

2012 PAWS Results

Grade 11	Reading				Math			
	District % Below/Basic	State % Below/Basic	District % Proficient/ Advanced	State % Proficient/ Advanced	District % Below/Basic	State % Below/Basic	District % Proficient/ Advanced	State % Proficient/ Advanced
All Students	34.6	39.6	65.4	60.4	43.8	49.8	56.2	50.2
Hispanic	36.9	51.1	63.2	48.9	52.6	65	47.4	35.1
White	33.33	37.4	66.6	62.6	41.8	46.9	58.3	53.1
Students w/ Disabilities	92.4	77.5	7.7	22.5	92.8	88.5	7.1	11.6
Economically Disadvantaged	51	53.6	49	46.5	60.8	62.9	39.3	37
Male	29.8	43.4	70.2	56.7	35	48.3	65	51.7
Female	39.7	35.3	60.4	64.7	53.7	51.3	46.3	48.8

Goshen County School District No. 1
626 West 25th Avenue
Torrington, WY 82240

Return Service Requested

Postal Patron
Torrington, WY 82240



2011—2012
EVERY STUDENT COUNTS REPORT

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Message from Superintendent -

Welcome to the annual report for Goshen County School District No.1. As a service to the community, Goshen County Public Schools provide an annual report with a wide variety of detailed information on the performance of students as well as other pertinent information about technology, finances, etc. You will also find the recently revised Goshen County School District vision, mission, and belief statements as well as the updated goals to building a positive culture and prepare all students to be career and college ready.

The data on student achievement reflects results from the 2011-2012 school year. A significant portion of this data was pulled from the Proficiency Assessments for Wyoming Students (PAWS), a state developed test first given in 2005. The PAWS tests are aligned to Wyoming standards. Students earn one of four levels of achievement: Below basic, basic, proficient, and advanced.

This report contains a great deal of information, but I specifically want to emphasize the data on student achievement. You will find that students in 6th and 7th grades exceeded state average in reading, while students in 8th and 11th grades exceeded state average in both reading and math. Although Goshen County students scored above the state average in reading and math at several grade levels, we continue to focus on improving student performance.

Beginning in 2009, the State of Wyoming mandated that all juniors complete the ACT, an entrance exam required by most colleges and universities. Because only a handful of states mandate ACT, this needs to be considered when comparing Wyoming students with the national ACT averages. Keep in mind that on average, students who complete the “college recommended track”, in other words the advanced math, science, social studies, and language courses, typically score significantly higher than students who select non-college prep courses.

In addition to student test scores, you will find information about the district’s budget, poverty level, number of students with disabilities, and technology resources. Together, these pieces of information help define Goshen County Public Schools.

For more about Goshen County schools, please visit our website <http://www.goshen1.org/>. We hope that you find this data informative and educational.

Sincerely,

Ray Schulte
Superintendent

2012 PAWS Results

Grade 6	Reading				Math			
	District % Below/Basic	State % Below/Basic	District % Proficient/ Advanced	State % Proficient/ Advanced	District % Below/Basic	State % Below/Basic	District % Proficient/ Advanced	State % Proficient/ Advanced
All Students	8.5	16.2	91.5	83.8	21.7	17.7	78.3	82.3
Hispanic	6.9	23.1	93.1	76.8	44.8	25.9	55.2	74.2
White	9.2	14.4	90.8	85.5	15.3	15.5	84.7	84.5
Students w/ Disabilities	33.3	53.9	66.7	46.1	46.7	49.3	53.4	50.7
Economically Disadvantaged	13.2	24.5	86.7	75.5	29.4	26.9	70.6	73.1
Male	6.8	19.1	93.1	80.9	19.1	18.2	80.8	81.8
Female	10.7	12.9	89.3	87.1	25	17.1	75	82.8

Grade 7	Reading				Math			
	District % Below/Basic	State % Below/Basic	District % Proficient/ Advanced	State % Proficient/ Advanced	District % Below/Basic	State % Below/Basic	District % Proficient/ Advanced	State % Proficient/ Advanced
All Students	20.9	25.3	79.1	74.7	28	24.2	72	75.8
Hispanic	34.8	35.2	65.2	64.8	47.8	37.3	52.2	62.7
White	17.6	22.8	82.4	77.2	22.8	20.9	77.1	79.1
Students w/ Disabilities	63.7	64.9	36.4	35.1	81.9	63.4	18.2	36.6
Economically Disadvantaged	33.3	36	66.6	63.9	39.4	35.2	60.6	64.7
Male	25.7	30	74.3	70.1	31.5	24.8	68.6	75.2
Female	15.9	20.1	84.1	79.9	24.6	23.4	75.3	76.6

Grade 8	Reading				Math			
	District % Below/Basic	State % Below/Basic	District % Proficient/ Advanced	State % Proficient/ Advanced	District % Below/Basic	State % Below/Basic	District % Proficient/ Advanced	State % Proficient/ Advanced
All Students	22.7	22.8	77.3	77.2	25.5	27.7	74.5	72.3
Hispanic	36.7	31.5	63.3	68.5	48.2	39.9	51.7	60
White	18.3	20.5	81.7	79.4	19.1	24.7	80.9	75.3
Students w/ Disabilities	80	66.7	20	33.4	75	73	25	27
Economically Disadvantaged	38.9	34.3	61.1	65.7	39.4	39.6	60.6	60.4
Male	25.6	26.6	74.4	73.4	27.1	29.8	73	70.2
Female	19.1	18.8	80.8	81.2	23.6	25.5	76.5	74.5

2012 PAWS Results

Grade 3	Reading				Math			
	District % Below/Basic	State % Below/Basic	District % Proficient/ Advanced	State % Proficient/ Advanced	District % Below/Basic	State % Below/Basic	District % Proficient/ Advanced	State % Proficient/ Advanced
All Students	35	30.5	65	69.5	10.6	9.5	89.4	90.5
Hispanic	58.9	44.8	41.2	55.2	23.6	15.7	76.5	84.2
White	30.4	26.7	69.7	73.3	9.1	7.3	90.9	92.7
Students w/ Disabilities	53.4	60.3	46.7	39.7	40	23.6	60	76.4
Economically Disadvantaged	45.4	41.5	54.7	58.6	12.5	14.8	87.5	85.2
Male	45.6	33.5	54.4	66.5	14	9.5	86	90.4
Female	25.7	27.3	74.3	72.6	7.6	9.4	92.4	90.5

Grade 4	Reading				Math			
	District % Below/Basic	State % Below/Basic	District % Proficient/ Advanced	State % Proficient/ Advanced	District % Below/Basic	State % Below/Basic	District % Proficient/ Advanced	State % Proficient/ Advanced
All Students	19.5	16.9	80.5	83.1	28.1	17.8	71.9	82.2
Hispanic	35.7	26.7	64.3	73.3	60.7	28.7	39.3	71.2
White	15.5	13.9	84.6	86	19.6	15	80.4	85
Students w/ Disabilities	60	50.6	40	49.4	55	43.9	45	56.1
Economically Disadvantaged	20.8	24.9	79.2	75.1	33.8	25.2	66.2	74.8
Male	20.6	18.8	79.4	81.2	29.4	16.9	70.6	83.1
Female	18.3	14.9	81.6	85.1	26.7	18.8	73.3	81.2

Grade 5	Reading				Math			
	District % Below/Basic	State % Below/Basic	District % Proficient/ Advanced	State % Proficient/ Advanced	District % Below/Basic	State % Below/Basic	District % Proficient/ Advanced	State % Proficient/ Advanced
All Students	22.7	21	77.3	79.1	24.2	18.2	75.9	81.8
Hispanic	38.1	32.8	61.9	67.3	33.3	30.1	66.6	69.9
White	21.3	17.7	78.7	82.3	22.2	14.9	77.8	85.1
Students w/ Disabilities	80	58.6	20	41.4	72	50.2	28	49.8
Economically Disadvantaged	32.4	30.9	67.7	69.1	36.8	26.7	63.2	73.4
Male	28.2	24.4	71.8	75.7	20.6	18.22	79.5	81.8
Female	16.4	17.4	83.5	82.6	28.4	18.3	71.6	81.7



*We are committed
and accountable to
the following
beliefs...*

Collaboration – We believe in the collective voice of students, staff, families, and community working toward a common goal.

Communication – We believe in meaningful communication between schools, families, and community that provides an open, honest, and concise dialogue that keeps all informed.

Engagement – We believe learners will perform at higher levels when instruction results in persistent, attentive, and committed learners.

Vision

Caring people that lead, empower, and inspire all students to achieve excellence.

Mission

Our commitment is to prepare each student to become a career and college ready citizen. We will partner with families and community to provide an engaging and challenging education in a safe and positive environment.

Goal 1: Build a Positive Culture

- Improve communication with students, staff, families, and communities.
- Ensure a safe and healthy environment.

Goal 2: Prepare All Students to Be Career and College Ready

- Develop, implement, and maintain the Guaranteed and Viable Curriculum (GVC).
- All students will be reading on grade level by the end of second grade and subsequent years.
- All students will be prepared for Algebra I by the end of eighth grade and students will demonstrate annual growth.

High Expectations –

We believe in challenging and inspiring all learners to reach their maximum potential.

Instructional Design -

We believe educators are designers and utilize design qualities to meet the needs and interest of the individual learner.

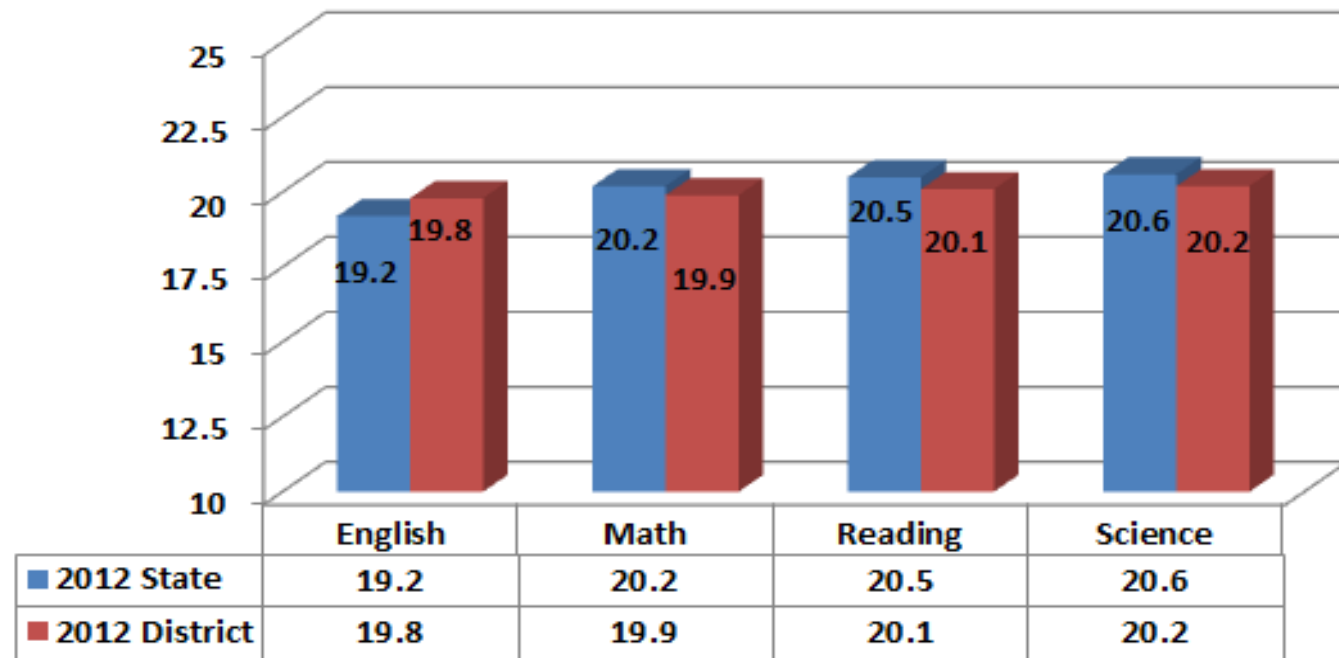
Relationships - We believe relationships are the foundation for creating an environment which fosters positive connections, trust, and integrity which is critical for student success.

Respect – We believe in honoring opinions and diversity while treating each other with dignity.

Safe Environment -

We believe in providing a healthy school environment that is physically and emotionally safe.

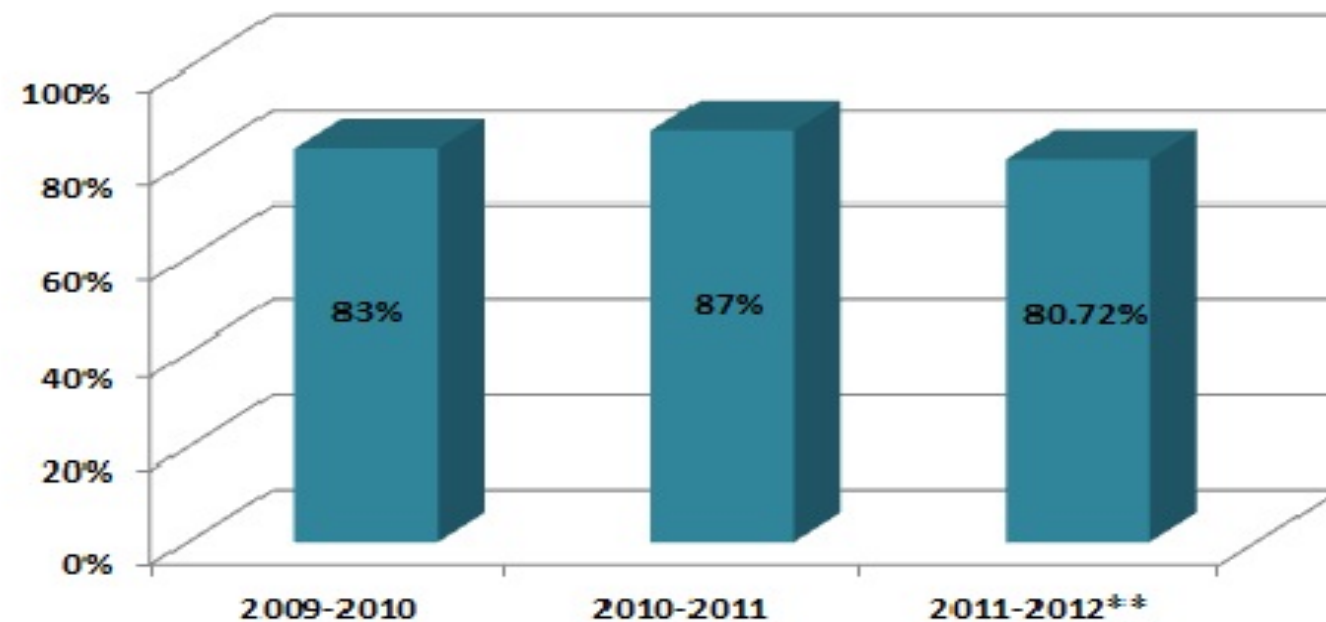
2012 Average ACT Score Comparison by State and District



THE ACT measures the knowledge and skills high school graduates need for college in the areas of English, mathematics, reading, and science. In comparison to the 2011 English scores for the school district, the 2012 English scores on the ACT improved. The ACT is taken by all high school juniors in Wyoming and is replacing the PAWS assessments for all 11th grade students. This spring our students will take the Explore for 9th graders, Plan for sophomores, and Compass for seniors.



GCSD Graduation Rates



**Pending Wyoming Department of Education verification

Reading—

LaGrange Elementary

- * 100% proficient/advanced in all grades

Lingle/Ft. Laramie Elementary

- * 3rd Grade increased 8% proficient and advanced
- * 4th Grade increased 17% proficient and advanced

Southeast Elementary

- * 3rd Grade improved from 75% to 80% proficient and advanced
- * 4th Grade improved from 86% to 95% proficient and advanced

Southeast Jr. High School

- * 8th Grade improved from 94% to 100% proficient and advanced

Southeast High School

- * 11th grade improved from 79% to 96% proficient and advanced

Trail Elementary

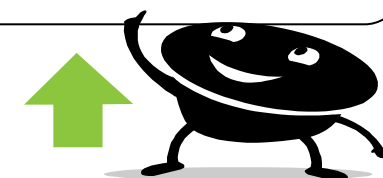
- * 3rd Grade improved from 50% to 63% proficient and advanced
- * 4th Grade improved from 73% to 77% proficient and advanced
- * 5th Grade improved from 72% to 76% proficient and advanced

Torrington Middle School

- * 6th Grade improved from 78% to 90.5% proficient and advanced
- * 7th Grade improved from 64% to 75% proficient and advanced
- * 8th Grade improved from 67% to 75% proficient and advanced

Torrington High School

- * 11th Grade improved from 58% to 65% proficient and advanced



2012PAWS HIGHLIGHTS

On this and the next several pages, you will find the highlights and summary scores of the 2012 PAWS assessments.



Science

Lingle/Ft. Laramie Elementary

- * 4th Grade grew 43%

Southeast Jr. High School

- * 8th Grade grew 25%,
- * 91% proficient/advanced

Math

LaGrange Elementary

- * 100% proficient and advanced in all grades

Lingle/Ft. Laramie Elementary

- * 4th Grade saw a 34% growth in proficient and advanced students

Lingle/Ft. Laramie Middle School

- * 6th grade improved from 72% to 82% proficient and advanced
- * 7th grade saw a 32% growth in proficient and advanced students

Southeast Elementary

- * 4th grade saw a 19% growth in proficient and advanced students

Southeast Jr. High School

- * 8th grade saw a 19% growth in proficient and advanced students

Torrington Middle School

- * 6th grade saw a 13% growth in proficient and advanced students

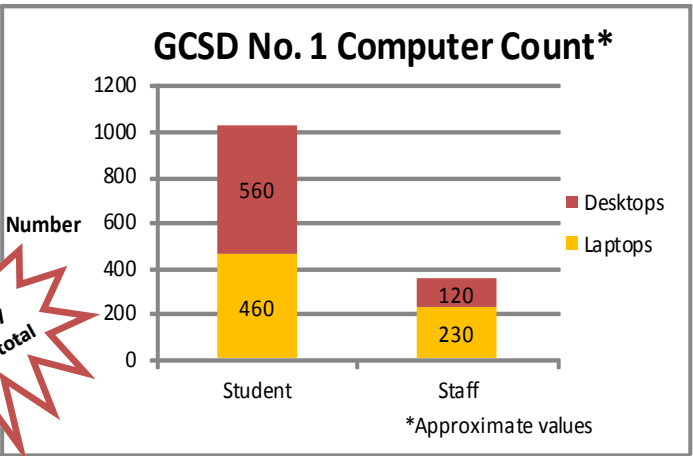
Technology District Report Card

Technology is an integral part of our daily operations as a public educational institution. District technology is used in various ways, such as for developing and reinforcing reading and math skills and providing powerful resources for research and reporting.

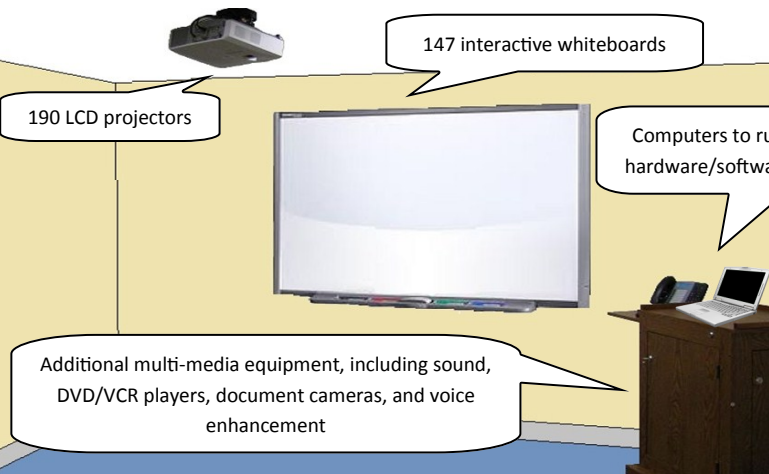
In 2011-2012, the district spent \$1,147,001 on technology products and services.

Currently, we have a ratio of one computer for every two students with approximately 560 student desktop workstations and 460 student laptops, for a total of 1020 student computers throughout the district. The majority of student laptops are divided into 24 different laptop cart labs used in GCSD No. 1 schools.

There are approximately 350 staff computers with approximately 120 workstations and 230 staff laptops. We have 50 file and application servers that provide file and print sharing for our students and staff, as well as access to server and Web-based applications.



Typical Multi-Media Classroom



For the last few years GCSD No. 1 has been outfitting classrooms with a standard set multi-media equipment, including digital whiteboards, LCD projectors, audio systems and document cameras. At this time 100 percent of our classrooms contain this equipment, as well as most libraries and select commons areas and meeting rooms. The equipment allows for a media-rich, interactive classroom experience for our students.

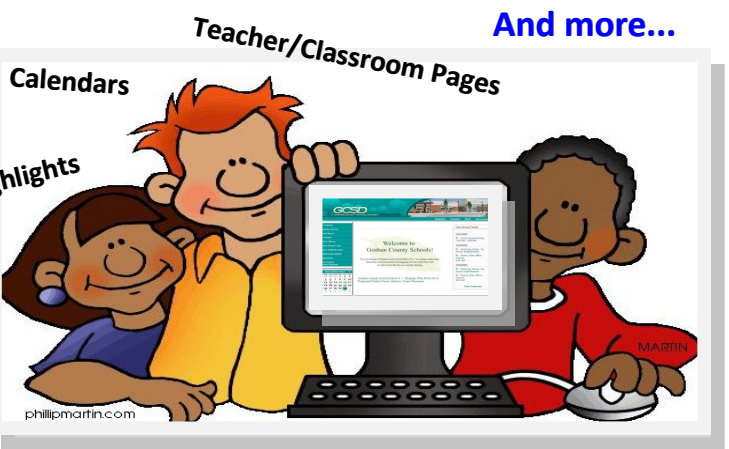
District Website

The 2011-2012 school year is our sixth year using a hosted website solution that allows many users within the district to post and update content. It is a great communication tool for everyone to find what is happening at school. New features include an interactive slideshow located on the district home page. Also, individuals can watch school board meeting summary videos on the school board webpage.

	Feb. 2012	Dec. 2012
Visitors who logged in this month	443	276
Unique visits this month	116,275	51,329
Unique visits in total	907,832	1,145,659
Current number of groups/classrooms	2,615	2,534

Visit our website!
www.goshen1.org

Meal Menus
Daily Announcements
Board Meeting Highlights
District News and Events
Scholarship Information



2011-2012 District Information:

Average Daily Membership—1747.774

GCSD Ethnicity

- Asian—.20%
- Black—.20%
- Hispanic—17.30%
- Indian—.40%
- White—81.9%

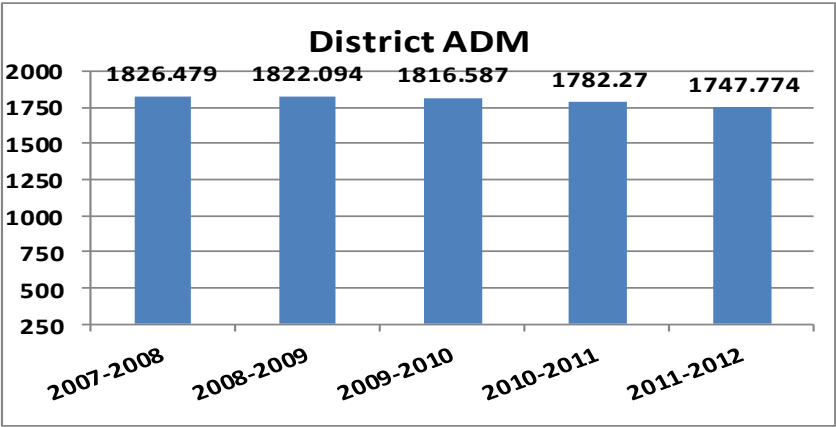
Special Services

Number of Students on IEP's—273

- District (% of ADM on IEP's) - 15.27%
- State (% of ADM on IEP's) - 14.3%

Free and Reduced

- District-wide K-12—49.72%
- State-wide K-12—36.94%



For the past four years, the percent of Goshen County School District students (K-12) qualifying for free and reduced lunches has exceeded the state average. Free and reduced information is used as an indicator of poverty and used to calculate the allocation of Title I funds to the elementary schools in the district.

LaGrange Elementary (K-6)
LaGrange, WY
Donna Fields, Principal
(307) 834-2311
2012-2013 Enrollment—24 Students

Lincoln Elementary (K-2)
Torrington, WY
Angie Halvorson, Principal
(307) 532-4003
2012-2013 Enrollment—263 Students

Lingle/Ft Laramie Schools (K-12)
Lingle, WY
Donna Fields, Elementary Principal
Jerry Vandersloot, Secondary Principal
(307) 837-2296
2012-2013 Enrollment—263 Students

Southeast Schools (K-12)
Yoder, WY
Donna Fields, Elementary Principal
Randy Epler, Secondary Principal
(307) 532-7176
2012-2013 Enrollment—272 Students

Torrington High School (9-12)
Torrington, WY
Jim English, Principal
(307) 532-7101
2012-2013 Enrollment—355 Students

Torrington Middle School (6-8)
Torrington, WY
Marvin Haiman, Principal
(307) 532-7014
2012-2013 Enrollment—289 Students

Trail Elementary (3-5)
Torrington, WY
Diane Nye, Principal
(307) 532-5429
2012-2013 Enrollment—253 Students

Business Office
District Report Card

Food Service

For the fiscal year 2012, the Lunch Fund had revenues of \$870,915 and expenditures of \$1,077,344. In order to sustain operations, the General Fund subsidized the Lunch Fund a total of \$150,000. During this school year, 253,633 meals were served. In the 2012-13 budget, it is estimated the Lunch Fund will generate \$875,000 in revenues and will incur \$1,010,000 in expenditures, requiring the General Fund to subsidize \$125,000 in order to sustain operations.



Transportation

All qualified student transportation expenditures are cost-based and 100% reimbursable from the State Department of Education. Student travel expenditures the district incurred in 2010-11 were reimbursed to the district in the 2011-12 entitlement payments. Staff travel is taken from the block grant and is non-reimbursable.



In 2011-12, the district spent \$2,111,041 on student transportation of which the district spent \$436,240 on the purchase of new school buses. The district runs 38 daily bus routes and provides bus routes for all school activities in which travel is required. In order to accomplish this, 75 buses are maintained. The longest route travels 74 miles round trip resulting in two hours of travel time for the driver and 80 minutes ride time for the student, round trip. In addition, 45 staff vehicles, six trailers, and five tractors are maintained.

District Finance

The 2012-13 budget was approved by the School Board with estimated General Fund expenditures of \$28,585,047 and estimated General Fund revenues of \$28,585,047, for a balanced Budget. This was a 2.8% reduction from the 2011-12 budget that had estimated expenditures of \$29,409,500 and estimated revenues of \$28,863,865. The increase in both estimated expenditures and revenues was a result of increased costs in insurance and retirement.



In the 2012-13 budget, the Special Revenue Fund (which consists of Federal Funds and State Restricted Grants) has estimated expenditures of \$3,308,559, down \$1,096,441 from the 2011-12 budget. This increase is a result of ARRA stimulus funds that the District received from the federal government and are fully expended.

Instruction - Expenditures include such things as salary and benefit costs for teachers and teacher aides, and for classroom supplies and equipment.

Instruction Support - Expenditures include such things as salary and benefit costs for guidance counselors, school nurses, librarians, special services and for any supplies and equipment used as a supplement to the teaching process.

General Support - Expenditures include the district's central administration staff and supplies, school administration staff and supplies, fiscal services, operations and maintenance, transportation services (school buses and vehicles), and computers and other technology.

Non-Instructional - Category includes transfers needed to sustain programs of other funds, including the school lunch program and capital construction.

Local Sources includes the 25 mill tax, motor vehicle taxes, car company taxes, and interest on investments.

County Sources include the 6 mill county tax, county motor vehicle tax, and fines levied within the county.

Entitlement Payments includes the revenue received from the state making up the difference of the school district foundation guarantee.

State Restricted Grants consists of revenues received from the state to be spent for a specifically designated purpose designated by the State Legislature. One example of this is the Instructional Facilitator program.

Federal Funds includes revenues appropriated by the federal government and intended for the programs of public education.

