
THREE AND FIVE-YEAR PLAN

Sargent Central Public School
2022



SARGENT CENTAL PUBLIC SCHOOL
575 5th St. SW
Forman, ND 58032

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INTRODUCTION

THREE- AND FIVE-YEAR PLANNING REQUIREMENTS

15.1-07-26. School district demographics - Long-term planning process.

1. Between January first and June thirtieth of every even-numbered year, the board of each school district shall invite the public to participate in a planning process addressing the effects that demographics might have on the District in the ensuing three-year and five-year periods, and specifically addressing potential effects on:
 - a. Academic and extracurricular programs;
 - b. Instructional and administrative staffing;
 - c. Facility needs and utilization; and
 - d. District tax levies.
2. At the conclusion of the planning process, the board shall prepare a report, publish a notice in the official newspaper of the District indicating that the report is available, and make the report available upon request.

PUBLIC NOTICE

NOTICE OF PUBLIC DEMOGRAPHIC PLANNING MEETING

State law requires each school board to invite the public to participate in a planning process that addresses the effects of demographics on the District in the next three and five years (NDCC Section 15.1-07-26). Many districts hold an open public forum to meet this requirement, and it is recommended that notice of the planning meeting be published in the District's official newspaper.

NOTICE OF PLAN COMPLETION

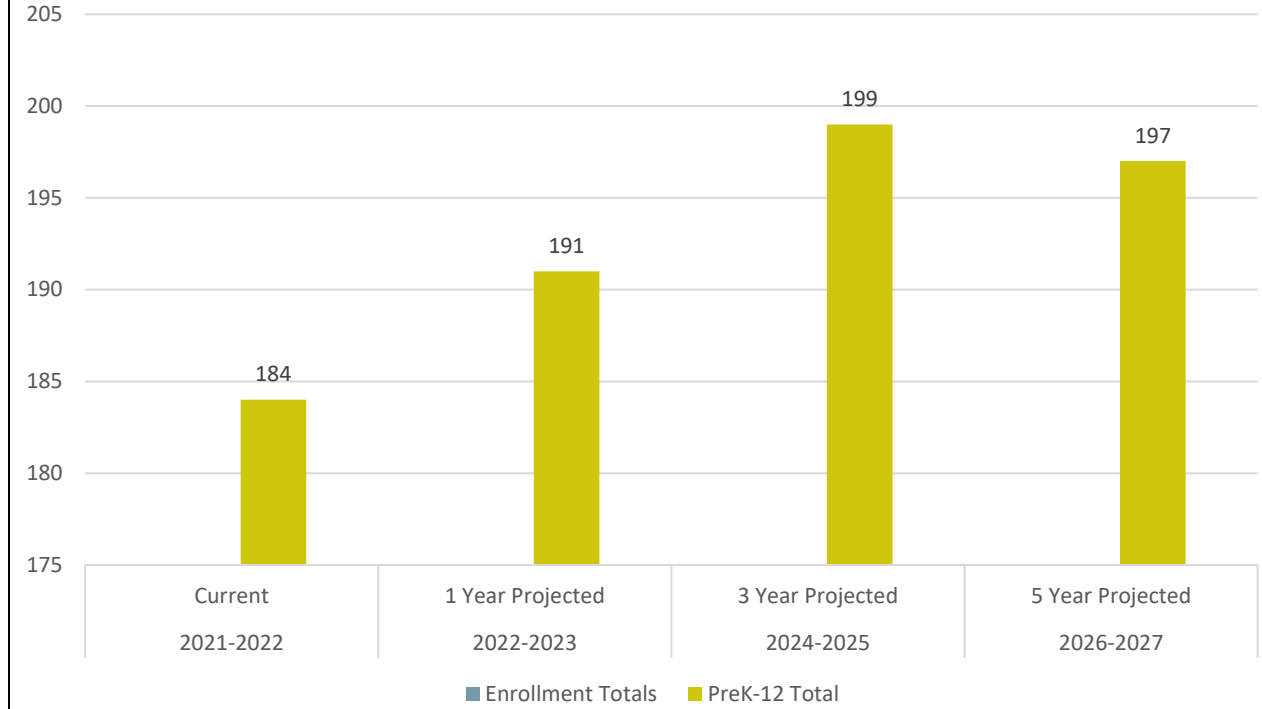
At the conclusion of the planning process, school boards are required to prepare a report, publish a notice in the official district newspaper indicating that the report is available, and make the report available upon request.

North Dakota Century Code Section 15.1-07-26 requires the board of each school district to conduct long-term planning during each even-numbered year. The Board of the Sargent Central Public School District has completed this process and prepared a report. This report is available online at the school website (www.sargentcentral.org) or upon request by contacting: Dr. Daniel Warcken, Superintendent at 701-724-3205.

FALL ENROLLMENT TRENDS

District Enrollment – Grade Level	2021-2022 Current	2022-2023 1 Year Projected	2024-2025 3 Year Projected	2026-2027 5 Year Projected
PreK	15	19	17	12
K	13	14	14	14
1st	20	13	19	17
2nd	9	18	14	14
3rd	16	9	13	19
4th	16	17	18	14
5th	14	15	9	13
6th	16	15	17	18
7th	7	13	15	9
8th	14	7	15	17
9th	11	16	13	15
10th	11	12	7	15
11th	14	9	16	13
12th	8	14	12	7
Enrollment Totals				
PreK-6 Total	119	120	121	121
7-8 Total	21	20	30	26
9-12 Total	44	51	48	50
PreK-12 Total	184	191	199	197

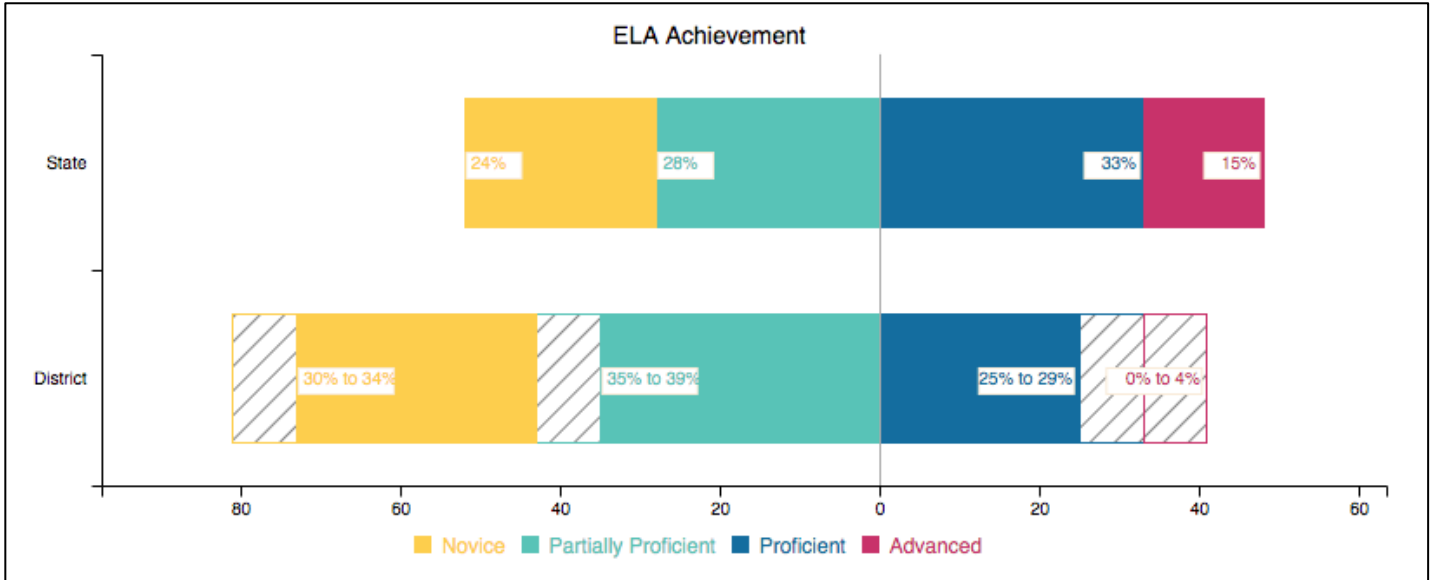
Sargent Central Public School Enrollment Totals



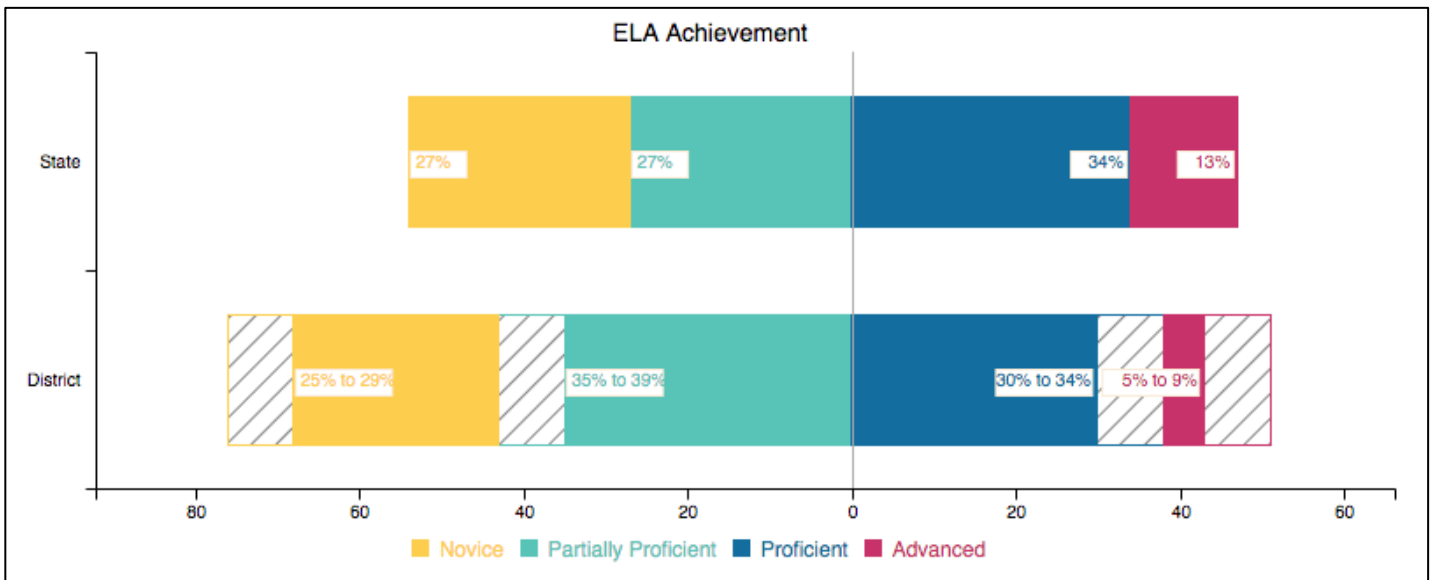
STUDENT ASSESSMENT DATA

Percentage of Proficient and Advanced Students in ELA, Math and Science:
Source: ND Insights Dashboard

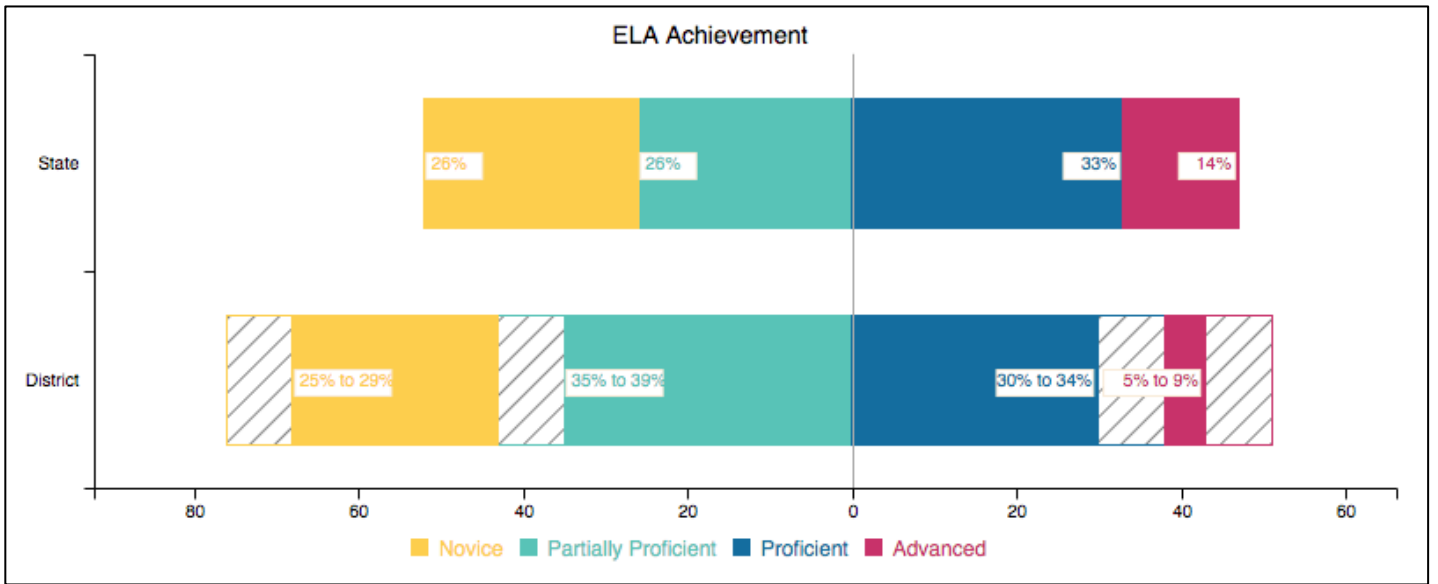
NDSA ELA Achievement



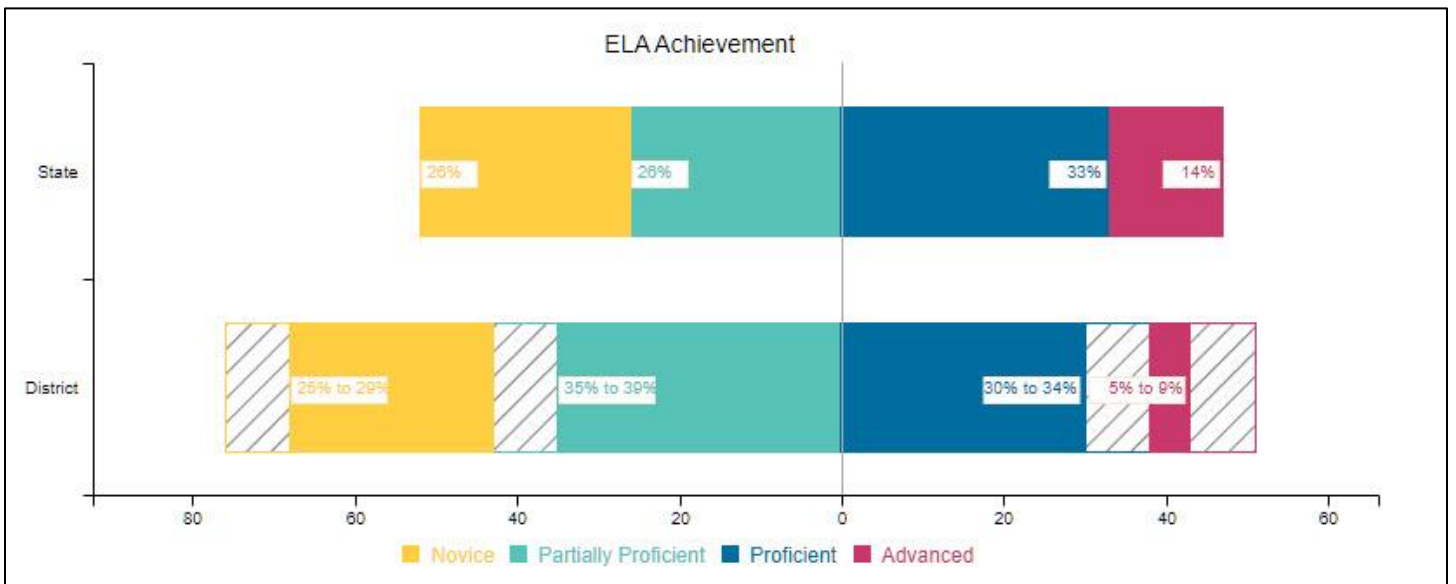
Grades 3-8, 10-11 (District) 2016-2017



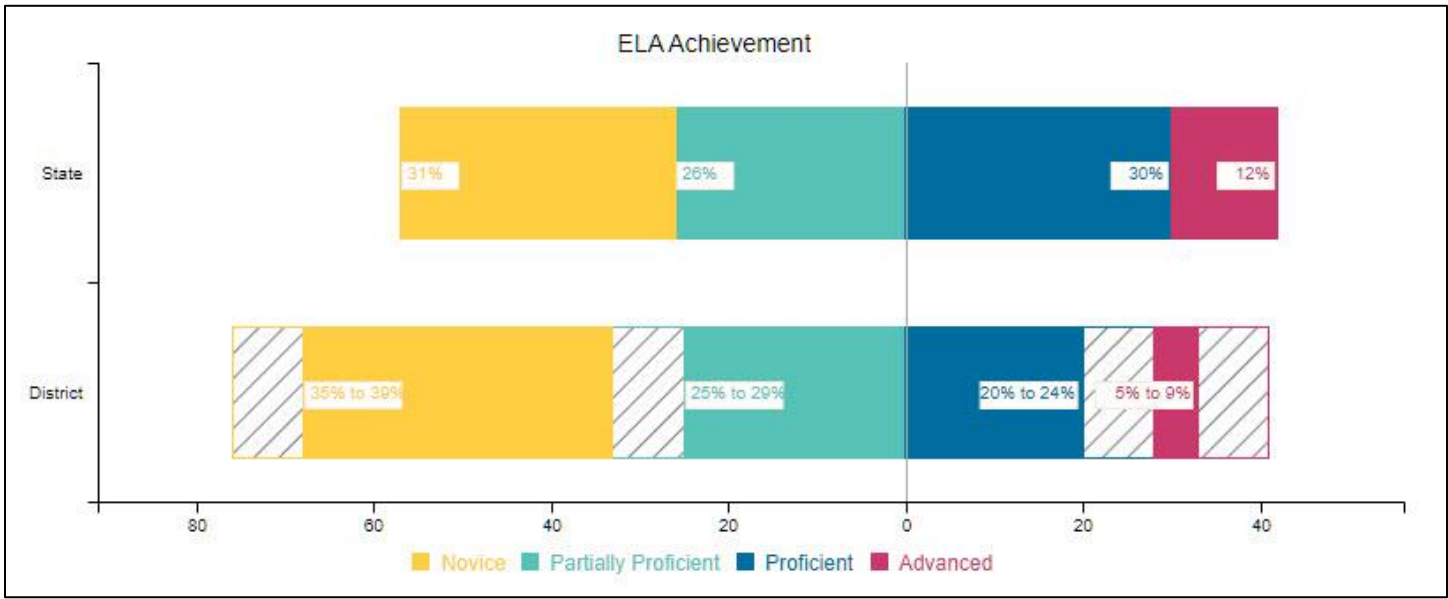
Grades 3-8, 10-11 (District) 2017-2018



Grades 3-8, 10-11 (District) 2018-2019

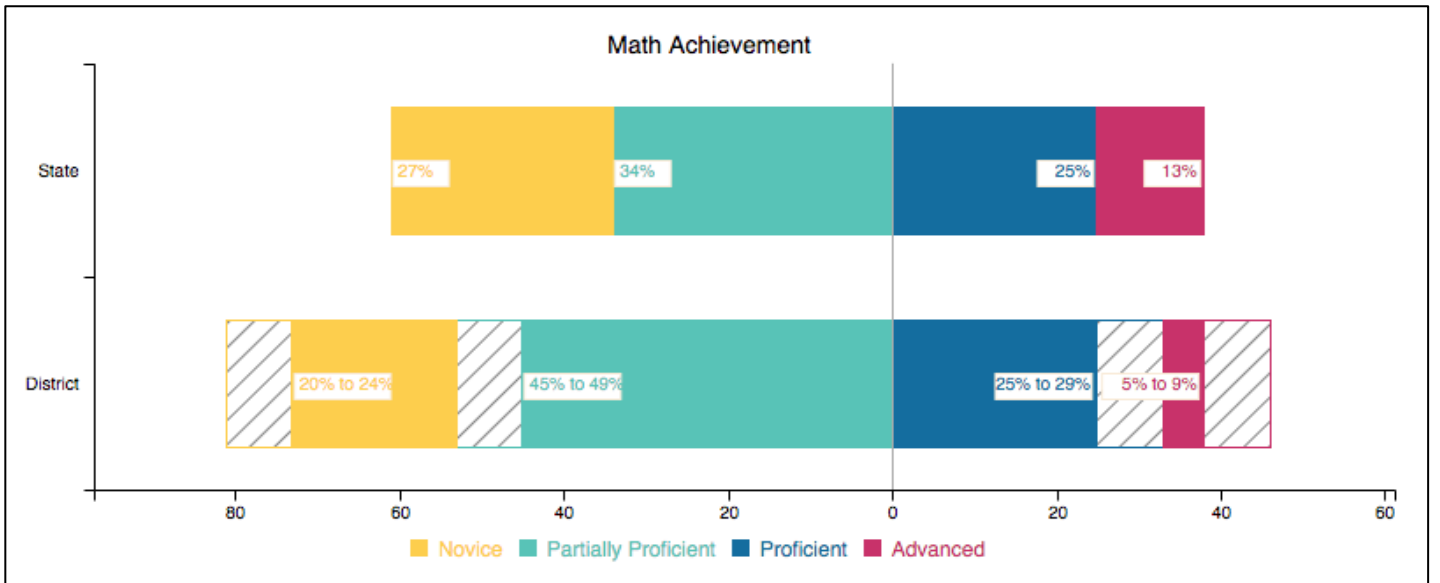


Grades 3-8, 10-11 (District) 2019-2020

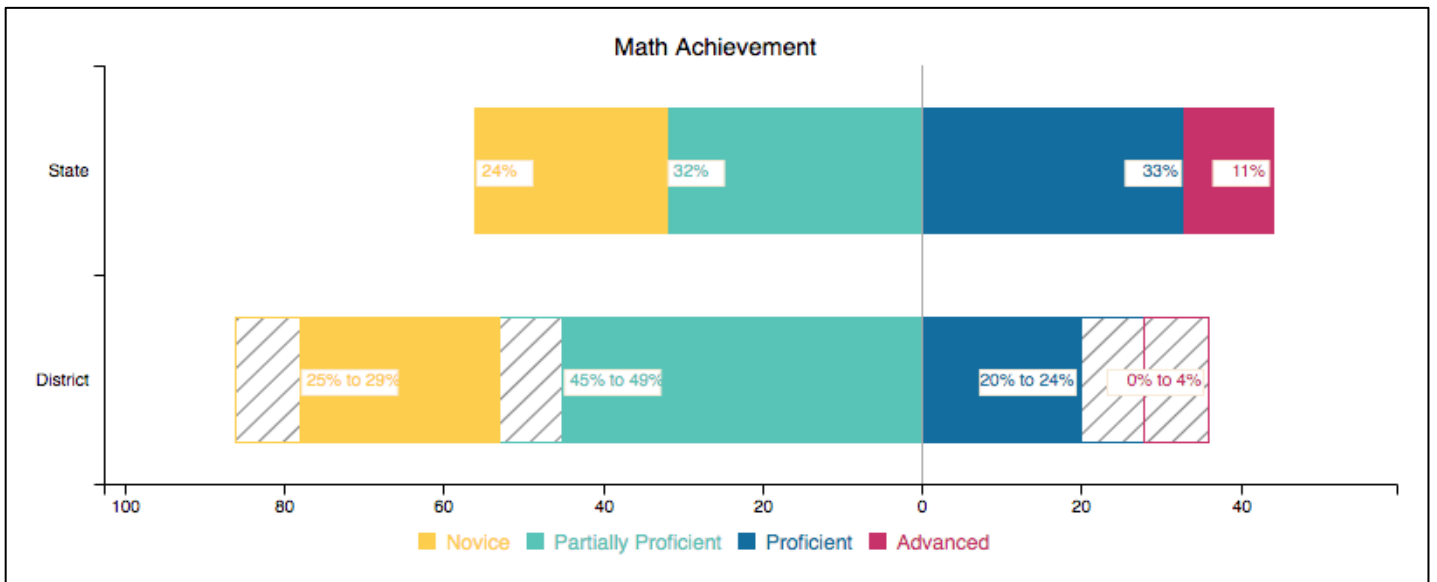


Grades 3-8, 10-11 (District 2020-2021)

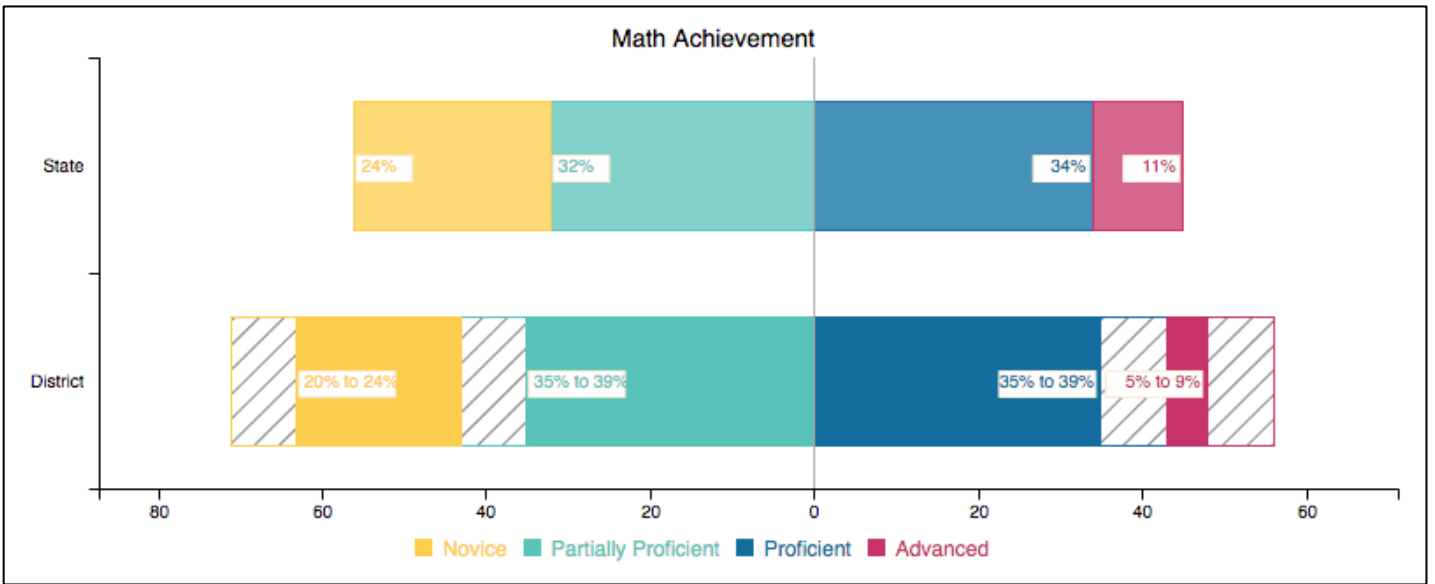
NDSA Math Achievement



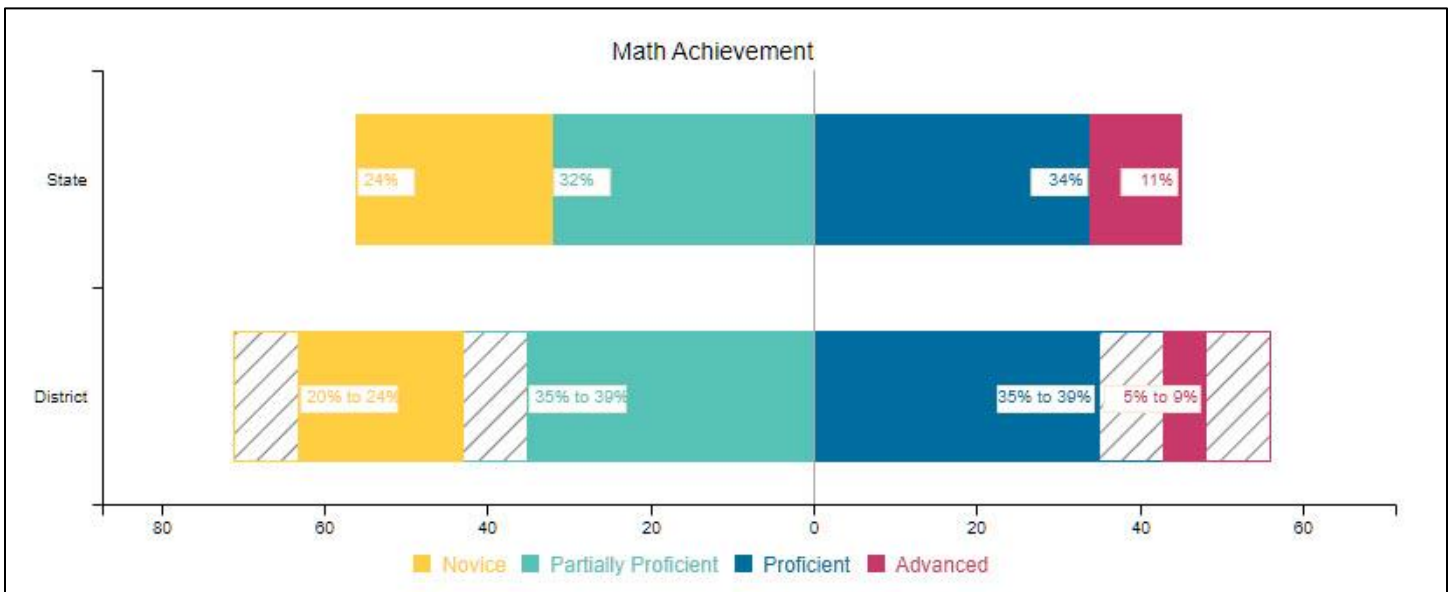
Grades 3-8, 10-11 (District) 2016-2017



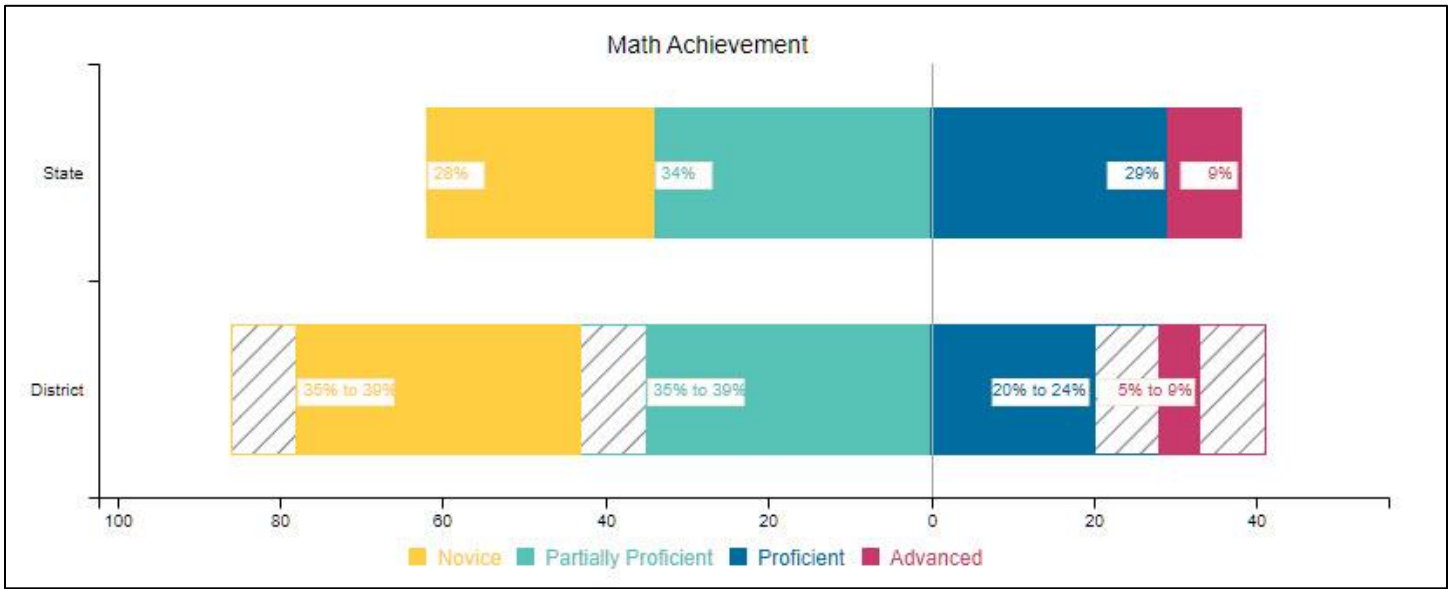
Grades 3-8, 10-11 (District) 2017-2018



Grades 3-8, 10-11 (District) 2018-2019

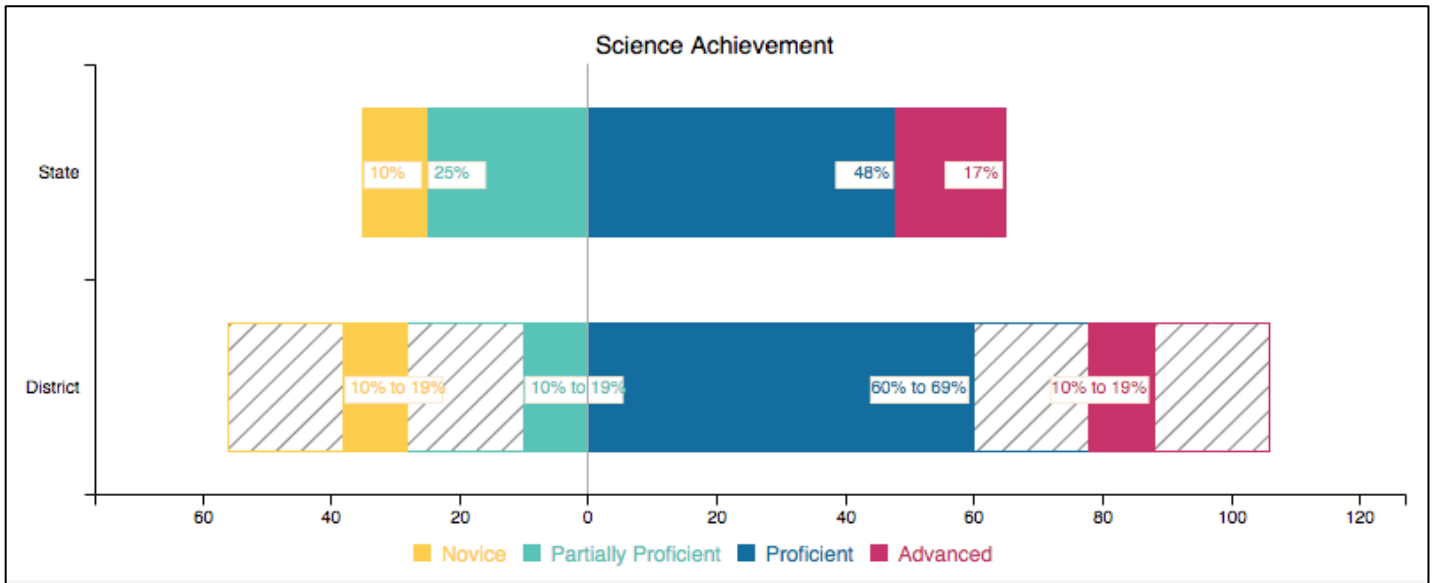


Grades 3-8, 10-11 (District) 2019-2020

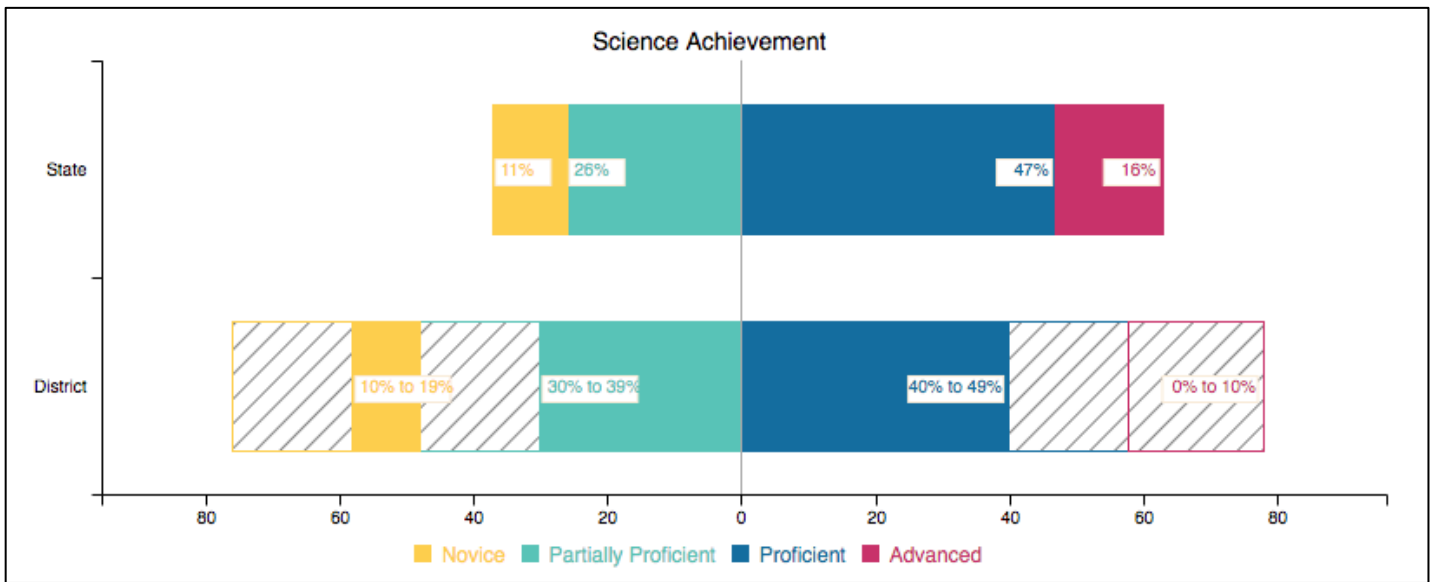


Grades 3-8, 10-11 (District) 2020-201

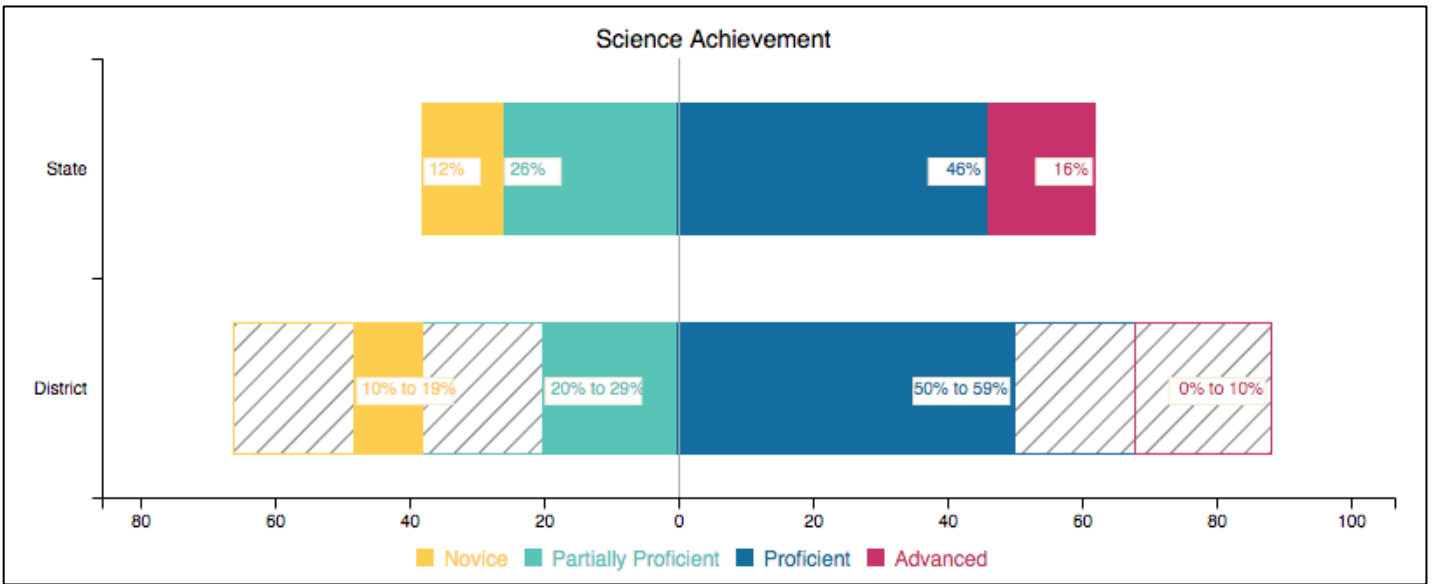
NDSA Science Achievement



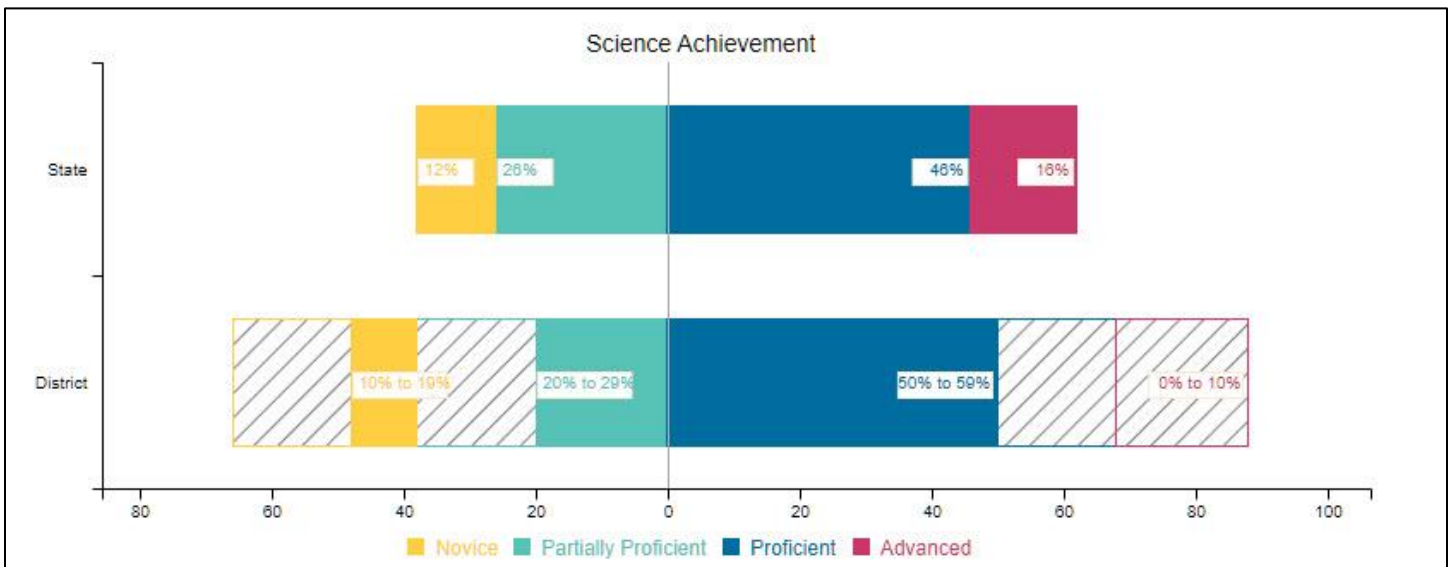
Grades 3-8, 10-11 (District) 2016-2017



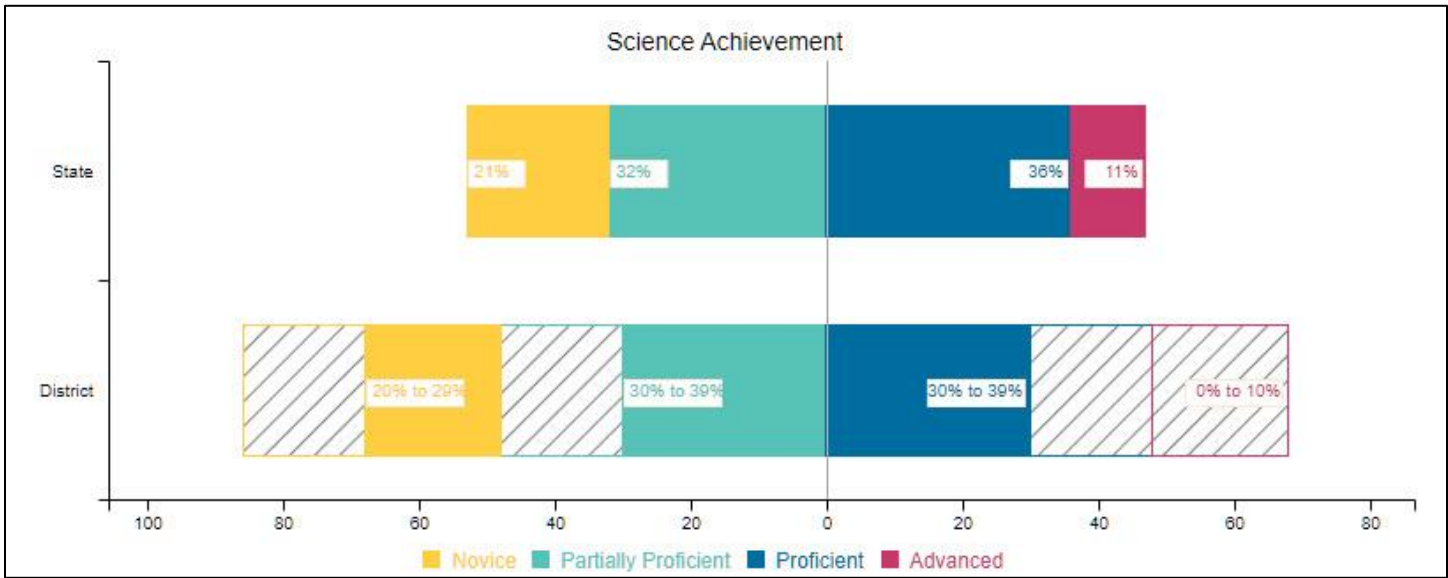
Grades 3-8, 10-11 (District) 2017-2018



Grades 3-8, 10-11 (District) 2018-2019



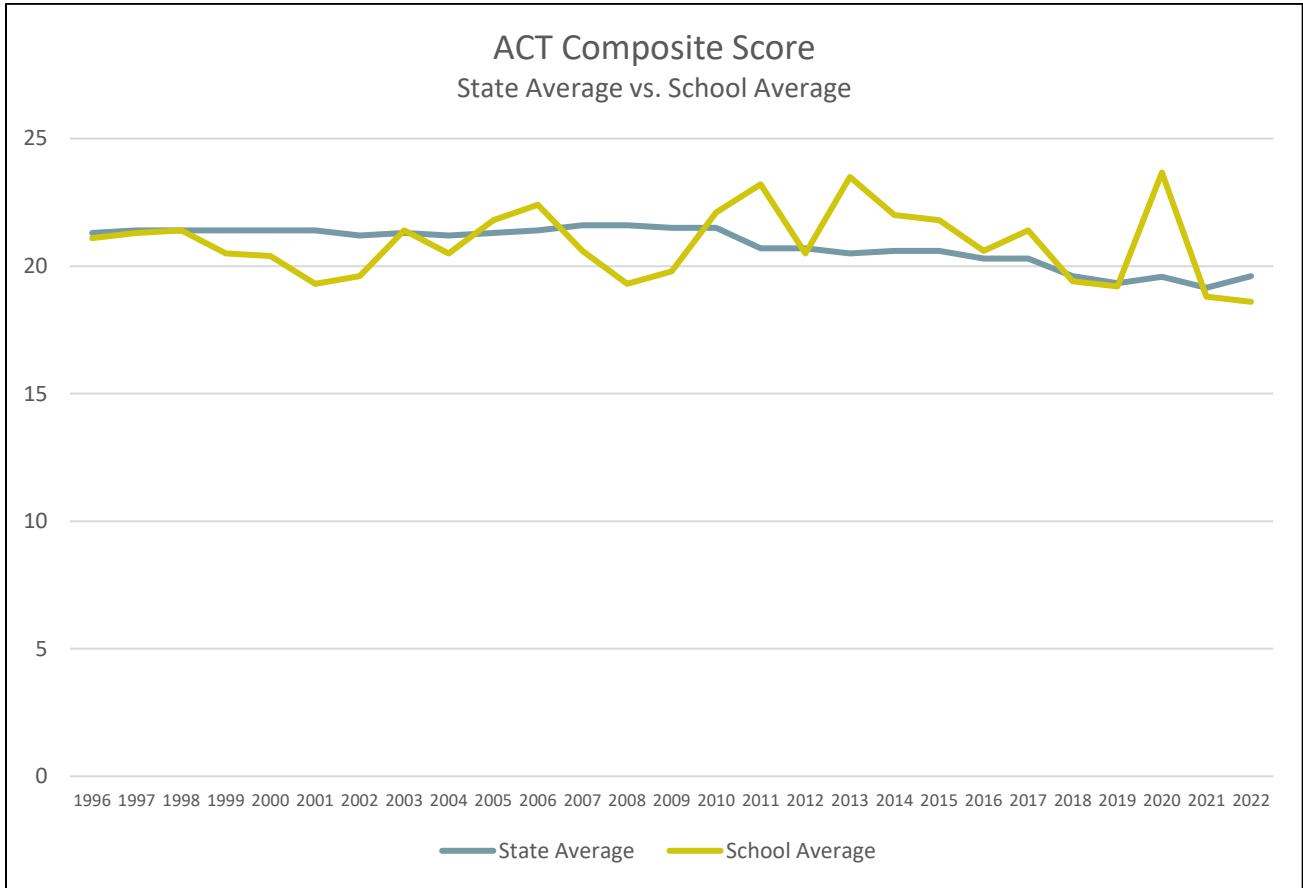
Grades 3-8, 10-11 (District) 2019-2020



Grades 3-8, 10-11 (District) 2020-201

ACT RESULTS FOR HIGH SCHOOL JUNIORS

(Required by NDCC Section 15.1-21-19)



Source: ND Insights Dashboard

APPROVAL, ACCREDITATION, AND CURRICULAR OFFERINGS

Approval and Accreditation

The school district is approved through the North Dakota Department of Public Instruction (NDCC Section 15.1-06-06)

The school district is accredited through AdvancED

AP AND DUAL CREDIT (DC) COURSES

List all AP and dual credit courses offered:

1. College Algebra (DC)
2. College English (DC)

ADDITIONAL HIGH SCHOOL UNITS OFFERED

List all high school courses offered beyond state minimum units (NDCC Section 15.1-21-01).

1. Creative Writing
2. Theatre
3. Psychology
4. Sociology
5. Current Events
6. Music Appreciation
7. FCS I, II, III
8. Textile Arts
9. Votech Classes through the Southeast Region Career & Technology Center
 - a. Agricultural Science
 - b. Agricultural Mechanics
10. ITV
 - a. Entrepreneurship
 - b. Drafting
 - c. Mobile Applications
 - d. Health Careers
 - e. EMT
 - f. Marketing
 - g. Sports Marketing

CURRICULUM QUESTIONS

1. Based on enrollment projections, will the District have the staff and resources necessary to offer all required elementary and middle school instruction (NDCC Section 15.1-21-01) and required high school units (NDCC Section 15.1-21-02) in the next year? Three years? Five years? If no, list possible solutions.
 - a. Yes.
2. Does the district plan to eliminate or offer additional AP and/or dual credit courses in the next year? In three years? In five years? How will this impact district planning (staffing, budget, etc.)?
 - a. No changes to current coursework offerings.

3. Are there non-mandatory high school units being offered that should be eliminated or expanded? If yes, explain why and develop timeline.
 - a. The District is expanding summer course availability.

4. Are there new high school units that the District plans to offer in the next year? Three years? Five years? How will this impact district planning (staffing, budget, etc.)?
 - a. The District will be implementing a PreK-12th grade SmartLab for the promotion of STEAM (Science, Technology, Engineering, Arts, Mathematics) curriculum.

OFFERINGS

STUDENT SERVICES

Services	Currently Offered	
Adult education	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Athletics	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
	If yes, list:	<input checked="" type="checkbox"/> Co-op
	1. Football	
	2. Basketball	<input checked="" type="checkbox"/> Co-op
	3. Golf	<input checked="" type="checkbox"/> Co-op
	4. Track	<input checked="" type="checkbox"/> Co-op
	5. Volleyball	<input checked="" type="checkbox"/> Co-op
	6. Wrestling	<input checked="" type="checkbox"/> Co-op
	7. Baseball	<input checked="" type="checkbox"/> Co-op
Chemical abuse prevention/dependency counseling	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
School-sponsored student organizations (e.g., honors society, yearbook, student newspaper, etc.)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
	If yes, list:	
	1. Student Council	
	2. National Honor Society	
Counseling	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Distance education	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Early childhood education	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Gifted and talented program	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Kindergarten	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
	<input checked="" type="checkbox"/> Offered in District	
	<input type="checkbox"/> District pays for students to attend kindergarten in another district (list):	
Library/media	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Other extracurricular or co-curricular activities (e.g., debate, speech)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	If yes, list:	<input type="checkbox"/> Co-op
	1. Speech	
	2. Band	<input type="checkbox"/> Co-op
	3. Music	<input type="checkbox"/> Co-op

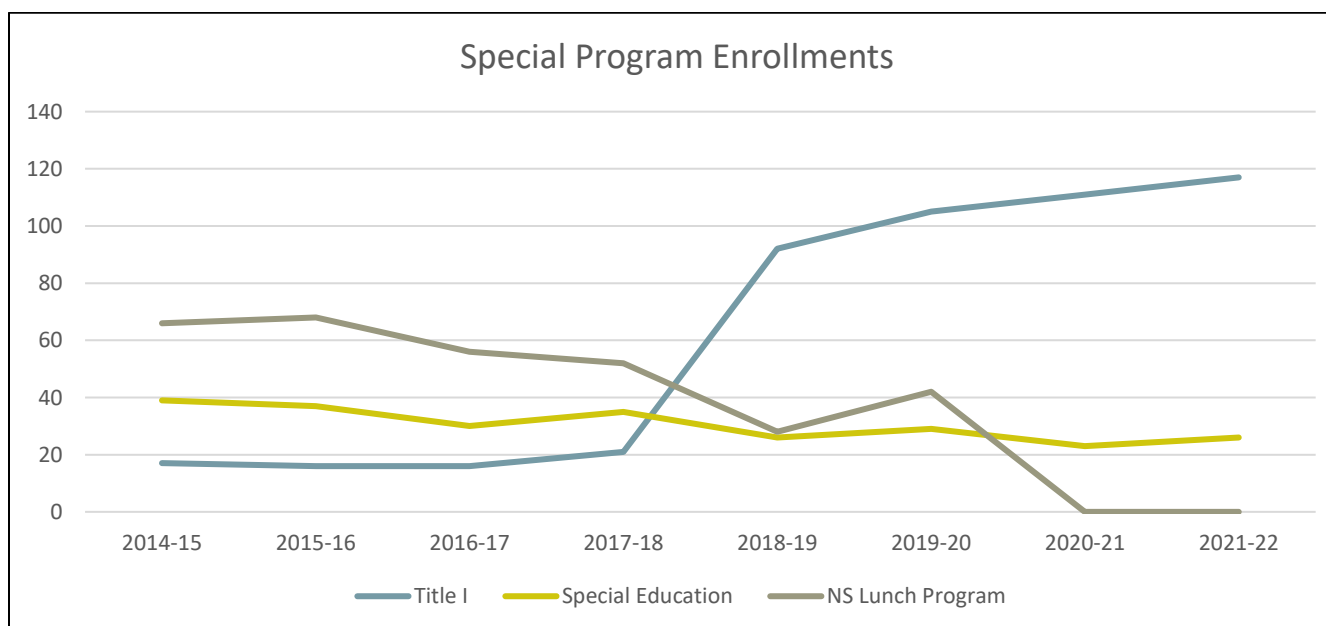
School resource officer	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Social worker	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Special education	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
	<input checked="" type="checkbox"/> District participates in South Valley Special Education Unit	
Student performance strategist	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Transportation (regular education)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

SPECIAL PROGRAM ENROLLMENTS AND ATTENDANCE

Total Students Participating in Special Programs

	Title I	Special Education	NS Lunch Program
2014-15	17	39	66
2015-16	16	37	68
2016-17	16	30	56
2017-18	21	35	52
2018-19	92*	26	28
2019-20	105*	29	42
2020-21	111*	23	n/a
2021-22	117*	26	n/a

*Schoolwide (Elementary)



Source: ND STARS

Attendance Rate (report as a percentage)

2015-16	2016-17	2017-2018	2018-2019	2019-2020	2020-2021
95%	95%	95%	95%	96%	93%

STUDENT PROGRAMS AND ATTENDANCE QUESTIONS

1. What are the trends in the data?
 - a. Attendance rates are stable with absences per pupil ranging from 4 to 7 days absent per year. Special programs have consistent numbers. For the 2020-2021 school year, the district began providing free meals to all students throughout the school year.
2. How will these trends impact student support programs and services in the next year? In three years? In five years?
 - a. Increased absences may impact academic growth and student wellbeing.

STUDENT SUCCESS INDICATORS

High School Graduation Rates (reported as a percentage)

Year	District %	State %
2015-16	100%	87%
2016-17	92%	87%
2017-18	100%	88%
2018-19	100%	88%
2019-20	90%	89%
2020-21	100%	87%

College Enrollment Percentage Rate for High School Seniors

2014-15	2015-16	2016-17	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
85%	85%	82%	62%	77%	50%	100%	50%

STUDENT SUCCESS INDICATORS QUESTIONS

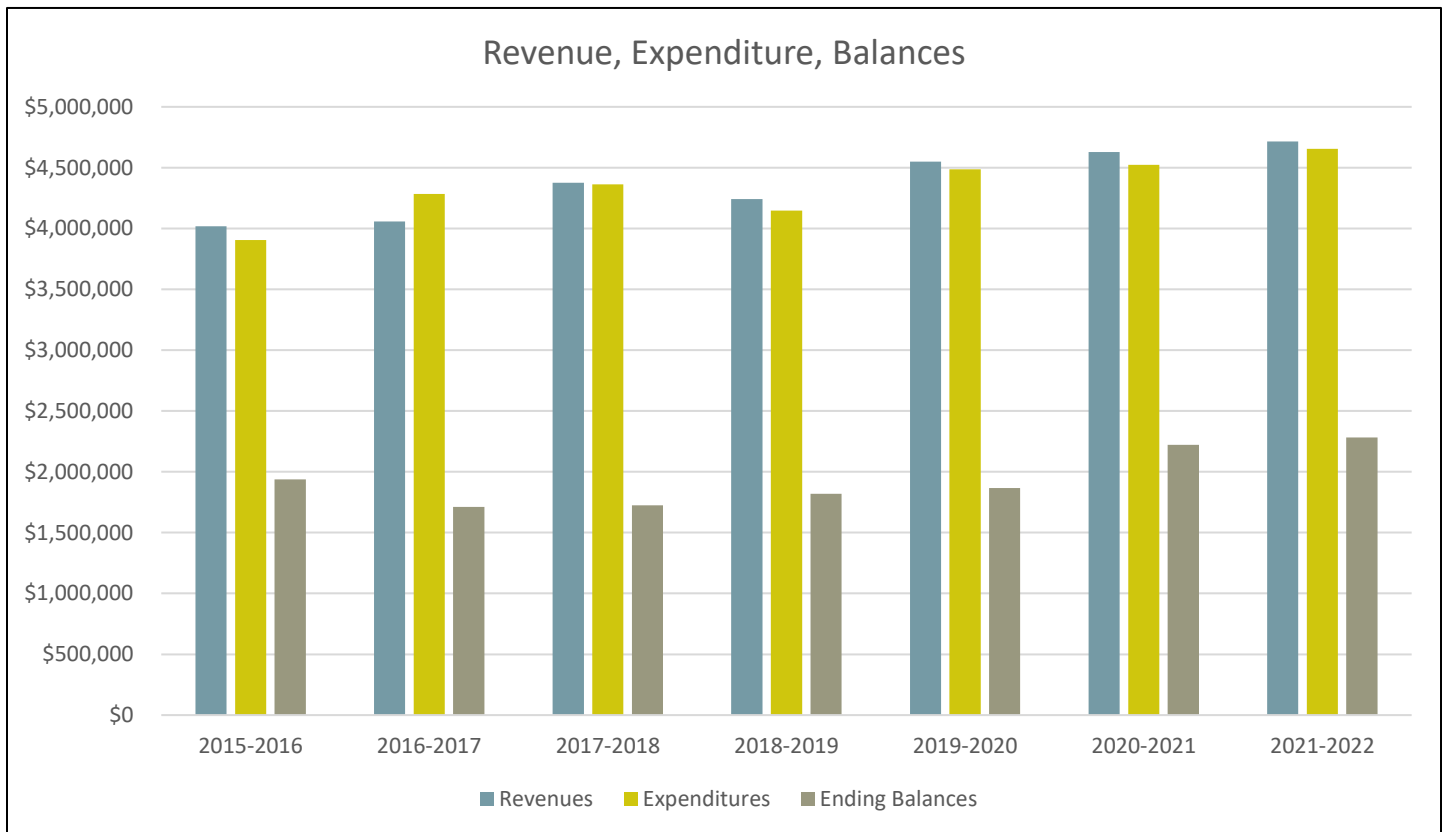
1. What are the trends in these graduation rates? What changes in programs, curriculum, or services may be driving these trends?
 - a. Data is consistent from year to year. No foreseeable changes to programs and curriculum.
2. What are the college enrollment rates trends? Are there factors that may explain these trends? How might these trends impact course offerings in the future?
 - a. College enrollment trends are reasonably consistent from year to year. One or two students can drastically impact the percentage rate as the sample size within a graduating class is relatively small.
3. How should these data inform short and long-term district goals?
 - a. No foreseeable changes to the special programs or graduation expectations. The school continues to explore the process of additional program offerings to aid student academics. MTSS continues to be fully embedded within the district.

DISTRICT FINANCIAL DATA

REVENUES, EXPENDITURES, BALANCES

Year	Revenues	Expenditures	Ending Balances
2015-2016	\$4,018,097	\$3,906,374	\$1,938,568
2016-2017	\$4,059,181	\$4,285,381	\$1,712,368
2017-2018	\$4,375,923	\$4,362,741	\$1,725,550
2018-2019	\$4,242,189	\$4,147,537	\$1,820,201
2019-2020	\$4,550,870	\$4,485,422	\$1,867,014
2020-2021	\$4,628,769	\$4,523,521	\$2,221,208
2021-2022	\$4,716,798	\$4,655,524	\$2,282,482

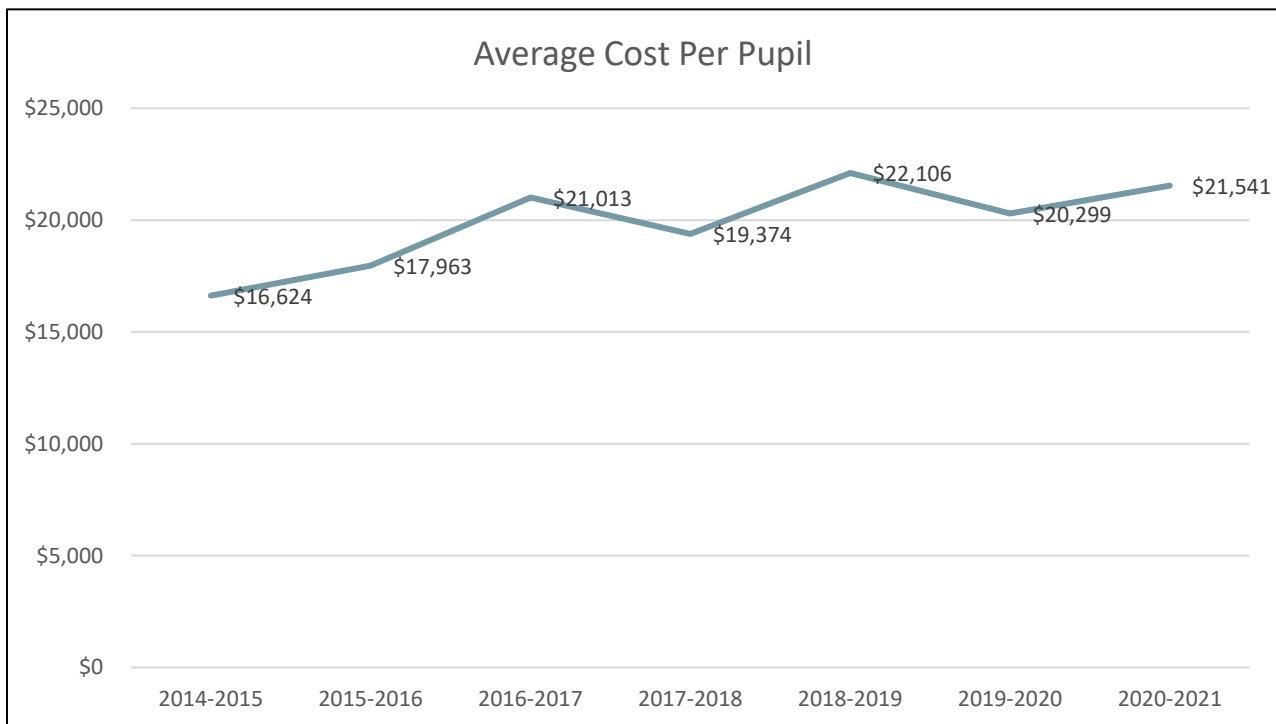
Source: NDDPI Finance Facts



EXPENDITURES/STUDENT

Year	Expenditures (Fund Group 1)	Average Cost Per Pupil
2014-2015	\$3,326,476	\$16,624
2015-2016	\$3,445,977	\$17,963
2016-2017	\$3,961,615	\$21,013
2017-2018	\$3,722,056	\$19,374
2018-2019	\$3,950,422	\$22,106
2019-2020	\$3,817,705	\$20,299
2020-2021	\$3,909,809	\$21,541

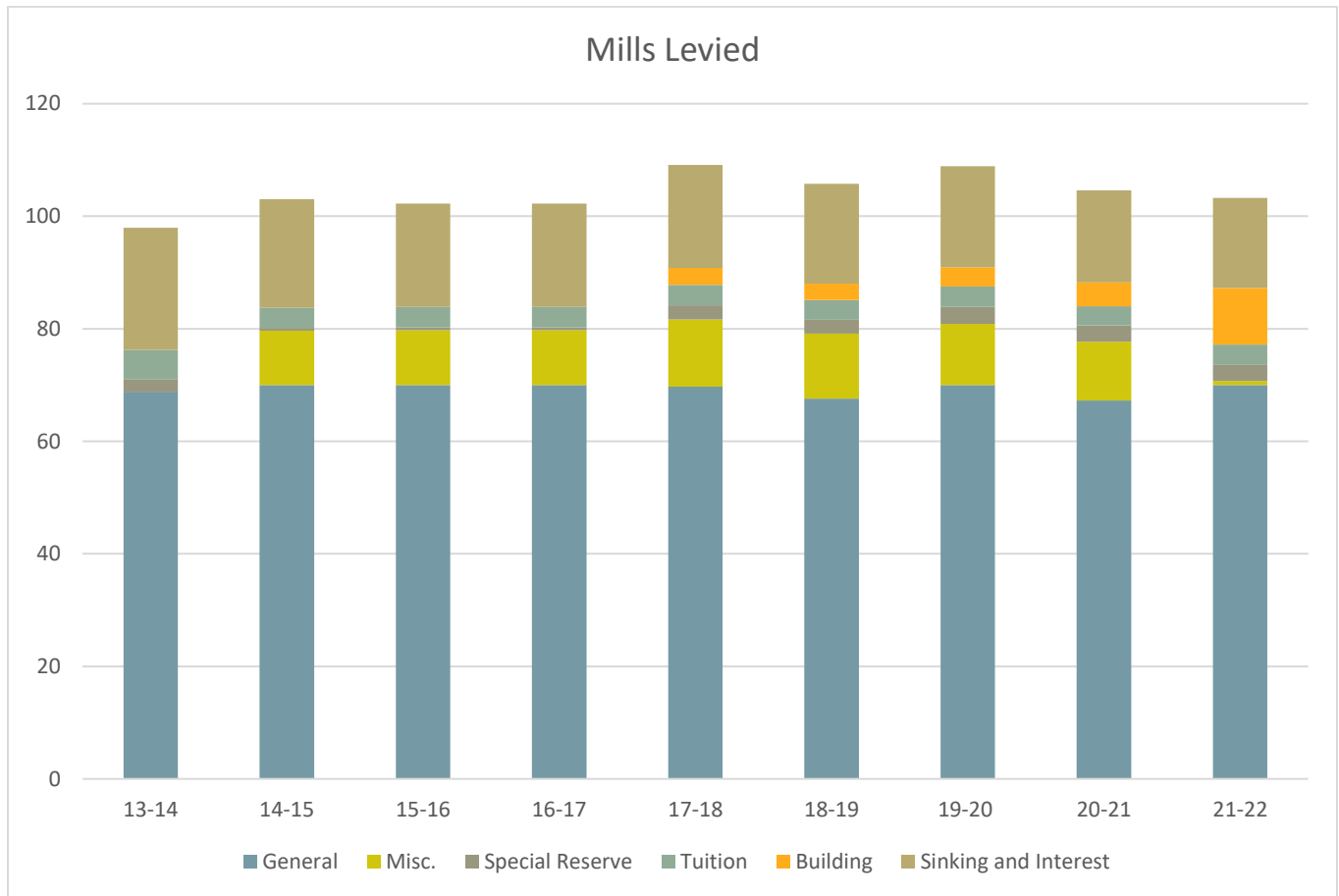
Source: NDDPI Finance Facts.
PreK Students not included in Average Cost Per Pupil calculation.



MILL LEVIES with Taxable Valuation

Year	General	Misc.	Special Reserve	Tuition	Building	Sinking and Interest	Total Mills	Taxable Valuation
2013 to 2014	68.82	0	2.21	5.19	0	21.75	97.97	\$13,891,516
2014 to 2015	70	9.63	0.51	3.6	0	19.27	103.01	\$15,204,343
2015 to 2016	70	9.75	0.52	3.64	0	18.37	102.28	\$16,141,847
2016 to 2017	69.99	9.75	0.52	3.64	0	18.37	102.27	\$16,571,225
2017 to 2018	69.73	11.95	2.51	3.63	2.99	18.3	109.11	\$17,129,096
2018 to 2019	67.58	11.58	2.43	3.52	2.9	17.74	105.75	\$18,203,783
2019-2020	69.98	10.92	3	3.6	3.4	18	108.9	\$17,674,374
2020-2021	67.24	10.45	2.88	3.46	4.23	16.33	104.59	\$18,947,008
2021-2022	70	.7	3	3.51	10.02	16.02	103.25	\$19,171,663

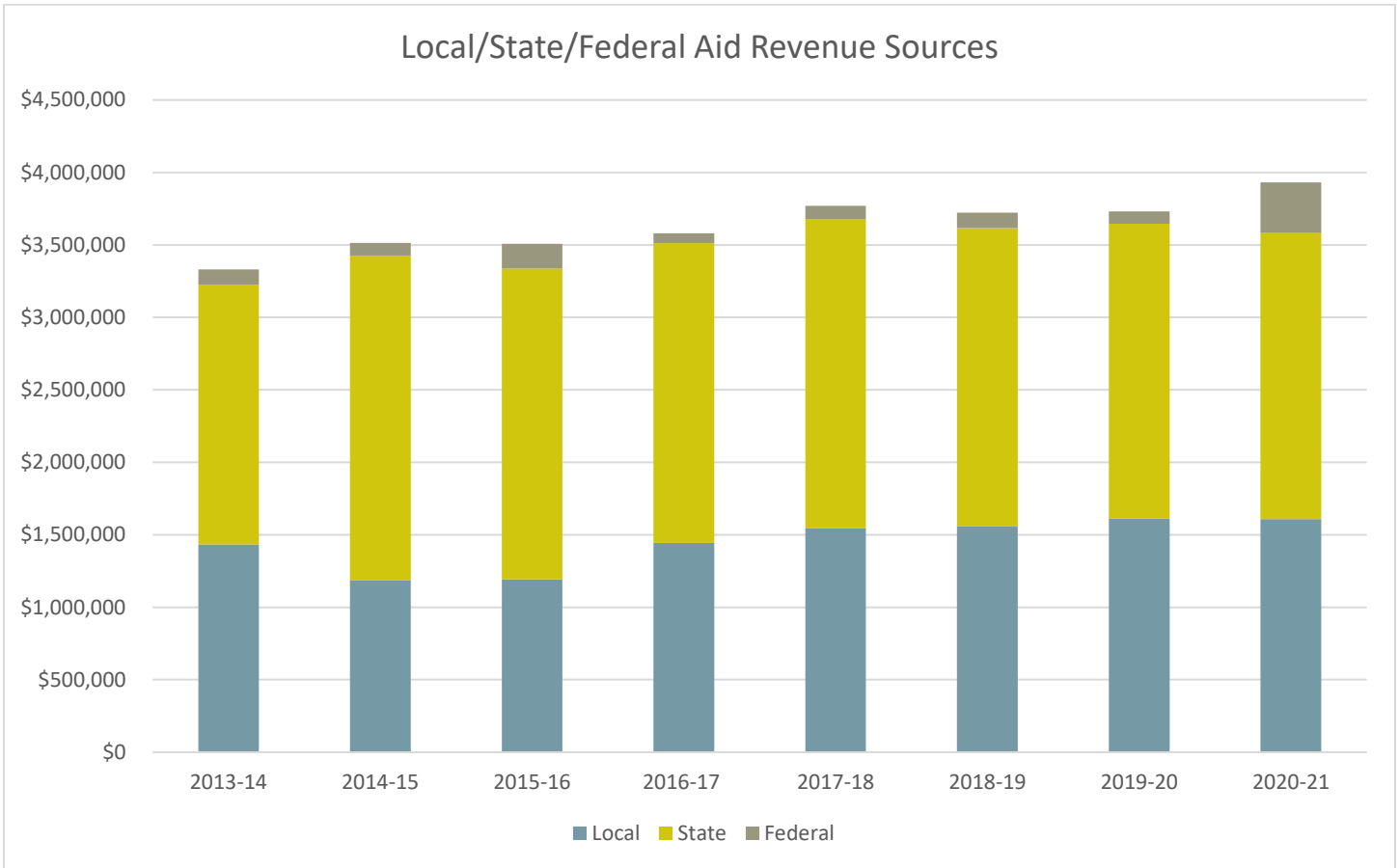
Source: Sargent County Levies and Valuations



LOCAL/STATE/FEDERAL AID REVENUE SOURCES

School Year	Amount		
	Local	State	Federal
2013-14	\$1,433,611	\$1,792,115	\$105,235
2014-15	\$1,184,547	\$2,243,315	\$85,535
2015-16	\$1,192,320	\$2,146,090	\$169,509
2016-17	\$1,445,386	\$2,066,022	\$68,936
2017-18	\$1,545,101	\$2,131,482	\$93,288
2018-19	\$1,556,853	\$2,058,640	\$108,026
2019-20	\$1,611,892	\$2,033,325	\$86,820
2020-21	\$1,609,113	\$1,974,246	\$348,725

Source: NDDPI Finance Facts



Source: NDDPI Finance Facts

DISTRICT FINANCE QUESTIONS

1. What are the financial trends of the District?
 - a. Reduction in state revenue with increased revenue from local sources with total revenue increasing.

2. What are the future financial challenges for the District?
 - a. Maintain a strong financial position while state aid potentially declines.

3. What steps should be taken now and, in the future, to meet the short- and long-term financial needs of the District?
 - a. Continue to explore and implement other revenue sources.

STAFFING

FTE INSTRUCTIONAL STAFF

	Current FTEs	2022-23 Projected	2024-2025 Projected
Teachers	21.3	20.3	20.3
Other Licensed	3.3	3.2	3.2
Admin	2.5	3.0	3.0
Total	27.0	26.5	26.5

Source: NDDPI School Finance Facts

FTE SUPPORT STAFF

	Current Support Staff	2022-23 Projected	2024-2025 Projected
Food Service	3.0	3.0	3.0
Maintenance	3.0	3.0	3.0
Aides	5.0	5.0	5.0
Secretarial/clerical	1.0	1.0	1.0
Transportation	4.0	4.0	4.0
Extracurricular	6.0	6.0	6.0
Other	0.0	0.0	0.0

STAFFING QUESTIONS

1. Does the District need to adjust staffing levels for next year? In three years? In five years?
 - a. FTE Instructional Staff may be reduced/increased based on educational, organizational needs.

FACILITY PLANNING

Facility Name	Grade Level Served	Facility Age/Major Updates	Capacity
Elementary	PreK-5 th	2010	210
High School	6 th – 12 th	1962 and 2010	420

FACILITY PLANNING QUESTIONS

1. List facility upgrades needed (e.g., Fire code, ADA compliance, energy efficiency, air quality, facility security, technology upgrades, etc.).
 - a. Technology upgrades for continued one to one device offering
2. Are areas other than classrooms being used for instructional purposes (e.g., storage rooms, commons areas, etc.)? If yes, explain.
 - a. No.
3. Are portable classrooms being used? If so, how many and for how much longer?
 - a. No.
4. Are new facilities needed due to enrollment projections or other reasons such as a facility's age? Explain. If yes, when will new facility be needed?
 - a. No.
5. Can any current facilities be repurposed? Explain.
 - a. No.
6. Do any current facilities need to be sold? Explain.
 - a. No.
7. Will the District need to increase its building levy (20 mill max) and/or seek voter approval of bond issuance in order to accomplish facility goals?
 - a. No. The current building levy bonds (\$3.8 million bond referendum passed on April 14th, 2009) last bond payment is scheduled for May 2024.

