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A COMPARATIVE STUDY OF ENROLLMENT PATTERNS
IN THREE EAST POTTAWATTAMIE COUNTY
SCHOOL DISTRICTS

Presented to the

Graduate Faculty
University of Nebraska
at Omaha

In Partial Fulfillment
of the Requirements for the Degree
Specialist in Education

University of Nebraska at Omaha

by

Merlin C. Haukoos

August, 1984

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FIELD PROJECT ACCEPTANCE

Accepted for the Graduate Faculty, University of Nebraska, in partial fulfillment of the requirements for the degree Specialist in Education, University of Nebraska at Omaha.

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7-19-84
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Chapter 1

INTRODUCTION

In 1971 a study was conducted for the purpose of assessing the benefits of possible reorganization of the Carson-Macedonia, Oakland and Treynor Community School Districts. In this study the school enrollments were studied for the years 1964-1965 through the 1970-1971 school year and enrollment projections were made through the 1974-1975 school year. The enrollments were projected for each school district and were combined into one larger configuration for its implications for staffing, class offerings, busing, facilities and financial needs.

Along with the enrollments, the elementary and secondary educational programs were compared. The class offerings were found to be congruent with the State of Iowa's minimum educational requirements. The pupil-teacher ratio was compared in all three school districts and found to range from a high of 19.7 to a low of 19.0.

The implications of the above data for facilities, transportation, and financial need were analyzed and projected for future needs of the three school districts and as a combined school district.

The conclusions of this survey were that the three school districts would benefit through reorganization into one larger school district. Reorganization would provide a better educational program for the students as the combined school district would be able to offer a wider range of classes and activities. It would also provide for better instruction as teachers could spend more time teaching in their areas of speciality. The reorganized district would also save the school com-

munity money in staffing, transportation and building utilization.

Since 1971 the three school districts have experienced considerable change. The Carson-Macedonia and the Oakland districts have shown a decline in student enrollment while the Treynor district has shown a steady growth in enrollment until recent years. In 1977 the Carson-Macedonia and the Oakland districts voted on a possible merger. This referendum was soundly defeated in both school districts. The Carson-Macedonia and the Oakland school districts have since passed bond referendums for additions to the respective high school buildings and were opened in the fall of 1980.

The Treynor school district passed a bond referendum for two and one half million dollars for a new high school building in the spring of 1981. Because of the high interest rates the Treynor school district was stymied in the selling of bonds to pay for the building of the new high school. The bonds have since been sold and construction is presently underway with the new building opening to students in the fall of 1984.

Since 1970 the four cities have shown growth with Treynor showing the largest growth. This growth can be attributed to retiring farmers. In addition, the Treynor community has become a bedroom community for Council Bluffs and Omaha. Low cost housing in the Carson community has contributed to a limited growth. The growth in all three communities has essentially come from the rural areas that are increasing the size of the farming operations as farmers retire and move to town.

Other factors that have influenced the population trends are the erratic performance of the American Beef plant in Oakland. The American

Beef plant has subsequently been taken over by Spencer Foods a division of Land O' Lakes Incorporated. Spencer Foods has opened a large addition that employs three to five hundred people.

There are several other factors that contribute to growth. Growth is confounded by the cost of commuting. Also, high interest rates are influencing new home construction.

The 1971 study indicated that enrollment would continue to increase in all three school districts through the 1975-1976 school year. Current examination of enrollment trends reveal that this is no longer true. For planning purposes it is necessary to conduct a study of current enrollment patterns and project the enrollments into the 1980's to efficiently plan for the educational needs, the staffing needs, and facility needs.

PROBLEM

The purpose of this study was to determine the enrollment base in the Carson-Macedonia, Oakland and Treynor school districts through the 1985 school year and to analyze the enrollment affects on staffing and budgeting.

The questions this study attempted to answer were:

1. What are the projected enrollments for the Carson-Macedonia, Oakland and Treynor school districts through the year 1985?
2. What are the personnel needs to support a quality educational program for the projected enrollments through 1985?
3. What are the budget needs to support a quality educational program for the projected enrollments through 1985?

PROCEDURES

The investigation used the following methods to answer the three questions.

Question #1. What are the projected enrollments for the Carson-Macedonia, Oakland and Treynor school districts through the year 1985?

The actual enrollment in the preceding ten years and the mean survival rates for these years provided the base for projected enrollments. The enrollments by grade were supplied by the three school districts.

Question #2. What are the personnel needs to support a quality educational program for the projected enrollments through 1985?

The number of staff needed for instructional purposes in local school systems has never been solved satisfactorily on either a theoretical or operational basis.¹ Community needs, state regulations and accrediting associations' standards generally determine staff size and comprehensiveness.

Question #3. What are the budget needs to support a quality educational program for the projected enrollments through 1985?

Budgets for public schools in the State of Iowa are funded on a per pupil cost. To arrive at a school's income for budget purposes, multiply the allowable per pupil cost times the number of students in the district. The State of Iowa allows a percentage per pupil growth factor for each new fiscal year. The fiscal year for public schools in the State of Iowa is from July first to June thirtieth.

¹William B. Castetter, Administering the School Personnel Program, (New York: The Macmillan Company, 1962), pp. 91-95.

DEFINITION OF TERMS

The term "mean survival rate" is referred to in this study. It refers to average number of students in one class that move on to the next class the following year. If, for example, fifty pupils were enrolled in grade five during the 1982-1983 school year and forty-eight students were enrolled in grade six in the 1983-1984 school year, the survival ratio for that year from fifth to sixth grade would be 0.96. This survival ratio was obtained by dividing the forty-eight sixth grade students by the fifty fifth grade students. The mean survival ratio was then derived by computing the mean of the ratios.

ASSUMPTIONS AND LIMITATIONS

The assumptions of this study were that the interest rates would remain steady; that inflation would remain at or near ten percent each year; and that the enrollment patterns would remain constant as projected in question #1.

SIGNIFICANCE OF THE STUDY

This study will provide a data base for long range staffing and financial planning for the three school districts.

ORGANIZATION OF STUDY

The study is organized into four chapters. Chapter one: Introduction, Chapter two: Review of the Literature, Chapter three: Presentation and Analysis of Data, Chapter four: Summary, Conclusions and Recommendations.

tions.

Chapter 2

REVIEW OF THE LITERATURE

Enrollments in the public schools have many immediate and long range effects. In most states, Iowa is no exception, enrollment has a direct affect on the budget which in turn influences the school's programs, policies, and personnel. The implications are very clear. School officials must study the enrollment patterns of the past school years and then project the enrollments into the future. With adequate planning and projections of enrollments many of the future problems can be eliminated.

The years after World War II were boom years for the economy as well as for marriages and births. The average of 3.8 children per family came at the peak of the baby boom in 1957. The birth rate then began a long decline which ended in 1976.¹

Student enrollments continued to climb to a peak of 146 million students in 1971.² The enrollments then began a long decline. Between 1970 to 1978 the student enrollments dropped 7.2 percent which was an overall decrease of 3.3 million students.³ From 1970 to 1979, the population of children under the age of five dropped by 9 percent from 17.2

¹Frederick L. Dembowski and Geneva Gay, "Instructional Effects of Declining Enrollments," Educational Leadership, 38:173, November, 1980.

²Dembowski, p. 173.

³"Enrollment Fell 7.2% In the Seventies:NCES," Phi Delta Kappan, 61:668, June, 1980.

million children to 15.6 million children.⁴ In another report, elementary student enrollments dropped 6 million or 16.4 percent from 1970 to 1979.⁵ The elementary schools (Grades kindergarten through eight.) dropped from 31.5 million students in the fall of 1980 to 31.0 million in the fall of 1981.⁶ Enrollments in the secondary schools dropped three percent from 14.9 million students in the fall of 1980 to 14.4 million in the fall of 1981.⁷ These effects can be seen on the graph in figure 1. As can be seen by the figures, public schools have had to undergo great changes because of this decline in enrollments. In a review of the literature we find that many areas have been affected by the enrollment declines.

It has been assumed that when the overall school enrollment declines, the enrollments in all of the course offerings would decline proportionately. On a closer look this is not the case. Research shows that language arts, social studies, science, fine arts and foreign languages have had a disproportionate loss.⁸ In another study, school districts experiencing a 21 percent to 80 percent decline in enrollments showed the largest decline in foreign languages, followed by agricultural

⁴"Census Figures Confirm Declining Enrollments," Phi Delta Kappan, 61:516, April, 1980.

⁵"Census Figures Confirm Declining Enrollments," p. 516.

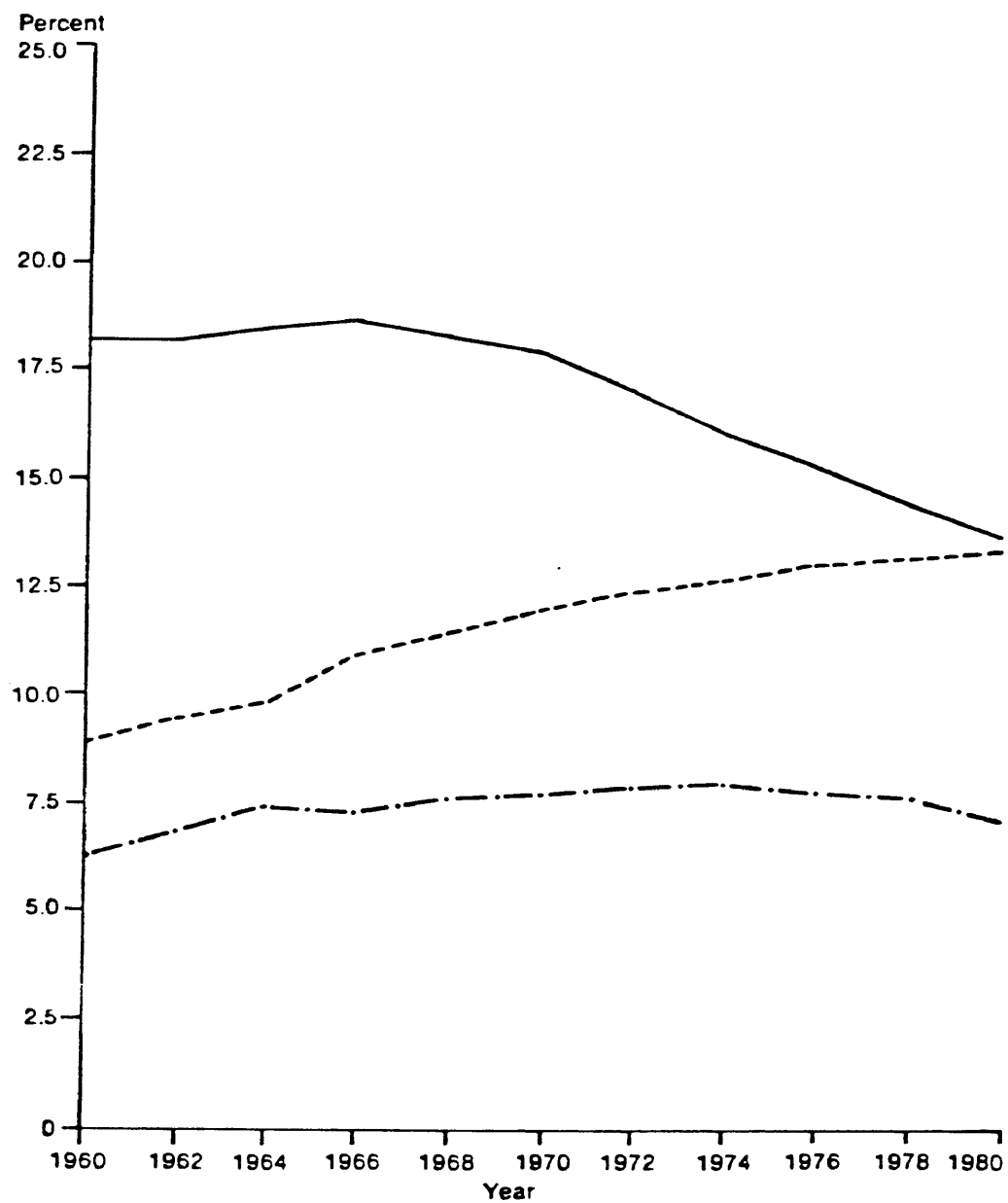
⁶W. Vance Grant, "The Demographics of Education," American Education, 17:9, August-September, 1981.

⁷Grant, p. 8.

⁸Geneva Gay, Frederick L. Dembowski, and Robert L. McLennan, "Preserving Quality of Education During Enrollment Declines," Phi Delta Kappan, 62:655, May, 1981.

Figure 1

School Age Population as a Percent of Total Population



Key: age group

— 5-13 years

- · - · - 14-17 years

- - - 18-24 years

Source: Eugene P. McLoone, "Shifting Sands of Tax Support," American Education, 17:14, August-September, 1981.

education, driver education and science.⁹ These classes have lost out in at least three ways: the number of courses taught, staff assigned to teach these courses, actual student enrollments.¹⁰ It would appear that these three areas are closely related and a decline in one area could result in a decline in the other two areas.

There appears to be several reasons for the decline in these subjects with the exception of social studies. First, these classes are seldom included in the core requirements for graduation. Secondly, these classes have appeal for the academically talented students which results in low enrollments in these classes in times of high enrollments. It would appear that as budgets are restricted, cuts are made at the expense of the more academically talented students. With the low enrollments already in these classes the cuts would have the least political fallout as compared to larger and more popular classes.¹¹

The decline in social studies is much harder to explain. It appears that the decline in enrollments happens to coincide with a more conservative mood in education. As society and education move towards the "basics", innovative classes in social studies are dropped in favor of more traditional classes. There also has been a shift from the "human relations and academic skills" of the late sixties and early

⁹Frederick L. Dembowski and Geneva Gay, "Instructional Effects of Declining Enrollments," Educational Leadership, 38:174, November, 1980.

¹⁰Geneva Gay, Frederick L. Dembowski, and Robert L. McLennan, "Preserving quality of Education During Enrollment Declines," Phi Delta Kappan, 62:655, May, 1981.

¹¹Gay, p. 656.

seventies to more of an emphasis on vocational education, job seeking skills and minimum competence.¹²

How are schools trying to cope with declining enrollments? There is no one answer. With declining enrollments each school has its own set of problems and its own set of solutions. Research does show that 71 percent of school districts with declining enrollments used alternative educational strategies as opposed to 57 percent of the districts with increasing enrollments.¹³ Most declining enrollment districts have lengthened the materials replacement cycle while increasing enrollment districts have shortened the cycle.¹⁴

When school districts were asked about the effects of declining enrollments on their districts the following responses were obtained. Districts with declining enrollments showed a change in quality. School districts with increasing enrollments reported no change in quality.¹⁵

One other area of concern is the drop-out rate. It would appear that schools with declining enrollments work harder to keep students in school. With smaller classes a more personal approach could be taken. Data show that this is not true. The data show that school districts with declining enrollments saw an increase in the drop-out rate larger than school districts with increasing enrollments.¹⁶

¹²Gay, p. 656.

¹³Frederick L. Dembowski and Geneva Gay, "Instructional Effects of Declining Enrollments," Educational Leadership, 38:173, November, 1980.

¹⁴Dembowski, p. 173.

¹⁵Dembowski, p. 173.

¹⁶Dembowski, p. 173.

It appears that school districts are hiring teachers who can teach in more than one subject area. Most declining districts are also using the "last in, first out" policy.¹⁷ This has brought about an increase in the average age of teachers. This creates some difficult problems that school officials must deal with. Research shows that a teacher's years of experience and a teacher's age has a negative or neutral correlation with student achievement.¹⁸ This suggests that in time it could result in a decline in student achievement. The lack of young teachers also leads to a lack of many educational innovations that are inherent with younger teachers.¹⁹

One way a school can deal with these problems is to provide extensive inservice programs for its teachers. Another way is to develop an early retirement program that would encourage teachers to retire at an earlier age.

Very little long range planning has been done in dealing with declining enrollments. The State of Minnesota has taken several steps in trying to deal with declining enrollments. They passed three laws to try and deal with the problems: 1. Established the Educational Cooperative Service Units which were to provide services to students that the local school districts could not provide and to perform educational planning on a regional basis. 2. A process for school district planning, evaluation and reporting was mandated. This required local districts to have a written policy stipulating a process for curriculum

¹⁷Dembowski, p. 174.

¹⁸Dembowski, p. 174.

¹⁹Dembowski, p. 174.

evaluation and planning that sets forth goals, a process for achieving them, and procedures for progress evaluation. 3. They mandated comprehensive planning by both individual school districts and the Educational Service Units.²⁰

Other literature suggests that a community/school approach be taken to keep small schools open. This concept is for the community and the school to unite under one management with one budget. It would offer services to all segments of the community at all hours of the day.²¹ This would develop a larger service unit which would also help to garner stronger financial support from the community.

Other literature suggests that before any school is closed each school district do at least eight things: 1. As declining enrollment makes more space and time available consider making each teacher a counselor to work on an individual basis with each student. 2. Consider sharing space with other tenants. This is one of the best alternatives to closing a school. 3. As the school gets smaller consider renting the complete building. 4. Make a realistic evaluation of how functional the building will be at a time when enrollments turn upward. 5. Be aware of federal and state regulations in the area of finance. 6. Be alert to predictable changes in the social-economic complexion of the school district and plan curriculum changes accordingly. 7. Consider the backlash

²⁰Tim L. Mazzoni and Van D. Mueller, "School District Planning for Enrollment Decline: The Minnesota Approach," Phi Delta Kappan, 61:406, February, 1980.

²¹Ben E. Graves, "Declining Enrollment and Facilities," American School and University, 53:22, June, 1981.

generated by reduction in force. 8. Dispose of school buildings only when it appears certain that the exodus of population from the area is permanent.²²

It does appear that school officials need to take a long hard look at the present birth rates and population trends as they make plans for their school districts. A large turn around in school age population could leave school districts in a difficult position and school officials lacking credibility.

Because of the impact enrollments have on schools it is imperative that school officials use the best projection techniques possible to develop future plans. In a study of projection techniques used in Los Angeles County, two projection methods were found to be most accurate. They are: 1. The cohort-survival technique which accounts for historical enrollment trends. This technique uses percentages derived from historical data on the number of students progressing from one specific grade level to the next. 2. A school-site estimate developed by the building principal who can take into account the changing conditions at the building level.²³

At the peak of the last baby boom in 1957, 122.9 births occurred for each 1000 women in the United States. From that high point the birth rate declined to the lowest point in U.S. history in 1976 with 65.8 births per 1000 women. Since that low point the birth rate has started

²²Don C. McGlothlin, "Face Declining Enrollments Imaginatively," American School and University, 53:2, May, 1981.

²³Joyce King-Stoops and Robert M. Slaby, "How Many Students Next Year?" Phi Delta Kappan, 62:659, May, 1981.

back up and in 1980 it reached 69.2 births per 1000 women.²⁴ This is a long way from the 122.9 births per 1000 women of 1957 but it is a significant number. In 1967 over 4 million babies were produced by 36 million women of the childbearing age. In 1980, 52 million women of childbearing age will produce less than 4 million babies.²⁵

Several factors are contributing to this baby boom: 1. The large number of women of childbearing age. (16 million more today than in 1957.) 2. Many women who put off having babies are now having them. Many of these women waited to establish a career first. They are in the position of having children now or not having children at all.²⁶ As can be seen by these figures the baby boom is just an echo of the past.

The U.S. Census Bureau made three projections of possible birth rates in 1977: 1. The most liberal of these projects an average rate of 2.7 births per woman. 2. A projection of 2.1 births per woman. 3. A projection of 1.7 births per woman. After four years it appears that the rate of 2.1 births is most accurate.²⁷

The baby boom will not be a guarantee for growth for all schools in the United States. As the people move from the cities and the rural areas to the suburbs, growth will be negated in many schools. Also the migration to the South and the West will continue for at least a decade or two. Arizona reported a 15.9 percent increase in enrollments while the states of Connecticut, Illinois, Wisconsin, Michigan, Iowa, Kansas,

²⁴Bernadette Doran, "Population Experts Say a Surprise Package Might Soon Arrive at Your Schools," The American School Board Journal, 169:20, February, 1982.

²⁵Doran, p. 20.

²⁶Doran, p. 20.

²⁷Doran, p. 20.

Delaware, South Dakota and North Dakota showed a significant decline.²⁸ During the last decade the rural population of children declined by an astonishing 40 percent. Former Minnesota State Demographer Hazel Reinhardt says that by the mid-1980s, rural schools will see a drop of as much as 50 percent in enrollments since 1970.²⁹

In summary, "School planners should always retain an imaginative lookout for unforeseen possibilities, such as changes in individual and social patterns.....just as changing family patterns surprised the growth oriented planners of the early seventies."³⁰

²⁸Doran, p. 24.

²⁹Doran, p. 24.

³⁰Don C. McGlothlin, "Face Declining Enrollments Imaginatively," 53:5, May, 1981.

Chapter 3

PRESENTATION AND ANALYSIS OF DATA

School enrollments

To determine the enrollment projections for the Carson-Macedonia, Oakland and Treynor school districts the mean survival ratios were calculated from past enrollments. The survival ratios are found in charts one, two and three. Chart four shows the mean survival ratios for each school district by year with an average for the past eighteen years.

The Oakland Community School District, with a ratio of .991, had the lowest survival ratio of the three school districts over the past eighteen years. Carson-Macedonia Community School District was next with a ratio of .992 and Treynor Community School District's 1.015 was the highest survival ratio (see Chart 4).

The enrollment history for the Carson-Macedonia Community School District shows a drop of 139 students in the past nineteen years. This is over a 25 percent loss in student population (see Chart 5). This decline will continue through the 1984-1985 school year with a low of 382 students. The next three years will show a slight increase in enrollment to a peak of 394 students (see Chart 5).

Oakland Community School District shows the largest drop in enrollment (see Chart 6). The Oakland enrollment reached a high of 702 students in the 1971-1972 school year and declined to a present low of 498 students for a loss of 204 students or a 29 percent loss. Projections show that the enrollment will bottom out at 477 students and after a slight rise will remain steady through the 1987-1988 school year.

The enrollment history for the Treynor Community School District

shows a high of 540 students and a low of 483 students. This is a range of 10 percent or fifty-seven students. Treynor's projected enrollment will reach a low of 477 students and will then begin a climb of fifty-five students to a high of 532 students in the 1987-1988 school year (see Chart 7). Treynor, of the three school districts, has the most optimistic outlook for future enrollment.

A range of twenty-five students is found in the kindergarten class of the Carson-Macedonia Community School District. This range is then reflected in the high of 294 students and a low of 213 students in the elementary (k-6) program (see Chart 8). This is a range of eighty-one students with the low point occurring in the 1978-1979 school year. After a slight increase the enrollment will decline in the k-6 program through the 1987-1988 school year.

The secondary program (grades 7-12) of Carson-Macedonia Community School District reached a high of 278 students in the 1969-1970 school year and a low of 169 students in the 1982-1983 school year. This is a thirteen year decline in student enrollment in the secondary program (see Chart 8). This decline will continue through the 1984-1985 school year. Projections reveal the enrollment will increase nineteen students by the 1987-1988 school year.

The student population in the Oakland Community School District shows a high of sixty-two kindergarten students in the 1970-1971 school year and a low of thirty students in the 1973-1974 school year and again in the 1981-1982 school year (see Chart 9). The kindergarten enrollment has been erratic but a declining enrollment pattern is evident in the elementary program (k-6) for the past eighteen years. The elementary

program reached a high of 396 students in 1970-1971, reflecting the sixty-two student kindergarten class of that year. The low of 263 students was recorded in the 1982-1983 school year. The projected enrollment shows a high of 275 students in the 1986-1987 school year and a low of 262 students in the 1983-1984 school year.

The secondary program of the Oakland Community School District shows a high of 350 students in the 1964-1965 school year and a low of 231 students in the 1981-1982 school year. This is a 34 percent decline. The decline will continue through the 1983-1984 school year to a new low of 215 students (see Chart 9). The enrollment will climb back to 234 students in the 1987-1988 school year.

The Treynor Community School District has had a much more stable enrollment pattern than the Carson-Macedonia and Oakland school districts. Treynor has had a high of forty-eight students in kindergarten in the 1965-1966 school year and a low of twenty students in the 1976-1977 school year. This is a wider range than would be expected when compared with the elementary school's enrollment. Here the high is 289 students in the 1970-1971 school year and the low of 240 students in the 1976-1977 school year for a range of forty-nine students (see Chart 10). This is a 16 percent drop over a six year period. Projected enrollments show that the elementary program will climb back to the high of 289 students in the 1986-1987 school year.

The secondary program of the Treynor Community School District shows a high of 286 students in the 1976-1978 school years and a low of 215 students in the 1982-1983 school year or a difference of seventy-one students. When the secondary enrollment is projected a new low of 205

is expected in the 1983-1984 school year followed by a rapid climb back to 251 students in the 1987-1988 school year (see Chart 10).

When the Treynor Community School District's total enrollment is reviewed, a high of 540 students is found in the 1975-1976 school year and a low of 483 students in the 1982-1983 school year. This gives the Treynor Community School District a range of fifty-seven students which is the most stable of the three school districts. Projecting the enrollment into the future shows that the overall enrollment will reach 532 students or eight students short of its all time high (see Chart 10).

CHART 1

CARSON-MACEDONIA COMMUNITY (CARSON) SCHOOL DISTRICT

SURVIVAL RATIOS

<u>Years</u>	<u>From</u>	<u>To</u>	<u>BASE YEARS 1964-1982</u>											
			<u>K-1</u>	<u>1-2</u>	<u>2-3</u>	<u>3-4</u>	<u>4-5</u>	<u>5-6</u>	<u>6-7</u>	<u>7-8</u>	<u>8-9</u>	<u>9-10</u>	<u>10-11</u>	<u>11-12</u>
64-65	1.029	1.113	1.000	1.047	.976	1.194	.916	1.040	1.022	1.088	.885			
65-66	1.000	1.105	1.000	.954	.909	.928	1.000	1.045	.884	1.000	.959			
66-67	.842	1.095	.944	.952	.938	1.023	1.175	.974	1.086	.934	.955			
67-68	.972	.968	1.000	1.117	1.050	1.065	1.000	1.106	1.047	.860	1.069			
68-69	.973	1.250	1.064	1.021	1.026	.952	1.000	1.093	1.026	1.045	1.023			
69-70	1.000	.972	1.000	1.030	1.000	.948	1.125	.918	1.075	.948	.847			
70-71	.972	.891	1.027	.822	1.000	.829	1.027	1.044	.847	.894	1.081			
71-72	.947	.944	1.024	.864	1.108	.970	1.025	.842	.934	1.000	.960			
72-73	1.142	.944	1.088	.952	1.187	1.048	1.000	1.075	.934	1.069	1.000			
73-74	.951	1.062	1.117	.945	.900	.894	.860	.787	.805	.790	.891			
74-75	1.000	1.051	.941	.894	.914	1.027	1.058	1.054	.975	1.000	.941			
75-76	1.057	.920	.780	.937	1.205	.937	.972	.861	1.037	.900	.931			
76-77	1.028	.918	1.043	1.031	.866	.951	1.033	.916	.945	.892	.972			
77-78	1.058	1.000	.852	1.125	.818	.884	.923	.935	1.060	.942	1.000			
78-79	1.057	.944	1.083	.965	1.185	1.111	.826	.888	1.000	.885	.939			
79-80	.965	.945	.970	.974	1.071	.937	.833	1.157	1.185	1.058	1.064			
80-81	1.032	1.071	1.057	1.060	1.078	.933	1.033	1.000	1.085	.875	.944			
81-82	1.142	1.031	1.133	.918	1.114	.975	1.071	.838	1.100	.947	1.035			
82-83	1.009	1.000	1.018	.978	1.025	.964	1.004	.966	1.002	.951	.972			
<u>Means</u>														

CHART 2

OAKLAND COMMUNITY SCHOOL DISTRICT

		<u>SURVIVAL RATIOS</u>										
		<u>BASE YEARS 1964-1982</u>										
<u>Years</u>	<u>Grades</u>	<u>1-2</u>	<u>2-3</u>	<u>3-4</u>	<u>4-5</u>	<u>5-6</u>	<u>6-7</u>	<u>7-8</u>	<u>8-9</u>	<u>9-10</u>	<u>10-11</u>	<u>11-12</u>
	<u>To</u>											
64-65	65-66	1.181	1.102	1.015	.895	1.039	1.060	1.000	.984	.948	1.016	.897
65-66	66-67	1.049	.970	1.000	.921	1.023	1.056	.962	1.129	1.000	.981	.900
66-67	67-68	1.000	1.020	1.030	1.000	1.033	1.000	1.017	1.019	.934	.983	.962
67-68	68-69	.879	.984	.880	1.088	1.018	.983	1.000	.929	.961	.982	.885
68-69	69-70	1.142	1.146	.984	.977	1.027	1.018	.983	1.000	.981	.980	.946
69-70	70-71	1.160	1.086	1.000	1.129	1.069	1.052	1.053	1.016	1.000	1.019	.938
70-71	71-72	1.096	1.047	1.060	1.021	.985	1.086	.975	1.050	1.016	.977	.981
71-72	72-73	.951	.960	.984	.962	.958	.971	1.060	1.051	.935	.950	.930
72-73	73-74	.952	1.015	1.000	1.046	1.058	1.021	1.029	1.018	.975	.931	.982
73-74	74-75	.866	.925	.953	.958	1.014	.925	1.000	.942	.925	.925	.907
74-75	75-76	.916	1.076	.918	.967	1.043	.913	1.000	.914	1.000	.940	.945
75-76	76-77	1.073	1.060	1.027	1.176	.966	1.000	1.047	1.140	1.046	1.000	1.000
76-77	77-78	1.022	1.068	1.103	.947	.950	1.017	.979	.833	.842	.844	.907
77-78	78-79	1.055	.933	1.093	1.093	.972	.842	.983	1.021	1.072	.979	1.026
78-79	79-80	.973	.921	.979	1.000	.914	1.057	.968	1.000	.916	1.016	.893
79-80	80-81	.972	.945	.975	1.000	1.085	.937	1.081	1.000	.948	.886	1.016
80-81	81-82	1.086	.914	.973	.975	1.063	1.052	1.100	.925	1.032	.927	.974
81-82	82-83	.800	1.000	1.151	1.027	.923	1.020	.925	1.030	.972	.906	.941
<u>Means</u>		<u>1.009</u>	<u>1.019</u>	<u>1.006</u>	<u>1.010</u>	<u>1.006</u>	<u>1.000</u>	<u>1.009</u>	<u>1.000</u>	<u>.972</u>	<u>.957</u>	<u>.946</u>

CHART 3

TREYNOR COMMUNITY SCHOOL DISTRICT

<u>Years</u>	<u>From</u>	<u>To</u>	<u>Grades</u>	<u>SURVIVAL RATIOS</u>										
				<u>BASE YEARS 1964-1982</u>										
				<u>1-2</u>	<u>2-3</u>	<u>3-4</u>	<u>4-5</u>	<u>5-6</u>	<u>6-7</u>	<u>7-8</u>	<u>8-9</u>	<u>9-10</u>	<u>10-11</u>	<u>11-12</u>
64-65	1.093	1.071	1.031	1.031	1.031	.971	1.069	1.027	1.119	.904	1.000	1.000	.925	.944
65-66	1.020	.936	1.033	.936	1.033	1.030	.970	.934	1.081	.914	.973	1.052	.971	1.054
66-67	1.096	.918	1.068	.918	1.068	1.032	1.029	1.090	.976	.975	1.023	.945	.925	.941
67-68	1.051	1.000	.955	1.000	.955	1.000	1.031	1.000	1.083	.976	.974	1.000	.942	1.000
68-69	1.033	.975	.970	.975	.970	1.046	1.000	1.030	1.028	.948	1.000	1.131	.886	1.000
69-70	1.250	.935	1.150	.935	1.150	1.151	1.111	1.063	1.088	1.111	1.000	1.048	.930	.948
70-71	1.193	.911	.862	.911	.862	.891	1.000	1.040	1.020	.918	.950	1.054	.976	.925
71-72	.939	.945	1.000	.945	1.000	1.240	1.073	1.000	1.019	1.019	1.117	1.026	1.102	1.000
72-73	1.076	1.161	1.142	1.161	1.142	1.121	1.129	1.022	1.052	.981	.942	.947	1.000	.813
73-74	1.142	.928	1.055	.928	1.055	1.075	1.065	1.114	.977	.950	1.038	.979	1.055	.948
74-75	1.090	.950	1.076	.950	1.076	1.026	1.046	.979	1.153	1.136	1.105	.981	1.000	.894
75-76	1.000	1.083	.947	1.083	.947	1.000	1.000	.977	1.000	1.000	.960	1.023	1.018	1.000
76-77	1.000	.941	1.051	.941	1.051	1.027	1.035	1.000	1.113	1.000	1.000	1.000	.975	1.000
77-78	1.000	1.150	1.000	1.150	1.000	.975	.972	1.034	1.051	1.000	.937	.911	.979	.952
78-79	1.156	1.157	1.565	1.157	1.565	.906	1.000	1.027	1.066	.975	1.020	1.022	.951	.936
79-80	1.090	1.081	1.068	1.081	1.068	1.083	1.103	1.025	1.027	1.000	1.025	.880	.869	1.025
80-81	1.000	1.000	.900	1.000	.900	.957	1.025	1.031	1.097	.842	.875	.926	.977	1.100
81-82	1.129	1.044	1.055	1.044	1.055	1.055	1.000	.950	1.000	.933	1.000	.964	1.000	1.000
82-83	1.075	1.010	1.051	1.010	1.051	1.032	1.036	1.019	1.052	.976	.996	.993	.971	.971
<u>Means</u>														

CHART 4

YEARLY SURVIVAL RATIOSBASE YEARS 1964-1982

<u>Years</u>		<u>Schools</u>		
<u>From</u>	<u>To</u>	<u>Carson</u>	<u>Oakland</u>	<u>Treynor</u>
64-65	65-66	1.021	1.004	1.012
65-66	66-67	.984	.994	.997
66-67	67-68	.991	.999	1.001
67-68	68-69	1.021	.961	1.001
68-69	69-70	1.041	1.007	1.003
69-70	70-71	.986	1.042	1.065
70-71	71-72	.954	1.013	.978
71-72	72-73	.966	.971	1.040
72-73	73-74	1.047	1.004	1.029
73-74	74-75	.921	.940	1.027
74-75	75-76	.991	.967	1.036
75-76	76-77	.957	1.047	1.000
76-77	77-78	.971	.952	1.011
77-78	78-79	.968	1.007	.996
78-79	79-80	.984	.967	1.065
79-80	80-81	1.021	.994	1.023
80-81	81-82	1.006	.996	.977
81-82	82-83	1.028	.987	1.010
<u>School District Average</u>		<u>.992</u>	<u>.991</u>	<u>1.015</u>

CHART 5

CARSON-MACEDONIA COMMUNITY (CARSON) SCHOOL DISTRICTENROLLMENTS -- HISTORY AND PROJECTIONBASE YEARS 1964-1982

<u>School Year</u>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>Total</u>
64-65	34	39	44	44	42	43	36	48	50	44	45	35	39	543
65-66	42	35	38	49	44	44	42	43	44	52	45	49	31	558
66-67	38	42	36	42	49	42	40	39	43	46	46	45	47	555
67-68	37	32	46	34	40	46	43	47	38	42	50	43	43	541
68-69	38	36	31	46	38	42	49	43	52	38	44	43	46	546
69-70	46	37	45	33	47	39	40	49	47	53	39	46	44	565
70-71	37	46	36	45	34	47	37	45	45	46	57	37	39	551
71-72	38	36	41	37	37	34	39	38	47	46	39	51	40	523
72-73	28	36	34	42	32	41	33	40	32	46	43	39	49	495
73-74	41	32	34	37	40	38	43	33	43	36	43	46	39	505
74-75	25	39	34	38	35	36	34	37	26	41	29	34	41	449
75-76	35	25	41	32	34	32	37	36	39	27	40	29	32	439
76-77	35	37	23	32	30	41	30	36	31	37	28	36	27	423
77-78	34	36	34	24	33	26	39	31	33	33	35	25	35	418
78-79	35	36	36	29	27	27	23	36	29	34	35	33	25	405
79-80	29	37	34	39	28	32	30	19	32	27	34	31	31	403
80-81	31	28	35	33	38	30	30	25	22	35	32	36	33	408
81-82	21	32	30	37	35	41	28	31	25	20	38	28	34	400
82-83	32	24	33	34	34	39	40	30	26	26	22	36	29	404
<u>Projection</u>														
83-84	27	33	23	33	33	35	37	38	28	26	26	20	34	393
84-85	29	28	33	23	32	34	34	36	36	28	26	24	19	382
85-86	30	31	28	33	23	33	33	32	34	37	29	24	23	390
86-87	30	32	30	28	32	24	32	32	31	35	37	27	24	394
87-88	29	31	31	30	28	33	23	31	30	31	35	35	26	393

CHART 6

OAKLAND COMMUNITY SCHOOL DISTRICTENROLLMENTS -- HISTORY AND PROJECTIONBASE YEARS 1964-1982

<u>School Year</u>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>Total</u>
64-65	44	37	49	63	48	51	50	54	63	58	59	49	67	692
65-66	61	52	34	54	64	43	53	53	54	62	55	60	44	689
66-67	43	64	49	33	54	59	44	56	51	61	62	54	54	684
67-68	58	43	64	50	34	54	61	44	57	52	57	61	52	687
68-69	56	51	41	63	44	37	55	60	44	53	50	56	54	664
69-70	50	64	46	47	62	43	38	56	59	44	52	49	53	663
70-71	62	58	63	50	47	70	46	40	59	60	44	53	46	698
71-72	41	68	50	66	53	48	69	50	39	62	61	43	52	702
72-73	42	39	64	48	65	51	46	67	53	41	58	58	40	672
73-74	30	40	40	65	48	68	54	47	69	54	40	54	57	666
74-75	36	26	38	37	62	46	69	50	47	65	50	37	49	612
75-76	41	33	28	37	34	60	48	63	50	43	65	47	35	584
76-77	44	44	35	29	38	40	58	48	66	57	45	65	47	616
77-78	36	45	47	32	32	36	38	59	47	55	48	38	59	572
78-79	38	38	42	48	35	35	35	32	58	48	59	47	39	554
79-80	36	37	35	41	47	35	32	37	31	58	44	60	42	535
80-81	46	35	35	38	40	47	38	30	40	31	55	39	61	535
81-82	30	50	32	33	37	39	50	40	33	37	32	51	38	502
82-83	40	24	50	37	38	38	36	51	37	34	36	29	48	498
<u>Projection</u>														
83-84	39	38	23	50	37	38	37	35	51	36	33	33	27	477
84-85	41	38	38	23	51	38	38	37	35	50	35	30	32	486
85-86	42	39	37	38	24	52	38	37	37	35	49	33	29	490
86-87	42	41	39	38	39	24	52	37	38	36	34	46	31	497
87-88	40	41	41	39	38	40	24	50	37	37	35	31	44	497

CHART 7

TREYNOR COMMUNITY SCHOOL DISTRICTENROLLMENTS -- HISTORY AND PROJECTIONBASE YEARS 1964-1982

<u>School Year</u>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>Total</u>
64-65	43	28	32	35	43	36	42	42	38	35	40	36	41	491
65-66	48	47	30	33	34	46	37	47	38	38	35	37	34	504
66-67	31	49	44	31	34	33	43	40	43	37	40	34	39	498
67-68	39	34	45	47	32	35	36	42	39	44	35	37	32	497
68-69	30	41	34	43	47	33	35	39	41	38	44	33	37	495
69-70	36	31	40	33	45	47	34	36	37	41	43	39	33	495
70-71	31	45	29	46	38	50	50	37	40	37	43	40	37	523
71-72	33	37	41	25	41	38	52	51	34	38	39	42	37	508
72-73	26	31	35	41	31	44	38	53	52	38	39	43	42	513
73-74	35	28	36	40	46	35	45	40	52	49	36	39	35	516
74-75	33	40	26	38	43	49	39	44	38	54	48	38	37	527
75-76	34	36	38	28	39	45	48	45	50	42	53	48	34	540
76-77	20	34	39	36	28	39	44	48	45	48	43	54	48	526
77-78	38	20	32	41	37	29	39	49	48	45	48	42	54	522
78-79	32	38	23	32	40	36	30	41	49	45	41	47	40	494
79-80	33	37	44	36	29	40	37	32	40	50	46	39	44	507
80-81	45	36	40	47	39	32	41	38	32	41	44	40	40	515
81-82	31	45	36	36	45	40	33	45	32	28	38	43	44	496
82-83	27	35	47	38	38	45	38	33	42	32	27	38	43	483
<u>Projection</u>														
83-84	35	28	36	51	38	39	45	40	32	41	30	26	36	477
84-85	36	37	30	39	52	40	40	48	39	32	40	30	25	488
85-86	37	38	39	32	40	54	40	42	47	38	30	39	29	505
86-87	37	40	40	42	33	42	55	43	41	46	37	30	38	524
87-88	35	40	42	44	43	34	43	58	42	41	45	36	29	532

CHART 8

CARSON-MACEDONIA COMMUNITY (CARSON) SCHOOL DISTRICTHISTORY AND PROJECTION TOTALS BY GRADES INDICATEDBASE YEARS 1964-1982

<u>School Year</u>	<u>K</u>	<u>K-6</u>	<u>7-8</u>	<u>9-12</u>	<u>7-12</u>	<u>K-12</u>
64-65	34	282	98	163	261	543
65-66	42	294	87	177	264	558
66-67	38	289	82	184	266	555
67-68	37	278	85	178	263	541
68-69	38	280	95	171	266	546
69-70	46	287	96	182	278	565
70-71	37	282	90	179	269	551
71-72	38	262	85	176	261	523
72-73	28	246	72	177	249	495
73-74	41	265	76	164	240	505
74-75	25	241	63	145	208	449
75-76	35	236	75	128	203	439
76-77	35	228	67	128	195	423
77-78	34	226	64	128	192	418
78-79	35	213	65	127	192	405
79-80	29	229	51	123	174	403
80-81	31	225	47	136	183	408
81-82	21	224	56	120	176	400
82-83	32	236	56	113	169	404
<u>Projection</u>						
83-84	27	221	66	106	172	393
84-85	29	213	72	97	169	382
85-86	30	211	66	113	179	390
86-87	30	208	63	123	186	394
87-88	29	205	61	127	188	393

CHART 9

OAKLAND COMMUNITY SCHOOL DISTRICTHISTORY AND PROJECTION TOTALS BY GRADES INDICATEDBASE YEARS 1964-1982

<u>School Year</u>	<u>K</u>	<u>K-6</u>	<u>7-8</u>	<u>9-12</u>	<u>7-12</u>	<u>K-12</u>
64-65	44	342	117	233	350	692
65-66	61	361	107	221	328	689
66-67	43	346	107	231	338	684
67-68	58	364	101	222	323	687
68-69	56	347	104	213	317	664
69-70	50	350	115	198	313	663
70-71	62	396	99	203	302	698
71-72	41	395	89	218	307	702
72-73	42	355	120	197	317	672
73-74	30	345	116	205	321	666
74-75	36	314	97	201	298	612
75-76	41	281	113	190	303	584
76-77	44	288	114	214	328	616
77-78	36	266	106	200	306	572
78-79	38	271	90	193	283	554
79-80	36	263	68	204	272	535
80-81	46	279	70	186	256	535
81-82	30	271	73	158	231	502
82-83	40	263	88	147	235	498
<u>Projection</u>						
83-84	39	262	86	129	215	477
84-85	41	267	70	147	217	486
85-86	42	270	74	146	220	490
86-87	42	275	75	147	222	497
87-88	40	263	87	147	234	497

CHART 10

TREYNOR COMMUNITY SCHOOL DISTRICTHISTORY AND PROJECTION TOTALS BY GRADES INDICATEDBASE YEARS 1964-1982

<u>School Year</u>	<u>K</u>	<u>K-6</u>	<u>7-8</u>	<u>9-12</u>	<u>7-12</u>	<u>K-12</u>
64-65	43	259	80	152	232	491
65-66	48	275	85	144	229	504
66-67	31	265	83	150	233	498
67-68	39	268	81	148	229	497
68-69	30	263	80	152	232	495
69-70	36	266	73	156	229	495
70-71	31	289	77	157	234	523
71-72	33	267	85	156	241	508
72-73	26	246	105	162	267	513
73-74	35	265	92	159	251	516
74-75	33	268	82	177	259	527
75-76	34	268	95	177	272	540
76-77	20	240	93	193	286	526
77-78	38	236	97	189	286	522
78-79	32	231	90	173	263	494
79-80	33	256	72	179	251	507
80-81	45	280	70	165	235	515
81-82	31	266	77	153	230	496
82-83	27	268	75	140	215	483
<u>Projection</u>						
83-84	35	272	72	133	205	477
84-85	36	274	87	127	214	488
85-86	37	280	89	136	225	505
86-87	37	289	84	151	235	524
87-88	35	281	100	151	251	532

Staff

Developing staffing projection is a function of pupil-teacher ratios and program requirements. According to the Educational Policies Commission, the minimum number of professional staff members in good school systems is about fifty teachers per one thousand students.¹ It is reasonable to expect more to be accomplished educationally with a staff of seventy professionals per one thousand students as compared with a staff one-half that size. Experience has shown that when the number of staff members increases a more effective educational program can be provided.

The national trend in pupil-teacher ratio ranges from a high of 30.9 students per teacher in public elementary schools in 1954 to a low of 20.7 students per teacher in 1980. The public secondary schools had a high of 21.8 students per teacher in 1954 and reached its low of 16.8 students per teacher in the 1979 school year (see Chart 11). By comparing the pupil-teacher ratios in Carson-Macedonia, Oakland and Treynor school districts it is evident that their elementary and secondary educational programs are below the 1980 national averages (see Chart 12).

While it is impossible to project the most optimum number of staff members needed for instructional purposes on either a theoretical or operational basis, it is possible to project the number of staff needed using a program approach for the secondary school and a student-teacher

¹ National Education Association, Educational Policies Commission, An Essay on Quality in Public Education, (Washington: The Association, 1959), p. 59.

ratio for the elementary school.² While the elementary staff may be reduced by use of combination classes the secondary school offers a mandated program no matter how many students are enrolled.

The Carson-Macedonia elementary program has a student-teacher ratio of 14.4 (see Chart 12). This is well below the national average of 20.7 (see Chart 11). Yet when the number of students and number of sections are considered the first grade is the only class with one section while grades kindergarten, second, third, fourth, fifth and sixth all have two sections each (see Chart 14). In the 1985-1986 school year all grades except fourth grade have thirty students or more (see Chart 5). It is possible to cut the number of sections from thirteen to eleven in 1985-1986 by using combination classes. This would be done by having one section of sixth grade and one section of fifth grade and a combination fifth-sixth grade thus saving one section. Fourth grade is twenty-three students making it a one section class. With twenty-eight students in second grade and thirty-three students in third grade it is possible to have a second and third grade combination along with one section of second grade and one section of third grade. A kindergarten and first grade may be combined but because of the nature of the activities in these grades and the necessity to see that students are started right, I recommend that these grades be left with two sections each. This would then cut the elementary staff from 14.1 to 12.1 teaching positions for the 1985-1986 school year.

The student population in the Carson-Macedonia secondary program

²William B. Castetter, Administering the School Personnel Program, (New York: The Macmillan Company, 1962), pp. 91-95.

for the 1985-1986 school year will be ten students larger than it is today (see Chart 8). Secondary schools are required to offer a specific program and the present number of 12.8 teaching positions is necessary to maintain the mandated program. This gives the Carson-Macedonia school district a teaching staff of 24.9 for the 1985-1986 school year.

The elementary school program at Oakland Community School District is below the national average with a current student-teacher ratio of 16.9 (see Charts 11 and 12). Oakland's elementary school (k-6) has thirteen sections with two sections per grade except for first grade with one section. The 1985-1986 projected enrollment shows that all grades except fifth have student populations near or larger than forty students. In order to maintain the present staffing ratios at or below the national average the present staff of 15.1 teaching positions are needed.

The secondary student population of the Oakland Community School District in the 1985-1986 school year will decrease fifteen students (see Chart 9). If the program is to be maintained the present staff of eighteen teaching positions is needed. A comparison shows a staff of 18 teachers for 217 students at Oakland's secondary school, 12.8 teachers for 180 students at Carson-Macedonia and 14.5 teachers for 199 students at Treynor. The Oakland Community School District, without a loss to students, could alternate some program offerings. This would reduce its secondary staff to sixteen teaching positions giving the Oakland Community School District a staff of 31.1 teachers for the 1985-1986 school year.

The Treynor Community School District's elementary program has fourteen sections or two sections for each grade and a student-teacher ratio

of 14.9 (see Chart 12). When the projected enrollment for the 1985-1986 school year is compared to the present student population all grades are as large or larger than they are today. Thus a teaching staff of 17.8, which includes the special teachers, must be maintained.

The Treynor Community School District's secondary program will be ten students larger than it is today. The present 14.5 teaching positions would be necessary to maintain the program. This would give Treynor a teaching staff of 32.3 for the 1985-1986 school year.

All three districts are similar in teacher preparation and in the number of males and females in the system. Teacher experience in the Carson-Macedonia and Oakland districts are similar. The Treynor staff has less experience (see Chart 13).

The elementary (k-6) educational programs do not differ widely. The basic curricular offerings are much the same from district to district. All three elementary schools offer the following courses in grades one through six: spelling, English, mathematics, science, health, physical education, music, and art. The following courses are offered in the upper elementary program (grades 4-6): literature, geography, history of Iowa, history of the United States and cultures of other peoples and nations.

The relative uniformity of offerings is largely a product of state requirements. Specifically, the Legal Code of Iowa specifies that in grades one through six the following curricular offerings shall be taught: English-language arts, including reading, handwriting, spelling, oral and written English, and literature; social studies, including geography, history of the United States and Iowa, cultures of other peoples

and nations, and American citizenship, including the study of national, state and local government in the United States; mathematics; science, including environmental awareness and conservation of natural resources; health and physical education, including the effects of alcohol, tobacco, drugs and poisons on the human body and characteristics of communicable diseases; traffic safety, including pedestrian and bicycle safety procedures; music; and art.

The number of credits offered in the secondary programs of the three schools range from fifty-one units at Oakland to thirty-six units at Carson-Macedonia (see Chart 15). This figure is misleading as several classes offered at Carson-Macedonia and Treynor are offered on a every other year basis while offered on a yearly basis at Oakland. An example is chemistry which was not offered this year in Carson-Macedonia but will be offered next year. Next year they will not offer physics, which they offered this year. Oakland offers both chemistry and physics each year. Oakland is the only district of the three to offer agriculture for five units of credit.

The listing of the extra curricular offerings in the three school districts also show little variation. Treynor offers cross-country for girls and boys and drill team for girls (see Chart 16). Because Oakland has agriculture they offer Future Farmers of America.

CHART 11
NATIONAL PUPIL TEACHER RATIO³

<u>Years</u>	<u>1954-1980</u> <u>Public Elementary</u>	<u>Public Secondary</u>
1954	30.9	21.8
1955	30.2	20.9
1956	29.6	21.2
1957	29.1	21.3
1958	28.7	21.7
1959	28.7	21.5
1960	28.4	21.7
1961	28.3	21.7
1962	28.5	21.7
1963	28.4	21.5
1964	27.9	21.5
1965	27.6	20.8
1966	26.9	20.3
1967	26.3	20.3
1968	25.4	20.4
1969	24.8	20.0
1970	24.4	19.8
1971	24.9	19.3
1972	24.0	19.1
1973	22.9	19.3
1974	22.6	18.7
1975	21.7	18.8
1976	21.7	18.5
1977	21.0	18.2
1978	21.0	17.2
1979	20.9	16.8
1980	20.7	16.9

³United States Department of Education, National Center for Education Statistics, Projections of Education Statistics to 1990-91, (Washington: Government Printing Office, 1982), p.59.

CHART 12

PUPIL TEACHER RATIO -- CARSON-MACEDONIA, OAKLAND AND TREYNORALL ATTENDANCE CENTERS

	<u>Total Enrollment</u>	<u>No. Staff</u> *	<u>Pupil Teacher-Ratio</u>
<u>CARSON-MACEDONIA</u>			
Jr. - Sr. High School	180	12.8	14.0
Elementary	204	14.1	14.4
Total Carson-Macedonia	<u>384</u>	<u>26.9</u>	<u>14.2</u>
<u>OAKLAND</u>			
Jr. - Sr. High School	217	18.0	12.0
Elementary	256	15.1	16.9
Total Oakland	<u>473</u>	<u>33.1</u>	<u>14.2</u>
<u>TREYNOR</u>			
Jr. - Sr. High School	199	14.5	13.7
Elementary	266	17.8	14.9
Total Treynor	<u>465</u>	<u>32.3</u>	<u>14.3</u>

* Full-time equivalent classroom teachers. Figures do not include local administrators.

CHART 13
STAFFING REPORT

Teacher Preparation	<u>Carson- Macedonia</u>	<u>Oakland</u>	<u>Treynor</u>
PhD	0	1	0
MA+	7	6	6
BA	<u>29</u>	<u>36</u>	<u>32</u>
Total All Teaching Staff *	36	43	38
 Sex			
Male	14	19	14
Female	22	24	24
 Average Years Experience			
This District			
Male	6.7	8.6	7.4
Female	9.8	11.2	5.9
All Staff	8.6	9.8	6.4
 Total Years Experience			
Male	12.4	15.3	11.3
Female	13.1	14.7	9.5
All Staff	12.8	15.0	10.2

* Includes administrators and all other non-teaching professional personnel.

CHART 15

SECONDARY COURSE OFFERINGS IN CARSON-MACEDONIA, OAKLAND AND TREYNOR

BY ENROLLMENT AND UNITS OF CREDIT

Course	Carson-Macedonia		Oakland		Treyvor	
	No. Stu.	No. Units	No. Stu.	No. Units	No. Stu.	No. Units
<u>SCIENCE</u>						
Biol/Bot/Zool	30	2	47	1½	44	2
General Science	-	-	-	-	32	1
Earth/Geolog Sc	26	1	-	-	-	-
Physical Sc	-	-	33	1	-	-
Chemistry	-	-	28	1½	19	1
Physics	11	1	18	1	-	-
Total Units of Science		<u>4</u>		<u>5</u>		<u>4</u>
<u>SOCIAL STUDIES</u>						
History U.S.	39	1	29	1	51	1½
Gov-U.S.	29	½	48	½	41	½
Geog-World	26	1	-	-	-	-
Economics	29	½	48	½	41	½
Hist/Culture-Wld	24	1	36	1	28	1
Sociology	-	-	20	1	13	½
Social Studies	-	-	20	½	32	1
Total Units of Social Studies		<u>4</u>		<u>4½</u>		<u>5</u>
<u>ENGLISH</u>						
Lit-Amer	-	-	20	½	-	-
Lit-English	-	-	22	½	13	½
Gen Eng/Lang Art	110	4	88	2½	127	4
Compos/Writing	16	1	20	½	-	-
Reading	-	-	11	½	-	-

CHART 15

(Continued)

SECONDARY COURSE OFFERINGS IN CARSON-MACEDONIA, OAKLAND AND TREYNOR

BY ENROLLMENT AND UNITS OF CREDIT

Course	Carson-		Macedonia		No. Stu.	No. Units	No. Stu.	No. Units
	No. Stu.	No. Units	No. Stu.	No. Units				
<u>ENGLISH (cont.)</u>								
Speech/Debate	-	-	-	-	-	-	6	1
Lit-Other	-	$\frac{5}{-}$	-	$\frac{4\frac{1}{2}}{-}$	-	-	13	$\frac{1}{2}$
								$\frac{6}{-}$
<u>MATHEMATICS</u>								
General Math	15	2	19	2	18	18	1	$\frac{1}{2}$
Algebra	18	1	25	1	27	27	1	1
Algebra-Adv	16	1	18	1	12	12	1	1
Geometry	16	1	25	1	18	18	1	1
Trigonometry	5	1	-	-	-	-	-	-
Senior Math-Topical	-	-	11	1	6	6	1	1
Computer Math	-	-	11	1	11	11	$\frac{1}{2}$	$\frac{6}{-}$
Total Units of Math		$\frac{6}{-}$		$\frac{7}{-}$				
<u>FOREIGN LANGUAGE</u>								
French I	-	-	10	1	-	-	-	-
French II	-	-	3	1	-	-	-	-
German I	6	1	-	-	-	-	8	1
Spanish I	-	-	-	-	-	-	3	1
Spanish II	-	-	-	-	-	-	-	$\frac{2}{-}$
Total Units of Foreign Lang.		$\frac{1}{-}$		$\frac{2}{-}$				

CHART 15

(Continued)

SECONDARY COURSE OFFERINGS IN CARSON-MACEDONIA, OAKLAND AND TREYNOR

BY ENROLLMENT AND UNITS OF CREDIT

Course	Carson-Macedonia		Oakland		Treyvor	
	No. Stu.	No. Units	No. Stu.	No. Units	No. Stu.	No. Units
<u>FINE ARTS</u>						
Art	16	1	8	1	37	3
Music-Vocal	40	1/4	67	1/2	35	1/2
Band	27	1/4	76	1/2	29	1/2
Design	-	-	2	1/2	-	-
Drawing/Painting	-	-	4	1/2	-	-
Sculpture	-	-	9	1/2	-	-
Total Units of Fine Arts		1 1/2		3 1/2		4
<u>PHYSICAL EDUCATION</u>						
Physical Education	130	1	147	1	140	1
Total Units of Physical Ed.		1		1		1
<u>DRIVER EDUCATION</u>						
Driver Education	26	1/2	18	1/2	28	1/2
Total Units of Driver Education		1		1		1
<u>BUSINESS EDUCATION</u>						
Typing	27	2	30	1	41	1 1/2
Shorthand	4	1	10	1	10	1
Acct/Bkkg	21	1	28	1	31	1
Office Procedure	8	1	-	-	9	1
Cler/Secr	-	-	2	1	-	-

CHART 15

(Continued)

SECONDARY COURSE OFFERINGS IN CARSON-MACEDONIA, OAKLAND AND TREYNOR

BY ENROLLMENT AND UNITS OF CREDIT

Course	Carson-Macedonia		Oakland		Treyzor	
	No. Stu.	No. Units	No. Stu.	No. Units	No. Stu.	No. Units
<u>BUSINESS EDUCATION (cont.)</u>						
Business Law	-	-	13	½	18	½
Business English	-	-	11	½	-	-
Total Units of Business Education		5		5		5
<u>INDUSTRIAL EDUCATION</u>						
Draft/Draw	22	1	19	1	16	½
Metals	15	1	-	-	13	½
Mechanics	6	½	7	2	12	1
Welding	11	½	-	-	6	½
Woods	17	1	31	3	16	½
Cabinetry/Carpentry	-	-	4	2	-	-
Energy & Power	-	-	-	-	6	½
Construct Prod	-	-	-	-	13	½
Automotive	-	-	-	-	9	½
Total Units of Industrial Education		4		8		4½
<u>HOME ECONOMICS</u>						
Family Relations	12	1	6	½	7	½
Cloth & Textiles	17	½	14	1½	3	½
Consumer Education	8	½	14	1	-	-
Foods/Nutrition	17	½	10	1	23	1
Home Management	8	½	4	½	-	-

CHART 15

(Continued)

SECONDARY COURSE OFFERINGS IN CARSON-MACEDONIA, OAKLAND AND TREYNOR

BY ENROLLMENT AND UNITS OF CREDIT

Course	Carson-Macedonia							
	No. Stu.	No. Units	No. Stu.	No. Units	No. Stu.	No. Units	No. Stu.	No. Units
<u>HOME ECONOMICS (cont.)</u>								
Home Ec Comprehensive	14	1	-	-	10	1	-	-
Child Development	-	-	6	½	-	-	-	-
House/Home Furniture	-	-	-	-	6	½	-	-
Total Units of Home Economics		<u>4</u>		<u>5</u>		<u>3½</u>		<u>5</u>
<u>AGRICULTURE</u>								
Agriculture	-	-	2	1	-	-	-	-
Plant Science	-	-	6	1	-	-	-	-
Farm Bus Mgmt	-	-	8	1	-	-	-	-
Ag Mechanics	-	-	5	1	-	-	-	-
Animal Science	-	-	5	1	-	-	-	-
Total Units of Agriculture		<u>0</u>		<u>5</u>		<u>0</u>		<u>0</u>
TOTAL UNITS OF CREDIT BY SCHOOL		<u>36</u>		<u>51</u>		<u>41½</u>		<u>44</u>

CHART 16

EXTRA CURRICULAR OFFERINGS IN CARSON-MACEDONIA, OAKLAND AND TREYNOR

Offerings	Carson- Macedonia	Oakland	Treynor
Football (Boys)	X	X	X
Volleyball (Girls)	X	X	X
Cross-Country (Girls)	-	-	X
Cross-Country (Boys)	-	-	X
Basketball (Girls)	X	X	X
Basketball (Boys)	X	X	X
Wrestling (Boys)	X	X	X
Track (Girls)	X	X	X
Track (Boys)	X	X	X
Golf (Girls)	X	X	X
Golf (Boys)	X	X	X
Softball (Girls)	X	X	X
Baseball (Boys)	X	X	X
Speech/Dramatics	X	X	X
Vocal Music	X	X	X
Swing Choir	X	X	X
Concert Band	X	X	X
Marching Band	X	X	X
Pep Band	X	X	X
Jazz Band	-	X	X
Cheerleading	X	X	X
National Honor Society	X	X	X
Student Council	X	X	X
Fellowship of Christian Athletics	X	X	X
Future Homemakers of America	X	X	X
Future Farmers of America	-	X	-
Drill Team (Girls)	-	-	X
Yearbook	X	X	X

Finance

The financial resources of a school district are a major factor in determining the quality of the educational program. Prior to 1971, school district budgets were based upon the previous year's expenses, projected enrollments, and anticipated changes. Property taxes were levied to meet most of the budget. Communities in Iowa supported education to whatever financial level their local school boards deemed appropriate.

In 1971 the Iowa School Foundation Program was enacted to deal with increasing property taxes, enrollments, and expenses. The fact that rich schools in rich districts produced better educated graduates than did poor schools in poor districts also helped bring about the school foundation program.⁴ The state foundation program guaranteed for all school districts in the state of Iowa a minimum expenditure (foundation base) for each student.

The Iowa School Foundation Program includes two components:

1. A uniform property tax which is levied on all taxable property in all districts for funding schools.
2. State aid equal to the difference between the districts uniform property tax and the state foundation base guaranteed for each student.

For a district budget that is larger than the foundation base, additional property taxes may be levied.

The state foundation program also provides for special considera-

⁴League of Women Voters of Iowa, School Finance - The Iowa Foundation Program - A Guide Through The Code, (Clear Lake: Northern Trails Area Educational Agency, 1980), p. 2.

tions such as; enrollment changes, unusual needs and costs, economic changes, specially mandated programs and enrichment expenses, as well as other sources of income.

The specific details and calculations to determine an estimated maximum budget are quite complex. The calculations for the 1983-1984 budgets are summarized to show how the budget is developed (see Chart 17). The Iowa foundation budget for the 1983-1984 school year was calculated by multiplying the school district enrollment times the 1982-1983 cost per pupil plus and allowable growth rate per pupil. The growth rate varies from year to year. Section 442.7 of the Code of Iowa explains how the state comptroller figures this growth rate.

The calculations to determine the funding for the budget show a uniform property tax of \$5.40 for each \$1,000 of valuation, levied in all school districts (see Chart 18). Additional funding for the 1983-1984 budget comes from state aid. If these two components of funding are not sufficient, additional property taxes may be levied to fund the budget. Each school district must, by law, publish an estimate of this budget (see Chart 19).

Another factor affecting the budget is the total indebtedness of each district. A school district may become in debt to a limit of 5 percent of its actual property valuation. The total school district's debt capacity minus its present indebtedness equals its unused bonding capacity. The Carson-Macedonia Community School District's total indebtedness is \$1,030,000 with an unused bonding capacity of \$2,569,302. Oakland Community School District's total indebtedness is \$1,530,000 with an unused bonding capacity of \$4,019,397. The reason for the high unused

bonding capacity is Oakland's high property valuation of \$110,987,942. Treynor Community School District's total indebtedness is \$2,185,000 with an unused bonding capacity of \$1,518,574 (see Chart 20).

The school district's buildings and sites affect the school district's finance. The Carson-Macedonia, Oakland and Treynor secondary sites are deficient in size when compared to state recommendations (see Chart 21). Historically, school sites were limited to the land required for the building and to provide a small amount of play area. With curriculum expansion, utilization of outdoor space for instruction and recreation, and on-site parking, the site standards have changed.

The regional consultant for the State of Iowa Department of Public Instruction visited the Carson-Macedonia, Oakland and Treynor school districts. Problem areas within the buildings were identified and a list of these problems was submitted to the school districts. Many of these problems will need long range planning and financing. The list is small indicating that all three school districts have done an excellent job of keeping the facilities up to date and in good repair (see Chart 22).

To develop a budget for the 1985-1986 school year the study will restrict itself to the affects staffing will have upon the budget. The assumption is made that all other costs will remain relatively constant.

The Carson-Macedonia Community School District will be able to maintain the present program and cut two teaching positions from its present staff by the 1985-1986 school year. To calculate the savings a base pay of \$12,800 was used. The school district also contributes \$72.00 a month or \$864 a year for health insurance for each full time

staff member. The school district's contribution to the Iowa Public Employees Retirement System and Social Security amounts to 12.45 percent of the total salary. This figure amounts to \$1,593 a year. The total cost to the school district for each teaching position, assuming that the teacher is a first year teacher, would be \$15,257 a year. With the reduction of two teaching positions the school district would save \$30,515 from the total budget of \$1,233,395 leaving a total budget of \$1,202,879.

If the Oakland Community School District chose to reduce the secondary staff by two, the budget could be reduced by \$29,952 for a total budget of \$1,454,441 for the 1985-1986 school year. To calculate this savings a base pay of \$12,550 was used along with \$72.00 a month or \$864 a year for health insurance and \$1,562 a year for Iowa Public Employees Retirement and Social Security. A total district savings of \$14,976 would be realized for each teaching position eliminated.

Because of no reductions in staff, the Treynor Community School District's budget would remain at \$1,463,279 for the 1985-1986 school year.

To calculate the savings by consolidating all three school districts into one large district the following assumptions and calculations were made. All three school districts would keep an elementary center as projected for the 1985-1986 school year. The secondary programs (7-12) of all three schools would be consolidated into one building with a total of 624 students or 229 seventh and eighth grade students and 395 students in grades nine through twelve (see Charts 8,9,10). A staff of twenty-five teachers would be needed to provide seventy-two units of instruction for grades nine through twelve (see Chart 23). This is twenty-

one units more than the fifty-one units offered at Oakland which has the largest offering of the three high schools (see Chart 15). Assuming that all teachers were first year teachers with a base pay of \$12,800, \$864 for health insurance, \$1,593 for Iowa Public Employees Retirement System and Social Security the total cost per teacher would be \$15,257. The total cost for twenty-five teachers for grades nine through twelve would be \$381,425 for the 1985-1986 school year.

To meet the educational requirements for the 229 seventh and eighth grade students brought together by the consolidation of the three school districts, the following classes will be taught: math, science, social studies, English, reading, music, art and physical education. To meet these offerings a staff of twelve teachers would be needed. The rationale for twelve teachers is that there would be nine sections of each of the required classes with an optimum class size of twenty-five, resulting in a total of eight teachers plus four special teachers or one music, one band, one art and one physical education. The total cost for the staff of twelve for the seventh and eighth grades using the \$15,257 cost per teacher would be \$183,084.

The total secondary staff of thirty-seven (25 for grades 9-12, 12 for grades 7-8) would cost the consolidated school district \$564,509. To calculate the possible savings over the three separate school districts, the total of all staff members of the three secondary schools, which is 45.3, was multiplied by the same per teacher cost of \$15,257 for a grand total of \$691,142. The consolidation would save \$126,633 while offering twenty-one more units of instruction than presently being offered.

CHART 17

GENERAL FUND SCHOOL BUDGET FOR SCHOOL YEAR 1983-84

	Carson- Macedonia	Oakland	Treynor
<u>DISTRICT REGULAR BUDGET COMPUTATION</u>			
1982-83 cost per pupil	\$ 2,129	\$ 2,089	\$ 2,138
Regular growth per pupil	\$ 127	\$ 127	\$ 127
State "catch up" dollars	\$ 000	\$ 008	\$ 000
Total = 1983-84 cost per pupil	\$ 2,256	\$ 2,224	\$ 2,265
Times district budget enrollment	410.8	526.5	506.3
Equals total regular program district cost	<u>\$ 926,764</u>	<u>\$1,170,936</u>	<u>\$1,146,770</u>
<u>DISTRICT SPECIAL EDUCATION COST</u>			
1983-84 cost per pupil	\$ 2,256	\$ 2,224	\$ 2,265
Times weighting for special education students	25	33.7	24.9
Equals total special education district for instruction in addition to total regular program cost	<u>\$ 56,400</u>	<u>\$ 74,949</u>	<u>\$ 56,399</u>
<u>DISTRICT A.E.A. COST</u>			
Total A.E.A. special education support cost per pupil	\$ 90.84	\$ 90.84	\$ 90.84
Times total enrollment including weighting	435.8	560.2	531.2
Equals total A.E.A. special education support district cost	<u>\$ 39,588</u>	<u>\$ 50,889</u>	<u>\$ 48,254</u>

CHART 17

(Continued)

GENERAL FUND SCHOOL BUDGET FOR SCHOOL YEAR 1983-84

	Carson- Macedonia	Oakland	Treyvor
<u>DISTRICT A.E.A. COST (cont.)</u>			
A.E.A. media and educational services cost per pupil	\$ 39.25	\$ 39.25	\$ 39.25
Times September 1982 headcount	408	509	498
Equals total A.E.A. media and educational services district cost	<u>\$ 16,014</u>	<u>\$ 19,978</u>	<u>\$ 19,547</u>
<u>MAXIMUM TOTAL BUDGET CALCULATIONS</u>			
Total regular program district cost	\$ 926,764	\$1,170,936	\$1,146,770
Total special education district cost	\$ 56,400	\$ 74,949	\$ 56,399
Total A.E.A. special education district cost	\$ 39,588	\$ 50,889	\$ 48,254
Total A.E.A. media and educational services district cost	\$ 16,014	\$ 19,978	\$ 19,547
Equals grand total district cost	\$1,042,766	\$1,324,648	\$1,270,970
Plus estimated unspent balance from 1982-83	\$ 97,165	\$ 37,745	\$ 79,809
Minus 1981-82 special education balance deducted by State Budget Review Committee	\$ 3,536	\$ 000	\$ 000
Plus estimated miscellaneous income for 1983-84	\$ 97,000	\$ 122,000	\$ 112,000
Equals total estimated budget for 1983-84	<u>\$1,233,395</u>	<u>\$1,484,393</u>	<u>\$1,463,279</u>

CHART 18

COMPUTATIONS TO DETERMINE FUNDING OF MAXIMUM DISTRICT COST

	Carson- Macedonia	Oakland	Treynor
<u>UNIFORM LEVY CALCULATION</u>			
1982 valuation	\$ 66,344,805	\$103,099,520	\$ 67,966,095
Times uniform dollar levy	\$ 5.40	\$ 5.40	\$ 5.40
Equals net uniform dollar levy	\$ 358,262	\$ 556,737	\$ 367,017
Plus frozen livestock uniform dollar levy	\$ 7,495	\$ 21,699	\$ 11,236
Equals total uniform dollar levy	<u>\$ 365,757</u>	<u>\$ 578,436</u>	<u>\$ 378,253</u>
<u>STATE FOUNDATION AID CALCULATION</u>			
State per pupil foundation	\$ 1,813	\$ 1,813	\$ 1,813
Times total enrollment including weighting	435.8	560.2	531.2
Equals total dollar foundation	\$ 790,105	\$ 1,015,643	\$ 963,066
Minus total uniform dollar levy	\$ 365,757	\$ 578,436	\$ 378,253
Equals state foundation aid	\$ 424,348	\$ 437,207	\$ 584,813
Divided by weighted enrollment	435.8	560.2	531.2
Equals state foundation aid per pupil	<u>\$ 974</u>	<u>\$ 780</u>	<u>\$ 1,101</u>

CHART 18
(Continued)

COMPUTATIONS TO DETERMINE FUNDING OF MAXIMUM DISTRICT COST

	Carson- Macedonia	Oakland	Treyvor
<u>ADDITIONAL LEVY CALCULATION</u>			
Grand total district cost	\$ 1,042,766	\$ 1,324,648	\$ 1,270,970
Minus total dollar foundation	\$ 790,105	\$ 1,015,643	\$ 963,066
Minus frozen livestock additional dollar levy	\$ 8,123	\$ 14,737	\$ 14,635
Equals additional dollar levy	\$ 244,538	\$ 294,268	\$ 293,269
Divided by 1982 total valuation	\$ 66,344,805	\$103,099,520	\$ 67,966,095
Equals additional levy rate	3.68586	2.85421	4.31493
Plus uniform rate	5.40	5.40	5.40
Equals 1983-84 total levy rate	<u>8.08586</u>	<u>8.25421</u>	<u>9.71493</u>
<u>PERSONAL PROPERTY TAX LEVY</u>			
Net uniform dollar levy	\$ 358,262	\$ 556,737	\$ 367,017
Plus additional dollar levy	\$ 244,538	\$ 294,268	\$ 293,269
Equals total dollar levy	\$ 602,800	\$ 851,005	\$ 660,286
Plus frozen livestock uniform dollar levy	\$ 7,495	\$ 21,699	\$ 11,236
Plus frozen livestock additional dollar levy	\$ 8,123	\$ 14,737	\$ 14,635

CHART 18

(Continued)

COMPUTATIONS TO DETERMINE FUNDING OF MAXIMUM DISTRICT COST

	Carson- Macedonia	Oakland	Treyvor
<u>PERSONAL PROPERTY TAX LEVY (cont.)</u>			
Minus 1981-82 special education reduction property tax portion	\$ 2,200	\$ 000	\$ 000
Equals total property tax to fund estimated budget	<u>\$ 617,015</u>	<u>\$ 887,441</u>	<u>\$ 686,157</u>
<u>BUDGET SUMMARY</u>			
Estimated unspent balance from 1982-83	\$ 97,165	\$ 37,745	\$ 79,809
Plus estimated miscellaneous income for 1983-84	\$ 97,000	\$ 122,000	\$ 112,500
Plus total property tax dollars to fund estimated budget	\$ 617,015	\$ 887,441	\$ 686,157
Plus final total dollars state aid to fund estimated budget	\$ 422,215	\$ 437,207	\$ 584,813
Equals total estimated maximum budget	<u>\$ 1,233,395</u>	<u>\$ 1,484,393</u>	<u>\$ 1,463,279</u>

CHART 19

SCHOOL DISTRICT BUDGET ESTIMATEFISCAL YEAR JULY 1, 1983 - JUNE 30, 1984

	Carson- Macedonia	Oakland	Treynor
<u>GENERAL FUND</u>			
Operating	\$1,145,530	\$1,484,393	\$1,463,279
Tort Liability	\$ 12,101	\$ 15,000	\$ 6,000
Unemployment Comp.	\$ 6,419	\$ 7,500	\$ 10,000
Total General Fund	<u>\$1,164,050</u>	<u>\$1,506,893</u>	<u>\$1,479,279</u>
<u>SCHOOLHOUSE FUND</u>			
Capital Projects	\$ 11,990	\$ 50,000	
Debt Service	\$ 112,368	\$ 208,683	\$ 275,263
Schoolhouse		\$ 60,000	\$ 84,852
School Site	\$ 858	\$ 40,000	\$ 31,852
Total-Schoolhouse Fund	<u>\$ 125,216</u>	<u>\$ 358,683</u>	<u>\$ 391,967</u>
<u>GRAND TOTAL</u>	<u>\$1,289,266</u>	<u>\$1,865,576</u>	<u>\$1,871,246</u>

CHART 20

BONDING CAPACITY AND INDEBTEDNESS OF CARSON-MACEDONIA,OAKLAND AND TREYNOR

	<u>Carson- Macedonia</u>	<u>Oakland</u>	<u>Treynor</u>
Bonded valuation	\$ 71,986,034	\$110,987,942	\$ 73,471,489
Maximum indebtedness (5% of bonded valuation)	\$ 3,599,302	\$ 5,549,397	\$ 3,673,574
Indebtedness of June 30, 1984			
Elementary building		\$ 199,000	\$ 30,000
Junior and senior high building	\$ 1,030,000	\$ 1,430,000	\$ 2,155,000
Total indebtedness	<u>\$ 1,030,000</u>	<u>\$ 1,530,000</u>	<u>\$ 2,185,000</u>
Unused bonding capacity	<u>\$ 2,569,302</u>	<u>\$ 4,019,397</u>	<u>\$ 1,518,574</u>
Taxes per \$1,000 bonded valuation to pay bonds and interest	<u>\$ 1.69370</u>	<u>\$ 1.94555</u>	<u>\$ 4.05200</u>

CHART 21

CARSON-MACEDONIA, OAKLAND AND TREYNOR SCHOOL SITE SIZE,
SCHOOL ENROLLMENTS, GRADE ORGANIZATION AND
RECOMMENDED SITE SIZES

<u>School</u>	<u>Acres Site Size</u>	<u>Enroll- ment</u>	<u>Grades</u>	<u>Recomm. Site Size</u>	<u>Site Size Deficiency</u>
Carson-Macedonia Jr. - Sr. High	3	180	7-12	30.0 acres	-27 acres
Macedonia Elem.	8	204	K-6	12.0 acres	-4 acres
Oakland Jr. - Sr. High	2.8	217	7-12	30.0 acres	-27.2 acres
Oakland Elem.	18	256	K-6	12.5 acres	
Treynor Jr. - Sr. High	19	199	7-12	30.0 acres	-11 acres
Treynor Elem.	15.2	266	K-6	12.5 acres	

CHART 22

STATE OF IOWA DEPARTMENT OF PUBLIC INSTRUCTIONSCHOOL VISIT REPORT

<u>School</u>	<u>Construction Dates</u>	<u>Comments</u>
Carson-Macedonia Junior and Senior High School at Carson	1950,1980	District should consider a window replacement project for gym at Carson.
Carson-Macedonia Elementary School at Macedonia	1917,1937	The board of education should consider some areas of carpet in the lower elementary rooms. This would give the room another teaching station.
Oakland Junior and Senior High School	1932,1950 1980	This district has some excellent facilities and spaces for education. When there is some space available the district should consider a larger area for the administrative area (Superintendent, Board of Education, and Board Secretary).
Oakland Elementary School	1968	
Treynor Junior and Senior High School	1917,1932 1960	A new junior and senior high school building, that will open in the fall of 1984, is presently under construction. The 1917 and 1932 buildings will be demolished. The 1960 building will be remodeled and made part of the new building.
Treynor Elementary School	1969,1982	The addition at the elementary center makes this facility a complete educational center.

CHART 23

SUMMARY OF COURSES OFFERED IN CARSON-MACEDONIA, OAKLAND AND TREYNOR

BY TOTAL ENROLLMENT AND NUMBER OF SECTIONS AND TEACHERS NEEDED

Course	Total Number Of Students Enrolled In All 3 H.S.	Total Number Of Sections Needed Based On Optimum Class Size Of 25	Total Number Of Teach- ers Needed Based On 6 Sections Per Teacher
<u>SCIENCE</u>			
Biol/Bot/Zool	121	5	
General Science	32	1	
Earth/Geolog Sc	26	1	
Physical Sc	33	1	
Chemistry	47	2	
Physics	29	1	
Totals	<u>288</u>	<u>11</u>	2
<u>SOCIAL STUDIES</u>			
History U.S.	119	5	
Gov-U.S.	118	5	
Geog-World	26	1	
Economics	118	5	
Hist/Culture-Wld	88	3	
Sociology	33	1	
Social Studies	<u>52</u>	<u>2</u>	
Totals	<u>554</u>	<u>22</u>	4
<u>ENGLISH</u>			
Lit-Amer	20	1	
Lit-English	35	1	
Gen Eng/Lang Art	<u>325</u>	<u>13</u>	
Compos/Writing	36	1	
Reading	11	1	

CHART 23

(Continued)

SUMMARY OF COURSES OFFERED IN CARSON-MACEDONIA, OAKLAND AND TREYNOR

BY TOTAL ENROLLMENT AND NUMBER OF SECTIONS AND TEACHERS NEEDED

Course	Total Number Of Students Enrolled In All 3 H.S.	Total Number Of Sections Needed Based On Optimum Class Size Of 25	Total Number Of Teach- ers Needed Based On 6 Sections Per Teacher
<u>ENGLISH (cont.)</u>			
Speech/Debate	6	1	
Lit-Other	13	1	
Totals	<u>446</u>	<u>19</u>	3
<u>MATHEMATICS</u>			
General Math	52	2	
Algebra	70	3	
Algebra-Adv	46	2	
Geometry	59	2	
Trigonometry	5	1	
Senior Math-Topical	17	1	
Computer Math	22	1	
Totals	<u>271</u>	<u>12</u>	2
<u>FOREIGN LANGUAGE</u>			
French I	10	1	
French II	3	1	
German I	6	1	
Spanish I	8	1	
Spanish II	3	1	
Totals	<u>30</u>	<u>5</u>	1

CHART 23

(Continued)

SUMMARY OF COURSES OFFERED IN CARSON-MACEDONIA, OAKLAND AND TREYNOR

BY TOTAL ENROLLMENT AND NUMBER OF SECTIONS AND TEACHERS NEEDED

Course	Total Number Of Students Enrolled In All 3 H.S.	Total Number Of Sections Needed Based On Optimum Class Size Of 25	Total Number Of Teach- ers Needed Based On 6 Sections Per Teacher
--------	--	---	---

FINE ARTS

Art	61	2	
Design	2	1	
Drawing/Painting	4	1	
Sculpture	9	1	
Music-Vocal	142	2*	
Band	<u>132</u>	<u>2*</u>	
Totals	350	<u>9</u>	3

*Class size is based upon 65 per group with a teaching load of 2 classes each.

PHYSICAL EDUCATION

Physical Education	417	12*	
Totals	<u>417</u>	<u>12</u>	2

*Class size will be larger than 25.

DRIVER EDUCATION

Driver Education	72	2	
Totals	<u>72</u>	<u>2</u>	1

BUSINESS EDUCATION

Typing	98	4	
Shorthand	24	1	
Acct/Bkkg	80	3	

CHART 23

(Continued)

SUMMARY OF COURSES OFFERED IN CARSON-MACEDONIA, OAKLAND AND TREYNOR

BY TOTAL ENROLLMENT AND NUMBER OF SECTIONS AND TEACHERS NEEDED

Course	Total Number Of Students Enrolled In All 3 H.S.	Total Number Of Sections Needed Based On Optimum Class Size Of 25	Total Number Of Teach- ers Needed Based On 6 Sections Per Teacher
<u>BUSINESS EDUCATION (cont.)</u>			
Office Procedure	17	1	
Cler/Secr	2	1	
Business Law	31	1	
Business English	11	1	
Totals	<u>263</u>	<u>12</u>	2
<u>INDUSTRIAL EDUCATION</u>			
Draft/Draw	57	2	
Metals	28	1	
Mechanics	25	1	
Welding	17	1	
Woods	64	3	
Cabintry/Carpentry	4	1	
Energy & Power	6	1	
Construct Prod	13	1	
Automotive	9	1	
Totals	<u>223</u>	<u>12</u>	2
<u>HOME ECONOMICS</u>			
Family Relations	25	1	
Cloth & Textiles	34	2	
Consumer Education	22	1	

CHART 23

(Continued)

SUMMARY OF COURSES OFFERED IN CARSON-MACEDONIA, OAKLAND AND TREYNOR

BY TOTAL ENROLLMENT AND NUMBER OF SECTIONS AND TEACHERS NEEDED

Course	Total Number Of Students Enrolled In All 3 H.S.	Total Number Of Sections Needed Based On Optimum Class Size Of 25	Total Number Of Teach- ers Needed Based On 6 Sections Per Teacher
<u>HOME ECONOMICS (cont.)</u>			
Foods/Nutrition	50	2	
Home Management	12	1	
Home Ec Comprehensive	24	1	
Child Development	6	1	
House/Home Furniture	6	1	
Totals	<u>179</u>	<u>10</u>	2
<u>AGRICULTURE</u>			
Agriculture	2	1	
Plant Science	6	1	
Farm Bus Mgmt	8	1	
Ag Mechanics	5	1	
Animal Science	5	1	
Totals	<u>26</u>	<u>5</u>	1

TOTAL NUMBER OF TEACHERS NEEDED

25

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This study attempted to answer three questions that are pertinent to the Carson-Macedonia, Oakland and Treynor Community School Districts:

1. What are the projected enrollments for the Carson-Macedonia, Oakland and Treynor Community School Districts through the year 1985?
2. What are the personnel needs to support a quality educational program for the projected enrollments through 1985?
3. What are the budget needs to support a quality educational program for the projected enrollments through 1985?

Past enrollment was studied and used to develop mean survival ratios to project enrollment in the three school districts through the 1987-1988 school year. Using the enrollment projections, staffing needs were developed to provide a quality educational program for the 1985-1986 school year. A budget savings was projected for the 1985-1986 school year due to staff cuts because of declining enrollment. The reorganization of all three school districts into one large district was considered, with three elementary centers and one large secondary center. The possible savings were projected for this consolidated district. A review of the findings support the following conclusions.

Conclusions

1. A baby boom is now in progress across the United States. Its affects will be felt in the Carson-Macedonia, Oakland and Treynor Community School Districts.
2. Enrollment in the Carson-Macedonia Community School District

will stop its decline and level off with a total of 390 students in the 1985-1986 school year.

3. Enrollment in the Oakland Community School District will stop its decline and level off with a total of 490 students in the 1985-1986 school year.
4. Enrollment in the Treynor Community School District will stop its decline and start to climb to 505 students in the 1985-1986 school year.
5. Carson-Macedonia Community School District could maintain its present program and eliminate two elementary teaching positions by the use of combination classes in second and third grade and in fifth and sixth grade resulting in a savings of \$30,515 in the 1985-1986 school year.
6. Oakland Community School District could eliminate two teaching positions in its secondary program and maintain its present class offerings by alternating classes every other year. This would result in a \$29,952 saving in the 1985-1986 school year.
7. The Treynor Community School District could not cut staff and maintain its present program.
8. All three school districts could be combined into one large school district. Each of the present districts would maintain an elementary center while 624 students would be housed in one secondary center. This would result in a reduction in staff saving \$126,633 in the 1985-1986 school year.
9. All three school districts have had building programs in recent years. Carson-Macedonia has a new secondary building. Oakland

has a relatively new elementary building and has extensively renovated the secondary building. Treynor has a relatively new elementary building and will open a new secondary building this fall. All of this construction makes the possibility of reorganization of the three school districts into one large district impractical at this time.

Recommendations

1. Treynor should keep a five year projection of its enrollment to be prepared for any major changes.
2. The Carson-Macedonia and Oakland Community School Districts should develop a plan of reorganization to deal with the possible decline in enrollment when the baby boom is over.
3. The public of the Carson-Macedonia and Oakland school districts must be made aware of the future enrollment problems and their relationship to state aid with the present finance law in Iowa. The public must be involved in the solutions to these problems.
4. The reorganization plan should be carried out over an extended period of time as enrollment in the Carson-Macedonia and Oakland Community School Districts declines.
5. The Carson-Macedonia and Oakland Community School District's boards of education should start meeting at regular intervals.
6. A public vote in the Carson-Macedonia and Oakland Community School Districts should be held on the reorganization plan.
7. The position of superintendent of schools in the Carson-Macedonia and Oakland Community School Districts should be

combined into one position.

8. The Carson-Macedonia and Oakland Community School District's lower elementary programs (k-3) should be consolidated into the Oakland elementary center.
9. The Carson-Macedonia and Oakland Community School District's upper elementary programs (4-6) should be consolidated into the Oakland elementary center.
10. The Macedonia center should be closed.
11. The secondary programs of the Carson-Macedonia and Oakland Community School Districts should be consolidated with grades seven, eight and nine located at the Carson center and grades ten, eleven and twelve located at the Oakland secondary center.
12. Now is the time for the Carson-Macedonia and Oakland Community School Districts to act while they still have an opportunity to control the future of their schools rather than to let the future happen to them.

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