

2025-2026 Physical Education Board Report
Jake Polk, Luke Hoelsing, Jake Eckhardt

1. Multi-cultural Aspect:

- All students have an important role in class activities regardless of age, gender, and ability level. Each student will have the opportunity to perform all exercises in order to be successful in their physical education class.
- There are opportunities for students to learn activities and exercises that originated from other cultures.
- Workouts and activities in the gym and weight room can be adjusted to fit individual student needs.

2. What do we want students to learn?

- Students in physical education classes will develop in the following exercise categories: strength, power, speed, agility, core strength/stability, flexibility, and coordination/motor skills.
- Students in physical education classes will learn the following from participating in activities: rules/boundaries, teamwork, fair play, spacing/awareness, sport-specific skills, scorekeeping, situational play, strategy and the enjoyment of games – sports – activities.
- We want students to give their best effort in all aspects of class and have a positive attitude.
Data is collected throughout the school year for grades 3rd -12th.
- **Elementary (Kindergarten - 2nd Grade):** Students will emphasize developing motor skills and enjoyment of physical activities through various games and practice opportunities. Proper nutrition, hygiene, and caring for oneself will also be introduced during this time period.
- **Elementary (3rd - 6th Grade):** Developing a healthy body is a major point of emphasis for students in grades three- six. Students are tested 3 times a year using the Fitnessgram Testing program in the areas of body composition, cardiovascular endurance, upper body strength, abdominal strength, hamstring flexibility, back flexibility, grip strength, and leg power.. These results are used to determine areas that can be improved. Students are given opportunities to work on their fitness levels through various workouts and through the activities taught in class. Besides fitness, we also work on skill development using sport-related activities.
- **Junior High (7th and 8th grade):** Students follow a weekly plan that gives them one day of health class, two days of strength & speed training, and two days of general physical education class each week. The schedule may be modified due to athletics/activities pulling a lot of students out of school early. The classes are also separated boys/girls for 4 of the 5 days each week and everyone comes together for a collaborative game/activity at the end of the week.
 - Activities: Weight training, aerobic training, agility training, and various team sports.
- **Freshman Physical Education Classes (Semester Schedule):** This class is students' introduction to strength & speed training. Agility assessments are conducted in the first few weeks of class to provide a baseline for our summative assessments at the end of the semester. In the first 5-6 weeks, we focus on the fundamentals of our core movements (bench press, squat, & hang clean). We also prioritize learning proper sprinting mechanics early in the semester. Once students have become competent & comfortable with our basic resistance training movements, we utilize progressive overload training, plyometrics, and sprint-based training to promote positive health & athletic adaptations.

- Students will be tested in three basic weight room exercises during the semester. These exercises include Hang Clean, Bench Press, and Squat. The overall goal for these students is that it is not what we do, but how we do it. Students will learn the proper technique before moving on to heavier weights. Students will also be assessed on how they perform five agility exercises, including broad jump, vertical jump, 10-yard dash, flying 10, and pro agility. These will be formatively assessed through the semester to track students' progress as well as summatively as a final to provide a clear pre and post-test.
- **10th-12th Physical Education Class: Advanced Strength & Agility Training / Fundamental Resistance Training:**
 - Advanced Strength & Speed Training: This class is designed with varsity athletes in mind. Its overall goals are to increase a student's speed, power, and agility. Compared to the 9th grade class, this course uses more advanced movements, techniques, and training guidelines (brief maximal tension & French contrast training). We introduce a wider range of exercises and also begin discussing the science behind resistance training and how different programs can be designed for different goals.
 - Fundamental Resistance Training: This class was created as an intermediate strength & speed training class. Its goal is to equip students with the knowledge, competencies, and skills to provide personal training. It is an ideal course for students who want to learn more about resistance training and personal fitness, but are not interested in a highly demanding, performance-driven, advanced class.
 - Lifetime Activities: Wiffle Ball, Capture The Flag, Soccer, Hockey, Volleyball, Basketball, Pickleball, Badminton, Ultimate Frisbee, Team Handball, Horseshoes, Cornhole, Golf and others.

3. How do we know students are learning?

- **Elementary (Kindergarten- 2nd Grade):** Students do skill checks quarterly to determine the growth throughout the year. The skills are reviewed and also sent to parents for their observation to allow them to know how their child is performing.
- **Elementary (3rd- 6th Grade):** Students are testing 3 times a year using the Fitnessgram program. The scores are compared to standardized test scores to determine if a student is in the Healthy Fitness Zone. The scores are reviewed at each testing time to determine growth. Students are able to set goals to meet the Healthy Fitness Zone standards. Besides fitness growth, students also participate in assessment of the sport unit they participate in. The students are able to see areas of strength and ones where they need improvement.
- **Junior High (7th and 8th):**
 - Health: Students are quizzed and given assignments during their weekly health class on the content that is being covered.
 - Physical Education: The physical education class uses the same agility assessments as the 9th grade high school class. We use a program called the Athletic Performance Index, founded by Boyd Epply, that gives each student a relative performance score on their assessments based on their height, weight, gender, and age. This assessment tool is fantastic for giving students an idea of how they are performing and progressing based on who they are. The assessment gives students feedback in three different areas: agility,

speed, and power. Points are assigned to each assessment based on the student's performance and their biometrics.

- **High School (9th-12th):** In our strength & speed classes, students' learning and progress are identified in two ways: technique & performance outputs. As students are exposed to different exercises and complex motor skills, their ability to perform them with proper technique is always the first priority. Once students have demonstrated proficiency in the movement or skill, we move on to tracking performance outputs. Data is collected from almost everything students do in class. These regular formative assessments allow us to objectively analyse students' progress and identify deficiencies. If we do see a student plateau or move in a negative direction, we can analyse the data holistically to see if it's a programming issue multiple students are experiencing or something specific to the individual.

4. **How do we respond when students are not learning?**

- All physical educational classes regardless of age have the overall goal of increasing levels of physical fitness and gaining an enjoyment for physical activity. Developing strong relationships with students provides the opportunity to motivate and keep students engaged. A variety of exercises, activities, and games also helps keep things fresh in physical education classes.
- Students may also need individual attention whether it is skill development or an exercise. Every exercise we do in class can be adjusted to fit any student's ability level. We also have a fantastic weight room that allows each student regardless of ability and strength level to improve muscle groups that we are focusing on each day.

5. **How do we extend or enrich the learning for students who exceed proficiency?**

- Students in physical education classes that exceed proficiency will have opportunities to perform more challenging exercises. Also certain classes as a group may need less skill development before playing full games of certain sports.
- Strength & speed classes: Enriching the learning for students who exceed proficiency is accomplished in a few different ways for these classes. To start, structuring multiple classes with varying difficulty and proficiency expectations challenges students without leaving some behind (advanced class & fundamental class). Utilizing our iPads and "Teambuildr" software in the weight room, we can prescribe weight percentages to students' lifts in a workout. For example, using data from our lifting assessments, we can assign 5 repetitions of bench press at 75% their max. Since the "Teambuildr" program saves all our lifting data, it can show the student what weight 75% of their max is automatically. So whether a student's max is 90lb ($90 \times .75 = 67.5$) or 285lb ($285 \times .75 = 213.75$) they are being challenged equally. Besides workloads, we also provide students with various versions of the same exercises. The targeted muscle group or motor skill remains consistent. This allows students to freely choose a more challenging movement if they feel competent to do so. Ex - Goblet squat > zombie squat > front squat > back squat.

6. **Other Information**

- **Strength & Speed**
 - We are constantly trying to improve the culture of training and hard work throughout our building. One way we emphasize this is by highlighting students' accomplishments so

they are not only recognized in class but also by their peers, teachers, administrators, and families. These are a few examples of how we accomplished this:

- 1000pt Club shirts - Students who score over 1,000pts in their API agility test earn a shirt from the program.
 - MPH Wristbands - Speed development is one of our highest goals as a program, and if we care about it, we need a way to acknowledge it. By performing a “flying 10” test we can calculate a student's top speed in miles per hour. If students break a certain MPH threshold, they are awarded a wristband that shows their top speed.
 - Girls - 17, 18, 19, & 20MPH
 - Boys - 20, 21, 22, & 23 MPH.
 - Speed Limit Signs - If students achieve one of these MPH milestones, they also get to sign one of our official speed limit signs that hang over the weight room year-round.
 - Record Board - With help from students volunteering their time to work concessions and support from the Bucky / Kim Dobson memorial, we were able to purchase a new record board. This update allowed us to get rid of outdated tests we no longer use, add assessments we currently track, and break down records by weight class instead of grade. Establishing weight classes provides students with more tangible and realistic goals to someday set a record of their own. Now, a 120lb student isn't trying to break a lifting record set by a 250lb student, or comparing those students' top speed to one another.
- Health Curriculum
 - Essential Health Skills for Middle School is the program used for our junior high health curriculum. In junior high, they have health once a week all year long. We covered 8 chapters this year (half of the book) and will cover the other 8 chapters next year for the 7th graders who will be 8th graders. We will continue to repeat the other 8 chapters the following year so the curriculum is covered over the course of two years for every junior high student.
 - Glencoe Teen Health is the program used for our freshmen health curriculum. This is a semester class that the 9th grade students have every day for that semester. Topics covered include mental health, nutrition, drugs, alcohol, tobacco/vaping, reproduction, abstinence/saying no, bullying/cyberbullying, emotions, and first aid/CPR introduction.

EAGLES STRENGTH & AGILITY RECORDS

WEIGHT CLASS	BENCH	HANG CLEAN	SQUAT	10 YARD DASH	PRO AGILITY	FLYING 10	BROAD JUMP	VERTICAL
120	Doug Hosenberger 2006	Doug Hosenberger 2006	Lukas Price 2024	Kaden Foust 2024	Kaden Foust 2024	Kaden Foust 2024	Kaden Foust 2024	Kaden Foust 2024
135	Matthew Padgett 2006	Vyeg Fyke 2002	Quinten Osborne 2024	Quinten Osborne 2024	Quinten Osborne 2024	Quinten Osborne 2024	Quinten Osborne 2024	Quinten Osborne 2024
150	Corey Morrison 2011	Michael Drown 2024	Adam Latta 2024	Karen Foust 2024	Karen Foust 2024	Karen Foust 2024	Karen Foust 2024	Karen Foust 2024
160	Jonathan Smutz 2014	Kaden Foust 2024	Kaden Foust 2024	Kaden Foust 2024	Kaden Foust 2024	Kaden Foust 2024	Kaden Foust 2024	Kaden Foust 2024
170	John Frey 2006	Kellan McInnis 2024	James Hill 2024	Payton Marisi 2024	Thomas Stone 2024	Payton Marisi 2024	Kellan McInnis 2024	Kellan McInnis 2024
180	Jacob Beasly 2024	Adam Monroe 2024	Lukas Price 2024	Lukas Price 2024	Thomas Stone 2024	Thomas Stone 2024	Thomas Stone 2024	Thomas Stone 2024
200	Doug Hosenberger 2006	Doug Hosenberger 2006	Doug Hosenberger 2006	Doug Hosenberger 2006	Doug Hosenberger 2006	Doug Hosenberger 2006	Doug Hosenberger 2006	Doug Hosenberger 2006
220	Doug Hosenberger 2006	Doug Hosenberger 2006	Doug Hosenberger 2006	Doug Hosenberger 2006	Doug Hosenberger 2006	Doug Hosenberger 2006	Doug Hosenberger 2006	Doug Hosenberger 2006
240+	Matt O'Dell 2009	Janek Rogers 2024	Janek Rogers 2024	Max Chaisson 2024	Debra Heron 2024	Debra Heron 2024	Debra Heron 2024	Debra Heron 2024

WEIGHT CLASS	BENCH	HANG CLEAN	SQUAT	10 YARD DASH	PRO AGILITY	FLYING 10	BROAD JUMP	VERTICAL
100	Aban Massey 2024	Taylor Arp 2024	Kate Flanagan 2024	Corey Stone 2024	Corey Stone 2024	Corey Stone 2024	Corey Stone 2024	Corey Stone 2024
120	May Hassenfeldt 2024	Kate Flanagan 2024	Corey Stone 2024	Corey Stone 2024	Corey Stone 2024	Corey Stone 2024	Corey Stone 2024	Corey Stone 2024
140	Carly Baggett 2024	Alyssa Hunter 2024	Reed Lattanzio 2024	Alyssa Hunter 2024	Reed Lattanzio 2024	Reed Lattanzio 2024	Reed Lattanzio 2024	Reed Lattanzio 2024
160	Riley Johnson 2024	Megan Johnson 2024	Megan Johnson 2024	Megan Johnson 2024	Megan Johnson 2024	Megan Johnson 2024	Megan Johnson 2024	Megan Johnson 2024
180	Lin Daulton-Moore 2024	Taylor Arp 2024	Taylor Arp 2024	Taylor Arp 2024	Taylor Arp 2024	Taylor Arp 2024	Taylor Arp 2024	Taylor Arp 2024
195+	Hayley Arp 2024	Hayley Arp 2024	Hayley Arp 2024	Hayley Arp 2024	Hayley Arp 2024	Hayley Arp 2024	Hayley Arp 2024	Hayley Arp 2024

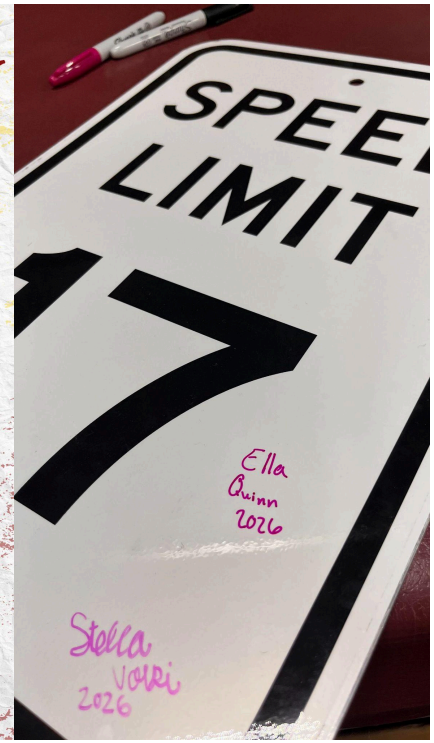
SPEED CONVERSION

FLYING 10 TIMES

23 MPH	0.89
22 MPH	0.93
21 MPH	0.97
20 MPH	1.02
19 MPH	1.08
18 MPH	1.14
17 MPH	1.20

⚡ 23/20 MPH ⚡ NO SPEED LIMIT
 ⚡ 22/19 MPH ⚡ FREAKY FAST
 ⚡ 21/18 MPH ⚡ SPEED KILLS
 ⚡ 20/17 MPH ⚡ CERTIFIED FAST

WRISTBANDS ⚡ BOYS/GIRLS ⚡



SEMESTER ASSESSMENT REVIEW

LIFTING TESTS

	Bench Press	Hang Clean	Squat
Average % Change	9.10%	12.50%	14.00%
% of Students Who Improved	70%	84%	90%
School Records Broken	0	3	4



SEMESTER ASSESSMENT REVIEW

AGILITY TESTS

	Broad Jump	Pro-Agility	Flying 10	Vertical
Average % Change	3.80%	1.30%	3.70%	10.40%
% of Students Who Improved	73%	66%	84%	82%
School Records Broken	3	0	11	New Assessment Equipment (Cound't Compare)



DISTRICT REPORT

Summary

Arlington School District NE

Grades : KG - 12 | Pre, Post | 7/1/2025 to 6/30/2026

04/30/2026

✓ STUDENTS IN HEALTHY FITNESS ZONE (HFZ)



Heart Health

Aerobic Capacity

Body Health

Body Composition

Muscle Fitness

⚠ STUDENTS IN NEEDS IMPROVEMENT ZONE (NI)

Component	Boys	Girls	Total	NI: Needs Improvement	NI-HR: Needs Improvement - Health Risk	VL: Very Lean
Heart Health	29% (66 Of 224) NI-HR: 7% NI: 23%	33% (75 Of 224) NI-HR: 5% NI: 28%	31% (141 Of 448) NI-HR: 6% NI: 25%			
Body Health	0% (0 Of 0) NI-HR: 0% NI: 0% VL: 0%	0% (0 Of 0) NI-HR: 0% NI: 0% VL: 0%	0% (0 Of 0) NI-HR: 0% NI: 0% VL: 0%			
Muscle Fitness	32% (99 Of 311) NI-HR: 19% NI: 7%	25% (71 Of 284) NI-HR: 13% NI: 11%	29% (170 Of 595) NI-HR: 16% NI: 9%			
Abdominal Strength / Endurance	10% (30 Of 311) NI-HR: 0% NI: 10%	13% (36 Of 283) NI-HR: 0% NI: 13%	11% (66 Of 594) NI-HR: 0% NI: 11%			
Upper Body Strength / Endurance	9% (29 Of 311)	8% (22 Of 283)	9% (51 Of 594)			
Trunk Extensor Strength	61% (190 Of 311)	54% (152 Of 284)	57% (342 Of 595)			
Flexibility	32% (99 Of 311)	25% (71 Of 284)	29% (170 Of 595)			
Vertical Jump	27% (82 Of 309) NI-HR: 19% NI: 7%	24% (67 Of 283) NI-HR: 13% NI: 11%	25% (149 Of 592) NI-HR: 16% NI: 9%			
HandGrip	30% (92 Of 311) NI-HR: 8% NI: 22%	38% (107 Of 284) NI-HR: 13% NI: 24%	33% (199 Of 595) NI-HR: 10% NI: 23%			

For more information, visit Help.FitnessGram.net





Arlington Eagles



Physical Education Report Card- Kindergarten Arlington Elementary School 2025-2026

Name:

Physical Education Teacher: Jake Eckhardt

Classroom Teacher: Mrs. Winslager

Physical Activity Skills Assessment			
Key:	M= Meets Independently applies instructional objectives	P= Progressing With assistance, applies instructional objectives	B= Below Limited or minimum progress on instructional objectives

Physical Activity Objectives:

Students have demonstrated the following skills in physical education class:

<i>Locomotor Skills – Student is able to demonstrate:</i>	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Run: (eyes forward, pump your arms and arms bent, big stride, feet straight)	M	M	M	M
Gallop: (face forward, one foot ahead of the other, front foot steps forward, back foot leaps to head of lead foot)	M	M	M	M
Skip: (arms in opposition, alternate feet, step and hop on lead foot, repeat in a rhythmical motion)	M	M	M	P
Slide: (chin over shoulder, feet parallel, move to the side, step-together)	M	M	M	P
Leap: (go, push off ground with one foot, fly and get airborne, land on the other foot)	P	P	M	M
Hop on Two Feet: (push off the floor with both feet, use arms to balance, lands softly on two feet together)	P	M	M	
Hop on One Foot: (lift one foot behind your body, push off floor, use arms to balance, land softly)	P	P	M	



Arlington Eagles



Manipulative Skills – Student is able to demonstrate:	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Jump Rope: (Completes a single jump with self-turned rope)	P	M	M	
Underhand Throw: (hand under bean bag, face target, swing dominant arm back, step with non-dominant foot, swing arm forward, follow through to target)	M	M	M	M
Catching and underhand throw: (Two hands) (ready position, eyes on object, extend hands out, squeeze object with fingers, pull object toward body)	P	P	B	M
Kicking: (stand behind ball, step forward with kicking foot, leap onto non-kicking foot, contact ball, follow through)	P	P	P	
Behavior Skills: Student is able to demonstrate:	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Listening: (Listens to the teacher when directions are being given)		P	B	
Effort: (Participates in all activities to the best of their abilities)		M	M	
Attitude: (Demonstrates proper sportsmanship during games and activities. EX. being positive to peers whether losing or winning)		M	M	
Fall Height: 3 ft. 6 in.	Spring Height:		0 ft. 0 in.	
Fall Weight: 39 lbs	Spring Weight:		lbs	

Jake Eckhardt

Physical Education Teacher
jake.eckhardt@apseagles.org



Physical Education is not only one of the MOST important keys to a healthy body,
it is the basis of dynamic and creative intellectual activity.

- John F. Kennedy



Physical Education Skill Check- Basketball
Arlington Elementary School
2025-2026



Name:

Physical Education Teacher: Jake Eckhardt

Classroom Teacher: Mrs. Dobson

Physical Activity Skills Assessment		
M= Meets Independently applies instructional objectives	P= Progressing With assistance, applies instructional objectives	B= Below Limited or minimum progress on instructional objectives

Physical Activity Objectives:

A check mark represent the critical element of the skill was demonstrated.

	Balanced Stance	Eyes on the basket	Elbow is under the ball- doesn't use two hands to shoot	Follows through with hand	Meets = 4/4 Progressing = 2-3/4 Below = 0-1/4
Shooting	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Progressing
	Accurately performs a chest pass	Accurately performs a bounce pass	Accurately performs a overhead pass		Meets = 3/3 Progressing = 1-2/3 Below = 0/3
Passing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Progressing
	Keeps the ball waist level while jogging	Eyes are up when moving (not looking at the ball).	Able to dribble with both hands		Meets = 3/3 Progressing = 1-2/3 Below = 0/3
Dribbling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Progressing

Behavior Skills:		
Listening: (Listens to the teacher when directions are being given)	Effort: (Participates in all activities to the best of their abilities)	Attitude: (Demonstrates proper sportsmanship during games and activities. EX. being positive to peers whether losing or winning)
Meets	Meets	Meets



"In order to achieve positive results,
 one must work for them, not hope for them."
 - Bob Knight

