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Pupil Administrative and Pupil Clerical Ratios of Junior High Schools in the State of Washington

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PUPIL ADMINISTRATIVE AND PUPIL CLERICAL
RATIOS OF JUNIOR HIGH SCHOOLS IN
THE STATE OF WASHINGTON

A Thesis
Presented to
The Graduate Faculty
Central Washington State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
William Richard Gourley
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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

There appears to be no valid and accepted guidelines to follow, except traditional practice, in the justification of the administrative staff of a junior high school. The junior high school is partly an outgrowth of the attempt to articulate the elementary and the secondary schools. Many factors are involved in the proper administrative staffing of a school. Spaulding (55:46-57) feels money may well set the pattern, indicating that the size of the staff is often determined to a large degree by financial pressures. Other research indicates that the size of the school building contributes to setting the size of an administrative staff.

The principal of the junior high school is primarily responsible for the quality of instruction, philosophy, and character of the school. If he is to perform his duties adequately he will need not only assistance but relief from some of his responsibilities. Conant says:

The question to be answered, is the principal forced to spend a considerable fraction of his time doing routine tasks that could be done by either an assistant principal or secretary? If he is, he cannot perform his role as instructional leader (16:34).

I. THE PROBLEM

Hypothesis

There is no clear relationship between the responsibilities of the junior high school principal and the performance of this role in the junior high schools of Washington State.

Purpose of the Study

Specifically, the purposes of this study are to:

1. Identify the legal responsibilities of the junior high school principal.
2. Establish criteria for justifying the release of a principal from classroom teaching and the employment of administrative and clerical assistance.
3. Determine the ratio of administrators to the number of pupils enrolled in the three year junior high schools of the State of Washington with enrollments between 500 and 1,000.
4. Make necessary recommendations regarding the administrative staffing of Washington's junior high schools.

Importance of the Study

Many of the duties of the secondary school principal increase in direct proportion to the growth of the school's

enrollment (9:107-109). More pupils mean more attendance problems. Increased enrollment brings a need for an extension of the extracurricular program and duties involving guidance and personnel problems. How effectively can these duties be performed by one member of the administrative staff? This question is frequently asked but there is little in the present literature of secondary school administration to furnish an answer. It has been maintained that one executive can only deal effectively with a limited number of persons. Businessmen and military leaders have long recognized this principle and it is contended that such a generalization is applicable to educational organizations. The more complicated the duties and responsibilities the smaller the number of persons who can be effectively supervised by an executive (37:60). Urwick (40:44) indicated that no supervisor can supervise directly the work of more than five, or at the most six, subordinates whose work interlocks.

In spite of available information, little has been written to help educators set up policies regarding administrative staffing at the junior high school level. For this reason the study of pupil-administrator ratios in the junior high schools of the State of Washington should be of great interest to many educators.

II. TECHNIQUES AND PROCEDURES

This study was concerned with the three-year junior high schools of the State of Washington, with grades seven, eight, and nine whose enrollments are between 500 and 1,000 students.

From the review of the available literature, this writer attempted to set up some guide lines to justify administrative staff ratios and to find out what the people in the field of administration are concluding about what constitutes a satisfactory pupil-administrator ratio.

From these guide lines a comparison was made of the junior high schools of the State of Washington to determine staffing patterns. The information used came from the office of the State Superintendent of Public Instruction, specifically the 1964 Annual Junior High School Reports. A blank copy of this report will be found in Appendix A.

III. LIMITATIONS OF THE STUDY

Specific Questions That Will Be Answered

1. What guide lines are to be found in the literature indicating effective pupil-administrator and pupil-clerical ratios?
2. What pupil-administrative staff ratios would be ideal for a junior high school in meeting the needs of early adolescents?

3. What is the status of the pupil-administrator and pupil-clerical ratio in the junior high schools of the State of Washington?
4. What apparent administrative staff changes are needed in the junior high schools of Washington State?

IV. DEFINITIONS OF TERMS USED

Administrator

That person in the school system charged with the administration of supervision and administration responsibilities of a particular unit of organization. He also carries the title Principal.

Central Staff

Those administrative personnel who work from the superintendent's office in a line and staff relationship to the building principal.

Certificated Personnel

Any employee holding a regular teaching certificate of the state and who is employed by any school district.

Clerical Help

A secretary who is under direct supervision of the building principal and whose duties do not include the instruction of children.

Counselor

That person who has the responsibility for guidance and testing of the pupils in a given school, sometimes referred to as Dean of Men or Dean of Women.

East

Since this study is concerned in part with comparison of schools in certain geographical divisions, the term East shall be interpreted as the area east of the Cascade Mountains in the State of Washington.

Discretionary Duties

Those duties about which the principal decides what shall be done.

Legal Powers

The right or ability to do some act. The authority to do something expressly or implicitly granted.

Mandatory Duties

Legally compulsory duties, specifically a regulation for which disregard or disobedience is considered unlawful.

Non-certificated Personnel

Any employee of a school district who does not hold a regular teaching certificate of the State of Washington.

Pupil-administrator Ratio

The ratio of the number of students enrolled to the number of administrative personnel assigned to a school.

Pupil-clerical ratio

The ratio of the number of students enrolled to the number of clerical personnel assigned to a school.

Total Enrollment

The total number of pupils who have been entered upon the school roll.

Vice-principal

The title used to designate the educational administrator who is next in authority to the building principal. In some schools the vice-principal is known as the Dean of Men or Dean of Women.

West

Since this study is concerned in part with comparisons of schools in certain geographical divisions, the term West shall mean the schools located in the area west of the Cascade Mountains in Washington.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter is a review of the professional literature and states what the pupil-administrator ratio and pupil-clerical ratios have been in the public schools in the United States, and what recommendations are being made now by people active in the field of school administration. Much of the material written about pupil-administrator and pupil-clerical ratios has been research which includes combination studies, e.g., junior high school and elementary and junior high school and senior high school. The administrative organization of the American school system is varied and complex and it is the responsibility of each individual state to provide its own educational program. Therefore, this review of the literature reflects basic philosophies from many sections of the country which may or may not fit the individual needs of a particular school district.

This writer felt that the review of the literature should investigate the role of the junior high school principal to determine his legal responsibilities to a school system, and to find out how he allots his time to those duties and responsibilities in the performance of his job. It should also reveal what area of the administrative

program principals feel is the most important phase of school administration and what additional professional assistance and clerical assistance he needs to perform his duties and responsibilities.

I. PUPIL-ADMINISTRATOR RATIOS

An attempt to determine the ratio of administrators to the number of students enrolled was made by Boyles in 1942 (9:107-109). He found in his study that the median practice was to provide one full time administrator for each 550 pupils. Howell (30:162;165) conducted a study of the secondary schools of Richmond, California and recommended a pupil-administrator ratio of 400 to 1. Spaulding (55:46-57) in 1952 reported on a national survey of 78 secondary schools reporting that the average pupil-administrator ratio was 355 to 1 with a range from 155 to 1 to 694 to 1.

Boyles (9:107-109) found many extremes in his survey of forty states. Using a random sample of 291 schools, he found the mean ratio of the schools surveyed to be 550 pupils to each administrator. Ten of the schools had pupil-administrator ratios above one thousand, with the extreme ratio of 1,333 to 1. Another extreme found in the survey was a school with an enrollment of 825 and a ratio of 171 pupils to each administrator (9:107-109).

According to Anderson (1:12), the North Central Association of College and Secondary schools requires its member schools with enrollments of 500 and above to have at least one part-time administrative assistant. They also indicate the trend appears to be in direction of having a pupil-administrator ratio of 500 to 1. The state of Washington recommends that every junior high school have a full time principal with the addition of a full time vice-principal when the enrollment reaches 600 students and additional administrative assistance when the enrollment reaches 1,000 students.

During the course of the past 20 years, the state of Washington has kept records on pupil-administrator ratios from grades kindergarten through grade twelve. It is apparent that the State has a comparatively low ratio as indicated below (58:1-16):

| | |
|------------------|----------|
| 1942 - 1943..... | 360 to 1 |
| 1952 - 1953..... | 360 to 1 |
| 1957 - 1958..... | 350 to 1 |
| 1962 - 1963..... | 333 to 1 |

Since 1942 the total pupil-administrator ratio has dropped 7.5 per cent.

Ideal Pupil-administrator Ratios

Some recent literature predicts a much lower ratio of pupils to administrators in the coming years, partly because administrative responsibilities will be more

clearly defined in the junior high school of the future. Other reasons cited are better utilization of administrative personnel in order to provide optimum leadership and assistance to teachers, the management of records by the use of data processing machines, and that the flexible school of the future will need increased numbers of administrative personnel to see that scheduling and programing of educational opportunities are individualized. It is recommended that one administrator be assigned for every 200 students as is now the case in some of the forward looking junior high schools (2:29). A review of the literature indicates that some schools already have pupil-administrator ratios near the 200 to 1 ratio. Wynn (66:60) in reporting a study conducted in 1959 of the junior high schools in New York State suggested the optimum staffing pattern for a junior high school with an enrollment of 850 pupils would be a pupil-administrator ratio of 210 to 1 as contrasted to the actual ratio of 470 to 1 as found in his study. Douglas (20:27) also supports a pupil-administrator ratio near 200 to 1, stating that when a school reaches an enrollment of 300 to 400 students a vice-principal is needed to assist the principal. Castetter (15:107) reports on a 1957 study of a school district in Pennsylvania in which he recommends a pupil-administrator ratio of 260 to 1 at the junior high school level. Neagley and Evans (41:22) support a ratio of

300 to 1 and Conant (16:37) in his 1960 study of 237 junior high schools across the nation recommended a pupil-administrator ratio of 375 to 1.

II. ADMINISTRATIVE ORGANIZATION

The administration of a modern junior high school is an important and complex business which necessitates careful planning and delegation of responsibilities by the person in charge. Factors involved in the operation of a junior high school include state requirements, local school board requirements, available funds, enrollment of the school, community and its location, the social conditions of the community, community tradition, plant facilities, and pupil abilities, all affecting the operation of the school. No single plan of administrative organization would be satisfactory for all school districts, although the basic organization of most school districts should follow a general plan proven effective in multiple situations (10:334-339).

Public education is a governmental function belonging to the states, with the tenth and fourteenth amendments of the Constitution of the United States delegating to the states all matters not reserved for the federal government (47:1). The arrangement of local units controlling education varies from state to state. Usually school

districts are created and governed by local school boards. Some states have different names for these units and their governing bodies, but the important fact is that these subdivisions are usually legally separate from other governmental units (45:1185).

School districts are quasi-municipal corporations and since they are controlled by the state they may be created or destroyed and their powers increased or diminished at the will of the state. The courts construe the power of school districts strictly, and have held that they possess no inherent powers except those conferred upon them by statutes (45:1185). Since local school boards have no common law power, they are arms of the state legislature and their function is to carry into effect the will of the state as expressed to the legislature by the people. The power of a local school board might be classified as quasi-judicial and ministerial. Another classification that is frequently made by the courts and legal authorities differentiates between discretionary and church powers (47:15). Some state legislatures have accepted quite literally the principle that education is a function of the state and that local school systems have no responsibility as authorities unless it is specifically granted by the state. Such states have tended to develop very detailed laws. Statutes prepared on the basis of this

premise are sometimes referred to as "mandatory" laws. Other states have attempted to observe the principle that while basic responsibilities must be prescribed, some discretionary power should also be granted to local school systems for the assumption of responsibilities not inconsistent with laws that are found necessary for an effective school system (37:36).

It is admittedly difficult to prescribe at the state level what should constitute the administrative and supervisory staff of a school of a given size. Many varying factors such as the size of a school system, location, educational programs, financial ability, and community expectancy for education influence the development of the standards to provide a well balanced administrative staff. Knezevich says:

There is some debate as to the size of an administrative staff for a high school. A rough index or rule of thumb is about one administrator for about 400 pupils. The actual number will doubtless be influenced by financial ability of the district, complexity of student services, number and turnover among staff, total enrollment, and the nature of the area served. Justification for administrative staff increases must be based on an improvement in the quality of instruction or services (33:319).

For many years there has been a tendency in some of the larger cities to build multiple story buildings. Realizing that it is difficult to obtain desirable school sites in the larger cities, the school administrators must

work with what is available; however they still favor the accepted recommendations for smaller school buildings and a lesser enrollment (20:589). Douglas (20:589) and Oliver (44:127-128), in separate studies, came to the conclusion that it is difficult in a large school to present an enriched program of education and well rounded social opportunities for closer relationships with teachers and less chance to participate in extra-curricular activities. Also, the students have fewer opportunities to retain their individual personalities. Oliver (44:127-128) conducted a national study in 1949 on the optimum size of the secondary schools. He sought the opinions of 37 outstanding writers in secondary education and 72 outstanding principals from a cross section of the United States. Sixty-four point one per cent of these experts in the field of education recommended the optimum size secondary school to be within 500 to 750 students. Ten years later Conant (16:37) in another national study recommended that the enrollment of a three year junior high school be 750 students. In 1958 the Southern Association of Colleges and Secondary Schools (16:74), studied the optimum size of a junior high school, and found varying opinions but recommended schools with enrollments between 360 to 720. The Association for Supervision and Curriculum Development in 1961 advised thus:

The favorable junior high school of today should be of moderate size -- a junior high school of between 500

and 800 students is about as large as is commensurate with a sound program and security for the individual student. A school that is smaller than the lower limit of this range will have difficulty in providing program, staff, and facilities for satisfactory instruction. A school larger than the upper limit of this range may serve to arouse in many students feelings of individual alienation and anonymity (2:13).

The Washington State Board of Education, in their guide lines, recommend a junior high school be between 350 to 1,000 students, with a preferred enrollment of 600 to 800 (56:3).

The increasing number of students at the junior and senior high school level has created the demand for more classrooms. This also means more administrative staff will be needed. As a result school administrators are asking such questions as:

1. How many administrators should be included on the staff and what should their duties be (17:46-52)?
2. At what point in the growth of enrollment in a school is it advisable to release the principal from classroom teaching (31:107-109)?
3. What duties does the principal rate highest and what duties are actually being performed?

The review of the literature shows consensus of opinion that a principal should not have to teach and carry out administrative duties at the same time. For example,

Neagley and Evans (41:22) recommend that no school should exist if it is not large enough to support a full time principal, and an immediate concern is to determine the size of enrollment at which a vice-principal should become a full time position. It is felt that the chief administrators have been given mandatory duties which they have not been able to fulfill or delegate because of insufficient administrative resources. Some principals also have been reluctant to delegate some of their responsibilities and consequently mandatory duties have been neglected (14:47).

III. THE PRINCIPAL

It is generally agreed that in any size district the principal should be recognized as the educational leader of his school responsible for the supervision of instruction as well as for the execution of administrative functions (41:12).

The leadership role of junior high principals has been changed considerably in the past two decades. It is felt that boards of education, superintendents, and the general lay public have not always recognized the importance of the principal's role (41:85). As an educational leader, the principal's first responsibilities are the administration of the school so that a good teaching-learning situation exists and the supervision of the

personnel so that the teachers may continue to grow in the performance of the function of instruction and in the stimulation and guidance of the growth of the pupils (7:79).

Boardman, Douglas and Bent say:

As educational leader the principal is responsible for continuous growth of the teachers. Using democratic practices, he must be able to assist the teachers to understand and interpret social trends so that the educational objectives of the school may change in response to social needs. He must be able to assist them to develop curricular and courses which will provide for the common needs of all the pupils and for the specific interests and abilities of individual pupils. He must be able to stimulate teachers to study their methods and procedures in teaching, and to become informed about new or better methods. He must be able to aid teachers to evaluate the educational program and to revise it in terms of the outcomes found. He must also be able to evaluate the characteristics and abilities of individual teachers so that he may be of assistance to each in his effort to improve (7:80).

The principal is regarded as the responsible leader for the school in all of its internal and external relationships and activities. He affects the management of learning by the aid or lack of aid he gives teachers in improving their leadership abilities. The relationships he has with the school community and the kind of human relations which he helps to create in his school determine the success of the teaching-learning unit (42:104).

Legal Duties And Responsibilities Of Principals

The following review of the literature attempts to clearly define the legal position of the school principal.

All principals and teachers must meet legal certificated qualifications to be employed in a public school system (22:165). States vary in their requirements but all teachers and principals must have certificates to teach in a school according to the training requirements of the state. In some states including Washington, principals must have an administrator's certificate. The requirements for such a certificate vary from state to state. Some states require only a teacher's certificate to qualify legally for the principalship and in other states it may be a Master's degree or some requirement beyond the Master's degree (22:165).

The office duties of principals are not often delineated by legal enactments since no more than half of the states have statutes bearing upon the duties of school principals (31:208). Duties that are prescribed in the law may take an exaggerated importance in the minds of some principals, prompting them to do the work personally rather than to delegate it to an administrative assistant or clerical assistant. Since the laws of approximately half of the states are silent with respect to the school principal, any legal statement of his duties must be sought in the rules and regulations of local governmental bodies (31:208).

The National Education Association in their research found in sampling published rule books of school boards in

fifty cities of over 30,000 population the most commonly mentioned powers and duties of elementary school principals are (38:158):

Mandatory administrative duties are to:

- Be present in building between specified hours.
- Keep certain records and accounts.
- Receipt for delivered supplies.
- Check school census.
- Inventory equipment, books and supplies.
- Check the payroll list.
- Report injuries to pupils and employees.
- Fly the American flag.

Discretionary administrative duties are to:

- Conduct fire drills.
- Supervise janitors.
- Report needed building and equipment repairs.
- Supervise building at recess and noon hour.
- Notify parents of unsatisfactory work of pupils.
- Regulate, permit, or prohibit advertising or exhibits in the building.
- Requisition and dispense supplies and equipment.

Discretionary powers are to:

- Classify pupils.
- Keep personnel records of teachers.
- Keep personal records of pupils.
- Assign teachers.
- Make curriculum schedules.
- Conduct teachers' meetings.
- Allocate funds made available for the building, according to budget.
- Obtain substitutes for teachers who are absent.
- Evaluate teachers' deficiency.
- Supervise instruction.
- Cooperate with the juvenile court and other law enforcement agencies.
- To regulate or abolish activities of the teachers and pupils in building.
- Handle complaints of patrons.
- Discipline pupils.

Garber in his 1964 Yearbook of School Law (27:129), reports that teachers and administrators are classified as employees and not as officers, the distinction between employees and officers being important because if teachers and administrators were school officers, their status would be materially affected by the body of law dealing with public officers in general (46:Introduction 29). With respect to administrators it has been held that a principal of a school is a teacher-principal within the meaning of a teacher tenure statute (27:129). Tenure provisions usually apply to teachers, supervisors, principals, and sometimes to superintendents. All but the three states, Utah, Vermont, and Wyoming have tenure laws, although they do not always apply state-wide (22:167), and not all tenure laws apply to principals. Some principals are employed under tenure provisions known by other names, such as continuing contract law, fair dismissal law, and civil service law (46:25). Any law which permits continued service and requires notice for dismissal and reasons thereof with opportunity for self defense before dismissal is in fact a tenure law (22:167). It is the opinion of Cutts (18:68) that teachers and principals classified as principal-teacher have definite legal power. She says:

The classroom teacher is the person who is legally in charge of the children in his room. The ancient

common law says the teacher stands in "loco parentis". The courts have held that when he is in his classroom he is vested with all the powers and duties which a parent has in the home: to direct, to exact obedience, to punish disobedience, and to protect. The child, because he is legally not responsible, is subject to the teacher (18:68).

The State of Washington in Article IX, Section 1 of its Constitution states:

It is the paramount duty of the State to make ample provision for the education of all children residing within its borders without distinction or preference on account of race, color, caste, or sex (60:25).

Breckner (12:222) lists some of the powers of the local school board in the state of Washington: (1) Prescribe a course of study and a program of exercises not inconsistent with the course of study prepared by the State Board of Education for the use of the common schools of the state, (2) Employ, and for cause, dismiss supervisors of instruction and define their duties and fix their compensations. As indicated above it is clear that the local school board has the legal power to define the duties of the superintendent of the local school district, who in turn, with the local school board, defines the duties and responsibilities of the local teachers and principals.

A bill presented to the 39th State Legislature, if passed, might change some of the powers of school teachers and principals. House Bill 172, Section 1 states:

Teaching in the public school system of the state of Washington and its related services, including

administrative and supervisory services, is a profession, with all the rights, responsibilities and privileges usually accorded other legally recognized professions. As such, the teaching profession is especially qualified to express its views on matters of professional concern to the education of children and youth in Washington, including professional practices and ethical conduct of the teaching profession (59).

Because the local school board, along with the superintendent, defines the duties and responsibilities of the school principal it is possible each district may require different duties for the same position.

A sample taken by this writer to determine whether school districts in Washington had written policies for school principals revealed that two large and long established school districts admitted not having such written policies, but stated that they have committees working on the assignment. The writer was able, however, to obtain policies and regulations for school principals from the Ellensburg, Edmonds, and Kennewick School Districts and copies of these are located in the Appendix.

Until the school principals have well defined legal status, they will in some states remain in an anomalous state, half teacher and half administrator. The future of school principalship depends upon the classification of the position as an administrator. Greater attention to the legal relationships between the principal and the superintendent, the classroom teacher, the pupil, and the patron,

and other school employees, will tend to make the position of principal more definitely one of administration (38:64).

Job Analysis Of The Junior High Principal

In reviewing the literature available concerning the analysis of a junior high school principal's job, the writer was able to locate information regarding others having searched answers to the same problem throughout the past four decades. It has been the feeling of the writer to discuss the surveys and findings of some of the people who have studied this problem before. There have been several studies; therefore, a chosen number of these will be reported on to achieve a fairly broad exposure of what has already been written.

Rice (49:28-36) indicated in 1950 that the principal has many duties, but his basic responsibilities are first to his superintendent, and the local school board, and second to his administrative responsibilities such as administration of guidance, records, reports, student activities, and programs, teacher personnel, curriculum, testing, business and the school plant.

Two years later a list of areas of control was comprized by Howell (30:162-165):

1. General responsibility in all areas of administration
2. Policies
3. Public relations
4. Faculty administration
5. Office personnel
6. Buildings and grounds

Research has listed fifty or seventy-five different roles of duties that a principal plays at one time or another. Saunders made a list of nearly 800 duties to be carried out by the principal (52:46-55).

Brimm (13:46) writes that the first line of service in the instructional program should be the administrative offices. In some schools the principal office is a combination business office, registrar's office, supply center and clerical pool, besides furnishing the other services provided by the administration (13:46). In some instances a principal's office is a cross between a modern traffic control center and an old fashioned country store (1:530). It is evident therefore that the plan for the principal's office has a bearing upon the efficiency of the occupant.

Rollins and Unruh (50:138) made a classification of principals in 1964. The four areas were: planning, organizing, supervision, and evaluation. Paul Elicker during the same year listed the general responsibilities of a principal as he saw them (22:20):

1. General administrative duties
2. Personal management of school
3. Supervision of class and out-of-class activities
4. Supervision of school clerical workers and records
5. Development of a professional morale
6. Planning the improvement of the educational program
7. Cooperating in community responsibilities
8. Evaluating the effectiveness of the school enterprise

A well trained and ready principal needs to have an understanding of how young adolescents grow and learn. He must also have the ability to develop in-service training programs for his teachers and he must practice a strong public relations program to help the public understand the work of the school (57:1-4). Collins looks at the responsibilities in this manner:

There is no such thing as the high school principalship in America. Rather there is a range of roles, duties, activities, and influences which form mosaics of performances which identifies a position in each school as one of responsible leadership. To this position, when justified by formal appointment, we attach the title of principal (63:138).

In 1954 Faunce comprized the results of two studies which had been done in past years. After he had accomplished his research he reported on principals from twenty-five Michigan schools. His study is interesting in that it shows how the duties required certain time to accomplish them and how the time requirements changed through the years. The studies are as follows (28:90):

In 1921 Davis reported that the typical principal spent his day as follows:

| | | |
|--|--------|----------|
| Inspecting the building | 9.5 % | |
| Teaching | 21.0 % | |
| Supervising | 9.0 % | - 14.0 % |
| Conferring with teachers | 7.0 % | |
| Interviewing pupils | 7.0 % | |
| Talking with callers | 7.0 % | |
| Attending to student collateral activities | 7.0 % | |
| In charge of session rooms | 9.5 % | |

| | |
|---|--------|
| Routine office work | 14.0 % |
| Attending to civic and out-of-school professional matters | 7.0 % |

Billett's study of the principal's day in 1932 was described in somewhat different terms. Some of the time spent on some of the duties had been reduced and time in others had been increased:

| | |
|------------------|--------|
| Administration | 22.9 % |
| Clerical duties | 11.1 % |
| Public relations | 7.3 % |
| Research | 3.8 % |
| Supervision | 15.2 % |
| Teaching | 36.5 % |
| Guidance | 6.3 % |
| Other activities | .3 % |

After Faunce reported on previous studies he gave a report on twenty-five Michigan secondary school principals and what their average distribution of time was at the time he completed his study in 1954:

| | |
|-----------------------------------|--------|
| Office administration | 21.0 % |
| Teaching in classroom | 7.0 % |
| Supervision | 11.7 % |
| Conferring with teachers | 9.0 % |
| Conferring with pupils | 6.5 % |
| Conferring with parents | 3.7 % |
| Teachers' meetings and committees | 5.9 % |
| Parent meetings | 2.5 % |
| Attending community affairs | 6.5 % |
| Records | 6.1 % |
| Supervising building maintenance | 3.5 % |
| Planning schedules, etc. | 6.4 % |
| Miscellaneous activities | 0.3 % |
| Student activities | 7.2 % |

In defense of the way the principals spend their time, some claim that they are required to perform so many routine administrative duties that the supervision of

instruction and other time consuming professional duties must be neglected (31:13). The modern principal today is spending more time working with the community. He is active in civic groups, spends more time in meetings with the central staff of the district, and is more active in supervision and classroom visitation (20:27).

In 1953 Jacobson, Reavis and Logsdon (31:10) completed a survey of a city with approximately 175,000 population to find out how the school principals were devoting their time. The survey showed that the principals were devoting too small a portion of their time to the supervision of instruction and too great a portion of their time to general administration and clerical duties.

Another survey in a large city indicates that most principals give no time at all to supervision in the modern sense. This study concludes that in order for the principal to give full attention to his professional duties he should be provided with adequate clerical help as well as a vice-principal (31:12).

Some educators feel that most of our schools are suffering from administrative deprivation of administrative resources. They conclude that schools are publicly supported, and public support it seems, has lagged. If this is true, the professional administrators may have to take the responsibility and gain public acceptance for increasing

the size of administrative staff (15:102).

There are principals who insist that they are so busy answering telephone calls, doing reports for the central office, receiving callers, attending to the mail, keeping order in the corridors, supervising the school grounds and other routine duties of minor importance which must be attended to. When these multitudinous routine chores have been performed by the principal, virtually no time remains for the higher level duties (31:13).

In 1928 the Elementary School Principals found in their survey of 1,190 principals that the main hindrances that detained the principal from doing his assigned duties were (39:101):

| | |
|--------------------------------------|------------|
| 1. Lack of clerical help | 29 % |
| 2. Lack of administrative assistance | 13 % |
| 3. Central office demands | 10 % |
| 4. Special drives and campaigns | 9 % |
| 5. <u>Overcrowded buildings</u> | <u>9 %</u> |

As the complexity of the administrative role increases, more assistance is needed for the proper discharge of those duties with which the principal is charged. The principal of the modern secondary school is performing in quite a different way from the administrator of the past (11:46-52). If the administration and/or the community would accept the modern philosophy that recent research indicates, the principal must have administrative and

clerical assistance to help him fulfill his duties to the school and the community (20:27).

These same questions come up repeatedly: How does he find time to perform all of his duties? What duties cause the most concern to the principal? What duties does he have to perform that he feels are being neglected due to the fact that he lacks the time to meet all of his obligations? The writer has attempted to answer a few of these questions through the use of some surveys done in the past. Kyte (34:88) in his studies found that the average principal without a teaching assignment spends his school day as follows:

| | | |
|---------------------|----|---|
| 1. Supervision | 40 | % |
| 2. Administration | 29 | % |
| 3. Clerical | 15 | % |
| 4. Teaching | 2 | % |
| 5. Public relations | 9 | % |
| 6. Other duties | 5 | % |

Kyte also indicated that principals feel they would like to spend at least:

| | | |
|-------------------|----|---|
| 1. Supervision | 51 | % |
| 2. Administration | 25 | % |
| 3. Clerical | 6 | % |
| 4. Teaching | 6 | % |
| 5. Other duties | 12 | % |

A survey of National Elementary Principals Association 1958 Yearbook shows the per cent of time the supervising principals devoted to major functions:

| | 1928 | 1948 | 1958 |
|--------------------|-------|-------|-------|
| 1. Administration | 30 % | 29 % | 30 % |
| 2. Clerical | 18 % | 15 % | 14 % |
| 3. Teaching | 4 % | 2 % | 3 % |
| 4. Other functions | 14 % | 15 % | 18 % |
| 5. Supervision | 34 % | 39 % | 35 % |
| | 100 % | 100 % | 100 % |

Jacobson, Reavis, and Logsdon in 1948 (31:497)

found in their studies the per cent of the principal's time given to major functions under actual and ideal conditions:

| | Actual | Ideal |
|--------------------|--------|--------|
| 1. Administration | 29.3 % | 24.2 % |
| 2. Supervision | 24.1 % | 37.3 % |
| 3. Pupil personnel | 14.8 % | 17.3 % |
| 4. Clerical | 15.1 % | 3.5 % |
| 5. Teaching | 2.3 % | 2.6 % |
| 6. Community | 9.3 % | 11.0 % |
| 7. Miscellaneous | 5.1 % | 4.1 % |

Research reports that the principal of a school is a hard working and dedicated person who works on the average of 9.2 hours a day, with 4.9 hours a week for evening meetings. In 1928 the median hours a day were 8.7. In 1948 it was 8.7, and in 1958 it was 9.2 hours a day (39:101). The time the principal gave to lay organizations was 2.0 hours a week in 1928, 3.1 hours in 1948, and in 1958 it was 3.6 hours per week (39:88). There has not been a significant change occurring in the number of hours spent by principals in meeting their outside of school hours obligations between 1928 to 1958.

The per cent of time that principals devoted to

different school duties in an average week and their estimate of how they would like to allot their time was found in a study accomplished by the National Education Association in 1958 (39:98):

| | | |
|---|-------------|-------------|
| <u>Administration.</u> | | |
| Organization and management of the school, including coordination with the central office | 30% | 25% |
| Clerical work. | 14% | 4% |
| Classroom teaching regular class assignments but omitting demonstration teaching. | 3% | 2% |
| Supervision and the curriculum. | | |
| Working with the teaching staff. | 16% | 24% |
| Working with the pupils. | 13% | 17% |
| Program development. | 6% | 8% |
| <u>Community work.</u> | | |
| Public relations effort to build public understanding. | 6% | 7% |
| Working with community groups such as service clubs and social agencies. | 4% | 4% |
| Working with parents. | 8% | 9% |
| <u>Total</u> | <u>100%</u> | <u>100%</u> |
| <u>Average week in hours</u> | <u>47.1</u> | <u>46.9</u> |

The Southwestern Washington Principal's Association conducted a survey of the elementary and junior high schools in their areas in an attempt to find out how the principal was allotting his time in the performance of his job. This study was conducted sometime between 1956 and 1958; no published date was on the survey, and attempt to find more data about the survey was not possible (54:1-4):

Full time principal

| | min. | per cent |
|---|------------------|---------------|
| 1. Administration | 134 | 26.2 % |
| 2. Testing | 10 | 1.9 % |
| 3. Conference with parents | 30 | 5.6 % |
| 4. Guidance (faculty and student) | 38 | 7.5 % |
| 5. Supervising children | 24 | 4.6 % |
| 6. Hot lunch program | 26 | 5.0 % |
| 7. Accounting, bookkeeping, and banking | 12 | 2.3 % |
| 8. Teaching | 13 | 2.6 % |
| 9. Meetings | 45 | 8.6 % |
| 10. Planning and schedules | 41 | 8.0 % |
| 11. Supervision | 79 | 15.2 % |
| 12. Extra curricular activities | 17 | 8.5 % |
| 13. Miscellaneous administrative duties | 31 | 5.9 % |
| 14. Registers and attendance | 13 | 8.5 % |
| Total time (hours) | 8.5 hours | 99.3 % |

As the complexity of the administrative role increases, more assistance is needed for the proper discharge of those duties with which the principal is charged. The principal of the modern secondary school is performing in quite a different way from the administrator of the past (11:46-52). If the administration and/or the community accept the modern philosophy that recent research indicates, the principal must have administrative and clerical assistance to help him fulfill his duties to the school and the community (20:27).

IV. VICE PRINCIPAL

A study of the literature indicates to this writer that the position of the assistant principal in the American secondary school has developed without an adequate sense of direction or underlying philosophy (19:1-4), and

(62:15-25). The assistant principal's duties and responsibilities have often developed, not from adequate planning but from various duties too often delegated on the basis of expedience rather than sound principles of organization and personnel administration. It is concluded that if the principal of a junior high school is to perform his duties adequately, he needs assistance from a vice principal (9:109-117). The provision of a vice principal position frees the principal so he is able to exercise leadership adequately (16:37). It is apparent that a successful principal will delegate duties to a vice principal or to persons by whom responsibility and authority are efficiently accepted (17:350).

From the review of the related literature it is evident that many different terminologies have been used to describe the position of vice principal. He has been called an assistant principal, administrative assistant, dean of boys, dean of girls, counselor, or attendance officer (20:51), and (11:46-52).

It has been said that, "If we accept the concept that ultimate responsibility for the school should rest with the principal, it seems that he should have as much freedom as possible in the delegation of functions to his assistants." (9:109-117).

There seem to be two points of view on the question,

"should the assistant principal be selected with the thought of his qualifications for the principalship?" Edmonson, Roemer, and Bacon (21:96) support the view that in many cases the assistant is selected as a specialist to complement the principal and is perhaps not qualified in an all around way to act as principal. Weiss (3:109-117) expresses the view that it is wise to use the assistant principal's position as a training ground and that the principal has a responsibility to provide the kind of experience that would make this training really effective. French, Hull, and Dodds (26:173) also take this point of view, saying, "It is reasonable for the principal to choose an assistant who works with great effectiveness in areas where he himself is least skillful." However, such a choice obligates the principal to provide his assistant increasing opportunities for growth, which will eventually lead him into the responsibilities of the principalship. Whether or not the assistant principalship is thought of as a "training period," the choice should be made upon the same basis as one would select any member of the staff; the best possible person for the job at hand (11:46-52).

In recent years there has been a great increase in the number of vice principals so that in most schools there is one full time vice principal for each 750 students enrolled (20:28). Most schools with an enrollment of 500 to 1,000 students now have vice principals (17:326).

Baughman (5:47-56) in his studies of 1959 concerned with junior high school enrollments between 500 to 1,000, found that two thirds of the administrators had full time vice principals, and one seventh had half time or more than half time vice principals. The North Central Association of College and Secondary Schools (1:12) requires its member schools with enrollments of 500 and above to have at least one part time administrative assistant.

Brandes (11:46-52) in his studies found that most junior high schools of three hundred or more in enrollment have a part time position of vice principal. Essex (23:31-34) reported in a survey of 43 cities with the median enrollment of 800 that less than half of the schools had a full time vice principal. Twelve schools had full time vice principals.

Job Analysis Of The Junior High Vice Principal

The position of assistant to the principal or vice principal in the secondary schools of today has become a vital and indispensable part of administration. While much research has been aimed toward the junior high principal, comparatively little has been written concerning the vice principal (63:109-117). It seems that very little, if any, direction has been given by the superintendents and boards of education as to the school districts' philosophy regarding assistant principals. Consequently, the

assistant's duties evolve in a haphazard manner. Those activities which the principal does not especially care to do are sometimes assigned to the vice principal (35:112).

Weiss in his studies lists fifty-six duties and responsibilities exercised either personally or on a shared basis, by not less than 24.2% of sixty-six secondary school assistant principals in the eastern United States (63:109-117). The duties performed personally by over 50 per cent of those responding are:

- | | |
|--|-------|
| 1. Running the school in the absence of the principal | 83.3% |
| 2. Representing the school at community functions in lieu of the principal | 60.6% |
| 3. Parent conference regarding pupil discipline | 55.6% |

When it is observed that there are only three responsibilities performed personally by 50 per cent of the people involved in this study, it is easy to agree with the statement by Seyfert (53:65-76). "The assistant principal may be partly responsible for many things, but not completely responsible for anything." A review of the complete list, however, makes it easy to share Weiss's conclusion that "the number of duties which the assistant principal may expect to be called upon to perform are great and varied in their nature." Weiss lists the major duties of the vice principal in six different areas: (1) administration and school management, (2) pupil welfare and related

conferences with the pupil, parent, and teachers, (3) supervision and classroom visitation, (4) routine office and clerical work, (5) professional and community activities, and (6) miscellaneous. Weiss (63:109-117) also found that the average vice principal spends 51.8 hours per week in the performance of his duties:

| | |
|--|------|
| 1. Administration and school management | 15.2 |
| 2. Pupil welfare and related conferences with parents, pupils, and teachers | 10.2 |
| 3. Routine and clerical work | 7.4 |
| 4. Other duties | 6.7 |
| 5. Supervision and classroom visitation | 6.2 |
| 6. Professional and community activities | 5.6 |
| Median work hours per week | 51.8 |

Wright in 1939 (65:553-556) reported the vice principals distributed their time as follows:

| | |
|------------------------------------|------|
| 1. Routine office duties | 10.7 |
| 2. Pupil conferences | 11.1 |
| 3. Parent conferences | 10.5 |
| 4. Student activities | 4.7 |
| 5. Classroom observations | 4.3 |
| 6. Research | 3.5 |
| 7. Public relations | 2.6 |
| 8. Extracurricular activities | 2.3 |
| 9. Conferences | 3.6 |
| 10. Faculty and committee meetings | 2.3 |
| Hours per week | 55.6 |

Current research and educational thinking seems to indicate that the position of assistant principal should serve two major purposes (35:113):

1. The first major purpose would be more effective administration of the educational offerings of the school.
2. The second is a need for utilizing the position of the assistant principal as an in-service

training experience for the position of principal.

The areas of experience can be stated in general terms, however, the individual school should develop a planned sequence which best fits its needs. The general areas to be considered in the assignment of duties for the vice principal would include: (1) pupil personnel services, (2) certificated and non-certificated personnel services, (3) curriculum, (4) plant management, (5) community relations, (6) general administration and (7) educational leadership (35:114).

The attitudes of the assistant principal toward his duties and responsibilities have important implications for the educational program and the personnel of his school. The efficiency with which the assistant principal fulfills his obligations and discharges his responsibilities will be largely determined by the professional attitude with which he views the duties and responsibilities allocated to him (8:20-25), (36:5-11).

V. CLERICAL HELP

The employer knows very well that his effectiveness can be most quickly and surely multiplied if he has a secretary who is able to free him from responsibilities that require executive attention (43:37-38). Perhaps in

no secretarial position is this more true than that of the school secretary. Thurston says:

The capable secretary is a jewel without price. She is the eyes and ears and voice of the man she serves. She is an extension of his personality. She gives tone and color to the room in which she works. It is her task to see that the work proceeds with dispatch (61:157-160).

It has been said that the secretary in the principal's office is more of an office manager than a personal secretary (43:37-38). The secretary should understand the philosophy of education in the school system, and of her principal, for without this understanding she cannot deal effectively with the community. A principal who is going to use his secretary to her fullest abilities is going to have to share some of the responsibilities which the secretary can handle in the operation of the principal's office. She has to be able to keep confidential matters as such (43:37-38). In general one could say that the school secretaries are responsible to more than one person, for they are really "public servants"; to the board of education, the administration, the faculty, the janitor, pupils, parents, and many citizens (43:37-38). Kyte assures us:

Whenever the principal is required or elects to do ordinary office work, he is wasting time and energy which rightfully belongs to supervision and administration (34:472).

Clerical work occupies the time of the administrators and other certified personnel which could be handled by the hiring of school secretaries. It is recognized by

some that teachers and administrators commonly perform many clerical duties which might be better done by clerical help (55:46-57).

The National Elementary Principals' Bulletin (39:73), reporting the results of a survey in 1958, found that supervisory principals in the far western states have the most secretarial help, followed closely by the Middle Atlantic States. The states in the New England area and the states near the Rocky Mountain area showed indications of little secretarial help. A national study in 1928 (38:412) indicated a pupil-clerical ratio of 1 to 700 students. Sixty per cent of these schools with enrollments between 600 and 1,000 had one full time clerk.

Conant (16:37) recommends a clerk for every 250 pupils. Spaulding (55:46-47) in 1952 found in his studies that an accepted pupil-clerical ratio should be 1 to 229 students enrolled. Howell declares:

The pupil loads recommended for administrative position presumes that no administrator need spend more than 10 to 15 per cent of his time at work which non certified personnel could do as well (30:162-165).

Pennsylvania (57:181) requires that there be a full time clerk for the secondary school when the enrollment exceeds 500 pupils of major fraction thereof. Illinois (57:181) recommends the employment of a full time competent clerk for schools with fewer than 200 students with additional clerical assistance for larger schools.

Washington State recommends that every approved junior high school should have a full time secretary with additional clerical help provided when the enrollment reaches 600.

VI. SUMMARY OF CHAPTER

From the review of the literature, the following generalizations appear pertinent to the purposes of this study:

1. The administrative organization of junior high schools vary from state to state and from school to school.
2. The junior high school principal should not have to teach and perform the duties of his position.
3. The junior high school principal does not have specific legal duties and responsibilities set down by the laws of the state, therefore, the local school district should prepare policies and regulations pertaining to the principal.
4. A school principal is a devoted and hard working man spending on the average of 9.2 hours a day in the performance of his job.
5. There is no substantial agreement as to the titles of the vice principal. The titles assigned seem to depend upon the needs of a particular school or school district. The title of vice principal seems to be the one most commonly used.
6. The role of the junior high school vice principal is not clearly defined, and the position is not fully accepted as an important administrative position.
7. The optimum size of a junior high school should be between 350-1000 students, with a preferred enrollment of about 750 students.

8. An acceptable pupil-administrator ratio is 300 to 1; the state average from grades kindergarten through grade 12 is 333 to 1, and the recommendation from the State Board of Education is a junior high school pupil-administrator ratio of 300 to 1.
9. An accepted pupil-clerical ratio is 250 to 1 to 400 to 1.

CHAPTER III

ANALYSIS OF DATA

One of the purposes of this study was to determine the average pupil-administrator and pupil-clerical ratios of the three-year junior high schools in the State of Washington with enrollments between 500 and 1000 students, as reported on the Annual Junior High School Report, September 1964. This Annual Junior High School report was obtained from the office of the Superintendent of Public Instruction, Olympia, Washington. The information for this study was obtained from page two and three of this annual report (Appendix).

The writer has divided the schools geographically into schools west of the Cascade Mountains and schools east of the Cascade Mountains. The schools will hence be referred to in the study as those West and East.

No unusually accepted optimum size for a junior high school was found in the professional literature, although most authors agreed that a junior high school should not be smaller than 600 students and not larger than 800 students, with the ideal size near 750 students. Therefore, the writer has divided the schools in the study into three categories; those schools with enrollments between 500-600, 601-750, and 751-1,000.

Eighty-two of the one-hundred-four schools studied are located in the West and twenty-two located in the East. It becomes obvious that the highest school population is in the West. There are thirteen schools in the study with enrollments between 500-600. Ten of these schools are located in the West and the other three are in the East. There are thirty-five schools with enrollments between 601-750. Twenty-three of these are located in the West and twelve are in the East. Fifty-six schools have enrollments between 751-1,000. Forty-nine of these schools are in the West and the remaining seven are located in the East.

There are twenty additional junior high schools with enrollments above 1,000 which are not included in this study; four of these are located in the East. Also, there are twenty-two schools with enrollments between 159 and 500 which are not included in the study. Twelve of these schools are in the West and ten are in the East.

A majority of smaller junior high schools are combination junior-senior high schools, and it was believed that this did not present a true junior high school picture for this study. Some data concerning a particular school might be unavailable due to incompletions of the annual report.

The formula that the Washington State Department of Education has used to figure the pupil-administrator and the

pupil-clerical ratios (Appendix) is shown in three steps:

- (1) Number of students times
- (2) the number of class periods per day, divided by
- (3) the total number of periods devoted to the specific assignment.

e.g.
$$\frac{(\text{step 1}) \times (\text{step 2})}{\text{12} \text{ (step 3)}} = \text{load factor of 300}$$

$$\frac{600 \times 6}{12} = \text{load factor of 300}$$

e.g. $600 \times 6 = 3,600 \div 12 = 300 \therefore \text{Ratio} = 300 : 1.$

The eighty-two junior high schools of the West, as shown in Table I on page 47, and the twenty-two junior high schools of the East, as shown in Table II, located on page 49, are listed in order according to their enrollments. The second column of these tables list the pupil-administrator ratio and the third column lists the pupil-clerical ratios.

TABLE I

JUNIOR HIGH SCHOOLS WITH ENROLLMENTS OF 500-1,000 STUDENTS
 LOCATED IN WESTERN WASHINGTON. (A) ENROLLMENT
 OF SCHOOL, (B) PUPIL-ADMINISTRATOR
 RATIO, (C) PUPIL-CLERICAL RATIO.

| SCHOOL | DISTRICT | A | B | C |
|--------------------|-----------------|-----|-----|-----|
| 1. Pacific | Highline | 528 | 528 | 198 |
| 2. North Mercer | Mercer Island | 537 | 269 | 221 |
| 3. Glendale | Highline | 544 | 408 | 272 |
| 4. Fairhaven | Bellingham | 558 | 558 | 372 |
| 5. Hopkins | Aberdeen | 559 | 435 | 559 |
| 6. Chinook | Highline | 562 | 562 | 281 |
| 7. Garfield | Camas | 571 | 307 | 571 |
| 8. Enumclaw | Enumclaw | 573 | 504 | 576 |
| 9. Sumner | Sumner | 580 | 580 | 673 |
| 10. Nelson | Renton | 596 | 298 | 209 |
| 11. Shuksen | Bellingham | 603 | 362 | 402 |
| 12. Chinook | Bellevue | 619 | 310 | 310 |
| 13. George Dewey | Bremerton | 619 | 619 | 619 |
| 14. Dupont | Fort Lewis | 640 | 640 | 260 |
| 15. Huntington | Kelso | 651 | 651 | 651 |
| 16. Central Kitsap | Central Kitsap | 659 | 439 | 659 |
| 17. Sunset | Highline | 666 | 444 | 249 |
| 18. Shelton | Shelton | 666 | 666 | 400 |
| 19. Battle Ground | Battle Ground | 667 | 447 | 670 |
| 20. Woodbrook | Clover Park | 681 | 341 | 341 |
| 21. Miller | Aberdeen | 684 | 532 | 684 |
| 22. Columbia River | Vancouver | 687 | 687 | 363 |
| 23. Olympic | Auburn | 701 | 701 | 467 |
| 24. Jefferson | Olympia | 701 | 491 | 480 |
| 25. Totem | Federal Way | 702 | 351 | 410 |
| 26. Kellogg | Shoreline | 702 | 353 | 308 |
| 27. Sylvester | Highline | 721 | 721 | 240 |
| 28. Cascade | Auburn | 724 | 724 | 483 |
| 29. Bethel | Bethel | 730 | 368 | 515 |
| 30. South Junior | Everett | 746 | 373 | 497 |
| 31. Tillicum | Bellevue | 747 | 373 | 373 |
| 32. Keither | Franklin Pierce | 747 | 374 | 374 |
| 33. Olympic View | Mukilteo | 748 | 380 | 213 |
| 34. Kenmore | North Shore | 752 | 376 | 376 |
| 35. Cascade | Highline | 753 | 411 | 335 |
| 36. East Puyallup | Puyallup | 754 | 377 | 754 |
| 37. Anderson | North Shore | 754 | 377 | 377 |
| 38. Boren | Seattle | 756 | 378 | 206 |
| 39. Covington | Evergreen | 756 | 378 | 407 |

TABLE I (continued)

| SCHOOL | DISTRICT | A | B | C |
|----------------------|-----------------|--------|--------|--------|
| 40. Baker | Tacoma | 763 | 381 | 381 |
| 41. Tyee | Bellevue | 769 | 383 | 299 |
| 42. Mann | Clover Park | 769 | 449 | 384 |
| 43. Oak Harbor | Oak Harbor | 776 | 389 | 389 |
| 44. McLoughlin | Vancouver | 784 | 770 | 462 |
| 45. Marysville | Marysville | 788 | 525 | 394 |
| 46. Ford | Franklin Pierce | 796 | 398 | 398 |
| 47. Lewis | Vancouver | 799 | 799 | 480 |
| 48. Lokota | Federal Way | 800 | 400 | 400 |
| 49. Cordell Hull | Shoreline | 807 | 404 | 353 |
| 50. Robert Gray | Tacoma | 809 | 405 | 406 |
| 51. Catherine Blaine | Seattle | 809 | 405 | 324 |
| 52. Kent | Kent | 811 | 405 | 405 |
| 53. Conntz | Bremerton | 820 | 410 | 515 |
| 54. Washington | Seattle | 828 | 414 | 276 |
| 55. Madrona | Edmonds | 836 | 418 | 418 |
| 56. Hadtlaff | Clover Park | 840 | 452 | 420 |
| 57. Snohomish | Snohomish | 846 | 534 | 561 |
| 58. Redmond | Redmond | 848 | 424 | 424 |
| 59. Whatcom | Bellingham | 850 | 567 | 340 |
| 60. Edmonds | Edmonds | 861 | 431 | 625 |
| 61. Olympic | Highline | 862 | 431 | 235 |
| 62. McClure | Seattle | 867 | 433 | 200 |
| 63. Meridan | Kent | 873 | 405 | 437 |
| 64. Roosevelt | Port Angeles | 875 | 875 | 383 |
| 65. Cascade | Longview | 879 | 440 | 363 |
| 66. Kirkland | Lake Washington | 881 | 441 | 333 |
| 67. Morgan | Shoreline | 884 | 442 | 312 |
| 68. Highland | Bellevue | 886 | 443 | 345 |
| 69. West Puyallup | Puyallup | 891 | 445 | 520 |
| 70. Issaquah | Issaquah | 892 | 446 | 446 |
| 71. Meadowdale | Edmonds | 902 | 451 | 451 |
| 72. Hunt | Tacoma | 929 | 465 | 465 |
| 73. Evergreen | Everett | 938 | 469 | 625 |
| 74. Hamilton | Seattle | 940 | 353 | 245 |
| 75. Jason Lee | Tacoma | 941 | 470 | 376 |
| 76. Terrace | Edmonds | 948 | 474 | 474 |
| 77. Lynnwood | Edmonds | 953 | 477 | 477 |
| 78. A. W. Dimmit | Renton | 966 | 966 | 320 |
| 79. Chinook | North Thurston | 979 | 685 | 478 |
| 80. McKnight | Renton | 995 | 498 | 279 |
| 81. Mason | Tacoma | 999 | 499 | 333 |
| 82. Butler | Shoreline | 999 | 492 | 437 |
| | | 63,235 | 38,956 | 33,543 |

TABLE II

22 JUNIOR HIGH SCHOOLS IN EASTERN WASHINGTON WITH
ENROLLMENT BETWEEN 496-1,000 STUDENTS ENROLLED

| | | | | | |
|-------|--------------|----------------|--------|--------|--------|
| 1. | Argonne* | Spokane | 496* | 496 | 496 |
| 2. | Grandview | Grandview | 504 | 504 | 504 |
| 3. | McLoughlin | Pasco | 599 | 599 | 599 |
| 4. | Frontier | Moses Lake | 612 | 306 | 244 |
| 5. | Washington | Yakima | 639 | 425 | 425 |
| 6. | North Pines | Central Valley | 640 | 427 | 640 |
| 7. | Toppenish | Toppenish | 649 | 649 | 649 |
| 8. | Pioneer | Wenatchee | 653 | 653 | 435 |
| 9. | Bowdish | Central Valley | 660 | 396 | 660 |
| 10. | Wapato | Wapato | 670 | 548 | 670 |
| 11. | Stevens | Pasco | 682 | 368 | 682 |
| 12. | Lincoln | Clarkston | 694 | 694 | 463 |
| 13. | Morgan | Ellensburg | 705 | 470 | 470 |
| 14. | Sterling | Eastmont | 721 | 721 | 469 |
| 15. | Highland | Kennewick | 749 | 499 | 374 |
| 16. | Pioneer | Walla Walla | 779 | 495 | 496 |
| 17. | Chief Moses | Moses Lake | 785 | 393 | 314 |
| 18. | Carmichael | Richland | 818 | 409 | 409 |
| 19. | Wilson | Yakima | 856 | 571 | 856 |
| 20. | Chief Joseph | Richland | 874 | 874 | 655 |
| 21. | Sunnyside | Sunnyside | 901 | 600 | 901 |
| 22. | Park | Kennewick | 994 | 497 | 497 |
| TOTAL | | | 15,680 | 11,594 | 11,908 |

*Argonne Junior High was used in the study because it lacked only four students of having 500 enrollment.

Total Enrollment

The total number of students enrolled in the one-hundred four schools studied is 78,915 with an average of 758 students per school. This is depicted in Figure 1, located on page 51. There is a range of 503, from 496 to 999, which is also shown in Figure 1.

As shown in Table I, page 47, there are 63,235 students enrolled in the eighty-two schools located in the West, the average being 771 students per school. There is a range of 471, from 528 to 999. This range is shown in Figure 1.

Table II, located on page 49, illustrates that there are 15,680 students enrolled in the twenty-two schools located in the East, the average being 712 students per school. There is a range of 498 students, from 496 to 994. This range is shown in Figure 1.

Of the one-hundred four schools studied, there are fifty-one junior high schools outside of the recommended optimum enrollment of 600 to 800 students. Thirteen of the one-hundred four schools in this study have enrollments between 500 and 600 students. There are forty schools with enrollments of 800 to 1,000.

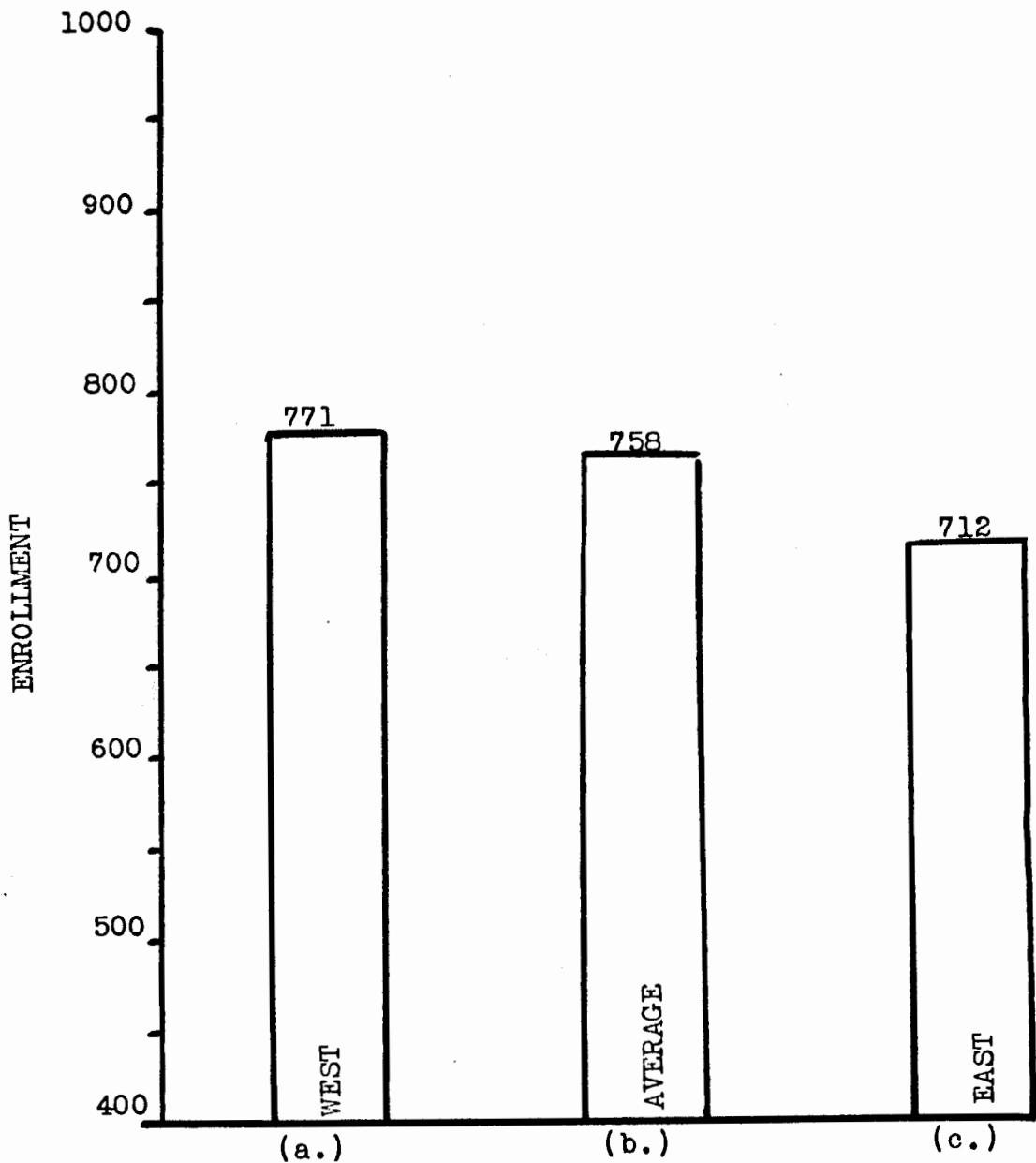


FIGURE 1

AVERAGE STATE ENROLLMENT EAST AND WEST

NOTE: (a.) average enrollment of Washington State junior high schools west of the mountains; (b). average enrollment for entire state; (c). average enrollment of junior high schools east of the mountains.

It is apparent that a greater number of students are enrolled in schools in the West. On the average, the schools in the West are about 59 students larger per school than the schools in the East. This is not the case, however, when the schools are divided into units of comparable sizes. In schools with enrollments between 500 and 600, the average size school is 554 students. The schools in the West are 17 students per school larger than the state average. The schools in the East are 11 students per school smaller than the state average. (Figure 2.)

In the schools with enrollments of 751 to 1,000 students, the schools in the East are larger by an average of 89 students. The average size junior high school in the State of Washington with enrollments of 751 to 1,000 is 853 students per school. In the West it is 769 and in the East the average size school is 858 students. (Figure 2.)

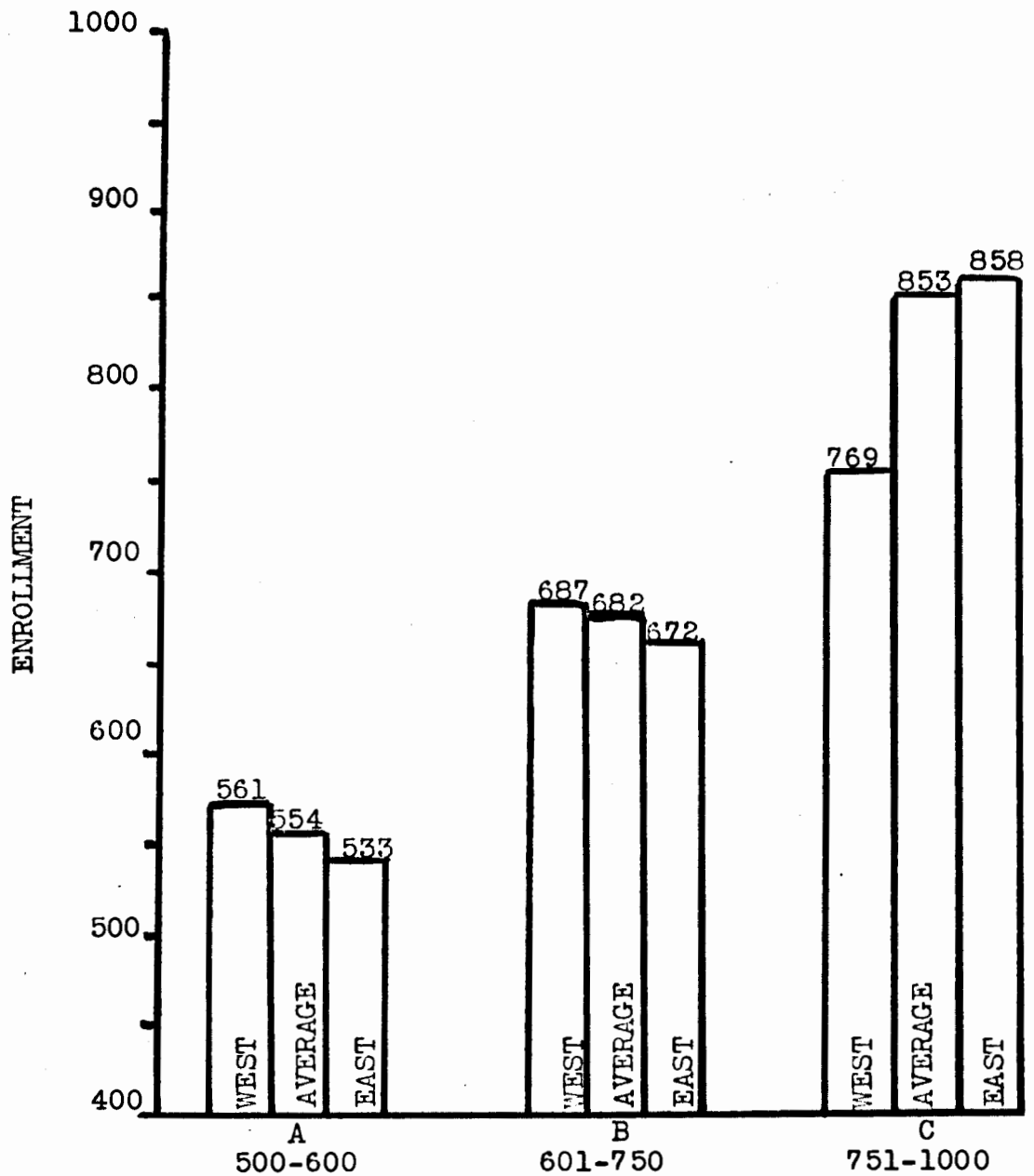


FIGURE 2

AVERAGE STATE ENROLLMENT - EAST AND WEST
 500-600 601-750 751-1000

NOTE: A. West, State Average, East
 B. West, State Average, East
 C. West, State Average, East

Pupil-Administrator Ratio

The average pupil-administrator ratio for the one-hundred four schools in this study is 486 to 1. This ratio is depicted in Figure 3, located on page 55. The average pupil-administrator ratio in the West is 475 to 1, as compared to the East which has a pupil-administrator ratio of 527 to 1. The schools in the East have, on the average, about 52 more students per administrator than the schools in the West.

The lowest pupil-administrator ratio in the West is 269 to 1, and the high ratio is 966 to 1, a range of 697. In the East the low ratio is 306 to 1, and the high ratio is 874, a range of 568.

The State Board of Education recommends a pupil-administrator ratio of 300 to 1, and the State average from grades k to 12, in 1963, was 333 to 1. At the same time, the junior high schools of this state have a ratio of 486 to 1, or 186 students per administrator above the recommended average.

It is apparent that the junior high schools of our state are not keeping up with the recommendations of the State Board of Education. Only seven of the one-hundred four schools studied have pupil-administrator ratios below or near the recommendations of the State

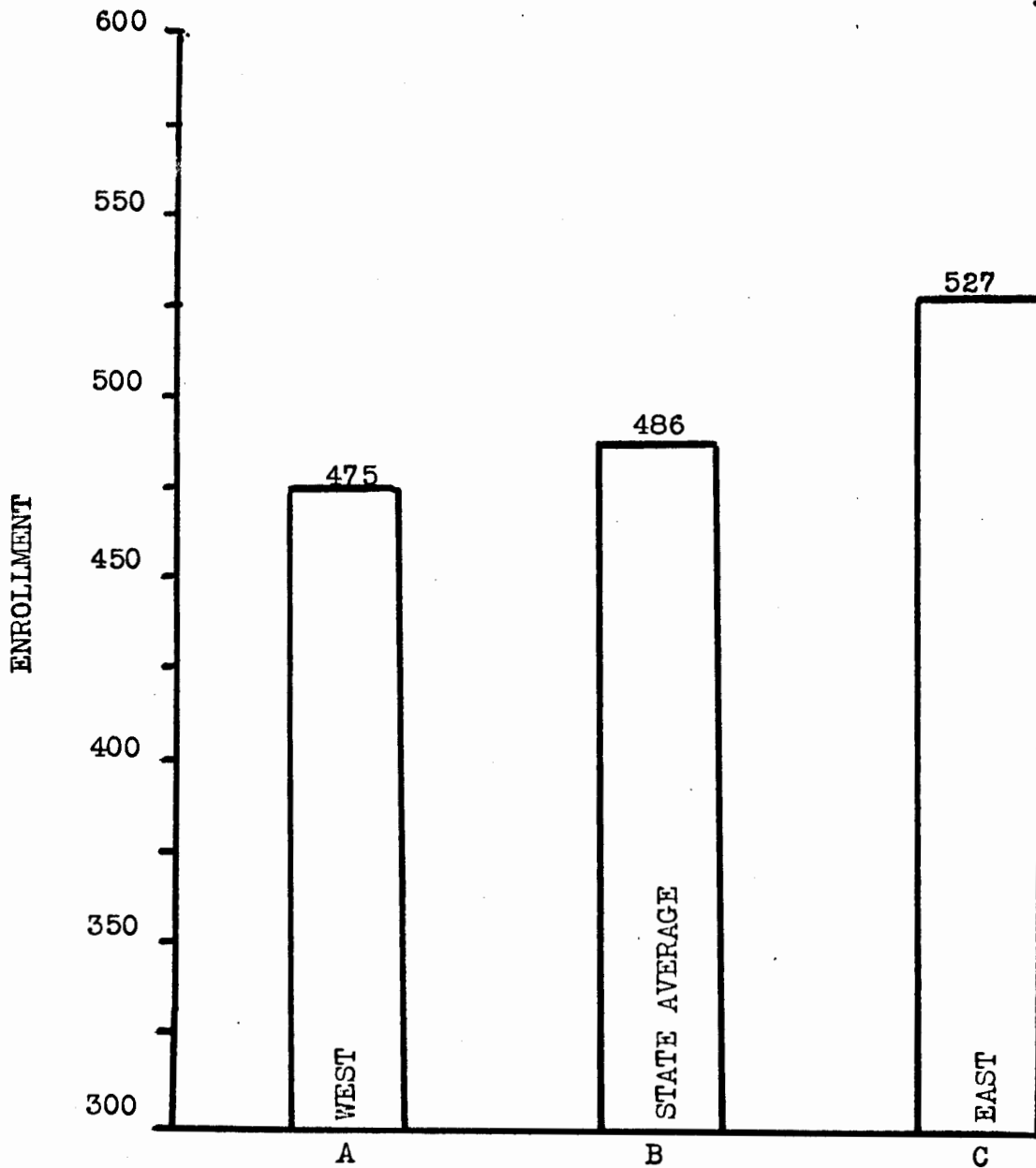


FIGURE 3

AVERAGE STATE PUPIL-ADMINISTRATOR RATIO

NOTE: A. West
B. State Average
C. East

Board of Education. The seven schools mentioned have pupil-administrator ratios from 269 to 1, to a ratio of 353 to 1. This is shown in Table I and II. Six of the above mentioned schools are located in the West. There are only twenty-three schools in the study that have pupil-administrator ratios below 400 to 1. All but one of these is in the West.

When the schools are divided into smaller units a closer examination may be made of the pupil-administrator ratios with schools of comparable size. This is shown in Figure 4, located on page 57. Of the schools with enrollments between 500 and 600, ten are located in the West and three in the East, with an average pupil-administrator ratio of 465 to 1. In the West the average ratio is 444 to 1, with a low ratio of 269 to 1 and a high ratio of 580 to 1. In the East the average ratio is 533 to 1, with a low ratio of 496 to 1, and a high ratio of 599 to 1.

Of the schools with enrollments between 601 and 750, twenty-three are located in the West and twelve in the East, with an average pupil-administrator ratio of 489 to 1. This is depicted in Figure 4. In the West the ratio is 453 to 1, with a low ratio of 310 to 1, and a high ratio of 724, a range of 414. In the East the average pupil-administrator ratio is 513 to 1, with a low ratio of

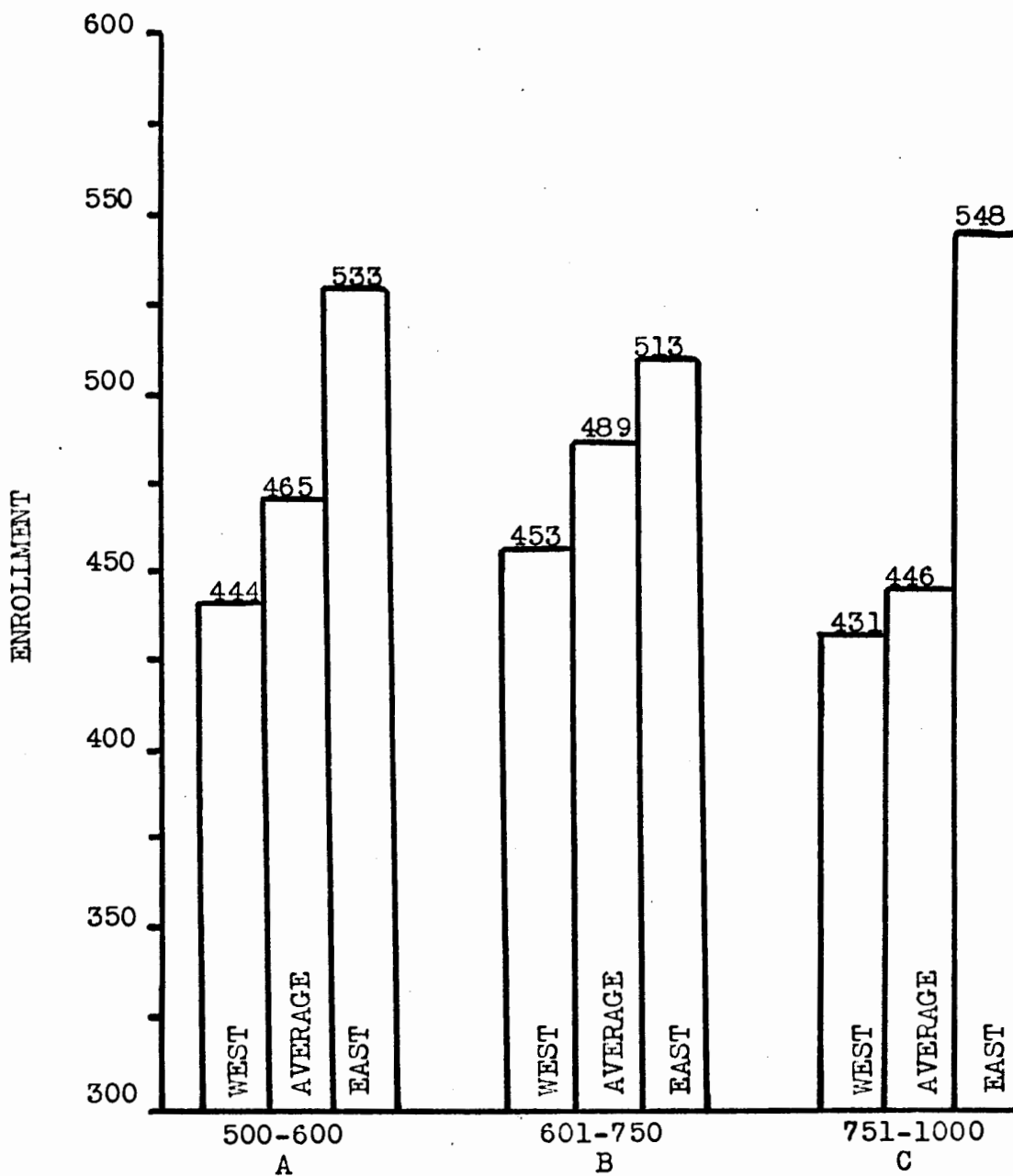


FIGURE 4

AVERAGE STATE PUPIL ADMINISTRATOR RATIO - EAST AND WEST
 500-600 601-750 751-1000

NOTE: A. West, State Average, East
 B. West, State Average, East
 C. West, State Average, East

306 to 1, and a high ratio of 721 to 1, a range of 415.

Of the schools with enrollments between 751 and 1,000, forty-nine are located in the West and seven in the East, with an average pupil-administrator ratio of 446 to 1. This is shown in Figure 4, located on page 57. In the West the average pupil-administrator ratio is 431 to 1, with a low ratio of 353 to 1, and a high ratio of 966 to 1, a range of 613. In the East the average pupil-administrator ratio is 548 to 1, with a low ratio of 393 to 1, and a high of 874, a range of 481. On the average, the schools in the East have 117 more students per administrator than the schools in the West.

It can be assumed that the junior-high school administrators are having to assume much more responsibility and perform personally many duties that could be delegated to a vice-principal or other qualified staff members. It is evident that the junior-high school principal has very little administrative assistance which he may call upon for help in performing all the duties and responsibilities which are required of a junior-high school principal. The principals in Washington's junior-high schools have to work with and supervise approximately 186 students more than recommended by the State Board of Education.

The principal of a school in the East is having to work with a much heavier load factor than the principal in the West. The principal in the East works with an average of 227 students above the recommendation of the State Board.

As indicated in the review of the literature, a principal who has to work with an over load of students is going to have to spend many extra hours working with this over load of students--hours which might be more wisely used in the supervision of instruction and school administration.

Pupil-Clerical Ratio

The average pupil-clerical ratio for the one-hundred schools in this study is 437 to 1, with a low ratio of 198 to 1, and a high ratio of 901 to 1, a range of 703. Figure 5, located on page 60, shows these ratios.

As illustrated in Figure 5, the average pupil-clerical ratio in the West is 409 to 1, as compared to the East which has a ratio of 541 to 1.

The schools in the East have approximately 132 students more per clerk than the schools in the West. The lowest pupil-clerical ratio in the West is 198 to 1, with a high ratio of 754 to 1, a range of 556. In the East the low ratio is 244 to 1, and the high ratio is 901 to 1, a range of 657.

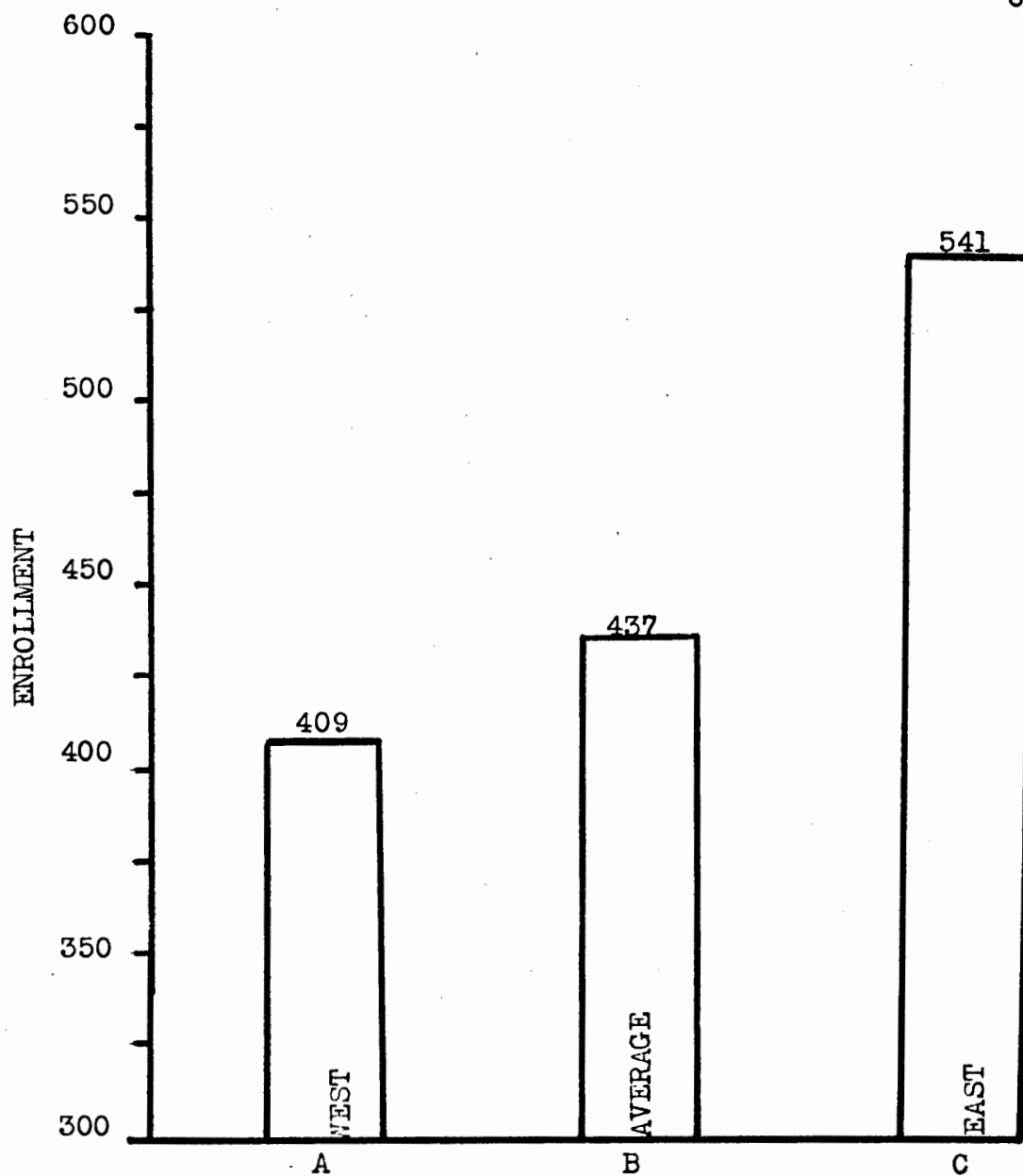


FIGURE 5

AVERAGE STATE PUPIL-CLERICAL RATIO

NOTE: A. West
B. State Average
C. East

Forty-two schools in the West have pupil-clerical ratios near or below the accepted recommendation of 300-400 to 1 ratio, as compared to three schools in the East. Sixteen schools in the West have pupil-clerical ratios 300 to 1, or below, whereas only one school in the East has a ratio below 300 to 1.

In schools with enrollments between 500 and 600, the average pupil-administrator ratio is 425 to 1. This is shown in Figure 6, located on page 62. In the West the ratio is 393 to 1, and in the East the ratio is 533 to 1. The lowest ratio in the West is 198 to 1, and the high ratio is 673 to 1, a range of 475. In the East the low ratio is 496 to 1, and the high ratio is 599 to 1, a range of 103. On the average the clerks in the East have to work with approximately 140 more students than the clerks in the West.

The average pupil-clerical ratio for schools with enrollments between 601 to 751 is 461 to 1. In the West the ratio is 433 to 1, and in the East the ratio is 515 to 1. This is shown in Figure 6. In the schools in the East, the clerks work with an average of 82 more students per clerk than the schools in the West. The lowest ratio in the West is 213 to 1, and the highest ratio is 684 with a range of 471. In the East the low ratio is 244 to 1, and the high ratio is 682 with a range of 438.

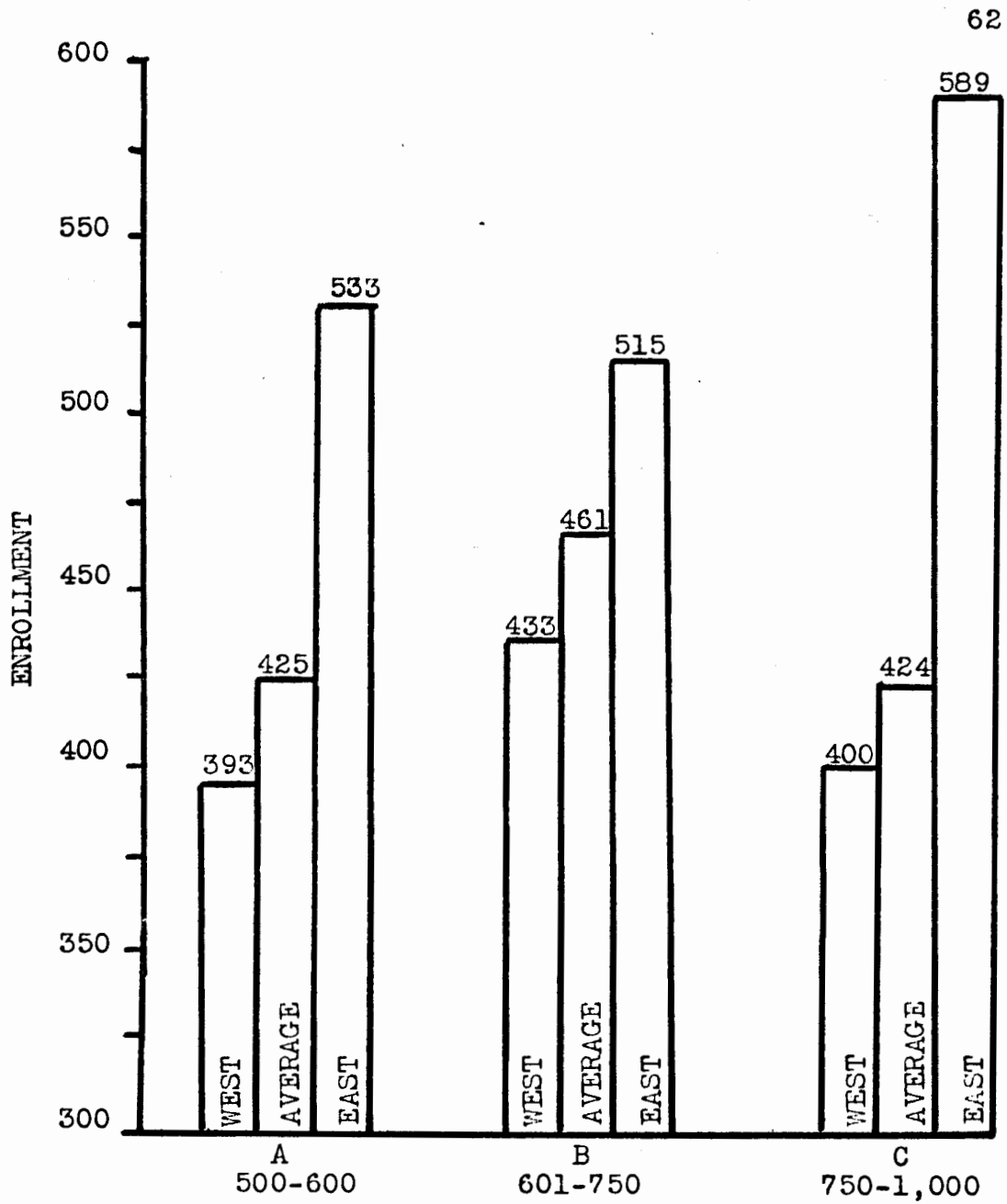


FIGURE 6

AVERAGE STATE PUPIL-CLERICAL RATIO
 500-600 601-750 750-1,000

NOTE: A. West, State Average, East
 B. West, State Average, East
 C. West, State Average, East

The average pupil-clerical ratio for schools with enrollments between 751 and 1,000 is 424 to 1. In the West the pupil-clerical ratio is 400 to 1, and in the East the pupil-clerical ratio is 589 to 1. The clerks in the East work with 189 students more per clerk than the schools in the West. The lowest ratio in the West is 200 to 1, and the highest ratio is 754 to 1, with a range of 754. In the East the low ratio is 314 to 1, and the high ratio is 901 with a range of 587. Twenty-six of the forty-nine schools in the West with enrollments between 751 to 1,000 have pupil-clerical ratios of 400 to 1 or below, whereas in the East only one school of the seven with the same enrollment has a pupil-clerical ratio below 400 to 1.

Basically, all principals in the State of Washington have to perform the same duties and responsibilities. It appears however that the principal in the East does not have adequate clerical help to accomplish these duties and responsibilities. The principal in the East is requiring his clerks to work with 132 students more per day than the clerks in the West.

CHAPTER IV

SUMMARY AND RECOMMENDATIONS

As stated in Chapter I, there appear to be no valid and accepted guidelines to follow, except traditional practices, in the justification of the administrative staff of a junior high school. The hypothesis presented for study was:

There is no clear relationship between the responsibilities of the junior high school principal and the performance of this role in the junior high schools of Washington State.

It was the purpose of this study to find the pupil-administrator and pupil-clerical ratios of the three-year (public) junior high schools with enrollments between 500 and 1,000 students in the State of Washington. Specifically, the paper attempts to give information regarding the legal responsibilities of the junior high school principal; establish criteria for justifying the release of a principal from classroom teaching; the employment of administrative and clerical assistance; and to determine the ratio of administrator to the number of pupil enrollment in the junior high schools of the State of Washington as reported in the Annual Junior High School Report.

The purpose of Chapter I was to identify the legal responsibilities of the junior high school principal. The purpose of Chapter II was to establish criteria for justifying the release of a principal from classroom teaching

and the employment of administrative and clerical assistance. In summation of the above, the following generalizations appear pertinent to the purposes of this study:

1. The administrative organization of junior high schools vary from state to state and from school to school.
2. The junior high school principal should not have to teach and perform the duties of his position.
3. The junior high school principal does not have specific legal duties and responsibilities set down by the laws of the state, therefore, the local school district should prepare policies and regulations pertaining to the principal.
4. A school principal is a devoted and hard working man spending on the average of 9.2 hours a day in the performance of his job.
5. There is no substantial agreement as to the titles of the vice principal. The titles assigned seem to depend upon the needs of a particular school or school district. The title of vice principal seems to be the one most commonly used.
6. The role of the junior high school vice principal is not clearly defined, and the position is not fully accepted as an important administrative position.
7. The optimum size of a junior high school should be between 350-1,000 students, with a preferred enrollment of about 750 students.
8. An acceptable pupil-administrator ratio is 300 to 1; the state average from grades kindergarten through grade 12 is 333 to 1, and the recommendation from the State Board of Education is a junior high school pupil-administrator ratio of 300 to 1.
9. An accepted pupil-clerical ratio is 250 to 1 to 400 to 1.
10. Principals should not perform clerical duties which might be better done by clerical help.

11. A principal who is performing clerical duties is using time and energy which should be used for for administration and supervision of his school.
12. There is no substantial agreement as to the purpose of the vice principalship. Some educators feel this position should be a training ground for this principalship.
13. Principals rate administration and supervision as their major functions, but because of the lack of administrative and clerical assistance, these functions are not being properly performed.

The purpose of Chapter III was to determine the ratio of administrators to the number of pupils enrolled in the three-year junior high schools of the State of Washington. The following generalizations are listed as relevant in summarizing Chapter III:

1. Five of the one-hundred-four schools studied have a pupil-administrator ratio of 333 to 1 or below as reported by the State of Washington as being the average in the state.
2. The schools in the eastern part of the state have a considerably high pupil-administrator ratio as compared to the schools in the western part of the state, i.e., 527 to 1, 475 to 1.
3. The junior high schools of the state have a pupil-administrator ratio of 188 students per administrator above the recommended average.
4. Schools in the East have a higher pupil-administrator ratio than the schools in the West (average of 52 students more per administrator).
5. Only seven of the one-hundred-four schools studied have pupil-administrator ratios below or near the recommendation of the State Board of Education.
6. A greater number of the junior high schools are located in the western part of the state.

7. When schools are subdivided into three groups with comparable enrollments, it is evident that the schools in the eastern part of the state have ratios much higher than the schools in the West.
8. One-half of the one-hundred-four schools studied are outside the recommended optimum enrollment of 600 to 800 students.
9. The pupil-clerical ratio in the western part of the state is within the range of the accepted recommendation of 409 to 1, whereas the schools in the eastern part of the state have a high ratio, which is found to be 541 to 1.
10. It is very evident that the pupil-clerical ratio in the eastern part of the state is much higher than schools of comparable size in the western area of Washington.
11. Forty-five of the one-hundred-four schools studied have pupil-clerical ratios near or below the accepted recommendation of 300-400 to 1.
12. Basically, all principals in the State of Washington have to perform the same duties and responsibilities, however, at the same time the principal in the East is requiring his clerks to work with 132 more students per day than the clerks in the West.

II. RECOMMENDATIONS

As evidenced by the data presented in this study, a regulated staffing formula for the junior high schools of the State of Washington is necessary. The administrative staffing procedures of the junior high schools within the state are inconsistent and out of line with the other schools in the state.

The junior high school program is understandably recognized as a most important phase of the child's educational years, at the same time the administrative

organization of the junior high school is not following the recommendations of the State Board of Education.

The following recommendations are made in relation to the generalizations formed in the preceding chapters:

1. It is apparent that legislation is needed to define the legal responsibility of the school principal.
2. The Washington State Principal's Association should agree to a common title to be used for the assistant to the principal.
3. Local school boards, in conjunction with the State Board of Education, should set forth written policies pertaining to the duties and responsibilities of administrative staff.
4. The Superintendent of Public Instruction and the State Board of Education should endeavor to equalize the size of school buildings and the administrative staffing of the buildings.
5. Standards should be formulated and adhered to as to the duties and responsibilities of the clerical staff and the proper pupil-clerical ratio for the clerical staff.

The State of Washington has devised a formula for pupil-counselor ratios which could be adaptable to administrative staffing. This formula is especially helpful for schools which do not have sufficient administrative personnel. Using the pupil-counselor formula as a format, the following recommended formula for staffing of the junior high schools in the State of Washington is presented:

1. A pupil-administrator ratio of 300 to 1 is recommended, with one additional hour of administrative assistance for every additional 50 students.
2. The additional administrative assistance needed may be obtained by the use of classroom teachers,

with released time from classroom teaching, to perform these duties. Some administrative duties which could be performed by classroom teachers include:

Attendance

Coordinator of Health, Physical Education and Athletics

Student Activities Coordinator

Grade Level Chairman or Department Head

Coordinator of Student Patrol, Hall, Cafeteria, Bus

Special Events Coordinator, School Programs (be present at all night functions)

Using this formula, a school would add a second full time vice principal when the enrollment reaches 900 students.

This formula is used only to bring the junior high schools to the recommended ratio of 300 to 1. Schools must still look forward to the near future when the recommended ratio for junior high schools will realize a 200 to 1 ratio. A formula to support a 200 to 1 ratio would require one additional hour of administrative assistance for every 15 additional students.

Further study in the area of administrative staffing of the schools in western and eastern Washington is needed. These studies should include population and growth patterns, geographical entities, and implications of economic growth.

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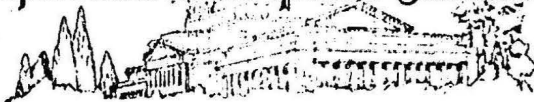
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APPENDIX A

Superintendent of Public Instruction



Olympia

LOUIS BRUNO
STATE SUPERINTENDENT

June 25, 1965

Mr. Richard Gourley
College Duplex No. 33
Ellensburg, Washington

Dear Dick:

I have asked many people about the dates on this study. They all seem to recognize it but no one can put his finger on the date. The best I can come up with is that it was started in 1956 and published in 1958.

The reason for this cloudy situation and length of time is that it came with the change of State Office people. Max Berger is the one that gave me this guess on dates. It pretty well fits what others have told me.

People at the conference indicated an interest in what you are doing on your research. If and when you make a digest of your findings, be sure to send me a copy.

Best of luck for this quarter's work.

Sincerely,

DIVISION OF CURRICULUM
AND INSTRUCTION

Harold G. Smith
Supervisor of
Secondary Education

HGS:el

Please note:

This signature has been redacted due to security reasons.

State of Washington
SUPERINTENDENT OF PUBLIC INSTRUCTION
Olympia

ANNUAL JUNIOR HIGH SCHOOL REPORT

1964-65

Your cooperation in completing the following report will be appreciated. It serves as a basis for approval of apportionment of funds, assists us in compiling information concerning the junior high schools of our state and provides information as a basis for legislative proposals.

In accordance with procedure established by the State Board of Education, I hereby make application for continued accreditation of the _____ Junior High School in _____ District No. _____ of _____ County.

Principal

Superintendent

IMPORTANT: Please be sure to attach a copy of your schedule as requested under "Program".

Name of School _____
Principal _____
Vice Principal _____
Superintendent _____
School st. Name _____
County _____
School Address _____
City _____
Building Code No. _____
No. _____
Phone _____

State of Washington
SUPERINTENDENT OF PUBLIC INSTRUCTION
Olympia

September 21, 1964

NOTE:

Three copies of the Annual Junior High School Report are being forwarded to you.

One copy is to be returned to Alfred T. McCallum, Director of Secondary Education, P. O. Box 500, Olympia, Washington, no later than October 15.

The second copy is to go to your county superintendent.

The third copy is for your files.

The complete report should include: Copy of class schedule, with enrollment for each class and time schedule indicated.

General Information

1. Underline the organizational pattern under which your school operates:

6-3-3

6-6

5-3-4

6-2-4

Other

2. Enrollment by grades for current school year as of October 1:

| <u>Grade</u> | <u>Enrollment</u> |
|--------------|-------------------|
|--------------|-------------------|

| | |
|-------|-------|
| _____ | _____ |
|-------|-------|

| | |
|-------|-------|
| _____ | _____ |
|-------|-------|

| | |
|-------|-------|
| _____ | _____ |
|-------|-------|

| | |
|----------------|-------|
| <u>Special</u> | _____ |
|----------------|-------|

Total _____

3. The school day is _____ hours long (including the lunch period) from _____ a.m. to _____ p.m.

4. There are _____ class periods in the school day (not including lunch or activity period). For schools having variations from a regular six or seven period day, the number of class periods in the school day is determined by the number of periods on the master schedule in which over 90% of the total course offerings are scheduled.

5. Is an activity period included in the regular day? Yes _____ No _____

Staff

Method of computation of load factors:

** (1) Number of students times (2) the number of class periods
 as reported in No. 4 under "General Information" divided = Load Factor
 by (3) Total number of periods devoted daily to the specific
 assignment

| | <u>No. of Persons</u> | <u>Total Periods Per Day</u> | <u>Formula</u> | <u>Load Factor</u> |
|--|---------------------------|----------------------------------|---------------------------------|--------------------|
| | | | ** $\frac{(1) \times (2)}{(3)}$ | |
| 1. Administrative | _____ | _____ | (3) = | _____ |
| 2. Teaching ¹ | _____ | _____ | " = | _____ |
| 3. Counseling | _____ | _____ | " = | _____ |
| 4. Librarian | _____ | _____ | " = | _____ |
| 5. Health Services | _____ | _____ | " = | _____ |
| 6. Audio-Visual Aids | _____ | _____ | " = | _____ |
| 7. Clerical Services | _____ | _____ | " = | _____ |
| 8. Number of beginning (first year) teachers? | _____ | | | |
| 9. Total number of certificated personnel new to the school? | _____ | | | |

1 Include only periods that teachers are actually involved in classroom instruction. Do not include planning periods or special duty assignments.

Supervision

1. Who in your school is responsible for leadership in the improvement of instruction? _____

2. What district or county consultant services are available?

3. Who in your school is responsible for coordinating the student activities?

4. List organized professional in-service activities sponsored in past year or within the school. (Curriculum study, in-service courses, workshops, etc.) Attach any reports or bulletins that have resulted.

5. Describe briefly procedure for orientation and guidance of teachers new to the school.

PROGRAM

1. Attach copy of class schedule, with enrollment indicated for each class. Please shade or color blocks of time.
2. Indicate below the subjects required of all students in each grade. (Be definite, specify algebra, general math, etc. Example: French I, French II, Spanish I, etc.) Clock hours per year serve the purpose of standardizing the reporting. Block of time programs may report one time for total block.

| Grade 7 Subject | Clock Hrs. Per Year | Grade 8 Subject | Clock Hrs. Per Year | Grade 9 Subject | Clock Hrs. Per Year |
|--------------------|------------------------|--------------------|------------------------|--------------------|------------------------|
| _____ | _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ | _____ |

3. List electives available in each grade.

| Grade 7 Subject | Clock Hrs. Per Year | Grade 8 Subject | Clock Hrs. Per Year | Grade 9 Subject | Clock Hrs. Per Year |
|--------------------|------------------------|--------------------|------------------------|--------------------|------------------------|
| _____ | _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ | _____ |

4. What services are provided for the academically retarded? (Those with mental ability but substandard accomplishment)

5. What is being done in your school for the academically talented?

6. What special education services are provided for:

a. Physically handicapped? _____

b. Emotionally maladjusted? _____

c. Mentally retarded (I.Q. 50-80)? _____

7. Are you using any special classes which have been approved as "experimental" according to the State Board Guide for the Operation of the Junior High School Program in the State of Washington for which credit is granted toward fulfilling high school requirements.

Yes () No () If yes, please list:

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

8. What variations from standard procedures in curriculum and organization are you trying in your school this year? (New practices)

School Plant and Equipment

1. List significant improvements in site, building, facilities and equipment since last report and give approximate cost of each.

Guidance

1. Does the school have a faculty guidance committee? Yes _____ No _____
2. List persons assigned to guidance responsibilities. (Indicate chairman or director)

| <u>Name</u> | <u>Guidance Periods Daily</u> | <u>Qtr. Hrs. in Guidance Courses</u> | <u>Years Teaching Experience</u> |
|-------------|---------------------------------------|--|--------------------------------------|
| _____ | | | |
| _____ | | | |
| _____ | | | |
| _____ | | | |
| _____ | | | |

3. List the names of standardized tests or others, given in grades below:
(If additional space is needed, list on a separate sheet.)

| <u>Grade</u> | <u>Names of Tests</u> |
|--------------|-----------------------|
| 7 | _____ |
| 8 | _____ |
| 9 | _____ |

4. List the major guidance materials available in your school.

5. Is fireproof storage provided for student records? _____ If not, are duplicate permanent records maintained? _____ Where? _____

Library Information

1. Library staff
 - a. Library education in quarter hours _____
 - b. Years of experience as school librarian _____

2. Library expenditures
 - a. Per pupil library expenditure during the past year for library books, periodicals, supplies and binding _____
 - b. Total expenditures during the past year for audio-visual materials for the building _____

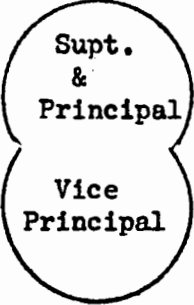
3. Library materials
 - a. Number of library books purchased during the past school year _____
 - b. Total number of books in the library _____
 - c. Average number of library books per pupil _____
 - d. Number of magazines currently subscribed to _____ (Attach list)
 - e. Number of newspapers currently subscribed to _____ (Attach list)

4. Organization and administration of the library
 - a. When was an inventory of the library collection last taken and obsolete books discarded? _____
 - b. Portion of the school day that the library is open to students _____

5. Library program
 - a. Is there an organized program of library instruction beyond an orientation period at the beginning of the year? _____
 - b. If yes, by whom is it given? _____

6. Attach newspaper and magazine list.

APPENDIX B

PersonnelPosition title: Vice-Principal

Supt.
&
Principal

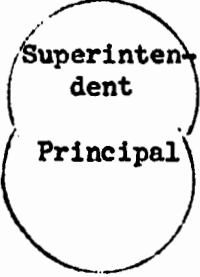
Vice
Principal

Position Description: The Vice-principal, where assigned, shall have such duties as are directly delegated by the principal and shall act for the principal during his absence with authority to act in place of the principal in those matters delegated to him by the principal. It is recommended practice that certain (but varying among schools) definite areas of the school's administration be assigned to the Vice-Principal.

Salary Factor: 1/2 of Principal Salary Schedule

Typical Responsibilities:

1. To maintain attendance records.
2. To handle student discipline.
3. To supervise student body functions and financial records.
4. To handle textbook inventory, ordering, processing and distribution.
5. To supervise student patrol, parking, locker assignment and cafeteria use.
6. To supervise curriculum planning and instruction in specific areas, i.e., social studies, commercial, industrial arts, etc.

PersonnelPosition title: Principal

Superintendent

Principal

Position Description: The principal shall be directly responsible for the entire administration of his individual school. He shall assume leadership in a program of constant interpretation of the educational program to teachers and to all citizens of his service area. He shall have the responsibility of maintaining proper staff relations with all officers of the school system.

Salary Factor:

| | |
|-----|-------------|
| .06 | Elementary |
| .08 | Junior High |
| .10 | Senior High |

Typical Responsibilities:

1. To direct, supervise and evaluate the instructional and guidance program of his school.
2. To supervise the operation and care of the building, grounds and other school property assigned to his care.
3. To administer within the school all approved policies and regulations of the school district. He shall be held accountable for all school materials and funds under his control and for the avoidance of waste in school equipment, supplies and textbooks.
4. To direct all child accounting for the assigned attendance area.
5. To direct pupil welfare and desirable school-community relationships.
6. To be responsible for taking every reasonable precaution to protect life, health and well-being of all persons in his building.
7. To utilize effectively the services of consultants or special service personnel.
8. To coordinate the activities of the assigned school with activities of other schools.
9. To interpret the educational program to teachers, to give assistance to them in seeing that it is carried out and to direct and evaluate the work of all assigned personnel.
10. To keep accurate school records and to return on scheduled dates all statistical and other reports required.

- c. He shall have had at least five years of successful experience in teaching, administration, or supervisory fields.

2. Duties.

- a. The assistant superintendent shall act in a consulting and advisory capacity to the superintendent on matters pertaining to the formulation and execution of policy.
- b. He shall be directly responsible to the superintendent for the performance of all duties.
- c. He shall provide leadership for the continuing evaluation and improvement of the instructional program at all levels of instruction.
- d. Curriculum improvement. He shall direct studies to determine the adequacy of the curriculum and recommend to the board new courses of study or improvements in the organization of the curriculum as need arises.
- e. He shall select and recommend for adoption all textbooks and supplementary instructional materials. In the preparation of such courses of study and in the selection of textbooks, he shall have the cooperation of other officers of instruction and of such special committees of teachers, principals, supervisors and representatives from the student community groups as he may appoint.
- f. In-service growth of teachers. He shall be charged with the responsibility of all measures for the improvement of teachers in-service. With the aid of his assistants, he shall from time to time issue bulletins, circulars, courses of study, and other curricular material for the improvement of instruction.
- g. He shall be responsible for the general leadership and supervision of all special programs of instruction.
- h. He shall approve and recommend to the superintendent the purchase of all instructional materials, supplies and equipment.

Section 3, Building Principal (Elementary and Secondary)

1. Qualifications.

- a. He shall have the general qualifications of a teacher of the State of Washington.

- b. He shall hold a Master's Degree or equivalent from an accredited insitution with a major in administration and supervision.
- c. He shall have had at least four years teaching experience.
- d. He shall be professionally alert and maintain a program of professional improvement either through attending professional meetings of a planned program or graduate work during the summer sessions.

2. Duties.

- a. He shall exercise enthusiastic leadership in all areas of responsibility.
- b. He shall be responsible to the superintendent of schools for all organization, administration and supervision of work within his building.
- c. He shall be responsible for administrative details relating to janitors and their work and the maintenance of the school plant in cooperation with the head maintenance man.
- d. He shall keep the superintendent completely and continuously informed as to the condition of the school and its activities therein.
- e. Through democratic administration and high professional standards he shall work cooperatively with his teaching staff to the best interests of the children.
- f. He shall be responsible for the health and welfare of the children and teachers in his building.
- g. He shall be responsible for assisting in developing curricula, and planning and adapting the course of studies to the needs and best interests of the children.
- h. He shall be responsible for maintaining good public relations with the community and fully utilizing the community resources to enrich the learning program.
- i. He shall take an active interest in local, state, and national professional organizations to promote professional improvement and render greater service.
- j. He shall be responsible for the assignment of the teaching staff within his building.

- k. He shall see that each staff member has an equitable amount of class extra-curricular work. He should not over-assign a willing teacher nor under-assign an unwilling teacher.
- l. He shall be aware of the proficiencies of the various teachers in his building and submit written reports of his evaluations to the superintendent.
- m. He shall be responsible for the classification, promotion, or retention of students within his building.
- n. He shall constantly appraise and evaluate the instructional program.
- o. He shall look upon supervision as a cooperative process involving classroom teachers and administrators.
- p. He shall oversee the attendance, conduct, and health of the pupils.
- q. He shall be responsible for the ordering of supplies, textbooks, equipment, and all materials necessary to the operation of his school building through the office of the superintendent and the assistant superintendent.
- r. He shall be responsible for fire drills, air raid drills, school enterprises and activities, parent-teacher organizations, teachers meetings, school exhibits, cafeteria as it relates to students in his building.
- s. He shall be responsible for organizing and supervising the playground, lunchroom, and noon hour activities of the students in his building.
- t. He shall perform such other duties as may be assigned by the superintendent of schools.

Section 4, Director of Music.

- 1. Qualifications. He shall have the same qualifications as a teacher in the various levels over which he is supervisor.
- 2. Duties.
 - a. His duties shall be to administer the music program in cooperation with the principals of the various buildings and the assistant superintendent so that a well balanced,

PRINCIPAL (BUILDING)

The building principal is the executive head of the building to which he is assigned. He is in charge of, and has the responsibility for, all activities that occur within his building. He shall have the responsibility for the implementation of a program of instruction and operation as determined or approved by the line administration. This program will be compatible to a pattern of learning opportunities which will answer a proper sequence of formal education in grades kindergarten through twelfth.

The principal shall work toward establishing a desirable climate for learning that will radiate beyond the confines of his administrative unit. In keeping with this attitude he shall be the key individual in all matters of communication - vertically and horizontally - of a school district nature.

In carrying out his functions the principal must make provisions for:

1. Supervision and improvement of instruction
2. Administration of the mechanical aspects of a building operation
3. Administration and supervision of student and student activities
4. Establishing positive morale and rapport among personnel
5. Interpreting the school program to community patrons

JUNIOR HIGH SCHOOL PRINCIPAL

The basic function of the junior high school principal is to provide the teacher and student with the educational leadership and environment that will promote the greatest opportunity for teaching and learning. He shall be ever-mindful of the role of the junior high school - as a unit which provides an educational transition from elementary to secondary learnings.

In carrying out his basic functions, the junior high school principal is responsible for the (1) supervision and improvement of instruction and curriculum, (2) administration of the mechanics of school operation, (3) administration and supervision of student activities, (4) administration and supervision of students, (5) conducting public relations for the school, and (6) evaluation of program with provisions to keep the superintendent informed.

Specific responsibilities of the position include:

Instruction:

1. Plan and develop, with the faculty, a philosophy of education of the junior high school compatible with that of the district.
2. Supervise classroom instruction.
3. Promote new teaching ideas and methods.
4. Evaluate classroom teachers.
5. Organize and encourage participation in in-service training.
6. Plan program for gifted and slow students.
7. Carry out continuing evaluation of the total school program.
8. Carry out continuing orientation of new and beginning teachers.
9. Attend and participate in professional meetings.
10. Encourage the use of various resources (library materials, audio-visual aids, etc.).
11. Provide for the reporting of student progress to parents.

School Operations:

1. Develop master schedule of the school program.
2. Order school supplies.
3. Prepare the school calendar.
4. Supervise maintenance of the school building.
5. Supervise the clerical staff.
6. Plan for and assist in administration of testing programs.
7. Provide for the proper accounting of school district funds.

Student Administration:

1. Supervise the accounting of Associated Student Body Funds.

2. Develop and approve schedules for student activities.
3. Supervise the compliance to all Washington Interscholastic Activities Association regulations.
4. Attend and supervise all major school activities.
5. To see that all student organizations are adequately sponsored and coached.
6. Develop and enforce policies governing student conduct.
7. Confer with parents on cases of serious behavior problems.
8. Program and schedule students into classes.
9. Plan for student orientation.
10. Conduct parent-student planning conferences.
11. Confer with students concerning school problems.

Public Relations:

1. Work with local P.T.A. unit and the city P.T.A. council.
2. Issue news releases concerning school activities.
3. Cooperate with juvenile authorities and law enforcement agencies.
4. Cooperate with all community agencies concerned with youth.
5. Understand and be able to discuss all aspects of the school program as well as educational trends.

VICE-PRINCIPAL

The primary function of the vice-principal is to assist the principal in his assigned duties and responsibilities. Some of these duties and responsibilities are delegated; others are shared. The major responsibilities of the vice-principal pertain to attendance, discipline and guidance, educational, social and behavior problems of students.

The vice-principal shall work with the principal to ensure an educational program that will permit a harmonious working arrangement among students, teachers, and the community. This position is a shared responsibility with the principal wherein the working arrangement is flexible enough to permit a complete understanding of each others duties and responsibilities.

Initial responsibilities will consist of the following duties:

1. Check daily attendance.
2. Approve student absentee excuses and investigate and determine cases of truancy.
3. Send written reports to parents of students in cases of unsatisfactory work, unsatisfactory attendance, tardiness, or behavior.
4. Issue all building keys to staff and other personnel and maintain a record thereof.
5. Inventory and account for textbooks and supplies.
6. Appoint class advisors and engage staff members for supervision of students at out-of-town games.
7. Receive and approve bus requests for special trips.
8. Approve field trips and related activities.
9. Write student accident and insurance reports.
10. Assign lockers and have periodic locker inspections.
11. Supervise all student detention.
12. Arrange for and supervise student body and class elections.
13. Regulate student traffic and corridor discipline.
14. Establish regulation of and supervise student conduct in cafeteria.
15. Represent the school at P.T.A. Central Council.
16. Arrange for the administration of tests.
17. Obtain substitute teachers.
18. Establish and enforce student automobile regulations.
19. Supervise student review board.
20. Supervise all dances sponsored by the school.

The following duties are shared with the principal:

1. Cooperate with principal in establishing and maintaining regulations and supervision of student conduct.

2. Assist with orientation of new teachers.
3. Schedule students and make schedule changes.
4. Confer with parents on cases of serious behavior problems and students doing unsatisfactory work.
5. Plan remedial measures for solving serious behavior problems.
6. Maintain a school activity calendar and schedule assembly programs.
7. Prepare for graduation exercises.
8. Cooperate with juvenile authorities and other law enforcement agencies.