 1 for Year Shown

District	1968	1969	1970	1971	1972
#3 Manhattan					
Taxable	$1,450,086	$1,544,901	$1,561,082	$1,617,366	$1,633,320
No. Pupils	235	274	278	267	271
Per Pupil	6,171	5,638	5,615	6,058	6,027
#15 Willow Creek					
Taxable	$ 558,739	$ 583,824	$ 558,815	$ 540,138	$ 699,639*
No. Pupils	63	44	45	40	55
Per Pupil	8,869	13,269	12,418	13,503	12,721
#24 Three Forks					
Taxable	$2,032,664	$2,127,309	$2,144,573	$2,711,977**	$2,689,210**
No. Pupils	301	305	278	277	305
Per Pupil	6,753	6,975	7,714	9,791	8,817
#44 Belgrade					
Taxable	$2,547,502	$2,672,078	$2,637,024	$2,799,282	$2,942,952
No. Pupils	452	459	487	515	545
Per Pupil	5,636	5,822	5,415	5,435	5,400
Totals					
Taxable	$6,588,991	$6,928,112	$6,901,494	$7,668,763	$7,965,121
No. Pupils	1,051	1,082	1,088	1,099	1,176
Avg. Per Pupil	6,269	6,403	6,343	6,978	6,773

* Taxable valuation included for Jefferson County

** Taxable valuation included for Jefferson and Broadwater Counties

of Manhattan, Willow Creek, Three Forks, and Belgrade in 1972 were somewhat higher--$17,143 for high school districts and $6,773 for elementary districts.

BONDING CAPACITIES

Table 25, page 73, showed the 1972-73 bonding capacities for the high school and elementary bonding districts of Manhattan, Willow Creek, Three Forks, and Belgrade. The information for the table was taken from Appendixes D, E, F, and G, pages 159-162, in the Appendix.

Appendices D and E show the 1972-73 valuations and bonding capacities for the Manhattan, Willow Creek, Three Forks, and Belgrade school districts and also identifies the individual districts included in each of the elementary and high school districts. Appendices F and G list outstanding bonds of the high school and elementary districts for school year 1972-73.

Table 25 lists the bonding capacities, amounts of bonds outstanding at the close of the 1972-73 school year, and the remaining bonding capacities at the close of the 1972-73 school year. Also shown are total figures for the four districts. These figures indicated a total remaining bonding capacity of $1,238,422.60 for the high school districts at the close of the school year. The total remaining bonding capacity in the elementary districts was $838,644.10 at the end of the 1972-73 school year.

Table 25

High School and Elementary Bonding Capacities
For School Year 1972-73

District	Bond Capacity	Bonds Outstanding*	Remaining Capacity Elementary*	Remaining Capacity High School*
Manhattan				
High School	$ 576,366.85	$ 15,000.00		$ 561,366.85
Elementary	284,857.50	169,830.50	$115,027.00	
Willow Creek				
High School	$ 92,143.85	$ .00		$ 92,143.85
Elementary	115,496.90	3,700.00	$111,796.90	
Three Forks				
High School	$ 483,405.65	$280,000.00		$ 203,405.65
Elementary	425,660.70	72,583.50	$353,077.20	
Belgrade				
High School	$ 555,228.90	$173,722.65		$ 381,506.25
Elementary	508,993.00	250,250.00	$258,743.00	
Totals	$3,042,153.35	$965,086.65	$838,644.10	$1,238,422.60

*At close of 1972-73 School Year

Chapter 4

AN ANALYSIS OF EDUCATIONAL PROGRAMS

The purpose of this study was to determine whether reorganization in the school districts in the lower Gallatin Valley could improve educational opportunities and provide for more efficient operation. To answer this question data concerning the educational programs of schools in this area was collected along with the same information for Montana school districts varying in size from the smallest to the largest when ranked according to district ADA in grades one through twelve. Factors which were used in determining educational opportunity were breadth of educational programs and number and type of special services available. Efficiency of operation was viewed in terms of per pupil costs in the areas of administration, instruction, operation and maintenance, and total general fund budget expenditures. Teacher-pupil ratios were used to show how effectively school districts of different sizes were able to utilize their teaching staffs.

Data obtained from the study of school districts at the state level is presented in tables represented by four categories. There is a category representing the small districts with an ADA below one hundred in grades one through twelve, one representing a median based on the number of districts when ranked according to ADA (range-number of schools), another representing a median based on total ADA between 100 and 2,900 (range-district ADA), and a category representing the

larger districts having an ADA above 2,900 in grades one through twelve.

EDUCATIONAL COSTS

The educational costs of elementary schools in Montana and in the lower Gallatin Valley were tabulated in Tables 26 through 30. All remaining costs in the general fund budget have been included with these three cost items to form the total general fund costs for each district. The actual costs as taken from Trustee's Year Ending Reports have been rounded to the nearest whole dollar. The costs are shown for administration, instruction, and operation and maintenance. Table 26, page 76, presented educational costs for small elementary schools varying in size from an ADA of twenty-one pupils at Rapelje to sixty-six at Whitewater. The per pupil administrative costs ranged from a low of $37.30 at Reedpoint to a high of $209.52 at Rapelje. It is interesting to note that, while Rapelje was the smallest school and had the highest administrative cost, Reedpoint was next to the smallest with an ADA of twenty-three, but had the most efficient administrative per pupil cost. It was common in most of the small school districts in Montana for the superintendent to also serve as either elementary or high school principal, or in some cases he filled both principal positions. The superintendent may also have been called upon to serve as counselor, coach, and teacher. In cases such as these, only a portion of his salary would have been assigned to administration. The balance would

Table 26

Administrative, Instructional, Operation and Maintenance, and Total General Fund Budget Expenditures on a Per Pupil Basis

Small Elementary Schools - School Year 1971-72

District	ADA	Admin. Costs	Per Pupil	Instr. Costs	Per Pupil	Oper. Main.	Per Pupil	Total General Fund Costs	Per Pupil
Harrison	65	4,313	66.35	31,119	478.75	7,683	118.20	51,201	787.71
Whitewater	66	6,285	95.23	37,045	561.29	10,610	160.76	67,468	1,022.24
Antelope	60	7,970	132.83	31,387	523.12	7,013	116.83	50,871	847.85
Judith Gap	53	6,252	117.96	34,754	655.74	5,722	107.96	53,047	1,000.89
Peerless	56	7,268	129.79	32,406	578.68	11,676	208.50	59.932	1,070.21
Willow Creek	40	5,846	146.15	25,437	635.93	6,228	155.70	41,566	1,039.15
Lavina	29	1,216	41.93	25,022	862.83	5,950	205.17	36,439	1,256.52
Rapelje	21	4,400	209.52	37,018	1,762.76	8,215	391.19	56,813	2,705.38
Reedpoint	23	858	37.30	18,199	791.26	3,586	155.91	28,843	1,254.04
Totals and Averages*	413	44,408	107.53*	272,387	659.53*	66,683	161.46*	446,180	1,080.33*

have been assigned to instruction in either the elementary or high school budget or perhaps in both.

Instructional costs ranged from the low of $478.75 per pupil at Harrison to a high of $1,762.76 per pupil at Rapelje. Operation and Maintenance costs varied from $107.96 at Judith Gap to $391.19 per pupil at Rapelje--a cost more than three times as great. The total general fund average per pupil cost for small elementary schools was $1,080.33.

Table 27, page 78, lists educational costs for the median size elementary based on the number of schools when ranked according to ADA (range-number of schools). The ADA of this group of elementary schools varied from 161 at Nashua to 205 at Valier, Charlo, and Hot Springs. Administrative per pupil costs ranged from a low of $33.28 at Bridger to a high of $73.26 per pupil at Sunburst. Instructional costs ran from a low of $331.60 per pupil at Ennis to a high of $630.38 per pupil at Nashua. Operation and Maintenance costs were from $62.49 at Shepherd to $157.19 per pupil at Sunburst. Total general fund per pupil costs ranged from $547.49 at Shepherd to $997.27 at Sunburst. The total general fund average per pupil costs for these districts was $712.32.

Table 28, page 79, lists educational costs for the median size elementary schools based on total district ADA between 100 and 2,900 (range-district ADA). The ADA for these schools ranged from 867 at Cut Bank to 1,223 at Browning. Per pupil administrative costs varied from

Table 27

Administrative, Instructional, Operation and Maintenance, and Total General Fund Budget Expenditures on a Per Pupil Basis

Median (Range-No. of Schools) Elementary Schools
School Year 1971-72

District	ADA	Admin. Costs	Per Pupil	Instr. Costs	Per Pupil	Oper. Main.	Per Pupil	Total General Fund Costs	Per Pupil
Shepherd	198	8,228	41.56	78,810	398.03	12,373	62.49	108,403	547.49
Valier	205	11,879	57.95	95,830	467.46	20,632	100.64	153,205	747.34
Sunburst	162	11,868	73.26	94,262	581.86	25,464	157.19	161,558	997.27
Charlo	205	14,003	68.31	90,332	440.64	15,131	73.81	144,487	704.81
Twin Bridges	185	10,462	56.55	81,231	439.09	16,039	86.70	118,077	638.25
Hot Springs	205	10,859	52.97	80,440	392.39	17,858	87.11	118,360	577.37
Ennis	201	9,266	46.10	66,651	331.60	17,302	86.08	111,902	556.73
Bridger	204	6,789	33.28	125,640	615.88	22,090	108.28	169,624	831.49
Nashua	161	7,752	48.15	101,491	630.38	20,706	128.61	143,855	893.51
Totals and Averages*	1,726	91,106	52.78*	814,687	472.01*	167,595	97.10*	1,229,471	712.32*

Table 28

Administrative, Instruction, Operation and Maintenance, and Total General Fund Budget Expenditures on a Per Pupil Basis

Median (Range-Dist. ADA) Elementary Schools
School Year 1971-72

District	ADA	Admin. Costs	Per Pupil	Instr. Costs	Per Pupil	Oper. Main.	Per Pupil	Total General Fund Costs	Per Pupil
Sidney	1,051	22,066	21.00	561,958	534.69	82,734	78.72	746,970	710.72
Browning	1,223	53,058	43.38	661,597	540.96	133,440	109.11	1,018,543	832.82
Hardin	1,163	31,821	27.36	618,415	531.74	88,571	76.16	852,607	733.11
Dillon	1,038	11,619	11.19	468,842	451.68	67,506	65.03	646,908	623.23
Laurel	993	24,632	24.81	524,870	528.57	82,232	82.81	713,107	718.13
Deer Lodge	890	21,028	23.63	484,671	544.57	66,300	74.49	670.058	752.87
Cut Bank	867	24,196	27.91	478,434	551.83	63,623	73.38	635,286	732.74
Hamilton	911	12,801	14.05	392,993	431.39	67,382	73.96	532,618	584.65
Conrad	891	20,424	22.92	406,079	455.76	83,733	93.98	597,173	670.23
Totals and Averages*	9,027	221,645	24.55*	4,597,859	509.35*	735,521	81.48*	6,413,270	710.45*

$11.19 per pupil at Dillon to $43.38 at Browning. Instructional costs ranged from $431.39 per pupil at Hamilton to $551.83 at Cut Bank. Dillon had the lowest operation and maintenance per pupil cost with $65.03, while Browning with $109.11 was highest. The total general fund per pupil costs were from $584.65 at Hamilton to $832.82 at Browning.

Table 29, page 81, lists per pupil educational costs for elementary schools in large districts having a total district ADA above 2,900 in grades one through twelve. The size of these schools varied from an ADA of 1,888 at Havre to an ADA of 12,497 at Great Falls. The per pupil administrative costs ranged from a low of $12.50 per pupil at Billings to a high of $25.61 per pupil at Havre. Instructional costs varied from a low of $462.18 at Libby to a high of $604.65 per pupil at Butte. Operation and maintenance costs per pupil ranged from a low of $69.80 in Kalispell to a high of $102.06 in Great Falls. The total general fund costs on a per pupil basis ranged from a low of $640.46 per pupil at Libby to a high of $784.77 per pupil at Butte. The average per pupil costs for the larger elementary schools were administrative costs, $18.72 per pupil; instructional costs $553.06 per pupil; operation and maintenance expenses $88.30 per pupil; and the total general fund costs of $748.92 per pupil. The average instructional cost of $553.06 per pupil was 73.8 per cent of the total average general fund per pupil costs.

Table 29

Administrative, instructional, Operation and Maintenance, and Total General Fund Budget Expenditures on a Per Pupil Basis

Elementary Schools in Large Districts
School Year 1971-72

District	ADA	Admin. Costs	Per Pupil	Instr. Costs	Per Pupil	Oper. Main.	Per Pupil	Total General Fund Costs	Per Pupil
Great Falls	12,497	229,928	18.40	6,951,641	556.26	1,275,267	102.06	9,648,485	772.06
Billings	11,215	140,194	12.50	6,460,498	576.06	817,761	72.92	8,552,964	762.64
Missoula	6,640	118,587	17.86	3,608,440	543.44	558,996	84.19	4,934,203	743.10
Butte	6,529	166,993	25.58	3,947,755	604.65	642,513	98.41	5,123,794	784.77
Helena	4,351	100,219	23.03	2,262,111	519.91	429,058	98.61	3,212,173	738.26
Bozeman	2,867	46,482	16.21	1,498,551	522.69	236,588	82.52	2,020,044	704.58
Kalispell	2,066	43,372	20.99	1,046,583	506.57	144,205	69.80	1,358,763	657.68
Libby	2,105	44,844	21.30	972,885	462.18	149,543	71.04	1,348,171	640.46
Havre	1,888	48,360	25.61	991,842	525.34	175,054	92.72	1,365,496	723.25
Totals and Averages*	50,158	938,979	18.72*	27,740,306	553.06*	4,428,985	88.30*	37,564,093	748.92*

Table 30, page 83, lists per pupil educational costs for the Manhattan, Willow Creek, Three Forks, and Belgrade elementary districts. The ADA ranged from 40 at Willow Creek to 494 at Belgrade. Willow Crrek's per pupil costs were highest in all categories. Belgrade's per pupil costs were lowest in all areas except for operation and maintenance. In operation and maintenance, Three Forks was low with a per pupil cost of $54.25. With the single exception of Belgrade's operation and maintenance costs, the average per pupil costs for the four districts ranged from a point between the two median size categories for administration to costs even lower than those the large district category had in instruction and in operation and maintenance. If the higher per pupil costs for Willow Creek are not included, the three remaining schools compare more favorably with the median (ADA) category.

Table 31, page 84, is a composite of per pupil cost averages in administration, instruction, operation and maintenance, and total general fund for the four categories of elementary districts. Following each per pupil cost is a percentage figure which represents what per cent that particular cost is of the total general fund per pupil cost for the districts in that category. Per pupil cost averages and cost percentages for Manhattan, Willow Creek, Three Forks, and Belgrade are also listed for comparison.

For the small elementary districts the average per pupil cost for administration was $107.53. This figure is 10 per cent of the

Table 30

Administrative, Instructional, Operation and Maintenance, and Total General Fund Budget Expenditures on a Per Pupil Base

Manhattan, Willow Creek, Three Forks, and Belgrade Elementary School Districts
School Year 1971-72

District	ADA	Admin. Costs	Per Pupil	Instr. Costs	Per Pupil	Oper. Main.	Per Pupil	Total General Fund Costs	Per Pupil
Manhattan	242	14,481	59.84	110,899	458.26	17,842	73.73	153,769	635.41
Willow Creek	40	5,846	146.15	25,437	635.93	6,228	155.70	41,566	1,039.15
Three Forks	276	10,327	37.42	122,581	444.13	14,972	54.25	164,059	594.42
Belgrade	494	12,144	24.58	206,575	418.17	44,395	89.87	290,631	588.32

Table 31

Composite of Total Per Pupil Cost Averages
for Elementary School Districts

School Year 1971-72

District	Per Pupil Administration	Per Cent of Total	Per Pupil Instruction	Per Cent of Total	Per Pupil Operation & Main.	Per Cent of Total	Per Pupil Total General Fund
Small	107.53	10.0	659.53	61.0	161.46	14.9	1,080.33
Median (No.)	52.78	7.4	472.01	66.3	97.10	13.6	712.32
Median (ADA)	24.55	3.5	509.35	71.7	81.48	11.5	710.45
Large	18.72	2.5	553.06	73.8	88.30	11.8	748.92
Manhattan	59.84	9.4	458.26	72.1	73.73	11.6	635.41
Willow Creek	146.15	14.1	635.93	61.2	155.70	15.0	1,039.15
Three Forks	37.42	6.3	444.13	74.7	54.25	9.1	594.42
Belgrade	24.58	4.2	418.17	71.1	89.87	15.3	588.32

general fund average per pupil cost of $1,080.33. The average per pupil cost for instruction was $659.53 which was 61 per cent of the general fund average per pupil cost. The $161.46 per pupil cost for operation and maintenance was 14.9 per cent of the $1,080.33. The table shows that as the size of the schools increased the per pupil costs for administration and for operation and maintenance decreased except in one instance. This was a slight increase in per pupil cost for operation and maintenance in large elementary districts. The percentages that these individual per pupil costs were of the total general fund per pupil cost also reduced as the size of the school districts increased except for the single instance mentioned above. The table also shows that as the size of the district increased, the percentage of total funds spent on pupil instruction increased, although the amount expended may have decreased.

Willow Creek, one of the districts in the small elementary district category, had per pupil costs comparable to the averages for that group. The Manhattan and Three Forks districts were slightly larger in ADA than the median (range-number of schools) category. The Belgrade elementary district's ADA placed it almost midway between the two median categories.

As pointed out previously, these three districts compared favorably with the median (ADA) category which contained districts having considerably larger enrollments. In per cent of total budget

spent on instruction, two of the schools exceeded the per cent of the median (ADA) category. Three Forks had a higher per cent in instruction combined with a lower per cent for operation and maintenance than even the large district category achieved.

Tables 32 through 37 deal with per pupil costs for the high school districts located in or unified with the elementary districts covered in Tables 26 through 31. These high schools are categorized in the same manner and have the same placement in the tables as the corresponding elementary districts for each had previously.

Table 32, page 87, lists the educational costs for small high schools. These high schools ranged from an ADA of twenty-five at Reedpoint to an ADA of forty-two at Rapelje. Administrative costs varied from a low of $45.79 per pupil at Lavina to a high of $287.90 per pupil at Willow Creek. Instructional per pupil costs ran from $903.00 at Willow Creek to $1,642.61 at Peerless. Operation and maintenance costs ranged from $185.28 per pupil at Lavina to $486.26 per pupil at Peerless. Lavina had the lowest per pupil cost for total general fund costs, while Peerless had a cost of $2,796.55 per pupil.

Table 33, page 88, lists per pupil costs for median (range-number of schools) high schools. The schools varied in size from an ADA of 96 at Bridger to an ADA of 169 at Sunburst. Administrative costs ranged from a low of $70.22 per pupil to a high of $146.48 per pupil at Ennis. Instruction costs ran from a low of $534.44 per pupil

Table 32

Administrative, Instructional, Operation and Maintenance, and Total General Fund Budget Expenditures on a Per Pupil Basis

Small High Schools

School Year 1971-72

District	ADA	Admin. Costs	Per Pupil	Instr. Costs	Per Pupil	Oper. Main.	Per Pupil	Total General Fund Costs	Per Pupil
Harrison	34	4,777	140.50	31,750	933.82	9,229	271.44	52,285	1,537.79
Whitewater	31	5,032	162.32	37,485	1,209.19	11,430	368.71	64,244	2,072.39
Antelope	36	8,273	229.81	39,555	1,098.75	8,856	246.00	65,275	1,813.19
Judith Gap	35	6,674	190.69	37,723	1,077.80	6,591	188.31	62,081	1,773.74
Peerless	31	8,748	282.19	50,921	1,642.61	15,074	486.26	86,693	2,796.55
Willow Creek	29	8,349	287.90	26,187	903.00	10,775	371.55	53,080	1,830.34
Lavina	39	1,786	45.79	37,675	966.03	7,226	185.28	54,483	1,397.00
Rapelje	42	7,441	177.17	47,266	1,125.38	16,670	396.90	80,406	1,914.43
Reedpoint	25	1,338	53.52	31,183	1,247.32	5,493	219.76	43,607	1,744.28
Totals and Averages*	302	52,418	173.57*	339,745	1,124.98*	91,345	302.47*	562,154	1,861.44*

Table 33

Administrative, Instructional, Operation and Maintenance, and Total General Fund Budget Expenditures on a Per Pupil Basis

Median (Range-No. of Schools) High Schools
School Year 1971-72

District	ADA	Admin. Costs	Per Pupil	Instr. Costs	Per Pupil	Oper. Main.	Per Pupil	Total General Fund Costs	Per Pupil
Shepherd	115	9,433	82.02	61,461	534.44	11,574	100.64	100,865	877.09
Valier	126	11,879	94.28	95,830	760.56	20,632	163.75	153,205	1,215.91
Sunburst	169	11,868	70.22	94,262	557.76	25,464	150.67	161,558	955.96
Charlo	115	14,003	121.77	90,332	785.50	15,131	131.57	144,487	1,256.41
Twin Bridges	127	11,175	87.99	101,667	800.53	17,668	139.12	152,049	1,197.24
Hot Springs	107	9,310	87.01	80,605	753.32	13,952	130.39	113,422	1,060.02
Ennis	102	14,941	146.48	85,722	840.41	20,119	197.25	148,928	1,460.08
Bridger	96	9,376	97.67	76,916	801.21	23,899	248.95	129,297	1,346.84
Nashua	137	14,371	104.90	129,591	945.92	26,574	193.97	195,074	1,423.90
Totals and Averages*	1,094	106,356	101.39*	816,386	746.24*	175,013	159.96*	1,298,885	1,187.28*

at Shepherd to a high of $945.92 at Nashua. Operation and maintenance costs ranged from $100.64 at Shepherd to $248.95 per pupil at Bridger. Total general fund per pupil costs went from $877.09 at Shepherd to $1,460.08 per pupil at Ennis.

Table 34, page 90, lists per pupil costs for median (range-district ADA) high schools. The schools varied in size from an ADA of 437 at Conrad to an ADA of 626 at Sidney. Administrative costs varied from $9.36 per pupil at Deer Lodge to $45.05 at Browning. Instruction costs ranged from $543.01 at Hardin to $767.50 per pupil at Browning. Operation and maintenance per pupil costs ran from $71.62 at Deer Lodge to $150.95 at Hardin. Total per pupil general fund costs ranged from a low of $803.05 per pupil at Hamilton to $1,124.82 at Browning. It should be noted that two of these districts received considerable federal funding. These funds came from Public Law 874 which provides aid to Impacted Areas affected adversely as a result of federal activities which removes taxable property from tax rolls and/or creates increased enrollment as a result of personnel living or working on the federal property. Indian reservations meet the qualifications imposed under Public Law 874 as the Indian land is held in trust for Indians by the Federal Government. Browning and Hardin received Public Law 874 funds because of students from Indian reservations. Conrad, although not receiving any Public Law 874 funds for school year 1971-72, was eligible because of construction of missile installation in its

Table 34

Administrative, Instructional, Operation and Maintenance, and Total General Fund Budget Expenditures on a Per Pupil Basis

Median (Range-Dist. ADA) High Schools
School Year 1971-72

District	ADA	Admin.	Per Pupil	Instr. Costs	Per Pupil	Oper. Main.	Per Pupil	Total General Fund Costs	Per Pupil
Sidney	626	11,725	18.73	355,365	567.68	75,092	119.96	504,548	805.99
Browning	400	18,019	45.05	307,000	767.50	42,197	105.49	449,926	1,124.82
Hardin	424	14,668	34.59	230,235	543.01	64,001	150.95	372,262	877.98
Dillon	506	6,642	13.13	299,419	591.74	74,304	146.85	442,775	875.05
Laurel	545	13,721	25.18	349,897	642.01	58,872	108.02	473,412	868.65
Deer Lodge	489	4,579	9.36	286,872	586.65	35,021	71.62	379,991	777.08
Cut Bank	503	19,059	37.89	317,554	631.32	47,187	93.81	432,669	860.18
Hamilton	439	11,955	27.23	242,987	553.50	47,351	107.86	352,538	803.05
Conrad	437	10,883	24.90	253,947	581.11	51,143	117.03	396,720	907.83
Totals and Averages*	4,369	111,251	25.46*	2,643,276	605.01*	495,168	113.34*	3,804,841	870.87*

district by the U. S. Air Force. Browning received the largest amount of funds from this source, and the higher per pupil costs in both the high school and elementary districts reflected the additional funds available for educational purposes.

Table 35, page 92, lists educational per pupil costs for large high school districts. Great Falls, Billings, and Missoula had two high schools in their high school districts. The remainder of the large districts had only one high school. The expenditures were reported on a district basis; therefore, the figures in Table 35 list combined ADA and expenditures for all attendance centers in a district. These districts ranged in size from an ADA of 913 at Libby to an ADA of 5,521 for the two schools in Billings. Kalispell had the lowest per pupil costs of any of the large districts. Havre had the highest administrative cost with $42.58 per pupil. Great Falls had the highest cost in instruction with $715.47 per pupil. Libby had $244.29 per pupil for the high in operation and maintenance. The highest total general fund costs were $996.90 per pupil in Great Falls.

Table 36, page 93, lists educational costs for the high school districts of Manhattan, Willow Creek, Three Forks, and Belgrade. The ADA varied from 29 at Willow Creek to an ADA of 205 at Belgrade. Willow Creek had the highest per pupil costs in all areas. Three Forks had the lowest administrative cost with $64.55 per pupil. Belgrade had the lowest per pupil costs in instruction, operation and maintenance, and

Table 35

Administrative, Instructional, Operation and Maintenance, and Total General Fund Budget Expenditures on a Per Pupil Basis

High Schools in Large Districts
School Year 1971-72

District	ADA	Admin. Costs	Per Pupil	Instr. Costs	Per Pupil	Oper. Main.	Per Pupil	Total General Fund Costs	Per Pupil
Great Falls	4,736	90,789	19.17	3,388,486	715.47	552,475	116.65	4,721,320	996.90
Billings	5,521	73,147	13.25	3,727,395	675.13	435,748	78.93	4,977,338	901.53
Missoula	3,532	149,233	42.25	2,248,493	636.61	425,841	120.57	3,332,167	943.42
Butte	2,361	74,824	31.69	1,550,278	656.62	217,021	91.92	1,998,749	846.57
Helena	2,460	98,103	39.88	1,485,013	603.66	366,939	149.16	2,333,865	948.73
Bozeman	1,438	35,325	24.57	858,982	597.34	132,647	92.24	1,207,053	839.40
Kalispell	1,897	23,111	12.18	1,011,846	533.39	140,623	74.13	1,426,384	751.92
Libby	913	25,251	27.66	497,014	544.37	223,037	244.29	733,184	803.05
Havre	1,076	45,814	42.58	626,327	582.09	115,844	107.66	951,901	884.67
Totals and Averages*	26,086	615,597	23.60*	15,393,834	590.12*	2,610,175	100.06*	21,681,961	831.17*

Table 36

Administrative, Instructional, Operation and Maintenance, and Total General Fund Budget Expenditures on a Per Pupil Basis

Manhattan, Willow Creek, Three Forks, and Belgrade

School Year 1971-72

District	ADA	Admin. Costs	Per Pupil	Instr. Costs	Per Pupil	Oper. Main.	Per Pupil	Total General Fund Costs	Per Pupil
Manhattan	145	11,690	80.62	107,818	743.57	19,698	135.85	153,795	1,060.66
Willow Creek	29	8,349	287.90	26,187	903.00	10,775	371.55	53,080	1,830.34
Three Forks	139	8,973	64.55	89,478	643.73	19,886	143.06	139,231	1,001.66
Belgrade	205	13,415	65.44	131,010	639.07	26,193	127.77	205,210	1,001.02

total general fund with $639.07, $127.77, and $1,001.02 respectively.

Table 37, page 95, lists the composite per pupil average costs for each category of high schools. The averages for Manhattan, Willow Creek, Three Forks, and Belgrade are also included for comparison. As with the composite elementary averages, a percentage figure follows each per pupil cost item and represents what per cent that particular cost is of the total general fund per pupil cost for the districts in that category. The table shows that the average per pupil cost as well as the per cent of total cost for administration and for operation and maintenance decreased as the size of the district ADA increased. The amount spent per pupil for instruction decreased while the per cent of total cost for instruction increased as district ADA increased. The amount of savings in per pupil amounts were quite apparent from the small to median (number) and from the median (number) to the median (ADA) categories. Although per pupil amounts reduced between the median (ADA) and the large district categories, the reduction was not as pronounced as previous savings. The percentage of total expenditures going into pupil instruction continued to increase as the size of district ADA increased.

Willow Creek, which was in the small high school category, exceeded the average per pupil costs of the small schools in administration and operation and maintenance. Willow Creek was below the average of its group in the amount and percentage spent for instruction

Table 37

Composite of Total Per Pupil Cost Averages
For High School Districts

School Year 1971-72

District	Per Pupil Adminis-tration	Per Cent of Total	Per Pupil Instruction	Per Cent of Total	Per Pupil Operation & Main.	Per Cent of Total	Per Pupil Total General Fund
Small	173.57	9.3	1,124.98	60.4	302.47	16.2	1,861.44
Median (No.)	101.39	8.5	746.24	62.9	159.96	13.5	1,187.28
Median (ADA)	25.46	2.9	605.01	69.5	113.34	13.0	870.87
Large	23.60	2.8	590.12	71.0	100.06	12.0	831.17
Manhattan	80.62	7.6	743.57	70.1	135.85	12.8	1,060.66
Willow Creek	287.90	15.7	903.00	49.3	371.55	20.3	1,830.34
Three Forks	64.55	6.4	643.73	64.3	143.06	14.3	1,001.66
Belgrade	65.44	6.5	639.07	63.8	127.77	12.8	1,001.02

and in the total general fund per pupil amount. The Manhattan, Three Forks, and Belgrade districts were between the median (number) and median (ADA) districts in per pupil amounts. Manhattan exceeded the median (ADA) category in percentage of total expenditures spent for pupil instruction. Both Manhattan and Belgrade had a smaller percentage spent for operation and maintenance than the median (ADA) category. The average for the four Gallatin County schools was more comparable to the averages for the median (number) schools category.

EDUCATIONAL PROGRAMS AND SPECIAL SERVICES

The breadth of the educational programs in the high school districts surveyed was determined by the number of courses that the district high school offered in school year 1971-72. The type and number of special services provided by the districts for students were also surveyed. The information concerning course offerings and special services was gathered from individual school reports to the Northwest Association of Secondary and Higher Schools and accreditation reports to the Montana State Superintendent of Public Instruction. The elementary and junior high programs were not surveyed since the scope of the elementary and junior high programs were primarily determined through Montana State Department of Education requirements for accreditation (16:28-30). Fulfilling these requirements to the minimum recommended area or subject time allotment left only 6 per cent of the

weekly time in elementary and 16 per cent of the weekly time in grades seven and eight to teach an elective. The Standards also suggested that this time could be added to the existing time of any subject area.

The minimum program of studies as outlined by Montana Accreditation Standards for high schools in Montana (16:26-27) in 1971-72 included at least sixteen units of course work of which the following were required: four units of language arts; two units of social science; two units of mathematics; two units of science; one unit of health and physical education; one unit of fine arts; two units of practical arts; and two units of electives. The minimum course requirement for graduation from an accredited high school in Montana (16:24) was sixteen units of which the following nine and one-half units were required: four units of language arts; one unit of American history; one-half unit of American government; two units of mathematics; one unit of laboratory science; and one unit of health and physical education. Individual high school districts also were able to set minimum course requirements for graduation which could exceed those of the state. Eighteen credits was a common requirement for graduation in Montana high schools for the year surveyed. This in effect increased the per cent of electives to around 50 per cent or above. The recommended minimum course offerings of the Northwest Association of Secondary and Higher Schools for high schools of different size student enrollments during school year 1971-72 are given in Appendix H, page

163, and Appendix I, page 164. Appendix H pertains to high schools having grades nine through twelve. Appendix I presents recommended minimums for high schools having grades ten through twelve. The recommended minimum course offerings in Appendix H were identical to the Program of Studies recommended by the Montana Department of Public Instruction for high schools of different size pupil enrollments for that year (16:27).

The data collected on course offerings and special services for each school was taken primarily from the report to the Northwest Association of Secondary and Higher Schools. This information was then double-checked with the school's accreditation report to the Montana State Superintendent of Public Instruction. The information requested in both these reports concerning course offerings and special services was essentially the same. In addition, both reports contained personnel schedules where the names of all professional personnel including specialized personnel were listed. These schedules were used to double-check the listings for special services available to students. The accreditation report also requested salaries or amounts obligated for contracted services. In the event a name was listed as a referral agent or agency and no salary or contracted amount was listed which would indicate district payment or obligation for the service, the service was not counted. If an amount was shown, the service was counted even if an indication was made that the service was shared with

another school or another district.

For some of the smaller high schools not holding membership in the Northwest Association, the accreditation report alone was used. In this case the school's daily schedule which was included in this report and which listed all teachers and classes during the school day was used to double check course offerings reported on the accreditation report. The personnel schedule with listed salaries was used to double check special services listed in the report. The number of students, number of teachers, and teacher-pupil ratios were also taken from these reports.

Breadth of Educational Programs

Tables 38 through 41 list course offerings in the four categories of high school districts previously defined and identified in the discussion of per pupil costs. Courses were listed under the subject areas of language arts, science, mathematics, social studies, fine arts, practical arts, foreign language, and physical education.

In Table 38, page 100, course offerings for the Small High Schools are listed. The number of courses offered ranged from a low of twenty at Willow Creek and Lavina to a high of thirty-one at Whitewater and Judith Gap. Five of the nine schools did not meet the minimum of three science courses recommended in Appendix H, page 163. Six of the nine schools did not meet the recommendation in social

Table 38

Breadth of Educational Program

Information From 1971-72 Report to Northwest Association of Secondary and Higher Schools or Fall Accreditation Reports

Small High Schools

Subject Area	Harrison	Whitewater	Antelope	Judith Gap	Peerless	Willow Creek	Lavina	Rapelje	Reedpoint
Language Arts	4	8	4	5	5	5	4	4	4
Science	3	3	2	2	3	2	1	2	4
Mathematics	3	3	3	5	5	3	3	3	3
Social Studies	3	2	2	5	4	2	2	2	2
Fine Arts	1	0	4	2	2	3	2	2	0
Practical Arts	6	11	4	9	7	3	4	9	8
Foreign Lang.	0	2	1	0	0	0	2	0	0
Physical Educ	2	2	2	2	2	2	2	2	2
Total	22	31	22	31	28	20	20	24	23
Number of Students	37	32	36	35	34	30	42	43	29
Number of Teachers	4	6	5	5	5	4	4	6	4
Teacher-Pupil Ratio	9.2	5.3	7.2	7	6.8	7.5	10.5	7.2	7.2

Total Averages Students 35.3 Teachers 4.8 Teacher-Pupil 7.4 Number of Courses 25

studies. Three were short of the recommendation in fine arts and practical arts. Seven of the nine did not meet the recommendation of two foreign language classes. Of these seven there were six who offered no foreign language course at all for that year.

When the course offerings of these schools were checked with the Montana Accreditation Standards, one school did not meet the required minimum of two science offerings and two schools did not have the required minimum of one course in fine arts. The average number of courses offered by the small high schools was twenty-five. The average number of students for the nine schools was 35.3. The schools had an average of 4.8 teachers per school and an average teacher-pupil ratio of 1:7.4 per school.

Table 39, page 102, lists course offerings for the Median (range-number of schools) High Schools. Course offerings varied from twenty-nine at Bridger to a high of fifty-nine at Twin Bridges. Foreign language was the only subject area where some of the schools did not meet the recommended minimum number of courses. In this area four schools did not have the recommended two courses, and two of these schools did not have any foreign language offering. All of these schools were able to meet the required minimum number of courses as required in the Montana Accreditation Standards.

The average number of courses for this category of high schools was 39.7. The average number of students was 128.6 per school. The

Table 39

Breadth of Educational Program

Information from 1971-72 Report to Northwest Association of Secondary and Higher Schools or Fall Accreditation Reports

Median (Range-No. of Schools) High Schools

Subject Area	Shepherd	Valier	Sunburst	Charlo	Twin Bridges	Hot Springs	Ennis	Bridger	Nashua
Language Arts	4	5	5	7	9	4	5	6	5
Science	3	3	6	4	7	5	5	3	4
Mathematics	5	4	6	5	6	4	5	4	8
Social Studies	3	4	4	3	3	4	5	3	5
Fine Arts	2	4	3	2	5	3	3	2	4
Practical Arts	18	15	15	6	25	14	5	7	19
Foreign Language	0	2	2	1	2	0	3	2	1
Physical Educ	2	3	2	2	4	2	3	2	3
Total	37	40	43	30	59	36	34	29	49
No. of Students	126	134	177	117	126	115	110	101	151
No. of Teachers	9	11	10	9.7	13.6	7.4	9	10	13.3
Teacher-Pupil Ratio	14	12.2	17.7	12	9.4	15.5	12	10.1	11.4

Total Averages Students 128.6 Teachers 10.3 Teacher-Pupil 12.4 No. of Courses 39.7

average number of teachers was 10.3, and the average teacher-pupil ratio was 1:12.4 per school.

Table 40, page 104, lists course offerings for Median (range-district ADA) High Schools. Sidney, Hardin, Laurel, and Conrad had three year high schools with grades ten through twelve, while the other cities had four year high schools with grades nine through twelve. All of these high schools met the recommended minimum number of course offerings as outlined in Appendix H, page 163, and Appendix I, page 164. The number of course offerings ranged from a low of forty-six at Browning and Hamilton to a high of eighty-three at Deer Lodge. The schools varied in size from 316 students at Conrad to 540 students at Dillon. Conrad also had the smallest number of teachers with twenty-two, while Browning with thirty had the largest number. Although the Browning High School had more teachers than any of the other schools, it was one of the schools offering the fewest number of courses. Teacher-pupil ratio ranged from 1:14.4 at Conrad, with the smallest enrollment, to 1:20.8 at Dillon with the largest enrollment.

The average number of courses for this category of high schools was 60.1. The average number of students was 452.3 per school. The average number of teachers was 25.4, and the average teacher-pupil ratio was 1:17.8 per school.

Table 41, page 105, lists course offerings for high schools in large districts. Great Falls, Billings, and Missoula had two high

Table 40

Breadth of Educational Program

Information from 1971-72 Report to Northwest Association of Secondary and Higher Schools or Fall Accreditation Reports

Median (Range-Dist. ADA) High Schools

Subject Area	Sidney	Browning	Hardin	Dillon	Laurel	Deer Lodge	Cut Bank	Hamilton	Conrad
Language Arts	10	10	8	12	20	31	14	7	12
Science	7	6	5	6	5	8	6	5	8
Mathematics	6	7	6	6	6	8	7	7	5
Social Studies	5	7	4	5	5	4	12	5	4
Fine Arts	5	4	4	8	5	5	5	5	5
Practical Arts	21	6	26	22	14	22	13	11	18
Foreign Language	4	4	4	5	3	3	2	4	4
Physical Educ	3	2	2	3	2	2	2	2	2
Total	61	46	59	67	60	83	61	46	58
No. of Students	500	442	346	540	451	494	497	485	316
No. of Teachers	28	30	23	26	23	27	26	24	22
Teacher-Pupil Ratio	17.9	14.7	15	20.8	19.6	18.3	19.1	20.2	14.4

Total Averages Students 452.3 Teachers 25.4 Teacher-Pupil 17.8 No. of Courses 60.1

Table 41

Breadth of Educational Program

Information from 1971-72 Report to Northwest Association of Secondary and Higher Schools or Fall Accreditation Reports

Large High Schools

Subject Area	Gt. Falls GF	Gt. Falls CM	Billings S	Billings W	Missoula H	Missoula S	Butte	Helena	Bozeman	Kalispell	Libby	Havre
Language Arts	34	27	11	22	9	26	25	30	14	4	22	25
Science	8	8	7	10	7	8	6	10	6	8	4	8
Mathematics	12	13	12	11	9	10	7	11	8	9	5	10
Social Studies	21	18	7	12	7	11	11	12	13	10	6	12
Fine Arts	20	13	15	12	12	14	11	18	11	12	5	6
Practical Arts	37	34	19	25	39	40	24	28	14	38	21	37
Foreign Lang.	14	14	15	14	12	15	10	16	12	4	4	8
Physical Educ	4	3	4	2	2	2	4	5	6	2	2	3
Total	150	130	90	108	97	126	98	130	84	87	69	109
No.Students	1849	1953	2097	2285	1740	1880	1908	1957	977	1536	722	1185
No.Teachers	90	93	93	99	76	89	80	90	45	64	35	53
Teacher-Pupil Ratio	20.5	20.9	22.5	23.1	23	21.1	24.8	22	21.9	24	21	21.7

Total Averages Students 1,674 Teachers 75.6 Teacher-Pupil 22.1 No. of Courses 106.5

schools in their high school districts. The other six large districts surveyed had only one high school. The two high schools in Missoula and the Havre High School were four-year high schools having grades nine through twelve. The other large high schools were three-year high schools having grades ten through twelve. The recommended minimum number of course offerings for the Missoula and Havre schools is shown in Appendix H, page 163. Appendix I, page 164, shows recommended minimums for the other schools. Kalispell was the only large school failing to meet the recommended minimums in all areas. For the year surveyed, Kalispell was short three course offerings in language arts and one course offering in foreign language. All of these schools were able to meet the minimum standards for accreditation by the Montana Department of Education.

The number of course offerings varied from sixty-nine at Libby, which had the smallest number of students, to one hundred fifty at Great Falls High, one of the larger schools. Libby also had the fewest number of teachers, while Billings West with the largest enrollment had the most teachers. Of the four categories of districts surveyed, the large district category had the greatest range in number of students between the smallest and the largest districts within the group. Billings West with 2,285 students had more than three times the 722 students enrolled at Libby.

Numbers of students and teachers by themselves did not appear

to give a clear cut advantage in the offering of more courses in the Billings, Missoula Hellgate, Butte, and Kalispell schools. However, when the number of students and teachers were sufficiently large and when a small sacrifice was made in teacher-pupil ratio as in the Great Falls, Missoula Sentinel, and Helena schools, the number of course offerings were increased. The average number of course offerings for the large high schools was 106.5. The average teacher-pupil ratio was 1:22.1 for this group.

Table 42, page 108, presents course offerings for the Manhattan, Willow Creek, Three Forks, and Belgrade High School Districts. The number of courses offered ranged from twenty at Willow Creek to forty at Belgrade. All four school districts met the minimum program of studies as outlined by Montana Accreditation Standards. Three Forks was the only district to meet the minimum number of course offerings recommended by the Northwest Association and by the Montana Accreditation Standards as shown in Appendix H, page 163. Manhattan did not have the recommended two courses in foreign language. Willow Creek was short one science course, one social studies course, two practical arts courses, and two courses in foreign language. Belgrade lacked one course in language arts according to the recommended minimum course offerings in Appendix H.

Table 43, page 109, is a composite of the averages for the four categories of high school districts surveyed. This table also shows

Table 42

Breadth of Educational Program

Information from 1971-72 Report to Northwest Association of Secondary and Higher Schools or Fall Accreditation Reports

Subject Area	Manhattan	Willow Creek	Three Forks	Belgrade
Language Arts	4	5	5½	5
Science	3	2	4	6
Mathematics	6	3	6	6
Social Studies	3	2	4	4
Fine Arts	2	3	2	4
Practical Arts	6	3	13	11
Foreign Language	0	0	2	2
Physical Education	2	2	2	2
Total	26	20	38½	40
Number of Students	162	30	147	223
Number of Teachers	11.4	4	9.5	11.5
Teacher-Pupil Ratio	14.2	7.5	15.5	19.4

Total Averages Students 140.5 Teachers 9.1 Teacher-Pupil 15.4 No. of Courses 31.1

Table 43

Composite of Averages
Tables 38-42

High School Districts

School Year 1971-72

District	Average No. Students	Average No. Teachers	Teacher-Pupil Ratio	Average Number Course Offerings
Small	35.3	4.8	7.4	25
Median (No.)	128.6	10.3	12.4	39.7
Median (ADA)	452.3	25.4	17.8	60.1
Large	1,674	75.6	22.1	106.5
Manhattan	162	11.4	14.2	26
Willow Creek	30	4	7.5	20
Three Forks	147	9.5	15.5	38.5
Belgrade	223	11.5	19.4	40

the totals for the Manhattan, Willow Creek, Three Forks, and Belgrade districts for comparison. The figures in the table show the number of course offerings increased and staff utilization as measured by teacher-pupil ratios improved as the size of the high schools became larger. The average number of course offerings increased from 25 in the small high school category to 106.5 in the large high school category. Teacher-pupil ratios varied from a low of 1:7.4 in the small high schools to a high of 1:22.1 in the large high schools.

A comparison of the course offerings of the Manhattan, Willow Creek, Three Forks, and Belgrade High Schools showed Willow Creek below the average of the small schools; Manhattan just above the average for small high schools; and Three Forks and Belgrade near the average for the median (No.) category of high schools. Willow Creek had a teacher-pupil ratio comparable to the small high school category. The teacher-pupil ratios of the Manhattan and Three Forks high schools were between the median (No.) and median (ADA) categories. Belgrade had a teacher-pupil ratio between the median (ADA) and large high school categories.

Special Services

Tables 44 through 49 contain data concerning the type and number of special services available to students in the four categories of high schools surveyed and in the high schools of Manhattan, Willow Creek, Three Forks, and Belgrade. Appendix J, page 165, gives special service recommendations for the various special service areas as

recommended by the American Association of School Administrators and by the Ohio State Study. The recommendations are given as a ratio of professional personnel to number of students. The information in the tables will be reviewed beginning with the small high school category.

Table 44, page 112, lists the special services available to students in small high schools. If the service was available in a high school, an x was placed opposite the service under the name of the high school. The number of special services ranged from none at Reedpoint to two at Willow Creek and Rapelje. Eight of the nine schools indicated guidance services were available. The only other special service available in the small high schools for that year was a librarian at Willow Creek and Rapelje. It should be noted that of the total special service personnel available, three, or approximately one-third, were not certified in their assigned area. The average number of special services available in the small high schools was 1.1 per school.

Table 45, page 113, lists special services available in the median (No.) category of high schools. The number of special services ranged from one at Hot Springs and Nashua to five at Twin Bridges. All of the high schools offered guidance services. The service of a librarian was next highest with four schools having this service. Three of the special service personnel in this category were not certified in their assigned area. The average number of special services for this group was 2.3 per school.

Table 44

Special Services

Information from 1971-72 Report to Northwest Association of Secondary and Higher Schools and School Accreditation Reports

Small High Schools

Service Area	Harrison	White-water	Antelope	Judith Gap	Peer-less	Willow Creek	Lavina	Rapelje	Reed-point
Guidance	x*	x	x*	x	x	x	x	x	
Social Workers									
Psychologists									
Health Services									
Nurse									
Speech & Hearing									
Partially Sighted									
Physically Handicapped									
Special Education									
Visiting Teacher									
Child Accounting									
Homebound Youth									
Art Consultant									
Language Arts Consultant									
Music Consultant									
P.E. Consultant									
Media Consultant									
Librarian						x		x*	
Total	1	1	1	1	1	2	1	2	0

*Not certified in area

Average Per School - 1.1

Table 45

Special Services

Information From 1971-72 Report to Northwest Association of Secondary and Higher Schools & School Accreditation Reports

Median (Range-No. of Schools) High Schools

Service Area	Shepherd	Valier	Sun-burst	Charlo	Twin Bridges	Hot Springs	Ennis	Bridger	Nashua
Guidance	x	x	x	x*	x	x	x	x	x
Social Workers									
Psychologists									
Health Services					x				
Nurse					x				
Speech & Hearing					x			x	
Partially Sighted									
Physically Handicapped									
Special Education									
Visiting Teacher									
Child Accounting									
Homebound Youth									
Art Consultant									
Language Arts Consultant			x						
Music Consultant									
P. E. Consultant									
Media Specialist			x		x*			x	
Librarian	x	x		x*			x		
Total	2	2	3	2	5	1	2	3	1

*Not certified in area

Average Per School - 2.3

Table 46, page 115, presents special services for the median (ADA) category of high schools. The number of special services available varied from a low of two at Dillon and Deer Lodge to a high of seven at Browning. All of the schools in this group offered the services of guidance and of a media specialist. Special services for speech and hearing was next highest with seven schools having this service. Four of the schools had nurses, three had special education, and three had librarians in addition to media specialists who also serve as librarians in many of the schools. All of the special service personnel in this category of schools were certified in their assigned areas. The average number of special services available for this group was 4.4 per school.

Table 47, page 116, lists special services available in large high schools during the 1971-72 school year. The number of special services available ranged from four at Havre to eleven at Billings West High School. Guidance services and the services of a media specialist were available in all of the large high schools surveyed. Ten of the schools had a nurse and services for speech and hearing problems. Nine of the schools offered special education. Eight schools had librarians in addition to media specialists. Pupil accounting services were available in seven schools. Six schools had language arts consultants. Five schools had the services of a psychologist and three schools had social workers employed. The only service areas not

Table 46

Special Services

Information from 1971-72 Report to Northwest Association of Secondary and Higher Schools and School Accreditation Reports

Median (Range-Dist. ADA) High Schools

Service Area	Sidney	Browning	Hardin	Dillon	Laurel	Deer Lodge	Cut Bank	Hamilton	Conrad
Guidance	x	x	x	x	x	x	x	x	x
Social Workers		x							
Psychologists		x							
Health Services									
Nurse		x	x		x		x		
Speech & Hearing	x	x	x		x		x	x	x
Partially Sighted									x
Physically Handicapped									
Special Education			x		x			x	
Visiting Teacher									
Child Accounting			x						
Homebound Youth									
Art Consultant									
Language Arts Consultant					x				
Music Consultant									
P. E. Consultant									
Media Specialist	x	x	x	x	x	x	x	x	x
Librarian	x	x						x	
Total	4	7	6	2	6	2	4	5	4

Average Per School - 4.4

Table 47

Special Services

Information from 1971-72 Report to Northwest Association of Secondary and Higher Schools and School Accreditation Reports

Large High Schools

Service Area	Gt. Falls GF	Gt. Falls CM	Billings S	Billings W	Missoula H	Missoula S	Butte	Helena	Bozeman	Kalispell	Libby	Havre
Guidance	x	x	x	x	x	x	x	x	x	x	x	x
Social Workers							x	x	x			
Psychologists		x	x	x			x	x				
Health Services	x	x										
Nurse	x	x	x	x	x	x	x	x			x	x
Speech & Hearing	x	x	x	x		x	x	x	x	x	x	
Partially Sighted						x					x	
Physically Handicapped												
Special Education	x	x	x	x		x	x	x		x	x	
Visiting Teacher				x								
Child Accounting	x		x	x			x	x	x	x		
Homebound Youth												
Art Consultant				x								
Language Art Consultant		x	x		x		x	x	x*			
Music Consultant				x								x
P. E. Consultant												
Media Specialist	x	x	x	x	x	x	x	x	x	x	x	x
Librarian	x	x	x	x	x	x	x	x				
Total	8	9	9	11	5	7	10	10	6	5	6	4

*Title I Remedial

Average Per School - 7.5

present in any of the schools during school year 1971-72 were services for the physically handicapped, the homebound, and physical education consultants. All of the service areas contained personnel certified in their positions. The average number of services available for the large high school category was 7.5 per school.

Table 48, page 118, lists special services available in the Manhattan, Willow Creek, Three Forks, and Belgrade High Schools during the 1971-72 school year. Guidance services were available in all four schools. Belgrade had a media specialist, while the other three listed a librarian. The only other service available in the four schools was speech and hearing services at Belgrade.

Table 49, page 119, is a composite showing averages for number of students, number of teachers, teacher-pupil ratios, number of course offerings, and number of special services for the four categories of schools studied. The data contained in the table is the same as that in Table 43, page 109, with the addition of averages for special services. Adding the averages for special services to the information contained in Table 43 provides a more complete picture of the educational programs in the four categories of high schools. The data for the Manhattan, Willow Creek, Three Forks, and Belgrade High Schools was also included for comparison.

In the previous discussion of Table 43, page 109, it was seen that as enrollment increased the number of course offerings increased

Table 48

Special Services

Information from 1971-72 Report to Northwest Association of Secondary and Higher Schools and School Accreditation Reports

Gallatin County High Schools

Service Area	Manhattan	Willow Creek	Three Forks	Belgrade
Guidance	x	x	x	x
Social Workers				
Psychologists				
Health Services				
Nurse				
Speech & Hearing				x
Partially Sighted				
Physically Handicapped				
Special Education				
Visiting Teacher				
Child Accounting				
Homebound Youth				
Art Consultant				
Language Arts Consultant				
Music Consultant				
P. E. Consultant				
Media Specialist				x
Librarian	x	x	x	
Total	2	2	2	3

Table 49

Composite of Averages
Tables 38-48

High School Districts

School Year 1971-72

District	Average No. Students	Average No. Teachers	Teacher-Pupil Ratio	Average Number Course Offerings	Average Number Special Services
Small	35.3	4.8	7.4	25	1.1
Median (No.)	128.6	10.3	12.4	39.7	2.3
Median (ADA)	452.3	25.4	17.8	60.1	4.4
Large	1,674	75.6	22.1	106.5	7.5
Manhattan	162	11.4	14.2	26	2
Willow Creek	30	4	7.5	20	2
Three Forks	147	9.5	15.5	38.5	2
Belgrade	223	11.5	19.4	40	3

and staff utilization as measured by teacher-pupil ratios improved. The same trend was evident in the case of special services. As the size of the high school increased, the number of special services available also increased. The number of special services available to students ranged from 1.1 in the small high school category to 7.5 in the large high school category.

The number of special services available in the Manhattan, Willow Creek, and Three Forks High Schools was between the averages for the small and median (No.) categories. Belgrade with three special services provided was between the averages for the median (No.) and median (ADA) categories.

Chapter 5

SCHOOL FACILITIES AND TRANSPORTATION

Any study concerned with the possibility of reorganizing school districts should also consider what influence the existing school facilities of the districts involved will have on any proposed reorganization. The existing facilities must be studied to determine whether they may be readily adapted to any proposed reorganization. The adequacy or inadequacy of the facilities may have an important bearing on recommendations for reorganization.

The busing of students would also have to be considered in any proposal for reorganization. The feasibility and extent of any required busing should be known for any proposed plan of reorganization. This chapter will discuss the facilities and present bus routes of the Manhattan, Three Forks, and Belgrade districts.

SCHOOL FACILITIES

There are several instruments or measuring devices available for determining the suitability of school facilities. These instruments are primarily designed for use by a group composed of school personnel and people from the community. These instruments permit an assessment of school facilities in terms of educational philosophy of the community and school, educational objectives of the school, and in terms of how well the physical environment assists or limits student achievement of

desired learning outcomes.

For the purpose of this study the school facilities section of Evaluative Criteria for Secondary Schools, Section 8, was used as a guide in evaluating the school facilities of the Manhattan, Three Forks, and Belgrade districts. This evaluation was not intended to be an in-depth study such as could be accomplished by a group looking into philosophy and objectives as outlined above. The scope of this evaluation was limited to the location and physical characteristics of the site and to the construction, adequacy of size, service systems, safety, and special areas and services of the buildings. The facilities of the three schools were evaluated in May of 1973.

Manhattan

The Manhattan school district facilities consisted of two buildings, an elementary school and a high school building. The school buildings were located adjacent to one another on a well-landscaped and attractive site. The site was adequate in size and accessible by a paved street. The site featured wide expanses of well cared for lawns, a tennis court, football field, track, and many shrubs and trees. Parking areas were well lighted and appeared adequate in size. An irrigation canal which ran near the high school was not considered a hazard by the superintendent.

The elementary building was of brick construction and housed grades kindergarten through eight. The main portion of the building

was constructed in 1956 with an addition which included a gym added in 1968. The elementary building appeared to be in good condition and was well maintained. The size of the building was adequate in terms of enrollment at the time of this evaluation. The building was serviced by the city water and sewage system and received natural gas and electricity from the Montana Power Company. All service systems were satisfactory and serving the needs of the district adequately. The boiler room and boiler was in good condition, well maintained, and no special hazards were observed. Heating was properly zoned throughout the building and seemed to be functioning properly. The elementary school contained a principal's office, guidance room, first aid room, and a cafeteria. The cafeteria served both the elementary and high school students and although small was sufficient as the students were fed in shifts. All equipment was in good working order in the cafeteria as it was throughout the building. The only deficiencies noted in the elementary building were a lack of separate toilet facilities for the cooks and a slight shortage of storage space throughout the building.

The Manhattan high school building was of brick construction and contained grades nine through twelve. The building was constructed in 1924 and, in spite of being well maintained, showed its age. The building was of two-story construction and also had a basement which contained a rifle range, classrooms, and a shop. The basement at one

time had contained a swimming pool but problems developed and it was filled and the area converted to a shop. Cracks were noted in the foundation and some cracking in the exterior brickwork was apparent. The front porch to the building was of masonary construction with cracking and settling evident. The floors of the buildings, except for the basement, were of wood construction. Swelling and humps which were evident in the first floor were caused by moisture in the building before the swimming pool was removed. The size of the building and the classrooms was adequate for the enrollment at the time evaluated. The service systems were the same as for the elementary building. The boiler room was attached to an outside wall of the building and appeared to be in poor condition. There was no zoning of heat throughout the building nor any separate controls for individual classrooms. The Manhattan superintendent stated that plans were to pipe heat from the elementary building to the system in the high school building since the elementary boiler was of sufficient size to heat both buildings. The only toilet facilities for students in the building were located in the basement and were inadequate for the number of students enrolled at that time according to the Montana State Board of Health's School Environment Guide, Law, and Regulations (19:28). According to the Guide, toilet facilities for each sex shall also be provided on each floor of a building. The high school building contained a small gym which was being used as an auditorium and band room. Office facilities

were adequate in size.

Other deficiencies or safety hazards noted in the building were an absence of exit lights, one stairway without protective treads to prevent slips, only one restroom to serve both men and women teachers, and raised electrical outlets on the floor of the commerce and study hall room. A condition which could be considered a very serious fire hazard was the location of the shop area in the basement with most of the students being housed in classrooms on the two floors above.

Three Forks

The Three Forks school district facilities consisted of two buildings, an elementary school and a high school. The buildings were located next to one another in the southwest corner of a site which was adequate in size. The site was accessible by two gravel streets with no apparent traffic hazards. The site included a football field and track located just north of the buildings; a large open grassy area between the buildings and the football field which extended to the east of the high school building; and the elementary playground area located around the elementary building and between the two buildings. Parking facilities included on-street parking and a parking lot across the street in front of the high school building. Street lights provided adequate lighting for the parking area according to the elementary principal. There were no safety hazards visible in the site itself, although a commercial cattle feed lot located a short distance from the

school did at times cause serious odor problems.

The elementary building was of brick construction and housed kindergarten through sixth grade. The main portion of the building which contained classrooms and a gym was constructed in 1916. An addition around 1953 provided a vocational agriculture classroom and shop. The classroom portion of the building contained three levels--a basement, first floor, and second floor. The basement had formerly contained a kitchen and lunchroom, the heating plant, restrooms, and storage rooms. With the construction of a new high school having a lunchroom and kitchen, the cafeteria facilities in the basement were converted into classrooms for arts and crafts and mechanical drawing. The building was also being heated by the new heating plant in the high school building so the old boiler was not in use. The district facilities were serviced by the city water and sewage system and received natural gas and electricity from the Montana Power Company. All service systems were adequate.

The first floor contained the principal's office, teacher's workroom, and six classrooms for kindergarten through third grades. The second floor contained the superintendent and clerk's offices, the library, and five classrooms. Four of the classrooms housed grades four through six while the fifth classroom was vacant. The size of the building was adequate in terms of enrollment at the time of this evaluation. However, the superintendent stated that increasing

enrollment in the high school could necessitate moving fifty to sixty seventh grade students back into the elementary building.

The general condition of the elementary building was very poor. This was understandable in view of the age of the building. Numerous cracks were noted in the foundation and in the walls. On some of the interior walls the plaster was crumbling away. The concrete window sills beneath the windows on the first and second floors were cracked and coming apart. The elementary principal stated that he had chipped some of the larger pieces away to prevent them from falling on the students. The building was not zoned for heat and ventilation was poor, especially in the restrooms located in the basement. No restrooms were provided on the first and second floors for students. Only one restroom was available for the teaching staff.

The floors of the first and second stories were of wood construction and wooden storerooms were constructed in the basement. The classrooms on the first and second floors were adequate in size and well lighted but lacked sufficient storage. The basement classrooms were poorly ventilated and inadequately lighted. A large metal tube or chute was attached to the second floor level for a fire escape for students. This large tube angled down to the open space between the two buildings. Use of this fire escape in the event of an emergency would probably result in numerous injuries to the students as they struck the hard rocky ground below. The superintendent stated that a

male employee who had tried the fire escape out of curiosity received a broken tailbone when he struck the ground. The gym located on the south end of the building was generally in the same condition as the rest of the building. Leaks were noted in the roof and cracks in the walls and foundation. The old gym was used primarily for elementary physical education. The vocational agriculture shop and classroom area, being of later construction, was in better condition. No special hazards were noted in the shop area; however, ventilation was inadequate according to the instructor. Overall, the building would have to be considered a fire hazard because of its age and the lack of adequate fire exits.

The high school building was of brick construction and housed grades seven through twelve. The main portion of the building was constructed in 1950. An addition consisting of a gymnasium and additional classrooms was added in 1969. Service systems were the same as for the elementary building. The building was in good condition and well maintained. Due to increasing enrollment in the high school, the building was nearing its pupil capacity and, as previously mentioned, there was a possibility that the seventh grade might be moved back to the old elementary building.

The building was properly zoned for heat and all heating and ventilating equipment was working satisfactorily. Restroom facilities were adequate for both students and staff. Other facilities and service

areas included principal's office, counselor's office, first aid room, cafeteria, student lounge, auditorium, gymnasium, music room, home economics classrooms and office, commerce classrooms and office, library, teacher lounge and workroom, and classrooms of which all were adequate in size and well maintained. The auditorium contained a stage and seating for approximately 350. The cafeteria served both the elementary and high school students. Students were fed in shifts and space was adequate. The kitchen equipment was in good condition and the kitchen was very clean. Basement areas contained the boiler room and locker rooms and shower facilities for boys and girls.

There was some apparent shortage of storage space for athletic supplies and also for custodial equipment and supplies. The only deficiency noted in the classrooms was the presence of only one electrical outlet per room. The building was equipped with an automatic fire alarm system with sensors located throughout the building. The control panel was located in the principal's office. The custodian stated that the alarm system had malfunctioned at times resulting in false alarms. Overall, the high school building was in good repair and maintained in excellent condition.

Belgrade

The Belgrade school facilities consisted of three separate buildings. Each building was located on a different site. Elementary grades one through four were located in one building, grades five and

six in another, and grades seven through twelve in the high school. All three sites were adequate in size and easily accessible by gravel streets. No traffic hazards were apparent nor were there any visible safety hazards present on any of the sites. All three sites were serviced by city water and sewage service, and Montana Power Company provided natural gas and electric services. All services were considered adequate. The high school had a well-lighted parking area which was adequate in size. On-street parking in front of the buildings was all that was available for the elementary, but this was considered adequate.

The elementary building housing grades one through four was of cement block construction faced with brick on the front of the building. The building was begun in 1953 and finished in 1954. The building included classrooms, an all-purpose room which served as a gym and lunch room, and principal's office. The building was adequate for the enrollment at the time of the evaluation, although some of the classrooms were approaching maximum pupil capacity. The building was zoned for heating purposes, and all heating and ventilating equipment was working satisfactorily. The cafeteria served the students in this building and also the fifth and sixth grade students who were located in another building across the street. Students were fed in shifts and there were no seating problems. The kitchen was well equipped and well maintained. The building and its equipment were in good condition

and well maintained, although the appearance of the building showed an apparent effort was made to economize during construction. No health or safety hazards were observed.

The fifth and sixth grade students were housed in an addition to a building which had previously been abandoned by the district. Increasing enrollment in the district had made it necessary to reactivate part of the building for art and speech therapy classes. The major portion of the building was constructed in 1908 with the section housing the fifth and sixth grades being added in 1913 (12: 124-127). A gymnasium was also added in 1927. The original structure and the addition containing the fifth and sixth grades were of two-story brick construction. The gym was also of brick construction and located at the opposite end of the original building. Floors throughout the building were of wood construction. The floor boards were warped and raised in places and creaked noticeably as one walked across the floor. The building was not zoned for heating, and there were no controls for individual rooms. Ventilation in the building was poor. The portion of the building being used by the fifth and sixth grades contained only classrooms, restroom facilities for students, and an office. The classrooms were large and well lighted and adequate for the enrollment at the time of evaluation. However, the building would have to be considered a fire hazard because of its age and condition, and because it was attached to an even older structure which was in

very poor condition.

The original structure which has been abandoned was still mostly unused. Only two rooms on the first floor were in use. One room was used for speech therapy and another for art. These were the only rooms in the original structure that were heated. The upstairs classrooms and other rooms on the first floor were not in use and were not maintained nor kept in a state of repair. The old gym was not used for school purposes and was used only occasionally by adult independent town teams. Operational care and maintenance for the gym as well as for the original structure was not being provided.

The high school building was of brick and block construction and contained grades seven through twelve. It was constructed in 1963 with an addition added in 1968 when the junior high was moved to the building. A metal building was also erected next to the original structure to provide classrooms and work space for shop students. The high school building contained classrooms, a gymnasium, cafeteria, library, administrative office area, a large room with a stage which was used as a study hall and an auditorium, music rooms, home economic room, typing room, restrooms, and a first aid room. The building was in good condition and all heating and ventilation equipment was well maintained.

The classrooms, especially in the junior high, were approaching the maximum pupil capacity. The classrooms also lacked sufficient shelf

and storage space. Several of the junior high classrooms had teaching supplies and materials stored in cardboard boxes on the floor. The junior high classrooms had only one electric outlet in each room. The classroom and hall walls in the junior high were of brick which was very rough and unpainted. However, lighting in the classrooms seemed adequate in spite of the nonreflective surfaces. Several square corners with sharp edges were noted in the hallways. Student lockers erected in the lobby were too small according to the custodian.

The lunchroom facilities were adequate as the students were fed in shifts. The kitchen equipment was in good condition. An overall shortage of storage space was apparent throughout the building. Custodial equipment and supplies were stored in the boiler room. The first aid room also contained custodial and school supplies. A roll-away bed for students who were ill was in the room; however, it was folded and there was not enough space in the room for it to be used. The room used as an auditorium and study hall was not large enough to seat all of the students housed in the building. The teachers' work-room consisted of a small area located in one of the administrative offices. The shop building located next to the high school was adequate in size, well maintained, and the equipment in good condition. No unusual hazards were visible in the shop areas.

TRANSPORTATION

Bus routes in the Manhattan, Three Forks, and Belgrade districts were studied to determine if the length of the existing routes would present problems for any proposed plan of reorganization. Maps showing individual bus routes were obtained from the superintendent of each district. Mileage for each bus route was figured for one round trip (out and back) and for total daily mileage or two round trips (out and back--morning and afternoon). This data is presented in Table 50, page 135.

Table 50 showed Manhattan had four bus routes, Three Forks had four, and Belgrade had eight bus routes. The distance for one round trip ranged from sixteen miles for Route No. 6 at Belgrade to sixty miles for the Maudlow Route at Manhattan. Total daily mileage varied from thirty-two miles to one hundred twenty for these same two routes. Each district had at least one bus route which exceeded forty miles for one round trip. For Manhattan the Churchill Route was 41.5 miles and the Maudlow Route was 60 miles round trip. The Lower Madison Route in Three Forks was 41 miles out and back. Route No. 4 to Dry Creek for Belgrade was 40 miles and Route No. 7 to Pass Creek was 52 miles round trip. These distances were figured from the beginning of the route in the town and continued around the route or to its end and back to the school. The maps of the routes for the districts showed that in several instances, especially for Manhattan and Belgrade, buses apparently left

Table 50

Bus Routes and Distances

Manhattan, Three Forks, and Belgrade Districts
School Year 1971-72

District	Route	Round Trip Miles	Total Daily Miles
Manhattan	Churchill	41.5	83
	Logan	18	36
	Wooden Shoe	22.5	45
	Maudlow	60	120
Three Forks	Lane	31	62
	Lower Madison	41	82
	Milligan	37	74
	Old Town-Trident	32	64
Belgrade	No. 1 Jack Rabbit Lane	25	50
	2 Central Park	30	60
	3 Swamp Route	27	54
	4 Dry Creek	40	80
	5 Spring Hill	29	58
	6 Valley Center	16	32
	7 Pass Creek	52	104
	8 West Gallatin	26	52

the main road to pick up students on side roads or lanes and then backtracked to the main road to continue the route. If arrangements could be made to pick up the students on the main road, some time could be saved. On some of the longer routes which went out and came back over the same road as in the case of the Churchill and Maudlow Routes in Manhattan, Route No. 7 to Pass Creek in Belgrade, and the Lower Madison Route in Three Forks, some riding time could be cut off if the bus went to the end of the route and picked up the students on the way back. The same would be true if the bus could be stationed near the end of the route providing a driver could be found in that area.

Zetler, in his study of school transportation in Montana, developed a table listing expected travel times for school buses by intervals of ten one-way miles. His expected times were as follows: 10 miles--17.56 minutes; 20 miles--37.16 minutes; 30 miles--56.76 minutes; 40 miles--76.36 minutes; 50 miles--95.96 minutes; and 60 miles--115.56 minutes (35:63). The Maudlow Route of Manhattan, the longest route involved, was thirty miles one way. If students rode only from the end of the route, the longest expected riding time for the thirty-mile trip would be approximately one hour, according to Zetler's figures. Mattocks (14:51), in his study of the Manhattan, Willow Creek, Logan, and Three Forks districts, found that the longest riding time for the Maudlow Route during the 1971-72 school year was ninety minutes. This extra riding time may have resulted from the side trips to pick

up students off the main route.

There was also some slight duplication of routes by the three districts. The Maudlow Route of Manhattan and Route No. 4 to Dry Creek at Belgrade traveled the same road for approximately 7.5 miles in one place. Routes No. 3 and No. 8 at Belgrade traveled the same road as the Churchill Route of Manhattan for shorter distances. Schendel (29) in his study of these same districts proposed a county-wide road committee to plan future road construction in line with reorganization efforts.

Chapter 6

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study was made to determine if reorganization could improve educational opportunities and provide for more efficient operation in the school districts of Manhattan, Three Forks, and Belgrade. Factors which were used in determining educational opportunity were breadth of curriculum offerings and number and type of special services available to students. Efficiency of operation was viewed in terms of per pupil costs in the areas of administration, instruction, operation and maintenance, and total general fund costs; and in effective staff utilization as determined by teacher-pupil ratios. The adjoining elementary districts, the Willow Creek district, and the Manhattan Christian schools were also included in the study. The public school districts were considered to be close enough to participate in any advantages resulting from any proposed reorganization. The Manhattan Christian schools were included to determine the number of children attending these schools and any enrollment trends that the private school might have. If the Manhattan Christian schools were to close, the Manhattan school district would be faced with the problems in housing the new students.

SUMMARY

A review of the literature and related research established the importance placed upon certain criteria or factors by authorities

if a desirable educational program was to be obtained. There was general agreement that the state had almost unlimited authority over school districts within the state. School districts were obligated to meet whatever standards the state deemed necessary even though the financial ability of districts might vary considerably. Much concern has been shown throughout the nation concerning equal educational opportunities. Other problems facing schools, in addition to the demand for more comprehensive curriculums and more services, were rising costs, difficulties in passing special levies and bond issues, and an inadequate tax base. Smaller districts had difficulty in achieving efficient utilization of staff. Small schools in Montana were criticized in past studies as being too small and too inefficient to provide a modern program of education. School district reorganization was given as one method of promoting a broader and more equitable tax base and of equalizing and improving educational programs.

Much progress has been made throughout the nation in reorganizing smaller districts into more efficient and effective units. However, in some states, primarily rural areas, reorganization has been slow and students have not had the number of educational opportunities available in the larger, wealthier districts. The unified school district having a program extending from kindergarten through high school was deemed the best type of organization for obtaining continuity of program and achievement of educational objectives. The recommended school

population for this type of unit varied from fifteen hundred to fifty thousand pupils. The studies reviewed indicated that a school population of three to five thousand students would allow desirable educational programs and also provide for efficiency in operation. Authorities generally recommended bus riding times not exceeding one hour; however, no research was quoted substantiating this figure. Zetler, in a study of Montana schools, showed that bus riding times up to ninety minutes had no effect on grade achievement for students in grades nine through twelve. This finding could allow the area encompassed by districts or administrative units in Montana to increase considerably over present sizes.

Desirable recommended enrollments of three to five hundred pupils was given for elementary schools. Recommendations for high school enrollments also varied from three to five hundred students as desirable minimums. The number of students should be of sufficient number to permit the district to offer a curriculum which meets the needs of the students and the community. As the size of the school increases, the breadth of the curriculum and the number of special services could be increased.

A study of economic and population trends in Gallatin County indicated that employment on farms and ranches was declining while population in the county had increased. Employment in service related occupations had also increased and were attributed to university growth.

The Bozeman City-County Planning Board study predicted economy growth to continue at or exceed the rate of the past twenty years. Service industries were expected to increase due to the expansion of recreation and tourist attractions. Population projections predicted significant growth for the Bozeman and Belgrade areas.

School district census reports and school enrollments showed a considerable increase in the Belgrade area population and in its school enrollments. The population and school enrollments for Manhattan and Three Forks, although varying at times, was fairly constant over a period of ten years. Population and school enrollments in the rural districts adjoining these districts generally declined over this same period of time. The schools of Willow Creek and Manhattan Christian had significant decreases in enrollment during this period. Census figures and school enrollments showed more students attending these schools than children living within the district. This indicated that students from outside the district were in attendance. Projected enrollments for high schools in the area were developed. These projections showed an increase for Belgrade High School, an increase (based on rate of increase) or a decrease (based on enrollments) for Manhattan and Three Forks, and a continued decrease for the Willow Creek and Manhattan Christian High Schools.

Although taxable growth occurred in the county, most of the increase was in the Bozeman area. Belgrade, while receiving a

significant increase in population, did not benefit from a similar growth in taxable valuation. This situation resulted in a decrease in the high school per pupil tax base for Belgrade from 1968 to 1972. Three Forks also had a decrease in the per pupil tax base in 1972 due to an increased enrollment that year. Manhattan had a fairly constant per pupil tax base over this period, while Willow Creek showed an increase due partly to a decreasing enrollment. The elementary per pupil tax bases showed approximately the same trends that were apparent for the high school tax bases. Some growth was shown for Willow Creek and Three Forks. The annexation of portions of Jefferson and Broadwater Counties to these districts would account for part of the growth. Bonding capacities available for these four districts totaled $838,644.10 for the elementary districts and $1,238,422.60 for the high school districts at the close of the 1972-73 school year.

A study of educational programs in Montana revealed that smaller districts operated at higher per pupil costs. The per cent of funds spent on instruction in smaller schools was smaller than the percentage for larger schools. As the size of the school increased, the percentage of funds spent on pupil instruction also increased, although the amount spent might decrease. Other per pupil costs decreased both in per cent and amount as the districts increased to a larger size. School districts with an ADA of fewer than one hundred students spent considerably more on a per pupil basis while providing

significantly fewer course offerings and services for students at the high school level. The same trend was evident for high schools as was apparent in the elementary schools. As the district ADA increased, the per cent of total funds spent for pupil instruction increased while the per pupil amount spent decreased. Other per pupil costs decreased in both amount and per cent of total funds spent as the district increased in number of students. The breadth of the high school curriculum as measured by number of course oefferings increased significantly as the size of the high school was increased. Special services available also showed increases for the larger districts. Utilization of staff as determined by teacher-pupil ratios improved considerably as the size of the school increased.

School facilities in the Manhattan, Three Forks, and Belgrade districts were evaluated in terms of adequacy for educational purposes and safety of the students. Each district had one building which because of age, condition at time of evaluation, and deviations from present safety health standards should be replaced. All three of these buildings were of two-story construction with wooden floors. Having either inadequate fire exits or exits only on first floor levels created serious doubts concerning the safety of the students. These buildings included the high school building at Manhattan, the elementary building at Three Forks, and the building housing the fifth and sixth grade in Belgrade. These buildings should be considered as fire

hazards and a danger not only to the safety of the students but also to the newer school buildings located near them.

Other buildings in the districts were adequate, well maintained, and appeared in good condition. The elementary and high school in Belgrade were beginning to approach pupil capacity. The high school building in Three Forks was also approaching pupil capacity and plans were to move the seventh grade back into the old elementary building. In view of the need for more classroom space and the danger involved in using the old buildings, new facilities should be considered by all three districts.

Bus routes for the three districts were either circular routes leaving town and completing a circular route and entering the town from another direction, or shoe string routes which ran out to the end of the route and back again on the same road. The length of the routes ranged from sixteen miles to sixty miles for one round trip. A survey of the routes indicated that some riding time and mileage could possibly be saved by eliminating side trips to pick up students off the main route. Other improvements could probably be made through Schendel's suggestion of establishing a county-wide committee to study bus routes and the planning of road construction.

CONCLUSIONS

This study was conducted to determine if reorganization of the Manhattan, Three Forks, and Belgrade School Districts could provide an educational program which could be more adequate in terms of meeting the needs of the students and more efficient in terms of operational costs. In carrying out the study, answers were sought for the following questions:

1. Can reorganization of the Manhattan, Three Forks, and Belgrade school districts provide an educational program which will better meet the needs of the students?

2. Can reorganization improve educational opportunity and equalize education costs in these districts of Gallatin County?

3. Can reorganization provide for more effective and efficient operation in terms of staff utilization and value received for the tax dollar expended?

4. Can the school facilities of the three districts be adapted readily to any proposed reorganization plan?

5. Will any proposed reorganization require extensive busing which may offset any educational gains?

The concensus of the literature was that a broader and more comprehensive educational program with more special services available for students would more nearly meet the modern educational needs of students. The study of schools throughout Montana indicated that

larger schools can offer comprehensive programs with more curriculum offerings and more specialized services.

There was also consensus of opinion among authorities that the primary purpose or reorganization was to make possible improvements to the educational program and to the efficiency of operation. The designation of categories according to size for school districts in Montana and the study of educational programs in these different size districts permitted comparisons concerning educational opportunity and education costs. The larger districts were able to offer more educational opportunities as measured by number of curriculum offerings and by number of special services available. There was considerable variance in certain areas for per pupil costs at both the elementary and secondary levels for the Manhattan, Willow Creek, Three Forks, and Belgrade districts. Per pupil tax bases at both the elementary and secondary levels varied considerably with Belgrade lowest in both areas. Reorganization into one administrative unit would equalize the tax base supporting the educational programs of the districts. Reorganization which provided for one attendance unit for the high schools of the four districts would equalize educational costs at the secondary level. The Belgrade district was faced with the problem of increasing enrollments and a fairly stable tax base. Continued increases in enrollment without corresponding increases in the tax base would create serious financial problems for this district.

Population shifts to Manhattan and Three Forks would create the same problems for those districts.

Studies in other states and in Montana have shown that small school districts have operating costs that are considered exorbitant. These small schools were criticized for being too small and too inefficient to offer a comprehensive educational program. Increasing the size of the school district as shown in the different categories of school districts in this study permitted the districts to offer more course offerings and special services at lower per pupil costs. The percentage of total costs going into pupil instruction was actually increased while the amount per pupil was decreased. Other per pupil costs were also lowered as the size of the district increased. Staff utilization as measured by teacher-pupil ratios improved significantly as the size of the district as measured by ADA increased.

The school districts of Manhattan, Three Forks, and Belgrade are all in need of new facilities for parts of their enrollments. In addition, Belgrade and Three Forks were approaching maximum pupil capacities in their high school buildings. Reorganization into one administrative unit with a common high school attendance center for the districts would solve the problem of needed facilities for each district. This would eliminate the need for the older buildings in each district. The elementary school students could occupy the newer facilities available in the districts. This arrangement would provide

adequate housing and also allow for increasing enrollments.

Improvements in roads and in vehicles used for school transportation have allowed school districts to greatly expand the service of pupil transportation. Pupil transportation has in turn permitted districts to be more flexible in locating individual schools or attendance centers so that a sufficient number of students could be obtained to permit the district to expand curriculums and services. In addition to more curriculum offerings and special services, increasing the numbers of students also helped to improve efficiency by obtaining better teacher-pupil ratios and by lowering per pupil expenditures. The bus routes of the Manhattan, Three Forks, and Belgrade districts, although having several routes with long round trip mileage, appear adaptable to changes that could reduce pupil riding times in effect during the 1971-72 school year. Reorganizing into one administrative unit with a common high school attendance center located centrally would not likely extend bus riding times beyond the ninety minutes defined as acceptable by the Zetler study. An arrangement such as this would also permit the busing of high school students from the Willow Creek district.

In carrying out this study to its completion, the following conclusions concerning reorganization of school districts in the lower Gallatin Valley were reached:

1. Reorganization of the Manhattan, Three Forks, and Belgrade

school districts would provide the opportunity for the districts to offer an educational program which will better meet the needs of the students.

2. Reorganization can provide for improved educational opportunities and help to equalize educational costs in these districts of Gallatin County.

3. Reorganization can provide for more effective and efficient operation in terms of staff utilization and value received for the tax dollar expended.

4. The school facilities of these districts can be readily adapted to a reorganization plan calling for one common high school attendance center. This arrangement would offer the most benefit to all three districts as all are presently in need of new and larger facilities.

5. Reorganizing the districts into one administrative unit with a central high school will not require busing which will offset educational gains, provided bus riding time for students does not exceed the ninety minutes found to be acceptable.

High schools in Montana in the median (range-district ADA) and large district categories demonstrated the ability to offer more efficiently a broader educational program with more special services than the small and median (range-No. of districts) districts. More educational opportunities for the students and more return on the taxpayer's

dollar can be realized if the school districts in Montana were reorganized so as to approximate the size of the districts found in the median (ADA) and large district categories with high school attendance centers having a minimum of five hundred students. Exceptions would occur in cases where extreme isolation would prohibit transporting students.

RECOMMENDATIONS

Based upon the data collected in conducting this study and the conclusions reached, it is as readily apparent that some form of reorganization would be desirable for the school districts located in the lower Gallatin Valley. Different types of recommended reorganization considered included reorganizing the districts of Manhattan, Willow Creek, Three Forks, and Belgrade into one administrative unit with a centrally located high school and elementary attendance centers remaining the same; reorganizing the districts of Willow Creek, Three Forks, and Manhattan into one administrative unit with a centrally located high school and elementary attendance centers remaining the same; reorganizing the Willow Creek and Three Forks districts into one administrative unit with the high school located in Three Forks and elementary attendance centers in both communities; and a recommendation for reorganizing the entire county into one district as recommended by Scarr with high school attendance centers located in Bozeman, West Yellowstone, and near Manhattan or in Three Forks. This fourth

recommendation was discounted since it would probably meet with considerable opposition which would defeat the purpose or reorganization efforts. The communities involved also have diverse interests as represented by economic bases and employment statistics. These factors would make it difficult to readily establish an effective and efficient administrative unit comprising the entire county. Another factor was that a sufficient number of students were located in the Manhattan, Willow Creek, Three Forks, and Belgrade districts to establish an administrative unit of sufficient size to provide a desirable educational program and to permit efficient and effective operation. Based upon the results obtained with their limited enrollments and meager finances, a new administrative unit composed of these four districts could very possibly achieve better efficiency than some of the larger districts in the state. The problems inherent in Belgrade's low per pupil tax bases would almost mandate that the Belgrade district become a part of a larger district with a broader and higher tax base. Belgrade should elect to unify with a reorganized district composed of the districts in the lower Gallatin Valley or become a part of the Bozeman district.

In considering the other three alternatives, the welfare of the greater number of students had the most influence. More students would benefit from the increased educational opportunities offered in one larger attendance center than in two or three smaller schools. The

recommendations in order of priority are listed as follows:

1. It is recommended that the school districts of Manhattan, Willow Creek, Three Forks, and Belgrade be reorganized into one administrative unit with a centrally located high school to serve the needs of the new district. Elementary attendance centers would remain in each of the four communities. Outlying elementary districts should also become a part of the new administrative unit with their students being transported to elementary schools in one of the four communities.

2. If the first recommendation is rejected, the second recommendation would be to reorganize the districts of Manhattan, Willow Creek, and Three Forks into one administrative unit with a centrally located high school and elementary schools remaining in each of the communities. Elementary districts joining the districts should also become part of the new administrative unit and their students transported to elementary schools in one of the three communities. Under this proposal, it is recommended that Belgrade become a part of the Bozeman district.

3. If the first two recommendations are rejected, the third recommendation would be to reorganize the districts of Willow Creek and Three Forks into one administrative unit with the high school located in Three Forks and elementary schools in both communities. The elementary district of Logan should also become a part of the new administrative unit and transport its students to elementary school

in Three Forks.

A state school district reorganization committee such as exists in the state of Wyoming should be appointed to study this problem in Montana and be empowered to effect reorganization where it is needed. This would insure more educational opportunities to students of smaller districts and assure the taxpayer that his tax dollar was being used more efficiently and effectively.

It would be beneficial in future studies concerning school district reorganization if research went beyond the number of course offerings and special services in determining educational opportunity. Other factors in addition to per pupil costs and teacher-pupil ratios could also be considered in assessing efficiency of operation for school districts. The determination of what constitutes quality in an educational program and a study of personal attitudes toward the concept of reorganization should receive attention in future studies.

APPENDICES

Appendix A

Composite of School Enrollments Data as of October 1 for Year Shown

School Districts	1963-1964	1964-1965	1965-1966	1966-1967	1967-1968	1968-1969	1969-1970	1970-1971	1971-1972	1972-1973
Manhattan #3										
Elementary	279	265	253	245	258	235	274	278	267	271
High School	150	151	170	163	156	147	148	151	162	166
Total	429	416	423	408	414	382	422	429	429	437
Willow Creek #15										
Elementary	75	66	64	72	66	63	44	45	40	55
High School	51	48	46	47	40	39	32	32	30	26
Total	126	114	110	119	106	102	76	77	70	81
Three Forks #24										
Elementary	294	299	268	273	307	301	305	278	277	305
High School	116	112	132	133	122	128	121	135	147	161
Total	410	411	400	406	429	429	426	413	424	466
Belgrade #44										
Elementary	384	440	456	441	453	452	459	487	515	545
High School	149	177	162	158	165	194	209	203	223	238
Total	533	617	618	599	618	646	668	690	738	783
Manhattan Christian										
Elementary	327	317	295	257	266	266	251	221	178	204
High School	131	166	150	154	144	145	147	149	148	134
Total	458	483	445	411	410	411	398	370	326	338

Appendix B

Composite of School Census Reports Data as of October 1 for Year Shown

School District	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971
Manhattan #3										
Pre-School	132	133	120	147	108	104	104	102	115	131
6-21	445	495	480	488	444	464	453	459	453	434
Total	577	628	600	635	552	568	557	561	568	565
Willow Creek #15										
Pre-School	40	43	43	40	38	27	29	35	27	36
6-21	104	114	109	104	113	102	96	94	96	95
Total	144	157	152	144	151	129	125	129	123	131
Three Forks #24										
Pre-School	202	229	210	177	163	136	154	129	116	129
6-21	491	492	479	473	482	486	498	485	462	494
Total	693	721	689	650	645	622	652	614	578	623
Belgrade #44										
Pre-School	291	274	265	285	247	228	189	244	270	249
6-21	638	644	696	720	713	764	752	802	820	865
Total	928	918	961	1005	960	992	941	1046	1090	1114
Amsterdam #7										
Pre-School	108	111	105	108	103	90	72	72	71	58
6-21	324	329	317	325	318	318	318	323	324	304
Total	432	440	422	433	421	408	390	395	395	362

Appendix C

Northern Gallatin County School District
Assessed and Taxable Valuations

School District	1968		1969		1970		1971		1972	
	Assessed	Taxable	Assessed	Taxable	Assessed	Taxable	Assessed	Taxable	Assessed	Taxable
1	1,757,898	623,838	1,781,913	632,798	1,695,568	598,493	1,723,358	604,733	1,710,977	590,776
3 In	1,761,863	470,521	1,924,088	519,598	1,995,850	527,946	2,127,721	558,629	2,254,783	586,353
3 Out	2,441,486	769,648	2,488,832	791,313	2,551,277	802,454	2,613,592	817,891	2,594,541	801,048
3 Out New	716,657	209,917	806,124	233,990	790,218	230,682	824,924	240,846	847,826	245,919
4	513,083	163,035	532,494	165,702	519,237	161,760	530,722	166,084	506,670	155,301
7 In	38,023,085	10,383,676	40,455,388	11,029,789	42,188,660	11,449,173	44,911,250	12,064,884	47,769,771	12,800,472
7 Out	5,900,793	1,686,902	6,238,102	1,786,511	6,590,534	1,842,608	7,090,438	1,971,865	7,697,894	2,143,248
7 Out New	6,652,929	1,922,601	7,144,443	2,060,692	7,568,414	2,171,648	8,060,578	2,322,877	8,323,333	2,376,474
7/11	766,966	217,050	1,083,155	302,277	1,260,690	354,569	1,387,534	395,036	1,618,520	458,419
7/61	355,761	99,545	380,738	105,528	352,845	101,626	353,729	101,716	359,470	102,572
15	1,611,595	513,120	1,704,498	533,989	1,597,791	496,454	1,644,612	507,729	1,842,877	559,834
15 New	141,745	45,619	156,938	49,835	201,612	62,361	108,497	32,409	86,908	25,759
20	393,114	110,281	433,772	119,785	448,070	126,497	490,000	138,128	499,766	140,171

Appendix C (Continued)

School District	1968		1969		1970		1971		1972	
	Assessed	Taxable	Assessed	Taxable	Assessed	Taxable	Assessed	Taxable	Assessed	Taxable
21	1,185,984	361,902	1,211,319	361,270	1,078,294	325,847	1,220,867	364,126	1,279,830	367,365
24 In	2,495,780	678,133	2,681,506	721,854	2,704,952	717,253	2,757,832	724,410	2,815,483	756,509
24 Out	2,215,778	671,563			2,135,213	664,759	2,486,055	759,628	2,330,920	689,661
24/64	1,665,349	682,968	3,880,070	1,405,455	1,726,713	762,561	1,765,772	761,867	1,823,575	794,859
25	461,294	126,719	472,491	141,170	548,317	163,751	520,706	156,927	556,685	163,651
25 New	240,789	66,137	216,761	59,014	287,226	79,268	303,561	85,652	308,712	87,055
27	1,240,952	340,662	1,304,633	360,241	1,475,742	400,687	1,907,742	513,942	2,236,171	602,592
44 In	2,091,422	559,797	2,251,154	607,698	2,399,531	638,357	2,557,553	681,133	2,772,737	738,701
44 Out	5,224,359	1,592,984	5,434,590	1,642,565	5,250,404	1,583,036	5,574,556	1,676,642	5,879,503	1,753,915
44 Out New	884,344	267,254	962,250	289,267	916,571	278,807	940,686	285,166	889,217	263,417
44/77	434,732	127,467	456,215	132,548	469,969	136,824	538,495	156,341	638,403	186,919
75	3,452,603	950,201	3,703,432	1,025,097	3,915,356	1,075,793	4,115,931	1,123,697	4,241,645	1,159,113

Appendix D

High School District Valuations and Bonding Capacities School Year 1972-73

School District	Assessed Valuation	Taxable Valuation	Bond Capacity
	Manhattan		
3 In	$ 2,254,783	$ 586,353	$ 112,739.15
3 Out	2,594,541	801,048	129,727.05
3 Out New	847,826	245,919	42,391.30
21	1,279,830	367,365	63,991.50
25 New	308,712	87,055	15,435.60
75	4,241,645	1,159,113	212,082.25
	$11,527,337	$ 3,246.853	$ 576,366.85
	Willow Creek		
15	$ 1,842,877	$ 559,834	$ 92,143.85
	Three Forks		
1	$ 1,710,977	$ 590,776	$ 85,548.85
15 New	86,908	25,759	4,345.40
24 In	2,815,483	756,509	140,774.15
24 Out	2,330,920	689,661	116,546.00
24/64	1,823,575	794,859	91,178.75
24J/BC	900,250	252,070	45,012.50
	$ 9,668,113	$ 3,109,634	$ 483,405.65
	Belgrade		
4	$ 506,670	$ 155,301	$ 25,333.50
20	499,766	140,171	24,988.30
25	556,685	163,651	27,834.25
44 In	2,772,737	738,701	138,636.85
44 Out	5,879,503	1,753,915	293,975.15
44 Out New	889,217	263,417	44,460.85
	$11,104,578	$ 3,215,156	$ 555,228.90
Totals	$34,142,905	$10,131,477	$1,707,145.25

Appendix E

Elementary District Valuations and Bonding Capacities - School Year 1972-73

School District	Assessed Valuation	Taxable Valuation	Bond Capacity
	Manhattan		
3 In	$ 2,254,783	$ 586,353	$ 112,739.15
3 Out	2,594,541	801,048	129,727.05
3 Out New	847,826	245,919	42,391.30
	$ 5,697,150	$ 1,633,320	$ 284,857.50
	Willow Creek		
15	$ 1,842,877	$ 559,834	$ 92,143.85
15 New	86,908	25,759	4,345.40
15 J/JC	380,153	114,046	19,007.65
	$ 2,309,938	$ 699,639	$ 115,496.90
	Three Forks		
24 In	$ 2,815,483	$ 756,509	$ 140,774.15
24 Out	2,330,920	689,661	116,546.00
24/64	1,823,575	794,859	91,178.75
24J/BC	900,250	252,070	45,012.50
24J/JC	642,986	196,111	32,149.30
	$ 8,513,214	$ 2,689,210	$ 425,660.70
	Belgrade		
44 In	$ 2,772,737	$ 738,701	$ 138,636.85
44 Out	5,879,503	1,753,915	293,975.15
44 Out New	889,217	263,417	44,460.85
44/77	638,403	186,919	31,920.15
	$10,179,860	$ 2,942,952	$ 508,993.00
Totals	$26,700,162	$ 7,965,121	$1,335,008.10

Appendix F

High School District Bonds Outstanding
Beginning of School Year 1972-73

Manhattan

Year of Issue	1-1-1955
Year of Retirement	1-1-1975
Amount of Bond	$155,000.00
Amount Outstanding	23,000.00
Interest Rate	2.5%
Principal due 1972-73	8,000.00
Interest due 1972-73	600.00
Total Payment 1972-73	8,600.00

Willow Creek - None

Three Forks

Year of Issue	1-1-1969
Year of Retirement	1-1-1989
Amount of Bond	$350,000.00
Amount Outstanding	297,500.00
Interest Rate	5.0%
Principal due 1972-73	17,500.00
Interest due 1972-73	14,113.75
Total Payment 1972-73	31,613.75

Belgrade

Year of Issue	7-1-1962	7-1-1963
Year of Retirement	7-1-1982	7-1-1983
Amount of Bond	$375,000.00	$5,000.00
Amount Outstanding	190,000.00	3,080.23
Interest Rate	4.0%	Amortized
Principal due 1972-73	19,000.00	357.58
Interest due 1972-73	6,441.00	
Total Payment due 1973-73	25,441.00	357.58

Appendix G

Elementary District Bonds Outstanding
Beginning of School Year 1972-73

Manhattan

Year of Issue	1-1-1955	7-1-1968
Year of Retirement	1-1-1975	7-1-1988
Amount of Bond(s)	$ 77,000.00	$215,775.00
Amount Outstanding	12,000.00	172,619.25
Interest Rate	2.4%	4.79%
Principal due 1972-73	4,000.00	10,788.75
Interest due 1972-73	288.00	7,649.20
Total Payment 1972-73	4,288.00	18,437.95

	Willow Creek	Three Forks
Year of Issue	7-1-1954	1-1-1969
Year of Retirement	7-1-1974	1-1-1989
Amount of Bond	$ 43,500.00	$ 96,000.00
Amount Outstanding	7,400.00	77,383.50
Interest Rate	2.75%	5.0%
Principal due 1972-73	3,700.00	4,800.00
Interest due 1972-73	236.56	4,080.00
Total Payment 1972-73	3,936.50	8,880.00

Belgrade

Year of Issue	1-1-54	1-1-68
Year of Retirement	1-1-74	1-1-88
Amount of Bond(s)	$265,000.00	$315,000.00
Amount outstanding	28,000.00	252,000.00
Interest Rate	2.6%	4.38%
Principal due 1972-73	14,000.00	15,750.00
Interest due 1972-73	546.00	10,914.67
Total Payment 1972-73	14,546.00	26,664.76

Appendix H

Recommended Minimum Course Offerings by Size of School

Northwest Association of Secondary and Higher Schools
Grades 9-12

Subject	Size of School					
	Up to 200	200-500	500-800	800-1,200	1,200-1,800	Over 1,800
Language Arts	4	6	7	8	9	12
Science*	3	5	6	7	7	8
Mathematics	3	5	6	6	7	8
Social Studies	3	4	4	5	6	6
Fine Arts	2	4	5	6	8	10
Practical Arts	5	6	8	12	15	20
Foreign Language	2	2	3	3	6	9
Physical Education	2	2	2	2	2	2
Total	24	34	41	49	60	75

* 1 biological; 1 physical

Appendix I

Recommended Minimum Course Offerings by Size of School

Northwest Association of Secondary and Higher Schools
Grades 10-12

Subject	Size of school					
	Up to 200	200-500	500-800	800-1,200	1,200-1,800	Over 1,800
Language Arts	3	4	5	6	7	10
Science*	2	3	4	5	5	6
Mathematics	2	3	4	4	5	6
Social Studies	2	3	3	4	5	5
Fine Arts	2	3	4	5	7	9
Practical Arts	4	6	7	9	13	16
Foreign Language	2	2	3	3	5	8
Physical Education	2	2	2	2	2	2
Total	19	26	32	38	49	62

* 1 biological; 1 physical

Appendix J

Special Services Recommendations

American Association of School Administrators

Service Area	Ratio/Prof.Personnel to Students
Art Consultant	1 - 2,500 to 3,000
Child Accounting	1 - 10,000
Educational Materials Consultant	1 - 5,000 to 12,000
Guidance Counselor, High School	1 - 300 to 400
Guidance Counselor, Elementary	1 - 600
Health Services	1 - 2,500
Homebound Youth	1 - 1,250
Language Arts Consultant	1 - 10,00 to 12,000
Music Consultant	1 - 2,500 to 5,000
Partially sighted	1 - 500
P. E. Consultant	1 - 2,500 to 5,000
Physically Handicapped	1 - 250
Psychologists	1 - 2,500
Speech and Hearing Therapy	1 - 2,000 to 2,500
Visiting Teacher	1 - 2,000 to 3,000

Ohio State Study

Art	1 - 500
Guidance, High School	1 - 250 optimum, 400 maximum
Guidance, Elementary	1 - 450 optimum
Health Services	1 - 2,500
Librarian	One in each school
Instrumental Music	1 - 500
Neurological and/or emotionally disturbed	1 - 3 to 8 affected
P. E.	1 - 500
Psychologists	1 - 2,500
Speech and Hearing Therapists	1 - 3,000

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