



**LEWISTOWN
PUBLIC
SCHOOLS
2009-2010
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	Sharon Redfern
Garfield Elementary School	John Moffatt
Lewis & Clark Elementary School	Matt Lewis
Lewistown Junior High School	Jerry Feller
Fergus High School	Scott Dubbs
Activities – Fergus High School	Tim Majerus
Activities – Lewistown Junior High	Jerry Feller
Assessment	Matt Lewis
Business Office	Mike Waterman
Central Montana Education Center	Diane Oldenburg
Curriculum	John Moffatt
Maintenance	Paul Stengel
School Food Service	Cindy Giese
Special Education	Dale Lambert
Technology	Pat Weichel
Transportation	Steve Klippenes

**HIGHLAND PARK
ELEMENTARY
SCHOOL**

Sharon Redfern

**Highland Park Elementary
Annual Report
2009-2010
Sharon Redfern, Principal**

Highland Park offers "Bright Beginnings" to the District's Kindergarten, First, and Second Grade students. We strongly believe that every child should be a reader before leaving Highland Park. Progress monitoring data, classroom-based assessments, and specific interventions help us to reach this shared vision.

Highland Park 2009-10 Goals:

Goal #1: Promote and maintain a safe and nurturing learning environment.

Objective: Educate parents, teachers, and students on bullying issues.

Strategies: Implement the SOAR program in which all students are recognized for their positive choices. Provide small group counseling sessions emphasizing the social skill of the month led by the School Psychologist, the school counselor, and the Speech Pathologist for targeted students. Provide bullying training for playground assistants.

Goal #2: Promote and maintain a clean, safe and nurturing learning environment.

Objective: Prioritize a list of building improvements.

Strategies: Utilize building/grounds walks to identify physical plant needs. Develop a building-wide list of maintenance projects and monitor completion dates.

Goal #3: All students will demonstrate achievement in Math and Communication Arts.

Objective: Measure student growth in Communication Arts and Math.

Strategies: Many instructional strategies and interventions have been utilized through the *Response to Intervention* process. Continue *Response to Intervention* training to develop material resources and staff skills in effective instruction. Utilize differentiated strategies within classrooms and in targeted small Reading or Mathematics groups. Fully implement Title 1 into the full-day Kindergarten program.

Following are highlights from this school year:

Highland Park's school year began with an Open House, again held the night before school began. Together with their parents, our students visited their new classrooms, brought their school supplies to their new desk, and became re-acquainted with their classmates. The early Open House has been an effective welcoming practice that has eased the transition to a new school year.

For the fourth year, Highland Park has been fully engaged with the Response to Intervention model for meeting student needs. This process began with information provided by Wayne Calender through the district's professional development program. Full implementation has occurred as Highland Park completed our second year in the Office of Public Instruction's training program. This training, along with a common vision for improved student achievement, has allowed our staff to provide multiple interventions which are tailored as needed to match student needs. Interventions that are available for all students were listed in Highland Park's 2008-09 annual report. New interventions this year included school-wide *My Sidewalks* and short-term (three week), flexible groups in Reading and in Math.

The goal of the RtI model is that 80-85% of all students will reach grade-level Benchmark. The remaining 15-20% of students are either Strategic or Intensive level, but are continuing to achieve and make progress towards benchmark. In 2010, 82% of Highland Park's students achieved Benchmark status according to the Spring Dibels Benchmarking. This included a remarkable 89% of Kindergarten students who were at Benchmark. The full-day Kindergarten program, discussed later in this report, as well as the addition of a full-day Title 1 paraprofessional in Kindergarten, contributed to this success.

A Problem-Solving Team meets monthly to review individual student data provided by classroom, Title 1, and Resource teachers. We have continued to revise and refine our forms and procedures to simplify this process while still providing the data necessary for appropriate decision-making. Data-based discussions lead to the selection of specific interventions for specific students. The next month, new data is again reviewed to note student progress.

Much credit for the success of our RtI program goes to the Problem Solving Team, who have attended training, shared information with staff, and provided leadership for others in our building. This team consists of Rachel Stansberry, Gina Armstrong, Tara Murnion, Germaine Stivers, Darcy Zanto, Juanita Kajkowski, Brenda Gruener, Bridget Sparks, Amanda Gee, Sharon Redfern, and School Psychologist Megan Blake.

Moving forward, the RtI team should include new members while retaining several of those who have served the past two years. Again to their credit, members of the existing team chose give up the training opportunity so that new members could attend, but wanted to remain on the building-wide team in the future. In May, all staff was invited to attend an RtI team data meeting and consider joining the 2010-2011 Team. ALL teachers at Highland Park attended this meeting and many were eager to become a Problem-Solving Team member. At a minimum, two new teachers will be added to the team.

In June, 2010, five RtI team members completed two days of professional development that will enhance the process at Highland Park for 2010-2011. This included:

1. Scott-Foresman (Reading) assessments – developing an Excel spreadsheet to record Kindergarten, First Grade, and Second Grade data from multiple sources;
2. Listing of interventions, which correspond to the specific learning difficulty, that are available at each tier of the RtI model;
3. Revising the graphing form for tracking academic and behavioral interventions
 - a. CMLRCC form to track across grade levels;
4. Student referral form revised;
5. Organize the closet of interventions; develop a system for check-out; identify the screener to be utilized to select the appropriate learning need;
6. Organize demonstration teaching tapes and accompanying teaching cards;
7. Develop a flow chart (checklist) for activating the intervention process;
8. Begin to develop a Mathematics referral form
 - a. Begin identification of Math interventions.

Behavioral interventions continue with students receiving social skills instruction in classrooms and through school-wide programs (the core program). These skills are discussed more thoroughly in the MBI section of this report. Additionally, small groups were formed for students in the second tier (strategic). Taught by the School Psychologist, the school counselor, and the Speech Pathologist, these small groups met three times weekly for about a month, focusing upon the social skill of the month at a more extensive level. Students in the third tier (intensive) worked with a behavior paraprofessional and/or Resource staff members. Students are more likely to achieve academic improvement when behavior doesn't interfere with the learning process; the results of the behavior intervention program were very positive.

Technology projects, in accordance with the district's technology curriculum, are completed annually. This includes individual student technology portfolios. Each year, Junior High students video our first graders as they read; additional projects are inserted into the student portfolios throughout the students' school career. Technology also plays a significant role in aiding student achievement through programs designed to address each child's specific skill needs. Certainly one of the greatest uses of technology is in aiding progress monitoring and allowing teachers to design instruction based upon student mastery.

To emphasize physical fitness and provide an activity break each day, the Jammin' Minute program continues to be implemented. Each week, a short physical activity lesson was emailed to all staff; classroom teachers used the lesson whenever appropriate during their day. Research indicates that physical activity can provide students with a more optimal learning experience, also being important in reducing childhood obesity.

Highland Park's Parent-Teacher Support Group is an invaluable asset. This year's *I Love to Read* month included the PTSG Reading Fair, an event which we look forward to each year. Organized around Highland Park's 2010 theme of "Wild About Reading" based on Mercer Mayer's "Where the Wild Things Are," the month concluded with a wonderful morning of reading activities provided by parents. Officers were Loraine Day, chair; Tammie Eckhardt, Treasurer; and Bev Myers, Campbell's soup labels and Box Tops for Education chair. Another district PTSG officer is Lisa Pierce, who has organized the annual elementary school Carnival for the past two years. PTSG continues to support school activities and provide volunteers throughout the year. They are very much appreciated!

Professional development opportunities were available to all staff at Highland Park throughout the year and in the summer in a continuing effort to implement best practice instructional strategies. Some of these included:

- ~the national Kindergarten Conference, providing information and ideas for the full-day Kindergarten program;
- ~the national Title 1 conference, with opportunities for ways to involve parents, design successful programs, and increase success for at-risk students;
- ~Effective Schools Correlates, by Larry Lezotte, giving opportunity to review components of effective schools and complete a staff needs assessment that would help to identify school improvement targets;
- ~Paraeducators Institute, attended by five of Highland Park's paraprofessionals, giving information regarding such topics as autism, safe schools, and instructional practices;
- ~Positive Behavioral Supports, attended by our School Psychologist and behavior paraprofessional, to help provide more supports for behavior challenges.

Highland Park's Make a Difference Day project focused on providing funds for the Central Montana Youth Mentoring Program. Many of our students benefit from a relationship with one of FHS's high school students through the CMYMP. Along with many parents who joined us in making a difference by walking the Fergus High track, our students donated money for this worthwhile program.

Volunteer parents and community members are so important to Highland Park. Ten America Reads tutors provided one-to-one quality time for twenty first graders as they tutored these students in reading.

Lewistown Schools' Board of Trustees annual Roundtable allows staff to share and inform the Board about Highland Park's programs. This year's "The Amazing Pace" engaged the Board with Highland Park's current Response to Intervention efforts.

Each February, scores of parents and community members come to Highland Park to share the gift of a story in our classrooms.

Classroom volunteers visit the school on a weekly or regular basis to listen to children read, provide vocabulary support, help with laptop programs in classrooms or programs in the computer lab, or assist with classroom activities.

Highland Park's goal is to invite parents to our building a minimum of three times annually.

Highland Park's Montana Behavioral Initiative team meets monthly to discuss building-wide management concerns. Every year, two teachers attend the state M.B.I. training in June and help to provide leadership in our building. These teachers, Margee Smith and Annette Bjelland, were Highland Park's representatives to a district MBI team formed in 2009-10. From this group, SOAR (Safe, Organized, Accepting, and Responsible) expectations were developed for Lewistown Public Schools. Highland Park embraced the opportunity to expand our MBI program and we implemented several new measures. SOAR tickets were distributed by all staff members when students were making positive choices or displaying good citizenship. Each week, two tickets were drawn in each classroom with these two students receiving a SOAR certificate and having their names announced over the intercom. Students who had made SOAR choices on the playground were rewarded with an "extra" recess, staffed by PTSG members, once each month. These incentives accentuated the positive and provided motivation for students.

A school-wide social skill continued to be emphasized monthly with an accompanying "Manner of the Month" encouraged and reinforced by all staff throughout the school setting (the core program). Short video clips dealing with the targeted social skill were broadcast in all classrooms once each month, providing a springboard for discussion about good citizenship.

The Meaningful Work program, Highland Park Helping Hands (H.H.H.) has continued for second grade students. Students have the opportunity to be an Office Assistant, Library Assistant, Flag Raiser, and Kitchen Assistant. Students enjoy helping in the school-wide setting and look forward to their HHH assignment.

Full-Day Kindergarten became a reality in Lewistown Public Schools this year. Following a series of parent meetings in 2008-09, the program was fully implemented in 2009-2010. Two sections of Kindergarten are located at Highland Park and two sections at Garfield. Kindergarten staff met twice each month during 2009-2010 to coordinate programs and discuss best practices. The full day program has been instrumental in allowing for student successes; the addition of a Title 1 paraprofessional dedicated to Kindergarten needs has been invaluable in the process. Our students' achievement has been excellent, with 89% of Highland Park's students reaching benchmark status on Kindergarten standards.

A "Jump Up" day continues to be held in June at Highland Park. Students and their parents were notified regarding their next year's classroom teacher assignment and students had the opportunity to meet their new teacher and visit their new classroom. We have had many positive comments from parents and students about this event which again eases the transition process for our young students.

The MAP (Measures of Academic Progress) program was implemented in all of Lewistown schools this year. This computer-based program provided grade-level data regarding student mastery of skills as well as helping to identify areas needing improvement. MAP data was utilized by classroom teachers to guide instruction and this data formed the basis for flexible groups in Reading and in Math, especially for the second grade. MAP for Primary was used in the Kindergarten and First Grade setting to track student mastery of skills. Staff training held in April was valuable in increasing teacher knowledge and successful use of the program. The additional data provided by MAP testing has increased effective instruction.

In a cross-age activity, Highland Park hosted LJHS Service Learning Flannelboard Stories regularly throughout the year. Our students enjoyed these presentations and teachers enjoyed the opportunity to renew acquaintances with former students.

At our spring Awards Ceremony, five students were recognized for Perfect Attendance and another twenty-five students had Outstanding Attendance. Awarded as grade-level winners in the Zaner-Bloser National Handwriting Contest were Sean Kuneau, First Grade, and Troy Parsons, Second Grade. For the sixth consecutive year, Highland Park had a state winner in this contest. Troy Parsons was Montana's Second Grade State Level winner and received a medal, an engraved pan, and a certificate in the amount of \$200 for Highland Park to be used for handwriting materials.

Summer School for all buildings was held at Lewistown Junior High because of facility improvements being conducted in the elementary schools. This provided the opportunity to organize a district-wide program. This year, a common reporting form was developed so that input could be passed on to classroom teachers next August. In addition, the MAP assessment will be given as an indicator of progress during the summer school program. Three of Highland Park's staff members helped students to retain or move forward in skills, and a summer school coordinator and the administrator from Highland Park helped to organize the program.

Highland Park's tenured teachers again had the opportunity to be involved in a peer coaching program as part of their annual evaluations. The program allows teachers to select their own area of professional growth as they invited a peer coach to collect data on this specific focus. Each year, the program improves as teachers become more skilled at targeting instructional concerns, identifying successful strategies, and sharing their knowledge with each other. The program taps into one of our school's most valuable resources: its teachers. This year, teachers noted that peer coaching provided the opportunity to track their instructional fidelity (teaching the instructional materials as they were designed to be taught) as well as viewing best practices in instruction. In addition, non-tenured staff were able to schedule visits to other classrooms to promote professional sharing and discussion.

Highland Park's certified staff expressed their thanks for our support staff through a Classified Staff Appreciation Week. Each day, our classified staff was honored with a small gift or treats. Our school would have difficulty achieving daily successes without the support and dedication of the support staff.

Four of Highland Park's staff retired this year. Highland Park and the District will miss the expertise of first grade teacher Karen Combs (twenty-five years of teaching), second grade teacher Ann Ruddy (twenty-nine years of teaching), and paraprofessional Darlene Beaudry (sixteen years of service) who have indeed provided many "bright beginnings" for so many students at Highland Park. Principal Sharon Redfern (thirty-one years of teaching/administration) also retired in 2009-2010.

Highland Park Elementary has had a great year!

**GARFIELD
ELEMENTARY
SCHOOL**

John Moffatt

Garfield Elementary School
Annual Report
2009-2010
John Moffatt, Principal

The 2009-2010 School Year was marked by many great times, several unusual challenges, and the implementation of quite a number of new programs. I was proud of the way our students accepted the Garfield challenge to “Reach In, Reach Out, and Reach Up” to be the best person and best student possible. As I am retiring in June 2010 after 23 years as the principal at Garfield, I must express my appreciation for having had the opportunity to work with so many wonderful children, their families, and the great people who have made up the staff at Garfield. Many things have changed during my tenure here, but I think we have maintained the commitment to the whole child exemplified in the challenge mentioned above—a challenge which serves as the school’s Mission Statement.

Probably our most important implementation this year was that of all-day every-day kindergarten for all children. After two years of hosting the District’s only section of all-day every-day kindergarten, a class designed for the most at-risk of our kindergartners, the Lewistown Public Schools offered full-time kindergarten for all students. Two sections were housed at Highland Park and two at Garfield. Thanks to District professional development support, several members of the kindergarten team and the two building principals were able to attend the National Kindergarten Conference in Las Vegas during the summer of 2009. Not only was this a tremendous conference, it also provided a great opportunity for teambuilding for the staff. The kindergarten teachers kept that momentum going during the school year with regular (despite lots of scheduling conflicts) meetings and discussions. Adding the extra section of kindergarten at Garfield also gave our lone kindergarten teacher a partner on a daily basis which I feel was very helpful. As has been the case in the past, the kindergarten students were very well-treated by the older students. Playground problems between kindergarten students and 3rd and 4th graders were virtually non-existent, and some of the expected logistical situations such as lunch schedules proved to be very manageable.

District-wide, we adopted the MAP tests this year, and began the process of using the data the tests yield. An excellent in-service near the end of the year helped many of the teachers understand how they can use the MAP reports information to help kids, and I think they will be able to take advantage of this resource next year. The biggest drawback of the MAP program is the amount of time (approximately 3 weeks 3 times per year) it takes to administer it. Fortunately, we did pull back on the Essential Skills testing this year which tended to somewhat balance out the amount of time needed for MAP assessment. We are short on space in the building, so our kindergarten resource students were displaced whenever we would do the MAP.

Several RTI programs were implemented or expanded this year. Under the direction of our Title One teacher, Julie Comes and her assistant, Kathy Irwin, our “Homework Help” program expanded to the point that over 20 students are being served on Tuesdays and Thursdays after school for approximately one hour. Special thanks go to Albertson’s for sponsoring the snacks which are served each night. This program has been extremely well-received by parents. In fact,

none of the parents contacted about the program have refused the service. Mrs. Comes and Mrs. Irwin deserve great credit for dedicating their time and efforts to developing this program.

Our RTI efforts in reading continued. Fourth grade teachers stayed with the program instituted last year where targeted instruction for small groups was done on a daily basis for ½ hour. In the third grade our “Walk to Reading” program was expanded to include the entire reading period. The idea is to provide challenges for kids who need them and remediation for students who struggle. The third grade program was implemented for two quarters. There are pros and cons to any program like this, and I’m sure they will continue to evolve over time. The basic idea of trying to provide for the individual needs of children is admirable.

Also new to Garfield this year was the Garfield CARES (Caring Adults Reaching Every Student) program. Based on the work of Bruce Perry which emphasizes the need of children to be connected to a caring adult, we created 23 adult-led groups of 10-12 students each. We purposefully included kindergarten, third and fourth grade kids in each group. I was very impressed that our secretary and almost all of our assistants volunteered to lead groups and appreciated the work of Mrs. Jenness in helping me coordinate the activities which were scheduled approximately once a month. Many times during the year students came to me asking when the CARES groups were going to meet again, and feedback from parents was very positive. I know the CARES groups helped our kindergartners feel safe at school, and the program helped our staff get to know children outside their classroom. Part of the job of the adults was to “seek out” their group members during the day for a quick hello or word of encouragement.

As a District we often send teachers to workshops which, hopefully, help them grow in their profession. Often, however, the impact is limited to those attending the workshops. At Garfield this year we saw a great example of how the experience several teachers had at a workshop translated into a sharing which benefited the entire school. Last summer, three of our teachers, Beth Kirsch, Jennifer Collins, and Julie Comes attended the Alberta Bair Summer Teachers Institute which features presenters from the Kennedy Center in Washington D.C. and focuses on implementing the arts into the curricular areas. Our teachers brought back a program called the Actor’s Toolbox which they shared with the rest of the staff at two separate faculty meetings. Within a few days of their second presentation we had many other teachers beginning to implement the program which is a wonderful resource for concentration and self-discipline. Beth, Jennifer, and Julie also presented the program to the School Board.

We have tried to maintain our efforts in “Writing Across the Curriculum”. Teachers turn in a Writing Log each quarter. We also revisited our previous learning community activities such as the Robert Marzano “Essential Nine” and Marilyn Burns’ “Writing in Math”. I believe these areas have great potential in terms of district-wide staff development.

The addition of a new travelling laptop lab for fourth grade was a very welcome addition, and, while I won’t get to enjoy it, the current air conditioning and heating construction project will be very much appreciated by students and staff alike. Teachers have taken advantage of the new projectors in their classrooms, and we will be adding the new MOBI tablets to their technology efforts next year.

We were able to maintain many of our signature programs despite a crowded calendar. The Science Fair was once again a great success under the direction of Mrs. Shields and Mr. Marsden. Mrs. Kepler organized outstanding musical performances at all levels. Garfield students continued their tradition of "reaching out" through the Nursing Home Volunteer Program (21st year) and the Community Cupboard Food Drive for Make a Difference Day. They also extended a hand to those less fortunate around the world through the "Pennies for Peace" and Trick or Treat for UNICEF drives. The RSVP program remained strong with approximately a dozen senior volunteers helping students with reading. Garfield again hosted the Mentor Program activities each month as 65 elementary students were matched with high school mentors. Our PTSG continued their support by providing the VSA arts program for all of our students every month and bringing in assembly programs such as Shakespeare in the Schools. PTSG also provided for a new phonic ear system in one classroom and computer projectors for all of the classrooms and the library. They also made it possible for us to offer excellent after-school programs such as the Chess Club and the Garfield Arts Edge programs on early-release days.

Our biggest challenge of the year undoubtedly was being forced to create a behavior classroom in mid-year with no prior warning that such a change was going to happen. I believe this created extremely difficult working conditions for our special education staff and diverted attention from a group of students who really needed help. It also pointed out a discrepancy which must be corrected within the District. We have a finite amount of human resources, and those resources must be distributed fairly among all of the schools. At this time Garfield has one less Title One teacher and one less resource teacher than Highland Park. Both schools serve the same number of students and both have three grade levels. Therefore, both schools deserve equal resources. At the beginning of the school year this discrepancy was even more pronounced, and I appreciate that efforts were made to begin to correct the imbalance. However, this issue remains unresolved. Serving kids adequately boils down to having the personnel to adequately serve them. Ultimately, the students in a building who determine whether a school meets AYP or not are the kids in the resource and Title One programs, so those programs must be supported fairly in all of the schools.

Garfield will lose three very dedicated staff members next year. Mrs. Woltermann has retired after nearly 29 years in education, Mrs. Mitchell, one of our outstanding special education teachers, and our long-time playground assistant, Mrs. Maxwell, will also not be returning. All three of them will definitely be missed.


**LEWIS & CLARK
ELEMENTARY
SCHOOL**

Matt Lewis



Lewis & Clark Elementary School

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



2009-2010 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 skill that promote their best efforts, appropriate choices, critical and creative thinking. High expectations and quality education assist in the development of focused, responsible students who strive to be productive citizens and academically successful. 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 was 95.56%. This on the surface looks like a good percentage but when you really look at what this represents our attendance needs to improve. This 95.56% attendance rate equates to, on average, 8 students absent every day. This is actually an improvement from last year, but would still like to see this number of students absent per day shrink further.

Enrollment:

The following information represents our ending enrollment numbers for the given school year. As you can see we ended the school year with 182 students which is an increase of 10 students.

	2009-2010	2008-2009	2007-2008	2006-2007
5 th grade	92	85	91	92
6 th grade	90	87	91	102
Total	182	172	182	194
Change (+ or -)	+ 10 students	-10 students	-12 students	

Montana Behavior Initiative (MBI):

There was a continued effort at Lewis and Clark to reinvesting energy in the Montana Behavioral Initiative. At the school level we had Mari Beth Chamberlin, Jody d'Autremont, Norine McKinney, Lynn Lensing, Jill Reed, Kyle Carlisle 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 a positive office referral system this year. Students were recognized by staff members for going above and beyond our "Eagle Expectations." Positive office referrals would be turned into the office and during our morning announcements student names would be thanked for being positive influences in our school. In addition we used "Watch us SOAR" post cards to communicate positive events students were involved with during the school year. These post cards were sent home to parents informing them of the positive impact their child was having on our school.

Response to Intervention (RtI):

This year Lewis and Clark Elementary School was accepted in the CSPD Region III Response to Intervention Grant project. The Lewis and Clark team consists of Matthew Lewis, Jackie Rickl, Mari Beth Chamberlin, Lynn Lensing, Chad Armstrong, Ashley Jenness and Teresa Majerus. The team this year has focused on putting the big picture ideas of RtI into place at our school. 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.

Student Achievement:

At our end of the year assembly we recognized 23 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. This year we also recognized seven students for perfect attendance this school year.

We also had a very successful year with our Accelerated Reading program. Our sixth grade students averaged 87.2% correct on AR tests taken this school year. Our fifth grade students averaged 90.5% correct on the AR tests taken. As a school the students earned a total of 22,720 point this school year that averages out to 123 points earned per student.

We used the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to identify intensive, strategic and benchmark students in oral reading fluency. The chart below gives you a look at how the school year ended:

	2008-2009	2009-2010	2008-2009	2009-2010	2008-2009	2009-2010
	Intensive (at risk)	Intensive (at risk)	Strategic (some risk)	Strategic (some risk)	Benchmark (low risk)	Benchmark (low risk)
5 th grade	12% n=10 students	11% n= 10students	18% n=15 students	16% n=14 students	70% n=59 students	73% n=66 students
6 th grade	15% n=13 students	13% n=12 students	13% n=11 students	15% n=13 students	72% n=64 students	72% n= 64 students

** The highlighted numbers identify the same group of students

Benchmark goals:

- The benchmark goal for fifth grade was established at 124 or more words per minute on oral reading fluency by the end of the school year.
- The benchmark goal for sixth grade was established at 125 or more words per minute on oral reading fluency by the end of the school year.

Students participated in the states annual criterion referenced test 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 Lewis and Clark Elementary School for the 2009-2010 School Year:

	Math		Reading	
	5 th grade	6 th grade	5 th grade	6 th grade
Advanced	33	46	59	68
Proficient	40	36	30	20
Nearing Proficient	13	11	9	9
Novice	14	7	2	2
Measurable objective	68%		83%	

The chart below shows a longitudinal look at student who are in the CRT’s proficient or advanced category over the past three years for fifth grade and the past four years for sixth grade.

	2006 – 2007		2007-2008		2008-2009		2009-2010	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
3	73	95	65	92				
4			76	87	57	85		
5					79	89	73	89
6							82	88

Student Activities:

This year students had the opportunity to participate in a variety of extra curricular activities. Our fifth and sixth grade students had the opportunity to participate in band and choir. We had 50 fifth grade students participate in band and 45 sixth grade band students this year. This year we split our fifth and sixth grade choirs. We had 49 fifth grade choir kids and 47 sixth grade choir kids both groups made remarkable progress throughout the school year. Mr. Kuntzelman and Mr. O'Halloran did a wonderful job preparing these students to continue their musical success next year. One highlight to mention would be the 20 choir students who had the opportunity to participate in the Montana Youth Sing in Billings. All who attended said that the performances were wonderful.

Students also had the chance to participate in after school athletic events. Flag football, volleyball, basketball and wrestling were available to all interested students. Mr. Daniel's and the coaches did a great job this year. We would like to congratulate all of our student athletes for their accomplishment and representing our school in a great way.

Parental involvement:

This was another fantastic year for parental involvement. Our PTSG fundraising efforts (Sally Foster and Carnival) were awesome as usual. The PTSG also funded our end of the year field trips to the Charlie Russell Chew-Choo for the fifth grade and the Zoo for the sixth grade. The PTSG is also looking at supporting the expansion of our school technology ability by purchasing another document camera, Mobi's and a new digital camera for our office. In addition to technology the Lewis and Clark PTSG also 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 conferences with around 98% of our parents attending.

**LEWISTOWN
JUNIOR HIGH
SCHOOL**

Jerry Feller

Lewistown Junior High School
Annual Report
2009 – 2010
Jerry Feller, Principal

The mission statement of Lewistown Junior High School is “to create a nurturing environment where students can experience personal and academic growth.”

Lewistown Junior High School (LJHS) was under the leadership of Mr. Jerry Feller for the third year. This report needs to start out with giving praise where it belongs and that is to the staff of LJHS, without them nothing would be possible. The staff at LJHS are truly a “unique blend of energetic, enthusiastic, caring, extremely talented, highly motivated people, a group that consistently brings innovative and creative ideas to bear. The staff, on a daily basis, create an environment rich with academics excellence, service to the community, a sense of pride, and respect for self and others.”

The staff of the Lewistown Junior High School for the 2009 - 2010 school year was comprised of the following people.

Mary Kynett
Christy Rogers
Terri Daniels
Greg Lucotch
Derree Kamp
Denise Nelson
Bethany Rogers
Jenifer Blazicevich
Steve Kelly

Michelle Trafton
Suzie Flentie
Mandy Eike
Chris Rice
Bob Brown
Doug Braulick
Steve Paulson
Kim Weigert

Teresa Majerus
Brett McKee
Val Snapp
Val Frisbie
Katherine Spraggins
Kim Miller
Barb Sauby

No new staff members were hired for the 2009 – 2010 school year.

Star Classroom Staff: Susan Teigen, Trissy Durbin, and Judy Kellog.

Kitchen Staff: Denise Williams, Sherri Sebek and Jan Mane.

It was another very exciting and fast moving year at the Lewistown Junior High School. We have all found a way to continue to provide students at LJHS with an excellent opportunity to grow and learn. All staff members at LJHS are very committed to their work and the students in Central Montana. I would personally like to thank them all. I have appreciated their patience and guidance through out the school year.

Attendance:

The school attendance rate was approximately 94.3%. (This includes all absences from school, doctor, school related, excused, unexcused, ISS, OSS, etc.)

104 students made up 3.3 % of the absences. (Less than 10 days)

60 students made up 7.7 % of the absences. (More than 10, less than 20)

16 students made up 14.4% of the absences. (More than 20 school days)

School Enrollment for the 2009-2010 School Year:

7th Grade – Started the year with 89 students.

(Gained 8 students and lost 4 during the school year.)

Ended the year with 93 students

8th Grade – Started the year with 77 students.

(Gained 10 students and lost 8 during the school year.)

Ended the year with 79 students.

Response to Intervention (RTI) was continued by the English and Resource department in continuing to develop the language programs for both seventh and eighth graders. Terri Daniels, Kim Miller, Chris Rice and Val Frisbie continue to work diligently at placing students in the language program and making sure that they received the proper help needed. In receiving the initial CRT scores in early June it looks like the program is very beneficial to all students. It continues to work with about twenty-five to thirty students. Staff members in other areas also worked in improving students with needs. The Math department continues to work together to meet the needs of students from Algebra classes to the Title classes. A math class (Essentials to Algebra) was added in the eighth grade year to help students prepare for Algebra in High School. Mrs. Spraggins and Mrs. Snapp work very close together in meeting and communicating the needs of all Junior High Students. These are just a few examples of many that the staff at LJHS continue to work and improve the educational services they provide for the students at LJHS. I look forward to more good things to come.

Montana Behavior Initiative under the direction of Kim Miller and Terri Daniels followed the direction of Lewis and Clark and developed our “Eagle Expectations” which are the school wide expectations that will be used to assist in managing student behavior. “EAGLE SOAR” stands for being Safe, Organized, Accepting and Responsible in all areas of the school. (Halls, Bathrooms, Classrooms, Auditorium, Kitchen, Lunch and Bus areas) Signs have been posted throughout the school.

Student Activities:

I would like to take this opportunity to highlight all of the extra-curricular activities that take place at LJHS. When I say extra-curricular I do mean extra, because a lot of time, creativity, hard work, organization, cooperative spirit and fun go into making all of these programs

successful. Thanks to all the student activity advisors, parents, caregivers, and community members who do all the extra “stuff” that make LJHS an extra special place to learn and grow.

Choir, Select Choir, Band and Jazz Band classes worked hard and put on three concerts throughout the school year. Under the direction of Bethany Rogers the music program saw much improvement throughout the school year.

Oh, shoosh! No, not shush; shoosh – as in the sound of skiers flying down the hill in new powder snow. Mrs. Daniels did an awesome job as **Ski Club** Advisor. She had over 72 students from LJHS participate through out the school year. The cost to join the club is \$33 which covers the cost of transportation to and from Showdown. Students are still responsible for rental cost and the cost of lift tickets for each day they travel. Students were given nine different trips to Showdown.

The **After School Learning Center** under the direction of Val Snapp and Barb Sauby continues to provide much support to students needing that extra help. The program continues to be held on Tuesday and Thursday night each week from 3:20 P.M. until about 4:30 P.M. with an average of about 10 students per night (occasionally it overflows into Mr. Lucotch’s and Mrs. Frisbie’s room). 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.

The **After School Service Learning Computer Club** is designed for current seventh and eighth grade students who are interested in learning about general and advanced computer knowledge as it relates to serving the community. Club members are involved in creating multimedia projects involving digital pictures and video. Members learn about computer programming in a 3D environment. In addition, they continue to work with the LJHS Safety Team to update and improve upon the crisis kits for the classrooms.

Service-Learning projects and activities have continued to be an incredibly positive mainstay of the Junior High School learning environment and continues to make our school as a model for others. Service is truly an integral part of the LJHS culture. The following activities are a mere sample of the many projects in which our school was so very fortunate to participate during this school year.

Flannel board stories given by FACS students at the elementary schools, library, head start and home day care facilities. These are children’s stories that students recreate and give to children throughout the school year.

Sew for the Cure - pillows that are made in the Fun with Fabrics class and given to cancer patients.

Project Hugs – blankets that are made for new born children and their mothers. Made by the Fun with Fabrics class.

Veteran's Day Assembly – enjoyed its eighth year of providing much deserved recognition to area Veteran's. The LJHS News Class, Student Council and Builders Club once again organized this assembly under the guidance of Mary Kynett and Mandy Eike.

NEWS Class, under the direction of Mary Kynett found themselves to be very busy and found many different types of service learning projects. On November 11th, the eighth grade NEWS class put on its 10th annual Veteran's Day program honoring our local heroes. It truly is an honor for our students to be involved in this meaningful and touching program. Once again we had a good crowd at LJHS and provided the veterans and Junior High students with an excellent program. Other fund raising activities sponsored by the NEWS class includes raising awareness for leukemia and lymphoma, which are the most commonly diagnosed cancers in youth under the age of 20. Other activities include bake sales, school dances, and trips to the Center of Aging visiting with some of the senior citizens of Central Montana.

The **LJHS Acting** class, under the direction of Terri Daniels and Kim Miller, performed an outstanding play during the second semester of this school year. The second semester class showed their talents by performing *Romeo and Juliet*, narrated by Dr. Seuss.

Running Club continues to be a big success for Junior High Students. This group of energetic, health conscious students meet after school on Mondays and Thursdays, between the winter and spring seasons. It takes an equally energetic sponsor like Suzie Flentie to lead this group.

The **GIS Club** involves Geographic Information Systems Software and Geographic Positioning System Units. In the past, this club under the direction of Suzie Flentie, has worked with community agencies to create maps that are distributed through many areas business and the Chamber of Commerce. This club also participates in geocaching activities to become proficient in the use of GPS units.

This year **Student Council** is being led by eighth graders Maclaine Day, President; Marlee Thomas, Treasurer; and seventh graders James Derheim, Vice-President; and Annie Adkins, Secretary. The student council is very involved in fund raising and providing needed assistance to all areas of the school. They continue to put on the much anticipated Halloween Dance, enjoyed by all students. Teresa Majerus is our fearless Student Council leader.

The **LJHS Math Counts** group meets weekly. This is an advanced group of math students that meets during their lunch time, at least twice a week, preparing themselves and the school for a state competition in February of each year. Katherine Spraggins and Jim Hamling provide the students with excellent leadership in promoting a very successful program.

The **LJHS Builders Club** is a lively group of fifty junior high students advised by Kim Miller and Terri Daniels. The group is dedicated to making their school a better place through service. This year's officers are Maddie Comes, President; Lexie Anderson, Vice-President; Kaitlyn Moodie, Treasurer; Sydney Wier, Secretary and Maida Walters, Historian.

The **Little Eagle Basketball Tournament** was played December 4th and 5th. This basketball tournament is open to girls in the sixth, seventh and eighth grades. The tournament is put on by the Lewistown Junior High School and the money made during the tournament helps support all activities at LJHS. This year we brought in close to \$3500.

On the final day of school, the **LJHS Talent Show** enjoyed its 13th edition, much to the delight of our entire student body. With incredible student talent proudly on display, the school year concluded in a very positive fashion. Sponsored by LJHS staff members Michelle Trafton and Katherine Spraggins, this program has become a welcome and much-anticipated tradition.

At the end of the year awards program. Thirty-five 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-three students received the second year award for meeting a 3.5 grade point average or above for the past eight quarters of school.

The **Parent Teacher Support Group** (PTSG) 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 six more projectors for the teacher's classroom to finish the project in which all classrooms now have projectors. They provided support to buy student assignment books for all students during the school year. Once again the PTSG proved to us how important they truly are in supporting the students and staff at LJHS.

LJHS A COMMITMENT TO EXCELLENCE!!!!

**FERGUS
HIGH
SCHOOL**

Scott Dubbs



Fergus High School – Office of the Principal
1001 Casino Creek Drive, Lewistown, MT 59457

Scott A. Dubbs, Principal – Tim Majerus, Asst Principal & Activities– Jim Daniels, Athletic Director

ANNUAL REPORT
2009–2010

The 2009-2010 school year was an excellent year at Fergus High. We are proud to say that by all accounts, this school year was very successful and productive as our students and our staff have really stepped up to the plate and achieved notable distinctions and met numerous goals. The great news is that many of our successes are related to our efforts to broaden our base a bit, to be a more comprehensive high school. A high school designed to meet the diverse needs of our students and our community.

Lewistown and Fergus High are proud of our academic and activities excellence. Our mission statement, "Excellence Today, Success Tomorrow," is evident in the level of achievement we have in and out of the classroom. With the inclusion of several new classes the past couple of years, and of our development of Freshman and Construction Academies, we can honestly say that we are getting closer to meeting our goal of being a strong comprehensive high school. Our fine arts, vocational, and academic efforts are coming together to provide many new opportunities for our students and for our school. Those efforts are a product of an excellent and devoted staff which is supported by a great school district and community.

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.

HIGHLIGHTS FOR THE 2009-2010 SCHOOL YEAR:

- ☞ **FHS HISTORY IN THE MAKING** – We are well into our second century at Fergus High School. Originally called Fergus County Free High School and later, Fergus County High School, our school formally opened its doors in 1899. While no one can adequately address the contributions of our alumni over our 110-year history in a paragraph, I would be remiss not to mention that this community has every right to be extremely proud of the job our school has played in educating the youth of Central Montana over the years. Additionally, I can say with great self-satisfaction that the school is also very proud of the special people our alumni become. From donations and scholarship funds, to their extraordinary support, our 10,200 plus graduates have established themselves as outstanding citizens for our city, our state and our nation. Lewistown and Fergus High School should be extremely proud of its last 110 years of our history.
- ☞ **STUDENT RECOGNITION** - Part and parcel of successful programs at Fergus High is our efforts to promote excellence on a continual basis. In addition to special events such as our Academic Awards Night and Commencement Exercises, our Eagle Renaissance program recognizes the efforts of around three hundred students per quarter for good grades and good behavior. If you read the News Argus on a regular basis you see our Booster page show monthly winners of the FHS Students of the Month and AAA (Arts, Academics & Athletics) winners which are recognition programs our Student Council is responsible for. The school shares our honor roll with the public after each semester and Student Council sponsors leadership development and leaders within the school at our annual Blue Gold Leadership Breakfast. If you want to observe a high level of student excellence, just come to our FHS Academic Awards night each spring where our seniors' success stories are told and where we share that they have earned an average of almost a million dollars in scholarship monies annually.
- ☞ **STUDENT LEADERSHIP** – We tend to always mention that the leadership from our student body leaders is outstanding and this year might be one notch better than usual. They did an outstanding

job of bringing our students and staff together. This group of seniors exceeded the challenge of previous years as they came together under student council advisor Mr. Beau Wright. As usual many new ideas for change came from our Advanced Junior English class and many more came from discussion between student council members and the student body. Student Body President, Zach Damby, and all of the student body officers could be counted on for just about everything and individually were excellent role-models and leaders.

- ☞ **“BLUE-GOLD” LEADERSHIP BREAKFAST** - This spring’s twenty-third annual FHS Blue-Gold Leadership Breakfast continued its reputation as a showcase event. Governor Brian Schweitzer was our honored guest and speaker. Along with honoring the leadership award winners, his experiences as a Montanan and as our Governor were well informative and his support for this event was appreciated by all. As I mentioned earlier, this event continues to be a major highlight for the school each spring. Student Council Advisor Mr. Beau Wright, Student Body President Zach Damby, Vice-President Kylie Snapp and the rest of the Student Council did an excellent job maintaining this tremendous tradition.
- ☞ **STAFFING** - We are fortunate to have an excellent staff and really didn’t see much change for this past year. Included in that is the reality of only needing to find two new staff members and we are fortunate to have two good ones in Angela Woollett (Attendance Secretary) and Justin Martin (Custodian). These staff members, along with an excellent veteran staff gave us a well balanced and high achieving staff to work with our students.
- ☞ **MUSIC** - With the leadership of Mr. O’Halloran and Mr. Kuntzelman our music department accepted the challenge of offering new classes at 7:15 a.m. this fall. These are the first “zero period” classes we have ever offered and they are the first department to look outside of the regular school day to help students achieve success. As a result, Jazz Band and Choralaires are no longer just extracurricular activities, but are classes now taken by 32 students for credit. Changes such as this are turning this strong music program into a great one. Combined with the addition of the Percussion Ensemble and Women’s Vocal Ensemble courses last year, students are now able to have more hands on time with their music, resulting in very noticeable and positive effects that are clearly evident in their musical performances. Our musical “The Sound of Music” was a phenomenal event last fall. In fact, if you didn’t see Emily Daniels & Co. you really missed something. On the band side, our marching and jazz band performances were equally dazzling. As usual, our band and choral performances in the spring were big hits as was their graduation performances.
- ☞ **FRESHMEN ACADEMY** - Building on the successes of a Freshmen Academy during two school years, the third year of the program proved to have many similar group successes and smooth sailing for the team. Student successes were high again and group activities included a fall trip to the fish hatchery with a tour and geology of the hatchery and geocaching, several different stream related learning activities were included in the trip. For our winter activity the team organized a trip to visit the Alberta Bair Theater for an enjoyable presentation based on relationships using interactive poetry. During March an institute was held in-house with students working with drug awareness activities along with a lacrosse game. They also participated in a highly successful trip to the Nexus Treatment Center later in the spring. The expectations of maintaining average to above average grades for all is promoted by the academy’s use of Study Back, which was also expanded to include sophomores. On a related note, Whitefish will be initiating a Freshman Academy next school year based upon the successful version at FHS. Teacher leaders of our Freshmen Academy include Luke Brandon, Dick Brosseau, Denise Nelson, Steve Olson, Cindy Rutherford and Robert Rutledge.
- ☞ **CONSTRUCTION ACADEMY** -Fergus and the Construction Academy had a first last spring as they built, sold and developed a modular home here in Lewistown. We were able to pretty much see the job from beginning to end. This year we were not able to sell the home (yet) but we probably were better and more efficient in its construction and the construction of many other structures around town. The lead instructor is local contractor Ron Peevey with help from FHS Industrial

Technology teacher Loren Drivdahl. Participating schools also sending in students once a week were Roy, Moore and Hobson.

- ☞ **VOCATIONAL ARTS** – We had a banner year for our vocational arts programs. Our community support for the Central Montana Construction Academy continues to be outstanding, as has been the quality of work from those students. In addition, successes abound in all our vocational classes and all of our student vocational organizations. In FCCLA (Family, Career and Community Leaders of America) our students recently hosted another successful District Convention and also earned district leadership positions. Another success story for FCCLA a year ago was senior Taylor Machler winning 1st place in Fashion Construction at the national convention last summer. Our FHS BPA (Business Professionals of America) can boast that it is the home chapter of both the State President Lane Nordlund, as well as State Vice President Logan Smith. Those two, along with several others, attended the national conference this spring. The Fergus of Lewistown FFA won the MSU Ag. Days Mechanics competition in the fall and the State FFA Mechanics Competition this spring. Lane Nordlund proved leadership at FHS is alive and well by moving into a familiar role as the State FFA President this spring and our Envirothon team placed second at state. SkillsUSA students qualified for Nationals this summer in several events and their ongoing successes in chapter development, welding and individual events continue to prove that it, too, strongly contributes to our vocational opportunities and these activities are some of the best in the state.
- ☞ **CLUBS & ACTIVITIES** – FHS has many things to be proud of when it comes to our club and non-athletic activities. Our staff has helped create many strong vocational, academic, artistic and athletic groups and it appears we might be in the process of having even better ones in the near future. Groups such as “HOW – Helping Our World” was very successful in meeting their goal to help others find ways to make the world a bit greener. Another highlight was obtaining a wind generator through the Wind for Schools Program and having Governor Schweitzer help with the dedication. FHS morphed its Fly Fishing Club created last year into an Outdoor Club which had several events and much student interest. Our traditional student groups such as F-Club, Student Council, Weight Club, CMY Mentoring, Band, Choir, and Speech & Drama were also very successful and active. Our vocational oriented clubs such as FCCLA, BPA, FFA and SkillsUSA continue to be a bright spot as listed above.
- ☞ **FERGUS HIGH SCIENCE TEAMS** – Fergus High science teacher Justin Guyer and FHS science students kept up their outstanding work in science competitions during the 2009-10 School Year. In the Science Olympiad competition our students placed second overall, a runner up to Helena High in a very close competition. Our Science Bowl teams were not quite as successful but both teams made the finals at their Big Sky Regional Competition in Billings and obviously were a source of pride for the school.
- ☞ **2010 CENTRAL MONTANA CAREER DAY** – The biannual CM Career Fair was held this spring in and around Lewistown and Fergus High. With 650 Central Montana students participating in two choices out of thirty-six different exploratories and also three of seventy-four possible community host type experiences. All students also attended an informative session with Mr. James Kane, who is an international business consultant and considered one of the world's leading authorities on building and maintaining loyal business relationships. Without the staff support and leadership from Jean Rogan and Robert Rutledge this event would not be possible.
- ☞ **PRINCIPAL'S CUP COMPETITION** – The University of Great Falls and the MASSP Region II Principals hosted the annual Principal's Cup Academic Competition. The competition, which was held this March, included an online testing session which seeded teams into their Quiz Bowl. FHS took two teams who both represented our school very well. In the testing competition we had both teams scored in the top ten and both were successful in the quiz bowl part of the competition.
- ☞ **SCHOOLWIDE COMMUNITY SUPPORT** – Part of our service to Lewistown and Central Montana is to provide quality facilities for public events. The community use of the Fergus Center for

Performing Arts is perhaps our best example as it plays host to many local and state events. The Fergus Center is always the site of four or five excellent Central Montana Performing Arts Series events and the Lewistown Art Center's Montana Cowboy Poetry Gathering which has its signature event at the Fergus Center. Our hosting of the Central A Divisional Track Meet, the Montana Class A Wrestling Duals and many continual athletic events bring people from all over the state to stay and eat and spend in our downtown businesses. Other related events such as the District 7C Basketball Tournament and their District Track Meet bring many outlying schools and their supporters to Lewistown on a regular basis. Local events such as Dance Syndicate's production of "Alice" and the Dancing Feet's recital allow our community to showcase their talents for many on the big stage, as well.

☞ **OTHER POSITIVES** – Athletic accomplishments such as Brooke Rodgers' second state championship in cross country, and Ryan Martin's third state championship in wrestling were certainly highlights individually. Team successes include a third placing at state volleyball and the girls cross country team's third place finish at state cross country and the boys repeating a fourth place finish for the second year. Other highlights included the Speech teams divisional championship and the fielding of a first-ever varsity softball team, along with their fifth place finish at their state tourney in May. We learned several of our sports teams were recognized as being highly successful in the classroom being selected for the MHSA/Army National Guard Academic All Team Award. FHS also sponsored very successful efforts with our annual October and Spring Challenges which focus our efforts on educating students on drug and alcohol awareness. Academic successes included our social studies students participating in the University of Montana's Model United Nations and Academic World Quest competitions along with Art Club members attending the State Art competition, all three being held in Missoula. These are examples of our students showing us they can become just about anything they want to become.

☞ **GRADUATION 2010** - As usual here at Fergus, our 110th graduating class celebrated with an outstanding Commencement Ceremony. Our music performances were awesome, our student speeches were outstanding and our Commencement Address by our very own Rick Wright was memorable in many ways. This continued to be the first-class community celebration it is expected to be with the traditions of our ceremony including the "showcasing" of graduates by the faculty members and the wearing of gowns by the graduates, teachers, administration and School Board. The Valedictorian for the Class of 2010 was Caleb Bentley and our Salutatorian was Maggie Matchett. Additionally, Amber Yaeger was also recognized as a 4.000 graduate. All three students will graduate as honors curriculum students along with sixteen other FHS grads.

☞ **CONCERNS/SILVER LININGS** – No year is perfect, however this year was close. We learned just before school that we did not make AYP for reading but did for reading this year. We dodged a couple of big problems with our biggest hiccup being last summer's office ventilation and remodeling job. The downside was that it came after a previous year of summer remodeling in parts of the office. The positives of a better ventilation system and changing of office locations in the remodel will be beneficial for many years to come.

Even though we are losing much experience and leadership with our teacher retirements early in this spring, we were able to plan for those changes and are looking at a solid, but somewhat smaller staff next fall. Going into next year we will have 1.5 less certified staff and 1.5 less classified staff in comparison to the 2007-08 staff numbers. Also, when you remember the issues we had a couple of years ago with very late departures of staff we consider ourselves fortunate to be where we are today with a contract that now discourages those actions.

An ultimate concern is probably the forecast for a future that may change with the bond for a new middle school building. It is definitely a need for the students and staff but without updated facilities district-wide, we may lead to higher operational costs in future years.

VALUABLE FERGUS HIGH STATS – 2009-2010 SCHOOL YEAR:

- ☞ **STRONG EDUCATIONAL COMMITMENT** - 24 of 35 certified staff (and even a few of our classified staff) members have attained advanced educational degrees (a Master's Degree or higher). Other staff members are working toward attaining their Master's Degrees in the near future. The average tenure of the FHS teaching staff was 18.6 years with 12.4 years commitment to the Lewistown Schools.
- ☞ **ATTENDANCE & ENROLLMENT** - Student attendance is excellent with figures showing an overall attendance rate of 94.48%. Our October 6 enrollment was 402 while the February 1 enrollment was 395. Last year those numbers were 411 and 412 respectively. The October 5, 2009, enrollment by class included: 103 freshmen, 100 sophomores, 105 juniors, and 94 seniors. Next year's currently enrolled population is 378, with the classes expected to include: 81 freshmen, 96 sophomores, 99 juniors, and 102 seniors. If next year is normal, we could see additional 5-10 students enter come fall. It will be interesting to see if attendance improves next year with the changes forthcoming in the policy.
- ☞ **AVERAGE 2009-10 GPA FOR FHS STUDENTS** - The average GPA earned for a FHS student this past year was 2.999 for the first semester and 3.049 for the second. Last year those numbers were 2.937 the first semester and 2.981 for the second. By class, the average GPA's were: 2.932 and 3.092 for the seniors, 2.950 and 2.929 for the juniors, 3.041 and 3.131 for the sophomores, along with 3.076 and 3.053 for the freshman.
- ☞ **CUMULATIVE GPA FOR FHS STUDENTS** - The average cumulative GPA at the end of the year for a FHS student was 3.015. By class, those average cumulative GPA's were: 2.936 for the seniors, 2.888 for the juniors, 2.172 for the sophomores, and 3.076 for the freshmen. For comparison, last year's average cumulative GPA was 2.945.
- ☞ **ACT SCORES** - ACT scores this year again will probably appear to be somewhat below average for FHS as we tend to significantly exceed state and national averages. Final figures will come later this summer; however, the Class of 2009's averages were about normal for an average FHS class. However the Class of 2009 did have high number of tests taken by seniors (76) in comparison to an average school which tends to have only 50% of their students take the ACT. Their overall score was 22.3, compared to the state and national averages of 22.0 and 21.1. The five-year average scores are: FHS - 22.2; State - 21.9; National 21.1.
- ☞ **TRANSFER AND DROPOUT INFORMATION** - Fergus High School had 37 students transfer in with 4 students re-enroll back in FHS during the school year (compared with 39 students in 2008-09). Of those 37 new students: 21 were from public schools in Montana, 9 were from out of state schools, 3 from out of country schools and 1 came from a private school setting. Enrollment status after transferring, those students had: 9 transferred in-state later, 4 dropped out-of-school, 1 transfer student enrolled in home school and 2 transferred out of state. For students that started the year at FHS, we had 4 students transfer to in-state school, 3 to and out of state school, 6 dropped out of school and 3 transferred to home schools; with no students being expelled during the year. In terms of overall dropout totals: Dropout statistics include 8 total with 2 freshmen, 1 sophomore, 3 juniors, and 2 seniors (including the 6 listed above that transferred to Fergus during the school year).

PROFILE OF THE CLASS OF 2010:

The Class of 2010 and its original 113 members entered Fergus High in August 2006, with many high expectations and goals. By the time their tenure was completed, another 13 students had transferred in becoming graduating class members. In all 138 students were at one time or another members of the class of 2010. And at graduation time the class was smaller with 92 members obtaining Fergus High diplomas.

Of the original 113 class members:

- 82 members graduated this spring with 78 members spending all four years at Fergus. 3 members of this class were original class members who spent part of their high school years at another school before transferring back to graduate at FHS.
- 31 members of the original 113 did not graduate at FHS. 8 members are known to have dropped out of school with at least 2 later obtaining a GED. 35 of the members transferred from FHS of which 10 are known to have graduated elsewhere. 13 members transferred away losing contact with the high school. 9 original members transferred out only to return with 3 graduating, 2 dropping out and the remaining 4 transferring away again; with 2 graduating at another school and 2 losing contact with the school. In addition, of the original members of the Class of 2010, no members transferred out to home schools and no original students are expected to return as fifth-year students next fall. No original members of the class were expelled.

Of the 25 class members who later transferred in:

- 10 members graduated at Fergus High.
- 15 members of the 25 members, who transferred in did not graduate locally. 5 of the transfer members dropped out of school locally and 9 transfer members later transferred out (with 1 transferring back in and then out a second time and another student 3 times only to drop out). 1 student that transferred in later ended up transferring out to a home school and 6 of the students that transferred in were known to have graduated elsewhere. No transfer in students should be fifth-year students next year.

Other Class of 2010 Information:

- Forty (40) members of the Class of 2010 graduated as honor roll students.
- Nineteen (19) members of the Class of 2010 finished our Honor's Curriculum, which requires students to successfully complete the MUS college preparatory curriculum and four years of math, science, and English, along with two years of foreign language, and two advanced placement classes.
- Fifteen (15) members of the Class of 2010 are National Honor Society members.
- The mean average grade point average for the Class of 2010 is 3.122 and the median average GPA is 2.929.
- In order to be considered a student in the "Top 30," a member of the Class of 2010 needed to have earned an overall GPA of 3.237, while a "Top 10" student requires a 3.821 GPA.
- Using the formula from the Office for Public Instruction for dropout calculations the Class of 2010 the class' graduation rate was 86.0%.
- Of the ninety-two (92) graduates in the Class of 2010, sixty-four (64) are planning on attending a post-secondary college or trade school.
- Forty-three (43) seniors are currently planning on attending a four-year college or university next fall. Thirty-three (33) will attend in-state institutions; with seven

(7) going to the University of Montana, six (6) going to Montana State University and six (6) (Montana State University-Billings. Ten (10) more seniors plan on attending four-year out-of-state colleges or universities.

- In addition, twenty-one (21) graduates will attend a two-year colleges or trade schools. Eleven (11) seniors will be attending a school in-state while ten (10) will be attending one out-of-state.
- At graduation time, forty-five (45) graduates of the Class of 2010 have received scholarships, accounting for 49% of our graduating class.
- At graduation, members of the Class of 2010 have received over \$274,000 in scholarships for their first year of college. In addition, these seniors had earned the opportunity to receive an additional \$486,000 for their sophomore, junior, and senior years in college. That brings the grand total for this class to over \$580,000 in future scholarship moneys. When you then include military college funds our scholarship totals grow to \$860,000.
- Over the past four years, our seniors (athletes and students) have been participants in activities programs that have earned twelve (12) state trophies, four (4) of which were state championships. Additionally, the Golden Eagles earned 14 divisional (regional) championships in the past four years.

Class of 2010 - Summary Information

Numbers of FHS Graduates Planning On:

Attending a Post-Secondary School	64/92 – 69.6%
Attending Colleges or Universities (4 year)	43/92 – 46.7%
In-State	33/43 – 76.7%
Out-of-State	10/43 – 23.3%
Attending a Trade School or College (2 Year)	21/92 – 22.8%
In-State	11/21 – 52.4%
Out-of-State	10/21 – 47.6%
Directly Serving in the Military	2/92 – 2.2%
Moving Directly into the Work Force	22/92 – 23.9%
Undecided or Unknown	4/92 – 4.4%



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**

Tim Majerus

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

**Annual Report
2009-2010**

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 2009-2010 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 2009-2010 School Year we had a grand total of **105** individual **Academic All State Awards**. Listing the awards by each individual sport are as follows: Girls Basketball - 9; Football - 14; Cross Country - 15; Wrestling - 4; Volleyball - 11; Boys Basketball - 6; Cheerleading - 3; Track and Field - 19; Tennis - 13; Softball - 9; and Golf - 2.

The Fergus High School **Band** Department, under the direction of Rich Kuntzelman, had a musically rewarding year filled with performances of a wide variety of sizes and styles.

09-10 Symphonic Band - The Symphonic Band performed three home concerts, hosted the 'Eastern A' Band Festival, and performed on our home stage for District 8 Music Festival where they scored a superior rating.

09-10 Concert Band - The Concert Band performed for three home concerts and performed on our home stage for District 8 Music Festival where they scored an excellent rating for first time in recent memory.

09-10 Jazz Band – For the first time the jazz band was offered as a ‘zero hour’ class so students can earn academic credit for the study of jazz. Also, Lewistown continues to be the host site for the Eastern Montana Jazz Festival. Students from Eastern Montana audition for the opportunity to spend two intense days of rehearsal and put on a high-energy concert for the community of Lewistown. This year five Fergus students (Jordan Wiegert, Clare Stansberry, Shannon McKinney, Emily Daniels, and Kelly McReynolds) were selected for the honor.

09-10 Athletic Bands – The marching band expanded its role at football games this year by marching two halftime shows. Students were expected to memorize their music and march a choreographed show to an appreciative home crowd. The pep band performed for 13 volleyball and basketball games as well as 6 tournament games at the divisional basketball tournament in Great Falls.

2009 All State Music – The Fergus Bands had two students participate in all-state ensembles in October in Bozeman. Those two students were Jordan Wiegert and Sarah Rice.

Solo Honors – Fergus High School has a significant number of students qualify as instrumentalists at the State solo and ensemble festival:

Kelly McReynolds – Piano Solo
Clare Stansberry – Piano and Marimba Solos
Sarah Rice – Harp Solo
Kelly McReynolds and Emily Daniels – Trumpet Duet
Jordan Wiegert, Jacob Godbey, and Karstin Neill – Percussion Trio
FHS Percussion Ensemble
FHS Jazz Band
Blarin’ Red Brass Band

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 after losing many great seniors.

Concert Choir, Symphonic Choir, and Women’s Ensemble did exceptionally well at District Music Festival especially on the Sight Reading component. The Choral department had several entries in the District Music Festival and sent several students on to State Music Festival. All of our groups received excellent and superior ratings at State. Choralaires traveled to Powell, Wyoming to participate in the Northwest Jazz Festival and play for local schools on a tour. This was a credit class for the first time. Senior Keah Southworth received the National School Choral Award and Freshman Darryn Lombard received the Director’s Award for Chorus.

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. The second year of **Women’s Ensemble** went better than expected and they were requested to perform at several community functions throughout the year. We also successfully produced “The

Sound of Music” this year! Another first this year was the activity lettering process for choir. Many students received letters for their contributions to choir and many more will letter in the future.

All of our choral concerts were successful in their own way and we received very positive feedback on our last concert. Emily Daniels, Darryn Lombard, Taylor Frisbie, and Shelbi Kananen all performed original compositions for the concert. Emily Daniels and Cooper Johnston sang wonderfully for the last number and the crowd jumped to their feet at the end. All in all it was a wonderful year!

This past season, twenty-eight students indicated interest in the **Speech, Drama, and Debate** team and actually met with coaches about events, rules, returned paperwork, and began practice. Twenty-three completed paperwork and paid fees and all of these students actually competed in at least one meet. The team competed in every event except team debate, expository, and serious duo this year. This season there was one full paid coach, and a couple of volunteers that traveled and helped with the home meet.

The team attended meets in Browning, Conrad, Huntley Project, Fergus, Laurel, Divisional in Belgrade, and State in Corvallis. Fourteen students advanced from the Divisional meet to the State meet. We hosted our largest home meet in over ten years and also held a Showcase event in December to the community.

Competing at State were: Clare Stansberry, 6th - Extemporaneous; Joel Johnson, 18th - Impromptu; Mike Montgomery, 13th - Humorous Oral Interpretation of Literature; Molly Daniels and Emily Olson, 4th - Humorous Duo; Emily Daniels and Sarah Knab, 8th - Humorous Duo; Jacob Godbey and Karstin Neill, 10th - Humorous Duo; Ingrid Stansberry, 15th - Humorous Solo; Kaitlyn Kindzerski and Elizabeth Finn, 13th - Classical Theater; and Jonathan Skipper and Nathan Kennedy, 7th - Classical Theater. Fergus finished 16th in Speech and 5th in Drama.

Members competing in Speech/Debate/Drama:

Emily Daniels, Drama, Duo	Elizabeth Finn, Drama Duo
Bri Sawyer, Speech	Jacob Godbey, Drama Duo
Clare Stansberry, Speech	Gabby Jackson-Smith, Drama Solo
Mike Montgomery, Speech	Nathan Kennedy, Drama Duo
John Dyba, Speech	Kaitlyn Kindzerski, Drama Duo
Molly Daniels, Drama, Duo	Sarah Kohler, Speech
Alexis Hair, Drama, Duo	Jonathan Skipper, Drama Duo
Sarah Knab, Drama Duo and Speech	Elizabeth Wright, Speech
Emily Olson, Drama Duo and Speech	Karstin Neill, Drama Duo
Ingrid Stansberry, Drama Solo	Scott Smith, Drama Solo and Speech
Makayla Berberet, Drama Solo	

The 2009-2010 Fergus High School **Cheerleaders**, which included ten Varsity Cheerleaders, one Mascot, and seven JV Cheerleaders had another outstanding season!

To get the year started, we hosted a private cheer camp for junior high and high school cheerleaders during the first week of summer practice (Moore/Judith Gap cheerleaders joined us as well). As usual, the cheerleaders stayed extremely busy throughout the year 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 nearly \$1,000 for the 2009 Central Montana Relay for Life, where the squad earned the "Most Spirited Team" award for the second year in a row! Another highlight of the year included hosting Junior Cheer Camp for 100 elementary school participants in February!

For the second time, we hosted a state-wide cheerleading, dance, and mascot competition – **CheerFest 2010!** Eleven teams consisting of 100+ individuals ranging in age from 5 to 18 years old participated in the competition and the Fergus team, which included all seventeen of our cheerleaders, took home the 1st place trophy for the "High School - Class A Division". Individual winners at CheerFest 2010 included: Lane Nordlund (1st Place – HS Mascot), Kara Mantooth (1st Place – HS Dance Solo), Sydney Stivers (1st Place – HS Jump-Off), and our cheerleaders took 1st and 2nd place in the HS Stunt Groups category!

At the annual awards banquet, Head Coach Jennifer Pfau and Assistant Coach Kate Gottardi presented the following awards/plaques to the Varsity squad:

Most Valuable Cheerleader – Taylre Sweeney

Outstanding Cheerleader – Sara Arnold

Most Improved Cheerleader – Chealsie Shirk

Other award certificates presented at the banquet included:

4-year Cheerleader – Sara Arnold, Amanda Battrick, Taylor Machler, Keah Southworth and Taylre Sweeney

4-year Mascot & Letterman – Lane Nordlund

Most Improved Varsity Veteran Cheerleader – Erin Jensen

Outstanding JV Cheerleaders – Kara Mantooth and Andrew Bautista

Most Improved JV Cheerleader – Ashley-Ann Goddard

To end the season on a high note, a few of our seniors were selected to continue on at the college level! Sara Arnold will cheer next year at Rocky Mountain College and Taylor Machler will cheer at Montana State University. Both of these cheerleaders were also selected for the 2010 Shrine Bowl. Lane Nordlund, who for the last four years has entertained us with his exemplary showmanship and athletic skills as "Fergie the Golden Eagle", will be an alternate next year for "Champ" at Montana State University!

The 2009-2010 School Year proved to be a successful one for the Fergus High School **Student Council**. Things started with a bang in the fall with STUCO consumed in planning, organizing and putting together the Homecoming activities. This year's homecoming week proved to be one of the most successful ever as students dressed out for spirit days, nomination and coronation of the homecoming royalty, participated in the

homecoming parade, provided a BBQ lunch for the student body and finally danced the night away at the homecoming dance.

Recognizing a need for better STUCO vision the first annual Fall Retreat was held at the Duvall Inn located in the beautiful Judith Mountains. STUCO members spent the day brainstorming ideas about changes they would like to see implemented at Fergus as well as refining the STUCO mission statement. Students also participated in fun activities and games that stressed team building.

In an attempt to increase attendance at MORP students decided to shake things up this year and hired a professional DJ from Great Falls. Success was evident with a dramatic increase in the number of student dancers. Students also helped plan and implement the spirit dress up days associated with winter spirit week.

Student Council members also participated in the interview process for the new assistant principal. STUCO members visited with applicants to ask the questions from a student's perspective.

End of the year activities included the 23rd annual Blue Gold Breakfast where speaker Governor Brian Schweitzer gave an illuminating speech on Leadership. Students also participated in nominating and awarding the 2010 teacher of the year, Mr. Rich Kuntzelman. Finally the year was closed out with elections for the 2010-2011 School Year. By the look of things FHS Student Council appears to be headed to another successful year!

Student Body President	Gage	Poss
Student Body VP	Ella	Goodwyn
Student Body Secretary	Kylee	Hould
Student Body Treasurer	Ryan	Olson
Senior Class President	Gabe	King
Senior Class VP	Makenzie	Guyer
Senior Class Sec-Treas	Sunni	Hecht
Senior Class Rep 1	Lucas	McQuinn
Senior Class Rep 2	Julie	Spika
Junior Class President	Sydney	Stivers
Junior Class VP	Kiera	Bulluck
Junior Class Sec-Treas	Taylor	Miller
Junior Class Rep 1	Erin	Jensen
Junior Class Rep 2	McCalle	Feller
Soph Class President	Jarrett	Guyer
Soph Class VP	Taylor	Jensen
Soph Class Sec-Treas	Melissa	Zarn
Soph Class Rep 1	Kaitlyn	Kindzerski

Freshman Class President	Aidan	Stansberry
Freshman VP	Dylan	Stenseth
Freshman Treasurer	Marlee	Thomas
Freshman Secretary	Maddie	Comes
Freshman Class Rep 1	Maclaine	Day
Freshman Class Rep 2	Shea	Kepler
Freshman Class Rep 3	Kaitlyn	Moodie

The 2009 Fergus Eagle **Girls and Boys Cross Country** teams were coached by Head Coach Suzie Flentie, Assistant Coach Pat Descheemaeker and Volunteer Coach Kala Flentie. This was the second year for boys cross country since it was discontinued in 1983.

The girls team consisted of seven Varsity runners and thirteen JV runners. Individual team positions changed often and 14 girls earned the opportunity to run in the seven varsity positions at some point during the season. The girls were the Divisional Champions and placed 3rd at the State meet. Junior Brook Rogers was the Divisional and State Champion placing 1st with a time of 18:59. She is the only Class A girl to have earned back-to-back State Champion titles in the last ten years. Sophomore Kiera Bulluck was our 2nd finisher at State and our only other girl to finish in the top 15 earning All-State Honors. Kiera finished 11th with a time of 20:00. Freshman Esperanza Battrick finished 18th in 20:21 followed by junior Emily Burnham in 26th with 20:37. Our 5th finisher to round out our team score was sophomore Ingrid Stansberry in 31st with 20:58. Senior Olivia Tuss and junior Makayla Scott were our 6th and 7th finishers. The first five finishers gave us a score of 87 points. Whitefish won with 57 points and Glendive was second with 72 points. The fourth place team was Hamilton finishing almost 100 points behind us with 177. All seven of the girls ran very well and we look forward to another successful year in 2010 since we are only losing one senior.

The boys team consisted of seven Varsity runners and seven JV runners with 12 of the boys earning the opportunity to run in the seven varsity positions over the course of the season. Our boys had a fantastic second season finishing 2nd at the Divisional Meet and 4th at State-missing 3rd by only one point. Freshman Teran Alaers finished in 2nd place at the Divisional Meet close behind the Divisional Champion from Browning. Senior Caleb Bentley was the only Fergus boy to finish in the top 15 at State earning All-State Honors with his 14th place finish in 16:55. Teran Alaers just missed the top 15 placing 16th in 16:59. Junior Gage Poss was our 3rd finisher in 17:20 followed closely by senior Zach Damby in 17:22. Freshman Hans Pederson sealed our team score finishing 5th in 17:50. Our 6th and 7th finishers were seniors Jesse Skipper and Banner Hecht. Their team score was 127 points right behind Laurel who had 126. Columbia Falls was first with 64 and Browning was 2nd with 96. All seven of our boys ran very well at State and we look forward to another successful year in 2010. We are losing four seniors, but we have several freshmen who did very well and we only had two seniors in our top five who set our team score at State.

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 2009 season with a 5-3 record. They tied for 2nd place in the Central "A" Conference with Belgrade and Havre, but lost out on a playoff spot by a point tie-breaker. They won two games in the last minute in exciting fashion verse Sidney and Belgrade. Coach Gebert believed that the emphasis on weights, Plyos in the spring, and camps during the summer helped a young and inexperienced team compete in every game this season. This emphasis will be stressed again this year. Fergus High looks forward for good things to come as several starters return on both sides of the ball.

The sub varsity teams did well also. The Junior Varsity team, under the direction of Troy Hudson and Steve Paulson, finished the season 2-2. The Froshmore team finished the season 4-2, under the direction of Steve Foy and Matt Tedesco.

The **Volleyball** program under the direction of Head Coach Tara Taylor had another successful year. The Varsity finished the season with an impressive 21-5 record going 9-1 in conference play, placed first at the Central "A" Divisional Tournament, and finished 3rd at the State "A" Tournament. Earning 1st Team All-Conference and All-State honors was senior Leah Berry. Earning 1st Team All-Conference was senior Kylee Snapp. Second Team All-Conference honors went to junior Dayna Jensen.

Our sub-varsity teams both had outstanding seasons as well. Our freshman team, under 2nd year Coach Josie Krause, finished the season 17-4. The JV team, under 1st year Coach Deena Ross, finished the year 19-3.

Our team continues to strive for excellence in the classroom as well and 11 of our 13 letter winners earned Academic All State honors.

The 2009 Fergus Golden Eagle **Golf** season had twenty seven participants, 23 boys and 4 girls. The Fergus boys team finished 3rd at Divisional and qualified for State. Also, individually, the boys team had Eli Bowen finish as the Divisional Champion. The girls team also finished 3rd at Divisional and qualified for State. There will be three returning lettermen in the boys and three returning letterman in the girls program. We would like to have more girl participants. The Pine Meadows Golf Course continues to help fund the program. Brandon Styer and Scott Koterba, Head and Assistant Coach respectively, were relieved of their duties part way through the season and were replaced with Jim Rutherford and Mary Kynett. Next year's coaches will be Mary Kynett and Jeff Friesen.

The 2009-2010 **Boys Basketball** team featured a young, inexperienced group. The team returned one starter, Nick Kozub, and two bench players, Jorden Vinger and Shayne Durbin, from the previous year. Shayne started out the year unable to play due to a broken wrist sustained in football. Despite the fact that many of the players did not have varsity experience, the team competed well. Even though there were not many wins, the team fought and battled all year long. Some highlights during the year included beating Fairfield for the first time in many years and beating Browning for the third year in a row. The team won a game at the Divisional tournament against Livingston and finished 4th in the tournament. The team's overall record was 4-17. Nick Kozub, a senior, was selected

First Team All-Conference and All-State. Jorden Vinger, a junior, was selected Second Team All-Conference. Ron Miller was the Head Coach and his Assistants were Brad Breidenbach, Gary Ceele, and Tye Phillips.

The 2009-10 Golden Eagle **Girls Basketball** season was Head Coach Brett McKee's second year. After a tough season the previous year, everyone was excited and the anticipation was there for a better season. While the varsity team was more competitive than the year before, they still were unable to break into the win column until the Divisional tournament. At the tournament, they upset Havre in the first round and were only a few points shy of upsetting Butte Central in the semi-finals to almost qualify for a State tournament berth. McCalle Feller, a sophomore, was named All-Conference. The Varsity team members were: Seniors-Kylee Snapp, Courtney Colver; Juniors-Brook Rodgers, Makenzie Guyer, Ella Goodwyn, Sierra Fox, Shantel Nielsen, Kirsten Miller, Scotty Erlandson; Soph.- Amanda Stenseth, McCalle Feller, Kelsey Phillips. Coach Rhonda Stenseth guided the B-Squad and Coach Jim Daniels the C-Squad.

The 2009-2010 **Wrestling** team was coached by Chad Armstrong (fourth year Head Coach) along with Vic Feller and Mark Malone (Assistant Coaches). It was another great season with a great group of athletes and coaches. At the beginning of the season we went to the CMR tournament and placed 11th and had three wrestlers place in the top six. The next tournament was the Cut Bank tournament where we placed 7th and had four athletes place in the top six along with one champion. The next tournament was the Rocky Mountain Classic in Missoula. This was the first time we have been to this tournament. We had three wrestlers place in the top three. The Class A duals were next and we had a pretty good showing since it was in Lewistown this year. We were 4-3 with our duals and 9th as a team. At Divisional tourney we placed third and had four champions and took nine to State. At State we placed 11th and had three wrestlers place in the top six. We had two champions and a third place winner. We had four wrestlers at State that were one match from placing and everyone taken to State won at least one match. This year was the first time that I have witnessed all nine kids winning their first round match. The overall performance of this year's team was not where the coach wanted to be at the end, but the athletes wrestled hard and they performed when it counted the most. This will give them more to build on and give them confidence that the Golden Eagles can perform with the best teams out there in the state of Montana.

The 2009-2010 **Tennis** team, under the direction of Diane Lewis, Head Coach and Brett McKee and Abby Knab Assistant Coaches, was led by an overall novice team consisting of 7 seniors, 7 juniors, 6 sophomores, 22 freshman and one foreign exchange student. The Divisional team included 2 seniors, 5 juniors, 4 sophomores and 10 freshmen including the alternate. Of these 21 players only 4 had ever seen any court time at any Divisional tournament. Forty-three players finished the tennis season this year. With our graduating 16 seniors last year we knew this was going to be that year all coaches experience called a "building year". We are encouraged by the talented returning players as well as the 22 athletic freshmen we were privileged to work with this year. Highlighting the year was the play of four players that advanced from Divisionals to State. They were: Ethan Bent placing 4th in Boys Singles, Amanda Monger and Shantel Nielsen placing 4th in Girls Doubles, and Ellen Harmon placing 2nd in Girls Singles. Kristen Parker and the Girls Doubles team of Jennifer Monger and Emily Olson missed a state berth by only one match.

Once again a very successful Central Class "A" Divisional Tennis Tournament for our placers and those that gained experience playing at the divisional tourney in Livingston, Montana.

Our teams as a whole did a nice job at the State Tournament. Ethan Bent won one match and Ellen Harmon won two matches. We did experience rain Friday and were forced to complete the tournament on the indoor courts at MSU-B in Billings.

A strong group of juniors and seniors returning appears poised to provide excellent leadership next season. Head Coach Diane Lewis and Assistants look forward to hosting teams during the season as well as any tournaments next year. We also look forward again to talented participants for the 2010-2011 tennis season.

2010 was a great **Track** season for the Golden Eagles that ended with some disappointing disqualifications at State. Steve Olson was in charge of the jumps (long, triple and high), as well as the short relay teams. Vic Feller was in charge of the throwing events. Suzie Flentie was in charge of distance and 1600 meter relay teams. Gary Cecrle was in charge of the hurdles and sprinters this season. Our volunteer assistant, Steve Foy was in charge of pole vault. We had 60 athletes out for track this season. We had 36 athletes compete in the Divisional Track meet, which was held here in Lewistown. The boys and girls took second behind both Belgrade teams. Eight boys qualified for State along with 12 girls. The girls placed 6th at State with 43 points. McCalle Feller won the high jump, tying the school record with a jump of 5' 4". She also took second in the javelin with a personal best of 129' 8", along with a 6th place finish in the triple jump with another personal best 34' 2 3/4". Brook Rodgers took 3rd in all three of her events the 800, 1600, and 3200. Her times were, 2:23.79, 5:23.64 & 11:48.78. Kiera Bulluck took 4th in the high jump with a jump of 5' 2", and 5th in the 100 hurdles with a time of 16.8. The boys took 6th as well with 31 points. Caleb Bentley won the 800 in a time of 1:58.62. Nick Kozub took 2nd in the 110 hurdles with a time of 15.6, and took 4th in the high jump with a jump of 6'. Shayne Durbin took 3rd in the discus with a throw of 158' 7". Bo Descheemaeker took 5th in the 110 hurdles with a time of 16.35, and 6th in the long jump with a jump of 20' 3 3/4". The coaches were happy with the turn-out we had for track this season. Hopefully we can keep getting good numbers out and have even more success in the future years.

The 2010 **Fast-Pitch Softball** season was the first year of varsity for Fergus coached by Mike Mangold and assisted by Emily Gordon and Devin Nelson. It was a roller coaster ride that ended with a thrill. The team finished with an overall record of 11-13 and 5-5 conference record. At the end of the season, the team had to win two out of three conference games in the last week of the season and the girls did just that. The clincher was a 6-5 win in ten innings against Havre. Just making it to State was victory enough. However, the girls showed up to play and went 2-2 by beating Corvallis and Libby. We finished one game out of third place at State, great showing for their first varsity season. Brittni Veyna was selected as All-State and 1st Team All-Conference, Allie Adams and Abby Gordon were selected as 2nd Team All-Conference and Kylee Snapp, Nadja Robertson, Amanda Stenseth, and Kirsten Miller were selected as Honorable Mention. Seniors on this team consisted of Brittni Veyna, Kylee Snapp, Courtney Colver, and Ali Fox.

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. It is still hard to recruit coaches for the time period we need them. 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: Volleyball-38, Girls Basketball-36, Wrestling-20, and Boys Basketball-42.

This year the administration met with coaches to brainstorm ideas for making improvements to our athletic programs. Fergus High School shares similar concerns with many schools throughout Montana, declining numbers of participants. No one can argue the importance of student activities in a students' education. 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. Activities are not a diversion for students, but rather an extension of a good educational program. We believe we are on the right track to make improvements to our programs. The staff is highly professional, skilled, and extremely motivated to making students proud to be a Golden Eagle. We look forward for what the future holds for our students.

Respectfully submitted,

Tim Majerus
Assistant Principal/Activities Director

ACTIVITIES

LEWISTOWN JUNIOR HIGH SCHOOL

Jerry Feller

Annual Report

Lewistown Junior High School

Activities 2009–2010

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 Brett McKee. They provided the Junior High with the needed leadership in promoting extracurricular activities. Their work is greatly appreciated by all.

The athletic department tried to up-date some old and outdated equipment and uniforms. With the help of the Student Body, Eagle Booster Club and private donors we were able to buy 80 new track uniforms.

Boys Football – Brad Breidenbach provided the leadership as our head football coach with assistant coaches Tony Brown, Jed Burnham, and Paul Buckentin. A total of 44 players participated.

Girls Cross Country – Under the leadership of Mary Kepler. A total of 24 girls participated.

Girls Basketball – Sherry Breidenbach continued to provide the leadership as the head girls coach. She was assisted by Steve Olson and Jolene Fuzesy. A total of 25 girls participated.

Boys Basketball – Gary Cecnle provided the leadership in the boys basketball program and was assisted by Kyle Trafton and Steph Simpson. A total of 42 boys participated.

Girls Volleyball – Lead by Tara Taylor and assisted by Ashley Jenness and Patti Petersen. A total of 41 girls participated.

Track and Field – Mary Kepler continued as the Head Track Coach, assisted by Brad Breidenbach and Teresa Majerus. A total of 71 students participated.

Cheerleading – Continued to be supported by large numbers under the guidance of Kate Ruland. A total of 20 girls participated.

Wrestling – Head Coach Chad Armstrong, assisted by Mark Malone and Vic Feller. A total of 7 boys participated.

As you can see from reading this report, several new coaches participated in the athletic programs at LJHS during the 2009-2010 School Year. I would personally like to thank each individual for taking time out of their busy schedule and working with the students at LJHS. It is always an adventure and we appreciate their valuable time. We look forward to continued success and positive student participation in all of our programs as a direct result of the outstanding contributions made by our entire coaching staff. We all know the great benefits provided for students that are involved in after school activities.

**Lewistown Junior High School
2009-2010 Activities**

Girls	7th	8th	Total
Basketball	11	14	25
Volleyball	24	17	41
XC	14	6	20
Cheerleading	9	11	20
Track	23	14	37
		Total	143

Boys	7th	8th	Total
Basketball	18	24	42
Wrestling	2	5	7
Football	22	22	44
Cheerleading	0	0	0
Track	18	16	34
		Total	127

Clubs	7th	8th	Total
Computer Club	6	0	6
Math Counts	13	18	31
Student Council	8	9	17
Builders Club	38	14	52
Jazz Band	5	11	16
Select Choir	7	8	15
Ski Club	36	36	72
Yearbook	0	15	15
Running Club	7	10	17
GIS Club	0	10	10
		Total	251

ASSESSMENT

Matt Lewis

Assessment Annual Report 2009-2010

2009-2010 Lewistown Public Schools CRT Results

The following information is a summary of the Lewistown Elementary Schools and Fergus High Schools performance on the State of Montana's Criterion Referenced Test. While these results are reported by grade level our Annual Yearly Progress (AYP) determination will be reported by school. We will receive our official AYP determination report sometime in August.

This is an effort to highlight how our students have done as we end this school year. It is important to note that 83% of our students must be proficient in reading and 68% of our students must be proficient in math. These benchmark proficiency levels must be met by 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(not by grade level). Typically, the Lewistown Public schools have had the following subgroups, All Students, Socio-Economically Disadvantaged, and Special Education.

The table below represents the overall performance of all students during this year's CRT:

Grade	Subject	Advanced/Proficient	# of students	Nearing Proficient/Novice	# of students	Total Students
3 rd	Math	59%	58	40%	39	97
	Reading	81%	77	20%	19	
4 th	Math	68%	62	32%	29	91
	Reading	90%	82	9%	9	
5 th	Math	73%	66	27%	25	91
	Reading	89%	81	11%	10	
6 th	Math	82%	70	18%	15	85
	Reading	88%	75	11%	10	
7 th	Math	75%	65	26%	22	87
	Reading	91%	79	9%	8	
8 th	Math	75%	53	25%	18	73
	Reading	91%	68	6%	5	
10 th	Math	67%	61	32%	29	90
	Reading	91%	80	11%	10	

The table below represents the overall performance of Socio-Economically Disadvantaged Students (SES) students during this year's CRT:

Grade	Subject	Advanced/Proficient	# of students	Nearing Proficient/Novice	# of students	Total Students
3rd	Math	44%	19	56%	24	43
	Reading	73%	31	28%	12	
4th	Math	48%	20	52%	21	41
	Reading	85%	35	14%	6	
5th	Math	66%	30	33%	15	45
	Reading	80%	36	20%	9	
6th	Math	73%	19	27%	7	26
	Reading	77%	20	23%	6	
7th	Math	67%	20	34%	10	30
	Reading	90%	27	10%	3	
8th	Math	58%	11	42%	8	21
	Reading	90%	19	10%	2	
10th	Math	59%	13	41%	9	22
	Reading	77%	17	23%	5	

The table below represents the overall performance of Special Education Students during this year's CRT:

Grade	Subject	Advanced/Proficient	# of students	Nearing Proficient/Novice	# of students	Total Students
3 rd	Math	30%	6	70%	14	20
	Reading	53%	10	48%	9	
4 th	Math	0%	0	100%	13	13
	Reading	38%	5	62%	8	
5 th	Math	16%	2	83%	10	12
	Reading	42%	5	59%	7	
6 th	Math	40%	4	60%	6	10
	Reading	40%	4	60%	6	
7 th	Math	10%	1	90%	9	10
	Reading	40%	4	60%	6	
8 th	Math	66%	6	33%	3	10
	Reading	91%	10	9%	1	
10 th	Math	25%	1	75%	6	7
	Reading	50%	6	50%	6	12

*** I think 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 to assist them in making educational gains throughout the school year. We as educators already know that it is not realistic to expect the same type of performance on this type of assessment.

BUSINESS OFFICE

Mike Waterman

MEMO

TO: Lewistown Board of Trustees

FROM: Mike Waterman, Business Manager

DATE: June 1, 2010

SUBJECT: ANNUAL REPORT

The Business Office made some significant accomplishments during 2009-2010. Frankly, the year wasn't easy; however, I believe we headed in the right direction. Our significant accomplishments include:

- Partial implementation of credit card purchasing procedures
- Partial implementation of electronic time reporting procedures
- Implementation of revised deposit procedures
- Change of health insurance provider
- Implementation of Collective Bargaining changes

We initiated each of these procedural changes with one goal in mind: to streamline our operations. While we did encounter some bumps in the road, I do believe each of these programs helped us toward these goals. The true test will come next year as the Business Office will lose one more FTE to retirement, creating a vacancy that we do not intend to fill.

These changes, however, come at a price. Morale in the Business Office seems low, I believe for two primary reasons. First, budget issues create anxiety as employees fear for their jobs and their future. This situation is not unique to the Business Office; rather, it exists districtwide. Fortunately, several reductions, the passage of the elementary levy, and the base pay freezes allowed us to balance next year's budget and offer contracts to all existing certified and classified employees.

I believe the changes themselves serve as the second reason for the low morale. Change is hard, especially when altering procedures that have not changed over—in some cases—people's entire career. My hope is that the preliminary success of the changes, coupled with fewer changes on the immediate horizon, will ease this issue going forward.

Unfortunately, the District's budget problems will likely continue. As a result, we need to prepare ourselves for that reality, but still find ways to keep our staff happy and motivated.

Goals for the Future:

Next year, I don't foresee lots of new changes. Rather, the Business Office intends to finalize many of the things we started to implement. Since these changes are a trial-and-error process, some things we try will succeed; others will not. As a result, we will also evaluate the new procedures to make sure they truly are working. Our goal is to become more efficient while maintaining our current high level of accuracy.

Review of Board Objectives

When developing the Strategic Plan, the Board adopted several goals related to Fiscal Management and Responsibility. Some of these goals are complete; some are part of an ongoing process. 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 are aware of the need to streamline our operation. As mentioned above, we took several steps toward these improvements this past year. At this point, our focus is to finalize the implementation and continually evaluate their effectiveness. That said, this work is never done: we must always be on the lookout for other ways to streamline our processes.

OBJECTIVE 2

Objective: Seek ways, prior to January 1, 2010, to better involve staff in budget development.

Status: Ongoing. Last year, the District utilized a zero-based budget process. This process required every employee to indicate their needs, and we generated this budget based on those compiled needs. This process had both benefits and drawbacks. The obvious benefit is that the employees have a say in how the District's money is spent; the disadvantage of this system is that it took a *lot* of time.

In the future, I envision a system where staff reviews their current year budgets needs, determine if any of their appropriations went to one-time purchases, and substantiate any additions they might need. Such a system will still involve staff in the budget development, but also reduce the time needed to generate the budget.

I also hosted several budget meetings last fall. At these meetings, I provided a financial overview of our District and showed attendees how to access the District's budget information. Unfortunately, the meetings were not well attended. I plan to continue the meetings in the future, but I may change the focus to include more current year information.

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 (2011).

Status: Not yet started. This objective does not apply as directly to the Business Office as it does to the Board and administration. Regardless, I would like to engage our legislators next year and make sure they understand the District's circumstances. Early budget development will be key to facilitating this conversation.

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: Ongoing. The District already cooperates with neighboring districts for technology services and the Construction Academy. 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.

OBJECTIVE 6

Objective: Need to have budget talks with projections early in the fall with an idea for retirement incentives, etc. by November 2009.

Status: Accomplished. The Board reviewed initial budget figures in November 2009. Early budget development remains a priority of the District.

OBJECTIVE 7

Objective: Have budget projections and potential cuts presented to the public before the School Election held in May of 2010.

Status: Accomplished.

As you can see, we have a lot on our plate in the Business Office. However, we have strong, competent employees, I look forward to working through these challenges with them in the coming year. Please contact me with questions.

Mike

**CENTRAL
MONTANA
EDUCATION
CENTER**

Diane Oldenburg

CENTRAL MONTANA EDUCATION CENTER

ANNUAL REPORT

2009-2010

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 2,746 total enrollments during this program year. Please note the attached statistical reports for specific enrollment figures.

ADULT EDUCATION

A comprehensive program of 97 educational, social, recreational and cultural opportunities for adults was offered during the 2009-2010 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, District 6 H.R.D.C., MSU-Fergus County Extension Service, Kring's Greenhouse, CMR Wildlife Refuge, and the Pine Meadows Golf Course.

We continue to experience ever-increasing competition for adult audiences. The Public Library has depleted our formerly high computer enrollments by offering free classes on varying computer techniques and software applications. We are also seeing direct competition from the Senior Citizen's Center, the Art Center, the Fergus County Extension Service, and several Class "C" school districts. The amount of information and teaching of techniques on websites has also affected our numbers. We continue to seek new ways and coursework that will appeal to adults in this area.

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 and July. We now provide all students with a complete schedule of classroom dates and all behind-the-wheel appointments so their families can plan ahead. They receive this schedule several months prior to their Driver Education session start date. The School District Nurse gives all students a vision screening, prior to any behind-the-wheel experience. The new State law pertaining to the Graduated Drivers License (GDL) has affected our program with many new policy and procedure changes.

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 is still minimal and will contribute about \$75-80 per student for the 2009-2010 program year. 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 rising 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 drivers license assistance, and more to 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 with our program and provided their 80 incarcerated men with educational assessments as part of their intake process. Seven 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.

I serve as the Chief GED Examiner for the six county area and our program successfully assisted forty people to receive their GED diploma this year. We collaborated with St. Leo's Church 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 and the instructor at the Roundup Adult Learning Center offer classes three days per week from August through 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 literacy instruction, 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.

Throughout the year, the ABLE staff and I attended several ABLE Program training sessions and meetings, the GED Examiner training workshop, the Montana Association of Adult and Community Education Conference, and we held bi-monthly in-service staff trainings.

EDUCATIONAL OPPORTUNITIES FOR CENTRAL MONTANA

A wide variety of college courses were taught by adjunct faculty at the Central Montana Education Center along with offerings delivered from campus via interactive-TV and the internet. In all, 175 courses were offered locally. Course work to complete general education core requirements, an Associate of Arts degree, an associate's or bachelor's degree in Nursing, an associate's 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 fourteen Registered Nurses this May, for a total of 176 since 1998. The Pinning Ceremony for the graduating nurses was held in Lewistown. That 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 also had four students graduate with an Associate of Arts in General Education this spring. They all attended the cap and gown ceremony on campus.

We offered eighteen different types of professional training seminars and workshops throughout the year with 766 total enrollments.

To compliment our college course offerings, an adult-student guidance counselor is available, as well as a library of catalogs from most post-secondary institutions in Montana that the students may check-out and peruse.

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.

THE CONSTRUCTION ACADEMY

We had 24 juniors and seniors from four different area high schools and 5 adults who participated and were job-ready in carpentry skills upon completion. Students completed a 1,400 square foot modular home with three bedrooms and 2 bathrooms. They also completed several other projects, including framing and pouring concrete for a garage slab and approach, building a pole barn, a bench shelter for the new ice rink, two playhouse/garden sheds for the program's fund-raising efforts, building sheds and sawhorses for Edgewood Building Supply, completing four display stands for the fairgrounds, as well as construction of two stairways and other projects inside the 6,000 square foot Construction Academy shop. All in all, it was a tremendously successful year for the instructor and the students!

CENTRAL MONTANA EDUCATION CENTER

2009-2010

ADULT EDUCATION

FALL 2009		<u>WINTER 2010</u>		SPRING 2010	
Classes offered	29	Classes offered	29	Classes offered	39
Classes held	25	Classes held	23	Classes held	35
Enrollment	318	Enrollment	278	Enrollment	376

TOTAL ADULT EDUCATION PARTICIPANTS: 972

CONSTRUCTION ACADEMY PARTICIPANTS: 29

DRIVER EDUCATION

Summer 2009
2 sessions
Enrollment 54

TOTAL DRIVER EDUCATION PARTICIPANTS: 54

ADULT BASIC EDUCATION/GED

ABE/GED Class Enrollment	156	(57 Lewistown, 26 Nexus, 73 Roundup)
Assessment only	53	
Total GED exams given	54	
Math Placement	21	
English Placement	13	

TOTAL ABE/GED PARTICIPANTS: 297

EDUCATIONAL OPPORTUNITIES FOR CENTRAL MONTANA

SUMMER SESSION, 2009		FALL SEMESTER, 2009		SPRING SEMESTER, 2010	
Classes offered	54	Classes offered	58	Classes offered	63
Classes held	19	Classes held	38	Classes held	35
Enrollment	81	Enrollment	249	Enrollment	276

Number of classes offered: 175 TOTAL ENROLLMENT, COLLEGE: 606

Number of classes held: 92

COMP.....4	CHEM/BIOL.....5	PSYC.....2
EDUC.....11	ENGL.....3	ART.....2
NURS.....30	HIST.....2	WRIT.....2
BUS.....11	MATH.....3	SPEECH.....3
SOC.....1	EDPY.....1	TSS.....1
NAS.....3	MUS.....3	ACCT.....1
CMSV.....3	STAT.....1	

Seminars & Workshops 766 (see attached)

Other College Exams Proctored 22

TOTAL EOCM PARTICIPANTS: 1394

TOTAL PARTICIPANTS SERVED BY C.M.E.C, 2009-2010: 2746

CMEC ROOM USE 2009-2010

NO	DATE	EVENT	PRESENTER	AFFILIATION	NO	BILLED	PAID
1	July 13 & 14	OSHA GENERAL INDUSTRY	M PRELLER/J WOLF	PATHWAYS PROJECTS	20	200	200
2	July-June	FIRST AID/CPR	DON KERN	AMERICAN HEART ASSOCIATION	203	609	609
4	Sept-May	GED TESTING	DIANE OLDENBURG	OPI	33	0	0
5	Nov 30	AG AGENT UPDATE	DAVE PHILLIPS	MSU EXTENSION, CENT REGION	20	100	100
6	Jan 16	ANNIE'S PROJECT	SPIKA, CRAWFORD, SEILSTAD	MT GRAIN GROWERS	25	230	230
7	Jan 22	MT SCHOOL BOARDS	THERESIA LESUEUR	MT SCHOOL BOARD ASSOC	40	100	100
8	Jan 27	ADOPTION TRAINING		INFANT ADOPTION TRAINING	21	100	100
9	Jan 28	DEQ	JEFF HERRICK	LEWISTOWN BOARD REALTORS	31	120	120
10	Feb 10	HAZ WOPER REFRESHER	BILL CORWIN	FERGUS CO ROADS	11	0	0
11	Mar 4	REAL ESTATE TRAINING		LEWISTOWN BOARD REALTORS	32	70	70
12	Mar 16	2010 ECONOMIC OUTLOOK	VARIOUS	UM BUREAU OF RESEARCH	50	100	100
13	Apr 14	FHS CAREER FAIR	VARIOUS	FERGUS HIGH SCHOOL	217	0	0
14	Apr 21	PEP TALK TRAINING	CINDY LEWIS	OPI	5	0	0
15	Apr 22	PEP TALK TRAINING	CINDY LEWIS	OPI	11	0	0
16	Apr 28	MAKING CAREER CHOICES	MIKE LEY	MSUN EOC OFFICE	17	0	0
17	July1-June 30	ADULT LEARNING CENTER	BOB FEIST & MIKE REA	LEWISTOWN ABLE		1500	1500
18	June 21	AG RISK MANAGEMENT	DARREN CRAWFORD	MSU EXTENSION SERVICE	30	150	
19							
20							
21							
		TOTAL			766	3279	3129

CURRICULUM

John Moffatt

**Curriculum
Lewistown Public Schools
Annual Report
2009-2010**

Though the curriculum budget was the victim of financial cutbacks two years ago, we were able to use end-of-year dollars last spring to purchase new science books, materials, and equipment. This was great news because we were in danger of falling two years behind in terms of our curriculum adoption cycle. The Science Curriculum Team met several times during the year and worked with OPI representatives Katie Burke and Kris Goyins to complete the Surveys of Intended Curriculum which the State has been developing. These surveys give us a chance to match our curriculum to State and National Standards and the CRT to see if we are dedicating adequate time to areas that are deemed most important. At the end of the year the State finished the final part of the survey which will let districts see how well their curriculums match up with the Essential Learning Expectations for each grade level 3-8 and 10. As this happened at the end of the year, we did not have time to complete our curriculum revisions for science. That task should be completed early in the fall of 2010. Most of the revisions are ready, but we will need curriculum guides written for forensic science at FHS and for sixth grade which switched from general science to earth science this year. Though the delay in finishing the curriculum has been somewhat frustrating, I think it made good sense to wait until OPI had completed its Essential Learning Expectations and the different survey components before we finished our revisions.

The Counseling department met several times this year and completed a rough draft of their new Curriculum revision. Though this revision is technically not due on our cycle, I commend the members of the team for aligning our curriculum with the new Montana Standards. This document will be ready for Board approval in the fall.

Next year Social Studies will be up for review and materials adoption. I am appreciative of the Board's decision to reinstate funding for the curriculum budget. The Social Studies team met a couple of times during the year to preview next year's work, and they should be actively involved in the review, revision, and adoption process next fall.

We also had an organizational meeting of the Technology and Vocational Education committee. Because of the lack of funding for the last couple of years, the Social Studies curriculum is a year behind on the funding rotation and will need next year's allocation. However, there is much work to be done in terms of Technology and Vocational Education, so that group will also need to be active beginning in the fall. Michelle Trafton has done a great job of developing a list of issues this group will need to confront.

Next year, for the first time, the LPS will have an administrator who will be able to devote an adequate amount of time to curriculum development. In the past that duty has always fallen to a principal who also had a building to supervise. I am hopeful that this will allow us to keep the curriculum process more dynamic and that all of the teams will

be able to meet during the course of the year—whether they are involved in a revision or materials adoption or not.

Finally, I wanted to list those items which I see as priorities for curriculum development in the future. Obviously, the new curriculum director will need to have input as well.

1. Adjust the curricular areas to reflect the impact of all-day kindergarten. We need to up the ante in first grade, second grade, etc. now that we are receiving students who have been in the all-day program. I think this is especially crucial in the areas of math, writing, and thinking skills.
2. Tie staff development more closely to curriculum. For example, my top priority in this area would be training for teachers in effective math instruction. I would focus first on all of the elementary grades as elementary teachers are typically not math specialists. My recommendation would be to consider the Marilyn Burns program. This would be a commitment and would definitely involve ongoing training. I think most of our staff development dollars should be spent on developing effective instructional strategies.
3. Make writing across the curriculum a priority. I believe the writing portfolio requirements, especially now with all-day kindergarten a reality, need to be made more rigorous. All of the CRTs require that students are able to write.
4. Finish the science revisions and then support the implementation of science instruction with an inquiry-based focus. This means providing teachers with professional development opportunities. We have just purchased new materials to assist teachers in providing “hands on” science activities, and we need to make sure they have the training to use them.
5. Connecting the integration of technology to all curriculum areas. This will be one of the goals of the technology committee this year.

MAINTENANCE

Paul Stengel

◇ Maintenance Program

ANNUAL REPORT

2009 – 2010

Paul Stengel, 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 moving furniture, grounds work, plumbing repairs, minor roof repairs at all buildings, several countertop & sink replacements and replacement of old ballasts in several locations.

Custodial operations have continued without any changes in scope or procedures. We experienced turnover of three personnel, several extended absences for health reasons, and one fatality.

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

Completed Contracts:

Flooring replacement @ several buildings	\$ 6,858
Misc. Painting	\$ 4,725
Replace Heat Pump #3 @ FHS	
Paving repair @ FHS	\$ 7,506
Sand, repair and refinish gym floor @ FHS	\$40,239
Remove asbestos flooring (2 rms @ HP, 1 rm @ Lincoln)	\$ 7,565
Built new concrete play space @ L&C	\$34,806

Open Contracts:

Misc. painting and flooring replacement
HVAC upgrades @ all elementary schools
Replace main entry doors @ FHS
Replace portion of paving @ FHS
Replace Hypalon portion of roofing @ FHS
Reseal and re-paint track @ FHS
Strip, repair cracks and primer coat 3 tennis courts @ FHS
Replace master control clock @ FHS

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

**SCHOOL
FOOD
SERVICE**

Cindy Giese

School Food Service
Lewistown Public Schools
215 7th Avenue South
Lewistown, MT 59457
(406) 535-5261



ANNUAL REPORT 2009-2010

The 2009-2010 School Year was one of fewer personnel issues, new student allergy concerns, and a general increase in meal participation. Our committed staff, contracted and substitutes, faced these challenges with determination and a positive attitude and made it the best possible situation for staff and students. 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. Thank you 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 was down by 779 meals. We attribute this minor drop to the fact that we had one less day of serving due to the snow day and the district enrollment dropped. Seventy-seven percent of our breakfast participants are from families that qualify for the free and reduced meal program. Lewistown Public Schools qualifies for the Severe Need Reimbursement level for breakfast due to the level of free and reduced participation in our lunch program from past years. This is an under used source of income for our program so we are continually working toward an increase in participation.
- We will be working with Mr. Lewis and the kindergarten teachers at Highland Park and Garfield to investigate the possibility of serving breakfast in the classroom right after the bell so as to "capture" more participation. It would involve more cooperation from teaching and custodial staff in assisting Food Service so we're looking forward to that challenge.
- 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. Our goal for the coming school year is to gain more daily participation and establish more cooperation within the buildings.

Lunch

- Student participation was up by 6641 student lunches while the percentage of student participation climbed to 63%. This occurred with an average drop in enrollment of 60 students. The most dramatic increase in participation occurred at the Junior High, mostly due to the changes we made in our ala carte line. The move to all day kindergarten for all students at that level also positively affected our participation levels. Our overall level of participation by students increased by 4% over the previous year.

- An observation about the increase in participation correlates with our economic times. We believe that our families are seeing the value in school meals by the quality and nutritional value that is gained in meals at school and the corresponding price that is paid. The percentage of students on the free/reduced meal program has remained virtually the same as the previous year so we believe that quality, convenience and price are keeping our kids eating at school.
- A Parent/Administration/Food Service committee was active last fall in addressing concerns about student food allergies and how they were handled within the school day. As a result of this committee work new protocols were formed to educate students and staff about allergies and to make the school day a safer experience for some of these students. Food Service protocols were praised for their comprehensive approach but menu changes were made and cafeteria protocols were added to further the safety issue.
- Adult lunches were up by 131 over the previous year. This modeling by our adult staff to students about school meals is some of the best advertising we can get.
- 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 2728 amounting to \$9684.40 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 again 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 once a month and were provided an "earned" lunch so they could spend the lunch time with these younger students. It proved a very successful venture and will be continued next year.

Ala Carte

- Our ala carte breakfast line showed a decrease in income at both the Junior High and Fergus High. Extra money for ala carte choices may not be available this year.
- Statistics show that our lunch ala carte choices have proven successful with a decrease at the Junior High due to the restructuring of our serving plan and with a \$2200.00 increase at Fergus High.
- Our ala carte choices at both meals reflect nutritious, healthy products aimed at providing students with good alternatives to our reimbursable line. As in our regular lines, we look toward providing more fresh and/or homemade products through the use of fruits, vegetables, whole grains, and low fat foods with more fiber and less sugar content. Our goal is to provide great food in all of our cafeterias so as to feed more kids at school.

CATERING

- Our revenue from this facet of our operation amounted to approximately \$21,100. This is an increase this year, partly due in fact that we served the Career Fair, a bi-annual event.
- We served various divisions of the school district at staff meetings, special events, student functions, and fundraisers. We also assisted students working in independent classes at Fergus with several of their projects.

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. We did purchase an additional walk in freezer during this school year and it has greatly improved our daily operation as well as enables us to order/buy and store frozen commodities and products more efficiently. This one purchase has made it a much safer work environment for our staff and lessened the amount of work time in the freezer environment for meal preparation.

We need to begin to replace existing equipment both in the buildings and at the Central Kitchen. The improvements being made to the elementary buildings with the HVAC systems hopefully will provide some ventilation to our kitchens. We've lost product several times due to the overheating and shutdown of the refrigeration equipment due to lack of air. We also 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 the Central Kitchen we have pieces that we cannot find replacement parts for and that do not meet current safety regulations.

To insure that some of our equipment is maintained on a professional level (hopefully for longevity and efficiency) and to lessen the demand on the school district's maintenance staff, we have begun using other vendors to handle some of these duties. These include Universal Heating and Cooling, Gary Brink, Inc., and Ecolab. We anticipate that these changes will be cost effective for our operation over the long term.

We will be moving to the meal accounting system offered by Infinite Campus for the next school year. After further investigation and the need to cut expenses we made the choice to change technologies. With the assistance both monetarily and professionally of the technology department, School Food will use the time and skill necessary to make the change will happen this summer so as to be ready for the first day of school in August.

EDUCATION

- Regular opportunities for reaching students and parents come in the form of the monthly menus, K-8 newsletters, posters, and classroom visits. The district website has provided yet another means of promoting our program. Our staff will always offer good advice to students as they come through the line.
- 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 work far better to improve performance and behavior than dealing with poor results in both areas. We promote our Wellness Policy by encouraging activity along with healthy nutrition choices.

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 in a four-hour class held during the October break. We are unable to do any kind of mass training during regular school hours as we have people at work from 4:30 a.m. until 3:30 p.m. so our staff “gives up” some break time for training. This shows commitment to the health and safety of our students and staff by Food Service employees and should be commended.
- Our newest employees will need to attend the 8-hour ServSafe class as required in their work agreements during the first half of the school year. The director is required to update this valuable every five years as required by the HACCP policy. We will try to enlist the assistance of our county extension agent and the local sanitarian to hold a local class so the expense of travel out of district can be saved.
- 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 received two 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

- Our staff was relatively stable for the past school year. With minimal turnover and the addition of new employees that stepped into expanded positions we had a successful 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 were lucky to have the assistance of two long term subs in our cafeterias at Highland Park and Garfield during this past year. They were employed primarily to assist the all day kindergarteners with cafeteria protocols and to manage the extra serving needs, cafeteria tables and tray lines for the younger students.
- We have three openings for fall and will be seeking applications in July.

Facing declining enrollment, increasing food costs, depreciating equipment, and new challenges with a reduction in administrators 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.

Cindy Giese, Director

*“We serve education everyday.”
We think food because kids can’t think without it!*

SCHOOL FOOD SERVICE

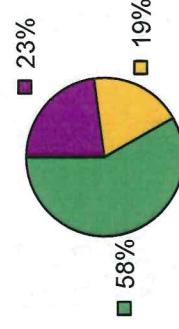
BREAKFAST PARTICIPATION DATA

2009-2010

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	694	0	0	0	0	1805	717	3216	0	65	65	3281	25			
October	682	0	0	0	0	1539	585	2806	0	61	61	2867	20			
November	503	0	0	0	0	1256	458	2217	0	49	49	2266	16			
December	461	0	0	0	0	1092	417	1970	0	41	41	2011	14			
January	620	0	0	0	0	1518	587	2725	0	49	49	2774	19			
February	695	0	0	0	0	1657	555	2907	0	45	45	2952	19			
March	830	3	2	0	5	2345	619	3799	0	50	50	3849	23			
April	731	0	0	0	0	1977	463	3171	0	32	32	3203	19			
May/June	896	0	0	0	0	2485	536	3917	0	37	37	3954	24			
TOTALS	6112	3	2	0	5	15674	4937	26728	0	429	429	27157	179			

Student Breakfast Participation



MONTH	AVE. ENROLL	AV DAILY PART.	% DAILY PART.	% PAID STUDENT	% RED STUDENT	% FREE STUDENT
Aug/Sept	1207	129	11%	22%	22%	56%
October	1193	140	12%	24%	21%	55%
November	1195	139	12%	23%	21%	57%
December	1195	141	12%	23%	21%	55%
January	1195	143	12%	23%	22%	56%
February	1190	153	13%	24%	19%	57%
March	1185	165	14%	22%	16%	62%
April	1185	167	14%	23%	15%	62%
May/June	1180	163	14%	23%	14%	63%
AVERAGES	1192	149	13%	23%	19%	58%

Participation at individual schools:

Highland Park	14%
Garfield	16%
Lewis & Clark	26%
Junior High	12%
Fergus High	4%

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

SCHOOL FOOD SERVICE

LUNCH PARTICIPATION DATA

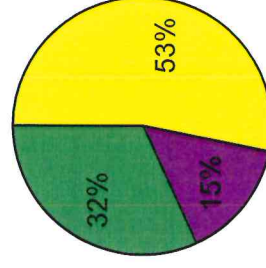
2009-2010

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	9338	102	19	6	127	5744	3051	18260	404	559	963	19223
October	8017	52	8	28	88	4279	2413	14797	316	475	791	15588
November	6429	40	4	13	57	3602	1870	11958	244	412	656	12614
December	5778	45	8	0	53	3199	1699	10729	359	334	693	11422
January	7908	64	12	11	87	4522	2298	14815	306	481	787	15602
February	7627	41	15	29	85	4541	2086	14339	296	492	788	15127
March	8913	51	14	31	96	5585	2403	16997	345	545	890	17887
April	7379	45	10	11	66	4552	1979	13976	298	503	801	14777
May/June	9002	60	9	25	94	5628	2430	17154	375	540	915	18069
TOTALS	70391	500	99	154	753	41652	20229	133025	2943	4341	7284	140309

MONTH	AVE. ENROLL	AV DAILY PART.	% DAILY PART.	% PAID STUDENT	% RED STUDENT	% FREE STUDENT
Aug/Sept	1207	730	61%	52%	17%	31%
October	1193	740	62%	55%	16%	29%
November	1195	747	63%	54%	16%	30%
December	1195	766	64%	54%	16%	30%
January	1195	780	65%	54%	16%	31%
February	1190	755	63%	53%	15%	32%
March	1185	739	62%	53%	14%	33%
April	1185	736	62%	53%	14%	33%
May/June	1180	715	61%	53%	14%	33%
AVERAGES	1192	745	63%	53%	15%	31%

Student Lunch Participation



Participation at individual schools:

Highland Park	74%
Garfield	83%
Lewis & Clark	82%
Junior High	82%
Fergus High	27%

*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

Dale Lambert

SPECIAL EDUCATION SERVICES IN LEWISTOWN

ANNUAL REPORT

2009-2010

Dale Lambert, Director

Number of Students Receiving Special Education Services			
Year	Lewistown Elementary	Fergus High School	Total
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
Averages	151.5	52.1	203.7

Lewistown's special education programs continue to change, in part, this is a result of change in special education, Response to Intervention (RTI), and also as a result of early school improvement efforts. These efforts have resulted in what appear to be lower numbers in special education, although the numbers may be misleading.

The numbers listed are indicative of the number of students actually identified for special education services, however, a significant number of students continue to be supported through special education services while not being officially identified under IDEA. This "gray" area is an issue which must be addressed in the coming year. Technically, these students do not qualify for special education services, and special education funding cannot be used to provide services. We also know that with declining enrollment, diminishing budgets, and increasing demands, the only way to reach the ideals of No Child Left Behind (NCLB) is to share resources using special education, Title 1, and classroom teachers, along with paraprofessionals, to build effective programs for all students.

This struggle to create a new system is also exacerbated by special education funding in Montana, with special educating funding tied to Average Number Belonging (ANB) as opposed to special education enrollment. This means that, as total enrollment declines, regular and special education are competing more and more for available funds. Failure to work together is not a viable option if Lewistown Public School hopes to truly improve instruction for all students.

A great deal of 2009-2010 was spent in building RTI teams in each building. In most buildings this process went slowly, but well. Some buildings have affective programs up and running, while other buildings do not. Perhaps this effort was best summarized by the RTI consultant, Wayne Callender, who noted, "the administrator is talking to me (Wayne) simply to avoid taking action". Wayne is obviously good at more than RTI.

The future of special education in Lewistown is brighter with the addition of a new Special Education Director. This change provides a new view of the issues, and the changes which are needed to keep moving the special education program in Lewistown Public Schools in a positive direction. With changes in administrative staffing Lewistown Public Schools can begin to address the vital need for links between the five buildings which comprise the school district.

TECHNOLOGY

Pat Weichel

Technology 2009-2010 Annual Report
 Patrick Weichel, Technology Specialist
 Lynne Wise, Technology Integration Specialist
 Terry Lankutis, Technology Support
 Todd Lark, Technology Support
 June 15, 2010



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. During the course of the year we upgraded the core web server, and changed the theme. 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	22569
Lewistown Public Schools - Board	2007-11-19 04:02:43	5261
Lincoln Administration	2008-03-31 02:07:28	4433
Lewis and Clark	2008-03-20 06:52:13	3786
Highland Park Elementary	2007-10-31 03:31:17	3432
Fergus High Homepage	2008-09-19 02:09:02	3353
Garfield Elementary	2007-11-26 06:54:23	3125
Staff Resources	2009-12-17 13:28:17	2777
K-8 Libraries	2008-03-20 06:52:43	2388
2009-2010 School Calendar Available	2009-01-29 05:12:47	2368

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. Integrating Campus Food Service and Campus Messenger is taking place during summer 2010 for launch at the beginning of the 2010-11 School Year. Campus Food Service will replace the CSA Meal Program as the lunch line system at all schools. Parents will have access to student meal consumption information as well as account balances via the parent portal. As soon as Campus releases the functionality we also plan to implement online credit card / check card payment of lunch accounts and other school fees. Campus Messenger will allow the district to “mass dial” parents (and students who have their own phone listed in the system). It will be used daily for absence calls, and call also be used for emergency notifications, bus route changes, and general district announcements.

Staff, parent and student access is available from any internet connected computer.

0420 Lewistown K-8 & Fergus High District Generated on 06/15/2010 09:41:48 AM Page 1 of 1	Portal Usage Summary Report Start Date: 8/25/2009 End Date: 06/15/2010 School Year: 2010
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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	1276	1264 99.06%	29450	699	304	479 37.54%	5527	132
KF	77	76 98.70%	0	0	5	5 6.49%	188	5
PK	17	13 76.47%	0	0	0	0 0.00%	0	0
01	95	94 98.95%	1	1	10	10 10.53%	119	3
02	91	91 100.00%	0	0	18	17 18.68%	345	9
03	106	103 97.17%	1	1	26	25 23.58%	205	5
04	101	99 98.02%	18	1	32	31 30.69%	459	11
05	98	98 100.00%	122	3	37	36 36.73%	350	9
06	93	93 100.00%	270	7	41	39 41.94%	945	23
07	96	96 100.00%	7009	167	49	47 48.96%	1027	25
08	84	84 100.00%	1522	37	44	42 50.00%	1368	33
09	106	105 99.06%	4792	114	54	51 48.11%	1337	32
10	107	107 100.00%	4551	108	79	74 69.16%	1441	35
11	112	112 100.00%	5050	120	67	66 58.93%	1317	32
12	95	95 100.00%	6200	148	42	38 40.00%	992	24

E-rate funding: The district again participated in the Federal Universal Services Fund or “E-rate.” The district received a benefit of \$34,651.29 in discounts on the Internet connection, long distance, and local telephone services for the 2009-2010 School Year.

Network Backbone: Change in our network backbone increased our E-Rate funding needs in 2009-10 “Mission critical” systems such as food service point of sale, the accounting system, and Infinite Campus have increased the need for 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, Lewis and Clark and the Bus Barn are still served wirelessly. The new fiber connections have proven to be far more reliable and of greater capacity than the aging wireless backbone. Plans are in place to connect Highland Park to the fiber backbone during the summer of 2010. Fiber construction to Lewis and Clark is currently on hold.

Content Filtering: As required by the FCC for participation in E-rate, our district complies with CIPA, the Children's Internet Protection Act. We continue to use Open Source (i.e. free) web content filtering software, Smoothwall with Dansguardian, to ensure Federal compliance and protect our networks. Content filtering is one of the most contentious issues that we face as a department. The current solution works very well, but is not as flexible as other commercial products. However, the savings to the district are substantial. Comparable commercial filtering products have been reviewed. Costs are typically over \$5000 annually.

The current solution includes the ability for staff to request that a blocked web site be opened, and we provide a solution for staff to bypass the filtering to access any site.

Technology Levy: These funds were used to purchase new computers for use in classrooms and labs in all buildings. The buildings received the following new computers:

Garfield	4
Highland Park	5
Lewis and Clark	3
Fergus High	44

Lewis and Clark also received a new laptop lab of 25 machines. Levy funds currently sustain replacement of laptop labs annually at the four K-8 buildings in turn. Kindergarten transition funds were used to purchase netbooks (mini-laptops) for classrooms at Highland Park (15), and as a rolling lab for Garfield (27).

In addition, the Levy funds were used to replace a server at Lewis and Clark and Fergus High. This funding is critical to maintaining a level of computer hardware that is easier to maintain and to use.

Computer Labs: In addition to the laptop labs, all three elementary schools have fixed computer labs. With the replacement of the laptop lab at Lewis and Clark, the original laptop lab was re-configured and used to replace the desktops in the computer lab room. The benefit is that the laptops coming into the lab are more capable machines that the desktops they replace and they can be kept plugged into AC power eliminating the need to replace expensive batteries.

2009-2010 Trouble Tickets responded to in Lewistown Public Schools: 1093

2009-10 Annual Report of Technology Integration and Training Activities – Lynne Wise-Klippenes

Technology integration and support was intertwined into both teacher and classroom instruction and learning this year. PIR days, staff meeting times and after school grade-level meetings as well as individual time was spent training staff and then assisting them in the application of the learning. An analysis of our TAGLIT data gains as well as classroom interactions indicated growth was slow, but present in our staff. A continued combination of direct instruction to the students and to the staff through project-based learning and direct instruction of the staff in using technology tools and software was done throughout the year. Software changes and new staff required some retraining on grade-level software. This year MAPS Assessment was integrated across the district which required arrangement and training for staff and students. The addition of MAPS Assessment time reduced instructional time and teachers thus struggled with completing technology integration projects that had been established. This year brought some resistance to completing technology projects because of the demands of math and reading classroom time. Also this year the 8th grade students transitioned from using the TAGLIT as the state mandated assessment device to a new instrument produced by Simple Assessment. The change came unexpectedly. The instrument was totally different in content and format and the time frame for data collection given us by OPI was in the middle of our MAPS testing. This was an interesting assessment for all the current 8th grade students and Mrs. Trafton and I who proctored this assessment with the students at the Lewistown Junior High School. With a change of instrument, the data is not comparable to previous years of student data. The assessment results were reported to the Technology Curriculum and will be used to help with the curriculum work planned for next year. Student project work is still being completed at all grade levels integrated into the core curriculum, but evaluation of missing and weak areas are being examined. Using WIKI's and making a video are subjects that need to be introduced at the elementary level. Ideas were considered and 5th and 6th grade students were targeted using the

library curriculum for the project work. The development of the project work needs to be completed and then implementation.

I would also like to see a greater use of Gaggie at this level as a communication tool so the students are more comfortable with it by 7th grade. With an addition of another librarian in the elementary district, this appears to be a realistic possibility. I plan on pursuing this with the library staff this next school year.

The following project work was completed by students and placed into the student technology portfolios in 1-6.

- 1st—letters of the alphabet in Kid Pix
- 2nd—habitat pictures and descriptions in Kid Pix
- 3rd—brief writing using Microsoft Word
- 4th—document using Microsoft Word and first Science Power Point
- 5th--Wax museum document, bibliography and title page with picture inserts and picture of them in costume- using Microsoft Word and online bibliography program
- Keyboarding slideshow using Microsoft PowerPoint
- 6th--Biography document, bibliography, and title page—using Microsoft Word
- News slideshow using Microsoft PowerPoint

Teacher Training K-12: The training this year covered the same subjects K-12 with occasional individual trainings on site-based software such as AplusLS, Think Central, or Kid Pix for interested and new staff members.

Individual training and/or small group training is often the case with software used in a grade-level for a specific purpose. There will always be staff needing some refreshing of software that requires attention and support.

MAPS Training was the focus for all staff at the beginning of the school year and included formal and informal training sessions for operation and reports. The biggest challenge in this arena was communication between those planning and doing the MAPS testing and the technology department who did the uploading of set-up data and downloading of test materials and set-up in the lab areas. The technology department needs to be included in the planning of MAPS.

Infinite Campus Training included both formal in-service training and informal training where teachers went through the campus basics in searching for information, running reports and setting up and using their grade book and lesson planner. This is a focus at the beginning of the year with returning teachers setting up their grade book and lesson planner. I also helped roll over lesson planners with teachers for this academic year. Review and further training continued with small group and individuals requesting assistance throughout the year, but increased in volume and need at the ending and beginning of quarters and the end of the year. Secretaries, Administrators and other employees also were trained in Campus to meet their existing needs. New staff always require assistance as we start-up, begin and end quarters and semesters and complete the year. Unfortunately there are tasks that occur only once a year that seems to require retraining every year and updates bring changes to software.

On-Line Time Clock was also a basic training activity this spring for some staff. Thus the installation had to be started and then training with individuals as buildings begin using this piece of software to debug issues for all staff to use it next year.

Science Textbook and Websites Online were included in the science curriculum materials. The first elementary training session occurred at the beginning of the summer. I assisted with that training. With the textbook accessible online a new mode of access and communication with parents became available.

MOBI Training was done in all buildings in small groups and then the MOBI was lent to instructors to use on a short term basis. This resulted in a large number of MOBI's ordered for the next school year at the elementary buildings. This will require software installation and on-going training during the next school year as teachers begin to use this tool in their classroom. Idea sharing times might also be helpful after teachers have integrated the tool into their classroom work.

Microsoft Office requires continual training of features found in Word, Publisher, Excel and Power Point at all levels. As features change, are redesigned or staff members grow to be comfortable with using a program in greater detail then training occurs. This is typically small groups and related to student assignments and communication needs.

Networking Information Training is also part of necessary work with staff so they understand back-ups, file sharing, transfer and storage with other staff and student's.

Regional Technology: Responding to a need for quality consistent technical support for school districts in surrounding communities, Lewistown Public Schools began to offer technical support on a contract basis during 2005-2006. Schools supported include: Judith Gap, Grass Range, Roy, Winifred, Ayers, Deerfield, Spring Creek, and King Colonies. In 2008-09 Stanford and Hobson Schools joined our network. Increases in this service area and the formalization of support contracts led to the hiring of Terry Lankutis and Todd Lark as additional support staff for the technology department in the spring of 2008. Each school enjoys the benefit of regular visits at least every other week, as well as pro-active network monitoring, bench work and phone support from our office here in Lewistown.

Regional Highlights - Todd Lark

The technology team engaged in another intense and rewarding year supporting the Lewistown Public Schools Technology Cooperative. With stimulus spending, all of our supported schools significantly improved their hardware situations, updating servers, CPUs, and other educational hardware, such as document cameras, mounted projectors, student response systems, and interactive white boards. Our supported schools were also able to upgrade fundamental educational software, such as Infinite Campus, Quicken and Microsoft Office 2007. This was bolstered by implementation of open source software, such as GIMP (a photo editing program), Audacity (a sound editing program), and NVE (a web development program) that gave students and teachers a new palette of tools with which to create an appealing learning environment to push technological skills and techniques to an unprecedented level. We were also able to develop four new websites this year which opened the doors of modernity to teachers, students, and their communities. We utilized Joomla as we do in our district for these projects.

With almost ten 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 implemented a variety of trainings and are slated for many more PIR days for the 2010-2011 School Year as our cooperative schools find firm footing in the technological world. 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.

TRANSPORTATION

Steve Klippenes

Transportation Department

Annual Report

2009-2010

Steve Klippenes, Supervisor

During the 2009-2010 School Year the yellow buses traveled **139,349** miles and the activity buses traveled **64,196** miles.

The Transportation Department is responsible for the maintenance on fourteen yellow buses and five MCI activity buses, five Driver Education vehicles, five Maintenance vehicles, the Hot Lunch Van, one Transportation pickup and snowplow. The Transportation Department also continued doing the maintenance on the Council on Aging buses and the Central Montana Learning Resource Center Cooperative vehicles.

This year the District started transporting the School to Work students in the Suburban instead of buses to cut down on the buses being so visible on Main Street throughout the school day.

A lot of time was spent working on the Special Education Transportation Policy and then that section of the Transportation Handbook was presented to the School Board for approval.

The Activity Trip Pay portion of the Transportation Handbook was fine tuned as last year the District ended up paying a lot of over-time because of how the Activity Trip Pay was calculated. This year was much better after fine tuning the two-driver trips and the multi-day trips.

The Transportation Department is still working with International on becoming a warranty shop so that the mechanics can do the warranty work on the District busses and vehicles. The District would then be reimbursed by International for the warranty work performed. Also, our mechanics would then be able to do warranty work for surrounding schools on a time available basis and be paid by International for doing that warranty work as well.

2009-2010 was a good school year and with the additional drivers the extra trips were much easier to handle.

**ANNUAL SCHOOL REPORT
TRANSPORTATION DEPARTMENT
2009-2010**

BUS NUMBER	YEAR	MODEL	STARTING MILEAGE	ENDING MILEAGE	TOTAL
1	2006	International RE	52,515	60,612	8,097
2	2009	International RE	35,448	54,344	18,896
3	2006	International RE	83,176	101,343	18,167
4	2003	Bluebird All-Amer	112,397	114,883	2,489
5	2007	International IC RE	53,683	69,789	16,106
6	1999	Bluebird TC-2000	163,701	165,790	2,089
7	2005	International Conv	60,540	72,117	11,577
8	2006	International RE	38,828	48,175	9,347
9	2001	Bluebird Chev	130,949	142,804	11,855
10	2005	International RE	53,910	61,445	7,535
11	2002	Bluebird TC-2000	127,467	128,250	783
12	2009	International RE	20,575	32,420	11,845
13	2010	International RE	1,228	7,798	6,570
14	2007	International Conv	43,576	57,569	13,993
TOTAL					139,349
Eagle 1	1974	MCI MC-8	311,725	315,608	3,883
Eagle 2	1997	MCI 102DL3	147,930	170,477	22,547
Eagle 3	1999	MCI 102DL3	18,593	34,084	15,491
Eagle 4	1996	MCI 102D3	177,204	194,417	17,213
Eagle 5	1982	MCI MC-9	62,233	67,295	5,062
TOTAL					64,196
SHOP TRUCKS					
	1978	Chevrolet 3/4 Ton	235,214	236,280	1,066
	1994	Chevrolet 3/4 Ton	108,613	111,963	3,350
TOTAL					4,416