

**INDEPENDENT SCHOOL
DISTRICT #624**



**WORK-STUDY
AGENDA**

November 26, 2012

To: Members of the School Board

From: Dr. Michael J. Lovett
Superintendent of Schools

Date: November 15, 2012

A work-study session of the White Bear Lake Area School Board will be held on **Monday, November 26**, at 5:30 p.m. in Room 201 at the District Center, 4855 Bloom Avenue, White Bear Lake, MN.

WORK-STUDY AGENDA

A. PROCEDURAL ITEMS

1. Call To Order
2. Roll Call

B. DISCUSSION ITEM

1. School Board and Superintendent Goals and Strategic Plan Updates
 - a. II.2 – Phase 2 Preliminary Recommendations on Elementary World Language 5:30 p.m.
 - b. Goal 5C – String Orchestra – Preliminary Recommendations Presented to School Board 6:00 p.m.
 - c. Goal 5B – Gifted and Talented Review 6:30 p.m.
2. Preliminary Review of District Technology Plan 7:00 p.m.
3. Recap of 2011 Referendum Renewal Levy Election – Don Lifo, Springsted 7:30 p.m.
4. Questions on Tax Increment Financing Proposal 8:00 p.m.

C. ADJOURNMENT 8:15 p.m.

AGENDA ITEM: **Action on School Board/Superintendent Goals and Strategic Plan Priorities for 2012-13**

MEETING DATE: **November 26, 2012**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON: **Dr. Michael Lovett, Superintendent**

Background:

Each year the School Board reviews goals for the year both from the District's Strategic Plan and other operational goals identified by the administration and School Board. Beginning with 2011-12 the largest number of goals were drawn directly from the District's Strategic Plan, with the addition of goals on finance, communications and marketing, and a small number of operational goals.

For 2012-13, the strategic priorities were drawn from recommendations of the 30 member Strategic Planning Team and provided to the School Board this past spring. The School Board reviewed both the Strategic Plan priorities and other potential School Board/Superintendent goals at their retreat on July 9, 2012, and the list of goals included with this agenda are those emerging from that School Board retreat. The goals were on the August School Board meeting and work-study session and were approved at the September 10 School Board Meeting.

Status updates are shown in bold and underlined.

Goal 1: Strategic Planning Priorities for 2012-13

Strategy I: We will develop a comprehensive understanding of our students' needs and interests to ensure students are challenged and excelling academically.

- I.4. The District will build upon the International Baccalaureate (IB) offering already in place at Matoska by implementing the IB Middle Years Program.

The Board approved application for Middle Level IB in March, 2012.

Other Information on Strategy I

During the 2011-12 school year, the District gave priority to two sections under Strategy I as follows:

- I.1 All students will achieve grade level in reading, writing and math by grade 4 and maintain grade level proficiency throughout their tenure in White Bear Lake Schools; and*
- I.2 All students will have an ongoing plan for post-secondary readiness that will be monitored from grades 6 through 12 and all students will have the academic skills to be successful in a post-secondary institution.*

Both of these objectives were addressed initially in 2011-12, and now have been embedded into the work plans of the administration and staff. The District will be reporting on both of these during the course of the year. Thus, while the objectives have not been fully achieved, the strategies are in place to achieve them and metrics developed to regularly report to the School Board.

Status: Updates on Objective 1.1 were provided at the September School Board meeting; Objective 1.2 at the November School Board meeting; and Objective 1.4 at the September work-study and October School Board meeting.

Strategy II: We will create and implement a plan for global experiences and relationships to further understand world connections.

- II.6 Middle school level students will develop global understanding and competitiveness through expanded and developed International Baccalaureate programming.
(This objective is consistent with 1.4 and will be combined.)

Other Information on Strategy II

During the 2011-12 school year, two objectives were addressed as priorities,

II.1 All students will expand their global perspective through the study of world language and culture at the elementary schools; and

II.2 Secondary students will develop global understanding and competitiveness through expanded world language opportunities at the secondary level.

During 2012-13, these objectives will continue to be developed and reported to the School Board. Phase 2 of the elementary world language program will be developed and reported to the School Board.

Status: An update on Objective II.6 was provided at the September work-study session and October School Board meeting; updates on Objective II.1 were provided at the August work-study session, with preliminary recommendations presented in November.

Strategy III: We will ensure our facilities support our district's mission and objectives.

- III. 1. The District will ensure that inside and outside large group spaces are comparable to conference schools.

A process is currently under development with a report scheduled to be delivered to the School Board later this school year.

- III. 2. At an additional three elementary schools, the District will provide a gym with a performing arts area separate from the cafeteria.

Matoska International IB World School plans have been submitted to MDE for review and comment. The project timeline is to award bids this winter and start the addition in early spring. The remaining two elementary schools, Willow Lane and Lakeaires, are in the design stage with the timeline to award bids this spring.

- III. 6. Each district facility will have an HVAC system that provides optimum air quality throughout the district.

By the end of the 2013 construction season all elementary buildings with the exception of Otter Lake will have HVAC system upgrades that include air conditioning. Otter Lake Elementary has an estimated cost of \$1.3 million to upgrade to air conditioning; this cost is not currently budgeted.

Secondary buildings have certain areas that are air conditioned; however, the cost associated with having the remaining parts of the buildings air conditioned will require major funding; this is not part of our current budget.

- III. 8. The District will ensure that all schools provide secure entrances.

All secondary schools have either a secure entrance design or have attendants who monitor the main door throughout the student day. Three elementary schools, Matoska, Willow Lane and Lakeaires, will have this addressed during their construction projects during the summer of 2013.

- III.10. The District will ensure that elementary class sizes are balanced across the district.

- III.11. Secondary facilities will be evaluated and recommendations will be made that improve programs and reduce transitions, including a cost benefit analysis of a single campus high school.

- III. 4. The District will ensure that square footage to accommodate student population and program activities are equitable for all buildings.

Status: On III. 2 – Action in accord with State Department requirements were taken at the November meeting.

Strategy IV: We will create a district-wide culture that inspires innovation, a passion for learning, and confidence to pursue dreams.

- IV.11. Every classroom will have equitable access to a core set of effective, innovative, and well supported technology.

- IV.13. The District will establish a learning management system to support the development and management of online coursework to allow web-based learning for staff and students.

Schoology use is progressing right on track with the Strategic Plan. Approximately 50% of our staff members are currently using Schoology. Many teachers attended elective Schoology courses this summer and during workshop week that provided the necessary tools to improve digital presence on Schoology as well as the pedagogical best practices to improve student engagement and achievement and to promote greater collaboration among colleagues.

Schoology will remain a focus this year as we work toward getting every teacher

in the district online through 1-1 Instructional Technology Coach sessions, professional development, and a special Schoology course for teachers that will model online/hybrid learning while teaching staff how to create a robust Schoology presence.

As Schoology use grows, we are seeing more online collaboration among colleagues. The newly developed Public Resources coupled with new features that increase teacher efficiency and student interactivity will continue to make Schoology even more valuable as we fulfill our mission of being a leader in innovative education.

IV.14. A policy will be developed and presented for board approval that leverages students' access to mobile technology and use of that technology in the classroom.

IV.15. Instructional technology will be available for use by students beyond the traditional school day/year.

Status: A technology report will be made at the November work-study session.

Strategy V: We will build a network of partnerships to provide personal and educational growth and service opportunities for students.

- V. 1. The District will implement a process that will provide a consistent method to initiate and maintain community partnerships.
- V. 2. A comprehensive needs assessment will be developed and administered at every WBL school in order to provide direction to future partnerships.
- V. 3. The District will create a process which aligns a partner with a compelling need or promising vision.
- V. 5. The District will communicate information related to partnerships using a variety of resources.

Status: A presentation of preliminary district protocols and policies was presented at the October work-study session.

Strategy VI: We will foster connections with and among students and staff members to ensure all feel valued, supported and understood; and we will establish an environment that cultivates understanding and respect for differences among people.

- VI. 3. During curriculum review cycles in all areas, the District will identify best practices that promote and enhance multi-cultural understanding.
- VI. 5. The District will provide programming that will continue to create an environment of understanding similarities and differences among students, staff, administration, community members, and parents.

Other Information on Strategy VI

During the 2011-12 school year, four objectives were addressed as priorities,

- VI. 1. *The District will adopt a comprehensive bullying prevention, intervention and support program for students and staff that promotes a safe, civil and inclusive climate and is implemented in each building, program and service.*
- VI. 2. *The District will increase the number of faculty and staff from culturally diverse communities to more closely reflect the diversity of the student population.*
- VI. 5. *We will provide programming that will continue to create an environment of understanding similarities and differences among students, staff, administration, community members and parents.*
- VI.6. *We will review and assess the current plan related to cultural competency.*

During 2012-13, these objectives will continue to be developed and reported to the School Board.

Status: For Objective VI. 1, In October the administration presented and the School Board approved the new curriculum.

Goal 2: Ongoing Financial Stewardship and Budget Management

Considering the budgetary challenges resulting from recent legislative sessions, and a long period of little increase in state funding, continue to identify greater efficiencies in operations that will help maintain financial stability and continue improvements in program quality and student success.

Rationale: Over the past decade, the District has established an excellent record of financial management, as evidenced by twelve consecutive years of recognition for excellence in financial reporting by both ASBO and GFOA, and also achieving an AA Bond Rating initially in 2008, and then confirmed in 2011 and 2012.

Further, in December 2011 through April 2012 the District has restructured debt to allow for more level tax levies over the next several years. Also, the passage of the November 2011 renewal levy by a margin of 73% to 27% gives the School District a measure of financial stability.

Evaluation: Ongoing financial stewardship on investments and budget management will be reviewed annually as part of the financial audit. The audit report is presented to the Finance Committee in the fall and to the School Board and public at the regular School Board meeting in December.

Status: The administration recommended the proposed tax levy for 2013 at the special School Board meeting in September.

Goal 3: Continue Implementation of the Communications and Marketing Plan for the District

Implement Phase III of the Communications and Marketing plan presented to the School Board in July, 2010. During the 2012-13 academic year, we will continue ongoing initiatives in the areas of: actively recruiting school shoppers, getting them young and keeping them connected, accentuating the positives, and influencing the influencers. We will focus more attention than we have previously on using data to help inform decision-making.

Rationale: The implementation of successful outreach initiatives is especially important in the current environment, as area school districts compete for students. A net gain in open enrollment numbers would provide the District with financial benefits.

It is important for the District to understand perspectives of White Bear Lake Area community members in order to remain a trusted steward of resources. Responsible stewardship is an important component in continued community support.

A long-range vision and plan about District communications ensures resources are appropriately utilized. Additionally, it is beneficial to have such a plan to allow for prioritization of communications and marketing projects and activities.

The 2011-12 school year included major communications pertaining to the levy referendum renewal, which passed in November of 2011, and the launch of a new web page at the beginning of June, 2012.

Evaluation: The Communications Office will continue to monitor Communications and Marketing initiatives to ensure they are effective, using data such as the following to monitor progress and drive decisions:

- Enrollment
 - K-12 enrollment increases
 - Student retention from grade to grade
 - Increase in preschool enrollment
 - Increase in preschool retention into Kindergarten
- Market share
 - Increase in percent of market share
 - Decrease in open enrollment out numbers
 - Shift in ratio of open enrollment out to open enrollment in reflecting less loss or a net gain
- Community support and pride
 - Monitor tone and type of articles in White Bear Press
 - Conduct periodic surveys measuring aspects of community support, pride and recognition of “Did you know” tidbits
- Passage of future referendums

Goal 4: Development of a School District Vision

Development of a shared School District Vision will chart a course that will drive the district forward, defining the “who” we wish to become and the impacts we wish to have on our students, our community and the world.

Rationale: During the spring of 2011 the School Board formally accepted and approved a new District Mission and accepted the Strategic Plan recommendations for the 2011-12 school year.

Over the course of the last year, the Board members and administration considered the importance of having a longer range vision which describes in more detail how we will shape our future.

Goal 5: Operational Improvements

a. Recognition Program

Building on the work that has been done over the past two years, during the 2012-13 school year, establish a comprehensive recognition program and plan pertaining to students, staff, and community.

b. Complete Work of the Gifted and Talented Program Review, with staged implementation beginning for the 2013-14 school year.

Status: An update was made to the School Board at the August work-study session, and preliminary recommendations to the School Board at the November work-study session.

c. Develop Plans for a String Orchestra Program with the first phase programming beginning in the 2013-14 School Year.

Status: An overview was presented at the September work-study session; an update on progress at the October work-study session, and preliminary recommendations at the School Board work-study session in November.

AGENDA ITEM: Elementary World Language Review

MEETING DATE: November 26, 2012

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON(S): Ann Malwitz, Professional Learning and Development
Coordinator
David Law, Assistant Superintendent
Dr. Lovett, Superintendent

Background:

During the 2011-2012 school year the Board approved recommendations of an Elementary World Language Program Review to add world language for all district elementary students. Spanish is being offered at five schools and Chinese at two schools to fourth and fifth grade students starting in the 2012-2013 school year (Matoska continues to offer Spanish K-5). Language and cultural exploratory experiences such as the Concordia Language Village experience are offered to students in kindergarten through third grade.

Phase two of the recommendations calls for world language to expand to kindergarten through grade three beginning with the 2013-2014 school year. In addition, the district will consider the potential of adding one or more language immersion programs in the future. The review is an initiative that stems from the Strategic Plan, which call for *“all students will expand their global perspective through the study of world language and culture at the elementary schools.”*

Ann Malwitz and David Law will provide an update on the most recent work that has been done to prepare for phase two of the Elementary World Language Program Review to be implemented in 2013-2014. In addition to the elementary programming update, Dave Guenther, Director of Community Services will share a preliminary plan to provide world language experiences within the Early Childhood Program.

School Board Work Study Session - Phase II of Elementary World Language Program Implementation (2012-2013)

Goal: The goal for phase two of the Elementary World Language Program Review is to continue to study and review exemplary elementary world language programs, examine world language curriculum standards and to further develop program recommendations identified by the Elementary World Language Program Review Committee and the School Board during the 2012-2013 school year.

Timeline:

Date:	Activity:	Participants:
June - August, 2012	• Begin program implementation phase one • Develop curriculum scope and sequence • Develop program building schedules • Develop plan for phase two of program recommendations	Ann Malwitz David Law John Leininger Elementary World Language Teachers
August, 2012	• Present overview of phase two planning process to School Board at work study session	Ann Malwitz David Law John Leininger
September/October, 2012	• Fine tune recommendations for expanding the program to kindergarten through third grade • Review phase one implementation and continue to develop and refine the curriculum scope and sequence • Study the potential of immersion program or programs effective for the 2013-2014 school year	Ann Malwitz David Law John Leininger Elementary World Language Teachers Building Administrators Representatives from School Sites
November, 2012	• Preliminary recommendations on phase two world language program to the School Board	Ann Malwitz David Law John Leininger
December, 2012	• Final recommendations on phase two elementary world language program to the School Board	Ann Malwitz David Law John Leininger K-5 Program Review Committee Members School Board Members
January - September, 2013	• Begin implementation of phase two program recommendations	Ann Malwitz David Law John Leininger Building Administrators

Elementary World Language Program Implementation Update School Board Work Study Session – November 26, 2012

Since the last Board update on August 27, 2012 the following has been accomplished.

- Phase one of the program has been implemented in grades four and five.
- Elementary World Language teachers attended TPRS (*Teaching Proficiency through Reading and Storytelling*) workshop (*September, 2012*).
- Elementary World Language teachers attended a workshop presented by the MN Council on the Teaching of Languages and Cultures (*October, 2012*).
- The implementation planning team met to develop a program review process to address the development of a program framework for elementary world language (*October, 2012*).
- Information on elementary world language program was shared with parents at building PTO meetings (*October/November, 2012*).
- Building principals met with district leadership to develop recommendations for expanding the program to grades K-3 (*October/November, 2012*).
- Recommendations are being shared with district leadership and elementary staff for review and feedback.

During the next phase of implementation the following steps will be taken.

- Finalize the program recommendations for expanding the elementary world language program to kindergarten through third grade and present them to the Board at the December School Board meeting.
- Continue to move forward with the development of an elementary world language program framework and adjust the current curriculum scope and sequence to reflect the additional programming for kindergarten through third grade being implemented during the 2013-2014 school year.
- Begin to develop an overview of a K-12 scope and sequence that reflects essential knowledge and skills across program levels.
- Continue to study the potential of immersion program or programs to be implemented in the 2014-2015 school year. During the second half of the year we will outline steps to be taken between this spring and fall to identify: the type of program, target language or languages, location(s), model and specific implementation plan for starting an immersion program in the district.

PROPOSED ELEMENTARY SPECIALIST MODEL FOR 2013-14

GOAL: How can we deliver a Specialist model of Physical Education, Music, Media, World Language that is comparable to today's model; yet allows the flexibility for developmental appropriateness of Media/Media Resource and World Language?

Criteria:

- Stay within the boundaries of the teacher contract
- Honor time allocated for music and PE
- Add world language instruction in grades 1-3
- Maintain some direct instruction in media and maximize opportunity for media as a resource
- Currently, 45 minutes of prep each day ($6 \times 45 = 270$ minutes/6 day cycle)
- Maintain current personnel and minimize staffing assignment changes
- Respect building and travel assignments
- Maintain common blocks of time for classrooms to differentiate and/or departmentalize
- Minimize financial impact

New Possible Model:

- Days 1,3,5 ($3 \times 60 = 180$ minutes), Days 2,4,6 ($3 \times 30 = 90$ minutes) = 270 minutes/6 day cycle

How is this criteria better than today's model?

- Prioritized more frequent WL, Music, PE in exchange
- Grade 4 & 5 will have WL every other day....right now they have WL once every 3 days,
- Grades 1-3 will have WL twice in 6 days not just once.
- Increase flexibility for media resource (more unscheduled time) and the hope to sustain consistent media for the future
- Align schools for efficient FTE to create a common schedule
- Honor class sizes during Specialist times (not combining classes)
- Developmentally appropriate for Primary vs. Intermediate

Possible Specialist Schedule

- Grades 4-5 would continue to have World Language during Specialist time.
- Grades 1-3 would have World Language 2 out 6 days and Media Specialist time once every 6th day
- Specialists will transfer students after the first 30 minute block.
- Working in schools of 3 seems to be the most efficient.

		1	2	3	4	5	6
Gr 1-3	30 min	WL	PE	WL	PE	Media	PE
	30 min		Music		Music		Music
		1	2	3	4	5	6
Gr 4-5	30 min	WL	PE	WL	PE	WL	PE
	30 min		Music		Music		Music

White Bear Lake Area Schools
Early Childhood World Language Experience
Proposal: November 26, 2012

Purpose: To provide a world language exposure opportunity for Early Childhood students and families. This proposal includes parent-child programming as well as a preschool drop-off component.

Summer 2013

Early Childhood Family Education (Parent-Child)

Early Childhood with the collaboration of Concordia Language Villages will offer 2, 4 week sessions in July. These classes (1 Chinese Language/Culture and 1 Spanish Language/Culture) will meet once a week and are designed for parents and children ages 2.5 to 4 years.

Preschool Drop-Off

Early Childhood with the collaboration of Concordia Language Villages will offer a 1 week summer day camp experience for children 3.5-5 years of age. Families will be able to choose a Chinese Language/Culture track or Spanish Language/Culture track. This will be offered in June and will run for 4 days (M-Th) from 9am-12pm.

School Year 2013-2014

Early Childhood Family Education (Parent-Child)

Early Childhood with the collaboration of Concordia Language Villages will offer 2, 8-10 week sessions per semester in the evenings. Families will be able to register for Spanish or Chinese Language/Cultural experiences. These classes will meet once a week and are designed for parents and children ages 2.5-4 years of age.

Preschool Drop-Off

Early Childhood will be exploring the opportunity to hire staff to support Spanish language instruction and experiences within one section of our *Play and Learn* preschool. We anticipate utilizing this person as a classroom assistant teaming with a *Play and Learn* teacher. In speaking with a district Spanish teacher we determined it would be most developmentally appropriate to offer language exposure experiences that will focus on building vocabulary as it is embedded in units of instruction as well as daily classroom routines. This experience would be offered during the daytime program.

Early Childhood will manage registration and operation of these classes. Concordia Language Villages will be solely responsible for the curriculum and instruction of the classes offered with their collaboration. A detailed summary of the contract will follow. The fees assessed for those classes will be determined by Concordia Language Villages and collected by White Bear Lake Early Childhood. Early Childhood will manage the curriculum and instruction of the *Play and Learn* preschool class offering Spanish language exposure. Course fees will be slightly increased with respect to the other *Play and Learn* preschool classes to offset the instructional team members (1 teacher, 2 assistants).

AGENDA ITEM: **Orchestra Proposal**

MEETING DATE: **November 16, 2012**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Lisa Switzer, Curriculum & Program Development Coordinator**
David Law, Assistant Superintendent

BACKGROUND:

This year's School Board/Superintendent Goal 5 provides that we "*develop plans for a String Orchestra Program with the first phase programming beginning in the 2013-14 School Year.*"

At our September Work Study Session, Curriculum & Program Development Coordinator Lisa Switzer, and high school band teachers Shannon Anderson and Jeremy Rockford presented a proposed timeline for an orchestra planning committee.

At our October Work Study Session, Lisa Switzer and Shannon Anderson provided a progress update to the School Board.

Tonight Shannon Anderson, Jeremy Rockford and Lisa Switzer present initial recommendations for consideration.

HISTORY OF ORCHESTRA RECOMMENDATION

- 2011 - 2012 - Preliminary work led by WBL music department
- March 2012- Initial discussions with music department, Superintendent and Principals
- September 24, 2012 - Initial presentation to School Board
- September 13, 2012 - orchestra research committee meeting
- September 20, 2012 - meeting with GTCYS fine art director, U of M fine arts director and University of MN conductor.
- September 24, 2012 - Initial presentation to School Board
- September 27, 2012 - initial review committee meeting
- September 28, 2012 - meeting with Nancy Wiessner; Fine Arts Director in South Washington County School District 833
- October 8, 2012 - Steering committee meeting to organize initial recommendations
- October 22, 2012 - Update to School Board October 22, 2012
- November 5, 2012 - final review committee meeting
- November 26, 2012 - Preliminary recommendations to School Board
- December 10, 2012 - Administrative recommendations for School Board approval
- January 2012 - Begin implementation as approved by School Board
- September 2013 - Orchestra program begins as approved by School Board

ORCHESTRA PLANNING COMMITTEE

Shannon Anderson.....Music, WBLAHS, South Campus; Secondary Curriculum Leader
Jeremy Rockford.....Music, WBLAHS, North Campus
Mike Snell.....Music, Sunrise Park Middle School
Marie Dymit.....Music, WBLAHS, South Campus
Jennifer Gere.....Music, Sunrise and Central Middle
Kristin Kusche.....Music, Central Middle School
Dan Gullick.....Music, Birch Lake/Hugo; Elementary Curriculum Leader
Scott Keen.....Music, Willow Lane/Matoska
Mike Mason.....Parent, band boosters
Robert McDowell.....Administrator, Sunrise Park Middle School
Noel Schmidt.....Administrator, Central Middle School; department administrative liaison
David Law.....Assistant Superintendent
Peter Wilcoxon Sr.....Executive Director of Business Services
Lisa Switzer.....Curriculum and Program Development Coordinator

CHARGE OF THE COMMITTEE

The goal of the review committee is to ensure an excellent music experience in White Bear Lake Area Schools by complementing band, choir and general music with orchestra.

RATIONALE

- An orchestra program would further enhance a comprehensive fine arts program in White Bear Lake Schools.
 - Participation in a high quality music performance ensemble enhances a child's quality of life. It provides creative, emotional, and social opportunities.
 - Participation in a quality music performance ensemble can lead to improvements in academic performance in other areas beyond music.
-

CRITERIA USED FOR RECOMMENDATION

- Operational
 - sufficient number of students
 - adequate space
 - phasing in of program
 - Scheduling
 - Planning
- Cost
 - start up costs of instruments and facilities
 - close to cost neutral
- Opportunities for Students
 - start age
 - interest in orchestra

EVALUATION OF OPTIONS

1) Begin grade 6 and add one grade each year

Pros Involves the least initial cost. Can be planned more predictably. Projected enrollment will be more accurate. Larger class sizes at our current 4th and 5th grade 6th would require additional FTEs in music despite the addition of orchestra.

Cons Many experts would advise beginning students in orchestra earlier than grade 6.

2) Begin grades 6-12 or 6-8

Pros Quickly establishes an orchestra program. Allows students who are already involved in orchestra to be involved immediately.

Cons Relatively higher start up cost. More difficult to plan predictably. More difficult to schedule. Smaller groups of students at each grade.

3) Begin grades 4 or 5

Pros It is easier for younger students to learn proper posture and fingering.

Cons Relatively higher cost of staffing due to multiple elementary schools.

RECOMMENDATION FOR ORCHESTRA

❖ Begin the orchestra program in 6th grade in 2013-14

- Offer an after-school opportunity for 7-12 ensemble.
- Build capacity at elementary level in partnership with MacPhail.

❖ Add high school offerings in 2016-2017

Each year through 2015 we would add a grade level at the middle school. North Campus would add an orchestra program in 2016. South Campus would begin orchestra in 2018.

❖ Re-evaluate start of orchestra in 6th grade vs. elementary

- Younger children have an *easier time holding* string instruments.
- *Bowing and fingering* is more natural for younger students.

❖ **Staffing***

Responsibilities potentially include:

- Teach ensemble rehearsals
- Teach lessons to all 6th grade string players
- After school 7-12 ensemble
- Build elementary capacity
- Continue to build the string program
 - including recruiting, curriculum writing, purchasing, planning, etc.

**Recommend a full-time teacher.*

**Recommend an instrumentalist whose focus is orchestra – string expert.*

❖ **6th grade large group ensemble:**

- chamber orchestra rehearses every other day

❖ **6th grade lesson program:**

- Comparable to our current winds and percussion lesson program at the middle level.

❖ **Registration:**

In January middle schools give a recruiting performance to introduce instruments to fifth graders. Students register later in winter. In Spring, students and parents are interviewed to solidify instrument selection. In the summer, students are offered a four week beginning program.

❖ **High School orchestra scheduling consideration:**

Orchestra registration at the high school level is a string only offering. Brass, percussion and woodwind students register for Band. Orchestra and the top band scheduled the same hour to allow for large orchestral instrumentation.

❖ **Instruments: (see attachment for more information)**

- **VIOLIN** - Students wishing to play the violin would arrange for a trial purchase plan from a reputable private music company. There would be no cost or responsibility to District #624 for violins, the smallest and most popular of orchestral instruments. The district could also consider buying violins on the same basis as the other string instruments.

- **BASS AND CELLO**– Cannot be carried to and from school on the bus. Provide instruments for rent. Larger instruments are needed to complete the full orchestra sound.
- **VIOLA**- Providing instruments for rent, keeps the costs lower for students and gives more students an opportunity to play in the orchestra. Violas while approximately the same size as violins are less popular yet needed to complete an orchestra. Research indicates the optimal make up of a string orchestra is 48% violin, 14% bass, 17% cello and 21% viola.

INCREMENTAL PLAN

CENTRAL AND SUNRISE MIDDLE SCHOOLS		
2013-14	2014-15	2015-16
1 section at Central 1 section at Sunrise Instruments needed: • 12 violas - 12 cellos - 8 basses (total for both middle schools) Other needs: • 20 library songs • Complete set of year one method/ technique books • Repair and maintenance budget • 2 cello, 2 bass and 2 violin/viola mobile racks	2 sections at Central 2 sections at Sunrise Instruments needed: • 12 violas - 12 cellos - 8 basses (total for both middle schools) Other needs: • 40 library songs • Complete set of two year method/ technique books • Repair and maintenance budget • Rehearsal space – current facilities will not support 2 sections at either Middle school • 4 cello, 4 bass, 4 violin/viola mobile racks mobile racks – to be included in facility restructure • posture chairs – to be included in facility restructure • Music stands – to be included in facility restructure	3 sections at Central 3 sections at Sunrise Instruments needed: • 12 violas - 12 cellos - 8 basses (total for both middle schools) <i>(This number is based on projected enrollment and may need to be reevaluated)</i> Other needs: • 60 library songs • Complete set of method/ technique books • Repair and maintenance budget <i>(This assumes that all storage racks, posture chairs and music stands were included in facility restructure in 2014.)</i>

North Campus added	
2016-17	2017-18
3 sections at Central 3 sections at Sunrise 2 sections at North Instruments needed: • 12 violas - 12 cellos - 8 basses (at North Campus) Other needs: • 80 library songs • Complete set of high school method/ technique books • Repair and maintenance budget • 3 cello, 3 bass and 3 violin/viola mobile racks– to be included in North Campus facilities restructure • posture chairs – to be included in facility restructure • Music stands – to be included in facility restructure • Timpani for a full symphony	4 sections at Central 4 sections at Sunrise 3 sections at North Instruments needed: • 6 violas - 6 cellos - 4 basses (at North Campus) Other needs: • 100 library songs • Complete set of high school method/ technique books • Repair and maintenance budget <i>(This assumes that all storage racks, posture chairs and music stands were included in facility restructure in 2016.).</i>
South Campus added	
2018-19	
4 sections at Central 4 sections at Sunrise 3 sections at North 2 sections at South Campus Instruments needed: • 12 violas - 12 cellos - 8 basses (at South Campus) Other needs: • 120 library songs • Complete set of high school technique books 3.0 • Repair and maintenance budget • 3 cello, 3 bass and 3 violin/viola mobile racks – to be included in South Campus facility restructure • posture chairs – to be included in facility restructure • music stands– to be included in facility restructure	

FACILITIES

❖ Facility considerations:

- climate controlled
 - ◆ Repair costs for instruments that are not kept in a climate controlled environment eventually outweigh the upfront cost of humidity and temperature control.
- Acoustics
 - ◆ Raise ceilings
 - ◆ Sound proofing
- Space
 - ◆ Rehearsal space able to accommodate a growing program
 - ◆ Reallocate space
 - ◆ Restructured practice rooms for the lesson program
 - ◆ Restructured storage

CENTRAL AND SUNRISE MIDDLE SCHOOLS		
2013-14	2014-15	2015-16
Central Middle School • Reallocate space • Choir room used for orchestra one period • Reconfigure Storage Space Sunrise Middle School • Reallocate space • Band room used for orchestra one period • Reconfigure Storage Space	Central and Sunrise Park Middle Schools • Reallocate space • create 50 person orchestra space • Redo storage • Reconfigure practice and office space Considerations • Ceiling – acoustics • Climate Control - Air conditioning • Music and instrument storage • Posture chairs • Music stands	Included in 2014-15 facility restructure

North Campus added	
2016-17	2017-18
To be determined in future building plan	Included in 2016-17 facility restructure
South Campus added	
2018-19	
To be determined in future building plan	

NEXT STEPS

Prepare current or revised recommendation for School Board approval	December 10, 2012
Prepare for registration.....	December, 2012
Determine middle school enrollment.....	February, 2013
Facility modifications.....	Spring, 2013
Survey	Spring, 2013
• 7-12 ensemble • elementary enrichment opportunities • estimate enrollment	

❖ **Maintaining and planning for a healthy music program (band, choir and orchestra)**

Orchestra – Instruments purchased in 2013 scheduled to be replaced 2020 and 2022.

Brass, woodwinds, percussion – Currently we have 2 decades of high school band equipment past its recommended lifespan.

Drumline - Equipment is recommended for replacement in 2015

Pep Band - Equipment is recommended for replacement in 2021 (ex. Sousaphones, marching brass, pep band percussion equipment)

Piano Replacement - Re-implement a ten year rotating piano replacement schedule for the secondary buildings beginning in 2014.

Elementary instruments – Implement a ten year rotating replacement schedule

AGENDA ITEM: **Elementary Gifted and Talented Program Review**

MEETING DATE: **November 26, 2012**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Ann Malwitz, Professional Learning and Development Coordinator**
David Law, Assistant Superintendent
Dr. Lovett, Superintendent

Background:

At the September 24, 2012, work study session Ann Malwitz, Professional Learning and Development Coordinator, provided an update to the School Board on the progress of the gifted and talented program review process along with detailed descriptions of proposed program components.

Ann will share the Elementary Gifted and Talented program recommendations under consideration for the 2013-2014 school year. Attached for your review are two documents: the specific program recommendations and a program summary that thoroughly highlights the essential components of the proposed elementary gifted and talented program.

White Bear Lake Area Schools
Elementary Gifted and Talented Program Recommendations

Programming Structure and Development

Recommendation

Beginning in the 2013-2014 school year services for students identified as gifted will be delivered through a cluster grouping model for students in grades 3-5. A cluster grouping model is an inclusion model wherein students with exceptional learning needs are integrated into mixed-ability classrooms. In this model, classroom teachers are trained to provide appropriate differentiated learning opportunities for those needing extra challenges. Grouping students identified as gifted in a cluster model ensures that they are challenged on a daily basis. Needs-based support in differentiated curriculum that include advanced, conceptually challenging and complex content will be incorporated with support and professional development from gifted resource teachers.

In addition to the cluster grouping model, a self-contained classroom-based model designed to meet the unique educational, social, and emotional needs of children who have been identified as having exceptional academic abilities, will be considered for implementation after the 2013-2014 school year. The goal of this program is to serve students who are identified as highly gifted learners. These learners are children whose academic abilities indicate the need for in-depth, complex, and rigorous curriculum and instruction beyond that which can be provided in the cluster grouping model.

Identification and Assessment of Student Learning

Recommendation

For the 2013-2014 school year the identification process will be adjusted to reflect the recommended programming structure. The identification process will also be structured to reflect greater cultural sensitivity and include a parent assessment component in the identification process. To match the program identification changes, student assessment measures and program effectiveness measures will be developed to reflect program changes.

Professional Development and Leadership

Recommendation

Beginning in the 2012-2013 school year, all staff will receive training on the essential components of instructional practices that support students identified as gifted. Cluster grouping model teachers and self-contained classroom-based model will receive more intensive and ongoing professional development in research-based strategies of curriculum and instruction to respond to the unique needs of students identified two participate in the cluster group model or the self-contained model. Ongoing professional development will also be provided for district and building administrators on the recommended gifted services program changes.

To ensure successful implementation of the new structures and programming for gifted education in our schools a program leadership position will be incorporated into the process to provide ongoing support in

the implementation process to classroom teachers, building principals, gifted resource teachers, identified students, and parents.

Parent Involvement, Communication and Marketing

Recommendation

Information on our comprehensive program of gifted services will be updated prior to the 2013-2014 school year to reflect changes in the program.

Additional opportunities to engage parents, families and community members for planning, programming, evaluating, and advocating for the program will be provided that reflect the changes in gifted services. Additional resources will be available to help parents further develop and enrich their children's skills and abilities.

The importance of program changes:

These recommendations will significantly advance our gifted education program to reflect key 21st century skills and the most innovative practices in gifted education.

Budget:

We anticipate that for the 2013-2014 school year the costs associated with the implementation of the recommendations will be incorporated into existing curriculum, professional development and school budgets.

White Bear Lake Area Schools
Elementary Gifted and Talented Program Review
School Board Work Study Session
November 26, 2012

Program Summary and Proposed Improvements

Beliefs:

"Every child including those who are gifted and talented deserves to learn something new every day. Every child - including high ability learners - deserves to be challenged, and to receive guidance and support in the development of his or her potential."

Del Siegle, NAGC Program Chair & President 2008.

Program Goals:

To meet the unique needs of gifted students, WBL Area Schools has made a commitment to the following:

- identify gifted students using multiple criteria and provide challenging learning experiences beyond the regular curriculum
- provide staff with the specific tools and training for differentiated instruction
- develop and promote high level thinking and problem solving skills
- encourage creative and critical thinking
- provide opportunities for sharing and exchanging ideas in a supportive environment
- review gifted services regularly and make appropriate changes

Program Summary and Proposed Improvements

Elements of a Comprehensive Gifted Program	Current Program	Proposed Changes	Comments
Identification	K-2 Gifted students are not formally identified. Classroom teachers identify students with strong academic skills using our current assessments like MAP, work samples and student performance in class.	K-2 students will continue to be screened by classroom teachers using multiple criteria including MAP, work samples and student performance in class. Identification structures will be adjusted to represent diverse backgrounds and reflect the student population of the district.	<i>There is concern about the formal identification of children identified as gifted prior to grade two. IQ testing of preschoolers can be extremely unreliable and can easily underestimate their abilities (Davis, Rimm and Siegle, 2012).</i> <i>While there has been considerable research around gifted assessment and cultural</i>

	3-5 Students are assessed using the CogAT and MAP scores. The CogAT is a nationally accepted assessment for identifying gifted learners. This assessment is done during the first month of school for third graders. Fourth and fifth graders may be assessed at the recommendation of a teacher or parent.	3-5 Students will be formally identified at the end of second grade using multiple criteria including CogAT, MAP, classroom performance and a parent assessment. Every effort will be made to ensure our process is culturally sensitive including a demographic review of our current gifted population as it compares to district averages. Identification will be created to reflect the recommended program structures including areas of student strength and levels of exceptionality.	<i>sensitivity, there is not a research based, nationally accepted assessment tool that is deemed culture neutral. School districts continue to use multiple data points to identify exceptional students.</i> <i>We currently do not have a program for exceptionally gifted students. If the district moves in this direction, additional work will be done to determine the necessary identification criteria.</i>
Numbers of Students Served	K-2 During the 2011-2012 school year, 401 students participated in Primary Challenge and REACH in at least one curricular area.	Our goal is to provide service for every student that demonstrates giftedness according to our identification process. There is not a predetermined percentage or number limiting programming.	<i>While our current percentage of Gifted students is above fifteen percent and national norms suggest one to five percent, our district has a plan to meet the needs of every learner to ensure they are challenged and excelling academically.</i>
Entry Points	Students are not identified formally before grade three. The majority of students are identified at the start of third grade using the criteria mentioned above. Additional students may be identified in fourth and fifth grade.	Students will be identified at the end of second grade with programming starting early in the third grade. Students new to the district, and students identified by teachers or parents may be assessed as needed after this point.	<i>Our district intends to provide Gifted programming as soon as possible in a student's educational journey. This early entry point does not prohibit students from surfacing later in elementary school.</i>
Programming <i>(see attached document for a more detailed description of current program and proposed program)</i>	K-2 Students identified by classroom teachers are provided additional rigor through a support structure called Primary Challenge with the help of our gifted resource teachers. These students receive small group, pull out lessons in math, literacy, and/or creative thinking once a week throughout the school year.	K-2 Students will continue to receive instruction from both the classroom teacher and the Gifted resource teacher. This instruction may be in the form of differentiated curriculum, flexible grouping, and additional curricular offerings throughout the year.	<i>Educators are aware of empirical evidence regarding (a) the cognitive, creative, and affective development of learners with gifts and talents, and (b) programming that meets their needs. Educators use this expertise systematically and collaboratively to develop, implement, and effectively manage comprehensive services for students to ensure</i>

improvements)	3-5 REACH is the name of the program that provides service to gifted students in grades three through five in the academic areas of literacy and mathematics. Identified students leave their regular classrooms approximately once a week to attend classes with the resource teacher. Each REACH unit lasts from 8 to 12 weeks depending on the grade level and topic. In addition to challenging curriculum, these units provide opportunities for affective lessons, critical and creative thinking skills, and self-directed learning.	3-5 Many students will be serviced in their core classroom with support from a Gifted resource teacher. This is the Cluster Grouping Model for gifted instruction. Smaller groups of students will receive additional instruction outside the classroom, similar to our current model but with a closer tie to classroom instruction. The pull-out instruction will focus more on critical and creative thinking as well as affective issues directly related to gifted students. The most exceptional students would be given the option to attend a magnet type program housed in one of our elementary schools.	specific student outcomes. (Gifted Programming Standards, 2010).
Curriculum	For all students grades K-5 that receive Gifted programming, the curriculum is created by our REACH teachers based on the 2010 Gifted Programming Standards, best instructional practices and the unique needs and interests of the identified students.	The curriculum will continued to be based on the 2010 Gifted Programming Standards, best instructional practices and the unique needs and interests of the identified students. Curriculum will be aligned to the district core curriculum and will be adapted to meet the needs of identified students.	<i>Educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes (Gifted Programming Standards, 2010).</i>
Measurement of Student Progress	At the completion of each instructional unit, students and parents receive a written evaluation summary of the project that students completed including a rubric that identifies the student's performance compared to	Consistent with our district's commitment to every student we plan to provide ongoing assessment to document student learning progress in order to provide the appropriate level of instruction to match the	<i>Assessments provide information about identification, learning progress and outcomes, and evaluation of programming for students with gifts and talents in all domains (Gifted Programming Standard #2,</i>

	expectations. Our current program has not measured student growth consistently across grade levels or topics specifically related to Gifted programming.	student's strengths, interests, and pace of learning.	2010).
Communication	K-2 When a student qualifies for the program, parents receive a letter stating that their child has qualified for the program and that their child is invited to participate. 3-5 Parents receive notification when a student is recommended for Gifted assessment. When a student qualifies for the program, parents receive a letter stating that the student has qualified and that Gifted programming will be provided. Parents are communicated with during the screening process, on a weekly basis through updates online, several times throughout the year with a parent newsletter, and at the conclusion of the pull-out class through a written evaluation. Gifted resource teachers are also available to meet with parents during conferences.	We will measure the effectiveness of our current communication process. Our goal is to have all teachers and administrators well-versed about our program and provide easy access to information about our program so that parents and staff can easily find answers to their questions about gifted programming and resources. Additional structures for ongoing communication with parents will be added. Resources for parents will be available on both the district and school websites. Additional opportunities will be created for parent education of children identified as gifted.	<i>Schools need to seize the opportunity to equip parents and teachers to build partnerships through educational interventions. The most workable and successful plans are those that center on building communication skills, sharing information about nature and needs of gifted children and experiencing the viewpoints of others (Robinson, 2007).</i>
Parent Involvement	Currently, parents are involved at a few points during the process. Parents are communicated with during the screening process, on a weekly basis through updates online, and an evaluation at the conclusion of the pull-out class. Gifted teachers are available during conferences. Several sites host a Gifted student family night to share information about our	Collaborative parent involvement is a vital component of successful gifted education. We will continue to build and strengthen parent involvement and communication. A parent advisory component will be added to the program We will also create additional structures for parents to access information on parenting gifted students,	<i>Schools need to seize the opportunity to equip parents and teachers to build partnerships through educational interventions. The most workable and successful plans are those that center on building communication skills, sharing information about nature and needs of gifted children and experiencing the viewpoints of</i>

	program.	locate instructional resources and meet with other parents.	<i>others (Robinson, 2007).</i>
Staffing	White Bear Lake allocates three full time teachers to Gifted programming at the elementary level. These teachers are responsible for all assessment, curriculum, instruction, and communication regarding Gifted programming.	Gifted resource teachers will continue to be responsible for all assessment, curriculum, instruction and communication regarding gifted programming. Resource teachers will serve all elementary schools by providing rigorous, challenging learning experiences through push-in/pull-out experiences, differentiation training and consultation with classroom teacher, and support of building enrichment for all students.	
Leadership	White Bear Lake considers Gifted programming to be an extension of classroom instruction. The teachers report to building administration, with additional guidance provided by the Teaching and Learning department. There is not currently a formal leadership structure for Gifted and Talented programming in White Bear Lake.	Premier gifted programs dedicate resources to a leadership role to provide ongoing support and direction for program implementation. Leadership is critical in order to maintain a high quality comprehensive Gifted program. A preferred model would be some portion of an assignment dedicated to leadership. A passible model would be re-allocation of current staffing to leadership.	<i>In an exemplary model, there is a strong administrative voice to represent and implement the program for gifted learners. This individual oversees the development of long-term goals and objectives and communicates this information to everyone in the school community. These leaders ensure that staff and community members understand and support the program (Delcourt,1994).</i>
Professional Development	Gifted resource teachers frequently attend workshops and conferences to get current information about effective instruction for exceptional learners. All staff gets instruction on differentiation within the mainstream classroom.	Gifted resource teachers will assist in providing ongoing professional development for classroom teachers and building administrators on the essential components of instructional practices that support students identified as gifted (acceleration, enrichment and differentiation). Cluster grouping model teachers will receive more intensive and	<i>Professional development is essential for all involved in the development and implementation of gifted programs and services (NAGC-CEC, 2010).</i>

		ongoing professional development.	
Marketing	White Bear Lake has created an informational handout that describes our current Gifted programming in 2009. This information is also available on our website.	Marketing materials and the website will be updated to reflect program changes and will be consistent with district marketing goals. The gifted program will be showcased during enrollment periods and throughout the year at school choice fairs as parents look for exemplary programs for their children.	
Program Review	Our current program was implemented more than ten years ago. There has not been a formal review of the program during this time. The program was modified several times due to budget reductions.	Review process will continue as program recommendations are being implemented.	<i>Students with gifts and talents develop their potential through comprehensive, aligned programming and services. (Gifted Programming Standards, 2010).</i>

Agenda Item B-2
November 26, 2012
Work Study Session

AGENDA ITEM: Preliminary Review of District Technology Plan

MEETING DATE: November 26, 2012

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON(S): Mark Garrison, Instructional Technology Coordinator
David Law, Assistant Superintendent
Dr. Lovett, Superintendent

Background:

In your materials for our work-study session, you will find a document entitled “White Bear Lake Area Schools 2015 Technology Plan.” This document is prepared specifically for requirement of the Minnesota State Department of Education for us to meet the threshold of qualifying for the state “E Rate”, and we must complete this document to their satisfaction before we can qualify for the federal “E Rate” funding.

White Bear Lake Area Schools - 2013 - 2015 Technology Plan

Technology Needs Assessment Process:

- White Bear Lake Area Schools continues to work with the BLEgroup, a nationally known education technology consulting firm, to conduct a district wide set of interviews on technology and instructional integration, to assess the effectiveness of current technology use and to create a plan that includes goals for improvements in infrastructure, instruction, and management systems. White Bear Lake Area Schools has already implemented many of BLE's recommendations and will continue to implement these guidelines in the coming years.
- White Bear Lake Area Schools engaged staff and community members in a rigorous [Strategic Planning Process](#). Technology is a main focus of this plan.
- Staff were surveyed about their access technology, as well as their current technology and their hopes for future innovation in White Bear Lake Area Schools.
- A focus group of educators from across the District brought additional feedback, insight and vision to the process.
- Students offered feedback through the Student Council.
- White Bear lake Area Schools participated in the TIES Superintendent Technology Leadership Planning
- White Bear Lake Area Schools will leverage technology to ensure Extraordinary Teaching, Lifelong Learning, Partnerships and Innovation and Service and Capacity

Goals and Strategies:

Extraordinary Teaching	Lifelong Learning	Partnerships & Innovation	Service & Capacity
Empower excellence in instruction and communication through proactive staff development and innovative instruction	Promote success for all learners through technology access, and collaboration	Utilize technology to strengthen partnerships	Enhance our infrastructure and improve technology service
- Strengthen communication and collaboration and support the development and management of online coursework for staff and students through common LMS - Empower excellence in instruction and communication through proactive staff development - Incorporate technology into the curriculum planning process - Ensure all classrooms have appropriate technology - Provide clear and equitable expectations for all teachers as they implement collaboration, critical thinking, creativity, and communication skills with metrics that measure effectiveness - Develop a clear technology scope and sequence	- Ensure equitable access to technology for all learners - Expand our current wireless to establish 100% coverage in each building - Develop a policy for board approval that leverages students' access to mobile technology and use of that technology in the classroom. - Maintain at least a 3:1 student to computer ratio - Leverage the power of technology to nurture the unique talents and abilities of every student, develop a lifelong love of learning, increase engagement and promote academic excellence - Leverage cloud computing to promote collaboration, and to eliminate barriers - Use technology to promote multiple ways of acquiring and demonstrating skills - Employ technology tools to promote and monitor post-secondary readiness and to ensure that students will have the academic skills to be successful in a post-secondary institution	- Ensure that informational technology is accessible by all employees, learners and families - Leverage technology to strengthen global, local and intra-district communication - Enhance communication, interaction, and collaboration through the use of a web site, LMS and other online resource. - Establish a process to facilitate the collection and implementation of innovative ideas - Develop and administer a comprehensive needs assessment at every WBL school in order to provide direction to future partnerships	- Develop a flowchart and service contract that explain technology support expectations and responsibilities with metrics that measure effectiveness - Increase the speed, effectiveness and transparency of technology support - Redefine roles and responsibilities, add staff where needed and streamline operations to ensure top-level customer service - Deploy, train and support technology coaches, computer aids and technicians to meet each building's individual needs - Provide a Single-Sign-on Solution - Continue to increase network capacity

Professional Development Plan: Describe the professional development strategies you have in place for 2013-2015 to ensure White Bear Lake Area Schools staff are prepared to use the technology infrastructure, software programs, and online resources provided:

- Annually, the Instructional Technology integration team will assess staff development needs with regards to technology. Using this information, a variety of professional development opportunities will be created including an annual summer academy, online learning opportunities, and technology integration embedded into other curriculum focused staff development.
- Approximately twenty five percent of our professional development time will be dedicated to technology related initiatives.
- Instructional technology coaches will model technology integration in their buildings and offer differentiated professional development to their colleagues.
- Focus the goal of technology related professional development to student learning and measurable growth.

Evaluation: Explain the evaluation process for your technology plan for 2013-2015, including timeline, roles and responsibilities, and information gathered to assess how the technology plan goals and strategies are being met.

- Extraordinary Teaching
 - By the start of the 2013-2014 school year, all teaching staff will have a presence on our learning management system, Schoology and be using it regularly to enhance instruction and communication.
 - Measure volume and satisfaction of parent, teacher and student use of technology related to learning and communication.
 - Technology standards will be embedded into our curriculum maps by the end of the 2014-2015 school year.
- Lifelong Learning
 - All learning spaces will have WiFi access.
 - Teachers, students and parents will report improved technology access, collaboration and integration.
- Partnerships and Innovation
 - As part of the district's strategic plan, White Bear Lake will provide access to technology for all members of the school community. Through an annual survey, schools will measure every student's access to technology and work to eliminate the number of students without consistent access.
 - The district has developed a new structure to encourage innovation between non-traditional work groups. The groups will be reporting out to the larger district leadership team each Spring. This collection of ideas will be a measure of our initiatives related to innovation.
- Service and Capacity
 - Requests for support are evaluated on a regular basis to determine the quality and timeliness of service. This information will help to shape our flowchart, staffing and service contract.
 - By the end of the 2013-2014 school year, parents and students will need fewer sign in pages to access all school related information provided by the district.

Link to Current Technology Plan:

Our plan will be posted on the [Technology page](#) of the White Bear Lake Area Schools website.

Children's Internet Protection Act (CIPA):

White Bear Lake Area Schools has an Internet Safety/Acceptable Use Policy in place.

[Policy 524](#) was updated in May, 2011.

White Bear Lake Area Schools implements iBoss as an Internet filter to protect minors from material that is inappropriate or otherwise harmful to them.

Agenda Item B-3
November 26, 2012
Work Study Session

AGENDA ITEM: **Recap of 2011 Referendum Renewal Levy Election**
MEETING DATE: **November 26, 2012**
SUGGESTED DISPOSITION: **Discussion Item**
CONTACT PERSON(S): **Dr. Michael Lovett, Superintendent**

Background:

Don Lifto from Springsted will provide a review of an analysis of our 2011 Referendum Renewal Levy Election. Materials prepared by Springsted are attached.



Post-Election Analysis

Prepared for the
White Bear Lake
Area Schools

Evaluating the November 2011
Election

4 September 2011

Approach and Purpose

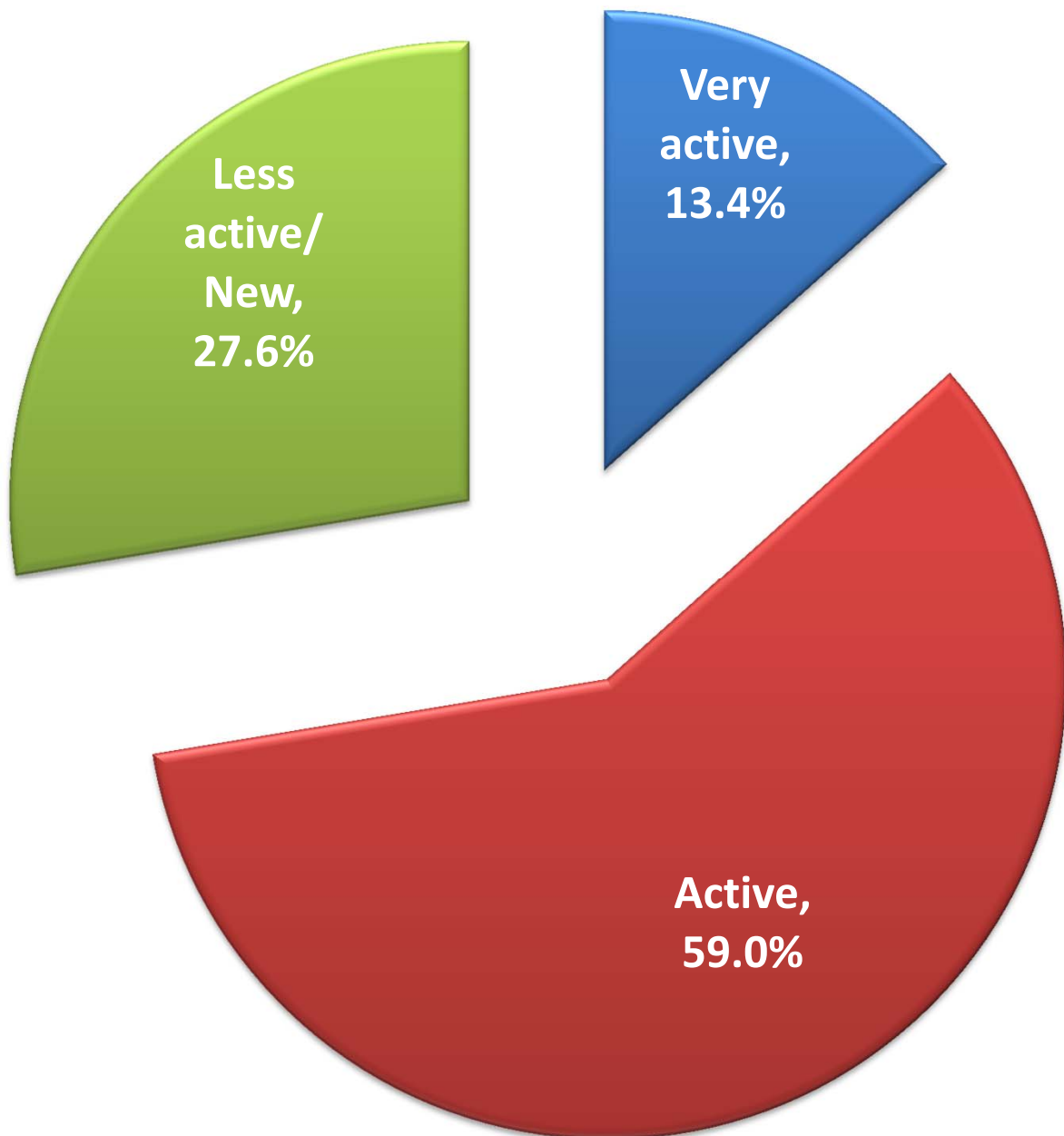
- In this study, we will explore voter turnout in November, 2011 by demographic group to expand our understanding of who voted last year.
- Key questions to be explored as the district approaches any future election:
 - Did parents participate in this election? How will this help the district prepare for elections in the future?
 - Was turnout related to age in this election? How will this help the district prepare for the future?
 - What is the best predictor of who will vote in the future?

Defining Voter Groups

- Five elections were used to define voter groups for this study. All election history came from records maintained by the office of the Secretary of State. For this study, we used the November elections in 2010, 2009, 2008 and 2007 and the 2010 primary to define a voter activity scale.
- Three groups of voters were defined using the voter activity scale. All of this information would have been available for use during the 2011 campaign.
 - A **Very Active Voter** has voted in four or five of these elections.
 - An **Active Voter** has voted in two or three of these elections.
 - A **Less Active or New Voter** has voted in one of these elections or never voted at all.



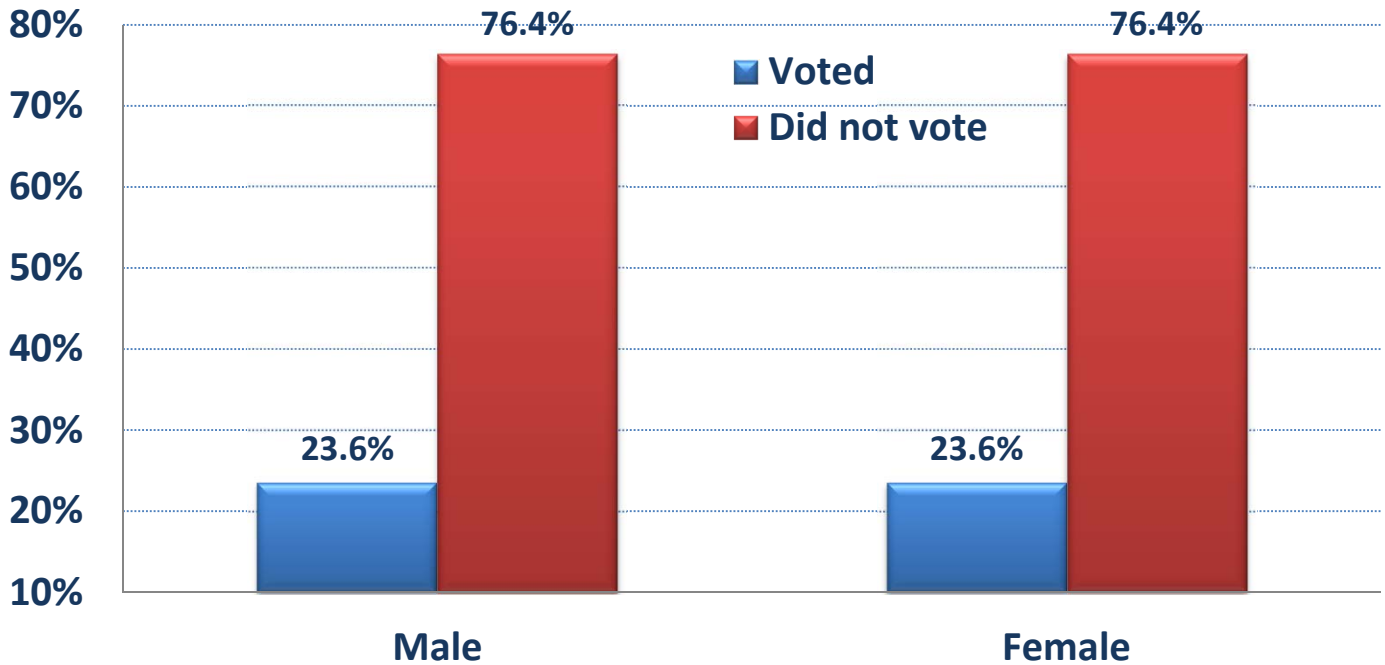
The Size of Each Group



Gender

November, 2011

The printed report that accompanies this PowerPoint presentation includes turnout tables for each demographic feature available for study. These will be used to create graphs like this one for use in this presentation.

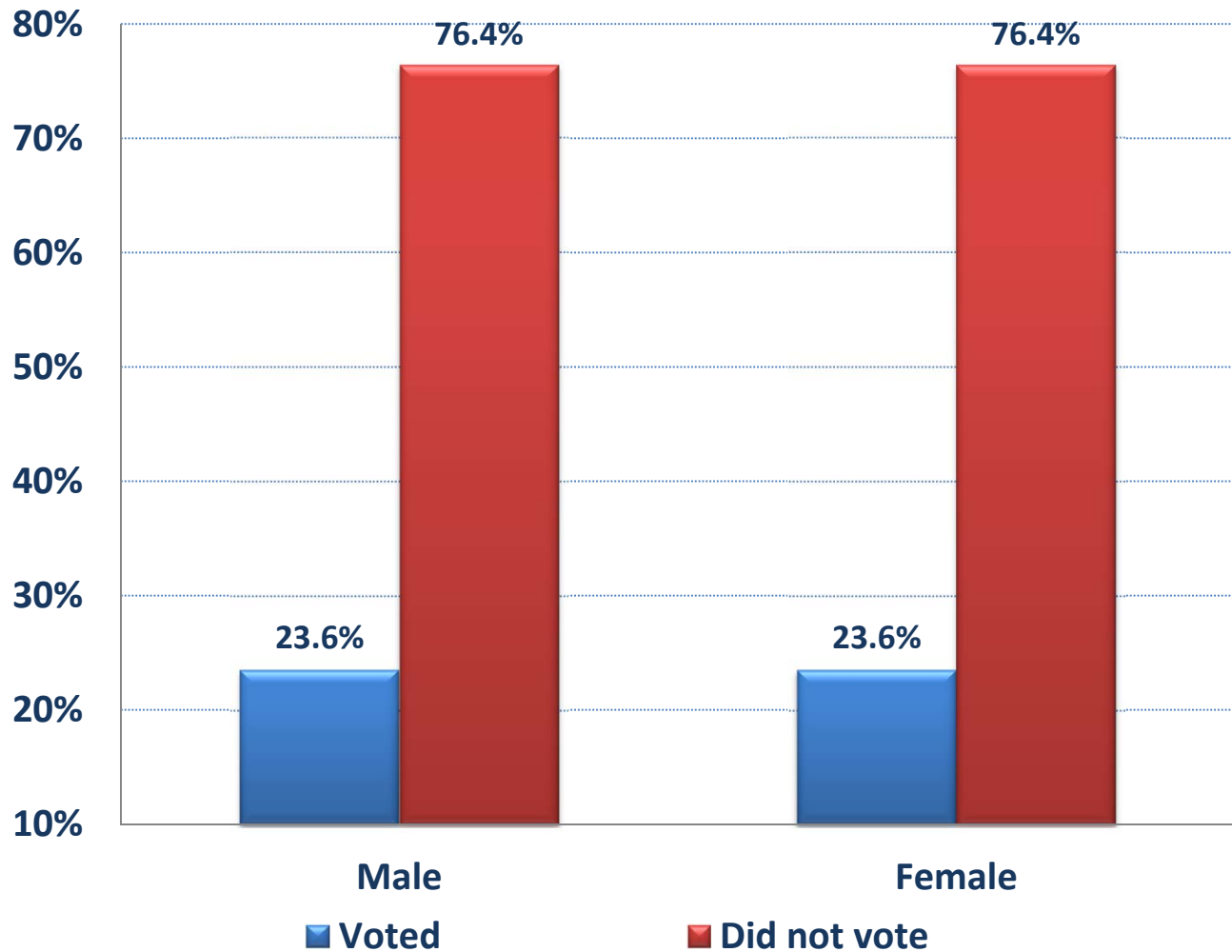


		Voted Nov, 2011	
		Voted	Did not vote
		Turnout %	Turnout %
Gender	Male	23.6%	76.4%
	Female	23.6%	76.4%

Simple Turnout by Gender

Gender 2011

Turnout among men and women was identical in the 2011 election.



More Details

The printed report also contains turnout tables that present more details for each demographic group. In these, we can see that among both men and women participation by Very Active Voters in the 2011 election was disproportionately high. Participation among Active Voters was as expected and among Less Active or New Voters participation was disproportionately low.

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
		Row %	Row %	Row %
Gender	Male	38.7%	58.1%	3.2%
	Female	37.1%	59.4%	3.4%

November, 2011

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
		Row %	Row %	Row %
Gender	Male	14.4%	60.0%	25.6%
	Female	13.5%	59.2%	27.3%

Full File

Percentages and Numbers

The printed report also contains tables that allow us to look at actual counts for each turnout table.

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
Gender	Male	1567	2349	130
	Female	1690	2705	157

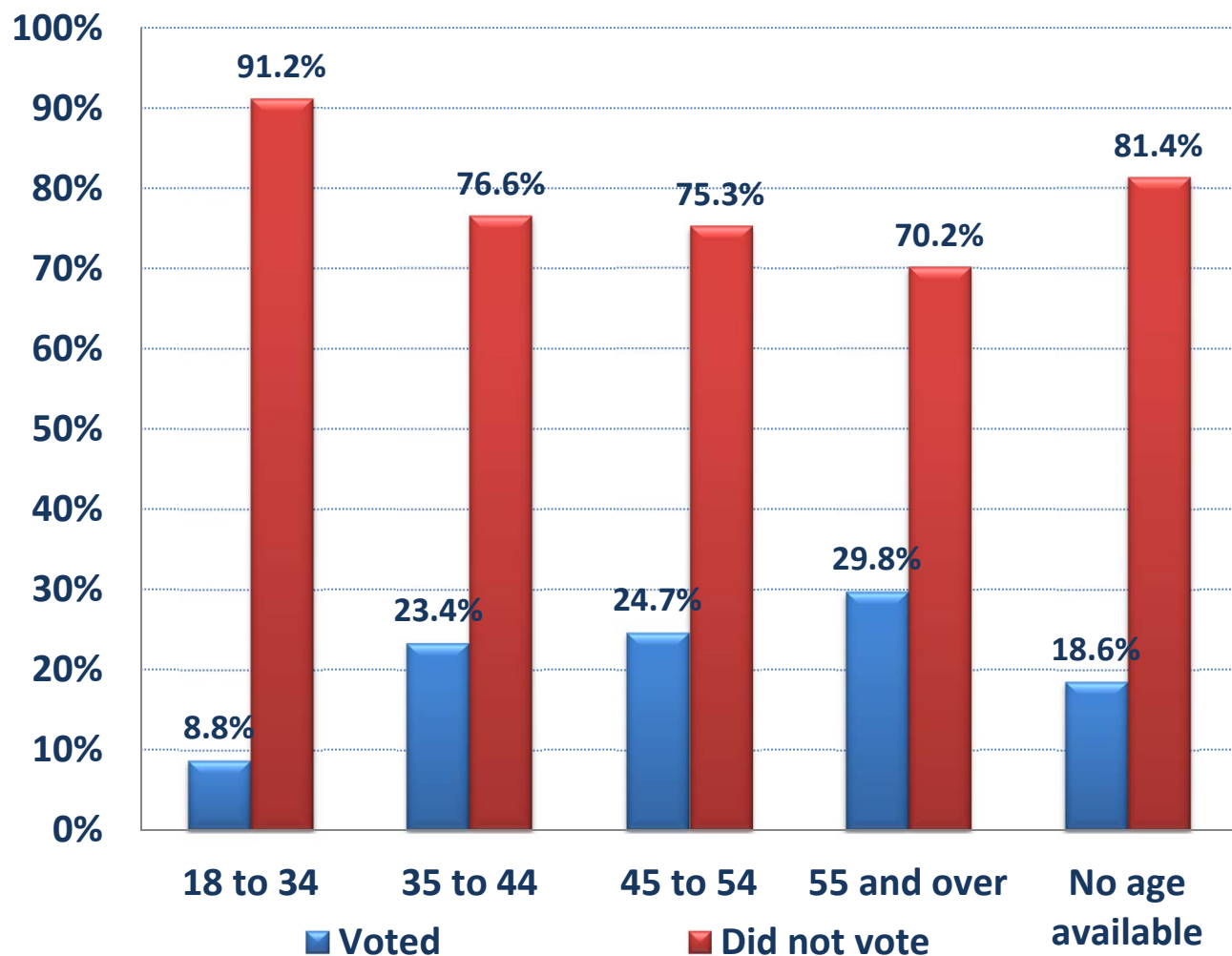
November, 2011

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
Gender	Male	2469	10299	4395
	Female	2603	11400	5262

Full File

Age 2011

Participation in the 2011 election is highest among voters 55 and older and lowest among voters under 35 years of age. The pattern of voting seen in this graph is normal. Turnout increases in a linear manner as age increases.



Age -- 2011

Participation is disproportionately high among Very Active Voters and among Active Voters between 18 and 44 years of age. Turnout is disproportionately low among Active Voters 55 and older and among all Less Active or New Voters.

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
		Row %	Row %	Row %
Age	18 to 34	10.6%	73.1%	16.2%
	35 to 44	17.5%	76.1%	6.4%
	45 to 54	30.0%	67.9%	2.1%
	55 and over	50.9%	47.8%	1.3%
	No age available	37.5%	62.5%	

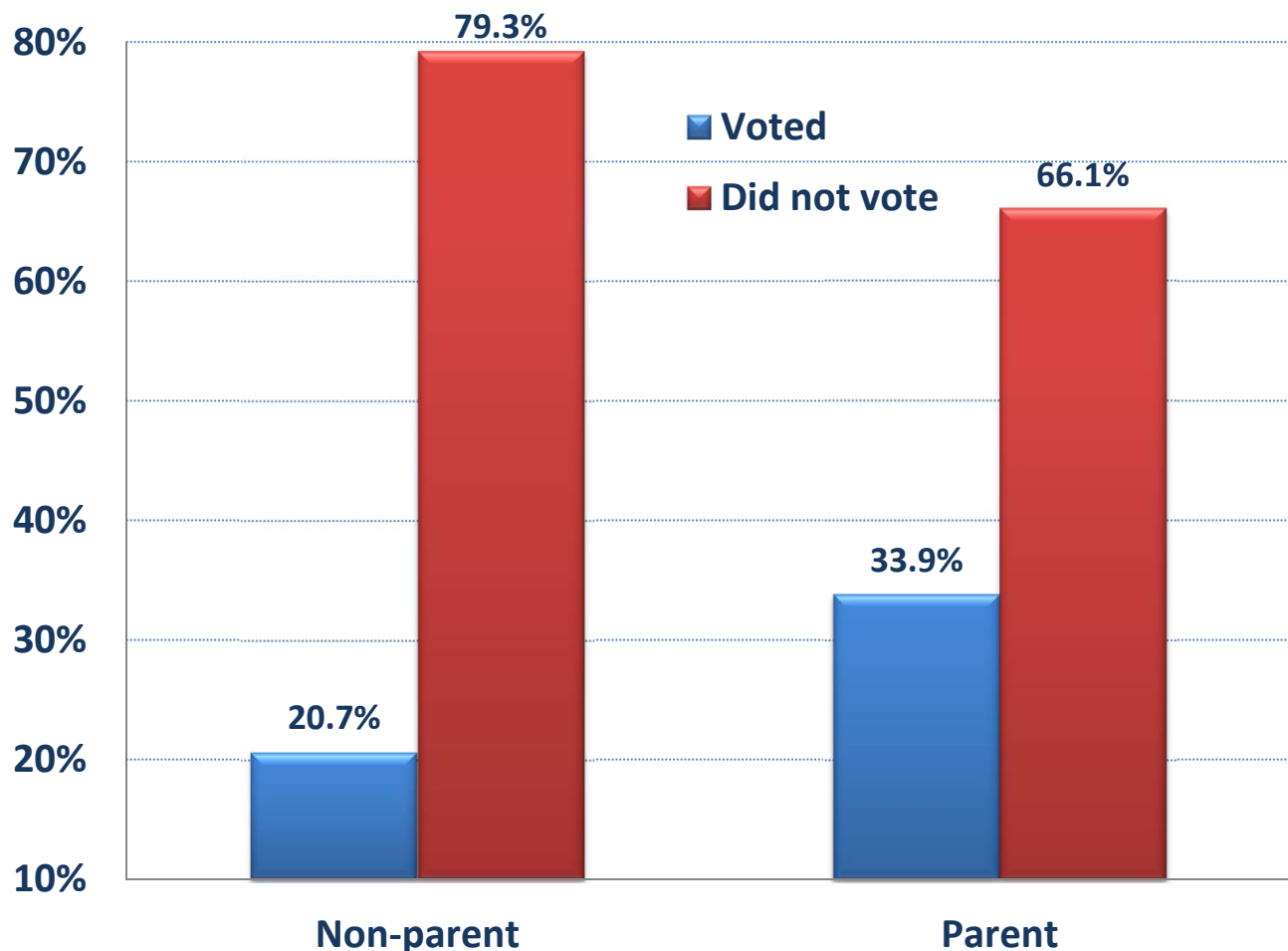
November, 2011

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
		Row %	Row %	Row %
Age	18 to 34	1.9%	44.2%	53.9%
	35 to 44	6.3%	63.1%	30.5%
	45 to 54	11.4%	66.6%	22.1%
	55 and over	23.5%	61.6%	14.9%
	No age available	16.3%	69.8%	14.0%

Full File

Parents Marked in File 2011

Parents were identified as registered voters in the voter file prepared before the election. Turnout among parents was 13.2% higher than turnout among non-parents. Unfortunately, nearly two-thirds of the parents who could have voted in November failed to cast a ballot.



Parents Marked in File -- 2011

Participation is disproportionately high among all Very Active Voters and among parents in the Active Voter category. Turnout is approximately as expected among non-parents who are Active Voters. Turnout is disproportionately low among all voters who are Less Active or New Voters.

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
		Row %	Row %	Row %
Parent/ Non-parent	Non-parent	42.9%	54.2%	3.0%
	Parent	22.2%	72.6%	5.2%
November, 2011				

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
		Row %	Row %	Row %
Parent/ Non-parent	Non-parent	14.2%	57.9%	28.0%
	Parent	10.2%	63.9%	25.9%
Full File				

Parents Marked in File -- 2011

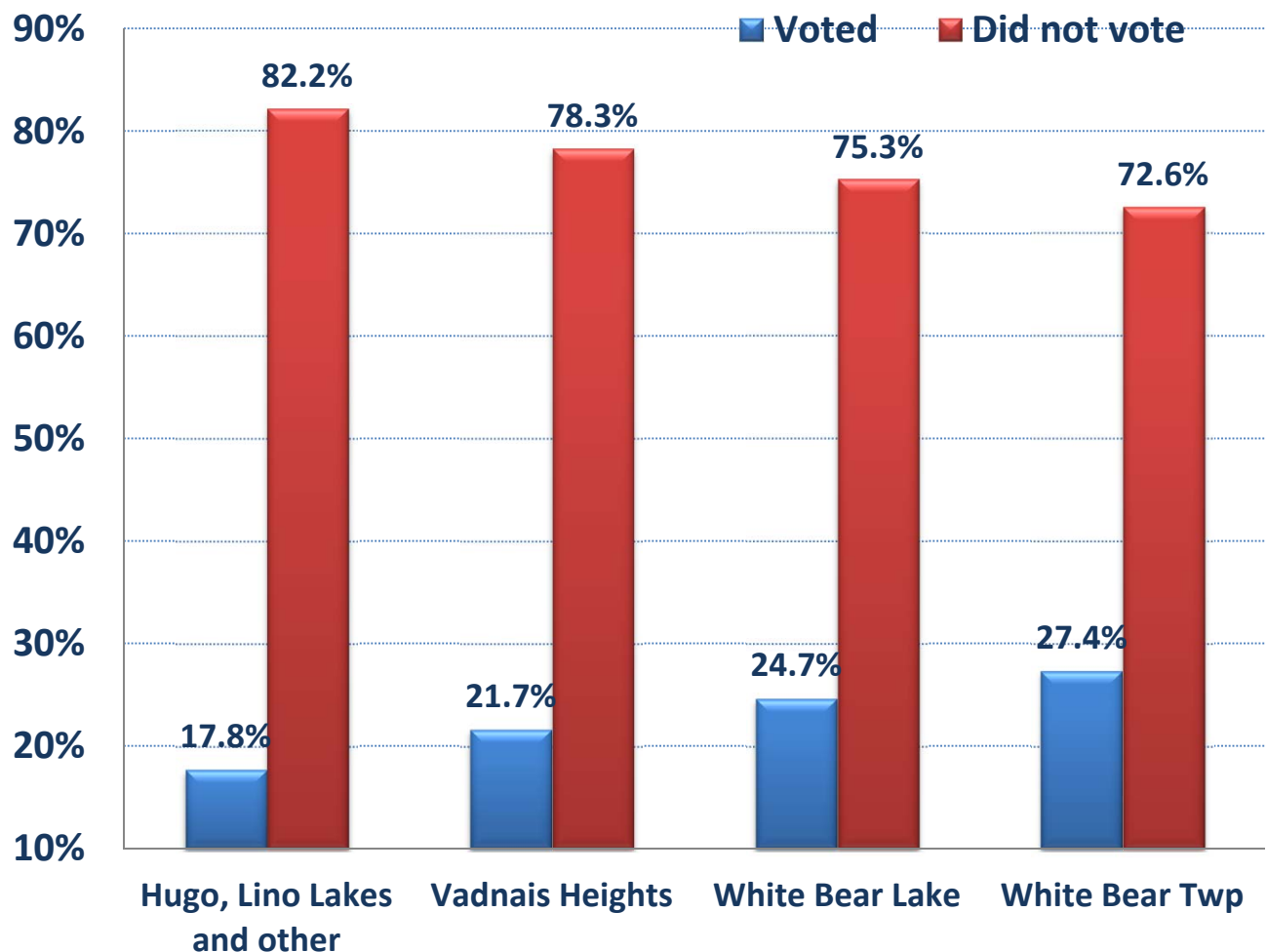
If we look at the turnout tables that present numbers rather than percentages, it is clear that the disproportionately low level of voting among parents who are Less Active or New Voters represented a large number of potential votes. Just among the parents who are in this category 1,687 potential votes were not cast in 2011. Another 2,747 potential parent votes were also available among Active Voters.

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
Parent/ Non-parent	Non-parent	2896	3661	201
	Parent	526	1720	124
November, 2011				

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
Parent/ Non-parent	Non-parent	4623	18903	9131
	Parent	710	4467	1811
Full File				

Area 2011

Turnout was highest in White Bear Township and lowest in Hugo, Lino Lakes and the other precincts outside White Bear and Vadnais Heights.



Area -- 2011

Participation is disproportionately high among all Very Active Voters and among Active Voters in Hugo, Lino Lakes and the other precincts outside White Bear and Vadnais Heights. Turnout was disproportionately low in all areas among Less Active or New Voters.

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
		Row %	Row %	Row %
School District Area	Hugo, Lino Lakes and other	24.9%	70.5%	4.6%
	Vadnais Heights	31.8%	65.0%	3.2%
	White Bear Lake	49.6%	47.1%	3.3%
	White Bear Twp	31.0%	65.6%	3.4%

November, 2011

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
		Row %	Row %	Row %
School District Area	Hugo, Lino Lakes and other	7.3%	63.7%	29.0%
	Vadnais Heights	10.7%	61.0%	28.3%
	White Bear Lake	19.0%	52.7%	28.3%
	White Bear Twp	13.0%	63.1%	23.8%

Full File

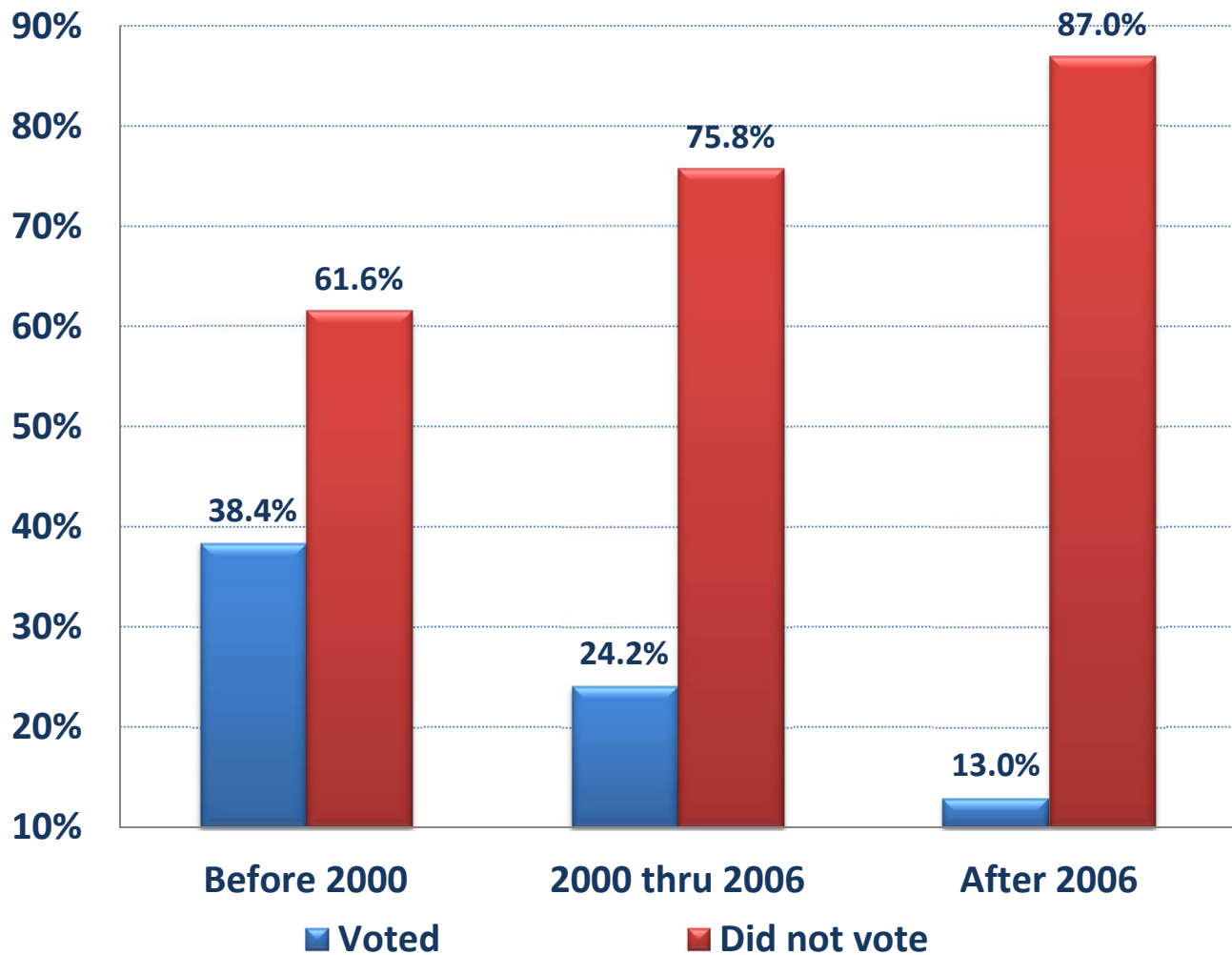


Springsted



Registration Date 2011

Turnout was highest among those registered before 2000 and lowest among those who registered after 2006.



Registration Date -- 2011

Participation is disproportionately high among Very Active Voters in all three groups of voters and among Active Voters who registered after 2006. Participation is as expected among Active Voters who registered between 2000 and 2006. Participation is disproportionately low among Active Voters who registered before 2000 and among all Less Active or New Voters.

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
		Row %	Row %	Row %
Registration date	Before 2000	50.4%	49.2%	.3%
	2000 thru 2006	33.3%	64.4%	2.3%
	After 2006	22.9%	65.7%	11.4%

November, 2011

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
		Row %	Row %	Row %
Registration date	Before 2000	28.4%	63.5%	8.1%
	2000 thru 2006	13.2%	66.0%	20.8%
	After 2006	5.1%	49.5%	45.5%

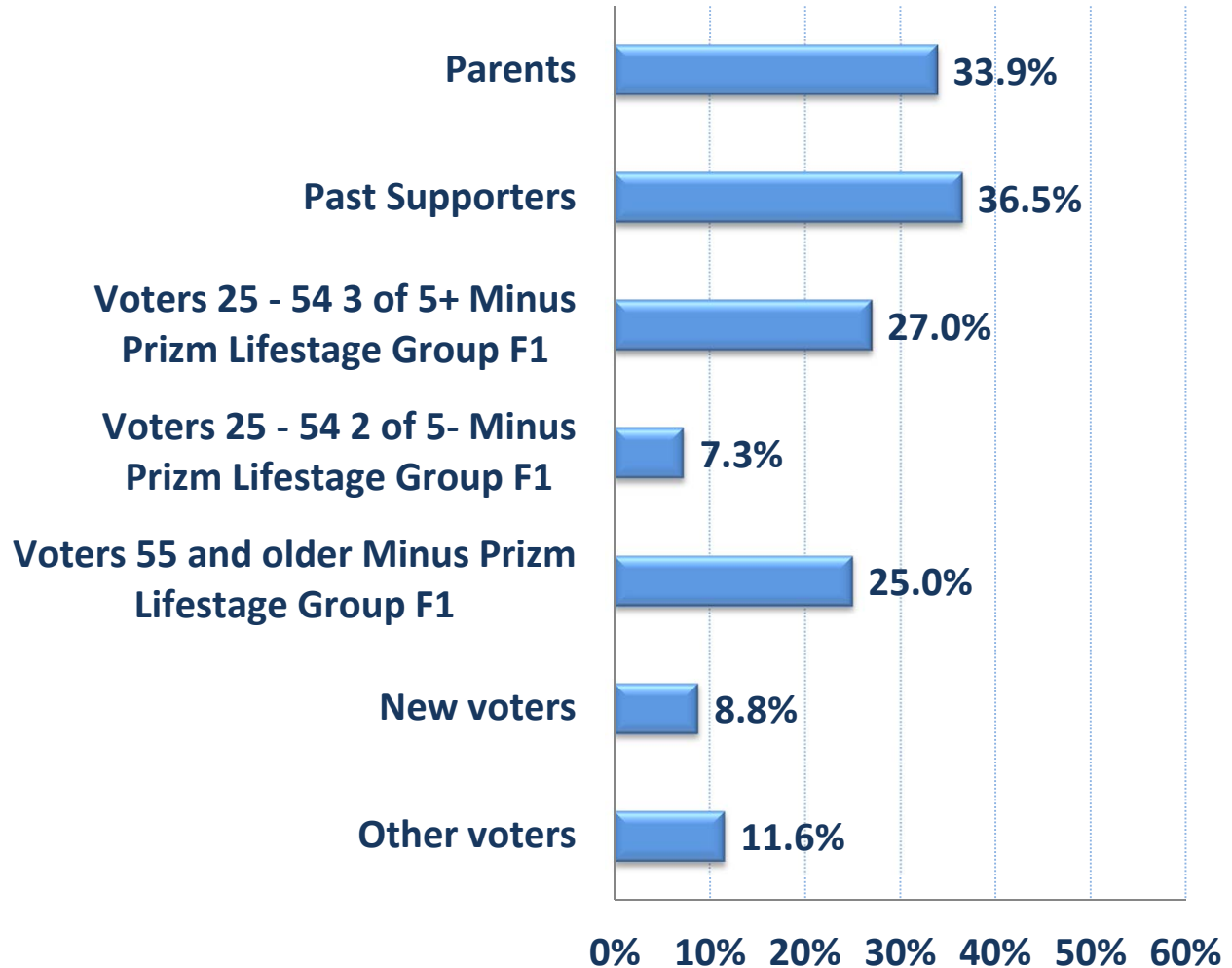
Full File

Campaign targets 2011

A target was defined in the voter file prepared before the election.

Participation was highest among past supporters and the K-12 parents.

Participation is lowest among voters in households where none of the voters has cast a ballot in more than 2 of the last 5 elections and among newly registered voters.



Campaign targets -- 2011

Participation was disproportionately high among all Very Active Voters and among Active Voters who are K-12 parents. Turnout is disproportionately low among all Less Active and New Voters.

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
		Row %	Row %	Row %
Campaign targets	Parents	22.2%	72.6%	5.2%
	Past Supporters	53.2%	45.2%	1.6%
	Voters 25 - 54 3 of 5+ Minus Prizm Lifestage Group F1	38.6%	59.5%	1.9%
	Voters 25 - 54 2 of 5- Minus Prizm Lifestage Group F1	14.4%	73.5%	12.1%
	Voters 55 and older Minus Prizm Lifestage Group F1	46.3%	52.1%	1.6%
	New voters	9.1%	70.5%	20.5%
	Other voters	23.4%	73.7%	2.9%

November, 2011

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
		Row %	Row %	Row %
Campaign targets	Parents	10.2%	63.9%	25.9%
	Past Supporters	27.8%	54.9%	17.3%
	Voters 25 - 54 3 of 5+ Minus Prizm Lifestage Group F1	19.1%	68.8%	12.1%
	Voters 25 - 54 2 of 5- Minus Prizm Lifestage Group F1	1.8%	51.2%	46.9%
	Voters 55 and older Minus Prizm Lifestage Group F1	19.3%	62.8%	17.9%
	New voters	1.0%	52.6%	46.4%
	Other voters	4.4%	57.8%	37.9%



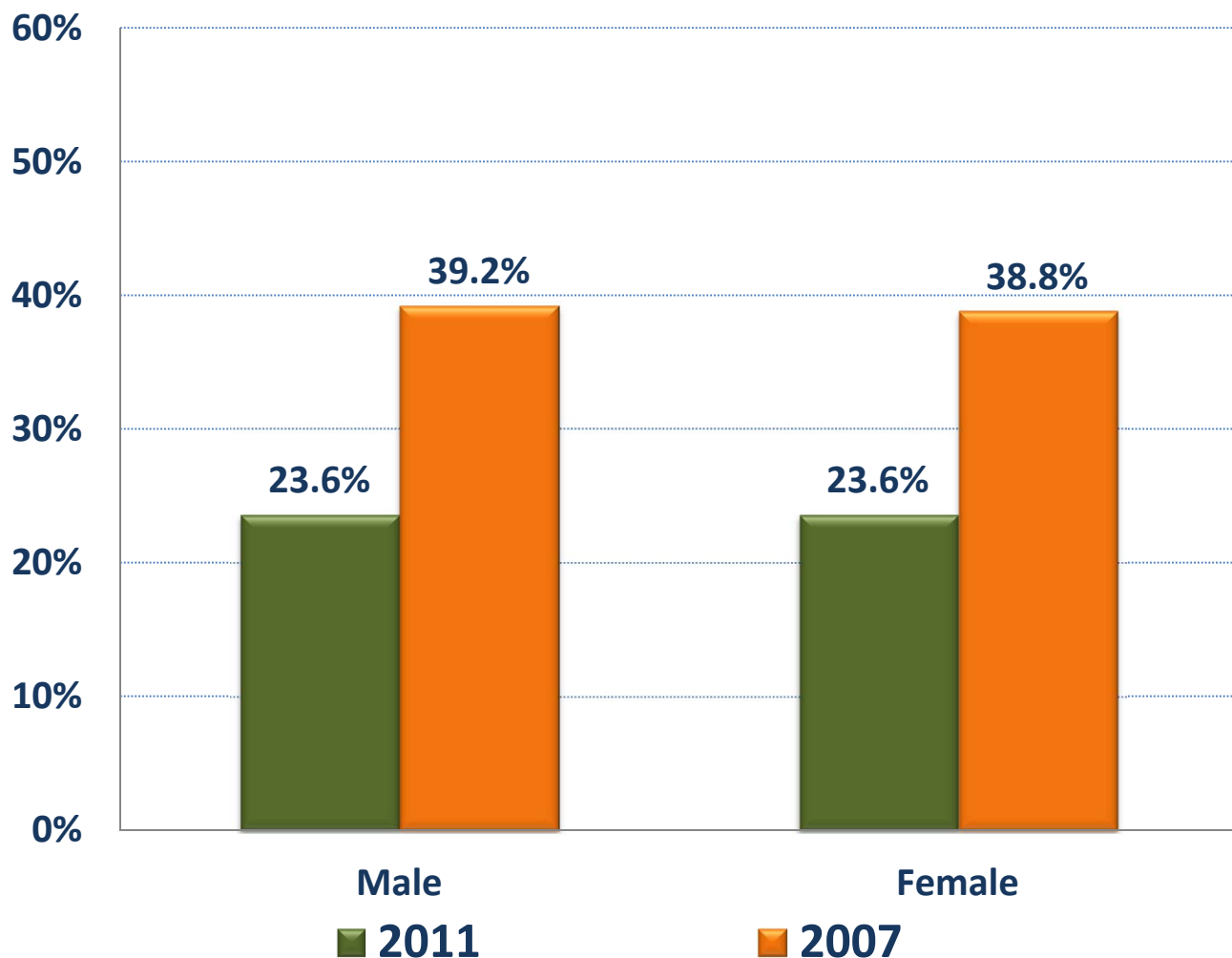
Full File
Springstreet

Observations and Conclusions

- Overall, the 2011 election was an election dominated by the most active voters in the district.
- There is evidence that the campaign in support of the District's proposal had an impact on the election. It can be seen in the level of turnout among K-12 parents and, to some degree, among past supporters.
- The impact of parent opinion could have had a much greater impact on the outcome of this election. If the district places a proposal on a similar ballot in the future, every effort should be made to significantly increase the number of parents casting ballots.

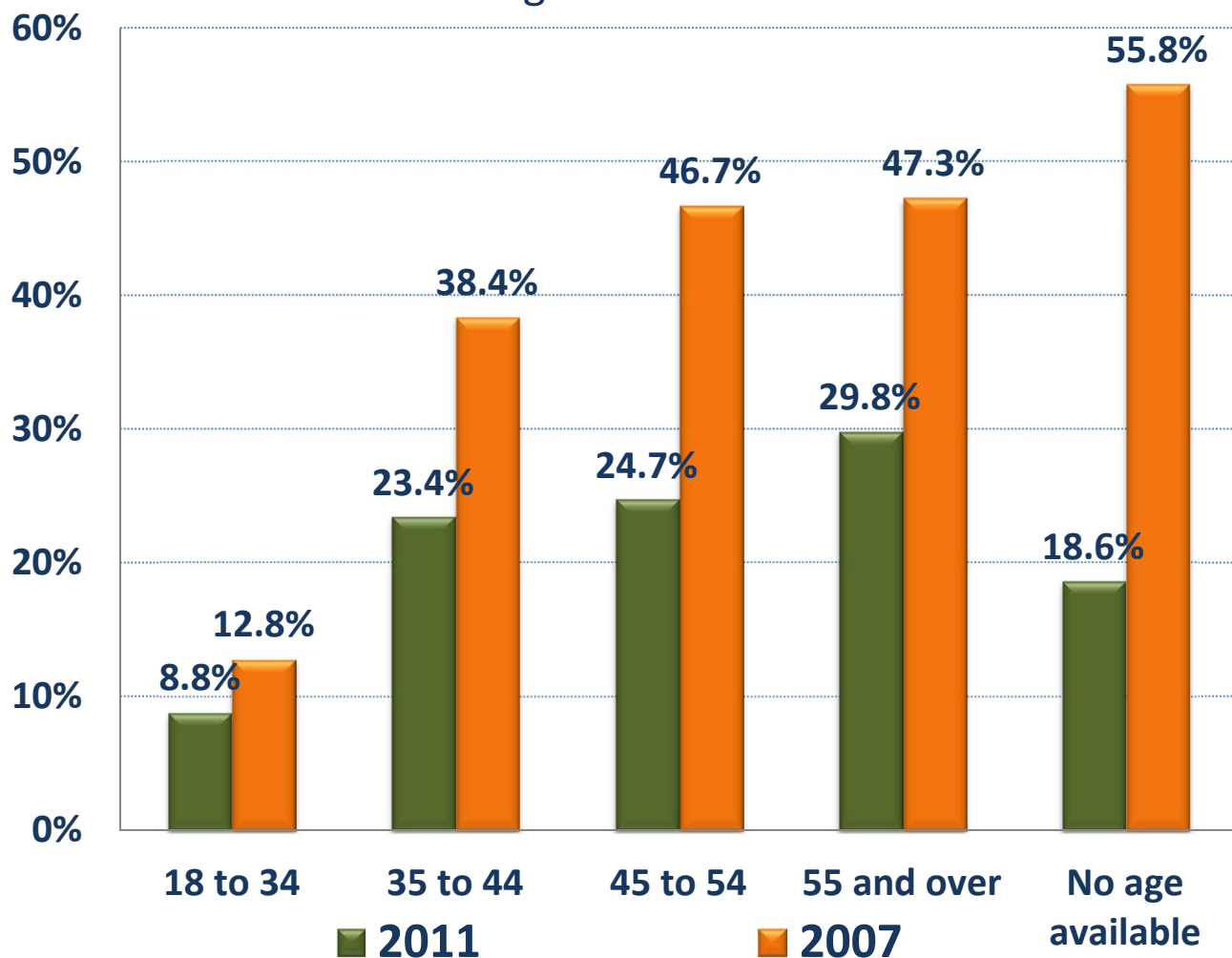
Gender 2007 & 2011

The following graphs compare 2011 with the level of participation in November, 2007. Based on the total number of votes cast in each of these elections, we expect to see higher turnout in 2007. What is important in this graph is the fact that participation by men and women was very similar in 2007 as it was in 2011.



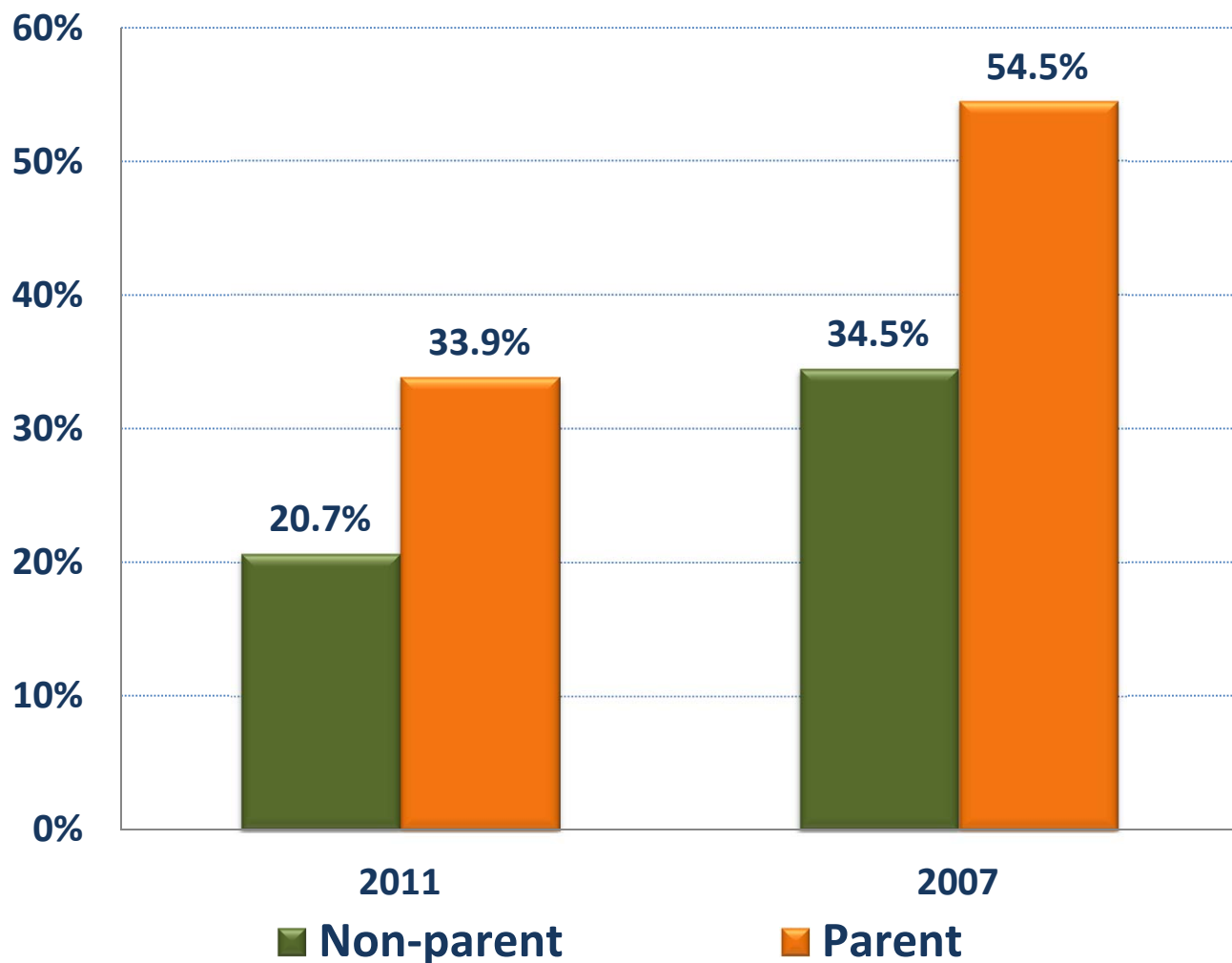
Age 2007 & 2011

The pattern of voting by age in 2007 is different than the pattern seen in 2011. Although participation increases with age between 18 and 54, it flattens out among those 55 and older. Participation in this age group is very similar to the level of participation among those 45 to 54 in 2007. There is also a much higher level of participation among those voters with no age available in 2007.



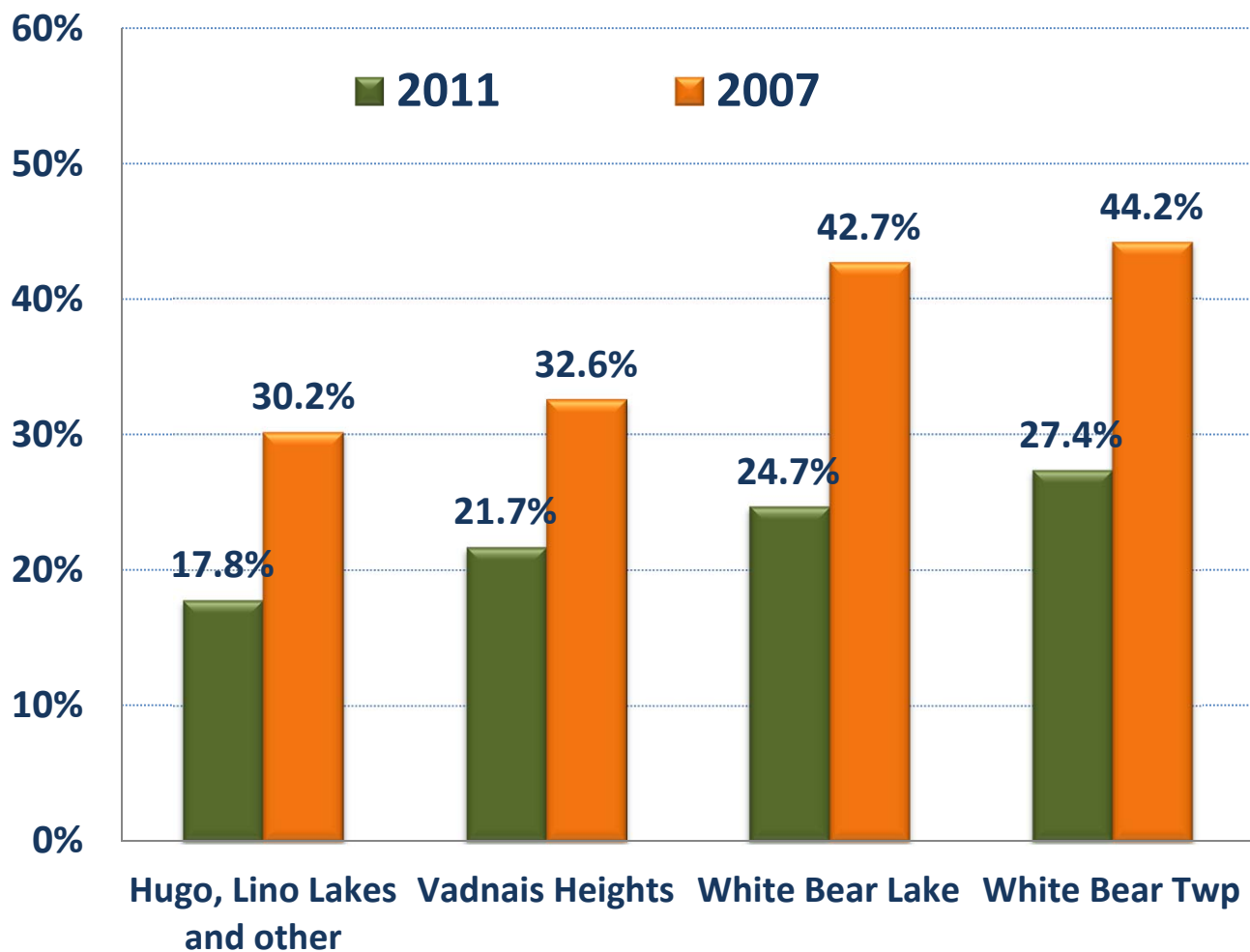
Parents 2007 & 2011

The level of participation in both elections is higher among parents than non-parents. The difference is greater in 2007 than in 2011.



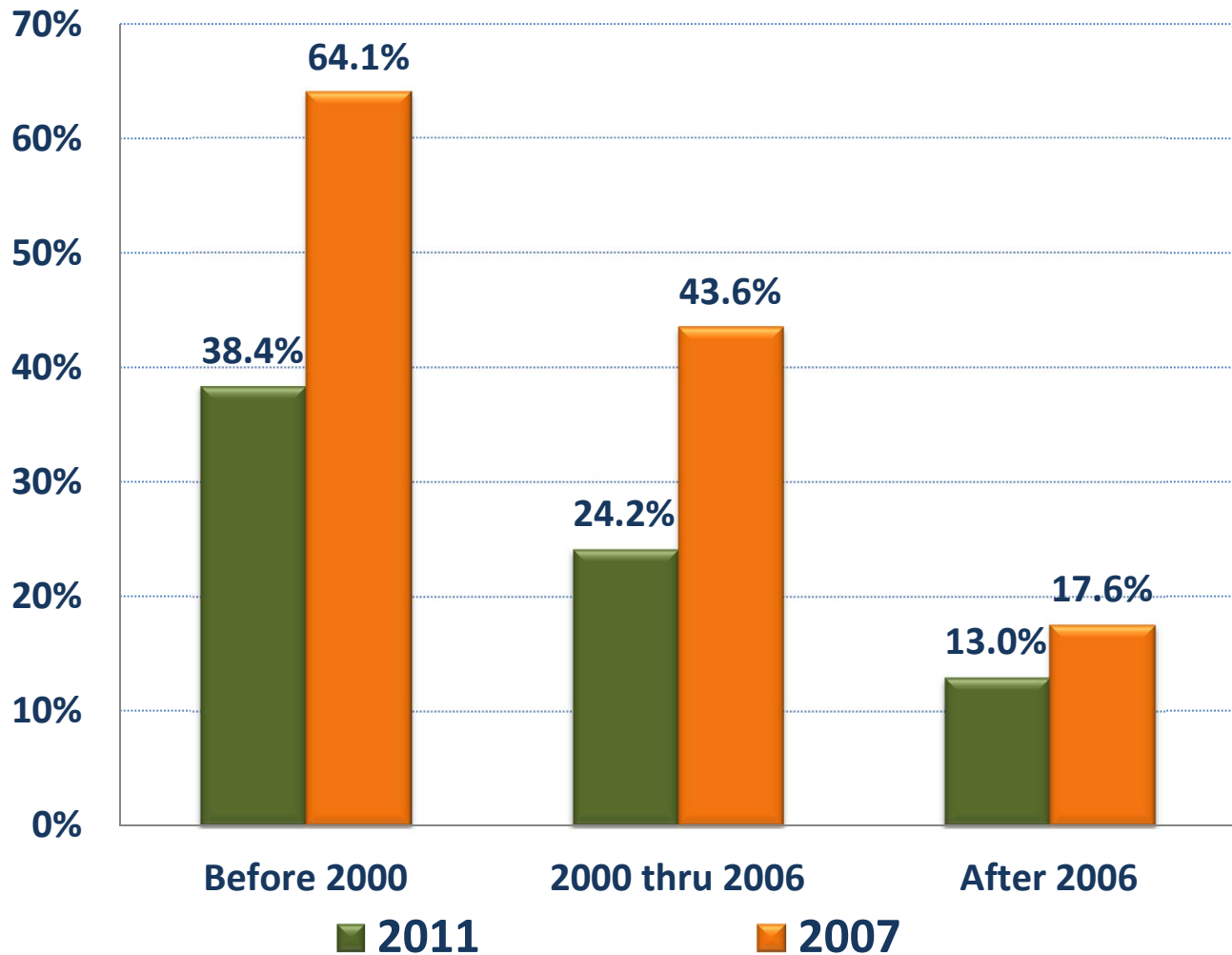
Area 2007 & 2011

In both elections, turnout is highest in White Bear Township and lowest in Hugo, Lino Lakes and the other precincts outside White Bear and Vadnais Heights.



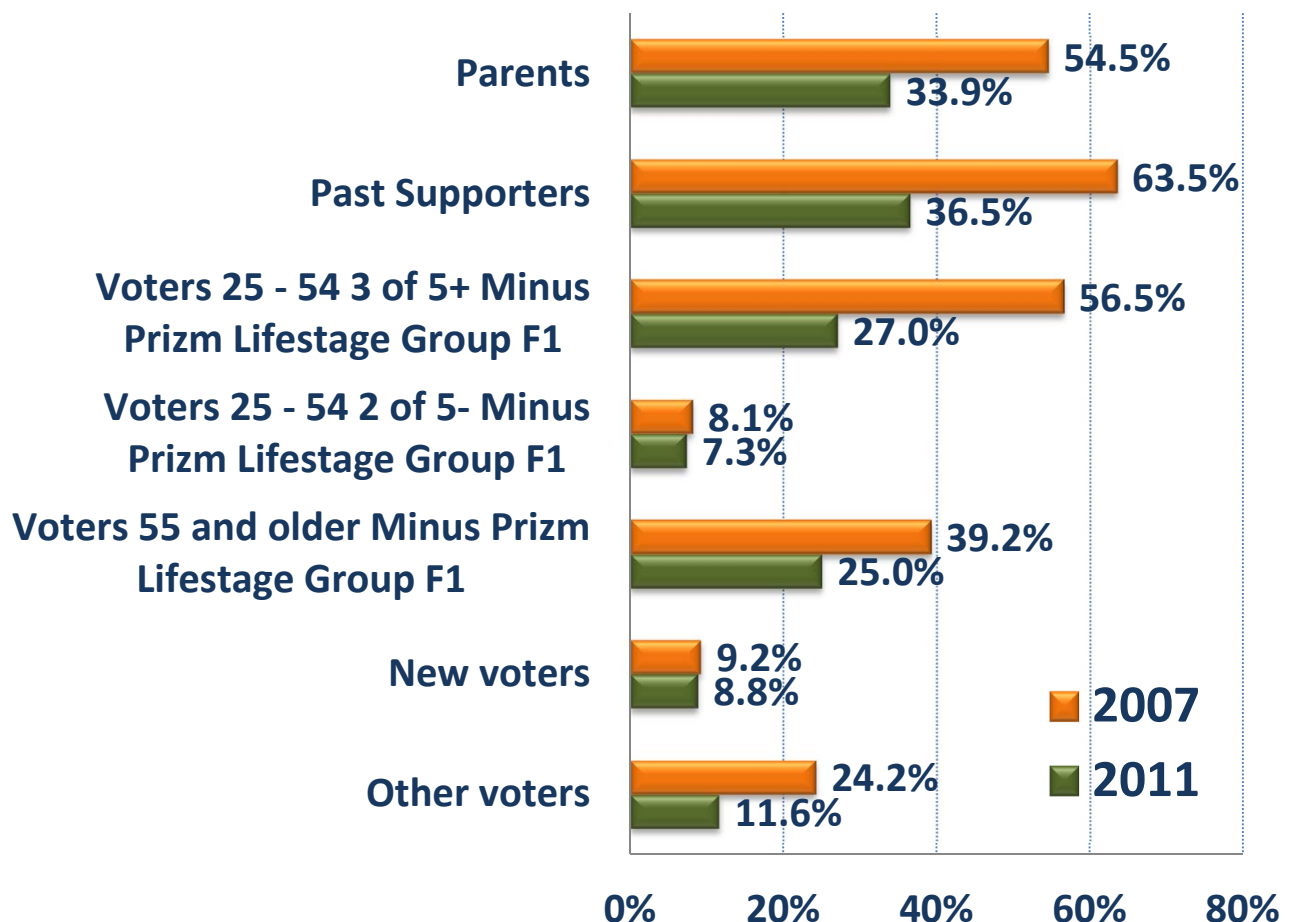
Registration Date 2007 & 2011

In both elections turnout is highest among those who registered to vote before 2000.



Targets 2007 & 2011

In both elections turnout is highest among K-12 parents and past supporters and lowest among voters in households where no one has voted in more than 2 of the last 5 elections and among new voters. There is more participation among voters between 25 and 54 who are not parents in 2007 than in 2011.



November, 2011

		<u>Voted Nov, 2011</u>	
		<u>Voted</u>	<u>Did not vote</u>
		<u>Turnout %</u>	<u>Turnout %</u>
Gender	Male	23.6%	76.4%
	Female	23.6%	76.4%

Simple Turnout by Gender

		<u>Voted Nov, 2011</u>	
		<u>Voted</u>	<u>Did not vote</u>
		<u>Turnout %</u>	<u>Turnout %</u>
Age	18 to 34	8.8%	91.2%
	35 to 44	23.4%	76.6%
	45 to 54	24.7%	75.3%
	55 and over	29.8%	70.2%
	No age available	18.6%	81.4%

Simple Turnout by Age

		<u>Voted Nov, 2011</u>	
		<u>Voted</u>	<u>Did not vote</u>
		<u>Turnout %</u>	<u>Turnout %</u>
Parent/ Non-parent	Non-parent	20.7%	79.3%
	Parent	33.9%	66.1%

Simple Turnout by Parent Status

		<u>Voted Nov, 2011</u>	
		<u>Voted</u>	<u>Did not vote</u>
		<u>Turnout %</u>	<u>Turnout %</u>
School	Hugo, Lino Lakes and other	17.8%	82.2%
District Area	Vadnais Heights	21.7%	78.3%
	White Bear Lake	24.7%	75.3%
	White Bear Twp	27.4%	72.6%

Simple Turnout by Area of the district

White Bear Lake Area Schools

Post election analysis - November, 2011

		Voted Nov, 2011	
		Voted	Did not vote
Precinct Name		Turnout %	Turnout %
BIRCHWOOD VILLAGE CITY		25.1%	74.9%
GEM LAKE P-1		25.3%	74.7%
HUGO W-1 P-1		17.8%	82.2%
HUGO W-2 P-1		14.6%	85.4%
HUGO W-3 P-1		17.9%	82.1%
LINO LAKES P-1		66.7%	33.3%
LINO LAKES P-4		33.3%	66.7%
LINO LAKES P-6		25.9%	74.1%
LITTLE CANADA P-2		10.4%	89.6%
MAPLEWOOD P-07		5.1%	94.9%
MAPLEWOOD P-08		16.7%	83.3%
NORTH OAKS P-2		14.6%	85.4%
VADNAIS HEIGHTS P-1		28.8%	71.2%
VADNAIS HEIGHTS P-2		23.9%	76.1%
VADNAIS HEIGHTS P-3		23.8%	76.2%
VADNAIS HEIGHTS P-4		14.0%	86.0%
WHITE BEAR LAKE W-1 P-1		18.8%	81.2%
WHITE BEAR LAKE W-2 P-1		27.0%	73.0%
WHITE BEAR LAKE W-3 P-1		26.4%	73.6%
WHITE BEAR LAKE W-4 P-1		28.8%	71.2%
WHITE BEAR LAKE W-5 P-1		22.7%	77.3%
WHITE BEAR TWP P-1		25.4%	74.6%
WHITE BEAR TWP P-2		29.7%	70.3%
WHITE BEAR TWP P-3		28.5%	71.5%
WHITE BEAR TWP P-4		27.8%	72.2%

Simple Turnout by Precinct

		Voted Nov, 2011	
		Voted	Did not vote
Registration date		Turnout %	Turnout %
Before 2000		38.4%	61.6%
2000 thru 2006		24.2%	75.8%
After 2006		13.0%	87.0%

Simple Turnout by Registration Date

White Bear Lake Area Schools

Post election analysis - November, 2011

		<u>Voted Nov, 2011</u>	
		<u>Voted</u>	<u>Did not vote</u>
		<u>Turnout %</u>	<u>Turnout %</u>
Campaign targets	Parents	33.9%	66.1%
	Past Supporters	36.5%	63.5%
	Voters 25 - 54 3 of 5+ Minus Prizm Lifestage Group F1	27.0%	73.0%
	Voters 25 - 54 2 of 5- Minus Prizm Lifestage Group F1	7.3%	92.7%
	Voters 55 and older Minus Prizm Lifestage Group F1	25.0%	75.0%
	New voters	8.8%	91.2%
	Other voters	11.6%	88.4%

Simple Turnout by Campaign Target

		<u>Voted Nov, 2011</u>	
		<u>Voted</u>	<u>Did not vote</u>
		<u>Turnout %</u>	<u>Turnout %</u>
Prizm Social Groups	Younger Years Clusters	27.4%	72.6%
	Family Life Clusters	23.0%	77.0%
	Mature Years Clusters	20.6%	79.4%

Simple Turnout by Prizm Social Groups

		<u>Voted Nov, 2011</u>	
		<u>Voted</u>	<u>Did not vote</u>
		<u>Turnout %</u>	<u>Turnout %</u>
Prizm Lifestage Groups	City Clusters	15.7%	84.3%
	Suburban Clusters	24.8%	75.2%
	Country Clusters	27.2%	72.8%

Simple Turnout by Prizm Lifestage Groups

November, 2011 -- Turnout Tables

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
		Row %	Row %	Row %
Gender	Male	38.7%	58.1%	3.2%
	Female	37.1%	59.4%	3.4%

November, 2011

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
Gender	Male	1567	2349	130
	Female	1690	2705	157

November, 2011

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
		Row %	Row %	Row %
Age	18 to 34	10.6%	73.1%	16.2%
	35 to 44	17.5%	76.1%	6.4%
	45 to 54	30.0%	67.9%	2.1%
	55 and over	50.9%	47.8%	1.3%
	No age available	37.5%	62.5%	

November, 2011

White Bear Lake Area Schools

Post election analysis - November, 2011

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
Age	18 to 34	84	577	128
	35 to 44	251	1090	92
	45 to 54	615	1393	44
	55 and over	2469	2316	61
	No age available	3	5	

November, 2011

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
		Row %	Row %	Row %
Parent/ Non-parent	Non-parent	42.9%	54.2%	3.0%
	Parent	22.2%	72.6%	5.2%

November, 2011

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
Parent/ Non-parent	Non-parent	2896	3661	201
	Parent	526	1720	124

November, 2011

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
		Row %	Row %	Row %
School District Area	Hugo, Lino Lakes and other	24.9%	70.5%	4.6%
	Vadnais Heights	31.8%	65.0%	3.2%
	White Bear Lake	49.6%	47.1%	3.3%
	White Bear Twp	31.0%	65.6%	3.4%

November, 2011

White Bear Lake Area Schools

Post election analysis - November, 2011

		Broad Category Voter Activity Scale		
School District Area		Very Active Voter	Active Voter	Less Active or New Voter
Hugo, Lino Lakes and other District Area	Hugo, Lino Lakes and other	432	1221	80
	Vadnais Heights	503	1027	50
	White Bear Lake	1827	1735	122
	White Bear Twp	660	1398	73

November, 2011

		Broad Category Voter Activity Scale		
Precinct Name		Very Active Voter	Active Voter	Less Active or New Voter
		Row %	Row %	Row %
BIRCHWOOD VILLAGE CITY	BIRCHWOOD VILLAGE CITY	48.8%	49.4%	1.7%
	GEM LAKE P-1	23.3%	72.6%	4.1%
	HUGO W-1 P-1	20.7%	74.1%	5.2%
	HUGO W-2 P-1	17.1%	76.7%	6.2%
	HUGO W-3 P-1	10.8%	87.3%	2.0%
	LINO LAKES P-1	50.0%	50.0%	
	LINO LAKES P-4	50.0%		50.0%
	LINO LAKES P-6	28.6%	67.3%	4.1%
	LITTLE CANADA P-2	30.8%	61.5%	7.7%
	MAPLEWOOD P-07	44.4%	55.6%	
	MAPLEWOOD P-08	100.0%		
	NORTH OAKS P-2	34.8%	62.2%	3.0%
	VADNAIS HEIGHTS P-1	36.0%	59.5%	4.5%
	VADNAIS HEIGHTS P-2	33.0%	64.0%	2.9%
	VADNAIS HEIGHTS P-3	27.2%	70.1%	2.7%
	VADNAIS HEIGHTS P-4	33.7%	63.1%	3.2%
	WHITE BEAR LAKE W-1 P-1	50.0%	46.5%	3.5%
	WHITE BEAR LAKE W-2 P-1	49.7%	45.6%	4.7%
	WHITE BEAR LAKE W-3 P-1	50.3%	47.8%	2.0%
	WHITE BEAR LAKE W-4 P-1	53.3%	44.3%	2.3%
	WHITE BEAR LAKE W-5 P-1	44.0%	51.9%	4.0%
	WHITE BEAR TWP P-1	29.4%	67.5%	3.1%
	WHITE BEAR TWP P-2	29.1%	67.3%	3.6%
	WHITE BEAR TWP P-3	32.1%	61.4%	6.5%
	WHITE BEAR TWP P-4	37.8%	60.5%	1.7%

November, 2011

White Bear Lake Area Schools

Post election analysis - November, 2011

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
Precinct Name	BIRCHWOOD VILLAGE CITY	84	85	3
	GEM LAKE P-1	17	53	3
	HUGO W-1 P-1	107	383	27
	HUGO W-2 P-1	74	332	27
	HUGO W-3 P-1	11	89	2
	LINO LAKES P-1	3	3	
	LINO LAKES P-4	2		2
	LINO LAKES P-6	76	179	11
	LITTLE CANADA P-2	4	8	1
	MAPLEWOOD P-07	4	5	
	MAPLEWOOD P-08	3		
	NORTH OAKS P-2	47	84	4
	VADNAIS HEIGHTS P-1	87	144	11
	VADNAIS HEIGHTS P-2	192	372	17
	VADNAIS HEIGHTS P-3	130	335	13
	VADNAIS HEIGHTS P-4	94	176	9
	WHITE BEAR LAKE W-1 P-1	273	254	19
	WHITE BEAR LAKE W-2 P-1	422	387	40
	WHITE BEAR LAKE W-3 P-1	359	341	14
	WHITE BEAR LAKE W-4 P-1	456	379	20
	WHITE BEAR LAKE W-5 P-1	317	374	29
	WHITE BEAR TWP P-1	247	568	26
	WHITE BEAR TWP P-2	202	468	25
	WHITE BEAR TWP P-3	79	151	16
	WHITE BEAR TWP P-4	132	211	6

November, 2011

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
Registration date	Before 2000	50.4%	49.2%	.3%
	2000 thru 2006	33.3%	64.4%	2.3%
	After 2006	22.9%	65.7%	11.4%

November, 2011

White Bear Lake Area Schools

Post election analysis - November, 2011

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
Registration date	Before 2000	1745	1704	11
	2000 thru 2006	1212	2345	83
	After 2006	465	1332	231

November, 2011

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
		Row %	Row %	Row %
Campaign targets	Parents	22.2%	72.6%	5.2%
	Past Supporters	53.2%	45.2%	1.6%
	Voters 25 - 54 3 of 5+ Minus Prizm Lifestage Group F1	38.6%	59.5%	1.9%
	Voters 25 - 54 2 of 5- Minus Prizm Lifestage Group F1	14.4%	73.5%	12.1%
	Voters 55 and older Minus Prizm Lifestage Group F1	46.3%	52.1%	1.6%
	New voters	9.1%	70.5%	20.5%
	Other voters	23.4%	73.7%	2.9%

November, 2011

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
Campaign targets	Parents	526	1720	124
	Past Supporters	1193	1013	35
	Voters 25 - 54 3 of 5+ Minus Prizm Lifestage Group F1	406	626	20
	Voters 25 - 54 2 of 5- Minus Prizm Lifestage Group F1	110	560	92
	Voters 55 and older Minus Prizm Lifestage Group F1	1134	1277	39
	New voters	4	31	9
	Other voters	49	154	6

November, 2011

White Bear Lake Area Schools

Post election analysis - November, 2011

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
		Row %	Row %	Row %
Prizm Social Groups	Younger Years Clusters	49.6%	47.8%	2.6%
	Family Life Clusters	39.2%	57.3%	3.4%
	Mature Years Clusters	24.7%	70.8%	4.6%

November, 2011

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
Prizm Social Groups	Younger Years Clusters	850	820	44
	Family Life Clusters	2001	2923	175
	Mature Years Clusters	571	1638	106

November, 2011

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
		Row %	Row %	Row %
Prizm Lifestage Groups	City Clusters	27.2%	67.0%	5.9%
	Suburban Clusters	28.5%	67.3%	4.3%
	Country Clusters	49.6%	48.4%	1.9%

November, 2011

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
Prizm Lifestage Groups	City Clusters	496	1222	107
	Suburban Clusters	942	2224	141
	Country Clusters	1984	1935	77

November, 2011

November, 2007

		Voted Nov, 2007	
		Voted	Did not vote
		Turnout %	Turnout %
Gender	Male	39.2%	60.8%
	Female	38.8%	61.2%

Simple Turnout by Gender

		Voted Nov, 2007	
		Voted	Did not vote
		Turnout %	Turnout %
Age	18 to 34	12.8%	87.2%
	35 to 44	38.4%	61.6%
	45 to 54	46.7%	53.3%
	55 and over	47.3%	52.7%
	No age available	55.8%	44.2%

Simple Turnout by Age

		Voted Nov, 2007	
		Voted	Did not vote
		Turnout %	Turnout %
Parent/ Non-parent	Non-parent	34.5%	65.5%
	Parent	54.5%	45.5%

Simple Turnout by Parent status

		Voted Nov, 2007	
		Voted	Did not vote
		Turnout %	Turnout %
School District Area	Hugo, Lino Lakes and other	30.2%	69.8%
	Vadnais Heights	32.6%	67.4%
	White Bear Lake	42.7%	57.3%
	White Bear Twp	44.2%	55.8%

Simple Turnout by Area of the district

White Bear Lake Area Schools

Post election analysis - November, 2011

		Voted Nov, 2007	
		Voted	Did not vote
Precinct Name		Turnout %	Turnout %
BIRCHWOOD VILLAGE CITY		38.2%	61.8%
GEM LAKE P-1		36.7%	63.3%
HUGO W-1 P-1		32.7%	67.3%
HUGO W-2 P-1		24.2%	75.8%
HUGO W-3 P-1		34.7%	65.3%
LINO LAKES P-1		44.4%	55.6%
LINO LAKES P-4		50.0%	50.0%
LINO LAKES P-6		39.9%	60.1%
LITTLE CANADA P-2		28.0%	72.0%
MAPLEWOOD P-07		14.3%	85.7%
MAPLEWOOD P-08		27.8%	72.2%
NORTH OAKS P-2		23.4%	76.6%
VADNAIS HEIGHTS P-1		39.6%	60.4%
VADNAIS HEIGHTS P-2		36.6%	63.4%
VADNAIS HEIGHTS P-3		36.1%	63.9%
VADNAIS HEIGHTS P-4		21.1%	78.9%
WHITE BEAR LAKE W-1 P-1		35.3%	64.7%
WHITE BEAR LAKE W-2 P-1		43.9%	56.1%
WHITE BEAR LAKE W-3 P-1		47.4%	52.6%
WHITE BEAR LAKE W-4 P-1		46.7%	53.3%
WHITE BEAR LAKE W-5 P-1		40.4%	59.6%
WHITE BEAR TWP P-1		42.0%	58.0%
WHITE BEAR TWP P-2		49.0%	51.0%
WHITE BEAR TWP P-3		45.4%	54.6%
WHITE BEAR TWP P-4		40.2%	59.8%

Simple Turnout by Precinct

		Voted Nov, 2007	
		Voted	Did not vote
Registration date		Turnout %	Turnout %
Before 2000		64.1%	35.9%
2000 thru 2006		43.6%	56.4%
After 2006		17.6%	82.4%

Simple Turnout by Registration Date

		Voted Nov, 2007	
		Voted	Did not vote
		Turnout %	Turnout %
Campaign targets	Parents	54.5%	45.5%
	Past Supporters	63.5%	36.5%
	Voters 25 - 54 3 of 5+ Minus Prizm Lifestage Group F1	56.5%	43.5%
	Voters 25 - 54 2 of 5- Minus Prizm Lifestage Group F1	8.1%	91.9%
	Voters 55 and older Minus Prizm Lifestage Group F1	39.2%	60.8%
	New voters	9.2%	90.8%
	Other voters	24.2%	75.8%

Simple Turnout by Campaign Target

		Voted Nov, 2007	
		Voted	Did not vote
		Turnout %	Turnout %
Prizm Social Groups	Younger Years Clusters	46.9%	53.1%
	Family Life Clusters	37.2%	62.8%
	Mature Years Clusters	34.8%	65.2%

Simple Turnout by Prizm Social Groups

		Voted Nov, 2007	
		Voted	Did not vote
		Turnout %	Turnout %
Prizm Lifestage Groups	City Clusters	26.4%	73.6%
	Suburban Clusters	43.0%	57.0%
	Country Clusters	42.8%	57.2%

Simple Turnout by Prizm Lifestage Groups

November, 2007 -- Turnout Tables

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
		Row %	Row %	Row %
Gender	Male	35.4%	62.8%	1.8%
	Female	33.6%	64.8%	1.6%

November, 2007

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
		2381	4224	123
		2514	4849	118

November, 2007

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
		Row %	Row %	Row %
Age	18 to 34	12.9%	80.4%	6.8%
	35 to 44	16.0%	81.3%	2.7%
	45 to 54	23.3%	75.0%	1.6%
	55 and over	48.3%	50.8%	.9%
	No age available	29.2%	70.8%	

November, 2007

White Bear Lake Area Schools

Post election analysis - November, 2011

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
Age	18 to 34	147	916	77
	35 to 44	376	1911	63
	45 to 54	908	2919	63
	55 and over	3711	3904	69
	No age available	7	17	

November, 2007

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
		Row %	Row %	Row %
Parent/ Non-parent	Non-parent	39.5%	58.9%	1.6%
	Parent	18.2%	79.4%	2.4%

November, 2007

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
Parent/ Non-parent	Non-parent	4454	6641	182
	Parent	695	3026	90

November, 2007

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
		Row %	Row %	Row %
School District Area	Hugo, Lino Lakes and other	23.6%	74.5%	1.9%
	Vadnais Heights	31.9%	66.9%	1.2%
	White Bear Lake	42.8%	55.1%	2.0%
	White Bear Twp	28.5%	69.8%	1.6%

November, 2007

White Bear Lake Area Schools

Post election analysis - November, 2011

		Broad Category Voter Activity Scale		
School District Area		Very Active Voter	Active Voter	Less Active or New Voter
Hugo, Lino Lakes and other District Area	Hugo, Lino Lakes and other	692	2187	57
	Vadnais Heights	756	1584	29
	White Bear Lake	2722	3501	130
	White Bear Twp	979	2395	56

November, 2007

		Broad Category Voter Activity Scale		
Precinct Name		Very Active Voter	Active Voter	Less Active or New Voter
		Row %	Row %	Row %
BIRCHWOOD VILLAGE CITY	BIRCHWOOD VILLAGE CITY	44.1%	55.6%	.4%
	GEM LAKE P-1	22.6%	75.5%	1.9%
	HUGO W-1 P-1	19.1%	79.3%	1.6%
	HUGO W-2 P-1	17.3%	80.6%	2.1%
	HUGO W-3 P-1	12.1%	83.8%	4.0%
	LINO LAKES P-1	75.0%	25.0%	
	LINO LAKES P-4	50.0%	50.0%	
	LINO LAKES P-6	23.9%	72.7%	3.4%
	LITTLE CANADA P-2	31.4%	65.7%	2.9%
	MAPLEWOOD P-07	36.0%	64.0%	
	MAPLEWOOD P-08	60.0%	40.0%	
	NORTH OAKS P-2	44.4%	55.1%	.5%
	VADNAIS HEIGHTS P-1	33.1%	65.4%	1.5%
	VADNAIS HEIGHTS P-2	33.3%	65.8%	.9%
	VADNAIS HEIGHTS P-3	27.6%	71.5%	.8%
	VADNAIS HEIGHTS P-4	35.4%	62.2%	2.4%
	WHITE BEAR LAKE W-1 P-1	39.1%	58.0%	2.9%
	WHITE BEAR LAKE W-2 P-1	46.5%	51.9%	1.6%
	WHITE BEAR LAKE W-3 P-1	41.6%	56.3%	2.1%
	WHITE BEAR LAKE W-4 P-1	46.9%	51.3%	1.9%
	WHITE BEAR LAKE W-5 P-1	38.8%	59.3%	2.0%
	WHITE BEAR TWP P-1	25.1%	72.8%	2.1%
	WHITE BEAR TWP P-2	26.2%	72.0%	1.8%
	WHITE BEAR TWP P-3	35.3%	63.7%	1.0%
	WHITE BEAR TWP P-4	38.1%	61.5%	.4%

November, 2007

White Bear Lake Area Schools

Post election analysis - November, 2011

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
Precinct Name	BIRCHWOOD VILLAGE CITY	115	145	1
	GEM LAKE P-1	24	80	2
	HUGO W-1 P-1	182	755	15
	HUGO W-2 P-1	124	579	15
	HUGO W-3 P-1	24	166	8
	LINO LAKES P-1	3	1	
	LINO LAKES P-4	3	3	
	LINO LAKES P-6	98	298	14
	LITTLE CANADA P-2	11	23	1
	MAPLEWOOD P-07	9	16	
	MAPLEWOOD P-08	3	2	
	NORTH OAKS P-2	96	119	1
	VADNAIS HEIGHTS P-1	110	217	5
	VADNAIS HEIGHTS P-2	297	587	8
	VADNAIS HEIGHTS P-3	200	518	6
	VADNAIS HEIGHTS P-4	149	262	10
	WHITE BEAR LAKE W-1 P-1	401	594	30
	WHITE BEAR LAKE W-2 P-1	642	716	22
	WHITE BEAR LAKE W-3 P-1	533	722	27
	WHITE BEAR LAKE W-4 P-1	650	711	26
	WHITE BEAR LAKE W-5 P-1	496	758	25
	WHITE BEAR TWP P-1	349	1012	29
	WHITE BEAR TWP P-2	300	824	21
	WHITE BEAR TWP P-3	138	249	4
	WHITE BEAR TWP P-4	192	310	2

November, 2007

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
Registration date	Before 2000	43.5%	55.9%	.6%
	2000 thru 2006	29.2%	69.3%	1.6%
	After 2006	26.3%	68.9%	4.8%

November, 2007

White Bear Lake Area Schools

Post election analysis - November, 2011

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
Registration date	Before 2000	2515	3234	36
	2000 thru 2006	1915	4547	104
	After 2006	719	1886	132

November, 2007

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
		Row %	Row %	Row %
Campaign targets	Parents	18.2%	79.4%	2.4%
	Past Supporters	42.9%	55.1%	2.0%
	Voters 25 - 54 3 of 5+ Minus Prizm Lifestage Group F1	31.2%	68.4%	.5%
	Voters 25 - 54 2 of 5- Minus Prizm Lifestage Group F1	21.3%	71.1%	7.5%
	Voters 55 and older Minus Prizm Lifestage Group F1	47.8%	51.6%	.6%
	New voters	8.7%	89.1%	2.2%
	Other voters	16.7%	81.7%	1.6%

November, 2007

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
Campaign targets	Parents	695	3026	90
	Past Supporters	1673	2151	77
	Voters 25 - 54 3 of 5+ Minus Prizm Lifestage Group F1	686	1506	10
	Voters 25 - 54 2 of 5- Minus Prizm Lifestage Group F1	181	603	64
	Voters 55 and older Minus Prizm Lifestage Group F1	1837	1983	23
	New voters	4	41	1
	Other voters	73	357	7

November, 2007

White Bear Lake Area Schools

Post election analysis - November, 2011

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
		Row %	Row %	Row %
Prizm Social Groups	Younger Years Clusters	42.6%	55.6%	1.8%
	Family Life Clusters	36.8%	61.6%	1.6%
	Mature Years Clusters	22.1%	75.7%	2.1%

November, 2007

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
Prizm Social Groups	Younger Years Clusters	1252	1631	53
	Family Life Clusters	3031	5070	135
	Mature Years Clusters	866	2966	84

November, 2007

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
		Row %	Row %	Row %
Prizm Lifestage Groups	City Clusters	25.9%	71.1%	3.0%
	Suburban Clusters	23.3%	74.6%	2.1%
	Country Clusters	48.0%	51.0%	1.0%

November, 2007

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
Prizm Lifestage Groups	City Clusters	793	2180	92
	Suburban Clusters	1338	4285	119
	Country Clusters	3018	3202	61

November, 2007

November, 2010

		Voted Nov, 2010	
		Voted	Did not vote
		Turnout %	Turnout %
Gender	Male	73.2%	26.8%
	Female	69.6%	30.4%

Simple Turnout by Gender

		Voted Nov, 2010	
		Voted	Did not vote
		Turnout %	Turnout %
Age	18 to 34	49.0%	51.0%
	35 to 44	63.6%	36.4%
	45 to 54	72.8%	27.2%
	55 and over	83.2%	16.8%
	No age available	79.1%	20.9%

Simple Turnout by Age

		Voted Nov, 2010	
		Voted	Did not vote
		Turnout %	Turnout %
Parent/ Non-parent	Non-parent	70.9%	29.1%
	Parent	67.4%	32.6%

Simple Turnout by Parent Status

		Voted Nov, 2010	
		Voted	Did not vote
		Turnout %	Turnout %
School District Area	Hugo, Lino Lakes and other	69.6%	30.4%
	Vadnais Heights	71.1%	28.9%
	White Bear Lake	69.0%	31.0%
	White Bear Twp	73.0%	27.0%

Simple Turnout by Area of the district

White Bear Lake Area Schools

Post election analysis - November, 2011

		Voted Nov, 2010	
		Voted	Did not vote
Precinct Name		Turnout %	Turnout %
BIRCHWOOD VILLAGE CITY		80.8%	19.2%
GEM LAKE P-1		72.3%	27.7%
HUGO W-1 P-1		70.0%	30.0%
HUGO W-2 P-1		63.3%	36.7%
HUGO W-3 P-1		65.3%	34.7%
LINO LAKES P-1		88.9%	11.1%
LINO LAKES P-4		66.7%	33.3%
LINO LAKES P-6		72.1%	27.9%
LITTLE CANADA P-2		67.2%	32.8%
MAPLEWOOD P-07		52.0%	48.0%
MAPLEWOOD P-08		66.7%	33.3%
NORTH OAKS P-2		82.4%	17.6%
VADNAIS HEIGHTS P-1		76.3%	23.7%
VADNAIS HEIGHTS P-2		73.6%	26.4%
VADNAIS HEIGHTS P-3		76.3%	23.7%
VADNAIS HEIGHTS P-4		60.7%	39.3%
WHITE BEAR LAKE W-1 P-1		64.2%	35.8%
WHITE BEAR LAKE W-2 P-1		70.0%	30.0%
WHITE BEAR LAKE W-3 P-1		68.3%	31.7%
WHITE BEAR LAKE W-4 P-1		73.2%	26.8%
WHITE BEAR LAKE W-5 P-1		69.0%	31.0%
WHITE BEAR TWP P-1		71.4%	28.6%
WHITE BEAR TWP P-2		73.4%	26.6%
WHITE BEAR TWP P-3		76.3%	23.7%
WHITE BEAR TWP P-4		74.4%	25.6%

Simple Turnout by Precinct

		Voted Nov, 2010	
		Voted	Did not vote
Registration date		Turnout %	Turnout %
Before 2000		87.1%	12.9%
2000 thru 2006		73.1%	26.9%
After 2006		57.9%	42.1%

Simple Turnout by Registration Date

		Voted Nov, 2010	
		Voted	Did not vote
		Turnout %	Turnout %
Campaign targets	Parents	67.4%	32.6%
	Past Supporters	76.6%	23.4%
	Voters 25 - 54 3 of 5+ Minus Prizm Lifestage Group F1	86.3%	13.7%
	Voters 25 - 54 2 of 5- Minus Prizm Lifestage Group F1	54.4%	45.6%
	Voters 55 and older Minus Prizm Lifestage Group F1	81.2%	18.8%
	New voters	67.7%	32.3%
	Other voters	59.5%	40.5%

Simple Turnout by Campaign Target

		Voted Nov, 2010	
		Voted	Did not vote
		Turnout %	Turnout %
Prizm Social Groups	Younger Years Clusters	70.7%	29.3%
	Family Life Clusters	70.7%	29.3%
	Mature Years Clusters	69.3%	30.7%

Simple Turnout by Prizm Social Groups

		Voted Nov, 2010	
		Voted	Did not vote
		Turnout %	Turnout %
Prizm Lifestage Groups	City Clusters	62.8%	37.2%
	Suburban Clusters	68.4%	31.6%
	Country Clusters	77.9%	22.1%

Simple Turnout by Prizm Lifestage Groups

November, 2010 -- Turnout Tables

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
		Row %	Row %	Row %
Gender	Male	19.6%	75.7%	4.7%
	Female	19.4%	76.6%	4.0%

November, 2010

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
		2468	9509	591
		2599	10274	534

November, 2010

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
		Row %	Row %	Row %
Age	18 to 34	3.9%	80.8%	15.3%
	35 to 44	10.0%	86.2%	3.8%
	45 to 54	15.6%	81.8%	2.5%
	55 and over	28.2%	69.6%	2.1%
	No age available	20.6%	79.4%	

November, 2010

White Bear Lake Area Schools

Post election analysis - November, 2011

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
Age	18 to 34	171	3535	667
	35 to 44	389	3360	149
	45 to 54	945	4955	154
	55 and over	3816	9406	288
	No age available	7	27	

November, 2010

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
		Row %	Row %	Row %
Parent/ Non-parent	Non-parent	19.9%	75.7%	4.4%
	Parent	15.1%	79.7%	5.2%

November, 2010

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
Parent/ Non-parent	Non-parent	4619	17530	1011
	Parent	709	3753	247

November, 2010

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
		Row %	Row %	Row %
School District Area	Hugo, Lino Lakes and other	10.5%	84.5%	4.9%
	Vadnais Heights	15.0%	80.4%	4.6%
	White Bear Lake	27.5%	68.0%	4.5%
	White Bear Twp	17.8%	78.2%	4.0%

November, 2010

White Bear Lake Area Schools

Post election analysis - November, 2011

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
School District Area	Hugo, Lino Lakes and other	713	5715	332
	Vadnais Heights	777	4159	237
	White Bear Lake	2826	6976	463
	White Bear Twp	1012	4433	226

November, 2010

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
Precinct Name		Row %	Row %	Row %
BIRCHWOOD VILLAGE CITY		21.0%	74.7%	4.3%
GEM LAKE P-1		12.0%	81.3%	6.7%
HUGO W-1 P-1		9.0%	86.6%	4.4%
HUGO W-2 P-1		6.6%	87.5%	5.9%
HUGO W-3 P-1		6.4%	89.3%	4.3%
LINO LAKES P-1		37.5%	50.0%	12.5%
LINO LAKES P-4		37.5%	62.5%	
LINO LAKES P-6		14.6%	82.4%	3.0%
LITTLE CANADA P-2		13.1%	83.3%	3.6%
MAPLEWOOD P-07		12.1%	79.1%	8.8%
MAPLEWOOD P-08		25.0%	66.7%	8.3%
NORTH OAKS P-2		13.3%	81.1%	5.7%
VADNAIS HEIGHTS P-1		17.7%	79.2%	3.1%
VADNAIS HEIGHTS P-2		16.9%	78.8%	4.4%
VADNAIS HEIGHTS P-3		13.5%	82.6%	3.9%
VADNAIS HEIGHTS P-4		12.8%	80.6%	6.6%
WHITE BEAR LAKE W-1 P-1		22.3%	71.6%	6.1%
WHITE BEAR LAKE W-2 P-1		31.0%	64.8%	4.2%
WHITE BEAR LAKE W-3 P-1		29.6%	66.0%	4.4%
WHITE BEAR LAKE W-4 P-1		30.9%	65.5%	3.6%
WHITE BEAR LAKE W-5 P-1		23.4%	72.2%	4.4%
WHITE BEAR TWP P-1		15.2%	81.4%	3.4%
WHITE BEAR TWP P-2		17.7%	77.8%	4.5%
WHITE BEAR TWP P-3		21.7%	72.2%	6.1%
WHITE BEAR TWP P-4		22.1%	74.8%	3.1%

November, 2010

White Bear Lake Area Schools

Post election analysis - November, 2011

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
Precinct Name	BIRCHWOOD VILLAGE CITY	116	413	24
	GEM LAKE P-1	25	170	14
	HUGO W-1 P-1	184	1765	89
	HUGO W-2 P-1	124	1648	111
	HUGO W-3 P-1	24	333	16
	LINO LAKES P-1	3	4	1
	LINO LAKES P-4	3	5	
	LINO LAKES P-6	108	610	22
	LITTLE CANADA P-2	11	70	3
	MAPLEWOOD P-07	11	72	8
	MAPLEWOOD P-08	3	8	1
	NORTH OAKS P-2	101	617	43
	VADNAIS HEIGHTS P-1	113	507	20
	VADNAIS HEIGHTS P-2	302	1412	78
	VADNAIS HEIGHTS P-3	207	1266	59
	VADNAIS HEIGHTS P-4	155	974	80
	WHITE BEAR LAKE W-1 P-1	416	1333	114
	WHITE BEAR LAKE W-2 P-1	682	1427	93
	WHITE BEAR LAKE W-3 P-1	546	1217	82
	WHITE BEAR LAKE W-4 P-1	671	1423	78
	WHITE BEAR LAKE W-5 P-1	511	1576	96
	WHITE BEAR TWP P-1	359	1925	80
	WHITE BEAR TWP P-2	304	1334	77
	WHITE BEAR TWP P-3	143	475	40
	WHITE BEAR TWP P-4	206	699	29

November, 2010

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
Registration date	Before 2000	32.6%	67.0%	.4%
	2000 thru 2006	18.0%	81.1%	.9%
	After 2006	8.7%	78.8%	12.5%

November, 2010

White Bear Lake Area Schools

Post election analysis - November, 2011

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
Registration date	Before 2000	2563	5265	28
	2000 thru 2006	1979	8921	101
	After 2006	786	7097	1129

November, 2010

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
		Row %	Row %	Row %
Campaign targets	Parents	15.1%	79.7%	5.2%
	Past Supporters	36.3%	60.8%	2.9%
	Voters 25 - 54 3 of 5+ Minus Prizm Lifestage Group F1	22.2%	75.7%	2.1%
	Voters 25 - 54 2 of 5- Minus Prizm Lifestage Group F1	3.4%	88.0%	8.7%
	Voters 55 and older Minus Prizm Lifestage Group F1	23.7%	73.5%	2.7%
	New voters	1.5%	75.4%	23.1%
	Other voters	7.3%	91.7%	.9%

November, 2010

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
Campaign targets	Parents	709	3753	247
	Past Supporters	1705	2860	137
	Voters 25 - 54 3 of 5+ Minus Prizm Lifestage Group F1	746	2546	72
	Voters 25 - 54 2 of 5- Minus Prizm Lifestage Group F1	193	5027	495
	Voters 55 and older Minus Prizm Lifestage Group F1	1891	5857	219
	New voters	5	254	78
	Other voters	79	986	10

November, 2010

White Bear Lake Area Schools

Post election analysis - November, 2011

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
		Row %	Row %	Row %
Prizm Social Groups	Younger Years Clusters	29.0%	67.1%	3.9%
	Family Life Clusters	20.1%	75.3%	4.6%
	Mature Years Clusters	11.5%	83.8%	4.7%

November, 2010

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
Prizm Social Groups	Younger Years Clusters	1284	2968	173
	Family Life Clusters	3148	11793	717
	Mature Years Clusters	896	6522	368

November, 2010

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
		Row %	Row %	Row %
Prizm Lifestage Groups	City Clusters	11.5%	82.0%	6.6%
	Suburban Clusters	15.2%	80.4%	4.5%
	Country Clusters	27.2%	69.6%	3.2%

November, 2010

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
Prizm Lifestage Groups	City Clusters	835	5979	478
	Suburban Clusters	1383	7335	408
	Country Clusters	3110	7969	372

November, 2010

Full File -- Turnout Tables

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
		Row %	Row %	Row %
Gender	Male	14.4%	60.0%	25.6%
	Female	13.5%	59.2%	27.3%

Full File

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
Gender	Male	2469	10299	4395
	Female	2603	11400	5262

Full File

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
		Row %	Row %	Row %
Age	18 to 34	1.9%	44.2%	53.9%
	35 to 44	6.3%	63.1%	30.5%
	45 to 54	11.4%	66.6%	22.1%
	55 and over	23.5%	61.6%	14.9%
	No age available	16.3%	69.8%	14.0%

Full File

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
Age	18 to 34	171	3937	4809
	35 to 44	389	3868	1870
	45 to 54	945	5539	1837
	55 and over	3821	9996	2420
	No age available	7	30	6

Full File

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
		Row %	Row %	Row %
Parent/ Non-parent	Non-parent	14.2%	57.9%	28.0%
	Parent	10.2%	63.9%	25.9%

Full File

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
Parent/ Non-parent	Non-parent	4623	18903	9131
	Parent	710	4467	1811

Full File

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
		Row %	Row %	Row %
School District Area	Hugo, Lino Lakes and other	7.3%	63.7%	29.0%
	Vadnais Heights	10.7%	61.0%	28.3%
	White Bear Lake	19.0%	52.7%	28.3%
	White Bear Twp	13.0%	63.1%	23.8%

Full File

White Bear Lake Area Schools

Post election analysis - November, 2011

		Broad Category Voter Activity Scale		
School District Area		Very Active Voter	Active Voter	Less Active or New Voter
	Hugo, Lino Lakes and other	714	6186	2816
	Vadnais Heights	777	4440	2059
	White Bear Lake	2829	7840	4216
	White Bear Twp	1013	4904	1851

Full File

		Broad Category Voter Activity Scale		
Precinct Name		Very Active Voter	Active Voter	Less Active or New Voter
		Row %	Row %	Row %
	BIRCHWOOD VILLAGE CITY	17.0%	63.7%	19.3%
	GEM LAKE P-1	8.7%	64.7%	26.6%
	HUGO W-1 P-1	6.4%	65.8%	27.8%
	HUGO W-2 P-1	4.2%	60.3%	35.5%
	HUGO W-3 P-1	4.2%	66.4%	29.4%
	LINO LAKES P-1	33.3%	55.6%	11.1%
	LINO LAKES P-4	25.0%	50.0%	25.0%
	LINO LAKES P-6	10.5%	65.6%	23.9%
	LITTLE CANADA P-2	8.8%	59.2%	32.0%
	MAPLEWOOD P-07	6.3%	44.6%	49.1%
	MAPLEWOOD P-08	16.7%	44.4%	38.9%
	NORTH OAKS P-2	10.9%	68.4%	20.7%
	VADNAIS HEIGHTS P-1	13.5%	65.0%	21.6%
	VADNAIS HEIGHTS P-2	12.4%	62.4%	25.2%
	VADNAIS HEIGHTS P-3	10.3%	67.0%	22.7%
	VADNAIS HEIGHTS P-4	7.8%	51.7%	40.5%
	WHITE BEAR LAKE W-1 P-1	14.3%	51.6%	34.1%
	WHITE BEAR LAKE W-2 P-1	21.7%	51.6%	26.7%
	WHITE BEAR LAKE W-3 P-1	20.2%	51.7%	28.1%
	WHITE BEAR LAKE W-4 P-1	22.6%	53.3%	24.1%
	WHITE BEAR LAKE W-5 P-1	16.2%	55.1%	28.7%
	WHITE BEAR TWP P-1	10.8%	64.0%	25.2%
	WHITE BEAR TWP P-2	13.0%	64.5%	22.5%
	WHITE BEAR TWP P-3	16.6%	59.2%	24.2%
	WHITE BEAR TWP P-4	16.5%	61.2%	22.3%

Full File

White Bear Lake Area Schools

Post election analysis - November, 2011

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
Precinct Name	BIRCHWOOD VILLAGE CITY	116	436	132
	GEM LAKE P-1	25	187	77
	HUGO W-1 P-1	185	1915	810
	HUGO W-2 P-1	124	1793	1056
	HUGO W-3 P-1	24	379	168
	LINO LAKES P-1	3	5	1
	LINO LAKES P-4	3	6	3
	LINO LAKES P-6	108	674	245
	LITTLE CANADA P-2	11	74	40
	MAPLEWOOD P-07	11	78	86
	MAPLEWOOD P-08	3	8	7
	NORTH OAKS P-2	101	631	191
	VADNAIS HEIGHTS P-1	113	545	181
	VADNAIS HEIGHTS P-2	302	1519	615
	VADNAIS HEIGHTS P-3	207	1345	456
	VADNAIS HEIGHTS P-4	155	1031	807
	WHITE BEAR LAKE W-1 P-1	416	1497	990
	WHITE BEAR LAKE W-2 P-1	682	1623	841
	WHITE BEAR LAKE W-3 P-1	547	1397	759
	WHITE BEAR LAKE W-4 P-1	671	1580	716
	WHITE BEAR LAKE W-5 P-1	513	1743	910
	WHITE BEAR TWP P-1	359	2119	835
	WHITE BEAR TWP P-2	304	1507	527
	WHITE BEAR TWP P-3	143	510	209
	WHITE BEAR TWP P-4	207	768	280

Full File

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
Registration date	Before 2000	28.4%	63.5%	8.1%
	2000 thru 2006	13.2%	66.0%	20.8%
	After 2006	5.1%	49.5%	45.5%

Full File

White Bear Lake Area Schools

Post election analysis - November, 2011

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
Registration date	Before 2000	2566	5727	729
	2000 thru 2006	1980	9942	3133
	After 2006	787	7701	7080

Full File

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
		Row %	Row %	Row %
Campaign targets	Parents	10.2%	63.9%	25.9%
	Past Supporters	27.8%	54.9%	17.3%
	Voters 25 - 54 3 of 5+ Minus Prizm Lifestage Group F1	19.1%	68.8%	12.1%
	Voters 25 - 54 2 of 5- Minus Prizm Lifestage Group F1	1.8%	51.2%	46.9%
	Voters 55 and older Minus Prizm Lifestage Group F1	19.3%	62.8%	17.9%
	New voters	1.0%	52.6%	46.4%
	Other voters	4.4%	57.8%	37.9%

Full File

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
Campaign targets	Parents	710	4467	1811
	Past Supporters	1706	3373	1061
	Voters 25 - 54 3 of 5+ Minus Prizm Lifestage Group F1	746	2682	470
	Voters 25 - 54 2 of 5- Minus Prizm Lifestage Group F1	193	5379	4929
	Voters 55 and older Minus Prizm Lifestage Group F1	1894	6163	1756
	New voters	5	262	231
	Other voters	79	1044	684

Full File

White Bear Lake Area Schools

Post election analysis - November, 2011

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
		Row %	Row %	Row %
Prizm Social Groups	Younger Years Clusters	20.6%	53.6%	25.9%
	Family Life Clusters	14.2%	58.0%	27.8%
	Mature Years Clusters	8.0%	63.8%	28.2%

Full File

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
Prizm Social Groups	Younger Years Clusters	1286	3351	1619
	Family Life Clusters	3150	12851	6150
	Mature Years Clusters	897	7168	3173

Full File

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
		Row %	Row %	Row %
Prizm Lifestage Groups	City Clusters	7.2%	55.9%	36.9%
	Suburban Clusters	10.4%	62.4%	27.2%
	Country Clusters	21.2%	58.2%	20.6%

Full File

		Broad Category Voter Activity Scale		
		Very Active Voter	Active Voter	Less Active or New Voter
Prizm Lifestage Groups	City Clusters	835	6487	4285
	Suburban Clusters	1384	8330	3633
	Country Clusters	3114	8553	3024

Full File

AGENDA ITEM: Questions on Tax Increment Financing Proposal

MEETING DATE: November 26, 2012

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON(S): Lori Swanson, School Board Chair
Dr. Michael Lovett, Superintendent

Background:

Pete Willcoxon, Sr. will provide information on the Tax Increment Financing Proposal and answer questions from the School Board.