



LEWISTOWN PUBLIC SCHOOLS

**2004-2005
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
Business Office	Stacey Vestal
Curriculum	John Moffatt
Drug/Alcohol	Tim Gillen
Food Service	Cindy Giese
Maintenance	Paul Stengel
Music	Rich Garcia
School Based Program	Diane Bergstein
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

FHS ANNUAL REPORT
2004-2005

The annual report for the high school this year has been modified some for some brevity, but you will find many similarities in the data you find in this report as this school year was another excellent one at FHS! The reality is we have outstanding students working with a very good staff and that recipe will lead to most years having an outstanding result. As usual, we enjoyed many exciting times and our kids came together in the classroom, on the court and in the auditorium. 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 2004-2005 SCHOOL YEAR:

- ☞ **STUDENT LEADERSHIP** – Our student body leaders did an outstanding job of bringing our students and staff together. This group of seniors met the challenge of previous years as they came together under new advisor Mr. Beau Wright to provide excellent leadership for students and staff. As usual many new ideas for change came from our Ms. Melanie Smith's Advanced Junior English class and many more came from discussion between student council members and the student body. Student Body President Mike Hamling and Vice-President Mike Richter were excellent role-models and leaders.
- ☞ **GRADUATION 2005** - As usual here at Fergus, our 105th graduating class celebrated with an outstanding Commencement Ceremony. Our music performances were awesome, our Valedictory speech may have been our best ever and our Commencement Address by Ms. Brenda Koch was her swan song. All helped enable this to be a top notch and 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 2005 was Fiina Burns and the Valedictorian was Laura Anderson.
- ☞ **AWESOME GIRLS** – Our girls' athletic teams were outstanding again this school year. They earned two more state trophies and the basketball team was a repeat winner of the Montana State Class A title while winning for the third time in four years. Volleyball took third in the championships in Bozeman and both won divisional championships to go along with their state trophies. Coaches Troy Hudson and Tara Taylor provided outstanding leadership and our girls were the championship quality people in every way. More information on our awesome girls 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. New tables, murals and benches for the lobby are the direct result of student and staff input in how we do business. The process includes student projects in our Advanced English 11 class, student council improvement committees and volunteer work for our committees. With a tweak here and there, 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.

☞ **FHS HISTORY IN THE MAKING** – 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 2005 was the 105th 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 9,860 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 105 years of our history.

☞ **FERGUS HIGH ACCREDITATION** – In November we were notified that the high school would again receive accepted accreditation through the Northwest Association of Accredited Schools (NAAS) but would not be exemplary without another school visitation. 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 four new teachers and two new classified staff member to the Fergus High staff. The new teachers for this school year were: Sherry McQuinn-McCarthy, a new hire in our resource department, Tim Majerus our new Title I/Computer teacher replacing LaRae Acker, Gerald Wondrak who replaced Gordon Klasna in our Choral position and Beau Wright, who replaced Kelly Elder in Social Studies and Student Council. Classified staff members hired this year included Kim Rapkoch who replaced June Krausz as our attendance secretary and Gary Knox who worked as a new custodian when Marvin Garlick retired. Other changes included moving Ken Martin to the head custodian position.

☞ **CLUBS & ACTIVITIES** – Last year VICA/Skills USA was a new club addition to the high school but Loren Drivdahl and his students have continued to make big strides and move full ahead. As a result the club responded with a strong showing at state and Loren qualified two students to National's this spring, they were Todd Catron and Jon Aldrich. Music highlights included outstanding choral performances under Mr. Wondrak to match the always powerful instrumental concerts under Mr. Garcia. Our lone All-State Band or Choir member was Michael Hamling who sat as first chair for the All-State Band's trumpet section.

Other highlights in this area included Janet Mann and the Speech and Drama team having another excellent year with Alisa Begin placing second in Pantomime at the State Meet held in Hamilton. Karen Durbin and her FCCLA had another very successful pie fundraiser at Thanksgiving time and she had Elyse Moreton qualify for Nationals this summer. And in BPA, we had a state student officer for 04-05 in Jessie Pearson who 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 2004-05 school year. In the Science Olympiad competition our students placed first overall winning an opportunity to represent Montana at the Nationals in May. Members of our national team included Laura Anderson, Kelly Thornsberry, Adam Jones, Claire Sheldon, Michael Hamling, David Chen, Ben Troop, Lars Phillips, Michael Richter, Josh Troop, Courtney Hecht, Ryan Foy, Jamie Jackson, Ashley Boettger, Tyler Quinlan and Karrie Bostrom. In addition, one of our Envirothon teams won the State Envirothon competition this spring. They will represent Montana at the Nationals in July with

winner members being Ben Troop, Michael Richter, Jamie Jackson, Michael Hamling, and Mary Hould. The only unfortunate news in our science competition comes from our Science Bowl teams which did not place at the Big Sky Regionals for the first time in many years.

- ☞ **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 Claire Sheldon (1st), Mike Hamling (2nd) and Ben Troop (3rd). Our junior level math student receiving a commended score was Katie Jackson (1st).
- ☞ **PRINCIPAL'S CUP COMPETITION** – This spring the MASSP Region II Principals hosted their second annual Principal's Cup Academic Competition. The competition, which was held on March 8th at the University of Great Falls, included a morning session of testing and an afternoon Quiz Bowl session. FHS took two teams who represented our school very well. In the testing competition we received a 2nd and 5th place overall out of 26 teams and included overall placers Laura Anderson (2nd), David Chen (4th), Mike Hamling (6th) and Jamie Jackson (10th). Senior placers were Laura Anderson (1st), Mike Hamling (3rd) and Jamie Jackson (6th). Sophomore placers were David Chen (1st) and Karrie Bostrom (8th) while the freshman placer was Morgan Hecht (3rd).
- ☞ **ACT Awards** – The Office of Public Instruction annually recognizes students with top ten percent scores on the ACT in the areas of English, Mathematics, Reading and/or Science Reasoning. Students recognized this spring from FHS included Laura Anderson, Fiina Burns, Michael Hamling, Courtney Hecht, Sereta Hesser, Lindsey Hogg, Natalie Holmes, Mary Hould, Jamie Jackson, Adam Jones, Renee Moreland, Devin Nelson, Mallory Nelson, Jeremy Olson, Rossie Regli, Michael Richter, Tara Sebek, Ben Troop and Krista Woods.
- ☞ **STUDENT COUNCIL** – This fall was highlighted by our annual group trek to Helena for the Montana Association of Student Councils Convention. This year we were able to take 17 of students to the event which was celebrated as the 50th MASC Convention. In April, they participated in the a District Student Council convention in Grass Range with students from around south and central Montana. The highlights included an inspiring talk from Governor Brian Schweitzer and sophomore Katie d'Autremont's being elected to be our District's Secretary. All year long student body president Mike Hamling and Vice President Michael Richter 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 helping with school spirit, 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.
- ☞ **"BLUE-GOLD" LEADERSHIP BREAKFAST** - This spring's eighteenth annual FHS Blue-Gold Leadership Breakfast continued its reputation as a showcase event. Mrs. Beverly Flaten, Staff Development Director for the Billings School District was our honored guest and speaker. Along with honoring the 23 award winners, her speech on how to 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. Beau Wright, Student Body President Michael Hamling, Vice-President Michael Richter, and the rest of the Student Council did an excellent job maintaining this tremendous tradition.
- ☞ **TECHNOLOGY** – As in the past our commitment to technology over the years is paying dividends as we now have a high level of technology available to students and staff. Our goal is still integration of that technology into the regular academics and we get closer to reaching that goal every year.

However, this year the biggest boon in technology this year relates to the purchase of a school-wide video camera system which helped solve many problem areas and probably prevented two or three times as many as it solved.

THE OTHER SIDE OF THE COIN - As you know, not everything ends up rosy. The less than rosy part of this year related to the high number of student and staff losses of parents. Seldom does this become a concern on a school-wide basis but this year must have been the exception. This winter and spring seemed to bring weekly losses and it seemed like each funeral became larger with many community wide events being held to support family members. As we look to staff changes going into next school year it is obvious that it will be very difficult to replace Gerald Wondrak. Even though he had only been at FHS for one year he did an excellent job of improving the musical quality of the choir and it is always very hard to find good people in his area. I must admit however, as we look back on 2004-05 the school had some unbelievable highs to go along with our very few low points.

OTHER VALUABLE FERGUS HIGH STATS:

- ☞ **STRONG EDUCATIONAL COMMITMENT** - 19 of 36 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 21.0 years with 12.8 years commitment to the Lewistown Schools.
- ☞ **ATTENDANCE & ENROLLMENT** - Student attendance is excellent with figures showing an overall attendance rate of 94.2%. Our October 6 enrollment was 455 while the February 1 enrollment was 447. Last year those numbers were 465 and 459 respectively. The October 7, 2004 enrollment by class included: 117 freshmen, 106 sophomores, 107 juniors, and 117 seniors. Next years currently enrolled population is 450, with the classes expected to include: 118 freshmen, 117 sophomores, 104 juniors, and 111 seniors. If next year is normal, we could see additional 5-10 students may enter come fall.
- ☞ **AVERAGE 2004-05 GPA FOR FHS STUDENTS** - The average GPA earned for a FHS student this past year was 3.049 for the first semester and 3.002 for the second. Last year those numbers were 3.012 first semester and 3.002 for the second. By class, the average GPA's were: 3.204 and 3.174 for the seniors, 3.084 and 2.994 for the juniors, 3.008 and 2.944 for the sophomores, along with 3.091 and 2.956 for the freshman.
- ☞ **CUMULATIVE GPA FOR FHS STUDENTS** - The average cumulative GPA at the end of the year for a ranked FHS student was 3.049, with the average last year being 3.099. By class, those average cumulative GPA's were: 3.078 for the seniors, 2.990 for the juniors, 2.927 for the sophomores, and 2.989 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 42% of the students participated in athletics, 43% participated in music, while 50% participated in clubs and other activities. Last years percentages where 45%, 46% and 55% respectively. Of recent concern is the decline in the overall rate of female athletics participation and especially the growing gap in participation of males and females. However this year was better in this aspect than previous years. Female athletes accounted for 44.7% of the athletic opportunities for participation this year (who also account for 48% of the population). Another big concern comes with the 24% of the students who do not participate in any school activities (23% last year) which are historic highs in this area.
- ☞ **ACT SCORES** - ACT scores this year again will probably appear to be somewhat around average for FHS. Final figures will come later this summer; however, the Class of 2004's averages were probably one of the top set of scores in the history of the school. The overall score was 23.3, compared to the

state and national averages of 21.7 and 20.9. The five-year average scores are: FHS - 22.2; State - 21.7; 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 – 21.1; Science – 21.1; Social Studies – 20.3; Health Enhancement – 20.4; Foreign Language/Art/Drama – 15.6; Music – 57.3; Vocational – 11.6; and Title/Resource – 6.2. 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 49 students transfer in or re-enroll during the school year (compared with 18 students in 2003-04). Of those 49 new students: 8 transferred out later while 5 dropped out-of-school, none were expelled and no transfer students enrolled in home school. We also had 28 FHS students transfer to another school, 3 students transferred to home school and no students were expelled during the year. In terms of dropout totals: we had 2 freshmen, 3 sophomores, 4 juniors, and 6 seniors who chose to leave school without enrolling in another school (including the 5 listed above that transferred to Fergus during the school year).

PROFILE OF THE CLASS OF 2005:

The Class of 2005 and its original 134 members entered Fergus High in August 2001, with many high expectations and goals. By the time their tenure was completed, another 21 students had transferred in becoming graduating class members. At graduation the class was smaller with 114 members obtaining Fergus High diplomas.

Of the original 134 class members:

- 92 members graduated this spring with 95 members spending all four years at Fergus. 7 more students were original class members who spent part of their high school years at another school before transferring back to FHS.
- 35 members of the original 134 did not graduate locally. 14 members dropped out of school locally, 8 of which transferred elsewhere returning and then leaving school and 6 which did not transfer out beforehand. 18 of the members transferred from FHS with 4 known to have graduated elsewhere and 11 members transferred away losing contact with the high school. 3 other transferring students returned only to transfer away again and lose contact with the school. In addition, the Class of 2005 also had 3 original students who will be fifth-year students next fall with no original members of the class being expelled.
- Overall, 31 original members transferred from FHS. 18 of the 31 transferred back. 3 of the members that came back transferred out again losing contact with the school. 7 graduated at FHS and with the 8 that came back to only to dropout locally. Of the remaining 13 that transferred out, 4 were known to have graduated at other schools, 1 transferred to a home school, and the 8 members transferred to other schools losing contact with FHS.

Of the 30 class members who transferred in:

- 14 members graduated at Fergus High.
- 16 members of the 30 members who transferred in did not graduate locally. 4 of the transfer members dropped out of school locally and 11 later transferred out. No students that transferred in later moved to a home school and all of the students that transferred out lost contact with FHS. 1 of our students who transferred in did so as a returnee, none were expelled, 1 transferred in and will be a fifth year student next year. 1 of our students that transferred in later transferred out only to return and transfer out again.

Other Class of 2005 Information:

- Sixty-seven (67) members of the Class of 2005 graduated as honor roll students.

- Twenty-three (23) members of the Class of 2005 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.
- Thirty-four (34) members of the Class of 2005 are National Honor Society members.
- The mean average grade point average for the Class of 2005 is 3.078 and the median average GPA is 3.136.
- In order to be considered a student in the "Top 30," a member of the Class of 2005 needed to have earned an overall GPA of 3.615, while a "Top 10" student requires a 3.946 GPA.
- Of the one hundred fourteen (114) graduates in the Class of 2005, eighty-one (81) are planning on attending a post-secondary college or trade school.
- Sixty-four (64) seniors are currently planning on attending a four-year college or university next fall. Forty-six (46) will attend in-state institutions, with thirteen (13) attending the University of Montana in Missoula, twelve (12) going to Montana State University in Bozeman and twelve more (12) going to Montana State University in Billings. Eighteen (18) more seniors plan on attending four-year out-of-state colleges or universities.
- Of the seventeen (17) seniors who will attend a two-year colleges or trade schools, eight (8) will be attending a school in-state while nine (9) will be attending one out-of-state.
- At graduation time, forty-six (46) graduates of the Class of 2005 have received scholarships, accounting for more than 40% of our graduating class.
- At graduation, members of the Class of 2005 have received over \$215,000 in scholarships for their first year of college. In addition, these seniors had earned the opportunity to receive an additional \$470,000 for their sophomore, junior, and senior years in college. That brings the grand total for this class to almost \$685,000 in future scholarship moneys. When you then include military college funds our scholarship totals grow to over \$1.1 million.
- Over the past four years, our seniors (athletes and students) have been participants in activities programs that have earned nineteen (19) state trophies, eight (8) of which were state championships.

Class of 2005 - Summary Information

Numbers of FHS Graduates Planning On:

Attending Colleges or Universities (4 year)	64/114 – 65.7%
In-State	46/64 – 70.4%
Out-of-State	18/64 – 29.4%
Attending a Trade School or College (2 Year)	17/114 – 9.3%
In-State	8/17 – 60.0%
Out-of-State	9/17 – 40.0%
Serving in the Military	11/114 – 7.4%
Moving Directly into the Work Force	12/114 – 6.4%
Undecided or Unknown	9/114 – 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.

PROFILE OF THE CLASS OF 2005:

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Of the original 134 class members:

- 92 members graduated this spring with 95 members spending all four years at Fergus. 7 more students were original class members who spent part of their high school years at another school before transferring back to FHS.
- 35 members of the original 134 did not graduate locally. 14 members dropped out of school locally, 8 of which transferred elsewhere returning and then leaving school and 6 which did not transfer out beforehand. 18 of the members transferred from FHS with 4 known to have graduated elsewhere and 11 members transferred away losing contact with the high school. 3 other transferring students returned only to transfer away again and lose contact with the school. In addition, the Class of 2005 also had 3 original students who will be fifth-year students next fall with no original members of the class being expelled.
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2004-2005 SCHOOL YEAR ADVANCED PLACEMENT DATA COLLECTION

High School Name	Fergus High School	Town	Lewistown	School Code	0358	County	Fergus
Name of Person Who Filled in the Form	Scott A. Dubbs	Telephone	406-538-2321	E-mail	sdubbs@lewistown.k12.mt.us		

For each AP course that you offer at your school, please fill in the following information. You can move from field to field using the Tab key or you can click in a field using your mouse.

Once you have entered your data for a course, if the totals for Gender, Race/Ethnicity and Online/In-Class match, the totals in the last two columns will automatically calculate. (They must match to submit.) Once you have completed the form, click the "Submit" button at the bottom of page 3. You may also choose the Print icon or choose File>Print to print a copy. If you would like to save an electronic copy of your responses, choose File>Save As and select a location on your local computer to store the document. If you have trouble submitting electronically, you can also print out this blank form, fill it in by hand and return to Kathy Mollohan at the OPI by June 15, 2005.

AP COURSE	Gender				Low Income*		LEP**		Race/Ethnicity***												Online/In-Class				Total Students Enrolled in Course	Total Students Completed Course		
	Female-Enr	Female-Comp	Male-Enr	Male-Comp	No. Low-Income Students-Enr	No. Low-Income Students-Comp	No. Limited Eng Prof-Enr	No. Limited Eng Prof-Comp	Amer Indian/Alaskan Native-Enr	Amer Indian/Alaskan Native-Comp	Asian-Enr	Asian-Comp	Black or African Amer (not Hisp)-Enr	Black or African Amer (not Hisp)-Comp	Hispanic or Latin-Enr	Hispanic or Latin-Comp	Native Hawaiian/Pacific Isl-Enr	Native Hawaiian/Pacific Isl-Comp	White, Non-Hispanic-Enr	White, Non-Hispanic-Comp	No. Students Online-Enr	No. Students Online-Comp	No. Students In-Class-Enr	No. Students In-Class-Comp				
Enr = Enrolled Comp = Completed 																												
	16	15	3	2	3	3	0	0	1	1	1	1	0	0	0	0	0	0	17	15	0	0	19	17	19	17		
	15	15	5	5	1	1	0	0	0	0	0	0	0	0	0	0	0	0	20	20	0	0	20	20	20	20		
	11	11	7	5	1	0	0	0	0	0	0	0	0	0	0	0	0	0	18	16	0	0	18	16	18	16		
		11	11	6	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	17	17	0	0	17	17	17	17	
Human Geography																												

Enr = Enrolled
Comp = Completed



2004-2005 SCHOOL YEAR ADVANCED PLACEMENT DATA COLLECTION

Enr = Enrolled Comp = Completed ↑	Gender				Low Income*		LEP**		Race/Ethnicity***												Online/In-Class				Total Students Enrolled in Course	Total Students Completed Course
	Female-Enr	Female-Comp	Male-Enr	Male-Comp	No. Low-Income Students-Enr	No. Low-Income Students-Comp	No. Limited Eng Prof-Enr	No. Limited Eng Prof-Comp	Amer Indian/Alaskan Native-Enr	Amer Indian/Alaskan Native-Comp	Asian-Enr	Asian-Comp	Black or African Amer (not Hisp)-Enr	Black or African Amer (not Hisp)-Comp	Hispanic or Latin-Enr	Hispanic or Latin-Comp	Native Hawaiian/Pacific Isl-Enr	Native Hawaiian/Pacific Isl-Comp	White, Non-Hispanic-Enr	White, Non-Hispanic-Comp	No. Students Online-Enr	No. Students Online-Comp	No. Students In-Class-Enr	No. Students In-Class-Comp		
AP COURSE (continued)	International Eng Lang/APIEL																									
	Latin Literature																									
	Latin: Vergil																									
	Music Theory																									
	Physics B	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1	
	Physics C: Elec & Magnetism																									
	Physics C: Mechanics	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1	
	Psychology																									
	Spanish Language																									
	Spanish Literature																									
	Statistics																									
	Studio Art: 2-D Design																									
Studio Art: 3-D Design																										
Studio Art: Drawing	6	5	4	4	1	1	0	0	0	0	0	0	0	0	0	0	0	0	10	9	0	0	10	9	9	
U.S. History																										
World History																										



Linda McCulloch, Superintendent
Montana Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501
www.opi.mt.gov
ATTN: Kathy Mollohan

2004-2005 SCHOOL YEAR ADVANCED PLACEMENT DATA COLLECTION

In October 2003, the Office of Public Instruction received a three-year federal Advanced Placement Incentive Grant (ESEA Title I, Part G). The purposes of the grant are to:

- Expand and support Advanced Placement (AP) and International Baccalaureate (IB) in the state,
- Provide new advanced learning opportunities for students, particularly for low-income and traditionally underserved students, and
- Help Montana become a national model of AP and IB excellence in a rural state.

Each year, Montana is required to report to the U.S. Department of Education on AP classes offered and completed in the state, along with information about the students who take them. I hope you will take time from your busy schedule to complete this data collection instrument and submit it as per the instructions on the top of page two by **June 15, 2005**. Thank you for your cooperation.

Explanation of asterisks on pages 2 and 3:

* **A low-income student** is one who is eligible for Free/Reduced Lunch, or whose family receives assistance under the Social Security Act.

** **Limited English Proficient (LEP)** means an individual who is aged three through 21; who is enrolled or preparing to enroll in an elementary or secondary school; who was not born in the United States or whose native language is a language other than English; who is an American Indian or Alaska Native, or a native of the outlying areas; and who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency. LEP students are those students who are not achieving academically due to the level of their English language proficiency.

*** **Race/Ethnicity** means the general racial or ethnic category which most clearly reflects the individual's recognition in his or her community, or with which the individual most identifies:

American Indian/Alaskan Native – A person having origins in any of the original peoples of North and South America (including Central America), and who maintains cultural identification through tribal affiliation or community recognition.

Asian – A person having origins of any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinents. This area includes, for example, China, India, Japan, and Korea.

Black or African American (not Hispanic) – A person having origins in any of the black racial groups of Africa.

Hispanic or Latino – A person who traces his or her origin or descent to Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures, regardless of race.

Native Hawaiian or Pacific Islander – A person having origins in any of the original peoples of Hawaii or the Pacific Islands. This area includes, for example, Guam, the Philippine Islands, Samoa and Tahiti.

White, Non-Hispanic – A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Explanation of last six columns on pages 2 and 3:

No. of Students Online-Enr.—Students who enrolled in the course using online instruction.

No. of Students Online-Comp.—Students who completed the course using online instruction.

No. of Students In-Class-Enr.—Students who enrolled in the course in a traditional classroom setting.

No. of Students In-Class-Comp.—Students who completed the course in a traditional classroom setting.

Total Students Enrolled in Course.—Students who initially enrolled in and attended this course.

Total Students Completed Course.—Students who completed this course.

FERGUS HIGH SCHOOL GRADUATION INFORMATION

<i>Graduating Class</i>		1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Senior Info.	October Enrollment	104	125	115	129	128	142	125	117	113	115
	February Enrollment	102	128	113	128	126	143	123	118	112	117
	Total Graduates	99	120	109	123	121	132	121	114	108	114
Members	Grade 9 Members	113	160	125	153	142	151	141	125	127	134
	Local Graduates	84	102	98	107	108	116	104	99	99	99
	Members All 4 Years	80	97	93	101	103	113	101	96	96	96
Original Class Members	Local Dropouts	11	23	9	8	13	6	14	12	3	14
	Probable Returns	1	4	5	3	1	4	1	1	3	4
	5th Year Students	2	1	2	2	2	2	8	1	2	1
Transfers to FHS	Foreign Exchange	2	1	1	0	1	1	0	1	2	0
	From Home Schools	0	0	0	2	1	0	0	0	0	0
	From Other Schools	11	16	9	12	11	15	12	18	17	30
	Dropped Out Locally	NA	NA	NA	NA	NA	NA	NA	NA	4	4
	Local Graduates	NA	NA	NA	NA	NA	NA	NA	NA	9	14
Transfers Away	To Home Schools	2	3	0	6	3	5	1	1	1	1
	Graduating Elsewhere	5	12	7	13	2	6	6	6	8	4
	Lost Contact	9	16	6	14	15	14	13	7	14	14
Seniors Graduating		95.2%	96.0%	94.8%	95.3%	94.5%	93.0%	96.8%	97.4%	95.6%	99.1%
Original Class Completion*		87.4%	81.5%	88.5%	87.7%	86.6%	89.0%	85.8%	87.0%	86.6%	78.1%

* An overall picture of the this class - does not include students we have lost contact with or students who have completed graduation requirements after dropping out of school.

FERGUS HIGH SCHOOL DROPOUT RECORDS

<i>1st Week Enrollment</i>	<i>Year</i>	<i>Male</i>	<i>Female</i>	<i>Drops</i>	<i>Dropout Rate</i>
	71-72	12	7	19	
	72-73	13	5	18	
	73-74	11	10	21	
	74-75	9	17	26	
	75-76	21	16	37	
	76-77	18	10	28	
	77-78	10	8	18	
	78-79	16	12	28	
	79-80	12	15	27	
554	80-81	3	6	9	1.62%
496	81-82	7	4	11	2.22%
497	82-83	1	4	5	1.01%
450	83-84	8	6	14	3.11%
494	84-85	18	11	29	5.87%
472	85-86	8	10	18	3.81%
512	86-87	9	11	20	3.91%
480	87-88	19	12	31	6.46%

<i>October Enrollment</i>	<i>School Year</i>	<i>Male</i>	<i>Female</i>	<i>Drops*</i>	<i>1, 2, 3**</i>	<i>Adjstd. Drops</i>	<i>Dropout Rate</i>
445	88-89	19	8	27	11	16	3.60%
438	89-90	13	12	25	10	15	3.42%
423	90-91	14	10	24	8	16	3.78%
444	91-92	12	9	21	1	20	4.50%
457	92-93	15	6	21	4	17	3.72%
511	93-94	13	12	25	6	19	3.72%
490	94-95	18	10	28	6	22	4.49%
536	95-96	20	14	34	7	27	5.04%
548	96-97	12	10	22	0	22	4.01%
551	97-98	17	9	26	1	25	4.54%
548	98-99	16	8	24	1	23	4.20%
530	99-00	16	8	24	5	19	3.58%
527	00-01	19	5	24	1	23	4.36%
501	01-02	14	5	19	6	13	2.59%
484	02-03	8	4	11	4	8	1.65%
465	03-04	7	2	9	0	9	1.94%
455	04-05	8	7	15	1	14	3.08%

* Computer reported drops yearly.

** 1. Reported previously. 2. Dropped twice in same year. 3. Died

*** Drop-out rate in percentage uses only the student's first drop.

Yearly percentage rate is total number dropped minus students who dropped and were counted in an earlier year minus any student who was counted twice in the same year minus students who have died. Divide that figure by the total number of students in school following the first full week of school. that figure is the yearly drop-out rate. A pre-registered student not starting the school year will show as a drop on the computer and are lined out because they did not attend.

GARFIELD ELEMENTARY SCHOOL

John Moffatt

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

The 2004-05 school year was an excellent one at Garfield thanks to a cooperative effort from a great staff and the work of a great student body. Especially impressive was the leadership, maturity, and academic performance of our 4th graders. They set an excellent standard for our 3rd grade classes to live up to, and I am sure they will continue to do well throughout their school years.

Our enrollment, as has been the case in all of the elementary schools for the past several years, continued to decline slightly. We were very appreciative of the fact that the School Board allowed us to maintain 5 sections of 3rd grade in the face of dropping enrollment. I believe this allowed one more year for these students to solidify their skills in a setting which provided an excellent teacher-student ratio. Unfortunately, the reduction we all knew was coming will take effect during the 2005-06 school year, and we will reduce to 4 sections of 3rd grade. In human terms this means a job is lost, and that always hits close to home. I would like to thank Mrs. Hartman for her efforts on behalf of children during her time at Garfield and wish her well in the future. I would also like to thank the Board for approving the position of instructional assistant to work with the 4th grade teachers. Mrs. Maxwell has proven to be an invaluable asset to those teachers who must deal so directly with the mandates of No Child Left Behind.

As a staff this year our major improvement efforts were directed in the areas of writing and math. Our writing emphasis is a continuation of work began last year. This year a portion of most faculty meetings was set aside for discussion of writing articles from Educational Leadership. These articles focused on a broad spectrum of topics such as hints for writing in the content areas. One of the outcomes we will implement during the 2005-06 school year is using math journals in every class. Teacher-generated ideas were another highlight of these discussions which were marked by exceptional sharing. Without question, we will continue this process this year. The fact that the language arts curriculum is scheduled for review makes our efforts very timely.

A flurry of improvement efforts were also directed at mathematics instruction to deal with AYP requirements. (I must emphasize that during the school year I came to realize that Garfield, because we have large enough numbers in 4th grade to generate a special sub-group of free and reduced lunch students, is treated much differently than nearly every other school in the State for AYP reporting purposes. In a nutshell, the scores of most of our best students don't count in determining whether or not the school makes AYP. I also found out that OPI had not devised a way of dealing with this inequity.) The math curriculum team was called together to analyze problem areas, our staff met several times to sort out the data, teachers attended workshops, I attended workshops, schedules were adjusted to allow more time for math instruction to mention just a few of our strategies. We focused attention on writing in math and having students work on explaining their work. Test results from both the IOWA and Measured Progress exams seem to indicate that our hard work yielded positive results as the 4th graders scored well

above the national and State averages on the IOWA tests and well above the Montana averages on the Measured Progress assessments. This is an encouraging sign, especially on Measured Progress where our students on free and reduced lunch are being compared to all of the students, including those from more affluent families, in other Montana schools.

One of the hallmarks of Garfield School for many years has been an active PTSG. This year's group of PTSG officers and volunteers was truly exceptional! No matter what the project we could count on capable help. Our fundraisers were very successful, and as a result we were able to purchase many supplies and materials for the building, a treasure trove of books for the library, and a climbing wall for the playground. I know each member of our staff is deeply appreciative of the support we receive from these wonderful people.

Service projects continue to offer Garfield students opportunities to reach out to others. We had a great turnout for "Make a Difference Day" activities, helped the family of one of our students whose home was destroyed in a fire, raised money for Tsunami victims, assisted in the community, and for the 16th consecutive year participated in the volunteer program at the Central Montana Nursing Home.

Thanks to the Boxtops for Education program and a grant from Town Pump, we were able to continue our unique after school program for students. This year we had several art classes from the Lewistown Art Center, gymnastics, yoga, and creative movement classes, and even a "math centers" program with help from Mr. Hamling and his Jr. High students. Our Family Reading night was very well attended. This year we combined it with our Title One parent night, and the results were excellent.

I believe our staff took another significant step in the area of technology this year as technology portfolios were instituted for each student. Thanks to the direct help of Lynne Wise working with teachers we are seeing more and more integration of technology in the content areas. The new lab is certainly a boon to our efforts as well, and here I credit Pat Weichel and Lynne for their work to create and maintain an excellent facility. Kudos as well to Mr. Retterer for his help with the wiring and room setup. He also remodeled the music room to create an area for the speech therapist. This allowed us to save our computer lab space. 3rd grade teachers this year used the laptop lab one day each week to implement the Lexia and A+ LS programs which continue the work done by the 2nd grade teachers.

Continuing education has long been a theme for our staff, and this summer will be no exception. Most prominently, a group of 5 Garfield teachers, Mr. Karinen, Mrs. Woltermann, Mrs. Barber, Mrs. Payne, and Mrs. Shields will attend the NCTM workshop on "number sense" at the Learning Center on Canyon Ferry. This workshop will be a perfect compliment to our ongoing math work.

Also this summer, in addition to the special education summer school program, we are for the first time offering a math summer school for students who may be falling a bit

behind. The response from parents has been extremely positive. Instructors for the three week session are Mrs. Payne and Mrs. Frisbie.

Over the years many of our staff have received honors and awards for outstanding performance. Sometimes these fall in the category of "unsung heroes" and that is definitely the case this year as Mrs. Garlick has been honored as Montana's Bus Aide of the Year for her 16 years of service to students with disabilities. Congratulations, Bernice!

And so, another year has passed. The seemingly nonstop events from Open House to Awards Assembly are over for now. We'll start again shortly, and I truly hope 2005-06 will be as positive and memorable.

HIGHLAND PARK ELEMENTARY SCHOOL

Sharon Redfern

**Highland Park Elementary
Annual Report
2004-05
Sharon Redfern, Principal**

Highland Park implemented several Reading interventions this year so that we could further our goal of providing student success in learning to read. We continue to strive to provide developmentally-appropriate practices in our standards-based classrooms.

Highland Park 2004-05 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:

Several Early Intervention strategies were implemented this year to help ensure student progress in all areas. Dibels, a Reading assessment program, was administered three times this year to all of Highland Park's students. The resulting data was invaluable in allowing us to provide specific reading interventions to students. Read Well was introduced to all First Grade students, providing direct instruction at the student's individual level of reading. Twelve groups of instruction were formed by utilizing staff members who could be available during the Read Well instructional block. Visual Phonics added a kinesthetic approach to Kindergarten reading instruction, providing another modality to aid early learning. A+LS Math was utilized in the Second Grade to provide computer-assisted instruction in Math skills. Our staff continues to seek best practices in the teaching of young learners.

Technology use has grown as the staff has observed achievement gains associated with regular practice in computer applications. The A+LS program continues to be used by second grade teachers each week, and Mathematics time has been added to the Reading program used previously. This year, the First Grade teachers utilized the computer lab as they completed the technology projects provided by the Technology Curriculum Team.

Highland Park's Parent-Teacher Support Group is active and appreciated. Once again, they organized and presented a reading celebration for all students during "I Love to Read" month in February. Our students loved each reading activity and left with stories, treats, and their own book to take home. This year's Staff Appreciation Week was truly outstanding and made each of our staff members feel special and appreciated. PTSG has organized two great fund-raising programs that have provided Weekly Readers, chairs for the library, classroom materials, and a wonderful sound system for our gym this year. 2004-05 PTSG Officers included Jennifer McAllister, President; Tami Mathison, Vice-President; Kayleen Patten, Secretary; Jennifer Weeden, Treasurer; Mary Helm and Deveny Welch, Volunteer Coordinators. This year, teachers volunteered to attend monthly meetings and provide a brief report of Highland Park's activities to the group.

Volunteer parents and community members are one of Highland Park's most valuable resources. The *America Reads* program continues to provide one-to-one tutoring for first grade students who need an extra boost in reading. Eight community members were *America Reads* tutors this year; another nine volunteers visited our school on a weekly basis to assist with classrooms in Reading. In addition, twenty classroom volunteers were honored for their help in our classrooms at our spring awards ceremony. Five of Lewistown's Master Gardeners helped all first and second graders learn the basics of plants and gardening as they assisted our students in planting seeds to take home. The Master Gardeners helped link our Service Learning Garden to our students' daily lives.

Highland Park's Montana Behavioral Initiative team continues to meet monthly to help provide proactive management and social skills for our school. This year's Meaningful Work Program, *Highland Park's Helping Hands* (HHH), involved 150 students who learned about the world of work while providing service to Highland Park. Students had the opportunity to be Playground Scanners, Library Assistants, Computer Technicians, Office Assistants, Recycling Team members, Music Assistants, Flag Raisers and Kitchen Assistants. Students were proud of their helpful efforts at Highland Park. This program would not be possible without the dedicated effort of Highland Park's staff who are supervisors for each job. Librarians, custodians, secretaries, and teachers, (nineteen in all) gave of their own prep or free time to direct students in this service learning program. Quarterly social skills and manners are reinforced by all staff throughout the year. A focus this year was to help students understanding bullying behavior and reduce the incidences of bullying at Highland Park.

School Improvement efforts have allowed the staff and district to examine our practices and determine areas of improvement. Highland Park's goals, listed at the beginning of this document, were established in 2002 and have been reviewed annually, progress noted, and plans for next steps formulated. Early releases for staff development continue to provide needed time for staff collaboration and discussion. The time spent in curricular and assessment discussion is huge in impacting student achievement and was utilized to the maximum by the teachers. Professional development funds allowed Highland Park to send many of our staff members to meaningful workshops. Early releases also allow the time for our staff to evaluate the current school year and make plans for the next year.

A partnership with Head Start continues as the district's Preschool Special Education program is located there. A collaborative committee, including Head Start's staff and director, and Highland Park's Betty Anderson and Sharon Redfern and Superintendent Charlie Brown, was formed this year and met several times as we attempt to build a common program that could tie Head Start with the district's youngest students for instructional possibilities. The committee will continue to meet next year and seek grants to aid in this process.

Student teacher Kari French and student interns Laura McKenna, Hiliary Luciano, and Hope Owens 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. Mrs. French student taught in Mrs. Comb's first grade and Mrs. Anderson's Kindergarten; as part of their high school coursework, Laura and Hope were assigned to the five first grade classrooms and Hiliary was assigned to Mrs. Butcher's Kindergarten and Mrs. Smith's second grade. Administrative intern, Brenda Koch, worked with Mrs. Redfern this year as she completed her administrative course requirements.

February's "I Love to Read" theme this year was "Amazing Animals." From lunchtime with our favorite stuffed animals to welcoming a host of community guest readers, this month promoted reading at home and school through activities that were fun and educational.

Highland Park's Make a Difference Day goal this year focused on assisting hurricane victims by collecting pennies. Our students walked several laps at the Fergus High track and donated their pennies for this worthy cause. A check of \$357.90 was presented to the local Red Cross chapter as a result of our efforts.

The third annual Highland Park Summer Reading Mini-Camp was again offered to first and second graders in July of 2004. Taught by Virginia Ross, Melanie Hallett, Sue Lutke, and Sharon Redfern, students came back to school in July for two days to spend time in reading. The theme, "Get Caught Up in a Good Book," was carried out in vocabulary, comprehension, listening, and writing activities. Students learned about spiders in an activity-based morning. For the second year, an Exxon-Mobile grant of \$500 helped to provide materials for the camp and a book for every child who attended.

One of our school goals is to involve parents in our school a minimum of three times yearly. Besides Open House and Parent Conferences, our grade-level teams planned special events for students and their parents. 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 April. Second grade parents were invited to a *Pumpkin Math* activity, a *Christmas Gingerbread Play*, and a *Second-Grade Sendoff* breakfast in May. New this year was a Title 1 informational breakfast meeting for parents of Title 1 students hosted by the Title 1 staff, which was well-received by parents. Our annual Awards Ceremony in June is also well attended.

At our spring Awards Ceremony, ten students were recognized for Perfect Attendance and another thirty-six students had Outstanding Attendance. In addition, more than two hundred attendance certificates were awarded on a quarterly basis in classrooms as part of our School Improvement Goal. Fifteen students, including Elizabeth Helm, Nicole Kahri, Scott Olson, Tre' Bradley, Parker Philipps, Ashley Wickens, Gage Bass, Justice Marjamaa, Maida Walters, Jessica Kindzerski, Jerry Shiner, Nicole Porter, James Derheim, Cody Boyce, and Kaycee Gobble were honored with the Principal's Award for excellence in citizenship. Hayes Majerus, first grader from Mrs. Zanto's classroom, was a State winner in a Zaner-Bloser Handwriting Contest and was awarded a certificate and engraved pen for his super handwriting.

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, the first and second graders visited the Wax Museum, and the first graders saw Mr. Armstrong's National Forest displays 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, and Junior High FACS students delighted us with their flannel board stories. This year, Mr. Armstrong's sixth graders were wonderful in leading our end-of-year Play Day activities.

A Service Learning community garden has provided our students with an opportunity for authentic learning in their Science curriculum study of plants. When our students returned to school in August, they observed plant growth from their planting last spring. Also in the fall, our PTSG purchased flower bulbs which were planted by all students. This spring, those flowers were shared with neighbors. Once again, custodian Scott Melvin has been invaluable as he has assisted with the garden tilling, watering, and planting. A new "crop" of vegetables and sunflowers has been planted this spring for next year's students to enjoy and study.

Summer School has been expanded to include both first and second grade students this year. Selection criteria has been established for the second grade and we hope to include about twelve first graders and fourteen second graders with a teaching staff of four teachers and one paraprofessional. Summer school has been proven to increase student success at the next grade level at Highland Park, and we are grateful to be able to continue and expand this important part of our school program.

Karen Combs and Darcy Zanto, First Grade Teachers, were recognized as "A Class Act" in the News Argus in 2004-05. In addition, many of our teachers were nominated for KXLO's annual Teacher of the Month in April with Germaine Stivers being drawn as a winner of the grand prizes.

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: *Differentiating Instruction while Maintaining Your Sanity* (5 second grade and 1 Kindergarten teachers); *Visual Phonics* (1 Kindergarten teacher); *Read Well* (Speech Pathologist, 5 first grade, 1 Resource, 2 Title 1 teachers-- CSPD Grant Secured for this Workshop); *Building Early Literacy and Language Skills* (2 Kindergarten, 1 Resource, 1 Title teachers); *Positive Behavioral Supports for Young Children* (1 Counselor); *Peer Mediation* (1 Counselor); *Discipline with Love and Logic* (1); *State Reading Conference* (3); *We Teach All* (1); *Mentoring Institute* (2); *Dibels* (5); *Reading First* (1); *Pre-K Handwriting Without Tears* (2); *Children's Literature as a Context for Meaningful Math* (2); *Helping Young Children Develop Math Thinking* (1); *Montana Behavioral Initiative* (1); *Laughter in the Classroom* (1); *Learn Smart* (2); *Instructional Theory into Practice* (6); *State Title 1 Conference* (2); *A New You* (1); *Strengthening Your Physical Education Program* (1); *Crisis Prevention Institute* (6).

Highland Park's tenured teachers again had the opportunity to be involved in a peer coaching program as part of their annual evaluations. The program also included the District's Preschool Special Education teacher, located at Head Start, this year. Ten teachers chose to observe each other throughout the year and discuss helpful insights together. The program continues to be valued by staff members, who felt the process provided meaningful dialogue and relevance for their classrooms.

Highland Park Elementary has had 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 2004-2005
DATE: June 14, 2005

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 215. This is a decrease of 2 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 29 students. Mrs. Rickl is assisted by Tracy Conner.

Our Special Education Program highlights individual student 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. They also provide assistance as needed in the areas of social studies and science. They are assisted by Norine McKinney.

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 4,527 AR tests with 4,091 passing. Star reading test reading results showed .7 grade growth for 5th grade and 1.2 grade growth for 6th 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 Sally Foster wrapping paper and gifts and the Elementary Carnival. The profits will be used to purchase a variety of products used at Lewis and Clark to enhance the education 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 beautiful Lewis and Clark picture, to display in our school.

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 106 fifth graders. All of them graduated from the program on December 14, 2004.

Our computer lab (7 week session) was again a successful curriculum. Students in grades 5 - 6 were served. We have a lab setup of 28 PC type computers. Mrs. Terri Daniels 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. 63 sixth grade students and 73 fifth grade students participate in Band. 35 fifth and 20 sixth grade students participate in Choir.

26 sixth graders received the Presidential Award for Academic Excellence. 11 sixth graders were awarded the Presidential Award for Academic Improvement.

7 students received Perfect Attendance Awards - 0 days absence. 16 students received Outstanding Attendance - 1 ½ days or less absence.

LEWISTOWN JUNIOR HIGH SCHOOL

Pat Hould

Welcome to Lewistown Junior High School Pride....

.....where Excellence and Enthusiasm Collide!

Proudly Introducing:

The 2004 – 2005 School Year in Review

This school year proved once again 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 engaged during the 2004 – '05 campaign.

This report begins with accolades and praise for the ***amazing staff*** of our remarkable school. The LJHS staff represents a truly unique blend of energetic, enthusiastic, caring, extremely talented, and highly motivated people. This is certainly 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 2004 – 2005 school year was comprised of the following people.

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

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 ***many awesome 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. It is important to note that the Northwest Rural Project and The Learn and Serve Demonstration Site Grants were re-appropriated in the fall of 2003. The staff of LJHS learned in September of 2004 that it had also been awarded a Homeland Security Grant.

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 7th and 8th grade students. Our young people continued to learn a great deal about video technology and other pertinent computer related skills. Student activities included working as technology tutors through the community education program and working in conjunction with the Central Montana Chamber of Commerce to create a CD of the historical places of Lewistown. The CD project is actually nearing its end after a 3-year crusade!

Three members of the LJHS staff presented Service Learning project information at the National Service Learning Conference in Long Beach, California during the month of March. This outreach was part of the goals and direction implied within the **Learn and Serve Demonstration Site Grant**. Thus starts our fifth year of participation in this "reaching out to others" program. Staff members presenting at this outstanding conference included JoAnne Ward, Lorena Spoja and Lauri Tognetti.

The **Northwest Rural Project Grant** began its fifth 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. Four of our staff members, Brenda Koch, Mary Kynett, Lorena Spoja and Suzy Flentie presented information on the *We the People* project at a National Civic Education Conference in New Orleans, Louisiana in January. This project provided 8th grade students a golden opportunity to view firsthand the court system via the social studies classrooms. Several area attorneys were instrumental in making this project a hugely popular and highly successful reality.

The **Homeland Security Grant** began the first year of a two-year cycle at LJHS. One of the most intriguing uses of this money involved a small handful of our best and brightest young people traveling to Denver Colorado in March to participate in *PeaceJam 2005*. This extraordinary program was an international affair built around Nobel Peace Prize Laureates, who work personally with youth to pass on the spirit, skills, and wisdom they embody. The goal of PeaceJam was to inspire a new generation of peacemakers who will transform their communities, themselves and the world. This year's Nobel Laureate was Jose Ramos-Horta who has been honored for his dedication to the defense of human rights in East Timor since 1975. He won the Nobel Prize in 1969. LJHS student attendees included Kelsi Hicks, Jamie Colver, Grady Kepler, and Kaitlin Phillips, and staff members Lorena Spoja and Clint Loomis. The other new addition to our serving students repertoire at LJHS was the creation of the *Peer Mediation* program. Under the guidance of Derree Kamp and Lorena Spoja, students were trained in the art of conflict resolution. We had the good fortune of having Kitty Lusse in the house to train our students on the Peer Mediation strategies. Hailing from the University of Montana (BOOYAA!) Lusse not only introduced the notion of conflict resolution to the entire student body during 45 minute presentations, but she spent another entire day training a group of students to be mediators as well. This talented group of 7th and 8th grade students was equipped with peace keeping skills aimed at stopping small problems in their tracks, before they become larger tribulations. Student participants included Courtney Colver, Athena Cook, Emily Daniels, Hannah Phillips, Olivia Tuss, Chris Nielsen, Zach Damby, PJ Granot, Robert Hennessy, Jamie Colver, Samantha Kindred, Kaitlin Phillips, Jamie Van Dyke, Dawn Butler, Calista Singley, Kelsi Hicks, Brinna Boettger, Arielle Allen, Dylan Buehler, DJ Kamp, Orrin Pyrah, and Grady Kepler.

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 mere samples of the many projects in which our school was so very fortunate to participate during this school year.

Read and Lead, in its fourth 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 8th grade English students the golden opportunity to mentor second graders. Our students partnered with their 2nd grade reading buddy and together they read, laughed and enthusiastically learned!

The **Veteran's Day Assembly** enjoyed its 5th 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.

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 5th annual **Summer School** took shape once again during the month of June. Hosted for the second year by veteran LJHS staff members Val Snapp and JoAnne Ward, six students were enlisted to participate. Crystal Scally also helped serve students this year, through an HRDC program. Once again this year's endeavor utilized the essential learnings of each curriculum area to guide 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. It is also worthy to note that Service-Learning continued to play a key role in our Summer School program, with Derree Kamp serving as the Summer Service-Learning Coordinator. Students scraped and painted barn doors at the Central Montana Fairgrounds complex in order to meet a community need.

The **LJHS Acting** class, under the direction of Diane Galahan and Derree Kamp, performed not two, but three outstanding plays this year. The second semester crew shared their rendition of *Murder in Progress*, while the 1st semester class was extremely humorous in their performances of *Oh, No! I Shrunk the Substitute* and *It's All in the Cards*. One audience member commented that *Murder in Progress* was without a doubt one of the best plays he could ever remember attending at LJHS!

For the second consecutive year the **LJHS Social Studies Club** existed primarily for the purpose of organizing an exciting student trip to the East Coast to visit Washington D.C. and New York City. Organized by Mary Kynett, and co-sponsored by Brenda Koch, thirty-six 7th and 8th graders and sixteen adults embarked from Lewistown on Tuesday, June 8 for a five day whirlwind adventure to our Nations Capital and points beyond. This group visited most of the key historical monuments including the World War II memorial, the Franklin Delano Roosevelt memorial, George Washington's home at Mount Vernon, Arlington National Cemetery, the Holocaust Museum, the Statue of Liberty, the Empire State Building and Ground Zero.

On the final day of school, the **LJHS Talent Show** enjoyed its seventh 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! In fact we had so much talent this year that we had to have auditions for the show. It was truly an amazing spectacle of junior high student talent. In addition to the talent portion of the program, the LJHS Electronic Yearbook class also displayed their student created slideshow, which was, as you might imagine, exceptionally well received by the pulsating throng of energized students!

This report would not be complete without 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.

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 for our 8th graders during this years testing, organizing the annual 8th grade dance, and funding two 8th grade trips: an exploratory to the campus of Montana State University at Bozeman and the year-end Big Timber Waterslide adventure. Among other things, additional funding was allocated for purchase of new library shelving and calculators for the math department. Our PTSG is wonderful indeed!

It was another extraordinary 9-months 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 dedicated, supportive, caring, nurturing, and enthusiastic crew. And so let this report serve as a reminder to those in the "viewing audience" that a wonderful learning environment exists at LJHS. BRAVO, BRAVO, BRAVO to everyone who helps make our school 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

2004-2005

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 “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 2004-2005 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 2004 – 2005 school year we had a grand total of 81 individual Academic All State Awards. Listing the awards by each individual sport are as follows: Girls Basketball - 10; Football - 17; Cross Country - 9; Wrestling - 2; Volleyball - 8; Boys Basketball – 3; Cheerleading – 3; Track and Field - 15; Tennis-11; and Golf – 3.

The 2004-2005 girls provided us with lots of excitement throughout the school year. The school year began with the girls providing us with very strong and highly respected volleyball and cross country teams and followed up in the winter season with a very talented girls basketball team.

The girls volleyball team worked hard in trying to defend its title from the previous year. They fell a little short of their goal bringing home the State 3rd Place finish. Once again we experienced another great year with the FHS volleyball team.

The winter season followed with the girls' basketball team continuing their hard work and dedication towards another goal for a state championship. The Eagles finished the year in defending their state title—finishing 1st Place at State for the second straight year.

Congratulations to all the girls and their coaching staffs on another outstanding year.

“The Thunder of Montana!” is the Fergus High School Screaming Eagle **Band**. No organization has ever achieved real success without the full cooperation of all its members. This is certainly true of the Fergus High School bands. The members are united and work in accord toward a definite goal—that being to have superior performing ensembles.

1. The FHS Symphonic Band consists of 101 talented students. The Symphonic Band performs a wide range of orchestral transcriptions and original band compositions representing various musical styles and periods. Emphasis, however, is placed on the standard band literature of the nineteenth and twentieth centuries. The FHS Symphonic Band has been recognized for its long legacy of outstanding musical accomplishments. This year, under the baton of Richard O. Garcia, the Symphonic Band performed many well-known traditional band pieces. Thus, their sound has become very well known throughout the state of Montana. As the cornerstone of the Fergus Band program, the Symphonic Band is known for its outstanding musicianship, beautiful sonority, resonance of ensemble tone, and musical expression.
2. The Concert Band is organized at the beginning of the school year and works hard to overcome overwhelming odds such as instrumentation and scarcity of operational costs. The Concert Band is the training band for the Symphonic Band and enjoys much success in the more light-hearted band literature.
3. The Pep Band and Marching Band are made up of students from the Symphonic Band and the Concert Band. A high level of musical and marching execution is emphasized in this group. The Marching Band provided support for homecoming. The Pep Band is organized at the beginning of the fall semester to provide spirited music at basketball and football games. The Pep Band began performing for games during the second week of classes in the fall semester. Students must be mindful that the Pep Band and Marching Band are academic units that happen to perform at football and basketball games and parades. Hence, musicianship is priority number one.
4. Jazz Band I and Jazz Band II execute a very high level of music. Both Jazz Bands received Superior ratings at both the District level and the State level.
5. All State Band was attended by Mike Hamling playing trumpet.
6. Sereta Hesser was awarded the prestigious John Philip Sousa Award and Mike Hamling received the Louis Armstrong Jazz Award.
7. What a Band!

The Fergus High School **Choral** Department has completed another superb year. This year's senior class demonstrated excellent musicianship and leadership throughout the year. They will be missed.

Both the Concert Choir and Symphonic Choir earned Superior Ratings at District Music Festival. The Choralaires rocked the house with Superior ratings at both District and State Festival. Senior Eryn Bent received the National School Choral Award and Freshman Tyler Garcia was given the Director's Award for Chorus.

The Fergus **Speech, Drama, and Debate** team attended meets in Browning, Fairfield, Chester, Huntley Project, and Malta, as well as hosting a home meet in January. The Northern Divisional meet was held in Shelby with thirteen students qualifying for the State meet held in Corvallis, Montana the last week of January. (Not all students advanced to State because of a conflict with a science team.)

Over fifty students attended the general interest meeting for Speech, Drama, and Debate in late September with twenty-two students competing during the season. One student, Alisa Begin, was a State finalist (second place) this year in Pantomime.

The Fergus High School **Cheerleaders**, featuring eight Varsity Cheerleaders, six Junior Varsity Cheerleaders, and six Freshman Cheerleaders had a very good season during the 2004-2005 school year. They cheered on the girls volleyball teams at all levels, including the divisional and state tournaments, the girls basketball teams, and the boys football, basketball, and wrestling teams. They showed great improvement and worked very hard throughout the long season.

At the annual awards night Coach Ronda Bradley presented the following awards:

Varsity – Outstanding Cheerleader	Sereta Heser
Varsity – Most Valuable Cheerleader	CeCe Derheim.

The 2004-2005 school year marked another great chapter in the history of the Fergus High **Student Council**. The year jumpstarted in high gear, with Mr. Wright successfully taking over the reigns as faculty advisor from outgoing advisor Mr. Elder. Student Council began working on homecoming preparations immediately and again Fergus enjoyed a fun spirit week, pep rally, parade and homecoming dance organized by the Student Council.

October saw Student Council making the trip to Montana's capital for the 50th annual State Student Council Convention in Helena, Montana. The students enjoyed an action packed 3 days of inspiring speakers, making new friends, and planning events for when they returned to Lewistown. This convention provided a great opportunity for Fergus' students to be exposed to new ideas, and think about what changes they wanted to see at Fergus over the course of their time as students at FHS.

The winter months were occupied with students again leading and facilitating the student input for school improvements. Student Council members met with classes, facilitated discussions regarding school improvement, then took the input for the student body to research the many ideas. This effort culminated in meetings with the Lewistown Public Schools school board where the ideas were related to those ultimately charged with the responsibility of our schools.

Winter also marked another great MORP dance. This Fergus tradition turns Prom on its head and students enjoyed a fun night of dancing, Polaroid couple portraits, and the unveiling of the “Morp Royalty”. Receipts showed that this year’s MORP dance had one of the highest attendance rates in the history of the event.

April saw Student Council take a short ride over the divide to the District Student Council convention in Grass Range. Students from around south and central Montana enjoyed an inspiring talk from our newly elected Governor Brian Schweitzer, as well as games, brainstorming activities and district student council elections in which sophomore Katie d’Autremont was elected to be district secretary.

The final Student Council event of the year included the 18th Annual Blue Gold Leadership Breakfast. As in past years outstanding students were recognized and awarded the coveted Blue Gold recognition. Delivering the call to leadership speech was Mrs. Beverley Flaten of Billings City Schools who gave a timely and moving speech.

The Fergus **Football** Team was presented many challenges in 2004, 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 players on offense except one and all but two starters on defense. With a very small number of players in the senior (six) and sophomore (seven) classes, it was difficult to field a competitive JV squad and play a very difficult non-league schedule. With a big win at home vs. Butte Central and winning our last two games vs. Browning and Park, the Golden Eagles finished with a tie for second in the tough Central A conference. The Eagles ended the season at 4-5 and missed the play-offs by a tie breaker. With the emphasis on weights for next year, Coach Gebert thinks we will be more physically stronger, quicker, tougher, and more aggressive. The challenge is still there to stick together, to believe in each other, to stay loyal, and most importantly to commit oneself to excellence-to be the best person one can possibly be in all areas of existence.

The JV team under the direction of Steve Paulson and Troy Hudson finished with a record of 1-4, and the freshman team finished the season with a record of 5-3 under the direction of Steve Olson and Steve Foy.

The 2004-2005 Golden Eagles **Girls Basketball** season was a phenomenal one. With a State A Championship in 2003-2004, there were high expectations. The girls responded and won the State A Championship again. Back to back State A Champions, what an accomplishment. The team went 17-3 during the regular season and claimed the conference championship. Some highlights along the way included only one loss to a Class A opponent during the year and earning road wins over tough teams including Havre, Belgrade, and Livingston. The divisional tournament was very exciting as the girls opened up with a win over Belgrade 79-52. Having earned a bye and then beating Belgrade put the Golden Eagles in the championship game against Browning. Our team prevailed over Browning 79-49, to claim the Central “A” Divisional title.

At the state tournament, the Golden Eagles opened with a 52-21 victory over Libby. This set up a semifinal game against Whitefish, who was ranked number one in the state poll. Our girls were not to be denied as they persevered to a 56-55 win. This set up a state championship game against Anaconda. The game was exciting as the Golden

Eagles beat Anaconda 57-50 to claim the State “A” title. The Golden Eagles finished the year with a 20-3 record.

Sonya Rogers, a senior, was named 1st Team All Conference, 1st Team All State, 1st team Divisional Tournament, and 1st Team State Tournament. Sonya was also the MVP of the Divisional and State Tournaments. Sonya was named to the 2005 Super State Team and is a member of the Montana-Wyoming All Star game. Alira Carpenter, a senior, was named 1st Team All Conference, 1st Team All State, 1st Team Divisional Tournament, and 1st Team State Tournament. Laura Anderson, a senior, was named 2nd Team All Conference. Kayla Horacek, a senior, was named to Honorable Mention All Conference and Honorable Mention Divisional Tournament Teams. Members of the varsity team were: Seniors – Laura Anderson, Alira Carpenter, Kar Conner, Kayla Horacek, Ranee Mathern, Devin Nelson, Mallory Nelson, Sonya Rogers; Juniors – Heidi Rettig and Jaime Berg; Sophomores – Lyndsi Bayless, Merrick Carpenter, and Katie d’Autremont.

The sub-varsity teams also had an outstanding year. The Junior Varsity, under Nancy Hudson, went 14-4. The Freshman Team, under Melanie Smith and Jim Daniels, finished at 15-3.

The 2004 Fergus Eagle **Cross Country** team was coached by Suzie Flentie. The team consisted of seven varsity runners and fourteen junior varsity runners. Individual team positions changed often, and thirteen girls earned the opportunity to run in the seven varsity positions at some point during the season. Our team placed 2nd at the Divisional meet. Senior Sonya Rogers placed 1st overall, earning the divisional title. Our team placed 5th overall at state. Four of our top six runners were freshmen and five of the top seven will be returning next year. The top five who set our team score all finished under 22 minutes in the top half of the field of 156 runners. Caitlin Fox finished 27th, Emily Damby was 28th, Katie Kohler was 48th and Emma Berry was 67th. All seven of the girls ran very well and we look forward to another successful year in 2005.

This years **Boys Basketball** team consisted of four seniors, three of which had varsity experience the previous year, 7 juniors and 7 sophomores. More time could have been devoted to fundamentals at the beginning of the year because of inexperience and lack of fundamentals, but there were only ten days of practice before the season started. Consequently, time had to be spent preparing for the first games. The Eagles lack of size and inside presence and inconsistent shooting contributed to a 5-15 record for the year. However, the team improved throughout the year, playing some of their best basketball at the divisional tourney – even though they lost both games. The team was competitive and their effort was good in spite of being undersized and out-matched in most of their games. The league changed this year to a six team conference which included Belgrade, Browning, Butte Central, Fergus, Havre, and Park. Columbus and Big Timber were also added to our regional schedule replacing Billings Central and Laurel. The Eagles ended up in 5th place in a tough conference. Havre and Belgrade were the top two teams heading into divisional and Butte Central and Browning went to State with Butte Central taking second at State. Only two teams from each conference qualified for State this year. The coaching staff was the same as last year with Sherry McQuinn coaching the

freshman team, Todd Olsen coaching the junior varsity, and Richard Brosseau coaching the varsity.

The **Volleyball** program under the direction of Head Coach Tara Taylor had another successful year. The varsity finished the season with a 22-7 record, going undefeated in conference play 10-0 for the third straight year, winning the Central “A” Divisional Tournament three years running, and placing third for Class “A” at the first ever All Class State Tournament. Earning All-Conference and All-State honors were seniors Alira Carpenter and Claire Slagel. Earning 2nd Team All-Conference honors were seniors Laura Anderson and Kayla Horacek. All-Conference Defensive Specialist honors went to senior Mallory Nelson. In addition, Claire Slagel earned 1st Team State-All Tournament. Earning 2nd Team State-All Tournament honors was Alira Carpenter. Honorable Mention State-All Tournament went to senior Kar Conner.

Our sub-varsity teams both had outstanding seasons as well. Our freshman team, under Coach Nancy Hudson, finished the season 14-4. The JV team, under Coach Brenda Koch, finished the year 16-3.

Our team will again earn the American Volleyball Coaches Association Team Academic Award and eight of our letter winners earned Academic All State honors.

The 2004-2005 Fergus **Wrestling** season was exciting to say the least. Under the guidance of Head Coach Mike Mangold and Assistants Chad Armstrong and Kevin Kepler, the young team had a dual record of 6-6. The team was inexperienced with two-thirds of the team being freshmen or first year wrestlers. We had only one senior. It was exciting to see the kids mature physically and mentally over the course of the year. The highlight of the year was undoubtedly the 2nd place finish at divisionals. The team put 15 wrestlers into the tournament and took 12 to state. Their performance was powered by six individuals making it to the championship match and the lone champion was Dustin Scotten. We did not meet our expectations at the state tournament, but many of our younger wrestlers gained valuable state experience. New records set on the year were by Dustin Scotten as he set a new record for wins in a season with 39 and set a new takedown record in a season with 95.

The 2004-2005 **Tennis** team, under the direction of Diane Lewis, was led by a very young team of players consisting of four seniors, seven juniors, and seven sophomores on the divisional team. Fifty players finished the tennis season this year. Highlighting the year was the play of four players that advanced from the divisional tournament to State. They were: Devin Nelson and Alira Carpenter-placing 1st in Girls Doubles, and Stephen and Matt Gruener-placing 3rd in Boys Doubles. As a team, the Boys placed 2nd in Divisionals and the Girls placed 3rd in Divisionals. Merrick Carpenter, Katie Jackson, and Kevin Selph all missed a state birth by only one match.

Also highlighting this year was a tremendous Class “A” State Tennis Tournament held in Lewistown. Our teams as a whole did an awesome job at the State Tournament. Devin Nelson and Alira Carpenter took 1st Place in Girls Doubles. This marks the first time a Fergus Team has taken a State Championship. The doubles team of Stephen and Matt Gruener tied for 5th Place at State- a remarkable feat in itself, as they are both only sophomores. As a team, the Fergus girls missed the third place state trophy this year by

one point for the second year in a row. We were understandably disappointed but can hold our heads very high with a 4th Place at State finish this year. This year we set a new Fergus High Tennis record of having a Girls Doubles team take 1st at State. It also was the third time a Fergus team played in the Championship match. What a weekend!

A strong group of returning juniors and sophomores appears poised to provide excellent leadership next season. Head Coach Diane Lewis and Assistant Coaches Linda Rinaldi and Mariah Jimmerson look forward to hosting teams during the season as well as possibly hosting the Central “A” Divisional Tournament next year. We also look forward to talented participants for the 2005-2006 tennis season.

The 2004 Fergus Eagle **Golf** season was one of great interaction, fun for both players and coaches, with firsts, lasts, hardships and fantastic accomplishments. We were fortunate to have a great turn out for the Fergus golf team-with many returning seniors, both juniors and sophomores returning in the program and a large group of freshmen testing our sport for the first time. We had exceptional weather for Montana’s fall season except for a rain-out during the Great Falls Two Day Invitational and the random snow storm during the second Fergus Invitational. Head Coach Jeff Whitcraft and Assistant Coach Tyler Moe lived through the first year learning curve with much appreciated help from the Fergus Athletic Department. Fergus hosted the Class A Divisional tournament and both girls and boys teams placed 3rd and 2nd respectively. We traveled to Sidney for the Class A State tournament. The girls team (consisting of Kim Waldner-Reid, Shea Downey, Jordan Butcher, Justice Kimmell, and Colleen Rau) and the boys team (consisting of Mitch Braine, Justin Cooler, Kyle Whitcraft, Matt Gruener and Steven Gruener) played their best. Congratulations to all. We appreciate the hard work of our student athletes and look forward to the 2005 season.

Track & Field started March 14th, 2005. The coaching staff consisted of Steve Olson (head coach/jumps), along with assistants Vic Feller (throws), Susie Flentie (distance/hurdles/1600relay), and Steve Paulson (pole vault/sprints/400 relay). A volunteer coach this year was Gary Cecrle (hurdles). We numbered in the high fifties for participants this spring. We took thirty of those athletes to the divisional track meet in Butte. Our only divisional champion was Jaceson Stokken in the pole vault with a vault of 13’. Our boys team took fourth place with 80 points and our girls team took fifth place with 55 points. Thirteen athletes qualified for the state meet in Great Falls. Placing at the state meet was Kaycee Mantooth-5th in the javelin with a throw of 116’9”. Placing 5th in the pole vault was Jaceson Stokken with a vault of 12’6”. We are going to lose some good seniors, but we have great athletes coming back next year. We also have some incoming freshmen that may help our program next year. The track and field coaches enjoy coaching and hope to build a winning tradition at Fergus High School.

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 six to seven weeks. 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-60, Girls Basketball-56, Wrestling-20, Boys Basketball-45, and Track-75.

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, 2004-2005

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 109 educational, social, recreational and cultural opportunities for adults was offered during the 2004-2005 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, the American Heart Association, the Alberta Bair Theatre, District 6 H.R.D.C., MSU-Fergus County Extension Service, Master Gardeners, Perry's Expert Tree Service, Kring's Greenhouse, CMR Wildlife Refuge, the Pine Meadows Golf Course, the State Historical Preservation Society, and the Montana Lewis and Clark Signature Event Committee.

Our enrollment numbers increased by 163 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, our Driver Education sessions are now scheduled for June and July each year. We serve the same number of students as before but the schedule change has required 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 no longer offer private tutoring in manual shift operation as low enrollments for that option caused it to become cost-prohibitive to do so.

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 \$80 per student for the 2004-2005 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, the GED Examiner training workshop, and the Montana Association of Adult and Community Educators Conference. Our instructional staff also attended a number of professional development opportunities this year, including the Mountain Plains Adult Education Conference in Jackson Hole, Wyoming.

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, 106 courses were offered locally. Course work to complete general education core requirements, an Associate of Arts degree, 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. We are also pursuing the vacated BLM property. 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 nineteen Registered Nurses this May, for a total of 116 since 1998. 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 for a total of twenty-one 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
2004-2005

ADULT EDUCATION

FALL 2004	<u>WINTER 2005</u>	SPRING 2005
Classes offered <u>37</u>	Classes offered <u>39</u>	Classes offered <u>33</u>
Classes held <u>35</u>	Classes held <u>35</u>	Classes held <u>31</u>
Enrollment <u>547</u>	Enrollment <u>452</u>	Enrollment <u>419</u>

TOTAL ADULT EDUCATION PARTICIPANTS: 1418

DRIVER EDUCATION

Summer 2004	<u>School Year</u>	
<u>4</u> session <u>90</u>	<u>0</u> sessions <u>0</u>	Adult Learner <u>0</u>

TOTAL DRIVER EDUCATION PARTICIPANTS: 90 *

* Driver Education schedule changed to summer only

ADULT BASIC EDUCATION/GED

ABE/GED Class Enrollment <u>117</u>	Total GED exams given <u>21</u>
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TOTAL ABE/GED PARTICIPANTS: 138

EDUCATIONAL OPPORTUNITIES FOR CENTRAL MONTANA

SUMMER SESSION, 2004	FALL SEMESTER, 2004	SPRING SEMESTER, 2005
Classes offered <u>33</u>	Classes offered <u>38</u>	Classes offered <u>35</u>
Classes held <u>18</u>	Classes held <u>21</u>	Classes held <u>34</u>
Enrollment <u>116</u>	Enrollment <u>224</u>	Enrollment <u>246</u>

Number of classes offered: 106	Total enrollment, college: 586
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Number of classes held: 61	EOCM Loans given: 0
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COMP.....2	CHEM/BIOL.....6	PSYC.....4	BUED.....9
EDUC.....28	ENGL.....8	CNSL.....3	MUSIC.....2
NURS.....17	HIST.....3	SBM.....1	ART.....2
BUS.....11	MATH.....4	SPEECH.....2	ACCT.....1
ACCT..... 1	ESCI.....1	EET.....1	FOR LANG.....3

Math Placement Exams <u>45</u>	EMT Continuing Education <u>64</u>
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Exams Proctored <u>18</u>

TOTAL EOCM PARTICIPANTS: 713

TOTAL PARTICIPANTS SERVED BY COMMUNITY EDUCATION, 2004-2005: 2359

ASSESSMENT

Sharon Redfern

**Lewistown Public Schools - Assessment
Annual Report
2004-2005**

Sharon Redfern, Assessment Coordinator

Lewistown Public Schools, along with all other schools in Montana, participated in state-wide assessments for fourth, eighth, tenth, and eleventh grade students in our district. The new state testing requirements have been challenging to implement and the results carry much more impact than they have in previous years. While this has been difficult at times, our district has chosen to provide a positive direction as we use this data for instructional improvement and focus. We can be proud of the efforts of our collective staffs as we adjust to these new requirements and the resulting yearly annual progress review.

One of our biggest challenges is that fourth and eighth graders were tested three times during this past school year. In addition to *Measured Progress*, the state criterion-referenced test, and the *Iowa Tests of Basic Skills*, a norm-referenced test, these students were also tested with the *National Assessment of Educational Progress*. Although the district had no choice regarding participation levels, the frequency of testing was difficult for our students. Another requirement was that all students, including those with disabilities, must complete the on-grade level test. However, the *Measured Progress* tests did offer several accommodations to help ease this requirement. In addition to whole class achievement levels, all student population subgroups will be reviewed for annual yearly progress, providing another requirement. These challenges have been overcome because our dedicated staff members have skillfully worked to complete the testing requirements to the best of their abilities.

Our Annual Yearly Progress report from the Office of Public Instruction revealed that Garfield's fourth graders had not met the state expectation in Mathematics by a very small margin. A plan for analyzing the achievement data, reviewing instructional practices, and assuring curricular alignment was developed by the district's Mathematics Department. This concentrated effort appears to have produced excellent results. While this was another challenge for the district, the process provided an effective framework for targeting a specific curricular area which will likely be used with other curriculum teams in the future. District work in Mathematics continues as several of our teachers and principals have attended Math workshops during the school year and will be attending other Math courses this summer.

During the 2005-06 school year, all students in Third through Eighth Grade as well as Sophomores will be assessed in Communication Arts and Mathematics as the *Measured Progress* exam is expanded into other grade levels. The IOWA tests will also be administered for at least one more year until Montana's OPI determines if they will need to be continued in the future. The NAEP exam is administered in odd numbered years so will not be given again until 2007. Along with school counselors, I will be providing a workshop next year to familiarize teachers who have not administered the exams with testing protocol.

Next year, the curriculum review cycle begins again with Communication Arts. By the end of June, 2006, all curriculum teams will have received the assessment workshop, "Creating Sound Classroom Assessments." Thus, next year's curriculum review will look somewhat different. Both curriculum and assessment will work in conjunction to align Essential Learnings, Essential Learning assessments, Measured Progress articulated skills by grade level, and Measured Progress data results. Our goals will include to check that our assessments are providing accurate information for instruction, to understand and analyze data as well as to utilize the data warehouse, and to begin to determine best practices for Communication Arts and share strategies for whole group and differentiated instruction with the entire staff. The district is excited and enthusiastic about this new approach.

Our progress in implementing a district-wide three-pronged model of school improvement that addresses Curriculum, Assessment, and Professional Development as a complete picture has been very good. Three essential questions guide our instructional effort: "What do we want students to learn? How will we know when each student has learned it? How will we respond when a student experiences difficulty in learning?" A continued focus on the intended, the taught, and the learned curriculum will help teachers make instructional decisions that benefit all students. Assessment will continue to play a key role in this focus.

BUSINESS OFFICE

Stacey Vestal

BUSINESS OFFICE - 2005

The Business Office had another busy year serving the staff, students, and public. The office serves as a clearinghouse for all purchases – issuing 4,089 purchase orders and over 3,000 warrants. More than 300 employment requests have been processed, 524 central supply orders were filled from our catalogue which includes 460 items, and a total of 1,564 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.

The employees rise to new challenges meeting ever increasing demands on the office with more rules and regulations to adhere to. 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: Annual Report

The 2004-05 school year was a busy one indeed in terms of curriculum work. Implementation of the Vocational and Technology curriculums began with immediate impact on all K-6 teachers. Technology portfolios are being developed for each child and will follow the students each year showcasing projects which integrate technology and the content areas.

Four separate areas completed curriculum reviews and revisions this year. Music, Library Media, Art, and Health Enhancement teams were busy throughout the year with this important work. All areas were aligned with the Montana Standards. This represents a milestone of sorts as all of our curriculum areas have now been aligned with the Standards.

Following review and revision all of the teams made choices regarding material purchases for the following year. I am proud of the cooperation all of the departments showed in splitting the curriculum "pie" in an equitable manner. Once again, the elementary was in a better position than the high school as the elementary curriculum budget had been returned to its former level the previous year. The high school curriculum budget continues to be funded at just over 50 % of its former level, and the result is predictable---there's just not enough to adequately support the various departments. This is especially true during a year when 4 separate departments have to split the total. Somehow, we must do something to address increasing the high school budget as costs for curriculum materials and books continue to rise.

I must compliment the work of all 4 of the teams which were active this year. Each was blessed with a dedicated and capable teacher leader, and all members contributed. Because the teams were small, this participation was vital. I thoroughly enjoyed working with each group.

Though mathematics was not officially scheduled for a review this year, the math team did work hard to analyze data from the Measured Progress Assessments at grades 4, 8, and 10. The results were used to identify possible gaps in our math curriculum and were then discussed in building meetings. I'm sure more of this type of collaboration will occur in the future as other content areas are added to the Measured Progress Assessments.

2005-06 will see the Communication Arts curriculum up for review. Some interesting preliminary work has already begun in the form of the Learning Team discussions we had last year with all of the elementary schools represented. Our efforts this year will focus on bringing the curriculum and assessment areas together as we work with the Montana and National Standards. We are hoping to connect directly with our District Staff Development program as well by bringing in such presenters as Lisa Carter and experts in the field of Differentiated Instruction.

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 14, 2005

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 Mary Haydal. Mrs. Haydal spoke about the loss of her daughter to meth.

The drug/alcohol program again received a grant for the 2004-2005 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 2004-2005

The 2004-2005 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 was up by 2470 meals and 3% of eligible enrollment. These numbers are an even larger increase than past years indicate. These increases are reflected more visibly in the free and reduced meals served. 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 and nutritional well being of our students. As a result of this data and other information, we will be offering a reimbursable breakfast line at all five schools in the 2005-06 school year.

Lunch

- Student participation was down by 3088 lunches; however the percentage of student participation was up by 1 percent over last year. With enrollment down by 67 students, we still showed an increased use of our program!
- Other 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 Recess Before Lunch program used at Highland Park and now, Garfield proved to be a worthwhile concept for student's nutritional health and academic success. This program fosters less waste of food because students eat more after playing outside and better behavior in the classroom because students are better nourished. At both schools the amount of milk returned unopened is virtually none and the number of second milk portions purchased is dramatically up. Hydration is another key factor in academic success.

- The grab 'n go lunches provided at the Junior High and Fergus High have proved to be a successful option for those students who have other events scheduled during the lunch time or want a lighter fare than the hot lunch line offers.
- 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 2736, down by 62 over the previous year, and amounting to \$7524.00 of support to the district. This number decreased primarily because the new "kitchen" space at the Junior High required less assistance to manage. The number of paid adult lunches has increased due primarily to the fact that our grab 'n go options offered at the secondary school cafeterias are also available upon request to our elementary staff members as an adult lunch.

Ala Carte

- Our ala carte breakfast line at Fergus High has continued to be most successful. As a result of an increased use of this program at Fergus and the fact that our younger students using our reimbursable program will ultimately be at Fergus, we conducted a survey of Fergus students with the resounding results that they would use a reimbursable program and would be willing to come downstairs to the cafeteria to enjoy it.
- Our breakfast ala carte lines at the Junior High and Fergus High will still be available only with a more limited selection. Our main focus will continue to be the nutritionally balanced reimbursable meal.
- Statistics show that our ala carte choices have proven successful and show increased usage especially at Fergus. Students like a variety of choices and we continually strive to provide healthy, popular foods and beverages.
- Our restructured lunch ala carte line at Fergus using a clerk and a cashier, similar to a retail store, proved very successful in all aspects of sales, student management and inventory control. Due to a staffing concern this spring, we began using students from the Resource classroom as clerks. This cooperative effort proved to be a worthwhile project and will be a practice we will continue next year.

CATERING

- Our revenue from this facet of our operation amounted to approximately \$23,650. This is an increase of \$14,450 from the previous year. One large portion was from catering to the Montana Association for Pupil Transportation for their annual conference held in Lewistown in June 2004. This was the largest undertaking that School Food has obligated themselves to do and both the MAPT and our staff members were very pleased with the result.
- Other factors for increased revenue include increased usage by various divisions of the school district for staff meetings, special events, and fundraisers. We are trying to promote our existence for these types of things and the fact that we can do more than hot dogs and chicken nuggets!
- 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.

To insure that some of our equipment is maintained on a professional level (hopefully for longevity and efficiency) and to lessen the demand on the school district's maintenance staff, we have begun using other vendors to handle some of these duties. These include Universal Heating and Cooling, Gary Brink, Inc., and Ecolab. We anticipate that these changes will be cost effective for our operation as well.

The largest project undertaken by School Food Service and the district this year was the addition of a kitchen at the Junior High. The installation of sinks, plumbing, electricity, a new door, and computer wiring along with removal of existing equipment, painting and general maintenance has provided the students and staff at the Junior High with a "new and improved" Lunchbox (Mr. Hould's title for our space). School Food Service was able to use all of its existing equipment and, with the purchase of a used stove from the FACS classroom and a mobile shelving unit for storage, we now have a fully operational kitchen/serving area for breakfast and lunch. We are most happy with our new space and are most successfully feeding the Junior High population!

The server-based computer-operated accounting system used in all buildings has 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. We purchased the free and reduced application software module for use during the 2004-05 school year. After training and repeated usage we have worked out a satisfactory system for all users to accommodate the process of determining eligibility for this valuable program.

We have also worked with Computer Software Associates to bring about changes to this software to better accommodate the reporting that is needed by the Office of Public Instruction. Our district computer technician has also used our program and assisted us in data entry so that information can be shared with our student enrollment program for reports required by the district.

EDUCATION

- Regular opportunities for reaching students and parents come in the form of the monthly menus, the quarterly newsletters, posters, and classroom visits.
- We offer a "Kindergarten to Lunch" day for our soon-to-be 1st graders and provide a short course in cafeteria protocol to make their initial visit a good experience.
- The media issue that is currently in the forefront is the childhood obesity concern and the part that schools play in nutritional well-being of their students. In conjunction with that issue, the USDA in The Child Nutrition Act of 2004 mandated that all school districts establish a Wellness Policy within their district by July 2006. A committee will be formed of members from the district staff, School Board, School Food Service, community, parents and health professionals to establish guidelines for nutrition provided by the district in the form of food, beverages and education.
- School Food Service will continue to 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. Video and CD-Rom training and community resources are provided at our staff meetings.
- The changes made in purchasing and inventory levels have proved to be satisfactory methods of budgeting as well as employee labor concerns. The employees have spent less time moving and lifting and more time in preparation and dispersement of product which leads to satisfied staff and customers.

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

2004-2005

SITE: DISTRICT

MONTH	STUDENT										ADULT		TOTAL		# DAYS
	PAID	ERN-PD	ERN-RD	ERN-FR	ERN-TOT	FREE	REDUCED	SUBTOT	EARNED	PAID	SUBTOT	PAID	ST+AD		
Aug/Sept	428	0	0	0	0	1633	339	2400	0	9	9	0	2409	9	22
October	457	0	0	0	0	1397	382	2236	0	5	5	0	2241	5	18
November	489	0	0	0	0	1532	416	2437	0	12	12	0	2449	12	18
December	511	0	0	0	0	1336	368	2215	0	4	4	0	2219	4	16
January	520	1	0	0	1	1663	458	2642	0	8	8	0	2650	8	20
February	488	0	0	0	0	1637	443	2568	0	3	3	0	2571	3	18
March	635	3	0	0	3	2166	524	3328	0	7	7	0	3335	7	22
April	663	0	0	0	0	2071	469	3203	0	14	14	0	3217	14	21
May/June	687	0	0	0	0	2242	491	3420	0	12	12	0	3432	12	24
TOTALS	4878	4	0	0	4	15677	3890	24449	0	74	74	0	24523	74	179

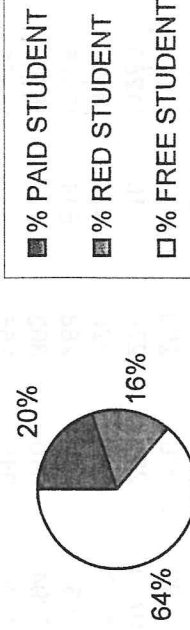
MONTH	AVE. ENROLL	AV DAILY PART.	% DAILY PART.	% PAID STUDENT	% RED STUDENT	% FREE STUDENT
Aug/Sept	853	109	13%	18%	14%	68%
October	852	124	15%	20%	17%	62%
November	849	135	16%	20%	17%	63%
December	846	138	16%	23%	17%	60%
January	850	132	16%	20%	17%	63%
February	858	143	17%	19%	17%	64%
March	864	151	18%	19%	16%	65%
April	864	153	18%	21%	15%	65%
May/June	862	143	17%	20%	14%	66%
AVERAGES	855	136	16%	20%	16%	64%

Participation at individual schools:

Highland Park
Garfield
Lewis & Clark
Junior High

18%
20%
17%
10%

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

2004-2005

SITE: District Summary

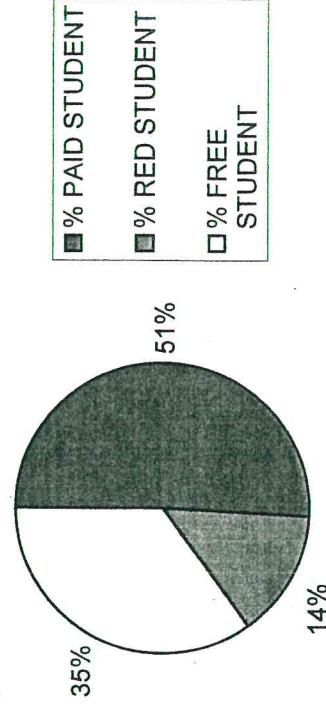
MONTH	STUDENT										ADULT		TOTAL		# DAYS
	PAID	ERN-PD	ERN-RD	ERN-FR	ERN-TOT	FREE	REDUCED	SUBTOT	EARNED	PAID	SUBTOT	ST+AD			
Aug/Sept	7239	53	30	15	98	4978	1988	14303	319	343	662	14965	22		
October	6155	27	18	29	74	4043	1743	12015	268	271	539	12554	18		
November	6254	35	14	19	68	4079	1728	12129	378	260	638	12767	18		
December	5646	38	0	19	57	3491	1576	10770	234	276	510	11280	16		
January	7261	34	31	26	91	4753	2062	14167	305	329	634	14801	20		
February	5999	45	16	21	82	4192	1659	11932	256	288	544	12476	18		
March	7513	41	8	41	90	5446	2045	15094	310	363	673	15767	22		
April	7127	80	13	22	115	5263	1904	14409	318	355	673	15082	21		
May/June	7651	154	20	22	196	5851	2078	15776	348	391	739	16515	24		
TOTALS	60845	507	150	214	871	42096	16783	120595	2736	2876	5612	126207	179		

MONTH	AVE. ENROLL	AV DAILY PART.	% DAILY PART.	% PAID STUDENT	% RED STUDENT	% FREE STUDENT
Aug/Sept	1273	650	51%	51%	14%	35%
October	1269	668	53%	51%	15%	34%
November	1263	674	53%	52%	14%	34%
December	1257	673	54%	53%	15%	33%
January	1261	708	56%	51%	15%	34%
February	1268	663	52%	51%	14%	35%
March	1275	686	54%	50%	14%	36%
April	1276	686	54%	50%	13%	37%
May/June	1273	657	52%	49%	13%	37%
AVERAGES	1268	674	53%	51%	14%	35%

Participation at individual schools:

Highland Park	83%
Garfield	85%
Lewis & Clark	82%
Junior High	43%
Fergus High	19%

Lunch Participation

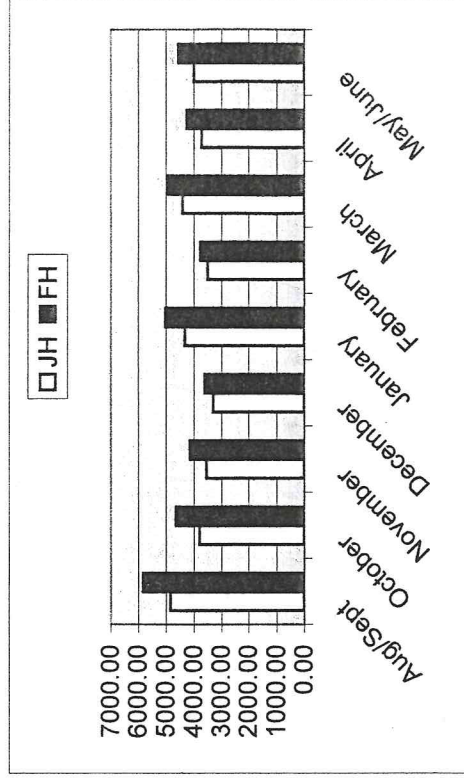


*This graph reflects the percentage categories for only those students participating in the lunch program-- not the percentages of the total student enrollment.

2004-2005 SCHOOL YEAR

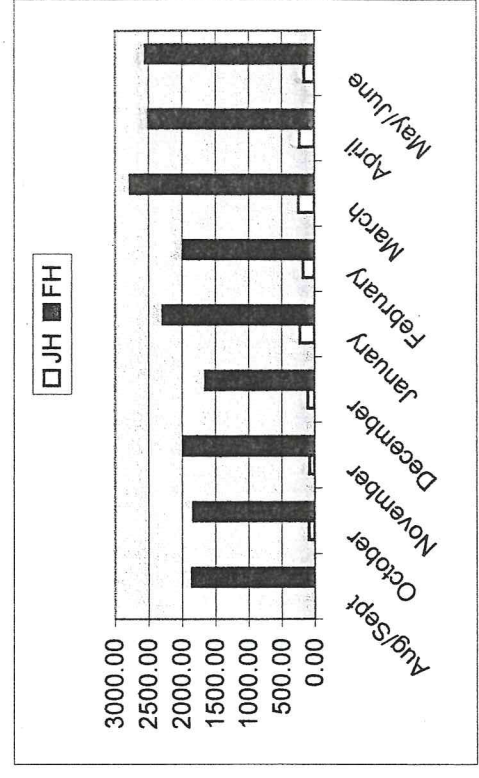
A LA CARTE INCOME - Lunch

MONTH	TOTAL SALES		TOTAL SALES	DAILY AVERAGE
	JH	FH	DISTRICT	DISTRICT
Aug/Sept	4836.10	5824.15	10660.25	463.49
October	3797.50	4642.80	10660.25	422.02
November	3537.45	4138.40	7675.85	451.52
December	3300.40	3598.35	6898.75	459.92
January	4326.55	5008.90	9335.45	424.34
February	3493.85	3765.70	7259.55	403.31
March	4405.90	4908.50	9314.40	443.54
April	3713.15	4260.00	7973.15	419.64
May/June	3989.55	4550.75	8540.30	341.61
TOTAL	\$ 35,400.45	\$ 40,697.55	\$ 76,098.00	\$ 425.49



A LA CARTE INCOME - Breakfast

MONTH	TOTAL SALES		TOTAL SALES	DAILY AVERAGE
	JH	FH	DISTRICT	DISTRICT
Aug/Sept	0.00	1846.60	1846.60	80.29
October	88.75	1827.20	1915.95	95.80
November	74.65	1967.35	2042.00	120.12
December	102.90	1645.65	1748.55	116.57
January	219.00	2276.65	2495.65	113.44
February	174.60	1966.20	2140.80	118.93
March	241.45	2771.25	3012.70	143.46
April	228.30	2490.30	2718.60	143.08
May/June	155.00	2539.95	2694.95	107.80
TOTAL	\$ 1,284.65	\$19,331.15	\$ 20,615.80	\$ 115.50



MAINTENANCE

Paul Stengel

◇ Maintenance Program Summary

2004 - 2005

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, tennis court repairs @ Fergus, construction of fire wall around HVAC#1 @ the JR. High School, and replacement of old ballasts in several locations.

Custodial operations have continued without any changes in scope or procedures. We experienced no turnover of personnel and no extended absences.

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

Passage of Building Reserve Levies!! Big Wahooo!

Flooring replacement @ several buildings.	\$18,663
Misc. Painting.	\$1,800
Remodel for lunch serving area @ Jr. High.	\$13,000
Replace boiler burner @ L&C.	\$19,880
Replace light fixtures in 2 rooms @ Garfield.	\$3,500
Construct new wall for Spec. Ed. @ Highland Park.	\$5,000
Repair HP#7 @ Fergus.	\$11,300
Install new frequency drives @ Fergus.	\$6,700
Repaired & re-painted tennis courts (lower 6).	\$14,900
Replaced lunch tables @ Garfield.	\$18,000

Goals for the remainder of the year include:

Painting & flooring @ several buildings.
Install new counter top @ Garfield.
Install Freq drives @ Fergus.
Install new electrical service @ Jr. High.
Install new cabinetry @ Fergus.
Reseal some parking lot asphalt.
Repair sidewalk surfaces @ Fergus.

Future goals include:

Maintain/Increase budget for maintenance and operations.
Continue planning process for District.
Continue yearly improvements at all school sites.
Continue Playspace improvements.
Increase energy usage reduction projects.

MUSIC

Rich Garcia

Lewistown Public Schools

Music Department

Richard Garcia
Music Coordinator

Year: 2004-2005
To: Charlie Brown
School District #1 School Board Members
Fr: Richard Garcia, Music Coordinator
Re: Year End Report

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

Highlights

- Lewistown Public Schools sent Mike Hamling to the 2004-2005 All-State Music Festival.
- Fergus High School sent 8 Choir students and 31 Band students to the District 8 Honor Band & Choir Festival.
- The Fergus High School Symphonic Band performed "Each Time You Tell Their Story" an audio and visual homage to our soldiers in Iraq. Computer imaging shown onto a screen by High School Principal Scott Dubbs and Narration by School Board Member Dave Byerly. The combinations displayed the latest in computer technology available at Fergus High School.
- The Fergus High School sent 2 Jazz Bands to Great Falls to participate in the JMar Jazz Festival. Both Jazz Bands received standing ovations for their performances.
- Lewistown Music Staff provided a new music curriculum for the students in the Lewistown Public School System. Kindergarten through 12th grade.
- Lewistown Public School Choirs presented an outstanding Spring Concert.

Activities

1. Major Concerts

- 10 Major concerts by the Music Department Bands and Choirs.
- 2 Eastern "A" Festivals
- 2 District Festivals
- 2 State Festivals
- 1 Jazz Festival

2. Programs

- Many elementary school programs were held at both the Fergus Center and at the perspective elementary schools. All elementary schools were involved.

3. Community Performances

- There were an innumerable amount of shows, productions, presentations, displays, programs, ceremonies, plays and concerts held in the Fergus Center For The Performing Arts.

4. Pep Band

- The Fergus High School Screaming Eagle Band continues to support the Fergus athletic teams. Performing at 18 equally divided boys and girls athletic events and 2 basketball tournaments.

Improvements

- Junior High School Jazz Bands
- Junior High School Concert Bands
- Fergus High School Choir ratings
- Elementary music programs

Recommendations

- Maintain the quality of music offerings in the school district.
- Emphasize recruitment and enrollment needs for the school district choirs.
- Maintain quality in The Fergus Center for The Performing Arts.
- Provide a maintenance and replacement program for the Fergus Center's electronic equipment.

Special Thanks

- To Lewistown News Argus and KXLO-KLCM for their support and publicity for our school music performances.
- Charlie Brown, who's leadership and guidance makes a difference in the Lewistown Music Department.
- District #1 School Board Members, your long hours of managing and your support is both treasured and appreciated.

SCHOOL BASED PROGRAM

Diane Bergstein

Lewistown School-Based Program End of Year 2004-2005 Summary Report

Client Info: We served 8 clients this year. Our age range was 8-13 years old. The grade range was 3rd-7th.

Behavioral support: In the day tx. classroom supervision of youth on a daily basis by Behavioral Specialist, one-to-one support in regular junior high classes for 2 youth by behavioral specialist (in her absence therapist provided these services). Provided supervision and behavioral support on a daily basis in the Creative Movement class.

Individual Therapy: Each child received a minimum one hour per week, when in building. They were given more if requested or situation warranted service. A focus on social skills building by role-play, practicing new skills, developing new formats such as restorative justice meetings to solve problems were the focus of sessions. Sessions utilized models of validation and skills building. Experiential/play interventions were dominant over traditional talk therapy.

Group therapy: A therapy group was scheduled on a weekly basis. It was a very experientially based format. The last 8 weeks we developed the "peer co-led" group format. This allowed each youth the opportunity to plan and help facilitate a group. They worked on this in individual therapy. They utilized skills that are necessary for positive performance in school. Themes such as teamwork, cooperation and listening skills are examples. The youth worked with therapist to develop introduction to topic, activity and closing. This gave them opportunity to practice the skills of planning, responsibility, leading a group and patience to name a few. This helped increase their sense of belonging and confidence. The youth were very eager to participate in this format.

Family therapy: FT was offered to all school participants. There were no families within the school program that utilized this part of the program. We have youth from the group home in the school program. These families participated in family meetings and therapy through their group home involvement.

Treatment Plan Development; Most of the plans were developed with input from day treatment classroom teacher, case managers, parents, and psychiatrist. Therapist attended most CST and IEP meetings. School based mental health services discussed and updated at those meetings. 90-day program reviews charted.

Community Service Component; Individual youth participated in community service through their classes. Activities included developing flannel board stories and presenting to local elementary schools. Individual youth completed community service during therapy time. This was primarily a school clean-up campaign where we picked up litter around the campus on intermittent basis.

Summer Program: We will have 8 youth enrolled in our 5- week summer program. We will have 5 weeks of confidence-building skills clinics for sports. We will also practice sportsmanship skills while playing the games. The academic hour will only occur for 3- weeks, as the teacher will be on vacation.

Coordination of Services: Therapist attended most CST and IEP meetings. Therapist attended the STAR Day Treatment staff meetings. The COOP director, school psychologists and counselor were frequently in attendance. The therapist and behavioral specialist had daily contact with classroom teacher to coordinate daily needs and alter behavioral plans.

Additional Information: Therapist participated in the Functional Behavioral Assessment Program. She completed the Parent Interview Section and presented their portion at the Positive Behavior Plan meetings. This process has really helped to develop in school plans for youth struggling with

school-based behaviors. This intervention was developed 2 years ago in an attempt to prevent placement in a more restrictive setting. It has also helped to identify those youth that absolutely need a more supervised and structured school setting.

Deane Bergstein

SCHOOL IMPROVEMENT

Pat Hould

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

The Year in Review ~ 2004 - 2005

For the fourth 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 Pat Hould, LJHS Principal
Chair	

The following items are the **MOST Team and School Improvement highlights** from the 2004 – 2005 school year.

1. The major focus for this school year centered primarily on staying true to the District's work with Essential Learnings and the corresponding Assessments. Staff members across the district put forth a tremendous effort and our students are sure to reap the academic rewards of improved instruction and the attributes of enhanced assessment of sound instructional practices.
2. The District MOST met but a small handful of times during the course of the school year. The general consensus was that SIDD teams and building level staff needed time to focus on pertinent building level issues and truly address the needs of each individual school. In February of 2005 the SIDD team leaders collected a massive amount of information related to the tremendous School Improvement progress being made at each school. Please see the attached information detailing these impressive efforts. Members of the MOST team marveled at the impressive work that has been completed and is currently being done across the district.
3. During the final MOST meeting of 2004, a sub-committee was formed to create new survey instruments. Committee members include Suzy Flentie, Mary Jo Hamling, Nancy Berg, Roger Johnson, Charlie Brown, Scott Dubbs and Pat Hould. It is important to note that these surveys were eventually administered in April of 2005. Results from the student and staff instruments will be made available to the Board and to each building in September.

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, these 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.

This report faithfully submitted this day by LJHS Principal Pat Hould! ☺

SPECIAL EDUCATION

Dale Lambert

**ANNUAL REPORT
SPECIAL EDUCATION PROGRAM
JUNE 2005**

It has been an interesting year in special education. November brought about the much-anticipated reauthorization of special education law, now known as The Individuals with Disabilities Education Act (IDEA) 2004. This law included changes in services for all children, assured that special education will comply with all of the requirements of NCLB, and began the discussion of just what is a learning disability.

In the past a child identified as having a learning disability exhibited a discrepancy of two standard deviations between their ability, and their performance, as assessed by standardized tests. Current law indicates that schools may change to a Response to Intervention (RTI) model, which means that schools may implement scientifically proven interventions as remediation, and those students who do not respond to those interventions would be identified as Learning Disabled (LD). Students identified as having a Learning Disability is the largest category of disabilities, not only in Lewistown but also in Montana and across the nation.

As with previous years, the most basic view of special education is provided by examining the number of students receiving special education services, based on disability category. That information is summarized in the following table:

Disability Category	2001/02	2002/03	2003/04	2004/05
Autism	3	2	2	2
CWD (age 0 to 6)	2	2	4	9
Cognitive Delay	6	9	2	0
Deaf/Blind	0	0	0	0
Emotionally Disturbed	4	0	4	9
Hearing Impaired	4	9	2	0
Learning Disabled	79	82	76	82
Orthopedic Impaired	2	0	1	1
Other Health Impaired	16	13	22	22
Speech/Language Impaired	68	79	37	40
Traumatic Brain Injury	0	1	0	0
Visually Impaired	0	0	0	0
Multiple Disabilities	0	54	60	43
TOTALS	184	201	210	208

During the past three years this chart has included a category that is not an identified special education category, multiple disabilities, but one, that is used to provide a better picture of the services students receive. In most cases, these students receive speech/language and resource services, or some combination of services.

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

School Building	Number of Students
Preschool (in Head Start Building)	9
Highland Park	46
Garfield	28
Lewis & Clark	23
Junior High	45
Fergus High School	63
TOTALS	214

There are several ways to interpret this table; the number of students currently enrolled in the pre-school program is relatively high. In past years we would start the year with only 4 or 5 students enrolled in this program. To start with nine students means we will probably see a rather large population in the pre-school special education program by the end of the school year.

The large numbers at Highland Park are primarily students in speech language programs and students identified as having learning disabilities. The great concern here is that, there is a high correlation between speech deficits and subsequent identification as a student with a learning disability. Basically, this is the next large group of special education students in the system.

Both Garfield and Lewis & Clark have lesser numbers of students in their special education programs. However, we know that the majority of children who are identified as learning disabled are identified in the third and fourth grades as the acquisition and production of language shifts from a verbal task to a text-based task. In most school years Garfield School will have larger numbers of referrals, and will initiate special education services for many students who will be identified as learning disabled.

The junior high faces very large numbers; these two classes have the highest number of students in special education. It is probable that 25% of the students at the junior high will receive some special education services by May of 2006. This occurs, in part, because we continue to have a number of referrals at the junior high level.

Finally, the number of students receiving special education services at Fergus High School continues to increase. It is probable that, within two years, there will be between 80 and 90 students receiving special education services at FHS.

To provide a better picture of where student identified for special education is occurring it is beneficial to look at the numbers of students being tested at every grade level. The following table indicates the number of evaluations conducted at each building:

School Building	Number Evaluated
Preschool	12
Highland Park	10
Garfield	12
Lewis & Clark	7
Junior High	6
Fergus High School	19
TOTALS	66

Perhaps the only misleading numbers here may be at the preschool level, where several of the students are evaluated for speech language services but will probably be exited from speech services early in their school career. These are students who present articulation of developmental errors with some speech sounds, but do not exhibit language errors. While Fergus had a number of new referrals, current law requires that high school provide information regarding services the student may need should they go on the post secondary schools. Fourteen of the 19 evaluations at Fergus were not to place students in special education programs, but to help them access services after graduation.

In looking at all of the numbers it is easy to assume this is a local problem. however, by looking at state and national enrollment in special education, it becomes obvious this is a national problem. Lewistown has taken several steps toward addressing the issue, two of which we discussed in last year's annual report.

Planned Pre-referral: Implemented this year, pre-referral has not proven to be popular, but will continue to be a part of the referral process. Pre-referral requires that each school have an assistance team that works with teachers regarding the educational needs a child demonstrates, and targets possible activities that may be carried out by the classroom teacher to support the child. In its best form, this process would help to diversify the skills of classroom teachers for the benefit of all children. At this time Lewistown is still in the learning phase of this process. While the assistance teams reflect on the accommodations or adaptations that were made for a child in the past, we are still working toward the next phase, which involves pre-planning. In this phase teams begin by identifying and developing possible strategies, implementing those strategies, and then meeting again to determine the efficacy of the intervention plan. Continued development of pre-referral accommodations, along with training for classroom teachers will be necessary future steps.

We Teach All Grant: Lewistown will begin the second year of a state grant, the We Teach All Grant, which provides the district with funds to bring in trainers for Differentiated Instruction (DI). DI, by simplest definition, is teaching classroom and special education teachers strategies for teaching all children in the classroom. While it must be acknowledged that not all children benefit from instruction in the classroom all of the time, there are times when students with disabilities benefit from instruction in the classroom. DI is designed to give teachers strategies for modifying assignments, classroom demands, and seatwork so that the student can be successful in the regular classroom. Many times we find that classroom teachers believe they cannot shorten an assignment, or modify a test for a child, because they are not given the authority to do so as a classroom teacher. Should DI work, classroom teachers and resource teachers work

together as a team to identify accommodations and adaptations that enable the child to learn and be successful in their classroom. It should enhance the skills of all teachers, provide better services for all children, and brings a sense of empowerment as teachers realized and used their abilities to teach all children.

Using the We Teach All Grant Dollars Lewistown was able to have Kathleen Dent present to all staff on October 20th, and then have elementary and secondary presenters train staff during an early release on November 4th. State moneys also brought Rick Wormeli, a nationally known presenter on Differentiated Instruction.

Next Year: The coming year presents multiple challenges, as well as opportunities for changing both special and general education. The year is scheduled to begin with an August Institute, presenters on various professional development topics including Differentiated Instruction, DIBELS which is the reading assessment currently used at Highland Park to determine pre-reading and reading skills, Susan Barton training on Dyslexia, Wellness, and Crisis Prevention training. In September Lisa Carter will present on the relationship between curriculum and differentiation.

With the change in special education law, and the possibility of response to intervention it is probable that the pre-referral process may be extended to about 27 weeks, or almost three-fourths of a school year. The special education cooperative has begun to plan for implementation of the RTI model, believing that the process will be phased in during the 2005-2006 school year. Through professional development opportunities, planning by resource staff, and pre-referral it may be possible to change special education services as we currently know them. Hopefully creating a single system that educates all children effectively.

Submitted by:
Dale Lambert

STAFF DEVELOPMENT

Pat Hould

Staff Development Report ~ 2004 – 2005 School Year

The district staff development committee continues to be an extraordinary group of people. Each member is dedicated to making district and building level staff development meaningful, purposeful and directed toward meeting the needs of staff as they strive to better serve our young people. This talented committee once again deserves applause and accolades for their outstanding efforts during this past school year. Membership includes the following dedicated staff members.

Fergus High School	Denise Nelson & Newell Roche
LJHS	Brenda Koch
Lewis & Clark	Colleen Sauer
Garfield	Dee Ann Buehler
Highland Park	Darcy Zanto
Chair	Pat Hould, LJHS Principal

The conversations held regarding staff development were interesting, intriguing, and absolutely thought provoking. As a result of this committees work, staff development is headed in a distinctly beneficial direction with the positive notion that any enhancement of the staff development opportunities for our workforce means our students will be better prepared for their future educational endeavors.

The following items are **district staff development committee highlights** from the 2004 – 2005 school year.

1. The calendar for early dismissal staff development opportunities was once again created and based upon district and building level goals, needs and expectations. It is important to note that for the coming school year there will only be seven (7) early dismissals. This number came about as a direct result of the Collective Gaining process conducted during the 2004 – 2005 school year and because of the addition of two PIR days. Please see the attached information highlighting the **2005 – 2006 early dismissal dates and staff development topics**.
2. The newly revised version of the **PIR Options Form** was used. Significant revisions to past PIR practices included allowing any member of the coaching staff to attend the summer coach's clinic and exchange that participation for Mid-October convention attendance. In addition, a new form and thus a new practice were introduced to the board and district staff in the spring of 2004, with the inception of the PIR Options Transcript, or **PIROT Form**. This new endeavor allowed staff to choose meaningful PIR options that applied to their teaching situation as well as potentially substitute for Mid-October convention attendance. A copy of the PIR Options and PIROT forms are attached to this report.
3. A **staff development newsletter** continued to be an effective tool for sharing key information with all district staff. This monthly fact sheet kept staff abreast of current happenings and served as a reminder of upcoming staff development events.
4. For the first time ever School District #1 staff and employees throughout the Central Montana Learning Resource Center Cooperative (CMLRCC) will have the golden opportunity to participate in a **summer staff development institute**. A special thank you is extended to Dale Lambert for helping to make these offerings a reality. The offerings and the dates they will be offered during the summer of 2005 are as follows:
 - Adult CPR and First Aid (8/12)

- Dyslexia: Symptoms, Causes & Solutions (8/15)
- Barton Reading and Spelling (8/12)
- TOPA Academy: Personal Growth and Develop. (8/15 & 8/16)
- Differentiated Instruction in the Elem. (8/17)
- Differentiated Instruction in the middle/high school (8/17)
- DIBELS: Administration & Scoring (8/18)
- Indian Education Essential Understandings (8/19)
- CPI Training and Recertification (8/18 & 8/19)
- The Healthy Teacher (8/18)
- Movement and Learning (8/19)

Many thanks to Superintendent Charlie Brown and the School District #1 Board of Trustees for their support and words of encouragement during this process. Working together we will in fact **Make Our Schools *even more* Terrific!**

Staff Development Topics/Dates for the 2005 – 2006 School Year

Faithfully Prepared
by the District Staff Development Committee

Staff Development Opportunity Early Dismissal Dates	School Improvement Topics
October 5, 2005	QPR/Suicide Prevention
November 2, 2005 * End of quarter #1 on Friday, October 28	Assessment
December 14, 2005	School Improvement Building Level Issues
January 25, 2006 * End of quarter #2 on Friday, January 13	Assessment
February 15, 2006	Building Level Issues
March 29, 2006 * End of quarter #2 on Friday, March 24	Assessment
April 26, 2006	Building Level Issues

- An opportunity for staff members to discuss transition issues will be assigned for the fall of 2005 at a date and time to be determined.

LEWISTOWN PUBLIC SCHOOLS

2005 – 2006 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 2005	6 hrs or 12 hrs
_____	MASCD Conference - June 2005	6 hrs or 12 hrs
_____	Montana Behavior Initiative - June 2005	12 hrs
_____	Summer curriculum assessment training - July 2005	12 hrs
_____	Summer Staff Development Institute – August 2005*	
		_____ hrs
_____	Montana Coaches Association Clinic - August 2005	6 hrs or 12 hrs
_____	Technology workshop - October 2005**	6 hrs or 12 hrs

* Please pre-register with Lavina Hould (538 – 9012, ext #3)

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

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 Events: _____

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

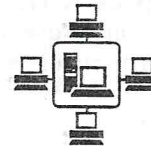
Technology

2004-2005 Annual Report

Patrick Weichel, Technology Specialist

Lynne Wise, Technology Integration Specialist

June 10, 2005



Grants: We continue to pursue sources of grant funding to help improve the technology situation in Lewistown Public Schools. This year we investigated joining a consortium of Central Montana schools in partnership with Total Educational Solutions for Technology from Missoula in pursuing the latest round of OPI Technology Partnership grants. After the initial work session in which we worked to update our technology plan to meet the grant requirements, we decided not to pursue the grant. The benefit to our district was limited, while the goals were virtually unattainable. The primary goal was to have 100% of our district staff proficient at the Montana Content Standards for Technology. Given the amount that we would have received in the reward, we felt that goal was not attainable.

Technology Plan: No major changes were made to the 35 page document that outlines the current state of technology, historical and future directions for technology purchases, and the districts approach to technology integration in the classroom. During the next year the document will need to be updated to meet new guidelines for both Title II part D funding and the Federal E-Rate program. 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. 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. The future of this program is bleak as it is slated to be cut completely from next year's federal budget. We hope that we can find an alternate way to fund the position.

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. Highland Park school sent home letters informing their parent's of the systems availability and usefulness, numerous parents have responded positively. It is our hope that the use of the online database will soon encompass all buildings.

E-rate funding: The district again participated in the Federal Universal Services Fund or "E-rate." The district received a benefit of \$14516 in discounts on the Internet connection, long distance, and local telephone services for the 2004-2005 school year. Notification of the award for 2005-06 has not yet been received. In addition to discounted services for 2005-06 next years application also sought discounts on network hardware.

Technology Levy: This was the third 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	21
Garfield	2
Highland Park	7
Lewis and Clark	2
Fergus High	28

In addition, the Levy funds were used to replace a server at the Junior High, and purchase an entire mobile laptop lab that is shared between Lewis and Clark and the Junior High.. 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.

Laptop Labs: With the addition of a 28 unit mobile laptop lab last summer, the district now has five separate mobile laptop carts with 117 total laptops available for student use. The newest laptop lab is currently shared between the Junior High and Lewis and Clark. With its addition the 4 year old 30 unit Dell laptop lab was dedicated to Garfield. Highland Park continues to utilize the 2 year old 25 unit cart provided by the Beaumont Foundation. Fergus high also received a 20 unit laptop cart last summer, which now compliments their 4 year old 14 unit Dell laptop lab.

Computer Labs: In addition to the laptop labs, all three elementary schools have fixed computer labs. Thanks to the OPI / state government surplus computer program, we were able to put enough computers in each building's computer lab to handle the current class sizes. The surplus computers also helped to replace many of the aging computer in both the Junior High library lab and the High School keyboarding lab.

Technology Integration Specialist: Lynne Wise submitted the following report of her annual activities.

1st Grade--All first grade teachers completed a project using *Kid Pix* which is a multimedia program. Each student created a page for a class alphabet book by entering text and then creating a picture to illustrate the text. The project is designed to give the students use with input devices such as a keyboard and mouse so they can be familiar with this as they enter 2nd grade. This project also introduced students to saving and retrieving files and using icons and menus to accomplish tasks.

2nd Grade--All second grade teachers including the resource teacher continued the implementation of *AplusLS* into cores subject matter. As they did the previous year once a week second grade students worked on laptops using *Advanced Learning Systems* reading modules. Each instructor took one day of the week on the laptops and the resource teacher used the regular computer lab. All students in their classroom learned to load up their machine and software and do some basic troubleshooting on their computer and complete the modules. I assisted as needed in every classroom training new staff, supporting instruction and insuring technology operations went smoothly. This year the math modules in this program were also used by the second grade teachers. 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. Also a new test bank program was introduced and using a scanner.

3rd Grade--All 3rd grade classroom teachers and the Title teacher were trained and supported as they began the integration of technology into reading and math in their building. They followed the same pattern as the 2nd grade by using the laptop once a week in each classroom to do reading and math *AplusLS* modules. This group used *Lexia* for Reading at the beginning of the year with their students and so were trained and supported in the classroom as this began. They were also trained in how to use *AplusLS* and students used this program for math as well as further reading development. Some of these instructors also chose to use the language portions of the program to help them reinforce, nouns, verbs, pronouns, etc. . I assisted in assessing students using computer

assessment tools to insure appropriate placement of students in their reading work at the beginning of the year and then reassessed at the end to determine growth. I loaded the 3rd grade science CDs on the server and made connections on all of the laptops for the teachers to use the activities on this CD in correlation with their science materials to give them some simulations that would work with their students. I Assisted in preparation of software and use of the "Bugscope", an online microscope with great magnification so the 3rd grade students in conjunction with the 5th grade students could look at the details of insects via the internet. There was also on-line discussion with two scientists who work with schools from across the United States about the bugs. I assisted in set-up and support to the teacher and students during the live on-line activity.

4th Grade—All 4th grade students completed an integration project creating a Science slide show from a combination of internet research sites and their science text. Each student created a minimum of four slides after doing research on the internet on their assigned topic. The presentations were given to their peers in the classroom upon completion. The project ran 2 to 2.5 weeks for each of the four classrooms. Most of these teachers also completed a second pass at this assignment in the spring with only support from a distance. These teachers also piloted having their students do computer testing in math and science as well as using scan test in communication arts and then using the data to do revisions. This required both some on-site support during the first round of testing and scanning of tests. I introduced the fourth grade teachers to geometry modules available on their math book sponsored web site and *APlusLS*. They selected those they wanted to use with the students in relation to geometry in the computer lab.

5th Grade—Math was the integration subject for 5th grade as these teachers attempted some changes in teaching math. Time was spent creating lessons using the *Geometer's Sketchpad* math program and Excel. The teachers had to be taught the basics of the program and then the series of lessons was taught to the 5th grade students. As a result students created a graph in *Microsoft Excel* from data they gathered and tallied and then moved into doing geometry. The students used the geometry modules from *AplusLS* to help them learn and understand geometry vocabulary and then used the program *Geometer's Sketchpad* to do some geometry work. Each 5th grade classroom had about 12 days of integrating technology into graphing and geometry. The Title and Resource students did not participate in integrating technology in this manner.

6th Grade—Students completed a research writing project where students did content research and saved pictures for an informational paper on a person. Students were taught basics about search engines and web directories. Students had to compile their research and write a paper with specific content included. The students were required to type their paper in composition form with a cover page and a bibliography. The students all inserted pictures into their cover page, formatted their pages and fonts for composition form and used spell check and grammar checks in Word.

Junior High—I worked with teachers using the test bank assisting them in individual problems in using the software and obtaining data. I also responded to a few *Schoolmaster Grade Book* issues. I managed the scheduling and upkeep of the portable IBM laptop lab that moved between the junior high classrooms and the Lewis and Clark Classrooms. I managed the software installation, scheduling of the lab in schools and classrooms and changes to the desktops that needed to occur as this lab moved between places. I also assisted in technology support and troubleshooting for Junior High Staff with established projects when using this lab. I also celebrated with some of these teachers when their completed projects were successful.

FHS—I responded to minor issues regarding project work done by teachers at their request. I actively supported Mike Rea with *PageMaker* in his journalism class. I also assisted in software and hardware troubleshooting and teaching assistance to FHS teachers using the high school Dell and IBM laptop lab as needed. I also assisted in *ExamView* learning issues as needed.

2004-2005 Student / Computer Ratio

	Highland Park	Garfield	Lewis and Clark	Junior High	Fergus High
Computers	90	87	80	112	219
Students	272	188	215	228	452
Students / Computer	3	2	3	2	2

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 2003	Domain controller for Lewistown domain. ISA / Internet Filtering Server for Junior High. Application server for district wide Accelerated Readers / Star Reading program.
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	Windows 2000	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

Server Name	Location	Platform	Role
			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



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Lewistown Public Schools

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The Lewistown Public Schools Title I Program 2004-2005 The Year in Review

These dedicated, hard working and outstanding staff members graced our schools and enthusiastically served our students during the 2004-2005 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

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 2004-05 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 ninth 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 2004-2005 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. The Title I staff chose to change our annual district family pizza night to an individual school activity which included a breakfast, an ice cream social, math night, and a reading night.
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

2004-2005

Steve Klippenes, Transportation Supervisor

During the 2004-2005 school year we traveled 170,040 miles in yellow buses and 62,267 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 one snowplow. We continued doing the maintenance on the Council on Aging buses and the CMLRRC vehicles. We were very short on drivers most of the year. Shop personnel had to drive a lot this year, but this spring we got two new substitute drivers and that was very helpful. We had one driver that was on a regular route resign this spring and we are in the process of hiring a replacement driver. We are looking for more substitute drivers for this next year.

We upgraded one of our activity buses this year. We replaced a 1984 MCI-9 with a 1999 MCI 102DL3. This is a very nice bus and we should get many years of service out of this bus.

This was the forth year of Grade Level Schools and by adjusting the times that the elementary schools dismissed greatly improved the PM schedule.

This year we transported 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 this season and are looking forward to another good school year.

**ANNUAL SCHOOL REPORT
TRANSPORTATION DEPARTMENT
2004-2005**

BUS NUMBER	YEAR	MODEL	STARTING MILEAGE	ENDING MILEAGE	TOTAL
1	1995	Bluebird TC-2000	116,347	119,671	3,324
2	1997	Bluebird Chev	97,523	102,695	5,172
3	1999	Bluebird All-Amer	103,189	120,308	17,119
4	2003	Bluebird All-Amer	46,187	64,701	18,514
5	1998	Bluebird TC-2000	121,543	135,896	14,353
6	1999	Bluebird TC-2000	103,057	135,896	32,839
7	2005	International Conv	1,534	14,045	12,511
8	1997	Amtram-Genesis	114,183	115,113	930
9	2001	Bluebird Chev	66,930	83,832	16,902
10	2005	International RE	1,824	13,117	11,293
11	2002	Bluebird TC-2000	59,743	79,858	20,115
12	1999	Bluebird All-Amer	88,616	101,022	12,406
13	1998	Bluebird TC-2000	95,631	100,193	4,562
TOTAL					170,040
Eagle 1	1974	MCI MC-8	293,695	299,938	6,243
Eagle 2	1997	MCI 102DL3	45,667	68,903	23,236
Eagle 3	1984	MCI MC-9	642,597	645,803	3,206
New Eagle 3	1999	MCI 102DL3	213,430	219,774	6,344
Eagle 4	1996	MCI 102D3	87,687	103,366	15,679
Eagle 5	1982	MCI MC-9			
TOTAL					62,267
SHOP TRUCKS					
	1978	Chevrolet 3/4 Ton	232,866	233,075	1,209
	1994	Chevrolet 3/4 Ton	87,544	91,796	4,252