The Vanishing Breed?

The
2006-2007
Montana Rural Teacher
Salary and Benefit
Survey

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PREFACE

This research would not have been possible without the support of many individuals and groups. First of all the author would like to thank the *Oro y Plata* Foundation who provided underwriting for this work. Secondly I would like to thank the Montana Association of County School Superintendents who requested the original study in 1992 and have continued to utilize the information to try to improve the working conditions of the educators in the schools that they supervise. Without their very real help in completing the survey instrument for the school districts they supervise, this study would not be possible.

I would like to thank two people in particular for making this project goes smoothly. The first is Kent Mollohan who doggedly retrieved and recorded the data on one-room schools and then did the comparisons. Second, my thanks goes to Danette Barnes, who put together all the excel data, ran the numbers and created the charts.

Finally, I would like to thank the Montana rural school teachers who provide such dedicated service to our Montana students so that they are able to attend schools close to their rural homes. These capable educators go out of their way to provide a quality education to all of their students.

Claudette Morton, Ed.D.
Author and Lead Researcher

INTRODUCTION

The Montana Quarter has just come out in the series of U.S. Mint state coins. Upon first looking at it, some people were dismayed to see a buffalo skull as the central feature. It seemed as though we were presenting something that was dead and gone, but when the coin was unveiled, it was explained that the choice of the buffalo skull was to show something that had almost vanished, but in fact, was alive and thriving here in Montana. The choice of *The Vanishing Breed?* For the first part of the title for this work fits aptly with this metaphor. The numbers of rural multi-grade elementary schools are diminishing as is clear from the data presented in this report, but those that have not vanished are not only surviving, but also thriving.

This study called *The Vanishing Breed? The 2006-2007 Montana Rural Teacher Salary and Benefit Survey,* is the fourth in fourteen years. Not only does it provide a clear picture of the salaries and working conditions of our smallest school districts in Montana, it includes good longitudinal data on these issues from 1992 to now. In this research the definition of a rural school teacher is one who works in a small elementary district where the district administration is provided by the county superintendent of schools. The teachers and in a few cases, six to be exact, principals work on a day to day basis with no other administrative support. They are often miles from a town or the county superintendent and must solve all their daily curriculum, instruction, assessment, supplies and classroom management problems themselves. The teachers teach all of the subjects to all of the students, no matter what their grade levels. They know all the students, their parents and most of the community members. They attend every board meeting. Many of them also complete the myriad of required district state and federal reports. In addition to all of these responsibilities most teachers in this setting supervise lunch, the playground and some have janitorial responsibilities.

BACKGROUND OF THE STUDY

Fourteen years ago, as the Director of the Montana Rural Education Center at the University of Montana-Western, this researcher undertook the first comprehensive study of rural teachers' salaries and benefits in the state. This was begun because most of these educators are not members of the Montana Education Association/Montana Federation of Teachers Union. Since their numbers in the districts are too small, their salaries have not been included in any research that the unions conduct. The Montana Association of County School Superintendents actually requested the research so they could see how the educators they supervised were faring compared to others in like size schools across the state.

In 1998-99, because of the success of the first study, the Montana Rural Education Center, which had become a partner of the Montana Small Schools Alliance, asked the Alliance to conduct the second study. In addition to salary and benefit data, the county superintendents wanted additional information such as general fund budgets,

student enrollment and salaries for clerks (district business managers). These items were added to the survey at that time.

The 2002-2003 research continued to utilize the same survey instrument. For this year's research the county superintendents again wanted to have the same data collected plus two new areas: librarians and counselors. The state accreditation requirements changed in these two areas for small schools so these two categories were added to the instrument. A copy of the instrument itself can be found in Appendix A.

DESCRIPTION OF THE STUDY

In the fall of 2006 surveys were sent to each county superintendent of schools who supervised one or more of these rural districts. In addition, a short questionnaire about one-room schools in the county was sent to all county superintendents asking about the existence of one-room schools even if they were part of larger school districts.. Interestingly, this is the first year that the instruments were sent electronically. Those who did not responded by the December due date were reminded electronically and by phone. There was a 100 percent return rate on the one-room survey. On the larger survey 111 were completed out of the 114, so that is a return rate of 97 percent. [See Appendix B for a list of districts in the study.] Not all of the items were completed in every category so the *n* for some questions is less and varies from category to category. However, with this large rate of return quite an accurate picture can be drawn from the data.

GENERAL ANALYSIS

Student Enrollments

While the major part of this study is a comparison of the salaries and benefits in the very smallest public school districts in Montana, it is important to have some other data for context. The first set of data gathered for this context was student enrollment. The *n* for this question is 111. The smallest enrollment is one student and the highest is 146 in this group of schools. The mean number of students is 23, the median is 14 and the mode is 6. In other words, most of these 111 school districts have student enrollments that would suggest they have only enough students for one or two teachers.

General Fund Budgets

In Montana the general fund budget for school districts are the general operating budget that comes from state, county and local revenues. They are based on enrollment

from the average of the last three years. In this study the smallest annual general fund budget belongs to one school district with one child and the amount is $25,804. The teacher in this district is in her second year and she is paid an annual salary of $13,000. She does have housing provided. She has no salary schedule and no health insurance. On the other end is a school district with an enrollment of 146 students, whose general fund budget is $865,038. In this district there are 15.5 licensed educators and they are paid between $22,819 for the least experienced teacher and $53,848 for a teacher who has worked in the district for 30 years. This largest school district in this study has a principal, a salary schedule, health insurance and leave that can be cumulated for up to 90 days. These two districts represent the contrast among even the group of independent elementary school districts in this study.

Principals

Of the 114 districts in this study only seven have principals and one of these is only half time. To be listed as a principal in Montana, the individual must have three years teaching experience, a master's degree and principal's license from the state. See the table below to see a comparison of school districts FTE with a principal and salary schedules.

Table One: Number of FTE with Principals and Salary Schedules

FTE	Principal	Salary Schedule
15.5	1	Yes
11.4	1	Yes
10	1	Yes
8	1	Yes
8	.5	Yes
5	1	Yes
5	1	Yes

The other 107 school districts have a supervising teacher who is responsible for on-site administration. All 114 districts depend on their county superintendent of schools for administrative supervision of their districts.

Salary Schedules

Twenty-seven of the school districts have salary schedules so that teachers know what they will be paid by the district in recognition of their education and experience. In this study it was found that schools districts with salary schedules the experienced teachers were paid in the $30,000 and 40,000 ranges. Only two of these districts started teachers below $20,000. This group of districts represents the larger ones in this data set and as shown in Table One seven have principals. Sixteen of the districts with salary schedules are in areas that have experienced significant growth in population. The educators in the other 87 districts without a salary schedule must go to the board each year to asked for any sort of a raise.

Salaries

Only three school districts out of the 114 did not provide us with any salary information, so the *n* for this category is 111. School districts were asked to report both their lowest and highest salaries and if a district had only one educator that figure was placed in the lowest column. As was mentioned earlier the lowest paid educator has an annual salary of $13,000 with and is in her second year. The highest salary is $53,848 and the educator has thirty years of teaching experience. On the low end there are 14 educators in districts that make below $20,000, eight with annual salaries above $30,000 and eight with annual salaries above $40,000.

Overall for lowest salaries the mean was $21,779, the median was $22,000 and the mode was $20,000. For the highest salaries group, the mean was $28,315, the median was $26,398 and the mode was $22,000

Stipends for Supervising Teachers

In the multi-grade independent elementary districts there are 108 that do not have principals. Even if that person is the only professional educator in the district they are considered to be the supervising teacher which means they are responsible for the day-to-day running of the full education program including any parental concerns, other duties, meeting federal and state requirements and working with the board of trustees. Twenty-nine school districts pay a stipend for the educator who is the supervising teacher, but not all of them reported amounts. However, 26 did and of those reporting the lowest stipend for a supervising teacher is $200 and the highest is $5000. The mean is $2,149, the median is $1,750 and the mode is $1,000. Many of the one room school districts just include these responsibilities, but do not have a separate amount paid to the teacher for them.

Housing (Teacherages)

Teacherages is the traditional term for housing for teachers, but for this report the term was changed to housing. A place for the teacher to live has been the one benefit that was considered part of a rural teacher's package. Thirty-five school districts reported that they provided housing, one said that it provided electricity and one that it paid for mileage to and from school. Those districts that did provide housing tended to be ones in more remote areas and where the teacher was paid a lower salary.

Health Insurance

The *n* for this question was 107. Of those that reported, 61 districts either provide full coverage or enough money for teachers to purchase a minimal policy for coverage. However, 28 districts report that they have no health insurance for their teachers while the other 18 provide some funds toward health insurance or put some money into health flex funds.

Leaves

The reporting of leaves for educators was not complete or consistent. The following categories and number of days were requested in the survey: professional

leave, sick leave, personal or other leaves, and the amount of leave that could be accumulated by an educator. The average multi-grade independent elementary district grants its teachers 3.6 days for professional leave, 6.2 days of sick leave and 1.95 days of personal or other leave. Of the districts that reported on cumulative leave 53 said that they allow it and the average cumulative leave that was allowed was 15 days, with a high by one district of 160 days. Several districts said that they buy out their teachers' leaves if they are unused. This is usually at a rate of $50 a day.

Janitorial Duties

While most educators in elementary classrooms are expected to teach their students to be neat and tidy up their rooms, in these small school districts some educators are asked to do much more than that. While some districts report that the students do it, in reality it is the teacher who must supervise the work, teach the skills and when necessary do it. The *n* for this category was 99. Twelve districts report that they expect their teachers or students to perform 100 percent of the janitorial duties and three more expect 90 percent, six say that they expect "basic" but that term is not defined. Two districts expect their educators to do 50 percent of the janitorial duties and another eight expect smaller amounts.

Clerk Salaries

The only other paid professional in these small school districts is often the clerk or what in larger districts would be called the business manager. These people keep track of all the board of trustee proceedings, request funds and pay the bills for the districts. They also keep track of all the records of the districts. Eighty-nine school districts reported clerk's salaries by annual amounts. The average for this position was $7,580. Nine other districts reported clerk's salaries by hourly amounts and the average of these figures was $12.54 an hour.

Alternative Library and Guidance Services

These are two new categories of data that the county superintendents wanted. The reason for adding these two areas was that the state Board of Public Education changed the requirements for meeting the accreditation rules in these two areas. Forty-five of the districts surveyed are using the Alternative Library Standard and 46 districts are using the Alternative Guidance Standard. Another 47 have part-time library professionals on staff, while 52 have part-time guidance professionals on staff.

CONCLUSIONS

The number of multigrade independent elementary school districts under the supervision of the county superintendents now stands at 114. This number represents great diversity among these districts. The smallest district has a general fund budget of $25,804 and pays its second year teacher $13,000 to provide a complete elementary education to one child. The largest district has a general fund budget of $865,038 with a principal, 15.5 licensed professional educators and the most experienced teacher, with 30

years, receives an annual salary of $53,848. Of these 114 districts just seven have principals, the rest have supervising teachers. They all receive general supervision and administration from the county superintendent of schools. Twenty-seven of these districts have salary schedules. Those with salary schedules tend to pay their teachers better and are in areas where population growth has occurred in the state.

With regard to salary itself, 12 educators are paid below $20,000 but the average for all these full time teachers has now moved to be about $25,000. In addition to the salary, 35 school districts provide housing, one provides electricity and one provides mileage. Currently, 65 of these districts provide either full coverage or enough money to buy a basic health insurance policy for their educators. Another 18 provide some money to partly compensate teachers to buy their own. There are some further general conclusions that can be drawn from these data. The less districts pay their teachers the more likely they are to provide housing. The more districts pay their teachers, the more likely they are to provide health insurance.

The teachers in these schools generally receive an average of 3.6 days of professional leave, 6.2 sick leave and 1.95 personal leaves. Fifty-three districts allow for accumulation of leave and the average was 15 days. Some districts still buy back teachers' unused leave at the end of the year as an incentive to cut down absenteeism from the classroom. Another general conclusion is that the more districts pay their teachers the more leave the teachers are likely to have.

Sixteen school districts expect their teachers to do between 90 and 100 percent of the janitorial duties. Another 17 out of the 99 who responded to this question expected smaller amounts of janitorial responsibilities. The lower the districts pay their teachers the more janitorial duties the district expects from their teachers.

Close to half of these districts have on contract part-time endorsed librarians and guidance counselors. Another 45 districts use alternative library standards, and 47 use alternative guidance standards.

Finally, clerks are paid an average of $7,580 a year or $12.54 an hour for their responsibilities as the business manager of the districts.

In general, the data are clear in that the more teachers are treated like professionals the higher the pay, the better the benefits, except housing, and the less janitorial duties are required as part of their workload. Finally, although there are fewer of the independent elementary districts that are left, more of the trustees are in fact recognizing that the professional educators they hire to assume all the responsibility for education in their schools are professionals. Although not discussed in this research, other data on student achievement and later success in high school and higher education shows that these schools provide a sound education for their students. In conclusion, while some of these districts have vanished, most of those left are not just continuing, but thriving.

ONE ROOM SCHOOLS

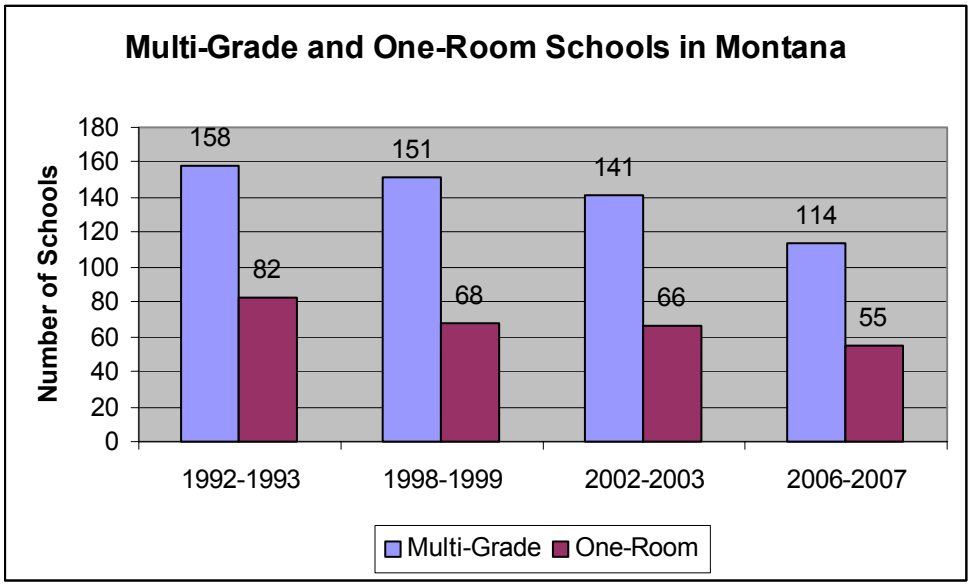
Although a part of this study, the number and locations of one room schools throughout Montana was added as a special study, because this organization seems to have about two dozen requests a year for that figure and where they are. This was a special question sent to all county superintendents and then followed up with several phone calls to assure accuracy. The result is that there are currently operating 55 one room independent elementary districts and another 6 one room schools that are part of larger districts or a total of 61 operating one room schools in Montana. For a complete listing of these schools, districts, their locations and changes in these figures over time, see Appendix C.

COMPARISONS TO THE THREE EARLIER STUDIES

Because this research is the latest chapter with three other studies, which basically used the same data-collecting instrument and methods of analysis, it is important to examine these data that reflect a fourteen years span of work. The first study, completed in 1993 was called *The Far Tail of the Curve* to describe where these rural teachers' salaries would have been had they been plotted on a bell shaped curve. The second study, published in 1998 was called *The Rural Teacher Alive and Well.* The third study was called *The Last Best Place* and was completed in 2003. This one as can be seen from the cover is called *The Vanishing Breed.* All four studies have had the sub-titles of *Montana Rural Teacher Salary and Benefit Study* with the appropriate school year. All of these titles have been chosen carefully to reflect the contents of the work but also to reflect the time and place of the subject of this research the rural teachers of Montana.

The first issue is a demographic one: the number of independent multi-grade elementary school districts in Montana. As can be seen from Chart One below between the school years of 1992-93 and the current school year of 2006-2007 the number of districts in this category has decreased by close to 28 percent. The numbers have gone from 158 in the first study, to 151 in the second study (a loss of only seven school districts), to 141 in the third study (a loss of ten districts during this interval), and then to this year's figure of 114 (a loss just in the last four years of 27 districts).

Chart One



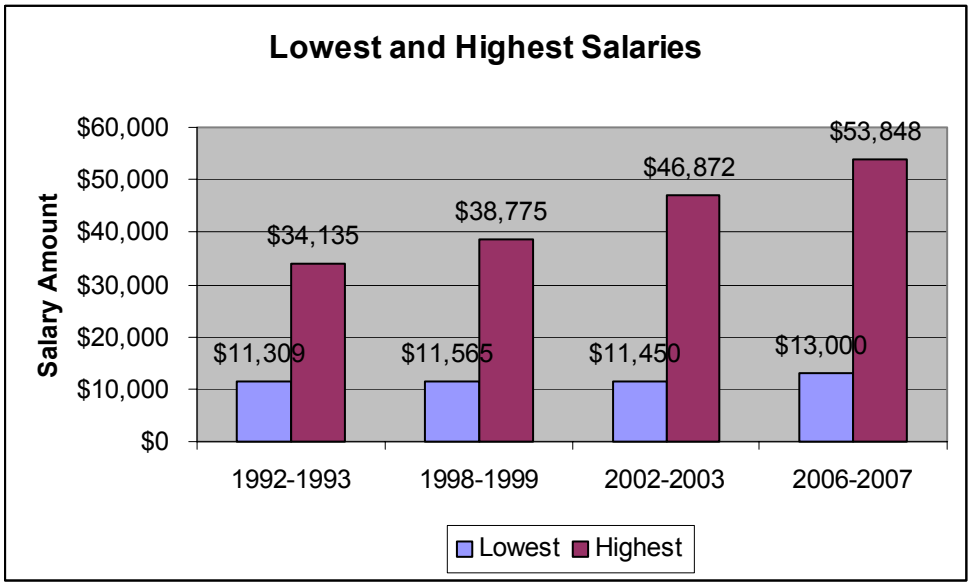
The other data on Chart One is that of the number of these independent elementary school districts that are one room, one teacher programs. In other words examining the data on the chart for 1992-1993 shows that there were 158 independent

elementary districts in Montana and 82 of those were one-room schools. Each set reflects this same relationship. However, if you read the earlier part of this report you saw the current figure at 61. That is because in addition to the traditional studies that have been conducted over the last fourteen years, this latest study included an additional instrument in which one room schools that are parts of larger school districts were also identified. There we found the other six. Because they are parts of school districts that are not in this data set they are not included on Chart One.

Given this demographic background, have there been any changes in salaries for this group of teachers? The answer is in Chart Two. When salary data was first collected for the school year 1992-1993 the lowest paid teacher was receiving $11,309. For the next two studies the lowest salary remained very close to $11,500. This latest study does see a growth in this lowest salary category to $13,000. However, considering the increases in inflation even in rural life, this increase is not something to celebrate. All the teachers in these schools are professionals with at least four years of college and the responsibility of providing education to our children. They should be paid a professional salary.

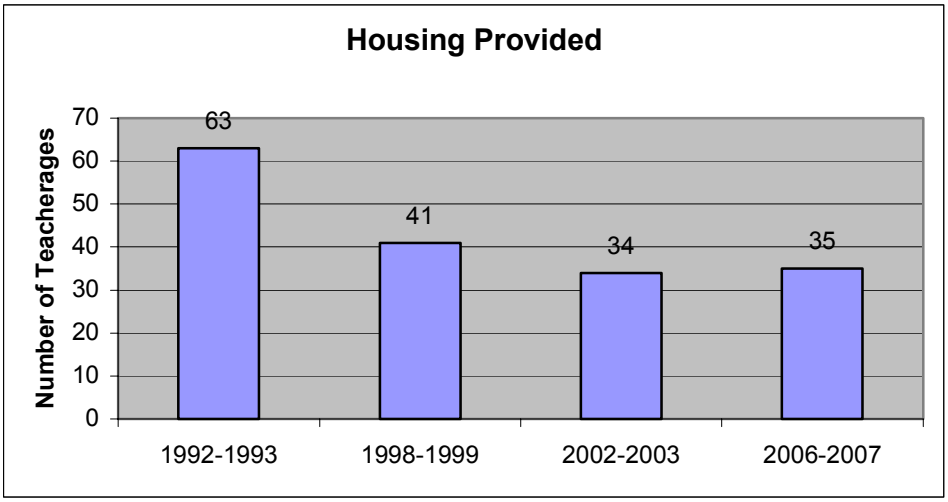
On the other hand, examining the data in highest salaries on Chart Two, there is a reason for celebrating. The top salaries have steadily increased over the years from $34,135 in the 1992-1993 school year, to $38,775 in the 1998-1999 school year, to $46,872 in the 2002-2003 school year, and finally to $53,848 in this school year. These are professional salaries for professional services.

Chart Two



The first benefit that the research examined for these groups of teachers was housing (What we used to call teacherages.) Examining Chart Three below we can see that the number of districts providing housing for their teachers has declined from 63 in 1992-1993, to 41 in 1998-1999, to 34 in 2002-2003, and then seemed to stabilize to 35 for 2006-2007. The decline in this housing benefit may be due to the fact that more teachers have their own four-wheel drive transportation and are willing to drive from a town out to the school. On the other hand, there are clear correlations between housing being provided, lower salaries and the remoteness of the school itself. Some schools are just too far to drive to and the roads are not that good, so the teachers stay at housing at the school during the school year.

Chart Three

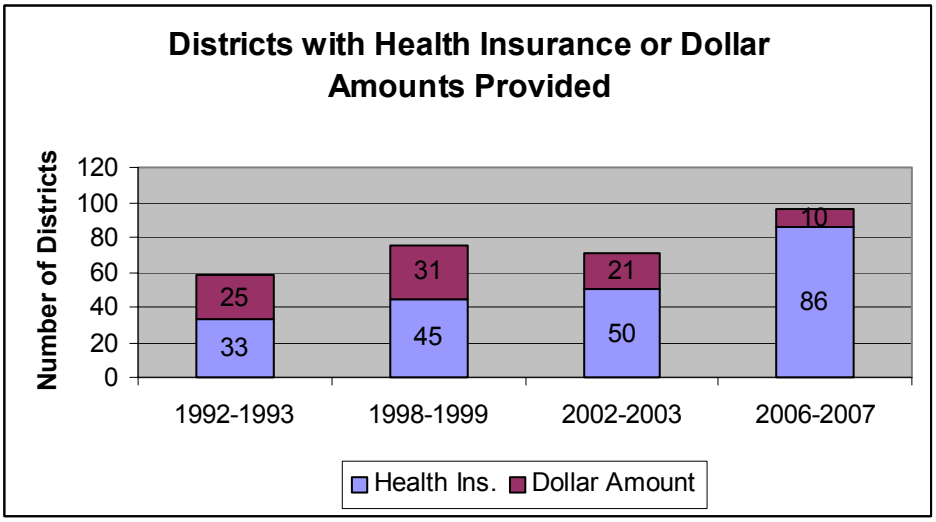


A second benefit, which the research has tracked, is health insurance. See Chart Four on the next page. In school year 1992-1993 only 33 districts were providing health insurance while an additional 25 school districts provided some amount of money for the teachers to use to buy their own policy. Sometimes the amount was only $500 and since it is difficult to buy a single policy, most of those teachers simply took the money and hoped they didn't have health problems. In 1998-99 there had been small gains in this area to 46 districts providing health insurance and another 31 providing some funds directly to the teachers to purchase their own. The overall number of school districts who provided either health insurance or dollar amounts toward it actually declined slightly in 2002-2003 to a total of 71. Fifty districts did buy health insurance (an increase of five), but only 21 provided funds to their teachers to buy their own.

When the board of the Montana Small Schools examined these data they decided it was time to act so they charged the executive director with the responsibility of finding a health insurance company who would create a policy for all these teachers at an affordable rate. The executive director talked with every major health insurance company in the state but the only one who was interested in this challenge was the Montana Unified School Trust, a non-profit insurance program sponsored by the

Montana Education Association/Montana Federation of Teachers, the Montana School Boards Association and the School Administrators of Montana. Working with MUST affordable health insurance has been created and these individual teachers from independent districts are now in a common pool. As a result, this year there are 86 districts that are providing health insurance or sufficient funds to the teachers to buy a policy and another 10 that provide some funds toward it to their teachers. That still means that 26 reported that they are providing nothing for this critical benefit.

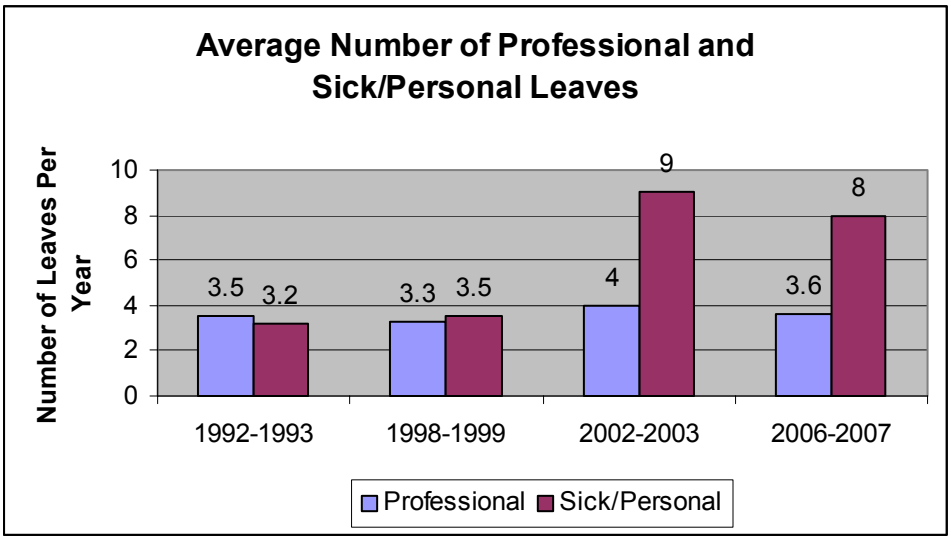
Chart Four



The other major benefit area that this longitudinal work has tracked is leaves provided to the teachers by the school districts. This is a difficult area to have both consistent and reliable data, because not all districts report on leaves. Chart Five below shows that the amount of Professional Leave reported by those who addressed this question was on average a 3.5 days in 1992-1993, 3.3 days in 1998-99, went up to four on 2002-2003 and is currently this year at 3.6. Another problem with drawing these conclusions is that many of these districts belong to professional development and curriculum consortia and the teachers receive between three and four days of professional development time at these events which may or may not be included in their responses.

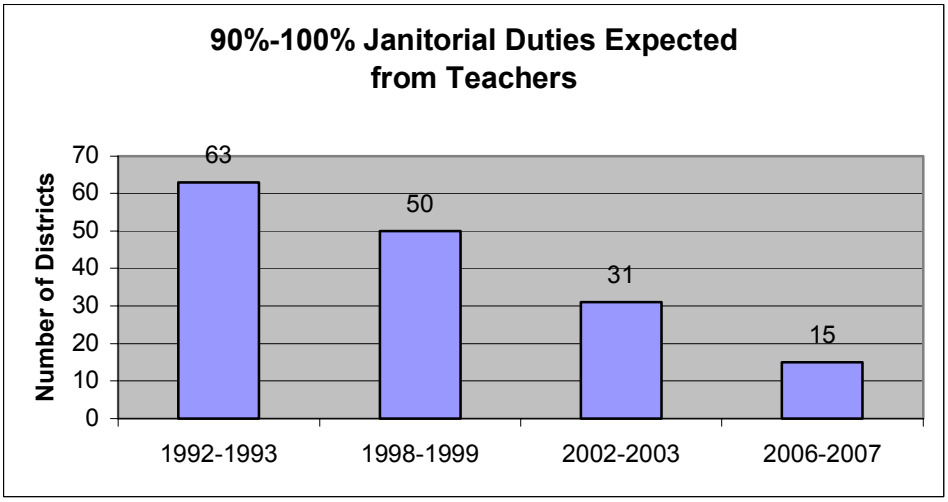
Again with the caveat that the numbers of districts reporting are inconsistent, the amount of personal/sick leave has increased from 3.2 in 1992-1993, to 3.5 in 1998-1999, to a high point of nine days in 2002-2003 and then decreased to eight for this year.

Chart Five



One of the unique duties that teachers in these school districts have often been saddled with is being the janitor. While it is common for all elementary teachers to supervise students to teach them to be tidy and pick up and straighten the room after projects, in many of these schools the expectations of the school board is that the teacher would be 90 to 100 percent responsible for janitorial duties. See Chart Six below. In the first study, 63 school districts had this expectation, in the 1998-99 study 50 districts did, in 2002-2003 31 of them did and this school year only 15 do.

Chart Six



From these four studies, we now have a rather complete picture of salaries and benefits for educators in the smallest, elementary independent districts in Montana. We know that their salaries were and still are at *The Far Tail of the Curve* statistically speaking. We have seen that for those who have stayed they are *Alive and Well.* We know that in freedom to instruct their students they are working in *The Last Best Place*, but in salary and traditional benefits they are not. We know, too, that the number of these school districts has dramatically decreased over the last fourteen years, so that the schools themselves could be seen as *The Vanishing Breed*, but for the teachers who are working in the remaining rural schools their conditions are getting better and like the remaining buffalo in Montana they are thriving.

Appendix A

Sample Rural Teacher Salary and Benefits Survey 2006-2007

Montana Rural Teacher Salary and Benefit Survey 2006-2007

County	School	Enrollment	General Fund Budget	# of (FTE) Teachers	FTE Librarian or Alterna	FTE Counselor or Alterna	# of Para-Professionals	Principal (Yes/No)	Salary Schedule (Yes/No)	Lowest Salary Amount	Highest Salary Amount

#Years Working in District	Stipend for Supv. Teacher $	Housing/ Utilities/ Phone	Insurance (Full or District Annual Amount)	Prof leave # days per Year per Teacher	Sick Leave # days per Year per Teacher	Personal Leave # days per Year per Teacher	Other Leave # days per Year per Teacher	Leave Days Cumulative (# per teacher	Janitorial Duties (%)	Clerk's Salary Annual Amount

Appendix B

Montana Schools
That Participated in the Survey
by County

BEAVERHEAD
Grant
Jackson
Polaris
Reichle
Wisdom
Wise River

BIG HORN
Spring Creek*

BLAINE
Bear Paw
Cleveland
North Harlem
Zurich

CARBON
Boyd
Edgar
Luther

CARTER

DAWSON
Bloomfield
Deer Creek
Lindsay

FERGUS
Ayers
Deerfield
King Colony
Spring Creek

FLATHEAD
Pleasant Valley

GALLATIN
Amsterdam
Cottonwood
LaMotte
Malmborg
Pass Creek
Springhill

GARFIELD

JEFFERSON
Basin
Cardwell

LAKE
Dayton
Salmon Prairie
Valley View

LEWIS & CLARK
Auchard
Trinity
Wolf Creek

LIBERTY
Liberty
Whitlash

LINCOLN
Fortine
McCormick
Sylvanite
Trego
Yaak

Hawks Home

CASCADE
Deep Creek

CHOTEAU
Benton Lake
Carter
Knees
Warrick

CUSTER
Kinsey
Kircher
Knowlton
Riverview
SH
Spring Creek
Twin Buttes

Big Dry
Cohagen
Kester
Pine Grove
Ross
Sand Springs
Van Norman

GLACIER
East View
Mountain View

GRANITE
Hall*

HILL
Cottonwood
Davey
Gilford Colony

MADISON
Alder

MEAGHER
Lennup

MISSOULA
DeSmet
Potomac
Sunset
Swan Valley
Woodman

PARK
Arrowhead
Cooke City
Pine Creek
Springdale

PONDERA
Dupuyer
Miami

POWDER RIVER
Biddle
South Stacey

POWELL
Avon
Elliston
Garrison
Gold Creek
Helmville
Ovando

RICHLAND
Brorson
Rau

ROSEBUD
Birney

SANDERS

TETON
Bynum
Golden Ridge
Pendroy

TOOLE
Galata

VALLEY
Luster*

WHEATLAND
Shawmut

YELLOWSTONE
Morin
Pioneer

Camas Prairie
Dixon
Paradise
Trout Creek

SILVER BOW
Divide
Melrose
Ramsay

STILLWATER
Fishtail
Molt
Nye

SWEETGRASS
Greycliff
McLeod
Melville

*Provided only student enrollment and FTE data

Appendix C

One-Room Schools in Montana 2006-2007

2006-2007
One-Room Schools List*

(* = 1 teacher; most schools have more than 1 room)

County	School	Enrollment	Totals	Net Chg.
Beaverhead	Grant Elem.	6	12	+1
	Polaris Elem.	6		
Big Horn	Spring Creek Elem. (*Attendance Center/Hardin SD*)	6	6	n.c.
Blaine	Bear Paw Elem.	9	23	-4
	Cleveland-Lone Tree Elem.	9		
	North Harlem Colony Elem.	5		
Carbon	Boyd Elem.	4	10	-1

	Edgar Elem.	6		
Carter	Hawks Home Elem.	1	1	-6
Cascade	Deep Creek Elem.	4	4	n.c.
Chouteau	Benton Lake Elem.	6	21	-2
	Carter Elem.	7		
	Warrick Elem.	8		
Custer	Knowlton Elem.	5	26	-5
	Riverview	4		
	S H Elem.	8		
	Spring Creek Elem.	4		
	Twin Buttes Elem.	5		
Dawson				-1
Fallon				-1
Fergus	Ayers Elem.	15	45	-2
	Deerfield Elem.	6		
	King Colony Elem.	15		
	Spring Creek Colony Elem.	9		
Flathead	Pleasant Valley Elem.	7	7	n.c.
Gallatin	Springhill Elem.	9	9	-3
Garfield	Big Dry Elem.	4	33	n.c.
	Cohagen Elem.	5		
	Kester Elem.	1		
	Pine Grove Elem.	8		
	Ross Elem.	6		
	Sand Springs Elem.	6		
	Van Norman Elem.	3		
Hill	Gilford Colony Elem.	11	11	-1
Judith Basin	Surprise Creek School/Geyser PS (*Attendance Center/Hutterite Col.*)	11	11	+1
Lake	Swan Lake-Salmon Elem.	8	8	-2

Lewis & Clark	Trinity Elem. Wolf Creek Elem.	11 10	21	n.c.
Liberty	Whitlash Elem.	3	3	n.c.
Lincoln	McCormick Elem. Sylvanite Elem. Yaak Elem.	11 3 6	20	n.c.
McCone				-1
Meagher	Lennep Elem.	5	5	-1
Missoula				-1
Park	Cooke City Elem. Springdale Elem.	4 6	10	n.c.
Phillips	Loring Colony/Malta K-12 Tallow Creek/Malta K-12 Zortman Grade/Malta K-12 (***All*** *Attendance Centers/Malta K-12*)	9 3 9	21	-1
Pondera	Kingsbury Colony/Valier PS (*Attendance Center*) Miami Elem.	8 9	17	+1
Powder River	Biddle Elem. South Stacey Elem.	9 6	15	-2
Powell	Gold Creek Elem.	9	9	-1
Richland	Brorson Elem.	4	4	n.c.
Rosebud	Birney Elem.	6	6	-1
Sanders	Camas Prairie Elem.	3	3	n.c.
Sheridan				-1
Silver Bow	Divide Elem.	6	6	+1
Stillwater	Fishtail Elem. Molt Elem. Nye Elem.	11 3 6	20	n.c.

Sweet Grass	McLeod Elem. Melville Elem.	7 3	10	n.c.
Toole				-2
Wheatland	Shawmut Elem.	8	8	-1
Totals	61 1-Room Schools (*6 Attendance Centers*)	405	405	-36

Works Cited

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