

**LEWISTOWN PUBLIC SCHOOLS**



# **2003-2004 ANNUAL REPORT**

# *ANNUAL REPORT*

In following Board Policy, staff members will again be required to compile a brief report on their area of responsibility for an annual school report. Reports will include an overall summary along with concerns and areas to be improved. This information will provide the Board with relevant data about the status of major programs in the district. Hopefully this will again prove to be useful and lend to an enhanced report in the future.

## **REPORT/ASSIGNMENT**

Fergus High School	Scott Dubbs
Garfield Elementary School	John Moffatt
Highland Park Elementary School	Sharon Redfern
Lewis & Clark Elementary School	Tim Gillen
Lewistown Junior High School	Pat Hould
Activities—Fergus High School	Jerry Feller
Adult Ed./ABE/EOCM/Traffic Ed.	Diane Oldenburg
Assessment	Sharon Redfern
Athletics—Lewistown Junior High School	Pat Hould
Business Office	Stacey Vestal
Curriculum	John Moffatt
Drug/Alcohol	Tim Gillen
Food Service	Cindy Giese
Maintenance	Paul Stengel
Music	Rich Garcia
School Improvement	Pat Hould
Special Education	Dale Lambert
Staff Development	Pat Hould
Technology	Pat Weichel
Title I	Tim Gillen
Transportation	Steve Klippenes



# FERGUS HIGH SCHOOL

Scott Dubbs



*Fergus High School – Office of the Principal*  
*201 Casino Creek Drive, Lewistown, MT 59457*

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**FHS ANNUAL REPORT**  
**2003-04**

The 2003-04 school year was excellent in almost everyway. We had many exciting times and our kids came together for many good causes, from trips to DC to state titles, not to mention unbelievable concerts, etc...all of which point to a great school year! As a school, we have always strived to meet the needs of our students as we aim for outstanding individual and group achievement. Therefore, we are very proud to have met or exceeded many expectations and long-term goals for our students, our school and our community. This report is a brief synopsis of the many highlights, goals or happenings of this past year along with a few facts that were compiled during the course of the year.

**HIGHLIGHTS FOR THE 2003-2004 SCHOOL YEAR:**

- 📖 **STUDENT LEADERSHIP** – Our student body leaders did an outstanding job of bringing our students and staff together. However, I believe the one thing that sets this year apart from others is that we were fortunate to find many students, regardless of grade, that stepped forward and provided leadership. There is no doubt in my mind that this group of seniors were very good leaders, however many leaders came from our Ms. Melanie Smith's Advanced Junior English class and many more came from student council members. Student Body President Dan Boyce and Vice-President Matt Pollard were the top of the heap when we talk about our many leaders.
- 📖 **GRADUATION 2004** - As usual here at Fergus, our 104<sup>th</sup> graduating class celebrated with an outstanding Commencement Ceremony. The addition of our ceremony for honorary Veteran's Diploma winners proved to be every bit as exciting as we had hoped, and our music performances were awesome. Mr. Richard Oppen provided a good Commencement Address to top off this first-class community celebration. The traditions of our ceremony include the "showcasing" of graduates by the faculty members and the wearing of gowns by the graduates, teachers, administration and school board. Salutatorian for the Class of 2004 was John Schmit and the Valedictorian was Sherry Gruber.
- 📖 **TITLETOWN II** – Our girls' athletic teams were simply awesome this school year. They earned three state trophies and the two teams that were Montana State Class A Champions were able to dominate their opponents on their way to divisional and state championships. Coaches Suzy Flentie, Troy Hudson and Tara Taylor provided outstanding leadership and our girls were the championship quality people in every way. More information on Titledown II follows in our Athletic Summary for the year.
- 📖 **SCHOOL IMPROVEMENT PROCESS** – The school improvement process has evolved over the last six or seven years at Fergus High School to the point where we see many positive changes coming around. The most obvious improvements are the inclusion of much more student input into the process and changes in bell schedules and patio use forthcoming. From student projects in our Advanced English 11 class to student council committees to volunteers for the steering committee, and to strong student leadership; school improvement at FHS can only get stronger. Our vision, mission and belief statements that came from this process can be found on the back page of this annual report.
- 📖 **ONE HUNDRED - FOUR YEARS, AND COUNTING** – We are in our second century at Fergus High School. Originally called Fergus County High School, our school formally opened its doors in 1899. The graduating Class of 2004 was the 104<sup>th</sup> class to graduate and call Fergus (County) High



School home. While no one can adequately address the 100-year history of this school in a paragraph, I would be remiss not to mention that this community has every right to be extremely proud of the job our school has played in educating the youth of Central Montana over the years. Additionally, I can say with great self-satisfaction that the school is also very proud of the special people our alumni become. From donations and scholarship funds, to their extraordinary support, our 9,760 graduates have established themselves as outstanding citizens for our city, our state and our nation. Lewistown and Fergus High School should be extremely proud of its last 104 years of our history.

- 📖 **FERGUS HIGH ACCREDITATION** – In November we were notified that the high school would again receive exemplary accreditation through the Northwest Association of Accredited Schools (NAAS). Northwest Association changed its name from the Northwest Association of Schools, Colleges and Universities over the year to Northwest Association of Accredited Schools. As a leader in the state, Fergus High School has worked to maintain high standards, with the NAAS recognition indicating a high quality of program. Fergus High School (Fergus County High School) has been accredited by the Northwest Association of Schools, Colleges and Universities since 1920.
- 📖 **NEW STAFF** - We have been very fortunate, over the years, to have a very stable staff. Last school year was no exception to that rule as we added only two new teachers and one new classified staff member to the Fergus High staff. The new teachers for this school year were: Kim DeMars, who replaced Ed Vandenburg in the Agriculture department and Loren Drivdahl, who replaced Jonathan Fox & Dan Bartel in the Industrial Technology area. Linda Rinaldi changed from Computers to Resource replacing Ron Hrubes (who came back in the fall at .25 FTE); while also Cindy Rutherford (via Garfield Elementary) also transferred to the Resource department replacing Susan Habbe. The classified staff member hired this year was Sheri McQuinn-McCarthy who worked as a Resource Aide and coach replacing Sheri Grindheim. Other changes were the moving of Patty Meader to a part-time position in the library and loss of Tracy Thompson who was let go after the loss of one of our Special Needs students.
- 📖 **SCHOOL-TO-WORK** - Fergus High and School District No. 1 continued to emphasize School-to-Work (STW) goals. Under the direction of Newell Roche, our Vocational Coordinator, we were able to continue our fundamental goal of improving the focus of our educational work toward one of preparing students to become successful workers, not just successful students. We continued our staff training with a Summer Institute in 2003, training school staff on “Soft Skills Institute” and contextual learning issues. This was also an ON year for the Central Montana Career Day, but with a new name, Central Montana Corps of Career Discovery. Newell with Job Coach Michelle Bass and our counselors Robert Rutledge and Debra Slagel did an excellent job of planning and our event was outstanding. Additional help came from HRDC who brought in our main speaker, Mr. Earl Suttle. Other successes in this area include our student internship and teacher externship programs, especially the work of the participating employers. An additional positive as we head into next year came in the form of grants. With Mr. Roche’s hard work, he was able to procure more funding from the state for a transitions grant, which has helped with our special needs student transitions. All of our resource teachers and aides will be trained to improve each transition for each of our resource students.

The loss of state funding, and now federal for a formal STW program continues to be a challenge for Mr. Roche and the STW Steering Committee, but by using our existing Perkins and Special Education funding and some logical resources within the community, we feel the program will continue to shine as the school continues to keep this model program moving forward. School to Work Steering Committee members included Ted Hawn, Pat Hould, Dave Phillips, Debra Slagel, Cherelee Martin, Karen Durbin, Sharon Redfern, Linda Robinson, and Scott Dubbs.
- 📖 **COMMITMENT TO TECH PREP** - Fergus High has participated in the Central Montana Tech Prep Consortium, for many years, through MSU – Great Falls College of Technology. Many of our efforts have led to articulation agreements with the College of Technology, MSU-Northern, Helena College of Technology and the Art Institute of Seattle for almost all of our vocational courses and many more of



our academic courses. The benefit for students who attend those institutions is huge because the agreement allows each participating student to be given college credit for each class included in the individual class articulation. Additionally, it is possible that the same student could then transfer to another college within the University System and receive the same benefit. Private schools and schools out of state also have the option of accepting the credit, so the potential benefit to an individual student is enormous. Courses we have articulated with one or more of the colleges listed above include:

- |                                     |                             |
|-------------------------------------|-----------------------------|
| ➤ Accounting                        | ➤ Chemistry                 |
| ➤ General Business & Record Keeping | ➤ Algebra II/Trig           |
| ➤ Computer Applications             | ➤ Advanced Math/PreCalculus |
| ➤ Computer Science                  | ➤ English 12                |
| ➤ Keyboarding & Word Processing     | ➤ Art II                    |
| ➤ Computer Science – CISCO          | ➤ Studio Art I              |
| ➤ Physics                           | ➤ Studio Art II             |

☞ **“BLUE-GOLD” LEADERSHIP BREAKFAST** - This spring’s seventeenth annual FHS Blue-Gold Leadership Breakfast continued its reputation as a showcase event. A native of Lewistown, Dr. Loran Acton, a Space Shuttle Astronaut & Inventor was our honored guest and speaker. Along with honoring the 23 award winners, his speech on how you provide leadership was excellent. As I mentioned earlier, this event continues to be a major highlight for the school each spring. Student Council Advisor Mr. Kelly Elder, Student Body President Dan Boyce, Vice-President Matt Pollard, and the rest of the Student Council did an excellent job maintaining this tremendous tradition.

☞ **CLUBS & ACTIVITIES** – The highlight in the club arena this year was the creation of a VICA/Skills USA Club replacing a defunct technology club. Loren Drivdahl and his students jumped full bore into state competitions and did very well for a first year club. Loren’s qualifier to National’s was Stephanie Spika. Kim DeMars’ FFA program again took many students to the National Convention and will be in the process of rebuilding many of the traditional teams our program is used to having success with.

Music highlights include Eryn Bent and Mary Hould being first-time members of the All-State Chorus and Tyler Morris being a member for the second time of both the All-State and All-Northwest Choruses. Mr. Garcia and the Screaming Eagle Pep Band were highlighted by the Great Falls Tribune during the State Girls Basketball tournament and both the band and the chorus had outstanding performances come concert and graduation time.

Janet Mann and the Speech and Drama team had another excellent year with four individuals placing at the State Meet held in Hamilton. The following placed at State: Daniel Boyce, 4th Place, Serious Solo; Kelsey Mann, 4th Place, Memorized Public Address; Tertia Gillett, 6th Place, Extemporaneous Speaking; Krystal Kluck, 8th Place, Humorous Oral Interpretation.

Karen Durbin and her FCCLA had a very successful pie fundraiser at Thanksgiving time and she had two students Kelsey Mann and Stephanie Spika qualify for Nationals this summer. For Stephanie this will be her second trip to Nationals in one summer. In BPA we did not have some of the recent group successes we had been used to, but did have a **two-time national placer** this spring. James Johnson placed at Nationals in Novell Network Admin.(4<sup>th</sup>) and in CISCO Network Admin (8<sup>th</sup>). BPA also had a state student officer in Stephanie Spika for 03-04 and for 04-05 Jessie Pearson was elected to a state office (Membership Director).


☞ **FERGUS HIGH SCIENCE TEAMS** – Fergus High science teacher Frank Hallett and FHS science students kept up their outstanding work in science competitions during the 2003-04 school year. Unfortunately, we did not win a state championship during the year but our overall successes are again very hard to beat. Our Science Bowl teams (both of them) placed in the Big Sky Regions top five again. This is now the second time ANY school has ever had more than one team in the finals, and the second time where both earned top five finishes. As you recall, last year we also completed the same two accomplishments. This years “A” team placed 2<sup>nd</sup> overall, members included: Colt



Gill, John Schmit, Allen Rice, Carson Perkins and Ben Troop. In the Science Olympiad competition our students placed second overall and in the State Envirothon competition, we placed fourth.


- 📖 **MATH COMPETITIONS** – As in most years, our Math students competed very well in the regional Montana Council of Teachers of Math (MCTM) competition, placing first again. Typically our team either wins or takes second annually in this competition hosted by the Grass Range School District. Additionally, our students excelled in several individual competitions in the Math and Science areas. In Math, we also scored well on the American Mathematics Competition and Trig-Star (sponsored by the Society of Professional Surveyors) exams. Seniors level math students receiving commended scores in the American Mathematics Exam were Carson Perkins (1<sup>st</sup>), Mike Hamling and Allen Rice (tied for 2<sup>nd</sup>). Junior level math students receiving a commended score were Kelley Thornsberry (1<sup>st</sup>).
- 📖 **POSITIVE LEARNING ENVIRONMENT** - Fergus High continues to remain committed to the development and maintenance of a positive school climate. We hope to continue to emphasize high academic and attendance expectations, shared discipline, time-on-task, as well as a strong community bond. With continued commitment for our school improvement projects and our MBI team (Montana Behavior Initiative) and our Eagle Renaissance Program, Fergus High will continue to work hard to improve while maintaining a positive school climate.
- 📖 **PRINCIPAL'S CUP COMPETITION** – This spring the MASSP Region II Principals hosted their first ever Principal's Cup Academic Competition. The competition, which was held on March 8<sup>th</sup> at the University of Great Falls, included a morning session of testing and an afternoon Quiz Bowl session. The FHS team who represented our school received 2nd place out of 33 teams and included team members: Carson Perkins, Allen Rice, Michael Richter, Kelly Thornsberry and David Chen.
- 📖 **SHOP** – With two new teachers as the cornerstone to this area in the high school, dramatic changes were expected and mostly achieved. Mr. Kim DeMars, our new Agriculture teacher provided much needed leadership in the Ag. Shop, leadership that was absent since Dale Godfrey was our FFA Advisor. On the Industrial Technology side our new teacher Loren Drivdahl taught the basics of each tool and immediately expected his students to jump in and get projects accomplished.
- 📖 **STUDENT COUNCIL** – Summer travel was in the cards again for the student council. Dan Boyce, John Lucotch, Bob Goodwyn, Sam Helmer joined Mr. Elder in Buffalo, NY for the national student council convention (NASC). Mr. Elder, Mrs. Borgreen and the whole student council membership then started the year off with a bang when they traveled Great Falls for the State Student Council Convention (MASC). All year long student body president Dan Boyce and Vice President Matt Pollard were good role-models for our younger students. Events such as the Homecoming Week, Winter Spirit Week and our Blue-Gold Leadership breakfast went very well but represented only a fraction of the work our Student Council was committed to. Things such as revising their constitution, helping with school improvement and participating in the School Board's Student Roundtable were every bit as important and involved probably more time from our student leaders.
- 📖 **TECHNOLOGY** – Our commitment to technology over the years is paying dividends. The NetDay work and Technology Director Pat Weichel are primarily responsible for our gains but with the efforts of people like Lynne Wise and the technology grants we have been able to take advantage of many opportunities technology can provide. Now with the technology levy we are able to maintain our programs and equipment so that our students become more and more capable and confident in using technology, which is a huge step in the right direction as success in their future, and will definitely require its usage for the next generation of workers. In fact, our focus is really no longer our level of technology but how we use it as a tool to improve what we do instructionally. Not that having an appropriate level of technology isn't important, it is; however we continue to need to refocus on its purpose. In terms of our actual computing power we have almost all our machines beyond the Pentium II level, but still have many machines that are old enough to appear slow and need more maintenance.



 **ATHLETIC ACCOMPLISHMENTS** – After the accomplishments of the 2001-02 school year we were ready to believe that those types of events are so rare that we might not reach a comparable situation again. However, this year we were right at it again! The volleyball team, playing in the fall for the second-time, dominated almost everyone they played this year winning another Central A Championship. At the state tournament they brought their “A” game and dominated everyone but runner-up Libby who was their bugaboo in the state tournament last year. Head coach Tara Taylor and the spikers finished the season with our first ever Montana State Championship in volleyball to cap off a fantastic season. Head Cross Country Coach Suzy Flentie continued our successes in this new era in our cross country program as she lead the Golden Eagle Harriers to their second consecutive Montana State Third Place trophy. Ms. Flentie took over for Eadie Schultz, our former National Coach of the Year (2000) last year and has not missed a beat. Golf, also playing in the fall for the second-time, struggled again with young squads, was lead again by our Head Golf Coach, Walt Scotson. Caitlin Flament did have an outstanding year with her 9<sup>th</sup> place finish at the state meet in October. The football program also seemed destined for a competitive season but lost many players, and leaders to injury preventing the Eagles from reaching the state playoffs. The team, under the direction of Gary Gebert, rebuilt almost everything since their 2001 State Championship but finished the year with a less than fantastic 2-7 record.

During the winter sports season, our girls’ basketball team showed the state what a team can do when they come together. The girls, under the direction of Head Coach Troy Hudson had a great regular season losing only twice to Beaverhead Co. and Billings Central as they finished as the regular season champions of the Central A. At the divisional tournament however, they started a run of successes that will take some time to be repeated, in the process they handily avenged their two losses with convincing championship wins. They first dominated the best division in the state as the girls easily won the Divisional Championship. They then soared into the state tournament at Hamilton where they dominated Colstrip, Whitefish and Billings Central in succession for the Montana State Class A Championship. The quality of their play was only rivaled by our volleyball team in the fall. The girls were complimented by an outstanding group of cheerleaders, the Screaming Eagle Pep Band, as well as our local Golden Eagle fans. Concurrently, the boy’s basketball team under head coach Dick Brosseau struggled almost all of the season but came together as a team at the end of the season to defeat Browning and Livingston. They were truly a real threat at tournament time narrowly losing to champion Belgrade, however their lack of depth left them short, missing play on Saturday night. Our wrestling team, under the direction of Head Coach Mike Mangold, had an up and down season. One week they would have a good showing and the next week a less than good one. However, they were very competitive at Divisionals finishing fourth and they finished strong at state as we had four place winners in Phil Rinaldi, Chase Musick, Grant Terry, and Tanner Swift.

In the spring our girls were again very strong but we were able to bring home only one trophy, narrowly missing out for state hardware in both tennis and track. Coach Diane Lewis’ team followed last years most successful tennis season in school history with a very competitive season as both the girls and boys teams placed third and second respectfully at Divisionals. The girls also ended up fourth at state, missing third by a single point. Both tournaments were hosted (part of the time) here in Lewistown by Fergus High. The obvious highlight was Devin Nelson and Alira Carpenter placing 2<sup>nd</sup> in doubles at state, the highest placing ever at state by an FHS doubles team. Track and field teams were up and down some during the regular season but the girls earned the third place trophy at Divisionals and finished a very respectful 6<sup>th</sup> at State with Lauren Tognetti placing in four state events and Laura Anderson placing in three. The boys were very young this year but did place fourth in the 1600 relay at State. Both teams were led by head coach Steve Olson.

 **EAGLE RENAISSANCE** – This year our theme for the 2003-04 Eagle Renaissance program folded into our general school vision which is “Excellence Today, Success Tomorrow.” This program, primarily due to the outstanding work of our Renaissance Advisor Shari Tindall and the usual outstanding support we have from our business partners we are able to give many incentives to our



students. Our program continues to be a top-notch model, as viewed by others within the state and the northwest region. Our on-going goals for the program include:

- Setting an expectation for achievement while stressing good attitudes.
- Providing incentives and rewards that build self-esteem and satisfaction with self and school.
- Spotlighting scholastic merit and improvement while emphasizing appropriate student behavior and responsibility.
- Recognizing and rewarding students, teachers and community members for positive performance.
- Incorporating Renaissance in the development of a high quality, positive student handbook, designed to promote students and staff while developing school pride.

📖 **ADVANCED PLACEMENT COURSES** - During the past 9 years Fergus High has worked hard to move from an English only program to a strong, relatively diverse, A.P. program. Initially developed under the direction of Sid Wilson and other department heads we now have the following courses:

- A.P. English 12 - The first advanced placement course offered at FHS is filled annually from a priority list of students developed as they progress through our English courses.
- A.P. Physics (B & C) and A.P. Chemistry - Offered on an alternating year basis these courses meet the needs of our math and science oriented students. A.P. Physics - B is taught as a regular trigonometry based class while A.P. Physics - C is calculus based. When needed, all three courses are offered on an independent basis.
- A.P. Biology - Another science A. P. class offered on an alternating year basis unless student enrollment dictates one each year (which has been the case the past few years).
- A.P. Calculus - This past school year we offered two different levels of calculus. H.S. Calculus and Advanced Placement Calculus. The original H.S. Calculus was a logical addition initiated a year after the A.P. Sciences started when our first group of eighth grade Algebra I students became seniors. With the high numbers over the next few years we felt it was more appropriate to provide a non-A.P. oriented calculus class to free up our best students so they may adequately prepare for the A.P. exam.
- Studio Art - An advanced placement class initiated for the third year based on the needs of students intending to submit work for college credit.
- A.P. Government - This is a new course Kelly Elder taught during the 2003-2004 school year. We have needed an A.P course in the Social Studies area for some time and this was quickly accepted by the students. Hopefully we will not have problems keeping this class with the loss of Mr. Elder.

📖 **THE OTHER SIDE OF THE COIN** - As you know, not everything ends up rosy. Nothing in 2003-04 even approached the employee issues from the previous year. We started last August with the Bartel arbitration which, even though we had handled it appropriately, cast a very large shadow on the first month of school. However, school started well and with the decision of the arbitrator coming shortly after the start of school everyone involved had a collective sigh of relief and we went back to focusing on moving forward with educating kids and the efforts of school improvement.

Due to the quality work from a great staff, our anxieties over budget woes were mostly minimized during the course of the school year. The asking for and eventual approval of a larger levy for next year prevented what would have been cuts that would have been very deep, actually creating many

inequities that would have been almost unmanageable for 2004-05. Some of the problems relating to the cuts were the eventual use of Steve Olson for Art where he did not go back and get his near endorsement, many scheduling problems (the result of the loss of required sections) and the loss of two very important math classes; High School Calculus and Beginning Geometry.

As we look to staff changes going into next school year it is obvious that it will be very difficult to replace Gordon Klasna and Kelly Elder. Both have been here eight years and they had improved to the point to where the quality of their work will be very hard to find in new people. We will also have a difficult time finding a new replacement for Jennifer Pfau in our Activities Program.


I must admit however, as we look back on 2003-04 we had some unbelievable highs with very few lows.

#### **OTHER VALUABLE FERGUS HIGH STATS:**

- 📖 **STRONG EDUCATIONAL COMMITMENT** - 23 of 38 Certified Staff and a few of our Classified Staff have attained an advanced educational degree (a Master's Degree or higher). Other staff members are working toward attaining their Master's Degrees in the near future. The average tenure of the FHS teaching staff was 20.9 years with 13.7 years commitment to the Lewistown Schools.
- 📖 **ATTENDANCE & ENROLLMENT** - Student attendance is excellent with figures showing an overall attendance rate of 95.64%. Our October 6 enrollment was 465 while the February 1 enrollment was 459. Last year those numbers were 484 and 476 respectively. The October 6, 2003 enrollment by class included: 115 freshmen, 116 sophomores, 128 juniors, and 113 seniors. Next years currently enrolled population is 461, with the classes expected to include: 120 freshmen, 106 sophomores, 111 juniors, and 124 seniors. If next year is normal, an additional 5-10 students may enter come fall.
- 📖 **AVERAGE 2003-04 GPA FOR FHS STUDENTS** - The average GPA earned for a FHS student this past year was 3.012 for the first semester and 3.002 for the second. Last year those numbers were 3.073 first semester and 3.030 for the second. By class, the average GPA's were: 3.300 and 3.301 for the seniors, 3.042 and 2.997 for the juniors, 2.783 and 2.802 for the sophomores, along with 2.916 and 2.934 for the freshman.
- 📖 **CUMULATIVE GPA FOR FHS STUDENTS** - The average cumulative GPA at the end of the year for a ranked FHS student was 3.099, with the average last year being 3.023. By class, those average cumulative GPA's were: 3.237 for the seniors, 3.014 for the juniors, 2.885 for the sophomores, and 2.914 for the freshmen.
- 📖 **ACTIVITY PARTICIPATION** - Overall numbers of participants fluctuated some during the year, however, on a percentage basis the numbers did change somewhat for the better as 45% of the students participated in athletics, 46% participated in music, while 55% participated in clubs and other activities. Last years percentages were 51%, 49% and 51% respectively. Of concern is the decline in the overall rate of female athletics participation and especially the growing gap in participation of males and females. Female athletes accounted for only 39.1% of the athletic opportunities for participation this year (who also account for 49% of the population). Another big concern comes with the 23% of the students who do not participate in any school activities (22% last year).
- 📖 **ACT SCORES** - ACT scores this year again appear to be somewhat below our normal. Final figures will come later this summer; however, the Class of 2003's overall average was 21.5, compared to the state and national averages of 21.7 and 21.0. The eight-year average scores are: FHS - 22.1; State - 21.8; National 20.9.
- 📖 **CLASS SIZE** - As expected class sizes this school year were down a little. During this year average class sizes were: English - 20.0; Math - 24.3; Science - 20.4; Social Studies - 21.9; Health Enhancement - 21.3; Foreign Language/Art/Drama - 16.9; Music - 66.8; Vocational - 13.9; and



Title/Resource – 4.0. Some numbers are a bit deceiving as some classes have very small class limits along with several fluctuations due to population variations in each grade.

 **TRANSFER AND DROPOUT INFORMATION** - Fergus High School had 18 students transfer in or re-enroll during the school year (compared with 26 students in 2002-03. Of those 18 new students: 3 transferred out later while 1 dropped out-of-school, 0 were expelled and 1 transfer students enrolled in home school. We also had 19 FHS students transfer to another school, 1 student transferred to home schools and 0 students were expelled during the year. In terms of dropout totals: we had 1 freshman, 1 sophomore, 1 junior, and 2 seniors who chose to leave school without enrolling in another school (including the 1 listed above that transferred to Fergus during the school year).

### **PROFILE OF THE CLASS OF 2004:**

The Class of 2004 and its original 127 members entered Fergus High in August 2000, with many high expectations and goals. By the time their tenure was completed, another 21 students had transferred in becoming class members. At graduation the class was smaller with 108 members obtaining Fergus High diplomas.

Of the original 127 class members:

- 99 members graduated this spring with 96 members spending all four years at Fergus. 3 more students were original class members who spent part of their high school years at another school before transferring back to FHS.
- 28 members of the original 127 did not graduate locally. 3 members dropped out of school locally and 23 transferred elsewhere. 2 original members of the class were expelled and 2 others transferred back, only to transfer out again. Of the 23 that transferred, 8 were known to have graduated at other schools, 1 transferred to a home school, 7 returned to FHS and 14 transfer members transferred to other schools losing contact with FHS. The Class of 2004 also had 3 students who will be fifth-year students next fall.

Of the 21 class members who transferred in:

- 9 members graduated at Fergus High.
- 12 members of the 21 members who transferred in did not graduate locally. 4 of the transfer members dropped out of school locally and 9 later transferred out. Of the 9 that transferred out 2 were known to have graduated at other schools, 1 transferred to a home school and the remaining 6 transferred to other schools and have lost contact with FHS. 2 of our students who transferred in were returnees, 1 was expelled, 2 were from previous FHS classes, 2 members were foreign exchange students and 1 transferred out twice.

Other Class of 2004 Information:

- Seventy (78) members of the Class of 2004 will graduate as honor roll students
- Thirty-two (32) members of the Class of 2004 will have finished our Honor's Curriculum, which requires students to successfully complete our college prep curriculum and four years of math, science, and English, along with 2 years of foreign language, and 2 advanced placement classes.
- Forty (40) members of the Class of 2004 are National Honor Society members.
- The mean average grade point average for the Class of 2004 is 3.237 and the median average GPA is 3.440.
- In order to be considered a student in the "Top 30," a member of the Class of 2004 needed to have earned an overall GPA of 3.763, while a "Top 10" student requires a 3.932 GPA.

- Of the one hundred eight (108) graduates in the Class of 2004, eighty-one (81) are planning on attending a post-secondary college or trade school.
- Seventy-one (71) seniors are currently planning on attending a four-year college or university next fall. Fifty (50) will attend in-state institutions, with eight (24) going to Montana State University in Bozeman, and twelve (12) attending the University of Montana in Missoula. Twenty-one (21) more seniors plan on attending four-year out-of-state colleges or universities.
- Of the ten (10) seniors who will attend a two-year colleges or trade schools, six (6) will be attending a school in-state while four (4) will be attending one out-of-state.
- At graduation time, sixty-three (63) graduates the Class of 2004 have received scholarships, accounting for more than 58% of our graduating class.
- At graduation, members of the Class of 2004 have received over \$300,000 in scholarships for their first year of college. In addition, these seniors had earned the opportunity to receive an additional \$688,000 for their sophomore, junior, and senior years in college. That brings the grand total for this class to almost \$990,000 in future scholarship moneys. When you then include military college funds our scholarship totals grow to over \$1.4 million.
- Over the past four years, our seniors (athletes and students) have been participants in programs that have earned sixteen (16) state trophies, six (6) of which were state championships.

#### **Class of 2004 - Summary Information**

##### **Numbers of FHS Graduates Planning On:**

Attending Colleges or Universities (4 year)	71/108 – 65.7%
In-State	50/71 – 70.4%
Out-of-State	21/71 – 29.4%
Attending a Trade School or College (2 Year)	10/108 – 9.3%
In-State	6/10 – 60.0%
Out-of-State	4/10 – 40.0%
Serving in the Military	8/108 – 7.4%
Moving Directly into the Work Force	7/108 – 6.4%
Undecided or Unknown	12/108 – 11.1%





## EXCELLENCE TODAY, SUCCESS TOMORROW



### FERGUS HIGH MISSION

The mission of Fergus High School is to challenge and prepare students to become enthusiastic lifelong learners, problem solvers and contributing members of society. Our students will be empowered to make a living, make a life, and make a difference.

### FERGUS HIGH VISION STATEMENT

The staff at Fergus High School, along with parents and community members, recognizes their critical role in providing educational opportunities for all students. They are dedicated to establishing and maintaining a safe environment which fosters a positive attitude and a commitment to excellence. As a result, all students at Fergus will be challenged to develop their social, personal, and academic talents to the fullest extent possible. Particular emphasis will be placed on those skills which are necessary in order to become a happy, productive and contributing citizen of the 21st century.

### FERGUS HIGH SCHOOL BELIEF STATEMENTS

1. **SAFE SCHOOLS** – All students and staff will contribute to a safe, drug/alcohol free learning environment.
2. **CRITICAL AND CREATIVE THINKING** – All students will develop critical and creative thinking skills.
3. **POSITIVE SELF IMAGE** – All students will be valued and respected as individuals.
4. **SCHOOL TO CAREER** – All students will develop needed academic, technical and life skills for the transition from school to work.
5. **RESPONSIBILITY** – All students will take responsibility for their behavior and their learning.
6. **SOCIAL SKILLS** – All students will develop social skills and appropriate behavior that assist in becoming responsible citizens.
7. **STUDENT SUCCESS** – All students will learn, achieve and succeed throughout their lifetime.
8. **STAKEHOLDERS** – All members of the school community will be included in the decision-making process.
9. **PARTICIPATION** – All students will actively participate in academics and the global community can develop honesty, integrity, and respect for themselves and others.

# **GARFIELD ELEMENTARY SCHOOL**

**John Moffatt**



To: Supt. Brown: Board of Trustees  
From: John Moffatt  
Re: Annual Report—Garfield School

The 2003-2004 school year offered our staff the chance to work with a wonderful group of young people. Though I would tend to say that every year, this year's students, in the great majority, were respectful to adults and themselves both in and out of class. They were a pleasure!

School funding, always a challenge, was an issue from the beginning of the year as we reduced from five to four sections of 4<sup>th</sup> grade. This raised class sizes from the 2002-03 levels of 22-23 to 27. Our chief concern with this increase was that 4<sup>th</sup> grade is the elementary level at which most of the present standardized testing takes place. We were appreciative of the fact that we were able to maintain five teaching positions at the 3<sup>rd</sup> grade level. This kept our 3<sup>rd</sup> grade class sizes at about 20.

Writing topped our academic school improvement goals. The year began with an excellent workshop on the 6-Trait Writing Model taught by Candace Dunn and Cindy Rutherford. Our teachers were excited and willing to implement the model on an ever-widening basis. A great deal of work was spent on developing student writing portfolios and working with the rubric system. Our PTSG spent over \$1200 to purchase the 6-Trait Kits for every classroom, and the materials have been used extensively. At early faculty meetings I explained that all of my formal observations this year would deal with writing lessons. This included the Title One and Resource classrooms as well as the regular education classes. Our goal was for each teacher to take a step forward from wherever they were at the beginning of the year in terms of writing instruction. I am confident that the goal was achieved. Next year, we will continue the process. A sidelight was that once again, several Garfield students had their works published by such recognized magazines as "Signatures from Big Sky" and others. Seeing their own work published is powerful motivation for young writers.

Perhaps the major difference in terms of our instructional program this year was the change we made in our Title One program. In the past Title One had always been limited to a 20 minute per day supplement to the grade level reading and math programs. This year we switched to making it an actual class. Mrs. Barber was responsible for the reading programs of her 3<sup>rd</sup> and 4<sup>th</sup> grade students and for the math program for 4<sup>th</sup> graders. To facilitate this we hired the equivalent of a full-time assistant position that was split between two staff members. This ensured a good ratio of adults to students. My observations of the program left me with a positive feeling that was reinforced by the excellent end of the year test scores for the Title One students. I believe Mrs. Barber did an excellent job with her new assignment that included delegating responsibilities to her very capable assistants, Linda Maxwell and Debbie Smith.

After two years of extremely high student numbers our Resource program saw a much smaller enrollment this year which translated into more individual or small group attention for the kids. For the first time we enjoyed the services of two teachers as Mrs.

Mitchell joined Mrs. Brown. Our invaluable long-time assistant Mrs. Hanley rounded out the team. End-of-the-year IEP meetings were extremely upbeat and positive as, almost without exception, students had made significant progress during the school term. The other things that were evident was that parents were grateful to the teaching staff for their efforts and that the idea of making modifications to meet student needs was bearing fruit. Truly, there were many exciting success stories!

The Accelerated Reader Program continues to grow. I am amazed by the sheer volume of books read and tests taken. While almost all of the students compiled impressive numbers, the record of Seth Walters in 4<sup>th</sup> grade is truly unique. Seth now has more points than the highest 6<sup>th</sup> grader in Lewistown. (Seth was our school Geo Bee champion, too, and he was only one question short of advancing to the final round of the State Geo Bee where he competed against 8<sup>th</sup> grade students.) Many thanks to Mrs. Fradley and her assistants, Mrs. Sederholm and Mrs. Mahlen, for their efforts to expand and improve this program.

Our "I Love to Read" activities this year centered around biographies. Students read about famous people they were interested in and completed a timeline showing when their subjects had lived. As part of Garfield's ongoing commitment to community service, we collected pledges for our February reading and donated the money to the Pet Assistance League and the Skate Park. We are able to look around Lewistown with a great deal of pride as we see the stamp of Garfield School Service Projects on everything from historical site markers to benches on the creek to improvements at the Veterans' Park.

Other commitments to community service were evidenced by our "Make a Difference Day" projects that included a cleanup of Spring Creek and neighborhood parks and a food drive that netted over 1000 lbs. of food for the Community Cupboard and our ongoing volunteer program at the Central Montana Nursing Home. Garfield 3<sup>rd</sup> grader, Emmitt Hayden, was named the overall winner for "Make a Difference Day" for his amazing efforts on behalf of the Pet Assistance League. Our 4<sup>th</sup> graders donated their Fridays after school in the spring to reach out to the residents at the nursing home. This marks the 15<sup>th</sup> consecutive year that Garfield students have dedicated themselves to this project.

As always we are truly appreciative of the efforts of our PTSG. Thanks to these tireless volunteers we were able to continue our efforts to upgrade our library and provide assemblies and materials for our students. Twelve new printers were purchased along with eight computer carts. Individual classrooms received \$200 in supplemental funding. Money from this year's Sally Foster Drive and the Carnival will be used to purchase Phonic Ear sound systems for each classroom and a climbing wall for the outdoor playground.

Technology was the district-wide focus in curriculum development this year, and several significant developments occurred in our school technology efforts as well. First, we were able to offer keyboarding instruction to both 3<sup>rd</sup> and 4<sup>th</sup> graders for the first time.



Teachers reported excellent results as they followed up on Mrs. Rapkoch's work. Learning the keyboard allows students to access the rest of the technology curriculum much more readily. Our plan is to continue with instruction at both grade levels. Another step up was realized when Garfield was selected to receive 10 government computers made available when the local Soil Conservation Service upgraded their office machines. These computers were at least on a level with the best machines we had in our lab. The addition of these computers put us at over 20 machines in the lab, and this allows a machine for each student in most of our classes. Still another improvement was the inservice training provided by Mrs. Wise. She worked directly with students and teachers in many classes to develop technology integration projects in several content areas. These projects represent what we want from technology—a usable tool to enhance teaching and learning. Finally, we must credit the efforts of Mr. Weichel in keeping not only Garfield but also the rest of the District up and running in terms of technology. Next year we plan to use a laptop lab on a weekly basis in the 3<sup>rd</sup> grade classes. Teachers will be using the Lexia program to assist their reading instruction. We will also begin the keyboarding classes right away in the fall so that students may take advantage of their skills throughout the rest of the year.

We are excited about the possibilities that our District-wide “We Teach All” grant may bring us. We have discussed differentiated instruction a great deal at our staff meetings, and I am very hopeful that the inservice training we receive through this grant will bring positive results to our classrooms.

In April Garfield celebrated the recognition of one of our outstanding teachers, Carol Brown, for a well-deserved honor. Mrs. Brown was selected by the Council for Exceptional Children as the Montana Special Education Teacher of the Year. Over the years Carol has been a true advocate for children and a teacher who has always demonstrated that she cares for students and their families. Her work as an instructor extends beyond the building as she is mentoring several new special education teachers and has been a workshop presenter for many CSPD regional programs. Congratulations, Carol!

Next year we will be without the services of Mrs. Miller who has taught at Garfield the last 14 years. We will miss Kim a great deal not only as a classroom instructor but also for her work as a computer liaison, GNN director, and the many other duties she performed so well. At the same time we will welcome Mr. Marsden to our staff as he will be taking Mrs. Miller's 4<sup>th</sup> grade position.

Finally, I would like to thank all of our staff who worked on curriculum or assessment development during the year or who served on our school improvement team. This includes many teachers who devoted extra hours for the good of the entire District. Their efforts are crucial to the dynamic process that is education.

# HIGHLAND PARK ELEMENTARY SCHOOL

Sharon Redfern



**Highland Park Elementary  
Annual Report  
2003-2004  
Sharon Redfern, Principal**

*Highland Park spent much of this school year immersed in the study of early interventions that help to prevent student failures, directly related to our school goals. As a result, several new strategies will be introduced during the next school year after the staff has received inservice. Highland Park's focus has continued to be that of providing a nurturing, rich, and developmentally-appropriate educational program for the district's youngest children.*

**Highland Park 2003-2004 Goals:**

**Academic Goal #1**

All students will demonstrate improvement in Communication Arts.

**Academic Goal #2**

All students will demonstrate improvement in Mathematics.

**Academic Goal #3**

Early intervention programs will be made available based on student need.

**Improvement Goal #1**

Promote and maintain a safe and nurturing learning environment (safe dismissal).

**Improvement Goal #2**

Promote and maintain a safe and nurturing learning environment (developmentally-appropriate building improvements).

**Improvement Goal #3**

Seek ways to positively promote attendance.

\*\*\*\*\*

**Following are highlights from this school year:**

Volunteer parents and community members continue to play a huge role in the success of Highland Park. Forty-seven volunteers were honored at our spring awards ceremony for their help in our classrooms. The *America Reads* program, providing one-to-one help for a student on a weekly basis, was continued and expanded this year following a training session held in September. Sponsored by Fergus County Retired and Senior Volunteer Program, the program matched a community member as a reading tutor with a student who needed an extra boost in reading. Our *America Reads* volunteers grew to twelve as one of our local service groups selected the *America Reads* program as their "Make a Difference Day" project. Other parent volunteers helped throughout the year by reading with whole classes of students, one student at a time. Highland Park has many parents who spend time with their children and their education at our school, and we appreciate their efforts.

Highland Park's Make a Difference Day goal for the second consecutive year was to make a difference in our community by gathering food and donations for the Lewistown Boys' and Girls' Club. Since many of our children attend the Club, this was a very realistic project for our students. We presented Jennifer Pfau, director, with a check for \$267.25 along with many crates of food. Our project was chosen as a third place winner by First National Bank.

Our Title 1 Extended-Day Kindergarten program continues to strengthen readiness skills and provide extra time for individual learning. Staff members Dan Melick, Melanie Hallett, and Diana Faulkner also help with school-wide testing programs in addition to working with first and second grade students.

Highland Park was awarded a Beaumont Foundation of America technology grant this year. This grant was written by district technology specialists Pat Weichel and Lynne Wise, along with second grade teacher Julie Comes. The grant was designed to utilize technology to further reading skill acquisition and allowed us to purchase twenty-five laptop computers for classroom use. Each of our second grade teachers provided forty-five minutes weekly of computer time using the A+LS software that had previously been purchased by the district. Pre- and post-testing revealed that every second grade child had increased their reading skills; every student showed a gain. Our second grade staff members are excited and committed to continue the use of laptops in reading instruction in the future.

Highland Park's Parent-Teacher Support Group is a vital force within our school. Without their support as volunteers and room parents, as well as their financial gifts, it would be difficult to offer our children the resources that we do. Our PTSG organized a large project this year: a reading celebration during "I Love to Read Month" in which parents planned, organized, and presented five different reading activities to all of our students. For these parents to give an entire afternoon of their time to benefit our students was just outstanding. 2003-04 PTSG Officers included Lorena Spoja, President; Kayleen Patten, Vice-President; Tami Mathison, Secretary; Jennifer McAllister, Treasurer; and teacher representatives Starla Solberg and Gina Armstrong.

February's "I Love to Read" month celebrated the wonders of reading through many schoolwide events. Honoring Dr. Seuss's 100<sup>th</sup> Birthday, our month-long "100 Salutes to Dr. Seuss" was educational and fun! Along with many guest readers from the community, we were visited by The Cat in the Hat (Mr. Melick).

Margee Smith, second grade teacher, Jean Davis, Counselor, and Rachel Stansberry, Speech Therapist, were recognized as "A Class Act" in the News Argus in 2003-04.

Highland Park's Montana Behavioral Initiative team continues to meet monthly to help provide management strategies for our school. This year's Meaningful Work Program, Highland Park's Helping Hands (HHH), involved 180 students who learned about the world of work while providing service to Highland Park. Students had the opportunity to help while being Playground Scanners, Library Assistants, Computer Technicians, Office Assistants, Recycling Team members, and Music Assistants. Two new jobs added this year were Flag Raisers and Kitchen Assistants. Students were proud of their helpful efforts at Highland Park.



Student teacher Pam Bristol and student intern Jennifer Hicks were a part of our school community this year, learning more about child development, teaching responsibilities and educational practices in preparation for a future career. Pam student taught in Mrs. Solberg's second grade and Jennifer was assigned to the five first grade classrooms as part of her high school coursework. A high school assistant, Cheryl Noyes, also assisted with bus supervision duties and shelving library books.

Early releases for staff development allowed Highland Park's staff to delve into early intervention programs as we spent much of the year in research and discussion. Utilizing staff development funds, several staff members visited other schools to view programs and confer with other teachers. Our study has allowed us to identify several programs and strategies that encourage student successes, which will be implemented next year and in the future. Early releases that focused upon curricular achievement data were very productive, providing staff members with time for discussion of successful practices and reteaching opportunities.

The second annual Highland Park Summer Reading Mini-Camp was again offered to first and second graders in July of 2003. Taught by Virginia Ross, Melanie Hallett, Pattie Plovanic, and Sharon Redfern, students came back to school in July for two days to spend time in reading. The theme, "Bee a Reader," was carried out in vocabulary, comprehension, listening, and writing activities. Guest speaker and scientist, Dr. Norman Drew, provided many insights into our study of bees. An Exxon-Mobile grant of \$500 helped to provide materials for the camp and a book for every child who attended.

At our spring Awards Ceremony, twenty-two students were recognized for Perfect or Outstanding Attendance. Twenty-one students, including Glen Gardner, Lesley Berg, Jade Fairchild, Ryan McKinney, Jordan Perlichek, Kyle Myhre, Colton Gobble, John Manning, Greg Gallagher, Eva Koerth, Taylen McAllister, Gabrielle Casini, Kylea Gibbs, Jared Miller, Marlee Thomas, Natalie Gordon, Lucas Uecker, Alex Irish, Joseph Jensen, Michelle Kong, and Kaitlyn Moodie were honored with the Principal's Award for excellence in citizenship.

We have explored possibilities for cross-age experiences with older children in the district. This year, our second graders attended the Science Fair at Garfield School and the first and second graders visited the Wax Museum at Lewis and Clark School. In addition, Mrs. Koch and Mr. Ross's *Read and Lead* eighth graders have again tutored Mrs. Ross's second grade students in reading once each week during the second semester. These teachers were chosen to present their program at the National Service Learning Conference in Orlando this year. Junior High flannelboard stories have continued to enrich our students' experiences with literature. This year, Mr. Plovanic's sixth graders were wonderful in leading our Play Day activities.

One of our school goals is to involve parents in our school a minimum of three times yearly. The first grade brought parents in during October for their *Family at School Night*, in which school procedures were outlined, and for *Family Fun Night* in March, celebrating Dr. Suess's birthday. Second grade parents were invited to a *Pumpkin Math* activity, a *Christmas Gingerbread Play*, and a *Guardians and Goodies* breakfast in May. Parents are welcome and often visit Highland Park.

Through a Service Learning grant from the Junior High School, Highland Park has established a community garden. The grant allowed us to purchase topsoil to fill a playspace area that had not been used for four years. Our goal will be to combine Science and Social Studies curricular objectives with service learning experiences to help our students learn about service to others. Lorena Spoja, Service Learning Coordinator, has helped us to achieve this goal. In May, first graders planted flower and vegetable seeds in our garden, with the produce to be shared with our neighbors in the fall. Throughout the summer, our garden will be watered by school custodian Scott Melvin and tended on a limited basis by Junior High and Highland Park summer school students. We hope to share our flowers with nursing home residents during our annual fall caroling trips.

First Grade Summer School will be offered for the second year to help students who need extra time in mastering reading skills. Taught by Pattie Plovanic, Gina Armstrong, and Margee Smith with Bette McPherson as paraprofessional, fifteen to eighteen students will receive intense, research-based instruction to help prepare them for second grade. Summer school will be for three hours each day, four days a week, for six weeks.

The staff at Highland Park continues use opportunities to grow professionally, both on their summer hiatus as well as through the school district. This past year and summer, workshops and number of teachers attended included: *Montana Behavior Initiative* (6); *Laughter in the Classroom* (1); *WIN in the Rockies (A New You)* (7); *Reaching the Top (differentiated instruction)* (2); *Handwriting without Tears* (2); *Recognizing Childhood Disorders in the School Setting* (1); *Singing Your Way Through the Classroom* (1); *Reaching the Emotionally Disturbed Child* (1); *Montana Teachers' Forum* (3); *Title 1 State Conference* (2); *Assessment Training Institute* (1); *Bullying* (1); *Drug and Alcohol Issues with Teens* (1); *504 Training* (1); *Assessment of Social/Emotional Issues in Early Childhood* (1); *Early Childhood Conference* (1).

Highland Park's tenured teachers again had the opportunity to be involved in a peer coaching program as part of their annual evaluations. Twelve teachers chose to observe each other throughout the year and discuss helpful insights together. The program was well-accepted by staff members, who felt the process provided meaningful dialogue and feedback with other colleagues.

A partnership with Head Start continues as the district's Preschool Special Education program is located there. Teacher Paula Drissell and paraprofessional Darlene Beaudry work with the district's youngest children, bringing the students to Highland Park once each week for adaptive Physical Education classes in our gym. In addition, students who are eligible for Kindergarten for the next school year are provided several transition visits to Highland Park each spring. Mrs. Drissell and several Head Start staff members accompanied Highland's staff on some of the early intervention school visitations this year.

Highland Park staff members are a wonderful group of dedicated teachers who love children. It has been a great year!



# LEWIS & CLARK ELEMENTARY SCHOOL

Tim Gillen



Your public schools...  
There's no better place to learn.

©

# Lewistown Public Schools

School District Number One  
215 7th Avenue South  
Lewistown, Montana 59457  
Phone (406) 538-8777  
Fax (406) 538-7292

TO: Charles Brown

FROM: Tim Gillen

RE: Annual Report 2003-2004

DATE: June 10, 2004

## OUR MISSION STATEMENT:

"We are here to Achieve, Believe, and Care"

## LEWIS AND CLARK VISION STATEMENT:

Students attend Lewis and Clark to become life long learners, equipped with skills promoting best effort, appropriate choices, critical & creative thinking, positive attitudes, pride, and respect for self & others. Success comes through cooperative involvement between parents and school, creating a supportive community with high expectations and quality education. Development of focused, responsible students promotes productive citizenship, academic success, and a positive, caring school environment.



### **HIGHLIGHTS OF THE YEAR:**

Our enrollment at the end of the 2003-04 school year was 217. This is an decrease of 20 from the beginning of the year.

Title I is served by 1.0 FTE Title I teacher, Mrs. Jackie Rickl. This program is designed to help Title students remediate deficient skill areas in reading and math primarily. Title I instruction is provided in a pullout program. We are currently serving 24 students. Mrs. Rickl is assisted by Tracy Conner.

Our Special Education Program highlights individual students needs and classroom accommodations. Individual Education Plans are developed for each student from input provided by parents, specialists, teachers, and other professionals. Ms Lynn Wickens and Ms Kelly Webb are the case manager for 35 students serving their needs in reading, language, math or any combination with a total of over 350 student contact hours. They also provide assistance as needed in the areas of social studies and science. They are assisted by Special Education Assistants, Susan Teigen and Marlys Carpenter.

The Accelerated Reader Program was a great success this year. We have increased student participation and broadened the age range of the student population using the program. Students at Lewis and Clark took 4,821 AR tests with 4,189 passing. Star reading test reading results showed .8 grade growth for 5<sup>th</sup> grade and 1.0 grade growth for 6<sup>th</sup> grade.

Our PTSG Executive Board met monthly to address its business. A successful fundraiser was held in October and April. Profits of over \$10,000 were raised through the sale of wrapping paper and gifts. The profits will be used to purchase a variety of products used at Lewis and Clark to enhance the education of our students.

Parent Teacher Conferences were well attended with 98% of our students being represented.

Our Service Council was made up of 1 representative from each classroom in grades 5 and 6. Through fundraisers of lollipop sales, money was raised to help purchase a school banner and a new bench at Frog Pond.

Red Ribbon Week was a success with students participating in many class and group activities.

The D.A.R.E. Program with Officer Troy Eades was a successful curriculum venture with our fifth graders. All of them graduated from the program on December 15.

Our computer lab (7 week session) was again a successful curriculum. Students in grades 5 - 6 were served. We have a lab setup of 15 PC type computers. Mrs. Kim Rapkoch was the teacher.

Our after school activities programs were well attended this year. Fifth and sixth grade students participated in basketball, volleyball, wrestling, track, and flag football. Mr. Jim Daniels did an excellent job providing these activities.

The staff at Lewis and Clark has worked hard to implement the MBI philosophy. The MBI team met on a regular basis to continue to develop discipline procedures to improve Lewis and Clark.

Our Band and Choir programs are well attended. 72 sixth grade students and 84 fifth grade students participate in Band. 65 fifth and sixth grade students participate in Choir.

25 sixth graders received the Presidential Award for Academic Excellence. 8 sixth graders were awarded the Presidential Award for Academic Improvement.



# LEWISTOWN JUNIOR HIGH SCHOOL

Pat Hould

The Lewistown Junior High School  
PROUDLY PRESENTS:  
“*The 2003 – 2004 School Year in Review*”

It is worthy to note that this school year proved beyond a shadow of doubt, that an incredible middle level school does indeed exist at 914 West Main! The following information is but a sampling of the many exciting events, programs, adventures and educational opportunities in which students and staff were fortunate to engage during the 2003 – '04 campaign.

This report begins with accolades and praise for the *amazing staff* of this remarkable school. The LJHS staff represents a truly unique blend of energetic, enthusiastic, caring, extremely talented, and highly motivated people, a group that consistently brings innovative and creative ideas to bear. These marvelous folks, on a daily basis, create an environment rich with academic excellence, service to the community, a sense of pride, and respect for self and others. The staff of the Lewistown Junior High School for the 2003 – 2004 school year was comprised of the following people.

Bob Brown	Clint Loomis	Val Snapp
Suzy Flentie	Greg Luctoch	Lorena Spoja
Diane Galahan	Bev Mayernik	Katherine Spraggins
Jim Hamling	Denise Nelson	Lauri Tognetti
Derree Kamp	Steve Paulson	Michelle Trafton
Gordon Klasna	Chris Rice	Bob Waite
Brenda Koch	Frank Ross	JoAnne Ward
Mary Kynett	Darrell Sauer	Roger Woltermann

STAR Classroom Staff: Joy Baumann, Trissy Durbin, and Judy Kellogg

Though it is not possible to list each member of the student body, it should be said that LJHS is richly blessed with *extraordinary young people*. These energized and spirited students make coming to work every day a pleasure and a true adventure in every sense of the word!

**Service-Learning Grants** continue to have an incredibly positive presence in our school. While the Digital Divide Grant came to a successful completion in the spring, the Northwest Rural Project and The Learn and Serve Demonstration Site Grants were given new life in the fall of 2003.

Though the **Digital Divide Grant** evaporated in the spring of 2003, our After School Service Learning Computer Club, sponsored by Michelle Trafton and Suzy Flentie, continued to be a significant extra-curricular offering for our 7<sup>th</sup> and 8<sup>th</sup> grade students. Our young people continued to learn a great deal about video technology and other pertinent computer related skills. The clubs activities included students working as technology tutors through the community education program and students working in conjunction with the Central Montana Chamber of Commerce to create a CD of the historical places of Lewistown.



Five members of the LJHS staff presented Service Learning project information at the National Service Learning Conference in Orlando, Florida during the month of March. This outreach was part of the goals and direction implied with the infusion of the **Learn and Serve Demonstration Site Grant**. Thus starts our fourth year of participation in this "reaching out to others" program. Staff members presenting at this outstanding conference included Suzy Flentie, Brenda Koch, Frank Ross, Lorena Spoja and Pat Hould. In addition, a community-based task force, which included students, was created and mini-grants were offered to agencies and schools with the intent of furthering Service Learning within their communities. A total of eight \$500 sub-grants were provided during this initial batch of funding.

The **Northwest Rural Project Grant** began its fourth year of operation at LJHS. The monies made available through this grant have enabled our school to sustain a Service-Learning coordinator in the person of Lorena Spoja. Staff and students continue to marvel at her energy, enthusiasm and willingness to work diligently to provide the support necessary to sustain many of our Service-Learning projects.

**Service-Learning** projects and activities have continued to be an incredibly positive mainstay of the junior high school learning environment and have established our school as a model for others to emulate. Service is truly an integral part of the extraordinary LJHS culture! The following activities are a mere sample of the many projects in which our school was so very fortunate to participate during this school year.

**Read and Lead**, in its third year, is the brainchild of Brenda Koch, and co-sponsored by LJHS teacher Frank Ross and his dear wife, Virginia Ross from the Highland Park Elementary School. During the last half of the year, this program enabled the second period 8<sup>th</sup> grade English students the golden opportunity to mentor second graders. Our students partnered with their 2<sup>nd</sup> grade reading buddy and together they read, laughed and enthusiastically learned! So impressive and noteworthy was this program that Brenda, Frank and Ginny were selected to present this project at the National Service-Learning Conference for the second consecutive year.

The **Veteran's Day Assembly** enjoyed its 4<sup>th</sup> year of providing much deserved recognition to area Veteran's. Supported by the local chapter of the Veteran's of Foreign Wars (VFW) and the American Legion, this program is truly an emotional experience as members of the audience are moved by the powerful stories of these brave men and women. The LJHS Student Council and Builders Club once again organized this assembly under the guidance of Brenda Koch and JoAnne Ward. Both of these clubs have helped create a permanent veteran's display in the LJHS trophy case to remind us all of the significance and importance of those that fought so bravely for the many freedoms we enjoy today.

The **SPIRIT of Christmas Exploratory** projects enjoyed its 6<sup>th</sup> consecutive appearance this year. This service minded outreach program enabled the community to view our young people as viable and contributing members of our "village". Students engaged in various forms of service including sending cards to service men and women, making cookies and playing games with elementary students, and visiting and sharing music with the elderly, just to name a few.

**Other notable Service-Learning projects** in which our students engaged throughout this year included, but were not limited to: **Hey Diddle, Diddle the Flannel's in the Middle, Project Hugs, and Sew for the Cure.**

With financial support from the Northwest Rural Project Grant our 4<sup>th</sup> annual **Summer School** took shape once again, this year during the month of June. Hosted by veteran LJHS staff members Val Snapp and JoAnne Ward, eleven students were enlisted to participate. The significance of this year's endeavor was that materials from the essential learnings of each curriculum area guided classroom instruction. Staff members prioritized the key components of their curriculum so that the summer school teachers could direct students through the most important curriculum elements. Other significant components included use of Accelerated Reader, the practice of utilizing a Student Assignment Book (SAB) and the teaching and practicing of good study skills.

The **LJHS Acting** class, under the direction of Diane Galahan and Derree Kamp, performed two outstanding plays this year. The second semester crew shared their rendition of *Elect Pecos Bill*, while the 1<sup>st</sup> semester class was eerie in their performance of *The Monster Hotel*. With a rousing ovation after each performance, many staff commented that these were two of the best plays performed on the hallowed LJHS stage in recent memory!

For the first time ever an **LJHS Social Studies Club** was created, primarily for the purpose of taking an exciting trip to the East Coast and visiting Washington D.C. and New York City. Organized by Mary Kynett, and co-sponsored by Brenda Koch, twenty-five 8<sup>th</sup> graders and one ninth grade student embarked from Lewistown on Sunday, June 6 for a five day whirlwind adventure to our Nations Capital and points beyond. Accompanied by four brave adult chaperones, this group visited most of the key historical monuments including the newly opened World War II memorial, the Franklin Delano Roosevelt memorial and Mount Vernon, home of George Washington. One of the highlights of the trip was the opportunity for LJHS to present a wreath bearing our school colors and name at the Tomb of the Unknown Soldier at Arlington National Cemetery. Plans are already under way for the next adventure in June of 2005!

On the final day of school, the **LJHS Talent Show** enjoyed its sixth edition, much to the delight of our entire student body and the nice group of parents that had congregated in our auditorium. With incredible student talent proudly on display, the school year concluded in a very positive fashion. Sponsored by LJHS staff members Michelle Trafton and Brenda Koch, this program has become a welcome and much-anticipated tradition at our amazing school!



This report would not be complete without once again acknowledging our group of **marvelous guest (substitute) teachers**. Suffice it to say that our school could not function without their diligence, hard work, positive attitude and willingness to serve. It is important to the junior high school community that our guest teachers are treated with courtesy and respect, for it is obvious that their job is challenging and essential at the same time. We are very fortunate indeed to be served by such dedicated, wonderful and faithful guest teachers.

**School Improvement** continued to garner plenty of attention not only in our school, but also throughout the district. With a dedicated **SIDD Team**, the staff of LJHS continued the arduous but meaningful process of determining the improvements necessary to insure that LJHS will continue to be an exemplary middle level school well into the future. Members of the LJHS **Schools Investing in Dynamic Development (SIDD)** team included Bev Mayernik, Brenda Koch, Roger Woltermann, Pat Hould and leader, Suzy Flentie. The most significant discovery for this team was the creation of goals and expectations relevant to the issue of cheating. While focusing on cheating issues that occur outside of the classroom, the LJHS staff adopted the following policy, which had its first reading in the winter of 2004. For your information, this policy is presented in the same fashion that it will appear in the 2004 – 2005 student handbook.

#### **Student Behavior Expectations**

For students completing their own schoolwork

As a student of LJHS I will:

- Refrain from copying or “helping myself” to other students school work
- (when not attending class) Use my time to do school work in a classroom or in the library
- Refrain from doing schoolwork in the hallways or auditorium
- Seek support from staff whenever possible
- Accept the consequences for my behavior if I am caught cheating

The **Parent Teacher Support Group (PTSG)** of LJHS proved once again just how wonderful they are in supporting our school, our staff and our students. Specific support came in the form of treats, organizing the annual 8<sup>th</sup> grade dance, and funding two 8<sup>th</sup> grade trips: an exploratory to the Battle of the Little Bighorn, near Hardin and the year-end Big Timber Waterslide adventure. Among other things, additional funding was allocated for purchase of new library books and to support the ongoing extra-curricular efforts of LJHS. Our PTSG is wonderful indeed!

It was another extraordinary year at the Lewistown Junior High School and it cannot be overstated that this was an amazing year because of the exceptional people that serve this spectacular school community. From the students to the staff to the parents to the district personnel and school board, our entire “team” continues to be a supportive, caring, nurturing, enthusiastic, and energized crew. And so let this report serve as a reminder to those in the “viewing audience” that a wonderful learning environment exists at 914 West Main Street. BRAVO, BRAVO, BRAVO to everyone who helps make LJHS such a special place!

This report faithfully submitted this day, by Pat Hould, the proud principal of LJHS! ☺

# ACTIVITIES — FERGUS HIGH SCHOOL

Jerry Feller



Fergus High School  
Activities  
201 Casino Creek Drive  
Lewistown, Montana 59457  
(406) – 538 – 2321

2003-2004

### Year End Report

This past year of “Golden Eagle Activities” was again a very successful and exciting one with many exceptional individual and team performances and accomplishments. As we have mentioned before, we feel our activities are providing the educational experiences needed to develop strong individual citizens through this the “other half of education.” Again, as in the past years, the many outstanding efforts within the activity program brought our student body together and generally enhanced the overall attitude and educational atmosphere of the school and community.

Special thanks go out to everybody involved, especially Jim Daniels and Wendy Pfau. From pre-season to post season, we had the support, the guidance, and the organization from our Athletic Director and his office secretary for our schedules, travel time, home events, and divisional and state trips on through our awards nights. Thank you for your time in supporting the students of Fergus High.

Some of the many HIGHLIGHTS for the 2003-2004 school year include:

The Academic All State Awards sponsored by the Montana Coaches Association (MCA) reinforce the importance of academics to our student-athletes. To qualify for an award, an individual must earn a varsity letter in athletics and maintain a 3.5 grade point average during the respective quarter of participation. For the 2003 – 2004 school year we had a grand total of 88 individual Academic All State Awards. Listing the awards by each individual sport are as follows: Girls Basketball - 12; Football - 14; Cross Country - 12; Wrestling - 0; Volleyball - 7; Boys Basketball – 5; Cheerleading - 6; Track and Field - 16; Tennis-12; and Golf – 4.

The 2003-2004 girls provided us with much excitement throughout the school year. The school year began with the girls providing us with very good and highly respected volleyball and cross country teams and was followed up in the winter season with a very talented girls basketball team.

The cross country team continued with the Eagles' tradition and brought home the 3<sup>rd</sup> place state trophy.

The girls' volleyball team worked very hard and was determined to bring home the state trophy. They reached that goal in November winning for the first time in school history the State "A" Volleyball Championship.

The winter season followed with the girls' basketball team continuing their hard work and dedication towards another goal for a state championship. Throughout the season the team got better and better as it headed into the tournaments. At tournament time the Eagles put on quite a show, impressing everyone they came across, cruising to the State "A" Championship. (The 2<sup>nd</sup> Championship in three years.)

Congratulations to all the girls and their coaching staffs on an exciting and rewarding year.

The Thunder of Montana is the Fergus High School Screaming Eagle **Band-a** Program offered at Fergus High School in Lewistown, Montana. Two bands make up the Screaming Eagle Band--the Symphonic Band which is comprised of players from grades 10 to 12 and the Concert Band which is made up of players mostly in the 9<sup>th</sup> grade. Registration in these courses is open to any student. Activities begin in the fall with Pep Band and Marching Band which performs at football, basketball, and volleyball games. Wrestling matches, "Send-offs," Pep Assemblies, and rallies are also performances. The band is downsized to a smaller pep band for basketball tournaments.

Throughout the school year the two bands are also engaged in learning concert repertoire and preparing for fall, Christmas, winter, and spring concerts. Rehearsals are held five days a week for 51 minutes. The music literature performed is from master writers such as Robert Smith, James Ployar, and Frank Erickson just to name a few. Two Jazz Bands showcase the strength of the Fergus High School Bands. Jazz I, the premier of the two bands, studies, practices and performs jazz literature at its finest. Not deep in the shadow of Jazz I is Jazz Band II whose members work hard at learning the jazz idiom. Both jazz bands rehearse before school at 7:00 a.m. twice a week.

Organization of the Fergus Bands is comprised of multiple administrative and leadership units that work together.

- 1) The Fergus Band Director, Mr. Richard Garcia, is responsible for all administrative aspects of the band program, coordination of students and student organizations. In addition to these administrative tasks, the teaching assignments include the Marching Band, Pep Band, Symphonic Band, Concert Band, Jazz Band I, and Jazz Band II. The director also serves as Lewistown's Music Coordinator and The Fergus Center for the Performing Arts stage manager.
- 2) The Band Council is composed of seven elected officers: President, Vice President, Secretary, and Senior, Junior, Sophomore, Freshman Representatives.



- 3) The two student staffs include the music library staff and the equipment staff.

The Fergus High School Screaming Eagle Band is proud to be enthusiastic members of Lewistown's fine community.

The Fergus High School **Choral** Department finished a great year again. Eryn Bent and Mary Hould were first-time members of the All-State Chorus and Tyler Morris was a member for the second time of both the All-State and All-Northwest Choruses.

The Symphonic Choir earned a Superior rating at District Music Festival and the Concert Choir earned an Excellent rating. Choralaires again received Superior ratings at both District and State Music Festival.

Emily Sweeney and Tyler Morris received the National School Choral Award and Stephen Begin was given the Director's Award for Chorus.

Mr. Klasna accepted an administration position in Billings. He will truly be missed in the music department.

The Fergus **Speech, Drama, and Debate** team attended meets in Browning, Shelby, Great Falls, Roundup, Glasgow, Huntley Project, Malta, Northern Divisional in Havre, and State in Corvallis. We hosted a large home meet on a very cold and snowy day, January 3, 2004.

About forty students attended the general interest meeting for Speech, Drama, and Debate in September with 27 students actually competing all or some of the season. Eighteen students advanced to the state meet with four students finishing as finalists in their events. Those finalists were Dan Boyce, Kelsey Mann, Krystal Kluck, and Tertia Gillett.

The Fergus High School **Cheerleaders**, featuring ten Varsity Cheerleaders, six Junior Varsity Cheerleaders, and five Freshman Cheerleaders, had another great season during the 2003-2004 school year. Highlights of their year included: cheering on the girls volleyball and basketball teams to state championships; hosting another record-breaking Junior Cheer Camp with 125 girls in attendance (almost thirty more than last year); having 15 of the cheerleaders participate at a cheerleading competition in Bozeman; and having Kristen Mantooth make the cheerleading squad at Carroll College.

At the annual award night and dinner at the end of the season, Head Coach Jennifer Pfau and Assistant Coach Pam Bristol presented the following awards:

Freshman Squad:

Most Improved – Lindy Musick

Outstanding Cheerleader – Shirley Bausman-Jorgensen

Junior Varsity Squad:

Most Improved – Becca Baumann

Outstanding Cheerleader – Amanda Phillips

Varsity Squad:

Most Improved – Amber Ward

Outstanding Cheerleader – Caylee Jones

Most Valuable Cheerleader – Sherri Gruber.

**Student Council** had a great year at Fergus High. Student Body President Daniel Boyce was the first person to ever serve two years as an elected student body officer (Sec./Treasurer for 2002-03). Boyce led the way of the organization, supported by advisors Kelly Elder and LaVonne Simonfy Borgreen as well as a strong supporting cast on the Executive Board. Mrs. Borgreen helped with projects like Homecoming and the state convention in addition to coordinating the Triple A program. Further, Asst. Principal Jerry Feller assisted by administering the school's pop machines for student council.

Student Body President Boyce along with council members John Lucotch, Bob Goodwyn, and Sam Helmer were the four selected from 14 applicants to join Mr. Elder in Buffalo, NY (Montana delegation of 30; pre-trip was in New York City) for the national student council convention. While at the convention, Sam and John did a professional presentation on Fergus High's Blue-Gold Leadership Breakfast.

Our executive board re-instituted the position of Student Body Treasurer called for in the constitution with the instatement of John Lucotch last fall. Mr. Lucotch's monitoring of finances through the year has allowed student council to end with a positive cash flow for 2004-05!

Student council revamped its Constitution this year, in a huge effort led by Senior Class President Bob Goodwyn. One of the biggest changes within was the inclusion of the newest member to our executive board, the student representative. Jamey Stogsdill finished her term in this position fall semester, bringing many new school improvement ideas to the forefront during her tenure. Amy Fox is now serving, and will continue to do so and build stronger student involvement networks between the administration, the staff, and the students in the coming months. These constitutional changes and the empowerment of the student rep position have been driven by student desires to make our group more responsive to student concerns in the school and strengthen ties between our students and school improvement initiatives.

Our student council took a school record 47 people, including 4 from LJHS, to the 49<sup>th</sup> Annual state convention (MASC) in Great Falls. Mr. Elder was recognized for the second straight year as the District IV Advisor of the Year – thanks to the energy and enthusiasm demonstrated by the young people from Fergus High.

Homecoming 2003 went very well. The school float was an old vehicle painted with rival school's mascots. The FHS Eagle was atop the wrecked car reining supreme as it went down main, and the 'bleachers' on the float featured an assortment of Fergus High's general student body – led by student body VP Matt Pollard. Coronation and Spirit Week, as well as the Halftime Show Friday evening, were all well done. The fall pep assembly had an obstacle course/relay race in order to involve as many of the student body as possible. The Homecoming Dance went well, with over 300 students attending.

This was the 3<sup>rd</sup> year students improved promotion and coverage of FHS events through digital video editing. The 6<sup>th</sup> Annual MORP dance was a hit again this year. Karen Durbin helped work her magic in the photo arena again, and all went well - over 300 students attended!



The 17<sup>th</sup> Annual Blue-Gold Leadership Breakfast was held May 11, 2004. The breakfast returned to its original venue – the FHS cafeteria. Karen Durbin guided decorations of the cafeteria, and Jim Borgreen provided an ample supply of our students' best artwork for wall decorum. Almost 200 people attended to see 23 students receive leadership awards and hear a brief keynote on leadership by Montana's only native-born astronaut and current researcher of solar physics at MSU, Dr. Loren Acton. Colt Gill provided a moving introduction of the speaker. Dan Boyce and Matt Pollard, with help from Kristen Mantooth, went above and beyond with their professional emcee work on the function.

Student Body and Class Officer Elections were held in May (again; we hope to hold them earlier next year). Finally, Mrs. Brenda Koch at LJHS ran freshman class elections, helping us hit the ground running next fall.

The year ended with a dinner at the BBQ Barn. The Student Council and Journalism classes combined to put on a graduation slideshow and senior picture presentation that surpassed the quality of previous years.

The Fergus **Football** Team was presented many challenges in 2003, under the direction of Head Coach Gary Gebert, First Assistant Vic Feller, and Defensive Coordinator Rick Wright. The varsity team had a lot of rebuilding in replacing all skill players on offense and all but three starters on defense. As one of the hard luck teams in the division, (twelve starters or potential starters were injured at sometime during the season) the varsity team earned a 2-7 record. With the emphasis on weights for next year, Coach Gebert thinks we will be more physically stronger, quicker, tougher, more aggressive, and more physical. The challenge is still there to stick together, to believe in each other, to stay loyal, and most importantly there is that great challenge of committing oneself to excellence-to be the best person one can possibly be in all areas of existence. Fergus High looks forward for good things to come as the junior varsity team, under the direction of Steve Paulson and Troy Hudson, finished with a record of 4-2. The Froshmore team finished the season not far behind with a record of 3-3, under the direction of Steve Olson and Steve Foy.

The 2003-2004 Golden Eagles **Girls Basketball** season was a phenomenal one. With a strong nucleus of players returning, there were high expectations. The team went 16-2 during the regular season and claimed the conference championship. Some highlights along the way included going undefeated at home and earning road wins over tough teams including Havre, Billings Senior, and Browning. The divisional tournament was very exciting as the girls opened up with a win over Belgrade 66-29. That put the Golden Eagles in a semifinal game against Havre. The girls won by a score of 65-47, earning a place in the divisional championship against Dillon. The girls prevailed over Dillon 48-27, to claim the Central "A" Divisional Title.

At the state tournament, the Golden Eagles opened with an 84-50 victory over Colstrip. This set up a semifinal game against Whitefish, who was ranked number one in the state poll. The girls were not to be denied as they cruised to a convincing 69-46 win. This set up a state championship game against Billings Central. The Golden Eagles had split with Billings Central during the regular season. The game was exciting as the

Golden Eagles beat Billings Central 70-56 to claim the State “A” title. The Golden Eagles finished the year with a 22-2 record.

Shaylynn Conroy, a senior, was named 1<sup>st</sup> Team All Conference, 1<sup>st</sup> Team All State, 1<sup>st</sup> Team Divisional Tournament, and 1<sup>st</sup> Team State Tournament. Lesly Richter, a senior, was named 1<sup>st</sup> Team All Conference, 1<sup>st</sup> Team All State, 1<sup>st</sup> Team Divisional Tournament, and 1<sup>st</sup> Team State Tournament. Kayla Rettig, a senior, was named Honorable Mention All Conference. Sonya Rogers, a junior, was named Honorable Mention All Conference and 2<sup>nd</sup> Team Divisional Tournament. Alira Carpenter, a junior, was named to the 2<sup>nd</sup> Team Divisional Tournament. Lauren Tognetti, a senior, was Honorable Mention for the Divisional Tournament Team. Members of the varsity team were: Seniors – Brenda Bassett, Kelli Berg, Shaylynn Conroy, Kayla Rettig, Lesly Richter, and Lauren Tognetti; Juniors – Laura Anderson, Alira Carpenter, Kayla Horacek, Rane Mathern, Devin Nelson, Mallory Nelson, and Sonya Rogers.

The sub-varsity teams also had an outstanding year. The Junior Varsity, under Nancy Hudson, went 17-1. The Freshmen, under Melanie Smith and Jim Daniels, finished 17-1.

The 2003 Fergus Eagle **Cross Country** team was coached by Suzie Flentie. The team consisted of seven varsity runners and sixteen junior varsity runners. Individual team positions changed often, and twelve girls earned the opportunity to run in the seven varsity positions at some point during the season. Our team placed 2<sup>nd</sup> at the Divisional meet. We repeated our 3<sup>rd</sup> place finish at State, out of a field of 22 teams. Two of our Lady Eagle runners received medals for placing in the top 15 at the State meet. Sonya Rogers finished 11<sup>th</sup> and Candice Rodriguez was 15<sup>th</sup>. The top five who set our team score all finished in the top 33 out of 154 runners. Kristen Mantooth finished 22<sup>nd</sup>, Katie Kohler was 32<sup>nd</sup>, and Crystine Miller was 33<sup>rd</sup>. All seven of the girls ran very well, and we look forward to another successful year in 2004 with four of our top seven runners returning. We will miss the eight seniors that we are losing. They have been very dedicated and created a lot of magic for our team in the last four years.

This year's **Boys Basketball** season was a rebuilding one. The previous year we graduated eight seniors. This year we did not field a “B” team the first time in quite awhile. This changed the age group dynamics on the JV/Varsity team causing the JV team to consist of mainly 10<sup>th</sup> graders. The JV/Varsity team consisted of seven sophomores, five juniors, and four seniors. The inexperience was apparent at the onset of practice as evidenced by the time spent in teaching the fundamentals and concepts of basketball. Credit goes to the players for their willingness to work hard and learn. In spite of the 2-16 record, the team did improve throughout the year and the players never did quit on themselves or the coaching staff. Our point of emphasis all year was that no matter what the score said, you can be winners if your effort and attitude are good. We ended the season on a positive note beating Browning at home and Park at the Divisional Tournament. The valuable experience they gained should prove to be worthwhile as we approach next year's season with enthusiasm. The coaching staff this year consisted of Sherry McQuinn-Freshmen Coach, Todd Olsen-JV Coach and Assistant Varsity Coach, and Richard Brosseau – Varsity Coach.



A couple of points worth mentioning for historical value are the fact that this was the second year boys and girls seasons were together, this is the first year in awhile there wasn't a "B" team, and next year we play in a modified Central "A" conference with Butte Central, Havre, Belgrade, Livingston, Browning, and Fergus. We play each other twice which eliminates the infamous Central "A" point system. We also add Big Timber and Columbus to our schedule and drop Billings Central and Laurel next year.

The **Volleyball** program under the direction of Head Coach Tara Taylor had a very successful year. The varsity finished the season with a 27-4 record winning the Central "A" Extravaganza, the Windy City Tournament, the Central "A" Divisional Tournament, and the State "A" Volleyball Tournament. Earning All-Conference and All-State honors were seniors Shaylynn Conroy and Lesly Richter. Earning 2<sup>nd</sup> Team All-Conference honors was senior Lauren Tognetti. All-Conference Honorable Mention honors went to senior Kayla Rettig. In addition, Shaylynn Conroy, Lesly Richter, and Lauren Tognetti earned 1<sup>st</sup> Team Divisional-All Tournament honors with Lesly Richter being named co-MVP of the Divisional Tournament. Shaylynn Conroy, Lesly Richter, and Lauren Tognetti also earned 1<sup>st</sup> Team State-All Tournament honors with Lauren Tognetti being named MVP of the State Tournament. Our sub-varsity teams had outstanding seasons as well. Our freshman team, under Coach Nancy Hudson, finished the season 15-5. The JV team, under Coach Brenda Koch, finished the year 18-1. Our team will again earn the American Volleyball Coaches Association Team Academic Award and all of our letter winners earned Academic All-State honors.

The 2003-2004 Fergus **Wrestling** season was a successful one. Under 5<sup>th</sup> year Head Coach Mike Mangold and assistants Brad Yaeger and Chad Armstrong, the Fergus wrestlers had a dual record of 5-7 with a schedule consisting of top AA, A, and B-C teams. This years team would be classified as "streaky." They had unbelievable showings at the prestigious Cut Bank and Miles City Tournaments where they were within the top three or four teams in team placing at one point and lost by one match to the B-C state champs from Conrad. The wrestlers entered 14 into the Divisional Tourney and took nine to State, finishing fourth at Divisional Tourney. Phil Rinaldi claimed his third Divisional title and Chase Musick and Dustin Scotten also made it to the championship match. They finished 13<sup>th</sup> at State Tournament, and had four place winners in Phil Rinaldi (3<sup>rd</sup>), Chase Musick (4<sup>th</sup>), Grant Terry (5<sup>th</sup>), and Tanner Swift (6<sup>th</sup>). This was only the third time in 12 years Fergus has placed more than three wrestlers in a year, with the last time being in 2002. This shows the program is building. Phil Rinaldi finished his career with 111 wins, second on the all-time record list behind Chris Scotten. Phil also has the records for most takedowns, nearfalls, and reversals in a career. Kevin Raty earned the record for most escapes in a career.

The 2003-2004 **Tennis** team, under the direction of Diane Lewis, was led by eight seniors, five juniors, four sophomores, and three freshman on the Divisional team. Fifty-two players finished the tennis season this year. Highlighting the year was the play of nine players that advanced from Divisional to State. They were: Gustaf Lindgren taking 4<sup>th</sup> place in Boys Singles, Devin Nelson and Alira Carpenter placing 1<sup>st</sup> in Girls Doubles,

Shaylynn Conroy and Caitlin Flament placing 4<sup>th</sup> in Girls Doubles, Michael Richter and Michael Gruener placing 3<sup>rd</sup> Boys Doubles, and Mitch Braine and John Peterschick placing 4<sup>th</sup> in Boys Doubles. As a team the boys placed 2<sup>nd</sup> in Divisionals and the girls team placed 3<sup>rd</sup> at Divisionals. Merrick Carpenter, Katie Jackson, Matt Gruener, Matt Pollard, and Robert Loomis all missed a state birth by only one game.

Also highlighting this year was a tremendous Central A Divisional Tennis Tournament and a Class A State Tennis Tournament held in Lewistown (partly, anyway). Our teams as a whole did an awesome job at the State Tournament. Devin Nelson and Alira Carpenter placed 2<sup>nd</sup> in Girls Doubles. The doubles teams of Shaylynn Conroy/Caitlin Flament and the doubles team of Michael Richter/Michael Gruener both won one game at State Tournament. As a team the girls missed the 3<sup>rd</sup> place state trophy this year by one point to Havre. We were disappointed but can hold our head high with a 4<sup>th</sup> place state finish this year. This year we tied the record of nine players to state, the first time a Fergus Girls Doubles team has placed 2<sup>nd</sup> in state, and the second time a Fergus team has played in the Championship match. What a weekend!

A strong group of juniors and seniors returning appears poised to provide excellent leadership next season. Head Coach Diane Lewis and Assistant Coaches Sherry McQuinn and Susan Tiegen look forward to hosting teams during the season as well as the Class “A” State Tournament for the next year. We also look forward again to talented participants for the 2004-2005 tennis season.

The 2003 **Golf** season was a good one for the Fergus Eagles Boys and Girls Teams. This was our second season of fall golf and the weather was exceptional, allowing us plenty of practice time and no weather cancellations for tournaments. This years coaching staff included 2<sup>nd</sup> year Head Coach Walt Scotson and 1<sup>st</sup> year Assistant Coach Jerry Feller. This was the first year in many years that we did not have the assistance of Bob Oldenburg. We missed his help greatly. We had fewer total students out for golf, but we had an overall higher level of experience to draw from. There was a total of 24 boys and 8 girls. We will be losing some strong seniors in Caitlin Flament, Anika Tuss, Mike Gruener, and Justin Shobe. However, we have a fine group of juniors, sophomores, and freshmen who will step up next season to lead the team to greater heights. We qualified two boys, Matt Gruener and Gustaf Lundgren for the state meet, and the entire girls team of Caitlin Flament, Anika Tuss, Elyse Moreton, Kim Reid, and Stephanie Spika. Caitlin finished with a 9<sup>th</sup> place at State. Congratulations everyone.

**Track & Field** started March 15, 2004. The coaching staff consisted of Head Coach Steve Olson, along with assistants Vic Feller, Susie Flentie, and Steve Paulson. We had 42 athletes out for track this spring. We took 30 of them to Divisional Tourney in Anaconda. Lauren Tognetti broke her own divisional record in the Pole Vault, with a vault of 10'6". Eighteen of them qualified for the state meet. The girls took 3<sup>rd</sup> place (72 points) at the Divisional Tourney and 6<sup>th</sup> place (36 points) at State. State placers for the girls were as follows: Laura Anderson took 2<sup>nd</sup> in the 200 Meter, 4<sup>th</sup> in the 400 Meter, and was on the 1600 Relay team that took 4<sup>th</sup> place. Kristen Mantooth was on the 1600 Relay team that took 4<sup>th</sup> place. Candice Rodriguez took 3<sup>rd</sup> in the 800 Meter, and was on the 1600 Relay that took 4<sup>th</sup> place. Lauren Tognetti took 2<sup>nd</sup> in the High Jump, 4<sup>th</sup> in the Pole Vault, 5<sup>th</sup> in the Javelin, and was on the 1600 Relay that took 4<sup>th</sup> place. The boys'



team, which placed 4<sup>th</sup> in the 1600 Relay, consisted of Nick Kamp, Jeremy Olsen, Justin Shobe, and Jaceson Stokken. Coach Olson thoroughly enjoyed his first year as head coach. The students who were out for track were a pleasure to coach, however, the sport could certainly use more athletes in the future.

At the **Elementary** level, in grades five and six, programs were run in volleyball, basketball, wrestling, and track. Volunteer coaches were used and the length of the programs was shorter than they used to be. We had trouble finding coaches for a few sports but were lucky enough to find high school students willing to help (They did a great job!). Wrestling combines with the Junior High to help increase participation and their chances for meets. It is still highly recommended, if we are ever able to afford the stipend for the coaches again, to do so as soon as possible, as this is the starting point for our interscholastic programs. Elementary participant numbers were: Volleyball-54, Girls Basketball-54, Wrestling-20, Boys Basketball-48, and Track-82.

The **Lewistown Junior High School** Annual Report is presented separately and attached hereto.

I feel the activities programs at Fergus have a lot to offer all the young students attending School District No. One. Activity programs provide valuable lessons on many practical situations such as teamwork, sportsmanship, winning and losing, and hard work. Through participation in activity programs we provide the opportunity for students to learn self-discipline, build self-confidence, and develop skills to handle competitive situations. Students in activities tend to achieve higher grades than those who do not participate in activities, have a lower drop out rate, have better school attendance and fewer discipline problems. Students will seek to find educational opportunities available to them as a result of their participation.

Fergus High School provides many activities that support the academic mission of our school. Programs are not a diversion, but rather an extension of a good educational program. The confidence in almost all Fergus activities programs seems to be strong. The staff is highly professional, motivated, and very enjoyable to work with. We, in School District No. One and Fergus High, look forward for good things to come.

Respectfully submitted,

Jerry Feller  
Assistant Principal/Activities Director

# ADULT EDUCATION ABE/EOCM/TRAFFIC EDUCATION

Diane Oldenburg



# **COMMUNITY EDUCATION, 2003-2004**

Diane Oldenburg, Director

The office of Community Education continues to serve Central Montanans with varied and diverse offerings from each of four departments. Please note the attached report for specific enrollment figures.

## **ADULT EDUCATION**

A comprehensive program of 103 educational, social, recreational and cultural opportunities for adults was offered during the 2003-2004 term. Advertising efforts included distributing 8,000 adult education flyers to area households three times per year, as well as advertising through the Community Education column in the Lewistown News-Argus and on KXLO-KLCM Radio.

Classes were held in conjunction with the Tri-County American Red Cross, Fergus County Council on Aging, District 6 H.R.D.C., MSU-Fergus County Extension Service, Master Gardeners, Perry's Expert Tree Service, Alpine Floral and Greenhouse, All Access Cellular, CMR Wildlife Refuge, Lewistown Art Center, Pine Meadows Golf Course and Judith Shadows Golf Course.

Our enrollment numbers increased by 161 participants over last years figures, but we continue to experience ever increasing competition for adult audiences. The Public Library has depleted our formerly high computer enrollments by offering free classes on varying computer techniques and software applications. We are also seeing direct competition from the Senior Citizen's Center, the Art Center, the Fergus County Extension Service, and several Class "C" school districts. The amount of information and teaching of techniques on websites has also affected our numbers. We continue to seek new ways and coursework that will appeal to adults in this area.

## **DRIVER EDUCATION**

Our Driver Education program provides quality instruction and excellent hands-on training while teaching important lifetime skills to our students.

Due to the lack of availability of certified instructors who will teach after-school sessions, and Gordon Russell's retirement after 37 years of teaching Driver's Education, we revised the program to offer summer sessions only in the future. We will serve the same number of students as before but the schedule will require some adjustment by all parties involved.

All students are given a vision screening prior to any behind-the-wheel experience, for which we employ the District Nurse. We also offer private tutoring in manual shift operation upon payment of an additional fee.

We continue to offer installment plans to parents who are unable to pay the \$200 fee in one payment. Approximately four to six families exercise the time payment option each session.

The amount of state reimbursement is still minimal and will contribute about \$72 per student for the 2003-2004 program year. It will be necessary to continually look at ways to keep the program affordable and viable. Other variables that continue to affect the program budget are decreasing enrollment numbers, along with rising fuel and insurance costs.

## **ADULT BASIC EDUCATION / GED PROGRAM**

This program provides basic academic skills, GED preparation, computer literacy, workplace skills, citizenship training, commercial and Montana drivers license assistance, and more to eligible adults, sixteen years of age or older, who are not enrolled in a traditional school setting. Students work at their own pace and may start anytime. Instruction is free of charge.

We collaborated with St. Leo's Church to provide ten GED Exam scholarships (\$48 each) for students in need of that monetary assistance.



We employ three part-time instructors who prepare students individually with one-to-one instruction in a classroom setting. The two instructors at the Lewistown Public Library offer classes three days per week and the instructor in Roundup teaches two days per week, year around. Recruitment of the general population, as well as a strong referral system between area human service agencies, provides a steady stream of clients. We have experienced some downturn in enrollment since people on welfare are no longer mandated to upgrade their basic academic skills, or get a GED, as part of their job search requirements.

My office is responsible for literacy instruction, adult basic education, GED preparation, and job skills training in Fergus, Wheatland, Petroleum, Judith Basin, Golden Valley and Musselshell Counties. Our local lead instructor travels to spend two days a month in Roundup assisting students and the instructor for Musselshell County. The Roundup-based instructor regularly travels to Golden Valley and Wheatland counties to see clients there. The remaining outlying counties are served as needs arise. The program will hopefully continue to be available through the renewal of our state and federal grant from the Office of Public Instruction.

I attended several ABE Program Directors' meetings, GED Examiner training workshops and the Mountain Plains Adult Education Conference this year. Our instructional staff also attended a number of professional development opportunities this year.

### **EDUCATIONAL OPPORTUNITIES FOR CENTRAL MONTANA**

A wide variety of college courses were taught by adjunct faculty at Fergus High School along with offerings delivered from campus via interactive-TV to our classroom site at the Central Montana Medical Center. In all, 136 courses were offered locally. Course work to complete general education core requirements, an associates or bachelors degree in business, an associates or bachelors degree in nursing, a bachelors degree in Elementary Education, as well as Masters level courses for educators were provided locally by MSU-Northern and other units of the Montana university system. Financial aid was available to assist qualified students.

Many hours were spent working on funding resources for the Central Montana Education Center, which will be built as soon as all funds are secured, and will facilitate the college and professional training offerings. A partnership between CMMC, EOCM, and MSU-Northern will allow us to operate the Center, as well as expand and enhance our coursework offerings in the area. Additional coursework will include elementary education, agricultural science, and transferable associate degrees.

We graduated fifteen Registered Nurses this May, for a total of 102 since 1997. That program continues to be popular and draws students from six counties. Many of our Nursing students received generous scholarships from various entities this spring to assist them with their education expenses. We also had two BSN graduates, an ASA in Business and a BA in Accounting, for a total of nineteen college graduates from our local program this year.

To compliment our college course offerings, an adult-student guidance counselor is available, as well as a library of catalogs from most post-secondary institutions in Montana that the students may check-out and peruse.

In addition to our post-secondary offerings, EOCM provided a four-class series EMT/First Responder continuing education unit that allowed many area people to re-certify locally. This program was held in cooperation with the Central Montana Medical Center and Deaconess Hospital in Billings.

In my role as EOCM director, I also worked with local financial institutions to maintain time payment plans for our college students, administered the EOCM loan program, and met with various representatives of the Montana university system throughout the year.

### **OTHER**

Representing the Community Education office, I served on the Human Services Coalition, the Central Montana Workforce System Committee, the PIR Committee, and the Central Montana Education Center Taskforce.



OFFICE OF COMMUNITY EDUCATION  
2003-2004

ADULT EDUCATION

FALL 2003	<u>WINTER 2004</u>	SPRING 2004
Classes offered 35	Classes offered 37	Classes offered 31
Classes held 29	Classes held 30	Classes held 24
Enrollment 498	Enrollment 443	Enrollment 314

**TOTAL ADULT EDUCATION PARTICIPANTS: 1255**

DRIVER EDUCATION

Summer 2003	School Year	
2 session 50	0 sessions 0	Adult Learner 0

**TOTAL DRIVER EDUCATION PARTICIPANTS: 50 \***

\* Driver Education schedule changed to summer only for 2003-2004

ADULT BASIC EDUCATION/GED

ABE/GED Class Enrollment 140	Total GED exams given 30
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**TOTAL ABE/GED PARTICIPANTS: 170**

EDUCATIONAL OPPORTUNITIES FOR CENTRAL MONTANA

SUMMER SESSION, 2003	FALL SEMESTER, 2003	SPRING SEMESTER, 2004
Classes offered 33	Classes offered 46	Classes offered 57
Classes held 18	Classes held 28	Classes held 43
Enrollment 151	Enrollment 289	Enrollment 292

Number of classes offered: 136      Total enrollment, college: 732

Number of classes held: 89      EOCM Loans given: 0

COMP.....6	CHEM/BIOL.....6	PSYC.....2	BUED.....9
EDUC.....30	ENGL.....4	CNSL.....3	MAS.....5
NURS.....25	HIST.....3	SBM.....2	CMSV.....2
BUS.....23	MATH.....1	SPEECH.....2	EDPY.....3
NSCI.....2	G SCI.....1	AGR.....1	FOR LANG.....5
HPE .....1			

Math Placement Exams 19      EMT Continuing Education 56

Exams Proctored 28      Economic Outlook Summit 48

**TOTAL EOCM PARTICIPANTS: 883**

**TOTAL PARTICIPANTS SERVED BY COMMUNITY EDUCATION, 2003-2004: 2,358**

# ASSESSMENT

Sharon Redfern



**Lewistown Public Schools - Assessment  
Annual Report  
2003-04  
Sharon Redfern, Assessment Coordinator**

Lewistown Public Schools continues to move forward in our goal of using data to guide school improvement decisions. We have researched an electronic data warehouse that would not only store information over time, but also allow us to manipulate existing data for multiple uses in a more time-efficient manner. A data warehouse becomes essential in our quest to utilize data for instructional and program implications. The data warehouse and a system for data input have been selected and should be a reality in the very near future.

Effective assessment is the key to providing meaningful instruction and increased student learning. The responsibility for analyzing achievement as well as other pertinent data will reside within each school in the district.

Our district continues to use data from the *Iowa Test of Basic Skills* at grades 4 and 8 and the *Iowa Test of Educational Development* at grade 11. These nationally-normed tests provide information regarding our students' progress compared with students across the nation at the same grade level. During the 2003-04 school year, students at grades 4, 8, and 10 were also assessed with Montana's new *Measured Progress* criterion-referenced exam. This test is more closely aligned to Montana State Standards and allows us to examine our students' mastery of skills as related to each of the standards. The results of the *Measured Progress* exam, which are to arrive in September, will be analyzed to show Lewistown Public Schools' progress towards mastering standards and to assess the annual yearly progress expected of all Montana schools. In the future, all students in grades three through eight and grade ten will be assessed with *Measured Progress* testing annually on an established timeline.

Montana teachers have been invited to participate in the development of the *Measured Progress* tests as well as in establishing state standards for these assessments. Several of Lewistown's teachers have been involved in this process, and we are encouraging others to take part in future workshops.

Our assessment work, focusing on curriculum teams, has continued this year. At the beginning of the year, all staff who teach Mathematics were given a K-12 Math Essential Learning syllabus. These Essential Learnings guided our staff in teaching and assessing discrete Math skills for mastery. Teachers at all levels have developed formative quarterly assessments that are analyzed for student strengths and weaknesses.

Professional development in the form of early releases provided time for teachers to discuss the results of the Math quarterly assessments, including opportunities to share successful practices as well opportunities for reteaching. The resulting discussions were invaluable and very productive.

Last summer, the Communication Arts and Science assessment teams met for two days to identify Essential Learnings and to vertically align the taught curricula with the intended curricula that was established through the curriculum team review process. Funded through staff development monies, participants received training in conducting sound classroom assessments which included methods of developing assessments to measure Essential Learnings. A third day was given for constructing the first quarter test in each grade and/or course. Teachers continue to complete Essential Learnings and assessments in these two curricular fields. Our goal is to begin administering the Science and Communication Arts assessments during the 2004-05 school year.

Writing assessment portfolios, K-12, were also implemented during the 2003-04 school year. Communication Arts Team members Candy Dunn, Cindy Rutherford, and Brenda Koch helped to develop criteria for the portfolios; in addition, they trained all K-8 teachers in the 6-Trait Model for Writing Assessment. The portfolio process has successfully focused our attention on consistent writing expectations for all students throughout the district.

We continue to progress in implementing a district-wide three-pronged model of school improvement that addresses Curriculum, Assessment, and Professional Development as a unit. As a result, professional development has focused more keenly on student achievement attained through effective assessment strategies. Our next step will be to provide our staff with in-service about differentiated instructional strategies that will help us to provide intervention for students who are not achieving mastery with the district's Essential Learnings.



**ATHLETICS**  
—  
**LEWISTOWN JUNIOR  
HIGH SCHOOL**

Pat Hould

## *The LEWISTOWN JUNIOR HIGH SCHOOL*

Proudly Presents:

The Annual Athletic Programs Report  
For the 2003 – 2004 school year

A dynamic duo of directors once again guided the athletic program at the Lewistown Junior High School, with Roger Woltermann and Lauri Tognetti cooperatively at the helm. This union continues to positively guide the many angles of our overall athletic program. Having Lauri as a contact in the office makes communication between coaches and other schools very effective and the facility usage consistently noted on the calendar within in the office. Roger did a great job of organizing our athletic storage area and assisting the coaches with their individual needs. The athletic supplies will now be better organized, as we were able to secure the use of a computer and printer for the downstairs storage area, making inventory a much easier task than in times past.

The following is a listing of the sports/extra-curricular activities currently being offered at the Lewistown Junior High, the names of the coaches/sponsors and the participation numbers for this past school year are also included.

Boys football - The boys football program encountered good participation this year as 31 eighth graders and 28 seventh graders took part. This enthusiastic group may not have won every game, but they did not lack for desire and determination. Mike Mangold took on the head coaching chores again this year, with assistants Chad Armstrong and Paul Granot accompanying Mike for this most excellent football adventure!

Girls Cross Country - Under the guidance of Debbie Hill, our girls cross country team continues to flourish. With a total of eighteen 7<sup>th</sup> and 8<sup>th</sup> grade girls participating, success and fun were the triumphantly achieved goals of the program during the fall of 2003.

Girls Basketball – We were very fortunate to obtain the services of Sherry McCarthy and her strong leadership for our 8th grade girls round ball squad this year, while the 7th grade program saw positive guidance from Mary Kynett and Brenda Bassett. All three of these ladies were sensational and our girls thrived under their direction. Participation remained constant as 45 young ladies participated, represented by sixteen 8th graders and 29 seventh graders.

Boys Basketball – Seventeen 8<sup>th</sup> grade and 14 seventh grade boys bounced a basketball for the Jr. High Eagles this year. With Doug Pollard at the helm, and son Matt at his side, the 8th grade boys showed continued improvement and maturity. Veteran coach Scott Sparks joined this talented trio guiding the 7th grade squad as the overall head coach. The enthusiasm generated by the coaches within the boys program this year was very impressive and appreciated by the students, the parents and their adoring fans!

Wrestling - The wrestling program occupied 11 seventh and eighth graders for this years mat season. Though a bit short on numbers, the boys who did wrestle were a tough, courageous and hard working bunch. Under the guidance of Mike Mangold and Chad Armstrong, our young men enjoyed a season that included a very successful home meet in March.



Girls Volleyball - There was a strong and energized contingent of girls vying for spots on this year's volleyball squad, which consisted of twenty-one 8th and twenty 7th graders. This positive participation was a reflection of the outstanding corps of coaches that we have assembled and the growing interest in this exciting sport. Coaches for the 2003 -'04 squad included head coach Gina Armstrong, and assistants Tara Heelen, Tammy Fordyce and volunteer coach Lori Smith.

Track and Field - Our year concluded with a marvelously sunny, warm and fairly dry spring for our track and field crew. The participation in this year's program soared to lofty heights, as a total of 66 students participated. The program saw a distribution of 29 students at the 8<sup>th</sup> grade level, and 37 students participating at the seventh grade. Mary Kynett graciously accepted the head coaching duties again this year with Melissa Descheemaeker and Debbie Hill energetically and enthusiastically assisting her.

Cheerleading - Newcomers, Gail Fox, Erica Lutke and volunteer Derree Kamp, braved the duties as co-cheerleading advisors and did an outstanding job throughout both the fall and winter seasons. Anyone interested in being a cheerleader is accepted onto the squads, as we continued the practice of having no tryouts. This twist to our cheerleading program once again allowed for high participation numbers as 26 girls screamed and cheered for their favorite sports team. While our 7<sup>th</sup> grade squad had only four 7<sup>th</sup> grade girls, our spirited 8<sup>th</sup> grade crew concluded the season with twenty two participants.

Additional club participation numbers included 35 Builders Club members, 25 runners in our Running Club, twelve MATHCOUNTS participants and 40 Student Council Members. Music group involvement included 20 Jazz Band members and thirteen vocalists in our select choir.

We look forward to continued success and positive student participation in all of our programs as a direct result of the outstanding contributions made by our entire coaching/extra-curricular staff and the enthusiastic involvement of our awesome students.

# BUSINESS OFFICE

Stacey Vestal



## **BUSINESS OFFICE - 2004**

**The Business Office had another busy year serving the staff, students, and public. The office serves as a clearinghouse for all purchases – issuing 4,049 purchase orders and 9,964 payments to vendors. More than 300 employment requests have been processed, 574 central supply orders were filled from our catalogue which includes 500 items, and a total 1,506 receipts have been written. The Business Office also is responsible for staff travel, payroll, personnel, accounting, school food accountability, mailings, IMC requests, financial reporting, maintenance of federal program files, clerical duties, general information services, conducting elections, and preparing data for an excess of 200 meetings.**

**Central Office continues to have weekly staff meetings and is considering including a monthly meeting with other departments.**

**There continues to be increased demands on this office and more rules and regulations to adhere to. The employees continue to rise to the challenge as the district received another “clean audit” for the 2002-2003 fiscal year. When audited, the district is checked closely to determine if the procedures adhere to the standards set by the Governmental Accounting Office. The Business Office works hard to provide the necessary checks and balances for accounting and because of these, employees are sometimes asked to shoulder new responsibilities. Internal controls is one of the areas auditors always check to insure proper accountability. Internal controls provide that more than one employee is involved in all business transactions for the district.**

**Staff development and training for this office has been cut due to budget constraints.**

**The Business Office continues to do online reporting for monthly school food reports, the Annual Fall Report, and also ANB, budget, and Trustee Reports. The accounting software package used by the office has allowed the district to have onsite requisitioning which has cut down on the paperwork shuffle.**

**As another school year winds down, the office is not only completing the year, but also preparing for the new year on July 1.**

# CURRICULUM

John Moffatt



To: Supt. Brown; Board of Trustees  
From: John Moffatt, Curriculum Director  
Re: 2003-04 Annual Report

This year's focus was on Technology and Vocational Education. These areas pose some unique challenges, especially in the Vocational Ed. areas where one person generally makes up the entire department. Complicating the matter further was the fact that we had two new instructors at the high school who were just learning the old curriculum and were placed in the difficult position of having to write a new one. Even the elementary technology curriculum work had a bit of a different feel as this is not an area that is taught specifically, but rather an enhancement for other content areas.

Much of the work of the technology committee was centered around reviewing the 1999 document to see what was practical and what was not. Again, the emphasis was on viewing technology not as something else teachers would have to teach but rather as a means toward better teaching in all areas. After much discussion the group recommended implementing student technology portfolios at the elementary level. One project per year will be included with the idea that each student will have a technology folder he/she will receive in the form of a CD at the end of 12<sup>th</sup> grade. Mrs. Trafton's student assistants will help with the management of the elementary files.

The group also discussed the need for adequate lab space at each of the elementary schools. Declining enrollment may result in rooms becoming available for that purpose at each school—perhaps the only positive benefit of losing students. Another topic was insuring continuation of the elementary keyboarding program. This was seen as crucial to implementation of the rest of the curriculum.

As is required with all curriculum areas, the technology document was aligned with the Montana Standards.

All of the purchases at the K-8 level in technology went to the Jr. High for Mrs. Trafton's computer classes and for Mrs. Ward's FACS classes. Most of the orders were for equipment. Funding for the elementary keyboarding position will come from a different source.

At the high school level, teachers also worked to achieve alignment with the Montana Standards. Since those standards are very vague, some teachers, for example the business instructors, also completed an alignment with the National Standards. In some cases teachers in the Voc. Ed. areas have been working on their documents for over a year. The shop classes posed the biggest challenge as both instructors are new this year, and both are responsible for a wide array of potential classes. I view their efforts as very commendable with the understanding that their documents are dynamic in nature and will need further work over the next year or two.

High School funding was reduced from \$32,000 to \$20,000 meaning that only the very basics could be purchased by each department. Most of the time this meant only a

classroom set of books. There was no money for equipment, technology, etc. in most of the areas. With only a classroom set of books for the shop classes (e.g.), it is highly likely that we will have to replace some of the texts before the next curriculum cycle comes along. We also need to look at how we might support the Vocational areas in terms of equipment and materials they were unable to purchase this year.

Implementation this year was for the social studies curriculum. I believe teachers have been generally pleased with the work of last year's curriculum team and that implementation has gone quite smoothly.

Next year will be an incredibly busy one for curriculum work. We will be reviewing Music, Health Enhancement, Library, and Art. Fortunately, the Board has made a commitment to restoring the curriculum budget to its former level.



# DRUG/ALCOHOL

Tim Gillen



Your public schools...  
There's no better place to learn.

# Lewistown Public Schools

School District Number One  
215 7th Avenue South  
Lewistown, Montana 59457  
Phone (406) 538-8777  
Fax (406) 538-7292

TO: Charles Brown

FROM: Tim Gillen

RE: Drug/Alcohol Report

DATE: June 9, 2004

The drug/alcohol committee, which is made up of staff from each school, began the year with a focus on Red Ribbon Week. The committee worked hard to plan and develop activities for each school. A real important part of Red Ribbon Week activities is the interaction between high school students and junior high and elementary students. It is hoped that we can continue to expand and develop the "no use" theme in the future.

The Health Enhancement Life Performance Skills curriculum committee made a special effort to include in the curriculum additional substance abuse instruction. During Red Ribbon Week classroom teachers used portions of "The Body Shop" material for drug/alcohol information presented to students.

School District # 1 worked with Youth Probation, Judge Wayne Phillips and Drug and Alcohol Services of Montana to provide a Community program on Drug and Alcohol. The community and school guest speaker was ex-professional football player, Tom Flick.

The drug/alcohol program again received a grant for the 2003-2004 school year. As in the past, the majority of the grant money was used to provide a home school coordinator. Steve Gillett provides this service. Steve is a professional counselor who is a resource for students and parents in the Lewistown school system. The home school coordinator focuses on at risk students in grades 6-9.



The D.A.R.E. program which stands for Drug Abuse Resistance Education was provided to all fifth grade students in our district. This program is sponsored by the Fergus County Sheriff's Office and private donations. D.A.R.E. Officer Troy Eades instructed the D.A.R.E. classes for 14 weeks during the year.

Drug/Alcohol funds were used to provide the services of Cory Birdwell who is the school districts Resource Officer. Cory is available to all schools, but spends most of his time at the High School.

# FOOD SERVICE

Cindy Giese



## **School Food Service**

School District #1  
215 7th Avenue South  
Lewistown, MT 59457  
(406) 538-5261

### **ANNUAL REPORT 2003-2004**

The 2003-2004 school year presented a variety of challenges for School Food Service along with some very definite successes. Our committed staff, contracted and substitute, faced these challenges with determination and a positive attitude and made it the best possible situation for staff and students. Working as we do within all six of the district buildings, communication and cooperation are essential to the success of Food Service and we try very hard to accomplish our goal of feeding children and promoting good nutrition while adapting to each building's diverse and varied needs and timeframe. Thanks to the administration and staff of these buildings along with Maintenance, Transportation, and Central Office for their assistance and cooperation to School Food Service and its role within the district.

#### **PARTICIPATION**

Please refer to the enclosed statistics within this report for actual numbers.

##### **Breakfast**

- Participation up by 1466 meals and 1% of eligible enrollment. The dynamics of breakfast are changing in that the percentage of free and reduced students that participate is increasing. These numbers are high enough that the percentages qualify us to receive the higher Severe Need Reimbursement amount at all four the schools where breakfast is offered.
- We believe this trend is an indicator that the program is essential in Lewistown Public Schools as a contributor to the academic success of our students.
- As a result of this data and other information, we will be offering only a reimbursable breakfast line at the Junior High for the 2004-05 school year. Our ala carte line will be available only at lunch.

##### **Lunch**

- Student participation was down by 962 lunches, however the percentage of student participation was up by 1% due to a drop in enrollment over last year.
- Factors that affect this drop include block scheduling for early releases where only one lunch period is scheduled, classroom activities involving food during the scheduled lunch time, and the sale of competitive food during the scheduled lunch time.
- The dynamics of these participation numbers also show an increase in the number of free and reduced students that participate. These numbers in our district are on the rise and we believe will continue to do so.
- The number of earned lunches provided to adults was 2798, up by 137 over the previous year, and amounting to \$7694.50 of support to the district. That number will decrease for the coming year as the new "kitchen" space at the Junior High will require less assistance to manage and the number of earned lunches allowed at Fergus High will decrease due to lack of staff assistance in the cafeteria.

##### **Ala Carte**

- Our ala carte breakfast line at Fergus High has continued to be most successful. The Junior High line has proven less so, and, with this in mind along with other

considerations such as student choices, a new kitchen space and the cost of labor, we will discontinue the breakfast ala carte at this site for next year.

- Some factors for success at Fergus are: older students have more money to spend, the Student Council chose to shut down their pop machines during this morning time, the Concession Area works well to capture breakfast traffic and the convenience of grab and go items works well for hungry kids on the go.
- Statistics show that our ala carte choices have proven successful especially at the Junior High. Students like a variety of choices and we continually strive to provide healthy, popular foods and beverages.
- Due to a continual theft problem at Fergus, we chose to limit the number of choices for several weeks and then set up our line in a more structured manner to compensate for our losses. This had an impact on our sales and profit toward the end of the school year. For next year we will set up our line more along the lines of a student store with a clerk and cashier and offer fewer earned adult lunches so as not to be dependent on sporadic supervision assistance and to compensate for the increased labor costs.

### **CATERING**

- Our revenue from this facet of our operation amounts to approximately \$9200. This is a decrease from the previous year.
- Factors affecting this include some large events that we were not able to participate in this past year: Homecoming BBQ, Band Festival lunches, Career Fair student lunches, FFA Banquet, and the Senior Class picnic.
- We were, however, able to assist with bringing the Blue and Gold Achievement Breakfast back to Fergus High—a very successful event for everyone.
- Our staff appreciates the opportunities to use their creative and culinary skills to assist throughout the district with special events that bring a little extra money to our budget.

### **EQUIPMENT**

The care, upkeep and replacement of equipment are an ongoing challenge in our daily routine. With the assistance of our maintenance department we are generally able to keep abreast of the minor repairs to equipment that we need to operate. The more significant replacements were:

- Purchase and installation of a new motor for the Lewis & Clark milk cooler.
- Upgrade to a stainless steel-topped mobile serving unit at Fergus High.
- Replacement of a refrigerator and a microwave at Fergus High.
- Replacement of a fan motor for the freezer at Garfield.
- Replacement of a fan motor for the triple-door freezer at Central Kitchen.
- Upgrade to a Cambro mobile salad bar at Lewis & Clark using grant monies and building funds.
- Replacement of motor and circuit board for the dishwasher at Central Kitchen involved two weeks of Styrofoam trays and plastic utensils for everyone and doing dishes the old-fashioned way to the afternoon staff.
- Replacement of motor and parts for the vertical cutter/mixer at Central Kitchen.

The addition of the elementary schools to the server-based computer-operated accounting system had the largest impact on our operation. We are now able to provide students and parents with a fast, reliable method of accounting for deposits and purchases while saving time and frustration for our employees. With the acquisition of used district equipment and the services of our computer technician, we were up and running on Day 1. Throughout the year, we worked out the software bugs and developed a set of procedures and reports that meet the district's



accounting needs. This new system has proven to be so successful that we will purchase the module for processing free and reduced lunch applications for use during the 2004-05 school year.

### **EDUCATION**

- Regular opportunities for reaching students and parents come in the form of the monthly menus, the quarterly newsletters, posters, and classroom visits.
- Our servers continually promote healthy eating to our “customers”, the students as they come through the line.
- Another issue that is currently in the media is the “Healthy School Nutrition Environment”. Working with the Board, administrators and staff, we will promote the message that nutrition is closely linked to student performance and behavior. The preventive method of teaching and modeling good nutrition habits could work far better to improve performance and behavior than dealing with poor results in both areas.

Through creative promotion and marketing of our program and its benefits, we hope, with the help of our classroom educators, that students can build healthy lifetime habits for good nutrition and physical activity. Food can be fun!

### **SAFETY**

- All new employees completed the 8-hour ServSafe class as required in their work agreements.
- We stress personal safety in all work areas and continually work toward upgrading our methods, procedures and equipment to meet standards. This is successful in the fact that Workman’s Comp claims are minimal.
- Employees have attended adult education classes throughout the year and are willing to share their information at staff meetings. I also provide video and CD-Rom training at our staff meetings.
- To diminish the risks for our staff dealing with limited freezer and storage space, to have more control over supply and to alleviate some budget concerns, we will be purchasing more of our food on a week-to-week basis so supplies do not exceed space. A new cooperative purchasing organization is being considered to help with cost control.

### **PERSONNEL**

- We experienced several unforeseen long-term health issues with staff this year that showed us just how valuable our substitute staff people are. Our existing staff is quick to assist new people with learning the job and sharing valuable knowledge acquired over their years of experience.
- By job sharing, cross training, staff meetings and idea sharing, we are able to keep our operation in smooth running order.

Facing declining enrollment, increasing food costs, unstable commodities, depreciating equipment, and things unforeseen, our goal at School Food Service remains the same. We will always do our best to feed the students of Lewistown Public Schools. With the assistance of the Board, staff, and students we will work to enable our students to be the best that they can be.

Cindy Giese, Director

# SCHOOL FOOD SERVICE

## BREAKFAST PARTICIPATION DATA

2003-2004

SITE: DISTRICT

MONTH	STUDENT							ADULT		TOTAL		# DAYS	
	PAID	ERN-PD	ERN-RD	ERN-FR	ERN-TOT	FREE	REDUCED	SUBTOT	EARNED	PAID	SUBTOT		ST+AD
Aug/Sept	576	0	0	0	0	1683	251	2510	0	8	8	2518	24
October	556	0	0	0	0	1618	275	2449	0	4	4	2453	20
November	433	0	0	0	0	1373	251	2057	0	1	1	2058	16
December	404	0	0	0	0	1282	156	1842	0	3	3	1845	15
January	485	0	0	0	0	1676	178	2339	0	2	2	2341	20
February	454	0	0	0	0	1601	157	2212	0	2	2	2214	18
March	686	0	0	0	0	1985	240	2911	0	2	2	2913	23
April	570	0	0	0	0	1899	230	2699	0	1	1	2700	20
May/June	612	0	0	0	0	2147	251	3010	0	1	1	3011	24
TOTALS	4776	0	0	0	0	15264	1989	22029	0	24	24	22053	180

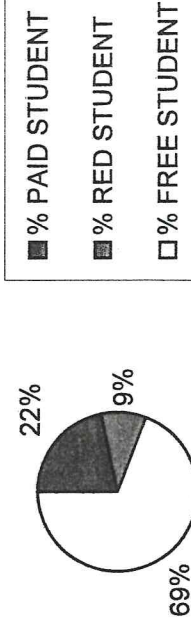
MONTH	AVE. ENROLL	AV DAILY PART.	% DAILY PART.	% PAID STUDENT	% RED STUDENT	% FREE STUDENT
Aug/Sept	917	105	11%	23%	10%	67%
October	920	122	13%	23%	11%	66%
November	917	129	14%	21%	12%	67%
December	915	123	13%	22%	8%	70%
January	915	117	13%	21%	8%	72%
February	913	123	13%	21%	7%	72%
March	909	127	14%	24%	8%	68%
April	906	135	15%	21%	9%	70%
May/June	903	125	14%	20%	8%	71%
<b>AVERAGES</b>	<b>913</b>	<b>123</b>	<b>13%</b>	<b>22%</b>	<b>9%</b>	<b>69%</b>

Participation at individual schools:

Highland Park  
Garfield  
Lewis & Clark  
Junior High

17%  
18%  
14%  
6%

Breakfast Participation



\*This graph reflects the percentage categories for only those students participating in the breakfast program--not the percentages of the total student enrollment.



# SCHOOL FOOD SERVICE

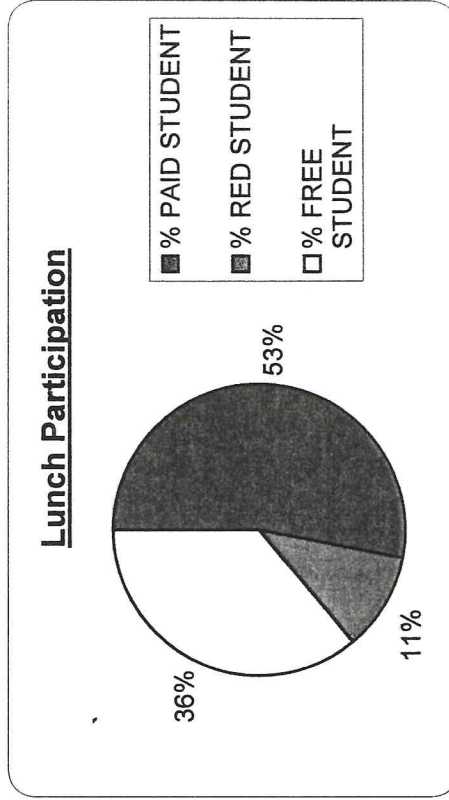
## LUNCH PARTICIPATION DATA

2003-2004

SITE: District Summary

MONTH	STUDENT										ADULT		TOTAL	# DAYS
	PAID	ERN-PD	ERN-RD	ERN-FR	ERN-TOT	FREE	REDUCED	SUBTOT	EARNED	PAID	SUBTOT	ST+AD		
Aug/Sept	8353	108	25	45	178	5823	1886	16240	372	353	725	16965	24	
October	7344	64	22	76	162	4928	1604	14038	303	329	632	14670	20	
November	5880	79	22	24	125	3945	1327	11277	367	239	606	11883	16	
December	5615	59	14	39	112	3581	1087	10395	221	240	461	10856	15	
January	7493	101	22	31	154	4995	1440	14082	297	309	606	14688	20	
February	6614	79	33	32	144	4448	1300	12506	265	267	532	13038	18	
March	8196	79	19	69	167	5679	1649	15691	329	326	655	16346	23	
April	7233	73	28	48	149	5026	1458	13866	303	300	603	14469	20	
May/June	7998	153	31	40	224	5776	1590	15588	341	336	677	16265	24	
TOTALS	64726	795	216	404	1415	44201	13341	123683	2798	2699	5497	129180	180	

MONTH	AVE. ENROLL	AV DAILY PART.	% DAILY PART.	% PAID STUDENT	% RED STUDENT	% FREE STUDENT
Aug/Sept	1343	677	50%	52%	12%	36%
October	1347	702	52%	53%	12%	36%
November	1343	705	52%	53%	12%	35%
December	1338	693	52%	55%	11%	35%
January	1338	704	53%	54%	10%	36%
February	1334	695	52%	54%	11%	36%
March	1329	682	51%	53%	11%	37%
April	1325	693	52%	53%	11%	37%
May/June	1318	650	49%	52%	10%	37%
<b>AVERAGES</b>	<b>1335</b>	<b>689</b>	<b>52%</b>	<b>53%</b>	<b>11%</b>	<b>36%</b>



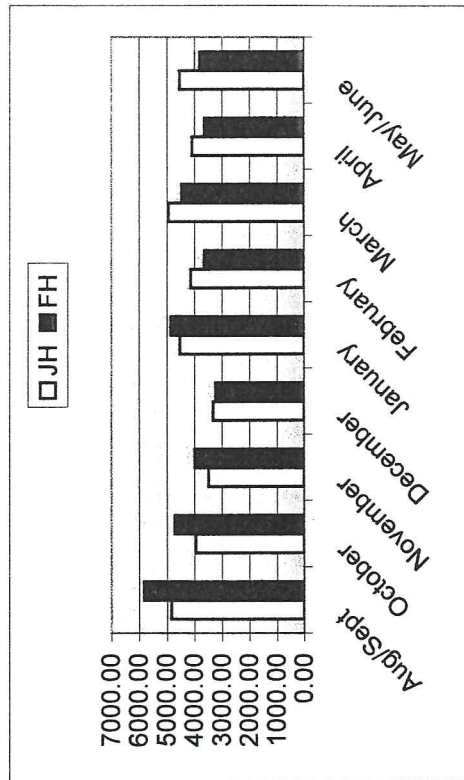
Participation at individual schools:	Highland Park	81%
	Garfield	83%
	Lewis & Clark	78%
	Junior High	39%
	Fergus High	18%

\*This graph reflects the percentage categories for only those students participating in the lunch program--not the percentages of the total student enrollment.

# 2003-2004 SCHOOL YEAR

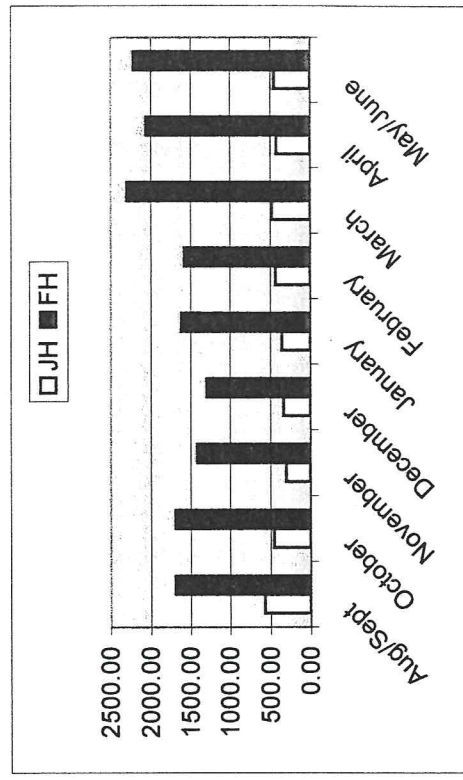
## A LA CARTE INCOME - Lunch

MONTH	TOTAL SALES		TOTAL SALES	DAILY AVERAGE
	SCHOOL			
	JH	FH	DISTRICT	DISTRICT
Aug/Sept	4836.10	5824.15	10660.25	463.49
October	3950.00	4707.05	10660.25	432.85
November	3483.25	3981.15	7464.40	439.08
December	3315.80	3232.95	6548.75	436.58
January	4521.80	4846.60	9368.40	425.84
February	4125.35	3630.35	7755.70	430.87
March	4945.20	4462.90	9408.10	448.00
April	4081.7	3620.75	7702.45	405.39
May/June	4539.20	3791.30	8330.50	333.22
TOTAL	\$ 37,798.40	\$ 38,097.20	\$ 75,895.60	\$ 423.93



## A LA CARTE INCOME - Breakfast

MONTH	TOTAL SALES		TOTAL SALES	DAILY AVERAGE
	SCHOOL			
	JH	FH	DISTRICT	DISTRICT
Aug/Sept	573.50	1685.30	2258.80	98.21
October	455.85	1685.50	2141.35	107.07
November	304.65	1409.65	1714.30	100.84
December	337.50	1288.95	1626.45	108.43
January	355.15	1609.10	1964.25	89.28
February	436.45	1575.25	2011.70	111.76
March	479.55	2296.85	2776.40	132.21
April	422.75	2055.10	2477.85	130.41
May/June	451.00	2214.70	2665.70	106.63
TOTAL	\$ 3,816.40	\$15,820.40	\$ 19,636.80	\$ 109.43





# MAINTENANCE

Paul Stengel

## ◇ Maintenance Program Summary

2003 - 2004

The School District No. 1 Maintenance Department has had another productive year. We have continued our preventive maintenance program. Several minor improvement projects were completed by the maintenance staff. These included remodeling classrooms, moving furniture, grounds work, plumbing, field repairs and improvements @ Fergus, re-lamping auditorium house lights, replacing light fixtures in halls @ L&C, and wiring/cabling associated with the Boiler Replacement project at the Jr. High School.

Custodial operations have continued without any changes in scope or procedures. We experienced some extended medical absences of maintenance staff which limited our summer productivity considerably.

For the first time in 20+ years we had to defer repair of a failed piece of equipment due to tight budget. (Heat Pump #7 @ Fergus)

Contracted services continue to be used for numerous repair and maintenance activities, and for major improvement projects. Highlights this year have included:

Flooring replacement @ several buildings.	\$13,180
Misc. Painting.	\$4,900
3 Year Asbestos Re-inspection.	\$3,395
Window reduction @ Lincoln.	\$1,779
Install phone & Voice mail system @ Fergus.	\$6,700
Replace Boilers @ Jr High.	\$286,500
Replaced West portion of roof @ Jr. High.	\$67,920
Replace Bell System @ Jr. High.	\$6,970
Installed cabinetry @ Fergus.	\$4,800
Replaced boiler controls @ Lincoln.	\$2,162

Goals for the remainder of the year include:

Painting & flooring @ several buildings.  
Remodel for lunch serving area @ Jr High.  
Replace boiler burner @ L&C.  
Replace light fixtures in 2 rooms @ Garfield.  
Install new counter top @ Garfield.  
Construct new wall for Spec. Ed. @ Highland Park.  
Repair HP#7 @ Fergus.  
Install new frequency drives @ Fergus.

Future goals include:

### Pass Building Reserve Levies.

Maintain/Increase budget for maintenance and operations.  
Maintain technology operation & maintenance budget.  
Improve capacity & reliability of networks.  
Continue planning process for District.  
Continue yearly improvements at all school sites.  
Continue Playspace improvements.



# MUSIC

Rich Garcia

# LEWISTOWN PUBLIC SCHOOLS

## Music Department

### 2003-2004 YEAR END REPORT

The Lewistown Public Schools in 2003-04 experienced another exciting year of individual and group accomplishments. The music staff feels our music is providing the educational experiences needed to develop strong individual citizens.

Below is a summary of the activities, accomplishments of the Music Department for the past year.

- Hosted the Eastern "A" Band Festival held on January 25, 26, 27 2004. Almost!.....The festival was cancelled at the last minute due to extreme road conditions. School bands simply could not make it to Lewistown. Had this event taken place, six school bands would have participated. More than 300 students would have been housed and fed, by the Lewistown community.
- A later, small, one day festival was held in Lewistown in place of the cancelled Eastern "A" Band Festival. The Fergus Band performed Brilliantly and received superior ratings for their performance as well as their warm hospitality.
- Hosted the District 8 Music Festival held on April 15-17, 2004. Participating were 12 Central Montana schools and Fairfield High School. This event is held at Fergus High School every year.
- Sent Tyler Morris to the All-State Music Festival.
- Tyler Morris to the All-Northwest Vocal Festival in Portland Oregon.
- Lewistown High School, Junior High School Jazz Bands and Jazz Choirs were exceptional in their public performances.
- Lewistown Elementary music programs were superior in performance and entertainment. Students, Teachers and Music Directors are to be commended for hard work and dedication.
- 11 major concerts were completed
- The Fergus High School Bands continues to support the Fergus athletic teams. Performing at 18 equally divided boys and girls athletic events and 2 basketball tournaments.



- The recipient of the prestigious John Phillip Sousa Award was Colt Gill.
- The Louis Armstrong Jazz Award was Orry Boettger.
- The Most Improved Freshman in band was Shani Marciniak and Max Stewart.
- The National School Choral Award was given to Emily Sweeney and Tyler Morris.
- The Directors Award for Chorus was Stphen Gruener.

Submitted,

Richard Garcia  
Music Coordinator

# SCHOOL IMPROVEMENT

Pat Hould



**School District #1**  
**Proudly Presents**  
**A M.O.S.T. Excellent Adventure!**  
**Making Our Schools *even more* Terrific!**  
**A *Significant* Initiative Focusing on Improvement**

**The Year in Review ~ 2003 - 2004**

For the third consecutive year the MOST team of School District #1 operated on the positive/constructive premise of truly trying to make our schools and our entire school system even better. The talented members of this team are to be commended for their incredible focus on improving our school system for the betterment of the children we are so very fortunate to serve. MOST team members included:

School Board Members	Dave Byerly and Roger Johnson
Community members	Nancy Berg and Phil Koterba
Superintendent	Charlie Brown
Building SIDD Team Leaders	
	Mary Jo Hamling, FHS
	Suzy Flentie, LJHS
	Kyle Carlisle, Lewis and Clark
	Carol Brown, Garfield
	Vicky Begin, Highland Park
Chair	Pat Hould, LJHS Principal

The following items are the **MOST Team and School Improvement highlights** from the 2003 – 2004 school year.

1. The major focus for this school year centered primarily around the notion of finding a software system that would allow for the effective collection and desegregation of various forms of data. Though this search process was at times was arduous, and cumbersome, and quite frankly, more than a little frustrating, a server was ordered in the spring of 2004 that will likely meet the challenging demands of the districts data collection for years to come.
2. The District MOST met but four times during the course of the school year. The general consensus was that SIDD teams and building level staff needed time to focus on the issues raised from previous data collection and truly address the needs of each individual school. In May of 2004 the SIDD team leaders reported the positive progress being made with School Improvement efforts at their site and the entire group marveled at the impressive work being done across the district.
3. During out last meeting of the year, a MOST sub-committee was formed to create a new survey instrument, one that will be administered during the 2004 – 2005 school year. Committee members include Suzy Flentie, Mary Jo Hamling, Nancy Berg, Roger Johnson, Charlie Brown, Scott Dubbs and Pat Hould. During June of 2004, the instrument that was distributed during the fall of 2001 will be reviewed, adjustments made and a recommendation for a new survey will be presented to the entire MOST committee in the fall of 2005.

It is worthy to note once again the outstanding efforts of the MOST team during the 2002 – 2003 school year as the District Values and Beliefs, Mission Statement and Goals were created. As additional data is collected in the coming school year, the following ideals will once take center stage as the roadmap that will guide our future improvement efforts.

***School District #1 Values and Beliefs***

We believe in striving for excellence, developing a passion for learning, and bringing students to their full potential as life-long learners

We believe in a safe, secure, respectful, and caring educational and social environment.

We believe students and staff must be challenged intellectually and academically, be accountable for all actions, and expect excellence.

We believe staff training, partnered with diverse opportunities and resources, is essential to meeting the individual needs of all students.

We believe the community, working hand in hand with our schools, plays a valuable role in educating our children.

**District Mission Statement: *Excellence Today, Success Tomorrow***

**Goal #1:**

We will take steps to improve relationships between students, between students and staff, and between staff, in order to create opportunities for everyone to feel safe and be successful. Every person within our learning community will treat each other in a positive, courteous and respectful manner.

**Goal #2:**

Students will demonstrate measurable improvements in mathematics performance.

**Goal #3:**

Students will demonstrate measurable improvements in communication art

**Goal #4:**

Students will demonstrate regular and punctual school attendance as a life skill worth cultivating to insure daily success.



# SPECIAL EDUCATION

Dale Lambert

**ANNUAL REPORT  
SPECIAL EDUCATION PROGRAM  
JUNE 2004**

Special education programs remain a large part of the Lewistown educational program. Continued growth in special education enrollment, a steady decline in overall enrollment, the push for a demanding curriculum, and ongoing issues related to grade level schools mean more and more children are receiving a portion of their instruction outside of the regular classroom.

In order to provide a better picture of the children served the following table contains data regarding enrollment in special education based on disability category:

<u>Disability Category</u>	<u>2001/02</u>	<u>2002/03</u>	<u>2003/04</u>
Autism	3	2	2
Child with Disabilities (age 0 to 6)	2	2	4
Cognitive Delay	6	9	2
Deaf/Blind	0	0	0
Emotionally Disturbed	4	0	4
Hearing Impaired	4	9	2
Learning Disabled	79	82	76
Orthopedic Impaired	2	0	1
Other Health Impaired	16	13	22
Speech/Language Impaired	68	79	37
Traumatic Brain Injury	0	1	0
Visually Impaired	0	0	0
Multiple Disabilities		54	60
<b>TOTALS</b>	<b>184</b>	<b>201</b>	<b>210</b>

Included in this chart is the category of multiple disabilities because that is, in most cases, a population who receive speech/language and resource services, or some combination of services. These are delightful children, but we know from the services received that their abilities, and the impact of those abilities on their school performance, are global. Unless we change the way we operate these students will remain in special education until they graduate. This is not to say there is something terribly wrong with these children, but the "fit" between how they learn, and the way we currently teach simply does not work.

The second way to look at students served is by school building. The following table indicates the number of students currently served in each building.

<u>School Building</u>	<u>Number of Students</u>	<u>Average per grade</u>
Preschool (in Head Start Building)	5	NA
Highland Park	47	15.67
Garfield	31	15.5
Lewis & Clark	48	24
Junior High	29	14.5
Fergus High School	50	12.5
<b>TOTALS</b>	<b>210</b>	<b>16.16</b>



There are several ways to interpret this table; the number of students currently enrolled in the pre-school program is relatively low. However, this number is deceptive. Between the kindergarten screening and the end of the school year, six additional students were referred for Preschool services, with four qualifying. More disturbing is the nature of services needed. In the past it was rare that preschool children would be identified for services based upon behavior or Emotionally Disturbed (ED). In the current preschool program there are several children labeled as ED, or children whose behavior is so significant they will be labeled ED when they turn six. With so many behavioral issues entering kindergarten the special education program at Highland Park is being redesigned in order to deal with the increasing behavioral issues. It is also important to remember that most children labeled as Learning disabled (LD) will not be identified until third or fourth grade, when the acquisition of vocabulary makes a marked switch from verbal to text-based. When considering that students labeled LD constitute the majority of special education program (approx. 35% in Lewistown and 50% to 60% nationally) the number of students receiving special education services will continue to constitute a significant percentage of the total enrollment.

In looking at the data from one year ago it was noted that approximately 14% of the total Lewistown enrollment was receiving special education services on December first of 2002, with the June 1 enrollment district wide on June 1, 2003 at 1437. Making similar computations, Lewistown enrollment data indicates that on June 1, 2004, 1412 students are enrolled in Lewistown Schools. Child count data indicates that 210 students are currently receiving special education services, or about 15% of the total population. In addition, since December first, 48 students have been referred for special education services. Looking at the figures for 2002-2003, there were also 48 students referred for the same time period in 2002-2003. Assuming that half of the referrals were placed in special education programs, the total percentage of student receiving special education programs could reach as high as 17%.

Even more amazing is the impact this growing population will have on academic programs. Using the current trend data, there will be 70 students in special education programs at Fergus High School in 2004-2005. Projections indicate that the total enrollment at FHS will increase by seven students. Of that increase, ten additional students will be in special education programs. Moreover, there are two classes, the sixth and seventh grades in 2004-2005, which have a total of 48 students in special education. This will mean that in two years we can anticipate having 224 students at the junior high, with 48 receiving special education services, approximately 22% of the entire enrollment. Taking that projection further, in three years Fergus High School will have an enrollment of 470 students with 80 to 100 students in special education, almost one entire class.

Because of these increasing numbers, special education programs are becoming less and less "special". In many cases, it is possible to visit classrooms with smaller instructional groups than the instructional groups in resource rooms, especially during core academic subjects such as reading and math.

Several goals, included in the 2003 Annual Report addressed concerns regarding the number of children enrolled in special education programs. A review of those goals, as well as possible targets for 2004-2005 may provide the best means of addressing this "growing" concern.



**Planned Pre-referral:** A pre-referral process was put in place during the 2003-2004 school year using forms which were attached to the 2003 Annual Report for Special Education. The pre-referral forms were presented to the administrators in September, and were used throughout the year. The forms were not met with enthusiasm, and in some cases, hostility. In the end, they are not designed to create more work, but to document the work teachers already do in working with children. Buildings were also asked to, once again, implement, pre-referral teams. Research indicates that teaching practices change when teachers talk about their teaching practices with peers, and reflect upon their own. While we are not there yet, the intent is to create collegial teams to talk about ways to diversify teaching practices in the best interests of children. Pre-referral forms will again be required in 2004-2005.

**Additional resource teachers:** The 2003-2004 school year marked the first that there were two resource teachers in every elementary building. Garfield Elementary moved from one teacher to two. Talking with these teachers has indicated this has been a positive change by diminishing caseload and instructional demands. Current plans are to continue to have two resource teachers in every elementary building. There is, however, some variance in the number of para-professionals in buildings due to group and individual needs.

It is also important to note that Carol Brown, Garfield Elementary Resource Teacher, was named the Council for Exceptional Children's (CEC) Special Education Teacher of the Year, a much-deserved honor intended to recognize her contributions to teaching and special education across the state of Montana.

**School to work activities at the high school:** During the last year the School to Work Program, under the direction of Michelle Bass and Newell Roche has done an outstanding job of expanding the opportunities, and quality of work experience programs available to students with disabilities. The program has also been active with a Linkages Grant that assists in developing and marketing the job skills of students with disabilities.

**The coming year:** The coming year holds many challenges for special education programs, it is clear we cannot continue to grow while the general education population as a whole decreases. While the requirement for pre-referral activities has some effect in slowing the number of referrals for special education services, it is much like the little boy that attempts to plug the hole in the dike with his finger. Simply put, we're running out of fingers.

The next logical step would seem to be training for teachers to improve their ability to teach the diverse educational needs in their classrooms. To this end Lewistown has applied for and received a "We Teach All Grant" from the Office of Public Instruction. This grant includes training and supports in how to diversify teaching skills, adapt and diversify curriculum, and teach all children while maintaining educational standards.

This grant will also bring Rick Wormeli to Lewistown for PIR training on November 18<sup>th</sup>. Unfortunately, due to calendar constraints, Lewistown Schools will not be able to send all staff, but will send selected staff from each building as possible. Rick is a nationally recognized authority on differentiated instruction, has been recognized nationally as an outstanding teacher by the Disney National Teacher Awards, and brings both insight and humor to the idea of differentiated instruction. The grant will also provide ongoing support and training as Lewistown works to improve instructional programs.



# Staff Development Topics for the 2004 – 2005 School Year

Prepared by the District Staff Development Committee

Number of early dismissals devoted to the topic	School Improvement Topics (All topics should be viewed as school improvement topics)
4	<b>Essential Learning/Assessment</b> <ul style="list-style-type: none"> <li>• One scheduled at the end of each quarter</li> <li>• Provide a staff development opportunity on assessment as near to the end of the year as possible</li> </ul>
3	<b>Transition (K-1, 2-3, 4-5, 6-7, 8-12)</b> <ul style="list-style-type: none"> <li>• One staff development opp. in fall and one in spring to be used for “between grade level” conversations ~ allow time for spec. ed. teachers to share information about special needs of students, acc. considerations</li> <li>• Mid-Year conversation would be used for in-house transition issues and time allowed for specialists</li> </ul>
1	<b>ITIP Refresher/Building Level Issues</b> <ul style="list-style-type: none"> <li>• Early in the year to impact instruction</li> </ul>
3	<b>Curriculum (alignment)</b> <ul style="list-style-type: none"> <li>• Specific curriculum area, specialists, and/or department conversations</li> </ul>
1	<b>Wellness ~ Motivation</b> <ul style="list-style-type: none"> <li>• Valuable to prevent burnout and encourage good health (Possible August in-service?)</li> </ul>
12	Total number of early dismissal staff development opportunities during the 2004 – 2005 school year
<b>October 20</b>	½ day staff development opportunity topic to be determined

\*\* It is important to note that these topics are based upon district and building level goals, as well as the staff development survey conducted in March of 2004. \*\*

**Staff Development Dates for the 2004 – 2005 School Year**  
 Prepared by the District Staff Development Committee

<b>Staff Development Opportunities</b>	<b>School Improvement Topics</b>
<b>Early Dismissal Dates</b>	
September 22, 2004	Transition
October 6, 2004	ITIP/Building Issues & D/A Issues Conversation
November 3, 2004	Curriculum
November 17, 2004 * End of quarter #1 on Friday, November 5	Assessment
December 18, 2004	Wellness
January 12, 2005	Curriculum & D/A Issues Conversation
February 2, 2005 * End of quarter #2 on Friday, January 21	Assessment
February 16, 2005	Building Specific Transition
March 2, 2005	Curriculum
Thursday, March 24, 2005	Transition & D/A Issues Conversation
April 6, 2005 * End of quarter #3 on Friday, April 1	Assessment
April 27, 2005	Assessment

For Your Information (FYI):

- The topics scheduled above, and to a large degree the dates the opportunities are being conducted, are based upon district and building level goals, as well as the staff development survey conducted in March of 2004.
- Technology staff development offerings will be made available via other training options



# LEWISTOWN PUBLIC SCHOOLS

## Proudly Presents:

### 2004 – 2005 PUPIL INSTRUCTION RELATED (PIR) TRAINING OPTIONS

NAME: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

Lewistown School District believes in order to accomplish its goals, it is essential to provide the best possible educational environment for its students and staff to learn and grow. A responsive, healthy, and competent staff is a vital part of the overall process. Additional training and study are prerequisites if educators are to understand and manage their increased responsibility in a world of expanding knowledge and technology. District #1 is committed to a staff development program that provides professional and personal opportunities to develop those skills, which foster an enhanced learning environment for students. The overall purpose of the Staff Development program is to develop strategies and implement techniques, which promote excellence for both the individual employee and the entire school system.

Each certified staff member is required to select options totaling twelve hours. Please note that every 6 hours of PIR attendance is equal to and/or can be exchanged for 6 hours of mid-October convention attendance. **Please make sure that the PIR options you have selected total 12 hours.**

_____ State professional organization convention -October 2004	6 hrs or 12 hrs
_____ MASCD Conference - June 2004	6 hrs or 12 hrs
_____ Montana Behavior Initiative - June 2004	12 hrs
_____ Assessment Training Institute (Portland) - July 2004	12 hrs
_____ Summer curriculum assessment training - June 2004	12 hrs
_____ Montana Coaches Association Clinic - August 2004	6 hrs or 12 hrs
_____ Technology workshop - October 2004*	6 hrs or 12 hrs
_____ Adult CPR and First Aid**	6 hrs

\*Please pre-register with Michelle Trafton (538-5419) Class is limited to 20 persons.

\*\*Please register with Diane Oldenburg (538-9022).

#### Selecting a PIR Option that is not listed on this form: AKA: The PIR Options "Litmus" test

In order for a staff member to participate in and exchange a PIR option that is not listed on this form for mid-October convention attendance, they must adhere to the following procedures.

1. Participation must be pre-approved by the district Superintendent at least 2 calendar weeks prior to participation. This procedure includes the completion and approval of a PIR Options Transcript (PIROT) sheet, which details training criteria.
2. Training must be completed by the final day of the current school year.
3. PIR options cannot be used to advance on the salary schedule.
4. In order for the PIROT information to pass the PIR Options Litmus test, a copy of the training description and an agenda, must be attached, detailing specific information about the opportunity, and answers to the following questions must be included:
  - a. What building level or district goal does this training impact?
  - b. How will attendance at this training impact my classroom instruction?

Training Event: \_\_\_\_\_

Approved by building Principal? Yes / No Date: \_\_\_\_\_

Date forwarded to Superintendent: \_\_\_\_\_

Approved by Superintendent: Yes / No Date: \_\_\_\_\_

\*\*\*\*\*

#### INSTRUCTIONS

Please: 1) review your choices with your Administrator, 2) indicate which option you completed and 3) return all pages to the building administrator for payroll processing. (A copy will be returned after signature completion)

Staff Member Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Payroll Office Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**LEWISTOWN PUBLIC SCHOOLS**  
*Proudly Presents:*  
**PUPIL INSTRUCTION RELATED OPTIONS TRANSCRIPT**  
**(PIROT) Form**

NAME: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

What is the name of the training event that you would like to attend?

---

Attach a copy of the training description and agenda, detailing specific information about the opportunity.

What building level or district goal does this training impact?

How will attendance at this training impact your classroom instruction?

Approved by Building Principal? Yes / No      Date: \_\_\_\_\_

Date forwarded to Superintendent: \_\_\_\_\_

Approved by Superintendent?      Yes / No      Date: \_\_\_\_\_

Comments:



# TECHNOLOGY

Pat Weichel

# Technology

## 2003-2004 Annual Report

Patrick Weichel, Technology Specialist

Lynne Wise, Technology Integration Specialist

June 22, 2004



- **Grants:** The district's technology efforts were aided by the Beaumont Foundation grants. The award was made in June, 2003 and provided 25 laptops and five LCD projection systems to Highland Park. The proposal seeks to improve reading schools through the use of technology in the primary grades at Highland Park. To be eligible the school was required to have 50% of students participating in Free and Reduced Lunch, therefore Highland Park was the only building to qualify. The grant activities have been carried out with great success. The second grade staff are to be commended for their willingness and effort to integrate technology into the reading curriculum. The project would not have been possible without the effort of Lynne Wise, District Technology Integration Specialist

We continue to pursue sources for grant funding to help improve the technology situation in Lewistown Public Schools.

- **Technology Plan:** As a part of the OPI grant application and as a requirement for Title II part D funding (see below), the technology plan was updated for the years 2004-2007. The 35 page document outlines the current state of technology, historical and future directions for technology purchases, and the districts approach to technology integration in the classroom. An electronic copy of the document is available on the district web site.
- **Title II Technology Funding:** The federal Title II program provided funding that allowed the district to carry on some of the Technology Integration activities that were started with the TLCF grant two years ago. The funds were used to continue to employ Lynne Wise as Technology Integration Specialist. The majority of the funds are allocated for the elementary district. Having the position allowed the district to carry on the classroom integration projects and provide technical assistance. There are specific student and teacher related goals that are stipulated by the Title II part D program. If the goals are not met the funding may not continue past 2007. The latest data show that while we are progressing toward meeting the goal, we still have a long way to go, especially with regard to the Teacher outcomes.
- **District Web Site:** The District's web server continues to be a source of district-wide information including:
  - Academic, activity, and lunch calendars
  - General academic information
  - School Board meeting minutes
  - Detailed course syllabi
  - A variety of resources dealing with technology
  - Student created web projects
  - Administrative features, including on-line forms for requesting the use of school vehicles
  - Schoolmaster software continues to be used for posting student academic information on the World Wide Web. The site is secured through the use of a student PIN number. All buildings have the capacity to allow families have the ability to access attendance and report card data. However, only Fergus High has chosen promote the system. At Fergus high, where many teachers have adopted the Schoolmaster Gradebook, families are also able to retrieve progress reports showing scores received on tests and assignment that were completed as recently as the previous day.



- **E-rate funding:** The district again participated in the Federal Universal Services Fund or “E-rate.” While continuing to benefit from the previous years funding, application for the 2004-2005 school year was made in January. \$21438 was awarded for discounts on our district Internet connection, long distance, and local telephone service for the 2003-2004 school year. Notification of the award for 2004-05 has not yet been received.
- **Technology Levy:** This was the second fiscal year in which Technology Levy funds were available for computer replacement in the district. These funds were used to purchase new computers for use in classrooms and labs in all buildings. The buildings received the following new computers:

Junior High	7
Garfield	4
Highland Park	5
Lewis and Clark	5
Fergus High	28

In addition, the Levy funds were used to replace one server at Fergus and at Garfield, as well as the purchase of three network switches. This funding is critical to maintaining a level of computer hardware that is easier to maintain and to use. Prior budget cuts in the elementary general fund, necessitated the use of levy funds for part of the technology operating budget resulting in lower numbers of replacement computers for the K-8 buildings. This situation has been resolved for the future with the passage of a new technology levy for the elementary district which includes the funds for operations and replacement elementary laptops.

- **Data Warehouse:** Considerable time was spent over the course of the school year in evaluating data solutions for the district. As part of the on-going school improvement effort, and to address the demands of the No Child Left Behind Act, we are seeking solutions to efficiently collect, organize and report on student demographics and assessment data. Two products have been chosen for implementation at this point. Pearson NCS optical mark scanners, along with test creation and scoring software will be in place at each building by fall to make the classroom assessment more efficient. The other element is the actual data warehouse. The product to be implemented is Quality School Portfolio (QSP). The product was developed by CRESST at UCLA and the US Department of Education.
- **Technology Integration Specialist:** Lynne Wise submitted the following report of her annual activities.

Each day time was spent integrating reading modules from Advanced Learning Systems into the 2nd grade classrooms. Each instructor took one day of the week and all students in their classroom learned to obtain, load, do some basic troubleshooting on their laptop, and run the reading modules. The modules allowed students to learn to use their laptops by completing reading exercises. The teachers received in-service training that included troubleshooting the wireless, basic computer troubleshooting, and learned the program both as a student and as a class manager. I assisted in every classroom, supporting instruction and insuring technology was operating correctly. I completed reports and correspondence for documentation of grant activities. In conjunction with integration we worked collaboratively on using technology for assessment and alignment of curriculum practices including Essential Skills tests in reading for second grade.

All 4<sup>th</sup> graders completed an integration project creating a slide show from a combination of research and being taught in their science text. Each student created a minimum of four slides after doing research on the internet on their assigned topic. The presentations were shown to the classroom upon completion. The project ran 2 to 2.5 weeks for each of the four classrooms.

Introduced Advanced Learning Systems into some of the 3<sup>rd</sup> grade classrooms by having the students load up the laptop, log-in and use the 3<sup>rd</sup> grade reading pieces of the program. This was done in preparation for bringing the teachers and their classrooms on board for next year in using technology to teach reading in their classrooms. I also met with 3<sup>rd</sup> grade teachers to plan for next year and to discuss hardware and software. Assisted in preparation of software and use of the “Bugscope”, an online microscope with great magnification so the 3<sup>rd</sup> grade students could look at bugs they had collected from the creek. There was also on-line discussion with two scientists who work with schools from across the United States about the bugs. I assisted in troubleshooting during the live on-line activities and helped run the Bugscope.

In 5<sup>th</sup> grade some short-term projects were integrated which reinforced previous instruction. These included creating a graph from data entered into Excel for math, completing a Web Quest on the solar system as part of science, creating a Word document with some illustrated poetry and a one-page classroom newsletter for parents in Publisher as part of Language Arts. Only some of the 5<sup>th</sup> grade classrooms participated in these activities.

I also managed the scheduling of the portable Dell laptop lab that moved from classroom to classroom and the desktop changes and software installation that needed to occur. Assisted in technology support and troubleshooting for Junior High Staff with established projects when using this lab. I also assisted in software and hardware troubleshooting and teaching assistance to FHS teachers using the high school Dell laptop lab and specifically the math staff doing sketchpad projects started last year.

2003-2004 Student / Computer Ratio					
	Highland Park	Garfield	Lewis and Clark	Junior High	Fergus High
Computers	80	61	52	101	199
Students	285	206	233	246	465
Students / Computer	4	3	4	2	2

The following table is an assessment of current technological equipment in the Lewistown School District.

Equipment	Garfield	Highland Park	Lewis & Clark	Junior High	Fergus High	Lincoln - Admin
Macintosh	4	2	2	2	0	1
Pentium	57	78	50	99	199	22
Personal Printers	13	17	21	21	54	11
High Capacity Laser Printers	2	2	2	2	7	4
File Servers	2	2	2	2	5	2
CD Tower	1	1	1	1	2	0
Analog Phone Lines	2	2	2	3	3	3
Satellite Dishes	1	1	1	1	1	0
LCD Panels	0	0	0	1	4	0
Projector Units	2	7	2	2	5	1
Overhead Projectors	14	16	16	14	20	2
Digital Camera	2	1	2	4	5	1
Flatbed Scanners	2	1	1	2	7	3
Laser Disc Players	1	1	1	1	2	0
Televisions	15	17	17	19	38	1
VCRs	15	17	17	10	21	1
DVD Players	0	0	0	0	1	0
Cellular Phones	1	1	1	2	4	3
Video Cameras	1	1	1	5	5	0
Digital Video Cameras	1	1	1	2	5	0
Interactive White Boards	1	1	0	0	1	0
Electrical Service	400A/240V	600A/240V	600A/240V	600A/240V	2500A/208V	600A/240V



## Server Overview

Server Name	Location	Platform	Role
Janeaux	Fergus	Windows 2000	Domain controller for Lewistown domain. Primary WINS database server for entire district. Database server for Follett library collection software at Fergus,. Network file storage for keyboarding classes at Fergus.
Bigspring	Fergus	Windows 2000	Provides network file storage and quota limited printing for all Fergus students.
Cottonwood	Fergus	Windows 2000	Domain controller for Lewistown domain. Database server for Fergus Schoolmaster, provides network file storage for all Fergus staff.
Golden	Fergus	Windows 2000	Microsoft Exchange Server, IIS 4 Web server, hosting all district web pages that are publicly accessible. File server storage for application installation files, primary DNS server for lewistown.k12.mt.us, backup DNS server for lewistown.local
Maiden	Fergus	Windows 2000	Active directory and File Server. ISA / Internet Filtering Server. Primary DNS server for lewistown.local. Network controller for Fortres security software.
Halfmoon	Fergus	Windows 2003	ISA / Internet Filtering Server for Fergus High.
Metis	Junior High	Windows 2000	Domain controller for Lewistown domain. ISA / Internet Filtering Server for Junior High. Database server for Follett library collection software at Junior High.
Danvers	Junior High	Windows 2000	Domain controller for Lewistown domain. File server for junior high students and staff documents, and for itinerant staff at the three elementaries. Database server for Junior High Schoolmaster, Accelerated Reader, and Star Reading Program
Hoosac	Highland Park	Windows 2000	Domain controller for Lewistown domain. ISA / Internet Filtering Server for Junior High. Database server for Follett library collection software at Highland Park.
Hannover	Highland Park	Windows 2000	Database server for Highland Park Schoolmaster. Primary server for Accelerated Reader, and Star Reading data for the building. Provides network file storage for Highland Park staff.
Cheadle	Garfield	Windows 2000	Database server for Follett library collection software. ISA / Internet filtering server for Garfield
Giltedge	Garfield	Windows 2000	Primary server for Schoolmaster, Accelerated Reader, and Star Reading for the building. Building file server for both PC and Macintosh.
Heath	Lewis and Clark	Windows 2000	Primary server for Accelerated Reader and Star Reading for the building. Database server for Schoolmaster. Also serves as a file server with storage for staff and student files.
Piper	Lewis and Clark		Domain controller for Lewistown domain. Database server for Follett library collection software. ISA / Internet filtering server for Lewis and Clark.
Sipple	Lincoln	Windows 2003	File server for administration building staff. The server also acts as an "intranet" web server and test server for evaluating new network software.
LPS	Lincoln	SCO Unix	Provides historical accounting, payroll, inventory and central supply software for the district office. This server is supported by Computer Software Associates of Billings.
Brooks	Lincoln	Windows 2000	Provides accounting, payroll, inventory and central supply software for entire district. Also supported by Computer Software Associates of Billings.

# TITLE I

Tim Gillen





# Lewistown Public Schools

School District Number One  
215 7th Avenue South  
Lewistown, Montana 59457  
Phone (406) 538-8777  
Fax (406) 538-7292

## The Lewistown Public Schools Title I Program 2003-2004 The Year in Review

These dedicated, hard working and outstanding staff members graced our schools and enthusiastically served our students during the 2002-2003 school year.

### Lewis and Clark Elementary

Jackie Rickl

### Highland Park Elementary

Melanie Hallett

Dan Melick

### Garfield Elementary

Nancy Barber

### Fergus High School

Mary Jo Hamling

LaRae Acker

Denise Nelson

Vic Feller

### Lewistown Jr. High

Val Snapp

Jim Hamling

BPU Manager – Tim Gillen

Authorized Representative – Charlie Brown

There were many highlights for the Title I program's during the 2003-04 school year. However, for the use of this program summary, special attention needs to be drawn to two specific items.

1. The assessment strategies previously created by the Title I staff, were utilized for the eight consecutive school year. Use of these strategies continued to be a very self-evaluative and rewarding process. It is significant to note that these assessment procedures were reviewed and revised during the 2003-2004 school year and that students were recommended for the Title I placement as a result of these revised strategies. Several meaningful discussions can be effectively assessed and thus provided support. The caring and knowledgeable Title I staff was instrumental in this process.
2. Title I staff members were able to attend the State Title I conference on February 24-25 in Great Falls. Those attending were Dan Melick, Melanie Hallett, , LaRae Acker, Vic Feller, Jackie Rickl, Tracy Conner, and Tim Gillen.

We also had a family night Pizza Party for Tile I parents and students. Over one-hundred, thirty people attended.

- 3 Finally, and perhaps most significantly, it is important to note that the students who receive Title I services in the Lewistown Public Schools are in very good hands. The fact remains that the entire staff is positively committed to serving the students of this school district in a caring, nurturing and productive fashion. It is their dedication and golden attitudes that make our Title I program a beneficial and rewarding endeavor for our students. And it is their willingness to serve that is cause for the Title I staff to be applauded.

# TRANSPORTATION

Steve Klippenes



# Annual School Report

## Transportation Department 2003-04

June 18, 2004

During the 2003-04 school years we traveled 170,380 miles in yellow buses and 64,575 miles in our activity buses.

The Transportation Department is responsible for the maintenance on thirteen yellow buses and five MCI activity buses, five Drivers Education vehicles, five Maintenance vehicles, the Hot Lunch Van, one Transportation Pickup and snowplow. We continued doing the Maintenance on the Council of Aging buses and the CMLRRC vehicles; we had Paul Tucek work with us all winter and up to present and plan to add Paul as a full time mechanic. Paul also drove a lot of route as a substitute this year and trained Paul on the activity buses and he drove a number of trips for us.

We are looking for more substitute drivers for this next year. We were short on drivers this year due to some injuries on the job and some long-term illness.

This was the third year of Grade Level Schools and by adjusting the times that the Elementary schools dismissed greatly improve the PM schedule.

This year we took the FFA students from Central Montana to the National FFA Convention in Louisville, Kentucky and that worked out very well for all of the schools.

We had a good year last year and are looking forward to a good year.

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BUS #	YEAR	MODEL	STARTING MILAGE	FINISH MILAGE	TOTAL FOR YEAR
1	1995	BLUEBIRD TC 2000	113,966	116,347	2,381
2	1997	BLUEBIRD CHEV	86,221	97,523	11,302
3	1999	BLUEBIRD ALL-AMER	85,741	103,189	19,448
4	2003	BLUEBIRD ALL-AMER	22,571	46,187	23,616
5	1998	BLUEBIRD TC-2000	108,107	121,543	13,436
6	1999	BLUEBIRD TC-2000	77,720	103,057	25,337
7	1995	CHEV—BLUEBIRD	110,424	114,600	4,176
8	1997	AMTRAM-GENESIS	109,239	114,183	4,944
9	2001	CHEV-BLUEBIRD	50,789	66,930	16,141
10	1992	BLUEBIRD ALL-AMER	138,396	139,021	625
11	2002	BLUEBIRD TC-2000	38,242	59,743	21,501
12	1999	BLUEBIRD ALL-AMER	75,857	88,616	12,759
13	1998	BLUEBIRD TC-2000	80,917	95,631	14,714

TOTAL					170,380
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EAGLE 1	1974	MCI MC-8	285,484	293,695	8,211
EAGLE 2	1997	MCI 102DL3	29,402	45,667	16,265
EAGLE 3	1984	MCI MC-9	636,521	642,597	6,076
EAGLE 4	1996	MCI 102D3	64,606	87,687	23,081
EAGLE 5	1982	MCI MC-9	14,657	25,599	10,942

TOTAL					64,575
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#### SHOP TRUCK

1978	CHEV ¾ TON	232,676	232,866	190
1994	CHEV ¾ TON	82,992	87,544	4,552