

Sublette County School District #1
Pinedale, Wyoming
Shareholder's Report to the Community

SCHOOL YEAR
**2009
2010**



Homecoming Parade down Pine Street, 2009. The Pinedale Wranglers took on the Lyman Eagles for their Homecoming football game on Korfanta Field in Pinedale on Thursday, October 15, 2009. The Eagles put on a good fight, but in the end the Wranglers overpowered them with a 25-15 victory.

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Students produced posters for the Reading Goal: "Every Student! Every Year! Reading Counts!" The winning designs are clockwise from upper left: Brooke Hornberger (Elementary School); Ginger Shenefelt (Middle School); Rachel Allen (High School); and a selection of the posters on display.



SUBLETTE COUNTY SCHOOL DISTRICT #1 • PINEDALE, WYOMING

District Vision and Goals 2009-2010

Sharron Ziegler, Executive Secretary to the Superintendent



Vision Statement: Every Student! Every Year! Reading Counts!

The Board of Trustees and Administration for Sublette County School District #1 believe:

1. The ability to read is the foundational skill for all other learning and the area most highly correlated to future success.
2. That every staff member and student must strive to do their personal best in achieving the reading goal by continually improving their knowledge and skills in reading.
3. The community, board, teachers, parents and students must all work together to achieve this goal.

Goals: SCSD #1 will

- Increase the percent of students attaining their individual growth target in reading
 - » by 3 percent the first year and;
 - » 5 percent each year thereafter with a target of 95 percent of all students achieving their individual growth target each year;
 - » As assessed on the NWEA MAP assessment.
- Measure and report on goal achievement annually with full reexamination of the goal in 2015.

Baseline Year: 2009 – 2010

Goal initiated half way through 09-10 school year. Use this year to establish baseline measures for each school. Report Results (target of 3 percent) in August to emphasize need for growth.

Target Growth Years:

- 2010 – 2011: 5 percent
- 2011 – 2012: 5 percent
- 2012 – 2013: 5 percent
- 2013 – 2014: 5 percent
- 2014 – 2015: 5 percent

Board Approved: December 10, 2009

Board of Trustees Sharron Ziegler, Executive Secretary to the Superintendent

The Board of Trustees of Sublette County School District #1 is made up of seven elected community members. The trustee seats consist of four residency areas: Pinedale #1 – Sandra Sikorski; Pinedale #2 – Mark Pape; Rural East – Shawn Buchanan; and Rural West – Jim Malkowski. There are three At-Large seats held by Jamison Ziegler, Mike McFarland, and Greg Anderson. The Board of Trustees holds its regular meeting on the second Thursday each month with the exception of the month of July when it meets on

the third Wednesday for the Budget Hearing. Board members spend a great deal of time attending regular meetings, special meetings, and in service on district committees. They also attended training and conferences sponsored by the Wyoming School Boards Association and the National School Boards Association. We appreciate the commitment that is given from our board members to our students, staff, and community. Thanks to wonderful board members, we have an outstanding educational system.



Sublette County School District # 1 Board of Trustees. Back row: Chairman Jim Malkowski, Vice-Chairman Jamison Ziegler, Clerk Greg Anderson, Treasurer Mark Pape. Front row: Member Shawn Buchanan, Member Sandra Sikorski, Member Mike McFarland.



Middle School Secretary Pam Hejl keeps the school running smoothly.

New staff to the District

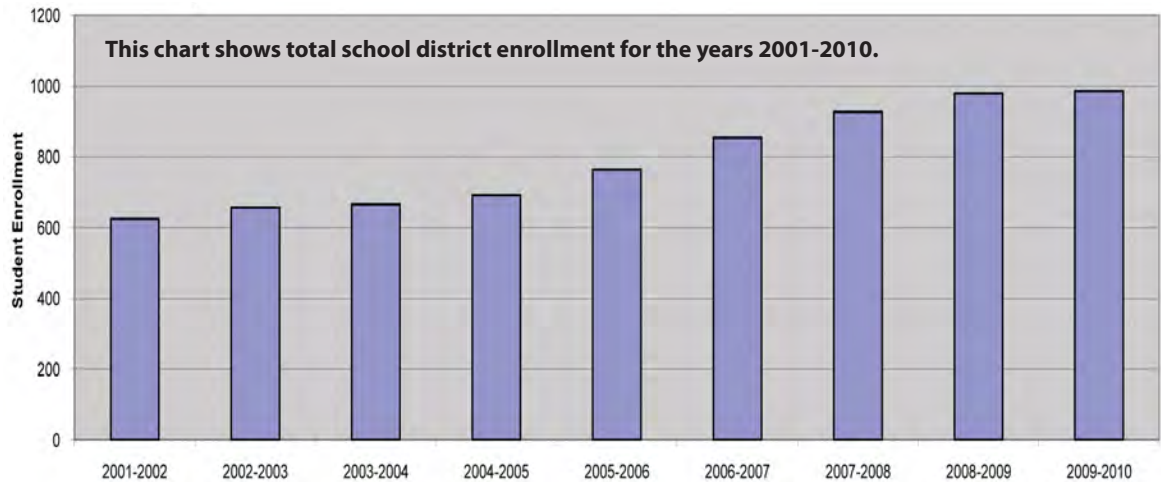
Sharron Ziegler, Executive Secretary to the Superintendent

As our enrollment increases, the need for more teachers also increases. It is a priority of the district to hire great teachers; we know that student achievement is based upon the ability of teachers to teach. Because of this priority, we spend much time and energy in recruiting, advertising, and hiring the best teachers. For the 2009-2010 school year, we processed over 500 hundred applications from candidates interested in teaching in Pinedale. In replacing a few teachers who left and adding the new teachers that were needed, we hired 8 new teachers, one principal, one assistant principal, and one school psychologist from all parts of the country – South Dakota, Montana, Utah, Wyoming, Idaho, and many other locations. Because our Board of Trustees is very interested in

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District Enrollment Sharron Ziegler, Executive Secretary to the Superintendent

The 2009-2010 school year ended with a district enrollment of 986, which is only 7 more students than ended the school year 2008-2009. Although this is less than a 1 percent increase, enrollment trends have settled into an upward pattern since 2001. Our student enrollment for 2008-2009 increased approximately 5 percent over the 2007-2008 school year, which followed a 9 percent gain the year before (2006-2007) and an 11 percent gain the year before that (2005-2006). Grade level enrollment varies across the district with the largest class, seventh grade, ending at 92 students and the smallest class, eighth grade, with 53 students. Our increase in student population has been varied over the course of the past 7 years, yet continues to cause the district to plan for more students.

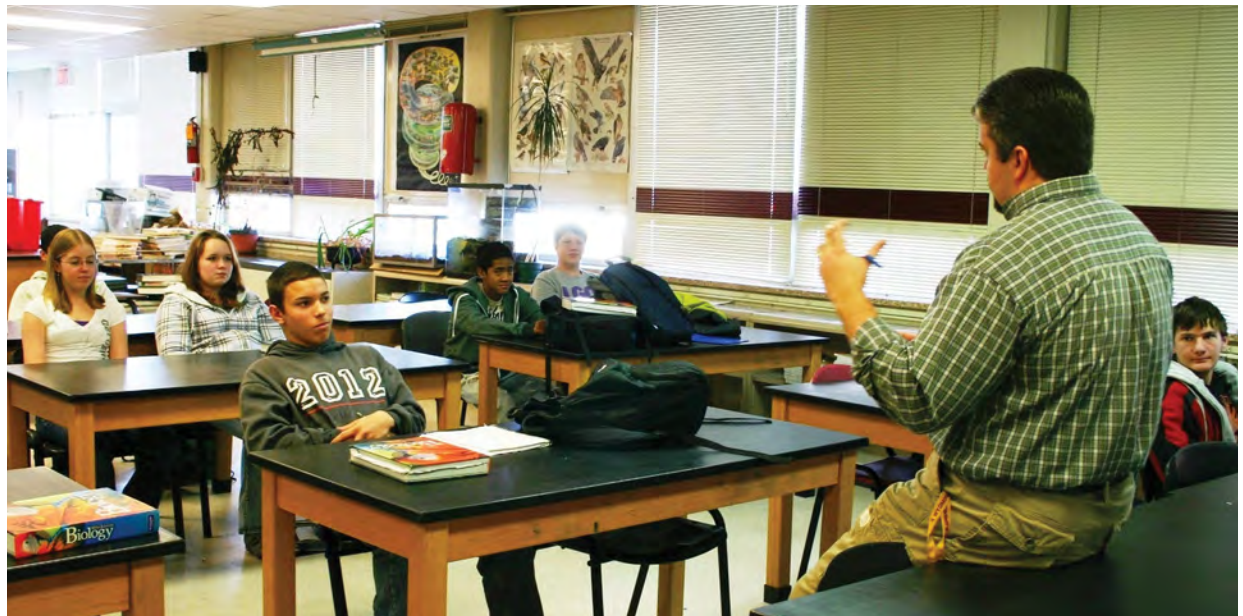


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New Staff *From the previous page*

making it possible to hire good teachers, it approved an increase in the base salary to \$46,500. This tool, along with the fact that the district offers an attractive benefit package and the state does not impose a state tax, allowed us the opportunity to glean from the cream of the crop. We appreciate the talents and skills of our wonderful teachers.

Increases in support staff align with the increased need for teachers. Again, our district is committed to hiring the best person for the job. We are extremely grateful to hardworking support staff members who assist the teachers, keep the facilities in great shape, insure that the buses are running on time, keep the offices and records flowing accurately and efficiently, and see that nutritious lunches are served deliciously. We call them support staff because they truly support the effort to educate our children.



Students focus as Mr. Gregory explains biology terms.

Use of School District Facilities

Sharron Ziegler, Executive Secretary to the Superintendent

Sublette County School District #1 has first rate facilities that have been enjoyed by many this past year. The district continues to encourage that facilities be used as much as possible by members of the community. The Superintendent's Office and the Activities Office coordinates community requests for building use and schedules meetings and activities in various locations around the district.

Our district offers "Open Gym" during the evenings in our high school gym and weight room where many members of the community took advantage of volleyball nets, basketball hoops, and various exercise equipment in their personal wellness programs. Community groups and organizations scheduled time in our gyms and filled the evenings with an array of events and activities.

In our state of the art auditorium, the Pinedale Fine Arts Council offered exciting programs with artists from across the country. Our music department offered winter and spring, middle school and high school, choir and band concerts as well as a variety of high school Jazz Band and Jazz Choir concerts. The elementary school performed several concerts this year as well. The auditorium was also the center for the high school play. Further, the auditorium held many community meetings, forums, and other productions that benefited a variety of charities.

The new football field and stadium are wonderful additions for our district. The artificial turf is not only beautiful, but provides an even and consistent field for our athletes. The new lights provide for evening games which in turn facilitates participants staying in class longer. Evening games allow parents and community members a better opportunity to attend and enjoy the fun.

It is exciting to see our great district facilities being enjoyed by all.



On September 9, 2009, Pinedale High School Football Wranglers played Lovell High School Bulldogs under the lights on the new artificial grass field. At halftime the Sunny Korfanta Field was rededicated. Sunny (in green jacket) along with the SCSD #1 School Board, stood on the 50-yard line.



On Thursday, December 10, 2009, the 4th Grade presented "A Dickens of a Christmas," directed by Gena Anderson and Chandra Stough.



The PHS Drama club presented the play "The Boys Next Door" on March 16-17, 2010, directed by Jasper Warembourg. The cast shows its "support" for Mr. Warembourg.

Business Report Vern R. McAdams, MBA, CPA, Director of Business and Finance



In 2009-2010 SCSD #1 had the highest assessed value to date at \$5,561,695,900 for the district. With the record high assessed value SCSD #1 paid a record high recapture payment to the State of Wyoming in the amount of \$151,735,756. Those funds come from local property taxes paid directly to the county for the school district, other fees and taxes collected by the county on behalf of the school district, and other revenues received by the school district. Under the model nearly all general fund revenues are considered local resources and apply to funding as calculated by the model. SCSD #1 collected more revenues than the amount allowed under the model. The excess revenues must be paid

to the State of Wyoming as recapture. There are some revenues school districts are allowed to keep. Two notable exceptions for SCSD #1 are the tax shortfall grant (\$684,173) and interest income (\$58,873). The tax shortfall grant comes from the State of Wyoming to reimburse the school district for recapture paid that was not collected by the school district in the prior year; in short, it is money that SCSD #1 had to pay in recapture that we did not collect, only to have it reimbursed by the State.

Interest income for SCSD #1 is considerably less than prior years and less than expected due to national changes in our economy. SCSD #1 includes interest in its annual budgets and prepares contingencies if those funds are not collected. The investment policies of SCSD #1 are to preserve capital and generate

revenue by purchasing only investments allowed by State statutes. SCSD #1 has two separate investment advisors to assist with investment strategies.

General Fund expenditures for the 2009-2010 fiscal year were \$15,960,709. Of those 82 percent were spent on salary and benefits; 8 percent on contractual services and travel, 8 percent on supplies and utilities, and 2 percent on purchase of equipment. Examined in another way \$8,284,299 was spent on direct instruction; \$1,470,699 was spent on direct support of instruction; and \$4,558,711 was spent on student transportation, administration, building maintenance and utilities. Instruction was higher than the 2008-2009 fiscal year by 7.98 percent and instruction support was lower by 7.39 percent and general support was lower by 8.15 percent.

Special Education Federal Programs Report Peg Carney, Special Services Director



Special education is a system of support services embedded within the District which is mandated and regulated by the federal government and monitored by the Wyoming Department of Education. The purpose of special education is to identify students with educational disabilities and then to provide individually designed programs of academic support in order to ensure access to a free and appropriate public education. Twice a year (in July and December) districts must report identification and service information to the State Department in a process called the Special Education Electronic Data System (SEEDS). The chart on the next page shows the number of

students identified by SCSD#1 for the July reports in each of the disability categories recognized under special education regulations between July, 2003, and July, 2010. National and state identification rates are usually reported in the 13 percent to 15 percent range.

Currently we have 122 identified students receiving special education services and approximately 15 identified Kindergarten students enrolling for the next school year. This year 12.4 percent of the 986 students enrolled in the district are identified as special education students.

ESY-Extended School Year

Each year the Special Education staff provides extended school year services for our children. Several

programs were held during the summer of 2010. There were three-week special education summer school sessions for the elementary, middle and high schools held in June. There was also an extended reading program in the elementary, a summer session in the elementary school held in July and August, and a "Get Ready" session held for two weeks in August in the middle school. A total of fifty-four students were served during these sessions.

Individuals with Disabilities Act 2004

Approximately every 7 years, the Federal government reviews, modifies and reauthorizes the laws governing special education. The reauthorization of the Individuals with Disabilities Education

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Special Education *From the previous page*

Act in 2004 (IDEA 2004) is bringing about two major changes in special education across the country: 1) Post-High School outcomes as the accountability measure for special education programs, and 2) Response to Intervention (aka RtI) model of identifying students with disabilities. Wyoming's State Department of Education has recently completed the rewriting of Chapter 7 (rules and regulations governing Special Education in Wyoming) as well as revising the entire set of Special Education forms.

Post-High School outcomes for students who received special education services as the accountability measure for districts is an interesting divergence regarding special education accountability in Federal mandates that will play out over the next few years. No Child Left Behind (NCLB) requires all students (including special education students) to be assessed on tests like the PAWS with respect to their progress towards proficiency on standards, and districts are held accountable according to these results. Graduation has also been intimately linked to proficiency on standards. IDEA 2004, on the other hand, does not concern itself with these issues. Rather the accountability focus is on what kids are doing after they leave the public school system, whether they graduate or not.

IDEA 04 has focused national attention on a practice in the **general education classroom** called Response to Intervention (RtI) as a tool for assessing and working with at-risk students. IDEA 2004 causes us to consider the use of RtI because of major changes made in the law:

- (1) "...when determining whether a child has a specific learning disability as defined in section 602, a local educational agency shall not be required to take into consideration

Disability	7/03	7/04	7/05	7/06	7/07	7/08	7/09	7/10
Autism	1	2	2	4	2	2	3	5
Brain Inj.	0	0	0	1	2	2	2	3
Emotional	2	4	2	4	7	8	7	14
Developmentally	0	0	0	0	0	0	1	1
Del. Health Imp.	2	3	4	5	8	11	20	18
Learn. Dis.	31	27	36	45	52	55	49	51
Mental Dis.	4	3	3	4	2	2	4	3
Ortho. Imp.	1	1	1	0	0	0	0	0
Speech/Lang.	25	20	22	23	32	37	30	27
Hard of Hearing	0	0	0	0	1	1	1	0
Visual Imp.	0	1	1	1	0	0	0	0
Total	66	60	71	87	106	118	117	122
Rate (%)	10.0	8.7	10.0	11.5	12.4	12.7	12.0	12.4

This chart shows the number of students in School District #1 identified in Special Education Disability Categories.

- whether a child has a severe discrepancy between achievement and intellectual ability..." [P.L. 108-446, §614(b)(6)(A) ;
- (2) "In determining whether a child has a specific learning disability, a local educational agency may use a process that determines if the child responds to scientific, research-based intervention as a part of the evaluation procedures..." [P.L. 108-446, §614(b) (6) (B)]; and
- (3) a local education agency may use up to 15 percent of its federal funding "... to develop and implement coordinated, early intervening services...for students in kindergarten through grade 12 who have not been identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment" [P.L. 108-446, §613(f) (1)].

It is believed that RtI will cause regular and special educators to work closely together in order to: (1) provide high-quality instruction/intervention that matches student needs and (2) using learning rates over time and level of performance (3) to make important educational decisions.

The RtI approach builds on two recommendations made by the President's Commission on Excellence in Special Education report, *A New Era: Revitalizing Special Education for Children and Their Families*:

- "Consider children with disabilities as general education children first...In instruction, the systems must work together to provide effective teaching."
- "Embrace a model of prevention not a model of failure. The current model guiding special education focuses on waiting for a child to fail, not on early intervention to prevent failure. Reforms must move the system toward early

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Special Education *From the previous page*

identification and swift intervention, using scientifically based instruction and teaching methods” (Commission Report, p. 9).

The Commission recommended the use of the Rtl model. The Commission’s recommendation goes on to say: “Implement models during the identification and assessment process that are based on response to intervention and progress monitoring. Use data from these processes to assess progress in children who receive special education services.” The new Special Education regulations in Wyoming provide opportunities for districts to experiment with, and develop Rtl programs, but do not mandate its use. In fact, it now appears that the use of Rtl as an identification process will not be possible for quite some time yet. This is because before it is used for identification in a District, there must be an officially adopted State policy on Rtl. Even the few districts that have chosen to experiment with Rtl in Wyoming have only done so at the elementary level.

As of 6/16/2010, the number of students referred for special education evaluations, and the number of students identified as eligible for special education as a result of this process are shown at bottom right. This data does not include those students who were referred only for articulation concerns, nor does it include students already in special education who were reevaluated.

Federal Programs Report

The Consolidated Grant is a collection of federal program funds that come to school districts annually. Each program has its own set of mandates and monitoring criteria that a district must adhere

	03-04	04-05	05-06	06-07	07-08	08-09	09-10
Title I	\$138,664	\$146,999	\$131,738	\$129,841	\$124,068	\$125,746	\$123,801
Title IIA	\$ 76,058	\$ 77,033	\$ 71,898	\$ 73,503	\$ 72,845	\$ 71,969	\$71,123
Title IID	NA	\$ 9,728	\$ 5,639	\$ 3,507	\$ 3,147	\$ 3,019	\$ 2,725
Title IV	\$ 9,553	\$ 11,164	\$ 10,361	\$ 7,817	\$ 7,181	\$ 6,464	\$ 6,879
Title V	\$ 10,112	\$ 8,531	\$ 5,188	\$ 3,131	\$ 3,437	NA	NA
Title VIB	\$103,954	\$127,753	\$131,178	\$143,298	\$157,176	\$173,544	\$199,392
Title VIB619	\$ 1,531	\$ 1,548	\$ 1,478	\$ 1,479	\$ 1,449	\$ 1,290	\$ 1,217
Perkins	\$ 15,141	\$ 15,353	NA	NA	\$ 14,362	\$ 13,436	\$ 13,160
Total	\$355,013	\$398,109	\$357,480	\$362,576	\$383,665	\$395,468	\$418,297

This table shows individual Title amounts and annual consolidated grant totals for the past eight years.

to in order to be eligible for the funds. The new allocations are nearly finalized and the grant application will soon be sent to the State Department for approval. We anticipate the District will be able to draw on these funds in October or November. The table above shows the individual Title amounts and annual consolidated grant totals for the 2003-2004 through 2010-2011 school years.

The District has a committee, made up of a broad based constituency from the community and from the District to plan for the activities funded with Federal dollars. We call this committee the District Advisory Committee (DAC), which meets four times per year. During the 2009-2010 school year, the Consolidated Grant Funds were used in the following ways:

Title I-A:

The vast majority of this federal grant (\$123,590) went towards the salaries and benefits for one full-time teacher and a full-time paraprofessional. They also had money for supplies, equipment and training. This grant allocation continues to decrease.

Title II-A, Title IID, Title IV-A:

The federal government allows small rural districts to transfer money to other federal programs within the district so as to achieve the maximum benefit from these funds for our students. These grants were utilized to support activities under Title V-A.

Title V-A:

With the transfer from Titles IIA (\$72,845), IID (\$2,806) and IV (\$6,879), this Title ended up with a
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School Year	# of students referred for Sp. Ed. Evaluation	# found eligible for Sp. Ed. Services
2003-2004	18	9
2004-2005	23	11
2005-2006	27	9
2006-2007	29	24
2007-2008	21	11
2008-2009	30	17
2009-2010	27	17

This table shows the number of students eligible for Special Education services.

Special Education *From the previous page*

total of approximately \$82,530. Of this amount, the majority went towards the provision of services for regular education at-risk students, smaller amounts went towards: the provision of Occupational Therapy and Physical Therapy to students in regular education.

Title VI-B Flow through:

This grant (\$157,176) is mostly focused on students who are in the special education program (15 percent can go towards other NCLB activities). It allowed for professional development for staff and/or parents working with special education students as well as allowing us to provide additional Speech/Language services for our students. We purchased technological devices to assist students and personnel as well as various instructional materials. We also provided mental health services for students with disabilities as well as preschool screenings and parent participation and training.

Title VI-B 619:

This \$1,449 was paid to The Learning Center to assist in the costs of conducting preschool screenings in order to identify young children with disabilities.

ARRA Grant (American Recovery and Reinvestment Act):

In addition to our regular grants, we applied for, and were granted, the additional ARRA funds.

They were awarded as follows: Title I-A \$94,321, Title VI-B \$252,868, and Title VI-B 619 \$11,057. The District will have until September 30, 2011 to encumber these funds. A primary focus for this money is to help our students with reading as per our District reading goal.

All federally supported programs and activities are available to all children, including those who are in home and/or private schools.

Curriculum Department/PowerSchool

Darlene Hartman-Hallam, Curriculum Director/Student Data Manager



“Digging deeper” best described the focus of curriculum work during the 2009-2010 school year where math and language arts committees analyzed assessments for standardization and alignment. In order to ensure fairness, consistency, and reliability, assessments were revised. With an eye on the national standard movement, we will continue the development and revision of standard-based assessments for language arts and math. This work will continue during the 2010-2011 school year as we embrace the Wyoming Department of Education’s recently adopted Common Core Standards.

Another area of focus during the 2009-2010 year was the analysis of social studies vertical alignment of units and the content of those units. The purpose of this alignment is to lessen duplication of content in order to make room for 20th century studies. Schools will continue this process during the 2010-2011 school year.

Career-technical education was a focus for middle school. Technology skill development and implementation was one area identified for school improvement at this level. A few middle school staff members developed technology units of instruction aligned to career-technical standards. These units of instruction also align with national, state, and local goals for students as they prepare to embrace secondary education

while they increase work-related skills. This program and student performance will be reviewed at the end of the 2011 school year.

Instructional Facilitators are an integral part of curriculum change, professional development, and curriculum implementation at the classroom level. These specialized individuals teach teachers how to use research-based teaching methods in the classroom with their students. A specific set of teaching methods are organized into segments of instruction called teaching cycles. Several cycles are scheduled with teachers during a school year. During the 2009-2010 school year, instructional facilitators engaged in teaching cycles that focused on the workshop model of writing and constructed response in math. Evidence of their impact is presented in student performance on PAWS and district tests.

Curriculum development is ongoing. Changes at the national level impact Wyoming schools and students. The goal in curriculum development is for the district to have a viable curriculum and assessment system in nine content areas that align with national and state standards. This system provides students with necessary skills to be successful as they engage the next level of learning. A vital part of this system is instructional support for teachers. One outcome is improved student performance which manifests itself in annual yearly progress (AYP). A final outcome is student productivity beyond the school experience.

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Technology Department Rusti Christensen, Acting Technology Director



The Technology Department has undergone some organizational changes throughout the year. Rusti Christensen, a Technology Facilitator, is the Acting Technology Director and has expertise in the phone system, Smart Boards, Document Cameras, the network and all other day to day operations of technology within the district. Technology Facilitator Robert Gates is responsible for computer hardware setup, software applications, Smart Boards, the network and PowerSchool, the Student Information System.

The Technology Department stays busy with technical support services to keep our all our technology operations throughout the district functioning. These include computer and applications support, network, phone system, PowerSchool, satellite TV, Smart Boards, Document Cameras and the surveillance cameras along with technology purchasing for the district. The Technology Department also supports BOCES with its technology needs.

Along with the day to day operations of the district the department assisted with the planning of the technology needs for the new Elementary School. There was a lot of input for the network, computers,

Smart Boards, and phones. It is very exciting to be a part of the creation of a wonderful new building.

There were several opportunities provided to staff members to support technology. Computer classes along with Microsoft Office classes were made available after school through BOCES.

We are also very pleased with the outcome of PAWS testing. There were many complications within the state that many districts were struggling with. Thank goodness with the support, patience, and hard work of our staff and students we were able to work through the problems and tested all our students on time.

Curriculum *From the previous page*

PowerSchool

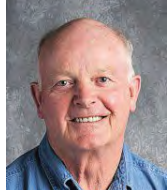
In its fourth year of implementation, PowerSchool is the student data management system used by Sublette County School District #1 staff, parents, and students. A major focus of development this year was the alignment between content area standards and courses. The Wyoming Department of Education required high schools to align courses to the Secondary School Course Classification System which caused the review and revision of courses and the course numbering system. Students benefit from this process as post-secondary institutions interpret transcripts for registration. Other customizations were updated and staff trained to maintain data accuracy in the system.



Seventh grade students spent Thursday, May 27, 2010 in a slightly larger classroom. These students spent the day at the CCC Ponds to complete Math, Science and Language Arts activities, testing water quality of the ponds, determining whether there was a size relationship between tree trunks, crowns, and roots, and using their senses to describe their surroundings.

Planning and Construction

Dennis Seipp, Construction Manager



The construction of the new elementary school has been the major emphasis of the Construction Manager's time. Layton Construction had the building closed in and heated in early November and construction continued all winter. An unusually mild and dry winter allowed a great deal of construction to continue on the exterior and the siding and rock was almost completely done by February 2010. The contractor is ahead of schedule and the building will be completed by mid July. Parking lots, sidewalks and landscaping will be complete by August 31. FF&E will arrive in July and be in place in the school by early August. Staff will be allowed in the building in mid-August to get classrooms and offices set up. A grand opening of the building is set for September 2, 2010.

The Emergency Generator project is complete and will be started up in late June. A remodel of the main server room was completed along with the generator project. The HVAC system will be replaced in the HS gym. The old system has been a maintenance problem for several years and will be in service this summer. A classroom in the MS will be remodeled for an Art room. The room will contain a kiln as well as new cabinetry, flooring and electrical upgrades. The wall coverings in the Auditorium and adjacent corridors will be replaced this summer. After serving well for over 20 years the old coverings were becoming stained and loose from the wall. The carpet in the auditorium will also be replaced this summer.

The staff housing duplex on Meadowlark Lane is complete and staff should be housed in it for the 2010-2011 year. The existing house will be sold



The new elementary school was closed in and heated in early November, 2009.

and removed from the property. The staff house on Jackson Street will be remodeled this summer. The living room/kitchen area will be rearranged to create more usable space and the upstairs will be redone for a standard bathroom and laundry room. New cabinets, flooring, doors and heating will be included.

With the elementary school moving to the new building the existing campus will be reconfigured for a 6-12 use. VCBO Architects have been hired to lead the District in developing a master plan for the future of the District. Staff and public comments have been collected and will be included in the development of the plan. Completion of the plan is hoped for in late 2010.

The Long Range Facilities Planning Committee has continued to meet and formulate plans for the future of the District. The members of the committee

are Vern Mc Adams, Jim Malkowski, Jamison Ziegler, Ken Konicek, Jocelyn Moore, Dave Lankford and Dennis Seipp. Most of the improvements and new construction has originated with this group and their vision for the future of the District.



Workers continue finishing the interior of the elementary school in February, 2010.

Maintenance Department Report



With the addition of the new Elementary School, the maintenance staff will no doubt have their hands full. We hired a new maintenance person, Clint Covill, who

we stole from the Transportation Department, (our gain, their loss). Clint is already a welcome addition to our staff of Gary Bohnet, Gary Turner, Dennis Johnson, and I'm in there somewhere. I am sure we'll be able to take care of any upcoming issues, not only in the new school, but in all the existing schools and buildings.

Most of the excess furniture from the downtown elementary school has been given away to approximately six school districts in the state. All were very happy to take it off our hands.

Seven emergency generators are big additional items for the district, and have already been in use with a three-hour power outage. As everyone saw they do not power everything in the buildings, just essential circuits such as technology, some lighting, boilers, pumps and areas needed to keep conducting business as usual and not freezing during the power outage. Monthly and annual maintenance on these generators will be an addition to ongoing schedules.

Since there will be a lot more area for snow removal during the winter months, we will be purchasing a new 1-ton truck with a snowplow and dump box. And a new John Deere tractor with a front snow blower,

Ted T. Nelson, Maintenance Director

sweeper, rotary mower and the all important heated cab.

With all the new technology in the HVAC and AC systems, lighting, keying systems, etc., we will all continue learning.

The card access system still has a few glitches. The Sargent hardware that came with the system for the doors proved to be unreliable, a costly mistake of going with low bid. We are in the process of replacing them with Von Duprin hardware. Our hope is there will be so few problems with the new system that we won't remember how to work on them.

The new football field is still a welcome sight. The areas outside of the field were sodded by the same company that applied the sod at the new elementary. The football/soccer complex we have now is second to none in the state and we should all be appreciative and proud of what we have.

The Wrangler Park (Skate Park) has a lot of use during the year. I'm sure a lot of people enjoy it. A lot of vandalism has been going on in the restrooms resulting in closing them up several times during the year for extended periods. Too bad some people don't know what they have.

A lot has happened during the year with the new school on top of daily maintenance with everything else. So far, we're still staying on top of it and plan to continue. With the boys in maintenance and the support we get from administration, this will probably be another productive and exciting year.

Transportation Department

Doug Northrup, Transportation Director



The twenty Transportation Department's employees continued to remain busy over the 2009-2010 school year while transporting our district's students safely to and from school and to activities across the state. This was most evident on weekdays with one or more of our activity buses on the road and weekends frequently having all six buses being called into service.

Six of our district's bus drivers represented our district at the 2010 Wyoming School Bus Rodeo held in Laramie, WY. The Rodeo is a competition to give drivers from across the state the opportunity to demonstrate their knowledge base and driving skills. Twenty-eight competitors were given written and over the road tests from which they received scores. I'm proud to report that Clint Covill, one of Sublette County School District #1's bus drivers received 1st place in the competition. Clint's combined written and road test scores were higher than any of the other competitors state wide. Clint's performance reflects his dedication to his job as well as the level of training that our bus drivers receive. It's always been the Transportation Department's goal to keep our drivers current with the latest methods available for performing their jobs at the highest level. Clint's achievement is proof positive that we're striving to be the best in the state!



Transportation Director Doug Northrup, Transportation Assistant Jeanette Sanborn, and a few of the bus drivers take time out of their busy schedules for a group photo.

Food Service

Gail Wilkerson, Food Service Manager



Sublette County School District # 1's Nutrition Team served over 138,000 healthy meals to our students in grades K-12 during the course of the 2009-2010 school year. Each day approximately 10 percent

of our students chose the Grab 'n' Go breakfasts. At lunch time students were empowered daily to make healthy choices from the self-serve "Health Bar." Additionally our Nutrition Team invests in the health and well being of our children through many school programs, occasional sack lunches and in-district catering opportunities.

The continuation of the Fresh Fruits and Vegetable Program throughout this year has been highly successful. Each morning a fresh fruit or fresh vegetable was delivered to every elementary classroom. The program gave all elementary students the opportunity to experience healthful produce choices that they may not have had opportunity to be exposed to. Extremely positive feedback has been received from students and teachers as well as parents. We are grateful for this federal grant made available through the Wyoming Department of Education.

The district Wellness Policy helps to insure that vending machines and student fundraisers are moving toward more healthful offerings. Families are encouraged to bring healthful snacks for school celebrations and to look for alternatives to food rewards in and out of the classroom. In addition, families are encouraged to model healthful eating habits at home. We desire to empower students to have fun while building strong minds and bodies for their future!

Meals continued to be successfully transported daily to the middle school with this year bringing new challenges and opportunities to grow. Families may access their lunch balances by visiting our school website at www.pinedaleschools.org. Click on the Parent Viewer link, log on with your personal ID and pin number, and then click the green \$ sign.

Our school board chose to maintain the low price of school meals at \$.50 for breakfast and \$1.00 for lunch for the 2009-2010 school year. We appreciate this economic move for families during a suffering economy. The board's supportive decision helps to insure broader access to healthy school

meals for students who might not qualify for free or reduced price meals. The free and reduced price lunch program is available all year long to families with qualifying incomes.

Our Nutrition Service Team remains committed to providing a winning combination of excellence in customer service and efficient service of quality, "health-full" meals at a great price. We love serving the patrons of this district and invite you to join your student for lunch any time. We ask that you please call the nutrition office at 367-2447 before 8:30 to give us adequate time to prepare for additional customers.



Elementary students are enjoying vegetables from the Fresh Fruit and Vegetable Program.

PAWS Cohort Comparison, November 2011

Percent Proficient and
Percent Not Proficient

Darlene Hartman-Hallam,
Curriculum Director/Student Data Manager



Maggie Hudlow (left) and Emily David (right) receive their Senior Division Best of Fair awards, as well as several other awards, at the 2009 Wyoming State Science Fair on March 10. The pair went on to represent the state of Wyoming at the ISEF Fair in Reno, Nevada.

Grade/Class		Year	Year	Year	Year	Year	Year
3 rd Grade 09-10		2009-10	10-11	11-12	12-13	13-14	14-15
Class of 2019		(3 rd)	(4 th)	(5 th)	(6 th)	(7 th)	(8 th)
Math	% Prof	82					
	% N Prof	18					
Reading	% Prof	60					
	% N Prof	40					
Writing	% Prof	89					
	% N Prof	11					
Science	% Prof						
	% N Prof						

A new group of students engaged the PAWS assessment.

Grade/Class		Year	Year	Year	Year	Year	Year
3 rd Grade 08-09		2008-09	09-10	10-11	11-12	12-13	13-14
Class of 2018		(3 rd)	(4 th)	(5 th)	(6 th)	(7 th)	(8 th)
Math	% Prof	95	94				
	% N Prof	5	6				
Reading	% Prof	65	83				
	% N Prof	35	17				
Writing	% Prof	74	84				
	% N Prof	26	16				
Science	% Prof		60				
	% N Prof		40				

Math proficiency decreased by 1%. Reading proficiency increased 18%.
Writing proficiency increased 10%.

Grade/Class		Year	Year	Year	Year	Year	Year
3 rd Grade 07-08		2007-08	08-09	09-10	10-11	11-12	12-13
Class of 2017		(3 rd)	(4 th)	(5 th)	(6 th)	(7 th)	(8 th)
Math	% Prof	90	75	60			
	% N Prof	10	25	40			
Reading	% Prof	57	58	43			
	% N Prof	43	42	57			
Writing	% Prof	27	43	81			
	% N Prof	73	57	19			
Science	% Prof		40				
	% N Prof		60				

Math proficiency decreased by 15%. Reading proficiency decreased by 15%.
Writing proficiency increased by 38%.

Continued on the next page

PAWS *From the previous page*

Grade/Class		Year	Year	Year	Year	Year	Year
3 rd Grade 06-07		2006-07	07-08	08-09	09-10	10-11	11-12
Class of 2016		(3 rd)	(4 th)	(5 th)	(6 th)	(7 th)	(8 th)
Math	% Prof	93	77	71	84		
	% N Prof	7	23	29	16		
Reading	% Prof	77	71	76	85		
	% N Prof	23	29	24	15		
Writing	% Prof	84	55	71	92		
	% N Prof	16	45	29	8		
Science	% Prof		48				
	% N Prof		49				

Math proficiency increased by 13%. Reading proficiency increased by 9%.
Writing proficiency increased by 21%.

Grade/Class		Year	Year	Year	Year	Year
6 th Grade 06-07		2005-06	06-07	07-08	08-09	11-12
Class of 2013		(5 th)	(6 th)	(7 th)	(8 th)	(11 th)
Math	% Prof	63	84	82	77	
	% N Prof	37	16	18	23	
Reading	% Prof	65	80	72	67	
	% N Prof	35	20	28	33	
Writing	% Prof	26	73	41	64	
	% N Prof	74	27	59	36	
Science	% Prof				60	
	% N Prof				40	

Math proficiency decreased by 5%. Reading proficiency decreased by 5%.
Writing proficiency increased by 23%.

Grade/Class		Year	Year	Year	Year	Year	Year
4 th Grade 06-07		2005-06	06-07	07-08	08-09	09-10	10-11
Class of 2015		(3 rd)	(4 th)	(5 th)	(6 th)	(7 th)	(8 th)
Math	% Prof	68	85	69	80	84	
	% N Prof	32	15	31	20	16	
Reading	% Prof	55	69	77	71	48	
	% N Prof	45	32	23	29	52	
Writing	% Prof	42	68	48	53	72	
	% N Prof	58	32	52	47	28	
Science	% Prof						
	% N Prof						

Math proficiency increased by 4%. Reading proficiency decreased by 23%.
Writing proficiency increased by 19%.

Grade/Class		Year	Year	Year	Year
7 th Grade 06-07		2005-06	06-07	07-08	10-11
Class of 2012		(6 th)	(7 th)	(8 th)	(11 th)
Math	% Prof	68	73	71	
	% N Prof	32	27	29	
Reading	% Prof	76	80	76	
	% N Prof	24	19	24	
Writing	% Prof	36	60	56	
	% N Prof	64	40	44	
Science	% Prof			54	
	% N Prof			45	

PAWS is not engaged by these students until the 2010-2011 school year.

Grade/Class		Year	Year	Year	Year	Year
5 th Grade 06-07		2005-06	06-07	07-08	08-09	09-10
Class of 2014		(4 th)	(5 th)	(6 th)	(7 th)	(8 th)
Math	% Prof	85	85	78	80	81
	% N Prof	15	15	22	20	19
Reading	% Prof	82	74	81	71	72
	% N Prof	18	27	19	29	28
Writing	% Prof	74	52	72	75	91
	% N Prof	26	48	28	25	9
Science	% Prof					60
	% N Prof					40

Math proficiency increased by 1%. Reading proficiency increased by 1%.
Writing proficiency increased by 16%.

Grade/Class		Year	Year	Year
8 th Grade 06-07		2005-06	06-07	09-10
Class of 2011		(7 th)	(8 th)	(11 th)
Math	% Prof	69	72	49
	% N Prof	31	28	51
Reading	% Prof	77	70	51
	% N Prof	23	29	49
Writing	% Prof	52	74	78
	% N Prof	48	26	22
Science	% Prof			37
	% N Prof			63

Math proficiency decreased by 23%. Reading proficiency decreased by 19%.
Writing proficiency increased by 4%.



College Readiness Letter for:
PINEDALE HIGH SCHOOL

June 29, 2010
 Code: 510335

PRINCIPAL
 PINEDALE HIGH SCHOOL
 PO BOX 549
 PINEDALE, WY 82941



011061110

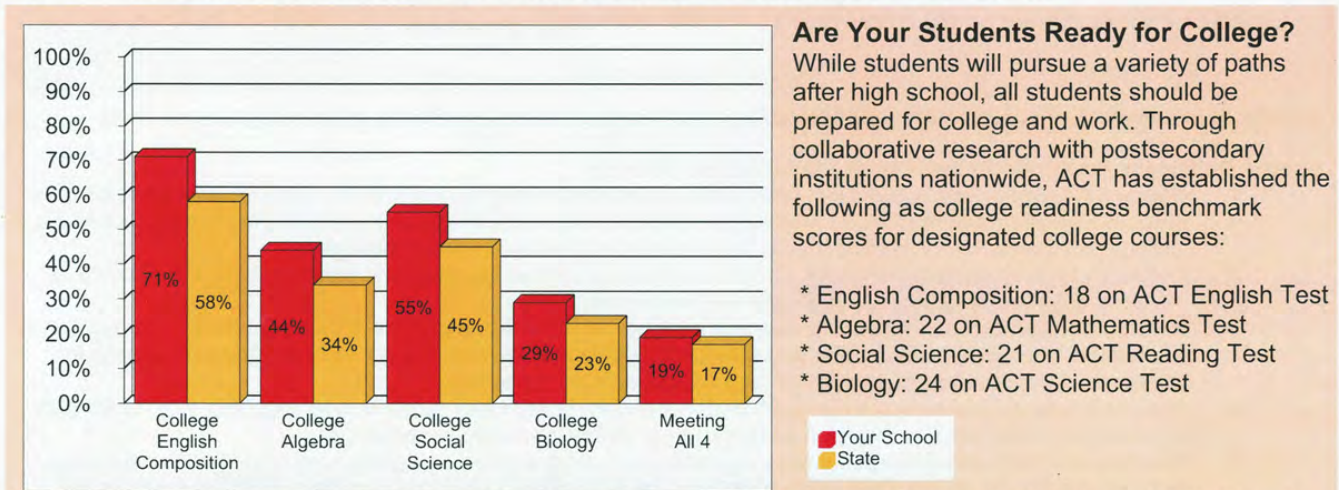
This report reflects the achievement of your graduates on the ACT over time and an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science designed to measure the skills needed for success in first year college coursework. Table 1 shows the five-year trend of your ACT-tested graduates. From this table you can determine:

- Changes in the number and percentage of participants
- Score changes in subject areas and the ACT composite
- How your graduates compare with state averages

Table 1: Five Year Trends - Average ACT Scores

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State	School	State
2006	44	3,871	21.7	20.7	20.9	21.0	23.0	22.4	22.4	21.7	22.1	21.6
2007	47	4,115	21.7	20.7	21.1	21.1	22.4	22.2	22.3	21.4	22.0	21.5
2008	62	4,361	20.3	20.1	19.5	20.8	21.8	21.8	20.5	21.0	20.7	21.1
2009	58	5,530	19.6	18.9	20.1	19.8	21.1	20.4	20.2	20.2	20.4	20.0
2010	62	5,533	20.4	19.0	20.3	19.8	21.6	20.4	20.2	20.1	20.8	20.0

Figure 1. Percent of ACT-Tested Students Ready for College-Level Coursework



Are Your Students Ready for College?
 While students will pursue a variety of paths after high school, all students should be prepared for college and work. Through collaborative research with postsecondary institutions nationwide, ACT has established the following as college readiness benchmark scores for designated college courses:

- * English Composition: 18 on ACT English Test
- * Algebra: 22 on ACT Mathematics Test
- * Social Science: 21 on ACT Reading Test
- * Biology: 24 on ACT Science Test

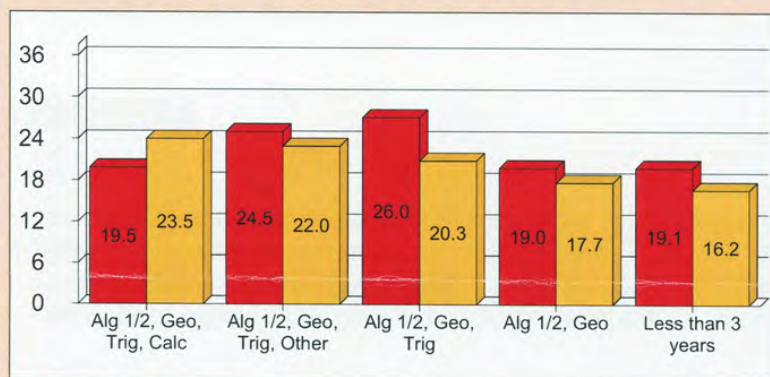
A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

A District College Readiness Letter has been sent to the Superintendent of the district.

College Readiness Letter for:
PINEDALE HIGH SCHOOL

ACT Research has shown that it is the rigor of coursework - rather than simply the number of core courses - that has the greatest impact on ACT performance and college readiness. Figures 2 and 3 report the value added by increasingly rigorous coursework in mathematics and science respectively.

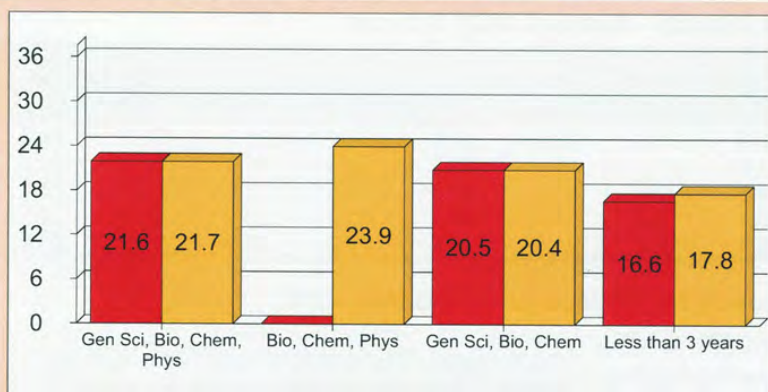
Figure 2. Average ACT Mathematics Scores by Course Sequence



Value Added by Mathematics Courses

Students who take a minimum of Algebra 1, Algebra 2, and Geometry typically achieve higher ACT Mathematics scores than students who take less than three years of mathematics. In addition, students who take more advanced mathematics courses substantially increase their ACT Mathematics score.

Figure 3. Average ACT Science Scores by Course Sequence



Value Added by Science Courses

Students taking Biology and Chemistry in combination with Physics typically achieve higher ACT Science scores than students taking less than three years of science courses.

In order to ensure that all students are ready for college and work, an overview of vital action steps is provided.

College Readiness for All: An Action Plan for Schools and Districts

- 1. Create a Common Focus.** Establish collaborative partnerships with local and state postsecondary institutions to come to a shared understanding of what students need to know for college and workplace readiness. Use ACT's College Readiness Standards and the ACT as a common language to define readiness.
- 2. Establish High Expectations for All.** Create a school culture that identifies and communicates the need for all students to meet or exceed College Readiness Benchmark Scores.
- 3. Require a Rigorous Curriculum.** Review and evaluate the rigor and alignment of courses offered and required in your school in English, mathematics, and science to ensure that the foundational skills leading to readiness for college-level work are taught, reaffirmed, and articulated across courses.
- 4. Provide Student Counseling.** Engage all students in early college and career awareness, help them to set high aspirations, and ensure that they plan a rigorous high school coursework program.
- 5. Measure and Evaluate Progress.** Monitor and measure every student's progress early and often using college readiness assessments like EXPLORE, PLAN and the ACT. Make timely interventions with those students who are not making adequate progress in meeting college readiness standards.

To learn more about these recommended action steps and ACT programs that will help improve college readiness for your students, contact your ACT Regional Director at 303-337-3273 or email denver@act.org.

Principal's Report from the High School

Dr. Barbara Leiseth, High School Principal



The Pinedale High School administration, teachers, staff, students, and parents work together to support a “we expect success,” school culture. This is documented by our new mission statement: PHS Striving for Success, which was created by collaborative efforts of the shareholders. PHS teachers use professional learning communities and collaboration time productively to focus on teaching and learning. We work to track student progress data at the student, classroom, and school level to inform adjustments to instruction.

This year progress has been made toward planned interventions for those students who are not achieving at their grade levels. We are also researching strategies to help move proficient and advanced students to higher levels. We have increased our advisor/advisee time and will teach thinking strategies that will be applied in all classes. Staff Professional Development will support increasing student engagement.

NCA Progress and Goals

In November 2009, Pinedale High School was reviewed for national accreditation. The Quality Assurance Review Team from AdvancEd conducted a detailed internal and external review to measure our progress on the seven standards for quality schools. PHS received full accreditation through June of 2015 from the North Central Association Commission on Accreditation and School Improvement. As a result of the review and NCA recommendations, PHS is focusing school improvement efforts on improving reading, tracking student

intervention and assessment data to guide instruction, and to increase stakeholder involvement.

Counselor's Corner

The Pinedale High School's Guidance Counselor's office delivers a comprehensive school counseling program encouraging all students' academic, career and personal/social development, and helps all students to maximize their achievement. Mr. Jenkins conducted parent/student meetings for incoming freshmen, freshmen, sophomores, juniors, and seniors to instruct and guide students regarding scheduling, scholarships, other financial planning, college planning, resumes, etc. The seniors attended “Planning Days” in Big Piney. They were able to talk to representatives of many colleges, universities, and military personnel to acquire information for post-graduation planning. Many outside organizations presented to our students throughout the year, such as college representatives, military personnel, city officials (providing students with summer internships), and professional counselors.

The counselor's office organized an “alcohol free” post basketball party for all of our students consisting of karaoke, badminton, basketball, video games, board games, and food. Mr. Jenkins coordinated and directed our SSR/Advisory program with all our teachers. Many assessments were given including ACT's, SAT'S, ASVAB, PSAT, PAWS, MAP, GRE, AP Exams, and LSAT.



Hadley, Christina and Brielle perform their *Fahrenheit 451* projects in Ms. Schouboe's English class.

Hathaway Scholarship

Hathaway scholarships are designed to provide an incentive for Wyoming students to prepare for and pursue postsecondary education within the State of Wyoming. The program consists of four separate merit scholarships, each with specific eligibility requirements, and a need-based scholarship for eligible students which supplement the merit awards. Please visit the Wyoming Department of Education web site, <http://www.k12.wy.us>, for complete and up to date information on the scholarship opportunity. Please feel free to ask questions or obtain help regarding this opportunity by contacting Scott Jenkins, high school guidance counselor.

Continued on the next page

Report from the High School *From the previous page*

Student Council

The Pinedale High School Student Council worked to improve their organizational structure and take a more active role in their school, state, and community. They attended the Wyoming Association of Student Council's two day state convention in Casper in November. They learned valuable life lessons from keynote speakers, assisted in community service projects to benefit the Make-A-Wish Foundation, voted on platforms to be supported by student councils across the state, and came back to our school with great ideas for improving school spirit. This year one of their major goals was to increase interactions amongst all schools. They hosted a district wide talent show, which included over 40 performers who showcased their amazing talents for the community. We hope to continue this show each year. The student council raised funds for the McKenzie Meningitis Foundation in support of our teacher, Ken Hartwig and his wife, Laurie who have founded the amazing charity.

High School Visual Arts Program

The Pinedale Fine Arts Council sponsored artist-in-residence Steve Schrepferman from Cody, Wyoming. He spent a week working with the high school Ceramics and Advanced Art classes incorporating wheel throwing techniques with textural elements and mixed media materials. Students constructed a composition of wheel thrown shapes, altering forms, and adding textures. Mr. Schrepferman returned in March to introduce glazing techniques and involve students in compositional analysis and critiques.

The Pinedale Fine Arts Council hosted a student show and reception May 27th to showcase



Kelsi Sluyter applies glaze to her ceramic sculpture during a workshop with Cody artist Steve Schrepferman.

the completed art works. Kelsi Sluyter won the Pinedale Fine Arts Council sponsored Millennium Arts Award. Her cast aluminum sculpture of a backpack will be added to the large public arts work in front of the high school.

Congratulations to the following students who received blue ribbon recognition for the art work they exhibited at the 2010 Wyoming High

School State Art Symposium: Amber Schultz, Jessica Stead (2), Paden Fairbanks, Laney Johnston (2), Amy David, Chase Carson, Lisanne Fear, Emily Johnston (2), Elisa Lowham (2), Lizzy Cooney and Kelsi Sluyter. The work was exhibited in the auditorium lobby the first two weeks in May.

Pinedale High School FFA

The annual Back-To-School BBQ and Greenhand Lock-in were hosted by 53 community members for 36 FFA members. Three Pinedale FFA members: Emily Johnston, Paden Fairbanks and Thomas Shaffer qualified for National FFA's Agriscience Competition at the Wyoming State Fair. They traveled to Indianapolis where Emily and Thomas received a Gold Emblem, and Paden received a Bronze Emblem. Eight members traveled to Laramie to participate in the Cowboy Classic Workshop/Judging Contests.

FFA members hosted Friday Night Tailgate suppers at the home football and basketball games. They competed at numerous judging competitions.

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Rex Hamner teaching students the proper use of tools.

Report from the High School *From the previous page*



State Championship Laney Johnston, Slalom.



2009-2010 Basketball Region Champs.



State Championship Kenny Reed, Shot Put.

Pinedale FFA had one State FFA degree recipient this year in Liz Shaffer. We also have three American Degree recipients in Jake James, Luke Egle and Zach Egle. The club members facilitated monthly meetings and activities and were able to build numerous projects for community individuals.

SSR/Advisory

Students report to an assigned teacher/advisor daily to personalize their school experience. Within the 25 minute time slot, students participate in Sustained Silent Reading and advisor/advisee activities. The teachers advised students about academic decisions, monitor their achievement, foster communication between home, school, and the community, and help to prepare students for life transitions including career development and post-secondary opportunities.

Parental Involvement

The sixteen-member Parent Advisory Committee met every first Tuesday of each month throughout the school year. They worked closely with the principals to discuss school issues, review current programs, and plan for future programs. They were instrumental in the updates for the new Student Handbook. The group provided lunch for the high school staff during National Teacher Appreciation Week and provided supper during parent/teacher conferences in the spring.

School Activities

2009-2010 activity highlights include a Boys Conference Championship in 3A Basketball as well as State Runners-Up in Girl's Alpine Ski, 3rd place state finishes in both Boys Basketball and Boys Swimming & Diving. Pinedale High School

celebrated five individual State Championship performances that include Amy David – Highest Point Total Girls Alpine Ski, Jayne Thompson – Giant Slalom, Laney Johnston – Slalom, Drew Pflughoft – 50 M. Freestyle Swim, Kit Pflughoft - 100 M. Backstroke Swim and Kenny Reed – Shot Put.

Pinedale High School offers a wide variety of opportunities for students in the area of activities. For the 2009-2010 school year, approximately 75% of our students participated in one or more activities. Pinedale High School is a member of the 3A West Athletic Conference and offers interscholastic programs that include: football, volleyball, golf, swimming, basketball, Alpine and Nordic ski, wrestling, track and soccer. Pinedale High School also offers opportunities in Band, Chorus, Art, Drama, FFA, Student Council, SADD and National Honor Society.

Continued on the next page

Report from the High School *From the previous page*

The induction of 18 new members in the National Honor Society took place on Monday, May 3rd in the auditorium. The total number of students in the Pinedale High School Chapter is now twenty five. Students will maintain at 3.6 GPA and uphold the bylaws which are based on: service, leadership, and character. Students also complete a minimum of ten hours of community service each year. Some projects members were involved in includes Big Brothers/Big Sisters, election judging, food basket volunteering, timers for swim meets, community cleanup, helping out the elderly with home projects, book donations, and reading to younger students.

NHS financially supports the end-of-the-year Lagoon trip and completed several service projects such as Trick-or-Treating for the food basket, delivering Christmas stockings for Sublette Center residents, and weekly recycling for the district. The students volunteered their time to tutor in the Elementary school and also helped high school students with their classes.

After School Tutoring

This year Pinedale High School continued to provide academic assistance to all students after school. The tutoring program offers students one-on-one instruction through the efforts of dedicated paraprofessionals, National Honor Society students, and volunteer community members.

Class of 2010 Commencement

The Pinedale High School Class of 2010 commencement ceremony took place on Friday, May 28, 2010. The program opened with Devin Call, Senior Class President, welcoming attendees. Kristin



The PHS Graduation All Night Party was held May 28, 2010.

Corwin, Valedictorian, and Jordanne Steege, Salutatorian followed with their respective addresses to the candidates, their families, and the community.

Scholarships were awarded by Pinedale High School Principal Dr. Barbara Leiseth. Then Superintendent Vern McAdams introduced the guest speaker, Mr. Dave Boon. There were musical presentations by the Pinedale High School Concert Band directed by R. Craig Sheppard and the High School Concert Choir directed by Mrs. Gena Anderson and accompanied by Lynda Silvey.

A slide show of graduates was provided by Jenifer Proud. The honor escorts were junior

students Mariah Strike and Jo'Lee Springman. Devin Call presented the graduates and School Board Chairman Jim Malkowski awarded the diplomas. There were 63 graduates.

The senior class officers were President Devin Call, Vice President Paden Fairbank, and Secretary/Treasurer Preslie Vavold.

- Motto: "Forget the sky; we have no limits"
- Class Flower: Snapdragon
- Class Colors: Green, Orange, and White
- Class Song: "If Today Was Your Last Day," by Nickelback

Principal's Report from the Middle School

Kevan Kennington, Middle School Principal



Enrollment

Pinedale Middle School began the 2009-2010 school year with an enrollment of 285 students and ended the year with 282 students. We continue to have high transitions. Since the first day of school we had 55 students move into our school and 58 students move out of our school. For the school year we had three sections of 8th graders, five sections of 7th graders and four sections of 5th and 6th graders.

NCA – Accreditation

This year we went through the accreditation process, with North Central Association Commission performing the accreditation. The purpose of the accreditation is to:

1. Evaluate the school's adherence to the Advanced Quality Standards.
2. Assess the efficacy of the schools improvement process and methods for quality assurance.
3. Identify commendations and recommendations to improve the school.
4. Make an accreditation recommendation for review by the Advanced Accreditation Commission.

The team evaluated our school in seven areas listed below along with their grading.

- Vision and Purpose – Highly Functional
- Governance & Leadership – Operational
- Teaching and Learning – Operational
- Documenting and Using Results – Operational



Middle School Honor Roll students were rewarded with an ice cream party.

- Resource and support system – Highly Functional
- Stakeholders Communication – Highly Functional
- Commitment to Continuous Improvement – Operational

Pinedale Middle School received a passing grade in all seven areas. The team also provides us with commendations and recommendations.

Commendations

- The leadership, faculty and staff are to be commended for the strong emphasis placed on activities to address social and emotional needs as well as academic basic skills.
- Adequate professional development is provided for all staff to address needs identified

through school improvement process.

- For the use of the Professional Learning Communities process for program development and improvement.

Recommendations

- Develop and implement a plan to integrate more exploratory and enrichment opportunities for students into the curriculum.
- Explore and implement methods of integrating exploratory career offering and experience into the curriculum for 7th and 8th grade students.

• Embed critical communication skills, including word processing skills, across the curriculum to enable students to communicate more effectively to meet present academic expectations and enhance readiness for post secondary education and careers.

Continued on the next page



Parents watch as students participate in the Academic Bowl.

Report from the Middle School *From the previous page*



Staff and students look on as the final contestants of the 7th and 8th Grade Pie Eating Contest chow down. The winning student was Robert Wilson and the winning teacher was Mr. Makelky.

We have already implemented more exploratory and enrichment classes into our schedule for next year. We have also added a career vocational and technology class to our schedule for the 2010-2011 school year for all 6th- 8th grade students. We will continue to look for ways to give our students more exploratory career opportunities in the future.

Student Activities

Our Middle School students have a wide array of student activities they can participate in.

Extra Curriculum Activities

We have a large percent of our student body involved in extra curriculum activities. In order for a student to participate in these activities they have to be in good standing academically and behaviorally.

The available extra curriculum activities are: Football; Volleyball; Boys Basketball; Girls Basketball; Wrestling; Track; Girls Swimming; and Boys Swimming.

Champions, Olweus, and Red Ribbon Week

Pinedale Middle School celebrated Red Ribbon Week (October 26-30) with the following themes and activities:

Fifth and sixth grade students decorated doors with the "Digging Life Drug and Bully Free" theme. Winning doors were judged by Champions members on Monday. Tuesday, students heard from Steve and Debbie Allen about the deathly consequences of binge drinking. On Wednesday, students received small stuffed colts during their base camps. The colts were utilized as a symbol of our unity in our efforts to achieve a bully free school. Students were allowed

to wear their Halloween costumes on Friday during an end of the day parade.

Seventh and eighth grade students enjoyed a week of "Mission Possible: a Drug and Bully Free School." On Monday, these students learned about Friday's Mission Impossible base camp competition. They also heard the Dig Life Presentation on Tuesday. On Wednesday students received white metal water bottles emblazoned with a green colt. Again, the colt serves as a symbol of our solidarity in our efforts to make healthy choices both individually and as a whole school. Friday culminated in the Mission Impossible base camp competition.

Key Camp

Casper College KEY Camp continues to be popular among Pinedale Middle School students. Thirty-seven of our students submitted successful applications for acceptance into the summer camp for gifted and talented students. Our thanks go to BOCES who funded \$575 of the \$600 camp fee.

EXPLORE and the Hathaway Scholarships

All 8th grade students sat for the EXPLORE test this fall (as required and funded by the Wyoming State Legislature). The EXPLORE test is an ACT test product based upon an 8th grade curriculum. Students received their scores during a week of activities this spring along with information about Hathaway Scholarship opportunities. One of our students received a perfect score on the EXPLORE test.

Book Clubs

We have a number of book clubs at Pinedale Middle School. Mrs. Bell and Mrs. Hutta have

Continued on the next page

Report from the Middle School *From the previous page*

organized these clubs and they also direct the clubs throughout the year. The main purpose of these clubs is to promote student reading. This is done in a number of ways such as:

- Meeting at lunch time and sharing what they have read.
- Selecting books that they are interested in reading.
- Many books are given away through these clubs.
- These clubs have been very important to students who do not participate in other activities. It creates a sense of belonging.
- The clubs help the students to build their own library of books.
- Celebrations are also planned and carried out in these clubs, for the students' accomplishments.

Math Counts

Math Counts had an amazing year competing against the other middle schools in the Southwest District as well as the state. Pinedale Middle School hosted one of the four competitions which were held in the Southwest District. Mrs. Christy Zakotnik served as our coach.

At the state competition, a first happened for Pinedale Middle School; Mark Fenn qualified to be on Team Wyoming. Mark and Mrs. Zakotnik had the privilege to go to Florida as part of Team Wyoming and Compete against 57 other teams.

Science Fair

Pinedale Middle school held its local science fair this past December. Over 100 students presented projects that they had been working on for over ten weeks.

Judges were local teachers, scientists and members of the community who graciously volunteered their time to help guide this student.

Sixty-eight students went on to the Regional Science Fair competition held at Western Wyoming Community College in Rock Springs. Students were able to tour the campus, and listen to Professors in addition to presenting their projects.

Thirty-eight students, who won at the regional level, spent March 7 - 9 in Laramie to compete at State Science Fair. While there, they were judged by a panel of more than 100 judges from UW and other organizations who evaluated projects based on scientific thought/engineering goals, creative ability, thoroughness, skill and clarity. The students were also able to attend a planetarium show, visit campus museums, and attend an awards banquet where they listened to UW professors and had a chance to socialize with students from the over twenty schools that were in attendance. Mrs. Hudlow and Mrs. Orzel have done a wonderful job directing this outstanding endeavor.

Student Behavior, WDE 630, 631

Pinedale Middle School staff and students value a safe environment. The adults believe in early intervention of social conflicts as students evolve from children into young adults. This past year we started a new way to track behavior problems called a "Whoa Report." During the 2009-2010 school year, there were 37 altercations, one of which involved alcohol, none involved tobacco, and one involved a weapon. Our goal is to decrease these numbers with the use of prompt corrective actions.



Mrs. Zakotnik congratulates Mark Fenn, Regional Math Counts Champion, and presents him a plaque at the monthly School Board Meeting April 8, 2010.



Talyn Hutta won 1st Place and Best Project in Fair at the Regional Science Fair in Rock Springs, Wyoming. Talyn was awarded a full-tuition scholarship to WWCC.

Principal's Report from the Elementary School

Greg Legerski, Elementary School Principal



Enrollment

Pinedale Elementary School began the 2009 – 2010 school year with an enrollment of 385 students and ended the year with 395 students. We continued to have a number of students transition in and out of the school. Since the first day of school we had 36 students move away and we registered 46 new students. This year we had four sections of classes at each grade level. Bondurant's school year began with six students and ended with the same six students; one kindergartener, one first grade student, two second graders, and two third graders.

NCA Progress and Goals

This year the faculty and staff at Pinedale Elementary School prepared for our NCA CASI Quality Assurance Review On November 10th and 11th. The Quality Assurance Review is one of the most powerful aspects of the NCA accreditation process, and the end result provided the school with insight and feedback that will guide future school improvement efforts.

In January we received the completed Report of the Quality Assurance Review Team, and found within this report were the Quality Assurance Review Team's commendations and recommendations for Pinedale Elementary School. The commendations we received were for the high level of sincere respect among all stakeholders, for our gifted and talented (PEAK) program, and for the implementation of our Learning Everything Absolutely Possible (LEAP) intervention/enrichment program. Two recommendations were made for improvement. The first asked for us to maintain and



Young students celebrate their 100th day of Kindergarten. The day's activities included making necklaces with 100 Fruit Loops, measuring 100 steps from their classroom, and counting 100 items that they brought from home, such as Cheerios, pennies, or toothpicks.

monitor our commitment to continuous improvement by prioritizing areas of focus. The second asked us to analyze the school's technology needs and their impact on instruction through the timely and adequate maintenance of our systems.

In addition to the commendations and recommendations, we were evaluated on the seven standards for accreditation. Pinedale Elementary School was rated as Highly Functional for all standards but one. We received a score of Operational for the

Teaching and Learning standard. We will continue to focus on our strengths, address the recommendations, and continue our efforts to improve student performance and school effectiveness.

This year Pinedale Elementary School made minor adjustments to our two school improvement goals:

- All students will improve in reading comprehension.

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Report from the Elementary School *From the previous page*

- All students will improve their problem solving skills across all mathematical content areas.

The changes reflect our ongoing efforts to implement Professional Learning Communities. Each plan focuses on the use of formative assessments to inform instruction and requires each grade level team to use this information to monitor individual student progress. Quality intervention and enrichment activities are provided based upon each child's needs. Additional processes have been put in place for targeting and serving our students who are at risk.



First grade students make drawings on a trip to a local ranch.

DIBELS Testing

In addition to the PAWS and the NWEA MAP assessment, Pinedale Elementary School used the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) as a school wide assessment. DIBELS is a set of standardized, individually administered measures of early literacy development. The main focus of the DIBELS assessment is on the five major ideas of literacy: Phonological Awareness, Alphabetic Principle, Vocabulary, Comprehension, and Fluency with Connected Text. Each test is administered in a short timeframe and is an indicator of those students who may have reading difficulties. The assessment is also used to closely monitor progress towards meeting the reading standards. We continued to see positive academic growth throughout the year.

After School Tutoring

This year Pinedale Elementary School offered students additional academic assistance through our after school tutoring program. This dynamic program, coordinated by Kim Rinker, continued to provide our students with quality instruction through the efforts of many dedicated community members, high school students, and our paraprofessionals.

Student Activities

The students of Pinedale Elementary School were involved in many activities this year. Some of these activities included I Love to Read Month, Red Ribbon Week, the elementary DARE program, Books

for Fun, and many other BOCES and PFAC sponsored activities. Additionally, all students displayed art work in the spring art show, and our music department and classroom teachers organized three Christmas Programs: one for kindergarten, one for second grade, and one for fourth grade. The first and third grades performed two musical shows for parents and community members in the spring.

The Physical Education program continued to integrate a variety of life activities into its curriculum. All students received swimming lessons, and during the winter our fourth graders received cross country skiing instruction. Jump Rope for Heart and Dancing Across the Curriculum were also a part of the P.E. curriculum.

Students extended their learning by attending PFAC presentations and going on field trips that further enriched their science and social studies curricula. Some of these included kindergarten and first grade trips to local ranches. The second graders went to the Dinosaur Museum in Rock Springs while the third graders visited businesses and government facilities within the community. The fourth graders traveled to Fort Bridger, South Pass City, The Mountain Man Museum, and the Green River Valley Museum.

The students who attend school in Bondurant enjoyed their own field trip to Granite Hot Springs, cross country skiing from their backdoor, and participating in the community Christmas program.

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Report from the Elementary School *From the previous page*

Additional extended learning opportunities included field trips to the National Elk Refuge in Jackson, the Painted Sage Farm, and the Jackson Fork Ranch.

Gifted and Talented Program

Pinedale Elementary School's PEAK program for gifted students was initiated in 1982 for qualifying third through fifth grade students and has been ongoing since then. PEAK is a pullout program that occurs during our intervention and enrichment periods and is taught throughout the school year in order to develop higher level thinking strategies necessary for creative problem solving.

This year the PEAK dinner and program was held during the first week of March. Students presented stories they wrote to family and community members. Bill and Sherri Kellen had these projects published in a book titled *Mysteries* that was given to each student in May. The fourth grade PEAK students also went to Teton Science School for two days in May to participate in a residential naturalistic problem-solving class.

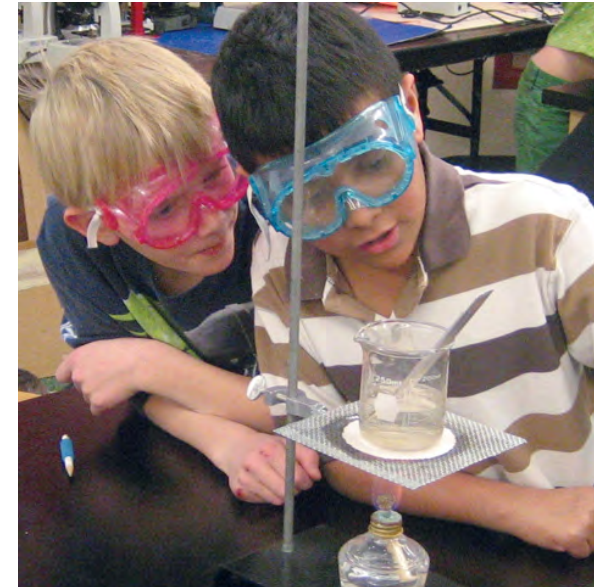
Elementary Science

The elementary science program has been in place since 1987, with a mission to provide upper elementary students with a sequence of science units based on hands-on, active learning across multiple strands of science. To meet this mission,



Tiffany Biffle's second grade class learns about dinosaur fossils.

the curriculum for third and fourth grades has been developed to build upon the science programs in the primary grades and to contribute to the curriculum taught in fifth through twelfth grade. During this past school year all third and fourth grade students participated in the elementary science program. These students came to the elementary science lab in their classroom groups twice a week for 50 – 55 minutes per session. Students worked in cooperative groups to complete a series of experiments and activities in biology, chemistry, physics, ecology, and geology/earth sciences. The scientific method is emphasized, with a focus on guided experiments, communication of results, and applications to the students' everyday lives.



Third graders working on a science project watch the temperature change as they heat a liquid.

Parental Involvement

Pinedale Elementary School has several fully integrated organizations and procedures that effectively create opportunities to provide information to and elicit feedback from stakeholders. Our Parents and Teachers for Children (PTC) held several events throughout the school year and supported students by contributing their time and money to worthwhile student events and activities. Additionally, Pinedale Elementary School's Parent Advisory Committee met monthly with the principal and provided support and input towards the programs and services offered at the school. Finally, our Title I parent's group met in the spring to review the current program and made recommendations for future programs.

Summer School & Reading Readiness Camp 2010

Darlene Hartman-Hallam, Curriculum Director/Student Data Manager



Summer school students presented a performance with the theme of "A Kid's Life: Let the Games Begin."

Summer School started June 9th and ended June 29th. An increased participation in summer school was noted from 164 in 2009 to 187 students in 2010. Sixty-two were served for academic remediation, 59 for enrichment, 47 for reading readiness, and 19 with special needs. There was an average attendance of 158 students served by 10 certified teachers, seven paraprofessionals, four special education staff, and three enrichment specialists.

All students engaged with enrichment activities during the 60 hours of school. Enrichment activities focused on "Hiding the Learning" where kids incorporated reading, writing, and math while creating art, dance, and storytelling. Activities focused around the theme, "A Kid's Life: Let the Games Begin" and included the creation of paper airplanes,

clouds, Jump Rope Rock, along with Ghost Story telling and oral reading, all of which culminated in a performance attended by approximately 80 parents and relatives. In reflection, students, parents, and staff describe an enjoyable learning experience.

Funding for the academic summer school was provided by the Wyoming Department of Education Bridges Grant. Enrichment Summer School was funded by Sublette County BOCES. Academic summer school and reading readiness were budgeted at \$35,277. Of this amount, \$34,010 was expended for salaries, snacks, and supplies. BOCES funded the Enrichment Summer School in the amount of \$27,670. Of this amount, \$19,905 was expended. A total of \$53,915 was expended for the summer school program.

BOCES Report

Donna Lozier, BOCES Director



The Sublette Board of Cooperative Educational Services is primarily funded by a ½ mill levy in Sublette County School District #1 and governed by an appointed board comprised by four representatives from SCSD #1 and one representative from WWCC.

Enrollment statistics indicate an increase in the number of students and community members in credit and non-credit programs developed and supported directly by BOCES. This report will review these programs as well as those indirectly supported by Sublette BOCES from July 1, 2009 through June 30, 2010. BOCES has become an integral partner in the education community as evidenced by the increased dependency on the services provided.

Mission and Goals

The mission of the Sublette Board of Cooperative Educational Services (BOCES) is to promote lifelong learning in our community. To accomplish this mission, Sublette BOCES had established the following goals:

- Goal I.** Sublette BOCES will support distance-learning initiatives to enhance educational opportunities for the community.
- Goal II.** Sublette BOCES will maintain and expand programs that will enrich curriculum for students, preschool through twelfth grade.
- Goal III.** Sublette BOCES will support continuing education for adult learners in the community.
- Goal IV.** Sublette BOCES will support concurrent college credit for high school students.
- Goal V.** Sublette BOCES will support the establishment and maintenance of a Wide Area Network.

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BOCES Report *From the previous page*

Goal VI. Sublette BOCES will facilitate professional development opportunities for educators.

Sublette BOCES is involved with a variety of programs for SCSD #1, Western Wyoming Community College and our community. With our WWCC programs we provide courses and programs to non-traditional learners in our community through a variety of distance education media including internet, on-site and compressed video. We also proctor exams for other colleges and in addition we partner with the coordinator for the University of Wyoming Outreach School to assist their students. With our partnership with WWCC we also offer high school concurrent classes and dual enrollment and financial support of these classes at Pinedale High School. In partnership with WWCC we also offer GED and ESL services at BOCES.

Sublette BOCES is very involved with SCSD #1. During the 2009-2010 budget year we were able to offer a variety of programs in the school district for our students. At the Pinedale Elementary School we offered the following programs: Elementary Science Program, Walk/Skip/Run after school program, Young Author's, book give away program, PEAK trip to Teton Science School and the PEAK program. At the Pinedale Middle School we offered the following programs: KEY camp scholarships, Expedition Yellowstone, middle school book give away, 7th & 8th grade lunch bunch book club, Academy Book Club, Champions, art enrichment classes, PMS Ski program, Science Fair, Salt Lake City Trip for 5th Grade, flight simulation, Mathcounts and History Day. At the Pinedale High School we offered the following programs: Field Science 2 – Winter Ecology at Teton

Science School, Field Science 2 as a high school concurrent class, SAT testing, ACT testing, ACT Prep classes, Advance Placement classes, PHS Book Club, National Junior Science Symposium, International Science Fair, Washington Leadership Conference, Academic Camps, National Young Leaders Conference, S.A.D.D., the career exploration and E-Guidance center, People to People, flight simulation, Junior Science Symposium and History Day. We also offer financial support for three different EF Explore America enrichment trips to Washington, DC, New York City and the Spanish Club. We also partner with the Museum of the Mountain Man and the Pinedale Fine Arts Council to offer a variety of programs and residencies to our students. In addition to these activities we offer four BOCES scholarships at the high school. At BOCES we offer a variety of educational programs for all of our youth in SCSD #1 with partnerships with PFAC, Museum of the Mountain Man, Big Brothers Big Sisters, Sublette County Library Summer Reading Program and book club, summer camp opportunities, Green River Rendezvous Pageant, and Wyoming Game and Fish.

We also offer several summer school activities in our district such as the Wind River Discovery Camp at Burnt Lake with Retta Hudlow, Debi Hutta



Students of the Western Wyoming Outdoor Leaders Fellowship (WWOLF) had fun hiking at Green River Lakes during one of the WWOLF field trips sponsored by BOCES.

and Elaine Crumpley. We also provided a summer enrichment program at the elementary school and the middle school this summer. BOCES also sponsored a summer Yellowstone camp with Mitch Irngang. BOCES offers several classes during the summer for students and adults. BOCES also offers the Western Wyoming Outdoor Leaders Fellowship to Pinedale Middle School students. These include trips to Fossil Butte, Fly Fishing, Granite Hot Springs, Grand Teton National Park, Yellowstone National Park and Canoeing.

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BOCES *From the previous page*

BOCES also supports and facilitates professional development opportunities for educators and Instructional Coaching Services in SCSD #1.

Sublette BOCES supports the local preschools in our community with their summer enrichment programs and Backpacks for Kids.

BOCES partners with Rendezvous Pointe and the Sublette Center to offer programs to our seniors such as harp music classes, Tai Chi classes, and art classes. This program was developed to further the education of Pinedale seniors and community members. Another purpose was to get seniors out of their homes, draw them to the center, engage them intellectually, and encourage discussion and friendship. BOCES offers a senior citizens discount of 50% for all of our programs including higher education classes.

Sublette BOCES maintains and offers a variety of services with our WEN (Wyoming Equality Network) and our state videoconferencing equipment. We offer such services as higher education classes, meetings, and professional development programs. At Sublette BOCES we support

non-credit continuing education for adult learners in the community as well through classes such as First Aid/CPR, CNA classes, welding classes, sign language, Ed2go classes, hunter safety, digital photography, computer classes, money management, Tai Chi, cooking classes for adults and students, Love and Logic parenting classes, rockets, Manners & Etiquette, Fly Casting & Fishing, Geocaching, Excel, Word, Dressing for Success for high school students, Batiking, Floral Arranging, Quickbooks, drift boat, art, early childhood training and many more. We offer industry trainings that include Contractor Orientation, American Sport Education Programs and Care and Prevention of Athletic Injury classes. We offer community access to learning technology through technical and logistical support of a computer lab with T-1 access, a projector for community use, videoconferencing equipment, and use of our Starlab to the community as well.

Sublette BOCES
Bringing Education To Your Doorstep!
 Visit www.subletteboces.com



Pinedale Aquatic Center News

Julie Huntley, PAC Director



“We want to be the place that YOU want to be!” The Pinedale Aquatic Center seeks to provide family recreation and leisure services for Sublette County residents and visitors. Programs will promote healthy lifestyle by offering life-long skill development in an innovative, friendly and well maintained environment.”

As part of the main school campus and built to serve both school and community, PAC has hosted over 79,000 people during the 2009-2010 school year!

It is the facility that embodies and enhances all things indoor recreational—from adult basketball leagues to Arthritis Foundation Fit ‘n Fun classes. Our two pools enable both the lap swimmer and the current channel walker to find the venue most comfortable for their taste.

Since we open at 5:00 am five days a week and include plenty of weekend hours, PAC is available seven days a week for the community it serves. Between aquatic and recreational fitness classes being offered throughout each day, not to mention plenty of “open” play and recreation available from 5:00 am until closing, PAC truly has something for everyone. Even the lobby has comfortable seating for just meeting a friend, playing ping pong or enjoying a board game with a buddy.

The PAC Staff has successfully partnered with BOCES, area preschools, the After School Coalition, the Green River Valley Land Trust, SAFV, FARMER’S MARKET, Sublette County Chamber of Commerce, Rendezvous Pointe, Big Brothers/Big Sisters and Proactive Rehabilitation, to name a few. Our goal is to take what is already happening in our community and try to make it even



How long can you stand on your head?

Continued on the next page

Pinedale Aquatic Center News *From the previous page*

better by joining resources to optimize staffing and venue desirability. Encouraging volunteerism, PAC has acted as a host site for the Wyoming Senior Winter Games the past two Februarys. PAC Staff worked with many community volunteers and businesses to put on a great four-day event to enhance the lives of senior adults.

We have daytime and evening swim lessons throughout the year, for patron convenience. We also serve all age groups within the school curriculum by working with the physical education teachers to augment their lesson plans and increase the lifetime skills options for students. Some of these offerings include tennis, climbing, racquetball, wallyball, pickleball and fitness equipment.

PAC hosts special events that showcase the season and create an inviting social venue. These events include (but are not limited to!) FALL EXPO in September, the Haunting and Fall Festival in late October, LADIES' NIGHT OUT in November; 3 on 3 Wisemen Basketball Tournament Christmas Eve; Indoor Triathlon in January, Winter Racquetball Ladder Tournament, SPRING INTO SUMMER in May, tennis block parties and plenty of Dine 'n Dances all through the summer, not to mention Dive In Movies about once a month throughout the calendar. Also throughout the year are free workshops and clinics highlighting topics related to safety or health and wellbeing.

In addition to the daily admission option, we are pleased to offer all types of membership packages for your needs. And, based upon need, we encourage youth and families to apply for scholarships for either a membership or activity registration. Simply request an application at Guest Services.

Check out our website for information on all of our classes, activities and special events: www.pinedaleaquatic.com or call 367-2832 and select a department extension.

PAC—making a difference in your community!



Clockwise from top: Middle School Fitness Week takes on the climbing wall; Jeremy Evans, 6' 9" forward for the Utah Jazz, instructs Pinedale students in basketball techniques on August 11, 2010; Students race across the gym on bouncy balls during After School Junior Olympics.

SUBLETTE COUNTY SCHOOL DISTRICT #1
SHAREHOLDER'S REPORT TO THE COMMUNITY 2010

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