



Minidoka County School District #331

"Empowering Students for Success"

State of the District – January 2018

Dr. Ken Cox, Superintendent

At the Board's request I have prepared this report to share with the Board, our staff, students, parents and patrons the progress made in the District and the challenges that lie ahead. It is my opinion that the general status of the District is positive. I have seen significant improvements in several areas during my tenure in the District, most notably in the areas of technology, curriculum, professional development, policy clarification and organization.

While I have the distinct privilege of being the Chief Executive Officer of the District, the successes that have been accomplished in the District are not mine, but rather the result of the combined effort of our entire Administrative Team, our many dedicated teachers, and the ongoing work of our support staff in all areas of District operations. I would be remiss if I did not recognize their efforts and express my sincere thanks for their work ethic and their continued commitment to strengthening the educational opportunities of our children.

Highlights from this past year

Northwest Literacy Co-Op

"If you want to go fast go alone; if you want to go far go together" African Proverb

The Northwest Literacy Co-Op is a partnership between Caldwell and Minidoka School Districts and Education Northwest (EdNW). The purpose of the Co-Op is to improve literacy outcomes in both districts by sharing what's working and collectively brainstorming solutions to our common challenges through evidence-based research. Practitioners from both districts have been directing the project with EdNW facilitating the learning and documenting the progress. The goal of the Co-Op is to improve capacity of coaches and teachers in regards to literacy instruction which will directly impact the reading proficiency of all students.

Advanced Opportunities

Through the effective work of Brooke Claridge and Jacoby Sneddon we have had a significant up surge in the number of students who are taking advantage of this program. At a recent College Application Day at Minico 93% of the seniors there completed college applications to Idaho schools, the highest percentage for any high school of our size in the state. Through the dual credit courses offered at Minico we will have **eight seniors** who will actually **graduate with their Associates Degrees** before they receive their High School Diploma from Minico!

District Van Purchased

After reviewing mileage reimbursements for the past five years and recognizing that the District could save on these expenditures by purchasing a seven passenger van we purchased a Dodge Grand Caravan. We have also changed the District travel policy and practice to ensure that the van is used before personal vehicles. We believe that this will save considerably on mileage reimbursement in the District and will be tracking the van's use throughout this year and next.

Secondary Math Curriculum

After reviewing several math curricula during the 2016-2017 school year, the secondary mathematics curriculum committee recommended the adoption of Eureka Math for 6th grade students and College Preparatory Math (CPM) for grades 7-12. Eureka Math was selected for 6th grade students because it was adopted last year as the math curriculum for K-5 students and the committee felt it students in 6th grade would benefit with a consistent math program through their middle school transition. This year CPM was implemented in grades 7-9. Because the high school transitioned to Integrated Math, CPM was implemented for only freshman for the 2017-2018 school year. CPM will be implemented in for sophomores in 2018-2019, juniors, 2019-2020, etc.

Minico Ag Program

Three years ago we had one Ag teacher at Minico. Today we have three Ag certified teachers at Minico and one at Mt. Harrison. We are working to strengthen the Ag Program in the District to provide appropriate learning and working opportunities for our students. We live in a primarily agricultural area and moving in this direction is important to our administration and the community.

Highlights from the past three years

Elementary Math Curriculum

Eureka Math was implemented for elementary K-5 during the 2016-2017 school year. Teachers transitioned from having no set math curriculum to an intensely rigorous math program.

Freshman Laptops

The 2016-2017 school year brought the implementation of 1:1 laptops for all freshmen students. Parents were required to attend information meetings, or individual meetings with Ashley Johnson to be briefed on the policies, regulations, and guidelines regarding the laptops. Parents had the opportunity to purchase insurance on their student's device.

District

In January 2016 the Board approved the following Mission and Vision Statements after reviewing various options with administrator, staff and parent input.

District: Mission

Empowering Students for Success Today and Tomorrow

District: Vision

The Minidoka County School District is dedicated to developing the whole child in an atmosphere of excellence characterized by mutual respect, shared responsibility for learning, academic rigor and technology, which facilitates success in all aspects of life.

District: Priority Focus

During the 2015-16 school year the District focused on:

Improving Communication and Supporting Student Success.

During the 2016-17 school year the District focused on:

Effective Instruction as indicated by Posted Learning Objectives, Meaningful Student Engagement, and Effective Use of Formative Assessments.

After much deliberation and discussion by the Administrative Team we refined the District Priority Focus this year to better fit the needs of our staff and students. We still feel that by focusing on effective instruction all facets of our student's educational experience will benefit. The District's current priority focus is:

Effective Instruction as indicated by Reading & Writing in every lesson, Lesson Structure and Meaningful Interactions.

District: Environment

This year the Administrative Team chose to continue with the **'You Matter'** theme that was introduced last year. I believe that this focus and the various efforts that have been done (You Matter bulletin boards in each building, post cards to staff, t-shirts, etc.) have helped strengthen staff morale throughout the District.

This past year we have developed both a District **Coaches Handbook** and **Employee Handbook** so that all of our coaches are operating under the same set of guidelines and all staff across the District know what is expected of them.

We have also chosen to invest in **building level security** in the District this past year through the replacement of security cameras at our high schools with higher resolution cameras that provide better visibility as well as adding a few in high need areas.

The **District Safety Committee** and the **Health and Wellness Committee**, under the direction of Michele Widmier our School Improvement Director, continue to meet regularly and address the issues of campus security, safety drills, suicide prevention, and student and staff health concerns. We continue to use the **Standard Response Protocol** format for lockdown, fire and earthquake drills. Our new School Resource Officer (SRO), Rob Higen, has done a good job of introducing himself to students at our schools and in supporting administrators in dealing with law enforcement issues.

Our District is the **only one in Idaho** that has all our middle and high schools trained in the **Sources of Strength Program**. This is a research based suicide prevention program provided by the State. We are continuing to participate in the program even though funding is no longer coming from the State. We have funded portions of these programs from the Safe Schools Grant (~\$60,000) that we receive from the State. These funds were also used to provide bullying assemblies this past year which included student assemblies by **Josh Drean** and **Spencer's Own** who addressed bullying and cyberbullying and the importance of reporting. This year that budget is being used for behavior intervention training of staff by former TLC Principal T.L. Lowder.

District: Parental Outreach

We have made a point to listen to and act upon input from our parents and patrons. We held a community forum to gather input on an **Early Release** option for this year and chose to not implement this form of early release this year. Last year the Board also chose to eliminate **Make-up Time** in the District in direct response to parental input. Prior to this decision many hours were spent at Minico tracking student make-up time for absences. There does not seem to be any significant negative impacts from this decision.

We continue to strive to provide opportunities for patrons and parents to be informed about the District. We have held five Town Hall meetings in the past year and have offered multiple **Parenting with Love and Logic** classes in both English and Spanish.

The District did meet all four (4) indicators of our 2016-17 Continuous Improvement Plan goal to “improve the efficiency, timeliness, and accessibility of communication with parents, staff, and patrons.”

District: Minidoka County Education Association (MCEA) Relations

We have successfully negotiated a **Master Agreement** with the MCEA each of the past three years. Last year we spent many hours in interest based bargaining discussing various ideas and language to include in the document. I believe that the current agreement effectively represents the interests of both the District and the Association.

I continue to meet monthly with the MCEA to listen to their concerns and share those concerns with our Administrative Team to address them at the lowest possible level. I would characterize our current relationship with MCEA as positive.

District: Challenges

While I have seen significant improvements in many areas in the District I believe that at the root of many of our challenges is the lack of more effective **communication**.

Many of the different parent or personnel challenges that I am made aware of or deal with on a fairly regular basis are due to a misunderstanding of communications between a teacher, student and their parent/guardian; confusion on the way discipline was handled or perceived unprofessionalism by a parent with regard to their interaction with an administrator; or the day to day challenges of employees getting along with their peers.

Another area that we need to continue to work on is that of **employee morale**. While I believe that current staff morale is better than it has been in the past I believe there is always room for improvement

Technology

I would like to express appreciation to Ashley Johnson, Student Achievement Director, for her leadership in the improved use of technology in the District. Ashley meets monthly with the Executive Technology Committee, trains school Technology Integration Specialists and quarterly with the District Technology Committee, which has representation from all schools and the Technology Department. This year Brittni Darrington was added at the District level as an Secondary Technology Integration

Coach. Between Ashley and Brittni have met with over 60 teachers and numerous hours in classrooms modeling and demonstrating the effective use of technology.

Technology: Teacher Cohorts

Last year Ashley Johnson came up with the idea of establishing technology implementation cohorts so teachers could receive additional training in effectively using technology in the classrooms. There were 14 elementary teachers and 3 secondary teachers who met after school hours receiving training, participating in technology coaching with Ashley, and completed work that pushed them to better integrate technology and make changes in their classrooms. This year we have 12 elementary teachers and 17 secondary teachers participating in the cohorts. The intent for the cohort is to increase teachers’ effective use of technology in the classroom by providing high quality training partnered with in-class coaching and support.

Technology: Use Data

The following charts show information relevant to the effective use of technology in the District.

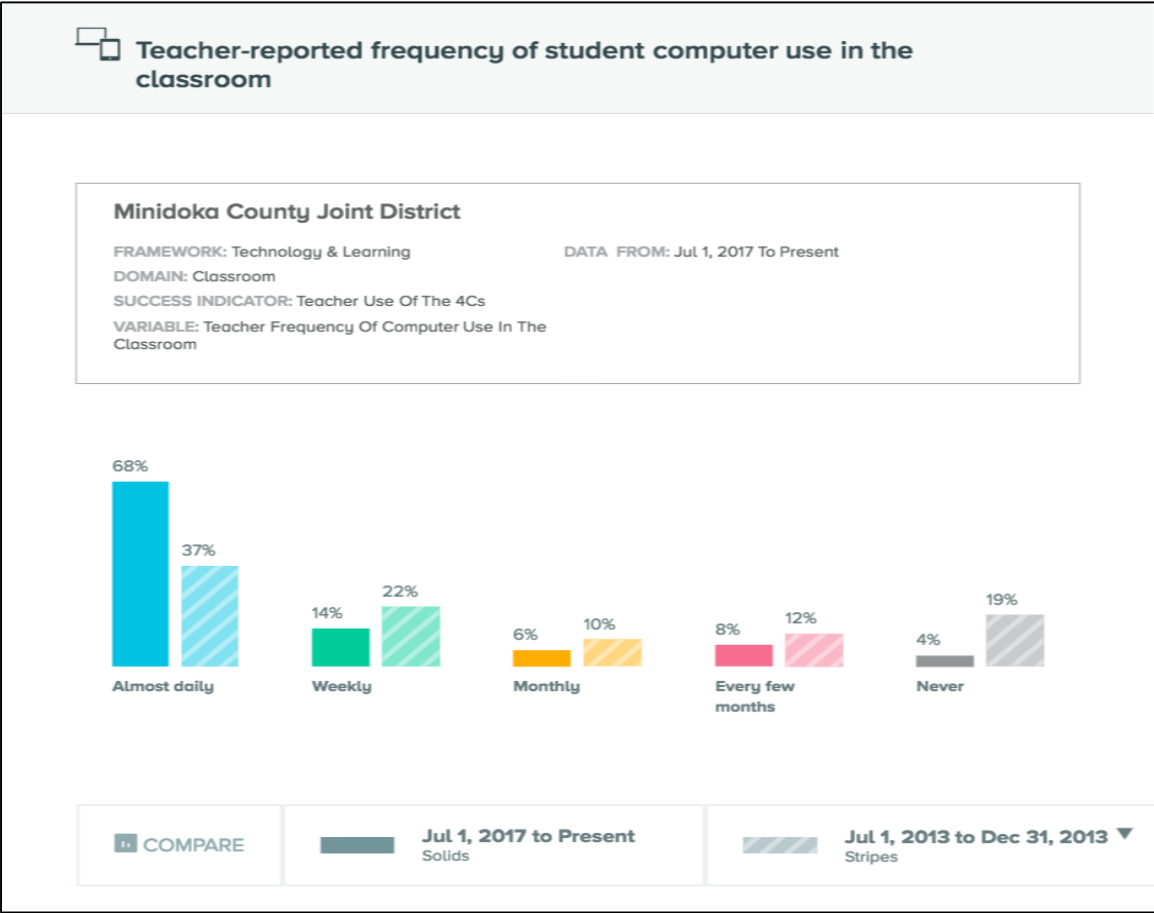


Chart 1 Brightbytes Frequency of Computer Use

As you can see our use of computers in the classroom have significantly increased over the past few years.

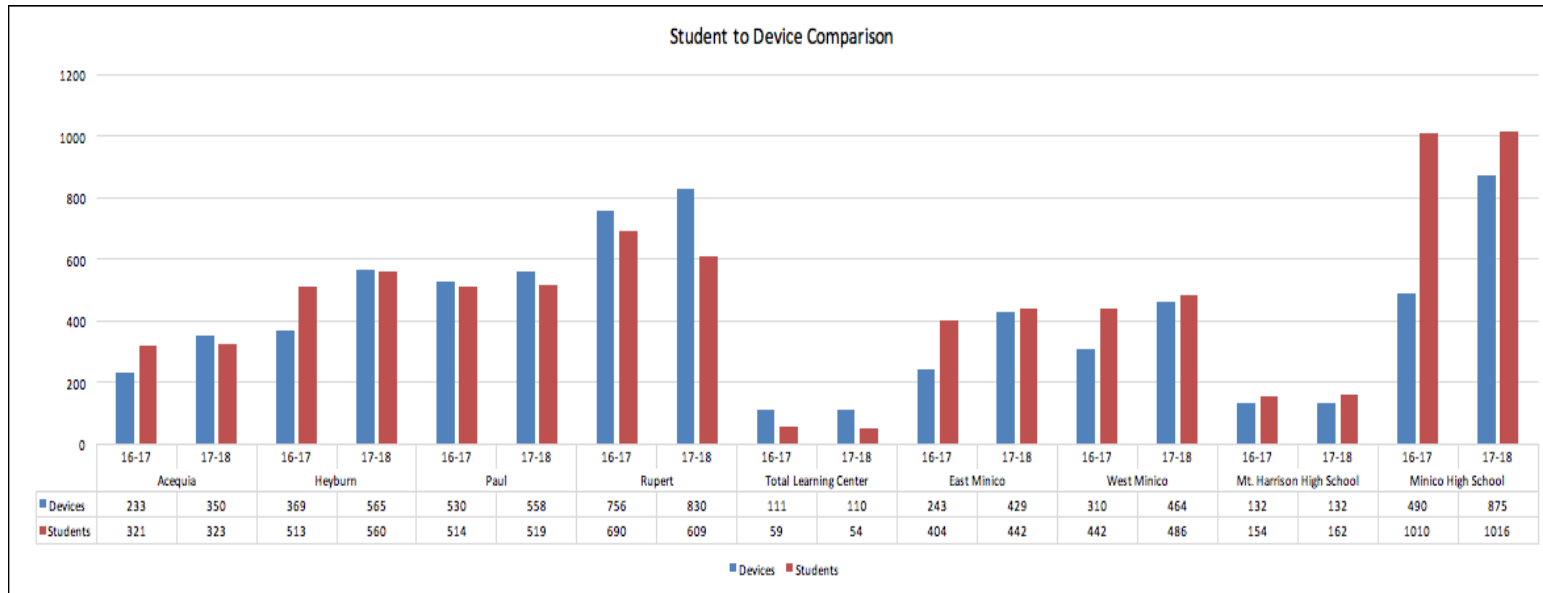


Chart 2 Student to Device ratios by building (past two years)

This chart compares student enrollment to the number of devices by building for this year (as of January 5, 2018) and last year.

	Acequia		Heyburn		Paul		Rupert		Total Learning Center		East Minico		West Minico		Harrison High School		Minico High School		Total	
	16-17	17-18	16-17	17-18	16-17	17-18	16-17	17-18	16-17	17-18	16-17	17-18	16-17	17-18	16-17	17-18	16-17	17-18	16-17	17-18
Student iPads	218	343	329	554	524	552	600	690	81	80	60	116	103	133	18	18	60	115	1993	2601
Lab Computers	60	59	60	61	61	61	88	90	15	15	102	106	91	91	52	54	285	295	814	832
Classroom Computers	15	7	40	11	6	6	66	20	0	0	30	25	15	16	4	4	70	70	246	159
Student Laptops								30	30	30	150	285	150	255	110	110	300	600	740	1310
Chromebooks							90	90			3	3	42	60			60	90	195	243
Total	293	409	429	626	591	619	844	920	126	125	345	535	401	555	184	186	775	1170	3988	5145

Chart 3 Total number of devices in the District (past two years)

This chart gives you the total number of devices in the district by building.

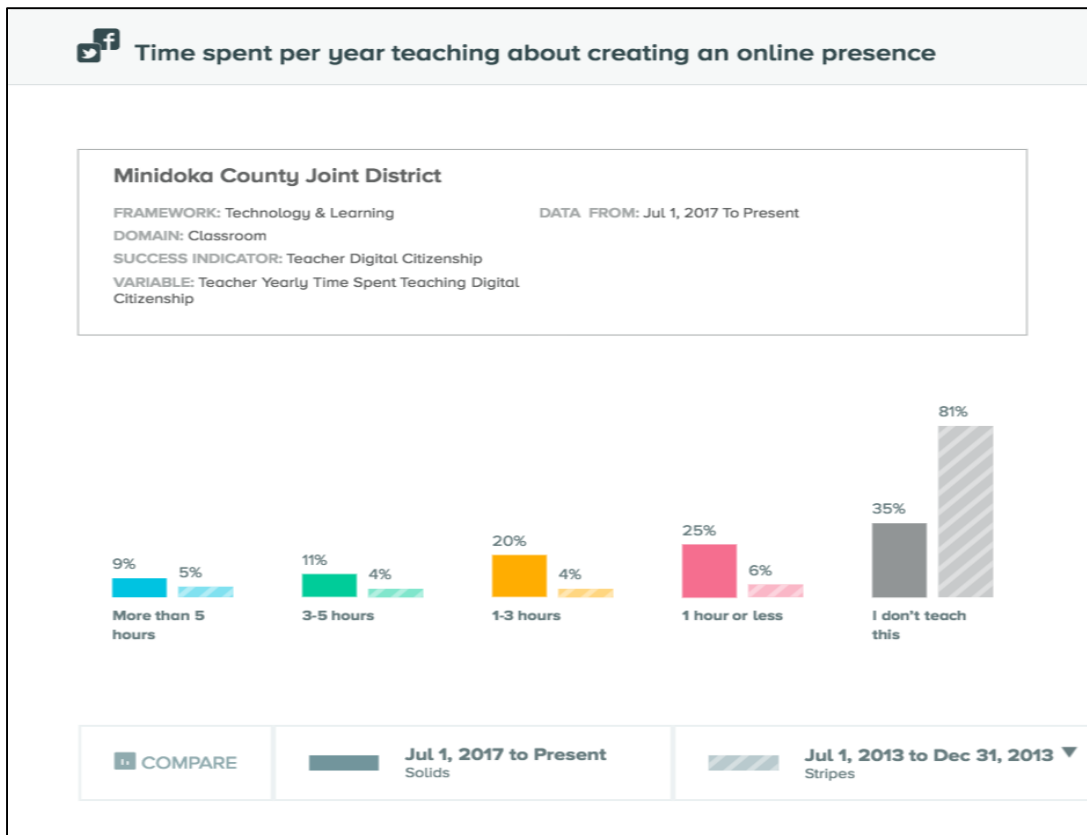


Chart 4 Brightbytes Digital Citizenship

We have made significant strides in the past few years in teaching our students about Digital Citizenship and being careful on the Internet.

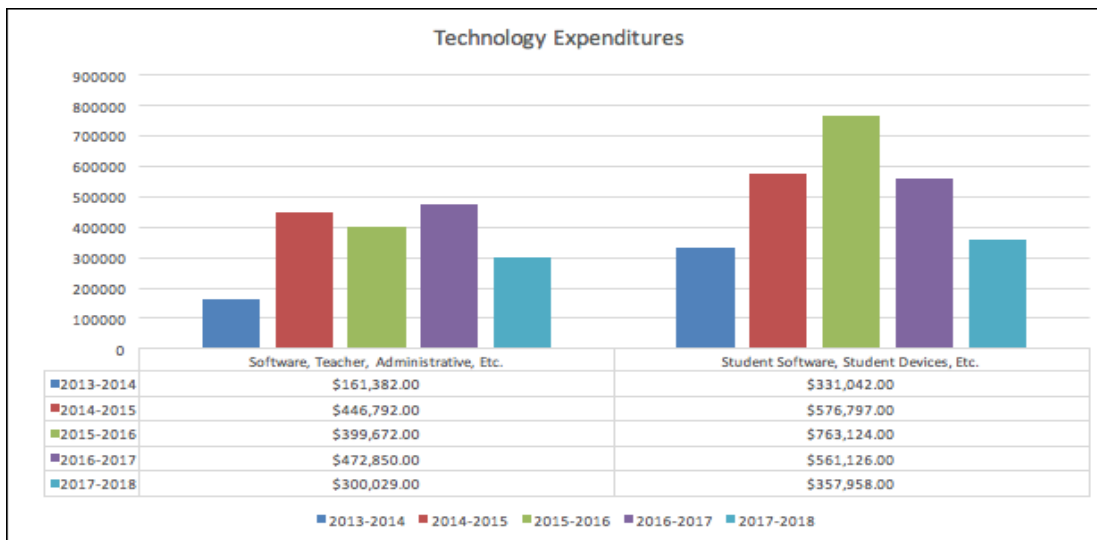


Chart 5 Total Technology expenditures (past five years) classroom vs. infrastructure vs. Internet

Thanks to the Board’s commitment to technology we made significant investments in this area, but these expenditures have stabilized as we have reached an effective ‘saturation’ of devices.

Technology: Challenges

In the past few years we have very effectively put technology into the hands of our students. Students today are comfortable with technology and use it regularly. Our focus now must turn to helping make sure that our teachers are comfortable in using the technology to improve the effectiveness of their instruction and more importantly improve student learning.

The primary challenges we face in the effective use of technology are 1) helping teachers make the best, most appropriate and most effective use of technology, 2) an increased focus and awareness on Digital Citizenship throughout the District, and 3) ongoing financial support to replace existing technology.

Data Summary

It is imperative that we examine the data that is available to us on a regular basis. This is how we determine if students are learning and whether staff and students are following policy. Data helps us identify areas that we need to improve and those in which we should be proud of our accomplishments. The following is a sampling of relevant data about the students and staff in our District.

Data Summary: Staffing

The most important assets that the District has are our employees. They are the ones who work with our children, get them to school, make sure they are fed, ensure a clean learning environment, and provide leadership so that each building in the District operates safely and effectively.

Staff Changes in Relation to Enrollment				
Year	Enrollment	Certified	Admin	Classified
2005-06	4112	257.25		
2006-07	4032	249.33		
2007-08	4011	248.8		
2008-09	3991	245.8		
2009-10	3996	244.25		
2010-11	4026	236.5	15	258
2011-12	4087	236	15.5	252
2012-13	4057	213.5	15.5	242
2013-14	4141	219	14.5	242
2014-15	4186	227.5	15.5	237
2015-16	4233	231.4	18.4	236
2016-17	4259	241.8	19.35	242
2017-18	4251	246	18	248

Chart 6 Staffing History

This chart shows our staffing history for the past 13 years.

In order for us to educate our students effectively we need good teachers. Over the past few years we have had a number of retirements and have had some difficulty in getting highly qualified teachers. This is a challenge that is not unique to our District and we have been very fortunate in hiring the teachers we have in the past few years.

Certified Hiring History			
Year	New Hires	Highly Qualified	Percent HQ
2014-15	35	22	63%
2015-16	34	17	50%
2016-17	33	17	51%
2017-18	26	10	38%

Chart 7 Certified Hiring History

This chart shows the number of recent new hires we have made in the past four years. Highly qualified here means that the teacher had or was eligible to receive a teaching certificate when hired.

Data Summary: Attendance

Attendance is critical for the District in that we are paid from the State based on our Average Daily Attendance (ADA). Typically we average 92% attendance for the year. Last year the Board chose to adjust the attendance policy from 95% to 90% to match the State requirements. There is no evidence that this has impacted attendance. This year’s attendance has been generally lower than the past three years.

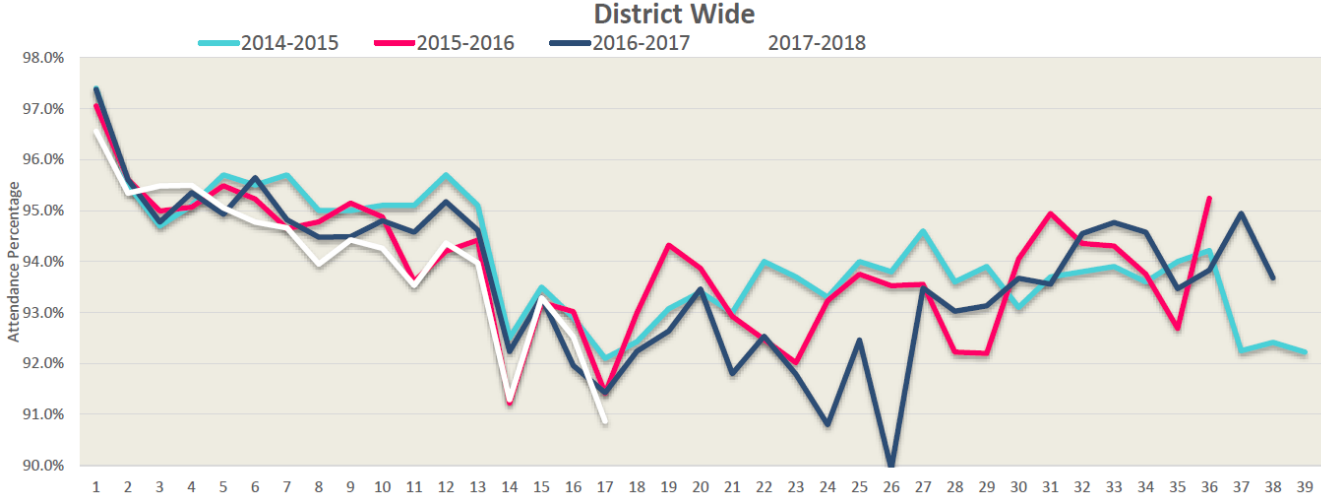


Chart 8 Current Attendance History

This chart shows attendance data from the past three years. You can see the very poor attendance last year when we had such bad weather.

Data Summary: Student Populations

Minidoka County School District has a diverse population of students. We have implemented many programs to address the needs of these students. Our current ethnicity is 50% white and 47% Hispanic.

Student Data											
Year	Enrollment	White		Hispanic		Other Races		Homeless		Migrant	
2014-15	4186	2178	52.0%	1873	44.7%	135	3.2%	57	1.4%	180	4.3%
2015-16	4233	2197	51.9%	1910	45.1%	126	3.0%	142	3.4%	215	5.1%
2016-17	4259	2196	51.6%	1926	45.2%	137	3.2%	171	4.1%	206	4.8%
2017-18	4251	2123	49.9%	1991	46.8%	137	3.2%	129	3.0%	230	5.4%

Chart 9 Student Populations

This chart shows the breakdown of students in the District based on ethnic, economic and other factors.

Data Summary: Student Achievement

The purpose of our existence as a District is to educate students. Their scores on assessments are often used to evaluate whether we have been successful as a District. We will present some of those scores here. However, I believe that a true 'education' is more than test scores, it is helping our children learn to help each other, to be cooperative with each other, and to contribute to society.

In 2013-14 the ISAT 2.0 was piloted through the new Smarter Balanced test vendor using questions based on the new Idaho Core Standards. This test focused on the technical delivery of the test and as a result did not yield any achievement data. In 2014-15 the test was given to establish achievement baseline data on the Idaho Core Standards. However, the baseline test was onerous and based on feedback; the test questions were readjusted for 2015-16. The testing format remained relatively unchanged for 2016-17.

Increased rigor in state standards has resulted in changes to the tests that the State uses. Across the State student scores have been lower than on previous tests. WE are working in increase our scores in all areas.

K-3 IRI	K % Proficient	1st Grade % Proficient	2nd Grade % Proficient	3rd Grade % Proficient
State	80.3%	67.3%	69.9%	74.9%
District	80.5%	59.7%	65.2%	74.4%

Chart 10 IRI Scores

The Idaho Reading Index (IRI) is a fluency test that is administered in grades K – 2 twice during the school year.

Grade 4 & 5 ELA	All Grades Proficient or Advanced	Grade 4 Proficient or Advanced	Grade 5 Proficient or Advanced
State	52.0%	48.0%	53.7%
District	43.5%	49.6%	49.5%

Chart 11 Grades 4-5 English Language Arts Scores

Grade 4 & 5 Math	All Grades Proficient or Advanced	Grade 4 Proficient or Advanced	Grade 5 Proficient or Advanced
State	41.8%	46.6%	41.7%
District	33.1%	46.2%	40.5%

Chart 12 Grades 4-5 Math Scores

Grades 6-8 Math	All Grades Proficient or Advanced	Grade 6 Proficient or Advanced	Grade 7 Proficient or Advanced	Grade 8 Proficient or Advanced
State	41.8%	40.0%	42.4%	38.7%
District	33.1%	28.9%	26.9%	28.1%

Chart 13 Grades 6-8 Math Scores

Grades 6-8 ELA	All Grades Proficient or Advanced	Grade 6 Proficient or Advanced	Grade 7 Proficient or Advanced	Grade 8 Proficient or Advanced
State	52.0%	50.7%	53.8%	52.3%
District	43.5%	35.5%	43.3%	43.1%

Chart 14 Grades 6-8 English Language Arts Scores

Math Historical ISAT All Grades	SP 2014-15	SP 2015-16	SP 2016-17	Change in Proficiency from 2015-16 to 2016-17
State	39.3%	41.7%	41.8%	0.1%
District	29.5%	33.6%	33.1%	-0.5%

Chart 15 ISAT Math Scores – Percent of Proficient Students

ELA Historical ISAT All Grades	SP 2014-15	SP 2015-16	SP 2016-17	Change in Proficiency from 2015-16 to 2016-17
State	51.1%	52.9%	52.0%	-0.9%
District	40.2%	44.6%	43.5%	-1.1%

Chart 16 ISAT English Language Arts (ELA) – Percent of Proficient Students

Graduation Rates	SP 2014-15	SP 2015-16	SP 2016-17
State	78.9%	79.7%	TBD
District	67.7%	73.9%	TBD
Minico	87.4%	89.9%	87.7%
Mt. Harrison	15.0%	25.3%	27%

Chart 17 Graduation Rates

This chart shows graduation rates for the past three years. The results for last year have not been released from the State. The rates for our high schools are based on our estimates.

Data Summary: Challenges

Student Achievement

Our student achievement reading data indicates a shift away from fidelity to the best practices aligned to our current curriculum. There are many factors that have contributed to this shift: high staff turnover, more rigorous standards that do not align well to our current curriculum, and the increasing number of new teachers teaching under alternative authorizations. Our current work with the Literacy Co-Op is providing much needed training to administrators and instructional coaches to help them train and support elementary teachers as they implement effective instructional practices with fidelity. New reading curriculum more closely aligned to our State Standards in combination with more effective instructional practices will help improve our reading scores in the elementary grades.

Our student achievement math scores also reflect more rigorous standards and a lack of math curriculum aligned to those standards. We have provided a great deal of high-quality math PD over the past five years. Last year's elementary math data represents baseline data for their new math curriculum, while the secondary scores should improve over time due to the new math curriculum at the middle schools and high schools.

Staffing

There is concern statewide over the lack of highly qualified teachers available to hire. I have attended numerous regional meetings on this topic involving the College of Southern Idaho (CSI) and legislators. We have addressed this issue by establishing an effective **mentoring program** over the past three years that is helping those teachers who have not come to the profession through the traditional college prep route. We will continue to monitor this issue and explore ways to address it.

Financial

The District is in good health financially. Thanks to an emphasis on K-12 education at the State level we have had an increase in revenues for each of the past four years. We have been able to increase the number of teachers in the District even though federal funding has decreased. Thanks to the diligent nature of our Business Manager, Michelle Deluna, we keep close tabs on our finances.

Minidoka County School District #331 Various Funds Balance Data											
Year	Total Budget	General Fund	Contingency	Title IA	Title IC	Title IIA	Title III	Title IVB	Rural Ed	Food Service	Other
2014-15	\$27,978,970	\$23,266,000	\$400,000	\$754,569	\$209,758	\$225,730	\$121,480	\$870,000	\$75,400	\$1,820,000	\$707,770
2015-16	\$30,136,000	\$24,830,000	\$800,000	\$737,690	\$167,427	\$224,682	\$107,602	\$876,000	-	\$2,530,000	\$768,000
2016-17	\$31,287,455	\$26,389,000	\$1,000,000	\$832,850	\$169,724	\$222,294	\$117,689	\$876,000	\$81,000	\$1,930,000	\$769,455
2017-18	\$32,679,100	\$27,324,000	\$1,000,000	\$834,770	\$234,353	\$141,391	\$126,874	\$887,000	\$78,000	\$1,855,000	\$1,268,100
	Title IA	Reading & Math Support									
	Title IC	Migrant									
	Title IIA	Professional Development									
	Title III	English Language Learners									
	Title IVB	Special Education									

Chart 16 Fund Balance Trends

This chart shows our various fund balance for the past few years.

Financial: Bonds

The District has an excellent bond rating (AA) and has a bonding capacity of approximately \$85M. We currently have three bonds totaling nearly \$20M that District patrons are paying on: 1) \$9.85M from 2003 (we refinanced \$4.95M in 2012); 2) \$14M from 2007 (refinanced \$8.9M in 2014); 3) \$4.4M from 2009 (refinanced \$2.65M in 2016). Each time the District refinanced it saved patrons taxes. To date we have saved nearly \$1 million by refinancing when interest rates have been low.

When we pay off the oldest of these bonds in 2019 we will have additional bonding capacity with minimal increases to taxpayers.

Financial: Facilities Plant Supplemental Levy

This past fall we carried out a successful Facilities Plant Supplemental Levy increasing our current rate of \$3.9M to \$4.5M for the 2018-2020 biennium. No salaries are paid from these funds. Only used for: facility & site maintenance, improvements and equipment; technology infrastructure, internet access, software, devices and security upgrades; and bus lease financing.

Some of the projects completed with our current levy funds were:

- Minico: new track, new lower bleachers, hallway flooring
- Heyburn parent turn around, carpet & tile (in progress)
- Paul and Rupert flooring
- Roofing Projects at Minico, East, West, DSC
- Freshman laptops (300-2016, 260-2017)
- Additional Wifi access points throughout the District
- Improved security cameras at Minico & Mt. Harrison

Some emergency projects that were also completed with these funds were:

- Acequia Sewer
- Minico boiler tank & well pump
- Fire Alarms at West, Minico and Paul

I would like to express sincere appreciation to the patrons of our District who have committed to paying into this levy so that we can provide these vital technology equipment and services and the continued upkeep of our buildings.

Financial: Challenges

Even though we have tried to budget conservatively, we have had to use approximately \$300,000 of our cash carry-over each year to obtain a balanced budget.

This year we budgeted revenues based on 204 units of funding from the state and our expenditures based on 203 units. Unfortunately, we have not seen the student growth that we anticipated this year and will probably only receive 203 units, which means we will most likely not have the \$300,000 to help in balancing the budget for next year.

I anticipate we will need to tighten our belts somewhat as we continue to struggle with large class sizes and buildings that are at capacity and some of which need significant upgrades.

Plant Facilities

In general, our buildings are in very good shape. We continue to use Plan Facility Supplemental Levy funds to provide a regular rotation of carpets, flooring and painting to keep our buildings in good order. Over the past fifteen years we have replaced all of the roofs of our school buildings in the

District. In total we have over 25 acres of roofing in the District, and a comparable amount of flooring inside those buildings.

During the past year we were able to sell the old District Office in downtown Rupert to the City of Rupert to use as their Police Station. We did not get the funds that we had hoped but we no longer need to maintain or care for that facility.

We did have a new building built on the Minico campus this year when the Baseball Hitting Facility was built using donated funds. We are grateful to Coach Jared Price and the many volunteers and patrons who contributed to this project.

Due to the resignation of Theo Schut we have hired a new maintenance supervisor, Patrick Swigert, and an assistant maintenance supervisor, Jason Van Every, who will act primarily as a project manager.

Maintenance: Challenges

We have had major HVAC issues at Rupert Elementary each of the past three years. The well and boiler at Minico have had to be repaired as well. It is imperative that we do some catching up on the maintenance that was postponed during the recent recession. Last year we had an HVAC study done which identified nearly \$10M in upgrades that would enhance the learning environments in buildings throughout the District. All of the additional \$300,000 increase in the Facilities Plant Supplemental Levy funds will be spent on our facilities and the equipment needed for their upkeep. Once again, I would point out that none of these funds are used for salaries.

As the District looks to the future, if we were to consider going for a bond, I would recommend that many of these HVAC upgrades be included in whatever the community chooses to improve.

ARTEC

The Minidoka County School District is the sponsor of ARTEC which serves approximately 420 part-time students in eight high schools throughout Region IV (the Magic Valley). ARTEC was established in 2006 under the leadership of the MCSD Superintendent at the time, Nick Hallett. The purpose was to assist local Districts in providing courses for students that would lead to some form of advanced, industry standard, certification.

Current programs include: an automotive program at Buhl High School that also serves students from neighboring districts; automotive and health occupations programs at Canyon Ridge High School; five different programs at the Cassia School District's Regional Technical Center (automotive, health, electronics and construction); an automotive collision repair program at Dietrich High School that also serves students from surrounding districts; cabinetry and health programs at Gooding High School; two Information Technology (IT) programs at Jerome and Kimberly High Schools; four programs at Twin Falls High School (two finance, IT, and health); and four programs at Minico High School (construction, IT, health, and diesel).

The ARTEC Board recently asked the Minidoka County School District Board to sponsor another charter school ARTEC – Industrial so that additional programs can be added throughout the region. Without the leadership shown by our Board this expansion of additional programs would not be possible.

Conclusion

The Minidoka County School District has shown considerable growth over the past few years. That growth has been not only in the number of students we serve and the amount of technology that has been provided to those students, but in the effectiveness of our teachers and their continued dedication to their profession.

We have a great many challenges ahead of us, but I believe the District is working together better today than it has in the past. We have come together as an administrative team to ensure that there is equity across the District in all aspects of the educational process. It is only by working together, open communication when things aren't working well, and striving for excellence that we as a District can become better each year.

There were two things that stood out to me when I first read about the Minidoka County School District, their commitment to technology and the work that had been done to address state standards. I believe that our District is still among the best in the State of Idaho in both categories. In fact, I doubt there are more than a handful of districts that are utilizing technology any better than we are.

We live in a great area, with great families, communities that care about our schools, and staff who have dedicated their lives to making the best possible learning environment for our children. I am honored to be considered part of the Minidoka School District!