

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

2008
2009
SCHOOL YEAR



The Pinedale Fine Arts Council hosted the Dallas Brass in the Pinedale Schools March 17, 2009. In this photo, Dallas Brass member Michael Levine instructs and directs the band, as Jeff Handel accompanies students on drums. The practice session was to prepare Pinedale High School and Middle School band members for the evening's public performance with the Dallas Brass.

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SUBLETTE COUNTY SCHOOL DISTRICT #1
 PINEDALE, WYOMING



District Vision and Goals 2008-2009

Doris Woodbury, Superintendent

Vision Statement

Sublette County School District #1, in a safe atmosphere of mutual respect and responsibility, promotes life-long personal and academic excellence in all endeavors.

Goals

1. Ensure that every student is treated with courtesy and respect and that each student has a safe environment in which to learn.
2. Focus on improving student performance in the foundation skills of reading, writing, and math with an emphasis on writing.

Board Approved: October 9, 2008



Superintendent Doris Woodbury with "Mini Me"!

Report on Superintendent Goals

Doris Woodbury, Superintendent

The superintendent had two goals for the 2008-2009 school year. The following information reports on the activities and results for each goal.

1. Ensure that every student is treated with courtesy and respect and that each student has a safe environment in which to learn.

Steps to Achieve Goal		Goal Status	Measurement and Results
8/08	All staff received training in sexual harassment, bully prevention and tolerance.	Met	Staff evaluation of training.
9/08	Students are assessed to determine the amount, type and most frequent locations for bullying behavior (Olweus survey)	Met	Student results
11/08	Olweus steering committee training	Met	Staff evaluation
1/09	Olweus training for all staff and implementation of program with students	Initiated Fall 2009	Staff evaluation Evaluation of program implementation by OSC
5/09	Student assessment on bullying behaviors	Fall 2009	Evaluate results. Compare pre and post. Celebrate successes and plan for further improvement

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Report on Superintendent Goals

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2. Focus on improving student performance in the foundation skills of reading, writing and math, with an emphasis on writing.

Steps to Achieve Goal – Language Arts		Goal Status	Measurement and Results
9/08 Ongoing	Establish Language Arts Summit K – 12, seamless curriculum, develop scope and sequence, establish collaboration between grade levels, improve student performance	Met	Samples of work completed Staff evaluation Improved student scores on MAP, PAWS
9/08	Goal embedded in each school's Improvement Plan	Accreditation	School Improvement Plan results by school
Ongoing	Training for staff in: Formative Assessment; 6 trait Writing; Interventions for struggling students; Teacher collaboration to increase student performance (PLC)	Met	Samples of work completed Staff evaluation Improved student scores on MAP, PAWS
Ongoing	Interventions for students; Intervention during the school day/grouping by needs; After school tutoring; Pull out programs for extra help; Summer School; Special Education Services	Met	Improved student scores on MAP, PAWS Individual student growth measures (MAP, DIBELS, other)
Ongoing	Instructional Coaching Services	Met	Admin Evaluation; Coaching Reports; Teacher Evaluation of Services
Spring '09	6 trait Writing Training for parents	Met	Increase number of participants
Ongoing	Development of writing prompts by grade level, with emphasis on comparability for gender	Met	Grade level prompts
Steps to Achieve Goal - Math			Measurement
9/08 Ongoing	Establish Math Summit K – 12, seamless curriculum, develop scope and sequence, establish collaboration between grade levels, improve student performance	Met	Samples of work completed Staff evaluation Improved student scores on MAP, PAWS
9/08	Goal embedded in each school's School Improvement Plan	Accreditation	School Improvement Plan results by school
Ongoing	Training for staff in: Formative Assessment; Interventions for struggling students; Teacher collaboration to increase student performance (PLC)	Met	Samples of work completed Staff evaluation Improved student scores on MAP, PAWS
Ongoing	Interventions for students; Intervention during the school day/grouping by needs; After school tutoring; Pull out programs for extra help; Summer School; Special Education Services	Met	Improved student scores on MAP, PAWS Individual student growth measures (MAP, other)
Ongoing	Instructional Coaching Services	Met	Admin Evaluation; Coaching Reports; Teacher Evaluation of Services

Board of Trustees Sharron Ziegler, Executive Secretary

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 – Chris Sullivan, 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 of each month with the exception 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, Treasurer Mark Pape, Clerk Greg Anderson. Front row: Member Chris Sullivan, Member Mike McFarland, Member Sandra Sikorski, Vice-Chairman Jamison Ziegler.

Olweus Bully Prevention Program Doris Woodbury, Superintendent

All of the district staff received Bully Prevention training over the course of the 2008-09 school year. A steering committee was formed with Carolyn Normington, Pinedale Middle School counselor, as the chairperson.

It is the law that students cannot bully others at school. Every district in the state of Wyoming must have a harassment and bully prevention policy, and are encouraged to have a bully prevention program established. Pinedale schools are ahead of the curve as we have trained all of our staff and have begun implementation of the Olweus program in all of our schools.

As important as math, reading, and other subjects are, there is something more important, that is the way we treat each other. Every

person deserves to be treated with courtesy, respect and allowed to maintain their dignity. Our school district members are dedicating themselves to ensure that this statement becomes a true statement. We are responsible for creating and modeling a school environment that eliminates “a culture of fear.” Each student has a right to come to school to learn and to feel safe, both physically and emotionally. I am proud to say that our schools are doing an increasingly better job with this essential responsibility.

Bullying is not just a school yard event but can take place anywhere any time. It takes each of us modeling the behavior that we want to see in others to make the difference in stopping bullying now.

If your child tells you about a bullying incident, please listen and help your child cope. Bullying is peer abuse and should be stopped. I encourage you to contact the schools with any information about bullying. Our main number is 367-2139. Remember that we also have an anonymous hotline for reporting troubling behavior. This is the We Tip Hotline: 800-782-7643 or <http://www.wetip.com>.

The Pinedale schools thank Robena Downie for writing the grant that has facilitated the training and implementation of the Olweus Bully Prevention Program in the Pinedale Schools. Ongoing training for Olweus is conducted annually. The district will have a formal kickoff event in October of 2009.

Professional Learning Communities in Pinedale Doris Woodbury, Superintendent

Pinedale schools have been following the PLC (Professional Learning Communities) model for three years. The components of PLCs are not new ideas or revolutionary but are sound instructional practices that are cemented through educator collaboration. There are four basic questions that guide the work done by PLC groups.

1. What must students know and be able to do?
2. How will we know when the students have learned this knowledge or skill?
3. What will we do if a student has not learned this knowledge or skill?
4. What will we do if a student already knows or has mastered this knowledge or skill?

While these are simple questions, they cause PLC teams to probe the depths of their instructional practices and their use of curriculum materials. The entire focus of the PLC program is to increase student performance for every child in the system. This model requires educators to prioritize the most essential skills, assess these skills, and develop re-teaching and enrichment strategies.

This type of education no longer utilizes the shotgun approach where the teacher aims at the middle of the group and hopes that will suffice. It is no longer just presenting the material and leaving it up to students to learn it. This model requires us to know where every

child is achieving and working in order to meet each one's educational needs. It is more about learning than teaching.

To facilitate this model, Pinedale elementary has developed intervention times with flooding. Flooding means that all available staff is utilized at a particular level. Small groups of students are organized based on their learning needs, and taught by staff during this intervention time. The middle school is utilizing both extended time and additional staff to meet the learning

needs of their students. The high school has a common planning time for both math and language arts to facilitate a collaborative approach to their courses in grades nine through twelve and to share learning strategies.

The work of the PLC requires constant communication, in sharing, evaluating and focusing on student learning. These are not new ideas, but they are represented in a tightly framed structure that causes teachers to zero in on learning goals for each student.

Ongoing Curriculum Work

Darlene Hartman-Hallam, Curriculum Director / Power School Manager



Darlene Hartman-Hallam has been selected as the new Curriculum Director/Power School Manager.

we add new courses or change what we are teaching we must align them with the Wyoming State Standards and Benchmarks. This work is ongoing, especially since the Common Core State

Sublette County School District #1 continues to revise and adjust standards and benchmarks for nine content areas in each grade level and each course. The nine content areas are: Language Arts, Math, Social Studies, Science, Physical Education, Health, Foreign Language, Career Vocational, and the Fine and Performing Arts. As

Standards are being developed by the National Governors Association Center for Best Practices and the Council of Chief State School Officers. As preliminary standards are developed by these organizations they are posted to <http://www.corestandards.org>. When completed, this work will provide consistency across state and school district lines which will enable students to meet the college and career-readiness standards.

With an eye on the national standard movement, we will continue the development and revision of standard-based assessments for all content areas, grade levels and courses. The revision of assessments causes an analysis of unit learning targets with standard alignment and student performance. A final product will consist

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Ongoing Curriculum

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of realignment of standards with units and assessments. This work will continue during the 2009-2010 school year.

Another area of focus during the 2009-2010 year is the completion of units for social studies and career technical content areas. Middle and high school staff are finalizing their unit plans and assessments for social studies. Elementary and middle school staff will work through alignment and assessment of career technical standards. The goal is for the district to have an aligned quality curriculum and assessment system in the nine content areas. The final outcome will be improvement in student performance which will manifest itself in the district schools achieving annual yearly progress (AYP).



Fourth grade art students show off their project.

Instructional Facilitators

Darlene Hartman-Hallam, Curriculum Director / Power School Manager

The school district finished the third year of the Instructional Facilitators program. We are continuing the program with significant support from BOCES. Responsibilities for instructional facilitators include the following tasks:

- Serve as a standing member of the District Curriculum Steering Committee;
- Provide professional development;
- Work as a team with principals, teachers, and other administrators to align language arts and math curriculum;
- Assist teachers in designing formative and summative assessments;
- Use coaching models with individual teachers and collaborate in teams;
- Assist in developing individual learning plans; facilitate consultations regarding "At-Risk" students;
- Help with assessment of students;
- Collect assessment data; and
- Other duties as assigned

The individuals who fill these positions are highly skilled in their content areas and have a broad background with all types of educational issues and needs. They most frequently work directly with teachers on mutually agreed upon

projects. Facilitators also provide school and district leadership in their content areas.

At the end of the school year, facilitators evaluated time allocated to specific tasks and impact of the program. Evaluating student performance and providing instructional support for teachers were constant areas of interaction across the district.

One benchmark that identifies success of this program is Annual Yearly Progress (AYP) which is determined by the Wyoming State Department of Education (WDE). July 2009, WDE announced that all schools in the Sublette #1 system acquired the AYP status. Another benchmark of success was based upon staff and administrator evaluations which indicated facilitators make considerable difference in the quality of instruction delivered to students. Instructional Facilitating is a powerful tool for helping develop quality instructional practices and for providing assistance to teachers based on their personal and professional needs.

Math Facilitators

David Petersen - Pinedale High School
 Corelle Smith - Pinedale Middle School
 Melissa Bernard - Pinedale Elementary School

Literacy Facilitators

Jasper Warembourg - Pinedale High School
 Laurie Wasem - Pinedale Middle School
 Dr. Michele Valdez - Pinedale Elementary School

New Staff to the District

Sharron Ziegler, Executive Secretary

As our enrollment increases, the need for 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 2008-2009 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 11 new teachers from many parts of the country – South Dakota, Montana, Utah, Wyoming, Idaho, and other locations. Because our Board of Trustees is very interested in making it possible to hire good teachers, they approved an increase in the base salary to \$45,500. This tool, along with the fact that the district offers an attractive benefit package and that the state does not impose a state income tax, allowed us the opportunity to glean from the cream of the crop. We appreciate the talents and efforts of our wonderful teachers.

Elementary School



**Sylvia Cockson,
Bondurant
Teacher**



**Jennifer Arne,
Counselor/
Social Worker**



**Keri Hecht,
3rd Grade
Teacher**



**Lacy Eaton,
1st Grade
Teacher**



**Karly Konicek,
1st Grade
Teacher**



**Chandra
Stough, Vocal
Music K-4**

Middle School



**Clinton
Mulbay,
Art Teacher**



**Ruth Schultz,
Language
Arts/Math
Intervention**



**Manda
Palmertree,
Special Ed.
Speech
Pathologist**



**Jennifer
Adam,
Special Ed.
Teacher**



**Brenda
Ostendorf,
7th-8th Grade
Language Arts
Teacher**

High School



**Betty Lou Gion,
Guidance
Counselor**



**Rex Hamner,
Ag Ed. Teacher,
FFA Advisor**



**Jeron Ricks,
Computer
Teacher**



**Holly Thayne,
PE Teacher**



**Eric Oram,
PE Teacher**



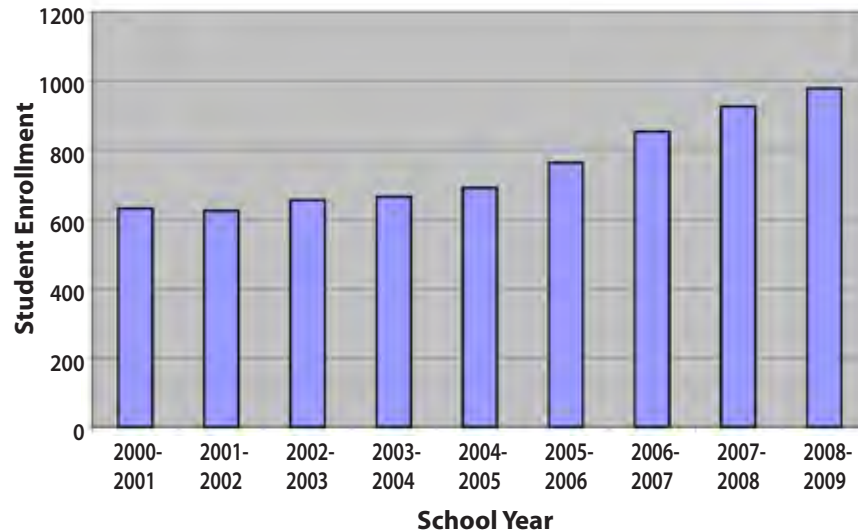
**Deena Roberts,
Social Studies
Teacher**



**James
Blattman,
Physical
Science**

District Enrollment Sharron Ziegler, Executive Secretary

Sublette County School District #1 Total Enrollment



The 2008-2009 year ended with a district enrollment of 979 students. Enrollment peaked with a high of 1008 students at the beginning of the year, but fell during the winter months. Enrollment trends have settled into an upward pattern since 2001. Our student enrollment for 2008-2009 increased approximately 5%, a 9% gain over the 2007-2008 school year, and an 11% gain over the 2006-2007 school year. Many grade levels saw increases while some decreased. The sixth grade class increased

45 students this year, yet the fifth grade class lost 26 students. The seventh grade class of 2007-2008, that is now the eighth grade class for 2008-2009, saw the largest increase in the number of its classmates with an addition of 9 students. However, the fourth grade class of 2007-2008 lost 10 of their classmates as fifth graders this year. The increase in student population has been varied over the course of the past seven years, yet continues to cause the district to plan for additional students.

Use of School District Facilities

Sharron Ziegler, Executive Secretary

Sublette County School District #1 has first rate facilities that have been enjoyed by many this past year. The district continues to encourage the use of facilities by members of the community members. 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 offered "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

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The Pinedale Fine Arts Council sponsored a delightful puppet show by the Cashore Marionettes.

Use of School District Facilities

Continued from the previous page

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 students performed in several concerts this year as well. The auditorium was also the center for the high school drama class and their production of "To Jillian on Her 30th Birthday." Further, the auditorium held many community meetings and forums, and other productions that benefited a variety of charities.

The new Aquatic Center opened with a bang in February of 2008. This new facility was built to replace the old, leaking high school competition pool and now provides a state of the art swimming pool for the High School and Middle School Swim Teams, the USA Swim Club, and the community at large. This beautiful facility has a "zero entry" recreation pool for smaller children with many classes for swimmers taught there. In addition the Pinedale Aquatic Center also includes a walking / running track, a rock climbing wall, two racquet ball courts, exercise equipment, and a full sized gymnasium for the use of the school district P.E. classes and for the community in general. This versatile facility is an added bonus to district programs for students and staff as well as for community members of all ages.

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



Volunteers Madeleine Murdock (left) and Sharron Ziegler (above) work on sets for "The Sound of Music," a community theatre production performed in the school auditorium.



Middle School students Rachel Allen, Emily Horne, Alexis Cabera, Ginger Shenefelt, Shelby Tegeler, Joslyn Thompson and Arron Everrit (also known as "Fire Power") conclude their dance presentation to "We Will Rock You" by Queen. The number was part of "The Ugly Duckling," performed in the school auditorium.

Business Report

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

The 2008-2009 fiscal year was the first year in the past eight years that Sublette County School District # 1 (SCSD#1) had to live within the state's funding model for school districts. The funding model provided \$12,929,462.87 to fund the operations of the school district. In general, these 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 the 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. For the 2008-2009 fiscal year SCSD# 1 paid \$83,396,858.95 in recapture to the State of Wyoming. There are some revenues school districts are allowed

to keep. Two notable exceptions for SCSD# 1 are the tax shortfall grant (\$637,801) and interest income (\$275,770). 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 their annual budgets and prepares contingencies if those funds are not collected. The decrease did create slight changes in the overall plans of the district. The investment policies of SCSD#1 are to preserve capital and generate revenue by purchasing only investments allowed by State Statutes. As the Director of Business and Finance, I have two separate entities that provide investing advice and assistance in investing.

Over the past five years a number of steps were taken to make the transition back to the mandatory funding model as smooth as possible. Those plans included additional reserves in the general fund, health claims fund, depreciation reserve, capital projects and trust funds. These plans allowed SCSD#1 to continue our high standards of salary and wages for all staff, paying for quality employee benefits, maintaining buildings and equipment with high standards; all with the expectation that students will have the best opportunities to learn.

General Fund expenditures for the 2008-2009 fiscal year were \$14,355,678. Of those 81% was spent on salary and benefits; 8% on contractual services and travel, 8% on supplies and utilities, and 3% on purchase of equipment. Examined in another way \$7,671,500 was spent on direct instruction; \$1,588,148 was spent on direct support of instruction; \$4,963,038 was spent on student transportation, administration, building maintenance and utilities, \$30,425 was spent on support of community programs, and \$102,567 was spent on oversight of construction.

Overall SCSD #1 is strongly positioned financially to continue our leadership in the State of Wyoming in student performance by providing attractive salaries and benefits and having and maintaining quality classrooms with superior equipment.



Kevan Kennington, Vern McAdams, and Richard Kennedy slave over a hot grill cooking chicken and hamburgers at the District end-of-year celebration on August 28, 2008.

Special Education Federal Programs Report

Peg Carney, Special Education 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



**Peg Carney,
Special Education
Director.**

the Special Education Electronic Data System (SEEDS). The chart below shows the number of students identified by SCSD#1 in each of the disability categories recognized under special education regulations between July, 2003, and July, 2009. National and state identification rates are usually reported in the 12% to 15% range.

Currently we have 117 identified special education students with approximately 16 more who have recently enrolled. Documentation on these 16 students is pending. This year 12% of the 979 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 2009. 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 and a summer book club in the middle school held in July and August, and a "Get Ready" session held for two weeks in August in the middle school. A total of forty-six 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 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 re-writing of Chapter 7 (rules and regulations governing Special Education in Wyoming) as well as revising the entire set of Special Education forms.

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Disability	7/03	12/03	7/04	12/04	7/05	12/05	7/06	12/06	7/07	12/07	7/08	7/09
Autism	1	1	2	2	2	4	4	2	2	2	2	2
Brain Inj.	0	1	0	0	0	0	1	2	2	2	2	2
Emotional	2	5	4	4	2	5	4	4	7	10	8	7
Developmentally	0	0	0	0	0	0	0	0	0	0	0	1
Del. Health Imp.	2	5	3	4	4	3	5	10	8	11	20	
Learn. Dis.	31	38	27	26	36	40	45	45	52	46	55	49
Mental Dis.	4	4	3	4	3	5	4	3	2	3	2	4
Ortho. Imp.	1	1	1	1	1	0	0	0	0	0	0	0
Speech/Lang.	25	25	20	22	22	29	23	28	32	31	37	30
Hard of Hearing	0	0	0	0	0	0	0	0	1	1	1	1
Visual Imp.	0	0	1	1	1	1	1	1	0	0	0	0
Total	66	80	60	63	71	87	87	94	106	106	118	117
Rate (%)	10.0	12.1	8.7	9.2	10.0	11.4	11.5	11.1	12.4	11.1	12.7	12.0

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

Special Education *From the previous page*

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 (Rtl) as a tool for assessing and working with at-risk students. IDEA 2004 causes us to consider the use of Rtl 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 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% 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 Rtl 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 Rtl 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 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 6/16/2009, the number of students referred for special education evaluations, and

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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

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

Special Education *From the previous page*

the number of students identified as eligible for special education as a result of this process are shown below. (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 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 on this page shows the individual Title amounts and annual consolidated grant totals for the 2003-2004 through 2009-2010 school years.

	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	\$125,043	\$123,590
Title IIA	\$ 76,058	\$ 77,033	\$ 71,898	\$ 73,503	\$ 72,845	\$ 71,969	\$ 72,845
Title IID	NA	\$ 9,728	\$ 5,639	\$ 3,507	\$ 3,147	\$ 3,019	\$ 2,806
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	\$157,176	\$157,176
Title VIB619	\$ 1,531	\$ 1,548	\$ 1,478	\$ 1,479	\$ 1,449	\$ 1,449	\$ 1,449
Perkins	\$ 15,141	\$ 15,353	NA	NA	\$ 14,362	\$ 13,064	\$ 13,127
Total	\$355,013	\$398,109	\$357,480	\$362,576	\$383,665	\$378,184	\$377,872

This table shows individual Title amounts and annual consolidated grant totals for the past seven 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 4 times per year. During the 2008-2009 school year, the Consolidated Grant Funds were used in the following ways.

Title I-A:

The vast majority of this federal grant (\$125,043) went towards the salaries and benefits for one full-time remedial math teacher and two full-time Para-educators in the area of remedial reading and math; they also had \$4000 for supplies. 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. This grant was utilized to support activities under Title V-A.

Title V-A:

With the transfer from Titles IIA (\$71,969), IID (\$3,019) and IV (\$6,464), this Title ended up with a total of approximately \$81,400. 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% 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.

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

PowerSchool

DARLENE HARTMAN-HALLAM,
POWERSCHOOL MANAGER

PowerSchool is the student data management system used by Sublette County School District #1 staff, parents, and students. The system was customized this summer in order to accommodate several needs. These needs include the addition of a la carte items for lunch along with the alignment between content area standards and courses which will facilitate the development of standards-based reports. Additionally, the student enrollment process was standardized throughout the district so secretaries reference one page instead of three pages to enroll a student on the system. Finally, the system was updated to optimize productivity. All teachers use PowerTeacher Gradebook to access and record student information. The use of the PowerTeacher Gradebook promotes professional learning community discussions as teachers brainstorm instructional practices based upon student performance. Forecasted work includes consolidating the course catalog in order to align courses with the national course numbering system so student transcripts are more easily interpreted. The district provides continued training and support for staff as these enhancements are incorporated.

Technology Department Jerry Thornton, Technology Director

This Department has welcomed two new staff members, Jerald Thornton and Robert Gates. Jerry took over the role of Director of Technology on July 7, 2009 and is very excited to be part of the Pinedale community and working with the incredible technology of Sublette County School District #1. Robert Gates joined the team, as a Technology Facilitator on July 21, 2009, and is responsible for computer hardware setup, software applications, smart-boards and PowerSchool, the Student Information System. These two joined Rusti Christensen, the other Technology Facilitator who has expertise in the phone system and all the other day to day operations of the computers in the district.

The Technology Department provides technical support services to keep all our computerized operations functioning. These include



Robert Gates and Jerry Thornton

computer and applications support, network, phone system, PowerSchool, satellite TV and the surveillance cameras, along with technology purchasing throughout the district.

The Technology Planning Committee continues to play a large role in meeting the needs of teachers and students throughout the district. It is the main conduit for information exchange and technology implementation. The committee met several times to discuss needs and concerns regarding equipment and training for staff and students. This committee has been coupled with the District Advisory Committee, allowing a greater level of input into the operations of the technology department. We look forward to continuing the success of the Technology Planning Committee in the coming school year as implements more training and software in the schools.



Jeff Dietlin, Special Education instructor, works with students in the computer lab.

Planning and Construction

Construction has continued to be a major activity for the past year. Wrangler Park is completed and is being enjoyed by skate boarders, bicyclists and in-line skaters with basketball, volleyball and picnicking also available. Kiddies ice skating is planned for the coming winter; lack of time to set up for flooding the rink area postponed the ice skating last winter. Construction on the school track and football field started late in May and was completed in time for the first home football game. A delay of the Emergency Generator Project occurred due to investigation of a Cogen system as a possible alternative. The drainage and paving project was completed and standing puddles have been eliminated.

Construction for the summer included concrete slab replacement at the high school and Bondurant school; ADA curb cuts at the elementary school and Wrangler gym; roof drain channels at the HS new addition; renovation of two spaces in the HS for classrooms and construction of a computer lab in the HS Library to increase computer access; new heaters in the bus barn; new carpet in the Administration/Auditorium area as well as two spots in the MS; remodeling of the faculty/officials locker room in the HS gym; replacement of wall coverings in the halls, class rooms and gym in the Bondurant school; and a duplex housing unit to be constructed on the Meadowlark property to provide more staff housing.

Planning for the new elementary school has consumed a huge amount of time. Thirteen

Dennis Seipp, Construction Manager

teams completed the RFQ late in 2008 and three were eventually listed for the RFP competition. Three great designs were reviewed by a team of SCSD#1 personnel and WY SFC personnel. Layton Construction was selected from the three and began construction in June 2009 with completion scheduled for August 31, 2010.

The Long Range Facilities Planning Committee, consisting of members Doris Woodbury, Jim Malkowski, Chris Sullivan, Ken Konicek, Dave Lankford, Ward Wise, Jocelyn Moore and Dennis Seipp, continues to meet to plan for the future of the School District. A major effort is planning on how to configure the existing campus for grades 6-12 use. Square footage will have to be reduced to conform to statewide guidelines allowed by the SFC. In order to accomplish this, older buildings may have to be removed from inventory.



Participants in the 3rd Grade planning and zoning project.



Above: An architect's rendering of the new Elementary School structure.

Left: Planning Stages for the New Elementary School on June 04, 2009.

Maintenance Department Report

Ted Nelson, Maintenance Supervisor

All parking lots were sealed and striped during the summer and looked like new for awhile.

The water line to the high school was replaced during the summer and the old one abandoned and Hennick Street was repaired as a result of the freeze up during the winter.

School start up in the fall was pretty much business as usual. There are always a few problems but nothing we can't handle. The new keying system seems to be working out well, along with the proximity cards issued to each school employee. The sliding gate on road to the back of the school was installed and the card access is working well. The barrier gate between the Administration building and Middle School was vandalized a couple of times and repaired, but is otherwise working well.

Christmas break 2008 proved to be a busy time for Maintenance. The Aquatic Center had a heater freeze up and break which caused the boilers to quit because of lack of water. Also, the pumps quit because of safety shut down equipment. We had a few unit ventilators in the High School freeze up because of this. The heaters in the new Transportation Building also had a problem so they were repaired and monitored during the break. Maintenance goes on whether it's Christmas or not. Two more coils froze up in the High School locker rooms in February, which was another close call before a basketball game.

A lot of winter weather with snow and ice resulted in a lot of plowing, sanding and ice melts. A special thank you goes to the State Highway Dept for letting us use some of their sand/salt mix. Maintenance Department received two new trucks, one which was equipped with a new snow plow and works very well. The cold weather allowed me to check the boiler efficiency during a time when they run more and all eleven boilers worked excellently.

The 5th/6th grade Audio Enhancement system for classrooms was finally finished after we installed the third replacement system.

Spring time in Pinedale brings melting snow and plugged roof drains from sand

on roofs. Roof drains over the high school wood shop and the 5th/6th grade addition in the Middle School thawed and froze again resulting in a few more leaks. Snow melt over the north end of the older part of the Middle School resulted in a small flood in those rooms and was resolved.

Due to several illegal entries through the west door of the High School, new doors and frame assembly to replace the 1958 doors were installed in March; this seems to have corrected the problem. Latch guards were also installed on all classroom doors to prevent unauthorized entry when locked.

Construction season is bringing a lot of digging behind the school in the maintenance area. A new storm drainage system and paving will be a welcome addition will eliminate the mud from snow melt and the Aquatic Center roof drainage.

Annual gym refinish is scheduled with the High School gym being sanded, repainted and finished, and the Wrangler Gym and Middle School gyms being refinished only.

The Wrangler Park is up and running with a lot of activity. The restrooms, which have seen much vandalism, are cleaned daily by a high school custodian. The outside lights have been adjusted so the strobe will not stay on all night.

We have also installed outside lights on the north side of the Middle School as it was dark after the new addition was constructed.

Again, it's a pleasure to work in the school district and with the school staff in the district.



Bike riders and boarders enjoy the new Wrangler Park on Tyler Street after the Ribbon Cutting Ceremony on November 25, 2008.

Transportation Department

Doug Northrup, Transportation Director

The schools transportation department has remained busy over the past school year with the continued growth in student enrollment. This growth, in addition to the introduction of two new sports teams at the high school level, has fully utilized all nineteen members of my staff at one time or another. Most weekdays you'll see one or more of our activity buses on the road with weekends frequently having all six buses called into service.

Over the past year twelve of the district's bus drivers attended the Montana Driving School located in Lewistown, Montana to learn and practice techniques for handling critical and emergency driving situations. In addition to this training, our district's bus drivers receive ongoing training throughout the year to keep them current with the latest methods available for performing their jobs at the highest level.

The nineteen staff members that report to me in the transportation department consistently step up to the challenge of transporting our district's students safely to and from school as well as to activities across the state.



Above: With a little help from the Transportation Department, the Pinedale High School FFA Delegation traveled to Cheyenne in April (through a spring snowstorm!) for the 2009 FFA Leadership Conference. Pictured are Luke Egle, Casey Terrell, Matt Boyce, Kodee Williams, Laney Johnston, Emily Johnston, Heather Owens, Ashley Steele, Kelsi Sluyter, Jake James, Sydney Pape, Gage Ceruti, Andi Noble, Amber Robinson, Ethan Wolaver and Liz Shaffer.



Left: Karly Konicek's 1st grade students disembark from the school bus that took them on a field trip.

The Health Connection - Winning Combinations

Gail Wilkerson, Food Service Manager

Sublette County School District Number One's Nutrition Team served up many winning combinations of healthy meals this year. Over 121,000 meals fueled the minds and bodies of our students in grades K-12 during the course of the school year. Each day Grab 'n' Go breakfasts jump-started the engines of approximately



10% of our customers. Students are empowered daily at lunch time to make healthy choices from the self-serve "Health Court". Our Nutrition Team also invests in the health and well being of our children through the kindergarten milk program, providing healthy snacks for the after school tutoring program, the after school care program, and the Run, Skip and Jump program as well as occasional sack lunches.

The adoption of a district Wellness Policy continued in development throughout the school year. Vending machines and fundraisers are moving toward more healthful offerings. Families are also 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 continue pressing toward the goal of supporting our students to become fit and fueled while having fun building strong minds and bodies for their future!

Meals continued to be successfully transported daily to the middle school, allowing greater flexibility in serving times. Families

may access their lunch balances by visiting our school website at Pinedaleschools.org. Click on the Parent Viewer link, log on with your personal ID and pin number, and then click the green \$ sign.

In March of 2009 our school board voted to reduce the price of school meals to \$.50 for breakfast and \$1.00 for lunch. The price reduction is not only a supportive economic move for families, it also insures a 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.

The addition of the Fresh Fruits and Vegetable Program this year has been highly successful. Each morning a fresh fruit or fresh vegetable was delivered to each elementary classroom. The program gave all students the opportunity to experience healthful produce choices that they may not have had opportunity to be exposed

to. Pomegranates, blackberries, strawberries, papaya, mangos, sugar snap peas and star fruit were among the favorites. Extremely positive feedback has been received from students and teachers as well as parents. Students are transferring these hands-on learning experiences from the classroom to their homes.

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 work hard to make school meals the best value in town.



Food Service Manager Gail Wilkerson and her team serve up smiles and healthy meals.



Mrs. McLaughlin's 3rd grade students work in the computer lab.

PAWS Cohort Comparison, August 2009:

Percent Proficient and Percent Not Proficient

Doris Woodbury, Superintendent

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

Grade/Class	Year	Year	Year	Year	Year	Year	Year
3 rd Grade 07-08	2007-08	08-09	09-10	10-11	11-12	12-13	15-16
Class of 2017	(3 rd)	(4 th)	(5 th)	(6 th)	(7 th)	(8 th)	(11 th)
Math	% Prof	90	75				
	% N Prof	10	25				
Reading	% Prof	57	58				
	% N Prof	43	42				
Writing	% Prof	27	43				
	% N Prof	73	57				
Science	% Prof		40				
	% N Prof		60				

Grade/Class	Year	Year	Year	Year	Year	Year	Year
3 rd Grade 06-07	2006-07	07-08	08-09	09-10	10-11	11-12	14-15
Class of 2016	(3 rd)	(4 th)	(5 th)	(6 th)	(7 th)	(8 th)	(11 th)
Math	% Prof	93	77	71			
	% N Prof	7	23	29			
Reading	% Prof	77	71	76			
	% N Prof	23	29	24			
Writing	% Prof	84	55	71			
	% N Prof	16	45	29			
Science	% Prof		48				
	% N Prof		49				

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SUBLETTE COUNTY SCHOOL DISTRICT #1

PAWS

Continued from the previous page

Grade/Class 4 th Grade 06-07 Class of 2015		Year 2005-06 (3 rd)	Year 06-07 (4 th)	Year 07-08 (5 th)	Year 08-09 (6 th)	Year 09-10 (7 th)	Year 10-11 (8 th)	Year 13-14 (11 th)
Math	% Prof	68	85	69	80			
	% N Prof	32	15	31	20			
Reading	% Prof	55	69	77	71			
	% N Prof	45	32	23	29			
Writing	% Prof	42	68	48	53			
	% N Prof	58	32	52	47			
Science	% Prof							
	% N Prof							

Grade/Class 7 th Grade 06-07 Class of 2012		Year 2005-06 (6 th)	Year 06-07 (7 th)	Year 07-08 (8 th)	Year 10-11 (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	

Grade/Class 5 th Grade 06-07 Class of 2014		Year 2005-06 (4 th)	Year 06-07 (5 th)	Year 07-08 (6 th)	Year 08-09 (7 th)	Year 09-10 (8 th)	Year 12-13 (11 th)
Math	% Prof	85	85	78	80		
	% N Prof	15	15	22	20		
Reading	% Prof	82	74	81	71		
	% N Prof	18	27	19	29		
Writing	% Prof	74	52	72	75		
	% N Prof	26	48	28	25		
Science	% Prof						
	% N Prof						

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

Grade/Class 6 th Grade 06-07 Class of 2013		Year 2005-06 (5 th)	Year 06-07 (6 th)	Year 07-08 (7 th)	Year 08-09 (8 th)	Year 11-12 (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	

Grade/Class 8 th Grade 05-06 Class of 2010		Year 2005-06 (8 th)	Year 08-09 (11 th)
Math	% Prof	81	71
	% N Prof	19	29
Reading	% Prof	74	80
	% N Prof	26	20
Writing	% Prof	65	86
	% N Prof	35	14
Science	% Prof	63	
	% N Prof	37	

11th grade science has not been reported to date.



College Readiness Letter for:
PINEDALE HIGH SCHOOL

July 3, 2009
Code: 510335

PRINCIPAL
PINEDALE HIGH SCHOOL
PO BOX 549
PINEDALE, WY 82941

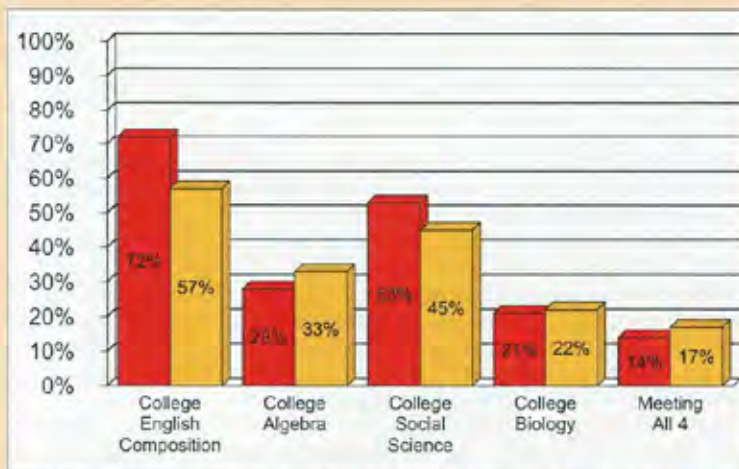
This report reflects the achievement of your graduates on the ACT over time and an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science designed to measure the skills 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
2005	34	3,857	21.6	20.6	20.9	21.0	23.4	22.0	22.1	21.4	22.2	21.4
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

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

■ Your School
■ State

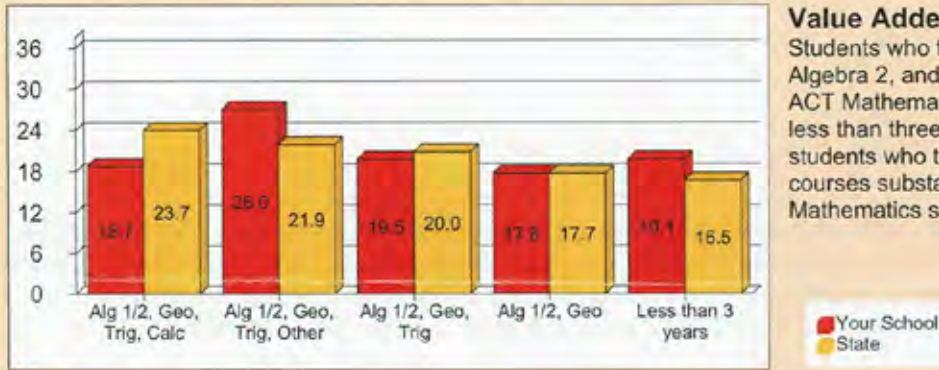
A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

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.

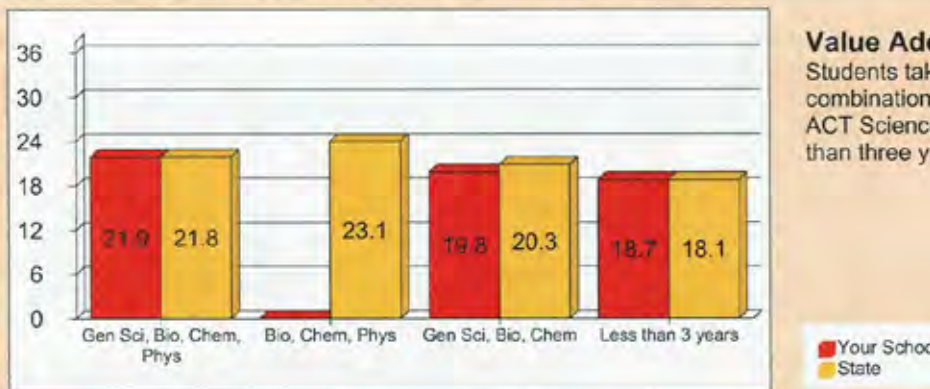
Figure 2. Average ACT Mathematics Scores by Course Sequence



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 916-631-9200 or email westreg@act.org.

Hathaway Scholarship Information

Doris Woodbury, Superintendent

Hathaway scholarships are scholarships 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.



Pinedale High School students make their way down the hall between classes.

Hathaway Checklist for Success

- Consider an ACT Preparatory Class – Web-based, commercial product, University of Wyoming or Community College
- Take the ACT (or SAT)
- Re-take the ACT if necessary – if you are just under the necessary scores and your GPA is good enough for a higher scholarship award, why not try again?
- GPA is an important element to this scholarship, so always work to improve it!
- Gather copies of your high school transcripts.
- Explore your college options. The Hathaway Scholarship applies to all of Wyoming's state community colleges (7) and the University of Wyoming.
- Apply to one or several colleges.
- Complete the FAFSA (Free Application for Federal Student Aid at <http://www.fafsa.ed.gov>) in conjunction with your college application. To complete the form you will need:
 1. Social security numbers for yourself, as well as your parents.
 2. Your driver's license number, if you have one.
 3. Current tax information for yourself, your spouse, and/or your parents.
 4. Records of untaxed income such as VA Benefits, TANF, etc.
- Take full advantage of every penny you may receive from the Hathaway Scholarship!

Principal's Report from the High School Richard Kennedy, High School Principal

Student Behavior as reported on form WDE 630, 631

JEFF MAKELKY, ASSISTANT PRINCIPAL /
ACTIVITIES DIRECTOR

Certain aspects of the Olweus bully-prevention program have been implemented during the second semester of the 2008-2009 school year. The staff has received training and characteristics of the program were introduced to our 9th grade students. Our plan is to reach all students by embedding specific Olweus strategies into the high school curriculum.

Eighteen different students were suspended (out of school) during the course of the past school year. Infractions of our school policy included tobacco use, truancy, fighting, alcohol use and a weapons violation.



High School Principal Richard Kennedy and High School Assistant Principal / Activities Director Jeff Makelky.

High School Art Club Activity Report

DIANE MACLEAN, HIGH SCHOOL ART TEACHER

Thirteen students participated in art club activities this school year during Monday after-school sessions with the main focus of individual media exploration. Students also assisted in the design of the BOCES entry way flower mural and the High School commons area horse mural which was based on the quote: "Success is based on imagination plus ambition and the will to work" by Thomas Edison.

School Activities

JEFF MAKELKY, ASSISTANT PRINCIPAL /
ACTIVITIES DIRECTOR

Activity highlights during 2008-2009 included our Alpine Ski team winning the State Championship, the advancement of our football team to the State Semi-Final round of the play-offs and inaugural varsity seasons in both Boys & Girls Soccer. Individually, Michelle Fenn a freshmen on the girls swim team was the 100 Meter Breast Stroke State Champion.

Pinedale High School offers a wide variety of opportunities for students in the area of activities. For the 2008-2009 school year, 71% of our students participated in one or more of our 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 skiing, wrestling, track and soccer. Pinedale High School also offers opportunities

Continued on the next page



Art students paint a mural in the BOCES entry way.



The Alpine Ski Team celebrates winning the State Championship.

Report from the High School *Continued from the previous page*

in band, chorus, art, FFA, student council, SADD and National Honor Society.

"Futures in Energy" Class hosted by PHS and Questar

LIZ DAVID, SCIENCE TEACHER

"Futures in Energy", a week-long class about the geology and natural gas industry in our area, was hosted for the third summer by Pinedale High School and Questar. Liz David and instructors from Questar, Colorado School of Mines, and Denver Earth Science Project put together a week of field trips to geology sites in Hoback and Granite Canyons, active rigs, reclamation sites, pipelines, and Questar's liquid gathering system, and class sessions taught by field managers, geologists, engineers, and physics and earth science instructors. The goal was to introduce the regional geology, natural gas industry and a curriculum guide full of student activities to be used by teachers in many classroom or field settings. The class, meals, transportation, and lodging were fully sponsored by regional companies, and held at the high school. Over three years, several local teachers, including Liz David, Elaine Crumpley, Lindsay Orzel, Ron Ruckman, Deb Noble, and Retta Hudlow, have participated and received college credit from Colorado School of Mines.

Student Science Research

LIZ DAVID, SCIENCE TEACHER

Students with Science Research Projects excelled again this year with a variety of projects. All of these students worked on projects relevant



The Pinedale High School football team advanced to the State Semi-Finals, held in Pinedale.

to issues in this region, and have received generous mentorship and support from local scientists and companies.

Paden Fairbanks experimented with the effects of heating and cooling fluids on the permeability of sandstone, as a component of natural gas extraction possibilities. Paden won 1st place in Earth Science at Regional and State Science Fairs, and received several special awards at State.

Amy David explored the forces and effects of low level impacts to the head during routine training in aerial freestyle ski jumping. She placed 1st in Physics and was awarded the Overall Sweepstakes Best of Fair award at Regional Science Fair, and also won 1st place in Physics and received several special awards at State. Amy presented her project at the Regional WY/CO Junior Science & Humanities Symposium.

Continued on the next page



Freshman Michelle Fenn, 100 Meter Breast Stroke State Champion, during swim practice.

Report from the High School *Continued from the previous page*



Maggie Hudlow, Emily Johnston, Amy David and Paden Fairbanks with instructor Liz David, far right, at State Science Fair in Laramie.

At the International Science and Engineering Fair, she was awarded a scholarship to Sierra Nevada College. She was selected to interview with Craig Barrett, the CEO of Intel, ISEF's title sponsor of many years. Amy's research findings were presented by one of her mentors during his trip to the International Symposium of Ski Safety in Germany in May.

Maggie Hudlow and Emily Johnston investigated the potential for bio-and phyto- remediation techniques for cleanup of soil contaminated with spills of condensate. They placed 2nd place in Teams at Regional. At State Science Fair, they won 1st place in Teams and were awarded the Overall Sweepstakes Best of Fair award, along with many natural resource and conservation

awards and scholarships, and qualified for the International Science and Engineering Fair.

In a first-time for a Wyoming student, the question Emily Johnston submitted to ask the Nobel Laureates at ISEF was selected, so she was able to join a luncheon with just 20 students and 10 Nobel Laureates. Later, in the general assembly to the panel of Nobel Laureates, she posed her question: which scientific topic is most overlooked by the general public? Earlier this spring, Emily was also se-

lected during an individual presentation of their project to attend the National Junior Science and Humanities Symposium in Colorado Springs, CO.

The trip to Reno was cooperatively funded by BOCES, University of Wyoming, the teacher, and prior years' science fair awards in a science research activity account. From the community and school, Emily and Maggie received specific assistance from Questar, NRCS, Mr. Gregory, and Mrs. Hudlow in their project on soil reclamation. Paden worked with Mr. Gregory and Mr. Hamner in the cutting and heating of his rock and fluid samples. Amy received local assistance from White Pine, Dr. Jim Quirk, Mr. Gregory, Mr. Blattman, and helmet research specialists

in New Hampshire, Utah, and the University of Pittsburgh.

As always, we thank the entire district, and especially teachers of all the subject areas. Science research success is a compilation of many skills that have been developed with these students over many years. These successes are a compliment to all our teachers, families, community support, and the students' hard work.

Science Bowl

DEBRA NOBLE, SCIENCE CHEMISTRY TEACHER

For the second year Pinedale High School participated in the US Department of Energy's Science Bowl in Casper, competing against fourteen other teams from all across our state. This year our team did remarkably well and advanced into the semi-final rounds, winning five of our eight rounds of competition. The science bowl format is an excellent way for schools to showcase their students' talents as they compete in a Jeopardy style format, answering questions in the areas of chemistry, biology, astronomy, geology, physics, general science, and mathematics. This year's outstanding team was comprised of Seth Kerr, Anna Scheevel, Tarra Culbertson, Kelsi Dean, and Alison Rinker.

Student Council

DEBRA NOBLE, STUDENT COUNCIL SPONSOR

This year the Pinedale High School Student Council participated in several activities which helped bolster both school spirit and community

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Report from the High School *Continued from the previous page*

awareness. The student council coordinated the school's Homecoming week activities, held pep rallies, and raised over \$740.00 in donations towards Kickin' Cancer in Sublette County. They also coordinated an awareness walk for the Cystic Fibrosis Foundation, which raised over \$320 to be dedicated to research towards a cure of Cystic Fibrosis, one of our nation's most deadly and devastating illnesses.

**Pinedale High School Yearbook:
A Year in the Life**

GREY SCHOUBOE, YEARBOOK ADVISOR

The PHS Yearbook season begins with the start of school in August and continues through the second week in July, approximately 40 weeks excluding Spring Break.

The yearbook staff currently meets 30-45 minutes, three days a week, in the mornings before school and during both of my planning periods. I have two students 2nd hour on Monday /Wednesday class from 10:00-11:30 and on Fridays from 10:00-10:45. I also have two students during Tuesday/Thursday class from 8:15-9:45 and on Fridays from 9:05-9:50.

In addition, a Yearbook Representative from Walsworth Publishing meets with us four times a year. Also we have four scheduled motivational lunches throughout the year.

In the summer, as proofs are received from the plant, I come in to proof, correct and resubmit the proofs for final production of the book. We usually receive proofs every other week until the final set is submitted.

Aviation and Flight Simulators

JERON RICKS, COMPUTER TEACHER

Wednesday and Thursday after school the computer lab took flight as students came in and tried out the Microsoft Flight Simulator X program using realistic flight control yokes and pedals. The majority of students would come in and toy around with the free flight option where you can pick your jet or plane and location, then fly around at will. One student worked on the missions that are available and completed seven of the numerous missions during his time in the program. It opened the students up to a new experience and new computer software although participation has been limited. Perhaps with some form of competition the program will be more focused and consistently attended as more students earn their wings.

Drama Club

JASPER WAREMBOURG, LANGUAGE ARTS /
DRAMA TEACHER

This year the Drama Club produced "To Gillian on Her 37th Birthday," a two-act play by Michael Brady, and directed by Jasper Warembourg. The time is the present and it took place on the back deck and beach of David's island home. The action traces the final weekend of August in a serious drama. The play ran for two nights, March 10 & 11, 2009, and was well received by the audience both nights. Work was started on the play in October, and finished in March.



Gillian, played by Jayne Thompson, appears to her husband David, played by Dylan Nelson, in the PHS Drama Club production, "To Gillian on Her 37th Birthday."

The cast:

- Dylan Nelson as David, a college professor temporarily retired;
- Lizzy Cooney as Rachel, David's 16-year-old daughter;
- Mariah McKay as Cindy, Rachel's friend;
- Casey Terrell as David's brother-in-law, married to Esther;
- Morgan Holz as Esther, David's sister-in-law, a psychologist, married to Paul;
- Kathryn Konicek as Kevan, friend of Paul & Esther, recently divorced;

Continued on the next page

Report from the High School *Continued from the previous page*



The characters of "To Gillian on her 37th Birthday" gather at a beach house to remember their friend Gillian. The ghost of Gillian, in white, listens in.

- Jayne Thompson as Gillian, David's former wife who died in a sailing accident two years earlier.

The crew:

Stage Manager, Kelsi Dean; Sound, Alison Rinker; Lighting, Haley Farrand;

Stage Crew, Neal Nelson, Elise Sterck and Wesley Schwab;

Set Carpenter, Mike Gregory and Artistic Set Design, Jason Brown.

This year the Drama Club started with \$4,212.35 and after building the set, we ended with a total of \$3,567.08. Special thanks go to Barb Wise and Frank Roncalio, for their assistance. We greatly appreciate the community for always supporting the Drama Club program.

Pinedale FFA

REX HAMNER, FFA SPONSOR

The Ag Ed/FFA program is up and running hard. This past year saw some changes under new leadership. FFA enrollment was up with 54 FFA Members. Three young men received their State FFA Degree, Jake James, Luke Egle and Zach Egle. The Pinedale FFA Chapter received a Gold Emblem Ranking. This was an accomplishment since only eight FFA Chapters of the 45 programs received this ranking. The Ag students were visible in the community this year completing numerous service projects which include: constructing target frames for the Gun Club, constructing street sign brackets for the town, assisting with the IPSSSDR Sled Dog Race, hosting three blood drives, conducting a food drive for a family that experienced a house fire,

and having a service scavenger hunt.

The Ag program received a Plasma Cam machine through Perkins funding. This piece of equipment will allow students to design signs

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FFA members assist at the IPSSSDR Sled Dog Race.

Report from the High School *Continued from the previous page*

on the computer, and have the machine cut them out. Through the FFA Foundation, the Ag program purchased a Powder Coating system to help students put a proper finish on metal projects.

The Career Development Event Teams (Judging) had success this year with eight new team members getting experience in the different judging contests. The summer is full of activities for FFA members and we are gearing up for County and State Fairs.

Class of 2009 Commencement

RICHARD KENNEDY, HIGH SCHOOL PRINCIPAL

The Commencement ceremony for the Pinedale High School class of 2009 took place on Friday, May 29. The program opened with Marquessa Brown, Senior Class President, welcoming attendees. Shanna Corwin and Morgan Holz, Salutatorian, and Kathryn Konicek, Valedictorian, followed with their respective addresses.

Scholarships were awarded by Pinedale High School Principal Richard J. Kennedy. Then Jasper Warembourg, English teacher, and Mike Gregory, Biology teacher, introduced guest speaker Richard J. Kennedy, retiring Pinedale High School Principal.

A slide show starring the graduates was provided by Jennifer Proud prior to Marquessa Brown's presentation of the graduates. Mr. Jim Malkowski, SCSD #1 Board Chairman, awarded the diplomas.

The Pinedale High School Concert Band,



Among many other community service projects, FFA hosted three blood drives this school year.

directed by R. Craig Sheppard, performed "Pomp and Circumstance" for the Processional, Larry Neeck's "Return of the Crusaders" for a mid-program interlude, and Beethoven's "Song of Joy" for the Recessional as graduates filed out. Another musical offering came from the Pinedale High School Concert Choir, directed by Gena Anderson, which sang "Omnia Sol", by Randall Stroope.

About the 2009 Graduating Class

- There are 49 seniors in the graduating class.
- Class Officers: Marquessa Brown, President;

Kelsey Vickrey, Vice President; Ashley Transtrum, Secretary/Treasurer.

- Valedictorian: Kathryn Konicek
- Salutatorians: Shanna Corwin and Morgan Holz
- Class Motto "Don't be afraid to go after what you want to do or what you want to be, but don't be afraid to be willing to pay the price." —Lane Frost
- Class Flower: Tiger Lily
- Class Colors: Green, Orange, and White
- Class Song: "Small Town" by John Mellencamp

Principal's Report from the Middle School

Kevan Kennington, Middle School Principal

Student Behavior, as reported on form WDE 630, 631

Pinedale Middle School staff and students value a safe environment. The staff believes in early intervention of social conflicts as students mature from children into young adults. This past year we began a new way to track behavior problems called a "Whoa Report". During the 2008-2009 school year, there were 49 altercations, none of which involved alcohol, two involved tobacco, and one involved a weapon. Our goal is to decrease these numbers with the use of prompt corrective actions.



At the All District Orientation on August 28, 2008, Kevan & Kathy Kennington were dressed and ready for the "Austin Powers" fashion show.

Pinedale Middle School Language Arts

Laurie Waseem, Language Arts Instructional Facilitator

The Language Arts department at the Middle School has been very busy this year. A ninety minute block of time is used to teach reading and writing skills to our students. We encourage students to read outside of class and provide opportunities such as the BOCES book giveaway and the book clubs in conjunction with Mrs. Bell in the middle school library. The 6 Traits of Writing is used with students to convey the essential components of an essay. We have also been using a common writing vocabulary, in both language arts and content area classes. SkillWriter, an online writing program that provides students instant feedback on their writing is a new component of our writing program. We have continued to use formative and summative assessments such as MAP and STAR to help us monitor student achievement in both reading and language skills.

We have been working diligently to differentiate instruction to meet the needs of all students. In order to facilitate this, we've added small group instruction using a "flooding" model in 5th and 6th grade language arts. We also piloted an 8th grade pull-out enrichment program. We hope to offer similar enrichment opportunities to grades 6-8 beginning next fall. For some students we offered pull-out reading services by our intervention specialist using Voyager Time Warp Plus. There have been great improvements in the at-risk students who have received these services.

Base Camp, Helping to Set the Tone in Pinedale Middle School

Jeffery Dietlin, Base Camp Committee Chair

During the 2008-2009 school year, Pinedale Middle School implemented a new Base Camp curriculum. Each 5th to 8th grade student is assigned to a Base Camp with a teacher as a Guide, where they meet for 16 minutes each morning. Objectives of the program are three fold. They include preventing problem behaviors by teaching school expectations, providing opportunities for individual growth through teaching lifelong skills, and developing a caring school community. A variety of activities and discussions, in the safe and nurturing Base Camp setting, were the vehicle for meeting the outlined objectives. Some of the highlights of the year included the review of the student handbook and expected behaviors for middle school students, setting and tracking academic and social goals, the Turkey Olympics, introduction of the Olweus Bullying Prevention Program, diversity workshops guided by community members, friendly competition between the Base Camps for the coveted "Golden Globe", team-building exercises, and "Transition Days" to ease the transitions between elementary, middle, and high schools. Preliminary staff and student data will be reviewed over the summer by the Base Camp Committee to determine progress towards the objectives, and to continue blazing a "Super Colt Trail to Success." General consensus from both Base Campers and Guides is that the "Trail" was

Continued on the next page

Report from the Middle School

a positive experience and a generally good time. We look forward to more adventures next year.

5th and 6th Grade Student Council

TALYN HUTTA AND SHERRILL HUDSON

The fifth and sixth grade Student Council, under the leadership of President Talyn Dutta and with the help of the other officers and representatives, undertook a number of exciting fundraising, community service and spirit activities.

For the first time ever, the Student Council sponsored an ongoing school store to raise money for an iPod stereo system. The Student Council also held a bake sale, sold t-shirts and hoodies with the Pinedale Middle School logo and held a raffle to raise money for recess activities. In addition to fundraising, the Student Council picked up trash on the playground, decorated holiday doors at the Sublette Center, collected over 600 books for the Northern Cheyenne Reservation Boys and Girls Club, cleaned up U.S. Highway 191 and collected used jeans for recycling. Pinedale Middle School spirit was at all time high with the Halloween Parade, "What the heck are you wearing?" Day, comfy-wompfy day, twin day, candy canes for the holidays, cowboy day, and ice cream treats to celebrate PAWS testing. The Student Council sponsored the Turkey Olympics, along with the annual pie-eating contest on the day before Thanksgiving break. The Student Council also produced a newsletter to highlight what students do outside of school. The year ended with an amazing talent show featuring a number of

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sings, instrumental and other unique acts.

To accomplish all of these tasks, Student Council representatives gave up 20 lunches and recesses for meetings, and a number of other hours to make signs and coordinate activities. The faculty sponsor for the fifth and sixth grade Student Council was Ms. Hudson.

Special Education

JENNIFER ADAM, SPECIAL EDUCATION TEACHER

The High School Resource Room 2 began a weekly program that involved life skills and cooking for both high school and middle school students. This semester was a trial run and it went very well. The students learned about planning meals, budgeting, and grocery shopping, storing food, preparing the meal, and cleaning up the



In "The Ugly Duckling," students in the Duckling Group perform a "stomp" dance to the David Bowie rendition of "Golden Years."

kitchen. The students looked forward to Fridays when we alternated shopping for supplies and actually cooking. Each student had an assigned task which was rotated weekly, and by semester's end, they were all able to independently complete each job. The assigned tasks were as follows: set the table, find the ingredients, follow the recipe, wash the dishes, and clean up the kitchen. The students became much more comfortable with shopping and cooking through the semester; hopefully these will be life skills after school for them.

Drama Program

BRENDA OSTENDORF, 8TH GRADE LANGUAGE ARTS TEACHER

"The Ugly Duckling" by A. A. Milne was performed for 5th and 6th grade students on June 3rd and was open to the public at 7:00 pm on June 4th at the Pinedale High School Auditorium presentation. Eleven student performers, ranging from grades 5-8, danced, sang and performed a mind-bending presentation, sending audiences away with a smile. The performance capabilities of the middle school students also invigorated "up and coming" performers to showcase their best. As one young performer stated, "Everyone, we will see you in Hollywood!"

History Day

MITCH IRRGANG, SOCIAL STUDIES TEACHER

This year's History Day students had success with their projects at the district competition in

Continued on the next page

Report from the Middle School

Big Piney. Their success was related to many aspects of the program, including both the state standards and extra-curricular pursuits. For example, after completing their projects of choice on an annual theme, they had the option of entering the district competition and then state competition if selected. We had 12 students from Pinedale Middle School who placed in the top three at district and therefore competed against students from all around the state, with the chance of placing and attending the national competition in Washington, D.C. This was the first year since 2003 that we did not have students place at state and attend Nationals; but our students' projects were top-notch and they all had a great time in Laramie!

The goal of our History Day program is to promote the study of history in our school by

Continued from the previous page

encouraging in-depth research and analysis. History Day participants develop skills in writing, research, critical thinking, and communication. Working individually or cooperatively, students learn how to define historical questions, locate source material, take organized notes, analyze information, and present it in an effective manner, abiding by strict rules set by the National History Day organization. They learn about research devices such as thesis statements and annotated bibliographies. These skills will be vital for students when they enter high school and college.

The Wyoming History Day Program is dedicated to promoting the study of history to Wyoming's students. We believe that if students are allowed to pursue history on their own terms and with projects of their own choice, they will acquire a greater appreciation of history. Through

friendly competition, we believe that the students will be able to develop critical thinking and research skills, and utilize their creative expression while building positive self-esteem.

Science Fair

RETTA HUDLOW, SCIENCE TEACHER

Pinedale Middle School had another remarkable Science Fair year. The students worked very hard and had many successes. There were 140 student projects at the local fair. Students researched, designed experiments, collected and analyzed data, and then shared their results with judges, peers and community members. The display boards were impressive and the quality of each project was outstanding. Fifty students went on to compete at the regional level in Rock

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Skye Foresman took first place in Behavioral Science at 6th Grade Science Fair in Pinedale.



Retta Hudlow discusses science fair results with her students.

Report from the Middle School

Continued from the previous page

Springs, and 33 of these students went on to compete at the state level. At the highly competitive state level Pinedale Middle School students shined. There were 22 schools competing with over 225 projects.

Expedition Yellowstone!

RETTA HUDLOW, SCIENCE TEACHER

In mid September, 101 sixth grade students, a few teachers, and a few tireless chaperones had

the opportunity to experience the wonders and beauty of Yellowstone National Park. Through a BOCES grant, the group participated in a residential outdoor learning experience created by the National Park Service called Expedition: Yellowstone! The curriculum goals are to teach students about the natural and cultural history of Yellowstone, to investigate current issues affecting the Greater Yellowstone Ecosystem, and to promote stewardship and preservation in

the park and in home communities. Emphasis is on learning through direct experience in the outdoors. Students participated in many activities from morning until night including a hike to Lost Lake, hydrothermal feature comparisons between Norris and Mammoth, tracking a wolf collar, climbing into an abandoned wolf den, identifying trees, watching wolves and bears in the Lamar Valley and making unforgettable memories with their friends.



Sixth grade students took a memorable field trip to Yellowstone Park in September.



Dancers Workshop came to the Middle School for a residency in dance and movement sponsored by the Pinedale Fine Arts Council. PFAC PHOTO

Principal's Report from the Elementary School

Greg Legerski, Elementary School Principal

Enrollment

Pinedale Elementary School began the 2008-2009 school year with an enrollment of 403 students and ended the year with 392 students, an increase of 37 students over the previous school year. We continued to see a high transient rate during the school year. Since the first day of school we had 64 students move out of town and we registered 53 new students. This year we had four sections of classes at each grade level. Bondurant's school year began with five students and ended with the same five students; one kindergartener, two first graders, and two second graders.

NCA Progress and Goals

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

improvement goals. After evaluating all of our assessment data, further work was done to adjust each goal to include a greater focus on working together as grade level teams. Our focus is to continue meeting the specific needs of individual students. Pinedale Elementary had the following two school improvement goals:

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

Additional processes have been put in place for targeting and serving our students who are at risk.

DIBELS Testing

In addition to the PAWS testing, Pinedale Elementary School continued to use 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 one minute time

frame giving a quick snapshot of students who may have some reading difficulties, or to closely monitor progress towards meeting the reading standards. Great strides of growth were shown throughout the year on students' skills of literacy.

After School Tutoring

This year Pinedale Elementary School continued to offer students additional academic assistance through our after school tutoring program. This dynamic program, coordinated by Denise Hastings, continues to grow and provides our students with quality instruction through the efforts of many dedicated community members, high school students, and our paraprofessionals.

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At the all District Orientation on August 28, 2008, Greg Legerski and staff "model" at the "Austin Powers" fashion show.



Second grade student Dylan Ewert engrossed in reading.

Report from the Elementary School *Continued from the previous page*



On May 19th 2009, the After School Program had a Celebration at the PAC to thank the PAC, EnCana, and Sublette BOCES for their support of the Program.

Student Activities

The students of Pinedale Elementary School were involved in many activities this year. Some of these activities included Red Ribbon Week, the elementary DARE program, Books for Fun, and many other BOCES sponsored activities. Additionally, all students displayed their art work in the spring art show, and our music department and classroom teachers organized three Christmas Programs: one for kindergarten, one for first grade and second grade, and a third for our third and fourth grade classes.

The Physical Education program integrated a variety of skills into its curriculum. All students received swimming lessons, and during the winter our fourth graders received cross

country skiing instruction. In addition, every student was given the opportunity to join the Ropin' Wranglers, an after school jump rope group that practiced twice a week. Teams were selected from this group and traveled throughout the region to perform at many schools. The Walk/Run/Skip Program was another after school activity in which many students participated. 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 activities and going on field trips that further enriched their science and social studies curricula. Some of these included kindergarten and first grade students visits 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.

For the second year in a row our fourth grade students had the unique opportunity to visit the Buffalo Bill Cody Museum in Cody, Wyoming. Bev Walker applied for and received a

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Ann Stevens escorts her 2nd Graders in the Homecoming Parade.



Second grade students Blake Illoway and May Que look at places on the globe.

Report from the Elementary School *Continued from the previous page*



Show and Tell in Mrs. Mackey's 2nd grade class.

grant sponsored by Sinclair Oil designed to give students who live in remote areas an opportunity to visit the museum.

Jessica Orr, the education coordinator for the BBCC, planned an extensive tour of the museum and a special "Mountain Man" presentation for our students. In addition, guest speakers frequented many of the classrooms bringing their knowledge and experiences in a variety of areas to the students.

Bondurant students attended class in Pinedale every other Wednesday throughout

the school year, giving these students the opportunity to participate in swimming and a variety of other activities with their Pinedale peers. They also enjoyed their own field trip to Granite Hot Springs, cross country skiing from their backdoor, and participating in the community Christmas program.

Gifted and Talented Program

The PEAK dinner and program was held during the first week of March during which students shared the stories they wrote with their



Fourth grade students Vanessa Salinas and Rose Oberreit at our annual Christmas Caroling Session.

families. Bill and Sherri Kellen had these projects published in a book titled Magic that was given to each student in May. The fourth grade PEAK students also went to Teton Science School for three days in April 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

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Report from the Elementary School *Continued from the previous page*



Damion Williams, 1st grade student, Science project.

units based on hands-on, active learning across multiple strands of science. To meet this mission, the curriculum for 3rd and 4th grades has been developed to build upon the science programs in the primary grades and to contribute to the curriculum taught in 5th through 12th grade. During this past school year all 3rd and 4th 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.

Parental Involvement

Pinedale Elementary School's Parents and



A singing Christmas tree in the 1st/2nd grade Christmas Concert.

Teachers for Children (PTC) held a variety of activities throughout the school year and supported students by contributing their time and money to worthwhile student events and activities. One of the highlights included the Spring Carnival. The Parent Advisory Committee worked closely with the principal discussing school issues and problems. A Title I parent group met in the spring to review the current program and made recommendations for future programs.

Summer School & Reading Readiness Camp

Darlene Hartman-Hallam, Summer School Administrator

Summer School started June 15th, and ended July 3rd. There were 136 students enrolled and the average attendance was 119 students. From kindergarten through eighth-grade, 64 students were served for academic remediation, 39 for enrichment, 33 for reading readiness, and 12 with special needs, served by 21 staff members.

Enrichment activities included all students and focused on "Hiding the Learning" which incorporated reading, writing, and math while creating art to depict a circus environment. Students created masks, noisemakers, and other props to engage the circus theme. Middle school students participated through brain-based activities that interestingly and creatively manipulated tennis balls in a two-dimensional juggling. Activities culminated in a circus performance for approximately 50 parents and relatives.

Middle school students who needed extra help in language arts and math attended a three-week summer school. Classes were held in two-hour blocks from 8:00 am to 12 noon. Teachers developed a focused curriculum and held the 18 students to high standards. A positive classroom climate was created and students enjoyed their summer school experience. Students

who unable to attend were given study packets for summer work.

Academic remediation clearly prioritized needs as identified on revised individual learning plans from the student's previous teachers. This is the second session of summer school in which the NWEA MAP testing was utilized for assessing student growth. While additional time is needed to utilize this data more effectively, students completing summer school met most of the academic goals. MAP scores showed an average increase of five RIT points for students.

Reading Readiness Camp was provided for 33 pre-kindergarten students from June 15th to July 3rd. Students' individual learning activities, as prescribed by a prescreening assessment, ranged from engaging the "total body" with brain-based learning to manipulating letters and numbers with paint and shaving cream. In addition to academic preparation, socializing activities readied students for kindergarten.

The Wyoming Department of Education Bridges Grant provided \$34,307 for the academic and reading readiness programs. The Enrichment Summer program was funded at \$27,670 by Sublette County BOCES.

A total of \$61,977 was expended for the entire summer school program.

Vocal Music Grades 4-12

Gena Anderson, Vocal Music Teacher

The school year began with the preparation of concerts and All-State auditions. The first performance for the High School Choir was Veteran's Day. In the fall, select High School and Middle School Choir students performed in District Honor Choirs.

In December, Grades 5-12 performed in a winter program. The 4th Grade presented the musical play, "Broadway Santa" for its part.

Kathryn Konicek was selected by audition to participate in the for All-State Music Festival in Casper during January.

The Jazz Choir, which had been rehearsing during the evenings twice a week since October, performed before judges in February at Casper. It also performed during Festival and received Superior ratings. In the spring, the Jazz Choir and Jazz

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Third and fourth grade students perform "Broadway Santa."

Vocal Music

Continued from the previous page

Band gave a Jazz Concert and also performed for the Senior Dinner.

The High School Choir focused on District Festival which was hosted and held in Pinedale. It performed before judges, receiving a Superior Rating. The following students also performed solos and ensembles before judges: Kathryn Konicek, Morgan Holz, Ashlee Anderson, Brindi McGinnis, Christina Silvey, Devin Gracia, Mariah McKay and Autumn Millard.

On May 5th, Fifth Grade, Middle School and High School students performed at an all-choir concert which included the solos and ensembles from District Festival. In addition the fourth Grade elementary students presented a recorder concert.

The High School Choir ended its performance season by performing at Graduation, May 29th.



Fourth graders at their recorder presentation.

Instrumental Music

Craig Sheppard, K-12 Instrumental Music Teacher

2008-2009 Accomplishments

- Marched at Univ. of Wyoming Band Days
- 10 High School Band Members in SW District HS Honor Band
- 6 Middle School Band Members in SW District Fall Middle School Honor Band
- Performed with the Dallas Brass
- Attended the Count Basie Band Concert

Wyoming All State Concert Band

- Ashley Transtrum – clarinet (fourth year)
- Elise Sterck - flute (first year)
- Tom Kinser State Jazz Festival II+ ratings

Solo Awards

Maggie Hudlow, Garrett George, Shanna Corwin, Casey Terrell, and Morgan Holz

UNC/Greeley Jazz Festival II+ and a II rating with IAJE Solo Awards to:

Shanna Corwin, Kodee Williams, Will Rogers and Casey Terrell

Southwest District Music Festival

Jazz Band received a I and a I- rating
Concert Band received a I and a I- rating

Louis Armstrong Jazz Player of the Year

Cody Booth

John Philip Sousa Outstanding Senior

Ashley Transtrum and Shanna Corwin

2009 Jack Hayden Memorial Scholarship

(awarded to a student who shows leadership and skills both in athletics and music)

Kelsea Vickrey and Shanna Corwin



Michael Levine of the Dallas Brass shows students the finer points of the trombone. The program was sponsored by the Pinedale Fine Arts Council.

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 from 2007-2008 enrolled 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, 2008 through June 30, 2009. 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.

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. The WWCC programs 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 high school concurrent classes are offered and financially supported 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 2008-2009 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: Ropin' Wranglers, Walk/Skip/Run after school program, book give away, PEAK trip to Teton Science School, Map Assessments, PES Drug Free Program, Recycling Program, PES ski program, Love & Logic Respect Committee, PEAK program, and the Pinedale Elementary science program. At 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, PMS ski program, Science Fair, Salt Lake City Trip for 5th Grade, MathCounts and History Day.

At 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, S.A.D.D., the career exploration and E-Guidance center, Wyoming Music Ambassadors, PHS Book Club, Anatomy & Physiology field trip to Body Worlds, People to People, flight simulation, Junior Science Symposium and History Day. We also offer financial support for two different EF Explore America enrichment trips to 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

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BOCES

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students. In addition to these activities we offered two BOCES scholarships at the high school along with two additional BOCES Vocational scholarships given to two high school seniors.

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, Sublette County Library Summer Reading Program and book club, summer camp opportunities, Green River Rendezvous Pageant, and Wyoming Game and Fish. Sublette BOCES also partnered with SCSD #1, 4H and the Children's Discovery Center to offer after school enrichment activities.

We also offered several summer school activities in our district such as the Wind River Discovery Camp at Burnt Lake with Retta Hudlow, Debi Hutta and Elaine Crumpley, and a summer enrichment program at the elementary and the middle schools. BOCES also sponsored a summer Yellowstone camp with Mitch and Amanda Irrgang. BOCES offered several classes during the summer for students and adults.

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 and Tai Chi classes. This program was developed to further the education of Pinedale seniors and

community members. Another purpose was to encourage seniors to participate in community activities, to engage them intellectually, and to encourage discussion and friendship at the centers. 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 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, Love and Logic parenting classes, fly fishing, drift boat, art, and early childhood training. 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, and videoconferencing equipment.

Please visit our website, www.subletteboces.com, for more information and a list of our classes.

Sublette BOCES
Bringing Education to Your Doorstep!
www.SubletteBOCES.com

Pinedale Aquatic Center News

Julie Huntley, PAC Director

Since February 2008 when the Pinedale Aquatic Center opened its doors, we have hosted well over 100,000 people!

Our facility features are obvious: with gymnasium, rock wall, racquetball courts, fitness equipment, indoor track, competi-



tion pool, leisure pool and spa and outdoor tennis courts. But, what is really notable about

the Pinedale Aquatic Center (PAC) is that it serves the people of the community as well as the school children of Sublette County School District #1. All ages feel welcome to work out, join a class or just meet their friends in the lobby. PAC is a place to throw a party, participate in a clinic or workshop, recreate with your family, or volunteer to help some youth learn a new skill.

This past year we hosted numerous training and workshops for entities such as the Sublette County Sheriff's Department, the Game and Fish, SAFV, SCSD#1 Learning Communities, Long Range Facilities Planning for the District, and The Learning Center.

Working with BOCES, area preschools and the After School Coalition, the Green River Valley Land Trust, SAFV, Pinedale

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Pinedale Aquatic Center News

Elementary PTC and the Prevention Coalition to name a few, PAC is striving to make a difference in the quality of life for all area residents. After school programs as well as educational sessions are part of the weekly schedule at PAC. As a host site for the Wyoming Senior Winter Games, PAC staff worked with other community volunteers and businesses in February 2009 to put on a great four day event to enhance the lives of senior adults.

Activities at the PAC are many and varied. In addition to hosting school PE classes and school swim teams, we have a Volleyball League in the fall, followed by Basketball League in the winter. Concurrently with the leagues were the Racquetball Ladder Tournament and the Ping

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Pong 'Showdown' Ladder Tournament. Regularly scheduled are belay clinics, and workshops at the climbing wall, with plenty of opportunity for those who may be timid to come receive personalized instruction. Youth may sign up for gymnastics and karate sessions (adults, too!) throughout the school year. A PAC tradition we are particularly proud of is hosting, free of-charge, the after-graduation party for the current year's senior class.

In addition to group swim sessions during all seasons, private swim lessons are available for any age, from the tiniest swimmers to adults. Summer 2008 lesson enrollment was 278. Swim sessions Sept. '08 through May '09 provided 238 lessons. There was an Adult Swim Clinic this past

summer ('09), catering to adults who wanted to learn and improve their skills in the water. School teams and USA swim club have a full schedule in our pools throughout the year. The club hosted a swim clinic at PAC July '09. PAC will work with SCSD#1 this fall in hosting the large conference swim meet in October where ten teams and their families will enjoy our excellent aquatic facility. This past year, we hosted the HS boys' conference meet and the large MS invitational meet in addition to each team's full roster of home swim meets.

Summer 2008 was the unveiling of our summer day camp program. Total camp enrollment in '08 was 157 campers, averaging 26 campers per camp. Summer 2009 built on this success with gymnastics and flag football camps, climbing camps, yoga motion camp, karate camp, tennis, soccer, basketball, and volleyball camps, an outdoor adventure camp.

Twelve months of the year, we offer dry-land and water exercise classes which are scheduled throughout the week at PAC. They are taught by certified instructors. These classes offer everything from high intensity aerobic activity to gentle movement classes suited for patrons living with the pain of arthritis. These classes include Deep water/Shallow water, Circuit

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Kids on their way to the water slide take a moment to mug for the camera.

Pinedale Aquatic Center News

Training, Aquaerobics, Kickboxing, Aqualogix, Tai Chi (dry-land and aquatic), Pilates, Yoga, Jolly Joints, Aquatic Conditioning and Abs for the Weekend. All of our instructors must be certified in their area of expertise.

Special events this past year included (but were not limited to!) Hunter's Pre-Game, Ladies' Night Out, The Haunting, Indoor Triathlon, our First Anniversary Party and Chamber Mixer, Wacky Olympics, and Spring Into Summer! (Hopefully, you saw us in the Green River Rendezvous-Parade!) All of the above doesn't include the regular Dive-In movie nights and opportunities to play water polo ... or engage in a climbing competition. Our Spring Into Summer event included a two day Wilderness First Aid course facilitated by the National Outdoor Leadership School (BOCES co-sponsored), kayak clinics and an opportunity to practice new skills in the pool,



Practicing CPR at the Wilderness First Aid course.

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fire safety awareness with the Forest Service, fly casting with an area vendor and games and activities throughout the week, not to mention a gear swap for participants.

Our lobby has been home base for youth activity sign-ups such as soccer club, wrestling club and other volunteer groups who come to promote their wellness/community minded events. Kids and adults have enjoyed the relaxed atmosphere of PAC while playing a board game or challenging one another at a game of ping pong. We welcome community organizations to use our bulletin board to advertise events or programs that promote wellness. PAC has a special bulletin board just for kid activities. If you want to know what is going on for kids and families in the greater Pinedale area—come to PAC! In fact, we anticipate hosting a FALL EXPO to be held in PAC's lobby the first week of school, September '09.

During September 2009, PAC will be hosting "Senior Adult" month, showcasing activities, classes and events that will appeal to the mature adult (over 50). We anticipate working cooperatively with Rendezvous Pointe, Proactive Rehabilitation, the Public Health Office and the Sublette County Chamber of Commerce to name a few of our partners in this endeavor.

Since summer nights are long and warm, PAC closed at 7:30 pm June 15 through August 30. Starting Monday,



Students learn the fundamentals of wrestling at the Wrestling Camp.

August 31, we resumed our regular hours of closing at 9 pm weekdays.

Weekend hours will remain the same on Saturdays from 10 am to 6 pm and Sundays from Noon to 6 pm. Check our website at www.pinedaleaquatic.com or call 367-2832 and select a department extension to ask any questions you may have.

Our mission statement is our commitment to you: "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."

We want to be the place that YOU want to be!

www.PinedaleAquatic.com

SUBLETTE COUNTY SCHOOL DISTRICT #1
SHAREHOLDER'S REPORT TO THE COMMUNITY 2009

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