



Oakes Public School 2022

**THREE- AND FIVE-YEAR
PLAN**



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INTRODUCTION

THREE AND FIVE-YEAR PLANNING REQUIREMENTS

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

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

SAMPLE NOTICES

NOTICE OF PUBLIC DEMOGRAPHIC PLANNING MEETING

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

*The **Oakes Public** School Board invites the public to participate in a school demographic planning meeting to fulfill requirements under NDCC 15.1-07-26. This open public meeting will be held on **June 10, 2022 at 7am at the Oakes Public School Conference Room**. At this forum, the school board will discuss and receive public input on how three- and five-year demographics may impact academic and extracurricular programs, instructional and administrative staffing, facility needs and utilization, district tax levies, and the district's strategic plan.*



NOTICE OF PLAN COMPLETION

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

North Dakota Century Code 15.1-07-26 requires the board of each school district conduct long-term planning during each even-numbered year. The Board of the **Oakes Public School District** has completed this process and prepared a report. This report is available at **Oakes Public School Central Office** or upon request by contacting: **Superintendent, David Goetz, 701-742-3234.**

FALL ENROLLMENT TRENDS

HOW SHOULD THE DATA BE USED?

They should be used to guide program, service, resource, facility, and staff allocation planning over the next three and five years.

Enrollment by Category	Enrollment 2021-22	1 Year	3 year	5 year
		2022-23 Projected Enrollments	2025-26 Projected Enrollments	2027-28 Projected Enrollments
Pre-K	25	30	30	30
Kindergarten	35	33	20	25
Grade One	40	35	28	13
Grade Two	49	40	33	20
Grade Three	28	49	35	28
Grade Four	31	28	40	33
Grade Five	45	31	49	35
Grade Six	36	45	28	40



Enrollment by Category	Enrollment 2021-22	2022-23 Projected Enrollments	2025-26 Projected Enrollments	2027-28 Projected Enrollments
Grade Seven	46	36	31	49
Grade Eight	36	46	45	28
Grade Nine	49	36	36	31
Grade Ten	40	49	46	45
Grade Eleven	40	40	36	36
Grade Twelve	28	40	49	46

Enrollment by Category	Enrollment 2021-22	2022-23 Projected Enrollments	2025-26 Projected Enrollments	2027-28 Projected Enrollments
K-6 Total	264	261	233	194
7-8 Total	82	82	76	77
9-12 Total	157	165	167	158
K-12 Total	503	508	476	429

Source: PowerSchool



STUDENT ASSESSMENT DATA

Law requires students to take three types of assessments. Results from the past three years of these exams should be reported below.

HOW SHOULD THE DATA BE USED?

Review of assessment results may help identify areas where additional programs, courses, student support services, and/or teacher professional development are needed. These data may also assist with goal setting.

NORTH DAKOTA STATE ASSESSMENT

(Required by [NDCC 15.1-21-08](#))

PERCENTAGE OF PROFICIENT AND ADVANCED STUDENTS IN ENGLISH LANGUAGE ART (ELA)

Grades	2018-19		2019-20		2020-21	
	ELA		ELA		ELA	
Third	D: 63%	S: 48%	D: 63%	S: 48%	D: 39%	S: 39%
Fourth	D: 58%	S: 45%	D: 58%	S: 45%	D: 49%	S: 38%
Fifth	D: 59%	S: 47%	D: 59%	S: 47%	D: 68%	S: 46%
Sixth	D: 63%	S: 49%	D: 63%	S: 49%	D: 58%	S: 45%
Seventh	D: 68%	S: 46%	D: 68%	S: 46%	D: 48%	S: 39%
Eighth	D: 83%	S: 51%	D: 83%	S: 51%	D: 78%	S: 49%
Tenth	D:	S: 47%	D: 49%	S: 47%	D: 53%	S: 40%
Eleventh	D: 49%	S: 44%	D:	S: 44%	D:	S: 44%

D= District average S=State average



PERCENTAGE OF PROFICIENT AND ADVANCED STUDENTS IN MATH

Grades	2018-19		2019-20		2020-21	
	Math		Math		Math	
Third	D: 58%	S: 49%	D: 59%	S: 49%	D: 49%	S: 48%
Fourth	D: 65%	S: 43%	D: 65%	S: 43%	D: 36%	S: 36%
Fifth	D: 75%	S: 48%	D: 75%	S: 48%	D: 55%	S: 42%
Sixth	D: 64%	S: 47%	D: 65%	S: 47%	D: 55%	S: 39%
Seventh	D: 60%	S: 40%	D: 55%	S: 40%	D: 39%	S: 38%
Eighth	D: 68%	S: 47%	D: 68%	S: 47%	D: 45%	S: 38%
Tenth	D:	S: 30%	D: 30%	S: 30%	D: 45%	S: 28%
Eleventh	D: 30%	S: 33%	D:	S: 33%	D:	S: 28%

D= District average S=State average

PERCENTAGE OF PROFICIENT AND ADVANCED STUDENTS IN SCIENCE

Grades	2018-19		2019-20		2020-21	
	Science		Science		Science	
Fourth	D: 69%	S: 64%	D: 68%	S: 64%	D: 45%	S: 41%
Eighth	D: 89%	S: 64%	D: 90%	S: 64%	D: 75%	S: 51%
Eleventh	D: 60%	S: 60%	D: 60%	S: 60%	N/A	N/A

D= District average S=State average

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

(Required by [34 C.F.R 200.11](#))

Grades	2017				2019			
	Reading		Math		Reading		Math	
Fourth	S: 222	N:221	S: 244	N:239	S: 221	N: 219	S: 243	N: 240
Eighth	S: 265	N:265	S: 288	N:282	S: 262	N: 263	S: 286	N: 281

S: State average N: National average



ACT RESULTS FOR HIGH SCHOOL JUNIORS

(Required by [NDCC 15.1-21-19](#))

Test Type	2018-19		2019-20		2020-21	
ACT	D: 18.32	N: 19.33	D: 19.69	N: 19.58	D: 18.17	N: 19.15

D: District average N: National average

Source: SLDS & www.insights.nd.gov



APPROVAL, ACCREDITATION, AND CURRICULAR OFFERINGS

APPROVAL AND ACCREDITATION

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

- The school district is accredited through Cognia. State law requires each school board to invite the public to participate in a planning process. Law requires students to take three types of assessments. Results from the past three years of these exams should be reported Above.

AP AND DUAL CREDIT COURSES

List all AP and dual credit courses offered.

Name of Course	Enrollment 2021-22	2022-23 Projected Enrollments	2023-24 Projected Enrollments	2024-25 Projected Enrollments
College Composition	10	18	10	20
College Algebra	4	8	5	10
Psychology	11	8	7	10
Sociology	0	4	4	6
Medical Terminology	5	10	6	8
Humanities	2	6	4	5
Fundamentals of Public Speaking	3	2	2	5
AP Calculus	2	0	2	4



ADDITIONAL HIGH SCHOOL UNITS OFFERED

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

Name of Course	Enrollment 2021-22	2022-23 Projected Enrollments	2023-24 Projected Enrollments	2024-25 Projected Enrollments
Auto Tech	8	10	10	10
Physics	0	2	2	2
Spanish I	28	13	15	15
Spanish II	6	13	8	8
Advanced Biology	6	0	5	5
Drawing	0	11	12	10
Sculpture	11	11	12	10
Psychology	22	21	20	20
Economics	22	21	20	20
Choir	28	22	25	28
Child Development	0	0	0	0
Parenting	0	0	0	0
Entrepreneurship	20	22	20	20
Mobil Applications	0	1	2	2
Intro to Cybersecurity	0	1	2	2
Band	33	27	30	35
Law & Justice	19	25	20	20
Academic Community Service Learning	5	0	0	0
Weight Training	15	22	18	18
Outdoor Recreation	16	27	18	18
Ag Science	14	25	20	20
Ag Mechanics	12	12	15	12
Ag II	17	15	15	15
Ag I	37	31	30	30
Mass Media	0	0	0	0



EMT I	14	13	14	14
EMT II	20	20	20	20
JET	5	6	8	8
Vet Science	0	5	5	5
Human Anatomy	0	0	0	0
Drivers Ed	45	36	45	36
Chemistry	31	17	30	25

CURRICULUM QUESTIONS

- Based on enrollment projections, will the district have the staff and resources necessary to offer all required elementary and middle school instruction ([NDCC 15.1-21-01](#)) and required high school units ([NDCC 15.1-21-02](#)) in the next year? Three years? Five years? If no, list possible solutions.
 - Yes
- Does the district plan to eliminate or offer additional AP and/or dual credit courses in the next year? In three years? In five years? How will this impact district planning (staffing, budget, etc.)?
 - Administration is yearly reviewing AP and dual credit courses. The school will continue to use qualified staff to offer in house AP and dual credit courses as possible. Classes that are not able to be offered in house will be offered through distance learning. As numbers remain low in these classes, the financial impact should remain low.
- Are there non-mandatory high school units being offered that should be eliminated or expanded? If yes, explain why and develop timeline.
 - No
- Are there new high school units that the district plans to offer in the next year? Three years? Five years? How will this impact district planning (staffing, budget, etc.)?
 - There are no new classes currently being reviewed to add new to the high school. New high school units are added according to student needs and availability of distance learning opportunities if staffing is not able to cover the classes.



STUDENT SERVICES AND SUCCESS INDICATORS

STUDENT SUCCESS

Services <i>Unless Otherwise Specified, Services are Optional</i>	Currently Offered		Number of Students Utilizing Service		
			K-6	7-8	9-12
Adult education	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	N/A	N/A	
Athletics	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No			
	If yes, list:	<input type="checkbox"/> Co-op	35	28	41
	1. Football	<input type="checkbox"/> Co-op	30	17	31
	2. Volleyball	<input type="checkbox"/> Co-op	20	14	19
	3. Girls Basketball	<input type="checkbox"/> Co-op		B – 14 G - 11	B – 20 G - 19
	4. Boys/Girls Track	<input type="checkbox"/> Co-op	70	11	18
	5. Wrestling	<input checked="" type="checkbox"/> Co-op		1	3
	6. Girls Golf	Co-op w/ SC & NS			25
	7. Baseball	<input type="checkbox"/> Co-op	35	21	23
	8. Archery	<input type="checkbox"/> Co-op	13	19	26
	9. Boys Basketball	<input type="checkbox"/> Co-op		15	8
10. Boys Golf	<input type="checkbox"/> Co-op				
Chemical abuse prevention/dependency counseling	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No			
School-sponsored student organizations (e.g., honors society, yearbook, student newspaper, etc.)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No			
	If yes, list:				13
	1. Honor Society			6	21
	2. Student Council				



	3. Yearbook				4
	4.				
	5.				
	6.				
	7.				
	8.				
	9.				
	10.				
Counseling (required by NDCC 15.1-06-19)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	264	82	157
Distance education	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No			5
Early childhood education	<input checked="" type="checkbox"/> Yes (Special Education) If yes, how many students?	<input type="checkbox"/> No	13		
Gifted and talented program	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No			
Kindergarten (required by NDCC 15.1-22-01)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	35	N/A	N/A
	<input checked="" type="checkbox"/> Offered in District <input type="checkbox"/> District pays for students to attend kindergarten in another district (list):				
Library/media	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	264	82	157
Other extracurricular or co-curricular activities (e.g., debate, speech)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No			
	If yes, list:	<input type="checkbox"/> Co-op		2	7
	1. Speech	<input type="checkbox"/> Co-op		17	9
	2. Drama	<input type="checkbox"/> Co-op		83	38
	3. FCCLA	<input type="checkbox"/> Co-op		86	126
	4. FFA	<input type="checkbox"/> Co-op			19
	5. HOSA	<input type="checkbox"/> Co-op			5
6. SKILLS	<input type="checkbox"/> Co-op				



	7. DECA	<input type="checkbox"/> Co-op			17
	8. Band	<input type="checkbox"/> Co-op		30	33
	9. Choir	<input type="checkbox"/> Co-op		78	28
	10.	<input type="checkbox"/> Co-op			
School resource officer	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	264	82	157
Social worker	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No			
Special education (required by NDCC 15.1-32-08)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	35	4	4
	<input checked="" type="checkbox"/> District participates in Sheyenne Valley Special Education Unit				
Student performance strategist (required by NDCC 15.1-07-32)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	112		
Transportation (regular education)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	220	45	25

QUESTIONS ON STUDENT SERVICES

1. Is the district providing all required services?
 - Yes
2. How might three- and five-year demographic projections impact services offered?
 - The goal is to always maintain as many student services as possible. This gives our students the greatest chances to explore more future opportunities.
3. Are there optional services that the district should eliminate, add, or consider co-oping with a neighboring school district?
 - Administration is exploring softball in the future. This has been presented as a co-op possibility from a Sargent County school.



STUDENT INTERVENTIONS AND REMEDIATION

PERCENTAGE OF STUDENTS PARTICIPATING IN RESPONSE TO INTERVENTION PROGRAMS

2018-19 School Year	2019-20 School Year	2020-21 School Year
All Students	All Students	All Students

PERCENTAGE OF STUDENTS TAKING REMEDIAL COURSEWORK

2018-19 School Year	2019-20 School Year	2020-21 School Year
1	1	1

PERCENTAGE OF STUDENTS REQUIRED TO REPEAT A GRADE

2018-19 School Year	2019-20 School Year	2020-21 School Year
1	1	1

DROPOUT RATE (REPORT AS A PERCENTAGE)

2018-19 School Year	2019-20 School Year	2020-21 School Year
4	0	3

TOTAL ABSENCES

2018-19 School Year	2019-20 School Year	2020-21 School Year
5%	3%	9%

SUSPENSIONS AND EXPULSIONS

2018-19 School Year	2019-20 School Year	2020-21 School Year
38	13	42



STUDENT INTERVENTION AND REMEDIATION QUESTIONS

1. What are the trends in these data?
 - Trends remain low with the exception of last year due to COVID.
2. How will these trends impact student support programs and services in the next year? In three years? In five years?
 - The district is always looking for ways to improve these areas even though our numbers remain low. When the district moved to PCBL, it increased our learners' interventions as each learner is on an individual plan. The district hired a SRO to help with the rising numbers of behavior issues.

STUDENT SUCCESS INDICATORS

HIGH SCHOOL GRADUATION RATES (REPORT AS PERCENTAGE)

Year	District %	State %
2020-21 graduation rate	94%	87%
2020-21 graduates receiving alternative diploma	0	N/A
2021-22 projected graduation rate	95%	N/A
2021-22 graduates projected to receive alternative diploma	0	N/A

COLLEGE ENROLLMENT RATE FOR HIGH SCHOOL SENIORS

2018-19 School Year	2019-20 School Year	2020-21 School Year
65%	66%	65%

STUDENT SUCCESS INDICATORS QUESTIONS

1. What are the trends in these graduation rates? What changes in programs, curriculum, or services may be driving these trends?
 - Graduation rates have been steady. Even though these numbers are high, we are always reviewing and monitoring options to grow to 100% graduation rate.
2. What are the college enrollment rates trends? Are there factors that may explain these trends? How might these trends impact course offerings in the future?
 - Enrollment to college has been steady. We continue to see a number of students who choose to enter into the workforce right out of high school. As the number of



students who go directly into the workforce stays high, we will continue to look at opportunities through the CTE center in town.

3. How should these data inform short and long-term district goals?

- The district needs to continue to explore further opportunities to grow college, military, or work ready learners. The district will need to continue to help guide students into professions they select and help students explore these opportunities.



DISTRICT FINANCIAL DATA

GENERAL FUND REVENUES, EXPENDITURES, AND BALANCES

Year	Revenues	Expenditures	Balances
2018 to 2019	\$5,549,587.15	\$5,565,427.94	\$1,202,904.10
2019 to 2020	\$5,672,873.98	\$5,807,315.29	\$1,165,940.87
2020 to 2021	\$6,081,966.41	\$6,285,274.65	\$947,191.61
2021 to 2022 (Estimated)	\$6,467,168.66	\$6,465,499.46	\$948,860.81
2022 to 2023 (Projected)	\$6,162,848.88	\$6,353,085.18	\$758,624.50

EXPENDITURES/STUDENTS

Year	General Fund Expenditures	Students	Expenditures/Students
2018 to 2019	\$5,565,427.94	490	\$11,358.02
2019 to 2020	\$5,807,315.29	498	\$11,661.28
2020 to 2021	\$6,285,274.65	500	\$12,570.55
2021 to 2022	\$6,465,499.46	503	\$12,853.88
2022 to 2023 (Projected)	\$6,353,085.18	508	\$12,506.07



MILL LEVIES

Year	General	Misc.	Special Reserve	Tuition	Building	Sub-Total	Excess Mills	Total	Totals
2018 to 2019	63.01				17.21			80.22	
2019 to 2020	63.67				17.10			80.77	
2020 to 2021	62.49				16.78			79.27	
2021 to 2022	65.94				18.55			84.49	
2022 to 2023 (Projected)	66				20			86	

See [NDCC Sections 57-15-13, 57-15-14.2, 57-15-16](#)

STATE/FEDERAL AID AND OTHER REVENUE SOURCES

School Year	Amount		
	State	Federal	Other Revenue Sources
2017-18	\$3,836,359.82	\$176,850.55	\$103,697.34
2018-19	\$3,823,979.07	\$166,978.78	\$77,362.81
2019-20	\$3,923,567.03	\$207,135.96	\$52,875.20
2020-21	\$4,105,546.06	\$468,785.05	\$49,755.69
2021-22 (projected)	\$4,241,883.43	\$154,699.00	\$58,375.00

DISTRICT FINANCE QUESTIONS

1. What are the financial trends of the district?

- The financial trends of the district are showing signs of decreasing carryover funds. The district will need to monitor this decrease and possibly increase tax mills. Currently the district can levy up to 70 mills in the general fund, 12 miscellaneous mills, and 3 special reserve mills. The additional money these mills will roughly generate is \$423,187. In addition, 5 mills can be levied under the safety plan which could help cover the cost of our SRO. Currently, the district has



two bonds against the building fund. These bonds will be expiring in 2024 and 2026.

2. What are the future financial challenges for the district?

- The district is faced with updates and repairs needed to district buildings. Underground plumbing, windows in the high school, science floor structural repair, HVAC, etc. are in need of updating.

3. What steps should be taken now, and in the future, to meet the short- and long-term financial needs of the district?

- The district is going to need to continue to monitor salary increases and be wise to the state increasing amounts. The district may want to start slowly increasing mills until the state catches back up to the shortfalls of previous years where the state increases were 0% to 1% to the per pupil payment. The administration is continually reviewing staffing needs and is adjusting accordingly. If the district numbers do start to decrease, this will result in decreasing staffing needs. The district will continue to look for any and all grants to help cover different costs to the district.



STAFFING

FTE INSTRUCTIONAL STAFF

Grade Level Served	Current FTEs	Projected		
		2022-23	2023-24	2024-25
K-6	25	24	24	24
7-8	5.4	5.4	5.4	5.4
9-12	12.6	12.6	12.6	12.6

FTE SUPPORT STAFF

Support Staff Positions	Current FTE			
	K-6	7-8	9-12	Total
Food Service				5
Maintenance				6.5
Aides				4.8
Secretarial/ clerical				3
Transportation				6.5
Extracurricular				1
Other				1



Support Staff Positions	Projected											
	2022-23				2023-24				2024-25			
	K-6	7-8	9-12	Total	K-6	7-8	9-12	Total	K-6	7-8	9-12	Total
Food Service				5				5				5
Maintenance				6.5				6.5				6.5
Aides				4.8				4.8				4.8
Secretarial/ clerical				3				3				3
Transportation				6.5				6.5				6.5
Extracurricular				1				1				1
Other				1				1				1

ADMINISTRATIVE STAFF

Grade Level Served	Current Staff	Projected		
		2022-23	2023-24	2024-25
K-6	1.3	1.3	1.3	1.3
7-8	0.67	0.67	0.67	0.67
9-12	1	1	1	1



STAFFING QUESTIONS

1. Does the district need to adjust staffing levels for next year? In three years? In five years?
 - Yes
2. If yes to question 1, which staffing areas will need to be changed (instructional, support, or administration)? What is the reason for these changes (demographics only, changes to course offerings, etc.)?
 - Due to the number of students in elementary classrooms, administration has elected not to fill one of the elementary teaching positions. Over the next five years, administration will monitor all instructional levels and adjust as needed. If numbers decrease, the district will also need to be aware of staffing changes with ancillary staff.
 - One FTE in the elementary will be reduced in the 2022-2023 school year. All subsequent years will be determined by the number of students and student interest in courses. All staff levels need to continually be evaluated and adjusted as the district changes.



FACILITY PLANNING

Facility Name	Grade Level Served	Facility Age	Current Occupancy	% of Capacity Used	Projected Occupancy 2022-23	Projected Occupancy 2023-24	Projected Occupancy 2024-25
OES	K-6	61	264	77%	261	251	241
OHS	7-12	99	239	60%	247	252	261

FACILITY PLANNING QUESTIONS

1. List facility upgrades needed (e.g., Fire code, ADA compliance, energy efficiency, air quality, facility security, technology upgrades, etc.).
 - The high school needs window updates, science floor reinforcement, gym floor repair/resurface, hidden plumbing updates, HVAC update, kitchen update, and additional items presented by the facilities committee.
2. Are areas other than classrooms being used for instructional purposes (e.g., storage rooms, commons areas, etc.)? If yes, explain.
 - No
3. Are portable classrooms being used? If so, how many and for how much longer?
 - No
4. Are new facilities needed due to enrollment projections or other reasons such as a facility's age? Explain. If yes, when will new facility be needed?
 - No
5. Can any current facilities be repurposed? Explain.
 - As the districts continue to change, the district may need to repurpose different rooms. The cafeteria area is one area that needs to be reviewed when looking at renovating and updating the kitchen. Additional facilities that need updating are the athletic complex. As dirt work is being completed, the district will want to look at facilities to accommodate the activities.
6. Do any current facilities need to be sold? Explain.
 - No
7. Will the district need to increase its building levy (20 mill max) and/or seek voter approval of bond issuance in order to accomplish facility goals?
 - The building fund fluctuates in the area of 16 to 20 mills.



OUTCOME OF THREE AND FIVE-YEAR DEMOGRAPHIC PLANNING

Academic and extracurricular programs:

The academic program at the Oakes Public School will remain constant during the three- and five-year period. Grades 1-3 are presently split between two classroom teachers and grades 4-6 are presently split teachers according to subjects. This will remain that way into the foreseeable future. The class offerings for grades 7-12 will not decrease, if anything, they will increase according to our student needs. The majority of our extracurricular athletics are currently not combined with other schools; therefore, they should not decrease in number. The district is exploring girls fast pitch softball and will add accordingly.

Instructional and administrative staffing:

Other than the 2022-2023 school year, the number of instructional staff will not change for the foreseeable future. The number of students will require the same number of staff as are presently involved in education at the Oakes School. Enrollment has remained stable and may decrease soon, it will rebound as people move in and out of the community.

Administratively the district has had a Superintendent, HS Principal, and an Elementary Principal. The district enrolls a Tech coordinator, full time AD, and an instructional coach. These positions will remain the same for the foreseeable future.

Facility needs and utilization:

The building is always being monitored and updated as funds are available. The roof has been repaired to the school and the grounds are satisfactory. The district is updating the school and grounds to assist visually impaired students. The building has adequate space for current uses.

The Track Complex updated the track and shot-put areas. Dirt work is being done around the outside of the track to add extra safety. If a football field was to be added in the future, the interior of the track would need to be crowned for a football field. In addition to the field, to host a varsity football game there will be more work to buildings and lighting.

District tax levies:

The district tax levies remain low. There are roughly 19 mills that are not being levied in the event the district would need to. The district does need to monitor the special taxing districts on the south side of town, so the district does not drop below 60 mills when the special taxing expires.

Other:

Approved 05/10/2022 by the Oakes Public School Board.







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