In this presentation, DCSC provides important information that our community should know about where our schools have been, where they are now and where they might be going.
At DCSC, our vision statement reads: Everyone, Every Day, High Standards, High Achievement.

To us, that means that we continuously focus on meeting the educational, mental and emotional needs of our students while setting high expectations for all. We aim to live each day with Warrior Pride!
For staff at DCSC, our customer cores are: excellence, customer satisfaction and continuous improvement.

We expect each and every member of our staff – teachers, support staff members and administrators – to arrive each day ready for excellence. Our customers include our students, our parents and guardians, our staff and members of our community. We aim to create a positive environment where those customers feel comfortable reaching out with feedback, upon which we seek ways to improve.
For the 2018-2019 school year, we had 321 faculty/staff members and 2,522 students in K-12. This student number does not reflect students enrolled in our Little Warrior Learning Center preschool program.
The 2018-2019 school year had numerous academic achievements! In the slides that follow, we will highlight a few of those for you...
Students in grades 3-8 had 2017-2018* ISTEP scores ranked in the top 5 percent in the state.

*Final ISTEP scores for 2018-2019 are not yet available.
For the 2017-2018* school year, 100 percent of our third grade students passed IREAD.

*Final IREAD scores for 2018-2019 are not yet available.
This year, DCHS was named to the AP Honor Roll for the third year in a row. Only a handful of schools in the state have accomplished this!
DCHS offers 24 distinct courses classified as honors, dual credit or AP classes, some of which lead to college credit at a fraction of the cost of typical college tuition. Teachers providing dual credit certification must be approved by a university, typically holding a masters in the content area of their teaching.
Each Danville school is distinguished as an “A” rated school by the Indiana Department of Education.
At DCSC, we are proud to foster high achieving students! In 2017-2018, Danville Schools was home to National Merit Scholar Reid Harris, who is currently continuing his education at the University of Pennsylvania. In 2018-2019, Michael Oliver was named a Hendricks County Lilly Scholar, one of only three in the county. With this prestigious honor, Michael will receive full tuition for four years with a yearly stipend to continue his studies at Taylor University.
Danville Schools has demonstrated great fiscal stewardship by earning over $150,000 in competitive grants this year.

DCSC also qualifies for a AA+ bond rating. This means that monies borrowed for construction costs can be done so at the lowest possible interest rates – therefore saving tax payer dollars.
As well as we have performed academically, there are still a host of fiscal and operational challenges to overcome in order to continue providing a quality education in the classroom. We will highlight those in the slides that follow...
One of our challenges is maintaining our instructional classroom quality. In the past three years, Danville Schools have seen an attrition rate of 48 teachers lost from a staff of 145. This does not include retirement numbers.

The fact is that school corporations around us are funded differently, creating large variations in teacher compensation. Teachers can go to other school corporations and make more money, making it difficult for us to offer competitive wages and salary for teachers.
In the transportation department, we have 36 buses – eight of which are 17 plus years old. This is because we have been managing our debt service rate by using the school bus replacement levy to offset pension debt. The circuit breaker impact also contributed to this issue.
As an example, we have several buses that have significant mechanical needs. These are often our buses that have faded to a light yellow. While on the outside the faded paint may just be an aesthetic issue, the rusted doors are a safety concern and these both point towards more significant mechanical issues on those buses.
Another significant operational need is keeping pace with increasing special education factors. This year alone, we have seen a 16 percent increase of students with disabilities. To meet these needs, we added two new special education teachers in 2018-2019 and two additional for 2019-2020. This additional staffing is required to help our teachers meet the growing emotional needs of our student body.
When entering our facilities, the general public usually participates in activities in our auditoriums or gymnasiums. They do not often see the day to day instructional space used by our over 2,500 students each day.

The general public does not often see what the needs are in our school buildings in terms of structure either. Maintaining safe and comfortable classroom environments has become a growing concern because many of our major building systems are reaching their end of life span.
DCMS is our newest building, already reaching 10-years-old. While its needs aren’t as significant as the others, we are seeing some needed maintenance to extend the life of the building. Some of those are noted above.
Surprisingly enough, South Elementary is already 27-years-old and has a significant number of building envelope systems that have reached their end of lifespan.

Operational and building envelope issues include those such as windows and surfaces like cabinets, ceilings and lighting. More necessary repairs are listed above.
North Elementary is our oldest facility at over 56-years-old, with a new roof and HVAC system installed in 1997. Those systems are reaching their end of life span, now 22-years-old. We lost one-third of the roof there during this school year in a wind storm. Many systems need to be replaced, including playground equipment.
Our most heavily used facility is DCHS, nearing 50-years-old. Above, we have a number of systems listed that have reached their end of life span. In addition, significant renovation is needed to keep up with changing curricular needs – especially in agriculture, career and technical education, fine arts and family and consumer science. Our outside facilities need attention, too.

These renovations are necessary for many safety and equity purposes, with both education and athletic facilities needing updates.
As two of our facilities are nearing or are already over 50 years, think back to the state of technology. These images help remind us of what things looked like 50 years ago when these buildings were constructed.
It is important to keep in mind that the average life of a roof, boiler or chiller is 20 years without replacement. And the average life span of an institutional building is 40 years without significant renovations. Many of our facilities have roofs, boilers and chillers already past 20 years. As you’ve seen, two of our school buildings are over 40-years-old without having had any major renovations to this point.
We include this photo intentionally to always keep in mind what is most important: our students. All of the things we’ve mentioned up to this point are about our students and addressing their academic and safety needs.
Our recent professional safety audit at the high school revealed the need to upgrade entrance security and the wall systems that are portable and flimsy.

DCHS was constructed as an economy model that utilized thin, portable wall structures to customize room configuration. Now, almost 50 years later, the portable walls are in various states of disrepair with the materials no longer being made to update them. Safety concerns have also shifted since the time they were installed, not to mention low quality sound proofing they provide classroom to classroom.
These are just some of the areas at our high school that show the need to update our facilities. The FACS (family and consumer science) lab has very few electrical outlets and our locker rooms are literally rusting through. Even the newer parts of our high school – like our iconic Warrior head at the athletic entrance - show the age and deterioration of facilities over time, and it’s important that we maintain pride in our school buildings.
These photos from North Elementary demonstrate the obvious need for updating. The photo on the left is when the roof was taken off in a wind storm this year. Our restrooms, while kept clean and fresh, are past due for renovations after 56 years. The walls are showing cracks and the leaks in the roof are staining our ceiling tiles, showing the long term deterioration of the building.
This is South Elementary showing the rusting of our exterior door systems due to the salting of sidewalks in the winter for student and staff safety. Our student restroom hand wash stations are clean, but showing their age. The wall coverings at South have been glued and re-glued so many times, that it will no longer stay down with glue. The photo on the right shows wallpaper stapled down.
Even though we are in the top 5 percent academically, we are in the bottom 12 percent in state funding when compared to other school districts. This is because **not all school districts are funded the same.**

Due to the circuit breaker, we have seen $7.3 million in tax cap losses since 2009 – these are losses in revenues that were previously used to replace boilers, chillers, roofs, and cover ongoing maintenance costs.

The $650,000 figure represents the per year loss from the 2010 recession cuts that were never restored to schools. This was Danville’s share of the $300 million lost statewide per year.

Finally, $1.1 million is the annual loss that Danville experiences due to state funding not keeping pace with inflation and the funding lost to the statewide voucher system.
Shown here is data from the Indiana Department of Education’s Department of Finance. The list shows 369 school corporations in the state, so we’ve pulled the top five, the bottom five and the five surrounding us for your comparison. Since the chart starts on line 2, Danville is actually ranked 325th out of 369 when it comes to funding. We are much closer to the bottom than the top!

The last column titled “Total per ADM” is the amount the noted school corporation receives PER CHILD. It is very important to understand that the exact same child that goes to Allegiant Preparatory Academy and gives them $8,125.87 in funding can come to Danville Schools and only give us $5,677.94 from the state in funding.

$6,173,679.46 – this amount represents the annual difference in our district’s funding compared to what the number one school gets. We would have gotten this much more if funding were the same for our 2,522 students.

It is important to note that some of these listed are charter schools or virtual schools with no brick and mortar costs.
This graph shows the growth in teacher salaries by state in 2002 to 2017. We pulled the top five and the bottom five out so you can read it better.

Of all of the states, Indiana is dead last in the amount of increase in teacher salary over that time.
History on addressing these challenges...

The next few slides address the work our school board has put in to address these capital and operational issues over the last few years. Also included are many of the maintenance efforts that have taken place in the last four years, the cost cutting that has taken place in the last five years to continue to operate efficiently, and a look ahead if the trending in school funding does not change.
The efforts to address our needs in capital and operational needs is not something that is new at DCSC. The school board has had a number of public meetings over the last two years to get us where we are at presently.
We have worked diligently to maintain our aging facilities. These maintenance efforts have been expensive. Here is a substantial but not complete list of repairs over the last four years.

Facility maintenance in the last four years...

- Re-paved all school lots
  - Increased safety
  - Decreased work comp rates
  - Decreased P&C insurance premiums
- Paved most gravel areas
- Updated door security at all schools
- South Elementary vestibule added
- Central Office vestibules added
- Replaced DCHS fire alarm system
- Replaced DSE chiller
- Re-carpeted DSE cafeteria/stage
- Several pool ventilation motor changes
- Renovated baseball field
- Repaired DCMS boilers
- Replacing DNFS roof with GRP bond
- Upgraded landscaping
- Implemented parking lot sealing program
- Replaced rooftop HVAC motors
- Replaced stair treads at DCMS
- Replaced numerous large kitchen equipment items
- Installed water softener system in kitchens
- Removed old and costly buildings from campus
- Repaired numerous roofs and windows
- DCHS band room repairs
- Painted DCHS football perimeter fence (rusty)
DCSC has been forced to make strategic reductions and expenditures in programming in order to make up for the loss of revenue that has occurred over the last ten years. We work very hard to be good stewards of tax payer dollars and have looked for operational efficiencies where they could be found.
We have reached a point that if the trend in reduced operational costs for our school corporation continues, we will be forced to look at reducing programs for students and increased class sizes. These changes will also include reduced transportation operations as early as the 2019-2020 school year.
The financial impact on our schools has a direct impact on our community. Successful schools have a significant impact on the vitality and growth of a town, and on the property values of our local community.

Great schools make a great community, and a great community makes great schools!
We greatly appreciate the investment the community has made into Danville Schools! It's our goal to maintain our facilities so our students can continue to have a great place to go to school and a great place to learn, and to preserve their ability to be well educated in the Danville community for years to come.
the danville difference

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