



2013—2014

EVERY STUDENT COUNTS REPORT

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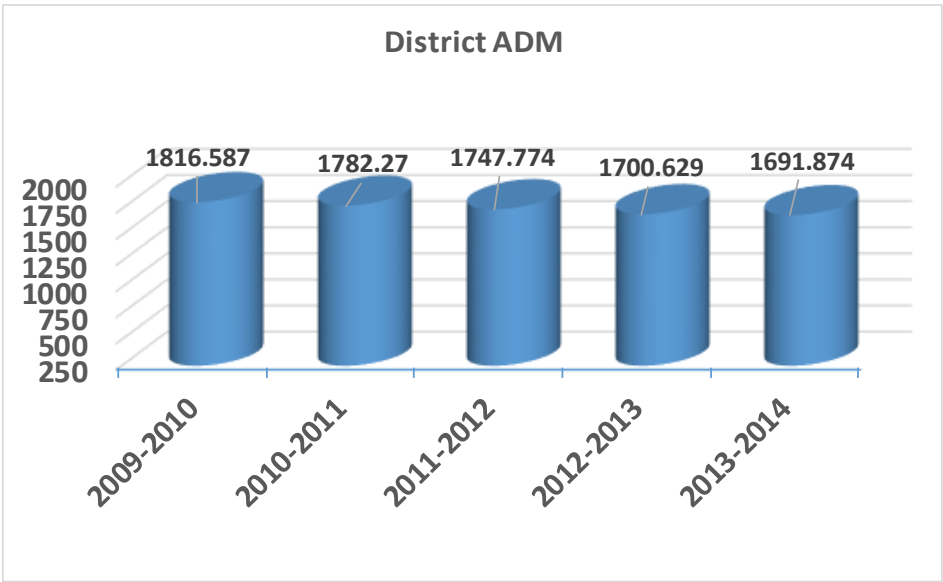
Mary Smock — Office of Special Services Director

2013 – 2014 District Information:

Average Daily Membership - 1691.874

GCSD Ethnicity

- Asian - 0.75%
- Black - 0.67%
- Hispanic - 13.19%
- Indian - 1.43%
- White - 83.95%



Special Services

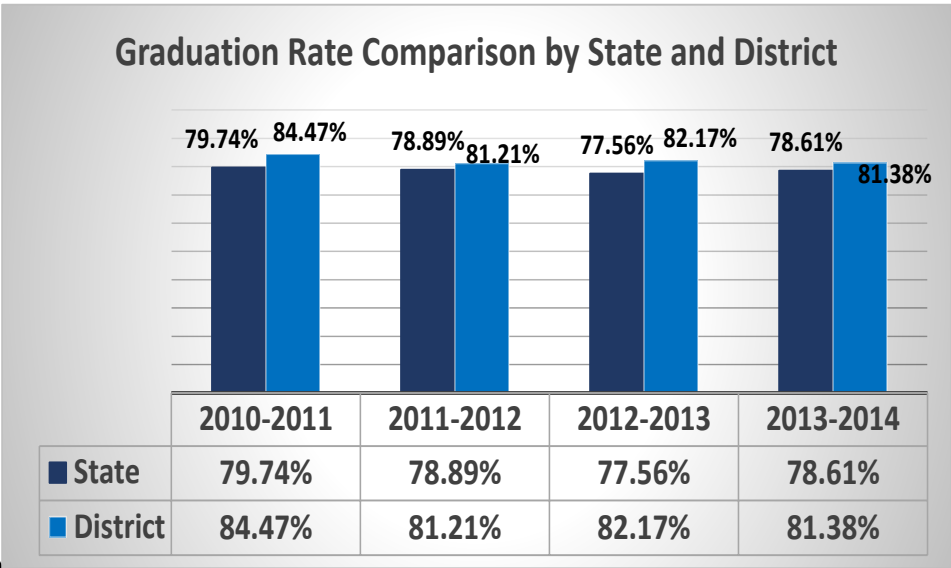
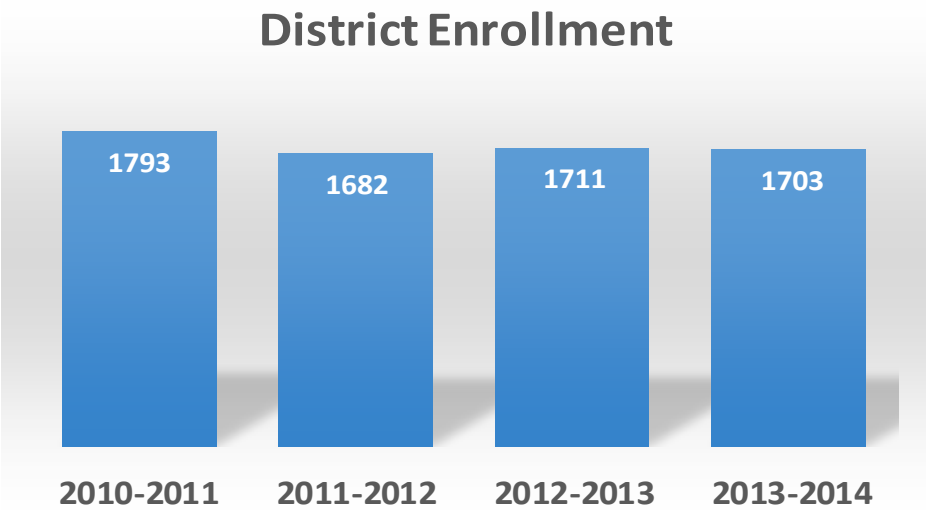
Number of Students on IEP'S - 259

- District (% of ADM on IEP's) - 15.21%
- State (% of ADM on IEP's) - 13.94%

Free and Reduced Meals

- District-wide K-12 - 48.68%
- 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
2014-2015 Enrollment—13

Lingle/Ft. Laramie Schools (K-12)
Lingle, WY
Cory Gilchriest, Elementary Principal
Jerry Vandersloot, Secondary Principal
(307) 837-2296
2014-2015 Enrollment – 263

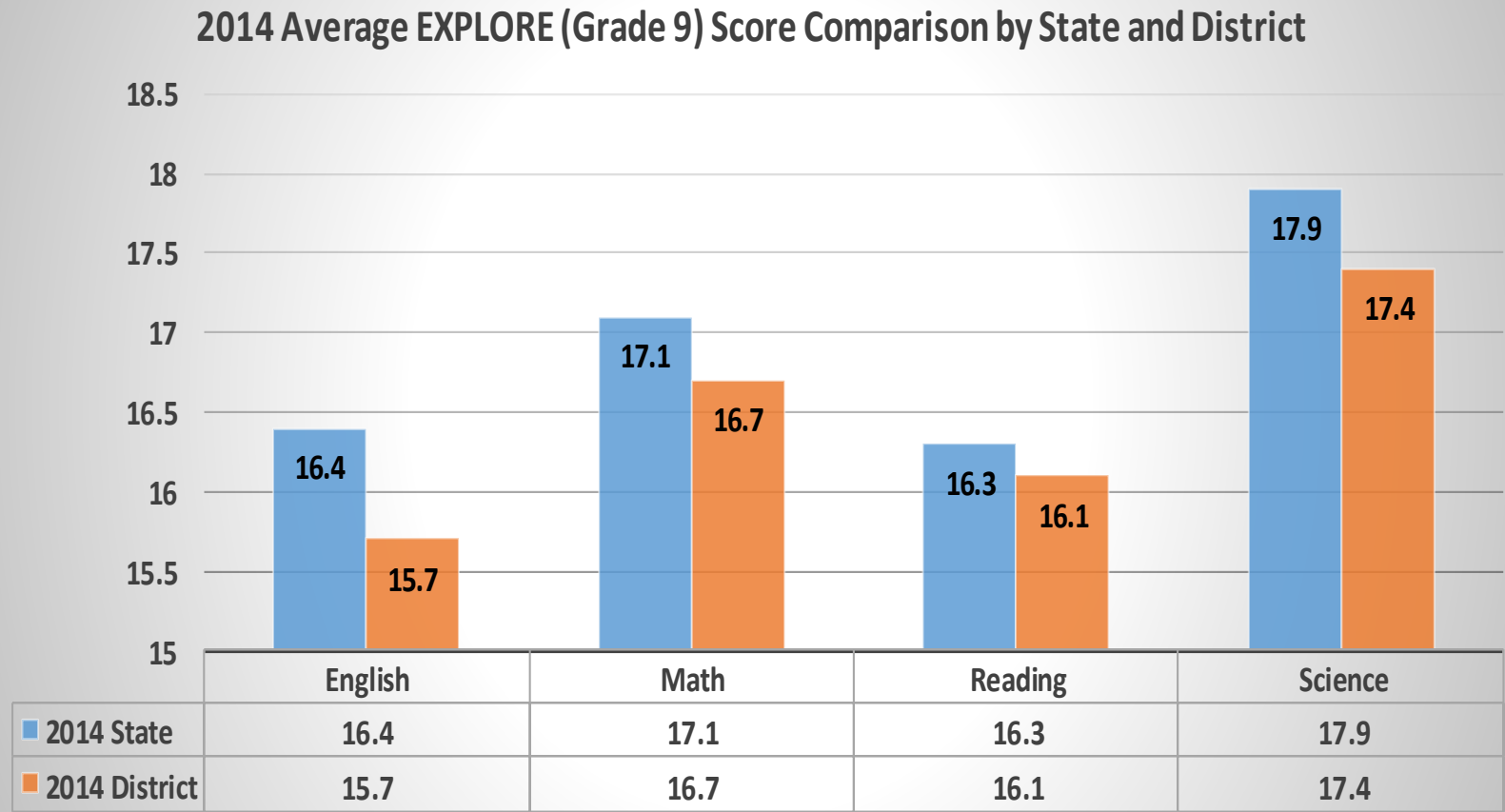
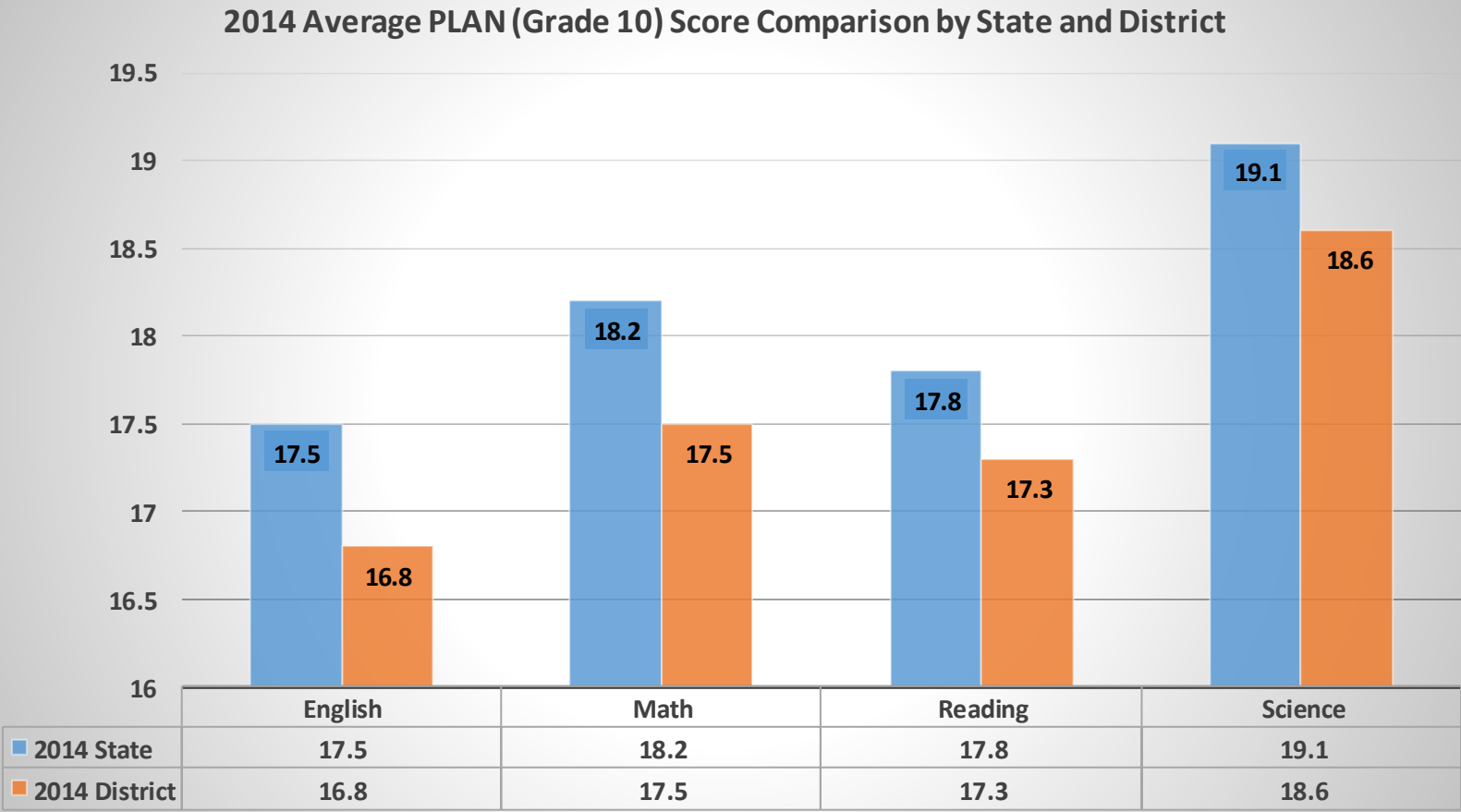
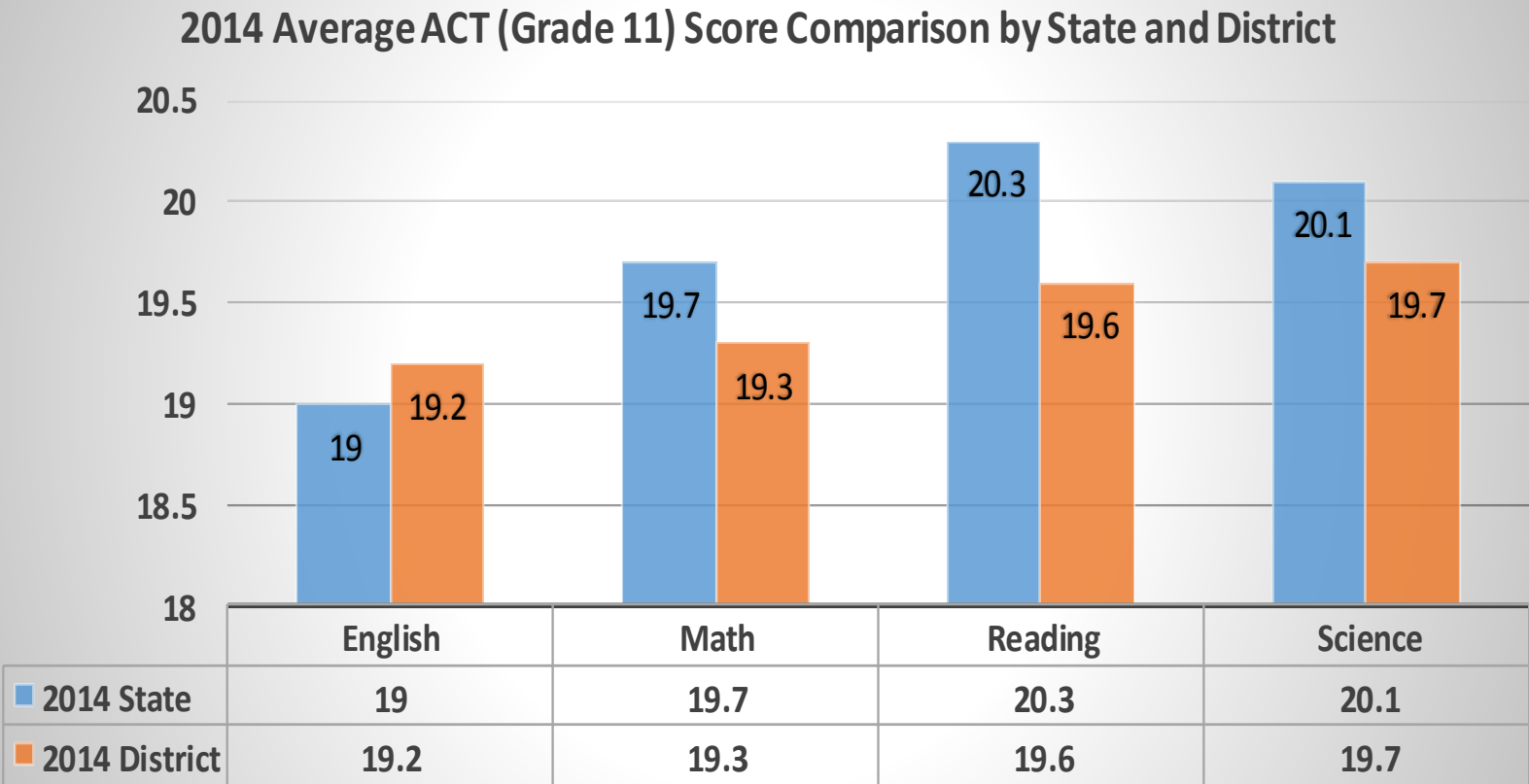
Torrington High School (9-12)
Torrington, WY
Jim English, Principal
Bobby Dishman, Assistant Principal
(307) 532-7101
2014-2015 Enrollment – 360

Trail Elementary (3-5)
Torrington, WY
Tyler Floerchinger, Principal
(307) 532-5429
2014-2015 Enrollment – 245

Lincoln Elementary (K-2)
Torrington, WY
Angie Halvorson, Principal
(307) 532-4003
2014-2015 Enrollment – 287

Southeast Schools (K-12)
Yoder, WY
Cory Gilchriest, Elementary Principal
Randy Epler, Secondary Principal
(307) 532-7176
2014-2015 Enrollment – 287

Torrington Middle School (6-8)
Torrington, WY
Marvin Haiman, Principal
Cedric Cooper, Assistant Principal
(307) 532-7014
2014-2015 Enrollment – 266



Business Office

District Report Card

Food Service

For the fiscal year 2014, the Lunch Fund had revenues of \$706,205 and expenditures of \$923,636. In order to sustain operations, the General Fund subsidized the Lunch Fund a total of \$200,000. During this school year, 227,641 meals were served. In the 2014-15 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 2012-13 were reimbursed to the district in the 2013-14 entitlement payments. Staff travel is taken from the block grant and is non-reimbursable.

In 2013-14, the district spent \$2,069,251 on student transportation of which the district spent \$383,812 on the purchase of new school buses. The district ran 36 daily bus routes and provided bus routes for all school activities in which travel is required. In order to accomplish this, 76 buses were maintained. The longest route traveled 80 miles round trip resulting in two hours and 10 minutes of travel time for the driver and 75 minutes ride time for the student. In addition, 46 staff vehicles, seven trailers, and five tractors are maintained.

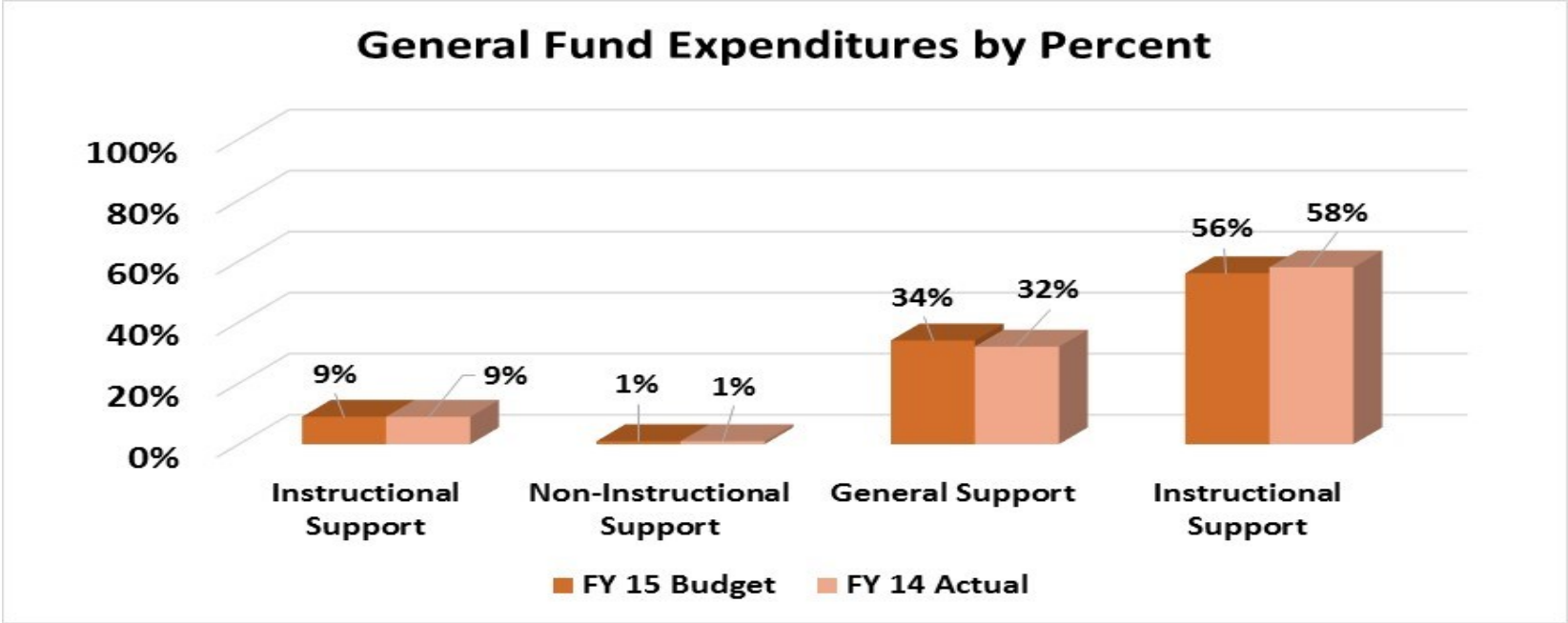


District Finance

The 2014-15 budget was approved by the School Board with estimated General Fund expenditures of \$30,649,532 and estimated General Fund revenues of \$29,775,979. This was a 3% increase from the 2013-14 that had expenditures of \$29,370,373 and revenues of \$29,210,405. The increase in estimated expenditures was a result of increased costs in salary and benefits.



In the 2014-15 budget, the Special Revenue Fund (which consists of Federal Funds and State Restricted Grants) has estimated expenditures of \$3,435,500, up \$853,576 from the 2013-14 fiscal year. This increase is a result of increased grant restricted funds awarded.



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.

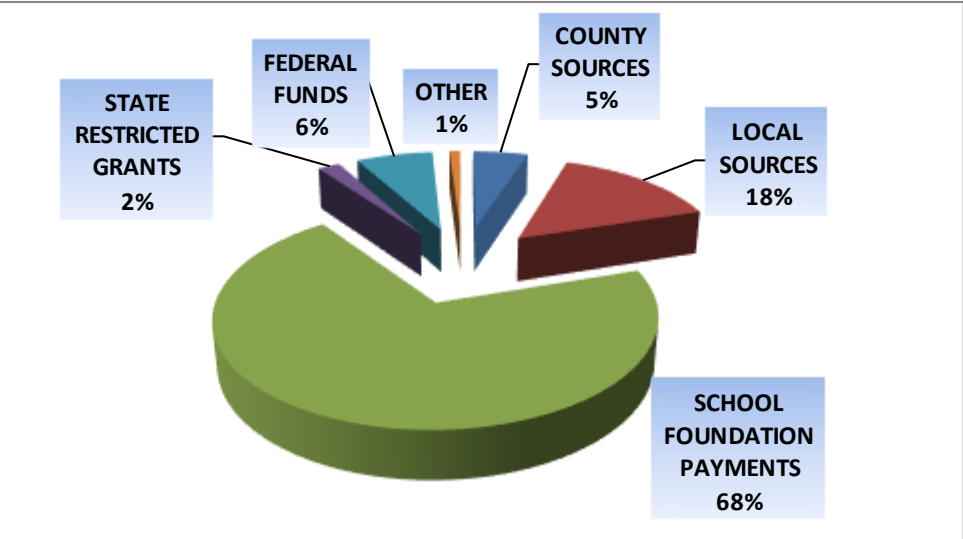
County Sources include the 6 mill county tax, county motor vehicle tax, and fines levied within the county.

Entitlement Payments/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.



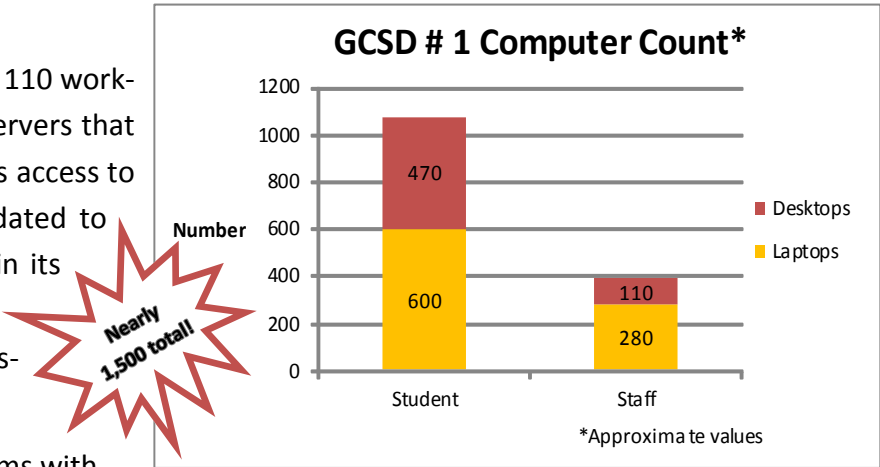
Technology District Report Card

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.

Currently, we have a ratio of one computer for every two students with approximately 470 student desktop workstations and 600 student laptops, for a total of 1070 student computers throughout the district. The majority of student laptops are divided into 29 different laptop cart labs used in GCSD # 1 schools.

There are approximately 390 staff computers with approximately 110 workstations and 280 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. File servers have been updated to server 2012 and the use of cloud computing and Office 365 is in its initial phases. Additionally, many staff and student computers have be upgraded to the Windows 8 or Window 8.1 operating system platform.

Also, over the last few years GCSD #1 has been outfitting classrooms with a standard set of multi-media equipment, including around 147 digital whiteboards, 190 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.



Technology Improvements and Developments

During the 2013-2014 school year various technology improvements and developments began to take place. Some important improvements included increased bandwidth to 200 Mbits and network connectivity throughout the district.

District Website

For the 2013-2014 school year a Website solution with CyberSchool was implemented. Many familiar and some new features are available to staff, students, and parents. The website remains an important communication tool between all stakeholders.



2013-14 School Year Professional Development

Public Education and Business Coalition:

We are in the fourth phase 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.

Professional Learning Communities:

Becoming a PLC is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. PLCs are driven by three big ideas: focus on learning, build a collaborative culture, and create a results orientation. The PLC at Work process is increasingly recognized as the most powerful strategy for sustained, substantive school improvement.

Behavioral Training:

Dr. Laura Riffel completed 6 days of behavioral training for the district. The training focused on teams learning how to complete Functional Behavior Assessments and Behavior Intervention Plans to meet the needs of children with significant behavioral challenges within the school district. The teams were required to learn techniques to collect data, technology to analyze the data and then implement interventions to address the function of the behavior. Once this process was complete they had to analyze the effectiveness of the intervention with data and present it to the school buildings.

2014 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	44.74%	38.04%	55.26%	61.96%	65.79%	49.27%	34.21%	50.73%
Hispanic	59.26%	53.18%	40.74%	46.82%	85.19%	66.85%	14.81%	33.15%
White	37.18%	33.50%	62.82%	66.50%	58.97%	44.14%	41.03%	55.86%
Students w/ Disabilities	72.73%	67.57%	27.27%	32.43%	81.82%	69.44%	18.18%	30.56%
Economically Disadvantaged	47.54%	49.90%	52.46%	50.10%	73.77%	60.98%	26.23%	39.02%
Male	54.10%	41.57%	45.90%	58.43%	67.21%	47.82%	32.79%	52.18%
Female	33.96%	34.42%	66.04%	65.58%	64.15%	50.77%	35.85%	49.23%

Grade 3—Goshen County School District No. 1 students are approaching state averages in both math and reading.

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	32.56%	36.09%	67.44%	63.91%	51.94%	52.98%	48.06%	47.02%
Hispanic	45.00%	52.62%	55.00%	47.38%	60.00%	67.31%	40.00%	32.69%
White	30.10%	31.64%	69.90%	68.36%	50.49%	49.22%	49.51%	50.78%
Students w/ Disabilities	53.33%	70.02%	46.67%	29.98%	60.00%	74.55%	40.00%	25.45%
Economically Disadvantaged	43.55%	48.21%	56.45%	51.79%	64.52%	63.52%	35.48%	36.48%
Male	32.84%	39.10%	67.16%	60.90%	52.24%	52.36%	47.76%	47.64%
Female	32.26%	32.83%	67.74%	67.17%	51.61%	53.65%	48.39%	46.35%

Grade 4 —Goshen County School District No. 1 4th grade met or exceeded the state average in most areas of performance in math. Goshen County School District No. 1 4th grade students out performed the state in all areas in reading.

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	41.27%	41.64%	58.73%	58.36%	34.13%	45.75%	65.87%	54.25%
Hispanic	53.33%	58.16%	46.67%	41.84%	26.67%	59.49%	73.33%	40.51%
White	38.61%	37.29%	61.39%	62.71%	36.63%	41.88%	63.37%	58.12%
Students w/ Disabilities	75.00%	73.50%	25.00%	26.50%	50.00%	73.14%	50.00%	26.86%
Economically Disadvantaged	52.31%	56.06%	47.69%	43.94%	41.54%	58.41%	58.46%	41.59%
Male	46.03%	42.95%	53.97%	57.05%	47.62%	44.19%	52.38%	55.81%
Female	36.51%	40.24%	63.49%	59.76%	20.63%	47.41%	79.37%	52.59%

Grade 5 —Goshen County School District No. 1 5th grade met or exceeded the state average in most areas of performance in math. Goshen County School District No. 1 5th grade students out performed the state in all areas in reading.

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	48.89%	42.77%	51.11%	57.23%	62.22%	51.06%	37.78%	48.94%
Hispanic	68.97%	56.72%	31.03%	43.28%	89.66%	65.37%	10.34%	34.63%
White	44.55%	38.86%	55.45%	61.14%	52.48%	47.03%	47.52%	52.97%
Students w/ Disabilities	95.00%	77.82%	5.00%	22.18%	85.71%	80.41%	14.29%	19.59%
Economically Disadvantaged	51.39%	56.35%	48.61%	43.65%	68.06%	63.88%	31.94%	36.12%
Male	53.52%	43.57%	46.48%	56.43%	57.75%	51.97%	42.25%	48.03%
Female	43.75%	41.91%	56.25%	58.09%	67.19%	50.06%	32.81%	49.94%

Grade 6—Goshen County School District No. 1 6th grade is approaching state average in both math and reading.

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	43.97%	40.76%	56.03%	59.24%	57.45%	56.64%	42.55%	43.36%
Hispanic	64.71%	55.95%	35.29%	44.05%	70.59%	69.93%	29.41%	30.07%
White	41.53%	36.35%	58.47%	63.65%	55.08%	52.79%	44.92%	47.21%
Students w/ Disabilities	86.96%	77.34%	13.04%	22.66%	82.61%	83.33%	17.39%	16.67%
Economically Disadvantaged	52.54%	53.79%	47.46%	46.21%	67.80%	68.37%	32.20%	31.63%
Male	53.33%	45.17%	46.67%	54.83%	60.00%	56.77%	40.00%	43.23%
Female	33.33%	36.05%	66.67%	63.95%	54.55%	56.50%	45.45%	43.50%

Grade 7 —Goshen County School District No. 1 7th grade students are approaching or exceeding the state average in all areas in both 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	38.30%	41.95%	61.70%	58.05%	42.55%	50.31%	57.45%	49.69%
Hispanic	70.37%	59.13%	29.63%	40.87%	48.15%	65.03%	51.85%	34.97%
White	29.73%	37.51%	70.27%	62.49%	41.44%	46.74%	58.56%	53.26%
Students w/ Disabilities	63.16%	79.25%	36.84%	20.75%	63.16%	82.28%	36.84%	17.72
Economically Disadvantaged	51.43%	57.55%	48.57%	42.45%	55.71%	64.98%	44.29%	35.02%
Male	40.74%	45.69%	59.26%	54.31%	40.74%	51.02%	59.26%	48.98%
Female	35.00%	37.79%	65.00%	62.21%	45.00%	49.52%	55.00%	50.48%

Grade 8 — Goshen County School District No. 1 8th grade students are exceeding the state average in all areas in math. Goshen County School District No. 1 8th grade students are approaching or exceeding state averages 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 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 attendance, finances, etc.

Also included is the Goshen County vision, mission and belief statements, as well as 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 2013-2014 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. Two new assessments found in the attached report are the PLAN (Grade 10) and EXPLORE (Grade 9). 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.

Besides assessment information, it is important for us to share the district's budget, poverty level, students with disabilities, attendance, enrollment, professional development and technology resources. Together these pieces should help define Goshen County Public Schools.

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