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ROLL NUMBER

DESCRIPTION

2333

2005 SENATE EDUCATION

SB 2333

2005 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2333

Senate Education

Conference Committee

Hearing Date January 24, 2005

Tape Number	Side A	Side B	Meter #
1	x		0-6249
		x	0-6,190
2	x		0-1182
2		x	0-2738
Committee Clerk Signature <i>Patty Wilkens</i>			

Chairman Freborg opens hearing on SB2333

Regarding consolidation of small elementary schools

Senator Tony Grindberg - Sponsor of this bill - States the reality of demographics as ND changes. His hometown is a product of this bill. He then explains what this bill does.

This bill requires that all land in ND be a part of K-12 district. There are currently 41 districts in ND with less than K-12. Each district will have the opportunity to reorganize with a K-12 district or put the district into disillusion and allow the district patron to determine which surrounding K-12 district the land will be attached to. All elementary schools will remain open unless the patrons of the district vote to close the school. This bill requires a restructure of school district administration. Districts affected by this bill will have 6 years to bring their mill

levies into compliance with the levies of the district which they are attached. In the first year after reorganization or disillusion the district will need to move one-sixth of the way to meeting their new districts levies. In the second year the districts will need to move one-fifth of the remaining distance. Process continues up to 6 years when all levies of the former K-8 districts would need to be in compliance with the levies to the districts to which they were attached. The Dept. Of Public Instruction is equipped to provide support to these districts through these processes. The 41 districts that are now K-8 represent 19% of the total districts in ND. They have a total enrollment of 2,115 students which is 2.1 % of the total enrollment. Over 1400 of these students already attend school outside their districts.

(meter #500)

He then gives other points in his overview which is in his handouts. See attached handout.

Senator Seymour- Asked how this bill would help economic development in ND.

Senator Grindberg - Replied that the more dollars available to become more efficient enhance education would help each of the regions in our state better in the long run, but is a hard question to answer how it helps economic development specifically.

Senator Lee - Asked if all high school districts offer kindergarten and if they don't this bill says we are requiring everyone to have kindergarten. He also asked to clarify that if this were to pass the districts would reorganize but that would encumber the new school district with that old school building that could remain open indefinitely. So the expenses of that would carry forward indefinitely.

Senator Grindberg - Replied unless approved by a different situation by the voters in the new district.

Senator Flakoll - Asked if there is data with respect to the enrollment trends in those 41 districts.

Projected enrollment trends for 6 or 10 years out. Also asked what they anticipate if 2 or more schools were to join together with respect to different salary schedules.

Senator Grindberg - Replied that the local school board would deal with that issue.

Senator Seymour - Also wanted to know how salaries would be handled on a local level.

Senator Grindberg - Had not given it a lot of thought but thinks that the right decisions would be made by the people involved.

Senator Freborg - Asked if they wouldn't all be on the same salary schedule.

Senator Grindberg - Believes it should be handled by the school board on how to administer that.

(meter #1185)

Senator Cook - Testify in support 2333. He would like to make sure that in no way he believes that a K-8 or a grade school district offers any education that is any less in quality than a K-12. He talked about the K-8 school district of Litchville. He brought up the lawsuit filed against ND regarding school funding equity. He said another challenge as legislators is to make sure all tax payers in ND are also treated equitable. He told of the problem between Litchville and Marion having different mill levies, that it was the reason the two schools did not consolidate. The equity issue is any landowner in the Marion school district were paying a higher rate on their land than their counterparts in the Litchfield school district and getting the very same equal education opportunities. He believed anyone in Marion could have filed a lawsuit and they would have won. That is the policy challenge that must be addressed.

(meter #1610)

Representative Ole AArsvold - He is in favor of this bill. Believes there are huge disparities across the state in terms of school organization and the funding provided. Also mentioned that there are a lot of families that are not represented on a school board because they are not part of that district.

(meter #1870)

Dr. Wayne Sanstead - Superintendent Dept. Of Public Instruction - In favor of SB2333. See written testimony. He would like it given serious consideration. Change is always difficult however in the continuing quest to maintain quality for all of our students we need to review all aspects of K-12 education service delivery. We need to make these changes to ensure uniform as well as an efficient system of education for all ND students.

Senator Seymour - Asked if he had a written plan to take care of all the people involved.

Dr. Sanstead - Replied that decision would be left to those who put together the reorganization of this bill envisions. Stating that the purpose is not the securing of jobs or even the paying of people who work in education, he thinks that should remain as a function of the local authorities.

Senator Flakoll - Asked how we address that argument in terms of what JPA's offer verses what is being proposed here.

Dr. Sanstead - Thinks the JPA movement while clearly growing and instrumental in providing better services for students would not be able to cover the full K-8 sector. Stated there are only 2 in the state that do not provide kindergarten at this time, one is a private school, and on K-8 district that work in a collaborative relationship with agreement with a neighboring high school district. JPA movement could help address some of the inequities both in terms of opportunity

and program areas is clearly too far off in the distance to address the financial equity that is so apparent in this bill.

Senator Fakoll - Asked about salary levels between districts. Would they be raised.

Dr. Sanstead - Thought it would probably move upward to attract people.

Senator Taylor - Asked what the K-8 s' have been reorganized.

Dr. Sanstead - In his recollection they have gone from approximately 70 districts down to the 41 number we have now.

Senator Taylor - Asked if there was any study done on gifted and talented or music students that they have performed better in an elementary that's in a K-12 district.

Dr. Sanstead - To his knowledge there as been no definitive study.

Senator Erbele - Wanted to clarify if the decision for closure of an elementary school, does that district have any other say so in the process other than just for the closure of that building.

Dr. Sanstead - Felt the process would entail the representation on school boards and school board election decision making. From that perspective they may well be able exercise more than the required vote.

Senator Erbele - Asked if this forces the closure because of added financial burden or do you think this could successfully go on as long as they would potentially go without this bill.

Dr. Sanstead - He believes it will be moving in that direction very clearly just from the operational cost of finance. Many are making a strong effort to stay open.

Senator Erbele - Wanted to clarify a bill passed last session when it was mandated 140 mils Does that apply to the K-8 schools as well.

Dr. Sanstead - Stated a number of districts who are not receiving the payments based on failure to meet the 140 mil requirement. Some are K-8.

Senator Flakoll - Wanted to know if he has had feedback with respect to concerns about undo advantages for the current 41 districts verses those in larger school districts.

Dr. Sanstead - He thinks this would enhance the opportunity for K-8 district representation on school boards in neighboring high school districts.

Senator Freborg - Asked if in Dr. Sanstead's opinion if the courts in the lawsuit if these K-8 schools would have any bearing on a part of the Supreme Court's decision, will they look at equity and funding and this would be a part of it.

Dr. Sanstead - Felt Senator Freborg raised an important point. The cost per pupil is one of the factors that the courts look at very clearly across the country as they decide school finance suits. The fact that we have a K-8 district with a \$36,000 per pupil available resource is going to catch some attention.

Senator Freborg - Asked the average per pupil in the state.

Dr. Sanstead - Average is \$7,000 for a K-8 and K-12 is \$6,000.

(meter #3423)

Senator Flakoll - Is curious why there is a 6 year window.

Senator Grindberg - Stated that one of the considerations of the sudden impact of taxation on the K-8 district residents.

Senator Lee - Asked if this requires the school districts to jump in line almost immediately within the next school year, would it be more advantageous to give them more time.

Dr. Sanstead - He thinks the folks that live in these districts recognize full well the fact that its not just a tax consideration that should involve their decision making.

Senator Flakoll - Asked in respect to the taxable value per pupil is there any instances where their taxable value or mil levy is lower than districts that they may partner up with.

Dr. Sanstead - Pointed out his overview page and said that others could give how many districts that may well be the case in.

Senator Freborg - Told Senator Flakoll there almost 25% of the K-8 districts are on a higher levy than the district they would be apt to join.

Senator Erbele - Would like clarified if the original elementary district, those people are the only ones to determine if a school closes, is that the only power they have. Once they go to the high school district that school board is charge of all the finances and hiring. Wondered if the original district had any control.

Dr. Sanstead - Said it depended on whether the K-8 program continued.

(meter #3892)

Chuck Miller - Nedrose School - speaks against this bill - He says their mil levy is almost exactly the same as Minot Public Schools, less than a mil difference. His district has 261 students.

He says there are high school districts whose mil levy is substantially below theirs. Some have mil levy rates that are just slightly above the 140 minimum. He has not heard that issue addressed. He thinks there are those who believe this bill is somehow going to elevate the challenge of the law suit that is out there by some way attacking and closing the graded

elementary'. He said some high school districts also have very low mil levy rates. He says the graded elementarys that surround Minot are very close to Minot's mils and some have higher. He questions the administrative savings. He says the elimination of the school district is the only way your going to eliminate administrative costs. Local control is a very important part of this bill. He firmly believes that the people of this state when its time to consolodate graded elementarys will that decision and it doesn't need to be forced upon them. He says there are no assurances to what's going to happen in these graded elementary other than the building will be kept open. He sees a lot of things unanswered. Most of their high school students go to Minot. Because Minot has open enrollment they would not get tuition dollars from them anymore. Minot would be getting the same amount of students but would be losing close to a million dollars in tuition from the surrounding school districts that are right now paying to educate their students. He says ultimately your going to have a land base our tax base is going to a small high school district, they will get the tax revenues, our high school kids will go in to Minot, Minot isn't going to get the tuition dollars.

Senator Erbele - Asked why should there be an elementary district when the standard is a high school education. Asked what is the advantage of an elementary district.

Miller - To allow those parents who live rural distant areas to decide how they want their kids educated, where they want them educated. He sees joint powers as something positive and something that will encourage cooperation.

Senator Flakoll - Would like to know the administrative costs per pupil and the taxable value per pupil.

Miller - Replied their cost per pupil is the lowest \$4400.

Page 9

Senate Education

Bill/Resolution Number SB 2333

Hearing Date January 24, 2005

(meter #5611)

Dean Bard - Representing ND Small Organized Schools - See written testimony. Testifying against.

(meter #6249 end of side A)

(side B, tape 1)

Robert Thompson - See written testimony.

Senator Freborg - Said he does not believe its a panic decision. He did bring up some good points in Thompson's testimony.

Senator Lee - Asked if it would make a difference in his opinion of the bill if it were amended with a 5 year window.

Thompson - Thought that would be great. He said they are not opposed to reorganization.

Robert Powers - See written testimony. Not in favor of.

(meter #600)

Senator Freborg - Thought maybe the bill could be amended to allow for kids attending school in another state.

Powers - Would like it mentioned on how this bill would effect the kids.

Mike Kraft - See written testimony.

Senator Erbele - Asked if any students in his districts that open enroll out.

Kraft - Stated yes, because parents work in Bismarck. Also have some Bismarck students that come to his district.

Senator Lee - Asked if JP with Bismarck has helped to answer any of your questions.

Kraft - Said they have no distrust of surrounding districts so it neither enhanced or diminished that.

Rich Solberg - Superintendent Bell School - He challenges the fact there is no fiscal impact on the basis of their salaries being lower than Minot Schools.. He thinks Minot may not be ready for the fiscal impact of probably a \$100 thousand difference in salary. He then addressed bussing and what would happen there. Also another issue not talked about is open enrollment in terms of enrolling in. He talked of a nationwide trend towards smaller schools.

Senator Freborg - Asked if Minot has in city bussing for their students.

Solberg - Said that most large cities do not have bussing programs. Except for some special needs children.

Senator Freborg - Said if its offered to some it should be offered to all.

Solberg - Was unsure if Minot would have to bus Bell students to Minot.

Melissa Majjo - Teacher and parent. She said she believes that the small school her kids are enrolled in are not missing a thing.

Katie Ruby - Student at Eureka Elementary School - Rural Minot- Told how she loves attending her rural school.

Rep. Dan Ruby - This legislation affects his family and his legislative district. Said he understands the reason for the bill however he thinks we are punishing school districts that find efficiencies and ways to operate that other schools haven't found. Eureka school has no bussing, no school lunch. The school districts have been operating very well. He said that isn't an issue that its only a tax issue.

Senator Erbele - Asked if he thought there is anything else driving this except the equity issue.

Rep. Ruby - Believes that is the issue, possibly the lawsuit.

Senator Erbele - Asked if he was receiving any pressure from Minot or any other high school district.

Rep. Ruby - Said no there hasn't been any push from those districts. No pressure locally.

Senator Erbele - Asked if all your tuition is being paid by the district or are parents having to chip in.

Rep. Ruby - Stated in his experience the district picks up all.

(meter #3570)

Nancy Crighton - See written testimony.

Glen Keeter - He believes this bill is not for education it is for taxation. He said it is up to the parents and school boards to decide when and where to consolidate.

John Kraven - Apple Creek School - Said that if you take away the academic part of it what attracted them to that school was the sense of community. Felt we would lose more small communities

Senator Erbele - Asked Mr. Kraven if he pays any money to Apple Creek being a resident of Bismarck.

Kraven - Thought the money follows the student.

Steve Paul - See written testimony. Believes this bill is an attempt at perceived fairness.

Says there is no economic measure to this bill.

(meter #4680)

Paul - Students from 3 districts are attending school in one school. If the board of directors who have the financial power make it so it is not feasible to have that school there then the school will not be there.

Senator Freborg - Disagreed with this according to the bill. It would not be a financial difficulty in your case if you were to go to another school district because they would pick up around 125 mills on the taxable valuation in your 3 districts.

Paul - Said that is correct but they can not haul our students or educate them.

(meter #5300)

Sarah Nordby - See written testimony.

Jerome Pool - Union School District - He is currently in a school district that are in disillusion and annexation.

(end of tape 1, side B, 6190)

(tape 2)

Jerome Pool - Continued. Would like to have local control. Says other districts would pirate kids out of there district. Says he has a land investment and every year he has to pay for education. He thinks maybe people should be accessed according to their education. Against this bill.

Senator Erbele - Asked for some background on his school.

Pool - Said they were down to one but have some coming in.

Senator Erbele - Asked if they ran out of money.

Pool - Replied no.

(meter #485)

Renae Kraven - Applecreek School District - She chose to move back to this state. They moved to a place where they had a choice and believes that is being taken away.

Lucas Lange - Sterling-Young person who states that small towns are the backbone of ND. Believes if this bill passes small towns will die.

Closed the hearing 2333

(meter #1182)

Testimony submitted: Steve Paul, DPI, Heidi Greff, Mike Kraft, Bob Powers, Stephanie Nottstad, Sandy Clark, Bob Thompson, Darrel Minow, Mark Luther, Sarah Nordby, Nancy Crighton, Dean Bard.

(tape 2 , side B, meter 0)

Committee work on 2333

Senator Freborg - Asked about any amendments being considered.

Senator Lee - Said that if this bill passes we need to get it in the best shape as they can.

Addressed concern about the implication time. Thinks the time frame should be elongated.

Senator Freborg - Agrees that the time needs to be extended but not 5 years. Thought maybe there should be an amendment to say that any school that it is an agreement during this 5 year period can continue that.

Senator Lee - Agreed.

Senator Freborg - Said he doesn't want to see 2 small districts become one small district. We would be defeating what we're trying to do today.

Senator Lee - Asked if they have an agreement already in process, they would have some time

frame to work through that process. If they haven't started the process by now they would be impacted the next school year.

Senator Freborg - Replied yes but thinks that should be changed because its not feasible to believe they can do this by the next school year. The process alone takes time.

Senator Flakoll - Would like an amendment to require one person from each of the 41 districts to on the newly formed board.

Senator Freborg - Said they would have to restructure the whole district because they are now elected from certain areas of the district even though they vote at large.

Senator Lee - Said not in all cases

Senator Freborg- Agreed, except in those cases that do. Said it does little good to pass something then have an amendment drafted.

Senator Flakoll - Wanted to know what would happen to teachers from one district to another.

Senator Freborg - Assumes the districts are not going to close. Therefore there would be no change in the teachers, there would be a change in the salary structure which will probably go up.

Senator Freborg - Discussed the open enrollment.

Senator Flakoll - Said that in the Earl school district with approx. with a quarter million ending fund balance per student, you could probably buy yourself two students. Is there anything in law to preclude the school district from having financial incentive for tuition.

Senator Freborg - Replied the law is very interesting in that you are required to charge tuition but your not required to collect it.

Senator Freborg - Said he should have asked the question if districts that aren't on 140 mil are losing foundation aid and they are still doing very well. They are losing the difference from 42 to

140 mils in foundation aid. He mentioned a smaller district having a taxable valuation, 7 students, 3 million dollars. He said we have all kinds of schools with 250 kids with that same taxable valuation.

Senator Flakoll - Asked how a school district in 1995 now has less taxable valuation.

Discussion followed on possibilities why.

Senator Freborg - Asked who is getting amendments drafted.

Senator Flakoll - Working on school boards.

Senator Lee - Working on wording for time frame.

Senator Seymour - Brought up teacher compensation.

Senator Freborg - Does not know how to handle that. He believes jobs will be secure.

Senator Seymour - Says he sees teachers not needed when lower grades go to high school.

Senator Freborg - Asked if those grades would erode to point where they'll do it with out this bill.

Senator Seymour - Said it could happen.

Senator Freborg - He said some schools are K-6 already.

Senator Seymour - Was not impressed with DPI 's presentation.

Senator Freborg - Said he just trying to get the bill in good shape in case it is passed.

Senator Seymour - Addressed bussing.

Senator Freborg - Stated that if they are bussing any children now they must offer transportation to every student who qualifies. If you transport some you have to transport all.

Senator Seymour - Concerned on how long their on the bus.

Senator Erbele - Asked if students in the larger district could choose to attend the elementary school in the smaller district.

Senator Freborg - Said he doesn't think school districts would allow that.

Senator Freborg - Said he was surprised that the larger districts were not here testifying.

Meeting adjourned

(meter #2738)

2005 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB2333

Senate Education Committee

Conference Committee

Hearing Date 01/24/05

Tape Number	Side A	Side B	Meter #
2	x		4850-6227
		x	0-35
Committee Clerk Signature <i>Patty Wilkins</i>			

Minutes: Regarding consolidation of small elementary schools

Senator Freborg : Afternoon discussion **SB 2333**

Senator Freborg : We do have an amendment and I hesitate to act on it b/c I told a couple of people including the press we would not be doing anything on SB 2333. This amendment would take care of the students that would be attending a school district in a bordering state and we really don't want to change that, don't want to take the opportunity away from them, and in one of those situations the community is right on the border and the children only have to go across the street to go to school. We certainly don't want them going 20 or 30 miles, so that's what this does, it was drafted by DPI. This should take care of the problem, of course it is up to all of you, I believe we should put it on. I did get some letters and I assume you got some e-mail that came from out of state. I am sure that this is there problem, they believe that we would not allow for those children to continue to attend their school.

Senator Taylor : I am not really familiar with this part of the code but as I am reading it, it says state tuition fund made on behalf of the student to the students chosen school district unless the chosen school district is in a bordering state, they would be able to choose that bordering state school district but they would not get the foundation aid pymt.?

Senator Freborg : No, the payment from the tuition fund. Foundation aid I believe always follows the student without exception, but I could be wrong. If a student is in a district in a school in a bordering state they would receive no money, this is new language and I am assuming that DPI wants remove any money going out of state in those elementary districts. Which would encourage them to do something, you see if they reorganize they could still attend that school, but then the new district would be paying tuition The bordering states want these children or we wouldn't be getting letters and e-mail's.

Senator Taylor : So the school districts would be paying the tuition, that bordering state school is going to get paid but it won't be coming out of a state tuition fund, it will be coming out of local districts.

Senator Freborg : The only way they wouldn't is if the school districts of residence did not approve the opportunity for those children to attend, I am assuming they would all want them to, and they pay the tuition. I am not sure if someone else knows if they cut a deal with both of those states to set a rate of tuition, theirs could be different than ours, it seems to me at one time they were working on a solution and probably had it in effect. Tuition in a bordering state couldn't exceed tuition payments in the state of ND. I am not sure that is what we have.

Senator G. Lee : I don't understand this, it doesn't make sense to me, I mean. Forward pymts from the state tuition fund made on behalf of the student to the students chosen school district,

unless the chosen school district is in an bordering state, does that mean we don't send them anything? If there in Montana, and the kid lives in Fairview and goes to Sydney, does that mean they don't get anything? Doesn't seem right.

Senator Freborg : I am sure the amendment is right Senator Lee. Remember the committee determines if the student meets the terms of subdivision B and that says student is attending a school in a bordering state since then including the 99-01 school yr. must be permitted to continue attending school in the district of the bordering state. Also the student may attend school in the bordering state and the board of the student school district or resident shall pay the tuition. That didn't help you at all, did it.

Senator G. Lee : It does say they get money, they get paid tuition from ND to Montana.

Senator Freborg : I should look in the supplement, if there is nothing in the supplement the Superintendent of Public Instruction will forward all state aid payments for a student attending an out of state school to the student school district of resident. They don't ever pay the school in a bordering state, b/c perhaps all of our payment doesn't match the tuition payment. It would not, b/c it is only about 45 % of cost in ND. Contracts between school districts must provide for the payment of tuition on an agreed upon amount.

Senator G. Lee : I think I have the language figured out. DPI won't send the money as you say to the bordering school district it will go to the district from which the kid is leaving to go to Sydney. How the payment is made, is that between the school district and the Sydney school district then? How does the money flow to Sydney or doesn't it.

Senator Freborg : School district pays the tuition where ever the contract calls for. They have the contract for these students.

Page 4

Senate Education Committee

Bill/Resolution Number SB 2333

Hearing Date 01/24/05

Senator Freborg : I told the press that we would take no subtending action on this bill, I did say we may discuss so that we could get a feeling of where members may be. So we will get the opportunity to get all the answers to the amendments that were proposed.

Senator Freborg : We will hold this.

2005 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2333

Senate Education Committee

Conference Committee

Hearing Date 1/25/05

Tape Number	Side A	Side B	Meter #
3	x		1475-5000
Committee Clerk Signature <i>Patty Wilkins</i>			

Minutes: Regarding consolidation of small elementary schools

Senator Layton Freborg, Chairman called the meeting to order on **SB 2333**

More discussion on SB 2333

Senator Seymour : The fiscal note says zero, I am the only one that can actually see the \$'s there. When you look at the salary increases in the Minot area alone of Nedros school with the # of faculty, Bell and South Prairie, this is a lot of money, how do you factor that in, since you were the vision that put this together.

Tom Decker : I am not sure that I should get all the credit. I think that if we look state wide, there will be salary increases, for the staff they keep. I think this could be off set when it is hard to know weather that's exactly in terms of pluses and minuses by other economies that are made across the operation. There will fewer cooks and janitors and less transportation and a # of other things. It is really hard to tell if this is going to be a cost or a savings, this will be real close.

Minot may incur some costs, I don't think that will be generally true.

Senator Taylor : Some of the discussion we have had on this, as the bill reads now elementary school cannot be closed without a vote by the qualified electors of the district that participate in the reorganization. Do you see the language that is in here right now that this is for perpetuity of that newly organized district that the one that came in that is not a k-12 or 1-12 that the electors in that district, that can vote for whatever period of time they will have to say is to weather that school will stay open or closed?

Tom Decker : I don't see a limitation, if that school remains in continuous operation and with the effective date of this bill of passage to the point of the electors in the original district actually vote to close it, some grade level of serves that qualify us under our definition of grade level serves will have to continue to be provided there.

Senator Taylor : You mention some level of serves, would that be an opportunity of the services that they are currently providing meet the services required say for k-6 if those requirements change, would this limit them from being continued in continuous operation?

Tom Decker : This says that services will continued to be provided. Our definition of operating school, is that they would be offering or provide some grade level service, I think there is opportunity to reconfigure the grade level that are being provided as long as they remain open and offer some grade level service.

Senator Taylor : There are a lot of folks looking for the boogie man in that paragraph. They want to make sure this is as clear as it can be.

Senator Erbele : The only control then that the elementary district will have is in the decision of weather or not to close that school that the day to day operation will be decided by the greater

district. That governing board could choose not to stop it and then force the hand of the people in the original district?

Tom Decker : If the law says that they need to continue, to provide some grade level services, the district that is operating that site, is going to need to decide what grade level services will continue to be provided there, and staff appropriately. They want that school to be approved or accredited.

Senator Freborg : There is a feeling and concern that the services in the elementary districts will be somewhat less than services in the district and that way they will force them out of existence. They will make it so bad that they will want to go, I doubt that is possible is it?

Tom Decker : If the school board wants to invite some kind of discrimination lawsuit or something they may want to play that game, otherwise they are to provide the same set of services to this school that they are providing to all the other elementary schools. We intend to talk to the receiving districts about managing the communications and public relations aspect of this and ask them one in fact, not to be doing these kinds of things. There are legitimate ways that they can provide incentive for the voters to vote to close that school, but one is not in the fashion that was suggested here.

Senator Freborg : You did say legitimate way?

Tom Decker : Yes

Senator Flakoll : Could there be a scenario where a small size school join a medium size school, and use the small school for the kindergarten programs and just that and then send everyone else to the medium size school?

Tom Decker : I do believe that would qualify as providing grade level services. In some of these circumstances where there is a larger grade elementary close to our cities. There are a # of possibilities w/ flexibility with services there, again should be discussed with the patrons of the districts. Many of them have enough students to justify operation, they would just be absorbed into the bigger districts administrative operations and serviced by that larger district. They could still use that facility for k-3 or kindergarten, or something else. Hopefully if they would do that it would be with the concurrence of the community, but that wouldn't require a vote b/c they would still be providing grade level services.

Senator Flakoll : Could you give me a thought or to what extent that some schools may have to shop around b/c they are not limited to just saying that you are close to here so you need to hook up with that district? What % of them would have more than one option do we know?

Tom Decker : That is an excellent ?. They have reorganization, as one of the options to comply with the bill, if this passes. Reorganization really and generally loves whole districts joining together, so presumably around Minot one of the options is for those 5 districts to go through reorganization of Minot Public Schools, that is viable, and become one district that way. Minot would absorb those facilities, if they choose to close one or more facility that would require a vote. A lot of possibilities, they may need to provide their own transportation, if it gets to dissolution, those circumstances where we have really pretty small districts that are up against pretty large districts, their option will be dissolution. Reorganization is an arrangement or relationship that takes place between two districts that have something to offer. This is like horse trading, you have to have two live horses before you can start horse trading. We have a situation where there is a pretty small district and small enrollment and the bigger district where they are

likely to go just doesn't have enough interest in a long term operation, they might pull out of the district to dissolve. The patrons of the district should decide to voluntarily dissolve, let the patrons of that district where they want their land to be attached. Then go through the dissolution process and the district might go several different directions. School facility will continue to be operated unless those voters voted to close it. Some of these dissolution circumstances, one can very easily see circumstance where the voters would agree to that, if what the districts to where the land is going or accommodating are providing transportation or some of those sorts of things. A comment yesterday that these processes take yrs. in fact they don't. We work through dissolution of districts within a calendar yr. or within 18 months.

Senator Erbele : Kids that become High School age, from a elementary district go onto a Public School district, they pay tuition, does that tuition payment cover all the costs or is that receiving district loosing money on some high schoolers? Is there any financial ramifications?

Tom Decker : That really cuts both ways, equity means fairness to everybody, so there are places where the levy is very low and they have the resources to pay the tuition. In those circumstances they are paying tuition for their students to go to a high school, for as many high school students as they have as long as they have high school students. We are getting some places in ND where there are some pretty big chunks of land, we have very very few. On the other hand someone like myself in river city pays 270 mills for school taxes twelve months of the yr, every yr, year in and year out even though my kids are in their 30's. There is an issue, the other side of the issue is that a large school district that is surrounded by these k-8's should not be in position of having these k-8 districts be their cash cow, if I can use that terminology. Where they are in a situation where they are making more money by having these districts pay tuition, than they would be if they

simply had the property in their district and collected the taxes. This process we are looking at balances those.

Senator Seymour : Do you ever consider the economic development part of this? Look at all the districts that you have worked with of reorganization in the state. A say we got in the Jeep Wrangler and you and I traveled the state to see what was left of those districts, they got the raw end of a reorganization, would we see a lot of devastation there. As far as the buildings or of what is left of the town, that kind of thing, or don't you understand what I am talking about.

Tom Decker : I do, two points, # 1 if we traveled the state it would be in a Dodge Diesel, #2 K-12 funding is not or should not be viewed as fundamentally economic development. K-12 education in providing service as efficiently as we can provide it to the students where they are to be efficient and effective. We have limited resources to do that, we are now stretching the resources beyond complicity, part of the problem is ongoing operations that are largely inefficient and effective.

Senator Taylor : You mentioned legitimate ways that the receiving school district could incentivize that smaller school districts to want to close that school. You must have some ideas in mind. I am curious to hear some of those, so that we would know that hopefully it won't be by coercion have feared, how do you see this happening in a positive way to make that decision?

Tom Decker : ND geography, that some of these schools they will need to stay open b/c of the geography. Lots of others have some flexibility, all of the K-8 around Bismarck could be closed and they could absorb those students and never really know anything changed. Bismarck is crowded in a few facilities right now, but they have got a few that are nearly empty. Bismarck may also decide that this is a good opportunity to put a school up if it continues to grow. Bismarck

could agree that it is time to put a school at Lincoln or somewhere in that area, but negotiate with those outlying districts that they would close those facility that we will build a brand new facility for all your students out here east of town. Change is difficult and will be difficult, it just not need to be coercive or feel coercion for any of these people involved, there is enough flexibility to negotiate through these issues, and resolve in a way that people can live with. They may not have necessary chosen that but that's how things go.

Senator Freborg : Do we have students in Bismarck school district open enrolling to Apple Creek?

Tom Decker : Apple Creek does has an enrollment of 51. They have 14 students open enrolled in and 27 open enrolled out. Now understand that those 27 students are students in grades that they provide services for. So that the potential Apple Creek students who elected to go elsewhere. That is true of almost of everyone of these K-8 districts, they have both open enrolled students in and out, they have more out that in.

Senator Freborg : Why might Bismarck open enroll at Apple Creek?

Tom Decker : Their parents might live across the street, maybe grandma lives out there for after school care. There might be something to said about being in smaller school community but like the persons that you talked about, let me explain a little further. The school districts in ND that are stable and are growing are Fargo, West Fargo, suburban communities around the big cities, like Kindred, Casselton, that is where young families with children are moving to b/c that is where their districts are almost closest to them. Very little growth in the any of these schools.

Senator Seymour : One thing, I just got this feeling and I may be wrong, that there was not much planning when we put this bill together what was going to happen to the teachers,

custodians and so on, but you have done a lot of reorganization, so you know in theory what's going to happen. Is there a handbook on reorganization that you hand out. Do you have a closet with a secret plan in it or what do you got?

Tom Decker : I have worked with reorganization and dissolution since I came to the department in 1989 in other capacities since the late 70's. I have been in school gyms discussing reorganization plans with the bleachers full and a deputy sheriff in every door. We do have a workbook that we have developed that allows districts to reorganization plans, we have been through voluntary dissolution to the point that we feel very comfortable with every aspect of that.. There are a good deal of forms that we have developed to help ease that process. It is difficult but there are no big surprises. One discussion that we had yesterday about an example of the Minot area, about land possibly attaching to the surrounding small high school district and the students going to Minot. That will not happen. That will simply not happen the state board is very very good about enforcing the concept that taxable property proportionately follows the students. I talk about that all the time where ever I go, taxable property in school districts exits to raise the local share of the money to educate the students who live in that district. If you are dissolving or reorganizing that district why would you separate the taxable property from the students. The state board just will not let that happen state law makes a provisions for us to work through that.

Senator Taylor : Just b/c you mentioned it, not completely as non-serious the comment, yourself living in Bismarck district with 270 mills and I know they educate the students in where they are and in terms of equity and providing that education. As you come across people who complain

about 270 mills would you ever consider telling them that they could move Horace Creek and pay 34 mills, as an option as a taxpayer, not as a parent that would be a taxpayer.

Tom Decker : I think that if they could find a job, that some of them would.

Senator Seymour : If this bill passes, what would the procedure be, like up at Minot area, a scenario, Nedros, Bell, and South Prairie, would there be a public meeting.

Tom Decker : The folks around Minot might be in the best position of any districts in the state of ND to work through this b/c they have a JPA that's made up of Minot Public Schools. They share a lot of stuff already, in many ways it is hard to tell they are not already part of Minot.

There are some details related to autonomy that obviously still need to work through but I don't think, well let me put it this way, if they get some help, in developing plan, and helping facilitating discussion through some of those difficult issues, the patrons and the students they hardly know that anything has happened. Three of those schools are going to stay open for some period of time but b/c they are needed. The other school Eureka, that is marginal, one circumstances where a special purpose operation could be run in that facility Special Ed or something else. There will be more challenging issues in some other places, but the large districts that take this land in are not going to be really challenged, the difficult issues to deal with are the folks in the districts who are dissolving. They really relate to autonomy and frankly this is a big issue in many of these places is taxes. I just got done working through most of the details of dissolution of the Union School district on the SD border. Their graded elementary school is three miles from Polluck where their High School kids go. When you look at it from here, it makes you wonder why all these yrs. they have kept that grade school open, but when you go down and visit before and after the meetings it is pretty clear that it has to do with property taxes.

Senator Freborg : Do you have anything to offer that the committee didn't ask about?

Tom Decker : Comment briefly on the circumstances that you are questioning with the three rural schools, like Horace Creek. There is three autonomous school districts, that are required by law to provide grade level services within their district or dissolve, two of those three districts are not providing grade level services. The JPA does not anyway absolve those districts from meeting the requirements of the century code, about being an operating school district.

Senator Freborg : What's going to happen to them?

Tom Decker : I can say for sure what is going to happen, what the law would say is that two of those districts are really going to need to dissolve. The law says that new K-8 districts can't be formed, but the law still allows land from dissolving districts to be attached to an elementary district. So really the two can dissolve and attach to the one where the kids are going and that probably won't go away unless the law changes again.

Senator G. Lee : Is there a time period in which they have to respond to be in compliance with the law to dissolve?

Tom Decker : The law states that if they are not in operating status for a year, if they don't voluntary go into dissolution, the DPI forces the issue.

Senator Freborg : If two districts dissolve and the students are attending school in the remaining district, what happens?

Tom Decker : If the two districts go into dissolution the patrons of those two districts will have the say in where or to which other operating district their land would be attached. I would say that they would attach their land to the one that is operating it simply would become one larger say in a district and they could operate what ever school they wanted.

Senator Freborg : Does that not have to be approved?

Tom Decker : It has to be approved by the state board, and the key issue is that with students who are in that districts who continue attending the school within the district with the issue that I talked about earlier. If a lot of patrons decide for whatever reason they want their land attached when these districts dissolve to some other districts then some students follow then some of the taxable value would follow and reduce the size of the district that is being formed that pretty likely most of those three districts in the circumstances we talked about here, would become a single larger district.

Senator Freborg : By larger, then we mean 15 students?

Tom Decker : There will be a total of 13 students within three districts.

Senator Freborg : I was being kind, I thought it was 15.

Senator Erbele : In your own words could you give us a short simple layman's answer to someone who is only mildly interested in what's going on. If they ask you what is good about SB 2333?

Tom Decker : Tough question, the overriding issue is that meeting our constitutional allegation will set the uniform system of schools for ND students, our expectation of the uniform system is K-12 education therefore all school districts should be K-12.

Senator Erbele : So you are basing it on the constitution?

Tom Decker : Yes

Senator Freborg : We will not get this bill out today.

Senator Freborg : closed the hearing on SB 2333

2005 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2333

Senate Education Committee

Conference Committee

Hearing Date 01/26/05

Tape Number	Side A	Side B	Meter #
1		x	5320-5970
Committee Clerk Signature <i>Patty Wilkins</i>			

Minutes: Regarding consolidation of small elementary schools

More discussion on SB 2333

Senator Erbele : I would so move to pass the amendments

Senator Freborg : What are we doing with this bill.

Senator G. Lee : Avoiding it.

Senator Freborg : This is kind of a wet bundle.

Senator Freborg : Did we have an amendment on this from Tom Decker?

Senator G. Lee : No, but I have one.

Senator Freborg : The reason I ask is b/c Tom reminded me of an amendment that we have.

Senator Seymour : Yes, there is an amendment.

Senator G. Lee : OK

Senator Seymour : I forget where this came from but it does look like Dirk did this. Do you have it.

Page 2
Senate Education Committee
Bill/Resolution Number SB 2333
Hearing Date 01/26/05

Senator G. Lee : Yes

Senator Seymour : Yes, this is from the bordering states.

Senator Freborg : We do need to adopt this. Dirk could you get me a copy of that amendment please.

Senator Freborg : We do have it here.

Senator Erbele : Are we considering the amendment?

Senator Freborg : Yes, I believe we need to pass this amendment.

Senator Erbele moved to pass the amendments of bordering states.

Seconded by, **Senator Seymour**

Clerk took the roll on the Decker amendment for a Do Pass on **SB 2333**

No further discussion roll call was taken, vote : **4 yea 0 nay 2 absent**

The meeting was adjourned.

2005 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2333

Senate Education Committee

Conference Committee

Hearing Date 01/26/05

Tape Number	Side A	Side B	Meter #
2	x		1100-1860
Committee Clerk Signature <i>Patty Wilkens</i>			

Minutes: Regarding consolidation of small elementary schools

More Discussion in the Afternoon

Senator G. Lee : During the testimony there were some issue raised in regard to the in section 1 line 3 with one yr. notification in which people had to comply with this bill, if it had tern to law.

This seemed like a pretty restricted time frame. This amendment offers a change to that one yr time frame. One yr. to three yrs.

Senator G. Lee : I would move this amendment, changing sec.1 line16 to three yrs.

50232.0101.

Senator Seymour, Second the vote

Senator Freborg : Did correct Senator G. Lee on the line from 3 to line 16.

Senator Freborg : Is going to oppose this three yrs. said that 3 yrs is too long and thinks this should be more like a yr.

Senator Flakoll : Or they may come with two yrs.

Senator Freborg : Or they may come with eighteen months

Senator G. Lee : In testimony there was a gentleman that said some of the school districts that they may consider reorganizing were in a five yr range, this would prohibit them from moving into that district if some of those patron so choose. This might be in the middle somewhere.

Senator Freborg : Who's testimony was that?

Senator G. Lee : His name was Robert Thompson.

Senator Freborg : Did he have an official title or was he a parent?

Senator G. Lee : He was from the Page school board.

Senator Freborg : Are you convince that would prevent them from reorganizing?

Senator G. Lee : They are considering their options in that area. This might offer them an option they could consider.

Senator Freborg : What option would we be holding up if we passed it?

Senator G. Lee : It may get them pass the time frame, this would put them into a time frame where they could work with those reorganized districts.

Senator Freborg : If you knew that time frame wouldn't alter that agreement would you still be concerned about the three yrs?

Senator G. Lee : I think this is a resalable time.

Senator Erbele : Were you suggesting then that the other language should say that the school currently involved in the agreement would be excluded from this, that way or what?

Senator Freborg : Not excluded, I had mentioned once if we have a school in agreement that the timelines would affect that we could make an exception in those cases and allow more time. If

Page 3

Senate Education Committee

Bill/Resolution Number SB 2333

Hearing Date 01/26/05

that were the case, I am not convinced that it is. We are running a great risk to come back to another session.

Senator Flakoll : Am I right in thinking that they won't need to be to equal mills until, 2014?

Senator Freborg : That is right. Nine yrs.

Senator Freborg : The motion is to adopt the Lee amendment to replace one yr with three yrs.

No further discussion

Hearing None, Clerk took roll: **Vote 4 Yea, 1 Nay , 1 Absent**

2005 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2333

Senate Education Committee

Conference Committee

Hearing Date 02/01/05

Tape Number	Side A	Side B	Meter #
2	x		4300-5730

Committee Clerk Signature *Patty Wilkens*

Minutes: Regarding consolidation of small elementary schools

Senator Layton Freborg, Chairman called the meeting to order on **SB 2333**

Senator G. Lee : Presented some amendments, we had amended the reorganizational time frame, in which they had to get started in the process to three yrs. we went from one yr. to three yrs. this would move it back to eighteen months and change the escalator on the back side from six yrs. to four yrs.

Senator Freborg : This just took off the last two yrs.?

Senator G. Lee : yes

Senator G. Lee : moved the amendments as proposed to change the three yrs to eighteen months and the escalator from 6 yrs to 4 yrs, to be adopted.

Senator Flakoll, seconded the motion.

discussion on the motion

Page 2

Senate Education Committee

Bill/Resolution Number SB 2333

Hearing Date 02/01/05

Senator G. Lee : only the intent to satisfy some that thought the three yrs was too long and if we are looking to move to equity, more quickly the six yrs to four yrs. accomplishes that as well. So they need to get going more quickly and move to equity sooner than three yrs. alone made them do. That put the total picture of 9 yrs this moves it back to 5 ½

Senator Seymour : I like the way we had it, it takes along time to make changes. You cannot even imagine how many aspects there are to these changes.

Senator Freborg : motion on the Lee amendment.

Clerk took the roll the vote was 4-2-0.

Senator Seymour : Made a motion for a Do Not Pass as amended

Senator Taylor, second the motion

Clerk took the roll, 3-3-0

Senator Flakoll : Moved for a Do Pass as amended SB 2333

Senator Erbele, second this motion

Senator Freborg : closed the hearing on SB 2333

Clerk took the roll. 3-3-0

Senator Flakoll : I would move that we send this bill out, based upon the fact that we have had two tie votes.

Senator Freborg : I wonder if we should sent this out with a tie vote?

Senator Flakoll : We could let it go for a while

Senator Freborg : I think that is what we should do. Let it cook for a while

Senator Erbele : I would agree with that.

Senator Freborg : If we let it cook it may come out 4-2 with a do not pass.

Page 3
Senate Education Committee
Bill/Resolution Number SB 2333
Hearing Date 02/01/05

Senator Flakoll : or 5-1?

Senator Freborg : If you wish you may make the motion now.

Senator Flakoll : I will wait.

The meeting was adjourned.

2005 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2333

Senate Education Committee

Conference Committee

Hearing Date 02/01/05

Tape Number	Side A	Side B	Meter #
2	x		5990-6249
2		x	0-683
Committee Clerk Signature <i>Patsy Wilkins</i>			

Minutes: Regarding consolidation of small elementary schools

Senator Layton Freborg, Chairman called the meeting to order on SB 2333

Tom Decker, presented a chart to all the committee members on the school enrollment trend update.

Senator Flakoll : On pg 1 the Belcourt data? It goes from a -8.9 to a +23.7. What are causing the shift there?

Tom Decker : The first column is the enrollment from 2000-2005 it has declined but the #'s are beginning to grow because of the growing #'s in the lower grades.

Senator G. Lee : How many districts are growing in your list here, that looked at positive enrollment (meter 130)

Tom explained several things to the Senators. There were some pretty large negative #'s

Senator Taylor : Looking at the first pages, to 2015 that trend line is established by the back pages? Is that where you get you trend line?

Tom Decker, the first pgs. are based on what we call vital projections, statistical processing. The decline rate is slowing down but also continues. The other is just confirmation.

Senator Seymour : You say this will be on your web-site?

Tom Decker : Yes

Senator G. Lee : It stated back here that it looks like 1-3 in comparison with the 10-12.

Tom Decker : This is done on a statistical basis. He uses counties, the smaller the district the greater possibility of error. The places that are growing are closer to Bismarck and Fargo.

Senator Flakoll : Pg 7 and looking at 2004 indicates the start of the new school yr. correct.

Tom Decker : The #'s that you want to look at are 2005.

Senator Flakoll : So currently this yr. we have 99,324 students enrolled?

Tom Decker : If you go over to 2012 now 1 yr later than last yr. we slip below 90,000 because the trend line continues to slow. In public schools.

Senator Flakoll : We go by the end of the school yr. 2005-2006.

Senator Freborg : closed the presentation on SB 2333

The meeting was adjourned.

2005 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2333

Senate Education Committee

Conference Committee

Hearing Date 02/02/05

Tape Number	Side A	Side B	Meter #
2	x		2450-1
Committee Clerk Signature			

Minutes: Regarding consolidation of small elementary schools

Senator Freborg : Call the meeting to order on **SB 2333**

Senator Freborg : We have tried a Do Pass and a Do Not Pass.

Senator Flakoll : I think we should try again I guess, I move for a **Do Pass SB 2333** as amended

Second by, **Senator Erbele**

Discussion on motion

Hearing none roll call was taken: **vote 4 yea, 2 nay**

Senator Freborg will carry this bill

2005 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2333

Senate Education Committee

Conference Committee

Hearing Date 02/09/05

Tape Number	Side A	Side B	Meter #
1	x		0-3394
Committee Clerk Signature <i>Patty Wilkins</i>			

Minutes: Regarding consolidation of small elementary schools

Senator Freborg : Call the meeting to order on SB 2333

All members present.

Senator Freborg : The language seems to be a bit ambiguous I do have an amendment and explained some of this to the committee. Indicating that on pg 2 line for after the word the to insert the word elementary.

Senator Flakoll : Made a motion to reconsider by which we passed out **SB 2333**

Senator G. Lee second the motion.

Roll call was taken: **vote, 5-1-0**

Senator Freborg : We now have the bill before us.

Senator Flakoll : I move on pg 2 line 4 after the first word the to insert the word elementary

Senator Erbele second the motion

Senator Freborg : discussion?

Page 2

Senate Education Committee

Bill/Resolution Number SB 2333

Hearing Date 02/09/05

Hearing none roll call was taken on the Flakoll amendment SB 2333: **vote, 6-0-0**

Tom Decker came to the podium, Senator Freborg asked what the enrollment figures were.

Senator Freborg : Enrollment in these districts are they accurate?

Tom Decker : Yes

Senator Freborg : What students are not included in that enrollment, are they students that open enrolled somewhere else.

Tom Decker : These are students that are currently in attendance within the districts.

Senator Freborg : Come again.

Tom Decker : These are students are currently in attendance in a school within these districts.

Senator Freborg : There seems to be some disagreement, with the Mapleton school district, they seem to have more.

Tom Decker : I can find this out in a matter of minutes.

Senator Freborg : We will have you do that in the morning. When do you take the count.

Tom Decker : This takes place in the Fall enrollment.

Senator Freborg : Is this different in every district?

Tom Decker : There is a date which is Sept. 15th that they need to submit the roll.

Senator Flakoll : Tape had failed sounds muffled and hard to make out meter (725)

Tom Decker had indicated about the foundation aid

Senator G. Lee : I called and got 3 different #'s, and when does this go into effect. Would this go into effect right away.

Senator Freborg : It would be in 18 months.

Tom Decker indicated that they would have the #'s in the fall that would be the soonest.

Senator G. Lee : Then they would have 18 months from next fall, if they were below that #?

Tom Decker : That would have to be the case.

Senator Freborg : Could the Supt. look at the present enrollment of they system, the previous enrollment and send out a notice?

Tom Decker had indicated when the provisions of this law go into effect in August. that if they are over 100 and if they fall under 100 in the spring they would have to notify us.

Senator Freborg : Or this could be vice versa

Tom Decker: that's true.

Senator Erbele : How many school districts are there under 100?

Tom Decker said around 7 or 8

Senator Freborg said there are 7.

Senator Flakoll listed the schools

Senator Freborg : Indicated the list was Jan. 21, 05

Senator Seymour : It seems these schools are targets because of their size.

Senator G. Lee : I have a concern is that school districts that are looking to do something that are around that number, and should be doing something. Does this put them in a position of being complacent with what they should do.

Senator Flakoll : I suppose we could go to 150.

Senator Freborg : Or 96.

Senator Freborg : Senator Lee it does look like we have a few that are a little over and one just a little under at the present time. You don't want to get the figure too high Senator Lee you may get someone to come along and close all the K-12 school

Senator G. Lee : There are quite a few that are falling below 100.

Senator Freborg : but if you raise it to 150 there will be quite a few more, this shouldn't have a lot to do with size of school but I guess it does.

Senator Freborg : Senator Taylor what size are your districts?

Senator Taylor : I actually don't have a dog in this fight. I have a personal philosophy on consolidation.

Senator Freborg : I would hope that you would vote the same way, if you had a couple rural districts around your school district that had a huge land mass and you were short of taxable valuation and had a tremendously high mill levy, how would you vote?

Senator Taylor : Probably the same way I am right now.

Senator Freborg : I only have two of these districts and I think they majored in journalism.

Senator Freborg any other discussion on the proposed amendment?

Senator Freborg : What if we were to say if the SD the school district that fall below 100.

Senator Seymour : I like it the way it is.

Senator Flakoll : I would agree with Senator Seymour this would give us the opportunity to recruit. Mapleton will do that.

Senator Taylor : Where does the # 100 come from, or does a better education system come from that.

Senator Freborg : Not at all, perhaps some schools with 5 students are probably getting a better education.

Senator Flakoll : The place where I grew up. If they had a greater critical mass, it helped them to stay open, We closed with a 22 old yr. school building.

Page 5

Senate Education Committee

Bill/Resolution Number SB 2333

Hearing Date 02/09/05

Senator Freborg : The whole point is not to close the schools, if they want to that is fine. If the receiving district believes they should.

stood at ease

back to order

Tom Decker : Handed out a new print out and explained #'s to the committee of various school districts.

Senator Flakoll : Subject to audit? This looks like if you would take 100 threshold it is approximately 1300 students and subtract that from 2100 with this yr. would affect 809 students.

Senator Freborg : This would affect more if they could all stay home.

Senator Taylor : Out of curiosity could you tell me how many students in the state that are home schooled?

Tom Decker : We do have that #, there are some that are monitored and then there is a total #.

Senator Flakoll : Does this count include kindergarten?

Committee doing calculations.

Senator Flakoll asked Tom Decker questions about the numbers on the charts. Asked if he had seen the amendment.

Tom Decker indicated something of legislative intent.

Senator Taylor : Does this include open enrollment? This K-8 #

Tom Decker : Yes it does.

Senator Flakoll : Not a fair ?, Do some of these not offer kindergarten?

Tom Decker : There is one public and one nonpublic that does not.

Page 6
Senate Education Committee
Bill/Resolution Number SB 2333
Hearing Date 02/09/05

DPI had brought an amendment and they didn't act on this amendment. Amendment was
50232.0103.

Senator Freborg adjourned the meeting.

2005 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2333

Senate Education Committee

Conference Committee

Hearing Date 02/10/05

Tape Number	Side A	Side B	Meter #
1	x		50-350
Committee Clerk Signature <i>Patty Wilkins</i>			

Minutes: Regarding consolidation of small elementary schools

Senator Freborg : Call the meeting to order on **SB 2333**

Senator Freborg said we have adopted one amendment pg 2 line 4. Now we are ready to consider the amendment that was passed out 0103

Senator G. Lee moved a **Do Pass on the Freborg amendment of 50232.0103**

Senator Flakoll second the motion

discussion on the motion?

Senator G. Lee : It is time to get this out on the floor and get voted on this.

Senator Taylor : We are just doing a do pass on the amendment?

Senator Freborg : We have reconsidered the bill.

Hearing no other discussion took the roll on the amendment: **vote, 6-0-0**

Senator G. Lee : moved the motion for a **Do Pass as amended on SB 2333**

Senator Flakoll second the motion.

FISCAL NOTE
 Requested by Legislative Council
 01/20/2005

Bill/Resolution No.: SB 2333

1A. **State fiscal effect:** *Identify the state fiscal effect and the fiscal effect on agency appropriations compared to funding levels and appropriations anticipated under current law.*

	2003-2005 Biennium		2005-2007 Biennium		2007-2009 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
Revenues	\$0	\$0	\$0	\$0	\$0	\$0
Expenditures	\$0	\$0	\$0	\$0	\$0	\$0
Appropriations	\$0	\$0	\$0	\$0	\$0	\$0

1B. **County, city, and school district fiscal effect:** *Identify the fiscal effect on the appropriate political subdivision.*

2003-2005 Biennium			2005-2007 Biennium			2007-2009 Biennium		
Counties	Cities	School Districts	Counties	Cities	School Districts	Counties	Cities	School Districts
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

2. **Narrative:** *Identify the aspects of the measure which cause fiscal impact and include any comments relevant to your analysis.*

No identifiable fiscal impact. The bill would not affect foundation aid grants because it has no impact on total enrollment.

3. **State fiscal effect detail:** *For information shown under state fiscal effect in 1A, please:*

A. **Revenues:** *Explain the revenue amounts. Provide detail, when appropriate, for each revenue type and fund affected and any amounts included in the executive budget.*

No impact.

B. **Expenditures:** *Explain the expenditure amounts. Provide detail, when appropriate, for each agency, line item, and fund affected and the number of FTE positions affected.*

No identifiable impact.

C. **Appropriations:** *Explain the appropriation amounts. Provide detail, when appropriate, of the effect on the biennial appropriation for each agency and fund affected and any amounts included in the executive budget. Indicate the relationship between the amounts shown for expenditures and appropriations.*

No impact.

Name:	Tom Decker	Agency:	Public Instruction
Phone Number:	328-2267	Date Prepared:	01/21/2005

50232.0101
Title.

Prepared by the Legislative Council staff for
Senator G. Lee
January 24, 2005

PROPOSED AMENDMENTS TO SENATE BILL NO. 2333

Page 1, line 16, replace "one year" with "three years"

Renumber accordingly

PROPOSED AMENDMENTS TO SENATE BILL NO. 2333

Page 1, after line 20, insert:

- "4. The provisions of subsection 1 do not apply to an elementary school district if that district has a fall enrollment count of at least one hundred students. If, however, that elementary school district has two successive fall enrollment counts in which the students number fewer than one hundred, the superintendent shall provide the notification required by subsection 2."

Renumber accordingly

Date: 1/26/05
 Roll Call Vote #: 1

2005 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2833

Senate SENATE EDUCATION Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken on amendment (Decker - No Pass) border State

Motion Made By Erbele Seconded By Seymour

Senators	Yes	No	Senators	Yes	No
CH- SENATOR FREBORG	✓		SENATOR SEYMOUR	✓	
V-CH- SENATOR G. LEE	✓		SENATOR TAYLOR		
SENATOR ERBELE	✓				
SENATOR FLAKOLL					

Total (Yes) 4 No 0

Absent 2

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent:

Date: 1/26/05
Roll Call Vote #: 2

2005 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2333

Senate SENATE EDUCATION Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken adopt amendment

Motion Made By _____ Seconded By _____

Senators	Yes	No	Senators	Yes	No
CH- SENATOR FREBORG		✓	SENATOR SEYMOUR	✓	
V-CH- SENATOR G. LEE	✓		SENATOR TAYLOR		
SENATOR ERBELE	✓				
SENATOR FLAKOLL	✓				

Total (Yes) 4 No 1

Absent 1

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent:

Date: 2/1/05

Roll Call Vote #: 1

2005 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO.

Senate SENATE EDUCATION Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken on amendment (Lee)

Motion Made By Sen Lee Seconded By Sen Erbele

Senators	Yes	No	Senators	Yes	No
CH- SENATOR FREBORG	✓		SENATOR SEYMOUR		✓
V-CH- SENATOR G. LEE	✓		SENATOR TAYLOR		✓
SENATOR ERBELE	✓				
SENATOR FLAKOLL	✓				

Total (Yes) 4 No 2

Absent _____

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent:

Date: 2/1/05
Roll Call Vote #: 52

2005 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2333

Senate SENATE EDUCATION Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken Do Not Pass as amended

Motion Made By Seymour Seconded By Taylor

Senators	Yes	No	Senators	Yes	No
CH- SENATOR FREBORG		✓	SENATOR SEYMOUR	✓	
V-CH- SENATOR G. LEE	✓		SENATOR TAYLOR	✓	
SENATOR ERBELE		✓			
SENATOR FLAKOLL		✓			

Total (Yes) 3 No 3

Absent _____

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent:

Date: 2/1/05
Roll Call Vote #: 3

2005 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2333

Senate SENATE EDUCATION Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken Do Pass as Amended -

Motion Made By Flakoll Seconded By Erbele

Senators	Yes	No	Senators	Yes	No
CH- SENATOR FREBORG	✓		SENATOR SEYMOUR		✓
V-CH- SENATOR G. LEE		✓	SENATOR TAYLOR		✓
SENATOR ERBELE	✓				
SENATOR FLAKOLL	✓				

Total (Yes) 3 No 3

Absent _____

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent:

Date: 2/2/05
Roll Call Vote #: 1

2005 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2333

Senate SENATE EDUCATION Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken Do Pass as amended -

Motion Made By Flakoll Seconded By Erbele

Senators	Yes	No	Senators	Yes	No
CH- SENATOR FREBORG	✓		SENATOR SEYMOUR		✓
V-CH- SENATOR G. LEE	✓		SENATOR TAYLOR		✓
SENATOR ERBELE	✓				
SENATOR FLAKOLL	✓				

Total (Yes) 4 No 2

Absent 0

Floor Assignment Freborg -

If the vote is on an amendment, briefly indicate intent:

REPORT OF STANDING COMMITTEE

SB 2333: Education Committee (Sen. Freborg, Chairman) recommends AMENDMENTS AS FOLLOWS and when so amended, recommends DO PASS (4 YEAS, 2 NAYS, 0 ABSENT AND NOT VOTING). SB 2333 was placed on the Sixth order on the calendar.

Page 1, line 3, replace "section" with "sections" and after "15.2-12-26" insert "and 15.1-31-07"

Page 1, line 4, after "districts" insert "and attendance in schools in bordering states"

Page 1, line 16, replace "one year" with "eighteen months"

Page 2, line 18, replace "one-sixth" with "one-fourth"

Page 2, line 26, replace "one-fifth" with "one-half"

Page 3, line 4, replace "one-fourth" with "three-fourths"

Page 3, line 10, remove "may"

Page 3, remove lines 11 through 28

Page 3, line 29, remove "through grade twelve"

Page 5, after line 4, insert:

"SECTION 5. AMENDMENT. Section 15.1-31-07 of the North Dakota Century Code is amended and reenacted as follows:

15.1-31-07. Students not subject to this chapter. If a student, as a result of a school district dissolution or reorganization, resides in a district other than the one the student chooses to attend at the time of the dissolution or reorganization, the student is not subject to this chapter and may attend school in the chosen school district, including a school district in a bordering state. Notwithstanding section 15.1-28-03, the superintendent of public instruction shall forward payments from the state tuition fund made on behalf of the student to the student's chosen school district, unless the chosen school district is in a bordering state. The student may not be considered a student in average daily membership in the student's school district of residence for purposes of section 15.1-31-02."

Renumber accordingly

Date: 2/9/05
Roll Call Vote #: 1

2005 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2333

Senate SENATE EDUCATION Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken move to reconsider

Motion Made By Flakoll Seconded By Lee

Senators	Yes	No	Senators	Yes	No
CH- SENATOR FREBORG	✓		SENATOR SEYMOUR		✓
V-CH- SENATOR G. LEE	✓		SENATOR TAYLOR	✓	
SENATOR ERBELE	✓				
SENATOR FLAKOLL	✓				

Total (Yes) 5 No 1

Absent 0

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent:

Date: 2/9/15

Roll Call Vote #: 5

2005 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2333

Senate SENATE EDUCATION Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken pg 2 line 4 elementary district

Motion Made By Flakoll Seconded By Erbele

Senators	Yes	No	Senators	Yes	No
CH- SENATOR FREBORG	✓		SENATOR SEYMOUR	✓	
V-CH- SENATOR G. LEE	✓		SENATOR TAYLOR	✓	
SENATOR ERBELE	✓				
SENATOR FLAKOLL	✓				

Total (Yes) 6 No 0

Absent 0

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent:

Date: 2/10/05

Roll Call Vote #: 1

2005 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2333

Senate SENATE EDUCATION Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken Motion to DO Pass - by Amendment

Motion Made By Lee Seconded By Flakoll

Senators	Yes	No	Senators	Yes	No
CH- SENATOR FREBORG	✓		SENATOR SEYMOUR	✓	
V-CH- SENATOR G. LEE	✓		SENATOR TAYLOR	✓	
SENATOR ERBELE	✓				
SENATOR FLAKOLL	✓				

Total (Yes) 16 No 0

Absent _____

Floor Assignment

If the vote is on an amendment, briefly indicate intent:

Date: 2/10/05
Roll Call Vote #: 2

2005 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2333

Senate SENATE EDUCATION Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken Do Pass as Amended -

Motion Made By _____ Seconded By _____

Senators	Yes	No	Senators	Yes	No
CH- SENATOR FREBORG	✓		SENATOR SEYMOUR	✓	✓
V-CH- SENATOR G. LEE	✓		SENATOR TAYLOR		✓
SENATOR ERBELE	✓				
SENATOR FLAKOLL	✓				

Total (Yes) 4 No 2

Absent 0

Floor Assignment Freborg

If the vote is on an amendment, briefly indicate intent:

REPORT OF STANDING COMMITTEE

SB 2333, as engrossed: Education Committee (Sen. Freborg, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (4 YEAS, 2 NAYS, 0 ABSENT AND NOT VOTING). Engrossed SB 2333 was placed on the Sixth order on the calendar.

Page 1, after line 20, insert:

- "4. Subsection 1 does not apply to an elementary school district if that district has a fall enrollment count of at least one hundred students. If that elementary school district has two successive fall enrollment counts of fewer than one hundred students, the superintendent shall provide the notification required by subsection 2."

Page 2, line 4, after the first "the" insert "elementary"

Renumber accordingly

2005 HOUSE EDUCATION

SB 2333

2005 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2333

House Education Committee

Conference Committee

Hearing Date **9 March 2005**

Tape Number	Side A	Side B	Meter #
1	X		70 - end
		X	0 - end
2	X		0 - 664
Committee Clerk Signature <i>Jan Prindle</i>			

Minutes:

Chairman Kelsch opened the hearing of SB 2333.

Rep. Ole Aarsvold, District 20, introduced the bill. (Testimony attached.) Included in his testimony is a compilation of school district data by classes of schools.

Rep. RayAnne Kelsch, District 34, testified on behalf of the bill. I have been a cosponsor of this bill for several sessions. This is a bill that has been before us numerous times and it seems this body has passed this bill many times over to the Senate. This is, I think, one of the first times that we have ever received the bill over from the Senate. I want to make sure that everyone understands it. This is not a school closure bill. This is a tax equity bill. I will walk you through what SB 2333 does and hopefully, as I've been receiving emails about the myths of SB 2333, largely clear up the myths.

Section 1 of the bill requires that all land be part of a high school district. Subsection 4, exempts K-8 districts with enrollment of 100 or more and as you heard Rep. Aarsvold, that's because

those school districts more closely represent what is happening in the high school districts currently. It provides that if a district's enrollment falls under 100 for two successive fall enrollments they must also become part of a high school districts. Thirty-three districts are affected by this bill. Those 33 districts have a total enrollment of 904 students. If you can see the posters on the back wall, you'll see that those 33 school districts represent .81% of the total school students in the state of ND. The affected districts have 18 months to reorganize with another school district or dissolve and become attached to other school districts. If they fail to do either of these within the 18 months, at the end of the 18 months the Supt. of Public Instruction notifies the county committee in their county that the district would need to be dissolved. If any of these districts chooses reorganization, then all of district's current assets and liabilities would become part of a newly reorganized district. Remember that the current law does not permit the formation of a new K-8 district so these districts would have to reorganize with a high school district. If any of these districts goes through a dissolution, the patrons of the district would decide based on a survey which school district that they are contiguous to that they would want their land attached. In the dissolution process, valuation that is distributed to neighboring school districts needs to be proportionate to the number of students who go to the neighboring districts. For example, if half of those students go to district A and half of those students go to district B then half of the taxable assets of the dissolving district would go to district A and half would go to district B. The State Board of Education has been very consistent about enforcing this provision. There can be some amount of variation and not necessarily a dollar for dollar relationship. All district funds beyond \$10,000 are rebated to district taxpayers when a district dissolves.

Section 2 of the bill provides that the voters of the original K-8 district must approve the closure of the school by a majority vote before the school in the elementary district can actually be closed. Up to that point the district that receives the land would need to continue to operate a school in the district and provide some range of grade level services. If one of these districts was a K-8 district, for example, and became part of a larger high school district, the new district to which it became attached would not necessarily need to retain K-8 services. It might reduce them to K-6 services. The reason for that is because most of high school districts do have a junior high but that would again be up to each individual school district and it would probably be atypical rather than typical.

Section 3 provides for an incremental process of reaching the mill levy of the district to which the K-8 districts are attached. The law provides that levies that are lower than the district that the land is being attached would move incrementally to the new district's levy. Each year for four years the district would move one-quarter of the way to its new district levy.

Section 4 provides for dissolution of school districts that have not reorganized or dissolved by the end of an 18 month period following the effective date of the bill.

Section 5 of the bill provides that students who live in a district that is reorganized or dissolved as a result of this act have an enrollment choice option to attend any public school district they want including public school districts that are outside of North Dakota's borders, for example, Montana.

Senator Grindberg is in Washington DC today and was not able to be here. He had some speaking points that he would like me to go through with you today. There are some very good

examples in there. **(She distributed Senator Grindberg's Speaking Points and they are attached.)**

Committee members, I'm also going to hand out documents from the School Finance Facts that go through each of the county, state and federal revenues, their taxable evaluation, their enrollment. **(Attached.)** Another document breaks out exactly what their taxable valuation and mill level are. **(Attached.)** The last document shows how much total staff they have, how many days they are in school. **(Attached.)** I also have another document that I have not yet been able to copy for you. It is information that I requested because I believe that some of us have been receiving emails saying that the reason K-8 school districts are so good is because they have very low student to teacher ratios. What I have is a document that lays across all our school districts the ratios. You will see from the document that is not true. Even in our largest school districts the largest class size we have is 23 on an average.

Rep. Hunskor: Just a point of information. I think I heard you say that if this bill were to pass and we had a new school board for the K-12 that if circumstances were right they could change that to a K-6 school or a K-4. Would that be correct?

Rep. Kelsch: That is my understanding. It would probably be the most practical to go a K-6 rather than K-4 just because it seems as though a K-6 would be more necessary and a lot of the larger school districts have a junior high or they have a middle school which would probably better meet the needs of some of those students. They would have the authority to do that. The new school district does not have the authority to close the school.

Rep. Hunskor: But they would be within the law to go to a K-4 if they felt it was necessary?

Rep. Kelsch: That's my understanding.

Rep. Solberg: Referring to the added language on line 26 under section 5 of page 4, the students on the western part of the state bordering Montana. Would this added language require the parents of a student who chooses to go to a school in Montana to pay the tuition in that school?

Rep. Kelsch: No. There are amendments that Rep. Haas has been discussing with the bill sponsors to try to clear up that issue so that's its more clear than the way the bill is currently written.

Rep. Mueller: We have currently on the books a law that deals with school boards in reorganization. After five years into the reorganization school districts may begin to change the original plan of reorganization. How does this square with that? It seems we could run into conflict with that.

Rep. Kelsch: The way the bill is written it says the school district cannot be closed unless by the vote of the people. This is a separate section of code and any other dissolution and reorganization laws would need to be adhered to. I believe this is an exemption to reorganization.

Rep. Haas: Is it not true also that the 5 year stipulation pertains only to those items that are in the reorganization agreement and since this is a separate section of code that five year limitation would not apply.

Rep. Kelsch: You are absolutely correct.

Rep. Sitte: If this is just an issue of tax equity and fairness what would be the problem in raising the average mil levy or charging more for tuition that would cover the cost of the buildings and interests.

Rep. Kelsch: Those are all fine and good however I don't think it gets to issue. The issue is that right now we're being told that the K-8 districts are getting a great education and a far better education than the students are in our public high school districts. We're being told that those students' grades are much better, their test scores are must better and all of that. That's not true. As we looked at the data there is no difference between what's happening in the K-8 district and what's happening in the public high school districts. The idea is instead of having all these small school districts they should be attached to a high school district instead of just raising their taxes that are only again going toward the K-8 district, the taxes should be raised to go to a high school district. They would still have to attach to a high school district in order for those taxes to be levied to go towards that high school district. I think that's an important issue to realize as we look at this issue I don't think that any of us that are sponsors of the bill is saying that in the K-8 district they're getting a bad or poor education. What we are saying that the data reveals that those students are not advanced to the point that we were hearing in the emails that we were receiving and they are not getting any better test scores than students who are attached to a high school district and also we need to be looking at this: We as legislators take an oath of office to uphold the constitution and one of the things in the constitution that we are to uphold is we are to provide an equitable education for all students. Currently we are not doing that. This bill will bring us closer to that.

Rep. Sitte: When we see that the test scores are comparable and you say we are not giving an equitable education maybe you could argue adequacy but if that is determined only in hot lunch or in other areas I don't think that's really relevant. These students are graduating, they are able to go to high school, the universities and the major issue that they are saying is that they just

don't want that long bus ride. They like the community flavor of the small place and they like keeping their small town and so are we then to say that it's not an adequate education?

Rep. Kelsch: A lot of the K-8 districts are not in a town. They are out in rural areas. We are not keeping towns alive by keeping the K-8 districts alive. When you talk about the test scores and they are succeeding and going on to high school and college, that's absolutely correct.

However, are they having all the same opportunities that are offered to those students that are in our public school?. Do they have the same opportunities? It's the same issue we addressed during the last session when we decided that it was important that we have class offerings across the board to all of our high school districts in order to ensure that no matter what size your school was that those schools have access whether it be to dual credit courses or AP courses or advanced level chemistry or math or reading and we wanted to insure that each student in the state of ND had access to those. This is the same situation.

Wayne Sanstead, State Superintendent for the DPI, testified in favor of SB 2333.

(Testimony attached.)

Rep. Hunskor: I'll give you a scenario that I have a concern over. If the new K-12 school board for whatever reason has policies and decisions that would pressure voters in K-8 schools to vote to close that school. That could happen. Then it just doesn't seem like the voters in that K-8 district could have an unbiased vote. I think you are arguing here that it's up to the people in the K-8 district to make their own mind up that want closure. Then we are getting away from "it's their decision" because there are pressures brought to bear.

Sanstead: The current prevailing situation is that a great many of those districts surround larger cities and evident is the fact that you do not hear testimony from those high school districts that

would receive this property and some students but the fact of the matter is that happens because they do not want to have ill will with their neighbors in the rural areas most of whom of customers in their various business enterprises in their community. I think the same situation would prevail and I don't expect any arm twisting or heavy handedness on the part of a school board in a district that has neighbors like that.

Rep. Sitte: In some of the emails people have sent they said they will pay twice as much money to keep these schools open. I would like you to provide the range of tuition paid by K-8s to the high school districts. Do you have any idea on that?

Sanstead: We know they pay if they have high school pupils going forward they pay the district of service. That varies and we do have those statistics available. There is going to be a considerable range in that amount.

Rep. Sitte: In addition to providing us with the tuition payments made, I'd also like you to tell us what percentage of the students in the K-8 districts are on IEPs versus what percentage of the students in K-12 districts are on IEPs.

Sanstead: I would not have that information readily available but can secure it from our special ed department. I would hope it would not be a significant difference because that would indicate a failure to provide service to students.

Rep. Mueller: Do you have any background on how many students in these K-8s where you mentioned surrounding cities are coming from that larger city and are paying their taxes in a K-12 school system but have chosen to take that student and put them in a smaller school. Do we know how many students are in that position?

Sanstead: That would be an open enrollment decision where parents would elect to move those students. I know that's the case in a district close to you. There are Jamestown students in some K-8s surrounding them because the parents have elected to make that option. That option is an open enrollment option.

Rep. Mueller: There is a point to be made in taxation if in fact there are people in Bismarck open enrolling their students to surrounding schools. The point is they are paying their taxes because they are living in a K-12 district choosing to educate their elementary student in a small K-8 setting. That's a number I'd be interested in knowing.

Chairman Kelsch: That is a separate issue. What you are talking about is open enrollment where this is dealing with strictly K-8 school districts. There are a lot of people paying taxes in Mandan and send their kids to Bismarck. There are some that pay taxes in Bismarck and send their kids to Mandan. That's comparing apples to oranges but I'm sure Dr. Sanstead can provide you with that information.

Rep. Mueller: The point I would make is how many are moving from K-12 to be educated to in K-8. That I think is germane to the issue we have before us.

Shelly Lanenga, parent from Pleasant Valley School District, testified in favor of the bill.

(Testimony attached.)

Rep. Solberg: You refer to Pleasant Valley School and also Hurdsfield. Is Hurdsfield a K-12 school?

Lanenga: They are the same school.

Kristi Gumeringer, Pleasant Valley, testified in favor of the bill. I had a student in the Pleasant Valley school who struggled continuously. I had him tested for Chapter 1 and he

qualified. He received one hour of services. In 2000 I decided that was enough. He needed to be educated because he was failing. I open enrolled him to the Harvey School District. When he got there I requested he be tested again. They said to me, "This is the most poorly educated child that we have ever tested." He was going into the eighth grade at that time. He had no sciences so he doubled up on sciences. They went into a computer lab and he sat there and cried. He said, "I don't know how to do this." At that time Hurdsfield had a top notch computer lab. He didn't know anything. So right now he is a sophomore in high school and struggles every day. That is because of the lack of education that he had. There is no excuse for him not to have the help when there were only twenty students in the school and they had four teachers at that time and two aides and he never received any help.

Kathy Mauch, school board member, Apple Creek School District, testified in opposition to the bill. (Testimony attached.)

Chairman Kelsch: Thank you for recognizing the merits the HB 1512.

Mike Kraft, school board president, Apple Creek School Board, spoke in opposition to the bill. (Testimony attached.)

Rep. Hawken: You made one comment I would like to address. You said you wished you had somebody on your side. You need to know that this Committee in particular consistently looks at education and what is good for the children in the state of ND and what is good for education in the state of ND. We have, as you all are very well aware, very limited education dollars. We are not anywhere close to funding the process as we should for our children. We have to look at every issue. It's not a matter of sides. It's a matter of looking at all of the different options because it's important that we do that and that is our job. It's not that you don't have someone

on your side, it's that it's our job to look at the whole picture. It's pretty hard when it's your child and school to look at a picture so that's what we're supposed to do. I just wanted to clear that up. This isn't a "side" deal, it's what's best for kids in ND.

Kraft: Yes, I agree with you. Thank you.

Jadria Wenstrom, student from Almont, testified in opposition to the bill. **(Testimony attached.)**

Chairman Kelsch: What grade school do you go to in Mandan or are you in junior high now.

Wenstrom: I'm a sixth grader and I go to Roosevelt.

Sherilyn Johnson, principal, Almont Public School, testified in opposition to SB 2333.

(Testimony attached.)

Chairman Kelsch: Is your school open today?

Johnson: No, we are on a field trip. We are addressing legislative issues these past two weeks.

We have worked hard to talk about the make up of committees and what goes into the Senate and the House of Representatives. It has been an awesome political science exercise. After we are done here we will take a tour of the capitol and then go back to our school to finish up our day.

Chairman Kelsch: You are welcome to sit in on any of the floor sessions.

Johnson also presented written testimony from **Janet Bahn, SusAnn Bachler, & Tracy Larson** of Almont. **(These are attached.)**

Katie Gustin, student at Jamestown College, testified in opposition of the bill. **(Testimony attached.)**

Paul Johnson, superintendent, Bismarck School District, testified in opposition to the bill.

(Testimony attached.)

Rep. Herbel: Is there a possibility that if parents are concerned with that low ratio that they may open enroll their kids out.

Johnson: This is also in response to the question that Rep. Mueller had earlier. Currently we have from the K-8 districts around Bismarck 82 students that reside in those districts are open enrolled in Bismarck. Sixteen students from Bismarck are open enrolled in K-8 schools. I would expect that ratio would probably stay about the same.

Rep. Hanson: You mentioned that you would be required to absorb this K-8 district schools. Would you be required to take them? Could you deny them?

Johnson: As I understand reorganization the county committee facilitates that process and then it goes to the state board for final approval. I'm guessing at some point in the process we could give reasons why we wouldn't want to reorganize with the K-8 schools. Realistically and logically those patrons are affiliated with Bismarck right now. It would make no sense for those districts to reorganize with a school district for which they have no affiliation. The closest are Steele, Washburn, Wilton and for many of those patrons it would not be logical. I'm just assuming most would reorganize to Bismarck.

Rep. Hanson: If every classroom was filled and you couldn't take any more, you could deny it?

Johnson: I'm sure we could but as a practical matter I think we would be reorganizing with those districts.

Rep. Mueller: The discussion revolves around funding equity, mill levies. Do you have any thoughts about that issue could be addressed and continue to allow K-8s to exist?

Johnson: Early in my career I was an administrator at Nedrose and I understand the issues pretty well in this case. The answer may be in the tuition process. If we're going to provide more funding from the K-8s to the high school district. Frankly, Bismarck School Board's issue in this case is the limits that this bill puts on their ability to manage their school district. They remain neutral on reorganization; however, they are opposed to managing those schools in the way they feel fit they find themselves in the circumstances of those schools being under their management. I don't know if I have a solution for this that's not difficult politically.

Kim Klose, school board member from the Yellowstone School District, appeared in opposition to SB 2333. **(Testimony attached.)** He noted that Representative Kempenich is offering an amendment that will help in certain geographic locations along the state border. It is our desire to preserve the opportunity for economic growth in the state and keep border communities together. Please consider his amendment when consideration of this bill comes to a vote in your Committee.

Ethan Cayko, 8th grade student, East Fairview Elementary, testified in opposition to the bill. **(Testimony attached.)**

Sherill Mann, teacher at Twin Buttes Elementary School, testified in opposition to the bill. We brought 23 students and staff members in front of this committee today along with a couple of students who would like to express to you how this bill would affect them and the other students that attend small schools throughout the entire state. If you will give your time to my students I will let them speak on their behalf.

Alyssa Starr, 8th grader at the Twin Buttes Elementary School, testified in opposition to the bill. **(Testimony attached.)**

Luke Fox, 8th grade student at Twin Buttes Elementary School, testified in opposition to SB 2333. (Testimony attached.)

Keith Arneson, superintendent of Adams-Edmore Public Schools, testified in opposition to the bill. (Testimony attached.) He suggested the Committee adopt an amendment that exempts districts that are part of an educational cooperative.

Robert Thompson, vice president, Page School Board, testified in opposition to the bill. (Testimony attached.)

Chairman Kelsch: Are you in a sports co-op with Hope and Page.

Thompson: Yes, just Hope and Page.

Rep. Hawken: Over those years that Hope and Page have been working together did you receive some of the incentive payments from the state for working together.

Thompson: Ummhum. (4637)

Lori Berger, parent from Little Heart School District, testified in opposition to the bill. (Testimony attached.)

Chairman Kelsch: If you would limit your testimony to new comments instead of reading it. We will be able to read the testimony later.

Karen Kautzmann, Burleigh/Morton County Superintendent of Schools, testified in opposition to the bill. (Testimony attached.)

Chairman Kelsch: You have to take your comment from the National Rural Education Association with a little bit of a grain of salt because every one of our school districts in the state of North Dakota qualify under their definition of a rural school.

Toni Massey-Wheeler, principal/teacher, Sweet Briar School, testified in opposition to the bill. (Testimony attached.)

Heidi Gress, school board president, Sweet Briar School District, testified in opposition to the bill. (Testimony attached.)

Chelsey Meier, 8th grader at Sterling School, testified in opposition to the bill. While I was collecting signatures for the petition to stop the closing of rural schools, some people stated their opinions about why the rural schools should not be closed. I will take a moment to list some of these opinions. One person said they feel it should be up to the rural communities if their school closes or not. This person also said that if the school is doing very well, why close it down. Another person said that they think the rural schools can give just as good of an education to a student as any other school. One more person said they had gone to a rural school as a child and thinks that rural schools have a wonderful atmosphere for all its students. Now I would like to state some of my feelings about this closing down of rural schools. I feel that students at Sterling school get a very good education. I say this because I feel that since Sterling school has a small number of students, the teachers are able to spend more time with each individual student in order to teach the students everything they need to know and more. I also agree with the person that mentioned earlier that rural school have a good atmosphere. In rural schools it is so nice to be able to know and befriend all the students in the school. I know my school feels like a family and it's nice to be around them every day.

Chuck Miller, administrator, Nedrose Elementary School, testified in opposition to the bill. Although we are one of the schools that are exempted by this bill because we have over 100 students in our elementary. We are still very opposed to the bill. I have some information on

the handout. **(Attached.)** Most of it has been brought up before but we feel that the bill has certain weaknesses that need to be identified. Most importantly the fact that within Section 2 you can see an outline of things that are not identified that must be maintained for rural schools to operate efficiently. I would reiterate also the point that was made earlier about how little these graded elementaries actually contribute to the overall tax equalization in the districts across the state. I think all of us know that you can use statistics and numbers and manipulate them pretty much any way you want to sell your point. I think the point was made this morning by Madam Kelsch that the total equalization effect of this particular bill on ND schools would contribute about \$2 million more into high school districts. I think all of you remember from 1154, that is the only school funding bill out there right now, the appropriation in that is over \$510 million. We're talking about graded elementaries only adding \$2 million more towards tax equalization. That's less than 1/2%. We've got 100s of kids in this room that will tell a 1/2% does not affect the overall picture. This is not going to rationalize or change anything as far as tax equalization. I think there are a lot of good suggestions here this morning in ways of addressing that. The other point that we need to keep in mind about this bill is the fact it has limits in terms of time and limits in terms of control and takes away from a lot of those things. I know it does not intend to close school districts but schools can be closed without necessarily having a vote of the people. It is very widely opposed by school entities across the state. There are supporting entities across the state. Our opinion is that even though we are not one of the graded elementaries that are affected by the bill, if tax equalization is important then it needs to be dealt with by bills you had out here earlier like the 1512 bill. We thought that was a wonderful bill and thought it would have done much toward tax equalization. I know the Senate did not think

very highly of it but I think those are the sorts of things that will accomplish what you really want here if tax equalization is the message and not closure of schools.

Tim Jacobson, from Mapleton School District, testified in opposition. Last night at our board meeting our board also wanted you to know that they were against SB 2333. Two quick reasons: Local control and also what Dr. Johnson brought up with Section 2. I'm going to cover that point from a small school's perspective. I have talked to the representatives of two neighboring districts and both of them indicated if they do or do not want us just in case our numbers do not go over the top. We're unique in the fact that we are growing. One district would close us down immediately. We have an older building from 1924 they would not want us to have that building for our school. Our district wants to have an elementary building. The other district sees us a gold mine for expansion. They too are concerned about Section 2 that I think needs to be cleared up and that is if we were to become a part of that particular district they are afraid that they would never have control if our district kept voting to keep us open.

Melissa Maasjo, representing the Eureka School, testified in opposition to the bill.

(Testimony attached.)

Chairman Kelsch: Before we close the hearing I want a couple of comments. There are four clipboards going around for you sign in for your support one way or the other. If you have not had an opportunity to sign those, please look for them and sign those. If anyone else has additional written testimony, please bring it up to our clerk and she will distribute it to the Committee members. I especially want to thank the students who stood up here to testify. We always appreciate hearing from students and I think it's important that you understand and get involved in the education process. I also want to reiterate a comment by Rep. Hawken especially

for the students. We're not the bad guys. We're interested in providing you with the best education that we possibly can and I think you will find that this Committee, in particular, has had the best interests of kids in the state of ND at all ventures in this session and previous sessions. I want to tell the students to enjoy your day here today at the capitol. Make sure you get up to the seventeenth floor so you can see the observatory and see all around the city area. It's very beautiful and a fun experience. For those of you that are athletically superior, I challenge you take the steps all the way to the top. Make sure you take your teachers with too. That will be fun.

Chairman Kelsch closed the hearing of SB 2333.

The following written testimony was submitted and is attached to these minutes.

Senator Tony Grinberg, District 41

Sara Nordby, Slope County

Susan Wetch, Bismarck

Laura Elhead, Bismarck

Sherry Wilson

Mellisa and _____ Cory, Medora

Darlen Mitchell, business manager, Billings County School District

Tamara Elefson, Belfield

William Schuh, Mandan School Board Member

Janel Spaeth, principal, Billings Country School District (includes magazine article titled *The K-8 Bunch*)

Diann Kraft, Apple Creek School

Page 19

House Education Committee

Bill/Resolution Number SB 2333

Hearing Date 9 Mar 05

Steve Paul, director from Earl district #18, McKenzie County

Darrel Minnow, president of the Earl School District #18

Madonna Schmidt, Mandan

Jodi Schwab, Apple Creek School Kindergarten Teacher

Reverend David and Joanne Swonger, Bismarck

Mary and Steve Himmelpach, Little Heart School District

Don and Utsi Weikum, Bismarck

Susan Westberg, St. Anthony

John and Tamela Boehm, Mandan

DeAnna Smith, Little Heart School District

Jessie Smith, Little Heart School District

Dennis and Sherry Gustin, Little Heart School District

Glen Kuether, Mandan

Julie Schwab, Sweet Briar School District

Mary McHugh, Sweet Briar School District

Kaley Schwab, Sweet Briar School

Mark Luther, Mandan

Katie Luther, business manager for Sweet Briar School

Stephanie Nottestad, Mandan

Shelby Nottestad and Denyle Emineth, students, Sweet Briar School

Steven Finsaas, Ag Loan Officer, Stockman Bank of Montana, Sidney Office

Susan Westberg, St. Anthony

Page 20

House Education Committee

Bill/Resolution Number **SB 2333**

Hearing Date **9 Mar 05**

Judy Zins, Flasher

Ruthie Fisher, Little Heart School District

Tom and Marie Weinberger, Mandan

Erna Schmidt, Mandan

Jerome Pool

Michelle Gust, teacher, Apple Creek School

Ninety Four pages of petitions of signed petitions were submitted and are attached hereto.

2005 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2333

House Education Committee

Conference Committee

Hearing Date **22 March 2005**

Tape Number	Side A	Side B	Meter #
1		B	0 - 2600
Committee Clerk Signature <i>Jay Pundler</i>			

Minutes:

Chairman Kelsch opened discussion of SB 2333. Two amendments were distributed. One prepared for Rep. Haas, one prepared for Rep. Kempneich.

Rep. Haas: My amendment assures that for border communities if a student or his/her parents decide it's best for them to attend school in a neighboring state, it assures that the school district must pay the out of state tuition. This assumes that the neighboring state will accept the student. I've never heard of that being a problem.

Chairman Kelsch: Rep. Kempenich's amendment is as will recall during the hearing it was told to us by the school board member from Fairview that they were asking for an exemption. They are two different amendments but they both deal with tuition in neighboring states.

Rep. Hawken: Do we need them both?

Chairman Kelsch: Perhaps we don't.

Rep. Hanson: Do we have the same situation on the SD border? With Pollack

Chairman Kelsch: It's more an issue with Fairview because it's only 6 blocks away, but this would apply regardless. Tom Decker, would you come to the podium and answer some questions.

Rep. Hanson: Do we have students from Pollack going to school in SD?

Tom Decker, DPI: Yes, we do. The cross boarder open enrollment law has been passed and signed in both states so there is no problems on the SD border. The amendments you are looking at may apply to Minnesota and Montana.

Rep. Hunskor: Does this amendment affect only Fairview or are there other elementary schools somewhere on the border.

Chairman Kelsch: Rep. Kempenich's was specifically for Fairview. Rep. Haas' would be a general "tuition follows."

Rep. Hunskor: Are there others.

Decker: There are several other school districts along the borders who send students across the border. They are both high school and elementary students.

Rep. Hunskor: How many miles in. Is there a limit in miles?

Decker: The old law talks about forty miles from the border.

Rep. Mueller: It seems these amendments do the same thing.

Chairman Kelsch: The difference is that Kempenich's is exempting them from Subsection 1 so they would not have to be part of a high school district. What Haas' is doing is saying if you attend a school in a district in a bordering state that tuition must follow the student. You must pay the tuition.

Rep. Haas: It's also pertinent that the two amendments go in different areas of the code.

Rep. Mueller: Rep. Haas, your amendment affects the K-8 issue before us in what way?

Rep. Haas: During the testimony on this bill there were a number of people that addressed this issue saying how are we going to be sure that if it is most convenient for our students to go to a cross border school that if this elementary district becomes part of a new district how can we be sure they are going to pay the tuition. The cross border school is not dealing with the same district if this bill passes as they are now.

Rep. Mueller: If the bill passes it says you will affiliate with a school district in ND, but you may continue to send your kids to SD and we will pay the tuition. Is that the thrust of it.

Rep. Haas: We acted on a bill to allow free movement between SD and ND and vice versa with the tuition following. This amendment ensures that if it is most convenient and the family choice to go to a cross border school that the tuition would be paid.

Chairman Kelsch: While it's probably the right thing to do, I will resist the Haas amendment because of the cost to the school district.

Rep. Haas: **I move the amendment.** It fits with our concept of open enrollment. We profess to believe in student and parent choice. It's the logical thing to do.

Rep. Herbel: **I second.**

A voice vote was taken. The amendment carries.

Rep. Hawken: **I move Rep. Kempenich amendment**

Rep. Hanson: **I second**

A voice vote was taken. The amendment carries.

Rep. Mueller: **I move Do Not Pass on SB 2333 as amended.**

Rep. Solberg: **I second.**

Chairman Kelsch: Committee members, we have not done a lot for equity. HB 1512 went a long ways towards equity. In this session we have not moved much closer to equity than we have in past sessions. That's something this committee talks about a lot: Adequacy and Equity in education. That's what this bill is. Sooner or later we are going to take the emotional part out of this bill and realize that we have to do what's right and what's best for ND and what's right and what's best for education in ND. I'm speaking personally and from looking at the lawsuit and we know that's going forward and this is one step that we can take in order for us to help to meet some of those equity and adequacy issues. The part that is difficult is that we are receiving emails from individuals that are very personal and in some cases have become very nasty and that makes it difficult for some people to vote in favor of the bill because they feel threatened by it. I think it's too bad it's gotten to that point. There's a lot of things that this Education Committee has done to bring us close to equity and it's unfortunate that we haven't been able to get some of those issues passed on the other side. The interesting thing is that this actually passed from the Senate and came over to the House. I know that everyone has made up their mind but I feel strongly that this is an issue that people in the public don't understand. It's probably in the best form that it could be. That's my equity and adequacy speech.

Rep. Herbel: Just for information I was told by one of the Senators on the Education Committee that they have taken portions of 1512 and amended it into 1154 in an attempt to address equity.

Chairman Kelsch: They have taken the transportation funding out, they have taken the minimum salary out, they have taken the 70% out. There are a lot of things in 1154 that this body put in there.

Rep. Haas: What they did to try to come up with adequacy was take \$16 million used in the special ed department used for excess costs for super high cost special education students and distributed that on a portion of our adequacy based formula. That's what they were planning to do.

Rep. Mueller: Getting back to the bill we have in hand. The equity issue comes to \$2 million. That's significant but not really terribly significant when we are talking \$570 million. Percentage wise. Do what you need to do. Charge us more and I don't know how you do that but I hear they are willing to do that. That issue could be resolved without the passage of this bill. It is a local control issue. Not long ago there were 2000 school districts in this state. Now we have 210. We didn't do these kinds of bills to make that happen.

Rep. Solberg: Coming from the West where we believe in small but necessary schools. One of the things that happens when one of these schools closes you have parents that rather than have their children ride on the bus for two hours they choose to move to town where there is a high school. So there's another empty farm or empty ranch. This is not economic development and I cannot vote in favor of 2333.

Rep. Hawken: I think we should start on the other end of the spectrum and any school district that's within two miles of another school district should have to consolidate. We shouldn't have any of these bills because we don't have the nerve to do it. A school with four kids might be wonderful for those four kids and if they want to pay for it I think they should. They shouldn't get any state aid because that particular school isn't that far away from another school. It costs us \$25,000 in that particular school per child. If we really wanted to comprehensively change this, we could. We won't.

Rep. Herbel: Money is an issue. I have 2 K-8s in my district. Every session except this one I have heard from the one that sits four miles away from the high school. All of a sudden their mill levy is the same as Grafton. I haven't heard from them because it isn't an issue for them to become a part of Grafton's school district. Money is an issue. It's easy to say that until your feet are put to the fire and we say we're going to require every K-8 have the state average mill levy of 195 mils. We'll take that money and put it in a pool and then the school that your kids attend that money goes to that school to help pay for that high school and to help pay for the upkeep of that place. I think we will find out there is going to be a more resistance then we think there would be. The two closest things to everybody are their kids and their back pocket.

Money is an issue.

Rep. Sitte: Let people start their own charter schools out in those areas. It isn't just about money. It goes deeper. In Bismarck we don't want to provide hot lunch, etc., as we provide in our central schools in our five county schools. We don't want to have to provide library services and counseling and everything that goes with it. Another hidden value here is if the Bismarck schools would choose not to keep those schools up, that would precipitate those parents eventually voting to close those schools. This is about the rural fabric of ND. We want to keep people living in our rural areas. I have a resolution just passed in Utah. They have decided to start implementing moderately sized simple community based neighborhood schools. There is so much at stake here especially is the values of rural North Dakota.

Rep. Haas: There is a way we could handle this and leave every school intact if we want to continue to fund schools with property taxes and then we'll see how the argument goes. If we really want to achieve equity with adequacy under our current structure you could mandate a 195

mil levy in every school district in the state with 195 mil deduct. Then we would have full equity and redistribute all the money based on an adequacy formula. That could work but it would never fly. You know how protective people are of their low mil rates. Many of these districts are nothing more than a tax shelter.

Rep. Hanson: I have to disagree with my friend to my right. He says charge them more for tuition. When four years are up they don't pay anymore. I started paying for my kids when I moved to Jamestown and they went 12 years through school and I'm still paying. If these small areas would pay continuously it would be a different story.

A roll call vote was taken.

Yes: 8 No: 6 Absent: 0 The Do Not Pass as Amended motion carried.

Rep. Johnson will carry the bill.

PROPOSED AMENDMENTS TO REENGROSSED SENATE BILL NO. 2333

Page 4, line 22, after the second boldfaced period insert "1."

Page 4, after line 30, insert:

"2. If a student chooses to attend a school in a school district in a bordering state in accordance with this section, the student's school district of residence shall contract with the bordering state for the education of the student and pay the student's tuition at the agreed-upon amount."

Renumber accordingly

Date: 22 May 05
Roll Call Vote #: _____

2005 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2333

House Education Committee

Check here for Conference Committee

Legislative Council Amendment Number 50232.0303

Action Taken Haas Amend

Motion Made By Haas Seconded By Herbel

Representatives	Yes	No	Representatives	Yes	No
Chairman Kelsch			Rep. Hanson		
Vice Chairman Johnson			Rep. Hunskor		
Rep. Haas			Rep. Mueller		
Rep. Hawken			Rep. Solberg		
Rep. Herbel					
Rep. Horter					
Rep. Meier					
Rep. Norland					
Rep. Sitte					
Rep. Wall					

Total (Yes) _____ No _____

Absent _____

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent:

PROPOSED AMENDMENTS TO REENGROSSED SENATE BILL NO. 2333

Page 1, after line 24, insert:

- "5. Subsection 1 does not apply to any elementary school district that borders another state and pays tuition to a school district in that other state so students residing in the elementary school district may attend high school in the bordering state."

Renumber accordingly

Date: 22 Mar 05
Roll Call Vote #: 2

2005 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2333

House Education Committee

Check here for Conference Committee

Legislative Council Amendment Number 50232.0301

Action Taken Emergency Amend

Motion Made By Hawken Seconded By Hanson

Representatives	Yes	No	Representatives	Yes	No
Chairman Kelsch			Rep. Hanson		
Vice Chairman Johnson			Rep. Hunskor		
Rep. Haas			Rep. Mueller		
Rep. Hawken			Rep. Solberg		
Rep. Herbel					
Rep. Horter					
Rep. Meier					
Rep. Norland					
Rep. Sitte					
Rep. Wall					

Total (Yes) _____ No _____

Absent Carroll

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent:

Date: 22 Nov 05
 Roll Call Vote #: 3

2005 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2233

House Education Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken Do Not Pass as amended

Motion Made By Mueller Seconded By Solberg

Representatives	Yes	No	Representatives	Yes	No
Chairman Kelsch		✓	Rep. Hanson		✓
Vice Chairman Johnson	✓		Rep. Hunskor	✓	
Rep. Haas		✓	Rep. Mueller	✓	
Rep. Hawken		✓	Rep. Solberg	✓	
Rep. Herbel		✓			
Rep. Horter		✓			
Rep. Meier	✓				
Rep. Norland	✓				
Rep. Sitte	✓				
Rep. Wall	✓				

Total (Yes) 8 No 6

Absent _____

Floor Assignment Johnson

If the vote is on an amendment, briefly indicate intent:

REPORT OF STANDING COMMITTEE

SB 2333, as reengrossed: Education Committee (Rep. R. Kelsch, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO NOT PASS** (8 YEAS, 6 NAYS, ABSENT AND NOT VOTING). Reengrossed SB 2333 was placed on the Sixth order on the calendar.

Page 1, after line 24, insert:

"5. Subsection 1 does not apply to any elementary school district that borders another state and pays tuition to a school district in that other state so students residing in the elementary school district may attend high school in the bordering state."

Page 4, line 22, after the second boldfaced period insert:

"1."

Page 4, after line 30, insert:

"2. If a student chooses to attend a school in a school district in a bordering state in accordance with this section, the student's school district of residence shall contract with the bordering state for the education of the student and pay the student's tuition at the agreed-upon amount."

Renumber accordingly

2005 TESTIMONY

SB 2333

SENATE BILL 2333 OVERVIEW

41 Districts (of 210 or 19.5% of total districts)
2115 total students (2.1% of total public school district students)
7,898 square miles (11.2% of total land area)
\$68,504,996 taxable value (4% of total taxable value)

Enrollment

2115 total	2.13%
Range of enrollment	260 (Nedrose) to 2 (Bowline Butte)
Average enrollment	49.2 students per district

Land Area

7,898 (11%) square miles	3.74 square miles per student
Range of size	24 square miles (Apple Creek) 1,186 square miles (New 8)
State Average	1.4 students per square mile

Taxable Value Per Pupil

K-8	19,169
K-12	14,644

Tax Levies

K-8	General Fund, 119	Total Levy 182 (41.71 mills < K-12)
K-12	General Fund, 195.4	Total Levy 223.71
Range, K-8:		
Highest	Menoken	Total Levy 301.85
Lowest	Earl	Total Levy 22.67

Cost Per Pupil

K-8	\$ 7,774
K-12	\$ 6,675
Range, K-8: Spiritwood	\$36,426
Nedrose	\$ 4,455

Ending Balance

K-8	\$ 11,976,021	per student	\$3,337
All K-12	\$151,367,272	per student	\$1,529

1955-1960 Est.

High school education became generally accepted minimum standard educational level. School districts should have become K-12 at that time.

- Every student resident of a k-12 school system
- Every tax payer supporting K-12
- Every voter electing school board for K-12

Conclusion

Getting all land in a high school district is 40 years overdue.

Earl School District #18

◆◆◆
997 E Bennie Peor Ck Rd
Sidney Mt 59270
Phone 701-565-2249

January 24, 2005

Concerning - Senate Bill #2333

Dear Chairman Freborg and Members of the Senate Education Committee,

As persons involved in the North Dakota education system we are faced with the challenge of finding solutions to deal with the issues of declining enrollment and school finance as well as providing the best education we can for our young people. We at Earl School District #18 are very aware of how great of an undertaking this is and appreciate your efforts on behalf of the students in North Dakota schools.

Senate Bill #2333 requiring school districts to include grades 1-12 within their boundaries is a concern to Earl District #18. We are a large district located in the southwest corner of McKenzie County, between the badlands and the Montana state line. The boundaries of Earl School District encompass an area in excess of 260 square miles, however, less than 30% of the property in this area is privately owned and has a taxable valuation. We would be a financial burden to any high school district if this district were to provide the services to our students that they provide for their own. The taxes would have to be increased to cover the cost of educating our students and theirs. If the tax rate was not increased the quality of education would suffer. In the past, students from our district have chosen to attend high school in Beach and Watford City in North Dakota and Sidney, Montana which are 45, 60, and 25 miles respectively from our school. Our students have been accepted and excel in the high schools they have chosen to attend. In consideration of distance, family togetherness, curriculum, and extra curricular activities, the local board has made necessary financial arrangements to support the host district. Our current arrangement with Sidney High School district requires that we compensate them with their "Total cost of education" per pupil. This arrangement has been very satisfactory to both parties and did not require that we be annexed into a high school district. We would be willing to

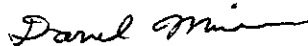
enter into a similar arrangement with any high school district our students choose to attend. If you allow us to maintain local control, we can continue to provide quality education to our students in this manner.

Our district is made up of family ranching operations. Senate Bill #2333 would have a devastating effect on property values in our area. Education of children is a major concern of young families considering the purchase of a ranch in our area. The prospect of bussing children in excess of 50 miles one way to attend school is not a strong selling point considering the child would be putting in a 12 hour day just to go to school. However, this is quite likely a reality under Senate Bill #2333. Our district has been able to work with families to attend a school that is oriented to their ranch location. In the best interest of the children's education, the provisions are already in place for us, the local board, who best knows our unique situation, to consolidate or annex or take whatever steps are necessary to give our children the best education with the least family disruption. Let us keep the local control of our districts and continue to run it in the prudent manner we have been and not have our decisions made by someone 60 miles away or in Bismarck.

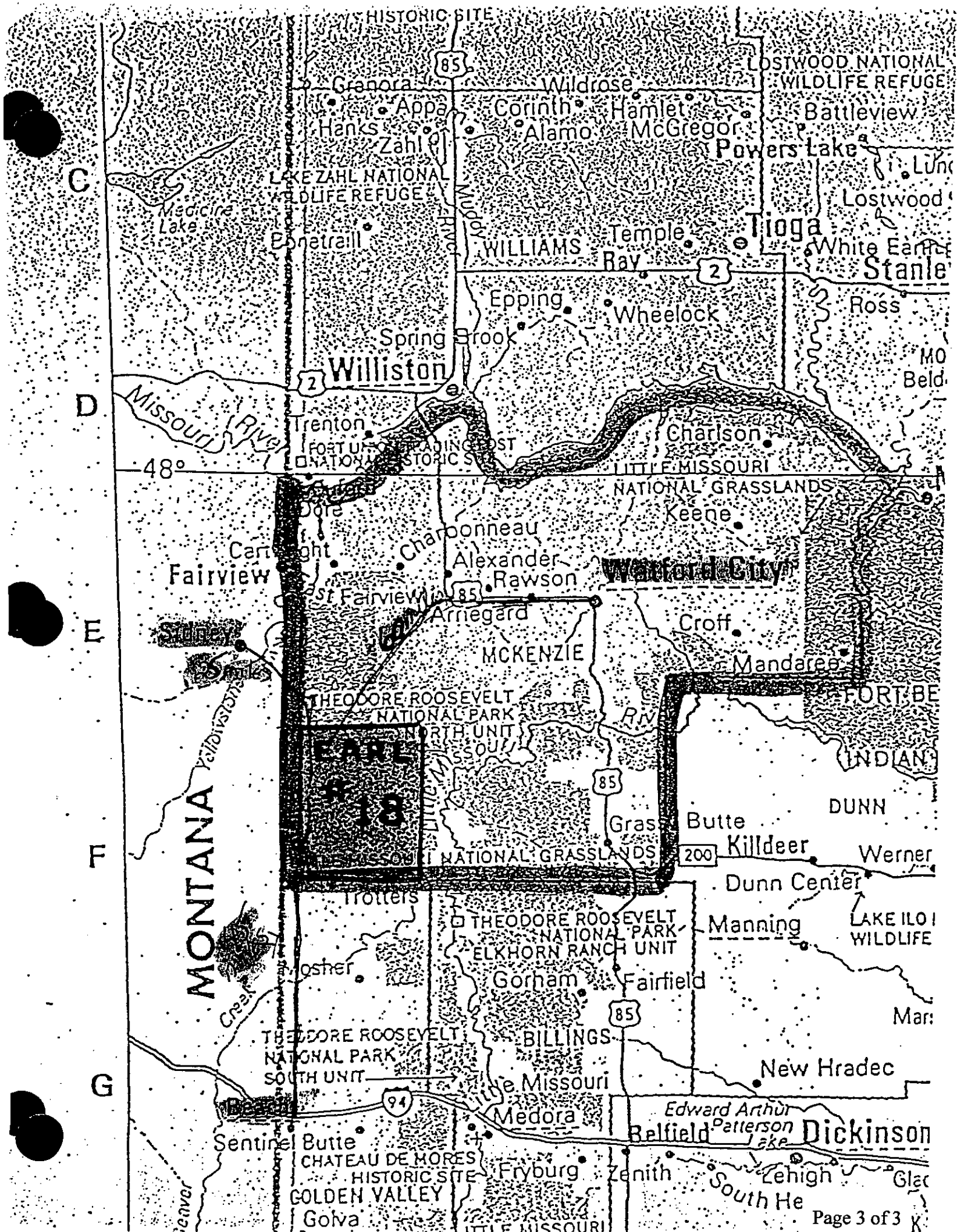
Chairman Freborg and members of the Senate Education Committee, we ask that you do not support Senate Bill #2333. Thank you for your consideration of this matter.

Sincerely,

Darrel Minow.



President of Earl School Board



To whom it may concern:

Greeting, my name is Stephanie Nottestad and I am writing to ask for you to vote NO on Bill # ~~2333~~²³³³. Our family has had the blessing of this school for several years now and can attest to the awesome young people who have come out of this school and have gone on to succeed personally and professionally.

One such person is our daughter who now is a sophomore at Mankato High. She is so well grounded, morally sound, respectful to others, able to work independently, and has been a positive role model to other young people. She didn't have to go to a school that is over populated, where gangs are, drugs, disrespect to others, and foul language are present.

Just as a family have chosen to live in the country so we can send our children to Sweet Briar.

You have no good excuse to close these schools. What we need are

more schools like Sweet Briar, not
less.

I think as a country we
have seen what happens when
we start closing our schools
and over populating the classrooms.
(H. Calubine)

Please reconsider & vote No.
We live in rural North Dakota.
Many people live outside of the
cities and should not be punished
to do so. You will destroy
what N. Dak. stands for. These
families will be forced to move
to the cities and our small communities
will suffer. How can we expect
5 year old children to ride buses
for 1-1 1/2 hrs one way. You leave
no time for these children to be
children or have family time.
Family is and should always
be our priority, and to us as
parents our children are our
priority. Please vote No
for our children's future and
our country's future.

Sincerely
Stephane Nott

2005 North Dakota Legislative Assembly
Senate Education Committee
January 24, 2005
Opposition to SB 2333

My name is Mike Kraft.

Mike Kraft
10101 62nd Ave SE
Bismarck, ND 58504-4032

Phone Number (w): 355-5522
Phone Number (h): 258-3801
E-mail: mkraft@btinet.net

I am the School Board President for the Apple Creek School Board. I am also a parent of children who are attending Apple Creek School. The Apple Creek School District is a K-6 district located in rural Burleigh County southeast of Bismarck, ND. Our enrollment this year is 51 kids. See Exhibit 1 – Background for more information on our school.

I am here today to speak in opposition to SB 2333.

First, let me thank the sponsors of this version of a recurring bill with much history behind it. I can see an attempt to address some of the concerns expressed in prior legislative sessions (e.g. phased in Mill Levy and vote of the original district prior to closure).

However, I would like to speak in opposition to SB 2333 on the following grounds.

First, it is an **erosion of Local Control**. I would urge caution in regard to any bill coming before this assembly seeking to erode local control. Especially, local control as it relates to the education of our children. School is one of the first social systems children encounter. In fact, it may be the only social system, other than the family, they know well at all. We must be very attentive to its structure and behavior as a context for socialization – especially at the grade school level.

Second, we **lose representation on the board**. Currently, we have three school board members elected by the residents of the district. These school board members are close to the school community and are held accountable by those close to the school community. Reorganization would most likely result in our District reorganizing with the Bismarck School District. The bill does not address how board members will be selected. If the residents of the newly reorganized district select the board members, the voice of the rural schools will be drowned out by the urban majority.

Third, I believe **efficiency and effectiveness** need to be considered. Efficiency means to produce results with little wasted resources. Effectiveness means to

produce the intended results. I believe small schools are better able to combine efficiency with effectiveness. In an educational environment, efficiency and effectiveness are exhibited in many ways. Some examples of how our district makes efficient use of resources include: (a) Exercising local control, (b) Participating in the Missouri River Education Cooperative - MREC JPA, (c) Utilizing a County Superintendent, and (d) Utilizing the Burleigh County Multi-District Special Education. Some examples of how our district has demonstrated effectiveness include: (a) We have met AYP (Annual Yearly Progress) the last two years, (b) We get very positive feedback from Bismarck's Middle Schools about our kids, (c) We have 100% parent participation in Parent Teacher Conferences, and (d) We have excellent rapport and communication from Parents, to kids, to teachers, to School Board Members, to the community as a whole. Please see Exhibit 2 – Efficiency vs. Effectiveness for more information.

Fourth, I would ask, "**Who's Next?**" The criteria in this bill impacts school districts that are not K-12. Next time, the criteria could be K-12's with enrollments less than 100. Perhaps, the criteria will be K-12's with an average cost per pupil over \$10,000. My point is this type of legislation is a one size fits all type of scenario. A metric was developed to force reorganization without regard to the quality of education.

There are alternatives to forced reorganization. The Legislature has provided tools and laws for working together to best educate our kids in an efficient practical manner. Tools such as JPA's allow economy of scale without eroding local control. Formulas are in place to allow equitable payment from one district to another. In my opinion, if the formulas are not equitable, then fix the formulas. Do not force consolidation.

Please join our District in opposing SB 2333.

Thank you.

Exhibit 1 – Background

The Apple Creek School District was organized in 1878.
We recently celebrated our 125 year anniversary.
Currently, we have 51 students enrolled in grades K-6.
Last year's enrollment was 44.
We employ 5 Full-Time Teachers in 5 separate classrooms

TUITION PAYMENTS

In 2004-2005, we are paying tuition to Bismarck for 16 Middle School age students at \$4,301.95 each. (Exception: 3 are partial payments)

We are also paying tuition to Bismarck for 30 High School age students at \$4,863.00 each. (Exception: 2 are partial payments)

Summary of tuition billing from Bismarck:

<u>Term</u>	<u>Tuition</u>	<u>Special Education (High School)</u>
2004-2005	\$199,929	-have not been billed yet
2003-2004	\$178,450	\$40,286
2002-2003	\$167,190	\$51,189
2001-2002	\$153,558	\$61,660

TAXES AND MILL LEVY

Apple Creek's 2004 Taxable Valuation:	\$1,766,878
Apple Creek's 2004 Mill Levy:	226.19
Bismarck's 2004 Taxable Valuation:	\$144,701,220
Bismarck 2004 Mill Levy:	262.21

The Apple Creek Mill Levy is split into two parts:

1. GENERAL Fund tax levy: 83.21 mills for revenue of \$147,022
(This revenue pays for the education of 51 K-6 students)
2. HIGH SCHOOL TUITION tax levy: 142.98 mills for revenue of \$252,628.
(This revenue pays High School Tuition and Special Education costs in Bismarck)

If the Apple Creek School District residents had to pay Bismarck's Mill Levy, an additional tax burden of \$63,643 would be placed on the residents of our district.

AVERAGE COST PER PUPIL

2003-2004 Bismarck

Kindergarten	\$3,539
Grades 1-6	\$6,235
Grades 7-8	\$6,010
Grades 9-12	\$6,632

2003-2004 Apple Creek

Kindergarten	\$5,318
Grades 1-6	\$6,150

2002-2003 Bismarck

Kindergarten	\$3,421
Grades 1-6	\$5,876
Grades 7-8	\$5,632
Grades 9-12	\$5,908

2002-2003 Apple Creek

Kindergarten	\$2,047
Grades 1-6	\$5,248

TUITION REVISITED

Recall the \$199,929 tuition bill from Bismarck for 2004-2005.

2004-2005 Middle School Ages Students

Billed by Bismarck for middle school students	\$4,301.95
They received State Foundation aid in the amount of	<u>\$2,091.26</u>
TOTAL	\$6,393.21
Bismarck's Average Cost to Educate Middle School	<u>\$6,010.28</u>
DIFFERENCE	\$ 382.93

2004-2005 High School Ages Students

Billed by Bismarck for high school students	\$4,863.00
They received State Foundation aid in the amount of	<u>\$2,151.85</u>
TOTAL	\$7,014.85
Bismarck's Average Cost to Educate High School	<u>\$6,631.92</u>
DIFFERENCE	\$ 382.93

Recall the \$178,450 tuition bill from Bismarck for 2004-2005.

2003-2004 Middle School Ages Students

Billed by Bismarck for middle school students	\$3,926.49
They received State Foundation aid in the amount of	<u>\$2,076.79</u>
TOTAL	\$6,003.28
Bismarck's Average Cost to Educate Middle School	<u>\$5,631.83</u>
DIFFERENCE	\$ 371.45

2003-2004 High School Ages Students

Billed by Bismarck for high school students	\$4,085.57
They received State Foundation aid in the amount of	<u>\$2,192.95</u>
TOTAL	\$6,278.52
Bismarck's Average Cost to Educate High School	<u>\$5,907.07</u>
DIFFERENCE	\$ 371.45

Exhibit 2 – Efficiency vs. Effectiveness

Efficiency means to produce results with little wasted resources.

Effectiveness means to produce the intended results.

Our Vision

Well rounded individuals prepared for success and achievement in life.

Our Mission

The mission of Apple Creek School is to provide in a cost effective manner the environment, experiences, knowledge, and skills, which will enable all students to acquire the proper attitudes and information necessary for a successful life and future.

Our district has a goal to maintain district tax levies at an efficient rate through prudent fiscal stewardship.

Examples of Efficiency

(a) Exercising local control

We are able to prioritize and respond to the local educational needs. We can push resources towards programs necessary for our success. For example, our District strives to obtain and maintain a student to instructor ratio of no more than 15:1. However, we do not bus our kids. Parents are responsible for getting their children to school. Bismarck does not bus our middle school or high school students.

(b) Participating in the Missouri River Education Cooperative - MREC JPA

We are able to utilize the bargaining power of a collection of like minded schools. The MREC represents over 25 schools with a combined enrollment exceeding 15,000 kids. We are able to accomplish economies of scale in areas which make sense (e.g. group purchasing, professional development, and grant writing).

(c) Utilizing a County Superintendent

Our District is fortunate to have fewer layers of bureaucracy and administrative support than some of the larger districts. Our district functions with a comparatively small amount of administrative overhead.

(d) Utilizing the Burleigh County Multi-District Special Education.

Again, our District is fortunate to have available a multi-district unit whose purpose is to provide special education. We are able to share costs with other districts to gain economies of scale.

(e) Average Cost Per Pupil (Repeated from Exhibit 1)

We are comparable on a cost per pupil basis with Bismarck.

2003-2004 Bismarck
 Kindergarten \$3,539
 Grades 1-6 \$6,235

2003-2004 Apple Creek
 Kindergarten \$5,318
 Grades 1-6 \$6,150

2002-2003 Bismarck
 Kindergarten \$3,421
 Grades 1-6 \$5,876

2002-2003 Apple Creek
 Kindergarten \$2,047
 Grades 1-6 \$5,248

(f) Funding Revenue Source

For the 2003-2004 school year, the Apple Creek School District shouldered a large percentage of the tax burden locally vs. either state or federal funding.

	<u>Local</u>	<u>State</u>	<u>Federal</u>	<u>Total</u>
Apple Creek	\$411,583	\$155,510	\$7,616	\$574,709
Bismarck	\$33,078,902	\$32,323,749	\$8,858,524	\$74,380,164

	<u>Local</u>	<u>State</u>	<u>Federal</u>	<u>Total</u>
Apple Creek	72%	27%	1%	100%
Bismarck	44%	43%	12%	100%

Effectiveness

Effectiveness involves so many interrelated elements of education such as:

- | | |
|--------------------------------|-------------------------------|
| Quality of curriculum. | Academic achievement. |
| Student attitudes. | Social behavior. |
| Extracurricular participation. | Attendance. |
| Belongingness vs. Alienation. | Self-concept. |
| Interpersonal relations. | Teacher attitudes and morale. |

The ultimate aim of our District's academic program is the development of proficiency in each student's ability to read well, write legibly, spell accurately, listen attentively, speak clearly, think critically, use basic mathematical computational skills, observe carefully, solve problems, participate effectively in groups, keep healthy, enjoy aesthetic experiences, and understand career development.

Our District strives to maximize student learning and enhance the educational experience with what is best for each student. Standardized testing is used as one benchmark for measurement of progress. Feedback from Parents, the community, counselors and the kids themselves are also used as measurements of success.

Our District strives for integration between the grades. The transition from one grade to another should be smooth. In addition, the transition from Apple Creek School District to a middle school should be as smooth as possible.

Testimony
Senate Education Committee
SB 2333
January 24, 2005

Chairman Freborg, Members of the Committee, I'm Sarah Nordby. My husband and I farm and ranch and run a small business in Slope County. Our kids go to school in Amidon and Donald is on the school board. I would like to explain my opposition to SB2333.

This bill would require our school district to directly support a high school. Under the present system, we support three or more high schools, depending on where the respective families choose to send their kids to high school. Families on the eastern side of our district often choose to bus their kids 25 -30 miles to New England. New England charges our district per pupil tuition and in addition to state foundation aid payments. The western edge buses their kids about 30 miles to Rhame, where we also have a tuition agreement. Families in the middle of our district who are 25-45 miles from Bowman meet the bus halfway to town or move the family to town during the school months. Note these are direct miles. Bus rides meander around the neighborhood. I grew up riding the bus an hour and a half before and after school- three hours altogether and I lived 10 miles from town. Sometimes kids are boarded as well. Others have gone to Scranton (35 miles away) or even private parochial schools. Joining a specific school district would cause a host of open enrollment situations and financial inequities as in these cases the open enrolled school would not receive the tuition payment, only state foundation aid, if any, as well as transportation and special aid funding.

Up until the time a decision is made as to where to go for a high school education, students attend elementary school which is a 5-20 minute drive from home. This school is run very resourcefully, but creatively. Private music lessons are integrated into the school day. Basics of five sports are part of the school day as well. School programs include a variety of dance routines and solo performances. What we do compares to the curriculum of that offered by fine arts schools.

Time that would be spent riding a bus if we did not have a local elementary school can be spent with the family. Some of the things we have done include washing the fire trucks, goose hunting, chores of course and just getting an extra hour or more of sleep makes a big difference for a child's ability to learn. Because of being able to spend more time at home, the resourcefulness and creativity it takes to successfully run an operation and raise a family where average rainfall is less than 12"/year is passed down to the next generation. In this way, our kids are equipped to look inward for their strength and resilience.

Our students have made their mark once they go on to high school and beyond. Last year's four high school graduates all went on to college and included a West Point cadet and a homecoming queen. The year before we graduated someone who was awarded a football scholarship, and more than one graduate has been offered wrestling scholarships the last few years. This spring we will graduate another salutatorian.

Nothing in this bill addresses the quality of education students are receiving now or will receive if this bill is enacted. Education is something that has been proven over time to be best governed via local control. We have found the means to run our school without

receiving state funding and I do not understand the why anyone deems it necessary to interfere with the way we have adapted to our educational challenges.

I know that some schools deal with high student to teacher ratios and discipline problems. On the other hand, they build hockey rinks and swimming pools for their students. Those are the drawbacks and benefits of living in a larger school district. We have our own challenges unique to a rural district and would appreciate respect for what we have been able to accomplish. Why would anyone have anything against a low cost program that provides a quality education and keeps families together?

Yes, we assess a lower levy than other districts. This is a must in a county with a per capita income of \$6,619 according to the 2000 census figures. (fourth lowest in the nation). Those with children in school shoulder a higher proportion of educating their kids by packing lunches instead of depending on a hot lunch program (when we offered hot lunch it was pot luck style) and personally transporting their kids to extracurricular activities in which they participate. Furthermore, administrative expenses are split with two other schools, and some positions, such as guidance counselors, are hired on a contract basis. Maybe, in the spirit of progress, others need to look at the lessons that can be learned from our educational system and values. Thank you.

Earl District No.18
Board of Directors

Jan.24,2005

Senator Tim Flakoll
Senate Education Committee

Dear Senator Flakoll:

As you ponder Senate bill 2333 take a moment to reflect on the complexities of a school,because there is a parallel phenomenon out here on the prairies of the Great Plains.

Small towns,small communities,shrinking,withering away,the railroad tears up it's track,the interstate goes around,business after business board up the windows,the population declines and finally school consolidation.

The town the consolidation gods choose for the school location survives,the town that loses eventually becomes home to a few retirees and a host to memories.

A school is the glue that binds a community together,witness a full house at the Squaw Gap Community Center this past Christmas season,as friends,neighbors and relatives,some coming 50 or 60 miles to watch 13 kids from 3 of these small rural schools put on their Christmas program.

Schools contribute much to the local economy,often the largest employer.

I represent Earl School District #18. We don't have a town,but we have a community. We are a small rural elementary district in the south west corner of McKenzie County.

Our district is largely federally owned with a taxable valuation

of less than a half million dollars and yet we provide a quality education for our students, both elementary and secondary.

With out our school our kindergarten through 8th grade kids will be bussed many miles over often treacherous roads to attend another school.

The schools that we would be forced to consolidate with will not be overjoyed at the prospect of educating our kids with our small tax base.

The patrons of our district will lose control of their destiny having a very slim chance of being on the consolidated school board and an equally slim chance of any say in levy elections.

Senator, I urge your careful consideration of this bill, and respectfully request that you vote do not pass on this measure.

Respectfully Yours,

A handwritten signature in cursive script that reads "Steve Paul". The signature is written in dark ink and is positioned above the typed name.

J. Stephen Paul

Honorable Freborg, State Senators and Education Committee:

We are a rural state that needs to keep these rural schools. We have sparsely populated areas in our state that need to keep these elementary schools open. Consolidation with a High school district would close most of these elementary districts. Our younger students deserve the right to be educated in their local area with their family close at hand to oversee their education and be involved in their life and the growing up process. By forcing this consolidation onto elementary districts we are taking away the equal education opportunities for these districts.

The Bowline Butte School District of which I represent is a one room school and we would have to consolidate with Watford City. This would increase their district to 2626 sq. miles and even larger if they had to take in the other three elementary districts in this area. They are already the largest district in the state and have the largest bussing program. They do not need to bus our students even further.

When trying to provide equal education opportunities there are several factors to consider. You will never be able to provide the same opportunities for students in smaller schools as in larger schools. There are too many variables. While the smaller schools are able to have less students per educator they also do not have the selection of the wider variety of classes offered or maybe the better facilities that may provide a swimming program or whatever it may be. But each can provide the best education for their area and each works with the strengths that they have. They don't necessarily have to be the same strengths. People in this state choose the area they live in for the benefits that are offered there. It is not necessary to make them all alike.

History has seen the closure of more and more rural schools as our modes of transportation have changed. Our state is obligated to provide a local education for those students still living in remote areas. Senate bill 2333 will take the younger population of our state and force them to settle into the more populated areas to be able to educate their young children. We need to draw the younger families back into the rural areas not force them out!

Each district should have the opportunity to decide what is best for the students and people in their district. There are many laws that provide for consolidation or joint powers or other education tools that can be used by each district. Let the local districts figure what is best for educating their students by using these laws. Please do not mandate for the whole state High School consolidation. We all pay taxes and should have equal opportunity to have local decisions made by local boards concerning our children's education. Senate bill 2333 will take this away.

Thank you for your time,
Nancy Crighton
Bowline Butte SD #19

Dear Senator's Education Committee,

Hello, I am a mother of 4 children; 3 of which attend Sweet Briar School in Mandan. I am writing in regards to bill SB #2333.

I would like to start by telling you that this school is very important to our children and their families. We all live about 14 miles west of Mandan and we don't have to put our kids in a busing system. We live close enough to the school to car pool. Our children would have to ride a bus for 1 ½ hours to and from school if they were to travel to town. That is too long to have a child on the bus! Also, our kids have a wonderful teacher and teacher's aide that give them an excellent education. The one on one they receive from this school is what makes this school so special to all of us. Our children have a wonderful opportunity for learning and I can't justify taking that away from them just because we do not have a high school. By the time they are ready for high school they have established their personalities and have good morals instilled in them and are able to attend high school with a strong education.

North Dakota is known for its rural areas and smaller schools. By taking this away from us you are redefining the North Dakota that we all love to live in! Our small country school is one of the few that survive and we will fight to keep it alive. This Senate Bill #2333 is changing our North Dakota. The people that are living in the rural communities and have the opportunity to send their kids to smaller schools are fortunate. Our children are not exposed to peer pressure, conflict, smoking, drinking, foul language, etc. In return they receive more one on one education and because of the smaller classrooms they have a lot of good repetition. Our children are allowed to be educated in such a peaceful environment; that is the joy of a small school. Bill #2333 is taking all this away and making North Dakota less about the rural areas and forcing many of us to be in the city. I am one of many whom take pride in North Dakota for its developing rural areas. This Bill #2333 will change our lives forever, taking the "rural" out of our state. It forces many of us to rethink where we choose to live and raise a family; that is unfair!

Please vote NO to SB #2333 for the sake of keeping North Dakota about the rural communities and keeping our small schools alive! Our children will be so thankful.

Sincerely,
Heidi Gress
Sweet Briar School Board President
Mandan



Administration:
1101 1st Ave N
P.O. Box 2064
Fargo, ND 58107
701-298-2200 • 1-800-367-9668
Fax: 701-298-2210

State Headquarters:
4023 State St
P.O. Box 2793
Bismarck, ND 58502
701-224-0330 • 1-800-932-8869
Fax: 701-224-9485

North Dakota Farm Bureau

www.ndfb.org

Senate Education Committee

January 24, 2005

SB 2333 Testimony by North Dakota Farm Bureau

presented by Sandy Clark, public policy team

Good morning, Chairman Freborg and members of the committee. For the record, my name is Sandy Clark and I represent the 27,500 members of the North Dakota Farm Bureau. Unfortunately, a scheduling conflict does not allow me to appear before you this morning, but I would like to submit this written testimony for your consideration.

NDFB opposes SB 2333. Our policy states and I quote, "*We oppose state-mandated school consolidation.*"

These graded elementary school districts should have the opportunity to consolidate when they choose. They will consolidate when they can no longer operate because of declining enrollment or financial reasons. Many of them have already consolidated and more are making plans to do so.

Many of them have lower mill levies and will be forced to accept the much higher mill levies of the school districts with whom they would be forced to consolidate. Unfortunately, these consolidation bills aren't so much about improving educational opportunities for children, as they are about other school districts wanting the property tax base of the graded elementary school districts.

NDFB would respectfully request a "do not pass" recommendation on SB 2333. Thank you for your consideration.

1/22/2005

I Robert Powers, school board member from East Fairview Elementary School, East Fairview North Dakota am opposed to the Senate Bill 2333. I will briefly describe the situation in our district which is very similar to districts across the state. Eighty five percent of the students in our District # 14 live in the Yellowstone valley within four miles of the Montana state line; which is also where the high school is located. Our students attend elementary at East Fairview, North Dakota, a fully accredited school, our high school students have attended Fairview High School for the past seventy years under the reciprocal agreement act in Title 15, Chapter 15-10.1 of the North Dakota Century Code. East Fairview Schools in 1996 negotiated a tuition agreement that is based on actual cost of education.

Fairview High School is a large, modern facility built in 1956, there was a new gym built in 1965, and another expansion in 1968. They also added new classrooms in 1980. Their present high school enrollment is 100 students. They employ 13 teachers and offer 70 classes, including a telecommunications system for other classes, which is well over the minimum necessary for accreditation in North Dakota. They also offer 22 extra-curricular activities. Because of the short distance to the school, our students conveniently attend after-school activities and better parent participation is also realized. In 1982, our district built a new gym and two new classrooms. These facilities are used by students k-12 from both schools.

If Senate Bill 2333 becomes law, instead of attending high school in our community, our students would be bused to the nearest existing North Dakota High School in Alexander or Trenton. This is about 100 miles round trip per day. The average is now 26 round trip per day. Further complicating this is that we are Mountain Standard Time, while the Alexander and Trenton schools are on Central Standard Time. This bill could do more than put an end to our students attending high school in our community. It may put an end to our elementary school in East Fairview. Because of the time zone, and extreme mileage difference, we may be forced to double our bus routes.

With our present energy situation the extra cost of transportation would be staggering.

This is the situation in our district. We are simply more conveniently located near a fine school outside the State of North Dakota.

Chairman, and members of the education committee, we ask that you do not support Senate Bill 2333.

Thank you.
Robert Powers,
School Board Member
East Fairview School

Date: January 24, 2005
To: North Dakota Senate Education Committee
From: Robert Thompson, Vice President
Page School Board
Subject: Opposition to Senate Bill No. 2333

School Districts are encouraged to consider all variables in future planning ensuring the best educational programs for our children and also provide efficient use of facilities without wasting tax dollars.

Senate Bill No. 2333 is nothing more than shotgun consolidation. Panic decisions do not provide efficient future planning for education and discourage public input.

This bill has procedural and technical flaws including:

1. The one year drop-dead provision is an impossible time frame. It should be at least three years.
2. Lines 19 & 20 should say operating kindergarten through grade twelve.
3. Transitional School Districts aren't addressed.
4. There is no provision for reorganizing with a School District in its 5-year waiting period from a previous reorganization.
5. The North Dakota School Board Association recommends transporting students the least number of miles and districts should use careful planning in the location of school facilities. This bill disrupts that planning process.

Please do not pass Senate Bill No. 2333.

North Dakota Small Organized Schools

1604 River Drive
Mandan, ND 58554

Robert Stringer, President
Arthur E. Mitzel, Vice President
Gerald Quintus, Secretary - Treasurer
Dean F. Bard, Executive Director

Telephone:
(701)663-0002
Fax:
(701)663-0002

January 22, 2005

Hon. Layton Freborg
State Senator - District No. 8
State Capitol Building
Bismarck, ND 58505

Hand Delivered

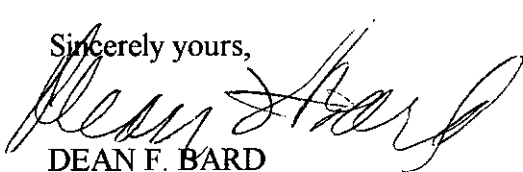
Dear Senator:

As I mentioned the other day, the Board of Directors of NDSOS is meeting on January 31, 2005, for a dinner meeting at the Ramkota Inn in Bismarck. We will convene at 6:00 p.m. in the Seasons II Room which is located at the south end of the main dining room. At that time, we would like you to be our guest for dinner so we could visit with you and hear your thoughts about the current session. This will be completely informal, and nothing is expected to be prepared.

We have also asked Rep. Bob Hunsakor to be with us, and I expect that Rep. Dave Monson, who is a member of our Board of Directors, will be in attendance also, in addition to about 9 or 10 members of our 12-member board.

I know how busy you are, and I hope that you have the evening free. Please let me know if you can make it so I can make the necessary meal arrangements.

Sincerely yours,


DEAN F. BARD

DFB/mo

To: North Dakota Senate Education Committee
RE: SB 2333

Rural Schools and Family Farms

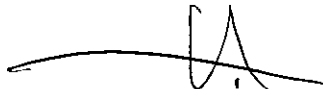
Every two years we find ourselves needing to take time off from work to come to the Capitol to defend something of value that shouldn't be under attack in this state. That something is our small rural school district. What does this small school and a family farm have in common? One of the key things in common is local control, and both an intimate knowledge and vested interest in the local conditions that must be dealt with. Corporate "factory" farms operate without this intimate knowledge and fine-tuned control. They operate under the model of "acceptable losses". How many of our kids are we willing to discard when we ship them on buses for hours to "factory schools" ?

The constant attacks by the Department of Public Instruction on small school districts is akin to what would occur if the Department of Agriculture would fight to shut down family farms. Can you imagine something so ridiculous? It could happen. Both occurrences would be fueled by greed and the desire to consolidate power - not in the best interests of producing something of worth.

SB 2333 is designed to eliminate local control and management, and will almost certainly eliminate small neighborhood schools.

I ask you to vote NO on SB 2333, and instead set up a committee to look into abolishing a nuisance agency - the DPI.

Thank you.



Mark Luther
3355 County Road 139
Mandan, ND 58554

TESTIMONY ON SB #2333
SENATE EDUCATION COMMITTEE
January 24, 2005
by Dr. Wayne G. Sanstead, State Superintendent
701-328-4570
Department of Public Instruction

Mr. Chairman and members of the committee:

My name is Dr. Wayne G. Sanstead and I am the State Superintendent for the Department of Public Instruction. I am here to speak in favor of Senate Bill 2333 regarding all land in a high school district.

Senate Bill 2333 outlines an administrative restructuring of North Dakota school districts so that all land is in a high school district. One can argue that this should have been the way school districts were structured in North Dakota since shortly after WWII when a high school education was recognized as the minimum level required to function effectively in this society.

We need to emphasize that this bill does not close a single school. That is in the hands of local voters on a district-by-district basis. All of these schools would remain open until voters – by a majority vote – agreed to close them.

There is no significant difference in educational results based on the most recent proficiency scores between students from elementary schools in K-8 districts and elementary students in K-12 districts.

There are significant differences in taxable valuation per pupil and in property tax effort. Valuation per pupil in K-8 districts is \$19,169.00 while in K-12 districts it is \$4,644.00. This results in a 41.71 mill difference in total levy between K-8 districts and K-12 districts. This is a serious funding equity issue at a time when we are being sued for funding equity disparity.

The other key issue these days is insuring educational adequacy. If all land were in K-12 districts, there would be greater uniformity in access to a whole range of services such as counseling, access to music, arts, physical education, gifted and talented programs, etc.

Change is always difficult. However in the continuing quest to maintain quality for all students, we need to review all aspects of K-12 education service delivery. We need to make those changes that insure a uniform and efficient system of education for all North Dakota students. This bill moves the State's K-12 education in that direction. I ask for your support for a "do pass" vote in committee and your vote on the Senate floor.

County/ District Number	School District Name	School District Type	Enroll. Kinder.	Enroll. Grades 1 - 6	Enroll. Grades 7 - 8	Total
1	2	3	5	6	7	
Codist	Dname	DTYPE	DENK	DEN16	DEN78	Total
3016	Oberon	2	9	24	6	39
4001	Billings County	2	3	39	14	56
8025	Naughton	3	2	3	-	5
8029	Baldwin	2	2	15	4	21
8033	Menoken	2	-	13	5	18
8035	Sterling	2	-	25	4	29
8039	Apple Creek	2	6	45	-	51
8045	Manning	3	-	4	-	4
9007	Mapleton	2	6	81	-	87
9080	Page	2	-	106	-	106
13008	Dodge	2	3	27	-	30
13037	Twin Buttes	2	-	26	15	41
15010	Bakker	2	3	2	2	7
17006	Lone Tree	2	-	29	13	42
18125	Manvel	2	17	100	34	151
18127	Emerado	2	14	73	26	113
19018	Roosevelt	2	-	89	58	147
22011	Pettibone-Tuttle	2	2	8	-	10
22014	Robinson	2	1	8	-	9
27014	Yellowstone	2	4	30	14	48
27018	Earl	3	-	4	1	5
27019	Bowline Butte	3	-	3	-	3
27032	Horse Creek	3	-	5	-	5
30004	Little Heart	2	1	14	8	23
30008	Sims	2	-	16	8	24
30017	Sweet Briar	3	2	5	4	11
37002	Sheldon	2	2	25	-	27
37006	Ft Ransom	2	-	12	-	12
44012	Marmarth	2	1	6	3	10
44014	Sheets	3	-	2	-	2
44032	Central Elementary	2	-	4	-	4
47026	Spiritwood	2	4	11	-	15
50039	Lankin	2	-	47	-	47
50051	Nash	2	3	13	3	19
50128	Adams	2	-	49	27	76
51004	Nedrose	2	22	179	59	260
51010	Bell	2	18	108	22	148
51019	Eureka	2	-	9	-	9
51070	South Prairie	2	22	107	24	153
52035	Pleasant Valley	2	4	12	4	20
53008	New	2	33	145	50	228
	North Dakota		184	1,523	408	2,115
	Count	41				

PROPOSED AMENDMENTS TO SENATE BILL NO. 2333

Page 1, line 3, replace "section" with "sections", and after "15.1-12-26" insert "and 15.1-31-07"

Page 1, line 4, after "districts" insert "and attendance in schools in bordering states"

Page 5, after line 4, insert:

"SECTION 5. AMENDMENT. Section 15.1-31-07 of the North Dakota Century Code is amended and reenacted as follows:

15.1-31-07. Students not subject to this chapter. If a student, as a result of a school district dissolution or reorganization, resides in a district other than the one the student chooses to attend at the time of the dissolution or reorganization, the student is not subject to this chapter and may attend school in the chosen school district, including a school district in a bordering state. Notwithstanding section 15.1-28-03, the superintendent of public instruction shall forward payments from the state tuition fund made on behalf of the student to the student's chosen school district, unless the chosen school district is in a bordering state. The student may not be considered a student in average daily membership in the student's school district of residence for purposes of section 15.1-31-02."

Renumber accordingly

PROPOSED AMENDMENTS TO SENATE BILL NO. 2333

Page 1, line 16, replace "one year" with "eighteen months"

Page 2, line 18, replace "sixth" with "fourth"

Page 2, line 26, replace "fifth" with "half"

Page 3, line 4, replace "one-fourth" with "three-fourths"

Page 3, line 10, remove "may"

Page 3, remove lines 11 through 28

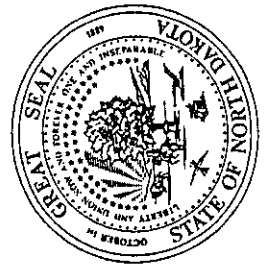
Page 3, line 29, remove "through grade twelve"

Renumber accordingly

SCHOOL ENROLLMENT TREND UPDATE

Table of Contents

ND School District Enrollment Projections by Foundation Aid Category	Page 1
ND Public School Enrollment Projections by Grade: State Level and by Foundation Aid Category	Page 7
Enrollment Shift in ND Public High Schools (2004-2005 by Foundation Aid Category)	Page 11



DEPARTMENT OF PUBLIC INSTRUCTION
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ND School District Enrollment Projections by Foundation Aid Category

District 2000 2001 2002 2003 2004 2005 2006 2007 2008 2009 2010 2011 2012 2013 2014 2015 00-05 05-10

District	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	00-05	05-10
High schools 550+																		
09-001 Fargo 1	11,645	11,382	11,223	11,095	11,142	11,151	11,175	11,166	11,082	11,012	10,981	10,922	10,843	10,841	10,836	10,818	-4.2%	-1.5%
08-001 Bismarck 1	10,663	10,476	10,534	10,399	10,370	10,394	10,394	10,405	10,406	10,390	10,383	10,403	10,340	10,321	10,300	10,210	-2.5%	-0.1%
18-001 Grand Forks 1	8,559	8,351	8,084	8,008	7,899	7,634	7,372	7,228	7,018	6,812	6,595	6,418	6,227	6,058	5,906	5,767	-10.8%	-13.6%
51-001 Minot 1	7,493	7,175	6,953	6,905	6,753	6,639	6,538	6,475	6,391	6,304	6,250	6,181	6,125	6,091	6,052	5,997	-11.4%	-5.9%
09-006 West Fargo 6	4,914	5,025	5,112	5,207	5,372	5,461	5,658	5,795	5,989	6,153	6,329	6,499	6,653	6,832	7,002	7,190	11.1%	15.9%
30-001 Mandan 1	3,621	3,495	3,424	3,351	3,250	3,263	3,242	3,215	3,181	3,176	3,137	3,049	2,967	2,882	2,791	2,707	-9.9%	-3.9%
45-001 Dickinson 1	3,012	2,906	2,755	2,717	2,670	2,626	2,563	2,494	2,397	2,334	2,236	2,150	2,072	1,985	1,916	1,848	-12.8%	-14.8%
47-001 Jamestown 1	2,741	2,671	2,589	2,542	2,477	2,419	2,354	2,277	2,203	2,141	2,086	2,028	1,958	1,876	1,797	1,728	-11.7%	-13.8%
53-001 Williston 1	2,597	2,493	2,461	2,345	2,204	2,169	2,106	2,047	2,001	1,976	1,925	1,860	1,815	1,754	1,732	1,697	-16.5%	-11.2%
36-001 Devils Lake 1	2,038	2,010	1,976	1,906	1,866	1,865	1,846	1,823	1,828	1,811	1,817	1,815	1,808	1,809	1,822	1,841	-8.5%	-2.6%
40-007 Belcourt 7	1,850	1,762	1,766	1,763	1,727	1,686	1,784	1,864	1,950	2,045	2,085	2,175	2,269	2,322	2,404	2,473	-8.9%	23.7%

High schools 175-549

39-037 Wahpeton 37	1,580	1,586	1,507	1,519	1,494	1,409	1,363	1,316	1,280	1,221	1,168	1,126	1,098	1,068	1,027	1,004	-10.8%	-17.1%
02-002 Valley City 2	1,285	1,260	1,221	1,211	1,205	1,176	1,156	1,109	1,069	1,055	1,035	1,029	997	958	937	908	-8.5%	-12.0%
50-003 Grafton 3	1,095	1,010	958	911	907	953	977	1,006	1,019	1,022	1,028	1,033	1,067	1,096	1,129	1,156	-13.0%	7.9%
09-017 Central Cass 17	818	826	853	841	835	827	804	787	773	750	727	691	658	616	571	536	1.1%	-12.1%
29-002 Beulah 27	1,041	1,021	981	915	862	812	741	666	617	578	512	473	421	385	341	298	-22.0%	-37.0%
05-001 Bottineau 1	801	801	782	797	764	759	742	707	675	639	584	540	499	449	407	381	-5.2%	-23.0%
31-001 New Town 1	765	745	749	761	772	726	718	705	687	681	673	656	657	657	659	667	-5.1%	-7.3%
09-002 Kindred 2	732	726	706	712	688	720	702	708	693	696	695	700	692	676	657	650	-1.6%	-3.4%
29-003 Hazen 3	876	808	793	769	735	704	651	624	600	588	556	532	507	491	492	465	-19.6%	-21.1%
37-019 Lisbon 19	694	690	661	662	646	636	628	602	585	576	562	552	545	540	535	531	-8.4%	-11.7%
16-010 Carrington 10	755	706	688	651	643	614	585	549	520	495	454	414	385	359	323	306	-18.7%	-26.1%
49-014 May-Port CG 14	691	604	618	618	600	593	597	603	604	619	623	642	662	687	715	745	-14.2%	5.0%
27-001 McKenzie Co. 1	669	657	635	617	585	579	555	528	499	486	470	455	427	423	407	392	-13.5%	-18.8%
51-007 Ulfend 7	680	673	655	618	602	574	545	522	483	450	425	402	377	365	352	329	-15.6%	-25.9%
35-005 Rugby 5	743	665	647	605	587	560	536	516	496	465	451	429	405	400	386	374	-24.6%	-19.4%
11-041 Oakes 41	568	555	525	519	527	545	551	560	568	575	574	562	570	558	553	549	-4.0%	5.3%
34-006 Cavalier 6	660	633	623	555	521	538	510	491	477	446	440	428	419	400	391	380	-18.5%	-18.3%
18-044 Larimore 44	613	583	583	573	541	522	506	495	482	472	465	458	444	446	447	440	-14.8%	-10.9%
10-023 Langdon Area 23	583	589	553	548	496	483	463	452	430	404	384	371	366	358	355	354	-17.2%	-20.6%
09-097 Northern Cass 97	462	485	473	457	461	482	469	473	463	449	441	418	400	383	368	353	4.3%	-8.5%
40-001 Dunseith 1	563	547	548	523	484	448	406	377	334	308	292	265	251	233	216	201	-20.4%	-34.9%
52-038 Harvey 38	590	556	533	517	490	448	413	368	323	288	251	222	179	157	131	105	-24.1%	-44.0%
25-001 Velva 1	470	467	447	447	454	430	415	405	395	394	386	376	353	341	333	320	-8.5%	-10.2%
18-061 Thompson 61	527	518	502	481	438	428	406	383	368	349	344	330	319	313	307	297	-18.8%	-19.6%
06-001 Bowman 1	466	445	424	425	427	407	395	396	382	364	347	336	333	330	333	335	-12.7%	-14.7%
13-016 Killdeer 16	376	364	359	365	403	397	393	397	401	414	418	434	440	427	432	421	5.2%	5.2%
03-030 Ft Totten 30	175	164	191	185	212	183	187	190	176	167	144	143	151	157	164	162	4.6%	-21.2%

High schools 75-149

50-078 Park River 78	485	454	445	429	413	418	410	413	418	419	412	413	428	430	438	448	-13.8%	-1.4%
49-009 Hillsboro 9	480	476	444	426	426	406	401	403	395	405	415	426	434	454	471	486	-15.4%	2.3%
51-161 Lewis & Clark 161					383	398	416	428	445	458	462	480	485	501	497	506		16.2%
14-001 New Rockford 1	395	373	385	397	386	389	392	401	414	416	410	417	427	451	455	468	-1.5%	5.4%
25-060 TGU 60			368	373	385	383	373	357	341	318	302	282	257	238	224	206		-21.0%
30-007 New Salem 7	389	397	425	354	373	378	363	347	324	303	282	265	243	220	198	176	-2.8%	-25.4%
51-041 Surrey 41	476	439	425	419	395	364	344	336	319	310	296	282	266	254	244	228	-23.5%	-18.8%
11-040 Ellendale 40	427	390	388	374	363	355	350	347	347	353	353	352	351	356	359	364	-16.9%	-0.7%
28-051 Garrison 51	403	362	363	369	351	354	351	349	362	367	373	386	396	420	443	458	-12.2%	5.2%
01-013 Hellingier 13	453	406	385	364	355	347	344	339	328	322	314	298	284	269	268	255	-23.4%	-9.5%
38-001 Mahall-Lansford-Sherwood 1						345	341	326	324	321	302	295	282	269	267	256		-12.6%
15-036 Linton 36	372	375	379	377	375	343	331	315	296	279	261	237	221	202	187	168	-7.8%	-24.0%
31-002 Stanley 2	429	425	406	376	363	340	331	325	314	311	314	320	326	326	323	328	-20.7%	-7.6%
20-018 Griggs County Central 18	381	355	348	341	335	336	332	323	323	331	314	311	308	308	300	290	-11.8%	-6.7%
39-044 Richland 44	326	320	308	309	304	335	354	362	384	393	405	423	454	486	519	545	2.8%	21.0%
23-008 LaMoure 8	408	396	375	363	349	326	320	307	300	295	288	283	280	277	275	273	-20.1%	-11.7%
17-003 Beach 3	377	392	366	341	336	325	299	284	278	261	243	219	195	173	152	134	-13.8%	-25.2%
39-008 Hankinson 8	344	318	325	328	329	320	324	324	333	345	353	370	384	407	425	445	-7.0%	10.4%
18-129 Northwood 129	359	359	331	315	311	318	314	300	289	288	279	286	290	291	281	291	-11.4%	-12.4%
40-004 Mt Pleasant 4	382	349	333	331	322	315	298	290	280	253	258	243	212	205	199	184	-17.5%	-18.1%
28-004 Washburn 4	456	409	391	375	336	314	295	279	255	245	241	223	212	204	192	181	-3.1%	-23.2%
32-001 Dakota Prairie 1	418	399	343	324	325	314	309	310	307	305	307	300	301	298	293	294	-24.9%	-2.3%
37-022 Enderlin 22	373	352	349	339	340	311	299	279	272	247	232	223	212	208	200	186	-16.6%	-25.3%
40-003 St John 3	285	282	286	294	295	303	323	341	356	368	383	383	401	412	421	424	6.3%	26.3%
41-006 Sargent Central 6	347	349	334	321	306	303	287	280	275	258	254	231	219	198	177	163	-12.7%	-16.3%
34-027 Waihalla 27	332	301	306	314	300	298	296	295	298	301	299	302	308	311	317	313	-10.2%	0.2%
41-002 Milnor 2	322	337	305	294	311	291	285	274	259	239	225	212	193	177	159	150	-9.6%	-22.8%
49-003 Central Valley 3	323	311	307	288	277	291	289	285	279	273	266	269	267	265	272	272	-9.9%	-8.7%
51-028 Kenmare 28	380	364	347	318	296	288	269	257	245	229	212	196	183	170	165	156	-24.2%	-26.2%
22-026 Steele-Dawson 26	252	263	279	274	276	287	279	274	274	272	275	274	274	280	277	276	13.9%	-4.1%
31-003 Parshall 3	314	328	289	302	307	282	281	283	285	286	287	283	274	271	268	266	-10.2%	1.9%
33-001 Center-Stanton 1						281	264	251	237	220	211	202	194	187	186	175		-25.1%
12-001 Divide County 1	363	332	313	302	299	280	257	241	235	221	203	191	183	177	172	168	-22.9%	-27.5%
45-034 Richardson-Taylor 34			311	301	286	280	284	285	291	294	302	319	340	362	379	388		7.9%
38-026 Glenburn 26	324	320	297	302	293	279	275	260	249	239	220	209	203	197	194	196	-13.9%	-21.1%
21-001 Moit-Regent 1			321	294	288	274	254	243	225	205	195	185	177	168	159	151		-28.8%
18-128 Midway 128	349	328	324	323	298	271	248	231	210	200	186	173	161	147	136	127	-22.3%	-31.3%
39-042 Wyndmere 42	338	313	297	280	265	257	246	234	227	206	201	191	192	186	180	175	-24.0%	-21.7%
09-004 Maple Valley 4	249	212	203	199	199	256	242	230	224	213	194	186	170	158	148	139	2.8%	-24.4%
45-009 South Heart 9	274	274	267	257	251	247	250	240	234	229	217	211	207	206	198	196	-9.9%	-12.3%
24-002 Napoleon 2	267	266	255	244	236	245	235	232	224	218	216	214	212	211	208	208	-8.2%	-11.9%
53-015 Tioga 15	346	311	294	280	257	245	243	231	225	220	215	214	204	200	204	197	-29.2%	-12.2%

2

District	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	00-05	05-10
32-066 Lakota 66	292	295	270	264	257	243	227	220	211	198	191	179	178	172	173	171	-16.8%	-21.2%
49-007 Halton 7	283	270	250	257	253	241	243	239	235	231	221	215	214	211	215	216	-14.8%	-8.4%
50-020 Minto 20	263	260	228	238	222	238	237	244	247	255	260	266	269	281	294	307	-9.5%	9.4%
23-003 Edgeley 3	276	271	274	260	243	236	218	207	198	188	173	165	163	149	137	125	-14.5%	-26.7%
45-013 Belfield 13	318	308	274	238	233	235	215	205	200	190	177	160	143	127	110	98	-26.1%	-24.9%
26-019 Wishek 19	276	264	267	266	257	230	221	204	191	177	167	155	137	117	100	84	-16.7%	-27.5%
48-008 Southern 8	302	308	295	278	259	224	209	184	173	158	147	135	122	112	100	92	-25.8%	-34.6%
30-039 Flasher 39	263	251	234	231	221	223	216	220	222	215	224	226	237	248	261	272	-15.2%	0.6%
03-009 Maddock 9	237	233	221	228	213	205	207	200	188	182	175	170	161	153	151	145	-13.5%	-14.7%
30-048 Glen Ullin 48	251	235	213	210	212	193	188	180	169	157	146	137	126	114	103	92	-23.1%	-24.5%
21-009 New England 9	246	230	220	199	190	192	177	168	156	140	134	129	122	116	109	104	-22.0%	-30.0%
52-025 Fessenden-Bowdon 25		252	237	237	225	191	175	158	138	127	105	97	77	68	57	45		-45.3%
03-006 Leads 6	219	202	183	188	196	183	187	192	195	190	199	211	221	230	233	249	-16.4%	8.7%
19-049 Elgin-New Leipzig 49	268	248	260	244	242	173	167	172	167	164	157	147	137	132	131	121	-35.4%	-9.4%
46-010 Hope 10	156	154	147	145	146	140	140	140	147	145	145	146	137	128	109	91	-10.3%	3.3%

High schools 1-74

53-006 Eight Mile 6	191	201	209	219	232	219	232	244	257	270	280	301	315	339	360	376	14.7%	28.0%
28-008 Underwood 8	307	273	248	230	226	211	202	198	196	195	193	190	194	200	201	208	-31.3%	-8.4%
39-028 Lidgenwood 28	272	251	233	236	227	211	208	207	200	202	197	198	194	196	192	186	-22.4%	-6.9%
41-003 North Sargent 3	203	187	193	198	190	204	208	215	219	223	228	224	232	231	239	245	0.5%	11.6%
28-001 Montefiore 1	280	233	222	218	207	203	210	206	216	229	242	252	269	282	299	319	-27.5%	19.1%
03-029 Warwick 29	234	229	212	203	214	192	184	173	166	157	147	137	127	115	106	98	-17.9%	-23.5%
27-036 Mandaree 36	238	232	230	190	198	191	182	176	169	166	159	154	152	148	145	143	-19.7%	-16.9%
46-019 Finley-Sharon 19	184	181	175	164	178	186	180	175	169	159	147	132	121	113	98	88	1.1%	-20.9%
15-015 Strasburg 15	235	233	225	207	193	184	179	170	159	153	141	131	121	112	104	92	-21.7%	-23.2%
28-072 Turtle Lake-Mercer 72	209	207	207	200	191	182	171	163	157	140	128	114	108	99	90	86	-12.9%	-29.4%
40-029 Route 29	216	216	217	192	185	182	175	161	156	142	135	127	121	110	106	99	-15.7%	-25.7%
34-019 Drayton 19	237	248	229	209	189	178	167	168	165	167	174	178	186	189	198	205	-24.9%	-2.2%
02-046 Litchville-Marion 46					194	173	167	157	148	136	133	114	110	94	88	73		-23.0%
03-005 Minnewaukan 5	134	148	128	117	144	169	172	172	165	163	166	166	166	167	171	172	26.1%	-1.9%
26-009 Ashley 9	214	203	189	185	172	167	162	149	138	130	124	115	103	89	78	65	-22.0%	-25.8%
28-050 Max 50	169	168	181	179	170	166	159	151	146	140	142	135	132	137	134	132	-1.8%	-14.4%
06-033 Scranton 33	181	198	187	176	163	164	166	171	176	178	187	197	204	216	231	240	-9.4%	14.1%
53-002 Nesson 2	208	198	194	179	173	163	155	143	135	129	125	115	110	99	91	86	-21.6%	-23.3%
34-012 Valley 12	163	164	159	158	151	161	164	160	164	159	159	162	160	149	146	147	-1.2%	-1.5%
43-003 Solen 3	197	195	173	153	146	160	163	169	178	185	194	204	212	222	233	243	-18.8%	21.3%
47-010 Pingree-Buchanan 10	141	163	163	156	155	159	163	161	160	160	156	157	161	169	169	171	12.8%	-1.7%
47-003 Medina 3	192	170	168	151	159	157	154	160	161	168	171	176	188	197	211	221	-18.2%	8.7%
34-001 Pembina 1	155	156	149	149	138	154	146	150	148	151	154	159	167	169	175	181	-0.6%	0.0%
02-082 Wimbeldon-Courtenay 82	204	176	166	163	152	153	152	142	138	136	136	128	125	117	114	112	-25.0%	-10.9%
20-007 Midkota 7	230	210	179	168	150	147	137	130	124	115	112	111	106	102	95	89	-36.1%	-27.6%
30-013 Hebron 13	200	196	190	171	168	147	141	133	124	116	106	99	88	79	70	63	-26.5%	-27.6%
15-006 Hazellon-Moffitt-Braddock 6	177	161	141	142	146	144	138	132	124	119	110	102	93	86	78	71	-18.6%	-23.7%

District	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	00-05	05-10
02-065 North Central 65	204	190	177	158	150	141	132	128	115	112	104	96	88	80	72	61	-30.9%	-26.2%
25-057 Drake 57	164	152	157	141	138	136	130	125	116	104	97	90	82	75	69	63	-17.1%	-28.4%
50-106 Edinburg 106	170	144	148	138	138	136	139	137	143	151	157	167	176	184	196	204	-20.0%	15.6%
23-007 Kulm 7	161	157	156	131	136	134	130	121	113	105	99	89	82	70	60	52	-16.8%	-26.3%
34-043 St Thomas 43	129	124	132	141	135	130	133	137	146	153	161	167	179	187	195	208	0.8%	23.8%
05-017 Westhope 17	164	167	163	151	146	129	119	110	102	96	84	80	76	66	52	46	-21.3%	-34.8%
51-016 Sawyer 16	169	165	160	152	132	126	120	114	104	102	100	95	94	91	87	85	-25.4%	-20.8%
28-085 White Shield 85	165	164	145	145	140	123	119	113	110	108	104	100	100	97	95	93	-25.5%	-15.3%
24-056 Gackle-Siretler 56	197	176	165	153	147	116	111	109	106	101	100	99	98	99	96	97	-41.1%	-13.8%
10-019 Munch 19	160	155	133	126	117	112	103	93	88	75	70	59	53	47	39	35	-30.0%	-37.4%
39-018 Fairmount 18	147	134	132	126	106	108	105	97	93	88	81	76	67	63	60	54	-26.5%	-25.0%
47-014 Montpelier 14	140	121	108	116	99	108	103	101	106	109	111	113	113	115	117	120	-22.9%	3.1%
22-028 Tappen 28	132	121	119	110	105	107	103	102	101	100	101	101	101	103	101	101	-18.9%	-5.3%
14-012 Shyenne 12	177	145	141	115	91	103	103	108	103	102	101	102	101	102	105	106	-41.8%	-2.2%
07-027 Powers Lake 27	128	128	116	118	115	102	99	94	89	85	81	81	81	73	65	56	-20.3%	-20.8%
42-019 McClusky 19	140	135	118	113	111	99	95	91	83	77	72	62	56	51	47	43	-29.3%	-27.6%
36-044 Starkweather 44	140	121	113	113	100	92	84	78	71	64	56	48	43	37	32	28	-34.3%	-39.4%
36-002 Edmore 2	136	113	112	101	93	90	79	80	75	65	61	51	49	44	37	33	-33.8%	-31.8%
43-008 Selfridge 8	82	74	69	58	70	90	88	86	82	82	77	73	67	64	61	58	9.8%	-14.6%
07-036 Burke Central 36	125	114	101	108	91	89	81	77	76	72	66	63	59	58	56	55	-28.8%	-26.0%
34-055 Neche 55	129	121	102	102	104	86	82	74	71	69	59	58	56	54	49	49	-33.3%	-31.3%
07-014 Bowbells 14	122	114	107	102	88	85	84	78	76	72	68	64	58	55	51	47	-30.3%	-19.6%
50-079 Fordville 79	86	97	96	86	79	84	75	72	60	60	60	58	54	50	45	40	-2.3%	-31.4%
08-028 Wing 28	71	75	76	77	90	81	86	86	89	97	99	104	111	117	124	132	14.1%	22.2%
25-014 Anamoose 14	102	96	92	83	81	80	78	77	70	69	63	56	52	50	44	43	-21.6%	-20.6%
05-054 Newburg-United 54	91	85	83	79	80	78	78	75	71	71	67	60	57	49	42	37	-14.3%	-14.7%
48-002 Bisbee-Egeland 2	125	111	99	93	85	78	72	60	60	52	51	46	42	39	34	32	-37.6%	-34.1%
06-017 Rhame 17	110	96	92	80	73	75	72	71	69	67	64	61	61	60	61	61	-31.8%	-15.2%
48-028 North Central 28	89	78	72	69	69	69	60	56	50	46	44	39	36	33	29	27	-22.5%	-36.5%
47-019 Kensal 19	87	93	81	66	61	63	60	57	59	60	61	62	64	65	65	67	-27.6%	-2.5%
53-099 Grenora 99	87	75	73	65	62	61	56	53	51	49	45	42	40	39	38	37	-29.9%	-26.4%
26-004 Zeeland 4	60	65	56	60	65	58	56	56	51	47	44	42	38	34	30	26	-3.3%	-28.1%
52-039 Sykes 39	85	72	79	79	72	56	53	50	47	45	41	38	35	33	30	28	-34.1%	-26.1%
27-002 Alexander 2	109	105	86	80	68	49	41	38	41	43	45	47	52	54	59	63	-55.0%	-9.1%
35-001 Wolford 1	68	66	73	60	58	49	45	40	37	34	32	29	27	24	22	20	-27.9%	-34.6%
42-016 Goodrich 16	65	62	54	55	51	47	45	43	40	38	35	31	29	27	24	22	-27.7%	-25.6%
29-020 Golden Valley 20	64	71	63	55	50	40	37	33	31	28	25	23	21	19	17	15	-37.5%	-36.8%
53-091 Wildrose-Alamo 91	65	62	53	49	50	40	37	35	34	32	29	28	26	25	24	24	-38.5%	-26.4%
22-020 Tuttle-Pettibone 20	83	75	67	58	49	38	35	31	27	25	21	19	15	13	11	9	-54.2%	-44.5%
23-011 Verona 11	74	72	61	58	47	29	29	27	26	26	26	25	25	25	24	24	-60.8%	-11.5%
13-019 Halliday 19	104	93	78	79	34	28	26	23	21	20	18	16	15	13	12	10	-73.1%	-36.8%
10-014 Border Central 14	31	32	30	33	28	26	25	24	23	22	21	20	20	20	20	19	-16.1%	-19.3%

4

Elementary schools

51-004 Nedrose 4	259	248	245	246	253	260	258	256	253	252	250	247	245	242	239	238	0.4%	-3.8%
53-008 New 8	247	224	211	224	220	228	224	215	211	202	201	197	193	188	183	178	-7.7%	-11.9%
43-004 Ft Yates 4	201	192	168	136	227	212	220	222	207	206	222	263	304	318	330	341	5.5%	4.6%
51-070 South Prairie 70	133	136	142	154	151	153	152	151	149	148	147	145	144	142	141	140	15.0%	-3.7%
18-125 Marvel 125	212	192	186	176	154	151	145	141	137	133	130	127	123	121	118	115	-28.8%	-14.1%
51-010 Bell 10	136	129	145	142	151	148	148	146	145	144	142	140	139	138	137	136	8.8%	-4.0%
19-018 Roosevelt 18	151	141	137	124	113	147	143	133	124	117	117	107	102	90	83	77	-2.6%	-20.7%
18-127 Emerald 127	151	116	114	98	104	113	109	105	102	100	97	95	92	90	88	86	-25.2%	-14.1%
09-080 Page 80	154	148	136	129	126	106	99	94	78	67	55	42	36	32	29	27	-31.2%	-48.1%
09-007 Mapleton 7	102	116	113	105	96	87	89	91	94	91	100	102	104	107	109	112	-14.7%	14.6%
50-128 Adams 128	119	113	91	91	95	76	71	59	55	48	40	35	28	25	22	19	-36.1%	-47.4%
04-001 Billings Co 1	93	79	73	73	76	56	52	48	43	38	33	29	26	23	20	18	-39.8%	-40.9%
08-039 Apple Creek 39	48	45	42	49	44	51	51	51	51	50	49	49	49	49	49	48	6.3%	-3.2%
27-014 Yellowstone 14	84	82	64	54	47	48	47	45	44	43	42	42	41	40	39	38	-42.9%	-11.9%
50-039 Lankin 39	71	63	57	56	58	47	44	40	36	34	30	29	27	25	24	22	-33.8%	-36.3%
17-006 Lone Tree 6	54	55	52	51	45	42	39	36	32	29	25	22	20	17	15	14	-22.2%	-40.9%
13-037 Twin Buttes 37	58	49	54	46	56	41	39	37	37	35	34	34	33	33	32	32	-29.3%	-16.1%
03-016 Oberon 16	56	43	57	50	45	39	39	38	38	38	40	40	40	40	40	41	-30.4%	2.3%
13-008 Dodge 8	65	51	58	47	36	30	26	25	22	19	18	16	14	13	12	10	-53.8%	-41.5%
08-035 Sterling 35	34	37	39	43	38	29	29	29	29	29	29	29	28	28	28	28	-14.7%	-0.5%
37-002 Sheldon 2	57	44	44	40	33	27	26	25	24	22	21	19	18	18	17	17	-52.6%	-23.2%
30-008 Sims 8	35	35	38	39	34	24	23	21	20	18	16	14	12	10	9	8	-31.4%	-34.6%
30-004 Little Heart 4	30	28	27	32	25	23	23	22	22	21	20	20	19	19	18	18	-23.3%	-11.5%
08-029 Baldwin 29	14	14	19	22	26	21	21	21	21	21	21	21	21	21	20	20	50.0%	-0.5%
52-035 Pleasant Valley 35	27	25	22	17	21	20	17	16	13	11	9	7	6	4	4	3	-25.9%	-53.7%
50-051 Nash 51	29	27	27	25	17	19	19	19	20	20	21	22	23	23	24	24	-34.5%	10.8%
08-033 Menoken 33	34	34	30	21	19	18	18	18	18	18	18	18	18	18	17	17	-47.1%	-0.6%
47-026 Spiritwood 26	13	14	14	11	7	15	15	14	13	13	12	11	11	10	10	10	15.4%	-19.5%
37-006 Ft Ransom 6	29	24	18	20	23	12	12	12	12	11	11	11	11	11	11	11	-58.6%	-5.2%
30-017 Sweet Briar 17	12	7	9	12	10	11	11	11	10	10	10	9	9	9	9	8	-8.3%	-11.5%
22-011 Pettibone-Tuttle 11	33	24	22	18	15	10	8	7	6	5	4	3	2	2	2	2	-69.7%	-63.9%
44-012 Marmarth 12	18	15	10	10	12	10	10	9	9	9	9	9	9	9	8	8	-44.4%	-10.6%
22-014 Robinson 14	12	14	13	10	8	9	7	6	5	4	3	2	2	2	1	1	-25.0%	-63.9%
51-019 Eureka 19	9	16	11	21	13	9	9	9	9	9	9	8	8	8	8	8	0.0%	-4.0%
15-010 Bakker 10	12	10	7	8	6	7	6	6	6	5	4	4	4	3	3	3	-41.7%	-35.8%
08-025 Naughton 25	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	25.0%	-0.5%
27-018 Earl 18	4	10	6	7	5	5	5	4	4	3	3	3	2	2	2	2	25.0%	-40.9%
27-032 Horse Creek 32	7	4	10	10	10	6	5	5	5	4	4	4	4	4	4	4	-28.6%	-11.9%
08-045 Manning 45	12	12	6	4	5	4	4	4	4	4	4	4	4	4	4	4	-66.7%	-0.5%
44-032 Central Elem 32	7	11	12	11	9	4	4	4	3	3	3	3	3	3	3	2	-42.9%	-23.2%
27-019 Bowline Butte 19	2	2	4	6	4	3	3	3	3	2	2	2	2	1	1	1	50.0%	-40.9%
44-014 Sheets 14	5	9	6	6	7	2	2	2	2	2	2	2	2	2	2	2	-60.0%	-10.6%

5

ND Public School Enrollment Projections by Grade: State Level and by Foundation Aid Category

Public Schools	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
EnrK	7,559	7,144	7,057	7,012	6,890	6,641	6,576	6,495	6,420	6,350	6,287	6,228	6,174	6,124	6,079	6,037
Enr1	7,996	7,609	7,193	7,223	7,139	7,116	6,968	6,838	6,737	6,653	6,579	6,514	6,454	6,401	6,352	6,307
Enr2	7,894	7,643	7,270	7,040	7,051	6,957	6,948	6,772	6,648	6,552	6,474	6,406	6,346	6,292	6,243	6,199
Enr3	8,040	7,747	7,645	7,210	7,039	7,042	6,977	6,965	6,788	6,665	6,571	6,494	6,429	6,371	6,320	6,274
Enr4	8,130	7,980	7,758	7,564	7,218	7,067	7,081	6,994	6,985	6,809	6,688	6,597	6,523	6,460	6,405	6,356
Enr5	8,339	8,099	7,909	7,781	7,600	7,320	7,153	7,141	7,066	7,050	6,873	6,752	6,661	6,588	6,527	6,473
Enr6	8,520	8,210	7,985	7,896	7,827	7,722	7,391	7,205	7,197	7,125	7,136	6,966	6,851	6,767	6,700	6,644
Enr7	8,608	8,544	8,379	8,177	8,084	8,025	7,927	7,583	7,401	7,384	7,316	7,328	7,156	7,040	6,954	6,886
Enr8	9,044	8,555	8,501	8,337	8,203	8,123	8,079	7,994	7,653	7,467	7,455	7,386	7,397	7,222	7,104	7,018
Enr9	9,566	9,204	8,885	8,899	8,804	8,524	8,512	8,462	8,356	8,031	7,802	7,857	7,808	7,757	7,587	7,475
Enr10	9,332	9,314	9,016	8,625	8,603	8,495	8,249	8,220	8,160	8,071	7,747	7,544	7,589	7,508	7,489	7,308
Enr11	9,389	8,993	8,969	8,629	8,396	8,176	8,137	7,924	7,889	7,825	7,736	7,417	7,232	7,270	7,181	7,178
Enr12	9,288	9,052	8,647	8,620	8,283	8,116	7,790	7,771	7,582	7,532	7,460	7,385	7,068	6,898	6,924	6,831
EnrK-12	111,705	108,094	105,214	103,013	101,137	99,324	97,788	96,364	94,881	93,515	92,124	90,873	89,688	88,698	87,864	86,985
Chg		-3.2%	-2.7%	-2.1%	-1.8%	-1.8%	-1.5%	-1.5%	-1.5%	-1.4%	-1.5%	-1.4%	-1.3%	-1.1%	-0.9%	-1.0%

HS 550+	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
EnrK	4,396	4,186	4,017	4,065	4,064	3,971	3,942	3,913	3,885	3,859	3,834	3,810	3,787	3,766	3,746	3,727
Enr1	4,625	4,433	4,136	4,117	4,131	4,203	4,145	4,099	4,063	4,031	4,002	3,976	3,952	3,929	3,908	3,888
Enr2	4,393	4,408	4,115	4,011	4,048	4,049	4,086	4,026	3,983	3,949	3,919	3,894	3,870	3,849	3,829	3,810
Enr3	4,394	4,275	4,304	4,070	3,976	4,033	4,003	4,039	3,981	3,939	3,906	3,878	3,854	3,832	3,812	3,793
Enr4	4,508	4,367	4,180	4,244	4,055	3,983	4,032	4,004	4,039	3,983	3,943	3,911	3,885	3,861	3,840	3,821
Enr5	4,526	4,487	4,176	4,214	4,243	4,082	3,982	4,030	4,002	4,036	3,979	3,939	3,908	3,882	3,859	3,839
Enr6	4,545	4,433	4,241	4,182	4,187	4,262	4,100	3,990	4,043	4,019	4,049	3,997	3,959	3,929	3,905	3,883
Enr7	4,415	4,567	4,448	4,369	4,234	4,298	4,406	4,240	4,125	4,175	4,152	4,182	4,130	4,091	4,061	4,035
Enr8	4,796	4,420	4,423	4,448	4,381	4,300	4,328	4,439	4,271	4,160	4,212	4,188	4,218	4,165	4,127	4,097
Enr9	5,163	4,976	4,620	4,834	4,856	4,763	4,770	4,805	4,921	4,764	4,621	4,708	4,701	4,710	4,663	4,629
Enr10	5,017	5,091	4,904	4,511	4,700	4,689	4,604	4,589	4,619	4,734	4,567	4,443	4,517	4,495	4,522	4,466
Enr11	5,010	4,839	4,778	4,616	4,456	4,414	4,475	4,392	4,366	4,396	4,503	4,336	4,225	4,290	4,260	4,296
Enr12	4,925	4,850	4,535	4,557	4,399	4,260	4,158	4,223	4,148	4,110	4,138	4,240	4,072	3,972	4,027	3,993
EnrK-12	60,713	59,332	56,877	56,238	55,730	55,307	55,032	54,791	54,446	54,155	53,824	53,500	53,077	52,772	52,558	52,276
Chg		-2.3%	-4.1%	-1.1%	-0.9%	-0.8%	-0.5%	-0.4%	-0.6%	-0.5%	-0.6%	-0.6%	-0.8%	-0.6%	-0.4%	-0.5%

HS 150-549	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
EnrK	1,222	1,180	1,202	1,146	989	999	973	948	925	904	884	865	847	831	815	800
Enr1	1,309	1,250	1,256	1,196	1,102	1,101	1,055	1,019	989	962	938	916	896	877	859	843
Enr2	1,414	1,281	1,266	1,181	1,034	1,083	1,045	1,004	972	944	920	898	878	859	842	826
Enr3	1,403	1,384	1,336	1,192	1,091	1,113	1,095	1,065	1,021	988	960	936	914	893	875	857
Enr4	1,398	1,377	1,420	1,287	1,107	1,152	1,119	1,100	1,070	1,025	991	963	938	916	896	877
Enr5	1,527	1,377	1,463	1,372	1,233	1,207	1,181	1,145	1,130	1,100	1,054	1,019	990	965	943	922
Enr6	1,555	1,506	1,455	1,416	1,250	1,272	1,182	1,149	1,119	1,102	1,076	1,032	999	971	948	926
Enr7	1,739	1,548	1,635	1,459	1,370	1,373	1,345	1,244	1,213	1,178	1,164	1,131	1,083	1,046	1,016	990
Enr8	1,712	1,705	1,638	1,530	1,344	1,467	1,390	1,362	1,260	1,231	1,195	1,179	1,149	1,100	1,063	1,033
Enr9	1,994	1,857	1,920	1,729	1,632	1,535	1,568	1,504	1,455	1,352	1,299	1,283	1,277	1,242	1,195	1,159
Enr10	1,848	1,822	1,785	1,732	1,548	1,596	1,464	1,490	1,421	1,379	1,292	1,238	1,228	1,213	1,183	1,135
Enr11	1,838	1,685	1,806	1,645	1,540	1,500	1,547	1,420	1,454	1,380	1,345	1,257	1,205	1,193	1,180	1,152
Enr12	1,821	1,737	1,678	1,666	1,466	1,555	1,453	1,484	1,370	1,405	1,330	1,299	1,220	1,169	1,157	1,139
EnrK-12	20,780	19,709	19,860	18,551	16,706	16,953	16,416	15,935	15,399	14,951	14,448	14,016	13,623	13,276	12,969	12,659
Chg		-5.2%	0.8%	-6.6%	-9.9%	1.5%	-3.2%	-2.9%	-3.4%	-2.9%	-3.4%	-3.0%	-2.8%	-2.5%	-2.3%	-2.4%

HS 75-149	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
EnrK	1,088	996	1,097	1,006	1,094	998	980	965	952	941	931	922	915	909	904	900
Enr1	1,118	1,071	1,038	1,086	1,157	1,051	1,015	994	978	965	954	945	938	931	926	922
Enr2	1,157	1,074	1,102	1,009	1,218	1,062	1,045	1,015	995	980	968	958	949	942	937	932
Enr3	1,243	1,140	1,137	1,071	1,170	1,125	1,094	1,071	1,040	1,020	1,004	992	983	975	968	963
Enr4	1,293	1,252	1,238	1,112	1,218	1,108	1,121	1,086	1,068	1,036	1,015	1,000	989	980	972	966
Enr5	1,244	1,263	1,341	1,197	1,262	1,117	1,116	1,126	1,094	1,070	1,044	1,026	1,013	1,004	996	990
Enr6	1,355	1,246	1,354	1,321	1,372	1,231	1,126	1,123	1,134	1,106	1,082	1,056	1,038	1,026	1,018	1,011
Enr7	1,465	1,471	1,439	1,394	1,549	1,322	1,286	1,186	1,192	1,198	1,168	1,145	1,111	1,090	1,077	1,067
Enr8	1,476	1,452	1,548	1,430	1,544	1,421	1,363	1,323	1,223	1,226	1,231	1,198	1,175	1,136	1,112	1,097
Enr9	1,639	1,596	1,615	1,492	1,589	1,511	1,484	1,422	1,378	1,270	1,268	1,277	1,241	1,222	1,176	1,149
Enr10	1,629	1,640	1,601	1,541	1,606	1,476	1,517	1,489	1,427	1,383	1,276	1,278	1,285	1,243	1,229	1,180
Enr11	1,690	1,654	1,650	1,552	1,657	1,498	1,415	1,461	1,427	1,367	1,323	1,223	1,226	1,235	1,195	1,183
Enr12	1,707	1,649	1,676	1,550	1,671	1,519	1,461	1,380	1,427	1,391	1,332	1,294	1,192	1,194	1,205	1,163
EnrK-12	18,104	17,504	17,836	16,761	18,107	16,439	16,024	15,641	15,336	14,952	14,595	14,316	14,055	13,888	13,716	13,523
Chg		-3.3%	1.9%	-6.0%	8.0%	-9.2%	-2.5%	-2.4%	-1.9%	-2.5%	-2.4%	-1.9%	-1.8%	-1.2%	-1.2%	-1.4%

HS 1-74	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
EnrK	577	527	471	535	520	489	493	483	476	469	464	459	455	452	450	449
Enr1	600	552	504	534	492	548	536	520	508	500	495	490	487	485	483	482
Enr2	612	550	499	581	492	525	544	515	497	486	477	472	467	464	461	460
Enr3	674	618	533	581	562	528	551	560	530	513	502	495	490	486	484	482
Enr4	586	643	587	607	557	602	588	589	596	568	551	541	534	529	526	524
Enr5	657	620	608	674	567	618	600	570	576	582	553	536	526	520	516	513
Enr6	708	651	600	662	661	576	643	604	576	578	587	555	538	527	520	516
Enr7	768	752	658	753	665	738	605	651	614	586	591	594	560	542	532	525
Enr8	779	774	721	759	687	679	710	586	636	597	571	582	583	554	538	530
Enr9	770	775	730	844	727	715	690	730	601	645	614	589	589	583	554	538
Enr10	838	761	726	841	749	734	664	652	692	575	613	586	559	556	555	527
Enr11	851	815	735	816	743	764	699	651	642	682	566	600	576	552	546	546
Enr12	835	816	758	847	747	782	719	683	638	626	661	552	585	563	535	536
EnrK-12	9,255	8,854	8,130	9,034	8,169	8,298	8,041	7,793	7,581	7,407	7,245	7,051	6,950	6,813	6,701	6,629
Chg		-4.3%	-8.2%	11.1%	-9.6%	1.6%	-3.1%	-3.1%	-2.7%	-2.3%	-2.2%	-2.7%	-1.4%	-2.0%	-1.7%	-1.1%

Elementary	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
EnrK	276	255	270	260	223	184	189	185	181	178	175	172	169	166	164	161
Enr1	344	303	259	290	257	213	217	207	200	194	190	186	182	179	176	173
Enr2	318	330	288	258	259	238	228	211	201	194	189	185	181	177	174	171
Enr3	326	330	335	296	240	243	235	231	215	205	199	193	189	185	182	178
Enr4	345	341	333	314	281	222	221	215	212	197	188	182	177	173	170	167
Enr5	385	352	321	324	295	296	274	271	264	261	243	231	223	218	213	208
Enr6	357	374	335	315	357	381	339	338	325	319	342	327	318	313	309	307
Enr7	221	206	199	202	266	294	285	262	257	246	240	276	272	270	269	269
Enr8	281	204	171	170	247	256	288	283	263	254	246	239	273	267	264	263
Enr9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Enr10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Enr11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Enr12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EnrK-12	2,853	2,695	2,511	2,429	2,425	2,327	2,275	2,203	2,118	2,049	2,011	1,990	1,984	1,948	1,920	1,898
Chg		-5.5%	-6.8%	-3.3%	-0.2%	-4.0%	-2.2%	-3.2%	-3.9%	-3.3%	-1.9%	-1.0%	-0.3%	-1.8%	-1.4%	-1.2%

Enrollment Shift in ND Public High Schools (2004-2005) by Foundation Aid Category

District	EnrK	Enr1	Enr2	Enr3	Enr4	Enr5	Enr6	Enr7	Enr8	Enr9	Enr10	Enr11	Enr12	Enr0103	Enr1012	Enr Shift
All Public Districts	6641	7116	6957	7042	7067	7320	7722	8025	8123	8524	8495	8176	8116	21,115	24,787	-14.8%
North Dakota																
HS 550+																
40-007 Belcourt 7	103	105	118	111	106	125	135	131	136	248	162	123	83	334	368	-9.2%
08-001 Bismarck 1	711	771	751	805	747	772	822	770	825	874	879	839	828	2,327	2,546	-8.6%
36-001 Devils Lake 1	139	118	113	112	127	137	151	169	157	177	148	163	154	343	465	-26.2%
45-001 Dickinson 1	197	174	156	174	178	202	200	225	243	200	259	221	197	504	677	-25.6%
09-001 Fargo 1	816	915	838	851	836	825	876	855	837	904	929	847	822	2,604	2,598	0.2%
18-001 Grand Forks 1	597	550	587	525	544	550	596	573	615	669	642	537	649	1,662	1,828	-9.1%
47-001 Jamestown 1	124	166	173	152	167	186	172	194	198	216	233	234	204	491	671	-26.8%
30-001 Mandan 1	209	231	222	240	234	245	240	281	255	286	295	283	242	693	820	-15.5%
51-001 Minot 1	515	556	504	510	477	456	462	473	443	547	562	561	573	1,570	1,696	-7.4%
09-006 West Fargo 6	430	464	447	422	434	422	443	430	423	452	389	402	303	1,333	1,094	21.8%
53-001 Williston 1	130	153	140	131	133	162	165	197	168	190	191	204	205	424	600	-29.3%
Summary														12,285	13,363	-8.1%

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District	EnrK	Enr1	Enr2	Enr3	Enr4	Enr5	Enr6	Enr7	Enr8	Enr9	Enr10	Enr11	Enr12	Enr0103	Enr1012	Enr Shift
HS 150-549																
29-027 Beulah 27	44	43	31	60	64	46	62	58	88	61	72	94	89	134	255	-47.5%
05-001 Bottineau 1	26	46	33	36	50	62	60	69	81	70	70	81	75	115	226	-49.1%
06-001 Bowman 1	21	25	28	24	23	28	25	37	40	41	41	31	43	77	115	-33.0%
16-010 Carrington 10	33	41	47	32	52	42	46	57	62	45	47	56	54	120	157	-23.6%
34-006 Cavalier 6	33	31	37	36	34	45	35	39	35	67	48	44	54	104	146	-28.8%
09-017 Central Cass 17	46	59	70	62	74	73	63	74	63	62	54	59	68	191	181	5.5%
40-001 Dunseith 1	31	33	38	32	33	33	24	39	23	37	60	33	32	103	125	-17.6%
03-030 Ft Totten 30	0	0	0	0	0	0	0	0	0	62	67	34	20	0	121	-100.0%
50-003 Grafton 3	68	79	59	76	69	68	63	83	84	92	82	65	65	214	212	0.9%
52-038 Harvey 38	0	24	26	29	28	23	47	33	51	38	48	55	46	79	149	-47.0%
29-003 Hazen 3	41	37	43	55	31	47	58	60	64	51	61	63	93	135	217	-37.8%
13-016 Killdeer 16	20	22	23	29	23	36	27	23	33	30	39	42	50	74	131	-43.5%
09-002 Kindred 2	56	35	60	51	61	61	58	47	54	52	69	48	68	146	185	-21.1%
10-023 Langdon Area 23	28	24	24	24	26	31	30	37	44	60	54	47	54	72	155	-53.5%
18-044 Larimore 44	37	30	31	37	29	27	42	41	43	53	51	48	53	98	152	-35.5%
37-019 Lisbon 19	48	40	43	42	40	50	47	49	61	54	57	62	43	125	162	-22.8%
49-014 May-Port CG 14	42	44	52	37	39	38	44	45	59	46	53	46	48	133	147	-9.5%
27-001 McKenzie Co 1	31	26	42	36	43	33	59	46	52	42	59	57	53	104	169	-38.5%
31-001 New Town 1	67	61	52	38	52	55	65	70	61	66	54	47	38	151	139	8.6%
09-097 Northern Cass 97	32	32	28	32	35	37	40	49	37	45	43	27	45	92	115	-20.0%
11-041 Oakes 41	38	38	47	44	43	49	33	52	45	39	39	37	41	129	117	10.3%
35-005 Rugby 5	30	31	43	28	34	29	37	56	51	61	54	47	59	102	160	-36.3%
18-061 Thompson 61	22	30	23	31	26	27	35	38	27	42	37	45	45	84	127	-33.9%
51-007 United 7	37	40	35	48	35	34	48	45	46	56	60	43	47	123	150	-18.0%
02-002 Valley City 2	64	91	60	77	75	99	94	79	93	93	119	129	103	228	351	-35.0%
25-001 Velva 1	26	23	24	30	28	31	42	33	34	30	42	41	46	77	129	-40.3%
39-037 Wahpeton 37	78	116	84	87	105	103	88	114	136	140	116	119	123	287	358	-19.8%
Summary														3,297	4,651	-29.1%

District	EnrK	Enr1	Enr2	Enr3	Enr4	Enr5	Enr6	Enr7	Enr8	Enr9	Enr10	Enr11	Enr12	Enr0103	Enr1012	Enr_Shift
HS 75-149																
17-003 Beach 3	13	16	9	20	25	21	21	27	28	41	29	28	47	45	104	-56.7%
45-013 Belfield 13	14	10	12	7	15	19	14	17	20	24	20	30	33	29	83	-65.1%
33-001 Center-Stanton 1	17	16	14	23	12	19	22	20	24	31	27	28	28	53	83	-36.1%
49-003 Central Valley 3	21	22	21	22	14	22	24	17	27	29	27	22	23	65	72	-9.7%
32-001 Dakota Prairie 1	12	18	25	18	24	23	22	33	24	28	28	26	33	61	87	-29.9%
12-001 Divide County 1	5	12	22	14	12	15	25	22	29	35	22	27	40	48	89	-46.1%
23-003 Edgeley 3	14	13	13	17	17	25	8	19	24	18	19	25	24	43	68	-36.8%
19-049 Elgin-New Leipzig 49	12	11	11	18	11	0	0	0	0	24	31	24	31	40	86	-53.5%
11-040 Ellendale 40	30	32	21	24	25	24	34	32	34	20	24	27	28	77	79	-2.5%
37-022 Enderlin 22	15	22	18	27	20	14	21	24	28	40	21	32	29	67	82	-18.3%
52-025 Fessenden-Bowdon 25	8	8	11	11	9	11	21	13	16	17	28	16	22	30	66	-54.5%
30-039 Flasher 39	19	15	18	16	13	12	12	22	14	28	18	12	24	49	54	-9.3%
28-051 Garrison 51	23	19	28	28	18	16	35	31	37	36	21	32	30	75	83	-9.6%
30-048 Glen Ullin 48	0	9	12	15	15	17	19	12	15	19	18	21	21	36	60	-40.0%
38-026 Glenburn 26	14	15	13	10	14	16	16	26	33	29	31	38	24	38	93	-59.1%
20-018 Griggs County Central 18	19	22	27	27	26	21	23	24	38	18	24	34	33	76	91	-16.5%
39-008 Hankinson 8	23	24	23	22	24	18	28	24	31	23	24	31	25	69	80	-13.8%
49-007 Halton 7	15	11	15	15	13	21	17	27	28	24	20	22	13	41	55	-25.5%
01-013 Hettinger 13	18	24	13	26	16	31	32	34	29	29	35	31	29	63	95	-33.7%
49-009 Hillsboro 9	32	29	33	28	26	24	35	32	29	28	45	31	34	90	110	-18.2%
46-010 Hope 10	0	0	0	0	0	0	0	23	23	26	27	20	21	0	68	-100.0%
51-028 Kenmare 28	21	13	18	17	13	21	21	25	27	28	26	26	32	48	84	-42.9%
32-066 Lakota 66	12	17	18	14	12	19	12	27	18	27	19	20	28	49	67	-26.9%
23-008 LaMoure 8	18	35	20	27	27	20	24	31	23	23	25	33	20	82	78	5.1%
03-006 Leeds 6	10	12	11	7	16	13	13	11	14	27	18	15	16	30	49	-38.8%
51-161 Lewis & Clark 161	29	31	30	31	40	27	35	26	35	29	27	30	28	92	85	8.2%
15-036 Linton 36	15	24	23	27	26	29	30	26	33	23	36	27	24	74	87	-14.9%
03-009 Maddock 9	10	13	15	14	11	18	18	14	16	18	25	21	12	42	58	-27.6%
09-004 Maple Valley 4	12	14	17	15	17	20	27	16	29	21	17	25	26	46	68	-32.4%
18-128 Midway 128	18	14	22	18	21	24	22	23	22	16	30	19	22	54	71	-23.9%
41-002 Milnor 2	13	21	20	15	24	22	27	22	28	29	24	24	22	56	70	-20.0%
50-020 Minto 20	17	13	16	15	14	16	23	21	21	19	23	17	23	44	63	-30.2%
38-001 Mohall-Lansford-Sherwood 1	24	29	20	26	18	30	31	24	37	21	23	35	27	75	85	-11.8%
21-001 Mott-Regent 1	16	15	18	18	16	14	19	23	18	34	27	25	31	51	83	-38.6%
40-004 Mt Pleasant 4	20	19	16	23	17	17	34	26	12	37	27	28	39	58	94	-38.3%
24-002 Napoleon 2	23	20	21	13	19	15	18	15	16	23	23	18	21	54	62	-12.9%
21-009 New England 9	10	7	11	9	14	16	10	10	17	24	24	16	24	27	64	-57.8%

District	EnrK	Enr1	Enr2	Enr3	Enr4	Enr5	Enr6	Enr7	Enr8	Enr9	Enr10	Enr11	Enr12	Enr0103	Enr1012	Enr Shift
14-001 New Rockford 1	29	23	22	26	34	16	31	32	44	37	28	33	34	71	95	-25.3%
30-007 New Salem 7	23	26	23	25	32	25	27	25	33	35	41	33	30	74	104	-28.8%
18-129 Northwood 129	23	25	17	12	34	23	16	15	33	25	35	35	25	54	95	-43.2%
50-078 Park River 78	30	29	36	27	27	33	22	33	42	34	31	31	43	92	105	-12.4%
31-003 Parshall 3	20	24	23	21	20	19	30	28	19	19	20	17	22	68	59	15.3%
45-034 Richardson-Taylor 34	19	16	20	27	19	16	15	18	27	29	25	28	21	63	74	-14.9%
39-044 Richland 44	26	27	21	27	21	21	20	29	32	34	22	34	21	75	77	-2.6%
41-006 Sargent Central 6	17	19	15	21	27	27	21	33	17	29	21	23	33	55	77	-28.6%
45-009 South Heart 9	16	19	10	13	19	14	19	20	29	21	22	28	17	42	67	-37.3%
48-008 Southern 8	16	10	19	14	20	14	13	19	18	17	16	27	21	43	64	-32.8%
40-003 St. John 3	18	23	19	26	24	22	19	34	25	27	27	21	18	68	66	3.0%
31-002 Stanley 2	27	20	27	22	26	26	20	21	22	28	37	30	34	69	101	-31.7%
22-026 Steele-Dawson 26	25	14	19	25	19	18	22	24	21	24	23	26	27	58	76	-23.7%
51-041 Surrey 41	21	20	31	31	23	27	32	29	28	26	38	24	34	82	96	-14.6%
25-060 TGU 60	22	28	22	26	24	29	35	32	29	38	33	34	31	76	98	-22.4%
53-015 Tioga 15	14	12	16	21	11	18	22	18	24	22	21	28	18	49	67	-26.9%
34-027 Walthalla 27	24	20	18	26	19	22	20	23	25	23	23	27	28	64	78	-17.9%
28-004 Washburn 4	20	18	18	22	23	18	22	30	16	24	38	32	33	58	103	-43.7%
26-019 Wishek 19	2	19	16	20	15	21	19	16	21	19	21	25	16	55	62	-11.3%
39-042 Wyndmere 42	14	14	15	16	17	18	13	24	19	34	21	26	26	45	73	-38.4%
Summary														3,238	4,493	-27.9%

HS 75-149

District HS 1-75

	EnrK	Enr1	Enr2	Enr3	Enr4	Enr5	Enr6	Enr7	Enr8	Enr9	Enr10	Enr11	Enr12	Enr10103	Enr1012	Enr Shift
27-002 Alexander 2	5	1	5	2	1	5	1	5	2	4	3	5	10	8	18	-55.6%
25-014 Anamoose 14	0	3	1	5	4	6	6	6	5	10	10	14	10	9	34	-73.5%
26-009 Ashley 9	9	4	11	14	12	14	13	12	11	13	18	24	12	29	54	-46.3%
48-002 Bisbee-Egeland 2	2	5	2	3	6	7	4	7	0	9	10	12	11	10	33	-69.7%
10-014 Border Central 14	0	4	1	2	3	0	2	2	0	2	4	1	5	7	10	-30.0%
07-014 Bowbells 14	4	5	8	9	8	6	12	7	6	6	4	7	3	22	14	57.1%
07-036 Burke Central 36	6	6	6	5	4	8	8	5	10	7	5	7	12	17	24	-29.2%
25-057 Drake 57	3	10	9	11	9	5	12	17	11	12	18	11	8	30	37	-18.9%
34-019 Drayton 19	10	15	10	8	9	17	10	15	11	16	25	11	21	33	57	-42.1%
50-106 Edinburg 106	13	9	7	10	8	11	9	9	11	10	10	17	12	26	39	-33.3%
36-002 Edmore 2	6	2	9	3	7	0	0	0	0	0	15	11	17	20	14	-70.8%
53-006 Eight Mile 6	12	16	18	19	16	14	19	14	24	18	18	16	15	53	49	8.2%
39-018 Fairmount 18	6	7	6	10	5	7	13	7	10	9	8	13	7	23	28	-17.9%
46-019 Finley-Sharon 19	11	14	12	12	18	16	16	17	14	14	9	14	19	38	42	-9.5%
50-079 Fordville 79	7	0	0	0	0	0	0	9	12	6	15	13	22	0	50	-100.0%
24-056 Gackle-Streeter 56	7	5	5	8	10	7	7	11	9	9	10	11	17	18	38	-52.6%
29-020 Golden Valley 20	0	0	0	0	0	0	0	3	8	8	4	11	6	0	21	-100.0%
42-016 Goodrich 16	0	2	2	0	6	5	1	9	6	6	4	2	4	4	10	-60.0%
53-099 Grenora 99	8	5	2	2	7	1	0	8	7	3	4	4	10	9	18	-50.0%
13-019 Halliday 19	2	2	3	1	2	2	6	1	1	4	1	1	2	6	4	50.0%
15-006 Hazelton-Moffit-Braddock 6	8	8	7	12	6	11	15	20	12	10	9	15	11	27	35	-22.9%
30-013 Hebron 13	0	9	18	10	10	15	13	15	15	11	13	8	10	37	31	19.4%
47-019 Kensal 19	4	3	1	2	4	3	6	7	5	4	3	11	10	6	24	-75.0%
23-007 Kulm 7	4	12	7	6	13	11	14	11	7	13	13	9	14	25	36	-30.6%
39-028 Lidgerwood 28	11	14	12	18	18	12	18	14	22	14	22	16	20	44	58	-24.1%
02-046 Litchville-Marion 46	0	11	9	16	13	14	10	24	12	12	20	13	19	36	52	-30.8%
27-036 Mandaree 36	13	19	16	16	12	21	9	17	16	23	9	11	9	51	29	75.9%
28-050 Max 50	11	8	11	12	15	5	16	20	7	17	14	17	13	31	44	-29.5%
42-019 McClusky 19	6	9	3	5	5	7	6	8	11	3	11	6	19	17	36	-52.8%
47-003 Medina 3	13	14	9	13	7	13	8	18	18	9	14	7	14	36	35	2.9%
20-007 Midkota 7	7	7	9	12	12	9	10	8	10	17	15	14	17	28	46	-39.1%
03-005 Minnewaukan 5	10	16	12	12	14	9	16	16	21	12	16	7	8	40	31	29.0%
28-001 Montefiore 1	15	13	14	14	12	19	14	20	16	8	19	26	13	41	58	-29.3%
47-014 Montpelier 14	10	6	6	6	11	9	6	10	8	7	9	11	9	18	29	-37.9%
10-019 Munich 19	3	4	5	7	9	7	3	12	12	19	9	8	14	16	31	-48.4%
34-055 Neche 55	5	7	4	3	9	6	5	5	14	5	6	9	8	14	23	-39.1%
53-002 Nesson 2	10	9	10	9	13	15	10	15	9	13	15	20	15	28	50	-44.0%

15

District	EnrK	Enr1	Enr2	Enr3	Enr4	Enr5	Enr6	Enr7	Enr8	Enr9	Enr10	Enr11	Enr12	Enr0103	Enr1012	Enr Shift
05-054 Newburg-United 54	4	4	4	4	7	8	5	8	8	4	9	8	5	12	22	-45.5%
48-028 North Central 28	6	5	6	3	6	3	8	6	2	7	2	9	6	14	17	-17.6%
02-065 North Central 65	8	10	11	13	4	14	8	13	8	14	13	13	12	34	38	-10.5%
41-003 North Sargent 3	17	17	21	13	12	23	12	21	13	15	15	13	12	51	40	27.5%
34-001 Pembina 1	14	7	10	13	10	13	7	11	11	14	12	10	22	30	44	-31.8%
47-010 Pingree-Buchanan 10	10	11	9	13	14	6	10	13	17	14	16	16	10	33	42	-21.4%
07-027 Powers Lake 27	8	3	2	7	8	9	11	7	13	6	12	9	7	12	28	-57.1%
06-017 Rhame 17	3	9	4	3	4	5	7	4	6	10	6	5	9	16	20	-20.0%
40-029 Roleite 29	10	13	11	11	10	16	12	14	13	21	13	21	17	35	51	-31.4%
51-016 Sawyer 16	11	7	10	8	13	9	6	11	9	8	14	10	10	25	34	-26.5%
06-033 Scranton 33	10	10	11	16	9	12	16	11	13	17	14	12	13	37	39	-5.1%
43-008 Selfridge 8	5	7	6	5	5	6	4	11	6	7	11	11	6	18	28	-35.7%
14-012 Sheyenne 12	7	9	8	10	7	11	7	8	6	13	7	4	6	27	17	58.8%
43-003 Solen 3	16	17	6	9	19	11	15	12	11	11	15	8	10	32	33	-3.0%
34-043 St. Thomas 43	10	10	13	7	11	10	8	14	10	12	5	10	10	30	25	20.0%
36-044 Starkweather 44	4	6	4	4	7	4	9	14	10	8	6	9	7	14	22	-36.4%
15-015 Strasburg 15	6	16	11	15	15	12	9	15	15	17	18	17	18	42	53	-20.8%
52-039 Sykes 39	0	1	2	2	5	3	8	8	6	4	7	6	4	5	17	-70.6%
22-028 Tappen 28	4	8	7	3	12	4	8	8	7	10	11	11	14	18	36	-50.0%
28-072 Turtle Lake-Mercer 72	10	15	7	7	13	14	10	18	16	22	13	15	22	29	50	-42.0%
22-020 Tuttle-Pettibone 20	0	0	0	0	0	0	0	2	4	7	11	8	6	0	25	-100.0%
28-008 Underwood 8	16	11	15	11	18	12	13	22	19	16	19	18	21	37	58	-36.2%
34-012 Valley 12	10	18	12	5	9	18	9	15	12	11	11	14	17	35	42	-16.7%
23-011 Verona 11	2	0	1	1	1	1	3	1	4	1	4	3	7	2	14	-85.7%
03-029 Warwick 29	13	9	13	13	14	18	16	16	18	16	16	18	12	35	46	-23.9%
05-017 Westhope 17	4	8	8	7	13	11	5	7	15	10	12	13	16	23	41	-43.9%
28-085 White Shield 85	17	7	12	7	14	10	7	7	11	12	7	4	8	26	19	36.8%
53-091 Wildrose-Alamo 91	0	0	2	2	2	3	4	5	3	1	5	8	5	4	18	-77.8%
02-082 Wimbledon-Courtenay 82	12	10	7	9	10	16	12	18	8	10	12	19	10	26	41	-36.6%
08-028 Wing 28	10	9	8	3	6	7	3	5	8	7	4	8	3	20	15	33.3%
35-001 Wolford 1	0	4	1	3	1	5	4	4	4	9	2	7	5	8	14	-42.9%
26-004 Zealand 4	1	3	13	4	5	7	2	5	0	3	4	8	3	20	15	33.3%
Summary	HS 1:75													1,601	2,280	-29.8%

SB 2333
9/10/07

NORTH DAKOTA HOUSE

STATE CAPITOL
600 EAST BOULEVARD
BISMARCK, ND 58505-0360



COMMITTEES:
Appropriations



Representative Ole Aarsvold
District 20
Route 2, Box 12
Blanchard, ND 58009-9513
oaarsvol@state.nd.us

**To: House Education Committee
Rep. RaeAnn Kelsch, Chair**

From: Rep. Ole Aarsvold, District 20

Re: SB 2333

SB 2333 has its genesis in the long-standing frustration of how can we fund schools equitably in North Dakota. We are anticipating a second lawsuit in the current decade on that question.

I have been struggling with this issue for more than 30 years, both as a school board member and as a state legislator. One of the conclusions I have drawn is that until school districts become more similar in terms of programs offered, taxable evaluation, enrollment and the like, we will always be subject to the question of funding equity or as some suggest, inequity.

With such variety in our schools' organization (ungraded elementary, K-8, K-12, 9-12), it has proven to be impossible to have a state foundation aid plan that fits all and treats all fairly.

2333 takes a small step in promoting school district similarity by putting everyone into a high school district. This is a step not unlike the 1987 legislature took when it put everyone into a school district, thereby eliminating the so-called "non-operating" districts.

The second conclusion I have drawn is that this is not an educational issue at all – it is a tax and fairness issue. In reality, this bill could just as easily have been assigned to the Finance and Tax Committee or the Constitutional Revision Committee, since it deals with several issues within their purview.

The following chart highlights a number of measures of school facts that bear on our discussion today. This data was taken from the most recent reports filed by local schools with the Department of Public Instruction.

	All High School	K-8 Less than 100	K-8 More than 100
1. Evaluation/ Pupil	14,772	22,993	15,453
2. General Fund Levy	199.23	114.45	125.43
3. Bld/ Sinking & Interest	18.36	1.20	1.80
4. Total levy	225.81	162.83	207.71
5. Levy Range	138-319	22-301	180-294
6. Cost/ pupil	6,349	11,110	5,446
7. Transport/ pupil	291	1,223	734
8. Total cost/ pupil	6,640	12,333	6,180

The information above points out that our citizens are not bearing the cost of education equitably. This is true not only between but also within school organization categories.

In conclusion, 2333 will not close any K-8 schools unless the voters in that K-8 attendance area choose to do so. The K-8 schools are doing a good job of educating their children. I expect and hope that there will be many K-8 programs continuing far into the future because they are a good fit for many remote areas of our state.

562333
9/2/05

County District Number	School District Name	Enroll. Grades K-12	Census Ages 6-17	Taxable Valuation	Taxable Value Per Pupil	General Fund Levy	H. S. Tuition Levy	H. S. Trans. Levy	Building Fund Levy	Sinking & Interest Levy	Other Mill Levies	TOTLEVY	Total Mill Levy	Average Cost Per Pupil	TRANCPP Cost Per Pupil	Sq Miles
1	2	3	9	17	18	19	20	21	22	23	24	25	26	46	47	48
Codist	Dname	DTYPE	DENK12	CENSUS	TAXVAL	TAXVALPP	GFLEVY	HSTUIT	HSTRAN	BUILD	SINK	OTHEVY	TOTLEVY	AVGCPP	TRANCPP	Sq Miles
1013	Hettinger	1	347	340	6,075,030	17,868	176.72	9.97	-	10.00	-	5.00	201.69	6,636.20	408.71	860.94
2002	Valley City	1	1,176	1,140	14,323,610	12,565	185.00	8.73	-	10.00	16.06	18.47	238.26	5,137.24	151.81	357.94
2046	Litchville-Marion	1	173	200	5,837,065	29,185	144.38	-	-	-	-	-	144.38	7,183.23	753.60	511.55
2065	North Central	1	141	152	5,879,959	38,684	152.25	-	-	8.96	-	5.12	166.33	8,865.71	1,041.75	352.41
2082	Wimbledon-Courtenay	1	153	139	5,629,824	40,502	159.05	-	-	-	-	0.62	159.67	8,078.93	652.01	289.75
3005	Minnewaukan	1	169	78	1,432,361	18,364	181.78	9.63	-	9.83	-	4.91	206.15	7,537.70	1,046.26	230.00
3006	Leeds	1	183	169	4,253,732	25,170	168.09	-	-	5.00	-	8.00	181.09	6,233.30	384.75	394.75
3009	Maddock	1	205	171	3,867,750	22,618	171.32	-	-	10.03	-	-	181.35	6,431.99	562.21	396.67
3029	Warwick	1	192	323	1,131,666	3,504	149.15	-	-	-	-	-	149.15	9,522.25	756.00	230.69
3030	Fl Totten	1	183	458	110,704	242	185.00	123.41	-	-	-	-	308.41	15,762.70	984.10	34.00
5001	Bottleau	1	759	675	11,174,975	16,556	152.13	-	-	10.12	-	5.00	167.25	5,820.13	336.38	518.61
5017	Westhope	1	129	143	3,543,497	24,780	158.93	-	-	7.50	-	1.16	167.59	7,204.62	381.83	345.81
5054	Newburg United	1	78	90	4,921,783	54,686	149.34	1.04	-	2.03	-	-	152.41	12,177.49	1,229.18	382.98
6001	Bowman	1	407	363	4,696,142	12,937	168.22	-	-	4.37	-	-	172.59	6,566.74	306.44	461.75
6017	Rhame	1	75	61	2,411,188	39,528	133.01	-	-	4.98	-	-	174.99	9,978.10	1,382.09	514.00
6033	Scranton	1	164	144	3,380,226	23,474	165.67	-	-	9.32	-	-	174.99	7,613.36	1,543.35	488.81
7014	Bowbells	1	85	93	2,912,065	31,313	171.70	-	-	-	-	-	185.00	9,071.87	704.24	342.00
7027	Powers Lake	1	102	125	2,029,273	16,234	184.91	-	-	2.27	-	-	196.25	8,234.30	715.35	350.00
7036	Burke Central	1	89	85	3,424,853	40,292	139.28	-	-	6.85	-	-	146.13	10,576.80	1,121.40	399.00
8001	Bismarck	1	10,394	10,966	144,701,220	13,195	231.40	-	-	10.00	-	20.81	262.21	6,164.14	127.53	198.10
8028	Wing	1	81	66	1,999,310	30,293	150.05	-	-	8.50	-	-	158.55	7,444.98	903.83	407.75
9001	Fargo	1	11,151	11,020	190,481,817	17,285	289.13	-	-	26.40	-	4.02	319.55	6,891.46	193.49	57.00
9002	Kindred	1	720	666	11,167,706	16,768	167.97	-	-	10.00	-	-	170.09	7,388.50	767.07	503.80
9004	Maple Valley	1	256	320	8,268,266	25,838	167.05	-	-	-	-	-	208.60	4,245.11	257.41	401.00
9006	West Fargo	1	5,461	5,025	95,233,937	18,952	185.00	3.36	-	10.00	-	14.56	254.02	5,722.63	216.64	124.75
9017	Central Cass	1	827	766	11,621,048	15,171	163.20	-	-	-	-	-	256.25	6,039.24	417.87	420.50
9097	Northern Cass	1	482	419	9,827,195	23,454	190.58	-	-	-	-	-	169.78	16,937.38	1,043.47	290.00
10014	Border Central	1	26	31	3,101,955	100,063	169.78	-	-	-	-	-	159.14	7,286.16	538.35	277.13
10019	Munich	1	112	111	3,138,431	28,274	150.39	-	-	5.11	-	3.64	167.17	6,378.48	512.47	805.00
10023	Langdon Area	1	483	574	11,949,082	20,817	164.23	-	-	2.94	-	-	212.64	5,330.26	339.95	504.49
11040	Ellendale	1	355	411	6,227,567	15,152	175.35	-	-	2.99	-	2.99	206.13	4,593.66	280.83	436.75
11041	Oakes	1	545	482	7,650,911	15,873	182.03	0.98	-	19.68	-	3.44	206.13	4,593.66	280.83	436.75

County/ District Number	School District Name	School District Type	Enroll. Grades K-12	Census Ages 6-17	Taxable Valuation	Taxable Value Per Pupil	General Fund Levy	H. S. Tuition Levy	H. S. Trans. Levy	Building Fund Levy	Sinking & Interest Levy	Other Mill Levies	Total Mill Levy	Average Cost Per Pupil	Transp Cost Per Pupil	Sq Miles
1	2	3	9	17	18	19	20	21	22	23	24	25	26	46	47	48
Codist	Dname	DTYPE	ENK12	CENSUS	TAXVAL	TAXVALPP	GFLEVY	HSTUIT	HSTRAN	BUILD	SINK	OTHLEVY	TOTLEVY	AVGCPP	TRANCPP	Sq Miles
12001	Divide County	1	280	284	6,590,911	23,207	146.56	-	-	9.86	-	-	156.42	7,196.60	496.30	857.87
13016	Killdeer	1	397	339	7,522,872	22,191	158.04	-	-	10.00	-	-	168.04	6,005.27	526.05	856.00
13019	Halliday	1	28	66	1,971,506	29,871	161.04	-	-	10.00	-	-	171.04	21,192.49	1,069.48	315.00
14001	New Rockford	1	389	330	5,347,576	16,205	185.00	-	-	-	-	8.98	193.98	5,105.72	455.00	352.79
14012	Shenome	1	103	73	1,520,191	20,825	167.74	-	-	10.53	-	5.26	183.53	11,781.68	1,304.45	187.69
15006	Hazelton-Moffit-Bradford	1	144	141	3,751,708	26,608	155.13	-	-	7.46	26.65	-	189.24	7,073.67	699.40	539.26
15015	Strasburg	1	184	183	2,924,066	15,979	139.53	-	-	-	-	-	139.53	6,142.41	500.22	312.15
15036	Linton	1	343	310	5,285,527	17,050	174.37	-	-	-	-	0.64	175.01	5,629.90	408.92	413.51
16010	Carrington	1	614	555	10,269,110	18,503	169.69	-	-	-	-	2.44	172.13	5,124.05	347.01	591.45
17003	Beach	1	325	230	4,002,796	17,403	148.65	-	-	-	-	-	148.65	8,208.71	707.60	765.00
18001	Grand Forks	1	7,634	7,395	104,461,000	14,126	221.61	-	-	11.30	-	4.21	237.12	6,325.62	69.90	77.41
18044	Leinmore	1	522	497	6,442,600	12,963	190.52	-	-	-	13.60	17.00	221.12	5,502.31	332.74	329.50
18061	Thompson	1	428	456	5,361,587	11,758	163.49	-	-	18.84	9.27	-	191.60	4,552.85	232.44	117.38
18128	Midway	1	271	293	5,368,301	18,322	184.42	-	-	10.00	-	5.00	199.42	6,988.57	865.67	297.00
18129	Northwood	1	318	292	5,045,908	17,281	178.36	-	-	10.00	29.65	5.00	223.01	6,210.13	475.10	256.68
19049	Elgin-New Leipzig	1	173	206	3,823,488	18,561	210.67	-	-	-	-	-	210.67	6,486.16	756.66	692.00
20007	Midkota	1	147	163	5,350,934	32,828	194.13	-	-	-	-	0.37	194.50	10,381.96	1,179.24	593.64
20018	Griggs County Central	1	336	298	5,635,012	18,909	196.10	-	-	10.00	31.94	0.89	238.93	6,108.55	563.77	422.89
21001	Molt-Regent	1	274	279	6,583,623	23,597	146.09	-	-	10.00	-	-	156.09	5,965.87	783.19	880.00
21009	New England	1	192	205	4,765,251	23,245	170.58	-	-	-	-	-	170.58	8,142.38	533.36	638.13
22020	Tuttle-Pettibone	1	38	26	1,299,679	49,988	184.01	-	-	8.18	-	-	192.19	12,838.22	1,107.14	257.94
22028	Tappen	1	287	214	4,288,620	20,040	166.72	-	-	10.00	33.68	-	210.40	6,618.93	794.67	454.59
23003	Edgeley	1	107	117	1,650,027	14,103	185.00	-	-	-	-	6.80	201.80	7,520.89	553.80	265.75
23007	Kulm	1	134	124	5,447,386	43,931	146.86	-	-	9.97	-	-	156.83	8,814.03	792.71	486.50
23008	Lamoure	1	326	322	4,897,466	15,210	163.35	-	-	10.00	-	-	173.35	5,274.84	451.04	351.00
23011	Verona	1	29	52	1,899,578	36,530	181.62	-	-	-	-	2.53	184.15	10,182.04	504.52	171.25
24002	Napoleon	1	245	220	3,795,945	17,245	172.64	-	-	10.00	-	-	182.64	6,086.11	519.36	552.09
24056	Gackle-Streeter	1	116	144	4,497,703	31,234	143.63	-	-	0.11	-	0.11	143.85	8,936.82	1,440.49	605.37
25001	Velva	1	430	384	6,677,152	17,388	148.27	-	-	9.97	5.24	-	163.48	5,118.98	291.22	562.00
25014	Anamoose	1	80	77	1,868,796	24,270	181.94	-	-	1.61	-	-	183.55	8,319.48	314.20	205.31
25057	Drake	1	136	129	3,633,585	28,167	159.84	-	-	9.91	-	2.97	172.72	7,245.96	742.87	434.77

County/ District Number	School District Name	2	3	9	17	18	19	20	21	22	23	24	25	26	46	47	48
		ENROLL	CENSUS	TAXVAL	TAXVALPP	GFLEVY	HSTUIT	HSTRAN	BUILD	SINK	OTHLEVY	TOTLEVY	AVGCPP	TRANCPP	Sq Miles		
		DENK12	CENSUS	TAXVAL	TAXVALPP	GFLEVY	HSTUIT	HSTRAN	BUILD	SINK	OTHLEVY	TOTLEVY	AVGCPP	TRANCPP	Sq Miles		
		Grades K - 12	Ages 6 - 17	Taxable Valuation	Taxable Value Per Pupil	General Fund Levy	H. S. Tuition Levy	H. S. Trans. Levy	Building Fund Levy	Sinking & Interest Levy	Other Mill Levies	Total Mill Levy	Average Cost Per Pupil	Transp Cost Per Pupil			
1	25060 Tgu	383	345	10,721,615	31,077	142.24	-	-	1.40	-	-	143.64	6,817.00	831.56	1,043.22		
1	26004 Zeeland	58	64	2,648,179	41,378	145.19	-	-	1.39	-	-	146.58	9,530.28	436.31	155.80		
1	26009 Ashley	167	172	3,783,439	21,997	166.30	1.90	-	4.70	-	0.39	173.29	7,075.63	592.86	476.50		
1	26019 Wishek	230	233	3,949,893	16,952	169.92	-	-	4.50	-	4.02	178.44	5,822.57	570.55	472.85		
1	27001 McKenzie County	579	642	9,558,764	14,889	144.67	-	-	3.89	-	-	148.56	6,522.83	803.73	1,450.00		
1	27002 Alexander	49	63	2,732,711	43,376	144.55	-	-	5.49	-	-	150.04	12,077.66	1,449.85	323.00		
1	27036 Mandaree	191	194	72,527	374	-	-	-	-	-	-	-	25,136.77	1,091.18	395.00		
1	28001 Montefiore	203	221	3,184,452	14,409	176.01	-	-	14.13	-	-	190.14	6,933.82	304.68	266.37		
1	28004 Washburn	314	296	4,460,749	15,070	144.82	-	-	13.45	-	5.00	163.27	6,077.65	345.77	244.20		
1	28008 Underwood	211	226	4,615,829	20,424	160.32	7.80	-	10.00	-	2.53	180.65	7,603.15	321.23	199.39		
1	28050 Max	166	174	2,785,863	16,011	149.08	-	-	9.94	-	4.97	163.99	6,723.43	616.66	337.80		
1	28051 Garrison	354	340	6,424,159	18,895	171.23	-	-	10.00	-	-	181.23	6,212.25	522.15	393.35		
1	28072 Turtle Lake-Mercer	182	187	4,297,014	22,979	158.25	-	-	-	-	-	158.25	7,560.79	736.69	522.25		
1	28085 White Shield	123	116	278,027	2,397	185.00	-	-	-	-	-	185.00	8,501.29	228.50	190.69		
1	29003 Hazen	704	689	5,615,685	8,150	185.28	-	-	9.79	-	7.75	202.82	4,814.07	309.82	302.86		
1	29020 Golden Valley	40	61	1,168,809	19,161	182.08	-	-	12.83	-	4.28	169.19	9,664.21	611.73	157.00		
1	29027 Beulah	812	804	9,459,998	11,766	185.00	-	-	20.00	10.73	2.00	217.73	5,594.38	272.33	427.00		
1	30001 Mandan	3,263	3,639	39,864,893	10,955	181.86	-	-	14.95	11.46	12.83	221.10	5,428.48	243.56	748.41		
1	30007 New Salem	378	327	3,789,896	11,620	162.77	-	-	8.95	13.37	0.79	185.88	4,973.79	347.30	415.69		
1	30013 Hebron	147	169	3,668,425	21,707	156.74	-	-	2.73	-	0.95	160.42	7,733.10	566.42	394.00		
1	30039 Flasher	223	202	2,981,455	14,760	186.42	-	-	10.00	-	-	196.42	5,887.42	814.72	631.92		
1	30048 Glen Ullin	193	205	4,010,905	19,565	157.07	-	-	-	-	-	157.07	6,951.27	472.24	425.75		
1	31001 New Town	726	735	2,736,746	3,723	169.18	-	-	20.00	-	0.73	189.91	6,593.54	358.67	317.00		
1	31002 Stanley	340	344	5,804,179	16,873	185.00	-	-	20.00	-	3.00	208.00	6,352.98	687.51	765.67		
1	31003 Parshall	282	322	3,382,794	10,506	171.57	-	-	10.65	13.01	-	195.23	7,364.56	585.02	366.00		
1	32001 Dakota Prairie	314	407	9,158,415	22,502	189.45	-	-	-	-	5.00	194.45	6,575.80	721.10	907.80		
1	32066 Lakota	243	176	4,405,707	25,029	187.01	-	-	10.00	-	6.32	203.33	5,434.08	581.84	401.19		
1	33001 Center-Stanton	281	324	3,731,154	11,516	170.00	-	-	5.00	-	-	175.00	7,321.96	553.93	539.00		
1	34001 Pembina	154	136	3,698,317	27,194	168.89	1.58	-	5.97	64.66	1.99	243.09	7,545.37	196.33	129.40		
1	34006 Cavalier	538	467	7,842,366	16,793	189.81	-	-	3.00	-	-	192.81	5,965.73	310.76	338.93		
1	34012 Valley	161	159	3,453,027	21,717	191.43	14.06	-	5.00	-	-	210.49	7,880.26	314.35	135.69		
1	34019 Drayton	178	172	5,316,962	30,913	186.50	0.68	-	13.17	-	0.04	200.39	8,593.23	248.25	191.50		

County/ School District Number	School District Name	2	3	9	17	18	19	20	21	22	23	24	25	26	46	47	48
		ENRLL	CENSUS	TAXVAL	TAXVALPP	GFLEVY	HSTUIT	HSTRAN	BUILD	SINK	OTHLEVY	TOTLEVY	AVGCPP	TRANCPP	Sq Miles		
		DENK12	AGES 6-17	Valuation	Value Per Pupil	Fund Levy	Levy	Levy	Fund Levy	Interest Levy	Mill Levies	Mill Levy	Cost Per Pupil	Cost Per Pupil			
34027	Wahalla	1	298	4,446,463	15,712	210.39	-	-	4.50	-	-	214.89	6,549.79	328.04	286.03		
34043	SI Thomas	1	130	2,852,316	20,374	194.42	24.54	1.75	9.82	-	1.12	231.65	7,923.33	195.13	115.00		
34055	Neche	1	126	3,241,612	25,727	184.11	7.87	-	4.68	-	7.16	203.82	11,000.99	230.31	136.25		
35001	Wolford	1	49	1,606,075	28,177	185.00	-	-	10.00	-	5.00	200.00	8,737.19	639.69	195.50		
35005	Rugby	1	560	10,294,429	15,342	185.00	-	-	5.01	-	1.02	191.03	6,493.27	462.74	604.92		
36001	Devils Lake	1	1,865	17,217,484	8,465	185.00	3.00	-	10.00	9.58	13.40	220.98	5,611.06	269.07	472.63		
36002	Edmore	1	90	4,481,796	58,971	145.25	-	-	10.01	-	-	155.26	9,484.74	733.06	395.25		
36044	Starkweather	1	92	2,684,825	31,586	152.86	-	-	10.00	-	5.00	167.86	8,270.21	581.58	278.00		
37019	Lisbon	1	636	8,318,319	14,828	187.39	-	-	20.25	7.09	11.14	225.87	4,841.49	324.35	400.50		
37022	Enderlin	1	311	5,337,252	19,338	185.49	-	-	5.62	41.22	-	232.33	5,951.96	377.11	282.00		
38001	Mohall-Lansford-Sherwood	1	345	10,083,757	26,747	157.87	-	-	10.00	-	-	167.87	8,053.13	550.68	848.00		
38026	Glenburn	1	279	3,426,156	19,920	139.22	-	-	20.00	-	-	159.22	6,477.94	556.61	312.50		
39008	Hankinson	1	320	5,099,020	17,403	185.00	-	-	17.00	-	8.00	210.00	4,916.94	285.11	216.17		
39018	Fairmount	1	108	4,202,089	45,184	188.09	-	-	13.50	-	8.00	209.59	8,791.40	334.50	92.00		
39028	Lidgerwood	1	219	3,574,200	16,321	185.00	-	-	19.58	12.48	5.02	222.08	5,920.98	472.52	187.25		
39037	Walpeton	1	1,409	19,711,907	12,977	185.00	1.30	-	9.69	27.37	2.69	226.05	4,992.52	192.27	255.00		
39042	Wyndmere	1	257	6,137,433	23,425	157.23	-	-	10.08	-	5.63	172.94	6,442.76	595.27	300.76		
39044	Richland	1	335	5,247,250	17,037	185.00	-	-	10.00	39.28	8.38	242.66	5,436.42	389.80	222.07		
40001	Dunselth	1	448	1,468,352	1,744	143.02	8.73	-	8.73	-	0.87	161.35	10,836.24	331.71	199.00		
40003	St John	1	303	746,935	1,465	153.96	-	-	18.74	-	-	172.70	8,431.31	355.21	109.00		
40004	Mt Pleasant	1	315	4,050,035	14,362	167.97	2.47	-	9.85	44.84	19.29	244.42	5,656.38	323.27	250.00		
40007	Belcourt	1	1,686	334,520	155	-	-	-	-	-	-	-	7,646.60	554.72	72.13		
40029	Rolette	1	182	2,890,447	15,375	185.00	4.68	-	15.00	-	5.00	209.68	8,072.42	599.29	280.77		
41002	Milnor	1	291	3,394,207	11,545	180.73	-	-	19.15	-	5.07	204.95	5,035.61	176.29	193.12		
41003	North Sargent	1	204	2,815,655	15,998	183.79	4.44	-	14.88	-	8.94	212.05	5,610.41	180.61	117.00		
41006	Sargent Central	1	303	6,680,640	23,523	183.75	2.55	-	-	8.70	5.67	200.67	6,318.67	683.04	476.39		
42016	Goodrich	1	47	1,653,856	31,805	191.00	2.96	-	4.96	-	3.05	201.97	11,922.53	1,160.84	284.13		
42019	McClusky	1	99	2,479,058	23,610	176.48	-	-	9.48	-	-	185.96	10,124.47	652.24	429.00		
43003	Solen	1	160	4,281,344	4,281	182.64	-	-	-	-	-	182.64	13,930.90	894.43	314.75		
43004	Fl Yates	1	212	487,344	690	185.00	-	-	-	-	-	185.00	15,121.86	366.15	338.00		
43008	Selfridge	1	90	1,324,228	12,983	187.01	-	-	-	-	9.02	196.03	11,880.27	1,208.00	294.50		
45001	Dickinson	1	2,626	29,925,240	9,831	185.00	-	-	10.00	6.79	4.81	206.60	5,893.19	133.35	488.13		

County/ District Number	School District Name	School District Type	Enroll. Grades K-12	Census Ages 6-17	Taxable Valuation	Taxable Value Per Pupil	General Fund Levy	H. S. Tuition Levy	H. S. Trans. Levy	Building Fund Levy	Sinking & Interest Levy	Other Mill Levies	Total Mill Levy	Average Cost/ Per Pupil		Sq Miles
														TOTLEVY	AVGCPP	
1	2	3	9	17	18	19	20	21	22	23	24	25	26	46	47	48
Codist	Dname	DTYPE	DENK12	CENSUS	TAXVAL	TAXVALPP	GFLEVY	HSTUIT	HSTRAN	BUILD	SINK	OTHEVY	TOTLEVY	AVGCPP	TRANCPP	Sq Miles
45009	South Heart	1	247	258	2,424,540	9,397	149.62	-	-	-	-	4.05	153.67	5,622.40	706.21	303.50
45013	Belfield	1	235	189	1,565,802	9,265	185.00	-	-	19.55	-	4.89	209.44	6,106.84	219.29	144.00
45034	Taylor-Richardson	1	280	248	4,197,583	16,926	185.00	-	-	10.00	-	5.00	200.00	6,058.72	841.89	503.92
46010	Hope	1	140	134	3,410,409	25,451	175.35	-	-	10.00	-	7.63	192.98	5,212.22	360.27	252.62
46019	Finley-Sharon	1	186	178	4,158,200	23,361	187.10	-	-	10.00	-	5.00	202.10	7,391.76	285.80	293.13
47001	Jamesdown	1	2,419	2,600	29,518,951	11,353	185.00	6.00	-	10.00	21.40	11.00	233.40	5,395.91	172.78	473.56
47003	Medina	1	157	154	3,239,827	21,037	167.56	-	-	9.53	-	-	177.09	6,956.34	746.01	405.16
47010	Pingree-Buchanan	1	159	107	2,989,868	27,943	163.55	-	-	6.99	-	1.97	172.51	6,595.50	885.34	335.00
47014	Montpeller	1	108	105	2,324,534	22,138	185.00	-	-	9.89	-	-	194.89	7,002.07	895.08	216.50
47019	Kensal	1	63	55	2,559,445	46,535	161.65	-	-	9.77	-	-	171.42	9,921.88	873.96	169.50
48002	Bisbee-Egeland	1	78	84	3,559,195	42,371	176.69	-	-	4.93	-	-	181.62	9,816.76	711.37	340.13
48008	Southern	1	224	273	3,816,484	13,980	165.07	3.14	-	8.00	-	16.40	192.61	5,856.87	195.72	275.00
48028	North Central	1	89	76	2,403,405	31,624	170.06	-	-	3.00	-	-	173.06	11,489.08	400.46	257.25
49003	Central Valley	1	291	297	5,734,149	19,307	152.29	-	-	10.00	13.95	-	176.24	5,388.21	267.93	243.00
49007	Halton	1	241	264	3,885,197	13,959	176.38	-	-	10.00	19.54	-	213.90	5,825.46	178.96	153.00
49009	Hillisboro	1	406	397	8,822,729	22,223	172.28	-	-	10.00	14.05	-	201.33	5,368.86	297.27	278.00
49014	Mey-Port Cg	1	593	590	10,413,382	17,650	180.00	-	-	20.00	-	6.00	206.00	5,406.55	411.63	444.01
50003	Grafton	1	953	984	9,708,110	10,071	185.01	-	-	20.00	38.52	-	180	4,682.26	120.89	176.25
50020	Minto	1	238	210	3,812,402	18,154	174.27	1.94	-	0.97	-	4.85	182.03	5,999.57	396.72	157.86
50078	Park River	1	418	391	5,513,593	14,101	186.22	2.00	-	20.00	26.92	-	245.14	5,547.87	280.31	222.44
50079	Fordville	1	84	84	1,857,333	22,111	169.89	-	-	8.08	-	5.88	183.85	7,499.11	697.96	132.25
50106	Eginburg	1	136	108	1,805,069	16,714	186.42	-	-	9.97	-	3.24	199.63	5,702.30	509.32	152.38
51001	Minot	1	6,639	5,760	70,775,673	12,287	185.00	12.01	-	20.00	-	15.30	212.31	6,285.55	87.76	68.31
51007	United	1	574	660	6,407,828	9,709	167.37	-	-	-	28.87	-	216.50	4,763.35	307.10	339.75
51016	Sawyer	1	126	159	2,306,348	14,505	180.46	-	-	9.75	-	-	190.21	7,970.54	397.88	194.75
51028	Kenmare	1	288	283	6,593,970	23,300	185.00	-	-	10.00	-	-	195.00	7,026.71	826.92	600.50
51041	Surrey	1	364	355	2,885,044	8,127	177.95	-	-	19.24	-	-	197.19	4,840.84	191.73	128.50
51161	Lewis And Clark	1	398	347	6,906,525	25,667	140.00	-	-	10.00	-	5.00	155.00	7,350.04	668.15	878.07
52025	Fessenden-Bowdon	1	191	235	7,218,106	30,715	151.01	-	-	7.98	-	-	156.99	7,131.84	504.24	561.69
52038	Harvey	1	448	475	8,388,873	17,661	184.14	-	-	2.99	-	7.97	195.10	6,613.96	408.90	571.46
52039	Sykes	1	56	73	1,691,815	23,176	185.00	-	-	9.46	-	-	194.46	8,521.04	805.39	186.31
53001	Williston	1	2,169	2,483	16,943,686	6,824	238.36	-	-	10.00	-	-	248.36	5,377.32	96.53	14.75

County/ District Number	School District Name	2	3	9	17	18	19	20	21	22	23	24	25	26	46	47	48
		ENROLL	CENSUS	TAXVAL	TAXVALPP	GFLEVY	HSTUIT	HSTRAN	BUILD	SINK	OTHLEVY	TOTLEVY	AVGCPP	TRANCPP	Sq Miles		
		1	6-17	18	19	20	21	22	23	24	25	26	46	47	48		
		DTYPE	CENSUS	TAXVAL	TAXVALPP	GFLEVY	HSTUIT	HSTRAN	BUILD	SINK	OTHLEVY	TOTLEVY	AVGCPP	TRANCPP	Sq Miles		
53002	Nesson	1	163	3,282,575	20,138	184.71	-	-	11.17	-	4.26	200.14	7,091.78	541.40	400.00		
53006	Eight Mile	1	219	1,450,638	8,385	179.23	-	-	19.30	-	2.07	200.60	11,020.31	337.19	85.00		
53015	Tloga	1	245	5,658,646	22,455	184.62	-	-	9.12	-	-	193.74	8,163.56	515.85	390.00		
53091	Wildrose-Alamo	1	40	1,846,432	34,838	173.31	-	-	9.21	-	-	182.52	12,397.36	1,338.59	315.12		
53099	Grenora	1	61	3,400,295	54,843	185.28	-	-	7.94	-	-	193.22	12,661.54	763.53	782.00		
	High School Districts	97,209	98,988	1,462,258,085	14,772	199.23	1.33	0.00	10.93	7.43	6.89	225.81	6,349.40	291.61	61,679		
44014	Sheets	3	2	397,228	36,112	112.01	20.14	5.04	-	-	-	137.19	7,032.18	1,144.83	72.00		
27019	Bowline Butte	3	10	427,059	42,706	82.80	23.42	32.78	-	-	-	139.00	14,757.65	7,553.96	223.00		
44032	Central Elementary	2	4	1,402,140	50,076	27.82	38.51	11.41	-	-	-	77.74	11,279.56	1,830.00	431.00		
8045	Manning	3	4	198,408	6,514	220.00	32.01	-	-	-	-	252.01	8,018.92	-	27.50		
8025	Naughton	3	13	242,627	18,664	181.35	61.82	-	-	-	-	243.17	9,032.59	-	32.00		
27018	Earl	3	5	454,401	32,457	-	18.27	4.40	-	-	-	22.67	10,094.55	2,108.67	270.00		
27032	Horse Creek	3	5	1,084,151	90,346	41.12	41.97	11.07	-	-	-	94.16	7,219.05	1,805.87	223.00		
15010	Bakker	2	26	625,458	24,056	99.29	41.24	-	-	-	-	140.53	9,376.03	2,195.84	83.63		
22014	Robinson	2	33	1,150,383	34,860	176.96	38.01	-	-	-	-	214.97	25,069.43	1,170.66	251.00		
51019	Eureka	2	9	874,114	20,328	45.78	87.52	-	-	-	-	133.30	9,824.46	-	30.50		
22011	Pettibone-Tuttle	2	10	1,114,154	33,762	202.29	-	-	-	-	-	202.29	17,481.02	3,924.53	210.50		
44012	Mammoth	2	10	1,285,341	61,207	35.01	31.90	5.06	-	-	-	71.97	10,088.53	1,159.99	348.00		
30017	Sweet Briar	3	11	350,024	19,446	55.62	50.00	-	-	-	-	105.62	5,183.93	-	36.50		
37006	Ft Ransom	2	12	829,489	23,041	165.86	95.53	-	-	-	-	261.39	9,006.11	1,520.20	66.50		
47026	Spiritwood	2	15	3,061,077	127,545	136.93	-	-	-	-	-	136.93	36,425.95	9,921.90	75.25		
8033	Menoken	2	18	1,123,199	14,400	185.00	116.85	-	-	-	-	301.85	8,725.60	1,120.99	143.75		
50051	Nash	2	19	866,568	25,487	185.00	-	23.19	-	-	1.73	209.92	11,582.85	-	31.44		
52035	Pleasant Valley	2	34	975,413	28,689	179.03	-	-	2.20	-	-	181.23	8,934.62	1,271.94	135.25		
8029	Baldwin	2	21	697,122	13,942	157.79	-	-	-	-	-	157.79	5,168.55	70.60	84.87		
30004	Little Heart	2	23	820,929	18,657	105.16	52.38	7.31	-	-	-	164.85	4,850.49	638.88	85.06		
30008	Sims	2	24	1,491,841	29,837	122.00	42.90	6.03	-	-	-	170.93	9,872.19	874.94	188.00		
37002	Sheldon	2	27	1,340,985	13,277	183.45	59.66	-	9.04	-	-	252.15	9,832.27	834.24	134.38		
8035	Sterling	2	29	1,953,781	26,764	173.94	9.21	9.21	-	-	-	192.36	6,782.57	1,349.68	181.50		
13008	Dodge	2	30	615,909	20,530	189.14	-	-	10.00	-	-	209.22	11,847.60	771.09	103.50		
3016	Oberon	2	39	896,093	27,641	88.47	27.23	-	-	-	-	115.70	11,767.25	876.29	93.05		

1	2	3	9	17	18	19	20	21	22	23	24	25	26	46	47	48
County/ District Number	School District Name	School District Type	Enroll. Grades K - 12	Census Ages 6 - 17	Taxable Valuation	Taxable Value Per Pupil	General Fund Levy	H. S. Tuition Levy	H. S. Trans. Levy	Building Fund Levy	Sinking & Interest Levy	Other Mill Levies	Total Mill Levy	Average Cost Per Pupil	Transp Cost Per Pupil	Sq Miles
		DTYPE	DENK12	CENSUS	TAXVAL	TAXVALPP	GFLEVY	HSTUIT	HSTRAN	BUILD	SINK	OTHLEVY	TOTLEVY	AVGCPP	TRANCPP	
			41	78	23,801	305								35,809.98	2,530.61	102.00
13037	Twin Buttes	2	41	78	23,801	305								35,809.98	2,530.61	102.00
17006	Lone Tree	2	42	65	1,478,198	22,742	104.86	76.64				2.74	184.24	7,479.03	754.47	243.00
50039	Lankin	2	47	36	942,927	26,192	171.71		7.95	3.17		2.13	184.96	7,577.59	461.93	74.81
27014	Yellowstone	2	48	86	1,471,609	17,112	176.68	25.67	5.05				207.40	10,045.61	1,014.50	147.00
8039	Apple Creek	2	51	146	1,766,878	12,102	83.21	142.98					226.19	6,098.38	30.90	24.00
4001	Billings County	2	56	147	5,042,886	34,305		39.66					39.66	17,289.51	4,200.27	1,152.00
50128	Adams	2	76	92	1,906,219	20,720	167.09			9.97		2.73	179.79	6,208.34	721.37	172.04
9007	Mapleton	2	87	198	2,767,748	13,979	142.86	122.49		1.97			267.32	8,108.51	172.47	71.75
	K-8 Districts < 100		809	1,730	39,777,160	22,993	114.45	43.67	3.03	1.20		0.48	162.83	11,110.50	1,223.32	5,549.78
9080	Page	2	106	100	3,367,046	33,670	170.01			5.14			180.32	5,463.28	1,247.45	212.75
18127	Emerado	2	113	198	1,917,801	9,686	138.37	146.23	8.01	1.78			294.39	6,395.95	348.78	103.75
19018	Roosevelt	2	147	130	2,198,259	16,910	176.90	8.57		9.56		0.99	196.02	5,870.67	671.84	471.11
51010	Bell	2	148	231	2,437,480	10,552	112.15	102.56	8.21				222.92	5,084.94	425.60	42.38
18125	Manvel	2	151	296	3,351,328	11,322	80.06	121.72	11.83			0.41	214.02	4,535.93	910.73	135.73
51070	South Prairie	2	153	174	3,245,389	18,652	121.75	49.30	5.55			4.81	181.41	5,099.19	769.77	164.25
53008	New	2	228	334	7,479,825	22,395	133.69	62.84	3.34	1.34			201.21	6,985.18	917.71	1,185.85
51004	Nedrose	2	260	396	4,730,708	11,946	93.01	120.49					213.50	4,455.46	549.78	32.18
	K-8 Districts > 100		1,306	1,859	28,727,836	15,453	125.43	75.09	4.11	1.80		1.27	207.71	5,446.14	734.13	2,348.00
15012	Union	4	-	18	599,041	33,280	66.77	20.00					86.77	14,960.55	3,735.62	117.88
18140	Grand Forks AFB	4	-	798	25,531	32										7.90
39005	Mantiador	4	-	36	1,363,609	37,878	31.04	117.61					148.65	11,114.43	977.10	39.12
51160	Minot AFB	4	-	1,242	-	-	-	-	-	-	-	-	-	-	-	7.00
	North Dakota		99,324	104,671	1,532,751,262	14,644	195.44	3.92	0.16	10.49	7.09	6.61	223.71	6,383.63	309.53	69,748.68

S 2333
9 Mar 05

Sen. Steinberg
Speaking
Points
presented by
Rep. Felton
9 Mar 05

SPEAKING POINTS
SENATE BILL 2333

- This bill requires that all K-8 districts except those with enrollments over 100 must become part of a K-12 district.
- There are currently 41 districts in North Dakota which are less than K-12 district. This bill will affect 33 of those districts.
- Each of the affected districts will have an opportunity to reorganize with a K-12 district or to put the district into dissolution and allow the district patrons to determine which surrounding K-12 districts the land will be attached to.
- All elementary schools in the affected districts will remain open unless the patrons of the former K-8 district vote to close the elementary school.
- In affect this bill required a restructuring of these school district's administration.
- The districts affected by this bill will have four (4) years to bring their mill levies into compliance with the levies of the district to which they were attached.
- In the first year after reorganization or dissolution, the district will need to move $\frac{1}{4}$ of the way to meeting their new district's levies.
- In the second year, the district will have to move $\frac{1}{2}$ of the remaining distance.
- This process continues through up to four years when all levies of the former K-8 districts would need to be in compliance with the levies of the districts to which they are attached.
- The procedures which these districts can use to comply with this law, reorganization and dissolution, are well established.
- The reorganization process is used nearly every year by some number of districts on North Dakota to become a new larger district.
- Voluntary dissolution has been in the law since the early 1990s and has worked very well for many districts.
- The Department of Public Instruction is equipped to provide support to districts through both of these processes.
- These 33 districts that are now K-8 districts in North Dakota represent 15.7% of the total districts in North Dakota.

- These 33 districts have a total enrollment of 809 students which is .81% (less than 1%) of the total enrollment, (99,324) in public schools.
- These districts cover 4,664 square miles out of a state total of 70,704 or 6.6% of the land area.
- While 809 students attend school in these districts, their 6-17 census is 1,622.
- Over 800 students from these districts already attend school outside of their districts.
- The taxable valuation of these districts of \$35,472,494.00 is 2.4% of the total taxable value.
- Collectively these 33 districts have a total average levy which is 60 mills below the average levy for K-12 districts.
- If these districts levied at the same rate as K-12 districts, \$2,092,877.00 additional dollars in local revenue would be available to support K-12 education.
- Among this group of districts, total levies range from 22.67 mills in the Earl School District in McKenzie County to 301.85 mills in the Menoken School District, east of Bismarck.
- The cost per student of education on these districts is \$9,805-\$3,476 per student higher than the average for K-12.
- The range of cost per pupil is from \$5,237 at Sterling to \$36,426 at Spiritwood.
- These K-8 districts have an ending fund balance of \$8,043,754 or \$8,898 per student.
- K-12 districts have \$1,529 per student in ending balance on the average.
- These districts spend \$1,258,781 on general school administration. Arguably this cost line item would be eliminated if these districts were attached to other K-12 districts.

Under 100
 582333
 9 mos
 Also requested by
 R. H. H. H.

School Finance Facts at a Glance

Select	1
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FY	Data	DNAME										
		ADAMS 128	Apple Creek 39	BAKKER 10	BALDWIN 29	BILLINGS CO 1	Central	Elementary 32	DODGE 8	EUREKA 19		
2003	K Enrollment	63	41	6	19	58	9	33	0	3	0	13
	1-6 Enrollment	26	0	0	3	13	0	0	0	0	0	0
	7-8 Enrollment	0	0	0	0	0	0	0	0	0	0	0
	9-12 Enrollment	95	44	6	26	76	9	36	13	36	13	13
	Total K-12 Enrollment	92	146	26	50	147	28	30	43	45	20	43
	6-17 Census	99	49	8	20	75	11	45	20	45	20	20
	PK-12 Avg Daily Membership	1,906,680	1,662,682	625,453	681,457	4,767,753	1,401,715	624,615	824,800	624,615	824,800	824,800
	Taxable Valuation	20,725	11,388	24,056	13,629	32,434	50,061	20,821	19,181	20,821	19,181	19,181
	Taxable Valuation Per Pupil	167	88	84	148	42	29	186	46	186	46	46
	General Fund Levy	180	240	107	148	42	80	206	139	206	139	139
	Total Levy	172	24	84	85	1,152	431	104	31	104	31	31
	Sum of Sq Miles	355,036	389,571	68,599	138,631	424,472	107,911	199,441	126,794	199,441	126,794	126,794
	Gen Fund Local Revenue	0	0	0	0	731,311	22,922	76,267	26	76,267	26	26
	Gen Fund County Revenue	312,319	132,830	49,141	29,653	6,788	30,798	188,873	77,770	188,873	77,770	77,770
	Gen Fund State Revenue	113,776	2,516	0	8,417	399,170	50,204	53,378	2,281	53,378	2,281	2,281
	Gen Fund Federal Revenue	88,632	0	0	1,200	20,080	0	0	0	0	0	0
	Gen Fund Other Revenue	869,763	524,918	117,740	177,901	1,581,821	211,835	517,959	206,871	517,959	206,871	206,871
	Gen Fund Total Revenue	372,468	153,068	26,265	47,919	560,387	68,184	259,322	73,559	259,322	73,559	73,559
	Salary and Benefits Teachers	5,579	0	2,076	8,033	21,482	0	0	0	0	0	0
	Salary and Benefits Support	119,490	31,944	2,317	11,675	148,765	9,723	35,148	10,095	35,148	10,095	10,095
	Other Instructional Costs	19,745	0	1,000	1,238	40,642	0	12,764	0	12,764	0	0
	School Administration	60,388	14,188	11,389	8,963	142,083	8,941	42,241	4,393	42,241	4,393	4,393
	General Administration	61,520	29,159	11,110	27,992	253,387	14,539	55,883	10,154	55,883	10,154	10,154
	Operation and Maint. of Plant	639,191	228,360	54,157	105,820	1,166,746	101,387	405,357	98,201	405,357	98,201	98,201
	Instructional Expenditures	49,245	0	12,326	1,314	283,784	23,490	36,655	0	36,655	0	0
	Student Transportation	0	0	0	0	1,648	0	0	0	0	0	0
	Capital Projects	30,104	0	0	0	8,393	0	184	0	184	0	0
	Extracurricular	122,611	237,186	38,525	79,198	365,901	73,623	46,994	72,211	46,994	72,211	72,211
	All other expenditures	841,149	465,546	105,008	186,332	1,826,474	198,500	489,189	170,412	489,189	170,412	170,412
	Gen Fund Expenditures	325,630	165,631	62,282	144,917	3,843,870	124,010	211,976	135,556	211,976	135,556	135,556
	Gen Fund End Balance	6,432	4,660	6,770	5,205	15,661	9,184	9,085	4,955	9,085	4,955	4,955
	Cost of Ed. Per Pupil (districts)	1	1	1	1	1	1	1	1	1	1	1
	District Count	1	1	1	1	1	1	1	1	1	1	1

School Finance Facts at a Glance

Select 1

FY	Data	FT	RANSOM	6	LANKIN	39	LITTLE	HEART	4	LONE	TREE	€	MAPLETON	7	MARMARTH	12	MENOKEN	33	Nash	51	OBERON	16
2003	K Enrollment	5	0	0	2	13	2	0	0	1	0	1	10									
	1-6 Enrollment	18	58	18	33	83	7	16	14	27												
	7-8 Enrollment	0	0	7	10	0	3	3	2	8												
	9-12 Enrollment	0	0	0	0	0	0	0	0	0												
	Total K-12 Enrollment	23	58	25	45	96	12	19	17	45												
	6-17 Census	36	36	44	65	198	21	78	34	36												
	PK-12 Avg Daily Membership	20	56	31	49	105	10	21	24	49												
	Taxable Valuation	836,675	940,926	828,159	1,351,335	2,603,952	912,881	1,130,017	866,981	954,784												
	Taxable Valuation Per Pupil	23,241	26,137	18,822	20,790	13,151	43,471	14,487	25,499	26,522												
	General Fund Levy	166	172	88	115	145	42	169	163	88												
	Total Levy	206	185	146	190	265	76	256	179	116												
	Sum of Sq Miles	67	75	85	243	72	348	144	31	93												
	Gen Fund Local Revenue	143,438	196,700	115,884	267,152	683,332	58,934	251,774	124,974	125,564												
	Gen Fund County Revenue	8,818	0	0	25,959	0	9,525	0	0	0												
	Gen Fund State Revenue	79,672	197,849	82,984	209,244	350,199	36,073	85,335	65,978	180,389												
	Gen Fund Federal Revenue	7,544	59,292	0	25,381	87,304	37,128	9,782	10,242	349,384												
	Gen Fund Other Revenue	0	0	0	0	0	0	0	0	2,343												
	Gen Fund Total Revenue	239,472	453,840	198,868	527,736	1,120,836	141,660	346,891	201,193	657,679												
	Salary and Benefits Teachers	103,072	251,974	90,144	206,720	475,245	57,618	116,225	121,590	327,343												
	Salary and Benefits Support	0	0	2,270	0	23,290	3,000	0	0	0												
	Other Instructional Costs	18,303	41,088	11,691	43,967	38,277	14,751	21,655	18,613	59,636												
	School Administration	0	8,467	0	28,285	66,370	0	4,500	11,763	37,498												
	General Administration	23,119	40,981	10,009	26,944	79,291	4,650	26,631	15,911	23,048												
	Operation and Maint. of Plant	16,589	46,197	13,774	38,942	69,772	17,913	20,836	14,847	38,190												
	Instructional Expenditures	161,083	388,708	127,887	344,858	752,244	97,933	189,848	182,725	485,715												
	Student Transportation	31,439	28,863	22,882	28,941	15,251	7,272	21,131	0	33,181												
	Capital Projects	3,000	0	10	0	0	0	0	0	0												
	Extracurricular	0	3,987	0	9,907	0	0	1,127	0	3,458												
	All other expenditures	69,521	39,186	63,191	125,855	307,136	39,893	121,421	37,938	76,980												
	Gen Fund Expenditures	265,043	460,743	213,970	509,562	1,074,631	145,098	333,527	220,663	599,335												
	Gen Fund End Balance	66,458	6,685	65,538	307,739	197,263	130,158	76,102	43,363	243,392												
	Cost of Ed. Per Pupil (districts)	8,054	6,941	4,090	7,083	7,188	9,793	9,040	7,576	9,870												
	District Count	1	1	1	1	1	1	1	1	1												

School Finance Facts at a Glance

Select 1

FY	Data	Pattibone-Tuttle 11	Pleasant Valley 3	ROBINSON 14	SHELDON 2	SIMS 8	SPIRITWOOD 26	STERLING 35	TWIN BUTTES 37
2003	K Enrollment	2	1	0	5	0	0	2	5
	1-6 Enrollment	13	12	8	28	25	7	24	39
	7-8 Enrollment	0	8	0	0	9	0	12	12
	9-12 Enrollment	0	0	0	0	0	0	0	0
	Total K-12 Enrollment	15	21	8	33	34	7	38	56
	6-17 Census	33	34	33	101	50	24	73	78
	PK-12 Avg Daily Membership	17	17	8	40	38	11	44	51
	Taxable Valuation	1,100,897	970,593	1,148,638	1,382,304	1,510,929	3,035,728	1,925,914	17,914
	Taxable Valuation Per Pupil	33,361	28,547	34,807	13,686	30,219	126,489	26,382	230
	General Fund Levy	174	185	177	178	120	132	150	0
	Total Levy	174	187	200	235	169	132	196	0
	Sum of Sq Miles	211	135	251	134	188	75	182	102
	Gen Fund Local Revenue	170,371	189,656	224,968	355,614	293,577	394,931	327,671	42,213
	Gen Fund County Revenue	0	0	0	0	0	0	0	23,872
	Gen Fund State Revenue	88,975	92,446	33,874	136,109	140,149	3,531	122,289	183,989
	Gen Fund Federal Revenue	23,864	13,311	40,807	29,154	42,098	0	4,232	1,679,095
	Gen Fund Other Revenue	8,212	2,780	2,572	0	0	3,332	2,500	100,000
	Gen Fund Total Revenue	291,422	298,193	302,221	520,877	475,825	401,793	456,691	2,029,169
	Salary and Benefits Teachers	170,056	114,096	114,096	162,111	204,159	113,464	136,872	459,319
	Salary and Benefits Support	0	0	2,207	13,733	0	0	5,000	79,412
	Other Instructional Costs	38,643	10,349	15,576	27,475	25,887	37,917	31,912	230,239
	School Administration	0	0	0	0	0	23,001	0	136,301
	General Administration	34,395	33,560	34,707	60,208	38,253	29,254	20,852	390,466
	Operation and Maint. of Plant	39,195	45,265	36,653	64,319	45,014	50,475	34,342	406,067
	Instructional Expenditures	282,289	203,270	203,239	327,846	313,313	254,112	228,979	1,701,803
	Student Transportation	48,518	23,913	7,806	25,269	34,716	67,542	88,572	126,437
	Capital Projects	0	0	0	0	0	0	0	12,180
	Extracurricular	3,524	1,217	0	712	0	0	2,890	95,698
	All other expenditures	63,182	87,722	125,234	188,225	68,682	81,473	141,864	343,924
	Gen Fund Expenditures	397,514	316,121	336,278	542,052	416,710	403,127	462,305	2,280,043
	Gen Fund End Balance	31,788	162,983	197,224	262,263	161,996	554,902	91,031	186,643
	Cost of Ed. Per Pupil (districts)	16,975	12,014	25,405	8,196	8,144	22,310	5,237	33,573
	District Count	1	1	1	1	1	1	1	1

School Finance Facts at a Glance

Select	1
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FY	Data	YELLOWSTONE 14	Grand Total
2003	K Enrollment	4	73
	1-6 Enrollment	28	700
	7-8 Enrollment	15	131
	9-12 Enrollment	0	0
	Total K-12 Enrollment	47	904
	6-17 Census	86	1,622
	PK-12 Avg Daily Membership	56	973
	Taxable Valuation	1,458,712	35,472,494
	Taxable Valuation Per Pupil	16,962	21,870
	General Fund Levy	157	121
	Total Levy	190	162
	Sum of Sq Miles	147	4,664
	Gen Fund Local Revenue	288,723	6,065,932
	Gen Fund County Revenue	61,847	960,547
	Gen Fund State Revenue	334,142	3,251,398
	Gen Fund Federal Revenue	75,575	3,123,934
	Gen Fund Other Revenue	0	231,650
	Gen Fund Total Revenue	760,286	13,633,460
	Salary and Benefits Teachers	350,299	5,135,577
	Salary and Benefits Support	1,700	167,781
	Other Instructional Costs	24,632	1,079,768
	School Administration	0	391,574
	General Administration	73,916	1,258,781
	Operation and Maint. of Plant	44,161	1,506,297
	Instructional Expenditures	494,707	9,539,778
	Student Transportation	47,724	1,066,270
	Capital Projects	20,054	36,893
	Extracurricular	3,383	164,585
	All other expenditures	215,499	3,233,175
	Gen Fund Expenditures	781,368	14,040,702
	Gen Fund End Balance	244,352	8,043,754
	Cost of Ed. Per Pupil (districts)	8,912	9,805
	District Count	1	26

K-8 districts 2004-05 Taxable Valuation and Mill Levy, 2003-04 Finance Data, Census 2003

Codist	Dname	DENK12	CENSUS	TAXVALPP	GFLEWY	TOTLEVY	FGIEXP	FGIEB	FGICPP	AVGCCP	TRANCPP	Sq Miles	Sq Miles/En	Sq Miles/Cen
3016	Oberon	39	36	27,641	88.47	115.70	687,825	168,999	29,074	11,767	876.29	93.05	2.39	2.58
4001	Billings County	56	147	34,305	-	39.66	1,914,520	3,643,312	53,658	17,290	4,200.27	1,152.00	20.57	7.84
8029	Baldwin	21	50	13,942	157.79	157.79	206,639	142,060	18,785	5,169	70.60	84.87	4.04	1.70
8033	Menoken	18	78	14,400	185.00	301.85	362,260	117,211	36,703	8,726	1,120.99	143.75	7.99	1.84
8035	Sterling	29	73	26,764	173.94	192.36	516,094	187,950	28,451	6,783	1,349.68	181.50	6.26	2.49
8039	Apple Creek	51	146	12,102	83.21	226.19	526,035	214,304	23,568	6,098	30.90	24.00	0.47	0.16
9007	Mapleton	87	198	13,979	142.86	267.32	1,126,641	227,287	23,847	8,109	172.47	71.75	0.82	0.36
9080	Page	100	100	33,670	170.01	180.32	1,276,492	563,286	19,131	5,463	1,247.45	212.75	2.01	2.13
13008	Dodge	30	30	20,530	189.14	209.22	514,454	168,836	27,533	11,848	771.09	103.50	3.45	3.45
13037	Twin Buttes	41	78	305	-	-	2,558,038	(79,146)	92,065	35,810	2,530.61	102.00	2.49	1.31
15010	Bakker	7	26	24,056	99.29	140.53	114,163	62,691	38,054	9,376	2,195.84	83.63	11.95	3.22
17006	Lone Tree	42	65	22,742	104.86	184.24	538,778	330,209	24,106	7,479	754.47	243.00	5.79	3.74
18125	Manvel	296	296	11,322	80.06	214.02	1,495,707	388,781	16,736	4,536	910.73	135.73	0.90	0.46
18127	Emerado	198	198	9,686	138.37	294.39	1,124,446	287,940	19,161	6,396	348.78	103.75	0.92	0.52
19018	Roosevelt	130	130	16,910	176.90	196.02	1,152,068	270,975	14,972	5,871	671.84	471.11	3.20	3.62
22011	Petlibone-Tuttle	10	33	33,762	202.29	202.29	354,004	40,278	51,907	17,481	3,924.53	210.50	21.05	6.38
22014	Robinson	9	33	34,860	176.96	214.97	367,648	113,309	91,912	25,069	1,170.66	251.00	27.89	7.61
27014	Yellowstone	48	86	17,112	176.68	207.40	730,670	304,899	31,172	10,046	1,014.50	147.00	3.06	1.71
30004	Little Heart	23	44	18,657	105.16	164.85	215,052	87,842	17,020	4,850	639	85.06	3.70	1.93
30008	Sims	24	50	29,837	122.00	170.93	437,533	186,833	26,121	9,872	875	188.00	7.83	3.76
37002	Sheldon	27	101	13,277	183.45	252.15	595,158	213,591	35,175	9,832	834	134.38	4.98	1.33
37006	Fl Ransom	12	36	23,041	165.86	261.39	352,418	9,213	31,091	9,006	1,520	66.50	5.54	1.85
44012	Marmarth	10	21	61,207	35.01	71.97	167,812	127,316	32,553	10,089	1,160	348.00	34.80	16.57
44032	Central Elementary	4	28	50,076	27.82	77.74	193,257	118,290	42,946	11,280	1,830	431.00	107.75	15.39
47026	Splitwood	15	24	127,545	136.93	136.93	426,074	532,344	125,871	36,426	9,922	75.25	5.02	3.14
50039	Lankin	47	36	26,192	171.71	184.96	507,302	11,424	17,493	7,578	462	74.81	1.59	2.08
50051	Nash	19	34	25,487	185.00	209.92	239,637	22,545	28,193	11,593	-	31.44	1.65	0.92
50128	Adams	76	92	20,720	167.09	179.79	849,527	334,583	17,321	6,208	721	172.04	2.26	1.87
51004	Nedrose	160	396	11,946	93.01	213.50	1,941,400	428,234	15,346	4,455	550	32.18	0.12	0.08
51010	Bell	231	231	10,552	112.15	222.92	1,422,913	27,650	19,881	5,085	426	42.38	0.29	0.18

K-8 districts 2004-05 Taxable Valuation and Mill Levy, 2003-04 Finance Data, Census 2003

Codist	Dname	DENK12	CENSUS	TAXVALPP	GFLEVY	TOTLEVY	FGIEXP	FGIEB	FGICPP	AVGCPP	TRANCPP	Sq Miles	Sq Miles/En	Sq Miles/Cen
51019	Eureka	9	43	20,328	45.78	133.30	195,068	135,994	31,261	9,824	-	30.50	3.39	0.71
51070	South Prairie	174	174	18,652	121.75	181.41	1,162,256	276,526	15,652	5,099	770	164.25	1.07	0.94
52035	Pleasant Valley	20	34	28,689	179.03	181.23	294,703	133,873	27,921	8,935	1,272	135.25	6.76	3.98
53008	New	334	334	22,395	133.69	201.21	2,387,878	797,036	21,780	6,985	918	1,185.85	5.20	3.55
8025	Naughton	5	13	18,664	181.35	243.17	87,448	26,986	29,149	9,033	-	32.00	6.40	2.46
8045	Manning	4	30	6,614	220.00	252.01	82,513	57,081	35,262	8,019	-	27.50	6.88	0.92
27018	Earl	5	14	32,457	-	22.67	95,696	940,510	33,578	10,095	2,109	270.00	54.00	19.29
27019	Bowline Butte	3	10	42,706	82.80	139.00	125,164	89,153	62,582	14,758	7,554	223.00	74.33	22.30
27032	Horse Creek	5	12	90,346	41.12	94.16	128,459	198,668	32,115	7,219	1,806	223.00	44.60	18.58
30017	Sweet Briar	11	18	19,446	55.62	105.62	65,055	34,798	13,011	5,184	-	38.50	3.50	2.14
44014	Sheets	2	11	36,112	112.01	137.19	82,060	32,349	23,446	7,032	1,145	72.00	36.00	6.55
	North Dakota	2,115	3,589	19,087	119.06	181.65	27,600,868	11,976,021	12,066	7,774	935	7,897.78	3.73	2.20

SB 2333
9/10/05

TESTIMONY ON SB #2333
HOUSE EDUCATION COMMITTEE
March 9, 2005
by Dr. Wayne G. Sanstead, State Superintendent
701-328-4570
Department of Public Instruction

Mr. Chairman and members of the committee:

My name is Dr. Wayne G. Sanstead and I am the State Superintendent for the Department of Public Instruction. I am here to speak in favor of Senate Bill 2333 regarding all land in a high school district.

Senate Bill 2333 outlines an administrative restructuring of North Dakota school districts so that all land is in a high school district. Article VIII of our Constitution requires a uniform system of free public schools. One can argue that this should have been the way school districts were structured in North Dakota since shortly after WWII when a high school education was recognized as the minimum level required to function effectively in this society.

In spite of what opponents claim and what has been frequently reported in the media, we need to emphasize that this bill does not close a single school. That is in the hands of local voters on a district-by-district basis. All of these schools would remain open until voters – by a majority vote – agreed to close them.

There is no significant difference in educational results based on the most recent proficiency scores between students from elementary schools in K-8 districts

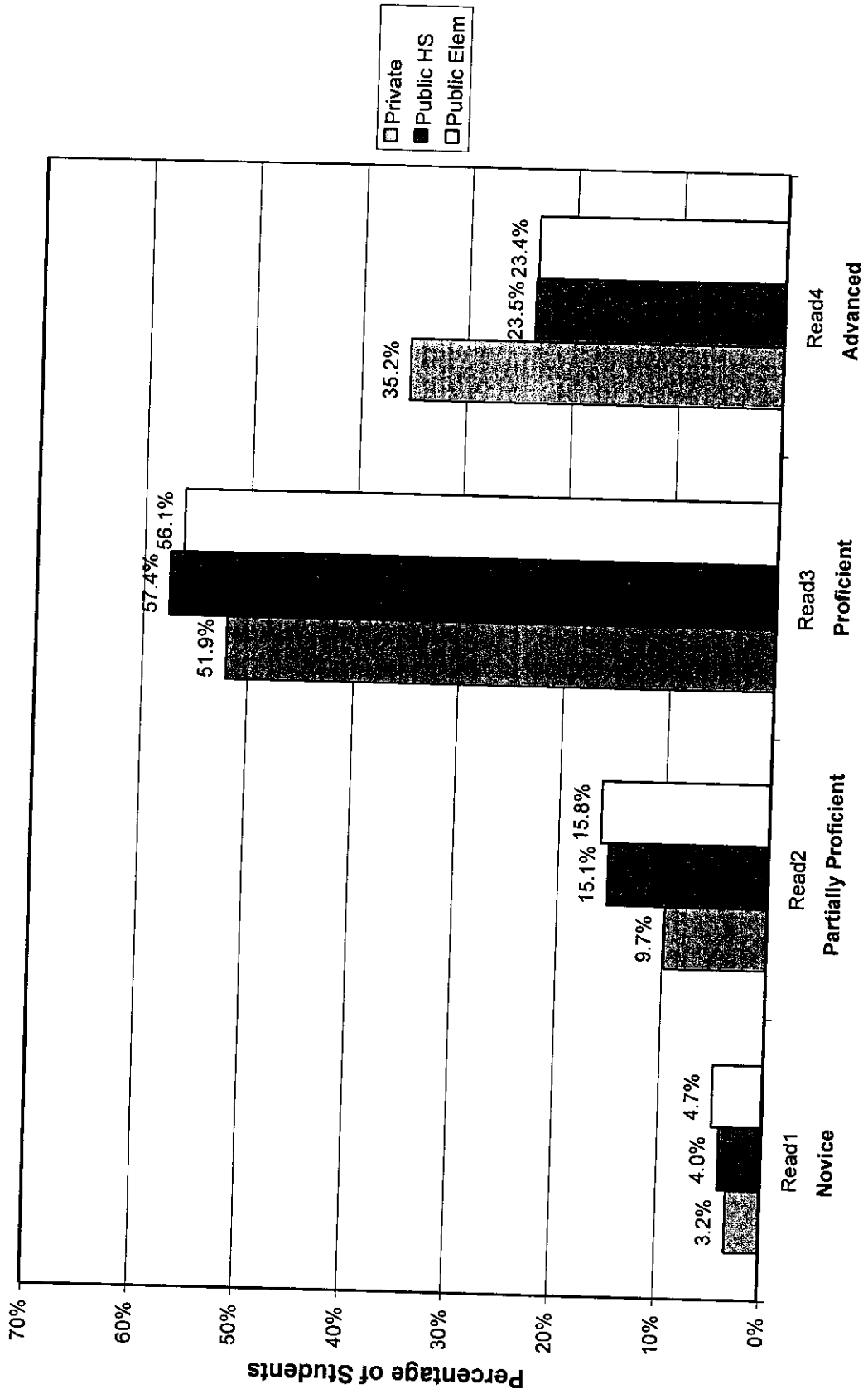
and elementary students in K-12 districts. I have attached two bar charts, one for math and one for reading, which compare K-8, K-12 and private elementary schools.

There are significant differences in taxable valuation per pupil and in property tax effort. Valuation per pupil in these 33 K-8 districts is \$22,993.00 while in K-12 districts it is \$14,772.00. This results in a 62.98 mill difference in total levy between 33 small K-8 districts and K-12 districts. This is a serious funding equity issue at a time when we are being sued for funding equity disparity. There is also a very significant difference in cost per pupil. Cost per pupil in K-12 districts averages \$6,349.40. In the largest 8 K-8 districts, it averages \$5,446.14. In the 33 smallest K-8 districts, cost per pupil is \$11,110.50.

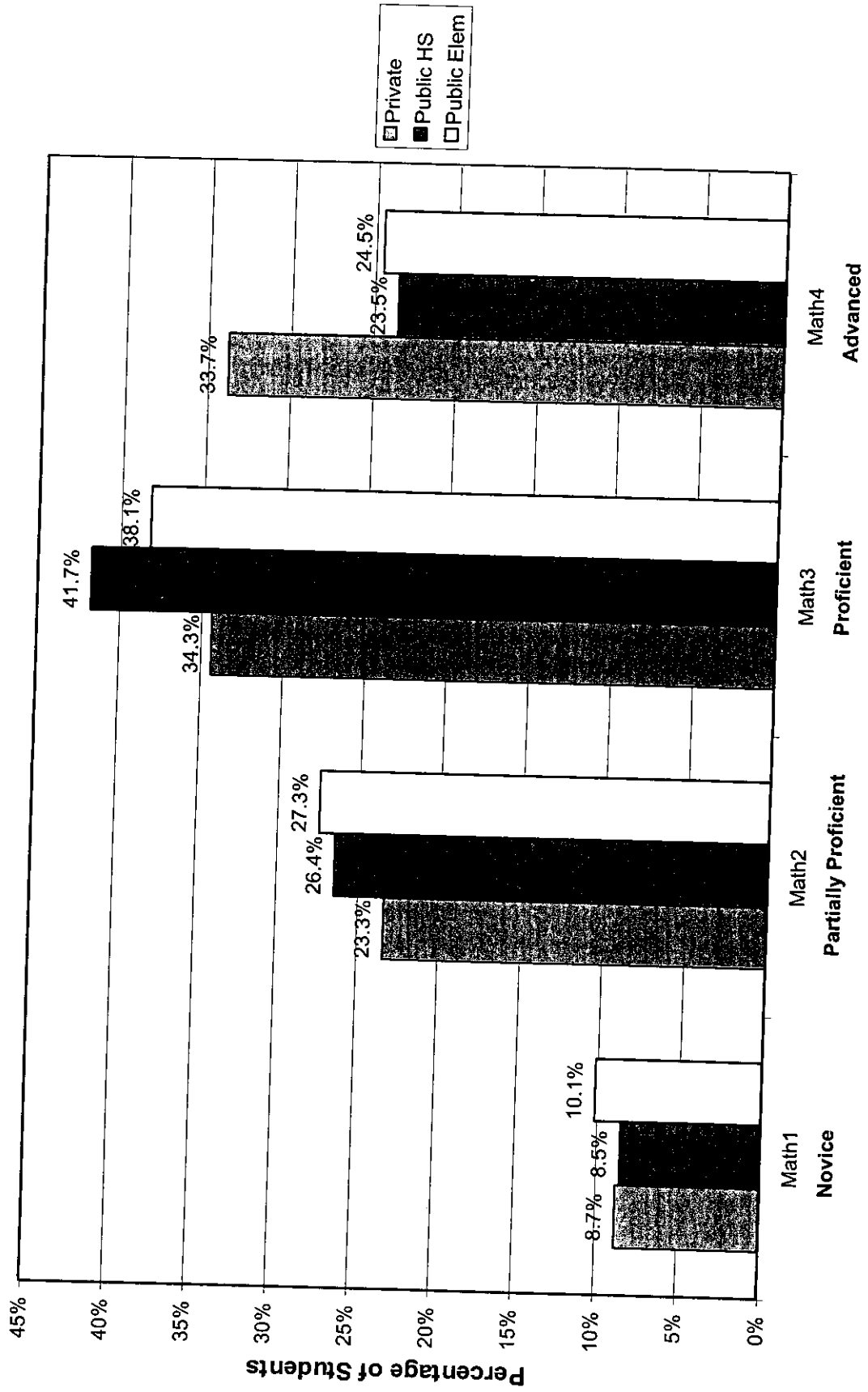
The other key issue these days is insuring educational adequacy. If all land were in K-12 districts, there would be greater uniformity in access to a whole range of services such as counseling, access to music, arts, physical education, gifted and talented programs, etc.

Change is always difficult. However in the continuing quest to maintain quality for all students, we need to review all aspects of K-12 education service delivery. We need to make those changes that insure a uniform and efficient system of education for all North Dakota students. This bill moves the State's K-12 education in that direction. I ask for your support for a "do pass" vote in committee and your vote on the Senate floor.

North Dakota 4th Grade Reading Proficiency by Type of District



North Dakota 4th Grade Math Proficiency by Type of District



School Finance Facts at a Glance

FY	Data	DNAME																	
		ADAMS 128	APPLE CREEK	BAKKER 10	BALDWIN 29	BILLINGS CO 1	BOWLINE	BUTTE 15	CENTRAL	ELEM 32	DODGE 8	EARL 18	EUREKA 19						
2004	K Enrollment	0	6	3	2	3	3	0	0	0	3	0	0	0	0	0	0	0	0
	1-6 Enrollment	49	45	2	15	39	39	3	3	4	27	4	4	27	4	4	27	4	9
	7-8 Enrollment	27	0	2	4	14	14	0	0	0	0	0	0	0	1	0	0	1	0
	9-12 Enrollment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total K-12 Enrollment	76	51	7	21	56	56	3	3	4	30	4	4	30	5	5	30	5	9
	6-17 Census	92	146	26	50	147	147	10	10	28	30	28	28	30	14	14	30	14	43
	PK-12 Avg Daily Membership	98	45	6	22	71	71	4	4	9	37	9	9	37	6	6	37	6	12
	Taxable Valuation	1,906,219	1,766,878	625,458	697,122	5,042,886	427,059	427,059	427,059	1,402,140	615,909	454,401	874,114	615,909	454,401	874,114	615,909	454,401	874,114
	Taxable Valuation Per Pupil	20,720	12,102	24,056	13,942	34,305	42,706	42,706	42,706	50,076	20,530	32,457	20,328	50,076	20,530	32,457	50,076	20,530	32,457
	General Fund Levy	167	83	99	158	0	83	83	83	28	189	0	46	28	189	0	28	189	46
	Total Levy	180	226	141	158	40	139	139	139	78	209	23	133	78	209	23	78	209	133
	Gen Fund Local Revenue	351,700	411,583	69,208	115,598	426,510	63,876	63,876	63,876	112,648	185,391	30,320	122,533	112,648	185,391	30,320	112,648	185,391	122,533
	Gen Fund County Revenue	0	0	0	0	750,506	5,911	5,911	5,911	13,053	66,672	8,020	44	13,053	66,672	8,020	13,053	66,672	44
	Gen Fund State Revenue	348,024	155,510	45,364	77,126	40,847	6,872	6,872	6,872	19,176	174,037	0	70,627	19,176	174,037	0	19,176	174,037	70,627
	Gen Fund Federal Revenue	89,581	7,616	0	9,334	494,574	29,732	29,732	29,732	42,660	45,213	6,800	2,302	42,660	45,213	6,800	42,660	45,213	2,302
	Gen Fund Other Revenue	69,174	0	0	1,724	1,525	0	0	0	0	0	1,110	0	0	0	0	0	0	1,110
	Gen Fund Total Revenue	858,480	574,709	114,571	203,763	1,713,963	106,391	106,391	106,391	187,537	471,314	46,250	195,506	187,537	471,314	46,250	187,537	471,314	195,506
	Salary and Benefits Teachers	380,085	183,283	25,730	49,066	587,691	35,616	35,616	35,616	68,765	284,527	38,493	81,765	68,765	284,527	38,493	68,765	284,527	81,765
	Salary and Benefits Support	5,750	0	2,083	13,963	54,358	0	0	0	0	0	0	0	0	0	0	0	0	0
	Other Instructional Costs	81,984	36,510	1,415	14,436	142,041	7,179	7,179	7,179	8,923	34,432	3,152	14,239	8,923	34,432	3,152	8,923	34,432	14,239
	School Administration	19,818	0	1,000	2,179	41,201	0	0	0	0	18,418	0	0	0	18,418	0	0	18,418	0
	General Administration	61,999	23,538	12,625	7,998	141,368	7,255	7,255	7,255	11,575	43,487	6,393	3,964	11,575	43,487	6,393	11,575	43,487	3,964
	Operation and Maint. of Plant	59,340	28,901	13,403	26,067	267,120	8,981	8,981	8,981	12,253	61,880	9,500	22,641	12,253	61,880	9,500	12,253	61,880	22,641
	Instructional Expenditures	608,977	272,231	56,256	113,708	1,233,780	59,031	59,031	59,031	101,516	442,745	57,539	122,609	101,516	442,745	57,539	101,516	442,745	122,609
	Student Transportation	70,759	1,379	13,175	1,553	299,731	30,216	30,216	30,216	16,470	28,816	12,019	0	16,470	28,816	12,019	16,470	28,816	12,019
	Capital Projects	0	8,685	0	0	7,112	2,589	2,589	2,589	0	0	2,721	0	0	0	2,721	0	0	2,721
	Extracurricular	24,769	0	0	0	7,025	0	0	0	0	164	0	0	0	164	0	0	164	0
	All other expenditures	145,022	243,739	44,732	91,378	366,872	33,328	33,328	33,328	75,271	42,730	23,417	72,459	75,271	42,730	23,417	75,271	42,730	72,459
	Gen Fund Expenditures	849,527	526,035	114,163	206,639	1,914,520	125,164	125,164	125,164	193,257	514,454	95,696	195,068	193,257	514,454	95,696	193,257	514,454	195,068
	Gen Fund End Balance	334,583	214,304	62,691	142,060	3,643,312	89,153	89,153	89,153	118,290	168,836	940,510	135,994	118,290	168,836	940,510	118,290	168,836	135,994
	Cost of Ed. Per Pupil (districts)	6,208	6,098	9,376	5,169	17,290	14,758	14,758	14,758	11,280	11,848	10,095	9,824	11,280	11,848	10,095	11,280	11,848	9,824
	District Count	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

Select 1

School Finance Facts at a Glance

Select 1

FY	Data	FT RANSOM	6 HORSE CREEK	3 LANKIN	39 LITTLE HEART	4 LONE TREE	€ MANNING	45 MAPLETON	7 MARMARTH	12 MENOKEN	32 NASH
2004	K Enrollment	0	0	0	1	0	0	0	6	1	0
	1-6 Enrollment	12	5	47	14	29	4	81	6	6	13
	7-8 Enrollment	0	0	0	8	13	0	0	3	3	5
	9-12 Enrollment	0	0	0	0	0	0	0	0	0	0
	Total K-12 Enrollment	12	5	47	23	42	4	87	10	10	18
	6-17 Census	36	12	36	44	65	30	198	21	21	78
	PK-12 Avg Daily Membership	23	8	58	25	45	5	94	10	10	20
	Taxable Valuation	829,489	1,084,151	942,927	820,929	1,478,198	198,408	2,767,748	1,285,341	1,123,199	866,568
	Taxable Valuation Per Pupil	23,041	90,346	26,192	18,657	22,742	6,614	13,979	61,207	14,400	25,487
	General Fund Levy	166	41	172	105	105	220	143	35	185	185
	Total Levy	261	94	185	165	184	252	267	72	302	210
	Gen Fund Local Revenue	181,064	101,005	207,182	129,284	307,116	72,626	752,588	72,488	304,452	157,605
	Gen Fund County Revenue	0	7,410	0	0	23,268	0	0	12,065	0	0
	Gen Fund State Revenue	90,139	8,336	210,560	108,072	194,927	23,903	313,974	42,718	68,207	49,734
	Gen Fund Federal Revenue	23,724	55,298	89,823	0	35,937	1,501	94,911	37,700	30,711	11,480
	Gen Fund Other Revenue	247	0	4,475	0	0	0	0	0	0	0
	Gen Fund Total Revenue	295,174	172,047	512,040	237,356	561,248	98,030	1,161,474	164,971	403,369	218,819
	Salary and Benefits Teachers	113,019	37,534	258,535	88,934	203,778	24,821	489,976	59,537	110,339	119,472
	Salary and Benefits Support	0	0	0	2,239	10,459	0	13,810	3,000	0	0
	Other Instructional Costs	29,938	7,827	82,119	6,531	39,322	3,017	47,557	11,310	12,771	24,256
	School Administration	158	0	10,621	0	26,312	0	66,877	0	4,500	14,776
	General Administration	39,682	6,034	44,121	9,251	23,357	5,685	81,677	8,602	27,131	13,463
	Operation and Maint. of Plant	21,372	6,358	44,103	15,617	31,084	4,006	66,275	21,564	17,503	25,111
	Instructional Expenditures	204,169	57,752	439,500	122,572	334,313	37,529	766,173	104,013	172,243	197,078
	Student Transportation	34,463	14,447	26,792	16,145	33,725	0	16,297	11,960	22,128	0
	Capital Projects	17,755	0	0	10	0	0	0	0	0	0
	Extracurricular	0	0	4,493	0	12,062	0	0	0	0	1,278
	All other expenditures	96,032	56,259	36,517	76,326	158,678	44,985	344,171	51,840	166,611	42,558
	Gen Fund Expenditures	352,418	128,459	507,302	215,052	538,778	82,513	1,126,641	167,812	362,260	239,637
	Gen Fund End Balance	9,213	198,668	11,424	87,842	330,209	57,081	227,287	127,316	117,211	22,545
	Cost of Ed. Per Pupil (districts)	9,006	7,219	7,578	4,850	7,479	8,019	8,109	10,089	8,726	11,593
	District Count	1	1	1	1	1	1	1	1	1	1

School Finance Facts at a Glance

Select 1

FY	Data	NAUGHTON	OBERON	16	PETTIBONE	1	PLEASANT	VALLEY	ROBINSON	14	SHELDON	2	SIMS	8	SPIRITWOOD	2	STERLING	35
2004	K Enrollment	2	9	2	8	4	1	0	2	0	2	0	2	0	4	0	0	0
	1-8 Enrollment	3	24	8	12	8	2	25	16	11	25	11	4	25	0	0	0	
	7-8 Enrollment	0	6	0	4	0	0	8	0	0	4	0	0	4	0	0	0	
	9-12 Enrollment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Total K-12 Enrollment	5	39	10	20	9	2	27	24	15	29	24	15	29	0	0	0	
	6-17 Census	13	36	33	34	33	11	101	50	24	73	34	7	36	0	0	0	
	PK-12 Avg Daily Membership	6	46	14	21	8	7	34	34	7	36	34	7	36	0	0	0	
	Taxable Valuation	242,627	995,093	1,114,154	975,413	1,150,383	397,228	1,340,985	1,491,841	3,061,077	1,953,781	3,061,077	1,953,781	1,953,781	0	0	0	
	Taxable Valuation Per Pupil	18,664	27,641	33,762	28,689	34,860	36,112	13,277	29,837	127,545	26,764	127,545	26,764	26,764	0	0	0	
	General Fund Levy	181	88	202	179	177	112	183	122	137	174	137	174	174	0	0	0	
	Total Levy	243	116	202	181	215	137	252	171	137	192	137	192	192	0	0	0	
	Gen Fund Local Revenue	55,238	117,352	194,870	178,619	235,905	48,083	351,982	274,064	392,099	424,586	392,099	424,586	424,586	0	0	0	
	Gen Fund County Revenue	0	0	0	0	0	6,124	0	0	0	0	0	0	0	0	0	0	
	Gen Fund State Revenue	19,366	176,267	58,901	78,318	17,164	22,219	143,447	137,801	3,136	175,192	3,136	175,192	175,192	0	0	0	
	Gen Fund Federal Revenue	386	297,085	55,168	5,655	29,665	1,960	51,057	50,505	0	9,169	0	9,169	9,169	0	0	0	
	Gen Fund Other Revenue	0	2,727	53,506	3,000	1,000	0	0	0	8,281	4,066	8,281	4,066	4,066	0	0	0	
	Gen Fund Total Revenue	74,991	593,432	362,445	265,593	283,733	78,386	546,487	462,370	403,516	613,013	403,516	613,013	613,013	0	0	0	
	Salary and Benefits Teachers	33,699	370,226	129,418	119,701	113,365	36,923	170,835	208,355	123,758	160,127	123,758	160,127	160,127	0	0	0	
	Salary and Benefits Support	0	0	0	4,173	0	0	10,264	0	0	5,000	0	5,000	5,000	0	0	0	
	Other Instructional Costs	4,709	68,867	37,731	7,311	7,773	5,495	28,369	26,583	13,058	21,941	13,058	21,941	21,941	0	0	0	
	School Administration	0	44,554	0	0	0	0	11,324	0	25,078	0	25,078	0	0	0	0	0	
	General Administration	9,763	22,981	33,283	31,697	38,927	2,349	48,037	47,932	33,021	23,732	33,021	23,732	23,732	0	0	0	
	Operation and Maint. of Plant	6,025	33,960	38,009	25,727	40,490	4,458	63,895	47,847	51,689	35,273	51,689	35,273	35,273	0	0	0	
	Instructional Expenditures	54,196	540,587	238,441	188,610	200,555	49,225	332,724	330,718	246,604	246,072	246,604	246,072	246,072	0	0	0	
	Student Transportation	0	40,257	53,531	26,851	9,365	8,014	28,231	29,310	67,171	48,966	67,171	48,966	48,966	0	0	0	
	Capital Projects	0	0	0	0	0	0	0	8,300	0	0	0	0	0	0	0	0	
	Extracurricular	0	3,328	3,503	1,053	748	0	748	0	0	3,081	0	3,081	3,081	0	0	0	
	All other expenditures	33,252	83,653	58,530	78,189	157,727	24,821	233,455	69,204	112,299	217,974	112,299	217,974	217,974	0	0	0	
	Gen Fund Expenditures	87,448	667,825	354,004	294,703	367,648	82,060	595,158	437,533	426,074	516,094	426,074	516,094	516,094	0	0	0	
	Gen Fund End Balance	26,986	168,999	40,278	133,873	113,309	32,349	213,591	186,833	532,344	187,950	532,344	187,950	187,950	0	0	0	
	Cost of Ed. Per Pupil (districts)	9,033	11,767	17,481	8,935	25,069	7,032	9,832	9,872	36,426	6,783	36,426	6,783	6,783	0	0	0	
	District Count	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	

School Finance Facts at a Glance

Select	1
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FY	Data	SWEET	BRIAR	TWIN	BUTTES	37YELLOWSTONE	14	Grand Total
2004	K Enrollment	2	4	0	0	4	58	
	1-6 Enrollment	5	30	26	15	14	616	
	7-8 Enrollment	4	14	15	0	0	135	
	9-12 Enrollment	0	0	0	0	0	0	
	Total K-12 Enrollment	11	41	41	78	86	809	
	6-17 Census	18	78	56	47	940	1,730	
	PK-12 Avg Daily Membership	10	56	23,801	17,112	1,471,609	39,777,160	
	Taxable Valuation	350,024	305	0	177	114	22,993	
	Taxable Valuation Per Pupil	19,446	0	0	207	163	6,853,075	
	General Fund Levy	56	0	0	0	0	982,401	
	Total Levy	106	0	0	0	0	3,500,324	
	Gen Fund Local Revenue	27,126	56,870	321,506	66,292	325,284	78,136	151,180
	Gen Fund County Revenue	0	23,035	791,218	273,059	5,522,985	213,919	1,116,790
	Gen Fund State Revenue	38,464	399,920	503,574	1,809	31,510	433,696	1,593,475
	Gen Fund Federal Revenue	217	1,812,425	0	0	0	0	1,563,339
	Gen Fund Other Revenue	344	0	0	0	0	0	10,444,204
	Gen Fund Total Revenue	66,150	2,292,250	791,218	273,059	1,809	47,560	1,149,957
	Salary and Benefits Teachers	38,979	503,574	250,795	31,510	0	2,219	49,391
	Salary and Benefits Support	0	87,010	146,880	609,484	0	3,843	152,896
	Other Instructional Costs	3,690	250,795	609,484	392,237	110,408	206,111	3,841,260
	School Administration	0	146,880	609,484	392,237	54,153	730,670	15,637,708
	General Administration	2,674	609,484	392,237	1,989,961	470,938	304,889	8,935,594
	Operation and Maint. of Plant	6,496	392,237	140,626	0	0	10,046	11,111
	Instructional Expenditures	51,839	1,989,961	0	0	0	1	33
	Student Transportation	0	140,626	0	0	0	0	0
	Capital Projects	0	0	0	0	0	0	0
	Extracurricular	0	87,549	3,843	0	0	0	0
	All other expenditures	13,216	339,902	3,843	206,111	730,670	304,889	8,935,594
	Gen Fund Expenditures	65,055	2,558,038	79,146	10,046	11,111	33	11,111
	Gen Fund End Balance	34,798	-79,146	35,810	1	1	1	1
	Cost of Ed. Per Pupil (districts)	5,184	35,810	1	1	1	1	1
	District Count	1	1	1	1	1	1	1

Senate Bill No.2333

Chairman and members of the Education Committee. My name is Shelly Lanenga. I approve this bill No. 2333. My girls are currently enrolled in the Pleasant Valley school district. I feel that this school is lacking in their teaching abilities. Two years ago Pleasant Valley lost their Title One funding because the school poverty was too low. They also have no special education program. There are only three teachers in the whole school, each teacher teaches three grades in the same room. While teaching each class the kids become confused about what they should be doing, because of the distraction with the teacher teaching another grade in the same room. They don't get a chance to receive help because the teacher is busy with other classes. 3rd,4th and 5th grades are learning the same level of English. 7th and 8th are learning out of the same Science and Social Studies books. The 6th, 7th and 8th graders are learning the same level in English. Two of the kids from our school are going to Sylvan Learning Center in Bismarck to get help with their schoolwork because they are not getting the help they need in Hurdsfield school. My kids attended Flasher school prior to moving to Hurdsfield.

In the Flasher school they were getting help from the Title One Program, teachers aids, and any other help that was needed. Since they have been in Hurdsfield school their grades have really dropped! I can't speak for other parents with kids in this school , but my kids are failing. When I saw the kids' failing grades on their report card, I asked the principal what happened to leave no child behind, she replied that it doesn't apply to the them.. My daughter took the CAT tests in Hurdsfield when she was finished the principal asked her if someone told her to do bad on the test.

In the past 6-7 years there have been 6 different families open enroll their kids into the Harvey school District, because of the lack of education they have been recieving in the Hurdsfield school. I have open enrolled my kids into the Harvey School District for next year, because they are not getting enough help with their school work.

I have asked the school if they would be willing to let my kids ride the bus from Hurdsfield to Harvey , because there is a bus going to Harvey for the 9th - the 12th grades. They told me no, because then everyone would want to send their kids to Harvey.

There are alot more opportunities in larger schools for the kids such as, the Title One Program, Special Education, teacher help, friends and activities. This school is so small in Hurdsfield that the parents do not realize that their kids are not advancing like other kids their own age.

Our kids will be leading our state and country someday. They are the future. What happens if they don't get the proper education they need now. By reorganzing these small schools it will not only help my kids but other kids too! To be better leaders and people!

I strongly encourage you to pass bill 2333.

SB 2333
9/2/05

2005 North Dakota Legislative Assembly
House Education Committee
March 9, 2005
Opposition to SB 2333

My name is Kathy Mauch. I am a Warrant Officer in the North Dakota Army National Guard and work full-time for the North Dakota Army National Guard. I serve as a School Board Member for the Apple Creek School District. I am also a parent of two children who graduated from Apple Creek School and transitioned into the Bismarck School District for their middle and high school education. The Apple Creek School District is a K-6 district located in rural Burleigh County southeast of Bismarck. Our enrollment is 51 kids in K-6 and we have 46 kids attending middle and high school in the Bismarck School District.

First, let me thank you for all the work you do in the name of providing a good quality education system for our kids. THAT IS WHAT THIS IS ALL ABOUT.

Today, I would like to speak to you in opposition to SB 2333.

Loss of local control: I would urge caution in regard to any bill coming before this assembly seeking to erode local control. Especially, local control as it relates to the education of our children, they need to come first in this issue.

Lose of Representation on the Board: Currently, we have three school board members elected by the residents of Apple Creek District. These school board members are close to the school community and are held accountable by those close to the school community.

Turmoil of Teaching Staff of BOTH Districts: During the reorganization process the School Board in District "A" and the School Board in District "B" are required to extinguish ALL "continuing contract" rights with their teachers. Not until the NEW School Board in District "C" is selected will contract issues be addressed. I submit this process will cause undesirable stress amongst the teachers in both districts. In essence these teachers will be receiving their "PINK" slips and for a period of time will not know if they will be offered a contract and what will be included in that contract. Put yourself in their shoes. Not to mention undo stress may transition to the students affecting the quality of their education. (See Attached document from ND School Board Association)

Efficiency Examples: As a school board member in a small district, I do not just attend the monthly meetings of the board. I am the one who gets the phone call when a toilet breaks or the furnace isn't operating correctly.

I organize volunteer clean-up and fix-up days in the summer in which the parents and community members come together to paint, trim trees, shingle, put up playground equipment and many more projects at no salary cost to taxpayers. We have other school board members and parents who volunteer their time to set up computers and coach teams.

I am an UN-PAID lobbyist on behalf of the district. I am the link between the township board and school board. I sit on the Governing Board representing our district in our JPA – MREC (Missouri River Education Cooperative).

I do this all of this at a fraction of the pay that the school board members in the high school district next to me. I'm not in this for the pay...I'm in it because I believe in ensuring that the children of the district are getting a quality education in a quality facility while being a good steward to the tax payers of the district.

These are ways that an elementary district keeps the cost of education down in our district and it builds community camaraderie and teaches the children community service and citizenship.

This legislation would most likely result in our district reorganizing with the Bismarck School District. The bill does not address how board members will be selected. If the residents of the newly reorganized district select the board members, the voice of the rural schools will be drowned out by the urban majority.

Effectiveness Examples: I have been involved with Apple Creek District for 14 years. In those 14 years, I know of only one child that did not finish high school. Considering approximately 100 kids completed high school in 14 years, that is a 99% high school graduation rate. We have met all of the Annual Yearly Progress milestones. We have 100% participation at our Parent/Teacher Conferences.

We have students who have made it to the State Spelling Bee Competition. Some of our students have furthered their education and have become pharmacist, doctors, nurses, teachers, and veterinarians.

One of our teachers was recognized twice as the "Who is Who Among America's Teachers" and was recognized as the Golden Apple Teacher of the Year. Another teacher was recognized as the Farm Bureau Teacher of the Year.

Our school district doesn't have a problem with "Bullying in the School". As a matter of fact in the small school atmosphere they learn to nurture the younger children.

"Who's Next?": The criteria in this bill impacts K-8 school districts under 100 students. Next session, I expect the criteria will be the remaining K-8's districts or all districts with less than 100 students. Perhaps, the criteria will be districts with an average cost per pupil over \$10,000. Voluntary or Forced Consolidation will NOT fix the equity issue. However, a voluntary consolidation decision is based on what is best for the children and their education.

During this session the Senate amended SB 2333 to exempt elementary districts with more that 100 students. I feel that my district has been **discriminated** against. I can only think of one logical reason for this decision which was made at the last moment before it went to vote and that was to divide and conquer. It certainly does not and could not fall into the category of equity in any way.

Money, Mills and Madness: A gentlemen from another high school district was telling me that he didn't feel it was fair that he had to pay 185 mills and elementary district next to him paid only 137 mills. My reply was I live in an elementary district and I pay 226 mills. I ask you...how is it fair that I pay more mills than he does if it is believed that elementary districts don't pay their fair share? If SB 2333 is passed, I will then pay 262 mills and that gentleman will still be paying 185 mills in his high school district.

I understand this gentlemen's point. He feels he is supporting that high school all the time and the elementary district taxpayer is only supporting the high school for the 4 years that their district sends a student into the high school district. We are not consulted on the placement of the building, the layout of the building, the number of classrooms, the size of the science labs, the number of gymnasiums or locker rooms, etc... We can't vote on specials mills to build new schools and we can't vote in the election of the school board members. We view this as an acceptable trade-off to retain local control of our elementary district.

My point is TELL ME WHAT IS EQUITABLE and we will pay it. If the elementary district feels that the amount makes it unrealistic to continue to operate, then they will choose to reorganize voluntarily. We do not negotiate the tuition amount. We pay the amount that is currently required by law. If the formula is the problem, when deciding what is Equitable; then change the formula. Forcing reorganization will not fix the Equity issue across the state.

If this bill is passed there will still be those high school districts that pay 185 mills and those high school districts that will be paying 262 mills.

Please hear our plea and oppose SB 2333. Then go one step further for us and CHANGE the way we fund the education of our students. In the testimony for HB 1512 we heard property tax will never get us to Equity. A form of SB 2333 has come before the legislators for the past 20-30 years. If it was such a good idea, it would have passed by now. I ask you to please put your efforts towards correcting the problem with education funding in the entire state. Then School Board Members, Teachers, Parents, Taxpayers and Politicians would not have to fight this issue every session. We all could concentrate on providing a quality education for our kids, because isn't THAT IS WHAT IT IS ALL ABOUT.

Thank you.

Kathy Mauch
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15.1-12-15. School district reorganization — School board — Duties.

1. The board of a reorganized school district established under this chapter shall negotiate with the district's teachers and may contract with the teachers' representative organization prior to the effective date of the reorganization.
2. Upon the completion of negotiations and the signing of a negotiated agreement under subsection 1, the board may offer contracts of employment to individual teachers and establish a time certain by which the individual teachers must accept or reject the offers.
3. If by five p.m. on July first of the year the reorganized district begins operations, a negotiated agreement has not been entered between the board and the teachers pursuant to statute, no teacher employed by the board may receive less in salary and benefits than that teacher received for the preceding school year.

For purposes of this section, "salary and benefits" means salary, insurance benefits, teachers' fund for retirement contributions, personal leave, sick leave, accumulated sick leave, extracurricular salary, reduction-in-force policy, grievance procedures, and recall procedures.

4. On or before February first of the year in which the reorganization becomes effective, the board of the reorganized school district shall hold a public hearing to present the curriculum, course offerings, and staff positions to be available during the coming school year. The board shall publish notice of the hearing in the official newspaper of each county having land in the reorganized district, at least fourteen days before the date of the hearing.
5. By five p.m. on April fifteenth of the year in which the reorganization becomes effective, the board of the reorganized school district shall notify in writing each teacher employed by the districts being reorganized, whether or not the teacher will be offered a contract of employment with the reorganized district.

Source: S.L. 1999, ch. 196, § 12; 2003, ch. 155, § 2.



Must extinguish ALL "continuing contract" rights:

- ① Agreement to Nonrenewal;
- ② Non renewal, OR
- ③ Conditional Resignation with written promise that a contract will be offered by District C

- No recall rights

- Determine how it will hire, consistent with the Reorganization Plan; AND

- Issue written notice to every teacher employed by A or B:

- We will offer or
- we will NOT offer you a contract.

SB 2333
97mwb5

2005 North Dakota Legislative Assembly
House Education Committee
March 9, 2005
Opposition to SB 2333

My name is Mike Kraft.

Mike Kraft
10101 62nd Ave SE
Bismarck, ND 58504-4032

Phone Number (w): 355-5522
Phone Number (h): 258-3801
E-mail: mkraft@btinet.net

I am the School Board President for the Apple Creek School Board. My wife Jean and I are the parents of three children who are attending Apple Creek School, one who is attending Simle Middle School in the Bismarck Public School District and one who is impatiently waiting for his turn to start Kindergarten.

Equity factors are complex. SB2333 inadequately addresses the equity issues. Mill levies, taxable valuations, average cost per pupil and the number of students per district vary drastically across the state.

As Representative C.B. (Buck) Haas pointed out in his testimony for HB1512, the educational funding emphasis has shifted from equity to adequacy. The lawsuit we hear so much about is an adequacy lawsuit. The primary premise of the lawsuit is the education system is severely under funded (by approximately \$205 million according to the 2003 DPI study). It will be very difficult (maybe impossible) to reach adequacy using property tax as the funding source.

Some rural districts are student poor. But their taxable valuations per acre are also low. Consider, Fargo's taxable valuation per acre is \$5,221.54. Apple Creek's taxable valuation is \$115.03 per acre. Our bordering district to the south is Manning. Its taxable valuation per acre is \$11.27.

Consider the following (see following pages for details):

- a. K-12's comprise 50% of the Districts with more than double the state's AVGCPP.
- b. Of top ten districts by taxable valuation per pupil (TAXVALPP), 60% are K-12's.
- c. Of top ten districts by total mill levy (TOTLEVY), 50% are K-8.

Some have estimated that the passage of this bill would raise approximately \$3.5 million in additional property tax dollars. I believe much of the revenue will likely be offset by the additional expenses the K-12 school districts will incur in bussing costs, Title I programs, etc...) For less than 2% of the solution to the problem, we are forcing 33 school districts to reorganize and ultimately close.

At best, SB2333 is an "equity Band-Aid". SB2333 does not come close to addressing the equity/adequacy issue! Please hear our plea and oppose SB2333.

Thank you for your time and efforts on behalf of the children of North Dakota.

NO to SB2333 Inadequately addresses Equity Issues

Summary:

The equity question is complicated. SB2333 does not address equity to any major degree.

Source:

The source for the information below is DPI's "2005 Finance Facts - Excel Version" (<http://www.dpi.state.nd.us/resource/finfacts/2005/Fnfct05.xls>) accessed February 4, 2005.

Equity Issue: Average Cost Per Pupil (AVGCPP)

The AVGCPP is the cost per pupil for all "Cost of Education" expenditures.

The ND state AVGCPP is: \$6,383.63
Apple Creek's AVGCPP is: \$6,098.38
Bismarck's AVGCPP is: \$6,164.14

	<u>K-12</u>	<u>Non-K12</u>
Maximum AVGCPP	\$25,136.77	\$36,425.95
Minimum AVGCPP	\$4,210.28	\$4,455.46

Districts with more than double the state's AVGCPP (i.e. > \$12,767.25): 14

K-12 districts with more than double the state's AVGCPP: 7 50%

Non K-12 districts with more than double the state's AVGCPP: 7 50%

(1 of the 7 is non-operating: Union)

Districts with AVGCPP more than \$10,000: 37

K-12 districts with more than double the state's AVGCPP: 22 60%

Non K-12 districts with more than double the state's AVGCPP: 15 40%

(2 of the 15 are non-operating: Union and Mantador)

Average Cost Per Pupil (AVGCPP) > \$10,000

County/ District Number	School District Name	1	2	Enroll. Grades PK - 12	Census Ages 6 - 17	18	19	20	26	46	48
		Type of District				Taxable Valuation	Taxable Value Per Pupil	Sq Miles/640	Taxable Value Per Acre	Total Mill Levy	Average Cost Per Pupil
47026	Spiritwood	Graded Elementary		15	24	3,061,077	127,545	64	136.93	36,425.95	75.25
13037	Twin Buttes	Graded Elementary		41	78	23,801	305	0	-	35,809.98	102.00
27036	Mandaree	K-12		191	194	72,527	374	0	-	25,136.77	395.00
22014	Robinson	Graded Elementary		9	33	1,150,383	34,860	7	214.97	25,069.43	251.00
13019	Holiday	K-12		28	66	1,971,506	29,871	10	171.04	21,192.49	315.00
22011	Pettibone-Tuttle	Graded Elementary		10	33	1,114,154	33,762	8	202.29	17,481.02	210.50
4001	Billings County	Graded Elementary		56	147	5,042,886	34,305	7	39.66	17,289.51	1,152.00
10014	Border Central	K-12		26	31	3,101,955	100,063	17	169.78	16,937.38	290.00
3030	Ft Totten	K-12		194	458	110,704	242	5	308.41	15,762.70	34.00
43004	Ft Yates	K-12		212	706	487,344	690	2	185.00	15,121.86	338.00
15012	Union	Non-operating		-	18	599,041	33,280	8	86.77	14,960.55	117.88
27019	Bowline Butte	Rural		3	10	427,059	42,706	3	139.00	14,757.65	223.00
43003	Solen	K-12		164	334	1,429,863	4,281	7	182.64	13,930.90	314.75
22020	Tuttle-Pettibone	K-12		38	26	1,299,679	49,988	8	192.19	12,838.22	257.94
53099	Grenora	K-12		61	62	3,400,295	54,843	7	193.22	12,661.54	782.00
53091	Wildrose-Alamo	K-12		40	53	1,846,432	34,838	9	182.52	12,397.36	315.12
5054	Newburg United	K-12		80	90	4,921,783	54,686	20	152.41	12,177.49	382.98
27002	Alexander	K-12		49	63	2,732,711	43,376	13	150.04	12,077.66	323.00
42016	Goodrich	K-12		47	52	1,653,856	31,805	10	201.97	11,922.53	264.13
43008	Selfridge	K-12		91	102	1,324,228	12,983	7	196.03	11,880.27	294.50
13008	Dodge	Graded Elementary		30	30	615,909	20,530	9	209.22	11,847.60	103.50
14012	Sheyenne	K-12		104	73	1,520,191	20,825	13	183.53	11,781.68	187.69
30016	Oberon	Graded Elementary		40	36	995,093	27,641	17	115.70	11,767.25	93.05
50051	Nash	Graded Elementary		19	34	866,568	25,487	43	209.92	11,592.85	31.44
48028	North Central	K-12		69	76	2,403,405	31,624	15	173.06	11,489.08	257.25
44032	Central Elementary	Graded Elementary		4	28	1,402,140	50,076	5	77.74	11,279.56	431.00
39005	Mantador	Non-operating		-	36	1,363,609	37,878	54	148.65	11,114.43	39.12
53006	Eight Mile	K-12		224	173	1,450,638	8,385	27	200.60	11,020.31	85.00
34055	Neche	K-12		86	126	3,241,612	25,727	37	203.82	11,000.99	136.25
40001	Dunseith	K-12		451	842	1,468,352	1,744	12	161.35	10,836.24	199.00
7036	Burke Central	K-12		90	85	3,424,853	40,292	13	146.13	10,576.80	399.00
20007	Midkota	K-12		148	163	5,350,934	32,828	14	194.50	10,381.96	593.64
23011	Verona	K-12		29	52	1,899,578	36,530	17	184.15	10,182.04	171.25
42019	McClusky	K-12		101	105	2,479,058	23,610	9	185.96	10,124.47	429.00
27018	Earl	Rural		5	14	454,401	32,457	3	22.67	10,094.55	270.00
44012	Marmarth	Graded Elementary		10	21	1,285,341	61,207	6	71.97	10,088.53	348.00
27014	Yellowstone	Graded Elementary		48	86	1,471,609	17,112	16	207.40	10,045.61	147.00
	North Dakota			100,413	104,671	1,532,751,262	14,644	34	223.71	6,383.63	69,748.68

Equity Issue: Taxable Valuation Per Pupil (TAXVALPP)

The TAXVALPP is the taxable valuation per pupil.

The ND state TAXVALPP is:	\$14,644
Apple Creek's TAXVALPP is:	\$12,102
Bismarck's TAXVALPP is:	\$13,195

	<u>K-12</u>	<u>Non-K12</u>
Maximum TAXVALPP	\$100,063	\$127,545
Minimum TAXVALPP	\$155	\$305

Districts with TAXVALPP higher than \$46,000 (i.e. the top ten):	10	
K-12 districts with TAXVALPP higher than \$46,000:	6	60%
Non K-12 districts with TAXVALPP higher than \$46,000:	4	40%

Districts with TAXVALPP higher than \$30,000 (i.e. 2x state TAXVALPP):	40	
K-12 districts with TAXVALPP higher than \$30,000:	27	68%
Non K-12 districts with TAXVALPP higher than \$30,000:	13	32%

(2 of the 13 are non-operating: Union and Mantador)

Taxable Valuation Per Pupil (TAXVALPP) > \$30,000

County/ District Number	School District Name	1	2	Enroll. Grades PK - 12	Census Ages 6 - 17	18 TAXVAL Valuation	19 TAXVALPP Value Per Pupil	(TAXVAL/ Sq Miles)/640	26 TOTLEVY Mill Levy	46 AVGCPP Average Cost Per Pupil	48 Sq Miles
		DENPK12	CENSUS	10	17	18	19	(TAXVAL/ Sq Miles)/640	26	46	48
		Type of District				TAXVAL	TAXVALPP	Sq Miles/640	TOTLEVY	AVGCPP	Sq Miles
47026	Spiritwood	Graded Elementary		15	24	3,061,077	127,545	64	136.93	36,425.95	75.25
10014	Border Central	K-12		26	31	3,101,955	100,063	17	169.78	16,937.38	290.00
27032	Horse Creek	Rural		5	12	1,084,151	90,346	8	94.16	7,219.05	223.00
44012	Marmarth	Graded Elementary		10	21	1,285,341	61,207	6	71.97	10,088.53	348.00
36002	Edmore	K-12		90	76	4,481,796	58,971	18	155.26	9,464.74	395.25
53099	Grenora	K-12		61	62	3,400,295	54,843	7	193.22	12,661.54	782.00
5054	Newburg United	K-12		80	90	4,921,783	54,586	20	152.41	12,177.49	382.98
44032	Central Elementary	Graded Elementary		4	28	1,402,140	50,076	5	77.74	11,279.56	431.00
22020	Tuttle-Pettibone	K-12		38	26	1,298,679	49,988	8	192.19	12,838.22	257.94
47019	Kensal	K-12		63	55	2,559,445	46,535	24	171.42	9,921.88	169.50
39018	Fairmount	K-12		108	93	4,202,089	45,184	71	209.59	8,791.40	92.00
23007	Kulm	K-12		135	124	5,447,386	43,931	17	156.83	8,814.03	496.50
27002	Alexander	K-12		49	63	2,732,711	43,376	13	150.04	12,077.66	323.00
27019	Bowline Butte	Rural		3	10	427,059	42,706	3	139.00	14,757.65	223.00
48002	Bisbee-Egeland	K-12		78	84	3,559,195	42,371	16	181.62	9,816.76	340.13
26004	Zeeland	K-12		58	64	2,648,179	41,378	27	146.58	9,530.28	155.80
2082	Wimbledon-Courtenay	K-12		158	139	5,629,824	40,502	30	159.67	8,078.93	289.75
7036	Burke Central	K-12		90	85	3,424,853	40,292	13	146.13	10,576.80	399.00
6017	Rhame	K-12		75	61	2,411,188	39,528	7	137.99	9,978.10	514.00
2065	North Central	K-12		141	152	5,879,959	38,684	26	166.33	8,865.71	352.41
39005	Mantador	Non-operating		-	36	1,363,609	37,878	54	148.65	11,114.43	39.12
23011	Verona	K-12		2	52	1,899,578	36,530	17	184.15	10,182.04	171.25
44014	Sheets	Rural		2	11	397,228	36,112	9	137.19	7,032.18	72.00
22014	Robinson	Graded Elementary		9	33	1,150,383	34,860	7	214.97	25,069.43	251.00
53091	Wildrose-Alamo	K-12		40	53	1,846,432	34,838	9	182.52	12,397.36	315.12
4001	Billings County	Graded Elementary		56	147	5,042,886	34,305	7	39.66	17,289.51	1,152.00
22011	Pettibone-Tuttle	Graded Elementary		10	33	1,114,154	33,762	8	202.29	17,481.02	210.50
9080	Page	Graded Elementary		109	100	3,367,046	33,670	25	180.32	5,463.28	212.75
15012	Union	Non-operating		-	18	599,041	33,280	8	86.77	14,960.55	117.88
20007	Midkota	K-12		148	163	5,350,934	32,828	14	194.50	10,381.96	593.64
27018	Earl	Rural		5	14	454,401	32,457	3	22.67	10,094.55	270.00
42016	Goodrich	K-12		47	52	1,653,856	31,805	10	201.97	11,922.53	264.13
48028	North Central	K-12		69	76	2,403,405	31,624	15	173.06	11,489.08	257.25
36044	Starkweather	K-12		92	85	2,684,825	31,586	15	167.86	8,270.21	278.00
7014	Bowbells	K-12		85	93	2,912,065	31,313	13	185.00	9,071.87	342.00
24056	Gackle-Streeter	K-12		116	144	4,497,703	31,234	12	143.85	8,936.82	605.37
25060	Tgu	K-12		388	345	10,721,615	31,077	16	143.64	6,817.00	1,043.22
34019	Drayton	K-12		178	172	5,316,962	30,913	43	200.39	8,593.23	191.50
52025	Fessenden-Bowdon	K-12		194	235	7,218,106	30,715	20	158.99	7,131.84	561.69
8028	Wing	K-12		81	66	1,999,310	30,293	8	158.55	7,444.98	407.75
	North Dakota			100,413	104,671	1,532,751,262	14,644	34	223.71	6,383.63	69,748.68

Equity Issue: Total Mill Levy (TOTLEVY)

The TOTLEVY is the total of all levies of the district.

The ND state TOTLEVY is:	223.71
Apple Creek's TOTLEVY is:	226.19
Bismarck's TOTLEVY is:	262.21

	<u>K-12</u>	<u>Non-K12</u>
Maximum TOTLEVY	319.55	301.85
Minimum TOTLEVY	0	0

Districts with TOTLEVY higher than 252.10 (i.e. the top ten):	10	
K-12 districts with TOTLEVY higher than 252.10:	5	50%
Non K-12 districts with TOTLEVY higher than 252.10:	5	50%

Districts with TOTLEVY higher than the state average (i.e. >223.71):	27	
K-12 districts with TOTLEVY higher than the state average:	19	70%
Non K-12 districts with TOTLEVY higher than the state average:	8	30%

There are 19 districts with a mill levy under the state minimum of 140.

Breakdown of the 19 districts,

K-12 districts	4
Non K-12 districts	12
Non-operating	3

(Union, Grand Forks AFB, and Minot AFB)

The remaining 12 Non K-12 districts represent 5.7% of the 210 total districts. The total taxable valuation of the 12 districts is \$15,397,315 (roughly 1% of the state's total taxable valuation).

Districts with TOTLEVY > State Average (223.71)

County/ District Number	School District Name	1	2	10	17	18	19	Taxable Value Per Acre	26	46	48
		DENPK12	CENSUS	TAXVAL	TAXVALPP	(TAXVAL/ Sq Miles)/640	TOTLEVY	AVGCPP	Sq Miles	Average Cost Per Pupil	Sq Miles
	Type of District	DENPK12	CENSUS	TAXVAL	TAXVALPP	(TAXVAL/ Sq Miles)/640	TOTLEVY	AVGCPP	Sq Miles	Average Cost Per Pupil	Sq Miles
9001	Fargo	11,225	11,020	190,481,817	17,285	5,222	319.55	6,891.46	57.00	6,891.46	57.00
3030	Ft Totten	194	458	110,704	242	5	308.41	15,762.70	34.00	15,762.70	34.00
8033	Menoken	18	78	1,123,199	14,400	12	301.85	8,725.60	143.75	8,725.60	143.75
18127	Emerado	118	198	1,917,801	9,686	29	294.39	6,395.95	103.75	6,395.95	103.75
9007	Mapleton	87	198	2,767,748	13,979	60	267.32	8,108.51	71.75	8,108.51	71.75
8001	Bismarck	10,567	10,966	144,701,220	13,195	1,141	262.21	6,164.14	198.10	6,164.14	198.10
37006	Ft Ransom	12	36	829,489	23,041	19	261.39	9,006.11	66.50	9,006.11	66.50
9097	Northern Cass	482	419	9,827,195	23,454	37	256.25	6,039.24	420.50	6,039.24	420.50
9006	West Fargo	5,025	5,025	95,233,937	18,952	1,193	254.02	5,722.63	124.75	5,722.63	124.75
37002	Sheldon	27	101	1,340,985	13,277	16	252.15	9,832.27	134.38	9,832.27	134.38
8045	Manning	4	30	198,408	6,614	11	252.01	8,018.92	27.50	8,018.92	27.50
53001	Williston	2,171	2,483	16,943,686	6,824	1,795	248.36	5,377.32	14.75	5,377.32	14.75
50003	Grafton	976	964	9,708,110	10,071	86	245.33	4,682.26	176.25	4,682.26	176.25
50078	Park River	421	391	5,513,593	14,101	39	245.14	5,547.87	222.44	5,547.87	222.44
40004	Mt Pleasant	319	282	4,050,035	14,362	25	244.42	5,656.38	250.00	5,656.38	250.00
8025	Naughton	5	13	242,627	18,664	12	243.17	9,032.59	32.00	9,032.59	32.00
34001	Pembina	154	136	3,698,317	27,194	45	243.09	7,545.37	129.40	7,545.37	129.40
39044	Richland	335	308	5,247,250	17,037	37	242.66	5,436.42	222.07	5,436.42	222.07
20018	Griggs County Central	342	298	5,635,012	18,909	21	238.93	6,108.55	422.89	6,108.55	422.89
2002	Valley City	1,188	1,140	14,323,610	12,565	63	238.26	5,137.24	357.94	5,137.24	357.94
18001	Grand Forks	7,670	7,395	104,461,000	14,126	2,109	237.12	6,325.62	77.41	6,325.62	77.41
47001	Jamesstown	2,456	2,600	29,518,951	11,353	97	233.40	5,395.91	473.56	5,395.91	473.56
37022	Enderlin	311	276	5,337,252	19,338	30	232.33	5,951.96	282.00	5,951.96	282.00
34043	St Thomas	130	140	2,852,316	20,374	39	231.65	7,923.33	115.00	7,923.33	115.00
8039	Apple Creek	51	146	1,766,878	12,102	115	226.19	6,098.38	24.00	6,098.38	24.00
39037	Wahpeton	1,435	1,519	19,711,907	12,977	121	226.05	4,992.52	255.00	4,992.52	255.00
37019	Lisbon	647	561	8,318,319	14,828	32	225.87	4,841.49	400.50	4,841.49	400.50
	North Dakota	100,413	104,671	1,532,751,262	14,644	34	223.71	6,383.63	69,748.68	6,383.63	69,748.68

Equity Issue: Education Funding Lawsuit

Much of the discussion of equity centers on the Williston Public School District No. 1 v. State of North Dakota education funding lawsuit filed in October 2003. The lawsuit alleges inadequate funding as well as inequitable funding. The forced consolidation of the non K-12 schools does not adequately address the issues of the lawsuit.

The following page summarizes the data for the factors listed above for the schools involved in that lawsuit. At the bottom of the page is a summary of the same factors for the schools in Burleigh County.

Districts with TOTLEVY < State minimum (140)

County/ District Number	School District Name	2	10	Enroll. Grades PK - 12	Census Ages 6 - 17	18	19	20	26	26	46	48
	Type of District	DENPK12	CENSUS	TAXVAL	TAXVALPP	(TAXVAL/ Sq Miles)/640	TOTLEVY	AVGCPP	Sq Miles			
15015	Strasburg	184	183	2,924,066	15,979	15	139.53	6,142.41	312.15			
27019	Bowline Butte	3	10	427,059	42,706	3	139.00	14,757.65	223.00			
6017	Rhame	75	61	2,411,188	39,528	7	137.99	9,978.10	514.00			
44014	Sheets	2	11	397,228	36,112	9	137.19	7,032.18	72.00			
47026	Spiritwood	15	24	3,061,077	127,545	64	136.93	36,425.95	75.25			
51019	Eureka	9	43	874,114	20,328	45	133.30	9,824.46	30.50			
3016	Oberon	40	36	995,093	27,641	17	115.70	11,767.25	93.05			
30017	Sweet Briar	11	18	350,024	19,446	14	105.62	5,183.93	38.50			
27032	Horse Creek	5	12	1,084,151	90,346	8	94.16	7,219.05	223.00			
15012	Union	-	18	599,041	33,280	8	86.77	14,960.55	117.88			
44032	Central Elementary	4	28	1,402,140	50,076	5	77.74	11,279.56	431.00			
44012	Marmarth	10	21	1,285,341	61,207	6	71.97	10,088.53	348.00			
4001	Billings County	56	147	5,042,886	34,305	7	39.66	17,289.51	1,152.00			
27018	Earl	5	14	454,401	32,457	3	22.67	10,094.55	270.00			
27036	Mandaree	191	194	72,527	374	0	-	25,136.77	395.00			
13037	Twin Buttes	41	78	23,801	305	0	-	35,809.98	102.00			
40007	Belcourt	1,686	2,157	334,520	155	7	-	7,646.60	72.13			
18140	Grand Forks AFB	-	798	25,531	32	5	-	-	7.90			
51160	Minot AFB	-	1,242	-	-	-	-	-	7.00			
North Dakota		100,413	104,671	1,532,751,262	14,644	34	223.71	6,383.63	69,748.68			

Summary of Districts in Equity/Adequacy Lawsuit

County/ District Number	School District Name	2	1	Enroll. Grades PK - 12	Census Ages 6 - 17	18	19	Taxable Value Per Acre	26	46	48
Codist	Dname	Type of District	DENPK12	CENSUS	TAXVAL	TAXVALPP	(TAXVAL/ Sq Miles)/640	TOTLEVY	AVGCPP	Sq Miles	
36001	Devils Lake	K-12	1,893	2,034	17,217,484	8,465	57	220.98	5,611.06	472.63	
50003	Grafton	K-12	976	964	9,708,110	10,071	86	245.33	4,682.26	176.25	
49007	Hatton	K-12	241	264	3,685,197	13,959	38	213.90	5,825.46	153.00	
18044	Larimore	K-12	526	497	6,442,600	12,963	31	221.12	5,502.31	329.50	
51041	Surrey	K-12	371	355	2,885,044	8,127	35	197.19	4,840.84	128.50	
18061	Thompson	K-12	433	456	5,361,587	11,758	71	191.60	4,552.85	117.38	
51007	United	K-12	605	660	6,407,828	9,709	29	216.50	4,763.35	339.75	
2002	Valley City	K-12	1,188	1,140	14,323,610	12,565	63	238.26	5,137.24	357.94	
53001	Williston	K-12	2,171	2,483	16,943,686	6,824	1,795	248.36	5,377.32	14.75	
	North Dakota		100,413	104,671	1,532,751,262	14,644	34	223.71	6,383.63	69,748.68	

Summary of Districts in Burleigh County

County/ District Number	School District Name	2	1	Enroll. Grades PK - 12	Census Ages 6 - 17	18	19	Taxable Value Per Acre	26	46	48
Codist	Dname	Type of District	DENPK12	CENSUS	TAXVAL	TAXVALPP	(TAXVAL/ Sq Miles)/640	TOTLEVY	AVGCPP	Sq Miles	
8001	Bismarck	K-12	10,567	10,966	144,701,220	13,195	1,141	262.21	6,164.14	198.10	
8025	Naughton	Rural	5	13	242,627	18,664	12	243.17	9,032.59	32.00	
8028	Wing	K-12	81	66	1,999,310	30,293	8	158.55	7,444.98	407.75	
8029	Baldwin	Graded Elementary	21	50	697,122	13,942	13	157.79	5,168.55	84.87	
8033	Menoken	Graded Elementary	18	78	1,123,199	14,400	12	301.85	8,725.60	143.75	
8035	Sterling	Graded Elementary	29	73	1,953,781	26,764	17	192.36	6,782.57	181.50	
8039	Apple Creek	Graded Elementary	51	146	1,766,878	12,102	115	226.19	6,098.38	24.00	
8045	Manning	Rural	4	30	198,408	6,614	11	252.01	8,018.92	27.50	
	North Dakota		100,413	104,671	1,532,751,262	14,644	34	223.71	6,383.63	69,748.68	

Good Morning! I am Jadria Wenstrom and I am honored to stand here and share my belief in the small school. I moved from Almont this summer and now attend school in the Mandan school system. I do very well in school academically, and I attribute that to the foundation that I received at Almont Public School.

I feel great about small schools, because I got to participate in all classroom discussions. In larger classes, there isn't enough time to get the same amount of attention. We spent quality time on projects and lessons, so that we could understand every aspect of it, not just parts.

All the staff take responsibility for each and every child. Kids don't get by with treating others disrespectfully. In the big school, I have seen disrespect and have heard lots of bad language. I know this is how it goes when you don't have the staff to oversee students. However, values are being overlooked as a result.

Teachers may not get paid as much as in the big schools, but they believe in what the small schools stand for and so do I. For all of these reasons and more, I am asking you to vote NO on Senate Bill 2333. The small schools can decide for themselves what their future should be. Thank you.

Chairperson Kelsch and Honorable Representatives,

My name is Sherilyn Johnson. I am the principal and I also teach at Almont Public School. **The community of Almont, like most rural communities, strongly believes in the value of local control;** the ability to make our own local decisions about those areas that make our community vital and healthy, as we know the fabric of our community best.

Senate Bill 2333 forces all K-8 districts with less than 100 students to consolidate with a high school district within eighteen months. **We believe that consolidation should be left to the local district to decide.**

We treasure our quality K-8 school and believe in "rural education" tradition and values for our children. **Almont School is proud to be "Accredited with Commendation."** Almont School's CTB test scores far exceed the state "cut point" percentage in BOTH math and reading. The ND Math Cut Point = 43%, Almont = 68% proficiency; ND Reading Cut Point = 64%, Almont = 79% proficiency. We are proud of our quality teachers, innovative curriculum, one-to-one computer ratio and our integrative technology program. Our children gain study skills and leadership opportunities second to none. **Our children gain a strong sense of who they are and where they come from, and they develop a strong character to resist the negative peer pressure they will encounter in high school.**

This bill will, IN FACT, take this away from our children and WILL CLOSE our school, as we lose local control of: our school board, important financial upkeep decisions of our buildings, as well as curriculum and staffing decisions. Without LOCAL CONTROL, our school will be financially "on the edge" to the point of having no choice, but to close.

Within eighteen months of this bill's passage (December 2006-January 2007), a new (Almont/New Salem) school board would be voted on and in the reorganization process, all K-12 teachers from both districts may be faced with non-renewal and may have to endure the non-renewal process in April-May 2007. If you have ever had to go through consolidation, reorganization, dissolution, and/or non-renewal hearings of teachers, you would know that they are very demoralizing experiences that can divide communities.

The decision to actually close the Almont School will rest with the Almont voters. However, with no ability to locally control the decisions made regarding the school, Almont residents are deeply concerned with what the future holds and how long it will be before there is financial pressure to dissolve. **These issues will be handled in a much fairer and healthier way for BOTH districts if we are "locally" allowed to make the decisions regarding consolidation when the time is right.**

SB 2333 is strictly about money. Has anyone done the research to determine the negative social and economic impact this legislation will have on our rural farming communities in North Dakota? **Once the school doors are closed they will never reopen, and with the vital hub of our communities gone, families with young children move away, and the economic and social energy leaves with them.**

Some legislators believe that K-8 schools don't pay their fair share to the high school district. Almont School tuitions twenty students at a cost of \$47,000. Our local tax payers contribute 59%, compared to the state's 30% of the total cost to operate our K-8 district. We currently levy 171 mills, compared to New Salem's 189 mills. **Aligning our district with New Salem's high school district will not significantly impact the "equity issue." However, the negative economic and social impact to our community (and many others) WILL BE SIGNIFICANT!**

We value the camaraderie and positive communication that has developed between the Almont and New Salem school communities. We have worked together to create cooperative agreements. We have worked together for years through the I-94 Consortium and now pay \$500 annually for an active voice in the MREC Joint Powers Agreement to share in curriculum mapping, professional development and other cost sharing projects. We have eased the transition of our high school students to New Salem by working together to coordinate band and sports "electives" that provide social, as well as educational opportunities that benefit both our districts' students.

We have fifty people here from Almont alone, who got up about 5:30 this morning, met at the school, and left at 6:30 to be here. Some schools west of us that are here left at 4:00 this morning. (And there are many others.) We've come to do our best to stop this bill.

We urge you to VOTE NO on Senate Bill 2333. Please don't take away one of our most important freedoms- our ability to make our own local decisions about the quality of our children's education. Thank you!

Sherilyn Johnson, Principal
Almont Public School

Members of the North Dakota Legislature,

I am writing this letter to express my adamant opposition of SB 2333.

By passing SB 2333 it seems that, if tax equity is the issue here, we would be a state more concerned about the almighty dollar than one going the distance for education.

SB 2333 is so disconcerting because it would take away the rights and authority of our town and school board and, depending on the charity of our closest neighboring school district with a high school, possibly swiftly put an end to rural schools.

The education our children are receiving at Almont School is second to none, and the long list of Almont students who have gone on to be honor students, valedictorians and salutatorians of their classes at New Salem High School is testimony of the great foundation education they have received, of parent involvement, of the students' integrity and of the continued quality education they received when they moved on to high school.

It all starts with a good base. At our school students not only get ample one-on-one time with their teachers, they also enjoy a variety of interesting learning activities, educational field trips and hands-on learning. I don't believe Almont School's elementary and junior high students are "missing out" when it comes to education, our kindergarten through eighth grade students enjoy learning computer skills, to play a musical instrument, they participate in Math Counts and Jr. High Acalypics, and a close, working relationship with New Salem schools allows for our students to participate in the variety of extracurricular activities offered there. This close involvement with New Salem schools also allows for a smooth transition for Almont's junior high students when they go on to high school.

Our school serves as the heart of our community. Attend a Christmas program, spring concert or other special program or lyceum and you will see the entire community turn out for these family social events. This Friday evening, our school, with the help of our Parent Teacher Organization and members of the community, will be holding a school carnival—everyone is invited to attend. I would invite all of you to attend and see first hand what our rural K-8 school means to our community and to see the pride we take in our school.

If we lose our school many feel we will see our town fall by the wayside. The small businesses in our town still depend on the business they get from the school, when the school is gone, what happens to them, not to mention the jobs that would be lost and those families it would affect.

Additionally, as a parent of two young children, one entering kindergarten next year, I am also firmly opposed to subjecting small children to long, early-morning bus rides, with a full day of school yet ahead.

Our school board and community has dealt with the crisis that comes with declining enrollments many times over our school's history. In 1988 Almont's high school closed. Our school board and community realized the time had come...due to declining enrollment Almont could no longer support a high school, however the school has since remained open as a kindergarten through eighth grade school. As a member of the Sims District School Board serving Almont School, I am confident in noting that our board will not "beat a dead horse." As board members, parents and members of the community I feel we will know when our school has to be closed and we will take the proper measures.

In an article that appeared in the Bismarck Tribune Thursday, March 3, 2005, Rep. Ole Aarsvold, D-Blanchard, one of the sponsors of SB 2333, was quoted as saying, "It's not an education issue, it's a tax issue."

I think a little more than tax issues needs to be considered where SB 2333 is concerned.

I urge all of you to carefully consider your vote on SB 2333 and the adverse affects a "do pass" would have on small rural schools and their communities.

Please vote against passage of SB 2333 and leave control of North Dakota's small, rural K-8 schools up to their school boards and district patrons.

Sincerely,
Robyn R. Thiel
4772 57th Ave.
Almont, ND

Chairperson Kelsch & Honorable Representatives,

Please vote no on SB 2333. My name is Janet Bahm from Almont. I work at one of the schools which would be affected by this bill.

Currently , we have 24 students in our K-8, and pay tuition for 20 high school students. I believe that we are giving them a good quality education, and that we are paying our way. The following are some comparisons in a few of the surrounding schools. I used the numbers that the DPI published with the HB 1512 to make my comparisons.

Almont-- Local 59%	County-0%	State-30%	Federal-11%
New Salem-Local 31%	County-2 %	State-58%	Federal-9%
Mandan-Local 37%	County-1%	State-53%	Federal-9%
Devils Lake-Local 32%	County-0%	State-53%	Federal-15%

Please see attached sheet for more comparisons using the DPI figures.

By looking at the figures above, I can't possible see how an unbiased judge could possible agree with the "equity issue". Looks to me that we are paying a lot more in property taxes to fund our school, and we are not complaining. And, we are not the only ones in the state in this financial shape. Why are we expected to change because of a few districts who are unhappy about it?

This clearly shows that our tax payers are paying their fair share. They have been supporting us for years. Everytime a problem arises, we have held community meetings about the issues. The public was given options, varying from raising taxes to closing the school to think about. Not once have they thought that we should close the school. They believe that we have a quality school that holds the town together, which it does.

I do see change in the future, but it should be by our own community not the state. It will be a lot easier to live with if the decision comes from the community.

I really hope that you think about this issue, it will have a huge impact upon the small towns of the state. Thanks . Janet Bahm, Almont

Comparing Districts & Revenues

3 Districts--(7)

86 % have higher local and county than state revenue

14% have higher state than local and county revenue

Six out of seven have higher local and county revenue than state.

#2 Districts-(34)

79 % have higher local and county than state revenue

21 % have higher state than local and county revenue

Twenty seven out of thirty four have higher local and county then state revenue.

#1 Districts-(164)

53 % have higher local and county than state revenues

47 % have higher state than local and county revenues

Eighty seven out of the one hundred sixty four have higher local and county revenue then state.

Comparisons of the Districts Affected

Total students affected is 809.

Total Districts affected is 33.

29 (88%) have higher local and county than state revenues

4 (12%) have higher state than local and county revenues

Janet Bahm
Almont

Anthony, Sue and Alexis Bachler

P.O. Box 93
Almont, ND 58520
(701) 843-8805
iwnabeme@hotmail.com

March 8, 2005

Dear Legislators;

I am very concerned about Senate Bill #2333. Please vote no!!! I am the City Auditor, a Church Council member and School Board member of Almont. We have an unbelievable little school. The students are treated as individuals and receive an extraordinary education. Should this bill pass it will show the small communities just how the state regards them. I do not want our students turned from the individuals that they are into dollar signs. The education is what's important. We reserve the right to judge when the appropriate time is to close our school. Doing so now would be an injustice to our students and community.

Sincerely,

SusAnn R. Bachler
SusAnn R. Bachler

March 8, 2005

Dear Chairperson Kelsch,

I am a rural ranch wife with children ages 22, 20, 16, and 12. My husband has a part time job off the farm, so many times I've been left with the awesome responsibility of calving, making and hauling hay, fencing, and so, so many other jobs that come along with caring for a 280 cow/calf operation. I love my job. It can be really dangerous to get a newborn calf that's been born in freezing temperatures and needs some special care away from its mother! I've really had to think outside of the box....

The Senate Bill 2333 (consolidation issue) over the years has been an emotional rollercoaster ride for my entire family. As I see it, you too have a very exciting and at times dangerous job. If you are knowledgeable about the runnings of a rural community, and vote "yes," you must know that it will change the face of rural North Dakota forever. Good or bad, we won't really know for many years. Will that be what you leave behind? Or will you be a healer and a hero to some small people who really need you... I ask you on Wednesday at 8:00 in the morning, when you see all those small faces, that you consider your vote carefully. Please vote "no," and be a cowgirl like me and think outside of the box for a better solution!

Sincerely,

Tracy Larson
Rural Almont
larsontl@westriv.com

Madam chairperson and members of the committee:

My name is Katie Gustin and I am currently attending Jamestown College on a full academic scholarship, studying Nursing and Spanish. I, along with my other two sisters, had the fortunate opportunity to attend Little Heart Elementary, grades K-8. The excellent academic quality provided by Little Heart prepared us for a successful 4 years of high school and helped us all to graduate in the top 5 percent of our individual classes at Mandan High School.

Realizing the importance of academics, I know that there are other things that are just as important and are provided through a small-school experience. At Little Heart, I, as well as every other student, learned the importance of responsibility, respect, cooperation, and sense of community. If you were to visit Little Heart, you could note the wholesome atmosphere for a quality education. This school successfully represents the friendly North Dakota environment, which is one of the main reasons why my sisters and I all plan on returning to the area, following college graduation, to work and contribute to the local communities.

Little Heart Elementary isn't just a school to the students, but a family. This school is a family where the older students take pride in helping the younger students in and out of the classroom, a family where every student is allowed to join in a game of tag or baseball, a family where the students take pride in the school because it is THEIR school where the students actively participate in the upkeep of the school and grounds.

Under no circumstances could an individual offer me a dollar amount today that would cause me to trade my experience at Little Heart Elementary. I have come to realize that there are many values in life that are of much greater worth than the American dollar, and it is Little Heart Elementary that has provided its' students with those values.

Thank you for your time and consideration. I would like to highly recommend a "NO" vote on SB2333.

Sincerely,


Katie Gustin

Testimony in Opposition to SB 2333
Paul K. Johnson, Superintendent
Bismarck School District
March 9, 2005

Madam Chair and members of the Committee:

My name is Paul Johnson, I am superintendent of the Bismarck School District and I am testifying in opposition to Senate Bill 2333. Historically, the Bismarck School District has remained neutral on the issue of mandated reorganization of K-8 school districts. The reason we have not actively supported this concept is that we have very little to gain. The small monetary gain would be offset by the anguish of closing several popular rural schools in the area. On the other hand, we realize that for other counties in the state, keeping K-8 districts operative compromises the effectiveness of nearby high school districts.

The Bismarck School Board still remains neutral on the concept of K-8 school districts being required to reorganize with high school districts. However, there is a section in the current bill to which we are strongly opposed. Section 2 of Senate Bill 2333 requires a vote of the qualified electors who reside within the boundary of the former elementary district in order for the board of the reorganized district to close a school.

If this bill passes, the Bismarck School District would be required to reorganize with several K-8 districts in the area. Then we would be required to keep even the tiniest school open until the electors in the former district would vote to close it. So, for the foreseeable future we could be operating schools with as few as four students. We would be maintaining the buildings and providing teachers, materials, and equipment, as well as support services such as counseling, special education, and library services. Frankly, we would be keeping the rural schools open when we could easily assimilate the students into our city schools. I don't believe this is the efficient management the Legislature is hoping for from school districts.

If this bill were to pass we would be operating schools in the rural areas with student-teacher ratios from four to one to ten to one and operating schools in the city with student-teacher ratios of 20 to one or more. I can't imagine our city patrons accepting that inequity gracefully.

To summarize, the Bismarck School Board opposes SB 2333 in its present form.

Thank you. I would be happy to answer questions.

East Fairview Elementary School
Yellowstone School District #14
301 2nd Street South - Fairview, MT 59221
(701) 844-5649

*Ken
Kase*

Honorable Representative:

Please take a few minutes to read this cover letter and the information that follows concerning the Yellowstone School District and Senate Bill 2333.

- **Fairview High School Letter:**

We have had an agreement; whether it be contract, reciprocal between states, for a tuition program since 1921. This school provides more class opportunities, intra & extra curricular activities than either adjoining high school district would; with one adjoining district not offering high school athletics.

- **Alexander Letter:**

As pointed out by the adjoining school districts letter, it's apparent that they are not looking forward to reorganizing with us. It would not be cost effective for their school district. We already have higher school mills in the neighboring school districts. Transportation costs would be prohibitive - Currently, three buses now operate with an average running time of 55 minutes and 88 miles. This would change to approximately 130 miles and a 2 hour bus ride (one way) for our students. Our students would need to get on the bus at approximately 6 a.m., as we are on a different time zone. This is too long for children to ride a bus and be able to reach their maximum educational potential.

- **Test Scores:**

Please notice the enclosed test scores, which you will notice are much higher, compared to the state average in most areas. We feel a consolidation, combined with riding the bus for long periods of time, would substantially impact our students' learning potential.

- **Fairview Mayor and Chamber of Commerce Letter:**

We are one community with a State Line running through the town. We are 1/3 of the high school population and losing us would endanger many of their programs. It is possible the entire Montana high school could be closed. We belong to this community - churches, civic organizations, social groups, etc.

- **Geographic Location:**

We are found in the Yellowstone Valley, which is divided by the Montana state line. We have both the Missouri and Yellowstone rivers, which offer the opportunity for economic growth. We have a major railroad line and highway 200 for transportation. The valley is rich in agricultural opportunities and now has Crystal beet refinery, two large commercial dairies coming on line, and an International Export Enhancement Company being built. It will become difficult to attract people, processing plants, and manufacturing to this area without a school.

- **Personal Note:**

We are asking you to vote "NO" on SB2333. It is up to the state to provide a free and appropriate education for our children. In a K-8 school district the decision to remain open should be left up to the local tax payers. The legislature does not need to take a cookie-cutter approach to every one of these districts. In 1945 over 2000 school districts existed and on our own recourse that has been reduced to 213 districts. Consolidations, co-ops, and joint power agreements are happening all by themselves, local schedules that consult the local realities, both financial and emotional.

We have had young families move back to our area from large cities just so their children would have an opportunity to attend the same small schools that they had as children. These families have also started small businesses. North Dakota has wanted to keep their youth here - will forcing consolidation help?

We are not ready to reorganize. Please amend to allow for special circumstances or totally vote "NO" on SB2333.

Yellowstone School District

FAIRVIEW SCHOOLS

Richland Co. Dist. 13 (Elementary)
Richland Co. Dist. 3 (High School)

(406) 742-5265 • FAX: (406) 742-3336

P.O. BOX 467 • FAIRVIEW, MT 59221

Jim Germann, *Superintendent* • Luke Kloker, *Principal* • Jacklyn Young, *Business Manager*

February 22, 2005

To Whom It May Concern:

Fairview High School has had a tradition of educating students from both Montana and North Dakota for over 75 years. The students attend the same school as their parents and their grandparents. Currently, North Dakota students total 33 of the total enrollment of 100.

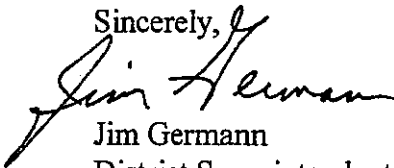
The relationship between Yellowstone School District and Fairview School District is one of cooperation. The state-line runs between both schools which are only eight city blocks apart. This is one community that shares the same business district, churches and civic organizations. Both the Yellowstone School District and Fairview School are integral to the social fabric of our community.

The Fairview School Board trustees are in support of the Yellowstone School District 14 continuing to send their high school students to our school. This is the best avenue for both schools. If changes are made that effect Yellowstone School District 14, they will have a drastic effect on our school. Fairview School would need to cut 1/3 of the high school staff which would eliminate many of the programs that are available for all of our students.

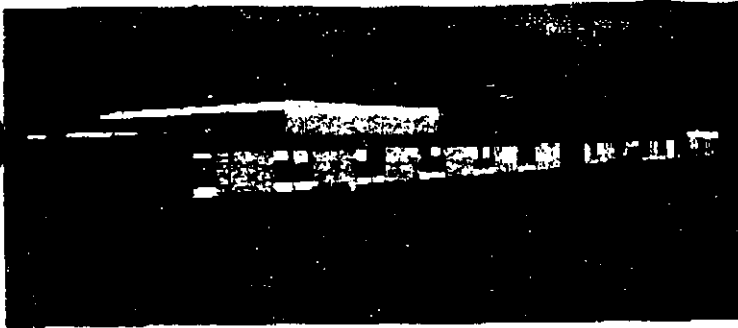
It is unfortunate that a state-line runs between the schools, but it is the values and commitment of all citizens that binds the community. It is only by working together can we provide the best education for our students without causing them to travel vast distances for their education.

If you have any questions or concerns, please contact me.

Sincerely,



Jim Germann
District Superintendent



Alexander Public School

Elementary - Secondary

Phone (701) 828-3334 Fax(701) 828-3134

Alexander, North Dakota 58831

Superintendent Murray Kline
Principal Michelle Simonson
"Alexander Kids are No. 1"

February 28, 2005

To Whom It May Concern:

Who is best able to care for the educational needs of their children? Senate Bill 2333 intends to take local controls from residents of long established elementary districts and put them into the hands of a neighboring high school district. Alexander Public School is a high school district with elementary districts as neighbors. As the school administrator, I can tell you that neither I nor my school board is interested in the affairs of our neighbors. We do not wish to administer their schools.

Supposedly this bill is about paying your fair share. These elementary districts have been financing their schools through local taxes and revenue for many years. The amount of revenue generated by this bill will not make a \$5.00 difference in per pupil aid across the state.

I urge all legislators to defeat this bill. Let those who know best, take care of their own children.

Sincerely,

Murray L. Kline,
Superintendent

Annual Adequate Yearly Progress Report

North Dakota Department of Public Instruction

School Year 2003 - 2004

27-014 Yellowstone 14 (0K-08)

Modified 09/08/2004

Page 1 of 1

Instructions on the interpretation of the North Dakota Adequate Yearly Progress Report can be accessed at: www.dpi.state.nd.us/testing/account/aypinst.pdf.

Reading		Math	
Established proficient cutpoints	4th Grade -- 634 8th Grade -- 678 12th Grade -- 720	Established proficient cutpoints	4th Grade -- 635 8th Grade -- 716 12th Grade -- 768
Percent of students that must meet the cutpoint	62.99%	Percent of students that must meet the cutpoint	38.61%
Listed below are your district's scores		Listed below are your district's scores	
Reading	Performance 95% Rule	Math	Performance 95% Rule
District Composite Score	<input type="text" value=">=95.0%"/> <input type="text" value="100.00%"/>	District Composite Score	<input type="text" value="85.71%"/> <input type="text" value="100.00%"/>
Subgroups:		Subgroups:	
Economically disadvantaged	<input type="text" value="83.33%"/> i <input type="text" value="100.00%"/> i	Economically disadvantaged	<input type="text" value="66.67%"/> i <input type="text" value="100.00%"/> i
Major racial/ethnic groups		Major racial/ethnic groups	
White	<input type="text" value=">=95.0%"/> <input type="text" value="100.00%"/>	White	<input type="text" value="85.71%"/> <input type="text" value="100.00%"/>
Native American	<input type="text"/> <input type="text"/>	Native American	<input type="text"/> <input type="text"/>
Black	<input type="text"/> <input type="text"/>	Black	<input type="text"/> <input type="text"/>
Asian	<input type="text"/> <input type="text"/>	Asian	<input type="text"/> <input type="text"/>
Hispanic	<input type="text"/> <input type="text"/>	Hispanic	<input type="text"/> <input type="text"/>
Other	<input type="text"/> <input type="text"/>	Other	<input type="text"/> <input type="text"/>
Students with disabilities	<input type="text"/> <input type="text"/>	Students with disabilities	<input type="text"/> <input type="text"/>
Students with limited English proficiency	<input type="text"/> <input type="text"/>	Students with limited English proficiency	<input type="text"/> <input type="text"/>

District Secondary Indicator(s):	<input type="text" value=">=95.0%"/> (ADA Rate)	<input type="text"/> (Graduation Rate)
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Adequate Yearly Progress Category:	Met Adequate Yearly Progress
------------------------------------	-------------------------------------

Note: An asterisk (*) indicates the area(s) where the district failed to meet adequate yearly progress. Some areas may be below the cutpoint, but not identified due to the lack of statistical reliability in small numbers of students. Statistics are not shown for fewer than ten students. An (i) indicates insufficient data to determine 2003-04 adequate yearly progress; value reported results from the combining of up to three years' results.

North Dakota State Assessment

Content Standard Performance Report

School: EAST FAIRVIEW

Grade: 4

Purpose
This report lists all students alphabetically with their performance results for the *North Dakota Mathematics Assessment*. The report presents a composite score for the assessment as a whole in addition to performance results for each content standard and benchmark, respectively. The report provides the percent correct for each benchmark within a content standard. A benchmark measures specific information within a content standard. This report also compares the aggregated results for each benchmark at the level of the school, the district, and the State. All proficiency levels are defined by the State's achievement standards. The *Content Standard Performance Report Summary Report* to combine content standards and benchmark performance.

Test Date: 02/23/04

SCH ID#: 27-014-2741
District: YELLOWSTONE

City/State: FAIRVIEW, ND

Mathematics

A: Advanced
P: Proficient
PP: Partially Proficient
N: Novice
Number indicates % correct for the Benchmark

Content Standards Benchmarks

- Standard 1: Number and operation**
- Construct, interpret number meanings.
 - Understand properties of numeration
 - Understand how operations are related
 - Rename, order, compare numbers
 - Know, use basic facts for real numbers
 - Use estimation strategies
 - Communicate strategies to solve problems

- Standard 2: Geometry and spatial sense**
- Characteristics of 2, 3-dimensional models
 - Shapes changed by combining, dividing
 - Geometry found inside/outside math

- Standard 3: Data analysis, statistics, probability**
- Collect, organize, display data.
 - Formulate, solve problems that involve data
 - Draw conclusions based on probability

- Standard 4: Measurement**
- Use appropriate tools
 - Apply formulas
 - Use units of time, money, temperature

- Standard 5: Algebra, functions, and patterns**
- Identify rule that generates a pattern.
 - Describe relationships using symbols
 - Solve problems with unknown variables

North Dakota Scale Score
North Dakota Performance Level

* Student's test was invalidated
** Student made no valid attempt

Reading

A: Advanced
P: Proficient
PP: Partially Proficient
N: Novice
Number indicates % correct for the Benchmark

Content Standards Benchmarks

- Standard 1: Gather and organize information**
- Provide summaries using story elements
 - Use context clues to determine meaning
 - Use tools/technology to support learning

- Standard 2: Engage in the reading process**
- Read a variety of materials
 - Make/confirm predictions for understanding

- Standard 3: Comprehend literature**
- Use text to understand thoughts/actions
 - Understand characteristics of various genres

- Standard 7: Understand/use principles**
- Use a variety of types of figurative language

North Dakota Reading Scale Score
North Dakota Reading Performance Level

Language Arts

- Standard 4: Engage in the writing process**
- Identify a topic/determine its development
 - Edit to improve comprehension

- Standard 5: Write for a variety of purposes**
- Write for various specific audiences

- Standard 7: Understand/use principles**
- Understand conventions of English grammar

* Student's test was invalidated
** Student made no valid attempt

*** Student was eligible for the North Dakota AITE
n: Not all items attempted

North Dakota State Assessment Content Standard Performance Report

School: EAST FAIRVIEW

Grade: 8

Purpose
This report lists all students alphabetically with their performance results for the *North Dakota Mathematics Assessment*. The report presents a composite score for the assessment as a whole in addition to performance results for each content standard and benchmark, respectively. The report provides the percent correct for each benchmark within a content standard. A benchmark measures specific information within a content standard. This report also compares the aggregated results for each benchmark at the level of the school, the district, and the State. All proficiency levels are defined by the State's achievement standards. The *Content Standard Performance Report* should be used with the *Content Standard Summary Report* to combine content standards and benchmark performance.

Test Date: 02/23/04

SCH ID#: 27-014-2741
District: YELLOWSTONE

City/State: FAIRVIEW, ND



Mathematics

A: Advanced
P: Proficient
PP: Partially Proficient
N: Novice
Number indicates % correct for the Benchmark

Content Standards Benchmarks

- Standard 1: Number and operation**
- Understand numbers, number systems
 - Apply number theory in problems
 - Determine methods to solve problems
 - Compute with real numbers
 - Apply appropriate estimation strategies
- Standard 2: Geometry and spatial sense**
- Relationships of 2, 3-dimensional models
 - Properties of 2, 3-dimensional models
 - Know components of coordinate plane
 - Determine area, surface area, volume
 - Use transformations, symmetry
- Standard 3: Data analysis, statistics, probability**
- Collect, read, and display data
 - Use measures of central tendency
 - Identify basic trends in tables, graphs
 - Understand notions of probability
- Standard 4: Measurement**
- Select appropriate units to estimate, measure
 - Use appropriate measurement unit
 - Use formulas involving measurement
- Standard 5: Algebra, functions, and patterns**
- Analyze patterns, functions, relations
 - Understand the concepts of functions
 - Solve linear equations, inequalities

North Dakota Scale Score
North Dakota Performance Level

* Student's test was invalidated
** Student made no valid attempt

*** Student was eligible for the North Dakota AITE
**** Student made no valid attempt

Reading

A: Advanced
P: Proficient
PP: Partially Proficient
N: Novice
Number indicates % correct for the Benchmark

Content Standards Benchmarks

- Standard 1: Gather and organize information**
- Understand main idea and supporting details
 - Use simple organizational strategies
- Standard 2: Engage in the reading process**
- Make/confirm predictions to understand text
 - Use clues to determine the meaning of words
- Standard 3: Comprehend literature**
- Understand the story elements
- Standard 7: Understand/use principles**
- Understand simple figurative language

North Dakota Reading Scale Score
North Dakota Reading Performance Level

Language Arts

- Standard 4: Engage in the writing process**
- Use editing to improve reader comprehension
- Standard 5: Write for a variety of purposes**
- Different purposes require different forms
- Standard 7: Understand/use principles**
- Use language for a variety of purposes

* Student's test was invalidated
** Student made no valid attempt

*** Student was eligible for the North Dakota AITE
**** Student made no valid attempt

State Average % Correct	District Average % Correct	School Average % Correct
76	90	90
72	89	89
77	88	88
74	91	91
84	94	94
74	85	85

TOWN OF FAIRVIEW
318 SOUTH CENTRAL AVENUE, P.O. BOX 426
FAIRVIEW, MT 59221

Town Hall
(406)-742-5616

March 2, 2004

To Whom It May Concern:

This letter is against the closing of the Yellowstone School District in Fairview. The Fairview community is currently made up of the Yellowstone School District and the Fairview School District which include the North Dakota students attending the Fairview High School. The closing of the school would completely divide our community. Our community supports both schools anyway they can.

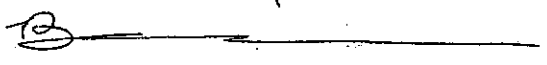
Small communities should be able to remain communities, whether a state line is in the middle of the area or not. The closing of this school would force parents and students to travel to become part of another community, thus leaving the community that probably their families have helped settle.

Sometimes bigger isn't always better. The Yellowstone School District provides their students with the proper education that is needed. Walk into a small school and you get the feeling of togetherness.

Should the school close, this would result in a loss of jobs and also the fact that teachers will be forced to move to find employment. This would create an economic situation for the town and it's businesses.

The amount of travel time to get the students to their school should be another reason to keep this school opened. Why have students on buses any longer than needed?

Thank you for listening to our concerns on this matter.


Bryan Cummins, Mayor

Fairview

Chamber of Commerce

P.O. Box 374

Fairview, Montana 59221



Fairview Chamber is against SB 2333 because of loss of local control which could cause Yellowstone School Dist # 14 (East Fairview, ND) to close and would probable prohibit North Dakota Students from attending Fairview High School in Montana. Our community of 600 people is on the North Dakota/Montana border. The town of Fairview is part in Montana and part in North Dakota. Our organizations such as Lions, Churches, and business have members from both states. Every project the Fairview Chamber has taken on has ignored the state line. Our biggest project, the Fairview Bridge/Cartwright tunnel, you will note is the background on our letter head. It is 3 miles into North Dakota. The cooperation between both states is phenomenal. East Fairview School is a very important part of our community. 1/3 of Fairview High School is made up of ND students. We all know if this passes; there are no guarantees that under reorganization that East Fairview would even remain open. Schools are the heart of a community, when they close, towns die. Losing East Fairview and losing the high school students would be devastating to Fairview HS and the community.

PLEASE vote no on SB 2333!

RAY

My name is Ethan Cayko and I'm an 8th grade student at East Fairview Elementary. I am here to ask you to vote no on house bill 2333. I've lived in East Fairview all my life thinking that I would go to Fairview High School only 8 blocks away. That was the way things were.

When I graduate I hope to go to college on a Music scholarship. I already play drums for the Fairview High School band and would hope to continue playing for them.

I am an honor student and I am involved in sports and many extra-curricular activities. That is because I get more one on one education and I am comfortable with all the teachers. We feel like a family.

My mother is a teacher at East Fairview and my father farms with my brother and me. This bill would affect my family because Mom would lose her job and for my brother and I to remain active in school activities we may have to move to a different community and leave dad on the farm during the school year.

If we move to another district, I would lose contact with my home community, my friends, and my family in Fairview. Please vote no on House Bill 2333.

My name is Alyssa Starr. I am an 8th grader at the Twin Buttes Elementary School. I have been going to school here all my life.

I am here to address Senate Bill No. 2333. I want to tell you about the advantages I have had by attending a small school rather than a large school.

I think I have had better advantages over the years because I had really good teachers that care a lot about me. Anytime I needed help, my teachers were always there for me. Sometimes I needed some help on personal things and my teachers always took the time to listen to me and give me advice. I could call them at home or walk over to their house any time I needed to. I would not have had good personal support from a teacher in a big school.

All the students at our school have a personal mentor that we can talk to and get to know. Sometimes they are more like our parents than just a teacher, a cook, a principal, a bus driver, a secretary or a janitor. I am glad they are all in my life. I am a better person because of them.

My classmates and I are very close. We have a strong friendship that will last a long time. We are more like brothers and sisters than regular classmates. We are like a family. We spend our entire school day together with our teacher. We have had to learn to get along and work out our differences. In a bigger school, we would not have to make up and work our problems out because there would be other kids to hang around with.

We do not have a problem with drugs, alcohol, gangs or weapons in our school because everybody knows us really well and the teachers would know if we are acting different in class. I feel safe going to school because I know there are no pressures from other students to do drugs. We do not get teased for the kinds of clothes we wear. We do not have to feel bad because someone is prejudiced against us. We look out for the smaller kids and they look up to us as good role models.

We have had a better advantage with our school work. We get extra help getting caught up with homework when we have been sick or absent for other reasons. I know I can stay after school any time I have to for more help with my assignments or project that I am working on. My teachers have always been willing to help me and give me more one-on-one help. They can sit beside me longer to help me figure out a problem. Because of this close working relationship, some of us have earned very high scores on the standards tests.

When we worked on our science fair projects, my teacher spent a lot of time with all of us. We did such a good job on these projects that we were able to compete at the North Dakota state competition in Bismarck. Seventy-eight percent of our projects took medals at the state level and qualified to compete at the nationals in Albuquerque, New Mexico. If we were in a big school, we would not have good quality projects; or no projects at all.

We learn a lot about our personal culture and history. We are learning our native language and heritage. In a larger school we would not be able to research as much about our heritage and family history.

I know that my parents can come to school any time and visit with my teacher. They can sit in the classroom with us and feel welcome. The school is like our home. We feel comfortable coming to school everyday.

I think it would be unfair to get rid of small schools and force students to attend larger schools. We need the extra support and one-on-one help that smaller schools give to all the students. We do not feel like "a nobody" or go unnoticed, because someone is always there for us and cares about our future.

Please don't close small schools in North Dakota. It would be like loosing a part of who we are.

Thank you.

My name is Luke Fox. I am an 8th grade student at the Twin Buttes Elementary School. I have gone to school here since I was in the 4th grade. I am here to address Senate Bill No. 2333. I want to tell you about the advantages I have had by attending a small school rather than a large school.

I did attend a big school before coming here. There were a lot of kids in my class. I did not know my teacher very well and the other kids I played with changed every day. When I started going to school in Twin Buttes, I learned what real friends were.

I know that my teachers care about me because they always push me harder to do my best all the time. I think I am better at reading and math because I have to read more often and solve more problems. With fewer students to take turns, my teacher can tell right away if I understand what I am doing or not. In a bigger school, I would not have as much practice reading out loud or searching for a better answer.

I have younger sisters that go to school. If small schools do close down, then little kids would have to ride the bus longer every morning and after school. It would add on several extra hours every day. I don't think it is fair for my kindergarten sister to have to ride the bus that much when there is already a building with good books and supplies already close to where we live.

When it comes to sports, I think a smaller school is better. Everybody who wants to join the team gets to play. We do not have to worry about trying out for the team and getting cut because we are not good enough. If smaller schools are forced to close, there won't be enough teams to play against. If that happens, some of our runners or ball players won't get a chance to become better.

Every year our school puts on a Christmas Play. Every student all the way to kindergarten has a responsibility in making the play a success. I have learned to be a better speaker and be more confident because of the experience I gained being on stage. I would not have had the same kind of opportunity in a bigger school because there wouldn't be enough positions for everybody.

I have learned more from a smaller school than I would have learned in a larger school. We are able to take educational fieldtrips that are more relevant to what we are doing in the classroom. In a larger school the classes would be too big to visit a dinosaur museum, badlands, fire station, flint beds, glacier deposits, exposed ruins of flooded towns, or present our skills at the Lewis and Clark Circle of Cultures Signature Event.

We have lock-ins for all the boys and another one for all the girls where we can have fun, play games, watch movies, and be with our friends. Our parents know we are safe with our teachers. We don't have to worry about drugs, alcohol or fights when we are all together.

There is room in the classroom in smaller schools to make large projects on the floor. If we were in a school with more students in each classroom, we would not be able to make

big paper mache art or lay out our science fair projects and make sure it looks good.
There would be too many desks in the way.

My teacher says that students in North Dakota do better in school than most other states. I think it is because North Dakota has smaller schools and friendlier teachers than those other states. If you close the smaller schools and force students to attend larger school districts, North Dakota will lose that pride. More students will do poorly in school because they will not get the extra help and attention they need. The schools will be more crowded. There will be more problems with violence and we won't feel as safe as we do now.

Please, don't close the small schools in North Dakota.

Thank you.

Testimony on
SB 2333

Before the
House Education Committee

By Keith Arneson

Superintendent of Adams-Edmore Public Schools
March 9, 2005

Madam Chairperson Kelsch and members of the Education Committee:

My name is Keith Arneson and I serve as superintendent of the Adams-Edmore Public Schools, an educational cooperative.

Thank you for the opportunity to appear in opposition of SB 2333. I believe it is unnecessary to force school consolidation of unattached elementary schools. I base this on several reasons.

1. The vision and mission of school districts should remain in the hands of local patrons. SB 2333 does not allow this to occur. Is this the beginning of other legislative mandated consolidation of school districts?
2. The Adams school district levies 167 mills for their general fund, which is 86 % of the state average. SB 2333 appears to be addressing mill levy inequities between elementary districts and high school districts. Adams is not a low mill levy elementary school district.
3. The Adams and Edmore school boards have been in joint discussions with other school boards concerning the future of education in our area and possible consolidation. Other meetings are on the horizon to expand these discussions. Allow this process to continue without state mandates.
4. Adams and Edmore school boards formed their educational cooperative to share services, enhance or maintain current curriculum, allow effective use of personnel, and to be fiscally responsible to their patrons in a declining enrollment trend. These address many of the concerns in education across the state today.
5. Community pride and economic development revolves around the school. This bill would take local control away from those districts.

Adams and Edmore are opposed to SB 2333 in all forms. But if this committee recommends passage I would urge this committee to support and adopt the following amendments to include:

Subsection 1 does not apply to an elementary school district if that district is part of an educational cooperative, which contains a high school district.

- The rational being: as stated in #4 above
- The rational being: Consistency in legislation for educational cooperatives – Current HB 1154 for instance requires 70% of all new monies for educational cooperatives be appropriated toward teacher compensation. It appears to me that HB 1154 recognizes educational cooperatives as one unit.

Subsection 1 does not apply to an elementary school district if it is at 85 % or greater than the state average for general fund mill levies. If that elementary school district falls below this standard, the superintendent shall provide notification required by subsection 2.

- The rational being: SB 2333 seems to be addressing mill levy inequities between elementary districts and high school districts. This amendment addresses that issue.

I thank you for the opportunity to appear before you today and would be happy to answer questions you might have.

Date: March 9, 2005
To: North Dakota House Education Committee
From: Robert Thompson, Vice President
Page School Board
Subject: Opposition to Senate Bill No. 2333

School Districts are encouraged to consider all variables in future planning ensuring the best educational programs for our children and also provide efficient use of facilities without wasting tax dollars.

Senate Bill No. 2333 is nothing more than mandatory consolidation. Panic decisions do not provide efficient future planning for education and discourage public input. The best decisions on school structure are made at the local level.

This bill has procedural and technical flaws including:

1. Section 15.1-12-17, of the North Dakota Century Code, is not repealed which is in direct conflict with Senate Bill 2333.
Section 15.1-12-17. School district reorganization – Elementary schools. An Elementary school in existence at the time reorganization becomes effective may be closed upon approval of the board. Unless otherwise directed by the superintendent of public instruction, a school closed under this section may be reopened only upon resolution of the school board and only at the beginning of a school year that follows by at least ninety days the date of the school board's closure vote.
2. School district reorganization plans are worthless unless section 15.1-12-21 is amended to require a unanimous vote of the new school board before they can request a vote on changing a reorganization plan. The actual vote of the qualified electors should require a two-thirds majority.
Section 15.1-12-21. School district reorganization – Changes in plan. All provisions of a reorganization plan, except those relating to boundaries and geographic voting areas, may be changed upon the concurrence of a majority of the qualified electors voting on the question. The question may be placed before the voters at a regular or special election upon a motion of the school board.
3. The 18-month drop-dead provision is an impossible time frame. It should be at least three years.
4. There is no provision for reorganizing with a school district in its 5-year plan from a previous reorganization.
5. The North Dakota School Board Association recommends transporting students the least number of miles and districts should use careful planning in the location of school facilities. This bill disrupts that planning process.
6. This bill destroys a school district's ability to negotiate with other school districts.

Please do not pass Senate Bill No. 2333.

Testimony on Senate Bill 2333
Prepared and Given by Lori Berger
Resident of the Little Heart School District

There are many reasons that I am opposed to Senate Bill 2333 including the loss of local control for rural North Dakota communities, overcrowding schools even more than they already are, putting small children on an unnecessary long bus ride, and the loss of jobs for our rural school teachers and employees. There are others here today to testify on these issues. I would like to talk about the concern that has been made that K-8 districts are not paying their fair share to educate their grade 9-12 students when they attend the larger districts.

K-8 districts do pay their fair share to educate grade 9-12 students living in a K-8 district and attending a K-12 school. In the 2004-2005 school year a K-8 district sending a high school student to Bismarck Public Schools paid \$4863 in tuition and the net foundation payment that followed the student was \$2151.85. This makes a total of \$7014.85 received to educate that pupil. The cost of education per pupil in the Bismarck District is \$6164. Bismarck is receiving \$850.85 over and above that amount to educate each student from a K-8 district.

In this same school year a K-8 district sending a high school student to Mandan Senior High School paid \$3671.88 in tuition and the net foundation payment that followed the student was \$2201.73. This makes a total of \$5873.61 received to educate that pupil. The cost of education per pupil in the Mandan District is \$5428.48. Mandan is receiving \$445.13 over and above that amount to educate each student from a K-8 district.

This shows that the K-8 districts are paying their fair share to educate the students in grades 9-12.

In the Little Heart school district for the fiscal year 2003-2004 the cost to educate a pupil in grades 1-6 was \$4834.98, which was \$821.70 less than the Mandan district. Their cost was \$5656.68. The cost per pupil in grades 7-8 in the Little Heart district was \$4890.99; this was \$431.25 less than the Mandan district amount of \$5322.24.

Our children are receiving a quality education for less. They are learning the social skills necessary to lead a successful life; they are enjoying things that would not be available to them in a larger setting. And, they are doing this in a drug free environment. After seeing these numbers I ask, "Why fix something that is not broken?" Please vote no on Senate Bill 2333 and leave the control of our rural K-8 schools within their local communities.

TESTIMONY ON SENATE BILL 2333
Prepared By Karen Kautzmann
Burleigh/Morton County Superintendent of Schools
March 2005

My name is Karen Kautzmann. I live in Mandan and have been a County Superintendent of Schools since 1988. I've been in the field of education since 1971. I am the superintendent of 9 elementary school districts in Burleigh and Morton County. I want to share with you some of the things I know to be true about small and rural schools.

Harvard studies on small rural schools show that smaller class sizes result in bigger academic achievement. A small rural school provides the kind of learning environment many parents view as essential for their children.

The majority of students enrolled in Burleigh and Morton County schools reside in the district they attend. However, some parents in K-12 districts are so convinced of the value of a K-8 school, they actually choose to open enroll their child to a K-8 district. Currently more than 25 families in our area have made that choice. The benefits of K-8 are numerous. What is mentioned most frequently is that K-8 schools provide an individualized, wholesome environment in a small, nurturing setting. SB 2333 denies parents the opportunity to choose what they see as necessary to their child's well being.

I am very involved in supporting Joint Powers Agreement Legislation among school districts of all sizes. JPA legislation helps K-8 and K-12 districts work together to benefit ALL children, rural or urban. SB2333 would end that kind of collaboration. Currently 5 of the 9 districts I supervise are members of the Missouri River Education Cooperative, composed of 27 districts. I serve as the administrative

representative for these 5 schools. For the past two years this collaborative has assisted small and large districts in their ongoing efforts to provide quality programs in their schools and quality professional development for their staff. This arrangement promotes efficient use of tax dollars and provides small schools access to high quality programs they could not afford on their own. Why would we want to discontinue something that is working so well for all of us?

I'd like to share some data provided by the National Rural Education Association, in research published from 1996 to 2003 in the Rural Educator Journal.

"In a review of school size, school climate and student performance, a variety of researchers concluded that small schools produce equal or superior achievement for students in general; the effects of small schools on the achievement of ethnic minority students and students of low socioeconomic status are the most positive of all."

"Research of consolidated schools between 1979 and 1990 indicated that significant cost savings HAVE NOT occurred with consolidation."

Current research data provides the basis for this observation: "Rural schools and rural school districts will need to expand the use of collaboratives or cooperatives such as JPA's so that they will have increased ability to meet future challenges and so that they can influence state and federal education policies and legislation related to the interests and issues of rural school districts."

I urge you to listen to the voices of those who support K-8 schools. I respectfully ask you to vote "NO" on SB 2333.

K-8 and K-6 districts do indeed pay their fair share to educate grade 9-12 students living in a K-8 district and attending a K-12 school. In the 2004-2005 school year, a K-8 district sending a high school student to Bismarck Public Schools paid \$4863 in tuition per student. The net foundation payment that followed the student was \$2151.85. This is a total of \$7148.85 to educate that pupil. This figure is \$850.85 over and above Bismarck District's cost of education per pupil, which is \$6164.

In Mandan Public School District, the cost of education per pupil is \$5428.48. The net foundation aid received is \$2201.73 per pupil in grade 9-12. The tuition Mandan receives from a K-8 district is \$3671.88 per student. This is \$445.13 above Mandan's per student cost of education.

Dear Honorable House Committee,

I am standing before you today a concerned teacher. I am not only concerned for my student's futures, but also my own. I have read and researched just about everything pertaining to this bill and even though I can't pinpoint a line declaring that my school will close, I can't find one that says it will remain open. By not having a local school board our needs will not be met in a timely fashion. This will cause a decline in building improvements and upkeep, and will eventually infringe on the quality of education.

We need to think about how this bill will effect the education of students. I have heard many people say that there is no proof of higher academic achievement in smaller schools. I have the proof to show you today. Not only do my students perform above average nationally, they perform in the above average range statewide. Only 20% of ND students perform in this range. I have been at Sweet Briar School for seven years and these test results are the same every year.

There are no drop out rates at Sweet Briar. No one drops out. Attendance is impeccable. We have no discipline problems and my students go on to do well in high school and at major colleges and universities. We are doing something right. Please don't make the wrong decision. Vote no on SB2333.

Thank you,

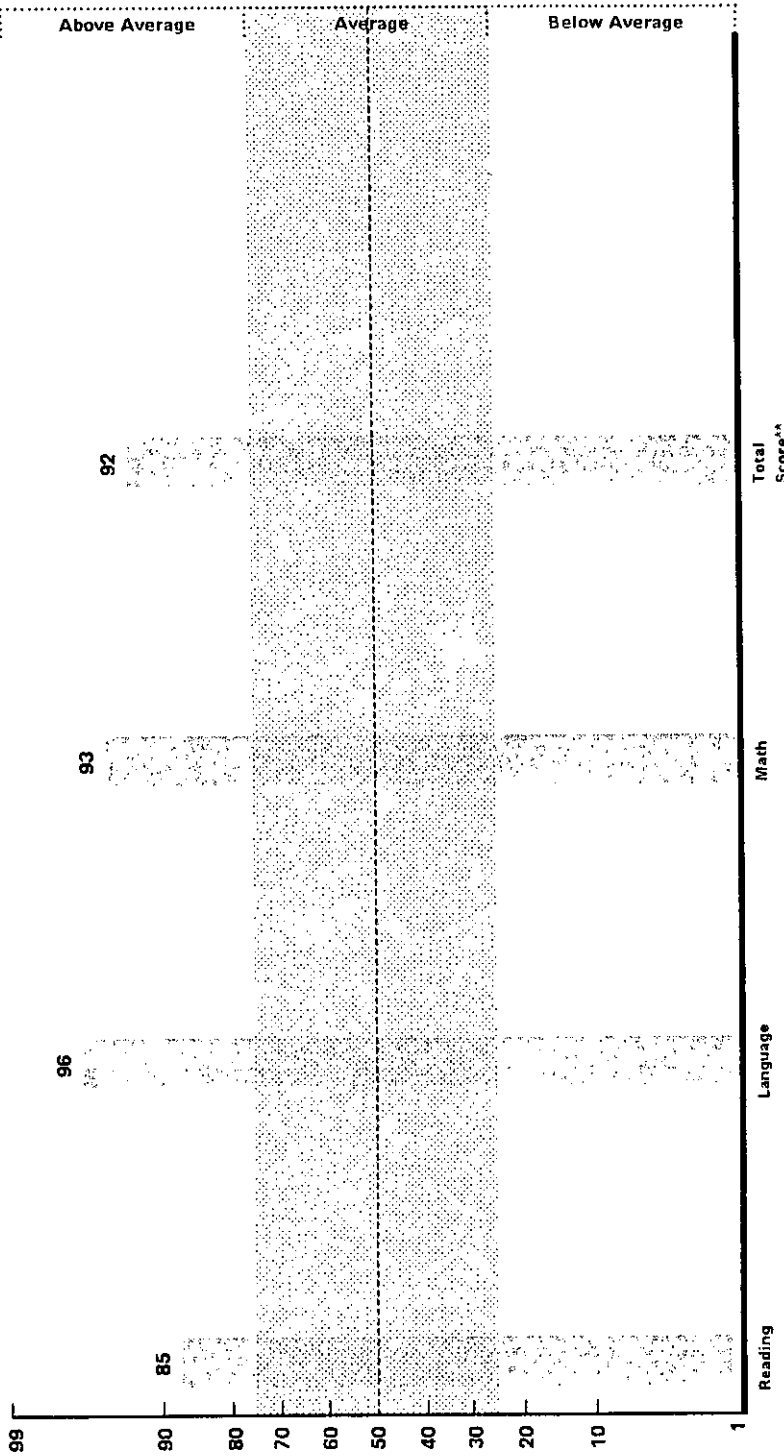
Toni Massey-Wheeler

Sweet Briar School

Principal/Teacher

Success

Performance by Content Area National Percentile Scale



** Total score consists of Reading, Language, Mathematics

Observations

The height of each bar shows your student's National Percentile score on each test. The percentile score is shown on the left. The graph shows that your student achieved a National Percentile of 85 in Reading. This means your student scored higher than approximately 85 percent of the students in the nation.

Average is defined as the middle 50 percent of students nationally, consisting of the 25th through the 75th National Percentiles. Your student has zero out of four scores in the average range, shown as a gray horizontal band in the middle of the graph. Four scores are in the above-average range and no scores are in the below-average range.

The scale on the right side of the graph shows the score ranges that represent average, above average, and below average in terms of National Percentiles.

See the back of this page for content area descriptions of the kinds of knowledge, skills, and abilities assessed on the TerraNova CAT achievement test.

MULTIPLE ASSESSMENTS

Home Report

Grade: 4.5

Purpose

This report presents information about your student's performance on the TerraNova CAT achievement test. Together with classroom assessments and classwork, this information can be used to identify your student's potential strengths and needs in the content areas shown.

Birthdate: 05/22/94

Form/Level: C-14

Test Date: 02/23/04

Scoring: PATTERN (IRT)

QNI: 23

Norms Date: 2000

Class: MASSEYWHEELER T

School: SWEET BRIAR SCH

District: SWEET BRIAR

State: NORTH DAKOTA

City/State: MANDAN, ND

CTBID: 04160M01098001-04-00713-000087

Performance by Content Area
National Percentile Scale



** Total score consists of Reading, Language, Mathematics

Observations

The height of each bar shows your student's National Percentile score on each test. The percentile scale is shown on the left. The graph shows that your student achieved a National Percentile of 88 in Reading. This means your student scored higher than approximately 88 percent of the students in the nation.

Average is defined as the middle 50 percent of students nationally, consisting of the 25th through the 75th National Percentiles. Your student has zero out of four scores in the average range, shown as a gray horizontal band in the middle of the graph. Four scores are in the above-average range and no scores are in the below-average range.

The scale on the right side of the graph shows the score ranges that represent average, above average, and below average in terms of National Percentiles.

See the back of this page for content area descriptions of the kinds of knowledge, skills, and abilities assessed on the TerraNova CAT achievement test.

MULTIPLE ASSESSMENTS

Home Report

Grade: 8.5

Purpose

This report presents information about your student's performance on the TerraNova CAT achievement test. Together with classroom assessments and classwork, this information can be used to identify your student's potential strengths and needs in the content areas shown.

BirthDate: 08/02/89

Form/Level: C-18
Test Date: 02/23/04 Scoring: PATTERN (IRT)

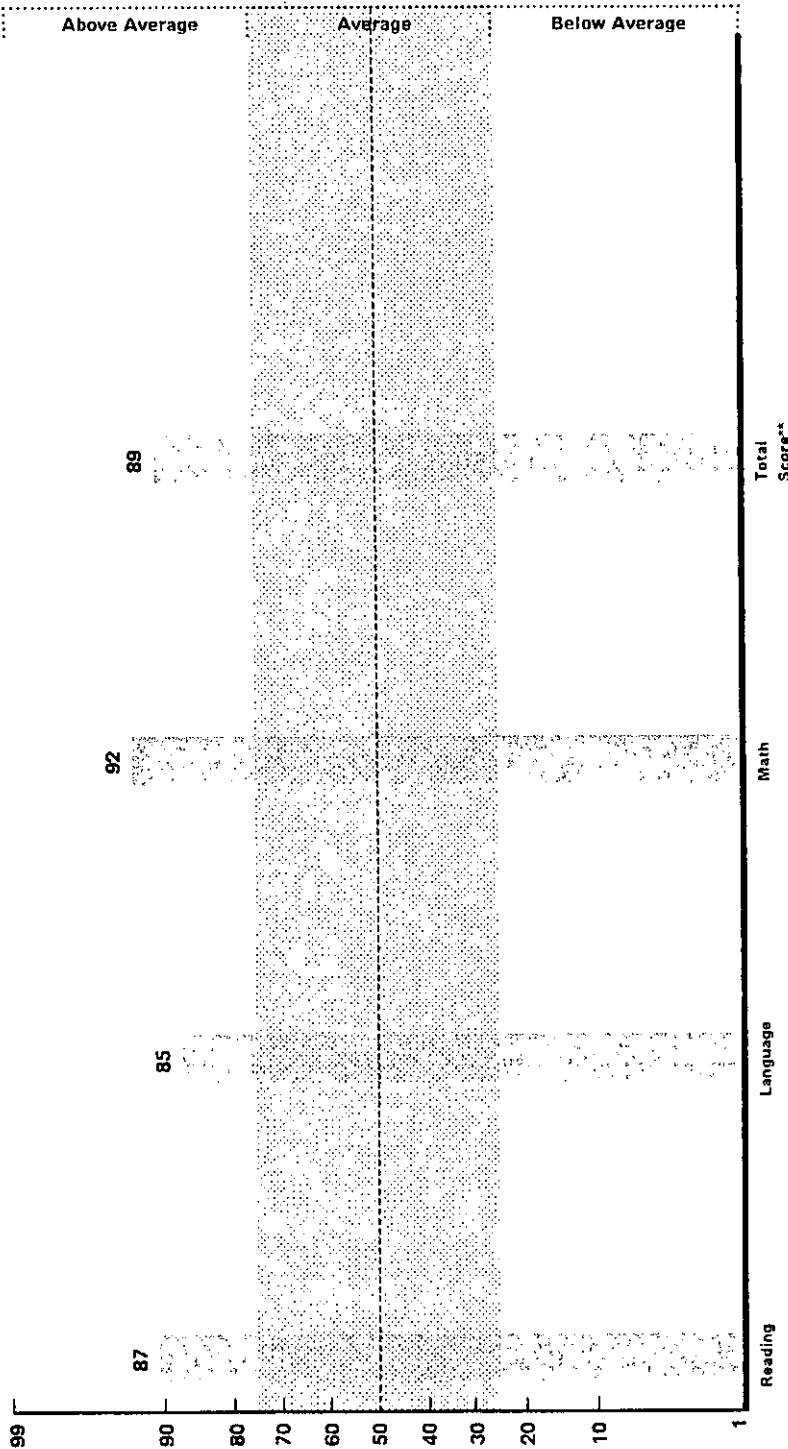
QM: 23 Norms Date: 2000

Class: MASSEYWHEELER T
School: SWEET BRIAR SCH
District: SWEET BRIAR
State: NORTH DAKOTA
City/State: MANDAN, ND

CTBID: 04180M010898001-04-00714-000089

Success

Performance by Content Area National Percentile Scale



** Total score consists of Reading, Language, Mathematics

Observations

The height of each bar shows your student's National Percentile score on each test. The percentile scale is shown on the left. The graph shows that your student achieved a National Percentile of 87 in Reading. This means your student scored higher than approximately 87 percent of the students in the nation.

Average is defined as the middle 50 percent of students nationally, consisting of the 25th through the 75th National Percentiles. Your student has zero out of four scores in the average range, shown as a gray horizontal band in the middle of the graph. Four scores are in the above-average range and no scores are in the below-average range.

The scale on the right side of the graph shows the score ranges that represent average, above average, and below average in terms of National Percentiles.

See the back of this page for content area descriptions of the kinds of knowledge, skills, and abilities assessed on the TerraNova CAT achievement test.

TerraNova THE SECOND EDITION

MULTIPLE ASSESSMENTS

Home Report

Grade: 8.5

Purpose

This report presents information about your student's performance on the TerraNova CAT achievement test. Together with classroom assessments and classwork, this information can be used to identify your student's potential strengths and needs in the content areas shown.

Birthdate: 10/10/89

Form/Level: C-18

Test Date: 02/23/04

Scoring: PATTERN (IRT)

QM: 23

Norms Date: 2000

Class: MASSEYWHEELER T

School: SWEET BRIAR SCH

District: SWEET BRIAR

State: NORTH DAKOTA

City/State: MANDAN, ND

CTBID: 04160M010996001-04-00714-000091

*Heidi
Gress*

Good Morning Ladies and Gentlemen of the House
Education Committee;

I am sure you are familiar with the latest craze that is filling our jail cells across the state; methamphetamines. I would like to say that I represent Sweet Briar school, which IS a small rural school and we are not exposed to this drug or any other drug. We are also fortunate in the fact our children aren't exposed to violence, smoking, alcohol, or peer pressure either. We KNOW that with this environment that we provide our children with a safe and high quality education. Our children go on to the high schools with a well rounded education, strong morals, and an established personality allowing them to make the BEST decisions.

We have heard repeatedly that this bill will not close our schools down but have yet to see any type of guarantee. There is not one place in this bill that states we will continue to get the funding we need to operate. It is sad but we have all seen this happen in the past, consolidation takes place and not long after schools close down because of inadequate funding. Financially, Sweet Briar is very strong. BUT with a consolidation that will change in a hurry! We would lose our board and voice as a board. Is having these 33 schools close down over the next 5 years really the answer? When the schools eventually close, because of this bill, the children will be forced to attend schools with over crowded classrooms. The class rooms we have now are not faced with this problem. Our children receive great one on one because of our classroom size. We choose this type of education and setting for our children and we are fortunate to have that choice. Our children DO HAVE the same learning opportunities that children have in larger schools and many are also involved in extra curricular activities

outside of school. The kids have the big school education in a small school setting. As a parent of three children whom attend Sweet Briar and the School Board President I can speak from many angles but the one that is most important is protecting the welfare of our children. They are receiving an excellent education right where they are at, test scores will prove this.

Please consider my information and vote "NO" to 2333, it is the right choice!

Sincerely,
Heidi Gress
Sweet Briar school board President

SB 2333
LEGISLATIVE TESTIMONY OUTLINE
March 9, 2005 8:00 a.m.

1) **Section 2 States that the elementary school cannot be closed, except by vote of patrons, however:**

The bill does not stipulate that any of the following must be maintained:

- a) Representation on the Board of the parent district
- b) Staffing, support services
- c) Grade levels offered
- d) Existing bus services
- e) Extra curricular opportunities
- f) Building maintenance
- g) Class sizes
- h) Course offerings

2) **Funding & tax equity issue**

a) 19 / 41 graded elementary districts are near or above state average of 194 mills. *(data provided by Department of Public Instruction.)*

13 / 33 are impacted by SB 2333. Those with ** are exempted at this time, as they have over 100 students

Menoken	301.85	Mapleton	267.32
Sterling	192.36	Dodge	209.22
Apple Creek	226.19	Manvel	** 214.02
Emerado	** 294.39	Roosevelt	** 196.02
Robinson	214.97	Yellowstone	207.40
Sheldon	252.15	Ft. Ransom	261.39
Nash	209.92	Nedrose	** 213.50
Bell	** 222.92	Naughton	243.17
New	** 201.21	Manning	252.01
Pettibone-Tuttle	202.29		

b) The 22 elementary districts below 194 mills, have an area of 4504 sq. miles. This is just 6.37 % of North Dakota's total land area of 70,702 square miles.

c) Increased tax revenue generated by this bill for local districts is estimated at \$3,500,000 . *(Fredrick Smith editorial in the Bismarck Tribune).* The state's appropriation for schools under HB 1154 is approximately \$510,000,000. The amount of money this bill would put towards tax equalization is less than 1% of that amount!

Financial implications for the parent school would be as follows:
(Fiscal note of \$ 0 according to DPI)

a) Increased salary costs ... obvious disparities in salary schedules.

- b) Increased busing costs minimal busing in many parent districts.
- c) Managing and maintaining old facilities, in districts where tax revenues do not equal expenditures, could be considerable.

NOTE: The above reasons, are likely just part, of why some larger districts such as Bismarck Public Schools, are opposed to this bill.

What happens if a high school district refuses to take a graded elementary district??

4) Local control assures the following will be maintained

- a) busing
- b) staffing
- c) curriculum
- d) discipline
- e) parent involvement
- f) Board representation
- g) building maintenance
- h) community identity and family heritage's

5) Economic development within the state

- a) Threat to economies of small towns all across North Dakota, State educational support of school goes to parent district to manage and spend. How many dollars will flow to the graded elementary districts & towns?
- b) Bringing and keeping young people in rural North Dakota. If the local school's future is being controlled by another community, what young family is going to be interested in living or staying there?

6) Quality of education

- a) Research in large communities show the trend, is to move toward smaller K-8 schools. Student achievement and parental involvement increases

Nedrose School on 2003-04 State Assessments was above the state average in both grades 4 & 8 in reading and math!!

- b) Reference article in the Feb, 2005 District Administrator: "The K-8 Bunch" identifies the following cities where K-8 districts are being reintroduced:

Denver, Milwaukee, Cleveland, Phoenix, Philadelphia,

7) Consolidations are occurring without being forced

- a) In 1945 over 2000 school districts existed in North Dakota, today we are down to 213. (*Fredrick Smith editorial in the Bismarck Tribune*)
- b) JPA's are working well and are excellent alternative to forced consolidations. They are supported by DPI and the Consensus Council.

8) Public Groups in opposition to SB 2333

- a) North Dakota Small Schools Organization
- b) North Dakota School Boards Association
- c) North Dakota Farm Bureau
- d) North Dakota Farmers Union
- d) Bismarck Public Schools

Eureka School
6621 Highway 83 North
Minot, North Dakota 58703

Madam Chairman and Members of the Committee,

Thank you for this opportunity to express opposition to Senate Bill 2333. My name is Melissa Maasjo and I am representing Eureka School north of Minot. Last year I made the decision to open enroll my children from Minot Public into Eureka due to the superior education and the location. After that decision, I was hired part-time at the school.

Senate Bill 2333 is to consolidate the K-8 schools with a K-12. We feel that there are many unanswered questions about the future of our schools and staff. Where is the provision for a small school to operate, as is, when the larger district does not want to take on that school and let it stay open? Our principal has spoken to administration at two of the K-12 districts near us and they have no interest in keeping Eureka open. They certainly don't want us on their pay schedule as some of the Senators had stated. If this is true for other K-8 schools affected by this bill, there will be many people without jobs. We had also heard testimony on the Senate side that the education in these smaller districts is inferior to that in K-12 districts. I have done my undergraduate and graduate studies in the education program at Minot State University. I have taught in Minot Public Schools and at Minot State University. In my opinion, the education at Eureka is superior and offers children every opportunity they would have at a larger school. I have been most impressed by the respect that the students learn for each other and their teachers. I had never experienced anything like this before coming to Eureka.

We feel that taking away the education choices of rural families is very unfortunate. Many young families in North Dakota are not seeking the "bigger and better". We choose to live in rural North Dakota because we like the lifestyle. Schools close on their own when they run out of children or money. We do not feel that Senate Bill 2333 is the right answer to the education funding problem. Thank you for your time and consideration and we ask for your no vote.

Memorandum

*To: Rep. Rae Ann Kelsch, Chairman and
House Education committee members*
From: Senator Tony Grindberg
Date: March 8, 2005
Subject: S.B. 2333

Attached is a fact sheet that was prepared for me by the Department of Public Instruction that I used when I testified in the Senate on S.B. 2333. I thought the committee would like a copy. I would appreciate if you would enter my handouts in the record during your hearing and support for the bill.

As you know, I am scheduled to be in Washington, D.C. on Wednesday, March 9, 2005 and will not be able to testify or answer any questions relating to S.B. 2333.

I would be happy to provide any assistance with the bill when I return to the Capitol on Thursday, March 10th.

Thank you!



Tony Grindberg
State Senate
#41-Fargo

SPEAKING POINTS
SENATE BILL 2333

- This bill requires that all land in North Dakota be part of a K-12 district.
- There are currently 41 districts in North Dakota which are less than K-12.
- Each of these districts will have an opportunity to reorganize with a K-12 district or to put the district into dissolution and allow the district patrons to determine which surrounding K-12 districts the land will be attached to.
- All elementary schools in these districts will remain open unless the patrons of the former district vote to close the elementary school.
- This bill required a restructuring of school district administration.
- The districts affected by this bill will have six (6) years to bring their mill levies into compliance with the levies of the district to which they were attached.
- In the first year after reorganization or dissolution, the district will need to move 1/6 of the way to meeting their new district's levies.
- In the second year, the district will have to move 1/5 of the remaining distance.
- This process continues through up to six years when all levies of the former K-8 districts would need to be in compliance with the levies of the districts to which they were attached.
- The procedures which these districts can use to comply with this law, reorganization and dissolution, are well established.
- The reorganization process is used nearly every year by some number of districts in North Dakota to become a new larger district.
- Voluntary dissolution has been in the law since the early 1990s and has worked very well for many districts.
- The Department of Public Instruction is equipped to provide support to districts through both of these processes.
- The 41 districts that are now K-8 districts in North Dakota represent 19% of the total districts in North Dakota.
- These 41 districts have a total enrollment of 2,115 students which is 2.1% of the total enrollment.

- These districts cover 7,898 square miles or 11.2% of the total land area.
- While 2,115 students attend school in these districts, their 6-17 census is 3,589.
- Over 1,400 students from these districts already attend school outside of their districts.
- The taxable valuation of these districts of \$68,504,996.00 is 4% of the total taxable value.
- Collectively these 41 districts have a total average levy which is 41.71 mills below the average levy for K-12 districts.
- If these districts levied at the same rate as K-12 districts, almost \$3 million additional dollars in local revenue would be available to support K-12 education.
- Among this group of districts, total levies range from 22.67 mills in the Earl School District in McKenzie County to 301.85 mills in the Menoken School District, east of Bismarck.
- The cost per student for education in these districts is \$7,774 – over \$1,000 per student higher than the average for K-12 districts.
- The range of cost per pupil is from \$4,455 at Nedrose to \$36,426 at Spiritwood.
- These K-8 districts have an ending fund balance of \$11,976,021 or \$3,337 per student.
- K-12 districts have \$1,529 per student in ending balance on the average.
- These districts spend \$2.6 Million on general school administration.
- Arguably this cost line item would be eliminated if these districts were attached to other K-12 districts.

Testimony SB 2333
House Education Committee
March 9, 2005

Chairman Kelsch, members of the committee, I'm Sarah Nordby. My husband and I farm and ranch and run a small business in Slope County. Our kids go to school in Amidon and Donald is on the school board. I would like to explain my opposition to SB 2333.

I have been told that legislation similar to this bill has been introduced 17 out of the last 19 sessions. This bill is different than legislation introduced in the past as it states that once a K-8 becomes part of a high school district, the K-8 school can be closed only if residents of the original K-8 boundaries vote to do so.

This clause would only be effective for five years, however, because a different part of the reorganization code, 15.1-12-22 states

1. Beginning five years after the effective date of the reorganization, the board of a reorganized district may exercise all powers granted to a school board by law, regardless of limitations contained in the district's reorganization proposal.

The reality is that a low population district combined into a larger one would not be given much priority in the overall scheme of things and that the K-8 would probably be closed in the interest what some may perceive as educational equity.

If my kids were going to a larger school they would be trading a school day incorporating music and sports for 2-3 hours of bus riding to school as well as extra time spent traveling to music or sports activities if our schedule allowed. Finding time to practice would probably also be a bit more challenging since a good share of their spare time would be spent on the bus as well as going to bed an hour or more earlier so they could get up sooner to meet the bus. We live 25 -30 miles from a K-12 school and others in our district live as far as 45 miles away from high schools. I myself spent three hours a day riding to and from a school that was 10 miles from home so know first hand how a bus route can snake through a neighborhood.

What happens to our students once they are in high school and beyond? They get along pretty well. Right now we have somebody at West Point. Her grade school classmate at Amidon was homecoming queen. Another young man has a football scholarship, and others have wrestled and rodeoed in college. We also have a law student that will be finishing up next year. It seems almost every year someone is graduating valedictorian or salutatorian.

Nothing in this bill address the quality of education students are receiving now or will receive if this bill is enacted.

Education is something that has been proven over time to be best governed via local control. We have found the means to run our school efficiently to fit the needs of those living in our district and it is disheartening that we aren't given more respect for what we have been able to accomplish.

Aren't there other options that would equalize the taxation problem? What about JPA's? What about increasing tuition levels? They are set by state formula. What about changing the way schools are funded and getting away from relying so heavily on property tax? Let's be a little more creative and come up with some other options.

What SB 2333 does is continue to place the cost of funding education on the shoulders of property owners... but when it comes time to educate children raised on their property (if it is in a remote area) points to budget inefficiencies and takes away local control to best address the challenges of education in these rural areas.

Also, it is important to recognize a loophole in this bill that allows K-12 schools to refuse to reorganize with a neighboring K-8 district, forcing the K-8 into dissolution and effectively closing the K-8 while taking over the tax base.

Darah Ardrey

My Name is Susan Welch
10452 93rd St N.E. Bis 58503.
I live in district #8. My
son attends Naughton school.
He also is a special needs
child. Because of the small
school setting he gets more
individualized attention. The
student teacher ratio is
great for these kids. Mine
is not the only one.

There are many of us.
We have our small schools and
the teachers. They learn well.
The teachers take their time
with each child. I'm sure
just thinking I might have to
take him to town school.

My son & many others
will not drive in town school.
But they are in the little
country schools. Now you tell
me what more important the
mighty dollar and who's not
paying those fare share. Or
what's best for them.
Susan Welch

I Think leaving Small Rural Schools open, is a very good Idea.
my Granddaughter had been attending School in town for 2 years, the teachers did not want to pass her, because she had Bad grades and they didn't have the time for each Student.

Samantha is now attending Vaughton School District #8.

Vaughton School has given Samantha the confidence and help she needed. Samantha's Grades are now A's and she like going to School, and she likes her teachers, they are doing a great job with the children.
(Mrs. Wedo and Mrs. Polsfut.)

Thank you for your time
Laura Elhad
Bismarck, N.D.
March 9, 2005

RE. 2333

- Sherry Wilson

Points of concern -

Please remember we are
a rural state - with rural
needs -

Local Control will not be
dissolved -

You can not say that
all children will be given
the same opportunities - it is
impossible because we are
a society of people and people
will fail -

We don't all need the same
opportunities to be vital
contributions to our communities
Just as the job you do is not
more important and they people
who clean up after you and
turn off the lights at the end
of the day -

That diversity is what
makes us a culture of valued
people -

March 8, 2005

To whom it may concern,

August 2003 our children started school at DeMore Elementry in Medora. Our oldest son, which is now in 5th grade, absolutely hated school while attending school at Lincoln Elementry in Beach. He was being taken out of his class $\frac{3}{4}$ of the day to go to the Resource Room for studies. Instead of this helping him he was falling behind more and more everyday. He ended 3rd grade there at a 1.1 grade reading level. His Resource Room teacher would always tell me what he couldn't do and that he would never make it in the regular classroom environment full time. It was as if she had given up on him. My younger son was in kindergarten at that time and they were talking about putting him in there also. We did not want this.

The summer of 2003 we found out that we could open enroll our boys in Medora's school. So we went though the steps needed to get them in. That fall our boys started school at Demore Elementry in Medora.

Both boys are doing very well now at DeMore Elementry. Our oldest son is doing grade level math now and doing very well at it, which at Beach we were told he could not do it. He is also progressing steadily with his reading. He is in the class room most of the time and doing well with it. Best of all our son for the first time made the honor role this year. We give credit for this to our son for working hard and to all the teachers for encouraging him and telling him that he can do it. His self-esteem has sky rocketed since starting school at Medora. He now believes in himself and once again he loves school. Thanks to Demore Elementary our younger son will not have to go through what his older brother did at Beach. It will tear our boys apart along with ourselves if they are forced to go back to the Beach for school.

Also, if forced to leave Medora the nearest school, Beach, is 25 miles away verses 12miles. They will have to get up an hour earlier due to the bus will pick them up at 7:00 A.M. That is if we can get the bus to come out to us.

The benefits for the children to attend smaller school are greatly to their advantage. They get more one on one attention for all students not just one ones in need of it.


What about all our small communities? What will happen to them if there isn't a school close by for the children? People would be less likely to join those communities without a school. How are those communities going to thrive if families move to another community to be closer to schools? It

should be left up to the individual counties or district to decide if a school should close or not, not to the state.

How about the teachers and all other employees at their school? We want people to stay in North Dakota and not be forced to leave for other jobs.

Thank you for the chance to give our testimony on S.B.2333. Once again, please vote NO on S.B. 2333

Sincerely Yours,


Melissa R. Conroy

Chairman Kelsch and Members of the Committee, I'm Darlene Mitchell, Business Manager for Billings County School District, and I am here today to urge you to give SB2333 a "Do Not Pass" recommendation.

Every school district in this state has its own unique problems and situations. This is the reason that decisions in regard to reorganization, annexations, etc. should be made by the local school districts, and not by the State. The local citizens are the best qualified to know if and when this process is right for their district.

If the reason for this bill is to be sure everyone is supporting a high school, I think there are better ways to address that issue than to force reorganization. The high school districts already get the foundation aid plus tuition for the students from elementary districts. The tuition formula is based on the receiving district's cost. If, for some reason, this is not adequate, why not address that in the tuition formula? In our case, we have paid tuition to our neighboring high schools every year since the district was reorganized into one county-wide district in 1966. In addition, we have contributed funding for needed equipment, improvements, and programs at the high schools our students attend. We meet at least once a year with the boards of our neighboring schools, and are willing to work out any problems.

According to the foundation aid printout, ten districts besides ours do not receive state aid. This is a savings to the State of about \$738,000 per year, which does not include transportation aid, which we also do not receive. I was unable to find out from DPI what that amount would have been had we been eligible to receive it. The State would probably have to pay this foundation aid, tuition apportionment, and transportation aid if these districts were consolidated with larger districts.

In many cases, the annexation of the elementary district to the high school district might even be a disadvantage to the high school district. They would gain some property tax, but would no longer receive tuition, and would be taking on the transportation costs of the elementary district. In our case our area high school districts would lose about \$300,000 per year in tuition and gain about \$300,000 a year in transportation costs alone. Because of our large area, and the barrier of the Little Missouri River, we would probably reorganize with more than one high school district, so it is doubtful they would gain enough valuation to make up for the additional cost.

In the matter of equity, population density is a factor to consider. Fargo has 193.3 students per square mile while we have only .12 students per square mile. (11,020 census ages 6-17 divided by 57 sq.mi. compared with 147 census ages 6-17 divided by 1152 sq.mi.). The per pupil cost of educating and transporting students in sparsely populated areas is much higher than in densely populated areas. If we had the same population density as Fargo School District, we would have 222,682 students (193.3 X 1152 sq.mi.), and a taxable valuation of only \$22.65 per student! Our taxable valuation per square mile is only \$4,377 (\$5,042,886 divided by 1152 sq.mi.) compared with Fargo's \$3,341,786 per square mile (\$190,481,817 divided by 57 sq.mi.). There is no way to make property tax "equitable" in North Dakota with the broad differences between the urban and rural areas. We are not property rich, as looking at valuation per pupil would lead you to believe, we are just student poor!

Most importantly, this bill has the potential to have a profound impact on the children involved. Small schools in remote areas are necessary, but very expensive to operate. Any protection against closing that is put into this bill could be undone by the next legislative session. There is also no way to assure that the new district would continue to operate the rural elementary schools at the same level they operate now. Because of the high cost of small schools, cuts could be made that would jeopardize the educational quality. Just as parents in the cities prefer to have their elementary children in schools close to home, rural parents also want the same for their young children.

By giving SB2333 a "Do Not Pass" recommendation, you would be giving a vote of confidence that the local school districts are capable of making the decisions affecting the welfare of their children. I don't believe that confidence would be misplaced.

Thank you for your consideration.

House Education Committee
SB 2333

Chairman Kelsch and Members of the Committee:

I am a parent **vehemently opposed** to SB 2333!

This school year I transferred my child from a high school district to a smaller non-high school district for his benefit. From the time he began kindergarten he struggled and had problems in school. Many of his problems were due to the distractions created by the number of students and staff he was in contact with on a daily basis. Because he has special needs he was in a setting outside the classroom for most of the day that serviced all grades K-12. **This was detrimental to him.**

Now, by **transferring him to a non-high school district** with fewer students and staff, he is in the regular classroom for all subjects except 1 and is doing very, very well. He is doing very well without so much "extra help". If I hadn't changed his school he would be "falling through the cracks"!

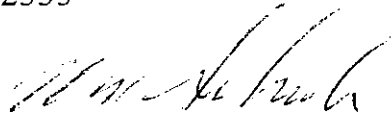
Leave North Dakota's non-high school districts alone! With open enrollment as it is, why should my state legislature tell me I can't give my child the best education possible in his early years? Without a solid early education, it will be more difficult for him to become a productive member of North Dakota society later! Let North Dakota's small schools determine what they need to do i.e. continue as they are, consolidate or dissolve. The decision should be theirs to make!

Tamara Elefson

Tamara Elefson
112 ½ N Main Apt 1
PO Box 54
Belfield, ND 58622

RE: SB 2333

3/8/05



Chairman Kelsh and Honorable Members of the House Education Committee

My name is William Schuh, I am from Mandan, and I am a member of the Mandan School Board. In this written testimony I represent only myself, and not the Mandan District.

I am opposed to SB 2333 for the following reasons.

If the gauge of success in our system of education is measured in the welfare of the student rather than cost per student, and I believe that it is, then the protection and continuation of small locally governed rural schools is important. I do not believe that SB 2333 provides adequate protection for interests of rural students and families.

1. While SB2333 does not in and of itself close rural schools, the protection provided by Section 3 is thin and likely ephemeral.

A. It appears that if a Reorganizing district refuses to receive a Participating district, or if the terms of reorganization are unacceptable to the Participating district, the Participating district has no alternative but dissolution.

B. Because the strictures of Section 3 impair the decision-making capabilities of the Reorganizing district (as attested by the Bismarck district), there will be constant pressure on legislators from Reorganizing districts to delete this provision from the law. Reorganizing districts will invariably be larger districts with strong representation in the legislature. It is almost certain, in my view, that protective provisions of Section 3 will not survive for more than two or three future legislative sessions.

Members of future required Participating districts understand this, and also understand that once their boards are dissolved and they no longer have independent standing, they will also lack the political and organizational strength to defend their interests. Small districts understand, and I believe

correctly so, that once their local control is surrendered to a larger district, their school's days are numbered.

2. Most small districts not yet consolidated are already on the margins of bussing for larger districts. You can count on bussing times approaching 2 hours per day. We are already approaching bussing times of one and a half to one and three quarter hours for some students. More bussing is not in the best interest of elementary students. They can do a lot of homework, a lot of chores, and have a lot of family life in two hours per day. Without question the small local schools are best for the kids!

3. As a member of a larger school board, likely a reconsolidating district under this bill, we tend to look at the welfare of the whole. We are, by nature, not as oriented toward the individual interests of local concerns as the parents themselves are. I do not believe that once any large district, including ours, has the ability to close a small local elementary school (with few students per teacher) that we will maintain them. When we look at (hypothetically) \$20,000 to bus them vs. \$70,000 to maintain the school, the continuance of the school will be in constant jeopardy, particularly with the pressure we constantly face to cut costs.

4. Almost all studies of student performance, including U.S. Department of Education studies, and our own local assessments of "at risk" students show that the single greatest influence on student achievement is parental involvement. In this respect, I believe that the small locally governed elementary schools are the "ideal" schools in most cases. Parental control and involvement far outstrips "funding", which, beyond a certain minimal level, has almost NO correlation with achievement. This can and has been statistically demonstrated. This is born out by the students sent by outlying small districts to the Mandan High School. They are, disproportionately, high achievers - A and B students, highly directed, and a credit to our school as graduates. Why would we wish to destroy the "best" situation, the proven formula for success, to enhance the lesser factor in other districts?

I believe that the best interests of our state education system is served by the best interests of the students. Small locally governed elementary schools are an important part of that system. SB 2333, while making a good faith attempt to protect those schools, will be inadequate to do so.

Chairman Kelsch and Members of the Committee. I'm Janel Spaeth, Principal for Billings County School District. I would like to provide you with some facts showing that our rural K-8 schools do provide an excellent education for our students. I am here today to urge you to give SB2333 a "Do Not Pass" recommendation.

I believe decisions of reorganization should come from the local citizens. I have read many times that this bill is not to close schools. However, a K-8 district will not have the control of decisions that serve the needs of the rural students, since school board representation is limited. I compare this concept to the idea of a small town being governed by the next larger town.

Attached you will find a page from our district profile which compares our district to the state average. Besides having good grades and test scores in grades K-8, our students' success continues into high school.

Many Billings County students graduate from high school with honors. Here are a few facts from the last two years. In 2003 the two Billings County seniors attending Dickinson High School graduated with top honors and a 4.0 grade point average. That same year, the salutatorian, and three of the honor students at Belfield High School were also former Billings County Students. Also in 2003, two Billings County students graduated with honors in Beach. In 2004 the valedictorian at Belfield was also a former Billings County student along with one honor student. That same year another Billings County student graduated with honors in Beach.

In 2003 the top student in the ND Reader's Digest Word Power Challenge attended DeMores Elementary in Medora and advanced to the national competition in Virginia. That same year five Billings County Students advanced to National History Day in Washington, DC. In 2004 seven more students competed in National History Day. Many of our high school students advance to national level competition in FCCLA and FFA, and our district assists with the cost. These educational opportunities create life-long skills and memories.

Students with special needs benefit from small rural schools. Due to the low ratio of students per teacher, the amount of time working with specialists and the classroom teacher is increased, resulting in greater academic gains and a boost in self-esteem.

Billings County School District is a member of the RESP Joint Powers in the southwest part of the state. Through our membership we have received staff development and are actively involved in mapping our curriculum to align to the standards. We consistently review the state and national standards to assure that we meet and exceed these standards. We have teachers who serve on the committees for developing state standards.

Billings County School District currently has nine bus routes, which transport K-12 students to four different schools. The routes already average 97 miles a day. We also pay family transportation to many families who don't live near a bus route. Our transportation costs are \$300,000 per year. We do not receive transportation funding so we are saving the state \$300,000. We have K-8 students who ride the bus for 90 minutes. If our schools would close and these students attend Belfield School District, they would add at least 20 minutes and 18 miles to their route with no additional stops on the way. A great majority of our routes consist of country roads twisting through the Badlands, which require more time in wet, icy, or snowy weather. A child should have more quality time at home with their families, instead of spending three to four hours a day on a bus. Not many adults can endure this amount of time getting to and from work each day, yet we think children can endure long bus rides daily.

I know that K-8 schools will continue to offer quality education and will reorganize or dissolve when and if necessary. Thank you for your consideration.

Adequate Yearly Progress

School Year 2003-04

	Mathematics		Reading	
	State	District	State	District
Proficiency Goal	33.9%	40.0%	56.1%	63.4%
Actual percent proficient:	48.6%	75.0%	68.5%	91.7%
Participation Goal	95.0%	95.0%	95.0%	95.0%
Actual percent participation:	99.4%	100.0%	99.5%	100.0%
	Attendance		Graduation	
	State	District	State	District
Secondary Goal	93.0%	93.0%	89.9%	89.9%
Actual rate:	95.6%	95.1%	91.5%	
Did entity make AYP?	State	District		
	NO	YES		
If a District did not make AYP for a given group of students on a given measure, then that cell has an asterisk in it.				
	Math	Math	Reading	Reading
	Partic.	Prof.	Partic.	Prof.
Reasons for District not making AYP:				
All students				
White				
Am Indian				
Black				
Hispanic				
Asian				
Other Ethnicity				
LEP				
Low Income	i	i	i	i
IEP				
	Grad Rate	Attd Rate		
Secondary Indicator				

DK = Insufficient data to determine AYP status

Partic. = Participation Rate

Prof. = Proficiency Rate

The K-8 Bunch

K-8 schools are growing in popularity across the country. Do they really lead to fewer discipline problems and better academic performance?

By Carol Patton

Rowland knows the name of each of the 238 students enrolled at Lawrenceville R-II School District, a K-8 district just east of Branson, Mo. What's more, he knows their parents where they live and how some families earn their living. In fact, he says this more intimate K-8 school structure creates a responsive learning environment that boosts student achievement and minimizes disruptive behavior more than

traditional elementary and middle schools. And Rowland should know. He's been a principal and superintendent at various K-8 and K-12 school districts for the past 30 years.

These reasons, in a nutshell, are driving one of the hottest education trends today, the K-8 school. Rowland says K-8 schools outshine other delivery models.

Apparently, other administrators agree. Over the past several

years, Cleveland, Denver, Phoenix, Philadelphia, Milwaukee and other districts formed K-8 schools in hopes of reaching similar student outcomes: enhanced academic performance, improved behavior and a smoother

transition into high school. In the end, some believe they'll gain more control over the learning process.

"If it's performance you're after, less discipline, there are different ways of accomplishing that," says

Rowland, also co-founder of the Missouri K-8 School Association. "I have found K-8 schools to be the best."

Evolving Strategy

K-8 schools were introduced more than a century ago with the one-room schoolhouse. In society's effort to accommodate students' educational and behavioral needs, reformers began experimenting with different delivery models throughout the 1900s. Consider middle schools, which peaked in popularity in the 1980s. But research indicated there was still a better way to go.

Rowland cites a 1987 national study claiming the optimum student enrollment for any school to operate at peak efficiency is 2,500. So districts began consolidating their schools, enlarging their student population, he says.

"West Virginia is a prime example," says Rowland, adding that Arkansas also followed suit. "Is it working? Heck no. Is it cheaper? Heck no. But some guru out in West Virginia said this is the way it needs to be. Well, it doesn't work."

Now the trend is moving in the opposite direction, partly due to test scores. Rowland says 40 percent of Missouri's 75 K-8 schools recently received "distinction in performance" on a statewide testing program.

Likewise, data also shows that 6-8 graders attending Denver's five K-8 schools are developing stronger math and reading skills than those in its 22 middle schools, says Jerry Wartgow, superintendent of the 74,000-student

Denver Public Schools district.

Between 3 percent and 4 percent of Denver's students—roughly 200—leave the district after the fifth or sixth grade, which equates to a district funding loss of nearly \$1.2 million. To find out why, Denver formed a Secondary Reform Commission last summer. While the commission's report is due in January, Wartgow suspects it will recommend a different configuration or alternative structure for middle schools, such as K-8.

Many parents, he adds, aren't quite ready to place their fifth-grade children in middle schools. "They feel more comfortable keeping them in their home school where they've always been, where all the teachers know their child and where the child knows all the teachers," Wartgow says. "We're hoping that K-8 will provide a choice for parents, an alternative within the public education system to the middle school."

Milwaukee Public Schools experienced a similar reaction. The 100,000-student district was at risk of losing its state funding for student busing, so it recently asked parents what would persuade them to send their children to the neighborhood school. Their answer was unanimous: transform them into K-8s.

"Parents like that there's less transition, they have multiple kids in one school and the safety and nourishing factor," says William Andrekopoulos, Milwaukee's superintendent. "That's less threatening than sending their child to a large middle school."

The district introduced K-8

schools in the early 1900s, then formed junior high schools in 1939 and middle schools in the early 1980s. Nearly 20 years later, the district now supports eight K-8s. However, that number will jump to 63 by the end of 2005, he says.

"If this trend gives us a higher level of academic success for children who live in poverty, of color, where there used to be an achievement gap, then that's really good news because we haven't been able to do that," he says. "That's going to be the judge as to whether we continue with it or not."

It's not test grades but rather growth and economics that are prompting Deer Valley Unified School District in Phoenix to build more K-8 schools. While the difference in student test scores between K-8s and middle schools has been insignificant for the past four years, K-8s are more economical in handling the district's annual growth rate of 5 percent, says Virginia McElyea, superintendent at Deer Valley, which serves 33,000 students.

Since the district saves several million dollars building a K-8 facility versus a middle school, she says it plans on adding six more K-8s in the next decade, bringing the district total to 16.

"There's an economy of scale here," she says, explaining that K-8s serve more students than middle schools. "Smaller schools cost more to run."

Cold Facts

In Philadelphia, test scores are a big deal. According to the Philadelphia Education Fund, achievement data

Parents like that there's less transition [and that] they have multiple kids in one school."

—William Andrekopoulos, superintendent, Milwaukee Public Schools

It's not about the grade span but what goes on in the classroom."

—Nancy Ames, vice president, Education Development Center

from 2000 to 2003 revealed that reading and math scores were consistently higher for fifth graders in its 61 K-8 schools than those in its 43 middle schools. K-8 students scored 78 points higher in reading and 60 points higher in math, says Liza Herzog, senior research associate at the Philadelphia research organization.

But K-8s have other advantages. Last year, less than 65 percent of the district's middle school teachers were certified compared to more than 90 percent of K-8 teachers. Teacher retention rates in the 214,000-student district are also higher at K-8s than middle schools. K-8 teachers stay an average of 14.3 years compared to 11.4 years at middle schools.

One of the reasons appears to be smaller class size, according to Fernando Gallard, spokesman for the district. At some middle schools, he says the total number of fifth or sixth graders can reach 300. So as the school district restructures to accommodate more K-8 schools, it is limiting the class size at K-8s to minimize disruptive behavior, enhance learning and help teachers better manage their classrooms.

By 2008, the district plans on creating a total of 133 K-8 schools, Herzog says.

But there may be more at risk than test scores. A recent study by the Rand Corp., which compared the well-being and achievement of middle school age youth in 12 countries, revealed that American students reported more isolation than their counterparts and that their classmates were not kind, helpful and accepting. Worse yet, only 27 percent achieved

proficiency in math, 32 percent in science and 33 percent in reading.

Rand's recommendation was for school districts to "consider alternatives to the 6-8 structure to reduce multiple transitions for students and allow schools to better align their goals across grades K-12."

Inherent Problems

Despite its advantages, not everyone agrees with the K-8 model. Since the student population at K-8s is usually higher than at middle schools, problems surrounding student management and discipline are enhanced as well as teacher attrition, says Corinne A. Gregory, president at The Poite-Child, an organization in Palm Desert, Calif. that helps children develop proper etiquette and social skills. According to Gregory, one of every three teachers who leave the profession does so because of discipline issues.

In other cases, she says educators may be ignoring students' social and developmental needs because they're focusing on NCLB.

"First and second graders are very easy targets for eighth graders," she says, explaining that mixing preteens with young children may lead to episodes of bullying and injuries. "You're probably better off keeping the clusters of ages smaller rather than larger."

Other concerns involve administrators. As a former K-8 principal, Curtis Montgomery created and enforced different discipline plans for various age groups. But the most difficult part of his job, he says, was managing the different grade levels and subjects.

"I was trying to spread myself out

and be very knowledgeable in nine grade levels," says Montgomery, now principal at Wilder Intermediate School in Piqua, Ohio. "You have to be an expert in a lot of categories."

To avoid this scenario, the Fairview School District No. 72 in Skokie, Ill., promotes co-principals at its K-8 school with 615 students. One focuses on K-4 while the other targets grades 5-8, says Nelson Armour, superintendent at Fairview.

"If you have people who like to be a lone ranger kind of administrator, then co-principals isn't going to work," Armour says.

The district chose this approach because the needs of students in upper and primary grades vary. He says some K-8s mistakenly adopt the attitude of one-size-fits-all.

But Nancy Ames doesn't advocate any school model. As vice president of the Education Development Center, a research and development organization in Newton, Mass., she says schools must concentrate on becoming academically vigorous and responsive to students.

Since elementary and middle school students are growing mentally and are active learners, she says instead of spending millions of dollars to transform schools, administrators must focus on effective teaching strategies.

"It's not about the grade span but what goes on in the classroom," she says. "You should look at what's going on inside the school and try to make it better, whichever grade configuration you have." DA

Carol Patton is a freelance writer based in Las Vegas.

3114 Ave. C East
Bismarck, ND 58501
March 9, 2005

Members of the House Education Committee:

My name is Diann Kraft. I am the 4th grade teacher at Apple Creek School which is about 6 miles east of Bismarck.

We have 51 children in grades K - 6. Our staff is composed of 5 full time teachers, a secretary-aide, a music teacher, a counselor, and various support staff for the areas of learning disabilities and speech/language.

Our principal has 23 years of experience at Apple Creek. She is a winner of the Golden Apple Award and has been nominated for two consecutive years for Who's Who Among American Teachers. This is my 25th year at Apple Creek. I am a past winner of the Burleigh County Farm Bureau Teacher of the Year Award. I have also continued my education to become the library media specialist. Two of our teachers have reading credentials. Our Kindergarten teacher is in her 2nd year with us, and our 1st - 2nd grade teacher has been with us for 6 years. Our school counselor, who spends Friday afternoons with us, just completed her doctorate. At Christmas we added a new first year teacher to our staff. She teaches 3rd grade. So you can see we have a balance of experience and the latest in educational leadership.

I also feel that we are on the cutting edge of technology. In my room I have 5 computers for 7 children. 5th and 6th grade have 11 computers for 16 children. We have comparable computer to student ratios in the other classrooms. Keyboarding has been a part of our curriculum for grades 3 - 6 for the past 5 years. We are connected to the state EduTech system. Students have access to the internet daily to do research projects. This year PowerPoint is being taught to our 3rd graders. Our music program includes Orf instruments, and this year we are offering 5th and 6th grade band. Our children are involved in a county basketball program. They develop citizenship skills through participation in our Young Citizenship League.

Our school board is constantly encouraging us to improve our skills. Three of our teachers recently completed the Praxis II test which tested our general knowledge and teaching skills. I will be attending a curriculum mapping training class so that we can continue to improve our curriculum and insure that all areas of knowledge are being taught.

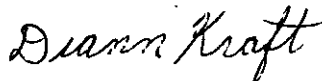
Joint powers agreements enable us to purchase library and teaching materials at a discount rate. They also help us with technology and advancing our teaching knowledge.

As you can see we are preparing our students for careers and citizenship in the 21st century.

Many of our students are open enrolled from other districts. This means that their parents choose to send them to us. With the small student to teacher ratio, we are able to meet individual student needs.

Thank you for your time. Thank you for caring for the students of North Dakota. I know that you are trying to do what you think is in their best interest. In my opinion, defeating Senate bill 2333 would be in their best interest.

Sincerely,



Diann Kraft
4th Grade Teacher
Apple Creek School
(701)222-4964

Testimony to House Education Committee on SB2333

Madam Chairman, Honorable Representatives:

I'm Steve Paul, a director from Earl District #18, McKenzie County.

When we came to the legislature some 6 weeks ago to testify before the Senate Education Committee, all we knew was that this bill was not good for our kids or our communities. We had no idea why the proponents brought this before the legislature, nothing has changed.

At the Senate Education Committee hearing, a perception of fairness came across, as it was brought out that the non-high school districts have a roughly \$5,000 per student advantage in taxable valuation. Some \$19,000 plus as opposed to \$14,644 average for all schools. 74% of all high school districts are above the \$14,700 and 71.5% of non-high school districts.

Using the \$19,000 figure 48% of the high school districts meet or exceed that mark and 63.6% of the K-8 districts.

Looking at the mills levied it can not be discerned as to which schools are high school districts and which are non-high.

Often the greatest levy for the non-high districts is for high school tuition, some one is the beneficiary of this and I can assure you that it will be missed.

McKenzie County has 4 K-8 districts, our district Earl #18 in 2003-2004 24% of our expenditures were for high school tuition and transportation.

The economic impact to local communities is not factored into these equations either; 1 teacher, 1 part time aide, 1 transportation contractor, and 1 business manager. These jobs and their economic benefit will not be replaced.

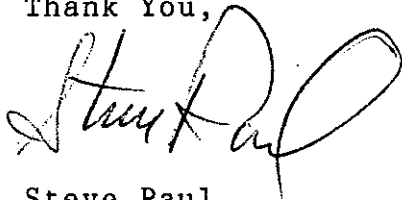
The receiving district's bus route will be extended by a minimum of 100 miles per day. At the DPI average cost of \$1.44 per mile for operating a bus equates to a \$25,000 increase in transportation cost whether they pick up one kid or a dozen.

On the flesh and blood side of this bill, our kids will have to get up 2 hours earlier. 1 hour for time change and 1 hour for bus ride. Extra curricular activities will be a nightmare if possible at all.

This bill is poorly thought out and certainly deserves more consideration than has been given it up to now.

I urge you to vote do not pass on Senate Bill 2333.

Thank You,

A handwritten signature in black ink, appearing to read "Steve Paul". The signature is written in a cursive style with a large, looping flourish at the end.

Steve Paul

EARL SCHOOL DISTRICT #18

997 E Bennie Peer Ck Rd
Sidney Mt. 59270

March 9, 2005

Concerning- Senate Bill #2333

Dear Chairman Kelsch and members of the House of Representative Education Committee,

As involved in the North Dakota education system we are faced with the challenge of solutions to deal with the issues of declining enrollment and school finance as well as providing the best education we can for our young people. We at Earl School District #18 are very aware of how great of an undertaking this is and appreciate your efforts on behalf of the students in North Dakota schools,

Senate Bill #2333 requiring school districts to include grades 1 -12 within their boundaries is a concern to Earl District #18. We are a large district located in the Southwest corner of McKenzie County, between the badlands and the Montana state line. The boundaries of Earl School District encompass an area in excess of 260 Square miles, however, less than 30% of the property in this area is privately owned and has a taxable valuation. We would be a financial burden to any high school district if this district were to provide the services to our students that they provide for their own. The taxes would have to be increased to cover the cost of educating our students and theirs. If the tax rate was not increased the quality of education would suffer.

In the past, students from our district have chosen to attend high school in Beach and Watford City in North Dakota and Sidney, Montana which are 45, 60 and 25 miles respectively from our school. Our students have been accepted and excel in the high school they chose to attend. In consideration of distance, family togetherness, curriculum, and extra curricular activities, the local board has made necessary financial arrangements to support the host district. Our current arrangement with Sidney High School District requires that we compensate them with their "TOTAL COST OF EDUCATION" per pupil. This arrangement has been very satisfactory to both parties and did not require that we be annexed into a high school district. We would be willing to enter into a similar arrangement with any high school district our students choose to attend. If you allow us to maintain local control, we can continue to provide quality education to our students in this manner.

Our district is made up of family ranching operations. Senate Bill #2333 would have a devastating effect on property values in our area. Education of children is a major concern of young families considering the purchase of a ranch in our area. The prospect of bussing children in excess of 50 miles one way to attend school is not a strong selling point considering the child would be putting in a 12 hour day just to go to school. However, this is quite likely a reality under Senate Bill #2333. Our district has been able to work with families to attend a school that is oriented to their ranch location. In the best interest of the children's education, the provisions are already place for us, the local board, who best knows our unique situation, to consolidate or annex or take whatever steps are necessary to give our children the best education with the least family disruption. Let us keep the local control of our districts and continue to run it in the prudent manner we have been and not have our decisions made by someone 60 miles away or in Bismarck.

Chairman Kelsch and members of the Education Committee, we ask that you do not support Senate Bill #2333. Thank you for your consideration of this matter.

Sincerely,
Darrel Minnow
President of Earl School Board



Members of the House Education Committee

My name is Madonna Schmidt. I have been in education for 27 years. All of those years have been in rural North Dakota. I feel the students we send forth have a desire to be productive citizens for North Dakota because they are proud of their heritage and the part they have played in their own education and the education of their classmates.

A rural school is in essence much like the family farm. Every child plays a part in the education process, everyone is accountable, and everyone is important. The country school setting provides not only quality education but also a sense of community because of the many projects and activities that involve all of the students and their families. Our country schools have sent forth citizens that are in demand not only because of their quality education but also because of their work ethic and their willingness to be a team player.

I am well aware of the East versus West division concerning Senate Bill 2333. The Eastern half of the state has the majority of universities to which we in the west could argue is not an efficient use of tax dollars. However, the counter argument is that those dollars generate revenue in those particular cities. Our country schools also provide increased revenue for their districts due to housing development, better tax bases, employment, etc.

If Senate Bill 2333 does pass and local control is given to the annexing district there will be a loss in the sense of ownership. The individual needs of each district will no longer be a priority. The closure of rural schools would be the eventual outcome.

I urge the House Education Committee to recommend a No vote on Senate Bill 2333.

Thank you for considering my opinion.

Madonna Schmidt
2721 Marina Rd SE #4
Mandan, ND 58554 (701)530-0109

Jodi Schwab
819 ½ North 18th St.
Bismarck, ND 58501
(701) 223-2534

Dear Members of the House Education Committee:

I am writing this letter to tell you a little bit about myself, and the Apple Creek School where I am employed as a Kindergarten teacher. In May of 1992, I graduated from the University of Mary with a double major in Elementary and Early Childhood Education. My experiences range from teaching grades K-7 in private, public, and rural schools during the past several years.

In addition to attending content classes, I have also completed a number of technology courses including Microsoft Works, Beginning PowerPoint XP, and Phase 1 for the Teaching with Technology Initiative.

My classroom contains internet access and a computer for each child. During the two years I have been teaching at Apple Creek School, we have updated our curriculum by introducing and implementing Saxon math and phonics to our program. This has been very beneficial to the students' learning and development.

We work cooperatively with teachers who provide speech, special education, and counseling services. One advantage of teaching in a small school is that we come to know our students quite well, and therefore catch any problems that need addressing, and provide each child with the resources they need. They work in the classroom as much as possible, and we strive as a team to help them achieve their individual goals.

We are involved in the community, as we take field trips to musical events, Ag days, and visit the elderly in care centers.

I consider myself very fortunate to work in a rural school. During my career, I have seen the differences between large and small schools, and the benefits a rural school provides. The greatest achievement I have as a teacher is knowing that our children are not just another number in a school system. I am proud to work with a staff and school board who treat every child like they do matter and truly make a difference.

Apple Creek is a quality school, and I ask that you to consider all we have to offer and my letter when voting on SB2333.

Sincerely,

Jodi Schwab

Reverend David and Joanne Swonger
601 East Bristol Drive
Bismarck, ND 58501

Dear Honorable Representatives of the Education Committee,

We are writing to you because of our deep concern about SB 2333.

Our daughter, Emelie, is in First Grade at Apple Creek School, located just a few miles east of Bismarck. Our son, Luke, will be in Kindergarten at Apple Creek next Fall. Although we are districted for Rita Murphy Elementary in the Bismarck Public Schools, we chose to open enroll Emelie at Apple Creek School. In fact, one third of Apple Creek's 51 students are open enrolled, which speaks volumes about the quality education this top notch elementary school offers.

As parents, we took the opportunity to choose a school for our children very seriously. Last Spring, after several visits to Rita Murphy School, a visit to Highland Acres School, a phone visit with Dorothy Moses School, and a visit to Menoken School, we were delighted to discover a treasure in our own backyard. We are only a five minute drive from Apple Creek School.

At Apple Creek School, we highly value the sense of close knit community among the 51 students and 5 classroom teachers, not to mention the enviable teacher/student ratio, allowing teachers to truly know the gifts and needs of every student.

We also are grateful for the flexibility that group grading allows. Emelie is in a 1st/2nd Grade class of 13 students. Because of her excellence in reading, Ms. Schmidt moved her into the 2nd Grade reading class where she can be challenged at a higher level. This has absolutely thrilled our daughter and has sparked her to begin reading chapter books on her own initiative.

We understand there are financial concerns driving SB 2333. We are also aware that this issue is one legislators have been considering for years. Still, we are perplexed. Isn't there a way that each school district's own unique situation can be assessed rather than one bill seeking to fit all situations across the entire state of North Dakota?

Apple Creek School is meeting its financial obligations in paying tuition costs for its middle and high school students attending schools in Bismarck. If tuition costs are not being met in some districts, but are being met in others, isn't it possible to design a tuition formula that is appropriate for each school district's context? If the tuition formula is unfair ... let's fix the formula! This would seem to be more flexible than a "one size fits all" approach in solving the problem of tuition cost inequities.

With the closure of Apple Creek School, we will experience a loss of direct representation on the school board. Parents will have a diminished capacity to stay closely connected and involved at a grass roots level. This is something that our Apple Creek School community highly values. Our track

record of 100% participation in our Parent Teacher's Conferences speaks for itself.

The Bismarck School District is already groaning with the growing numbers of students enrolling each year. Funneling even more students into Bismarck will not improve the quality of education for anyone. Are there other districts in North Dakota where this is also the case?

We all know that bigger is not always better. In North Dakota, we can be proud that a quality smaller school environment can still be offered. Can we save it? Let's hope so.

Sincerely yours,



David Swonger



Joanne Swonger

March 9, 2005

Good Morning,

We would like to share our story regarding our son who attended and graduated from Little Heart School District.

He attended a school in the Mandan School District from grades K-thru-3rd grade. During that time he struggled and we were told he may have ADHD, recommended to be held back a grade and to be put on Ritalin.

We recently moved into the Little Heart School District and decided to enroll our son. With the attentive, one-on-one schooling and counseling received by his 4th grade teacher, our son improved his educational skills and knowledge. He was able to bring his average up to an A-B grade.

With the one-on-one schooling and dedication received at Little Heart School our son is an intelligent young man who enjoys school, and was not lost, struggling, in the big school system.

We want to voice our rights as parents, to be able to keep open our small schools, enroll our children into one-on-one school room settings and defeat senate bill # 2333

Thank you

Mary & Steve Himmelspach

Don and Utsi Weikum
4661 66th St. SE
Bismarck, ND 58504
701-223-3240

Dear Chairperson and Representatives,

Thank you, for your time regarding my comments.

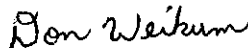
I am a 34-year-old mother of 2 in the rural school systems. My Husband and I made a choice to open enroll our children into the rural district. Our children go to the rural school but our tax dollars go to the larger district. The only money the district that we open enrolled into receives to educate our children is federal money that follows the child wherever he or she goes. What are the larger districts doing with my tax money? They are not educating my children but they have my money.

As we know there are several ways to close a school and SB2333 does not say they will close schools but the bill is vague and in the end will result in school closure. If it's not a closure issue but a tax equity issue then investigate and research the tax formula and correct the problem at that level. Our children are asking why are they trying to consolidate schools? What am I to tell them? What is the reason their school maybe closed?

"MONEY!" The state didn't care about how well we are educating the student, how many teachers will no longer have jobs, the quality of our teachers and support staff, how far the kids will need to travel, lack of choice for parents or burdens placed on the parents. The state only saw how it saved **MONEY!** So when schools, not affiliated with a high school, close I should tell my kids MONEY is the WAY to GO and when they want to leave the state again I should say MONEY is the WAY to GO. As a North Dakotan, you may wonder why our young people are leaving the state for higher wages, this bill gives the message money is the most important factor. Thank you for listening and please Oppose SB2333.

Sincerely,


Don and Utsi Weikum


Don Weikum

Testimony against SB2333

3/9/05

Susan Westberg

St Anthony ND

[701]445-7423

While my husband was in the army, he was stationed in the Bismarck area from 1994-2000. After he retired from the military, we came back to North Dakota. My husband and I are originally from Minnesota, but we fell in love with the land and the people of this state, and we wanted to raise our children here.

Before our move to the St. Anthony area, it was important for us to look into its school system. I was elated to find St. Anthony not only had a school right next door to the home we would later purchase--but that it was a K-8 school. All of my then five school-age children would be able to attend the same school--close to home. My 8th grader would also have a year to adjust to a new home and school before the rigors of High School. It was great!--a good teacher to student ratio and all of the siblings were together.

The K-8 school was one of the reasons we were attracted to the "Little Heart" school district in St. Anthony. I am a big supporter of a K-8 followed by a 9-12 education. Growing up in Minnesota, I had a great education, but socially, Junior High was not the greatest of experiences.

More and more, many educators are finding that Junior High and Middle schools have more problems with discipline than their K-8 counterparts and students test scores tend to be lower than that of a K-8 school where there is more cohesiveness and a greater level of stability with teacher and students.

From the standpoint of a better education, improved discipline and just plain economics, the trend is now going, in a number of areas, back to the K-8 system.

North Dakota schools have a reputation for having some of the best schools in the nation. I believe this is in part because the people here have put so much emphasis on educating their children in their own community with local control, local commitment, and with an elected school board that is accountable to the children they serve.

A small school is more than just a school. A small school is family.

Its been said that parents need to take an active role in the education of their children. SB2333 would take that away from us.

This Bill will break the back of North Dakotas best asset--its education system. Please don't fix what isn't broken. Vote No on SB2333.

Sincerely,

Susan R. Westberg

St. Anthony, ND

A handwritten signature in black ink, appearing to read 'Susan R. Westberg', with a long horizontal line extending to the right.

Proud mother of eight--6 months to 16 years.

March 9, 2005

Good morning Madam chairperson and members of the committee,
My name is John Boehm. My wife and I have five kids. We live in the Mandan school district, but we open enrolled our children into the Little Heart School District.

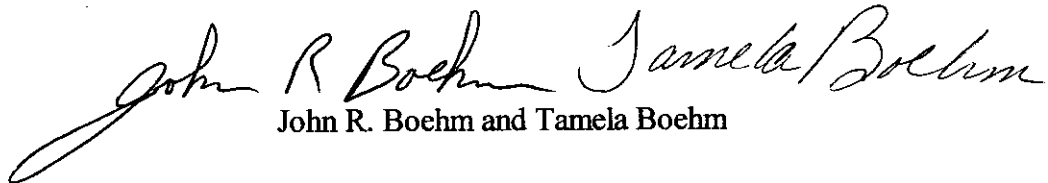
The Mandan school bus would pick up our children at the front door of our house. But we choose to drive our children to Little Heart instead. It is twenty mile round trip every day of school.

We feel the quality of education in the smaller school is worth the extra cost and inconvenience of driving them every day.

We feel school consolidation would be a huge mistake.

Please recomend a "NO" vote on SB2333.

Sincerely,

Handwritten signatures of John R. Boehm and Tamela Boehm in cursive script.

John R. Boehm and Tamela Boehm

Dear House Education Committee Members,

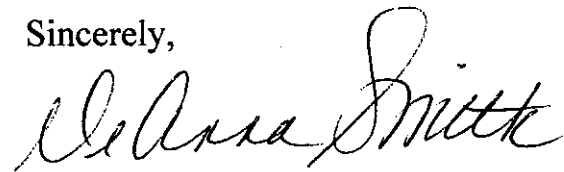
I am writing this letter as a concerned parent to ask you to please vote "NO" on SB2333. It has been my experience through the years that children seem to get lost in the shuffle of the larger schools and many children do not get the kind of attention they need to be successful in school. I like the smaller classroom setting for my child and I like the fact that his teacher is able to really pay attention to his needs. If he is having a difficult time with a subject, we get together and can discuss what needs to be done to resolve the problem. The problem is not pushed aside or discussed at a later date due to the teacher having 20 plus students and does not have the time to handle one particular student.

Another plus to having my son attend The Little Heart School, is that the school is not very far away from our home. It is a quick trip to school and back home again. If any of you farm or have ever lived on a farm I'm sure you can appreciate the convenience of this situation.

My son did spend the first four years of his elementary years at a larger school in Bismarck. The school was overcrowded and our son was just another number. He had to ride one of the largest buses in the Bismarck school district. The violence that happened on some of these buses can stick with a person for a lifetime. I remember a few times when he came home frightened from the bus ride.

Please remember that by having my son attend the Little Heart School District, he is not just a number, he is a name and a face. The change that his father and I have seen in him since the move is absolutely amazing. He is doing very well academically as well as making friends that may last a lifetime. I can only think of many, many reasons to keep schools such as The Little Heart School open, but nothing substantial comes to mind when I think of a good reason to close it. Please help us to keep local control of our educational system!

Sincerely,

A handwritten signature in cursive script that reads "DeAnna Smith". The signature is written in black ink and is positioned below the word "Sincerely,".

DeAnna Smith, parent of Matthew Smith and soon to be student, Allison Smith

March 7, 2005

North Dakota House of Representatives Education Committee

Dear House Education Committee Members,

I urge you to vote no on SB2333. We moved to the area late in the school year of 2004 from the Bismarck area. My son was enrolled in the Bismarck School System before our move to the Little Heart School District. I was disappointed that my son was actually behind in some subjects, such as Math. We had to work to help him catch up so he could start this school year at the same level as the other 4th graders in his class. I do not think this speaks bad of his former teacher, but rather the amount of time she was able to spend with him.

The Little Heart School has no violence, no drugs and a great student-teacher ratio. My son is receiving an educational experience that few children will ever have. I believe that these kids are the future of North Dakota's rural areas. In these days of bigger is better, super stores and dying Main Streets, we should support the Rural Education System. The children in these schools are the future farmers, ranchers, agronomists, veterinarians, mechanics and health care specialists that can keep North Dakota from becoming the buffalo commons. I believe in these kids, and it is time the State of North Dakota did too.

As for the fiscal end of things, we pay our fair share to the larger school districts. It is true that we do not have a sports program, or high paid positions, but that does not make a better education now does it. My father used to say, "It is not what you make, but what you get to keep". The bottom line is if you spend less, you can tax less.

We want a good education for our kids just like any other parents. We want our kids to have values and morals. We want our kids to learn in a nonthreatening environment. The Little Heart School District provides this and more. Where a child attends school is a personal decision. This truly is a local issue.

Please keep these things in mind and send this Bill to the floor with a DO NOT PASS.

Respectfully,



Jesse Smith, parent of Matt and Allison Smith, Little Heart School District #4

Madam chairperson and members of the committee:

We are Dennis and Sherry Gustin from the Little Heart School District of St. Anthony. As parents of three daughters who attended Little Heart Elementary School, we urge you to vote NO on SB2333.

We have been very involved with the education of our children, with Dennis having served on the board at Little Heart Elementary for nine years and Sherry having substitute taught at Little Heart and currently teaching in the Mandan school system. Little Heart provided a very safe, positive environment for our children to learn in and prepared them well for their high school education. All three girls graduated in the top 5% of their class at Mandan High School and were active in extracurricular activities. More importantly, we appreciate the positive character traits that the girls gained while in Little Heart School, traits that include cooperation, willingness to help others, and a good work ethic. We are very pleased that all three of our daughters have indicated that they would like to return to North Dakota after finishing their college education. They credit a large part of their desire to stay in North Dakota is a result of their experiences at a small elementary school, where service, cooperation and a sense of community are as important a part of education as are academics.

With the concerns of our migration of our North Dakota youth, we feel strongly that across North Dakota, students from small elementary schools are not only receiving an excellent education, but also building a desire to stay in and contribute to the state. Our girls received an excellent education at Little Heart Elementary while building positive character traits. We hope that someday our grandchildren will have that same opportunity.

Thank you for your time and consideration.

Dennis Gustin
Sherry Gustin

Re: SB 2333

What will this bill do for education? You claim this bill will not close schools? Why then was it necessary to amend it to exclude districts with over 100 students? Why does it also exclude districts along the Montana border? How can you dictate that some districts must consolidate and not others?

The other day I was told Mandan Junior High has 20% of the students using drugs. Have you checked this out? I'm surely going to check this out before I send our kids to Mandan schools. No, I guess I won't, because I won't have a choice. The legislature will dictate where we send our children. We don't have a drug problem and we don't want to expose our children to one!

You have lawsuits now because of equity. What are you going to have after this land grab?

This is not government of the people, by the people, and for the people.

This bill will dictate to the districts where they will consolidate through a board if they do not start consolidation on their own. This is forced consolidation.

Glen Kuether

Mandan

To: Members of the House Education Committee:

Thank you for taking the time to read this letter concerning SB 2333.

Please Do Not Pass this bill. This bill is detrimental to many people. The children in our small schools will suffer, as well as whole communities.

The people of North Dakota are trying to figure out how to keep the young people from moving out of state. This bill passing would just be another reason to leave. Many young families move to these smaller communities to take advantage of the wonderful education their children receive from the small school setting. Smaller schools provide more one to one attention, as well as little to no peer pressure that is so prevalent in the large schools. There are NO drug problems in the rural schools.

Please consider what you are doing to the children if you allow this bill to pass. These kids are getting a wonderful education. They do not suffer because of the small setting. In fact they are very intelligent and well behaved young people who I'm sure you would be proud to have them represent our great state.

I would invite any of you or all of you to come to our school and see just what a wonderful setting this is for our children.

Please Do Not Pass this bill.

Thank You,



**Julie Schwab, Parent
Sweet Briar School District
3377 County Road 139
Mandan, ND 58554**

Dear House Education Committee,

I am writing to urge you to vote NO to SB 2333, regarding the consolidation of K-8 schools with larger districts. I graduated from Sweet Briar School, a small school that would likely be closed by this bill. I received an education that prepared me to graduate from Mandan High School with a 4.0 GPA, and go on to the University of North Dakota as a UND presidential scholar and North Dakota Scholar. Even though I now teach in Bismarck, I want my future children to have the chance at this same education. So, my husband and I moved back to a rural area to be close to the school. Even though we know we could earn more money out of state, it is important to us to live in a rural area, largely because of the opportunity for our future children to attend a small school.

This bill is not only devastating to rural education, but to the state as a whole. Small schools provide not only an excellent education, but also a sense of community to the area they serve. Like us, many young families are drawn back to rural areas because of this sense of community. Without the school, I believe many people would choose to relocate to urban areas, possibly those out of state. In addition, SB 2333 could mean a loss of 245 teaching jobs in the state. As a graduate of UND with an education degree, I know how difficult it can be to find a teaching job in the state. I was lucky enough to obtain my first teaching job at Manvel Public School, a K-8 district, but many of my fellow graduates were not as fortunate. Although many wanted to stay in the state, they were forced to look elsewhere for teaching jobs. Our universities are graduating more teachers than we have jobs for, and SB 2333 would only make the situation worse. If we want North Dakota to continue to grow and prosper, we need to preserve the reasons that many people choose to live here.

These schools provide an excellent academic and social education, and the negative consequences associated with the passing of SB 2333 far outweigh the money that might be saved because of their consolidation. Please consider the impact this bill would have on the children in rural areas, as well as the impact it would have on the state, and vote NO to SB 2333.

Sincerely,
Mary McHugh

Honorable House Committee,

I am one of the 11 students that go to my K-8 school. This bill should not be passed because I love my school and I have been going to Sweet Briar ever since I was in Kindergarten. My school is great! I get a great education and my teachers make a huge effort not just to teach you the curriculum but to make you look back and remember the things you have been taught. We go on field trips, have holiday programs, and other awesome things. If you vote no to this bill you will be insuring that many kids will be getting a great education.

Kaley Schwab

Sweet Briar School

4060 County Road 83

Mandan, ND 58554

To: North Dakota House Education Committee
RE: SB 2333

Rural Schools and Family Farms

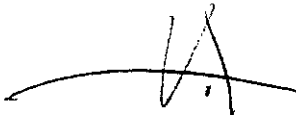
Every two years we find ourselves needing to take time off from work to come to the Capitol to defend something of value that shouldn't be under attack in this state. That something is our small rural school district. What does this small school and a family farm have in common? One of the key things in common is local control, and both an intimate knowledge and vested interest in the local conditions that must be dealt with. Corporate "factory" farms operate without this intimate knowledge and fine-tuned control. They operate under the model of "acceptable losses". How many of our kids are we willing to discard when we ship them on buses for hours to "factory schools"?

The constant attacks by the Department of Public Instruction on small school districts is akin to what would occur if the Department of Agriculture would fight to shut down family farms. Can you imagine something so ridiculous? It could happen. Both occurrences would be fueled by greed and the desire to consolidate power - not in the best interests of producing something of worth.

SB 2333 is designed to eliminate local control and management, and will almost certainly eliminate small neighborhood schools.

I ask you to vote NO on SB 2333, and instead set up a committee to look into abolishing a nuisance agency - the DPI.

Thank you.

A handwritten signature in black ink, appearing to be 'M Luther', with a long horizontal line extending to the left.

Mark Luther
3355 County Road 139
Mandan, ND 58554

RE: SB 2333, March 9, 2005

Dear Members of the House Education Committee,

My name is Katie Luther, and I am concerned about this bill for many reasons, but I will not address all of them today. I am a mother of three children; two have graduated from Sweet Briar School and the third is a kindergartener there this year. We have open enrolled our kids to Sweet Briar since 1994 because it is our neighborhood school and they have received a superior education there.

I am also the **business manager for Sweet Briar School**, and would like to address some of the financial issues.

During the last session a bill was passed that required each school district to maintain a minimum mill levy of 140 mills. Sweet Briar is one of the schools that was unable to reach this level in the two years since the bill passed and I would like to explain why:

Previously (2000-2001), because we had been so careful about spending, we ended a year with an excess fund balance and were penalized by the DPI, and had to return much of the foundation aid they had sent to us. We foolishly interpreted this as encouragement to lower our mill levy that next year. Since the 2003 law we have raised our mill levy each year by the maximum allowed by law which is 18%. We did not have enough time to raise our levy to 140 before the deadline so this year paid a penalty of about \$22,000 of state aid. Right now our mill levy is at 105 and we fully expect to get that up to the 140 minimum. This minimum was supposed to address the equity issues that caused the lawsuit that this bill is blamed on.

The message we are getting is that we have been foolish to accept foundation aid and stupid to be careful about spending and keeping our cost per pupil down. These are the only reasons why our mill levy has been low. If we had known that such an economical approach to quality education would cause our demise we might have made different decisions.

Our entire budget for a year for the Sweet Briar School district is about \$65,000. We have always been extremely frugal, and educated our children in the best possible way, spending only on those things our school board deemed necessary. We don't have hot lunches, school buses, after school programs, sports

7

teams, a janitor, or other programs that are neither necessary nor appropriate in this setting. For this reason we have been able to keep our cost per pupil lower than almost every school district in the state. For the 2003-2004 school year our cost per pupil was \$5,184.

Regarding the high school tuition, **we pay exactly what it costs to educate a student at the high school**, in either Mandan or New Salem. The parents in our district can choose which school they want their student to attend. The tuition is figured by subtracting the foundation aid that follows the student from the actual cost per pupil, and that is what we pay. We are not expecting these high school districts to carry any of the burden of the cost of educating our students and they have been pleased to include our high quality students in their student bodies.

For Sweet Briar to continue to be an effective school, turning out quality students, we must **maintain our own school board**. We have a school board member in our school classroom nearly every day because the members of the school board are the parents of the kids that attend. This enables us to address every issue as soon as it arises and vastly increases the efficiency of our district. If we become part of a larger, distant school district their school board would be over burdened by this type of management style and we would rapidly see a decline in quality of care for our school and our students.

Please do not force us to lose this way of life, by forcing us to consolidate with another district. Please allow other avenues to address the so called equity issue. Please vote **DO NOT PASS** on SB 2333.

Thank you very much for taking the time to read this and I would be pleased to address any questions you might have.

Katie Luther

663-2720

Email: sagejct@juno.com

March 8, 2005

Dear Committee Members,

I am Stephanie Nottestad, my husband, David and our three daughters live 14 miles west of Mandan. We have had the pleasure of sending our girls to Sweet Briar and ask you to please vote NO on SB #2333. Everytime I think about this bill, I honestly become angry because every two years we have to fight the same battle and I wonder why no one cares about the children. The supporters of this bill can not tell me they are thinking of the children. They only think about the mighty dollar.

I wish just once they would walk a day in the life of a child. Our children do not have to be afraid of school. There is no abuse from other students, no drugs, no alcohol, no foul language, no sexual immorality, no growing up before their time. What has this world done to our children and instead of trying to make it better, we want to over crowd the schools so more of this can occur and we have more messed up kids.

I have one daughter who has graduated from Sweet Briar and attends highschool in Mandan. She is faced with these issues on a daily basis, the difference is she did not have to deal with this when she was young and we were able to focus on learning and teaching her morals and the care of other student and the ability to say no and be strong and to understand that those things are wrong.

Bigger is not better.... I think the school shootings in the years past has proven that.

The education provided at small schools can not be beat. I actually know the teacher personally. I know what my children are learning and I have a say with the school board, which I would never have in a large setting. When I attend my oldest daughters conferences, because she is an A<B student the teachers don't even know her or have anything to say about her. I feel like they wonder why I even bother to show. I care about my daughters and their future and their education. I want to have a choice, and our choice is to live in rural ND and send our girls to a one room country school just like their grandparents attended and their great-grandmother taught in. Please think of the children and the future of this country. Thank you for listening. We are praying for you.

Sincerely


Stephanie Nottestad

Honorable House Committee,

We are two students that go to Sweet Briar School a K-8 school. We would very much appreciate it if you would not pass this bill. We love the students, teachers, and the education we get here. Passing this bill would be taking this away from us. Our teachers are great and they don't deserve to lose their job.

Everyone in our school is very close and it's sad to think that if this bill passes we'll be separated in many ways. So PLEASE do not pass this bill.

Shelby Nottestad and Denyle Emineth

Grade: 7th and 8th

4060 County Rd. 83

Mandan, ND 58554

March 9th, 2005

Ladies and Gentlemen of the House Education Committee,

I would like to thank you for the opportunity to address you as to my feelings about SB2333. This bill deals with an issue that is deeply personal to me and many others in North Dakota and the surrounding states. I strongly feel that SB2333 will have a very large adverse effect not only on the children who attend public school in North Dakota, but also on our rural economy.

I had the great privilege of growing up in Yellowstone School District #14, located in McKenzie County. This is one of the school districts that would be directly affected by SB2333. I, along with my classmates, attended kindergarten through eighth grade at East Fairview School and then attended high school at Fairview High School on the Montana side of Fairview. If this bill is passed, this will no longer be an option to the students coming out of East Fairview.

The reason that this option would no longer be a viable option for the students of this district is due to one clause in this bill that states: students may attend a neighboring school district, including a district in a neighboring state. However, this bill also goes on to state that: payments from the state tuition fund will follow the student, unless the chosen district is in a bordering state. This provision means that instead of having to travel an additional eight blocks for high school, these students would then have to travel an additional 20 miles to either Alexander or Trenton, unless their parents pay their tuition out of their own pockets while still having to pay their mill levy taxes in their assigned North Dakota school district. This extra travel means that these students would have to be on a bus for upwards of 3 ½ hours per day. When combined with the time they spend in school, this would equate to our children spending up to **55 hours per week** just going to school. This is absolutely absurd. Most employers do not ask their employees to work much over 40 hours per week to support their families. With this being said, how can we possibly even consider asking our children to spend a combined total of **55 hours per week on a bus and in the classroom.**

This bill also will mean that we as a state are taking a step backwards in our ongoing efforts to rebuild and rejuvenate our rural towns and rural economies. By forcing the consolidation of these school districts, we are also taking steps to eliminate jobs and businesses in communities that can ill-afford to lose even one job, much less an entire business. This bill will also discourage people from moving back to rural North Dakota. It is a proven fact that one aspect parents look at when choosing a community to move into is the distance to and the quality of the local school. I ask you, would you move to an area where the closest school for your children was twenty or more miles away? This bill is about more than just forcing schools to consolidate. SB2333 is about the very survival of many of our rural economies.

School districts in this state have a proven track record of consolidating on their own. The issue of consolidation is a very touchy and emotional issue. Since 1945 more than 1800 school districts have consolidated to form the current 213 districts we have today. I urge this committee to allow the local school boards and the voters of the local school districts to make these consolidation decisions if or when their districts find that they can no longer continue to operate and educate our children in an efficient and cost effective manner.

I thank you again for your time and attention and I emphatically urge you to **vote no on SB2333.**

Sincerely,



Steven Finsaas
Agricultural Loan Officer
Stockman Bank of Montana, Sidney office
Resident of Yellowstone School District #14
McKenzie County, North Dakota

Judy L. Zins
3955 73rd St.
Flasher, ND 58535

March 4, 2005

North Dakota House Education Committee
Capitol Building
Bismarck, ND 58504

Testimony on SB 2333

To the Honorable Members of the House Education Committee:

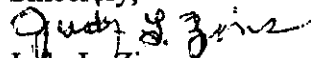
I have held many positions in the field of education – teacher, principal, school board member, consortium coordinator, county superintendent – but none were as important to me as a teacher of government classes. It is with this in mind that I urge you to “do not pass” SB 2333. Our forefathers, 216 years ago, recognized that government was best when it was “by the people.” Our great grandfathers also recognized this over 100 years ago, when they established the public education system in North Dakota and gave school boards broad powers to “establish for all children of legal school age residing within the district, a system of free public schools and to organize, establish, operate, and maintain such elementary and high schools as it may deem requisite and expedient.”

By these words, control over the establishment and dissolution of school districts, whether elementary or high school, was given specifically to local boards. Our ancestors believed in the Constitutional principle of “we the people” so much that they gave control of education to local boards rather than to the state. They knew that there was nothing more important to people than the education of their children and they should be the authorities on what that education should entail.

Over the years, many elementary districts have been dissolved by the local decision of their school boards. The system works. Why not let nature take its course. When there is not enough money to continue to operate an elementary district or when their children are no longer receiving a quality education, the local board will make that tough decision to close the school. That decision does not need to be made by the state against all constitutional intent.

Thank you for your time.

Sincerely,


Judy L. Zins

TO THE HOUSE EDUCATION COMMITTEE

WE WOULD LIKE YOU TO VOTE NO ON SB 2333.

OUR THREE CHILDREN GRADUATED FROM LITTLE HEART SCHOOL. OUR OLDEST DAUGHTER HAD A LEARNING DISABILITY, BUT WITH A SMALL CLASSROOM SETTING AND ONE ON ONE HELP, SHE WAS PREPARED FOR HIGH SCHOOL AND GRADUATED IN 2003. SHE'S NOW GOING TO A BUSINESS COLLEGE, AND MADE IT ON THE DEAN'S LIST.

WE HAVE GREAT TEACHERS, THAT TAKE THE TIME AND HELP EACH INDIVIDUAL CHILD. WHICH MEANS THERE'S NO CHILD LEFT BEHIND!

WE HAVE NO PROBLEMS WITH DRUGS, SMOKING ETC.... THAT IS SOMETHING TO BE PROUD OF COMING FROM A SMALL SCHOOL. THE KIDS ACHIEVE THE GOALS THAT THEY SET FOR THEMSELVES.

WE'RE HOPING THAT ALL THE SMALL SCHOOLS STAY OPEN, SO MORE KIDS HAVE THE OPPORTUNITY THAT OUR KIDS HAD.

SO PLEASE VOTE NO ON BILL SB 2333!!!!

SINCERELY YOURS


RUTHIE FISHER

To: All N.D. Legislature Members

From: Tom & Marie Weinberger
1910 Co. Rd. 137
Mandan, ND. 58554

Dear Legislative Members,

We are writing to you about our concerns on Senate Bill 2333. This bill is a great injustice to the American way of life. It takes away our freedom of choice and our local control of our children's education.

We are the proud parents of 3 children, 2 of which are in the Mandan Senior High School and who have graduated from the K-8 school at Little Heart, and a sixth grader who is currently going to Little Heart Elementary in St. Anthony, N.D. Our concerns are that if you pass this bill, our son who is 12 will more than likely end up in the Junior High in Mandan, because the Mandan District will more than likely close or financially starve our small K-8 school.

For those of you who have children or even grandchildren this age we would like to ask you this question,

Let our children grow up to make
the right decisions that they will
need in their life to succeed with
the help of their parents and teachers,
not law officers and parole officers.
Let them grow up to succeed in their
life, like you have in yours.

Sincerely,
Tom & Marie Weinberger
Proud parents of
Tom Jr. - 12th grade
Stephane - 11th grade
& Jacob - 6 grade.

March 7, 2005

Dear Legislators Members
of North Dakota:

I believe the Little Country Schools of
North Dakota and the Saint Anthony Area
should be kept open.

The City Schools are overcrowded already.
The Country Children do real well in the
smaller Schools. There are less children in
a school room. The Teacher can take more
time with each child. And they can pick
up on the subjects quicker and learning
is easier.

I know! I was taught at a Country
School.

We are opposed to The S.B. 2333 Bill

Miss Erna Schmidt
5290 Co Rd 81
Mandan, N. D. 58554

Jerome Pool
701-336-7468

Madam Chairman Members of
the Committee thank you for letting
me testify on Senate Bill 2333

It seems strange that our state
would want to take away ~~the~~ local
control of small districts and put
it into the hand of larger
districts. I don't see the
advantage of bigger government.

Almost anyone will tell you
that students of smaller schools
get a good gen education as
anyone. In fact I had
someone tell me that our
children had an advantage ~~over~~
theirs in the large school
system because of only 4 or 5
students per class the teacher
had more time for each individual
need. Something like Sullivan
learning center. I suppose some
would like to take this
advantage away. So we could
be equal. Is this what we
hear talked about when we say
be fair.

Of Quality education is not a factor. Money is. We have to be fair and pay equal taxes. Remember fairness is all in the eye of the beholder.

Because not everyone gets the same benefit. Some might live 25 miles from school. This student has to put as much as 2 hrs or more into their school day. is that fair every time there is an event at school look at the extra driving expense these are what I would call hidden taxes or expenses.

When this whole idea of real estate taxes for education was started distance made a difference. Some districts had 4 or 5 schools they tried to locate them in the center of the portions. This is what they called fair.

Since this time rural areas have become more sparsely populated so schools & some districts have consolidated but much control is still ^{usually} local.

local control can be much more efficient because of volunteer help and a community attitude.

I remember years ~~back~~ when as a school Board Member we'd install windows, work furnaces, sewers, lights whatever. of course this keeps the cost of education lower. Now we have districts looking and saying ^{their} ~~own~~ taxes are lower and they have some money. we want ~~some~~ some of that. Not really realizing how that happened.

Forcing districts to be part of a high school district will do nothing for education getting all the money in one big pot ~~that~~ will not lower the cost of education or make it better.

D.P.T. say you don't have to close schools but it is evident what happens to pay scales.

that Cook, that janitor, that teacher. Bus driver that were willing to help out a community are gone the cost of education in that small school will skyrocket

the district say we can't afford to educate at that price (this is exactly what happens) when we lose local control.

we don't desire the million dollar buildings we don't ~~care~~ care to send our kids far miles to play golf. Bowling all the other things we are interested in a good basic education. we pay the total cost of the High School districts of what they want to charge to educate High School students.

the fact is our Rural Areas can't support a lot of students. that's the reason our taxes can be lower.

It seems strange to me out of one side we say support Rural N.D. out of the other side we say tax them higher. I feel fairness is measured in more ways than money.

Michelle Gust
1720 Lilac Lane
Bismarck, ND 58501
701.471.2236

Dear Members of the House Education Committee,

My name is Michelle Gust and I am currently the third grade teacher at Apple Creek School. I graduated from the University of Mary in December 2004 and started my teaching career after the Christmas Break. I am writing to inform you of why I oppose the Senate Bill 2333.

Our school has five full time teachers in five separate classrooms. Our small student-to-teacher ratio is what makes our school so admirable to many parents and community members. In my classroom I have nine students and seven computers. The activities that I conduct in my classroom that provide my students the quality education they deserve are abundant. I am currently in the process of teaching my students how to create a PowerPoint Presentation. I had the students pick a state to research and then each student will put their information into a PowerPoint. The only way that it is possible for me to teach my students a concept like this is because of my small class and the number of computers based on the number of students. I feel that I have a very dynamic class. Every student that is in my class benefits from the small class size. Since I have a smaller class I am able to keep most of my students in the general classroom for a majority of the time. They are not being "pulled out" of my room for special services like they would be in a larger school. I am able to give them the one-on-one time and commitment they need to succeed in school. Although my class has many challenges facing them, the students fit together like a team. They help each other out, encourage each other, and learn from their peers. If my students are sent to a larger school with more students per grade they may not get the quality education they are currently receiving.

In our school we have 100% parent participation at Parent/Teacher Conferences. Our parents are always willing to give the teachers, staff, and school board assistance in anyway they can. Every year we have volunteer days in which the parents and community members give up a weekend to come to the school and help make improvements. Our school also utilizes the joint powers agreement and we are part of a multi-district special education unit.

I feel that if the tuition formula is wrong, fix the formula. It is unfair to the students to make them lose their school because of the formula. Forcing consolidation would mean loss of local control for the community of Apple Creek and others around the state. The country schools we have in the state are what make North Dakota unique. We have parents that are from outside our district that open enroll their children to our school. Our school is growing on a yearly basis. Last year we had 44 students and this year there are 51. The number of students for next year could range near 60.

In closing, I would like to thank you for your time in reading my letter. I hope you were able to see the good qualities that our school and students have to offer. Please feel free to call me with any questions or comments. Thank you again for your time and consideration.

Sincerely,



Michelle Gust
Third Grade Teacher
Apple Creek School

Please circulate!

Thanks

25

We, the undersigned, do not want our K-8 grade schools, or rural elementary schools, or schools with less than 100 students, to be forced, by legislation, to consolidate with any larger school districts or any high school districts.

Signature	Name (printed)	Residential Address	Zip Code	Date
<i>Dawn Olson</i>	Dawn Olson	4645 Co. Rd. 86 Almont, ND	58520	3-4-05
<i>Julie Witt</i>	Julie Witt	5245 41st Ave. New Salem ND	58563	3-4-05
<i>Nancy Doll</i>	NANCY DOLL	5080 53 St Almont	58520	3-4-05
<i>Dennis Doll</i>	Dennis Doll	5080 53 St Almont	58520	3-4-05
<i>Marcy Donner</i>	Marcy Donner	402 North 5th Street	58563	3-4-05
<i>Kim Willman</i>	Kim Willman	PO Box 154 Almont ND	58520	3-4-05
<i>Judith Handegard</i>	Judith Handegard	P O Box 98 Almont ND	58520	03-04-05
<i>Lester Feland</i>	Lester Feland	5385 County Rd 86	58520	3-5-05
<i>Rod Nelson</i>	Rod Nelson	4905 44th St.	58520	3/6-05
<i>Pat Feland</i>	Pat Feland	5315 County Rd. #86	58520	3/6-05
<i>Faci Nelson</i>	Faci Nelson	4905 44th St - Almont	58520	3/6/05
<i>Donna Johnson</i>	DONNA JOHNSON	4145 Co Rd #86 - ALMONT, ND	58520	3/6/05
<i>Joel Johnson</i>	Joel Johnson	4145 Co Rd. 86 Almont, ND	58520	3/6/05
<i>Lorna R. Bender</i>	Lorna R. Bender	110 Maryland St., Bismarck, ND	58504	3-6-05
<i>Kelly Heid</i>	Kelly Heid	400 DAK AVE. Almont, ND	58520	3-6-05
<i>Todd Heid</i>	Todd Heid	" " " "	" " " "	3-6-05
<i>Carol Ritz</i>	CAROL RITZ	208 BURT AVE	58520	3-6-05
<i>Roman Petersen</i>	ROMAN PETERSEN	209 Hyde Street, Almont ND	58520	3-6-05
<i>Gail Schmidt</i>	Gail Schmidt	3533 32 Ave SE, Dawson, ND	58428	3-6-05
<i>Leona Schraaf</i>	Leona Schraaf	4450 County Rd 88, Shellville	58631	3-6-05
<i>Ivar Handegard</i>	IVAR HANDEGARD	Box 98 ALMONT	58520	3-6-05
<i>Heather Handegard</i>	Heather Handegard	Box 98 Almont	58520	3-6-05
<i>Vicki L. Olson</i>	Vicki L. Olson	304 Margaret Street, Almont	58520	3-6-05
<i>Allison Olson</i>	Allison Olson	900 Adobe Trl. Apt B1 mandan	58554	3-6-05
<i>Bruce Olson</i>	Bruce Olson	Almont ND	58520	3-6-05

There were 92 of these petitions turned in - 3/12/05