

A MASTER PLAN FOR THE
HEALDTON SCHOOLS

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PREFACE

This study is concerned with the development of a Master Plan for the Healdton Schools. The primary objective is to study present buildings, curriculum, finance, and population and community trends. The survival ratio technique is used to make the enrollment projection, and the average percentage growth factor is used to predict future population and valuation growth. The Master Plan is then formulated in recommendations and alternatives from an analysis of the studies and projections.

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CHAPTER I

INTRODUCTION

In 1913 one single event, the first completed oil well in the Healdton Field, resulted in the rapid development of Southeastern Oklahoma. As a result of this new discovery and the many oil wells that were to follow, the oil boom-towns of Healdton, Wirt, Dundee and many others sprang up overnight. These towns, as shown by historical pictures, were similar to those rag towns or tent towns that, many of us imagine, accompanied the gold fields of California. Out of this quick, abrupt, unstable beginning has grown the town of Healdton and Healdton Public Schools.

The Healdton Public School was organized and accredited for sixteen units by the University of Oklahoma in the school year of 1919-1920. There were two graduates in the first graduating class in 1920. In 1921 there were four graduates, and the school was accredited for twenty-one and one-half units. Ten graduates received diplomas in 1922 and the accreditation was raised to twenty-nine and one-half units. The year 1923 was a very important one for the Healdton School: twenty-five students were graduated; thirty-five units were accredited; and the Healdton School

became a charter member of the Oklahoma North Central Association of Secondary Schools and Colleges.

In four short years, the school had grown from eighteen to thirty-five teachers. Credit for the educational development of the Healdton School was given to the splendid cooperation of the patronage and to the very capable men who have served as members of the Board of Education. These men realized that "the most important asset of any community is the children," and they kept in mind the slogan, "better schools for better children."¹ Many parents, teachers, administrators and boards of education have made great contributions in carrying on the proud tradition of the Healdton School.

The present school facilities consist of the junior-senior high complex; the Sunset Elementary School, housing kindergarten through the sixth grades; and the athletic field.

The growth of the Healdton School was interrupted by a major tragedy, a fire early in the 1921-22 school year. The original building was destroyed, but with great determination and pride, immediate work was started on a new building and classes were conducted in any available space. Prior to the fire, construction had already started on Sunset Elementary School, which was first opened early in 1922. The first annual, published in 1923, was entitled The Phoenix,

¹The Phoenix, (1923), p. 4

which means, "That which rises from the ashes of its predecessor,"² and was dedicated to the School Board and community.

Very few records are available between 1923 and 1943 because tragedy again stunned the community when the second high school building burned on the same site. But again, despite the war and shortage of labor and materials, the Healdton High School was rebuilt. This 1944 structure is presently the main structure, with later additions of the gym in 1954, the auditorium, band room and vocal music room in 1956, and the junior high wing, industrial arts and superintendent's office in 1963. (See Figure 1 for a complete developmental drawing and plot plan.)

The Sunset Elementary School building was constructed in 1922 and is still part of the present elementary school. In 1927, four classrooms and the auditorium, which is now the cafetorium, were erected. The second and latest six-room addition was constructed in 1960. (See Figure 2 for a complete developmental drawing and plot plan. Also see Figure 3 for the athletic field developmental drawing and plot plan.)

In 1967 the Healdton School program suffered the first of three defeats. This was the failure of the community to pass a bond issue for a construction and maintenance program. The construction proposed was an addition of new classrooms

²Clarence L. Barnhart, ed., The World Book Dictionary, Field Enterprises Educational Corporation. (Chicago, 1968), p. 1459.

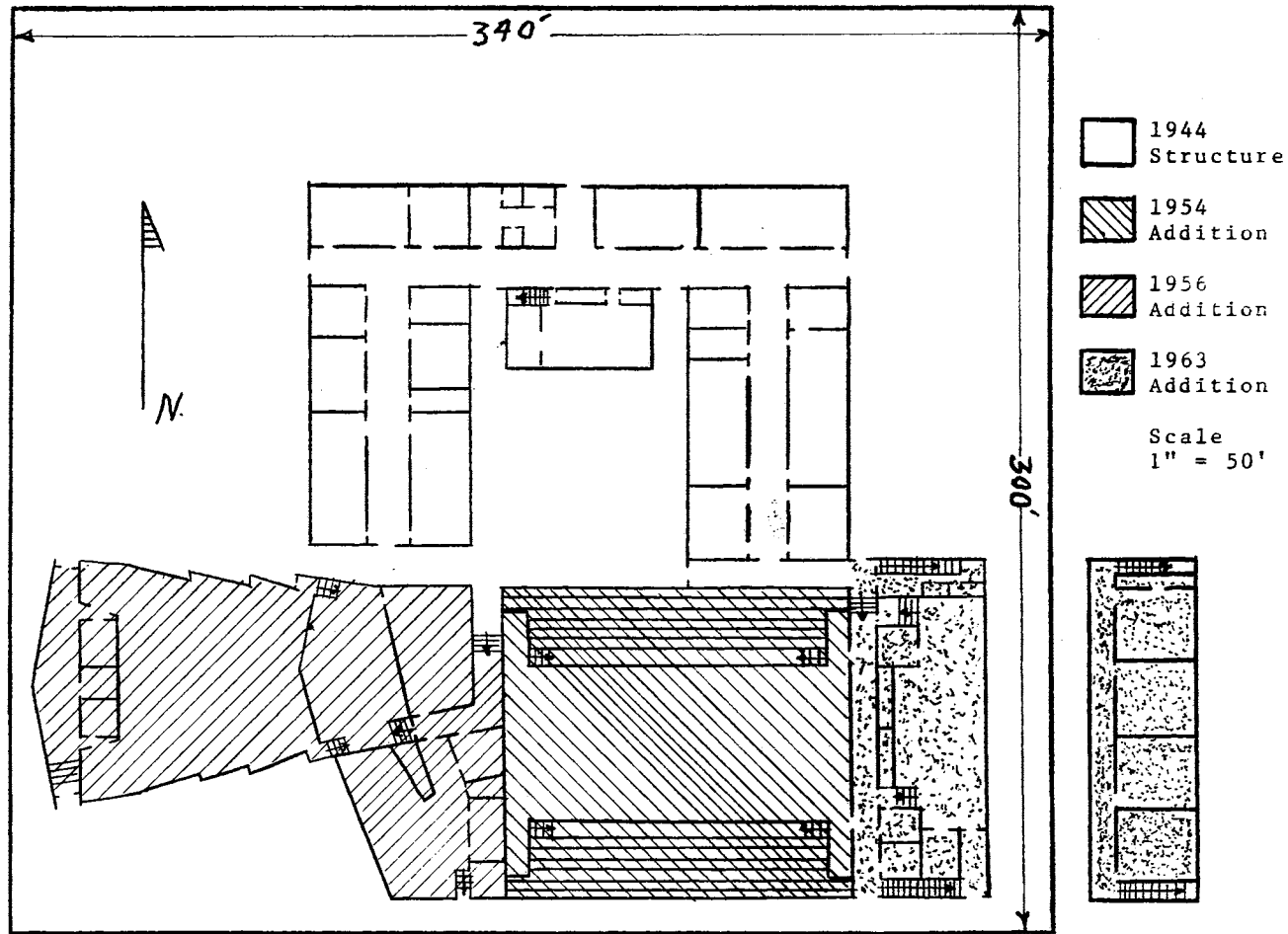


Figure 1. Junior-Senior High Developmental Drawing and Plot Plan.

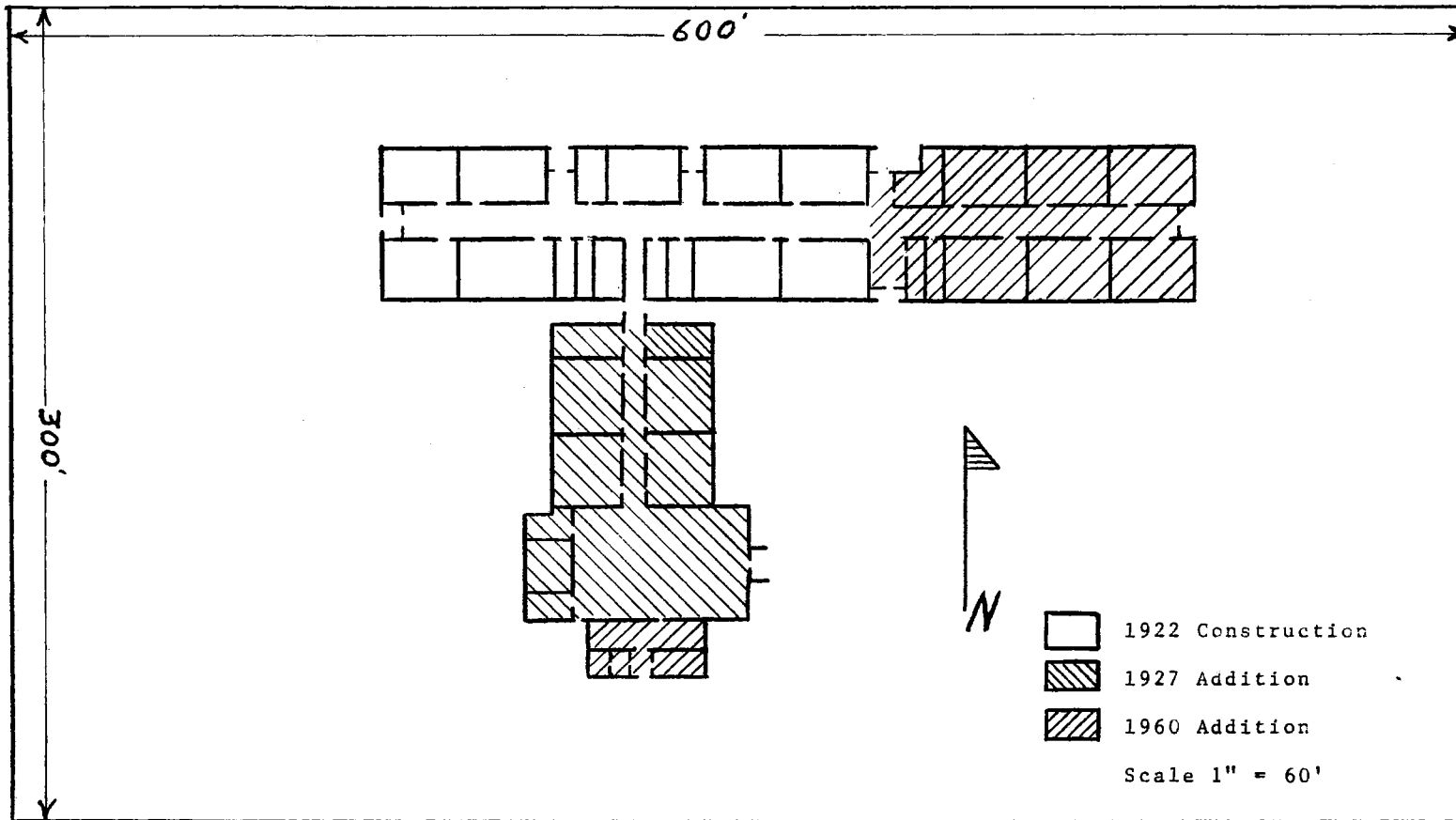


Figure 2. Sunset Elementary Developmental Drawing and Plot Plan

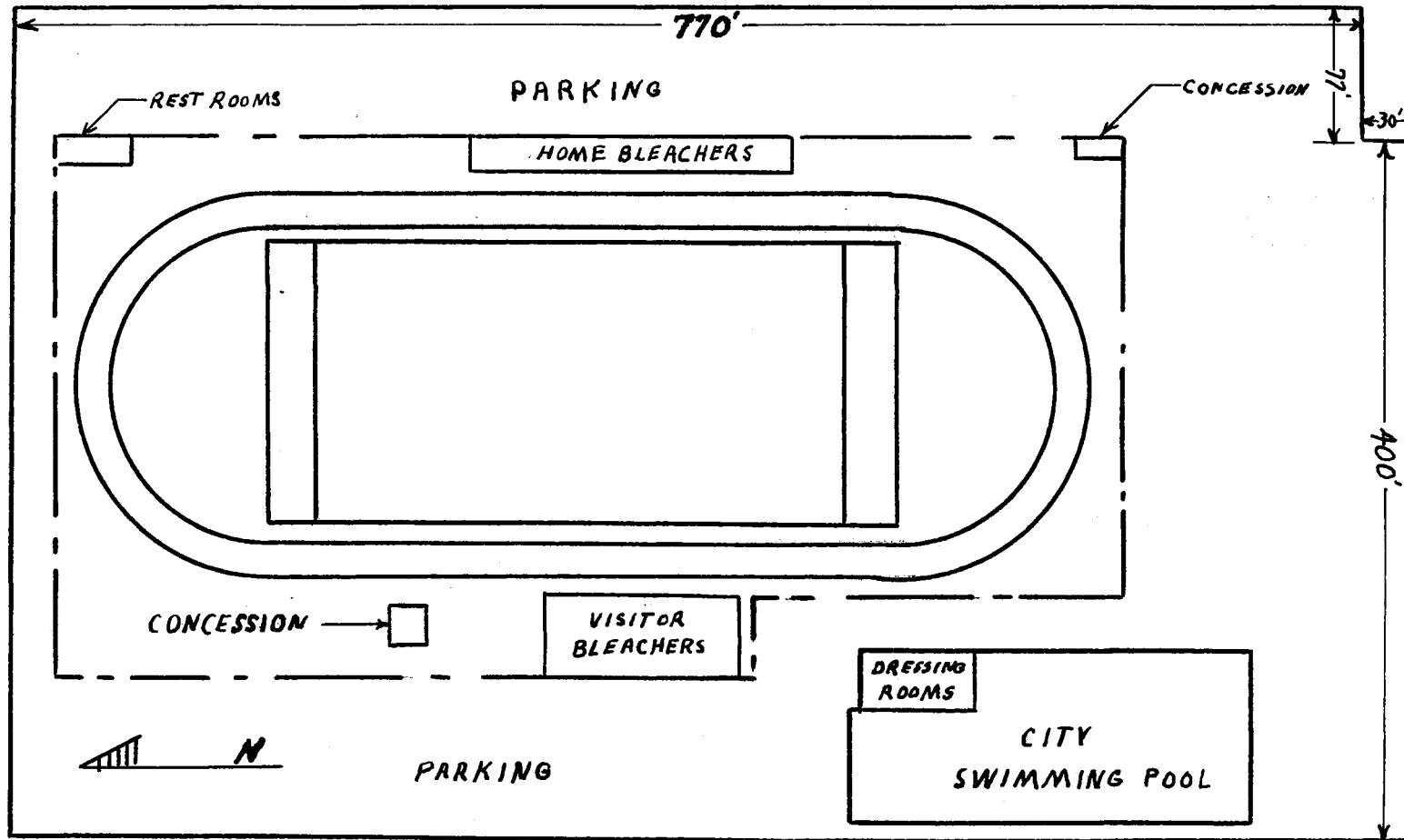


Figure 3. Athletic Field Developmental Drawing and Plot Plan.

and a library to the Junior-Senior High and a physical education facility to the Elementary building.

Similar issues were defeated in January and June of 1971. These included a new library for the Junior-Senior High School and the remodeling of the present library into classrooms, and the remodeling of the present science laboratory and home economics areas. Also at Sunset, a physical education and future auditorium-cafeteria within the same facility was included. Football dressing rooms and a new home stadium were included for the athletic field. Since the public apparently was not satisfied with the proposed solutions, it became evident that a total reevaluation of the Healdton Schools was necessary.

Purpose of Study

The study was conducted to develop a Master Plan for the Healdton School District.

Definition of Terms

Master Plan

A master plan is a guide that is based on need assessments and facility evaluations. This guide provides administrators, boards of education, and communities a long range plan of action. A comprehensive master plan simplifies maintenance by providing knowledge of what buildings should be remodeled, expanded, and replaced; facilitates

the planning for improving the educational program; encourages better budgeting practice and financial planning by coordination of general operating costs with building and maintenance expenditures; and provides a benchmark for measuring progress toward curriculum and plant goals. The Master Plan must be continually reevaluated and updated in the presence of new needs and unexpected or unpredicted data changes.

General Assumptions

It is assumed that the past performance in the areas of enrollment, fiscal evaluation, and community trends is normal and will continue at the same average rate in the future and that these trends and average rates are predictors. These predictors in turn can be utilized to develop a master plan. Other assumptions are that educational needs can be determined by student, parent, and faculty surveys, that educational consultants can evaluate the present curriculum, and that educational consultants, architects, and citizens can evaluate the present educational facilities.

General Methodology

The development of a master plan took into account all data that affect the total school system. Community trends and needs, school enrollment, students needs, curricular changes, present school plant, the fiscal situation, and possible annexations all have great effects upon the school.

Each one of these situations was considered in the master plan. Carefully detailed examination of all these needs and situations resulting in recommendations is the master plan. The master plan contains information such as a timetable for the remodeling, expanding, or replacing of the present school plants. It also contains a timetable for facilitating educational improvements for the schools.

CHAPTER II

REVIEW OF THE LITERATURE

The plan that was used in this review is as follows:

(1) the advantages of a master plan were studied; (2) need assessments and evaluations that would produce the best use-able master plan were sought; (3) the different methods of conducting the need assessments and the evaluations were examined; and (4) different techniques and instruments for predicting enrollment and evaluating school buildings were studied. Several master plans were also reviewed to help provide insight of the finished product.

Advantages of the Master Plan

A typical master plan as described by Sumption and Landes takes into account not only what is but what is to be. It also provides for (1) continuous development of the school plant; (2) the acquisition of a desirable site well in advance of its need; (3) adjustment to increasing or decreasing enrollments; (4) adjustment to changes in the educational program; (5) elimination of obsolescence; and

(6) comprehensive financial planning based on the resources of, and those available to the community.¹

Strevell and Burke use a negative approach in describing the advantages of a master plan.

(1) It can handicap and restrict the educational process for decades. (2) It can consume resources for marginal, infrequently used, or difficult to fully utilize facilities and thereby delay the provision of essential spaces that could be fully and effectively utilized. (3) It can lead to excess space and under utilized building for some grade levels or areas. (4) It may result in a shortage of space and overcrowding in other grade levels or areas. (5) It can mean duplication of school and community facilities, poorly located buildings, poorly utilized buildings, financial hardships and waste. (6) It may cause a deterioration in the quality of education itself by curtailing operating budgets where both annual and capital expenses depend upon the same tax base or by preventing a locality from making necessary improvements or adaptations in its educational program.²

One of the most important advantages given by Sumption and Landes was that decisions on any particular part of the physical plant can be made in the light of information about the total plant. The interrelation of the pertinent facts becomes apparent when they are considered as a whole rather than piecemeal.³

¹Merle R. Sumption and Jack L. Landes, Planning Functional School Buildings, (New York, 1957), p. 135.

²Wallace H. Strevell and Arvid J. Burke, Administration of School Building Program, (New York, 1959), p. 47.

³Sumption and Landes, p. 2.

Master plans have been challenged on the grounds that, where conditions are changing rapidly, many of the predicted needs will prove to be in error and the labor and expense involved in the preparation of the anticipated future stages will be wasted. Strevell and Burke answer this challenge by assuring that adaptable plans can be developed and waste can be minimized by continuous review and revision of the master plan on the basis of new or changing data.⁴

Needs Assessments and Facility Evaluation

Most of the literature reviewed contained lists of major factors that should be investigated in the formulation of a master plan. These check lists of factors were broken down into the areas of the community and educational information, school facility studies, and recommendations. Community and educational surveys and technical school-facility studies were the main divisions given by Strevell and Burke.⁵ The community and educational surveys varied from the cultural, economic, and educational background of the community to special educational problems and needs. The technical school-facility studies vary from development of standards for school buildings to preparation of educational specifications, and it included other items such as

⁴Strevell and Burke, p. 46.

⁵Ibid., p. 48.

evaluation of existing plant, estimates of enrollments, and program formulation and project sequences.

Sumption and Landes gave the least number of factors to be considered, which included the geography, economic base, and financial condition of the district. The nature and trends of the population along with the history of school enrollment and the nature of the educational program were also to be considered. The last two items dealt with the organization of the educational program and the existing plant.⁶

The school-community, school enrollments, educational program, and school buildings are the broad areas that Donald Leu included in the needs assessments and evaluation to form a master plan. He also included recommendations as a part of his evaluation. Under each of these areas were twelve to fifteen questions which, if answered, would contribute to the assessment of that particular area. The school-community area consisted of information concerning the population, land zoning, land plotted, the location of old and new houses, major traffic arteries, and district lines. The school enrollment area questioned pre-school children population, enrollment in each grade, history of enrollment, the number of nonresident and tuition pupils, parochial and private schools enrollment, history of birth rates, and which enrollment estimating method is to be used.

⁶Sumption and Landes, p. 133-135.

The educational program area included questions such as, "What is the most desirable school organization?; How large or small should a school be?; What are the existing and desired elementary and secondary school programs?; and To what extent will the community use the school?" Questions under the area of school buildings were, "How adequate is each building in terms of age, size, educational adequacy, pupil capacity and utilization? and What modernization is needed?"⁷

Leu's final area was recommendations in which he asked questions about the school's role in a changing community, the desired educational program, the need for school plant modernization, the cost of modernization or new buildings, and the proposed effect on tax rates.⁸

Leu did not use curriculum as one of the factors in his areas of need assessment and evaluation, but he did ask about the existing and desired elementary and secondary school programs. He also stated that the school planner "must rely extensively on the curriculum specialist for the planning of new school buildings and for assistance in developing decisions concerning the modernization or abandonment of existing structures."⁹ Strevell and Burke

⁷ Donald J. Leu, Planning Educational Facilities, (New York, 1965), p. 10 and 11.

⁸ Ibid., p. 12.

⁹ Ibid., p. 29-30.

also listed "Public School Program - description, evaluation and possible changes" as factors for evaluation, but failed to define school program.¹⁰ MacConnell pointedly indicated that "the curriculum should greatly influence a new school plant or the remodeling of the existing plant."¹¹ Castaldi stated that "information about the curriculum is indispensable to the architect", when considering a school plant building program.¹²

Methods of Conducting Need Assessments And Evaluations

The authors of the literature reviewed gave three basic methods of conducting need assessments and evaluations. These general types were usually described as (1) the expert evaluation, (2) the self-evaluation, and (3) the lay-citizen evaluation. Some authors also provided methods which combined different aspects of two of the three basic evaluation methods.

The Expert Evaluation

The "expert evaluation" described by Castaldi, Sumption and Landes is very similar to the education consultant

¹⁰Strevell and Burke, p. 47.

¹¹James D. MacConnell, Planning for School Buildings, (New York, 1965), p. 23.

¹²Basil Castaldi, Creative Planning of Educational Facilities, (Chicago, 1969), p. 14.

evaluation by MacConnell, Strevell and Burke. Sumption's and Landes' "expert evaluation" consists of a staff of evaluators from outside the community who collect the necessary information, analyze it, and draw up the recommendations. This expert evaluation is usually conducted by a university staff or a private agency with specialists in the different areas. The staff usually consists of a director or coordinator who is responsible for the staff and for directing the evaluation. The director is also responsible for seeing that all phases of the situation are covered and that the final report has no duplications or omissions. The advantage of the Sumption and Landes "expert evaluation" is that the plan developed is likely to be sound and well organized. However, a major disadvantage is that the plan may not be accepted and placed into practice because the school staff and community will not be acquainted with the plan.¹³ This disadvantage is also given by Castaldi in his "expert evaluation." Castaldi does list other advantages of the "expert evaluation":

(1) It contains an impartial appraisal of the school district. (2) It can be objective because the experts can "call them as they see them" without fear of personal consequences. (3) It usually can be completed in a short period of time.¹⁴

¹³Sumption and Landes, p. 6.

¹⁴Castaldi, p. 26.

MacConnell characterizes the educational consultant as a person who demonstrates superior competences in need assessment, evaluation, and environmental needs of school children. His consultant also recognizes the need for specialists in the profession and sees to it that they are called upon where their services are needed. MacConnell's consultant contributions involve findings, conclusions, recommendations, and programs of a long-range nature.¹⁵ The educational consultant described by Strevell and Burke is not supposed to have the qualifications of an architect; his speciality is the educational application of technical data. The difference between the "expert evaluator" and "educational consultant" is that the educational consultant often works with the administrative staff or a lay citizen committee. In general, Strevell and Burke educational consultant provides:

(1) assistance in broad preliminary fact-finding procedures, (2) guidance in analyzing data for use by committees, (3) preparation of a report on the assessments and evaluations required, (4) development of technical applications that result in economy, such as educational specifications, (5) recommendations on policy and program in the light of a wide outside experience, (6) review of plans and proposals prior to school-board endorsement.¹⁶

¹⁵James D. MacConnell, Planning for School Buildings, (Englewood Cliffs, 1957), p. 82.

¹⁶Strevell and Burke, p. 49.

The Self-evaluation

The self-evaluations described by Castaldi and Sumption and Landes are very similar. These methods of evaluation are conducted by administrators and teachers of the local school system. Sumption and Landes indicate a very important limitation - The technical nature of the problem makes it imperative that the administrative staff of the school have adequate knowledge of need assessments and evaluations. The key to the successful self-evaluation, according to Sumption and Landes, lies with the director's experience, judgment, vision and ability to work with people.¹⁷ Two major advantages given by Castaldi are: (1) financial, since the personnel are already employed by the school, and (2) the participation of many local professional persons, the conclusions drawn from them, and the recommendations set forth represents the combined efforts and thinking of local people. But, Castaldi feels the disadvantages greatly outweigh the advantages. These disadvantages are:

- (1) Local staff personnel do not usually possess the same level of competence as do outside experts.
- (2) Local personnel would very likely be asked to conduct the evaluations on an overload basis - the evaluation would be one more responsibility added to an already full schedule.
- (3) The prestige of local people is not so great as that of an outsider.
- (4) The local school staff is often accused,

¹⁷Sumption and Landes, p. 8.

rightly or wrongly, of empire building.
(5) The self-evaluation is more time
consuming than the expert evaluation.¹⁸

The Lay-Citizen Evaluation

Several authors such as MacConnell, Sumption and Landes, and Castaldi discussed the reasons and benefits of the lay-citizens' evaluation. These authors described the lay-citizens' evaluation as work done by citizens committees. Sumption and Landes compare the use of a citizens' committee where citizen participation either directly or indirectly approves the expenditures of money involved in school programs to our system of government. MacConnell gives about the same ideas in what he calls two important purposes in the involvement of lay citizens and groups in planning. These purposes are: (1) members of community ultimately determine the educational program, and (2) the participation of the community in school planning often leads to its understanding of the objectives of education. If citizen participation, as described by Sumption and Landes, is to be effective it must be characterized first by proper organization; secondly, by a well-developed plan of study; and thirdly, by professional and technical guidance.

¹⁸Castaldi, p. 27-28.

MacConnell¹⁹, Sumption and Landes²⁰, and Castaldi²¹ provide several principles of participation or organization. Most of the principles are the same; only the wording is different. Castaldi's principles of organization and functions of citizens committees tend to contain all those principles described by the other authors.

(1) Citizens committee should be established on an ad hoc basis. The purposes should be stated clearly and precisely and when the purposes have been achieved, the committee should be dissolved.

(2) The members of the citizens committee should represent the total educational community.

(3) The citizen committee should be directly commissioned by the Board of Education and report directly to it.

(4) The citizens committee should be organized so that competent resource personnel are assigned to each area of study.

(5) The overall span of time for a citizens school evaluation should not exceed one year.

(6) Citizens committees should meet once or twice a month.

(7) The formulation of recommendations in a citizens school evaluation should be the result of a joint effort by citizens and resource persons.

(8) The citizens committee should be organized so as to provide opportunities

¹⁹MacConnell, p. 18-19.

²⁰Sumption and Landes, p. 20.

²¹Castaldi, p. 30-32.

for maximum participation on the part of all its members.

(9) The Board of Education should give prompt recognition to the citizens who worked on a school evaluation.²²

Combination Evaluation

The combination evaluations join together two of the three basic methods of evaluations, such as expert and self-evaluation, citizens and self-evaluation, and expert or educational consultant and lay citizens under supervision of local professionals.

Sumption and Landes describe the combination of the expert and local professional staff as a combination of the broad background of the expert with the familiarity of local professionals to the local situation. Some of the same advantages and disadvantages could be evident if this type of evaluation was conducted. Castaldi says that "the expert evaluation can be most effective if it is followed by some form of citizen participation as soon as it is completed."²³

Citizen participation and local professional or self-evaluation is also described by Sumption and Landes. The total resources of a given community are tapped in analyzing the implications of the data and developing the recommendations. The professional usually supplies the criteria by

²²Castaldi, p. 30-32.

²³Ibid., p. 26.

which each proposal may be measured and will draw up the recommended program with the concurrence of local citizens.

When the expert or consultant, local professional, and lay citizen group combine, the roles of the different groups may vary in nature in degree of participation, but all three groups will have an active and responsible part in the evaluation. MacConnell calls this method the cooperative method and describes the advantages as an excellent public relation builder for the school, by giving the local population an opportunity to make their ideas a part of the school program. As a result, the community or lay citizens acquire an awareness of the key educational problems of the community and this results in their deeper interest in the school. The cooperative method includes the use of an educational consultant to help the various sub-committees collect the proper data and make recommendations to the whole citizens' committee. Inefficiency and time-loss are the disadvantages of the cooperative method.²⁴ In the section on lay-citizen evaluation under Castaldi's principles 4 and 7, he suggests the use of resource people, outside experts or educational consultants. The function of the consultant in lay-citizen evaluation is given by Sumption as supplying technical and professional knowledge not possessed by the citizens or staff doing the job. In general, Boles says, "What people

²⁴MacConnell, p. 17.

want when they turn to consultants is to get a fresh point of view, to tap a greater range of experience, or interpret between two or more diverse groups, or to capture some of the time of one or more persons to be used for the solution of a local problem."²⁵ The single major advantage given by Sumption and Landes was the use of the expert or consultant either with or without the lay-citizen committee, "that the plan developed is likely to be sound and well thought out"²⁶ and the involvement of the citizen committee helps solve one of the major disadvantages which was "the plan may not be accepted and placed into practice since the school staff and community will not be acquainted with the plan."²⁷

Techniques for Predicting Enrollment

The survival technique is described by Sumption and Landes, Boles, and Strevell and Burke as the most widely known and used technique for projecting pupil enrollment and is an adaptation of forecasting from past data.²⁸ The Council of Educational Facility Planners called this same technique "the average survival ratio technique" which is

²⁵Harold Boles, Step By Step to Better School Facilities, (New York, 1965), p. 38.

²⁶Sumption and Landes, p. 7.

²⁷Ibid., p. 8.

²⁸Boles, p. 41.

based partially upon historical analysis of past data and is described as the most often used technique.²⁹

The Average Survival Ratio Technique

The average survival ratio technique tends to lump together most factors affecting future enrollments except birth rates, which are treated independently. It is best used for a short term projection; although projections are sometimes extended by estimating future birth data.

This technique starts by comparing birth data for a given year with public school enrollments in kindergarten or grade one some five or six years later. The next step is to compare numbers of pupils in one grade with those in the next highest grade one year later. With birth data already available for groups who will enter the public school for the next five or six years, first grade enrollments are projected by applying the average ratio obtained from the historical analysis. Average survival rates from first to second grades are then applied to existing and projected first grade enrollments to determine future second grade enrollments. This procedure is repeated until estimates for all grades are computed.

The major weakness in this method is due to the fact that the analysis combines the many factors affecting future school enrollments and assumes that, except for changing births, future conditions will be the same as the average during the analysis period.³⁰

²⁹Committee of Educational Facility Planners, Guide for Planning Educational Facilities, (Columbus, 1969), p. 27.

³⁰Ibid., p. 26-27.

Instruments for Evaluation
of School Buildings

Strevell and Burke and the Council of Educational Facility Planners describe several score cards and other evaluation instruments that have been developed to assist in school building evaluations. Most of these score cards are similar in content; their difference is primarily one of approach or emphasis on varied aspects of school building evaluation. Such devices are valuable for the systematic collection of data or as a check list in the evaluation process.³¹

Landes and Sumption's evaluation instrument, "Citizens' Workbook for Evaluating School Buildings", is described and recommended by Strevell and Burke and the Council of Educational Facility Planners. This instrument is arranged as a check list with the accompanying standards organized under the ten following functional aspects of the physical plant: (1) adequacy, (2) suitability, (3) safety, (4) healthfulness, (5) accessibility, (6) flexibility, (7) efficiency, (8) economy, (9) expansibility, and (10) appearance. The physical plant aspects is subdivided into site, pupil rooms, and general appearance. This instrument gives particular

³¹Committee of Educational Facility Planners, p. 32.

references to the educational program and includes standards within the check list format.³²

³²Strevell and Burke, p. 126.

CHAPTER III

PROCEDURE

General Plan of Action

The Healdton Board of Education, in the aftermath of the defeat of the bond issues, deliberated several months before deciding to form an educational advisory committee to help develop a master plan. In addition to studies made by the Educational Advisory Committee, a facilities consultant and a curriculum consultant were employed to conduct evaluations.

By examination of the data gathered, analysis of the consultants' reports, and the use of information available to the school, the proposed master plan was developed. More specific information regarding the various aspects of the Educational Advisory Committee, consultants' reports, and other studies is reported in the following pages.

The Educational Advisory Committee

This group acted in an advisory capacity and made recommendations to the Board of Education on the basis of studies that were conducted. This group evaluated the different surveys, questionnaires, techniques, and instruments used in the development of the Master Plan. The Educational

Advisory Committee is referred to as the Committee in the following pages of this study.

Composition

The Committee members were lay citizens, teachers, and students. The Parent-Teacher Association, the Chamber of Commerce, and the Lions Club, each selected three representatives to serve on this committee. One representative from the City Council also served. Two teachers, selected by the school faculty, represented the school faculty. The two student representatives were selected by the Junior-Senior High School Student Council. The superintendent did not serve as a committee member, but he did provide necessary information.

Organization

The committee selected their chairman and set the meeting dates for twice a month. At the request of the committee, the school secretary served as recorder.

Responsibilities

As a citizens group, the Committee did not have any legal power. Their primary responsibility was to make recommendations to the Board of Education. The Committee was advised that the Board would give careful consideration to each recommendation.

Building Studies and Evaluations

An analysis of the combined reports by the facilities consultant and the architect's building studies will be presented in Chapter IV. Six members of the Committee also completed a citizens building survey, which will be considered separately from the facilities consultant and architect's studies.

Facilities Consultant Study

The Committee recommended that Dr. Jack Parker, Professor of Education, University of Oklahoma, be employed to study the present facilities and make possible recommendations. The Board did employ Dr. Parker, and his report is presented in Appendix A.

Dr. Parker's report is based on information gathered through visits to the school system which included discussions with the superintendent and various other staff members. All classrooms and other instructional areas in the Healdton School system were visited. The major focus of the study was on the school buildings. Conclusions and recommendations were presented by Dr. Parker to the Board and Committee.

Dr. Parker's enrollment projections will not be used in this study due to new information based on the current school enrollment. He used the survival ratio between the school years 1968-69 and 1969-70, when enrollment was

increased due to the annexation of Dundee, a dependent elementary school, to the Healdton School.

Architect's Building Study

The Board of Education employed Mr. Bob Wright, architect for the architect and planning firm of Locke, Wright, and Foster of Oklahoma City, to make an on-the-site evaluation and to make recommendations concerning the building needs. Mr. Wright and several of the firm's engineers did make an on-the-site evaluation and formulated recommendations. These recommendations were not presented in a formal report, but they do appear in the official school board minutes. Most of these recommendations were presented to the Healdton voters in the 1971 bond issues. Mr. Wright's report will be presented in the combination of analysis of the facilities consultant's report.

Citizens Building Evaluation

Five citizens from the Educational Committee and one Board member volunteered to conduct an evaluation of the Healdton school buildings using the instrument "Citizen's Workbook for Evaluating School Buildings" by Jack Landes and Merle Sumption (See Appendix B). These evaluators were instructed that they were free to visit the school buildings at their convenience, to visit any or all classrooms and teachers, to visit with principals, janitors, or any other personnel concerning questions relating to the building

evaluation, and to please give an honest, sincere appraisal of the buildings. Other basic information was provided as required by the instrument (See Appendix C). Each evaluator totaled his points for each of the ten areas and completed his profile charts (See Appendix D). To aid in an item analysis, a table was constructed showing each evaluator's score per item. These scores were also summarized and averaged. The highest possible scores are also given in this table to indicate areas of greatest strengths and/or weaknesses.

Curriculum Studies

The report of the curriculum consultant, the course curricular model, and needs assessment are considered in this section. Each of these studies are presented separately and analyzed independently.

Curriculum Consultant Evaluation

The Board of Education, on the Committee's recommendation, employed Dr. Ed Porter, curriculum consultant, Evaluation and Testing Department, Center for Continuing Education, University of Oklahoma, to conduct a curriculum evaluation.

The overall purpose of this evaluation was to analyze areas of the school's educational process. These areas were as follows: (1) the student population, kindergarten through twelfth grade, (2) parents of the student population, (3) faculty both full and part-time, (4) the community, (5)

classified personnel such as secretaries, janitors, cooks, bus drivers, etc., (6) and the curriculum. The specific purposes of the evaluation were as follows:

1. To determine the parents' attitudes and opinions about the present curriculum, administration, faculty, class schedule, and other selected areas of concern.
2. To determine the students' attitudes and opinions about curriculum, administration, administrative techniques, faculty, class schedule, dress codes, and other selected areas of concern.
3. To determine the faculty's attitudes and opinions about present curriculum, administration, administrative procedure, class schedule and other selected areas of concern.
4. To determine the strengths and/or weaknesses of the present grade groups and to make suggestions about improving these areas.
5. To determine the Healdton Public School system's potential for becoming a 12-month school system, as determined by federal guidelines.¹

For this study, only the following areas from Dr. Porter's evaluation will be used: (1) parents' attitudes and opinions about the curriculum, (2) students' attitudes and opinions about the present curriculum, (3) the faculty's attitudes and opinions about the present curriculum, (4) and group strengths and/or weaknesses. The attitudes and opinions of parents, faculty, and students were determined

¹Dr. Edward Porter, An Evaluation of the Healdton Public School System, (May, 1972), p. 2.

by questionnaires developed by Dr. Porter, the Board, and the Committee.

Sample questionnaires were developed by Dr. Porter and were submitted to the administration, the Board and the Committee for their critique and/or suggestions. Several revisions and additions were made before the questionnaires were printed in their final form. Not all of the items on the questionnaires are relevant to this study, but the questionnaires will be presented in their original form. Each family was sent one parent questionnaire with instructions for the survey to be completed by either or both of the parents (See Appendix E for the parent questionnaire). The administration, a superintendent and two principals, the faculty, and the classified personnel completed the questionnaire in Appendix F. Student questionnaires were distributed to all students, grade 7 through 12. The questionnaires were completed during one class hour to avoid students influencing other students' opinions. Students also returned the questionnaires to their classroom teacher immediately upon completion for the same reason. Teachers were asked to define terms only when necessary, and to avoid any comments that would opionate the students. (See Appendix G for student questionnaire.) All data from the questionnaires were summarized and entered on summary sheets. Some of the questions required a numerical value, some simply a rating or ranking of certain attributes, and others were a forced-choice answer such as yes or no. Whenever a

rating was made of a certain area, the frequencies attributed to each of the choice points on the continuum were multiplied by the inverse weight assigned that choice point. For example, if the categories were numbered 1, 2, 3, 4, and 5, the weight assigned to these categories were 5, 4, 3, 2, and 1, respectively. After each point on the rating continuum was multiplied by the frequencies attributed to that choice point, the products were summed and averaged to obtain a mean rating for that particular area of the questionnaire. Items 5 and 7 on the student questionnaire were tabulated, total enrollment for each course was figured, and the percentage liked and disliked was calculated based on this information. The group strengths and weaknesses were evaluated from standardized test results administered to the different groups. These test scores were summarized and presented in tables for each grade. The mental abilities scores and the achievement scores were presented in the same table for each grade. The achievement tests shown in the tables were further reduced to the various sub areas of the test. Percentile ratings are also given for comparison.

Course Curricular Model

The course curricular model was formulated to determine how well the Healdton High School met the minimum standards for accreditations of the State Department of Education and North Central Association of Colleges and Secondary Schools.

The model also compares Healdton's accreditation to the accreditation of schools of similar size and organization.

Seventy-two Class-A football schools were identified from the records of the Oklahoma Secondary Activities Association. Two schools were not used: one did not have football this year and the other was Healdton. Class-A is determined by average daily attendance in the senior high school of each district. Last year the attendance within Class-A schools varied from 223 to 142. All schools are reclassified every two years, and this is the first year on a new classification. Oklahoma State Department of Education accreditation reports for these seventy Class-A schools were consulted to establish areas of accreditation and the number of units for each area. The model was further narrowed, to fit the same organizational structure as Healdton's. The Class-A schools were divided into groups as follows: (1) 30 Class-A North Central Association high schools, (2) 42 Class-A high schools with an area vocational-technical school, and (3) 32 Class-A high schools with area vocational-technical schools and 7, 8, and 9th grade approved junior highs. All units of accreditation in each particular curriculum area for each Class-A school were summarized, averaged, and placed in a table. North Central Association and Oklahoma State Department minimum standards are given in the table. Healdton's units of accreditation

in each curriculum area were also placed in this table. See Appendix H for courses offered under each curriculum area.

Needs Assessment

The four need assessment surveys were developed by Dr. Charles Head, Director Title III Project, Feasibility Study of the Year-round School; Dr. Charles Sandman and Dr. James Casey; administrators of the Planning Research and Evaluation Section of the Oklahoma State Department of Education, the Year-round School Needs Assessment Committee, and the Healdton and Moore Year-round Advisory Committees. The surveys were developed as a needs assessment for the feasibility study of the year-round school. The year-round school needs assessment committee is composed of Dr. Head, Dr. Sandman, Dr. Casey, one administrator, one teacher, and one member each from the advisory committee of the Healdton and the Moore schools. This committee was responsible for the items that were placed on the surveys. Both Healdton and Moore local advisory committees and boards of education reviewed and approved the surveys before the first sampling was made. The Newcastle School, Newcastle, Oklahoma, was given sample surveys to be completed. After surveys were returned, each student, teacher, parent, and employer was surveyed concerning the clarity of each item. Additions and changes were made from the Newcastle sample recommendations.

The following four separate surveys were developed: (1) student survey is Series S (See Appendix I); (2) parent survey is Series P (See Appendix J); (3) teacher survey is Series T (See Appendix K); and (4) the employer survey is Series E (See Appendix L). In Series S, P, and T, the survey Items 1, 2, and 3 will be the only items used for this study. Completed surveys were tabulated and are presented in tables.

Population and Community Trends

School enrollments and city population and growth trends will be considered in this section. School enrollment and city population growth projection will be presented along with community growth trends and student resident information.

School Enrollment

The purpose of studying school enrollment is to make enrollment projections. The past six years' enrollments were used to establish an average survival ratio for each grade, kindergarten through twelve. For example, the survival ratio for the 1967-68 first grade is found by dividing the enrollment of the 1968-69 second grade into the enrollment of the 1967-68 first grade. If the ratio is greater than 1.000, there was an increase in enrollment, but if the ratio is less than 1.000, there was a loss in enrollment. The ratio for a particular grade each year was summed and

averaged to establish the average survival ratio for that grade. There are two enrollments given for the school year 1968-69, the first is the Healdton enrollment and the second is the sum of the Healdton and Dundee enrollment for the school year 1968-69. During the summer of 1969, Dundee Elementary School annexed to Healdton School District. The two enrollments for the school year 1968-69 were used to provide the most reliable survival ratio and to produce the most accurate enrollment projections. The enrollment data for the school year 1972-73 is given as of the end of the first semester. The average survival ratio for each grade is then used to find the projected enrollment for the next five school years. For example, to project future enrollment, the average survival ratio for the first grade is multiplied by the enrollment to find the projected second grade enrollment for the next year. The enrollment projection could not be completed without some data for future kindergarten or first grade enrollment. Since birth rate and school census data were not available and since the kindergarten program is only three years old, the first grade enrollment for the past ten years was summed and averaged for future first grade enrollment. The kindergarten enrollment was calculated by dividing the kindergarten survival ratio into the future first grade enrollment. This data now permits the completion of the enrollment projection. Both the past and projected enrollments for each year are subtotaled, representing the present organizational

structure such as kindergarten through the sixth grade for elementary school, seventh through ninth grade for junior high school, and tenth through twelfth grade for senior high school.

City Population and Growth Trends

The population of the city of Healdton has shown a decrease for the years 1960 to 1970 according to the United States Census report. City population growth projections from the Oklahoma Employment Securities Commission were used. Carter County employment data were used to indicate the diversity of employment opportunities in the Healdton area. The Ardmore labor market review's data published by the Oklahoma Employment Security Commission was used to establish this information in a table. The percentage was also calculated and presented in the same table.

Community growth trends are established by an examination of a city map. The map provides information concerning business area, industrial areas, and housing growth information in the city of Healdton. A map of the Healdton School District is also provided to indicate the area outside the city limits and to give some visual idea about the size and shape of the school district. The number of students from the different areas of the city and the rural area is presented.

Other Studies

The school, city, and county fiscal implications and school annexation is considered under this section. These studies are not presented last because of their lesser importance but because of their scope they do not conform to other sections previously considered.

Fiscal Implications

The school, city, and county ad valorem tax rates are examined in a table. Any possible future ad valorem tax is also presented. A very close look at the past 10-year school district valuation was taken and the percentages of increase were figured for each year. These percentages of increase were summarized and averaged. The average percentage was used to predict future valuation. The predicted valuation also allows future bonding capacity to be predicted. Present bonded indebtedness was subtracted from the future bonding capacity until present bonds mature. The city of Healdton's valuation is treated the same as the school district. Future millage votes were also predicted for present bond indebtedness. The city has pledged certain water, sales tax, and sewer receipts to help pay part of their present bonds; therefore the predicted millage rates will not be figured for the total bonded indebtedness.

School Annexations

The four adjacent school districts are considered in this section. According to Article VII, Section 106, Oklahoma School Code, school districts must be adjacent or be in the same transportation area. One of four adjacent school districts is a dependent elementary district and the other three have all twelve grades. The enrollment, valuation, and distance from Healdton are considered in a table.

CHAPTER IV

DATA AND FINDINGS

Data from building studies and evaluations, curriculum studies, population and community trends, and other studies are analyzed in the following pages. Where necessary, additional information are provided to aid in the clarification of data.

Building Studies and Evaluations

The facilities consultant's study by Dr. Jack Parker and the architect's building study by Mr. Bob Wright are analyzed together in the following section. The facilities consultant's written report is given in Appendix A. The citizens' evaluation are presented as a separate section.

Facilities Consultant's and Architect's Studies

This analysis is divided into three main areas as follows: (1) the elementary building and site, (2) the junior-senior high building and site, and (3) the athletic field. The actual building evaluation sections of the studies are analyzed and the recommended alternatives are summarized in later pages.

The elementary building and site. This facility consists of three basic divisions - the 1960 addition, the 1927 addition, and the 1922 structure and site. See Plot Plan, Figure 2, page 5 and Appendix C for additional information. Each division is different, and the evaluation of each will be analyzed. The 1960 classroom addition was considered by both evaluators as generally satisfactory. The kitchen, a part of this 1960 addition, was considered in fairly good condition, but both dry and refrigerated storage is greatly inadequate. The 1927 addition was considered by the consultants as unsatisfactory. This addition includes four classrooms and the cafetorium. Both the consultant and architect listed the wooden floors, illumination, high ceilings, heating system, and structural soundness as areas of major deficiency. The 1922 structure consists of 9 classrooms and the principal's office. The consultant evaluated this area as minimally satisfactory. Both evaluators listed wooden floors, electrical wiring and outlets, and hallway constraints as unsatisfactory. They considered the central heating and air conditioning and structural soundness as major satisfactory factors. The site was evaluated as not ideal, but satisfactory when compared to other sites of the same age.

The Junior-Senior High building and site. These facilities can be best analyzed by dividing them into smaller areas such as, the original structure (1944 structure), the gymnasium (1954 addition), the auditorium (1956 addition),

shop-classroom complex (1963 addition), and site. See Plot Plan, Figure 1, page 4, and Appendix C for location and sizes of area. The original structure was evaluated by the consultant and architect as being in good repair, but with some unsatisfactory conditions existing. Structural soundness, wooden floors, library and media center, and lunch facility were given as the most unsatisfactory conditions. The consultant listed the absence of a student center, inadequate art facilities, and highly inefficient and improperly located equipment in the home economics area as major deficiencies in the overall junior-senior high school facilities. The structural soundness referred to earlier was particularly directed at the northwest wing of the original structure. The architect evaluated the gymnasium, auditorium, and shop-classroom complex as in good condition but suggested additional physical education equipment for the gymnasium. The consultant gave the site location and size as the most serious problem. He emphasized there were no off-street parking area and no satisfactory loading and unloading area. The consultant recognized the investment and new additions as prior commitment to the present site and suggested it was not feasible to retreat from this site despite its inadequacies.

The Athletic Field. The architect evaluated the athletic field much more extensively than did the consultant. The consultant only referred to this area very briefly by commenting that if the Board and community feel this area is

important, then improvements should be made. The architect evaluates this facility as unsatisfactory because of the unsafe visitors' bleachers and the absence of dressing facilities on the site. He rated the site size and parking as adequate but indicated the need for a larger football practice area and tract.

Citizens Building Evaluation

Each item's score for each citizen's evaluation and the total scores for each subsection of the evaluation are shown in Table I. The average of the six citizen evaluator's item's scores and subsections are also shown in Table I.

The total possible score for each subsection is 100. The lowest average total score of any subsection was expansion (44.83) and the next lowest score was flexibility (59.66). The highest average total score was accessibility (80.50). Safety (78.92), appearance (77.91), economy (75.75), efficiency (75.41), and healthfulness (72.66) received scores higher than 70.

In examining the individual items under each subsection (See Appendix B), several average scores were 50 percent below the possible score. Items 1, 3, and 9 in subsection adequacy were lower than 50 percent. Item 1 deals with adequacy of school site. The junior-senior high site doesn't come close to meeting the given size standard. Adequate parking is item 3 and adequate classrooms and

TABLE I
 SCORES FOR "CITIZEN'S WORKBOOK FOR
 EVALUATING SCHOOL BUILDINGS"

Item	Possible Score	C I T I Z E N						Average
		1	2	3	4	5	6	
<u>Adequacy</u>								
Site:								
1	20	8	7.5	12	8	8	10	8.58
2	2	1	2	2	1	1	1	1.33
3	3	1	1.5	0	1	1	1	0.92
4	5	3	2	3	2	3	4	1.63
Pupil Room:								
5	10	4	7	7	8	8	5	6.50
6	5	5	3.5	4	5	2	4	3.91
7	10	3	6	8	8	9	5	6.50
8	5	3	3	4	5	4	3	3.66
9	15	10	13.5	8	12	14	10	5.83
10	2	2	2	2	1	2	1	1.66
11	2	2	2	2	2	2	2	2.00
12	3	3	2.5	3	2	3	1	2.25
General Features:								
13	5	3	3.5	4	4	2	2	3.83
14	5	3	3.5	4	4	3	2	3.25
15	2	2	2	2	0	2	0	1.33
16	3	2	0	3	2	3	3	2.16
17	3	2	3	2	2	2	2	2.16
Total	100	57	64.5	70	67	69	56	60.58
<u>Suitability</u>								
Site:								
1	2	1	1	1	1	0	1	0.83
2	2	2	1.5	1	1	2	0	1.25
3	3	2	2	1	2	1.5	1	1.41
4	2	2	2	1	2	2	1	1.50
5	2	1	1.5	1	2	1.5	1	1.33
Pupil Room:								
6	3	0	1	1	0	0	2	0.66
7	5	3	1	4	4	3	3	3.00
8	3	1	2	3	3	3	2	2.33
9	2	2	1	2	2	1	1	1.50
10	1	1	1	1	1	1	0	0.83

Table I (Continued)

Item	Possible Score	C I T I Z E N						Average
		1	2	3	4	5	6	
11	5	5	4	3	5	5	3	4.00
12	2	2	2	2	2	2	2	2.00
13	3	3	3	3	3	3	3	3.00
14	5	5	4	3	4	2	3	3.50
15	5	3	4	2	5	2	3	3.16
16	5	5	1	2	5	3	1	2.83
17	5	4	4	3	3	1	2	2.83
18	5	4	4	4	4	5	5	4.33
19	5	4	4	4	4	4	5	4.16
20	5	3	2	4	4	2	2	2.83
21	4	3	2	1	3	2	2	2.16
22	2	2	1.5	1	2	1.5	2	1.66
23	3	3	2	2	2	2	2	2.16
24	2	2	1.5	2	2	2	1	1.75
25	2	2	2	2	2	2	2	2.00
26	2	1	0	2	1	0	1	0.83
27	3	2	2.5	2	3	2	2	2.25
General Features:								
28	5	4	4	4	3	2	1	3.00
29	5	4	4.5	4	5	5	4	4.41
30	1	0	1	1	1	0.5	1	0.75
Total	100	74	67.0	67	83	63.0	59	68.83
<u>Safety</u>								
Site:								
1	5	3	2.5	4	2	2	1	2.41
2	2	2	2	2	2	2	2	2.00
3	5	5	5	5	5	4	4	4.66
4	5	5	5	4	5	5	4	4.66
5	5	3	5	4	5	3	3	3.83
6	5	5	3	3	2	3	4	3.33
7	5	3	4	4	5	5	3	4.00
8	5	5	5	4	5	5	4	4.66
9	5	5	5	4	5	3	3	4.16
10	5	4	5	4	2	5	4	4.00
11	5	3	5	4	4	3	3	3.66
12	5	3	5	4	3	3	3	3.50
General Features:								
13	5	4	5	3	4	2	3	3.50
14	5	4	5	4	4	4	3	4.00
15	5	5	5	5	5	4	2	4.33
16	3	3	3	3	3	2	1	2.50

Table I (Continued)

Item	Possible Score	C I T I Z E N						Average
		1	2	3	4	5	6	
17	5	4	4	4	5	4	4	4.16
18	3	2	1	2	2	1	1	1.50
19	10	8	10	10	8	9	6	8.50
20	5	5	5	4	5	4	4	3.50
21	2	2	0	1	1	1	1	1.00
Total	100	83	89.5	82	82	74	63	78.92
<u>Healthfulness</u>								
Site:								
1	10	10	9	10	10	5	7	8.50
2	10	10	10	10	10	10	8	9.66
3	5	2	1	0	2	5	3	2.16
4	10	6	0	0	0	7	4	2.83
Pupil Rooms:								
5	15	10	12	12	12	12	8	11.00
6	10	5	9	8	8	8	9	7.83
7	10	8	9	8	8	6	9	8.00
General Features:								
8	5	3	3	4	3	4	4	3.50
9	10	3	9	8	6	9	9	7.33
10	5	0	5	0	5	5	3	3.00
11	5	3	5	4	4	5	4	4.16
12	5	3	5	4	5	4	3	4.00
Total	100	63	77	68	78	80	70	72.66
<u>Accessibility</u>								
Site:								
1	20	20	18	19	18	18	15	18.00
2	25	25	20	25	20	25	18	22.16
3	10	10	9	4	5	6	2	6.00
4	10	7	9	8	4	10	8	7.66
5	5	5	4	4	5	2	3	3.66
6	10	10	10	10	10	10	8	9.66
Pupil Rooms:								
7	10	10	9	9	8	9	5	8.33
General Features:								
8	10	10	8	8	10	8	5	8.16
Total	100	97	87	87	80	88	64	80.50

Table I (Continued)

Item	Possible Score	C I T I Z E N						Average
		1	2	3	4	5	6	
<u>Flexibility</u>								
Site:								
1	15	8	3	8	10	10	5	7.33
2	10	10	9	8	5	7	6	9.00
Pupil Rooms:								
3	10	8	6	5	5	8	3	5.83
4	10	8	7	2	6	8	2	5.50
5	10	8	7	5	8	8	5	6.83
6	10	7	7	5	8	9	2	6.33
7	10	0	8	5	5	7	3	4.66
General Features:								
8	10	7	8	10	8	8	4	7.50
9	15	0	12	10	12	10	10	9.00
Total	100	56	67	58	62	75	40	59.66
<u>Efficiency</u>								
Site:								
1	10	10	9	9	8	7	6	8.16
2	3	3	2.5	2	3	3	1	2.41
3	2	2	1.5	2	2	2	1	1.75
4	5	5	4.5	5	5	5	3	4.58
5	7	5	6	7	7	7	5	6.16
Pupil Rooms:								
6	15	7	10	13	12	13	8	10.50
General Features:								
7	7	4	5	7	5	4	3	4.66
8	3	2	2.5	3	2	1	1	1.91
9	3	2	2	3	2	1	2	2.00
10	3	1	2	2	3	2	1	1.83
11	10	8	9	9	10	7	5	8.00
12	10	8	9	9	7	9	6	8.00
13	10	7	7	6	6	4	6	6.00
14	5	5	5	0	5	5	2	3.66
15	7	7	6	7	5	6	4	5.82
Total	100	76	81.0	84	82	76	54	75.41

Table I (Continued)

Item	Possible Score	C I T I Z E N						Average
		1	2	3	4	5	6	
<u>Economy</u>								
Site:								
1	10	9	8	10	8	8	8	8.50
2	5	4	4	5	5	4	3	4.16
Pupils Rooms:								
3	10	5	9	10	8	7	4	7.16
General Features:								
4	5	5	4.5	4	5	5	3	4.41
5	15	10	12	10	10	10	10	10.33
6	5	4	4	5	4	5	2	4.00
7	20	15	16	16	14	12	12	14.16
8	10	10	8.5	10	10	10	10	9.75
9	15	10	13.5	15	12	12	8	11.75
10	5	4	4	0	0	0	1	1.50
Total	100	76	83.5	85	76	73	61	75.75
<u>Expansibility</u>								
Site:								
1	15	7	3	2	5	5	5	4.50
2	10	5	3	2	5	5	2	3.33
Pupil Rooms:								
3	10	5	3	2	8	7	3	4.66
4	15	10	3	0	10	8	10	6.83
5	10	5	4	7	10	6	6	6.33
6	10	5	4	2	10	7	3	3.83
7	15	6	3	2	8	10	5	5.66
8	15	10	3	5	10	12	8	8.00
Total	100	53	26	22	66	60	42	44.83
<u>Appearance</u>								
Site:								
1	5	3	4	2	4	3	3	3.16
2	15	10	12	11	15	12	12	12.00
3	10	10	8	10	8	10	7	8.83
Pupil Rooms:								
4	20	10	16	18	18	15	12	14.83

Table I (Continued)

Item	Possible Score	C I T I Z E N						Average
		1	2	3	4	5	6	
General Features:								
5	5	3	4	1	3	4	4	3.16
6	10	10	9	9	7	10	8	8.83
7	5	3	5	5	4	5	4	4.33
8	10	8	9	9	8	8	7	8.16
9	15	10	13	10	13	10	12	11.33
10	5	3	4.5	4	3	3	2	3.25
Total	100	70	84.5	79	83	80	71	77.91

special rooms is item 9. Under the subsection suitability, four items' scores were lower than 50 percent of the possible score. These were as follows: item 1 - dealing with suitability of playground, game and practice area surfaces; item 3 - dealing with suitability of developed and equipped work and play areas; item 6 - dealing with suitability of separate work area for group activities; and item 21 - dealing with suitability of provisions for health and physical education. Items 3 and 4 fell below the 50 percent in the subsection healthfulness. Item 4 concerned freedom of students throughout the day from exposure to inclement weather and item 3 concerned convenience of drinking fountains on the playground. The subsection flexibility had two items, 1 and 7, whose average scores were below 50 percent of the possible score. Multiuse of the recreational area was questioned by item 1, while item 7 questioned the placement of

service facilities in interroom walls. Six of the eight items under expansibility averaged less than 50 percent. These six items dealt with expansibility of site for various activities, location of building on site to allow expansion, expansibility of special rooms such as gym and cafeteria, size of special rooms in case of expanded pupil population, traffic provision allowing building expansion, and the possibility of present building construction expansion. Safety, accessibility, efficiency, economy, and appearance subsections did not include any items whose average score was below 50 percent of the possible score.

Curriculum Studies

The curriculum consultant's study, course curricula model, and needs assessment data are presented and analyzed in the following pages. These curriculum studies were conducted under the supervision and approval of the Board and Committee. Some items on the consultant's questionnaires were not relevant to this study and were not presented or analyzed.

Consultant's Curriculum Study

The parents', students', and faculties' attitudes and opinions data are presented and analyzed separately. Group strengths and/or weaknesses data are also presented and analyzed separately.

Parents' Attitudes and Opinions. Two-hundred and seventy-seven parents completed the questionnaires. Some of the responses from these questionnaires are presented in Table II. This table summarizes the responses to the biographical data section (age, race, and educational level).

TABLE II
BIOGRAPHICAL INFORMATION OF PARENTS

Age	No.	Race	Education In Years	No.
21-25	16			
26-30	30		5	3
31-35	52	White = 223	6	3
36-40	68		7	8
41-45	49	Nonwhite = <u>54</u>	8	19
46-50	30		9	24
51-55	19	N = 277	10	30
56-60	11		11	24
61-65	2		12	122
			13	<u>44</u>
	N = 277			N = 277
Mean age = 39.62		Mean Education = 11.27 years		

Table II shows that the average age of parents of Healdton's students is 39.62, and their educational level is 11.27 years of education. This educational level is slightly below the national average of 12.2 years, the state average of 12.1 years, and Carter County's average of 11.5 years. The parents' ranking of certain areas, items 1, 2, 3, and 4 of

the Parent Questionnaire, of the educational program, is presented in Table III. The results shown in Table III

TABLE III
PARENTS RATING OF QUESTIONNAIRE ITEMS
NUMBERED 1, 2, 3, AND 4

Item No.	Area or Groups Being Rated	Mean Rating
1a	Administration	4.71
1b	Teaching Staff	4.51
1c	Students	4.49
1d	Classified Personnel	4.82
1e	School Board	4.19
2.11	Special Education	4.94
2.12	Special Reading	4.91
2.21	English	3.67
J S 2.22	Mathematics	3.93
R C 2.23	Science	3.63
H 2.24	Physical Education	4.10
H O 2.25	Music	4.27
I O 2.26	Social Studies	3.78
G L 2.27	Art	3.37
H 2.28	Library	3.27
2.29	Counseling	3.58
2.31	English	3.76
2.32	Mathematics	4.11
2.33	Science	3.52
S 2.34	Physical Education	4.11
H C 2.35	Music	4.39
I H 2.36	Social Studies	3.92
G O 2.37	Art	3.33
H O 2.38	Vocational Training	4.01
L 2.39	Business Courses	3.94
2.310	Foreign Languages	3.22
2.311	Library	3.27
2.312	Counseling	3.59
3.	Quality of education at Healdton	3.48
4.	The 7-period school day	3.02

indicate that the groups ranked in item 1 exceed the midpoint of 3.5 on the scale of 1 to 6. Because of the inverse weight assignments, 1 now indicates poor and 6 indicates excellent. The larger the mean rating above midpoint of 3.5 the closer this rating approaches excellent. Classified personnel received the highest mean rating (4.82) and the School Board received the lowest mean rating (4.19). Item 2 is divided into three sections as follows: (1) special elementary programs, (2) junior high programs, and (3) the high school programs. Curriculum areas in item 2 were ranked on a scale of 1 to 5; again because of inverse weight assignments on the scale of 1 to 5, 1 now indicates poor and 5 indicates excellent. The special reading (4.91) and special education (4.94) programs could be considered excellent programs. Music (4.27) and physical education (4.10) in the junior high section received the highest mean rating. Art (3.37) and library (3.27) in the junior high section received the lowest mean rating. The other junior high programs received higher mean ratings, which means they could be considered as satisfactory. In the high school section, four programs received mean ratings of greater than 4. They were music (4.39), physical education, mathematics (4.11), and vocational training (4.01). The lowest mean ratings shown in Table III for high school were foreign language (3.22), library (3.27), and art (3.33). These mean ratings are low, but they are still higher than the midpoint of 3 on the rating scale. These are the least satisfactory programs

of the high school. Item 3, quality of education, received a fairly high mean rating (3.48), but item 4, the 7-period school day (3.02), was the lowest mean rating of all the subsections rated. Quality of education could be considered as satisfactory or better but not excellent. The 7-period day mean rating indicates a questionable schedule practice. Items 5 and 6 are not relevant and are not presented or analyzed. Responses to items 7, 8, 9, 10, 11, 12, and 13 are given in Table IV. These items are not of particular importance to the curriculum, but they do provide valuable

TABLE IV
PARENT RESPONSE TO QUESTIONNAIRE ITEMS
NUMBERED 7, 8, 9, 10, 11, 12, AND 13

Item No.	Essence of Question	Yes		No	
		No.	%	No.	%
7.	Adequate school facilities?	90	32	187	68
8.	Favor a Bond issue?	159	57	118	43
9.	Favor the last Bond issue?	145	52	132	48
10.	Meet with teachers?	205	74	72	26
11.	Visit the school regularly?	180	65	97	35
12.	Attend open house?	205	74	72	26
13.	Attend PTA meetings?	81	29	196	71

information for administrative decisions. These items were force-choice items and lent themselves to a different kind of analysis than continuum rating. The responses shown in Table IV indicate that 68 percent feel that the present facilities are inadequate, but only 57 percent would favor a bond issue. This is five percent increase over the number who favored the last bond issue (52 percent). Parents attend school regularly, but they do not attend PTA meetings, only 29 percent attend regularly.

Students' Attitudes and Opinions. The questionnaire responses of 362 junior and senior high students were analyzed to determine their opinions concerning areas of the educational program. The responses given to questions 1, 2, and 9 are presented in Table V. The student responses in Table V show that they believe that they are getting a good education in Healdton, but they do not like the 7-period day. Sixty-five percent indicated that they plan to go to college, 28 percent indicated that they were not going to college, and seven percent were undecided. Student questionnaire items numbered 3 through 8 dealt with present curriculum. The classes that the students wanted added are presented in Table VI, and the classes that the students wanted dropped are presented in Table VII. Ten of the courses shown in Table VI to be added were being offered at the area vocational school for eleventh and twelfth grade students, and seven of the courses either were being offered

TABLE V
STUDENT RESPONSES TO QUESTIONNAIRE
NUMBERED 1, 2, AND 9

Item No.	Essence of Question	Responses
1.	Getting a good education at Healdton?	330 (Yes) 29 (No) 91% (Yes) 8% (No)
2.	Opinion of the 7-period day?	2.85 mean rating (5 point scale)
3.	Plan to attend college?	235 (Yes) 100 (No) 65% (Yes) 28% (No)

TABLE VI
STUDENT RESPONSES TO QUESTIONNAIRE ITEM
NUMBERED 3, CLASSES TO BE ADDED

Course	No. Responses	Course	No. Responses
Mechanics ¹	6	Foreign Language*	13
Welding ¹	11	French	31
Auto Body ¹	4	Latin	10
Auto Mechanics ¹	3	German	7
Metal Shop ¹	4	Greek	1
Electronics ¹	4	Business Courses* ¹	6
Diesel Mechanics ¹	2	Shorthand II	4
Wood working*	2	Typing III	1
Drafting* ¹	2	Bookkeeping*	1
Carpentry ¹	2	9th Grade Typing	2
Handcrafts	1	Music Theory	10
Blueprint Reading	1	Stage Band	2
Shop*	6	Psychology	25
Shop III	7	Marriage and Family	1
Shop IV	3	World History*	18
Girls Shop	3		
Distributive Ed.	1		
Cosmotology ¹	2		

Table VI (Continued)

Course	No. Responses	Course	No. Responses
Agriculture	10		
FFA	15	Art II	7
Swimming	8	P.E.	6
Judo	1	First Aid	3
Karate	1	Nurses Training	1
Guitar	1	Sex Education	6
Wrestling	4		
Boxing	1	Astronomy	1
Tennis	2	Ecology	3
Girls Sports	2	Biology III	2
Gymnastics	2		
Bowling	2	Calculus	1
Archery	1	Algebra III	7
Motorcycling	3		

*Courses offered at Healdton School at time of the survey.

¹Courses offered at area vocational school at time of the survey.

TABLE VII

STUDENT RESPONSES TO QUESTIONNAIRE ITEM
NUMBERED 4, COURSES TO BE DROPPED

Course	No. Responses	Course	No. Responses
Algebra	4	Amer. History*	3
Geometry	1	Okla. History*	3
H.S. Math	1	Civics*	5
Math* ¹	9	Sociology	2
		History* ¹	3
Biology	5	Geography	1
Physics	1	Government	1
Science* ¹	20		
Phy. Science	2	Home Economics	2
Chemistry	1	Family Living	6
English*	15	Study Hall	23

Table VII (Continued)

Course	No. Responses	Course	No. Responses
Read./English* ¹	11	P.E. ¹	6
Drama	2	Music ¹	19
English IV	2	Art	34
English V	2	Typing	5
Spanish	11	General Business	10
		Consumer Ed.	9
Shop	1		
Mechanical Drawing	1		

*Indicates courses required by State Board of Education or Healdton Board of Education to obtain high school diploma.

¹Indicates courses required in junior high.

on alternating year basis with some other course. The most significant courses that should be considered as additions are agriculture (25), French (31), Latin (10), music theory (10) and psychology (25). Agriculture and FFA (Future Farmers of America) are considered as one course since vocational agriculture students are usually FFA members. Science, math, English, American and Oklahoma History, and civics, shown in Table VII to be dropped, are required by policies of the State Board of Education or Healdton Board of Education to obtain a high school diploma. Study hall (23) is required if a student does not enroll in at least two non-solid classes per year; therefore, a study hall is made available each hour. Art is also required for junior high students who do not enroll in music or special reading. The courses the students liked best and disliked most are

TABLE VIII
STUDENTS RESPONSES TO QUESTIONNAIRE
ITEMS NUMBER 5 AND 7, COURSES
LIKED BEST OR DISLIKED

Course	Liked		Disliked		No. Enrolled
	Responses	%	Responses	%	
English	48	12	82	20	407
Math	34	11	25	8	317
P.E.	30	10	1	3	300
Science	26	13	59	29	202
History	23	12	15	8	184
Shop	22	38	1	2	57
Algebra	19	24	22	27	79
American History	17	27	1	2	62
Home Economics	16	32	-	-	50
Geography	14	16	2	2	88
Reading	12	24	3	6	50
Music	11	5	-	-	205
Sociology	11	37	-	-	30
Band	11	17	-	-	63
Geometry	10	49	-	-	21
Art	9	17	21	39	54
Bookkeeping	8	23	3	9	34
Chorus	7	6	2	2	111
Typing	7	11	10	16	64
Biology	6	7	40	48	84
Driver's Ed.	4	20	-	-	20
Vo-Tech	4	38	-	-	35
Government	4	19	-	-	21
Trig.	3	18	1	6	17
Family Living	3	6	5	11	47
Physics	2	22	3	33	9
Typing II	2	25	-	-	8
Study Hall	2	1	4	2	236
Okla. History	2	3	7	10	70
Newspaper/Annual	1	10	2	15	13
Mech. Drawing	1	10	1	10	11
Chemistry	1	17	1	17	6
Consumer Ed.	1	5	9	45	20
Drama	1	11	1	11	9
Gen. Business	1	5	7	37	19
Shorthand	1	20	-	-	5
Speech	1	8	1	8	13
Spanish	1	2	4	8	50
Phy. Science	1	3	-	-	39
Civic	-	-	12	17	70

presented in Table VIII. English was the most liked and also the most disliked, but this was expressed by only 32% of the students enrolled. Some courses were liked by more than 30 percent of the students enrolled. These were geometry (49%), vocational school courses (38%), shop (38%), and home economics (32%). Three of these courses are vocational training courses. Three other courses were liked by more than 20 percent of their enrollment. These were American History (27%), Typing II (25%), and reading (24%). The real concerns are those courses that a high percentage of their enrollment disliked. General business (37%), consumer education (45%), and art (39%) courses are taught by the same teacher and are electives except to give some student five solid courses so he may graduate. Other courses with a high percentage of enrollment dislikes are physics (33%), biology (48%), and science (29%). Again one teacher teaches physics and biology, but three other teachers are actually involved in other science courses. The physics and biology teacher also teaches chemistry which had the same percent of liked and disliked enrollment.

The Faculty Attitudes. Faculty questionnaires were completed by 38 elementary, junior high and senior high school teachers. The responses to the eleven areas are presented in Table IX. The mean rating given to each of the areas are the results of averaging the choice point/weight products for each of the items. Table IX shows that

TABLE IX
TEACHER'S RESPONSES TO FACULTY
QUESTIONNAIRE

Area Being Rated	Mean Rating	Total Average Mean Rating
Administration		
1. Competent	4.56	
2. Cooperative	4.37	
3. Available when needed	4.74	
4. Accessible for personal appt.	3.95	
5. Courteous	3.95	
6. Responsive to suggestions	3.58	4.31
Teaching Staff		
1. Competent	4.14	
2. Cooperative	3.91	
3. Courteous	4.23	
4. Responsive to suggestion	3.56	
5. Work as a unit	3.58	
6. Innovative	3.27	3.78
Other Employees		
1. Competent	3.93	
2. Cooperative	4.00	
3. Courteous	3.88	
4. Responsive to suggestion	3.40	
5. Work as a unit	3.37	3.72
Students		
1. Need special ed. classes	4.16	
2. Are motivated	3.23	
3. Have reading problems	3.19	3.53
The Community		
1. Has a strong PTA organization	3.44	
2. Works well with teachers	3.88	
3. Visits the school often	2.58	
4. Sees educ. as a valuable thing	3.56	
5. Likes to attend open house	3.77	
6. Supports school functions	3.33	
7. Encourages teacher visitation in the home	1.30	3.12
Curriculum		
1. Adequate	3.95	
2. Relevant	3.70	
3. Comprehensive	3.70	
4. Well integrated between grades	3.35	
5. Adequate vocational courses	2.79	

Table IX (Continued)

Area Being Rated	Mean Rating	Total Average Mean Rating
6. Adequate academic courses	3.51	3.50
Teaching Equipment		
1. Adequate	3.33	
2. In good repair	3.32	
3. Audio-Visual		
a. Used often	3.47	
b. Adequate	3.35	
4. Supplies		
a. Easily obtained	3.68	
b. Fund available	3.23	3.40
Development		
3. 7-period day	2.78	

teachers have high opinions of the administration (4.37), themselves (3.78), other employees (3.72), and the students (3.53). However, they tend to rate the community (3.12), the curriculum (3.50), and the teaching equipment (3.40) lower. The lowest mean rating is item 7, under the general heading "The Community". This item, encouraging teacher visitation in the home (1.30), should be pursued further. Under the section entitled, "Development", item 3, the faculty members were asked to rate their feelings toward the 7-period day on a 1 to 5 scale from "I hate it" to "I love it". Again the inverse assessment was used so that the higher the mean rating the more they love the 7-period day. The midpoint on a 5-point scale is 3, and the mean rating of

the faculty is 2.78. In the area of development on the faculty questionnaire, items 1 and 2, provided four spaces for courses to be added and dropped. Table X shows courses to be added and dropped, but only 18 of the 38 teachers responded to these items. Many suggested courses to be added

TABLE X
TEACHER'S RESPONSES TO FACULTY
QUESTIONNAIRE DEVELOPMENT
ITEMS 1 AND 2

Courses to be added	No. Responses	Courses to be dropped	No. Responses
Elementary P.E.	8	Art	1
Elementary Art	4	Economics	1
Elementary Health	2	Vocabulary	1
7th and 8th Home Ec	2	5th grade Band	1
Psychology	2	Study Hall	1
French	2		
Foreign Language	2		
FFA	2		
Agriculture	1		
Business Math	1		
Library Science	1		
Music Theory	1		
English Composition	1		
Music	1		
Higher Math	1		
Special Education	1		
Jr. H. Vocational Training	1		
Jr. H. Shop	1		
Reading	1		
Penmanship	1		
Business Communication	1		
Tumbling	1		

are offered now on a limited basis; such as elementary physical education and health. Special education is another area that was available at the time of the survey. Agriculture, French, and psychology received high responses on both the Student and Faculty Questionnaire for courses to be added.

Group Strengths and/or Weaknesses. Standardized mental ability tests and achievement level tests were administered to the first through the tenth grades. The kindergarten were given a group achievement test but not a mental ability test. The American College Test (ACT) scores were used for the twelfth grade achievement test scores. The results of these tests are presented in Tables XI - XIX. Kindergarten through sixth grades are divided into groups which represent a particular homeroom for that grade. The lowest mean group intelligence quotient was 99.76 for group B second grade and the highest mean was 109.48 for group A first grade. Most of the achievement level subtest scores were above the 50th percentile on the national average. The lowest achievement subtest was the 26th percentile by group C kindergarten. Table XX shows the highest and lowest achievement subtest percentile rankings for each grade group. These highest and lowest subtests could be interpreted as the groups strengths and/or weaknesses for that particular grade group.

TABLE XI
ACHIEVEMENT TEST SCORES OF HEALDTON'S
THREE KINDERGARTEN CLASSES

Class	Sub-Areas Measured by Test*								Total Score	
	Social Studies		Math		Letters		Aural Comp.			
	\bar{X}^{**}	%ile	\bar{X}	%ile	\bar{X}	%ile	\bar{X}	%ile	\bar{X}	%ile
(A)	33.8	43	19.4	44	16.3	31	19.2	40	86.0	28
(B)	33.8	43	18.2	36	18.9	40	17.8	27	88.6	32
(C)	32.2	36	18.4	38	17.1	35	17.6	26	86.1	29
National Averages	35		21		21		21		98	

*The test given to the Kindergarten students was the Stanford Early School Achievement Test.

**X is mean raw score.

TABLE XII
MENTAL ABILITY AND ACHIEVEMENT SCORES
OF FIRST-GRADE STUDENTS

Class	I.Q.* \bar{X}^{***}	Sub-Areas Measured by Achievement Test*									
		Word Knowledge		Word Analysis		Reading		Total Reading		Total Math	
		GE**	%ile	GE	%ile	GE	%ile	GE	%ile	GE	%ile
(A)	109.48	1.9	50	1.7	40	1.9	68	19	56	2.1	62
(B)	107.79	1.9	50	1.8	54	1.9	68	2.0	66	2.0	58

*Otis-Lennon Mental Ability Test (O-L MAT) and 1970 Metropolitan Achievement Test (1970 MAT).

**GE means grade equivalent.

***X means mean I.Q.

TABLE XIII

MENTAL ABILITY AND ACHIEVEMENT SCORES OF
SECOND-GRADE STUDENTS

I.Q.* \bar{X} ***	Sub-Areas Measured by Test*																	
	Word Know. GE**%ile		Word Anal. GE %ile		Read. GE %ile		Read. Total GE %ile		Spell. GE %ile		Math Comp. GE %ile		Math Con. GE %ile		Prob. Solv. GE %ile		Math Total GE %ile	
(A) 100.73	2.7	50	2.7	56	2.7	54	2.7	52	2.8	48	2.7	40	2.4	24	2.8	42	2.5	38
(B) 99.76	2.6	44	2.5	38	2.7	54	2.6	48	2.6	36	2.7	40	2.6	32	2.7	38	2.5	38

*Otis-Lennon Mental Ability Test (O-L MAT) and 1970 Metropolitan Achievement Test (1970 MAT).

**GE means grade equivalent.

***X is mean I.Q.

TABLE XIV
 MENTAL ABILITY AND ACHIEVEMENT SCORES OF
 THIRD-GRADE STUDENTS

I.Q.* X***	Sub-Areas Measured by Test*									
	Word Know. GE**%ile	Read. GE %ile	Read. Total GE %ile	Lang. GE %ile	Spell GE %ile	Math Comp. GE %ile	Math Con. GE %ile	Prob. Solv. GE %ile	Math Total GE %ile	
(A) 102.67	3.8 56	3.6 56	3.7 58	4.6 52	3.7 54	4.3 70	4.0 58	3.9 56	4.0 60	
(B) 104.86	3.7 52	3.6 56	3.6 56	4.8 68	3.4 44	4.1 62	4.0 58	3.6 48	3.9 56	

*Otis-Lennon Mental Ability Test (O-L MAT) and 1970 Metropolitan Achievement Test (1970 MAT).

**GE means grade equivalent.

***X is mean I.Q.

TABLE XV
 MENTAL ABILITY AND ACHIEVEMENT SCORES OF
 FOURTH-GRADE STUDENTS

I.Q.* X***	Sub-Areas Measured by Achievement Test*																	
	Word Know. GE**%ile		Read. GE %ile		Total Read. GE %ile		Lang. GE %ile		Spell. GE %ile		Math Comp. GE %ile		Math Con. GE %ile		Prob. Solv. GE %ile		Math Total GE %ile	
(A) 105.78	4.8	52	4.9	56	4.8	54	5.0	46	4.4	38	5.1	52	4.8	48	4.6	44	4.9	50
(B) 105.26	4.4	44	5.1	60	4.6	50	4.7	40	4.2	32	5.3	60	5.1	52	4.5	40	5.1	52

*Otis-Lennon Mental Ability Test (O-L MAT) and 1970 Metropolitan Achievement Test (1970 MAT).
 **GE means grade equivalent.
 ***X is mean I.Q.

TABLE XVI

MENTAL ABILITY AND ACHIEVEMENT SCORES OF
FIFTH-GRADE STUDENTS

I.Q.* X***	Sub-Areas Measured by Achievement Test*													
	Word Know. GE**%ile	Read. GE %ile	Spell. GE %ile	Lang. GE %ile	Study Skill GE %ile	Math Comp. GE %ile	Prob. Solv. GE %ile	Inform. GE %ile	Study Skill GE %ile	Science GE %ile				
(A) 109.21	6.0 60	6.2 60	6.7 75	6.4 66	6.5 68	6.2 75	6.1 64	5.5 49	6.3 58	6.1 64				
(B) 106.11	6.5 67	6.3 63	6.6 71	6.3 64	6.6 70	5.9 65	5.7 53	5.9 54	6.3 59	5.7 50				

*Otis-Lennon Mental Ability Test (O-L MAT) and 1970 Metropolitan Achievement Test (1970 MAT).

**GE means grade equivalent.

***X is mean I.Q.

TABLE XVII

MENTAL ABILITY AND ACHIEVEMENT SCORES OF
SIXTH-GRADE STUDENTS

I.Q.* X***	Sub-Areas Measured by Achievement Test*											
	Word Know. GE**%ile	Read. GE %ile	Spell. GE %ile	Lang. GE %ile	Study Skill GE %ile	Math Comp. GE %ile	Prob. Solv. GE %ile	Inform. GE %ile	Study Skill GE %ile	Science GE %ile		
(A) 108.19	7.1 60	7.2 63	6.9 56	7.2 64	7.6 70	6.9 63	6.7 50	7.3 61	7.1 60	6.4 46		
(B) 108.48	6.7 53	7.0 59	7.2 62	7.0 58	7.1 60	7.0 65	6.5 46	8.0 70	6.9 57	6.7 52		

*Otis-Lennon Mental Ability Test (O-L MAT) and 1970 Metropolitan Achievement Test (1970 MAT).

**GE means grade equivalent.

***X is mean I.Q.

TABLE XVIII

MENTAL ABILITY AND ACHIEVEMENT SCORES OF
THE SEVENTH, EIGHTH, NINTH, AND
TENTH-GRADE STUDENTS

I.Q.* \bar{X}^{***}	Areas Measured by Sub-Tests of Achievement*									
	English Usage		Math Usage		Social Studies		Nat. Science		Word Usage	
	\bar{X}^{**}	%ile	\bar{X}	%ile	\bar{X}	%ile	\bar{X}	%ile	\bar{X}	%ile
7th 106.87	24.2	57	25.1	69	24.3	62	24.9	62	23.1	50
8th --	24.6	54	24.3	48	25.3	56	24.0	49	24.6	46
9th --	27.4	54	28.8	62	29.1	66	30.3	72	27.4	60
10th 106.64	27.1	42	29.2	52	29.3	56	30.8	62	27.7	44

*National Educational Development Test (1970-NEDT) and Otis Quick Scoring Mental Ability Test.

** \bar{X} is the mean raw scores.

*** \bar{X} is the mean I.A.

TABLE XIX

MENTAL ABILITY AND ACHIEVEMENT SCORES OF
TWELFTH-GRADE STUDENTS

I.Q.* X***	Areas Measured by Sub-Tests of Achievement*							
	English X** %ile	Math X %ile	Soc. Stud. X %ile	Science X %ile	Composite X %ile	Verbal X %ile	Math X %ile	
12th	19.35 53	22.23 67	23.45 70	21.68 60	20.55 58	63.60 %ile	63.17 %ile	

*American College Test (1971-ACT).

**X means the mean raw scores.

***X is mean I.Q.

TABLE XX
 HIGHEST AND LOWEST SUBTEST SCORES
 FOR EACH GRADE GROUP

Grade	Group	Lowest	Highest
K	A	Letters*	Math*
	B	Math*	Social Studies*
	C	Social Studies*	Aural Compreh.
1	A	Word Analysis*	Math
	B	Word Knowledge	Reading
2	A	Math Concepts*	Word Analysis
	B	Math Concepts*	Reading
3	A	Spelling	Math Concepts
	B	Spelling*	Math Concepts
4	A	Spelling*	Reading
	B	Spelling*	Reading
5	A	Information*	Spelling
	B	Problem Solving	Spelling
6	A	Science*	Study Skills
	B	Problem Solving*	Information
7		Word Usage	Math Usage
8		Word Usage*	Social Studies
9		English Usage	Natural Science
10		English Usage*	Natural Science
12		English	Social Studies

*Subtest below 50th percentile.

Course Curricular Model

The course curricular model is shown in Table XXI. This table gives four class-A school categories, North Central Association of Colleges and Secondary Schools standards and the Oklahoma State Department minimum requirements for accreditation. The curriculum is given in the eleven major curriculum areas, total home school units, and total units, which is the sum of home school units and Area Vocational-Technical (Area Vo-Tech) units. Healdton's total home units exceeds the state minimum requirements by 13.5 units and the North Central Standards by 11.5 units, but is slightly less than the average of class-A schools and class-A North Central Schools in Oklahoma. Healdton is slightly higher than the identically organized class-A high schools with Area Vocational-Technical School and 7, 8, and 9 grades junior high. In the areas of language arts (1.08), science (1.00), and foreign language (1.00), Healdton's offering exceeds the highest averages of the four categories or the North Central or the State minimum requirements by one or more units. The Healdton students are enrolled in 19.72 more area vocational-technical units than the identically organized schools and also exceed the other three categories by a greater amount. Healdton offers one or more units less than the highest average of four category schools in vocational education (3.55), practical arts (1.21), and health and safety educations (1.27). Social studies (0.82) and fine arts

TABLE XXI
COURSE CURRICULAR MODEL

Curricular Course Areas	70 Class-A High Schools	32 Class-A North Central High Schools	42 Class-A High Schools with Area Vo-Tech	32 Class-A High Schools with Area Vo-Tech and 7, 8, 9, Jr. High	North Central Standards	State Minimum Requirements	Healdton
Total							
Home Units	50.62	51.32	48.79	48.59	38.00	36.00	49.50
Language-Arts	6.98	6.79	6.91	6.76	4.00	5.00	8.00
Math	5.22	5.35	5.13	5.01	4.00	4.00	6.00
Soc. Studies	5.82	5.56	5.67	5.73	4.00	5.00	5.00
Science	4.80	5.00	4.84	4.86	4.00	4.00	6.00
Foreign Lang.	1.58	1.96	1.42	1.34	2.00	2.00	3.00
Business Ed.	5.70	5.23	5.60	5.48			6.00
Vocational Ed.	10.55	9.89	9.42	9.81			7.00
Practical Arts	3.70	4.21	3.71	3.59	*4.00		3.00
Fine Arts	3.79	4.64	3.84	3.78	2.00	2.00	4.00
Health & Safety Ed.	2.65	2.64	2.59	2.67	1.00	2.00	1.50
Area Vo-Tech	18.77	20.81	31.28	30.75			51.00
Total	69.31	72.12	80.05	79.31	38.00		100.50
Applied Vocational						12.00	

*Includes business, industrial or vocational courses, homemaking, agriculture.

First four columns are averages. Figures are expressed in units. One unit is one course offered for one school year.

(0.64) are also slightly below their corresponding highest average. In total units (home units plus area vocational-technical) Healdton is 20.05 units higher than the highest average for the four categories, but most of these units are offered at the Area Vocational-Technical School.

Needs Assessments

The needs assessments consisted of four separate surveys as follows: (1) students (Series S, Appendix I), (2) parents (Series P, Appendix J), (3) teachers (Series T, Appendix K), and (4) employers (Series E, Appendix L). These surveys were structured so that the responses for the same numbered items on each series would identify the same type of needs. Item 1, which dealt with current and additional learning opportunities, is identical on each series, and if the respondent checked item 1A, then item 2 was not answered. Item 2 dealt with additional special fields of study, and item 3 with careers. Responses to items 1 and 3 are presented in Table XXII. Table XXIII contains responses to item 2.

Table XXIII shows that item 1I - Trade, Industrial, and Technical Fields - received the highest students (S), parents (P), and employers (E) responses, but teachers (T) responded highest to item 1A - Current Opportunities Sufficient. Item 1E - Addition of Agriculture and Forestry - received high responses from students and parents but not from teachers and employers. On item 3 - Career Field for

TABLE XXII
NEED ASSESSMENT RESPONSES
ITEMS NUMBERED 1 AND 3

Item No.	Essence of Question	Series			
		S	P	T	E
1A	Current opportunities sufficient?	21	21	15	0
1B	Add Social Sciences Area?	13	9	2	3
1C	Add Business and Political Fields	40	28	-	7
1D	Add Scientific Fields	20	16	2	5
1E	Add Agricultural and Forestry Fields	55	38	6	4
1F	Add Health Fields	31	21	8	2
1G	Add Arts and Humanities Fields	24	16	8	2
1H	Add Engineering Fields	58	24	1	2
1I	Add Trade, Industrial, and Technical Fields	79	55	7	12
3	Career fields for employment				
	Agricultural	26	11	4	2
	Business	52	55	8	5
	Clerical	13	15	5	1
	Construction	17	8	4	7
	Mechanical	37	19	11	5
	Military	27	12	1	0
	Professional	65	35	7	3
	Sales	9	5	7	2
	Technical	27	24	15	6

Employment - students responded highest to professional and lowest to sales. Employers responded highest to construction which received a rather low response from the other respondents. Teachers responded highest and employers responded second highest to technical careers. Students and parents seem to have a different opinion from teachers and employers about what career fields are needed for future employment. Students, parents, and employers do agree that additions need to be made in the areas of trade, industrial,

TABLE XXIII
NEED ASSESSMENT RESPONSES
ITEM NUMBER 2

Special Fields	Series				Special Fields	Series			
	S	P	T	E		S	P	T	E
History	9	3	1	1	Math or Statistics	6	3	1	2
Home Economics	9	10	3		Meteorology		1		
Library Science		1		1	Oceanography	6	6		
Psychology	20	8	3		Physics	2	2		
Social Work	14	7	1		Physiology	1			
Sociology	2	2		2	Zoology	3	1		
American Civilization	1		1		Agriculture	14	11	3	
Minority Studies	1		1	1	Wildlife Management	33	15		
Education	5	8	1	1	Forestry	14	10	1	
Accounting	10	9			Soil Conservation	4	2	1	
Advertising	3	4			Dental Hygiene		1		
Bus. Adm. & Management	10	14	3	3	Dentistry	1	1		
Bus. & Commercial	5	7			Dental Assisting	3			
Data Processing	16	10	2		Medicine	6	1		2
Economics	1				Medical Technology	3	1	1	1
Finance	2	2			Nursing (Practical)	8	4	3	
Military	10	8			Nursing (Registered)	10	6	1	1
Political Science	4	2		1	Physical Therapy	6	1		
Public Relation	4	1			X-Ray Technology and Radiology	7	1		1
Salesmanship	4	3	2	3	Art & Sculpture	9	5	1	
Secretarial Science	12	4		1	Architecture	3	2		
Anthropology	1		1		Creative Writing	4	4	6	
Archaeology	3				Drama & Theater	6	4	2	
Astronomy	5	3			Eng. & Eng. Lit.	1			
Biology	2	2			Foreign Lang. & Lit.	2	1	1	1
Botany	1	1			Journalism	2	3	1	
Chemistry	3	2			Music	12	6		
Geology or Geophysics	1	1			Engineering Tech.	6	4		
Philosophy	1	1			<u>Vocational Careers</u>				
Radio-TV Communi- cations	7		1		Air Conditioning	1			
Speech	3	4			Automotive	20	14		1
<u>Engineering</u>					Aviation	5	6		
Aeronautical	2	5			Construction	4	1	1	
Agricultural	2				Drafting	4	3		
Architectural	1	1			Elect. and Electronics	8	8	1	1
Automotive	2	4			Industrial Arts	1	1		
Chemical	1				Laboratory Tech.	1		1	
Electrical	1	2		1	Mechanical	7	4	2	
Industrial	2	1	1	1	Metal & Machine	11	3		
Mechanical	8	3	1	1	Printing & Paper	2			
Nuclear	2	1							

and technical fields. Responses to item 2 are shown in Table XXIII, and those special fields that did not receive a response were omitted. Students responded highest to wildlife management (33), psychology (20), data processing (16), and vocational automotive (20). Parents responded highest to wildlife management (15), business administration and management (14), and vocational automotive (14). Teachers responded highest to creative writing (6), and employers responded highest to business administration (3) and management (3) and salesmanship (3). Agriculture received 14 student, 11 parent, and 3 teacher responses, which was above average for each series. These items indicate that students wanted to study wildlife management, automotive, and psychology, but teachers and employers feel students would benefit most from creative writing and business administration and management.

Population and Community Trends

School enrollment, city population, student residences, and city growth trends data are presented and analyzed in the following pages. Past enrollment data are used to make future enrollment projections. This projection enrollment data are also presented and analyzed.

School Enrollment

The school enrollment data is presented in Tables XXIV and XXV. Table XXIV presents past enrollment data and the

survival ratio for each grade for the past six years. The table shows two enrollment figures for 1968-69, the first is Healdton's enrollment and the other is Healdton's and Dundee's enrollment. Dundee Elementary School annexed to Healdton in the summer of 1969. The survival ratios for a particular grade is summed and averaged to establish the average survival ratio for each grade. An average survival ratio greater than 1.000 indicates an increase in enrollment and less than 1.000 indicates a loss. The kindergarten to first grade has the highest average survival ratio (1.168). The lowest average survival ratio (0.921) was from first to second grade and from fifth to sixth grade. Overall the average survival ratios indicate a slight decrease in enrollment for the past six years. Table XXV represents enrollment projections for the next five years. The average survival ratio for each grade, established in Table XXIV, is multiplied by the first semester 1972-73 enrollment in each grade to project enrollment for school year 1973-74. Again the average survival ratio is multiplied by the projected grade enrollment for 1973-74 to project enrollment for the 1974-75 school year. The past ten years' first grade enrollment was averaged to establish the projected first grade enrollment for the 1974-75 through the 1977-78 school year. This average projected first grade enrollment was divided by the kindergarten average survival ratio to establish kindergarten enrollment for the 1973-74 through the 1977-78 school year. Table XXV

TABLE XXIV
PAST ENROLLMENT AND SURVIVAL RATIOS

Grade	67-68 Ratio	68-69	68-69* Ratio	69-70 Ratio	70-71 Ratio	71-72 Ratio	72-73 Average Ratio
KG				50	47	61	37
1	70 0.729	53	57 1.000	57 1.140	57 1.234	58 1.131	69 1.168
2	59 1.017	51	64 1.000	57 0.982	58 1.052	52 0.846	55 0.979
3	48 0.938	60	54 1.092	64 1.125	56 0.946	61 0.967	44 1.014
4	52 1.038	45	52 1.058	59 1.119	72 0.972	53 1.075	59 1.052
5	69 0.812	54	74 0.756	55 1.127	66 0.985	70 0.928	57 0.921
6	68 1.000	56	61 1.098	56 1.214	62 0.887	65 0.892	65 1.018
Total	366	319	362	389	418	420	386
7	63 1.127	68	76 1.000	67 0.985	68 1.015	55 1.036	58 1.033
8	73 0.973	71	71 1.000	76 0.974	66 0.945	69 1.000	57 0.978
9	68 0.884	71	71 1.014	71 0.944	74 0.946	63 1.015	69 0.960
Total	222	210	218	214	208	187	184
10	52 0.981	76	76 0.961	72 0.958	67 0.910	70 0.942	64 0.950
11	66 0.924	51	51 1.000	73 0.863	69 0.956	61 0.934	66 0.935
12	<u>58</u>	<u>61</u>	<u>61</u>	<u>51</u>	<u>63</u>	<u>66</u>	<u>57</u>
Total	<u>176</u>	<u>188</u>	<u>188</u>	<u>196</u>	<u>199</u>	<u>197</u>	<u>187</u>
Grand Total	764	718	768	808	825	804	757

*Enrollment includes Healdton and Dundee.

TABLE XXV
ENROLLMENT PROJECTIONS

Grade	1972-73	Average Survival Ratio 1967-73	73-74	74-75	75-76	76-77	77-78
Kg	37		52	52	52	52	52
		1.168					
1	69	0.921	43	61	61	61	61
2	55	0.979	64	40	56	56	56
3	44	1.014	54	62	39	55	55
4	59	1.052	47	55	63	39	56
5	57	0.921	62	49	58	66	41
6	65	1.018	52	57	45	53	60
	—		—	—	—	—	—
Total	386		374	376	374	382	381
7	58	1.033	66	53	58	46	54
8	57	0.978	60	68	54	60	48
9	69	0.960	56	59	67	53	59
	—		—	—	—	—	—
Total	184		182	180	179	159	161
10	64	0.950	66	55	58	66	52
11	66	0.935	60	63	52	55	63
12	<u>57</u>		<u>62</u>	<u>56</u>	<u>59</u>	<u>49</u>	<u>51</u>
Total	<u>187</u>		<u>188</u>	<u>174</u>	<u>169</u>	<u>170</u>	<u>166</u>
Grand Total	757		744	730	722	711	708

shows that projected elementary enrollment will vary from 374 to 381 students in the next five years. This table also shows a steady decline in junior and senior high enrollment. The lowest projected junior high enrollment is 159 in the school year 1976-77 and for the senior high the lowest is 166 in the 1977-78 school year. This table shows a total projected enrollment loss of 49 students in the next five years.

City Population and Trends

The 1970 United States census report showed a 19.8% decrease in population for the city of Healdton. The 1960 census gave Healdton's population as 2,898, while the 1970 census showed 2,324. The city protested this population number, and the United States Census Bureau permitted the city to conduct a recount. The city's count indicated that the population of Healdton is 3,395. All projections by the Federal and State government are based on the population figures of 2,324. Table XXVI gives the Oklahoma Employment Security Commission's projected population for Healdton. This table indicates a slight growth for Healdton, based upon recent industrial developments in Carter County, particularly in Ardmore. Ardmore is twenty-five miles southeast of Healdton. Uniroyal recently opened a new tire plant there. Table XXVII shows the employment areas for parents of Healdton students. This data was formulated by examining an enrollment card of one student in each family and then

TABLE XXVI
HEALDTON CITY POPULATION PROJECTION

Year	Population	Year	Population
1975	2,540	1990	3,180
1980	2,760	1995	3,490
1985	2,970	2000	3,860

TABLE XXVII
EMPLOYMENT AREAS FOR PARENTS
OF HEALDTON STUDENTS

Item	Parent Labor Force	Parent Percentage
1. Unemployed	7	2.1
2. Employed	332	97.9
3. Agriculture	2	0.6
4. Domestic Service and Self-Employed	28	8.3
5. Manufacturing	17	5.1
6. Non-manufacturing	285	84.1
Oilfield	137	40.5
Construction	9	2.6
Public Utilities	13	3.8
Wholesale-Retail Trade	55	16.3
Government*	29	8.5
All Others**	42	12.4
7. Employed out of Healdton	81	23.9

*Government includes defense agencies: federal, state, and local government including educational employees.

**In cludes finance, insurance, real estate, and service establishments.

applied to the employment areas as defined by the Oklahoma Employment Security Commission. Twelve parents are presently employed in this new plant. A new four-lane highway between Ardmore and Healdton is another reason Ardmore's industrial development influences Healdton. Table XXVII gives the parent labor force and areas of employment. These areas are also presented in percentages of employment in each area to total parent labor force. The county labor force and percentage of employment in the different areas is presented in Table XXVIII. Healdton parents show 97.9 percent employment and 96.3 percent is shown for the county. In non-manufacturing areas, 84.1 percent of the parents are employed while only 58.8 percent of the county work in the same area. Table XXVIII shows 8.2 percent for mining, which includes oilfield exploration and refining according to the Oklahoma Employment Security Commission's definition, while 40.5 percent of Healdton parents are employed as a part of the oil industry. In Healdton it could be assumed that 40 percent of the total labor force are employed by the oil industry. Another important point given in Table XXVII is that about 24 percent of the labor force is employed in another town near Healdton.

The community growth has been around the fringe of the original Healdton plot. Figure 4 shows the original Healdton plot with its square blocks and straight perpendicular intersecting streets. Some new homes have been built in this area and most of the older homes have been well

TABLE XXVIII
COUNTY EMPLOYMENT TRENDS

Items	Labor Force	Percentage Labor Force
1. Unemployment	575	3.7
2. Employed	15,075	96.3
3. Agriculture	925	5.9
4. Domestic Service, Self- employed and unpaid family workers	2,025	12.9
5. Manufacturing	2,925	18.7
6. Non-manufacturing	9,200	58.8
Mining*	1,275	8.2
Construction	725	4.6
Transportation and Public Utilities	575	3.7
Wholesale and Retail Trade	2,550	16.3
Government**	1,750	11.2
All Others+	2,325	14.8

SOURCE¹

*Includes non-manufacturing petroleum industry.

**Government includes defense agencies; federal, state, and local governments including educational employees.

+Includes finance, insurance, real estate and service establishments.

maintained, with the exceptions of some areas in the north part of the original Healdton plot. Both the junior-senior high school site and the elementary school site are in this

¹"Ardmore Labor Market Review", Oklahoma Employment Security Commission, (January, 1973).

area. Shaded block A is the junior-senior high school, block B is the elementary school site, and block C is the athletic field as shown in Figure 4. The business and industrial areas are also shown on Figure 4. The junior-senior high school site is located at the south and west edge of the business district. The shaded area, one-fourth block east of the junior-senior high site, is one lot the school owns, which is the bus garage. Block B, the elementary school site, is located in a residential area with the exception of a grocery store and a repair shop, located one-half block north. Block C, the athletic field, is four blocks east of the junior-senior high site. There is a parking lot on the east and west sides of the football field, which are included in the shaded area. The city park and the athletic field share the parking lot on the east side of the city park.

Figure 4 shows six areas of present growth and one large area of future growth. Area No. 4 presently has some available lots. The area to the north has not been plotted as of data. Area 1 has been developed fully because the open area shown in Figure 4 around Area 1 is owned by different oil companies and is developed as tank farms for oil storage. Development in Area 2 has stopped because this land is low and has flooded twice in the past four years. Area 3 is fully developed and future development is restricted because of unclear titles. Future development in Area 4 is restricted only because adjoining land cannot be

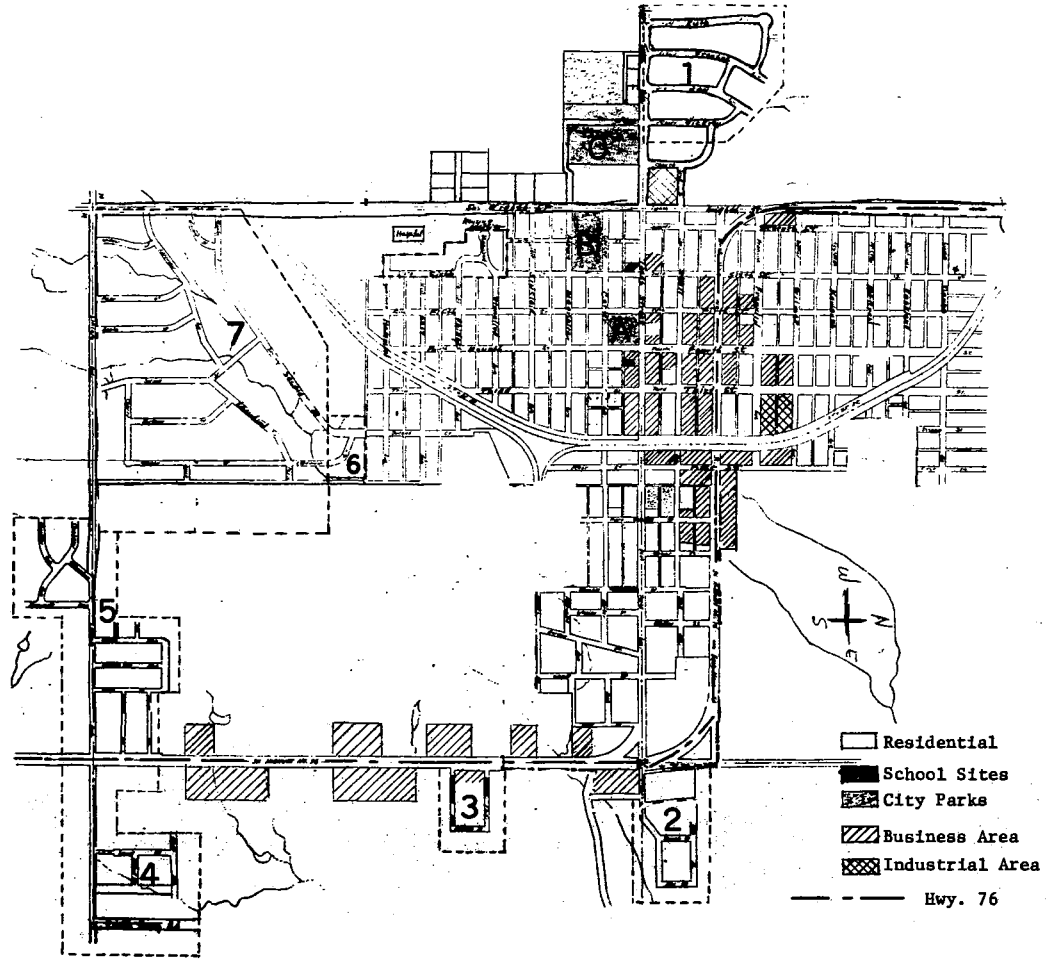


Figure 4. Original Healdton Plot

purchased. Area 6 still has six available lots and was originally a part of Area 7 until the developer had financial difficulty. Two new homes were built in Area 6 by another developer and plans are to continue into Area 7 as new homes are needed. Completion of Area 7 could mean an addition of 88 homes. Area 1 was developed from 1955 to 1967 with 105 homes being built. Fourteen homes were built in Area 2 from 1952 to 1962. Area 3 is where individual homeowners either built their own homes or moved in houses. This area now consists of 6 homes and a mobile home park with four trailers. Area 4 was started in 1962 and presently has 53 homes, with four of these constructed in 1972. Six homes were constructed in Area 5 during 1972 for a total of 89 homes.

Students Residence

Student resident areas are shown on Figure 5. Area 1 is a circle with three-fourths mile radius using the junior-senior high site as center. All students who live in this section walk or provide their own transportation to school. Areas 2, 3, 4, and 5 will be extended to school district boundaries (See Figure 6). Table XXIX gives the number of resident students from the five different areas per subdivision such as elementary, junior high, and senior high. Students in Areas 2, 3, 4, and 5 are bus transported students.

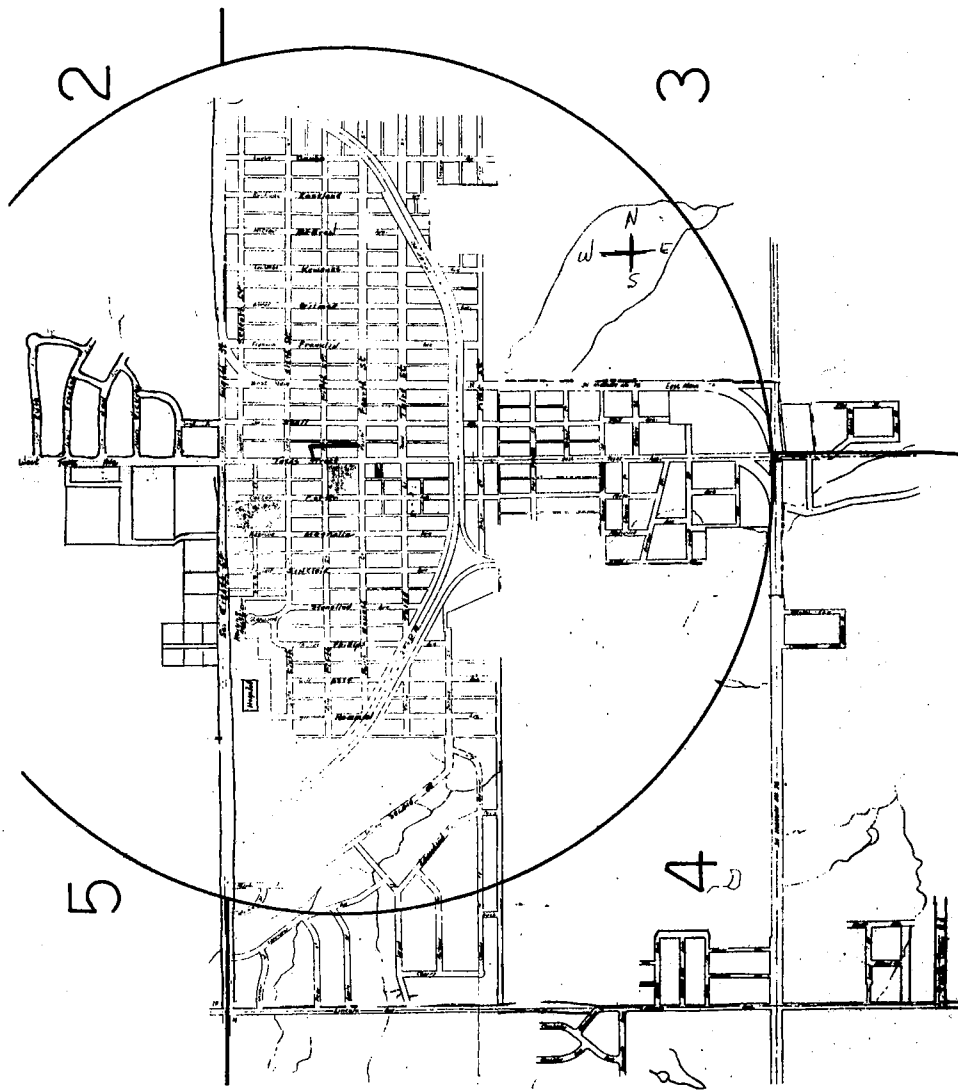


Figure 5. Student Resident Areas

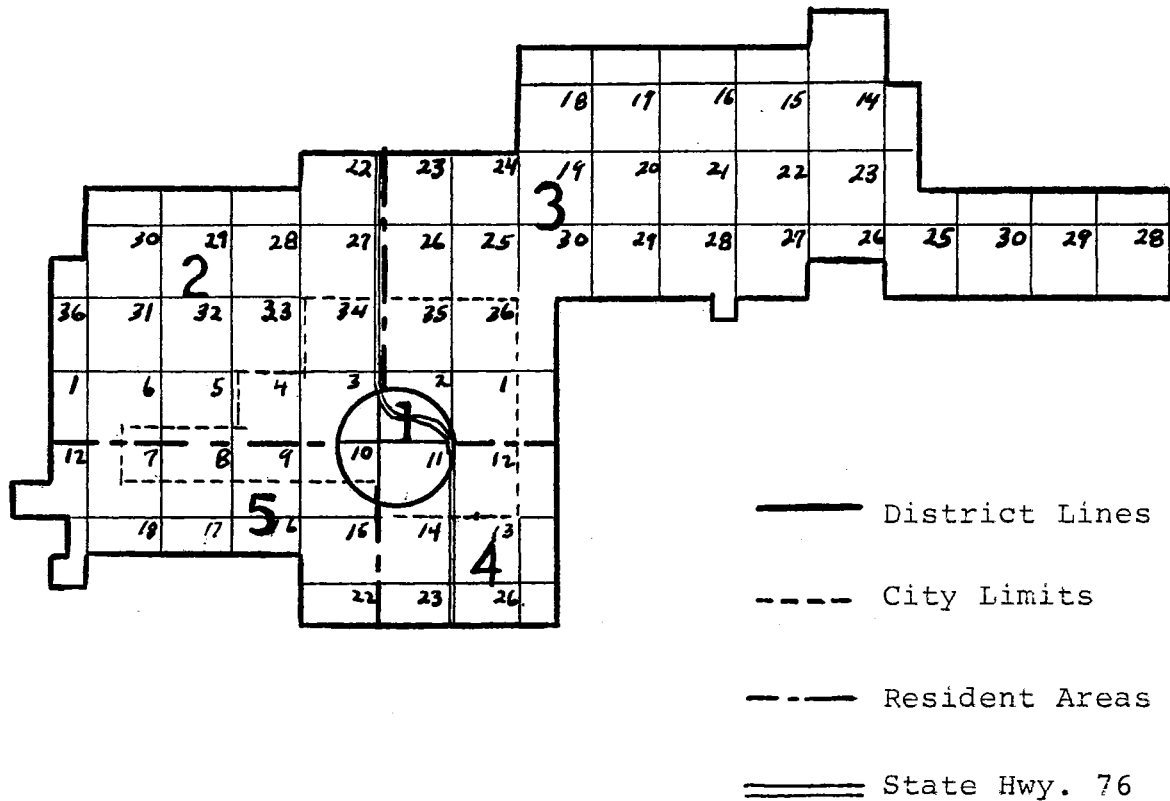


Figure 6. Healdton School District Boundaries.

TABLE XXIX
AREA RESIDENTS OF STUDENTS

Area	Elementary	Junior High	Senior High
1	218	108	109
2	39	25	24
3	28	9	12
4	89	34	35
5	<u>12</u>	<u>8</u>	<u>7</u>
Total	396	184	187

Table XXIX shows that 49 percent of elementary students, 41 percent of junior high students, and 42 percent of senior high students are transported. About 57 percent (435) of the total students live in Area 1. Area 4 is the next largest area with about 20 percent (158) of the total students.

Healdton runs five bus routes with five busses to transport these 322 students residing in Areas 2, 3, 4, and 5.

Other Studies

The school's and city's fiscal implications and possible annexations and school, city, and county ad valorem tax rates are analyzed. Also school and city valuation

projections and data of adjoining school district are presented and analyzed.

School's Fiscal Implications

The Healdton School's past valuation is presented in Table XXX and predicted evaluation is presented in Table XXXI. Table XXX shows the amount of valuation growth and percentage of growth.

The average percentage growth is 2.23. There are two figures shown for the 1968-69 school year valuation; the first is the total of Healdton's and Dundee's valuation, and the second is the Healdton's valuation. The percentage of increase between 1967-68 and 1968-69 school year was based on the actual growth of Healdton's valuation. The percentage of increase between 1969-70 and 1968-69 school year was based on the combination of Healdton's and Dundee's valuation. The 1969-70 valuation included the increase of both valuations.

The 2.23 percent growth was used to help prepare Table XXXI. The total growth for the ten projected years is \$881,453. The bonding capacity and bond millage are also shown in Table XXXI. The present bonding capacity is \$326,396 with a ten year projection of \$459,541. The school retires its bonds in 1976-77 with bond millage continuing to decrease each year.

Healdton's valuation per student is \$4,995, while the state's average valuation per student is \$6,880. These

TABLE XXX
HEALDTON SCHOOL VALUATION GROWTH

Year	Valuation	Increase	Percentage of Increase
1972-73	3,713,962	-22,554	-0.61
1971-72	3,736,561	108,120	2.98
1970-71	3,628,441	-13,402	-0.37
1969-70	3,641,843		
1968-69*	3,562,869	78,974	2.22
1968-69	2,957,235	9,646	0.33
1967-68	2,947,589	24,466	0.84
1966-67	2,923,123	43,309	1.50
1965-66	2,879,814	76,525	2.73
1964-65	2,803,289	286,234	11.37
1963-64	2,517,055	32,026	1.29
1962-63	2,485,029		
		Average	2.23

*Includes Healdton's and Dundee's valuation.

figures show that Healdton's financial base is considerably less than the state average. The five mill building fund for Healdton has been used to make building repairs and improvements. These five mills provide about \$18,500 per year, and presently there is a cash balance of \$9,000.

TABLE XXXI
HEALDTON SCHOOL DISTRICT
PREDICTED EVALUATION

Years	Valuation	Percentage Increase	Increase	Millage	Bonding Capacity
1972-73	3,713,962	2.23	82,449	2.9	*326,396
1973-74	3,796,411	2.23	84,280	2.8	*344,641
1974-75	3,880,691	2.23	84,668	2.7	*363,691
1975-76	3,965,359	2.23	84,676	2.5	*381,535
1976-77	4,050,035	2.23	84,683	-	405,003
1977-78	4,134,718	2.23	91,790	-	413,471
1978-79	4,226,508	2.23	92,213	-	422,650
1979-80	4,318,721	2.23	92,222	-	431,872
1980-81	4,410,943	2.23	92,231	-	441,094
1981-82	4,503,174	2.23	92,241	-	450,317
1982-83	4,595,415			-	459,541

*Present bond indebtedness subtracted:

1972-73 \$45,000 bond plus interest.
1973-74 \$35,000 bond plus interest.
1974-75 \$25,000 bond plus interest.
1975-76 \$15,000 bond plus interest.

City's Fiscal Implications

The city's past valuation and growth are presented in Table XXXII. Predicted evaluation, bond indebtedness, and projected millage for the city are shown in Table XXXIII.

TABLE XXXII
HEALDTON CITY VALUATION GROWTH

Fiscal Years	Valuation Less Homestead Exemption	Increase	Percentage Increase
1971-72	2,072,618	*360,139	*21.03
1970-71	1,712,479	-25,783	-1.48
1969-70	1,738,262	-22,042	-1.25
1968-69	1,760,304	-15,819	-8.90
1967-68	1,776,123	239,961	15.62
1966-67	1,536,162	46,640	-3.11
1965-66	1,499,522	16,980	1.14
1964-65	1,482,542	119,008	8.72
1963-64	1,363,534	92,284	7.26
1962-63	1,271,250	-13,128	-1.02
1961-62	1,284,378		
		Average Increase	1.88

*City annexed additional area. Data not used in figuring average increase.

The average percentage valuation growth shown in Table XXXII is 1.88. This is slightly less than the school's average percentage growth. In three years out of the last

TABLE XXXII
HEALDTON CITY PREDICTED EVALUATION

Fiscal Year	Evaluation	Average Percentage Increase	Increase	Bond Indebtedness	Projected Millage
1972-73	2,072,618			692,516	*25.0
1973-74	2,111,583	1.88%	38,965	637,769	30.7
1974-75	2,151,280	1.88%	39,697	583,022	29.2
1975-76	2,191,724	1.88%	40,444	528,275	27.4
1976-77	2,232,928	1.88%	41,204	473,528	25.7
1977-78	2,274,907	1.88%	41,979	418,781	23.6
1978-79	2,317,675	1.88%	42,768	364,034	22.5
1979-80	2,361,247	1.88%	43,572	309,287	11.4
1980-81	2,405,638	1.88%	44,391	274,228	11.2
1981-82	2,450,864	1.88%	45,226	239,169	11.0
1982-83	2,496,335		45,471	201,110	10.8

*Millage reduced due to \$10,000 transferred from General Fund Budget.

four, the valuation has decreased. In 1968-69 the decrease was almost 10%. The 1971-72 data was not used because the city annexed additional area.

Table XXXIII uses the 1.88 average percentage valuation growth to predict future evaluation, which indicates a \$378,246 growth for the ten-year period. The projected evaluation provides data for the calculation of future city millage. The 1972-73 millage was reduced by 5.14 mills as a result of \$10,000 transferred from the city's general fund to the bond fund. The projected millage figures assumes that this transfer will not occur in the future. The city has pledged certain water, sales tax, and sewer service monies to the bond fund in the amount of \$22,626; indications are that this practice will continue and that this amount was subtracted from the amount required to make future bond payments. The \$692,516 bond indebtedness is for water and sewer improvement, a new city hall, a 28-bed hospital, and a city lake for water supply. Projections indicate that in 1978-79 fiscal year the bond millage should be reduced by 11 mills, with no new beds. The final bond payments would be made in 1987-88 fiscal year and the 10 mill bond levy would continue up to that time. Additional ad valorem tax is possible, because plans are presently being made for a \$300,000 water processing plant and service lines from the new lake to the city water mains. If the bond is passed and ad valorem taxes are required for payment, the bond millage will increase about 10 to 15 more mills.

School, City and CountyAd Valorem Taxes

Table XXXIV gives an over-view of school, city and county taxes that are paid by an ad valorem taxpayer. A school ad valorem taxpayer who lives in the city pays 83.90 mills, and a taxpayer who lives outside the city pays 58.90

TABLE XXXIV
AD VALOREM TAX MILLAGES 1972-73

School	Mills	City	
General Fund	35.00	Bond Fund	25.00
Building Fund	5.00		
Bond Fund	2.90	Total	83.90
	<u>42.90</u>		
County			
General Fund	10.00		
Health Dept.	1.00		
Library	1.00		
Common School	4.00		
	<u>16.00</u>		

There is a possibility an additional 5 mills will be assessed for the Area Vocational-Technical School at Ardmore. At present, this vocational-technical school is owned and operated by the Ardmore School. Each school who sends students to the vocational-technical school must pay \$150.

tuition per student enrolled and furnish transportation for those students. If this were changed to a true area vocational-technical school, the school would be operated and owned by the vocational-technical area. No tuition or transportation would be required by the home school.

School Annexation

The enrollment, valuation, and distance from the Healdton Junior-Senior High site to the school sites of adjacent districts are given in Table XXXV. The schools, numbered as I-14, I-43, and I-74, are fully accredited secondary and elementary schools. The school numbered D-43

TABLE XXXV
ADJACENT SCHOOLS

School Number	Valuation	Total Enrollment	Distance
I-14	4,005,502	493	12
I-43	2,152,132	621	7
I-74	4,978,859	645	7
D-43	1,381,660	66	6

is a dependent elementary school whose high school students are divided according to transportation area to schools I-14 and I-43.

A feasibility study for school consolidation was conducted in 1966 by Dr. Parker and Dr. Johns of the College of Education, University of Oklahoma. This study included other districts beside those listed in Table XXXV and Healdton. The study indicated that it was feasible for 4 or 5 districts to consolidate, but the boards could not agree on certain items and no consolidations occurred. Each of these schools except Healdton have had major building programs since 1966.

CHAPTER V

SUMMARY AND MASTER PLAN

Summary

Studies were conducted in the areas of buildings, curriculum, population and community trends, finance, and annexations in the development of a Master Plan for the Healdton Schools. The accumulated data were analyzed and projections were formulated and analyzed. These studies were conducted under the supervision of the Healdton Board of Education and the Citizens' Educational Advisory Committee. Both of these groups supervised the studies and scrutinized the different instruments and techniques.

Buildings

A facilities consultant and an architect were recommended by the Committee and employed by the Board to conduct the building studies. Members of the Committee used Jack Landes' and Merle Sumption's "Citizen's Workbook for Evaluating School Buildings" to evaluate the buildings.

The consultant and the architect made an on-the-site evaluation and the consultant wrote a study report, Appendix A. Both reported that the 1922 elementary school structure

and the 1927 elementary addition were unsatisfactory. The elementary school site was evaluated as marginal and the 1960 elementary addition as satisfactory and in good condition. They rated the junior-senior high gymnasium, auditorium, and shop-classroom complex as satisfactory and in good condition. The original junior-senior high building was rated generally satisfactory with suggested improvements in some areas. The committee evaluation indicated weaknesses in (1) adequacy of site, parking, special rooms; (2) suitability of playground, game and practice area, playground equipment, separate group work and activity areas, and provisions for health and physical education; (3) healthfulness, students exposed to inclement weather, and convenience of drinking fountains on the playground; (4) and flexibility, multiuse of recreational area and placement of electrical service in interroom walls. Strengths indicated by the committee instrument were accessibility, safety, appearance, economy, and efficiency. The future building needs were predicted as part of the committee's evaluation information which indicated a need for 17 elementary classrooms and 19 junior-senior classrooms by 1977-78. (See Appendix C.)

The consultant and/or architect recommended the following changes: (1) The 1922 elementary structure and 1927 elementary addition, including the cafetorium, should be completely renovated or abandoned; (2) The size of the kitchen and the storage area should be increased; (3) A middle

school for sixth, seventh, and eighth grade should be built southwest of the present elementary site; (4) The space vacated by seventh and eighth grade when they move to the middle school should be rearranged to take care of other curriculum areas; and (5) Athletic dressing rooms for the athletic field should be a part of the middle school facility.

Curriculum

The curriculum study consisted of a study by a curriculum consultant, a development of a course curricular model and a needs assessment survey. With the supervision of the Board and Committee, student, parent, and faculty curriculum questionnaires were developed and administered. Standardized tests were used by the consultant to determine group strengths and/or weaknesses. The course curricular model was developed as a method of comparing Healdton's course units to those of required minimum standards and to other schools of the same organizational structure. The needs assessment surveys were completed by students, parents, teachers, and employers to determine what special fields and career opportunities need to be added to the present curriculum.

The questionnaire developed by the consultant, Board, and Committee provided attitudes and opinions about the present curriculum. The student and teacher questionnaires indicated low approval rating of the 7-period day, the art

program, and the junior-senior high school library. The questionnaires suggest that more foreign languages, vocational agriculture, and psychology courses should be added. The parents' questionnaires showed that 68 percent felt the present school plants are inadequate, but only 57 percent would favor a bond issue. The faculty's questionnaire suggested the need for improved community relations and the need for physical education and art for elementary school. The group strengths and/or weaknesses were evaluated by analyzing group mental ability and achievement standardized tests. These tests showed that all achievement subtests for kindergarten were below the 50th percentile. The first grade weakness was word analysis and strengths were math and reading, while math concept was the weakest subtest for second grade. The third and fourth grades were low in spelling. Their highest percentile rates were word analysis and reading. The other grade groups varied in highest and lowest percentile rank for different subtests, except the seventh and eighth grades were low in word usage and the ninth and tenth were low in English usage.

The course curricular model was developed from 70 class-A accreditation reports, North Central Standards and the State Department of Education minimum requirements. The 70 class-A schools were further categorized according to their organizational structure. The model was based on the number of credit units in the various curriculum areas, defined by the State Department of Education. The averages in

each curriculum area were used for the different categories. The 70 class-A schools were divided into the following categories: (1) class-A schools accredited by North Central Association of High Schools and Colleges; (2) class-A schools participating in an area vocational-technical school; (3) and class-A schools participating in an area vocational-technical school with seventh, eighth and ninth grade junior high. These categories, standards, and requirements were then compared with Healdton's credit units in each area. The model showed that Healdton exceeds the average class-A school and the standards in the areas of language arts, science, and foreign language. Healdton met or exceeded the North Central and State Department requirements. The areas of vocational education, practical arts, and health and safety education were less than the average for the class-A schools.

The needs assessment surveys for students, parents, teachers, and employers were developed as part of a feasibility study for a year-round school. Healdton's ninth, tenth, and eleventh grade students and their parents, all teachers and several business people as employers responded to the surveys. Possible needs were established in the areas of trades, industrial and technical education, agriculture, forestry, engineering, and construction. In the special fields, the surveys indicated the need for agriculture, psychology, salesmanship, business administration, and automotive courses.

Population and Community Trends

Studies were made in the areas of school enrollment, city population and growth trends, and student residences. Past school enrollment was used to predict future enrollment. A report from the Oklahoma Employment Security Commission was used which predicted the city's population growth. City maps were used to establish new housing developments, business areas, and industrial areas. Students residences were established according to defined areas on city and school district maps.

The average survival ratio technique was used on past enrollment data to predict future enrollment. The predicted enrollment indicates a loss of 49 students for the next five years. The lowest elementary enrollment is predicted to be 374, the junior high to be 159, and the senior high to be 166.

The Oklahoma Employment Security Commission predicts a growth in population for Healdton due to the availability of new jobs in Carter County and the four-lane road between Healdton and Ardmore. The employment of students' parents show a large dependency on the natural resource of oil.

The city of Healdton has grown in three directions, with present constraints on at least two of these. Future growth is indicated directly south of the original Healdton plot. The three school sites are presently located in the largest residential school enrollment area as was shown in

examining student residence and number of students transported by bus. Most of the future growth area, if developed, would not require transportation to the present school sites.

Finance and Annexations

School valuation, city valuation, bond indebtedness, ad valorem rates, and possible annexations were studied. Future school and city valuation projections were made based on the average percentage of growth. Bond indebtedness and tax rates required to retire bonds were calculated along with the present and future ad valorem tax rates for the school, city, and county. Adjacent school information was analyzed to determine the possibility of future annexations.

The average percentage of valuation growth for the school was 2.23 and 1.88 for the city. The school retires its bonds in the 1975-76 school year and the city in the 1988-89 fiscal year. The city's bond millage is predicted to be reduced by one-half (11.1 mills) in 1979-80, but there are possibilities of future additional bonds. The school could possibly vote from \$326,000 in 1972-73 to the predicted amount of \$459,000 in 1982-83, assuming no additional school bonds are voted prior to that time. The school, city, and county ad valorem tax rates totaled 83.90 mills. Financially, Healdton School District is below the state average of valuation per student in average daily attendance.

Four adjacent school districts were analyzed as possibilities for annexations. Three of the four districts have kindergarten through the twelfth grade with sizeable enrollments. D-43 is a dependent elementary district with 66 students in grades one through eight. Even though D-43 is not included in Healdton's transportation area, annexation is not completely out of the question.

Master Plan Proposals

Recommendations and alternatives are presented in three major areas: (1) curriculum, (2) buildings, and (3) finance. Dates and estimated cost are presented in each area. These recommendations are the results of previously presented data and analysis. There are other possible alternatives, but the one presented is considered by the researcher, with present and predicted information, as the most feasible.

Curriculum

1973-74. In the school year 1973-74, every effort possible should be made to add another foreign language course and a psychology course to the senior high schedule and to provide additional physical education and art for the elementary students. Improvements in instruction should be made in junior-senior high art and certain science classes. The cost of these courses would vary from \$7,000 to \$20,000 according to the availability of the teachers with the needed certificated fields.

1974-75. Vocational agricultural, which would require additional funds for equipment and facilities, should be added to curriculum in the school year 1974-75. A teacher and the equipment costs would be about \$12,000 for the first year, and the operation cost would probably start at \$3,000, with a continuous increase until enrollment is stabilized.

1972-78. Attention should be given to improving the curriculum areas of practical arts and health and safety education. These areas could be improved by adding manual training courses at the home school and strongly encouraging the area vocational-technical school to increase their curriculum. With a decrease in enrollment, the number of sections of certain required courses could be reduced, and the available funds diverted to the above curriculum areas. Probably the 7-period day should be eliminated as soon as present and future curriculum can be adapted to a 6-period day or until an alternative method is devised to meet present and future conditions.

Buildings

Alternative 1. All possible avenues of D-43 annexing to Healdton should be considered. Consideration should be given to guaranteeing a middle school (fifth, sixth, and seventh grades) for five years using present school buildings or transporting enough elementary students out of areas 4 and 5 to form a one teacher per grade elementary school

TABLE XXXVI
PROPOSED CURRICULUM CHANGES

Year	Proposal	Cost	Purpose of Cost
1973-74	Add another foreign language to high school courses	3,250.00	1/2 teacher
1973-74	Add a high school psychology course	None	--
1973-74	Add elementary physical education	6,500.00	teacher
1973-74	Add elementary art	6,500.00	teacher
1973-74	Improve junior-senior high art	2,000.00	equipment
1973-74	Improve junior-senior high science	1,750.00	equipment
1974-75	Add high school vocational agriculture program	9,600.00 2,400.00 3,000.00	teacher equipment operation
1975-76	Add high school manual training	--	--
1976-77	Add high school health course	--	--
1977-78	Add high school safety education course	--	--

(first through fifth grade) in their present buildings. Then in 1978-79, a middle school facility could receive voter approval and be constructed southwest of the present elementary site. This facility would consist of ten rooms and a physical education-auditorium-cafeteria area at an

estimated cost of about \$400,000. The minimum site should be 10 acres, which should be purchased immediately.

Alternative 2. In 1974-75, the Board should construct a middle school facility as located and described earlier. The cost should be about \$325,000.

General Recommendations - Remodeling

Remodeling and maintenance should be minimal to the 1922 elementary structure and the 1927 elementary addition, except for the cafeteria. These facilities should be abandoned and destroyed after the completion of a middle school. The building fund should be saved for two years (1973-74 and 1974-75) in order to construct football dressing rooms at the athletic field, which should cost about \$30,000. Any available capital outlay funds, above purchase of middle school site, should be spent on remodeling and maintaining the junior-senior high school facility and on enlarging the kitchen. The junior-senior high school site in 1979-80 would be for grades 8 through 12, which should require about 13 instructional areas of the present 24 classrooms. By combining some of the present classrooms, additional space such as the media center, student center, and science rooms would become available. In the summer of 1973-74, the pre-bus garage should be remodeled for use as vocational agriculture classroom and a shop. This remodeling should cost about \$4,000. Every effort possible should be made to

TABLE XXXVII
PROPOSED BUILDING

Year	Proposal	Cost	Purpose of Cost
	<u>Alternative 1</u>		
1972-73	Purchase site for middle school	3,000.00	Site
1973-74	D-43 annexation	200.00	Election
1974-75	Transport students to and from D-43 school building	2,000.00	Transportation
1978-79	Vote Bonds to construct middle school	400,000.00	Construction
	<u>Alternative 2</u>		
1972-73	Purchase site for school	3,000.00	Site
1973-74	Vote Bonds to construct middle school	325,000.00	Construction
	<u>General Recommendations</u>		
1973-74	Remodel bus garage for vocational agriculture shop and classroom	4,000.00	Remodeling
1973-75	Save Building Fund and construct dressing rooms at Athletic Field	30,000.00	Construction

utilize fully the present junior-senior high school gym for the elementary students. Other facilities should be explored as possible elementary physical education facilities.

Finance

The Healdton Board of Education and community should strive to accomplish the following financial objectives:

Objective 1. Every or all political power and pressure should be used to see that the Ardmere Area Vocational-Technical School becomes a true area school, with the area providing the financial support through ad valorem taxes and not the school districts paying tuition. This would save the Healdton Schools about \$5,800 in tuition and \$3,300 in transportation expense each year. However, it could possibly cost the Healdton ad valorem taxpayers \$18,000 or more per year. This \$9,100 savings to the Healdton School budget could be used to increase curriculum or remodel the junior-senior high school facility.

Objective 2. To improve the financial situation and the possibilities of a future school bond issue the Healdton City Council should be convinced to use part of the present \$50,000 plus revenue sharing money to pay on outstanding bonds and to reduce the bond fund millage. In this same area, efforts should be made to convince the City Council that some method, other than an ad valorem tax, should be used to pay for future bonds for water purification and for transportation from the city water supply lake.

Objective 3. With the possibility of equal financing per child yet to be finally decided in the courts, there is

some hope that the General Fund budget or economic condition of Healdton could improve. Any additional finance should be used in facilitating curriculum and building recommendations.

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APPENDIX A

FACILITY CONSULTANT'S REPORT

REPORT ON A STUDY
OF THE
HEALDTON PUBLIC SCHOOLS

March 17, 1972

Consultant and Writer:

Jack F. Parker, Professor of Education,
University of Oklahoma

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INTRODUCTION

The initiative shown by Superintendent Harrod in undertaking assessment of the facility situation in the Healdton schools and the support for this he has received from the Board of Education are commendable examples of the proper exercise of local control of public schools. The consultant who prepared this report sincerely hopes that it can be useful in your very worthwhile efforts to provide an improved educational environment for the children and young people of Healdton.

The report is based on information gathered by the consultant through visits to the school system that included discussions with the Superintendent and various other staff members of the Healdton schools. Each classroom and other instructional area in the Healdton school system was visited.

ORGANIZATION OF THE REPORT

The first section of the report describes and in some measure analyzes the current facility situation in the Healdton schools. Although discussion of educational facilities necessarily and quite properly involves some consideration of curriculum matters, the major focus of the study was on the Healdton buildings.

The second section of the report suggests what the consultant considers to be desirable approaches to improvement. The recommended alternatives are not the only possibilities nor are they necessarily the best. They are based on the consultant's experience and expertise, but they have the inherent advantage as well as disadvantage of being the perceptions of an outsider who is uninvolved in and largely

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uninformed about local affairs. Also, as one who has often had responsibility for implementing the recommendations of others, the consultant fully recognizes that the problems of those who must implement are far more complex and difficult than of those who recommend.

It is important to note that the Superintendent was given only a general oral outline of the contents of this report. The analyses and suggested alternatives are the sole responsibility of the consultant--not the Superintendent, the Board of Education, or anyone else in Healdton.

ANALYSIS OF CURRENT SITUATION

Analysis of Enrollment Information

The two factors that affect school enrollment in a given school district are the number of children per family (birthrate) and the number of families who move into and out of the district.

The birthrate in the United States rose dramatically after World War II. The increase continued through the fifties and part of the sixties. One of the major impacts of that enormous increase in the number of children born was massive increases in the total enrollment of public school systems throughout the country. During this period, the greatest enrollment growth was in the cities and the suburbs, but many smaller towns, even those whose adult population was decreasing, maintained or increased pupil enrollment in their schools on the strength of the inflated birthrate.

In the mid-sixties, the birthrate began to decline. The decrease has continued to the present with sharper declines in each succeeding year. This declining birthrate has already affected pupil enrollments to the extent that many school districts in Oklahoma, including Oklahoma City and Tulsa, are experiencing declining enrollments.

Post World War II America quickly became one of the most mobile populations in world history. Largely due to the impact of technology on employment opportunities, most of the movement has been from rural areas and small towns to metropolitan areas with their heavy concentrations of business and industry. In recent years, the congestion and other problems of the cities have given impetus to some reversal of the rural-urban migration pattern, but most of those moving out of the cities proper have moved only to the surrounding suburban rings rather than back to the countryside itself.

The effects of these trends are that many school districts are declining in enrollment, a few, primarily in the suburbs around the city, are growing very rapidly, and the remainder fluctuate somewhat in response to variables that affect in or out migration of families. Because of the reduced birthrate, most school districts must have more families moving in than moving out each year to maintain their enrollment level.

Healdton's enrollment, as shown by the information on average daily attendance contained in Table 1, has remained remarkably stable during the past five years. There are small fluctuations from year to year in the total enrollment, and as is often true where relatively small numbers are involved, there is an occasional substantial fluctuation with a particular grade level group.

The pattern of the last five years in ADA suggests that there have been just enough families moving into Healdton to offset the effects of a probable decline in birthrate. The consultant's tours of the community indicated to him that some houses have been built, which verifies the fact of some growth, but that the growth pattern has been modest in scope.

Table 2 contains projections of Healdton's enrollment for the next five years. They are based on the assumption

TABLE 1
 Healdton Public Schools
 Average Daily Attendance--By Year and Grade--
 1966-71--Current Enrollment-1972

	1966-67	1967-68	1968-69	1969-70	1970-71	5 Yr. Av.	Cur. Enr.
K.	-0-	-0-	-0-	23.5	22.3	22.9	61
1st	54.9	59.5	50.9	56.1	54.7	55.2	54
2nd	49.3	57.2	49.1	56.7	54.0	53.3	54
3rd	48.5	46.8	55.9	59.1	53.9	52.8	57
4th	53.6	47.2	44.1	58.4	65.7	53.8	58
5th	66.6	57.0	51.9	53.2	61.8	58.1	66
6th	63.4	65.1	55.0	54.5	59.6	59.5	63
Total Ele.	336.3	332.8	306.9	338.0	349.7	332.7	4.3
7th	73.8	62.5	64.7	64.1	66.8	66.4	57
8th	73.9	74.9	67.9	74.5	63.0	70.8	68
9th	61.1	84.5	72.5	70.8	71.6	72.1	62
Total Jr. Hi.	208.8	221.9	205.1	209.4	201.4	209.3	187
10th	66.9	54.9	75.5	69.5	64.2	66.2	73
11th	58.4	58.3	49.1	73.5	66.5	61.2	63
12th	66.5	57.2	57.8	48.3	61.9	58.3	66
Total H.S.	191.8	170.4	182.4	191.3	192.6	185.7	202
Grand Total	736.9	725.1	694.4	738.7	743.7	727.7	802

Note: ADA totals do not include kindergarten.

TABLE 2
 Healdton Public Schools
 Enrollment Projections--1972-77

	Growth Loss Factor	Enroll. Proj. 1972-73	Enroll. Proj. 1973-74	Enroll. Proj. 1974-75	Enroll. Proj. 1975-76	Enroll. Proj. 1976-77
K.	---	46	46	46	46	46
1st	1.164	71	54	54	54	54
2nd	.963	52	68	52	52	52
3rd	.951	51	49	65	49	49
4th	1.112	63	57	54	72	54
5th	1.058	61	67	60	57	76
6th	1.120	75	68	75	67	64
Total Ele.	---	419	409	406	397	395
7th	1.226	77	92	83	92	82
8th	.983	56	76	90	82	90
9th	.961	65	54	73	86	79
Total Jr. Hi.	---	198	222	246	260	251
10th	.907	56	59	49	66	78
11th	.957	70	54	56	47	63
12th	.842	53	59	45	47	40
Total Sr. Hi.	---	179	172	150	160	181
Grand Total	---	796	803	802	817	827

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that the factors that have affected enrollment in the past will have the same impact during the next five years.

Numerical values of the projections are based on the current membership and were computed by taking into account growth/loss factors derived from comparisons of ADA figures in successive years.

If conditions affecting enrollment do not change, the overall projections will probably correspond very closely to the actual enrollments in the years given. On the other hand, it is quite possible that some of the specific numerical values assigned to grade levels in particular years may turn out to be somewhat inaccurate. This is because substantial variations in particular groups do occur. When the numbers involved are no greater than they are in Healdton, such fluctuations, although they tend to cancel out each other in the overall figures, can distort the figures for grade level groups.

An example of such fluctuation is the current membership of 61 in the kindergarten paired with 54 (52 + 2 special education pupils assumed for each grade) in the first grade. Applying the kindergarten to first grade growth factor to the 61 results in a projection of 71 for the 1972-73 first grade. That could portend an upward enrollment trend for the future, but there is no indication from historical data of the past five years that this larger number is anything but a temporary fluctuation. Therefore, the more usual first grade membership level of 54 was assumed for the years 1973-74 through 1976-77. The first grade is the only level (other than kindergarten) that cannot be projected from actual data beyond 1972-73.

It can be said with a fair degree of certainty that, given no change in community circumstances, the Healdton enrollment as a whole is not likely to change much during the next five years. Although the projections show a slight increase, it is so small that it falls well within the range of error due to chance.

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It is very important to emphasize that all of this relies on the assumption that conditions will remain as they are. That assumption could turn out to be very false. Healdton is located within thirty miles of industrial development of very large potential. Indeed, with a four lane highway connecting Healdton with the Uni-royal plant in Ardmore, there is already some potential for significant growth. If the civic leadership of Healdton should choose to pursue with vigor both the attraction of additional industry to the area and/or efforts to sell Healdton as an attractive residential center for commuters to nearby industries, it is conceivable that school enrollment could increase significantly.

These are questions that must be answered by the community as a whole. If the community decision is to take the initiative in promoting growth, the quality of the school system, including its facilities, will be a crucial determining factor in the results achieved.

The Elementary Building

The most recently built portion of this facility, the six classrooms on the east, is generally satisfactory. The east-west wing of the older part of the building is minimally satisfactory. The wing that extends south is unsatisfactory.

The sub-sections that follow focus on the deficiencies in the elementary building. Some could be rather easily corrected, while others are more fundamental.

Floors

In terms of maintenance, acoustics, and otherwise, wood is the least satisfactory of the materials commonly used nowadays for floors in schools. Therefore, the floors in all of the classrooms in the elementary building, except for the six in the recent addition on the east, do not meet current standards.

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Illumination

In many of the elementary classrooms, the level of illumination is barely adequate. The most poorly lighted are the classrooms in the south wing where the ceilings have not been lowered and the light fixtures are of the old type incandescent variety.

One of the obvious deficiencies throughout the building, including the new addition, is light control. In many instances, glare was especially apparent on the day the consultant visited. Even in the new section, the design of the building does not lend itself to easy light control. The types of shades in use are barely acceptable at best. These particular shades leave a space at the top through which the glaring light of the sun passes unobstructed. Furthermore, many of the shades are worn out and should be replaced.

Ceilings

The lowered ceilings in the older east-west wing are satisfactory. As implied earlier, the high ceilings of the south wing are most unsatisfactory.

Heating and Air Conditioning

The recently installed roof-top heating and air conditioning units seem to be excellent. The gas heaters used in the south wing are most unsatisfactory.

Building Structure

Although it is old, superficial examination of the original building suggested the east-west wing is structurally fairly sound. In the south wing, floors indicate rather substantial settling along the east wall of the building. If it is decided that there will be continued use of this portion of the building, correction of the structural cause for this settling will be important.

Hallways

The hallways in the elementary building would be satisfactory if they were not impaired by the lockers for pupils. This circumstance creates congestion, is unsightly, and could result in a safety hazard in case of need to evacuate the building quickly.

Instructional Materials Center

Modern elementary schools have adequate instructional materials center. Sunset elementary school does not have a center that can be described as at all adequate. In the view of the consultant, this is a very serious deficiency.

Space Constraints

A basic deficiency of the elementary building is the fact that the classrooms are all approximately the same size and are isolated from each other by immovable partitions. This greatly reduces the possibilities for implementing recently developed and highly promising approaches to improving the elementary curriculum.

Restrooms

Except for those in the east section, the restrooms in the elementary building are most unsatisfactory. Wooden stalls, antiquated plumbing, and painted walls are all relics of the past. These facilities are in serious need of complete renovation.

Cafeteria

The only satisfactory characteristic of the cafeteria located in this building is that it is fairly large. Kitchen storage is so inadequate that five refrigerator or freezer units are located in the dining area and canned food is stored on the stage.

The lighting is poor. There is a high ceiling and a wood floor which contribute to a noise level that is almost

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intolerable during the lunch serving period. On the day the consultant visited, the screen doors leading to the rest of the building were slamming constantly as children entered and left.

Although there is a stage and the furniture can be collapsed for storage, conversion of this area for auditorium use is undoubtedly impractical during the school day. It was reported to the consultant that although the facility is sometimes used for banquets and other such activities, there are few occasions when it is used by students for any purpose other than a lunch room.

The Site

The site situation for this building is not ideal. However, there is more playground space than what is found at many other elementary school buildings of this vintage.

The High School Building

For a structure which has an original section nearly thirty years old, Healdton High School is a better facility than might be expected. The most obvious general problems with this facility are its location and the serious inadequacy of the site on which it rests. Not only is there no off street parking and no satisfactory loading and unloading area, but there is practically no lawn.

The location almost within sight of downtown is bad. Other than the traffic problems engendered by combining the business district with a high school, the distracting temptations for students are greatly increased by the proximity of downtown Healdton.

It is clear that the investment in building facilities on this site is substantial. The consultant recognizes that this represents a prior commitment from which it would probably not be feasible to retreat. The auditorium, the gymnasium, and the junior high classroom wing are of relatively recent origin.

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It appears to the consultant that it would be impractical to abandon this building and try to develop a new facility on a better located and more adequate site. Therefore, this entire report is based on the assumption that Healdton High School will remain on the site where it is.

Library and Media Center

A very serious deficiency in the high school facility is the library. It is not large enough. There is not enough seating for students. There is not enough space for shelving and the shelves themselves are unsatisfactory. The portion of the area devoted to media is cramped and unsatisfactory.

Science Facilities

Although not ideal, this is not an entirely unsatisfactory science area for a high school of Healdton's size. However, the high school schedule shows enough classes in science at both junior and senior high school levels to indicate an above average science emphasis in Healdton High School. Assuming a continuation of that pattern, the science facilities should be expanded.

Lunch Facility

The fact that there is no lunch facility of any kind in the high school building is a serious deficiency. High school students simply will not go to the cafeteria in the elementary building to eat lunch, especially when downtown Healdton is closer than the school eating facility.

Adolescents would get a more nutritionally balanced and less expensive lunch at school than in a commercial eating establishment, or perhaps even at home. All indications are that federal subsidies to lunch programs will increase in the future rather than decrease. All of this indicates that it would be highly desirable to have some type of food service facility for the high school students.

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Student Center

High school students need a place for informal interaction. Other than the halls and the classrooms themselves, students of Healdton High School have no such place. This is an important facility defect.

Art Room

If art is to be a part of the curriculum, facilities for instruction in art should be provided. The current situation is unsatisfactory, even as to the size of the room. Good instruction in art requires special facilities and equipment, and a room larger, not smaller, than a regular classroom.

Home Economics

To quote material promoting the last bond issue, "this area is a disgrace." The cabinets are antiquated, the arrangement of the room is highly inefficient, the equipment is improperly located, and the whole area simply does not meet minimum standards for home economics instruction.

Restrooms

The restrooms in the high school are nearly as bad as those in the older section of the elementary building. They should be completely renovated.

Floors

As indicated previously, wood floors are the least satisfactory of all types. It may well be that the installation of modern floor materials would have a more profound effect on the general environment of the high school building than any other one improvement.

Building Structure

There appears to be settling along the west wall of the original portion of the building. This should be

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investigated and corrected, especially if any floor renovation projects are to be undertaken.

The Dundee School Site

The consultant toured the site and the building of the former Dundee school district. The location of that site in relation to the population distribution of Healdton makes it impractical to plan for its use for any new facility. The deteriorated state of the Dundee building itself makes it equally impractical to plan for its use for school purposes.

It appears to the consultant that it would be to the advantage of the schools for the Board of Education to dispose of this property and the buildings on it.

Financial Base

The measure of a school district's wealth under the present arrangements for financing schools is the amount of its assessed valuation divided by the number of pupils in average daily attendance. According to the information furnished to the consultant, that figure turns out to be slightly less than \$5,000 for Healdton. That is almost 24 per cent below the average for Oklahoma.

The relative assessed valuation of a school district does not necessarily reflect the ability of each taxpayer to pay his taxes. That is a function of the income of the taxpayers themselves and the consultant has no income level information for Healdton.

The constitutional maximums applying to the amount of ad valorem taxes that can be voted by school districts make it virtually impossible for any district to seriously overburden its taxpayers. The major source for variations in the actual amounts of taxes paid in different school districts is the variation in assessment levels from one county to another.

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Recent court decisions have called into question the methods used for financing schools in most states, including Oklahoma. It seems likely that in the not too distant future, some changes that will contribute to equalization of tax resources available to school districts will occur. Enlightened self-interest would suggest that Healdton's Board of Education and the Healdton community should urge their political representatives to push for the needed, and probably soon to be required, reforms. Any step in the direction of equalization will help the Healdton schools.

The new state distribution formula that was enacted by the Oklahoma legislature last year is a step in principle in the direction of equalization through differential state funding based on school district wealth. Again, improvement in the equalization factors incorporated in this new formula will help Healdton schools.

Bonds and Tax Rates

Healdton is more fortunate than some Oklahoma school districts in the bonding capacity available to it to carry out improvements requiring capital expenditures. The pupil population has remained stable enough to reduce to a minimum the need to construct additional housing to accommodate enrollment growth. Many heavy growth districts in Oklahoma, some of which have somewhat above average assessed valuations, have found that the ten per cent (of assessed valuation) bonding limit has been so restrictive that even when they bond themselves to full capacity by annual bond issues, the money available is still not enough to provide the facilities needed. Some have found it necessary to issue exceptionally short term bonds so that they can be paid off quickly in order to regain bonding capacity.

According to a report of Healdton's bond attorney, Healdton's bonding capacity as of April 1, 1972, will be \$334,422.64. A bond issue that would use most of that bonding

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capacity would probably provide enough funds to carry out most of the projects described as desirable in this report. However, the consultant has made no effort to estimate costs of these various projects and does not have the information to enable him to do so.

The tax increase necessary to retire a bond issue of this size (an average of between nine and ten dollars per thousand of assessed valuation during the life of the bonds) is not an unreasonable burden for Healdton taxpayers. The sinking fund levy of three mills (or less) is quite low for school districts in Oklahoma. When the ad valorem taxes for city and county purposes are added to those for schools, the total ad valorem tax bill for Healdton taxpayers is not excessive. Healdton's ad valorem tax rate for the support of schools is among the lowest of its near neighbors.

The conclusion reached by your consultant is that there is no valid reason deriving from financial capacity and tax rates that Healdton should not proceed to issue bonds in an amount as large as that which was proposed last year. The decision that citizens must make in a situation of this kind is not related to whether or not they can afford the limited increase in taxes that is involved. It pertains, instead, to the merits of the investment. If spending the money will improve the quality of education provided the children and young people of the community, and the consultant has no doubt that it would, then it would be an investment whose payoff would be infinitely greater than an investment in blue chip stocks.

ALTERNATIVES FOR YOUR CONSIDERATION

The following suggested alternatives are based on the analysis of the current situation reported in the first major section of this report. The first sub-section deals briefly with last year's bond issue proposal. The second sub-section describes a plan that the consultant rates as

most desirable. The third sub-section is a plan that incorporates the year around concept in the operation of the schools.

The 1971 Bond Issue Proposal

The bond issue proposal was directed to the alleviation of deficiencies as follows for the high school:

1. A new library was to be built.
2. The science facilities were to be expanded.
3. The home economics department was to be remodeled.
4. The restrooms were to be renovated.

For the elementary school, the following improvements were contemplated:

1. The restrooms were to be renovated.
2. The lockers in the halls were to be relocated.
3. An all-purpose facility was to be built.

The bond issue proposal also included a football stadium project. The consultant does not consider himself qualified to judge the merits of that project as part of the bond issue proposal. He sees competitive athletics as an important supplementary activity and would not for a moment suggest that they be eliminated. It is simply a matter of its being impractical for an outside consultant to assess the merits of a project to provide stadium facilities for football. Such choices are necessarily a function of the value commitments of citizens in the community.

One observation is in order on this matter. If there are defects in the football stadium that represent a safety hazard to those who attend games, they certainly should be corrected.

In addition to the major facets of the bond issue, there was indication that various kinds of maintenance and renovative work of relatively minor proportions was contemplated. Undoubtedly, many of these lesser projects would

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have dealt with deficiencies mentioned at various points in the consultant's report.

The serious deficiencies that the consultant has described earlier that were apparently not covered in the bond issue included the following:

1. There was no provision for establishing a lunch room at the high school.
2. There were no plans included for developing a student center at the high school.
3. The proposal would have required the use of of additional space on the already inadequate high school site.

General Comments

All in all, the bond issue proposal was a very defensible approach to solving many of the major facility deficiencies in the Healdton schools. Judgments must always be made about what is to be included and what is to be left out in any proposal that is constrained by money limitations. The decisions of the Board of Education and Superintendent in the case of this bond issue were obviously well thought out and approval of the issue by the people would have been a significant step forward for public education in Healdton.

Your consultant views the situation from a somewhat different perspective. It is natural, therefore, that he might come to somewhat different conclusions about priorities. The sub-section that follows describes an approach to Healdton's school facility problem that reflects this different perspective. Its major value is in the opportunity it can provide for comparison with earlier proposals of the Board and Superintendent.

Uncritical implementation of the consultant's proposal would be a mistake. If anything, it should serve as the basis for further study at the local level.

The Consultant's Proposal

This plan is an attempt to deal with what the consultant sees as Healdton's most serious facility problems. It has unquestioned weaknesses and was influenced in some measure by the consultant's biases about education. Still, on the basis of his fairly limited study of the situation, it is the best plan within the limits of feasibility that the consultant could develop for Healdton.

Establish A Middle School

Although the educational advantages of the middle school are not yet documented with evidence based on other than limited experience, the concept rests on sound assumptions about the nature of educational growth and the nature of an appropriate curriculum for early adolescents.

Several serious studies have shown that present-day sixth graders are more like eighth graders than present-day seventh graders are like ninth graders. Therefore, the middle school encompassing grades six through eight is seen as a more rational organization for instruction than the junior high school involving grades seven through nine. Also, physical and psychological maturity among American young people continue to move down the chronological age scale. In other words, generally speaking, today's sixth graders resemble seventh graders of the past.

The above statements notwithstanding, your consultant recognizes that there is so much variation in the maturity level of early adolescents that any school, whether a traditional junior high school or a contemporary middle school, must provide for the enormous variations in the maturity levels of young people during this very crucial period of their lives. For these reasons, the consultant has less concern about which grade levels are served by which schools than many of his professional colleagues in education. A junior high school can be a very good school for the students

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it serves and a middle school can be a very bad school for the students it serves. In reality, the quality of a school staff is a far more important variable in determining school quality than the particular grade levels served.

Even though he feels that the middle school, currently one of the most popular organizational innovations in secondary education throughout the country, can facilitate improved educational quality, your consultant probably would not recommend establishing such a school for curriculum advantage alone. A major factor in the recommendation for a middle school for Healdton is the thoroughly congested site of Healdton High School and the less than ideal site situation at Sunset Elementary School. Removal of the seventh and eighth grades from the high school building and the sixth grade from the elementary building would make it possible to carry out upgrading of these facilities (this will be detailed later) without the necessity for other than minimum encroachment on the limited sites now available to the Healdton school system.

The Site

A middle school of the type Healdton ought to have should be built on a site of at least ten and preferably fifteen acres. The consultant has himself driven over most of the streets in Healdton. Also, he has accompanied Superintendent Harrod on a tour of parts of the city. It appears that the most likely and logical location for a site for this purpose would be in the area immediately west of the present elementary school. There is some relatively vacant property in that area and it would seem that the possibility for acquiring a fairly adequate site that could be developed without too much expense would be reasonably good.

The Building

The middle school structure should be of rather simple design and modest size. Specific plans should be

developed with involvement of faculty members and perhaps some other citizens of the community. Visits to recently built middle schools by Board members, the Superintendent, and perhaps other staff members would probably be helpful.

The consultant envisions the building with an all-purpose room as its central feature. This room would be rather generous in size and would be used for physical education purposes, as a lunch room, and for various types of school and community activities that could best use this kind of facility.

If other features of this total upgrading plan for the school system were carried out (this will become clear later), this building would not include a food preparation facility. For purposes of the middle school, dressing rooms could be kept fairly simple. If it is decided to develop additional dressing rooms for football and other sports at this location, they would need to be larger and more elaborate.

There would also be an instructional materials center to meet the specific needs of early adolescents. It would house not only books, but filmstrips, tapes, and various other types of instructional materials. It would also be designed so as to be the central storage facility for audio-visual equipment.

The building would have instructional space that would be the equivalent of six to eight classrooms. This space should be as flexible as possible in how it could be divided so that space could be adjusted to the needs of the instructional program rather than the usual vice versa.

Some specialized instructional space might be provided for science and to a limited extent for other areas such as music, but this type of space should be kept to a bare minimum. Most specialized equipment should be portable and stored in the materials center when not being used.

A Central Kitchen

The food preparation facility at Sunset is too small for present needs, especially in storage capacity. However, the kitchen building is obviously a relatively recent addition to the old auditorium now used as a cafeteria dining area.

One of the most expensive parts of any new school building is the food preparation area. It appears to the consultant that the present kitchen could be doubled or even tripled in size, even if the additional space involved building onto the present structure, with less expense than would be required to build a completely new kitchen as a part of some other project.

The present kitchen should be enlarged and equipped so that it could serve as the one food preparation facility for the entire Healdton school system, including the new middle school, if it should be built.

The central kitchen concept simply involves transporting the food prepared at one location to all schools to be served. Special equipment to facilitate the transporting can be obtained. It is a plan for complete food services that has been used successfully in many school systems. For example, the Norman Public Schools have had a central kitchen plan in operation for a number of years.

The Elementary School

If money were no problem, the consultant would suggest that the elementary building, with the exception of the six rooms in the new section, be replaced. The average life of school buildings is usually set at about fifty years. This building is almost that age.

Some upgrading, including new heating and air conditioning, has already been undertaken in the east-west wing of the older portion of the building. From this, the consultant has assumed that this portion of the building will be used for some years to come.

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The south wing of the building is a somewhat different problem. It has not been upgraded. Not only is it not air conditioned, but the heating system is antiquated and unsatisfactory. Structurally, this portion of the building seems somewhat suspect.

If a middle school were established which would result in removing the sixth grade from the elementary building, the consultant believes the best solution to this problem would be to demolish this south wing of the building, with the possible exception of the present cafeteria, and develop the space made available into additional play area.

It might be possible to upgrade the present cafeteria space so that it could be used as an all-purpose room, at least for a few years. Perhaps this would make possible some inside physical education instruction as well as other recreation oriented activities.

Materials Center

An instructional materials center ought to be developed in the elementary school. Its location and design would depend on several other decisions, so further specifics about such a center have not been included in the report.

Carpeting

Carpet materials have been improved to the extent that they are now practical for use in schools. The general impact of carpeting on the classroom learning environment is enormous. The consultant's recommendation is to carpet all of the classrooms, but if that can't be accomplished, at least those classrooms with wood floors should be carpeted.

Providing Flexible Space

The six rooms that constitute the new sections of the elementary school are adequate as classroom spaces. However, their isolation from each other discourages use of some of the recently developed approaches to elementary education such as the open space school.

It appears to the consultant that two, four, or possibly even all six of these classrooms could be put together into larger, open spaces. For example, the two classrooms furthest east could be combined by eliminating the hall partitions and adding a partition, perhaps with a double door as a part of it, across the present hall space on the west. The same approach could be used for four, or even six of the rooms in question.

Such a rearrangement might be impractical if the partitions involved are load bearing. If they are, it could be that supporting steel columns could be used in their place.

If this kind of remodeling were done, it might make possible the development of an instructional materials center as an integral part of this "open space instructional area."

It should be noted that acoustical control is crucial to the open space arrangement, so carpeting would have to be an essential part of a project such as this.

Upgrading The High School

After completion and establishment of the middle school, which would remove the seventh and eighth grades from the high school building, the major upgrading projects for the high school could be initiated.

Home Economics

The space vacated by the seventh and eighth grades on the second floor of the new classroom wing of the building could be developed into a new home economics department. Renovation of the present home economics area would have to be so complete that the cost of relocating in this new area would probably be very little greater.

The amount of space needed for the home economics department is not known by the consultant. If it is decided that art should be a permanent part of the curriculum, it could well be that part of this vacated area could be developed into a satisfactory art room.

New Library

The space vacated by the home economics department could be developed into a new library. The space now available there probably is not enough for the library that Healdton High School ought to have. Since that section is separated from the other wings of the building and is adjacent to a patio of questionable value anyway, there would seem to be no serious obstacle to adding whatever space is needed by means of a building addition into the patio. This would be a much smaller and less damaging encroachment on the site than the library addition proposed in last year's bond issue.

Lunch Room--Student Center

Removal of the library from its present location would free that space for some other use. This would provide opportunity for meeting two other important needs. Those are a lunch room and a student center.

The space currently being used for the library plus the room in which the weight lifting machine is now located could be developed into a combination lunch room and student center. A steam table could be installed, but of course no kitchen. The entire area could be developed so that it would be attractive as a gathering place for students. Perhaps some sort of student store could be developed in one part of the room.

The consultant has not given serious consideration to space requirements for this combination lunch room and student center. It could well be that the space in the present library would be enough, especially if the room where the weight machine is now located is needed for classroom space. Whatever is decided, this classroom is a completely unsatisfactory location for weight lifting activity and a weight lifting machine. Almost any use of this space would be an improvement over the current use.

Science

The most logical approach to expansion of the science area would be to incorporate in it the room that is now being used as a math laboratory.

It is important to plan carefully for the use of this expanded science facility. With the number of different classes in science that are being taught in Healdton, both the laboratories and demonstration-discussion areas should be used most of each day. While one group is using each of the laboratory sections, another, perhaps with a different teacher, can be using the classroom discussion and demonstration area. Installation of high quality movable partitions between the laboratories and the demonstration-discussion area might be worth considering.

Restrooms

As was indicated earlier, the restrooms in the high school are in very bad condition. Any upgrading plan should include their complete renovation.

Carpeting

The most satisfactory solution to the floor problems of most schools is the use of commercial grade carpeting. A visit to the renovated business department of Healdton High School demonstrates the effect of carpeting on the appearance and especially on the acoustical situation in a classroom. Most studies indicate that maintaining modern carpet is probably less expensive than maintaining tile or wood floors which require mopping, waxing, etc.

Carpeting is neither fad nor frill, but a very practical means of substantially improving the learning environment in classrooms. If it is possible to do so, all of the classrooms except the science laboratories should be carpeted. Highest priority should be given to the rooms with wood floors.

Year Around School Plan

As a Superintendent and Board of Education, you have indicated interest in the year around school concept. Such an organizational plan, if fully implemented, has considerable impact on facility planning.

A number of different types of plans have been devised for implementing the year around operation of school systems. One of the common approaches is the use of a quarter plan, which involves dividing the calendar year into four quarters with the expectation that students will attend three of the four quarters in proportions such that 75 per cent of the total student population will be attending school and 25 per cent will not be attending throughout the entire calendar year.

Another approach which has received some recent publicity is known as the 45-15 plan. This arrangement involves students' attending school for 45 days (the equivalent of a nine week quarter) and then having a vacation period of 15 school days (the equivalent of three weeks). Again, schedules are arranged so that 75 per cent are attending school and 25 per cent are not attending throughout the year.

The idea of the year around school is not especially new. Many have felt for a number of years that closing down schools for three months of each year is based on an outmoded set of conditions related to the necessity in an earlier generation for increased manpower during the summer to help harvest the crops. Also, the advent of air conditioning, and of course Healdton schools are now air conditioned, makes it practical to hold school during the summer. Furthermore, in some school districts around the country the pressures of enrollment growth have been so great that they have used the year around school as the only means of solving their facility shortage.

As logical and defensible as the year around use of school facilities seems, traditions do not die easily. The

nine month school year is an inherent part of the American culture. The difficulties of year around school implementation almost always reside in the necessity to require attendance and vacations at times of the year that are not customary. Although some parents and their children will volunteer, it is unlikely that such a plan can be fully implemented without requirements to ensure the 75-25 ratio of attendance and non-attendance throughout the year.

In developing recommendations that would take account of a year around school plan, the consultant has assumed that there would be 25 per cent fewer students attending school at each grade level throughout the year. To take full advantage of the potential facility gain under the plan, some curriculum reorganization, especially at the elementary level, would be a virtual necessity.

High School Changes

The need for upgrading the facilities at the high school building would not change with the advent of a year around school plan. The library would still be highly deficient, as would the home economics department and the restrooms. For the most part, the same proposals that were advanced previously would remain appropriate.

One slight difference would be that a reduction of 25 per cent in the student population of the high school would mean 95 to 100 fewer students. The removal of the seventh and eighth grades to initiate the new middle school, which the consultant does not recommend under the year around approach, would result in a reduction of 125 to 130 students. This would mean that at least one and perhaps two additional classrooms more than were required in the other plan would be needed.

The present "weight" room would be one possibility for an additional room. Another would be to retain one of the rooms in the current junior high school section for

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regular classroom use and reduce the size of the new home economics area. With 25 per cent fewer girls attending senior high school, the demand for home economics would probably be somewhat reduced.

Elementary School Changes

One of the factors that should be taken into account in a year around plan is the elementary organizational pattern. At present, even though the fifth and sixth grades operate on a departmentalized pattern, the elementary school appears to operate primarily on the basis of two self-contained groups per grade (with occasional exceptions). If 25 per cent of the students were removed, as in the year around plan, the number of students at each grade level would be less than two sections, but more than one.

Open School

If the year around plan is adopted, the consultant's recommendation would be that serious consideration be given to the open school, non-graded, team-teaching approaches to organizing the elementary school instructional program. Actually, properly implemented, incorporation of these ideas in the organization of the elementary school would offer potential for curriculum improvement, whether or not the year around approach is adopted.

The consultant feels that the year around plan would make more urgent the conversion of the east section of the elementary building into an open space arrangement. If the entire six classrooms were combined with the hall space, there would be enough open space to accommodate the kindergarten and the first three grades of the elementary school. Part of the total space could be developed into a complete instructional materials center.

If it were decided that it would be desirable to do so, one of the classrooms could be kept intact for use by the kindergarten. One classroom, with a reduction of 25 per

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cent in the number of students, could easily house the kindergarten students in half-day sessions.

A number of open space schools have been built and are operating in Oklahoma. The consultant would suggest that one or more of these be visited by the Board and Superintendent before final decisions about matters of this kind are made. It would be especially important to note the ways in which materials centers are incorporated into the open space arrangement.

The remainder of the building extending west would be more than sufficient to accommodate the intermediate grades when they are reduced by 25 per cent. The south wing, as indicated before, still ought to be abandoned and razed.

Although the open space concept is equally applicable to the intermediate grades, it would probably be impractical to make any major alterations in the partition patterns of a building of this age.

All-Purpose Facility

If a new middle school were not established, as under this plan, it would be especially important to build an all-purpose facility on the elementary grounds that could be used for physical education and lunch room purposes, as well as various other activities. It might well be located in the area that was contemplated for it in the bond issue proposal.

COMMUNITY INVOLVEMENT

It requires very little persuasive skill to convince people they should vote against raising their own taxes. Therefore, school bond issues, which require a local vote that is 60 per cent favorable, are especially vulnerable to defeat. Unless the need for the facilities is clearly understood and agreed to by the community as a whole, the possibilities for a bond issue to be voted down are very high.

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On the basis of the materials that were prepared by both the supporters and the opponents of last year's Healdton bond issue, it seems fairly clear that the opposition needed very little ammunition to defeat the issue. Many of the opposition statements were irrelevant, shallow, and, in some instances, totally erroneous.

What this means to the consultant is that there was so little general commitment in the community to this proposal that even weak opposition succeeded. The generally negative mood of taxpayers was undoubtedly an important factor in the defeat. Still, even in this age of the so-called taxpayer revolution, people continue to impose taxes on themselves when they see the cause as an urgent one.

There is no magic formula for winning bond issues. However, the possibility for success is probably greatly enhanced by widespread involvement of citizens throughout the community. It should occur not just after the Board of Education has called an election, but throughout the entire decision making process leading up to the calling of the election.

When there is such involvement, at least voters have the chance to make choices based on accurate knowledge of what they are for or against. If Healdton people don't care about the deficiencies of their school facilities and if they simply don't want to improve them, then the facilities shouldn't be improved. If people deny the bond issue because they don't want to pay the taxes or they don't understand the proposal or they don't trust those who developed the proposal, their negative vote may not be at all indicative of their real attitude about school facility improvement.

The Healdton Board and Superintendent should take the initiative to stimulate community wide discussion of the various pros and cons of the Healdton school facility problems. Rather than coming to a public meeting to hear a

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presentation supporting the bonds, people should have opportunity to debate the various possible alternatives during the time the bond issue proposal is being developed.

Some of the material in this report could serve as a starting point for community discussion. If it does, the report will have made a contribution, even if none of the suggestions it contains is ever implemented.

APPENDIX B

CITIZENS' WORKBOOK FOR EVALUATING
SCHOOL BUILDINGS

Functional Characteristics of the School Plant

The functional characteristics by which a school plant may be judged, together with a definition of each characteristic, are listed in this section of the workbook. For the convenience of the user, these definitions are repeated in the text.

I. Adequacy of the School Plant

This term refers to the relationship between the size of the site and the overall housing space on the one hand, and the number of students to be served on the other. Also listed under this aspect of functionality are internal features of the building that are more feasibly judged on a sufficiency basis than on a fitness basis.

II. Suitability of the School Plant

This characteristic includes those features, such as type of plant and the facilities available, which enable the school to satisfactorily house the particular educational program to be carried on. Of necessity, this aspect requires an analysis of the equipment available.

III. Safety of the School Plant

Safety is a function of those features of the school plant which make the building structurally sound and protect the students from hazards of traffic, fire, and accidents.

IV. Healthfulness of the School Plant

This term refers to the degree to which pupils are insured freedom from dirt and excessive noise, and are provided with satisfactory facilities for lighting, heating, ventilation, and sanitation, and a plentiful and convenient supply of pure water. In general, the features of the building designed to protect and promote the good health of the pupils are covered in this category.

V. Accessibility of the School Plant

This term refers to the proximity of the school to the pupil population center of the area served, the character of approaching roads and streets, as well as a few general building and site features affecting ease of access to the building.

VI. Flexibility of the School Plant

This term refers to the possibility of change, as incorporated in the construction of the building and the development of the site, to meet new demands as the curriculum changes.

VII. Efficiency of the School Plant

Efficiency is the securing of maximum effect with a minimum of effort. An efficient building makes possible the reduction of pupil travel to a minimum, provides convenient custodial facilities, isolates areas of noise, and has facilities located for maximum utilization.

VIII. Economy of the School Plant

Economy is the achievement of proper plant operation at minimum cost. The economical school plant fully utilizes natural light and conserves heat, electrical energy, and water.

IX. Expansibility of the School Plant

Expansibility refers to the possibility for enlargement of the building and site to meet educational needs. Building expansibility is usually achieved through open-end construction and provisions for future enlargement of heating, lighting, ventilating, and plumbing systems.

X. Appearance of the School Plant

Appearance refers to how the school looks and whether it is pleasing to the eye. Attention is directed to landscaping, color harmony, appropriateness of furnishing, and use of decoration.

Directions for Scoring

Effective use of this manual is possible only when the scorer is reasonably familiar with the educational program to be housed and has carefully studied the workbook. Although this manual suggests provisions for a number of departments, the aims of the educational program and a list of the facilities needed must be developed by the teaching staff and citizens of the community in terms of what things are desirable and what things are most important. It should be noted that the program to be housed looks to the future and is not necessarily the present program. A second prerequisite is a knowledge of present and predicted enrollments. This information in a brief form should be noted in the workbook on the blank pages provided.

Some of the information that is needed for answering the various questions about the school plant will be available only from personnel who use the various facilities to which reference is made. These technical questions should be answered by the teachers and the custodians who make use of the areas. The school architect, engineer, principal, and superintendent also may be called on to contribute information.

If possible, the school custodian and the principal should accompany the scorer to answer technical questions when the need arises. Teachers also should be available to answer questions which the evaluator will raise concerning rooms, equipment, and other facilities.

A copy of the building plan may be of assistance to the scorer in judging items such as adequacy of room size, suitability of location, efficiency of arrangement, etc.

Space is provided in the manual for making sketches and notes about those items, such as suitability or adequacy of academic rooms, where judgments are not to be made or scores assigned until all such rooms have been visited.

In order to facilitate the work of evaluation, the items to be scored under each characteristic are grouped in three headings, Site, Pupil Rooms, and General Features.

The Site refers to the grounds on which the school building is located. Under the heading of Site are references to its size, environment, soil, location with respect to residences of pupils, availability of utilities, development of the various work, play, parking and landscaped areas, and similar items.

The heading Pupil Rooms refers to those rooms primarily concerned with instruction and pupil welfare. These include all rooms in which pupils work and play. This classification

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Directions for Scoring

includes all classrooms and special rooms such as shops, laboratories, gymnasiums, libraries, lunchrooms, health rooms, and auditoriums.

General Features include those items essential to the operation of the school but not primarily instructional in nature. Under this heading are listed facilities such as administrative offices and teacher rooms, reception rooms, and secretarial offices; service facilities such as heating, lighting, ventilation, plumbing, and power; general external and internal building features such as type and condition of roof, walls, foundation, corridors, stairways, lobbies, and vestibules.

An elementary school, for purposes of scoring, is defined as one which houses the kindergarten and the first six or eight grades or any combination of these, and is usually characterized by the homeroom type of organization.

A secondary school is one which houses pupils above the elementary grades and is usually characterized by some degree of departmental organization.

The inspection of the school begins with the site. The scorer should turn to Characteristic I—Adequacy. Under this item the first heading is Site, under which is a series of questions to be answered by the scorer.

Each question is followed by a maximum possible score. This is the score to be given if the answer to the question is an unqualified "yes." As the answer becomes less satisfactory, the scorer assigns a progressively lower score. If the answer is a flat "no," a score of zero should be placed in the blank.

In cases where needed facilities are not present, no credit should be given for the same in the scoring. Likewise, no credit should be given on questions as to the location, condition, and equipment of nonexistent needed facilities.

For example, in Characteristic I, Question I (Is the site large enough?): if the size meets the standards given, or developed by the local group, the score 20 should be placed in the blank; if it is only half as large as it should be, a score of 10 should be given; if there is no space other than that occupied by the building, or such little space that it has no functional value, put 0 in the blank.

When the scorer has answered the questions on the adequacy of the site, he next turns to Characteristic II—Suitability. He then proceeds to record his answers to questions on the suitability of the site and thus goes on through the ten functional characteristics.

The scorer can answer all questions on the site under each of the ten items before entering the building. When the rating of the site is completed, the scorer is ready to appraise the building.

Before entering the building the appraiser should walk completely around the structure and make note in his manual of any defects in the foundation, walls, windows, and roof or other features. This inspection of the exterior of the building will give a good idea of its appearance and placement on the site.

The evaluator next enters the building and centers his attention upon an inspection of the rooms used by pupils. During this phase of the evaluation, it is highly desirable that the

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teachers be in their rooms or available to answer questions. The scorer begins noting his answers to the questions about the pupil rooms as listed under the ten items. He begins with Characteristic I—Adequacy, and proceeds in a way similar to that followed in evaluating the site.

Upon completion of his analysis of the rooms, he is ready to appraise the general features in the light of the ten functional characteristics of the school. It is particularly important that the principal and custodians be available during this phase of the evaluation. Upon the completion of his rating of general features, the scorer is ready to compile a score for each characteristic.

He should give his attention first to Characteristic I. If every question has been given the maximum score under Site, Pupil Rooms, and General Features, then the school rates 100% in adequacy. If every question has been checked 0, it rates zero. These scores represent theoretical extremes, and the score of each school will fall somewhere between them.

When all items have been rated, the scores arrived at for each characteristic should be placed on the profile sheet at the back of the manual. This sheet, when completed, will show the strong and weak points of the school plant.

The authors of this manual believe that stress should be placed on the separate functional aspects of the plant, rather than on an overall rating score. In the event that some comparison with standard rating scales seems desirable, an overall score may be found by using the following table:

Weightings of Functional Characteristics

Adequacy	(13)	Flexibility	(9)
Suitability	(13)	Efficiency	(9)
Safety	(12)	Economy	(9)
Healthfulness	(12)	Expansibility	(7)
Accessibility	(9)	Appearance	(7)

For example, if Adequacy scores 70%, its number score would be 7.0 (ten times the percent) times its weighted value of 13, or a score of 91. If Suitability scores 82%, multiply 8.2 by its weighted value of 13, and so on until all ten number scores are computed.

These number scores when added together give a sum or overall score which is comparable to the total score of a school plant evaluated with standard mechanical rating systems using 1000 as a perfect score.

The profile of the school plant presents a picture of how well it serves its purpose. The decision as to whether it should be retained as it is, remodeled, expanded, or abandoned involves financial and other considerations which vary with the community.

If, in the course of the evaluation, the appraiser discovers structural defects which cast doubt on the soundness of the building, an architectural engineer should be consulted immediately. A building with structural defects constituting a hazard to life and limb should not be kept even in temporary use.

I. Adequacy of the School Plant

This term refers to the relationship between the size of the site and the overall housing space on the one hand, and the number of students to be served on the other. Also listed under this aspect of functionality are internal features of the building that are more feasibly judged on a sufficiency basis than on a fitness basis.

Site

1. Is the site large enough for the number of pupils who will attend the school? (20) _____

Suggested Standards for Site:

The school site should have sufficient space to permit the development of adequate outdoor physical education work, nature study, recreation, parking, and lawn areas. For the various administrative pupil groupings, minimum site requirements are as follows:

- a. Primary (Kindergarten and grades 1, 2, and 3) _____ 3 acres.
 - b. Elementary _____ 5 acres plus 1 additional acre for each 100 pupils.
 - c. Junior High School _____ 10 acres plus 1 additional acre for each 100 pupils.
 - d. Senior High School _____ 20 acres plus 1 additional acre for each 100 pupils.
2. Are all walks leading to the building sufficiently wide? (2) _____
- Suggested Standard:**
- Walks should be wide enough for at least three people to walk abreast, a minimum of 66 inches, with additional unit widths of 22 inches as indicated by traffic.
3. Does the site provide adequate parking facilities for pupils, teachers, custodians, and visitors? (3) _____
- Suggested Provisions:**
- a. A sufficient number to care for each pupil and staff member who regularly uses the lot.

Adequacy of the School Plant

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- b. A sufficient number to care for citizens who daily make use of the lot.
- c. A sufficient number to care for patrons at public performances.

4. Are adequate play areas provided? (5) _____

Suggested Provisions:

Play areas should be large enough that all pupils can play at the same time.

(Now turn to Site on page 17.)

Pupil Rooms

Note: Consult the appropriate teacher in each area in answering this and the next 7 questions.

5. Are academic classrooms large enough? (10) _____

Suggested Standards:

- a. Elementary – 35 square feet per pupil with a minimum of 900 square feet.
- b. Secondary – 30 square feet per pupil with a minimum of 700 square feet.

6. Are academic classrooms adequately equipped for carrying out the department's objectives? (5) _____

Suggested Standard:

There should be enough globes, maps, tables, desks, etc., to permit carrying out the department's objectives with the number of pupils enrolled.

7. Are laboratories and special rooms for arts, music, home economics, etc., large enough? (10) _____

Suggested Standard:

Special rooms should be ample in size to permit carrying out the activities indicated by the department's objectives.

8. Are special rooms and laboratories adequately equipped for carrying out the department's objectives? (5) _____

Suggested Standard:

A sufficient number of machines, stoves, refrigerators, electric outlets, etc., should be provided for carrying out the department's objectives with the number of pupils enrolled.

Adequacy of the School Plant

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9. Are there enough classrooms and special rooms to properly house present and predicted enrollments? (15) _____

Suggested Standard:

Room need is determined by the number of weekly meetings and length of classes, amount of special use, the number of pupils enrolled, and teacher loads. It may be roughly determined by dividing the enrollment by the number of pupils to be placed in each class and adding an additional number to allow for the fact that rooms are not used every hour of the day. Although this number varies considerably according to the organization and size of the school, the approximate need is for an additional 1/10 for elementary schools and 1/3 for secondary schools.

Example: If 300 pupils are enrolled in a secondary school and each class averages 25 pupils, then approximately 12 rooms plus 4, or a total of 16 rooms, are needed.

10. Is there sufficient bulletin board space? (2) _____

Suggested Standard:

There should be enough bulletin board space to permit posting of notices and hanging of exhibits and examples of pupils' work.

- a. 12-20 lineal feet per academic classroom.
- b. 6- 8 lineal feet per special room.

11. Is there sufficient chalk board space for essential pupil and teacher work? (2) _____

Suggested Standard:

- a. 16-20 lineal feet for academic rooms.
- b. 6- 8 lineal feet for laboratories and shops.

12. Are built-in closets and cases adequate in both classrooms and special rooms? (3) _____

Suggested Standard:

There should be enough storage space to care for equipment and supplies which are regularly used.

(Now turn to Pupil Rooms on page 19.)

General Features

Note: Consult the principal and the custodian in answering the next five questions.

Adequacy of the School Plant

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13. Are provisions of space and equipment made for staff administrative purposes sufficient? (5) _____
- Suggested Work and Storage Areas:**
- For principals' conferences with laymen, staff members, parents, and pupils.
 - For clerical work.
 - For storage of records, equipment, and supplies.
 - For teachers' conferences and preparation of printed materials.
14. Are custodial space, equipment, and supplies adequate? (5) _____
- Suggested Standard:**
- Equipment and supplies such as brushes and mops, pails and baskets, dust pans, chamois, sponges, scrubbing and cleaning machines, furnace, lawn and general repair tools, soaps, detergents, scouring powders, paint, varnish, waxes, oils, polish, paper towels and tissue, and hoists and elevators should be provided where needed.
 - Workshop area where routine repair and maintenance work may be done.
 - Storage areas where tools and supplies may be kept.
 - Office area where reports may be made and files kept.
 - Locker and washroom facilities.
15. Is adequate provision made for installation and removal of large pieces of equipment? (2) _____
- Suggested Standard:**
- Service doors should be provided so that all large pieces of equipment in pupil rooms and general rooms may be installed or removed without removing doors or parts of the structural wall.
16. Do chimneys develop adequate draft for the heating system? (3) _____
- Suggested Standard:**
- An adequate chimney will give a draft which provides sufficient air to permit the complete combustion of fuels.
17. Are building foundations adequately protected against vermin, and moisture? (3) _____
- Suggested Standard:**
- Foundations should resist the seepage of moisture, and should

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be free from cracks or openings which would permit the entrance of rodents and termites or other insects.

(Now turn to General Features on page 31.)

Total Adequacy Rating

(100) _____

This score should be plotted on the profile chart appearing on page 91.

II. Suitability of the School Plant

This characteristic includes those features, such as type of plant and the facilities available, which enable the school to satisfactorily house the particular educational program to be carried on. Of necessity, this aspect requires an analysis of the equipment available.

Site

1. Are the playground, game, and practice area surfaces in condition for use soon after rain? (2) _____

Suggested Standard:

Play areas should have a slight surface drainage and should be free from depressions which retain water after rain. The subsoil should be of such a nature as to drain readily and be usable soon after rain.

2. Is the soil of the lawn, landscape, gardening, and agriculture areas of such nature as to grow plants readily? (2) _____

Suggested Standard:

Plant growing areas should have a good loam soil free from rocks and debris and have the proper acidity or alkalinity for growth of plants.

3. Are outdoor work and play areas suitably developed and equipped? (3) _____

Suggested Standards:

Outdoor work area should be developed for the activities suitable to children of the age using them.

- a. Elementary children's work area should have provisions for animal pens, construction of objects and models, gardening and soil conservation, etc. Play areas should provide game areas; apparatus such as climbing structures, horizontal ladders and bars, slides, see-saws; a paved area with various game courts marked off; and protected bicycle storage facilities.

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- b. Secondary children's work areas should be developed for a specific area of learning such as biology, agriculture, physical education, etc. Physical education and recreation areas should provide areas and facilities for field games such as soccer, softball, baseball, football, field hockey, speedball and archery; paved areas should be provided for such games as tennis, volleyball, handball, and shuffleboard; and protected bicycle storage facilities. An athletic field for track and football events with suitable spectator provisions may also be indicated.

4. Is the subsoil suitable for supporting buildings? (2) _____

Suggested Standard:

Subsoil should be of a type which retains an adequate bearing power for the load it is to carry, regardless of the varying moisture content for the locality.

5. Do walks and parking areas remain free from puddles after rain? (2) _____

Suggested Standard:

Walks should be slightly above the surface of the surrounding terrain and should have a slight slope in order to drain well. Parking lots should slope toward storm sewers which are adequate to carry the rainfall from the paved area.

(Now turn to Site on page 35.)

Pupil Rooms

6. Are classrooms such that activity groups may work in an area separated from other groups? (3) _____

Suggested Criteria:

Various types of work alcoves may be built in or formed by separating counters, or by shelves about 3 feet high.

7. Are areas and facilities provided for all of the activities which should take place in the rooms? (5) _____

Suggested Provisions:

Space and movable equipment should be available for group study and discussions, individual and small group library and project work, art work, science work, etc.

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8. Can seats and desks be easily moved and stacked? (3) _____
 Suggested Standard:
 Seats and desks should be easily movable into different seating arrangements when small group activities, visual education activities, open group activities, or large muscle activities are being conducted in the room. Seats and desks of a rigid, but adjustable, type which can be stacked permit the freeing of larger areas of the room.
9. Are provisions made for water use and waste disposal for classroom activities? (2) _____
 Suggested Provisions:
 Sinks and hot and cold water should be provided in activity rooms where teachers indicate need.
10. Are materials and equipment suitably stored or arranged and readily available for use? (1) _____
 Suggested Storage Facilities:
 a. Chalk, pencils, paints, etc., should be stored in fairly shallow drawers.
 b. Globes, larger specimens, and models may be stored in glazed cabinets with adjustable shelving.
 c. Corrosive and inflammable substances such as paint, gasoline, acids, phosphorus, etc., should be stored in special containers.
11. Are suitable audio-visual educational facilities and materials provided? (5) _____
 Suggested Standard:
 Darkening devices, viewing screens, electric outlets, and cables should be provided in all rooms where films or still pictures are to be projected. Space for storage of models, maps, and graphic materials should be provided in classrooms as well as in a central location. Phonographs, radios, and recorders, as well as still, moving picture, and opaque projectors should be available for use in music, speech, social science, dramatics, and other classes.
12. Are dust troughs provided at chalkboards? (2) _____
 Suggested Standards:
 Dust troughs of a type which keeps erasers out of the dust should be located immediately below chalkboards.

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Suggested heights of dust rails of pupil chalkboards are:

- a. Kindergarten, 1 foot and 10 inches.
- b. Succeeding grades, an additional 1-1/2 inches per grade to a height of 36 inches for senior high grades.

13. Are chalkboards and bulletin boards, cabinets, tables, etc., of suitable height and type? (3) _____

Suggested Standard:

All fixtures should be adapted to the size of the pupils using them. Recent research indicates that chalkboards should be gray-green, with a reflectance factor of 15-20%, and located at the front of the room. Bulletin boards should be predominately at eye level heights, mounted at the sides and rear of the room, with one area adjacent to the room door.

Note: In the next four items all general standards, provisions, and criteria are applicable to both elementary and secondary school buildings; secondary school provisions are applicable to the secondary grades, and grades 7 and 8 in case they are departmentalized.

Opinions concerning the following 10 questions should be secured from the room teachers. For a list of the rooms needed in a particular community the curriculum study of the school and community must be consulted. If facilities to be scored are not needed, allow maximum score on the item.

14. Are provisions for science suitable? (5) _____

Suggested General Provisions:

- a. For carrying on plant growing experiments.
- b. For observing and studying insect colonies; aquatic animals, insects, and plants; land animals.
- c. For teacher demonstrations of experiments.
- d. For individual pupils' work on experiments.
- e. For experiments in light and photography.
- f. For storing and studying charts and specimens of rocks, insects, and seeds.
- g. For construction of simple pieces of equipment and models.

Suggested Secondary Provision:

- h. For disposal of acids and poison gases, in addition to regular waste disposal provisions.

Suitability of the School Plant

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15. Are provisions for shop work suitable?

(5) _____

Suggested General Provisions for Industrial Arts:

- a. For working and firing clay.
- b. For leather, plastic, metal, and woodwork.
- c. For planning, drawing and printing, and graphic arts.

Suggested Secondary School Provisions for Industrial Arts:

- d. For welding, foundry, and machine work.
- e. For electricity and radio.
- f. For cabinet-making and carpentry.
- g. For auto and motor mechanics.

Suggested Secondary School Provisions for Vocational Trades and Industries:

- h. For specialized courses as generally covered in industrial arts above.
- i. For masonry, plumbing, steam-fitting, painting, tailoring, food preparation, sewing, baking, air-conditioning, etc.

Suggested Secondary School Provisions for Vocational Agriculture:

- j. For study and examination of plant and other specimens.
- k. For study and practice of testing soil.
- l. For study and practice in testing plant, poultry, meat, and dairy products.
- m. For study and practice in preparing, storing, and marketing farm products.
- n. For storing and studying charts, models, films, etc., of farm practices.
- o. For construction, repair, and maintenance of farm buildings, machinery, and equipment.

16. Are provisions for homemaking suitable?

(5) _____

Suggested General Provisions:

- a. For study and practice in planning meals, selecting, preparing, storing, serving food, and managing a kitchen.
- b. For study and practice in selection of materials, and planning, construction, and care of clothing.

Suggested Secondary School Provisions:

- c. For study and practice in grooming and health.

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- d. For study and practice in home furnishing, management, and maintenance.
- e. For study and practice in child care and home relations.
17. Are provisions for art suitable? (5) _____
- Suggested General Provisions:
- a. For study of and work with clay, plastics, wood, metal, reed, paper, cloth and other materials.
- b. For study and work with processes such as oil, crayon, charcoal, silk-screen, air brush, block printing, etc.
18. Are provisions for music suitable? (5) _____
- Suggested General Provisions:
- a. For music, instrument, equipment, and uniform storage.
- b. For comfortably seating the largest groups using the room so that all will have an unobstructed and direct view of the instructor.
- c. For practice by small ensembles, with little or no confusion or conflict with the other music classes or school.
- d. For individual and group study of radio programs and transcriptions.
19. Are provisions for business education suitable? (5) _____
- Suggested General Provision:
- a. For study and practice in typing.
- Suggested Secondary School Provisions:
- b. For study and practice in bookkeeping, stenography, secretarial, and business machine work.
- c. For study and practice in the analysis, purchase, display, and selling of merchandise.
20. Are provisions for library work suitable? (5) _____
- Suggested General Provisions:
- a. For storage, repair, accounting, and use of books, magazines, materials, films, recordings, transcriptions, and audio-visual devices by individuals and small groups.
- b. For exhibition of local manufactory, art, and historical articles and processes.

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21. Are provisions for health and physical education suitable? (5) _____

Suggested General Provisions:

- a. For large and small group participation in various recreational activities.
- b. For health study, guidance, and correction.
- c. For shower, drying, storage, and laundry facilities.
- d. For seating of a limited number of spectators at contests.
- e. For nurses' and doctors' examinations, consultations, or treatment.
- f. For isolation and rest for pupils who are ill, injured, or convalescent.

22. Are provisions for assembly and public performance purposes suitable? (2) _____

Suggested General Provisions:

- a. For presentation of film, speech, music, dramatic, and achievement programs.
- b. For participation in forums, debates, and community programs.

23. Are provisions for hot lunches suitable? (3) _____

Suggested General Provisions:

- a. For pupils and staff members to enjoy adequate, economical, well-balanced meals and practice courtesy and etiquette.
- b. For school and community dinners.

24. Are suitable wardrobes or lockers provided? (2) _____

Suggested Standards:

Pupil lockers or wardrobes should accommodate all outdoor garments, books, and supplies usually stored therein. Shelves should be provided for book and supply storage. Hooks for garment hanging should be placed at convenient heights. All wardrobes and lockers should be well ventilated, and the air passing through them should be exhausted rather than drawn into the room or recirculated.

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25. Are wardrobes or lockers located where they may readily receive supervision from the room teacher? (2) _____

Suggested Standard:

Lockers for elementary pupils should be located in the room or in the corridor immediately adjacent to the room. Lockers for secondary pupils should in general be located in corridors.

26. Are special provisions made in wardrobes for damp clothing such as raincoats, overshoes, and umbrellas? (2) _____

Suggested Standard:

Ample space should be provided in lockers or wardrobes to permit a free flow of air around damp clothing.

27. Are facilities provided for community use? (3) _____

Suggested Provisions:

- a. A room, which is adapted for meetings of the P.T.A. and other organizations, should be equipped with tables and chairs, facilities for use of audio-visual devices, chalk and bulletin boards, and conveniently located with respect to outside entrance, toilet, and kitchen facilities.
- b. Other rooms, especially the gymnasium, auditorium and library, should also be available for community use when regular class schedules permit.

(Now turn to Pupil Rooms on page 39.)

General Features

28. Are floors, walls, and ceilings finished with suitable materials? (5) _____

Suggested Provisions:

- a. Smooth or acoustic ceilings.
- b. Smooth or acoustic upper walls.
- c. Scuff resistant wainscoting.
- d. Floors in shops, laboratories and other special rooms adapted as indicated to chemical, shock, heat, and water resistance.
- e. Floors in primary rooms warm, resilient, and of a type easily maintained to minimize soiling pupils' clothes.

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29. Is the size of building and fixtures suited to the size of the persons using it?

(5) _____

Suggested Provisions:

- a. Elementary, 1-story buildings, classroom ceiling height of 10-12 feet; toilet fixtures of intermediate size; playroom instead of gymnasium, etc.
- b. Secondary, 1- or 2-story buildings with 10-12 foot ceilings; 20-23 foot ceilings in gymnasium, etc.

30. Are window shades of a suitable type?

(1) _____

Suggested Standards:

Roller shades should be double hung, preferably at the middle of the window. Venetian type blinds are also satisfactory. Blinds should be of a light color, and roller shades preferably will be of translucent vat-dyed duck.

(Now turn to General Features on page 41.)

Total Suitability Rating

(100) _____

This score should be plotted on the profile chart appearing on page 91.

III. Safety of the School Plant

Safety is a function of those features of the school plant which make the building structurally sound and protect the students from hazards of traffic, fire and accidents.

Site

1. Are approaches to the school comparatively free from traffic hazards? (5) _____
 Suggested Standard:
 Underpasses or overpasses should be provided where pupils have to cross railroad tracks or main traveled highways in order to reach their school.

2. Is the site outside of the approach patterns of any airport? (2) _____
 Suggested Standard:
 School sites near airports should be located so that aircraft which are landing or taking off will not pass over the school grounds.

3. Is the site removed from industrial hazards? (5) _____
 Suggested Standard:
 There should be no corrosive or explosive manufactories or warehouses, gas storage tanks, electric generator plants, or similar hazards in the general vicinity of the school site.

4. Are there safety fences where necessary? (5) _____
 Suggested Standard:
 Safety fences should be provided to protect pupils from hazards of traffic, water, cliffs, etc., and to protect adjacent properties from trespass by pupils.

5. Is the playing surface comparatively free from hazards? (5) _____
 Suggested Standards:
 - a. Playing surfaces should be level and free from cinders, large rocks, stakes, etc.

Safety of the School Plant

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- b. Although turf is preferable, a stabilized soil makes a very good surface.
- c. Paved areas are best if composed of a resilient material, although concrete may be used for tennis and volleyball courts and in other areas where there is little danger of pupils falling.

6. Are play areas sufficiently separated?

(5) _____

Suggested Standards:

Areas devoted to different age groups of pupils, and to different sports which are carried on at the same time, should have their boundaries sufficiently separated so that pupils chasing balls, or otherwise exceeding boundary lines, will not collide.

7. Is playground equipment safe?

(5) _____

Suggested Standard:

Playground equipment should be sturdy, free from sharp projections, and regularly inspected and maintained to insure safety.

8. Is the site free from hazards of crosswalks and drives?

(5) _____

Suggested Standards:

- a. All drives and main walks should enter from the front or side of the building and should not be routed in such a manner as to cross play areas or pupil traffic lines between the building and play areas.
- b. Drives should have turning circles or areas which are separated or protected from areas used by pupils.
- c. Driveways should not circle buildings.

9. Is the view of oncoming traffic at corners and intersections unobstructed?

(5) _____

Suggested Criteria:

Low plantings and walls should be used where school traffic merges with main traffic lanes.

(Now turn to Site on page 47.)

Pupil Rooms

10. Are pupils protected against hazards arising from service systems? (5) _____

Suggested Standards:

- a. All exposed steam pipes should be well insulated.
- b. Electric outlets should be firmly secured and suitably grounded or polarized.
- c. All permanent or semipermanent electric wiring should be enclosed in steel pipe conduit.
- d. All lights in moisture-laden rooms should be enclosed in vapor and moisture-proof cases and controlled by switches located outside of the room.

11. Are room exits safe? (5) _____

Suggested Standards:

- a. There should be two well-separated exit doors from each pupil room which is not highly fire resistive.
- b. Single-room exit doors permit better teacher control of pupil traffic and are desirable in fire-resistive buildings.
- c. Exit doors from pupil rooms should open out into door wells.

12. Are facilities provided for fire control? (5) _____

Suggested Standards:

- a. Furnace and fuel rooms should be fire resistive with self-closing fire doors.
- b. Fire blankets, sprinkler systems, sand, fire hose, and appropriate type or types of portable fire extinguishers should be provided within 75 feet of any portion of the building and in every shop, laboratory, and service room as especially indicated.
- c. Manual or low-voltage fire gongs should be located so that they may readily be heard throughout the building.
- d. Manual control switches for fire gongs should be available at fire danger points and within 200 feet of any point on the same floor level, or 100 feet plus a flight of steps. Controls may operate automatically in connection with sprinkler systems in fire danger zones.

(Now turn to Pupil Rooms on page 47.)

Safety of the School Plant

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General Features

13. Is the building structurally sound? (5) _____
- Suggested Criteria:
- Foundations should support the building without shifting or sinking or cracking.
 - Walls should be free from cracks; junctures of walls should be aligned.
 - Floors should be level.
 - Floors and stairs should be rigid.
 - Parapets, chimneys, and walls should be plumb and in good condition.
14. Is the interior of the building free from inflammable materials and equipment? (5) _____
- Suggested Standards:
- Curtains and draperies of inflammable materials should be treated with substances which will make them flame resistant.
 - Waste paper should be baled and stored in a fireproof place or disposed of daily.
 - Oily rags, paints, or varnish should be discarded in air-proof metal containers and disposed of regularly.
 - Accumulations of coal dust or other inflammable substances should be prevented.
 - Attic spaces, if present, should not be used for storage of inflammable materials.
15. Are stairways safe? (5) _____
- Suggested Standards:
- Stairs should be completely fire resistive.
 - Stairs should be well lighted and at least 4 feet wide.
 - Stairs should be provided with firm handrails.
 - Stair treads should be of nonskid materials, at least 10-1/2 inches wide, and with risers of about 6-1/2 inches.
 - Stairs with more than a 10-foot rise should have an intermediate landing with a length of not less than 4 feet.
 - Ramps, rather than stairs, should be used where the rise is three steps or less.

Safety of the School Plant

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16. Are floors free from projections and slippery surfaces? (3) _____
 Suggested Standard:
 Floors should have nonskid surfaces and should be free from projections such as splinters, broken tile, etc.
17. Are corridors and exits safe, sufficient in number, properly located, large enough, and provided with direct outlets? (5) _____
 Suggested Standards:
 a. Corridors should give direct access to every room so that it is unnecessary to go through any classroom to reach another.
 b. Corridors without lockers should have a minimum width of 104 inches, with greater widths as indicated by traffic flow. Where lockers are present in corridors, add 1 foot if lockers are on one side only and 2 feet if lockers are placed on both sides.
 c. Corridors and exits should be capable of discharging all students from the building within 3 minutes.
18. Are corridors free from projections and sharp corners? (3) _____
 Suggested Standards:
 a. All drinking fountains, radiators, display cases, etc., should be recessed.
 b. Doors, when open, should not project into corridors.
 c. All corridor corners should be well rounded or splayed and sharp projecting corner molds should be avoided.
19. Is the hazard of fire eliminated as far as possible in the construction of the building? (10) _____
 Suggested Standards:
 a. The building may be of a 1-story type which is easily and quickly evacuated, or of a multi-story construction with a high degree of fire resistance.
 b. Arrangement of the building should isolate the heating plant.
20. Are building exit doors free from hazards? (5) _____
 Suggested Standards:
 a. All exit doors should open outward.
 b. Exit doors should be equipped with panic bolts or pressure operating locks.

Safety of the School Plant

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21. Are exit doors well marked?

(2) _____

Suggested Standard:

Exit doors should be plainly marked in white and green or red and white. For night, illuminated overhead signs should be provided.

(Now turn to General Features on page 51.)

Total Safety Rating

(100) _____

This score should be plotted on the profile chart on page 91.

IV. Healthfulness of the School Plant

This term refers to the degree to which pupils are insured freedom from dirt and excessive noise, and provided with satisfactory facilities for lighting, heating, ventilation, and sanitation, and a plentiful and convenient supply of pure water. In general, the features of the building designed to protect and promote the good health of the pupils are covered in this category.

Site

1. Is the site located in a place free from odors, dirt, noise, and industrial gases? (10) _____
2. Is the surrounding area free from saloons, taverns, and similar establishments? (10) _____
3. Are drinking fountains conveniently provided on the playgrounds? (5) _____
4. Are students comparatively free from exposure to inclement weather throughout the day? (10) _____

Suggested Provisions:

- a. A portico or similar shelter for pupils on and off buses.
- b. Enclosed walks where pupils pass from one building unit to another.

(Now turn to Site on page 55.)

Pupil Rooms

5. Are all classrooms, special rooms, corridors, and other areas properly lighted? (15) _____

Suggested Standards:

- a. Light should be of the proper intensity as indicated below:

Healthfulness of the School Plant

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Footcandles

- | | |
|--|----|
| (1) Sewing rooms, drafting rooms, and classrooms for partially seeing children | 50 |
| (2) Classrooms, shops, and laboratories | 30 |
| (3) Gymnasiums and swimming pools | 20 |
| (4) Auditoriums, cafeterias, reception rooms, locker rooms, washrooms, stairways, and corridors containing lockers | 10 |
| (5) Corridors and storerooms | 5 |

- b. To keep brightness of finishes within desirable ranges the reflection factors of various finishes should be as follows:

	Reflection Factor
(1) Ceilings	80%
(2) Side walls	60%
(3) Wainscoting and trim	40 - 60%
(4) Floor, desks, and other equipment	30 - 40%

(The reflection factor is the percentage of the light striking the surface which is reflected, e.g., if 10' footcandles strike the ceiling and 8' footcandles are reflected, the reflection factor will be 8/10 or 80%.)

- c. There should be no glare from windows, light fixtures, desks, glass, or other glossy surfaces.
d. Blinds should be provided at exterior windows.

6. ✓ Are pupil seats adapted to age and size of pupils? (10) _____

Suggested Standards:

- a. Backs should fit comfortably into chairs and feet should rest on floor.
b. Seats should be adjustable as to height; desks should be adjustable as to height and angle of desk tops.

7. Is the heating and ventilation satisfactory? (10) _____

Suggested Standards:

- a. Rooms and corridors should be free from stale or odorous air.
b. Temperatures of classrooms, auditoriums, offices,

Healthfulness of the School Plant

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and cafeteria, measured at a height of 30 inches from the floor, should be approximately 70 degrees.

- c. Temperature of activity rooms, measured at a height of 60 inches from the floor should be approximately 65 degrees.
- d. Temperature of closed corridors, stairways, shops, laboratories, etc., measured at a height of 60 inches from the floor should be approximately 68 degrees.

(Now turn to Pupil Rooms on page 57.)

General Features

8. Are a sufficient number of sanitary drinking fountains provided in corridors, gymnasium, auditorium, shops, and elementary classrooms? (5) _____

Suggested Standard:

One on each floor for every 75 pupils for whom fixtures are not provided, and convenient to all separated areas used by pupils, adults, and the general community.

9. Are toilet facilities adequate and sanitary? (10) _____

Suggested Provisions:

- a. Room units for primary grades.
- b. One unit for every 30 pupils in elementary schools with a minimum of two water closets per toilet room. Water closets and urinals should be provided in an equal ratio in boys' toilet rooms.
- c. One unit for every 45 pupils in secondary schools with a minimum of two water closets per toilet room. Water closets and urinals should be provided in an equal ratio in boys' toilet rooms.
- d. Toilet rooms and facilities should be of a smooth, moisture resistant finish which may be scrubbed and flushed clean.
- e. One lavatory unit per 40 pupils.

10. Is an analysis of the school's water supply made at least once each year? (5) _____

Healthfulness of the School Plant

53

11. Is sufficient cleaning equipment provided? (5) _____

Suggested Provisions:

- a. A portable or integral vacuum cleaning system.
- b. Brushes, mops, cleaning compounds, germicides, and other equipment and material needed to adequately maintain rooms and equipment.

12. Is the building free from dirt-catching, hard-to-clean areas? (5) _____

(Now turn to General Features on page 57.)

Total Healthfulness Rating (100) _____

This score should be placed on the profile chart appearing on page 91.

V. Accessibility of the School Plant

This term refers to the proximity of the school to the pupil population center of the area served, the character of approaching roads and streets, as well as to a few general building and site features affecting ease of access to the building.

Site

1. Is the school located at the approximate center of the present and probable future pupil population? (20) _____

Suggested Aid:

A spot map showing the location of preschool children as well as children enrolled in school will enable the evaluator to readily score this item.

2. Is the distance traveled by all pupils within accepted maximums? (25) _____

Suggested Maximums (one way):	Walking	Bus
a. Grades 1-3	1/2 mile	30 minutes
b. Grades 4-6	3/4 mile	30 minutes
c. Grades 7-9	1 mile	45 minutes
d. Grades 10-12	1-1/2 miles	1 hour

3. Are sidewalks, streets, and roads traversed by pupils on their way to school improved? (10) _____

4. Are the playground and outdoor work and recreational areas easily accessible to pupils who use them? (10) _____

Suggested Standards:

- a. There should be direct access to outdoor work areas from the elementary classroom.
- b. Secondary outdoor work areas should be available on the school site proper or within a few minutes ride.

Accessibility of the School Plant

57

5. Are both vehicle and pedestrian approaches and entrances to the building ample in size and conveniently located? (5) _____

6. Are connections with utilities and sewage systems available? (10) _____

(Now turn to Site on page 59.)

Pupil Rooms

7. Are wardrobes and lockers easily accessible to pupils who use them? (10) _____

Suggested Provisions:

- a. Elementary pupils' cloak storage provided in an adjoining room or in specially adapted areas in the room.
- b. Secondary pupils' outdoor clothing storage provided in recessed single tier lockers located in corridors.
- c. Supplementary lockers for storage of street and special purpose clothing, and project work, provided in shops, laboratories, and physical education departments where indicated.

(Now turn to Pupil Rooms on page 59.)

General Features

8. Are service and general service provisions readily accessible? (10) _____

Suggested Provisions:

- a. Electric outlets accessible without use of long cords.
- b. At least one boys' and one girls' toilet room on each floor.
- c. Readily accessible drinking fountains.

(Now turn to General Features on page 63.)

Total Accessibility Rating (100) _____

This score should be placed on the profile chart appearing on page 91.

Flexibility of the School Plant

61

4. Do rooms have the flexibility necessary for multiple-room supervision? (10) _____

Suggested Provisions:

Special or departmental classrooms and workrooms with openings, separating counters or shelving. If glazed partitions are used they should be engineered and children should be seated to avoid glare within any child's working field of vision.

5. Are seats, tables, shelves, cases, etc., movable and versatile? (10) _____

Suggested Criteria:

- a. Tables and chairs should be separate so that both may be arranged in units or interchanged between rooms for various types of work.
- b. Shelving and cases should be of interchangeable unit sizes.
- c. Shelving and cases should be of free-standing construction to permit formation of separated work areas.
- d. The elimination of glass surfaces from doors, cabinets, and pictures will permit greater flexibility of seating arrangements by minimizing sources of glare which might come within the child's field of vision.

6. Are lights, heaters, and ventilators arranged in units which may be controlled separately? (10) _____

Suggested Criterion:

Banks of controls for areas of the room so that moving walls will not necessitate expensive utility changes.

7. Are service facilities so placed that inter-room walls may be shifted? (10) _____

Suggested Standard:

Service facilities should be in plenum chambers above corridors or classrooms, or in service ducts under corridor floors or in corridor walls.

(Now turn to Pupil Rooms on page 67.)

VI. Flexibility of the School Plant

This term refers to the possibility of change, as incorporated in the construction of the building and the development of the site, to meet new demands as the curriculum changes.

Site

1. May recreational areas, with simple changes in design, be used for several purposes? (15) _____

Suggested Criteria:

- a. The same or parts of the same areas should be available for soccer, field hockey, and practice football fields.
- b. Paved outdoor areas equipped with removable posts, set in metal sleeves which are capped when the posts are removed, offer play space for a variety of games.
- c. Paved outdoor areas for tennis or basketball may also be used for volleyball.

(Now turn to Site on page 65.)

Pupil Rooms

2. Can rooms for evening school, public entertainments, and community use be isolated from unused areas of the building? (10) _____

Suggested Provisions:

Recessed doors or grills which may be extended to close off corridors.

3. Are rooms so arranged that multiple use is feasible? (10) _____

Suggested Provisions:

- a. Special classrooms with movable facilities for adult and community use.
- b. Special classrooms, laboratories, and shops flexible enough for use in teaching academic subjects.

Flexibility of the School Plant

63

General Features

8. Is fenestration such that shifting inter-room walls poses no window problem? (10) _____

Suggested Standard:

There should be a continuous bank of windows, or windows should be grouped in small units.

9. Are most walls between adjacent rooms nonload bearing and readily movable? (15) _____

Suggested Criterion:

Inter-room walls made of movable units of frame and panel construction, or of light weight aggregate blocks, are readily moved.

(Now turn to General Features on page 67.)

Total Flexibility Rating

(100) _____

This score should be placed on the profile chart appearing on page 91.

VII. Efficiency of the School Plant

Efficiency is the securing of maximum effect with a minimum of effort. An efficient building makes possible the reduction of pupil travel to a minimum, provides convenient custodial facilities, isolates areas of noise, and has facilities located for maximum utilization.

Site

1. Is the building so located that a maximum area of the site is readily available for pupil use? (10) _____
 Suggested Standard:
 Building and landscaped areas should be so situated that the play space is not cut up into areas too small for play or segmented in such a way as to reduce usefulness.

2. Is the landscaping of a nature that requires a minimum effort of the caretaker in maintenance? (3) _____
 Suggested Criterion:
 Landscaping plans should provide for unbroken expanses of lawn with shrubbery grouped in plantings rather than isolated as specimens.

3. Are provisions for watering lawns and shrubs efficient? (2) _____
 Suggested Criterion:
 Hose connections should be available so that any portion of the landscaped area may be serviced with a hose of not over 150-foot length.

4. Are walks conveniently arranged so that there is no tendency for pupils to walk over lawns and shrubs? (5) _____
 Suggested Criterion:
 Walks and drives should be direct or give the impression of being so.

Efficiency of the School Plant

67

5. Are play areas so located that pupil traffic is quick and easy between them and the building?

(7) _____

Suggested Standard:

Areas of play should be readily and quickly accessible to pupils coming from the building. Pupils should not have to cross driveways and parking areas to reach play spaces.

(Now turn to Site on page 73.)

Pupil Rooms

6. Does the layout of the building permit quick and easy pupil movement from place to place without congestion?

(15) _____

Suggested Criteria:

- a. Rooms, laboratories, and shops having correlated activities should be grouped together.
- b. Administrative offices and general service rooms, such as the library and gymnasium, should be centrally located.

(Now turn to Pupil Rooms on page 73.)

General Features

7. Are the corridors and stairways free from "bottlenecks" in pupil traffic?

(7) _____

"Bottlenecks" are defined as narrow passages which tend to congest pupil traffic and delay the movement of pupils from place to place.

8. Are corridor floors durable and easily cleaned?

(3) _____

Suggested Criterion:

Corridor floors should preferably be of linoleum or asphalt tile laid on a concrete base.

9. Can visitors and pupils locate various rooms without difficulty?

(3) _____

Suggested Criteria:

- a. The location of such facilities as the principal's office, restrooms, auditorium, etc., should be indicated by signs or a directory in the corridor near the main entrances.
- b. Rooms should be well marked.

Efficiency of the School Plant

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- e. Custodial closets with storage space for mowing machines, and yard tools and equipment, should be available at ground level.

14. Does the building construction facilitate the delivery, storage, and handling of fuel?

(5) _____

Suggested Criterion:

Fuel bins should be readily available from the service drive, and storage bins should be located adjacent to the furnace room.

15. Are service systems free from leaks, stoppages, freezing, and mechanical difficulties?

(7) _____

Suggested Criterion:

Temperatures and air changes should be suitably maintained without undue line losses or overloading of heating or fan devices.

(Now turn to General Features on page 75.)

Total Efficiency Rating

(100) _____

This score should be placed on the profile chart on page 91.

Efficiency of the School Plant

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10. Is there an efficient communication system in the building? (3) _____

Suggested Criteria:

- a. Extension phones should be available on every floor, and an intercommunication system should be provided in larger school buildings.
- b. Pupil phones and public phones should be provided in the lobbies of the auditorium or gymnasium.
- c. An automatic program clock system should be provided, with a manual signal to be used in cases of changes in programs.

11. Is the building free from unnecessary noise? (10) _____

Suggested Standards:

- a. Floors should be resilient where not otherwise specially indicated.
- b. Unit heaters and ventilators should be provided in all rooms where high levels of sound arise.
- c. Large blade, slow moving convection fans should be used to minimize fan noise from central ventilating systems.

12. Are storage spaces, lockers, and closets located for efficient use? (10) _____

Suggested Criterion:

Storage spaces for equipment and pupil clothing should be easily accessible to the users of such facilities.

Note: The custodian should be consulted in answering the next three questions.

13. Is the building easily cleaned? (10) _____

Suggested Criteria:

- a. Corners should be rounded or beveled, and ledges, recesses, etc., avoided where possible.
- b. Wainscoting and walls should permit easy cleaning.
- c. Outlets for vacuum pipe system, vacuum cleaning units, and scrubbing and maintenance machine should be provided with connections available so that 50 feet of hose or electric cord will service any part of the building.
- d. Custodial closets with slop sinks, hot and cold running water, and storage space for supplies and equipment should be available on every floor.

VIII. Economy of the School Plant

Economy is the achievement of proper plant operation at minimum cost. The economical school plant fully utilizes natural light, and conserves heat, electrical energy, and water.

Site

Note: The building custodian should be consulted in answering subsequent questions under "Economy of the School Plant."

1. Is the site and its development of a nature to require only a minimum of expense in maintenance? (10) _____

Suggested Standards:

- a. Shrubbery and landscaping plants should not be of such a nature as to require extensive care, pruning, cultivation, and trimming.
 - b. The site should be continuous so that machinery and tools need not be duplicated or dependent on transportation.
2. Does the arrangement of play areas provide that children of similar ages may share play facilities? (5) _____

(Now turn to Site on page 79.)

Pupil Rooms

3. Can areas of the building used by the community be heated and ventilated separately? (10) _____

Suggested Criterion:

Heating and ventilation should be of a type which permits separate service to these rooms.

(Now turn to Pupil Rooms on page 79.)

General Features

4. Does the location of the building and its construction make maximum use of natural light? (5) _____
- Suggested Standards:
- a. Trees and adjacent buildings and structures should not obstruct daylight.
 - b. Windows should extend the full length of the classroom, from a height about eye level with seated pupils, to the ceiling. A vision strip should be provided, but the upper portion of these windows may be of prismatic glass block.
5. Does building construction and location permit economical use of fuel? (15) _____
- Suggested Criteria:
- a. Window area should be held to a minimum on the side of the building facing prevailing cold winter winds.
 - b. Tree plantings may serve as windbreaks against prevailing cold winds and as air funnels for prevailing breezes during warm months.
 - c. Windows and doors should be kept in good repair and weather stripped where the climate indicates such treatment.
6. Does building construction and wiring permit economical use of electricity? (5) _____
- Suggested Criteria:
- a. Electric service should deliver acceptable voltages at peak loads.
 - b. Circuits for areas such as classrooms and corridors should permit selected patterns of lighting.
7. Does building construction and furnishing permit economical upkeep? (20) _____
- Suggested Criteria:
- a. Floors, table tops and desk tops should require a minimum of resurfacing during their lifetime.
 - b. Wainscoting should resist scuff marks.
 - c. Tile wainscoting should not be more extensive than demanded by the activity of the room.
 - d. Furnishings should be of simple functional design and avoid expensive ornamentation.

Economy of the School Plant

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8. May repairs to service systems be made at minimum cost? (10) _____

Suggested Provisions:

- a. All utility lines should be readily available for inspection and repair.
- b. Service system fixtures should be of standard size.

9. Is the building free from unusable space? (15) _____

Suggested Criteria:

- a. Attics, basements, and excessive storage, corridor, and room space should be avoided.
- b. Room and corridor heights should be held to a minimum which will conform with health standards and local and state requirements.

10. Are entrance areas provided with outer and inner doors to minimize heat loss? (5) _____

(Now turn to General Features on page 81.)

Total Economy Rating (100) _____

This score should be entered on the profile chart on page 91.

IX. Expansibility of the School Plant

Expansibility refers to the possibility for enlargement of the building and site to meet educational needs. Building expansibility is usually achieved through open-end construction and provisions for future enlargement of heating, lighting, ventilating, and plumbing systems.

Site

1. Can the areas of the site used for various activities be expanded easily? (15) _____

Suggested Criteria:

- a. In order to be expansible a site should contain enough undeveloped land, and be so planned, to permit enlarging the areas used by different age groups of pupils for nature study, gardening, play, etc., or
- b. The site should have adjacent open areas which are readily obtainable as needed, since expansion is difficult and costly where the surrounding areas are built up.

2. Does the location of the building on the site allow for its expansion without difficulty? (10) _____

Suggested Criteria:

- a. The building should be located so that the planned direction of expansion or development does not isolate physical education, work or play areas.
- b. The building should be located so that future expansions do not interfere with service system entries or repairs.

(Now turn to Site on page 85.)

Pupil Rooms

3. Are special rooms, gymnasium, cafeteria, etc., so located that expansion of the building will leave them readily accessible? (10) _____

Suggested Criterion:

The building should be planned so that general service facilities will be conveniently located when the building is expanded.

Expansibility of the School Plant

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4. Are gymnasium, cafeteria, and similar general service facilities large enough in case of expansion? (15) _____

Suggested Criterion:

General service facilities should be sufficiently large to accommodate 20 - 30% more pupils.

(Now turn to Pupil Rooms on page 85.)

General Features

5. Are service facilities adequate to meet needs of an expanded building? (10) _____

Suggested Standard:

Service facilities such as lighting, heating and water should be adequate to care for the needs of the ultimately considered maximum enrollment of an expanded building.

6. Do traffic provisions allow for expansion in building? (10) _____

Suggested Criteria:

- a. Corridors should end in full size outside exits or small temporary rooms wherever expansions or additions are ultimately possible.
- b. Stairways should be placed off of corridors rather than at the end of corridors.

7. Does the plan of construction permit easy expansion of the building? (15) _____

Suggested Standards:

- a. The building should be placed on the site so that planned additions or expansions will not necessitate expensive fills or cuts.
- b. The building should be planned so that additions will be integrated into the design.
- c. Service facilities lines should terminate at points where planned additions or expansions will take place.
- d. Adequate natural lighting should be provided by windows located other than on walls where planned expansions or additions are to take place.

8. May expansion be made without weakening the original structure? (15) _____

Suggested Standard:

Walls should be nonload bearing at points where expansion is planned.

Expansibility of the School Plant

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(Now turn to General Features on page 87.)

Total Expansibility Rating

(100) _____

This score should be plotted on the profile chart appearing on page 91.

X. Appearance of the School Plant

Appearance refers to how the school looks and whether it is pleasing to the eye. Attention is directed to landscaping, color harmony, appropriateness of furnishing, and use of decoration.

Site

1. Is the site environment attractive? (5)

Suggested Standard:

The school site should be surrounded by a well-kept residential area, a park, or open country.

2. Is the site attractively planned and landscaped? (15)

Suggested Criteria:

- a. A portion of the site to the immediate front, and perhaps side, of the building should be placed in lawn, with shrubs and trees so located as to contribute to the appearance of the school plant.
- b. The building should be orientated so that its best elevation faces the most used approach.
- c. Plant or shrub screens should be used to hide unsightly areas and to separate drives, and parking and play areas, from the remainder of the site.

3. Are the grounds neat and well kept? (10)

Suggested Criterion:

Hedges and shrubbery should be kept closely trimmed, grass mowed, and weeds eliminated.

Pupil Rooms

4. Are the rooms in which pupils work cheerful and attractive? (20)

Appearance of the School Plant

87

General Features

5. Does the building "fit" into its location? (5) _____

Suggested Standards:

- a. The building design should be consistent with that of the best buildings of the community in which the school is located.
- b. The building, if one story, should be set back from the street at least 50 feet or, if more than one story, about twice this distance.

6. Are the building lines clean, symmetrical, and free from excessive ornamentation? (10) _____

7. Do the various sections of the building harmonize in design? (5) _____

Suggested Criterion:

It is not necessary that additions to buildings be of the same design as the original structure, but newer parts of the building should harmonize with the old in order to rate high on this item.

8. Is the building kept neat and in good repair? (10) _____

Suggested Criterion:

Cracks in walls and ceiling, peeling paint, crumbling masonry, and similar marks of deterioration detract from the appearance of the building.

9. Is the interior finish attractive and suited to the use and exposure of individual rooms? (15) _____

Suggested Standards:

- a. Color schemes should be light and attractive. Ceilings should be white, or an off-white, with upper walls somewhat lighter than wainscoting.
- b. Color schemes should vary from warmer colors in rooms with northern exposures to cooler colors in rooms with southern exposures.
- c. Color schemes should vary from room to room with judicious use being made of accent colors of primary hues.
- d. Color schemes should be psychologically pleasing with extremes of exciting, stimulating, or depressing colors avoided.

Appearance of the School Plant

89

10. Is the effect of furnishings and fittings harmonious with the finish of floors, walls, and ceilings?

(5) _____

Suggested Standards:

- a. A light, nonglossy finish of suitable reflective qualities should be used on tables, chairs, desks, and all unpainted woodwork.
- b. Painted woodwork should be light in color, with window trim especially in light shades.
- c. Floors should be light, and preferably neutral in color, to facilitate periodic changes in color schemes.
- d. Draperies and hangings should be of an attractive design, and should harmonize with the color scheme of the room.

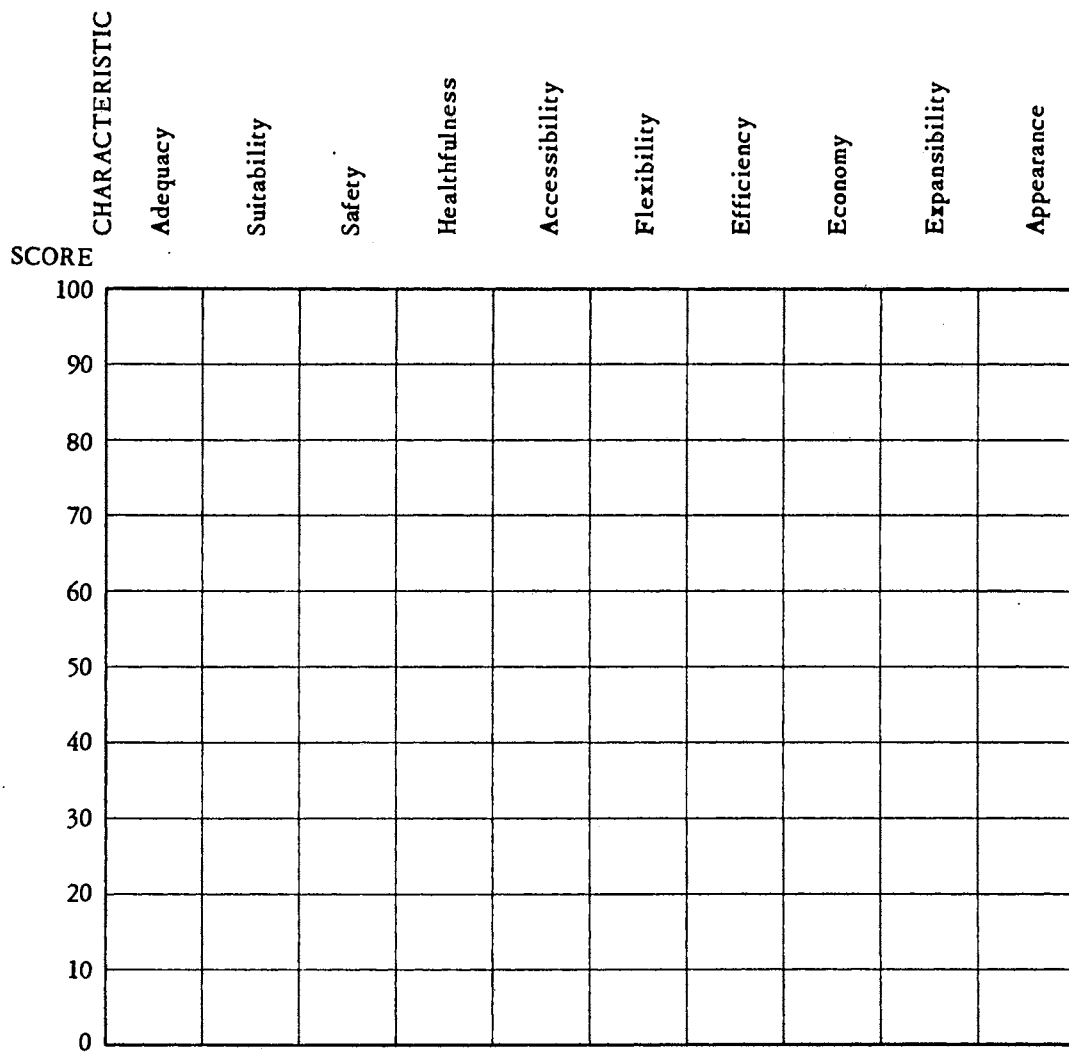
Total Appearance Rating

(100) _____

This score should be placed on the profile chart on page 91.

Profile Chart

How Our School Building Rates



Directions: Indicate on the scale of each characteristic the score the plant has been given, and then draw a line connecting the 10 points.

APPENDIX C

CITIZENS' EVALUATION INFORMATION

ADEQUACY

Site

1. Elementary site - 4.01 acres
Junior-Senior High site - 2.06 acres
Athletic Field and parking lot - 8.71 acres
2. Elementary average width sidewalks - 60"
Junior-Senior High average width sidewalks - 84"
3. Elementary personnel 29 Enrollment 386
Junior-Senior High
 personnel 28 Enrollment 371
5. A. Elementary rooms self-contained

Room No.	Grade	Number Students	Time In Hours	Room Sq. Feet	Sq. Ft. Per Students
1	1	23	6	720	31
2	1	23	6	720	31
3	2	28	7	720	25
4	2- ½ day Kg	37	5	720	40
5	2	27	7	720	27
6	1	23	6	720	31
7	3	22	7	735	33
8	3	22	7	784	35
9	4	30	7	735	25
10	4	29	7	784	27
19	Sp. Ed.	12	6	594	50

B. Elementary School Departmentalized

Room No.	Subjects	Student Enrollment							Aver- age	Room Sq.Ft.	Sq. Ft. Per Student
		1	2	3	4	5	6	7			
11	Reading	29		33	32	30	28	29	30	637	21
12	Office										
13	Math	28	29		33	30	32	28	30	784	26
14	Science	32	28	29			33	32	30	735	25
15	English	33	32	28	29			33	31	735	24
16	Music, Soc. Studies		33	32	28		29	61	36	616	17
17	Special Reading	6	8	10		10	9	5	6	616	102
18	Sp. Ed. Learning Lab.	5	5	4	5	5	6		5	594	119

C. Junior-Senior Classrooms

Room No.	Subject	Student Enrollment							Aver- age	Room Sq.Ft.	Sq. Ft. Per Student
		1	2	3	4	5	6	7			
1	Weight rm.			20	22		20	32	23	600	26
2	Am. Hist.	15		38	59	26	32	26	33	720	21
3	Library	-	-	-	-	-	-	-	-	1140	
4	English	24	21	12		23	10	15	18	754	41
5	Media Cent.									432	
7	Science Rm & Lab		21	15	16	3	12	25	15	1248	83
11	Math	21	30	16	26	26	31		25	792	31
12	Home Ec.	10		17	22	13	11	8	14	1224	86
13	Science-Math	26	9	29	24	27		24	23	504	22
15	Eng.-For. Lang.	23	33	13	9	31	16		19	792	41
17	English	18	15	22	16	29		21	20	648	32
18	Art	14	12			19	17	13	15	504	33
19	Dr. Educ.	29	17	9	10	28		25	20	648	32
20	Bus. Ed.	4		18	59	16	24	9	22	1152	52
21	Social Studies	21	41	37	15	18		37	28	840	30
22	Band	45	15			10	20		23	1020	44
23	Vocal Music		42	30		10	23		18	875	48
24	Wood Shop	15	11	17	19			9	14	1440	102
JH 1	English	17	22	11	24	21	16		22	816	37
JH 2	Special Reading		13		9	11	27		15	816	54
JH 3	Math	24	25	7	31			32	27	816	30
JH 4	Science Gym	21	EL	30	23	EL	61	39	45	6000	133

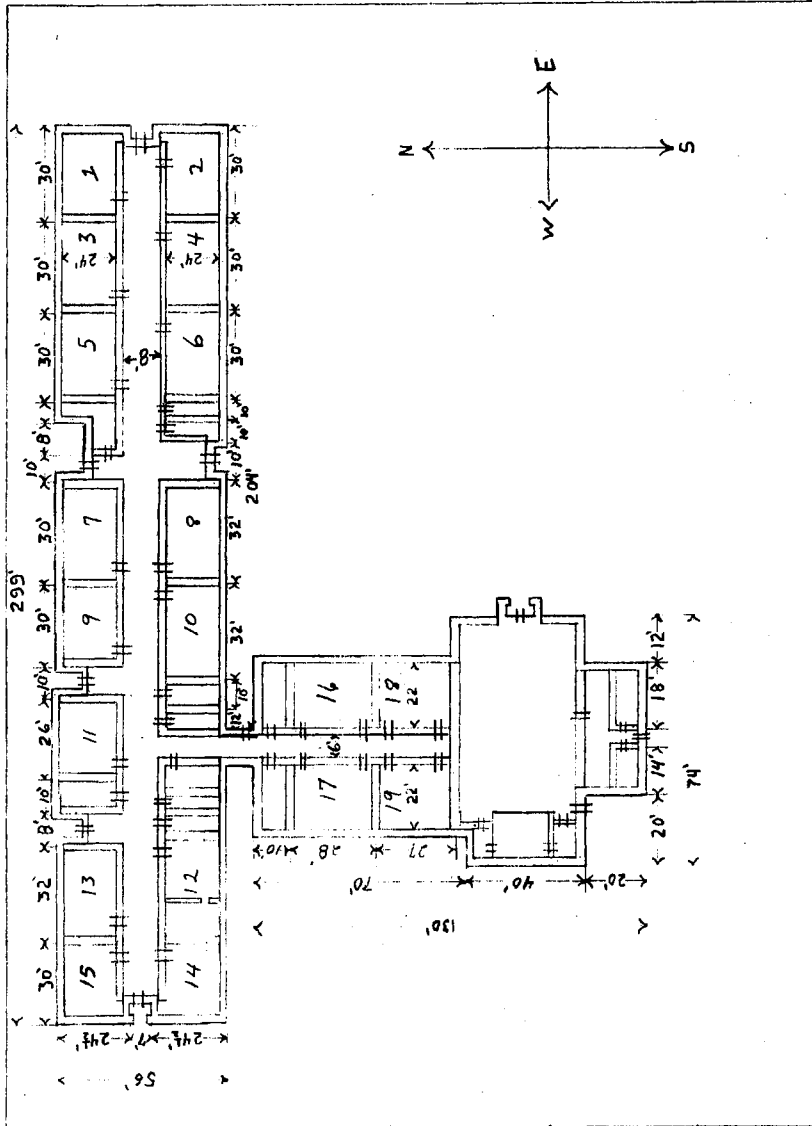
9. Rooms Needed for Future Enrollment

A. Elementary

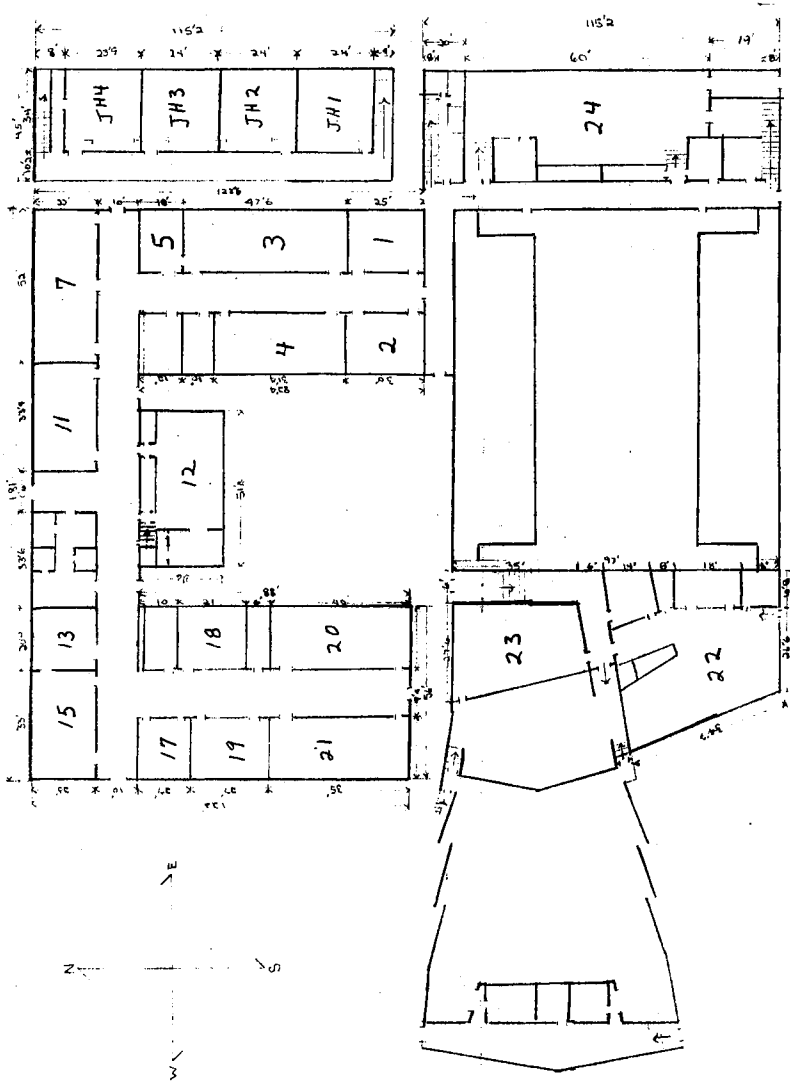
<u>Year</u>	<u>Enrollment</u>	<u>No./rooms</u>	<u>Rooms Required</u>
1973-74	374	28	15
1974-75	376	25	17
1975-76	374	25	17
1976-77	382	25	17

B. Junior-Senior High

<u>Year</u>	<u>Enrollment</u>	<u>No./rooms</u>	<u>Rooms Required</u>
1973-74	370	25	20
1974-75	354	25	20
1975-76	348	25	19
1976-77	329	22	19
1977-78	327	22	19



SUNSET ELEMENTARY SCHOOL AND CAFETERIA



HEALDTON JR.-SR. HIGH SCHOOL

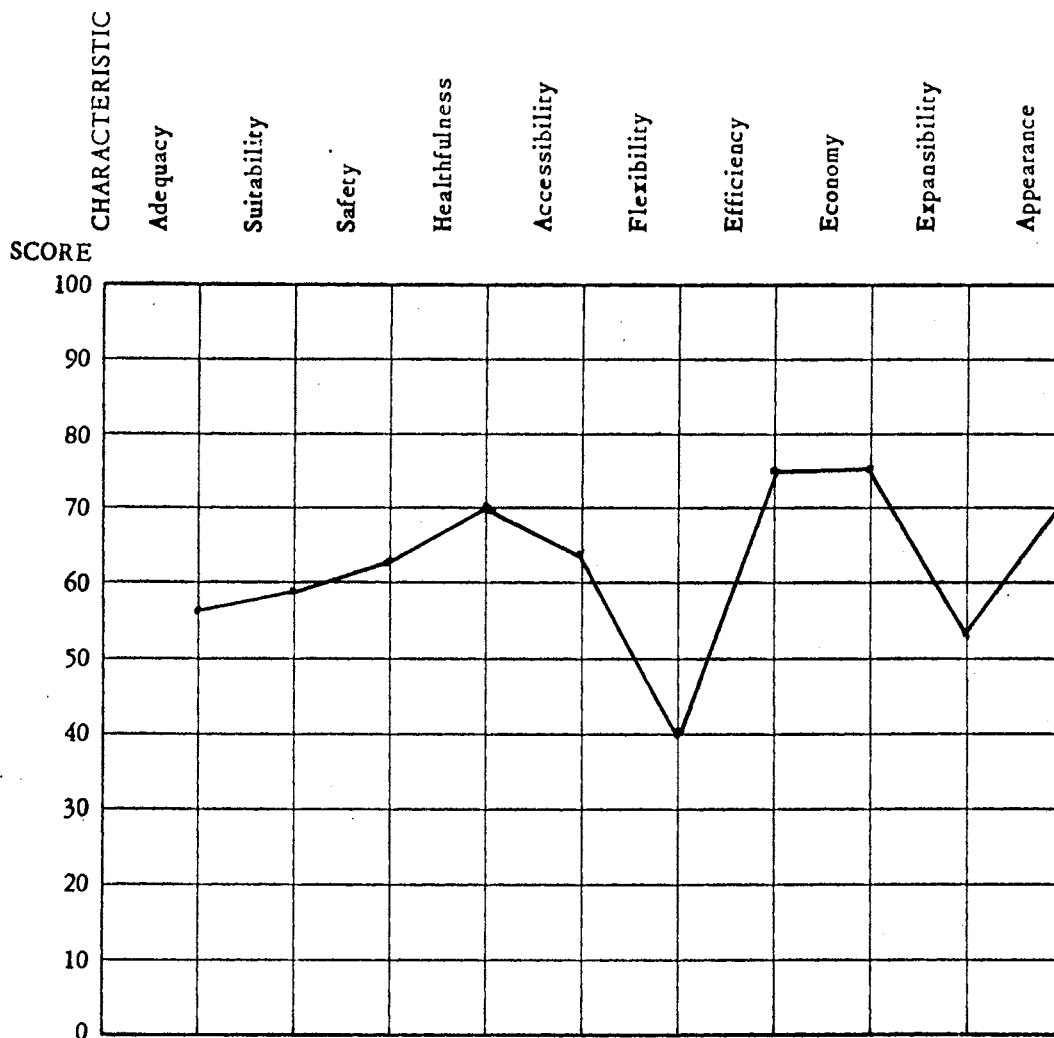
SCALE - 1" = 40 FEET

APPENDIX D

CITIZENS' EVALUATION PROFILE CHARTS

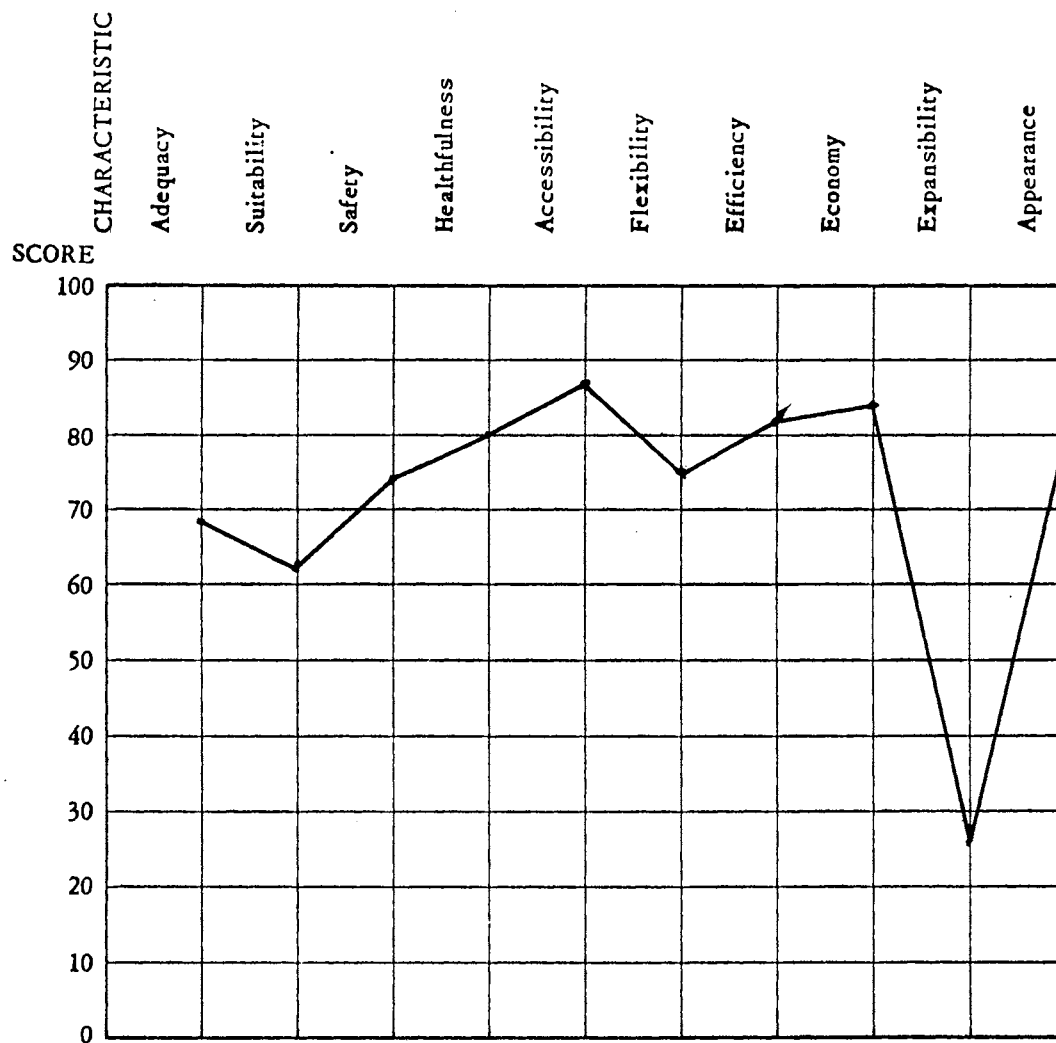
Number 1

Profile Chart
How Our School Building Rates



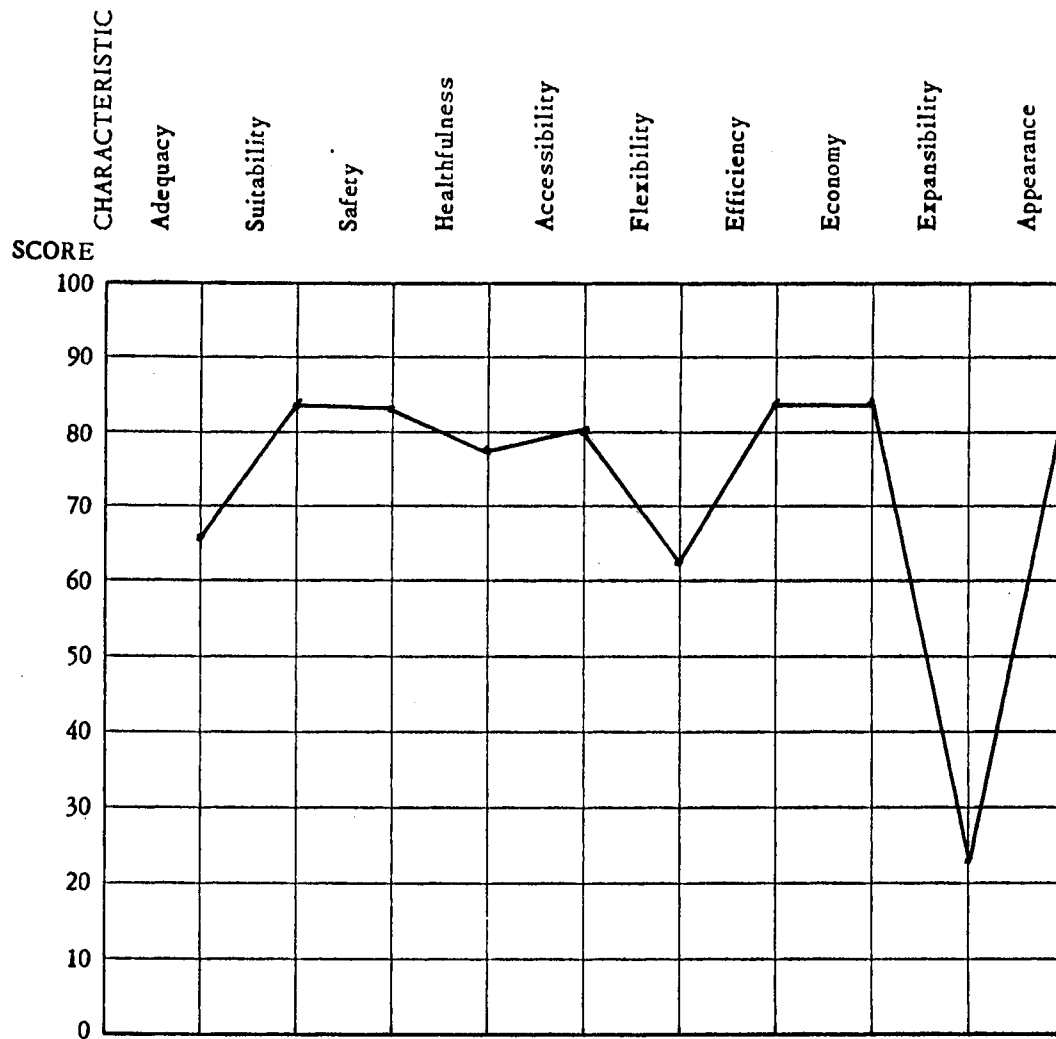
Directions: Indicate on the scale of each characteristic the score the plant has been given, and then draw a line connecting the 10 points.

Number 2
Profile Chart
How Our School Building Rates



Directions: Indicate on the scale of each characteristic the score the plant has been given, and then draw a line connecting the 10 points.

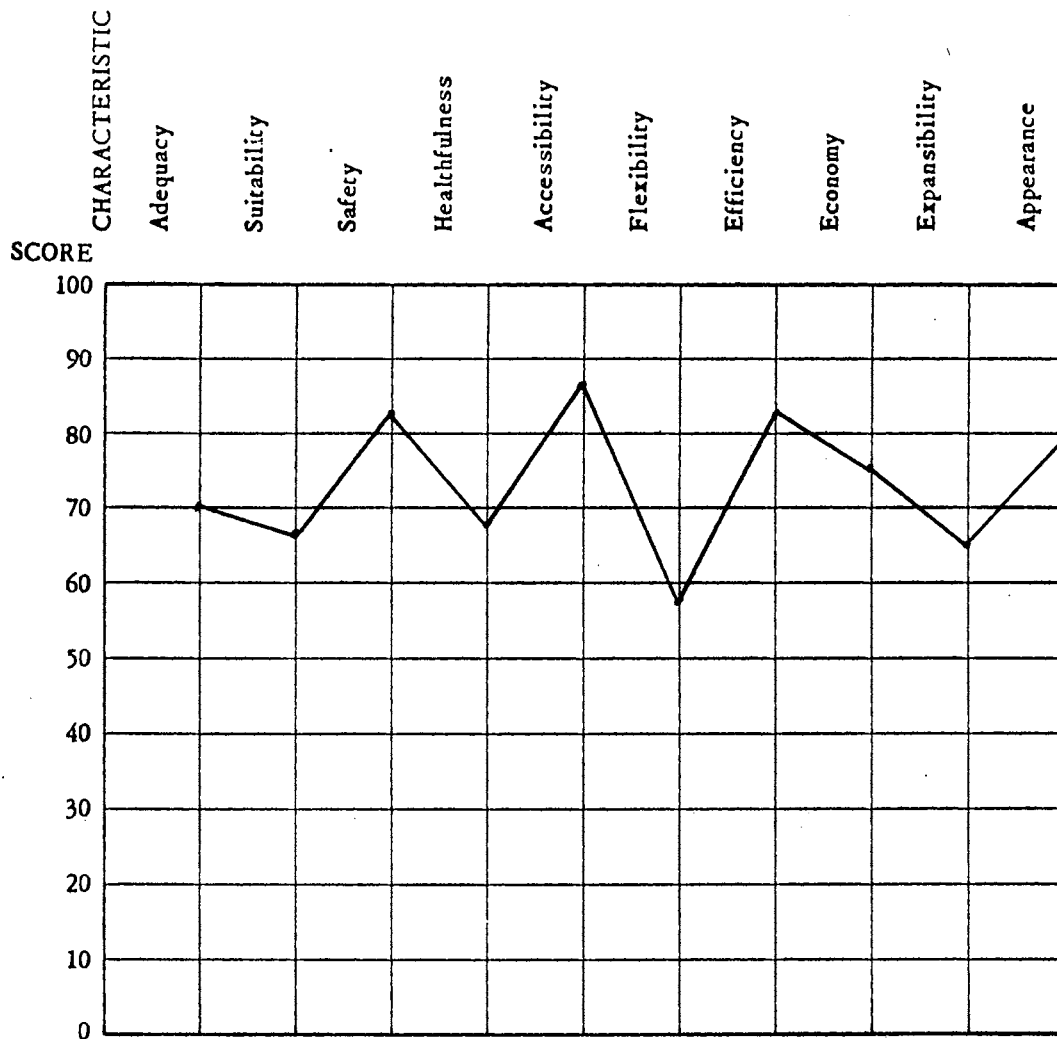
Number 3
Profile Chart
How Our School Building Rates



Directions: Indicate on the scale of each characteristic the score the plant has been given, and then draw a line connecting the 10 points.

Number 4

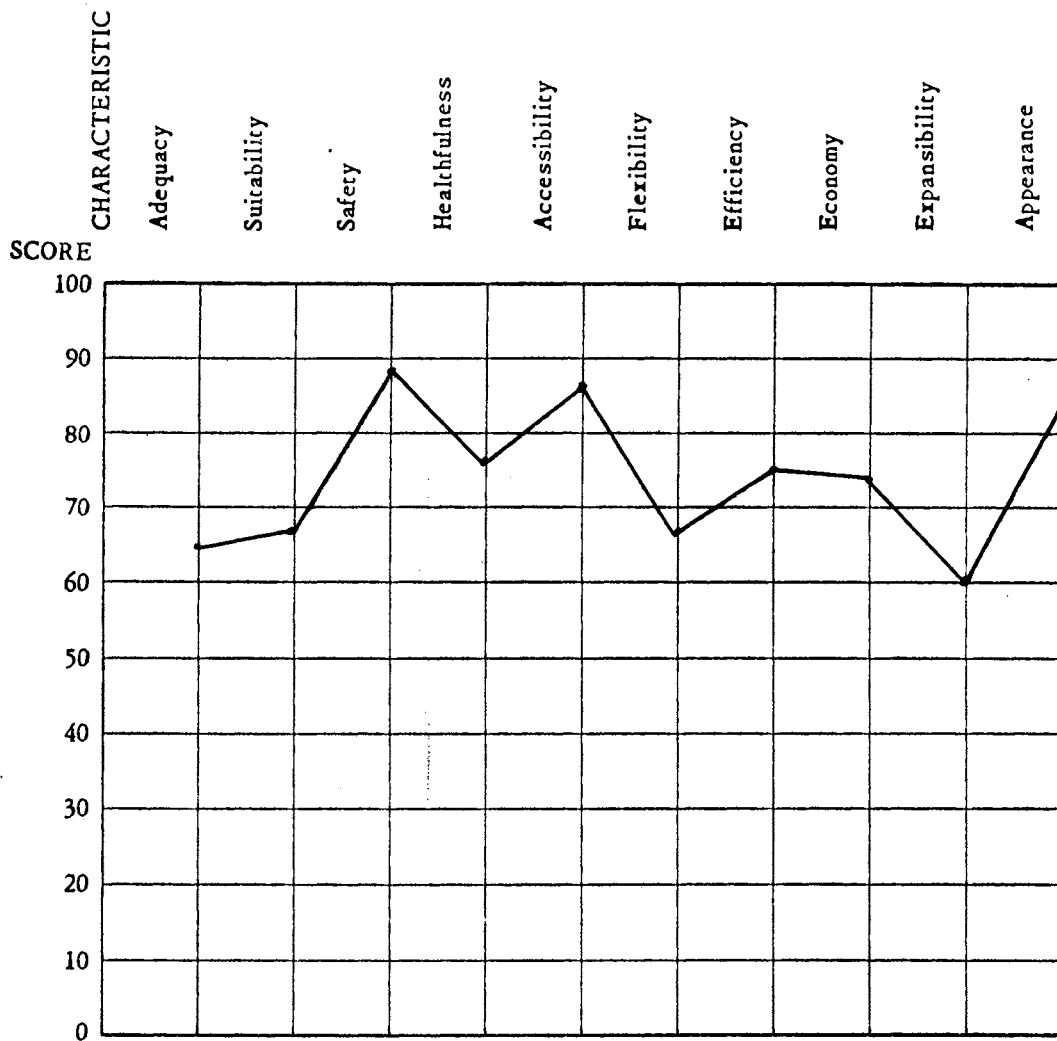
Profile Chart
How Our School Building Rates



Directions: Indicate on the scale of each characteristic the score the plant has been given, and then draw a line connecting the 10 points.

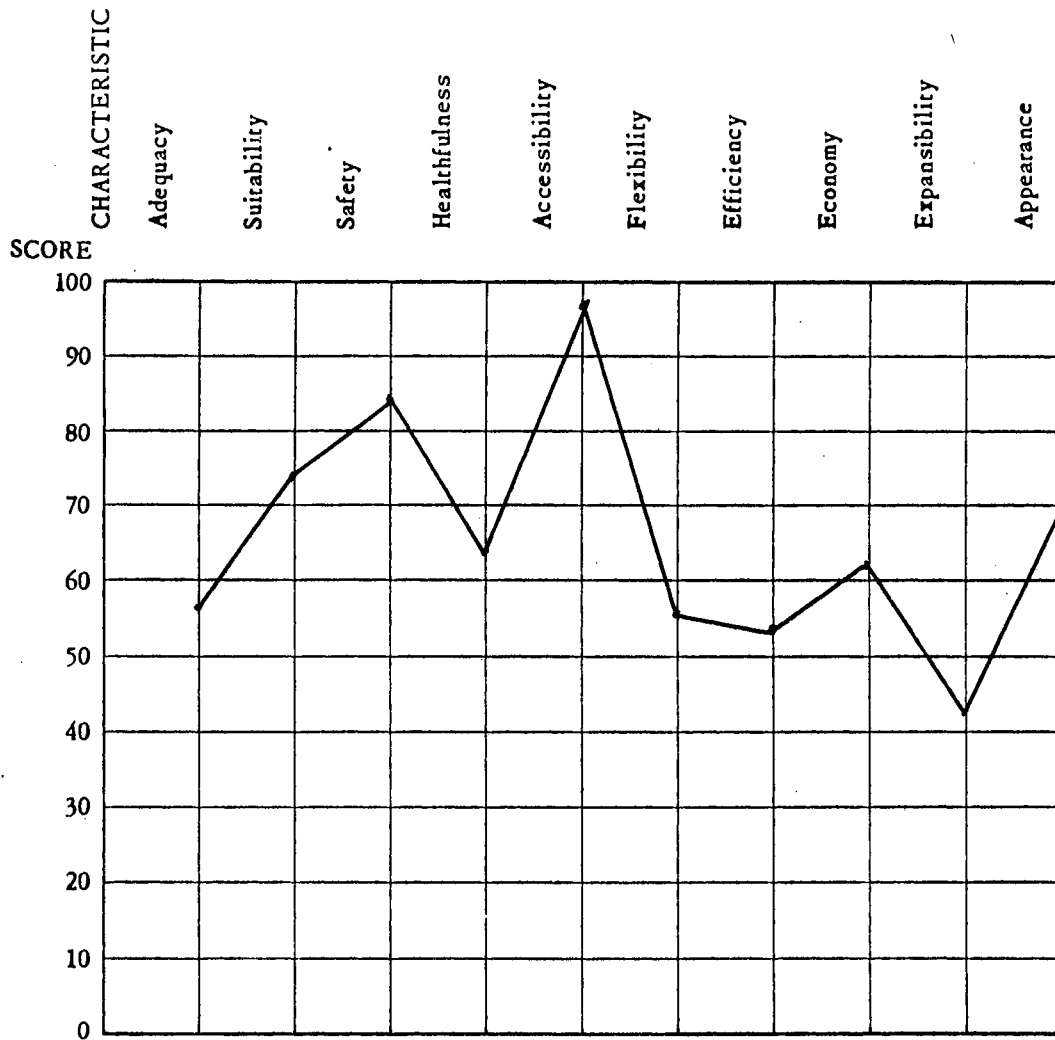
Number 5

Profile Chart
How Our School Building Rates



Directions: Indicate on the scale of each characteristic the score the plant has been given, and then draw a line connecting the 10 points.

Number 6
Profile Chart
How Our School Building Rates



Directions: Indicate on the scale of each characteristic the score the plant has been given, and then draw a line connecting the 10 points.

APPENDIX E

PARENT'S QUESTIONNAIRE

PLEASE DO NOT WRITE YOUR NAME ON THIS QUESTIONNAIRE! !

The Healdton Public School System is attempting to evaluate its educational program. You can help by filling out this questionnaire and returning it by your child. Your answers will in no way affect your child's grades so please be honest but not sarcastic in your responses.

Sex: M F Age: _____ Race: _____ Occupation: _____

Circle the last year of education which you completed.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 more

1. Rate each of the following groups according to the effort they are making to establish and maintain quality education.

	Excellent					Poor				
(a) The Superintendent and Principals	1	2	3	4	5	1	2	3	4	5
(b) The Teaching Staff	1	2	3	4	5	1	2	3	4	5
(c) The Students	1	2	3	4	5	1	2	3	4	5
(d) The Secretaries, Janitors, Cooks, Bus Drivers, etc.	1	2	3	4	5	1	2	3	4	5
(e) The School Board	1	2	3	4	5	1	2	3	4	5

2. Rate the following

	Excellent					Poor				
1. Special Education	1	2	3	4	5	1	2	3	4	5
2. Special Reading	1	2	3	4	5	1	2	3	4	5
J S 1. English	1	2	3	4	5	1	2	3	4	5
R C 2. Math	1	2	3	4	5	1	2	3	4	5
H 3. Science	1	2	3	4	5	1	2	3	4	5
H O 4. Physical Education	1	2	3	4	5	1	2	3	4	5
I O 5. Music	1	2	3	4	5	1	2	3	4	5
G L 6. Social Studies	1	2	3	4	5	1	2	3	4	5
H 7. Art	1	2	3	4	5	1	2	3	4	5
8. Librarian	1	2	3	4	5	1	2	3	4	5
9. Counselor	1	2	3	4	5	1	2	3	4	5
S 1. English	1	2	3	4	5	1	2	3	4	5
H C 2. Math	1	2	3	4	5	1	2	3	4	5
I H 3. Science	1	2	3	4	5	1	2	3	4	5
G O 4. Physical Education	1	2	3	4	5	1	2	3	4	5
H O 5. Music	1	2	3	4	5	1	2	3	4	5
L 6. Social Studies	1	2	3	4	5	1	2	3	4	5
7. Art	1	2	3	4	5	1	2	3	4	5
8. Vocational Training	1	2	3	4	5	1	2	3	4	5
9. Business Courses	1	2	3	4	5	1	2	3	4	5
10. Foreign Languages	1	2	3	4	5	1	2	3	4	5
11. Library	1	2	3	4	5	1	2	3	4	5
12. Counseling	1	2	3	4	5	1	2	3	4	5

PLEASE DO NOT WRITE YOUR NAME ON THIS QUESTIONNAIRE! !

3. Circle the word which you believe best describes the quality of the Healdton Public School System.
- | | | | | |
|-----------|-----------|------|------|------|
| (a) | (b) | (c) | (d) | (e) |
| EXCELLENT | VERY GOOD | GOOD | FAIR | POOR |
4. Starting in Sept. of 1970 Healdton changed from a 6 to a 7-period day. Circle the words which you believe best describes the 7-period day.
- | | | | | |
|------------------|----------------|---------------|----------------|----------------|
| (a) | (b) | (c) | (d) | (e) |
| <u>Like it</u> | <u>Like it</u> | <u>Its OK</u> | <u>Don't</u> | <u>Hate it</u> |
| <u>Very Much</u> | | | <u>Like it</u> | |
5. Are you informed about the 12-month school program? YES NO
 6. Are you in favor of the 12-month school plan? YES NO
 7. Are the present school facilities adequate? YES NO
 8. Would you be in favor of another bond election? YES NO
 9. Were you in favor of the last bond issue? YES NO
 10. Do you meet with teachers whenever possible? YES NO
 11. Do you visit school except to attend sports events? YES NO
 12. Do you attend "Open House"? YES NO
 13. Do you attend PTA meetings? YES NO
 14. Indicate the amount of agreement you feel about the present dress codes.
- | | | | | | | |
|----------------|---|---|---|---|---|-------------------|
| Strongly Agree | 1 | 2 | 3 | 4 | 5 | Strongly Disagree |
|----------------|---|---|---|---|---|-------------------|
15. Do you feel that the dress code is:
- | | | |
|-------------|-------------|------------|
| (a) | (b) | (c) |
| Too Lenient | About Right | Too Strict |
16. How could it be improved? _____
17. List the courses which you feel should be taught which are not now being taught.
1. _____ 2. _____ 3. _____ 4. _____
18. List the courses which you feel should no longer be taught but dropped from the class schedule.
1. _____ 2. _____ 3. _____ 4. _____
19. What changes do you feel would improve the Healdton School System the most? (Be as realistic and specific as possible.)
- _____
- _____
- _____
- _____

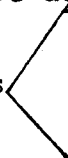
PLEASE DO NOT SIGN YOUR NAME TO THIS QUESTIONNAIRE! !

APPENDIX F

ADMINISTRATION AND FACULTY QUESTIONNAIRE

PLEASE DO NOT WRITE YOUR NAME ON THIS QUESTIONNAIRE!!!

This is a questionnaire to determine your feelings about certain areas of the Healdton School System. Please answer each part conscientiously and objectively. The only purpose of this evaluation is to improve the school system by determining areas of need and/or deficiency. (Circle the number on the continuum which you feel best describes the concept being evaluated.)

Number Codes 

- 1 = Very Much
- 2 = Quite a Bit; More Than Usual
- 3 = About Average; About Normal
- 4 = Not Very Much; Very Little
- 5 = Hardly at All; Almost None

ADMINISTRATION:

1. Competent	<u>1</u>	2	3	4	5
2. Cooperative	<u>1</u>	2	3	4	5
3. Available when needed	<u>1</u>	2	3	4	5
4. Accessible for personal appointments	<u>1</u>	2	3	4	5
5. Courteous	<u>1</u>	2	3	4	5
6. Responsive to suggestions	<u>1</u>	2	3	4	5

TEACHING STAFF:

1. Competent	<u>1</u>	2	3	4	5
2. Cooperative	<u>1</u>	2	3	4	5
3. Courteous	<u>1</u>	2	3	4	5
4. Responsive to Suggestions	<u>1</u>	2	3	4	5
5. Work as a unit	<u>1</u>	2	3	4	5
6. Innovative	<u>1</u>	2	3	4	5

OTHER EMPLOYEES:

1. Competent	<u>1</u>	2	3	4	5
2. Cooperative	<u>1</u>	2	3	4	5
3. Courteous	<u>1</u>	2	3	4	5
4. Responsive to Suggestions	<u>1</u>	2	3	4	5
5. Work as a unit	<u>1</u>	2	3	4	5

STUDENTS:

1. Need Special Education Classes	<u>1</u>	2	3	4	5
2. Are motivated	<u>1</u>	2	3	4	5
3. Have reading problems	<u>1</u>	2	3	4	5

COMMUNITY:

1. The PTA is a strong organization in the community.	<u>1</u>	2	3	4	5
2. Parent-Teacher conferences are encouraged and held.	<u>1</u>	2	3	4	5
3. Parents visit the school	<u>1</u>	2	3	4	5
4. The community sees an education as a valuable asset	<u>1</u>	2	3	4	5

PLEASE DO NOT WRITE YOUR NAME ON THIS QUESTIONNAIRE!!

- | | | | | | |
|--|---|---|---|---|---|
| 5. "Open House" is encouraged by the administration and teachers | 1 | 2 | 3 | 4 | 5 |
| 6. The community supports school functions | 1 | 2 | 3 | 4 | 5 |
| 7. Teachers visit the homes of the students | 1 | 2 | 3 | 4 | 5 |

CURRICULUM:

- | | | | | | |
|-----------------------------------|---|---|---|---|---|
| 1. Adequate | 1 | 2 | 3 | 4 | 5 |
| 2. Relevant | 1 | 2 | 3 | 4 | 5 |
| 3. Comprehensive | 1 | 2 | 3 | 4 | 5 |
| 4. Well integrated between grades | 1 | 2 | 3 | 4 | 5 |
| 5. Adequate vocational courses | 1 | 2 | 3 | 4 | 5 |
| 6. Adequate Academic courses | 1 | 2 | 3 | 4 | 5 |

TEACHING EQUIPMENT:

- | | | | | | |
|--------------------|---|---|---|---|---|
| 1. Adequate | 1 | 2 | 3 | 4 | 5 |
| 2. In good repair | 1 | 2 | 3 | 4 | 5 |
| 3. Audio-Visual | | | | | |
| a. Used often | 1 | 2 | 3 | 4 | 5 |
| b. Adequate | 1 | 2 | 3 | 4 | 5 |
| 4. Supplies | | | | | |
| a. Easily obtained | 1 | 2 | 3 | 4 | 5 |
| b. Funds available | 1 | 2 | 3 | 4 | 5 |

TEACHING:

- Which teaching technique do you use most often? _____
- Do you write behavioral objectives prior to writing lesson plans? YES NO
- Do you write lesson plans prior to teaching a unit? YES
- Do you know how to write behavioral objectives? YES NO

DEVELOPMENT:

- Courses which you think should be added to the curriculum
1. _____ 2. _____ 3. _____ 4. _____
- Courses which you think should be dropped from the curriculum.
1. _____ 2. _____ 3. _____ 4. _____
- What are your feelings about the 7-period school day?
(Indicate below)
I Love It ' ' ' ' ' I Hate It
1 2 3 4 5
- Do you see "Accountability" in Education as a good thing
YES NO
- Would you be willing to participate in an Accountability training program for the teaching staff?
YES NO

APPENDIX G

STUDENT'S QUESTIONNAIRE

STUDENT'S QUESTIONNAIRE

PLEASE DO NOT SIGN YOUR NAME TO THIS QUESTIONNAIRE! !

The Healdton Public School System is attempting to evaluate its educational program. Please fill out the following questionnaire and leave it in the office. Your answers will in no way affect your grade so be honest. But at the same time, be serious.

Grade: _____ Race: _____ Age: _____ Sex: M F

1. Do you feel that you are getting a good education at Healdton High School? YES NO

2. Indicate your opinion of the 7-period day used at Healdton.

I Like It' _____ 'I Hate It

Why?

3. Which courses should be added to the curriculum?

1. _____ 2. _____ 3. _____ 4. _____

4. Which courses should be dropped from the curriculum?

1. _____ 2. _____ 3. _____ 4. _____

5. Which courses do you like best? _____

6. Why do you like this course? _____

7. Which course do you dislike most? _____

8. Why do you dislike this course? _____

9. Do you plan to attend college? YES NO

APPENDIX H

PRESENT COURSE CURRICULAR PROGRAM

Elementary Program 1971-72

1st Grade	2nd Grade	3rd Grade	4th Grade	Departmentalized 5 & 6th Grades
Arithmetic English Reading Spelling Science Music Art	Arithmetic English Reading Spelling Science Music Art P.E.*	Arithmetic English Geography Reading Spelling Science Music Art P.E.*	Arithmetic English Geography History Reading Spelling Science Health Music Art P.E.*	Arithmetic English Social Studies Geography History Reading Spelling Science Vocal Music Instrumental Music P.E.

Special Education Classes

Educable Trainable - 3rd through 6th grade, self-contained classroom.

*Mentally Retarded Laboratory - 2nd grade through 6th grade.

Special Note: The junior-senior high vocal music teacher has each elementary homeroom every third school day for 25 minutes. P.E. (Physical Education) grades 2 through 4 is 30 minutes every other school day and grades 5 and 6 have 50 minutes every other day.

*Courses added in school year 1972.73

Junior High Program 1971-72

7th Grade	8th Grade	9th Grade
English Spelling Mathematics Geography Earth Science Music - Vocal & Instrumental Art P.E. Special Reading	English Spelling Mathematics U. S. History Life Science Music Vocal Instrumental Art Special Reading	English Algebra General Math Pre-Algebra Oklahoma History Civics General Science Physical Science Biology Spanish Home Ec. Shop Music Vocal Instrumental P.E.

Senior High Program 1971-72

<p><u>Language Arts</u> English II English III English IV English V Drama Speech Newspaper/Annual</p> <p><u>Mathematics</u> Algebra I Algebra II Plane Geometry Trigonometry Math Analysis High School Math Pre-Algebra</p> <p><u>Social Studies</u> Okla. Hist./Civics American History Government Geography/ Sociology World History</p> <p><u>Science</u> General Science Biology I & II Chemistry Physics Physical Science</p>	<p><u>Business Ed.</u> Bookkeeping Shorthand Typing I & II General Business Consumer Ed.</p> <p><u>Fine Arts</u> Art I Vocal Music Instrumental Music *Music Theory</p> <p><u>Health & Safety</u> Driver Education Physical Education</p> <p><u>Foreign Language</u> Spanish I & II *French I</p> <p><u>Practical Arts</u> General Shop I & II Mechanical Drawing</p> <p><u>Home School Vocational Education</u> Voc. Home Economic I, II, III, and IV Family Living Gainful Employment</p>	<p><u>Area Vocational School</u> Cosmetology I & II Data Processing Carpentry I & II Drafting & Design I & II Machine Shop I & II Welding I & II Electronics I & II Auto Mechs. I & II Auto. Body I & II Diesel Mech. I & II Refrigeration I & II Commercial Art I & II Food Service I & II</p>
--	---	---

*Courses added school year 1972-73

APPENDIX I

NEEDS ASSESSMENT SURVEY - SERIES S

NEEDS ASSESSMENT SURVEY - SERIES S

In which of the following major areas do you feel the school system needs to offer additional learning opportunities? Place an "X" in the space provided beside the major learning areas of your choice.

A. ___ Current learning opportunities areas are sufficient.

If this response is checked, do not answer No. 2, go to No. 3.

Major Areas

B. ___ Social Science

C. ___ Business and Political Fields

D. ___ Scientific Fields

E. ___ Agriculture and Forestry Fields

F. ___ Health Fields

G. ___ Arts and Humanities Fields

H. ___ Engineering Fields

I. ___ Trade, Industrial and Technical Fields

. From the list of the Special Fields, circle the subjects which you would most like to study. (Circle no more than a total of three.)

Special Fields

History
Home Economics
Library Science
Psychology
Social Work
Sociology
American Civilization
Minority Studies
Education

(SPECIAL FIELDS CONT'D)

Needs Assessment Survey - Series S, Page 2

Special Fields

Accounting
Advertising
Business Administration and Management
Business and Commercial
Data Processing
Economics
Finance
Military
Political Science, Government, Public Administration,
Foreign Service or International Relations
Public Relations
Salesmanship and Retailing
Secretarial Science

Anthropology
Archaeology
Astronomy
Biology
Botany
Chemistry
Geography
Geology or Geophysics
Mathematics or Statistics
Meteorology
Oceanography
Physics
Physiology
Zoology

Agriculture
Wildlife Management
Forestry
Soil Conservation

Dental Hygiene
Dentistry
Dental Assisting
Dental Technology
Medicine
Medical Technology
Nursing (Practical)
Nursing (Registered)
Occupational Therapy
Physical Therapy
X-Ray Technology and Radiology

(SPECIAL FIELDS CONT'D)

Needs Assessment Survey - Series S, Page 3

Special Fields

Arts and Sculpture
 Architecture
 Creative Writing
 Drama and Theater
 English and English Literature
 Foreign Language and Literature
 Journalism
 Music
 Philosophy
 Radio-TV Communications
 Speech

Aeronautical
 Agricultural
 Architectural
 Automotive
 Chemical
 Civil
 Electrical
 Industrial
 Mechanical
 Nuclear
 Engineering Technology

Air Conditioning
 Automotive
 Aviation
 Clothing and Dry Cleaning
 Construction
 Drafting
 Electricity and Electronics
 Industrial Arts
 Laboratory Technology
 Mechanical
 Metal and Machine
 Printing and Paper

3. On the following list, circle the 1 or 2 careers which at this time you would most like to pursue.

Agricultural
 Business
 Clerical
 Construction
 Mechanical
 Military
 Professional
 Sales
 Technical

APPENDIX J

NEEDS ASSESSMENT SURVEY - SERIES P

NEEDS ASSESSMENT SURVEY - SERIES P

1. In which of the following major areas do you feel the school system needs to offer additional learning opportunities? Place an "X" in the space provided beside the major learning areas of your choice.

A. Current learning opportunities areas are sufficient.

If this response is checked, do not answer No. 2, go to No. 3.

Major Areas

B. Social Science

C. Business and Political Fields

D. Scientific Fields

E. Agriculture and Forestry Fields

F. Health Fields

G. Arts and Humanities Fields

H. Engineering Fields

I. Trade, Industrial and Technical Fields

2. From the list of the Special Fields, circle the subjects which you feel your child (children) would have the greatest interest. (Circle no more than a total of three.)

Special Fields

History
Home Economics
Library Science
Psychology
Social Work
Sociology
American Civilization
Minority Studies
Education

(SPECIAL FIELDS CONT'D)

Needs Assessment Survey - Series P, Page 2

Special Fields

Accounting
Advertising
Business Administration and Management
Business and Commercial
Data Processing
Economics
Finance
Military
Political Science, Government, Public Administration,
Foreign Service or International Relations
Public Relations
Salesmanship and Retailing
Secretarial Science

Anthropology
Archaeology
Astronomy
Biology
Botany
Chemistry
Geography
Geology or Geophysics
Mathematics or Statistics
Meteorology
Oceanography
Physics
Physiology
Zoology

Agriculture
Wildlife Management
Forestry
Soil Conservation

Dental Hygiene
Dentistry
Dental Assisting
Dental Technology
Medicine
Medical Technology
Nursing (Practical)
Nursing (Registered)
Occupational Therapy
Physical Therapy
X-Ray Technology and Radiology

(SPECIAL FIELDS CONT'D)

Needs Assessment Survey - Series P, Page 3

Special Fields

Arts and Sculpture
 Architecture
 Creative Writing
 Drama and Theater
 English and English Literature
 Foreign Language and Literature
 Journalism
 Music
 Philosophy
 Radio-TV Communications
 Speech

Aeronautical
 Agricultural
 Architectural
 Automotive
 Chemical
 Civil
 Electrical
 Industrial
 Mechanical
 Nuclear
 Engineering Technology

Air Conditioning
 Automotive
 Aviation
 Clothing and Dry Cleaning
 Construction
 Drafting
 Electricity and Electronics
 Industrial Arts
 Laboratory Technology
 Mechanical
 Metal and Machine
 Printing and Paper

3. On the following list, circle the 1 or 2 careers which you feel your child (children) has the greatest need for additional training to better insure future employment.

Agricultural
 Business
 Clerical
 Construction
 Mechanical
 Military
 Professional
 Sales
 Technical

APPENDIX K

NEEDS ASSESSMENT SURVEY - SERIES T

NEEDS ASSESSMENT SURVEY - SERIES T

1. In which of the following major areas do you feel the school system needs to offer additional learning opportunities? Place an "X" in the space provided beside the major learning areas of your choice.

A. ___ Current learning opportunities areas are sufficient.

If this response is checked, do not answer No. 2, go to No. 3.

Major Areas

- B. ___ Social Science
- C. ___ Business and Political Fields
- D. ___ Scientific Fields
- E. ___ Agriculture and Forestry Fields
- F. ___ Health Fields
- G. ___ Arts and Humanities Fields
- H. ___ Engineering Fields
- I. ___ Trade, Industrial and Technical Fields
2. From the list of the Special Fields, circle the subjects which you feel the students in your school system would derive the greatest benefits. (Circle no more than a total of three.)

Special Fields

History
 Home Economics
 Library Science
 Psychology
 Social Work
 Sociology
 American Civilization
 Minority Studies
 Education

(SPECIAL FIELDS CONT'D)

Needs Assessment Survey - Series T, Page 2

Special Fields

Accounting
Advertising
Business Administration and Management
Business and Commercial
Data Processing
Economics
Finance
Military
Political Science, Government, Public Administration,
Foreign Service or International Relations
Public Relations
Salesmanship and Retailing
Secretarial Science

Anthropology
Archaeology
Astronomy
Biology
Botany
Chemistry
Geography
Geology or Geophysics
Mathematics or Statistics
Meteorology
Oceanography
Physics
Physiology
Zoology

Agriculture
Wildlife Management
Forestry
Soil Conservation

Dental Hygiene
Dentistry
Dental Assisting
Dental Technology
Medicine
Medical Technology
Nursing (Practical)
Nursing (Registered)
Occupational Therapy
Physical Therapy
X-Ray Technology and Radiology

(SPECIAL FIELDS CONT'D)

Needs Assessment Survey - Series T, Page 3

Special Fields

Arts and Sculpture
 Architecture
 Creative Writing
 Drama and Theater
 English and English Literature
 Foreign Language and Literature
 Journalism
 Music
 Philosophy
 Radio-TV Communications
 Speech

Aeronautical
 Agricultural
 Architectural
 Automotive
 Chemical
 Civil
 Electrical
 Industrial
 Mechanical
 Nuclear
 Engineering Technology

Air Conditioning
 Automotive
 Aviation
 Clothing and Dry Cleaning
 Construction
 Drafting
 Electricity and Electronics
 Industrial Arts
 Laboratory Technology
 Mechanical
 Metal and Machine
 Printing and Paper

3. On the following list, circle the 1 or 2 careers which you feel the students have the greatest need for additional training to better insure future employment.

Agricultural
 Business
 Clerical
 Construction
 Mechanical
 Military
 Professional
 Sales
 Technical

APPENDIX L

NEEDS ASSESSMENT SURVEY - SERIES E

NEEDS ASSESSMENT SURVEY - SERIES E

1. In which of the following major areas do you feel the school system needs to offer additional learning opportunities? Place an "X" in the space provided beside the major learning areas of your choice.

A. ___ Current learning opportunities areas are sufficient.

If this response is checked, do not answer No. 2, go to No. 3.

Major Areas

B. ___ Social Science

C. ___ Business and Political Fields

D. ___ Scientific Fields

E. ___ Agriculture and Forestry Fields

F. ___ Health Fields

G. ___ Arts and Humanities Fields

H. ___ Engineering Fields

I. ___ Trade, Industrial and Technical Fields

2. From the list of the Special Fields, circle the subjects from which you feel the high school and junior high school students would most benefit. (Circle no more than a total of three.)

Special Fields

History
Home Economics
Library Science
Psychology
Social Work
Sociology
American Civilization
Minority Studies
Education

(SPECIAL FIELDS CONT'D)

Needs Assessment Survey - Series E, Page 2

Special Fields

Accounting
Advertising
Business Administration and Management
Business and Commercial
Data Processing
Economics
Finance
Military
Political Science, Government, Public Administration,
Foreign Service or International Relations
Public Relations
Salesmanship and Retailing
Secretarial Science

Anthropology
Archaeology
Astronomy
Biology
Botany
Chemistry
Geography
Geology or Geophysics
Mathematics or Statistics
Meteorology
Oceanography
Physics
Physiology
Zoology

Agriculture
Wildlife Management
Forestry
Soil Conservation

Dental Hygiene
Dentistry
Dental Assisting
Dental Technology
Medicine
Medical Technology
Nursing (Practical)
Nursing (Registered)
Occupational Therapy
Physical Therapy
X-Ray Technology and Radiology

(SPECIAL FIELDS CONT'D)

Needs Assessment Survey - Series E, Page 3

Special Fields

Arts and Sculpture
 Architecture
 Creative Writing
 Drama and Theater
 English and English Literature
 Foreign Language and Literature
 Journalism
 Music
 Philosophy
 Radio-TV Communications
 Speech

Aeronautical
 Agricultural
 Architectural
 Automotive
 Chemical
 Civil
 Electrical
 Industrial
 Mechanical
 Nuclear
 Engineering Technology

Air Conditioning
 Automotive
 Aviation
 Clothing and Dry Cleaning
 Construction
 Drafting
 Electricity and Electronics
 Industrial Arts
 Laboratory Technology
 Mechanical
 Metal and Machine
 Printing and Paper

3. In which of the following career fields do you see the greatest need for training for future employment of high school graduates.

Agricultural
 Business
 Clerical
 Construction
 Mechanical
 Military
 Professional
 Sales
 Technical

VITA

James Leslie Harrod

Candidate for the Degree of
Specialist in Education

Thesis: A MASTER PLAN FOR THE HEALDTON SCHOOLS

Major Field: Educational Administration

Biographical:

Personal Data: Born in Seminole, Oklahoma, October 6, 1939, the son of Mr. and Mrs. H. C. Harrod.

Education: Graduated from Seminole High School, Seminole, Oklahoma, in May, 1958; received Bachelor of Science degree in Education from East Central State College in 1962; received Master of Education in Educational Administration from University of Oklahoma in 1964; enrolled in Specialist Degree program at Oklahoma State University in 1970; Completed requirements for Specialist in Education degree in May, 1973.

Professional Experience: Math and Physics teacher, Enid High School, 1961-62; High School principal, Earlsboro High School, 1962-66; Superintendent, Mulhall School, 1966-67; Superintendent, Carrier Schools, 1967-69; Superintendent, Healdton Schools, 1969-73.

Professional Organizations: American Association of School Administrators; Oklahoma Association of School Administrators; Oklahoma Association of School Business Officials; National Education Association; Oklahoma Education Association; Carter County Education Association; Carter County School Masters; Oilfield Classroom Teachers Association.