

Report of the Armstrong School District Superintendent

Challenges, Choices, and the Inevitability of Change:
Planning the Future of the Armstrong School District

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By Dr. William H. Kerr, Superintendent

September 2008

“For time and the world do not stand still. Change is the law of life. And those who look only to the past or the present are certain to miss the future.”

--John F. Kennedy

Introduction

We as a school district are at a crossroads, unable to go back to where we've been and seemingly unwilling to commit to a new direction for the future. But time and the world move forward, and the middle of an intersection is no place for indecisiveness. There isn't any road map or GPS device that can tell us where to go from here, but some of the educational, demographic, and financial realities before us signal a clear and real need for change. Globalization and emerging technologies are transforming the educational landscape. Change is constant and inescapable, and is something that we as leaders must embrace rather than resist. Through careful, pragmatic, data-informed decision-making and planning, we can influence change and make it work for all stakeholders in the district. Now is the time to be proactive rather than to be parochial, to lay sentimentalities aside for sensibilities, and to adopt a forward-thinking approach to developing mutually acceptable and beneficial solutions that will move the Armstrong School District forward. Whichever road we choose to travel, we must all go together, or the ones who will ultimately fall behind will be our children.

With these beliefs in mind, I made the proposal to close Elderton Jr-Sr High School (grades 7-12) at the end of the 2008-09 school year. This closure would reduce Armstrong School District from four attendance areas into three attendance areas, each with its own high school. In this report, I will provide additional justification for the proposal, which I first presented to the Board

of School Directors and the public in January 2008, and which the Board and the public have discussed extensively since that time. The proposal was made to address Elderton Jr-Sr High School's declining enrollment, low graduation numbers, increased building operating costs, the inability to schedule any honors/Advanced Placement classes beyond single class offerings, and the number of classes that have ten or fewer students.

Some of the supporting ideas related to this proposal have roots prior to Armstrong School District's formation in 1966, and these ideas have been discussed and studied in the ensuing years up to the present. I have read and reviewed information from landmark studies from the past 40 years, including pre-Armstrong School District formation documents from the early 1960s; Armstrong School District's Long-Range Development Plan from 1968; the Superintendent's Report from 1969; the BASCO Associates study of 1982; planning documents prior to West Shamokin Jr-Sr High School being built in 2000; the Comprehensive Review of the Building Feasibility Study and Attendance Areas from 2001; memos I gave to the school board during my tenure at Armstrong School District; the 2003 Ingraham Dancu Associates study of the school district (the Dancu Report); the 2007 Hayes Large Architects Facilities Master Plan study; and the executive summary 2007 Armstrong Charette. The most recent document I read and referenced is the 2008 *Armstrong County Housing Needs Analysis*.

In addition to reviewing the past, we also need to look to the future to better understand the immediacy of the challenge we face as a school district. In the new era of education, the first priority of our district must be to facilitate the growth and development of all students. We must offer expanded curricula, including more advanced courses to help students prepare for postsecondary education and training. Science, Technology, Engineering, and Mathematics (STEM) education plays a critical role in enabling the United States to remain the economic and technological leader of the global marketplace of the 21st century. Yet students in the United States are falling behind in math and science, and the foreign competition is increasing, according to a national coalition called Tapping America's Potential, which includes the U.S. Chamber of Commerce and other leading business and technology associations. Here are some quick statistics from the Tapping America's Potential Web site: Students in the United States

rank 24th in the world in math literacy by the time they get to high school (PISA, 2003). While from 1995 to 2005 the percentage of U.S. high school students interested in majoring in engineering dropped by nearly 35% (ACT, 2005), China is graduating more than four times as many engineers as the United States (NAS, 2006). It is predicted that by 2010, more than 90% of all scientists and engineers will live in Asia (Rice Univ., 2003). Virtually every American is affected by this crisis in STEM education and by these statistics taken from the Tapping America's Potential Web site. Therefore, the Armstrong School District desires a greater role in increasing STEM educational opportunities for our students.

Effective schools are the results of making the right investments of resources and personnel. Equity in educational opportunity begins with adequate resources and teacher performance being linked to student achievement and classroom performance. Therefore, all children must have access to an education that will prepare them to succeed with 21st Century skills and abilities. We must demonstrate a high level of student achievement not only on the PSSA, but also with other multiple assessments. Increasing student academic growth and improving overall performance are shared responsibilities among educators, parents, and students. Our highest priority is to create a culture of continuous learning resulting in high-performing schools. To accomplish these goals, however, we must reallocate human and financial resources and use those limited resources wisely.

The Problem: Declining Enrollment

Declining enrollment, limited tax base growth, high real estate taxes, and aging district facilities are factors that inhibit our growth and limit our options. These factors require the school district administration to carefully evaluate the number of schools we need in the Armstrong School District to strike a balance between what is best for students and what is fair for taxpayers. These factors were also part of the reason, but not the only reason, that the school district administration, in January 2008, proposed closing Elderton Jr-Sr High School. The fact that the district is forced to consider this measure is symptomatic of a greater educational and economic dilemma that afflicts our district and the Armstrong County region as a whole. As the costs of

providing quality education continue to rise, they must be supported by positive financial and demographic growth dynamics, which quite simply do not exist at this time in our district's communities.

What's important to note is that we're not alone. A majority of Pennsylvania schools are experiencing declining enrollment, and these decreases are projected to continue through 2017, according to data from the Pennsylvania Department of Education. In the five-year period between 2002-03 and 2007-08, total public school enrollment dropped by five percent (more than 94,800 students). According to PDE projections, these trends are expected to continue. Regionally, the biggest decrease in enrollment is projected to occur in Western Pennsylvania schools, where total enrollment is expected to decrease by 13 percent between 2007 and 2017. Rural schools (such as Armstrong School District) are projected to experience the largest enrollment declines. All data in this paragraph came from The Center for Rural Pennsylvania's July/August 2008 newsletter.

According to a recent *Armstrong County Housing Needs Analysis* report prepared by Mullin & Lonergan Associates (April 2008), Armstrong County is in the midst of a steady population decline. Between 1990 and 2000, the county's population decreased 1.5 percent, with 25 of the county's 45 municipalities experiencing population declines during the decade. The U.S. Census Bureau estimates indicate a further county population decline of 2.5% between 2000 and 2005. Population projections for the period between 2000 and 2012 show that the negative trend is continuing, with more marked population declines in rural areas. In what the Mullin & Lonergan report refers to as the East Planning District – which includes Atwood, Cowanshannock, Elderton, Kittanning Township, Plumcreek, Rural Valley, South Bend and Valley townships – there is a projected population loss of about 5.4 percent, or the equivalent of 591 residents, between 2000 and 2012.

Armstrong County's population is not only growing thinner, but it is also growing older. According to the 2000 Census, the median age of the county's population is 40.4, a figure higher

than the Pennsylvania state median of 38.0 years and the national median age of 35.3 years. The *Armstrong County Housing Needs Analysis*, on page 21, also indicates that the number of Armstrong County households in which the head of household is 25-44 years of age (i.e., childbearing years) will drop 38.6 percent. Conversely, households with heads of households between 45-64 years of age will increase 40 percent.

Simple logic suggests that as population declines, so does school enrollment. The School Facilities Master Plan presented to the district in 2003 by Ingraham Dancu Associates (hereafter referred to as the Dancu Report) analyzed the overall downward trend in student enrollment in the Armstrong School District. Negative trends are projected, indicating that population/enrollment loss is a regional phenomenon for all of the district's schools, and these trends are unlikely to be reversed within the next decade. From the 1992-93 school year to the 2007-08 school year, enrollment numbers in the entire Armstrong School District have decreased from 7,303 students to 5,822 students (-20%). District wide, kindergarten enrollment has steadily declined since 2004-05, when 490 students attended kindergarten classes in the district's elementary facilities. Kindergarten enrollment for 2008-09 is at 438 students as of September 2, 2008, which is down 52 students, or about 10.6 percent, from 2004-2005.

The Elderton attendance area's K-12 enrollment is facing what amounts to a steady 20-year decline. From 1992 to 2002, K-12 enrollment declined from 1127 to 914 (-18%). In the six-year period from 2002 to the present, enrollment declined from 914 students to 785 (-14%). Over the next four years, enrollment is projected to decrease another 9 percent to 711 K-12 students. At Elderton Elementary School, enrollment figures are projected to decrease from the 2008 level of 221 students in grades K-6 to 198 students in 2012 (10% decrease). At Elderton Jr-Sr High School, enrollment is projected to drop from 359 students to just 312 in the five-year period from 2008 to 2012 (13% decrease). All in all, during the 20-year period from 1992 to 2012, Elderton attendance rates will have dropped by nearly 37 percent. These projections are all documented in the Dancu Report.

Low graduating classes at Elderton High School have also been a concern in recent years. Since 2000-01, the average size of Elderton Jr-Sr High School's graduating class has been 41 students, with the last four years being 38 students in June 2005, 38 students in June 2006, 35 students in June 2007 and 48 students in June 2008. The numbers are expected to decrease in the near future.

It is important to note that both Elderton Jr-Sr High School and Kittanning Township Elementary School are district-wide centers for special education classes (Emotional Support Students at Elderton Jr-Sr High School and Autism Support and Life Skills at Kittanning Township). The school district has placed these district-wide programs at these two schools because there was available classroom space at these two schools. Without these district-wide programs being housed at Elderton Jr-Sr High School and Kittanning Township Elementary School, the actual Elderton attendance area student enrollment would be much lower. The district-wide Emotional Support program has been at Elderton Jr-Sr High School for many years, excluding a six-year period when it was at West Shamokin Jr-Sr High School. Life Skills and Autistic Support classes have been at Kittanning Township Elementary School for nearly 10 years.

Predictably, the Dancu Report revealed that Elderton Jr-Sr High School and Elderton and Kittanning Township elementary schools are underutilized and will continue to have an excess of building capacity because of continuing declining enrollment. The Dancu Report projects that total enrollment at both Elderton Elementary School and Elderton Jr-Sr High School will continue to decline precipitously during the next five years.

Since the time of the Long Range Plan (1968), the BASCO Report (1982) the Dancu Report (2003), and the Hayes Large Architects Facilities Master Plan (2007), district total enrollments have plummeted year after year, and now, in 2008, the sense of urgency should be even greater because the student enrollment (including Lenape Vocational-Technical School enrollment) has decreased from 12,690 in 1967-68 to 9,177 in 1981-82 to 6,202 at the end of 2007-2008. The

facts and figures are obvious. Whether it is this administration, or the next, that addresses these declining enrollments, the facts remain the same.

Other Concerns: Per-Pupil Costs, Taxes and Diminished Educational Opportunities

It costs more to educate high school students in Elderton than anywhere else in the district. During the 2006-07 school year, the total cost the district spent per student at Elderton Jr.-Sr. High School was \$14,647, according to an Armstrong School District report titled, "Operational Cost Per Student by Attendance Area (2006-2007)." By comparison, the total cost per student at Ford City Jr-Sr High School was \$12,035; at West Shamokin Jr-Sr High School, it was \$13,009; at Kittanning Senior High School, it was \$13,437. Why is the cost to educate a student at Elderton Jr-Sr High School more expensive than at the other schools in the district? The answer is primarily because there are fewer students per professional staff at Elderton Jr-Sr High School than at any other school in the district. Professional Staff includes classroom teachers, guidance counselors, nurses, librarians, and special education teachers. Across the school district, there is an average of 12.9 students per professional staff member. At the elementary level, the average is 14.6 students per professional staff member, and at the secondary level, the average is 11.3 students per professional staff member. Elderton Jr-Sr High School is at 8.9 students per professional staff member, which is the lowest ratio in the school district. By contrast, West Hills Primary has the highest ratio in the school district, with 16.6 students per professional staff member. These figures come from the school district's "Professional Staff Per Building" Report dated October 1, 2007.

In recent years, Armstrong School District has held the line on real estate taxes. For the 2008-2009 school year, the tax rate remains at 55 mills. There has not been a real estate tax increase in the Armstrong School District for the past four years, and four years ago, there was a reduction of one mill. By contrast, neighboring school districts have increased taxes above the 55-mill mark. Leechburg Area School District is at 60.61 mills and Apollo-Ridge School District is at 59.5 mills as of July 1, 2008. Despite Armstrong School District's ability to keep taxes from

rising, this may no longer be possible in the future, given the projected increases in instructional and operational costs that are on the horizon, coupled with the attention that is needed to be given to our aging schools. And real estate taxes are, to a large degree, harming the future growth of the school district. An excerpt from the Mullin & Lonergan Associates report on *Armstrong County Housing Needs Analysis* (page 103) reads as follows: “School district taxes are the major component of property tax burdens, and many Armstrong County residents believe that they are paying higher school taxes for lower education. The complaints voiced about the quality of public education were varied and included poor curricula, inadequate or aged facilities, ‘personal fiefdoms’ of some school board directors that result in too many small schools being kept open, school board politics, etc.” The *Armstrong County Housing Needs Analysis* states that real estate agents were interviewed for the study, and they apparently based their comments on perceptions they gleaned from prospective home buyers. Some of these perceptions about Armstrong School District—whether they are justified or not—have been around for decades.

The BASCO Report, completed in 1982 for Armstrong School District, was an educational facilities master plan that detailed several proposals for consideration. Its authors also wrote about negative perceptions about the Armstrong School District:

“In the consultant’s opinion, it is highly unlikely that a prospective employer would find the content or context of the District’s secondary programs to constitute a superior education system. Indeed, a prospective employer may be dissuaded from locating a business or industry in the District because of a perceived inferior education system based on a visit to a school to evaluate its physical environment and existing program in terms of potential need for employees.” (BASCO Volume II, 325-326)

This line of thinking goes back to the 1960s. Recognizing the reorganization of 1966-67, a Long Range Development Plan was prepared by Armstrong County Planning and Zoning Commission under the direction of Louis A. Vidic, County Planning Director. It was submitted to Dr. Donald W. Minter, Chairman of the Board of Directors of Armstrong School District, August 17, 1967.

In this 1967 Long Range Development Plan, six major goals were established. Goal # 5 is highlighted because it relates to the connection between a world-class school system and the ability to support the efforts of job creation and retention, as well as the existing economy's ability to pay for quality education.

Goal #5: To relate the educational system to the general economy of the Armstrong School District.

This 1967 Long-Range Development Plan states that Goal #5, in dealing with the relationship between the educational system and the general economy of the district, points to the "harmonious relationship between a superior education system and its ability to attract employment and the existing economy's ability to pay for that system."

Our district-wide enrollment decline and Armstrong County's decrease in employment opportunities and limited growth in the tax base, collectively, are hurting our ability to maintain a quality public school system across five secondary and seven elementary schools. The Armstrong County Board of Commissioners is being proactive in helping Armstrong County to remain competitive in the Pittsburgh region by attracting new industrial and residential growth. The commissioners are taking the necessary steps to develop an economic strategy that connects the assets of the county to grow the local economy. For example, the commissioners are organizing a meeting for the boards of directors of all eight Armstrong County school districts, and the purpose of this meeting is to discuss the county's ability to be competitive in the Pittsburgh region. But despite these efforts, district enrollment is still a fraction of what it once was, and this is translating into lost educational opportunities, most visibly at Elderton Jr-Sr High School.

For the 2008-09 school year, Elderton's low enrollment will result in 22 course sections being unavailable to students, and another 21 course sections having five or fewer students, and 16

course sections with 10 or fewer students. This information was gleaned from four Armstrong School District reports. They are the:

- “2008-2009 Secondary Enrollment Comparison (9-12)”
- “2008-2009 Secondary Enrollment: Courses Not Offered”
- “2008-2009 Secondary Enrollment: Courses with 5 or Less”
- “2008-09 Secondary Enrollment: Courses with 10 or Less”

The consensus in the education community is that classes of five students or fewer are undesirable because opportunities for student-to-student and student-to-teacher discussion are diminished, which, in turn, greatly reduces both curricular rigor and instructional effectiveness.

Course offerings can vary from year to year at a given school. Scheduling is fluid and it changes from year to year based on student interest in courses. Course offerings are determined by student interest and by whether a minimum number of students request a course (under district policy, courses having five students or fewer should not be offered). Each building principal in the school district has completed some creative scheduling that combines two distinct courses into the same period with the same teacher to maximize the teachers’ time with the limited number of students who may have registered for the course. For example, Java 3 and Java 4 were offered at Kittanning and Ford City high schools during the same period and with the same teacher. This creative way of scheduling allows the buildings to offer some classes that they may not be able to offer in the traditional sense. Teachers are required to differentiate their instruction during the period to accommodate the different levels.

Courses referred to as “terminating” courses are typically advanced and are offered in some cases with fewer than five students. For example, AP Calculus was offered last school term at Elderton Jr-Sr High School with two students. These students may have needed the math credit, may have had a GIEP that required such an offering, and may have worked hard to achieve this

level and want to take the most academically advanced courses they can schedule. The principals follow school board policy for scheduling of planned courses of study, but make decisions at the building level to best accommodate individual student needs.

Courses that are either for special education purposes or for academic intervention purposes may be small by design, driven by the needs of the students by either the IEP or by individual data. It is true that some of these issues affect all Armstrong School District schools. For instance, the other three high schools in the district also have classes with 10 or fewer students, and that's a legitimate concern being addressed by the administration. District-wide curriculum offerings are continually being reviewed and evaluated. Low enrollments affect the number of students available for electives. Among the lowest numbers across the district, business education and technology education courses have the lowest enrollments.

While the above-mentioned circumstances occur across the district, they are most acute at Elderton Jr-Sr High School—often to the point where courses are not offered at all due to low enrollment. Given these circumstances, the administration feels that the future of Elderton Jr-Sr High School needs to be carefully evaluated. The factors of its declining enrollment, high per-pupil cost, and number of courses that either couldn't be offered or that exist only with a handful of students, require continuous review by the administration.

Among the five secondary schools in the district, Elderton Jr-Sr High School has:

- The most courses with five or fewer students.
- The most courses with ten or fewer students.
- The most courses not offered.

These three factors have a cumulative effect that limits students' opportunities at Elderton Jr-Sr High School. This means that students have less opportunity to select courses, especially when

only singleton classes are available. Singleton classes present the biggest high school scheduling problem and force students to make “either-or” choices when scheduling courses they would like to take.

For all of the aforementioned reasons, the administration acknowledges that the district’s declining enrollment has an impact on student scheduling. Any future changes regarding the reorganization of secondary schools would provide improved educational benefits to all students district-wide and would bring financial stability to the school district through savings from staff reductions.

The Administration’s Proposal

The administration’s proposal is to close Elderton Jr-Sr High School and to redraw attendance lines at the end of the 2008-09 school year. This course of action provides educational and economic benefits.

- First, it will provide all students—including those in the Elderton attendance area—enhanced educational opportunities and more extracurricular opportunities. There would be more equal class sizes with expanded educational opportunities for all; more consistency and equity of secondary course offerings; more course offerings district-wide, which gives more flexibility for student scheduling (fewer singleton offerings); better overall student capacity within the remaining schools; more competitive extracurricular opportunities (i.e. performing arts, marching band, athletics) because of the increased number of students per building; better distribution of the professional teaching staff; and opportunities for K-12 experiences that connect students, parents, faculty, and staff within a new attendance area. The closure would potentially enable the district to offer additional higher-level courses beyond the current secondary AP offerings in the remaining high schools. Depending on the future finances of the district, the long-term goal is to add AP courses in the future such as history, world language, statistics, physics, and chemistry.

- Second, the proposal will save the district approximately \$2.63 million per year because of the elimination of 28.5 teaching positions, one administrative position, and approximately 12 support staff positions. The savings are equal to roughly 5.4 mills of real estate taxes.

The administration first made the current proposal at the Board of School Directors' Open Caucus Session on January 21, 2008. The Board responded by recommending that the administration present follow-up details in February 2008. Therefore, the next month, the administration presented the "Phase-in Strategy for the Facilities Master Plan" to the Armstrong Board of School Directors on February 18, 2008. The four established criteria for redrawing attendance areas revolved around transportation, balancing functional capacity, the efficient use of staff and resources, and the recognition of neighborhood patterns and communities. Enrollment data projections from the 2003 Dancu Report, building capacities, secondary course offerings, and other considerations were emphasized in the process. The goal of the administration's proposal was to provide all students with access and equity to more rigorous course offerings and an equal opportunity to participate in extracurricular activities. Changes to other attendance areas were also proposed, including the realignment of the Ford City, West Shamokin, and Kittanning attendance areas.

If Elderton Jr-Sr High School were to close under the original proposal, some Elderton Jr-Sr High School students—depending on where they live—would attend West Shamokin Jr-Sr High School and some would attend Ford City Jr-Sr High School. The closure would increase grade 7-12 enrollment at West Shamokin Jr-Sr High School from about 600 students to approximately 806 students. At Ford City, grade 7-12 enrollment would increase from 704 to 836 students. According to the Dancu Report and district research, both schools, under their current capacity, could effectively absorb the Elderton students. Average class sizes at West Shamokin would increase from 16 students to 19 students, which is still generally considered to be in the acceptable range. At Ford City Jr-Sr High School, the addition of Elderton students would not statistically increase the average class size of 18 students. West Shamokin's average class size for special education would increase from 10 to 11 students per class, and Ford City's would

increase from 8 students to 11 students per class. Also, West Shamokin and Ford City Jr-Sr High Schools would each be able to offer at least 140 more course sections that Elderton Jr-Sr High School would be unable to offer, thereby creating greater opportunities for students to schedule electives and core academic courses.

West Shamokin Jr.-Sr. High School is a \$19 million state-of-the-art facility which has the capacity to welcome students from the Elderton attendance area. The school has 908 lockers available, and there are three classrooms unoccupied every day during first period—and eight or nine classrooms are unoccupied every remaining period of the day. West Shamokin Jr-Sr High School course sections are not currently at full capacity. Therefore, there is more than enough adequate space to educate additional students.

Students can easily bond and adapt to new surroundings, especially when there are positive attitudes, similar values, and common interests. Students from Elderton and West Shamokin high schools already participate in athletic programs at each other's schools through a cooperative team arrangement. Most notably, Elderton student-athletes participate in the West Shamokin football program, and West Shamokin student-athletes participate in the Elderton wrestling, boy's volleyball, and cross country programs. The school district provides student bus transportation for student-athletes who participate in all of these cooperative EHS-WSHS programs.

Student transportation has been studied. Presently, the average bus ride for Elderton Jr.-Sr. High School students is 23 minutes, with the longest ride at 54 minutes. If attendance lines are redrawn according to proposals currently under consideration, the average ride time for Elderton Jr-Sr High School students would increase to 41 minutes, with the longest ride being 60 minutes, according to the Smith Bus Company. These figures assume that students from the South Bend area would remain in the Armstrong School District. Under the new proposal, the additional cost to the school district will be \$136,510. However, Smith Bus Company has estimated that the school district will be reimbursed by the state for 74 percent of that cost (about \$101,000).

Smith Bus Company officials are proposing a shuttle-to-transfer student transportation system for South Bend Township and areas south of Route 422. This means that five (5) shuttle vans would pick up South Bend Township students and transport them to the Elderton complex or another designated location where students will transfer and board two (2) full-size buses that have also completed their student pick-up runs. These two buses will then transport students directly to West Shamokin Jr-Sr High School. The proposed plan calls for the shuttle bus to complete pick-up and travel within a 30-minute period. Then, the two (2) large buses will transport students within 30 minutes to West Shamokin Jr-Sr High School. Within the one-hour travel time, there will be five minutes for transferring of students at the Elderton complex or another designated location.

Not the First Time Elderton Jr-Sr High School's Future Has Been Considered

This is not the first time that the future of Elderton Jr-Sr High School has been considered. From 2000 to 2004, the Armstrong School District was presented with five different options relating to the continuation or the closure of Elderton without an agreement being reached. From 1999 to 2001, there were discussions of various options, some of which were documented in the Armstrong School District Comprehensive Review of the Building Feasibility Study and Attendance Areas issued November 13, 2001. The administration noted that “elementary attendance lines could not be studied without impacting secondary schools.” These discussions included, but were not limited to, the concept that all Elderton attendance area students would be part of a K-12 complex, which, in effect, would have closed Kittanning Township Elementary School. This idea was rejected by the Board of School Directors.

In October, 2002, another option was presented to the Board of School Directors: A new, single school building that combines Elderton and Kittanning Township Elementary Schools. I made a public statement at the October 28, 2002 meeting in which I shared my opinion about what I believed was in the best interests of the school district. I will quote from it extensively now because I believe it is meaningful today:

“The district-wide feasibility study, with the intent of addressing elementary education, is now overshadowed by discussions about Elderton secondary needs. Discussions about Elderton 7-12 renovations and fear of closing the high school simply have drawn attention away from elementary education needs in the Elderton attendance area. The elementary education plan should be at the heart of any feasibility study discussions at this time.”

Elsewhere in my October 28, 2002 public statement, I made the following points:

- “The suggestion for a new, single school building that combines Elderton and Kittanning Township Elementary Schools provides average class sizes of 20 at the primary level and 25 at the intermediate level. Equally balanced class sizes, eligibility for Title I services, better utilization of itinerant services and enhanced opportunities for technology-based instruction are among the educationally sound aspects for 500 elementary students.
- The K-6 proposal is fiscally responsible and the most cost-effective based on maximum available state reimbursement, long-term investment, operating costs and investment return for the taxpayer.
- Construction of a K-6 facility, on a site yet to be determined, with occupancy by September 2005 is realistic.
- Elderton 7-12 renovation discussions should continue in the context of proper planning and accountability. There are significant factors for future discussions including consideration for district-wide secondary education program offerings, enrollment projections, student transportation and costs per-pupil.”

I concluded the October, 2002 public statement by saying:

“Setting priority goals and maximizing resources to produce a high quality K-12 education program are essential elements of the current planning process. A bilateral approach is needed

to determine the best course of action for elementary and secondary program offerings and the number of school district buildings.”

In 2003, Ingraham Dancu Associates presented several scenarios regarding school district facilities and provided strategies for addressing enrollments and additional program / pupil capacity requirements and upgrading of instructional facilities, which were delineated in five scenarios. The Dancu Report stated, “These non-prioritized scenarios have cause and effect relationships (i.e. facility expansion at one school and/or addition of a new school will impact the attendance patterns of all schools).”

The Dancu Report noted, “The following scenarios assume that the district is able to focus attention on the equity of opportunity, both programmatically and facilities, for all students no matter the location of the residence within the municipalities of the school district. In order for equity to become a reality in a long-range facilities plan, all standing student attendance zones / areas must be flexible to changes that could more effectively deliver educational programs to all students.” (IV-10)

Within the scenarios offered for capital improvements, advantages and disadvantages were listed for each. These included, but were not limited to, maintaining status quo, renovation of current facilities, closing certain schools, consolidating populations within attendance areas, shifting of some municipalities to other attendance areas, and consolidating school populations to maximize building capacity. Three of the five scenarios suggested reassigning Elderton 7-12 students to West Shamokin Jr-Sr High School. Scenarios C, D, and E stated: “Construct an addition to West Shamokin JSHS to include all programs for grades 7-12 students now attending Elderton JSHS (+300 new capacity). Note: due to travel distances, some current Elderton JSHS students may attend other high schools.” Even though this is a variation from the administration’s current proposal, there has been and continues to be a consistent thought pattern about ways in which to address declining enrollments and additional program opportunities for Elderton secondary students.

Indeed, the administration has been concerned about Elderton Jr-Sr High School for some time. In a January 11, 2004 guest column to local newspapers, I wrote that “The IDA (Dancu) Report revealed that Elderton High School and Elderton and Kittanning Township Elementary Schools are underutilized and will continue to have an excess of building capacity because of declining enrollment. Elderton High School has an average of 64 students in grades 7-12 and will graduate 47 seniors in 2004. The cost-effectiveness of these school operations must be addressed.” I have been calling on the Board of School Directors to take the necessary steps to improve the quality of education for all students and to determine the long-term cost-effectiveness in operating the school district.

In September of 2004, the board received a proposal from the administration about the feasibility of reducing the size of the Elderton Jr-Sr High School attendance area and of merging the school with West Shamokin Jr-Sr High School. The feasibility discussions included the concept of merging Elderton and Kittanning Township elementary schools to save on staffing costs and the possibility of South Bend Township students transferring to the Apollo-Ridge School District.

The 2007 Hayes Large Architects Facilities Master Plan study provided estimates to the Board of School Directors about how much money it might cost to renovate existing schools. Anticipated costs for renovations at Elderton Elementary, Kittanning Township Elementary, and Elderton Jr-Sr High School would exceed \$43 million, based on estimates from Hayes Large Architects in their 2007 Facilities Master Plan study. Renovations to a consolidated K-12 Elderton complex, coupled with plans to close Kittanning Township Elementary and to transfer those students to the K-12 complex, would cost \$36 million, according to estimates provided at the 2007 “Armstrong Charette,” which was a non-binding work session of school and community leaders that grew out of the Hayes Large Architects Facilities Master Plan.

The Board of School Directors is now thoughtfully considering these issues through the lens of the administration’s 2008 proposal to close Elderton Jr-Sr High School at the end of the 2008-2009 school term. The district held a public hearing at Elderton Jr-Sr High School April 28,

2008, to take public testimony on the proposal. Then, the Armstrong School District Board of Directors approved two resolutions regarding Elderton Jr-Sr High School at its June 23, 2008 Regular Meeting. Resolution Gen-5 (A) postponed a previously scheduled special meeting to decide whether to close Elderton Jr-Sr High School until after the start of the 2008-2009 school term. The effect of the resolution was that Elderton would remain open for the 2008-2009 school year. Resolution Gen-5 (B) set the date of the special meeting for September 22, 2008.

Prime Concerns: South Bend Township

In a school district our size—437 square miles—distance is our enemy. And in discussions about the Elderton attendance area, many residents and board members have noted that parts of South Bend Township are closer to the schools in the Apollo-Ridge School District. The idea of South Bend students becoming a part of the Apollo-Ridge School District is not a new one; in fact, it dates back to the 1960s.

For instance, in 1968, Armstrong School District’s Long Range Development Plan recommended that “students living in the southern part of South Bend Township should be sent to Elders Ridge Schools (a pre-Apollo-Ridge reference) on a tuition basis as soon as possible. Plans should be made with the Apollo Area as soon as it becomes a complete school district to include the southern part of South Bend Township.”

In a letter dated October 15, 2003, the South Bend Township supervisors wrote to me to request a study on attendance lines in South Bend Township and the Elderton attendance area. The letter opened with this: “Several residents have approached the South Bend Township Supervisors asking the question, ‘Why isn’t or why can’t South Bend Township be a part of the Apollo Ridge School District?’” It went on to state the supervisors’ request, which was that the district look at South Bend as three separate areas: the township as a whole; the area from Crooked Creek to Olivet; and the area from Dob-Bros. Country Kitchen to Olivet.

They asked what the tuition costs would be if Armstrong School District were to let the students from those neighborhoods attend Apollo-Ridge. “We would like to see a questionnaire sent to all the residents of South Bend Township asking the question, if given the choice, would they like to be a part of Apollo-Ridge School District?”

During school board meetings throughout 2004, board discussion of the issue continued. Armstrong School District Board Director Royce Smeltzer stated at the March 2, 2004 Board of School Directors Open Caucus session that his “biggest concern is Elderton attendance area – if Elderton is closed, it is not a problem for Plumcreek, Elderton Borough and part of the Kittanning Township attendance area; people would adjust if they were sent to West Shamokin. There is a very fine line in the South Bend attendance area that should attend Apollo-Ridge, if Elderton is closed.” He added: “Elderton should not be closed.”

During a school board meeting held September 27, 2004, I presented a list of Priority Concerns under “Other.” It was a one-page paper that discussed my concerns about Elderton Jr-Sr High School’s low enrollment, aging facilities and expensive staffing model. I wrote: “From a realistic standpoint, it may not be practical to have South Bend Township students travel the distance to West Shamokin.”

In addition, I noted in that list of Priority Concerns that “As presented last spring, the administration discussed the impact of Elderton closing and incorporating that attendance area with the West Shamokin attendance area. There is still merit in the concept that Elderton High School close and that the majority of Elderton students be reassigned to WSHS. The administration feels that Elderton students deserve improved school facilities.”

In September of 2006, the South Bend Township Board of Supervisors sent a letter to Armstrong School District. It outlined their desire to have the opportunity to send their children to Apollo-Ridge School District if Elderton Jr-Sr High School should be closed. The South Bend Township

supervisors stated, “On behalf of the residents of South Bend Township, as Supervisors, we are writing this letter to allow our residents the opportunity, if one eventually happens, to have their children attend Apollo-Ridge High School.”

Also in 2004, more than 120 residents of South Bend Township indicated they approve of the intent to separate from Armstrong School District and merge with Apollo-Ridge School District. They did this by signing a petition circulated by Board Director Royce Smeltzer, who represents that region of Armstrong School District. On November 10, 2004, concerned South Bend Township residents and parents sent an op-ed piece to *The Indiana Gazette* newspaper that stated: “It’s time to make changes, keep the quality of our children’s education as your top priority! Referring again to the report by Dr. Dancu, he predicts a decline in enrollment over the next ten years in Elderton schools. Again, with this information, it raises the question, should money be spent to build or remodel a school with a projected decline in student enrollment? The time is right, for once, to do what is right for the Armstrong County School District: send South Bend Township students to Apollo-Ridge.” A copy of this letter and the petition are on file in the Superintendent’s Office.

The issue is the same in 2008. In response to the current proposal, numerous South Bend Township residents have sent me emails of concern and have spoken at public school board meetings. They have expressed their concerns about the distance from South Bend Township to West Shamokin Jr-Sr High School and the negative impact they believe it will have on their children as students.

South Bend Township has always been a question in the Armstrong School District because of distance and the length of time for student transportation. Based on recent concerns and issues brought to the attention of the Board and administration, it may be prudent to conduct a survey of citizens residing in South Bend Township for input on this particular question once again. Public opinions expressed by parents and township officials throughout the years clearly demonstrate that the distance between South Bend Township and West Shamokin High School is

a critical issue. The administration believes that these concerns are legitimate; the South Bend Township issue needs to be further discussed to arrive at a workable solution that is in the best interest of all students.

The Eastern Armstrong Region: The Rural Valley Area as a Central Location

There has been a consistent thought pattern throughout the past 45 years when considering the attendance areas in the northeastern and eastern geographic areas of Armstrong County.

In the 1962 and 1964 Reorganization Plans for Armstrong County Schools, there were several proposals or references that consistently grouped Dayton, Rural Valley, and Elderton areas. The original 1968 Long-Range Planning document, which offered various options for consideration, recommended that Shannock Valley High School serve as a senior high school for Dayton, Rural Valley, and Elderton attendance areas. Later, in amended versions, the final recommendation approved by the Board called for the creation of two comprehensive high schools for the Armstrong School District. One high school was to serve the eastern part of the school district, and the other high school was to serve the western part. Case in point: Rural Valley area was identified as a central location for a senior high school in eastern Armstrong County.

The 1968 Long-Range Report created elementary and junior high school education centers, based on enrollments at the time to support such a plan. The proposal presented had Shannock Valley High School serve as a 10-12 high school for Dayton, Shannock Valley, and Elderton, and it called for a new senior high school (10-12) to serve Kittanning, Ford City, Worthington, and East Brady attendance areas. The rationale for two senior high schools: Curriculum improvements and better educational opportunities.

In the 1960s, the first Armstrong School District superintendent, C. N. Hanner, wrote about the connection between educational opportunities and school facilities. On Page 160 of his annual *Report of the Superintendent of Armstrong School District*, dated November 13, 1969, Hanner wrote the following statements that are still relevant today, even though school enrollments were higher in 1969:

“The next consideration of the school board was the creation of two ‘comprehensive’ high schools (grades 10-12) with potential enrollments that would generate the greatest enriched curriculum possible to the children attending such centers. This plan appeared to provide the best approach to quality education for our children, and it was on this basis that the Long Range Developmental Plan was made, approved and endorsed by many groups. It is the plan upon which the building program is being developed.”

In the late 1960s, there was a debate about building a new high school to serve the Worthington-West Franklin and Kittanning attendance areas. On the very last page of his 1969 annual report, Superintendent Hanner then summarizes his own opinion involving this debate. I find that Superintendent Hanner’s closing statement, while geared toward a past West Hills issue, is broadly applicable to Armstrong School District’s current situation:

“Any school building plan that will perpetuate our present high school centers and create another small six-year high school in the West Hills area will, for generations to come, limit our children to a high school curriculum that was designed for the 1930s era,” Hanner wrote. “Such a curriculum will not prepare our youth to assume their rightful place in this very competitive world.”

Moving ahead to the 1990s, the Eastern Armstrong Secondary School Construction Project, which built West Shamokin Jr-Sr High School in 1999-2000, represents part of the 1968 Long-Range Development Plan without the Elderton attendance area. At the Board of School

Directors' July 11, 1996 meeting, discussion was held regarding a second-floor structure to the Eastern Armstrong Secondary School, but the consensus of the board was not to include the \$350,000 second-story roof structure in the project. In addition, the Board of School Directors' consensus at that meeting was not to include a larger gym or a larger auditorium. However, the end result of West Shamokin High School's design—even though it does not have provisions for a second-floor structure, or a larger auditorium or larger gym—today provides more than adequate instructional classroom space to educate additional students. Also, its hallways and student lockers reflect Dayton, Shannock Valley, and Elderton school colors.

Documenting these common themes reveals that the Rural Valley area has been recognized as a central site for the eastern geographic attendance area, which could include part of the Elderton student population. Based on all of the documentation thus far, this grouping is not a new idea. The documentation further demonstrates that it is natural for Dayton, Rural Valley, and Elderton areas to be grouped together geographically in eastern Armstrong County.

Three Attendance Areas Is Not a New Idea

The BASCO Report, completed for Armstrong School District in 1982, was an educational facilities master plan that detailed several proposals for consideration and also addressed partial and full reorganization strategies. The BASCO Report recommended several options, including dividing the school district into three attendance areas, and also planning for three separate school districts. The BASCO Report listed advantages and disadvantages of each plan.

Most interesting and consistent with the original thought pattern of previous proposals is that similar groupings of geographic areas as attendance areas were presented in the BASCO report (Volume III, p. 11 through 14). The report concluded that three attendance areas would best serve Armstrong School District, with the following options to choose from:

- A- West, Northeast (includes Rayburn Township) and Southeast
- B- West (includes Rayburn Township), Northeast, and Southeast
- C- Northwest (includes Rayburn, Pine and Boggs townships), Northeast, and Southeast (excludes South Bend Township to be annexed by a neighboring school district)
- D- West (excludes Brady's Bend Township to be annexed by a neighboring school district), Northeast, and Southeast (excludes South Bend Township to be annexed by a neighboring school district)

The BASCO Report provided familiarization with the educational program through review of the 1967 Long Range Development Plan, the 1968 Long Range Development Plan, addenda to the 1968 Long Range Development Plan in 1969, 1971, and 1974; and the 1979 Long Range Plan for Armstrong School District.

“Thus, in retrospect, one observes that many of the 1967 recommendations have been implemented; some to the benefit of the District and some of questionable value in light of developments over the intervening years. Other recommendations fortunately have not been implemented. Had all recommendations been implemented, the District would now find itself tragically over-built in light of many years of declining enrollments in the District.” (II – 333)

Overall, there is a consistent acknowledgement that South Bend Township and Brady's Bend Township – both at the extreme ends of Armstrong School District – were issues when it came to distance. Sugar Creek and Brady's Bend townships seceded from Armstrong School District in the early 1990s and became part of the Karns City School District.

Reaction to the Proposal from the Pennsylvania Association of Rural and Small Schools

In June, 2008, officials from the Pennsylvania Association of Rural and Small Schools (PARSS), a nonprofit education advocacy group, held a conference with the Board of School Directors regarding the considerations surrounding Elderton Jr-Sr High School. With the PARSS officials, discussions took place that included educational benefits, extracurricular activities, and student transportation. The executive director of PARSS, Mr. Joseph F. Bard and an associate, Dr. Woodrow Sites, held this conference session with the board. Just prior to this conference with the school board, Mr. Bard wrote a letter to the administration dated May 23, 2008, which essentially stated that closing a school is a last resort.

“After several discussions with you, and after reviewing the documents you sent, I can say that I would be happy to work with you in arriving at some alternatives as possible ways to move forward on the above named issues. I do, however, have two caveats: 1) acceptance by you and your board that your highest priority in this process is the provision of the best possible education of your district’s students, and 2) acceptance of the reasoning that, while it may become necessary, for educational reasons, closing a school is a last resort.”

Elsewhere in Mr. Bard’s letter, he makes the following point:

“I can tell you that, having dealt, over the course of my lengthy career, with scores of such situations, it (closing a school) can be done the right way, the wrong way, or somewhere in between. There is a definite benefit to the students, the community and the leadership of the district to do it the right way.”

As a follow-up to the June, 2008 board conference with PARSS, two top officials from PARSS toured the Armstrong School District with the administration in July 2008. The Pennsylvania Association of Rural and Small Schools will not make a recommendation about whether or not

Armstrong School District should close Elderton Jr-Sr High School. However, these two PARSS officials who toured the Elderton and West Shamokin attendance areas in July, 2008—Dr. Woodrow Sites and Dr. Jon Rednak—shared their findings with the administration. Their key points were as follows:

1. “If the vote is to continue the school and its programs as is, you have a master facilities plan that was produced from the input of 60 or more persons over a three-day period. Consensus building techniques were used to reach some logical conclusions about the future of the districts facilities. Our recommendation would be that you revisit that document, update it using current data, and begin the planning process over again, using those already accepted concepts from that document. Aggressively seek to include the most divisive members of your district in that process. Consider hiring a professional facilitator who is skilled in understanding group dynamics and consensus building.”
2. “If the vote is to close Elderton High School, we think you should simply implement the board’s wishes as expeditiously as possible. Do what is feasible, without regard to anything other than what is in the best interest of the students. You already have most of that work done for you since you did ‘trial runs’ on bussing and class sizes. Get board approval to pay the tuition for South Bend students to attend Apollo-Ridge if they live beyond a certain distance from West Shamokin.”

Lenape Area Vocational-Technical School

The community group HERO (Help Elderton Remain Open) has voiced opposition to the proposals relating to the Elderton school closings, and has suggested converting Lenape Technical School from a full-day comprehensive career and technical education school to a half-day program as a solution. It has been stated that such a direction would save money and bolster Elderton Jr-Sr High School’s enrollment figures, noting that Lenape Tech per-pupil costs are higher than the Armstrong School District per-pupil costs for respective high schools. The operation and program offerings of Lenape Tech are substantially different from those of the

high schools of the Armstrong School District, so an accurate cost comparison is not presently available.

A motion to study whether Lenape Technical should be a half-day program failed when it came before the Armstrong School District Board of School Directors in spring 2008. Indeed, any changes to the educational program at Lenape Tech would have to be initiated by the Lenape Technical School Joint Operating Committee, which is a governing body made up of nine school board members from each of the four sending school districts: Armstrong, Apollo-Ridge, Freeport Area, and Leechburg Area. Lenape Technical School is one of 15 full-day comprehensive vocational-technical schools in Pennsylvania.

Lenape Technical School is a school of choice for learners whose needs, interests, and abilities can be complemented through participation in a comprehensive career and technical education program. The full-day program provides an educational environment where academic and technical principles and processes can be applied simultaneously through integrated instructional delivery and projects. The Lenape Tech program requires work-based experiences that may include job shadowing, industry tours, cooperative education, internships, and apprenticeships.

It is appropriate to reference the Lenape AVTS Study of 2003. The purpose of this report was to study school governance, program delivery, and budget and finance. The report, although in draft form, had the primary goal of determining whether it was feasible for the Armstrong School District to take the necessary steps to own and to operate the vocational-technical school and effectively integrate vocational-technical education within its own secondary education program.

The school district solicitor reviewed the Articles of Agreement adopted by the four participating school districts and provided a summary of research that concluded, “No change shall be made in such agreements without the consent of each participating school district first obtained by the affirmative vote of the majority of school directors thereof.” The administration did not pursue

the completion of the study any further, based on the fact it was unlikely that the 36-member Lenape AVTS Board and the Joint Operating Committee would relinquish ownership and operation of the vocational technical school.

As the school district determines a course of action for improvement of school facilities, it is acknowledged by most that funds for any future renovation and/or construction project are limited and that the rate of inflation continues to diminish the purchasing power of the school district. Therefore, the administration believes that the following statement from the 2002-2008 District Strategic Plan continues to have merit as discussion unfolds for educational programming changes in the future and the improvement of school facilities:

“Consideration should be given to the Lenape AVTS and the Armstrong district-wide building renovation/construction building initiatives concurrently, so that the overall secondary education program may be enhanced. Setting priority goals and maximizing resources to produce a high-quality K-12 education program are essential elements of the current planning process. A bilateral approach is needed to determine the best course of action for program offerings and the number of elementary and secondary buildings required to meet established goals and remain fiscally responsible.” (2002-2008 District Strategic Plan).

The administration believes there may be value in studying Lenape Technical School’s operational arrangement, with an interest in flexible scheduling for 9th and 10th grade students to experience career exploratory activities and individualized education pathways laying a foundation for life-long learning and career mobility in our global economy. At this time, the administration is cautious about supporting a full-fledged half-day program at a vo-tech serving much of Armstrong County, because the student travel times could be longer than anything considered by Armstrong School District thus far. Half-day career and technology programs can result in a loss of valuable instructional time because of mid-day transportation to and from home schools, staggered beginning and dismissal bell schedules, limited tutoring time, and

problematic scheduling of core academic subjects because of singleton course offerings at the home school. Any studies involving Lenape Technical School regarding full-day, half-day or shared time models, should be initiated and approved by the Lenape Technical School Joint Operating Committee using an independent consultant.

The HERO group has also indicated a preference for “seceding” from the district should the Board vote to close Elderton Jr-Sr High School. The Armstrong School District Board of Directors voted unanimously not to oppose their efforts on May 19, 2008. If the citizens of Elderton attendance area wish to leave the Armstrong School District, they must initiate the action. If the citizens in the Elderton attendance area are successful in their secession petition, they will have to hope that another district (i.e. Apollo-Ridge) will take them, according to the Pennsylvania Association of Rural and Small Schools. Even though the HERO group is pursuing secession, the school district and the Elderton school community should engage in open and honest dialogue to determine if there are any available options that modify the original proposal that will provide educational benefits to the school community, the school district, and all students.

It is true that Elderton attendance area taxpayers contribute financially to renovation projects in other parts of the school district. However, the school district’s annual “Revenue and Expense by Attendance Area” reports demonstrate that the Elderton attendance area’s revenues are slightly less than its expenditures. In essence, other district taxpayers contribute financially to maintain an expensive staffing model at Elderton Jr-Sr High School, which is marked by extremely small classroom sizes in some cases. Renovations to Elderton Jr-Sr High School would substantially increase the amount of support required from other district taxpayers for the Elderton attendance area.

Act I Limitations for the Future

The administration recognizes that some in the community would like Elderton Jr-Sr High School to be renovated in order to maintain its community school presence. But the new Act I legislation may make that difficult. The school district's ability to finance building renovation or construction projects has been impacted by Act 1 of 2006. The District can apply for exceptions to the Act 1 index in order to raise the tax revenue needed for building projects, but if the exceptions are not sufficient, a voter referendum may be necessary. The exceptions are determined annually, and the amounts change each year. Rescinding the \$30 million "intent to borrow" resolution—which the school board did in May 2008—eliminated a dedicated exception that could have been used for building projects. Raising taxes is difficult enough when taxes are already high and would be even more difficult if a referendum were necessary because of the District's factional makeup. It is unlikely the voters across the District would approve a tax increase for the benefit of one particular attendance area, and the tax increase required to finance projects for each attendance area at one time could be excessive.

The two Pennsylvania Association of Rural and Small Schools representatives who toured the Elderton attendance area spoke to Act I issues. They stated: "Your board has tossed away a \$30,000,000 'chit,' in the form of a pre-Act 1 borrowing plan, from which there is no recovery. This action means that nothing with regard to facilities improvements in the future, other than those that can be funded through the general fund as ordinary upkeep and maintenance, will become a reality except as may be approved by a district-wide referendum."

Educational Facility Master Planning: A History

As previously written in this report, there have been several long-range plans and other educational facility master plans completed for the Armstrong School District since its formation in 1966. Long-standing debates about options for one or two comprehensive high schools have

been part of the district's history, with hard-fought battles from one election cycle to the next regarding the issue of renovating community high schools versus construction of new facilities.

In 1982, the Board of School Directors approved a resolution placing a referendum on the ballot, asking the voters if they approve of the current building program of the Armstrong School District. At the time, the building program called for construction of a new West Hills high school. The voters did not approve the ballot measure. Several years later, the Board of School Directors voted to consolidate community high schools, with the exception of Elderton Jr-Sr High School. During the 1990-91 school year, Ford City and Kittanning high schools were consolidated as Armstrong Central High School, while Dayton and Shannock Valley high schools were consolidated as Armstrong East High School. East Brady High School and its attendance area joined the consolidated Armstrong Central High School for the 1991-1992 school term.

After two years of school consolidation, community advocates were successful in the May, 1991 primary and the November, 1991 general elections and a new school board took office in December, 1991. The new school board voted to deconsolidate Armstrong Central and Armstrong East high schools in January, 1992. The Pennsylvania Department of Education challenged the action by the school board and advocates for community schools filed a lawsuit against the Commonwealth of Pennsylvania. The courts upheld the school district's decision and authority to deconsolidate high schools, and community high schools returned to their original status beginning with the 1992-93 school term. A year later, the attendance area serving East Brady High School, with the exception of Washington Township, seceded from the Armstrong School District. West Shamokin Jr-Sr High School, constructed in 1999-2000, consolidated the Dayton and Shannock Valley High School attendance areas and closed these respective high schools.

In the 42-year history of the Armstrong School District, there has been steady progress with school facility improvements, but there has been no established, cohesive, and agreed-upon long-

range plan. Plans for a new Lenape Elementary School were already underway when the district was formed in 1966 and a new West Hills Elementary School was constructed and opened for the beginning of the 1972-1973 school term. Other elementary and secondary school buildings have been renovated and additions made to school facilities with state reimbursement funding. But, during that time period, the center of debate has been the long-standing issue of maintaining community high schools or consolidating high schools — and the related costs, both financially and educationally.

Now, more than ever, the Board of Directors must find general consensus and agree on educational plans which will drive the long-term development and investments for creating 21st Century secondary education learning environments.

Two recent educational facility planning studies — the 2003 School Facilities Master Plan by Ingraham Dancu Associates and the 2007 District-wide Facilities Master Plan by Hayes Large Architects — have provided the most recent data available for consideration by the Board of School Directors. Community Forums, conducted by Hayes Large and the administration in January and February, 2007, proved to be informative and beneficial for the general public to better understand the various available options in the Facilities Master Plan. Additionally, the District-wide Master Planning Charrette documents, prepared for the October 2007 Charrette Planning Community Forum, provided valuable information critical to the planning process. All encompassing, each study or report offers information and data which are integral to the decision-making process for facility improvement recommendations in the future.

In all cases, it is worthy to note that Ingraham Dancu Associates and Hayes Large Architects have provided professional services with objectivity and processes for community input to the Armstrong School District. Respective associates from each firm have coordinated research and development of studies, reports, and documents so that the Board and administration can make data-informed decisions.

Hayes Large Architects has documented existing facility conditions and needs as part of the 2007 District-wide Facility Master Plan. The comprehensive evaluation of each school facility in the district inventory included the condition of the infrastructure and the quality of the learning environments. Demographics, facility capacity and condition, and levels of proposed renovations were explored and presented to the Board of Directors. Further, communication of the educational facility master plan has been effectively presented to school district stakeholders through community forums and public school board meetings.

Although every school district is faced with different circumstances (such as the age and conditions of secondary school facilities, and declining student population in the case of the Armstrong School District), there is no greater priority than educational excellence when planning renovations and / or new construction of school facilities.

Accepting the fact that any district-wide facilities master plan must be curriculum-driven, it is necessary that all stakeholders – students, parents, school board, professional and support staffs, taxpayers, and community leaders – focus on 21st Century education program goals, instructional delivery, and advanced technologies. Discussions about school facility improvements need to center on increased efficiency, instructional enhancements, and safe and secure schools, and “green schools” for energy savings and healthy school environments for the future.

According to the United States Green Building Council, “Green schools are healthy for students, teachers and the environment. Built right, green schools are productive learning environments with ample natural light, high-quality acoustics and air that are safe to breathe. Schools everywhere are going green, nurturing children while saving money. To acquire more facts and learn about green schools, visit USGBC's newly launched schools Web site - www.buildgreenschools.org.”

As of April 20, 2007, all new construction and major renovations of K-12 school facilities seeking LEED (Leadership in Energy and Environmental Design) certification must use the LEED for Schools Rating System. The LEED for Schools Rating System recognizes the unique nature of the design and construction of K-12 schools. Based on the LEED for New Construction rating system, it addresses issues such as classroom acoustics, master planning, mold prevention and environmental site assessment. (USGBC, 2008)

The Armstrong Charrette: October 17-19, 2007 Community Forum

The “Armstrong Charrette” was a three-day session, held October 17-19, 2007, designed to provide a community forum for public information and discussions on facilities plans for the future. The point of reference for discussions was the 2007 District-wide Facilities Master Plan. Approximately 60 participants attended, representing diverse groups from the school district and community. The group’s goal was to be able to make a non-binding recommendation to the Armstrong School District Board of Directors. The two leading options forwarded by the Charrette process included a “New Comprehensive High School” option that would call for a merger of all grade 7-12 students in the Elderton, Ford City, and Kittanning attendance areas into one school, which could possibly be constructed on property located adjacent to Lenape Tech in Manor Township at a cost of approximately \$95.2 million for a new comprehensive high school. The idea for this location, Lenape Technical School, has never been officially endorsed and may have been considered because Lenape Technical School and the adjacent Lenape Elementary School property encompass nearly 100 acres of geographically contiguous land. If the Board of School Directors endorses the option of a comprehensive high school, other alternate sites can be explored. The first Charrette option totals \$122 million; therefore, the remainder would cost \$27.6 million and called for renovating Shannock Valley Elementary School and the construction of a new K-6 Elderton complex. The second option would be to continue status quo with the makeup of the district and proceed with renovations to address educational and structural needs in eight of the district’s 12 existing facilities. This would cost approximately \$128 million for the most extensive, “Level III” renovation option. To date, there are no designs, specifications or final plans with either option.

When considering the two leading options from the “Armstrong Charrette”, it is important to point out that time is money— inflation is diminishing purchasing power. For example, a 6 month delay on a \$30 million project equates to 6 months x 6% per year x \$30,000 = \$900,000. \$900,000 divided by \$190/sf (building and site) = 4,700 less square feet of a building affordability.

The Armstrong Charrette: Looking Ahead to the September 9, 2008 Board Session

The Hayes Large Architects firm has scheduled a follow-up workshop to the 2007 Armstrong Charrette for Tuesday, September 9, 2008, at West Shamokin Jr-Sr High School. The purpose of the workshop will be to review Charrette Option I – Comprehensive High School and Option II – Level Three Renovations in Existing School Buildings. The Board of School Directors, through the Charrette follow-up process, has to decide what course of action to follow for the district’s schools if Elderton Jr-Sr High School stays open, and also what course of action to follow if Elderton Jr-Sr High School closes and how that impacts the District-wide Facilities Master Plan. The Charrette process will require regular and consistent Board-level discussion, facilitated by Hayes Large Architects, taking into consideration all available options and workable solutions using available financial resources wisely. This process will require constructive discussion and a strong commitment by the Board of School Directors to develop an action plan with goals, strategies, financing, progress monitoring and timelines. Potential district-wide voter referendum approval must be considered and included in facility planning discussions that provide phase-in strategies for successful outcomes.

The process should acknowledge that Kittanning Junior High School is also well below its enrollment capacity, just as Elderton Jr-Sr High School. Kittanning Junior High School also has the second-lowest students-per-professional staff ratio in the school district, with 10.8 students per professional staff. But, because of the 2006 reconfiguration of Kittanning Junior High’s feeder school—the West Hills elementary campus—Kittanning Junior High School is in a holding pattern, part of a transitional plan until its problem of low capacity can be addressed. The

school district built West Hills with full intent to address Kittanning Junior High School as part of a future plan yet to be discussed and determined by the Board of School Directors. Also, on the topic of future facilities changes the district could explore, the Armstrong School District administration would like to find a more cost-effective plan for housing the central office administration and for warehousing storage material. Solving both of these issues would allow Armstrong School District to sell the current administration building on Route 66, Manor Township, and to sell the former Shannock Valley High School, which is now the district's warehouse.

Consideration should be given to request that Dr. Daniel Dancu, Ingraham Dancu Associates, provide a proposal to update only the demographic and enrollment data presented in the School Facilities Master Plan of 2003, commonly known as the Dancu Report. As the district moves forward with continuous improvement plans during the next ten years, this information will be quite valuable in the decision-making process as it relates to school facilities and the delivery of educational programs and services. A review of pupil enrollment trends and patterns of community growth, development and change will be an integral part of that process.

An awareness of 21st-Century curriculum changes must be the basis for ongoing discussions about district-wide school facility improvements. The time is now to decide the best course of action for the future. There are two scenarios: If Elderton Jr-Sr High School stays open and if Elderton Jr-Sr High School closes.

If Elderton High School remains open:

- The school district should determine a course of action that provides a long-range plan for all school facilities and articulate that plan to the school community at-large and the general public. The discussion process should acknowledge that school improvements have been made in all other attendance areas; therefore, the Elderton attendance area should be given first consideration because of greater needs. The school district has an

obligation to inform the Elderton school community of the long-range plans for the Elderton school buildings (Elderton K-12 and Kittanning Township Elementary) and may include other available options that result in cost-saving measures by consolidating school populations within the Elderton attendance area.

If Elderton High School closes:

- The school district should let the public know what the plans are for the Elderton community in terms of a renovated or new elementary school for combined Elderton and Kittanning Township student populations. The option for a new combined elementary school was part of the Charrette planning process, but it would require a modification of the administration's current proposal to re-draw attendance lines as it relates to elementary and secondary student assignments. Any recommended changes will need further discussion about elementary "feeder schools" and secondary school assignments. Also, questions about South Bend Township need to be addressed as part of any future plans.
- The school district must decide the long-term plans for secondary education school facilities.
- The school district should explore whether to send secondary students from certain areas of South Bend Township to Apollo-Ridge on a tuition basis. South Bend Township residents would have to decide whether the entire township, or just the southernmost parts, should attend Apollo-Ridge. If Armstrong School District decides to pay student tuition to attend Apollo-Ridge for the short term, perhaps in the future a more permanent annexation of the impacted parts of South Bend to Apollo-Ridge may be an option, based on the desire of South Bend Township residents.
- The school district must ensure students are fully prepared for reassignment to respective school buildings where transitional plans are developed as a result of full implementation or modification of plans for re-drawn attendance lines. This includes, but will not be

limited to, grade level orientation meetings for students and parents, building tours, student transportation arrangements, and staff transitional meetings.

Facility Improvements Made During the Past 15 Years

In addition to the continuous improvement of educational programs and services, it is important to note the progress that the Board of School Directors and Administration have made during the past 15 years with regards to school facilities. Despite many years of debate about maintaining community high schools or consolidating community high schools, there has been steady progress regarding school facilities. For example:

- In the period between 1993 and 1995, Armstrong School District sold the following former schools: Sugarcreek Elementary (sold to Karns City School District); East Brady Elementary (sold to East Brady Borough); East Brady High School (sold to East Brady Borough); Spaces Elementary (sold to Thomas & Cathy Hufhand); Templeton Elementary (sold to Richard & Jacquelyn Myers).
- In 1994-1995, Armstrong School District renovated and made additions to Dayton Elementary School, with an investment of \$6.5 million.
- Armstrong School District has disposed of the Bellwood maintenance building, Ford City Elementary annex, and the Elderton Elementary annex.
- Armstrong School District has built the state-of-the-art West Shamokin Jr-Sr High School, which opened in the 2000-2001 school year, with an investment of \$19.8 million.
- In building West Shamokin Jr-Sr High School, Armstrong School District disposed of Dayton High School. The former Shannock Valley High School is temporarily being used as a district-wide warehouse.
- In 2006, Armstrong School District opened an improved educational campus at West Hills, with a renovated K-3 Primary School and a new 4-6 Intermediate School with an investment of \$25.4 million.
- In building the West Hills elementary campus, Armstrong School District closed and sold East Franklin and North Buffalo elementary schools.

- As the 2008-2009 school year begins, Armstrong School District is working to complete the Lenape Elementary School renovation and addition project, with an investment of approximately \$20.1 million.
- There has been regular maintenance of school facilities with average annual expenditures of approximately \$500,000 in capital improvements, based on a five-year plan which is monitored for progress and adjusted according to emergency needs.

The 2008-2014 Strategic Plan: Educational Excellence

The development, implementation and progress monitoring of a District Strategic Plan is at the heart of educational policy and planning. Every six years, school districts rewrite their strategic plans—a vision that “drives” education for a school district. Armstrong School District’s Strategic Planning Steering Committee has developed the 2008-2014 District Strategic Plan. The components of the Strategic Plan include the following: the Chapter 4 Plan; the Professional Education Plan; the Induction Program; the Special Education Report; and the Student Services Report.

Stakeholders involved in the strategic planning processes looked beyond the No Child Left Behind Act and addressed the importance of a consistent, comprehensive and high quality curriculum that benefits all students through continuous renewal, research-based instructional strategies, and meaningful assessment plans with an emphasis on core competencies in reading, mathematics, science and technology. The school district has a responsibility to make certain that all students are well prepared for their future careers, providing opportunities that include an appreciation for history, writing and literature, as well as music and the arts. Equally important, good citizenship and character education development through community service learning are essential elements of providing expanded learning opportunities for all students.

The strategic plan encourages business-education-community partnerships, collaboration with higher education entities, capacity building and reallocation of resources, and increased use of technologies based on curriculum-driven designs, which adapt to the knowledge-based, technology-driven economy. Students will have the opportunity to be empowered with the

necessary skills for interactive and engaging instruction with the advanced technologies that support learning.

If the education program is going to meet the demands of business and industry in a global economy, the school district must offer a world-class education to all students and meet the needs of the next generation of learners. High school reform efforts – with an emphasis on college and career preparation with rigor and relevance to real-world experiences – will provide opportunities of dual enrollment courses with higher education, on-line learning, internships and work-study programs with access to post-secondary education and training.

Education programs will be continually restructured by providing more in-depth curricula and expanded learning opportunities that are consistent with the new economy, including implementation of a K-12 STEM (Science, Technology, Engineering, and Mathematics) education program which is recognized as a means to raise student achievement and build a stronger workforce in the technical fields. As additional resources become available, the secondary education program goals are to offer additional honor classes, electives, world languages, and advanced placement courses to better prepare our students for success in a highly competitive world.

The District Strategic Plan focuses on what is best for our students educationally and serves as a blueprint for continued success to achieve the mission and goals of the Armstrong School District. Implementation of the District Strategic Plan will enhance educational opportunities for all students. The 104-page document can be viewed here by clicking the following link:

<http://www.asd.k12.pa.us/documents/StrategicPlan/Strategic%20Plan%202008-2014.pdf>

It can also be viewed on the Armstrong School District Web site at www.asd.k12.pa.us under “Documents” and “Studies, Plans and Reports.”

Education, Workforce Quality, and Economic Development

Preparing students for the future requires 21st Century learning environments which engage learners through innovative technologies and encourage collaboration, creativity, and communication. Therefore, it is my belief that improvements to school facilities – renovations and / or new construction – must be curriculum-driven for effective teaching and learning now and in the future.

Recently, I served as a Visiting Fellow with the Department of Administrative Policy and Studies, School of Education, University of Pittsburgh, in fall 2007 to study the relationships between education and workforce quality. My fellowship focused on business-education partnerships, career pathways to jobs of the future, STEM Education, and the integration of academics, career education, and technology.

When I returned from the University of Pittsburgh, I made a PowerPoint presentation, reflective of research and studies, to the Board of School Directors on April 7, 2008 titled *Early Childhood to Lifelong Learning: An Educational Model for the 21st Century*.

An Educational Model for the 21st Century promotes high performance and increased student achievement across the education continuum through a rigorous curriculum and integrated technology. Learning opportunities – with high-quality academic content and relevance to college, career pathways and future employment – should be expanded for all students and adults with an emphasis on life-long learning in a “knowledge economy” through collaboration and sharing of resources.

An Educational Model for the 21st Century provides the necessary foundation for connecting highly skilled workers – both professional and technical - to the high-demand occupations of the future. As more high-tech businesses and industries expand or locate in the region, there is a

greater need for educated, well-trained “gold collar” workers who possess a strong academic background, sophisticated technical skills and personal commitment to excellence. Preparing a highly skilled workforce will strategically position the region for economic success and provide students with marketable career skills for new employment opportunities.

An Educational Model for the 21st Century suggests we should align resources and enhance innovative business, education, and community partnerships which will better prepare students for success in the 21st Century. My suggestions are as follows:

- Enhance innovative Armstrong County business-education-community partnerships by promoting more collaboration and sharing of resources to improve the quality of public education in the Armstrong School District.
- Enhance partnerships with the Armstrong Educational Trust and the Armstrong County and StrongLand Chambers of Commerce to provide an active link between business and education to reinforce meaningful workforce development.
- Enhance the partnerships for high school student participation and leadership with the Armstrong County Forum for Workforce Excellence and the ARMTECH Showcase of Industry and Technology.
- Enhance the HEALTHY Armstrong partnership between Armstrong School District and ACMH Hospital, Children’s Community Pediatrics (Armstrong), and the University of Pittsburgh Medical Center to improve the health and wellness of children, youth, and families for an improved quality of life through healthy food choices, proper diet, and regular exercise with positive outcomes at home, at school, and in the workplace.
- Encourage P-16 Early Childhood through Life-Long Learning collaboration to create a “whole systems approach” to increase the student achievement levels of all learners and to close the achievement gap among groups of learners.

- Encourage community engagement to raise the profile of STEM Education and create partnerships across government, industry, education, training and research institutions by promoting STEM studies and careers in science, technology, engineering, and mathematics.
- Engage students in rigorous and relevant learning experiences through educator-in-the-workplace programs, school-based and work-based learning opportunities, job shadowing, mentoring, and internships.
- Prepare a 21st Century highly skilled workforce of graduates who are ready for college, careers or employment to support regional economic development initiatives underway by county, state, and federal government officials to grow and sustain the economy through job creation and retention.

Improving the Educational System and Preparing Students for College and Careers

An Educational Model for the 21st Century provides several suggestions in order to improve the educational system and to prepare students for college, careers and future employment. My recommendations, in the form of strategies, are as follows:

- Elevate the level of collaboration and partnering among Armstrong County public schools, non-profit organizations, government, business and industry, higher education, and the community-at-large to maximize regional resources in support of education and economic initiatives.
- Focus efforts on improving academic achievement, attendance levels, personal responsibility through character education, graduation rates, and access to higher education and training.

- Enhance curriculum renewal, instructional strategies, and assessment plans with an emphasis on core competencies in reading, mathematics, science and technology.
- Establish expectations of high academic attainment in traditional academic programs and career technical education.
- Develop a K-12 STEM Education Program that promotes excellence in educational opportunities and activities so that students can graduate from high school well-prepared for college, careers, and the high-demand occupations of the future.
- Promote innovation, research and technology to support effective teaching and learning.
- Strengthen the integration of academics, career education, and technology, with an emphasis on providing interventions and support for students who are struggling academically.
- Enhance the Armstrong School District College and Career Pathways Program to better prepare students for entrepreneurship in the new economy and the high-demand jobs of the future.
- Engage students in rigorous and relevant learning experiences that connect to the community and partner with the business community to create educator-in-the-workplace programs, school-based and work-based learning opportunities, job shadowing, mentoring, and internships.
- Coordinate professional development plans and activities with continuous efforts to improve teaching and learning.
- Design school facilities that are curriculum-driven for effective teaching and learning.
- Enhance data collection systems to create data-informed decision-making that will improve teaching, learning, leadership, and management practices.

One of my core beliefs is that an investment in education is an investment in the economic vitality of Armstrong County. In the knowledge economy, which is constantly changing, there

is an urgency to improve the existing educational system on a continuous basis. If Armstrong County is to be competitive in the new economy, educators in cooperation with business, industry, and community stakeholders must work collaboratively to enhance the local educational system through new and innovative approaches with a vision for the future.

Collectively, our passion for preparing students to build a globally competitive economy will improve the economic well-being and quality of life for all residents in Armstrong County. The economic development generated through improved connectivity between education and workforce quality will produce an increased tax base, provide better job opportunities, and will strengthen families and communities for an improved quality of life. By expanding learning opportunities and improving education attainment levels, skilled workers will have the best chance for gainful employment and successful careers in the new economy.

Five Key Discussion Points

1. Read and review school district studies, reports, and documents for an appreciation and an understanding of the past, but use the most current information for data-driven decision-making now and in the future. (i.e. Review and study reports on pupil enrollment trends and patterns of community growth, development and change).
2. Employ the Guiding Principles for Improving School Facilities as an integral part of the decision-making process.
3. Acknowledge that any building renovation and / or construction program must be based on economic efficiency through curriculum planning to enhance teaching and learning opportunities for all students, providing access and equity to a quality education.
4. Encourage open dialogue and effective communication among key stakeholders – those who represent education, business, and community interests – to improve the

- quality of education and to make certain that the next generation of learners is well-prepared for college, careers, and future employment.
5. Acknowledge that housing markets and the economy are driving forces for most school districts in the region to address declining enrollments with school closures, consolidation and redrawing school attendance lines. Secure updated reports on pupil enrollment trends and patterns of community growth, development and change.

Seven Recommendations to the Board of School Directors

1. Strengthen business-education-community partnerships to help ensure the future academic and financial success of the school district.
2. Reallocate financial / human resources and make corresponding budget cuts to avoid future increases in real estate taxes, without compromising the integrity of quality curriculum and instruction.
3. Right-size the school district in terms of building inventory and continue to streamline administrative, teaching, and support personnel positions through staff reductions as a result of retirements, resignations and furloughs, based on the potential closing of schools.
4. Develop a plan to address the district's three high cost drivers: Low student-to-professional staff ratio; above-average operations and maintenance costs; and above-average transportation costs. Improving these three areas should enable the district to improve school facilities and educational opportunities without overburdening taxpayers.
5. Provide equity for learning opportunities for all students with a more in-depth curricula by the continuous restructuring of secondary planned courses and addressing the district-wide issues of classes with ten or fewer students and low student-teacher ratios for a more efficient and cost-effective delivery of instruction.

6. Develop a more efficient, less costly student transportation system that reduces the number of buses and increases student capacity for higher state reimbursements, all the while ensuring the most efficient and safe operations possible.
7. Develop short-term and long-term goals for potential redistricting, school closures, consolidation of facilities and disposal of excess property.

Conclusion

Armstrong School District must give all students equal opportunities to increase achievement with goals to excel academically and to experience a comprehensive and consistent curriculum supported by educational technology. Providing equal educational opportunities for students and determining the level of tax burden for taxpayers shall be given full consideration for fairness and balance when meeting the goals of educational excellence.

Maximizing resources, streamlining services, and eliminating duplication of effort shall be an integral part of the school system, and responsibility for these efforts remains with the Board of School Directors. Equity, adequacy, and accountability are at the heart of current discussions and are essential aspects of problem-solving strategies to improve the quality of education and to create a world-class educational system.

Education and economic goals and strategies are inextricably inter-related; therefore, an investment in education is an investment in the economic vitality of Armstrong County. If Armstrong County is to be competitive in the new economy, educators in cooperation with business, industry, and community stakeholders must work collaboratively to enhance the local educational system through new and innovative approaches with a vision for the future. This vision for the future could include finding alternative funding sources for building improvements and educational programs.

This statement from the 1967 Long Range Development Report speaks volumes: “The relationship between the educational system and the general economy of the district points to the harmonious relationship between a superior education system and its ability to attract employment and the existing economy’s ability to pay for that system.” There isn’t anything more important than preparing a 21st Century highly skilled workforce of graduates who are ready for college, careers or the workplace to support regional economic development initiatives to grow and sustain the economy. At the end of the day, good schools are a great investment.

Focusing on what we agree upon will help us build consensus to plan for the future of education and achieve goals that will provide access and equity to learning opportunities.

Although the issues surrounding future renovations and/or new facilities are highly complex, there is reason to be optimistic that the Board of Directors will provide the necessary leadership, will maintain basic principles of integrity, and will make data-informed decisions about the future academic and financial success of the school district. It is my strong belief that the Board of School Directors, as advocates for children and youth, will discern what is right, good and in the best interest of all students. I believe that the Board, with its wide range of experiences, education and abilities, will provide the visionary leadership for equity in learning opportunities for all students through improved school facilities.

As superintendent of schools, I have a strong desire to continue providing effective leadership by moving the school district forward with advanced educational programs and services. I will continue to articulate a vision for the future by engaging key stakeholders in the school community and make a concerted effort to enhance business, education, and community partnerships.

As the school district looks to the future, there are two critical questions which need addressed with unremitting effort:

- *How can Armstrong School District best create an educational system that provides more collaboration, increases capacity, and maximizes human and financial resources to improve programs and services for all students?*
- *What strategies can the Armstrong School District implement to ensure that our students benefit from high-quality academic content and relevance to college, career pathways, and the workplace in the 21st Century?*

Planning for the future of the Armstrong School District will require all stakeholders to face the challenges, choices, and inevitability of change. As with any vision for the future, it will take unprecedented courage and leadership to achieve successful outcomes to fulfill our mission and goals as a school district. Now is the time to secure the future for our students; therefore, we need to work together with a single purpose for educational excellence in the best interest of all students.

Respectfully,

A handwritten signature in blue ink that reads "William H. Kerr".

William H. Kerr, Ed.D.
September 2008

Profile –

Superintendent of Schools, Armstrong School District

Beginning in February, 2009, Dr. William H. Kerr will begin his eleventh year as Superintendent of Schools for the Armstrong School District. As a former Armstrong County Commissioner and a member of the Armstrong County Industrial Development Authority, Dr. Kerr has an understanding and working knowledge of the relationships among education, workforce quality and economic development.

Dr. Kerr earned a Bachelors of Science degree from Slippery State College in 1973 and a Master's of Science degree from Duquesne University in 1978. He holds Pennsylvania elementary and secondary principal certifications and the Letter of Eligibility certification for superintendent of schools.

In 1994, Dr. Kerr received a Doctorate in Education from the Department of Administrative Policy and Studies, School of Education, University of Pittsburgh. In a dissertation entitled, "A Triangular Model of Relationships: State Government, Economic Development and Education Policies," his research focused on the concerns of business and community leaders relative to state tax policy, regional workforce development and local tax base stability. The study explored career expectation shifts, school responses to those shifts, tax policy effects on a quality workforce and long-term investments toward the development of the region's workforce.

Dr. Kerr served as a Visiting Fellow with the Department of Administrative Policy and Studies, School of Education, University of Pittsburgh, in Fall 2007 to study the relationships between education and workforce quality. His fellowship focused on business-education partnerships, career pathways to jobs of the future, STEM Education, and the integration of academics, career education, and technology.

Dr. Kerr was an elementary teacher and a principal in the Kiski Area School District, and has been an administrator in the Leechburg Area and Apollo-Ridge school districts. Previously, he has served as the Superintendent of Record for Lenape Technical School, a position that rotates annually among the four member school districts.

Dr. Kerr holds professional memberships with the Pennsylvania School Boards Association, Pennsylvania Association of School Administrators, Pennsylvania Association of Small and Rural Schools, and the Forum for Western Pennsylvania for School Superintendents.

Appendices (A-N)

- A. Listing of Attendance Area by Schools and Municipalities
- B. Guiding Principles for Improving School Facilities
- C. Armstrong School District K-12 Enrollment History Report
- D. Armstrong School District Enrollment Report as of September 2, 2008
- E. Armstrong School District Enrollment: Ratio of Students to Professional Staff
- F. Armstrong School District Comparison of Enrollment, Staff and Students Per Building
- G. Armstrong School District 2008-2009 Secondary Enrollment Comparison (9-12)
- H. Armstrong School District 2008-2009 Secondary Enrollment: Courses Not Offered
- I. Armstrong School District 2008-2009 Secondary Enrollment: Courses with 5 or Less
- J. Armstrong School District Secondary Enrollment: Courses with 10 or Less
- K. Closed Armstrong School District Buildings
- L. Armstrong School District Elementary and Secondary Schools:
Original Construction/Alterations & Additions
- M. Armstrong School District Route Mileage and Time Report
- N. Armstrong School District 2006-2007 Attendance Area Financial Reports
 - Revenue
 - General Fund Expenditures
 - Summary – Revenue/Expenditures
 - Operational Cost Per Student

APPENDIX A

<u>ATTENDANCE AREA</u>	<u>SCHOOLS</u>	<u>MUNICIPALITIES</u>	
ELDERTON	Elderton Elementary Kittanning Township Elderton HS	Elderton Boro Kittanning Twp Plumcreek Twp South Bend Twp	
FORD CITY	Lenape Elementary Ford City HS TOTAL	Bethel Twp Burrel Twp Cadogan Twp Ford City Boro	Ford Cliff Boro Manor Twp Manorville Boro North Buffalo Twp (20%) Rayburn Twp (4%)
KITTANNING	East Franklin Elementary North Buffalo Elementary West Hills Elementary Kittanning Area Middle School Kittanning HS	Applewold Boro East Franklin Twp Kittanning Boro North Buffalo Twp (80%) Rayburn Twp (66%)	Washington Twp West Franklin Twp West Kittanning Boro Worthington Boro
WEST SHAMOKIN	Dayton Elementary Shannock Valley Elementary West Shamokin HS	Atwood Boro Boggs Twp Cowanshannock Twp Dayton Boro Pine Twp Rayburn Twp (30%)	Rural Valley Boro Valley Twp Wayne Twp Smicksburg Boro West Mahoning Twp

APPENDIX B

Armstrong School District *'The Armstrong Charrette'*

Guiding Principles for Improving School Facilities

1. Provide a consistent, comprehensive and high quality curriculum.
2. Maximize student access to course offerings and options within budget constraints.
3. Fiscally responsive/creative. Accountable to taxpayers.
4. Provide consistency of class size, courses and availability across the district.
5. Provide environmentally responsible facilities that can adapt to future needs including modern and safe athletic and wellness facilities.
6. Provide reasonable student travel times to and from school. Schedule busses efficiently.
7. Maximize efficiency of all resources and staff.
8. Data driven decision making.
9. Prepare students for a life after school and be a part of a global society.
10. Promote safety and security for staff and students.
11. Recognize that there are differing concepts of community.

The Guiding Principles were developed by the Armstrong School District Superintendent of Schools, Central Office Administrators, and the Elementary, Secondary and Assistant Principals in preparation for "The Armstrong Charrette" scheduled for October 17-19, 2007. These Guiding Principles are subject to change based on final review and approval by the Board of School Directors. The administration used the "Priority Concerns of the Board" dated March 2, 2004 as a point of reference when developing these Guiding Principles.

These Guiding Principles were revised by the "Armstrong Charrette" Planning Committee in October, 2007.

APPENDIX C-1

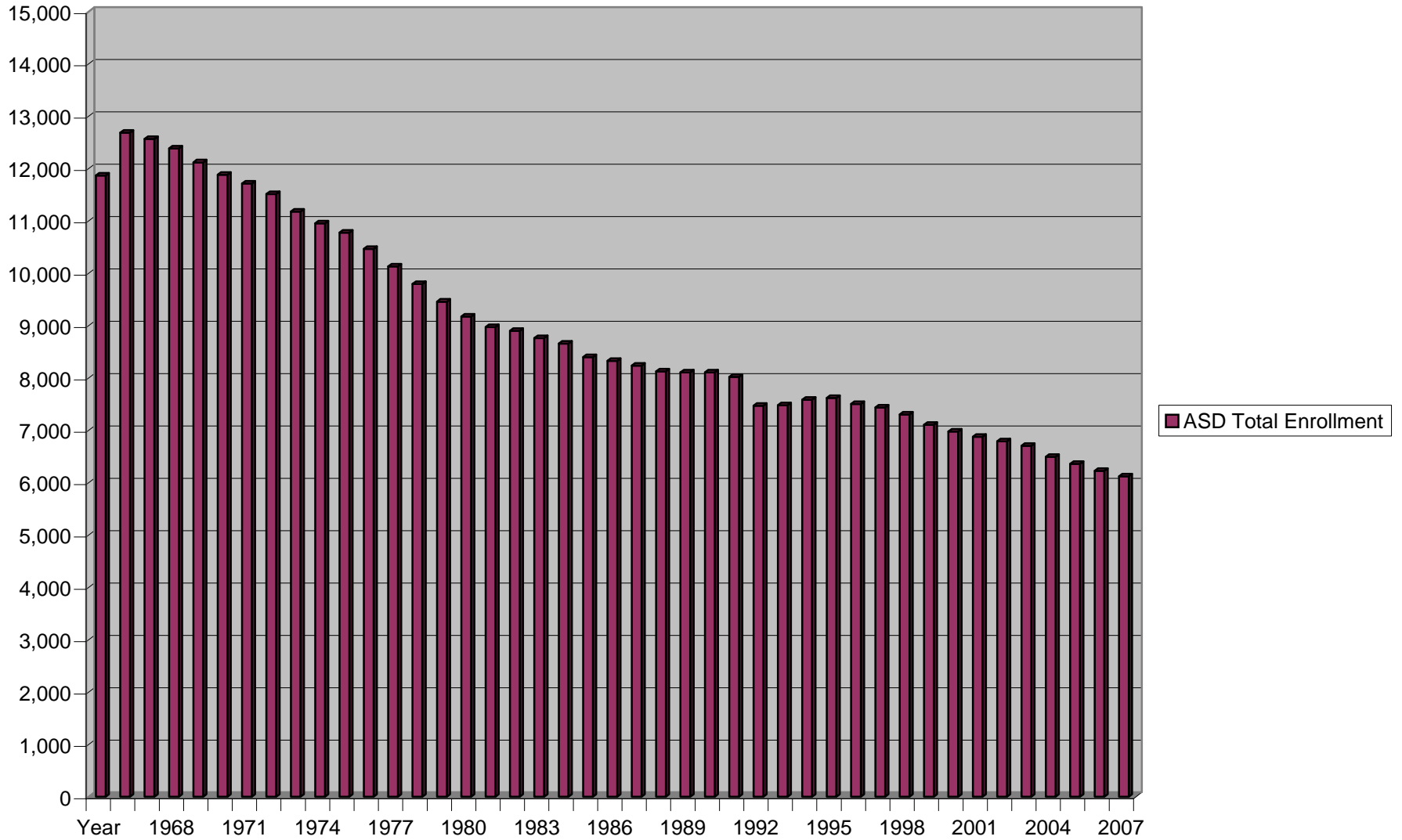
ARMSTRONG SCHOOL DISTRICT

K-12 ENROLLMENT HISTORY

Year	ASD Total Enrollment	Lenape Vo-Tech	Enrolled in ASD Buildings
1966	11,869	254	11,615
1967	12,690	220	12,470
1968	12,569	236	12,333
1969	12,388	255	12,133
1970	12,121	242	11,879
1971	11,886	229	11,657
1972	11,717	240	11,477
1973	11,516	257	11,259
1974	11,180	235	10,945
1975	10,956	356	10,600
1976	10,778	479	10,299
1977	10,469	481	9,988
1978	10,131	492	9,639
1979	9,798	533	9,265
1980	9,460	520	8,940
1981	9,177	445	8,732
1982	8,976	452	8,524
1983	8,902	451	8,451
1984	8,765	445	8,320
1985	8,659	434	8,225
1986	8,398	405	7,993
1987	8,327	383	7,944
1988	8,235	351	7,884
1989	8,127	346	7,781
1990	8,110	353	7,757
1991	8,106	379	7,727
1992	8,021	359	7,662
1993	7,472	317	7,155
1994	7,480	302	7,178
1995	7,584	308	7,276
1996	7,620	335	7,285
1997	7,506	338	7,168
1998	7,437	329	7,108
1999	7,304	327	6,977
2000	7,109	319	6,790
2001	6,980	345	6,635
2002	6,879	340	6,539
2003	6,792	367	6,425
2004	6,704	384	6,320
2005	6,493	348	6,145
2006	6,360	328	6,032
2007	6,228	361	5,867
2008	6,120	360	5,760

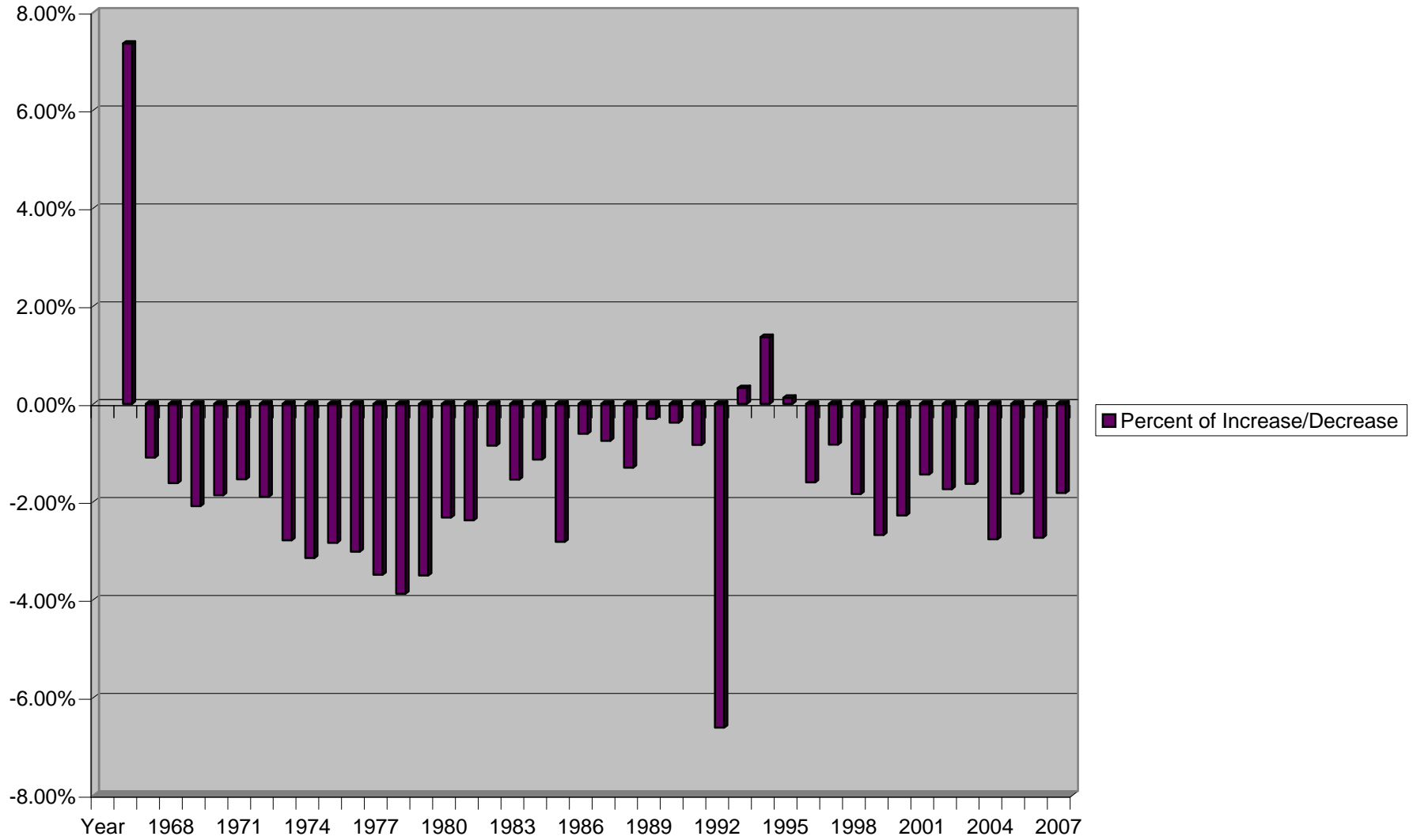
APPENDIX C-2

ASD Total Enrollment: 1966 - 2008



APPENDIX C-3

Percent of Enrollment Increase/Decrease: 1966 - 2008



APPENDIX D

ARMSTRONG SCHOOL DISTRICT ENROLLMENT AS OF September 2, 2008

BUILDING	K	1	2	3	4	5	6	Life Skills/ Autistic	7	8	9	10	11	12	Life Skills	BUILDING TOTALS
Dayton Elementary	49	32	46	38	46	44	49									304
Elderton Elementary	26	39	37	36	39	40	38									255
Kittanning Twp Elementary	33	28	19	31	29	22	24	29								215
Lenape Elementary	104	103	92	111	121	107	117									755
Shannock Elementary	45	40	55	67	58	47	54									366
West Hills Primary	181	158	170	179												688
West Hills Intermediate					177	155	182									514
Elderton H. S.									81	53	70	81	29	54		368
Lenape Vo-Tech													29	25		54
Ford City H. S.									119	128	140	117	72	92		668
Lenape Vo-Tech													58	56		114
Kittanning Junior H.S.									170	194					11	375
Kittanning Senior H. S.											169	196	137	136	14	652
Lenape Vo-Tech													55	57		112
West Shamokin H. S.									116	103	116	120	62	83		600
Lenape Vo-Tech													34	36		70
GRADE TOTALS	438	400	419	462	470	415	464	29	486	478	495	514	300	365	25	TOTAL ASD
TOTAL ASD ELEMENTARY								3097	TOTAL ASD SECONDARY						2663	
TOTAL LENAPE VO-TECH													176	174	10	360

APPENDIX E

Armstrong School District Enrollment
Ratio of Students to Professional Staff

School	2002-2003			2008-2009		
	Students	Staff	Ratio	Students	Staff	Ratio
Dayton Elementary	328	22.6	14.5	304	23.4	13.0
East Franklin Elementary	152	9.81	15.5	0	0	
Elderton Elementary	262	20.02	13.1	255	21.5	11.9
Kittanning Twp. Elementary	243	23.61	10.3	215	21.3	10.1
Lenape Elementary	864	56.56	15.3	755	50.5	15.0
North Buffalo Elementary	256	15.74	16.3	0	0	
Shannock Valley Elementary	476	29.32	16.2	366	26.5	13.8
West Hills Primary	692	43.78	15.8	688	41.2	16.7
West Hills Intermediate				514	33.6	15.3
Kittanning Area MS (6th grade)	214	8	26.8	0	0	
Elementary Total	3487	229.44	15.2	3097	218	14.2
Elderton JSHS	409	36	11.4	368	38.5	9.6
Ford City JSHS	809	55	14.7	668	56.5	11.8
Kittanning JH (7 & 8 only)	439	36.65	12.0	375	35.5	10.6
Kittanning SHS	750	56.5	13.3	652	56.5	11.5
West Shamokin JSHS	645	49.13	13.1	600	52.5	11.4
Secondary Total	3052	233.28	13.1	2663	239.5	11.1
Grand Total	6539	462.72	14.1	5760	457.5	12.6

As of 9/2/08

APPENDIX F

Armstrong School District Comparison of Enrollment, Staff and Students Per Building September 2, 2008

<u>Building</u>	<u>Enrollment</u>	<u>Professional Staff</u>	<u>Students Per Prof. Staff</u>	<u>Reg. Class Teachers</u>	<u>Students Per Class</u>
Dayton Elementary	304	23.4	13.0	13.5	22.5
Elderton Elementary	255	21.5	11.9	13	19.6
Kittanning Twp. Elementary - Life Skills not included	186	17.3	10.8	10	18.6
Lenape Elementary	755	50.5	15.0	31	24.4
Shannock Valley Elementary	366	26.5	13.8	16.5	22.2
W. Hills Primary	688	41.2	16.7	26.5	26.0
W. Hills Intermediate	514	33.6	15.3	20	25.7
KJHS	364	34.5	10.6	26.4	13.8
- Life Skills not included					
Elderton JSHS	368	38.5	9.6	28.43	12.9
Ford City JSHS	668	56.5	11.8	46	14.5
Kittanning SHS	638	54.5	11.7	44.17	14.4
- Life Skills not included					
W. Shamokin JSHS	600	52.5	11.4	43.13	13.9
Total	5706	450.5	12.7	318.63	17.9
Elementary	3068	214	14.3	130.5	23.5
Secondary	2638	236.5	11.2	188.13	14.0

APPENDIX G-1

2008-09 Secondary Enrollment Comparison (9-12)
Patterns of Low Enrollment Courses

AS OF 9-2-08

Course	Number of Students			
	EHS	FCHS	KSHS	WSHS
Mathematics				
AP Calculus	1	0	6	4
Calculus	12	20	44	19
Math Analysis	0	15	7	5
Analytic Geometry	0	8	11	15
Probability and Statistics	2	14	11	10
Science				
Biology II	6	31	49	25
Biology AP	3	12	29	11
Physics I	3	10	21	6
Physics II	7	0	0	10
Chemistry II	11	18	39	8
Astronomy	18	42	5	36
Principles of Science	0	12	51	8
Language Arts				
AP English 12	9	8	24	6
AP English 11	10	4	25	14
Literary Studies	0	0	0	0
Advanced Public Speaking	0	5	5	0
Writing for Communications	0	0	6	0
English 11 CP	5	52	60	19
English 11 C	9	17	51	30
English 9 G/H	5	18	23	16
TV Production/Broadcast	0	17	15	7
Business and Computer Science				
Business Communications	0	37	0	0
Career Essentials	10	0	23	16
General Business	6	20	21	0
Microsoft Excel/Access	0	0	0	14
Speedwriting Notetaking	0	6	6	0
Microsoft Office Integration	0	0	0	0
Multi-Media and Digital Design	7	15	8	20
Visual Basics II	10	10	6	27
Visual Basics I	7	0	25	22
Program III: Java I	1	0	0	4
Prog IV: Java II	0	0	0	4
Law and Justice	13	7	12	0
Accounting I	5	7	7	20

APPENDIX G-2

2008-09 Secondary Enrollment Comparison (9-12)
Patterns of Low Enrollment Courses

AS OF 9-2-08

Course	Number of Students			
	EHS	FCHS	KSHS	WSHS
Advance Accounting	0	0	0	10
Web Page I	2	0	15	11
Web Page II	2	0	6	4
Business Math	7	13	14	6
Entrepreneurship	5	0	9	8
World Language				
French III	7	12	17	11
French IV	4	3	14	7
French V	2	0	8	0
Spanish III	7	29	50	14
Spanish IV	0	8	35	4
Spanish V	5	9	15	2
Technology Education				
Principles of Tech I	0	6	31	0
Principles of Tech II	0	0	11	0
Principles of Tech III	0	0	5	0
IT Essentials I	6	18	0	10
Tech Ed 9 V.C.	2	33	0	14
Wood II	3	7	15	15
Wood III	2	9	12	5
Metal Tech II	0	7	12	0
Metal Tech III	3	7	9	0
Visual Communications II	2	29	22	1
Visual Communications III	2	3	13	2
Social Studies				
AP Economics	0	15	11	0
Gifted/ Honors World Cultures	0	30	26	0
Gifted/Honors U.S. History	0	34	42	0
Contemporary Issues	6	41	16	16
Music				
Music Appreciation	0	4	8	0
Music Theory	0	0	7	0
Family Consumer Science				
Child Development	10	15	30	26
Housing and Clothing	4	4	9	13

APPENDIX G-3

2008-09 Secondary Enrollment Comparison (9-12) Patterns of Low Enrollment Courses

AS OF 9-2-08

Course	Number of Students			
	EHS	FCHS	KSHS	WSHS
Family Living	7	0	9	12
Health				
Advanced Health	5	23	37	33

** Numbers are subject to change due to schedule changes.

APPENDIX H

2008-09 Secondary Enrollment: Courses Not Offered

AS OF 9-2-08

EHS	FCHS	KHS	WSHS
Literary Studies	Literary Studies	Literary Studies	Literary Studies
Adv Public Speaking	Family Living	Business Comm	Adv Public Speaking
Writing for Comm	Art IV	Adv Accounting	Writing for Comm
TV Production	Adv Accounting	Microsoft Office Integ	Business Comm
Art IV	Entrepreneurship	Programming III	Law and Justice
General Business	Career Essentials	Programming IV	Speedwriting
Business Comm	Microsoft Office Exel		Microsoft Office Integ
Adv Accounting	Microsoft Office Integ		Music Appreciation
Microsoft Office Exel	ProgrammingII		Music Theory
Speedwriting	Programming III		AP Economics
Microsoft Office Integ	Programming IV		Metal Tech I
Multimedia and Digital	Web Page Design I		Metal Tech II
Programming IV	Web Page Design II		Metal Tech II
Math Analysis	AP Calc		Principles of Tech 1
Analytic Geometry	Music Appreciation		Principles of Tech 2
Music Appreciation	Physics II		Principles of Tech 3
Music Theory	Principles of Tech 2		
Principles of Science	Principles of Tech 3		
AP Economics	French V		
Principles of Tech 1			
Principles of Tech 2			
Principles of Tech 3			

** Numbers are subject to change due to schedule changes.

APPENDIX I

2008-09 Secondary Enrollment: Courses with 5 or Less

AS OF 9-2-08

EHS	FCHS	KHS	WSHS
English 9 G/H (5)	AP English 11 (4)	Adv Public Speak (5)	AP Calc (4)
English 11 CP (5)	Adv Public Speak (5)	Astronomy (5)	Math Analysis (5)
AP Calc * (1)	French IV (3)		Spanish IV * (4)
AP Biology * (3)	Visual Comm III * (3)		Spanish V * (2)
Physics I (3)	Housing & Clothing (4)		Programming III: Java I * (4)
French IV * (4)	Music Apprec (4)		Programming IV: Java II * (4)
French V * (2)			Web Page II (4)
Spanish V (5)			Wood III * (5)
Accounting I (5)			Visual Comm II * (1)
Entrepreneurship (5)			Visual Comm III * (2)
Prgramming III: Java I (1)			
Web Page I (2)			
Web Page II (2)			
Tech Ed 9 VC (2)			
Wood II * (3)			
Wood III * (2)			
Metal III (3)			
Visual Comm II * (2)			
Visual Comm III * (2)			
Housing & Clothing (4)			
Advanced Health (5)			

* Means Combined with Another Course

** Numbers are subject to change due to schedule changes.

Note: Does not include Special Education

APPENDIX J

2008-09 Secondary Enrollment: Courses with 10 or Less

AS OF 9-2-08

EHS	FCHS	KHS	WSHS
English 9 G/H (5)	AP English 11 (4)	Adv Public Speak (5)	AP Calc (4)
English 11 CP (5)	Adv Public Speak (5)	Astronomy (5)	Math Analysis (5)
AP Calc * (1)	French IV (3)		Spanish IV * (4)
AP Biology * (3)	Visual Comm III * (3)	Writing for Comm (6)	Spanish V * (2)
Physics I (3)	Housing & Clothing (4)	AP Calculus (6)	Programming III: Java I * (4)
French IV * (4)	Music Apprec (4)	French V (8)	Programming IV: Java II * (4)
French V * (2)		Entrepreneurship (9)	Web Page II (4)
Spanish V (5)	AP English 12 (8)	Speed Writing (6)	Wood III * (5)
Accounting I (5)	Physics I (10)	Multi Media/ Digital (8)	Visual Comm II * (1)
Entrepreneurship (5)	Spanish IV (8)	Programming III (6)	Visual Comm III * (2)
Programming III: Java I (1)	Spanish V (9)	Web Page II (6)	
Web Page I (2)	Law and Justice (7)	Housing and Clothing (9)	TV Production (7)
Web Page II (2)	Accounting I (7)	Family Living (9)	Chemistry I (8)
Tech Ed 9 VC (2)	Speed Writing (6)	Music Apprec (8)	Physics I (6)
Wood II * (3)	Art III (7)	Music Theory (7)	Physics II (10)
Wood III * (2)			Principals of Technology (8)
Metal III (3)			Spanish III (7)
Visual Comm II * (2)			Business Math/ Finance (6)
Visual Comm III * (2)			Advanced Accounting (10)
Housing & Clothing (4)			Entrepreneurship (8)
Advanced Health (5)			IT Essentials (10)
Gifted/Honors English 10 (10)			
English 11 C (9)			
AP English 11 (10)			
AP English 12 (9)			
Paced Algebra B (7)			
Algebra 2 Essentials (6)			
Biology 2 (6)			
Physics 2 (7)			
Spanish 3 (7)			
General Business (6)			
Business Math/ Finance (7)			
Programming I (10)			
Programming 2 (7)			
IT Essentials (6)			
Visual Communications (7)			
Family Living (7)			
Multimedia Basics (6)			
Career essentials (10)			
Fam/Con 8 elective (4)			

* Means Combined with Another Course

** Numbers are subject to change due to schedule changes.

Note: Does not include Special Education

APPENDIX K**CLOSED ARMSTRONG SCHOOL DISTRICT BUILDINGS**

As of August 2008

<u>Name of Building</u>	<u>Year Closed</u>	<u>Disposition</u>
Bellwood Elementary	1968	Closed
Furnace Run Elementary	1968	Returned to East Franklin Township
Garretts Run Elementary	1968	Sold - 1977
Pleasant View Elementary	1968	Administration Building
Cadogan Elementary	1972	Sold
Cowansville Elementary	1972	Sold - 1972
Craigsville Elementary	1972	Sold - 1972
Pine Hill Elementary	1972	Sold - 1972
Burrell Elementary	1973	Sold - 1981
Fourth Ward Elementary	1973	Sold - 1977
Sherrett Elementary	1973	Sold - 1973
Worthington Elementary	1973	Closed - Municipality Owns
Ford Cliff Elementary	1974	Transferred to Ford Cliff Borough and Demolished
West Kittanning Elementary	1976	Deeded to West Kittanning Borough November 20, 1980
Bradys Bend Elementary	1980	Sold
Bethel Elementary	1981	Sold
Troy Hill Elementary	1981	Sold
Manorville Building	1981	Returned to Manorville Borough 12/31/83
Elderton Elementary (Old)	1982	Closed
Worthington High School	1984	Closed - Worthington/West Franklin Municipal Authority Owns
Ford City Elementary (Annex)	1986	Closed, demolished in 2001
Sugarcreek Elementary	1993	Sold to Karns City School District
East Brady Elementary	1993	Sold to East Brady Borough 8/29/94
East Brady High School	1993	Sold to East Brady Borough 8/29/94
Spaces Elementary	1995	Sold to Thomas & Cathy Hufhand January 22, 1996
Templeton Elementary	1996	Sold to Richard & Jacquelyn Myers October 27, 1997
Elderton Annex	2001	Demolished
Shannock Valley High School	2001	Warehouse
Dayton Jr. Sr. High School	2002	Sold to Dayton Borough
East Franklin Elementary	2007	Sold to Manorville Development Corp.
North Buffalo Elementary	2007	Sold to Optical Systems Technology Inc.

APPENDIX L

**ARMSTRONG SCHOOL DISTRICT
AUGUST 2008**

<u>Elementary Schools</u>	<u>Original Construction/ Alterations & Additions</u>	<u>Reimbursement Eligibility Date</u>
Dayton	1961/1994	2014
Elderton	1960/1962/1980	2000
Kittanning Twp.	1955/1973	1993
Lenape	1968/2008	2028
Shannock Valley	1963/1972	1992
West Hills Primary	1972/2006	2026
West Hills Intermediate	2006	2026
 <u>Secondary Schools</u>		
Elderton Jr. Sr. High	1955/1960/1980	2000
Ford City Jr. Sr. High	1907/1922/1934/1957/1962/1984	2004
Kittanning Jr. High	1919/1928/1948/1952/Rebuilt 1967/1984	2004
Kittanning Sr. High	1954/1984	2004
West Shamokin Jr. Sr. High	2000	2020

APPENDIX M-1

9/3/2008 3:10:08 PM

Ordered by Anchor Location,Route Time

Day: Monday

Armstrong School District ROUTE MILEAGE AND TIME

Page: 1

<u>Bus Number</u>	<u>Contractor</u>	<u>Route Number</u>	<u>Route Time</u>	<u>Route Mileage</u>	<u>Total Route Mileage</u>
Anchor Location DAYTON ELEMENTARY SCHOOL					
M-44		DEKAM1	25:54	10.35	10.35
M-41		DE 10P	31:36	12.73	12.73
M-38		DE1P	31:54	10.20	10.20
M-32		DE 5P	32:00	12.98	12.98
M-32		DE 5A	32:24	13.01	13.01
M-38		DE1A	33:00	10.98	10.98
M-41		DE 10A	35:54	15.02	15.02
M33		DE 2P	38:24	14.19	14.19
M33		DE 2A	39:36	14.83	14.83
M-26		DE 6A	40:48	16.68	16.68
M-35		DEKPM1	41:12	16.51	16.51
M-31		DE 7P	45:12	18.47	18.47
M-31		DE 7A	45:54	18.44	18.44
M-45		DE3A	47:06	17.06	17.06
M-26		DE 6P	48:18	18.75	18.75
M-45		DE3P	48:30	17.10	17.10
A24		DE 11A	48:30	21.19	21.19
M-43		DEKPM3	49:06	24.89	24.89
A24		DE 11P	49:42	21.22	21.22
M-46		DE 4A	50:06	22.98	22.98
A27		DE 12A	51:06	22.79	22.79
A27		DE 12P	51:54	22.82	22.82
M-39		DEKPM2	56:18	27.26	27.26
M-46		DE 4P	57:30	25.52	25.52
Anchor Location ELDERTON ELEMENTARY SCHOOL					
B052		EE 2P	20:54	7.62	7.62
B052		EE 2A	21:36	8.19	8.19
B011		EE 10A	25:48	10.90	10.90
B058		EE 1A	25:54	10.34	10.34
B058		EE 1P	26:00	10.38	10.38
B061		EE 5A	29:06	13.05	13.05
B061		EE 5P	32:00	14.00	14.00
B134		EE 8A	32:12	11.75	11.75
B134		EE 8P	32:42	12.06	12.06
B011		EE 10P	33:00	13.79	13.79
B063		EE 6A	33:06	13.35	13.35
B037		EEKAM2	36:30	16.47	16.47
B144		EE 9P	37:42	12.63	12.63
B063		EE 6P	40:24	17.38	17.38
B144		EE 9A	46:36	16.47	16.47
B057		EE 4A	49:36	19.94	19.94
B011		EEKAM1	50:42	21.98	21.98
B036		EEKPM1	51:00	23.95	23.95
B050		EE 3A	53:12	22.83	22.83
B057		EE 4P	53:30	22.25	22.25
B050		EE 3P	54:06	22.93	22.93
B071		EE 7P	54:54	24.18	24.18
B071		EE 7A	61:00	27.01	27.01
Anchor Location ELDERTON JUNIOR/SENIOR HIGH SCHOOL					
S32		EHS10P	26:54	12.30	12.30
S64		EHS12P	28:06	12.47	12.47
B058		EHS1P	29:48	13.11	13.11
S32		EHS10A	31:06	13.65	13.65
B061		EHS5A	32:12	13.79	13.79
B061		EHS5P	32:24	13.74	13.74

APPENDIX M-2

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Ordered by Anchor Location,Route Time

Day: Monday

Armstrong School District ROUTE MILEAGE AND TIME

Page: 2

<u>Bus Number</u>	<u>Contractor</u>	<u>Route Number</u>	<u>Route Time</u>	<u>Route Mileage</u>	<u>Total Route Mileage</u>
Anchor Location ELDERTON JUNIOR/SENIOR HIGH SCHOOL					
B058		EHS1A	32:54	13.57	13.57
S54		EHS11P	33:24	13.99	13.99
S54		EHS11A	33:30	14.04	14.04
B063		EHS6P	33:48	14.40	14.40
B063		EHS6A	34:30	14.45	14.45
B101		EHS7A	35:48	14.78	14.78
B055		EHS8P	37:54	16.85	16.85
B055		EHS8A	38:00	16.90	16.90
S64		EHS12A	38:18	16.52	16.52
B052		EHS4A	40:48	16.77	16.77
S52		EHS 9A	42:36	20.05	20.05
S52		EHS9P	42:48	19.92	19.92
B052		EHS4P	42:48	18.63	18.63
S68		EHS14P	43:00	19.20	19.20
S70		EHS15A	44:06	18.81	18.81
B037		EHS3A	44:18	19.73	19.73
S70		EHS15P	44:24	20.25	20.25
S72		EHS13P	45:24	20.16	20.16
B037		EHS3P	48:30	21.59	21.59
B011		EHS2P	51:36	21.35	21.35
B055		EHS2A	52:06	21.05	21.05
B101		EHS7P	52:54	23.20	23.20
S72		EHS13A	53:30	24.39	24.39

Anchor Location FORD CITY JR/SR HIGH SCHOOL

A25		FCFS25P	10:00	2.59	2.59
A43		FCFS10A	19:30	7.28	7.28
A41		FCFS9P	19:36	7.09	7.09
A43		FCFS10P	19:54	7.48	7.48
A351		FCFS351P	20:18	7.96	7.96
A351		FCFS351A	20:24	7.97	7.97
A41		FCFS9A	20:30	7.09	7.09
A11		FCFS3P	22:24	10.47	10.47
A18		FCFS5A	26:06	12.10	12.10
A18		FCFS5P	27:48	12.32	12.32
A20		FCFS6A	30:18	9.22	9.22
A20		FCFS6P	30:30	9.22	9.22
A1		FCFS4P	33:54	15.33	15.33
A11		FCFS3A	34:30	12.82	12.82
A1		FCFS4A	35:12	15.33	15.33
A19		FCFS2P	42:00	16.17	16.17
A21		FCFS7P	42:24	15.27	15.27
A21		FCFS7A	42:54	15.31	15.31
A31		FCFS8A	43:36	15.06	15.06
A31		FCFS8P	46:18	16.84	16.84
A45		FCFS11P	48:36	18.41	18.41
A19		FCFS2A	48:48	17.62	17.62
A45		FCFS11A	50:12	18.41	18.41
A33		FCFS1P	53:06	21.34	21.34
A33		FCFS1A	54:30	21.34	21.34

Anchor Location KITTANNING JUNIOR HIGH SCHOOL

A35		KHS 21P	17:36	4.72	4.72
A35		KHS 21A	19:06	5.14	5.14
VL81		KHS 15P	28:18	8.21	8.21
S23		KHS 8P	35:54	15.29	15.29
VL90		KHS 18P	42:12	14.18	14.18

APPENDIX M-3

9/3/2008 3:10:08 PM

Ordered by Anchor Location,Route Time

Day: Monday

Armstrong School District ROUTE MILEAGE AND TIME

Page: 3

<u>Bus Number</u>	<u>Contractor</u>	<u>Route Number</u>	<u>Route Time</u>	<u>Route Mileage</u>	<u>Total Route Mileage</u>
Anchor Location KITTANNING JUNIOR HIGH SCHOOL					
VL62		KHS 2P	45:30	15.32	15.32
VL91		KHS 5P	54:24	18.79	18.79
VL86		KHS 17P	54:54	17.96	17.96
VL80		KHS 4P	57:24	18.30	18.30
VL63		KHS 3P	64:42	23.69	23.69
VL82		KHS 16P	66:06	20.11	20.11
VL93		KHS 19P	68:42	25.45	25.45

Anchor Location KITTANNING SENIOR HIGH SCHOOL					
A28		KHS 20P	21:06	5.86	5.86
S73		KHS 13A	23:18	9.22	9.22
S73		KHS 13P	23:54	9.31	9.31
VL81		KHS 15A	26:06	8.12	8.12
A28		KHS 20A	26:36	8.90	8.90
A50		KHS 22A	29:06	10.68	10.68
VL90		KHS 18A	30:12	10.01	10.01
A50		KHS 22P	30:18	10.99	10.99
S23		KHS 8A	30:48	14.13	14.13
S71		KHS 1A	37:06	16.60	16.60
S71		KHS 1P	39:30	18.22	18.22
VL62		KHS 2A	40:24	14.36	14.36
S65		KHS 11A	41:54	15.60	15.60
S62		KHS 10A	43:24	18.67	18.67
S62		KHS 10P	45:12	19.20	19.20
VL86		KHS 17A	46:30	15.91	15.91
S69		KHS 12A	46:54	19.29	19.29
S51		KHS 9A	47:48	20.93	20.93
VL91		KHS 5A	48:12	16.56	16.56
S51		KHS 9P	48:48	21.61	21.61
VL80		KHS 4A	51:18	16.74	16.74
S74		KHS 14A	52:18	18.98	18.98
S69		KHS 12P	52:24	21.50	21.50
S65		KHS 11P	53:06	19.77	19.77
S74		KHS 14P	53:30	19.29	19.29
S22		KHS 6A	53:30	26.29	26.29
S42		KHS 7A	53:48	21.58	21.58
S42		KHS 7P	54:42	21.45	21.45
VL82		KHS 16A	56:18	17.84	17.84
S22		KHS 6P	57:06	27.01	27.01
VL63		KHS 3A	60:12	22.75	22.75
VL93		KHS 19A	63:18	24.05	24.05

Anchor Location KITTANNING TOWNSHIP ELEMENTARY SCHOOL					
S64		KTEPM2	23:24	10.89	10.89
S72		KTEKPM1	25:36	11.23	11.23
S64		KTEKAM1	26:30	12.36	12.36
S52		KTE 2A	30:30	13.01	13.01
S52		KTE 2P	30:36	13.01	13.01
S64		KTE 5P	31:48	13.07	13.07
S54		KTE 3A	32:06	13.96	13.96
S72		KTE 7A	34:00	13.41	13.41
S64		KTE 5A	34:18	14.62	14.62
S54		KTE 3P	34:18	15.25	15.25
S72		KTE 7P	34:24	13.39	13.39
S14		KTE 1P	35:30	14.73	14.73
S70		KTE 6A	35:54	15.18	15.18
S70		KTE 6P	36:00	15.22	15.22

APPENDIX M-4

9/3/2008 3:10:08 PM

Armstrong School District ROUTE MILEAGE AND TIME

Page: 4

Ordered by Anchor Location,Route Time

Day: Monday

<u>Bus Number</u>	<u>Contractor</u>	<u>Route Number</u>	<u>Route Time</u>	<u>Route Mileage</u>	<u>Total Route Mileage</u>
Anchor Location KITTANNING TOWNSHIP ELEMENTARY SCHOOL					
S32		KTE 4A	39:00	16.88	16.88
S32		KTE 4P	39:24	16.88	16.88
B091		KTE 8P	41:00	17.57	17.57
B091		KTE 8A	42:18	17.57	17.57
S14		KTE 1A	43:00	19.24	19.24

Anchor Location LENAPE ELEMENTARY SCHOOL

A33		LE4P	10:24	2.76	2.76
A21		LE9P	10:36	1.98	1.98
A19		LE1P	10:36	2.13	2.13
A21		LE9A	10:48	2.01	2.01
A19		LE1A	11:06	2.25	2.25
A33		LE4A	11:06	2.83	2.83
A36		LE11P	11:54	2.47	2.47
A36		LE11A	13:42	2.90	2.90
A20		LE8P	16:18	3.42	3.42
A20		LE8A	17:12	3.74	3.74
A41		LE14A	19:30	6.25	6.25
A351		LE3A	22:48	6.09	6.09
A17		LEKPM4	22:54	9.21	9.21
A351		LE3P	23:12	7.16	7.16
A6		LEKPM3	23:48	8.39	8.39
A36		LEKAM1	23:54	4.93	4.93
A41		LE 14P	23:54	8.13	8.13
A43		LE 16A	25:24	9.51	9.51
A43		LE 16P	26:06	9.45	9.45
A42		LE15A	26:42	6.47	6.47
A42		LE 15P	27:30	6.55	6.55
A47		LEKPM2	27:54	13.16	13.16
A18		LE7A	29:42	10.70	10.70
A18		LE7P	29:48	9.85	9.85
A11		LE5P	31:24	12.93	12.93
A11		LE5A	31:48	12.84	12.84
A40		L313A	36:30	12.67	12.67
A25		LE2P	37:30	14.86	14.86
A25		LE2A	40:18	16.33	16.33
A40		LE 13P	41:48	14.96	14.96
A37		LE12P	43:42	17.04	17.04
A29		LE10P	43:54	15.27	15.27
A29		LE10A	44:06	15.33	15.33
A15		LE6A	44:24	14.52	14.52
A15		LE6P	45:36	14.82	14.82
A1		LEKPM1	47:18	19.98	19.98
A49		LE 17P	51:00	19.47	19.47
A49		LE17A	51:18	19.53	19.53
A37		LE12A	56:18	22.61	22.61

Anchor Location SHANNOCK VALLEY ELEMENTARY SCHOOL

VL89		SVEKPM1	20:12	9.36	9.36
A17		SVE 5P	26:54	9.71	9.71
A17		SVE 5A	27:30	10.25	10.25
A47		SVE 6A	28:06	11.86	11.86
A78		SVE 7P	29:42	12.45	12.45
A78		SVE 7A	32:06	13.34	13.34
S77		SVE 1P	32:06	12.84	12.84
A47		SVE 6P	33:18	14.01	14.01
S77		SVE 1A	34:06	13.37	13.37

APPENDIX M-5

9/3/2008 3:10:08 PM

Ordered by Anchor Location,Route Time

Day: Monday

Armstrong School District ROUTE MILEAGE AND TIME

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<u>Bus Number</u>	<u>Contractor</u>	<u>Route Number</u>	<u>Route Time</u>	<u>Route Mileage</u>	<u>Total Route Mileage</u>
Anchor Location SHANNOCK VALLEY ELEMENTARY SCHOOL					
S76		SVEKAM1	35:42	14.82	14.82
S83		SVE 4P	37:06	13.37	13.37
S82		SVE 3P	37:54	15.25	15.25
S81		SVE 2P	38:12	17.06	17.06
S81		SVE 2A	38:12	17.60	17.60
S83		SVE 4A	38:42	13.57	13.57
VL87		SVE 11A	38:48	14.56	14.56
VL39		SVEKPM2	41:30	19.24	19.24
VL87		SVE 11P	42:00	15.72	15.72
S32		SVEKAM2	42:30	18.86	18.86
VL65		SVE 10A	42:36	15.33	15.33
S82		SVE 3A	43:00	17.49	17.49
VL65		SVE 10P	43:36	15.49	15.49
VL60		SVE 8A	51:06	21.05	21.05
VL60		SVE 8P	52:36	21.38	21.38

Anchor Location WEST HILLS INTERMEDIATE SCHOOL

VL90		WH 22P	16:48	5.17	5.17
S73		WH 21P	20:18	5.47	5.47
S85		WH 23P	22:48	6.37	6.37
VL41		WH 5A	23:06	6.78	6.78
S85		WH 23A	23:30	6.32	6.32
VL81		WH 13P	24:48	6.64	6.64
VL81		WH 13A	26:54	7.90	7.90
VL79		WH 10A	29:18	7.22	7.22
VL20		WH 4A	30:12	7.65	7.65
S57		WH 19P	30:48	11.72	11.72
S24		WH 14P	32:12	14.78	14.78
S71		WH 1P	32:18	9.85	9.85
VL42		WH 6A	34:30	12.05	12.05
VL86		WH 7A	34:30	11.44	11.44
S45		WH 16P	34:54	12.26	12.26
A28		WH 25P	35:00	10.05	10.05
S78		WH 28P	35:42	7.08	7.08
S46		WH 17P	38:42	14.43	14.43
A35		WH 26P	39:30	11.89	11.89
S25		WH 15P	43:00	17.59	17.59
S98		WH 29P	44:18	15.77	15.77
S50		WH 18P	44:24	15.66	15.66
VL96		WH 30A	44:30	14.87	14.87
S17		WH 9P	46:36	21.67	21.67
A23		WH A27	46:54	13.90	13.90
VL13		WH 3A	48:36	15.09	15.09
S55		WH 12P	51:18	20.08	20.08
VL10		WH 2A	51:48	18.64	18.64
VL78		WH 8A	52:06	21.99	21.99
VL94		WH 24A	52:42	21.35	21.35
VL83		WH 20A	55:24	14.17	14.17

Anchor Location WEST HILLS PRIMARY SCHOOL

S73		WH 21A	13:48	4.62	4.62
S62		WHKAM8	14:54	6.05	6.05
VL42		WHKPM3	15:12	6.26	6.26
VL18		WHKAM3	16:54	4.92	4.92
VL93		WHKAM5	17:00	7.62	7.62
S71		WH 1A	18:00	4.90	4.90
VL90		WH 22A	18:54	5.84	5.84

APPENDIX M-6

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Ordered by Anchor Location,Route Time

Day: Monday

Armstrong School District ROUTE MILEAGE AND TIME

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<u>Bus Number</u>	<u>Contractor</u>	<u>Route Number</u>	<u>Route Time</u>	<u>Route Mileage</u>	<u>Total Route Mileage</u>
Anchor Location WEST HILLS PRIMARY SCHOOL					
VL96		WHKAM6	19:30	6.22	6.22
A28		WH 25A	23:48	7.94	7.94
VL20		WHKAM4	24:36	9.90	9.90
VL20		WH 4P	28:00	7.10	7.10
VL94		WHKPM2	28:06	13.77	13.77
S78		WH 28A	28:06	6.75	6.75
VL79		WH 10P	28:06	7.33	7.33
S45		WH 16A	29:18	10.76	10.76
S57		WH 19A	29:42	12.82	12.82
A16		WHKAM1	30:00	12.54	12.54
VL41		WH 5P	31:00	10.15	10.15
S24		WH 14A	31:12	14.62	14.62
S24		WHKPM5	31:54	14.43	14.43
VL86		WH 7P	34:06	11.49	11.49
A35		WH 26A	34:24	11.72	11.72
VL42		WH6P	34:54	12.08	12.08
A30		WHKPM1	37:00	10.22	10.22
VL10		WHKAM2	37:12	16.73	16.73
S46		WH 17A	37:36	14.26	14.26
S50		WH 18A	40:00	14.87	14.87
S25		WH 15A	40:30	17.19	17.19
S25		WHKAM7	41:00	18.33	18.33
S98		WH 29A	41:48	15.53	15.53
VL10		WH 2P	46:18	16.55	16.55
VL13		WH 3P	46:24	14.68	14.68
VL94		WH 24P	47:06	17.81	17.81
S17		WH 9A	47:18	22.60	22.60
A23		WH 27P	50:42	13.59	13.59
S19		WHKPM4	52:36	25.05	25.05
VL78		WH 8P	53:30	20.55	20.55
VL83		WH 20P	55:12	15.58	15.58
VL96		WH 30P	56:24	15.81	15.81
S55		WH 12A	59:24	24.31	24.31
Anchor Location WEST SHAMOKIN JSHS					
VL60		WS 21P	28:18	8.35	8.35
VL89		WS 23P	33:12	11.57	11.57
M-39		WS 14P	33:30	14.36	14.36
M-39		WS 14A	34:36	14.63	14.63
S75		WS4A	34:48	14.66	14.66
VL60		WS 21A	35:18	11.66	11.66
S75		WS4P	35:36	15.00	15.00
M-25		WS 7A	36:36	13.85	13.85
S76		WS5P	37:24	14.24	14.24
S76		WS5A	39:18	14.73	14.73
VL67		WS 22P	40:12	16.36	16.36
VL67		WS 22A	40:48	16.56	16.56
VL95		WS 24P	40:54	15.39	15.39
M-42		WS 16A	41:06	18.71	18.71
M-25		WS 7P	42:00	14.75	14.75
VL89		WS 23A	42:06	15.53	15.53
M-42		WS 16P	42:24	19.45	19.45
VL95		WS 24A	42:36	16.15	16.15
M-44		WS 11P	44:00	16.99	16.99
M-44		WS 11A	44:24	17.07	17.07
M-27		WS 8P	45:12	19.09	19.09

APPENDIX M-7

9/3/2008 3:10:08 PM

Ordered by Anchor Location,Route Time

Day: Monday

Armstrong School District ROUTE MILEAGE AND TIME

Page: 7

<u>Bus Number</u>	<u>Contractor</u>	<u>Route Number</u>	<u>Route Time</u>	<u>Route Mileage</u>	<u>Total Route Mileage</u>
Anchor Location WEST SHAMOKIN JSHS					
M-36		WS 9P	46:00	20.38	20.38
M-37		WS 12A	46:30	20.64	20.64
M-38		WS 1P	46:30	20.80	20.80
M-38		WS1A	46:54	20.88	20.88
M-27		WS 8A	47:24	20.11	20.11
M-37		WS 12P	48:54	20.56	20.56
M-40		WS 15P	49:48	25.97	25.97
S56		WS2P	49:54	19.92	19.92
M-35		WS 10A	50:06	19.79	19.79
M-36		WS 9A	50:24	21.66	21.66
A14		WS 19P	50:24	20.77	20.77
S56		WS2A	50:48	20.73	20.73
A14		WS 19A	51:24	20.86	20.86
M-40		WS 15A	51:36	26.51	26.51
S63		WS3P	54:36	19.84	19.84
S63		WS3A	54:54	19.91	19.91
M-35		WS 10P	56:00	21.71	21.71
A13		WS18B	56:30	22.76	22.76
A13		WS18A	57:06	22.84	22.84
M-43		WS 17P	63:42	26.92	26.92
M-43		WS 17A	65:36	28.13	28.13

APPENDIX N-1

Attendance Area Financials 2006-2007

REVENUE - by Attendance Area (2006-2007)

ATTENDANCE AREA	ENROLL %	TOTAL REV	REV %	REAL ESTATE	EARNED INC	DELINQUENT RE	GENERAL REVENUE
ELDERTON							
Elderton Boro		\$ 230,934	0.29%	\$ 192,254	\$ 21,103	\$ 17,577	
Kittanning Twp		\$ 1,747,963	2.20%	\$ 1,411,212	\$ 151,042	\$ 185,709	
Plumcreek Twp		\$ 2,214,430	2.79%	\$ 1,858,247	\$ 153,409	\$ 202,774	
South Bend Twp		\$ 823,024	1.04%	\$ 666,990	\$ 58,578	\$ 97,456	
Other Revenue		\$ 11,409					
		\$ 6,569,301	8.27%				\$ 6,569,301
TOTAL ELDERTON	14.41%	\$ 11,597,061	14.60%				
FORD CITY							
Bethel Twp		\$ 979,096	1.23%	\$ 785,408	\$ 73,811	\$ 119,877	
Burrell Twp		\$ 564,568	0.71%	\$ 453,459	\$ 43,904	\$ 67,205	
Cadogan Twp		\$ 194,405	0.24%	\$ 148,162	\$ 18,144	\$ 28,099	
Ford City Boro		\$ 1,804,551	2.27%	\$ 1,393,502	\$ 171,515	\$ 239,534	
Ford Cliff Boro		\$ 214,708	0.27%	\$ 174,532	\$ 20,516	\$ 19,660	
Manor Twp		\$ 3,542,997	4.46%	\$ 2,880,511	\$ 288,906	\$ 373,580	
Manorville Boro		\$ 215,353	0.27%	\$ 169,358	\$ 26,651	\$ 19,344	
20% North Buffalo Twp		\$ 492,143	0.62%	\$ 403,339	\$ 41,917	\$ 46,888	
4% Rayburn Twp		\$ 39,066	0.05%	\$ 29,654	\$ 3,193	\$ 6,219	
Other Revenue		\$ 36,632					
		\$ 11,853,468	14.93%				\$ 11,853,468
TOTAL FORD CITY	25.99%	\$ 19,936,987	25.11%				
KITTANNING							
Applewold Boro		\$ 190,776	0.24%	\$ 156,868	\$ 18,276	\$ 15,632	
East Franklin Twp		\$ 4,440,203	5.59%	\$ 3,814,826	\$ 356,513	\$ 268,864	
Kittanning Boro		\$ 2,162,842	2.72%	\$ 1,641,986	\$ 256,039	\$ 264,817	
80% North Buffalo Twp		\$ 1,968,573	2.48%	\$ 1,613,354	\$ 167,666	\$ 187,552	
66% Rayburn Twp		\$ 644,585	0.81%	\$ 489,284	\$ 52,681	\$ 102,620	
Washington Twp		\$ 1,111,137	1.40%	\$ 947,006	\$ 57,574	\$ 106,557	
West Franklin Twp		\$ 1,600,745	2.02%	\$ 1,311,889	\$ 151,380	\$ 137,476	
West Kittanning Boro		\$ 1,184,861	1.49%	\$ 996,726	\$ 82,184	\$ 105,951	
Worthington Boro		\$ 445,881	0.56%	\$ 371,497	\$ 39,101	\$ 35,283	
Other Revenue		\$ 490,066					
		\$ 16,789,893	21.14%				\$ 16,789,893
TOTAL KITTANNING	36.82%	\$ 31,029,562	39.08%				
WEST SHAMOKIN							
Atwood Boro		\$ 87,598	0.11%	\$ 69,485	\$ 12,738	\$ 5,375	
Boggs Twp		\$ 664,713	0.84%	\$ 515,333	\$ 53,912	\$ 95,468	
Cowanshannock Twp		\$ 1,950,487	2.46%	\$ 1,432,313	\$ 169,318	\$ 348,856	
Dayton Boro		\$ 284,030	0.36%	\$ 198,110	\$ 39,795	\$ 46,125	
Pine Twp		\$ 235,752	0.30%	\$ 175,804	\$ 20,974	\$ 38,974	
30% Rayburn Twp		\$ 292,993	0.37%	\$ 222,402	\$ 23,946	\$ 46,646	
Rural Valley Boro		\$ 594,356	0.75%	\$ 483,769	\$ 47,989	\$ 62,598	
Valley		\$ 513,945	0.65%	\$ 425,417	\$ 49,244	\$ 39,284	
Wayne		\$ 853,559	1.07%	\$ 707,140	\$ 60,914	\$ 85,505	
Smicksburg		\$ 28,466	0.04%	\$ 25,432	\$ 3,034	\$ -	
West Mahoning		\$ 610,798	0.77%	\$ 545,523	\$ 38,803	\$ 26,472	
Other Revenue		\$ 340,888					
		\$ 10,386,904	13.08%				\$ 10,386,904
TOTAL WEST SHAMOKIN	22.78%	\$ 16,844,489	21.21%				
TOTAL	100.00%	\$ 79,408,098	100.00%	\$ 26,710,792	\$ 2,774,769	\$ 3,443,977	\$ 45,599,565

100%	North Buffalo Twp	\$ 2,460,716		\$ 2,016,693	\$ 209,583	\$ 234,440	
100%	Rayburn Twp	\$ 976,644		\$ 741,340	\$ 79,819	\$ 155,485	

APPENDIX N-2

GENERAL FUND EXPENDITURES - by Attendance Area (2006-2007)

ATTENDANCE AREA / SCHOOL	ENROLLMENT		ACTUAL EXPENDITURES	ADD PRORATED	TOTAL EXPENDITURES	EXP %
ELDERTON						
Elderton Elementary	268	4.44%	\$ 1,825,889	\$ 1,238,573	\$ 3,064,462	3.85%
Kittanning Township	250	4.14%	\$ 1,926,542	\$ 1,155,385	\$ 3,081,927	3.87%
Elderton HS	351	5.82%	\$ 4,043,608	\$ 1,622,161	\$ 5,665,769	7.11%
TOTAL ELDERTON	869	14.41%	\$ 7,796,039	\$ 4,016,120	\$ 11,812,159	14.83%
FORD CITY						
Lenape Elementary	784	13.00%	\$ 5,524,374	\$ 3,623,289	\$ 9,147,663	11.48%
Ford City HS	784	13.00%	\$ 6,786,315	\$ 3,623,289	\$ 10,409,604	13.07%
TOTAL FORD CITY	1,568	25.99%	\$ 12,310,689	\$ 7,246,578	\$ 19,557,267	24.55%
KITTANNING						
East Franklin Elementary			\$ 20,091		\$ 20,091	
North Buffalo Elementary			\$ 34,191		\$ 34,191	
West Hills Primary	651	10.79%	\$ 4,510,235	\$ 3,008,624	\$ 7,518,859	9.44%
West Hills Intermediate	528	8.75%	\$ 3,708,367	\$ 2,440,174	\$ 6,148,541	7.72%
Kittanning Junior High	368	6.10%	\$ 3,102,912	\$ 1,700,727	\$ 4,803,639	6.03%
Kittanning HS	674	11.17%	\$ 7,541,002	\$ 3,114,919	\$ 10,655,921	13.38%
TOTAL KITTANNING	2,221	36.82%	\$ 18,916,798	\$ 10,264,445	\$ 29,181,243	36.64%
WEST SHAMOKIN						
Dayton Elementary	315	5.22%	\$ 2,164,837	\$ 1,455,786	\$ 3,620,623	4.55%
Shannock Valley Elementary	409	6.78%	\$ 2,564,724	\$ 1,890,211	\$ 4,454,935	5.59%
West Shamokin HS	650	10.78%	\$ 8,023,666	\$ 3,004,002	\$ 11,027,668	13.84%
TOTAL WEST SHAMOKIN	1,374	22.78%	\$ 12,753,227	\$ 6,349,999	\$ 19,103,226	23.98%
TOTAL	6,032	100.00%	\$ 51,776,753	\$ 27,877,141	\$ 79,653,894	100.00%

APPENDIX N-3

SUMMARY - Revenue/Expenditures by Attendance Area (2006-2007)

ATTENDANCE AREA	ENROLL	ENROLL %	ACTUAL REVENUE AMOUNT	ACTUAL REVENUE %	TOTAL REVENUE AMOUNT	REVENUE %	ACTUAL EXPENDITURE AMOUNT	ACTUAL EXPENDITURE %	TOTAL EXPENDITURE AMOUNT	EXPENDITURE %
Elderton	869	14.41%	\$ 5,027,760	14.87%	\$ 11,597,061	14.60%	\$ 7,796,039	15.06%	\$ 11,812,159	14.83%
Ford City	1,568	25.99%	\$ 8,083,519	23.91%	\$ 19,936,987	25.11%	\$ 12,310,689	23.78%	\$ 19,557,267	24.55%
Kittanning	2,221	36.82%	\$ 14,239,669	42.12%	\$ 31,029,562	39.08%	\$ 18,916,798	36.54%	\$ 29,181,243	36.64%
West Shamokin	1,374	22.78%	\$ 6,457,585	19.10%	\$ 16,844,489	21.21%	\$ 12,753,227	24.63%	\$ 19,103,226	23.98%
Total	6,032	100.00%	\$ 33,808,533	100.00%	\$ 79,408,098	100.00%	\$ 51,776,753	100.00%	\$ 79,653,894	100.00%

APPENDIX N-4

OPERATIONAL COST PER STUDENT - by Attendance Area (2006-2007)

(Debt Service and AVTS Tuition not included)

ATTENDANCE AREA / SCHOOL	ENROLLMENT		ACTUAL EXPENDITURES	COST PER STUDENT	ADD PRORATED	TOTAL EXPENDITURES	TOTAL COST PER STUDENT	EXP %
ELDERTON								
Elderton Elementary	268	4.44%	\$ 1,825,889	\$ 6,813	\$ 1,238,573	\$ 3,064,462	\$ 11,435	4.25%
Kittanning Township	250	4.14%	\$ 1,926,542	\$ 7,706	\$ 1,155,385	\$ 3,081,927	\$ 12,328	4.28%
Elderton HS	351	5.82%	\$ 3,518,919	\$ 10,025	\$ 1,622,161	\$ 5,141,080	\$ 14,647	7.13%
TOTAL ELDERTON	869	14.41%	\$ 7,271,350	\$ 8,367	\$ 4,016,120	\$ 11,287,470	\$ 12,989	15.66%
FORD CITY								
Lenape Elementary	784	13.00%	\$ 4,817,297	\$ 6,145	\$ 3,623,289	\$ 8,440,586	\$ 10,766	11.71%
Ford City HS	784	13.00%	\$ 5,811,892	\$ 7,413	\$ 3,623,289	\$ 9,435,181	\$ 12,035	13.09%
TOTAL FORD CITY	1,568	25.99%	\$ 10,629,189	\$ 6,779	\$ 7,246,578	\$ 17,875,767	\$ 11,400	24.80%
KITTANNING								
East Franklin Elementary		0.00%	\$ 20,091		\$ -	\$ 20,091		
North Buffalo Elementary		0.00%	\$ 34,191		\$ -	\$ 34,191		
West Hills Primary	651	10.79%	\$ 4,081,632	\$ 6,270	\$ 3,008,624	\$ 7,090,256	\$ 10,891	9.84%
West Hills Intermediate	528	8.75%	\$ 2,946,406	\$ 5,580	\$ 2,440,174	\$ 5,386,580	\$ 10,202	7.47%
Kittanning JH	368	6.10%	\$ 3,102,912	\$ 8,432	\$ 1,700,727	\$ 4,803,639	\$ 13,053	6.66%
Kittanning HS	674	11.17%	\$ 5,941,949	\$ 8,816	\$ 3,114,919	\$ 9,056,868	\$ 13,437	12.56%
TOTAL KITTANNING	2,221	36.82%	\$ 16,127,181	\$ 7,261	\$ 10,264,445	\$ 26,391,626	\$ 11,883	36.61%
WEST SHAMOKIN								
Dayton Elementary	315	5.22%	\$ 2,164,837	\$ 6,872	\$ 1,455,786	\$ 3,620,623	\$ 11,494	5.02%
Shannock Valley Elementary	409	6.78%	\$ 2,564,724	\$ 6,271	\$ 1,890,211	\$ 4,454,935	\$ 10,892	6.18%
West Shamokin HS	650	10.78%	\$ 5,451,884	\$ 8,388	\$ 3,004,002	\$ 8,455,886	\$ 13,009	11.73%
TOTAL WEST SHAMOKIN	1,374	22.78%	\$ 10,181,445	\$ 7,410	\$ 6,349,999	\$ 16,531,444	\$ 12,032	22.93%
ELEMENTARY	3,205	53.13%	\$ 20,381,609	\$ 6,342	\$ 14,812,042	\$ 35,193,651	\$ 10,981	48.82%
SECONDARY	2,827	46.87%	\$ 23,827,556	\$ 8,429	\$ 13,065,099	\$ 36,892,655	\$ 13,050	51.18%
TOTAL	6,032	100.00%	\$ 44,209,165	\$ 7,329	\$ 27,877,141	\$ 72,086,306	\$ 11,951	100.00%

Debt Lenape Elementary	\$ 707,077	AVTS Cost Elderton	\$ 524,689
West Hills	\$ 1,190,564	Ford City	\$ 974,423
West Shamokin	\$ 1,597,359	Kittanning	\$ 1,599,053
Total	\$ 3,495,000	West Shamokin	\$ 974,423
		Total	\$ 4,072,588

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