

Board of Education Facility Planning  
Workshop

Wednesday, September 26, 2018 6:00 PM  
Central

Old High School Gymnasium  
705 N 9th Street  
Arlington, NE 68002

John Neary: Present

Matt O'Daniel: Present

Bruce Scheer: Present

Jessi Scheer: Present

Luanne Sundberg: Present

Shanon Willmott: Present

Present: 6.

1. Workshop Called to Order and Roll Call

President Matt O'Daniel opened the meeting at 6:02 p.m. indicating that the record should reflect that all board members were present. Also present was Superintendent Lynn Johnson, Aaron Pfingsten, James Shada, Jacque Morgan.

1.1. Pledge of Allegiance

2. Discuss and consider facility planning

Dr. Larry Dlugosh facilitated the meeting. He described his role in the facilitation of the process to all who were present. His stated intention was to help the board organize their thoughts about the process of the identification of facility needs, the design of future facilities (and land), funding of facilities, the timing of the construction of facilities when you do build. The board established factors that they thought should drive the remodeling or construction of facilities to include: spaces that are multi-use, the cost and the scope, determining whether it is a need or a want, having facilities that parallel other schools our size, good return on investment/having it touch the most kids or add the best impact, having the space or green space to do expansion, having an eye to the future with no band-aid solutions, being responsive to enrollment, sharing burden by partnering with outside entities, and having up to date and modern facilities. Then the board was asked to determine the type of construction materials that the district should use to build facilities. Their response was to not have temporary structures unless there was an emergency need, functional facilities that also tie into our current facilities, quality facilities that we can take pride in, facilities that look good and are uniform. It was noted that good facilities attract families, students, and employees. Limited room for growth adjacent to current facilities could be an inhibitor. The board was then asked to identify the sources of funding

that best fit the needs of the district. It was noted that the current cost of a classroom is \$240-\$260 per square foot (SF), based on current valuation a penny levied generates about \$70,000, and there are limited ways in which a district can fund new buildings. One means is the Special Building Fund in which the board is currently levying 6 cents. There is a cap of 17 cents on the Special Building Fund. This fund is part of the \$1.05 levy cap. Currently the district has a 91 cent levy in the funds that fall under the \$1.05 cap. Bonds are another means of funding, noting the district is in year 8 of a 30 year bond. There is not a limit to how many bonds a district can have. Bonds are ballot issues. Lease-Purchase is an increasingly used method of funding new construction. There are limitations and regulations regarding lease-purchase. Gifts by donors and joint efforts with other agencies are other funding mechanisms. The board identified a list of the current needs and wants by using the information that was available to them from the community feedback and from the summative needs list that was established by the buildings and grounds committee. After the priority list was identified the board discussed that certain items on this list could be financed using depreciation money and/or did not qualify as new brick and mortar construction. Those items included more parking, energy and efficiency such as windows, security and safety items, and baseball field improvements. Five priority items were considered during the next phase of prioritization. Each board member was asked to prioritize the 5 items with a 1 being their highest priority. A low cumulative score indicates the highest prioritized item. The items and resulting priority are: Fine Arts Auditorium(5-2-5-4-5-2 = 23); Designated Wrestling Room(4-1-4-2-1-1= 13); Additional Classrooms in ELE and HS that included Career and Tech Ed Facilities, Technology Classes, Shop area and general classroom, ag classroom, robotics, preschool space and general elem classrooms (1-3-1-1-2-3= 10); Kitchen(2-5-2-5-4-4= 22); Locker room and restroom updates(3-4-3-3-3-5= 21). The board will hire an architect to assist in looking at the facilities relative to the identified priorities. The board will use the information gained from the architect and align that with the resources to determine next steps and timelines.

### 3. Adjourn

President Matt O'Daniel adjourned the meeting at 8:40 p.m.

ARLINGTON  
PUBLIC SCHOOLS  
COMMUNITY ENGAGEMENT NEEDS ANALYSIS

Prepared by:





Arlington Public Schools  
Community Engagement Needs Analysis  
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## Overview

This Needs Analysis was created as part of the Community Engagement process conducted between November 2017 and February 2018. The Community Engagement process was initiated at the request of the Arlington Public Schools Board of Education and Superintendent, Lynn Johnson, and facilitated by the Nebraska Association of School Boards (“NASB”). The Needs Analysis outlines the district’s current state based on the data collected through the Community Engagement process, identified needs, and offers initial recommendations the leadership team may wish to consider when planning for long-term growth of the school district.

## Arlington Public Schools

The Arlington School District No. 24 located across portions of Washington, Dodge, and Douglas counties including the communities of Arlington, Kennard, and Elk City and surrounding areas. Arlington is classified a Class III district by the Nebraska Department of Education and a Class C district by NSAA. The district has a 2017-2018 enrollment of approximately 650 students from Pre-K through 12<sup>th</sup> Grade.

## Report Introduction

### Community Engagement Process

As a publicly elected body, one of the most vital roles of the Board of Education is to gather opinions and take direction from its community on issues related to students, their academic achievement, and the environment in which they learn. While it is the board’s responsibility to establish a vision as well as operational and instructional goals for the district, it should regularly engage members of its community to ensure that those goals align with the community’s values and aspirations for the school district. In short, Community Engagement is an opportunity for the district to engage stakeholders for feedback and to help envision a path to improvement and growth.

This type of school improvement planning creates the opportunity to establish a school-based action plan built on the needs identified in the district. Chief among these are the needs of the students themselves. What do our students need to be safe, nurtured, challenged, and prepared for the future? Beyond the student needs, the process also seeks to determine what our teachers and staff need to do their jobs effectively as well as what our community expects from our school district. In order to identify these priorities in the Arlington Public School District, the district embarked upon a community-wide discussion

about our district and its future direction. We gathered as many opinions, concerns, suggestions, and hopes for the district as our community was willing to share with us.

### **What is the Needs Analysis?**

This needs analysis is the distillation of all of the data the Association collected through the Community Engagement process. We compiled all of the feedback shared with the district to determine what the most pressing needs are in the district currently, and what are likely to be priorities moving forward. These “Identified Needs” will inform the Board of Education and district administration as they collaborate to create an action plan to optimize the district’s organizational effectiveness through goals for improving and growing the school district.

### **Developing the Needs Analysis**

The Needs Analysis was developed over the course of the Community Engagement process carried out between November 2017 and February 2018. To gather the needed data, NASB facilitated conversations with diverse stakeholder groups conducted in large group meetings, interviews, and surveys. The results are outlined in the following sections of this report.

## **Description of Data Gathered**

### **Stakeholder Groups**

In November 2017, NASB’s facilitators with the assistance of district administrators developed a Community Engagement survey to re-engage patrons and to gather input. The purpose of this community survey enabled the board to obtain feedback to formulate operational and instructional goals that reflect the community’s values. In addition, it also provided the board with an opportunity to share how feedback from the original Community Engagement Meetings shaped our current reality. While the survey link was made available through email and the school district website, patrons also had the opportunity to complete a hard copy survey and deliver/mail to the district office. All hard copy surveys were scanned and emailed directly to the Association to include in the summary. The survey included the following questions:

1. Identify the points of pride and/or strengths of the school district.
2. Identify the challenges that may impact the district in the next three to five years.
3. As a district patron, what are your expectations and priorities for the school district?
4. What are options for expanded programs or course offerings that the board of education should consider? Are there programs or course offerings that the board should consider eliminating?

5. Upkeep of facilities, grounds, and transportation require an on-going commitment of resources. Are there specific needs in this area that you would encourage the board to prioritize?
6. What forms of communications do you feel are most effective in keeping patrons informed and/or involved (i.e., district newsletter, daily announcements, email, school website, *Arlington Citizen*)?
7. Arlington Public Schools currently shares softball facilities, baseball facilities, and before/after school care program with outside agencies (Arlington Youth Sports, Village of Arlington, Washington County Agricultural Society, Fremont YMCA). Are there other shared endeavors that you would encourage the board to consider?

The Association compiled a Community Engagement Summary of the 29 completed surveys received. Drawing from the feedback received to the Community Engagement Survey, NASB facilitators identified principles and priorities of importance to the community. The Identified Priorities included:

#### Academics

- € Maintain academic success
- € Sustain efficient class size and teacher ratio
- € Addition of technology, trades, and online coursework

What role will the community play in the identified priorities?  
(e.g., parent volunteers, mentorships, internships, job shadowing, Community Job/Interest Fair, TeamMates, Student Mentors)

#### Community Support Structures

- € Establish and sustain an effective Alumni Association
- € Establish and sustain an effective School District Foundation

Identify successful strategies for engaging and fostering positive working relationships with all community members and families.

#### Expanded Learning Opportunities

- € District Preschool
- € Summer School Program
- € YMCA Before and After School Program

Are the current expanded learning opportunities sufficient or do we have a need for expansion?

#### Facilities

- € Adequate space to support continued/potential growth
- € Additional classrooms to support student enrollment
- € Sports facilities (wrestling room and baseball complex)

Prioritize and identify successful strategies for how the school district will address the identified needs.

The community identified priorities were then presented for discussion at a Community Engagement Meeting held on December 7, 2017.

Following the December Community Engagement Meeting, the school board instructed the Association to allow patrons to participate in a second survey utilizing the original questions. The questions were then published for community input in mid-February 2018. In this second round, an additional 51 community members participated.

On January 15, NASB's Facilitator met with certified staff members and guided them through a process in which the staff discussed and answered a series of 18 questions covering district strengths, challenges, student needs, district programs, and district culture and climate. A total of 46 certified staff members participated in the engagement session. A classified specific questionnaire consisting of seven questions was distributed to the district's classified staff, and 29 staff members participated.

## Summary of Data Gathered:

At each stage of the Community Engagement process, the various stakeholder groups raised many strengths, points of pride, and accomplishments and positive attributes of the district. The purpose of this Needs Analysis; however, is to summarize the needs and challenges that emerged through the Community Engagement process. These are as follows:

### 1. Community Identified Priorities:

**Academic Standards** – When asked about points of pride and strengths of the district, (18) members of the community referenced the continued high academic standards and level of achievement in the district. Expectations were expressed by (26) staff members. They expect the district to maintain the high academic standards.

**Teaching staff** – Many in the community (24) said that they were proud of the number of very good teachers in the district; however, many (11) were also concerned about the district's ability to hire and retain the best quality teachers in the future. Several cited recent teacher turnover as a concern.

**Growth of enrollment** – The vast majority of community members responding (55) indicate that they are concerned about recent and expected growth in enrollment in the district. Of the (55), at least (20) individuals cited the increasing number of option enrollment students as presenting a challenge for the district. An additional (10) community members noted their concern that increasing enrollment will create facility needs in the future.

**Class size** – Community members recognize the value of small class sizes and the related low student/teacher ratios at least (12) respondents consider this as a strength of the district. The community (8) also expect the district to maintain the priority of small class sizes. This issue was raised at the Community Engagement Meeting and it is clear that many are concerned that the above-mentioned

enrollment growth is having and will continue to have a negative impact on class sizes and student/teacher ratios. The teaching staff also raised this issue with (9) teachers indicating that limited class sizes would have a significant positive impact on student instruction.

**Safety** – Several (11) community members said that they expect the district to provide a safe environment for students. When asked about the district facilities, at least five survey respondents and several at the community engagement meeting felt that security upgrades must be considered a priority for upkeep to the buildings.

**Programs** – When asked about district programs, community members indicate that they would like to see programs expanded or improved. The community offered several suggestions:

- More STEM opportunities (9)
- More Arts/Music (6)
- More Career and Technical Education (CTE) (5)
- Expand Availability of College Credit Courses (4)

At the Community Engagement Meeting, participants also discussed expanding the public preschool and making summer school available to all students.

**Facilities** – The most common suggestion from the community for facilities-related priorities was the addition of a wrestling facility (13), while at least five saw a new baseball field as a need, and (as mentioned above) five felt security upgrades were needed. At least four suggested that the district should focus on maintenance of the existing facilities. Participants in the Community Engagement Meeting also discussed the potential need for more classroom space because of recent and anticipated growth in the district enrollment.

**Community Support Structures** – Based on the first round of responses from the community survey, the participants at the Community Engagement Meeting discussed the need for a greater role to be played by groups such as an alumni association and a need to re-visit the purpose and effectiveness of the school foundation.

## 2. Certified Staff Identified Priorities:

**Social–Emotional/Behavioral health support** – A significant number of staff members said that social–emotional behavioral health issues are a problem in the school district.

Measures to address this growing need may include, but are not limited to:

- **Access to counselors**
- **Behavioral Specialist**
- **Training for teachers**

**Professional Development** – Teachers cited a need for improving professional development as a priority need. Suggestions for improving professional development:

- Additional opportunities for collaboration, both within the district and with other teachers outside the district
- Added time for subject-area and grade-level related professional development
- Offer increased opportunities to attend professional development outside of the district
- Allow teacher-driven professional development based on the needs identified by teachers themselves

**Technology** – The following were suggestions for improving the use of technology in the district:

- Provide additional teacher training on existing technology
- Improve the strength and reliability of the Wi-Fi network

**Programs** – When asked about what programs that they like to see expanded or improved, there were a variety of programs mentioned for expansion and/or improvement to include special education, RTI, and expanded title reading and math.

**School Climate** – While the majority of staff members feel that the climate in the school is positive and conducive to learning, there was some that feel that there is room for improvement. Areas mentioned for improvement include increased administrative support and appreciation for teachers.

### 3. Administration Identified Priorities:

The four district Administrators met individually with an Association staff member. The discussion feedback aligned to the many of the identified needs of referenced in the certificated and classified staff engagement.

**Curriculum review and implementation** – Tremendous progress has been made as a result of the curriculum review and alignment process. Through the assessment of data, we recognize and are able to document the benefits of the time and work invested. The administrative staff will continue to advocate to continue to commit resources through staff and dedication of time to sustain the work and include all curricular areas.

**Expanded Learning Opportunities** –

- **YMCA Before and After School Program** – continue to grow the program and enrollment to benefit the student/family need for this service and to provide additional learning experiences for students.
- **Early Childhood Care and Services** – identify opportunities to provide structured Early Childhood learning opportunities to support parents and child development. Identify and engage parents who do not have school-age children to provide support and instruction of what can work on at home to prepare their child to be school ready.

**Instructional Coach** – Administrators expressed an interest in adding an Instructional Coach. The purpose of a Coach is to provide added support for our teachers through problem-solving, identification of interventions to support student needs, and to work collaboratively with staff members to provide professional development support to aid in the success of their individual SMART goals.

**Instructional Framework** – Administrators report progress of the implementation of the district adopted Instructional Framework. Efforts to implement have been purposeful and adapted to the progress and time available to support the fidelity of the initiative. Administrators expressed their convictions for pacing the implementation to ensure staff are adequately trained and the outcome benefits validate a positive impact on student learning. Data will provide evidence to support the impact on learning.

**Professional Development** – Feedback from each administrator supports continued work in the design and purpose of professional development opportunities the district provides for staff at all levels.

**Social–Emotional/Behavioral health support** – Administrator’s feedback is consistent; the district must do more to address the social-emotional behavior issues observed throughout the district. The dedication of resources to support the work of the counselors is a positive move in the right direction; however, administrators recognize that this is a starting point.

**STEM** – Expand resources to support engineering and robotics programming. With adequate staff and curriculum, the district will have the opportunity to offer additional coursework to students at an earlier age.

**Technology** – Not all administrators were given the opportunity to address this topic due to time spent on other topics. There appears to be a lack of confidence in what is currently being done to address technology integration. The district will benefit from the dedication of resources to support staff in the use of technology. The addition of a technology staff member may motivate staff to move out of their comfort zone. We need more staff, to fit the need.

#### 4. Classified Staff Identified Priorities:

The classified staff members were overwhelmingly positive in their response to the Classified Staff Engagement Survey. Despite the positive responses, a few issues were raised that warrant attention.

**Communication** – Classified staff expressed that they could be kept better informed by administration. When asked about the challenges facing classified staff in the district, four indicated communication from both administrators and teachers is a problem.

**Pay and Benefits** – When asked to identify the greatest challenges facing classified staff, staff members said that classified staff are underpaid for the amount of work required and several cited a lack of competitive benefits.

**Social-Emotional Behavioral Needs** – Classified staff were evenly split on whether social-emotional and behavioral issues are a problem at Arlington Public Schools. For the most part they feel that the district handle matters related to this issue well, but several felt that more should be done to encourage the staff to communicate and work together more effectively to address the problems related to social-emotional behaviors.

## Summary of Identified Priorities

The needs discussed above are summarized below. They are numbered for convenience, but do not appear in any specific order.

No.	Summary of Priorities
1	Growth of student enrollment – mitigate negatives, capitalize on positives
2	Maintain optimal class sizes
3	Recruit and retain highly qualified teaching staff
4	Continue to maintain high academic standards
5	Ensure student safety
6	Expand district programs and activities
7	Build community support structures
8	Improved social-emotional/behavioral support for students
9	Greater access to counselors
10	Additional training for teachers in Social-Emotional/Behavioral Health
11	Improve the effectiveness of staff professional development
12	Ensure that the district provides a positive engaging working environment for all staff
13	Improve technology training for teachers
14	Improve effectiveness of SPED Program
15	Increase availability of interventions for Reading and Math

## Summary of Recommendations

The following is a list of recommendations based upon the identified needs stated above. The recommendations are not intended to be final. They are proposed based on the data that was collected through the Community Engagement process and, in some instances, were offered as suggestions by the stakeholders providing the data. The recommendations may be considered as a starting point for discussion.

No.	Summary of Recommendations
1	Study projected growth within the district, determine sustainable enrollment at all grade levels, set option enrollment limits/goals.
2	Review current best practices and recommendations for appropriate student/teacher ratios in all grade levels / subject areas.
3	Draft teacher recruiting/hiring process to ensure all open positions attract the highest possible number of qualified applicants.
4	Review pay, and benefits offered by surrounding and regional school districts to ensure compensation remains competitive.
5	Regularly audit all available academic achievement data to identify and address areas of deficiency.
6	Conduct a safety and security audit; revise procedures and facilities as necessary to ensure safety.
7	Audit all existing programs and activities to determine where resources can be best utilized.
8	Create and launch an APS Alumni Association and/or School Foundation with purposeful engagement and development goals.

9	Increase student access to a counselor in the district; study full-time position and cooperation with external organizations to provide counseling services.
10	Consider adding a full-time behavior specialist to the district staff.
11	Include additional training in Social-Emotional/Behavioral matters to the district's professional development schedule.
12	Consider adding more grade-level, subject specific, and instruction-focused professional development to the existing schedule.
13	Increase opportunities for positive interaction between administration and teaching staff and classified staff including administration recognition of staff accomplishments.
14	Build more technology training and follow-up training into the professional development schedule.
15	Review staffing levels in SPED program including teachers and paraprofessionals to ensure appropriate support for current needs.
16	Study the expansion of reading and math interventions, determine costs and likely outcomes, expand if possible.

## Next Steps

The Board of Education and district administrative leadership, working with NASB facilitators, will work to prioritize the identified needs as a result of the Community Engagement process. In this prioritization process, the leadership will consider each need in the context of the following criteria:

- What is the identified need that if addressed will result in positive and purposeful change?
- Who is most affected by this need?
- What is the magnitude or scope of the need?
- How does the need affect student academic performance?
- What are the root causes of the identified need? Can the root cause(s) be addressed?
- Which identified needs are high-priority? What evidence or data supports the highest-priority needs?
- What do stakeholders perceive is needed to address the identified need?

Following the prioritization of needs, district leadership will engage the appropriate stakeholder groups to further develop strategies to address the community identified needs. The strategies will be integrated into the board's goals for the district and will be used to guide the board's decision making over the next three to five-year period.

**Arlington Public Schools**  
Community Dialogue Feedback

June 10, 2018

During the afternoon and evening of June 10, 2018 approximately 50 stakeholders convened a community dialogue at the Arlington Public Schools. The meeting began at 3:15 PM with a tour of the Arlington Public Schools facilities and ended at approximately 8:00 PM.

**Purpose:**

The purpose of the meeting was to solicit ideas from selected stakeholders of the Arlington Public Schools about the future direction of the school district, including the facility needs for the school district. Stakeholders were asked to provide ideas to assist the Board of Education and Administration in the establishment of goals and priorities for the future.

**Focus:**

The Board of Education and leadership Team were focused on listening about the wants and needs of stakeholders in regard to, but not limited to, the following topics:

1. What is the current reality of the school system?
  - a. Is the academic performance of students meeting the goals established by the board?
  - b. How does Arlington Public Schools measure up with comparable schools in academic performance and success in school activities?
  - c. Does the school district have current bonded indebtedness?
  - d. Where do Arlington Public School students reside? (Resident and option students)
  - e. What is the experience of the Arlington Public Schools when replacing teachers and staff?
2. Under what conditions should the Arlington Public Schools commit to building new facilities or remodeling existing facilities?
  - a. Please consider overall student population (now and projected), assumption of additional debt, academic needs of students, state and federal mandates and patron support when addressing this question.
3. What circumstances will drive growth or limit growth in the Arlington Public Schools in the future?
4. What are the strengths, weaknesses, opportunities and threats facing the Arlington Public Schools?
  - a. Look at the next 5-10 years?
5. What does the community expect of its schools? What priorities do stakeholders perceive the school district should investigate?
6. What is the responsibility of citizens to help the school meet the expectation?

The Arlington Board of Education and Leadership Team issued invitations to people who represented a wide range of interests and backgrounds to attend the community dialogue to address the questions posed above. The community dialogue was a special board meeting and was conducted in accordance with the Nebraska Open Meetings Law.

Three activities were carried out in the community dialogue. First, Superintendent Lynn Johnson and her staff provided up-to-date information about the current realities of the Arlington Public Schools; budget, student assessment, student populations, curriculum, facilities, staffing, school related activities, and other pertinent information about the school district. Next, the stakeholders were asked to meet in small, working groups to discuss their expectations and priorities for Arlington Public Schools during the next 5-7 years. They began to address the priorities by stating; “ I expect the Arlington Public Schools to . . . The third and final activity was to address the questions; “What are you prepared to do to help the community and school district meet the expectations you have outlined?”

Each small group had a recorder and a spokesperson that shared the information they generated with the entire group. Also, school board members and district staff were available at each small group table to answer questions or provide information as needed.

The first activity was the presentation of the current realities of the Arlington Public Schools. The information provided a broad view of school district operations, the requirements the district had to meet, by state law, to be accredited, and a review of the past 20 years of facility construction and planning. Curriculum and instruction were discussed as well as the goal of maintaining a well-educated and high performing staff.

The second activity was for the stakeholders to communicate their future expectations for the Arlington Public Schools. When asked to communicate their expectations for the school district the stakeholders were organized into 5 subgroups. *(The number in parentheses indicates the number of groups that specifically mentioned a particular expectation.)*

1. **We expect Arlington Public Schools to: maintain and improve quality (5) programs and curriculum,**
  - Provide high level of education for all students at an efficient cost.
  - Have a good academic program with master teachers in place so dual enrollment classes can be improved.
  - Follow positive trends and utilize best practices in instruction
  - Continue to update and expand the curriculum.
  - Maintain and improve current programs.
  - Address the social and emotional needs of students and families (3)
    - Add a mental health curriculum
  - Encourage more trades and work skills in the curriculum. (4)
    - Expand career readiness and computer science classes.
    - Balance vocational and academic curriculum
    - Provide Life Skill training (social awareness, work place skills.
    - Teach leadership skills through regular classes and activities programs.
  - Strengthen music and fine arts program. (2)
  - Commit to the other half of education – activities and athletics. (2)

- Provide opportunities for participation in school activities programs
- Provide mentorships or internships with local area businesses.
- As special education numbers increase continue to expand the SPED program offerings
- Focus on student programs: have high expectations for student involvement and student engagement in learning.
- Implement foreign language in elementary as early as Kindergarten.
- Include an adult option class.
- Students need to know how to communicate (verbally, without I-Pad or phone
- Stay current on technology upgrade plans so we have updated technology. (3)
  - Add IT staff and professional development to support this initiative.

**2. We expect Arlington Public Schools to Maintain and Update facilities to accommodate growth and changing needs. (4)**

- Continue to update facilities to accommodate growth and change
- Ensure there is adequate space for all program needs.
  - Restrooms in high school and elementary
  - Locker rooms
  - Install energy efficient windows; use solar energy (grants may be available)
  - Fix drainage by main gym entrance
  - Update the kitchen space
  - Add a dedicated space for wrestling
  - Upgrades to current facilities are necessary (academic and activities)
  - Improve or add facilities to accommodate the fine arts performance space and add needed equipment.
  - Investigate the possibility of reallocating space; does Kindergarten need more space than middle school?
  - Investigate the possibility of adding space off-site for pre-school.
  - Expand lunchtime nutrition options possibly through school (FFA) gardens, and community involvement in the use of locally sourced **food**.

**3. Maintain a quality student to teacher ratio; Add teachers as necessary (3)**

- Recruit and retain good teachers (3)
- Keep good teachers in Arlington.
- A supportive environment for all staff is important.
- Hire master teachers.
- Provide up-to-date professional development opportunities
- 

**4/5. Be aware of potential growth plus possible population increases. (2)**

- Be aware of the development potential for the community and school; land and growth (2)
  - Costco is likely to affect population and educational demand
  - Option enrollment students may increase.

**4/5. Provide a safe and secure learning and teaching environment. (2)**

- Safety and security for all students and school personnel (2)
  - Provide safe learning areas.

**Other:**

- Continue to involve parents and community members in the school.
  - Work to make all students feel welcome at school.
- Continue to be responsible with financial resources (evaluate wants and needs)
- Seek out opportunities for coop with sports and activities

Note: The numbers in parentheses indicate the number of groups that included the overall expectation.

For the third activity the sub-groups responded to what people in the community should or could do to ensure Arlington Public Schools could meet the expectations of the community.

The stakeholder response for the second activity follows:

We are prepared to:

- Capitalize on the community we have and talk it up!
- Mentor students
- Organize and participate in fundraisers
- Organize efforts for major donations to the school district
- Volunteer time to help restructure space
- Work to improve the alumni involvement with the school district (2)
- Be Study buddies/ social, not academic
- Continue to stay actively engaged (provide input and offer ideas)
- Communicate via the chain of command
- Provide support despite differences in agreement; have civil conversations.
- Volunteer as necessary (3)
  - Recognize volunteers for their services.
- Parent my children and be involved in their education
- Value the education process
  - Support and respect teachers
- Recognize individual strengths of students
- Stay fact-based when making decisions/be transparent about our concerns.
- Seek impartial opinions

- Engage the senior citizen population – get them organized
- Be willing to compromise.
- Ask business owners to engage with the school – There are a lot of (2) them who could be of valuable assistance to students.
  - Partner with local businesses
- Research Master teachers other than current Arlington Teachers who could help with dual credit classes.
- (Roots to Wings) can help write grants – FFA
  - Arlington Education Foundation
  - Arlington Community Foundations
  - Arlington Youth Foundation
  - Arlington PTO
- Help the community support its non-profits; a community is only as good as the non-profits they support!
- Partner with educational companies to pilot books and programs.
- Help get students involved in community activities
- Use our time and talent to help the school and community.
- Get new teachers involved with mentor families – invest in the community.
- Develop an on-going list of needs for community members to see.
- Get elected to the school board.
- Encourage community outreach
- Communicate about the positive successes as well as the needs of the Arlington community and Arlington Public Schools.

Note: The responses to the second activity were varied and they tended to point to working together in ways to build a stronger school system and community. Notice the wording; cooperate, communicate, compromise, support, etc. When looking at the 20 Clues to Rural Community Survival, Arlington has many of those clues in working order.

#### **Possible Next Steps:**

- Publish a prioritized list of the anticipated needs for the Arlington Public Schools for the next 5-7 years. Include curriculum development, facility needs, teacher recruitment and retention, and general upkeep needs. Consider the needs as legitimate needs rather than a wish list – prioritize the needs - then organize citizens to develop ideas about how the needs can be met and when they can be met.
- Take advantage of the attitude that exists in the community. It appears to be positive, progressive, developmental, and there are people who are willing and able to assist.
- Continue to be transparent about the budget and the cost of upgrading facilities, equipment, and programs.
- Many people have little knowledge of the rules and regulations schools must comply with from state and federal regulators. Continue to communicate assessment results, student successes in activities and

academics, and what the school needs to continue to be accredited and move forward.

**Observations (from the facilitator):**

It was obvious that there were people in attendance who were not on the invitation list but since it was an open meeting they were welcome to be there. There was no open hostility or contentious behavior during the dialogue - - - the entire group of stakeholders was mature and open in their comments; both good signs for the future of the schools and the community.

It was clear there were people present who wanted new facilities for wrestling and the fine arts. It was also clear some of the people present wanted the facts laid out as to why the needs exist and how they can be accommodated. They wanted to separate wants from needs.

The June 10<sup>th</sup> meeting was at least the second meeting or event that focused on the needs of citizens or at least on their priorities for the schools. The academic program was clearly the focus of stakeholder comments - maintain it, improve it, and keep good teachers. Given all of that, people have expectations. They expected to be heard and they were. Now they will expect action to be taken and they appear to be willing to help if they are invited to do so.

It is clear people expect high quality learning in modern and safe facilities while having excellent teachers in the classrooms. Now is the time to develop a 5-7 year timeline for meeting those expectations. If there are expectations that cannot be met; provide rational and logical arguments for why that is so. However, the expectations heard on June 10 are not likely to go away.

It was interesting that while possible, future, population growth was mentioned along with the future of option students, it was keeping current with academic and activity needs of the student body that occupy the school now and in the near term that seemed to drive the dialogue. Growth would provide the school district with opportunities for facility renovation or new facilities, however rapid growth was not viewed as a near future possibility. Even if rapid growth were eminent, there would be a lapse of time before the growth could be accommodated. Keeping up, maintaining the good things the Arlington Public Schools already has in place and adding to them was a theme that was mentioned over and over. So, action is necessary. Planning and organizing for the next 5-7 years is necessary and expected.

Comm. Engagement 2014



## Arlington – Community Engagement

Goal Area: Academic Performance/Programs

Objective: All students will demonstrate growth that allows them to meet their full potential in a global society.

Performance Indicators: (What can the district do to show growth and/or progress in this area?)

- Ensure differentiated instruction is delivered to meet the needs of all students
- Continue to strive towards and achieve 100% proficiency
- Prepare students for successful careers through course offerings and partnerships with higher education
- Achieve 100% graduation rate
- Offer career ready programming that meets the needs of all students
- Facilitate an environment with an adequate amount of resources that allows all students to excel
- Provide post-secondary support for all graduates
- Establish a community environment and/or culture that promotes a strong education system
- Monitor and expand the variety of courses offered
- Ensure students across all major subgroups are achieving 100% efficiency
- Utilize post-graduation data to ensure adequate preparedness and life skill
  - Follow-up with recent graduates via phone, email – invite graduates back for focus group discussions
  - Make certain all students walk!
- Develop a database of parents, community members, post-graduates, and/or experts that can be available to the district staff. These people are a great resource as guest speakers and a source for real world experiences.



# Arlington – Community Engagement

## Goal Area: Building, Grounds, and Transportation

### Objective:

Provide a safe and secure learning environment for the students of Arlington Public Schools.

### Performance Indicators:

- Complete an upgrade of the mechanical infrastructure of the school within 5 years
- Complete implementation of security measures including:
  - Complete a District Needs Assessment and obtain bids
  - Budget for the upgrade as well as ongoing needed and scheduled maintenance
- Complete a Needs Assessment of the security of all district facilities and implement actions needed as a result of assessment. This includes all areas of security/safety – i.e. securing entrances, fire exits from rooms – security of exterior windows, etc.

CE 2014



## Arlington - Community Engagement

Goal Area: Budget / Finance

Objective:

Provide a quality education for the most efficient use of district resources.

Performance Indicators:

- Sustain the average cost per student
- Improve average ACT composite score in comparison to other schools of similar size and geographic area
- Increase option enrollment
- Seek available grants
- Effectively maintain facilities and day-to-day operations
- Grow graduation rates and higher GPA
- Provide college credits in High School toward technical programs
- Grow vocational education opportunities as well as career ready course work



# Arlington – Community Engagement

## Goal Area: Parent/Community Relations and School Climate/Learning Environment

### Objective:

Engage the community relationships to build and retain a working-environment for the benefit to students and stakeholders.

### Performance Indicators:

- Community Relationships:
  - Establish quality communication between the Fair Board, Village, School District, and Local Businessmen
  - Define if social media is helping us can hurt us
  - Reimplementation of continued education for adults – technology, arts, shop, etc.
  - Continue a quality relationship with Washington County Sheriff's Department
  
- Social/Climate
  - Study buddies with high school and Over 60 Center
  - Sustain safety and stay up-to-date
  - Address potential language barrier



# Arlington - Community Engagement

## Goal Area: Technology

### Objective:

Provide opportunities to learn effectively and live productive in an increasingly global and digital society.

### Performance Indicators:

- Provide the best technology available to make sure students are on the leading edge of the technology curve.
- Equip students to support individual creativity and innovation.
- Enhance communications and collaboration
- Utilize the tools provided on the ISTE Website
- Research & Information fluency
- Equip students with critical thinking skills, problem solving and decision-making
- Digital citizenship (?)
- Technology operations & concepts
- Implement and sustain One to One device ratio
- Provide internet access for all students
- Integration of technology in the classroom (as it pertains to specific subjects -- with how quickly technology changes we will always be chasing a moving target.



	Benches refinished/removed	2	\$600	
	Toilets/Sinks/Dispenser	1 or 2	\$2,000	
Old HS Gym	Replace stage mats	2	\$4,300	
Stage	Replace Stage Lights	3	\$25,000	Lawrence fixed in 2014 so functional
Cabinets	Replace cupboards in Home Ec Room Casework in two northwest elem classroom	3 2	\$22,000 \$34,000	(maybe electrostat paint instead)
Safety Straps	Basketball hoops	2	\$12,000	
HS/old pod hall ceilings	demo old mechanical and replace ceilings	3	\$30,000	
Exterior windows on HS	Replace with Efficiency Windows	2	\$150,000	
Storage/Concession Bldg.	Insulate the interior to protect pipes freezing	2	\$12,000	
Replace Electronic Strike on exterior doors (mag lock)	6 exterior doors to be modified	1 or 2	\$4,200 each	
<b>OUTSIDE WORK:</b>				

Parking Lots	Hard surface the athletic field parking lot	3	\$100,000	
	Redo portions of south parking lot	2-3	\$24,000	appr/mid
	Entrance to new gym/old chiller area	1	\$5,000	Where current HS chiller sets
	East entrance to south HS lot	1	\$9,000	Summer 2019
Parking Space	INCREASE parking space	3		
Athletic Stadium	Synthetic Turf	2-3	\$300,000	
Press Box	Consider Enlarging	3	\$40,000	Get Estimates (approx)
Playground - large	rubber crumb relocate	2 3	\$11,500 \$120,000	
Doors off Courtyard	Replace door in HS Sped Transition rm/CC room	2 or 3	\$6,000	

Concrete Upkeep	Scrap and fill joints	2	\$10,000	Every 10-12 years
<b>EQUIPMENT FOR BUILDING AND GROUNDS:</b>				
<b>TRANSPORTATION NEEDS:</b>				
Van Replacement	New minivan	1	\$33,000	Fiscal 2018-19 (replace 09 Maroon 108,400 mi)
Replace Buses	Need to replace 2001,2002, 2010,2001,2002 SELL: 2000? Route with 2018,2017, 2015, 2013, 2011 Sparing	on-going	\$86,000	
Utility Vehicle	Need to supplement current 1999 gator	1	\$22,000	
Radio System	Current system discontinued	1 or 2	\$48,000	
<b>RENOVATIONS TO BUS BARN</b>				
Replace interior lighting	Start with key lighting and gradually turn	1		(do internally)
Replace garage doors	Replace door and power them	1	\$3,000/dr	
Paint Exterior		2	\$8,000	
Exterior Signage		2	\$5,000	
Secure Doors and Entry		1	\$1,500	
Outside Security Lighting		1	\$2,000	(do internally)
Camera Security (wireless)		1		
Fuel Tank		2		>2500 gal tank
<b>COMPLETED PROJECTS</b>				
Took down Eagles Nest	Outside FB field			
Roof resurfacing	Area 21 (old pod)		26,000	Summer 2012
Elementary Restrooms	New Counters and glass	1 or 2	6000	
Carpet HS Room	North hallway 241, 243, 244, 245	4	\$12,000	Needs fairly immediate attention
Hardscape North Slew	Rock and border by 6th Grade rooms	1 or 2	\$1,000	\$2,700 Summer 2011
Build Storage	Partition off south for storage	4		Fall 2011
Replace interior doors	Boiler room	2	\$500/door	Fall 2010
	HS Locker room doors	2	\$3,000	Fall 2010
	HS Gym double doors	1 or 2	\$2,000	Fall 2010
	Elementary Gym double doors both sides*	1 or 2	\$2,000	Summer 2011
Replace Heating units in elementary locker rooms	Units are old and have limited functioning-- Add air at same time	4	\$8,000	\$29,552 Spring 2011

## POPULATION STUDY

### BACKGROUND INFORMATION OF THE STUDY:

This study was prepared by:

**David Drozd, M.S.**

UNO Research Coordinator

Center for Public Affairs Research (CPAR)

Nebraska State Data Center (SDC) Lead Agency

Mr. Drozd is utilizing the population numbers from the past as well as a projection for where the number of students might be in the future to inform our population base for the future. He utilized a variety of data, starting with the 2000 and 2010 census counts and associated changes by age. From the births and deaths by single year of age, are used along with the population counts to calculate net migration and associated rates by 5-year age group. These vital statistics are available for most towns and zip codes, but not school districts.

The projection would show what would happen if past trends stayed the same regarding migration, and flow the current population forward making it dynamic, to accurately predict future births based upon the number of women at various ages (and applying age-specific fertility rates). The intent of the study was to determine if/by how much we need to expand our facilities to accommodate potential future growth.

The consultant shares, "This study does not predict whether a new subdivision or something would be constructed in the area, or other outlying factors that could impact the values (such as more migration to the area given say the construction of the Costco chicken plant). Such things are nearly impossible to accurately predict (especially the "when" of such new housing being built). Thus, it's safer to rely on the past as our best guide to what is to happen in the future. Washington County overall is surprisingly similar to less populated rural areas in its age structure, as many people leave the area for college and then don't return until their mid 30s until they already have their own families and want to be on an acreage. I am familiar with the county-wide statistics and patterns."

Mr. Drozd is sending information to me in stages/phases based upon his completed work. I will be sharing with you his first person perspective of the information he has gathered.

#### **STEP 1: 2 Attachments (Map/2000 and 2010 Census Stats)**

I have finished my initial look into defining the area. As I mentioned earlier, the school district area is best fit by the zip codes of 68002, 68034, and 68044. The map attachment will show you the boundaries of those zip codes (gray) versus the school district (yellow).

There are not any other zip codes that could be added to the analysis. The small portion where these zips don't cover the southern portion of the school district go into much larger Omaha based districts (68007 for Bennington, 68022 for Elkhorn, and 68064 for Valley). To the east 68008 is a very large zip covering Blair, and to the southwest 68025 covers the city of Fremont so we don't want to use those. To the north/northeast is a rural zip code that covers Herman and only a small portion of that overlaps with the school district boundary.

I have pulled the stats for these zip codes from the 2010 Census and compared to the school district info from the same source. The 3-zip area has a little more total population (385 more people), and 93 more 5-17 year olds.

I'd guess that the reason why the zips have more population is that they do capture the village of Nickerson, which had 369 people in 2010, whereas much of the portion of the school district not captured by the zips is rural in nature (low population density and relatively few housing units).

**So that suggests the analysis using zip codes will slightly overestimate the number of students in the district.** Note that there were 654 residents of the district aged 5-17 in 2010 – actual enrollments may be different than this given any opt-in or private/parochial/home schooling in the area. (FYI, the 3-zip area had 747 kids of school age.)

Zip code boundaries can change over time. I looked at the 2000-based reference maps and there are some differences, but nothing that leads to any major concerns. Overall, there were 107 more people in the 3 zips in 2010 vs. 2000; however, like in Louisville, nearly all of this growth is among those aged 45+ (see green shading), who wouldn't tend to have many kids in the household. There were fewer 30-44 year olds in 2010 vs. 2000 (see pink shading), and that led to a drop in school-aged population (70 fewer such kids in 2010).

Kids and enrollments may grow going forward as the relatively large group of millennials are moving through their peak reproductive years. That's what running the projection will tell me. My next step is to get the births and deaths data from DHHS so I can calculate birth and migration rates in the area. Generally speaking though, these data tell me migration at child bearing age may not be all that high, and thus the growth of kids may also be subtle going forward. We'll see as I grab more figures.

### **STEP 2: 1 Attachment (Arlington School Enrollment Stats)**

I pulled the attached stats about enrollment from the Dept of Education website. I noticed growing class sizes for young elementary grades starting in 2013. Internet searches show articles regarding a bond and expansion project the school has been done.

### **STEP 3: 2 Attachments (Arlington Schools 2000's Migration Graphs)**

I have completed the next step in our population analysis. I received the births/deaths data from Health & Human Services for the 3 zip codes we're using to proxy your school district boundaries. In general the birth-death fundamentals are strong, in part because there is no nursing home in the area, and thus some people move away from the area to receive that care, and eventually pass away in that new location. The average from 2000-2016 was 44 births per year, versus 25 deaths so the population was increasing by 19 each year due to natural change.

The highest average number of births occurred at age 28, which is typical. Accounting for the number of women by age, the highest fertility rate occurred a little later at age 31. Those specific fertility rates found for the 3-zip area will be what I apply in the projection.

Having the number of births and deaths by single year of age, I use the census data to calculate migration by age. Like most areas, your zips have a lot of people leave the area for college. Here's how to interpret the graphs – breaking the 2000s decade into two five-year periods, when you account for deaths, there are 282 fewer people at age 20-24 than there would have been if no migration had occurred given the number of 15-19 year olds in the area at the start of the period. (It's not on the graph but the value from 2000-2005 was -152 and the value from 2005-2010 was -130 or the total of -282 graphed on the ending age category for 20-24 year olds).

When you account for the starting population and turn the value into a rate, this shows that on average for the two 5-year periods, about 48% of a cohort of 15-19 year olds left the area by the time they were 20-24 five years later. Many areas in Nebraska have a similar net migration rate implying about half of a graduating class is no longer in the local area 5 years later given moves for college or work purposes.

So the area fits a typical pattern, moving away at college age, and then some return bringing their young children with them. Those returning by age 44 along with their kids negates the college-related outflows. Given that there is no nursing home, we see the average migration rate being around -7.5% for those aged 70 or older. This leads to an overall net outmigration of -103 for the 2000s decade, or about -1.4%. It's important for your analysis to note however that the area is pulling in folks at middle age along with their kids – the older age outmigration won't impact your number of students, but I would say that it could put pressure on your families since grandparents are not likely in the local area to help with child dropoff/pickup or caring for a child if they are sick, etc.

The next step is to run the projection. From those numbers we'll be able to draw conclusions. Sending this data to you piecemeal as I stated I would.

### **SUMMARY INFORMATION: 1 Attachment (2010 Arlington Area Population by Sex and Five-Year Age Group)**

I have finished running the projection. In general, if the population changes as it has in the past, the area is not set to see an increasing number of students. Rather, given the continued loss of residents largely for college reasons, the area's population in peak-reproductive years will trend downward. As such, births go down and the student base weakens. Now given your large interest in opting in, you might be able to have the class sizes you want going forward. The population analysis, however, much like in Louisville, does not support the idea of relatively high increases in students over the next few years as well as the next 15-20 years.

Actual births have already been declining. Here are recent 5-year averages for births to residents of 68002, 68034, and 68044 (which we are using to proxy the district):  
2000-2004: 48.2 births / year

2005-2009: 45.8 births / year  
2010-2014: 41.0 births / year  
2015-2016: 34.5 births / year (note: only a 2-year average)

To calculate birth rates, I need data near the 2010 timeframe, since the 2010 Census counts are the best source for the number of women by single-year of age in the area. Area births averaged 43.0 per year from 2008-2012 (closest 5 years to 2010), 42.9 annual births from 2007-2013 (closest 7 years) and 43.1 from 2006-2014 (closest 9 years). So you can see these averages were very consistent around 43 births per year near 2010.

To account for birth rates near 2010 being somewhat lower due to the economic recession occurring at the time, I raised them by 5% for all ages. This leads to the projection model averaging 44.9 births per year between 2010-2014, higher than either the 43 births near 2010 or the actual 41 per year the area actually experienced. (The projection starts using the 2010 census numbers by gender and single year of age, and then flows them forward into the future, so we can check the values the model is producing versus what occurred in reality.) So the projection is overstating what occurred, so it should somewhat overestimate total potential students.

You can see specific values on the attached. For each 5-year age group below age 20, the values trend down over time. The school age 5-17 year olds change as follows:

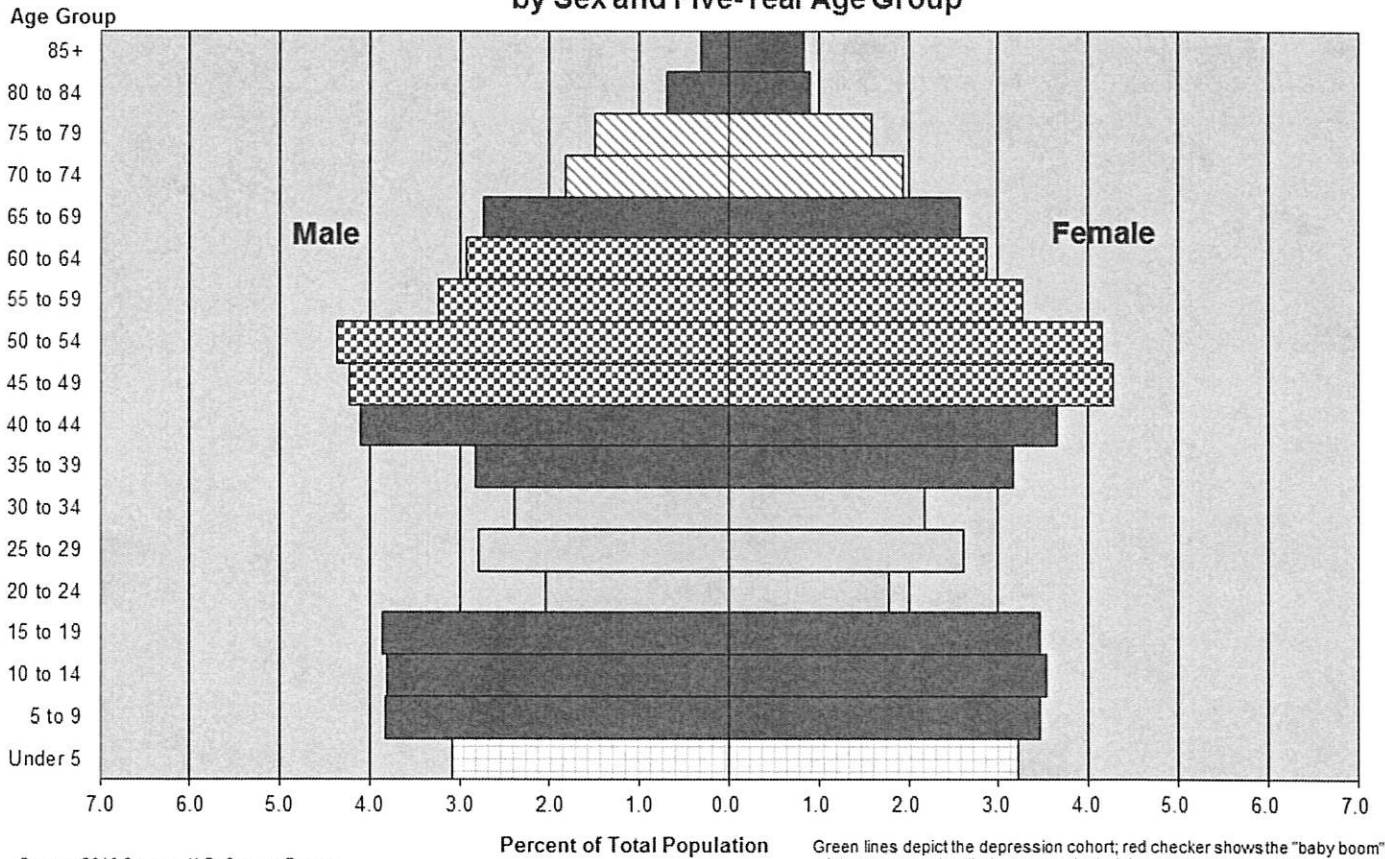
2010: 747 (from the census)  
2015: 693  
2020: 682  
2025: 655  
2030: 606  
2035: 564

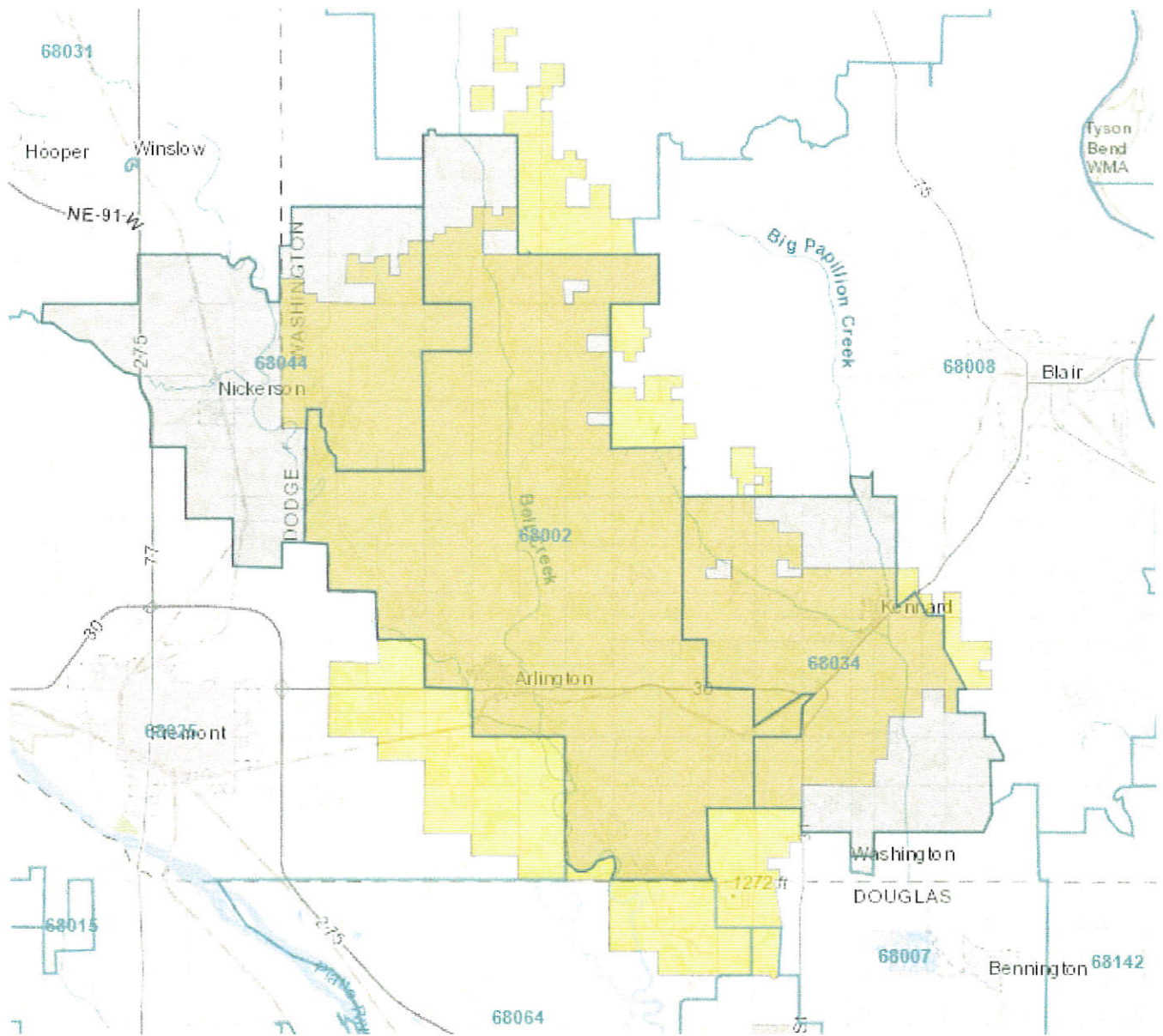
The values are influenced by the net outmigration the area has experienced (which I'm applying forward, assuming past patterns will hold – as mentioned in some of the initial emails I cannot account for or predict if a new subdivision or some new housing or immigration occurring due to say the new chicken processing plant in Fremont or other factors). The college related net outmigration in the 2000s totaled -326. The net inflow from ages 25-44 was only +255. So the population of reproductive age trends lower over time.

This shows up in the projected births – with fewer women in the area births change as follows:  
2010-2014: 44.9 births / year  
2015-2019: 42.4 births / year  
2020-2024: 38.5 births / year  
2025-2029: 37.3 births / year  
2030-2034: 36.3 births / year

The current sex by age structure is just not one that is conducive to births and growth. You can see how the migration shrinks the portion of the population in key reproductive years (20s and 30s) and that impacted kids under age 5 even by 2010.

## 2010 Arlington Area (zip codes 68002, 68034, 68044) Population by Sex and Five-Year Age Group





P012  
SEX BY AGE [49]  
Universe: Total population  
Census 2000 Summary File 1 (SF 1) 100-Percent Data

Category	Washingt	on			3-zip area
	County, Nebraska	ZCTA5 68002	ZCTA5 68034	ZCTA5 68044	
Total:	18,780	2,125	717	811	3,653
Male:	9,329	1,067	360	412	1,839
Under 5 years	609	69	28	39	136
5 to 9 years	751	99	31	34	164
10 to 14 years	762	89	24	38	151
15 to 17 years	492	68	20	25	113
18 and 19 year:	325	33	6	13	52
20 years	142	7	3	2	12
21 years	136	9	3	9	21
22 to 24 years	334	26	6	9	41
25 to 29 years	464	41	24	24	89
30 to 34 years	493	63	24	30	117
35 to 39 years	751	84	28	27	139
40 to 44 years	766	106	27	36	169
45 to 49 years	737	73	24	31	128
50 to 54 years	709	66	31	23	120
55 to 59 years	439	50	22	23	95
60 and 61 year:	165	24	9	3	36
62 to 64 years	221	32	9	10	51
65 and 66 year:	140	21	7	5	33
67 to 69 years	195	30	9	9	48
70 to 74 years	277	31	12	13	56
75 to 79 years	190	21	9	8	38
80 to 84 years	130	15	3	0	18
85 years and ov	101	10	1	1	12
Female:	9,451	1,058	357	399	1,814
Under 5 years	598	60	30	35	125
5 to 9 years	672	79	30	27	136
10 to 14 years	717	87	23	32	142
15 to 17 years	485	67	17	27	111
18 and 19 year:	279	20	12	8	40
20 years	133	14	1	6	21
21 years	112	5	1	6	12

P12  
SEX BY AGE  
Universe: Total population  
2010 Census Summary File 1

Category	Washingt	on			Arlington	3-zip area	Differ- ence	2000 - 2010 Change	
	County, Nebraska	ZCTA5 68002	ZCTA5 68034	ZCTA5 68044	Public Schools, Nebraska			Wash. County	3-zip area
Total:	20,234	2,150	886	724	3,375	3,760	385	1,454	107
Male:	10,077	1,074	449	377	1,709	1,900	191	748	61
Under 5 years	608	63	34	19	99	116	17	-1	-20
5 to 9 years	699	72	38	34	123	144	21	-52	-20
10 to 14 years	804	86	23	34	130	143	13	42	-8
15 to 17 years	510	71	21	14	97	106	9	18	-7
18 and 19 year:	337	22	10	7	32	39	7	12	-13
20 years	135	6	5	5	12	16	4	-7	4
21 years	119	9	1	8	10	18	8	-17	-3
22 to 24 years	308	25	6	12	34	43	9	-26	2
25 to 29 years	466	57	26	22	91	105	14	2	16
30 to 34 years	542	54	22	14	86	90	4	49	-27
35 to 39 years	587	60	25	21	98	106	8	-164	-33
40 to 44 years	628	85	40	29	126	154	28	-138	-15
45 to 49 years	861	92	35	32	150	159	9	124	31
50 to 54 years	847	93	40	31	154	164	10	138	44
55 to 59 years	711	67	25	30	119	122	3	272	27
60 and 61 year:	272	25	10	7	36	42	6	107	6
62 to 64 years	383	35	19	14	63	68	5	162	17
65 and 66 year:	204	30	10	7	43	47	4	64	14
67 to 69 years	218	35	11	10	49	56	7	23	8
70 to 74 years	319	41	16	11	62	68	6	42	12
75 to 79 years	232	27	19	10	52	56	4	42	18
80 to 84 years	164	13	9	4	29	26	-3	34	8
85 years and ov	123	6	4	2	14	12	-2	22	0
Female:	10,157	1,076	437	347	1,666	1,860	194	706	46
Under 5 years	587	70	25	26	100	121	21	-11	-4
5 to 9 years	688	70	31	29	106	130	24	16	-6
10 to 14 years	712	76	34	23	118	133	15	-5	-9
15 to 17 years	484	50	24	17	80	91	11	-1	-20
18 and 19 year:	263	20	12	7	32	39	7	-16	-1
20 years	126	4	3	4	8	11	3	-7	-10
21 years	89	8	3	3	14	14	0	-23	2



**Fall Membership by Grade in Arlington Public Schools**

Source: Statistics and Facts About Nebraska Schools Reports, Nebraska Department of Education

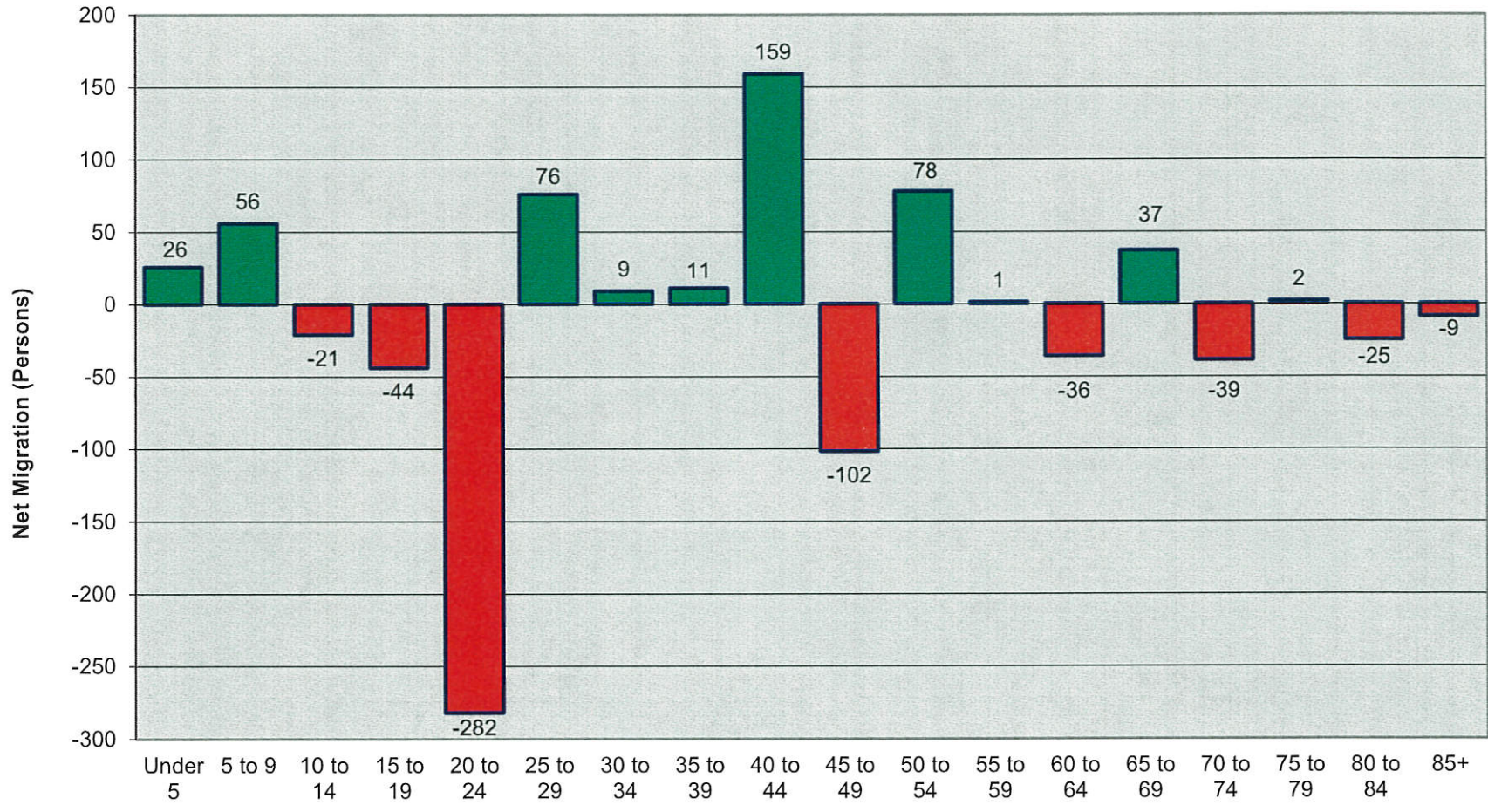
Note: 2017-18 data from the Membership by Grade, Race and Gender report

URL: <https://www.education.ne.gov/dataservices/data-reports/>

Compiled by: David Drozd, UNO Center for Public Affairs Research on April 20, 2018

School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
2009-10	24	43	36	39	32	42	38	34	39	45	49	60	57	53	591
2010-11	21	31	45	34	42	32	41	42	39	40	57	53	56	55	588
2011-12	22	33	31	43	38	42	38	39	41	39	43	53	50	57	569
2012-13	25	26	28	34	40	40	47	38	40	41	44	43	54	53	553
2013-14	25	46	29	31	37	47	43	46	40	45	49	41	46	57	582
2014-15	26	45	44	28	37	40	49	42	46	40	55	51	40	47	590
2015-16	26	47	44	51	33	45	46	53	51	48	47	55	48	41	635
2016-17	27	32	47	46	52	38	48	47	54	52	63	43	56	46	651
2017-18	26	45	36	48	53	49	40	46	48	53	53	65	43	54	659
9-year avg	24.7	38.7	38.0	38.3	38.9	40.8	43.8	42.6	43.8	43.8	50.9	49.9	50.9	51.1	602.0
2009&2010 avg	22.5	37.0	40.5	36.5	37.0	37.0	39.5	38.0	39.0	42.5	53.0	56.5	56.5	54.0	589.5
2016&2017 avg	26.5	38.5	41.5	47.0	52.5	43.5	44.0	46.5	51.0	52.5	58.0	54.0	49.5	50.0	655.0
Difference	4.0	1.5	1.0	10.5	15.5	6.5	4.5	8.5	12.0	10.0	5.0	-2.5	-7.0	-4.0	65.5

**Net Migration of Arlington Schools Area (68002, 68034, 68044)  
by Age during 2000-2010 using Two 5-Year Periods**  
Overall Net Migration = - 103 people



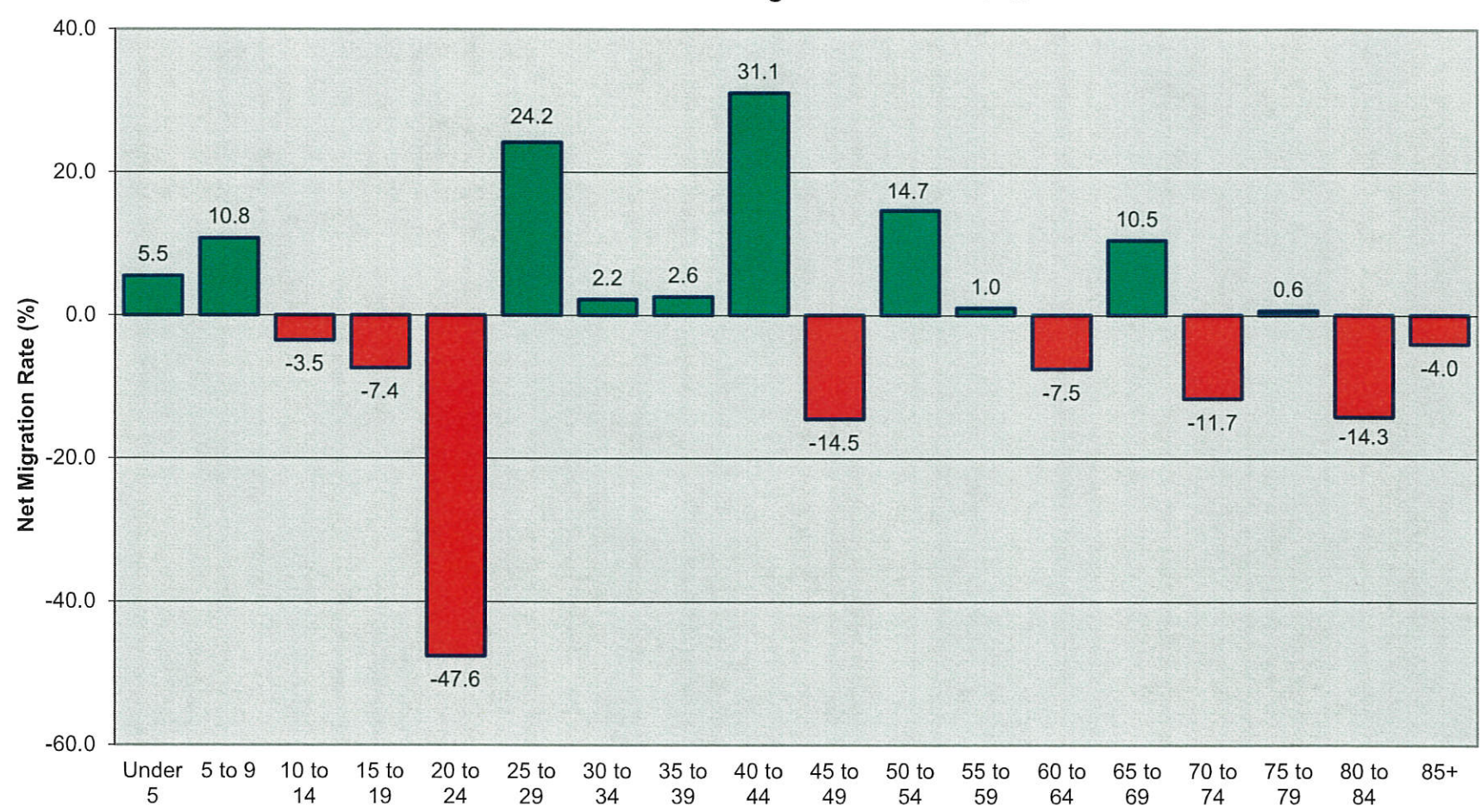
Sources: 2000 and 2010 Censuses, U.S. Census Bureau, Annual Births and Deaths by Single Year of Age, NE Dept of HHS

**Age Group**

Compiled and Prepared by: David Drozd,  
UNO Center for Public Affairs Research

### 5-Year Net Migration Rates for Arlington Schools Area (68002, 68034, 68044) by Age during 2000-2010 using Two 5-Year Periods

Overall 5-Year Net Migration Rate = - 1.4%



Sources: 2000 and 2010 Censuses, U.S. Census Bureau, Annual Births and Deaths by Single Year of Age, NE Dept of HHS

Age Group

Compiled and Prepared by: David Drozd,  
UNO Center for Public Affairs Research



**Projection for Arlington Schools 3-zip area (68002, 68034, 68044) Population using 2010 Census as starting point**

Source: Spring 2018 Population Projection for Louisville Schools, Center for Public Affairs Research, UNO

Category	Total Population									Change (#)		Change (%)	
	2010	2015	2020	2025	2030	2035	2040	2045	2050	2010-20	2020-30	2010-20	2020-30
Population < age 5	237	228	215	195	189	184	181	173	162	-22	-26	-9.1	-12.1
Population age 5-9	274	256	246	233	211	205	199	196	187	-28	-35	-10.1	-14.3
Population age 10-14	276	288	269	259	244	222	215	209	206	-7	-25	-2.5	-9.3
Population age 15-19	275	240	255	240	228	214	195	189	185	-20	-27	-7.1	-10.7
Population age 20-24	144	136	125	130	122	117	110	100	97	-19	-3	-13.4	-2.3
Population age 25-29	203	155	144	135	140	130	126	119	108	-59	-4	-29.0	-2.9
Population age 30-34	172	234	178	167	155	161	151	145	137	6	-24	3.7	-13.3
Population age 35-39	225	178	242	184	173	160	167	156	150	17	-69	7.6	-28.5
Population age 40-44	291	260	206	278	213	198	186	193	180	-85	8	-29.4	3.8
Population age 45-49	320	325	286	226	310	235	223	205	214	-34	24	-10.8	8.5
Population age 50-54	320	315	317	283	224	305	233	219	204	-3	-94	-0.8	-29.6
Population age 55-59	245	341	335	340	302	239	328	250	236	90	-33	36.7	-10.0
Population age 60-64	218	234	326	320	327	290	230	317	242	108	1	49.4	0.4
Population age 65-69	200	207	223	312	309	314	281	224	308	23	86	11.5	38.4
Population age 70-74	141	187	193	209	294	291	300	267	212	52	101	37.1	52.2
Population age 75-79	116	116	155	161	176	248	247	255	229	39	21	33.4	13.8
Population age 80-84	60	87	88	120	125	138	196	195	205	28	37	46.7	42.3
Population age 85+	43	54	77	89	115	132	149	197	222	34	38	78.9	48.9
<b>Total Population</b>	<b>3,760</b>	<b>3,840</b>	<b>3,881</b>	<b>3,880</b>	<b>3,856</b>	<b>3,784</b>	<b>3,717</b>	<b>3,609</b>	<b>3,484</b>	<b>121</b>	<b>-25</b>	<b>3.2</b>	<b>-0.6</b>
Population < age 18	984	921	898	851	796	749	723	702	677	-86	-102	-8.8	-11.4
Population age 18-29	425	381	357	341	339	324	303	285	268	-68	-19	-15.9	-5.2
Population age 30-44	688	672	626	630	541	519	503	494	467	-62	-85	-9.0	-13.6
Population age 45-64	1,103	1,214	1,264	1,168	1,162	1,069	1,014	991	896	161	-102	14.6	-8.1
Population age 65+	560	652	736	891	1,019	1,124	1,173	1,137	1,177	176	283	31.4	38.4
Population age 18-24	222	225	213	206	199	193	177	166	160	-9	-14	-3.9	-6.7
Population age 18-64	2,216	2,267	2,247	2,138	2,042	1,911	1,820	1,770	1,631	31	-205	1.4	-9.1
Population age 5-17	747	693	682	655	606	564	542	529	515	-65	-76	-8.6	-11.1

## Current Reality

Lynn Johnson, Aaron Pfingsten, Jacque Morgan, Nichole Fairhead

## Agenda

- ❖ State and Federal Expectations – What are the broad targets?
- ❖ Demographics – Who are we?
- ❖ Expenditures and Resources – What are our resources and how are they used?
- ❖ Curriculum, Programs, and Assessment – What are we doing and how are we doing?
- ❖ Board Annual Goals – What are the local targets?

## State and Federal Expectations

What are the broad targets?

## Federal Programs

**Elementary and Secondary Education Act - ESEA**

- ❖ Title I-A: Provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. We are targeted assistance.
- ❖ Title II: Supporting Effective Instruction.
- ❖ Title III: Improve the education of English Learners.

**Individuals with Disabilities Act (IDEA) - Funds are provided to schools to help ensure that children with disabilities (under age 21) have access to a free, appropriate public education.**

## State Requirements

Accreditation, Rule 10

**ACCREDITATION**

All public school systems are required by state statute to be accredited. Accreditation is a designation earned by complying with all provisions of Rule 10: Regulations and Procedures for the Accreditation of Schools. These regulations and procedures are intended to establish equality of educational opportunity for all students in public elementary and secondary schools.

## Advanced Accreditation

External Review 2016

**Powerful Practices #1 - Statement:** Arlington Public Schools' eleventh grade honor history students' project to preserve the history of slavery and the Underground Railroad in the United States has been identified as a true Powerful Practice by the team.

**Powerful Practice #2 - Statement:** The Arlington Public Schools' board of education and administration support staff to effectively create a positive learning environment.

**Powerful Practice #3 - Statement:** The students and staff have access to educational technology resources that are supported by a strong technology infrastructure including an effective and engaged technology staff and a well developed and implemented technology plan.

**Opportunity for Improvement - Statement:** Review current collaborative learning communities and professional development processes and implement a systematic professional learning model to guide the staff's professional learning and growth tied to the continuous improvement process.




**Improvement Priority - Statement:** Review, revise, and implement a documented systemic, systematic, and sustainable continuous improvement process to provide clear direction for improving conditions that support student learning.

# AQUESTT




for Nebraska

In 2014, the Nebraska legislature enacted legislation requiring a new accountability system for public schools and districts. The new system is AQuESTT – Accountability for a Quality Education System Today and Tomorrow.

## Student Success and Access

- 
 • Positive Partnerships, Relationships, and Student Access
- 
 • Transitions
- 
 • Educational Opportunities and Access


## Teaching and Learning

- 
 • College and Career Ready
- 
 • Assessment
- 
 • Educator Effectiveness


## Demographics

### Who are we?

## History Timeline

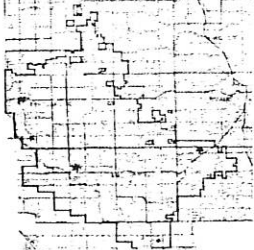


1962	Construction of current 7-12 building
1973	Construction of current K-6 building and small (blue) gymnasium
1993	Updated Industrial Technology Classroom (building fund)
1997	Renovated one classroom (building fund)
1998	Acquired two portable classrooms
2000	Air conditioned current high school



2001	Added 2nd kindergarten classroom, preschool classroom, 2 science classrooms and lab, weight/wrestling room, and concession stand/storage shed (building fund)
2007	Construction (49,100 sq. ft) and remodeled (19,919 sq. ft) (bond)
2016	HVAC for entire facility (QCPUF bond, depreciation)

## District Map and Busing Info



- ❖ 135.6 Square Miles
- ❖ Five regular bus routes
- ❖ Nine buses
- ❖ Four minivans
- ❖ One ten passenger van
- ❖ Two eleven passenger vans
- ❖ 263 students riding bus (including preschool) in 2017-18

### Enrollment, Attendance, Participation

PK-12 Enrollment Fall Membership 2016-2017		PK-12 Daily Attendance Data		MIS Student Participation Data					
Pre-school	27	2016/17	ARL	95.96%	2016/17	Athletics	74%	Activities	79%
Kindergarten	32		State	94.59%		2015/16	70%	76%	
1st Grade	47	2015/16	ARL	96.13%	2014/15	76%	91%		
2nd Grade	66		State	94.88%		2013/14	66%	65%	
3rd Grade	52	2014/15	ARL	96.69%	2012/13	78%	76%		
4th Grade	38		State	96.17%					
5th Grade	48	2013/14	ARL	96.24%					
6th Grade	47		State	96.39%					
7th Grade	54	2012/13	ARL	96.08%					
8th Grade	52		State	95.53%					
9th Grade	63								
10th Grade	63								
11th Grade	56								
12th Grade	46								
<b>Total PK-12</b>	<b>651</b>								

### Special Education Program

Number of students in the special education program

	SY14-15	SY15-16	SY16-17	SY17-18
October	63 (8.7%)	71 (10.84%)	79 (11.7%)	83
December	67	76	90	89
May	69	82	87	105
State Percentage	14.71%	14.71%	14.97%	NA

### LEP Program and Free-Reduced Lunch

Number of students in the Limited English Proficiency (LEP) program

	SY14-15	SY15-16	SY16-17	SY17-18
October	4	5	6	11

Percentage of students qualified for free-reduced lunch

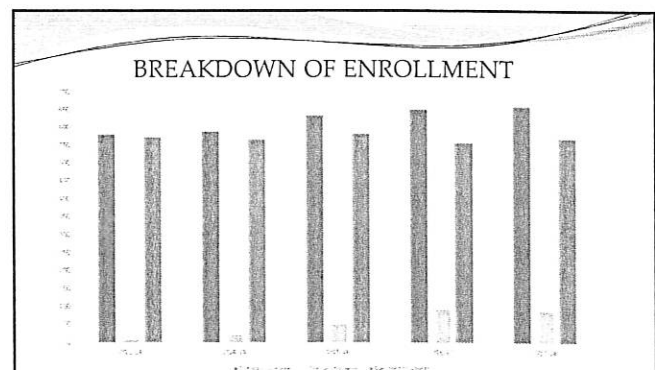
	SY14-15	SY15-16	SY16-17	SY17-18
District	19.66	23.46	21.81	23.77
State	44.23	44.12	44.65	NA

### District Enrollment

Years	PK	KC	1st	2nd	Total	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total
2007-2008	24	42	28	42	43	36	36	41	48	54	60	53	64	56	627
2008-2009	28	34	37	32	44	39	36	42	44	45	50	51	53	59	602
2009-2010	24	33	36	39	32	42	38	34	39	45	49	60	57	53	601
2010-2011	21	31	45	34	42	32	41	42	39	40	37	53	56	55	588
2011-2012	22	33	31	42	29	42	38	39	41	39	43	52	58	57	569
2012-2013	25	26	28	34	35	40	37	38	40	41	44	43	54	53	553
2013-2014	25	46	29	31	37	47	43	46	48	45	48	41	46	57	582
2014-2015	26	45	44	28	37	40	49	42	46	40	35	51	40	47	590
2015-2016	26	47	44	51	33	45	46	53	51	48	47	35	45	41	635
2016-2017	27	32	47	46	32	38	48	47	54	52	45	43	56	46	631
2017-2018	27	47	38	49	53	51	39	40	48	53	59	45	43	54	660
From 2015-2018	26	31	44	43	32	32	43	40	44	50	37	54	44	44	676

### OPTION ENROLLMENT

	DISTRICT			K-8		
	IN	OUT	NET	IN	OUT	NET
SY13-14	70	62	8	27	26	1
SY14-15	89	66	23	36	28	8
SY15-16	109	57	52	49	24	25
SY16-17	134	42	92	59	19	40
SY17-18	138	49	89	54	22	32



## Expenditures and Resources

What are our resources and how are they used?

### District Expenditures

Taken from 16-17 AFR

	Amount	District	State
All instruction	\$4,356,290.22	99.27%	99.85%
Support services - Students	\$34,454,454.20	7.08%	7.84%
Support services - Staff	\$154,299.27	2.08%	3.08%
Central Administration	\$340,674.27	4.33%	5.25%
Office of Principals	\$411,281.45	5.46%	5.84%
Maintenance & Operation	\$1,324,335.26	17.59%	18.23%
Federal	\$284,778.3	3.74%	3.09%
Other	\$18,495.39	0.24%	1.63%
<b>Total</b>	<b>\$7,538,443.70</b>		

#### 16-17 Expenditures

**Personnel Costs = (77%)**  
\$5,791,899.99/\$7,530,343.70

### District Receipts

Taken from 16-17 AFR

	Amount	District	State
LOCAL	\$6,493,440.15	77.27%	55.85%
COUNTY	\$34,325.49	0.41%	0.51%
STATE	\$1,491,191.92	17.86%	37.41%
FEDERAL	\$327,951.45	3.93%	5.37%
OTHER	\$2,222.21	0.03%	0.56%
<b>TOTAL</b>	<b>\$8,349,532.02</b>		

#### 16-17 Receipts

### OPTION ENROLLMENT RECEIPTS

	Net Option Funding	Value based on Valuation
SY14-15	\$67,852	1.18 Cents
SY15-16	\$205,438	3.23 Cents
SY16-17	\$479,812	9.92 Cents
SY17-18	\$804,395	11.53 Cents
SY18-19*	\$800,053	NA

### Valuation and Levy

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Property Valuation:	\$491,202,449	\$476,291,493	\$479,754,161	\$534,467,493	\$573,737,776	\$617,224,741	\$671,191,629	\$677,111,449
General Fund Levy	1.024567	1.049137	1.044964	1.044992	1.024629	0.950034	0.950020	0.902366
Building Fund Levy	0.013474	0	0	0	0.020242	0.025252	0.000000	0.020266
Bond Fund	0.06633	0.069908	0.061584	0.060961	0.064943	0.076616	0.065010	0.062735
QCPLIF	0	0	0	0	0	0.051968	0.046790	0.045214
Total Tax rates	1.104495	1.119045	1.106548	1.105953	1.117571	1.033562	1.062910	1.065545
Property Tax Request:								
General Fund	\$4,141,414	\$4,977,322	\$5,046,445	\$5,916,294	\$5,911,456	\$6,034,344	\$6,565,466	\$6,290,260
Building Fund	\$35,355.56	\$0.00	\$0.00	\$0.00	\$115,996.00	\$160,410.00	\$0.00	\$144,414.14
Bond Fund	\$36,464.94	\$746,507.30	\$439,743.44	\$441,418.00	\$310,282.00	\$466,063.00	\$454,343.00	\$666,464.94
QCPLIF	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$328,243.00	\$321,344.00	\$315,214.43
Total Tax Request	\$4,141,414	\$6,473,453	\$5,486,189	\$6,698,616	\$6,827,244	\$7,010,226	\$7,541,245	\$7,541,457

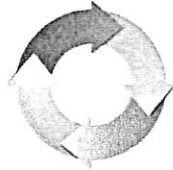
## Curriculum, Programs and Assessments

What are we doing and how are we doing?

## District Curriculum Cycle

### Seven Year Curriculum Cycle

- Research and Development
- Adoption
- Implementation
- Refinement



## Elementary (K-6) Curriculum

- ❖ Music
- ❖ Art
- ❖ Physical Education
- ❖ Social Studies
- ❖ Language Arts/Reading
- ❖ Science/Health
- ❖ Math

## Extended Learning Opportunities

- ❖ Summer Skills K-8
- ❖ Summer STEAM Camp K-8
- ❖ Credit Recovery 9-12
- ❖ UNMC Health Career Program 11-12
- ❖ Eagle Success Program 7-12

## Middle School Curriculum

- ❖ Language Arts - English 7, English 8, Reading 7
- ❖ Mathematics -Two tracts: (Math 7/Pre-algebra)(Pre-algebra/Algebra I)
- ❖ Science - Integrated Science I and II
- ❖ History - 7th Grade is Early World History/8th Grade is US History
- ❖ Fine Arts - 7th Grade must take band, vocal or both
- ❖ 7th Grade one quarter each of Health, Art, Study Skills and Computer Applications
- ❖ PE
- ❖ Elective Courses: FCS, Exp. Tech., Beg. Multimedia, Exp. Ag.

## Graduation Requirements 2018

A student graduating in the year 2018-2021 must earn a minimum of 260 credit hours in order to graduate from Arlington High School. The following courses must be successfully completed.

<u>Language Arts</u> -45 credit hours		<u>Social Studies</u> - 35 credit hours	
English 9	10	World Geography	10
English 10	10	World History	10
English 11	10	US History	10
English 12/ Clg Eng I & II	10	American Government	5
Beginning Speech	5		
<u>Mathematics</u> - 30 credit hours		<u>Science</u> - 30 credit hours	
Algebra I	10	Science Inter/Physical Science	10
Geometry	10	Biology	10
Math Elective	10	Science Elective	10

## Graduation Requirements 2018 Cont.

<u>Vocational</u> - 20 credit hours		<u>Fine Arts</u> - 10 credit hours	
Information Technology I	5	These credits can be earned in the areas of Instrumental (10), Vocal Music (10), Art (10), or a combination of Art (5), Music (5) or Music Appreciation (5)	
Information Technology II	5		
Personal Finance/Economics	5		
Remaining credits can be obtained from Business, and/or Consumer/Family Science, and/or Industrial Education, and/or additional computer classes.		<u>Electives</u> - 70 credit hours	
<u>Physical Education</u> - 20 credit hours			
Physical Education I/Health	10		
P.E. Electives	10		

## Dual Enrolled Courses 2013

In order to qualify for dual enrollment classes, students must have a cumulative GPA of 3.0 or better and attain a minimum score as designated by the college, on the ACT or PLAN tests.

### High School Course Name

- College English I (first semester)
- College English II (second semester)
- Pre-Calc (first semester)
- Pre-Calc (second semester)
- Calculus
- INFO Tech III INFO 1001
- Business Law
- Wealth Building Fin Mgt
- Macro Economics
- Honors American History
- Intro to Psychology
- Sociology

### College Course Name and Number

- ENG 1010 English Composition I
- ENG 1020 English Composition II
- MATH 1420 College Algebra
- MATH 1430 Trigonometry
- MATH 2410 Calculus I
- Information Systems and Literacy
- BSAD 1100 Business Law I
- FINA 1200 Wealth Building and Per. Fin.
- ECON 1000 Macro Economics
- HIST 1020 US History from 1865
- PSYH 1010 Introduction to Psychology
- SOC 1010 Sociology

## Dual Enrolled 2018

In order to qualify for dual enrollment classes, students must have a cumulative GPA of 3.0 or better and attain a minimum score as designated by the college, on the ACT or PLAN tests.

### High School Course Name

- College English I (first semester)
- College English II (second semester)
- Pre-Calc (first semester)
- Pre-Calc (second semester)
- Calculus
- INFO Tech III INFO 1001
- Business Law
- Wealth Building Fin Mgt
- Macro Economics
- Honors American History
- Spanish III
- Spanish IV
- Intro to Psychology
- Sociology

### College Course Name and Number

- ENG 1010 English Composition I
- ENG 1020 English Composition II
- MATH 1420 College Algebra
- MATH 1430 Trigonometry
- MATH 2410 Calculus I
- Information Systems and Literacy
- BSAD 1100 Business Law I
- FINA 1200 Wealth Building and Per. Fin.
- ECON 1000 Macro Economics
- SPAN 1110 and 1020 Elementary Spanish I and II
- SPAN 2110 Intermediate Spanish I
- PSYH 1010 Introduction to Psychology
- SOC 1010 Sociology

## Students with College Credits

### Class of 2018

- ❖ Percent of the class received college credit 62%
- ❖ Most credits earned by a student  
40 cr. hr.
- ❖ Average credits per student  
16.8 cr. hr.

### Class of 2013

- ❖ Percent of the class received college credit 63%
- ❖ Most credits earned by a student  
29 cr. hr.

## Addressing Career Readiness

### Career Pathways -

- Business, Management, and Administration Cluster
- Finance Cluster
- Information Technology Cluster
- Architecture and Construction Cluster
- Manufacturing Cluster
- Health Sciences Cluster
- Education and Training Cluster

## Addressing Career Readiness, cont.

### School-to-Work -

Provides vocational experiences that enhance scholastic learning

### Interest Inventories -

Help identify strengths and areas of interest

### Assessments -

ACT career readiness benchmarks

John Baylor ACT Test Prep

ACT Online Test Prep

### State Standards -

Incorporate career readiness standards

## Extra-curricular Offerings

Elementary: Coding Club, Chess Club, Homework Club 3rd/4th,

Middle School:

- ❖ 6 sports (volleyball, football, cross country, basketball, wrestling, girls and boys track)
- ❖ 6 Clubs or Organizations: FBLA, FFA, Junior High Leadership, Jazz Band, STEM, Show Choir

High School:

- ❖ 13 sports (cheerleading, dance, softball, volleyball, football, cross country, girls golf, girls and boys basketball, wrestling, girls and boys track, baseball, boys golf)
- ❖ 14 Clubs or Organizations: Art Club, Book Club, FBLA, FFA, Instrumental Music, NHS, One-Act, Skills USA, Speech, Show Choir, Stuco, Quiz Bowl, Vocal Music, Yearbook

## Graduate Post-Secondary Plans

Response	Class of 2015 (41 responses)	Class of 2016 (38 responses)	Class of 2017 (45 responses)
4 Year College	82.9%	65.8%	75.6%
2 Year College	9.8%	26.3%	17.8%
Voc/Tech School	7.3%	7.9%	4.4%
Work Full Time	7.3%	13.2%	4.4%
Work Part Time	14.6%	7.9%	22.2%
Apprenticeship	0.0%	0.0%	0.0%
Military	0.0%	5.3%	4.4%
Other	0.0%	0.0%	4.4%

## Assessments

How are we doing?

## District Assessments

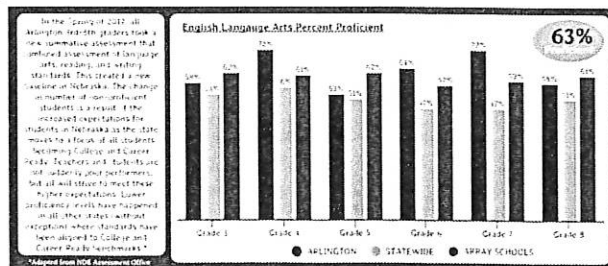
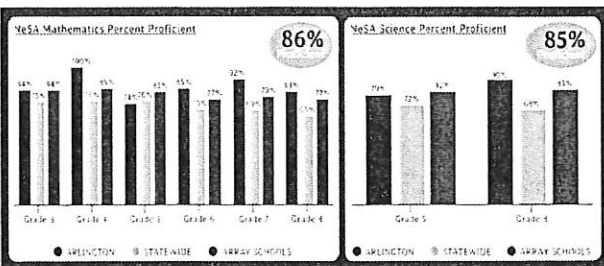
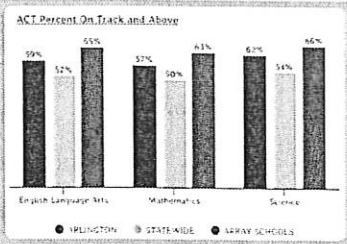
- ❖ MAP Growth Reading and Math Grades 1-9
- ❖ MAP Growth Science Grades 3-9
- ❖ STAR Reading Grades 1-6
- ❖ STAR Math Grades 1-6
- ❖ Fountas and Pinnell Grades K-6
- ❖ Pre-ACT Grade 10
- ❖ ACT Grade 11
- ❖ PSAT (Optional) Grade 10 - 11

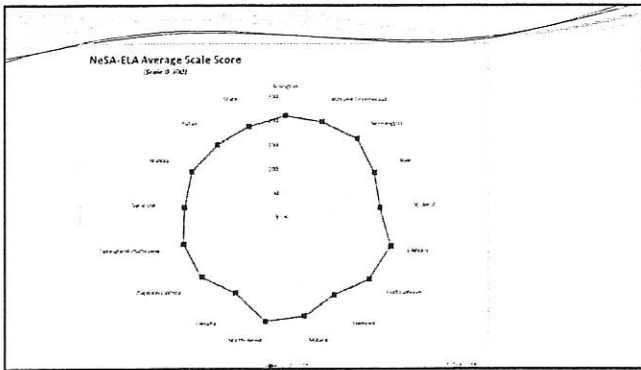
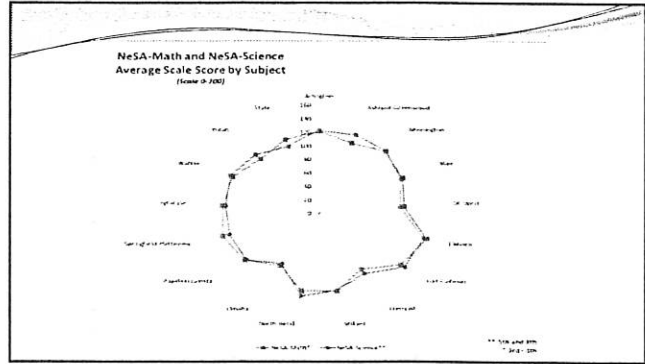
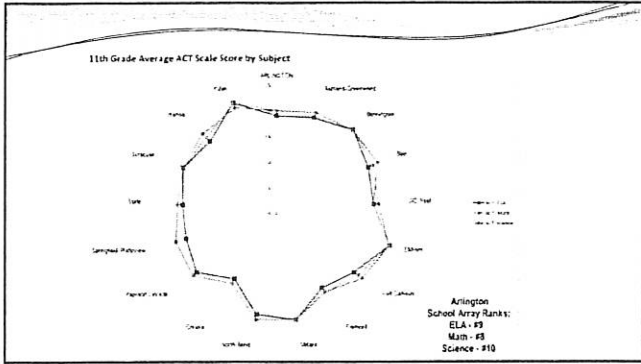
In the Spring of 2017, all Arlington HS students took the ACT as a statewide assessment. Students' scores in these areas, English Language Arts, Mathematics, and Science are shown in light gray in terms of what percent of Arlington students were on track for signifying the ACT College Readiness Benchmark. The scores for each performance level are shown below.

	Developing	On Track	ACT Benchmark
English Language Arts	1-17	18-24	26-36
Mathematics	1-17	18-23	22-36
Science	1-18	19-22	23-36

ACT scale scores range from 1-36. Arlington students' average scores were:

- English Language Arts: 19
- Mathematics: 20
- Science: 20





Board Annual Goals

What are the local targets?

**2018 ANNUAL GOALS**

**GOAL AREA: BUDGET**  
 GOAL: Maximize district resources to provide quality facilities and educational programs.

**GOAL AREA: COMMUNITY ENGAGEMENT**  
 GOAL: Maximize transparent communication by providing meaningful feedback and input opportunities toward continuous improvement efforts to strengthen family, school, and community partnerships

**GOAL AREA: FACILITIES**  
 GOAL: Provide up-to-date facilities to allow for continuous improvement and benefit to students in educational and extracurricular programs.

**GOAL AREA: STUDENT PERFORMANCE**  
 GOAL: Develop and implement plans using instructional best practices, formative and summative assessments, and student data to ensure that all students are college and career ready.

## Activity Participation Numbers

### Basketball

	<u>16-17</u>	<u>17-18</u>
HS	21	26
JH	27	19

### Baseball

#### Participation

<u>09-10</u>	<u>10-11</u>	<u>11-12</u>	<u>12-13</u>	<u>13-14</u>	<u>14-15</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>
27	34	34	28	26	27	23	25	20

### FFA

<u>16-17</u>	<u>17-18</u>
30	42

### Boys Golf

<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
15	14	18	15	10	9	12	13	7	8	11	12	13

### Cross Country

<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
22	24	22	29	33	24	20	19	21	14	14	20

### Cheer Leading

<u>11-12</u>	<u>12-13</u>	<u>13-14</u>	<u>14-15</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>
16	17	14	13	13	14	15

### Dance

<u>07-08</u>	<u>08-09</u>	<u>09-10</u>	<u>10-11</u>	<u>11-12</u>	<u>12-13</u>	<u>13-14</u>	<u>14-15</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>
14	14	14	14	12	12	14	10	10	11	9

## Softball

<u>05-06</u>	<u>06-07</u>	<u>07-08</u>	<u>08-09</u>	<u>09-10</u>	<u>10-11</u>	<u>11-12</u>	<u>12-13</u>	<u>13-14</u>	<u>14-15</u>	<u>15-16</u>	<u>16-17</u>
14	16	14	21	22	16	14	19	20	20	18	20

## Speech

2014-2015 2015-2016 2016-2017

15                      13                      10

## Track

2015 2016 2017

35      39      42

## Vocal Music

	<u>07-08</u>	<u>08-09</u>	<u>09-10</u>	<u>10-11</u>	<u>11-12</u>	<u>12-13</u>	<u>13-14</u>	<u>14-15</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>
HS	44	53	43	39	57	35	30	30	41	52	45
JH	66	52	42	49	52	52	50	51	67	73	58
5 <sup>th</sup> Grd	34	35	39	42	37	47	42	50	46	47	39
6 <sup>th</sup> Grd	42	40	35	41	40	37	45	43	50	47	46

## Volleyball

	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>
<b>HS</b>	35	32	29	19	16	16	14	22	20	30	27
<b>JH</b>	32	29	28	23	24	27	31	27	28	18	24

## Wrestling

	<u>06-07</u>	<u>07-08</u>	<u>08-09</u>	<u>09-10</u>	<u>10-11</u>	<u>11-12</u>	<u>12-13</u>	<u>13-14</u>	<u>14-15</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>
HS	11	14	23	20	23	17	15	14	20	17	22	18
JH	15	22	14	8	11	9	9	6	12	16	11	8

## FUNDING INFORMATION

### Fund Descriptions:

General Fund – The General Fund finances all facets of services rendered by the school district.

Depreciation Fund – A Depreciation Fund may be established by a school district in order to facilitate the eventual purchase of costly capital outlay by reserving such monies from the General Fund.

Bond Fund – The Bond Fund shall be used to record tax receipts, investment interest, and the payment of bond principal, interest and other related costs.

Special Building Fund – A Special Building Fund shall be established when a school board decides to acquire or improve sites and/or to erect, alter or improve buildings. Levy limited to 14¢ but up to 17.5¢ with voter approval. School districts have a maximum of 14 cents or 17.5 cents with a vote of their patrons. These maximum levies fall under the \$1.05 statutory maximum levy.

Qualified Capital Purpose Undertaking Fund – A Qualified Capital Purpose Undertaking Fund may be established for the removal of environmental hazards, the reduction or elimination of accessibility barriers, the repayment of a qualified zone academy bond, modifications for life safety code violations, life safety hazards, and mold abatement and prevention projects for existing facilities. School districts have a maximum of 3 cents for projects initiated after April 15, 2016. Projects in place prior to that date can have a levy up to 5.2 cents. This levy is not part of the \$1.05 levy limit if it is being used to make a payment of bond principal and interest for a project.

### Funding Mechanisms: (for Capital Outlay Projects)

#### Acquire Sites/Erect New Buildings:

- \*Bond funds
- \*Special Building Funds (either directly or through a Lease-Purchase)

#### Improve Sites, Alter or Improve Buildings:

- \*Bonds
- \*Special Building Funds (either directly or through a Lease-Purchase)
- \*Depreciation Funds

	Valuation/ Budget/Tax for 2018-2019
<b>Property Valuation</b>	\$684,214,228
General Fund Levy	0.853927
Building Fund Levy	0.060959
Bond Fund	0.089906
QCPUF	0.051162
<b>Total Tax levies</b>	<b>1.055954</b>
<b>Property Tax Request:</b>	
General Fund	\$5,842,689
Building Fund	\$417,086
Bond Fund	\$615,151
QCPUF	\$350,055
<b>Total Tax Request</b>	<b>\$7,224,981</b>

(.914886)

The following cost approximations were provided by Casey Painter, Architect with BCDM. These general approximations are a good will share in the hope that BCDM would be considered if the board moves forward with any projects.

The costs below indicate both hard and soft costs. These costs also include the professional service fees. A approximate range for professional service fees is 8 - 12% of project cost.

Type of Program Space	Description of Space	Cost per sq. foot	Range of Cost
Classrooms : Elem, MS, HS	900 SF x 5 classrooms = 4,500 SF w/ 60% efficiency = 7,500 Total SF	\$220 - \$250 SF	\$1,650,000 - \$1,875,000
Wrestling Room:	At DC West we are planning for a 42' x 44' wrestling room for about 1850 SF with an adjacent 500 SF aerobics area. 2,350 SF w/ 60% efficiency = 3,916 SF	\$190 - \$210 SF	\$744,040 - \$822,360
Hallways:	(without lockers)	\$190-\$210 / SF	
Add-on Kitchen Space:		\$190-\$210 / SF not including equipment	
High School Locker Rooms: (for 50-70 students)	2,100 SF (includes Locker Room, Office, Showers, Restrooms, and efficiency factor)	\$220 - \$250/ SF	
New Playground	There could be a significant range based on the size and number of equipment components.	A good range would be \$50,000-\$100,000	
STEM program space (4 classrooms with flexible seating/grouping and technology driven)	2,000 SF x 4 classrooms = 8,000 SF w/ 60% efficiency = 13,333 SF.	\$220-\$250 / SF. If technology is included, add another \$10-\$15 / SF	\$2,933,260 - \$3,333,250
Vocational Education Program Space (4 classrooms)	If it is simply classrooms, 1,500 SF x 4 classrooms = 6,000 SF w/ 60% efficiency = 10,000 SF	Assume \$190-\$210 / SF	\$1,900,000 - \$2,100,000
Parking Area	Our current south lot has approximately 140 stalls.	\$2,500 per parking stall, includes grading, paving, and basic lighting	
Performance Auditorium	One currently being built is planned for 500-600 seats for a total of 9,100 SF	\$300 / SF	\$2,730,000

Note: \$/SF projected to 2019. Assume compounding construction escalation costs of 3-5% for each future year.

Note: 60% efficiency considers wall thicknesses, corridors, restrooms, mechanical spaces, etc.

MORTON BUILDERS provided a quote last year for a building. We called them for an update in the last two weeks. This building was formulated with 'least restrictions' to obtain best possible price. It does include their engineering stamp for the building. It includes **cost of the building only and install**. It does not include professional services outside of their building engineering stamp. The other hard costs that are necessary are approximated in-house based on information from recent in-house projects. The building is designed to tie-in to the current weight room using the west door of weight room for access and having a second door on the west as another egress. The building contains two window 6' x 2' that are 11'6" off the ground. Hard costs only.

Morton Building: Framed open wall. Includes install.	72' width x 12' height x 45' length = 3,240 SF	Includes engineering fee and blown in insulation. Was \$112,025.00 but estimated at \$125,000 with tariffs.	\$125,000
Concrete Flooring	3,240 SF at 6" depth	approx \$6 SF	\$19,440
Fire Code including sprinkling	Based on cost for current weight room but could fluctuate depending upon whether enough water pressure to tie in to existing.		\$12,000 - \$15,000
Heat and Air	2 RTU's heat & air /requires gas piping		\$20,000
Lighting and Electrical			\$15,000 - \$17,000
Finish (walls, windows, etc)			\$12,000
Plumbing??			