

Sublette County School District #1  
Pinedale, Wyoming

# Shareholder's Report to the Community

SCHOOL YEAR  
**2010  
2011**

Mr. Sheppard conducts the 5th grade band students in his last concert, May 9, 2011. After teaching our band students for 40 years he is ready to enjoy retirement. Mr. Sheppard will be missed.



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SUBLETTE COUNTY SCHOOL DISTRICT #1 • PINEDALE, WYOMING  
**District Vision Statement and Goals 2010-2014**

Jay Harnack, Superintendent

**Vision Statement**

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



**W**elcome to Sublette County School District #1 and our District Shareholders Report. This report contains a wealth of information about many aspects of our school system. I hope you will take a moment to browse our many pages to learn more about our schools, programs, and accomplishments.

SCSD #1 students are fortunate to have access to many of the benefits of a large school, but in a small, personalized setting. We have a talented, caring and dedicated staff that is committed to providing an educational environment that promotes lifelong personal and academic excellence. Our students are offered a broad curriculum with many opportunities that include AP courses, dual and concurrent enrollment programs, and outstanding vocational, fine arts, extra-curricular programs.

I invite you to visit our schools and experience the wonderful learning experiences taking place there. We look forward to serving you, and hope that you will join us and be part of our school community.

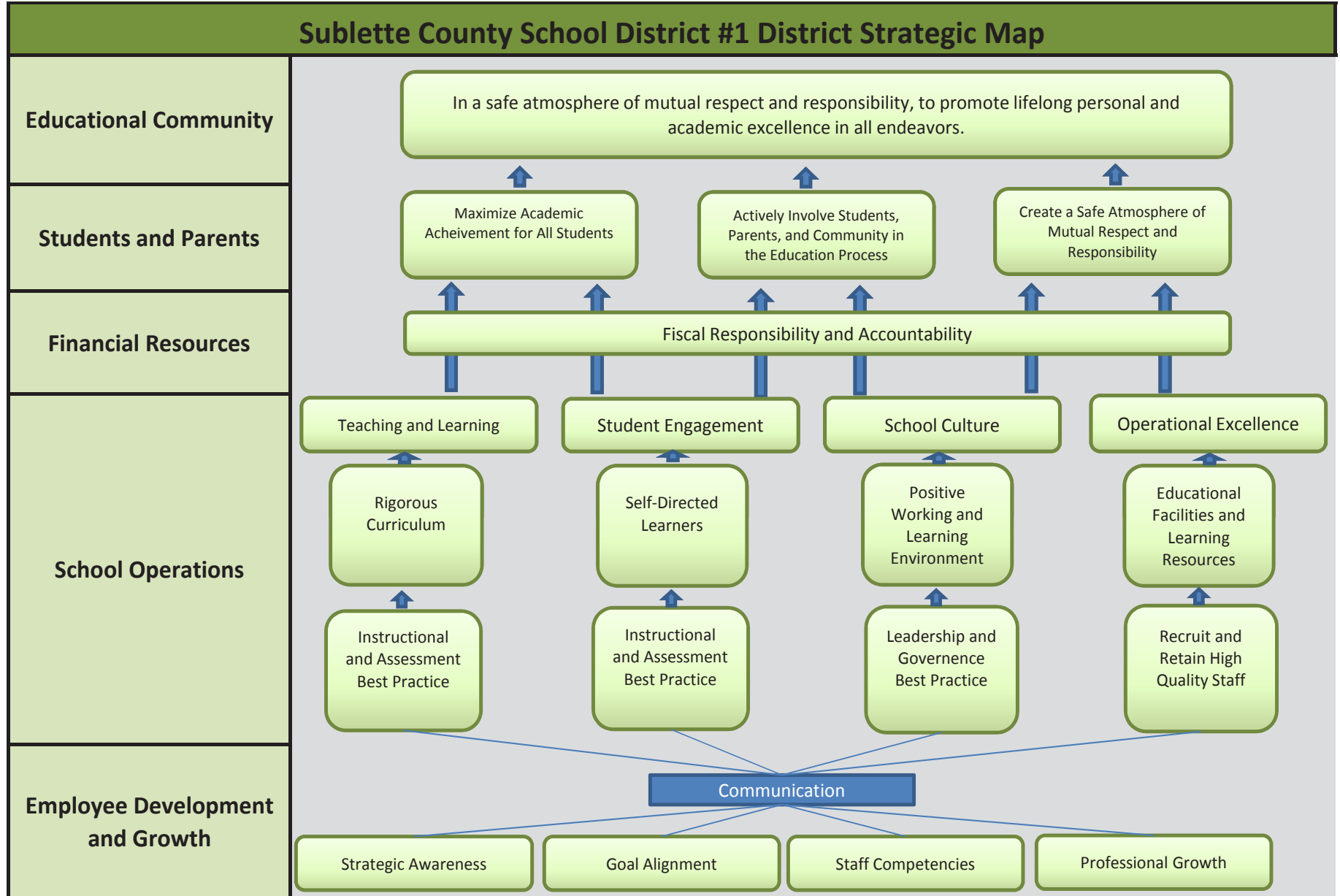
**Sublette County School District #1 Strategic Plan 2010-2014**

District Goal Areas	District and School Areas of Focus	Performance Measures
<b>Vision and Purpose</b>	- Develop and implement an ongoing strategic planning process.	Strategic Planning Documents
<b>Governance and Leadership</b>	-Set clear expectations for all employees and provide meaningful evaluation.	Board Leadership Governance Training
<b>Teaching and Learning</b>	-Increase ACT Scores -Increase student attendance rates. -Increase the % of students meeting MAP growth targets in reading and math. -Increase the number of students passing AP exams. -Improve 3 <sup>rd</sup> grade reading proficiency. -Provide targeted, research-based, data-driven staff development. -Increase the number of Concurrent and Dual Enrollment courses.	District ACT Average District Attendance Rate (%) Fall/Spring MAP Scores AP Exam Scores PAWS Lexile Score Prof. Dev. Needs Assessment Number of Dual/Concurrent courses
<b>Documenting and Using Results</b>	-Use district assessments in conjunction with Performance Matters to provide teachers with timely, systematic data to make real-time instructional modifications to improve student achievement.	District Assessment Implementation Performance Matters
<b>Resources and Support Systems</b>	-Revision of teacher evaluation instrument to include student performance as a component. - Evaluate the Math curriculum and make suggestions for improvement. -Reduce Bullying Rates	Teacher Evaluation Plan Math Curriculum Committee Recommendations Olweus Bullying Survey
<b>Stakeholder Communications</b>	-Provide quality accountability data to the community. -Improve communications with district stakeholders.	District Balanced Scorecard/Quality Dashboard BoardDocs Electronic Board Packets.
<b>Commitment to Continuous Improvement</b>	-Develop and implement a 3-5 Year Strategic Plan -Develop and implement parent satisfaction surveys at each school. -Develop strategies to provide students with opportunities to take responsibility for their own learning.	Strategic Plan Parent Satisfaction Surveys Student Goal Setting Worksheets

**Lifelong Personal and Academic Excellence**

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District Vision Statement and Goals *from the previous page*



## Board of Trustees

Sharron Ziegler, Executive Secretary to the Superintendent



The Board of Trustees of Sublette County School District #1 is made up of seven elected community members. The trustee seats consist of four residency areas: Pinedale #1 – Sandra Sikorski, Pinedale #2 – Vice-Chairman Mark Pape, Rural East – Shawn Buchanan who was replaced in December by Robin Schamber, and Rural West – Clerk Jim Malkowski. There are three At-Large seats held by Treasurer Jamison Ziegler, Chairman

Greg Anderson, and Mike McFarland who was replaced in December by Doris Woodbury. The Board of Trustees holds its regular meeting on the second Thursday each month with the exception of the month of July when it meets on the third Wednesday for the Budget Hearing. All board meetings are held in the Board Room of the Administration Building with the exception of the October meeting, which is held in the Bondurant School. Board members spend a great deal of time attending regular meetings, special meetings, and in service on district committees. They also attended training and conferences sponsored by the Wyoming School Boards Association and the National School Boards Association. We appreciate the commitment that is given from our board members to our students, staff, and community. Thanks to wonderful board members, we have an excellent educational system.



**Chairman Greg Anderson accepts an award from Board Member Jim Malkowski who serves as a WSBA director.**

## Staff Changes in the District

Sharron Ziegler, Executive Secretary to the Superintendent

As enrollment increases, the need for more teachers also increases. It is a priority of the district to hire great teachers; we know that student achievement is based upon the ability of teachers to teach. Because of this priority, we spend much time and energy in recruiting, advertising, and hiring the best teachers. For the 2010-2011 school year, we processed over 1200 applications from candidates interested in teaching in Pinedale. In replacing a few teachers who left and adding the new teachers that were needed, we hired 17 new teachers and one principal from all parts of the country – Texas, Pennsylvania, South Dakota, Montana, Utah, Wyoming, Idaho, and many other locations. Because our Board of Trustees is interested in making it possible to hire good teachers, it allows for a salary base of \$46,500 for certified staff. This tool, along with the district's attractive benefit package and no state income tax, allowed us the opportunity to glean the cream of the crop and hire only the best. We appreciate the talents and skills of our wonderful teachers.

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



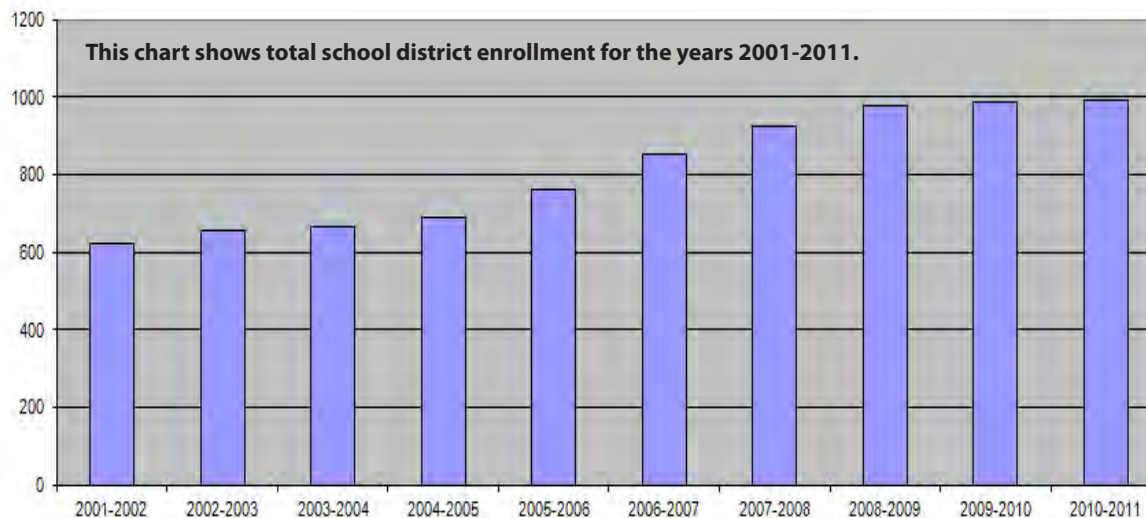
**Five staff members embark upon retirement with over 100 years of combined service to our District. Clockwise from top center: Band Director Craig Sheppard (39.5 years); Elementary School Assistant Principal Kevan Kennington served four years, three as Middle School Principal; High School Secretary Carolyn Elliot (27 Years); Title I/Reading and PEAK Enrichment Coordinator Mary Anne Almquist (40 years); 4th Grade Teacher Beverly Walker (27 years).**



## District Enrollment

Sharron Ziegler, Executive Secretary to the Superintendent

The 2010-2011 school year ended with a district enrollment of 991, which is only 5 more students than ended the school year 2009-2010. Although this is about a .5 percent increase, enrollment trends have continued in an upward pattern since 2001. Our student enrollment for 2009-2010 increased approximately 1 percent over the 08-09 school year. 2008-2009 saw a 5 percent increase over the 2007-2008 school year, which followed a 9 percent gain the year before (2006-2007) and an 11 percent gain the year before that (2005-2006). Grade level enrollment varies across the district with the largest class, eighth grade, ending at 94 students and the smallest class, ninth grade, with 53 students. Our increase in student population has been varied over the course of the past 8 years, yet continues to cause the district to plan for growth.



## Use of School District Facilities

Sharron Ziegler, Executive Secretary to the Superintendent

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

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

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On September 7, 2010, Pinedale Wranglers fought hard against Riverside High School despite the final score 23-20. The first game for this season sees Ethan Proud # 87 running the ball. Miguel Aguirre # 21 and Eathan Egle #33 block for Proud.

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



The 2010-2011 fiscal year ended the last year Sublette County School District # 1 (SCSD#1) could hold excess recapture funds. The Board of Trustees and administration worked to preserve as much of this carry-over funding as possible and meet the legal obligations as required under the court order. We worked out a unique blend of obligating for future projects and keeping our cash balances within the limits set under school funding.

Funding for school district operations is calculated by a state-wide funding model. Literally an Excel spreadsheet maintained by the Department

of Education based on reports prepared by every school district in the State. This model provides additional funding for more students, calculated using average daily membership (ADM), or simply the number of days a student is considered a member of a school. From there the funding model adds dollars for various demographics of those students. Vocational Education or at-risk students are examples that add to the funding. The actual costs of special education or student transportation are also added to the calculation in the funding model.

During the 2010-2011 school year there was talk about all school districts following the estimates in the funding model as the best practice to be a successful school district in Wyoming. Some

legislators have stated the law should require every school district to use every program, ratio, and dollar amount in the funding model. Since the amounts in the funding model were calculated using one contractor's idea (Dr. Picus and Associates) of how a school district should operate, a district could literally spend each dollar according to the terms of the funding model. In many areas Dr. Picus and Associates got it right, but no one party, no matter how well educated they are, can tell 48 separate school districts how to run their schools. That is best left to a local school board that is responsible to the parents and taxpayers of the school district. An example where the funding model does not work is student

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### Use of School District Facilities from the previous page

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

With the completion of our new elementary school, fall and spring concerts for elementary students were

held on the stage in the new gymnasium. This space provided for many additional activities for elementary teachers and their students.

Our football field and stadium provided much enjoyment for high school football, track, and, soccer programs. The artificial turf is not only beautiful, but provides an even and consistent field for our athletes. The lights allow for evening games which in turn facilitates student participants being in class longer. Evening games allow parents and community members a better opportunity to attend and enjoy the fun.

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



Six students (Maggie Hudlow, Bekah Knapp, Nate Noble, Kodie Williams, Ryan McKee and Rachael Allen) take to the stage for the 2011 spring production by the High School Drama Club. "Till Death Do Us Part" is a comedy about a married couple under the control of a new assistant.

**Business Report** *from the previous page*

activities. The amount in the funding model for student activities such as football, volleyball or basketball will not pay the coaches' salaries and benefits; leaving no funding to buy the balls or pay for the meals, motel rooms, etc. Utilities would be another example where the funding model has it wrong. For the 2010-2011 fiscal year the amounts were calculated based on actual costs in 2004-2005 adjusted by the external cost adjustment in the model. In the past five years the model has not kept up with actual increase in utilities. Nor has the funding model added additional square feet to the calculation for our additions over the past five years. Combined the funding model falls way short of our actual costs for utilities. We have been able to maintain our budget by moving model funding dollars in supplies and equipment to payroll, utilities, and other areas.

A comparison of the actual costs for the 2010-2011 fiscal year with the funding model looks like the following:

	Funding Model	Actual
Salaries & Benefits	\$11,891,942	\$12,461,167
Purchased Services	973,296	1,543,643
Supplies & Utilities	1,682,714	1,159,627
Equipment	499,752	402,249

The funding model considers nearly all general fund revenues local resources and applies those to funding. SCSD#1 collected more revenues than the amount allowed under the funding model. The excess revenues must be paid to the State of Wyoming as recapture.

There are some revenues school districts are allowed to keep. The notable exceptions for SCSD# 1 in 2010-2011 fiscal year are interest income (\$17,987) and Services to Other Governments (\$66,895).

Interest income for SCSD#1 continues to be down. Under State Statutes SCSD#1 can only invest in very conservative investments. All the options of SCSD#1 have been considerably affected by the changes in our economy. SCSD#1 includes interest in its annual budgets and prepares contingencies if those funds are not collected. The investment policies of SCSD#1 are to preserve capital and generate revenue by purchasing only investments allowed by State Statutes. SCSD#1 has two separate investment advisors to assist with investment strategies.

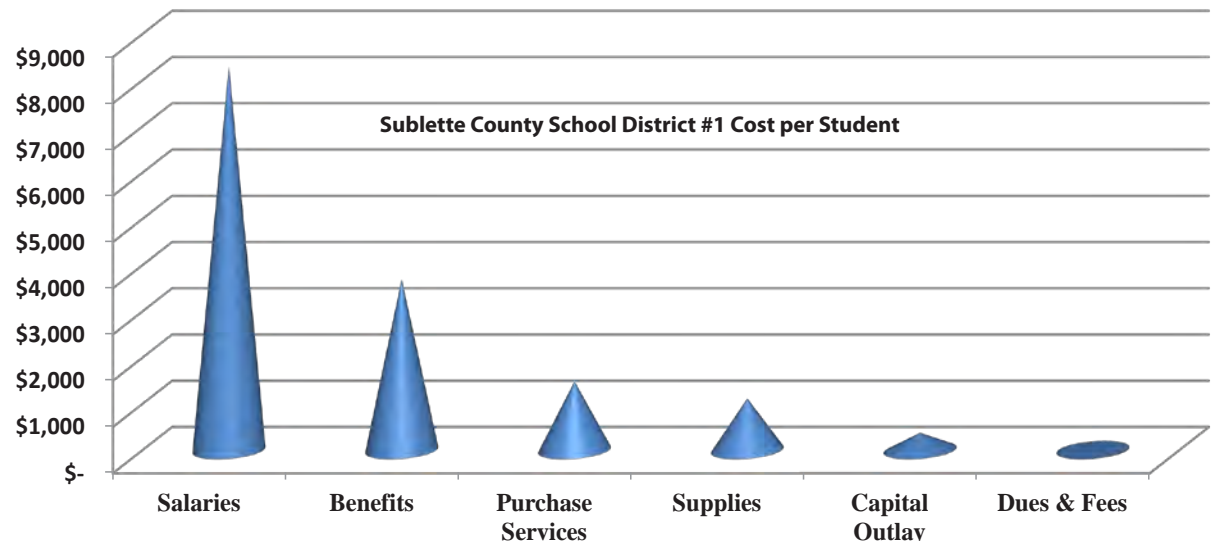
Services to Other Local Governments consist of payments received from Sublette BOCES or the Pinedale Aquatic Center. Both are related government entities and like the SCSD#1 are dependent on local property taxes.

General Fund expenditures for the 2010-2011 fiscal year totaled \$15,566,686. Of those 80 percent were spent on salary and benefits; 10 percent on



**Senior students take on a necktie-tying challenge during a "Best Impressions" job interview workshop.**

contractual services and travel, 7.5 percent on supplies and utilities, and 2.5 percent on purchase of equipment. Examined in another way \$8,942,590 was spent on direct instruction; \$1,572,929 was spent on direct support of instruction; and \$5,051,167 was spent on student transportation, administration, building maintenance and utilities.





## Special Education Federal Programs Report

Peg Carney, Special Services Director



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

### Number of SCSD #1 Students Identified by Category

Currently we have 132 identified students receiving special education services and approximately 15 identified Kindergarten students enrolling for the next school year. This year 13.3 percent of the 995 students enrolled in the district are identified as special education students, which is up .9 percent from the previous year. National and state identification rates are usually reported in the 13 percent to 15 percent range.

### ESY-Extended School Year

Each year the Special Education staff provides extended school year services for our children. Several programs were held during the summer of 2011. There were one, two and three week special education summer school sessions for the elementary, middle and high schools held in June and July. There was also a "Get Ready" session held for two weeks in

August in the middle school. A total of fifty-two students were served during these sessions.

### Individuals with Disabilities Act 2004:

Approximately every 7 years, the Federal government reviews, modifies and reauthorizes the laws governing special education. The reauthorization of the Individuals with Disabilities Education Act in 2004 (IDEA 2004) brought about two major changes in special education across the country: 1) Post-High School outcomes as the accountability measure for special education programs, and 2) Response to Intervention (aka RtI) model of identifying students with disabilities. Wyoming's State Department of Education has recently completed the rewriting of Chapter 7 (rules and regulations governing Special Education in Wyoming) as well as revising the entire set of Special Education forms.

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

IDEA 04 has focused national attention on a practice in the **general education classroom**

called Response to Intervention (RtI) as a tool for assessing and working with at-risk students. IDEA 2004 causes us to consider the use of RtI because of major changes made in the law:

(1) "...when determining whether a child has a specific learning disability as defined in section 602, a local educational agency shall not be required to take into consideration whether a child has a severe discrepancy between achievement and intellectual ability..." [P.L. 108-446, §614(b)(6)(A)];

(2) "In determining whether a child has a specific learning disability, a local educational agency may use a process that determines if the child responds to scientific, research-based intervention as a part of the evaluation procedures..." [P.L. 108-446, §614(b)(6)(B)]; and

(3) a local education agency may use up to 15 percent of its federal funding "...to develop and implement coordinated, early intervening services...for students in kindergarten through grade 12 who have not been identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment" [P.L. 108-446, §613(f)(1)].

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

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

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**Special Education** *from the previous page*

- “Consider children with disabilities as general education children first...In instruction, the systems must work together to provide effective teaching.”
- “Embrace a model of prevention not a model of failure. The current model guiding special education focuses on waiting for a child to fail, not on early intervention to prevent failure. Reforms must move the system toward early identification and swift intervention, using scientifically based instruction and teaching methods” (Commission Report, p. 9).

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

**Federal Programs Report**

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

	05-06	06-07	07-08	08-09	09-10	10-11	11-12
Title I	131,738	129,841	124,068	125,043	123,590	122,344	163,552
Title IIA	71,898	73,503	72,845	71,969	72,845	71,123	61,699
Title IID	5,639	3,507	3,147	3,019	2,806	NA	NA
Title IV	10,361	7,817	7,181	6,464	6,879	NA	NA
Title V	5,188	3,131	3,437	NA	NA	NA	NA
Title VIB	131,178	143,298	157,176	157,176	157,176	199,396	210,510
Title VIB	1,478	1,479	1,449	1,449	1,449	1,217	1,209
Perkins	NA	NA	14,362	13,064	13,127	13,127	15,676
<b>Totals</b>	<b>357,480</b>	<b>362,576</b>	<b>383,665</b>	<b>378,184</b>	<b>377,872</b>	<b>407,197</b>	<b>452,646</b>

**This table shows individual Title amounts and annual consolidated grant totals for the years 2005-2012.**

adhere to in order to be eligible for the funds. The new allocations are nearly finalized and the grant application was sent to the State Department for approval. We anticipate the District will be able to draw on these funds in October or November. The following table shows the individual Title amounts and annual consolidated grant totals for the 2005-2006 through 2011-2012 school years.

**The District has a committee, made up of a broad based constituency from the community and from the District to plan for the activities funded with Federal dollars. We call this committee the District Advisory Committee (DAC), which meets 4 times per year. During the 2010-2011 school year, the Consolidated Grant Funds were used in the following ways.**

**Title I-A:**

The vast majority of this federal grant (\$122,344) went towards the salaries and benefits for one full-time teacher and a full-time paraprofessional. They also had money for supplies, equipment and

training. This grant allocation increased significantly for the 11-12 school year.

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

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

**Title V-A:**

With the transfer from Title IIA (\$71,123) this Title ended up with funds for special activities. Of this amount, the majority went towards the provision of services for ELL students, smaller amounts went towards: the provision of Occupational Therapy and Physical Therapy to students in regular education.

**Title VI-B Flow Through:**

This grant (\$199,396) is mostly focused on students who are in the special education program (15 percent can go towards other NCLB activities).

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## Curriculum Department

Dr. Hartman-Hallam, Curriculum Director/Student Data Manager



**"S**lower is Faster" best describes the focus of curriculum work during the 2010-2011 school year. Math and language arts content committees began digging into Common Core State

Standards in order to develop an awareness of curriculum change. "Slower" indicates the methodical process that was incorporated to develop a timeline for common core standard implementation. This process includes timelines to map CORE curriculum that is aligned with Common Core Standards. The methodical process focuses on quality and accuracy, which will allow teachers to work

more efficiently with curriculum development.

Five out of nine content areas will have new state standards this year. Language Arts, Mathematics, Fine Arts, Health, and Foreign Language will revise and realign curriculum to new standards. Language arts and mathematics will incorporate the National Common Core Standards. The Wyoming State Board of Education scheduled the decision to approve standards at the November 2011 state board meeting.

Instructional Facilitators are an integral part of curriculum change driven by professional development and curriculum implementation at the classroom level. These specialized individuals teach

teachers how to use research-based teaching strategies with students. A specific set of teaching strategies are organized into segments of instruction called teaching cycles. Several cycles are scheduled with teachers during a school year. During the 2010-2011 school year, instructional facilitators engaged in teaching cycles that focused on content area literacy, classroom management, data analysis, vocabulary, along with content specific skills in reading, writing, and mathematics.

The goal in curriculum development is for the district to have a viable curriculum and assessment system. This system provides students with necessary skills to be successful as they engage the next level of learning. A vital part of this system is instructional support for teachers. One outcome is improved student performance which manifests itself in annual yearly progress (AYP). A final outcome is student productivity beyond the school experience.

### Special Education *from the previous page*

It allowed for professional development for staff and/or parents working with special education students as well as allowing us to provide additional Speech/Language services for our students. We purchased technological devices to assist students and personnel as well as various instructional materials. We also provided mental health services for students with disabilities as well as preschool screenings and parent participation and training.

#### **Title VI-B 619:**

This (\$1,217) was paid to The Learning Center to assist in the costs of conducting preschool screenings in order to identify young children with disabilities.

#### **Perkins**

This grant (\$13,127) was used to purchase

agriculture and technology supplies and equipment.

#### **ARRA Grant (American Recovery and Reinvestment Act):**

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

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

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



**During a Curriculum MAPPING Software Training, teachers work on Curriculum while Superintendent Jay Harnack and Dr. Darlene Hartman-Hallam are available to answer questions and offer help.**

## Technology Department

Rusti Christensen, Technology Interim Director



The Technology Department has continued to undergo organizational changes throughout the year. Rusti Christensen, the Acting Technology Director, is now Interim Technology Director and has expertise in the phone system, Smart Boards, Document Cameras, the network, and PowerSchool, the Student Information System, State reports and all other day to day operations of technology within the district. Technology Facilitator Robert Gates is responsible for computer hardware setup, software applications, Smart Boards, Active Directory, the staff and student account management system, email and monitoring the network. Technology Facilitator Autumn Crance is responsible for technical support with hardware, software and network related problems to district staff.

In addition to the three positions mentioned above there is an additional position within the department. It is the Auditorium/Technology Facilitator. Patrick Rookus was hired last summer to fill the new position. He is responsible for any and all activity held in the auditorium. When he is not busy in the auditorium he helps with technical support with hardware, software and network related problems to district staff.

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

Technology Department also supports BOCES and PAC with their technology needs.

Along with day to day operations, the department helps assess the technology needs of the district for administrative function and student instruction. We continue to help develop long-term planning strategies for workstation turnover, database development, software upgrades, and other technologies and future visions.

Every four years the district is required to write and implement a district technology plan to the state. Our district plan was due this year. A draft of the District's technology plan was submitted to the Wyoming Department of Education (WDE) last November prior to the previous technology plan's

expiration date. The plan was reviewed by two of our peers and the Wyoming Department of Education and returned for revision. After revising the plan we resubmitted it to the state. I am pleased to report that the WDE accepted the technology plan and we received an official letter of acceptance in June.

We currently have an impressive set of technology tools including SmartBoards in every classroom; we know the importance of providing the necessary training and infrastructure to support the use of technology in the classroom. It is important to emphasize the function of technology to engage students and facilitate learning. Technology has always been and always will be a tool to provide better instruction.



Elementary students successfully completing the Drug Abuse Resistance Education Program (D.A.R.E.) participate in their graduation ceremony April 27, 2011 on the new Elementary School stage.



## Maintenance Department

Ted T. Nelson, Maintenance Director



Winter brought a lot of snow. With a new area to plow, it took the boys from Maintenance a while to figure out where to put the snow and quickly. New equipment the district purchased was a big help.



Maintenance Department employees: Gary Bohnet, Clint Covill, Gregg Anderson, Maintenance Supervisor Ted Nelson, and Dennis Johnson are happy to show off their new John Deere tractor.



The school year started out with a bang with the new “outta town” elementary school. Many volunteers from staff, the athletic department, local people and various businesses were involved with the big move and were greatly appreciated.

Of course with a new building came a lot of minor problems, but with help from Layton Construction Company and all their subcontractors most of the problems are getting ironed out. There’s still a few bugs out there but very few.

After the snow decided to almost go away this spring, came track and soccer season. There were still over two feet of snow on the football field, track and the practice field.

A lot of time was spent trying to clear it off. Although most of it was clear, some snow was still left for the Regional Track Meet. Maybe it was left for the other schools to see how the Pinedale Wranglers practice athletics outside, although the soccer coach was not impressed.

A few projects were approved for this summer. A new metal roof was put on the high school gym and a complete tear off and new foam roof on the old pool building, which is now the gym at the Aquatic Center. Also being repaired is the high school and middle school foam roof which is having an infra-red scan to find the wet spots and then repair them and waterproof all foam areas.

The Wrangler Gym parking lot is having

the south drain excavated and a new drain system installed due to the construction of the Aquatic Center and tennis courts. The dry well for the parking lot would not work with all the construction compaction. We certainly hope the lake after each rain will not be an issue again.

All of the district parking lots, including Bondurant and the Transportation area are having all cracks filled, sealed and re-stripped. A big project but should last a few years.

We had the middle school remaining F-40 lights retro-fitted with the newer style T-8 lamps. It was a program with Rocky Mountain Power Company and they funded approximately 25 percent of the cost.

District custodians have been busy taking care of the daily cleaning during the year and deep cleaning in the summer. The “outta town” elementary custodians include Charlett Blankenship, Max Blankenship and a new employee, Cindy Peterson, to take the place of my stealing Gregg Anderson from that department. Middle school includes Lynda Willoughby and Gale Roberts. (You should see the tile floors after they get done waxing). High school custodians are Jim Stowe, Sheryl Farnes, and another new employee, Lee Bryant. They all have a big and important job and all do it well.

The Maintenance Department has two new employees, Clint Covill from Transportation and Gregg Anderson from the elementary school. Both are helping out in a big way along with Gary Bohnet, Dennis Johnson and me, Ted Nelson.

## Transportation Department Doug Northrup, Transportation Director



The transportation needs of SCSD #1 continued to grow over the past school year. That growth can be seen in most every direction while driving in and around the Pinedale area. I'm proud to say our drivers have

stepped up to the challenge of safely transporting the increased number of students to and from school as well as to activities across the state.

With the completion of the new elementary school my department soon recognized the need for transportation between campuses. After contacting the Wyoming Department of Education Program Manager in Cheyenne, I was successful in obtaining a 66-passenger hybrid school bus at no cost to our district for the remainder of the 2010-2011 school year. The campus-to-campus hybrid shuttle bus was loaned to us by the state and was well received by district parents; it is utilized most days at close to capacity. Looking forward to the 2011-2012 school year the district will be receiving four new buses prior to our return to school in September. One of the buses will be a 75-passenger bus that will replace the hybrid bus after it is returned to the state. The larger bus with its increased passenger capacity will help in transporting the greatest number of students between campuses to afterschool programs offered by PAC and BOCES. Two of the other new buses will replace a route bus and activity bus that have met the state's requirement for 100 percent reimbursement. The last of our new buses to be received will be a state approved addition to our fleet for use as a route bus or spare as needed.

The district's bus drivers receive ongoing training throughout the year to keep them current with the



**Transportation Director Doug Northrup, Assistant Jeanette Sanborn, and the bus drivers are excited with the decals showing Pinedale Wranglers School Spirit that were added to the new activity buses. Go Wranglers!**

latest methods available for performing their job in a professional manner. One of the highlights of the year's training was held during my department's year-end celebration. Members of the Sublette County Sheriff's Office Narcotics Task Force along with Sheriff Dave Lankford and officers from the Wyoming State Highway Patrol were invited to come and speak to our drivers about the different types of narcotics seen across the state and how to recognize their use.

Following this training session the drivers

participated in a mini-bus rodeo to showcase their skills while maneuvering through a course set up by Lt. Green of the Wyoming Highway Patrol.

As transportation director for the district, one of my many responsibilities is to ensure the district's fleet of buses receives the best possible maintenance before heading out to transport our most valuable commodity, our students. I'm proud to say that my staff performs this task day in and day out with the highest emphasis on student safety.



## Food Service

Gail Wilkerson, Food Service Manager



Gail Wilkerson and her Nutrition Team served over 150,000 healthy meals to students in grades K-12 during the course of the 2010-2011 school year. The Nutrition Services department is made up

of a team of food and nutrition professionals that are dedicated to students' health, wellbeing and their ability to learn. We support learning by promoting healthy habits for lifelong nutrition and fitness practices. We believe good nutrition and learning go hand in hand.

Each day approximately 20 percent of our students chose the Grab 'n' Go breakfasts. At lunch time students were empowered daily to make healthy choices from the self-serve "Health Bar," featuring a variety of salad, fresh fruits and vegetables and canned fruits. Our Nutrition Team invests in the health and wellbeing of our children by providing whole grain breads and cereals, reduced fat entrees, lower sodium meals as well as healthy snacks for many school programs. All meals, foods and beverages sold or served at schools meet state and federal requirements which are based on the USDA Dietary Guidelines. We provide students with access to a variety of affordable and appealing foods that meet the health and nutrition needs of students.

Nutrition Services launched a new website this year. It showcases the school meals programs including school menus, meal applications, serving times for our cafeterias, the district wellness policy, as well as information about the fruit and vegetable program. There is a wealth of nutrition and fitness information, interactive games for students, nutrition education information for parents, teachers and



**Miss Miller taught her Kindergarten class about fruits and veggies as they sampled some of the exotic fruits from the Fresh Fruits and Vegetables Program. From some of the expressions, it seems not to be a favorite snack!**

students to help families explore their nutrition and fitness needs. It also features healthy snack ideas and recipes. From this link families may access their lunch balances by visiting our school website at [pinedaleschools.org](http://pinedaleschools.org). Check it out by clicking on the Nutrition Services tab. In the center of the home page is a button to click to view student meal balances.

The continuation of the Fresh Fruits and Vegetable Program throughout this year has been highly successful. Each morning a fresh fruit or fresh vegetable was delivered to every elementary classroom. Some highlights included exotics such as dragon fruit, kiwano melon, passion fruit,

*Continued on the next page*



**Food Service** *from the previous page*

pepino melon, guava and star fruit. The program gave all elementary students the opportunity to experience healthful produce choices that they may not have had opportunity to be exposed to. Extremely positive feedback has been received from students and teachers as well as parents. We are grateful for this federal grant made available through the Wyoming Department of Education.

Families are encouraged to follow the district Wellness Policy when they bring healthy snacks for school celebrations and to look for alternatives to food rewards in and out of the classroom. In addition, families are encouraged to model healthful eating habits at home. We desire to empower students to have fun while building strong minds and bodies for their future!

Meals continued to be successfully transported daily to the middle school and high school with this year's schedule and increased distance bringing new challenges and opportunities to grow. Healthy a la carte items were featured for secondary students including chef's salads, fruit trays, vegetable trays, yogurt parfaits, yogurt and granola, caramel apple trays, 100 percent juice and bottled water for an additional purchase price.

Our school board chose to maintain the low price of school meals at \$.50 for breakfast and \$1.00 for lunch for the 2010-2011 school year. We appreciate this economic move for families during a suffering economy. The board's supportive decision helps to insure broader access to healthy school meals for students who might not qualify for free or reduced price meals. The free and reduced price lunch program is available all year long to families with qualifying incomes.

This year Nutrition Services underwent a



**Volunteers help prepare the Fruits and Vegetables to be delivered to each Elementary classroom to sample. Their assistance is much appreciated!**

stringent review of our program from the State Department of Education. This review occurs every three years to make sure we are in compliance with USDA standards and regulations. We were excited to showcase what we do for our kids in Pinedale and received several commendations for our program. A quote from our reviewer in her written documentation stated that "we found the entire food service program well maintained and organized, appetizing nutritious meals are served to the students and the National School Lunch, National School Breakfast and Food Distribution Programs are being operated within state and federal guidelines." She commended the wide variety of fresh fruits and vegetables offered each day both at lunch and with the Fresh Fruit and Vegetable Program, the variety of whole grains, the nutritious a la carte offerings for secondary students



and the new website. She also made special commendations about the friendliness, efficiency, work-oriented and accommodating nature of our nutrition staff.

The Child Nutrition Reauthorization Act will be bringing many changes for the next several years including required higher meal prices, changes in nutritional standards, offerings and what meal components children must take.

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

## PAWS Cohort Comparison October 2011

*Percent Proficient and  
Percent Not Proficient*

Dr. Hartman-Hallam,  
Curriculum Director/Student Data Manager



Superintendent Jay Harnack reads to students.



Pinedale Elementary hosted the Reading Rumpus Family Literacy Night on February 3, 2011. The theme was "Where the Wild Things Are," by children's author Maurice Sendak.

Grade/Class 3 <sup>rd</sup> Grade 10-11 Class of 2020		Year 2010-11 (3 <sup>rd</sup> )	Year 11-12 (4 <sup>th</sup> )	Year 12-13 (5 <sup>th</sup> )	Year 13-14 (6 <sup>th</sup> )	Year 14-15 (7 <sup>th</sup> )	Year 15-16 (8 <sup>th</sup> )	Year 19-20 (11 <sup>th</sup> )
Math	% Prof	97						
	% N Prof	3						
Reading	% Prof	78						
	% N Prof	22						
Writing	% Prof	86						
	% N Prof	14						
Science	% Prof							
	% N Prof							

A new group of students engaged the PAWS assessment.

Grade/Class 4 <sup>th</sup> Grade 10-11 Class of 2019		Year 2009-10 (3 <sup>rd</sup> )	Year 10-11 (4 <sup>th</sup> )	Year 11-12 (5 <sup>th</sup> )	Year 12-13 (6 <sup>th</sup> )	Year 13-14 (7 <sup>th</sup> )	Year 14-15 (8 <sup>th</sup> )	Year 17-18 (11 <sup>th</sup> )
Math	% Prof	82	88					
	% N Prof	18	12					
Reading	% Prof	60	83					
	% N Prof	40	17					
Writing	% Prof	89	66					
	% N Prof	11	34					
Science	% Prof		64					
	% N Prof		36					

Math proficiency increased by 6%. Reading proficiency increased by 23%. Writing proficiency decreased by 23%.

Grade/Class 5 <sup>th</sup> Grade 10-11 Class of 2018		Year 2008-09 (3 <sup>rd</sup> )	Year 09-10 (4 <sup>th</sup> )	Year 10-11 (5 <sup>th</sup> )	Year 11-12 (6 <sup>th</sup> )	Year 12-13 (7 <sup>th</sup> )	Year 13-14 (8 <sup>th</sup> )	Year 16-17 (11 <sup>th</sup> )
Math	% Prof	95	94	83				
	% N Prof	5	6	17				
Reading	% Prof	65	83	78				
	% N Prof	35	17	22				
Writing	% Prof	74	84	84				
	% N Prof	26	16	16				
Science	% Prof		60					
	% N Prof		40					

Math proficiency decreased by 11%. Reading proficiency decreased by 5%. Writing proficiency remained the same.

**PAWS** *from the previous page*

Grade/Class	Year		Year	Year	Year	Year	Year
6 <sup>th</sup> Grade 10-11	2007-08		08-09	09-10	10-11	11-12	12-13
<b>Class of 2017</b>	(3 <sup>rd</sup> )		(4 <sup>th</sup> )	(5 <sup>th</sup> )	(6 <sup>th</sup> )	(7 <sup>th</sup> )	(8 <sup>th</sup> )
Math	% Prof	90	75	60	85		
	% N Prof	10	25	40	15		
Reading	% Prof	57	58	43	81		
	% N Prof	43	42	57	19		
Writing	% Prof	27	43	81	89		
	% N Prof	73	57	19	11		
Science	% Prof		40				
	% N Prof		60				

Math proficiency increased by 25%. Reading proficiency increased by 38%. Writing proficiency increased by 8%.

Grade/Class	Year		Year	Year	Year	Year	Year
7 <sup>th</sup> Grade 10-11	2006-07		07-08	08-09	09-10	10-11	11-12
<b>Class of 2016</b>	(3 <sup>rd</sup> )		(4 <sup>th</sup> )	(5 <sup>th</sup> )	(6 <sup>th</sup> )	(7 <sup>th</sup> )	(8 <sup>th</sup> )
Math	% Prof	93	77	71	84	92	
	% N Prof	7	23	29	16	8	
Reading	% Prof	77	71	76	85	80	
	% N Prof	23	29	24	15	20	
Writing	% Prof	84	55	71	92	77	
	% N Prof	16	45	29	8	23	
Science	% Prof		48				
	% N Prof		49				

Math proficiency increased by 8%. Reading proficiency decreased by 5%. Writing proficiency decreased by 15%.

Grade/Class	Year		Year	Year	Year	Year	Year
8 <sup>th</sup> Grade 10-11	2005-06		06-07	07-08	08-09	09-10	10-11
<b>Class of 2015</b>	(3 <sup>rd</sup> )		(4 <sup>th</sup> )	(5 <sup>th</sup> )	(6 <sup>th</sup> )	(7 <sup>th</sup> )	(8 <sup>th</sup> )
Math	% Prof	68	85	69	80	84	85
	% N Prof	32	15	31	20	16	15
Reading	% Prof	55	69	77	71	48	71
	% N Prof	45	32	23	29	52	29
Writing	% Prof	42	68	48	53	72	73
	% N Prof	58	32	52	47	28	27
Science	% Prof						47
	% N Prof						53

Math proficiency increased by 1%. Reading proficiency increased by 23%. Writing proficiency increased by 1%.

Grade/Class	Year		Year	Year	Year	Year	Year
9 <sup>th</sup> Grade 10-11	2005-06		06-07	07-08	08-09	09-10	12-13
<b>Class of 2014</b>	(4 <sup>th</sup> )		(5 <sup>th</sup> )	(6 <sup>th</sup> )	(7 <sup>th</sup> )	(8 <sup>th</sup> )	(11 <sup>th</sup> )
Math	% Prof	85	85	78	80	81	
	% N Prof	15	15	22	20	19	
Reading	% Prof	82	74	81	71	72	
	% N Prof	18	27	19	29	28	
Writing	% Prof	74	52	72	75	91	
	% N Prof	26	48	28	25	9	
Science	% Prof					60	
	% N Prof					40	

PAWS is not engaged by these students until the 2012-2013 school year.

Grade/Class	Year		Year	Year	Year	Year
10 <sup>th</sup> Grade 10-11	2005-06		06-07	07-08	08-09	11-12
<b>Class of 2013</b>	(5 <sup>th</sup> )		(6 <sup>th</sup> )	(7 <sup>th</sup> )	(8 <sup>th</sup> )	(11 <sup>th</sup> )
Math	% Prof	63	84	82	77	
	% N Prof	37	16	18	23	
Reading	% Prof	65	80	72	67	
	% N Prof	35	20	28	33	
Writing	% Prof	26	73	41	64	
	% N Prof	74	27	59	36	
Science	% Prof				60	
	% N Prof				40	

PAWS is not engaged by these students until the 2011-2012 school year.

Grade/Class	Year		Year	Year	Year
11 <sup>th</sup> Grade 10-11	2005-06		06-07	07-08	10-11
<b>Class of 2012</b>	(6 <sup>th</sup> )		(7 <sup>th</sup> )	(8 <sup>th</sup> )	(11 <sup>th</sup> )
Math	% Prof	68	73	71	68
	% N Prof	32	27	29	32
Reading	% Prof	76	80	76	79
	% N Prof	24	19	24	21
Writing	% Prof	36	60	56	75
	% N Prof	64	40	44	25
Science	% Prof			54	58
	% N Prof			45	42

Math proficiency decreased by 3%. Reading proficiency increased 3%. Writing proficiency increased by 19%.





College Readiness Letter for:  
**PINEDALE HIGH SCHOOL**

June 29, 2011  
 Code: 510335

PRINCIPAL  
 PINEDALE HIGH SCHOOL  
 PO BOX 549  
 PINEDALE, WY 82941



011061110

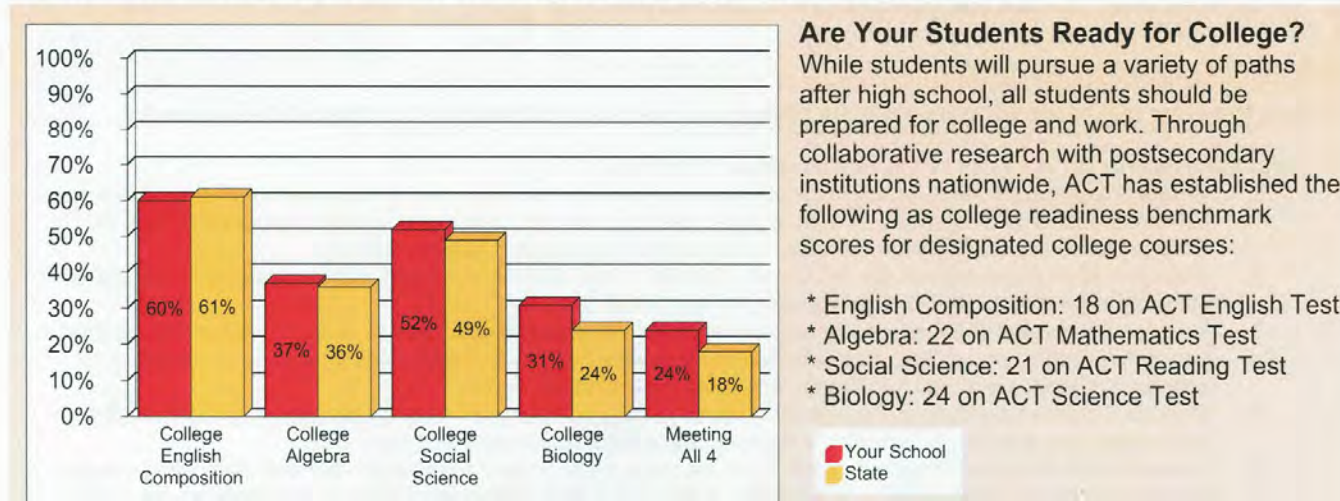
This report reflects the achievement of your graduates on the ACT over time and an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science designed to measure the skills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

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

**Table 1: Five Year Trends - Average ACT Scores**

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State	School	State
2007	47	4,115	21.7	20.7	21.1	21.1	22.4	22.2	22.3	21.4	22.0	21.5
2008	62	4,361	20.3	20.1	19.5	20.8	21.8	21.8	20.5	21.0	20.7	21.1
2009	58	5,530	19.6	18.9	20.1	19.8	21.1	20.4	20.2	20.2	20.4	20.0
2010	62	5,533	20.4	19.0	20.3	19.8	21.6	20.4	20.2	20.1	20.8	20.0
<b>2011</b>	<b>62</b>	<b>5,533</b>	<b>19.7</b>	<b>19.4</b>	<b>19.7</b>	<b>20.0</b>	<b>21.8</b>	<b>20.8</b>	<b>21.1</b>	<b>20.4</b>	<b>20.7</b>	<b>20.3</b>

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



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

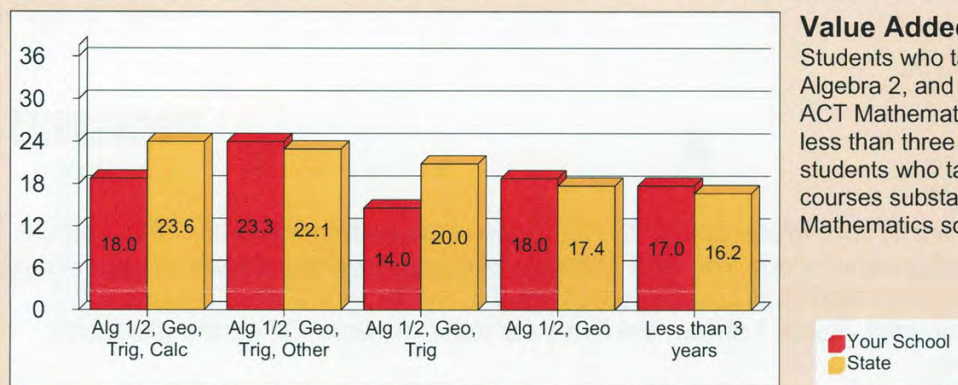
A District College Readiness Letter has been sent to the Superintendent of the district.



College Readiness Letter for:  
**PINEDALE HIGH SCHOOL**

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

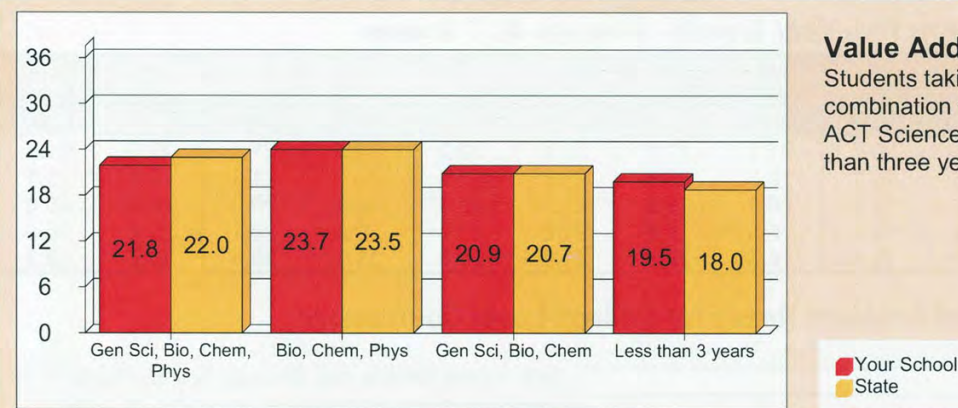
**Figure 2. Average ACT Mathematics Scores by Course Sequence**



**Value Added by Mathematics Courses**

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

**Figure 3. Average ACT Science Scores by Course Sequence**



**Value Added by Science Courses**

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

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

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

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

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



## Principal's Report from the High School

Dr. Barbara Leiseth, High School Principal



The Pinedale High School administration, teachers, staff, students, and parents work together to support a "we expect success," school culture. This is documented by our mission statement: *PHS Striving for Success*,

which was created by collaborative efforts of the shareholders. PHS teachers use Professional Learning Communities and collaboration time productively to focus on teaching and learning. We monitor data at the student, classroom, and school level to inform instruction. This year, progress has been made toward planned interventions for students who are at risk in reading. *Language!* and *REWARDS Reading Intervention* programs were initiated at Pinedale High School this year. *REWARDS* is a word attack program and *Language!* is a multi-faceted language course. Students needing individual reading assistance were identified by multiple measures and were matched to the program which best met their needs. Student progress was monitored to ensure students continue to receive the most appropriate instruction. Overall reading success was evidenced by comparisons of the fall and spring MAP scores. We continue to research strategies to help move proficient and advanced students to higher levels. In response, additional Advanced Placement and Honors courses were offered. We increased advisor/advisee time where students learned thinking strategies that were applied in all content areas. Staff professional development supported increasing student engagement.

### Counselor's Corner

Mr. Jenkins began the 2010-2011 school year by conducting individual meetings for every senior and



**Right: Lisanne Fear works on a monochromatic oil painting project in Studio Art. Lisanne received awards for a variety of art projects this year.**

their parents to discuss scholarships, FAFSA, other financial planning, college planning, resumes, etc. The seniors and juniors attended "Planning Days" to meet with college and military recruiters from several states around the area and to discuss post-graduation planning. Many outside organizations presented to our students throughout the year, such as college representatives, military personnel, Boys and Girls State Representatives, and Rusty Burnside, who presented

college guidance tips to parents and students in a nightly meeting and later came back to do an all school assembly during the day. The Pinedale High School's Guidance Counselor's office delivers a comprehensive school counseling program encouraging all students' academic, career and personal/social development, and helps all students to maximize their achievement. A monthly newsletter was issued from the counseling office with important dates including standardized tests, college visits, scholarships, registration, and other important information for parents and students to be aware of. We purchased and implemented the ePrep web-based program for parents and students to access at school or home and prepare them for standardized tests such as the ACT and SAT. Many assessments were given including ACTs, SATS, PLAN, PAWS, MAP, GRE, AP Exams, and LSAT.

Mr. Jenkins held nightly meetings for all juniors and their parents, as well as nightly meetings for all incoming freshman and their parents. Mr. Jenkins and Mrs. Normington prepared 8th graders for high school and educated them about the Hathaway Scholarship for 2 weeks during Base Camp. Many students enrolled in online WWCC dual enrollment classes and high school classes through Fort Washakie High School's WeAVE program. Mr. Jenkins met with Mr. Ricks Computer Concepts 1 classes during the spring to do career planning instruction and assessments. The Career/Vocation Committee organized and implemented a school-wide career fair in April.

The counselor's office assisted in planning and carrying out two after-school "alcohol free" student parties at the PAC. Mr. Jenkins coordinated and directed our SSR/Advisory program with all our teachers.

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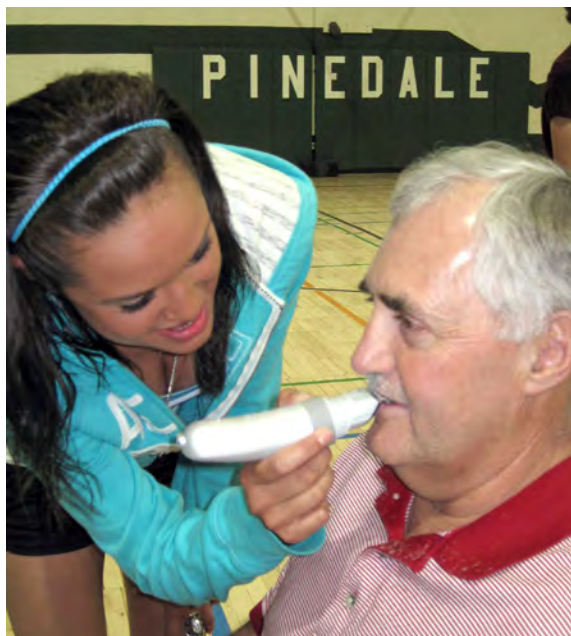
## Report from the High School *From the previous page*

### Hathaway Scholarship

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

### Student Council

The PHS Student Council started off its year planning Homecoming festivities; this year's theme was "Board Games." Nine students also attended the two day Wyoming State Student Council Convention in Sheridan in November, where they came away with lots of new ideas for increasing student spirit and community service projects. They also added a winter formal dance to the activities calendar and collected Toys for Tots at the event. In an effort to increase environmental awareness, the Council sponsored a reusable bag design contest, the winner of which was Maggie Hudlow. Her design is going to be printed on reusable bags that students and patrons of Ridley's can use to help decrease the usage of paper and plastic bags. This year's supported charity was the McKenzie Meningitis Foundation, with over \$700 raised for this important cause. To celebrate, our own Mr. Hartwig shaved off his moustache during our end-of-year pep rally.



**The Student Council chose to support the McKenzie Meningitis Foundation this year. At the end-of-year pep rally, Ken Hartwig had his moustache removed to celebrate the successful fundraiser.**

### High School Visual Arts Program

Fourteen students attended the High School State Art Symposium with the following students receiving blue ribbon recognition for their artwork at the show: Elisa Lowham (2 ribbons), Joslyn Thompson, Lianne Fear (2 ribbons), Ceramics class collaboration (2 ribbons), Clayton Simmons, Luke Wells, Tavis Saylor. Alyssa Conklin's drawing was the winning logo design for the 2011 Symposium and her image was reproduced on the events information booklet, brochures, T-Shirts and sweatshirts.

Six students received recognition and monetary awards from the Sublette County Conservation

District for competing in a poster contest based on the theme Conservation Habits equals Healthy Habitats (Sky Jo Foresman, Jayme Culwell, Aubrie Doyle, Lianne Fear, Katie Patrick, Danyi Yang).

Lianne Fear won the Millennium Art Contest sponsored by the Pinedale Fine Arts Council.

The art club designed and is working on a mural in the classroom wing of the PAC with the project continuing on into the next school year.

The students in the advanced art classes participated in a Pinedale Fine Arts Council presentation with Paul Taylor and Yidumduma Bill Harney based on historical and contemporary artwork from New Zealand.

### Pinedale High School FFA

The Pinedale FFA was very busy during the 2010-2011 school year. We started with FFA members competing at the Wyoming State Fair, having a tremendous amount of success with livestock exhibits as well as static exhibits. Then came the annual Back-To-School BBQ and overnight Green-hand Lock-in for freshmen FFA students (an "initiation rite," but one that is positive and encouraging). Fifty-three community members and guests participated at the BBQ and 36 FFA members took part in the Lock-in. Next was the Cowboy Classic Workshop/Judging Contests. Twelve members participated in this event in Laramie. This year FFA members hosted Friday Night Tailgating by having burgers and dogs at the home football games. The FFA then stepped into the basketball burger mode and supplied dinner to anyone who wished at all home basketball games and also fed the officials after each game. As we wound down the year,

*Continued on the next page*

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



**FFA instructor Rex Hamner introduces FFA degree recipients to the Board of Trustees.**

members were busy practicing for judging competitions, trying to get State FFA Degrees completed as well as thinking about fair projects. Pinedale FFA had seven State FFA Degree recipients this year: Laney Johnston, Andi Noble, Heather Owens, Ethan Wolaver, Sydney Pape, Ashley Steele, and Blaine Mathews. Laney Johnston won the Star State Farmer Award and Andi Noble was Reserve Champion prepared Public Speaker. The year ended with the Annual Parent and Members Banquet where we showcased the best Pinedale FFA Members. With all of this going on, we had our monthly meetings/activities and were able to build numerous projects for community individuals.

**SSR/Advisory**

Students report to an assigned teacher/advisor daily to personalize their school experience.

Within the 38 minute time slot, students participate in Sustained Silent Reading and advisor/advisee activities. Teachers advise students about academic decisions, monitor their achievement, foster communication between home, school, and the community, and help to prepare students for life transitions including career development and post-secondary opportunities. This year the district provided all high school students access to ePrep, a PLAN and ACT preparatory program.

**Parental Involvement**

The sixteen-member Parent Advisory Committee met every first Tuesday of each month throughout the school year. They worked closely with the principals to discuss school issues, review current programs, and plan for future programs. They were instrumental in the updates for the new

Student Handbook. The group provided lunch for the high school staff during National Teacher Appreciation Week and provided supper during parent/teacher conferences in the spring.

**School Activities**

2010-2011 activity highlights include our Girls Alpine Ski team finishing as State Runners-Up, hosting the 3A West Regional Track Meet, and our girls' soccer team qualifying into the state tournament for the first time since its inception at Pinedale High School. Individually, Laney Johnston finished the 2011 season as the state's highest point winner in Girls Alpine Ski.

Pinedale High School offers a wide variety of opportunities for students in the area of activities. For the 2010-2011 school year, 73 percent of our students participated in one or more of our activity programs. Pinedale High School is a member of the 3A West Athletic Conference and offers interscholastic programs that include: football, volleyball, golf, swimming, basketball, alpine and nordic skiing, wrestling, track and soccer. Pinedale High School also offers opportunities in band, chorus, art, FFA, drama, student council, SADD and National Honor Society.

**Pinedale High School Book Club**

The Pinedale High School Book Club had a successful and fun third year. There were 14 members who met once a month in the library during their Advisory period. Book selections were based on member recommendations. The favorite book among the group was *Sarah's Key*. The students agreed that the best meeting was when they each

*Continued on the next page*



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



**Dulce Perez puts the finishing touches on her clay vehicle in Ceramic class.**

made up questions for a section of *Confessions of an Ugly Stepsister*. The final meeting of the year took place at Rock Rabbit Restaurant. It has been exciting to read about all the new authors and their books. We thank BOCES for providing the funds to purchase novels for all members. We plan to facilitate two book clubs next year.

**Class of 2011 Commencement**

The Pinedale High School Class of 2011 commencement ceremony took place on Friday, May 27, 2011. The program opened with Jo'Lee Springman, Senior Class President, welcoming attendees. Mariah Strike, Valedictorian and Jo'Lee Springman, Salutatorian followed with their respective addresses to the candidates, their families, and the community.

*Continued on the next page*



**September 24, 2010, the Pinedale marching band celebrated Homecoming with a performance in the parade down Pine Street.**



**Pinedale High School Book Club students meet and read once a month in the library. Front row: Sierra Cunningham, Haley Farrand, Ashlee Anderson, Ashley Calderon, Joslyn Thompson; Back row: Shelby Dueitt, Robin Winters, Mariah Smith, Brittany Andreasen, Rachel Allen, Sarah Payne, Angela Hendricks.**



Report from the High School *From the previous page*



Proud mother Trudy Fry congratulates her daughter Rachael on graduating.

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

A slide show of graduates was provided by Jenifer Proud. The honor escorts were junior students Gus Holz and Jayme Culwell. Jo'Lee Springman presented the graduates and School



"We did it!"

Board Chairman Greg Anderson awarded the diplomas. There were 60 graduates.

The senior class officers were President Jo'Lee Springman, Vice President Sierra Cunningham, and Secretary/Treasurer Sydney Pape.

**Class Motto:** Life is just a leap of faith; spread your arms, hold your breath, and always trust your cape. — *Guy Clark*

**Class Flower:** Sunflower

**Class Colors:** Green, Black, and Silver

**Class Song:** *Simple Man* by Lynyrd Skynyrd



Board of Trustees Chairman Greg Anderson awards diplomas as Board Member Jim Malkowski looks on.

## Principal's Report from the Middle School

Jeryl Fluckiger, Middle School Principal



### Enrollment

Pinedale Middle School began the 2010-2011 school year with an enrollment of 245 students and ended the year with 235 students. Throughout the 2010-11 school year, 19 students moved into school and 25 students moved out of school. We ended the year with 96 eighth grade students, 64 seventh grade students and 75 sixth grade students.

### Accreditation Update

Pinedale Middle School went through the accreditation process during the 2009-2010 school year. Listed are recommendations made by the accreditation team along with changes implemented to address the recommendations:

- Develop and implement a plan to integrate more exploratory and enrichment opportunities for students into the curriculum: *Digital Art and Fitness were added as alternatives to our music program. A math enrichment teacher was added to provide enrichment opportunities for students in all grade levels.*
- Explore and implement methods of integrating exploratory career offerings and experience into the curriculum for 7th and 8th grade students: *8th grade students attended a career day in April.*
- Embed critical communication skills, including word processing skills, across the curriculum to enable students to communicate more effectively to meet present academic expectations and enhance readiness for post secondary education and careers: *Spanish was only offered to 8th grade students for one semester only. The semester long course provides the introductory material needed for high school. Technology was added as a semester class for all students.*

We continue to look for ways to give our students more exploratory career opportunities in the future.

### School Improvement

Pinedale Middle School is continually looking to improve. Part of our process for continual improvement is to analyze data and develop goals to focus our efforts. Pinedale Middle School has set the following goals for improvement.



Shelbi Tegeler, Middle School secretary Mrs. Jaskolski, Cassidy William, and Amanda Barta have fun dressing up for 80s Day during Spirit Week, April 2011.

**Goal 1:** All students at Pinedale Middle School will be proficient readers.

**Goal 2:** All students at Pinedale Middle school will become proficient in the concepts of geometry as identified by state standards.

**Goal 3:** All students at Pinedale Middle School will develop self-awareness and self-management skills to achieve school and life success.

As a school we are highlighting these areas for improvement by implementing instruction that focuses on specific populations of students, providing interventions for identified students, implementing social skills groups as well as providing positive behavior supports.

*Continued on the next page*



**Report from the Middle School** *From the previous page*

**Student Activities**

We are proud of the student activities we are able to offer here at the middle school and understand the role they play in the lives of our students and their families. A large number of students choose to participate in these activities and we encourage students to take advantage of all that Pinedale Middle School has to offer. In all our activities we have high expectations and encourage good sportsmanship and fair play.

**Student Council**

Kelli Floan was the student council advisor during the 2010-2011 school year. Two student council members were elected out of each of the 6th, 7th and 8th grade base camps to represent their student body. A total of 30 individuals made up the Student Council Members. Once students were recognized by their base camps, members could choose to run for one of the four officers: President, Vice President, Secretary and Treasurer. Students who wanted to run for one of the officer positions had to prepare a speech to present in front of the student body. Student officers were elected by the student body.

Student Council meetings were held monthly and sometimes more frequently depending upon the activities during each month.

The Student Council Members organized:

1. Two 7th/8th grade dances: February 18, 2011 from 7-9 p.m. and May 20, 2011 from 7-9 p.m.
2. Two 6th grade activities: a movie night on December 10, 2010 from 7-9 p.m. and a sports competition on April 15, 2011 from 6:30-8:00 p.m.
3. Community Service Participation:
  - a. Trash Clean-up on highway, June 3, 2011
  - b. Decoration of Elders' Doors, December 6, 2010
  - c. Food Drive, November 29 - December 17, 2010
4. Fundraising:
  - a. Valentine's Day roses and chocolates, February 7-14, 2011
  - b. Bake Sale, first Friday of every month November – May.
5. School Spirit Days:
  - a. Turkey Olympics, pie eating contest: November 23, 2010
  - b. Twin Day: January 21, 2011
  - c. Hawaiian Day: March 4, 2011
  - d. Crazy Hat, Hair, Clothes Day: May 27, 2011

**Extra Curricular Activities**

The extra-curricular opportunities offered at the middle school are: football, volleyball, boys' basketball, girls' basketball, wrestling, track, girls' swimming, and boys' swimming. In order for a student to participate in these activities they have to be in good standing academically and behaviorally.

**BOCES**

We are grateful to BOCES for the funding they provide to the middle school. With this funding we offer the following activities to our students.

- 6th - 8th Grade Book Clubs
- Key Camp Program
- Down Hill Skiing – for all students

*Continued on the next page*



**After taking 1st place at the Pinedale Science Fair in the Energy and Transportation Division, Devan LaMere's project won "Best in Fair Project" at the Regional Science Fair in Rock Springs, Wyoming.**



## Report from the Middle School *From the previous page*

- History Day
- Lunch Bunch Book Club
- Math Counts
- Champion Club
- Science Fair
- Expedition Yellowstone for all 6th graders
- Math Enrichment

### Key Camp

Casper College KEY Camp continues to be popular among Pinedale Middle School students. Thirteen of our students will be attending the summer camp for gifted and talented students. BOCES funded \$575 of the \$600 camp fee.

### EXPLORE and the Hathaway Scholarships

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

### Book Clubs

We have a number of book clubs at Pinedale Middle School. Mrs. Bell and Mrs. Hutta have organized these clubs and they also direct the clubs throughout the year. The main purpose of these clubs is to promote student reading. This is done in a number of ways such as:

- Meeting at lunch time and sharing what they have read.
- Selecting books that they are interested in reading.

- Many books are given away through these clubs.
- These clubs have been very important to students who do not participate in other activities. It creates a sense of belonging.
- The clubs help the students to build their own library of books.
- Celebrations are also planned and carried out in these clubs, for the students' accomplishments.

### Math Counts

Ely Sixbey served as our Math Counts coach this year. Math Counts had an amazing year competing against the other middle schools in the Southwest District as well as the state. Although a young team, they placed 5th at the regional competition. One student qualified for the state competition in Laramie.

### Math Enrichment

Ely Sixbey served as our math enrichment teacher this year. Many students in 6th-8th grades were able to take advantage of a math enrichment class that was offered. Students were able to make math connections with real world events and experiences, including natural disasters. Students in math enrichment saw an average increase of 13 points on the MAP assessment, with some seeing an increase of 20 or more points.

### Science Fair

Pinedale Middle School had another great Science Fair year. The students worked very hard and had many successes. There were 120 student projects at the local fair. Students researched and designed experiments, collected and analyzed data,



**Five years running, Pinedale Middle School students enjoy their traditional "Ski Day" at local White Pine Ski Resort as part of the Physical Education program. Students can ski or snowboard and receive a complimentary lesson, courtesy of the resort, for skill improvement.**

and then shared their results with judges, peers and community members. The display boards were impressive and the quality of each project was outstanding. Fifty-seven students went on to compete at the regional level in Rock Springs. Thirty-five students went on to compete at the state level. At the highly competitive state level Pinedale Middle School shined. There were 40 schools competing with over 225 projects.

### Student Behavior, WDE 630, 631

Pinedale Middle School staff and students value a safe environment that is conducive to learning. We believe in being proactive in our approach to students by providing them the tools they need to resolve conflicts which will help them be successful here at school and in their life as adults. We continue to track behavior problems via a "Whoa Report." We continue work with students on the "three R's": Respect for Self, Respect for Others and Respect for Property.



After approximately 14 months of construction, the new Elementary School opened on September 2, 2010. Sandstrom Associates Architecture designed the building, with Layton Construction serving as general contractor.

## Principal's Report from the Elementary School

Greg Legerski, Elementary School Principal



This year we completed a successful transition into our new building and we welcomed the fifth grade back into the elementary school. Our new beautifully designed building functioned as designed. The grade

level house concept fostered teacher collaboration and provided adequate space to provide students with appropriate interventions and enrichments.

### Enrollment

Pinedale Elementary School began the 2010-2011 school year with an enrollment of 494 students and ended the year with 488 students. We continued

to have a number of students transition in and out of the school. Since the first day of school we had 76 students move away and we registered 70 new students. This year we had four sections of classes at each grade level. Bondurant's school year began with seven students and ended with the same seven students; one kindergartener, two second graders, two third graders, and two fourth graders.

### NCA Progress and Goals

This year Pinedale Elementary School's NCA school improvement teams met, reviewed, and updated our school's improvement plan. Based upon a thorough evaluation of all of our assessment data we wrote four new school improvement goals and

created specific action steps to help us to achieve each goal. Pinedale Elementary School has the following four school improvement goals:

- Improve student understanding and performance in the area of algebra.
- Improve phonemic awareness, phonics, sight words, and vocabulary.
- Improve reading comprehension.
- Provide appropriate reading programming for those students who are two or more years behind grade level.

Additional programs and processes have also been put in place for targeting all students who are

*Continued on the next page*

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



**Zoe Noble and Colton Taylor cut the Pinedale Elementary opening rope with an old pair of wool shears.**

at risk. Pinedale Elementary School is committed to focusing on our strengths while continuing our efforts to improve student performance and school effectiveness.

**DIBELS Testing**

In addition to the PAWS and the NWEA MAP assessment, Pinedale Elementary School used the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) as a school wide assessment. DIBELS is a set of standardized, individually administered measures of early literacy development. The main focus of the DIBELS assessment is on the five major ideas of literacy: Phonological Awareness, Alphabetic Principle,

Vocabulary, Comprehension, and Fluency with Connected Text. Each test is administered in a short timeframe and is an indicator of those students who may have reading difficulties. The assessment is also used to closely monitor progress towards meeting the reading standards. We continued to see positive academic growth throughout the year.

**After School Tutoring**

This year Pinedale Elementary School offered students additional academic assistance through our after school tutoring program. This dynamic program coordinated by our Title I and special education teachers continued to provide our students with quality instruction through the efforts of several dedicated teachers and our skilled paraprofessionals.

**Student Activities**

The students of Pinedale Elementary School were involved in many activities this year. Some of these activities included I Love to Read Month, BOCES sponsored book giveaways, and many other BOCES and PFAC sponsored activities. Our music department and classroom teachers organized three Christmas programs: one for kindergarten, one for second grade, and one for fourth grade. The first and third grades performed two musical shows for parents and community members in the spring. Our fifth grade crash band students played with the other school bands in a spring concert, and the fifth grade vocal students performed in the spring as well.

The Physical Education program continued to integrate a variety of life activities into its curriculum. During the winter our fifth grade students received Nordic skiing instruction. Traditional swimming lessons were provided to students in first



**After reaching the Reading Million Minute target, students plastered Mr. Kennington and Mr. Legerski during the "Pie in the Face" activity.**

and second grade. For those students in third and fifth grade we worked with the Pinedale Aquatic Center to provide those students with five challenging enrichment swimming classes. Vouchers for swimming lessons were given to those students in kindergarten and fourth grade. The elementary school's physical education department also worked with the Pinedale Aquatic Center on this year's Jump Rope for Heart celebration and with the Pinedale Fine Arts Council to develop creative dance movements as students danced across the curriculum.

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

*Continued on the next page*



## Report from the Elementary School *From the previous page*

of the Mountain Man, and the Green River Valley Museum. The fifth grade students took their annual trip to Salt Lake City. Some of the stops included the Swire's Coca-Cola Factory, the Clark Planetarium, and the Hogle Zoo.

The students who attend school in Bondurant enjoyed their own field trips. This year the school traveled to the Jackson Hole Raptor Center, Teton National Park, the town of Jackson, and the students studied the area's geology. Additional extended learning opportunities included downhill and Nordic skiing, swimming lessons, and participating in the community Christmas program.

### Gifted and Talented Program

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

This year the PEAK program and reception was held during the last week of February. Students presented stories they wrote to family and community members. Once again, Bill and Sherri Kellen had these projects published in a book titled *Legends*, which was given to each student in June. The fourth grade PEAK students went to Teton Science School for two days in May to participate in a residential naturalistic problem-solving class.

### Elementary Science

The elementary science program has been in place since 1987, with a mission to provide upper



The fourth grade performed its Christmas Program, "Twas the Night Before Christmas," on December 7, 2010.

elementary students with a sequence of science units based on hands-on, active learning across multiple strands of science. To meet this mission, the curriculum for 3rd-5th grade science has been developed to build upon the science programs in the primary grades and to contribute to the curriculum taught in 6th through 12th grade. During this past school year all 3rd, 4th, and 5th grade students participated in the elementary science program. These students came to the elementary science lab in their classroom groups twice a week for 50-55 minutes per session. Additionally this year, 2nd graders enriched their classroom science with five days in the science lab each month. Students worked in cooperative groups to complete a series of experiments and activities in biology, chemistry, physics, ecology, and geology/earth sciences. The scientific method is emphasized, with a focus on

guided experiments, communication of results, and applications to the students' everyday lives.

### Parental Involvement

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

## Summer School and Reading Readiness Camp

Dr. Hartman-Hallam, Curriculum Director/Student Data Manager



The cooking class was educational for Summer School students. They learned to cook bruschetta, hummus, mini quiches, and (pictured here) "croque monsieur."

Summer School started June 9 and ended June 29. Participation increased from 164 in 2009 to 187 students in 2010, and 225 in 2011. Sixty-two students were served for academic remediation, 76 for enrichment, 62 for reading readiness, and 25 with special needs. An average attendance of 156 students was served by 14 certified teachers, nine paraprofessionals, and four special education staff.

All students engaged in enrichment activities during 60 hours of learning. Enrichment activities focused on hiding the learning, which centered on the theme, "A Wonderful World." Units of instruction about water, geology, and space included cooking, art, physical education, reading, writing, and science

activities. All students presented an art show for parents on the last day of summer school. Eighty percent of the students had parents and family who attended the show.

Funding for the academic summer school was provided by the Wyoming Department of Education Bridges Grant. Academic summer school was budgeted at \$34,228. Of this amount, \$31,406 was expended for salaries, \$2,822 for snacks and supplies. BOCES funded the Enrichment Summer School, to include Reading Readiness Camp, in the amount of \$33,053. Of this amount, \$27,760 was expended for salaries, \$2,793 for supplies and \$2,500 for snacks. A total of \$67,281 was expended for the summer school program.

## BOCES Report

Donna Lozier, BOCES Director



The Sublette Board of Cooperative Educational Services is primarily funded by a half-mill levy in SCSD #1 and governed by an appointed board comprised by four representatives from the district and one representative from Western Wyoming Community College.

Enrollment statistics indicate an increase in the number of students and community members in credit and non-credit programs developed and supported directly by BOCES. This report will review these programs as well as those indirectly supported by Sublette BOCES from July 1, 2010 through June 30, 2011. BOCES has become an integral partner in the education community as evidenced by increased dependency on the services provided.

### Mission and Goals

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

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

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**BOCES Report** *From the previous page*

**Goal VI.** Facilitate professional development opportunities for educators.

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

Sublette BOCES is very involved with enrichment programs at SCSD #1. During the 2010-2011 budget year we were able to offer a variety of programs in the school district for our students. At the Pinedale Elementary School we offered the following programs: Elementary Science Program, Walk/Skip/Run after school program, book giveaway program, KEY camp scholarships, 5th Grade Salt Lake City Field Trip, Backpacks for Kids, PEAK trip to Teton Science School and the PEAK program. At the Pinedale Middle School we offered the following programs: KEY camp scholarships, Expedition Yellowstone, middle school book giveaway, 7th and 8th grade lunch bunch book club,



**BOCES after school enrichment classes help kids enjoy learning. Students can learn to throw pottery, among many other skills and projects. Art classes include Young at Art for ages 4 and up and Young at Art for Grades 3-5.**

Academy Book Club, Champions, Math Enrichment Program, PMS Ski program, Science Fair, flight simulation, Mathcounts and History Day. At the Pinedale High School we offered the following programs: Field Science 2 – Winter Ecology at Teton Science School, SAT testing, ACT testing, Advance Placement testing, PHS Book Club, National Junior Science Symposium, International Science Fair, Leadership Conferences, Academic Camps, National Young Leaders Conference, S.A.D.D., the career exploration and E-Guidance center, People to People, flight simulation, Junior Science Symposium and History Day. We also offer financial support for three different EF Explore America enrichment trips to Washington, DC, New York City and the Spanish Club. We also partner with the Museum of the Mountain Man and the Pinedale Fine Arts Council to offer a variety of programs and

residencies to our students. In addition to these activities we offer four BOCES scholarships at the high school. At BOCES we offer a variety of educational programs for all of our youth in SCSD #1 with partnerships with the 4H Afterschool Program, PFAC, Museum of the Mountain Man, Big Brothers Big Sisters, Sublette County Library Summer Reading Program and book club, summer camp opportunities, Green River Rendezvous Pageant, and Wyoming Game and Fish.

BOCES offers a variety of programming during the summer for the community. In addition to the community education classes we offer such opportunities as the Wind River Discovery Camp at Burnt Lake and the Yellowstone camp. We also provide a summer enrichment program at the elementary

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**BOCES** *From the previous page*



In June, BOCES hosted a summer Brouhaha Camp. Participants spent half a day over a two-week period making pottery and jewelry, playing games, singing songs and launching rockets.

school and the middle school this summer. BOCES also offers enrichment camps such as the two week long Brouhaha camp for students that included a variety of programs such as art, music, science and crafts. BOCES also partnered with the PAC to offer two weeks of outdoor adventure camps at White Pine. BOCES also offers the Western Wyoming Outdoor Leaders Fellowship to Pinedale Middle School students. These include trips to Fossil Butte, fly fishing, Granite Hot Springs, Grand Teton National Park, Yellowstone National Park and canoeing.

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

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

programs including higher education classes.

Sublette BOCES maintains and offers a variety of services with our WEN (Wyoming Equality Network) videoconferencing equipment. We offer such services as higher education classes, meetings, and professional development programs. There is also community access to learning technology through technical and logistical support of a computer lab.

At Sublette BOCES we support non-credit continuing education for adult learners in the community as well through classes such as pottery, art classes, jewelry making, First Aid/CPR, CNA, welding, sign language, Ed2go classes, hunter safety, digital photography, computer classes, money management, Tai Chi, cooking classes for adults and students, Love and Logic parenting classes, rockets, Fly Casting and Fishing, Geocaching, Excel, Microsoft Word, Dressing for Success for high school students, Batiking, Floral Arranging, QuickBooks, sewing and many more wonderful community education opportunities for adults and students.

**Sublette BOCES #1**

**Bringing Education To Your Doorstep!**

**Visit [www.subletteboces.com](http://www.subletteboces.com)**



## Pinedale Aquatic Center News Julie Huntley, PAC Director



We are thrilled with the community's response to our mission and vision of being the community's provider of recreational and fitness skill development as well as a place to simply join with friends for any activity

that improves our collective quality of life. April was 2011's peak month, boasting 9000 visits! Our annual total visits were well over 76,000. Thank you, Sublette County, for embracing PAC as YOUR PLACE TO BE.

More than ever, PAC has partnered with the staff at SCSD#1 to maximize opportunities for students during their school day, not to mention host special events that showcase and celebrate a school goal. Two such well attended events this past year were PAC's hosting of the JUMP ROPE FOR HEART event in March and the MILLION MINUTES of READING celebration in June. Schools throughout western Wyoming have chosen the Pinedale Aquatic Center as a reward for student achievement and travel far and wide to bring their students for a fun filled day of PAC-led games and activities.

BOCES remains a great partner with PAC. By combining our collective resources, imaginations and energies, we have been able to offer the community more cohesive after school options for kids. Along with the advent of the school district's activity bus that began running in November 2010, PAC and BOCES have capitalized on maximizing complimentary activities for kids from 4-5:30 pm at the main school campus. It is our goal to continue to expand these opportunities for our kids during this critical time.

PAC does not simply accommodate school aged kids. Our wide gamut of fitness classes addresses



**Mr. Sheppard and the Jazz Band "rock the wall" at Spring Expo in April.**

the needs of each generation. From teens and twenty-something to mature adults, we will keep you moving and improving. In addition to our selection of favorite offerings, classes added during the 2010-2011 year include: ZUMBA, Muscle Mix, PiYo, Ski Fit and Summer Fit. New programs this past year include Hershey Track and Field in spring,

Pee Wee Football in fall, Junior Jazz in winter and the Women's Safety Challenge in spring (with SAFV). New events during the 2010-2011 PAC year included the PAC Teen Council Beach Party — a teen "exclusive" party for high school students in February. Teen Council also promoted the "Tee Off

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**Pinedale Aquatic Center News** *From the previous page*

to Prom" mini golf event just for teenagers in late April.

Our goal is to host special events throughout the year that intrigue our patrons and inspire them to keep gathering in to the PAC for healthy, active living. In 2010-2011, they included:

- **3 on 3 Rendezvous Daze** Basketball Tournament in July
- **Fall Expo** in September
- **The Haunting and Fall Festival** in October
- **Ladies Night Out** in November
- **Tee Off to the Holidays** miniature golf in December
- **3 on 3 Wise Men** Basketball Tournament Christmas Eve
- **Indoor Triathlon** in January
- **Wyoming Senior Winter Games** in February
- **Mountain Man Melee** Racquetball Tournament in March
- **Spring into Summer** in April

We hope you want to know more about the Pinedale Aquatic Center. Visit our website at: [www.pinedaleaquatic.com](http://www.pinedaleaquatic.com) or call 367-2832 and select a department extension. We want to be the place you cannot imagine living without!



**Top:** PHS students have a blast at a "Beach Party" in February.

**Bottom right:** Young kayakers learn their skills by practicing in PAC's competition pool.

**Bottom left:** Superintendent Harnack coaches a third-grade Junior Jazz team.



*"The Pinedale Aquatic Center seeks to provide family recreation and leisure services for Sublette County residents and visitors. Programs will promote healthy lifestyle by offering life-long skill development in an innovative, friendly and well maintained environment."*





2011 State Hershey's Track participants in Lander, Wyoming, June 2011. Pinedale's 2011 local meet hosted 80 competitors between the ages of 9 and 14 with an additional 43 athletes, ages 5-8, joining for exhibition events. The Hershey's Track and Field Games are the largest youth sports program of their kind in North America, with hundreds of thousands of children competing every year. National Qualifiers receive a trip to Hershey, Pennsylvania, to participate in the national games.

SUBLETTE COUNTY SCHOOL DISTRICT #1  
SHAREHOLDER'S REPORT TO THE COMMUNITY 2011

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