

LEWISTOWN PUBLIC SCHOOLS



**2012-2013
ANNUAL REPORT**

ANNUAL REPORT

In following Board Policy, staff members will again be required to compile a brief report on their area of responsibility for an annual school report. Reports will include an overall summary along with concerns and areas to be improved. This information will provide the Board with relevant data about the status of the District. Hopefully this will again prove to be useful and lend to an enhanced report in the future.

REPORT / ASSIGNMENT

Highland Park Elementary School	Matt Lewis
Garfield Elementary School	Matt Lewis
Lewis & Clark Elementary School	Michelle Trafton
Lewistown Junior High School	Tim Majerus
Fergus High School	Jerry Feller
Activities – Fergus High School	Jeff Elliott
Activities – Lewistown Junior High	Tim Majerus
Assessment	Scott Dubbs
Business Office	Rebekah Rhoades
Central Montana Education Center	Diane Oldenburg
Curriculum	Scott Dubbs
Maintenance	Paul Stengel
School Food Service	Cindy Giese
Special Education	Chris Rice
Technology	Pat Weichel
Title I	Scott Dubbs
Transportation	Steve Klippenes

**HIGHLAND PARK
ELEMENTARY
SCHOOL**

Matt Lewis



Highland Park Elementary School

Lewistown, Montana

Phone: (406)535-2555**Fax: (406)535-4617



Matthew Lewis, Principal

Lanna Schoenfelder, Secretary

2012-2013 Highland Park Elementary Annual Report

Attendance:

Our average daily attendance for the school year was 94.41%. This on the surface looks like a good percentage, but when you really look at what this represents our attendance needs to improve. This 94.41% attendance rate equates to an average of 12 students absent every day. This is just about the same as last year's attendance rate. Considering the Whooping Cough out break and other illnesses kids encountered this year, I would consider this a decent year for attendance.

Enrollment:

The following information represents our ending K-4 enrollment numbers for the given school year.

	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Kindergarten	93	100	89	77 - full time	83 - ½ time 15 - full time	76 - ½ time 15 -full time
1 st grade	103	86	78	95	95	113
2 nd grade	87	76	105	91	108	105
3 rd grade	80	101	85	106	100	99
4 th grade	109	82	105	101	100	97
Total	472	445	478	487	520	525
Change (+ or -)	+27	-33	-11	-33	-5	+3

Montana Behavior Initiative (MBI):

There was a continued effort at Highland Park to reinvesting energy in the Montana Behavioral Initiative. At the school level we had Jean Muragin, Sue Lutke, Polly Weichel, Chelsey Lund, Ashley Jenness and Matthew Lewis involved in this process this year. We continued the use of our "Eagle Expectations" which are school wide expectations that have been used to assist in managing student behavior. We asked students to "SOAR" everyday in everything they do. Every student in the building should be able to tell you that "SOAR" stands for being Safe, Organized, Accepting, and Responsible in all areas of our school. SOAR tickets are utilized to recognize students for going above and beyond our "Eagle Expectations". SOAR winners are announced during our morning announcements once a week. A big thank you goes out to Mrs. Jenness and our second grade students for reviewing our expectations and recognizing our winners for the week. We held monthly reward recesses to celebrate those students with exceptional behavior. A monthly drawing was also added to award kids even more for earning SOAR tickets.

Response to Intervention (Rtl):

This year Highland Park Elementary School participated in the CSPD Region III Response to Intervention Grant project. The Highland Park team consists of Margee Smith, Gina Armstrong, Bridget Sparks, Tara Murnion, Darcy Zanto, Traci Fitzgerald, Ashley Jenness and Matthew Lewis. The team this year has focused on ensuring all staff members understood the importance of the process, math intervention, and creating continuity at the elementary level. We have several opportunities to meet with other schools throughout the state to discuss ideas and procedures that work to improve student achievement and behavior.

We continued our focus on creating a standardized reporting process with Lewis and Clark Elementary and Garfield Elementary. The three teams met several times and formulated a plan for training and implementation of this process in every classroom. We were accepted into the Project REAL, which will braid our Rtl and MBI efforts together this upcoming school year.

Student Achievement:

While our students do not take the state wide assessments, I included these test results because Highland Park is a feeder school to Garfield. Our AYP determination is directly affected by how the students at Garfield performed. The following are the results for Garfield Elementary School for the 2012-2013 School Year:

	Math 2012-13		Reading 2012-13		Math 2011-2012		Reading 2011-2012	
	3 rd grade	4 th grade	3 rd grade	4 th grade	3 rd grade	4 th grade	3 rd grade	4 th grade
Advanced	4%	31%	31%	40%	22%	26%	45%	43%
Proficient	55%	38%	62%	47%	54%	39%	48%	47%
Nearing Proficient	24%	16%	7%	9%	18%	21%	5%	8%
Novice	17%	15%	0%	4%	6%	14%	2%	3%
Measurable objective <small>(percentage of students at or above the proficient level)</small>	90%		94%		80%		89%	

As a quick summary of these scores shows we have 93% of our 3rd grade students reading at or above a proficient level and 59% at or above a proficient level in math. Our 4th grade students have 87% at or above proficient in reading and 69% at or above the proficient level in math. When looking at our schools we see that our 4th grade students did not fare as well as they did in the prior year as 3rd grade students. While the 3% dip in reading is disappointing, the 7% drop in math is a concern but with the changeover to more standards based curriculum with the Montana Common Core I would believe those scores will rebound. Efforts in the upcoming year to improve our curriculum and instructional model will need to be a priority.

We used AIMSweb reading benchmark tests to identify intensive, strategic and benchmark students in Early Literacy concepts in Kindergarten and Oral Reading Fluency in first and second grades. The chart below gives you a look at how the school year ended:

	Benchmark (low risk) 2012-2013	Strategic (some risk) 2012-2013	Intensive (at risk) 2012-2013
Letter Naming Fluency	76% n=38 students	16% n=8 students	8% n=4 students
Letter Sound Fluency	86% n=43 students	10% n=5 student	4% n=2 students
Phoneme Segmentation	82% n=41 students	16% n=8 students	2% n=1 student
Nonsense Word Fluency	74% n=37 students	22% n=11 students	4% n=2 students
1 st grade R-CBM	71% n=70 students	21% n=21 students	8% n=8 students
2 nd grade R-CBM	77.8% n=60 students	19.4% n=15 students	2.5% n=2 students

Benchmark goals:

- For **Letter Naming**, the student must identify as many upper and lower-case letter names as possible in 1 minute. The benchmark goal for all children is to have established letter recognition skills of 46 on Letter Naming Fluency by the end of Kindergarten.
- For **Letter Sound**, the student must identify as many lower-case letter sounds as possible in 1 minute. The benchmark goal for all children to have established letter sound recognition skills of 33 on Letter Sound Fluency by the end of Kindergarten.
- For **Phonemic Segmentation**, the student says the sounds in words that you (teacher, examiner) present orally. The words are three-letter (CVC) or two-letter (VC) words. The benchmark goal for all children to have established phonemic awareness skills of 41 on Phoneme Segmentation Fluency by the end of Kindergarten.
- The **Nonsense Word** measure requires the student to say each sound (or the whole words) in nonreal words for 1 minute. The benchmark goal is for all children to have established alphabetic principle skills of 33 or more on Nonsense Word Fluency by the middle of First Grade.
- **Reading Curriculum-Based Measurement (R-CBM)** is a brief, individually administered, standardized test of oral reading for grades 1 (winter) through 12. For universal screening (benchmark testing), use the designated set of probes (1, 2, and 3) for the student's grade. Use the same set of probes for each screening period (fall, winter, and spring). Have the student read the passage aloud for 1 minute. Record any errors—words that are mispronounced, substituted, omitted, or read out of sequence, that the student does not self-correct within 3 seconds.
 - The benchmark goal for first grade was established at 53 or more words per minute on oral reading fluency by the end of the school year.
 - The benchmark goal for second grade was established at 92 or more words per minute on oral reading fluency by the end of the school year.

We used AIMSweb math benchmark tests to identify intensive, strategic and benchmark students in Early Numeracy, Concepts and Application of mathematical skills and Computation. The chart below gives you a look at how the school year ended:

	Benchmark (low risk) 2012-2013		Strategic (some risk) 2012-2013		Intensive (at risk) 2012-2013	
Kindergarten						
Oral Counting	80% n=40 students		16% n=8 students		4% n=2 students	
Number Identification	78% n=39 students		16% n=8 student		6% n=3 students	
Quantity Discrimination	92% n=46 students		6% n=3 students		2% n=1 student	
Missing Number	88% n=44 students		10% n=5 students		2% n=1 student	
	M-Cap	M-Comp	M-Cap	M-Comp	M-Cap	M-Comp
1st Grade		52% n=42 students		44% n=36 students		4% n=3 students
Oral Counting	73% n=72 students		15% n=15 students		12% n=12 students	
Number Identification	69% n=68 students		18% n=18 student		13% n=13 students	
Quantity Discrimination	80.7% n=80 students		15% n=15.1 students		4% n=4 students	
Missing Number	66.6% n=66 students		21.1% n=21 students		12% n=12 students	
	M-Cap	M-Comp	M-Cap	M-Comp	M-Cap	M-Comp
2nd Grade	81% n=63 students	83.2% n=65 students	18% n=14 students	15.3% n=12 students	1% n=1 student	1.2% n=1 student

Benchmark goals:

- The **Oral Counting** measure requires students to orally count starting from 1 as high as they can in one minute. The benchmark for oral counting for kindergarten is 70 by the end of the school year.
- The **Number Identification** measure requires students to orally identify numbers. Kindergarten students identify numbers between 1 and 10. The benchmark for number identification for kindergarten is 55 by the end of the school year.
- The **Quantity Discrimination** measure requires students to orally identify the bigger number from a pair of numbers. Kindergarten students identify bigger numbers from pairs of numbers between 1 and 10. The benchmark for quantity discrimination for kindergarten is 25 by the end of the school year.
- The **Missing Number** measure requires students to orally identify the missing number from a string of three numbers. Kindergarten students identify missing numbers from a string of numbers between 1 and 10. The benchmark for missing number measure for kindergarten is 13 by the end of the school year.
- **Mathematics Concepts and Applications (M-CAP)** is a brief, standardized test of elements of the typical math curriculum at grades 2 through 8. In order for student to be considered at benchmark they must score a 18 by the end of 2nd grade.
- **Mathematics Computation (M-COMP)** is a brief, standardized test of math operations that are part of the typical curriculum at Grades 1 through 8. In order for student to be considered at benchmark they must score a 37 by the end of 1st grade and must score an 38 by the end of 2nd grade.

Student Activities:

There was a variety of student activities that happened throughout the year. This year we focused on creating school spirit by designating Friday's as being "Blue and Gold" days. Students and staff were encouraged to participate and raise awareness of school pride. One of the highlights of this effort was seen at the district wide homecoming assembly held at the Fergus Field House. It was great to see every student in the district participating in this assembly.

Music Programs

Mrs. Kepler put on variety of music programs for all of our students this year. They were energetic and engaging for all involved. She also coordinated our talent show this year which when like clockwork. It was great to see all of the kids perform.

Arts in Our Schools

We also had Cheryl Bannes visit our school monthly this year as our artist in residence. Students had a wonderful experience working with a variety of mediums and techniques. This was funded partially through our PTO and a grant through the Montana Arts Counsel. We look forward to having Cheryl back next year.

Missoula Children's Theatre

The Missoula Children's Theatre returned to Lewistown this spring with the help of our PTO. The production of "Red Riding Hood" was a great success. There were 57 students cast in the production, which was amazing to see. The Missoula Children's Theatre also held student workshops for our 4th and 2nd grade students during their weeklong visit.

Fundraising Efforts

Our PTO fundraising efforts (Great American and Spring Field Day) were awesome as usually. I feel the Spring Field Day was a huge success, cold but successful. It is always great to see the families come together during this event. The family movie nights were also very successful in creating a more family friendly atmosphere around our school community.

I Love to Read Month

We had a great time during February and I Love to Read Month. Mrs. Gruener and the staff had several activities planned to get students engaged in the love of reading. Our PTO also was involved during I Love to Read Month. They planned rotating activities for each grade level which integrated reading and a variety of art activities with books.

Field Trips

The PTO also funded our end of the year field trips. The first grade students went bowling again this spring and our second grade student went to the movie theatre. Our kindergarten students had a couple of picnics in the park to celebrate their accomplishments this year.

Ice Cream Social

We held our end of the year ice cream social again this year. Unfortunately, we were rained out at the park so we held the event in the Garfield Gym. I would say it was another great success. We had door prizes for kids and parents, which included a gas card, pool pass, and Boys and Girls Club week. We had over 200 people show up to this event. It was a great way to say thank you to our parents and kids.

PTO

The PTO donated \$200 to each classroom for supplies to begin next year. The book fair was another great success because of our parent helpers. We also had a great turn out for parent/teacher conferences with around 98% of our parents attending.

**GARFIELD
ELEMENTARY
SCHOOL**

Matt Lewis



Garfield Elementary School

Lewistown, Montana

Phone: (406)535-2366**Fax: (406)535-2367



Matthew Lewis, Principal

Jenni Bristol, Secretary

2012-2013 Garfield Elementary Annual Report

Attendance:

Our average daily attendance for the school year was 94.74%. This on the surface looks like a good percentage but when you really look at what this represents our attendance needs to improve. This 94.74% attendance rate equates to an average of 12 students absent every day. This is in line just about the same as last years' attendance rate. Considering the Whooping Cough out break and other illness kids encountered this year, I would consider this a decent year for attendance.

Enrollment:

The following information represents our ending K-4 enrollment numbers for the given school year.

	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Kindergarten	93	100	89	77 full time	83 ½ time 15 full time	76 ½ time 15 full time
1 st grade	103	86	78	95	95	113
2 nd grade	87	76	105	91	108	105
3 rd grade	80	101	85	106	100	99
4 th grade	109	82	105	101	100	97
Total	472	445	478	487	520	525
Change (+ or -)	+27	-33	-11	-33	-5	+3

Montana Behavior Initiative (MBI):

There was a continued effort at Garfield to reinvesting energy in the Montana Behavioral Initiative. At the school level we had Sara Sullivan, Beth Kirsch, Bruce Marsden, Ashley Jenness and Matthew Lewis involved in this process this year. We continued the use of our "Eagle Expectations" which are school wide expectations that have been used to assist in managing student behavior. We asked students to "SOAR" everyday in everything they do. Every student in the building should be able to tell you that "SOAR" stands for being Safe, Organized, Accepting, and Responsible in all areas of our school. We also utilized SOAR tickets to recognize students for going above and beyond our "Eagle Expectations". The fourth grade students announced the weekly winners on the morning announcements for additional recognition.

Response to Intervention (Rtl):

This year Garfield Elementary School participated in the CSPD Region III Response to Intervention Grant project. The Garfield team consists of Aaryn Bell, Laura Gilskey, Kerry Vaughn, Jill Murphy, Ashley Jenness, and Matthew Lewis. The team this year has focused on ensuring all staff members understood the importance of the process, math intervention, and creating continuity at the elementary level. We have several opportunities to meet with other schools throughout the state to discuss ideas and procedures that work to improve student achievement and behavior.

We continued our focus on creating a standardized reporting process with Lewis and Clark Elementary and Highland Park Elementary. The three teams met several times and formulated a plan for training and implementation of this process in every classroom. We were accepted into the Project REAL, which will braid our Rtl and MBI efforts together this upcoming school year.

Student Achievement:

Students participated in the states annual Criterion Referenced Test (CRT) as part of the “No Child Left Behind” law. This assessment measures students’ mastery of the Montana State Content Standards. The following are the results for Garfield Elementary School for the 2012-2013 School Year:

	Math 2012-13		Reading 2012-13		Math 2011-2012		Reading 2011-2012	
	3 rd grade	4 th grade	3 rd grade	4 th grade	3 rd grade	4 th grade	3 rd grade	4 th grade
Advanced	4%	31%	31%	40%	22%	26%	45%	43%
Proficient	55%	38%	62%	47%	54%	39%	48%	47%
Nearing Proficient	24%	16%	7%	9%	18%	21%	5%	8%
Novice	17%	15%	0%	4%	6%	14%	2%	3%
Measurable objective <small>(percentage of students at or above the proficient level)</small>	90%		94%		80%		89%	

A quick summary of these scores shows we have 93% of our 3rd grade students reading at or above a proficient level and 59% at or above a proficient level in math. Our 4th grade students have 87% at or above proficient in reading and 69% at or above the proficient level in math. When looking at our schools we see that our 4th grade students did not fare as well as they did in the prior year as 3rd grade students. While the 3% dip in reading is disappointing, the 7% drop in math is a concern but with the changeover to more standards based curriculum with the Montana Common Core, I would believe those scores will rebound. Efforts in the upcoming year to improve our curriculum and instructional model will need to be a priority.

We used AIMSweb reading benchmark tests to identify intensive, strategic and benchmark students in Early Literacy concepts in Kindergarten and Oral Reading Fluency in third and fourth grades. The chart below gives you a look at how the school year ended:

	Benchmark (low risk) 2012-2013	Strategic (some risk) 2012-2013	Intensive (at risk) 2012-2013
Letter Naming Fluency	82.2% n=29 students	14.2% n=5 students	2.8% n=1 students
Letter Sound Fluency	94.2% n=33 students	2.8% n=1 student	2.8% n=1 student
Phoneme Segmentation	100% n=35 students	0%	0%
Nonsense Word Fluency	94% n=33 students	6% n=2 students	0%
3 rd grade R-CBM	63.8% n=46 students	30.5% n=22 students	5.5% n=4 students
4 th grade R-CBM	54.2% n=57 students	33.2% n=35 students	12.3% n=13 students

Benchmark goals:

- For **Letter Naming**, the student must identify as many upper and lower-case letter names as possible in 1 minute. The benchmark goal for all children is to have established letter recognition skills of 46 on Letter Naming Fluency by the end of Kindergarten.
- For **Letter Sound**, the student must identify as many lower-case letter sounds as possible in 1 minute. The benchmark goal for all children to have established letter sound recognition skills of 33 on Letter Sound Fluency by the end of Kindergarten.
- For **Phonemic Segmentation**, the student says the sounds in words that you (teacher, examiner) present orally. The words are three-letter (CVC) or two-letter (VC) words The benchmark goal for all children to have established phonemic awareness skills of 41 on Phoneme Segmentation Fluency by the end of Kindergarten.
- The **Nonsense Word** measure requires the student to say each sound (or the whole words) in nonreal words for 1 minute. The benchmark goal is for all children to have established alphabetic principle skills of 33 or more on Nonsense Word Fluency by the middle of First Grade.
- **Reading Curriculum-Based Measurement (R-CBM)** is a brief, individually administered, standardized test of oral reading for grades 1 (winter) through 12. For universal screening (benchmark testing), use the designated set of probes (1, 2, and 3) for the student's grade. Use the same set of probes for each screening period (fall, winter, and spring). Have the student read the passage aloud for 1 minute. Record any errors—words that are mispronounced, substituted, omitted, or read out of sequence, that the student does not self-correct within 3 seconds.
 - The benchmark goal for third grade was established at 119 or more words per minute on oral reading fluency by the end of the school year.
 - The benchmark goal for fourth grade was established at 136 or more words per minute on oral reading fluency by the end of the school year.

We used AIMSweb math benchmark tests to identify intensive, strategic and benchmark students in Early Numeracy, Concepts and Application of mathematical skills and Computation. The chart below gives you a look at how the school year ended:

	Benchmark (low risk) 2012-2013		Strategic (some risk) 2012-2013		Intensive (at risk) 2012-2013	
Kindergarten						
Oral Counting	68.5% n=24 students		25.6% n=9 students		5.6% n=2 students	
Number Identification	80% n=28 students		3% n=1 student		17% n=6 students	
Quantity Discrimination	83% n=29 students		14% n=5 students		3% n=1 student	
Missing Number	91% n=32 students		6% n=2 students		3% n=1 student	
	M-Cap	M-Comp	M-Cap	M-Comp	M-Cap	M-Comp
3 rd grade	74% n=46 students	54% n=34 students	24% n=15 students	36.4% n=23 students	2% n=1 student	9.4% n=6 students
4 th grade	79% n=79 students	62.4% n=65 students	23% n=24 students	31.6% n=33 students	1% n=1 student	5.7% n=6 students

Benchmark goals:

- The **Oral Counting** measure requires students to orally count starting from 1 as high as they can in one minute. The benchmark for oral counting for kindergarten is 70 by the end of the school year.
- The **Number Identification** measure requires students to orally identify numbers. Kindergarten students identify numbers between 1 and 10. The benchmark for number identification for kindergarten is 55 by the end of the school year.
- The **Quantity Discrimination** measure requires students to orally identify the bigger number from a pair of numbers. Kindergarten students identify bigger numbers from pairs of numbers between 1 and 10. The benchmark for quantity discrimination for kindergarten is 25 by the end of the school year.
- The **Missing Number** measure requires students to orally identify the missing number from a string of three numbers. Kindergarten students identify missing numbers from a string of numbers between 1 and 10. The benchmark for missing number measure for kindergarten is 13 by the end of the school year.
- **Mathematics Concepts and Applications (M-CAP)** is a brief, standardized test of elements of the typical math curriculum at grades 2 through 8. In order for a student to be considered at benchmark they must score a 14 by the end of 3rd grade and must score an 18 by the end of 4th grade.
- **Mathematics Computation (M-COMP)** is a brief, standardized test of math operations that are part of the typical curriculum at Grades 1 through 8. In order for a student to be considered at benchmark they must score a 53 by the end of 3rd grade and must score a 55 by the end of 4th grade.

Student Activities:

There was a variety of student activities that happened throughout the year. This year we focused on creating school spirit by designating Friday's as being "Blue and Gold" days. Students and staff were encouraged to participate and raise awareness of school pride. One of the highlights of this effort was seen at the district wide homecoming assembly held at the Fergus Field House. It was great to see every student in the district participating in this assembly.

3rd and 4th Grade Ski Days

With the help of our PTO and community donations we were able to take our 3rd and 4th grade students skiing this year. We had three very exciting days for each grade level at Showdown Montana. By the time we had finished all three days of skiing every student was going to the top of the mountain and skiing down. We had fantastic parent support and the folks at Showdown made our experience a great one.

Music Programs

Mrs. Kepler put on a variety of music programs for all of our students this year. They were energetic and engaging for all involved. She also coordinated our talent show this year which went like clockwork. It was great to see all of the kids perform.

Arts in Our Schools

We also had Cheryl Bannes visit our school monthly this year as our artist in residence. Students had a wonderful experience working with a variety of mediums and techniques. This was funded partially through our PTO and a grant through the Montana Arts Counsel. We look forward to having Cheryl back next year.

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Fundraising Efforts

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I Love to Read Month

We had a great time during February and I Love to Read Month. Mrs. Gruener and the staff had several activities planned to get students engaged in the love of reading. Our PTO also was involved during I Love to Read Month. They planned rotating activities for each grade level which integrated reading and a variety of art activities with books.

Pennies for Patients

Mrs. Jenness coordinated a fundraising effort for kids going through cancer treatment. The students at Garfield were asked to drop off spare change to support these students and their fight against cancer. The students also had the opportunity to purchase a strip of duct tape for \$5 which they could use to duct tape Mr. Lewis to the gym wall at our I Love to Read Month assembly. The Garfield students raised over \$200.

Field Trips

The PTO also funded our end of the year field trips to the Buffalo Jump outside of Ulm for our 4th grade students. Our third grade students went to the fairgrounds for Ag Day and went bowling to celebrate the end of the year.

Ice Cream Social

We held our end of the year ice cream social again this year. Unfortunately, we were rained out at the park so we held the event in the Garfield Gym. I would say it was another great success. We had door prizes for kids and parents, which included a gas card, pool pass, and Boys and Girls Club week. We had over 200 people show up to this event. It was a great way to say thank you to our parents and kids.

**LEWIS & CLARK
ELEMENTARY
SCHOOL**

Michelle Trafton

Lewis & Clark Elementary School

212 Crystal Drive
Lewistown, Montana 59457
406-535-2811



Michelle Trafton, Principal

2012-2013 Annual Report

Mission Statement: “We are here to Achieve, Believe and Care.”

Lewis and Clark Vision Statement:

Students attend Lewis and Clark to become life long learners equipped with skills that promote their best efforts, appropriate choices, and critical and creative thinking. High expectations and quality education assist in the development of focused, responsible students who strive for academic success and work to be productive citizens. Pride in our efforts to educate all of our students along with positive parental involvement helps create a caring school environment.

Attendance:

Our average daily attendance for the school year showed a slight decrease from the previous year, with student attending 94.53% of the days. There were 9 students that missed 10% or more of the total school days and the attendance rate equates to an average of 10 students absent every day. Due to the amount of material that is missed through excessive absenteeism we will continue to focus on positive attendance through our attendance policy, attendance at the After School Learning Center to make up school work, and communication with students and parents on the importance of attending school each day they are healthy.

Enrollment:

The following information represents our ending enrollment numbers for the given school years. This year we had a decrease of 19 students with a smaller 5th grade class moving into Lewis & Clark this year. We had a minimal number of students moving in or out during the school year.

	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08	2006-07
5 th grade	84	98	96	92	85	91	92
6 th grade	94	99	91	90	87	91	102
Total	178	197	187	182	172	182	194
Change (+ or -)	-19 students	+10 students	+5 students	+ 10 students	-10 students	-12 students	

Response to Intervention (Rtl):

Lewis and Clark continued their involvement in the Rtl process. The team attended three OPI Rtl workshops and an AIMSweb training during the school year. Our Rtl OPI Facilitator was Peggy Mathiason and we met with her administratively and with the K-6 team twice during the school year.

Through the Rtl process we met as a team once a month, held Student Data Meetings with all staff twice a month, and implemented our Rtl student folders for students in Tiers 1.5, 2, and 3. The folders include interventions, data, graphs, and documentation. In addition, individual teachers met with our Rtl team for consultation and additional student meetings. By attending workshops and trainings, meeting as a team and staff, and working with our Rtl Facilitator the Rtl process is continuing to develop and address interventions and progress for students who need additional or supplemental assistance. In addition, all K-6 elementary buildings have been accepted into Project REAL over the next two years to continue development of Rtl and braid this with MBI. There will be a K-6 leadership team and school based leadership teams involved along with staff training.

The Lewis and Clark team consists of Michelle Trafton, Cindy Gremaux, Jackie Rickl, Mari Beth Chamberlin, Lynn Lensing, and Jeff Russell.

Montana Behavior Initiative (MBI):

We continue to build upon the Montana Behavior Initiative at Lewis and Clark School. Attending the MBI Summer Institute last summer were Michelle Trafton, Jill Reed, Sandy Fox, Barb Fradley, Rachel Cole, Jeff Russell, and Amanda Kase. Our Lewis and Clark MBI Team includes Michelle Trafton, Sandy Fox, Jill Reed, Norine McKinney, Gretchen Conrad, Rachel Cole and Mari Beth Chamberlin. We meet quarterly to review and improve upon the MBI initiatives.

During this school year we have continued working with our SOAR Expectations of Safe, Organized, Accepting, and Responsible. The staff continually works with students on meeting those expectations and students are recognized individually with SOAR tickets when expectations are met. We also hold weekly SOAR drawings for tickets and student winners are rewarded throughout the year. In addition we have schoolwide SOAR rewards as students filled our "EAGLES SOAR" bulletin board with tickets. When the board was full of tickets the students were then rewarded as a grade level with a fun activity and treat. Students enjoyed this very much and did strive to meet SOAR expectations. Our Parent Teacher Organization (PTO) was very helpful with this program in supplying the ice cream treats. They also supported our SOAR and MontCAS reward of movie with treats at the Judith Theater.

Another program we worked on again this year was the Chain of Kindness. Once a week students in classrooms write down an act of kindness they have performed or that they have witnessed others performing. The act is written on a strip of paper that is then formed into a circle and linked together with several others. This is announced to students during morning announcements and students are involved as much as possible to celebrate the positive acts students are doing throughout the year.

We also continued the Lewis and Clark Service Council. We had 16 students involved each quarter and they met every other week with the principal. They were involved in making announcements to classrooms, greeting and touring School Board members around Lewis and Clark School, helping with teacher appreciation week, attending and participating in the School Board Roundtable, working for the good of others, assisting around the school, selling lollipops for service projects, and serving as positive role models.

The After School Learning Center was held every Monday, Tuesday, and Thursday after school with students attending each session to complete work. Students were able to voluntarily attend the center or could be assigned by a teacher or parent. We recognized a need for students to receive assistance with their school work and each week the center served 40-50 students.

We plan to continue our work in MBI with Michelle Trafton, Jeff Russell, Sarah Henson, and Chuck Cloud attending the MBI Summer Institute June 17 – 21, 2013.

Title I:

As a Schoolwide Title I school we met last year to devise a Schoolwide Title I plan to develop goals and objectives to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on the state's academic achievement standards.

To address those needs we will regularly review the progress of our school and students, participate in a comprehensive needs assessment and focus efforts to increase parental involvement. Consistent with the purpose stated above, all parents in a Schoolwide program school are encouraged to participate in parent involvement activities.

Our Schoolwide Title I team this year included Michelle Trafton, Jackie Rickl, Mari Beth Chamberlin, Tracy Conner, Cindy Gremaux, and Lynn Lensing. Lynn Franz is our parent representative.

School Safety:

Throughout the school year we work on school safety in a continual effort to ensure the safety of our students, staff, and school. This year we met quarterly as a Lewis and Clark Safety Team to review safety procedures, create emergency operations for our school, and schedule drills and training. Our Lewis and Clark Safety Team included Michelle Trafton, Nancy Hudson, Amanda Kase, Jill Reed, Tracy Conner, Dee Ann Buehler, and Teresa Majerus. We then met as a staff to update our Lewis and Clark Emergency Operations Manual. We have conducted drills throughout the year including fire drills and lockdown. In addition, Matt Lewis, Michelle Trafton, and Justin Jenness are working updates to the Standard Response Protocol Emergency Reference Guide for the district which will be finished during the next school year.

Student Achievement:

At our end of the year assembly we recognized 42 sixth grade students with Presidential Awards for Academic Excellence. This award is given to students who have earned a cumulative GPA of 3.5 and above during their fourth, fifth and sixth grade years and are proficient in either reading or math on the spring Measure of Academic Progress (MAP) test. Eight sixth grade students were recognized for Presidential Outstanding Achievement. The purpose of this award is to recognize 6th grade students who show outstanding educational growth, improvement, and commitment. This year we also recognized five students for perfect attendance and eleven students for outstanding attendance this school year.

AIMSweb Oral Reading Fluency (CBM)

We used AIMSweb to identify intensive, strategic and benchmark students in oral reading fluency. The chart below gives you a look at how the school year ended:

	<u>Intensive (at risk)</u>	<u>Strategic (some risk)</u>	<u>Benchmark</u>
5th Grade			
2008-2009	12%	18%	70%
2009-2010	11%	16%	73%
2010-2011	18.5%	17.4%	64.1%
2011-2012	18%	16%	67%
2012-2013	10%	15%	75%
6th Grade			
2008-2009	15%	13%	72%
2009-2010	13%	15%	72%
2010-2011	12.4%	12.4%	75.2%
2011-2012	18%	12%	70%
2012-2013	9%	15%	76%

Benchmark goals:

- The benchmark goal for fifth grade AIMSweb CBM was established at 143 or more words per minute on oral reading fluency by the end of the school year.
- The benchmark goal for sixth grade AIMSweb CBM was established at 161 or more words per minute on oral reading fluency by the end of the school year.

AIMSweb Math Computation and Concepts & Applications

We used AIMSweb to identify intensive, strategic and benchmark students in math computation and concepts and applications. The chart below gives you a look at how the school year ended:

	<u>Intensive (at risk)</u>	<u>Strategic (some risk)</u>	<u>Benchmark</u>
5th Grade Math Computation			
2012-2013	10%	15%	75%
5th Grade Math Concepts and Applications			
2012-13	10%	16%	74%
6th Grade Math Computation			
2012-2013	9%	16%	75%
6th Grade Math Concepts and Applications			
2012-13	9%	16%	75%

Benchmark goals:

- The benchmark goal for fifth grade AIMSweb Math Computation was established at a score of 30 by the end of the school year.
- The benchmark goal for fifth grade AIMSweb Math Concepts and Applications was established at a score of 13 by the end of the school year.
- The benchmark goal for sixth grade AIMSweb Math Computation was established at a score of 31 by the end of the school year.
- The benchmark goal for fifth grade AIMSweb Math Concepts and Applications was established at a score of 17 by the end of the school year.

MAP Testing

Measure of Adequate Progress (MAP) testing was continued for all students in both 5th and 6th grade. MAP was given three times during the year in math, reading, and language usage. The data from these tests help monitor progress of our students; is used to drive instruction; and is used as a predictor of possible achievement on the MontCAS tests. The testing also has become an opportunity for students to challenge themselves to make improvements from the fall, winter, and spring tests.

MontCAS Testing

The chart below shows the results of the MontCAS annual state tests as required by No Child Left Behind. This assessment measures students' mastery of the Montana Content Standards in reading and math. Below are the results for Lewis and Clark students during the 2012-13 School Year.

	Math		Reading	
	5 th Grade	6 th Grade	5 th Grade	6 th Grade
Advanced	34%	39%	59%	57%
Proficient	36%	27%	29%	31%
Nearing Proficient	12%	11%	8%	10%
Novice	18%	23%	4%	2%
2012-13 Measurable Objective (percentage of students at or above the proficient level)	90%		94%	

Student Activities:

Band and Choir

Our fifth and sixth grade students had the opportunity to participate in band and choir. We had 34 fifth grade students and 44 sixth grade students in band this year. Sixth grade band students walk to the high school for their classes and fifth grade students have band at Lewis and Clark in two class groupings. Each of the classes have band three times a week. We had 57 sixth grade choir students and they attended choir three times a week at Lewis and Clark. Fifth grade students all took general music and that class focused on music literacy, piano, and chorus. Concerts were well attended and students did an excellent job demonstrating growth throughout the year. Mr. O'Halloran started a Select Choir this year for 5th and 6th grade. We had several students participate and they put on an outstanding performance, along with all of our students, during the spring concert.

Athletics

Students also had the chance to participate in after school athletic events. Little Eagle volleyball, basketball and wrestling were available to interested students. Students were also able to take advantage of community sponsored athletics with soccer, football, jump rope, baseball, and softball. Mr. Daniels and the coaches did a great job again this year. We would like to congratulate all of our student athletes for their accomplishment and representing our school in a great way.

After School Learning Center

This year we held the After School Learning Center on Monday, Tuesday, and Thursday from 3:10-4:00. Students could volunteer to attend, be assigned by a teacher, or assigned by a parent. Students received assistance with their work and were given an after school snack and drink from our Parent Teacher Organization. The center was well attended with 4 to 20 students each session. We saw an improvement in attitude, work ethic, and grades in many of our students. There were also quite a few students who volunteered to attend as they like to get their work finished at school so they would not get behind in their classes. They also like receiving help with their work. In addition, individual teachers also had students working in their classrooms many days after school.

Service Council

We had 63 students involved in Service Council this over the four quarters this year. Students wrote a speech on why they wanted to be involved in Service Council and presented that speech to their class. The class then voted on their representative and two students per classroom participated each quarter of school. They met every other week with the principal and were also involved in making announcements to classrooms, helping with teacher appreciation week, touring School Board members, attending and helping with the School Board Roundtable, working for the good of others, assisting around the school, selling lollipops for service projects, and serving as positive role models.

Geography Bee

In January we held our annual Geography Bee. The 16 participants from various classrooms were: Mason Harrison, Rebecca Bawden, Caleb Russell, Emily Cunningham, Erin Frank, Jaden Schultz, Walker Miller, Ryker Melton, Joel Brulla, Caleb Myers, Sam Fulbright, Jessica Bolton, Trevor Sturgill, Bradley Vaughn, and Greydon Crites. The Bee was held at the Fergus Center for the Performing Arts and the students were asked a variety of geography questions. Our Geography Bee Champion this year is Bradley Vaughn.

Ice Fishing and Fish, Wildlife, and Parks Program

January also brought ice fishing to our students. The Fish, Wildlife, and Parks program sponsored ice fishing for all of our 5th grade students out at Big Casino Creek Reservoir. They were met by the Fish, Wildlife, and Park staff and instructed on how to bait the hook, set the line, and set the hook. We had many students that had never gone ice fishing before so it was great to get the exposure to this interesting sport. Fish, Wildlife, and Parks have also been part of our science program in the classroom with fly tying, fish jeopardy, fish dissection, and fish lure making. We are very thankful for their contribution to our school and students.

Art in the Schools

We have been very fortunate to have the Art in the Schools program at our school. This started in October as well and is sponsored by our Parent Teacher Organization. Cheryl Bannes has come to our classrooms once a month teaching students various art techniques of weaving, cartooning, proportions, sculptures done by Deborah Butterfield, and collage. Throughout these lessons we really look forward to seeing the art techniques and skills in our student work.

Spelling Bee

February started us out with our Lewis & Clark Spelling Bee at the Fergus Center for the Performing Arts. We had participants from each classroom including: Ryker Melton, Caden Olson, Troy Parsons, Emalee MacBlane, Libbey Jenness, Madison Nason, Collin Comes, Darian Johnson, Caleb Russell, Summer Forrest, Mason Harrison, Noah Kirsch, Abigail Wentworth, Natalie Bourne, Kody Dengel, and Nathan Kindzerski. Caleb Russell is our Lewis & Clark Spelling Bee Champion this year and went on to the Fergus County Spelling Bee along with Summer Forrest, Ryker Melton, Caden Olson, Abigail Wentworth, Natalie Bourne, Emalee MacBlane, Troy Parsons, Nathan Kindzerski, Noah Kirsch, Collin Comes, and Kody Dengel. The spellers did a fantastic job up on the big stage spelling some very complex words!

Outdoor Essay

The Outdoor Essay competition was also held in February. Students wrote an essay in their Reading/Language classes at Lewis & Clark about an outdoor event. There were topics ranging from great fishing/hunting trips to snowboarding. Those essays were submitted to Walleyes Unlimited and several winners from Lewistown and surrounding areas were chosen. Lewis & Clark winners included Troy Lewellen, Dylan Gatz, Duane Otto, Nicole Prindle, Trevor Sturgill, Logan McQuinn, Kelli Mathison, Kiara Groves, and Megan Sweeney. In addition, the Grand Prize Runner Up was Madison Nason! We thank Walleyes Unlimited for their support of this program.

Earth Day

The Earth Day Contest results came back in April and we had several 6th grade students place in the contest. The winners were Jaden Schultz, Greydon Crites, Caleb Myers, Jordan Sisneros, Grace Holzer, Isabella Lewis, and Alex Ford. It was exciting to see that our students did so well in this artistic contest.

I Love to Read Month

The entire month of February was dedicated to "I Love to Read" month through our school libraries and classrooms. The theme this year was, "Read the Most from Coast to Coast" and we had a variety of activities throughout the week to promote the love of reading. 5th and 6th grade students took part in "Reading Buddies" and took busses over to Highland Park School where they read to Kindergarten, 1st and 2nd grade students. The students in both schools really

enjoyed this and got exposure to all kinds of new books. Lewis & Clark students surpassed their goal of 2,000 Accelerated Reader points for the month of February and received a school wide treat!

World Tour

The 6th grade students and teachers put on a world tour for the first time this year. The students created a presentation on a country including a flag, poster with facts, 3D model, and many students had artifacts or food samples from their country. The students displayed their project on a desk or table within the gym or classrooms. Community, families, and Garfield students were invited to attend the tour. Students did a fantastic job of educating others about their country and learned an immense amount about their location and all other countries represented.

Wax Museum

The 5th grade students and teachers put on the annual Wax Museum again this year and had a wonderful turn out of visitors and talent. Students created a report, poster, background, and costume as they depicted the deceased person in history. Parents and community members were invited to attend. The students took great pride in their work and received overwhelming accolades about the effort they had put into this project! It was a wonderful presentation of their work and talent as well as an enjoyable community event.

Talent Show

We held our 2nd Annual Talent Show this year. There were 16 acts and 25 students involved. Students performed in several different types of acts such as singing, dance, jump rope, pogo stick jumping, bubble blowing, and comedy. We had a wonderful display of talent and the all of our students, parents, and community in attendance seemed to thoroughly enjoy the Lewis and Clark talent!

Parental Involvement:

The K-8 Parent Teacher Organization (PTO) and their many volunteers continued to provide impressive support at Lewis and Clark this year. They provided parents to help organize our school pictures, organize and run our fall fundraiser, volunteer during our Book Fair, oral reading fluency testing, & Judith Theater movie reward, provide treats for our Schoolwide SOAR rewards, After School Learning Center, and during MontCAS testing. They also funded field trips such as the 5th grade trip to Helena to tour the capitol and museum and their journey on the Charlie Russell Chew Choo. The 6th grade adventures included Zoo Montana, Moss Mansion, and Historic Fort Benton. They also funded Montana SHAKES (Shakespeare in the Parks Program) for 5th and 6th grade at Lewis & Clark. PTO has also hosted Family Movie Night at our school for students and parents. In addition, the PTO Spring Field Day for all schools was held at the Fergus High Field House and was well attended with students and parents enjoying a night of fun.

In addition, through the great amount of effort and dedication to our schools, the PTO has fundraised to allow teachers to request supplies for their classroom and for their grade level. PTO is also very involved in our Teacher Appreciation Week with bringing treats and special gifts for all staff. Our staff truly appreciates the kindness and dedication of PTO volunteers that contribute their time, energy, and care to our students, staff, and schools. We are very fortunate to have PTO involved with our schools; they contribute so much to our continued success.

Parents have also been involved in our school throughout the year with the Parent/Student Orientation and Open House the day before school starts, Parent/Teacher Conferences (about 97% attendance), volunteering during school events such as fish dissection, lure making, fly tying, cow eye dissection, ice fishing, Charlie Russell Chew Choo/Museum, Zoo Montana & Moss Mansion, and Historic Fort Benton. The majority of 5th and 6th grade parents attend the Wax Museum and World Tour as well as a number of community members.

We continue to communicate with parents through our K-6 Orientation/Open House at the beginning of the school year to introduce/update parents about several programs in our schools including RtI, MBI/Bully Prevention, Title I, assessment, programs, and K-6 procedures. The continual collaboration between schools has been very positive for parents, students, and staff. We also inform parents through the Refrigerator Reminders that outline the information and events throughout each month and through our website with calendar dates and pictures of events. We have received very positive feedback about the reminders and requests that information continues to be sent in that fashion as it provides important information that parents are easily able to access.

**LEWISTOWN
JUNIOR HIGH
SCHOOL**

Tim Majerus

**Lewistown Junior High School
Annual Report
2012-2013
Tim Majerus, Principal**

Our motto at Lewistown Junior High School is “Where enthusiasm and excellence collide.” During the 2012-13 School Year we strived to maintain academic excellence while creating an environment of enthusiasm. Though we have had a number of new staff over the last couple years, we believe we continue to provide the best educational opportunities and environment for our students. The staff at LJHS takes very serious their task of transitioning elementary students into high school. The junior high years are extremely critical in helping students understand who they are and what they are capable of achieving. We strive to provide an educational environment to accomplish this and to provide students with the skills to have a successful transition into the high school.

This annual report will provide a summary of the staff, activities, and academics of Lewistown Junior High School.

STAFF

The staff FTE of the Lewistown Junior High School for the 2012-13 School Year remained the same with four new teachers and one new Paraprofessional. The STAR Room, which is housed at the Junior High, had one new teacher and one new Paraprofessional.

The following made up the staff at the junior high:

Principal:

Tim Majerus

Certified Teachers:

Chad Armstrong - Health Enhancement (0.5 FTE)

Brad Breidenbach - 7th Grade Computer Applications/8th Grade Social Studies

*Matt Donaldson - 7th Grade Math

*Candi Dunn - 8th Grade English

Mandy Eike - FACS

Krystal Ferguson - Art/8th Grade Social Studies

Suzie Flentie - 8th Grade Science

Barb Fradley – Library Media Specialist (0.25 FTE)

*Troy Henderson - 8th Grade Special Education

*Courtney Jensen - 7th Grade Special Education

*Liz Pettit - 7th Grade Social Studies

Teresa Majerus - Counselor (0.5 FTE)

Kim Miller - 7th Grade English

Steve Paulson - 7th Grade Science

Bethany Rogers - Music

Katherine Spraggins - 8th Grade Math

Secretary:
Christy Rogers

Para-professionals:
Jenifer Blazicevich
Barb Sauby
*Vicki Rife
Kim Wiegert

Custodial:
Steve Kelly
Gary Knox

Star Classroom Staff:
*Amber Fleming
Trissy Durbin
*Cynthia Silva

Kitchen Staff:
Jan Mane
Sherri Sebek
Denise Williams

*New staff at the Junior High.

At the end of the school year we had several staff that had decided to move on to other positions: Courtney Jensen, Bethany Rogers, Liz Pettit, Amber Fleming, and Cynthia Silva.

ENROLLMENT/ATTENDANCE

This was our second year of a newer attendance policy to help prepare our students for the rigorous attendance policy at the high school. Our policy focused on maintaining at least a 90% attendance. Students exceeding this minimum were required to attend Saturday School sessions. The student attendance rate was very similar to last year's with an average attendance rate of 93.67%. (This includes all absences from the classroom except those for school related activities).

The following is a breakdown of our attendance:

96 students averaged less than 10 absences.

86 students averaged between 10 and 19 absences.

16 students had more than 20 absences during the school year.

School Enrollment for the 2012-13 School Year:

The Junior High average enrollment for the school year was 102 students in the 7th grade and 90 students in the 8th grade. The 7th grade had three students move away while the 8th grade had five.

ACADEMIC PERFORMANCE

Response to Intervention (RtI) - This year's RtI team continued to build upon our previous progress. The team, made up of Candi Dunn, Krystal Ferguson, Liz Pettit, Kim Miller, and Katherine Spraggins, focused on the areas in which we needed to improve upon to advance in the RtI implementation. At the end of the 2011-12 school year LJHS was classified as an Exploring "B" school on the RtI implementation scale. By the end of the 2012-13 school year we had jumped a full level to an Implementing "B" school. It's so rare that schools make this large of a jump in one year that OPI reviewed our data to see if it was correct. After further review they determined that we indeed made that large of a jump. The areas that we improved upon to make this jump were to implement further progress monitoring of students, data collection and evaluation by all staff, and administrative leadership. The greatest jump was in how we evaluated our data and the involvement of all staff.

The **After School Learning Center** continued to be a valued tool for students who struggle to complete work. Students were either assigned a 30 or 60 minute session. This allowed those who got to work to leave after they had gotten their work done. Barb Sauby continues to provide much support to students needing that extra help. This year a variety of teachers helped as needed. On average about 10 students per night are assigned ASLC. The After School Learning Center is open to all students and staff members; however it is not limited to those rooms after school. All teachers can be found working with students in their individual classrooms.

Common Study Time - One of the biggest changes this school year was the addition of a Common Study Time (CST) at the end of the day. This 30 minutes of common time helped students to organize their homework from the day, seek help from a teacher on concepts they may have missed during the day, and provided a meeting time in which all students who wanted to, could meet. Prior to this our club meetings were taking place during lunch.

Student Assessment - LJHS continues to utilize the MAP testing three times a year to benchmark students as an indication of how they will perform on the MontCAS test in the spring. The data from the MontCAS testing was evaluated by the staff and compiled in data booklets. These booklets made the data readily available during grade level meetings, parent meetings, and RtI meetings. This year the Junior High also utilized AIMSweb to progress monitor students. Tier 1 students were monitored ever week, Tier 2 were monitored twice a month, and the Tier 3 once a month. Each month the team of intervention teachers met to discuss progress of the Tier 3 students and the effectiveness of the intervention. The fidelity of the implementation of these programs were monitored with the use of pacing logs in which teachers documented the daily lesson and student progress.

The MontCAS continues to be the Criterion Reference Test (CRT) used by the State and District. Prior to the MontCAS testing students visited with their homeroom teachers to review their MontCAS and MAP scores over the last three years. From these scores they were asked to set goals for this year’s assessment. The students were also given an extra incentive of a drawing for two Nook Tablets from the names of those who maintained their perfect score or showed significant improvement. Though our students continue to score above the state average our grade level scores decreased slightly in some areas while increased in others. In comparing the 8th grade scores to their 7th grade scores from last year, they increased slightly in math and decreased two percent in Reading. With between 90-100 students in each grade a percent change represents approximately one student.

2011-12	READING				MATH				SCIENCE	
	7 th LJHS	7 th State	8 th LJHS	8 th State	7 th LJHS	7 th State	8 th LJHS	8 th State	8 th LJHS	8 th State
Advanced/ Proficient	95%	89%	96%	88%	79%	68%	79%	66%	76%	67%
Nearing Proficient/ Novice	4%	11%	4%	12%	21%	33%	20%	34%	24%	33%

2012-13	READING				MATH				SCIENCE	
	7 th LJHS	7 th State	8 th LJHS	8 th State	7 th LJHS	7 th State	8 th LJHS	8 th State	8 th LJHS	8 th State
Advanced/ Proficient	90%	84%	93%	84%	81%	70%	80%	63%	77%	65%
Nearing Proficient/ Novice	10%	16%	7%	16%	19%	30%	20%	36%	24%	35%

STUDENT ACTIVITIES

At the Junior High we stress the importance of school involvement. For this reason we offer a number of clubs and activities to help students get involved beyond the classroom. Clubs and activities have proven to give students a greater sense of belonging to a school. This sense of belonging helps students with better attendance and better grades. When they take an active role in representing the school or in showcasing our work to the community they gain a sense of pride that carries over into the classroom. Of course no activity or club is successful without the dedication of the advisors who put in the extra time to provide these opportunities. The following is a list of the clubs and activities provided to our students.

The two leadership/service clubs at the Junior High continue to be **Student Council and Builders Club**. This year's student council president was Kayla Irish and Builders Club president was Mikayla Comes. Mrs. Eike was joined by Mrs. Ferguson as advisors for the student council and Mrs. Miller was the advisor for Builders Club. Both groups meet on a regular basis and strive to offer activities for the students and raise money to benefit the school. The Student Council puts on dances and organizes the ever popular Homecoming Spirit Week. During this week the council members come up with 5 theme days for students to show their spirit. Each day class winners were selected for an overall winner for the day. At the end of the week a grand prize was awarded from a drawing of the daily winners. During Teacher Appreciation Week the student council provided a small token of their appreciation during each day of the week. The Builders Club is a service club that looks at ways in which they can help the school and community. Club members operate the student store. Proceeds from the store go to purchase items to make the school a better place for the students. This year the Builders Club helped fund the purchase of a picnic table to honor former teacher Bob Oldenburg. The table will be placed behind the Junior High School. One of the biggest projects of the year was a Spirit of Christmas canned food drive for the Community Cupboard. The Builders Club is the start-up program for Key Club at the high school.

Math Counts continued to have a strong group of students and met on a weekly basis under the leadership of Katherine Spraggins. Initially 25 kids started the program and we had approximately 18 kids who took to the test to participate on the team. The students started in the second week in October and finished up mid-March. The competing team members were selected in December after the school test. At the Chapter competition in February, the team took first place with Jonathan Chen bringing home the first place trophy. Mikayla Comes placed 7th and Willow Crites was 8th overall. Though these two students weren't part of the designated team they were able to go to the State competition and compete individually. At the State competition Jonathan Chen earned the 9th place trophy.

Choir, Select Choir, Band and Jazz Band

The greatest change in the music program this year was moving our choir concerts to the junior high auditorium. This use of our facilities had a number of benefits, most important of which was the atmosphere of the smaller venue. The band concerts continued to be at the high school. Both choir and band concerts were well attended by parents and family.

The LJHS **Ski Club** had a new advisor with Mrs. Pettit. Even though we had a school wide ski trip for both 7th and 8th grade students, the ski club continued to be a popular winter activity. By joining ski club for the membership fee of \$35, students have the opportunity to join the club on one or all of the ten scheduled trips to Showdown. The membership covers the cost of transportation. Students are still responsible for rental cost and the cost of lift tickets for each day they travel. This year 72 students took advantage of the ski club opportunity.

Service-Learning projects continued to be a positive opportunity for students at LJHS. Given back to our community helps gain a sense of responsibility and helps our community see a value in our students. Students and staff found a number of ways to help our community:

Science - Mr. Paulson and his students helped out in many ways. Early in the year his 7th Grade students continued their project of sampling and measuring Spring Creek in the Brewery Flats area. His classes also completed measurements of the bottom of the Frog Ponds. Their data will be used to draw a map of the bottom of the ponds. From this they are able to calculate the amount in which the ponds are filling with sediment. Mrs. Flentie and her GIS club have done several projects for the community. One of the biggest projects this fall was the identifying and mapping of weeds along the city trail system.

Flannel Board Stories- The 7th grade FaCS students continued their tradition of preparing and presenting flannel board stories to the elementary schools, library, Head Start and home day care facilities. Each student selects a children's story to recreate using flannel cut outs of the characters. They then present the stories to children throughout the school year.

FaCS Service Project – Mrs. Eike's Fun with Fabrics class continues to create pillows for surgery patients and blankets for newborn babies. These projects continue to be beneficial for both the hospital and our students.

Veteran's Day Assembly – LHJS presented its 11th Veteran's Day presentation. This year's program may have been bigger and better than past presentations. Much of the focus was on student created writings and performances. Again this year the District provided bus service from the Yogo Inn. The Yogo Inn provided free coffee and desert for all that attended. This year the number of people riding the bus increased and two buses were needed. The overall attendance was excellent with hardly a seat open. One of the most common statements from those in attendance was that they could hear the speakers much better than previous years. The addition of a new sound system helped make this happen. LJHS feels honored to have the Veteran's Day Assembly. It is our way of honoring those that have given so much to our nation. This year our guest speaker was Montana Speaker of the House, Mike Milburn.

Running Club was offered for two seasons; fall and winter. Teresa Majerus oversaw the fall running club. During the fall the running club gives boys the opportunity to participate in something very similar to cross-country. A highlight of the fall running club is the opportunity to compete in the home cross-country meet. The winter running club continued to be a big success under the guidance of Suzie Flentie. This group of students meets after school on Mondays and Thursdays, between the winter and spring sports seasons. This spring the School Board approved the addition of Boys Cross Country as a sport for next fall.

The **GIS Club** involves Geographic Information Systems Software and Geographic Positioning System Units. This group meets every Monday morning to learn the GIS software and to work on a variety of projects. This fall the GIS club mapped the weeds along the city trail system. In the spring the loyal members of the club took a trip to Bozeman to visit the physics lab on MSU campus and participate in a Geocache.

The last day of school was busy with both our **Talent Show and Scholastic Awards Ceremony**. Eleven acts performed during the talent show, down slightly from last year. Thirty-two students were honored with the first year **Scholastic Award** in which a student has to have a 3.5 grade point average or above for the past four quarters of school. Twenty-one students received the second year award for meeting a 3.5 grade point average or above for the past eight quarters of school. In addition each year, two students are selected for the DAR award. These two 8th graders are selected by staff and are exemplary of positive attitudes and a willingness to put forth an extraordinary effort. This year's DAR award winners were Siri Pederson and Haiden Collins.

The **Parent Teacher Organization** (PTO) of LJHS again supported the eighth grade dance, provided treats for the after school learning center, and treats for all students throughout the school year. They purchased a variety of items for each classroom with an emphasis on areas that typically don't gain PTO support. They provided support to buy student assignment books for all students during the school year. They also provided the funding for the prizes for our MontCAS score improvement incentive program. In November students participated in Cookie Dough sales to raise money for the PTO. This was our second year of the fundraiser. It continues to be extremely successful.

LJHS... "Where Excellence and Enthusiasm Collide"

**FERGUS
HIGH
SCHOOL**

Jerry Feller



Fergus High School – Office of the Principal
201 Casino Creek Drive, Lewistown, MT 59457

FHS ANNUAL REPORT
2012 – 2013

“Excellence Today, Success Tomorrow”

Fergus High School was under the third year leadership team of Mr. Jerry Feller, Principal and Mr. Jeff Elliott, Assistant Principal. We enjoyed many exciting times and our kids enjoyed many positive outcomes in many different areas of our school community. As a school, we continued to strive and meet the needs of our students as we continually aim for outstanding individual and group achievements. This report is a brief synopsis of the many highlights, goals or happenings of this past year along with a few facts that were compiled during the course of the year.

This report begins by listing all of the staff at FHS. The staff at Fergus High School is truly a great bunch of people to work with. They are very committed to their work and the students at FHS. I would personally like to take this opportunity to thank them all for making Fergus High School a great place to work.

The staff of Fergus High School for the 2012-2013 School Year was comprised of the following.

Sandy Armstad	Chad Armstrong	Luke Brandon
Doug Braulick	Sherry Breidenbach	Meggan Cirrincione
Loren Drivdahl	Karen Durbin	Victor Feller
Jeff Friesen	Gary Gebert	Justin Guyer
Holly Heser	Troy Hudson	Diane Lewis
Leslie Long	Jared Long	Mike Mangold
Brandon O’Halloran	Steve Olson	Karl Ortman
Linda Rinaldi	Newell Roche	Robert Rutledge
D.K. Slagel	Melanie Smith	Jessica Sower
Rhonda Stenseth	Brett Thackeray	Jim Daniels
Connie Bowen	Gayle Foster	Justin Jenness
Terry Lankutis	Robin Moline	Wendy Pfau
Jean Rogan	Susan Rutledge	Betty Sanders
Shari Tindall	Noah Vallincourt	Angela Woolett
Tiffany Wright	Joel Bennett	Mike Kilby
Steven Rowe	Shawn Schuchard	Karen Hansen
Debra Johnson		

New staff member hired for the 2012-2013 school year.

Karl Ortman – Band
Meggan Cirrincione – English
Jessica Sower - English
Steven Rowe – Custodian
Noah Vallincourt – Aide
Gayle Foster - Aide

HIGHLIGHTS FOR THE 2012-2013 SCHOOL YEAR:

- ☰ **STUDENT LEADERSHIP** – The leadership from our student body leaders was outstanding throughout the school year and continued that tradition under the first year leadership of Mr. Luke Brandon and Mrs. Angela Woolett. The Student Body President Jarrett Guyer and Vice-President Kaitlyn Kindzerski did an outstanding job of bringing our students and staff together.
- ☰ **GRADUATION 2013** – The 113th graduating class celebrated Commencement Exercise on May 26th, 2013. Our music performances were awesome, our student speeches were outstanding and our Commencement Address by John Moffatt, a past School Administrator of the Lewistown Schools, was truly memorable. This was again the first-class community celebration it is expected to be. The traditions of our ceremony include the “showcasing” of graduates by the faculty members and the wearing of gowns by the graduates, teachers, Administration and School Board. This year three students received the Valedictorian award: Jarrett Guyer, Nathan Kennedy and Elizabeth Wright. All students finished with a 4.0 GPA and met the Honors Curriculum requirement along with the additional four AP classes and a minimum of 26 credits.
- ☰ **FERGUS HIGH ACCREDITATION** – In November we were notified that the high school would again receive exemplary accreditation through the Northwest Association of Accredited Schools (NAAS). As a leader in the state, Fergus High School has worked to maintain high standards, with the NAAS recognition indicating a high quality of excellence. Fergus High School (Fergus County High School) has been accredited by the Northwest Association of Schools, Colleges and Universities since 1920. A school visitation was top priority in maintaining exemplary accreditation for the 2012-2013 School Year.
- ☰ **CLUBS & ACTIVITIES** – Fergus High School has many things to be proud of when it comes to our club and non-athletic groups. Our staff has helped create many strong vocational, academic, artistic and athletic groups. Our traditional groups such as F-Club, Student Council, Weight Club, Ski-Club, Spanish Club, Mentoring, Band, Choir, HOW Club, Key Club, National Honor Society were all very successful along with our vocational clubs such as FCCLA, BPA, FFA and Skills/USA.
- ☰ **PRINCIPALS CUP** – This year, for the second straight year the Fergus High School Team took first at its regional meet, qualifying them for the State competition. Fergus High School took second place with another strong showing. The 2013 first place regional team consisted of: Nathan Kennedy, Jonathan Skipper, Aidan Stansberry, Maida Walters and Jacob Klingaman. Runner up team included: Jarrett Guyer, Elizabeth Wright, Gabrielle Casini, Carl Wright and Dalton Jensen. At the State meet we were represented by Nathan Kennedy, Jonathan Skipper, Elizabeth Wright, Jarrett Guyer, Aidan Stansberry and Maida Walters.
- ☰ **MUSIC** – With the leadership of Mr. O’Halloran and Mr. Ortman our music department continues to accept the challenge of offering many opportunities to the students of FHS. For the third year we offered Jazz Band and Choralaires as a zero hour class that begins each day at 7:15 AM. Fergus High School was represented at the All-Northwest Music Convention in Portland, Oregon, by Nathan Kennedy and Dillon Westhoff, who were selected to perform with the All-Northwest Jazz Choir.
- ☰ **“BLUE-GOLD” LEADERSHIP BREAKFAST** - This spring’s 26th annual FHS Blue-Gold Leadership Breakfast continued its reputation as a showcase event. Dr. Godfrey Saunders, a retired school administrator from Bozeman, was our honored guest and speaker. Student Council Advisor Mr. Luke Brandon, Student Body President Jarrett Guyer, Vice-President Jessica Kindzerski, and the rest of the Student Council did an excellent job maintaining this tremendous tradition.
- ☰ **OTHER POSITIVES** – Fergus High School received for the 2011 and 2012 school year the first ever Central Class A Schools Conference Cup Champion. This award takes into consideration place finishes in the Divisional Tournaments and student academic success.

- ☰ The Eagle Renaissance program continues to provide students with many incentives for good behavior and academic success. On average over the past four quarters – 94% of Fergus High School students apply each quarter to receive this award. Students receive the following card by percentage: (Gold Card – 8.1%; Blue Card – 28.4%; Silver Card – 20.5%; and White Card – 19.8%; Do not receive card -17.2%).

OTHER VALUABLE FERGUS HIGH STATS:

- ☰ **STRONG EDUCATIONAL COMMITMENT** - 18 of 31 certified staff have attained advanced educational degrees (a Master's Degree or higher), along with other staff members that are currently working toward attaining their Master's Degrees in the near future. The average tenure of the FHS teaching staff was 19.6 years with 11.9 years commitment to the Lewistown Public Schools.
- ☰ **ATTENDANCE & ENROLLMENT** - Student attendance is excellent with figures showing an overall attendance rate of 94.7 %. If you would include school related and medically verified absences we had an attendance rate of 90%. Our October enrollment was 362 while the February enrollment was 352. Last year those numbers were 364 and 346 respectively. The October 2012 enrollment by class included: 90 freshmen, 97 sophomores, 83 juniors, and 92 seniors. The February, 2013 enrollment by class included: 90 freshmen, 93 sophomores, 80 juniors and 89 seniors.
- ☰ **TRANSFER IN INFORMATION** - Fergus High School had 26 students transfer in or re-enroll during the school year (compared with 15 students in 2011-2012). Of those 26 new students: 4 transferred out later with 1 of those 4 dropping out-of-school. We also had 2 foreign exchange students for the 2012–13 School Year.
- ☰ **TRANSFER OUT OR DROPOUT INFORMATION** – Fergus High School had 21 students leave school during the 2012–2013 School Year. Ten students dropped out of school (of those 10 students 5 signed up to take the GED test. Of those 5 students that signed up to take the GED, 0 have successfully completed that task.), 1 signed up for homeschool, 9 moved in the state of Montana and reenrolled in a public school, 1 moved out of state and reenrolled in a public school. Zero students were expelled for the 2012-2013 School Year.
- ☰ **SENIOR CLASS ATTENDANCE INFORMATION** – The senior class has had a total of 123 students enrolled at one time or another over the past four years. Of those 123 students, 87 graduated at FHS, 10 dropped out of school, 2 enrolled in a home school, 2 foreign exchange students, and 15 transferred to another high school.

PROFILE OF THE CLASS OF 2013

The Class of 2013 and its original 103 members entered Fergus High in August 2009, with many high expectations and goals. By the time their tenure was completed, another 11 students had transferred in becoming graduating class members. At graduation the class was smaller with 87 members obtaining Fergus High diplomas.

Fergus High School celebrated its 113th anniversary this school year with the Class of 2013 being our 113th graduating class. (27th here at the Fergus High School Fieldhouse)

Of the original 103 class members: (Students enrolled as Freshman)

- Eighty-seven members graduated this spring with 76 members spending all four years at Fergus. Three members of this class were original class members who spent part of their high school years at another school before transferring back to FHS.

Of the 19 class members who transferred in:

- Eleven members graduated at Fergus High.
- Eight members of the 19, who transferred in, did not graduate locally. Two of the transfer members were part of the foreign exchange program and 5 transferred out to another high school.

Other Class of 2013 Information: (87 graduating students)

- Forty-seven members of the Class of 2013 graduated as honor roll students.
- Twenty-one members of the Class of 2013 finished our Honor's Curriculum, which requires students to successfully complete our college prep curriculum and four years of math, science, and English, along with 2 years of foreign language, and 2 advanced placement classes.
- Eleven members of the Class of 2013 are National Honor Society members.
- The mean average grade point average for the Class of 2013 is 3.00.
- In order to be considered a student in the "Top 30", a member of the Class of 2013 needed to have earned an overall GPA of 3.42, while a "Top 10" student required a 3.83 GPA.
- Of the eighty-seven graduates in the Class of 2013, fifty-five are planning on attending a post-secondary college or trade school.
- Thirty-five seniors are currently planning on attending a four-year college or university next fall. Twenty-eight will attend in-state institutions; with ten attending Montana State, eight the University of Montana, five to MSU – Billings, two to Carroll, one to Western, one to Montana Tech and one to the University of Great Falls.
- Twenty seniors will attend a two-year college or trade school.
- At graduation time, forty-two graduates of the Class of 2013 have received scholarships, accounting for just under 50% of our graduating class.
- At graduation, members of the Class of 2013 have received about \$95,000 in local scholarships for their first year of college. In addition, these seniors had earned the opportunity to receive an additional \$1,105,000 for their sophomore, junior, and senior years in college. That brings the grand total for this class to almost \$1,200,000 in future scholarship moneys.

- Over the past four years, our seniors (athletes and students) have been participants in activities programs that have earned seven state trophies, three of which were state championships. They also have brought home twenty-three divisional trophies, eleven of those as divisional champions.

Class of 2013 - Summary Information – Exit Survey – Given to the Class of 2013 Seniors.

What area(s) do you plan to pursue immediately after high school?

4 year College	39	50.7%
2 year College	8	10.4%
Voc/Tech School	9	10.1%
Work Full Time	16	20.8%
Work Part Time	9	11.7%
Apprenticeship	3	3.9%
Military	8	10.4%
Other	5	6.5%

Was the school helpful in the selection of a path to follow after graduation?

Yes	31	40.3%
No	45	58.4%

Did school make learning exciting and encourage you to continue your education?

Yes	35	45.5%
No	40	51.9%

Were enough electives classes offered for you to explore different career opportunities?

Yes	39	50.6%
No	38	49.4%

Do you think you will be able to find a job that can support you?

Yes	68	88.3%
No	9	11.7%

Did you ever experience significant harassment for other students?

Yes	27	35.1%
No	50	64.9%

Did you have a positive learning experience at FHS?

Yes	52	67.5%
No	24	31.2%

Your teachers generally held high standards and demanded quality work.

Excellent	8	10.4%
Good	29	37.7%
Average	32	41.6%
Below Average	3	3.9%
Needs Improvement	5	6.5%
No Response	0	0.0%

You feel FHS provided a safe and drug-free environment.

Excellent	7	9.1%
Good	16	20.8%
Average	25	32.5%
Below Average	18	23.4%
Needs Improvement	11	14.3%

You feel prepared for the transition to college or the workplace.

Excellent	12	15.6%
Good	24	31.2%
Average	23	29.9%
Below Average	9	11.7%
Needs Improvement	9	11.7%
No Response	0	0.0%

FHS provided you a strong foundation in the use of technology.

Excellent	11	14.3%
Good	25	32.5%
Average	26	33.8%
Below Average	9	11.7%
Needs Improvement	6	7.8%
No Response	0	0.0%

EXCELLENCE TODAY, SUCCESS TOMORROW



FERGUS HIGH MISSION

The mission of Fergus High School is to challenge and prepare students to become enthusiastic lifelong learners, problem solvers and contributing members of society. Our students will be empowered to make a living, make a life, and make a difference.

FERGUS HIGH VISION STATEMENT

The staff at Fergus High School, along with parents and community members, recognizes their critical role in providing educational opportunities for all students. They are dedicated to establishing and maintaining a safe environment which fosters a positive attitude and a commitment to excellence. As a result, all students at Fergus will be challenged to develop their social, personal, and academic talents to the fullest extent possible. Particular emphasis will be placed on those skills which are necessary in order to become a happy, productive and contributing citizen of the 21st century.

FERGUS HIGH SCHOOL BELIEF STATEMENTS

1. **SAFE SCHOOLS** – All students and staff will contribute to a safe, drug/alcohol free learning environment.
2. **CRITICAL AND CREATIVE THINKING** – All students will develop critical and creative thinking skills.
3. **POSITIVE SELF IMAGE** – All students will be valued and respected as individuals.
4. **SCHOOL TO CAREER** – All students will develop needed academic, technical and life skills for the transition from school to work.
5. **RESPONSIBILITY** – All students will take responsibility for their behavior and their learning.
6. **SOCIAL SKILLS** – All students will develop social skills and appropriate behavior that assist in becoming responsible citizens.
7. **STUDENT SUCCESS** – All students will learn, achieve and succeed throughout their lifetime.
8. **STAKEHOLDERS** – All members of the school community will be included in the decision-making process.
9. **PARTICIPATION** – All students will actively participate in academics and the global community can develop honesty, integrity, and respect for themselves and others.

ACTIVITIES



**FERGUS HIGH
SCHOOL**

Jeff Elliott

Fergus High School
Activities
1001 Casino Creek Drive
Lewistown, Montana 59457
(406) – 535 – 2321

2012-2013
Year End Report

This past year of “Golden Eagle Activities” was again a very successful and exciting one with many exceptional individual and team performances and accomplishments. As we have mentioned before, we feel our activities are providing the educational experiences needed to develop strong individual citizens through this “other half of education”. Again, as in the past years, the many outstanding efforts within the activity program brought our student body together and generally enhanced the overall attitude and educational atmosphere of the school and community.

Special thanks go out to everybody involved, especially Jim Daniels and Wendy Pfau. From pre-season to post-season, we had the support, the guidance, and the organization from our Athletic Director and his office secretary for our schedules, travel time, home events, and divisional and state trips on through our awards nights. Thank you for your time in supporting the students of Fergus High.

Some of the many HIGHLIGHTS for the 2012-2013 School Year include:

The Academic All State Awards sponsored by the Montana Coaches Association (MCA) reinforce the importance of academics to our student athletes. To qualify for an award, an individual must earn a varsity letter in athletics and maintain a 3.5 grade point average during the respective quarter of participation. For the 2012 – 2013 School Year we had a grand total of 90 individual **Academic All State Awards**. Listing the awards by each individual sport are as follows: Girls Basketball--6; Football--9; Cross Country--12; Wrestling--2; Volleyball--8; Boys Basketball--7; Cheerleading--9; Track and Field--15; Tennis--7; Softball--8; and Golf--7.

The Fergus **Bands** experienced a fun, busy, successful year in all facets of learning.

Symphonic Band

The Symphonic Band performed three concerts, participated at the Eastern A Band Festival in Hardin, and the District Music Festival here in Lewistown. At the District Music Festival the Band earned superior ratings on their performance and in sight reading.

Concert Band

The Concert Band also performed at three concerts. At District Music Festival, they earned a superior and an excellent rating from the adjudicators on their prepared music. On their sight reading portion they earned a superior rating.

Jazz Band

The Jazz Band performed at three concerts and participated at the Northwest College Jazz Festival, District and State Music Festival. At both District and State Music Festival they earned superior ratings.

Athletic Bands

Students participated at sixteen home events and six divisional tournament games in Great Falls.

Solos and Ensembles

The following students participated at both District and State Music Festivals

Cody Burch – trumpet solo, brass quintet, jazz band
Cameron Carter – jazz band
Christian Carter – brass quintet, jazz band
Maclaine Day – percussion ensemble
Jade Fairchild – flute duet
Aubrey Godbey – jazz band
Jacob Godbey – jazz band, percussion ensemble
Jarrett Guyer – sax quartet, jazz band
Dalton Jensen – jazz band
Joe Jensen – sax quartet, jazz band
Nathan Kennedy – percussion ensemble
Sarah Kohler – brass quintet, jazz band
Ryan McKinney – jazz band
Michelle Monger – sax quartet, jazz band
Karstin Neill – jazz band, percussion ensemble
Kody Neill – jazz band
Anders Pederson – low brass duet, brass quintet, jazz band
Hans Pederson – low brass duet, jazz band
Shaun Reczek – percussion ensemble
Scott Smith – percussion ensemble
Sydney Smith – sax quartet, jazz band
Heather Wiegert – brass quintet
Hayden Ziolkowski – flute duet

Montana Jazz Festival

Lewistown again hosted the Montana Jazz Festival. Students from Malta, Thompson Falls, Laurel, Hardin, Shepherd, Park High, Joliet, and Fergus High participated.

The students that represented Fergus were: Cody Burch, Jacob Godbey, Anders Pederson, and Hans Pederson.

Mr. Karl Ortman would like to thank everyone for a fantastic first year at Fergus High School.

The Fergus High School **Choral** Department, under the direction of Brandon O'Halloran, was filled with enjoyment and success. We have many rising stars and look forward to next year even though we lost many great seniors.

Concert Choir and **Symphonic Choir** did exceptionally well at District Music Festival, especially on the sight reading component. **Choralaires** developed improvisational techniques. Senior Cameran Adkins received the National School Choral Award.

A base of knowledge and musicianship was developed in the **Concert Choir** and we look forward to rebuilding the choral department with the incoming freshman class. Many students received letters for their contributions to choir and many more will in the future.

All of our concerts were successful in their own way and we received very positive feedback on our last concert. We had a wonderful trip to Chicago!

The 2012-2013 **Speech, Drama, and Debate** season was a huge success this year. Our team was composed of 18 students (grades 9-12) with 17 of our team members participating in both Divisional and State competitions.

This season the team practiced in the 9th grade English classroom at Fergus High School. Students were required to attend a practice session lead by Head Coach Tiffany Kolar and Assistant Coach Jessica Sower at least twice a week. Coaches were available for practice from 3:50-5:30 p.m., Monday through Friday. During weekly practices, team members received critical feedback on their performance and reviewed judge comment sheets from past competitions.

The Fergus High School Speech, Drama, and Debate team attended six in-season meets including the Conrad Invitational, the Browning Invitational, the Shepherd Invitational, the Hardin Invitational, the Billings Central Invitational, the Fergus Invitational, as well as the Divisional competition in Belgrade and the State competition in Havre. On January 5th, the team hosted the Fergus High School home meet, with 15 teams attending. Many members of the Lewistown community volunteered their time to act as judges for various events. Due to poor road conditions, the team was unable to travel to the meets hosted by

Roundup and Malta. The Fergus High School Speech, Drama, and Debate team took home four awards total this season (Class A Speech and Drama Sweeps at the Browning Invitational, Class A 1st place Drama at the Billings Central Invitational, and Class A Drama Sweeps at the Fergus Invitational).

This year, the Class A Divisional meet was hosted by Belgrade. There were 17 members of our team that participated in this meet, and all 17 competitors qualified for the State meet by placing in the top six for their particular event. The Fergus High School Speech, Drama, and Debate team had representatives in the following events at the Divisional competition: Impromptu, Humorous Oral Interpretation of Literature, Serious Oral Interpretation of Literature, Humorous Duo, Serious Duo, Classical Duo, Humorous Solo, Serious Solo, and Pantomime.

The Class A State competition was a two-day event held in Havre. Six Fergus High School competitors placed at the State meet. Seniors Nathan Kennedy and Jonathan Skipper placed 3rd for their Humorous Duo titled *The Terrorverse*. Senior Elizabeth Finn and freshman Heather Wiegert placed 4th for their Serious Duo titled *The Bad Seed*. Sophomores Sarah Foster and Maida Walters placed 8th in Classical Duo for their selection from Shakespeare's *Twelfth Night*. Lastly, senior Nathan Kennedy placed 1st for his Humorous Solo titled *Dear Audio Journal*.

This year we have nine seniors leaving our Fergus High School Speech, Drama, and Debate team: Nathan Kennedy (four year letter winner), Sarah Kohler (four year letter winner), Elizabeth Finn (four year letter winner), Karstin Neill (four year letter winner), Elizabeth Wright (one year letter winner), Jonathan Skipper (four year letter winner), Dillon Westhoff (three year letter winner), Jacob Godbey (four year letter winner), and Ashley-Ann Goddard (first year letter winner). All of our graduating seniors show great promise and will be greatly missed!

The 2012-2013 Fergus High School **Cheerleaders**, which included eleven Varsity Cheerleaders, one Mascot, and six JV Cheerleaders had another outstanding season.

To get the year started, the cheerleaders participated in a private cheer camp for junior high and high school cheerleaders (from both Fergus and Roundup) during the first week of practice. Throughout the season, the cheerleaders stayed extremely busy practicing 2-3 times each week (August through March), as well as cheering at all home football, volleyball, wrestling, girls and boys basketball games, and the home cross country meet. They also cheered on our teams at the Divisional and State tournaments.

On top of their cheer duties, the team spent their summer raising over \$1,500 for the 2012 Central Montana Relay for Life, where they were honored as the "Top Youth Fundraising Team". In February, 105 elementary school kids participated in Junior Cheer Camp.

On March 16, Fergus hosted CheerFest 2013, a state-wide cheerleading, dance, and mascot competition. Thirteen teams consisting of 167 individuals ranging in age from 5

to 18 years old participated in the competition and the Fergus team, which included seventeen cheerleaders, took home the 1st place trophy for the “High School - Class A Division” and the coveted “All-Around High Point” trophy for their team performance. Individual winners at CheerFest 2013 included: Kyle Patten (2nd Place – Mascot), Kara Mantooth (1st Place – Dance Solo and Jump-Off Winner), and Brooke Gardner (3rd Place – Dance Solo). Our stunt group also took 1st place.

At the annual awards banquet, Head Coach Jennifer Pfau, Assistant Coach Amanda Kase, and Volunteer Coach Megan Blake presented the following awards/plaques to the Varsity squad:

- Most Valuable Cheerleader – Kara Mantooth
- Outstanding Cheerleader – Jeanna Mane
- Most Improved Cheerleader – Kate Warren

Other award certificates presented at the banquet included:

- Outstanding JV Cheerleader – Shelby Choate
- Most Improved JV Cheerleader – Bethany Cox

Other honors for our senior cheerleaders/stuntmen included:

Cameran Adkins, Ben Bruno, Jeanna Mane, and Kara Mantooth were selected to cheer at the Montana East-West Shrine Game.

Kara Mantooth was selected as a member of the University of Montana cheer team.

This was the last year of coaching for both Head Coach Jennifer Pfau (12 years) and Assistant Coach Amanda Kase (3 years).

The **Student Council** 2012-2013 School Year went smoothly with the new student council advisors (Luke Brandon and Angela Woolett) and class officers. Homecoming was very successful, starting with hallway decorating and ending with the dance the following Saturday. The spirit days, coronation of royalty, the parade, and the pep assembly all went off without a hitch. The new tradition of inviting Lewistown’s other schools was upheld as well.

This year we sold silver eagle key chains to raise money to purchase a plaque for Ken Martin, retired custodian. The plaque will be laid next year beneath a tree planted in his honor. Jarrett Guyer passed his responsibility of Student Representative to the School Board to Kaitlyn Moodie.

Winter Spirit Week was a success, with another great Morp dance under the black lights. Prom, organized by the junior class, was an exciting time for everyone. The theme this year was “Dancing into the Sunset”. The 26th Annual Blue Gold Breakfast took place on May 15th, with Dr. Godfrey Saunders giving a speech on leadership and the importance of youth involvement in society.

Finally, the year came to a conclusion with the nomination of Holly Hesper as the 2013 teacher of the year, and the election of the following student body officers:

Student Body President	Aidan Stansberry
Student Body Vice-President	Katelyn Moodie
Student Body Secretary	Maclaine Day
Student Body Treasurer	Marlee Thomas

Seniors:

President	Maddie Comes
Vice-President	Nicole Thornton
Secretary/Treasurer	Ali Gremaux
Representatives	Kyle Myhre

Juniors:

President	Cody Boyce
Vice-President	Jessica Kindzerski
Secretary/Treasurer	Michelle Monger
Representative	Kaitlyn Poss

Sophomores:

President	Jace Davis
Vice-President	Heather Wiegert
Secretary/Treasurer	Brooke Gardner
Representative	Kodi Myhre

Representatives At-Large: Whitney Bristol, Rebekah Russell, Dylan Stenseth, James Derheim, and Lexie Anderson

The Fergus Varsity **Football** team, under the direction of Head Coach Gary Gebert and First Assistant Vic Feller and Defensive Coordinator Rick Wright, finished the 2012 season 3-5, and finished fourth in the very competitive Central “A” Conference. The Golden Eagles were 3-1 on the road with big wins at Sidney, Glendive, and Browning, but were 0-4 at home. They gave the conference champions, Park High Rangers, the toughest game they had before falling 7-31. Coach Gebert believed that the emphasis on weights, plyos in the spring, and summer camps allowed the Eagles to compete in every game this season except one. This emphasis will be stressed again this year.

The Fergus **Girls Basketball** team finished the 2012-2013 Season with a conference record of 2-6 and an overall record of 4-17. The girls finished 4th in the Central A conference. Season highlights were getting our first conference win against Livingston at home and beating Huntley Project on the road. Fergus was led by seniors Kailey Grover and Beth Wright, Junior Mikaela Olson, Sophomores Jessica Kindzerski, Michelle Monger, Lexie Anderson, Nicole Karhi, and Freshman Jaree Mane. Fergus went 1-3 at

the Divisional tournament in Great Falls with a huge win against Belgrade Saturday morning. Mikaela Olson was selected to the Central A 2nd Team All Conference and Kailey Grover received Honorable Mention. The Fergus Girls Basketball Program was led by first year Head Coach Deena Wier and assistants Justin Jenness and Justin Guyer. Volunteering this year was Jim Daniels and Sonya Rogers.

The 2012 Fergus Eagle **Girls and Boys Cross Country** teams were coached by Head Coach Suzie Flentie and Assistant Coach Melanie Smith who was new to the program this year. This was the fifth year for Boys Cross Country since it was reinstated as a sport at FHS. It had been discontinued in 1983. The program has been gradually increasing and this year we had a record number of boys running. There were 19 boys and 18 girls with 2 managers.

Individual team positions changed often and several JV runners earned the opportunity to run in the seven varsity positions at some point during the season. The girls took 2nd at Divisionals losing first place to Havre by only 5 points and the boys took 2nd losing first place to Belgrade by only 6 points. However, the girls went on to beat Havre in the State competition with Havre taking 7th and our girls winning the 2nd place trophy. The boys also went on to beat Belgrade in the State competition with Belgrade taking 4th and our boys winning the 3rd place trophy.

At the Divisional Meet, our top 5 girls placed in the top 11 with junior Dalainy Tedesco placing 3rd, sophomores Sarah Foster and Kaitlyn Poss placing 4th and 7th. Seniors Josie Walters and Kenzie Fradley placed 10th and 11th. Our top 5 boys placed in the top 16 with Seniors Trei Bulluck and Teran Alaers placing 4th and 6th. Junior Aidan Stansberry was 10th followed by Senior Hans Pederson in 15th and junior Ryan McKinney in 16th.

At the State Meet, our top 5 girls placed in the top 32 and our top 5 boys placed in the top 43. We had three All State medalists who placed in the top 15. They were Dalainy Tedesco placing 2nd overall, Sarah Foster who was 6th and Trei Bulluck who placed 12th. Both Kaitlyn Poss and Teran Alaers were really close to making All State placing 17th in their races. Seniors Kenzie Fradley, Esperanza Battrick, Josie Walters and Kailey Grover were our 4th – 7th finishers in 25th, 32nd, 40th and 54th. For the boys, our 3rd – 7th finishers were senior Hans Pederson in 24th, juniors Ryan McKinney and Kale Kelsey in 35th and 43rd, freshman Hayes Majerus in 69th, and junior Aidan Stansberry in 80th.

Corvallis took first at State for the girls with 58 points followed by Fergus with 82 and Laurel with 143. Whitefish took first for the boys with 96 points followed by Hamilton with 108 and Fergus with 131.

We will be losing 2 senior girls out of our top 5 runners and 3 senior boys out of our top 5, but we had considerable depth on both teams this year and a lot of strength in the young runners so we have good prospects for the coming years.

The 2012-2013 Fergus **Boys Basketball** team featured 3 returning starters: senior Andy Butcher, junior Dylan Stenseth, and sophomore Tre' Bradley from the 2011-2012 team. Sophomores James Derheim and Morgan Ray and junior Jakob Plagenz also saw limited varsity action during the 2011-2012 Season. Other varsity team members were juniors Logan Wilcox and Kale Kelsey, sophomores Brock Butcher, Jessey Perry, Lane Smith, Parker Philipps, and Dalton Farra, and freshman McKye McCarthy and Hunter Errecart.

This team competed extremely hard right to the final buzzer of our last game at the Divisional Tournament. The team's final record was 4-17. They finished with a conference record of 2-6 and were 1-2 at the Divisional Tournament. This year's biggest highlights were the double digit home wins over both Havre and Park, as well as the Divisional Tournament win over Havre. Dylan Stenseth was selected as a 2nd team all-conference player. James Derheim was selected as an honorable mention all-conference player. Head Coach this season was Jimmy Graham and Assistant Coaches were Spencer Walsh, Kyle Trafton, and Tye Phillips (Volunteer Coach).

The **Volleyball** program under the direction of Head Coach Tara Taylor had another successful year. The varsity finished the season with 14-13 record, placed second at the Central "A" Divisional Tournament, and finished 4th at the State "A" Tournament. Earning 1st Team All-Conference and All-State honors was senior Taylor Jensen. Second Team All-Conference honors went to senior Alyssa Yaeger and juniors Maddie Comes and Paige Zibell. Junior Mikaela Olson and sophomore Michelle Monger earned Honorable Mention All-Conference honors.

Our sub-varsity teams both had outstanding seasons as well. Our freshman team, under the direction of Coach Josie Krause, finished the season 13-4. The JV team, under Coach Ashley Jenness, finished the year 11-7.

Our Volleyball team continues to strive for excellence in the classroom as well with 8 of our 12 letter winners earning Academic All State honors.

The 2012-2013 **Wrestling** Team was coached by Chad Armstrong (6th year Head Coach) along with Mark Malone (Assistant Coach) and Vic Feller (Volunteer Coach). It was a season of ups and downs, but when it counted most, the wrestlers were able to peek at the right time and had a good State Tournament. At the beginning of the season we went to the CMR tournament and placed 13th and had 4 placers. The next tournament was the Cut Bank tournament where we placed 3rd as a team and brought home a trophy. We had 6 kids place in the top six along with 2 champions. The next tournament was the Rocky Mountain Classic tournament where we put 2 kids in the finals and placed 4 kids in the top 8. The Class A duals was next and we did have a good weekend. The team stayed on the championship side and ended with 6th place. At the Divisional tourney we placed third and had 3 champions, 4 second places, 3 third places, and 1 fourth place finisher.

Fergus ended up taking 11 wrestlers to the All Class State Tournament. At State we placed 11th and had four kids place in the top 6. We had 2 kids take 5th place and we put 2 in the finals where they both ended up taking 2nd place. We had many kids at state win 1 or more matches for the Golden Eagles. The overall performance of this year's team was filled with ups and downs, but they wrestled hard and they performed when it counted the most, which will give them more to build on and it gave them confidence that the Golden Eagles can perform with the best teams out there in the state of Montana.

The 2012-2013 **Tennis** Team, under the direction of Head Coach Diane Lewis, First Assistant Coach Justin Guyer, and Second Assistant Coach Matthew Gruener, was led by an overall experienced team consisting of 12 seniors, 9 juniors, 12 sophomores, and 17 freshmen. The Divisional team included 10 seniors, 3 juniors, and 8 sophomores including the alternate. Fifty players finished the tennis season this year. We are encouraged by the talented returning players as well as the 29 athletic freshmen and sophomores we were privileged to work with this year. Highlighting the year was the play of six players that advanced from Divisionals to State. They were: Andrew Bruno placing 2nd in Boys Singles, Jeanna Mane placing 2nd in Girls Singles, Andy Butcher/Austin Songer placing 4th in Boys Doubles and Jennifer Monger/Andrea Nielsen placing 4th in Girls Doubles. We experienced a very successful Central Class "A" Divisional Tennis Tournament for our placers and those that gained experience playing at Divisionals. Lewistown hosted the Divisional Tournament at Lewistown and then the indoor and outdoor courts at the Meadowlark Country Club in Great Falls because of the weather.

Our teams as a whole did a nice job at the State Tournament. Andrew Bruno, Jeanna Mane and Jennifer Monger/Andrea Nielsen all won at least one match at State. We did experience rain Thursday and Friday which delayed tournament play and we had to use the Saturday 'if necessary' day to complete the tournament.

A strong group of juniors and seniors returning appears poised to provide excellent leadership next season. Head Coach Diane Lewis and the assistants look forward to hosting teams during the season next year. We also look forward again to talented participants for the 2013-2014 tennis season.

The 2012 Fergus High School **Golf** season had 20 participants, 6 girls and 14 boys. The first practice was Thursday, August 9 and we had a total of 9 Varsity meets and 4 JV meets.

The boy's team finished the regular season in 3rd place at the Divisional Tournament in Livingston (Park). Three boys finished in the top 15 which qualified them for the State tournament and All-Conference honors. The three boys that finished in the top 15 were freshman Tyrell Walter – 6th, senior Jesse Kynett – 9th, and junior Preston Kynett – 11th. Sophomores Bryson Behl and Zach Hould participated as varsity members at the Divisional Tournament but they did not qualify for State competition. At the State golf tournament Jesse Kynett finished tied for 21st overall, Tyrell Walter finished tied for 32nd

overall, and Preston Kynett finished in a tie for 37th place. Kyle Myhre also lettered as a varsity member on the Fergus Boys Varsity Golf Team.

The Girls Golf Team finished in 2nd place at the Divisional Tournament. This was good enough to put them through as a team to State. Members of the qualifying team were seniors Hannah Thomas and Jenn Monger, juniors Marlee Thomas and Sydney Smith, and freshman Dani Birdwell. Three of these girls received All-Conference honors for finishing in the top 15 at Divisionals. Hannah Thomas finished tied for 3rd and Sydney Smith and Marlee Thomas finished tied for 5th place. The girls also finished well at State by placing 6th overall as a team for the second year in a row. Sydney Smith finished in the 9th overall spot at State giving her All-State honors.

The 2013 season will be returning 5 letter winners on the boys' side and 3 letter winners on the girls' side. The boys' team future looks bright and we should finish strong next year with five boys having varsity experience. The girls' side will return 3 letter winners with Sydney Smith, Marlee Thomas, and Dani Birdwell.

Our coaches were first year Head Coach Jeff Friesen (two years as Asst. Coach) and first year Assistant Coach Brett Thackeray.

Fergus Golden Eagle 2013 **Track** season was a good one. It was the first year in quite a few though that we did not have a school record broken. The girls scored six points at State while the boys had a better showing with 26 points. Taylor Jensen finished 4th in the 100 hurdles with a time of 16.04. The girls 4 X 100 relay team which was ran by Nicole Karhi, Taylor Jensen, Mikaela Olson and Jaree Mane, finished 5th with a time of 50.8. For the boys Brock Butcher finished 2nd in the 200 with a time of 22.87, 3rd in the 400 with a time of 50.22, 4th in the long jump with a jump of 20'11 1/4", and was also on the 1600 relay team that finished 5th with a time of 3:31.34. Others on that relay team were Jimmy Malone, Trei Bulluck and Ryan McKinney. The other person to place was Ryan McKinney in the 800 taking 3rd with a time of 1:58.57. Both our boys and girls teams placed 2nd to Belgrade at the Divisional meet held in Livingston. The Fergus Track Team is coached by Head Coach Steve Olson, who coaches the jumps and helps out with the 400 relay team. Assistant Coach Vic Feller coaches the throwing events. Assistant Coach Gary Cecrle coaches the hurdles, sprints and helps with the 400 relay. Assistant Coach Suzy Flentie coaches the distance running events and helps with the 1600 relay. Volunteer coaches Steve Foy helps with the pole vault and Noah Vallincourt helps with the sprints and relay teams. All in all we had a very good year.

2013 was another solid year for Fergus **Fastpitch Softball**. Varsity finished with a 12-10-1 record and JV finished with a 10-6 record. Fergus finished the regular season as number 1 in the conference with a 7-1 record, including its first win over Belgrade. However, at the Divisional tournament we struggled offensively losing a nail biter to Belgrade and then losing the second game to Park. The team finished as the third seed going to the State tournament. Postseason accolades went to Alyssa Yaeger, Mary

Birdwell, and Nadja Robertson being named All-State and 1st Team All-Conference; Teale Danell was 1st Team All-Conference; Maddie Comes and Kailey Grover were named second team All-Conference; and Cassi Miller was named Honorable Mention All-Conference. The Fergus Coaching Staff was awarded 'Staff of the Year' for the Central A Division. The team was coached by Head Coach Mike Mangold, Assistant Coach Justin Jenness, and Volunteer Coach Mike Davis.

At the **elementary level**, in grades five and six, programs were run in volleyball, basketball, and wrestling. We did not have a track program again this year due to time constraints. Once again due to budget restraints volunteer coaches were used and the length of the programs was six to seven weeks. Wrestling combines with the Junior High to help increase participation. Recruiting coaches for the time period we need them has been a very difficult task. It is still highly recommended, if we are ever able to afford the stipend for the coaches again, to do so as soon as possible. Elementary participant numbers were as follows: Volleyball-38, Girls Basketball-36, Wrestling-20, and Boys Basketball-42.

I feel the activities programs at Fergus have a lot to offer all the young students attending Lewistown Public Schools. Activity programs provide valuable lessons on many practical situations such as teamwork, sportsmanship, winning and losing, and hard work. Through participation in activity programs we provide the opportunity for students to learn self-discipline, build self-confidence, and develop skills to handle competitive situations. Students in activities tend to achieve higher grades than those who do not participate in activities, have a lower drop out rate, and have better school attendance and fewer discipline problems. Students will seek to find educational opportunities available to them as a result of their participation.

Fergus High School provides many activities that support the academic mission of our school. These activities are not a diversion, but rather an extension of a good educational program. The confidence in almost all Fergus activities programs seems to be strong. The staff is highly professional, motivated, and very enjoyable to work with. We, in the Lewistown Public Schools and especially Fergus High School, look forward for good things to come.

Respectfully submitted,

Jeff Elliott
Assistant Principal/Activities Director

ACTIVITIES



**LEWISTOWN JUNIOR
HIGH SCHOOL**

Tim Majerus

Annual Report

Lewistown Junior High School

Activities 2012-2013

The following is a listing of the activities offered at LJHS and the names of the coaches for each sport. The participation numbers are included within each program area description as well as listed in a separate table that is included at the end of the report.

The athletic programs were lead by Co-Athletic Directors Jim Daniels and Troy Henderson. Troy was new to this position and brought experience and some new ideas on how things are done. Jim and Troy provided the LJHS with the needed leadership in organizing and scheduling our extracurricular activities.

The athletic department continues to up-date some old and outdated equipment. Last spring and fall we ordered more football equipment based on a concern that some of the older equipment was old enough that it may not properly protect our athletes. Enough shoulder pads were ordered to replace the worst of the equipment and to assure proper fit. We also maintained the schedule for helmet repair. Other sports continue to save money by utilizing older uniforms passed down from the high school.

Boys Football – Brad Breidenbach continued as our Head Football Coach with Assistant Coaches Dean Ashley, Matt Woody, and Nolan Porter. The total participants was up slightly with a total of 54 players participated: 29 seventh graders and 25 eighth graders.

Cross Country – Mary Kepler continued as Head Coach of the Girls Cross Country program with Teresa Majerus as a Volunteer Coach. Her numbers were up slightly with 13 girls running. This was also the second year of Fall Boys Running Club. Since there has been an increased interest in the club we went to the Board for approval of a Boys Cross Country Program. The request was approved and the sport will be added next fall at no extra expense.

Girls Basketball – Sherry Breidenbach continued to provide the leadership as the Head Girls Basketball Coach. She was assisted by Kelly Berg and Kar Conner. A total of 31 girls participated: 16 seventh graders and 12 eighth graders.

Boys Basketball – Brad Breidenbach provided the leadership in the Boys Basketball program and was assisted by Kyle Trafton and Justin Jenness. A total of 28 boys participated: 13 seventh graders and 16 eighth graders.

Girls Volleyball – Tara Taylor once again provided a successful Volleyball program for the Junior High. In the final tournament of the season both 8th grade teams played for the championship of the league. Tara was assisted by Ashley Jenness and Patti Petersen. A total of 39 girls participated: 21 seventh graders and 17 eighth graders.

Track and Field – Mary Kepler continued as the Head Track Coach, assisted by Brad Breidenbach and Teresa Majerus. A total of 72 students participated (38 from the 7th grade and 34 from the 8th grade). Even though track still has a large number of participants, there is a continued growth in the number of students participating in other activities like club volleyball and soccer.

Cheerleading – Participation in cheerleading grew a little this year but faced the struggle with students wanting to participate in a second activity at the same time. New coach, Courtney Jensen, lead the cheerleaders through the fall and winter sports. The Cheer team decided for the second year in a row to not participate in the March cheer competition held at FHS. Our goal for next year is to keep the participation numbers consistent enough through the school year to be able to compete next March. A total of 14 girls participated this year.

Wrestling – Head Coach Chad Armstrong, assisted by Mark Malone. A total of 15 junior high boys participated: 9 seventh graders and 6 eighth graders.

One of the more positive things of our programs is the consistency of the coaching staff. This consistency in the program is a key component in maintaining a quality program and continuing to coordinate with the high school programs. Coaching at the junior high school level is a job driven by the love of the sport and the desire to help your athletes develop their skills and a love of the sport. I have the highest praise for our coaching staff and their commitment to the students at LJHS.

ASSESSMENT

Scott Dubbs

Lewistown Public Schools
2012-2013 Assessment Annual Report



Submitted by:
Scott Dubbs, Curriculum Director

Assessments haven't slowed down much and if any of the information I read recently is true it will continue to become a bigger part of the world we live in. And with it will be increased public scrutiny and the expectation for a one size fits all form of accountability. Not always a recipe for success, but as we work with the data that comes from it we are learning more about achievement in math and reading.

Most of the concerns about assessment are tied to Montana's response to expectations tied to "No Child Left Behind" (NCLB) and how Montana's assessment is used to determine Annual Yearly Progress (AYP). The state assessment is a Criterion Referenced Test (CRT) which is formally referred to as the Montana CRT or MontCAS with the annual student scores tied to the type of ranking used to evaluate District, school and student learning.

There are many reasons to be concerned about this form of high stakes testing and the perceived value that comes from a "snapshot" of student progress. However, there are also many positive reasons for schools and teachers to use that data to help drive school improvement in general, and student learning in particular. We do need to analyze and make decisions for our students that will help insure we provide them with strong academics. In this vane, those changes will become more of a reality as more and more teachers improve their understanding of how these assessments can help improve overall student classroom success.

The other obvious transition with assessments that needs to occur relates to obtaining and sharing the data from other forms of measure within our schools. Formative assessment will become more than an educational buzzword and will be a boon to supporting teachers and students in the classroom. As we are finding out from participation in RtI, there are other measures of student progress coming from data obtained using schoolwide measures and individual progress monitoring, not to mention many other aspects of our school community.

As a result of the need to have predictive measures of student growth, our District partnered three years ago with the Northwest Evaluation Association (NWEA) to provide the MAP tests that we give three times per year. The results from MAP tests are valuable in helping each teacher and each school project individual student success and are given three times a year. The students' scores from MAP tests directly correlate to student scores on the statewide MontCAS tests to help predict whether or not students' scores are improving. Those scores are also used to help place students appropriately in our classrooms at all levels and drive other classroom or curriculum decisions. This spring we converted to their online version of their product and felt the move provided more control over our data and allowed for easier to obtain and more timely results. Future MAP tests will also determine student readiness related to the new student content standards associated with the Common Core.

Additionally, our students are scheduled from time to time to take the National Assessment of Educational Progress (NAEP) which can provide comparisons with other states to help fill in that picture. Likewise, for many years our Fergus High students have been engaged with college entrance exams like the ACT and SAT which provide completion data on our high school students. The results from these tests have been looked at for years but need to be given more focus. Tied to that, this year the state participated in a new program of providing the ACT assessment for all of our juniors, so new data should be forthcoming relating to students being college and career ready.

The past couple of years we started using the AIMSweb assessments to support our classroom teachers and RtI teams in their quest to benchmark student progress and monitor student growth. Particularly during the 2012-13 School Year the assessments were used to probe each K-8 student's learning in oral reading, early literacy, reading in the content area, spelling, written expression, early numeracy, math concepts and math computation. The programs framework allows teachers to access student data and reports it back in multiple ways to support their work. But perhaps the biggest benefit to use of their tests is the tie to the multiple systems of support associated with Response to Intervention (RtI) and the ability to provide a far more progressive monitoring system for student in Tier 2 and Tier 3.

As we look to next year, changes on the horizon include our future participation with other Montana schools in the Smarter Balanced Assessment Consortium (SBAC), which will provide our new statewide assessment starting in the school year 2014-15. This new assessment will be tied to the new Montana State Standards and will measure student learning in multiple ways; but will also use technology to eliminate our dependence on the paper and pencil MontCAS assessments we utilize today. Results will be far more immediate than our current CRT results and will be available for teachers to help close learning gaps before the end of each school year. In preparation for SBAC, we have been using Technology Readiness Tool to help us keep pace with our instructional technology and determine if we will be in position to meet the level of technology required for the new assessments.

Our current statewide assessment (MontCAS) will remain in effect for next year so we will also need to maintain a focus on it for our schools.

LEWISTOWN CRT SUMMARY RESULTS

The following information in the following tables is summaries of the Lewistown Public Schools CRT results. These results are reported by grade level and will be tied to our Annual Yearly Progress (AYP) determinations.

In my opinion, it is fair to state that our student results are very positive. In most comparisons with last year's scores we have either improved from last year's results or maintained, with a few exceptions. With OPI changing the level of success required to achieve Adequate Yearly Progress (AYP), our final AYP determinations will not appear to reflect the positive results our students achieve. But our students compare well with schools in the state and our grade level results are still higher than state averages in most situations.

As I mentioned in the preceding paragraph, it is important to note that the state goals (AMO's) in reading and math have increased again. This year we must meet an expectation of 94.8% proficiency for reading (from 89.6%) and 90% for mathematics (from 80%). So, this year, to be

proficient in reading and math our student averages must improve by 10% or meet the benchmark proficiency levels at all grade levels. In addition to all students meeting those benchmark levels, all of the subgroups within our schools must also meet those same performance levels. A subgroup is defined as any group of students that falls within the same demographics that consists of 30 or more students within the school. The tables provided below show the major groups or subgroups within our schools.

The table below represents the test results for **all students** given the assessment during this year's CRT:

Grade	Subject	Advanced/ Proficient	# of students	Nearing Proficient/Novice	# of students	Total Students	Class of
3rd	Math	59%	42	41%	29	71	2022
	Reading	93%	66	7%	5	71	
4th	Math	69%	71	31%	31	102	2021
	Reading	87%	89	13%	13	102	
	Science	79%	81	21%	21	102	
5th	Math	70%	51	30%	22	73	2020
	Reading	88%	64	12%	9	73	
6th	Math	66%	62	34%	32	94	2019
	Reading	88%	83	12%	11	94	
7th	Math	81%	80	19%	19	99	2018
	Reading	90%	89	10%	10	99	
8th	Math	80%	68	20%	17	85	2017
	Reading	93%	79	7%	6	85	
	Science	77%	65	24%	20	85	
10th	Math	58%	51	41%	36	87	2015
	Reading	83%	72	17%	15	87	
	Science	44%	39	56%	49	88	

AMO goals for AYP determination in 2012-13 were 94.8% for reading and 90% for math.

The table below represents the test results for our subgroup of **Special Education Students** given the assessment during this year's CRT. It is important to note that the students who fall into this subgroup have already been identified as learning differently from the general student population. All of these students have Individualized Education Plans (IEP's) to assist them in making educational gains throughout the school year. Educators understand it is not realistic to expect the same type of performance on this type of assessment.

Grade	Subject	Advanced/ Proficient	# of students	Nearing Proficient /Novice	# of students	Total Students	Class of
3rd	Math	27%	3	73%	8	11	2022
	Reading	73%	8	27%	3	11	
4th	Math	21%	3	83%	12	14	2021
	Reading	57%	8	43%	6	14	
	Science	43%	6	57%	8	14	
5th	Math	27%	3	73%	8	11	2020
	Reading	54%	6	43%	5	11	
6th	Math	30%	5	71%	12	17	2019
	Reading	53%	9	47%	8	17	
7th	Math	10%	1	90%	9	10	2018
	Reading	20%	2	80%	8	10	
8th	Math	-	-	-	-	5	2017
	Reading	-	-	-	-	5	
	Science	-	-	-	-	5	
10th	Math	27%	3	73%	8	11	2015
	Reading	36%	4	63%	7	11	
	Science	90%	10	9%	1	11	

AMO goals for AYP determination in 2012-13 were 94.8% for reading and 90% for math.

The table below represents the test results for our subgroup of **Economically Disadvantaged Students** given the assessment during this year's CRT:

Grade	Subject	Advanced/ Proficient	# of students	Nearing Proficient /Novice	# of students	Total Students	Class of
3rd	Math	51%	17	48%	16	33	2022
	Reading	97%	32	3%	1	33	
4th	Math	55%	30	46%	25	55	2021
	Reading	80%	44	20%	11	55	
	Science	73%	40	27%	15	55	
5th	Math	55%	19	45%	15	34	2020
	Reading	85%	29	15%	5	34	
6th	Math	52%	23	49%	22	45	2019
	Reading	82%	37	17%	8	45	
7th	Math	66%	28	34%	14	42	2018
	Reading	81%	34	19%	8	42	
8th	Math	79%	23	20%	6	29	2017
	Reading	89%	26	10%	3	29	
	Science	69%	20	31%	9	29	
10th	Math	45%	12	55%	15	27	2015
	Reading	70%	19	30%	8	27	
	Science	77%	22	32%	9	28	

AMO goals for AYP determination in 2012-13 were 94.8% for reading and 90% for math.

**BUSINESS
OFFICE**

Rebekah Rhoades

MEMO

TO: Lewistown Board of Trustees

FROM: Rebekah Rhoades, Business Manager

DATE: June 11, 2013

SUBJECT: ANNUAL REPORT

The 2012-2013 School Year proved to be a time of great learning. Although the District has a new Business Manager, we are extremely fortunate to have a knowledgeable and dedicated staff supporting that position in the Lincoln Building.

Highlights of the year included:

- Receiving a finding-free audit for FY12
- Passage of a High School Mill Levy
- Implementation of a District-wide Printer Maintenance Agreement
- Re-evaluation of Transportation Pay

Goals for the Future:

Next year, I hope to streamline some of the cumbersome processes in the District. As a department, we will evaluate our procedures as we continue to look for ways to improve our operation. Our ongoing goal is to become more efficient while maintaining our current high level of accuracy.

My primary goals for the upcoming year include:

- **Budget Training:** A few years ago, the District chose to move to site-based management. In order to keep in line with this type of management, the Business Office will be editing some of the account codes and writing easy-to-read reports for the principals and department supervisors in order for them to easily keep track of their budgets. While I will certainly continue to monitor all of the budgets, I think a working knowledge of the budget is a key component in effectively managing a building or department.
- **Cross-train Business Office Employees.** As with all businesses, we need to make sure our positions are not reliant on any one person. Right now, there is not one person that has the ability to do Payroll in the absence of the Payroll Clerk.
- **Implementing Online Student Activity Fee Payment:** This will decrease the amount of cash handling at both the Junior High and High School, as well as create a more efficient way for parents/guardians to pay for fees.

- **Implementing the Substitute Tracking Module:** This is a piece that exists within our current time clock software and has the ability to allow substitutes to clock-in for their time work. This would save time for both our secretaries and payroll clerk.
- **Improve Travel Request/Reimbursement Process:** Currently there are several steps in the process to request and complete travel as a District employee. I would like to implement a more streamlined process that still provides the necessary information to those that need it.
- **Develop Uniformity at the Secretary Level:** Secretary Meetings are held once a month with the Business Manager. The goal at this time is to create uniformity at all schools. Each school has been operating as its own “island” and should instead be acting as one District. One primary focus is to go through all forms currently being used and determine what can be created for use by the District.

Review of Board Objectives

When developing the Strategic Plan, the Board adopted several goals related to Fiscal Management and Responsibility. Following you will find a list of the current goals along with an explanation of their status.

OBJECTIVE 1

Objective: Review all financial processes; streamline and consolidate these processes where possible; find ways to improve efficiencies and accountability in our financial processes while reducing, if possible, staff frustration with them.

Status: All staff members need to be taught to look for ways to streamline our operations. Many improvements have been made in the past few years, including implementing a district-wide printer maintenance contract. The focus at this point is to continually evaluate the effectiveness of new processes implemented and continually look for other ways to improve.

Current objectives in this area include:

- Implementing the substitute tracking module of our time clock system
- Implementing online payment of Student Activity Fees
- Improving the Travel Request/Reimbursement Process

OBJECTIVE 2

Objective: Seek ways to better involve staff in budget development.

Status: Ongoing. In our current budget development model, principals and supervisors are to evaluate their budgets and make changes and accommodations where necessary. It seems as though most principals and supervisors are not entirely familiar with their budgets.

I believe we can still improve our budget development process. This year, I met with each principal to review current budgets versus expenditures. As a result, we were able to reduce several line items for FY14. In the future, I plan to set up more frequent budget meetings with Principals and Supervisors in order to increase their comfort in reading and understanding their budgets and expenditures.

Current objectives in this area include:

- Budget Training for Principals and Supervisors
- Writing Easier-to-Understand Budget Reports

OBJECTIVE 3

Objective: Carefully assess specific ways in which we can involve community, staff and the Board in better maintaining a strong and influential presence in the next Montana Legislature (2015).

Status: The 2013 session took place this Spring with the state-wide K-12 Vision Group being a very influential presence. There were several opportunities for representation in Helena. For the next session in 2015, the Board will need to determine the level of involvement it wishes to have in the legislative process. I, personally, would like to be more involved in the next legislative session.

OBJECTIVE 4

Objective: The Lewistown Schools leadership team works with outlying communities to determine what cooperative efforts can be made to make the best use of limited resources.

Status: The District currently cooperates with neighboring districts for technology services and the Construction Academy. In FY14, another school will be added to the Technology Cooperative. We will continue to aggressively seek out opportunities to share resources.

Objective 5 under Fiscal Management and Responsibility is not functions of the Business Office.

As you can see, there is a great deal going on in the Business Office. Being in this position for the past year has given me the opportunity to work with the staff to determine how best to prioritize the needs of the District. We have dependable, hard-working, competent employees and I look forward to working through these goals with them in the coming year.

**CENTRAL
MONTANA
EDUCATION
CENTER**

Diane Oldenburg

CENTRAL MONTANA EDUCATION CENTER, 2012-2013

Diane Oldenburg, Director

The Central Montana Education Center continues to serve area citizens with varied and diverse offerings from each of five departments, which resulted in 2,393 total enrollments during this program year. Please note the attached statistical reports for specific enrollment figures.

ADULT EDUCATION

A comprehensive program of 81 educational, social, recreational and cultural opportunities for adults was offered during the 2012-2013 term. Advertising efforts included distributing 8,000 Adult Education flyers to area households three times per year, as well as advertising in the Lewistown News-Argus and coverage on KXLO-KLCM Radio.

Classes were held in conjunction with the American Heart Association, the Alberta Bair Theatre in Billings, MSU-Fergus County Extension Service, the Educational Opportunity Center at Stone Child College, the Lewistown Art Center, Kring's Greenhouse, CMR Wildlife Refuge, and the Pine Meadows Golf Course.

DRIVER EDUCATION

Our Driver Education program provides quality instruction and excellent hands-on training while teaching important lifetime skills to our students.

We offered two sessions of Driver Education during June 2012, along with our offerings of sessions during Semester 1 and 2 at Fergus High School. The in-school sessions took place during seventh period of the school day. Students had to be fully enrolled at Fergus High School in order to participate in the in-school sessions, and received a quarter of a credit for successful completion of the course. We provided all summer students with a complete schedule of classroom dates and all behind-the-wheel appointments so their families could plan ahead. They received this schedule approximately one month prior to their Driver Education session start date. The Fergus County Nurse's Office gave all students a vision screening, prior to any behind-the-wheel experience.

We continue to offer installment plans to parents who are unable to pay the \$280 fee in one payment. Approximately four to six families exercise the time payment option each session.

The amount of state reimbursement for a program year is unknown until our students have already been served each year. The reimbursement from the State varies and is approximately \$65 to \$100 per student. It will be necessary to continually look at ways to keep the program affordable and viable. Other variables that continue to affect the program budget are decreasing enrollment numbers, along with higher fuel and insurance costs.

ADULT BASIC EDUCATION / GED PROGRAM

This program serves individuals who are in need of their GED diploma, or who need skills to obtain or retain a job, or those who need assistance to enter post-secondary training or college. Instruction is provided to brush up on basic academic skills, GED preparation, computer literacy, workplace skills, citizenship training, commercial and Montana driver's license assistance, and more. We serve eligible adults, sixteen years of age or older, who are not enrolled in a traditional school setting. Students work at their own pace and may start anytime. Instruction is free of charge to participants.

We also serve the Nexus Treatment Center and their 84 incarcerated men with this program. Twelve of the men we served were successful in earning their GED diplomas. We did full cap and gown graduations with them and the entire facility celebrated their accomplishment. In the six years that Nexus has been in Lewistown, we have helped 80 men get their GED diplomas through our ABE Program.

I serve as the Chief GED Examiner for the six county area and our program successfully assisted twenty-eight people from this area to obtain their GED diploma this year. We collaborated with local service organizations to provide GED Exam scholarships (\$55 each) for students in need of that monetary assistance.

We employ three part-time instructors who prepare students individually with one-to-one instruction in their area of need. The two instructors at the Lewistown Adult Learning Center offer classes three days per week and the instructor at the Roundup Adult Learning Center offers classes two days per week from September through mid-June. Recruitment of the general population, as well as a strong referral system between area human service agencies, provides a steady stream of clients.

My office is responsible for adult basic education, GED preparation, and job skills training in Fergus, Wheatland, Petroleum, Judith Basin, Golden Valley and Musselshell Counties. The outlying counties are served as needs arise. The program will hopefully continue to be available through the renewal of our state and federal grant from the Office of Public Instruction. We have to apply annually for this grant.

Throughout the year, the ABE staff and I attended many mandatory training sessions and meetings with the Office of Public Instruction, as well as the GED Examiner training workshop, and we held three in-service staff trainings.

THE CONSTRUCTION ACADEMY

We had 14 juniors and seniors from Fergus, Winifred and Hobson High Schools who enrolled and participated in the Construction Academy, and who were job-ready in carpentry skills upon completion. Students completed a 2,176 square foot modular home with three bedrooms and 2 bathrooms. The home was a custom design and was pre-sold to its owner last fall.

We also had Ron Peevey teach this class in the fall semester at Hobson for 10 students with the plan that they would then come to Lewistown and participate in the home-building project in the spring semester.

The students also completed several other projects including building sheds and sawhorses for Edgewood Building Supply, and building a portable set of stairs with handrails for the Fergus Center for the Performing Arts. All in all, it was a tremendously successful year for the instructor and the students!

The home for next year is in process of being planned, finalized and a down payment put into place. It will be a home built on-site near Fergus High School. This will secure the program into academic program year 2015-2016.

EDUCATIONAL OPPORTUNITIES FOR CENTRAL MONTANA/ MSUN-LEWISTOWN

A wide variety of college courses were taught by adjunct faculty at the Central Montana Education Center along with offerings delivered from campus on-line. In all, 240 courses were offered locally. Course work to complete general education core requirements, an Associate of Arts degree, an Associate or Bachelor's degree in Nursing, an Associate or Bachelor's degree in Business, as well as Masters level courses and continuing education for teachers were provided by MSU-Northern. Financial aid was available to assist qualified students.

We graduated eighteen Registered Nurses this May, for a total of 234 since 1998. The Pinning Ceremony for the graduating nurses was held in Lewistown. Many of our graduates also attended the cap and gown ceremony on campus. The Nursing program continues to be popular and draws students from around the area, state, and nation. Many of our Nursing students received generous scholarships from various entities this spring to assist them with their education expenses.

We additionally offered twenty-four different types of educational opportunities, trainings, seminars and workshops throughout the year with 417 total enrollments.

In my role as EOCM director, I also worked with various local service organizations to offer scholarship opportunities for our students. Additionally, I met with various representatives of MSU-Northern and the Montana University System throughout the year.

**CENTRAL MONTANA EDUCATION CENTER
2012-2013**

ADULT EDUCATION

FALL 2012	<u>WINTER 2013</u>	SPRING 2013
Classes offered <u>27</u>	Classes offered <u>28</u>	Classes offered <u>26</u>
Classes held <u>23</u>	Classes held <u>28</u>	Classes held <u>22</u>
Enrollment <u>389</u>	Enrollment <u>354</u>	Enrollment <u>192</u>

TOTAL ADULT EDUCATION PARTICIPANTS: 935

CONSTRUCTION ACADEMY PARTICIPANTS: 24

DRIVER EDUCATION

SUMMER 2012	<u>SEMESTER 1 2012</u>	SEMESTER 2 2013
1 session	1 session	1 session
Enrollment <u>38</u>	Enrollment <u>21</u>	Enrollment <u>21</u>

TOTAL DRIVER EDUCATION PARTICIPANTS: 80

ADULT BASIC EDUCATION/GED PROGRAM

ABE/GED Class Enrollment <u>90</u>	(47 Lewistown, 28 Nexus, 15 Roundup)
Total GED exams given <u>56</u>	(13 Lewistown, 30 Nexus, 13 Roundup)
Total GED exams passed <u>28</u>	(8 Lewistown, 12 Nexus, 8 Roundup)
Compass Tests <u>22</u>	
MUS Writing Assessments <u>18</u>	

TOTAL ABE/GED PARTICIPANTS: 214

EDUCATIONAL OPPORTUNITIES FOR CENTRAL MONTANA/ MSUN-LEWISTOWN

SUMMER SESSION, 2012	<u>FALL SEMESTER, 2012</u>	SPRING SEMESTER, 2013
Classes offered <u>65</u>	Classes offered <u>84</u>	Classes offered <u>91</u>
Classes held <u>18</u>	Classes held <u>37</u>	Classes held <u>41</u>
Enrollment <u>53</u>	Enrollment <u>326</u>	Enrollment <u>314</u>

Number of classes offered:	240	<u>TOTAL ENROLLMENT, COLLEGE:</u>	<u>693</u>
Number of classes held:	96		

SEMINARS & WORKSHOPS: 417 (see attached)

OTHER COLLEGE EXAMS PROCTORED: 30

TOTAL PARTICIPANTS SERVED BY CMEC, 2012-2013: 2,393

CURRICULUM

Scott Dubbs

Lewistown Public Schools
2012-2013 Curriculum Annual Report



Submitted by:
Scott Dubbs, Curriculum Director

This school year proved to be a very active one for curriculum development in the Lewistown Schools. However, before I share the highlights of our work I would like to express my appreciation for the Board's ongoing support and desire for continued review and development of our curriculum standards. The priority given funding of our adoptions within the school budgeting process for this year was not only vital to each team's curricular work but will also provide much needed resources for instruction for these disciplines within the classroom.

In addition, I need to provide thanks for the support and help of our District technology department for their work in helping teams store data, enable access to and sharing of the many documents reviewed and used by members of each committee. Many of those documents would have been unable or unreasonable to print out individually, so our folders have been a huge benefit for our teams. Likewise, using the District Google Docs site enabled each of our teams to add, delete and modify their curriculum document and standards in a fashion that was organized, clean and efficient. As a result of these documents being electronic and sharable each team is able to update and document their work. Additionally, we continued our work toward providing all of our curriculum documents in a format that would allow easy access to curriculum work and standards by grade-level or subject, on the District website.

Much of the emphasis this year was tied to the work of our Communication Arts and Mathematics Curriculum Leadership teams, as we worked to understand and start alignment of our curriculum in both areas to the new state standards. As the year progressed, the work of the Communication Arts and Mathematics teams really became a focal point for each school's work. Due to the emphasis on the Common Core, the high degree of overall change expected in instruction and the changes in content specific standards within each area, it was decided that we would be wise to utilize facilitators from our Regional Education Service Area (RESA 3) out of Billings. The focus of their work was to prepare each team to understand and initiate the implementation of the new standards so that our teachers are in position to implement instructions in line with the standards starting this fall. While we are not ready to formally present our potential changes in the curriculum it is important that we start to prepare students to meet those expectations.

The facilitator working with our Communication Arts team starting in September was Al McMilan and shortly after Andrea Fischer engaged in work with our Mathematics team. These two facilitators essentially worked with our teams each month in half-day work sessions designed to provide much needed information regarding the upcoming changes in expectation. They were hired to work with the entire staff team for our January PIR day.

Besides that focus, we also continued working with each of our carry-over teams that started their work last school year. These leadership teams, representing our curricular work in Fine Arts (music, drama and art), Health Enhancement, Library Media/Information Literacy and Career and Technical Education (CTE) all worked, as time allowed, on aligning their curriculum to the

corresponding state standards during the year. While we had hoped each would have completed their work right away, it was clear this spring that not all of these teams would finish their curricular work and be in position to present their adoption documentation to the Board. For some teams that essentially means proofing their work, for others there remains additional curriculum development. One document was presented this spring, the Library Media/Information Literacy Curriculum which was adopted in June. It is hoped each of the remaining projects will soon be in position to present to the Board of Trustees for adoption.

The following summaries are brief outlines or descriptions of their team's work and include a listing of the individual members of their curriculum leadership team.

Library Media/Informational Technology Team - The Library Media leadership team worked diligently during both of the last two school years, coming together and completing the adoption materials which the Board adopted in June. They worked hard to align their curriculum to the state standards and included several very important recommendations to the District in their document. One of which is a recommendation on the need for strong libraries and appropriate use of Accelerated Reader within elementary and junior high classrooms. Team members included teachers: Jeff Friesen (leader), Barb Fradley and Brenda Gruener and Board member Barb Thomas.

Included in their work was a visitation by Colet Bartow, the Library Media Specialist from OPI to discuss the accreditation concerns and especially to aid them in modifying and improving our curriculum. They also took valuable time to visit four schools in the Billings School District and take their ideas to help drive the team's work. Initially the team chose to work with OverDrive this year to provide electronic books to students via their Nook or Kindle. However, after participating this year the team just didn't feel that there were good enough options available for new books to make the cost justifiable, in spite of student participation and interest in the program.

Communication Arts Curriculum Team - The Communication Arts leadership team met diligently over the school year. In addition to the professional development and curricular work completed with our facilitator, Al McMilan, and the help of Andrea Fischer this spring, our team guided work this spring on a pacing guide intended to support implementation of the standards and also initiate work on unit plans and assessments. Team members included teachers: Aaryn Bell, Meggan Cirrincione, Julie Comes, Paula Drissell, Scott Dubbs, Candice Dunn, Sandy Fox, Holly Hesel, Amanda Jenni, Juanita Kajkowski, Beth Kirsch, Lynn Lensing, Matt Lewis, Leslie Long, Sue Lutke, Kim Miller, Kandis Nielsen, Margee Smith, Melanie Smith, Jessica Sower, LeeAnne Weinheimer and Darcy Zanto. The Board members participating in this work were Tom Balek and Lisa Pierce.

Mathematics Curriculum Team - The mathematics leadership team also met monthly over much of the school year. In addition to the professional development and curricular work completed with our facilitator Andrea Fischer, the team helped guide work this spring on a pacing guide intended to support implementation of the standards and also initiate work on unit plans and assessments. Team members included teachers: Julie Comes, Matt Donaldson, Scott Dubbs, Jerry Feller, Victor Feller, Traci Fitzgerald, Amanda Gee, Cindy Gremaux, Nancy Hudson, Troy Hudson, Bruce Marsden, Jean Muragin, Tara Murnion, Andrea Payne, Jerry Plovanic, Jacalyn Rickl, Linda Rinaldi, Bridget Sparks, Katherine Spraggins, Rhonda Stenseth and Sara Sullivan. The Board member for the team was Barb Thomas.

In addition to our team work the District also participated as a participating District in the **STREAM** (Standards-Based Teaching Renewing Educators Across Montana) grant, which is intended to support the mathematics professional development needs of participating teachers in grades 4-7. Staff members who have received the benefit of STREAM training include Bruce Marsden, Jill Reed, Rachel Cole, Matt Donaldson, along with administrators Tim Majerus and Scott Dubbs.

Fine Arts Curriculum Team - The Fine Arts leadership team is actually a two sided team with a visual arts side and a music side. The visual arts participants spent many hours during the 2011-2012 School Year and were close to completing adoption portion of their curricular work. The music teachers on the team however needed several more meetings this year to have their work ready for the presentation. The document itself needs a bit more work in just a couple of areas with my hope to have it completed and proofed by the overall team during the first month of school so that it can be presented to the Board this fall. Team members included teachers: Visual Arts - Doug Braulick (co-leader), Margee Smith, Amanda Gee, Traci Fitzgerald, Andrea Payne, Jill Reed, Rachel Cole, and Krystal Ferguson; Music - Brandon O'Halloran (co-leader), Mary Kepler, Bethany Rogers, Karl Ortman and in the first year included Rich Kuntzelman. The Fine Arts Board member is Barb Thomas.

Health Enhancement Curriculum Team - The Health Enhancement (HE) leadership team met regularly during last school year to review and modify their work. However there were members that still had quite a bit of work to get done so are not quite ready, even by the end of this year, to present to the Board. Primarily there is a bit more work in the secondary level to complete their curriculum document. Again it was my plan to have it completed in 2012-13 but until the work (including my work) is done it will not be in a position of being adopted. Team members included Board member Barb Thomas and teachers: DeeAnn Buehler (leader), Annette Bjelland, Ashley Jenness, Chad Armstrong, Steve Olson, Mike Mangold, Sherry Breidenbach, Robert Rutledge and administrator Jerry Feller.

In support of secondary Health Enhancement curriculum, three members of the team participated in a Media Literacy grant from OPI. Steve Olson, Chad Armstrong and Scott Dubbs participated in the grant which included obtaining student response devices (referred to as "clickers") for their classrooms and accompanying professional development in Media Literacy.

Career & Technical Education Curriculum Team - The Career and Technical Education (CTE) leadership team also met several times both school years but because of their large number of their courses and populous student activities, it has been difficult to taken enough time out of their classes to have all their work done. However, they have been active in getting their specific CET work done together and are almost ready to share their information with the Board. Their individual courses have very specific information and work to be completed includes proofing their course information and finishing recommendations and content area visions. Team members included Board member Jim Irish and teachers: Miranda Eike, Brad Breidenbach, Karen Durbin, Diane Lewis, Loren Drivdahl, Jared Long and administrator Jeff Elliott.

Additional Work – This spring a majority of our District teaching staff completed work above and beyond their regular working day to work with their grade-level or subject matter teams in preparing for instruction to meet the expectations of the new state standards. To support this work into the next school year our school calendar was approved with modifications to allow staff some additional PIR time to specifically address curriculum needs tied to the new standards as next year the work in curriculum must continue to focus around meeting the content standards in communication arts, content area literacy and math. Leadership teams in Communication Arts and Mathematics will continue to meet monthly finishing our local work on implementation as we realign our curriculum and instruction to meet its needs.

In Summary - This year was a challenging one for curricula. I would like to mention that each of our leadership teams this year spent quality time working to improve their standards and classroom instruction. While we still have much more work to do I believe there will be many positives coming in their recommendations and when completed their work should be more helpful to them in guiding their work and be more valuable in the coming years.

MAINTENANCE

Paul Stengel

Maintenance Program Summary
2012 – 2013
Paul Stengel, Maintenance Supervisor

The Lewistown Public Schools Maintenance Department has had another productive year. We have continued our preventive maintenance program. Several minor improvement projects were completed by the maintenance staff. These included installing a new oven at Garfield, moving furniture, grounds work, plumbing repairs, minor roof repairs at all buildings, replaced light fixtures at Garfield, replaced some Formica at Fergus High School & Highland Park, installed several new projectors, installed new toilet stall doors at Lewistown Junior High, working repairs to the practice field area at Fergus High School and re-routing pneumatic controls around Junior High fire escape project.

Custodial operations have continued without any changes in scope or procedures. We experienced one retirement, Jerry Giedd at Highland Park, and have had a couple staff changes throughout the year at Fergus High School.

Contracted services continue to be used for numerous repair and maintenance activities, and for major improvement projects. Highlights this year have included:

Flooring Replacement at Several Buildings	\$2,882
Miscellaneous Painting	\$8,452
Elevator Door Restrictor at FHS	\$2,911
Replace lighting in Gym at FHS	\$37,000
Replaced Boiler at FHS	\$49,000
Replaced some doors & hardware at FHS	\$9,319
Installed fire escape at Jr. High	\$48,667
Seal Coated Asphalt at FHS & Garfield	\$24,075

Goals for the remainder of the year include:

- Painting & flooring at several buildings
- Seal coat asphalt at FHS & Highland Park
- Install Fire escape at JHS
- Replaced gym light fixtures at JHS
- Replace Heat Pump #7 at FHS
- Replace PA system at Garfield
- Replace drive wheels on 1 set of bleachers at FHS
- Concrete repairs at Lincoln

Future goals include:

- Maintain/Increase budget for maintenance and operations
- Continue to push for planning process for District
- Continue yearly improvements at all school sites
- Continue Playspace improvements
- Increase energy usage reduction projects
- Retire

**SCHOOL
FOOD
SERVICE**

Cindy Giese

School Food Service
Cindy Giese, Director



ANNUAL REPORT 2011-2012

School Food Service had a relatively smooth year settling into increased technological changes and new and different situations in each building. We focus our efforts on feeding the students and try to maintain a consistent level of quality and variety in the nutrition we present to our district. Working as we do within all six of the district buildings, communication and cooperation are an ongoing challenge but essential to the success of Food Service and we try very hard to accomplish our goal of feeding children and promoting good nutrition while adapting to each building's diverse and varied needs and timeframe. Thanks to the administration and staff of these buildings along with Maintenance, Transportation, and Central Office for their assistance and cooperation to School Food Service and its role within the district.

PARTICIPATION

Please refer to the enclosed statistics within this report for actual numbers.

Breakfast

- Student participation increased by 3,313 meals. We attribute this increase, in part, to the fact that the state of the national economy reached Montana and our local families are finding assistance through the district meal program. Eighty-four percent of our breakfast participants are from families that qualify for the free and reduced meal program.
- We worked with all schools' administration and teaching staff to educate students and parents on the value of breakfast and the fact that it is available at school each day. Team Nutrition out of MSU-Bozeman will include us in a pilot program to increase advertising about the breakfast program.
- We believe that the program is essential in Lewistown Public Schools as a contributor to the academic success and nutritional well being of our students. We submitted our elementary breakfast cycle menu for the Healthy Montana Menu Challenge Award sponsored by Team Nutrition. We were successful and were awarded a \$500 grant in May 2012 to use toward promoting our program in the coming school year.

Lunch

- Student participation was down by 2,808 student lunches and the percentage of student participation dropped to 62%. This occurred with an average drop in enrollment of 4 students. Participation dropped in all buildings except Fergus High while an increase in the number of free and reduced students participating in the school meal program rose by 4% to an overall district number of 53%.
- An observation about the increase in participation and the number of free and reduced students correlates with our economic times. We believe that our families are seeing the value in school meals but those on the borderline of eligibility for assistance are finding it difficult to afford the cost. Perhaps an increased effort of education about nutrition would be beneficial to all families and especially for the health of our students.

- The Food Service protocols initiated last year concerning student allergies and the accommodations that we provide continue to be a daily concern for us. Communication with families is essential so student safety and the availability of healthy food can happen.
- The “Recess before Lunch” program used in a limited version at Highland Park continues to be a worthwhile venture for students. We are hoping to expand that concept into the older grade levels as time and scheduling allow.
- The grab ‘n go lunches provided at the Junior High and Fergus High have proved to be a successful option for those students who have other events scheduled during the lunch time or want a lighter fare than the hot lunch line offers. These same choices are offered to elementary teachers upon request and have proved a very favorable option for them.
- The number of daily earned lunches provided to adults was 3,041 amounting to \$11,707.85 of support to the district. School Food Service greatly appreciates the staff supervision of students during the lunch period at each school.
- School Food Service worked closely with the Mentor Program from Fergus High to promote peer interaction between elementary students and their high school mentors. Groups of between 10 and 12 high school students visited the elementary buildings about once a month and 77 students were provided an “earned” lunch amounting to \$238.70 of support to the program. It proved a challenging venture this year but, hopefully, will be continued next year with better communication between advisors and food service.

Ala Carte

- Statistics show that our ala carte choices have proven successful with a stable amount of profit from the sales at both breakfast and lunch at both of the secondary schools.
- Our ala carte choices at both meals reflect nutritious, healthy products aimed at providing students with good alternatives to our reimbursable line.

CATERING

- The value in dollars from this facet of our operation amounted to approximately \$14,150. However, 20% of this amount (\$2,995.12) was the total value of food/services provided for in-district events such as cookies for conferences, meals for committee meetings, principal requests, etc. that School Food was not reimbursed for directly.
- We served various divisions of the school district at staff meetings, special events, student functions, and fundraisers. We also assisted student activities and classroom teachers by ordering and/or furnishing food and supplies for their events.

EQUIPMENT

- The care, upkeep and replacement of equipment are an ongoing challenge in our daily routine.
- With the assistance of our maintenance department we are generally able to keep abreast of the minor repairs to equipment that we need to operate and use local professionals as situations arise.
- There is still need to invest in more commercial equipment as some of the current “home kitchen” pieces are not able to handle the safety regulations and demand of increased participation. At year end we were able to upgrade freezers at the Junior High and Fergus High, a half size convection oven at Garfield and a stand mixer, a dough sheeter, and a braising pan for our Central Kitchen. These purchases will bring our safety level up considerably. We terminated our relationship with Coca Cola so we are providing our own ala carte refrigerators for the coming year. We will meet the ala carte demands using our current vendors and attempting to buy locally.

The move to Infinite Campus for our accounting and application processing has proved to be successful. The integration of information for students and parents of our district has facilitated access to meal accounts, streamlined the application processing, and made the reporting of reimbursement claims easier. We also are making use of the online payment feature and the automatic messaging system to further alert parents to the status of their student's meal account balances.

EDUCATION

- Regular opportunities for reaching students and parents come in the form of the monthly menus, K-8 newsletters, posters, radio, community television and our district website.
- School Food Service will continue to promote the message that nutrition is closely linked to student performance and behavior. The preventive method of teaching and modeling good nutrition habits could be far more effective in improving performance and behavior than dealing with poor results in both areas.
- Our new federal mandates from the Healthy, Hunger-Free Child Nutrition Act will provide us with more and different challenges as far as portions, required foods, nutrition levels, serving style and budgeting for the increases.

Through creative promotion and marketing of our program and its benefits, we hope, with the help of our classroom educators, that students can build healthy lifetime habits for good nutrition and physical activity. Food can be fun!

SAFETY

- As an ongoing effort to comply with our HACCP policy which is a mandated food safety plan, we will again try to get all of our staff trained. Most often this occurs during non-school hours so this shows commitment to the health and safety of our students and staff by Food Service employees and should be commended.
- Employees have attended adult education classes throughout the year and are willing to share their information at staff meetings. This is a means for them to acquire Continuing Education Credit as well as improving themselves and our operation.
- As a result of employee training and education, School Food Service, again, received sanitation inspections (as required by the HACCP policy) at each of our six kitchens without any "findings". The comment from our local sanitarian was that school kitchens are the best in town and he was highly complimentary of our efforts.

PERSONNEL

- We had new faces at Highland Park and Fergus High this year.
- Our loyal and committed staff does an excellent job of training new people so as to make our operation function at a top level of efficiency.
- We have one opening for fall and will be seeking applications in July.

Facing challenges with new regulations and whatever is put in front of us, our goal at School Food Service remains the same. We will always do our best to feed the students of Lewistown Public Schools. With the assistance of the Board, staff, and students we will work to enable our students to be the best that they can be.

*"We serve education everyday."
We think food because kids can't think without it!*

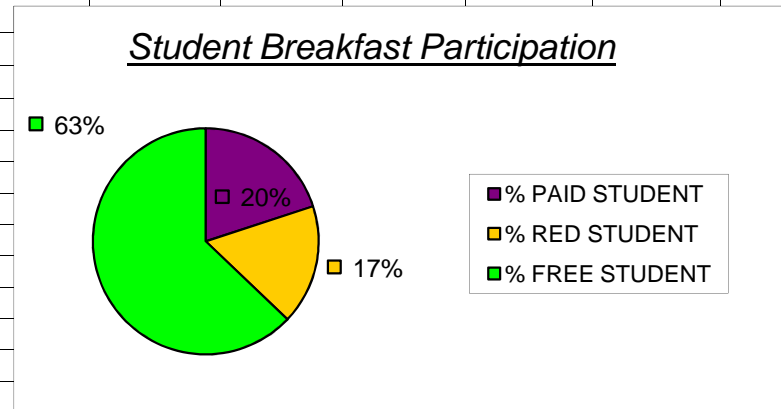
SCHOOL FOOD SERVICE

BREAKFAST PARTICIPATION DATA
2012-2013

SITE: District Summary

MONTH	STUDENT								ADULT			TOTAL	# DAYS
	PAID	ERN-PD	ERN-RD	ERN-FR	ERN-TOT	FREE	REDUCED	SUBTOT	EARNED	PAID	SUBTOT	ST+AD	
Aug/Sept	631	0	0	0	0	2534	436	3601	0	31	31	3632	23
October	693	0	0	0	0	2354	607	3654	0	33	33	3687	21
November	580	0	0	0	0	2001	554	3135	0	30	30	3165	17
December	587	0	0	0	0	1771	489	2847	0	24	24	2871	15
January	761	0	0	0	0	2321	697	3779	0	37	37	3816	21
February	755	0	0	0	0	2260	702	3717	0	28	28	3745	19
March	864	0	0	0	0	2533	719	4116	0	35	35	4151	20
April	971	0	0	0	0	2642	762	4375	0	24	24	4399	21
May/June	902	0	0	0	0	2683	825	4410	0	35	35	4445	22
TOTALS	6744	0	0	0	0	21099	5791	33634	0	277	277	33911	179

MONTH	AVE. ENROLL	AV DAILY PART.	% DAILY PART.	% PAID STUDENT	% RED STUDENT	% FREE STUDENT
Aug/Sept	1153	157	14%	18%	12%	70%
October	1155	174	15%	19%	17%	64%
November	1159	184	16%	19%	18%	64%
December	1160	190	16%	21%	17%	62%
January	1165	180	15%	20%	18%	61%
February	1166	196	17%	20%	19%	61%
March	1161	206	18%	21%	17%	62%
April	1159	208	18%	22%	17%	60%
May/June	1141	200	18%	20%	19%	61%
AVERAGES	1158	188	16%	20%	17%	63%



Participation at individual schools:	Percentage
Highland Park	16%
Garfield	20%
Lewis & Clark	24%
Junior High	15%
Fergus High	11%

*This graph reflects the percentage categories for only those students participating in the breakfast program--not the percentages of the total student enrollment.

SCHOOL FOOD SERVICE

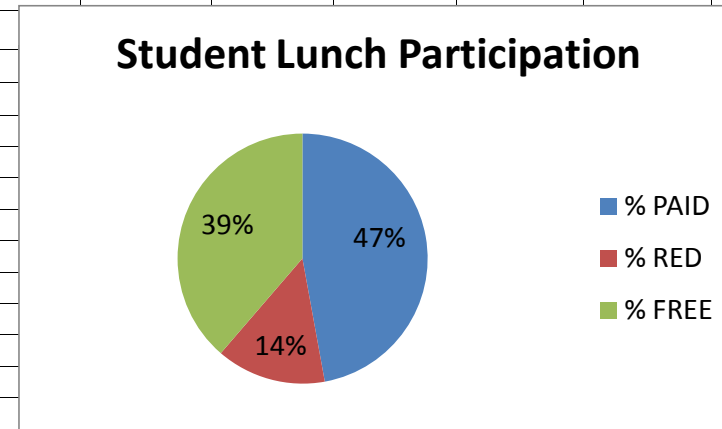
LUNCH PARTICIPATION DATA

2012-2013

SITE: District Summary

MONTH	STUDENT								ADULT			TOTAL	# DAYS
	PAID	ERN-PD	ERN-RD	ERN-FR	ERN-TOT	FREE	REDUCED	SUBTOT	EARNED	PAID	SUBTOT	ST+AD	
Aug/Sept	7381	32	27	22	81	6433	2235	16130	462	500	962	17092	23
October	7281	34	18	22	74	5710	1938	15003	413	412	825	15828	21
November	5738	61	3	9	73	4512	1593	11916	328	373	701	12617	17
December	4850	41	3	4	48	3996	1465	10359	401	305	706	11065	15
January	6564	40	18	32	90	5368	1968	13990	352	382	734	14724	21
February	5890	34	7	35	76	4845	1831	12642	332	337	669	13311	19
March	6242	36	6	28	70	5149	1955	13416	339	351	690	14106	20
April	6571	44	4	24	72	5482	2102	14227	363	375	738	14965	21
May/June	6618	33	7	0	40	5566	2113	14337	378	345	723	15060	22
TOTALS	57135	355	93	176	624	47061	17200	122020	3368	3380	6748	128768	179

MONTH	AVE. ENROLL	AV DAILY PART.	% DAILY PART.	% PAID STUDENT	% RED STUDENT	% FREE STUDENT
Aug/Sept	1159	701	61%	46%	14%	40%
October	1161	714	62%	49%	13%	38%
November	1165	701	60%	49%	13%	38%
December	1166	691	59%	47%	14%	39%
January	1171	666	57%	47%	14%	39%
February	1172	665	57%	47%	15%	39%
March	1168	671	57%	47%	15%	39%
April	1165	677	58%	46%	15%	39%
May/June	1147	652	57%	46%	15%	39%
AVERAGES	1164	682	59%	47%	14%	39%



Participation at individual schools:	Percentage
Highland Park	68%
Garfield	74%
Lewis & Clark	72%
Junior High	73%
Fergus High	28%

*This graph reflects the percentage categories for only those students participating in the lunch program-- not the percentages of the total student enrollment.

SPECIAL EDUCATION

Chris Rice

**ANNUAL REPORT
SPECIAL EDUCATION SERVICES IN LEWISTOWN
2012-2013**

CHRIS RICE, SPECIAL EDUCATION DIRECTOR

The Lewistown School District continues its provision of services to children with disabilities, identified and served in compliance with IDEA, in the least restrictive environment, with age-appropriate peers and in home school settings to the greatest extent possible. The District strives to develop its programs and services to meet individual needs of students, empowering all educators in their support of children with special needs.

The following chart indicates the number of students with disabilities served in Special Education programs, Grades K-12, reported on the annual December 1 Child Count. You will notice that the number of children served in the elementary and high school districts has remained fairly constant in the last three years.

Number of Students Receiving Special Education Services

<u>Year</u>	<u>Lewistown Elementary</u>	<u>Fergus High School</u>	<u>Total</u>
2001-02	157	26	183
2002-03	155	46	201
2003-04	160	50	210
2004-05	150	58	208
2005-06	169	60	229
2006-07	166	59	225
2007-08	149	58	207
2008-09	141	54	195
2009-10	117	58	175
2010-11	114	52	166
2011-12	116	52	168
2012-13	115	48	163

These numbers reflect identified children directly served and case managed by Special Education teachers or related service providers. To an extent, Lewistown's Special Education programs merge with general education to provide services to non-identified children in need, and, conversely, students with disabilities are also served in general education. Hence, many of the following topics, relative to Special Education, actually touch the entire educational arena in the Lewistown District.

Response to Intervention (RtI) programs continue to be implemented at varying levels within component buildings. Special Education staff team with general educators to identify and serve children in need of intervention to reach grade-level norms. The early and intense intervention has likely lead to reduced numbers of students identified as having a disability and requiring Special Education services. It has, although, raised issues for Special Education teachers who sometimes struggle with the challenge of meeting the individual needs of children with

disabilities while also providing services to non-identified children in RtI formats. In the year ahead, we will continue to examine and build our RtI services so as to have the greatest impact on all students.

Staff Development Opportunities have been offered in Lewistown this year to support the needs of educators serving children with disabilities. Representatives of the Lewistown District participated in local trainings focusing on Nonviolent Crisis Intervention, Building Social and Communication Skills of Children with Autism Spectrum Disorder, Risk Assessment, Direct Instruction for Struggling Learners, and Special Education Compliance Issues. The Central Montana Learning Resource Center Cooperative (CMLRCC) will continue its work with the Lewistown District to provide staff development opportunities relative to local needs.

In Support of Children with Autism, CMLRCC service providers to the Lewistown District focused this year on the development of evaluation procedures and service support models for children with autism and those providing services to them. Students in the Lewistown District benefited from more highly developed evaluation procedures, as did their local support teams. For the near future, children and families in the Lewistown District will be positively impacted by a newly formed support group for parents of children with autism. Educators will have access to new resources and expanded models of in-school supports.

OPI Compliance Monitoring of Special Education processes and paperwork lead to a very busy fall for most special educators in the district. The compliance monitoring, which took place in December of 2011, identified a number of areas in which special educators needed to fine tune their paperwork and procedures to meet State criteria, and all standards had to be met by January 2013. In the fall, all Lewistown Special Education teachers attended a training on compliance issues and procedures, and they worked diligently to meet all criteria by the deadline. For the future, support will continue to be provided on Special Education processes and procedures. All special educators will once again attend a fall training focusing on these issues, as well as other current topics in Special Education.

Section 504 provides a broader definition of disability, outside that addressed in IDEA, and, for identified children, focuses on the provision of accommodations necessary to access the general curriculum. A team of administrators within the district worked together this year to standardize a Section 504 referral, evaluation, identification, and service plan process for the district.

Risk Assessment was another process addressed by a team within the district. This group studied research and best practices related to the assessment of student situations involving threats and the subsequent development of support plans to address student safety. The team received training on this issue and has put together a standard set of procedures for the district which it hopes to implement in the fall. Further training will be provided to all personnel potentially involved in risk assessments and the development of plans for safety and success.

The Special Education Preschool, previously housed at Highland Park Elementary, will be relocated to the Head Start building next year, enabling an additional second grade classroom for the school. The move will provide greater opportunities for students with disabilities to be integrated in Head Start's preschool settings.

Montana Common Core Standards will bring exciting teaching opportunities and new challenges to all educators. Special educators will be exploring how the Common Core Standards affect their program design and instruction and how this is reflected in Individual Education Plans. Lots more learning on the horizon!

If I can help with any further information regarding Lewistown's Special Education programs, feel free to call me at the CMLRCC, 535-9012.

TECHNOLOGY

Pat Weichel

Technology 2012-2013 Annual Report
 Patrick Weichel, Technology Specialist
 Lynne Wise-Klippenes, Technology Integration Specialist
 Terry Lankutis, Technology Support
 Todd Lark, Technology Support
 John Jensen, Technology Support



June 12, 2013

District Web Site: The District's web server continues to be a source of district-wide information including:

- Academic, activity, and lunch calendars
- General academic information and news
- School Board meeting agendas
- Detailed course syllabi
- A variety of resources dealing with technology
- Student created web projects
- Administrative features, including on-line forms for requesting the use of school vehicles

We continue to make use of an open source content management system (CMS), Joomla, for the main pages of the District web site. FHS Journalism continues to create a lot of content for FHS. Joomla makes it very easy to keep the site content current and dynamic.

Site Statistics:

Most Popular Articles	Created	Hits
Campus Portal	2008-02-26 06:40:17	46324
Lewistown Public Schools - Board	2007-11-19 04:02:43	32827
Welcome to Lewistown Schools Public WiFi	2009-02-11 15:42:45	31362
Staff Resources	2009-12-17 13:28:17	16742
Transportation	2009-12-17 11:22:41	15575
Lincoln Administration	2008-03-31 02:07:28	12117
K-8 Libraries	2008-03-20 06:52:43	8170
Cyber Bullying	2009-02-09 07:51:14	5905
Accelerated Reader In Your Home	2009-08-26 04:09:19	5844
What can I learn today?	2009-12-18 11:03:58	5837

Infinite Campus software continues to be used as the District student information system. The system is completely web-enabled. The site is secured through the use of an ID and PIN number. Students have individual accounts; parents may request an account that allows them to view information on all of their children from one login. Staff, parent and student access is available from any internet connected computer. In addition to student records information, parents are able to pay for lunches online. Approximately one-third of all lunch account deposits were made online during the course of the 2012-13 School Year, a total just over \$83,000. Plans to expand the online payment system to include payment of fees at the start of the 2013-14 School Year are in place.

0420 Lewistown K-8 & Fergus High District Generated on 06/11/2013 11:46:08 AM Page 1 of 1	Portal Usage Summary Report Start Date:08/01/2012 End Date:06/11/2013 School Year:2013
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All Schools										
Grade	Students	Student Accounts	Student Logins	Average Weekly	Parent Accounts	Students Having Parent With Account	Parent Logins	Average Weekly		
All	1260	1252 99.37%	33736	750	448	721 57.22%	13179	293		
KF	92	92 100.00%	0	0	52	48 52.17%	1174	27		
PK	28	28 100.00%	0	0	7	6 21.43%	41	1		
Star	8	8 100.00%	0	0	1	1 12.50%	21	1		
01	103	103 100.00%	0	0	47	45 43.69%	1775	40		
02	87	86 98.85%	0	0	46	46 52.87%	1702	38		
03	80	78 97.50%	1	1	35	34 42.50%	794	18		
04	109	109 100.00%	2	1	59	57 52.29%	1378	31		
05	92	92 100.00%	321	8	45	43 46.74%	2571	58		
06	101	101 100.00%	507	12	62	60 59.41%	2472	55		
07	105	105 100.00%	5674	127	74	69 65.71%	3217	72		
08	95	94 98.95%	3335	75	60	59 62.11%	2563	57		
09	91	91 100.00%	5082	113	76	68 74.73%	3094	69		
9	20	19 95.00%	1052	24	16	13 65.00%	395	9		
10	101	99 98.02%	4485	100	68	64 63.37%	1752	39		
11	83	82 98.80%	4863	109	68	64 77.11%	2077	47		
12	92	92 100.00%	9466	211	62	58 63.04%	1441	33		

E-Rate Funding: The District again participated in the Federal Universal Services Fund or “E-Rate”. The District received a benefit of \$46,375 in discounts on the Internet connection, long distance, cellular and local telephone services for the 2012-2013 School Year. For the second time in our history of participation with E-Rate, our District was randomly selected for an audit by the FCC. The audit process requires a large amount of information gathering including sorting through many months of past bills and providing documentation of proof of payment, bid process for vendor selection, and our accreditation. At the time of this report the audit case remains open since March 2013, while we wait for a service provider’s response.

Email /Google Apps: Faced with the prospect of needing to replace our Microsoft Exchange email server, we chose to switch the District’s email service over to Google Apps for Education. The service is free of charge, and includes larger per user storage quotas, greater mobile support, increased remote / web access functionality, and no need to maintain on-premises hardware. Since the switch-over in January 2010, the system has run smoothly. The greatest increase in functional use for the District has been the widespread adoption of web-enabled calendars. While we could have done many of the same things with the old system, use of electronic calendars has skyrocketed. The calendars integrate easily with the District web site and allow for easy sharing of information with the public. The Google Docs component that also comes with the package has also been a benefit. Several District forms, such

as travel requests have been migrated to Google Docs, and a number of teachers are now using Google Docs with their students. Students from grades 3-12 have accounts for use with Google Apps. Chromebooks at Fergus High are providing cost effective and easy to manage hardware for student access to the service.

Network Backbone: “Mission critical” systems such as food service point of sale, the accounting system, MAPS testing and Infinite Campus continue to require reliable wide area network (WAN) service between the buildings.

In the fall of 2009 our primary WAN connections for Fergus High, Garfield, Junior High and Lincoln were changed from District owned wireless network equipment to leased fiber optic connections. Highland Park was added to the network during the summer of 2010, while Lewis and Clark and Bus Barn were added during the summer of 2011. The highest traffic areas: Lincoln, FHS, and LJHS are now upgraded from 10 mbs circuits to 100 mbs circuits. The new fiber connections have proven to be far more reliable and of greater capacity than the aging wireless backbone.

Internet service was upgraded twice during the 2012-13 School Year. Our Mid-Rivers connection was increased from a 12mbps cable modem to a 15 mbps business internet connection. Our fail over circuit from Triangle Telephone was increased from a 1.2 mbps DSL to a 50 mbps DSL connection. The circuits are currently configured to share the user load.

During 2011-12 we also completed complete coverage of all buildings with “Public Wi-Fi”. In addition to being a convenience for parents and other non-student guests in our buildings, we have also started to encourage students to “Bring Your Own Device” (BYOD). The public Wi-Fi is separated from our production network so that non-district devices are unable to communicate directly with district ones, to protect our equipment. Further, the Public Wi-Fi is completely filtered for content, just as the District network is, as described below.

BYOD has a number of advantages. Students bringing their own devices, in conjunction with teachers adapting technology use to accommodate any platform, has the benefit of students taking their learning home. In addition, it lessens some the use on District computers, and increases the access to technology for those students who don’t own their own device.

Content Filtering: As required by the FCC for participation in E-Rate, our District complies with CIPA, the Children’s Internet Protection Act. At the start of the 2012-13 School Year we switched from Open Source (i.e. free) web content filtering software, Smoothwall with Dansguardian, to a commercial filtering product that is available as a part of our current antivirus product. This new solution works very well, and is quite flexible for reporting and applying different filtering rules at different times of the day and to different populations.

Technology Levy: These funds were used to purchase new computers for use in classrooms and labs in all buildings. This funding is critical to maintaining a level of computer hardware that is easier to maintain and to use. The buildings received the following new computers:

Garfield	3
Highland Park	4
Lewis and Clark	3
Junior High	0
Fergus High	14

Highland Park also received a new iPad tablet lab of 30 machines. Levy funds currently sustain replacement of laptop labs annually at the four K-8 buildings in turn.

2012-2013 Trouble Tickets responded to in Lewistown Public Schools: 1062

Technology Integration and Training Activities – Lynne Wise-Klippenes

IPADS arrived in full force across the Lewistown District and the outlying schools that we served this year. The IPAD Lab was a new tool introduced as a portable lab for student use at Highland Park. A few teachers and I collectively attended IPAD training in Fort Benton, followed by several meetings through the summer to examine and select apps to support reading, math and language curriculum. A grade level teacher for K-3 participated in app selection to insure that apps were purchased that met the needs of all K-2 grade levels. The Apple configurator appeared to be the most effective choice for the portable IPAD lab of 30 units with 30 some apps. The sharing was scheduled between the grade levels and the laptops were used in the classrooms opposite the IPAD cart. The lab was reconfigured at the end of the first semester to add further free apps. Response seemed to be positive from both groups of teachers with the biggest frustration occurring from the devices having to be shared by students so content in the apps was not able to be saved and continued in all cases. All teachers felt a single device to each student would work better with the design of the devices and apps. Due to the large volume of IPADS purchased JSS software was used to configure and deploy individual IPADs at Garfield, Highland Park, Lewis and Clark and the Junior High as well as the Lewis and Clark portable lab which Barb Fradley helped select apps. This software allows us to be able to push out new apps that folks purchase or request without having to actually have their IPAD in our hands. Many of the elementary IPAD labs for the regional schools we serve was the method of deployment since it allowed quick responses to requests for purchased apps made by staff.

Staff training included Infinite Campus, Network Troubleshooting, Adding Web Page Content using Joomla, Google Apps, AplusLS, Lexia, Google Docs and IPADS. New staff and returning staff were offered training opportunities as groups and as individuals in all these areas as needed. Infinite Campus included the new beta version of the grade book so teachers could examine what the new grade book will be like. I opened up the beta grade book to those wanting it right after it was available and then opened it up to the entire K-8 staff to view at the end of the school year for teachers to examine at their leisure. The advantage of looking at the grade book now is that it has all the current grades for the quarters populated within it giving the teachers a good look at the layout.

Windows 8 and Office 2013 deployment on new machines required some training. The start screen has changed significantly and all staff deploying machines spent a bit of time the last month of school responding to the changes that go with new software. This was done one on one with those receiving new machines this spring.

Electronic Assessments continued with formative and summative data being used by teachers across the District to monitor student academic growth. MAPS testing ran more smoothly for the fall and winter and by spring an online version was available. Mr. Dubbs determined that moving to the online version would offer the District a sense of the required online “Smarter Balance” assessment that is mandated in 2014 for Montana Schools. After the admin staff determined the Lewistown District would move to online MAPS testing, Scott and I did some online training with a MAPS trainer, uploaded necessary student and teacher data and trained staff. Overall things went fairly well with only a few problems. Accelerated Reader and Star Testing are also used as pieces of student assessment data. The IPAD offered Accelerated Reader testing and at the end of the year offered a STAR assessment app which will be installed for fall to the IPAD’s. AIMSWeb is also a website being used by staff for formative data collection which requires occasional data support.

Newer Joomla Web Page Management System was implemented as our Lewistown web pages were designed in a new version of the Joomla Content Management System. This is a time-consuming task that was accomplished only because we were fortunate enough to have a college intern in the spring of this year. He was able to significantly move us forward in this process. At this time we are examining and correcting outdated content.

MOBI Training continued informally with individual staff developing classroom skills and needing further support to become a regular user of the MOBI.

Departmental reassignments occurred with the addition of John Jensen working part time and more outlying schools contracting our services. Each of us had new buildings and staff with which to familiarize ourselves. Todd had done all the travel and now because of additional schools others needed to travel as well. So Todd, John and I traveled individually and collectively to a variety of schools to accomplish needed work. The ultimate goal was to

transition from just Todd being the onsite tech to John and myself also traveling and accomplishing this for some of the schools. The transition has been successful and we are established for the coming year for all 3 of us to be on the road serving the regional schools around us.

THINK CENTRAL, APLUS and LEXIA programs are used throughout the K-6 District by classroom teachers and students to assist in reading and math instruction and practice. All require closing the program year in the spring, rolling students forward and setting up courses for fall. All require teacher training for new teachers entering each year. The staff as a whole has had less support with these because of workload support of larger numbers of equipment that has lowered the amount of time for training and personal support that follows training. The AplusLS Program at Highland Park as it ages is having some issues. The services this year kept shutting down adding frustration for staff.

FITNESSGRAM which is the health and PE software used by K-6 teachers to record content relating to student physical development is also becoming dated and both instructors have had some difficulties as operating systems are progressing making all the pieces of the program work correctly. However in all cases we did find a work around this year.

META (Montana Education Technologists Association) was established this year at both the state and regional level. All of the departmental members of our Lewistown Technology Support Staff participated in attending and contributing to the growth and development of this organization. The peer support and information sharing opportunities have been invaluable for the entire staff.

Highlights from the Road - Todd Lark

The technology team engaged in yet another intense and rewarding year supporting the Lewistown Public Schools Technology Cooperative. All of our supported schools significantly improved their hardware situations, updating and virtualizing servers and purchasing new CPUs and other educational hardware such as iPads (tablet computers), IPEVOs (document cameras), scanners, and even commercial printers (to create their own annuals). Many of our supported schools were also able to upgrade fundamental educational software, such as Infinite Campus, Quicken and Microsoft Office 2010. This was bolstered by further implementation and training of open source software, such as GIMP (a photo editing program), Blender (an open source computer animation program) further integration with Google Apps, especially in one to one environments, Audacity (a sound editing program), ALICE (a JavaScript programming environment), iScribe and Inkscape (open source publishing programs). These pieces of software gave students and teachers a new palette of tools to create an appealing learning environment to push technological skills and techniques to an unprecedented level. We also continued development and training on all websites this year which further opened the doors of modernity to teachers, students, and their communities. As with our own district, each school's website provides valuable resources for their community. The buy-in and subsequent support of the schools remains phenomenal. We utilized Joomla as we do in our district for these projects.

Happily, we have added Harlowton Public Schools on board in our multi-district agreement. We will move them over to Google apps and deploy 80 Chromebooks this fall for a one to one digital learning environment at the high school level. We will also provide support and training for Harlowton all whilst smoothing out their networks to ultimate efficiency.

With almost fourteen thousand miles of travel, daily remote sessions, and constant phone contact, the staff of the Lewistown Technology Department capably handled every concern, from network crashes to hardware repair. We offered 23 tech-infused trainings for PIR days for 2012-2013 and have already scheduled 12 for the upcoming school year (with more to come) as our cooperative schools continue to strive in the technological world. We have also been approached about doing trainings elsewhere in the state. We are constantly given accolades for the speed of our response, the care and concern of our staff, and the thoroughness of our performance. In fact, we are a cutting edge model for smaller schools that do not have a budget for an in-house Technology Department yet benefit from this cooperative experience to reach and maximize their technological potential.

TITLE I

Scott Dubbs

Lewistown Public Schools
2012-2013 Title I Annual Report



Submitted by:
Scott Dubbs, Curriculum Director

The Lewistown Public Schools has worked with support of the Federal Government as a Title I School pretty much since the inception of the Elementary and Secondary Education Act back in the 1960's. There have been many changes in how we were expected to meet its mandates over the years and the program itself was changed dramatically from Title I to Chapter I and back during previous years.

In today's world we work with a Title I program as a schoolwide district and have been a schoolwide district program for the past two school years. The benefits of being schoolwide are many, but the most obvious comes down to how we fund and manage our program locally. Our schools in the past (and many others today) utilized a program model that would provide funding to target funding and services on children who are failing, or most at risk of failing, to meet state academic standards in need, by providing a supplemental program for those that qualify. Generally those programs required student participation in replacement courses, had many additional requirements and were difficult to monitor. However, schools that participate as a Schoolwide Title I program commit to providing an educational program for all students that is seamless in how services are provided, how students are worked with, and how funding is allocated across the school or district.

The purpose of a Schoolwide Title I school or district is to implement comprehensive improvement strategies throughout the entire school or district as a way of improving academic outcomes for every student. It serves all students regardless of eligibility and assists in all core subjects. The major aspects of the required components of a schoolwide program that staff focused on this year included:

- Schoolwide reform strategies based on scientific research that strengthen the core academic program, increase the amount and quality of learning time and include strategies to address the needs of low-achieving students.
- High quality, on-going professional development based on scientifically-based research for staff.
- Measures to include teachers in the decisions regarding the use of the MontCAS and other assessments to improve the achievement of individual students and the overall instructional program.
- Efforts to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement are provided with effective assistance.

Associated with this supplemental federal funding and support, all Title I schools must meet additional requirements as a result of Annual Yearly Progress (AYP) through the Department of Education and the "No Child Left Behind" Act (NCLB). One such requirement is for schools designated as being schools "in improvement" must allocate 10% of all Title funds to be used for professional development. Those professional development programs must also be tied directly to the improvement and reform strategies existing within the District.

In addition, Title I schools are required to have a much higher level of communication about our progress in meeting AYP and therefore must provide a notice to fund SES support. A required goal of all Title I schools is that of improving parent involvement. Included is a requirement to send letters home indicating our AYP status and what options parents have inside and outside of our District to meet the individual academic needs of their student(s). All these parent communication components are mentioned in the Self-Monitoring and Findings section found below.

Professional Development - This year our primary focus of professional development was tied to the Montana Common Core Standards (MCCS). Our efforts were very timely due to the emphasis on the part of the state and our District as we prepared to address curriculum and instruction in preparation for the expectations of the MCCS. Additionally, this primary focus is a logical second step following last year's focus on improving teacher skills to make our classrooms more engaging and connected for students.

Most of the professional learning on the MCCS took place within our Communication Arts and Mathematics leadership teams but also included an in-depth district level MCCS overview from Al McMilan and Andrea Fischer to our instructional staff, on the standards and their expectations and focusing on literacy component on our January 21, 2013. The training itself was a bit repetitive for our leadership teams but the goal was to provide a much higher level of MCCS understanding to that part of the District's staff that had not gone through the leadership team's extensive trainings.

On the elementary level a second focus for the District was related to bringing consistency into benchmarking assessments that could help support classroom teachers and building level RtI implementations. This effort is geared into providing additional and consistent assessment data to be used in benchmarking students in the fall, winter and spring through the use of AIMSweb and its assessments. Part of this effort was to utilize the excellent reports and browser based assessment to allow easier and more accurate data on student achievement that will follow students as they move from grade to grade. AIMSweb also is an excellent progress monitoring system to assess students frequently in interventions for our tier 2 or tier 3 students. The first PIR day on August 24, 2012 was a full day of training for elementary staff on AIMSweb and its core components.

That focus for the secondary staff was tied to supporting the high school's Graduation Matters efforts of working with students struggling in school or students at risk of dropping out prior to graduation. The opening PIR training included a half day of work with OPI staff members Heather Denny and Heather Ferguson addressing the needs of neglected students or students in poverty. Their afternoon PIR time was devoted to RtI at the junior high, and/or student accommodations at the high school. All PIR options were successful in supporting staff as we entered into the school year.

Another professional development focus over the 2012-13 School Year was Response to Intervention (RtI) training from OPI to help promote our building level RtI programs within the three elementary schools and also in the Junior High. Those trainings were primarily geared to help the staff in each building develop sustainable practices in their work to provide multi-tier interventions for students in the areas of mathematics and reading. Supporting that effort is our use of many other instructional strategies to help staff bring all students into acceptable proficiency levels. Those strategies are listed in our Title I Schoolwide Plans and in each District's 5-Year Comprehensive School Improvement Plans (CSIP).

A list of additional professional development trainings utilized with staff this year included:

- January 9-11, 2013 - The 2013 OPI State Assessment & Data Conference, held in Billings, focused on upcoming assessment changes tied to the Common Core, improving instruction, and an update on needed procedures for administration and reporting of the statewide MontCAS Assessments. This year's keynote addresses were from Joe Willhoft, the Executive Director of Smarter Balanced Consortium, and Stephanie Hirsh, Executive Director of Learning Forward. The focus was on the new assessments associated with the Common Core and the professional learning needed to support change within the classroom. Additionally, the conference provides other quality classroom and academic supports or training for teachers. This year the conference was attended by our assessment leadership team.
- April 26-28, 2013 – The Annual “Springtime in the Rockies” Conference was held at Canyon Ferry in April. Three staff members from Lewis & Clark attended this instructional technology related training to help provide leadership level trainings to support the use of technology efforts already in progress at Lewis & Clark.
- April 24-25, 2013 -“State 2013 Title I Conference” in Great Falls. This leadership conference focused on the many aspects of Title I services provided at the school level. The workshop sessions helped support our Schoolwide efforts, potential Common Core connections and parent involvement efforts. This year's keynote address from Dr. Linda Bone on brain research and the implications for instruction was very informative and provided insight into problems with students in poverty or in stress.
- June 17-22, 2013 - The “Montana Behavior Initiative” was held in Bozeman with 11 LPS staff members in attendance. Many of the trainings were directly related to our RtI efforts or were directed at improving classroom instruction and school climate efforts. This year's conference also included training to support the new academic standards in math and English, language arts and literacy as well as our piloting of “Project REAL” in the elementary schools during the 2013-14 School Year. Project REAL is expected to help our schools integrate multiple support programs (primarily MBI and RtI) into one overall program, eliminating duplication of effort throughout our buildings. The MBI Conference itself brings together many staff members across the state (over 1200 this year) to take advantage of the opportunities provided by numerous presenters from across the nation. The sessions are primarily centered on the multi-tiered approach used by both RtI and MBI. Participating schools are encouraged to develop strong teams to lead efforts at improving schools and addressing positive behavioral systems and academics. Focused trainings are available at varying grade levels and position. Many sessions also addressed student voice and family engagement in schools.

New Changes – Last school year the District participated in the Office of Public Instruction's Title I Self-Monitoring Tool and as a result has modified several processes and activities within the schools to comply with the expectations of a federally funded Schoolwide Title I program. Included in those modifications were the verification and hiring of highly qualified classified staff in all academic related positions, improved parent involvement, and maintenance and review of individual Schoolwide Plans at each building. Additionally, we included new statements relating to our Title I status and program in our student handbooks, maintained a website on all required information and started district-wide conversations with parents about our parent involvement using the Family Engagement Tool (FET). We held initial parent meetings in conjunction with each building level

Open House at the start of the school year, and initiated procedures to insure that all students K-12 and their parents sign our Title I Compact. The compact is a mutual agreement between the student, the teacher, and the parent to fulfill their role in insuring student learning.

Other efforts related to our Title I status this past year included:

- Sending out required letters in September and January to Garfield Elementary parents explaining Supplemental Educational Services available from the state providers, as mentioned above. The letters are a requirement of Garfield Elementary's AYP status of "needing improvement" and actions mandated as a result of No Child Left Behind.
- Continued use of Odysseyware coursework in the high school. Odysseyware is most comparable to online coursework but is managed by high school staff to insure students that participate are working to our level of expectation in core and replacement courses.
- Continued work on referral and placement of students in the elementary for math and reading. The Title teacher leaders in each elementary school worked over the past couple of years to provide data and modify schoolwide student placement structures. The leaders, along with support from Mr. Weichel and myself, now allow each grade level easy access to individual student assessment information previously uploaded into Infinite Campus. The resulting placement spreadsheets enable staff to develop class rosters for next school year that are appropriate by ability. This work will help support and provide various other interventions where appropriate.
- A continued commitment to MAP assessments grade three through tenth grade for reading and grade three through our Algebra II class students for math. We started MAP assessments three years ago and have a progressive wealth of testing data on all these students since that point in time. Considering the direct correlation with student MAP results and CRT scores teachers and administrators have a tool at their disposal that supports their efforts to monitor and follow their progress of their students. Additionally, we will be moving our MAP assessments from the old state standards into supporting our efforts in the new state standards for both reading and math so that we may better support the new expectations of the Common Core.
- Last year we started to integrate AIMSweb assessments kindergarten through 8th grade to benchmark each of our students. These benchmarks are useful for RtI in each building and provide staff with a tool to monitor student progress. We began this integration process a year ago last January and provided additional training to key personnel last June. Using a certified AIMSweb facilitator, all elementary staff were trained during our fall PIR on August 24, 2012, with the goal of each teacher utilizing AIMSweb assessments and progress monitoring tools for the 2012-13 school year.
- Family Engagement Tool/Parent Involvement Committee Meetings – This winter we started a District-wide Parent Involvement Committee with PTO members to review school efforts to better address parent needs, consider possible parent trainings and reviewed and evaluated all levels of communication with parents and families about our programs and our status as a Title I school in need of improvement. Those efforts will continue into the next school year.

TRANSPORTATION

Steve Klippenes

Transportation Department
Annual Report
2011-2012
Steve Klippenes, Transportation Director

During the 2012-2013 School Year we traveled accident free **123,874** miles in yellow buses and **67,452** miles in our activity buses.

We acquired two new yellow route buses this school year for route #1 and route #8, replacing the 1999 Blue Bird and the 2001 Chev Blue Bird. We are scheduled to replace one yellow route bus in the 2013-2014 school year.

The Transportation Department continues to be responsible for the maintenance on fourteen yellow buses and five MCI activity buses, two Drivers Education vehicles, seven Maintenance vehicles, the Hot Lunch Van, one Transportation pickup and snowplow, two tech department vehicles and five fleet vehicles. We also do the maintenance on the Council of Aging buses and ten CMLRCC vehicles.

As an answer to needing more classroom space at the Highland Park school, the transportation department will be transporting the school district's Pre-school students to the Head Start building for the 2013-2014 school year. The Lewistown Head Start Agency has again not offered a transportation contract to the School District for the 2013-2014 school year for their program. Although a school district yellow bus will be seen at the Head Start facility throughout the year, it is important to note that it will be conducting school district transportation and not Head Start transportation.

The Transportation Department had a long term veteran driver, Ted Murray, retired at the end of this school year. He will be missed by the staff and his students. Ted was also awarded the Montana State School Bus Driver of the Year award at the MAPT annual conference in June 2012, a recognition that he was justifiably proud to receive.

Our group of drivers continues to focus on the mission statement of the Transportation Department, which is being dedicated to the safe transportation of students in a responsible and professional manner.

Lewistown Transportation Department resumed hosting the School Bus Driver Symposium in October of 2012 and we had 19 surrounding schools with 91 drivers participating. We will again be hosting the School Bus Driver Symposium in October 2013.

We continue to work with International to become a warranty shop so we can do our own warranty work and be reimbursed by International for doing the work. This would also allow for us to do warranty work for surrounding schools, on a time available basis, and be paid by International for doing this warranty work as well.

We had a very good year in the Transportation Department and look forward to the 2013-2014 School Year being equally successful.

**TRANSPORTATION DEPARTMENT
ANNUAL REPORT
2012-2013 -- MILEAGE**

BUS NUMBER	YEAR	MODEL	STARTING MILEAGE	ENDING MILEAGE	TOTAL
1	2006	International RE	77,075	78,336	1,261
2	2009	International RE	81,545	92,349	10,804
3	2006	International RE	138,257	150,169	11,912
4	2003	Bluebird All-Amer	119,207	120,940	1,733
5	2007	International IC RE	103,820	120,680	16,860
6	1999	Bluebird TC-2000	166,034	166,252	218
New 6	2013	International IC RE	1,710	12,622	10,912
7	2005	International Conv	96,548	98,539	1,991
8	2006	International RE	62,928	68,963	6,035
9	2001	Bluebird Chev	163,173	163,204	31
New 9	2014	International RE	1,715	2,030	315
10	2005	International RE	80,147	89,159	9,012
11	2012	International RE	6,796	14,086	7,290
12	2009	International RE	56,034	69,020	12,986
13	2010	International RE	20,706	40,021	19,315
14	2007	International Conv	82,539	95,738	13,199
TOTAL					123,874

					Total Miles on Bus
Eagle 1	2008	MCI J4500	283,579	300,414	16,835
Eagle 2	1997	MCI 102DL3	267,103	282,195	15,092
Eagle 3	1999	MCI 102DL3	70,113	83,914	13,801
Eagle 4	1996	MCI 102D3	233,723	253,212	19,489
Eagle 5	1982	MCI MC-9	73,056	75,291	2,235
TOTAL					67,452

SHOP TRUCKS

2008	Chevrolet 1 Ton	130,426	135,279	4,853
TOTAL				4,853