



2015—2016

EVERY STUDENT COUNTS REPORT

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2015—2016 District Information:

Average Daily Membership - 1737.154

GCSD Ethnicity

- Asian—0.70%
- Black—0.87%
- Hispanic—13.47%
- Native American —1.34%
- White—83.62%

Special Services

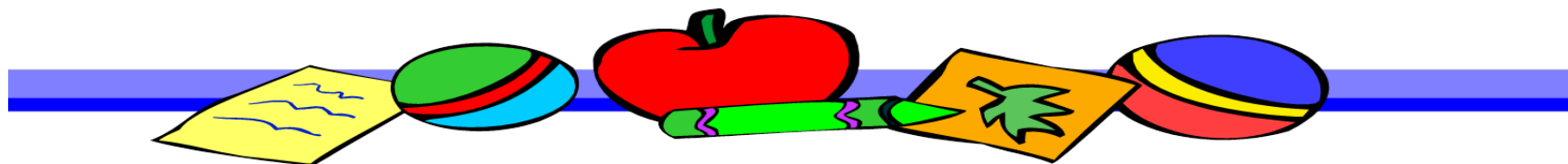
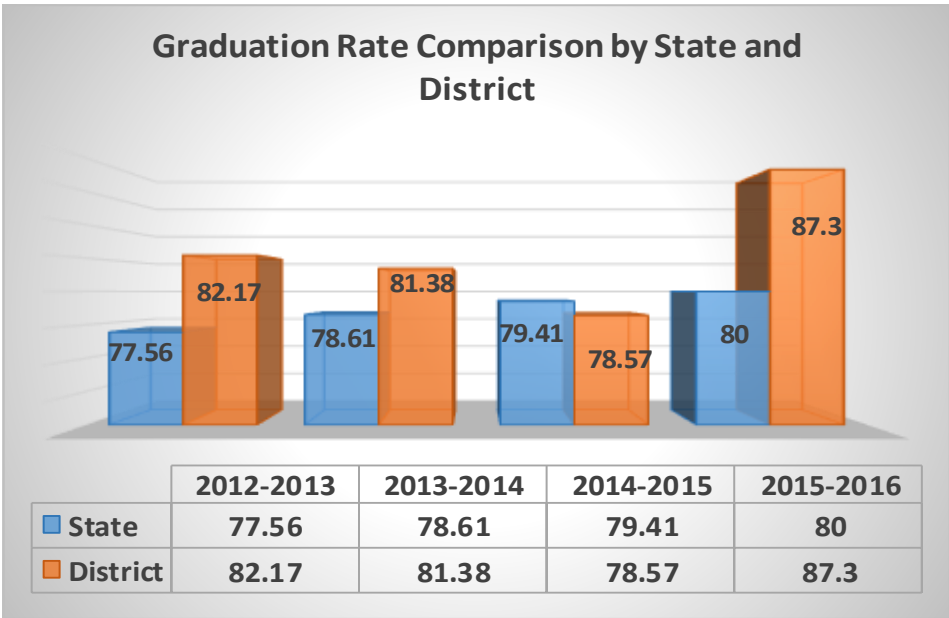
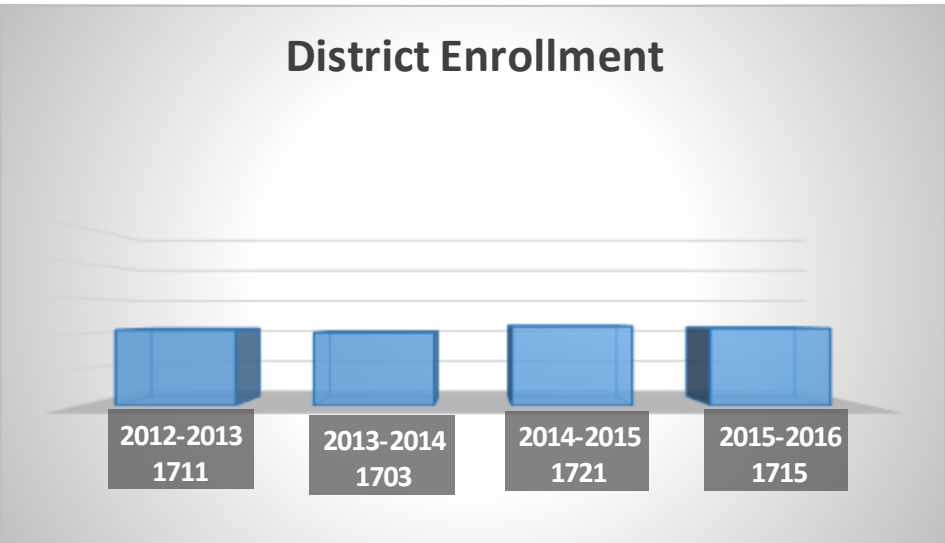
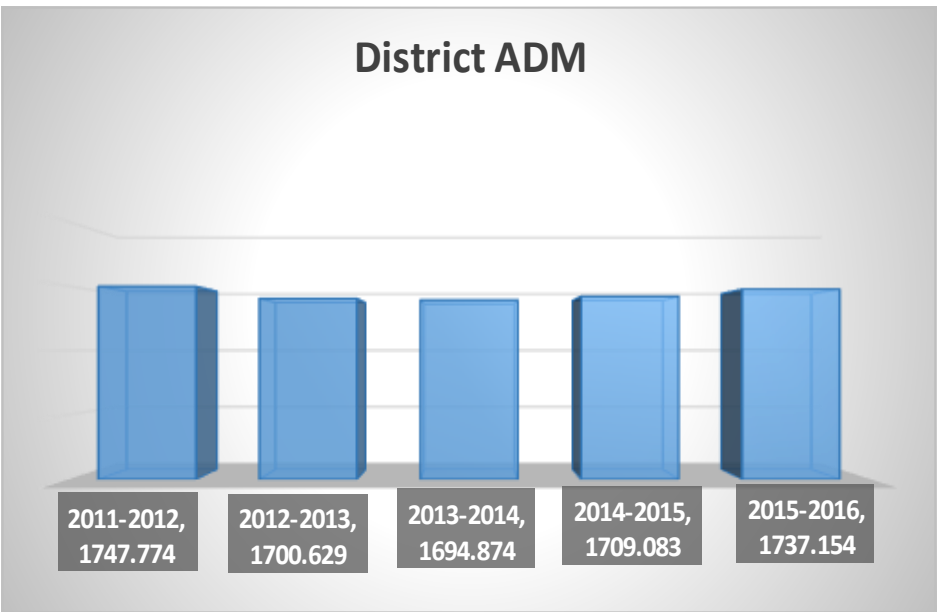
Number of Students on IEP'S - 247

- District (% of ADM on IEP's) - 14.01%
- State (% of ADM on IEP's) - 13.89%

Free and Reduced Meals

- District-wide K-12 - 43.68%
- State-wide K-12 - 37.47%

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
2016-2017 Enrollment—25

Lingle/Ft. Laramie Schools (K-12)
Lingle, WY
Cory Gilchriest, Elementary Principal
Lane Stratton, Secondary Principal
(307) 837-2296
2016-2017 Enrollment – 274

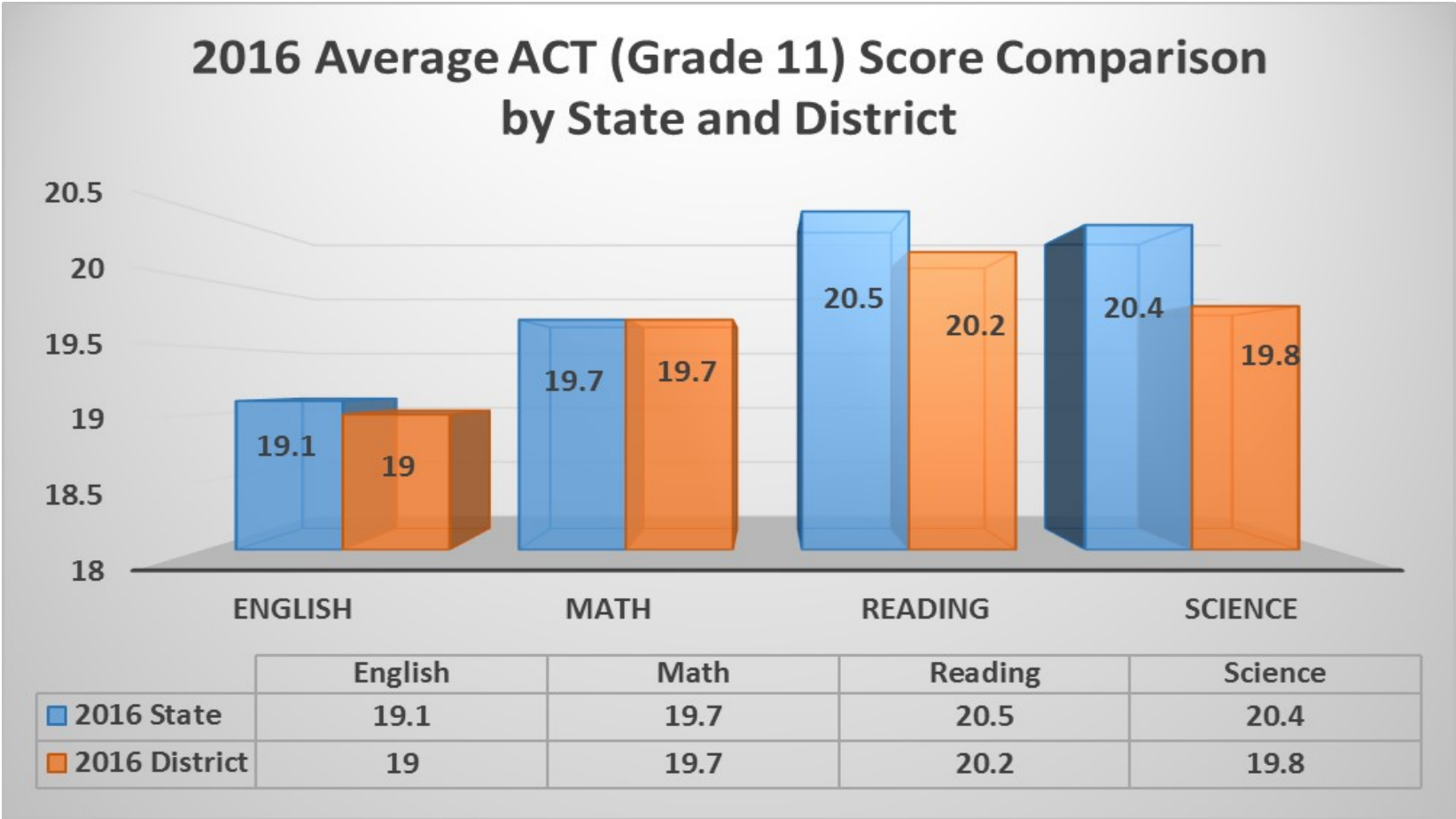
Torrington High School (9-12)
Torrington, WY
Cedric Cooper, Principal
Dave Plendl, Assistant Principal
(307) 532-7101
2016-2017 Enrollment – 352

Trail Elementary (3-5)
Torrington, WY
Tyler Floerchinger, Principal
(307) 532-5429
2016-2017 Enrollment – 266

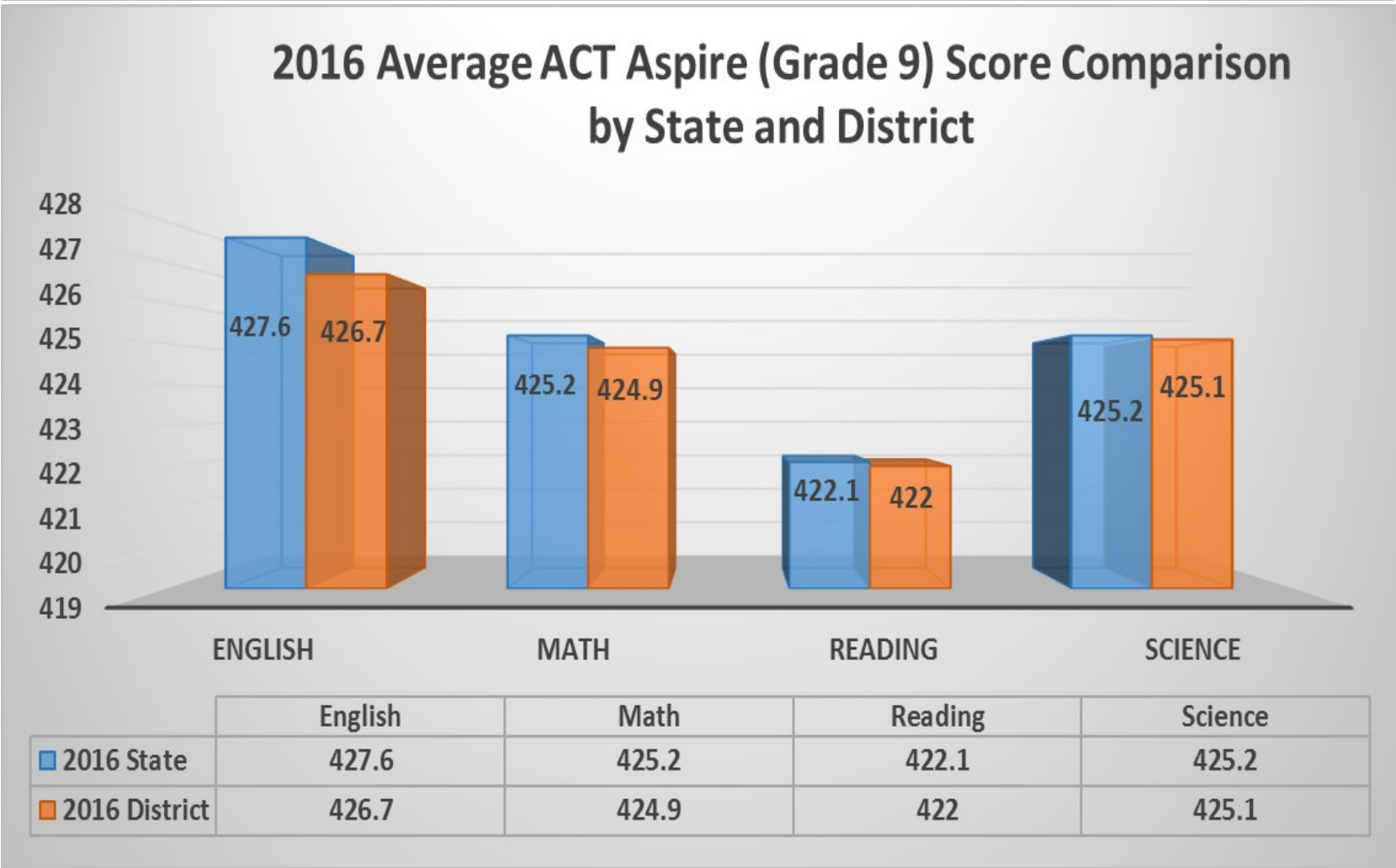
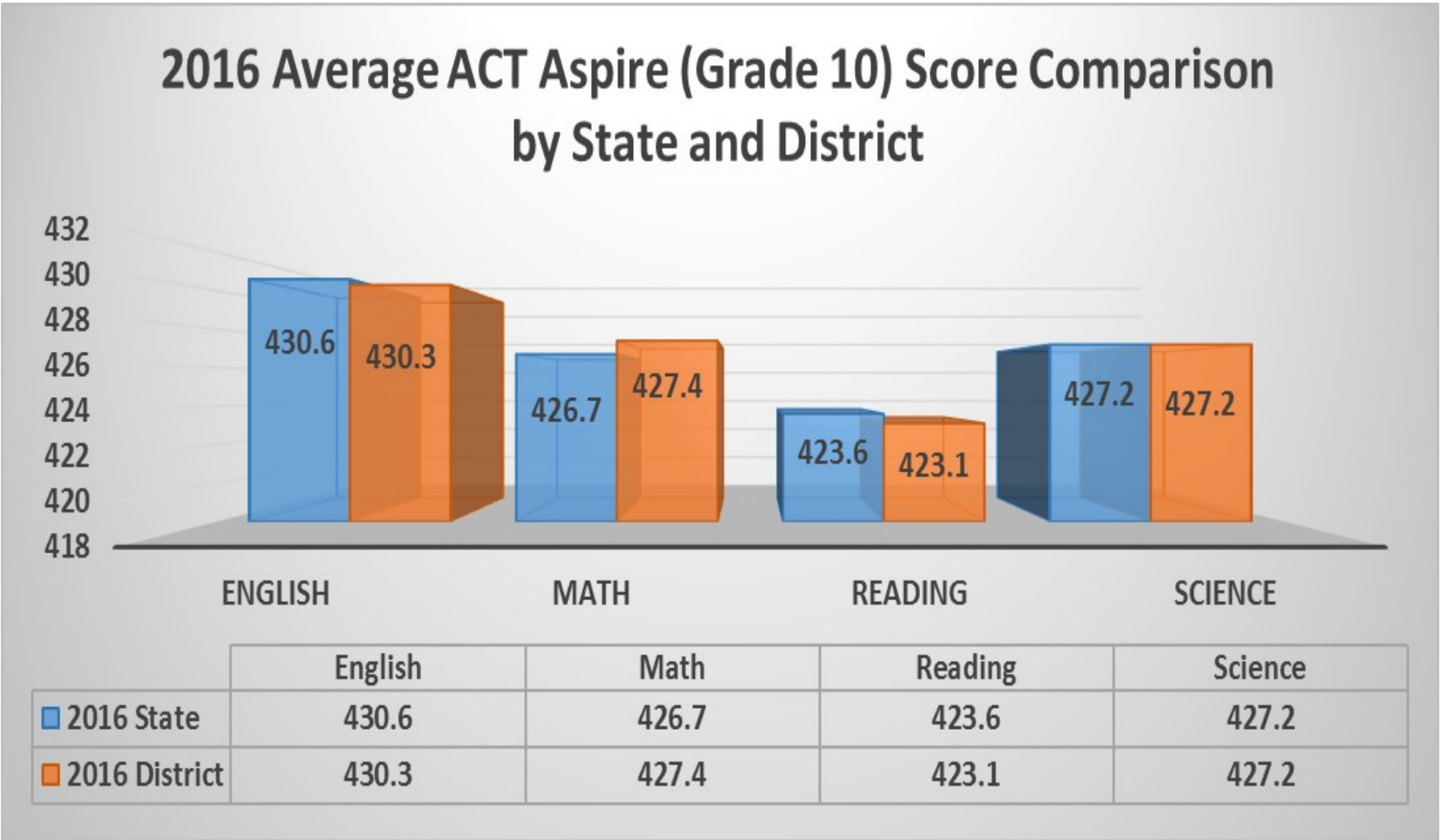
Lincoln Elementary (K-2)
Torrington, WY
Tim Williams, Principal
(307) 532-4003
2016-2017 Enrollment – 265

Southeast Schools (K-12)
Yoder, WY
Cory Gilchriest, Elementary Principal
Randy Epler, Secondary Principal
(307) 532-7176
2016-2017 Enrollment – 267

Torrington Middle School (6-8)
Torrington, WY
Marvin Haiman, Principal
Jim English, Assistant Principal
(307) 532-7014
2016-2017 Enrollment – 267



****ACT Aspire Scale Score Ranges: English 400—456, Reading 400—442, Mathematics 400—460, Science 400—449****



Business Office

District Report Card

Food Service

For the fiscal year 2016, the Lunch Fund had revenues of \$735,006 and expenditures of \$948,500. In order to sustain operations, the General Fund subsidized the Lunch Fund a total of \$200,000. During this school year, 208,495 meals were served. In the 2016-17 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 2014-15 were reimbursed to the district in the 2015-16 entitlement payments. Staff travel is taken from the block grant and is non-reimbursable.

In 2015-16, the district spent \$1,755,410 on student transportation. In addition, the district spent \$505,610 on the purchase of new school buses. The district ran 34 daily bus routes and provided bus routes for all school activities in which travel is required. In order to accomplish this, 80 buses were maintained. The longest route traveled is 78 miles round trip resulting in two hours and 10 minutes of travel time for the driver and one hour and 10 minutes of ride time for the student. In addition, 41 staff vehicles, nine trailers, and five tractors are maintained.

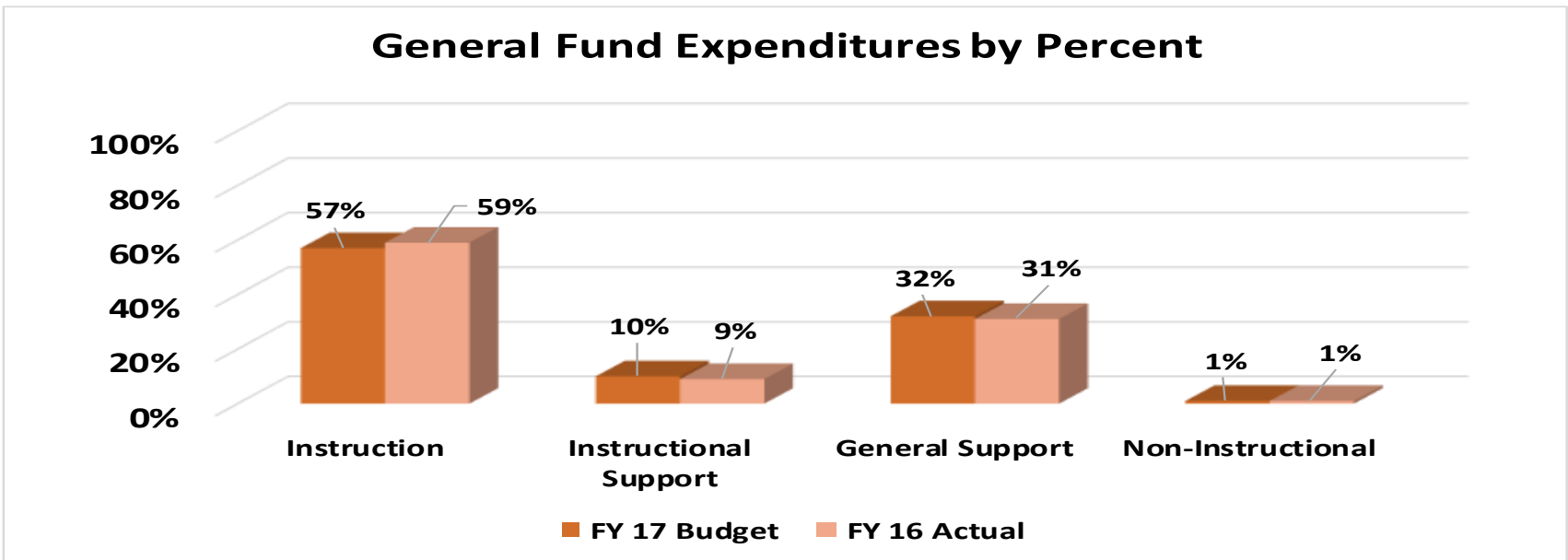


District Finance

The 2016-17 budget was approved by the School Board with estimated General Fund expenditures of \$32,030,597 and estimated General Fund revenues of \$31,568,843. This was a 4.25% increase from 2015-16 that had expenditures of \$30,727,584 and revenues of \$31,053,066. The increase in estimated expenditures was a result of increased costs in salary and benefits.



In the 2016-17 budget, the Special Revenue Fund (which consists of Federal Funds and State Restricted Grants) has estimated expenditures of \$3,360,742, up \$442,490 from the 2015-16 fiscal year actuals. This increase is a result of increased costs in salary and benefits.



(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.

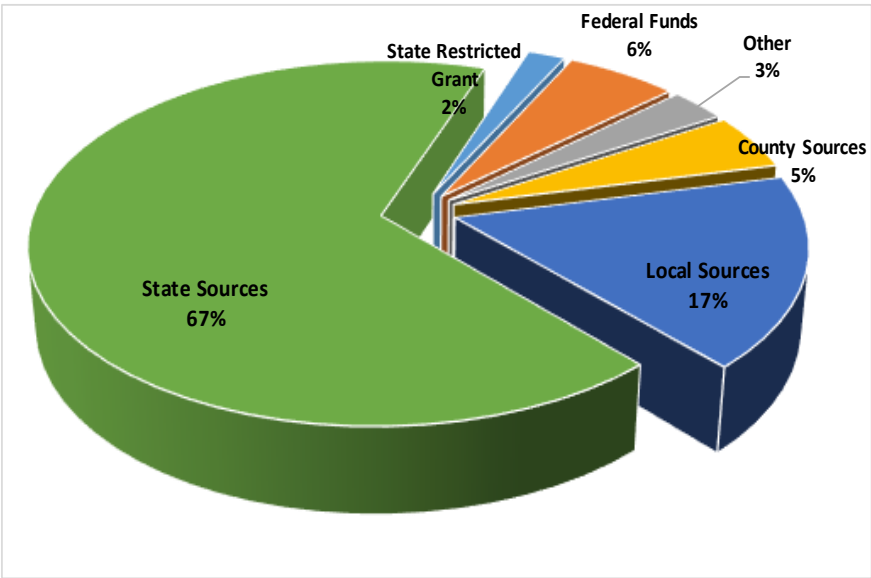
County Sources include the 6 mill county tax, county motor vehicle tax, and fines levied within the county.

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 Homeland security grants.

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

Increasing Use of Technology

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.

Digital Citizenship

As Goshen County School District instructors and staff adopt new technology at an ever-increasing rate, it has become critical to stress the importance of digital citizenship.

But what is digital citizenship and a digital society? Digital citizenship is the sharing and protecting of rights and responsibilities when utilizing technology in all its forms/entities; this is the same idea as sharing and protecting the rights and responsibilities to our country and communities as citizens. If you have ever used a computer, connected to social media, texted or made a call with a cell phone, you are part of a digital society. Therefore, Goshen County students, teachers, support staff, administrators, parents, and community members are all part of a digital society.

Educational institutions are on the front lines to educate students about the appropriate verses inappropriate uses of technology. Our goal at GCSD#1 is to provide students with the tools they need to become good digital citizens.

To help us navigate through the process we turn to The Nine Elements of Digital Citizenship:

- **Digital Access** – participation in a digital society
- **Digital Commerce** – electronic buying and selling of goods
- **Digital Communication** – electronic exchange of information
- **Digital Literacy** – process of teaching and learning about technology and the use of technology
- **Digital Etiquette** – electronic standards of conduct or procedure
- **Digital Law** – electronic responsibility for actions and deeds
- **Digital Rights and Responsibilities** – those requirements and freedoms extended to everyone in a digital world
- **Digital Health and Wellness** – physical and psychological well-being in a digital technology world
- **Digital Security** – electronic precautions to guarantee safety

These nine elements are a starting point to help educators teach students the importance of digital citizenship.

Staff Development - Technology

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.

2015—2016 School Year Professional Development

How to Grade for Learning:

GCSD 1 staff spent two days training with Thomas Guskey working on the “15 Grading Fixes.” We are continuing to learn more about sound instructional practices that promote learning and separating grades and behavior in the report cards.

Assessment Building Hope for Student Learning:

Goshen County School District No. 1 spent one day with Nicole Vagle understanding how assessment is meant to help students improve not just put a score on a piece of paper. Mrs. Vagle is working with the staff to understand how to use assessment to diagnose specific weaknesses in learning and to be able to intervene for students in a timely manner.

Public Education and Business Coalition:

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 for ten (10) days throughout the school year.

Unlocking Learning with Today’s Tools:

Kevin Honeycut spent one day with the entire district helping our staff think outside the box for education. He shared ways to help students learn with technology and apps that not only help with learning, but engage students in their learning.

2016 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	36.31%	41.95%	63.69%	58.05%	50.32%	47.06%	49.68%	52.94%
Hispanic	61.54%	60.96%	38.46%	39.04%	76.92%	63.34%	23.08%	36.66%
White	34.31%	67.09%	65.69%	62.91%	47.45%	42.71%	52.55%	57.29%
Students w/ Disabilities	71.43%	70.27%	28.57%	29.73%	71.43%	69.14%	28.57%	30.86%
Economically Disadvantaged	43.75%	55.63%	56.25%	44.37%	53.75%	59.19%	46.25%	40.81%
Male	32.97%	43.91%	67.03%	56.09%	43.96%	44.32%	56.04%	55.67%
Female	40.91%	39.83%	59.09%	60.17%	59.09%	50.03%	40.91%	49.97%

Grade 3— GCSD1 3rd grade team out performed the State in the area of reading. In the area of math, we performed slightly lower than the State but we had an increase of 4 percentage points from the previous 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	20.72%	34.56%	79.28%	65.44%	39.64%	44.82%	60.36%	55.18%
Hispanic	50%	50.80%	50%	49.20	64.29%	62.21%	35.71%	37.79%
White	16.67%	29.75%	83.33%	70.25%	36.46%	39.83%	63.54%	60.17%
Students w/ Disabilities	50%	68.96%	50%	31.04%	71.43%	71.97%	28.57%	28.03%
Economically Disadvantaged	35%	46.59%	65%	53.41%	56.67%	56.27%	43.33%	43.73%
Male	26.23%	36.87%	73.77%	63.13%	42.62%	42.13%	57.38%	57.87%
Female	14%	32.06%	86%	67.94%	36%	47.72%	64%	52.28%

Grade 4 — GCSD1 4th grade students out performed the State in reading and math. 4th grade had tremendous growth gains of over 20 percentage points in the area of reading and over 5 percentage points in the area of math.

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	37.50%	38.93%	62.50%	61.07%	38.39%	43.69%	61.61%	56.31%
Hispanic	54.55%	55.12%	45.45%	44.88%	54.55%	59.09%	45.45%	40.91
White	32.93%	34.01%	67.07%	65.99%	34.15%	39.23%	65.85%	60.77%
Students w/ Disabilities	75%	73.75%	25%	26.25%	90.%	73.47%	10.%	26.53%
Economically Disadvantaged	46.94%	52.10%	53.06%	47.90%	44.90%	55.77%	55.10%	44.23%
Male	43.86%	42.07%	56.14%	57.93%	36.84%	44.04%	63.16%	55.96%
Female	30.91%	35.73%	69.09%	64.27%	40%	43.33%	60%	56.67%

Grade 5 — GCSD1 5th grade out performed the State in the areas of 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	43.80%	42.11%	56.20%	57.89%	60.58%	50.21%	39.42%	49.79%
Hispanic	57.89%	57.74%	42.11%	42.26%	68.42%	62.94%	31.58%	37.06%
White	41.23%	37.73%	58.77%	62.27%	58.77%	46.59%	41.23%	53.41%
Students w/ Disabilities	88.89%	80.35%	11.11%	19.65%	77.78%	81.05%	22.22%	18.95%
Economically Disadvantaged	52.54%	55.31%	47.46%	44.69%	71.19%	64.10%	28.81%	35.90%
Male	52.78%	45.69%	47.22%	54.31%	62.50%	51.83%	37.50%	48.17%
Female	33.85%	38.17%	66.15%	61.83%	58.46%	48.44%	41.54%	51.56%

Grade 6—GCSD1 6th grade did not meet the State average in the area of reading or 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	42.96%	39.92%	57.04%	60.08%	49.63%	50.62%	50.37%	49.38%
Hispanic	57.14%	56.57%	42.86%	43.43%	71.43%	66.63%	28.57%	33.37%
White	43.12%	35.28%	56.88%	64.72%	46.79%	46.46%	53.21%	53.54%
Students w/ Disabilities	81.25%	79.33%	18.75%	20.67%	>=90%	82.91%	<=10%%	17.09%
Economically Disadvantaged	54.24%	55.78%	45.76%	44.22%	57.63%	65.99%	42.37%	34.01%
Male	49.30%	43.46%	50.70%	56.54%	56.34%	50.64%	43.66%	49.36%
Female	35.94%	36.12%	64.06%	63.88%	42.19%	50.59%	57.81%	49.41%

Grade 7 —.GCSD1 7th grade out performed the State in the area of math and was only 3 percentage points under the State in the area of 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	47.41%	46.33%	52.59%	53.67%	49.63%	52.12%	50.37%	47.88%
Hispanic	68.97%	59.23%	31.03%	40.77	68.97%	65.11%	31.03%	34.89%
White	40.20%	42.85%	59.80%	57.15%	43.14%	48.36%	56.86%	51.64%
Students w/ Disabilities	>=90%	83.39%	<=10%	16.61%	88.24%	86.73%	11.76%	13.27
Economically Disadvantaged	56.52%	59.65%	43.48%%	40.35%	56.52%	65.93%	43.48%	34.07%
Male	55.71%	51.76%	44.29%	48.24%	44.29%	52.94%	55.71%	47.06%
Female	38.46%	40.43%	61.54%	59.57%	55.38%	51.22%	44.62%	48.78%

Grade 8 — GCSD1 8th grade out performed the State in the area of math and was only 1 percentage point away from the State average in reading.



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 2015-2016 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.

Please remember that this State assessment data is only one snapshot of our students' achievements. 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 jchrostoski@goshen1.org.

Sincerely,

Jean M. Chrostoski
Superintendent