

WHITE COUNTY CONSOLIDATION STUDY

FINAL REPORT TO THE WHITE COUNTY
CONSOLIDATION STEERING COMMITTEE

AUGUST 26, 2008



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WHITE COUNTY CONSOLIDATION STUDY

PELISARS FINAL REPORT

EXECUTIVE SUMMARY

The PELISARS group reviewed the materials generated by the demographic study and found the following trends:

- Projected population for White county districts will decrease through the 2017-2018 school year.
- Projected enrollments for White county districts will decrease through the 2017-2018 school year.
- Current state aid is based on student enrollment. Assuming future state support will be based on student enrollments, projected state support (based on 2006 dollars) is projected to decrease.

The results of surveys from professional staff, classified staff, and parent/citizens were reviewed. From the surveys, the team identified the following student program areas for study:

- High ability programs
- Summer school
- Alternative education
- Advanced placement
- Middle School exploratory courses
- Foreign Language
- Extracurricular activities
- Graduation requirements
- Head Start and Pre School programs
- Visual arts
- Performing arts
- Special education
- Vocational education
- Counseling
- Driver education
- Community education
- Adult education

The team identified prerequisites for cooperation, collaboration, and/or consolidation across school districts, noted potential to improve learning, and potential for cost savings (if any), and provided supporting data for each area. The surveys revealed strong support for cooperation and collaboration among the districts. Community and educator support for consolidation is mixed.

Information regarding business practices, technology and, and transportation was provided by each district. From these materials the team identified the following personnel/administrative business function areas for study:

- Technology
- Staff Development
- Bus Maintenance
- Common Payroll/ Bookkeeping
- Common Calendar/School Schedules
- Master Contract
- District Leadership

In addition, the team reviewed other issues for study proposed by the steering committee.

It is clear from research and affirmed by respondents to the survey employed in this study that small schools and small school systems have much to offer their students. One respondent said it very well: “Small schools have personalities, a family atmosphere and the ability to adjust to student needs.” Other respondents noted the increased opportunities for participation in various activities provided by the existence of multiple schools, as opposed to larger consolidated schools. As another survey respondent noted, “Part of what makes our school work well is its small size and personal touch.” Still other respondents worried about the potential for increased time on buses if schools are consolidated. At the same time, small schools find it difficult to offer specialty courses and the full range of student activities. Multiple small school corporations can lead to duplication of roles and functions.

The team emphasizes the following points.

- The ability to maintain or improve services and instruction for the children of the current four districts in White county will be severely challenged.
- There is evidence of community and educator support in the four districts for cooperation and collaboration, with mixed support for consolidation.
- Themes which must be addressed as prerequisites to cooperation, collaboration, and consolidation are:
 - common calendars,
 - common schedules,
 - common goals and philosophies for the various issues,
 - similar master contracts,
 - agreements to share the costs of programs and services, and
 - willingness to set aside territorial preferences to achieve what is best for the students of the four districts.

The team encourages the boards and communities to begin working individually and collectively to address these challenges.

INTRODUCTION

Purdue's Educational Leadership Initiative for Small and Rural Schools (PELISARS) conducted this consolidation study for White County, beginning its work January 23, 2008 with an initial meeting with the Steering Committee and presenting its final report on August 26, 2008. The PELISARS Team made up of College of Education faculty members in Educational Leadership within the Department of Educational Studies has a wealth of practical and research experience in school leadership, organization, finance, and school business management. The team of Dr. James Auter, Dr. James Freeland, Dr. John Hill, Dr. Marilyn Hirth, and Dr. William McInerney has over 150 years of collective experience in the field of education. Furthermore, the PELISARS initiative supports the outreach and engagement mission of the university. One of the major goals of PELISARS is to assist small and rural schools in making informed and realistic decisions regarding consolidation. Conducting one of the first Indiana Department of Education funded school consolidation studies and developing a model to explore school district coordination, collaboration, and consolidation is an excellent beginning for the PELISARS initiative. The Wabash Valley Education Center coordinated the study, conducted the on-line surveys, and compiled the survey data for the study. The Wabash Valley Education Center was a valuable asset to this study. The involvement of Dr. Larry Rausch and Bethany Hammond was appreciated by the PELISARS Team. They added a wealth of knowledge and expertise to the organization and content of the survey instruments.

The PELISARS team approached this study with no preconceived ideas of outcomes. The report addresses the four areas outlined in the Request for Proposal (RFP): Demographic Projections; Student Programs; Facilities; and, Personnel and Administrative/Business Functions. Several of the areas of concern are embedded within other sections. For example, the Student Programs and Personnel and Administrative/Business Functions are reported in the Issues section; the demographics in a section of its own, and the facilities issues are embedded within the issues and scenarios. We begin with a brief description of the purpose of the study and then outline the current district configurations as they currently exist. The demographic section drives the issues and scenarios as they provide supporting data for the issues and scenarios; hence, they are reported ahead of the issues and the depiction of the PELISARS Model for Exploration of School District Coordination, Collaboration and Consolidation.

PURPOSE OF THE STUDY

The four school districts in White County—Frontier, North White Tri County, and Twin Lakes—are investigating ways that they might work together to better serve their students and to explore whether there are advantages to consolidating the school districts. The investigation was led by school board members and the superintendent from each school corporation. Wabash Valley Education Center was the organizing agency for the investigation. To support the investigation, the four districts applied for and received a grant from the Indiana Department of Education.

The White County Steering Committee defined the purpose for the study as follows:

“The study will identify potential consolidation scenarios or merging of services opportunities that will allow more dollars to be available to support instruction. The study will identify ways that may increase program opportunities for students, place highly qualified teachers in more program areas, and allow more efficient use of teacher time and talents.

The districts may discover ways to save money in providing student programs, transportation services, building maintenance, facilities management, or office support functions. By redirecting the money saved to other cost centers, it will be used to enhance the educational environment, improve student transportation, or support student programs.”

SELECTED DEMOGRAPHIC CHARACTERISTICS FOR WHITE COUNTY INDIANA

White County, Indiana was named in 1834 after Colonel Isaac White, fallen hero of the Battle of Tippecanoe. The county seat (and largest city) is Monticello (population in 2007, 5,294). White County has 505.2 square miles, with a population density of 47.1 persons per square mile.

People & Income Overview (By Place of Residence)	Value	Rank in State	Industry Overview (2006) (By Place of Work)	Value	Rank in State
Population (2007)	23,819	64	Covered Employment	8,396	58
Growth (%) since 1990	2.4%	69	Avg wage per job	\$28,700	66
Households (2000)	9,727	63	Manufacturing - % all jobs in County	22.2%	47
Labor Force (persons) (2007)	12,316	63	Avg wage per job	\$36,853	63
Unemployment Rate (2007)	4.4	55	Transportation & Warehousing - % all jobs in County	0.7%	79
Per Capita Personal Income (2006)	\$27,373	63	Avg wage per job	\$36,991	50
Median Household Income (2005)	\$42,877	49	Health Care, Social Assist. - % all jobs in County	0.0%	54
Poverty Rate (2005)	10.3	56	Avg wage per job	\$0	54
H.S. Diploma or More - % of Adults 25+ (2000)	82.1	30	Finance and Insurance - % all jobs in County	2.7%	26
Bachelor's Deg. or More - % of Adults 25+ (2000)	10.5	66	Avg wage per job	\$32,404	55

Population by Age in 2000	Number	Percent of County
Under 5 years	1,619	6.4
5 to 9 years	1,824	7.2
10 to 14 years	1,862	7.4
15 to 19 years	1,836	7.3
20 to 24 years	1,361	5.4
25 to 34 years	3,138	12.5
35 to 44 years	3,874	15.3
45 to 54 years	3,490	13.8
55 to 59 years	1,364	5.4
60 to 64 years	1,152	4.6
65 to 74 years	2,005	7.9
75 to 84 years	1,335	5.3
85 years and over	407	1.6
Median age (years)	37.6	

Source: US Census Bureau

Population Estimates by Age in 2006	Number	Rank in State	Pct Dist. in County	Pct Dist. in State
Preschool (0 to 4)	1,617	61	6.6%	6.8%
School Age (5 to 17)	4,332	66	17.8%	18.2%
College Age (18 to 24)	1,782	68	7.3%	9.8%
Young Adult (25 to 44)	6,148	68	25.2%	27.6%
Older Adult (45 to 64)	6,587	63	27.0%	25.2%
Older (65 plus)	3,930	57	16.1%	12.4%
Median Age	40.1			Median Age = 36.3

Sources: US Census Bureau; Indiana Business Research Center

Components of Population Change in 2007	Number	Rank in State	Percent of State	Indiana
Net Domestic Migration 2006 to 2007	-254	70		-505
Net International Migration 2006 to 2007	49	27		9,038
Natural Increase (births minus deaths)	44	62	0.1%	33,408
Births	318	62	0.36%	89,237
Deaths	274	59	0.49%	55,829

Source: US Census Bureau

Population Estimates by Race or Hispanic Origin in 2006	Number	Rank in State	Pct Dist. in County	Pct Dist. in State
American Indian or Alaska Native Alone	72	53	0.3%	0.3%
Asian Alone	75	67	0.3%	1.3%
Black Alone	62	72	0.3%	8.9%
Native Hawaiian and Other Pac. Isl. Alone	28	21	0.1%	0.0%
White Alone	23,976	63	98.3%	88.3%
Two or More Race Groups	183	60	0.8%	1.1%
Hispanic or Latino (can be of any race)				
Non-Hispanic or Latino	22,696	66	93.0%	95.2%
Hispanic or Latino	1,700	25	7.0%	4.8%
Hispanic or Latino 2000	1,349		5.3%	

Source: US Census Bureau

DISCUSSION

The US Census reported 25,267 residents of White County in 2000. The population estimates given above for 2006 total 24,399, a decline of 868. Over that period, the number of Hispanic or Latino persons living in White County grew by approximately 350.

Household Types	Number	Rank in State	Pct Dist. in County	Pct Dist. in State
Households in 2000 (Includes detail not shown below)	9,727	63	100.0%	100.0%
Married With Children	2,409	64	24.8%	23.8%
Married Without Children	3,463	58	35.6%	29.8%
Single Parents	743	60	7.6%	9.1%
Living Alone	2,198	60	22.6%	25.9%

Source: US Census Bureau

Housing	Number	Rank in State	Pct Dist. in County	Pct Dist. in State
Total Housing Units in 2006 (estimate)	12,855	53	100.0%	100.0%
Total Housing Units in 2000 (includes vacant units)	12,083	53	100.0%	100.0%
Owner Occupied (Pct. distribution based on all housing units)	7,448	62	61.6%	65.9%
Median Value (2000)	\$86,200	45	--	--
Renter Occupied (Pct. distribution based on all housing units)	2,279	56	18.9%	26.3%
Median Rent (2000)	\$526	17	--	--

Source: US Census Bureau

Education	Number	Rank in State	Percent of State	Indiana
School Enrollment (2006/2007 Total Reported)	5,307	50	0.5%	1,154,826
Public	5,292	50	0.5%	1,045,702
Private	15	93	0.0%	109,124
High School Graduates (2005/2006)	293	50	0.5%	62,296
Going on to Higher Education	240	45	0.5%	51,976
4-year	140	56	0.4%	38,334
2-year	61	28	0.7%	8,991
Voc/tech.	39	34	0.8%	4,651
Adults (25+ in 2000 Census)	16,829	63	0.4%	3,893,278
with High School diploma or higher	82.1%	30		82.1%
with B.A. or higher degree	10.5%	66		19.4%

Sources: Indiana Department of Education; US Census Bureau

Income and Poverty	Number	Rank in State	Percent of State	Indiana
Per Capita Personal Income (annual) in 2006	\$27,373	63	84.8%	\$32,288
Median Household Income in 2005	\$42,877	49	97.3%	\$44,051
Poverty Rate in 2005	10.3%	56	84.4%	12.2%
Poverty Rate among Children under 18 (2005)	14.6%	52	88.0%	16.6%
Poverty Rate in 2000	7.5%	61		
Poverty Rate among Children under 18 (2000)	10.8%	55		
Welfare (TANF) Monthly Average Families in 2006	75	65	0.2%	41,498
Food Stamp Recipients in 2006	1,716	66	0.3%	577,970
Free and Reduced Fee Lunch Recipients in 2006	1,964	43	0.5%	374,221

Sources: U.S. Bureau of Economic Analysis; US Census Bureau; Indiana Family Social Services Administration; Indiana Department of Education

Median Income	Number	Rank in State	Percent of State
Median household income in 2005	\$42,877	49	97.3%
Median household income in 2000 (adj. for inflation)	\$47,101	42	100.0%
5-year percent change 2000 to 2005	-9.0%	64	

Source: US Census Bureau

Per Capita Personal Income	Number	Rank in State	Percent of State
Per capita income – 2006	\$27,373	63	84.8%
Per capita income - 1996 (adj. for inflation)	\$26,361	38	91.7%
Per capita income - 1986 (adj. for inflation)	\$22,930	51	90.2%
Per capita income - 1976 (adj. for inflation)	\$24,564	11	106.7%
10-year % change	3.8%	78	
20-year % change	19.4%	64	
30-year % change	11.4%	88	

Source: US Bureau of Economic Analysis

Labor Force in 2007	Number	Rank in State	Percent of State	Indiana
Total Resident Labor Force	12,316	63	0.4%	3,211,461
5 year % change	-4.2%	78		
10 year % change	-5.6%	69		
Employed	11,771	63	0.4%	3,065,590
5 year % change	-1.6	64		
10 year % change	-3.2	58		
Unemployed	545	67	0.4%	145,871
Unemployment Rate	4.4	55	97.8%	4.5
May 2008 Unemployment Rate	4.8	63	94.1%	5.1

Source: Bureau of Labor Statistics; Indiana Department of Workforce Development

Annual Covered Employment and Wages Over Time (NAICS)	Establishments	Jobs	Average Wage Per Job (*adj)	Rank in State	Pct of State Avg Wage
1997	688	9,354	\$27,813	67	77.8%
1998	692	10,310	\$28,971	67	78.2%
1999	697	10,528	\$28,996	70	77.6%
2000	681	10,430	\$28,827	72	77.2%
2001	671	9,774	\$28,191	73	75.8%
2002	681	8,821	\$28,690	75	76.4%
2003	682	8,361	\$28,797	74	76.6%
2004	669	8,419	\$28,909	77	75.9%
2005	661	8,372	\$28,631	75	76.1%
2006	668	8,394	\$29,515	66	78.5%
2007	683	8,674	\$28,670	74	76.4%
10-Year Change	-5	-680	\$857		
10-Year Percent Change	-0.7%	-7.3%	3.1%		

Source: US Bureau of Labor Statistics(BLS)

*adj = Adjusted for Inflation

Residential Building Permits in 2007	Units	Pct Dist. in County	Pct Dist. in State	Cost (\$000)	State Cost (\$000)
Total Permits Filed	82	100.0%	100.0%	\$13,952	\$3,892,724
Single Family	78	95.1%	80.7%	\$13,652	\$3,507,796
Two Family	4	4.9%	3.5%	\$300	\$87,309
Three & Four Family	0	0.0%	1.8%	\$0	\$34,452
Five families and More	0	0.0%	14.0%	\$0	\$263,167

Source: US Census Bureau (Greene County totals are not included as it does not currently issue building permits.) Note: Detail cost may not sum to total due to rounding.

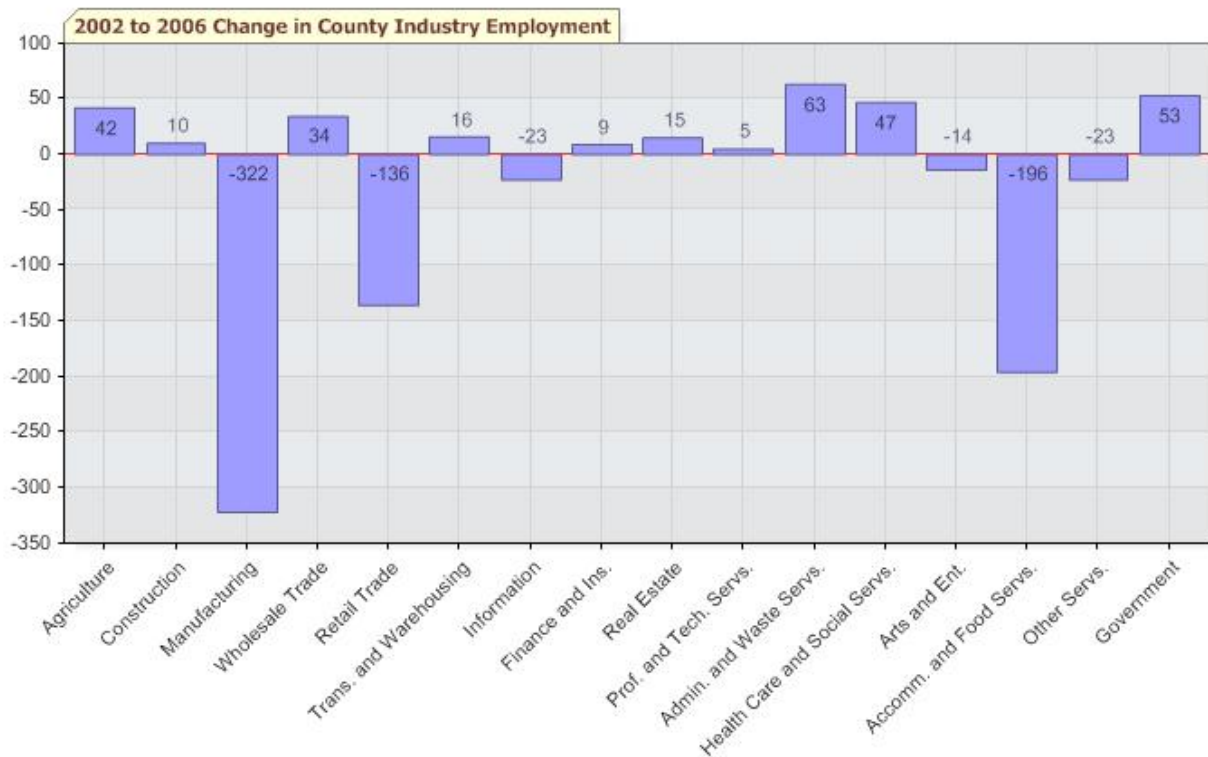
Commuting Patterns - Top 5 in 2006					
Into White FROM	Number	Percent	Out of White TO	Number	Percent
All Areas	2,187	14.3%	All Areas	4,328	24.9%
Carroll County	732	4.8%	Tippecanoe County	2,684	15.4%
Tippecanoe County	410	2.7%	Jasper County	353	2.0%
Pulaski County	226	1.5%	Cass County	323	1.9%
Jasper County	184	1.2%	Carroll County	263	1.5%
Cass County	183	1.2%	Pulaski County	161	0.9%

Source: Indiana Department of Revenue

White County Average Employment by Sector								
	2002	2003	2004	2005	2006	Change 2002-2006	% Change 2002-2006	
Total Employment	8,823	8,362	8,421	8,361	8,393	-430	-4.87%	
Total Private Employment	7,205	6,744	6,802	6,714	6,722	-483	-6.70%	
Agriculture, Forestry, Fishing, Hunt	158	179	187	196	200	42	26.58%	
Mining	D	D	D	D	D	N/A	N/A	
Construction	364	345	377	373	374	10	2.75%	
Manufacturing	2,188	1,848	1,871	1,878	1,866	-322	-14.72%	
Wholesale Trade	330	325	321	327	364	34	10.30%	
Retail Trade	1,344	1,268	1,238	1,242	1,208	-136	-10.12%	
Transport. and Warehousing	249	268	274	286	265	16	6.43%	
Utilities	D	D	D	D	D	N/A	N/A	
Information	104	106	102	88	81	-23	-22.12%	
Finance and Insurance	216	215	225	226	225	9	4.17%	
Real Estate, Rental, Leasing	35	35	38	52	50	15	42.86%	
Professional and Tech. Servs.	131	135	127	127	136	5	3.82%	
Mgmt. of Companies	D	D	D	D	D	N/A	N/A	
Admin. and Waste Services	250	220	261	238	313	63	25.20%	
Educational Services	D	D	D	D	D	N/A	N/A	
Health Care and Social Assistance	472	589	568	505	519	47	9.96%	
Arts, Entertain., and Recreation	299	309	319	300	285	-14	-4.68%	
Accommodation and Food Service	759	614	601	589	563	-196	-25.82%	
Other Services	188	175	183	176	165	-23	-12.23%	
Federal, State, & Local Govt.	1,618	1,618	1,619	1,647	1,671	53	3.28%	

Note: D = non-discloseable in compliance with the Bureau of Labor Statistics and/or State of Indiana confidentiality guidelines. Source: Indiana Department of Workforce Development, as of June 29, 2007

White County



White County Annual Labor Force Estimates in 2007		
	Number	Pct. Chg. from 2000
Labor Force	12,316	-9.9%
Employed	11,771	-11.3%
Unemployed	545	39.4%
Rate	4.4	51.7%

Source: Bureau of Labor Statistics

Labor Force Estimates					
	Labor Force	Emp.	Unemp.	Cnty. Rate	State Rate
1996	14,570	13,672	898	6.2	3.9
1997	13,046	12,165	881	6.8	3.3
1998	13,707	13,219	488	3.6	2.9
1999	13,810	13,376	434	3.1	2.9
2000	13,664	13,273	391	2.9	2.9
2001	13,400	12,767	633	4.7	4.2
2002	12,859	11,957	902	7.0	5.2
2003	12,297	11,381	916	7.4	5.3
2004	12,249	11,446	803	6.6	5.3
2005	12,242	11,548	694	5.7	5.4
2006	12,148	11,548	600	4.9	4.9

Source: Bureau of Labor Statistics

DISCUSSION

Over the past ten years the number of employers in White County has been declining, as has the number of jobs and the numbers of workers. Approximately twice as many people drive out of White County to jobs each day as drive in.

POPULATION FORECASTS FOR WHITE COUNTY

Cities and Towns in White County

	Population in 2007	% of County	Order by Size
Brookston	1,582	6.6%	Monticello
Burnettsville	343	1.4%	Monon
Chalmers	470	2.0%	Brookston
Monon	1,601	6.7%	Wolcott
Monticello	5,294	22.2%	Reynolds
Reynolds	507	2.1%	Chalmers
Wolcott	908	3.8%	Burnettsville

Source: STATS Indiana

Indiana Population Projections—White County													
Year	Total	Pre-School 0-4		School Age 5-19		College Age 20-24		Young Adult 25-44		Older Adult 45-64		Seniors 65+	
2005	24,463	1,655	6.8%	4,945	20.2%	1,390	5.7%	6,140	25.1%	6,462	26.4%	3,871	15.8%
2010	23,732	1,623	6.8%	4,728	19.9%	1,146	4.8%	5,735	24.2%	6,775	28.5%	3,725	15.7%
2015	23,373	1,571	6.7%	4,522	19.3%	1,253	5.4%	5,496	23.5%	6,515	27.9%	4,016	17.2%
2020	23,417	1,575	6.7%	4,498	19.2%	1,181	5.0%	5,513	23.5%	6,034	25.8%	4,616	19.7%
2025	23,679	1,635	6.9%	4,514	19.1%	1,226	5.2%	5,507	23.3%	5,555	23.5%	5,242	22.1%
2030	23,994	1,711	7.1%	4,601	19.2%	1,241	5.2%	5,485	22.9%	5,344	22.3%	5,612	23.4%
2035	24,295	1,748	7.2%	4,773	19.6%	1,238	5.1%	5,713	23.5%	5,214	21.5%	5,609	23.1%
2040	24,558	1,769	7.2%	4,944	20.1%	1,261	5.1%	5,783	23.5%	5,266	21.4%	5,535	22.5%

NOTE: 2005 data are actual estimates from the U.S. Census Bureau.

Data source: Indiana Business Research Center, IU Kelley School of Business

Annual Estimates of the Population for Incorporated Places in Indiana

	July 1, 2007	July 1, 2006	July 1, 2005	July 1, 2004	July 1, 2003	July 1, 2002	July 1, 2001	July 1, 2000	Census 2000	Change April '00 to July '07	% Change April '00 to July '07
Brookston	1582	1596	1610	1629	1647	1673	1694	1711	1717	-135	-7.86%
Burnettsville	343	346	349	354	358	363	368	372	373	-30	-8.04%
Chalmers	470	474	479	485	490	498	505	511	513	-43	-8.38%
Monon	1601	1616	1631	1652	1670	1696	1716	1730	1733	-134	-7.72%
Monticello	5294	5336	5378	5439	5494	5576	5644	5703	5723	-429	-7.50%
Remington	1257	1247	1238	1247	1254	1266	1289	1321	1323	-66	-4.99%
Reynolds	507	512	517	523	529	537	543	546	547	-40	-7.31%
Wolcott	908	916	924	936	946	962	975	986	989	-82	-8.28%

Source: US Census Bureau

Area Population Projections

	Population Change						
	2005-2010	2010-2015	2015-2020	2020-2025	2025-2030	2030-2035	2035-2040
Benton	-528	-307	-64	87	101	66	35
Carroll	2	72	205	215	46	-61	-136
Jasper	1,430	1,150	750	551	414	216	90
White	-731	-359	44	262	315	301	263

Source: US Census

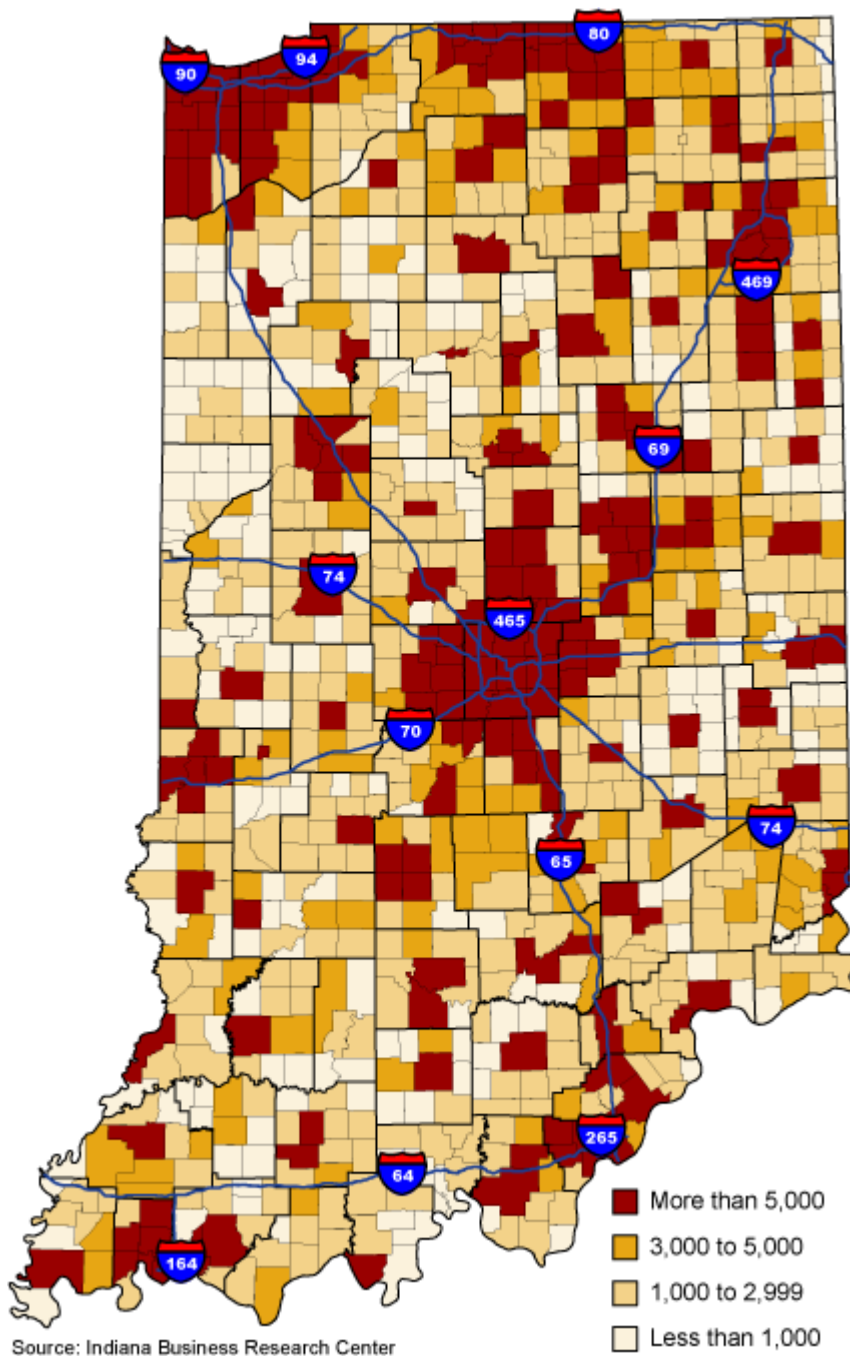
(During this same period Tippecanoe County is projected to grow by 30,000.)

Annual Estimates of the Population for Townships Comprising the Four School Corporations

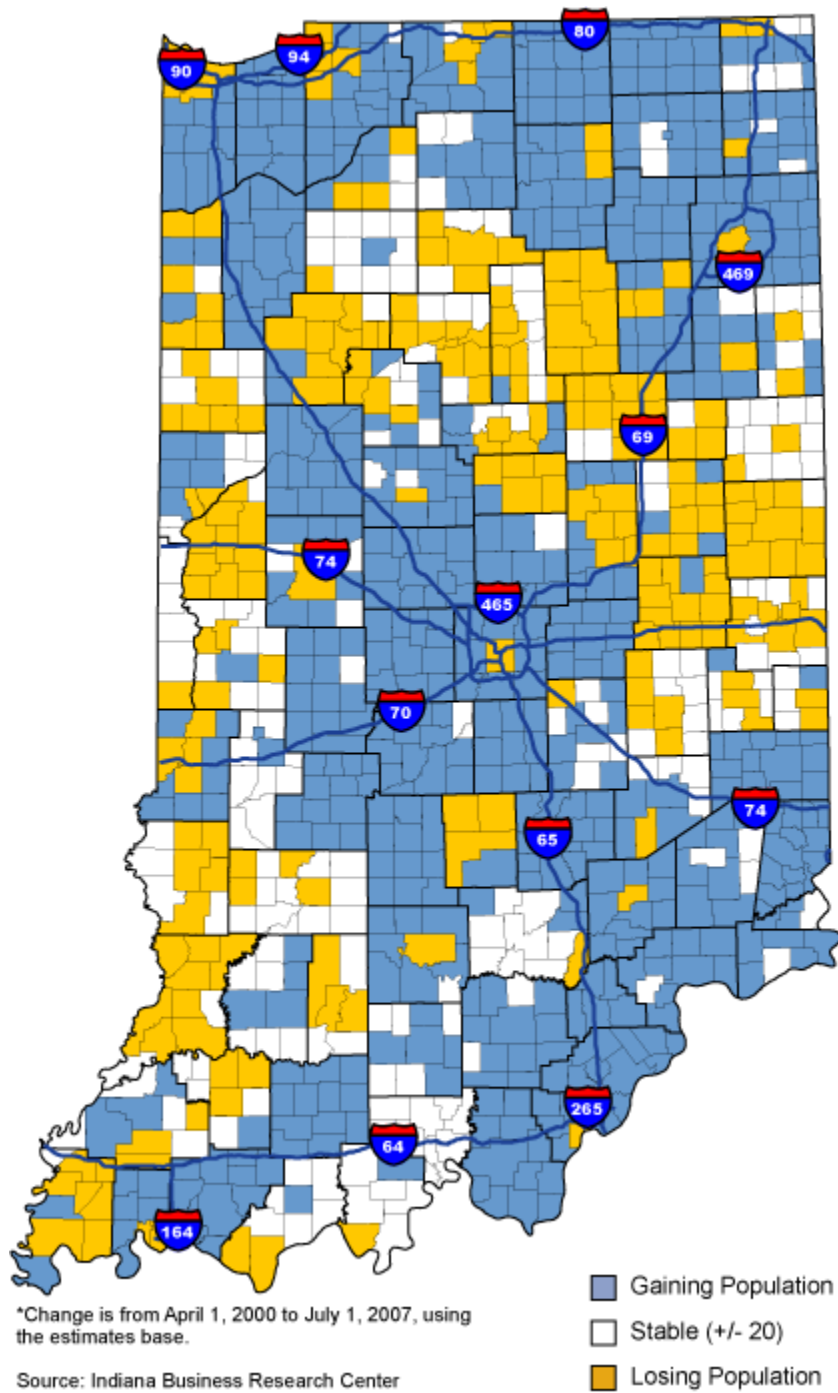
	July 1, 2007	July 1, 2006	July 1, 2005	July 1, 2004	July 1, 2003	July 1, 2002	July 1, 2001	July 1, 2000	Census 2000	Change April '00 % to July '07	Change April '00 % to July '07
BENTON COUNTY	8810	8860	8854	8968	9110	9137	9293	9397	9421	-611	-6.49%
Gilboa	235	236	234	236	238	237	240	241	241	-6	-2.49%
CARROLL COUNTY	19987	20017	20078	19996	20316	20205	20268	20151	20165	-178	-0.88%
Adams	500	497	493	484	486	476	474	465	464	36	7.76%
Jefferson	2201	2211	2227	2224	2268	2263	2277	2267	2269	-68	-3.00%
JASPER COUNTY	32275	31844	31305	31135	30791	30434	30248	30183	30043	2232	7.43%
Carpenter	2136	2111	2085	2084	2072	2065	2076	2100	2096	40	1.91%
WHITE COUNTY	23819	23980	24128	24389	24614	24945	25186	25227	25267	-1448	-5.73%
Big Creek	831	833	835	841	844	852	857	856	856	-25	-2.92%
Cass	594	594	594	596	597	600	601	592	590	4	0.68%
Honey Creek	1202	1208	1212	1222	1229	1240	1246	1236	1235	-33	-2.67%
Jackson	646	650	653	661	666	673	680	680	681	-35	-5.14%
Liberty	2059	2080	2099	2130	2158	2196	2222	2222	2225	-166	-7.46%
Lincoln	603	607	611	618	624	632	637	635	635	-32	-5.04%
Monon	3050	3078	3103	3143	3177	3225	3259	3266	3272	-222	-6.78%
Prairie	3024	3040	3055	3084	3109	3148	3177	3185	3191	-167	-5.23%
Princeton	1491	1495	1497	1507	1512	1524	1532	1528	1529	-38	-2.49%
Round Grove	274	271	267	265	262	260	256	248	246	28	11.38%
Union	9630	9713	9796	9919	10038	10201	10331	10405	10436	-806	-7.72%
West Point	415	411	406	403	398	394	388	374	371	44	11.86%

Source: US Census

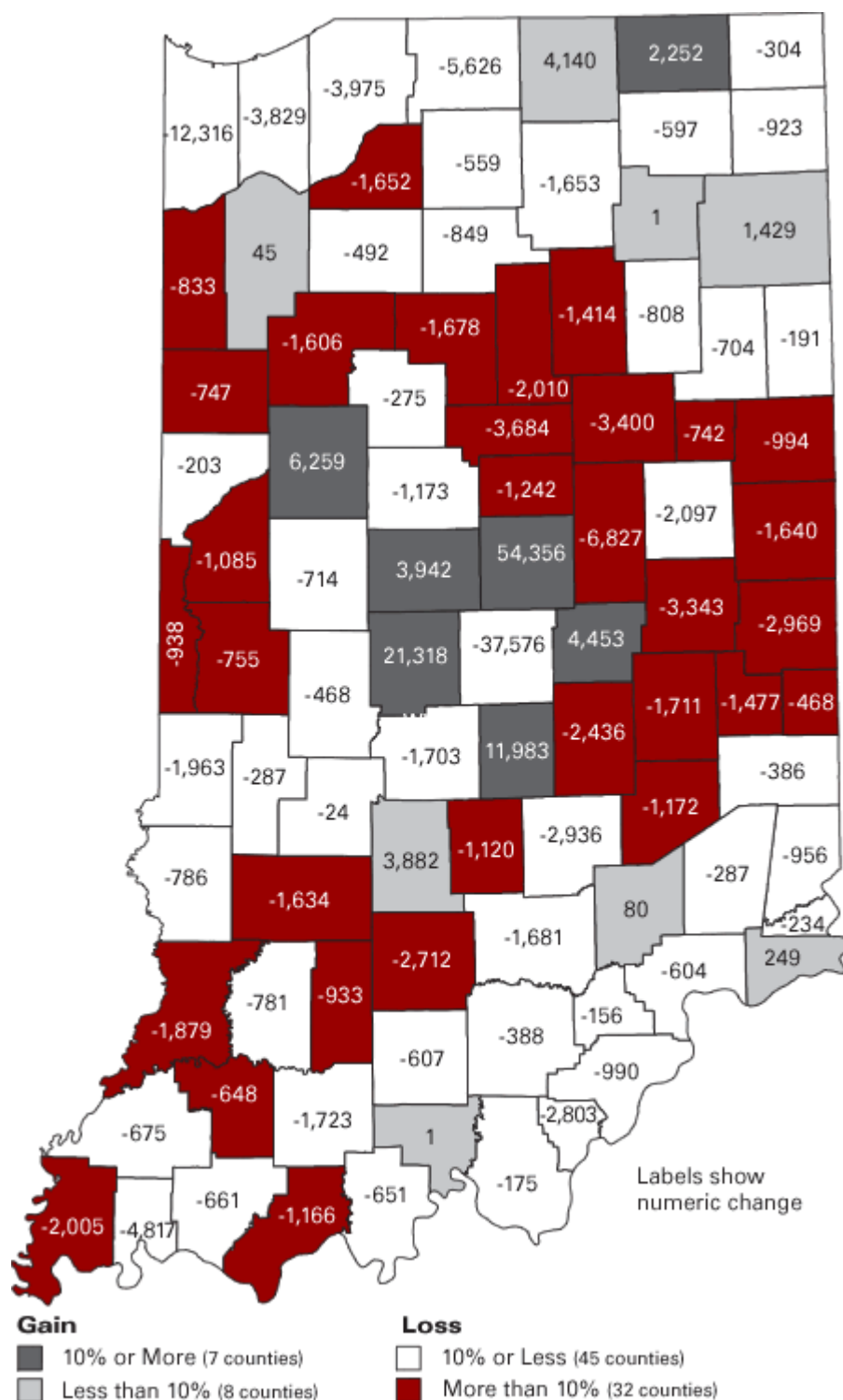
Indiana Township Population, 2007



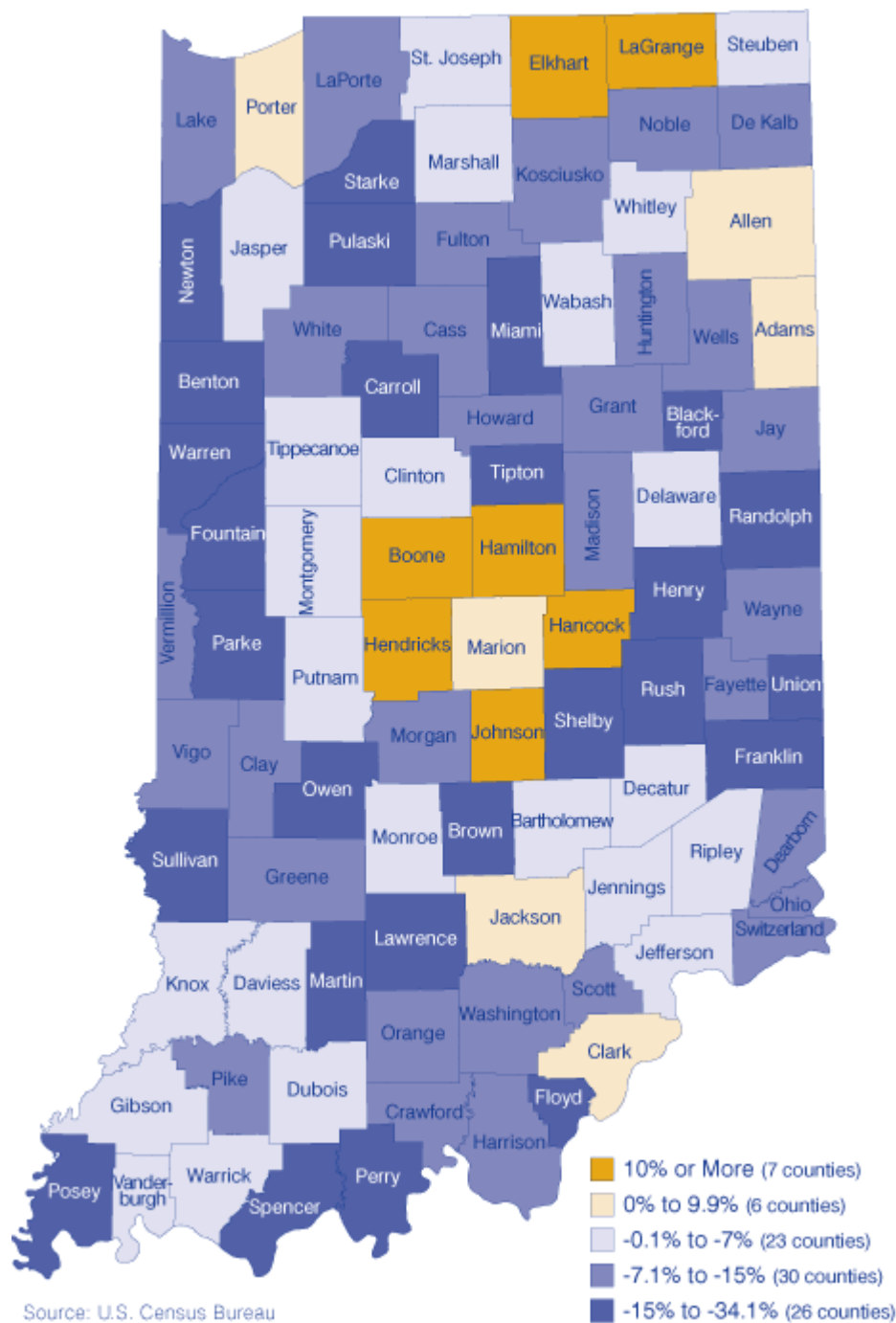
Indiana Township Population Change, 2000 to 2007



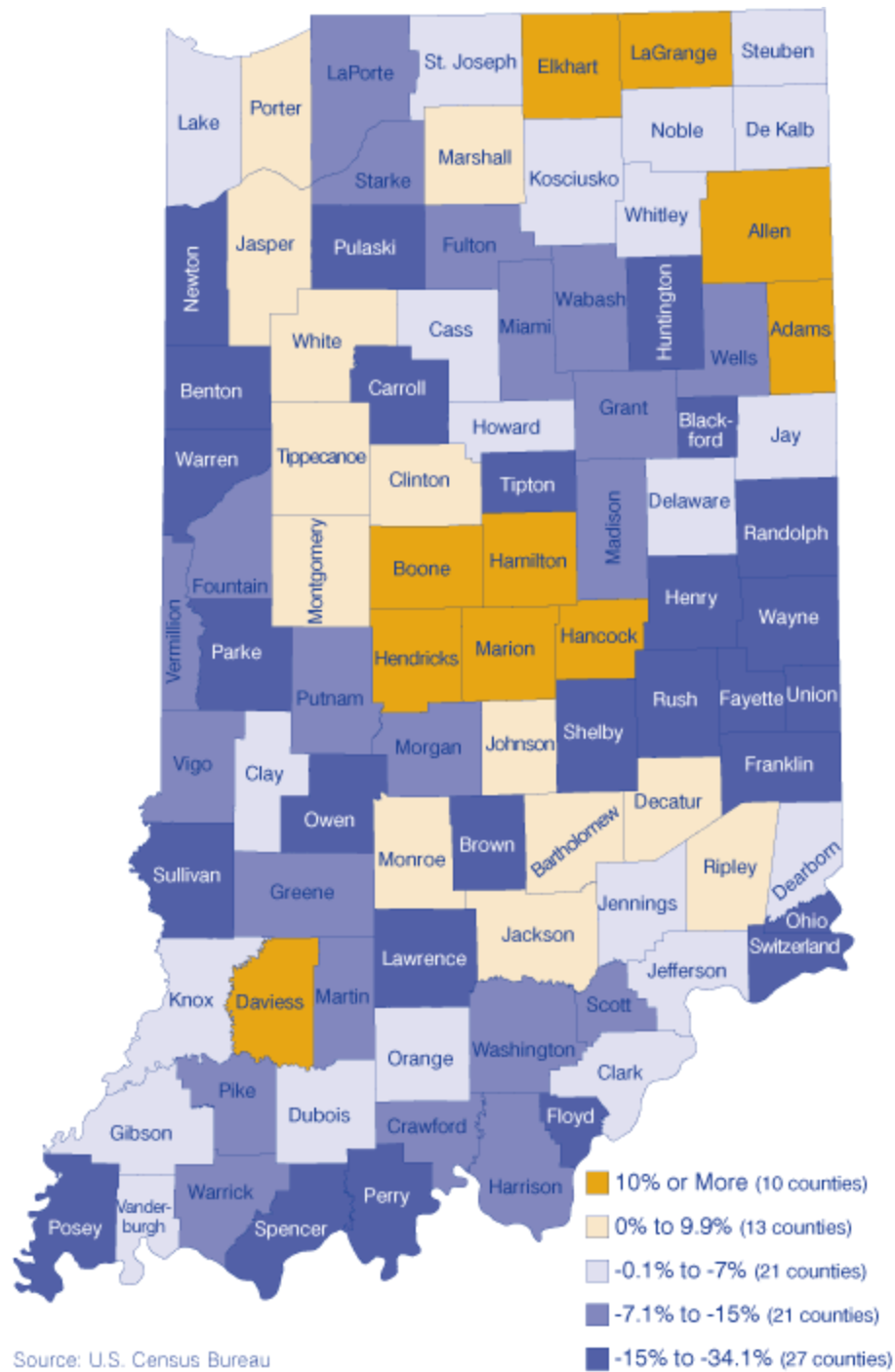
Change in Population Age 25 to 54, 2005 to 2025



PERCENT CHANGE IN POPULATION AGE 5 TO 19, 2005 TO 2025



PERCENT CHANGE IN POPULATION AGE 5 TO 19,
2005 TO 2040



DISCUSSION

Forecasting population is like forecasting the weather: the farther out one goes, the more speculative the forecasts are. Many factors can influence population growth or decline in a particular area. Nevertheless, the foregoing data point to a single conclusion: White County is expected to decline both in numbers and percentage breakdown of population over the foreseeable future. The trend in the school age segment of the population is slightly down for the next twenty or so years, and then a slight increase is predicted. A similar forecast is made for the working age sector of the population. The decline has been constant over much of the county. Townships and cities have all declined in the past ten or so years.

We present enrollment and population projections specific to the four school districts in the next section of this report.

SELECTED DEMOGRAPHIC AND EDUCATIONAL DATA FOR WHITE COUNTY SCHOOL DISTRICTS

FORECASTED POPULATION CHANGE, 2005 TO 2015

Forecast Population Change, 2005 to 2015				
	2005	2010	2015	Percent Change
U. S. (in millions)	296	312	329	11.1%
Indiana	6,271,000	6,428,000	6,643,000	5.9%
Frontier	4,330	4,460	4,540	4.8%
North White	6,240	6,350	6,400	2.6%
Tri County	4, 530	4,650	4,750	4.9%
Twin Lakes	15, 440	15,440	15,390	-0.3%

Source: McKibbin Demographics

HOUSEHOLD CHARACTERISTICS BY SCHOOL DISTRICT, 2000 CENSUS

	<u>HH w/ Pop Under 18</u>	<u>% HH w/ Pop Under 18</u>	<u>Households</u>	<u>Household Population</u>	<u>Persons Per Household</u>
Frontier	623	40.5%	1,540	4,163	2.70
North White	802	34.1%	2,350	6,114	2.60
Tri County	624	37.9%	1,648	4,394	2.67
Twin Lakes	1,997	33.0%	6,049	15,039	2.49

Source: McKibbin Demographics

HOUSEHOLDER CHARACTERISTICS BY SCHOOL DISTRICT, 2000 CENSUS

	<u>Percentage of Householders <u>aged</u> 35-54</u>	<u>Percentage of Householders <u>aged</u> 65+</u>	<u>Percentage of Householders Who <u>Own Homes</u></u>
Frontier	45.7%	19.2%	81.9%
North White	38.1%	26.7%	77.4%
Tri County	41.6%	25.6%	72.6%
Twin Lakes	39.9%	25.5%	75.8%

Source: McKibbin Demographics

SINGLE PERSON HOUSEHOLDS AND SINGLE PERSON HOUSEHOLDS OVER AGE 65 BY SCHOOL
DISTRICT, 2000 CENSUS

	<u>Percentage of Single Person Households</u>	<u>Percentage of Single Person Households that are 65+</u>
Frontier	17.4%	48.5%
North White	21.5%	48.2%
Tri County	22.1%	54.7%
Twin Lakes	24.3%	47.2%

Source: McKibbin Demographics

TOTAL ENROLLMENT BY DISTRICT, 2007, 2012, 2017

	<u>2007</u>	<u>2012</u>	<u>2007-2012 Change</u>	<u>2017</u>	<u>2012-2017 Change</u>	<u>2007-2017 Change</u>
Frontier	831	796	-4.2%	765	-3.9%	-7.9%
North White	1026	1002	-2.3%	968	-3.4%	-5.7%
Tri County	788	768	-2.5%	736	-4.2%	-6.6%
Twin Lakes	2612	2448	-6.3%	2367	-3.3%	-9.4%

Source: McKibbin Demographics

Figure 1

Frontier School Corporation Population 2000 Census

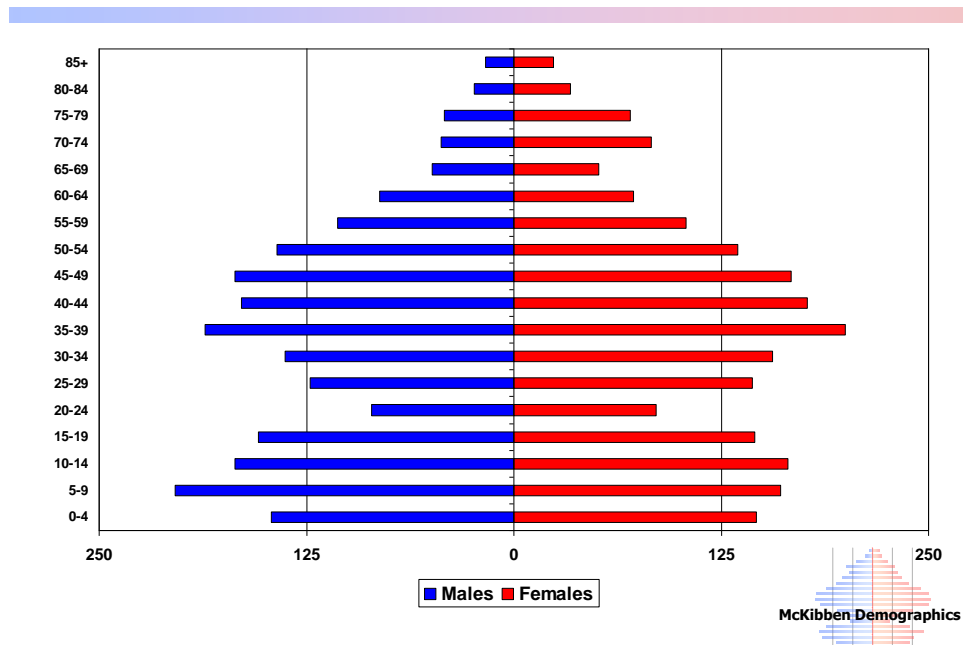


Figure 2

North White School Corporation Population 2000 Census

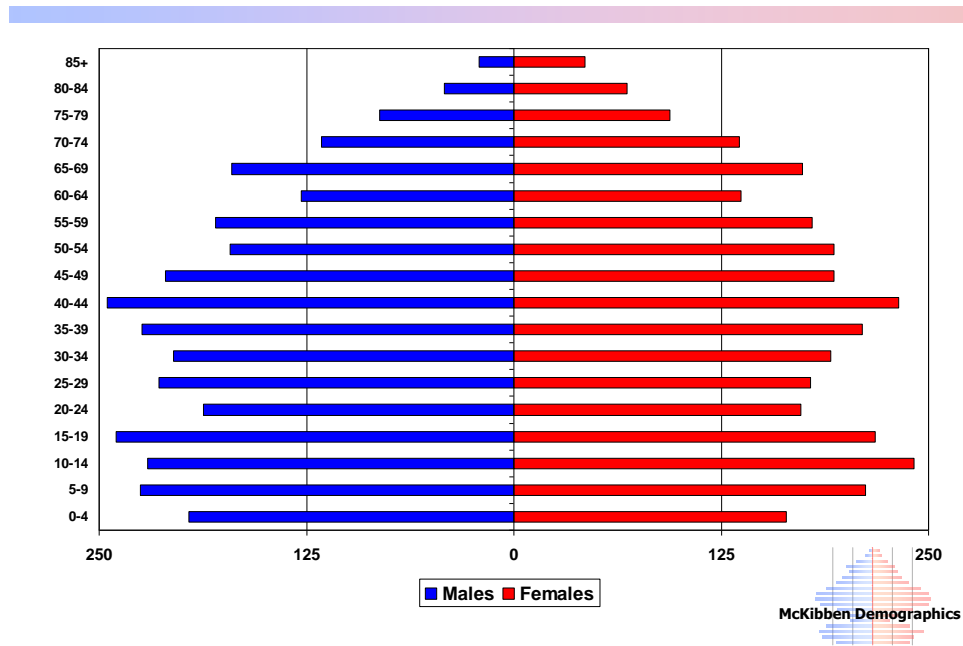


Figure 3

Tri County School Corporation Population 2000 Census

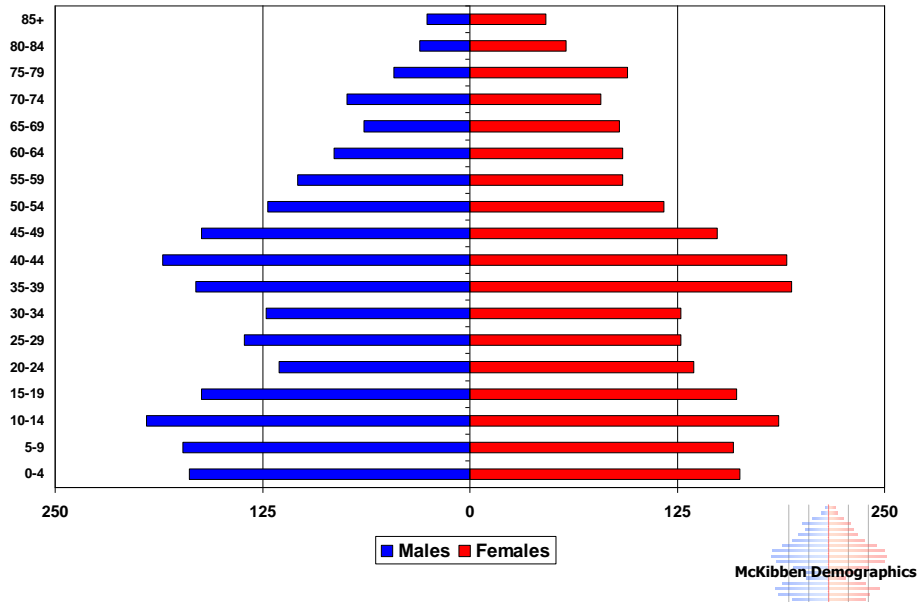
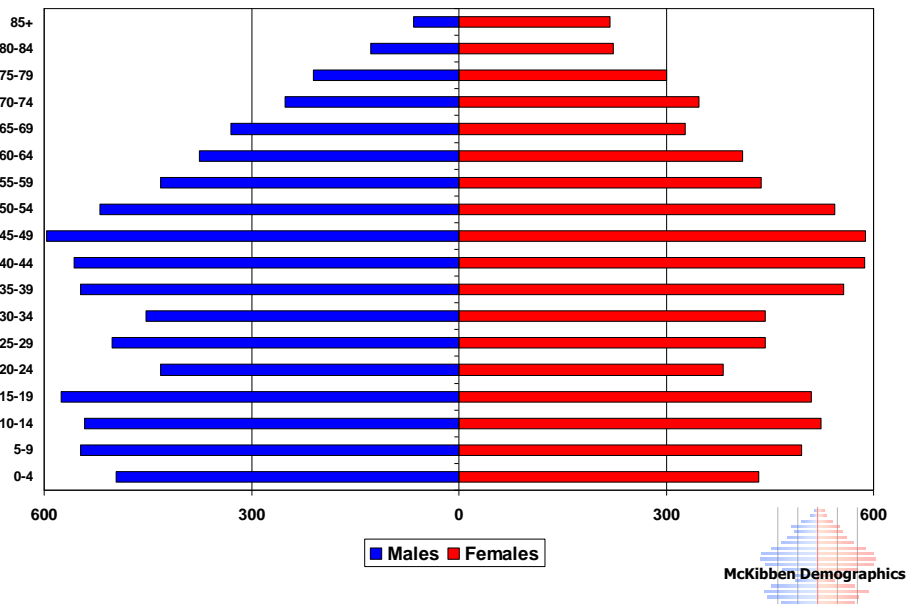


Figure 4

Twin Lakes School Corporation Population 2000 Census



DETAILED DEMOGRAPHIC DATA

SCHOOL CORPORATION POPULATION FORECASTS

Frontier School Corporation 2008 Projections		2000	2005	2010	2015	2020
Total						
0-4		292	310	300	280	240
5-9		365	320	330	320	300
10-14		333	360	320	330	320
15-19		299	310	340	300	310
20-24		172	150	180	220	200
25-29		267	260	230	250	280
30-34		294	320	300	270	280
35-39		386	330	340	320	290
40-44		341	380	320	340	320
45-49		335	340	380	320	340
50-54		278	320	330	370	320
55-59		210	270	320	320	360
60-64		153	200	260	300	300
65-69		100	140	180	230	270
70-74		127	90	120	150	200
75-79		112	100	70	90	120
80-84		58	80	70	50	70
85+		41	50	70	80	70
Total		4,163	4,330	4,460	4,540	4,590
Median Age		35.8	37.0	38.4	39.7	41.2
Births		290	280	250	230	
Deaths		170	190	210	220	
Natural Increase		120	90	40	10	
Net Migration		60	50	40	40	
Change		180	140	80	50	

Differences between period Totals may not equal Change due to rounding.
Source: McKibbin Demographics

North White School Corporation 2008 Projections						
	2000	2005	2010	2015	2020	
Total						
0-4	360	370	370	360	340	
5-9	437	390	400	390	390	
10-14	462	450	410	410	410	
15-19	458	440	420	410	400	
20-24	360	320	300	300	290	
25-29	393	410	380	360	350	
30-34	396	430	450	400	380	
35-39	434	430	470	490	440	
40-44	477	460	460	490	510	
45-49	403	490	470	470	490	
50-54	364	400	470	450	450	
55-59	360	350	390	460	440	
60-64	265	340	330	360	440	
65-69	344	240	310	300	330	
70-74	252	300	210	270	260	
75-79	175	210	240	170	210	
80-84	110	120	150	170	110	
85+	64	90	120	140	170	
Total	6,114	6,240	6,350	6,400	6,410	
Median Age	37.2	38.6	39.7	40.8	42.0	
Births	370	380	370	340		
Deaths	320	350	370	390		
Natural Increase	50	30	0	-50		
Net Migration	70	70	60	60		
Change	120	100	60	10		

Differences between period Totals may not equal Change due to rounding.
Source: McKibbin Demographics

Tri County School Corporation 2008 Projections						
	2000	2005	2010	2015	2020	
Total						
0-4	332	310	290	270	260	
5-9	332	330	310	290	270	
10-14	381	330	330	310	290	
15-19	323	360	310	310	290	
20-24	250	240	260	250	250	
25-29	263	280	280	290	270	
30-34	250	300	320	320	320	
35-39	359	300	350	360	350	
40-44	376	370	320	370	380	
45-49	311	370	390	310	360	
50-54	239	310	370	370	310	
55-59	196	230	290	370	360	
60-64	174	190	220	280	340	
65-69	154	160	170	200	250	
70-74	153	130	140	140	170	
75-79	141	130	110	120	110	
80-84	88	100	90	80	80	
85+	72	90	100	110	100	
Total	4,394	4,530	4,650	4,750	4,760	
Median Age	35.9	36.9	38.2	39.7	41.1	
Births	310	300	280	260		
Deaths	220	230	240	250		
Natural Increase	90	70	40	10		
Net Migration	50	50	40	40		
Change	140	120	80	50		

Differences between period Totals may not equal Change due to rounding.
Source: McKibbin Demographics

Twin Lakes School Corporation 2008 Projections						
	2000	2005	2010	2015	2020	
Total						
0-4	930	880	870	810	770	
5-9	1,043	1,000	950	920	830	
10-14	1,066	1,050	1,000	950	920	
15-19	1,086	1,030	1,010	960	920	
20-24	814	810	780	770	760	
25-29	945	940	920	890	860	
30-34	896	980	960	940	910	
35-39	1,104	980	1,050	1,040	1,010	
40-44	1,144	1,150	1,020	1,090	1,070	
45-49	1,185	1,130	1,130	1,020	1,090	
50-54	1,063	1,160	1,110	1,120	1,020	
55-59	868	1,030	1,120	1,070	1,070	
60-64	786	820	970	1,060	1,020	
65-69	657	710	740	890	970	
70-74	599	570	630	640	770	
75-79	511	490	450	500	520	
80-84	351	360	340	320	350	
85+	284	350	390	400	400	
Total	15,332	15,440	15,440	15,390	15,260	
Median Age	39.0	40.2	40.9	41.9	43.0	
Births	880	870	800	760		
Deaths	870	910	940	970		
			-	-		
Natural Increase	10	-40	140	210		
Net Migration	90	80	80	70		
				-		
Change	100	40	-60	140		

Differences between period Totals may not equal Change due to rounding.
Source: McKibbin Demographics

SCHOOL CORPORATION ENROLLMENT FORECASTS

Frontier School Corporation Enrollment Forecast June 2008															
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
K	59	71	56	62	65	66	65	65	63	62	61	59	58	57	56
1	54	66	72	58	59	68	68	67	67	65	64	63	61	59	58
2	70	51	67	71	57	58	67	67	66	66	64	63	62	60	58
3	68	71	49	64	67	55	56	65	65	64	64	62	62	61	59
4	67	74	69	52	58	66	54	55	64	64	63	63	61	61	60
5	67	65	68	70	52	57	65	53	54	63	63	62	62	60	60
Total K-5	385	398	381	377	358	370	375	372	379	384	379	372	366	358	351
6	74	68	63	66	69	51	56	64	52	53	62	62	61	61	59
7	79	74	69	60	72	70	52	57	65	53	54	63	63	62	62
8	68	75	71	67	59	70	68	51	56	64	52	53	62	62	61
Total 6-8	221	217	203	193	200	191	176	172	173	170	168	178	186	185	182
9	67	63	69	71	67	60	71	69	52	57	65	53	54	64	64
10	58	63	64	72	76	68	61	72	70	53	58	66	54	55	65
11	63	53	60	64	70	72	65	59	69	67	51	56	63	52	53
12	61	55	54	55	60	65	67	61	55	65	63	48	54	60	50
Total: 9-12	249	234	247	262	273	265	264	261	246	242	237	223	225	231	232
Total: K-12	855	849	831	832	831	826	815	805	798	796	784	773	777	774	765
Total: K-12	855	849	831	832	831	826	815	805	798	796	784	773	777	774	765

Change		-6	-18	1	-1	-5	-11	-10	-7	-2	-12	-11	4	-3	-9
% Change		-0.70%	-2.12%	0.12%	-0.12%	-0.60%	-1.33%	-1.23%	-0.87%	-0.25%	-1.51%	-1.40%	0.52%	-0.39%	-1.16%
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Total: K-5	385	398	381	377	358	370	375	372	379	384	379	372	366	358	351
Change		13	-17	-4	-19	12	5	-3	7	5	-5	-7	-6	-8	-7
% Change		3.38%	-4.27%	-1.05%	-5.04%	3.35%	1.35%	-0.80%	1.88%	1.32%	-1.30%	-1.85%	-1.61%	-2.19%	-1.96%
Total: 6-8	221	217	203	193	200	191	176	172	173	170	168	178	186	185	182
Change		-4	-14	-10	7	-9	-15	-4	1	-3	-2	10	8	-1	-3
% Change		-1.81%	-6.45%	-4.93%	3.63%	-4.50%	-7.85%	-2.27%	0.58%	-1.73%	-1.18%	5.95%	4.49%	-0.54%	-1.62%
Total: 9-12	249	234	247	262	273	265	264	261	246	242	237	223	225	231	232
Change		-15	13	15	11	-8	-1	-3	-15	-4	-5	-14	2	6	1
% Change		-6.02%	5.56%	6.07%	4.20%	-2.93%	-0.38%	-1.14%	-5.75%	-1.63%	-2.07%	-5.91%	0.90%	2.67%	0.43%

Source: McKibbin Demographics

North White School Corporation Enrollment Forecast
June 2008

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
PK	27	30	43	30	31	31	31	31	31	31	31	31	31	31	31
K	63	84	71	88	68	70	71	71	70	69	69	68	67	66	65
1	87	76	75	78	81	75	76	76	75	74	73	72	71	69	68
2	77	81	73	74	81	79	74	74	74	73	72	71	71	70	68
3	79	85	74	67	78	82	80	75	75	75	74	73	72	72	71
4	83	83	73	74	71	79	83	81	76	76	76	75	74	73	73
5	94	79	82	76	78	72	80	84	82	77	77	77	76	75	74
Total PK-5	510	518	491	487	488	488	495	492	483	475	472	467	462	456	450
6	95	88	81	81	80	78	72	79	83	81	76	76	76	75	74
7	78	96	89	84	82	82	80	73	80	84	82	77	77	77	76
8	84	77	104	85	87	84	84	81	74	81	85	83	78	78	78
Total 6-8	257	261	274	250	249	244	236	233	237	246	243	236	231	230	228
9	81	85	81	98	78	84	81	81	79	72	79	82	81	76	76
10	66	79	81	69	89	73	78	76	76	74	68	74	78	77	72
11	64	66	73	73	65	84	69	74	72	72	70	65	71	75	74
12	48	52	55	68	57	55	71	60	64	63	63	61	59	64	68
Total: 9-12	259	282	290	308	289	296	299	291	291	281	280	282	289	292	290
Total: PK-12	1026	1061	1055	1045	1026	1028	1030	1016	1011	1002	995	985	982	978	968
Total: K-12	1026	1061	1055	1045	1026	1028	1030	1016	1011	1002	995	985	982	978	968
Change		35	-6	-10	-19	2	2	-14	-5	-9	-7	-10	-3	-4	-10
% Change		3.41%	-0.57%	-0.95%	-1.82%	0.19%	0.19%	-1.36%	-0.49%	-0.89%	-0.70%	-1.01%	-0.30%	-0.41%	-1.02%

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Total: PK-5	510	518	491	487	488	488	495	492	483	475	472	467	462	456	450
Change		8	-27	-4	1	0	7	-3	-9	-8	-3	-5	-5	-6	-6
% Change		1.57%	-5.21%	-0.81%	0.21%	0.00%	1.43%	-0.61%	-1.83%	-1.66%	-0.63%	-1.06%	-1.07%	-1.30%	-1.32%
Total: 6-8	257	261	274	250	249	244	236	233	237	246	243	236	231	230	228
Change		4	13	-24	-1	-5	-8	-3	4	9	-3	-7	-5	-1	-2
% Change		1.56%	4.98%	-8.76%	-0.40%	-2.01%	-3.28%	-1.27%	1.72%	3.80%	-1.22%	-2.88%	-2.12%	-0.43%	-0.87%
Total: 9-12	259	282	290	308	289	296	299	291	291	281	280	282	289	292	290
Change		23	8	18	-19	7	3	-8	0	-10	-1	2	7	3	-2
% Change		8.88%	2.84%	6.21%	-6.17%	2.42%	1.01%	-2.68%	0.00%	-3.44%	-0.36%	0.71%	2.48%	1.04%	-0.68%

Source: McKibbin Demographics

Tri County School Corporation Enrollment Forecast
June 2008

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
K	54	58	77	64	57	61	61	60	59	58	57	56	54	53	52
1	65	51	60	75	63	59	60	60	59	58	57	56	55	53	52
2	55	57	44	59	66	58	54	56	56	55	55	54	54	53	51
Total: K-2	174	166	181	198	186	178	175	176	174	171	169	166	163	159	155
3	65	57	55	46	57	65	57	53	55	55	54	54	53	53	52
4	43	64	62	55	47	58	66	58	54	56	56	55	55	54	54
5	52	42	63	64	60	48	59	67	59	55	57	57	56	56	55
Total: 3-5	160	163	180	165	164	171	182	178	168	166	167	166	164	163	161
6	68	58	42	65	64	62	49	60	68	60	56	58	58	57	57
7	64	73	55	47	64	65	63	49	59	67	59	55	57	57	56
8	74	68	70	56	48	65	66	64	49	60	68	60	56	58	58
9	82	89	80	78	76	58	79	79	77	59	72	82	71	67	69
10	68	68	69	64	62	61	46	65	65	63	48	59	69	60	56
11	54	70	67	65	60	60	59	45	63	63	61	47	58	68	59
12	71	51	67	61	64	56	56	55	42	59	59	57	45	56	65
Total: 6-12	481	477	450	436	438	427	418	417	423	431	423	418	414	423	420
Total: K-12	815	806	811	799	788	776	775	771	765	768	759	750	741	745	736
Total: K-12	815	806	811	799	788	776	775	771	765	768	759	750	741	745	736
Change		-9	5	-12	-11	-12	-1	-4	-6	3	-9	-9	-9	4	-9
% Change		-1.10%	0.62%	-1.48%	-1.38%	-1.52%	-0.13%	-0.52%	-0.78%	0.39%	-1.17%	-1.19%	-1.20%	0.54%	-1.21%

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Total: K-2	174	166	181	198	186	178	175	176	174	171	169	166	163	159	155
Change		-8	15	17	-12	-8	-3	1	-2	-3	-2	-3	-3	-4	-4
% Change		-4.60%	9.04%	9.39%	-6.06%	-4.30%	-1.69%	0.57%	-1.14%	-1.72%	-1.17%	-1.78%	-1.81%	-2.45%	-2.52%
Total: 3-5	160	163	180	165	164	171	182	178	168	166	167	166	164	163	161
Change		3	17	-15	-1	7	11	-4	-10	-2	1	-1	-2	-1	-2
% Change		1.88%	10.43%	-8.33%	-0.61%	4.27%	6.43%	-2.20%	-5.62%	-1.19%	0.60%	-0.60%	-1.20%	-0.61%	-1.23%
Total: 6-12	481	477	450	436	438	427	418	417	423	431	423	418	414	423	420
Change		-4	-27	-14	2	-11	-9	-1	6	8	-8	-5	-4	9	-3
% Change		-0.83%	-5.66%	-3.11%	0.46%	-2.51%	-2.11%	-0.24%	1.44%	1.89%	-1.86%	-1.18%	-0.96%	2.17%	-0.71%

Source: McKibbin Demographics

**Twin Lakes School Corporation Enrollment Forecast
June 2008**

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
PK	12	5	15	14	21	21	21	21	21	21	21	21	21	21	21
K	178	170	208	198	185	179	179	178	178	176	176	175	173	172	172
1	207	187	185	216	199	189	188	187	185	184	182	181	179	177	176
2	213	190	170	175	219	189	180	180	180	178	177	175	176	174	172
Total: PK-2	610	552	578	603	624	578	568	566	564	559	556	552	549	544	541
3	190	215	188	168	179	218	188	178	178	178	176	175	174	175	173
4	194	202	226	188	168	178	217	187	177	177	177	175	174	173	174
5	209	192	207	209	192	166	176	215	185	175	175	175	174	173	172
Total: 3-5	593	609	621	565	539	562	581	580	540	530	528	525	522	521	519
6	220	215	202	214	216	199	172	183	224	192	182	182	183	182	181
7	204	221	213	196	207	214	197	171	182	223	191	181	182	183	182
8	229	194	209	217	195	205	212	196	170	181	222	190	180	181	182
9	205	231	204	207	218	199	209	217	201	174	186	228	196	185	186
10	202	195	223	203	197	209	191	202	209	194	168	179	221	190	179
11	185	176	185	214	195	187	199	182	193	200	185	160	172	212	182
12	202	177	175	195	221	197	189	201	184	195	202	187	162	175	215
Total: 6-12	1447	1409	1411	1446	1449	1410	1369	1352	1363	1359	1336	1307	1296	1308	1307
Total: PK-12	2650	2570	2610	2614	2612	2550	2518	2498	2467	2448	2420	2384	2367	2373	2367
Total: K-12	2650	2570	2610	2614	2612	2550	2518	2498	2467	2448	2420	2384	2367	2373	2367
Change		-80	40	4	-2	-62	-32	-20	-31	-19	-28	-36	-17	6	-6
% Change		-3.02%	1.56%	0.15%	-0.08%	-2.37%	-1.25%	-0.79%	-1.24%	-0.77%	-1.14%	-1.49%	-0.71%	0.25%	-0.25%

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Total: PK-2	610	552	578	603	624	578	568	566	564	559	556	552	549	544	541
Change		-58	26	25	21	-46	-10	-2	-2	-5	-3	-4	-3	-5	-3
% Change		-9.51%	4.71%	4.33%	3.48%	-7.37%	-1.73%	-0.35%	-0.35%	-0.89%	-0.54%	-0.72%	-0.54%	-0.91%	-0.55%
Total: 3-5	593	609	621	565	539	562	581	580	540	530	528	525	522	521	519
Change		16	12	-56	-26	23	19	-1	-40	-10	-2	-3	-3	-1	-2
% Change		2.70%	1.97%	-9.02%	-4.60%	4.27%	3.38%	-0.17%	-6.90%	-1.85%	-0.38%	-0.57%	-0.57%	-0.19%	-0.38%
Total: 6-12	1447	1409	1411	1446	1449	1410	1369	1352	1363	1359	1336	1307	1296	1308	1307
Change		-38	2	35	3	-39	-41	-17	11	-4	-23	-29	-11	12	-1
% Change		-2.63%	0.14%	2.48%	0.21%	-2.69%	-2.91%	-1.24%	0.81%	-0.29%	-1.69%	-2.17%	-0.84%	0.93%	-0.08%

Source: McKibbin Demographics

Summary Enrollment Projections for all Districts

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Frontier	855	849	831	832	831	826	815	805	798	796	784	773	777	774	765
North White	1026	1061	1055	1045	1026	1028	1030	1016	1011	1002	995	985	982	978	968
Tri-County	815	806	811	799	788	776	775	771	765	768	759	750	741	745	736
Twin Lakes	2650	2570	2610	2614	2612	2550	2518	2498	2467	2448	2420	2384	2367	2373	2367
Totals	5346	5286	5307	5290	5257	5180	5138	5090	5041	5014	4958	4892	4867	4870	4836

Source: McKibbin Demographics

SELECTED SCHOOL CORPORATION DATA*

Corporation Statistical Profile

	Frontier	North White	Tri-County	Twin Lakes	Indiana Average
Assessed Value per A.D.M. 2007	\$302,032	\$411,555	\$458,272	\$383,422	\$304,244
State Support Per A.D.M. 2007	\$3,556	\$3,282	\$2,069	\$3,013	\$3,823
Prop Tax Levy Per A.D.M. 2007	\$4,743	\$6,221	\$8,212	\$4,848	\$4,468
Tax Rate 2007 (before CAGIT)	1.5703	1.5115	1.7920	1.2646	1.4918
Tax Rate 2007 (after CAGIT)	1.5274	1.4727	1.7338	1.2255	1.4668
Teachers, Avg Salary 2007-08	\$42,500	\$47,100	\$45,500	\$43,700	\$48,500
Teachers, Avg Contract Days 2007-08	183.0	182.3	185.6	184.8	184.8
Teachers, Average Age 2007-06	42.9	45.4	46.1	40.5	43.0
Teachers, Foreign Language Pct 2007-08	1.8%	2.8%	1.7%	2.6%	2.6%
Teachers, Art and Music Pct 2007-08	7.3%	6.2%	6.8%	7.1%	7.3%
Attendance Rate 2006-07	97.3%	95.5%	96.5%	96.3%	95.8%
Graduation Rate (New Definition) 2006-07	88.3	68.4	79.7	73.6	76.5
College Attendance Rate Class of 2006-07	92.5%	66.7%	78.2%	80.7%	75.2%
SAT Scores (Composite) 2006-07	933	892	951	974	1004
SAT, Pct 12th Graders Taking 2006-07	71%	51%	64%	54%	54%
ISTEP Pct Pass Both Engl and Math 2007-08	68%	48%	64%	62%	65%
ISTEP Pct Pass English/LA 2007-08	75%	60%	72%	69%	72%
ISTEP Pct Pass Math 2007-08	81%	61%	75%	73%	75%
Remediation Dollars per ADM 2008	\$10	\$21	\$12	\$14	\$14
Per Capita Income 1999 (Census)	\$19,506	\$16,033	\$18,160	\$19,754	\$20,397
Adults w/ Less Than High Sch Ed, Pct (Census 2000)	11.6%	22.7%	12.2%	17.7%	17.9%
Families Below Poverty, Pct (Census 2000)	6.4%	5.6%	7.1%	4.3%	6.7%
Single Parent Families, Pct (Census 2000)	23.8%	20.8%	18.3%	25.9%	27.8%
Same Residence 2000 as 1995, Pct	62.6%	59.2%	63.8%	59.0%	55.0%
Stability Index, Pct of Days Enrolled 2006-07	94.2%	86.2%	94.2%	91.0%	88.9%
Children w/ At-Risk Mothers, Pct (Census 1990)	0.3%	3.2%	1.7%	1.2%	3.6%
Free Lunch, Pct Pupils Elig 2007-08	12.2%	44.2%	19.7%	27.4%	29.6%
Special Ed Students, Pct 2007-08, Dec 1 Count	25.0%	19.3%	21.5%	16.2%	17.8%
Minority Students, Pct 2007-08	1.4%	20.3%	1.9%	13.9%	24.1%
Limited English, Pct 2007-08	0.00%	13.16%	0.38%	8.58%	4.27%
Square Miles (Area)	105	129	233	157	123
Round Trip Bus Miles 2005	434	562	609	1,081	1,513
Enrollment 2007-08	831	1,026	788	2,612	3,096
Students per Teacher 2007-08	15.1	16.9	13.4	17.1	18.2
Suspension or Expulsion, Incidents per 100 Students 2006-07	2.8	10.1	18.7	4.6	16.2

*Source for all data in this section of the report: Indiana Department of Education

Side by side school corporation data

Name	Frontier School Corporation	North White School Corp	Tri-County School Corp	Twin Lakes School Corp
Core 40 Graduates, 2006	20	21	26	38
Honors Graduates, 2006	7	13	19	37
Regular Graduates, 2006	22	11	19	60
Total Graduates, 2006	49	45	64	135
Attendance Rate, 2006	97.87	95.68	96.41	96.17
Avg Age: Certified Non-Teaching Staff, 2006	52.4	50.09	53.92	48.36
Avg Age: Teachers, 2006	42.76	46.38	44.31	41.17
Avg Salary: Certified Non-Teaching Staff, 2006	59492.41	58449.26	59966.15	61221.86
Avg Salary: Teachers, 2006	41377.58	46867.65	43012.74	43738.08
Avg Experience: Certified Non-Teaching Staff, 2006	26.21	21.78	25.82	21.07
Total Enrollment, 2006-07	832	1045	801	2614
Total Expense per Pupil, 3 Yr. Avg, 2006	8800	11200	11800	9100
Graduation Rate, 2006	83.1	63.4	83.1	67.5
Percent Passing Math and English Standards: Gr. 3, 2005	65	53	72	64
Percent Passing Math and English Standards: Gr. 6, 2005	82	49	54	53
Percent Passing Math and English Standards: Gr. 8, 2005	70	41	54	62
Percent Passing Math and English Standards: Gr. 10, 2005	73	41	51	60
SAT Composite Score, 2006	971	878	1001	977
Percent of 12 th Gr. Taking SAT, 2006	39	40	51	50
College Attendance Rate, 2006	41	44	72	85
Students per Teacher, 2006	15	18	14	18

Total Enrollment

Year	Frontier	North White	Tri-County	Twin Lakes
1987-88	823	1,026	846	2,626
1988-89	817	1,044	872	2,588
1989-90	852	1,030	850	2,722
1990-91	836	1,037	885	2,641
1991-92	869	1,078	896	2,606
1992-93	851	1,071	937	2,600
1993-94	829	1,075	970	2,630
1994-95	829	1,110	947	2,689
1995-96	843	1,125	969	2,675
1996-97	813	1,129	987	2,639
1997-98	840	1,135	933	2,688
1998-99	832	1,163	910	2,711
1999-00	844	1,163	890	2,688
2000-01	878	1,139	844	2,734
2001-02	854	1,115	861	2,717
2002-03	866	1,079	819	2,695
2003-04	855	1,026	815	2,650
2004-05	849	1,061	806	2,570
2005-06	831	1,055	813	2,610
2006-07	832	1,045	801	2,614
2007-08	831	1,026	788	2,612

DEMOGRAPHIC FACTORS IN COMPARISON										
	1998 -99	1999 -00	2000 -01	2001 -02	2002 -03	2003 -04	2004 -05	2005 -06	2006 -07	2007 -08
% Free Lunch										
Frontier	12	17	17	18	20	24	24	23	21	
North White	36	42	47	51	56	56	56	57	56	
Tri-County	11	12	8	24	23	25	26	31	33	
Twin Lakes	24	26	30	31	35	38	37	41	38	
% Pursuing College										
Frontier	75	77	79	66	67	78	86	41	93	
North White	50	51	59	49	66	57	56	44	67	
Tri-County	53	75	74	80	86	72	75	72	78	
Twin Lakes	66	65	69	70	71	70	81	85	81	
% Minority										
Frontier	2	2	2	2	1	1	1	2	2	1
North White	3	7	9	10	11	14	15	18	19	20
Tri-County	1	1	2	2	2	2	3	2	3	2
Twin Lakes	7	7	8	9	10	11	11	12	13	14
% Special Education										
Frontier	17	16	17	17	17	19	20	20	21	
North White	18	17	19	17	17	17	18	18	19	
Tri-County	13	15	16	19	20	20	19	21	22	
Twin Lakes	16	17	16	17	17	17	16	16	16	

Limited English Students (number)					
Year	State Total (Public)	Frontier	North White	Tri- County	Twin Lakes
1991-92	4,822	0	0	5	1
1992-93	4,840	0	2	3	0
1993-94	5,342	2	0	7	2
1994-95	6,293	0	4	3	0
1995-96	7,720	1	2	3	19
1996-97	8,610	1	12	3	53
1997-98	9,156	0	11	3	84
1998-99	10,616	4	22	0	123
1999-00	13,079	4	34	0	108
2000-01	17,194	4	94	1	157
2001-02	20,352	5	82	0	144
2002-03	22,589	2	90	0	146
2003-04	28,741	4	101	0	198
2004-05	31,956	3	110	1	215
2005-06	35,817	2	119	1	196
2006-07	42,727	0	112	4	203

SAT, Percent of 12th Graders Taking					
Year	State Average (Public and Nonpublic)	Frontier	North White	Tri- County	Twin Lakes
1997-98	55	73	58	70	52
1998-99	56	61	41	65	52
1999-00	56	73	49	74	56
2000-01	56	60	51	66	61
2001-02	57	67	54	62	60
2002-03	57	70	54	73	53
2003-04	56	61	56	66	60
2004-05	56	55	62	69	61
2005-06	56	39	40	51	50
2006-07	0	71	51	64	54

SAT Composite Score College-Bound Seniors					
Year	State Average (Public and Nonpublic)	Frontier	North White	Tri- County	Twin Lakes
1997-98	997	964	955	985	963
1998-99	994	1031	963	993	986
1999-00	999	1008	955	981	974
2000-01	1000	993	913	966	951
2001-02	1001	1015	888	1017	980
2002-03	1004	954	931	1020	997
2003-04	1007	1027	836	963	956
2004-05	1012	963	962	993	970
2005-06	1007	971	878	1001	977
2006-07	1004	933	892	951	974

Diplomas, Percent Core 40					
Year	State Average (Public and Nonpublic)	Frontier Jr-Sr High School	North White High School	Tri- County High School	Twin Lakes High School
1997-98	43	40	38	60	13
1998-99	49	54	38	70	13
1999-00	55	60	60	75	44
2000-01	58	55	56	68	53
2001-02	62	66	68	73	49
2002-03	63	64	79	84	56
2003-04	65	64	68	72	48
2004-05	68	70	76	79	68
2005-06	68	55	76	70	56
2006-07	71	66	70	73	56

Diplomas, Percent Honors					
Year	State Average (Public and Nonpublic)	Frontier Jr-Sr High School	North White High School	Tri- County High School	Twin Lakes High School
1994-95	13	12	18	3	6
1995-96	15	12	21	4	4
1996-97	16	14	10	4	4
1997-98	19	13	22	11	13
1998-99	21	21	16	23	13
1999-00	24	21	18	27	17
2000-01	26	23	25	25	23
2001-02	27	25	26	25	23
2002-03	29	21	32	31	26
2003-04	29	11	25	25	16
2004-05	31	14	36	38	31
2005-06	31	14	29	30	27
2006-07	32	25	30	44	30

Advanced Placement, Percent Taking						
Year	95th Percentile	State Average (Public)	Frontier Jr-Sr High School	North White High School	Tri- County High School	Twin Lakes High School
2001-02	15	9	15	2		3
2002-03	18	9	13	6		2
2003-04	21	10	5	4	0	2
2004-05	25	12	6	9	3	10
2005-06	26	12	4	22	4	9
2006-07	29	13	9	24	1	14

PROGRAMMATIC OFFERINGS AT THE HIGH SCHOOL LEVEL

Mathematics				
	Frontier	North White	Tri-County	Twin Lakes
Accounting I	13*	8	31	67
Accounting II				44
Algebra I	69	76	99	338
Algebra II	47	40	39	140
Business Mathematics/ Personal Finance				38
Calculus AB, Advanced Placement		7	9	20
Calculus BC, Advanced Placement	6			
Geometry	60	54	71	187
Mathematics	111		82	
Mathematics Lab	16			
Pre-Algebra	20	47	62	42
Pre-Calculus/Trigonometry, 2 semesters	19	32	35	47
Probability and Statistics		7		30

Source: Indiana Department of Education

*Number of students participating

Science				
	Frontier	North White	Tri-County	Twin Lakes
Advanced Child Development	30	22		
Biology I	53	123	51	92
Biology II	21		19	32
Biology Advanced Placement			16	9
Chemistry I	55	35	61	112
Chemistry II	7	10	15	
Chemistry Advanced Placement				34
Earth and Space Science I	62	29	57	150
Environmental Science, Advanced		30		
Integrated Chemistry/Physics		30		79
Physics I		21	6	19
Physics B Advanced Placement	8			
Principles of Engineering (two semesters)				15
Science	122		164	

Source: Indiana Department of Education

Technology/Vocational				
	Frontier	North White	Tri-County	Twin Lakes
Advanced Child Development				14
Advanced Life Science: Animals			9	
Agribusiness Management			15	37
Agricultural Mechanization	11		50	23
Animal Science	11		15	17
Automotive Services Technology				24
Building Trades Technology		14		18
Business and Personal Law				21
Business Foundations	19			40
Business Management			6	20
Career Information and Exploration				26
Career Planning and Success Skills			23	
Child Development and Parenting		32	23	14
Communication Disorder (Speech and Hearing)			9	
Computer Applications	74		75	157
Computer Applications, Advanced			30	
Computer Graphics			10	
Computer Integrated Manufacturing (two semesters)				15
Computer Programming				20
Computers in Design and Production Systems (one or two semesters)				14
Construction Processes (one or two semesters)		14		18
Construction Systems (one semester)		12	11	

Design Processes (one or two semesters)			9	21
Digital Communication Tools		127		
Drafting and Computer Aided Design	6		33	
Education and Early Childhood Care I & II		11		
Family and Consumer Sciences Issues and Applications	29			
Farm Management	9			23
Fashions and Textiles Foundations			12	
Fire Science				15
Food Science			10	
Fundamentals of Agricultural Science and Business	7		19	
Health Careers I		5		31
Health and Wellness Education	62	21	30	100
Horticultural Science			23	
Hospitality, Travel, and Tourism	9			
Housing and Interior Design				21
Information Technology: Interactive Media				36
Interdisciplinary Cooperative Education	9			20
International Business				13
Introduction to Engineering Design				26
Introduction to Health Care Specialties				56
Introduction to Health Care Systems		14		
Landscape Management			12	24
Manufacturing Processes (one or two semesters)	6			

Manufacturing Systems one semester		17		
Media Arts		18		
Medical Terminology		16		44
Nutrition and Wellness		23		71
Orientation to Life and Careers	50	54	66	93
Sports, Recreation and Entertainment Marketing				45
Supervised Agricultural Experience				9
Technology Enterprises (one semester)				34
Technology (Technology Education, not Computer Technology)	33		53	
Transportation Systems (one semester)		15		15

Social Studies				
	Frontier	North White	Tri-County	Twin Lakes
Current Problems, Issues, or Events	26	21		18
Economics	9	39		63
Psychology		12	30	121
Psychology Advanced Placement				21
Social Studies	124		163	
Topics in History		22		19
United States Government	45	20	64	105
United States Government and Politics, Advanced Placement		17		
United States History	47	65	67	213
World Geography	21			109
World History or Civilization	66	85	51	74

Languages/Communication				
	Frontier	North White	Tri-County	Twin Lakes
Advanced English/Language Arts, College Credit	20			24
Advanced Speech and Communication	19			
American Literature	34			
Communication Systems		16		
Communication Processes (one or two semesters)	6			8
Creative Writing			19	
English 9	69	79	70	230
English 10	68	62	66	193
English 11	51	54	68	200
English 12	55	42	63	137
English as a New Language		5		13
Exploring World Languages				13
French I				35
French II				19
French III				10
French IV				5
German I,		73		
German II		30		
German III		13		
German IV		13		
Journalism				15
Language Arts	150		160	
Reading and Literature			157	
Spanish I	90	27	51	139
Spanish II	32	10	38	70
Spanish III	29		30	105
Spanish IV		10		44
Speech			37	35
Student Publications				16

Fine Arts				
	Frontier	North White	Tri-County	Twin Lakes
Advanced Chorus				35
Advanced Concert Band				30
Advanced Two-Dimensional Art	12			
Beginning Chorus	88		24	39
Beginning Concert Band		20	37	52
Ceramics			12	
Choral Chamber Ensemble			12	
Dance Performance: Ballet, Modern, Ethnic-Folk				8
Drawing			30	26
Exploring Music			83	
Instrumental Music			84	
Intermediate Chorus		21		53
Intermediate Concert Band	44			52
Introduction to Three-Dimensional Art				16
Introduction to Two-Dimensional Art	49	55		84
Jazz Ensemble				19
Music Theory and Composition				15
Sculpture			17	
Visual Art			27	

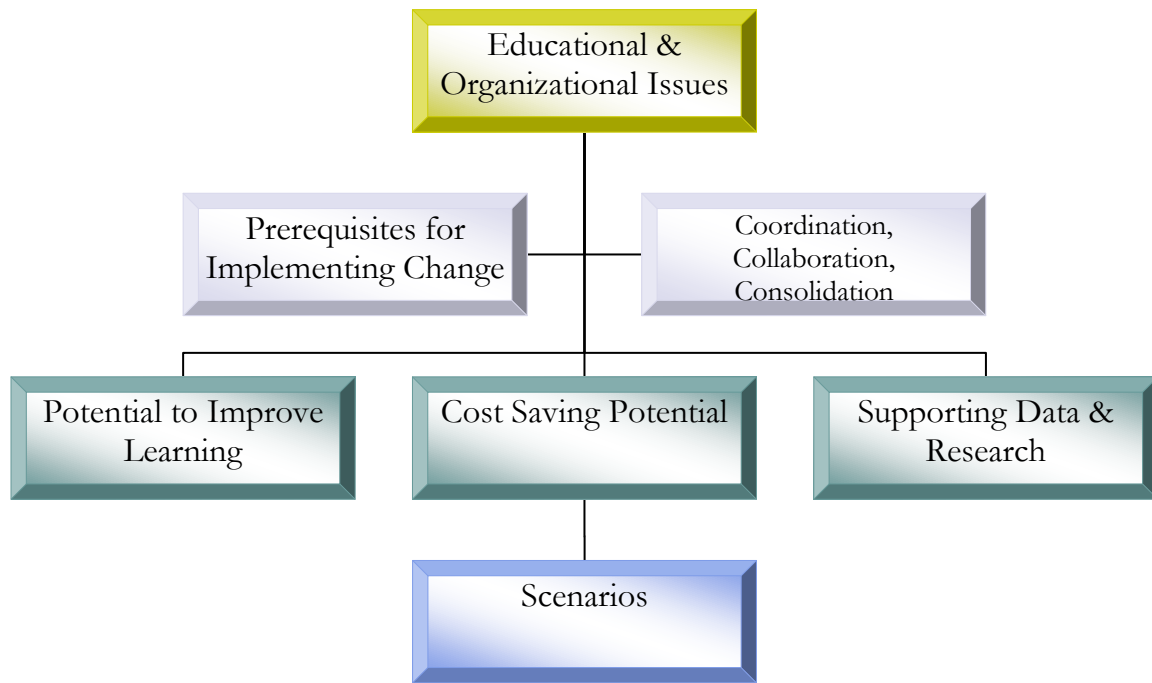
Other				
	Frontier	North White	Tri-County	Twin Lakes
Basic Skills Development			69	
Cadet Teaching Experience				13
Combined Class	58		86	
Elective Physical Education	29		46	
Health			25	
Interpersonal Relationships	9			
Middle Level Exploring Agriculture Science and Business Education			27	
Middle School Business			59	
Middle School FACS			25	
Nutrition and Wellness				
Physical Education			382	
Physical Education I	137	102	74	227
Physical Education II		21		
Student Publications	8			

Middle School				
	Frontier	North White	Tri-County	Twin Lakes
Algebra I		30		37
Basic Skills Development		69		
Beginning Chorus				43
Computer Applications				103
English as a New Language		5		
Exploring Music		56		
German I		22		
Health		85		99
Instrumental Music		35		306
Language Arts		231		765
Mathematics		207		646
Middle Level Exploring Agriculture Science and Business Education			27	
Middle School Business			59	
Middle School FACS		42	25	107
Nutrition and Wellness				
Physical Education		170		309
Reading and Literature		51		197
Science		267		599
Social Studies		252		601
Spanish I		21		
Speech		12		
Technology (Technology Education not Computer Technology)				103
Visual Art		69		107
Vocal Music				117

Source for all data in this section: Indiana Department of Education

Note: Frontier and Tri-County operate High School buildings with middle school grades included, and so the IDE site does not specify middle school courses for them.

**PELISARS MODEL FOR EXPLORATION OF SCHOOL DISTRICT COORDINATION,
COLLABORATION AND CONSOLIDATION©**



1. Identify issues for coordination, collaboration, and/or consolidation based on:
 - a. On-line surveys – parents, citizens, school staff and support staff.
 - b. District level school business functions surveys.
2. For each issue determine the prerequisites for coordination, collaboration, and/or consolidation.
 - a. Agreement on prerequisites is essential for the continuation of the model and critical to success of the option(s) chosen.
3. What is the potential to increase learning for each issue, based on coordination, collaboration, and/or consolidation among the districts?
4. Are there potential cost savings if districts coordinate, collaborate, or unify?
5. What data supports coordination, collaboration, and/or consolidation?
 - a. Demographic data
 - b. Research
6. Scenarios – Coordination, collaboration, and/or consolidation scenarios provide insight into how various configurations, based on the issues identified, would transpire in the future.

The PELISARS Analysis Tool was also utilized to conduct the administrative, facilities, technology, and transportation portions of the study. The Appendix contains the data collected for purposes of this study.

EDUCATIONAL & ORGANIZATION ISSUES

The PELISARS Team developed surveys to solicit opinions of parents and White County citizens, professional staff and professional support staff in Frontier, North White, Tri-County, and Twin Lakes, school corporations regarding curriculum offerings, academic requirements, and support for school district coordination or consolidation to improve learning and/or save money. A section for written comments was also provided at the end of the survey. Availability of the on-line surveys was publicized by the local media and by each school corporation. Paper copies were available at the school corporation central offices. The surveys were administered on-line between April 7 and April 13, 2008. The Wabash Valley Education Center implemented the surveys and compiled the results for the PELISARS Team. The White County Steering Committee was also solicited for additional issues at a progress report meeting with PELISARS on May 20, 2008. An additional set of surveys was completed by each corporation's central office staff on topics related to costs and other questions related to administrative services, facilities, technology, and transportation.

- 540 parent/citizen surveys were received.
- 97 professional support staff surveys were received.
- 264 professional staff surveys were received.

All school districts provided information on administrative services, facilities, technology and transportation.

THE ISSUES

Based on evaluation of the survey results and written comments the following issues were identified as important in considering coordination, collaboration, or consolidation among the four school districts in White County. We have categorized the issues into two areas: Student Programs and Personnel and Administrative / Business Functions.

STUDENT PROGRAMS

1. High ability
2. Summer school
3. Alternative education
4. Advanced placement
5. Middle school exploratory
6. Foreign language
7. Extra curricular activities
8. Graduation requirements
9. Head Start and Pre-School
10. Visual arts
11. Performing arts
12. Special education
13. Vocational education

14. Counseling
15. Technology
16. Driver's education
17. Community education
18. Adult education

PERSONNEL/ADMINISTRATIVE BUSINESS FUNCTIONS

19. Staff development
20. Bus maintenance
21. Common payroll/bookkeeping
22. Common calendar and school schedules
23. Master contract
24. District leadership

Demographic data is included which may be utilized within the analysis of each of the issue scenarios for coordination, collaboration, and/or consolidation. School facilities are also considered within the issues where appropriate.

STUDENT PROGRAMS

PREREQUISITES FOR IMPLEMENTING ISSUE #1 – HIGH ABILITY

- *Common calendar*

Those districts which choose to coordinate or collaborate to serve high ability students would need to implement a common school calendar such that students would be in school during the same hours and days.

- *Agreement on identification process*

There are different philosophies relative to defining and identifying high ability students. Those districts which choose to coordinate or collaborate would need to arrive at consensus on defining and identifying high ability students in their respective school corporations.

- *Consensus on common strategies on delivery (pullout, cluster, etc.)*

There are also different strategies employed across districts on the delivery of programs for high ability students. Coordination or collaboration across districts would require consensus on the mode of delivery.

- *Willingness to share resources*

In order for coordination or collaboration to be successful the districts involved would need to share resources, including personnel, facilities, and funding.

- *Commitment of district leadership to meet the needs.*

Those districts which choose to coordinate or collaborate to offer programs for high ability students need to have similar priorities relative to meeting the needs of high ability students.

POTENTIAL TO IMPROVE LEARNING

- *Greater variety and extended services*

Instead of duplicating programs those districts that coordinate and collaborate have the potential to offer a wider variety of programs and services. For example, districts may choose to contract with Purdue University's Gifted Education Resource Institute (GERI) for special programs or personnel to offer courses.

- *Educators and students have greater opportunities for interaction.*

Through coordination and collaboration across districts students have a larger number of other high ability students to associate with and learn from. Teachers have a greater variety and pool of program participants and other faculty expertise from which to select.

- *Willingness to reconsider curriculum & instruction*

Methodology for high ability students has generated “best practices” that have the potential to improve learning for all students; therefore, individual teachers and faculty should be committed to reconsider current programming.

- *Increased motivation*

Students who have not been sufficiently challenged in school will experience renewed enthusiasm toward learning. In addition, synergy will develop among teachers as they collaborate to develop and implement new programs.

- *Higher level thinking*

The upper levels of Bloom’s Taxonomy (Analysis, Synthesis, and Evaluation) are promoted within high ability programs.

COST SAVING POTENTIAL

- *Pooling of resources.*

Through coordination and/or collaboration the districts involved are able to share programs, teachers, facilities and funding.

- *Improved external funding potential.*

Increased student populations open the possibility for securing state, federal and foundation funding.

- *A critical mass in a program permits hiring of specialized staff/ leadership.*

Through coordination and/or collaboration it might be possible to hire specialized staff and coordinators that a single district could not attract and afford.

- *Improves educational profile of the county.*

High ability programming may become a magnet for new families (quality of life issue) as well as attracting new business and industry to the county.

SUPPORTING DATA & RESEARCH

SUPPORTING DEMOGRAPHIC DATA

- Parent and Citizen Survey Responses

Elementary schools

<i>In my opinion, the program to meet the needs of gifted/ talented students is:</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	17	0	2	5	1	9
Excellent	59	0	18	5	19	17
Adequate	147	0	36	33	30	48
Inadequate	225	0	50	84	17	74
Don't know	92	0	16	18	21	37
Total	540	0	122	145	88	185

Middle Level Schools

<i>In my opinion, the program to meet the needs of gifted/ talented students is:</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	57	0	10	17	3	27
Excellent	52	0	14	8	18	12
Adequate	124	0	27	19	28	50
Inadequate	182	0	42	70	14	56
Don't know	125	0	29	31	25	40
Total	540	0	122	145	88	185

- Professional Staff Survey Responses

Elementary Schools

<i>In my opinion, the program to meet the needs of gifted/ talented students is:</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	55	0	7	9	6	33
Excellent	8	0	2	1	3	2
Adequate	58	0	12	9	16	21
Inadequate	112	0	13	16	24	59
Don't Know	31	0	5	2	10	14
Totals	264	0	39	37	59	129

Middle Schools

<i>In my opinion, the program to meet the needs of gifted/ talented students is:</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	56	0	2	11	11	32
Excellent	3	0	0	0	1	2
Adequate	57	0	13	6	11	27
Inadequate	95	0	18	14	26	37
Don't Know	53	0	6	6	10	31
Totals	264	0	39	37	59	129

Professional Support Staff Survey Responses*

In my opinion, the elementary program to meet the needs of gifted/talented students is:		
Not Answered	12	12.37%
Excellent	8	8.25%
Adequate	40	41.24%
Inadequate	17	17.53%
Don't Know	20	20.62%
Total Responses	97	100%

*In the professional support staff surveys the responses “not answered” and “don’t know” trended around 30% on each item. The response “adequate” trended between 45% and 55% on each item. Consequently, there was very little variance on most items. In this report we present the items on which professional support staff identified the greatest needs, defined as more than 15% classifying an item as “inadequate.”

In my opinion, the middle level program to meet the needs of gifted/talented students is:		
Not Answered	10	10.31%
Excellent	7	7.22%
Adequate	34	35.05%
Inadequate	15	15.46%
Don't Know	31	31.96%
Total Responses	97	100%

- Demographic supporting data

Previous tables present data in detail. The following combined table points back in the document to the previous tables which present data for more years. This table is only for the 2006-2007 school year, but it does suggest some conclusions on three dimensions having to do with academically able students.

Year	State Average (Public and Nonpublic)	Frontier	North White	Tri -County	Twin Lakes
Percent of 12 th graders taking the SAT-2006-07	NA	71	51	64	54
SAT Composite Score College-Bound Seniors-2006-07	1004	933	892	951	974
Diplomas, Percent Honors-2006-07	32	25	30	44	30

PREREQUISITES FOR IMPLEMENTING ISSUE #2 – SUMMER SCHOOL

- *Common calendar*

Those districts which choose to coordinate or collaborate to offer summer school would need to implement a common school calendar such that students finish and start the school year at the same time.

- *Transportation*

A transportation network would need to be built around the selection of students requiring and selecting summer school programs and facilities in the near vicinity. Coordination and/or collaboration would permit transportation routes that cross school district boundaries to provide programming.

- *Funding (state and local)*

Current funding favors larger numbers of students to offer programs. A combined mass would increase funding level. A wider variety of programs for a fee would also be possible.

- *Air- conditioned facilities*

In order to maximize student learning all summer school programs should be offered at air-conditioned schools. Coordination and/or collaboration permit the sharing of facilities across districts.

- *Staffing*

Collaboration and/or coordination require teachers and administrators to work in facilities outside of their home district. In addition, a larger pool of qualified and interested teachers willing to offer summer remedial and enrichment courses and programs is available.

- *Master contracts*

Restrictive conditions, if any, must be resolved to permit coordination and/or collaboration across districts.

- *Sharing of support costs.*

Agreement between districts coordinating and/or collaborating must be reached on how to share the cost of utilities, custodial, staff, and other support costs at facilities used to offer summer school programming to students across districts.

- *Commitment to a common curriculum.*

Scope and sequence of courses and content across districts coordinating and/or collaborating on summer school must have comparable learning outcomes.

POTENTIAL TO IMPROVE LEARNING

- *Coordination and/or collaboration permit the availability of various programs and courses, including those that a single district could not offer at all. For example, these courses could include the following:*
 - Remedial/enrichment courses or programs
 - Dual credit opportunities (for high school, college, and community college)
 - Camps (e.g., gymnastics, technology, visual and fine arts, etc.)
 - Credit recovery possible for students needing to take or repeat courses.
 - Additional credit/ elective and required courses
 - Honors diploma requirements

COST SAVING POTENTIAL

- *Qualify for more state funding support.*

Coordination and/or collaboration provides the opportunity for increased state revenue to fund summer school.

- *Energy savings.*

Common site(s) for summer school across districts promotes reduced use of energy by using fewer facilities.

- *Potential to charge fees.*

Enrichment and other elective programs become self-supporting when sufficient numbers of students participate and pay fees.

- *Increased programming for the same dollars spent now.*

Larger course enrollments through coordination and/or collaboration permit increased programming for current staffing costs. It also would permit reduced staffing costs for current programming.

SUPPORTING DATA & RESEARCH

DEMOGRAPHIC DATA

Parent and Citizen Survey Responses

Elementary Level

<i>In my opinion, the elementary school summer school program is:</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	17	0	4	5	1	7
Excellent	34	0	14	0	8	12
Adequate	141	0	41	32	27	41
Inadequate	115	0	16	53	9	37
Don't know	233	0	47	55	43	88
Total	540	0	122	145	88	185

Middle Level

<i>In my opinion, the summer school program is:</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	55	0	9	18	3	25
Excellent	24	0	7	0	12	5
Adequate	104	0	23	26	24	31
Inadequate	116	0	21	44	8	43
Don't know	241	0	62	57	41	81
Total	540	0	122	145	88	185

High School Level

<i>Summer School programming is</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	42	0	7	14	2	19
Excellent	22	0	8	1	8	5
Adequate	115	0	21	28	29	37
Inadequate	120	0	32	46	7	35
Don't know	241	0	54	56	42	89
Total	540	0	122	145	88	185

Professional Staff Survey Responses

Elementary Level

<i>In my opinion, the elementary summer school program is:</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	57	0	7	10	7	33
Excellent	17	0	3	2	2	10
Adequate	62	0	16	3	9	34
Inadequate	56	0	2	16	15	23
Don't Know	72	0	11	6	26	29
Totals	264	0	39	37	59	129

Middle Level

<i>In my opinion, the middle school/jr. high summer program is:</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	59	0	2	11	12	34
Excellent	9	0	1	0	4	4
Adequate	44	0	7	2	15	20
Inadequate	61	0	11	11	13	26
Don't Know	91	0	18	13	15	45
Totals	264	0	39	37	59	129

High School Level

<i>Summer School are</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	57	0	0	8	9	40
Excellent	10	0	0	1	4	5
Adequate	57	0	9	8	19	21
Inadequate	48	0	12	7	12	17
Don't Know	92	0	18	13	15	46
Totals	264	0	39	37	59	129

PREREQUISITES FOR IMPLEMENTING ISSUE #3 – ALTERNATIVE EDUCATION

- *Common goals and objectives*

There must be agreement on definition of the alternative program goals and objectives, philosophy, and admission criteria, etc. among the districts wishing to coordinate or collaborate.

- *Transportation*

A transportation network needs to be built for students requiring alternative school programs and facilities in the near vicinity. Coordination and/or collaboration permits transportation routes that cross school district boundaries to provide programming. Another possibility is to require parents to transport students to the alternative program site.

- *Facilities*

School facilities may or may not be used to house alternative programs. Cooperating districts will need to identify facilities that are centrally located and structure a usage agreement.

- *Funding agreement per student*

Participating districts will structure a funding agreement and/or have another agency such as the Education Service Center contract to run the program.

- *LEA academic, counseling, and career elements*

These three critical elements of an alternative program must be addressed in the development of the alternative program by the participating school districts.

POTENTIAL TO IMPROVE LEARNING

- *Credit recovery*

Provides an opportunity for students to earn credits for courses, failed or not completed.

- *Reduce dropouts and increase graduation rates.*

Alternative education programs provide appropriate educational experiences for students who are not successful in a traditional school setting.

COST SAVING POTENTIAL

- *Critical mass.*

It is more cost efficient to have a critical mass of students to offer programs which a single district may not be able to afford on its own.

- *Grant opportunities*

There are public and private sources interested in better meeting the needs of students qualifying for alternative programs.

- *Increased state and federal funding.*

A vocational component in the alternative school program permits additional pupil count and increased funding.

- *Business and industry partnerships.*

There are businesses and industries interested in supporting alternative programs which improve skills, attitudes, and understandings for entry level employees.

SUPPORTING DATA & RESEARCH

DEMOGRAPHIC DATA

- Survey Responses

Parent and Citizen

<i>In my opinion, the alternative education program is:</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	40	0	7	13	2	18
Excellent	28	0	7	3	7	11
Adequate	119	0	18	30	30	41
Inadequate	132	0	24	56	12	40
Don't know	221	0	66	43	37	75
Total	540	0	122	145	88	185

Professional Staff

<i>In my opinion, the alternative education program is:</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	58	0	0	7	9	42
Excellent	18	0	0	0	2	16
Adequate	44	0	6	3	14	21
Inadequate	58	0	15	14	17	12
Don't Know	86	0	18	13	17	38
Totals	264	0	39	37	59	129

PREREQUISITES FOR IMPLEMENTING ISSUE #4 – ADVANCED PLACEMENT

- Qualified teachers must be employed to offer Advanced Placement courses for student to earn college credit.
- Prerequisites (if any) and outcomes must be common among districts and consistent with Advanced Placement requirements.
- Advanced Placement requirements necessitate considerable expertise, knowledge, time and commitment for guidance personnel.
- It is more cost efficient to have a critical mass of students to offer programs which a single district may not be able to afford on its own.
- Those districts which choose to coordinate or collaborate to offer Advanced Placement will implement a common school calendar such that students finish and start the school year at the same time.
- Distance learning technology is utilized to offer courses across districts and buildings.
- It is recommended that scheduling allow extra- curricular participation at the home school.

POTENTIAL TO IMPROVE LEARNING

- *State academic honors requirement*

AP courses are required to earn an academic honors diploma. The academic honors diploma is increasingly a requirement for highly selective colleges and universities in-state and out-of-state.

COST SAVING POTENTIAL

- *Critical mass.*

It is more cost efficient to have a critical mass of students to offer programs which a single district may not be able to afford on its own.

- *Cost saving potential for parents.*

Students can earn tuition free college credits prior to college/university admission.

SUPPORTING DATA & RESEARCH

DEMOGRAPHIC DATA

- Survey Responses

Parent and Citizen

<i>Advanced Placement is</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	41	0	6	10	3	22
Excellent	41	0	13	4	12	12
Adequate	141	0	25	30	33	53
Inadequate	151	0	35	67	17	32
Don't know	166	0	43	34	23	66
Total	540	0	122	145	88	185

Professional Staff

<i>Advanced Placement are</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	59	0	0	8	10	41
Excellent	16	0	1	2	5	8
Adequate	68	0	8	10	20	30
Inadequate	45	0	15	6	14	10
Don't Know	76	0	15	11	10	40
Totals	264	0	39	37	59	129

• Achievement data

Advanced Placement, Pct Taking

Year	95th Percentile	State Average (Public)	Frontier Jr-Sr High School	North White High School	Tri-County High School	Twin Lakes High School
2001-02	15	9	15	2		3
2002-03	18	9	13	6		2
2003-04	21	10	5	4	0	2
2004-05	25	12	6	9	3	10
2005-06	26	12	4	22	4	9
2006-07	29	13	9	24	1	14

RESEARCH

Indiana students earning the Core 40 with Academic Honors Diploma must complete one of the following:

- Complete AP courses (4 credits) and corresponding AP exams
- Complete IB (Higher Level) courses (4 credits) and corresponding IB exams
- Earn a combined score of 1200 or higher on the SAT critical reading and mathematics
- Score a 26 or higher composite on the ACT
- Complete dual high school/college credit courses from the Core Transfer Library (6 transferable college credits)
- Complete a combination of AP course (2 credits) and corresponding AP exams and dual high school/college credit course(s) from the Core Transfer Library (3 transferable college credits)

PREREQUISITES FOR IMPLEMENTING ISSUE #5 – MIDDLE SCHOOL EXPLORATORY

- *Common agreement on the goals and objectives of the program.*

There must be agreement on definition of the goals, objectives, and philosophy among the districts wishing to coordinate or collaborate on middle school exploratory programs.

- *Common calendar*

Those districts which choose to coordinate or collaborate to offer middle school exploratory implement a common school calendar such that students finish and start the school year at the same time.

- *Technology infrastructure*

Distance learning technology is utilized to offer courses across districts and buildings.

- *Master contract*

Restrictive conditions, if any, must be resolved to permit coordination and/or collaboration across districts.

- *Create cooperative middle school attendance centers.*

Cooperating districts establish attendance centers for the grade span chosen and offer exploratory classes in addition to traditional curriculum.

- *Transportation*

A transportation network would need to be built around the selection of students attending the exploratory middle school. Coordination and/or collaboration would permit transportation routes that cross school district boundaries to provide programming.

POTENTIAL TO IMPROVE LEARNING

- Better meet developmental needs of the students.

The middle school concept has proved beneficial to students by including programming that meets the academic, social, and emotional characteristics of this age group. For example the following are benefits of a well designed middle school program that includes an exploratory feature.

- Guidance aspects of social and emotional development
- Explore special interests
- Applications related to the core curriculum
- Involvement of the community
- Appreciation of the culture of the community
- Increased motivation

COST SAVING POTENTIAL

A quality middle school experience is crucial to efforts to prevent students from dropping out in later grades, thus saving resources in dollars and impact on future society.

SUPPORTING DATA & RESEARCH

DEMOGRAPHIC DATA

- Survey Responses

Parents and Citizens

<i>In my opinion, opportunities for student exploratory programs are:</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	58	0	11	19	3	25
Excellent	32	0	10	3	11	8
Adequate	125	0	24	22	30	49
Inadequate	180	0	39	65	18	58
Don't know	145	0	38	36	26	45
Total	540	0	122	145	88	185

Professional Staff

<i>In my opinion, opportunities for student exploratory programs are:</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	59	0	2	12	11	34
Excellent	10	0	1	1	3	5
Adequate	45	0	11	4	15	15
Inadequate	73	0	12	13	16	32
Don't Know	77	0	13	7	14	43
Totals	264	0	39	37	59	129

Professional Support Staff

In my opinion, opportunities for student exploratory programs are:		
Not Answered	10	10.31%
Excellent	4	4.12%
Adequate	35	36.08%
Inadequate	18	18.56%
Don't Know	30	30.93%
Total Responses	97	100%

PREREQUISITES FOR IMPLEMENTING ISSUE #6 – FOREIGN LANGUAGE

- Districts coordinating and/or collaborating agree on what languages and levels offered.
- *Common calendar.*

Those districts which choose to coordinate or collaborate to offer foreign implement a common school calendar such that students finish and start the school year at the same time.

- *Common schedules.*

Those districts coordinating and/or collaborating to offer foreign language have a common schedule that permits allows the maximum flexibility in the scheduling of teachers and classes.

- *Technology infrastructure*

Distance learning technology is utilized to offer courses across districts and buildings.

POTENTIAL TO IMPROVE LEARNING

- More offerings in foreign language instruction earlier for a wider spectrum of students.
- Offer additional foreign languages.

COST SAVING POTENTIAL

- Coordination and/or cooperation among districts allows for increased utilization of foreign language teachers across districts.
- Distance learning and applications of technology across districts saves time and money.
- Coordination and/or cooperation serves more students for the same dollars, in real time and asynchronously (at their own time).

SUPPORTING DATA & RESEARCH

Parent and Citizen

<i>Foreign Languages are</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	38	0	7	10	2	19
Excellent	39	0	14	2	8	15
Adequate	196	0	29	47	43	77
Inadequate	146	0	44	56	20	26
Don't know	121	0	28	30	15	48
Total	540	0	122	145	88	185

Professional Staff

<i>Foreign Language are</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	55	0	0	7	8	40
Excellent	32	0	6	1	3	22
Adequate	82	0	14	17	22	29
Inadequate	36	0	11	4	19	2
Don't Know	59	0	8	8	7	36
Totals	264	0	39	37	59	129

Professional Support Staff

Foreign Language programs high school are		
Not Answered	10	10.31%
Excellent	4	4.12%
Adequate	39	40.21%
Inadequate	20	20.62%
Don't Know	24	24.74%
Total Responses	97	100%

DEMOGRAPHIC DATA

Languages/Communication				
	Frontier	North White	Tri-County	Twin Lakes
Exploring World Languages				13
French I				35
French II				19
French III				10
French IV				5
German I,		73		
German II		30		
German III		13		
German IV		13		
Spanish I	90	27	51	139
Spanish II	32	10	38	70
Spanish III	29		30	105
Spanish IV		10		44

Source: Indiana Department of Education

**PREREQUISITES FOR IMPLEMENTING ISSUE #7 – EXTRA CURRICULAR
ACTIVITIES -**

- *Common Calendar*

Those districts which choose to have common extracurricular activities implement a common school calendar such that students finish and start the school year at the same time.

- *Common Schedule*

Those districts which choose to have common extracurricular activities implement a common high school daily schedule such that students finish and start classes at the same time.

POTENTIAL TO IMPROVE LEARNING

- *Coordination and/or collaboration permit the availability of various programs and clubs, including those that would be appropriate to reach across districts, such as activities in service learning.*
- *Students involved in extracurricular activities demonstrate increased motivation.*
- *Students involved in extracurricular activities demonstrate increased school persistence*
- *Extracurricular activities foster the home/school connection (such as band parents or athletic boosters)*

COST SAVING POTENTIAL

- *Increased programming for the same dollars spent now.*

Particularly in the arts, collaboration across school corporations could permit increased opportunities for students. Examples could include a White County music festival with performances from each school, summer music workshops open to students from all high schools, or a summer play involving students from all county high schools, such as is done each summer in Tippecanoe County.

- *Increased community visibility for the schools.*

The positive community affect from these programs and activities would be of great value to the students, their families, and the school corporations.

SUPPORTING DATA & RESEARCH

Currently clubs and activities available for students vary considerably across the four corporations. As an example, here are activities at North White and at Twin Lakes:

North White High School

- Band
- Chess Club
- Dances
- German Club
- National Honor Society
- Pep Club
- Robotics Team
- Spanish Club
- Student Council
- Sunshine Society
- Yearbook

Twin Lakes High School

- Academic Super Bowl
- Archery Club
- Art Club
- Book Club
- Chess Club
- Drama Club
- Family, Career, and Community Leaders of America
- FEA
- FFA
- French Club
- Health OCC
- Juggling
- National Honor Society
- PRIDE Student Committee
- Recycling Club
- SAFE Club
- Sewing Club
- Skills USA
- Spanish Club
- Speech/Debate Team
- Student Council
- Technology Club

PREREQUISITES FOR IMPLEMENTING ISSUE #8 – GRADUATION REQUIREMENTS

- *Common Calendar*

Those districts which choose to have common graduation requirements implement a common school calendar such that students finish and start the school year at the same time.

- *Common Schedule*

Those districts which choose to have common graduation requirements implement a common high school daily schedule such that students finish and start classes at the same time.

- *Meet State Requirements*

Those districts which choose to have common graduation requirements coordinate class offerings so students could qualify for Core 40, academic Honors Diploma, and for admission to the state's largest institutions (Purdue and Indiana).

- *Distance learning*

Those districts which choose to have common graduation requirements purchase and install distance learning equipment in each high school. This will create the ability to offer classes with traditionally low enrollments to all buildings simultaneously.

- *Master Contracts*

Restrictive conditions, if any, must be resolved to permit collaboration and/ or coordination across districts.

- *Commitment to a common curriculum*

Scope and sequence of courses and content across districts coordinating and/or collaborating on summer school must have comparable learning outcomes

- *Sharing of Support costs*

Agreement between districts coordinating and/or collaborating must be reached on how to share the cost of utilities, custodial, staff, and other support costs at facilities used to offer school programming to students across districts.

POTENTIAL TO IMPROVE LEARNING

- *Coordination and/or collaboration permit the availability of various programs and courses, including those that a single district could not offer at all.*

For example, these courses could include the following:

- Remedial/enrichment courses or programs
 - Dual credit opportunities (for high school, college, and community college)
 - Credit recovery possible for students needing to take or repeat courses.
 - Additional credit/ elective and required courses
 - Honors diploma requirements
- *Increased programming for the same dollars spent now.*

Larger course enrollments through coordination and/or collaboration permit increased programming for current staffing costs. It also permits reduced staffing costs for current programming.

- *Graduating students will have greater post-secondary options for further education.*

COST SAVING POTENTIAL

- *Increased programming for the same dollars spent now.*

Larger course enrollments through coordination and/or collaboration permit increased programming for current staffing costs. It also permits reduced staffing costs for current programming.

SUPPORTING DATA & RESEARCH

DEMOGRAPHIC DATA

The combined high school enrollment will decrease from 1577 in 2003-2004 to an estimated 1533 in 20017-2018. Based on projected enrollments of the lower grades in 2017-2018 this trend will continue through 2026.

RESEARCH

The Indiana General Assembly has made completion of Core 40 a graduation requirement for all students beginning with those entering high school fall 2007. The legislation includes an opt-out provision for parents who determine that their student could benefit more from the General Diploma. The legislation also makes Core 40 a minimum college admission requirement for the state's public four-year universities beginning in fall 2011.

PREREQUISITES FOR IMPLEMENTING ISSUE #9 – HEAD START AND PRE-SCHOOL (REGULAR AND SPECIAL NEEDS)

- *Common calendar*

Those districts which choose to coordinate or collaborate in the development of pre-school programs implement a common calendar such that students would be in school during the same hours and days.

- *Interest in serving identified students from several school corporations in and across county and district lines.*

In order to generate sufficient numbers and provide programming there may be a need to serve students from multiple school districts.

- *Location of facilities suitable to serve pre-school students*

It may be necessary to undertake a cooperative approach to locate and secure suitable facilities that are located in desirable locations to facilitate transportation issues for parents and the school corporations.

- *A cooperative/ collaborative dialogue between Head Start, pre-schools and kindergarten programs.*

The needs and interests of serving identified students will be greatly enhanced if there is a regular exchange of information and teaching strategies between these programs

POTENTIAL TO IMPROVE LEARNING

- *Students better prepared*

A strong program from Head Start through pre-school to kindergarten will prepare regular and special needs students to start kindergarten and eventually 1st grade.

- *Research supports the value of these programs*

The body of research that addresses the needs of students ages birth to 5 years of age is very clear on the need and value of these programs for identified students.

COST SAVING POTENTIAL

- *Shared expenses.*

Through a cooperative program per-pupil costs are reduced and programs can be operated much more cost effectively than by individual school districts trying to provide such services.

- *Future savings*

The greatest savings can come in future years if these students are better prepared to enter school and as a result will not need as extensive of a remedial program or related services.

- *Funding and grant opportunities.*

A cooperative program will be in a position due to numbers and common needs to apply for funds that are targeted for special needs students.

SUPPORTING DATA & RESEARCH

- Parent surveys indicated strong support
- Research strongly supports the long term benefits
- Incentive for new families to move to this area.

DEMOGRAPHIC DATA

Parent and Citizens

<i>In my opinion, the program to meet the needs of preschool students is:</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	17	0	1	5	1	10
Excellent	80	0	19	25	19	17
Adequate	189	0	30	58	40	61
Inadequate	117	0	34	26	11	46
Don't know	137	0	38	31	17	51
Total	540	0	122	145	88	185

RESEARCH

Studies show that students benefitting from preschool and kindergarten programs have several desirable characteristics over similar children who did not get such programming:

- Significantly better intellectual performance
- Fewer referrals to special education
- Higher high school graduation rate
- Better economic and social outcomes as adults

ERIC Digest ED365478

PREREQUISITES FOR IMPLEMENTING ISSUE #10 – VISUAL ARTS -

- *Common Calendar*

Those districts which choose to collaborate on expanded programming in the visual arts implement a common school calendar such that students finish and start the school year at the same time.

- *Common Schedule*

Those districts which choose to collaborate on expanded programming in the visual arts implement a common high school daily schedule such that students finish and start classes at the same time.

POTENTIAL TO IMPROVE LEARNING

- *Increased programming in the visual arts provides many benefits to students.*

The whole child goes to school. The visual arts are a source of increased motivation and intellectual and emotional development for students.

COST SAVING POTENTIAL

- *Increased programming in the visual arts for the same dollars spent now.*

Through collaboration districts can provide a broad set of opportunities that an individual corporation would struggle to do.

SUPPORTING DATA & RESEARCH

Parents and Citizens

Elementary

<i>In my opinion, the program in visual arts is:</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	15	0	2	5	1	7
Excellent	76	0	27	7	23	19
Adequate	272	0	57	63	43	109
Inadequate	89	0	16	50	6	17
Don't know	88	0	20	20	15	33
Total	540	0	122	145	88	185

Middle Level

<i>In my opinion, the program in visual arts is:</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	58	0	11	18	3	26
Excellent	50	0	19	4	14	13
Adequate	214	0	46	41	50	77
Inadequate	91	0	14	50	6	21
Don't know	127	0	32	32	15	48
Total	540	0	122	145	88	185

High School

	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
<i>Fine Arts are</i>						
Not Answered	36	0	6	9	4	17
Excellent	66	0	20	5	15	26
Adequate	211	0	44	49	45	73
Inadequate	96	0	20	51	7	18
Don't know	131	0	32	31	17	51
Total	540	0	122	145	88	185

Professional Staff

Elementary Level

<i>In my opinion, the program in visual arts is:</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	59	0	8	10	6	35
Excellent	65	0	14	4	20	27
Adequate	79	0	9	14	17	39
Inadequate	19	0	1	5	6	7
Don't Know	42	0	7	4	10	21
Totals	264	0	39	37	59	129

Middle Level

<i>In my opinion, the program in visual arts is:</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	60	0	5	11	11	33
Excellent	31	0	5	3	4	19
Adequate	95	0	17	11	28	39
Inadequate	18	0	2	6	6	4
Don't Know	60	0	10	6	10	34
Totals	264	0	39	37	59	129

High School Level

<i>Fine Arts are</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	58	0	0	7	10	41
Excellent	41	0	6	1	7	27
Adequate	92	0	17	13	32	30
Inadequate	21	0	6	8	6	1
Don't Know	52	0	10	8	4	30
Totals	264	0	39	37	59	129

DEMOGRAPHIC DATA (HIGH SCHOOL)

Fine Arts				
	Frontier	North White	Tri-County	Twin Lakes
Advanced Two-Dimensional Art	12			
Ceramics			12	
Drawing			30	26
Introduction to Three-Dimensional Art				16
Introduction to Two-Dimensional Art	49	55		84
Sculpture			17	
Visual Art			27	

Source: Indiana Department of Education

PREREQUISITES FOR IMPLEMENTING ISSUE #11 – PERFORMING ARTS -

- *Common Calendar*

Those districts which choose to collaborate on expanded programming in the performing arts implement a common school calendar such that students finish and start the school year at the same time.

- *Common Schedule*

Those districts which choose to collaborate on expanded programming in the performing arts implement a common high school daily schedule such that students finish and start classes at the same time.

POTENTIAL TO IMPROVE LEARNING

- *Increased programming in the visual arts provides many benefits to students.*

The whole child goes to school. The performing arts are a source of increased motivation and intellectual and emotional development for students.

COST SAVING POTENTIAL

- *Increased programming in the visual arts for the same dollars spent now.*

Through collaboration districts can provide a broad set of opportunities that an individual corporation would struggle to do.

SUPPORTING DATA & RESEARCH

Parent Survey Responses
Elementary Level

<i>In my opinion, the music education program is:</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	16	0	1	5	2	8
Excellent	125	0	36	14	29	46
Adequate	273	0	58	68	46	101
Inadequate	89	0	21	51	2	15
Don't know	37	0	6	7	9	15
Total	540	0	122	145	88	185

Middle School Level

<i>In my opinion, the instrumental music education program is:</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	57	0	11	18	3	25
Excellent	71	0	21	5	14	31
Adequate	208	0	40	48	46	74
Inadequate	109	0	27	49	12	21
Don't know	95	0	23	25	13	34
Total	540	0	122	145	88	185

<i>In my opinion, the vocal music education program is:</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	58	0	10	18	4	26
Excellent	67	0	20	5	18	24
Adequate	203	0	38	46	42	77
Inadequate	108	0	27	52	9	20
Don't know	104	0	27	24	15	38
Total	540	0	122	145	88	185

High School

	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
<i>Fine Arts are</i>						
Not Answered	36	0	6	9	4	17
Excellent	66	0	20	5	15	26
Adequate	211	0	44	49	45	73
Inadequate	96	0	20	51	7	18
Don't know	131	0	32	31	17	51
Total	540	0	122	145	88	185

Professional Staff Survey Responses

Elementary Level

<i>In my opinion, the music education program is:</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	56	0	7	9	6	34
Excellent	76	0	18	3	22	33
Adequate	88	0	8	15	23	42
Inadequate	16	0	2	8	0	6
Don't Know	28	0	4	2	8	14
Totals	264	0	39	37	59	129

Middle Level

<i>In my opinion, the instrumental music education program is:</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	57	0	2	11	10	34
Excellent	46	0	6	1	5	34
Adequate	99	0	20	11	32	36
Inadequate	22	0	6	8	6	2
Don't Know	40	0	5	6	6	23
Totals	264	0	39	37	59	129

<i>In my opinion, the vocal music education program is:</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	56	0	2	11	10	33
Excellent	38	0	4	0	5	29
Adequate	101	0	20	6	35	40
Inadequate	26	0	7	14	2	3
Don't Know	43	0	6	6	7	24
Totals	264	0	39	37	59	129

High School Level

<i>Fine Arts are</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	58	0	0	7	10	41
Excellent	41	0	6	1	7	27
Adequate	92	0	17	13	32	30
Inadequate	21	0	6	8	6	1
Don't Know	52	0	10	8	4	30
Totals	264	0	39	37	59	129

STUDENTS PARTICIPATING (HIGH SCHOOL)

Fine Arts				
	Frontier	North White	Tri-County	Twin Lakes
Advanced Chorus				35
Advanced Concert Band				30
Beginning Chorus	88		24	39
Beginning Concert Band		20	37	52
Choral Chamber Ensemble			12	
Dance Performance: Ballet, Modern, Ethnic-Folk				8
Exploring Music			83	
Instrumental Music			84	
Intermediate Chorus		21		53
Intermediate Concert Band	44			52
Jazz Ensemble				19
Music Theory and Composition				15

Source: Indiana Department of Education

PREREQUISITES FOR IMPLEMENTING ISSUE #12 – SPECIAL EDUCATION

- Cooperative agreements already exist with two special education cooperatives (co-ops); however, a coordination of services and program offerings across districts might still be accomplished to improve the variety and quality of services offered.
- Consider providing special education services among the four districts and contract with co-ops for related services.

POTENTIAL TO IMPROVE LEARNING

- Depending on student location it might be feasible to send a student across co-ops to attain a less restrictive educational environment.

COST SAVING POTENTIAL

- None anticipated.

SUPPORTING DATA & RESEARCH

Parent and Citizen Survey Responses

Elementary

<i>In my opinion, the program to meet the needs of special education students is:</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	15	0	1	5	1	8
Excellent	75	0	23	11	21	20
Adequate	193	0	44	50	32	67
Inadequate	109	0	17	44	9	39
Don't know	148	0	37	35	25	51
Total	540	0	122	145	88	185

Middle Level

<i>In my opinion, the program to meet the needs of special ed students is:</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	57	0	10	18	3	26
Excellent	54	0	13	8	17	16
Adequate	152	0	33	33	32	54
Inadequate	109	0	24	41	7	37
Don't know	168	0	42	45	29	52
Total	540	0	122	145	88	185

High School Level

<i>Special Education program is</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	40	0	6	13	2	19
Excellent	39	0	11	1	17	10
Adequate	158	0	27	42	33	56
Inadequate	98	0	25	42	4	27
Don't know	205	0	53	47	32	73
Total	540	0	122	145	88	185

Professional Staff Survey Responses

Elementary Level

<i>In my opinion, the program to meet the needs of special education students is:</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	56	0	7	9	6	34
Excellent	47	0	13	3	13	18
Adequate	101	0	13	13	27	48
Inadequate	28	0	1	8	7	12
Don't Know	32	0	5	4	6	17
Totals	264	0	39	37	59	129

Middle Level

<i>In my opinion, the program to meet the needs of special education students is:</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	57	0	2	11	10	34
Excellent	26	0	4	3	12	7
Adequate	87	0	12	9	27	39
Inadequate	38	0	13	7	3	15
Don't Know	56	0	8	7	7	34
Totals	264	0	39	37	59	129

High School Level

<i>Special Education are</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	56	0	0	8	8	40
Excellent	31	0	4	1	13	13
Adequate	90	0	12	15	32	31
Inadequate	19	0	12	3	0	4
Don't Know	68	0	11	10	6	41
Totals	264	0	39	37	59	129

DEMOGRAPHIC DATA

PERCENT SPECIAL EDUCATION										
	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Frontier	17	16	17	17	17	19	20	20	21	
North White	18	17	19	17	17	17	18	18	19	
Tri-County	13	15	16	19	20	20	19	21	22	
Twin Lakes	16	17	16	17	17	17	16	16	16	

Source: Indiana Department of Education

PREREQUISITES FOR IMPLEMENTING ISSUE #13 – VOCATIONAL EDUCATION

- *Joint agreement for vocational services*

If a joint agreement does not currently exist or is in need of revision to accommodate new or expanded services in vocational education this will be needed prior to pursuing any cooperative programming in this area.

- *Common purpose and curricular goals*

Prior to developing any joint vocational programming the involved school districts need to draft a statement as to the purposes and goals of such a program. This will create a common understanding and standard against which to consider new programming or proposals.

- *Resource agreement*

If not already addressed in another document the involved districts need to develop a procedure or process to guide them when district resources (personnel, facilities and funding) are to be shared.

- *Common calendar*

Those districts which choose to coordinate or collaborate in the development of vocational programs would need to implement a common calendar such that students would be in school during the same hours and days.

POTENTIAL TO IMPROVE LEARNING

- *Broader curriculum*

The pooling of resources and student numbers will enable a broader or expanded curriculum to be considered.

- *Opportunities for joint post secondary training and business partnerships*

As the scope of current and new programs is expanded there will be opportunities to develop transition agreements with post-secondary training institutions and develop business partnerships that can provide intern and job placement opportunities for students.

COST SAVING POTENTIAL

- *Current resources go further.*

As a result of pooling resources improved and expanded programming will be available for more students.

- *Creates opportunities for additional local, state and federal resources*

With an increased student base there will be opportunities to apply for specialized grants and explore partnerships with local business and industry to provide training for current and future employees.

- *Staff stability and expertise enhanced.*

As enrollment and curricular offerings increase there will be the opportunity to attract and retain full time staff members in areas that an individual school corporation would find very difficult to accomplish.

- *Administrative Support costs shared*

As a result of a joint agreement there will be the opportunity to spread administrative and other support costs across all involved districts resulting in greater efficiency and lower costs per student.

SUPPORTING DATA & RESEARCH

- *Business community interest.*

In today's competitive economy employers are looking for highly skilled entry level workers and available opportunities to improve the skills of current employees.

- *Post secondary interest and support*

Higher education institutions such as Purdue University and IVY Tech Community College are always interested in helping to facilitate the entry into post-secondary training for students. IVY Tech Community College is expanding its campus in White County and this provides an excellent opportunity for coordination and/or collaboration.

- *Enhanced business climate.*

As the skill level of current and future high school students are improved employers will find White County an attractive place for future growth and expansion of their facilities.

- *Direct career path for students*

Students who are interested in related careers can develop a plan of study that will allow them to transition to post-secondary training. As this training is available closer to home it becomes more affordable and opens the door to a more rewarding career path.

DEMOGRAPHIC DATA

Parent and Citizen Survey Results

High School Level

<i>Vocational Education is</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	36	0	6	11	2	17
Excellent	65	0	17	8	23	17
Adequate	192	0	37	49	43	63
Inadequate	97	0	21	45	5	26
Don't know	150	0	41	32	15	62
Total	540	0	122	145	88	185

Professional Staff Survey Responses

High School Level

<i>Vocational Education offerings are</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	55	0	0	7	8	40
Excellent	49	0	9	3	15	22
Adequate	75	0	15	12	23	25
Inadequate	25	0	6	5	7	7
Don't Know	60	0	9	10	6	35
Totals	264	0	39	37	59	129

Vocational Programming at the High School Level (numbers participating)

Technology/Vocational				
	Frontier	North White	Tri-County	Twin Lakes
Advanced Child Development				14
Advanced Life Science: Animals			9	
Agribusiness Management			15	37
Agricultural Mechanization	11		50	23
Animal Science	11		15	17
Automotive Services Technology				24
Building Trades Technology		14		18
Business and Personal Law				21
Business Foundations	19			40
Business Management			6	20
Career Information and Exploration				26
Career Planning and Success Skills			23	

Child Development and Parenting		32	23	14
Communication Disorder (Speech and Hearing)			9	
Computer Applications	74		75	157
Computer Applications, Advanced			30	
Computer Graphics			10	
Computer Integrated Manufacturing (two semesters)				15
Computer Programming				20
Computers in Design and Production Systems (one or two semesters)				14
Construction Processes (one or two semesters)		14		18
Construction Systems (one semester)		12	11	
Design Processes (one or two semesters)			9	21
Digital Communication Tools		127		
Drafting and Computer Aided Design	6		33	
Education and Early Childhood Care I & II		11		
Family and Consumer Sciences Issues and Applications	29			
Farm Management	9			23
Fashions and Textiles Foundations			12	
Fire Science				15
Food Science			10	
Fundamentals of Agricultural Science and Business	7		19	
Health Careers I		5		31
Health and Wellness Education	62	21	30	100
Horticultural Science			23	
Hospitality, Travel, and Tourism	9			
Housing and Interior Design				21
Information Technology: Interactive Media				36
Interdisciplinary Cooperative Education	9			20

International Business				13
Introduction to Engineering Design				26
Introduction to Health Care Specialties				56
Introduction to Health Care Systems		14		
Landscape Management			12	24
Manufacturing Processes (one or two semesters)	6			
Manufacturing Systems one semester		17		
Media Arts		18		
Medical Terminology		16		44
Nutrition and Wellness		23		71
Orientation to Life and Careers	50	54	66	93
Sports, Recreation and Entertainment Marketing				45
Supervised Agricultural Experience				9
Technology Enterprises (one semester)				34
Technology (Technology Education, not Computer Technology)	33		53	
Transportation Systems (one semester)		15		15

Source: Indiana Department of Education

PREREQUISITES FOR IMPLEMENTING ISSUE #14 – COUNSELING

- *Common agreement*

Districts that choose to coordinate counseling services must come to a common agreement as to the purposes and functions of the counseling program.

- *Master Contracts*

Restrictive conditions, if any, must be resolved to permit collaboration and/ or coordination across districts.

- *Sharing of Support costs*

Agreement between districts coordinating and/or collaborating must be reached on how to share the cost of utilities, custodial, staff, and other support costs at facilities used to offer counseling services to students across districts

POTENTIAL TO IMPROVE LEARNING

School Counselors can provide a comprehensive guidance program to all students in grades PK-12th. The school guidance program can help build the foundation for life-long learning by assisting students in developing self-respect, awareness of others and positive learning attitudes. School counselors provide direct and indirect services and activities to students, families, and school staff for developing strategies that deal with education, personal and social challenges that may interfere with the educational process.

In concert with the goal of raising school achievement, school counselors are strategically positioned to help students in developing strategies to deal with educational, personal, and social challenges that may interfere with the educational process.

In the elementary school, school counselors promotes learning by assisting students in mastering skills and developing the attitudes necessary to be successful students. Emphasis focuses on decision-making skill development and exploration of future educational and occupational possibilities. The program also stresses self-concept development and the acquisition of social skills needed for interpersonal relationships.

In the middle school, the school counselors focus on the rapidly changing needs of pre and early adolescents. The areas emphasized in elementary school are continued, but are adjusted to fit the unique needs of students in the middle level age group. In addition, planning for the future years beyond high school is started. Each student begins a four-year plan with the help of the high school counseling staff, taking into account graduation requirements, interests and aptitudes and future educational and occupational goals.

In the high school, school counselors assists students to become responsible adults who can develop realistic and fulfilling life plans based upon a clear understanding of themselves, their needs, abilities, interests and skills. The four-year plan started in middle school is reviewed and updated periodically. Continued attention is given to assisting high school

students in the development of decision-making skills, particularly as they relate to post-high school education and career planning.*

*doDea Overview of School Counseling Services

COST SAVING POTENTIAL

- *Increased counseling services for the same dollars spent now.*

Lower and shifting enrollments and implementing coordination and/or collaboration permit increased services for current staffing costs. It also permits reduced staffing costs for current services.

SUPPORTING DATA & RESEARCH

Parent and Citizen Survey Responses

Middle Level

<i>In my opinion, the guidance/ counseling program is</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	57	0	11	18	3	25
Excellent	59	0	13	15	19	12
Adequate	195	0	47	55	31	62
Inadequate	134	0	30	30	20	54
Don't know	95	0	21	27	15	32
Total	540	0	122	145	88	185

High School Level

<i>The guidance/ counseling program is:</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	38	0	6	11	3	18
Excellent	60	0	16	13	11	20
Adequate	201	0	45	60	34	62
Inadequate	147	0	32	37	28	50
Don't know	94	0	23	24	12	35
Total	540	0	122	145	88	185

Professional Staff Survey Responses
Middle Level

<i>In my opinion, the guidance/ counseling program is:</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	56	0	2	11	10	33
Excellent	25	0	7	6	6	6
Adequate	89	0	15	9	24	41
Inadequate	44	0	8	4	14	18
Don't Know	50	0	7	7	5	31
Totals	264	0	39	37	59	129

High School Level

<i>In my opinion, the guidance/ counseling program is:</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	56	0	0	7	8	41
Excellent	37	0	8	6	9	14
Adequate	94	0	18	15	26	35
Inadequate	35	0	9	2	14	10
Don't Know	42	0	4	7	2	29
Totals	264	0	39	37	59	129

DEMOGRAPHIC DATA

From 2003-2004 to 2017 – 2018, White County public school enrollments will decrease an estimated 523 students. This is an opportune time to reorganize school counseling services to better serve and address the needs of students.

PREREQUISITES FOR IMPLEMENTING ISSUE #15 – TECHNOLOGY

Cooperating schools use the Activity Cycle* to focus priorities, as a planning tool and as a simple and clear communication device.

The Activity Cycle* represents the following responsibilities that school leaders undertake:

- Strategize and plan IT infrastructure and operations.
- Implement IT infrastructure and operations upgrades and school initiatives
- Deliver IT services to schools
- Optimize IT infrastructure and operations.
- Infrastructure and operations leaders usually are engaged in all activity phases concurrently.

*The Activity Cycle was developed by Gartner, Inc.

To create efficiencies, cooperating districts identify common operating systems, word processing, electronic spreadsheet, presentation software, student management systems, security, e-mail, and other software essential to educational processes.

Distance learning equipment is located in each building. The IT infrastructure and operation systems support the equipment.

Using Gartner's** proposed staffing ratios, form a cooperative IT department consisting of:

- 5 – 9 Service Desk Technicians (The service desk range assumes that each user makes 1.1 to 1.6 contacts per month and that each agent can handle from 450 to 520 contacts per month.)**
- 10 -25 Desktop Level 2 Technicians (The desktop Level 2 range assumes traditional Level 2 break/fix technicians who visit users' work areas and handle a moderate amount of installations, moves, additions and changes.)**
- 2.5 – 5 Desktop Level 3 Technicians (The desktop Level 3 range includes core support of the Windows OS and possibly application packaging, software distribution execution and platform evaluation.)**
- 1.5 to 3 Server Technicians (The Windows server range is wide enough to accommodate more resource-intensive servers, such as database servers, as well as less resource-intensive servers, which often are configured into "farms," such as Web and application servers. Clients report that Unix server ratios typically are lower than those of Windows. The server ratios are based on OS instances, rather than on physical servers. The use of some virtualization is included in this mix. Owing to more-automated provisioning of standard server instances, the support required for virtual servers is lower than for physical servers. As the ratio increases of virtual servers to physical servers, the ratio of servers to administrators should improve.)**

**Gartner's: Toolkit: How to Justify Infrastructure and Operations Staffing Size

POTENTIAL TO IMPROVE LEARNING

Several of the issues discussed in this document require a highly effective and integrated technology infrastructure.

COST SAVING POTENTIAL

The costs for implementing the scenarios in this issue might not result in savings. Should the software selected by the cooperative districts be “open source”, the costs might approach neutral. There will be no need for 4 technology directors. The staff and salaries can be adjusted to increase staffing within the recommended ratios for approximately the same total salaries. The role technology plays in the educational functions of the districts and the use of the Activity Cycle* will drive the cost and may cause some cost shifting in budgets.

SUPPORTING DATA & RESEARCH

Parent and Citizen Survey Responses

Elementary Level

<i>In my opinion, the instructional technology is:</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	15	0	2	5	1	7
Excellent	73	0	27	15	18	13
Adequate	256	0	54	64	38	100
Inadequate	108	0	20	46	11	31
Don't know	88	0	19	15	20	34
Total	540	0	122	145	88	185

Middle Level

<i>In my opinion, instructional technology is:</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	56	0	9	18	4	25
Excellent	50	0	16	10	15	9
Adequate	203	0	40	52	39	72
Inadequate	105	0	27	33	9	36
Don't know	126	0	30	32	21	43
Total	540	0	122	145	88	185

High School Level

<i>Instructional technology is:</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	37	0	5	12	2	18
Excellent	49	0	14	10	13	12
Adequate	221	0	45	52	45	79
Inadequate	97	0	20	40	8	29
Don't know	136	0	38	31	20	47
Total	540	0	122	145	88	185

Professional Staff Survey Responses

Elementary School Level

<i>In my opinion, the instructional technology is:</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	57	0	8	9	6	34
Excellent	30	0	11	4	9	6
Adequate	83	0	9	9	30	35
Inadequate	54	0	5	11	6	32
Don't Know	40	0	6	4	8	22
Totals	264	0	39	37	59	129

Middle School Level

<i>In my opinion, the instructional technology is:</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	57	0	2	11	10	34
Excellent	18	0	3	4	5	6
Adequate	87	0	19	8	32	28
Inadequate	40	0	9	7	2	22
Don't Know	62	0	6	7	10	39
Totals	264	0	39	37	59	129

High School Level

<i>In my opinion, the instructional technology is:</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	56	0	0	7	8	41
Excellent	24	0	2	3	10	9
Adequate	80	0	17	9	29	25
Inadequate	37	0	13	9	3	12
Don't Know	67	0	7	9	9	42
Totals	264	0	39	37	59	129

DEMOGRAPHIC DATA

The number of computers reported in use by the districts in White County was 2596. The average ratio of computers in use to the number of students in the district ranges from .756 at Tri County to .418 at North White. The average ratio for the county was .494. Please note only one district exceeded the average. The total number of technicians reported in the White county districts was 10 (including technology directors). All districts report broadband access. One district, Twin Lakes, reports having the equipment to broadcast IP video.

PREREQUISITES FOR IMPLEMENTING ISSUE #16 – DRIVERS EDUCATION

- *Joint Agreement to provide Driver's Education.*

A joint agreement as to the driver education components of classroom instruction and behind the wheel experience must be developed in order for students among the four school corporations to select a driver's education program that best fits their curricular, extra-curricular as well as possible work schedule.

- *School corporations role in providing Driver's Education*

The growth of privatized Driver's Education may become a factor in this area. The school corporations may need to have an understanding as to whether there is a need to offer a competing program.

POTENTIAL TO IMPROVE LEARNING

- *Accountability for skills*

Although these skills are greatly needed by every student-school corporations are not directly accountable to any state or federal agency for the mastery of such skills and knowledge.

COST SAVING POTENTIAL

- *Reallocation of funds.*

If a school corporation is currently using existing tax funds to help support the Driver's Education program a joint venture could provide a program that may be able to run more cost effectively for the same or less dollars.

If a totally private or self-sustaining program is considered then current dollars could be reallocated to other needed academic areas.

SUPPORTING DATA & RESEARCH

- High interest in having a program available for students that's affordable and has flexible scheduling to accommodate students outside of the regular school day.

RESEARCH

Schools are increasingly turning to private vendors for driver's education services. The American Safety Council offers an online course which meets the Georgia driver's education requirement. This industry is expected to continue to grow in the private sector.

PREREQUISITES FOR IMPLEMENTING ISSUE #17 – COMMUNITY EDUCATION

- Common calendar
- Similar goals & commitment to community and adult education
- Shared needs assessment process
- Shared facilities
- Common relationship with other organizations including Ivy State Technical College
- Shared leadership

POTENTIAL TO IMPROVE LEARNING

- A cooperative, collaborative, or unified community education program has the potential to not only provide citizens from all of White County with wanted and needed education programs taught by interested residents with exceptional knowledge in convenient locations, but also serve to create additional interest and involvement in the public schools and thus improve learning opportunities for the children who attend them.
- A well organized community education program has the potential to create a sense of lifelong learning for all residents including children.
- A variety of enrichment classes for adults could cover a wide variety of content areas including but not limited to cooking/nutrition, foreign language, fine arts, crafts, computer skills, recreation & fitness, personal finance, on-line classes (developed by a variety of sources), travel educational tours, home improvement, survival English, career exploration classes etc. etc.
- The community education format could assume responsibility to facilitate collaboration and consolidation of needed services at low or no cost to community members thus also facilitating the learning process for school aged children.

COST SAVING POTENTIAL

- A cooperative, collaborative, or unified community education program will provide the population to offer courses and opportunities that separated district efforts will not permit.
- The community education format will encourage and assist the development of business, organization, and agency partnerships thus reducing or elimination of cost to taxing units.

SUPPORTING DATA & RESEARCH

We did not collect any data on community education needs.

PREREQUISITES FOR IMPLEMENTING ISSUE #18 – ADULT EDUCATION –

No prerequisites.

POTENTIAL TO IMPROVE LEARNING

- A cooperative, collaborative, or unified adult education program has the potential to provide citizens from all of White County with wanted and needed education programs in convenient locations. Programs that focus heavily on the application of theory and concepts relevant to specific problems are very much in demand as are programs that bridge the generations to unite the community in a common purpose --- educating for the improvement of the quality of life for all its members. Opportunities include Adult Basic Education, ESL, license renewal programs, apprenticeship programs, career change programs, etc.
- A cooperative, collaborative, or unified adult education program could conveniently and efficiently provide opportunities for individuals to begin or continue in higher education programs. It is reported (*The Secretary of Education's Commission on the Future of Higher Education – Issue Paper*) that full time 18 to 22 year old undergraduate students are only 16% of the higher education enrollment. The majority of higher education students are “non traditional”. They are mostly working adults stressed to balance occupations, family and education. Most of Indiana is late to the game or not in the game at all in providing program opportunities for these folks.
- 40% are part time
- 40% are in 2 year institutions
- 40% are 25 years old or older
- 58% are 22 years old or older

COST SAVING POTENTIAL

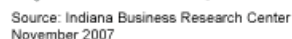
- The opportunities in this arena would not necessarily save public school corporations money but certainly would save citizens a great deal of money and more importantly provide many of them with a way to access higher education otherwise not available to them because of cost and convenient availability.
- The potential for business and industry support and sponsorship of meaningful adult education programs designed to improve worker skills and understandings is extensive.
- The potential for resources from grants are also enhanced in this arena.

SUPPORTING DATA & RESEARCH

DEMOGRAPHIC DATA

White County is forecast to lose working age population over the near future. Adult and community education can play a large role in making the community attractive to new residents and to new businesses.

Percent Change in Population Age 25 to 54, 2005 to 2025



PERSONNEL AND ADMINSTRATIVE / BUSINESS FUNCTIONS

PREREQUISITES FOR IMPLEMENTING ISSUE #19 – STAFF DEVELOPMENT

- Common needs and goals (common philosophy about staff development, use of data, deficient areas of need)
- Master contract (reimbursement for participating, on clock or not, etc)
- Programs for all staff, not just teachers (teacher aides, tutors, etc.)
- Funding mechanisms (state funds based on ISTEP scores; grants)

POTENTIAL TO IMPROVE LEARNING

- Better trained, more efficient staff
- More in-depth, quality professional development
- Job satisfaction—teacher efficacy—superior teaching
- Learning communities/teacher collaboration leads to increased learning

COST SAVING POTENTIAL

- Efficiency (each district has resources—including people—that can be shared)
- Numbers to justify certain types of training
- Train-the-trainer capacity fosters collaboration and learning community

SUPPORTING DATA & RESEARCH

DEMOGRAPHIC DATA

Name	Frontier School Corporation	North White School Corp	Tri-County School Corp	Twin Lakes School Corp
Avg Age: Certified Non-Teaching Staff, 2006	52.4	50.09	53.92	48.36
Avg Age: Teachers, 2006	42.76	46.38	44.31	41.17
Avg Experience: Certified Non-Teaching Staff, 2006	26.21	21.78	25.82	21.07

RESEARCH

The State of Indiana requires of each school corporation a plan for staff development (<http://www.doe.in.gov/asap/welcome.html>). Coordination and collaboration in designing and delivering staff development across the school corporations of White County could be educationally sound and financially efficient.

PREREQUISITES FOR IMPLEMENTING ISSUE #20 – BUS MAINTENANCE

- Cooperating districts develop a common set of specifications for the purchase of busses.
- A location near the center of the transportation area of the participating districts is identified as a maintenance center.
- An entity is established to serve as a transportation management authority.
- Vocational, special education, and other special routes are the responsibility of the authority.
- Preventative and other maintenance is performed at the maintenance center.
- Spare busses are owned by the transportation entity.
- The entity assigns employs and assigns substitute drivers.

POTENTIAL TO IMPROVE LEARNING

By coordinating vocational and special education routes, the potential exist to reduce the amount of student time on the bus and increase time in the classroom.

COST SAVING POTENTIAL

Placing all busses on a preventative maintenance schedule creates the potential to reduce maintenance on the total bus fleet. A centralized bus maintenance center could be staffed at or below the reported salaries of non-driving personnel. The number of spare busses could be reduced substantially. (The current reported fleet of spare busses represents 32.9% of the entire owned fleet.) This report does not address the impact of fuel costs on transportation services due to the volatility of fuel prices.

SUPPORTING DATA & RESEARCH

The White County districts reported a total of 70 corporation–owned busses. Of that total, 23 were identified as spare busses. The 5 year average cost per average daily mile ranged from \$4.15 to \$7.40. The differences appear to be related to population density. The 5 year average cost per daily mile per student enrolled ranged from \$.0016 to \$.00825. Density is a factor in the differences. The total reported salaries of non-driving personnel charged to transportation services in the four districts were \$254,809 (This amount did not include FICA and fringe benefits).

	Frontier	North White	Tri-County	Twin Lakes	Indiana Average
Square Miles (Area)	105	129	233	157	123
Round Trip Bus Miles 2005	434	562	609	1,081	1,513
Enrollment 2007-08	831	1,026	788	2,612	3,096

Source: Indiana Department of Education

**PREREQUISITES FOR IMPLEMENTING ISSUE #21 – COMMON
PAYROLL/BOOKKEEPING**

- Common software
- Common pay schedules
- Highly trained support people
- Upgraded equipment
- Common board dates for approval of claims
- Common health co-ops

POTENTIAL TO IMPROVE LEARNING

N/A

COST SAVING POTENTIAL

- Potential savings of hundreds of thousands, partially offset by shared costs; estimate 139 K in net savings

Potential Savings of Common Payroll/ Bookkeeping

Potential Reduction or Elimination of staff

Projected yearly costs of combined bookkeeping/payroll

District	Position/Other	Costs	Position/Other	Costs
Twin Lakes	treasurer	\$38,360.00	Treasurer	\$50,000.00
	Accounts payable	\$37,125.00	Bookkeeper A	\$45,000.00
	Payroll	\$32,498.00	Bookkeeper B	\$45,000.00
	Est. Benefits	\$21,596.60	Est. Benefits	\$28,000.00
Frontier	treasurer	\$37,546.00	Est. software maintenance	\$10,000.00
	Est. Benefits	\$7,509.20	payroll service	\$8,054.00
Tri county	Treasurer	\$40,402.00		
	Est. Benefits	\$8,080.40		
North white	Financial consultant	\$47,000.00		
	Treasurer	\$37,600.00		
	Est. Benefits	\$7,520.00		
	Est. software maintenance	\$10,000.00		
	Total:	\$325,237.20	Total:	\$186,054.00

Yearly savings: \$139,183.20

Assumption: Est. Benefits is equal to 20% of pay

Source: Salaries were reported by Individual districts

Source: Estimated software costs were from Komputrol

Comment: Estimates do not include initial software and hardware set up costs.

**PREREQUISITES FOR IMPLEMENTING ISSUE #22 – COMMON CALENDAR/
SCHOOL SCHEDULES -**

For most of the issues which have been addressed in this report, a common calendar and common schedule are cited as prerequisites.

SUPPORTING DATA & RESEARCH

Calendars for 2008-09 may be found at these web addresses:

Frontier:

http://corp.frontier.k12.in.us/index.php?option=com_docman&task=cat_view&gid=107&Itemid=213

North White:

<http://www.nwhite.k12.in.us/Corporation%20Web%20Site/Calendars/calendars%202008-2009.pdf>

Tri-County: <http://www.trico.k12.in.us/>

Twin Lakes: http://www.twinlakes.k12.in.us/?page_id=1196

2008-2009 Calendar Information	Frontier	North White	Tri-County	Twin Lakes
First day for students	8/14	8/14	8/13	8/19
Last day for students	5/27	5/29	5/28	6/2
First day after Christmas break	1/6	1/6	1/6	1/5

There are also differences in grading periods between the corporations, differences in number of teacher days, professional development days, holidays, etc.

PREREQUISITES FOR IMPLEMENTING ISSUE #23 – MASTER CONTRACT –

- Procedures for including the Bargaining Unit in the decision making process for collaboration, coordination, cooperation, and consolidation efforts.
- Common Master Contract language will facilitate collaboration, coordination, cooperation, and consolidation efforts.
- Any district having contract language prohibiting collaboration, coordination, cooperation and or consolidation elements must be resolved to be included in the joint effort around those elements.
- Processes must be developed to resolve required negotiation items in each district master agreement which will be impacted by any collaboration, coordination, cooperation, or consolidation.
- Common management responses to items being negotiated may facilitate collaboration, coordination, cooperation, and consolidation.

POTENTIAL TO IMPROVE LEARNING**COST SAVING POTENTIAL**

- Each item being negotiated has fiscal issues—districts may want to have common goals and parameters for negotiations with an eye toward collaboration, coordination, cooperation, and consolidation.
- Shared chief spokesperson may have potential to save resources across many fronts.

**PREREQUISITES FOR IMPLEMENTING ISSUE #24 – DISTRICT LEADERSHIP
COORDINATION/CONSOLIDATION**

- *Sample district leadership configurations include:*
 - One superintendent serving multiple districts.
 - Consolidation/consolidation of two or more districts.
 - Assistant superintendents, directors, serving multiple districts.
 - Utilize the Education Service Center to provide district level leadership services.

POTENTIAL TO IMPROVE LEARNING

N/A

COST SAVING POTENTIAL

To be determined by configuration chosen. Savings may be marginal.

SUPPORTING DATA & RESEARCH

Survey Responses Paired

<i>I would approve coordination of district services to save money. (P&C)</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	8	0	1	3	0	4
Yes	323	0	70	115	37	101
No	109	0	30	13	29	37
Not sure	100	0	21	14	22	43
Total	540	0	122	145	88	185

<i>I would approve coordination of district services to save money. (PS)</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	2	0	1	1	0	0
Yes	172	0	30	23	43	76
No	19	0	3	0	4	12
Not sure	71	0	5	13	12	41
Totals	264	0	39	37	59	129

I would approve coordination of district services to save money. (PSS)		
Not Answered	2	2.06%
Yes	46	47.42%
No	15	15.46%
Not sure	34	35.05%
Total Responses	97	100%

<i>I would approve coordination of high school classes between districts to improve student learning opportunities. (P&C)</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	12	0	2	5	0	5
Yes	373	0	80	119	45	129
No	73	0	18	6	25	24
Not sure	82	0	22	15	18	27
Total	540	0	122	145	88	185

<i>I would approve coordination of high school classes between districts to improve student learning opportunities. (PS)</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	1	0	0	1	0	0
Yes	204	0	31	31	44	98
No	17	0	4	0	6	7
Not sure	42	0	4	5	9	24
Totals	264	0	39	37	59	129

I would approve coordination of high school classes between districts to improve student learning opportunities. (PSS)		
Not Answered	2	2.06%
Yes	57	58.76%
No	12	12.37%
Not sure	26	26.80%
Total Responses	97	100%

<i>I would approve consolidating schools to save money (P&C)</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	9	0	1	3	0	5
Yes	201	0	32	78	14	77
No	245	0	73	38	68	66
Don't know	85	0	16	26	6	37
Total	540	0	122	145	88	185

<i>I would approve consolidating schools to save money (PS)</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	2	0	0	2	0	0
Yes	79	0	14	17	5	43
No	110	0	19	8	36	47
Don't know	73	0	6	10	18	39
Totals	264	0	39	37	59	129

I would approve consolidating schools to save money (PSS)		
Not Answered	2	2.06%
Yes	27	27.84%
No	43	44.33%
Don't know	25	25.77%
Total Responses	97	100%

<i>I would approve consolidating schools to improve student learning. (Pe&C)</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	9	0	1	3	0	5
Yes	248	0	39	87	19	103
No	205	0	65	32	60	48
Not sure	78	0	17	23	9	29
Total	540	0	122	145	88	185

<i>I would approve consolidating schools to improve student learning. (PS)</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	1	0	0	1	0	0
Yes	108	0	19	20	10	59
No	89	0	17	6	33	33
Not sure	66	0	3	10	16	37
Totals	264	0	39	37	59	129

<i>I would approve consolidating schools to improve student learning. (PSS)</i>		
Not Answered	3	3.09%
Yes	28	28.87%
No	37	38.14%
Not sure	29	29.90%
Total Responses	97	100%

<i>North White, Frontier, Tri County, and Twin Lakes (P&C)</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	29	0	7	10	3	9
Yes	131	0	13	60	9	49
No	298	0	90	54	70	84
Not Sure	82	0	12	21	6	43
Total	540	0	122	145	88	185

<i>North White, Frontier, and Tri County (P&C)</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	48	0	7	13	3	25
Yes	143	0	12	66	13	52
No	242	0	88	38	69	47
Not Sure	107	0	15	28	3	61
Total	540	0	122	145	88	185

<i>North White, Frontier, and Tri County (PS)</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	17	0	2	4	1	10
Yes	57	0	8	16	2	31
No	93	0	21	5	42	25
Not sure	97	0	8	12	14	63
Totals	264	0	39	37	59	129

North White, Frontier, and Tri County (PSS)		
Not Answered	9	9.28%
Yes	11	11.34%
No	45	46.39%
Not sure	32	32.99%
Total Responses	97	100%

<i>North White and Tri County (P&C)</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	56	0	8	16	4	28
Yes	150	0	28	58	5	59
No	213	0	55	46	74	38
Not Sure	121	0	31	25	5	60
Total	540	0	122	145	88	185

<i>North White and Tri County (PS)</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	27	0	5	7	2	13
Yes	44	0	5	11	1	27
No	85	0	17	6	42	20
Not sure	108	0	12	13	14	69
Totals	264	0	39	37	59	129

North White and Tri County (PSS)		
Not Answered	13	13.40%
Yes	13	13.40%
No	39	40.21%
Not sure	32	32.99%
Total Responses	97	100%

<i>Frontier and Tri County (P&C)</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	56	0	4	20	3	29
Yes	165	0	41	44	20	60
No	188	0	55	44	55	34
Not Sure	131	0	22	37	10	62
Total	540	0	122	145	88	185

<i>Frontier and Tri County (PS)</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	25	0	3	8	1	13
Yes	60	0	15	6	10	29
No	70	0	13	7	31	19
Not sure	109	0	8	16	17	68
Totals	264	0	39	37	59	129

Frontier and Tri County (PSS)		
Not Answered	11	11.34%
Yes	25	25.77%
No	28	28.87%
Not sure	33	34.02%
Total Responses	97	100%

<i>Frontier and North White (P&C)</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	52	0	4	14	7	27
Yes	151	0	14	71	8	58
No	207	0	84	37	47	39
Not Sure	130	0	20	23	26	61
Total	540	0	122	145	88	185

<i>Frontier and North White (PS)</i>	Total	Not Answered	Frontier	North White	Tri County	Twin Lakes
Not Answered	27	0	3	8	2	14
Yes	50	0	6	9	8	27
No	74	0	22	5	27	20
Not sure	113	0	8	15	22	68
Totals	264	0	39	37	59	129

Frontier and North White (PSS)		
Not Answered	11	11.34%
Yes	13	13.40%
No	32	32.99%
Not sure	41	42.27%
Total Responses	97	100%

ISSUES POSED BY THE STEERING COMMITTEE

Demographic Projections

Using current demographic data, answer the following questions:

1. What will the demographics in each of the districts look like in 2008?
2. What will enrollment in the 4 districts be in 5 years, 10 years, and 15 years?
 - a. How many students will attend the schools in each district?

These questions are addressed in the larger report. For convenience, here are summary tables for the population as a whole and for the students in the school corporations.

Indiana Population Projections—White County							
Year	Total	Pre-School 0-4	School Age 5-19	College Age 20-24	Young Adult 25-44	Older Adult 45-64	Seniors 65+
2005	24,463	1,655 6.8%	4,945 20.2%	1,390 5.7%	6,140 25.1%	6,462 26.4%	3,871 15.8%
2010	23,732	1,623 6.8%	4,728 19.9%	1,146 4.8%	5,735 24.2%	6,775 28.5%	3,725 15.7%
2015	23,373	1,571 6.7%	4,522 19.3%	1,253 5.4%	5,496 23.5%	6,515 27.9%	4,016 17.2%
2020	23,417	1,575 6.7%	4,498 19.2%	1,181 5.0%	5,513 23.5%	6,034 25.8%	4,616 19.7%
2025	23,679	1,635 6.9%	4,514 19.1%	1,226 5.2%	5,507 23.3%	5,555 23.5%	5,242 22.1%
2030	23,994	1,711 7.1%	4,601 19.2%	1,241 5.2%	5,485 22.9%	5,344 22.3%	5,612 23.4%
2035	24,295	1,748 7.2%	4,773 19.6%	1,238 5.1%	5,713 23.5%	5,214 21.5%	5,609 23.1%
2040	24,558	1,769 7.2%	4,944 20.1%	1,261 5.1%	5,783 23.5%	5,266 21.4%	5,535 22.5%

NOTE: 2005 data are actual estimates from the U.S. Census Bureau.

Data source: Indiana Business Research Center, IU Kelley School of Business

Enrollment Projections for the Ten Year Period										
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Frontier	826	815	805	798	796	784	773	777	774	765
North										
White	1028	1030	1016	1011	1002	995	985	982	978	968
Tri-										
County	776	775	771	765	768	759	750	741	745	736
Twin										
Lakes	2550	2518	2498	2467	2448	2420	2384	2367	2373	2367
Totals	5180	5138	5090	5041	5014	4958	4892	4867	4870	4836

Source: McKibbin Demographics

b. How will the number of students on free and reduced lunch programs change?

The number of students receiving free and reduced lunches has been growing for the past ten years. Over the past five years the economic condition of White County has stagnated. The number of students receiving free and reduced lunches can be expected to grow slowly over the intermediate future...

c. How will the number of students in gifted programs change?

This depends on the sorts of gifted programming you are able to offer, and on how you define “gifted.” The percentage of students who test in the highest IQ ranges is around 10% of the population. You may better think of this as programming for the academically able, which would include Advanced Placement courses and honors sections of courses, in addition to “gifted” programming. You might think in terms of providing advanced courses and experiences for those with high degrees of talent in other fields, such as in the fine arts. As you collaborate on this, you will become more congruent in your definition of gifted across the county, more consistent in identification, and more comprehensive in your programming. One of the things you will better be able to do is identify students from traditionally underrepresented groups, which in White County can refer to poverty as well as to limited English speakers. This way, over time, you will identify more students as gifted.

d. How will the number of students with English as a second language change?

The number of limited English students in North White and Twin Lakes has grown rapidly in the past ten years. The number of such students in Tri-County and Frontier is negligible. These trends may be expected to continue.

3. What is the economic outlook for White County in 5 years, 10 years, and 15 years?

The Indiana Department of Workforce Development projects for Economic Growth Region Four (Benton, Warren, Fountain, White, Tippecanoe, Montgomery, Carroll, Clinton, Fulton, Cass, Howard, Tipton, Miami, Wabash) in the years 2004-2014 a loss of nearly 500 jobs in the manufacturing sector and a gain of nearly 300 jobs in the administrative and support services sector, resulting in a net loss of 200 or so jobs in those two sectors. White County lost five employers and over 2,000 jobs in the ten-year period 1996 to 2006. Population forecasts indicate that the sector of the population aged 25 to 54 is expected to drop by 1,606 people in the period 2005-2025. Over this same period the school age population (5 to 19 years of age) is expected to drop between 7% and 15%. Additional data tables are available in the larger report. If the current trends continue, White County will continue to decline over the intermediate future.

4. How will the economic forecasts for White County influence the school districts' tax base?

The work force in White County has been dropping over the past ten years, as have the number of jobs and the number of employers. The population forecasts indicate this drop in population is occurring across all sectors of the population except seniors. That sector is expected to grow. Economic forecasts indicate that Economic Growth Region Four is not expected to be a high growth area compared to other areas in the state. We may expect the assessed valuation to hold steady but not grow rapidly.

5. Based on the demographic projections, what school facilities would be needed in White County in 10 years if the districts consolidate into one or two new organizations?

Demographic projections indicate that there will be a gradual decline in the student populations of each district in the future, therefore more existing space will become available. Any consolidation scenarios that one or more of the districts may pursue could change facility needs at both the elementary and secondary levels. It is possible, for example, that elementary schools which are near each other could be combined into fewer buildings. However if the districts decide to pursue some type of cooperative arrangement where certain existing or new facilities would be shared (i.e. an

aquatics center), such an arrangement could increase the opportunities for both students and adults. A cooperative arrangement would allow such facilities to be operated and utilized more efficiently thereby creating the conditions that would make it economically feasible for all districts to participate and benefit.

6. *How will the construction of the new Hoosier Heartland highway impact these schools?*

It is doubtful that the Hoosier Heartland highway will lead to new population growth in White County, at least in the foreseeable future. No other town along the finished portion of the highway has experienced a large population growth to date. And it is worth noting that twice as many people drive out of White County each day to jobs as drive into it.

Student Programs

7. *If schools in White County were to consolidate into one or two districts, what additional student programs might be possible?*

In the intermediate future (next ten years) the emphasis should be on extending across the schools of the county the full range of offerings and programs that currently are available in individual schools and school corporations. The comparative charts in this report suggest areas for consideration. Areas that should be considered first are offerings in STEM areas: (the sciences, mathematics, technology, and engineering education), and vocational education. Another area which received considerable support in the surveys was fine arts.

8. *If the schools in White County were able to offer additional programs together, what programs could be offered and what would be needed to facilitate the partnerships?*

The structure of the report is built around prerequisites for coordination, collaboration, and consolidation of schools and school districts. The community survey suggests areas that are important to parents, citizens, and educators in White County, and these would be good places to begin.

9. *If the schools in White County were to consolidate into one or two districts, would it improve the number of highly qualified teachers in classrooms?*

Larger schools could bring together the number of students that would justify hires, especially in low incidence areas such as in the sciences. On the other hand, these numbers could be gathered across school corporations through job sharing, distance education, and other innovative means.

10. *Are there ways the schools in White County can increase their offerings in world languages, STEM (Science, Technology, Engineering, and Math), art, physical education, and music classes?*

See number 7 above. The team believes that these are precisely the areas in which the school corporations can through coordination of offerings or collaboration in such areas as employee sharing, distance education, etc. make an immediate impact and leverage existing resources into increased opportunities for students.

11. *Through consolidation or merging of services, can the schools in White County develop an effective way to offer alternative education for grades 6-12?*

This is a topic which got considerable support in the surveys, both in the survey items and in the open-ended comment which some respondents supplied. For example, one respondent noted, "I would be in favor of consolidating an alternative program with the county middle schools if that would give us a program. I see the need of alternatives for many of our middle school students. It is too late for many of our students to be inspired by education by the time they reach the high school. Early intervention is needed." This is an example of what the team sees as "low hanging fruit" in which the four corporations could through collaboration of buildings, staff, and transportation provide this fairly quickly.

12. If the White County schools merged services, are there ways to strengthen their working relationship with the area pre-schools?

It is to the benefit of pre-school students in all of the districts that cooperation and program articulation of the pre-schools and elementary schools occur, whether the school districts merge or not. These conversations should be occurring now. If the White County school districts merge any of their services this would provide the opportunity for area pre-schools to consider a similar arrangement, especially if student enrollment and staffing concerns exist. As mentioned in the program section of the study, a common calendar and curriculum are essential first steps toward any cooperative programs. If this existed, the pre-schools would find it beneficial to also collaborate so that the transition from their program to any one of the school districts would be seamless for not only students but for the parents as well.

13. Would the consolidation or merging of services in the White County schools improve the special education and vocational education program offerings? Would the consolidation to one special education and vocational education co-op for all of White County benefit the schools involved?

If the purpose is in the long run to offer services closer to home, then consolidation could be of considerable benefit. For example, such consolidation would make it easier to extend the full range of offerings now offered in different schools to all the students in the county and could simplify administrative structures and processes.

14. How will the existence of a new Ivy Tech campus effect White County's secondary programming in the future?

This is a potentially very important development for White County. The emphasis of Ivy Tech is on adult education, which can be extremely helpful in economic development. At the same time, the four school corporations have signed agreements with Ivy Tech for dual credit. The "double up" system in which a student can take courses at Ivy Tech and use them also for high school credit has considerable potential for expanding curricular options in White County. The team recommends that these possibilities be aggressively explored.

15. Through consolidation of summer school efforts, can the schools in White County create a more effective and efficient system?

This is addressed in the larger report and is an area of interest and concern in the community surveys. This is another example of what the team has called "low hanging fruit," collaborative activities that can be done almost immediately for very little money. A survey of students and their parents could reveal many possible offerings, both in credit recovery for students who have failed courses in the regular school year and for enrichment opportunities for students who want to get ahead on some requirements or explore some academic area that they haven't had time for in their regular schedule. Certain kinds of offerings could be held at several high schools, for example, recruiting students from across the entire county. Consider a "science camp," or "band camp." The possibilities are numerous.

16. What are the ramifications of offering more open enrollment opportunities at White County schools? In this case, open enrollment is the ability for students to attend any schools in the county at little or no cost.

With the State of Indiana now fully funding the General Fund for all school corporations starting in 2009 the issue of transfer tuition costs will be very different in the future. There are still many unanswered questions but if districts such as those in White County wished to make "open enrollment" a possibility, one of the major issues (transfer tuition) has changed. Open enrollment would give the opportunity to offer classes that a single district would not have sufficient numbers to offer. As mentioned in the program section this could involve classes from a remediation level to advanced placement. There would be transportation issues to solve for some classes; however, as technology removes the distance issues there is no limit to the possible opportunities

17. Would the schools in White County benefit from consolidating or privatizing Driver's Education courses?

This is addressed in the larger report. Increasingly across the country school corporations are getting out of the driver's education business, turning that over to private providers. In some states (Georgia is a good model) the driver's education course has gone online. It would be possible to talk with private providers in nearby counties (Tippecanoe County, for example) to gauge their interest in offering programs in White County. It could also be possible to offer a collaborative program across the school corporations that would serve the students of all four.

18. Should the schools in White County develop a training program for pre-school teachers?

Pre-school was an area of considerable concern in the community surveys. We have addressed pre-school in the larger report and in this set of topics. We would note here that a first rate pre-school experience becomes a very important quality of life feature for young families, the very citizens that the county is eager to attract as residents. A closer relationship between the school corporations and the pre-school providers has much to recommend it.

Facilities

19. By merging services, is it possible to become more efficient in the purchase of specialized or seldom used custodial, grounds, or maintenance equipment?

If cooperative agreements are developed among all or a few of the White County districts there are many opportunities to share or cooperatively purchase equipment which has specialized and periodic use. The Service Center would be an excellent vehicle that already exists to facilitate this process since they already participate in cooperative purchasing and can utilize the purchasing power of all the Indiana Service Centers for certain items. There is a proven record of the ability of service centers to save school corporations dollars when cooperative purchasing is used. Another area that should be explored is the leasing of seldom used equipment. The service center may be of help if there is an interest in exploring this concept.

20. Is it possible to increase efficiency and save money by purchasing as a merged service:

- *waste services,*
- *bus maintenance,*
- *custodial services and*
- *other facilities services*

This is addressed in the appendix. The short answer is yes, it is possible to save money. The charts in the appendix provide additional detail.

21. Is it possible to share non-route buses between the four districts?

This is also addressed in the charts in the appendix and appended as well to this document. The White County districts reported a total of 70 corporation-owned busses. Of that total, 23 were identified as spare busses. The 5 year average cost per average daily mile ranged from \$4.15 to \$7.40. The differences appear to be related to population density. The 5 year average cost per daily mile per student enrolled ranged from \$.0016 to \$.00825. Density is a factor in the differences. The total reported salaries of non-driving personnel charged to transportation services in the four districts were \$254,809 (This amount did not include FICA and fringe benefits).

22. If the four districts share facilities, would it increase efficiency and reduce costs while increasing student program options? An example might be the sharing of a swimming pool or laboratory.

The team believes this is a logical step for these corporations to consider. Here are some additional points that should be part of the analysis.

- When facilities are shared there are many positives. However, the more frequently facilities are used, the greater the upkeep and maintenance costs that need to be budgeted by the participating school corporations. The benefits to students and the community should far outweigh these costs. Many times due to a cooperative venture these costs will be less per school corporation than a corporation would normally incur operating a facility alone.
- There are a number of other issues (both monetary and program related) that all participating school corporations would need to discuss and come to an agreement on which would be drafted into a formal document. There are models that exist already both in Indiana and elsewhere that would be good to review prior to entering into any formal discussions.
- The sharing of facilities should benefit students across all involved districts and reduce the cost per student to offer new or expanded programs. The true bottom line is that learning opportunities will increase for all students at every level.

23. Can the White County schools create better Internet connectivity between the corporations? What is available and what would costs be?

A proposed technology structure is presented in the report. The costs for implementing the scenarios in this issue might not result in savings. Should the software selected by the cooperative districts be “open source”, the costs might approach neutral. There will be no need for 4 technology directors. The staff and salaries can be adjusted to increase staffing within the recommended ratios for approximately the same total salaries. The role technology plays in the educational functions of the districts and the use of the Activity Cycle* will drive the cost and may cause some cost shifting in budgets. A chart detailing the technology analysis is found in the appendix.

Personnel and Administrative/Business Functions

24. If the White County Schools were consolidated into two districts or one district, how would the number of teachers, administrators and support staff compare to other Indiana districts of similar size and location?

The number of central office and other administrative personnel varies by the types and number of programs offered in a school district. A study of Indiana districts ranging from 4,600 to 5,400 found a range of 3 to 8 certified personnel in the central offices. The number of teachers is determined by the pupil/teacher ratios which the school district wishes to establish, and by the amount and type of specialized programs and classes offered.

25. Are there administrative/business functions currently operated in each district that could be merged efficiently and effectively? (payroll services, substitute bus drivers, substitute teachers.)

Again, the short answer is yes. The team believes there are potential savings of hundreds of thousands of dollars, partially offset by shared costs. We estimate 139 K in net savings are possible. Charts detailing this analysis are found in the appendix.

26. Would the White County Schools benefit from having a county-wide technology leadership specialist?

The team recommends forming a cooperative IT department. The personnel required for such a department are detailed in the report. A chart detailing the technology analysis is found in the appendix.

27. Using the current funding formulas how would tax and federal grant revenues change?

The team believes that if current population/enrollment projections hold true, you may stand to lose between two and three million dollars between now and 2017-18. A chart detailing this analysis is found in the appendix.

CONCLUSIONS & TALKING POINTS TO CONSIDER

Cooperation, Collaboration/Consolidation Scenarios and Discussion Points

While many small and rural school corporations in Indiana are struggling with declining enrollments and increasingly limited financial resources, it is important to remember that small schools provide many benefits to their students and communities that may not always be apparent. The family atmosphere and personal touch lead to an educational setting in which each student is known as an individual, and in which the partnership between the school and the home may be realized in a stronger, more personal way than is often the case in larger schools. Still, demographic realities are what they are, and these four school corporations do face challenges in maintaining and extending the educational opportunities and experiences they provide to their students.

Respondents to the survey were supportive of efforts that the school corporations currently make and could expand to work together to leverage their resources. As one respondent noted, “I believe great things could be done by sharing the resources between the schools in White County, and I also believe that that would help with money issues.” Many such examples of resource sharing between the four corporations may be cited.

Existing Collaborative Efforts

- The White County school districts currently collaborate to better meet the vocational education needs of students through a vocational cooperative
- The White County school districts currently collaborate to better meet the needs of special needs students through a special education cooperative
- The White County school districts currently collaborate to provide staff development opportunities through the Wabash Valley Education Service Center
- The White County school districts currently cooperate for central purchasing through education service centers
- The White County school districts currently cooperate to lower insurance costs through an insurance trust relationship

These cooperative relationships become models on which many other types of coordination and collaboration could be based. Another option that should be considered is the option of consolidating two or more of the existing school districts into fewer, larger districts.

There are many scenarios for consolidation that can be developed if one considers options other than combining entire school districts. Following are a few examples that include intact school district options and two that concentrate primarily on consolidation by township:

1. Combine Frontier, North White, Tri County and Twin Lakes into one consolidated district.
2. Combine Frontier and North White and leave Tri County & Twin Lakes as separate districts.
3. Combine Frontier, North White, and Tri County & leave Twin Lakes a separate district.
4. Combine two or more districts by townships and/or natural boundaries (major highways, bodies of water, etc.). For example, parts of District A (townships or parts of townships) could go into District B while other parts of District A went into District C.
5. Place all non White County townships back to their home counties and consolidate all of White County townships into one district.

It is not our intent to presume any particular configuration for consolidation. Selecting any consolidation scenario to move forward must be left to the communities involved and their

representative school boards. Below are discussion points and issues to facilitate the decision-making process.

- Which rural/small town/small school values may be compromised through consolidation?
- Which scenario will facilitate the districts in meeting the prerequisites for student programming and business functions identified in the report?
- What is each district willing to change or reorganize to gain opportunities for savings through consolidation?
- How can a consolidated district be organized to hold transportation costs at current levels (assuming constant \$'s)?
- Which scenario will provide the most effective way to coordinate programs and services between and among White county schools and districts?
- What strategies will be put in place to maintain and/or increase community and parental involvement in the schools under each scenario?
- What strategies will be put in place to market the scenario adopted by the governing bodies?
- Which scenario will provide for increased or improved learning opportunities that are in the best interest of the children?

Opportunities for Exploration

- The expanding mission of the Indiana Vocational Technical College and its presence in White County will provide extensive opportunities to cooperate, collaborate and coordinate to provide improved learning occasions for students and adults in White County
- Current and future technological advances will permit significant opportunities for distance learning negating the need to physically bring students together

APPENDICES

ADMINISTRATIVE SERVICES

ADMINISTRATIVE SERVICES

A. Staffing

**A1. Certified Staff
in Corporation
Administrative
office**

Twin Lakes				Frontier				Tri-County				North White			
<u>Position</u>	<u>FTE</u>	<u>Yearly Salary</u>	<u>Cost</u>	<u>Position</u>	<u>FTE</u>	<u>Yearly Salary</u>	<u>Cost</u>	<u>Position</u>	<u>FTE</u>	<u>Yearly Salary</u>	<u>Cost</u>	<u>Position</u>	<u>FTE</u>	<u>Yearly Salary</u>	<u>Cost</u>
Superintendent	1	107681	107681	Superintendent	1	88800	88800	Superintendent	1	100000	100000	Superintendent	1	91234	91234
Assistant Superintendent	1	91464	91464				0				0	Financial Consultant	0.5	94000	47000
A2. Classified Staff in Corporation Administrative office															
Treasurer	1	38630	38630	Treasurer	1	37546	37546	Treasurer	1	40402	40402	Treasurer	1	37600	37600
Accounts Payable	1	37125	37125	Secretary	1	15015	15015	Assistant treasurer	1	29733	29733	Secretary	0.75	16000	12000
Payroll	1	32498	32498	Secretary	1	18374	18374				0				0
Secretary	1	34975	34975				0				0				0
Receptionist	1	16125	16125				0				0				0

A. General
Information

B1. How many regular board meetings are held each month?	1	1	1	1
B2. What accounting and personnel software does your corporation use?	Komputrol	Keystone	Komputrol	Software Systems Inc.
B3. If your board meets more than once a month, how often does your corporation pay vouchers?	1	1	1	1
B4. How many paydays does your corporation have each year?	26	24	26	26
B5. What was the date of the first payday in 2008?	01/04/2008	01/07/2008	01/04/2008	01/04/2008

B6. What products and/or services does your corporation purchase through a cooperative purchasing agency?	Copy paper; toner, most operational supplies, health and life insurance	Natural gas; health insurance, life insurance, library supplies, audio visual supplies	Films; office, classroom and maintenance supplies; liability insurance; T-1 internet T-1 line; natural gas; health and life insurance	copier paper, teaching supplies, busses; health and life insurance
B7. Please list the names of the cooperative purchasing agencies.	Wabash Valley Coop, MASE	Wabash Valley Coop, MASE, Maverick energy	Wabash Valley Coop; North west Indiana Educational Service Center; MASE	Wabash Valley Coop, MASE

FACILITIES STUDY

A. Building/ Facility Information

	Twin Lakes			Frontier			Tri County			North White		
	<i>Building/Facility</i>	<i>square footage</i>	<i># of custodians</i>	<i>Building/Facility</i>	<i>square footage</i>	<i># of custodians</i>	<i>Building/Facility</i>	<i>square footage</i>	<i># of custodians</i>	<i>Building/Facility</i>	<i>square footage</i>	<i># of custodians</i>
	East lawn Ele.	31311	1.75	Elementary	78900	3	Primary	35650	2	Monon Ele	47258	
	Meadowlawn Ele	53000	3	Jr/Sr Hs	86350	3	Intermediate	42000	2	Reynolds Ele	34162	
	Oaklawn Ele	50397	2	Corp office	2400	0	MS/HS	200105	8	Buffalo El	24765	
	Woodlawn Ele	33842	2	Brookston Gym	21250	0	Corp office	3900	0	Middle/High	135425	
	Roosevelt Mid	153275	7							Learning lab	2350	
	Twin Lakes HS	289534	8							Administration Office	4800	
										fitness Center	8473	
B.	Additional Maintenance		3	Additional Maintenance		2	Additional Maintenance		3	Additional Maintenance		
High Range	30.56795			9.445			14.08275			12.438		
Low range	23.20192			4.4			9.8402			8.399		
Corp	26.75			8			15			13.5		
B2 Cost of additional mainenance services		56000		0			0			0		
C. Grounds												
Acres		115					73			106		
Contracted ground services	yes			no			yes			yes		

Cost of contracted ground services	10000			0			10755			19000			
	# of grounds keepers			0			1			0			
	# of mowings per year			20			28			26			
D Wage Information													
	<u>Positions</u>	<u># of employees</u>	<u>Average yearly wage</u>	<u>Positions</u>	<u># of employees</u>	<u>Average yearly wage</u>	<u>Positions</u>	<u># of employees</u>	<u>Average yearly wage</u>	<u>Positions</u>	<u># of employees</u>	<u>Average yearly wage</u>	
	Maintenance	3	25000	Maintenance	2	36114	Maintenance			Maintenance	1		
	Custodians	24	20000	Custodians	6	16778	Custodians						
				Maintenance Dir	1	35220	Groundskeeper	1	4711	Custodians	12.5		
	Special equipment	Exterior lift					Bob cat						
	Costs of waste removal	17000			8192			5300			12500		

TECHNOLOGY STUDY

A. Building/ Facility Information

Twin Lakes		Frontier		Tri County		North White	
<u>Building/ Facility</u>	<u># of Computers</u>	<u>Building/Facility</u>	<u># of Computers</u>	<u>Building/ Facility</u>	<u># of Computers</u>	<u>Building/ Facility</u>	<u># of Computers</u>
Admin	20	Corporation office	4			Corporation office	9
Bus Garage	3	Elementary	175			North White MS/HS	238
Career Center	4	Jr/Sr HS	220			Monon El	74
Eastlawn Ele	115					Buffalo El	54
Meadowlawn Ele	175					Reynolds El	42
Oaklawn Ele	160					Learning lab	12
Woodlawn Ele	129						
Roosevelt MS	201						
Twin Lakes HS	369						
B. Services							
B1. Employ technicians	yes		yes				yes
# of Technicians	2		1				1

B2 Contract Technical services?	yes	yes	yes
Services Contracted	Accounting system maintenance; Special education IEP; Athletic Director online	Only if needed and not on the regular schedule	Renaissance learning hosting
Yearly costs of contracted services		600	800

B3.
Technical
services
provided by
district

**C. General
Information**

C1.
Operating
systems

Curriculum
software; internet;
email; desk phones;
classroom AV; cell
phones; security
cameras; cafeteria
point-of-sale;
hardware
maintenance;
software
maintenance; office
copier; library
automation; web
page maintenance;
synthesizer labs;
climate control
systems; wireless
networks; server
maintenance

linux, windows, dos

xp windows

Hardware
installation and
maintenance;
network
administration;
software
installation and
maintenance

Linux; windows; novell

C2. Security Software	cisco pix firewall, panda antivirus; iPrism Antispam and filtering			Trend micro; Daus guardian					Sonicwall firewall; content filtering; symatec anti virus			
C3. Broadband Access	yes			yes					yes			
C4. IP Video	yes								no			
C5. Software												
	Word proc	ms office		Word proc					Word proc	ms word 2003; star office 8		
	Spreadsheets	ms office		Spreadsheets					Spreadsheets	ms excel 2003; star office 8		
	presentations	ms office		presentations					presentations	ms powerpoint 2003		
	E-mail	kerio email server		E-mail					E-mail	novell groupwise; gaggle		
C6. Yearly Expenses												
Hardware		227700								76000		
Software		83826										
D. Wage Info										9500		
	<u>Position</u>	<u>FTE</u>	<u>Avg yearly Salary</u>	<u>Position</u>	<u>FTE</u>	<u>Avg yearly Salary</u>	<u>Position</u>	<u>FTE</u>	<u>Avg yearly Salary</u>	<u>Position</u>	<u>FTE</u>	<u>Avg yearly Salary</u>
	Technology Director	1	60000	Technology Director	1	36000				Technology Director	1	63500
	Technician	2	35000							Technician	1	55800
	Other									Other		

TRANSPORTATION STUDY

A. Corporation information	Twin Lakes			Frontier			Tri County			North White		
A1. Busses Owned	51			14			4			1		
	<i>Type</i>	<i>Number</i>	-	<i>Type</i>	<i>Number</i>	-	<i>Type</i>	<i>Number</i>	-	<i>Type</i>	<i>Number</i>	-
	66	30		66	3		66	6		66	6	
	84	0		84	5		84			84	0	
	Specially Equipped	5		Specially Equipped	1		Specially Equipped			Specially Equipped	1	
	72	11		72	2		72			72	9	
	Special purpose	5		Special purpose	2		Special purpose	3		Special purpose	4	
	Mini Spec Equipped			Mini Spec Equipped	1		Mini Spec Equipped			Mini Spec Equipped		
A2. Contracted Routes		0			0			6			0	
A3. Corporation owned spare busses		12			5			2			4	

A4. Determine extra curricular routes	Alphabetical rotation unless ECA sponsor requests a specific driver	Regular drivers are used on a rotation. If no regular drivers are available, the sub drivers are used	Each trip is offered to the regular and sub drivers in order. If a driver turns the trip down the next driver in order is offered the trip until a driver is found.	seniority
A5. # ofSubstitute Drivers	6	5	9	5
A6. 5 year Average total costs for transportation and bus purchases	1039492.4	250854.6	456569.2	803700
5 year average daily route miles	1391.4	295.04	390	603.4
5 year average cost per daily mile	4.150465558	4.723551609	6.503834758	7.399735

5 year average cost per daily mile per student enrolled	0.001588999			0.005684178			0.008253597			0.007212		
A7. # of handicapped only routes	3						0			4		
A8. Special purpose routes	3 vocational; 1 special education job site route; 1 pre school route						.5 employee drives vocational to Rensselaer and Frontier when needed.			1 vocational		
B. General Information												
B1. Transportation Director?	yes, .25			supt			yes, .5			yes, 1.0		
B2. Mechanics?	yes, .25			no			no			yes, 1.0		
Contracted mechanical work				64158			17158					
C. Staff and Wages												
	<i>Average yearly Wage</i>			<i>Average yearly Wage</i>			<i>Average yearly Wage</i>			<i>Average yearly Wage</i>		
	<i>Position</i>	<i>FTE</i>		<i>Position</i>	<i>FTE</i>		<i>Position</i>	<i>FTE</i>		<i>Position</i>	<i>FTE</i>	

Director	0.25	22500	Director	supt	Director	0.5	28950	Director	1	54000
Mechanic	1	38122	Mechanic		Mechanic			Mechanic	1	39700
Aides	2	6700	Aides		Aides			Aides		
Secretary lead			Secretary lead		Secretary lead			Secretary lead		22900
Driver	1	26937	Driver		Driver			Driver		
Bus Garage Manager	0.33	15000	Bus Garage Manager		Bus Garage Manager			Bus Garage Manager		
Assistant Director			Assistant Director	1	Assistant Director			Assistant Director		

LOST GENERAL FUND REVENUE

Estimate of lost general fund revenue due to declining enrollments in 2006 \$'s

Corp	General fund expenditures 2006 as reported to the DOE	2005 - 2006 Enrollment as reported to the DOE	2005-2006 PK enrollment as reported to the DOE	2005 - 2006 K enrollment as reported to the DOE	adjusted 2005-2006 enrollment	2006 General Fund Expenditures/ student	2017-2018 projected enrollment	2017-2018 pre K enroll- ment	2017 - 2018 projected K enroll- ment	2017-2018 adjusted enrollment	Projected 2018 General fund expenditures in 2006 \$'s	Change in 2006 \$'s
North White	\$6,502,908	1055	43	71	976.5	\$6,659	968	31	65	904.5	\$6,023,431	(479,477.09)
Frontier	\$4,709,038	831	0	56	803	\$5,864	765	0	56	737	\$4,321,994	(387,044.22)
Tri-county	\$6,190,535	813	0	77	774.5	\$7,993	736	0	52	710	\$5,674,990	(515,544.88)
Twin Lakes	\$14,872,800	2610	15	208	2491	\$5,971	2367	21	172	2260	\$13,493,588	(1,379,211.88)
												(2,761,278.07)

Assumption: Per student expenditures based on all 2006 general fund expenditures divided by ADM of 2005 - 2006 school year

Assumption: Per student expenditures based on all 2018 general fund expenditures divided by ADM of 2017 -2018 school year

Assumption: Expenditures in other funds are not included.

Assumption: Adjusted enrollment = total reported or projected enrollment minus pre K reported or projected minus .5 times K reported or projected

Assumption: No increased cost between 2006 and 2018