



2014—2015 EVERY STUDENT COUNTS REPORT

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2014—2015 District Information:

Average Daily Membership - 1709.083

GCSD Ethnicity

- Asian—0.47%
- Black—0.93%
- Hispanic—13.9%
- Indian—1.3%
- White—83.37%

Special Services

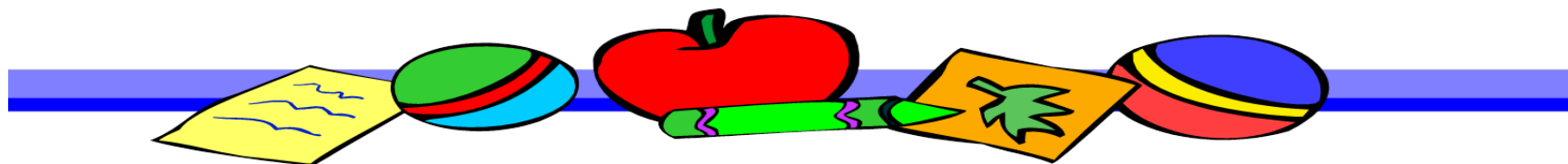
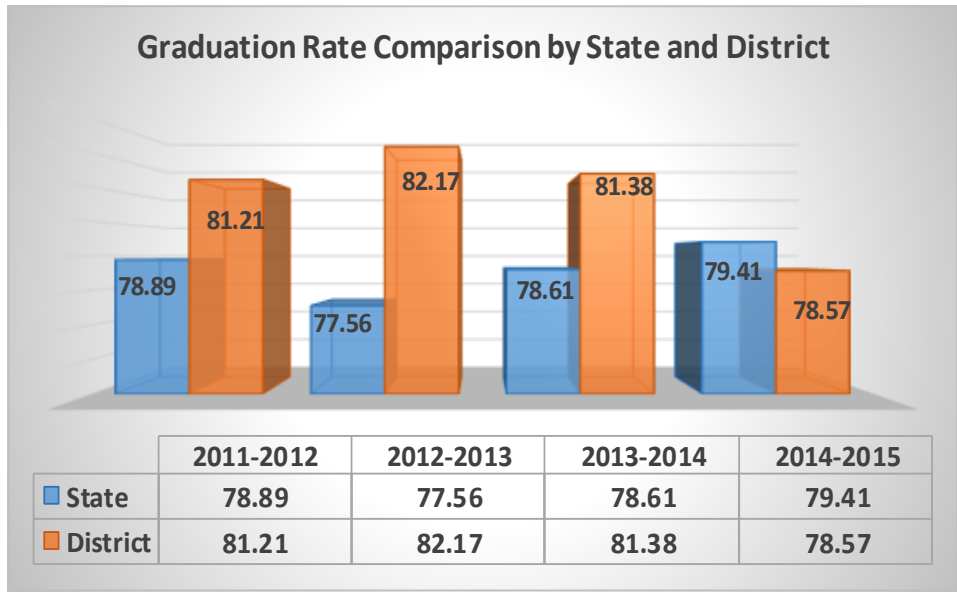
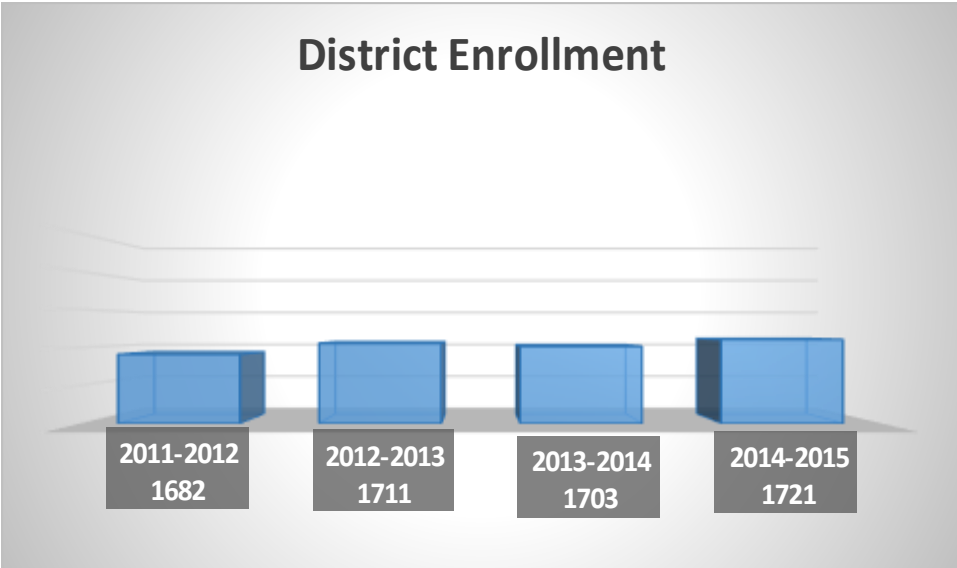
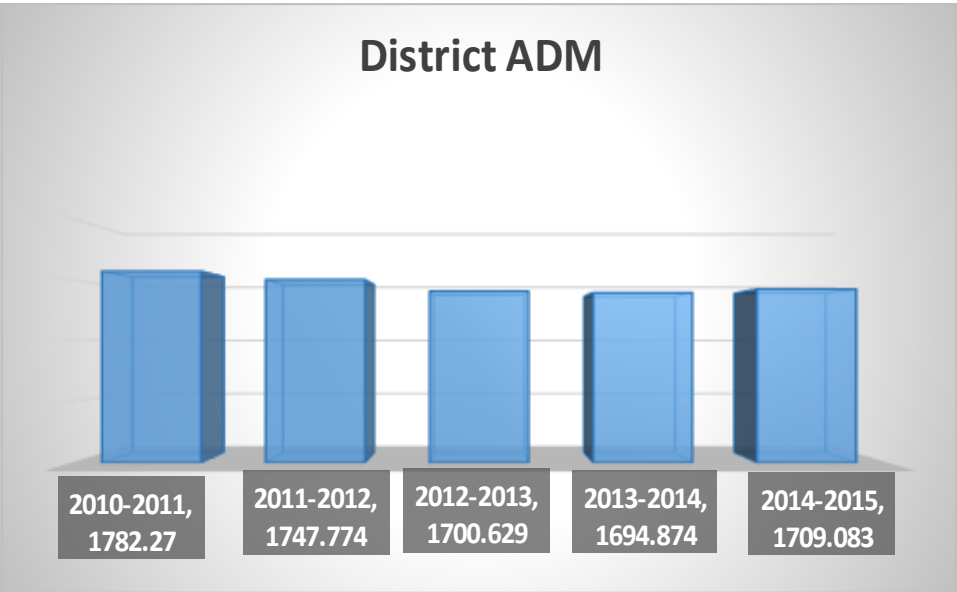
Number of Students on IEP'S - 250

- District (% of ADM on IEP's) - 14.59%
- State (% of ADM on IEP's) - 13.91%

Free and Reduced Meals

- District-wide K-12 - 47.05%
- State-wide K-12 - 37.63%

For the past several 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
Cory Gilchriest, Principal
(307) 834-2311
2015-2016 Enrollment—17

Lingle/Ft. Laramie Schools (K-12)
Lingle, WY
Cory Gilchriest, Elementary Principal
Rick Cotant, Secondary Principal
(307) 837-2296
2015-2016 Enrollment – 275

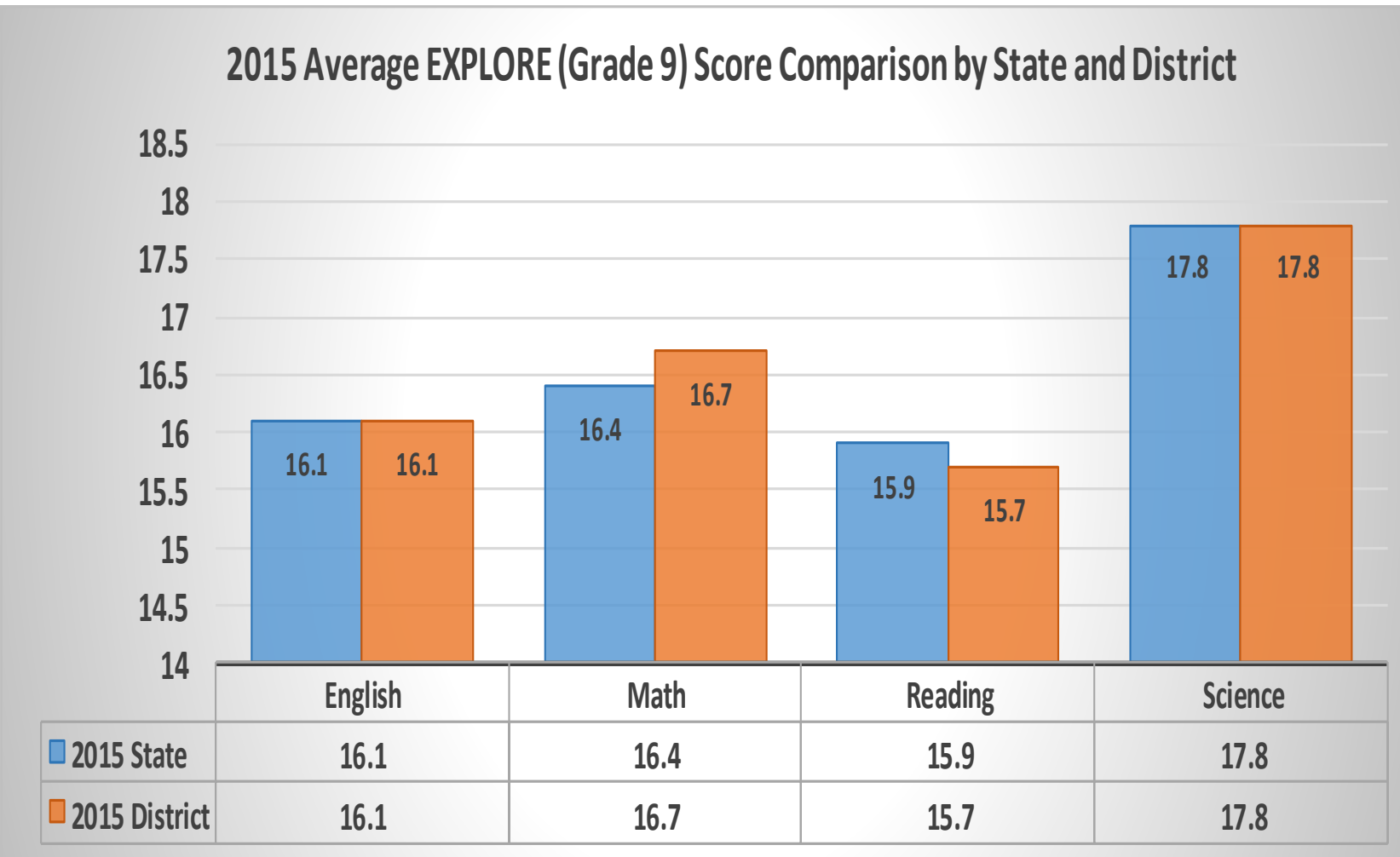
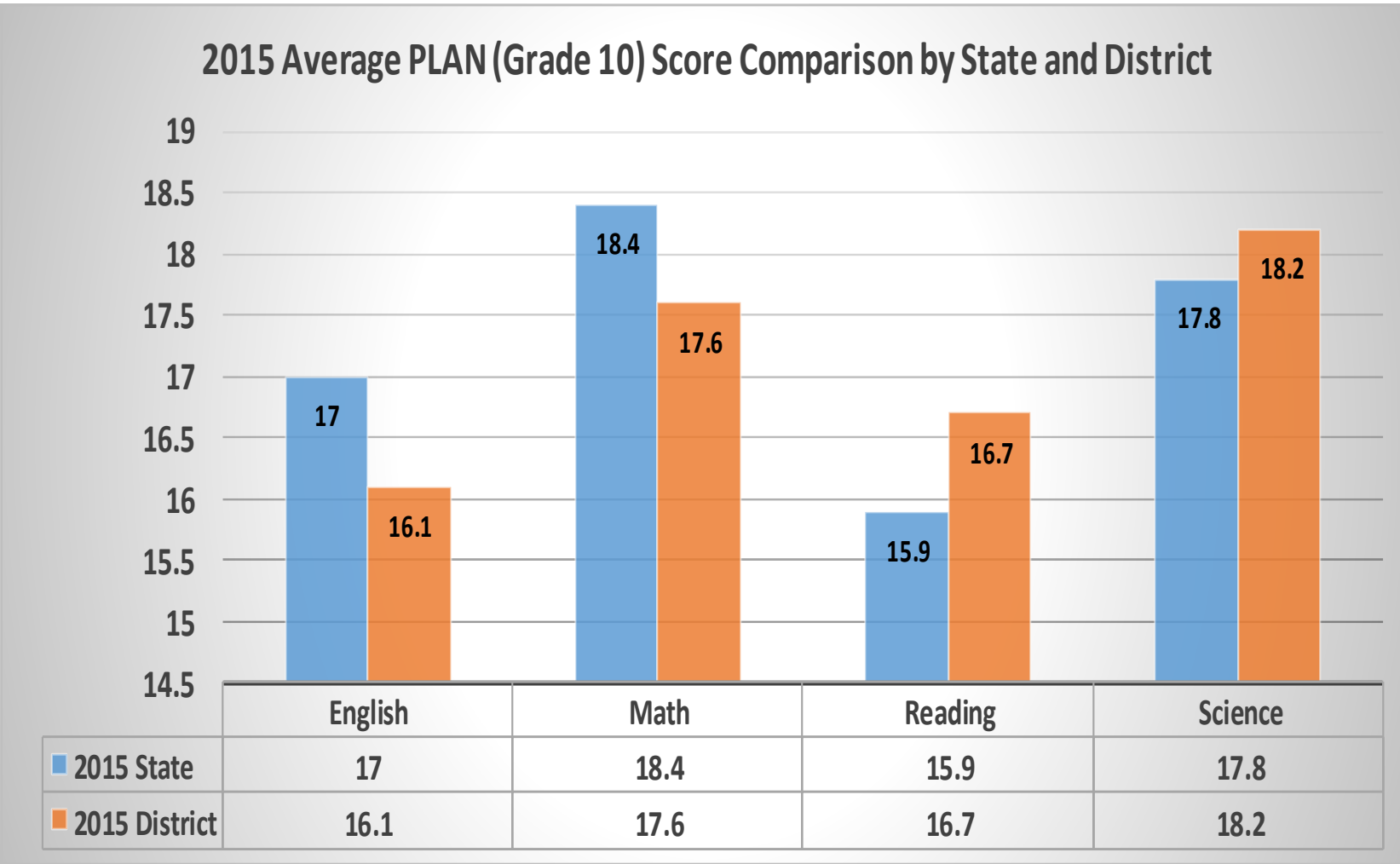
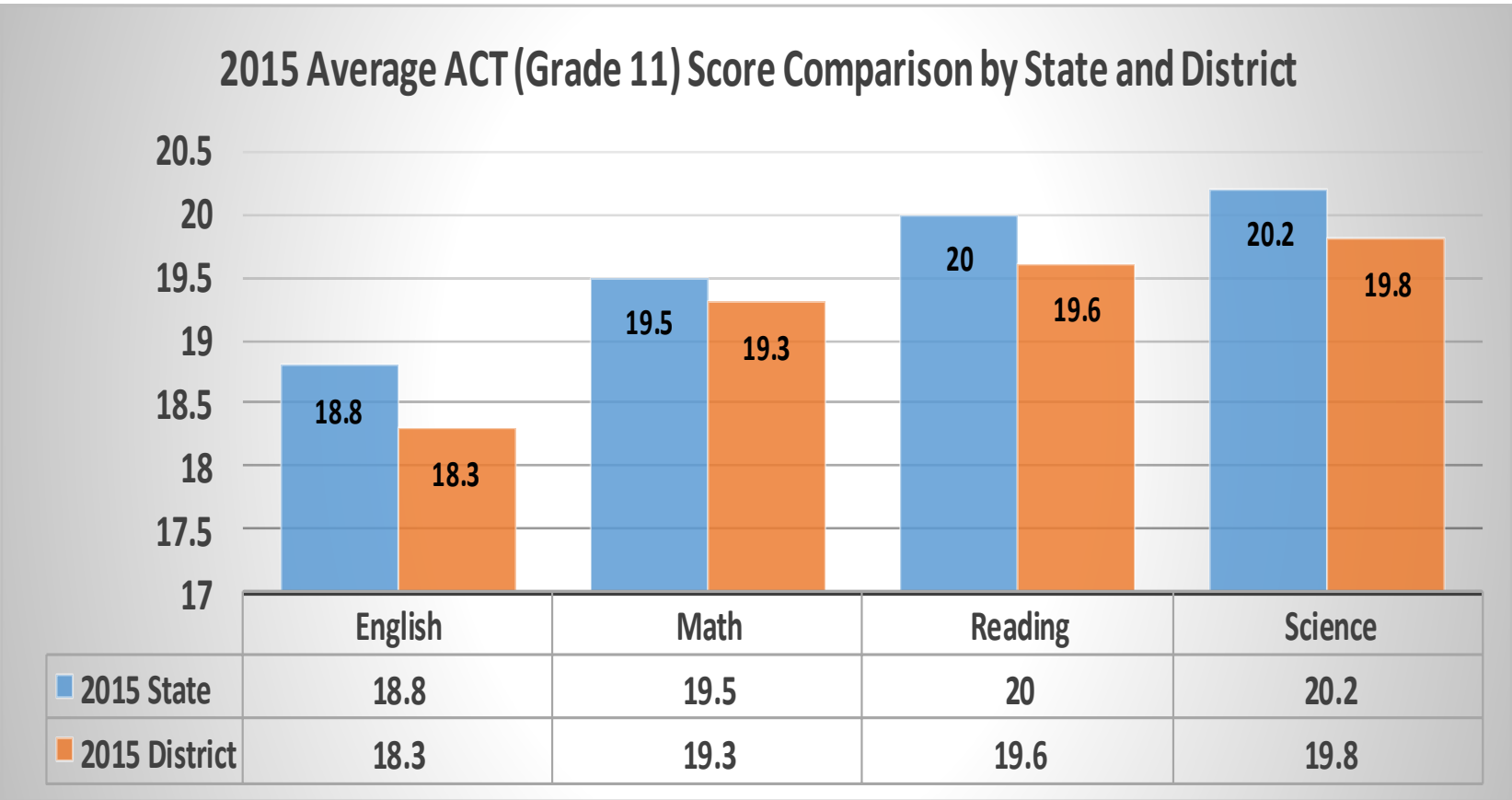
Torrington High School (9-12)
Torrington, WY
Jim English, Principal
Bobby Dishman, Assistant Principal
(307) 532-7101
2015-2016 Enrollment – 372

Trail Elementary (3-5)
Torrington, WY
Tyler Floerchinger, Principal
(307) 532-5429
2015-2016 Enrollment – 254

Lincoln Elementary (K-2)
Torrington, WY
Angie Halvorson, Principal
(307) 532-4003
2015-2016 Enrollment – 268

Southeast Schools (K-12)
Yoder, WY
Cory Gilchriest, Elementary Principal
Randy Epler, Secondary Principal
(307) 532-7176
2015-2016 Enrollment – 274

Torrington Middle School (6-8)
Torrington, WY
Marvin Haiman, Principal
Cedric Cooper, Assistant Principal
(307) 532-7014
2015-2016 Enrollment – 285



Business Office

District Report Card

Food Service

For the fiscal year 2015, the Lunch Fund had revenues of \$706,271 and expenditures of \$891,246. In order to sustain operations, the General Fund subsidized the Lunch Fund a total of \$200,000. During this school year, 220,945 meals were served. In the 2015-16 budget, it is estimated the Lunch Fund will generate \$800,000 in revenues and will incur \$1,000,000 in expenditures, requiring the General Fund to subsidize \$200,000 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 2013-14 were reimbursed to the district in the 2014-15 entitlement payments. Staff travel is taken from the block grant and is non-reimbursable.

In 2014-15, the district spent \$2,067,695 on student transportation of which the district spent \$832,054 on the purchase of new school buses. The district ran 35 daily bus routes and provided bus routes for all school activities in which travel is required. In order to accomplish this, 85 buses were maintained. The longest route traveled 72 miles round trip resulting in two hours and 8 minutes of travel time for the driver and one hour ride time for the student. In addition, 43 staff vehicles, eight trailers, and five tractors are maintained.

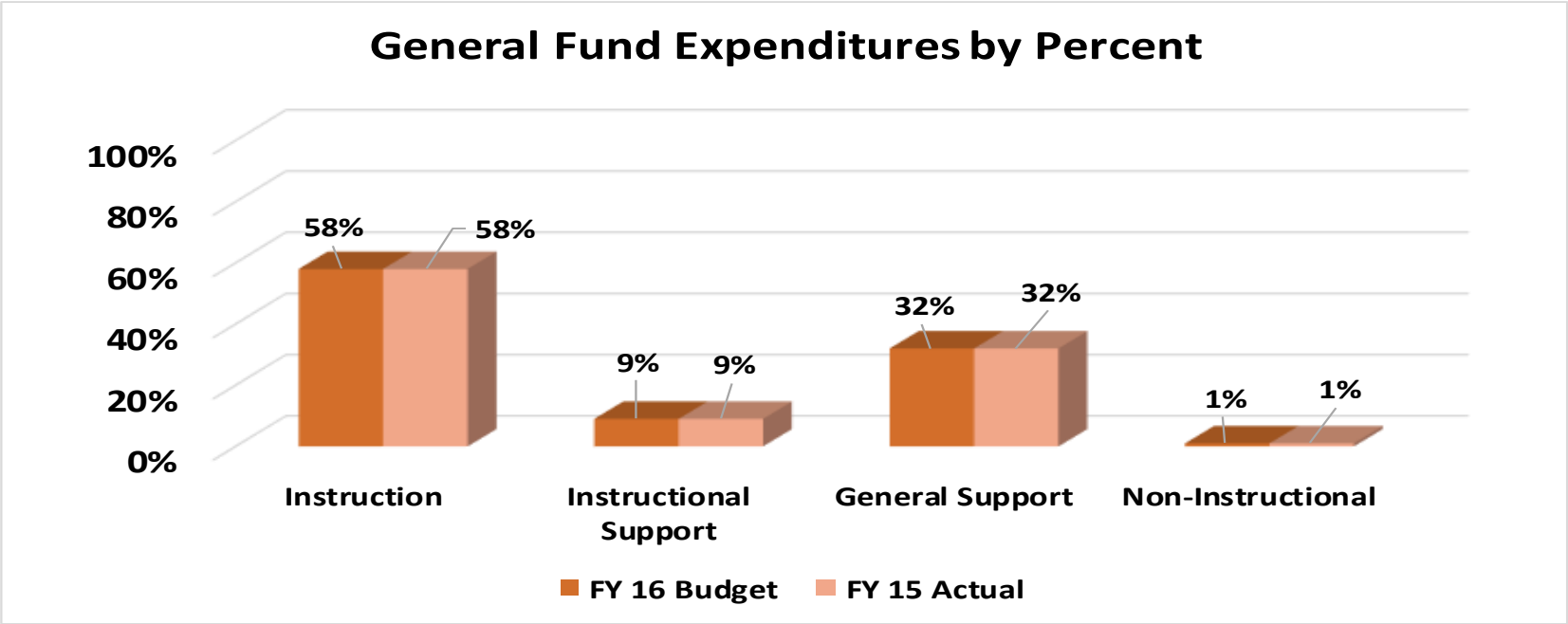


District Finance

The 2015-16 budget was approved by the School Board with estimated General Fund expenditures of \$31,578,598 and estimated General Fund revenues of \$31,332,598. This was a 4% increase from the 2014-15 that had expenditures of \$30,231,382 and revenues of \$29,593,435. The increase in estimated expenditures was a result of increased costs in salary and benefits.



In the 2015-16 budget, the Special Revenue Fund (which consists of Federal Funds and State Restricted Grants) has estimated expenditures of \$3,906,075, up \$1,039,899 from the 2014-15 fiscal year. This increase is a result of carryover from unspent prior year grant awards.



- (1000) Instruction - Expenditures include such things as salary and benefit costs for teachers and teacher aides, and for classroom supplies and equipment.
- (2000) Instructional 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.
- (3000) 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.

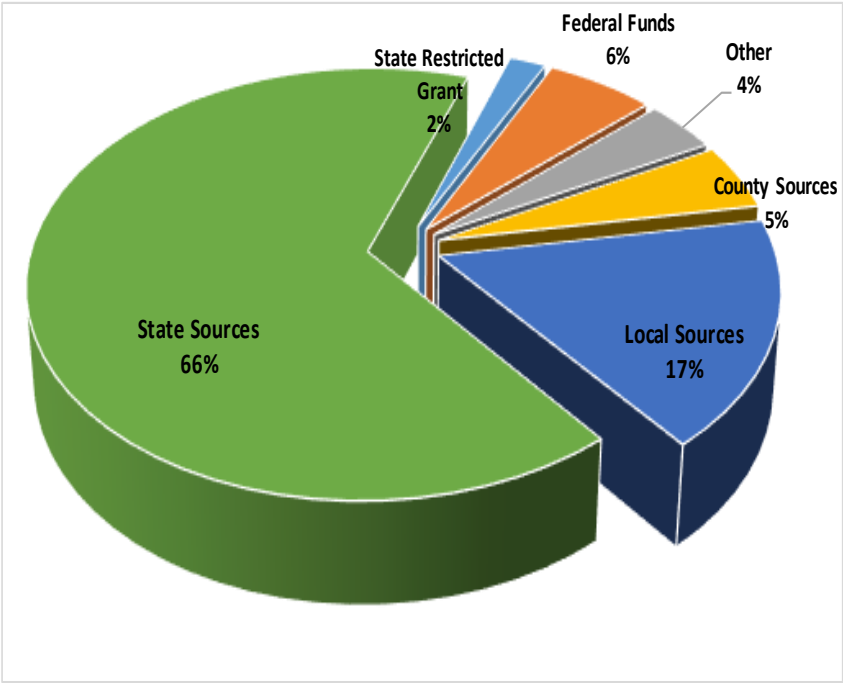
County Sources include the 6 mill county tax, county motor vehicle tax, and fines levied within the county.

Entitlement Payments/State Sources 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.

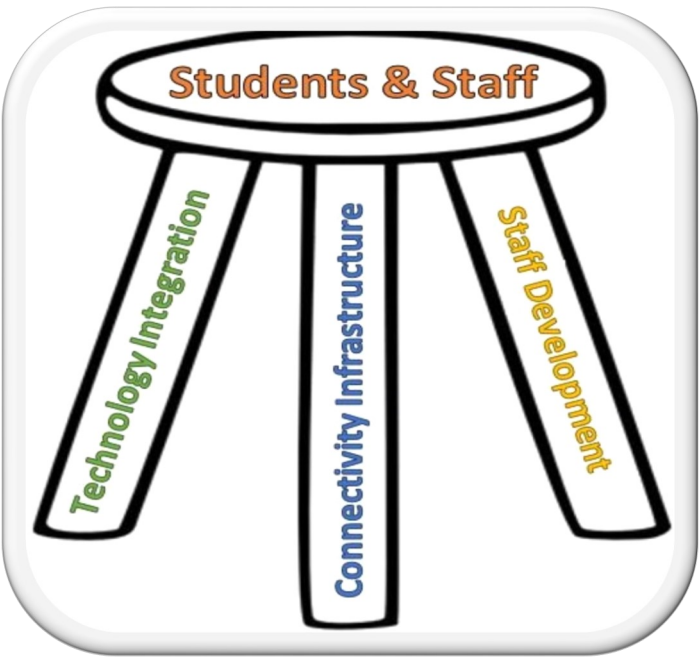
Federal Funds includes revenues appropriated by the federal government and intended for the programs of public education.

Other Sources includes revenue from sale of fixed assets and lease proceeds.



Instructional Technology District Report Card

The use of technology throughout society has increased exponentially. From cell phones that double as credit cards, to watches that monitor our sleep, our world is technology. Education is no exception. Until recently the computer was a device to access information and produce information digitally. However, in today’s educational environment, devices have become an important tool not only to deliver content, but to assess understanding, formulate lessons, manage classrooms, enhance learning, remediate achievement, individualize instruction, create collaboration spaces for staff and students and the list goes on and on. Never before have we had the tools to instruct, assess and remediate in real time while increasing the engagement of our students. **Goshen County School District instructors and staff are testing and adopting new technology at an ever increasing rate.**



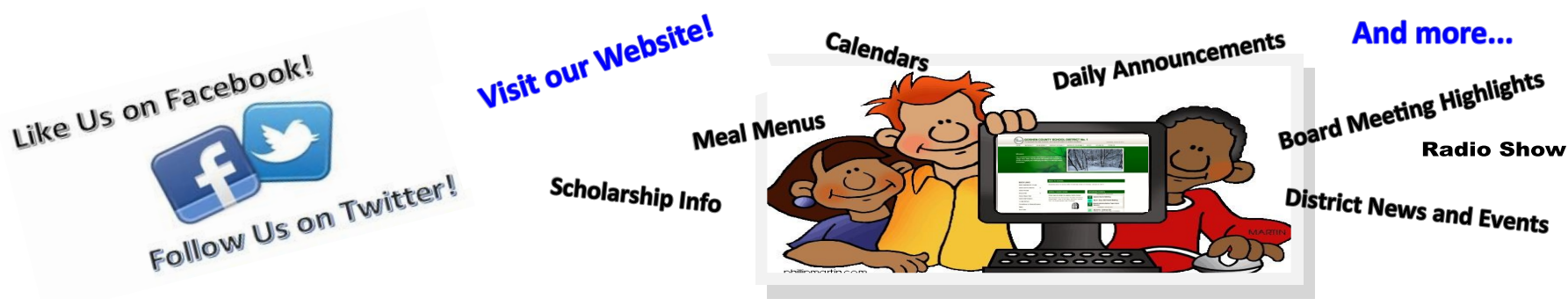
Bandwidth has become a topic of discussion at all of our attendance areas. As a larger percentage of the content we need to teach our students and manage the District becomes available online, the ability to access it in a timely fashion, becomes critical. To address the needs of 21st Century education, the State of Wyoming has embarked on a mission to increase the available bandwidth for all the schools in the state. In Goshen County, we have moved from 9 Mbps 5 years ago to over 200 Mbps today. Although we have increased our bandwidth nearly 20 times, we are beginning to push the edges of our current allotment. **Internally, we have changed to a modern, more robust, wireless solution that allows us to connect more devices, with more control than ever before.** However, we must continually upgrade our infrastructure to satisfy the demand of a “Cloud” connected culture.

One of the negative aspects of the connected world has been the necessity of being connected using wire and cables for internet, video projection, audio, etc. Another hot topic for discussion, has been the idea of “teaching untethered”. Our teachers do not sit at their desks to teach and having devices that must stay in one location, creates a difficult teaching environment. We have been working towards providing teaching tools that allow the teachers to closely interact with the students in the classroom. **Our wireless capabilities provide expanded opportunities in a mobile world.**

Finally, with new technology and opportunity, there is an increased need for staff development. Today’s technology provides a variety of platforms for the delivery of content to help us use the tools we have available to us. We can share information from Smart boards to Cell phones. Our teachers and students can work together on projects from many different locations. The classroom is no longer contained by four walls but has been opened to include anyplace you can receive a cell or wireless signal. **We work to provide our staff with the training they need to capitalize on the new technology.**

District Website

Many familiar and some new features are available to staff, students, and parents. Most importantly the Website remains an important communication tool.



2014-2015 School Year Professional Development

Public Education and Business Coalition:

We are in the final stage of an initiative with the Public Education and Business Coalition (PEBC). PEBC provided educators an opportunity to study the many ways thinking strategy instruction supports understanding in relation to Common Core State Standards and to learn more about the role of comprehension instruction across all subject areas and grade levels. Teachers across the district participated in the PEBC Thinking Strategies Institute and had the opportunity to work with coaches from PEBC to implement their learning in the classroom.

Standards Based Grading:

Goshen County School District No. 1 staff spent two days in training with Dr. Thomas Guskey around Standards Based Grading. The research is clear what is important in grading and we are beginning our learning stage for all staff. Our hope is to transition to standards based grading over the next few years. A group of 20 teachers and administrators are meeting monthly to plan for the transition to standards based grading.

Formative Assessment:

Continuing the work of Professional Learning Communities and formative assessment focused on student learning, Nicole Vagle spent the day with staff helping make the connections of more formative work, to the common assessments. Teams are beginning the use of formative assessment to know where students are in their learning and making instructional changes based on the information from the formative assessments.

Positive Behavior Intervention Systems (PBIS)

Dr. Laura Riffel spent three days a month working in our district on the PBIS model. Schools are in the beginning implementation phase, with full implementation expected by the end of next year. PBIS focuses on the Tier One support of behavior in our schools.

2015 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	35.78%	39.35%	64.22%	60.65%	54.13%	50.52%	45.87%	49.48%
Hispanic	83.33%	57.74%	16.67%	42.26%	83.33%	69.28%	16.67%	30.72%
White	30.53%	34.45%	69.47%	65.55%	50.53%	45.66%	49.47%	54.34%
Students w/ Disabilities	68.42%	68.84%	31.58%	31.16%	68.42%	72.84%	31.58%	27.16%
Economically Disadvantaged	46.77%	52.71%	53.23%	47.29%	62.90%	62.83%	37.10%	37.17%
Male	46.43%	42.52%	53.57%	57.48%	57.14%	48.89%	42.86%	51.11%
Female	24.53%	35.91%	75.47%	64.09%	50.94%	52.28%	49.06%	47.72%

Grade 3—Goshen County School District No. 1 students increase the number of proficient and advanced students compared to past year.

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	40.19%	39.55%	59.81%	60.45%	44.86%	49.42%	55.14%	50.58%
Hispanic	77.27%	53.33%	22.73%	46.67%	72.73%	65.09%	27.27%	34.91%
White	31.17%	35.19%	68.83%	64.81%	38.96%	44.86%	61.04%	55.14%
Students w/ Disabilities	77.78%	71.49%	22.22%	28.51%	83.33%	74.20%	16.67%	25.80%
Economically Disadvantaged	52.17%	53.24%	47.83%	46.76%	52.17%	59.31%	47.83%	40.69%
Male	53.70%	43.31%	46.30%	56.69%	46.30%	48.07%	53.70%	51.93%
Female	26.42%	35.76%	73.58%	64.24%	43.40%	50.78%	56.60%	49.22%

Grade 4 —Goshen County School District No. 1 students out performed the State average in math and we are approaching the State average in reading. We had a slight drop in reading this year compared to last year.

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	34.62%	41.42%	65.38%	58.58%	43.85%	47.36%	56.15%	52.64%
Hispanic	60.00%	58.06%	40.00%	41.94%	55.00%	63.20%	45.00%	36.80%
White	29.52%	36.72%	70.48%	63.28%	40.95%	43.16%	59.05%	56.84%
Students w/ Disabilities	70.00%	77.02%	30.00%	22.98%	75.00%	76.65%	25.00%	23.35%
Economically Disadvantaged	47.27%	55.61%	52.73%	44.39%	56.36%	60.36%	43.64%	39.64%
Male	33.33%	44.35%	66.67%	55.65%	43.48%	48.01%	56.52%	51.99%
Female	36.07%	38.21%	63.93%	61.79%	44.26%	46.66%	55.74%	53.34%

Grade 5 —Goshen County School District No. 1 students out performed the State in reading and math.

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	42.64%	43.28%	57.36%	56.72%	53.49%	50.53%	46.51%	49.47%
Hispanic	53.33%	59.84%	46.67%	40.16%	60.00%	65.05%	40.00%	34.95%
White	41.18%	38.87%	58.82%	61.13%	52.94%	46.60%	47.06%	53.40%
Students w/ Disabilities	83.33%	78.10%	16.67%	21.90%	83.33%	79.42%	16.67%	20.58%
Economically Disadvantaged	57.38%	56.50%	42.62%	43.50%	67.21%	63.84%	32.79%	36.16%
Male	53.73%	46.17%	46.27%	53.83%	62.69%	51.27%	37.31%	48.73%
Female	30.65%	40.15%	69.35%	59.85%	43.55%	49.72%	56.45%	50.28%

Grade 6—Goshen County School District No. 1 students out performed the State average in reading and we are approaching the State average in math.

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	47.73%	43.30%	52.27%	56.70%	59.85%	56.61%	40.15%	43.39%
Hispanic	78.57%	58.02%	21.43%	41.98%	89.29%	71.35%	10.71%	28.65%
White	40.00%	39.11%	60.00%	60.89%	51.00%	52.37%	49.00%	47.63%
Students w/ Disabilities	>=90	80.58%	<=10	19.42%	>=90	85.70%	<=10	14.30%
Economically Disadvantaged	55.56%	57.78%	44.44%	42.22%	65.08%	71.09%	34.92%	28.91%
Male	52.24%	45.72%	47.76%	54.28%	55.22%	56.22%	44.78%	43.78%
Female	43.08%	40.68%	56.92%	59.32%	64.62%	57.04%	35.38%	42.96%

Grade 7 —Goshen County School District No. 1 students are approaching State proficient in math and reading.

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	45.99%	48.43%	54.01%	51.57%	36.50%	52.56%	63.50%	47.44%
Hispanic	53.33%	63.37%	46.67%	36.63%	46.67%	66.95%	53.33%	33.05%
White	45.69%	44.07%	54.31%	55.93%	37.07%	48.21%	52.93%	51.79%
Students w/ Disabilities	80.95%	81.66%	19.05%	18.34%	80.95%	84.70%	19.05%	15.30%
Economically Disadvantaged	51.92%	62.56%	48.08%	37.44%	46.15%	66.83%	53.85%	33.17%
Male	50.70%	54.64%	49.30%	45.36%	40.85%	54.34%	59.15%	45.66%
Female	40.91%	41.74%	59.09%	58.26%	31.82%	50.62%	68.18%	49.38%

Grade 8 — Goshen County School District No. 1 students out performed the State in both reading and math.



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.

Message from the Superintendent-

As a service to the community, Goshen County School District No. 1 provides an annual report with a wide variety of detailed information on the performance of students, as well as other pertinent information about attendance, finances, professional development, the vision, mission and belief statements, along with district goals to *build a positive culture and prepare all students to be career and college ready*.

The data on student achievement reflects results from the 2014-2015 School Year. This data is 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 and students earn one of four levels of achievement: Below basic, basic, proficient and advanced. The other assessment is the ACT for students in Grade 11. The ACT is an entrance exam required by most colleges and universities. However, ALL students in Grade 11 are required to take the exam in Wyoming, not just those who intend to choose college as their career choice. The PLAN (Grade 10) and EXPLORE (Grade 9) are also found in this report. Both of these assessments are complementary to the ACT. The PLAN serves as the midpoint check of academic progress in high school. It is designed to improve students' preparation for education, training, and work after high school while they still have time to adjust their high school courses. PLAN has content similar to the ACT. EXPLORE helps students identify areas of academic strength and weakness in four areas important for success in college and the workplace—English, math, reading, and science. EXPLORE also includes a career planning component designed to help students consider possible career options.

Please remember that this State assessment data is only one snapshot of our students' achievement. Additional information regarding the district's budget, poverty level, students with disabilities, attendance, enrollment and other factors help define Goshen County School District No. 1.

For additional information about the district, please visit the website at www.goshen1.org or contact me at ichrostoski@goshen1.org.

Sincerely,

Jean M. Chrostoski
Superintendent