

**Bozeman Public Schools**

# *District Profile*

**Fall 2003**

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# **Forward Acknowledgments**

Please read and review the District Performance Summary as a document that provides a statistical profile of Bozeman School District for the 2002-2003 school year. This is the ninth year the district has published this document with the purpose of monitoring performance in such critical and important academic areas as reading, mathematics, and writing, as well as other related areas including awards, attendance and attitudes.

We invite you to participate in our analysis by using this information as a tool for progress. We believe that by collecting and reviewing this vital data, our professional staff and community will have a solid foundation of information which we can use as a basis for improvement.

The real strength of our school system resides in the high quality, training, and dedication of our people. Many thanks to all in our educational community whose thousands of hours of work for our children are reflected in the pages that follow. Special thanks to Curriculum Director, Terry Baldus, whose skills and professionalism provide our system with such a useful and informative document.

Dr. Michael Redburn  
Superintendent

Robert A. Gutzman  
Assistant Superintendent  
of Curriculum and Instruction

**Bozeman Public Schools**

**District Profile**

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**Demographic  
Data**

# Demographics Summary

## **Student Demographics**

Bozeman is fortunate to have a consistent and predictable enrollment pattern. Our total enrollment has remained stable for the last ten years with minor variations from year to year. There is a gradual trend toward lower enrollments in K-5 schools that has been offset by increases in the middle and high schools. The high school has shown consistent gradual growth since 1990, but that growth has slowed significantly since last year. Enrollment projections depict a level K-5 population for the next six years with slight declines at both the middle and high school levels.

Bozeman's school populations lack significant diversity. Ninety-four percent of our students are White Non-Hispanics. Our student body includes small percentages of Native American (1.95%), Asian American (1.83%), and Hispanic (1.67%) students. Small numbers of African American (.55%) and Native Hawaiian (.1%) students round out our ethnic populations. Enrollment patterns show no significant change in our racial make-up over the last three years.

Students who are eligible for Free and Reduced Lunch provide the district with a measure of the poverty level in our schools. Bozeman's trend in this category shows a significant decline in eligible students since 2001. This data is important because it is often used to demonstrate need when the district applies for competitive grant funds. As our Free and Reduced eligible population declines the district is less competitive for many available grants.

Bozeman's student population is equally balanced by gender (51% male and 49% female). The current percentage is a mirror image of the 2000-01 percentages that reflected the numbers in reverse (49% male and 51% female). Our dropout rates have shown a decline over the last two years, but it is interesting to note that for two of the last three years our female dropout rate was slightly higher than our male dropout rate. This pattern changed in 2002-03.

The District has 484 students identified as Students with Disabilities (IDEA Eligible). This number represents 9% of our student population and is 3% less than the national average of 12%. There is a significant discrepancy between the number of males and females identified as students with disabilities in Bozeman. Seventy percent of our IDEA students are male and this percentage has risen slightly since 2001.

Bozeman's population of Limited English proficient students has increased from 44 students in 2001 to 60 students this year. The percentage (1.18%) of our current Limited English student population is small, but as a sub group, this population requires services under the No Child Left Behind legislation of January 2001. Bozeman anticipates that the number of Limited English students will increase due to community commitments to adopt approximately 60 Russian children in the next four years. The anticipated increase in the number of Limited

English proficient students is not evident in the 2003-04 data. There is still a commitment by community organizations to adopt a significant number of students from the former Soviet Union.

Gifted students are initially identified by high performance on the third grade CTBS test. Students may also be tested for participation in the gifted program or receive referrals from teachers. Middle school students in 2002-03 were identified via Foreign Language and Algebra placements at the middle school level. Our Advanced Placement Program serves our high school gifted students. The large increase in the eighth grade level is indicative of a need to revise our identification procedures for grades six through eight. Recent budget cuts have reduced services to gifted students to one FTE at the elementary level. The district is currently working with the PACE Center at Yale University to refine our identification practices.

### **Teacher Demographics**

Currently the district employs three hundred sixty-one teachers, up from three hundred fifty-one teachers in 2001. There is little diversity in the racial make-up of Bozeman's teaching staff with 98% of the staff categorized as White/ Non-Hispanic. The majority of our teachers in grades K-12 are female (70.2%) with the highest number of female teachers at the elementary level. None of Bozeman's teachers are misassigned by grade level and all of Bozeman's teachers are certified in the State of Montana. Of three hundred-two tenured teachers, two hundred-four or 68% have advanced degrees with three of those teachers possessing doctorates.

The majority (71%) of Bozeman's tenured teachers have 15 years or less experience in the Bozeman Public Schools. Two major factors contribute to the "youth" of our current staff. During the last four years Bozeman has hired 115 new teachers replacing many experienced staff that have retired or resigned. This number represents 33% of our 2001 teaching staff. Since the 2000-01 school year eleven teachers with 14-24 years of experience have taken advantage of the District's VCOP plan to change careers or retire early.

### **Administrator Demographics**

The administrative team of the Bozeman Public Schools includes the Activities Director, Music Director, Curriculum Director, six Assistant Principals, nine Principals, the Facilities Director, the Personnel Director, the Special Services Director, two Assistant Superintendents (Business and Curriculum) and the Superintendent of Schools. In terms of in-district experience, our administrative team is evenly split between those with 15 years or less and those with 15 years or more. It is important to note that many of our administrators have additional years of administrative experience in districts other than Bozeman.

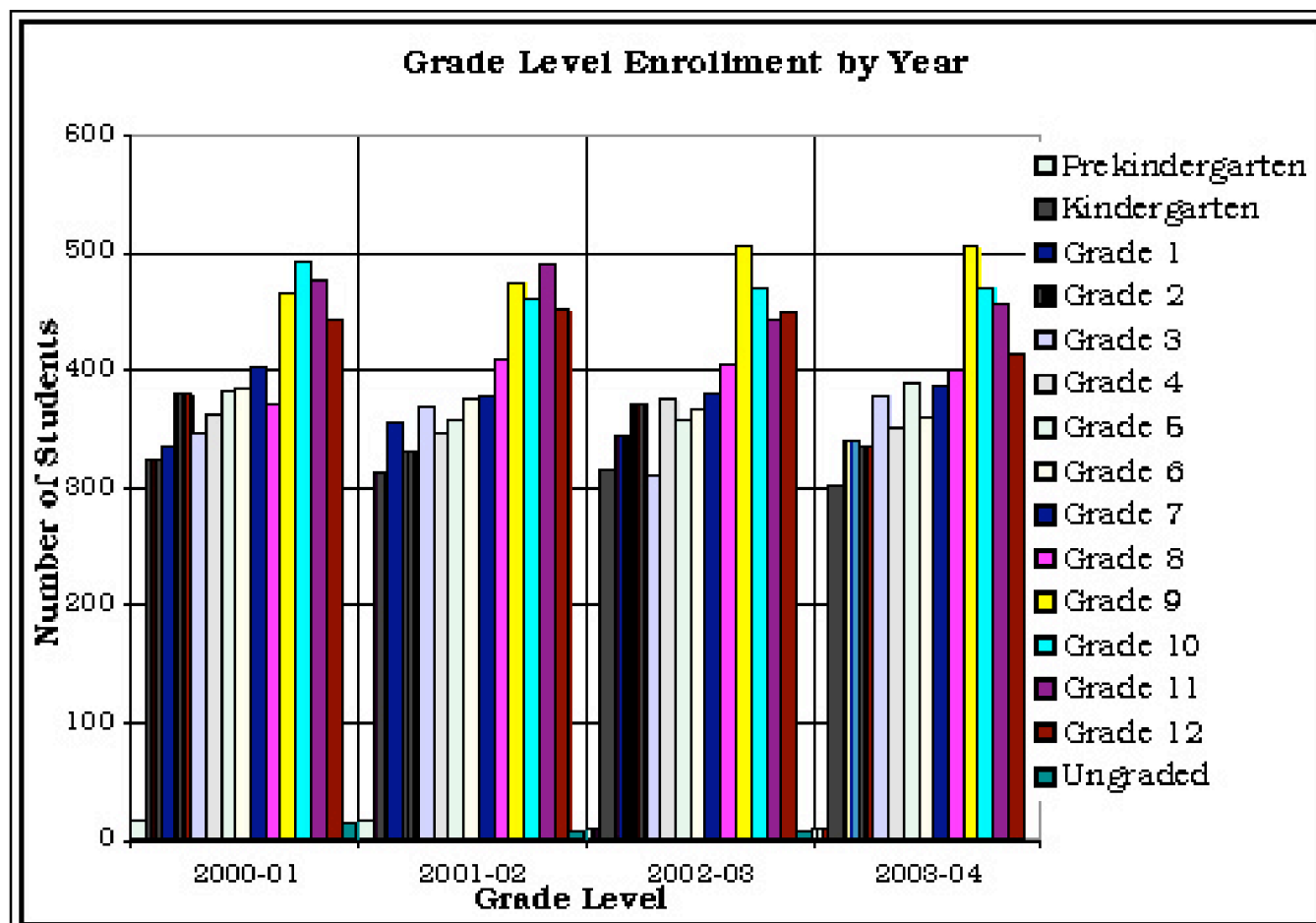
# **Demographic Data**

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## **Student Demographics**

## Longitudinal Enrollment Data By Grade Level

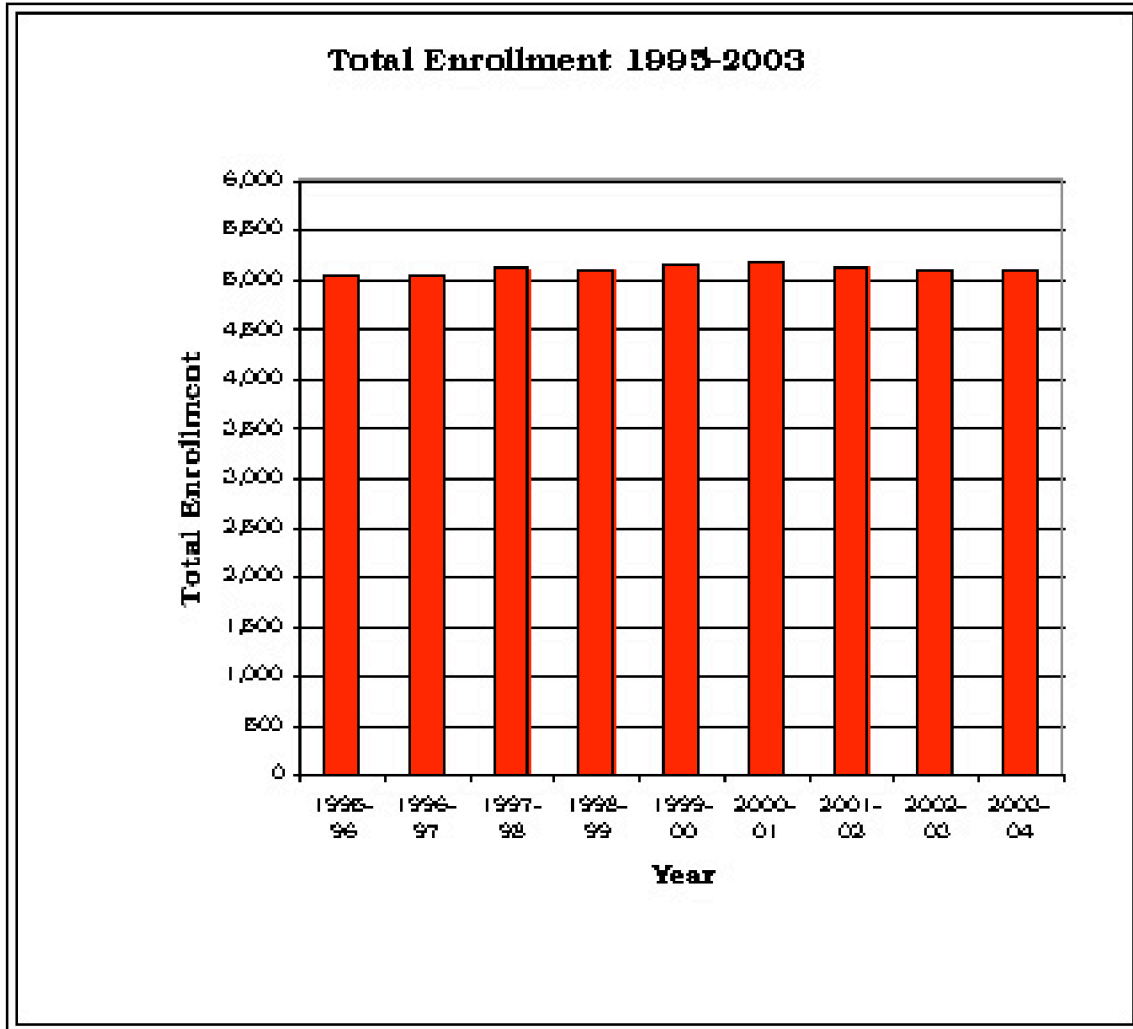
Number of Students at Each Grade Level				
	2000-01	2001-02	2002-03	2003-04
<b>Prekindergarten</b>	15	16	9	9
<b>Kindergarten</b>	323	311	313	300
<b>Grade 1</b>	334	354	344	339
<b>Grade 2</b>	379	330	371	335
<b>Grade 3</b>	346	368	310	377
<b>Grade 4</b>	361	345	374	349
<b>Grade 5</b>	381	357	358	389
<b>Grade 6</b>	383	374	366	360
<b>Grade 7</b>	402	378	380	386
<b>Grade 8</b>	370	409	403	400
<b>Grade 9</b>	464	474	505	504
<b>Grade 10</b>	492	460	469	470
<b>Grade 11</b>	476	490	443	456
<b>Grade 12</b>	442	451	448	412
<b>Ungraded</b>	14	8	8	0
<b>Total Enrollment</b>	5182	5125	5101	5086





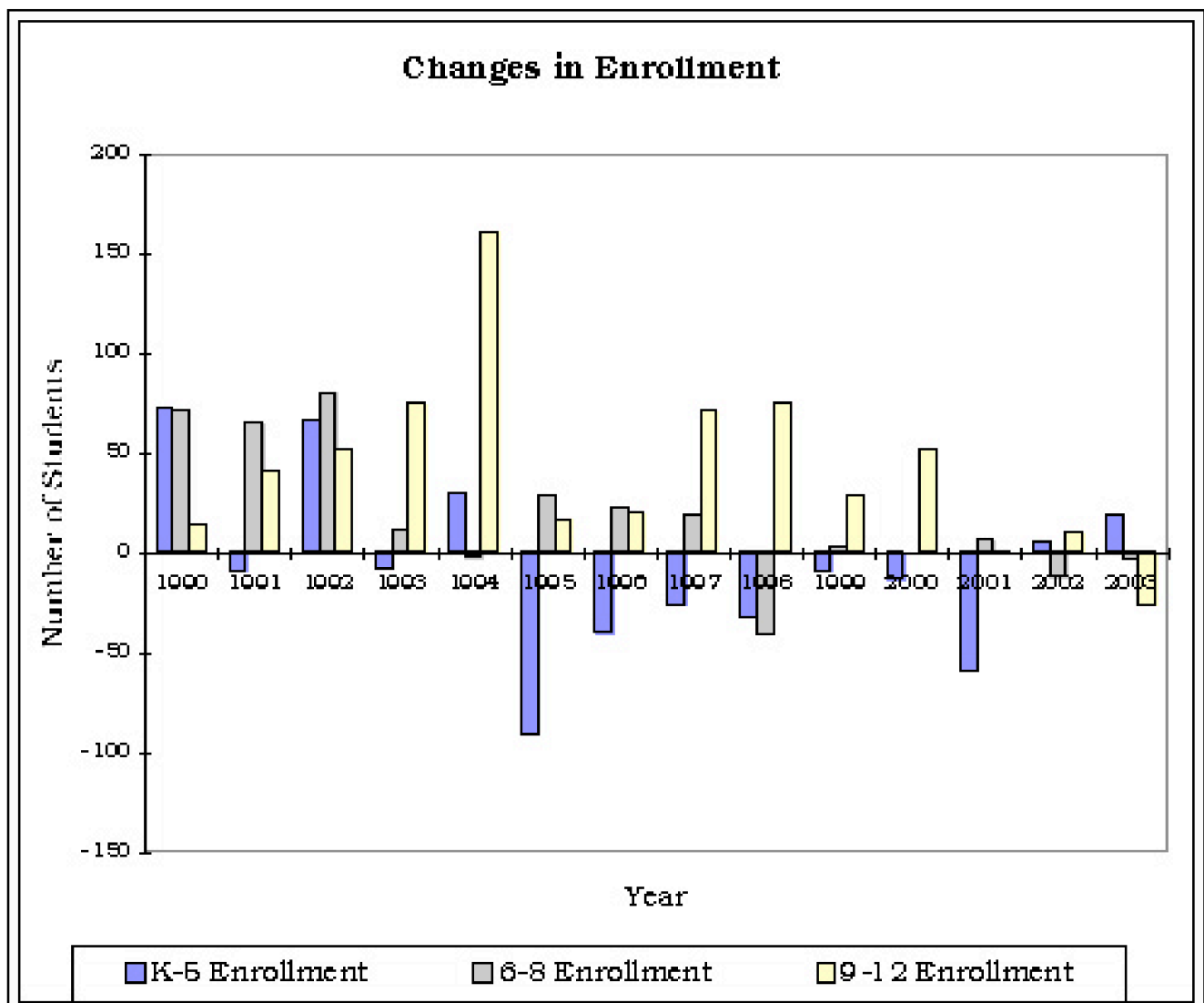
## Total Enrollment - 10 Years

<b>Student Enrollment</b>									
	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98</b>	<b>1998-99</b>	<b>1999-00</b>	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Total Enrollment</b>	5,038	5,041	5,105	5,092	5,135	5,182	5,125	5,101	5,086



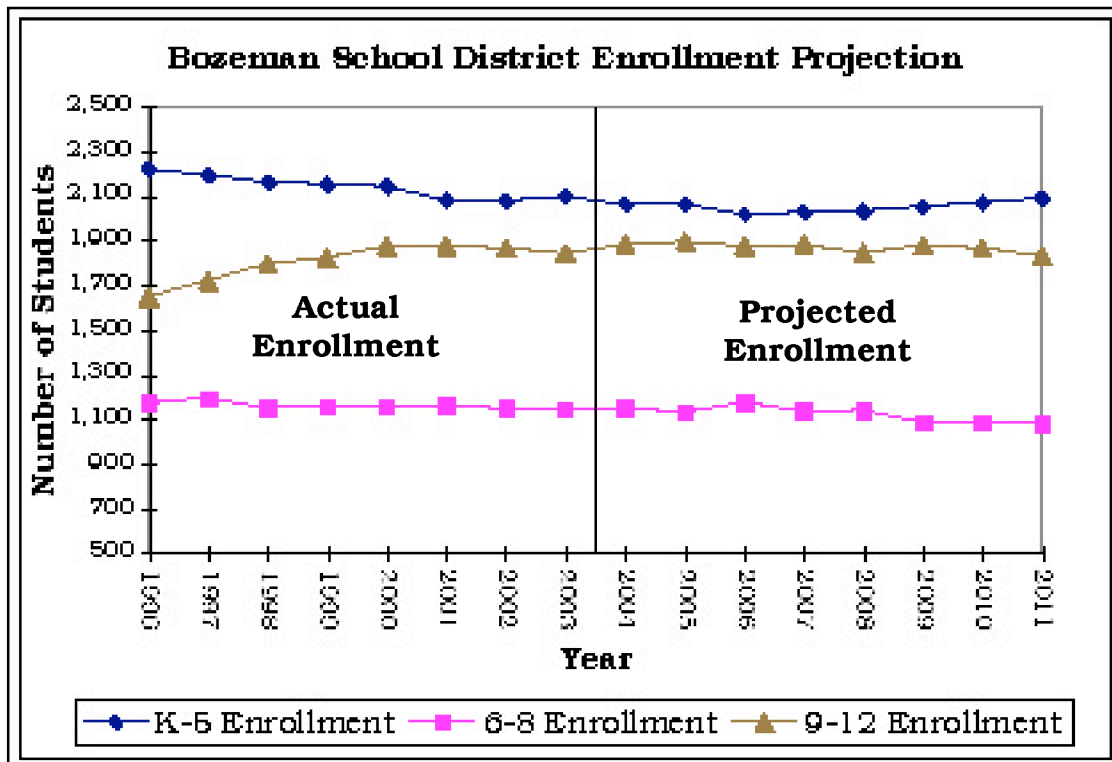
## Changes in Enrollment

	K-5 Enrollment	6-8 Enrollment	9-12 Enrollment
1990	72	71	14
1991	-9	65	41
1992	66	80	52
1993	-8	12	75
1994	30	-2	161
1995	-91	29	17
1996	-40	23	20
1997	-26	19	71
1998	-32	-41	75
1999	-9	3	29
2000	-13	0	52
2001	-59	6	1
2002	5	-12	10
2003	19	-3	-26



# Enrollment Projections

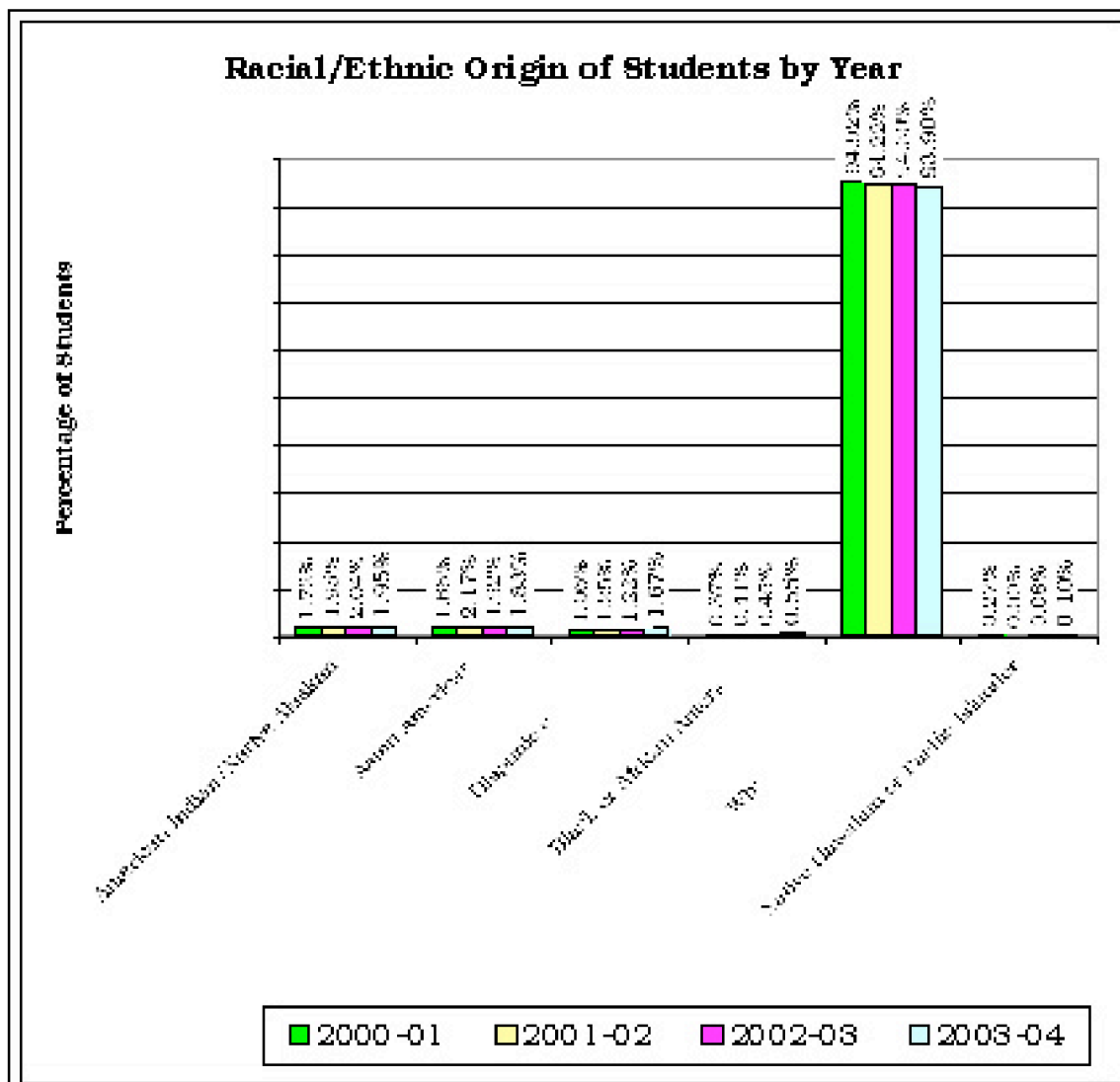
	Actual		
	K-5 Enrollment	6-8 Enrollment	9-12 Enrollment
1996	2,219	1,172	1,648
1997	2,193	1,193	1,719
1998	2,161	1,152	1,794
1999	2,152	1,155	1,823
2000	2,140	1,155	1,874
2001	2,081	1,161	1,875
2002	2,079	1,149	1,865
2003	2,098	1,146	1,842
	Projected		
2004	2,062	1,149	1,881
2005	2,060	1,130	1,894
2006	2,018	1,173	1,874
2007	2,027	1,136	1,880
2008	2,031	1,139	1,846
2009	2,051	1,085	1,878
2010	2,070	1,085	1,867
2011	2,090	1,080	1,831



## Longitudinal Enrollment Data by Racial/Ethnic Origin

	2000-01	2001-02	2002-03	2003-04
<b>American Indian/Native Alaskan</b>	89	100	104	99
<b>Asian American</b>	86	111	98	93
<b>Hispanic or Latino</b>	55	64	62	85
<b>Black or African American</b>	19	21	23	28
<b>White, Non-Hispanic</b>	4919	4829	4810	4776
<b>Native Hawaiian or Pacific Islander</b>	14	0	4	5

	2000-01	2001-02	2002-03	2003-04
<b>American Indian/Native Alaskan</b>	1.72%	1.95%	2.04%	1.95%
<b>Asian American</b>	1.66%	2.17%	1.92%	1.83%
<b>Hispanic or Latino</b>	1.06%	1.25%	1.22%	1.67%
<b>Black or African American</b>	0.37%	0.41%	0.45%	0.55%
<b>White, Non-Hispanic</b>	94.92%	94.22%	94.30%	93.90%
<b>Native Hawaiian or Pacific Islander</b>	0.27%	0.00%	0.08%	0.10%

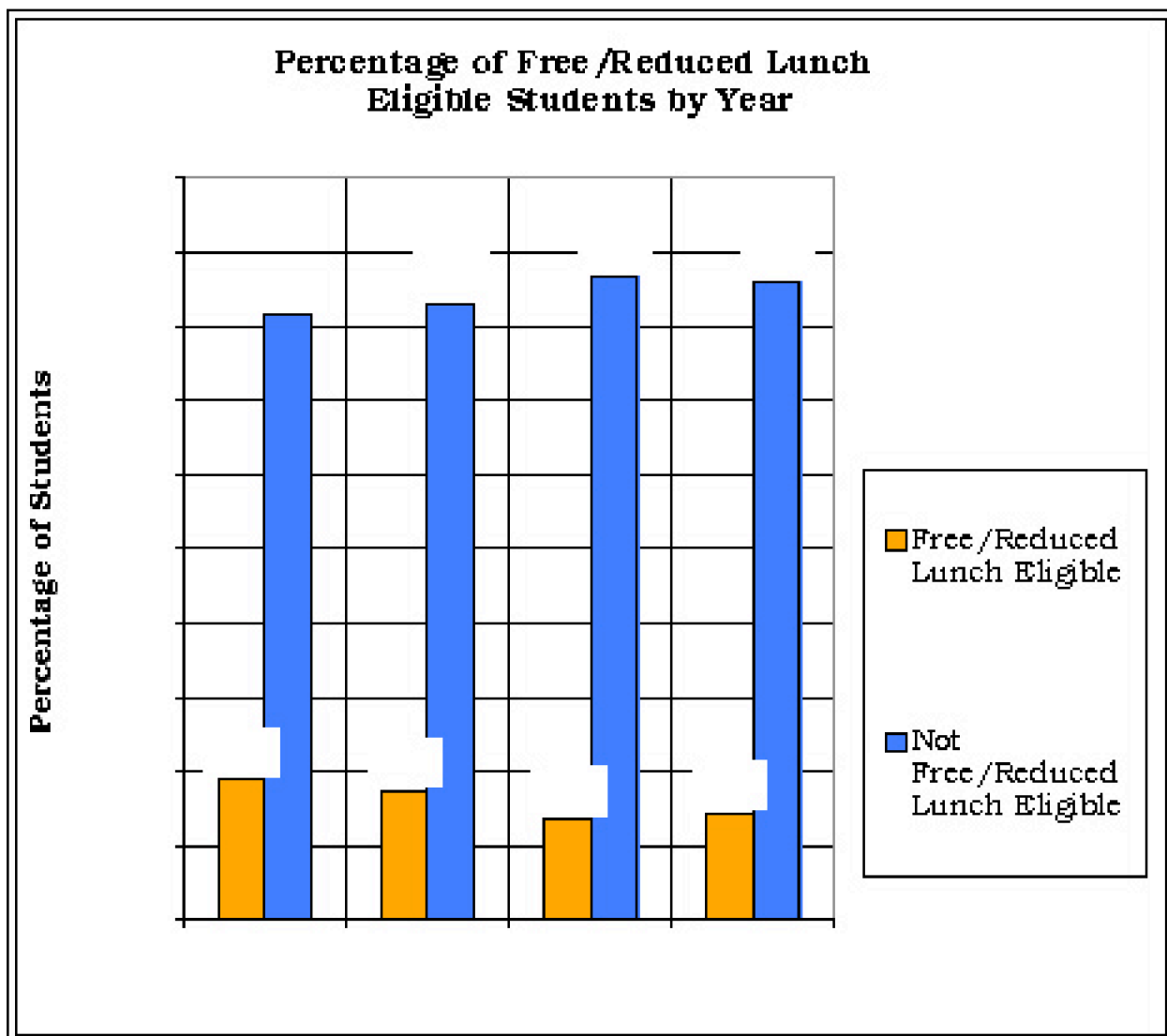


## Percentage of Free/Reduced Lunch Eligible Students by Year

	2000-01	2001-02	2002-03	2003-04
Free/Reduced Lunch Eligible	969	890	687	726
Not Free/Reduced Lunch Eligible	4213	4235	4414	4360
Total Enrollment	5182	5125	5101	5086

	2000-01	2001-02	2002-03	2003-04
Free/Reduced Lunch Eligible	19%	17%	13%	14%
Not Free/Reduced Lunch Eligible	81%	83%	87%	86%

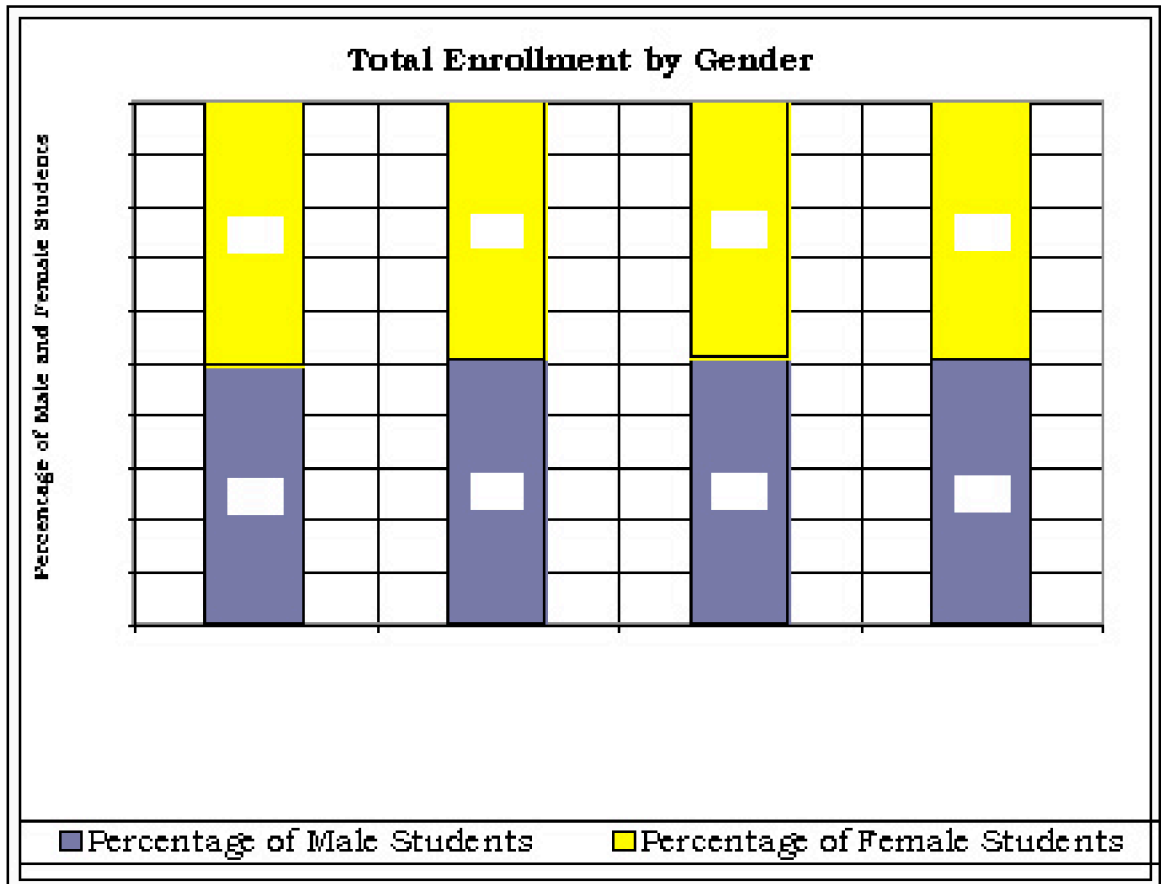


## Longitudinal Enrollment Data By Gender

	2000-01	2001-02	2002-03	2003-04
<b>Number of Male Students</b>	2,554	2,604	2,598	2,569
<b>Number of Female Students</b>	2,628	2,521	2,503	2,517
<b>Total Number of Students</b>	5,182	5,125	5,101	5,086

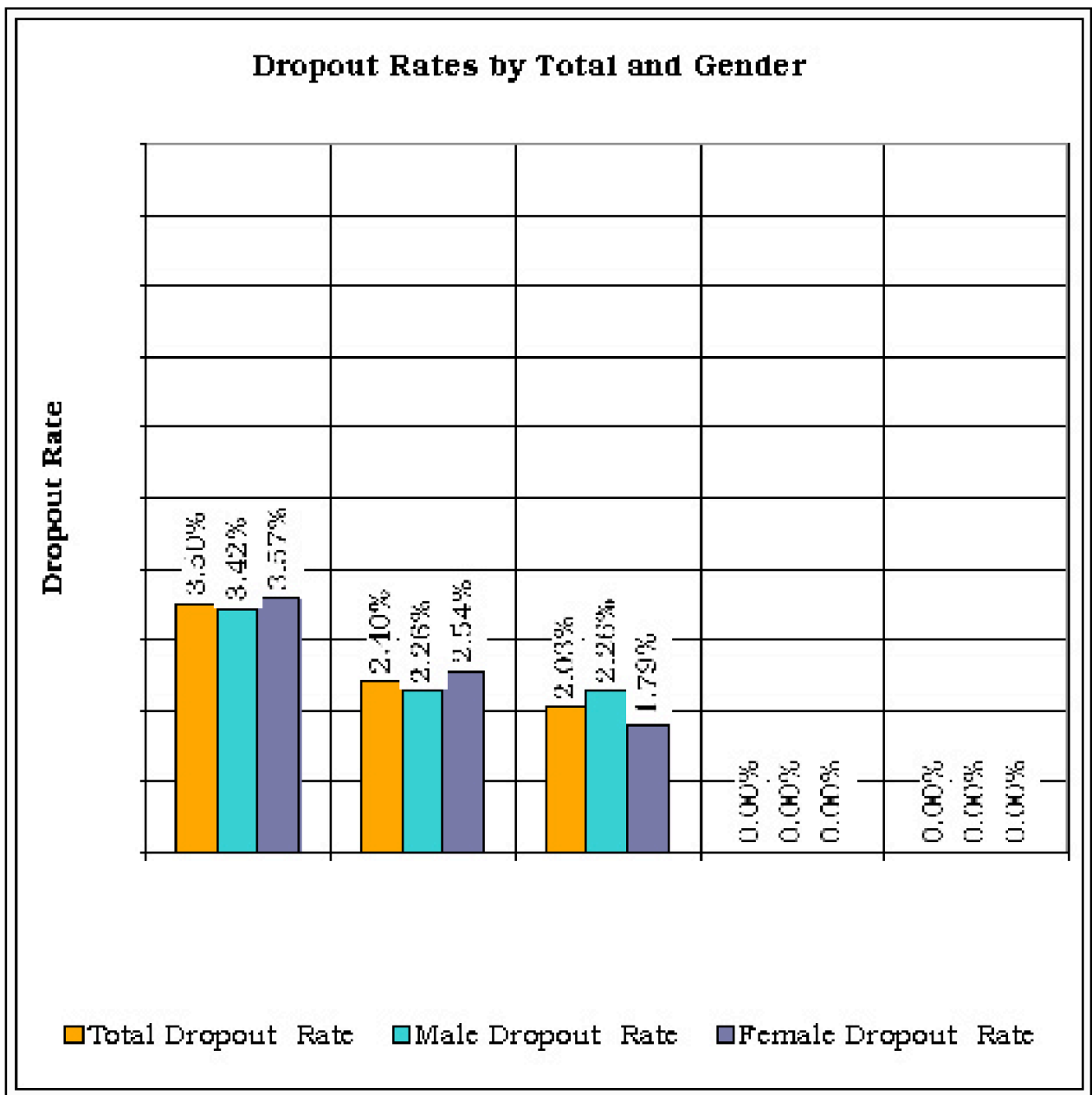
  

	2000-01	2001-02	2002-03	2003-04
<b>Percentage of Male Students</b>	49%	51%	51%	51%
<b>Percentage of Female Students</b>	51%	49%	49%	49%



## Dropout Rates by Total and Gender

	Male			Female		
	Dropout Count	Total Enrollment-Gr. 7-12	Dropout Rate	Dropout Count	Total Enrollment-Gr. 7-12	Dropout Rate
2000-01	44	1286	3.42%	49	1374	3.57%
2001-02	31	1373	2.26%	33	1297	2.54%
2002-03	31	1370	2.26%	23	1286	1.79%

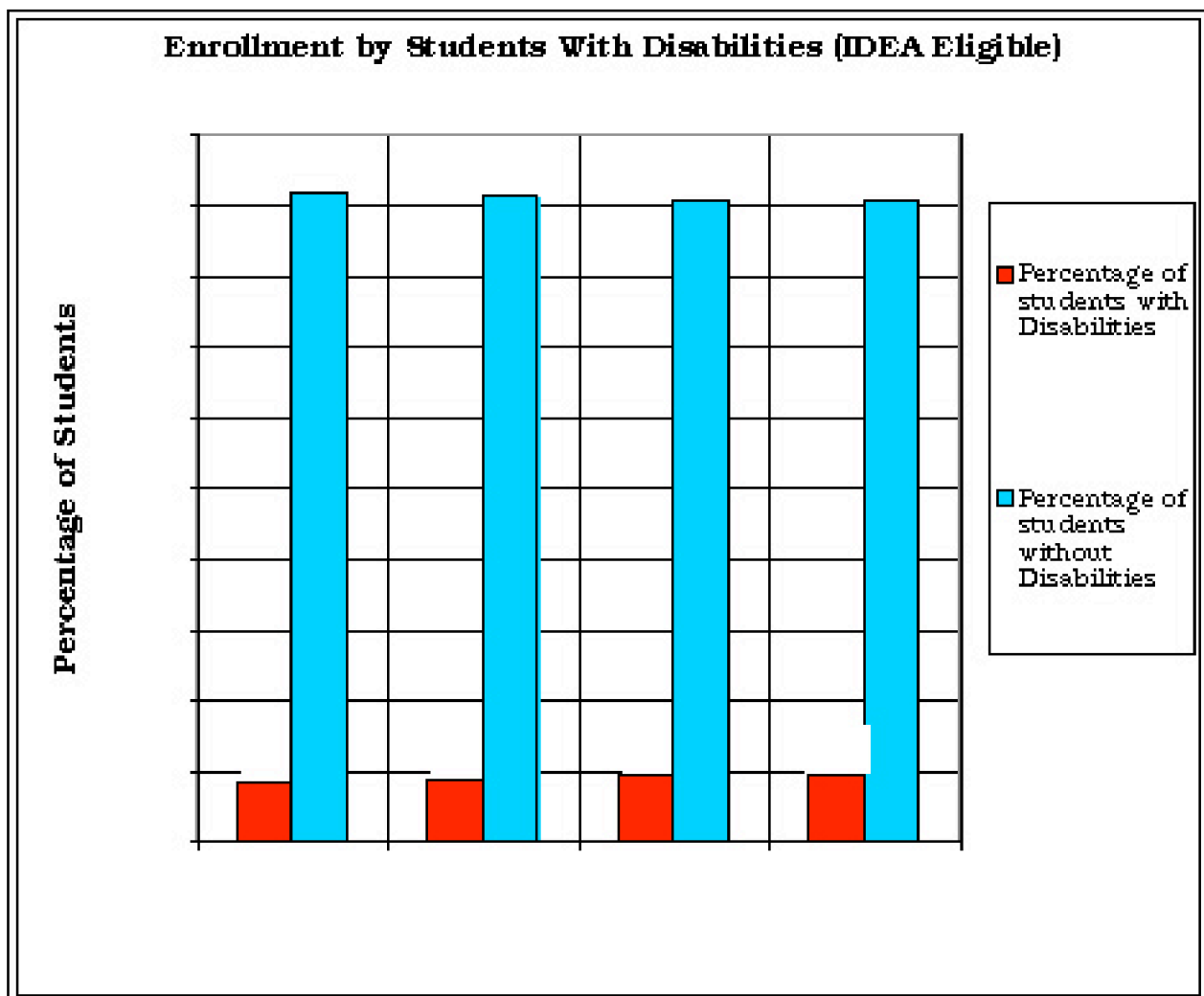


## Percentage of Students Identified as Student With Disabilities (IDEA Eligible)

	2000-01	2001-02	2002-03	2003-04
<b>Number of students with Disabilities</b>	435	455	483	484
<b>Number of students without Disabilities</b>	4747	4670	4618	4602
<b>Total District Enrollment</b>	5182	5125	5101	5086

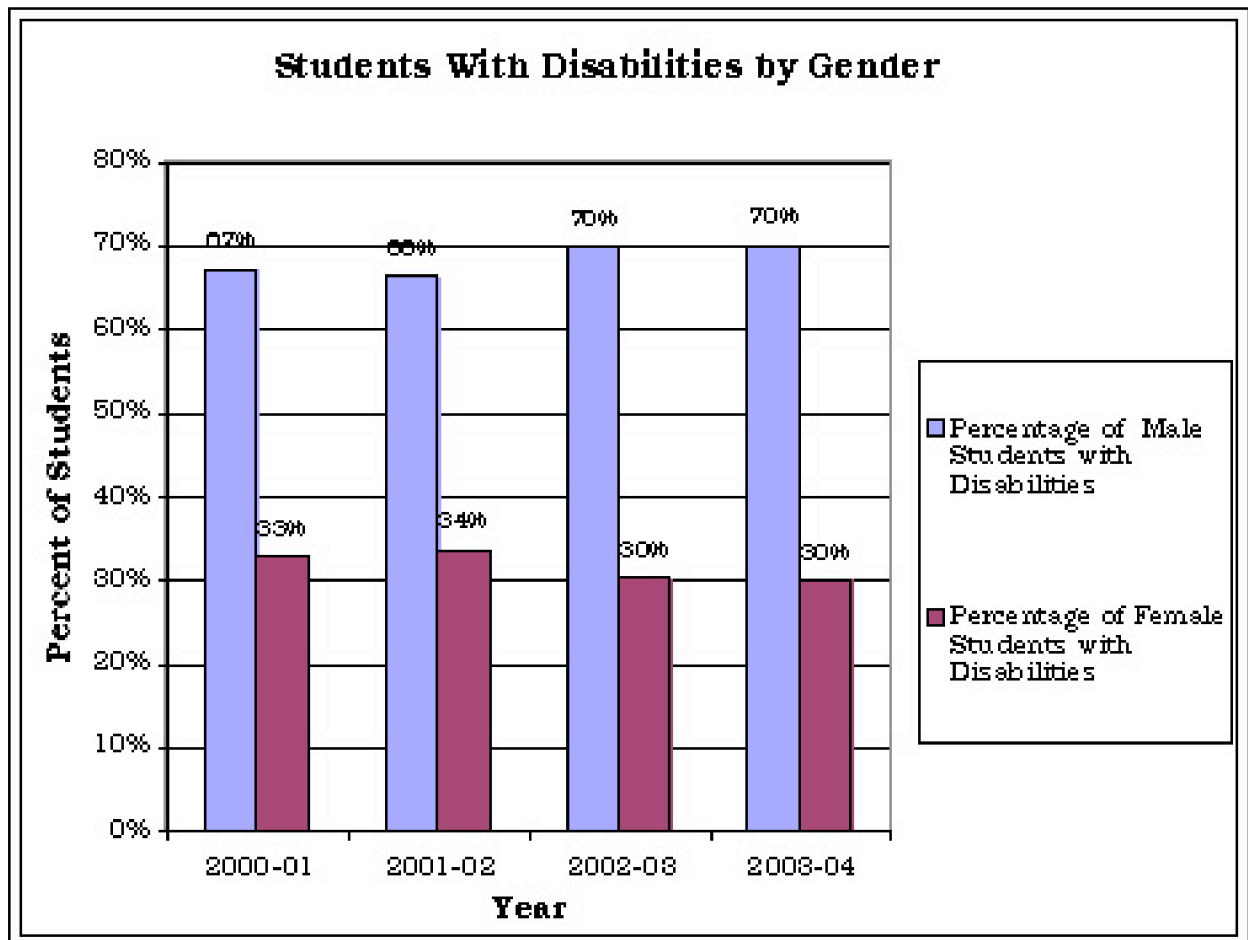
	2000-01	2001-02	2002-03	2003-04
<b>Percentage of students with Disabilities</b>	8%	9%	9%	10%
<b>Percentage of students without Disabilities</b>	92%	91%	91%	90%





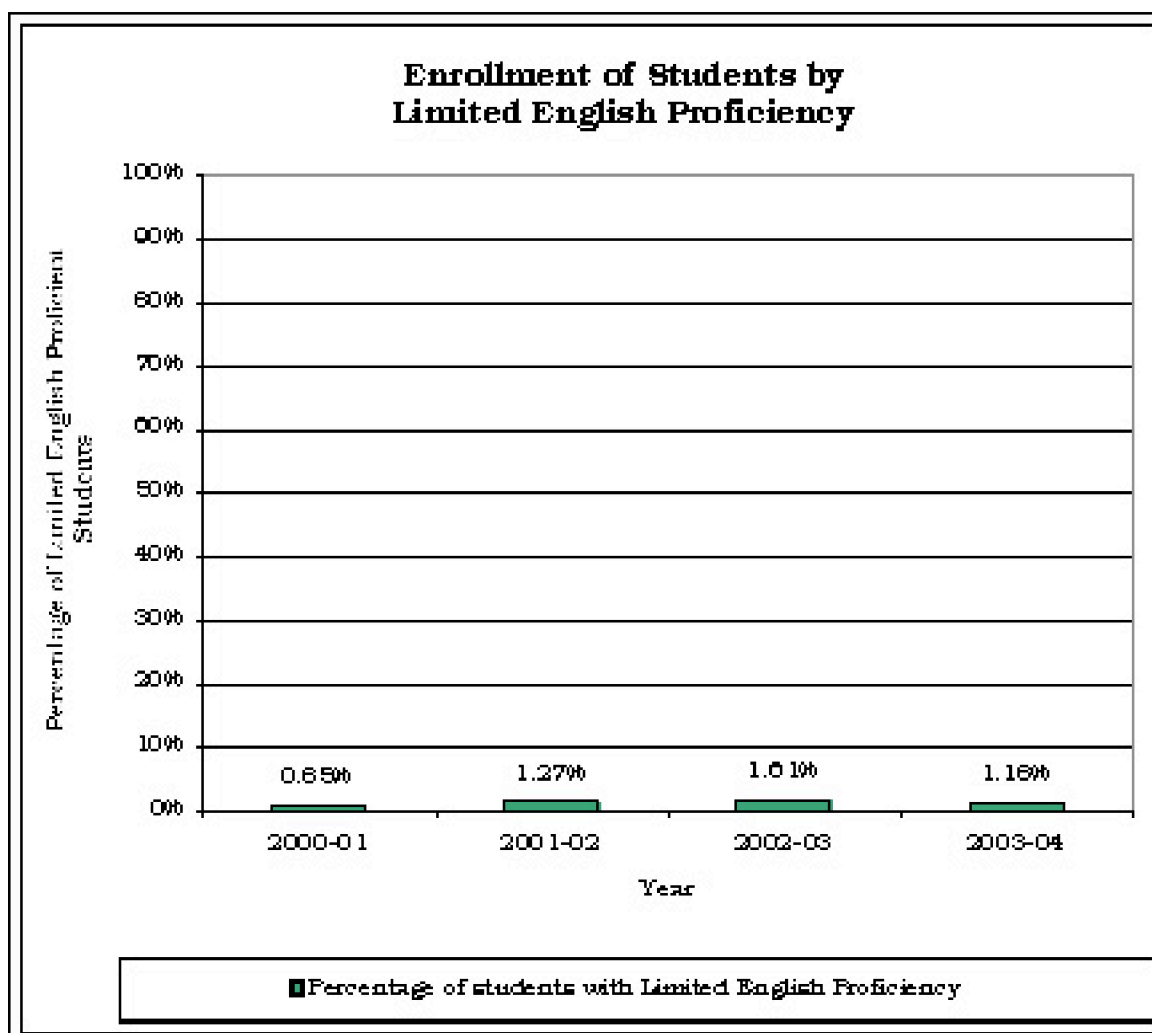
# Percentage of Students With Disabilities by Gender

	2000-01	2001-02	2002-03	2003-04
<b>Number of Male Students with Disabilities</b>	292	302	337	339
<b>Number of Female Students with Disabilities</b>	143	153	146	145
<b>Total Number of Student with Disabilities</b>	435	455	483	484
	2000-01	2001-02	2002-03	2003-04
<b>Percentage of Male Students with Disabilities</b>	67%	66%	70%	70%
<b>Percentage of Female Students with Disabilities</b>	33%	34%	30%	30%



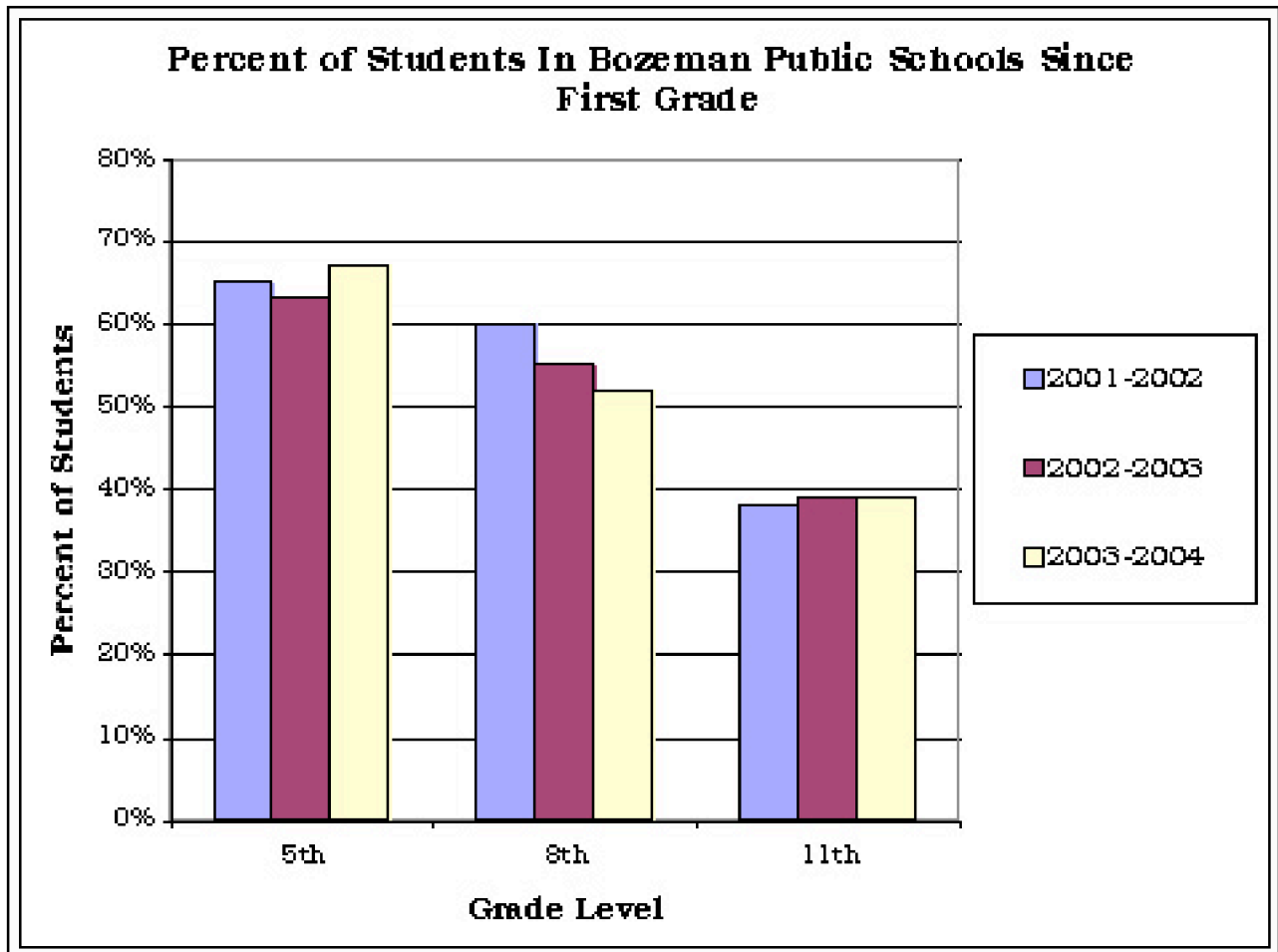
## Percentage of Limited English Proficient Students

	2000-01	2001-02	2002-03	2003-04
<b>Number</b> of students with Limited English Proficiency	44	65	82	60
<b>Total</b> District Enrollment	5182	5125	5101	5086
	2000-01	2001-02	2002-03	2003-04
<b>Percentage</b> of students with Limited English Proficiency	0.85%	1.27%	1.61%	1.18%



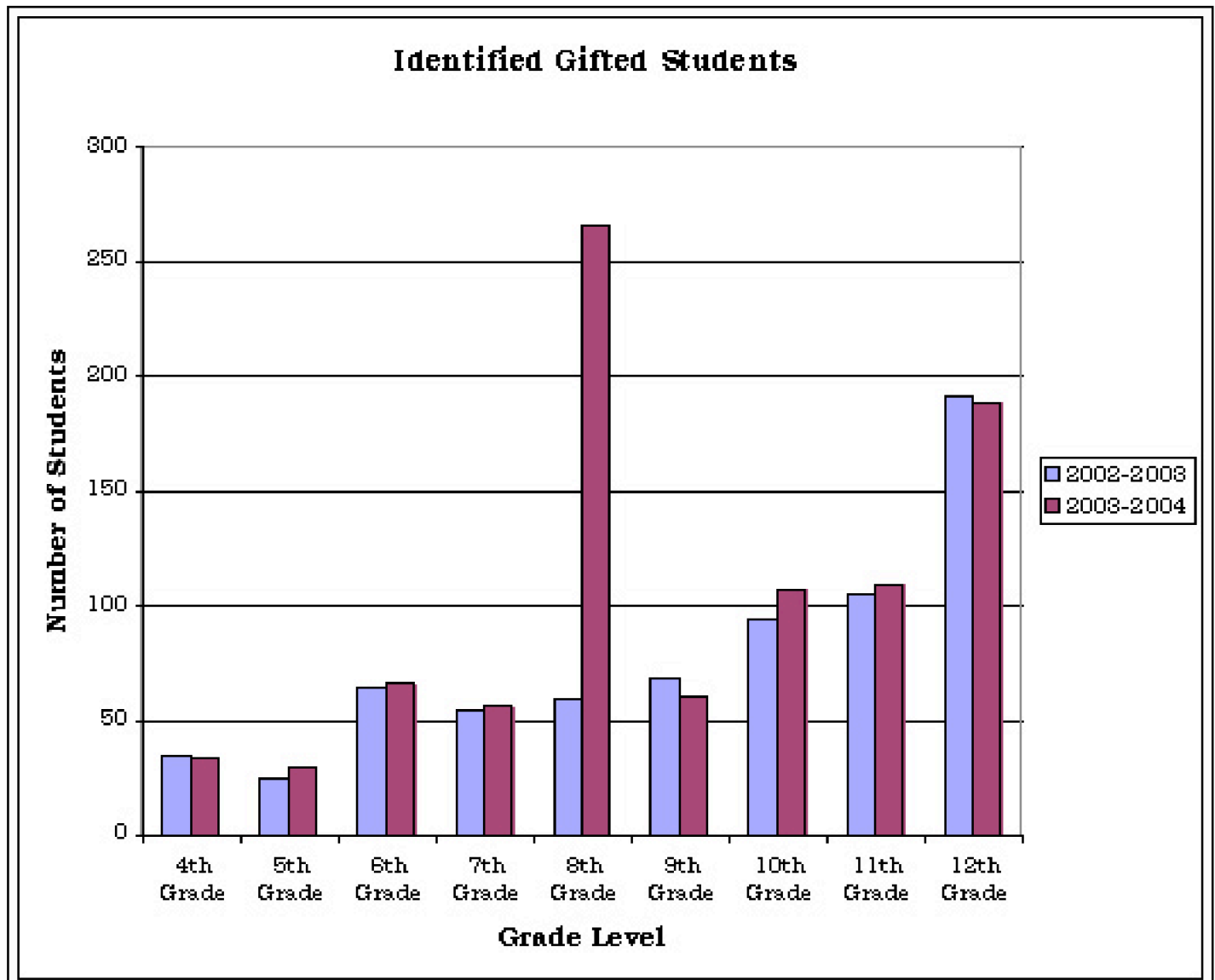
## Students in Bozeman Schools Since First Grade

	Percent of Students In Bozeman Public Schools Since First Grade		
	5th	8th	11th
<b>2001-2002</b>	65%	60%	38%
<b>2002-2003</b>	63%	55%	39%
<b>2003-2004</b>	67%	52%	39%



## Identified Gifted Students

	2002-2003	2003-2004
<b>4th Grade</b>	34	33
<b>5th Grade</b>	24	29
<b>6th Grade</b>	64	66
<b>7th Grade</b>	54	56
<b>8th Grade</b>	59	265
<b>9th Grade</b>	68	60
<b>10th Grade</b>	94	107
<b>11th Grade</b>	105	109
<b>12th Grade</b>	191	188



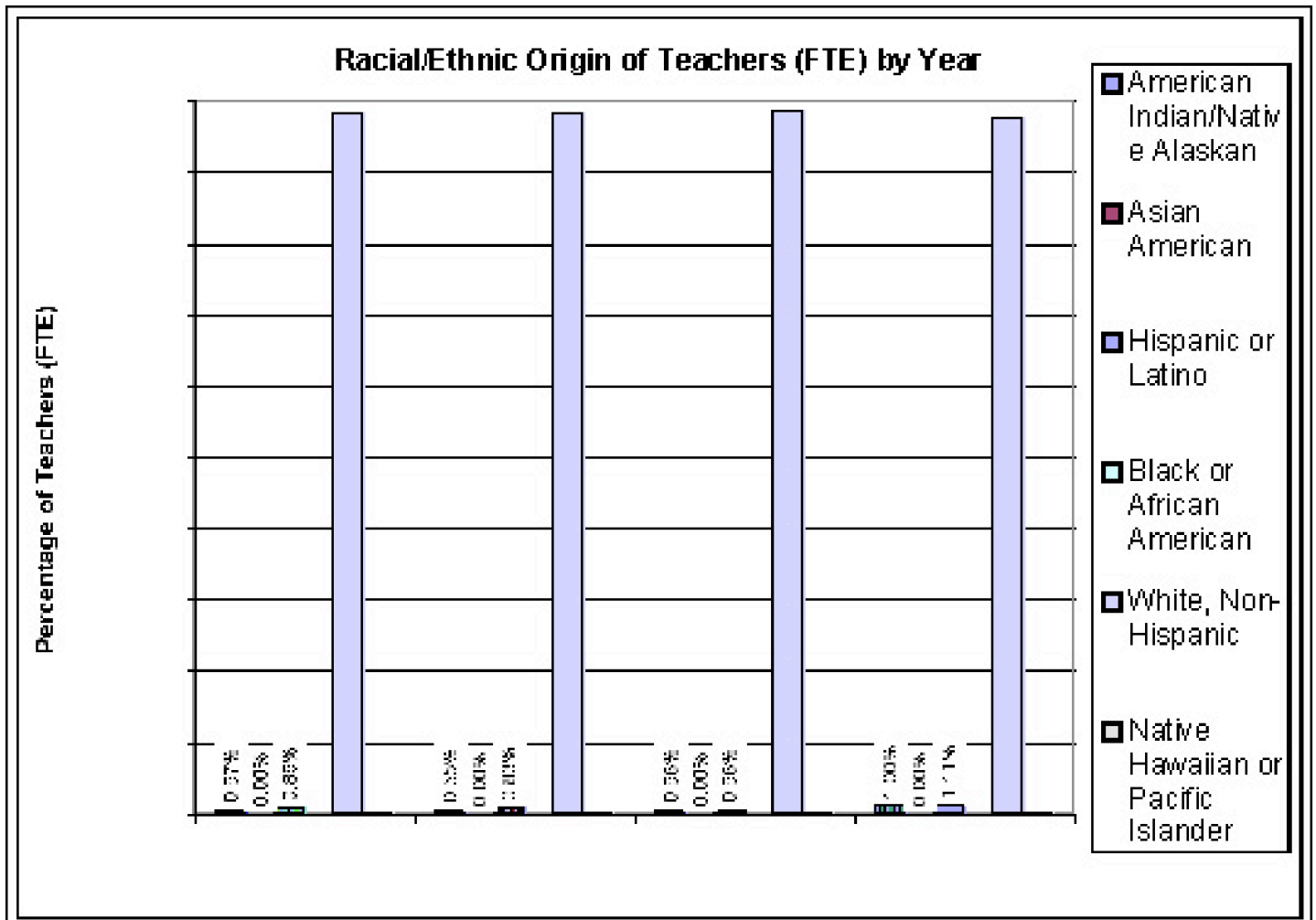
# **Demographic Data**

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## **Teacher Demographics**

## Longitudinal Teacher (FTE) Data by Racial/Ethnic Origin

	2000-01	2001-02	2002-03	2003-04
American Indian/Native Alaskan	0.57 %	0.55 %	0.56 %	1.00 %
Asian American	0.00 %	0.00 %	0.00 %	0.00 %
Hispanic or Latino	0.86 %	0.83 %	0.56 %	1.11 %
Black or African American	0.00 %	0.00 %	0.00 %	0.00 %
White, Non-Hispanic	98.29 %	98.34 %	98.60 %	97.61 %
Native Hawaiian or Pacific Islander	0.29 %	0.28 %	0.28 %	0.28 %

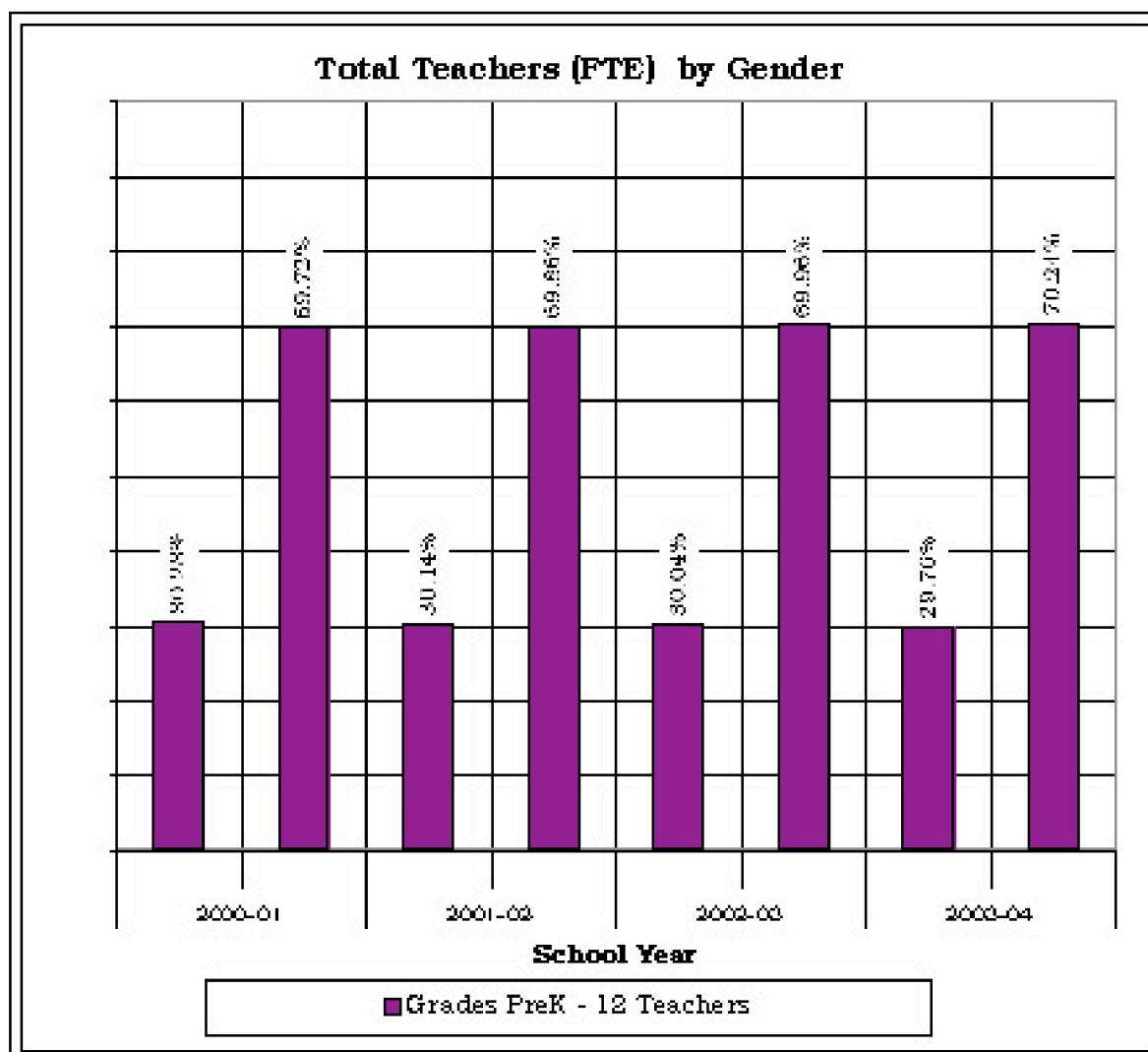


## Longitudinal Certified Staff (FTE) By Gender

	2000-01		2001-02		2002-03		2003-04	
	Male	Female	Male	Female	Male	Female	Male	Female
<b>Grades PreK- 12 Teachers</b>	106.19	244.44	109.06	252.74	107.26	249.79	107.42	253.49

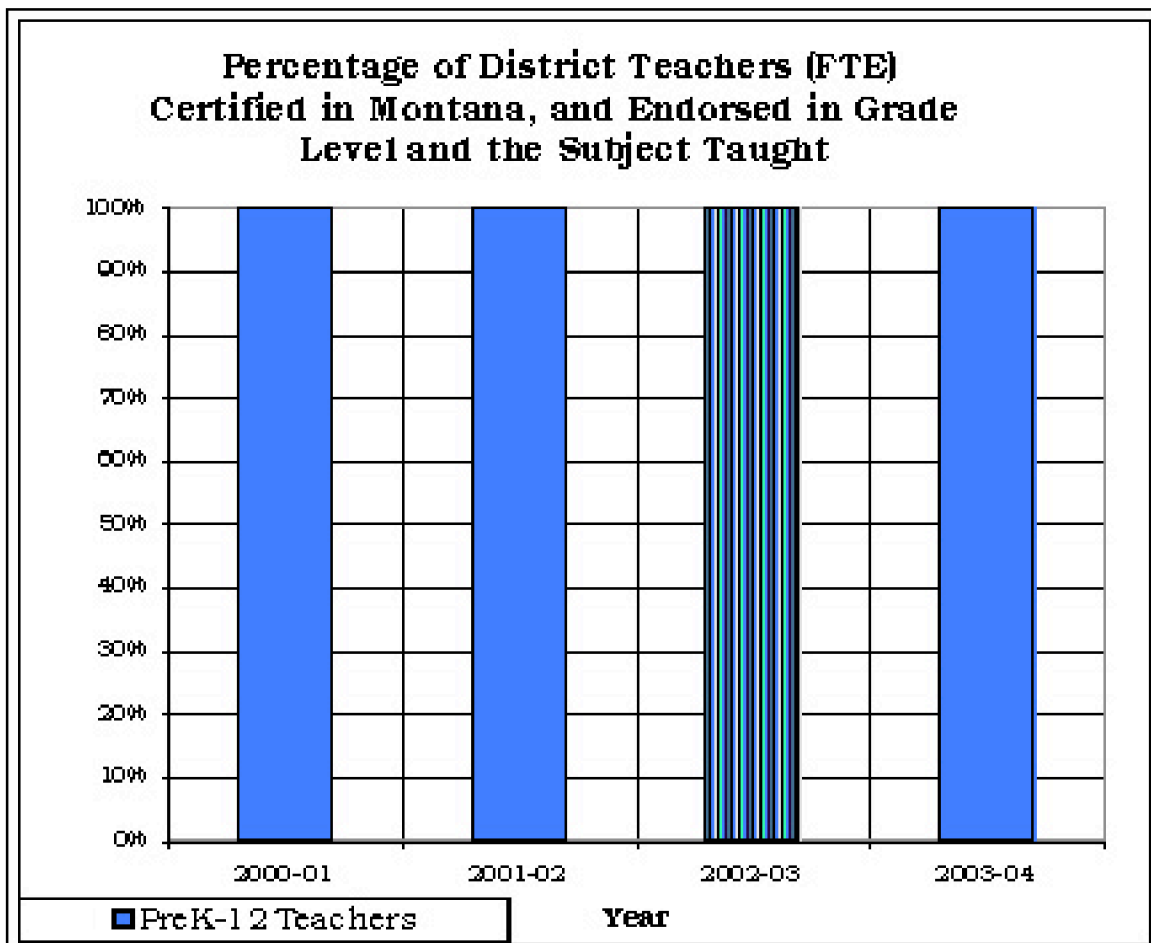
  

	2000-01		2001-02		2002-03		2003-04	
	Male	Female	Male	Female	Male	Female	Male	Female
<b>Grades PreK - 12 Teachers</b>	30.28%	69.72%	30.14%	69.86%	30.04%	69.96%	29.76%	70.24%



## Certified and Endorsed Staff FTE

<b>Total Teachers (FTE) in the District</b>					
	2000-01	2001-02	2002-03	2003-04	2004-05
<b>PreK-12 Teachers</b>	350.63	361.8	357.05	360.91	
<b>Total Teachers (FTE) Currently Not Certified in Montana</b>					
	2000-01	2001-02	2002-03	2003-04	2004-05
<b>PreK-12 Teachers</b>	0	0	0	0	
<b>Number of Teachers (FTE) Misassigned by Grade Level Category</b>					
	2000-01	2001-02	2002-03	2003-04	2004-05
<b>PreK-12 Teachers</b>	0	0	0	0	
<b>Number of "Intern" Teachers (FTE) by Grade Level Category</b>					
	2000-01	2001-02	2002-03	2003-04	2004-05
<b>PreK-12 Teachers</b>	0	0	0	0	
<b>Percentage of Teacher (FTE) Fully Certified to Teach in Montana and Endorsed in the Subject Taught</b>					
	2000-01	2001-02	2002-03	2003-04	2004-05
<b>PreK-12 Teachers</b>	100%	100%	100%	100%	





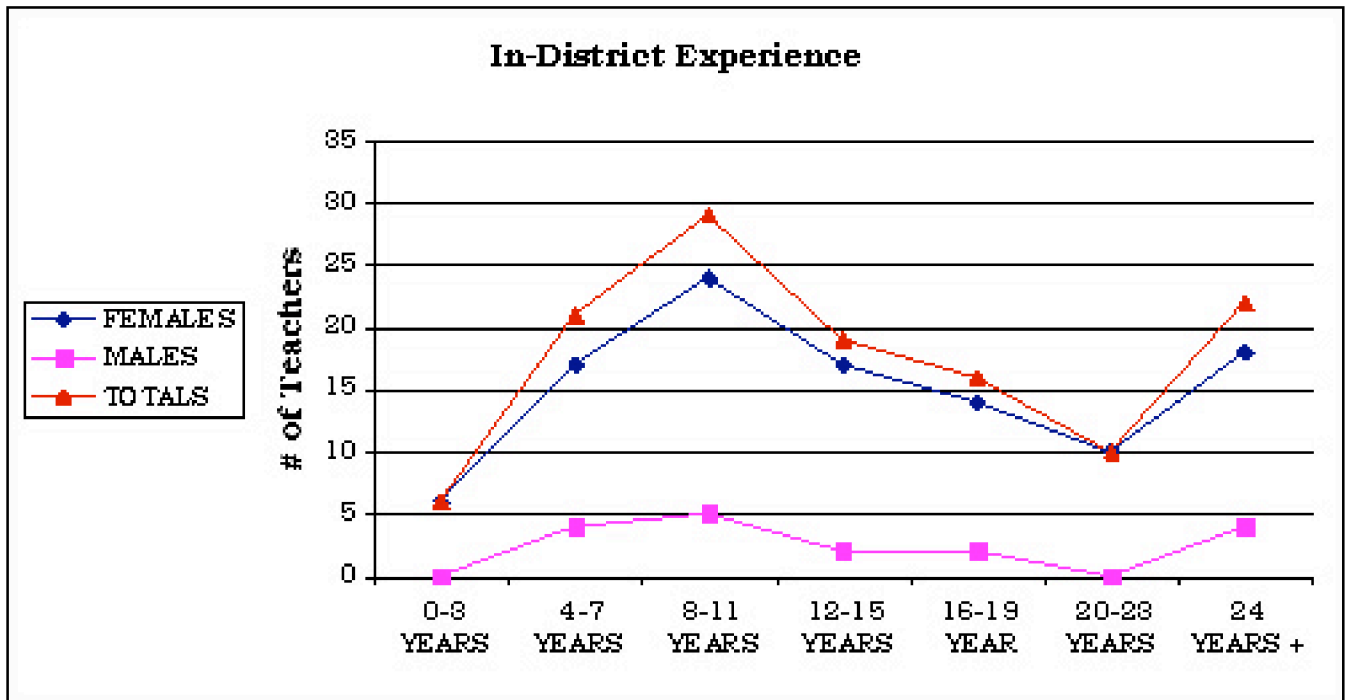
## Elementary Teacher Demographics

The following information identifies current elementary tenured teachers in Bozeman Public Schools:

DEGREE	B.A.	M.A.	DOC.
<b>FEMALES</b>	33	72	1
<b>MALES</b>	6	11	0
<b>TOTAL</b>	59	83	1

YEARS EXPERIENCE (in Bozeman Schools)							
	0-3 YEARS	4-7 YEARS	8-11 YEARS	12-15 YEARS	16-19 YEAR	20-23 YEARS	24 YEARS
<b>FEMALES</b>	6	17	24	17	14	10	18
<b>MALES</b>	0	4	5	2	2	0	4
<b>TOTALS</b>	6	21	29	19	16	10	22



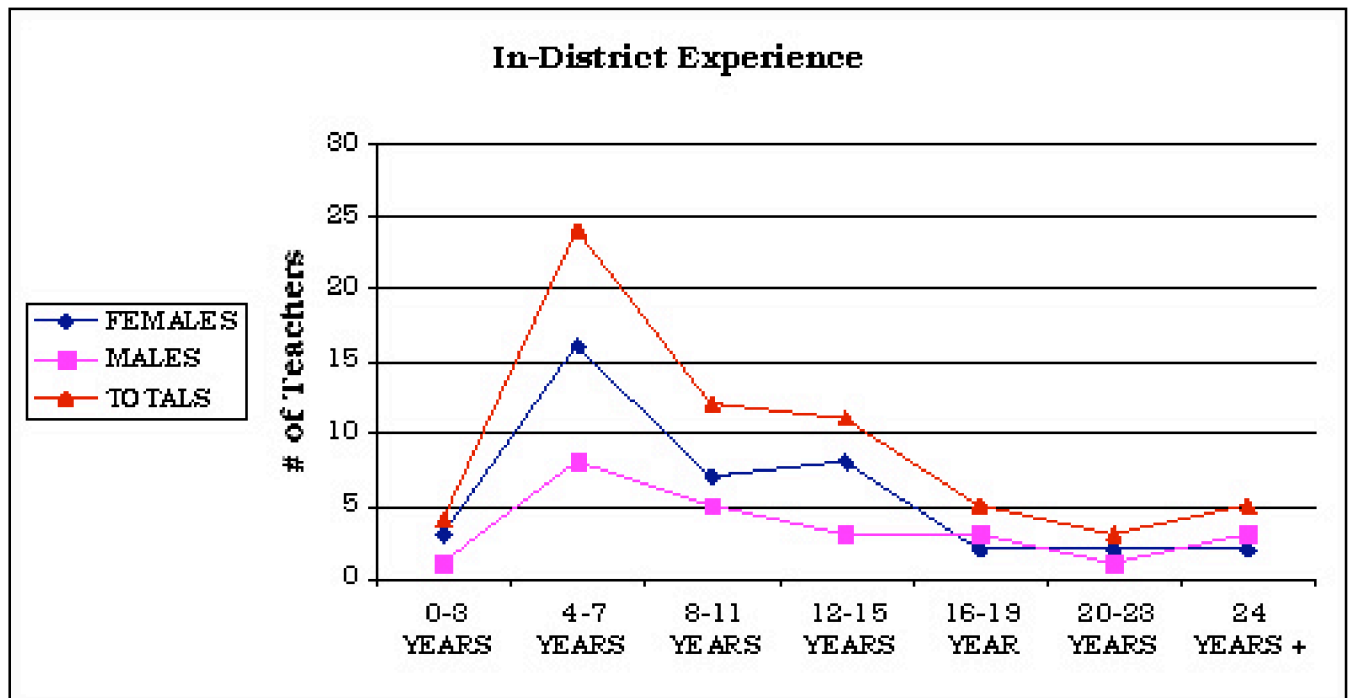
## Middle School Teacher Demographics

The following information identifies current middle school tenured teachers in Bozeman Public Schools:

DEGREE	B.A.	M.A.	DOC.
<b>FEMALES</b>	18	21	1
<b>MALES</b>	19	15	0
<b>TOTAL</b>	27	16	1

YEARS EXPERIENCE (in Bozeman Schools)							
	0-3 YEARS	4-7 YEARS	8-11 YEARS	12-15 YEARS	16-19 YEAR	20-23 YEARS	24 YEARS
<b>FEMALES</b>	3	16	7	8	2	2	2
<b>MALES</b>	1	8	5	3	3	1	3
<b>TOTALS</b>	4	24	12	11	5	3	5



### Teacher Demographics - by Department

(Those departments with 10 or more staff members.)

	TOTALS	ENGLISH	MATH	SOC. ST.	SCI.	FOR. LANG	P. E.	SP. ED.
<b># FEMALES</b>	64	16	10	10	8	5	5	10
<b># MALES</b>	31	2	8	6	5	1	6	3
<b>MIN YEARS</b>	0	0	0	0	0	0	1	0
<b>MAX YEARS</b>	31	27	29	29	29	7	31	21
<b>AVERAGE</b>	8.12	7.5	8.1	9.3	8.5	3.5	11.8	6.2
<b># B.A.</b>	50	13	6	14	5	4	5	3
<b># M.A. +</b>	45	5	12	2	8	2	6	10

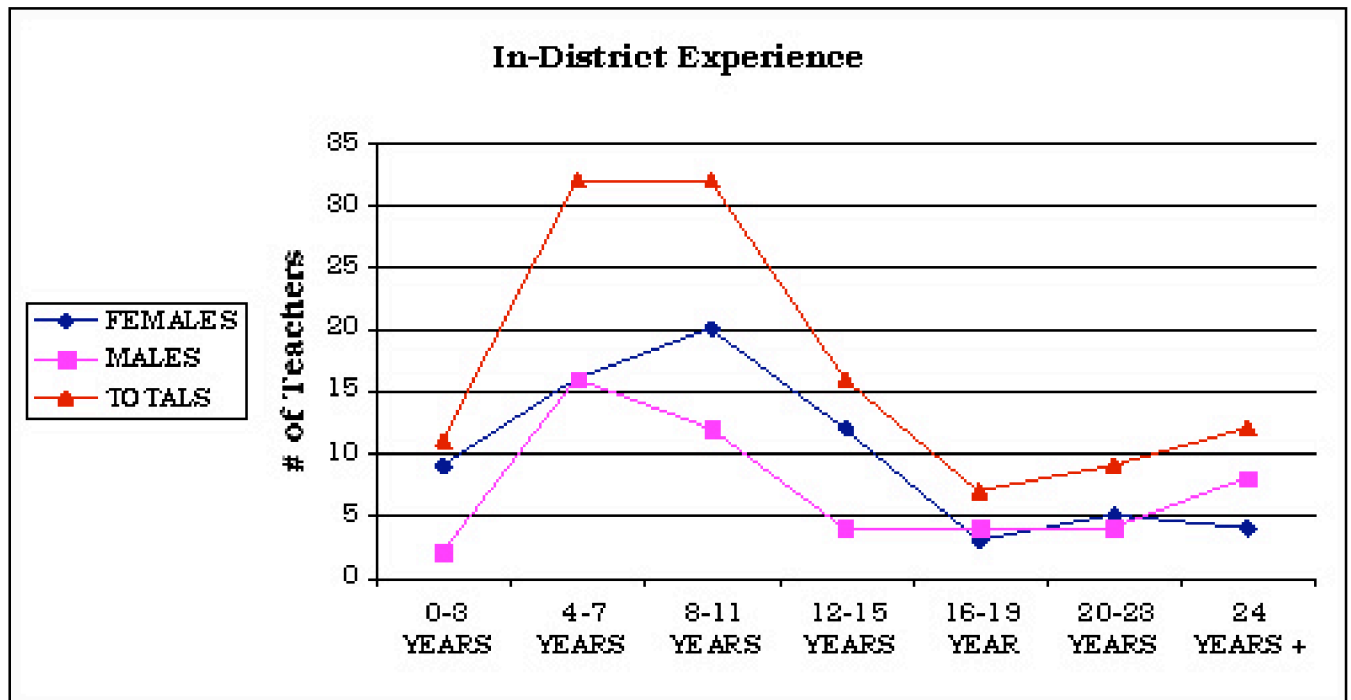
# High School Teacher Demographics

The following information identifies current high school tenured teachers in Bozeman Public Schools:

DEGREE	B.A.	M.A.	DOC.
<b>FEMALES</b>	26	42	1
<b>MALES</b>	17	33	0
<b>TOTAL</b>	43	75	1

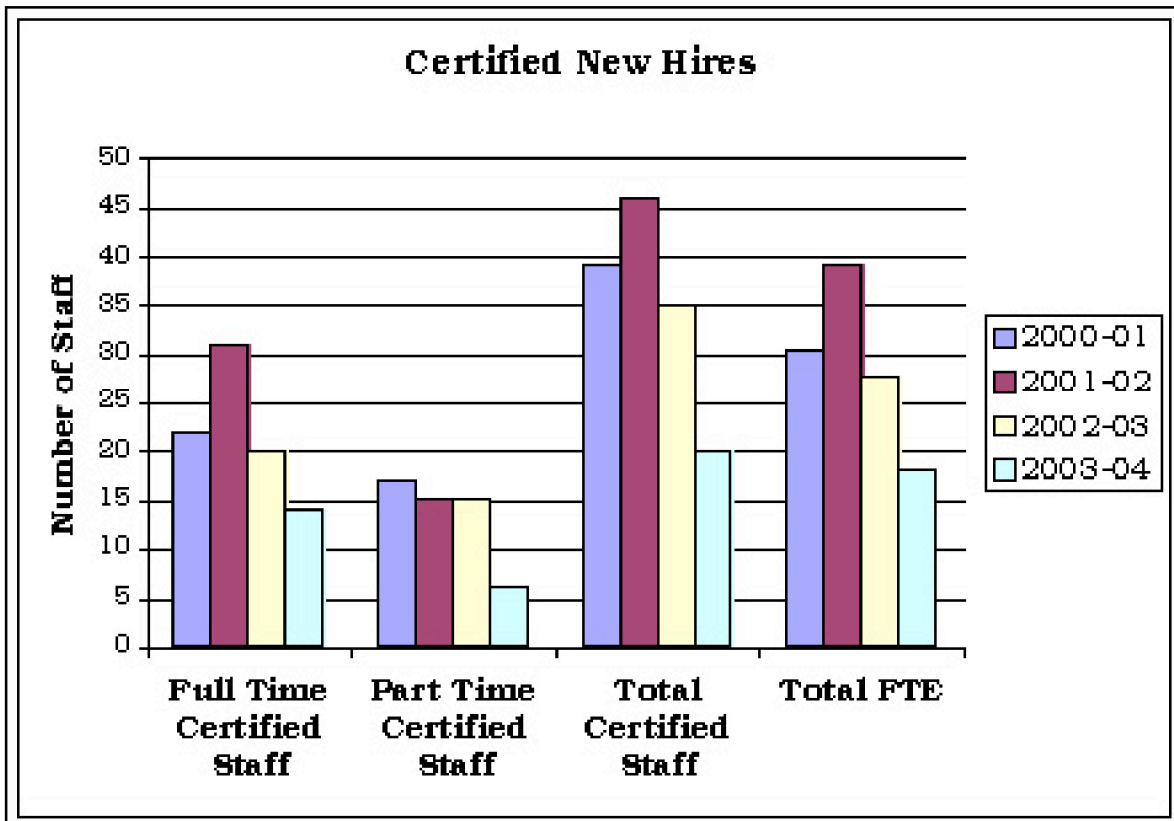
YEARS EXPERIENCE (in Bozeman Schools)							
	0-3	4-7	8-11	12-15	16-19	20-23	24
	YEARS	YEARS	YEARS	YEARS	YEAR	YEARS	YEARS
<b>FEMALES</b>	9	16	20	12	3	5	4
<b>MALES</b>	2	16	12	4	4	4	8
<b>TOTALS</b>	11	32	32	16	7	9	12



Teacher Demographics - by Department								
(Those departments with 10 or more staff members.)								
	TOTALS	ENGLISH	MATH	SOC. ST.	SCI.	FOR. LANG	P. E.	SP. ED.
<b># FEMALES</b>	63	15	8	3	7	7	7	16
<b># MALES</b>	53	9	12	13	10	4	4	1
<b>MIN YEARS</b>	0	0	1	0	1	0	1	0
<b>MAX YEARS</b>	35	31	35	24	35	20	29	12
<b>AVERAGE</b>	6.3	10.4	10.7	8.56	2	8.4	6	4.6
<b># B.A.</b>	48	8	8	4	7	6	6	9
<b># M.A. +</b>	68	16	12	12	10	5	5	8

## Certified New Hires

	2000-01	2001-02	2002-03	2003-04
<b>Full Time Certified Staff</b>	22	31	20	14
<b>Part Time Certified Staff</b>	17	15	15	6
<b>Total Certified Staff</b>	39	46	35	20
<b>Total FTE</b>	30.32	39.06	27.6	18.18



# **Demographic Data**

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## **Administrator Demographics**

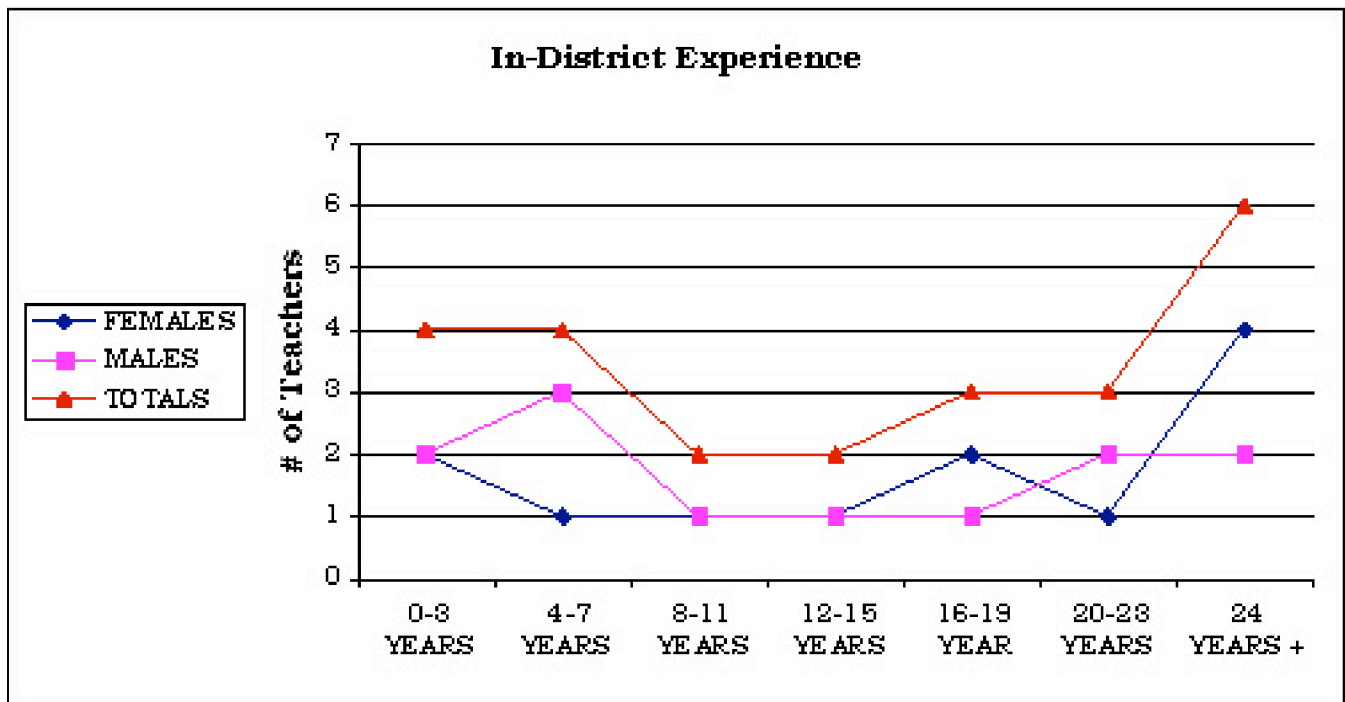
# Administrator Demographics

The following information identifies all current administrators in Bozeman Public Schools:

DEGREE	B.A.	M.A.	DOC.
<b>FEMALES</b>	0	8	4
<b>MALES</b>	1	9	2
<b>TOTAL</b>	1	17	6

YEARS EXPERIENCE (in Bozeman Schools)							
	0-3 YEARS	4-7 YEARS	8-11 YEARS	12-15 YEARS	16-19 YEAR	20-23 YEARS	24 YEARS
<b>FEMALES</b>	2	1	1	1	2	1	4
<b>MALES</b>	2	3	1	1	1	2	2
<b>TOTALS</b>	4	4	2	2	3	3	6



**Bozeman Public Schools**

**District Profile**

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**Student  
Achievement  
Data**

# **Student Achievement Summary**

## **No Child Left Behind**

Since the passage of No Child Left Behind, the Elementary and Secondary Education Act's (ESEA) reauthorization of funding for Federal programs, states, school districts, and schools have been working to come into compliance with the law's requirements. Beginning with the 2001-02 school year, a major portion of No Child Left Behind held states, districts, and schools accountable for student achievement in math and reading and eventually for science (2007). By the 2005-06 school year, states must develop and implement assessments in reading and math for grades three through eight and at least once in grades ten through 12. Starting in 2007, states must administer science assessments at least once in grades three through five, grades six through nine, and grades ten through 12. In the Spring of 2003-04 all Montana schools will administer statewide criterion referenced assessments in math and reading in grades four, eight, and ten. In the meantime, the ITBS remains our statewide test and it is undecided if the state will continue to mandate its administration.

The language of No Child Left Behind requires that all student groups must meet proficiency requirements within 12 years. The first increase is to be no later than the 2004-05 school year, and all schools must test at least 95% of the students in identified groups. Montana will set proficiency levels this spring based on student performance on the newly developed Measured Progress assessments. The law also requires districts to disaggregate data by district and school and to identify student proficiency levels by gender, major racial and ethnic groups, English proficiency, migrant status, disability, and status as economically disadvantaged.

## **Montana Categories Used to Measure Student Performance**

- \* NOVICE: Students are beginning to attain the prerequisite knowledge and skills fundamental for that subject matter. (Stanines 1-3)
- \* NEARING PROFICIENCY: Students demonstrate partial mastery of the prerequisite knowledge and skills fundamental for that subject matter. (Stanine 4)
- \* PROFICIENT: Students demonstrate competency over the subject matter including subject matter knowledge, application of such knowledge to real-world situations, and the analytical skills appropriate to the subject matter. (Stanines 5-7)
- \* ADVANCED: Students demonstrate superior mastery of the subject matter. (Stanines 8-9)



Data collected for three years has set a baseline for Montana school districts to monitor instructional programs in reading, math, science, and social studies. These assessments are administered in accordance with direction from the Montana Legislature and the State Board of Public Education as part of the Montana Comprehensive Assessment System (MontCas). They are currently used by Montana to meet the requirements of the No Child Left Behind law. The tests are norm-referenced, which means that a student's performance is measured by comparing how well he/she scored compared to a representative group (norming group) of students who were given the same test. This component of MontCas uses national stanines to sort students into statewide proficiency levels. These levels provide for consistency of reporting statewide results and may be used by districts to evaluate program, student, school, and district performance. Parents receive individual student test scores and information that provides parents with knowledge of this important student measure. For the purpose of MontCas, student scores are reported using categories of proficiency. These categories use a "bell curve" to establish standards that identify the normal expectations for students' performance. It is expected that this will be the last year that the ITBS and ITED will be used as the State's assessment under the No Child Left Behind mandate. Measured Progress will replace ITED in reading and math beginning in the spring of 2004 and will be administered in grades three through eight and grade ten in 2005.

## **Iowa Test of Basic Skills (ITBS) Grades 4 and 8 & Iowa Test of Educational Development (ITED) Grade 11**

### **Bozeman Results**

For the third year, Bozeman students in grades four, eight, and 11 continue to perform well on the statewide standardized tests in reading, math, language arts, science, and social studies. The Iowa Test of Basic Skills (ITBS) was administered to all students in grades four and eight during March of the 2003 school year. At the same time, the Iowa Test of Educational Development (ITED) was administered to all grade 11 students. Each student received a battery of tests designed to provide consistent statewide information useful for evaluating student, school, and district performance on selected content standards.

Grade four students did extremely well on the Iowa Tests of Basic Skills. Of particular note is significant improvement in reading for four of the five major disaggregated categories. This student excellence in reading spills over to excellent scores in reading related subjects such as science and social studies which showed increases in proficiency in every disaggregated category. Student performance in language arts and math remained stable with minor differences from last year. Bozeman lacks sufficient numbers to report student performance in racially disaggregated categories and for Limited English Proficient students at the fourth grade level. Math performance at this level remained the same as 2001.

Grade eight students showed most significant gains for students with disabilities posting gains in every category but reading. Grade eight students did

## Lower Levels of Basic Skills

### Reading

Grade	RI Standard	Grade Level	Grade Level	Grade Level	Grade Level	Grade Level	Grade Level	Grade Level	Grade Level	Grade Level	Grade Level	Grade Level	Grade Level
20101	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%
20102	81%	81%	81%	81%	81%	81%	81%	81%	81%	81%	81%	81%	81%
20103	82%	82%	82%	82%	82%	82%	82%	82%	82%	82%	82%	82%	82%

### Language Arts

Grade	RI Standard	Grade Level	Grade Level	Grade Level	Grade Level	Grade Level	Grade Level	Grade Level	Grade Level	Grade Level	Grade Level	Grade Level	Grade Level
20101	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%
20102	81%	81%	81%	81%	81%	81%	81%	81%	81%	81%	81%	81%	81%
20103	82%	82%	82%	82%	82%	82%	82%	82%	82%	82%	82%	82%	82%

### Mathematics

Grade	RI Standard	Grade Level	Grade Level	Grade Level	Grade Level	Grade Level	Grade Level	Grade Level	Grade Level	Grade Level	Grade Level	Grade Level	Grade Level
20101	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%
20102	81%	81%	81%	81%	81%	81%	81%	81%	81%	81%	81%	81%	81%
20103	82%	82%	82%	82%	82%	82%	82%	82%	82%	82%	82%	82%	82%

### Science

Grade	RI Standard	Grade Level	Grade Level	Grade Level	Grade Level	Grade Level	Grade Level	Grade Level	Grade Level	Grade Level	Grade Level	Grade Level	Grade Level
20101	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%
20102	81%	81%	81%	81%	81%	81%	81%	81%	81%	81%	81%	81%	81%
20103	82%	82%	82%	82%	82%	82%	82%	82%	82%	82%	82%	82%	82%

### Social Studies

Grade	RI Standard	Grade Level	Grade Level	Grade Level	Grade Level	Grade Level	Grade Level	Grade Level	Grade Level	Grade Level	Grade Level	Grade Level	Grade Level
20101	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%
20102	81%	81%	81%	81%	81%	81%	81%	81%	81%	81%	81%	81%	81%
20103	82%	82%	82%	82%	82%	82%	82%	82%	82%	82%	82%	82%	82%

RI: Student number, RI standard number, reading level, RI standard number, RI standard number, RI standard number, RI standard number, RI standard number, RI standard number, RI standard number, RI standard number, RI standard number, RI standard number, RI standard number, RI standard number.

**Iowa Tests of Basic Skills**

**Reading**

Grade 3	All students	Criticality	Grade Level Standard	Standard Exceeded	Other Standard	Grade Level Standard	Limited Standard Exceeded	All Students	Grade Level Standard	Standard Exceeded
2001	87%	38%	100%	80%	90%	AD	AD	AD	AD	AD
2002	87%	40%	80%	80%	87%	AD	AD	AD	AD	AD
2003	81%	31%	80%	10%	87%	AD	AD	AD	AD	AD

**Language Arts**

Grade 3	All students	Criticality	Grade Level Standard	Standard Exceeded	Other Standard	Grade Level Standard	Limited Standard Exceeded	All Students	Grade Level Standard	Standard Exceeded
2001	11%	31%	81%	10%	81%	AD	AD	AD	AD	AD
2002	10%	3%	80%	80%	88%	AD	AD	AD	AD	AD
2003	18%	31%	80%	80%	87%	AD	AD	AD	AD	AD

**Mathematics**

Grade 3	All students	Criticality	Grade Level Standard	Standard Exceeded	Other Standard	Grade Level Standard	Limited Standard Exceeded	All Students	Grade Level Standard	Standard Exceeded
2001	11%	31%	80%	80%	10%	AD	AD	AD	AD	AD
2002	11%	19%	80%	19%	81%	AD	AD	AD	AD	AD
2003	18%	38%	80%	11%	81%	AD	AD	AD	AD	AD

**Science**

Grade 3	All students	Criticality	Grade Level Standard	Standard Exceeded	Other Standard	Grade Level Standard	Limited Standard Exceeded	All Students	Grade Level Standard	Standard Exceeded
2001	88%	48%	100%	88%	100%	AD	AD	AD	AD	AD
2002	80%	31%	100%	80%	80%	AD	AD	AD	AD	AD
2003	80%	30%	11%	11%	100%	AD	AD	AD	AD	AD

**Basic Skills**

Grade 3	All students	Criticality	Grade Level Standard	Standard Exceeded	Other Standard	Grade Level Standard	Limited Standard Exceeded	All Students	Grade Level Standard	Standard Exceeded
2001	87%	40%	100%	88%	88%	AD	AD	AD	AD	AD
2002	81%	30%	100%	18%	80%	AD	AD	AD	AD	AD
2003	87%	48%	80%	10%	80%	AD	AD	AD	AD	AD

AD: Student number not measured in either reporting period. Data is measured in the Grade 4 cohort.

## Iowa Test of Educational Development

### Reading

Grade	RI Word Mean	Comprehension	Fluency Mean	Oral Reading Fluency	Reading Comprehension	Writing Comprehension	Writing Fluency	Writing Mean	Writing Fluency	Writing Mean	Writing Fluency
2001	80%	20%	80%	81%	80%	80%	80%	80%	80%	80%	80%
2002	80%	20%	71%	81%	80%	80%	80%	80%	80%	80%	80%
2003	80%	11%	71%	81%	80%	80%	80%	80%	80%	80%	80%

### Language Arts

Grade	RI Word Mean	Comprehension	Fluency Mean	Oral Reading Fluency	Reading Comprehension	Writing Comprehension	Writing Fluency	Writing Mean	Writing Fluency	Writing Mean	Writing Fluency
2001	80%	20%	70%	80%	80%	80%	80%	80%	80%	80%	80%
2002	80%	10%	70%	80%	80%	80%	80%	80%	80%	80%	80%
2003	80%	20%	70%	80%	80%	80%	80%	80%	80%	80%	80%

### Mathematics

Grade	RI Word Mean	Comprehension	Fluency Mean	Oral Reading Fluency	Reading Comprehension	Writing Comprehension	Writing Fluency	Writing Mean	Writing Fluency	Writing Mean	Writing Fluency
2001	80%	20%	70%	80%	80%	80%	80%	80%	80%	80%	80%
2002	80%	20%	80%	81%	80%	80%	80%	80%	80%	80%	80%
2003	80%	20%	80%	81%	80%	80%	80%	80%	80%	80%	80%

### Basic

Grade	RI Word Mean	Comprehension	Fluency Mean	Oral Reading Fluency	Reading Comprehension	Writing Comprehension	Writing Fluency	Writing Mean	Writing Fluency	Writing Mean	Writing Fluency
2001	80%	10%	81%	80%	80%	80%	80%	80%	80%	80%	80%
2002	80%	20%	71%	81%	80%	80%	80%	80%	80%	80%	80%
2003	81%	20%	70%	80%	80%	80%	80%	80%	80%	80%	80%

### Basic Skills

Grade	RI Word Mean	Comprehension	Fluency Mean	Oral Reading Fluency	Reading Comprehension	Writing Comprehension	Writing Fluency	Writing Mean	Writing Fluency	Writing Mean	Writing Fluency
2001	80%	10%	70%	80%	80%	80%	80%	80%	80%	80%	80%
2002	81%	20%	71%	80%	80%	80%	80%	80%	80%	80%	80%
2003	80%	20%	80%	81%	80%	80%	80%	80%	80%	80%	80%

RI: Student numbers are provided to allow reporting/ID data is maintained in the Data of Interest

better in language arts, science, and social studies, but showed a slight dropoff in reading while math remained essentially unchanged.

In grade 11, students with disabilities scored better than the previous year's students in every category. All other high school scores remained consistent showing plus or minus gains or losses. Science and social studies showed some reduction in performance by all students over the three year period of the test.

### **Other ITBS Standardized Scores**

#### *Spelling*

After piloting our Process Spelling program in 1997 and adopting it in 1998 we have trained staff members in each elementary school to work as lead teachers in this instructional model and we have provided yearly in-service for staff in teaching and implementing this program. Our results at the elementary level have plateaued this year, but remain very positive. We will continue to train staff and emphasize our spelling process.

#### ***Percentage of Students Proficient in Spelling***

Grade 4 Spelling	Grade 8 Spelling	Grade 11 Spelling
All Students	All Students	All Students
2001 73%	2001 65%	2001 72%
2002 76%	2002 64%	2002 75%
2003 76%	2003 60%	2003 70%

#### *Computation*

Each building level staff has spent time analyzing test results and correlating test items with our curriculum. There was district-wide in-service in (2002-03) improving and building consistency in our computation instruction. Problem-solving and analysis scores are stable, but we will continue to monitor closely our instruction in these areas.

#### ***Percentage of Students Proficient in Computation***

Grade 4 Computation	Grade 8 Computation	Grade 11 Computation
All Students	All Students	All Students
2001 75%	2001 54%	2001 79%
2002 76%	2002 67%	2002 76%
2003 73%	2003 64%	2003 81%

## **Comprehensive Test of Basic Skills (CTBS) Scores**

Bozeman's existing Comprehensive Test of Basic Skills (CTBS) was implemented in its current edition in 1997-98. This test is given in grades three, five, six, seven, nine, and ten in conjunction with the current statewide ITBS tests that are administered in grades four, eight, and 11. The CTBS is a norm-referenced test that allows us to monitor student performance in reading, math, language arts, science, and social studies for the grades not assessed by Montana's statewide exam. The usefulness of the CTBS will be re-evaluated once Montana implements a state criterion referenced test starting in the 2003-04 school year.

Student performance on the CTBS has been very consistent for the last six years at all grade levels. Math scores show a higher number of students at novice and nearing proficient levels than do the results in other curricular areas, but overall performance on the CTBS remains very positive in each of the areas assessed.

## **College Entrance Tests (Standardized)**

### *American College Testing (ACT)*

Bozeman students have a long history of success on the ACT. Every year since 1996, our students have exceeded state and national averages for both males and females. Our female students score slightly higher on the English section of the ACT and our male students score slightly higher on the math section.

### *Scholastic Aptitude Test (SAT)*

Fewer Bozeman students opt to take the SAT, but the percentage of students taking this exam has risen slowly since 1996. Fifty-six percent of our students took the test in 2003, this is consistent with the pattern for the last eight years. As with the ACT, Bozeman students exceed national and state averages, with males achieving slightly higher scores on the math section and females scoring slightly higher on the verbal section of the test.

## **Advanced Placement Results**

Students scoring a three, four, or five on an advanced placement examination, may qualify for college credit. Advanced placement courses are generally considered to be the equivalent of freshman level courses at colleges and universities throughout America. Students doing well in AP courses often have the opportunity to jump start their college careers by entering college with accepted course credit in lower level classes. During the last decade, student participation in Bozeman's Advanced Placement programs has dramatically increased. In 1991 seventy-two students were enrolled in Advanced Placement. In 2003, that number

increased to three-hundred-five. Of the five-hundred and thirty tests taken by AP students in 2003, eighty-seven percent of the scores were three or higher. In the same year, fifty-six percent of the scores were four or higher. The numbers of students participating and their performance on the AP exams are a highlight of the district's academic performance.

## **Degrees of Reading Power (DRP)**

During the 2000-01 school year, Bozeman implemented the DRP for all students in grades two through eight. The DRP test establishes a student's comprehension level in reading on a continuous scale that measures student growth in reading comprehension from one year to the next. This allows teachers to continuously monitor student reading ability and provide materials at the appropriate instructional level. Our current eighth grade class shows eighty-one percent of our students at or above proficiency levels. That same class in 2001 had seventy-two percent of its students proficient. The current seventh grade class shows a similar pattern of growth. In 2001 seventy-three percent of the class was at or above proficiency. In 2004 that percentage has increased to seventy-nine percent.

## **District Assessments**

### *Communication Arts*

Bozeman students show continuous growth in developing reading proficiency in kindergarten through grade five. Initial assessments in kindergarten show students performing much higher on the knowledge level assessments than they do on assessments that require more application of knowledge and skills. Individual reading inventories as well as the Degrees of Reading Power assessments show there is still a significant group of students at the novice and nearing proficient levels at the end of grade five.

Middle school students are asked to complete three assessments at each grade level. Student performance on these tasks varies, but our grammar assessment shows a significant percentage of students at the novice and nearing proficient levels.

High school students in English I and II maintain solid levels of performance on all tasks assessed. Students' scores for the last two years have remained stable with eighty-four to ninety-six percent of the students scoring proficient or above.

### *Mathematics*

Bozeman's K-5 students show continuous growth in the areas measured by our District Assessments. In grade one, students perform well on the number sense, probability, and year end test. Students have more difficulty with measurement and geometry at this level with a significant number of students scoring in the novice and nearing proficient range. Measurement is a consistent problem for students in grades one through five and our fifth grade students have high percentages of students at the novice and nearing proficient levels in several areas including problem-solving, measurement, fractions, and patterns.

Middle school math assessments show variation in the levels of proficiency with improvements in the nearing proficient category. However, there are still a significant number of students in the novice and nearing proficiency levels in all three grades. This continues to be an area of focus.

High school students show varying levels of proficiency on the Algebra I, Algebra II, Geometry semester tests, and the Integrated Math assessments. Although improving from the 2001-02 school year, a number of students still score in the nearing proficient and novice categories for these courses. College Prep Math and Calculus have more students scoring in the proficient and advanced categories on their semester exams. These areas also show some improvement, but there are still a noticeable number of students in the novice and nearing proficient categories.

### *Science*

In general, students do well using the kit based science program adopted by the Bozeman School system. Performance varies by kit, but students are successful with small percentages of students in the novice and nearing proficient categories. There have been major improvements in the kindergarten through fifth grade science assessments in all areas during the 2002-03 school year

Depending on the individual lab assessment, Bozeman's eighth grade students do reasonably well (particularly on the seismic simulation lab). There continues to be a significant number of students who perform at the novice and nearing proficient levels on end of semester exams.

High School students in Biology and Chemistry also show a significant percentage of students in the nearing proficient and novice categories on their semester exams. This pattern holds true for lab assessments as well, but there are generally fewer students in the novice category

### *Health Enhancement*

Elementary students perform well on district assessments with their low areas (fitness and flexibility) showing improvement. Students completing the Pacer test in grades nine and ten show slight improvements over the year, with students in Lifetime Sports demonstrating the lowest gains. Students participating in weightlifting classes generally show major growth from the beginning of the year to the end of the year on each of the tested skills.

### *Business*

Students in the high school Business Department perform extremely well on assessments given. Low percentages of novice and nearing proficient students are evident in each curricular area, with the best performance in Accounting II, Company Managers, and Intro to Business. The highest number of novice and nearing proficient students in Keyboarding II, Business Law I, and Business Law II.

### *Family and Consumer Science*

There are significant percentages of students who score at the novice or nearing proficient levels on the Family and Consumer Science assessments at Bozeman High School, but each area shows improvement from 2001-02.



### *Grade Point Average*

The Grade Point Average (GPA) at Bozeman High School has slowly increased during the last six years. Grade Point averages are consistent and stable from 2001 to 2004. There is a slight drop in grade nine and ten Grade Point Averages in the 2002-03 school year.

### *Grade Distribution*

At the middle school level the distribution of letter grades has been fairly consistent across grade levels and years with some increase in the number of A's in 2002-03. In general, females tend to get more A's than do males. The high school grade distribution in the core areas has also remained consistent since 1998, although there appears to be an increase in the number of A's awarded during the period 1997 through 2003. Elective grades also show a slight increase in the number of A's since 1998 with music awarding the highest percentage of A's.

# **Student Achievement Data**

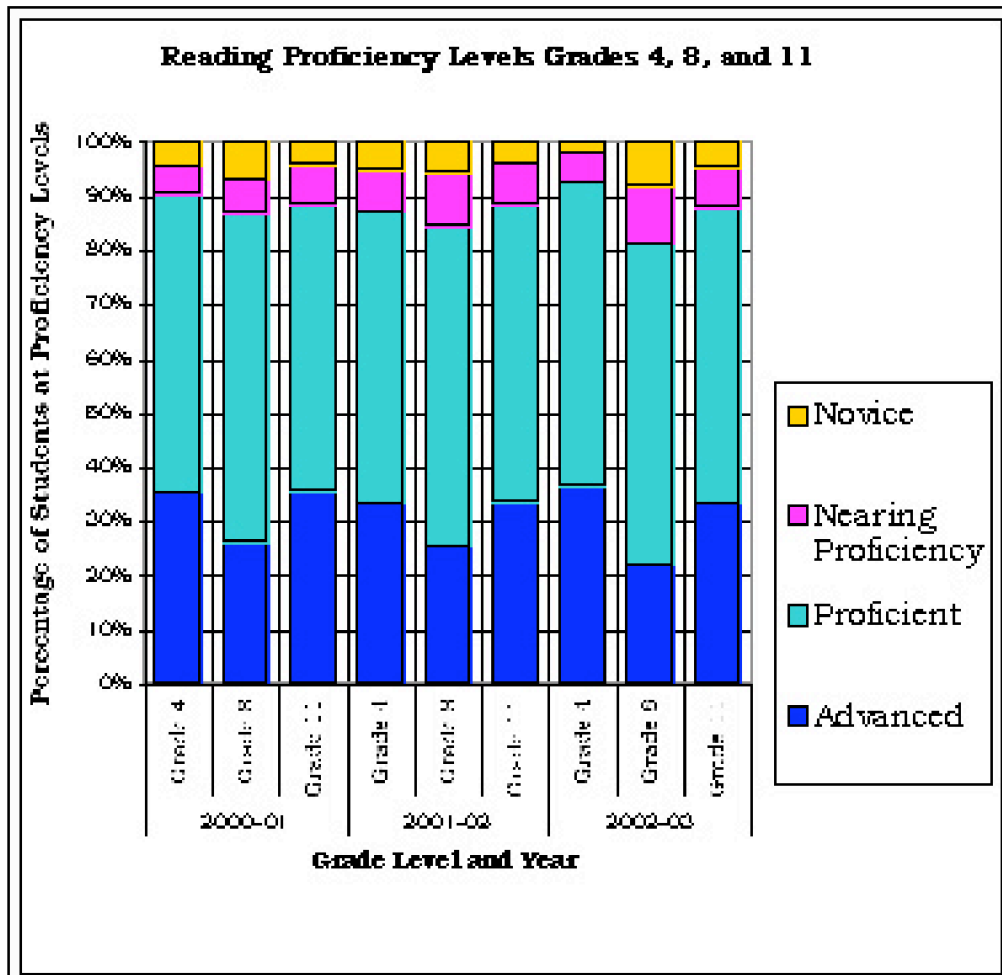
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## **Statewide ITBS/ITED Data**

## Reading Proficiency Levels by All Students Participating in ITBS/ITED

	2000-01			2001-02			2002-03		
	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11
<b>Novice</b>	16	25	18	18	22	17	7	32	18
<b>Nearing Proficiency</b>	19	23	33	26	40	34	21	41	29
<b>Proficient</b>	201	224	231	184	234	241	211	230	213
<b>Advanced</b>	129	97	156	115	102	148	139	86	131
<b>Total Number Tested</b>	365	369	438	343	398	440	378	389	391

	2000-01			2001-02			2002-03		
	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11
<b>Novice</b>	4%	7%	4%	5%	6%	4%	2%	8%	5%
<b>Nearing Proficiency</b>	5%	6%	8%	8%	10%	8%	6%	11%	7%
<b>Proficient</b>	55%	61%	53%	54%	59%	55%	56%	59%	54%
<b>Advanced</b>	35%	26%	36%	34%	26%	34%	37%	22%	34%
<b>Proficient and Advanced</b>	90%	87%	88%	87%	84%	88%	93%	81%	88%

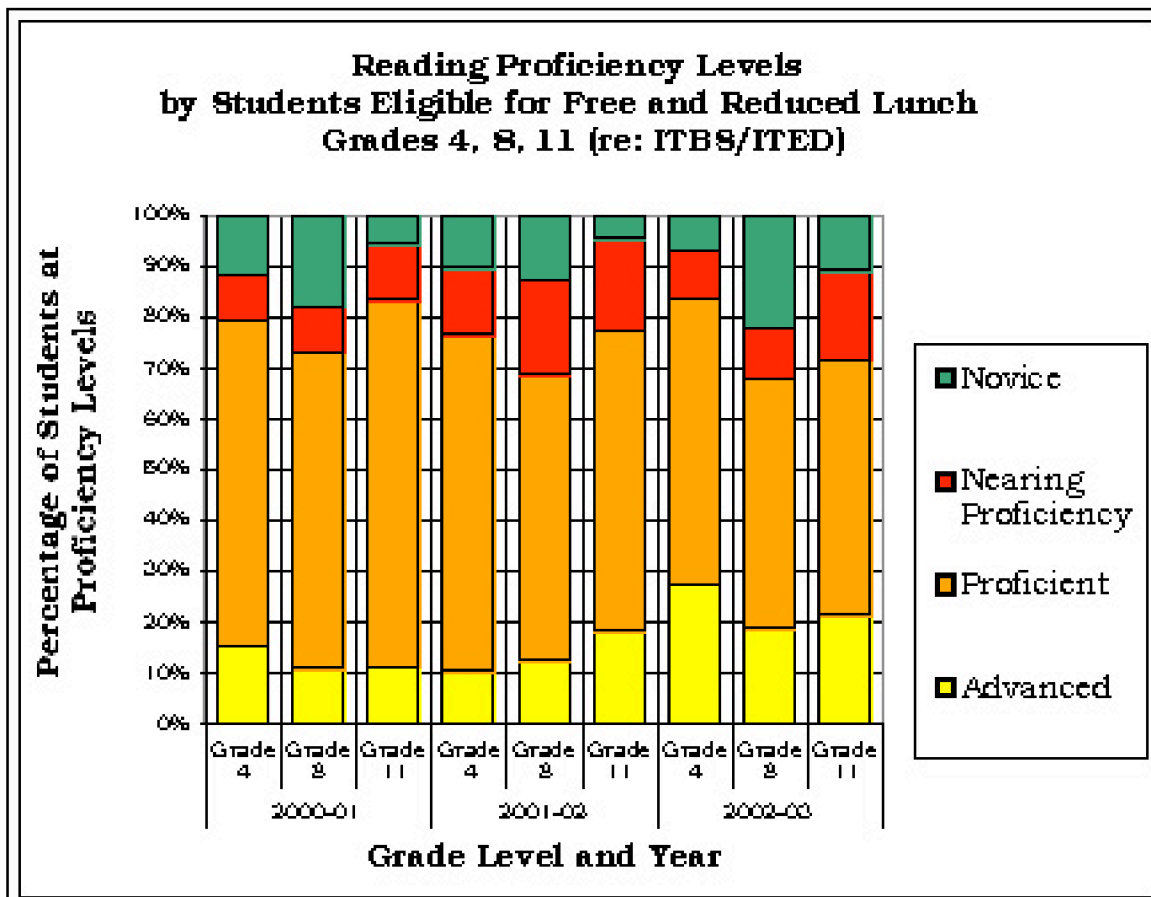


## Reading Proficiency Levels by Students Eligible for Free and Reduced Lunch

	2000-01			2001-02			2002-03		
	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11
<b>Novice</b>	9	10	1	7	6	1	5	13	3
<b>Nearing Proficiency</b>	7	5	2	9	9	4	7	6	5
<b>Proficient</b>	50	35	13	45	27	13	41	29	14
<b>Advanced</b>	12	6	2	7	6	4	20	11	6
<b>Total Number F/R Tested</b>	78	56	18	68	48	22	73	59	28

	2000-01			2001-02			2002-03		
	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11
<b>Novice</b>	12%	18%	6%	10%	13%	5%	7%	22%	11%
<b>Nearing Proficiency</b>	9%	9%	11%	13%	19%	18%	10%	10%	18%
<b>Proficient</b>	64%	63%	72%	66%	56%	59%	56%	49%	50%
<b>Advanced</b>	15%	11%	11%	10%	13%	18%	27%	19%	21%
<b>Proficient and Advanced</b>	79%	73%	83%	76%	69%	77%	84%	68%	71%

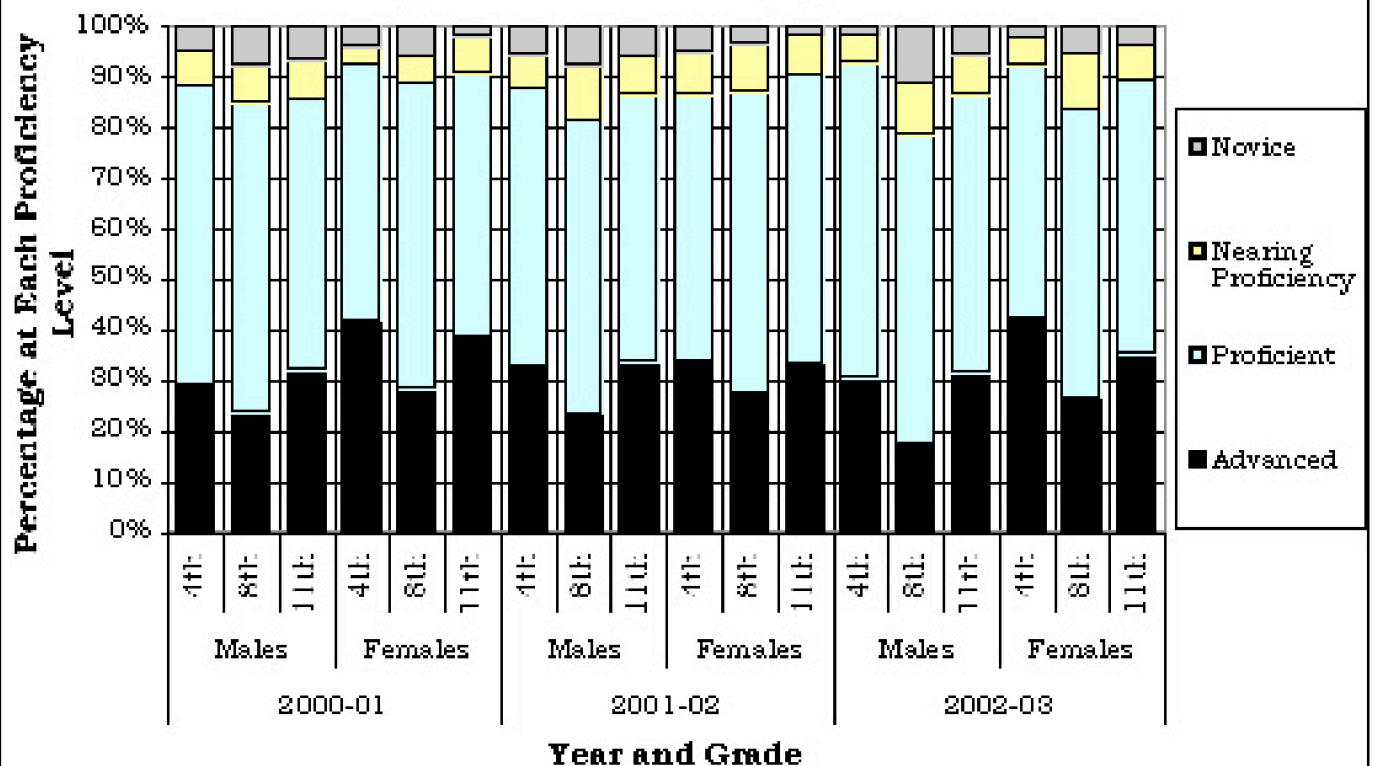


## Reading Proficiency Levels of All Students by Gender

	2000-01						2001-02						2002-03					
	Males			Females			Males			Females			Males			Females		
	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th
<b>Novice</b>	9	14	14	7	11	4	9	15	14	9	7	8	8	22	11	4	10	7
<b>Nearing Proficiency</b>	18	18	16	6	10	17	11	21	19	15	19	15	10	20	16	11	21	13
<b>Proficient</b>	118	110	118	88	114	118	90	114	130	94	120	110	113	121	111	98	109	102
<b>Advanced</b>	56	43	68	73	54	88	54	46	88	61	56	65	56	35	64	83	51	67
<b>Total # of Male/Female Tested</b>	191	180	211	174	189	227	164	196	246	179	202	193	132	198	202	196	191	189

	2000-01						2001-02						2002-03					
	Males			Females			Males			Females			Males			Females		
	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th
<b>Novice</b>	5%	8%	7%	4%	6%	2%	5%	8%	6%	5%	3%	2%	2%	11%	5%	2%	5%	4%
<b>Nearing Proficiency</b>	7%	7%	8%	3%	5%	7%	7%	11%	8%	8%	9%	8%	5%	10%	8%	6%	11%	7%
<b>Proficient</b>	59%	61%	54%	51%	60%	52%	55%	58%	53%	53%	59%	57%	62%	61%	55%	50%	57%	54%
<b>Advanced</b>	29%	24%	32%	42%	29%	39%	33%	23%	34%	34%	28%	34%	31%	18%	32%	42%	27%	35%
<b>Proficient &amp; Advanced</b>	88%	85%	86%	93%	89%	91%	88%	82%	87%	87%	87%	91%	93%	79%	87%	92%	84%	89%

### Reading Achievement of All Students by Gender Grades 4, 8, and 11

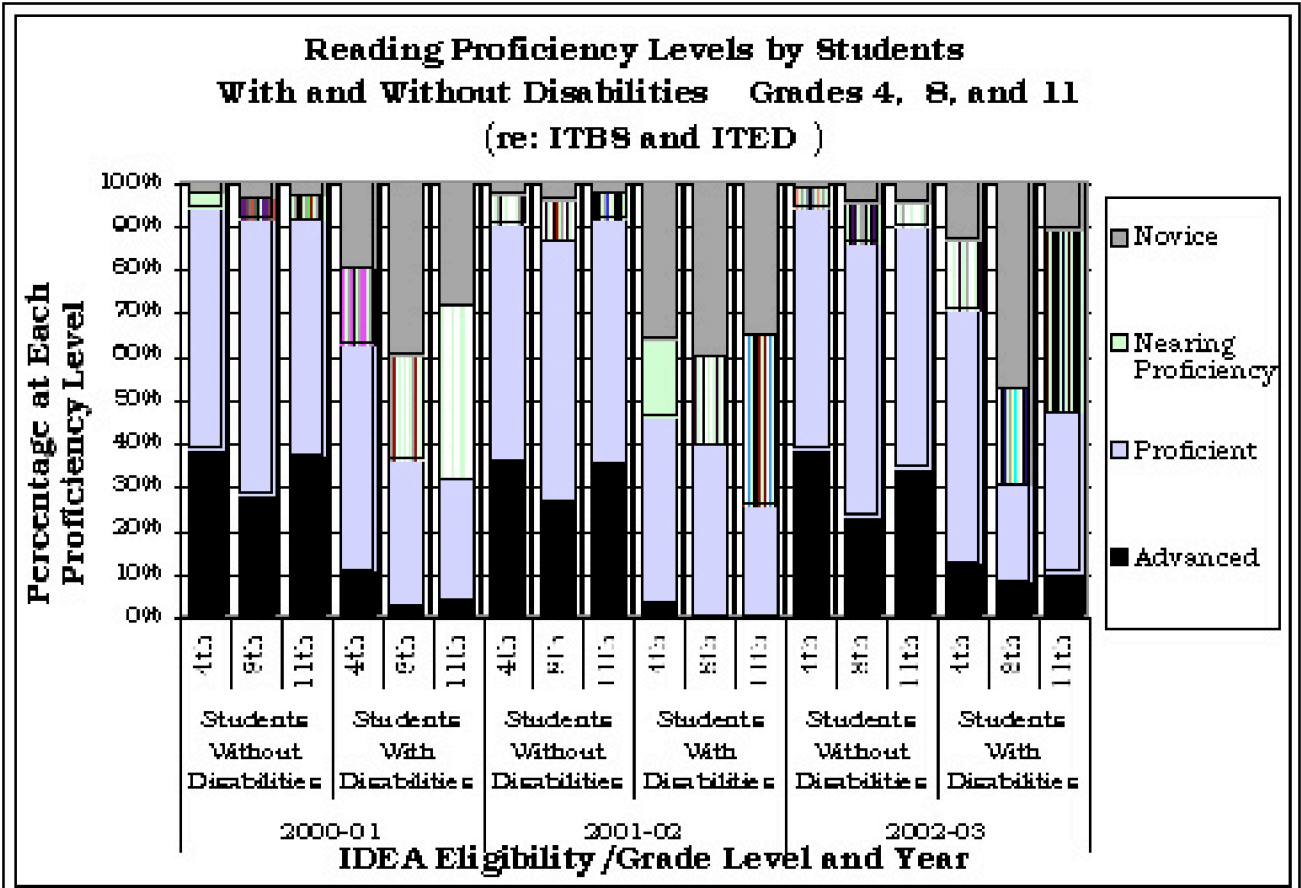


## Reading Proficiency Levels of All Students With and Without Disabilities

	2000-01						2001-02						2002-03					
	Students Without Disabilities			Students With Disabilities			Students Without Disabilities			Students With Disabilities			Students Without Disabilities			Students With Disabilities		
	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th
<b>Novice</b>	7	12	11	9	13	7	8	14	9	10	8	8	8	15	16	4	17	2
<b>Nearing Proficiency</b>	11	15	23	8	8	10	21	36	25	5	4	9	16	33	21	5	8	8
<b>Proficient</b>	177	213	224	24	11	7	172	226	235	12	8	6	193	222	206	18	8	7
<b>Advanced</b>	124	96	155	5	1	1	114	102	148	1	0	0	135	83	129	4	3	2
<b>Total # Tested</b>	319	336	413	46	33	25	315	378	417	28	20	23	347	353	372	31	36	19

	2000-01						2001-02						2002-03					
	Students Without Disabilities			Students With Disabilities			Students Without Disabilities			Students With Disabilities			Students Without Disabilities			Students With Disabilities		
	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th
<b>Novice</b>	2%	4%	3%	20%	39%	28%	3%	4%	2%	36%	40%	35%	1%	4%	4%	13%	47%	11%
<b>Nearing Proficiency</b>	3%	4%	6%	17%	24%	40%	7%	10%	6%	18%	20%	39%	5%	9%	6%	16%	22%	42%
<b>Proficient</b>	55%	63%	54%	52%	33%	28%	55%	60%	56%	43%	40%	26%	56%	63%	55%	58%	22%	37%
<b>Advanced</b>	33%	29%	38%	11%	3%	4%	36%	27%	35%	4%	0%	0%	33%	24%	35%	13%	8%	11%
<b>Proficient and Advanced</b>	94%	92%	92%	63%	36%	32%	91%	87%	92%	46%	40%	26%	95%	86%	90%	71%	31%	47%

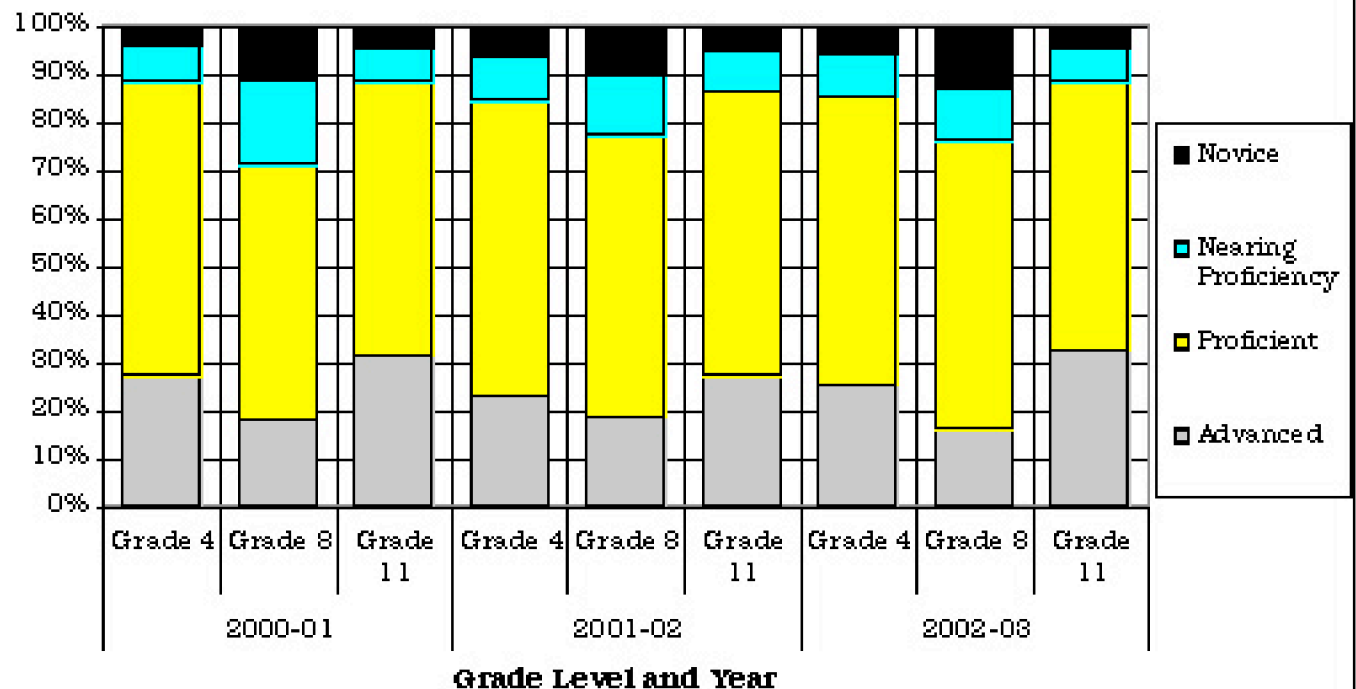


## Math Proficiency Levels by All Students Participating in ITBS/ITED

	2000-01			2001-02			2002-03		
	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11
<b>Novice</b>	15	42	21	21	40	22	21	50	17
<b>Nearing Proficiency</b>	28	64	30	32	51	37	35	43	27
<b>Proficient</b>	220	194	247	206	233	255	226	233	207
<b>Advanced</b>	98	65	136	77	74	117	96	63	120
<b>Total Number Tested</b>	361	365	434	336	398	431	378	389	371

	2000-01			2001-02			2002-03		
	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11
<b>Novice</b>	4%	12%	5%	6%	10%	5%	6%	13%	5%
<b>Nearing Proficiency</b>	8%	18%	7%	10%	13%	9%	9%	11%	7%
<b>Proficient</b>	61%	53%	57%	61%	59%	59%	60%	60%	56%
<b>Advanced</b>	27%	18%	31%	23%	19%	27%	25%	16%	32%
<b>Proficient and Advanced</b>	88%	71%	88%	84%	77%	86%	85%	76%	88%

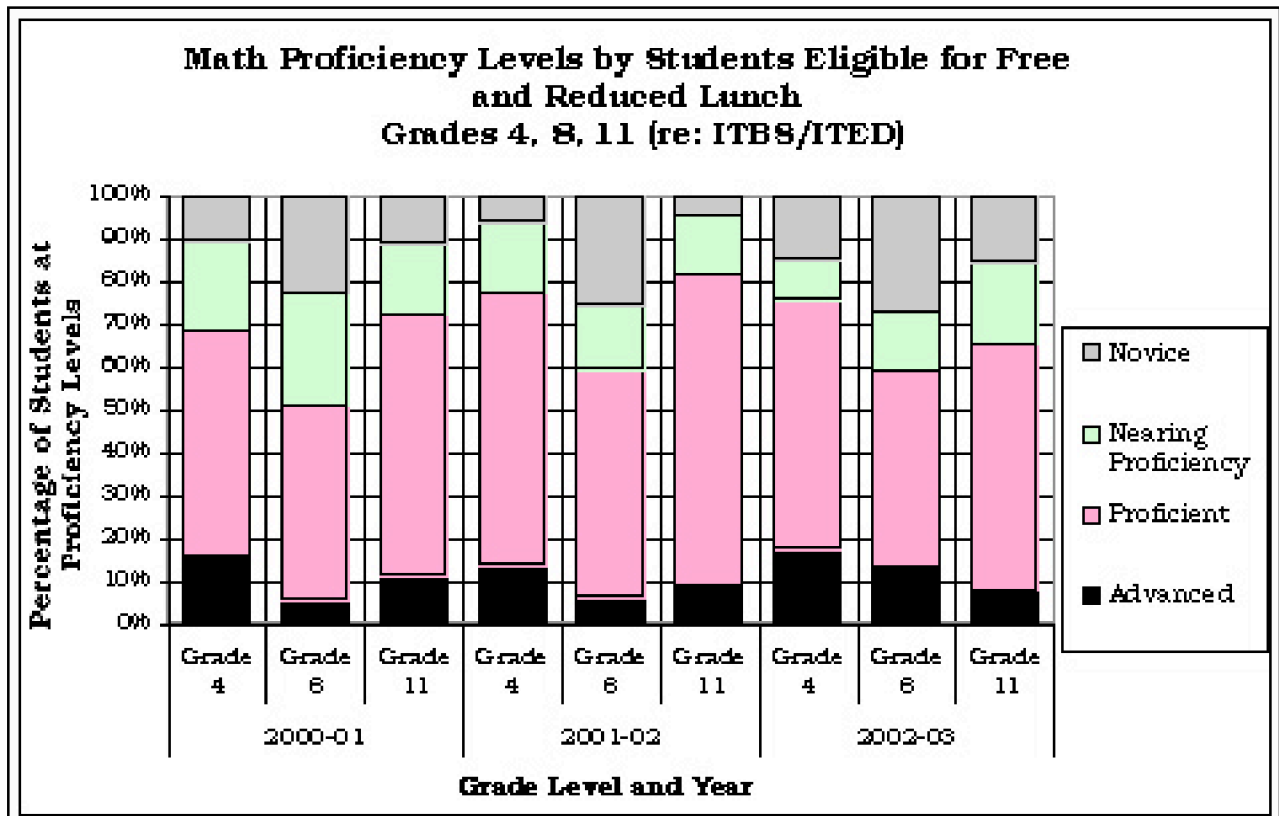
**Math Proficiency Levels Grades 4, 8, and 11**



## Math Proficiency Levels by Students Eligible for Free and Reduced Lunch

	2000-01			2001-02			2002-03		
	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11
<b>Novice</b>	8	12	2	4	12	1	11	16	4
<b>Nearing Proficiency</b>	16	14	3	11	7	3	7	8	5
<b>Proficient</b>	40	24	11	42	25	16	43	27	15
<b>Advanced</b>	12	3	2	9	3	2	13	8	2
<b>Total Number F/R Tested</b>	76	53	18	66	47	22	74	59	26

	2000-01			2001-02			2002-03		
	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11
<b>Novice</b>	11%	23%	11%	6%	26%	5%	15%	27%	15%
<b>Nearing Proficiency</b>	21%	26%	17%	17%	15%	14%	9%	14%	19%
<b>Proficient</b>	53%	45%	61%	64%	53%	73%	58%	46%	53%
<b>Advanced</b>	16%	6%	11%	14%	6%	9%	18%	14%	8%
<b>Proficient and Advanced</b>	68%	51%	72%	77%	60%	82%	76%	59%	65%

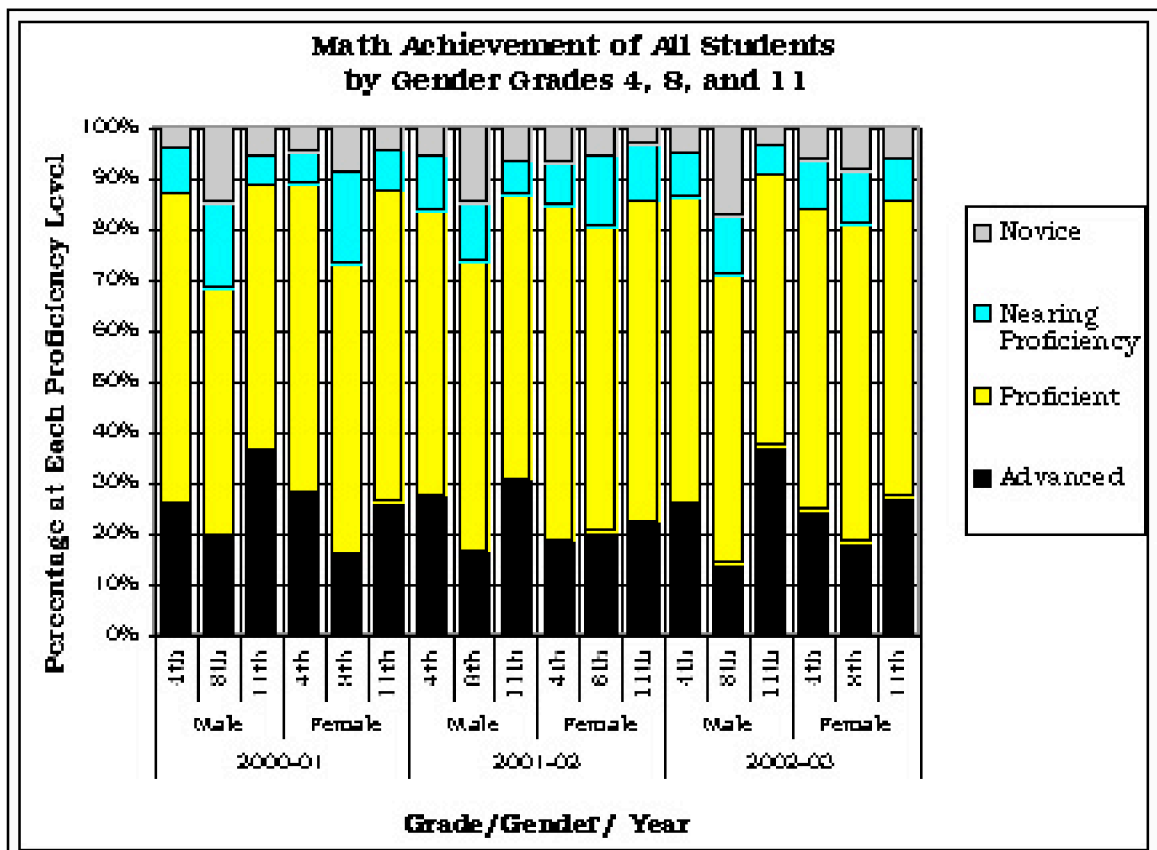




## Math Proficiency Levels of All Students by Gender

	2000-01						2001-02						2002-03					
	Male			Female			Male			Female			Male			Female		
	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th
<b>Novice</b>	7	26	11	8	16	10	9	29	16	12	11	6	9	34	6	12	16	11
<b>Nearing Proficiency</b>	17	30	12	11	34	18	17	23	16	15	28	21	16	23	11	19	20	16
<b>Proficient</b>	114	87	108	106	107	139	90	113	136	116	120	118	110	113	99	116	120	108
<b>Advanced</b>	49	35	76	49	30	60	44	33	75	33	41	42	48	28	69	48	35	51
<b>Total # of Male/Female Tested</b>	187	178	207	174	187	227	160	198	243	176	200	187	183	198	185	195	191	186

	2000-01						2001-02						2002-03					
	Male			Female			Male			Female			Male			Female		
	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th
<b>Novice</b>	4%	15%	5%	5%	3%	4%	6%	15%	7%	7%	6%	3%	5%	17%	3%	6%	8%	6%
<b>Nearing Proficiency</b>	9%	17%	6%	6%	18%	8%	11%	12%	7%	9%	14%	11%	9%	12%	6%	10%	10%	9%
<b>Proficient</b>	61%	49%	52%	61%	57%	61%	56%	57%	56%	66%	60%	63%	60%	57%	54%	59%	63%	58%
<b>Advanced</b>	26%	20%	37%	28%	16%	26%	28%	17%	31%	19%	21%	22%	26%	14%	37%	25%	18%	27%
<b>Proficient &amp; Advanced</b>	87%	69%	89%	89%	73%	88%	84%	74%	87%	85%	81%	86%	86%	71%	91%	84%	81%	85%

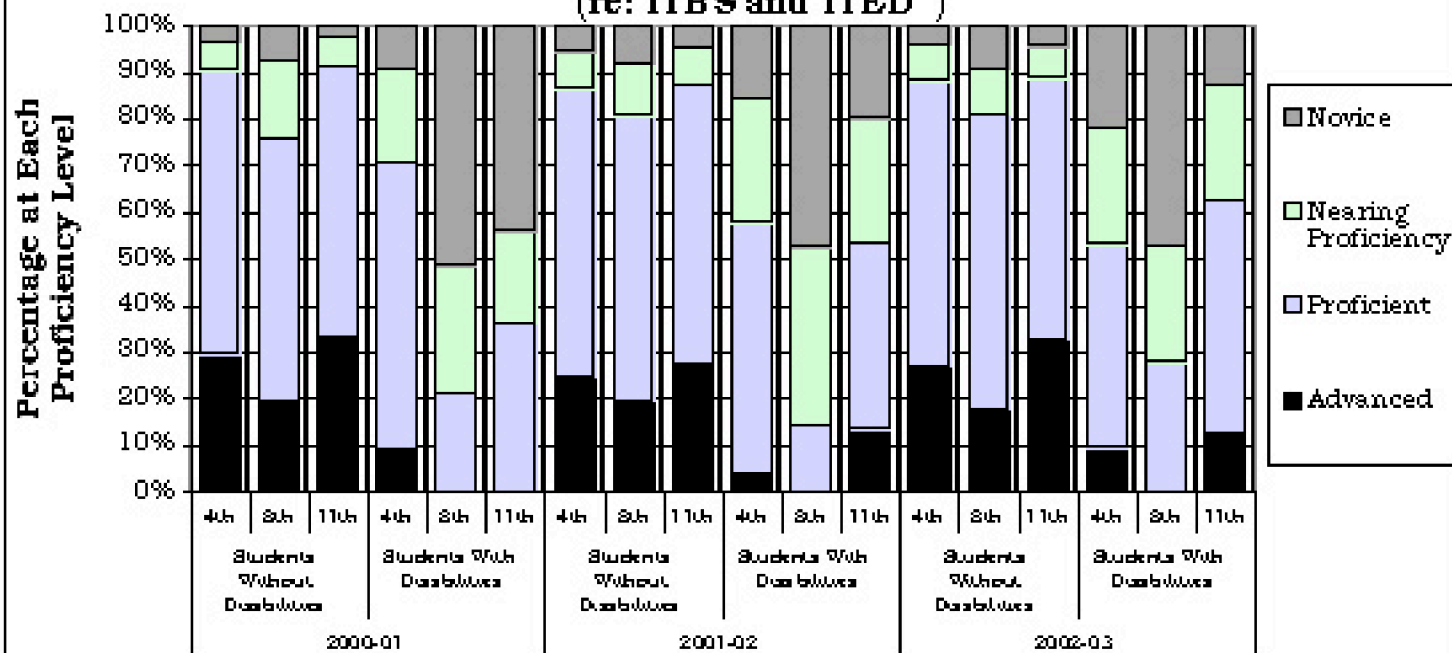


## Math Proficiency Levels of All Students With and Without Disabilities

	2000-01						2001-02						2002-03					
	Students Without Disabilities			Students With Disabilities			Students Without Disabilities			Students With Disabilities			Students Without Disabilities			Students With Disabilities		
	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th
<b>Novice</b>	11	25	10	4	17	11	17	80	19	4	10	8	14	88	16	7	17	1
<b>Nearing Proficiency</b>	19	55	25	9	9	5	25	48	88	7	8	4	27	84	25	8	9	2
<b>Proficient</b>	198	187	288	27	7	9	192	280	249	14	8	6	212	228	208	14	10	4
<b>Advanced</b>	94	65	186	4	0	0	76	74	115	1	0	2	98	68	119	8	0	1
<b>Total Number Tested</b>	817	882	409	44	88	25	810	877	416	26	21	15	846	858	868	82	86	8

	2000-01						2001-02						2002-03					
	Students Without Disabilities			Students With Disabilities			Students Without Disabilities			Students With Disabilities			Students Without Disabilities			Students With Disabilities		
	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th
<b>Novice</b>	3%	8%	2%	9%	52%	44%	5%	8%	5%	15%	48%	20%	4%	9%	4%	22%	47%	18%
<b>Nearing Proficiency</b>	6%	17%	6%	20%	27%	20%	8%	11%	8%	27%	88%	27%	8%	10%	7%	25%	25%	25%
<b>Proficient</b>	61%	56%	58%	61%	21%	36%	62%	61%	60%	54%	14%	40%	61%	68%	56%	44%	28%	50%
<b>Advanced</b>	30%	20%	33%	9%	0%	0%	25%	20%	28%	4%	0%	13%	27%	18%	33%	9%	0%	13%
<b>Proficient &amp; Advanced</b>	91%	76%	91%	70%	21%	36%	86%	81%	88%	58%	14%	53%	88%	81%	89%	53%	28%	63%

**Math Proficiency Levels by Students  
With and Without Disabilities Grades 4,8, and 11  
(re: ITBS and ITED )**



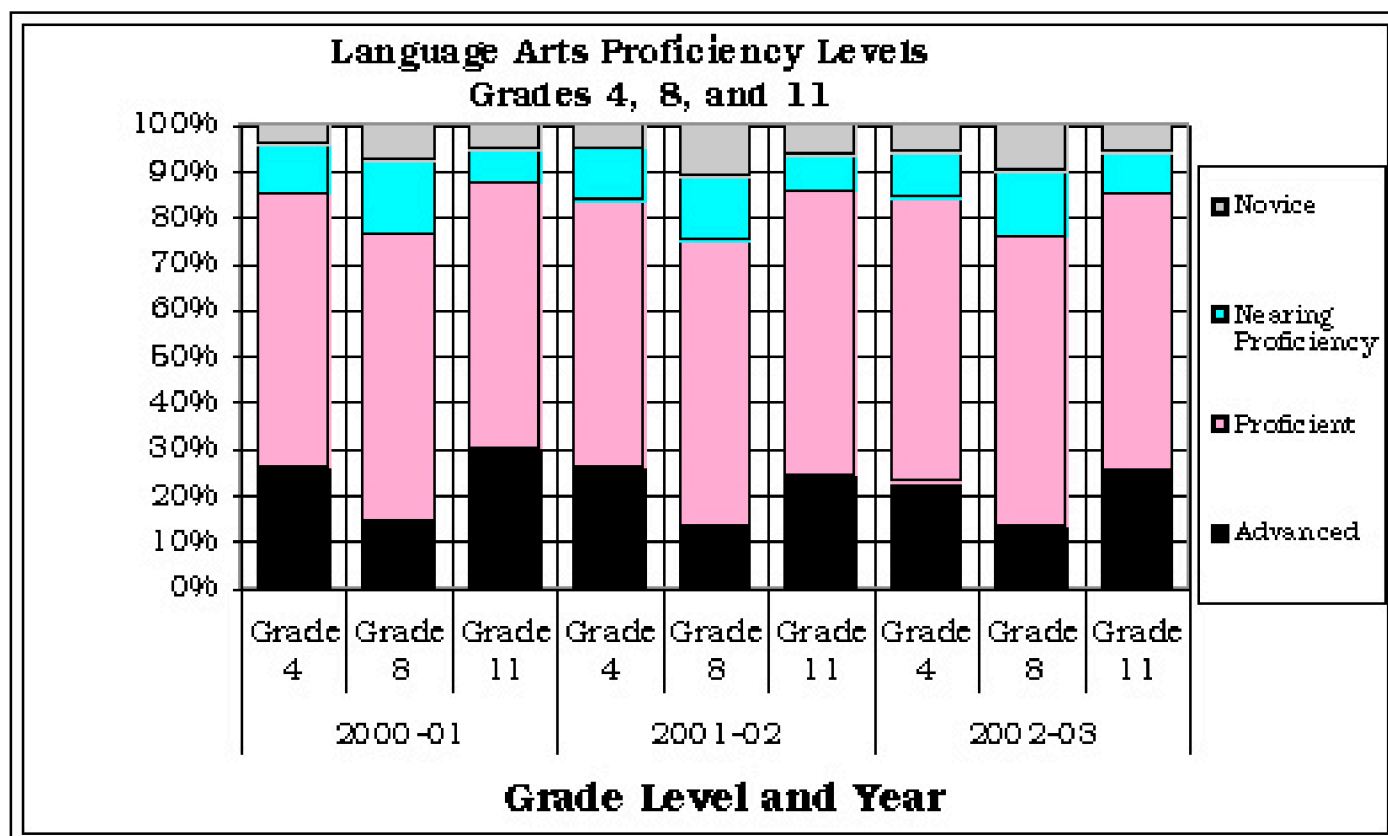
**IDEA Eligibility/Grade Level and Year**

## Language Arts Proficiency Levels by All Students Participating in ITBS/ITED

	2000-01			2001-02			2002-03		
	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11
<b>Novice</b>	15	28	28	17	44	28	22	38	28
<b>Nearing Proficiency</b>	39	57	31	38	56	35	37	56	35
<b>Proficient</b>	214	227	250	197	246	270	232	243	233
<b>Advanced</b>	95	53	133	90	53	108	87	52	100
<b>Total Number Tested</b>	368	365	437	342	399	441	378	389	391

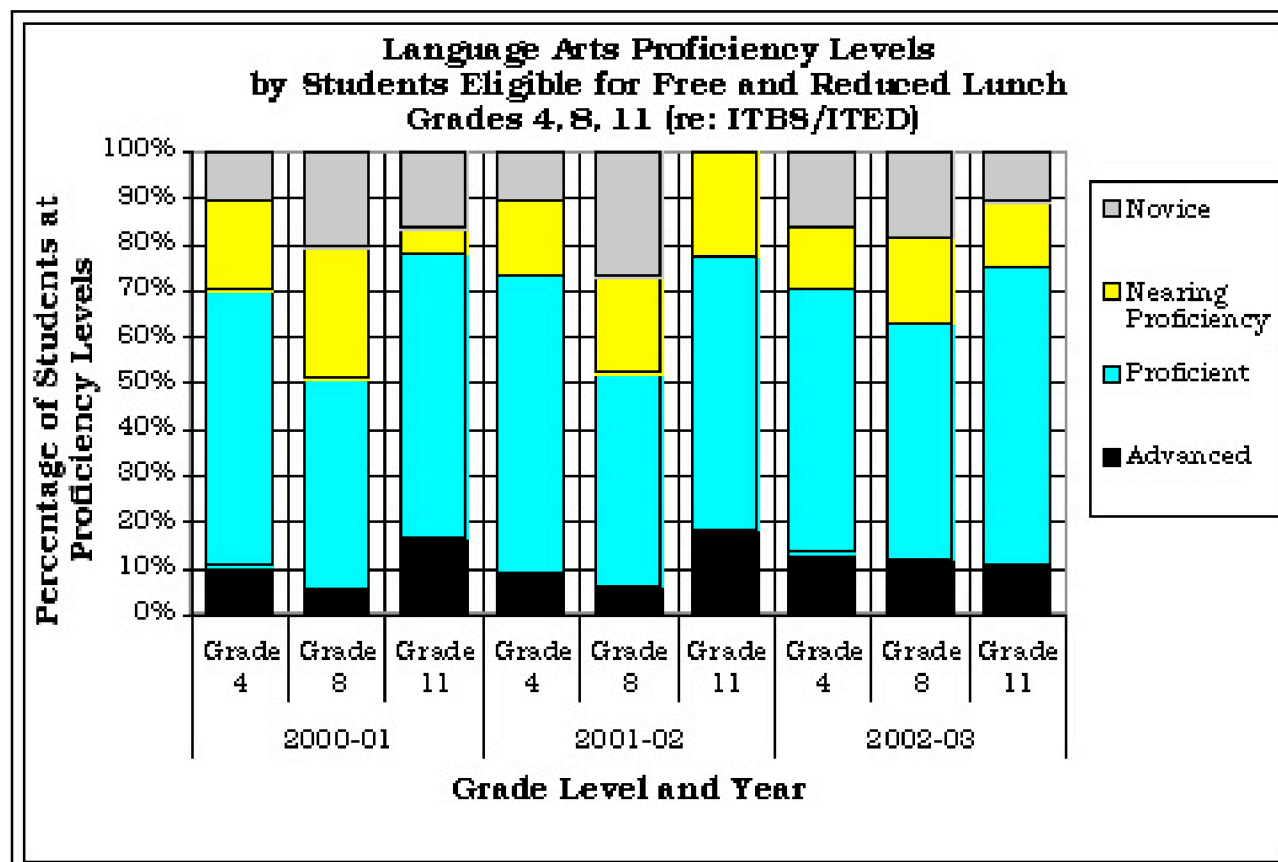
	2000-01			2001-02			2002-03		
	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11
<b>Novice</b>	4%	8%	5%	5%	11%	6%	6%	10%	6%
<b>Nearing Proficiency</b>	11%	16%	7%	11%	14%	8%	10%	14%	9%
<b>Proficient</b>	59%	62%	57%	58%	62%	61%	61%	62%	60%
<b>Advanced</b>	26%	15%	30%	26%	13%	24%	23%	13%	26%
<b>Proficient and Advanced</b>	85%	77%	88%	84%	75%	86%	84%	76%	85%



## Language Arts Proficiency Levels by Students Eligible for Free and Reduced Lunch

	2000-01			2001-02			2002-03		
	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11
<b>Novice</b>	8	11	3	7	13	0	12	11	3
<b>Nearing Proficiency</b>	15	15	1	11	10	5	10	11	4
<b>Proficient</b>	46	24	11	43	22	13	42	30	18
<b>Advanced</b>	8	3	3	6	3	4	10	7	3
<b>Total # F/R Tested</b>	77	53	18	67	48	22	74	59	28

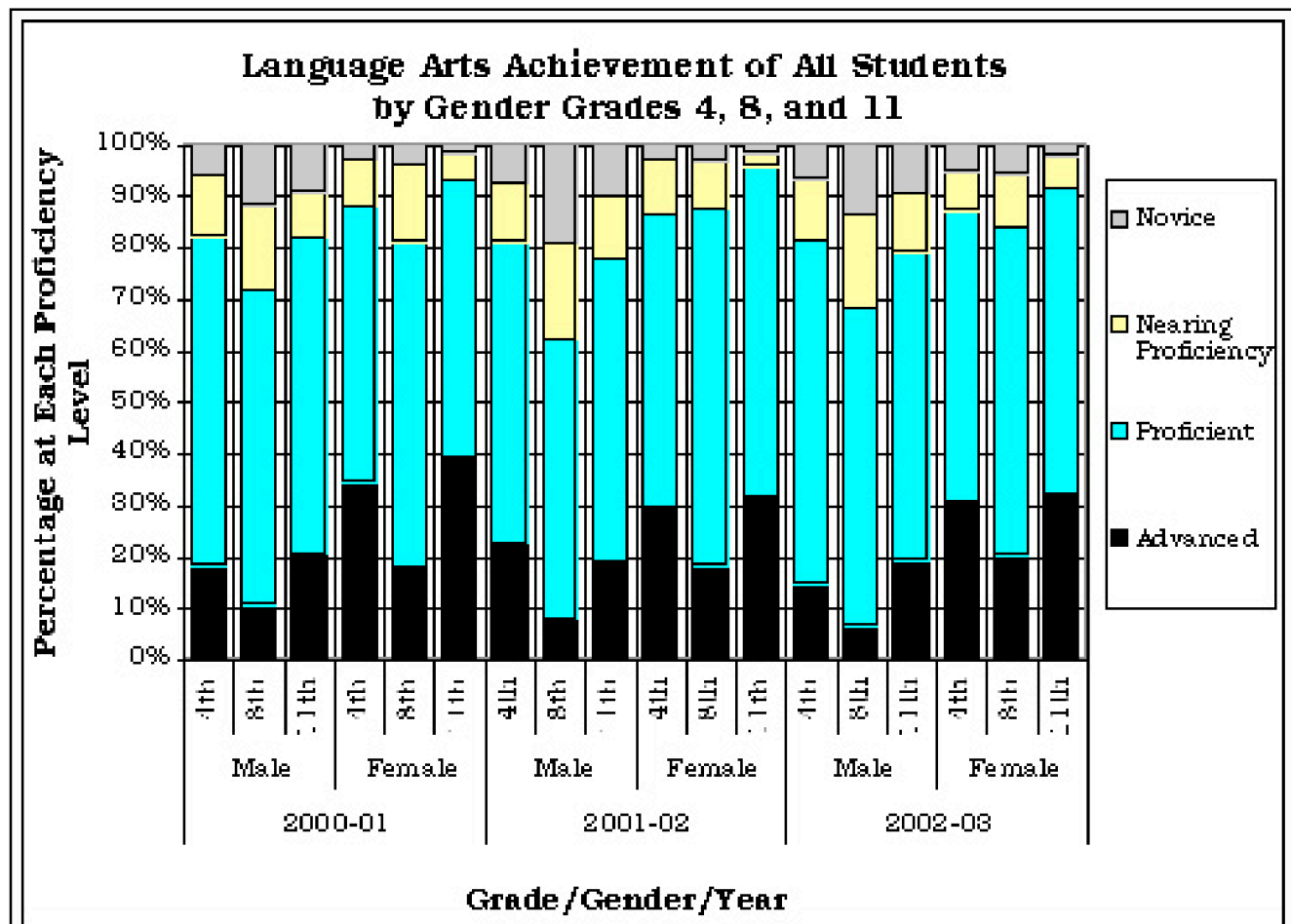
	2000-01			2001-02			2002-03		
	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11
<b>Novice</b>	10%	21%	17%	10%	27%	0%	16%	19%	11%
<b>Nearing Proficiency</b>	19%	28%	6%	16%	21%	23%	14%	19%	14%
<b>Proficient</b>	60%	45%	61%	64%	46%	59%	57%	51%	64%
<b>Advanced</b>	10%	6%	17%	9%	6%	18%	14%	12%	11%
<b>Proficient &amp; Advanced</b>	70%	51%	78%	73%	52%	77%	70%	63%	75%



## Language Arts Proficiency Levels of All Students by Gender

	2000-01						2001-02						2002-03					
	Male			Female			Male			Female			Male			Female		
	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th
<b>Novice</b>	11	21	19	5	7	4	12	38	25	5	6	3	12	27	19	10	11	4
<b>Nearing Proficiency</b>	23	29	19	16	28	12	19	37	30	19	19	5	22	36	23	15	20	12
<b>Proficient</b>	121	109	128	93	118	122	96	107	145	101	139	124	122	122	121	110	121	112
<b>Advanced</b>	35	19	43	60	34	90	37	16	47	53	37	61	27	13	39	60	39	61
<b>Total # of Male/Female Tested</b>	190	178	209	174	187	228	164	198	247	178	201	193	183	198	202	195	191	189

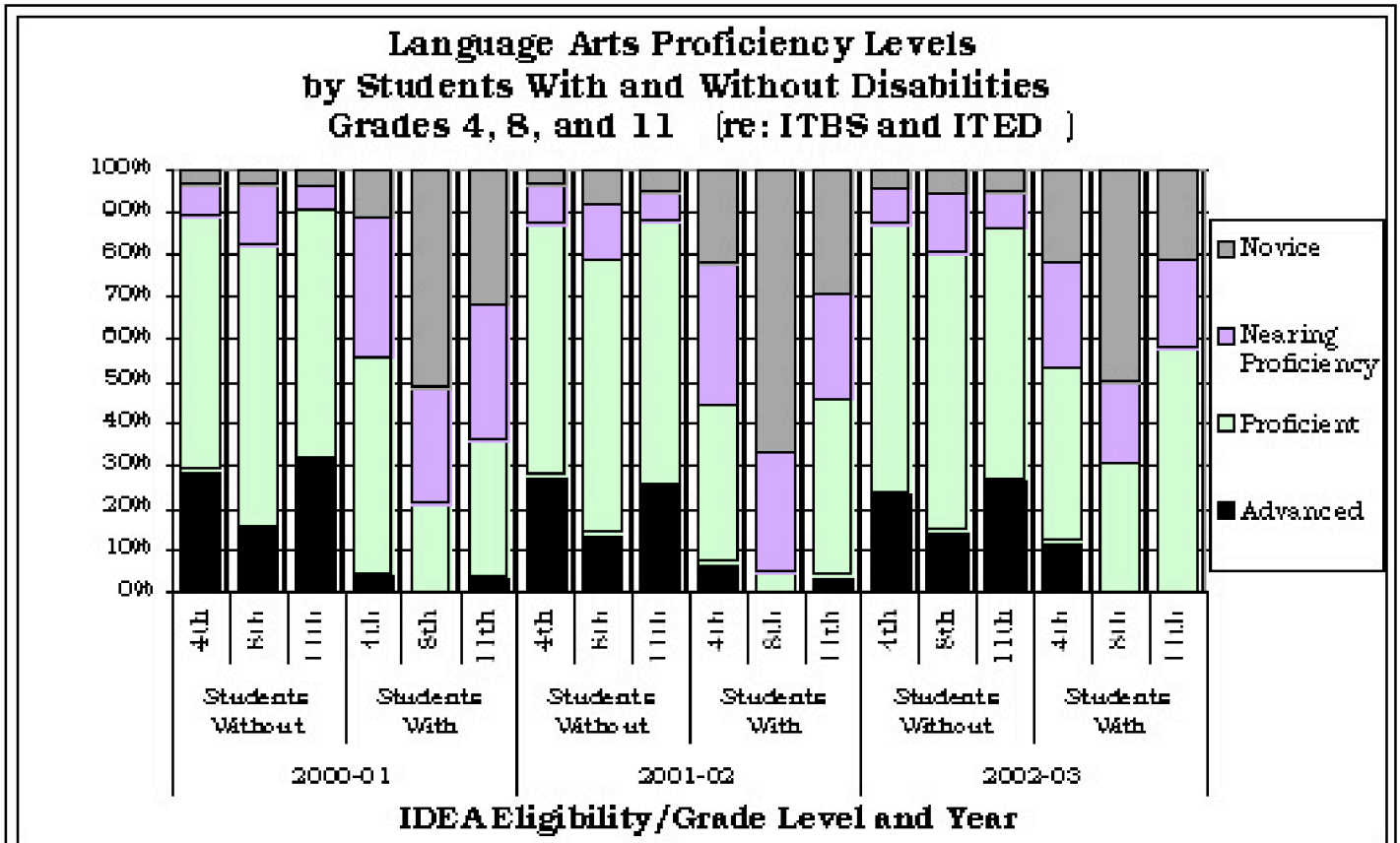
	2000-01						2001-02						2002-03					
	Male			Female			Male			Female			Male			Female		
	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th
<b>Novice</b>	6%	12%	9%	3%	4%	2%	7%	19%	10%	3%	3%	2%	7%	14%	9%	5%	6%	2%
<b>Nearing Proficiency</b>	12%	16%	9%	9%	15%	5%	12%	19%	12%	11%	9%	3%	12%	18%	11%	8%	10%	6%
<b>Proficient</b>	64%	61%	61%	53%	63%	54%	53%	54%	59%	57%	63%	64%	67%	62%	60%	56%	63%	59%
<b>Advanced</b>	18%	11%	21%	34%	18%	39%	23%	8%	19%	30%	18%	32%	15%	7%	19%	31%	20%	32%
<b>Proficient &amp; Advanced</b>	82%	72%	82%	88%	81%	93%	81%	62%	78%	87%	88%	96%	81%	68%	79%	87%	84%	92%



# Language Arts Proficiency Levels of All Students With and Without Disabilities

	2000-01						2001-02						2002-03					
	Students Without Disabilities			Students With Disabilities			Students Without Disabilities			Students With Disabilities			Students Without Disabilities			Students With Disabilities		
	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th
<b>Novice</b>	11	11	15	5	17	8	11	30	21	6	14	7	15	20	19	7	18	4
<b>Nearing Proficiency</b>	24	48	28	15	9	8	29	50	29	9	6	6	29	49	31	8	7	4
<b>Proficient</b>	191	220	242	23	7	8	187	245	260	10	1	10	219	232	222	13	11	11
<b>Advanced</b>	98	53	132	2	0	1	88	53	107	2	0	1	83	52	100	4	0	0
<b>Total # Tested</b>	819	882	412	45	33	25	815	878	417	27	21	24	846	858	372	32	36	19

	2000-01						2001-02						2002-03					
	Students Without Disabilities			Students With Disabilities			Students Without Disabilities			Students With Disabilities			Students Without Disabilities			Students With Disabilities		
	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th
<b>Novice</b>	3%	3%	4%	11%	52%	32%	3%	3%	5%	22%	67%	29%	4%	6%	5%	22%	50%	21%
<b>Nearing Proficiency</b>	8%	14%	6%	33%	27%	32%	9%	13%	7%	33%	29%	25%	8%	14%	8%	25%	19%	21%
<b>Proficient</b>	60%	66%	59%	51%	21%	32%	59%	65%	62%	37%	5%	42%	63%	66%	60%	41%	31%	58%
<b>Advanced</b>	29%	16%	32%	4%	0%	4%	28%	14%	26%	7%	0%	4%	24%	15%	27%	13%	0%	0%
<b>Proficient &amp; Advanced</b>	89%	82%	91%	56%	21%	36%	87%	79%	88%	44%	5%	46%	87%	80%	87%	53%	31%	58%

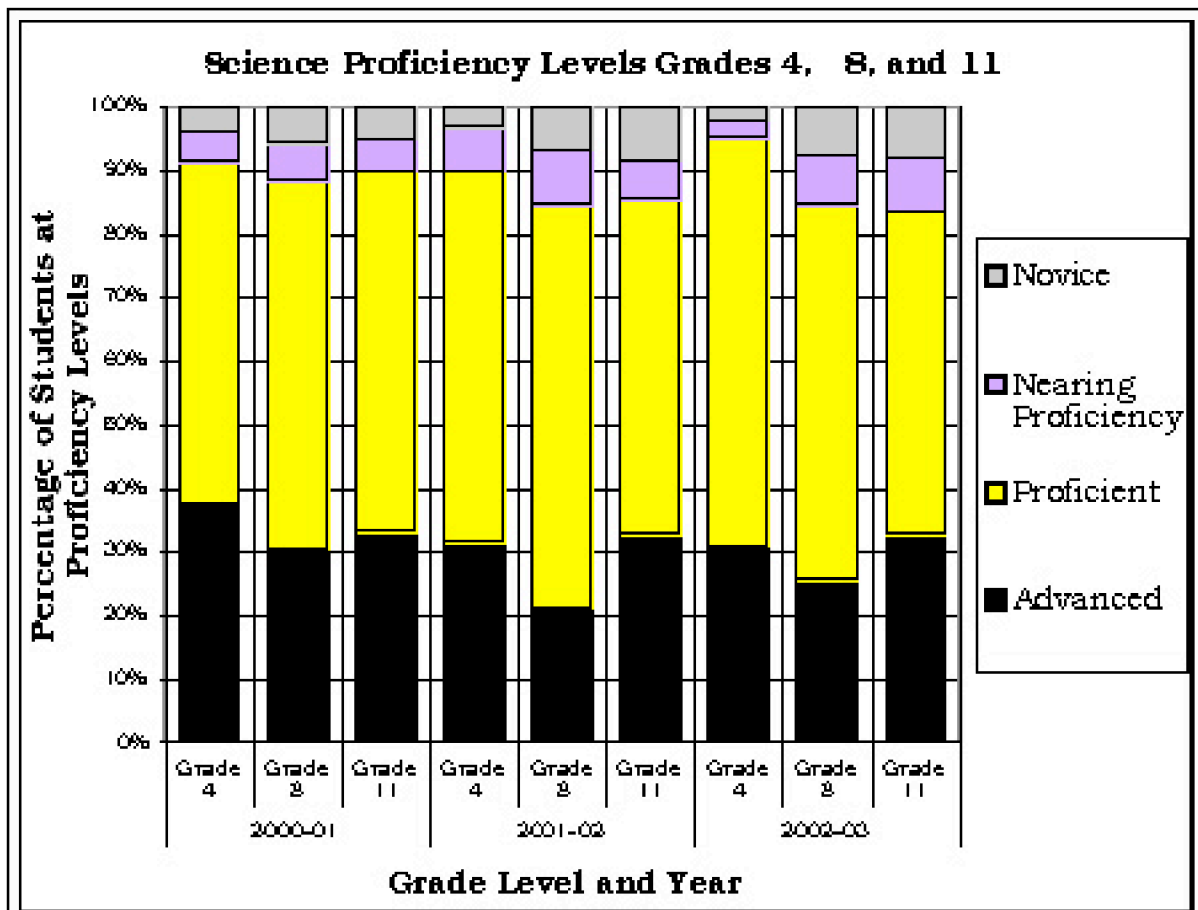


## Science Proficiency Levels by All Students Participating in ITBS/ITED

	2000-01			2001-02			2002-03		
	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11
<b>Novice</b>	14	21	21	11	27	37	8	29	31
<b>Nearing Proficiency</b>	17	21	22	23	35	27	10	30	33
<b>Proficient</b>	194	210	237	198	254	232	241	227	198
<b>Advanced</b>	135	110	139	106	85	144	115	98	128
<b>Total # Tested</b>	360	362	419	338	401	440	374	384	390

	2000-01			2001-02			2002-03		
	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11
<b>Novice</b>	4%	6%	5%	3%	7%	8%	2%	8%	8%
<b>Nearing Proficiency</b>	5%	6%	5%	7%	9%	6%	3%	8%	8%
<b>Proficient</b>	54%	58%	57%	59%	63%	53%	64%	59%	51%
<b>Advanced</b>	38%	30%	33%	31%	21%	33%	31%	26%	33%
<b>Proficient &amp; Advanced</b>	91%	88%	90%	90%	85%	85%	95%	85%	84%

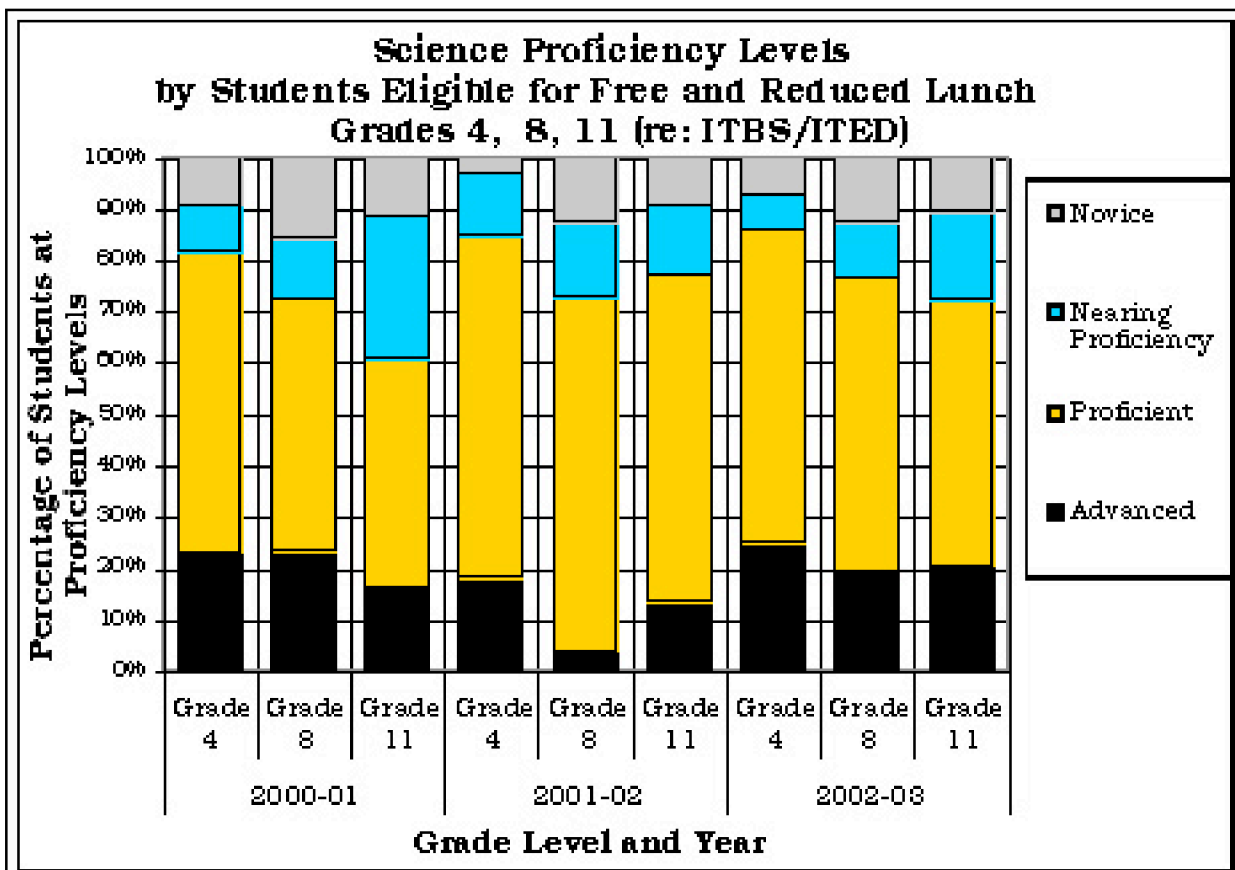


## Science Proficiency Levels by Students Eligible for Free and Reduced Lunch

	2000-01			2001-02			2002-03		
	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11
<b>Novice</b>	7	8	2	2	6	2	5	7	3
<b>Nearing Proficiency</b>	7	6	5	8	7	3	5	6	5
<b>Proficient</b>	45	25	8	44	33	14	44	32	15
<b>Advanced</b>	18	12	3	12	2	3	18	11	6
<b>Total # F/R Tested</b>	77	51	18	66	48	22	72	56	29

	2000-01			2001-02			2002-03		
	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11
<b>Novice</b>	9%	16%	11%	3%	13%	9%	7%	13%	10%
<b>Nearing Proficiency</b>	9%	12%	28%	12%	15%	14%	7%	11%	17%
<b>Proficient</b>	58%	49%	44%	67%	69%	64%	61%	57%	52%
<b>Advanced</b>	23%	24%	17%	18%	4%	14%	25%	20%	21%
<b>Proficient &amp; Advanced</b>	82%	73%	61%	85%	73%	77%	86%	77%	72%

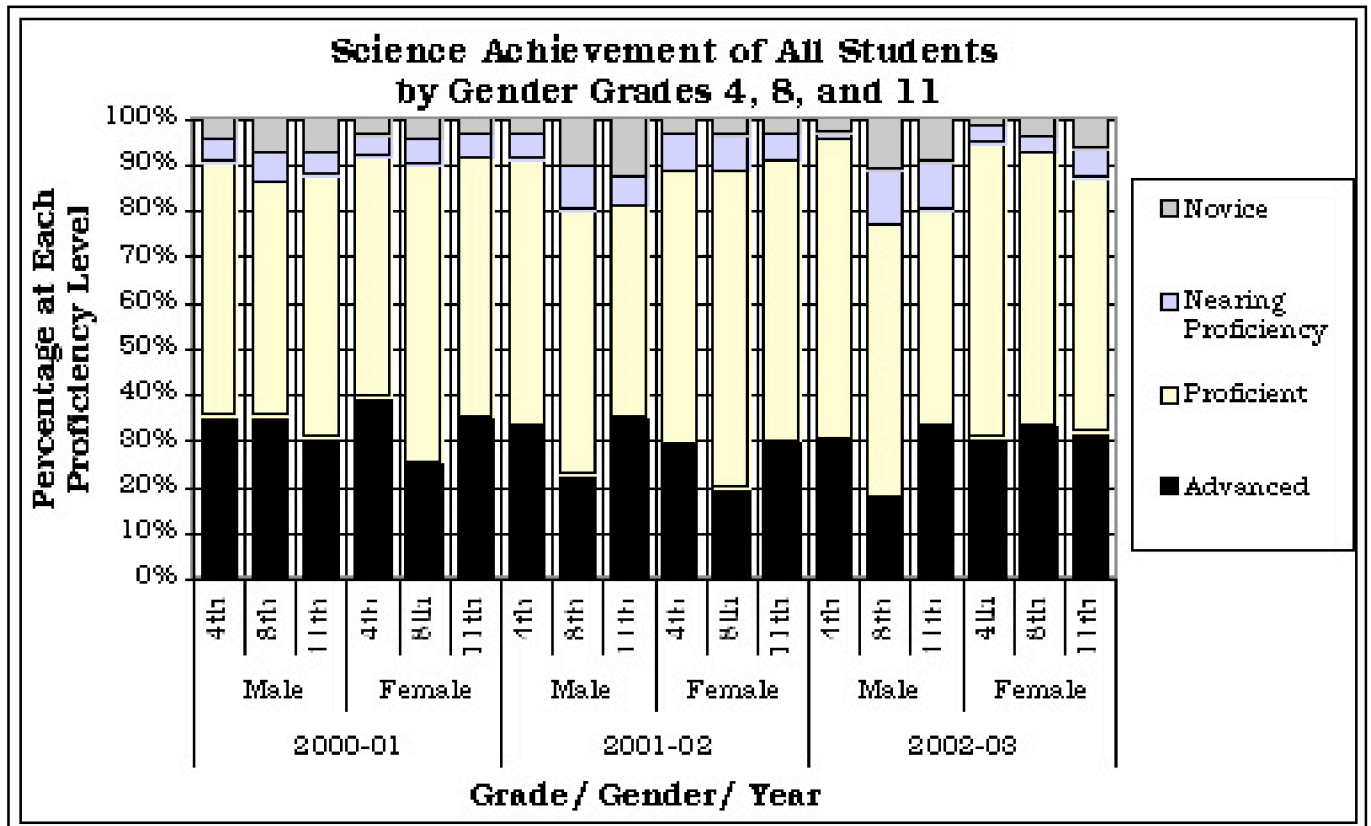




## Science Proficiency Levels of All Students by Gender

	2000-01						2001-02						2002-03					
	Male			Female			Male			Female			Male			Female		
	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th
<b>Novice</b>	8	13	14	6	8	7	5	20	31	6	7	6	5	22	19	3	7	12
<b>Nearing Proficiency</b>	9	11	10	8	10	12	9	19	16	14	16	11	8	23	21	7	7	12
<b>Proficient</b>	103	90	112	91	120	125	93	115	114	105	139	117	117	116	95	124	111	103
<b>Advanced</b>	66	63	61	69	47	78	54	45	87	52	40	57	55	35	68	60	63	60
<b>Total # of Male/Female Tested</b>	186	177	197	174	185	222	161	199	248	177	202	191	180	196	203	194	188	187

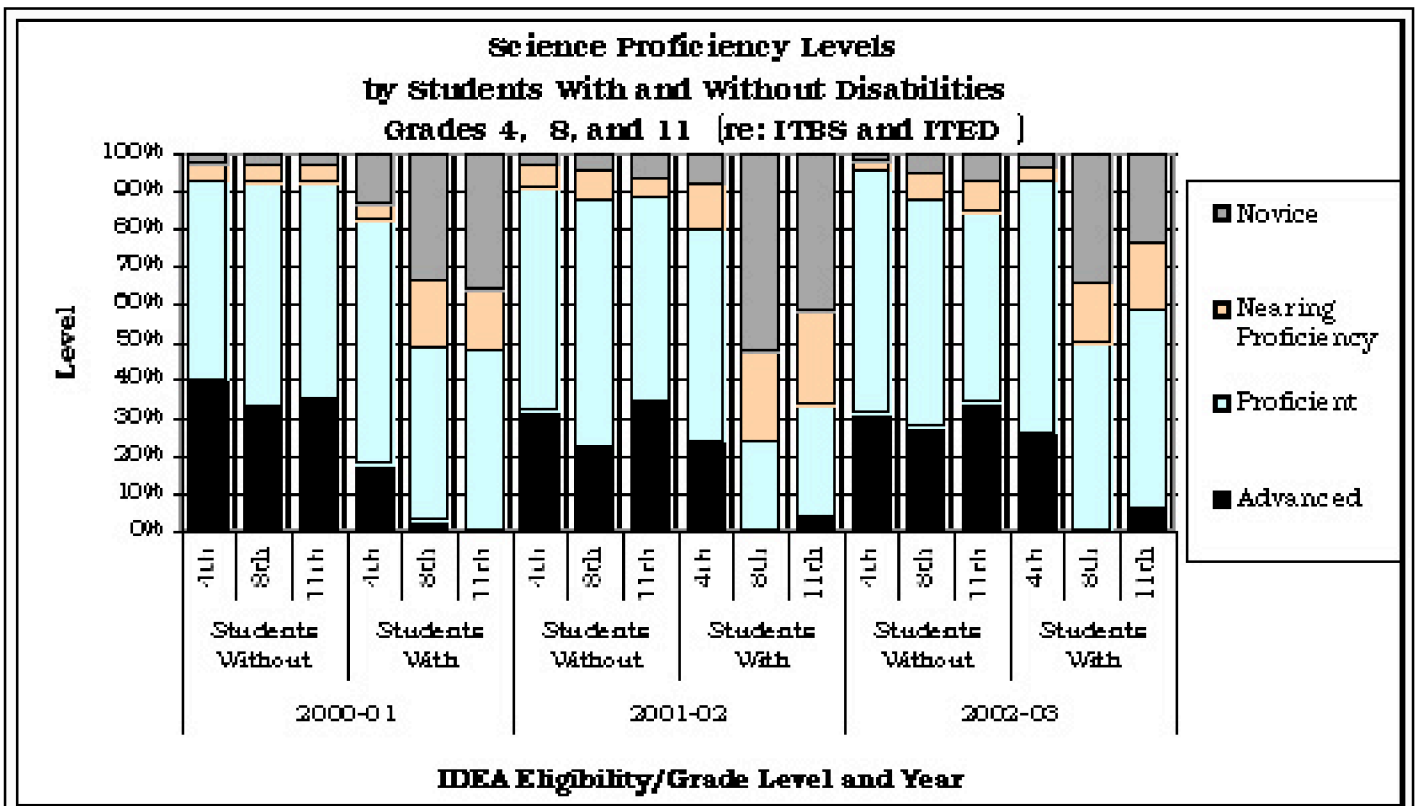
	2000-01						2001-02						2002-03					
	Male			Female			Male			Female			Male			Female		
	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th
<b>Novice</b>	4%	7%	7%	3%	4%	3%	3%	10%	13%	3%	3%	3%	3%	11%	8%	2%	4%	6%
<b>Nearing Proficiency</b>	5%	6%	5%	5%	5%	5%	6%	10%	6%	8%	8%	6%	2%	12%	8%	4%	4%	6%
<b>Proficient</b>	55%	51%	57%	52%	65%	56%	58%	58%	46%	59%	69%	61%	65%	59%	38%	64%	59%	55%
<b>Advanced</b>	35%	36%	31%	40%	25%	35%	34%	23%	35%	29%	20%	30%	31%	18%	27%	31%	34%	32%
<b>Proficient &amp; Advanced</b>	91%	86%	88%	92%	90%	91%	91%	80%	81%	89%	89%	91%	96%	77%	66%	95%	93%	87%



# Science Proficiency Levels of All Students With and Without Disabilities

	2000-01						2001-02						2002-03					
	Students Without Disabilities			Students With Disabilities			Students Without Disabilities			Students With Disabilities			Students Without Disabilities			Students With Disabilities		
	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th
<b>Novice</b>	8	10	12	6	11	9	9	16	27	2	11	10	7	18	27	1	11	4
<b>Nearing Proficiency</b>	15	15	18	2	6	4	20	30	21	3	5	6	9	25	30	1	5	3
<b>Proficient</b>	165	195	225	29	15	12	184	249	225	14	5	7	223	211	189	18	16	9
<b>Advanced</b>	127	109	139	8	1	0	100	85	143	6	0	1	108	98	127	7	0	1
<b>Total # Tested</b>	815	929	894	45	33	25	818	880	416	25	21	24	847	852	873	27	32	17

	2000-01						2001-02						2002-03					
	Students Without Disabilities			Students With Disabilities			Students Without Disabilities			Students With Disabilities			Students Without Disabilities			Students With Disabilities		
	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th
<b>Novice</b>	3%	3%	3%	13%	33%	36%	3%	4%	6%	8%	52%	42%	2%	5%	7%	4%	34%	24%
<b>Nearing Proficiency</b>	5%	5%	5%	4%	18%	16%	6%	8%	5%	12%	24%	25%	3%	7%	8%	4%	16%	18%
<b>Proficient</b>	52%	59%	57%	64%	45%	48%	59%	66%	54%	56%	24%	29%	64%	60%	51%	67%	50%	53%
<b>Advanced</b>	40%	33%	35%	18%	3%	0%	32%	22%	34%	24%	0%	4%	31%	23%	34%	26%	0%	6%
<b>Proficient &amp; Advanced</b>	93%	92%	92%	82%	48%	48%	91%	88%	88%	80%	24%	33%	95%	88%	85%	93%	50%	59%

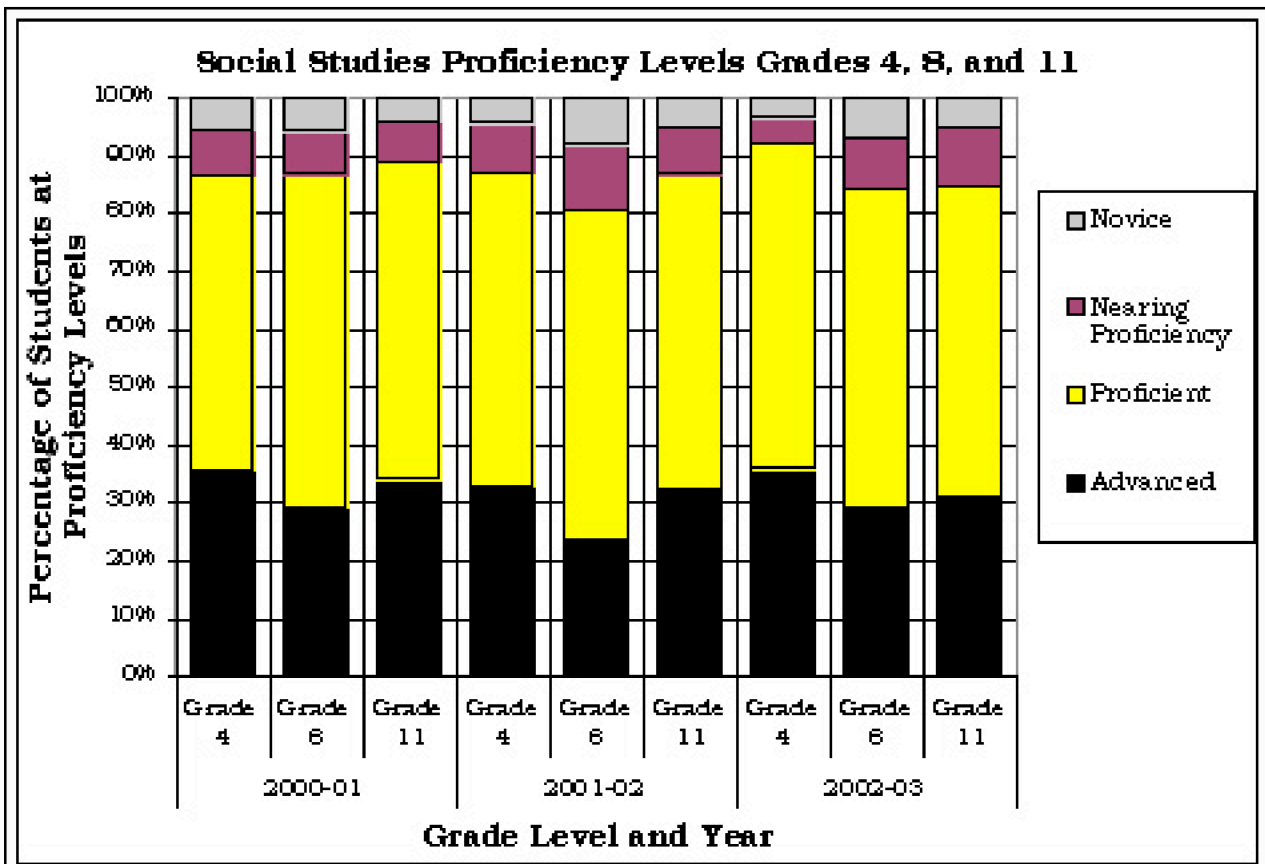


## Social Studies Proficiency Levels by All Students Participating in ITBS/ITED

	2000-01			2001-02			2002-03		
	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11
<b>Novice</b>	20	21	19	15	33	28	18	27	20
<b>Nearing Proficiency</b>	29	27	29	29	45	36	17	35	40
<b>Proficient</b>	184	208	238	182	229	240	213	214	211
<b>Advanced</b>	129	105	147	111	94	142	136	113	122
<b>Total # Tested</b>	362	361	433	337	401	441	379	389	393

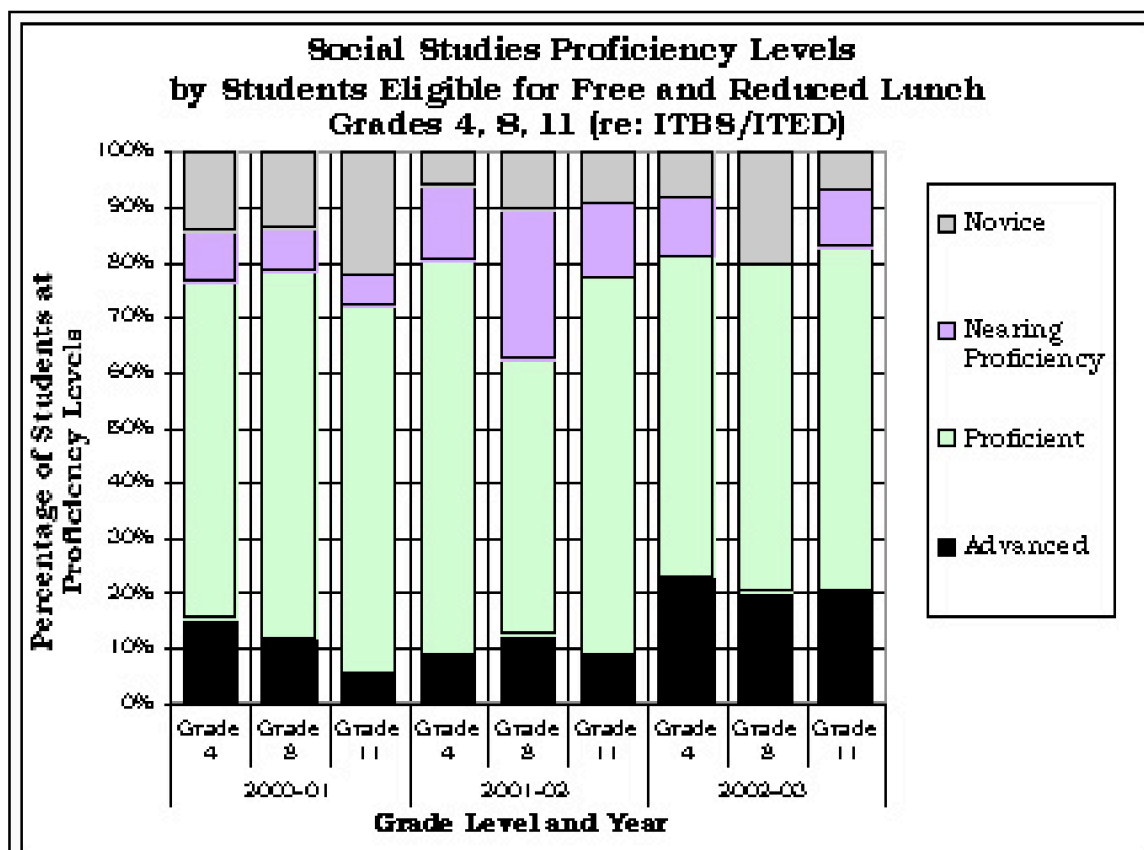
	2000-01			2001-02			2002-03		
	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11
<b>Novice</b>	6%	6%	4%	4%	8%	5%	3%	7%	5%
<b>Nearing Proficiency</b>	8%	7%	7%	9%	11%	8%	4%	9%	10%
<b>Proficient</b>	51%	58%	55%	54%	57%	54%	56%	55%	54%
<b>Advanced</b>	36%	29%	34%	33%	23%	32%	36%	29%	31%
<b>Proficient &amp; Advanced</b>	86%	87%	89%	87%	81%	87%	92%	84%	85%



## Social Studies Proficiency Levels by Students Eligible for Free and Reduced Lunch

	2000-01			2001-02			2002-03		
	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11
<b>Novice</b>	11	7	4	4	5	2	6	12	2
<b>Nearing Proficiency</b>	7	4	1	9	18	8	8	0	8
<b>Proficient</b>	47	84	12	47	24	15	43	85	18
<b>Advanced</b>	12	6	1	6	6	2	17	12	6
<b>Total # F/R Tested</b>	77	51	18	66	48	22	74	59	29

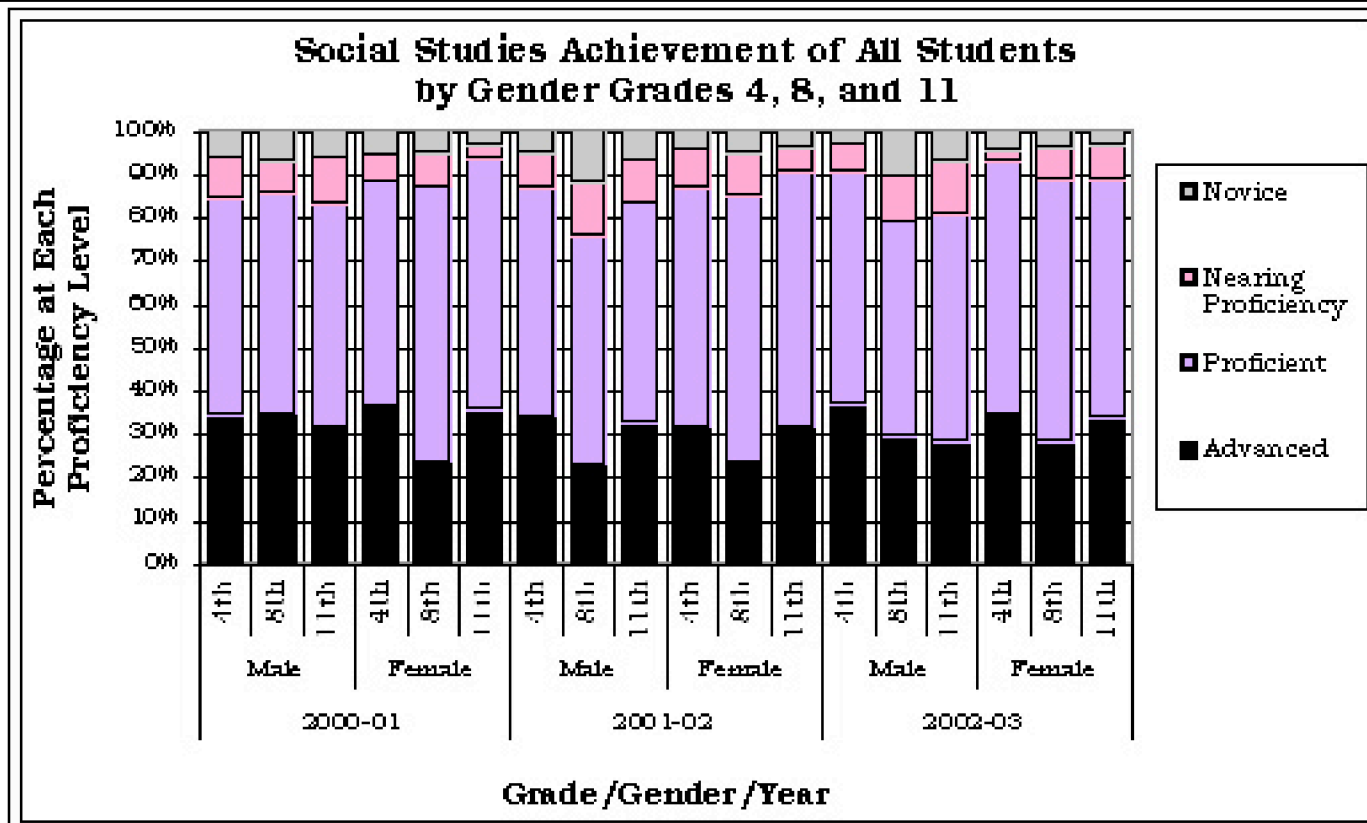
	2000-01			2001-02			2002-03		
	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11
<b>Novice</b>	14%	14%	22%	6%	10%	9%	8%	20%	7%
<b>Nearing Proficiency</b>	9%	8%	6%	14%	27%	14%	11%	0%	10%
<b>Proficient</b>	61%	67%	67%	71%	50%	68%	58%	59%	62%
<b>Advanced</b>	16%	12%	6%	9%	13%	9%	23%	20%	21%
<b>Proficient &amp; Advanced</b>	77%	78%	72%	80%	63%	77%	81%	80%	83%



## Social Studies Proficiency Levels of All Students by Gender

	2000-01						2001-02						2002-03					
	Male			Female			Male			Female			Male			Female		
	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th
<b>Novice</b>	11	12	12	9	9	7	8	23	16	7	10	7	5	20	14	8	7	6
<b>Nearing Proficiency</b>	18	18	22	11	14	7	13	25	25	16	20	11	12	21	25	5	14	15
<b>Proficient</b>	94	90	106	90	118	132	85	105	126	97	124	113	98	99	107	115	115	104
<b>Advanced</b>	65	61	65	64	44	82	55	46	81	56	48	61	68	59	58	68	54	64
<b>Total # of Male/Female Tested</b>	188	176	205	174	185	228	161	199	248	176	202	192	183	199	204	196	190	189

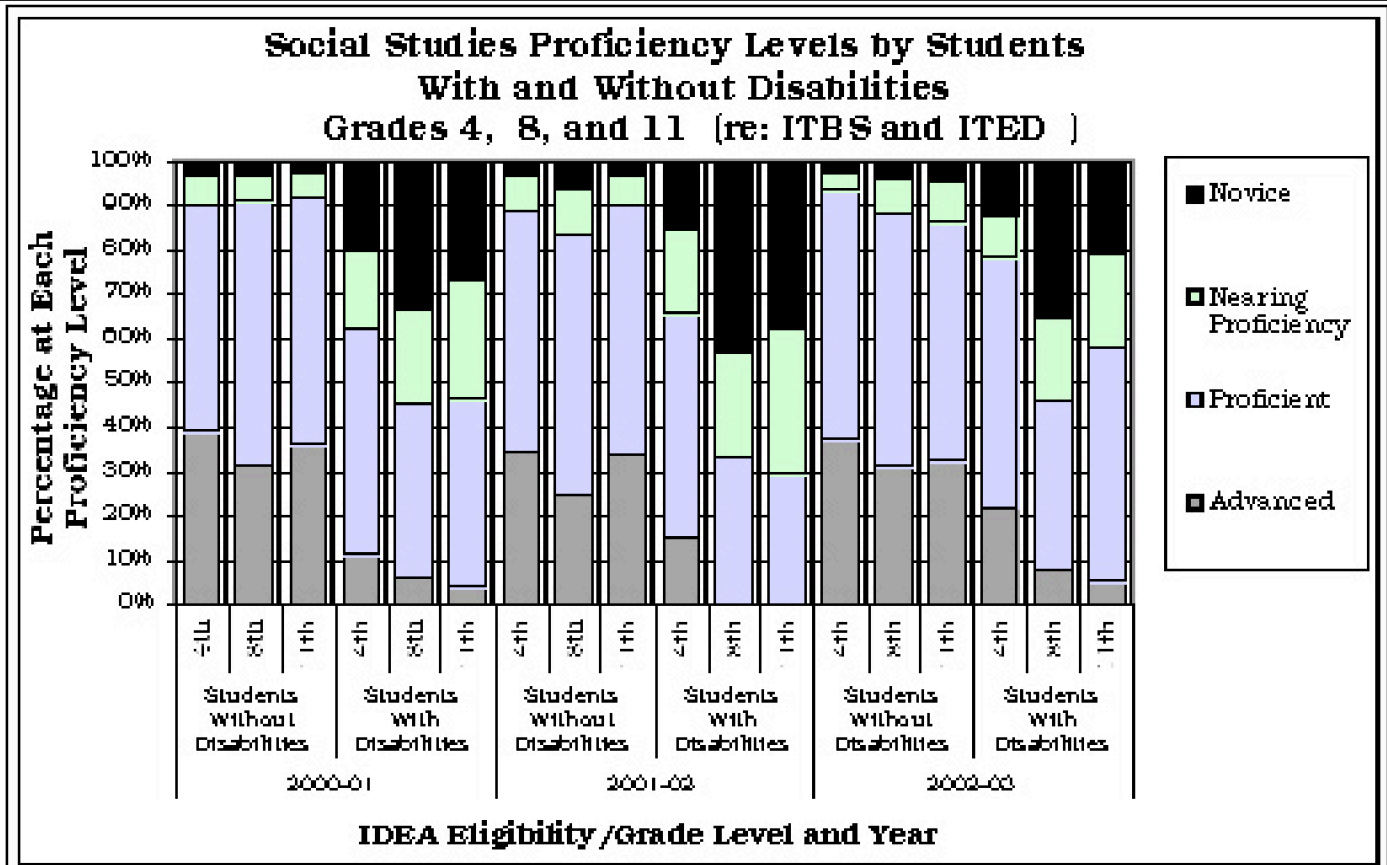
	2000-01						2001-02						2002-03					
	Male			Female			Male			Female			Male			Female		
	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th
<b>Novice</b>	6%	7%	6%	5%	5%	3%	5%	12%	6%	4%	5%	4%	3%	10%	7%	4%	4%	3%
<b>Nearing Proficiency</b>	10%	7%	11%	6%	8%	3%	8%	13%	10%	9%	10%	6%	7%	11%	12%	3%	7%	8%
<b>Proficient</b>	50%	51%	52%	52%	64%	58%	53%	53%	51%	55%	61%	59%	54%	50%	52%	59%	61%	55%
<b>Advanced</b>	35%	35%	32%	37%	24%	36%	34%	23%	33%	32%	24%	32%	37%	30%	28%	35%	28%	34%
<b>Proficient &amp; Advanced</b>	85%	86%	83%	89%	88%	94%	87%	76%	83%	87%	85%	91%	91%	79%	81%	93%	89%	89%



## Social Studies Proficiency Levels of All Students With and Without Disabilities

	2000-01						2001-02						2002-03					
	Students Without Disabilities			Students With Disabilities			Students Without Disabilities			Students With Disabilities			Students Without Disabilities			Students With Disabilities		
	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th
<b>Novice</b>	11	10	12	9	11	7	11	24	14	4	9	9	9	14	16	4	18	4
<b>Nearing Proficiency</b>	21	20	22	8	7	7	24	40	28	5	5	8	14	28	36	8	7	4
<b>Proficient</b>	161	195	227	23	18	11	169	222	233	18	7	7	195	200	201	18	14	10
<b>Advanced</b>	124	108	146	5	2	1	107	94	142	4	0	0	129	110	121	7	3	1
<b>Total # Tested</b>	317	328	407	45	33	26	311	380	417	26	21	24	347	352	374	32	37	19

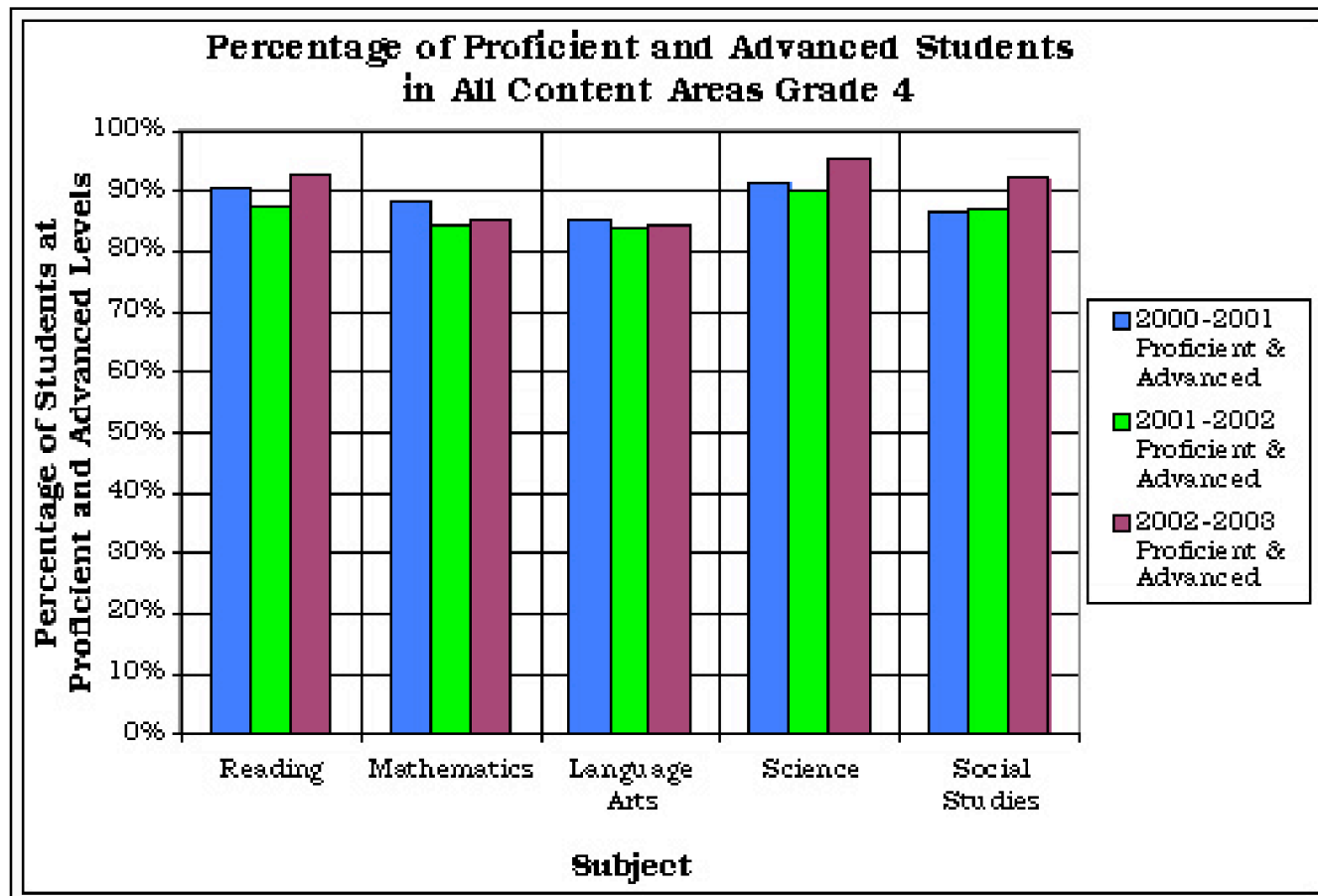
	2000-01						2001-02						2002-03					
	Students Without Disabilities			Students With Disabilities			Students Without Disabilities			Students With Disabilities			Students Without Disabilities			Students With Disabilities		
	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th	4th	8th	11th
<b>Novice</b>	3%	3%	3%	20%	33%	27%	4%	6%	3%	15%	43%	38%	3%	4%	4%	13%	35%	21%
<b>Nearing Proficiency</b>	7%	6%	5%	18%	21%	27%	8%	11%	7%	19%	24%	33%	4%	8%	10%	9%	19%	21%
<b>Proficient</b>	51%	53%	56%	51%	39%	42%	54%	58%	56%	50%	33%	29%	56%	57%	54%	56%	38%	53%
<b>Advanced</b>	39%	31%	36%	11%	6%	4%	34%	25%	34%	15%	0%	0%	37%	31%	32%	22%	8%	5%
<b>Proficient &amp; Advanced</b>	90%	91%	92%	62%	45%	46%	89%	83%	90%	65%	33%	29%	93%	88%	86%	78%	46%	58%



## Student Achievement of Proficient and Advanced Levels All Content Areas on ITBS Grade 4

	2000-01			2001-02			2002-03		
	Proficient	Advanced	Proficient & Advanced	Proficient	Advanced	Proficient & Advanced	Proficient	Advanced	Proficient & Advanced
<b>Reading</b>	201	129	330	184	115	299	211	139	350
<b>Math</b>	220	98	318	206	77	283	226	96	322
<b>Language Arts</b>	214	95	309	197	90	287	232	87	319
<b>Science</b>	194	135	329	198	106	304	241	115	356
<b>Social Studies</b>	184	129	313	182	111	293	213	136	349

	2000-01			2001-02			2002-03		
	Proficient	Advanced	Proficient & Advanced	Proficient	Advanced	Proficient & Advanced	Proficient	Advanced	Proficient & Advanced
<b>Reading</b>	55%	35%	90%	54%	34%	87%	56%	37%	93%
<b>Math</b>	61%	27%	88%	61%	23%	84%	60%	25%	85%
<b>Language Arts</b>	59%	26%	85%	58%	26%	84%	61%	23%	84%
<b>Science</b>	54%	38%	91%	59%	31%	90%	64%	31%	95%
<b>Social Studies</b>	51%	36%	86%	54%	33%	87%	56%	36%	92%

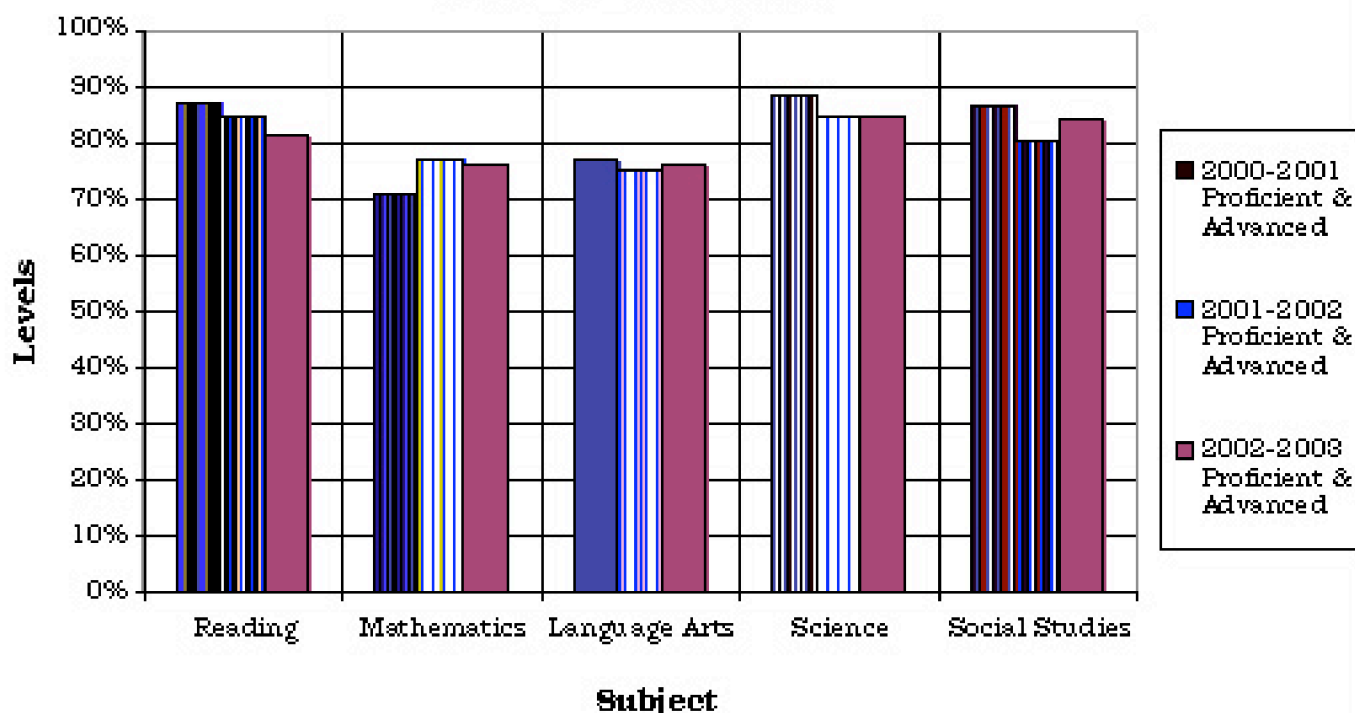


## Student Achievement of Proficient and Advanced Levels All Content Areas on ITBS Grade 8

	2000-01			2001-02			2002-03		
	Proficient	Advanced	Proficient & Advanced	Proficient	Advanced	Proficient & Advanced	Proficient	Advanced	Proficient & Advanced
<b>Reading</b>	224	97	321	234	102	336	230	86	316
<b>Mathematics</b>	194	65	259	233	74	307	233	63	296
<b>Language Arts</b>	227	53	280	246	53	299	243	52	295
<b>Science</b>	210	110	320	254	85	339	227	93	325
<b>Social Studies</b>	208	105	313	229	94	323	214	113	327

	2000-01			2001-02			2002-03		
	Proficient	Advanced	Proficient & Advanced	Proficient	Advanced	Proficient & Advanced	Proficient	Advanced	Proficient & Advanced
<b>Reading</b>	61%	26%	87%	59%	26%	84%	59%	22%	81%
<b>Mathematics</b>	53%	18%	71%	59%	19%	77%	60%	16%	76%
<b>Language Arts</b>	62%	15%	77%	62%	13%	75%	62%	13%	76%
<b>Science</b>	58%	30%	88%	63%	21%	85%	59%	26%	85%
<b>Social Studies</b>	58%	29%	87%	57%	23%	81%	55%	29%	84%

**Percentage of Proficient and Advanced Students in All Content Areas Grade 8**

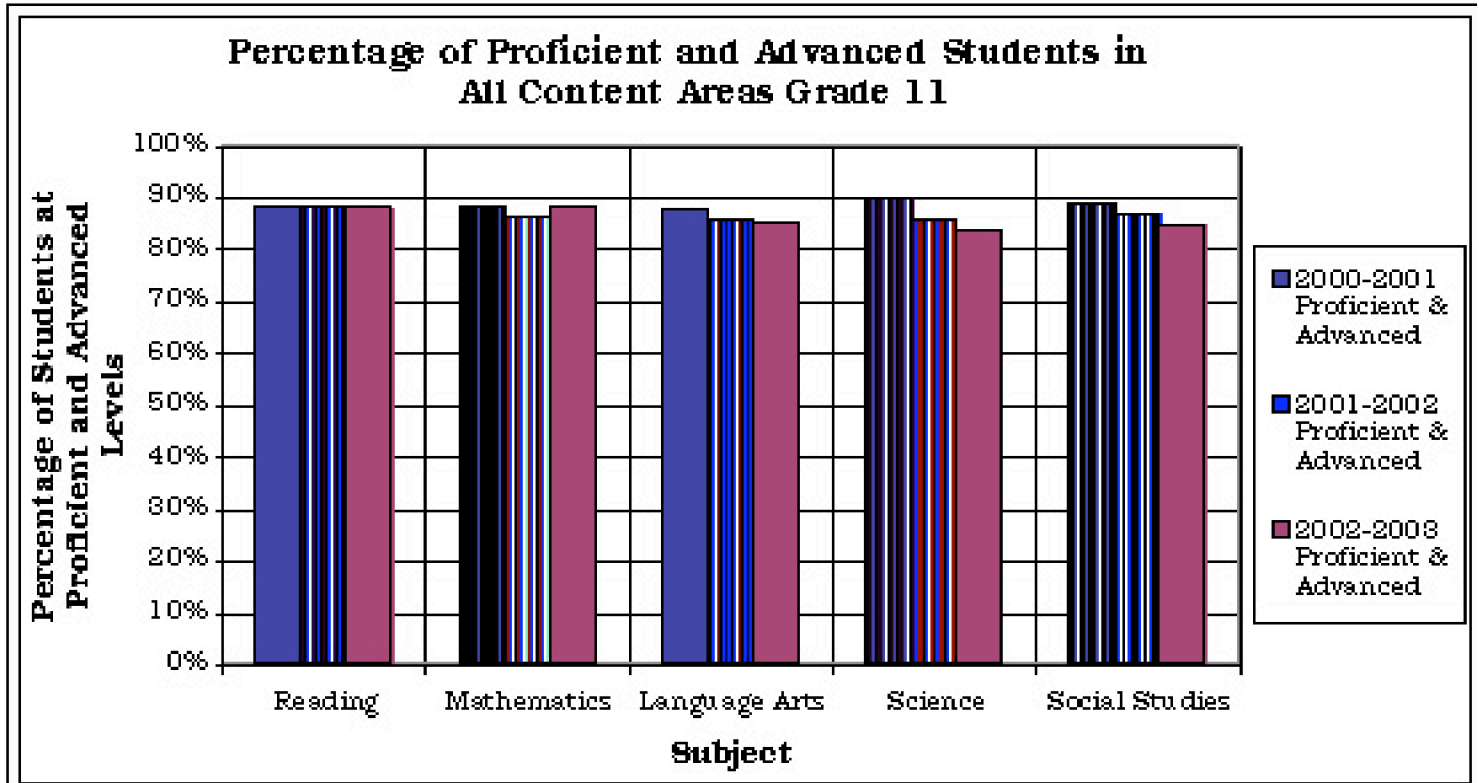




## Student Achievement of Proficient and Advanced Levels All Content Areas on ITED Grade 11

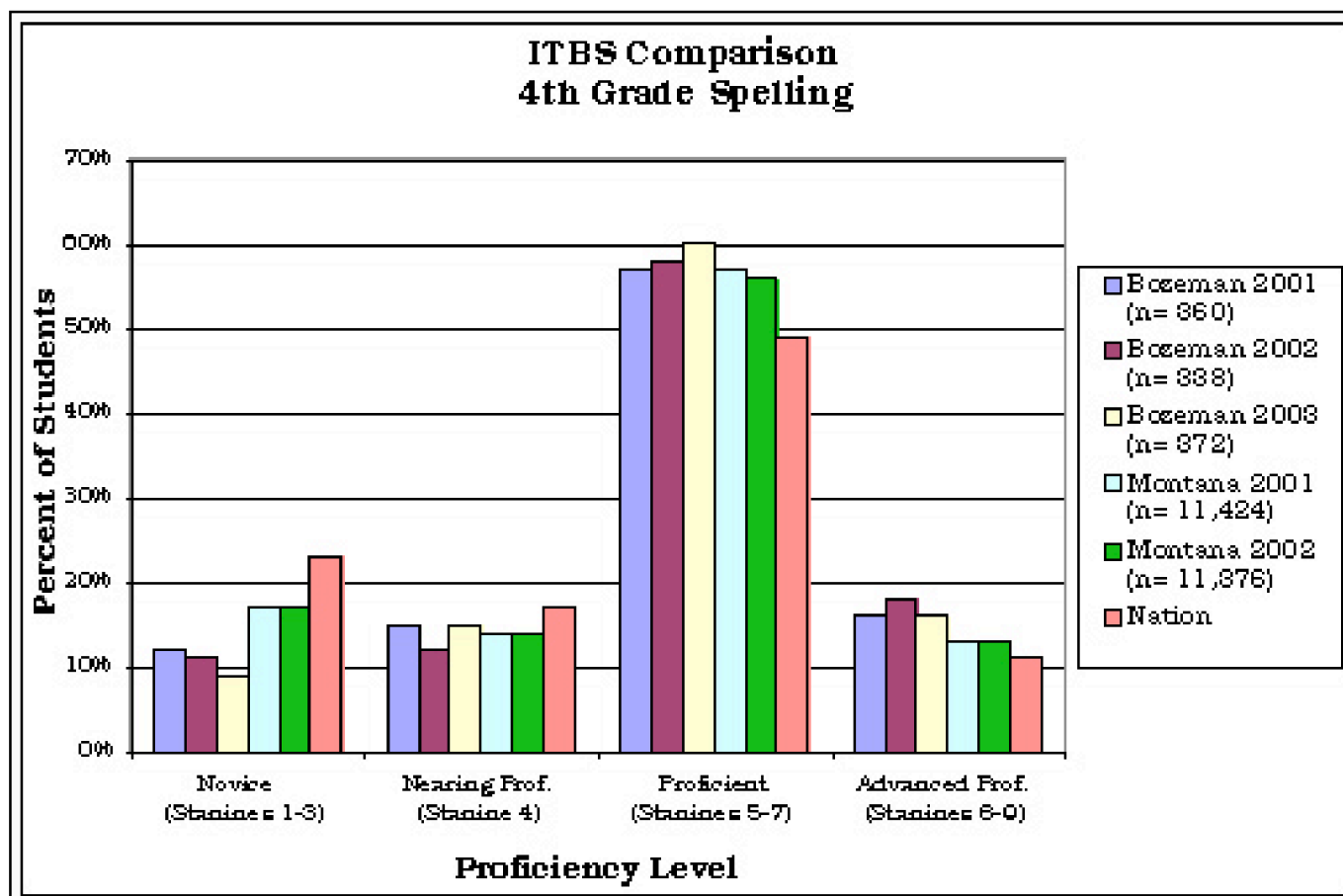
	2000-01			2001-02			2002-03		
	Proficient	Advanced	Proficient & Advanced	Proficient	Advanced	Proficient & Advanced	Proficient	Advanced	Proficient & Advanced
<b>Reading</b>	231	156	387	241	148	389	218	131	344
<b>Mathematics</b>	247	136	383	255	117	372	207	120	327
<b>Language Arts</b>	250	133	383	270	108	378	233	100	333
<b>Science</b>	237	139	376	232	144	376	198	126	326
<b>Social Studies</b>	238	147	385	240	142	382	211	122	333

	2000-01			2001-02			2002-03		
	Proficient	Advanced	Proficient & Advanced	Proficient	Advanced	Proficient & Advanced	Proficient	Advanced	Proficient & Advanced
<b>Reading</b>	53%	36%	38%	55%	34%	38%	54%	34%	38%
<b>Mathematics</b>	57%	31%	38%	59%	27%	36%	56%	32%	38%
<b>Language Arts</b>	57%	30%	38%	61%	24%	36%	60%	26%	35%
<b>Science</b>	57%	33%	30%	53%	33%	35%	51%	33%	34%
<b>Social Studies</b>	55%	34%	39%	54%	32%	37%	54%	31%	35%



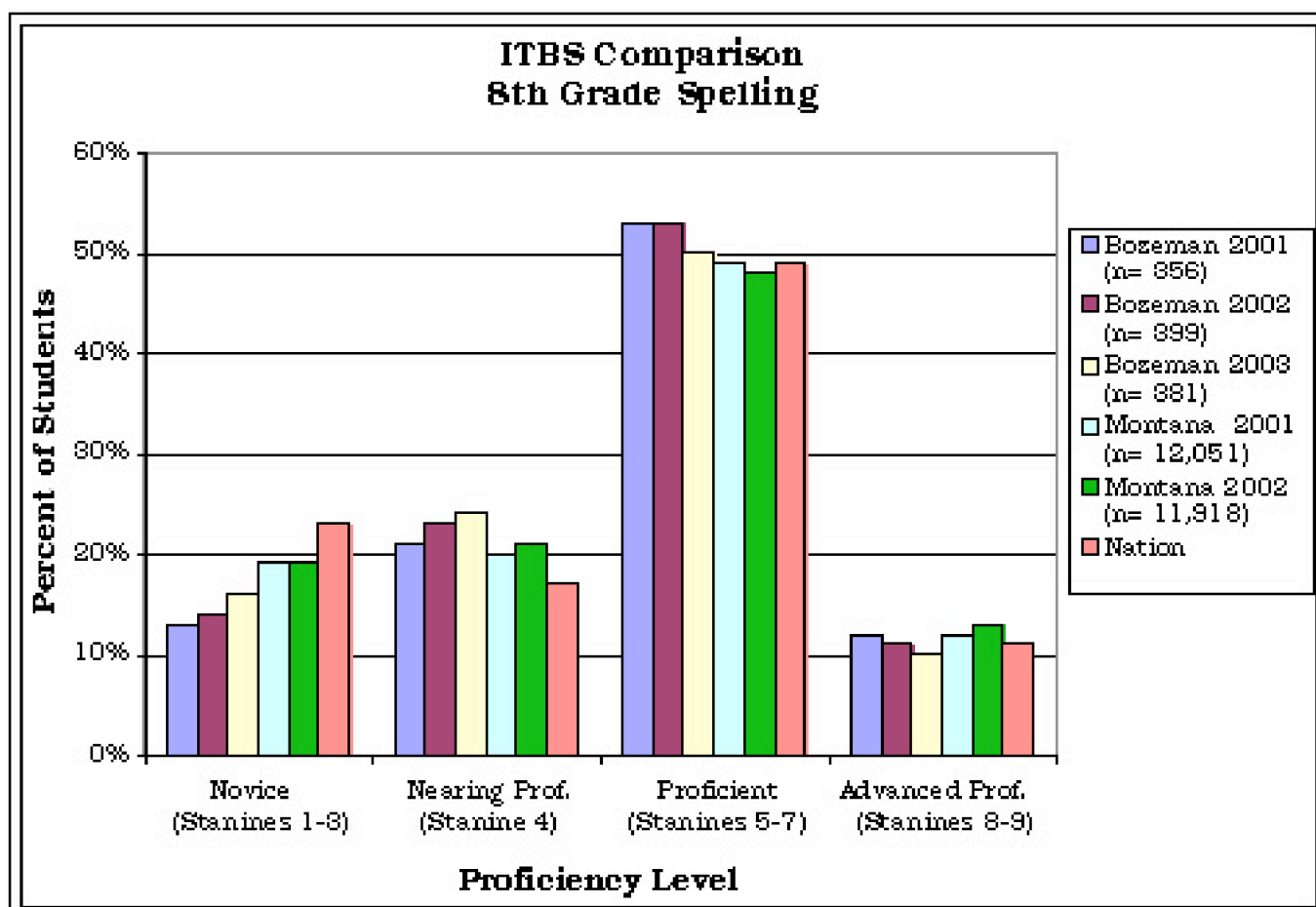
## Spelling Proficiency Levels 4th Grade ITBS

	Novice (Stanines 1-3)	Nearing Prof. (Stanine 4)	Proficient (Stanines 5-7)	Advanced Prof. (Stanines 8-9)
<b>Bozeman 2001</b> (n= 860)	12%	15%	57%	16%
<b>Bozeman 2002</b> (n= 838)	11%	12%	58%	18%
<b>Bozeman 2003</b> (n= 872)	9%	15%	60%	16%
<b>Montana 2001</b> (n= 11,424)	17%	14%	57%	13%
<b>Montana 2002</b> (n= 11,376)	17%	14%	56%	13%
<b>Nation</b>	23%	17%	49%	11%



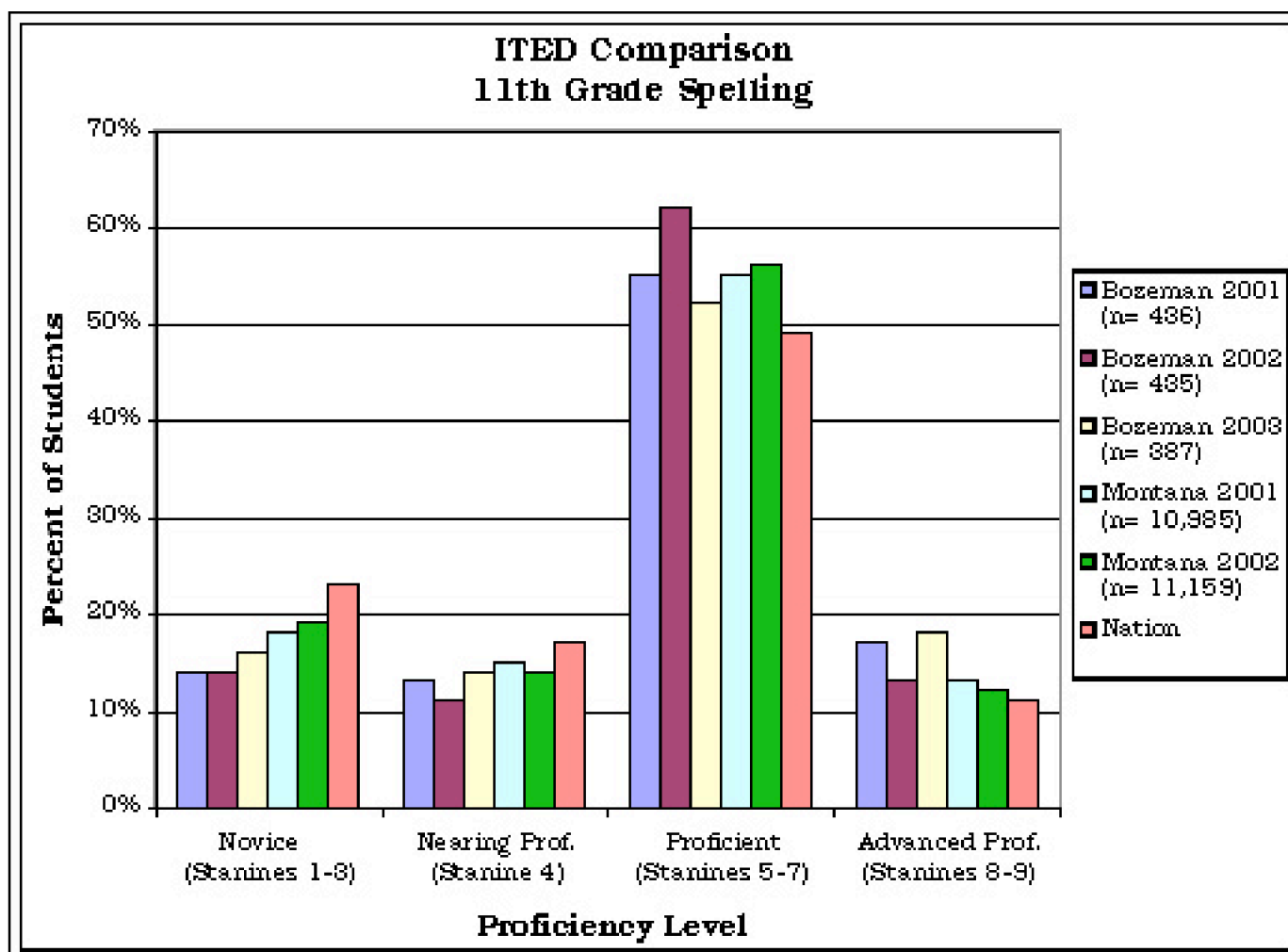
## Spelling Proficiency Levels 8th Grade ITBS

	Novice (Stanines 1-3)	Nearing Prof. (Stanine 4)	Proficient (Stanines 5-7)	Advanced Prof. (Stanines 8-9)
<b>Bozeman 2001</b> (n= 356)	13%	21%	53%	12%
<b>Bozeman 2002</b> (n= 399)	14%	23%	53%	11%
<b>Bozeman 2003</b> (n= 381)	16%	24%	50%	10%
<b>Montana 2001</b> (n= 12,051)	19%	20%	49%	12%
<b>Montana 2002</b> (n= 11,918)	19%	21%	48%	13%
<b>Nation</b>	23%	17%	49%	11%



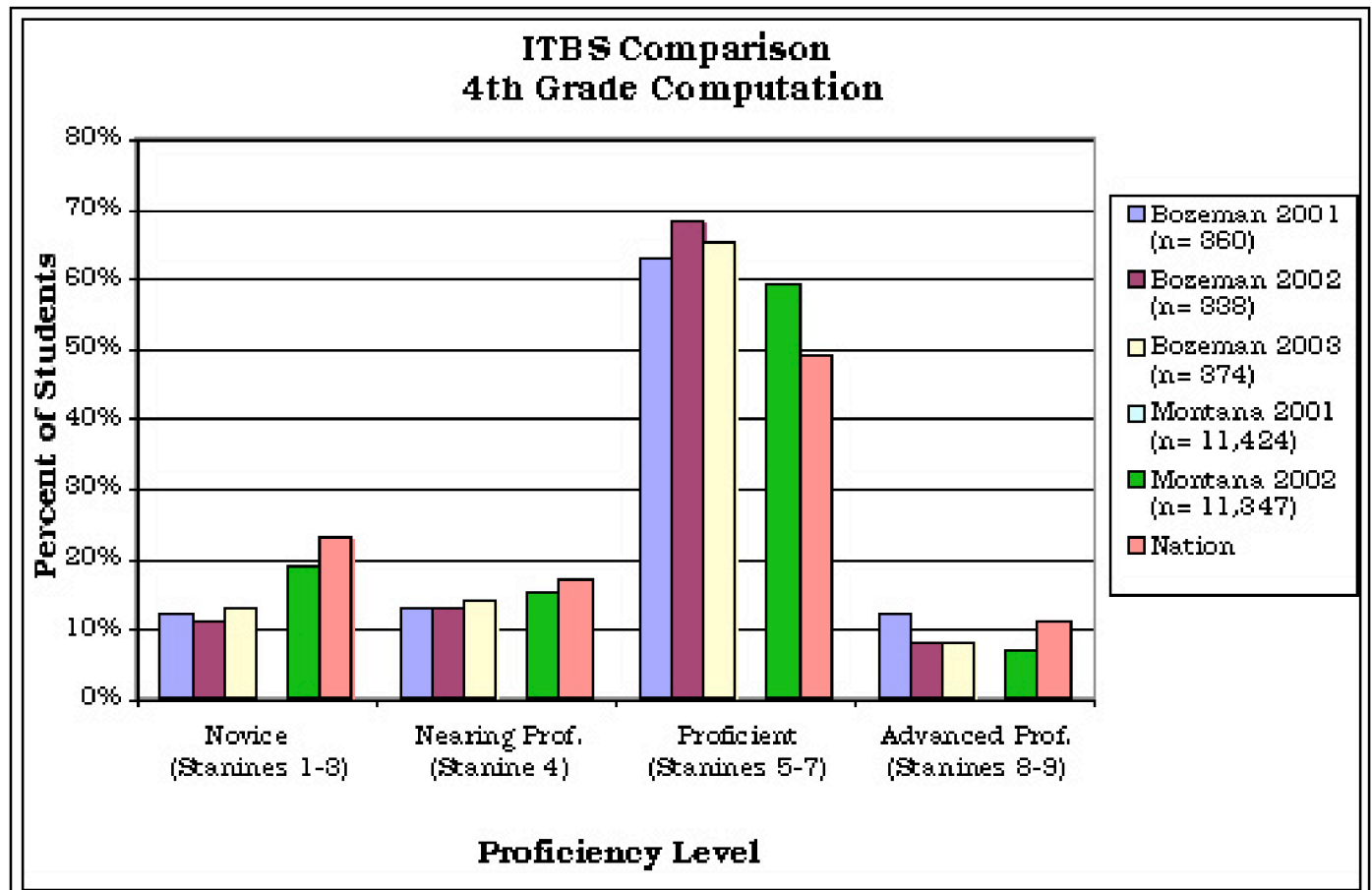
## Spelling Proficiency Levels 11th Grade ITED

	<b>Novice (Stanines 1-3)</b>	<b>Nearing Prof. (Stanine 4)</b>	<b>Proficient (Stanines 5-7)</b>	<b>Advanced Prof. (Stanines 8-9)</b>
<b>Bozeman 2001</b> (n= 436)	14%	13%	55%	17%
<b>Bozeman 2002</b> (n= 435)	14%	11%	62%	13%
<b>Bozeman 2003</b> (n= 387)	16%	14%	52%	18%
<b>Montana 2001</b> (n= 10,985)	18%	15%	55%	13%
<b>Montana 2002</b> (n= 11,159)	19%	14%	56%	12%
<b>Nation</b>	23%	17%	49%	11%



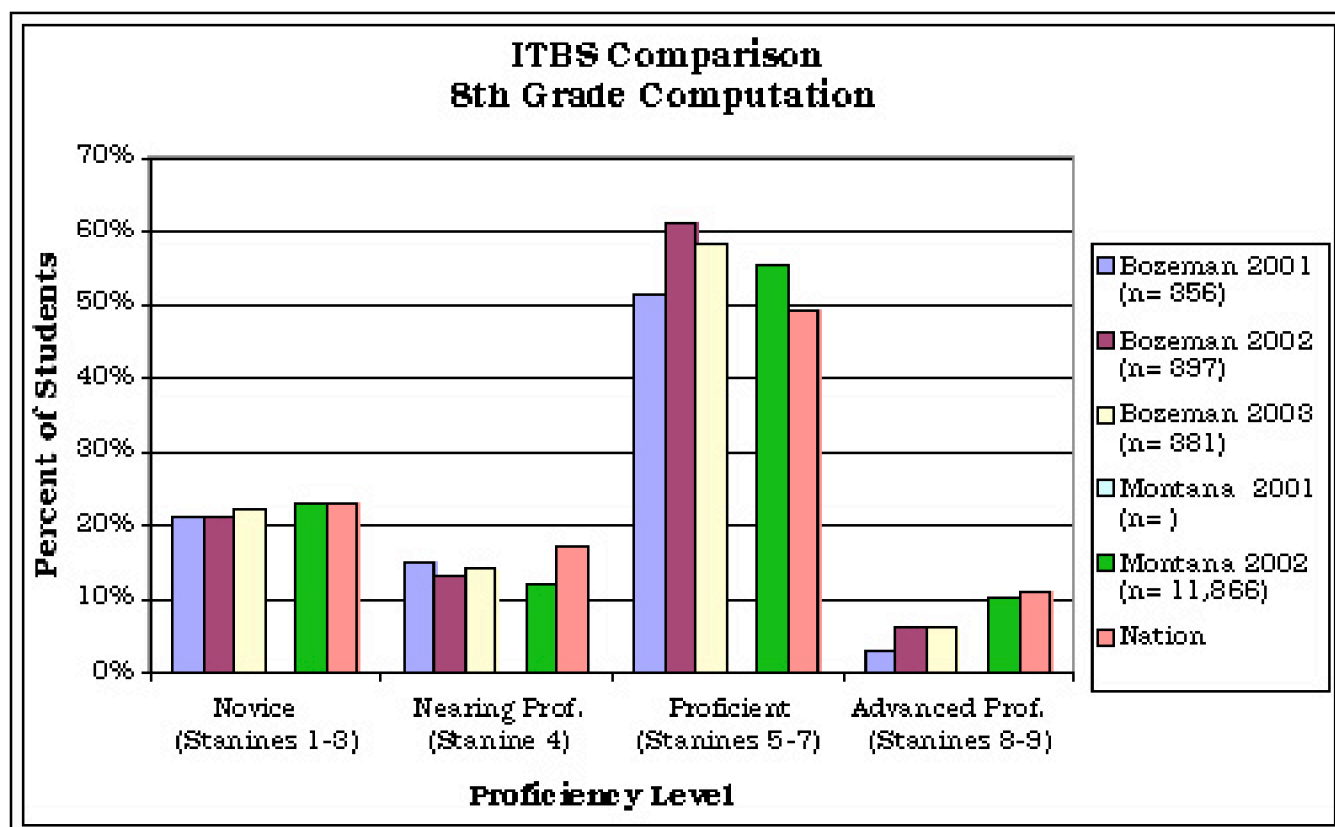
## Computation Proficiency Levels 4th Grade ITBS

	Novice (Stanines 1-3)	Nearing Prof. (Stanine 4)	Proficient (Stanines 5-7)	Advanced Prof. (Stanines 8-9)
<b>Bozeman 2001</b> (n= 860)	12%	13%	63%	12%
<b>Bozeman 2002</b> (n= 838)	11%	13%	68%	8%
<b>Bozeman 2003</b> (n= 874)	13%	14%	65%	8%
<b>Montana 2001</b> (n= 11,424)				
<b>Montana 2002</b> (n= 11,347)	19%	15%	59%	7%
<b>Nation</b>	23%	17%	49%	11%



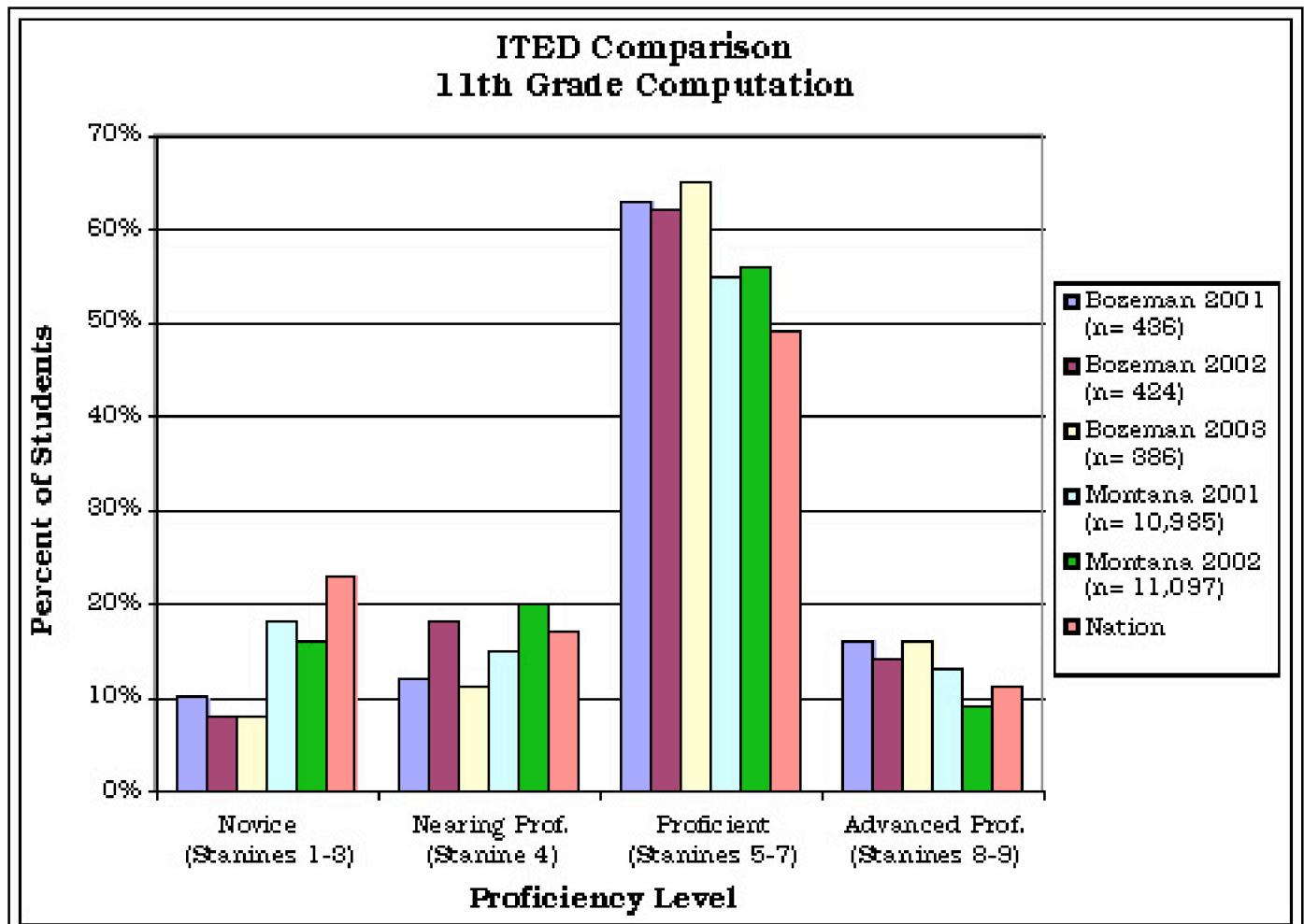
## Computation Proficiency Levels 8th Grade ITBS

	Novice (Stanines 1-3)	Nearing Prof. (Stanine 4)	Proficient (Stanines 5-7)	Advanced Prof. (Stanines 8-9)
<b>Bozeman 2001</b> (n= 356)	21%	15%	51%	3%
<b>Bozeman 2002</b> (n= 397)	21%	13%	61%	6%
<b>Bozeman 2003</b> (n= 381)	22%	14%	58%	6%
<b>Montana 2001</b> (n= )				
<b>Montana 2002</b> (n= 11,866)	23%	12%	55%	10%
<b>Nation</b>	23%	17%	49%	11%



## Computation Proficiency Levels 11th Grade ITED

	Novice (Stanines 1-3)	Nearing Prof. (Stanine 4)	Proficient (Stanines 5-7)	Advanced Prof. (Stanines 8-9)
<b>Bozeman 2001</b> (n= 436)	10%	12%	63%	16%
<b>Bozeman 2002</b> (n= 424)	8%	18%	62%	14%
<b>Bozeman 2003</b> (n= 386)	8%	11%	65%	16%
<b>Montana 2001</b> (n= 10,985)	18%	15%	55%	13%
<b>Montana 2002</b> (n= 11,097)	16%	20%	56%	9%
<b>Nation</b>	23%	17%	49%	11%



# **Student Achievement Data**

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## **Norm Reference/Criterion Reference Assessments**



## CTBS Reading

	<b>Advanced Proficient</b>	<b>Proficient</b>	<b>Nearing Proficient</b>	<b>Novice</b>
<b>District - 3rd</b>				
1997-98	31%	53%	9%	7%
1998-99	28%	57%	8%	7%
1999-00	31%	54%	9%	6%
2000-01	27%	59%	10%	5%
2001-02	25%	56%	11%	6%
2002-03	27%	51%	14%	8%
2003-04	24%	55%	9%	12%
<b>District - 5th</b>				
1997-98	32%	57%	7%	4%
1998-99	32%	57%	7%	4%
1999-00	NA	NA	NA	NA
2000-01	27%	61%	7%	5%
2001-02	30%	49%	12%	7%
2002-03	26%	54%	11%	8%
2003-04	30%	54%	9%	7%
<b>District - 6th</b>				
1997-98	27%	53%	8%	7%
1998-99	23%	60%	10%	7%
1999-00	23%	56%	11%	10%
2000-01	19%	60%	11%	10%
2001-02	34%	50%	7%	9%
2002-03	32%	53%	9%	6%
2003-04	30%	53%	7%	10%
<b>District - 7th</b>				
1997-98	24%	60%	8%	8%
1998-99	22%	61%	10%	7%
1999-00	22%	62%	8%	7%
2000-01	22%	57%	9%	10%
2001-02	22%	55%	12%	10%
2002-03	26%	56%	10%	8%
2003-04	28%	53%	11%	8%
<b>District - 9th</b>				
1997-98	32%	53%	6%	4%
1998-99	32%	57%	7%	3%
1999-00	29%	53%	7%	5%
2000-01	32%	57%	7%	5%
2001-02	32%	53%	7%	10%
2002-03	29%	54%	10%	6%
2003-04	30%	53%	9%	9%
<b>District - 10th</b>				
1997-98	36%	50%	9%	6%
1998-99	30%	56%	8%	6%
1999-00	36%	55%	5%	5%
2000-01	31%	53%	9%	7%
2001-02	35%	49%	9%	6%
2002-03	33%	51%	7%	10%
2003-04	31%	50%	10%	9%

## CTBS Language Arts

	<b>Advanced Proficient</b>	<b>Proficient</b>	<b>Nearing Proficient</b>	<b>Novice</b>
<b>District - 3rd</b>				
1997-98	28%	58%	13%	7%
1998-99	28%	57%	12%	7%
1999-00	24%	6%	18%	8%
2000-01	20%	59%	13%	8%
2001-02	15%	58%	15%	12%
2002-03	15%	56%	16%	12%
2003-04	15%	55%	16%	13%
<b>District - 5th</b>				
1997-98	28%	54%	10%	7%
1998-99	28%	54%	10%	7%
1999-00	NA	NA	NA	NA
2000-01	20%	57%	15%	8%
2001-02	18%	58%	14%	10%
2002-03	19%	59%	12%	10%
2003-04	19%	57%	14%	10%
<b>District - 6th</b>				
1997-98	22%	59%	10%	10%
1998-99	22%	60%	9%	9%
1999-00	15%	65%	11%	10%
2000-01	14%	64%	11%	10%
2001-02	22%	61%	10%	7%
2002-03	19%	63%	10%	8%
2003-04	14%	63%	12%	10%
<b>District - 7th</b>				
1997-98	18%	58%	11%	13%
1998-99	24%	55%	14%	7%
1999-00	22%	55%	15%	7%
2000-01	16%	57%	9%	10%
2001-02	21%	58%	15%	9%
2002-03	22%	62%	10%	7%
2003-04	23%	55%	13%	8%
<b>District - 9th</b>				
1997-98	22%	62%	10%	6%
1998-99	28%	54%	11%	7%
1999-00	23%	58%	12%	8%
2000-01	23%	60%	10%	8%
2001-02	22%	58%	11%	8%
2002-03	19%	61%	11%	9%
2003-04	17%	62%	11%	9%
<b>District - 10th</b>				
1997-98	29%	52%	12%	8%
1998-99	16%	66%	10%	8%
1999-00	23%	62%	9%	7%
2000-01	17%	62%	12%	9%
2001-02	17%	65%	12%	6%
2002-03	15%	65%	12%	9%
2003-04	13%	66%	12%	10%

## CTBS Math

	<b>Advanced Proficient</b>	<b>Proficient</b>	<b>Nearing Proficient</b>	<b>Novice</b>
<b>District - 3rd</b>				
1997-98	18%	63%	11%	9%
1998-99	21%	58%	14%	8%
1999-00	19%	54%	10%	8%
2000-01	14%	64%	14%	9%
2001-02	21%	62%	11%	9%
2002-03	21%	56%	14%	8%
2003-04	17%	62%	11%	10%
<b>District - 5th</b>				
1997-98	32%	57%	8%	4%
1998-99	32%	57%	8%	4%
1999-00	NA	NA	NA	NA
2000-01	26%	58%	9%	7%
2001-02	14%	63%	13%	10%
2002-03	14%	56%	17%	13%
2003-04	12%	62%	15%	11%
<b>District - 6th</b>				
1997-98	20%	59%	10%	10%
1998-99	20%	56%	11%	7%
1999-00	19%	62%	12%	7%
2000-01	15%	59%	14%	12%
2001-02	18%	58%	14%	10%
2002-03	17%	60%	14%	9%
2003-04	19%	58%	13%	9%
<b>District - 7th</b>				
1997-98	19%	62%	11%	8%
1998-99	16%	63%	12%	8%
1999-00	14%	64%	15%	7%
2000-01	23%	59%	10%	7%
2001-02	22%	54%	12%	14%
2002-03	24%	56%	8%	10%
2003-04	20%	60%	10%	10%
<b>District - 9th</b>				
1997-98	30%	55%	8%	6%
1998-99	32%	54%	8%	6%
1999-00	26%	60%	7%	6%
2000-01	28%	59%	7%	7%
2001-02	24%	58%	10%	7%
2002-03	24%	57%	11%	8%
2003-04	21%	59%	10%	10%
<b>District - 10th</b>				
1997-98	31%	54%	8%	8%
1998-99	25%	57%	9%	9%
1999-00	29%	56%	10%	6%
2000-01	27%	57%	7%	9%
2001-02	34%	50%	8%	7%
2002-03	26%	54%	11%	8%
2003-04	30%	51%	11%	8%

## CTBS Science

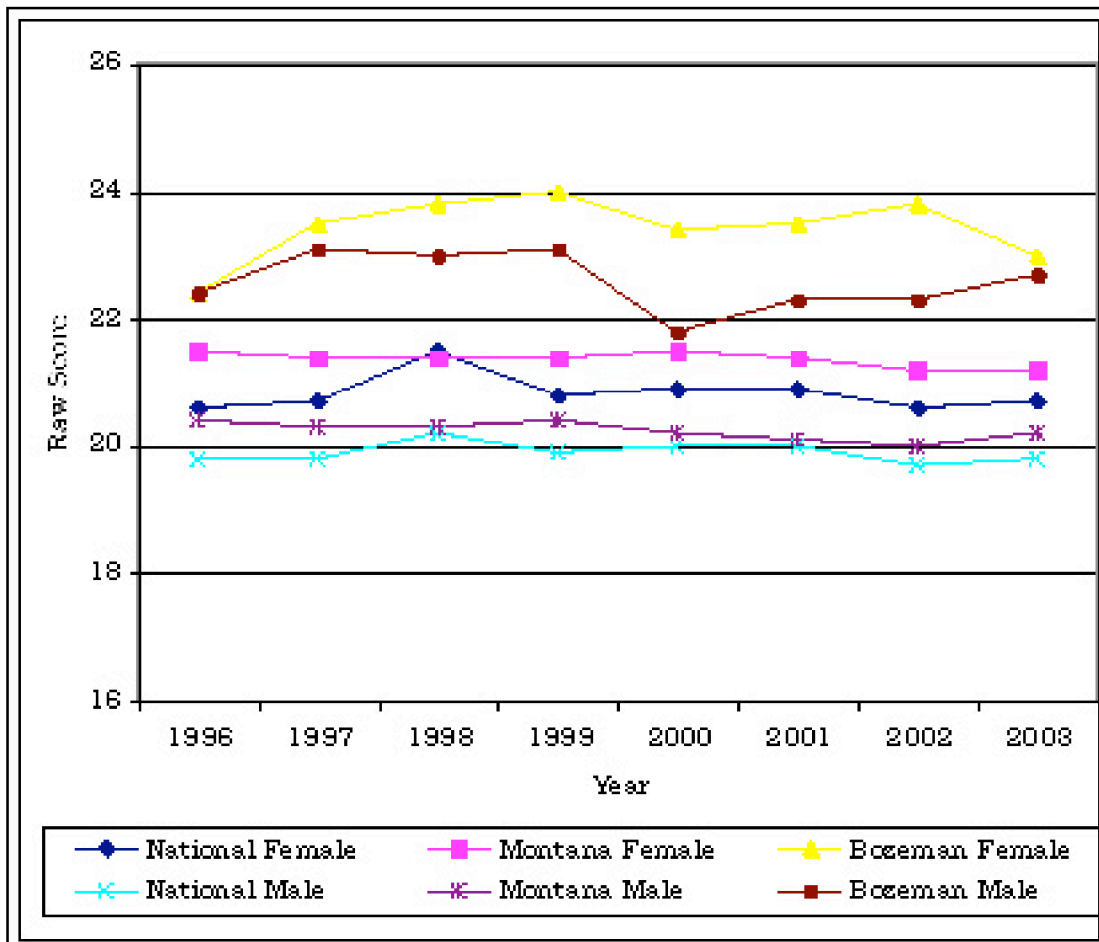
	Advanced Proficient	Proficient	Nearing Proficient	Novice
<b>District - 3rd</b>				
1997-98	19%	65%	12%	4%
1998-99	18%	65%	12%	6%
1999-00	18%	64%	13%	5%
2000-01	15%	66%	13%	6%
2001-02	19%	66%	10%	5%
2002-03	26%	60%	11%	4%
2003-04	21%	56%	15%	8%
<b>District - 5th</b>				
1997-98	30%	59%	8%	11%
1998-99	30%	59%	8%	3%
1999-00	NA	NA	NA	NA
2000-01	28%	64%	9%	4%
2001-02	20%	63%	8%	9%
2002-03	18%	63%	9%	10%
2003-04	17%	64%	7%	6%
<b>District - 6th</b>				
1997-98	34%	55%	6%	5%
1998-99	28%	60%	8%	4%
1999-00	21%	66%	7%	6%
2000-01	21%	66%	7%	7%
2001-02	19%	65%	10%	6%
2002-03	19%	63%	10%	7%
2003-04	18%	64%	10%	8%
<b>District - 7th</b>				
1997-98	29%	56%	10%	4%
1998-99	23%	58%	11%	7%
1999-00	23%	63%	9%	5%
2000-01	18%	63%	13%	6%
2001-02	27%	54%	11%	8%
2002-03	29%	59%	6%	6%
2003-04	34%	52%	9%	4%
<b>District - 9th</b>				
1997-98	41%	37%	7%	6%
1998-99	34%	54%	8%	8%
1999-00	35%	53%	7%	5%
2000-01	46%	55%	6%	6%
2001-02	27%	61%	7%	6%
2002-03	23%	64%	9%	5%
2003-04	25%	63%	7%	4%
<b>District - 10th</b>				
1997-98	40%	50%	4%	8%
1998-99	39%	51%	5%	7%
1999-00	37%	53%	5%	6%
2000-01	32%	58%	5%	5%
2001-02	35%	51%	6%	7%
2002-03	36%	48%	9%	8%
2003-04	32%	51%	10%	7%

## CTBS Social Studies

	<b>Advanced Proficient</b>	<b>Proficient</b>	<b>Nearing Proficient</b>	<b>Novice</b>
<b>District - 3rd</b>				
1997-98	17%	65%	14%	4%
1998-99	14%	69%	13%	5%
1999-00	20%	65%	10%	5%
2000-01	15%	69%	11%	4%
2001-02	26%	59%	9%	8%
2002-03	27%	55%	10%	7%
2003-04	22%	57%	11%	9%
<b>District - 5th</b>				
1997-98	23%	65%	8%	3%
1998-99	23%	65%	8%	3%
1999-00	NA	NA	NA	NA
2000-01	17%	65%	12%	6%
2001-02	27%	59%	9%	5%
2002-03	22%	64%	7%	7%
2003-04	23%	64%	7%	6%
<b>District - 6th</b>				
1997-98	17%	66%	9%	9%
1998-99	19%	62%	13%	6%
1999-00	13%	65%	16%	7%
2000-01	12%	63%	14%	11%
2001-02	22%	61%	10%	7%
2002-03	22%	64%	8%	7%
2003-04	22%	59%	12%	8%
<b>District - 7th</b>				
1997-98	21%	55%	9%	4%
1998-99	29%	56%	10%	6%
1999-00	29%	57%	10%	4%
2000-01	20%	56%	15%	8%
2001-02	21%	62%	10%	9%
2002-03	24%	61%	10%	6%
2003-04	31%	54%	8%	5%
<b>District - 9th</b>				
1997-98	30%	55%	8%	7%
1998-99	15%	60%	7%	10%
1999-00	24%	58%	9%	9%
2000-01	27%	56%	8%	8%
2001-02	20%	67%	5%	8%
2002-03	16%	68%	8%	6%
2003-04	21%	65%	7%	8%
<b>District - 10th</b>				
1997-98	24%	66%	6%	4%
1998-99	19%	69%	6%	7%
1999-00	23%	63%	7%	6%
2000-01	24%	64%	6%	6%
2001-02	28%	57%	9%	6%
2002-03	24%	61%	9%	6%
2003-04	22%	62%	9%	8%

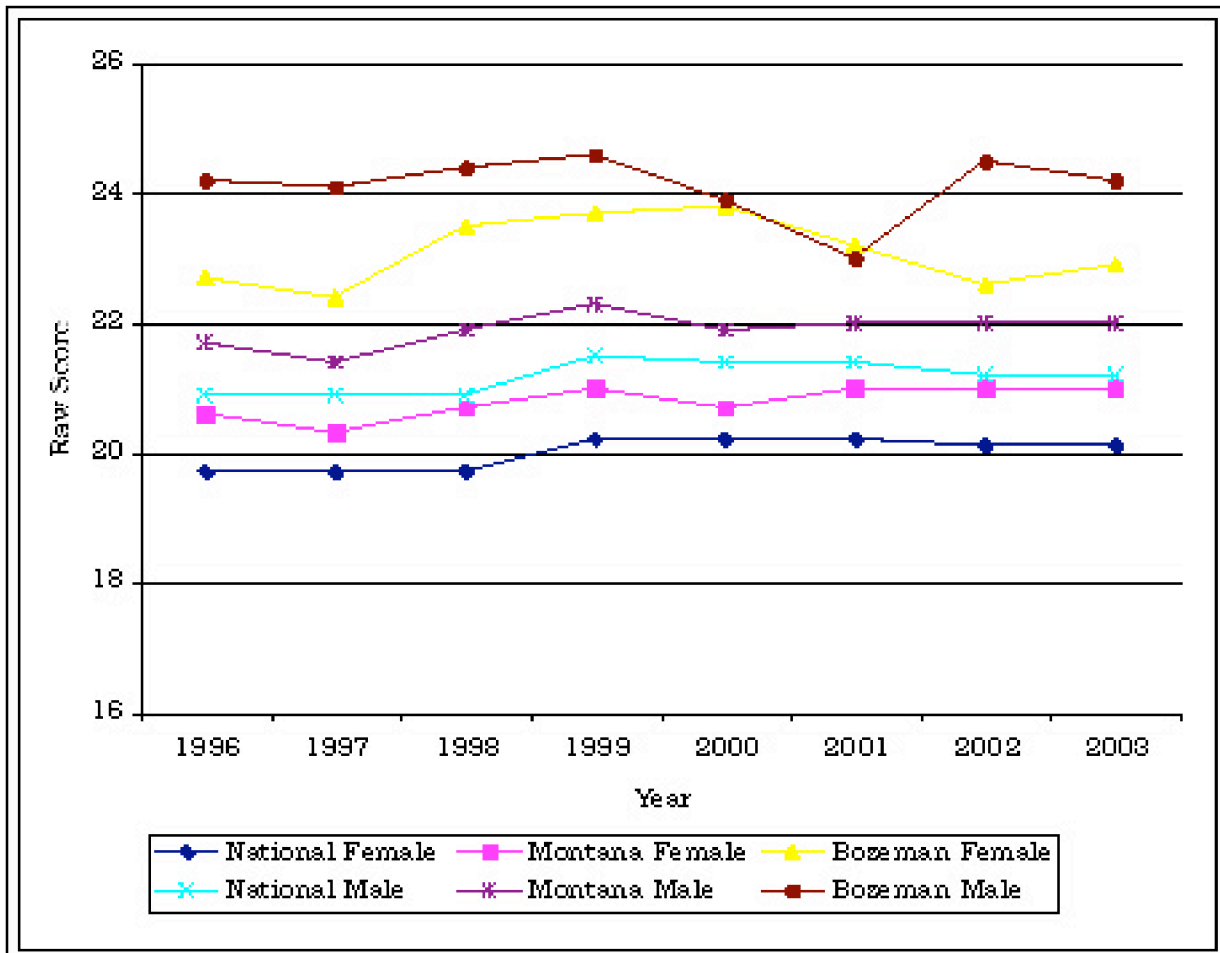
# ACT English Scores

	Graduates of:							
	1996	1997	1998	1999	2000	2001	2002	2003
<b>National Female</b>	20.6	20.7	21.5	20.8	20.9	20.9	20.6	20.7
<b>Montana Female</b>	21.5	21.4	21.4	21.4	21.5	21.4	21.2	21.2
<b>Bozeman Female</b>	22.4	23.5	23.8	24	23.4	23.5	23.8	23
<b>National Male</b>	19.8	19.8	20.2	19.9	20	20	19.7	19.8
<b>Montana Male</b>	20.4	20.3	20.3	20.4	20.2	20.1	20	20.2
<b>Bozeman Male</b>	22.4	23.1	23	23.1	21.8	22.3	22.3	22.7



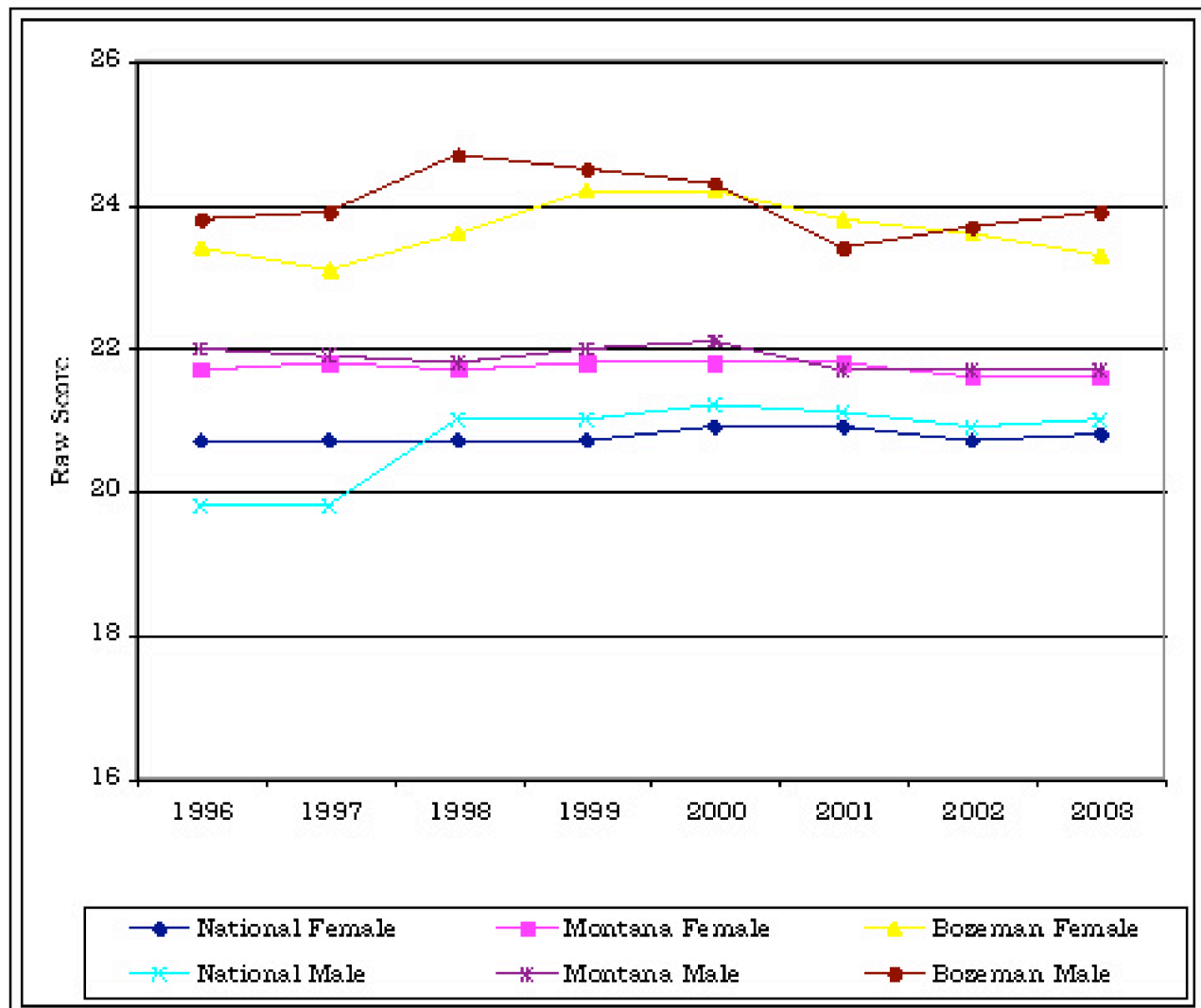
# ACT Math Scores

	Graduates of:							
	1996	1997	1998	1999	2000	2001	2002	2003
<b>National Female</b>	19.7	19.7	19.7	20.2	20.2	20.2	20.1	20.1
<b>Montana Female</b>	20.6	20.3	20.7	21	20.7	21	21	21
<b>Bozeman Female</b>	22.7	22.4	23.5	23.7	23.8	23.2	22.6	22.9
<b>National Male</b>	20.9	20.9	20.9	21.5	21.4	21.4	21.2	21.2
<b>Montana Male</b>	21.7	21.4	21.9	22.3	21.9	22	22	22
<b>Bozeman Male</b>	24.2	24.1	24.4	24.6	23.9	23	24.5	24.2



## ACT Composite Scores

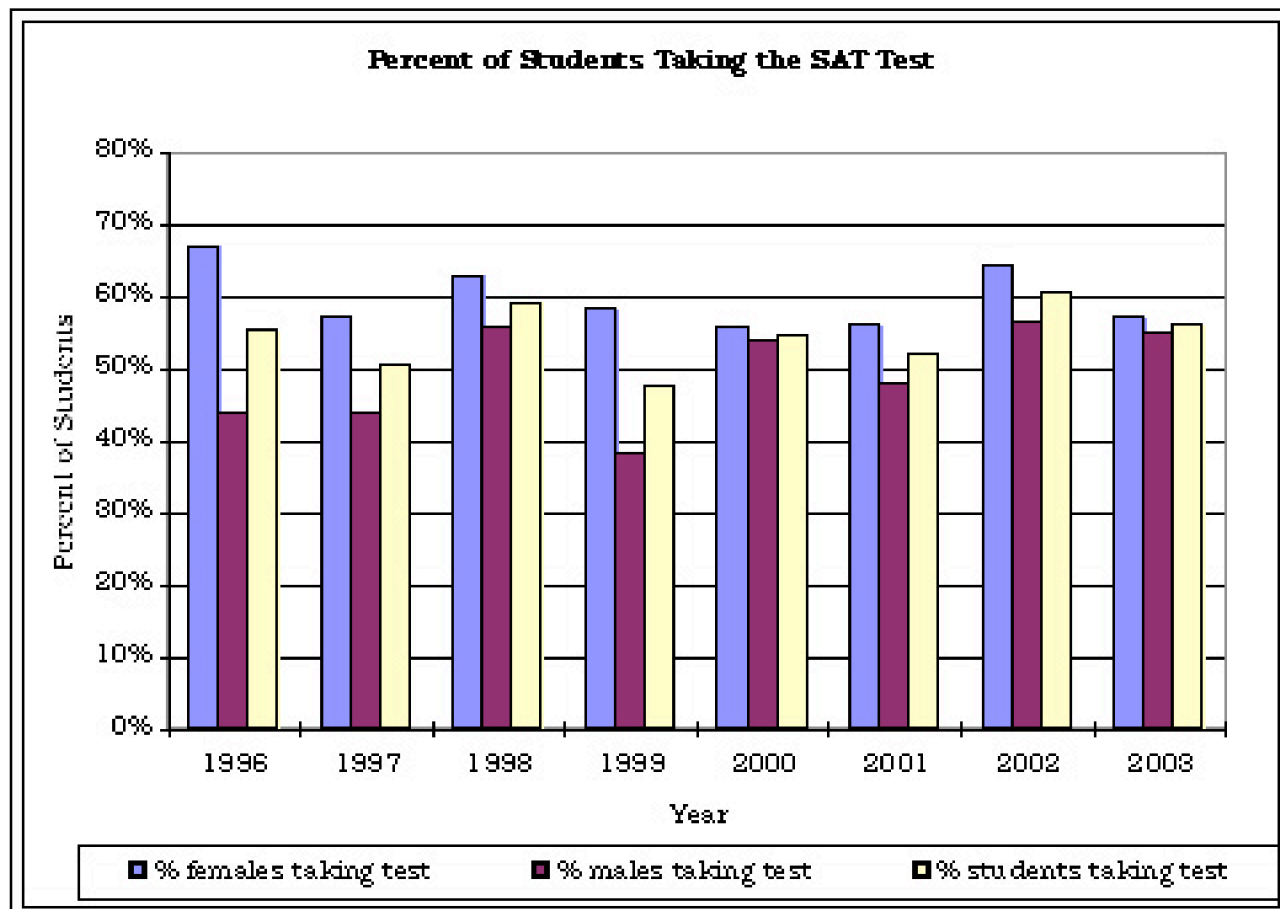
	Graduates of:							
	1996	1997	1998	1999	2000	2001	2002	2003
<b>National Female</b>	20.7	20.7	20.7	20.7	20.9	20.9	20.7	20.8
<b>Montana Female</b>	21.7	21.8	21.7	21.8	21.8	21.8	21.6	21.6
<b>Bozeman Female</b>	23.4	23.1	23.6	24.2	24.2	23.8	23.6	23.3
<b>National Male</b>	19.8	19.8	21.0	21.0	21.2	21.1	20.9	21.0
<b>Montana Male</b>	22	21.9	21.8	22	22.1	21.7	21.7	21.7
<b>Bozeman Male</b>	23.8	23.9	24.7	24.5	24.3	23.4	23.7	23.9





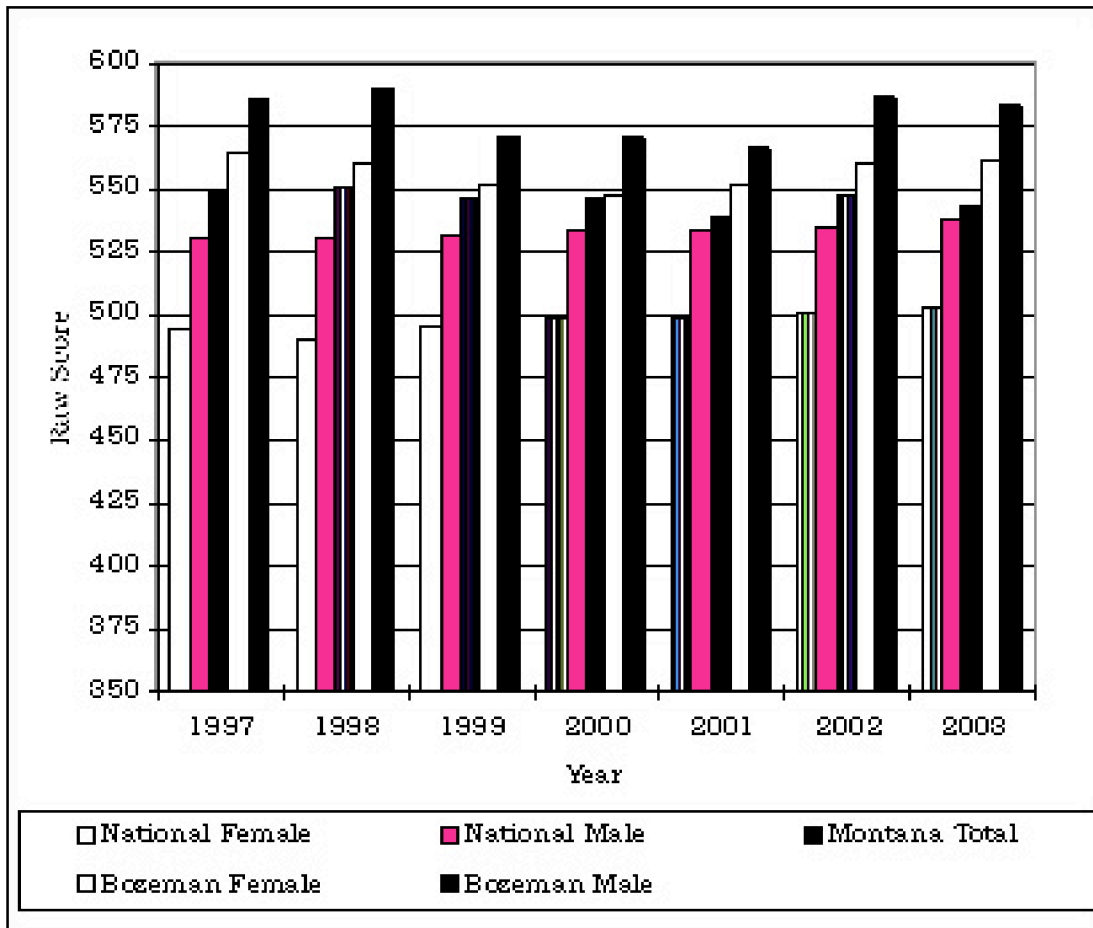
## SAT General Information

	Graduates of:							
	1996	1997	1998	1999	2000	2001	2002	2003
<b>% females taking test</b>	67%	57%	63%	53%	56%	56%	64%	57%
<b>% males taking test</b>	44%	44%	56%	33%	54%	48%	56%	55%
<b>% students taking test</b>	55%	51%	59%	48%	55%	52%	61%	56%
<b>Class Size</b>	322	330	372	453	375	378	381	446



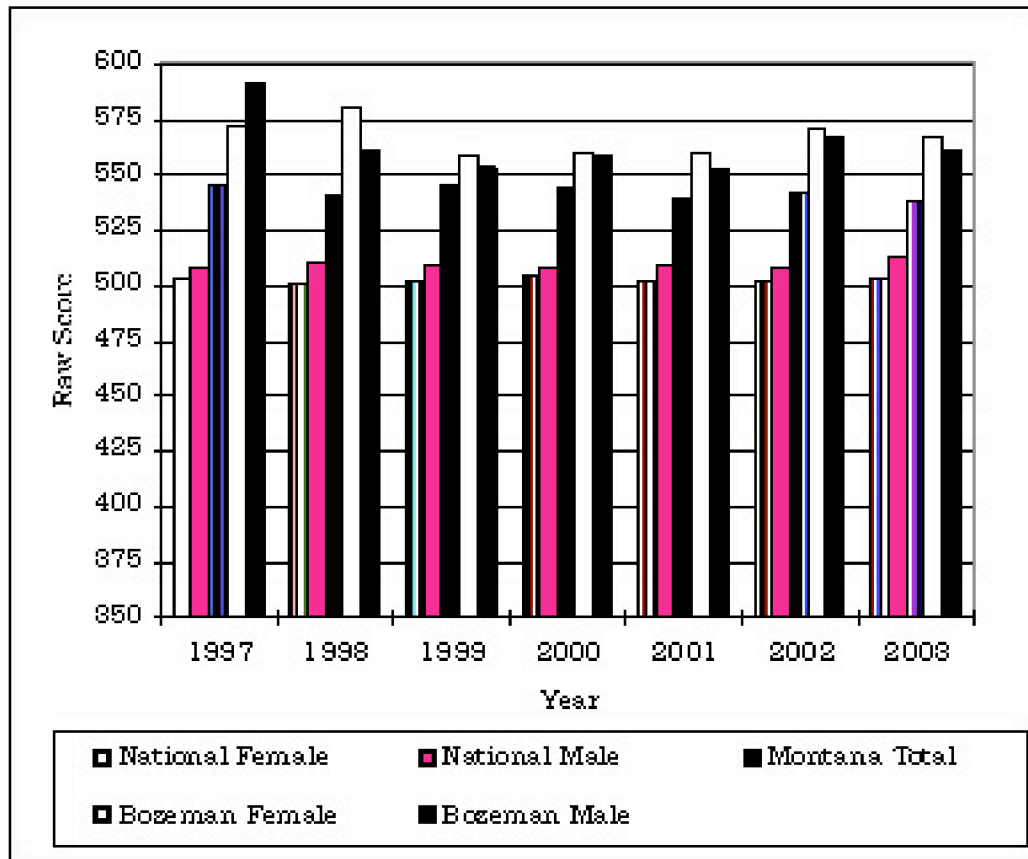
## SAT Math Scores

	Graduates of:						
	1997	1998	1999	2000	2001	2002	2003
<b>National Female</b>	494	490	495	498	498	500	503
<b>National Male</b>	530	530	531	533	533	534	537
<b>Montana Total</b>	548	550	546	546	539	547	543
<b>Bozeman Female</b>	564	560	552	547	551	560	561
<b>Bozeman Male</b>	585	590	571	570	566	586	583



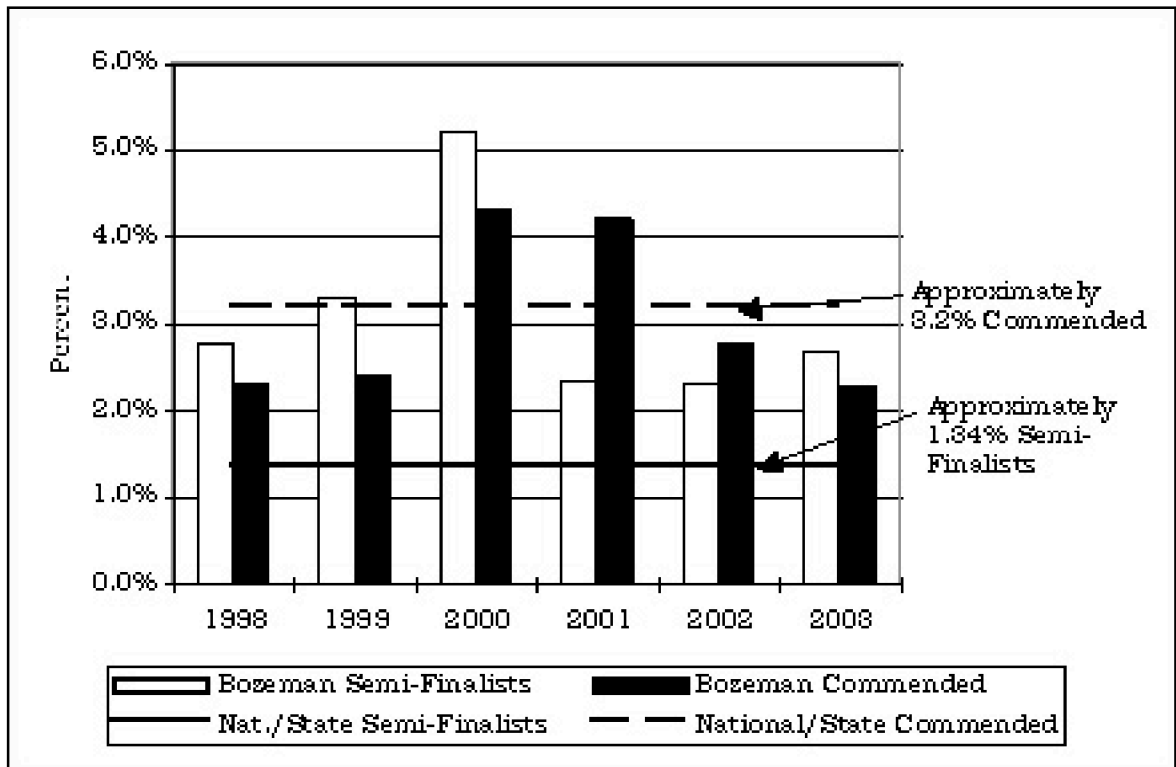
# SAT Verbal Scores

	Graduates of:						
	1997	1998	1999	2000	2001	2002	2003
<b>National Female</b>	503	500	502	504	502	502	503
<b>National Male</b>	507	510	509	507	509	507	512
<b>Montana Total</b>	545	540	545	543	539	541	538
<b>Bozeman Female</b>	571	580	568	559	559	570	567
<b>Bozeman Male</b>	591	560	553	558	552	567	561



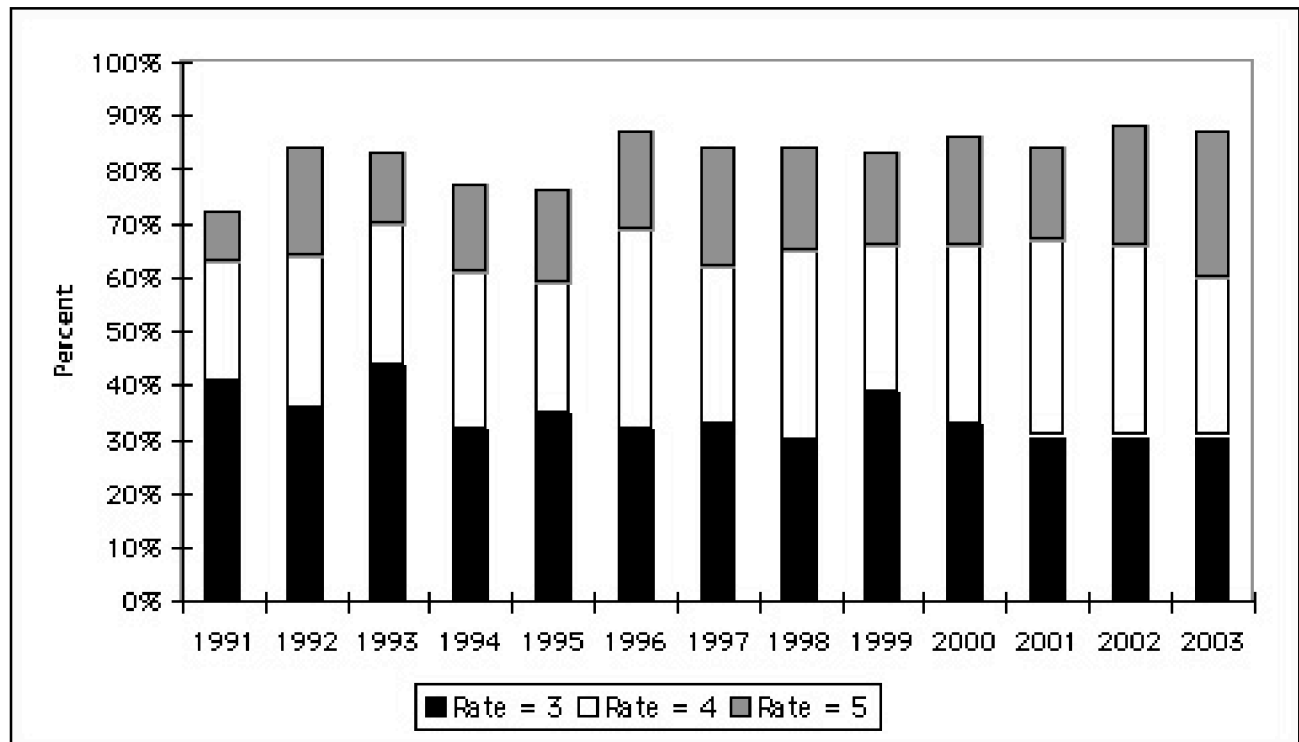
# PSAT Scores

	1998	1999	2000	2001	2002	2003
Bozeman Semi-Finalists	2.8%	3.3%	5.2%	2.3%	2.3%	2.7%
Bozeman Commended	2.3%	2.4%	4.3%	4.2%	2.8%	2.3%
Nat./State Semi-Finalists	1.3%	1.3%	1.3%	1.3%	1.3%	1.3%
National/State Commended	3.2%	3.2%	3.2%	3.2%	3.2%	3.2%



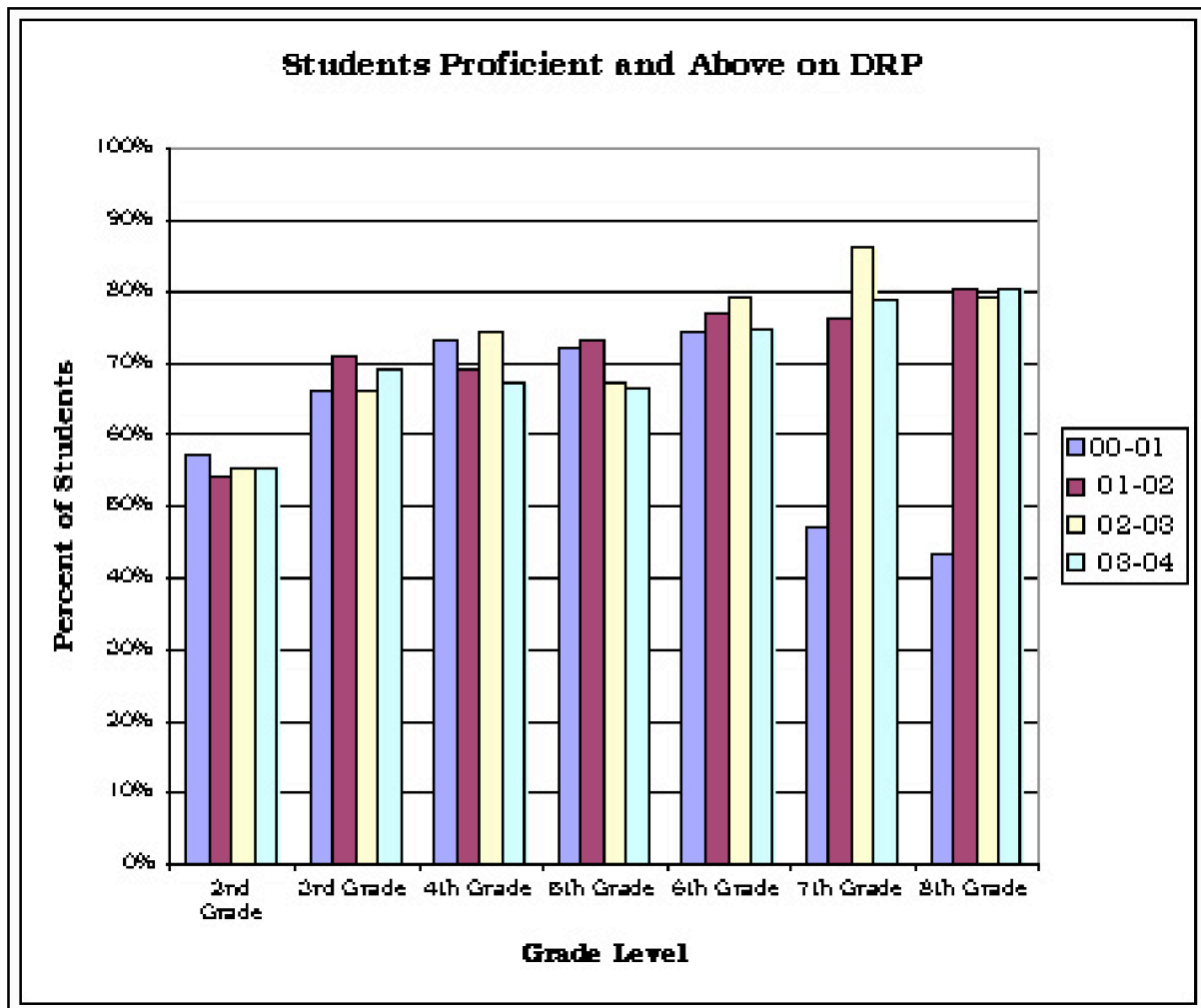
## Advanced Placement Results

	Rate = 3	Rate = 4	Rate = 5	% Grades 3 or Higher	# of Tests	# of Individuals
1991	41%	22%	9%	72%	103	72
1992	36%	28%	20%	84%	84	63
1993	44%	26%	13%	83%	109	74
1994	32%	29%	16%	77%	131	92
1995	35%	24%	17%	76%	163	107
1996	32%	37%	18%	87%	253	149
1997	33%	29%	22%	84%	299	164
1998	30%	35%	19%	84%	314	196
1999	39%	27%	17%	83%	448	246
2000	33%	33%	20%	86%	460	265
2001	31%	36%	17%	84%	441	281
2002	31%	35%	22%	88%	579	319
2003	31%	29%	27%	87%	530	305



## DRP Results

	2000-2001				2001-2002				2002-2003				2003-2004			
	AP	P	NP	N	AP	P	NP	N	AP	P	NP	N	AP	P	NP	N
<b>2nd Grade</b>	19%	38%	8%	34%	17%	37%	6%	40%	17%	38%	7%	38%	19%	37%	8%	42%
<b>3rd Grade</b>	21%	45%	11%	24%	19%	52%	9%	21%	20%	46%	9%	25%	19%	50%	9%	22%
<b>4th Grade</b>	17%	56%	3%	24%	12%	57%	4%	27%	15%	59%	6%	20%	15%	53%	8%	30%
<b>5th Grade</b>	18%	54%	5%	23%	17%	56%	4%	23%	13%	54%	5%	28%	17%	49%	4%	30%
<b>6th Grade</b>	20%	54%	10%	16%	21%	56%	7%	16%	22%	57%	5%	15%	20%	55%	6%	19%
<b>7th Grade</b>	6%	41%	13%	41%	24%	52%	10%	14%	28%	58%	4%	10%	27%	52%	8%	14%
<b>8th Grade</b>	8%	35%	10%	48%	13%	62%	7%	13%	18%	61%	8%	13%	21%	60%	6%	13%



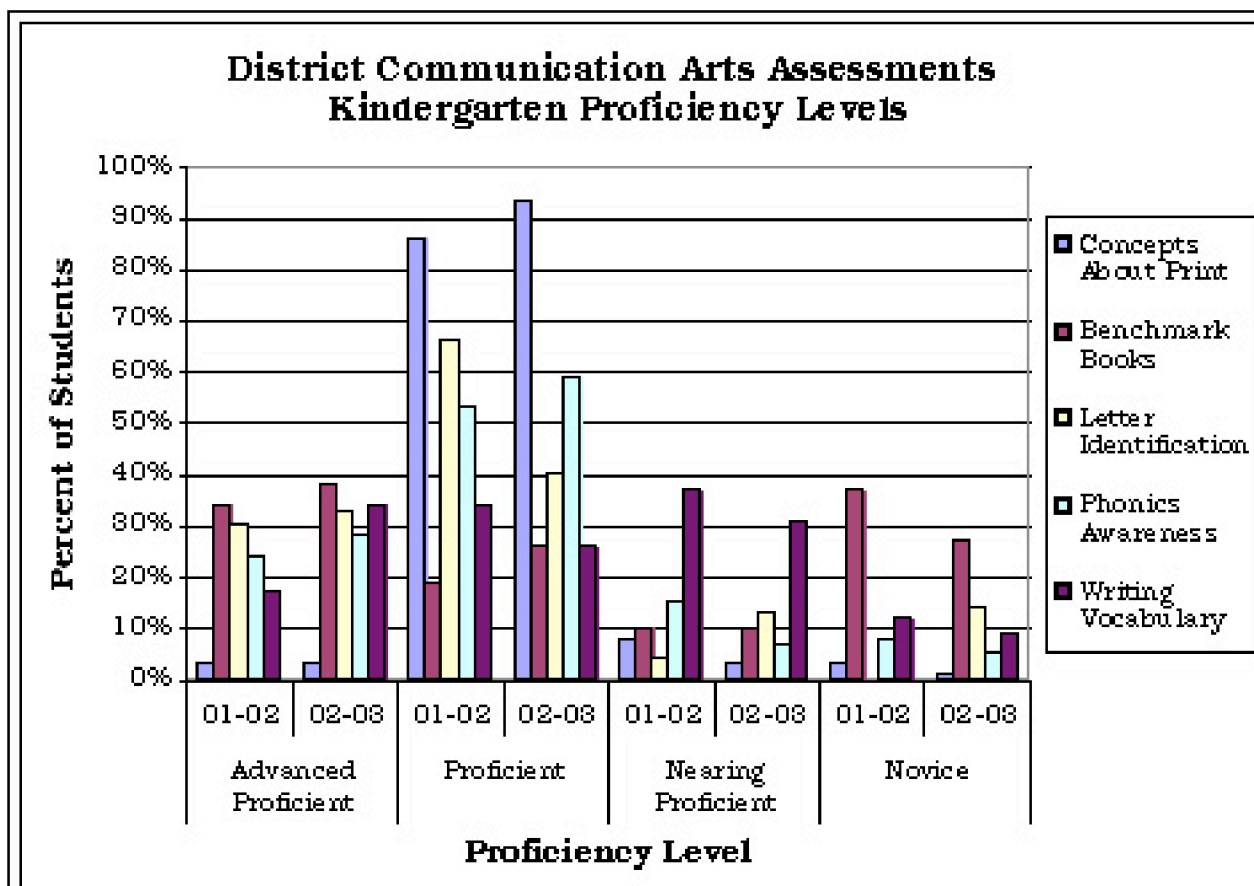
# **Student Achievement Data**

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## **District Assessments**

## District Communication Arts Assessments Kindergarten

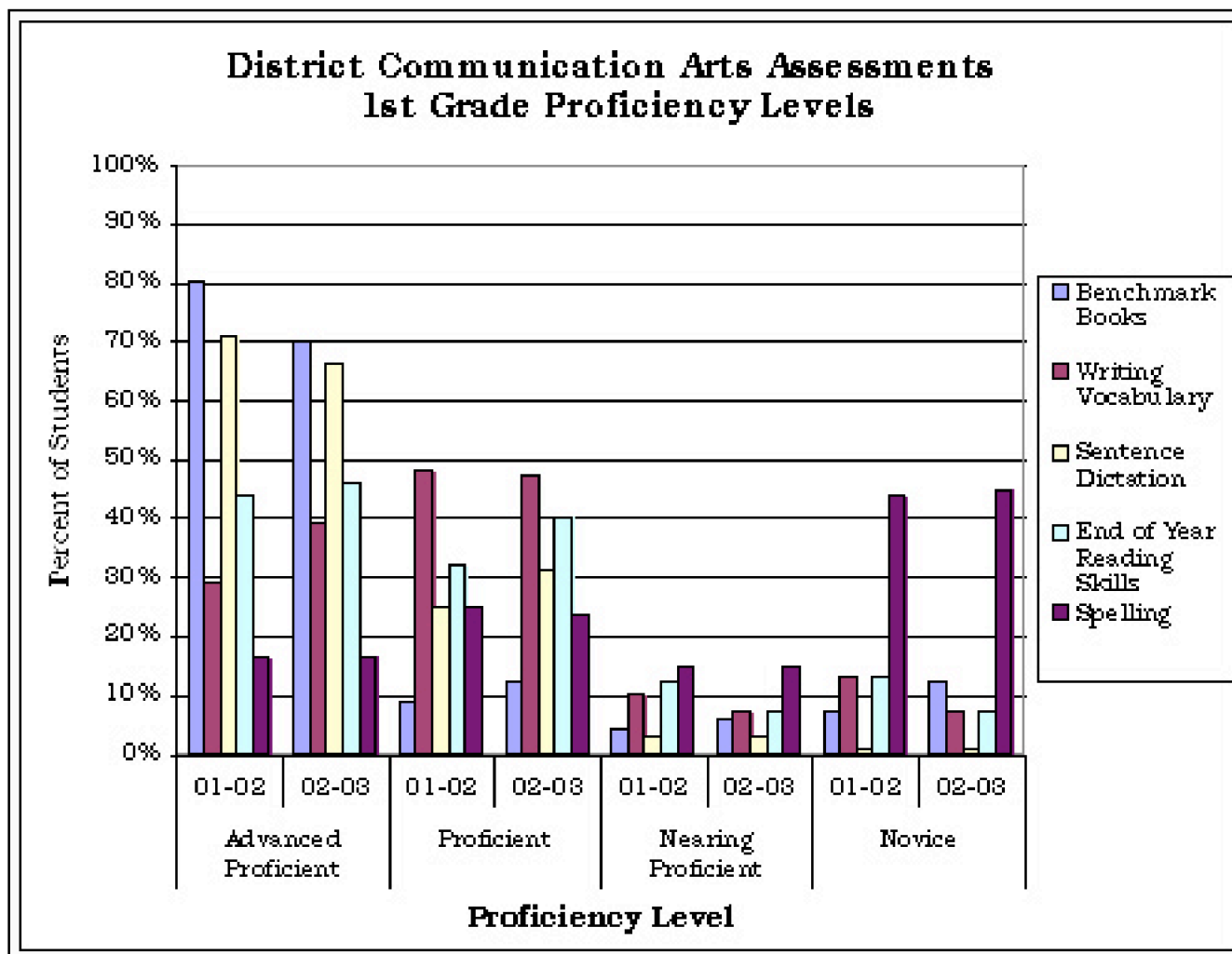
	Advanced Proficient	Proficient	Nearing Proficient	Novice
<b>Concepts About Print</b>	3%	86%	8%	3%
<b>Benchmark Books</b>	34%	19%	10%	37%
<b>Letter Identification</b>	30%	66%	4%	0%
<b>Phonics Awareness</b>	24%	53%	15%	8%
<b>Writing Vocabulary</b>	17%	34%	37%	12%





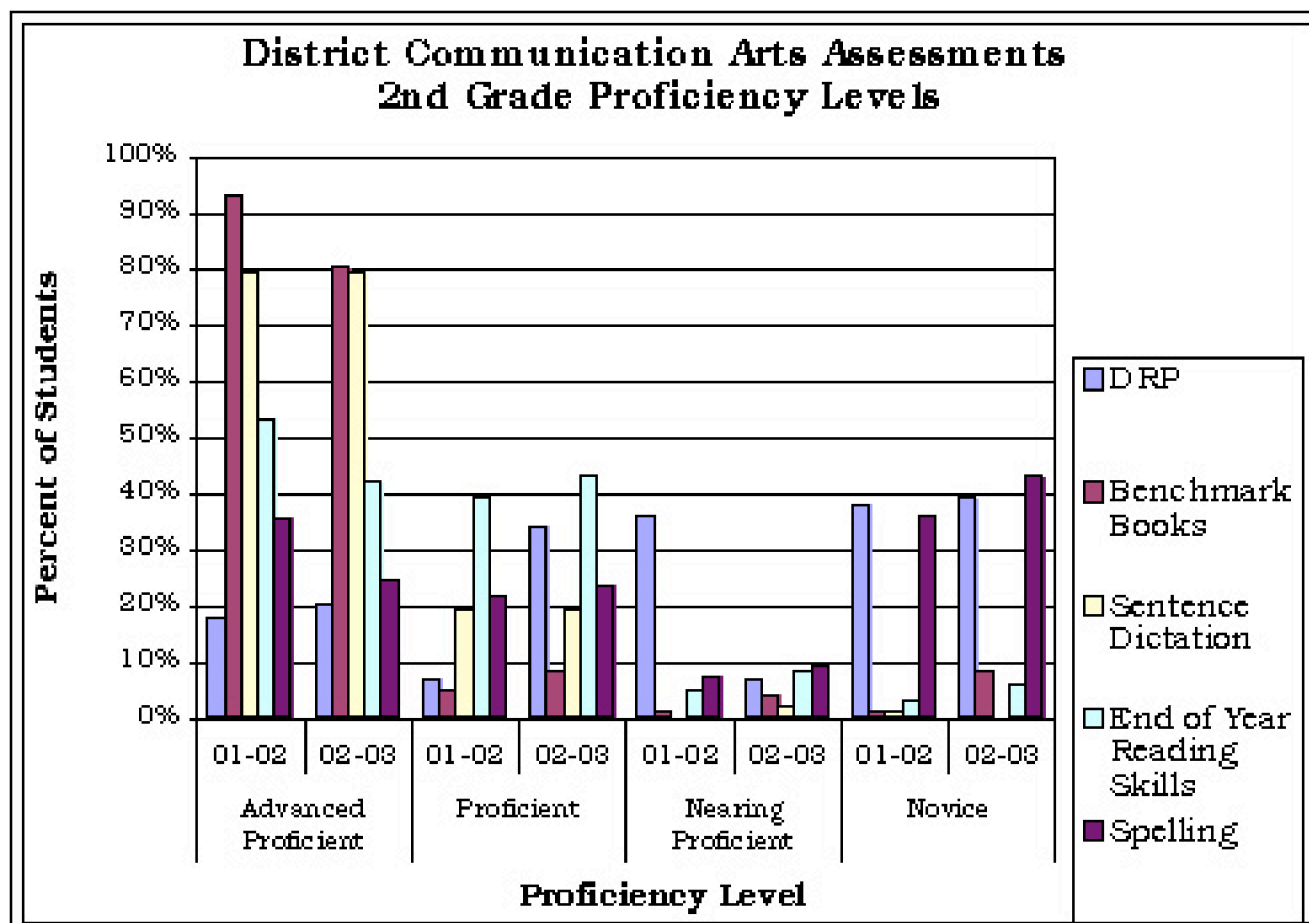
## District Communication Arts Assessments First Grade

	Advanced Proficient		Proficient		Nearing Proficient		Novice	
	01-02	02-03	01-02	02-03	01-02	02-03	01-02	02-03
<b>Benchmark Books</b>	80%	70%	9%	12%	4%	6%	7%	12%
<b>Writing Vocabulary</b>	29%	39%	45%	47%	10%	7%	13%	7%
<b>Sentence Dictation</b>	71%	66%	25%	31%	3%	3%	1%	1%
<b>End of Year Reading Skills</b>	44%	46%	32%	40%	12%	7%	13%	7%
<b>Spelling</b>	16%	16%	25%	24%	15%	15%	44%	45%



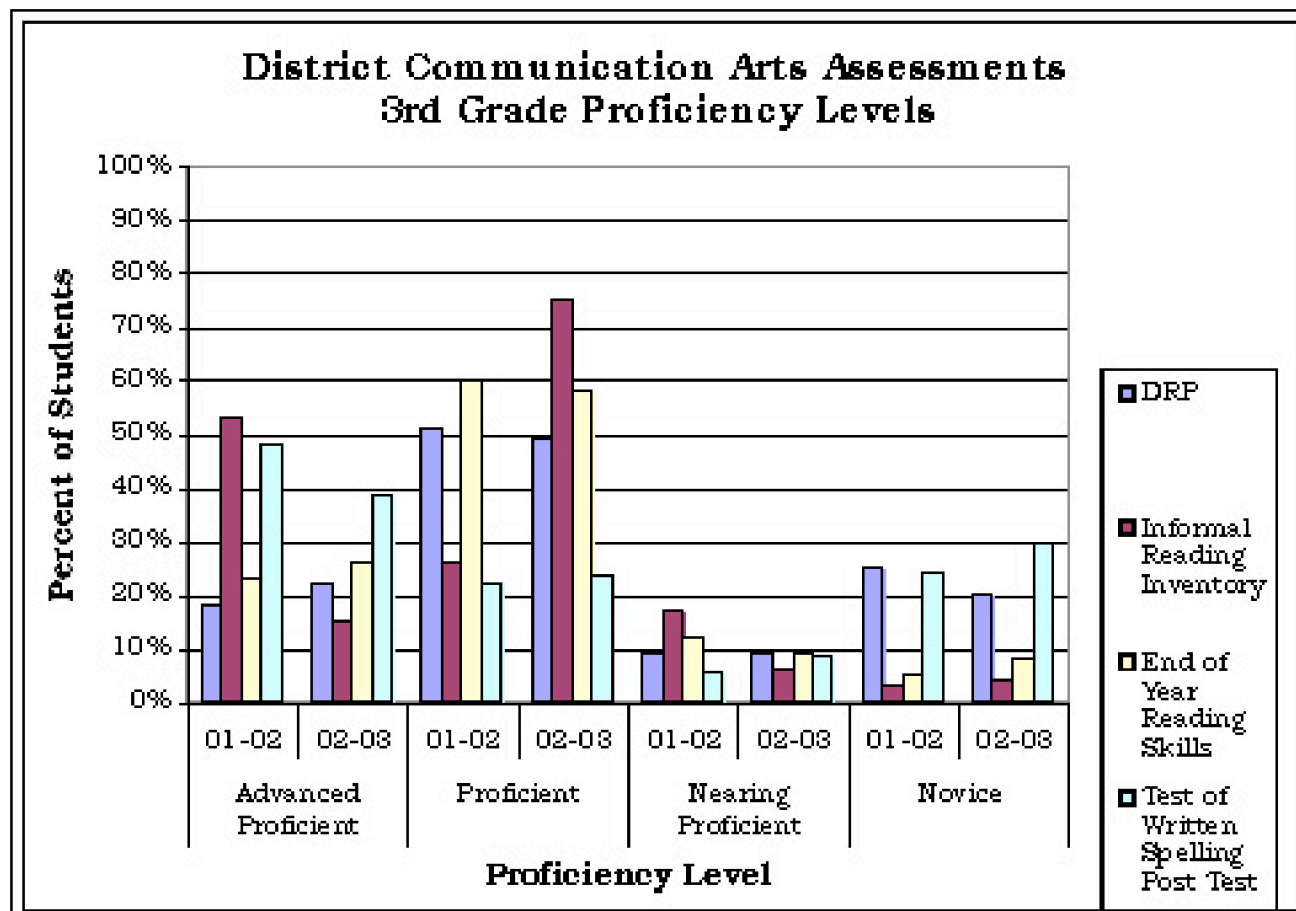
## District Communication Arts Assessments Second Grade

	Advanced Proficient		Proficient		Nearing Proficient		Novice	
	01-02	02-03	01-02	02-03	01-02	02-03	01-02	02-03
<b>DRP</b>	18%	20%	7%	34%	36%	7%	38%	39%
<b>Benchmark Books</b>	93%	80%	5%	8%	1%	4%	1%	8%
<b>Sentence Dictation</b>	79%	79%	19%	19%	0%	2%	1%	0%
<b>End of Year Reading Skills</b>	53%	42%	39%	43%	5%	8%	3%	6%
<b>Spelling</b>	35%	25%	21%	24%	7%	9%	36%	43%



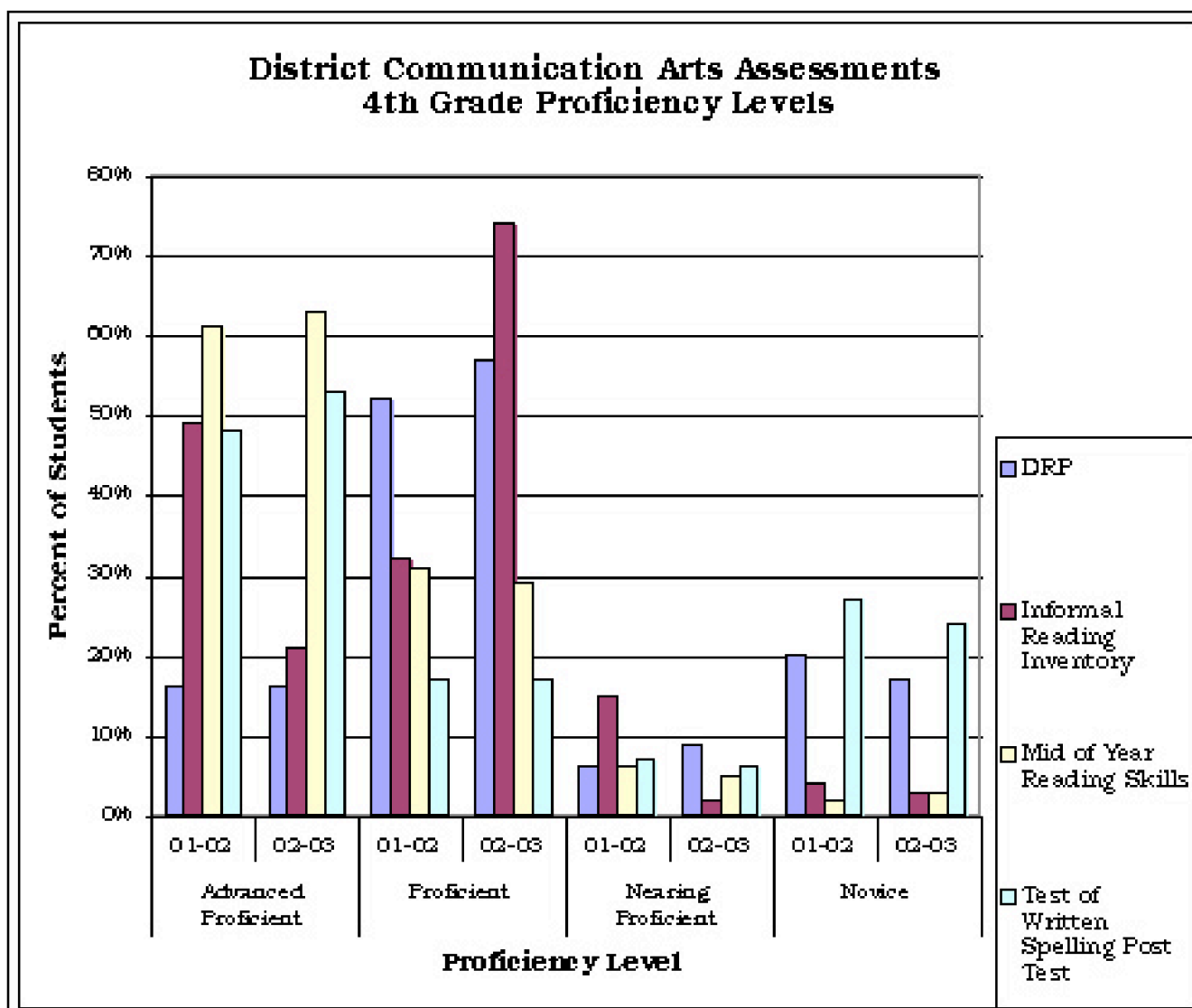
## District Communication Arts Assessments Third Grade

	Advanced Proficient		Proficient		Nearing Proficient		Novice	
	01-02	02-03	01-02	02-03	01-02	02-03	01-02	02-03
<b>DRP</b>	18%	22%	51%	49%	9%	9%	25%	20%
<b>Informal Reading Inventory</b>	53%	15%	26%	75%	17%	6%	3%	4%
<b>End of Year Reading Skills</b>	23%	26%	60%	58%	12%	9%	5%	8%
<b>Test of Written Spelling Post Test</b>	48%	38%	22%	24%	5%	9%	24%	29%



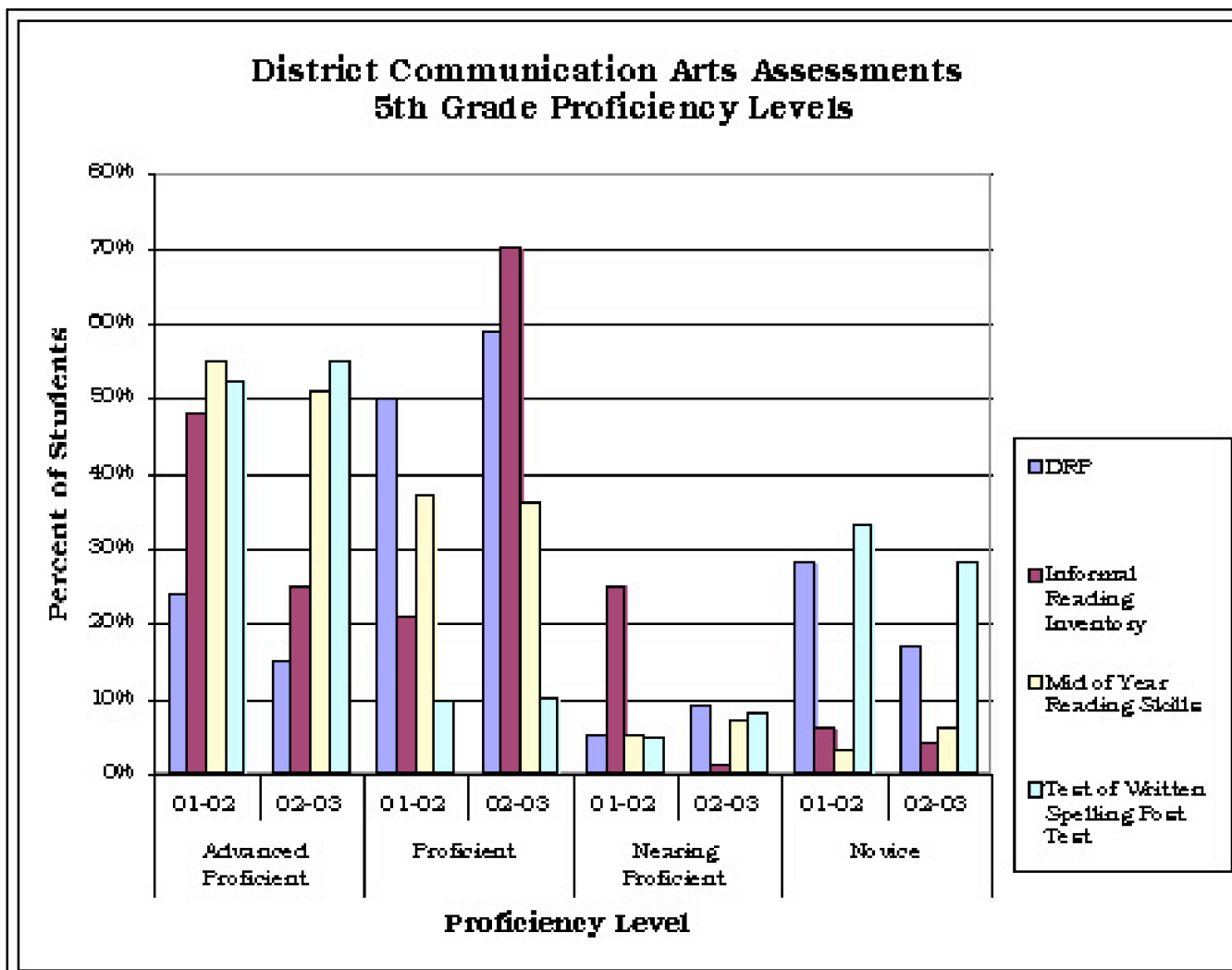
## District Communication Arts Assessments Fourth Grade

	Advanced Proficient		Proficient		Nearing Proficient		Novice	
	01-02	02-03	01-02	02-03	01-02	02-03	01-02	02-03
<b>DRP</b>	18%	18%	52%	57%	8%	9%	20%	17%
<b>Informal Reading Inventory</b>	49%	21%	32%	74%	15%	2%	4%	3%
<b>Mid of Year Reading Skills</b>	61%	63%	31%	29%	6%	5%	2%	3%
<b>Test of Written Spelling Post Test</b>	48%	53%	17%	17%	7%	6%	27%	24%



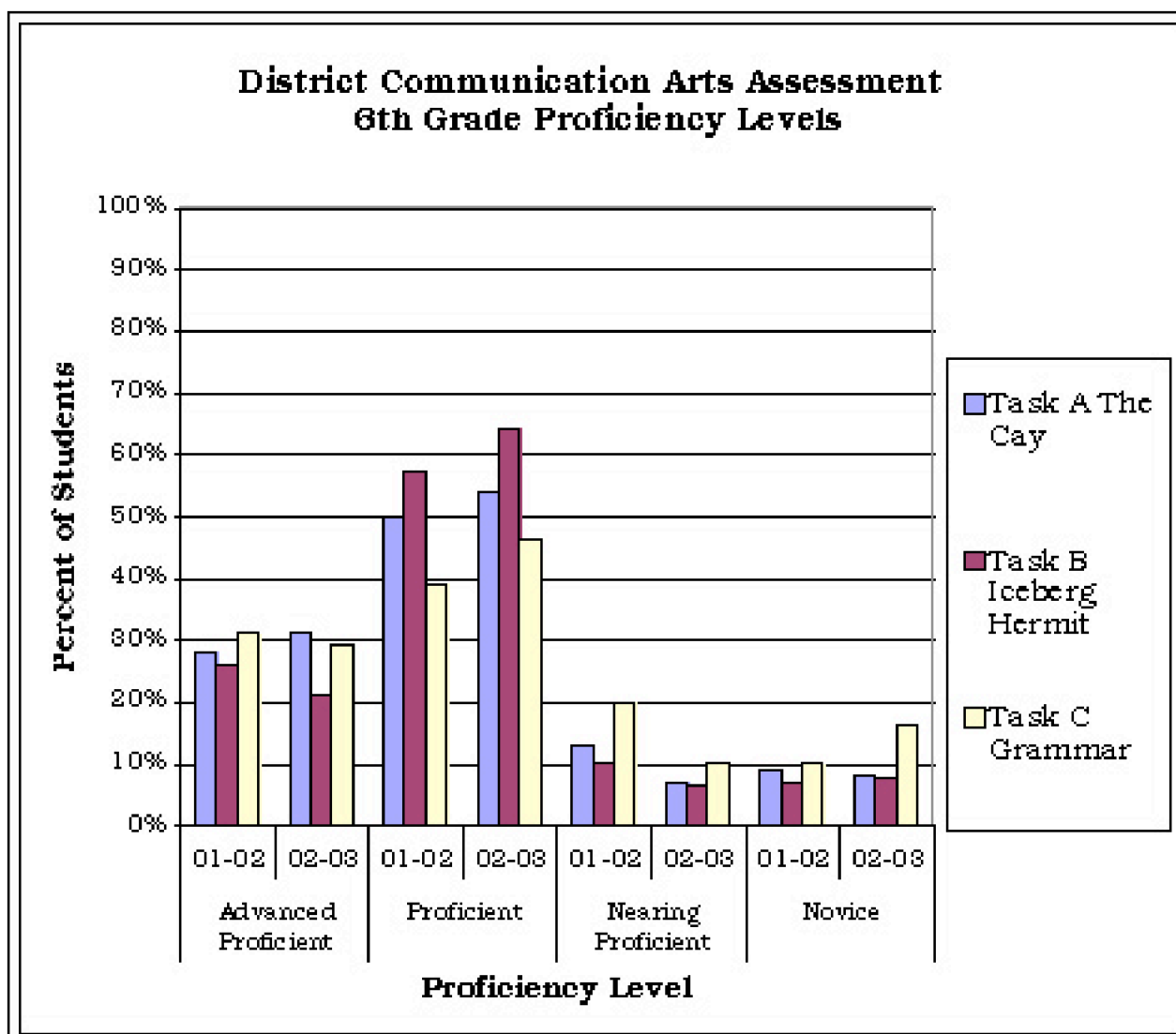
## District Communication Arts Assessments Fifth Grade

	Advanced Proficient		Proficient		Nearing Proficient		Novice	
	01-02	02-03	01-02	02-03	01-02	02-03	01-02	02-03
<b>DRP</b>	24%	15%	50%	59%	5%	9%	23%	17%
<b>Informal Reading Inventory</b>	48%	25%	21%	70%	25%	1%	6%	4%
<b>Mid of Year Reading Skills</b>	55%	51%	37%	36%	5%	7%	3%	6%
<b>Test of Written Spelling Post Test</b>	52%	55%	10%	10%	5%	8%	33%	23%



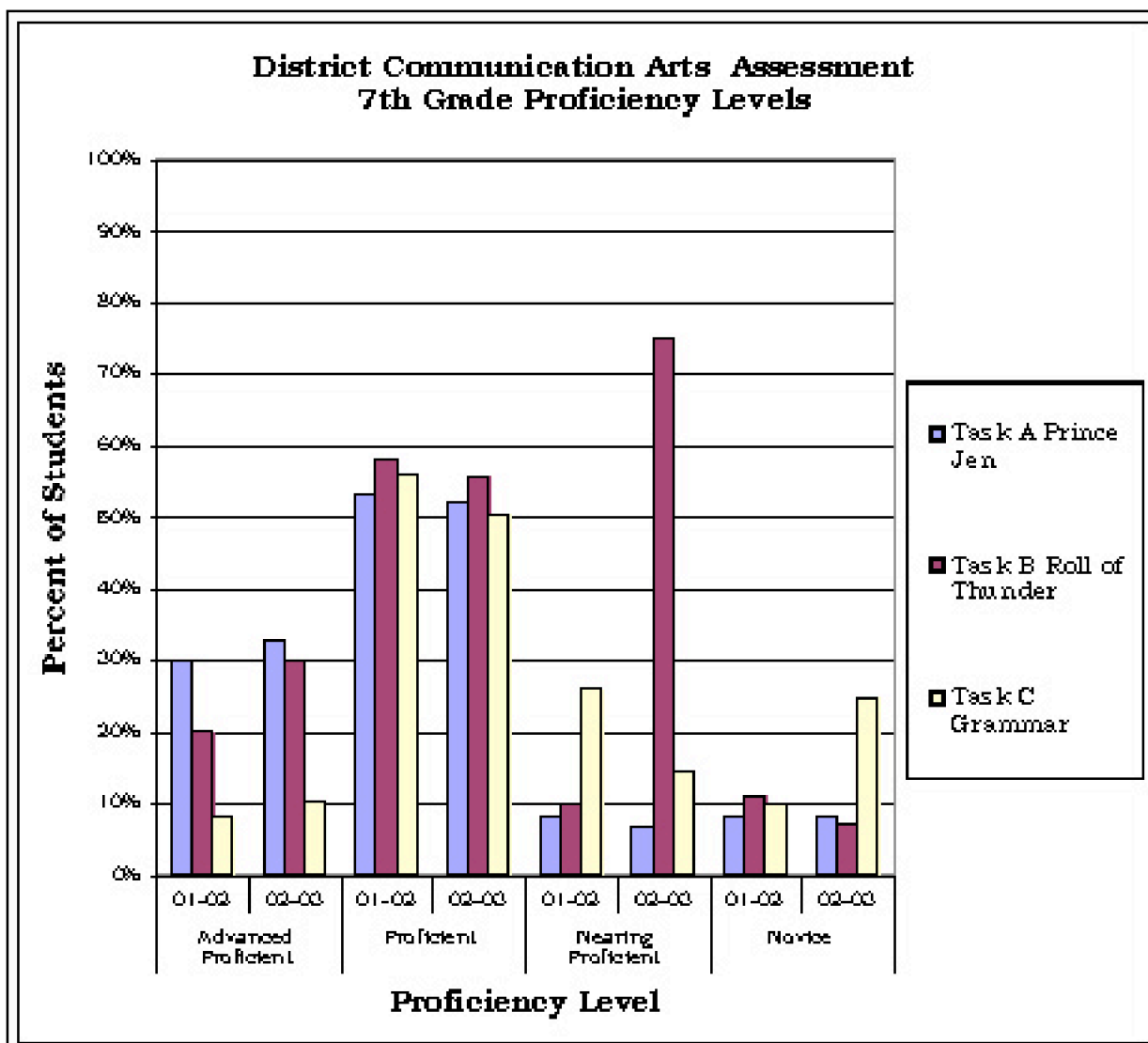
## District Communication Arts Assessments Sixth Grade

	Advanced Proficient		Proficient		Nearing Proficient		Novice	
	01-02	02-03	01-02	02-03	01-02	02-03	01-02	02-03
<b>Task A The Cay</b>	28%	31%	50%	54%	13%	7%	9%	8%
<b>Task B Iceberg Hermit</b>	26%	21%	57%	64%	10%	7%	7%	8%
<b>Task C Grammar</b>	31%	29%	39%	46%	20%	10%	10%	16%



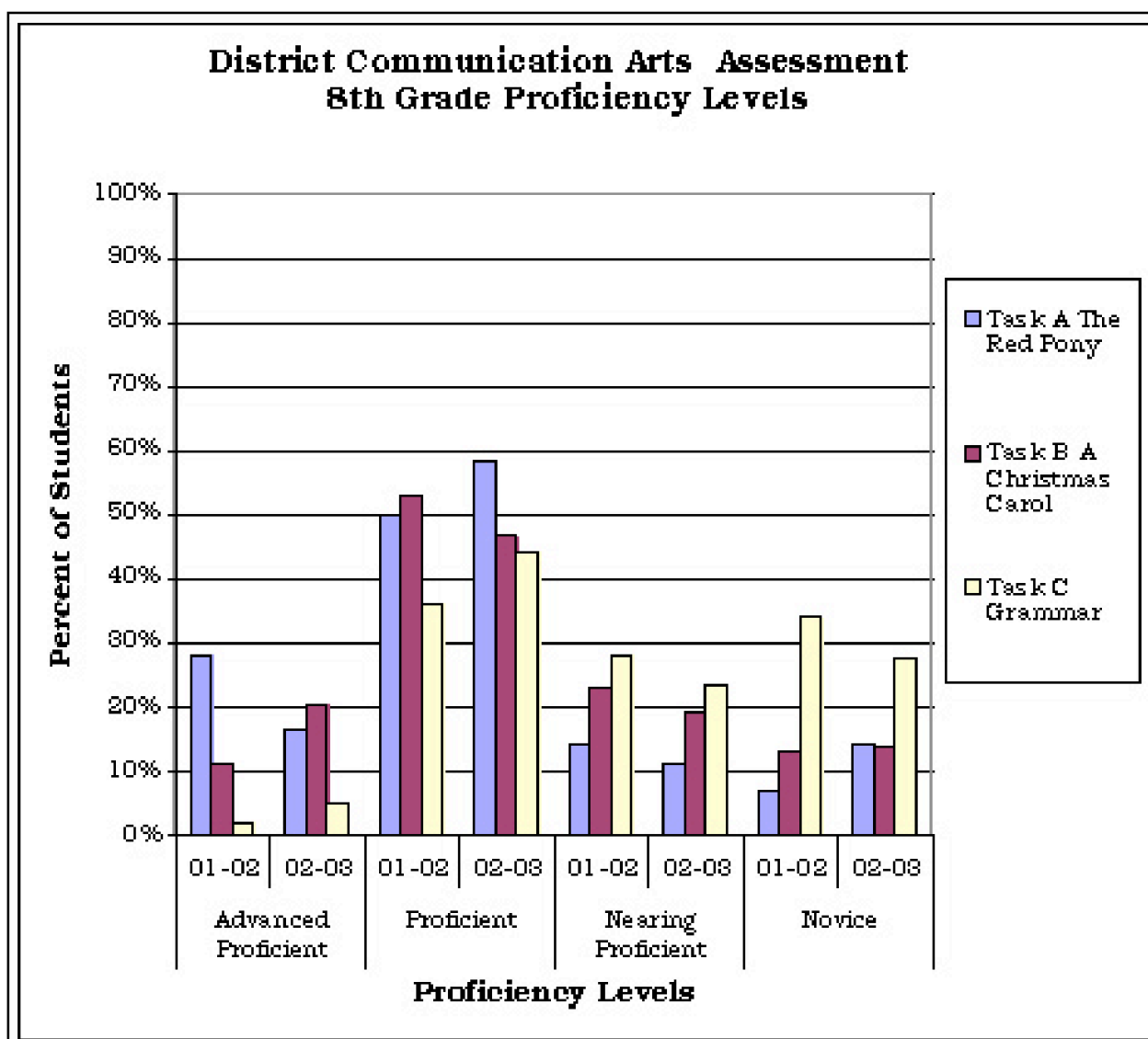
## District Communication Arts Assessments Seventh Grade

	Advanced Proficient		Proficient		Nearing Proficient		Novice	
	01-02	02-03	01-02	02-03	01-02	02-03	01-02	02-03
<b>Task A Prince Jen</b>	30%	33%	53%	52%	8%	7%	8%	8%
<b>Task B Roll of Thunder</b>	20%	30%	58%	56%	10%	75%	11%	7%
<b>Task C Grammar</b>	3%	10%	56%	50%	26%	14%	10%	25%



## District Communication Arts Assessments Eighth Grade

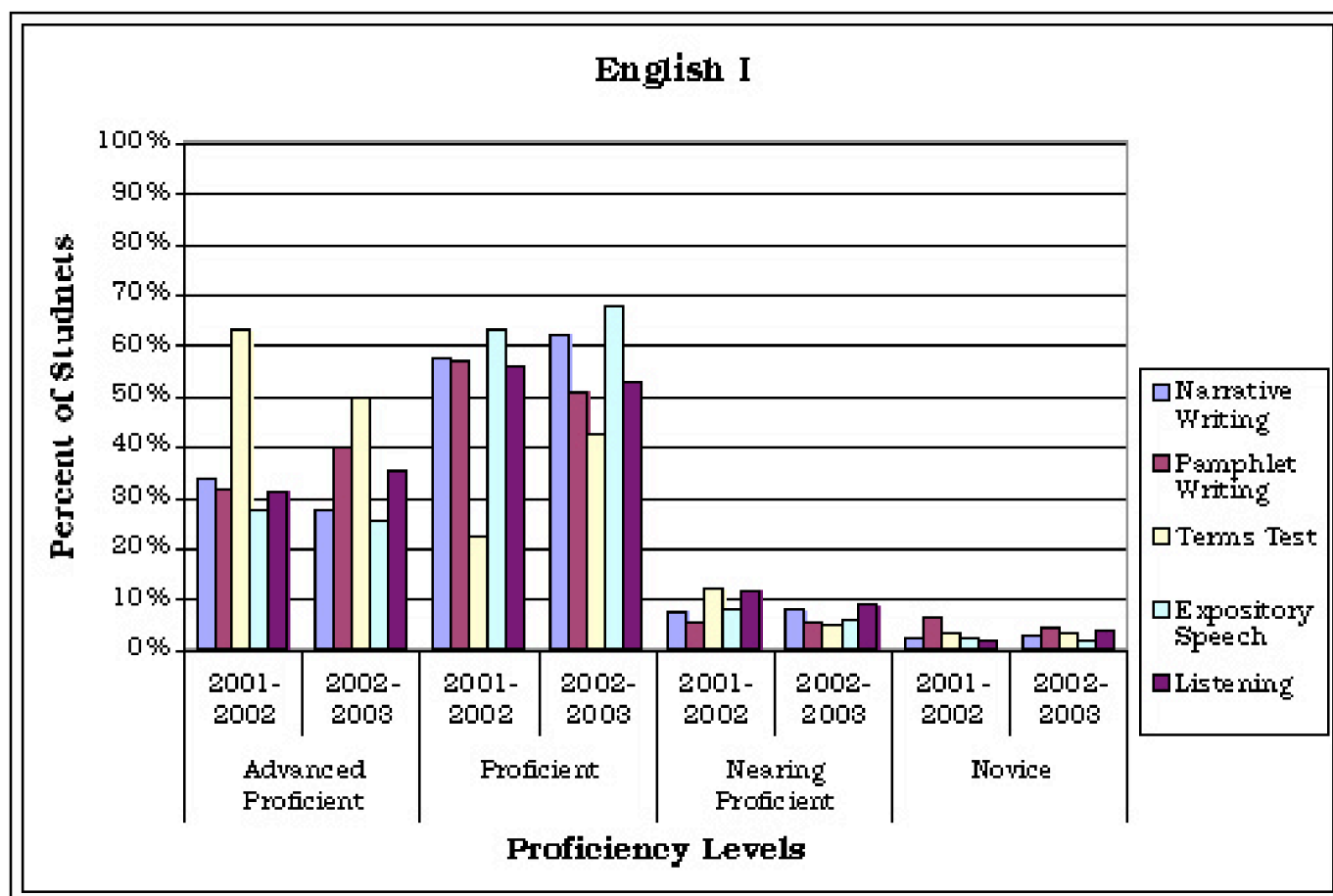
	Advanced Proficient		Proficient		Nearing Proficient		Novice	
	01-02	02-03	01-02	02-03	01-02	02-03	01-02	02-03
<b>Task A The Red Pony</b>	28%	16%	50%	58%	14%	11%	7%	14%
<b>Task B A Christmas Carol</b>	11%	20%	53%	47%	23%	19%	13%	14%
<b>Task C Grammar</b>	2%	5%	36%	44%	28%	23%	34%	27%





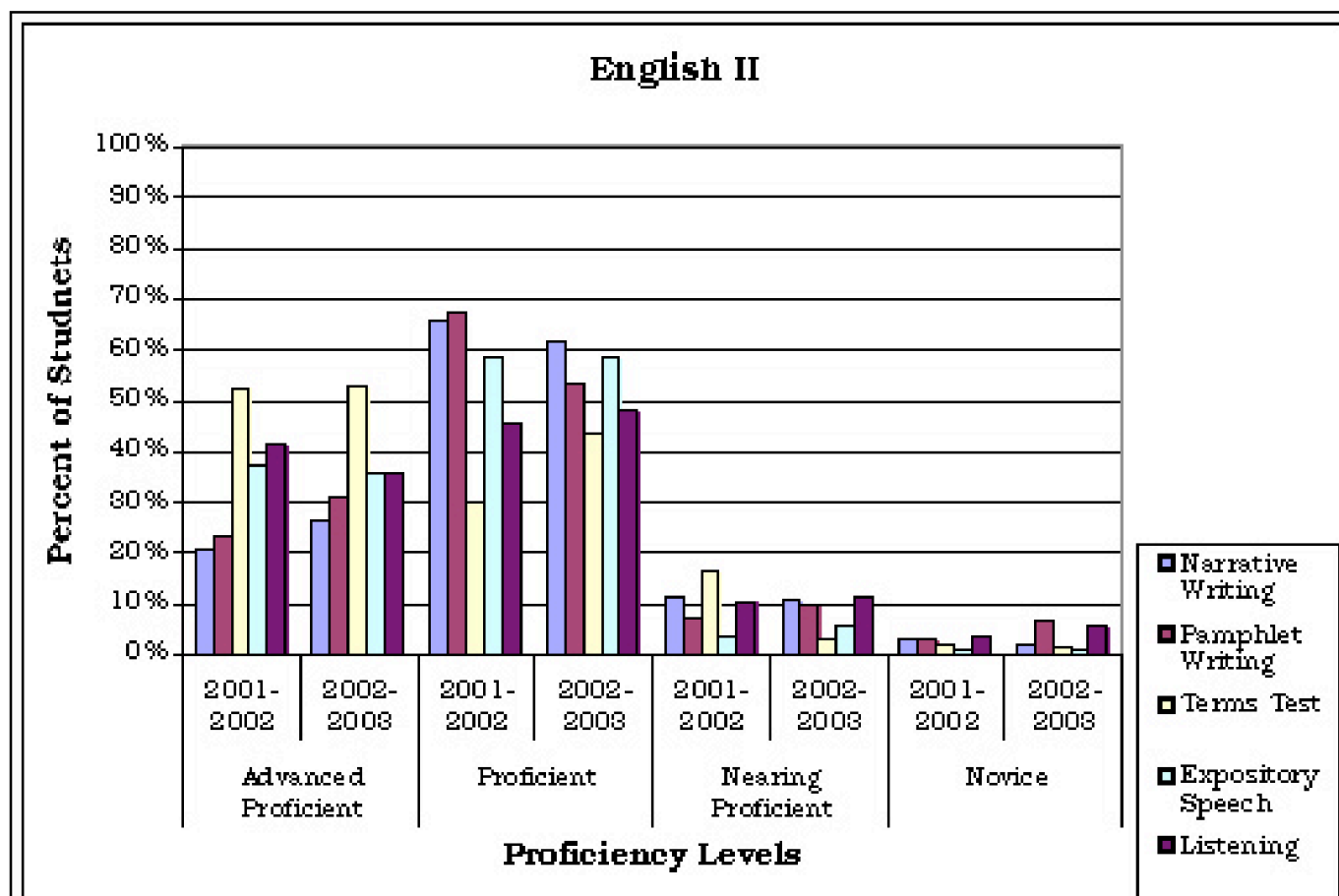
## District Communication Arts Assessments English I

	Advanced Proficient		Proficient		Nearing Proficient		Novice	
	2001-2002	2002-2003	2001-2002	2002-2003	2001-2002	2002-2003	2001-2002	2002-2003
<b>Narrative Writing</b>	34%	28%	57%	62%	7%	8%	2%	3%
<b>Pamphlet Writing</b>	32%	40%	57%	51%	5%	5%	6%	4%
<b>Terms Test</b>	63%	50%	22%	42%	12%	5%	3%	3%
<b>Expository Speech</b>	27%	25%	63%	68%	8%	6%	2%	1%
<b>Listening</b>	31%	35%	56%	53%	12%	9%	1%	4%



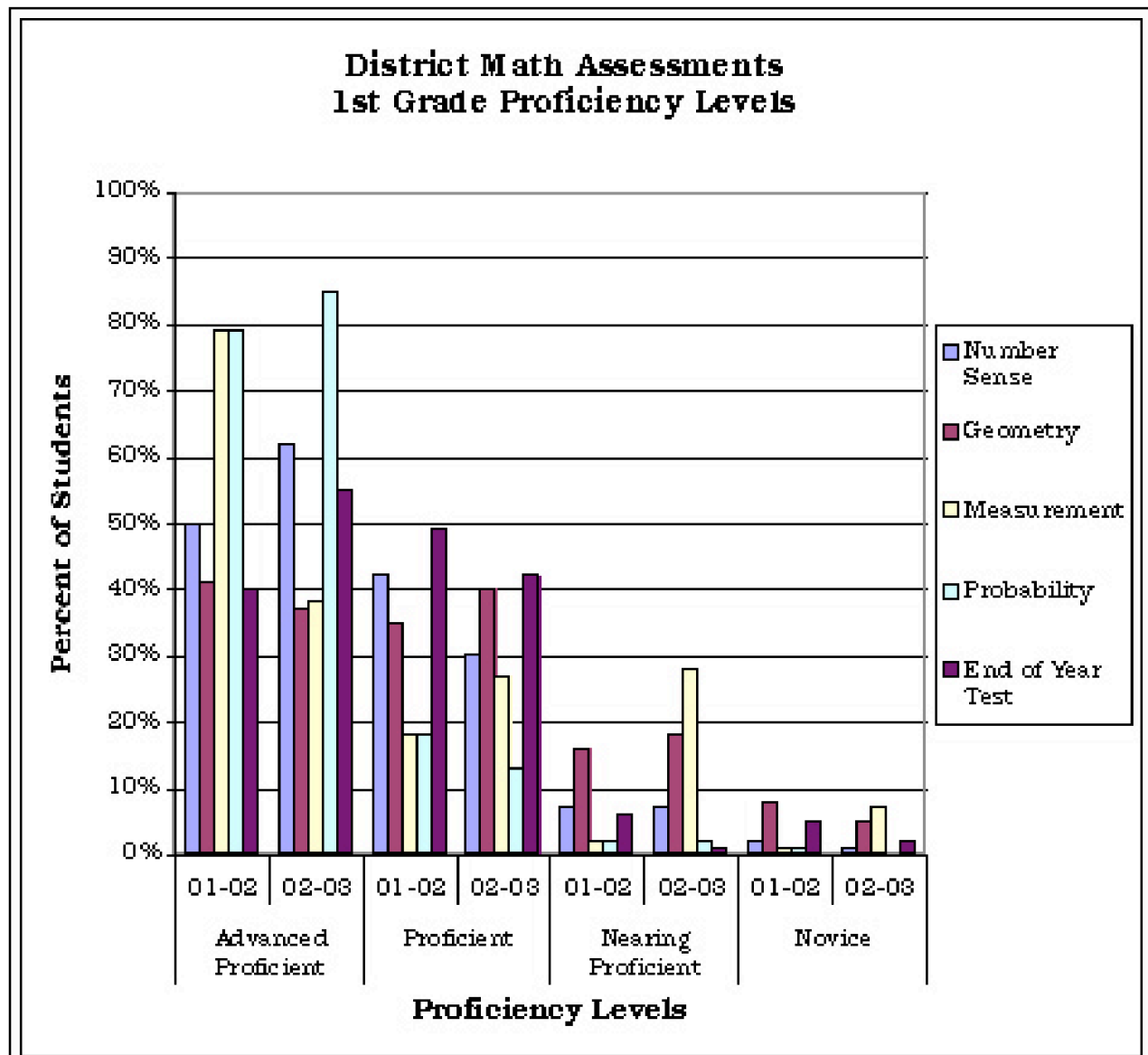
## District Communication Arts Assessments English II

	Advanced Proficient		Proficient		Nearing Proficient		Novice	
	2001-2002	2002-2003	2001-2002	2002-2003	2001-2002	2002-2003	2001-2002	2002-2003
<b>Narrative Writing</b>	21%	26%	65%	62%	11%	10%	3%	2%
<b>Pamphlet Writing</b>	23%	31%	67%	53%	7%	10%	3%	6%
<b>Terms Test</b>	52%	52%	30%	43%	16%	3%	2%	1%
<b>Expository Speech</b>	37%	36%	58%	58%	3%	5%	1%	1%
<b>Listening</b>	41%	36%	45%	48%	10%	11%	4%	5%



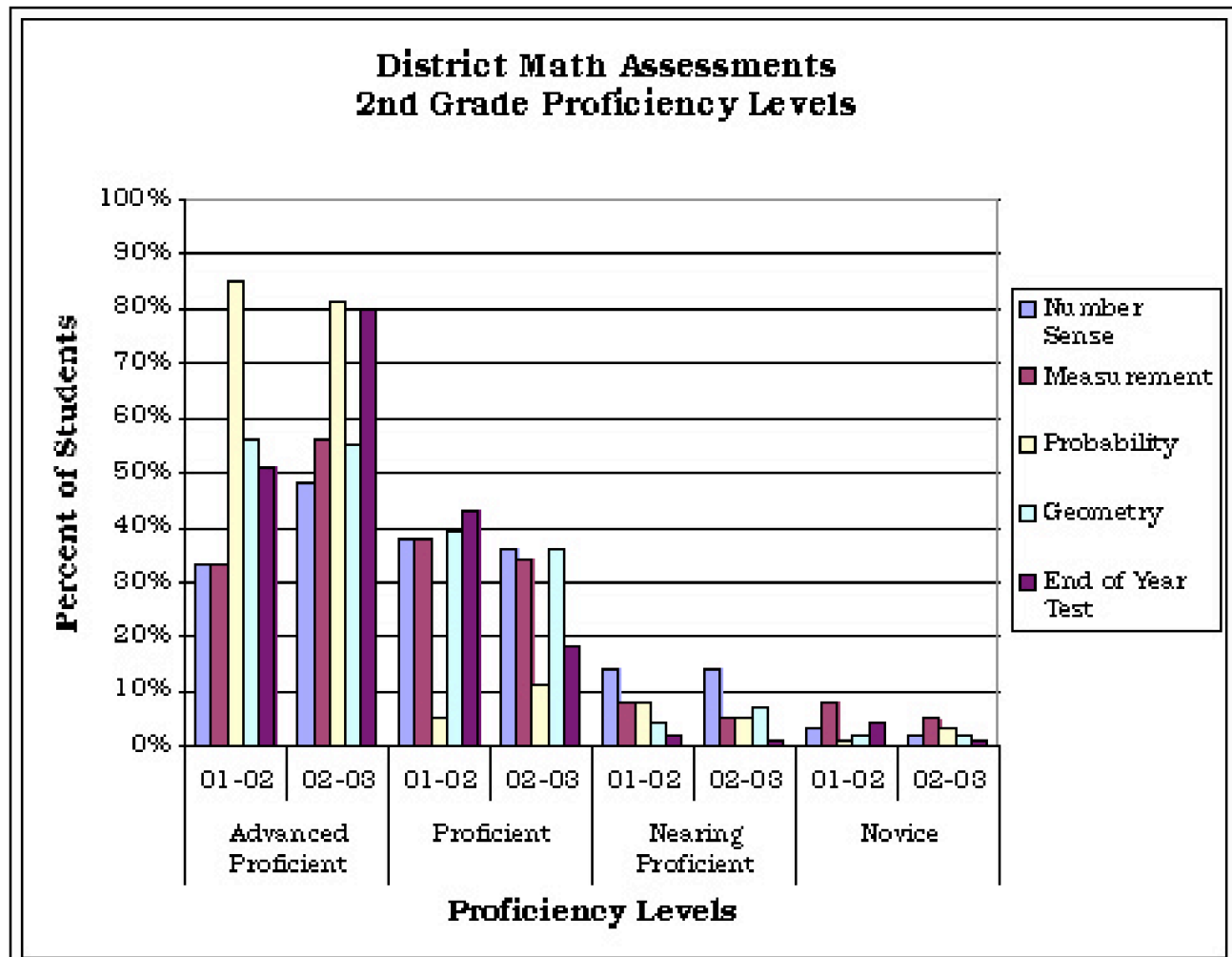
## District Math Assessments First Grade

	Advanced Proficient		Proficient		Nearing Proficient		Novice	
	01-02	02-03	01-02	02-03	01-02	02-03	01-02	02-03
<b>Number Sense</b>	50%	62%	42%	30%	7%	7%	2%	1%
<b>Geometry</b>	41%	37%	35%	40%	16%	18%	8%	5%
<b>Measurement</b>	79%	38%	18%	27%	2%	28%	1%	7%
<b>Probability</b>	79%	85%	18%	13%	2%	2%	1%	0%
<b>End of Year Test</b>	40%	55%	49%	42%	6%	1%	5%	2%



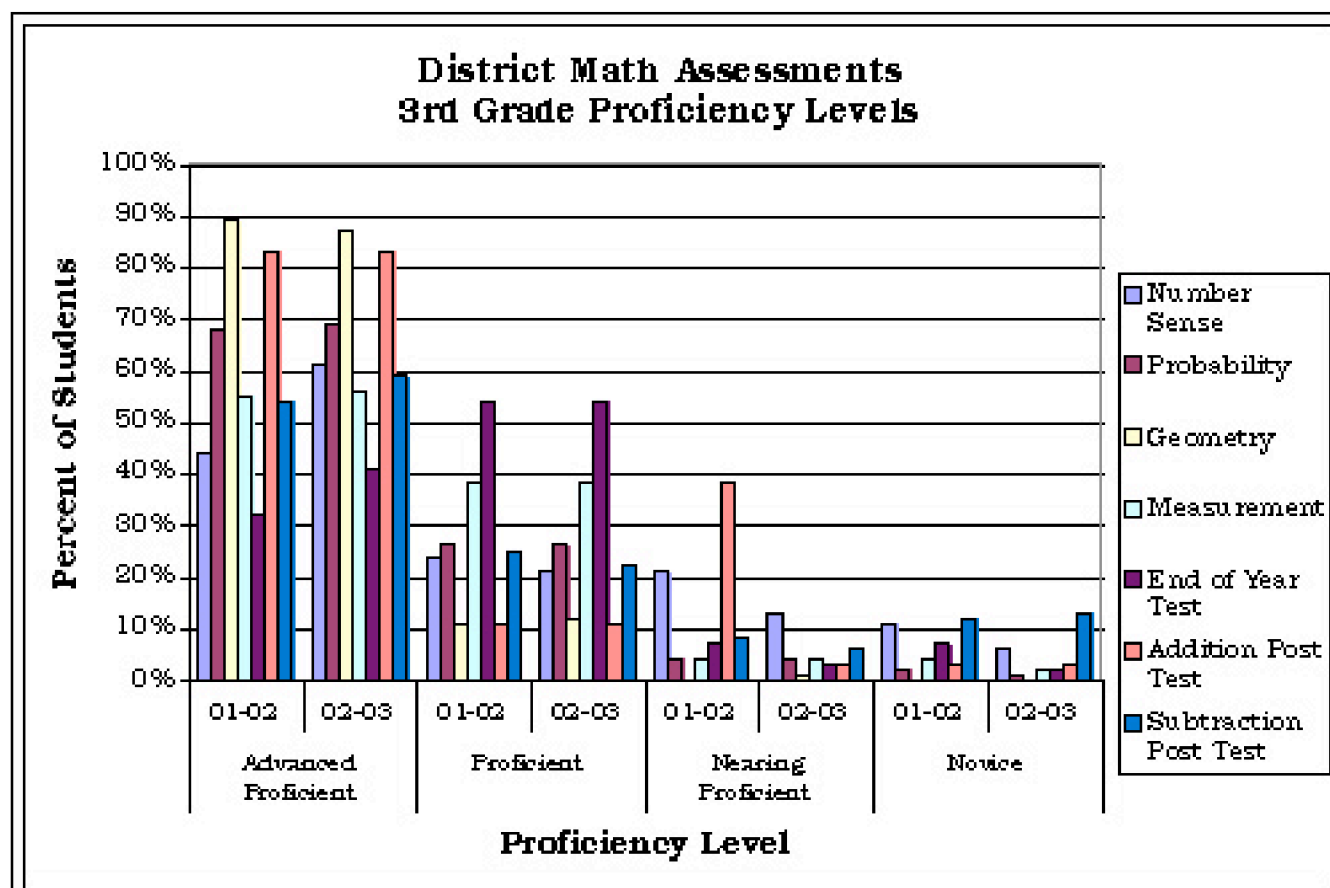
## District Math Assessments Second Grade

	Advanced Proficient		Proficient		Nearing Proficient		Novice	
	01-02	02-03	01-02	02-03	01-02	02-03	01-02	02-03
<b>Number Sense</b>	33%	48%	38%	36%	14%	14%	3%	2%
<b>Measurement</b>	33%	56%	38%	34%	8%	5%	8%	5%
<b>Probability</b>	85%	81%	5%	11%	3%	5%	1%	3%
<b>Geometry</b>	56%	55%	39%	36%	4%	7%	2%	2%
<b>End of Year Test</b>	51%	80%	43%	18%	2%	1%	4%	1%



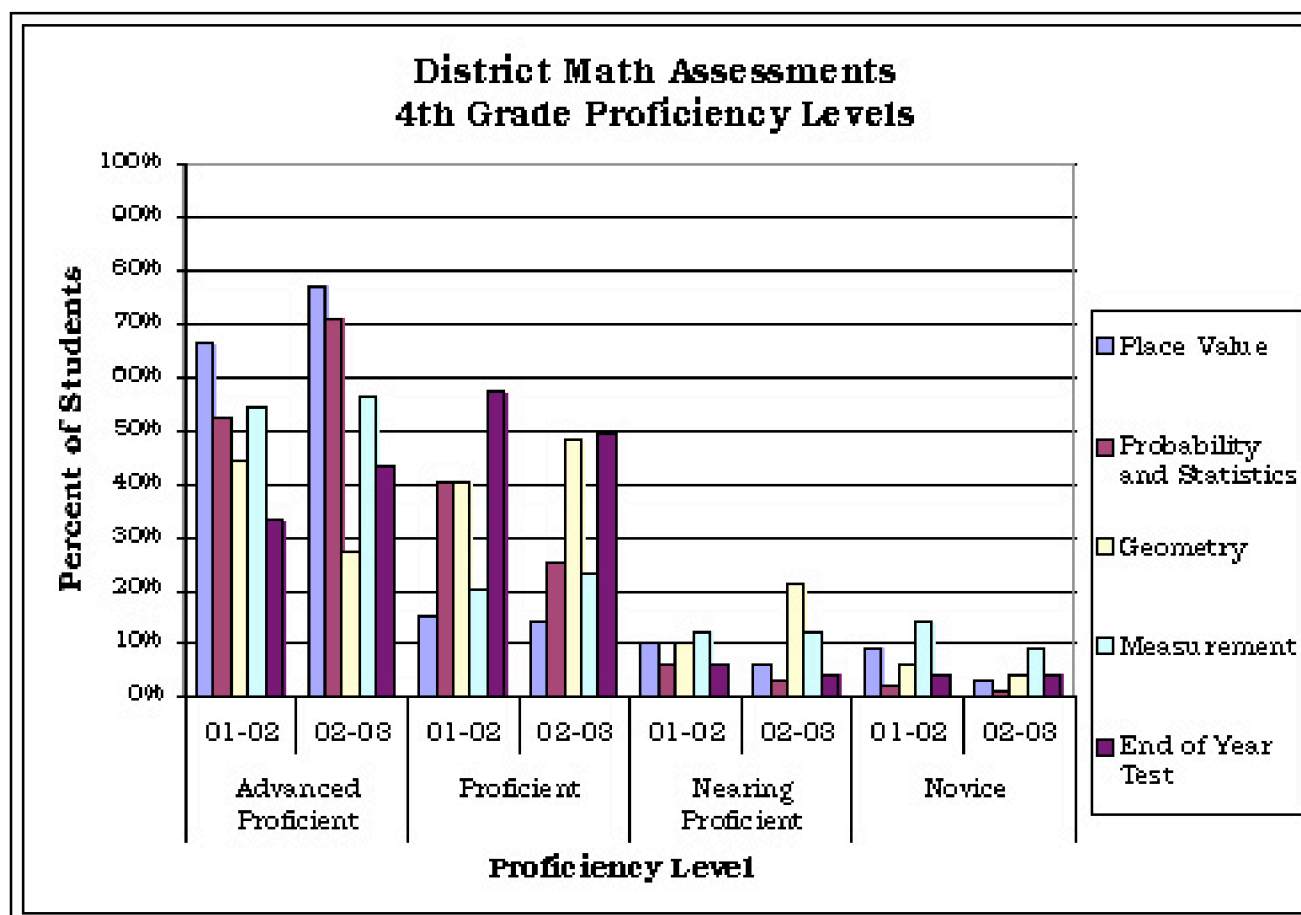
## District Math Assessments Third Grade

	Advanced Proficient		Proficient		Nearing Proficient		Novice	
	01-02	02-03	01-02	02-03	01-02	02-03	01-02	02-03
<b>Number Sense</b>	44%	61%	24%	21%	21%	13%	11%	6%
<b>Probability</b>	68%	69%	26%	26%	4%	4%	2%	1%
<b>Geometry</b>	89%	87%	11%	12%	0%	1%	0%	0%
<b>Measurement</b>	55%	56%	38%	38%	4%	4%	4%	2%
<b>End of Year Test</b>	32%	41%	54%	54%	7%	3%	7%	2%
<b>Addition Post Test</b>	83%	83%	11%	11%	38%	3%	3%	3%
<b>Subtraction Post Test</b>	54%	59%	25%	22%	8%	6%	12%	13%



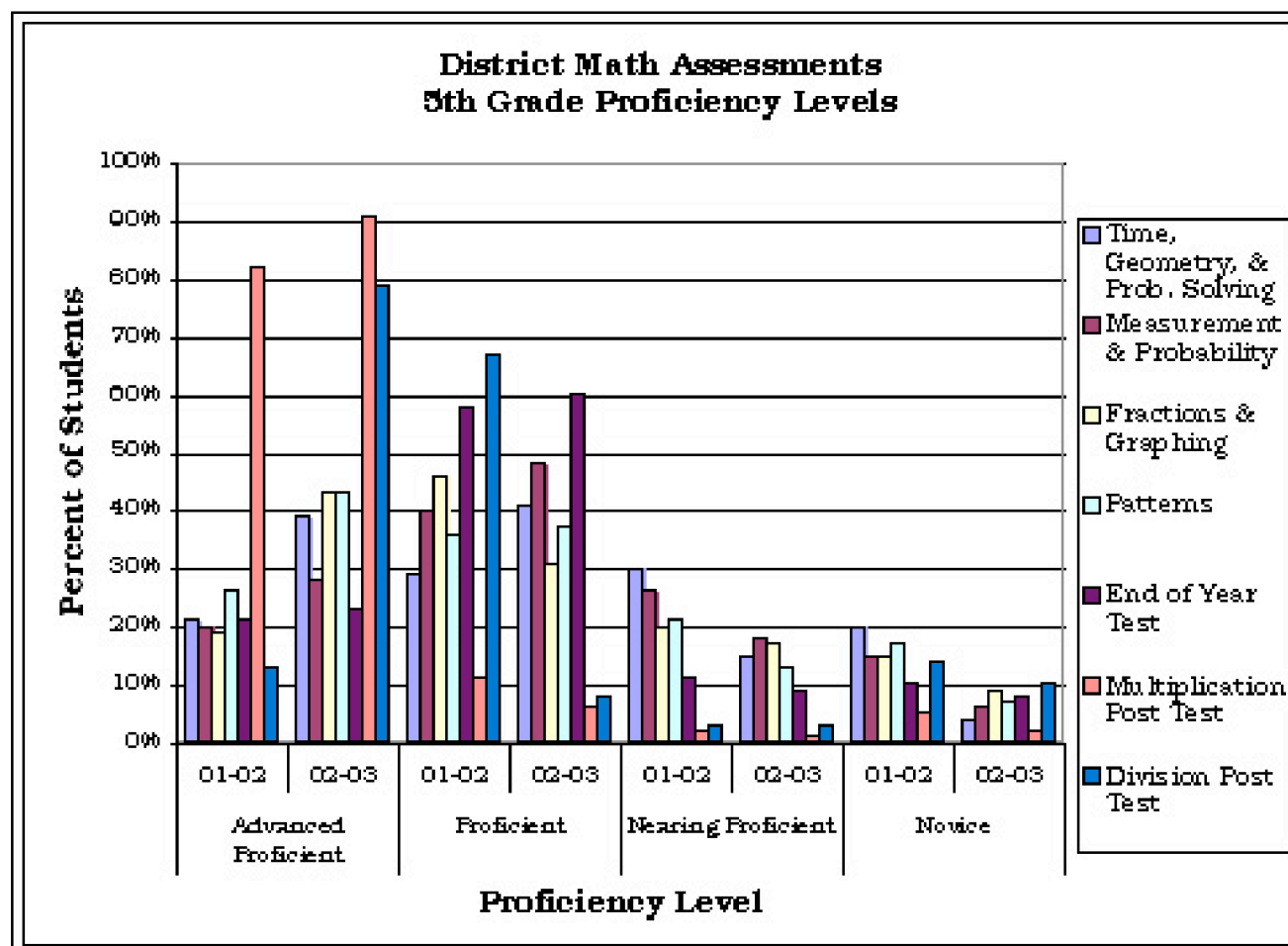
## District Math Assessments Fourth Grade

	Advanced Proficient		Proficient		Nearing Proficient		Novice	
	01-02	02-03	01-02	02-03	01-02	02-03	01-02	02-03
<b>Place Value</b>	66%	77%	15%	14%	10%	6%	9%	3%
<b>Probability and Statistics</b>	52%	71%	40%	25%	6%	3%	2%	1%
<b>Geometry</b>	44%	27%	40%	48%	10%	21%	6%	4%
<b>Measurement</b>	54%	56%	20%	23%	12%	12%	14%	9%
<b>End of Year Test</b>	33%	43%	57%	49%	6%	4%	4%	4%



## District Math Assessments Fifth Grade

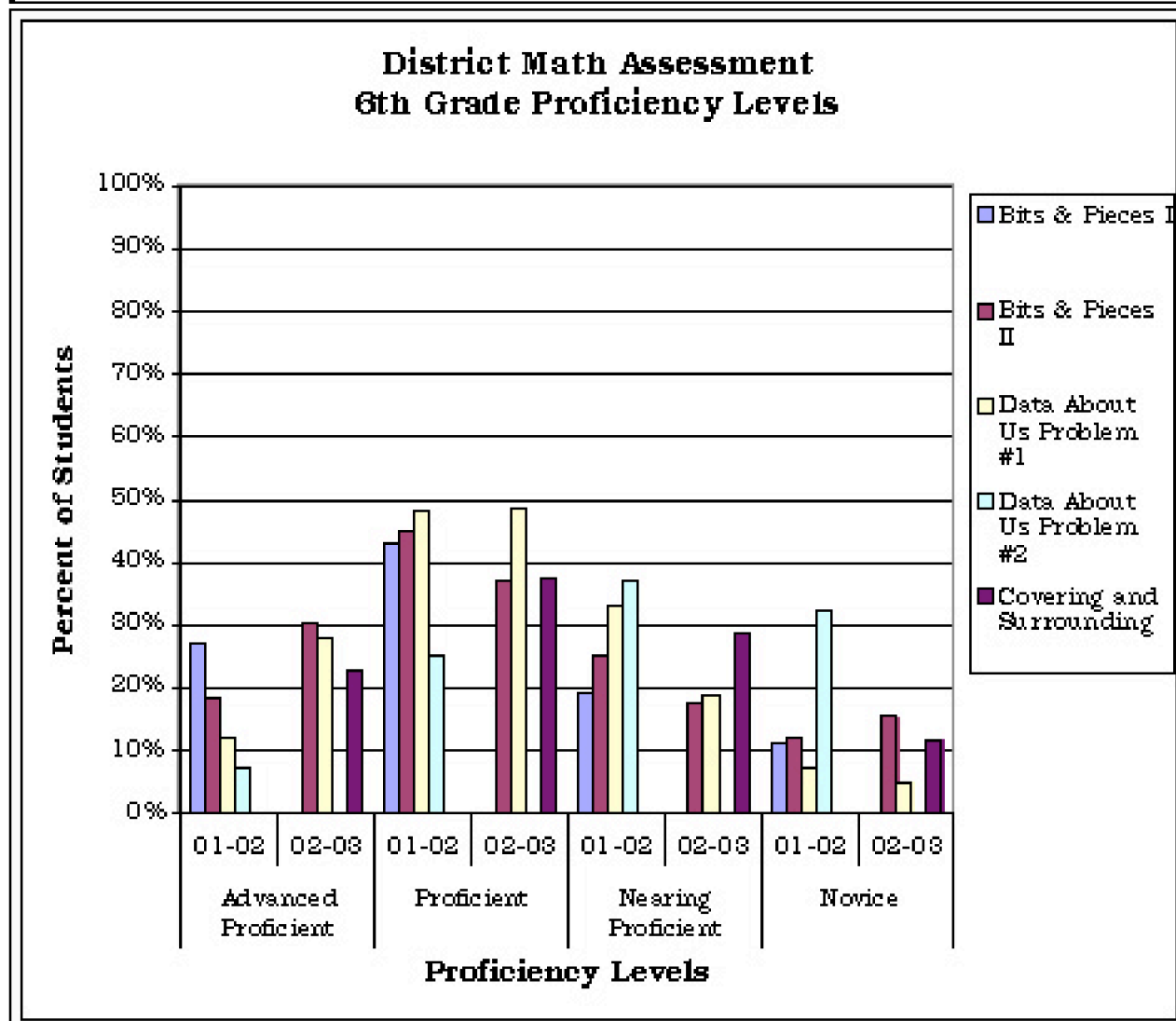
	Advanced Proficient		Proficient		Nearing Proficient		Novice	
	01-02	02-03	01-02	02-03	01-02	02-03	01-02	02-03
<b>Time, Geometry, &amp; Prob. Solving</b>	21%	39%	29%	41%	30%	15%	20%	4%
<b>Measurement &amp; Probability</b>	20%	28%	40%	48%	26%	18%	15%	6%
<b>Fractions &amp; Graphing</b>	19%	43%	46%	31%	20%	17%	15%	9%
<b>Patterns</b>	26%	43%	36%	37%	21%	13%	17%	7%
<b>End of Year Test</b>	21%	23%	58%	60%	11%	9%	10%	8%
<b>Multiplication Post Test</b>	82%	91%	11%	6%	2%	1%	5%	2%
<b>Division Post Test</b>	13%	79%	67%	8%	3%	3%	14%	10%



## District Math Assessments Sixth Grade

	Advanced Proficient		Proficient		Nearing Proficient		Novice	
	01-02	02-03	01-02	02-03	01-02	02-03	01-02	02-03
<b>Bits &amp; Pieces I</b>	27%	*	43%	*	19%	*	11%	*
<b>Bits &amp; Pieces II</b>	18%	30%	45%	37%	25%	17%	12%	15%
<b>Data About Us Problem #1</b>	12%	28%	48%	49%	33%	19%	7%	5%
<b>Data About Us Problem #2</b>	7%	*	25%	*	37%	*	32%	*
<b>Covering and Surrounding</b>	*	23%	*	37%	*	29%	*	12%

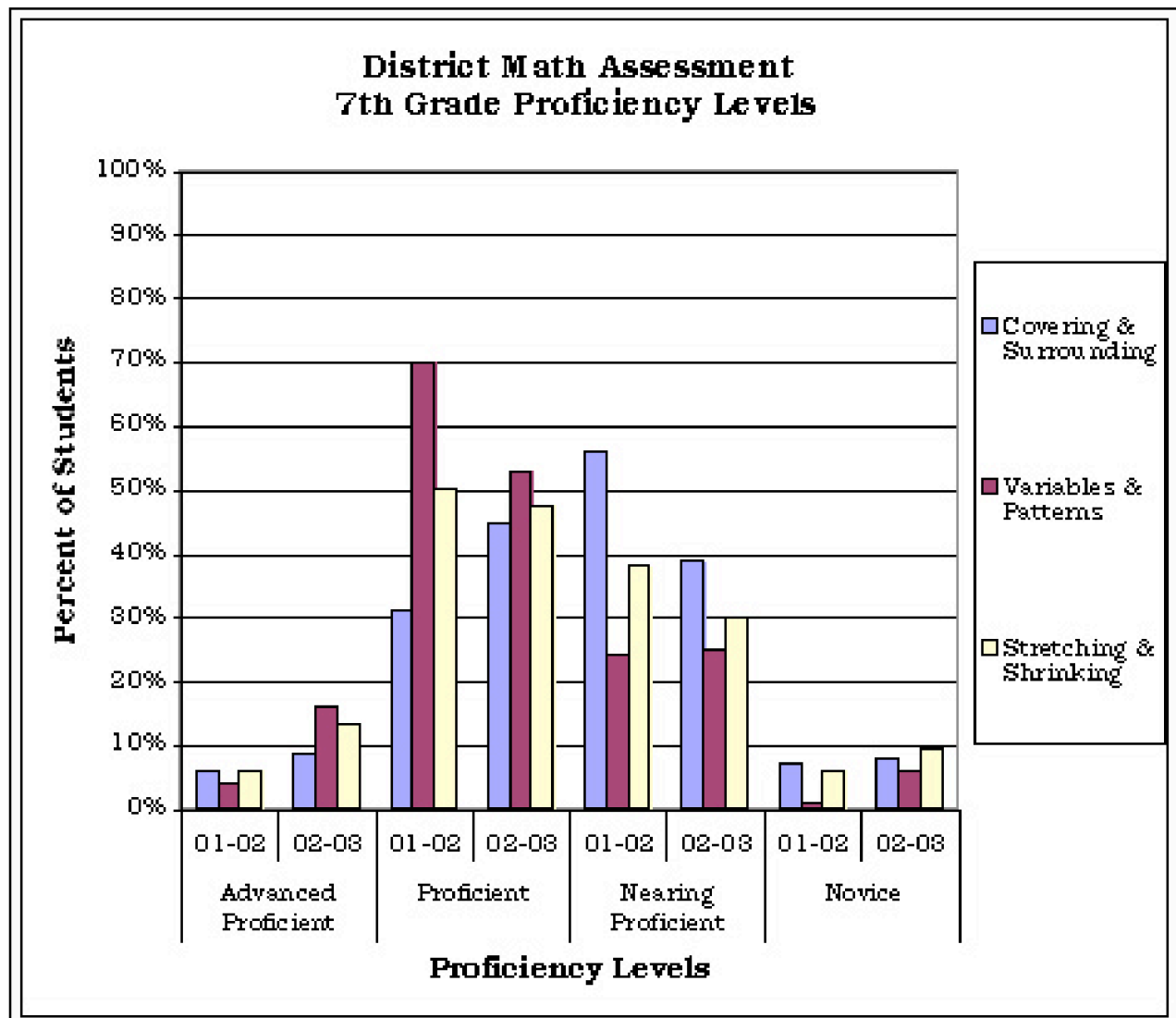
\*These assessments were not administered.





## District Math Assessments Seventh Grade

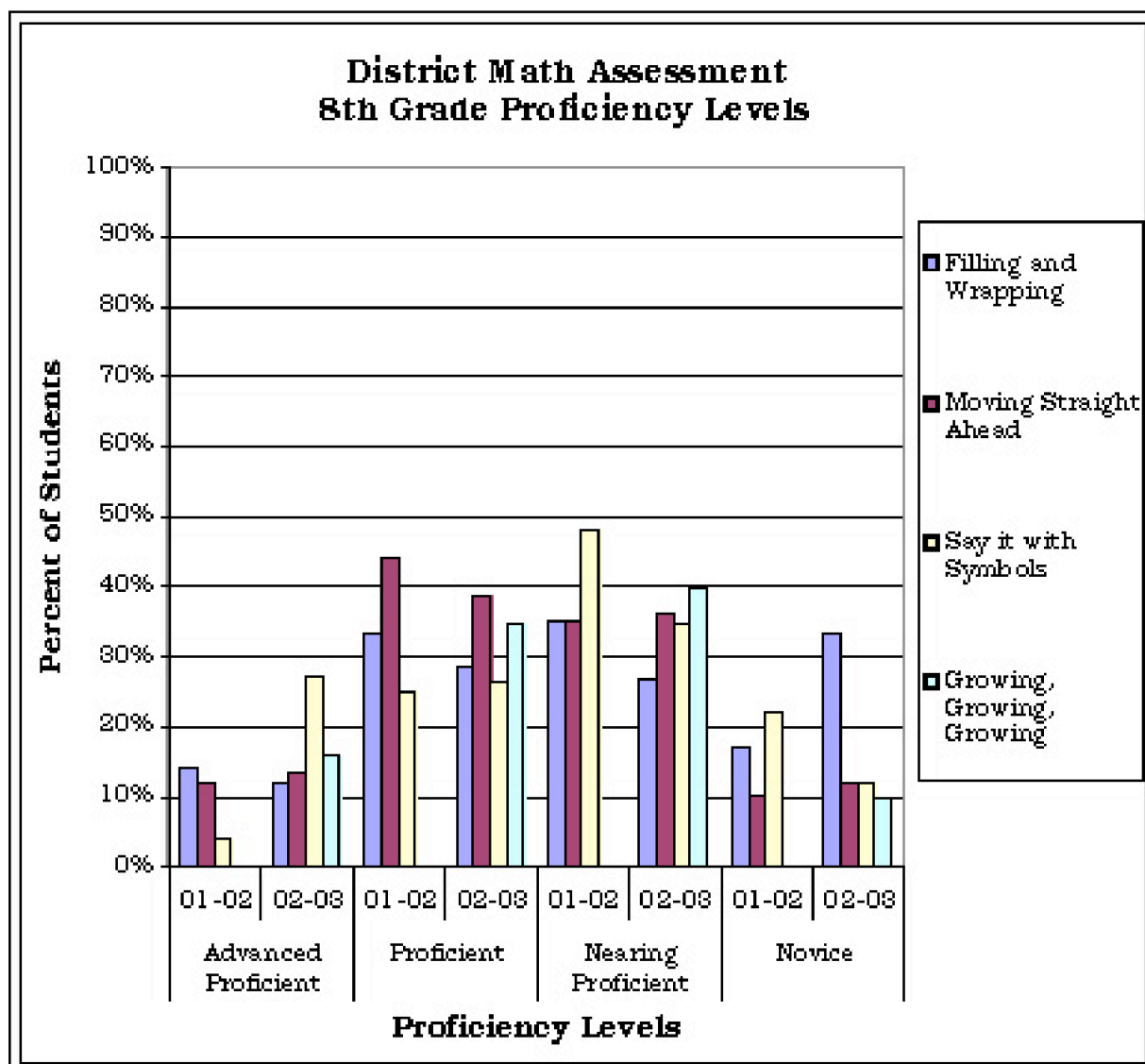
	Advanced Proficient		Proficient		Nearing Proficient		Novice	
	01-02	02-03	01-02	02-03	01-02	02-03	01-02	02-03
<b>Covering &amp; Surrounding</b>	6%	9%	31%	45%	56%	39%	7%	8%
<b>Variables &amp; Patterns</b>	4%	16%	70%	53%	24%	25%	1%	6%
<b>Stretching &amp; Shrinking</b>	6%	13%	50%	48%	38%	30%	6%	9%



## District Math Assessments Eighth Grade

	Advanced Proficient		Proficient		Nearing Proficient		Novice	
	01-02	02-03	01-02	02-03	01-02	02-03	01-02	02-03
<b>Filling and Wrapping</b>	14%	12%	33%	28%	35%	26%	17%	33%
<b>Moving Straight Ahead</b>	12%	13%	44%	39%	35%	36%	10%	12%
<b>Say it with Symbols</b>	4%	27%	25%	26%	48%	35%	22%	12%
<b>Growing Growing Growing</b>	*	16%	*	35%	*	40%	*	10%

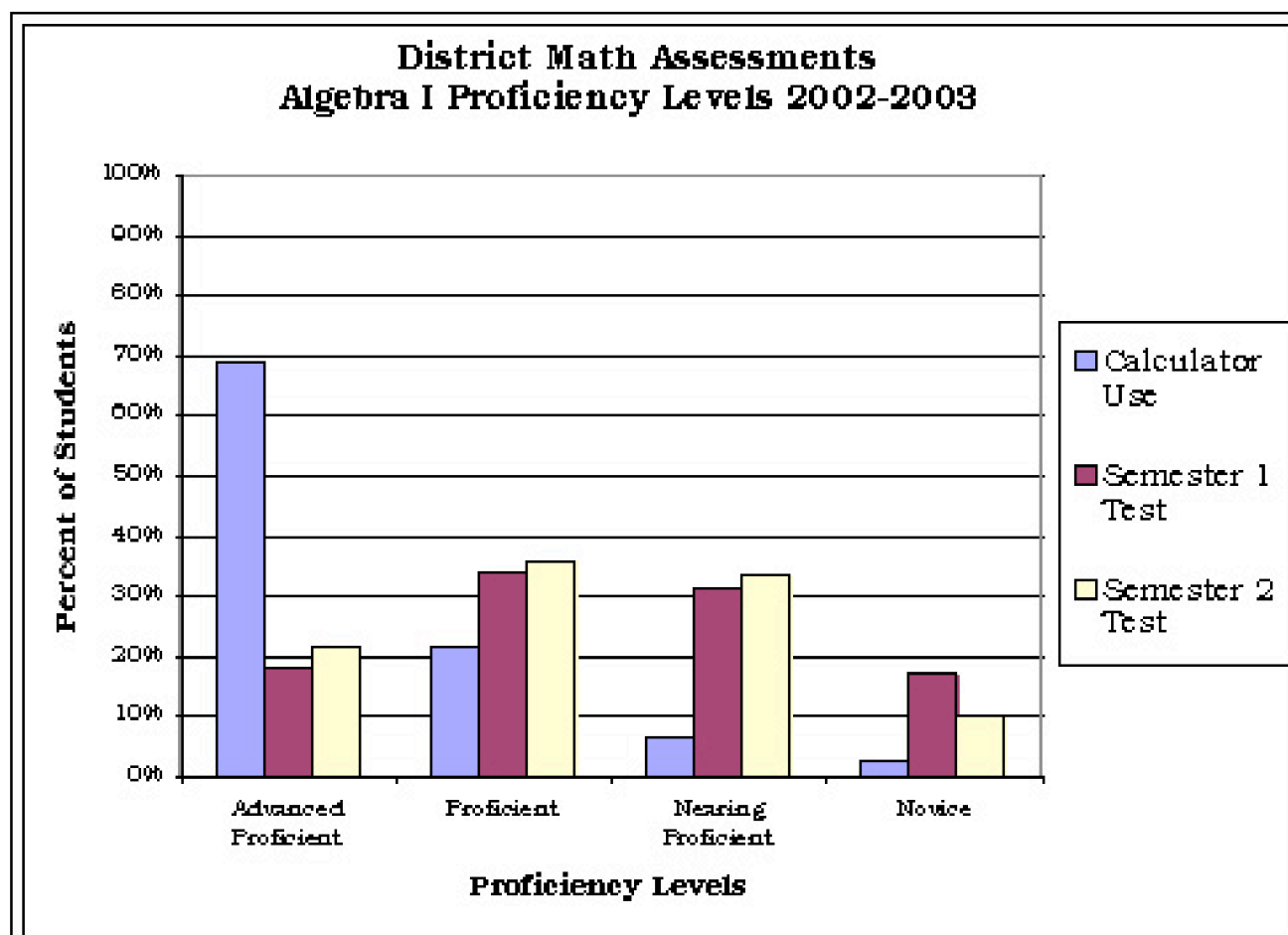
\*These assessments were not administered.



## District Math Assessments Algebra I

2001-2002	Advanced Proficient	Proficient	Nearing Proficient	Novice
Calculator Use	48%	25%	14%	13%
Semester 1 Test	16%	81%	18%	95%
Semester 2 Test	20%	28%	18%	84%

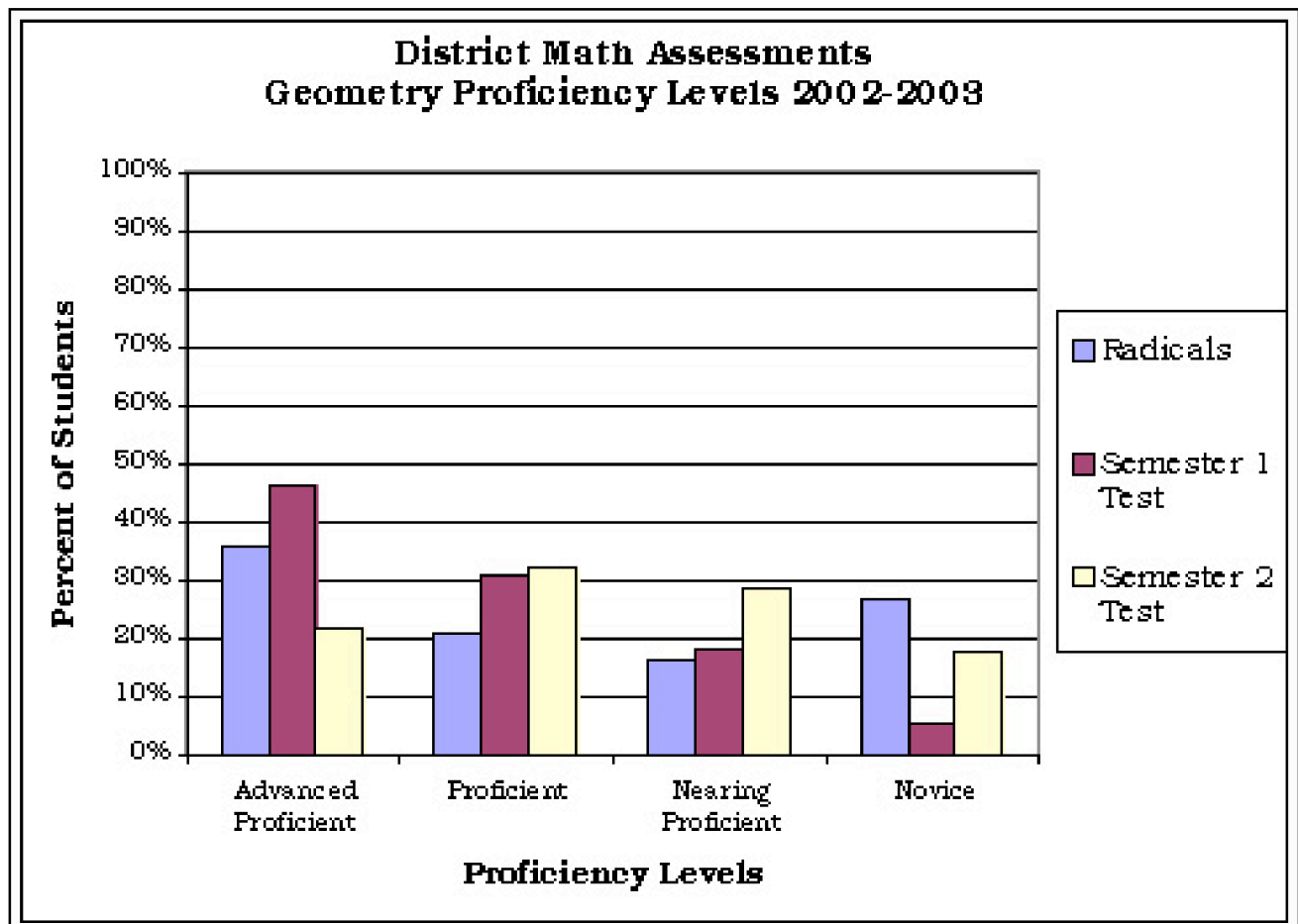
2002-2003	Advanced Proficient	Proficient	Nearing Proficient	Novice
Calculator Use	69%	21%	7%	3%
Semester 1 Test	18%	84%	81%	17%
Semester 2 Test	21%	86%	88%	10%



## District Math Assessments Geometry

2001-2002	Advanced Proficient	Proficient	Nearing Proficient	Novice
<b>Radicals</b>	28%	25%	17%	34%
<b>Semester 1 Test</b>	40%	34%	12%	14%
<b>Semester 2 Test</b>	26%	31%	15%	28%

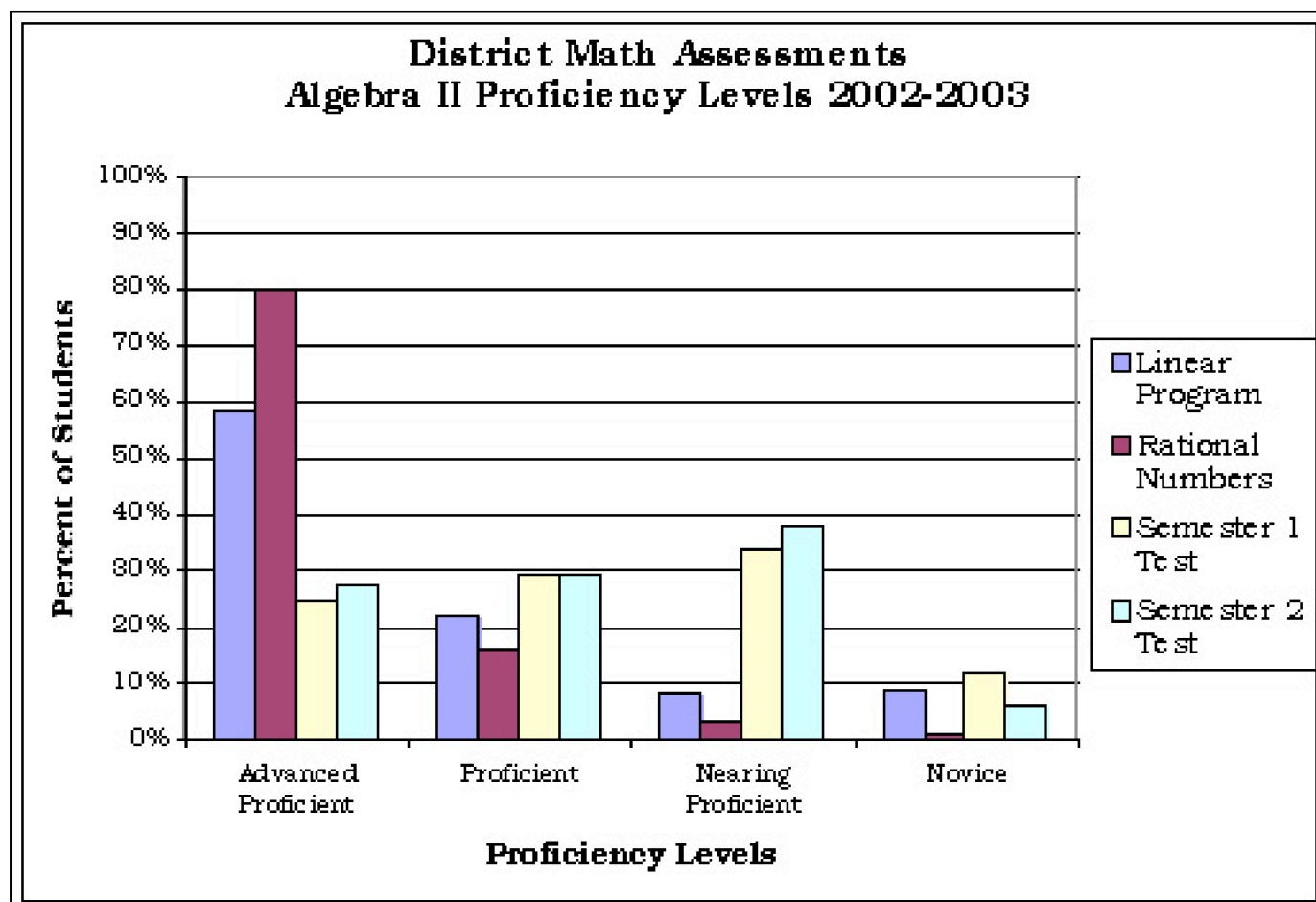
2002-2003	Advanced Proficient	Proficient	Nearing Proficient	Novice
<b>Radicals</b>	36%	20%	16%	26%
<b>Semester 1 Test</b>	46%	31%	18%	5%
<b>Semester 2 Test</b>	22%	32%	28%	18%



## District Math Assessments Algebra II

2001-2002	Advanced Proficient	Proficient	Nearing Proficient	Novice
Trajectory	84%	10%	18%	38%
Semester 1 Test	17%	23%	18%	42%
Semester 2 Test	20%	25%	18%	37%

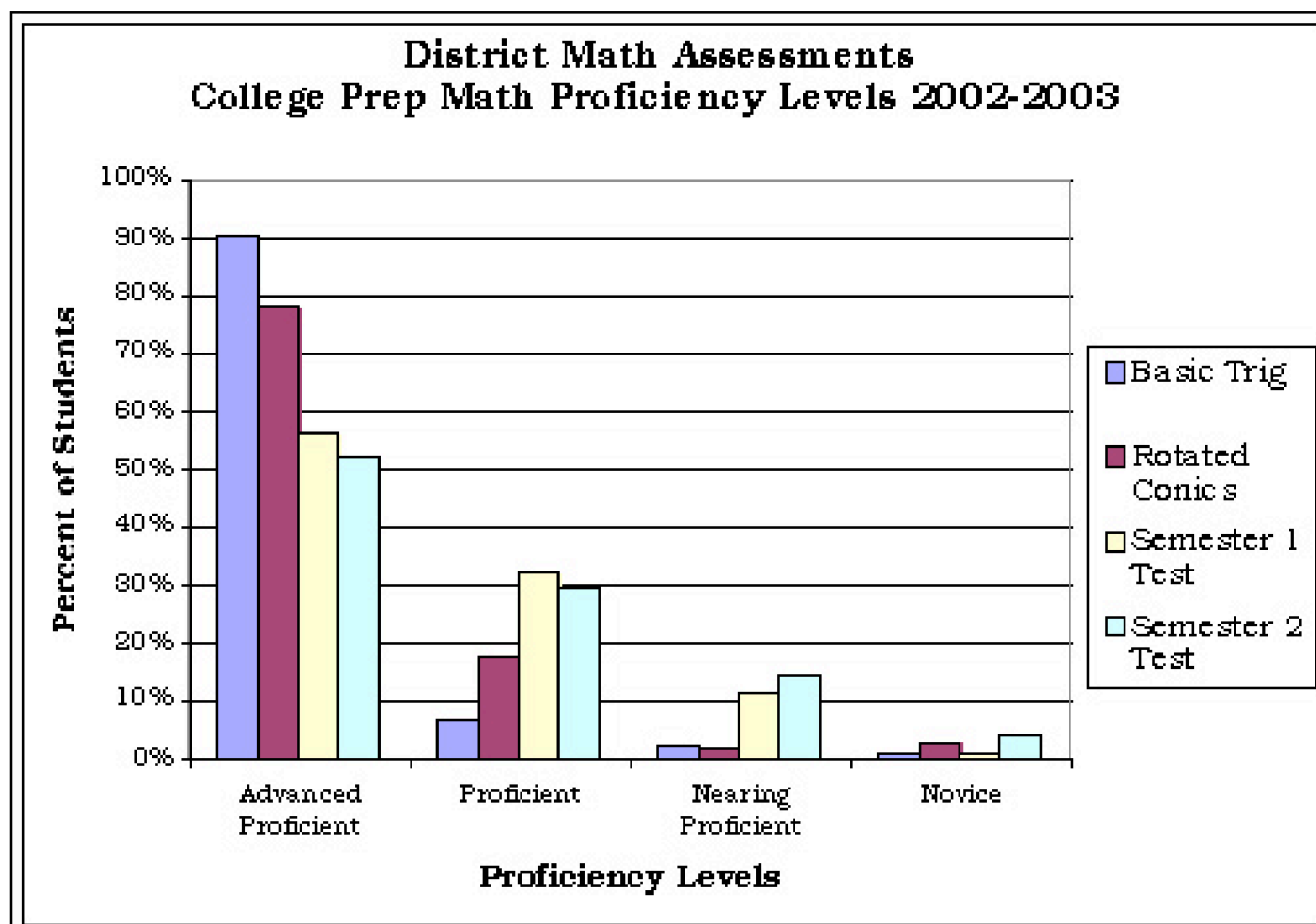
2002-2003	Advanced Proficient	Proficient	Nearing Proficient	Novice
Linear Program	58%	22%	8%	9%
Rational Numbers	80%	16%	3%	1%
Semester 1 Test	25%	29%	34%	12%
Semester 2 Test	27%	29%	38%	6%



## District Math Assessments College Prep Math

2001-2002	Advanced Proficient	Proficient	Nearing Proficient	Novice
Rotated Conics	78%	22%	8%	2%
Semester 1 Test	38%	39%	14%	8%
Semester 2 Test	36%	40%	16%	8%

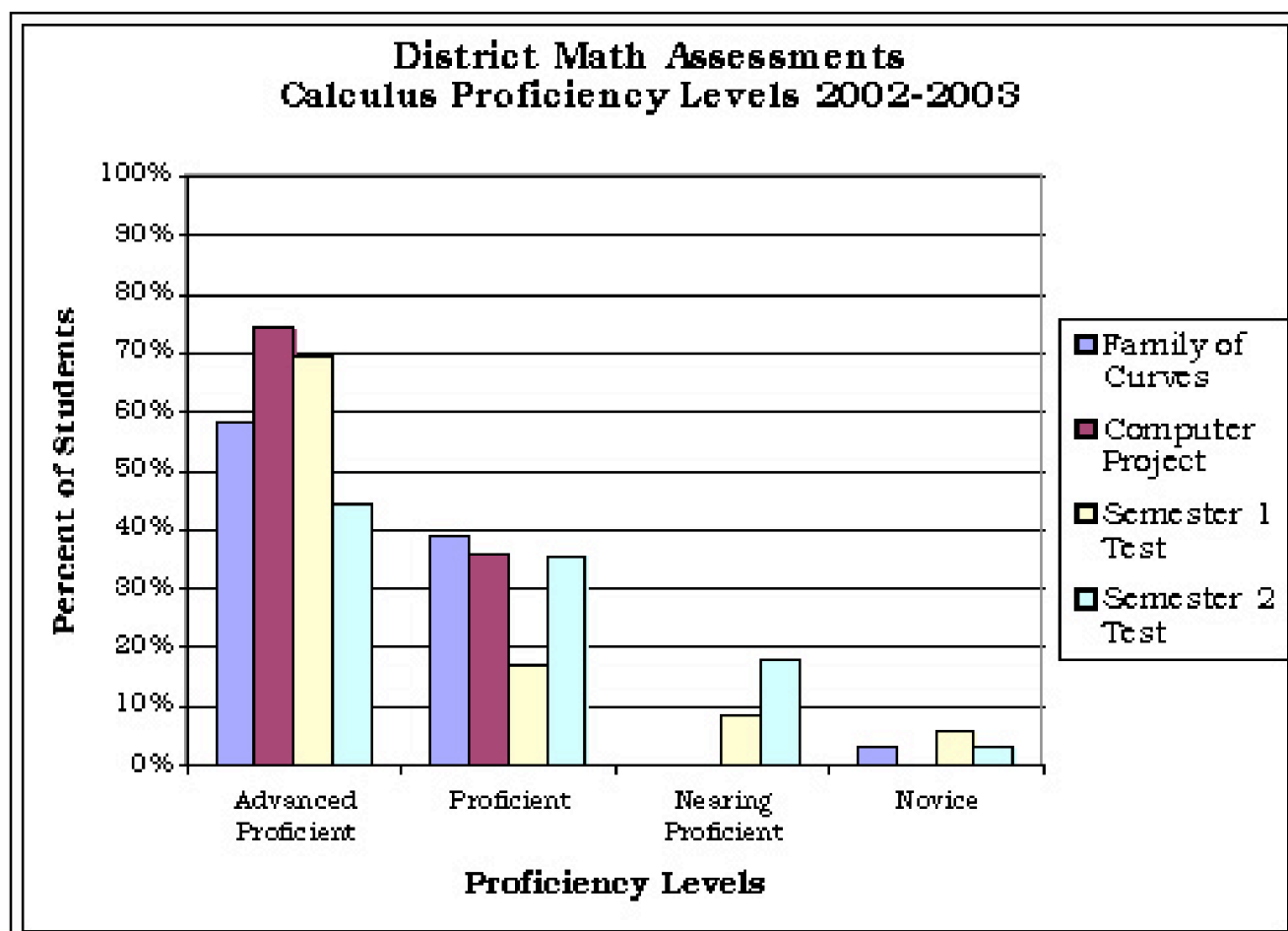
2002-2003	Advanced Proficient	Proficient	Nearing Proficient	Novice
Basic Trig	90%	7%	2%	1%
Rotated Conics	78%	18%	2%	3%
Semester 1 Test	56%	32%	11%	1%
Semester 2 Test	52%	29%	15%	4%



## District Math Assessments Calculus

2001-2002	Advanced Proficient	Proficient	Nearing Proficient	Novice
Family of Curves	73%	25%	0%	2%
Computer Project	47%	42%	11%	0%
Semester 1 Test	68%	14%	14%	4%
Semester 2 Test	40%	37%	16%	7%

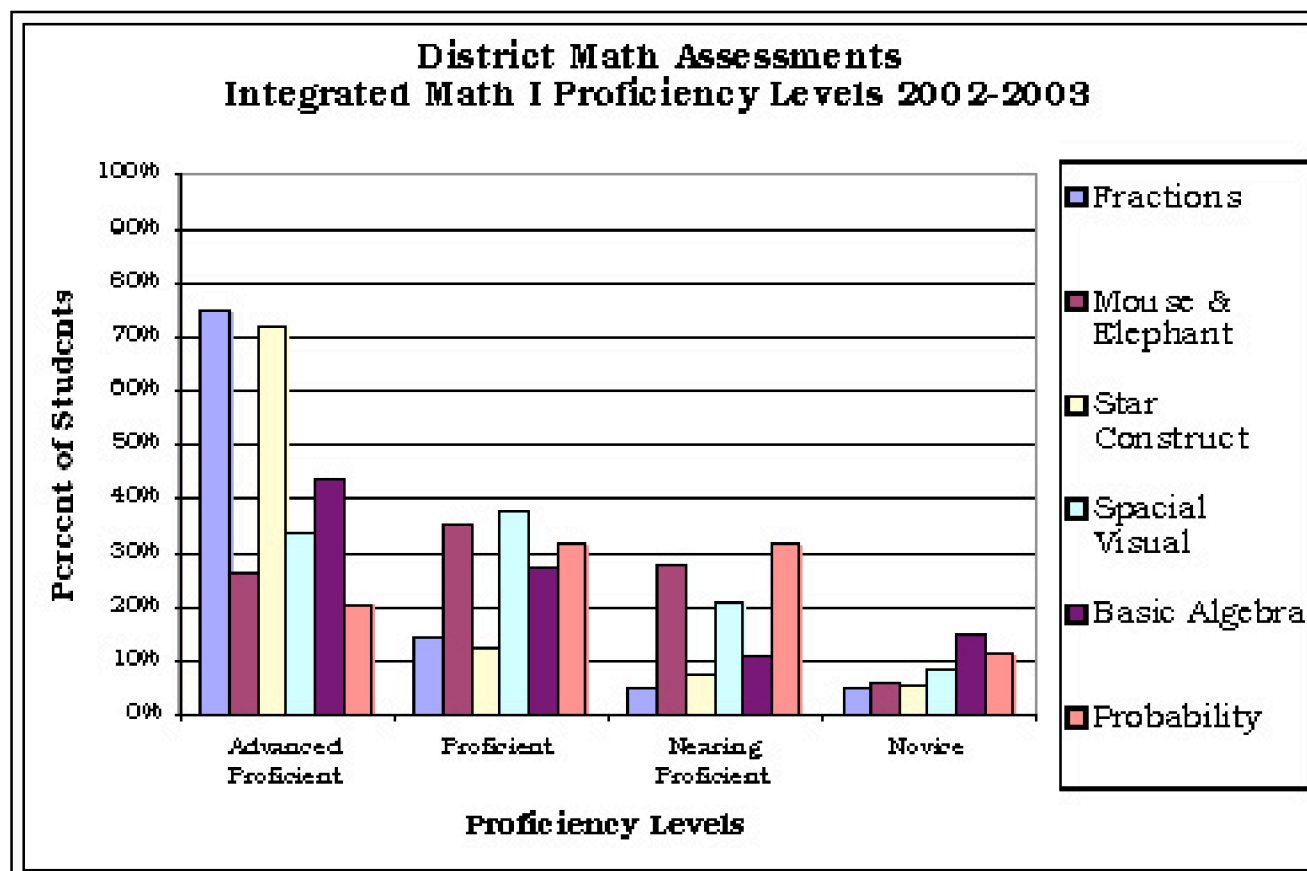
2002-2003	Advanced Proficient	Proficient	Nearing Proficient	Novice
Family of Curves	58%	39%	0%	3%
Computer Project	74%	35%	0%	0%
Semester 1 Test	69%	17%	8%	6%
Semester 2 Test	44%	35%	18%	3%



## District Math Assessments Integrated Math I

2001-2002	Advanced Proficient	Proficient	Nearing Proficient	Novice
Fractions	52%	25%	15%	5%
Mouse & Elephant	6%	9%	83%	33%
Star Construct	17%	20%	23%	33%
Spacial Visual	27%	27%	15%	17%
Basic Algebra	48%	26%	12%	11%
Probability	27%	34%	24%	8%

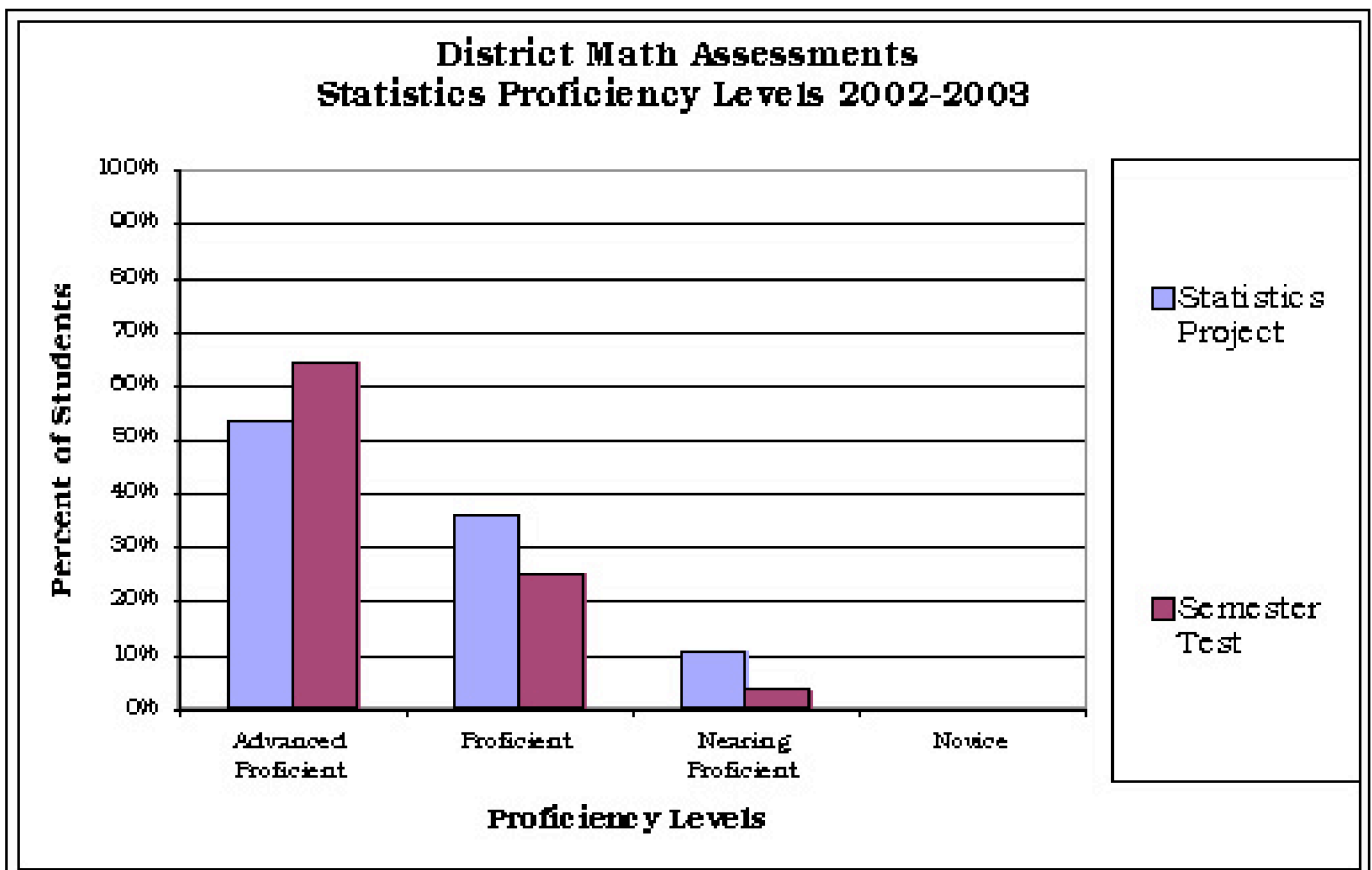
2002-2003	Advanced Proficient	Proficient	Nearing Proficient	Novice
Fractions	75%	14%	5%	5%
Mouse & Elephant	26%	35%	28%	6%
Star Construct	72%	12%	7%	5%
Spacial Visual	33%	38%	21%	8%
Basic Algebra	43%	27%	10%	15%
Probability	20%	31%	31%	11%





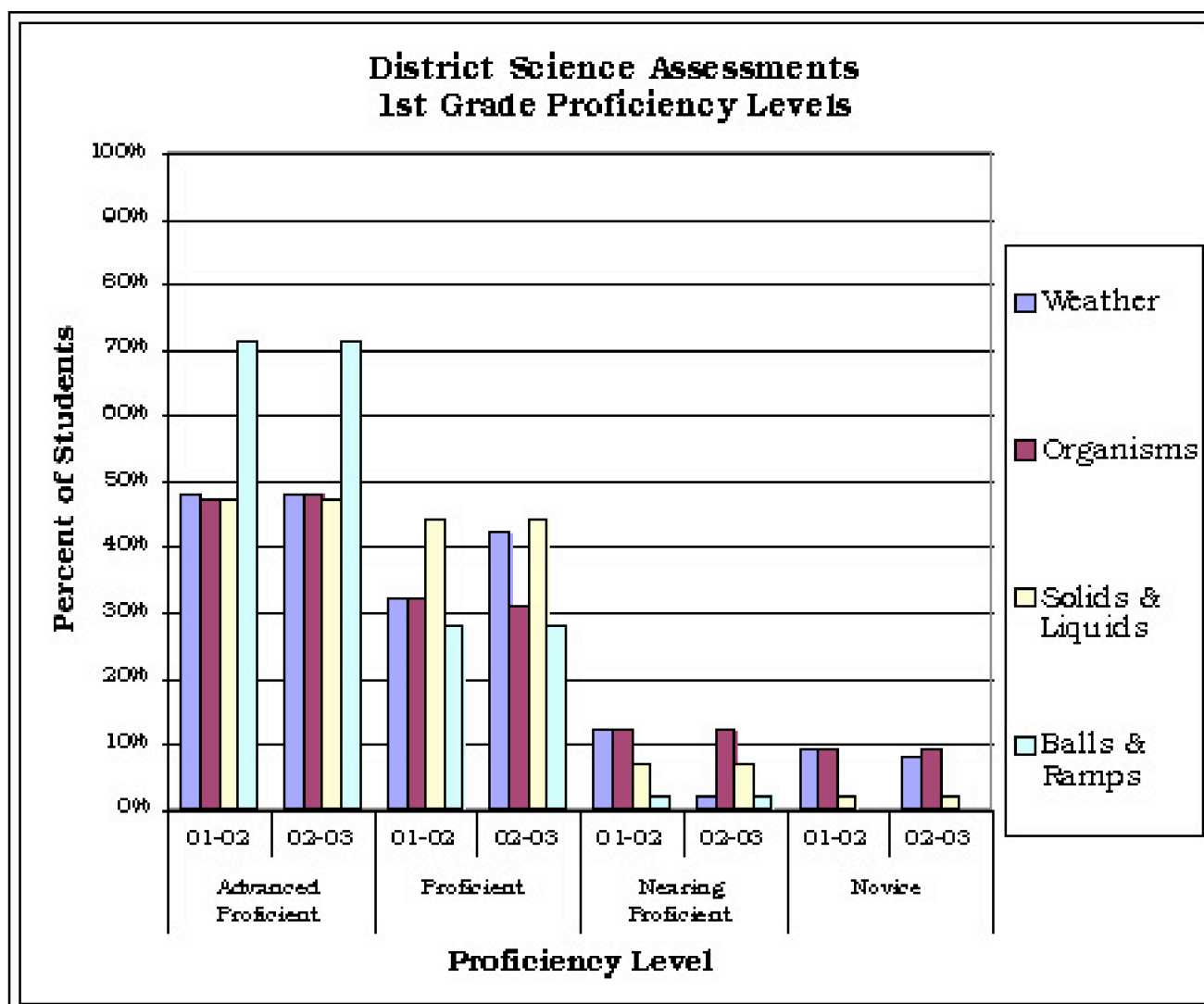
## District Math Assessments Statistics

2002-2003	Advanced Proficient	Proficient	Nearing Proficient	Novice
Statistics Project	54%	36%	11%	0%
Semester Test	64%	25%	4%	0%



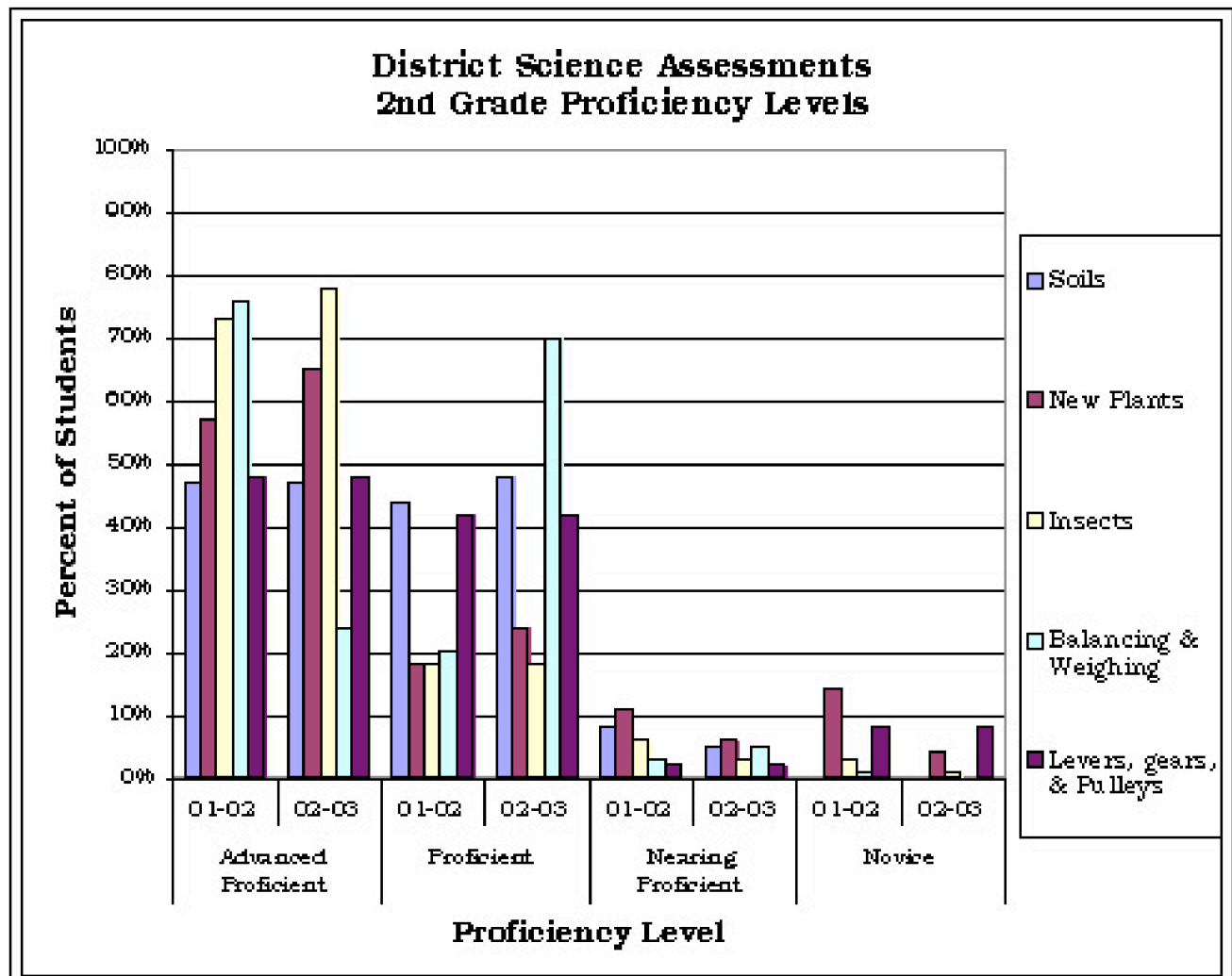
## District Science Assessments First Grade

	Advanced Proficient		Proficient		Nearing Proficient		Novice	
	01-02	02-03	01-02	02-03	01-02	02-03	01-02	02-03
<b>Weather</b>	48%	48%	32%	42%	12%	2%	9%	5%
<b>Organisms</b>	47%	48%	32%	31%	12%	12%	9%	9%
<b>Solids &amp; Liquids</b>	47%	47%	44%	44%	7%	7%	2%	2%
<b>Balls &amp; Ramps</b>	71%	71%	28%	28%	2%	2%	0%	0%



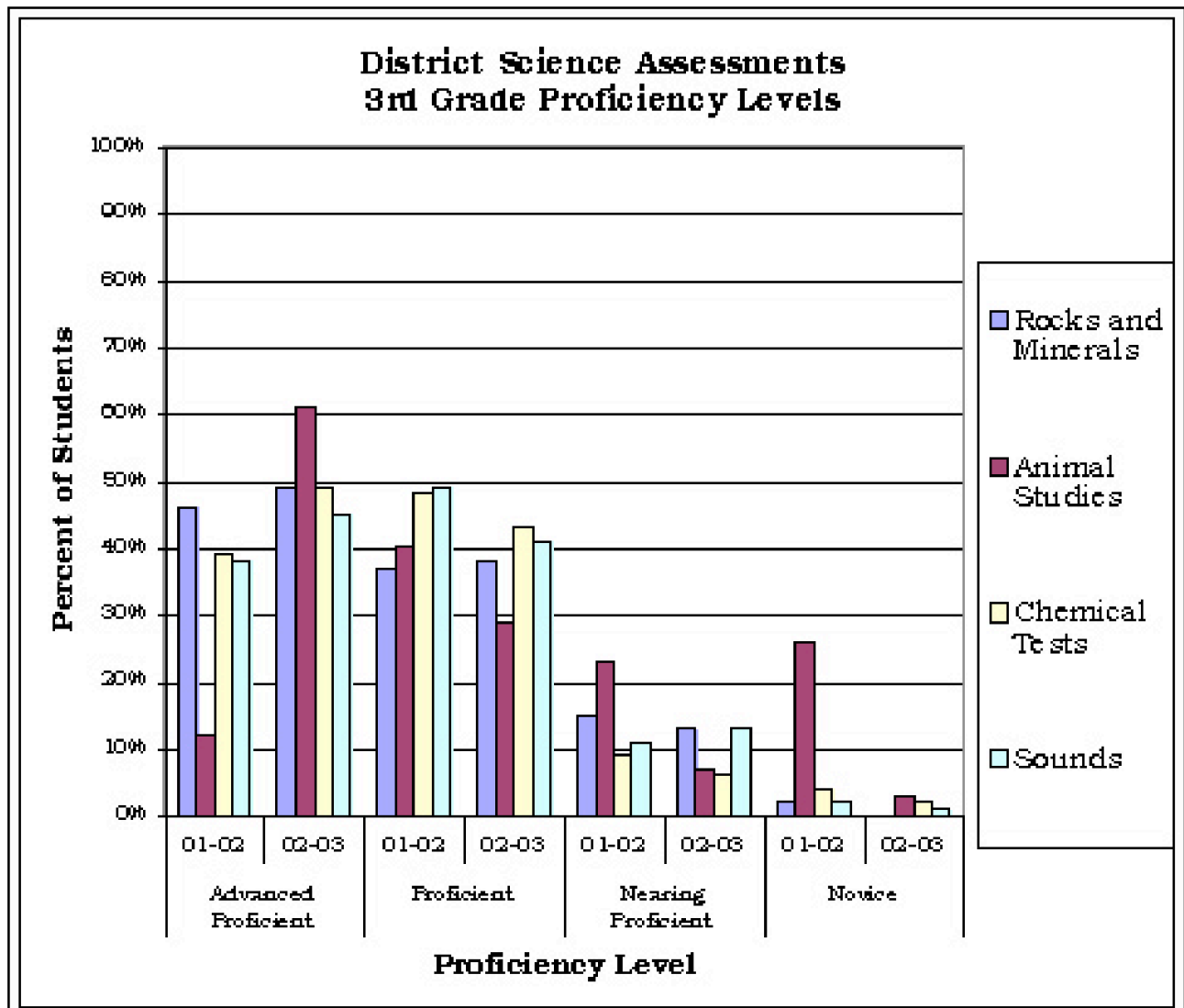
## District Science Assessments Second Grade

	Advanced Proficient		Proficient		Nearing Proficient		Novice	
	01-02	02-03	01-02	02-03	01-02	02-03	01-02	02-03
<b>Soils</b>	47%	47%	44%	48%	8%	5%	0%	0%
<b>New Plants</b>	57%	65%	18%	24%	11%	6%	14%	4%
<b>Insects</b>	73%	78%	18%	18%	6%	3%	3%	1%
<b>Balancing &amp; Weighing</b>	76%	24%	20%	70%	3%	5%	1%	0%
<b>Levers, gears, &amp; Pulleys</b>	48%	48%	42%	42%	2%	2%	8%	8%



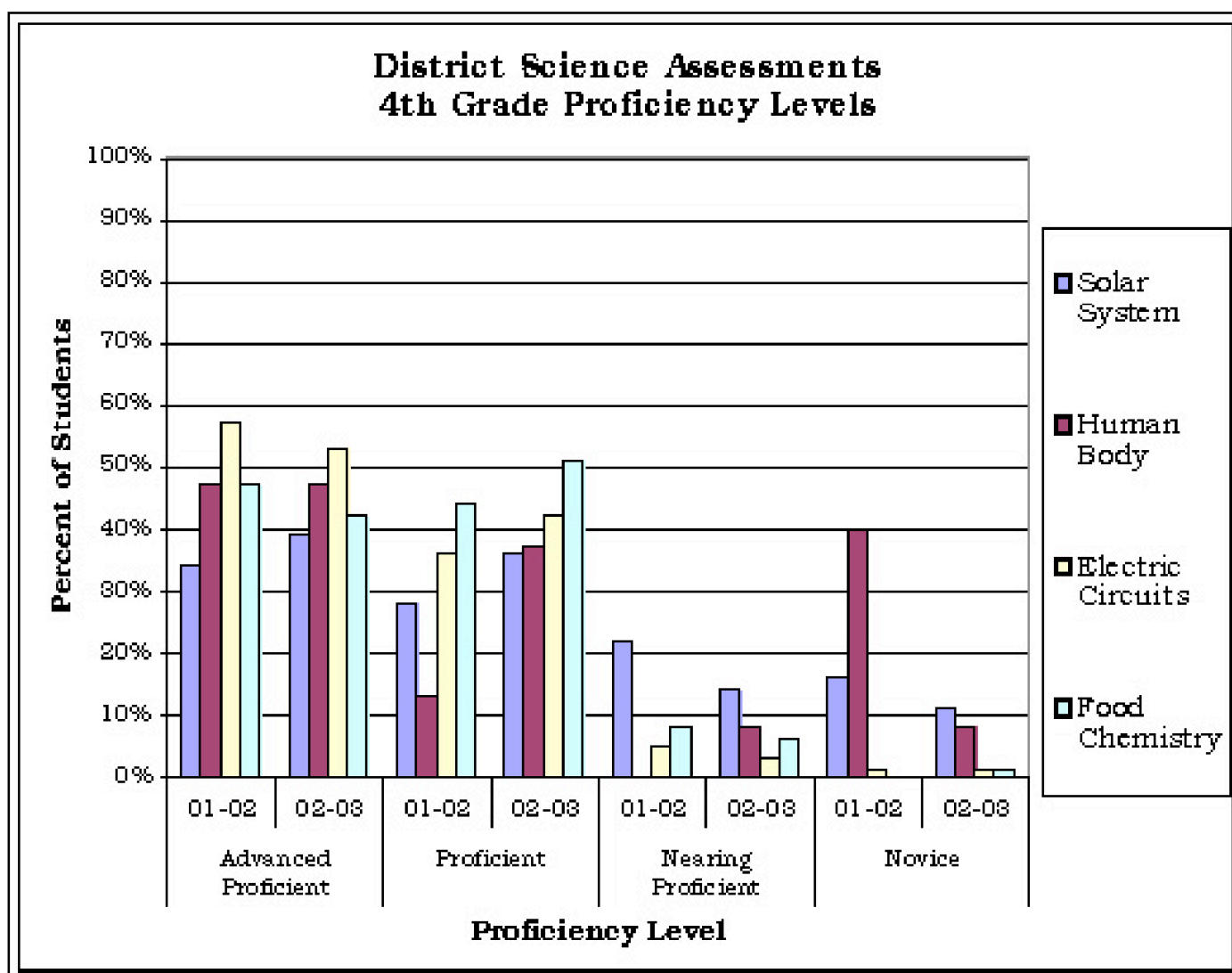
## District Science Assessments Third Grade

	Advanced Proficient		Proficient		Nearing Proficient		Novice	
	01-02	02-03	01-02	02-03	01-02	02-03	01-02	02-03
<b>Rocks and Minerals</b>	46%	49%	37%	38%	15%	13%	2%	0%
<b>Animal Studies</b>	12%	61%	40%	29%	23%	7%	26%	3%
<b>Chemical Tests</b>	39%	49%	48%	43%	9%	6%	4%	2%
<b>Sounds</b>	38%	45%	49%	41%	11%	13%	2%	1%



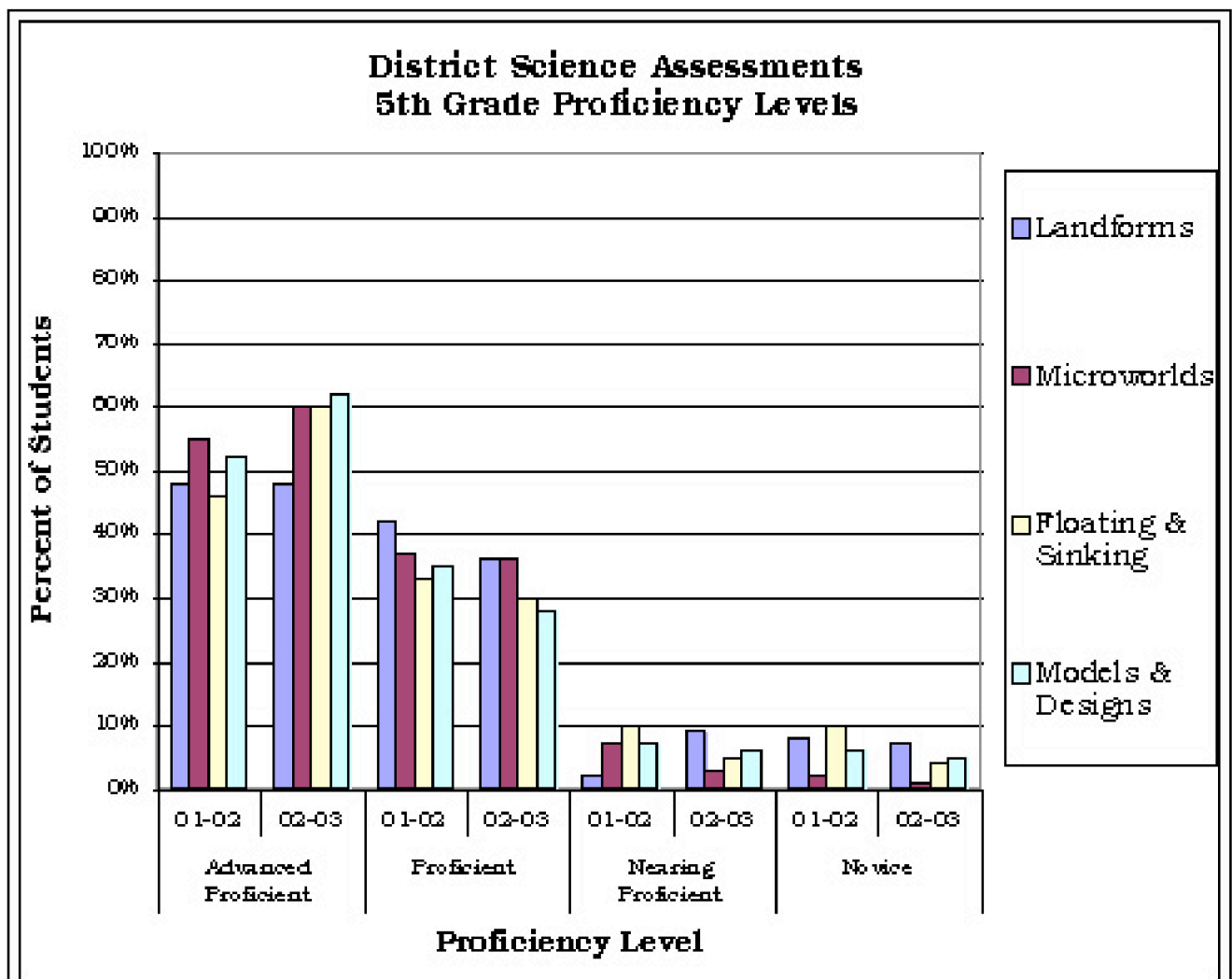
## District Science Assessments Fourth Grade

	Advanced Proficient		Proficient		Nearing Proficient		Novice	
	01-02	02-03	01-02	02-03	01-02	02-03	01-02	02-03
<b>Solar System</b>	34%	39%	28%	36%	22%	14%	16%	11%
<b>Human Body</b>	47%	47%	13%	37%	0%	8%	40%	8%
<b>Electric Circuits</b>	57%	53%	36%	42%	5%	3%	1%	1%
<b>Food Chemistry</b>	47%	42%	44%	51%	8%	6%	0%	1%



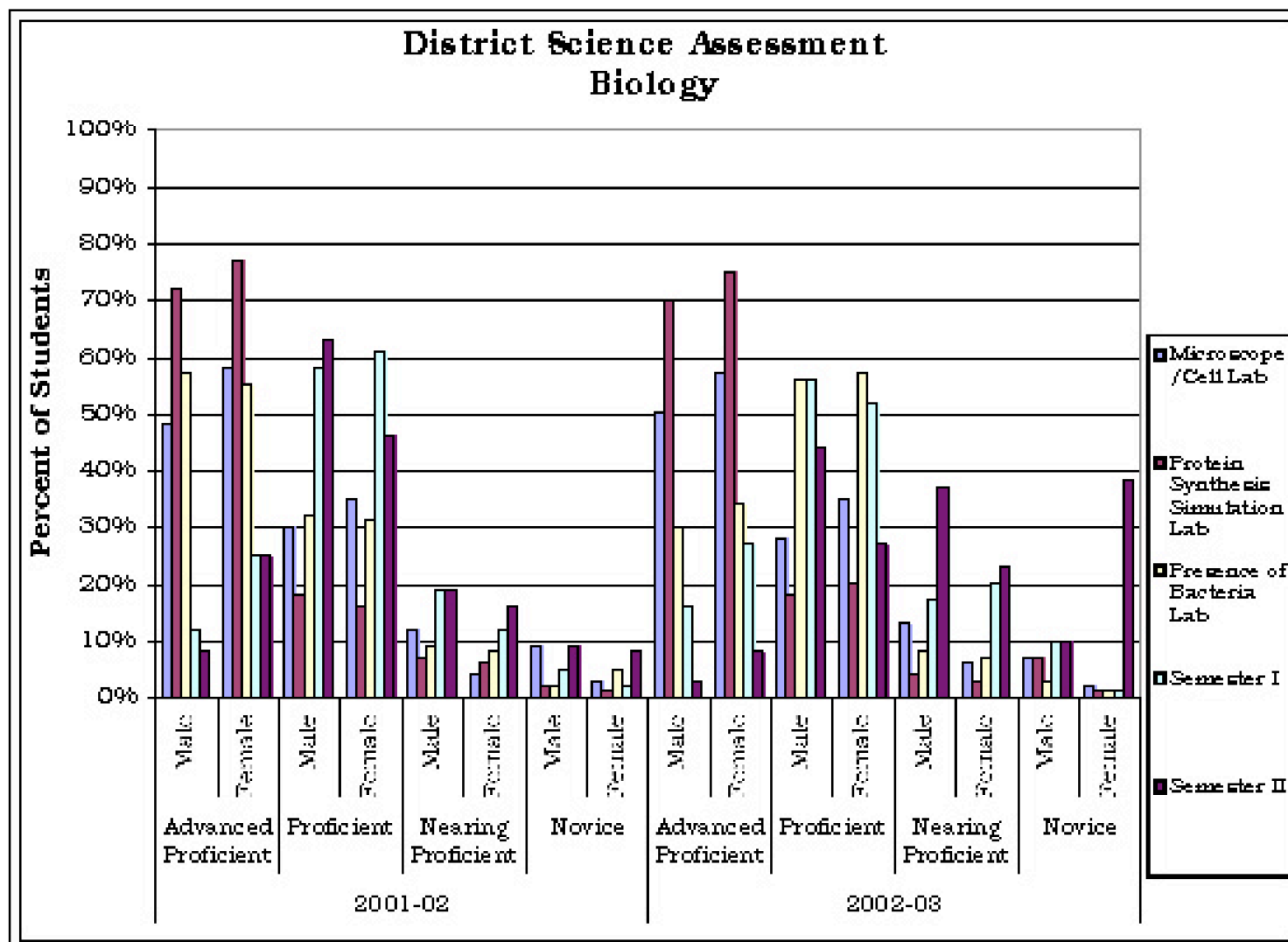
## District Science Assessments Fifth Grade

	Advanced Proficient		Proficient		Nearing Proficient		Novice	
	01-02	02-03	01-02	02-03	01-02	02-03	01-02	02-03
<b>Landforms</b>	48%	48%	42%	36%	2%	9%	8%	7%
<b>Microworlds</b>	55%	60%	37%	36%	7%	3%	2%	1%
<b>Floating &amp; Sinking</b>	46%	60%	33%	30%	10%	5%	10%	4%
<b>Models &amp; Designs</b>	52%	62%	35%	28%	7%	6%	6%	5%



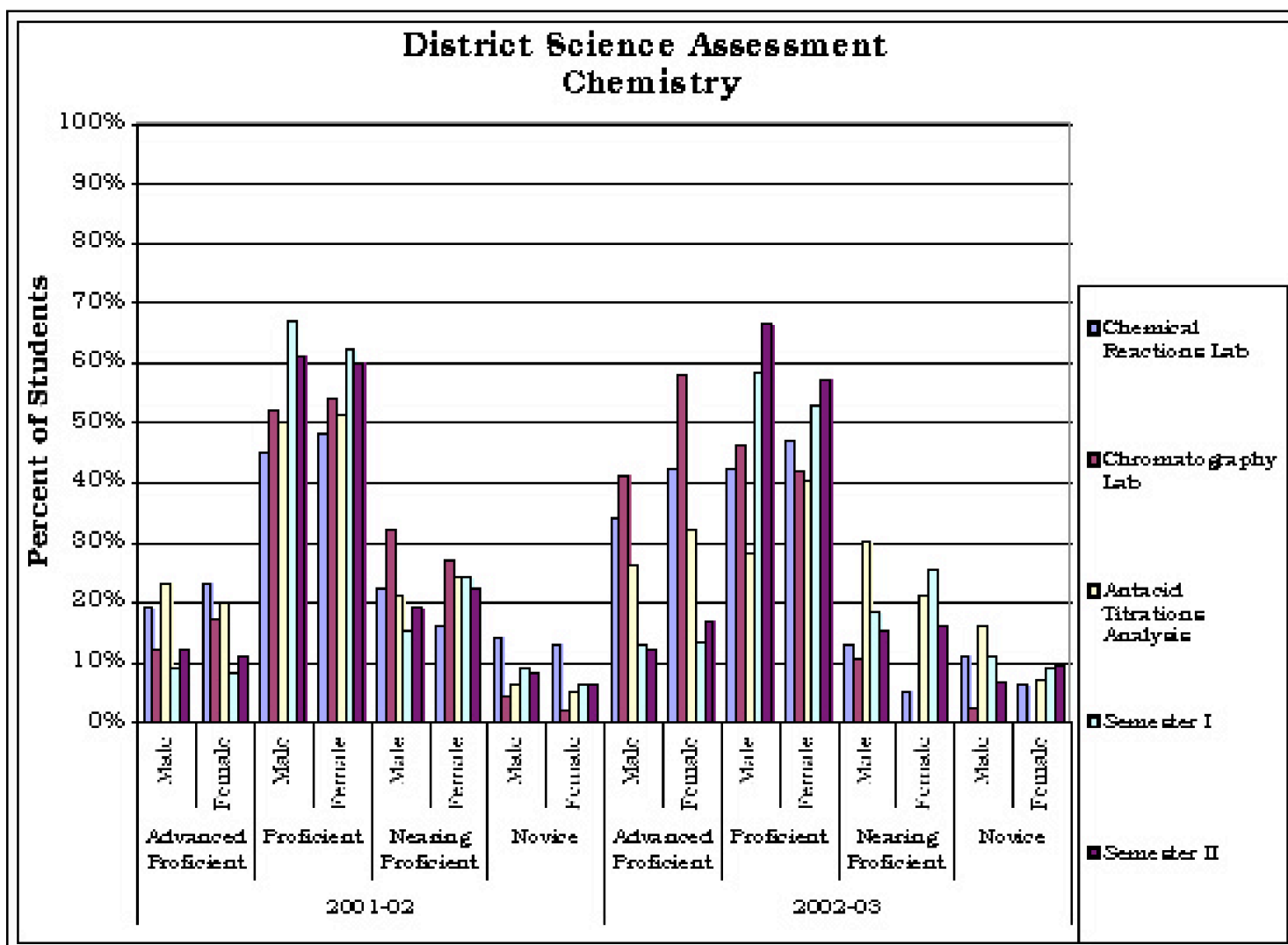
## District Science Assessments Biology

	2001-02								2002-03							
	Advanced Proficient		Proficient		Nearing Proficient		Novice		Advanced Proficient		Proficient		Nearing Proficient		Novice	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
<b>Microscope /Cell Lab</b>	48%	58%	30%	35%	12%	4%	9%	8%	50%	57%	28%	35%	13%	6%	7%	2%
<b>Protein Synthesis Simulation Lab</b>	72%	77%	18%	16%	7%	6%	2%	1%	70%	75%	18%	20%	4%	3%	7%	1%
<b>Presence of Bacteria Lab</b>	57%	55%	32%	31%	9%	8%	2%	5%	30%	34%	56%	57%	8%	7%	3%	1%
<b>Semester I</b>	12%	25%	58%	61%	19%	12%	5%	2%	16%	27%	56%	52%	17%	20%	10%	1%
<b>Semester II</b>	8%	25%	63%	46%	19%	16%	3%	8%	3%	8%	44%	27%	37%	23%	10%	38%



## District Science Assessments Chemistry

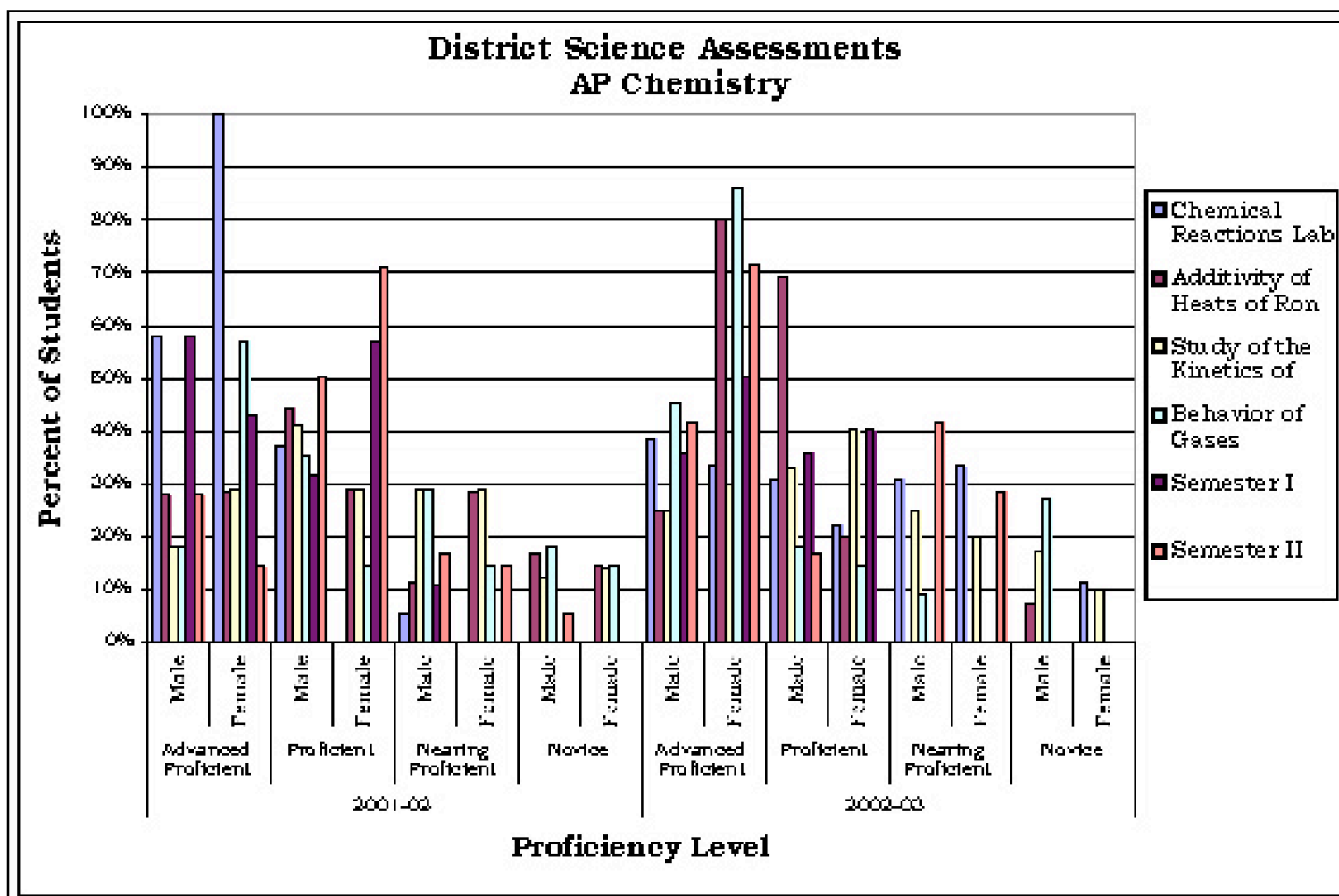
	2001-02								2002-03							
	Advanced Proficient		Proficient		Nearing Proficient		Novice		Advanced Proficient		Proficient		Nearing Proficient		Novice	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
<b>Chemical Reactions Lab</b>	19%	23%	45%	48%	22%	16%	14%	13%	34%	42%	42%	47%	13%	5%	11%	6%
<b>Chromatography Lab</b>	12%	17%	52%	54%	32%	27%	4%	2%	41%	58%	46%	42%	11%	0%	2%	0%
<b>Antacid Titrations Analysis</b>	23%	20%	50%	51%	21%	24%	6%	5%	26%	32%	28%	40%	30%	21%	16%	7%
<b>Semester I</b>	9%	8%	67%	62%	15%	24%	9%	6%	13%	13%	58%	53%	18%	25%	11%	9%
<b>Semester II</b>	12%	11%	61%	60%	19%	22%	8%	6%	12%	17%	66%	57%	15%	16%	7%	9%





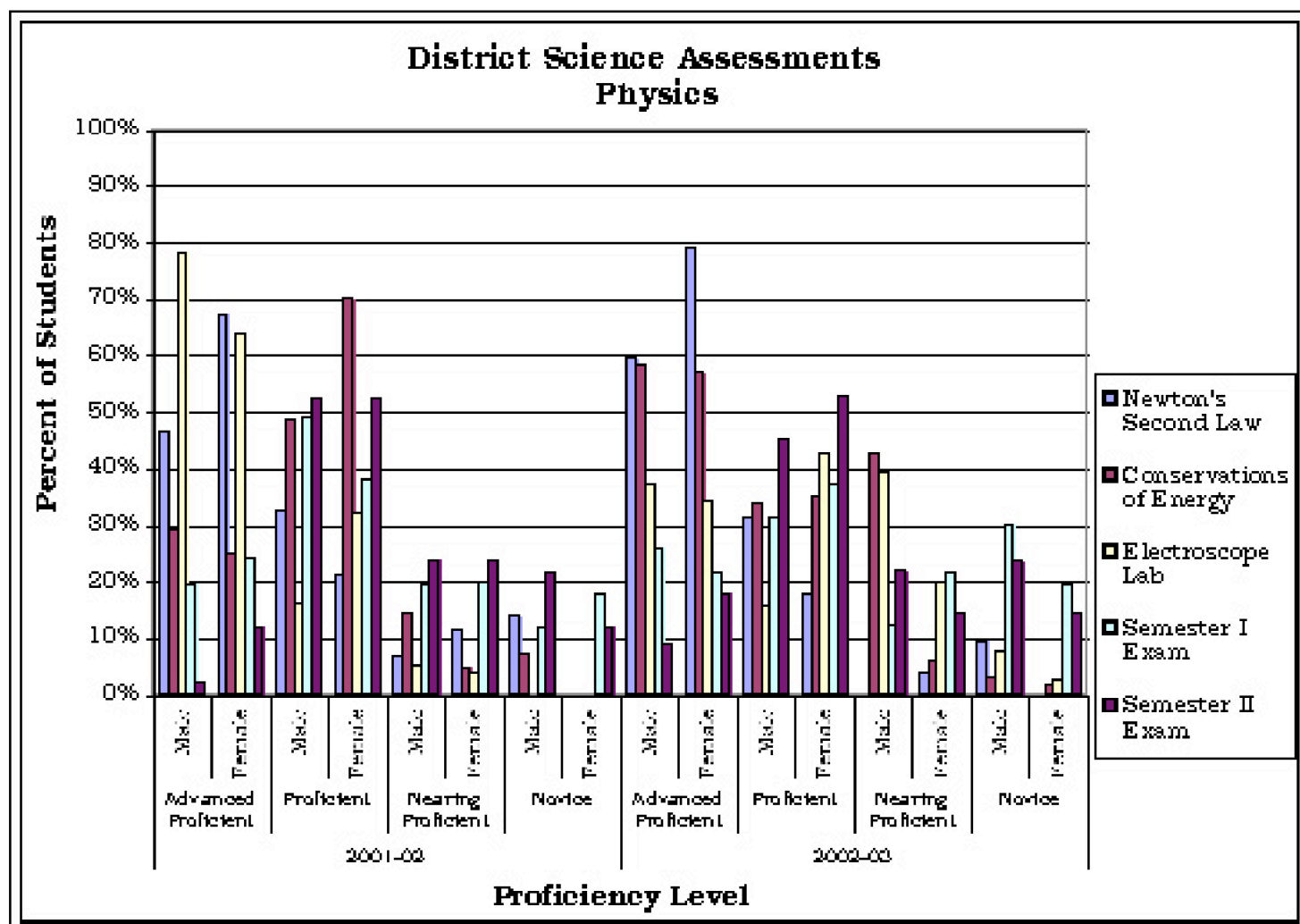
## District Science Assessments AP Chemistry

	2001-02								2002-03							
	Advanced Proficient		Proficient		Nearing Proficient		Novice		Advanced Proficient		Proficient		Nearing Proficient		Novice	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
<b>Chemical Reactions Lab</b>	58%	100%	87%	0%	5%	0%	0%	0%	88%	88%	81%	22%	81%	88%	0%	11%
<b>Additivity of Heats of Ron</b>	28%	29%	44%	29%	11%	<b>29%</b>	17%	14%	25%	80%	69%	20%	0%	0%	7%	0%
<b>Study of the Kinetics of</b>	18%	29%	41%	29%	29%	29%	12%	14%	25%	80%	83%	40%	25%	20%	17%	10%
<b>Behavior of Gases</b>	18%	57%	85%	14%	29%	14%	18%	14%	45%	86%	18%	14%	9%	0%	27%	0%
<b>Semester I</b>	58%	48%	82%	57%	11%	0%	0%	0%	86%	50%	86%	40%	0%	0%	0%	0%
<b>Semester II</b>	28%	14%	50%	71%	17%	14%	6%	0%	42%	71%	17%	0%	42%	29%	0%	0%



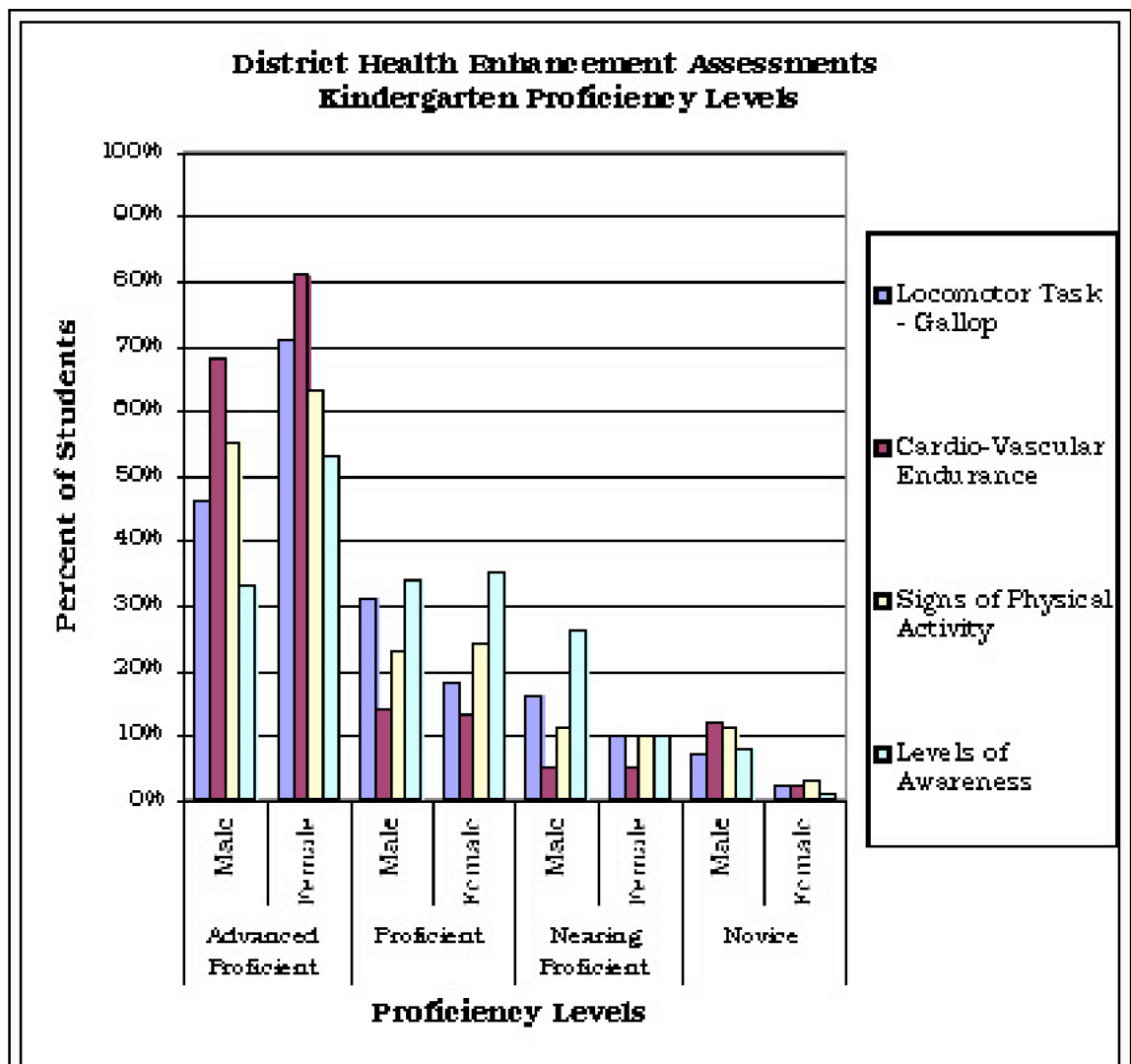
## District Science Assessments Physics

	2001-02								2002-03							
	Advanced Proficient		Proficient		Nearing Proficient		Novice		Advanced Proficient		Proficient		Nearing Proficient		Novice	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
<b>Newton's Second Law</b>	47%	67%	33%	21%	7%	12%	14%	0%	59%	79%	31%	18%	0%	4%	9%	0%
<b>Conservations of Energy</b>	29%	25%	49%	70%	15%	5%	7%	0%	58%	57%	34%	35%	43%	6%	3%	2%
<b>Electroscope Lab</b>	78%	64%	16%	32%	5%	4%	0%	0%	37%	34%	16%	43%	39%	20%	8%	3%
<b>Semester I Exam</b>	20%	24%	49%	38%	20%	20%	12%	18%	26%	22%	32%	37%	12%	22%	30%	20%
<b>Semester II Exam</b>	2%	12%	52%	52%	24%	24%	21%	12%	9%	18%	45%	53%	22%	15%	24%	15%



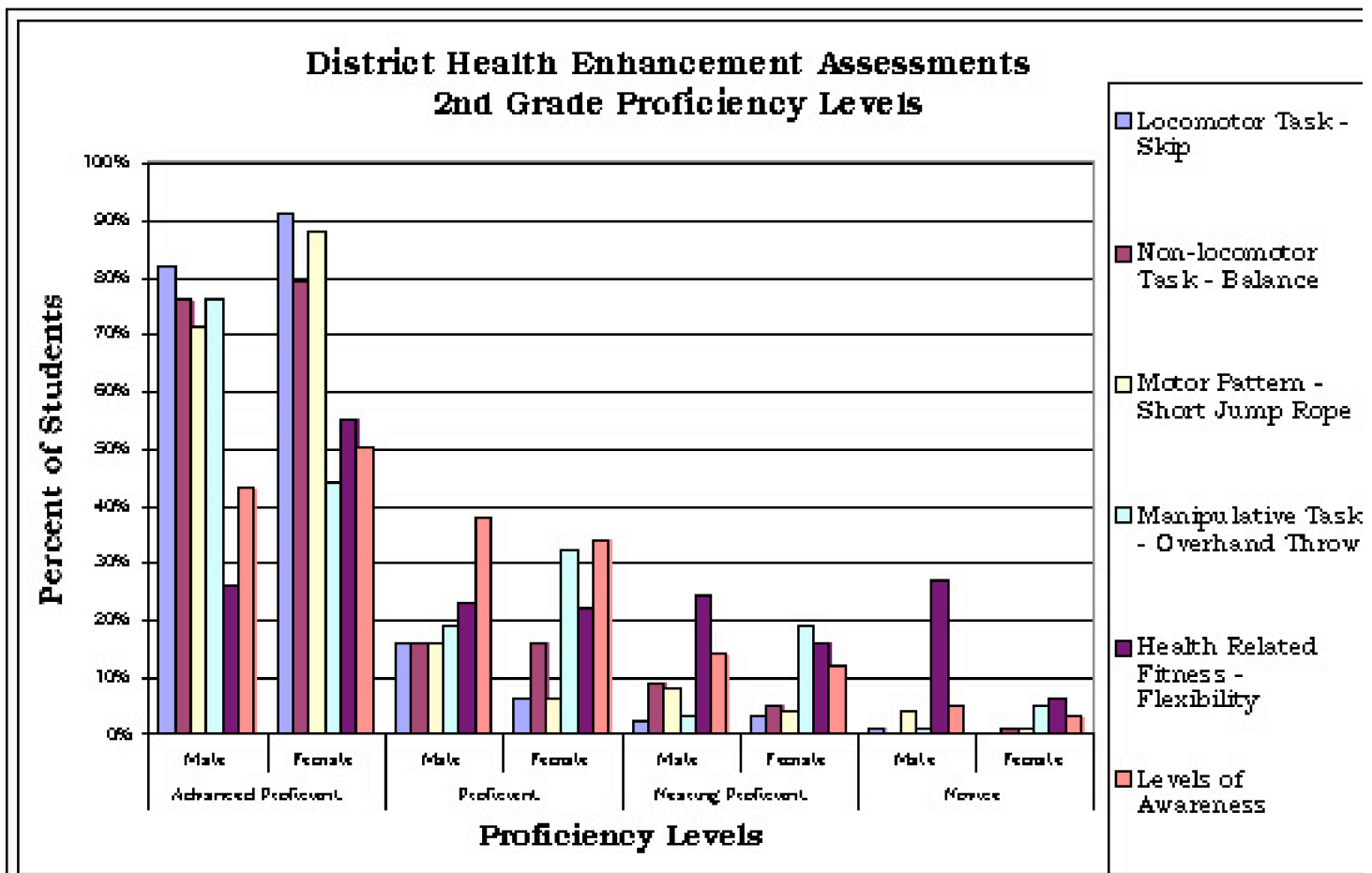
# District Health Enhancement Assessments Kindergarten 2002-2003

	Advanced Proficient		Proficient		Nearing Proficient		Novice	
	Male	Female	Male	Female	Male	Female	Male	Female
<b>Locomotor Task - Gallop</b>	46%	71%	31%	18%	16%	10%	7%	2%
<b>Cardio-Vascular Endurance</b>	68%	81%	14%	13%	5%	5%	12%	2%
<b>Signs of Physical Activity</b>	55%	63%	23%	24%	11%	10%	11%	3%
<b>Levels of Awareness</b>	33%	53%	34%	35%	26%	10%	8%	1%



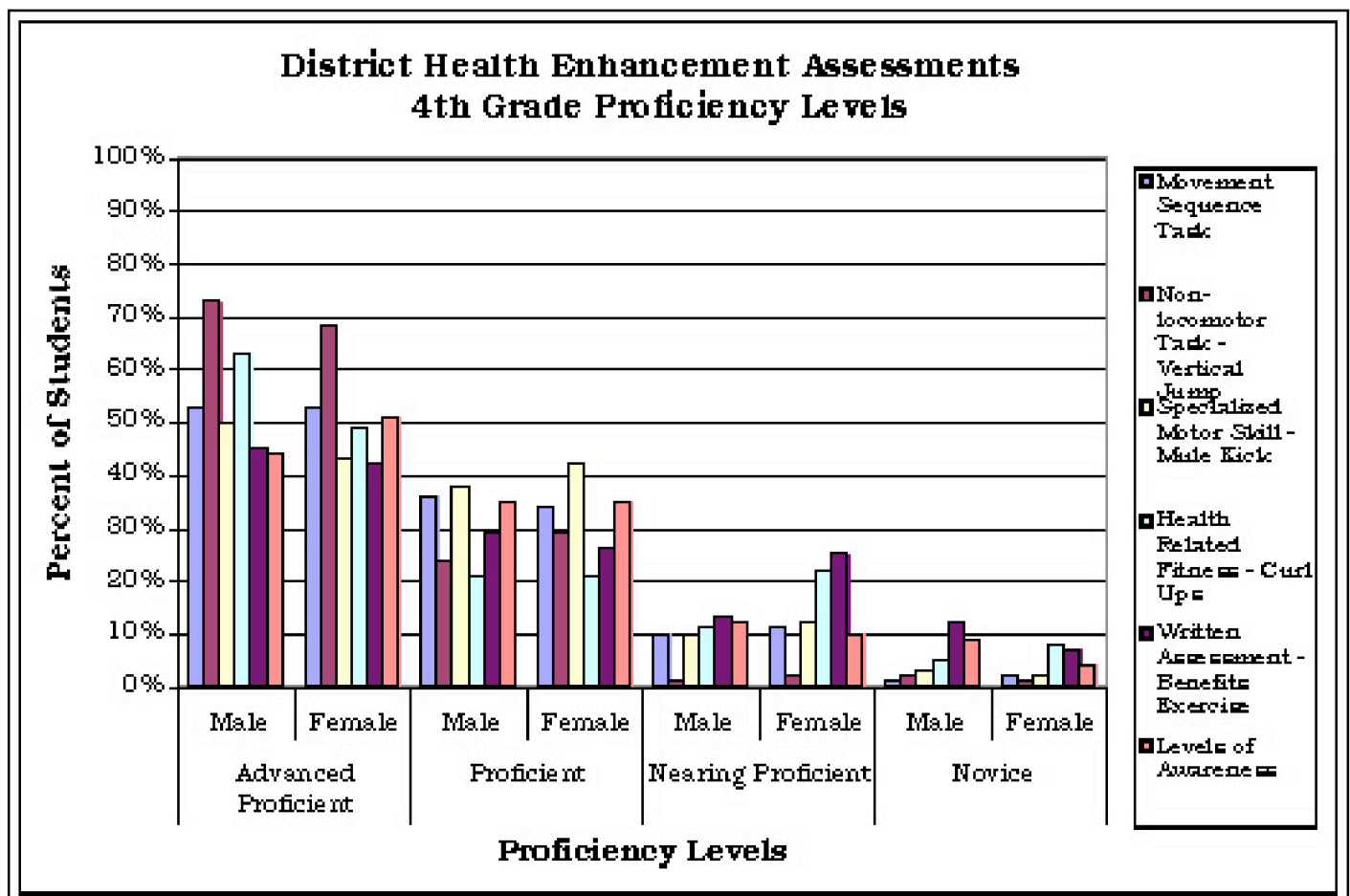
# District Health Enhancement Assessments 2nd Grade 2002-2003

	Advanced Proficient		Proficient		Nearing Proficient		Novice	
	Male	Female	Male	Female	Male	Female	Male	Female
<b>Locomotor Task - Skip</b>	82%	91%	16%	6%	2%	3%	1%	0%
<b>Non-locomotor Task - Balance</b>	76%	79%	16%	16%	9%	5%	0%	1%
<b>Motor Pattern - Short Jump Rope</b>	71%	88%	16%	6%	8%	4%	4%	1%
<b>Manipulative Task - Overhand Throw</b>	76%	44%	19%	32%	3%	19%	1%	5%
<b>Health Related Fitness - Flexibility</b>	26%	55%	23%	22%	24%	16%	27%	6%
<b>Levels of Awareness</b>	43%	50%	38%	34%	14%	12%	5%	3%



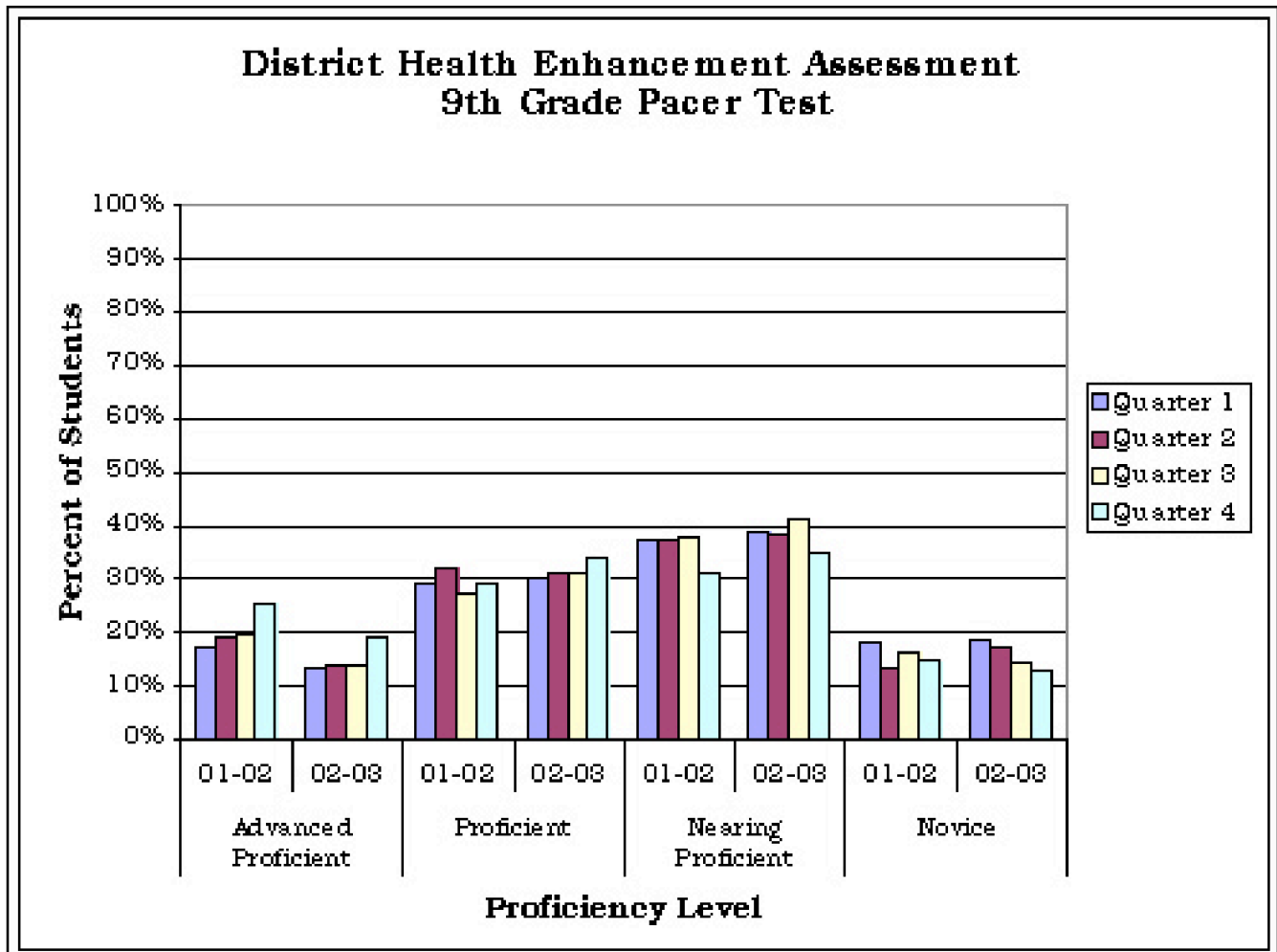
# District Health Enhancement Assessments 4th Grade 2002-2003

	Advanced Proficient		Proficient		Nearing Proficient		Novice	
	Male	Female	Male	Female	Male	Female	Male	Female
<b>Movement Sequence Task</b>	53%	53%	36%	34%	10%	11%	1%	2%
<b>Non-locomotor Task - Vertical Jump</b>	73%	68%	24%	29%	1%	2%	2%	1%
<b>Specialized Motor Skill - Mule Kick</b>	50%	43%	38%	42%	10%	12%	3%	2%
<b>Health Related Fitness - Curl Ups</b>	63%	49%	21%	21%	11%	22%	5%	5%
<b>Written Assessment - Benefits Exercise</b>	45%	42%	29%	26%	13%	25%	12%	7%
<b>Levels of Awareness</b>	44%	51%	35%	35%	12%	10%	9%	4%



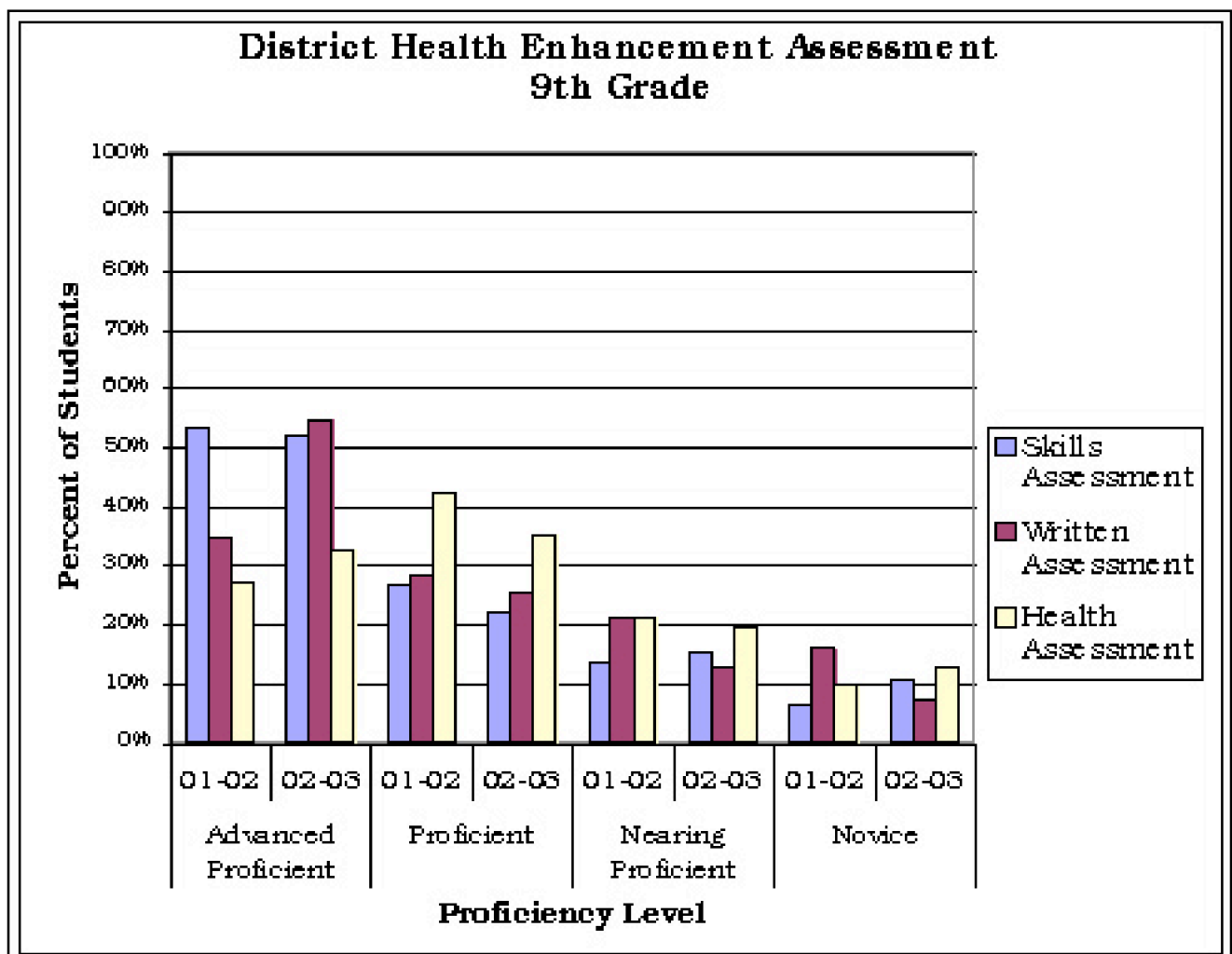
## District Health Enhancement Assessments 9th Grade Pacer Test

	Advanced Proficient		Proficient		Nearing Proficient		Novice	
	01-02	02-03	01-02	02-03	01-02	02-03	01-02	02-03
<b>Quarter 1</b>	17%	13%	29%	30%	37%	39%	18%	18%
<b>Quarter 2</b>	19%	14%	32%	31%	37%	38%	13%	17%
<b>Quarter 3</b>	19%	14%	27%	31%	38%	41%	16%	14%
<b>Quarter 4</b>	25%	19%	29%	34%	31%	35%	15%	12%



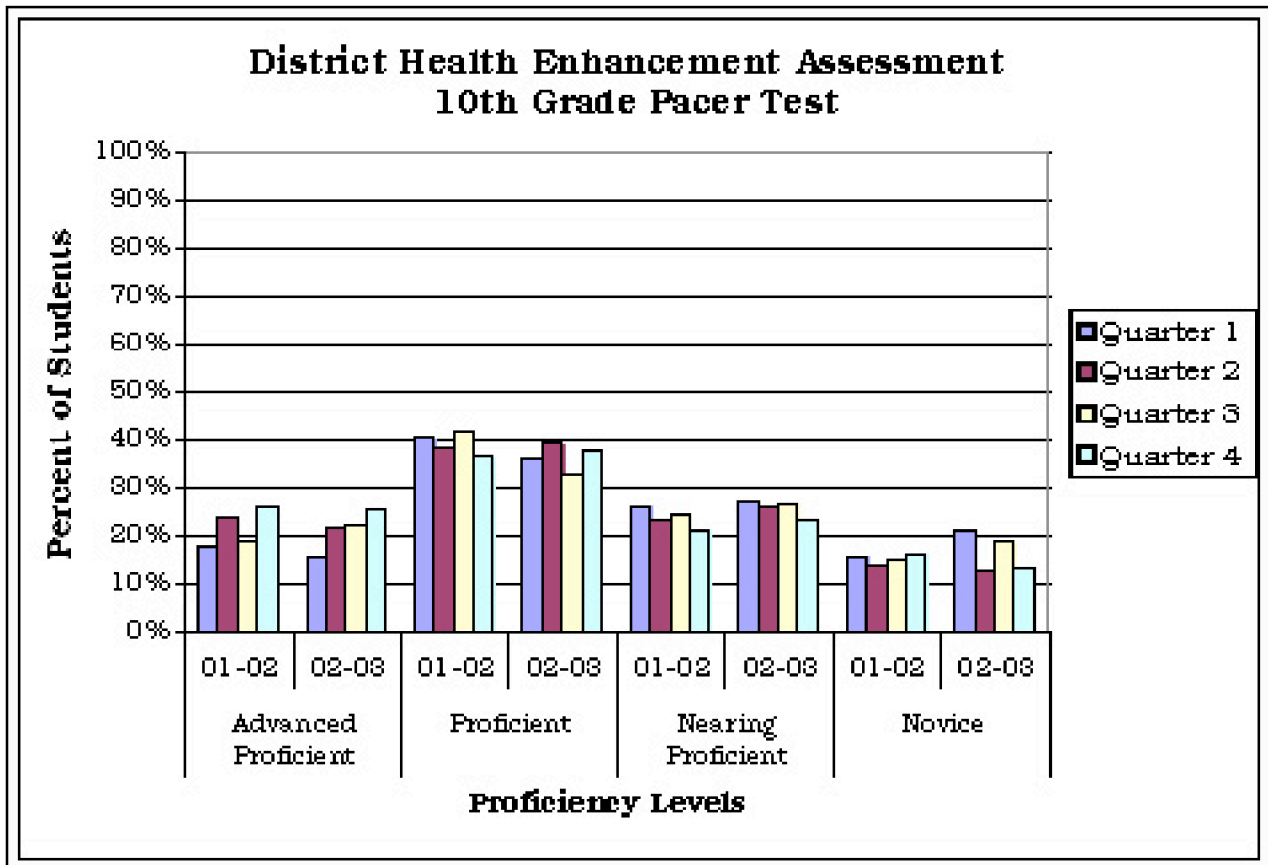
## District Health Enhancement Assessments 9th Grade

	Advanced Proficient		Proficient		Nearing Proficient		Novice	
	01-02	02-03	01-02	02-03	01-02	02-03	01-02	02-03
<b>Skills Assessment</b>	53%	52%	27%	22%	14%	15%	6%	11%
<b>Written Assessment</b>	35%	55%	28%	25%	21%	13%	16%	7%
<b>Health Assessment</b>	27%	33%	42%	35%	21%	19%	10%	13%



## District Health Enhancement Assessments 10th Grade Pacer

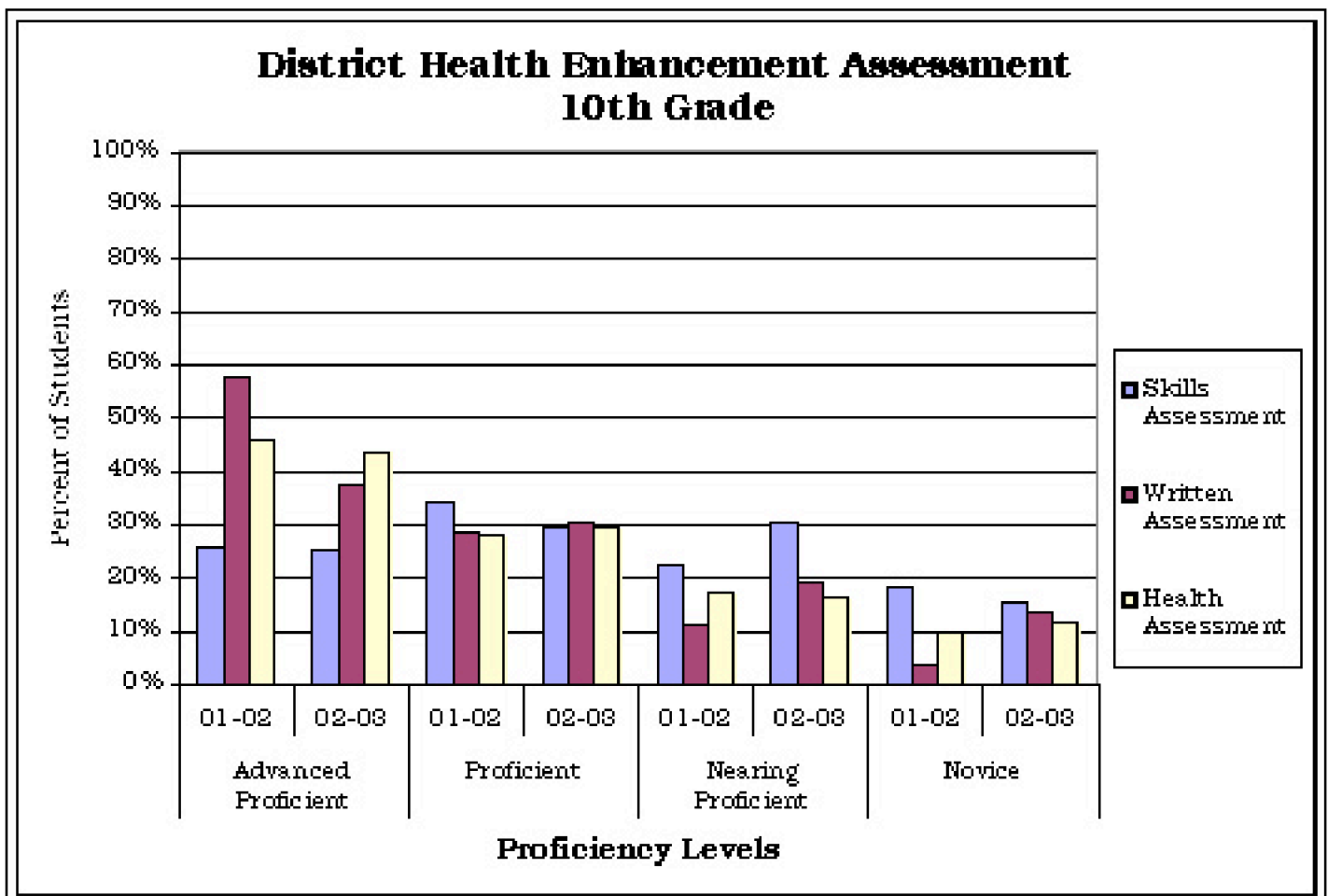
	Advanced Proficient		Proficient		Nearing Proficient		Novice	
	01-02	02-03	01-02	02-03	01-02	02-03	01-02	02-03
<b>Quarter 1</b>	18%	16%	41%	36%	26%	27%	16%	21%
<b>Quarter 2</b>	24%	22%	39%	39%	24%	26%	14%	13%
<b>Quarter 3</b>	19%	22%	42%	33%	24%	27%	15%	19%
<b>Quarter 4</b>	26%	25%	36%	38%	21%	23%	16%	14%





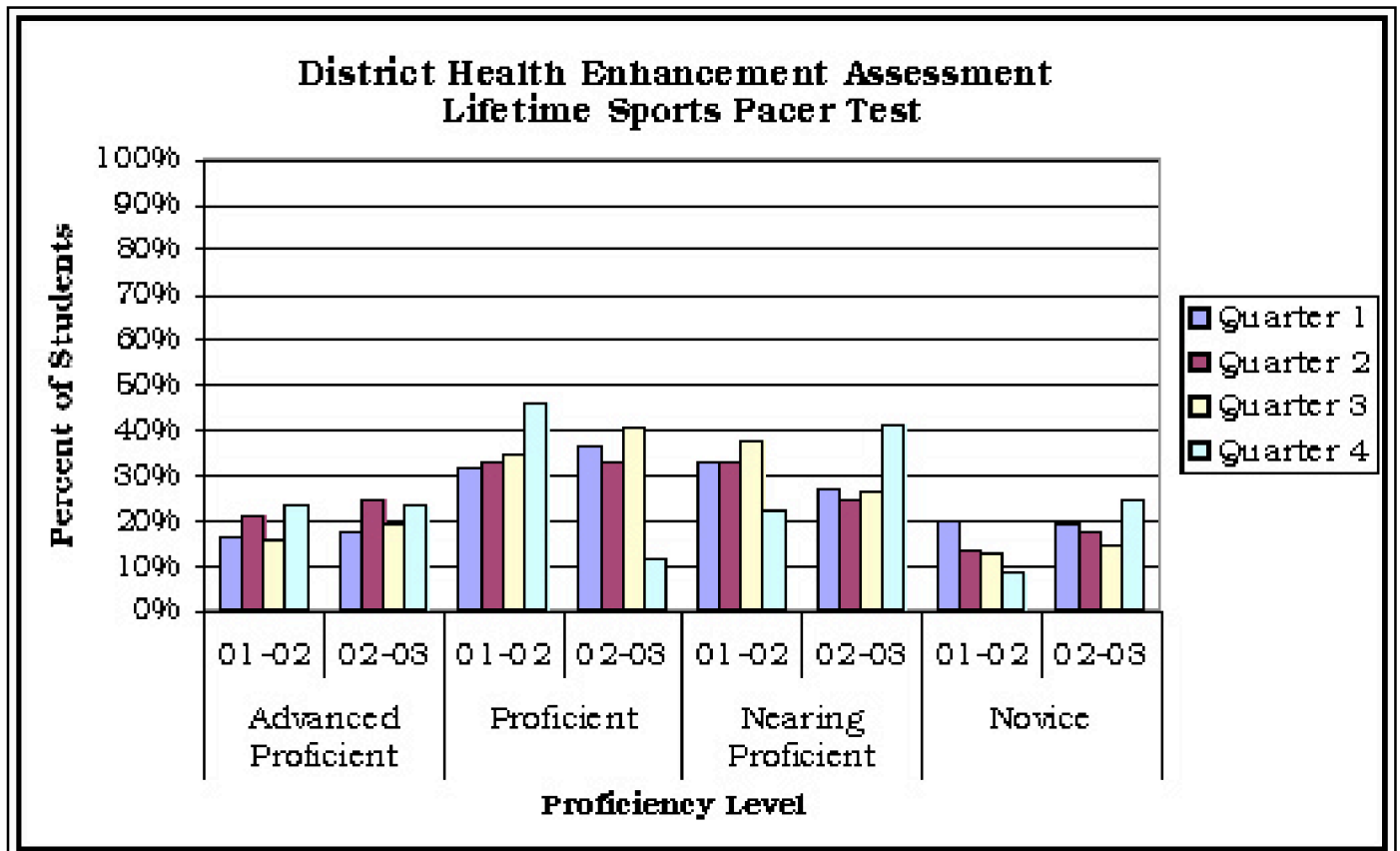
## District Health Enhancement Assessments 10th Grade

	Advanced Proficient		Proficient		Nearing Proficient		Novice	
	01-02	02-03	01-02	02-03	01-02	02-03	01-02	02-03
<b>Skills Assessment</b>	26%	25%	34%	29%	22%	30%	18%	15%
<b>Written Assessment</b>	57%	37%	28%	30%	11%	19%	3%	13%
<b>Health Assessment</b>	46%	43%	28%	29%	17%	16%	10%	11%



## District Health Enhancement Assessments Lifetime Sports Pacer Test

	Advanced Proficient		Proficient		Nearing Proficient		Novice	
	01-02	02-03	01-02	02-03	01-02	02-03	01-02	02-03
	<b>Quarter 1</b>	16%	18%	32%	36%	33%	27%	20%
<b>Quarter 2</b>	21%	25%	33%	33%	33%	25%	13%	18%
<b>Quarter 3</b>	15%	19%	35%	41%	38%	26%	13%	14%
<b>Quarter 4</b>	24%	23%	46%	11%	22%	41%	8%	25%

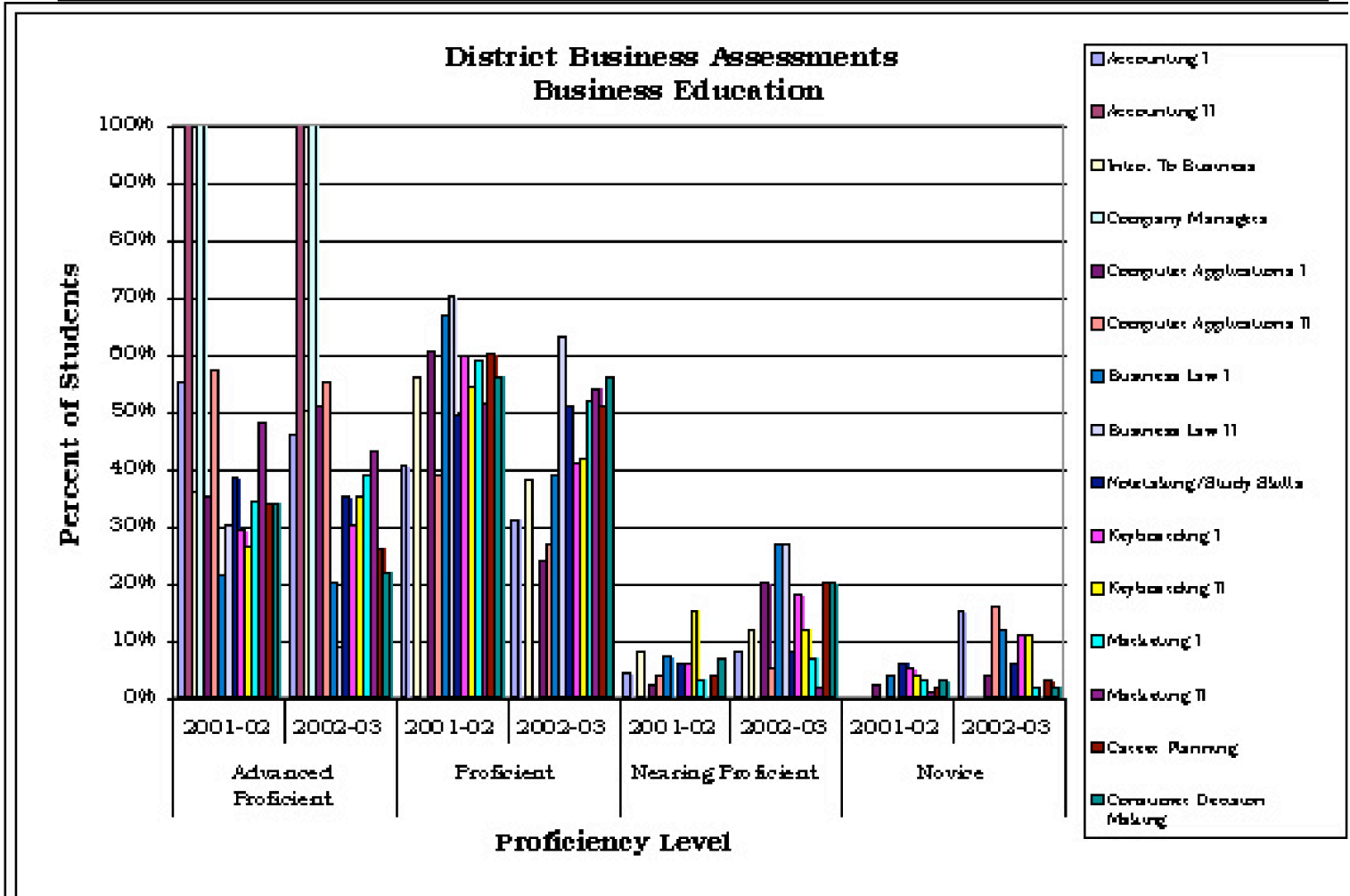


## District Health Enhancement Assessments Weightlifting

Pacer Test	Advanced Proficient		Proficient		Nearing Proficient		Novice	
	01-02	02-03	01-02	02-03	01-02	02-03	01-02	02-03
Quarter 1	9	9	26	30	45	56	30	41
Quarter 2	18	14	25	43	31	50	33	34
Quarter 3	12	22	37	45	7	10	31	45
Quarter 4	17	28	39	41	21	45	30	39
	Advanced Proficient		Proficient		Nearing Proficient		Novice	
	01-02	02-03	01-02	02-03	01-02	02-03	01-02	02-03
Written Assessment	58	121	33	45	19	10	0	4
Bench Press	Advanced Proficient		Proficient		Nearing Proficient		Novice	
	01-02	02-03	01-02	02-03	01-02	02-03	01-02	02-03
Quarter 1	8	4	14	26	32	56	61	52
Quarter 2	12	33	26	53	35	20	40	36
Quarter 3	16	38	32	53	26	28	39	40
Quarter 4	26	54	28	58	27	23	27	20
Agility	Advanced Proficient		Proficient		Nearing Proficient		Novice	
	01-02	02-03	01-02	02-03	01-02	02-03	01-02	02-03
Quarter 1	10	15	20	22	37	55	43	47
Quarter 2	14	27	24	27	44	61	25	24
Quarter 3	28	35	28	26	42	51	15	47
Quarter 4	25	54	33	32	36	49	13	21
Squat	Advanced Proficient		Proficient		Nearing Proficient		Novice	
	01-02	02-03	01-02	02-03	01-02	02-03	01-02	02-03
Quarter 1	26	14	18	21	31	37	37	67
Quarter 2	37	40	24	57	24	20	24	25
Quarter 3	47	50	21	58	21	22	15	28
Quarter 4	57	68	18	66	13	13	10	11
Standing Long Jump	Advanced Proficient		Proficient		Nearing Proficient		Novice	
	01-02	02-03	01-02	02-03	01-02	02-03	01-02	02-03
Quarter 1	11	19	27	49	49	40	23	33
Quarter 2	16	27	40	53	33	33	18	29
Quarter 3	26	28	48	45	26	43	13	39
Quarter 4	23	38	50	47	26	45	8	26

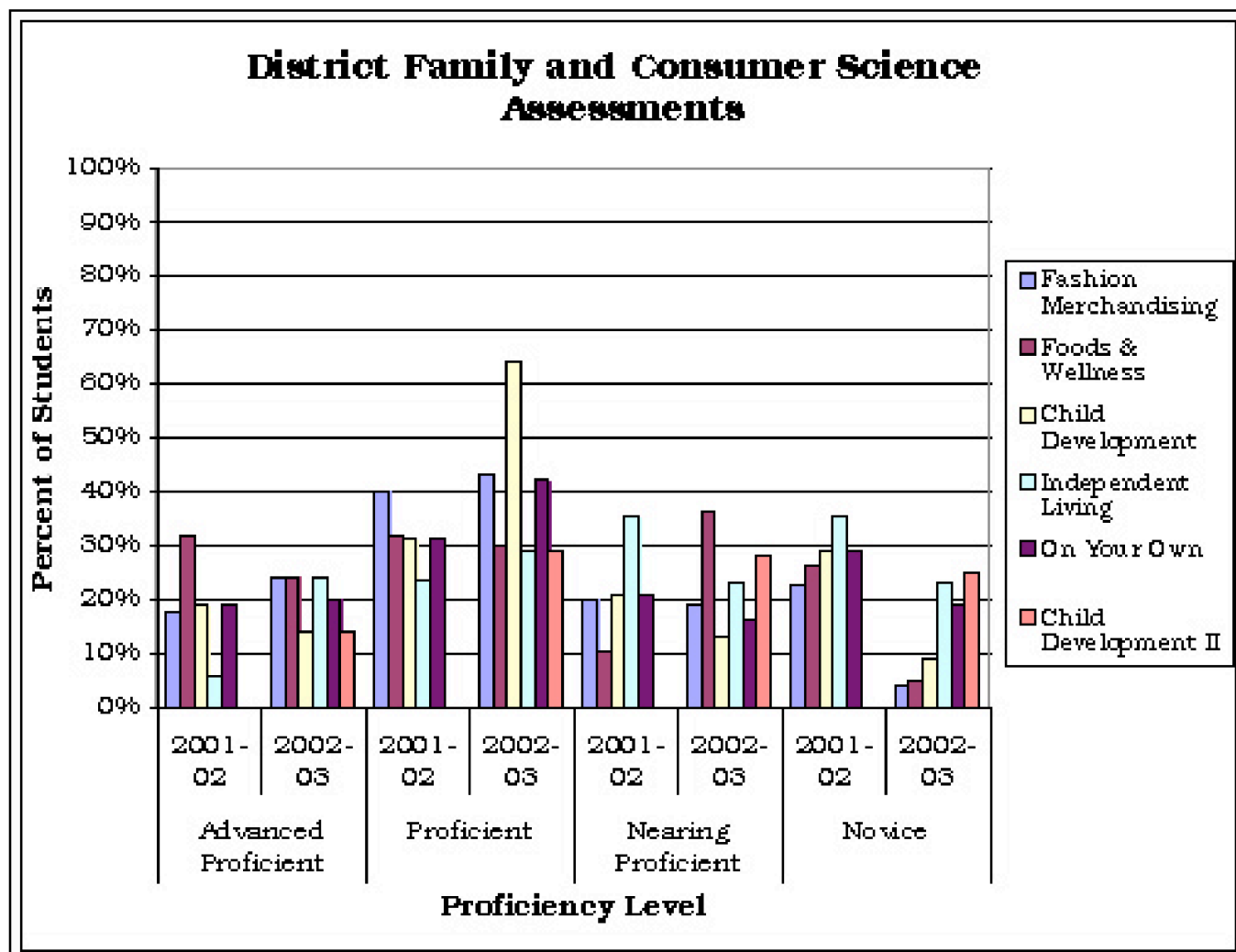
# District Business Assessments High School

	Advanced Proficient		Proficient		Nearing Proficient		Novice	
	2001-02	2002-03	2001-02	2002-03	2001-02	2002-03	2001-02	2002-03
<b>Accounting I</b>	55%	46%	40%	31%	4%	3%	0%	15%
<b>Accounting II</b>	100%	100%	0%	0%	0%	0%	0%	0%
<b>Intro. To Business</b>	36%	50%	56%	38%	8%	12%	0%	0%
<b>Company Managers</b>	100%	100%	0%	0%	0%	0%	0%	0%
<b>Computer Applications I</b>	35%	51%	61%	24%	2%	20%	2%	4%
<b>Computer Applications II</b>	57%	55%	39%	27%	4%	5%	0%	16%
<b>Business Law I</b>	22%	20%	67%	39%	7%	27%	4%	12%
<b>Business Law II</b>	30%	3%	70%	63%	0%	27%	0%	0%
<b>Notetaking/Study Skills</b>	38%	35%	49%	51%	6%	3%	6%	6%
<b>Keyboarding I</b>	23%	30%	60%	41%	6%	16%	5%	11%
<b>Keyboarding II</b>	26%	35%	55%	42%	15%	12%	4%	11%
<b>Marketing I</b>	34%	33%	59%	52%	3%	7%	3%	2%
<b>Marketing II</b>	43%	43%	51%	54%	0%	2%	1%	0%
<b>Career Planning</b>	34%	26%	60%	51%	4%	20%	2%	3%
<b>Consumer Decision Making</b>	34%	22%	56%	56%	7%	20%	3%	2%



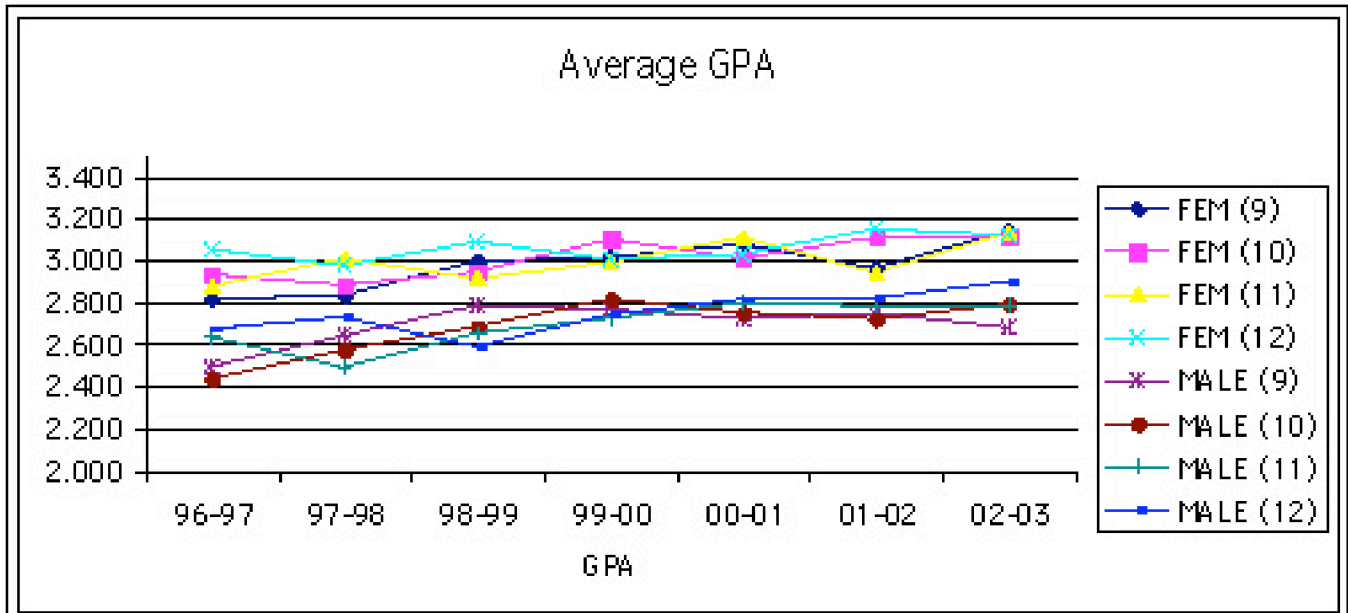
## District Family and Consumer Science Assessments High School

	Advanced Proficient		Proficient		Nearing Proficient		Novice	
	2001-02	2002-03	2001-02	2002-03	2001-02	2002-03	2001-02	2002-03
<b>Fashion Merchandising</b>	18%	24%	40%	43%	20%	19%	23%	4%
<b>Foods &amp; Wellness</b>	32%	24%	32%	30%	11%	36%	26%	5%
<b>Child Development</b>	19%	14%	31%	64%	21%	13%	29%	9%
<b>Independent Living</b>	6%	24%	24%	29%	35%	23%	35%	23%
<b>On Your Own</b>	19%	20%	31%	42%	21%	16%	29%	19%
<b>Child Development II</b>		14%		29%		28%		25%



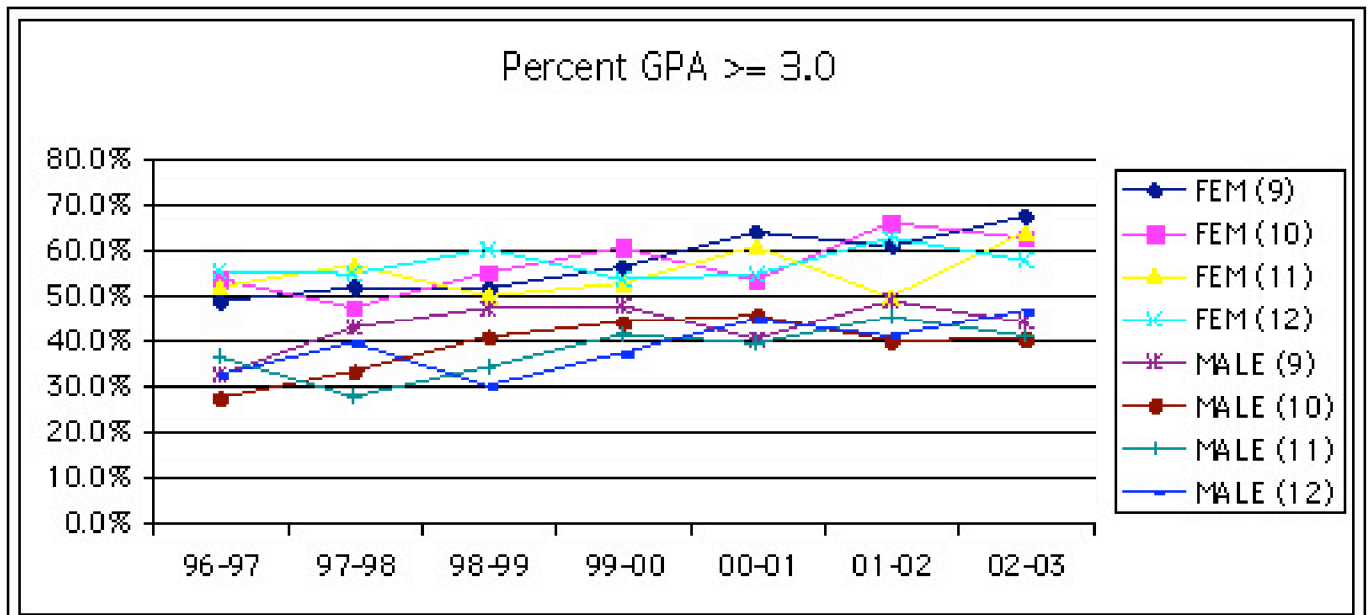
## High School GPA Average

	96-97	97-98	98-99	99-00	00-01	01-02	02-03
FEM (9)	2.815	2.832	2.993	3.013	3.072	2.960	3.137
FEM (10)	2.930	2.881	2.941	3.098	3.005	3.108	3.116
FEM (11)	2.874	3.005	2.912	2.988	3.108	2.940	3.128
FEM (12)	3.048	2.974	3.084	3.002	3.026	3.150	3.118
MALE (9)	2.495	2.641	2.785	2.764	2.721	2.746	2.679
MALE (10)	2.436	2.572	2.684	2.815	2.751	2.721	2.790
MALE (11)	2.633	2.492	2.651	2.723	2.796	2.779	2.785
MALE (12)	2.675	2.730	2.687	2.742	2.814	2.816	2.897



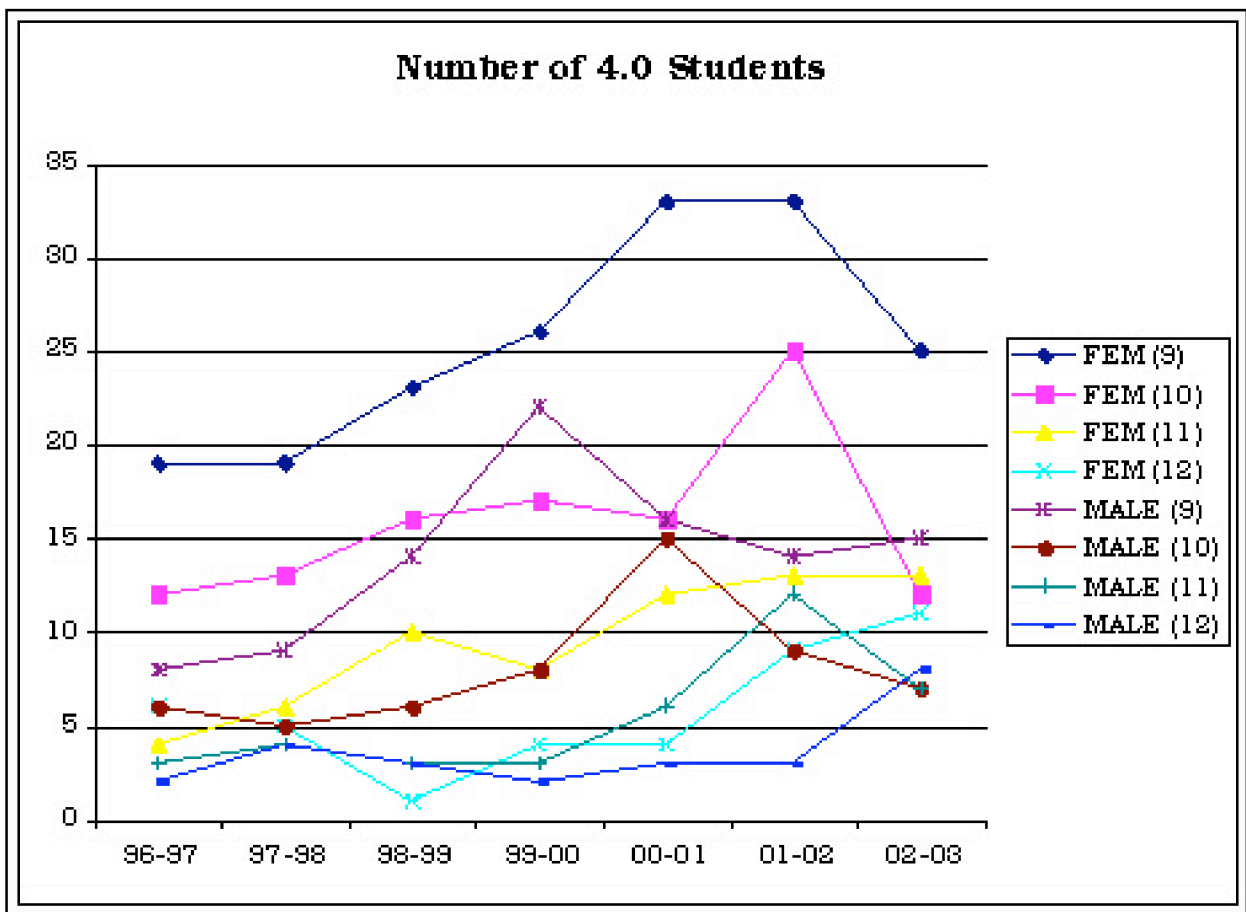
## High School GPA Analysis

% $\geq$ 3.000							
	96-97	97-98	98-99	99-00	00-01	01-02	02-03
<b>FEM (9)</b>	48.6%	51.6%	51.5%	56.1%	63.6%	60.6%	67.1%
<b>FEM (10)</b>	53.5%	47.2%	54.8%	60.4%	53.1%	65.8%	62.4%
<b>FEM (11)</b>	51.7%	56.5%	49.7%	52.4%	60.6%	49.5%	63.7%
<b>FEM (12)</b>	55.2%	54.6%	60.0%	53.4%	54.4%	62.4%	57.4%
<b>MALE (9)</b>	32.2%	42.7%	47.1%	47.5%	40.2%	48.7%	43.9%
<b>MALE (10)</b>	27.2%	33.0%	40.7%	44.1%	45.4%	39.8%	40.3%
<b>MALE (11)</b>	36.3%	27.6%	34.1%	41.1%	39.2%	45.2%	41.0%
<b>MALE (12)</b>	32.3%	39.4%	30.0%	37.2%	44.6%	41.0%	46.5%



## High School GPA Analysis

Number of 4.0 Students							
	96-97	97-98	98-99	99-00	00-01	01-02	02-03
FEM (9)	19	19	23	26	33	33	25
FEM (10)	12	13	16	17	16	25	12
FEM (11)	4	6	10	8	12	13	13
FEM (12)	6	5	1	4	4	9	11
MALE (9)	8	9	14	22	16	14	15
MALE (10)	6	5	6	8	15	9	7
MALE (11)	3	4	3	3	6	12	7
MALE (12)	2	4	3	2	3	3	8





## Middle School Grades Distribution

1997-98	Grade 6	Grade 7	Grade 8
% A's	48.3%	43.6%	41.7%
% B's	33.5%	34.1%	41.2%
% C's	14.1%	15.5%	16.0%
% D's	3.1%	5.4%	7.3%
% F's	1.1%	1.4%	2.4%
1998-99	Grade 6	Grade 7	Grade 8
% A's	50.4%	45.2%	43.3%
% B's	33.6%	31.3%	32.2%
% C's	12.9%	15.2%	15.1%
% D's	2.5%	5.8%	5.6%
% F's	0.5%	2.5%	3.8%
1999-00	Grade 6	Grade 7	Grade 8
% A's	57.6%	47.7%	47.0%
% B's	27.5%	30.9%	28.3%
% C's	10.4%	14.6%	14.0%
% D's	3.2%	3.5%	7.0%
% F's	1.1%	1.2%	3.6%
2000-01	Grade 6	Grade 7	Grade 8
% A's	54.7%	46.3%	41.0%
% B's	29.2%	33.8%	33.8%
% C's	12.0%	13.6%	16.4%
% D's	2.7%	4.0%	6.1%
% F's	1.3%	2.3%	2.7%
2001-02	Grade 6	Grade 7	Grade 8
% A's	55.0%	51.4%	44.4%
% B's	24.5%	26.2%	28.0%
% C's	12.1%	14.1%	16.0%
% D's	5.3%	5.0%	7.4%
% F's	3.0%	3.3%	4.2%
2002-03	Grade 6	Grade 7	Grade 8
% A's	61.6%	51.0%	48.3%
% B's	24.9%	29.9%	31.9%
% C's	9.6%	13.1%	13.0%
% D's	2.9%	4.1%	4.8%
% F's	1.1%	1.9%	2.1%

## Middle School Grades Distribution by Gender

1997-98	Total	Females	Males
% A's	44.4%	51.3%	37.7%
% B's	33.4%	31.4%	35.4%
% C's	15.2%	12.0%	18.4%
% D's	5.3%	4.1%	6.4%
% F's	1.6%	1.1%	2.2%
1998-99	Total	Females	Males
% A's	46.4%	53.3%	39.8%
% B's	32.4%	30.1%	34.7%
% C's	14.4%	12.0%	16.6%
% D's	4.6%	3.1%	6.0%
% F's	2.2%	1.6%	2.8%
1999-00	Total	Females	Males
% A's	51.0%	60.0%	42.2%
% B's	29.0%	26.5%	31.4%
% C's	12.9%	9.3%	16.4%
% D's	4.7%	2.9%	6.4%
% F's	2.4%	1.3%	3.5%
2000-01	Total	Females	Males
% A's	47.3%	56.4%	37.7%
% B's	32.3%	29.1%	35.7%
% C's	14.0%	10.0%	18.2%
% D's	4.3%	3.0%	5.6%
% F's	2.1%	1.5%	2.8%
2001-02	Total	Females	Males
% A's	50.2%	58.4%	41.3%
% B's	26.3%	24.9%	27.7%
% C's	14.1%	11.2%	17.3%
% D's	5.9%	3.6%	8.5%
% F's	3.5%	2.0%	5.2%
2002-03	Total	Females	Males
% A's	54.4%	64.9%	44.2%
% B's	28.5%	24.3%	32.5%
% C's	11.7%	7.6%	15.7%
% D's	3.8%	2.4%	5.1%
% F's	1.6%	0.7%	2.5%

## Middle School Grades Distribution by Department

1997-98	Lang. Arts	Math	Soc. St.	Science
% A's	32.5%	28.3%	34.7%	38.6%
% B's	38.3%	36.2%	36.4%	33.8%
% C's	20.1%	23.9%	17.6%	18.9%
% D's	7.9%	8.8%	7.2%	7.3%
% F's	1.2%	2.8%	4.3%	1.3%
1998-99	Lang. Arts	Math	Soc. St.	Science
% A's	33.8%	28.9%	39.1%	41.4%
% B's	38.7%	32.9%	32.3%	32.8%
% C's	18.9%	24.6%	17.7%	16.9%
% D's	6.7%	9.0%	6.3%	5.9%
% F's	1.9%	4.5%	4.6%	3.1%
1999-00	Lang. Arts	Math	Soc. St.	Science
% A's	34.6%	35.5%	36.4%	42.4%
% B's	35.2%	31.6%	33.1%	30.2%
% C's	19.9%	19.4%	19.0%	17.7%
% D's	7.2%	7.8%	7.7%	5.7%
% F's	3.2%	5.3%	3.8%	3.9%
2000-01	Lang. Arts	Math	Soc. St.	Science
% A's	40.3%	33.8%	40.0%	40.6%
% B's	34.8%	35.7%	32.3%	35.7%
% C's	17.2%	20.3%	16.3%	16.0%
% D's	5.2%	6.5%	7.6%	5.3%
% F's	2.4%	3.6%	3.9%	2.4%
2001-02	Lang. Arts	Math	Soc. St.	Science
% A's	35.3%	31.6%	43.6%	45.5%
% B's	31.4%	29.7%	27.8%	26.4%
% C's	18.6%	22.9%	15.2%	16.6%
% D's	7.1%	9.6%	8.5%	7.1%
% F's	5.0%	6.0%	4.8%	4.4%
2002-03	Lang. Arts	Math	Soc. St.	Science
% A's	50.7%	37.8%	41.1%	35.2%
% B's	31.6%	33.5%	31.4%	33.5%
% C's	12.8%	19.2%	16.6%	18.6%
% D's	3.7%	7.3%	7.3%	8.2%
% F's	1.3%	2.2%	3.6%	4.6%

## High School Grades Distribution

1997-98	Frosh	Soph	Junior	Senior
% A's	30.8%	28.0%	27.1%	36.2%
% B's	32.7%	32.3%	33.0%	34.5%
% C's	19.1%	21.0%	21.5%	19.2%
% D's	11.1%	13.0%	12.8%	8.2%
% F's	6.6%	4.5%	5.6%	1.8%
1998-99	Frosh	Soph	Junior	Senior
% A's	36.7%	29.4%	32.0%	36.0%
% B's	31.1%	33.9%	31.8%	34.3%
% C's	18.4%	20.2%	20.9%	17.7%
% D's	7.9%	10.0%	10.7%	9.1%
% F's	5.8%	6.4%	4.6%	2.9%
1999-2000	Frosh	Soph	Junior	Senior
% A's	27.2%	34.5%	29.3%	36.3%
% B's	33.2%	34.5%	33.5%	37.6%
% C's	18.6%	19.7%	20.2%	18.6%
% D's	8.7%	8.4%	11.4%	8.1%
% F's	5.4%	2.9%	5.5%	2.0%
2000-01	Frosh	Soph	Junior	Senior
% A's	34.4%	32.4%	34.2%	36.3%
% B's	34.6%	33.2%	32.2%	33.9%
% C's	19.2%	19.0%	20.4%	19.7%
% D's	8.0%	11.0%	9.7%	7.5%
% F's	3.8%	4.3%	3.4%	2.6%
2001-02	Frosh	Soph	Junior	Senior
% A's	37.3%	33.6%	36.7%	39.7%
% B's	32.3%	34.0%	30.9%	32.8%
% C's	18.5%	19.7%	20.3%	17.9%
% D's	7.4%	8.4%	8.5%	8.0%
% F's	4.5%	4.3%	3.6%	1.6%
2002-03	Frosh	Soph	Junior	Senior
% A's	38.4%	36.2%	36.9%	39.5%
% B's	33.7%	34.5%	31.8%	31.7%
% C's	16.5%	18.5%	19.5%	13.7%
% D's	7.7%	7.6%	7.6%	6.4%
% F's	3.6%	3.2%	4.2%	1.3%

## High School Grades Distribution by Gender

<b>High School: All Students 98-99</b>			
1998-99	Total	Females	Males
% A's	33.5%	39.9%	27.4%
% B's	32.7%	32.3%	33.0%
% C's	19.3%	16.9%	21.6%
% D's	9.3%	7.0%	11.6%
% F's	5.1%	3.9%	6.4%
<b>High School: All Students 99-00</b>			
1999-2000	Total	Females	Males
% A's	33.3%	38.7%	31.2%
% B's	34.3%	34.8%	37.0%
% C's	19.2%	16.6%	23.6%
% D's	9.1%	7.0%	12.0%
% F's	4.1%	2.9%	5.6%
<b>High School: All Students 00-01</b>			
2000-2001	Total	Females	Males
% A's	34.2%	41.0%	28.0%
% B's	33.5%	32.4%	34.4%
% C's	19.5%	16.5%	22.3%
% D's	9.2%	7.2%	11.0%
% F's	3.6%	2.9%	4.3%
<b>High School: All Students 01-02</b>			
2001-2002	Total	Females	Males
% A's	36.7%	44.0%	30.0%
% B's	32.5%	31.1%	33.8%
% C's	19.1%	16.0%	22.0%
% D's	8.1%	5.2%	9.9%
% F's	3.6%	2.9%	4.3%
<b>High School: All Students 02-03</b>			
2002-2003	Total	Females	Males
% A's	38.4%	45.6%	31.9%
% B's	33.6%	33.6%	33.7%
% C's	17.3%	13.9%	20.4%
% D's	7.5%	5.0%	9.7%
% F's	3.2%	1.9%	4.3%

## High School Grades Distribution by Department

1998-99	Lang. Arts	Math	Soc. St.	Science
% A's	26.2%	23.1%	33.4%	23.5%
% B's	34.0%	27.0%	40.0%	34.4%
% C's	22.0%	23.9%	20.5%	24.5%
% D's	12.0%	16.6%	8.0%	10.9%
% F's	5.7%	9.4%	2.4%	6.1%
1999-2000	Lang. Arts	Math	Soc. St.	Science
% A's	29.5%	20.9%	22.7%	28.3%
% B's	34.3%	29.9%	40.7%	33.5%
% C's	22.2%	23.7%	22.6%	22.7%
% D's	9.6%	17.6%	11.0%	10.6%
% F's	4.4%	8.0%	3.2%	4.5%
2000-2001	Lang. Arts	Math	Soc. St.	Science
% A's	29.6%	21.1%	25.8%	30.5%
% B's	37.5%	29.7%	33.1%	31.7%
% C's	20.8%	24.2%	25.1%	23.1%
% D's	8.7%	17.2%	12.5%	10.4%
% F's	3.3%	7.7%	3.6%	4.1%
2001-2002	Lang. Arts	Math	Soc. St.	Science
% A's	30.5%	25.1%	28.0%	28.7%
% B's	34.5%	27.4%	33.9%	34.1%
% C's	22.1%	25.1%	24.1%	23.7%
% D's	9.3%	15.5%	10.8%	9.7%
% F's	3.6%	6.9%	3.1%	3.8%
2002-2003	Lang. Arts	Math	Soc. St.	Science
% A's	34.1%	26.7%	30.7%	29.1%
% B's	33.9%	31.7%	36.7%	35.3%
% C's	19.6%	21.8%	20.9%	22.0%
% D's	9.0%	13.6%	8.5%	9.3%
% F's	3.4%	6.2%	3.3%	3.9%

## High School Grades Distribution by Department

High School: By Department 98 - 99						
	For. Lang	Arts	Music	Phy. Ed.	Business	T & I
% A's	36.7%	28.7%	81.7%	42.7%	38.7%	36.2%
% B's	32.0%	48.0%	14.5%	30.4%	35.6%	28.4%
% C's	18.8%	16.2%	3.6%	14.4%	21.3%	14.2%
% D's	7.4%	4.0%	0.2%	5.9%	6.2%	11.1%
% F's	2.4%	3.0%	0.0%	6.6%	2.6%	10.2%
High School: By Department 99 - 00						
	For. Lang	Arts	Music	Phy. Ed.	Business	T & I
% A's	59.6%	31.0%	83.3%	42.8%	33.4%	42.3%
% B's	49.9%	47.2%	12.4%	35.9%	37.3%	33.5%
% C's	18.7%	14.1%	3.4%	13.5%	17.4%	12.1%
% D's	6.9%	4.9%	0.5%	5.0%	6.6%	9.1%
% F's	4.0%	2.8%	0.3%	2.9%	4.8%	3.0%
High School: By Department 00 - 01						
	For. Lang	Arts	Music	Phy. Ed.	Business	T & I
% A's	36.3%	33.7%	77.1%	37.2%	55.6%	42.1%
% B's	36.4%	37.7%	16.0%	39.1%	35.6%	33.5%
% C's	19.2%	16.8%	5.3%	14.7%	19.1%	13.3%
% D's	6.9%	4.4%	1.6%	6.1%	7.4%	6.3%
% F's	1.2%	2.4%	0.0%	3.0%	3.5%	4.8%
High School: By Department 01-02						
	For. Lang	Arts	Music	Phy. Ed.	Business	T & I
% A's	38.0%	41.5%	83.6%	40.6%	37.5%	43.3%
% B's	35.3%	41.9%	8.9%	40.0%	34.6%	29.7%
% C's	19.2%	11.8%	2.0%	12.3%	18.0%	15.9%
% D's	5.8%	2.6%	0.3%	4.0%	6.6%	5.7%
% F's	1.6%	2.2%	0.2%	3.1%	3.2%	4.9%
High School: By Department 02-03						
	For. Lang	Arts	Music	Phy. Ed.	Business	T & I
% A's	33.5%	44.3%	93.5%	45.5%	43.3%	47.5%
% B's	33.2%	41.6%	5.3%	34.9%	37.2%	33.0%
% C's	17.5%	11.5%	1.2%	12.9%	10.3%	10.7%
% D's	4.6%	1.4%	0.0%	4.4%	6.1%	5.1%
% F's	1.3%	1.0%	0.0%	2.3%	3.1%	3.8%

**Bozeman Public Schools**

**District Profile**

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**Climate  
Data**



# Climate Summary

Bozeman Public Schools provide a safe and secure place for students to learn, teachers to work and parents to participate in their children's lives. Our climate data allows us to look more closely at issues related to the well-being of our school communities.

## **Student Attendance**

Attendance patterns in Bozeman are regular and predictable. In grades Kindergarten through fifth grade, our student absences range from an average of 7.98 days in kindergarten to 9.02 days in grade two. There is little evidence that the attendance pattern in the early elementary grades has changed since 1998.

The average number of days missed by students at the middle school level is higher than at the elementary level. Grade six attendance patterns show an increase of nearly three days on the average from the 1995-96 school year. Grade seven has shown a gradual increase with the 2002-03 school year average of 13.75 days being the highest in the last eight years. Grade eight student absences were up for 2002-03 but below the 2001-02 school year. Student absences at Bozeman High School all show a decrease from the 1995-96 school year, with a slight increase in the 11th grade over the previous school year.

There are high percentages of students who miss more than ten days of school per year at both the middle and high school levels. The vast majority of those absences are excused absences which have remained very consistent for the last four years at the middle school and high school levels. Excused and unexcused absences have declined at the high school and middle school levels while absences resulting from participation in activities show the greatest change at both levels. At Bozeman High School, 37.2 percent of student absences are because students participate in school sponsored activities. This trend began in 1995-96 and has continued through the current school year. The activities absences at the middle schools increased significantly in 2000-01 and have remained near twenty percent of the absences recorded with 2002-03 being the highest in the last eight years.

## **Certified Staff Absences**

Total certified staff absences are up in 2002-03 for nearly every category. Personal leave, leave without pay, and professional leave are the categories which show the most significant increases over-all. Sick leave has been relatively stable for the last four years.

## **Student Conduct**

Bozeman's student conduct data is inconsistent in its present report form. The District is completing a standardized reporting format K-12 so as to be better able to analyze infractions of school rules. Middle school data is carefully documented at both Chief Joseph Middle School and Sacajawea Middle School, but the picture is not as clear at the elementary and high school levels. An administrative

team is matching the reporting codes K-12 so infractions can be entered consistently in the District's Power School software.

### **Prevention Education**

Referrals to prevention education hit a low during the 1999-00 school year, and in 2002-03 reversed a pattern of increases from the previous two years. The number of 2002-03 referrals is the second lowest since 1997-98. Referrals to the Prevention Education Program stem primarily from alcohol violations. This is a major reversal from the 1997-98 school year when the primary referral was for tobacco violations. It is important to note that referrals for drug related violations is the highest since 1997-98. Referrals to prevention education are made from all grade levels, but the clear majority are made from Bozeman High School with consistent number patterns among each of the grade levels. For 2002-03, with the exception of grade seven, there is a drop in referrals in each grade, sixth through 12.

### **Resource Officer Report**

Bozeman Public Schools, in cooperation with the City of Bozeman Police Department has two school resource officers assigned to the district. Until 2001 there was one officer and, at that time, a second officer was added through grant funds obtained by the City Police Department. The resource officers serve all Bozeman Public Schools with the majority of their time spent at Bozeman High School, Chief Joseph Middle School, and Sacajawea Middle School. This year's report is a new format for the District Profile. The Officer Report breaks down incidents into referrals, arrests, and citations and thus gives a more accurate picture of violations for the purpose of clarification. The public education line refers to the number of times officers presented information to groups or classes.

### **Withdrawal and Dropout Data**

Using state dropout rate formulas, Bozeman High School maintains a consistently low dropout rate. The 2002-03 level of 1.7% falls well below the high of 2.7% recorded in 1996-97. Student withdrawals and transfers totaled 12.9 % of the high school population in 2002-03. Rates for GED students, and home school students remained stable with a reduction in home school students from 2001-02. There was a slight increase in the number of students transferring to the Bridger Program, but a larger number of other transfers (192) show an increasing trend over the last four years that is still below the high (208) established in 1997-98.

### **Suspensions and Expulsions**

Suspensions increased from the previous year at all three levels of our school system. There were no expulsions at the elementary level, but the middle schools recorded one expulsion, down from four the year before. The high school had four expulsions up from one in 2001-02.

## **Climate Surveys**

### *ACT Climate Survey*

Student responses to the survey indicate a significant positive change from the 2001-02 school year with the best rating for school rules and regulations since 1995-96. The high school has implemented the District Foundations Program and continues to work to refine the school's climate.

### *Foundations Program Climate Survey*

The District has made a major commitment to developing behavior management plans for each of our schools. This program trains teams of staff from each of the district schools to work with other staff to develop a positive school climate. Information developed by those schools completing the foundations climate survey demonstrates high levels of satisfaction with our schools. Respectful behavior among students and on the buses are areas that generate the highest concerns. Informing on another student who is engaged in dangerous or illegal activity shows significant resistance on the part of students.

### *Montana Prevention Needs Assessment*

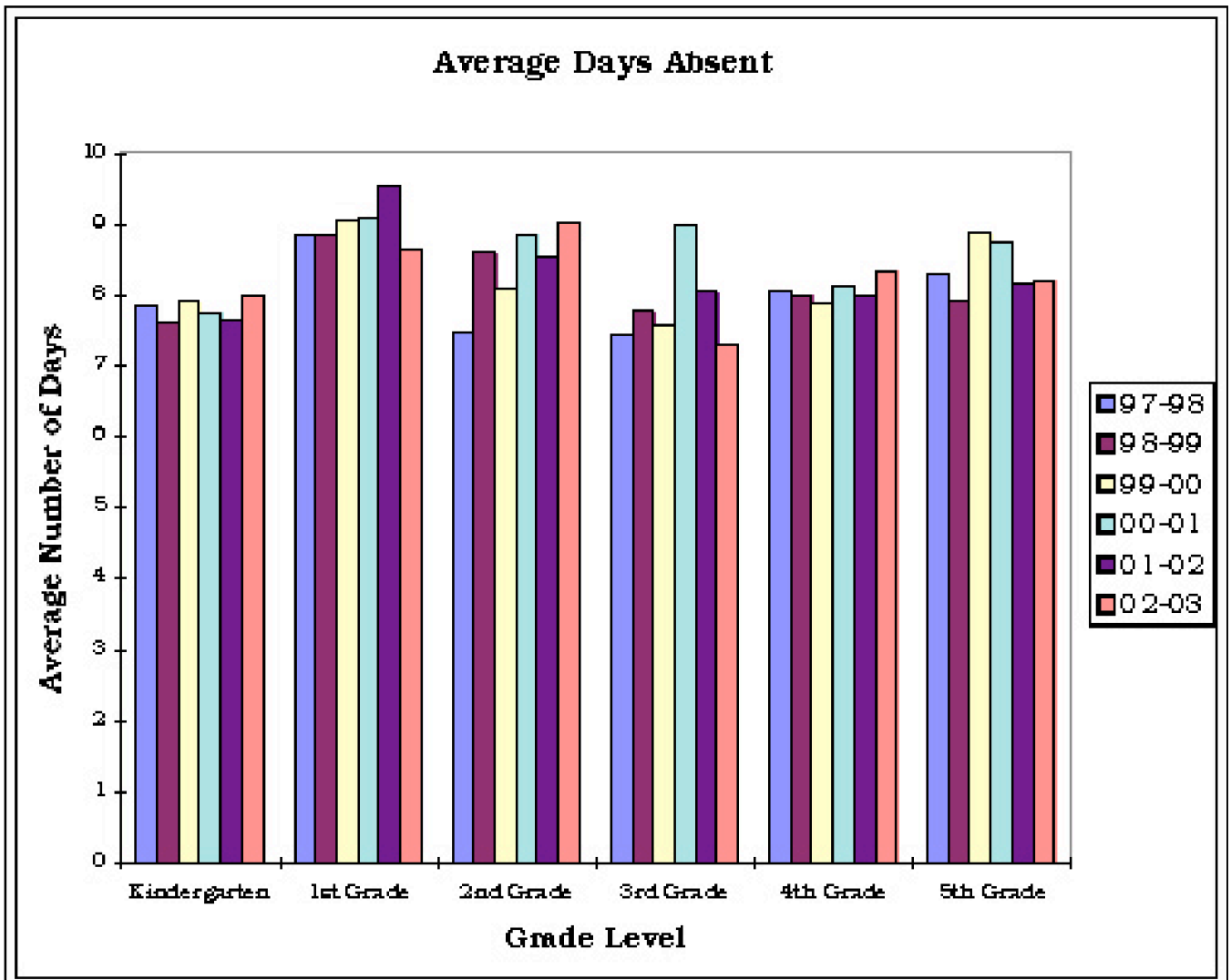
This survey is given in years when the Youth Risk Behavior Survey is not administered and results generally show Bozeman students below state percentages with some variations depending on grade levels.

### *Youth Risk Behavior Survey*

Every other year for the last ten years the district has participated in the Youth Risk Behavior Survey sponsored by the Office of Public Instruction. Results from the 2003 survey indicate a significant number of Bozeman students in grades 8, 10, and 12 use alcohol, tobacco, and marijuana. Our numbers for 2003 are lower than the Montana average in each category. The ten year trend for Bozeman High School shows 2003 as the lowest percentage of users within the last thirty days as the lowest since we began gathering YRBS data.

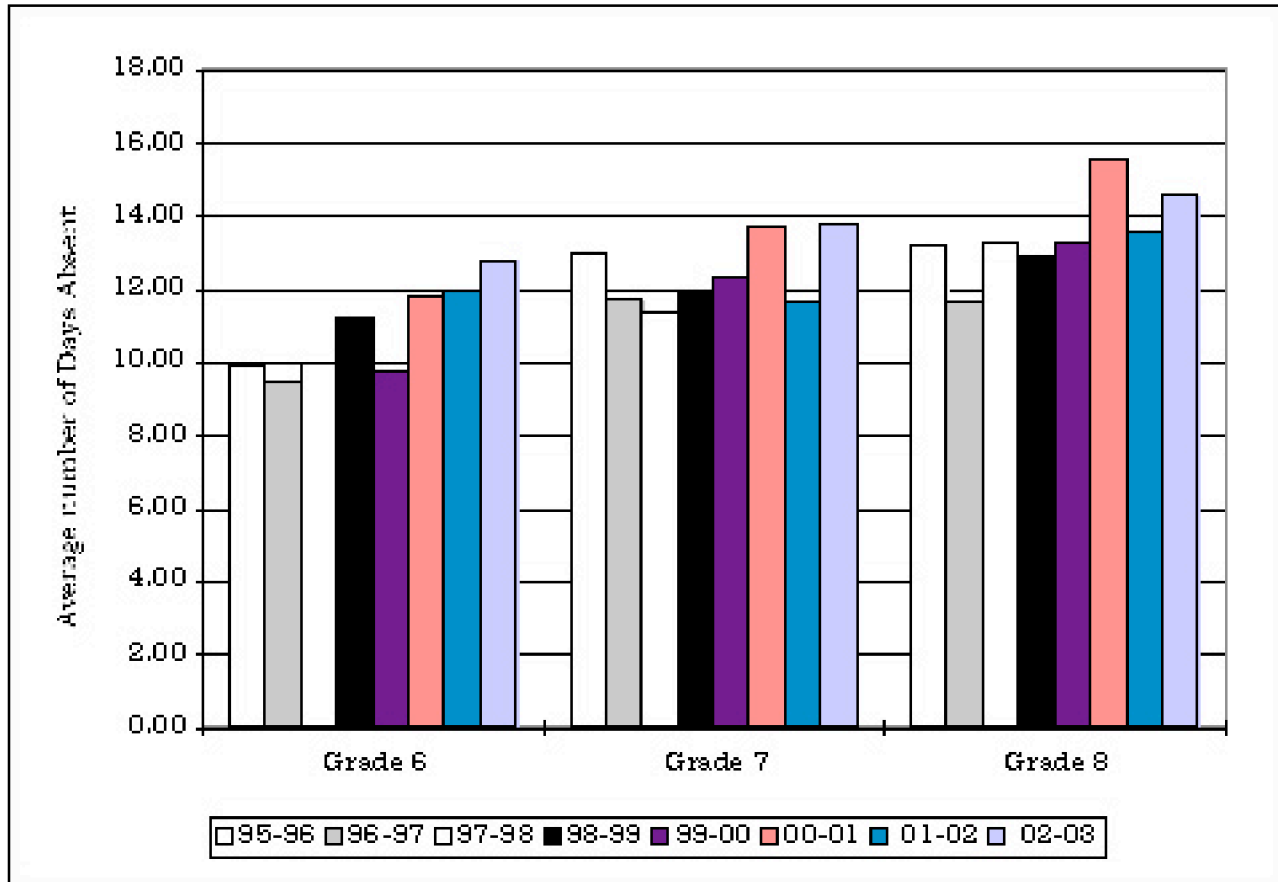
## Average Number Days Absent K-5

	97-98	98-99	99-00	00-01	01-02	02-03
<b>Kindergarten</b>	7.86	7.62	7.91	7.76	7.63	7.98
<b>1st Grade</b>	8.85	8.85	9.04	9.08	9.52	8.64
<b>2nd Grade</b>	7.46	8.6	8.07	8.85	8.53	9.02
<b>3rd Grade</b>	7.45	7.78	7.59	8.98	8.04	7.30
<b>4th Grade</b>	8.04	7.99	7.87	8.14	7.98	8.33
<b>5th Grade</b>	8.28	7.91	8.87	8.74	8.15	8.20



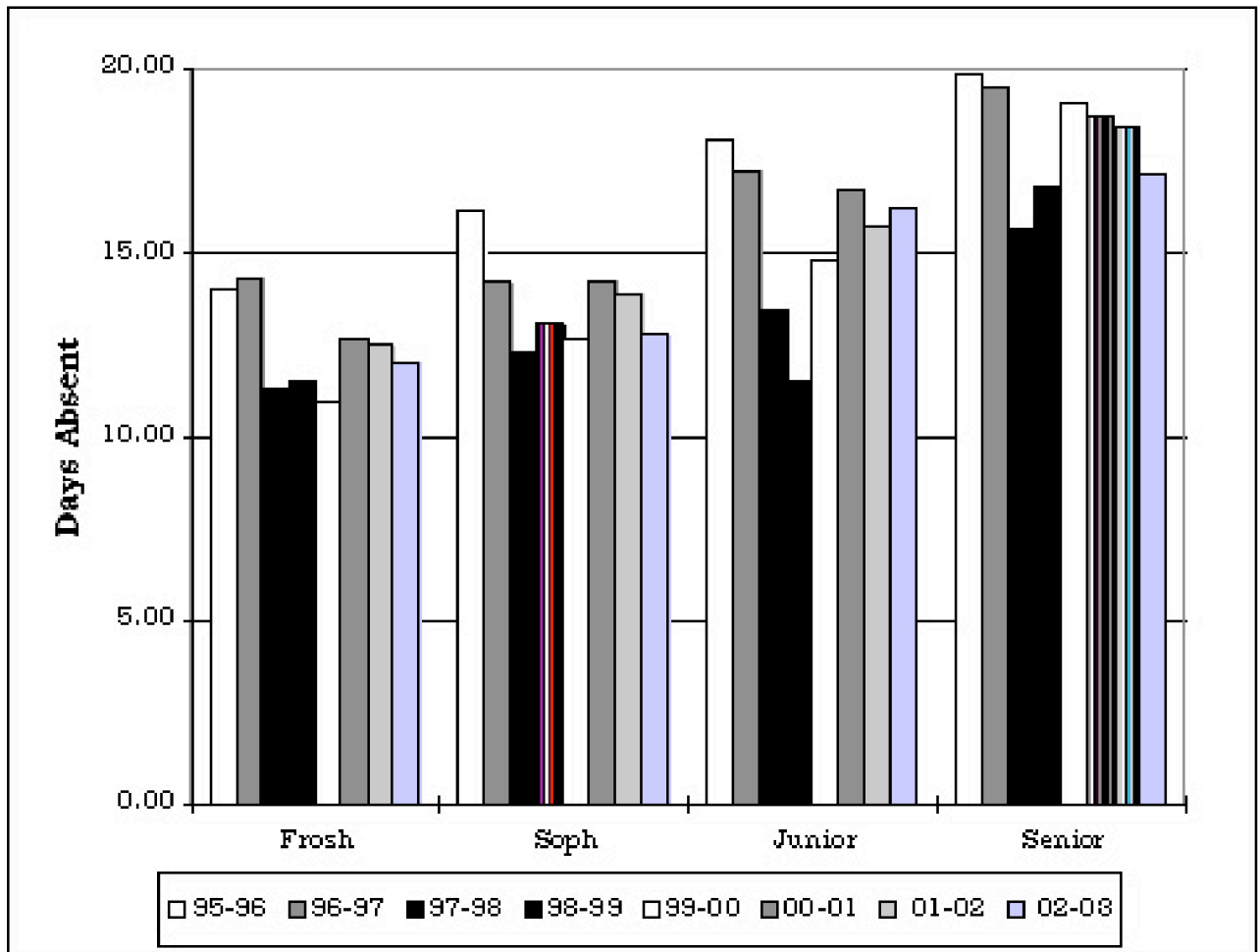
## Average Number Days Absent 6-8

	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03
Grade 6	9.92	9.42	9.95	11.21	9.78	11.80	11.94	12.78
Grade 7	12.99	11.69	11.32	11.90	12.29	13.71	11.67	13.75
Grade 8	13.20	11.64	13.28	12.88	13.23	15.53	13.51	14.58



## Average Number Days Absent 9-12

	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03
<b>Frosh</b>	13.93	14.30	11.27	11.47	10.96	12.62	12.46	12.01
<b>Soph</b>	16.14	14.20	12.28	13.04	12.68	14.23	13.85	12.75
<b>Junior</b>	18.04	17.20	13.44	11.50	14.80	16.70	15.68	16.19
<b>Senior</b>	19.85	19.50	15.64	16.74	19.05	18.68	18.43	17.09

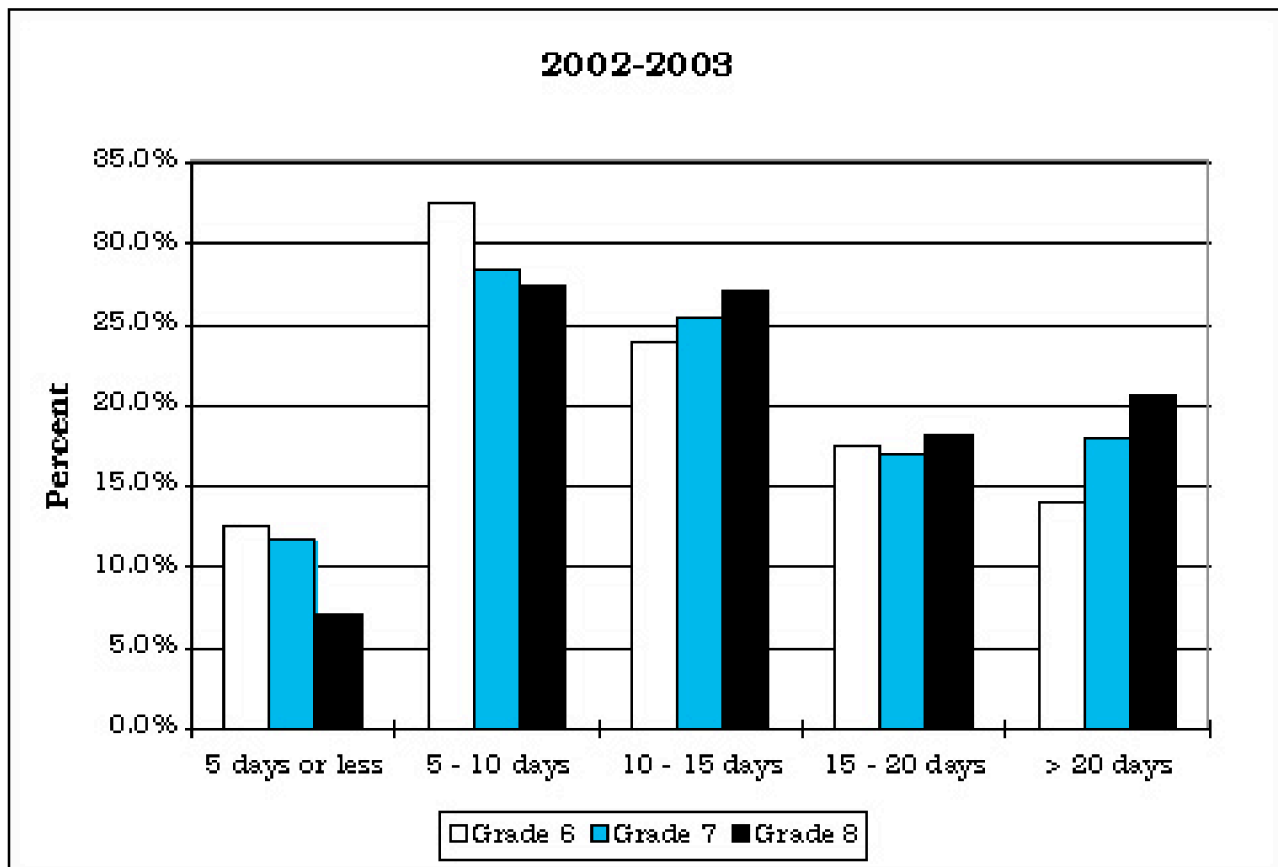


## Middle School Number of Days Absent

2000-01 Data					
	5 days or less	5 - 10 days	10 - 15 days	15 - 20 days	> 20 days
Grade 6	18.2%	29.7%	22.4%	17.2%	12.5%
Grade 7	12.9%	23.5%	25.4%	19.3%	18.8%
Grade 8	9.1%	18.6%	25.2%	23.4%	23.7%

2001-02 Data					
	5 days or less	5 - 10 days	10 - 15 days	15 - 20 days	> 20 days
Grade 6	22.2%	26.7%	19.6%	15.6%	15.8%
Grade 7	20.0%	25.3%	27.2%	16.9%	10.6%
Grade 8	14.1%	25.4%	25.4%	15.4%	19.7%

2002-03 Data					
	5 days or less	5 - 10 days	10 - 15 days	15 - 20 days	> 20 days
Grade 6	12.4%	32.4%	23.8%	17.5%	13.9%
Grade 7	11.6%	28.3%	25.4%	16.9%	17.9%
Grade 8	7.1%	27.3%	27.1%	18.1%	20.5%

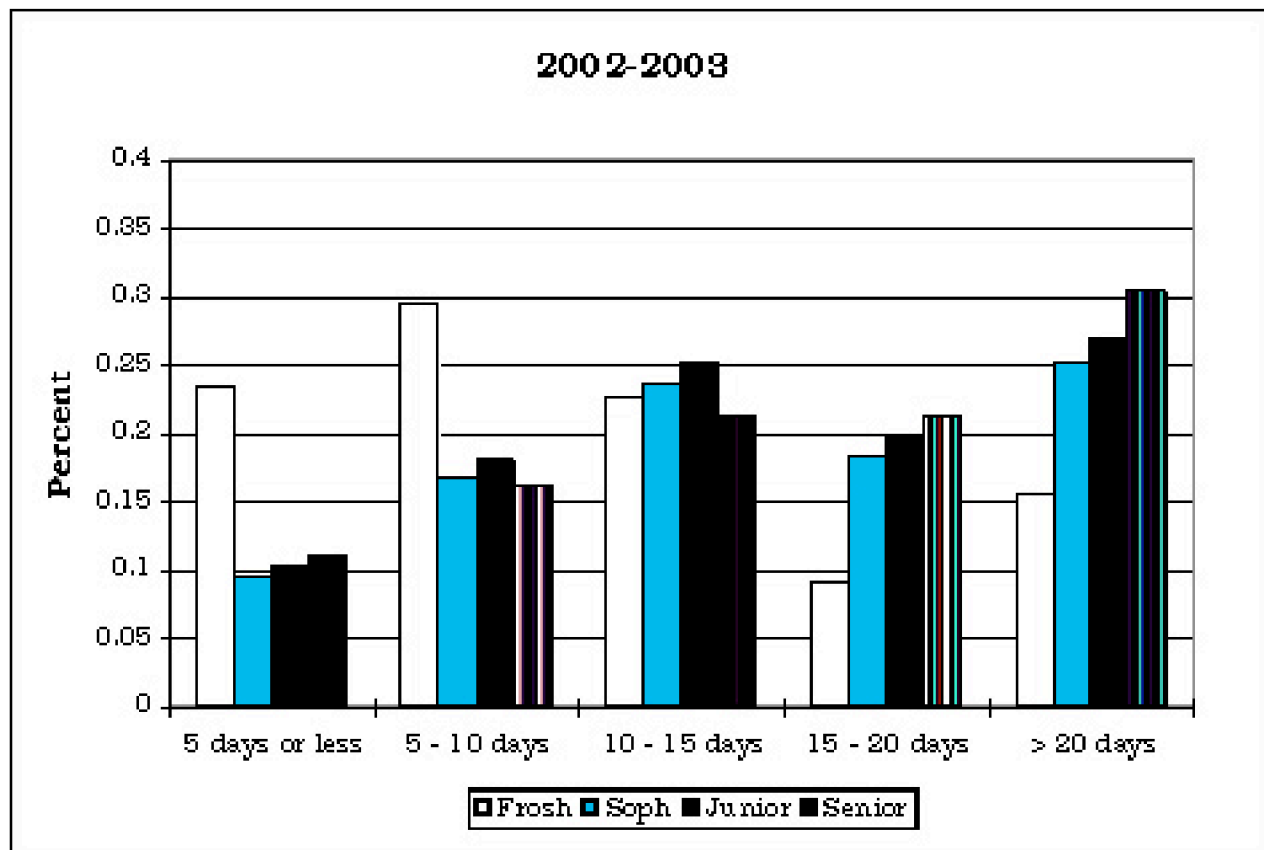


## High School Number of Days Absent

2000-2001 data					
	5 days or less	5 - 10 days	10 - 15 days	15 - 20 days	> 20 days
<b>Frosh</b>	17.1%	32.3%	22.3%	11.4%	16.9%
<b>Soph</b>	18.0%	22.4%	20.4%	19.0%	20.2%
<b>Junior</b>	7.5%	16.7%	22.9%	21.7%	31.3%
<b>Senior</b>	5.1%	13.7%	21.3%	20.9%	39.0%

2001-2002 data					
	5 days or less	5 - 10 days	10 - 15 days	15 - 20 days	> 20 days
<b>Frosh</b>	22.2%	24.0%	27.9%	12.6%	13.3%
<b>Soph</b>	14.8%	26.3%	21.5%	18.5%	19.0%
<b>Junior</b>	16.3%	17.9%	18.9%	19.5%	27.4%
<b>Senior</b>	8.6%	15.0%	18.7%	20.7%	37.0%

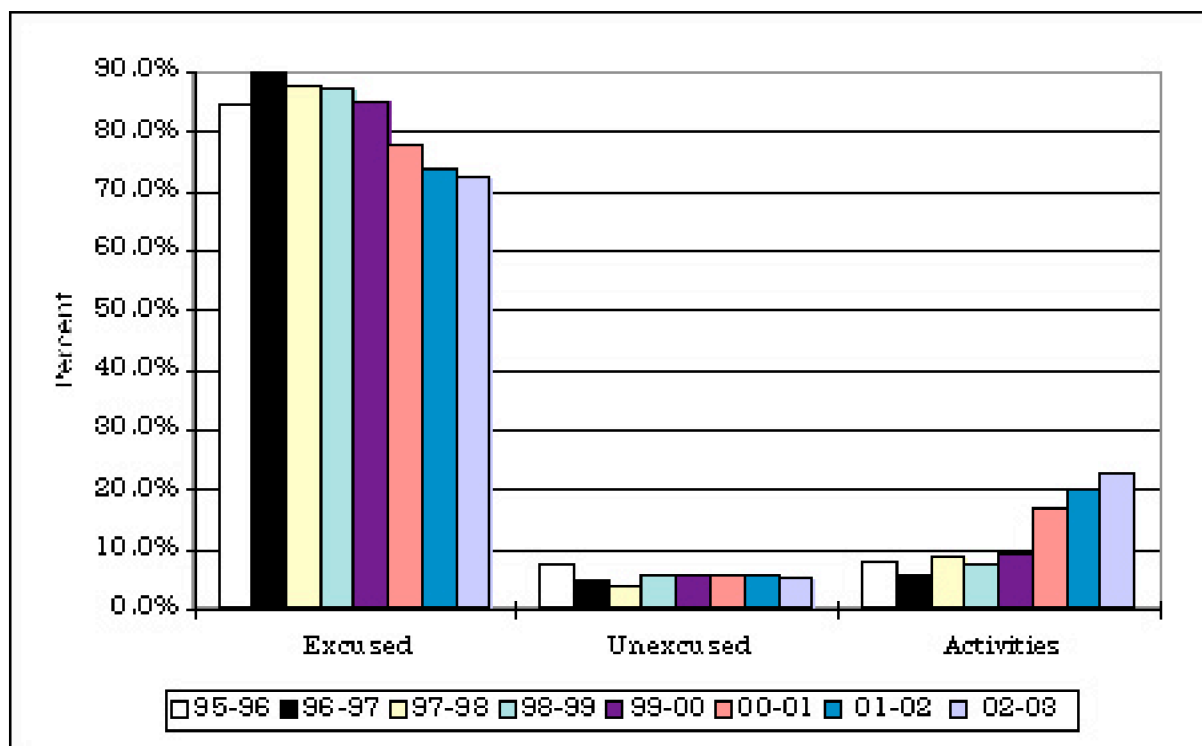
2002-2003 Data					
	5 days or less	5 - 10 days	10 - 15 days	15 - 20 days	> 20 days
<b>Frosh</b>	23.5%	29.5%	22.5%	9.0%	15.6%
<b>Soph</b>	9.6%	16.8%	23.5%	18.3%	25.2%
<b>Junior</b>	10.2%	18.0%	25.2%	19.6%	26.9%
<b>Senior</b>	11.1%	16.2%	21.2%	21.2%	30.3%





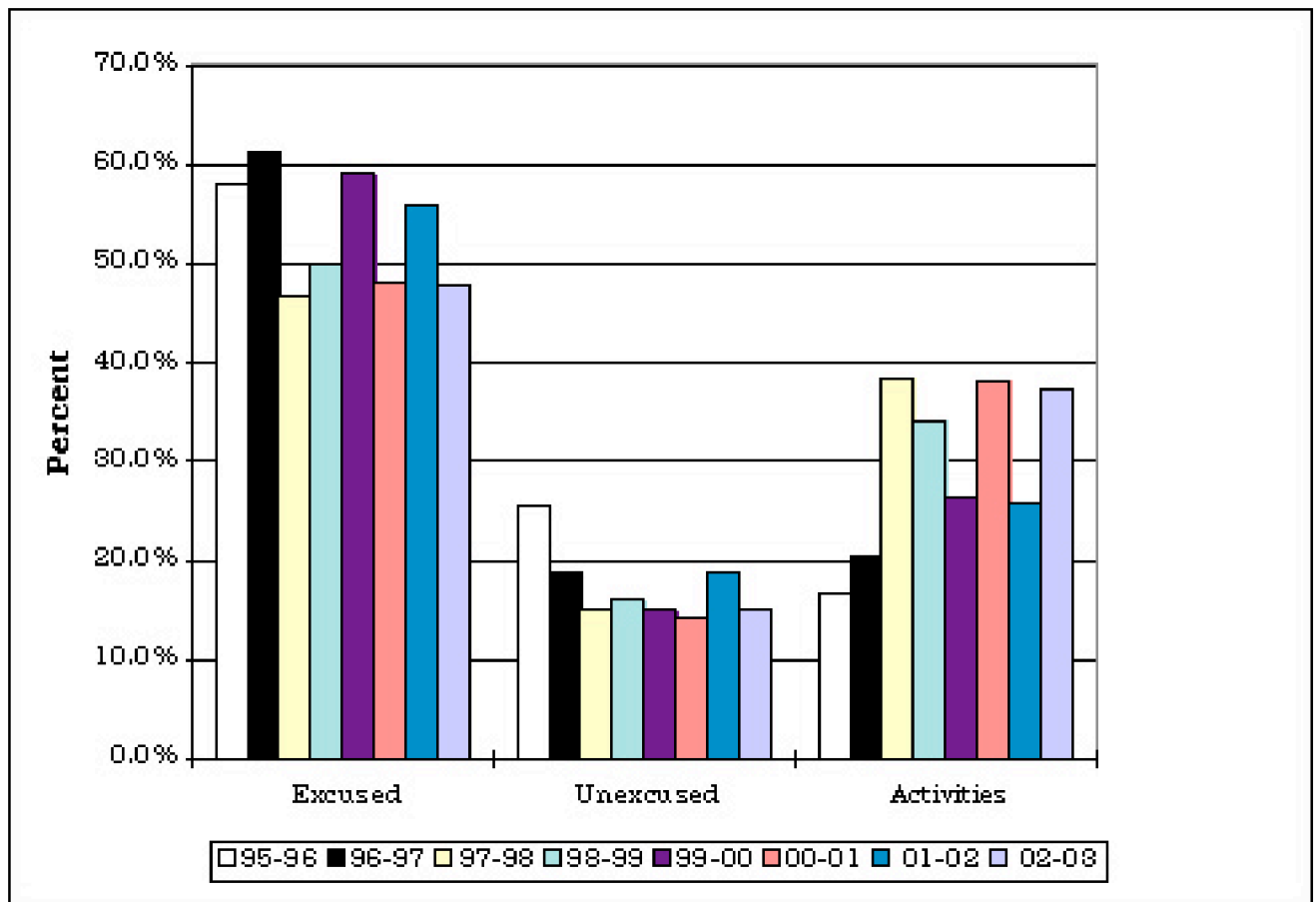
## Middle School Attendance Reported by Category

	Excused	Unexcused	Activities
95-96	84.7%	7.4%	7.9%
96-97	90.0%	4.6%	5.5%
97-98	87.7%	3.7%	8.6%
98-99	87.1%	5.5%	7.4%
99-00	85.0%	5.5%	9.4%
00-01	77.8%	5.6%	16.6%
01-02	73.9%	5.7%	20.2%
02-03	72.2%	5.0%	22.7%



## High School Attendance Reported by Category

	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03
<b>Excused</b>	58.1%	61.2%	46.6%	49.9%	58.9%	47.9%	55.7%	47.8%
<b>Unexcused</b>	25.3%	18.7%	15.0%	16.0%	14.9%	14.1%	18.6%	15.0%
<b>Activities</b>	16.6%	20.2%	38.8%	34.1%	26.2%	38.1%	25.7%	37.2%



## Reported Certified Absences

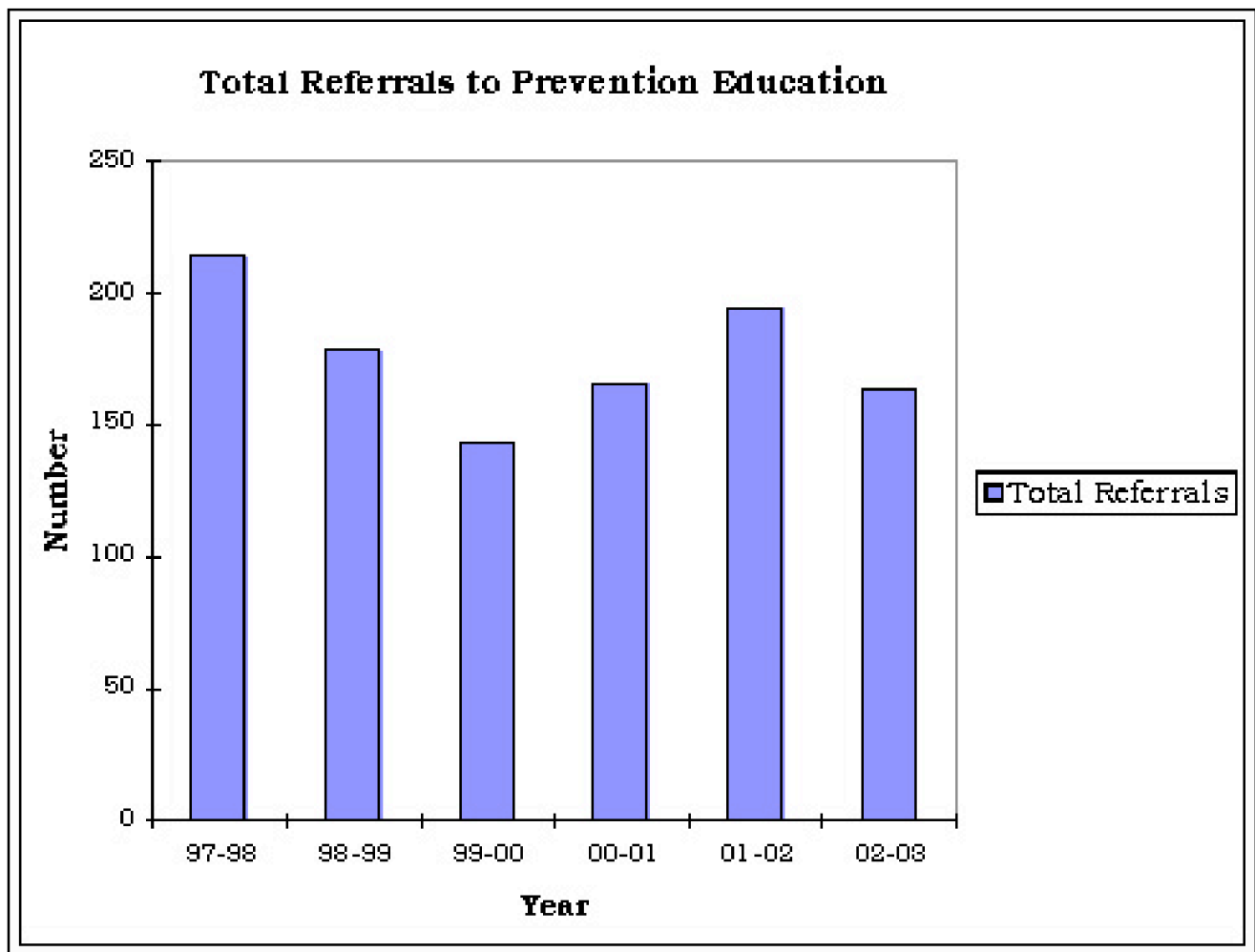
<b>Reported Certified Absences for 1999-2000</b>						
	<b>K-5</b>	<b>6-8</b>	<b>9-12</b>	<b>SPED</b>	<b>Title I</b>	<b>Music</b>
<b>Professional</b>	4.579	4.809	1.315	2.827	3.875	0.42
<b>Personal</b>	1.827	1.564	1.34	1.353	1.528	0.562
<b>Sick Leave</b>	5.401	4.49	4.055	5.952	4.494	4.03
<b>Extracurricular</b>	0.308	0.501	1.477	1.456	0.621	0.205
<b>LWOP</b>	0.226	0.58	0.229	0.864	0	2.02
<b>Planning Time</b>	2.366	0	0	0.525	0	0
<b>Total</b>	14.707	11.944	8.416	12.977	10.518	7.237
<b>Reported Certified Absences for 2000-2001</b>						
	<b>K-5</b>	<b>6-8</b>	<b>9-12</b>	<b>SPED</b>	<b>Title I</b>	<b>Music</b>
<b>Professional</b>	3.79	4.38	2.38	3.1	2.15	1.99
<b>Personal</b>	1.84	1.69	1.48	1.72	1.69	1.94
<b>Sick Leave</b>	5.08	5.68	3.41	4.96	5.47	6.44
<b>Extracurricular</b>	0.28	0.36	1.6	0.28	0.35	2.23
<b>LWOP</b>	0.32	0.29	0.13	0.61	0	1.08
<b>Planning Time</b>	2.36	0.01	0.01	0.44	0	0
<b>Total</b>	13.67	12.41	9.01	11.11	9.66	13.68
<b>Reported Certified Absences for 2001-2002</b>						
	<b>K-5</b>	<b>6-8</b>	<b>9-12</b>	<b>SPED</b>	<b>Title I</b>	<b>Music</b>
<b>Professional</b>	4.5	5.62	2.68	5.99	6.09	2.36
<b>Personal</b>	1.83	1.85	1.59	2.01	1.66	1.91
<b>Sick Leave</b>	5.13	5.52	3.55	5.55	3.39	4.62
<b>Extracurricular</b>	0.26	0.26	1.33	0.1	0.13	0.76
<b>LWOP</b>	0.38	0.83	0.85	0.62	0	0.38
<b>Planning Time</b>	2.42	0	0	0.43	0	0
<b>Total</b>	14.52	14.08	10.00	14.70	11.32	10.03
<b>Reported Certified Absences for 2002-2003</b>						
	<b>K-5</b>	<b>6-8</b>	<b>9-12</b>	<b>SPED</b>	<b>Title I</b>	<b>Music</b>
<b>Professional</b>	4.98	6.17	3.85	6.06	5.2	4.21
<b>Personal</b>	2.23	2.1	2.06	2.55	2.33	2.01
<b>Sick Leave</b>	4.95	5.15	4.3	6.88	3.14	4.79
<b>Extracurricular</b>	0.46	1.19	1.45	0.11	0.13	0.21
<b>LWOP</b>	2.07	0.03	0.19	1.33	0	0.14
<b>Planning Time</b>	2.45	0	0	0.38	0	0
<b>Total</b>	17.14	14.64	11.85	17.31	10.80	11.36

## Student Conduct Report

<b>Infraction</b>	<b>K-5</b>	<b>6-8</b>	<b>9-12</b>
1.0 - Physical Injury	4	0	0
1.1 - Disregard for Safety	33	305	4
1.2 - Abusive, Defiant, Threatening	66	81	7
1.3 - Fighting	79	24	15
1.4 - Assault	43	22	2
2.2 - Willful Disregard	0	0	1
2.5 - Willful Disobedience	0	0	1
3.0 - Other Weapons	0	0	0
3.1 - Explosives	0	2	0
3.2 - Possession of Weapons	2	2	1
4.0 - Alcohol/Drugs	1	0	1
4.1 - Alcohol-Use/Sell/Furn./Pos.	0	1	15
4.2 - Drugs-Possn., Furnish, Sale	0	2	3
4.3 - Drugs - Under the Influence	0	0	5
5.0 - Sale of Misrepresented Substance	0	0	1
6.0 - Accumulation of Different Offenses	0	0	5
7.0 - Tobacco	0	2	4
8.0 - Damage of Property	6	0	3
8.1 - Arson	0	1	1
8.2 - Vandalism	4	13	5
9.0 - Theft	18	17	15
10.0 - Robbery/Extortion	0	0	0
11.0 - Receiving Stolen Property	0	0	1
12.0 - Disrupting School Act/Disobey	23	391	6
12.1 - False Fire Alarm	0	2	0
12.2 - Willful Disobedience, Disrupt	41	515	23
12.3 - Forgery/Falsification	0	5	43
12.4 - Disruptive Devices	0	3	1
12.5 - Disrespectful of Authority	16	98	10
13.0 - Profanity/Vulgarity	6	1	2
13.1 - Profanity	11	36	8
13.2 - Profanity@Staff/Htbl Prf	1	5	6
13.3 - Obscenities	5	20	1
14.0 - Attendance	0	48	27
14.1 - Truancy	1	128	55
14.2 - Closed Campus	0	32	0
16.0 - Lying, Cheating, False Reports	1	20	10
17.0 - Unauthorized Areas	0	14	0
18.0 - School Dress Code	0	0	0
19.0 - Detention - Failure to Serve	0	66	44
20.0 - ISS - Failure to Serve	0	0	1
21.0 - Internet Misuse	0	4	1
22.0 - Harassment, Intim, Threatenig Behavior	20	8	7
22.1 - Hostile Environment	7	164	0
22.2 - Inappropriate Affection	2	3	0
22.3 - Sexual Harassment	0	30	2
23.0 - Multiple Infractions	0	67	5
24.0 - Failure to Follow Directions	18	58	22

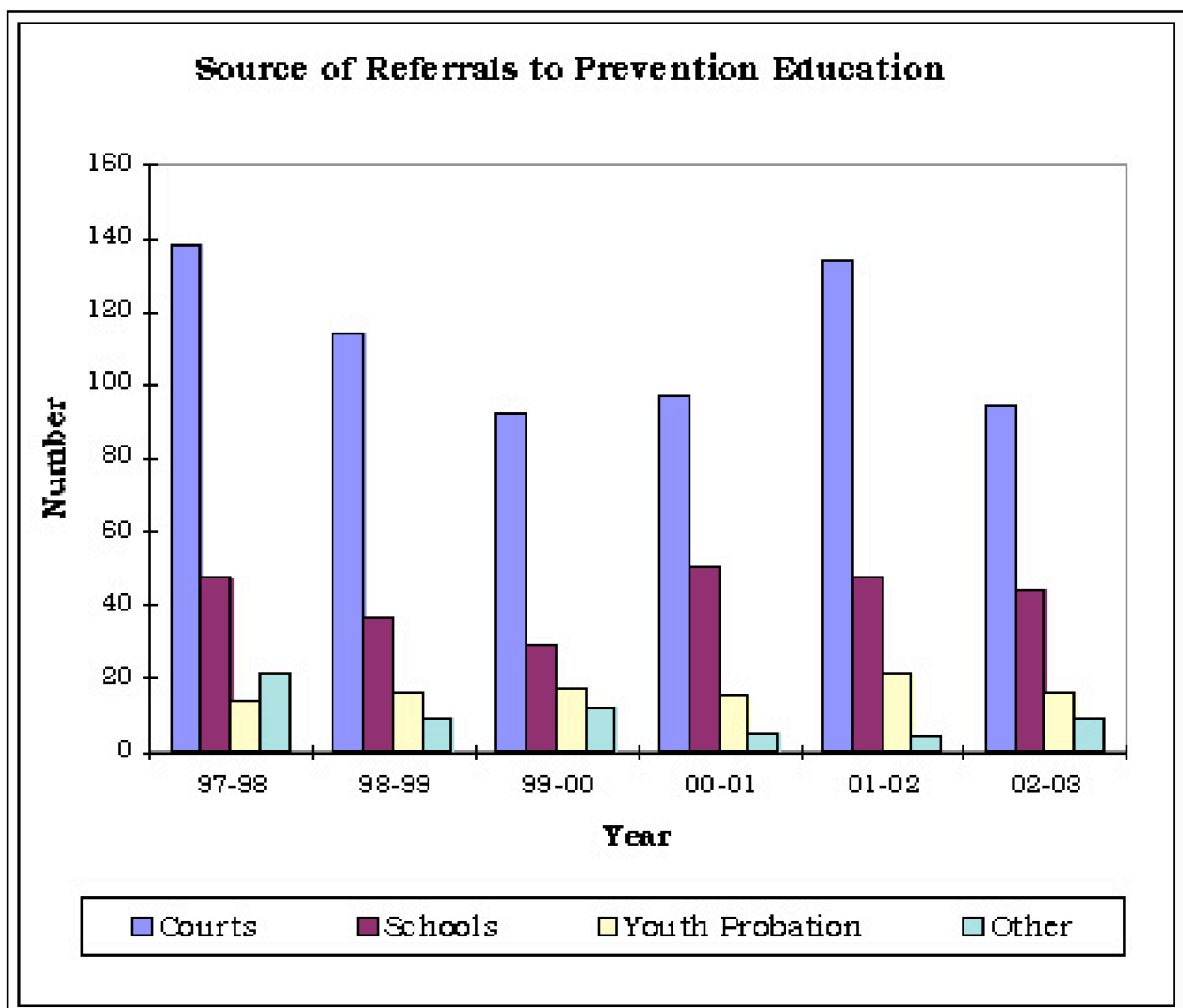
# Total Referrals to Prevention Education

	Total Referrals
97-98	214
98-99	178
99-00	143
00-01	165
01-02	194
02-03	163



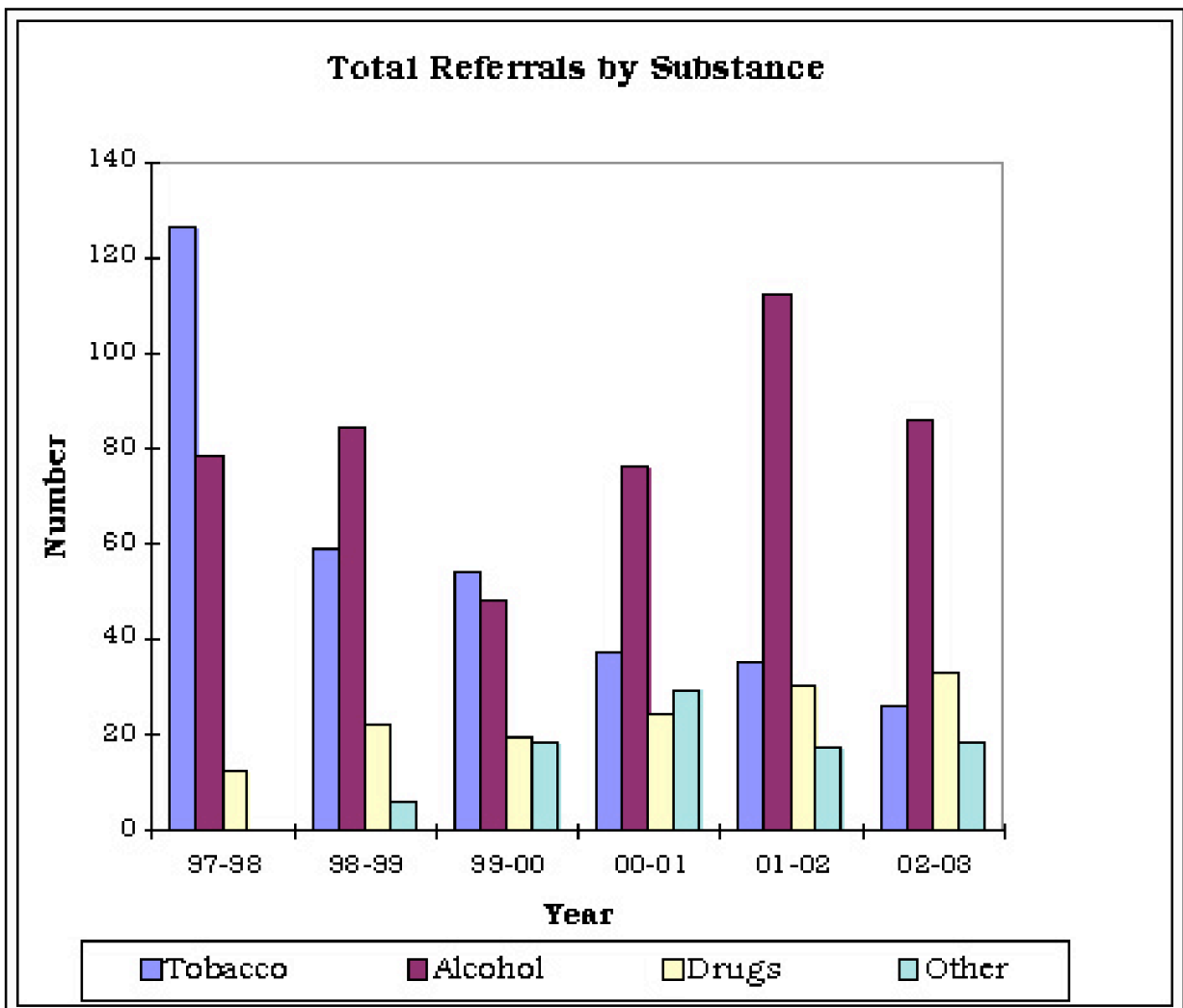
## Source of Referrals to Prevention Education

	<b>Courts</b>	<b>Schools</b>	<b>Youth Probation</b>	<b>Other</b>
<b>97-98</b>	138	47	14	21
<b>98-99</b>	114	36	16	9
<b>99-00</b>	92	29	17	12
<b>00-01</b>	97	50	15	5
<b>01-02</b>	134	47	21	4
<b>02-03</b>	94	44	16	9



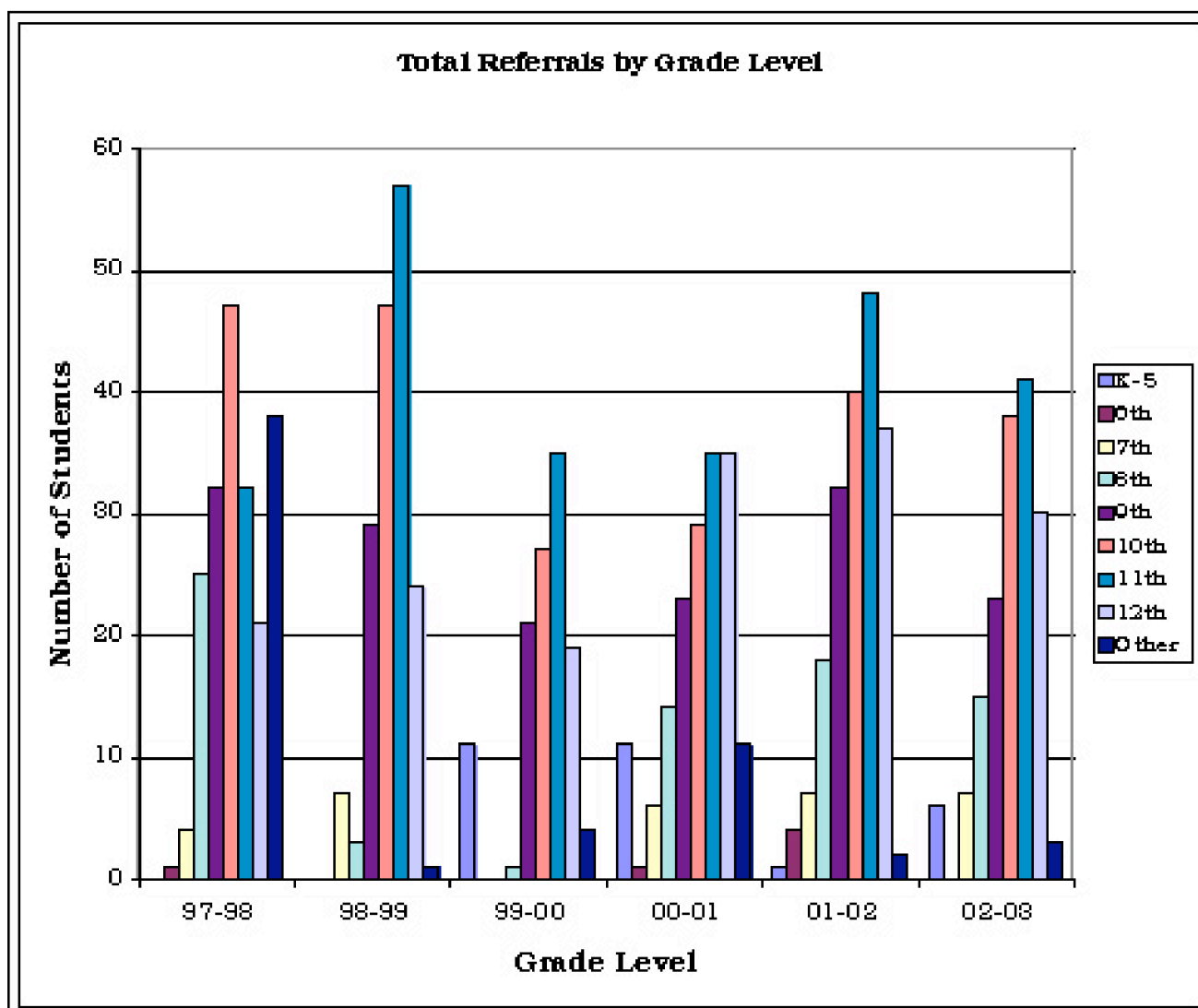
## Total Referrals to Prevention Education Program by Substance

	Tobacco	Alcohol	Drugs	Other
<b>97-98</b>	126	78	12	0
<b>98-99</b>	59	84	22	6
<b>99-00</b>	54	48	19	18
<b>00-01</b>	37	76	24	29
<b>01-02</b>	35	112	30	17
<b>02-03</b>	26	86	33	18



## Total Referrals to Prevention Education Program by Grade Level

	K-5	6th	7th	8th	9th	10th	11th	12th	Other
97-98	0	1	4	25	32	47	32	21	38
98-99	0	0	7	3	29	47	57	24	1
99-00	11	0	0	1	21	27	35	19	4
00-01	11	1	6	14	23	29	35	35	11
01-02	1	4	7	18	32	40	48	37	2
02-03	6	0	7	15	23	38	41	30	3



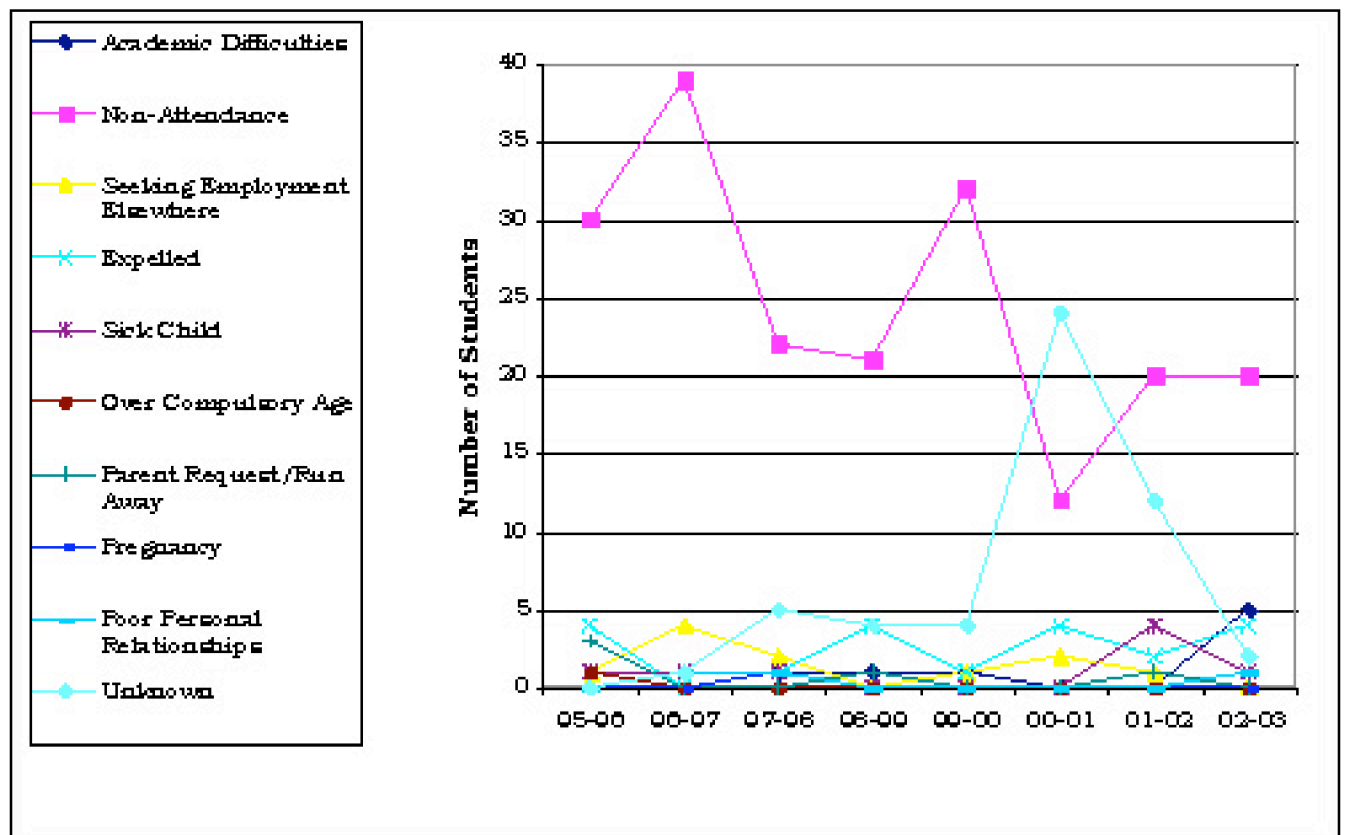


## School Resource Officer Report

	2002-2003			
	Reports	Arrests	Citations	Other
Theft	89	11		
Warrant	8	8		
Intimidation	3	1		
Disorderly Conduct	72	32		
Sexual Intercourse W/O Consent	2	1		
Truancy	50	21		
Criminal Trespass to property	27	14		
Criminal Trespass to M/V	6	0		
Assault	39	11		
Arson	1	1		
Criminal Mischief	21	4		
Subject Stops	23			
Suspicious Circumstance	5			
Suspicious Person	10			
Protective Custody/Suicide Attempt	2			
Accident Investigations	6			
Public Assistance	36			
Endangering	2			
Missing Person	8			
Violation in Privacy of Communications	3			
Agency Assist	35			
Lost Property	2			
Drug Reports (Sale, PODD, PODP)	36			
Position of Dangerous Drugs (PODD)		10		
Possession of Drug paraphernalia (PODP)		14		
Sale of Imitation Drugs		1		
Distribution of Dangerous Drugs		1		
Obstructing		2		
Runaway		4		
Tobacco Citations			32	
MIP Alcohol Citations			12	
Parking Citations			9	
Custody Issues				6
Welfare Check				1
Recovered Stolen Property				4
Follow up				6
Traffic Stops				50
Public Education				49
<b>Total</b>	<b>486</b>	<b>136</b>	<b>53</b>	<b>116</b>

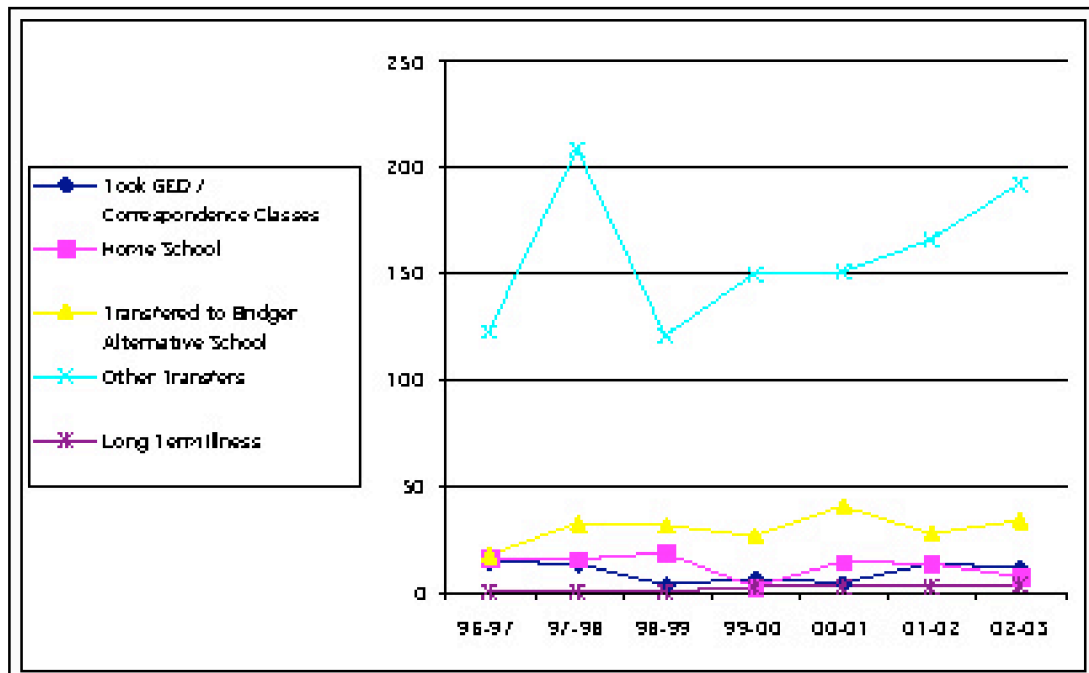
# High School Drop Out

	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03
Academic Difficulties	0	0	1	1	1	0	0	5
Non-Attendance	30	39	22	21	32	12	20	20
Seeking Employment Elsewhere	1	4	2	0	1	2	1	0
Expelled	4	0	1	4	1	4	2	4
Sick Child	1	1	1	0	0	0	4	1
Over Compulsory Age	1	0	0	0	0	0	0	0
Parent Request/Run Away	3	0	0	1	0	0	1	0
Pregnancy	0	0	1	0	0	0	0	0
Poor Personal Relationships	0	1	1	0	0	0	0	1
Unknown	0	1	5	4	4	24	12	2
<b>Dropout Rate:</b>	<b>2.3%</b>	<b>2.7%</b>	<b>2.1%</b>	<b>1.8%</b>	<b>2.3%</b>	<b>2.5%</b>	<b>2.0%</b>	<b>1.7%</b>



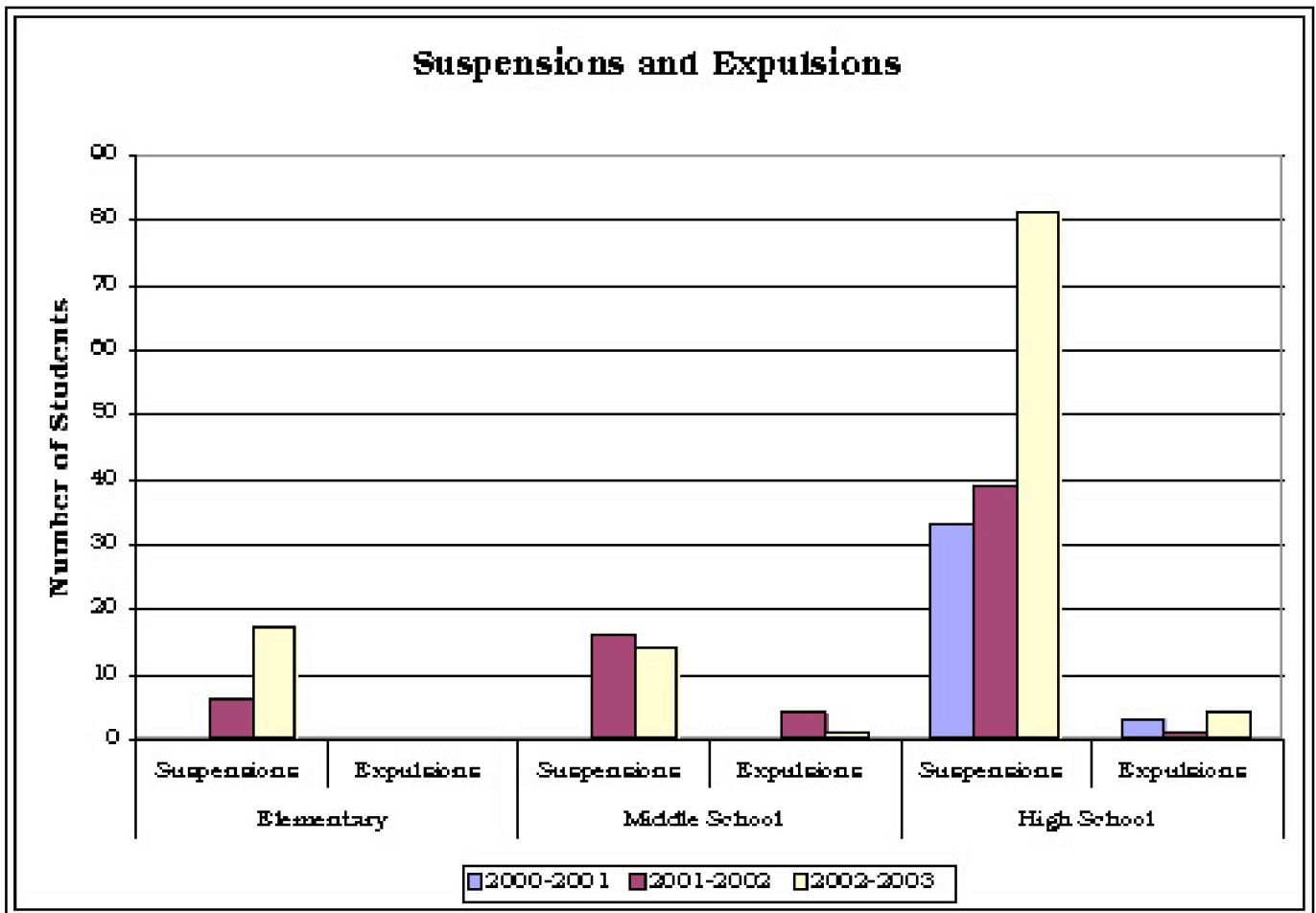
## High School Withdrawal Data

	96-97	97-98	98-99	99-00	00-01	01-02	02-03
Took GED / Correspondence Classes	14	13	3	6	4	13	11
Home School	16	15	13	2	14	13	7
Transferred to Bridger Alternative School	17	32	31	26	40	27	33
Other Transfers	122	208	120	149	150	165	192
Long Term Illness	0	0	0	2	2	2	3
<b>Withdrawal Rate:</b>	<b>10.0%</b>	<b>16.5%</b>	<b>10.0%</b>	<b>10.9%</b>	<b>12.4%</b>	<b>11.1%</b>	<b>12.7%</b>



## Suspension/Expulsion Data

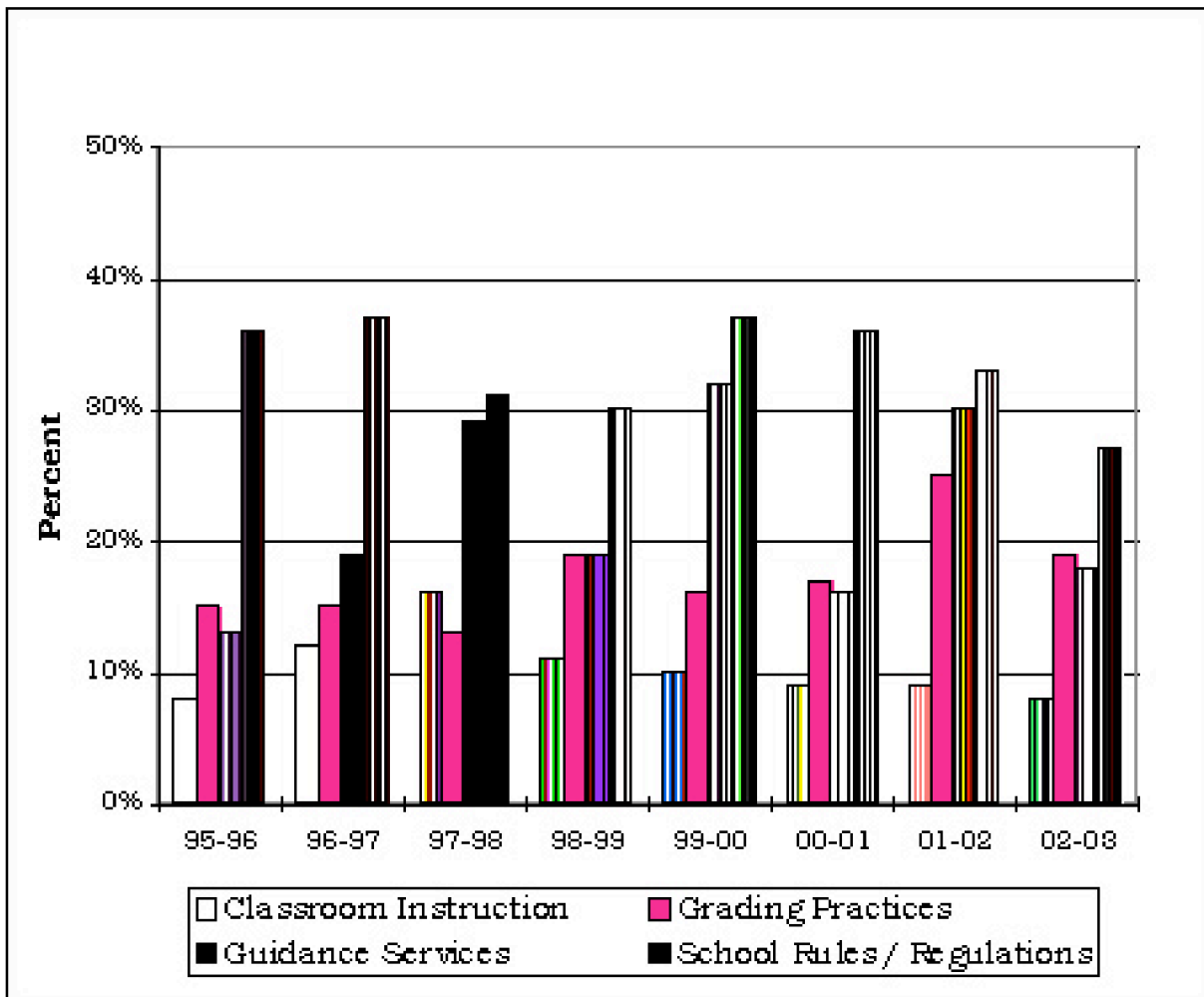
	Elementary		Middle School		High School	
	Suspensions	Expulsions	Suspensions	Expulsions	Suspensions	Expulsions
<b>2000-2001</b>	0	0	0	0	33	3
<b>2001-2002</b>	6	0	16	4	39	1
<b>2002-2003</b>	17	0	14	1	81	4



# ACT Climate Survey

The results from the survey gives the percent of students (who took the ACT test) who were dissatisfied with various school aspects.

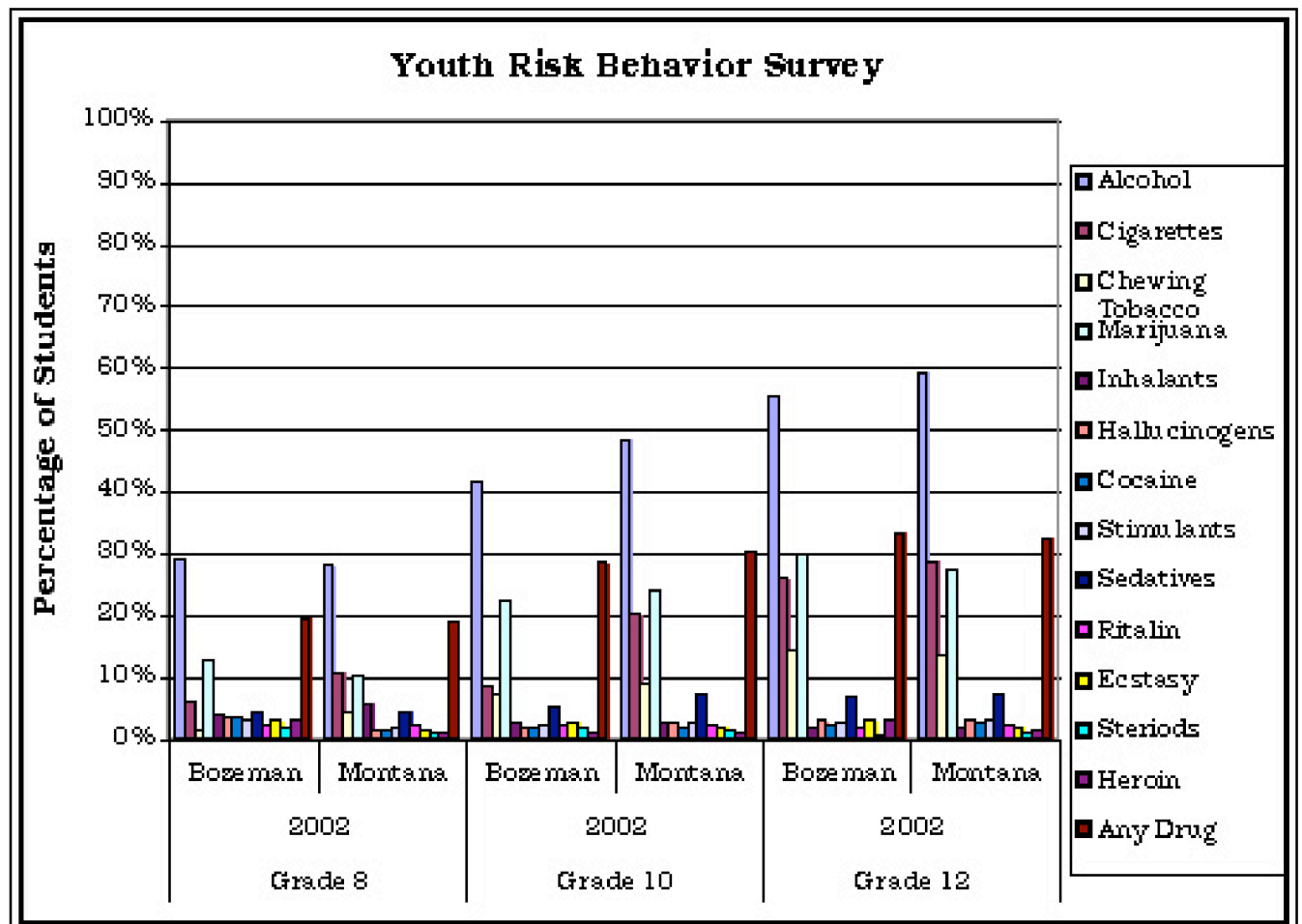
	Classroom Instruction	Grading Practices	Guidance Services	School Rules/ Regulations
<b>95-96</b>	8%	15%	13%	36%
<b>96-97</b>	12%	15%	19%	37%
<b>97-98</b>	16%	13%	29%	31%
<b>98-99</b>	11%	19%	19%	30%
<b>99-00</b>	10%	16%	32%	37%
<b>00-01</b>	9%	17%	16%	36%
<b>01-02</b>	9%	25%	30%	33%
<b>02-03</b>	8%	19%	18%	27%



# Montana Prevention Needs Assessment

The following information identifies the percentage of students who on the Montana Prevention Needs Assessment said that they had used one or more of the drugs listed during the past 30 days.

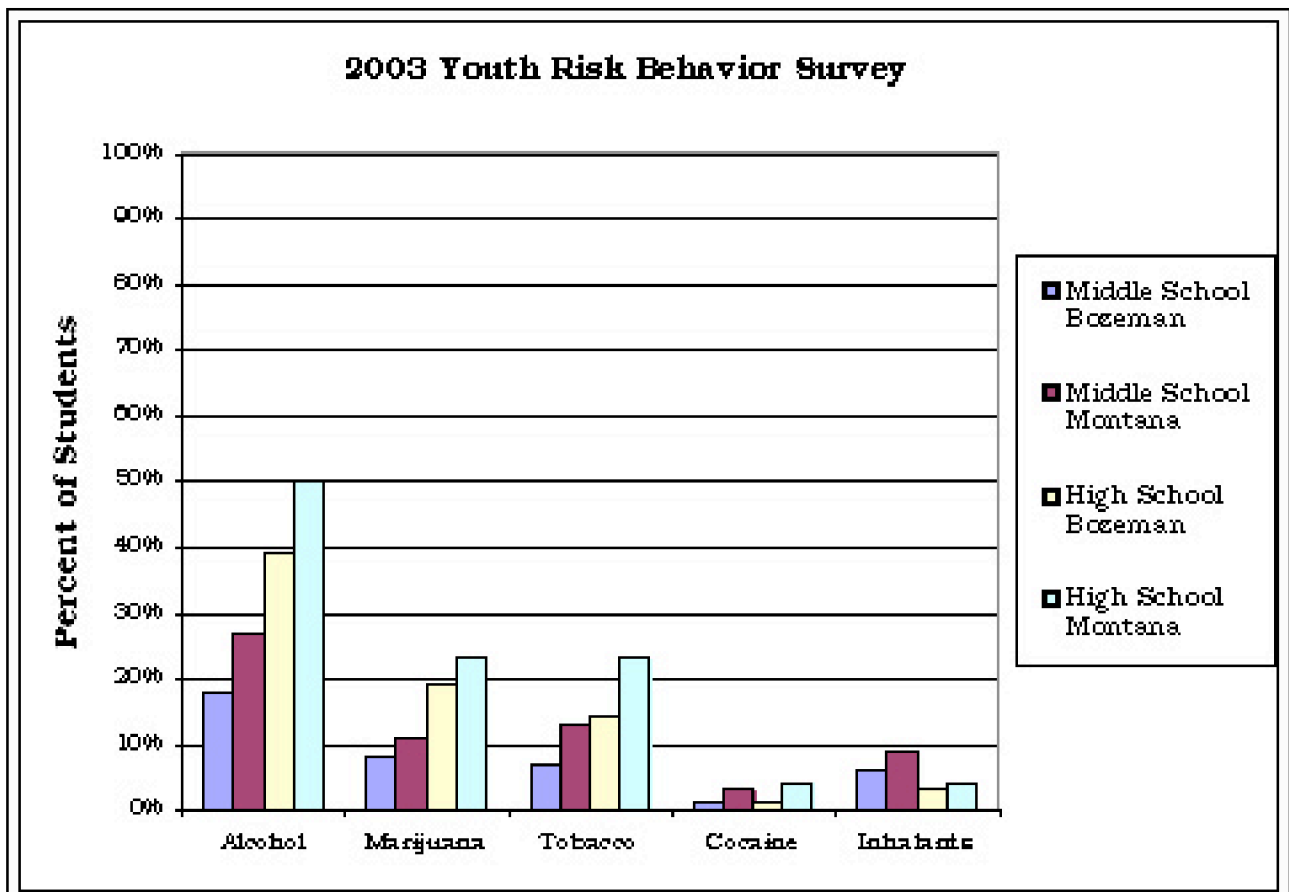
Drug Used	Grade 8		Grade 10		Grade 12	
	2002		2002		2002	
	Bozeman	Montana	Bozeman	Montana	Bozeman	Montana
<b>Alcohol</b>	28.80%	28%	41.70%	48.30%	55.20%	59.30%
<b>Cigarettes</b>	5.80%	10.60%	8.20%	20.10%	25.90%	28.70%
<b>Chewing Tobacco</b>	1.20%	4.30%	7.30%	8.70%	14.20%	13.60%
<b>Marijuana</b>	12.70%	10.20%	22.10%	24%	29.60%	27.30%
<b>Inhalants</b>	3.70%	5.60%	2.60%	2.50%	1.60%	1.50%
<b>Hallucinogens</b>	3.20%	1.30%	1.60%	2.40%	2.80%	2.90%
<b>Cocaine</b>	3.30%	1.40%	1.60%	1.70%	2%	2.60%
<b>Stimulants</b>	2.90%	1.60%	1.90%	2.60%	2.40%	3.10%
<b>Sedatives</b>	4.10%	4.20%	5.20%	7.30%	6.80%	7.20%
<b>Ritalin</b>	2%	1.90%	1.90%	2.10%	1.60%	2%
<b>Ecstasy</b>	2.90%	1.40%	2.60%	1.80%	2.80%	1.70%
<b>Steroids</b>	1.60%	1%	1.60%	1.10%	0.40%	0.80%
<b>Heroin</b>	2.90%	0.90%	1%	0.80%	2.80%	1.20%
<b>Any Drug</b>	19.30%	18.90%	28.40%	30.30%	33.20%	32.40%



# Youth Risk Behavior Survey

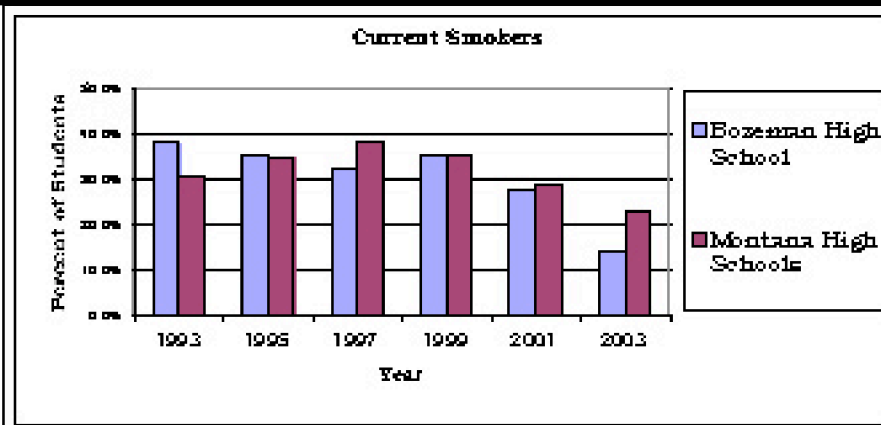
The following information identifies the percentage of students who on the Montana Youth Risk Behavior Survey said that they had used one or more of the drugs listed during the past 30 days.

	2003		2003	
	Middle School		High School	
	Bozeman	Montana	Bozeman	Montana
<b>Alcohol</b>	18%	27%	39%	50%
<b>Marijuana</b>	8%	11%	19%	23%
<b>Tobacco</b>	7%	13%	14%	23%
<b>Cocaine</b>	1%	3%	1%	4%
<b>Inhalants</b>	6%	9%	3%	4%

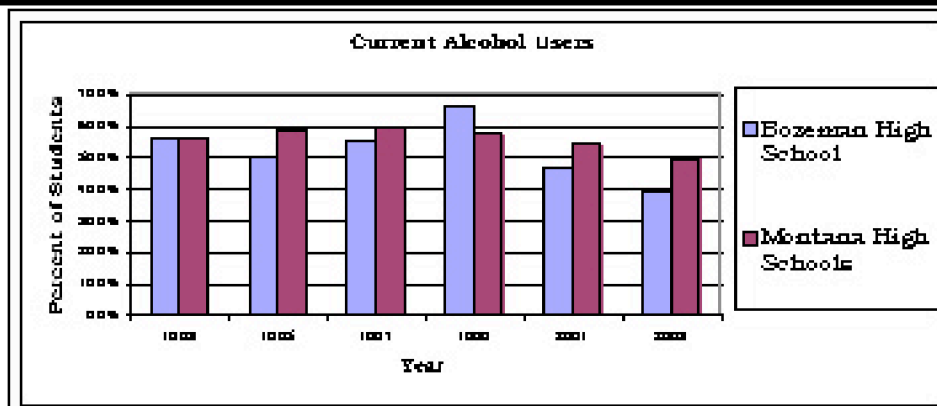


# Youth Risk Behavior Survey Longitudinal Study

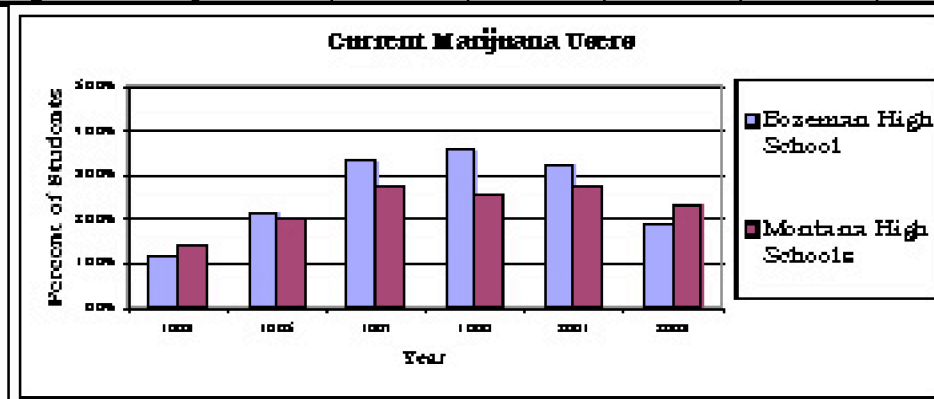
<b>Cigarettes</b> (smoked on 1 or more of the previous 30 days)						
	1993	1995	1997	1999	2001	2003
<b>Bozeman High School</b>	38.1%	35.0%	32.1%	35.1%	27.8%	13.7%
<b>Montana High Schools</b>	30.7%	34.8%	38.1%	35.0%	28.5%	22.9%



<b>Alcohol</b> (drank alcohol on 1 or more of the previous 30 days)						
	1993	1995	1997	1999	2001	2003
<b>Bozeman High School</b>	55.7%	49.6%	55.0%	66.1%	47.0%	39.2%
<b>Montana High Schools</b>	55.7%	58.7%	59.0%	57.6%	54.1%	49.5%



<b>Marijuana</b> (used marijuana on 1 or more times in the previous 30 days)						
	1993	1995	1997	1999	2001	2003
<b>Bozeman High School</b>	11.3%	21.4%	33.0%	35.3%	32.3%	19.0%
<b>Montana High Schools</b>	13.6%	20.1%	26.9%	25.5%	27.1%	23.1%





## Foundations Climate Survey Elementary Student Survey

Category	ED	HA	IR*	LO	MS	WH*
<b>Student Safety</b>						
1. I feel safe in the cafeteria.	99%	94%		99%	98%	
2. I feel safe in the hallways.	97%	93%		94%	94%	
3. I feel safe on the playground.	88%	85%		86%	90%	
4. I feel safe in the restrooms.	94%	86%		92%	91%	
5. I feel safe in the classroom(s).	100%	98%		99%	100%	
6. I feel safe when I take the bus (or walking) to and from school.	73%	84%		80%	85%	
7. If I knew that another student was involved in something illegal or dangerous (to that student or to someone else), I would tell an adult (a teacher, the counselor, or the principal) at school.	97%	96%		98%	96%	
<b>Total Score</b>	93%	91%		93%	93%	
<b>Student-Student Interactions</b>						
8. It is easy for students to make friends at school.	86%	87%		90%	82%	
9. Students treat each other respectfully in the cafeteria.	90%	87%		85%	82%	
10. Students treat each other respectfully in the hallways.	93%	88%		88%	91%	
11. Students treat each other respectfully on the playground.	65%	65%		67%	52%	
12. Students treat each other respectfully in classrooms.	96%	96%		95%	94%	
13. Students treat each other respectfully in the bus loading and unloading areas.	70%	79%		69%	79%	
14. Students treat each other respectfully when they are riding the bus (or walking) to and from school.	67%	71%		76%	74%	
<b>Total Score</b>	81%	82%		81%	79%	
<b>Staff/Student Interactions</b>						
15. Students at this school treat the adults in the school with respect.	95%	97%		96%	91%	
16. The adults at this school care about students.	98%	98%		94%	98%	
17. The adults at this school are kind and friendly to students.	92%	95%		97%	94%	
18. The adults at this school are helpful to students.	95%	95%		98%	96%	
19. The adults at this school treat students fairly.	91%	83%		89%	84%	
20. The adults at this school treat students respectfully.	97%	96%		94%	98%	
21. The adults at this school encourage students to do their best.	96%	96%		98%	97%	
22. The adults at this school let students know when they do things right.	88%	89%		90%	83%	
23. If I have a problem I can't solve on my own, I know I can go to an adult at this school (e.g., teacher, counselor, or principal) for help.	93%	95%		96%	96%	
<b>Total Score</b>	94%	94%		95%	93%	

## Foundations Climate Survey Elementary Student Survey (cont.)

Rules and Expectations	ED	HA	IR	LO	MS	WH
24. I have been taught the rules and expectations for the cafeteria.	93%	96%		97%	99%	
25. I have been taught the rules and expectations for the hallways.	98%	97%		99%	99%	
26. I have been taught the rules and expectation for playground behavior.	98%	95%		97%	97%	
27. I have been taught the rules and expectations for proper use of the playground equipment.	97%	98%		97%	96%	
28. I have been taught the rules for appropriate conduct in the restrooms.	95%	97%		96%	97%	
29. I have been taught the rules and expectations for the classroom(s).	99%	99%		98%	100%	
30. I have been taught the rules and expectations for riding the bus (or walking) to and from school.	91%	88%		94%	93%	
<b>Total Score</b>	96%	95%		97%	97%	
<b>Student Feelings About School</b>						
31. I am glad to come to this school most of the time.	95%	96%		96%	88%	
32. I believe that the work I do in this school is important.	95%	97%		97%	94%	
33. I am proud to be part of this school.	96%	97%		97%	92%	
<b>Total Score</b>	96%	97%		97%	91%	
<b>Staff Interactions, Perceptions</b>						
34. I heard a student (or students) use language that bothered me OR that I think would bother an adult (staff member, parent, visitor).	61%	58%		63%		
35. I know a student (or students) who had a weapon at school.	8%	12%		17%	14%	
36. I know a student (or students) who used drugs / alcohol / tobacco at school.	8%	4%		4%	11%	
37. I had some of my things taken or damaged by a student (or students).	25%	28%		19%	31%	
38. I felt left out by other students.	36%	37%		45%	51%	
39. I was physically hurt by a student (or students) who hit, pushed, grabbed, or kicked me.	28%	39%		40%	50%	
40. I was threatened or bullied by a student (or students).	20%	27%		20%	22%	
41. I was picked on or teased in a mean way by a student (or students).	28%	36%		32%	38%	

\*The school did not administer this survey and used another survey.

## Foundations Climate Survey Elementary Parent Survey

Category	ED	HA**	IR*	LO	MS	WH*
<b>Student Safety</b>						
1. Students generally feel safe at this school.	100%			98%	99%	
2. The school staff has done a good job of making this school a safe place for students to be.	99%			98%	99%	
<b>Total Score</b>	99%					
<b>Student-Student Interactions</b>						
3. Students can make friends easily at this school.	97%			96%	92%	
4. Students at this school treat each other respectfully.	92%			90%	89%	
<b>Total Score</b>	95%					
<b>Staff-Student Interactions</b>						
5. Students treat the school staff members with respect.	99%			97%	98%	
6. The staff members care about students.	100%			99%	99%	
7. The staff members are kind and friendly to students.	99%			99%	99%	
8. The staff members are helpful to students.	99%			100%	99%	
9. The staff members treat students fairly.	99%			99%	99%	
10. The staff members treat students respectfully.	99%			99%	96%	
11. The staff members encourage students to do their best.	99%			98%	99%	
12. The staff members let students know when they do their best.	99%			98%	96%	
13. If students have a problem they can't solve on their own, they know they can go to a school staff member (e.g., teacher, counselor, principal) for help.	97%			99%	94%	
<b>Total Score</b>	99%					
<b>Rules and Expectations</b>						
14. Students are taught the rules and expectations for behavior.	100%			99%	99%	
15. Parents/families are informed about the rules and expectations for student behavior.	100%			97%	100%	
<b>Total Score</b>	100%					
<b>Student Feelings About School</b>						
16. Students are glad to come to the school most of the time.	100%			98%	99%	
17. Students believe that the work they do at the school is important.	100%			97%	98%	
18. Students are proud to be part of the school.	100%			98%	97%	
<b>Total Score</b>	100%					

## Foundations Climate Survey Elementary Parent Survey (cont.)

<b>Staff Interactions, Perceptions</b>	<b>ED</b>	<b>HA**</b>	<b>IR*</b>	<b>LO</b>	<b>MS</b>	<b>WH*</b>
19. Parents/families who visit the school are welcomed, treated with respect, and encouraged to come back.	100%			100%	98%	
20. The school/staff does a good job of providing help when parents/families ask for or need it.	100%			99%	98%	
21. The school/staff does a good job of communicating with parents/families.	98%			98%	97%	
22. If I had concerns about my student or about the school, I would feel comfortable discussing the situation with a staff member (e.g., teacher, counselor, principal).	100%			100%	99%	
<b>Total Score</b>	99%					
<b>Possible Problems</b>						
23. Inappropriate student language is a problem.	15%			18%	17%	
24. Inappropriate student dress is a problem.	5%			9%	7%	
25. Students having weapons is a problem.	2%			8%	2%	
26. Drug/alcohol/tobacco use by students is a problem.	1%			4%	2%	
27. Theft or damage of personal property by students is a problem.	2%			5%	7%	
28. Students cliques (I.e., students excluding other students) is a problem.	19%			30%	32%	
29. Students physically hurting (e.g., hitting, pushing, grabbing, kicking) other students is a problem.	7%			17%	8%	
30. Students threatening or bullying other students is a problem.	7%			23%	15%	
31. Students picking on (or teasing in a mean way) other students is a problem.	12%			31%	29%	
*Administered an alternative survey						
** Chose not to do Parent Survey						

## Foundations Climate Survey Elementary Staff Survey

Category	ED	HA	IR*	LO	MS	WH*
<b>Student Safety</b>						
1. Students feel safe in the cafeteria.	98%	96%		100%	100%	
2. Students feel safe in the hallways.	100%	96%		100%	100%	
3. Students feel safe on the playground.	91%	92%		50%	76%	
4. Students feel safe in the restrooms.	86%	96%		53%	90%	
5. Students feel safe in their classroom(s).	98%	100%		100%	100%	
6. Students feel safe when taking the bus (or walking) to and from school.	86%	92%		43%	69%	
7. If students knew that another student was involved in something illegal or dangerous to him/herself or to someone else, they would tell an adult at the school.	93%	96%		94%	86%	
8. Parents/families feel that the school/staff has done a good job of making the school a safe place for their students to be.	100%	96%		94%	100%	
<b>Total Score</b>	89%	95%		79%	90%	
<b>Student-Student Interactions</b>						
9. It is easy for students to make friends.	93%	96%		88%	69%	
10. Students treat each other respectfully in the cafeteria.	84%	96%		77%	76%	
11. Students treat each other respectfully in hallways.	98%	88%		81%	83%	
12. Students treat each other respectfully in the playground.	78%	82%		44%	45%	
13. Students treat each other respectfully in classrooms.	100%	96%		100%	93%	
14. Students treat each other respectfully in the bus loading and unloading areas.	41%	91%		71%	66%	
15. Students treat each other respectfully when they are riding the bus (and walking) to and from school.	40%	66%		29%	45%	
<b>Total Score</b>						
<b>Staff-Student Interactions</b>						
16. Students treat staff members with respect.	96%	100%		94%	93%	
17. Staff members care about students.	100%	100%		100%	100%	
18. Staff members are kind and friendly to students.	98%	100%		100%	100%	
19. Staff members are helpful to students.	100%	100%		100%	100%	
20. Staff members treat students fairly.	98%	100%		100%	100%	
21. Staff members treat students respectfully.	100%	100%		100%	100%	
22. Staff members encourage students to do their best.	100%	96%		100%	100%	
23. Staff members let students know when they do things right.	100%	100%		100%	100%	
24. If students have a problem they can't solve on their own, they know they can go to a staff member for help.	96%	100%		88%	97%	
<b>Total Score</b>						

## Foundations Climate Survey Elementary Staff Survey (cont.)

<b>Rules and Expectations</b>	<b>ED</b>	<b>HA</b>	<b>IR*</b>	<b>LO</b>	<b>MS</b>	<b>WH*</b>
25. Students are taught the rules and expectations for the cafeteria.	91%	82%		93%	97%	
26. Students are taught the rules and expectations for the hallways.	96%	87%		100%	97%	
27. Students are taught the rules and expectations for playground behavior.	91%	82%		94%	97%	
28. Students are taught the rules and expectations for proper use of playground equipment.	89%	66%		100%	93%	
29. Students are taught the rules and expectations for restroom conduct.	91%	82%		100%	90%	
30. Students are taught the rules and expectations for their classrooms.	98%	95%		100%	100%	
31. Students are taught the rules and expectations for riding the bus (and walking) to and from school.	62%	69%		71%	72%	
32. Parents/families are informed about the rules and expectations for student behavior at this school.	98%	95%		100%	100%	
<b>Total Score</b>						
<b>Student Feelings About School</b>						
33. Students are glad to come to the school most of the time.	100%	100%		100%	100%	
34. Students believe that the work they do at the school is important.	100%	100%		100%	97%	
35. Students are proud to be part of the school.	100%	100%		100%	100%	
<b>Total Score</b>	100%	100%		100%	99%	
<b>Parent/Family Perception of School</b>						
36. Parents/families who visit the school are welcomed, treated with respect, and encouraged to come back.	100%	100%		100%	100%	
37. The school/staff does a good job of providing help to parents/families when they ask for or need it.	100%	100%		100%	100%	
38. The school/staff does a good job communicating with parents/families.	96%	100%		100%	99%	
39. If parents/families had concerns about their student or the school, they would feel comfortable discussing the situation with a staff member.	100%	100%		88%	100%	
<b>Total Score</b>	100%	100%		97%	99%	

## Foundations Climate Survey Elementary Staff Survey (cont.)

<b>Staff Interactions, Perceptions</b>				
40. Staff members do a good job of communicating with each other.	89%	100%		94% 97%
41. Staff members treat each other with respect.	98%	100%		100% 97%
42. The school has a consistent approach to behavior management and discipline.	87%	75%		75% 76%
43. The school has adequate systems for identifying and helping students who are at risk of failing.	88%	92%		69% 76%
44. I receive sufficient support when I have to deal with difficult students and/or with discipline problems.	93%	96%		75% 93%
45. I have a clear understanding of when and how I am expected to monitor student behavior.	89%	88%		88% 97%
46. I have a clear understanding of when and how I am expected to motivate/encourage students to do their best.	91%	96%		100% 93%
47. I have a clear understanding of how I should respond to student misbehavior.	82%	84%		100% 93%
48. I have a clear understanding of what my role and responsibilities are in emergency situations.	87%	80%		81% 97%
<b>Total Score</b>				
<b>Possible Problems</b>				
49. Inappropriate student language.	12%	12%		13% 10%
50. Inappropriate student dress.	4%	4%		6% 14%
51. Inappropriate sexual contact between students.	0%	0%		0% 0%
52. Students having weapons at school.	0%	0%		0% 0%
53. Drug/alcohol/tobacco use by students at school.	0%	0%		0% 0%
54. Theft or damage of personal property by students.	2%	0%		0% 0%
55. Theft or damage of school property by students.	4%	0%		0% 0%
56. Student cliques (students leaving out other students).	32%	37%		40% 59%
57. Students physically hurting other students.	20%	21%		38% 300%
58. Students threatening/bullying other students.	29%	34%		38% 48%
59. Students picking on (teasing) other students.	32%	35%		44% 48%
60. Racial conflicts	0%	0%		0% 0%
61. Racial harassment	0%	0%		6% 0%
62. Sexual harassment	0%	0%		0% 0%
63. Student behavior with substitutes	14%	24%		47% 41%
64. Excessive tardies	11%	17%		0% 59%
65. Excessive absences	9%	13%		7% 45%
66. Students threats/violence toward staff members.	4%	0%		0% 0%
*Administered an alternative survey				

## Foundations Climate Survey

### Middle School Student Survey

Category	CJMS			SMS		
	6th	7th	8th	6th	7th	8th
<b>Student Safety</b>						
1. I feel safe in the cafeteria/lunchroom.	96%	97%	95%	99%	97%	89%
2. I feel safe in the hallways.	86%	92%	86%	96%	96%	91%
3. I feel safe on the locker rooms/gym.	96%	97%	93%	96%	96%	91%
4. I feel safe in the restrooms.	87%	92%	93%	94%	94%	84%
5. I feel safe in their courtyard/commons area.	87%	92%	91%	100%	97%	93%
6. I feel safe when I take the bus (or walking) to and from school.	81%	85%	87%	93%	85%	87%
7. I feel safe in the parking lot.	82%	90%	86%	93%	92%	79%
8. I feel safe in my classrooms.	97%	97%	94%	99%	98%	94%
9. If students knew that another student was involved in something illegal or dangerous (to the student him/herself or someone else), they would let a staff member know.	65%	55%	41%	84%	58%	56%
<b>Total Score Student Safety</b>	87%	89%	85%	96%	94%	89%
<b>Student-Student Interactions</b>						
10. It is easy for students to make friends.	70%	59%	78%	81%	65%	70%
11. Students treat each other respectfully in the cafeteria/lunchroom.	66%	46%	65%	84%	54%	52%
12. Students treat each other respectfully in the hallways.	64%	52%	65%	62%	53%	51%
13. Students treat each other respectfully in the locker rooms/gym.	83%	84%	84%	88%	86%	77%
14. Students treat each other respectfully in the courtyard/commons area(s).	66%	56%	78%	80%	75%	71%
15. Students treat each other respectfully in the bus loading/unloading areas.	66%	43%	62%	71%	65%	63%
16. Students treat each other respectfully when they are on the buses.	50%	38%	56%	38%	41%	55%
17. Students treat each other respectfully in the parking lot.	80%	78%	79%	85%	88%	75%
18. Students treat each other respectfully in their classrooms.	83%	87%	79%	95%	90%	81%
<b>Total Score</b>	70%	60%	72%	76%	69%	66%
<b>Staff-Student Interactions</b>						
19. Students treat staff members with respect.	75%	69%	70%	91%	71%	61%
20. Staff members are friendly and helpful to students.	87%	72%	85%	91%	79%	70%
21. Staff members are supportive of students.	89%	76%	87%	91%	85%	79%
22. Staff members treat students fairly.	76%	68%	68%	87%	66%	60%
23. Staff members treat students respectfully.	87%	81%	80%	91%	83%	79%
24. Staff members encourage students to do their best.	91%	83%	88%	98%	88%	76%
25. Staff members let students know when they do things right.	81%	73%	80%	82%	75%	63%
26. If students have a problem they can't solve on their own, they know they can go to a staff member for help.	76%	66%	69%	81%	72%	56%
<b>Total Score</b>	83%	74%	78%	89%	77%	68%



## Foundations Climate Survey Middle School Student Survey (cont.)

<b>Rules and Expectations</b>						
27. Students have been taught the rules and expectations for behavior in the cafeteria lunchroom.	86%	78%	87%	76%	85%	80%
28. Students have been taught the rules and expectations for behavior in the hallways.	85%	88%	87%	92%	87%	90%
29. Students have been taught the rules and expectations for behavior in the locker rooms/ gym.	97%	97%	96%	90%	86%	87%
30. Students have been taught the rules and expectations for behavior in the courtyard/commons area(s).	78%	72%	87%	85%	88%	89%
31. Students have been taught the rules for behavior in their classrooms.	98%	97%	98%	100%	97%	95%
32. Students have been taught the rules regarding appropriate conduct in the restrooms.	80%	75%	88%	67%	84%	83%
33. Students have been taught the rules and expectations for behavior in the bus loading/unloading areas.	67%	52%	74%	67%	68%	75%
34. Students have been taught the rules and expectations for behavior when riding the bus (or walking) to and from school.	64%	59%	67%	62%	67%	71%
35. For most classes, teachers give students a course syllabus (I.e.; a description of course objectives, assignments, and time lines).	86%	78%	78%	82%	88%	77%
36. For most classes, teachers do a good job of making sure students understand the grading procedures and policies.	89%	85%	86%	89%	90%	80%
37. For most classes, teachers do a good job of making sure students know how they can get help if they fall behind.	82%	79%	78%	87%	71%	73%
<b>Total Score</b>	<b>83%</b>	<b>78%</b>	<b>83%</b>	<b>82%</b>	<b>82%</b>	<b>82%</b>
<b>Student Feelings for School</b>						
38. I am glad to come to the school most of the time.	88%	72%	69%	90%	68%	62%
39. I believe that the work I do at the school is important.	89%	78%	88%	90%	89%	68%
40. I am proud to be part of the school.	85%	76%	71%	92%	85%	63%
<b>Total Score</b>	<b>86%</b>	<b>75%</b>	<b>74%</b>	<b>91%</b>	<b>81%</b>	<b>64%</b>
<b>Possible Problems</b>						
41. Inappropriate student language is a problem.	78%	62%	73%	29%	14%	26%
42. Students having weapons is a problem.	44%	25%	32%	33%	39%	46%
43. Drug/alcohol/tobacco use by students is a problem.	50%	38%	55%	28%	43%	55%
44. Theft or damage of personal property by students is a problem.	60%	51%	50%	45%	36%	48%
45. Theft or damage of school property by students is a problem.	54%	40%	50%	26%	59%	55%
46. Student cliques (I.e., students excluding other students) are a problem.	63%	52%	60%	45%	29%	40%
47. Students physically hurting (e.g.; hitting, pushing, grabbing, kicking) other students is a problem.	66%	48%	44%	29%	40%	32%
48. Students threatening or bullying other students is a problem.	61%	55%	55%	34%	54%	50%
49. Students picking on (or harassing) other students is a problem.	64%	59%	65%			

## Foundations Climate Survey Middle School Parent Survey

	CJMS	SMS
<b>Student Safety</b>		
1. Students generally feel safe at the school.	98%	99%
2. The school staff has done a good job of making the school a safe place for students to be.	85%	98%
Total Score	92%	99%
<b>Student-Student Interactions</b>		
3. It is easy for students to make friends.	77%	91%
4. Students treat each other respectfully.	67%	81%
Total Score	72%	86%
<b>Staff-Student Interactions</b>		
5. Students treat the school staff members with respect.	87%	93%
6. Staff members are friendly and helpful to the students.	97%	96%
7. Staff members are supportive of the students.	98%	97%
8. Staff members treat the students fairly.	93%	95%
9. The staff members treat students respectfully.	91%	97%
10. Staff members encourage students to do their best.	93%	97%
11. Staff members let students know when they do things right.	89%	95%
12. If students have a problem they can't solve on their own, they know they can go to a teacher, counselor, principal for help.	92%	97%
Total Score		
<b>Rules and Expectations</b>		
13. Students are taught the rules and expectations for behavior.	100%	
14. Parents/families are informed about the rules and expectations for student behavior.	96%	
15. For most classes, teachers give students a course syllabus (i.e., a description of course objectives, assignments, and timelines.)	100%	94%
16. For most classes, teachers do a good job of making sure students understand the grading procedures and policies.	96%	
17. For most classes, teachers do a good job of making sure students know how they can get help if they fall behind.	82%	92%
Total Score		
<b>Student Feelings About School</b>		
18. Students are glad to come to the school most of the time.	87%	92%
19. Students believe that the work they do at the school is important.	88%	86%
20. Students are proud to be part of the school.	86%	94%
Total Score		

## Foundations Climate Survey Middle School Parent Survey (cont.)

Parent/Family Perception of School		
21. Parents/families who visit the school are welcomed, treated with respect, and encouraged to come back.	95%	98%
22. The school/staff provides help when parents/families ask for or need it.	97%	97%
23. The school/staff does a good job of communicating with parents/families.	93%	89%
24. If I had concerns about my student or the school, I would feel comfortable discussing the situation with a teacher, counselor, or administrator.	95%	98%
<b>Total Score</b>		
Possible Problems		
25. Inappropriate student language is a problem.	27%	40%
26. Inappropriate student dress is a problem.		
27. Students having weapons is a problem.	16%	21%
28. Drug/alcohol/tobacco use by students is a problem.	34%	31%
29. Theft or damage of personal property by students is a problem.	13%	24%
30. Student cliques (i.e., students excluding other students) are a problem.	35%	17%
31. Students physically hurting/assaulting other students is a problem.	14%	33%
32. Students threatening or bullying other students is a problem.	24%	43%
33. Students picking on (or harassing) other students is a problem.	27%	33%
<b>Total Score</b>		

## Foundations Climate Survey Middle School Staff Survey

Category	CJMS	SMS
<b>Student Safety</b>		
1. Students feel safe in the cafeteria/lunchroom.	87%	87%
2. Students feel safe in the hallways.	65%	79%
3. Students feel safe in the locker rooms/gym.	78%	82%
4. Students feel safe in the restrooms.	83%	79%
5. Students feel safe in the courtyard /common area(s).	74%	89%
6. Students feel safe when taking the bus (or walking) to and from school.	63%	80%
7. Students feel safe in the parking lot.	85%	83%
8. Students feel safe in the classrooms.	91%	96%
9. If students knew that another student was involved in something illegal or dangerous (to the student him/herself or someone else), they would let a staff member know.	54%	60%
10. Parents/families feel that the school/staff has done a good job of making the school a safe place for their students to be.	100%	60%
<b>Total Score</b>	<b>78%</b>	<b>84%</b>
<b>Student Interactions</b>		
11. It is easy for students to make friends.	54%	56%
12. Students treat each other respectfully in the cafeteria/lunchroom.	54%	65%
13. Students treat each other respectfully in the hallways.	46%	69%
14. Students treat each other respectfully in the locker rooms/gym.	70%	80%
15. Students treat each other respectfully in the courtyard /commons area(s).	59%	80%
16. Students treat each other respectfully in the bus loading/unloading areas.	52%	77%
17. Students treat each other respectfully when they are on the buses.	35%	56%
18. Students treat each other respectfully in the parking lot.	70%	82%
19. Students treat each other respectfully in their classrooms.	89%	85%
<b>Total Score</b>	<b>59%</b>	<b>72%</b>
<b>Staff-Student Interactions</b>		
20. Students treat staff members with respect.	80%	83%
21. Staff members are friendly and helpful to students.	100%	98%
22. Staff members are supportive of students.	100%	100%
23. Staff members treat students fairly.	98%	98%
24. Staff members treat students respectfully.	96%	94%
25. Staff members encourage students to do their best.	98%	100%
26. Staff members let students know when they do things right.	91%	91%
27. If students have a problem they can't solve on their own, they know they can go to a staff member for help.	85%	87%
<b>Total Score</b>	<b>94%</b>	<b>94%</b>

## Foundations Climate Survey Middle School Staff Survey (cont.)

Rules and Expectations		
28. Students are taught the rules and expectations for behavior in the cafeteria/lunchroom.	78%	72%
29. Students are taught the rules and expectations for behavior in the hallways.	76%	85%
30. Students are taught the rules and expectations for behavior in the locker rooms/gym.	93%	81%
31. Students are taught the rules and expectations for behavior in the courtyard/commons area(s).	74%	74%
32. Students are taught the rules for behavior in their classrooms.	98%	71%
33. Students are taught the rules regarding appropriate conduct in restrooms.	50%	93%
34. Students are taught the rules and expectations for behavior in the bus loading/unloading areas.	54%	92%
35. Students are taught the rules and expectations for behavior when riding the bus (or walking) to and from school.	46%	85%
36. Parents/families are informed about the rules and expectations for student behavior at this school.	93%	
37. For most classes, teachers give students a course syllabus (i.e., a description of course objectives, assignments, and timelines).	89%	94%
38. For most classes, teachers do a good job of making sure students understand the grading procedures and policies.	96%	98%
39. For most classes, teachers do a good job of making sure students know how they can get help if they fall behind.	93%	100%
<b>Total Score</b>	<b>78%</b>	<b>86%</b>
Student Feeling About School		
40. Students are glad to come to the school most of the time.	96%	94%
41. Students believe that the work they do at the school is important.	85%	81%
42. Students are proud to be part of the school.	87%	92%
<b>Total Score</b>	<b>89%</b>	
Parent/Family Perception of School		
43. Parents/families who visit the school are welcomed, treated with respect, and encouraged to come back.	100%	96%
44. The school/staff does a good job of providing help when parents/families ask for or need it.	93%	96%
45. The school/staff does a good job of communicating with parents/families.	93%	96%
46. If parents/families had concerns about their student or about the school, they would feel comfortable discussing the situation with a staff member.	93%	91%
<b>Total Score</b>	<b>95%</b>	<b>92%</b>

## Foundations Climate Survey Middle School Staff Survey (cont.)

Staff Interactions, Perceptions		
47. Staff members do a good job of communicating with each other.	67%	
48. Staff members treat each other with respect.	83%	
49. The school has a consistent approach to behavior management and discipline.	72%	
50. The school has adequate systems for identifying and helping students who are at risk of falling through the cracks (academically and/or behaviorally).	74%	
51. I receive sufficient support when I have to deal with difficult students and/or with discipline problems.	76%	
52. I have a clear understanding of when and how I am expected to monitor student behavior.	78%	
53. I have a clear understanding of when and how I am expected to motivate/encourage students to do their best.	93%	
54. I have a clear understanding of how I am expected to respond to student misbehavior.	85%	
55. I have a clear understanding of what my role and responsibilities are in emergency situations.	91%	
Total Score	80%	
Possible Problems		
56. Inappropriate student language is a problem.	67%	8%
57. Inappropriate student dress is a problem.	72%	
58. Inappropriate sexual contact between students is a problem.	28%	
59. Students having weapons is a problem.	4%	42%
60. Drug/alcohol/tobacco use by students is a problem.	33%	39%
61. Theft or damage of personal property by students is a problem.	43%	41%
62. Theft or damage of school property by students is a problem.	35%	87%
63. Student cliques (i.e., students excluding other students) are a problem.	88%	15%
64. Students physically assaulting other students is a problem.	17%	58%
65. Students threatening or bullying other students is a problem.	72%	81%
66. Students picking on (or harassing) other students is a problem.	88%	58%
67. Racial conflicts are a problem.	2%	15%
68. Racial harassment is a problem.	2%	12%
69. Sexual harassment is a problem.	43%	25%
70. Student behavior with substitutes is a problem.	65%	65%
71. Excessive tardies are a problem.	39%	63%
72. Excessive absences are a problem.	59%	42%
73. Student threats/violence toward staff members are a problem.	7%	6%
Total Score		

## Foundations Climate Survey High School Student Survey

Category	Bozeman High School
<b>Student Safety</b>	
1. I feel safe in the cafeteria/lunchroom.	97%
2. I feel safe in the hallways.	88%
3. I feel safe on the locker rooms / gym.	81%
4. I feel safe in the restrooms.	91%
5. I feel safe in their courtyard/commons area.	98%
6. I feel safe when I take the bus (or walking) to and from school.	79%
7. I feel safe in the parking lot.	77%
8. I feel safe in my classrooms.	94%
9. If students knew that another student was involved in something illegal or dangerous (to the student him/herself or someone else), they would let a staff member know.	25%
<b>Total Score Student Safety</b>	81%
<b>Student-Student Interactions</b>	
10. It is easy for students to make friends.	60%
11. Students treat each other respectfully in the cafeteria/lunchroom.	48%
12. Students treat each other respectfully in the hallways.	85%
13. Students treat each other respectfully in the locker rooms/ gym.	54%
14. Students treat each other respectfully in the courtyard/commons area(s).	50%
15. Students treat each other respectfully in the bus loading/unloading areas.	54%
16. Students treat each other respectfully when they are on the buses	58%
17. Students treat each other respectfully in the parking lot.	69%
18. Students treat each other respectfully in their classrooms.	76%
<b>Total Score</b>	55%
<b>Staff-Student Interactions</b>	
19. Students treat staff members with respect.	76%
20. Staff members are friendly and helpful to students.	58%
21. Staff members are supportive of students.	80%
22. Staff members treat students fairly.	83%
23. Staff members treat students respectfully.	66%
24. Staff members encourage students to do their best.	60%
25. Staff members let students know when they do things right.	76%
26. If students have a problem they can't solve on their own, they know they can go to a staff member for help.	77%
<b>Total Score</b>	

## Foundations Climate Survey High School Student Survey (cont.)

<b>Rules and Expectations</b>	
27. Students have been taught the rules and expectations for behavior in the cafeteria/lunchroom.	76%
28. Students have been taught the rules and expectations for behavior in the hallways.	69%
29. Students have been taught the rules and expectations for behavior in the locker rooms/gym.	84%
30. Students have been taught the rules and expectations for behavior in the courtyard/commons area(s).	66%
31. Students have been taught the rules for behavior in their classrooms.	65%
32. Students have been taught the rules regarding appropriate conduct in the restrooms.	62%
33. Students have been taught the rules and expectations for behavior in the bus loading/unloading areas.	70%
34. Students have been taught the rules and expectations for behavior when riding the bus (or walking) to and from school.	76%
35. For most classes, teachers give students a course syllabus (i.e.; a description of course objectives, assignments, and timelines).	73%
36. For most classes, teachers do a good job of making sure students understand the grading procedures and policies.	57%
37. For most classes, teachers do a good job of making sure students know how they can get help if they fall behind.	58%
<b>Total Score</b>	<b>69%</b>
<b>Student Feelings for School</b>	
38. I am glad to come to the school most of the time.	52%
39. I believe that the work I do at the school is important.	60%
40. I am proud to be part of the school.	40%
<b>Total Score</b>	<b>51%</b>
<b>Possible Problems</b>	
41. Inappropriate student language is a problem.	45%
42. Students having weapons is a problem.	47%
43. Drug/alcohol/tobacco use by students is a problem.	50%
44. Theft or damage of personal property by students is a problem.	58%
45. Theft or damage of school property by students is a problem.	30%
46. Student cliques (i.e., students excluding other students) are a problem.	48%
47. Students physically hurting (e.g.; hitting, pushing, grabbing, kicking) other students is a problem.	47%
48. Students threatening or bullying other students is a problem.	50%
49. Students picking on (or harassing) other students is a problem.	47%
<b>Total Score</b>	



## Foundations Climate Survey High School Parent Survey

Category	
Student Safety	Bozeman High School
1. Students generally feel safe at the school.	97%
2. The school staff has done a good job of making the school a safe place for students to be.	96%
Total Score	97%
Student-Student Interactions	
3. It is easy for students to make friends.	57%
4. Students treat each other respectfully.	54%
Total Score	56%
Staff-Student Interactions	
5. Students treat the school staff members with respect.	82%
6. Staff members are friendly and helpful to the students.	86%
7. Staff members are supportive of the students.	91%
8. Staff members treat the students fairly.	78%
9. The staff members treat students respectfully.	93%
10. Staff members encourage students to do their best.	92%
11. Staff members let students know when they do things right.	77%
12. If students have a problem they can't solve on their own, they know they can go to a teacher, counselor, principal for help.	89%
Total Score	86%
Rules and Expectations	
13. Students are taught the rules and expectations for behavior.	93%
14. Parents/families are informed about the rules and expectations for student behavior.	96%
15. For most classes, teachers give students a course syllabus (i.e., a description of course objectives, assignments, and timelines.)	93%
16. For most classes, teachers do a good job of making sure students understand the grading procedures and policies.	95%
17. For most classes, teachers do a good job of making sure students know how they can get help if they fall behind.	79%
Total Score	91%

## Foundations Climate Survey High School Parent Survey (cont.)

Student Feelings About School	
18. Students are glad to come to the school most of the time.	84%
19. Students believe that the work they do at the school is important.	63%
20. Students are proud to be part of the school.	89%
<b>Total Score</b>	<b>79%</b>
Parent/Family Perception of School	
21. Parents/families who visit the school are welcomed, treated with respect, and encouraged to come back.	96%
22. The school/staff provides help when parents/families ask for or need it.	97%
23. The school/staff does a good job of communicating with parents/families.	78%
24. If I had concerns about my student or the school, I would feel comfortable discussing the situation with a teacher, counselor, or administrator.	94%
<b>Total Score</b>	<b>91%</b>
Possible Problems	
25. Inappropriate student language is a problem.	76%
26. Inappropriate student dress is a problem.	67%
27. Students having weapons is a problem.	24%
28. Drug/alcohol/tobacco use by students is a problem.	84%
29. Theft or damage of personal property by students is a problem.	63%
30. Student cliques (i.e., students excluding other students) are a problem.	72%
31. Students physically hurting/assaulting other students is a problem.	31%
32. Students threatening or bullying other students is a problem.	57%
33. Students picking on (or harassing) other students is a problem.	69%
<b>Total Score</b>	

## Foundations Climate Survey High School Staff Survey

Category	Bozeman High School
<b>Student Safety</b>	
1. Students feel safe in the cafeteria/lunchroom.	96%
2. Students feel safe in the hallways.	79%
3. Students feel safe in the locker rooms/gym.	74%
4. Students feel safe in the restrooms.	79%
5. Students feel safe in the courtyard/common area(s).	80%
6. Students feel safe when taking the bus (or walking) to and from school.	83%
7. Students feel safe in the parking lot.	81%
8. Students feel safe in their classrooms.	100%
9. If students knew that another student was involved in something illegal or dangerous (to the student him/herself or someone else), they would let a staff member know.	32%
10. Parents/families feel that the school/staff has done a good job of making the school a safe place for their students to be.	92%
<b>Total Score</b>	<b>80%</b>
<b>Student Interactions</b>	
11. It is easy for students to make friends.	41%
12. Students treat each other respectfully in the cafeteria/lunchroom.	67%
13. Students treat each other respectfully in the hallways.	51%
14. Students treat each other respectfully in the locker rooms/gym.	52%
15. Students treat each other respectfully in the courtyard/commons area(s).	59%
16. Students treat each other respectfully in the bus loading/unloading areas.	52%
17. Students treat each other respectfully when they are on the buses.	54%
18. Students treat each other respectfully in the parking lot.	57%
19. Students treat each other respectfully in their classrooms.	89%
<b>Total Score</b>	
<b>Staff-Student Interactions</b>	
20. Students treat staff members with respect.	82%
21. Staff members are friendly and helpful to students.	99%
22. Staff members are supportive of students.	99%
23. Staff members treat students fairly.	92%
24. Staff members treat students respectfully.	97%
25. Staff members encourage students to do their best.	98%
26. Staff members let students know when they do things right.	92%
27. If students have a problem they can't solve on their own, they know they can go to a staff member for help.	88%
<b>Total Score</b>	

## Foundations Climate Survey High School Staff Survey (cont.)

Rules and Expectations	
28. Students are taught the rules and expectations for behavior in the cafeteria/lunchroom.	43%
29. Students are taught the rules and expectations for behavior in the hallways.	63%
30. Students are taught the rules and expectations for behavior in the locker rooms/gym.	80%
31. Students are taught the rules and expectations for behavior in the courtyard /commons area(s).	51%
32. Students are taught the rules for behavior in their classrooms.	94%
33. Students are taught the rules regarding appropriate conduct in restrooms.	37%
34. Students are taught the rules and expectations for behavior in the bus loading /unloading areas.	58%
35. Students are taught the rules and expectations for behavior when riding the bus (or walking) to and from school.	54%
36. Parents/families are informed about the rules and expectations for student behavior at this school.	91%
37. For most classes, teachers give students a course syllabus (i.e., a description of course objectives, assignments, and timelines).	98%
38. For most classes, teachers do a good job of making sure students understand the grading procedures and policies.	100%
39. For most classes, teachers do a good job of making sure students know how they can get help if they fall behind.	100%
<b>Total Score</b>	<b>72%</b>
Student Feeling About School	
40. Students are glad to come to the school most of the time.	81%
41. Students believe that the work they do at the school is important.	68%
42. Students are proud to be part of the school.	74%
<b>Total Score</b>	<b>74%</b>
Parent/Family Perception of School	
43. Parents/families who visit the school are welcomed, treated with respect, and encouraged to come back.	
44. The school/staff does a good job of providing help when parents/families ask for or need it.	
45. The school/staff does a good job of communicating with parents/families.	
46. If parents/families had concerns about their student or about the school, they would feel comfortable discussing the situation with a staff member.	
<b>Total Score</b>	

## Foundations Climate Survey High School Staff Survey (cont.)

Staff Interactions ,Perceptions	
47. Staff members do a good job of communicating with each other.	67%
48. Staff members treat each other with respect.	88%
49. The school has a consistent approach to behavior management and discipline.	54%
50. The school has adequate systems for identifying and helping students who are at risk of falling through the cracks (academically and/or behaviorally).	66%
51. I receive sufficient support when I have to deal with difficult students and /or with discipline problems.	84%
52. I have a clear understanding of when and how I am expected to monitor student behavior.	74%
53. I have a clear understanding of when and how I am expected to motivate/encourage students to do their best.	91%
54. I have a clear understanding of how I am expected to respond to student misbehavior.	79%
55. I have a clear understanding of what my role and responsibilities are in emergency situations.	89%
Total Score	77%
Possible Problems	
56. Inappropriate student language is a problem.	85%
57. Inappropriate student dress is a problem.	63%
58. Inappropriate sexual contact between students is a problem.	43%
59. Students having weapons is a problem.	9%
60. Drug /alcohol/tobacco use by students is a problem.	76%
61. Theft or damage of personal property by students is a problem.	43%
62. Theft or damage of school property by students is a problem.	56%
63. Student cliques (ie., students excluding other students) are a problem.	79%
64. Students physically assaulting other students is a problem.	10%
65. Students threatening or bullying other students is a problem.	44%
66. Students picking on (or harassing) other students is a problem.	63%
67. Racial conflicts are a problem.	11%
68. Racial harassment is a problem.	13%
69. Sexual harassment is a problem.	43%
70. Student behavior with substitutes is a problem.	42%
71. Excessive tardies are a problem.	54%
72. Excessive absences are a problem.	48%
73. Student threats/violence toward staff members are a problem.	6%
Total Score	

**Bozeman Public Schools**

**District Profile**

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**Process**

**Data**

**(Policies and Programs)**

# Process Summary

## Course Credits

Percentages of students involved in various courses do not traditionally vary dramatically from year to year. There appears to be no major patterns of change, however there are variances from previous years that are noteworthy.

Since 2000, females are more likely to have five or more English credits than males. Males are more likely to have exactly four English credits.

Math course credits remain consistent with some variation each year, but more females than males receive overall credit in math.

Student participation in social studies courses declined slightly over the last six years.

The total number of students with three or more credits in science declined from the 2001 school year. Percentages of male students with four or more credits in science has increased significantly while percentages of female students in this category remains consistent. Total participation in science is up slightly from 2002, but down significantly from 2000.

In the Business Department there is a reduction from the previous two years in the number of students, both male and female who have five or more semesters of credit.

For the 2003 school year, there is ten% decrease in the number of females with at least one semester of Family and Consumer Science credit. There is at the same time, a five% increase in the percentage of males with at least one semester of credit and an 11% increase in the total number of males enrolled. The percentage of males is higher than the average for the last six years.

Foreign language courses show a slight decrease in the number of students from the 2002 school year, but a higher consistent pattern of enrollment over the last two years.

Female health enhancement credits have declined from the 2000 school year and male students receiving from three to three point seven-five credits has also decreased. There is a significant three year trend of decreasing female participation in health enhancement courses and a significant reduction in male participation for the 2003 school year.

Music credits for the 2002 school year show a decrease in the percentage of students with five credits or more over the 2002 school year. Overall there is a consistent pattern of male students with five or more credits and a slight decrease in the number of female students with five or more credits.

Male students have maintained a steady participation rate in Trades and Industry with nearly 22% percent taking five or more semesters of credit. Female participation in the Trades and Industry courses is at a five year low for the 2002-03 school year.

### **Advanced Course Enrollment**

More students enrolled in advanced courses in social studies than in other curricular areas with advanced offerings. Science shows a large increase over previous years while other areas remain consistent with significant increases in foreign language enrollment to its highest level in seven years.

### **Basic Course Enrollment**

Enrollment in basic courses has remained steady for the last six years. There is a noteworthy reduction of the percentage of students enrolled in social studies.

### **Elementary Average Class Size**

Elementary class size has remained stable for the last four years. There is a slight increase in grade 4 class size averages for the current school year. The grade two average is slightly above the state recommended accreditation standard while grades three, four and five are significantly below state accreditation standards.

### **Middle School Average Class Size**

Middle school class size has remained consistent for the last four years.

### **High School Average Class Size**

High School class size has remained consistent for the last four years. Social studies shows an over-all gain in class size from the previous six years and music shows a decline in the last two years from a seven-year high in 2000-01.

### **Student Scholarships**

One hundred-fifty-seven students received scholarships with 128 of those scholarships coming in academic areas.

### **Student and Staff Awards**

Every year Bozeman is fortunate to have staff and students recognized for superior performance in all aspects of school life. There are awards too numerous to mention, but it is important to recognize that every year our staff and students are recognized for performing at the highest levels with many state and national awards.

### **Activities**

Even though our data shows some declines from the 2001-02 school year, there continues to be a high level of participation in the percentage of students who become involved in our activities and programs. This same pattern holds true for our middle and high school students with the 2002-03 school year show-



ing high levels of participation in all three seasons.

At the high school, participation in fall activities increased slightly from the 2002 school year. Winter activities have been growing steadily for the last nine years. Spring activities vary, but remain at high levels of participation.

### **Volunteers**

Bozeman depends on volunteers to support nearly every aspect of our school structure. The number of volunteer hours has declined in recent years (this may be due to the elimination of the elementary volunteer coordinator position and our ability to monitor the actual number of volunteers.) Our Child Abuse Prevention (CAP) volunteer program remains healthy and active with 434 volunteers serving our students during the 2002-03 school year.

### **Parent Liaison**

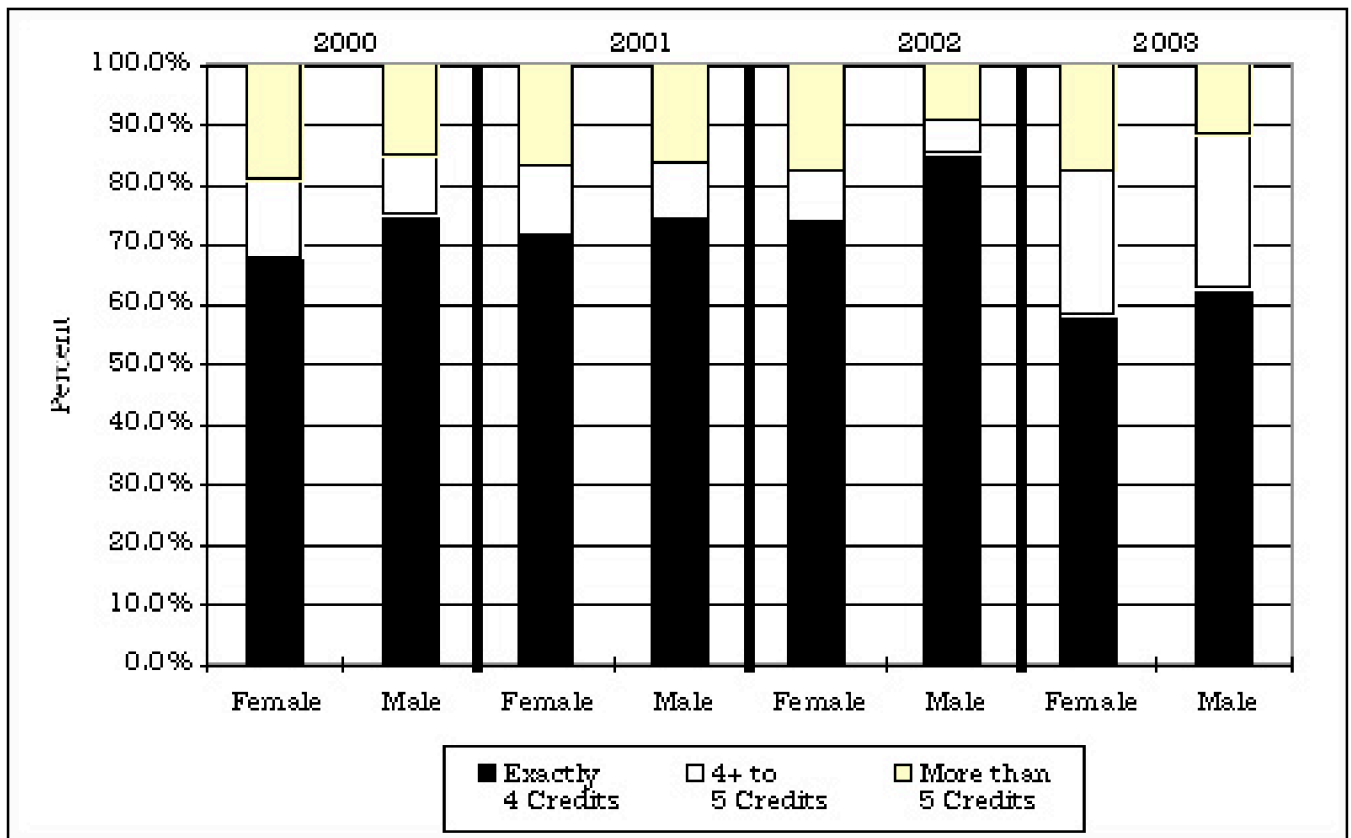
During the 2002-03 school year, parent contacts decreased by over six% from the previous year. This program continues to serve the needs of our elementary population by connecting families with schools.

### **Levies**

Bozeman continues to enjoy significant support from voters on special levies at both the elementary and high school levels. Since 1990-91 Bozeman voters have voted their support for the Bozeman School System.

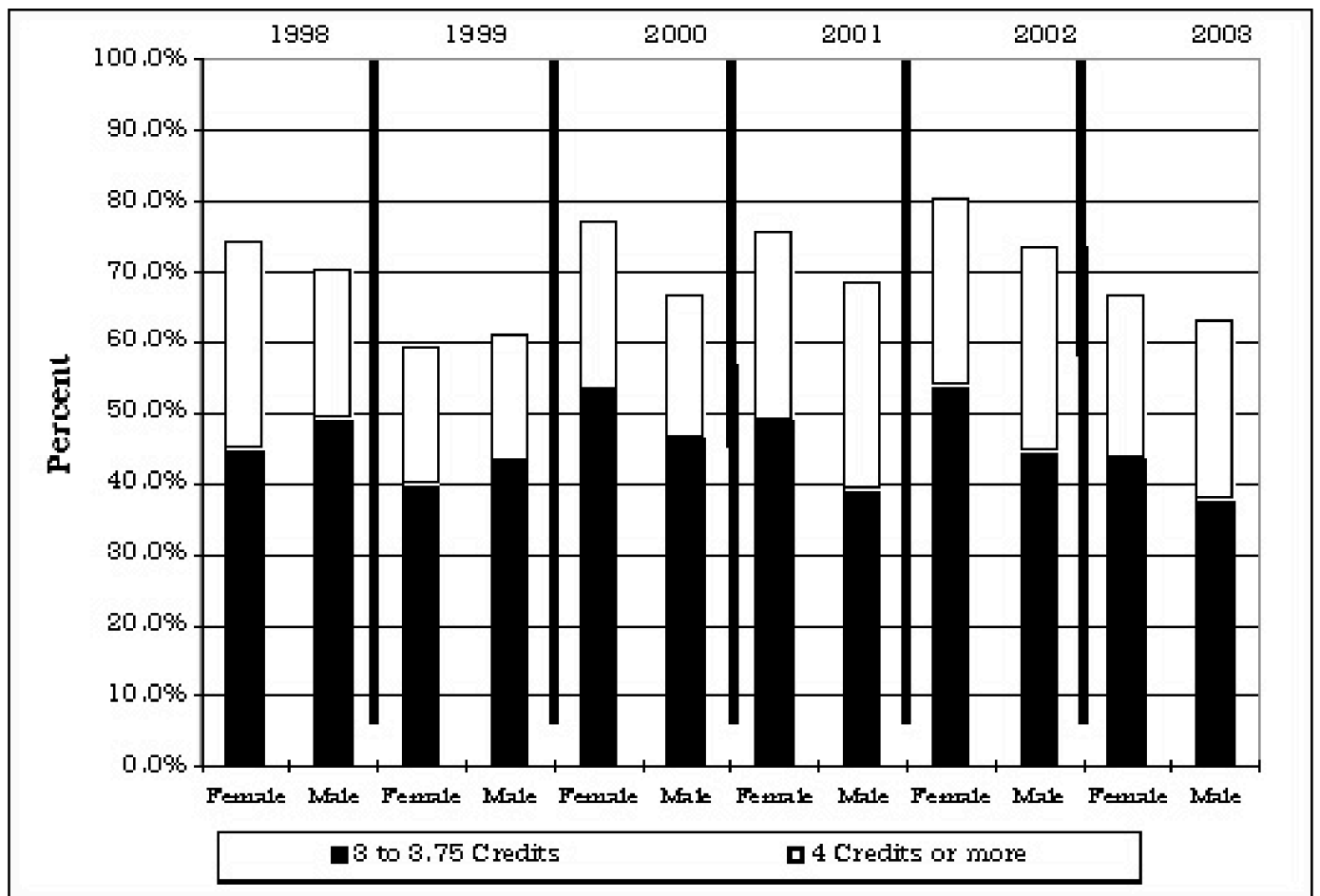
## High School English Credits

	2000 Female	2000 Male	2001 Female	2001 Male	2002 Female	2002 Male	2003 Female	2003 Male
Exactly 4 Credits	67.7%	75.1%	71.9%	74.3%	74.0%	85.3%	58.1%	62.6%
4+ to 5 Credits	13.2%	9.7%	11.4%	9.4%	8.3%	5.6%	24.1%	25.9%
More than 5 Credits	19.0%	15.1%	16.8%	16.2%	17.6%	9.0%	17.7%	11.5%



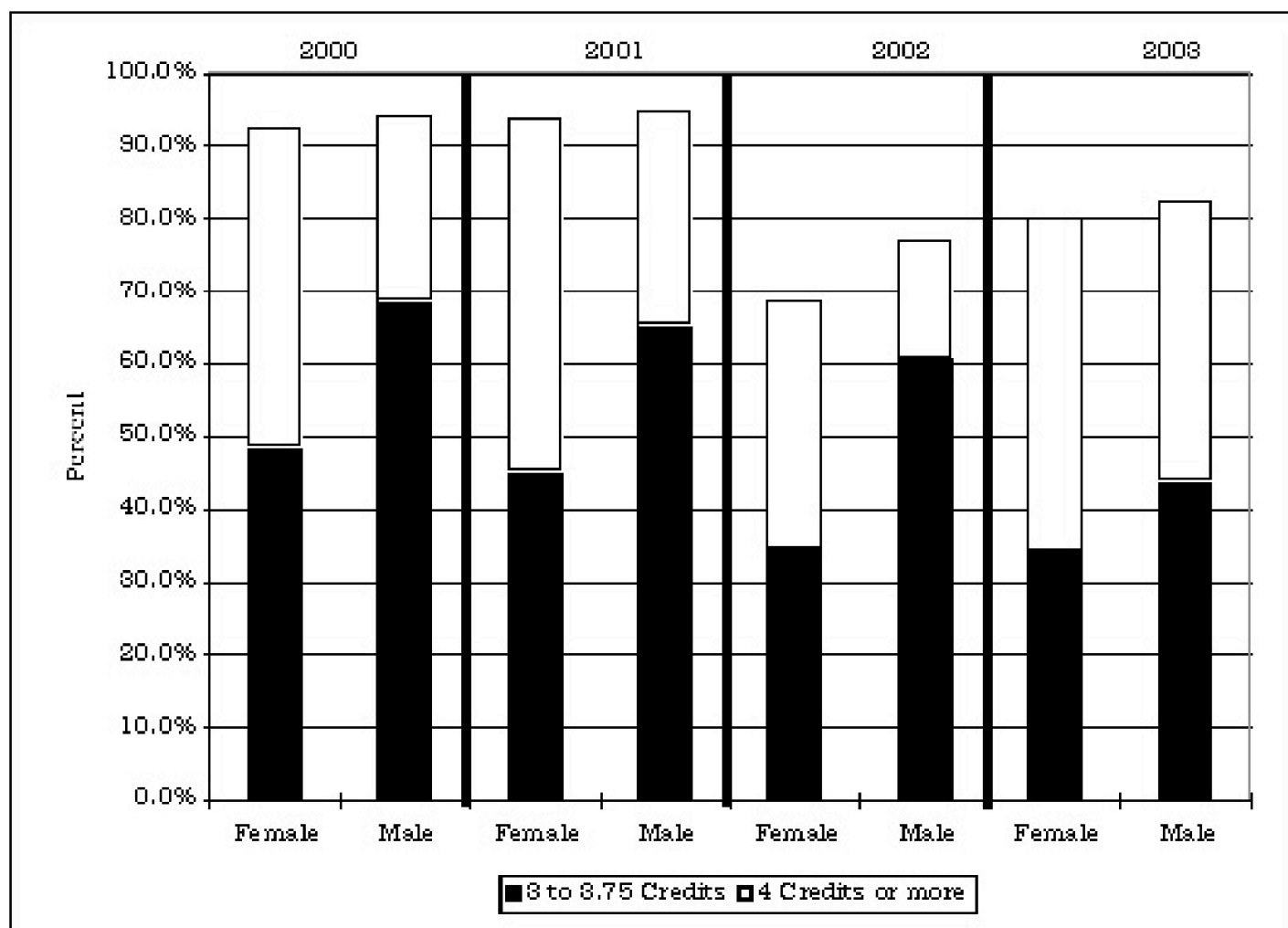
## High School Math Credits

	1998 Female	1998 Male	1999 Female	1999 Male	2000 Female	2000 Male	2001 Female	2001 Male	2002 Female	2002 Male	2003 Female	2003 Male
3 to 3.75 Credits	45.0%	49.3%	39.9%	43.4%	53.5%	46.7%	49.2%	39.3%	53.9%	44.6%	43.8%	37.9%
4 Credits or more	29.0%	21.1%	19.1%	17.4%	23.5%	20.0%	26.5%	29.3%	26.5%	28.8%	22.7%	25.1%



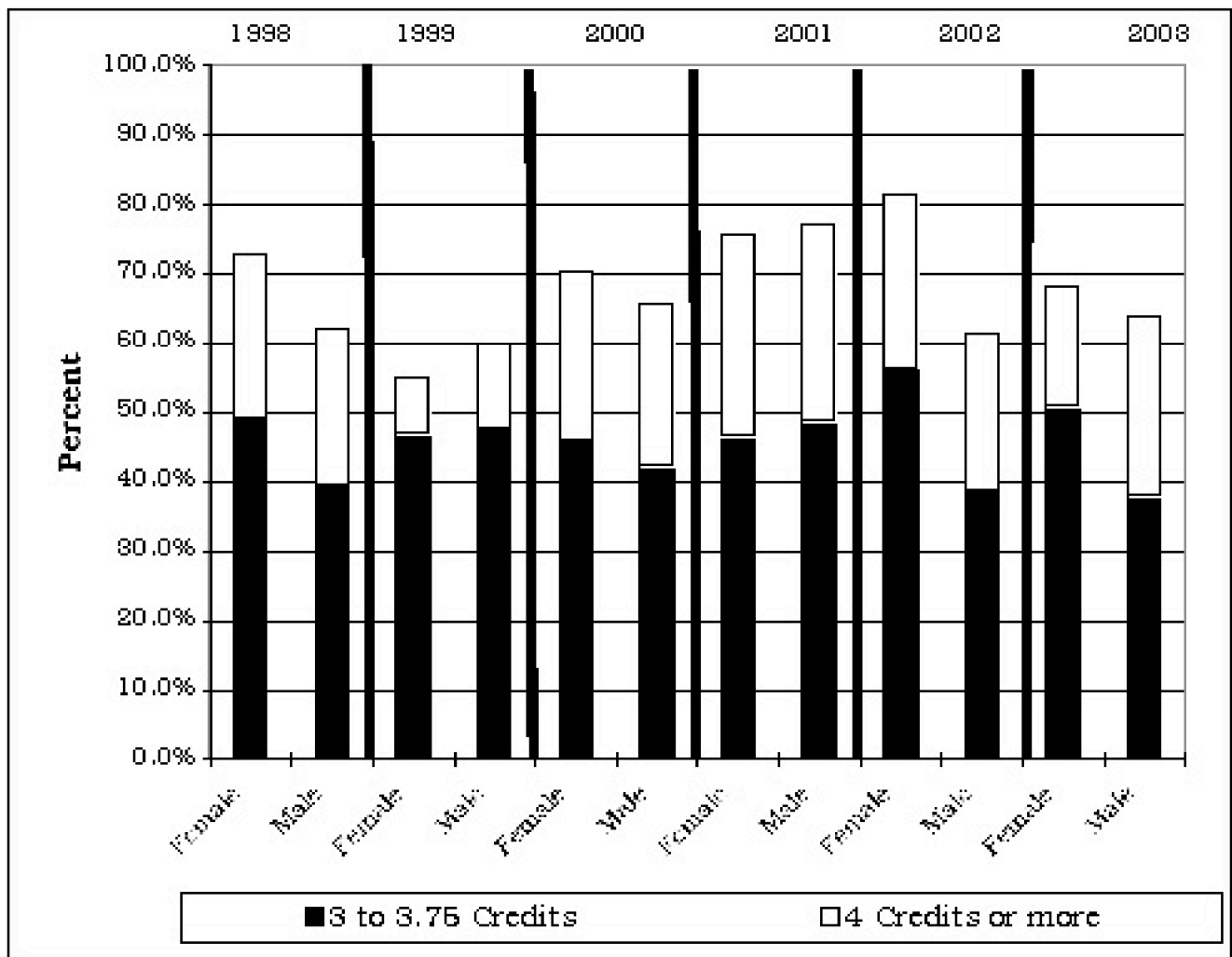
## High School Social Studies Credits

	2000 Female	2000 Male	2001 Female	2001 Male	2002 Female	2002 Male	2003 Female	2003 Male
3 to 3.75 Credits	48.7%	68.9%	45.4%	65.4%	34.8%	61.0%	34.5%	44.0%
4 Credits or more	43.9%	25.0%	48.1%	29.3%	33.8%	15.8%	45.3%	38.3%



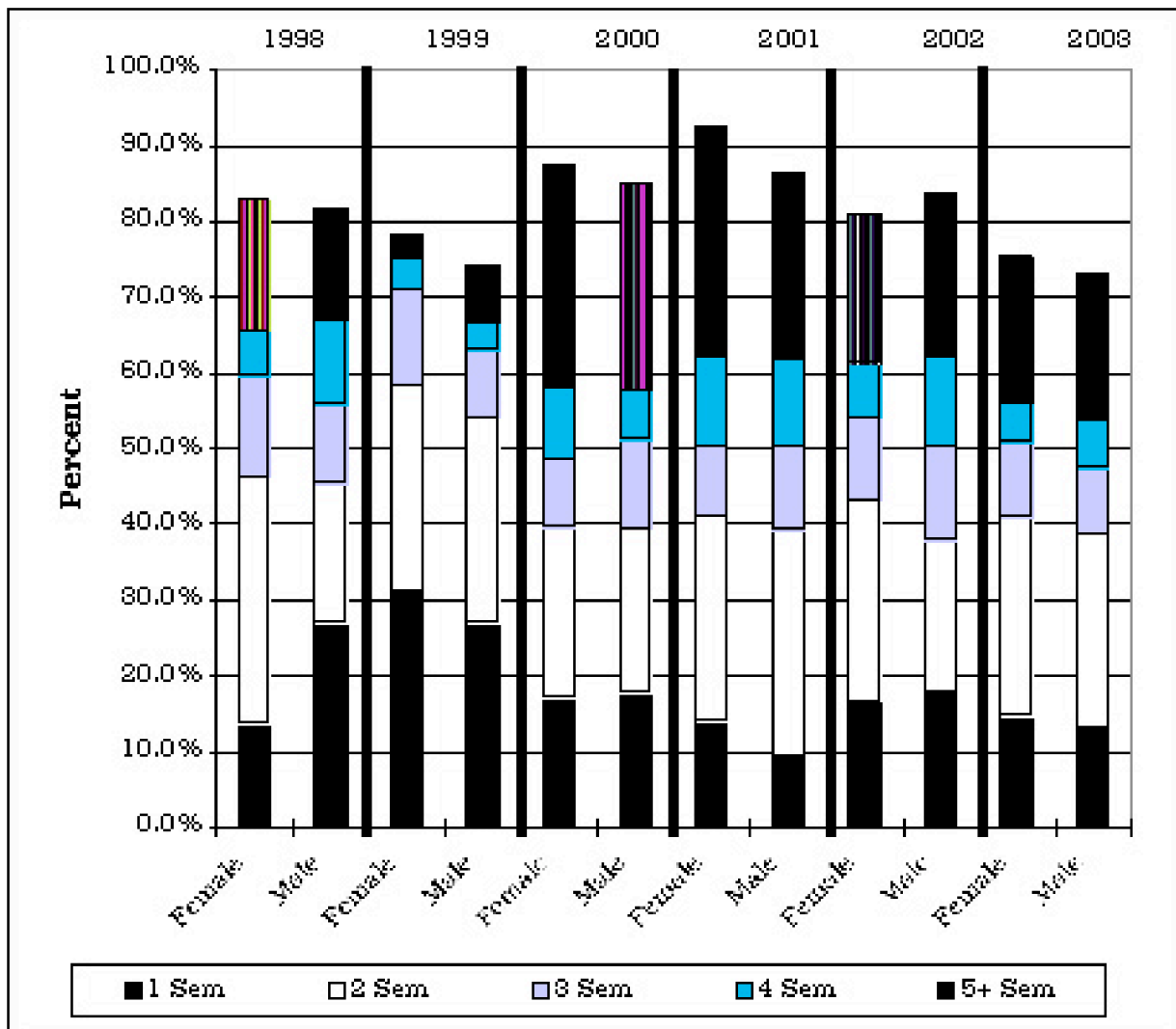
## High School Science Credits

	1998 Female	1998 Male	1999 Female	1999 Male	2000 Female	2000 Male	2001 Female	2001 Male	2002 Female	2002 Male	2003 Female	2003 Male
3 to 3.75 Credits	49.1%	39.5%	46.8%	47.6%	46.0%	42.2%	46.5%	48.7%	56.4%	33.7%	50.7%	37.9%
4 Credits or more	23.7%	22.4%	8.1%	12.2%	24.1%	23.3%	23.2%	28.3%	25.0%	22.5%	17.2%	25.9%



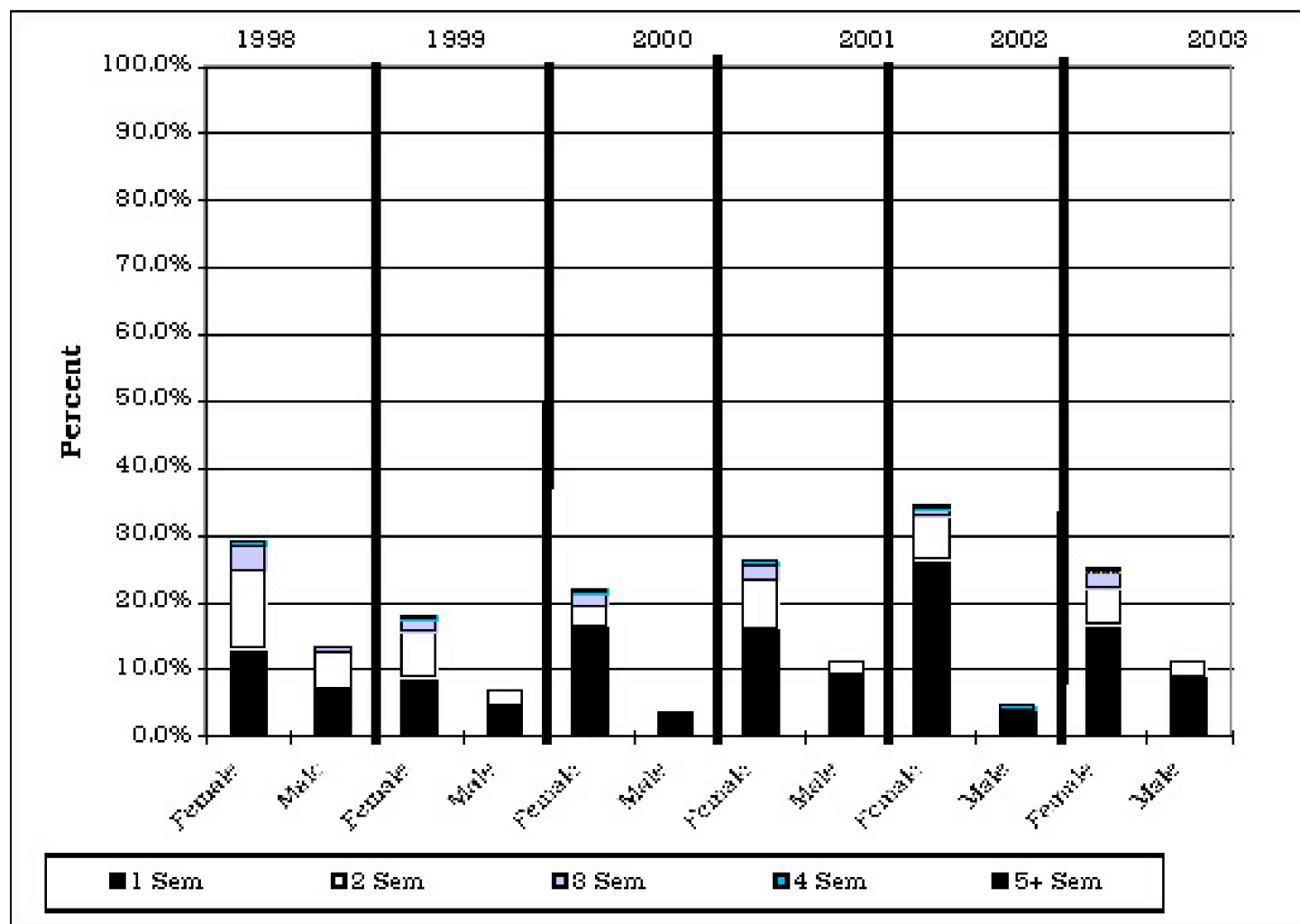
## High School Business Credits

	1998 Female	1998 Male	1999 Female	1999 Male	2000 Female	2000 Male	2001 Female	2001 Male	2002 Female	2002 Male	2003 Female	2003 Male
1 Sem	13.6%	27.0%	31.2%	27.0%	17.1%	17.8%	14.1%	9.4%	16.7%	18.1%	14.8%	13.2%
2 Sem	32.5%	18.4%	27.2%	27.0%	22.5%	21.7%	27.0%	29.8%	26.5%	19.3%	26.1%	25.5%
3 Sem	13.6%	10.5%	12.7%	9.0%	9.1%	11.7%	9.2%	11.0%	10.8%	12.4%	9.9%	8.6%
4 Sem	5.9%	11.2%	4.0%	3.7%	9.6%	6.7%	11.9%	11.5%	7.4%	11.9%	5.4%	6.6%
5+ Sem	17.2%	14.5%	2.9%	7.4%	28.9%	27.2%	30.3%	24.6%	19.6%	21.5%	19.2%	18.9%



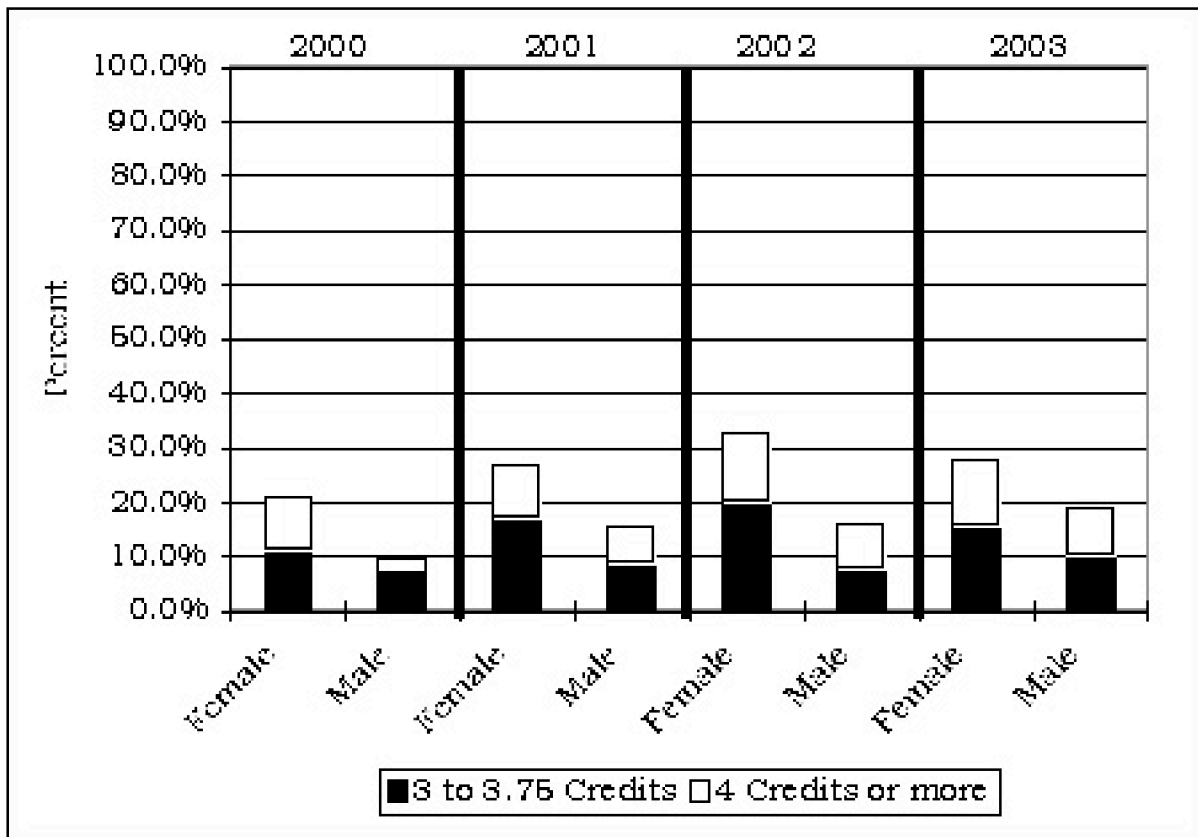
# High School Family and Consumer Science Credits

	1998 Female	1998 Male	1999 Female	1999 Male	2000 Female	2000 Male	2001 Female	2001 Male	2002 Female	2002 Male	2003 Female	2002 Male
1 Sem	13.0%	7.2%	8.7%	4.7%	16.6%	3.3%	16.2%	9.4%	26.5%	4.0%	16.7%	9.1%
2 Sem	11.8%	5.3%	6.9%	2.1%	2.7%	0.0%	7.0%	1.6%	6.4%	0.0%	5.4%	2.1%
3 Sem	3.6%	0.7%	1.7%	0.0%	2.1%	0.0%	2.2%	0.0%	1.0%	0.0%	2.5%	0.0%
4 Sem	0.6%	0.0%	0.6%	0.0%	0.5%	0.0%	0.5%	0.0%	0.5%	0.6%	0.0%	0.0%
5+ Sem	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.5%	0.0%



## High School Foreign Language Credits

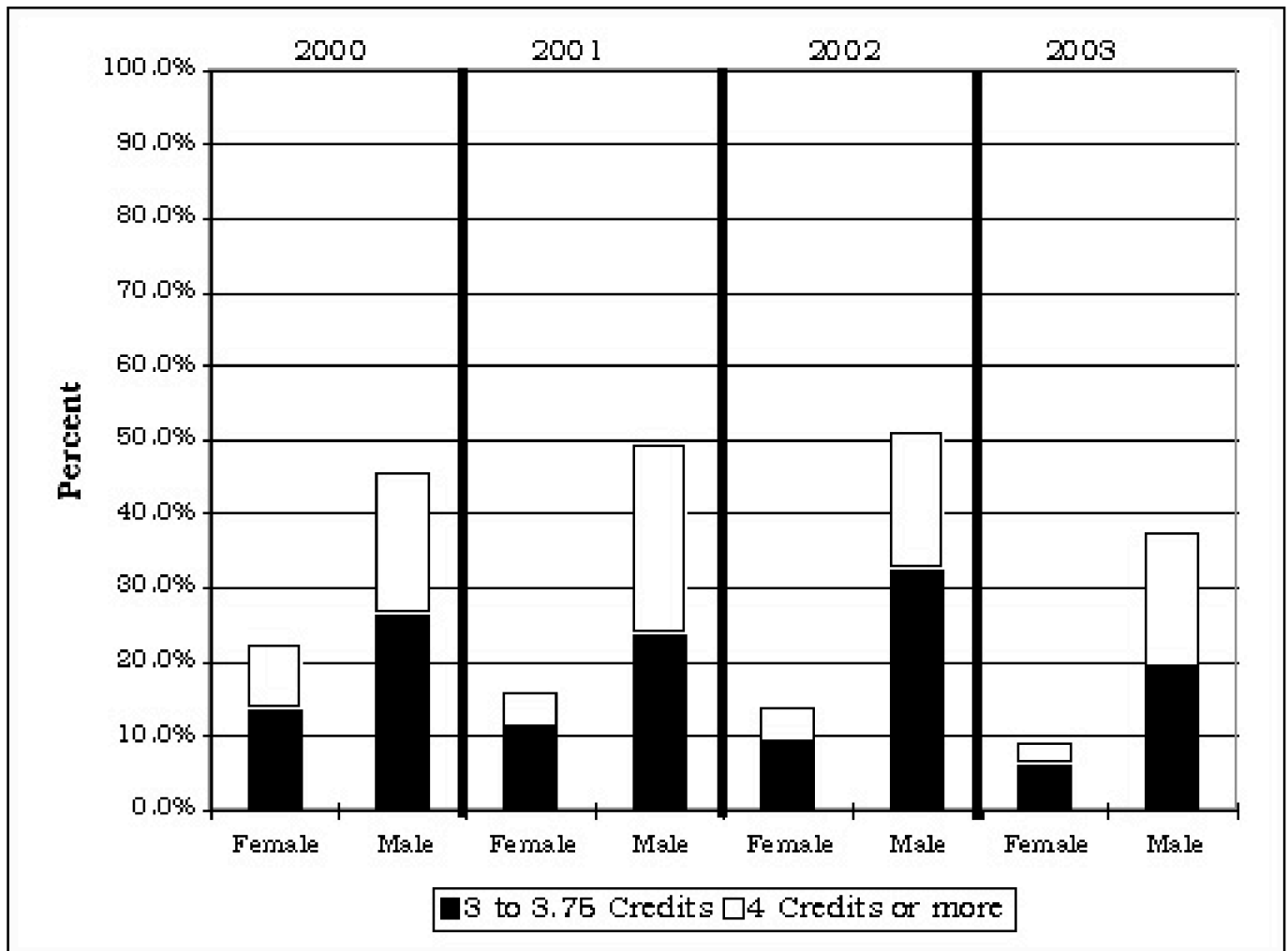
	2000 Female	2000 Male	2001 Female	2001 Male	2002 Female	2002 Male	2003 Female	2003 Male
3 to 3.75 Credits	11.2%	7.2%	17.3%	8.9%	20.1%	7.9%	15.8%	10.3%
4 Credits or more	9.6%	2.2%	9.2%	6.3%	12.3%	7.9%	11.8%	8.6%





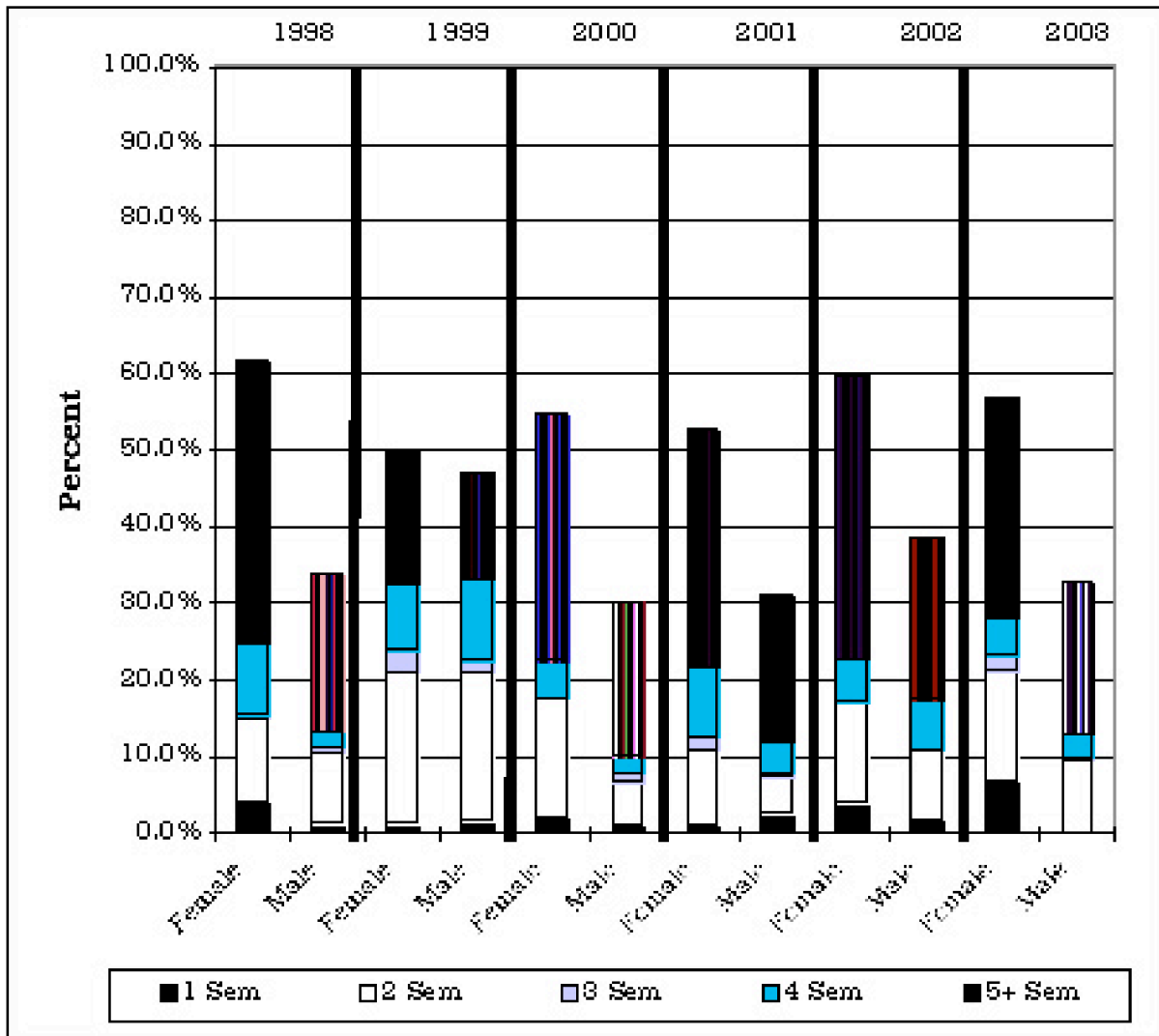
## High School Health Enhancement Credits

	2000 Female	2000 Male	2001 Female	2001 Male	2002 Female	2002 Male	2003 Female	2003 Male
3 to 3.75 Credits	13.9%	26.7%	11.4%	24.1%	9.3%	32.8%	6.4%	19.3%
4 Credits or more	8.0%	18.9%	4.3%	25.1%	4.4%	18.1%	2.5%	18.1%



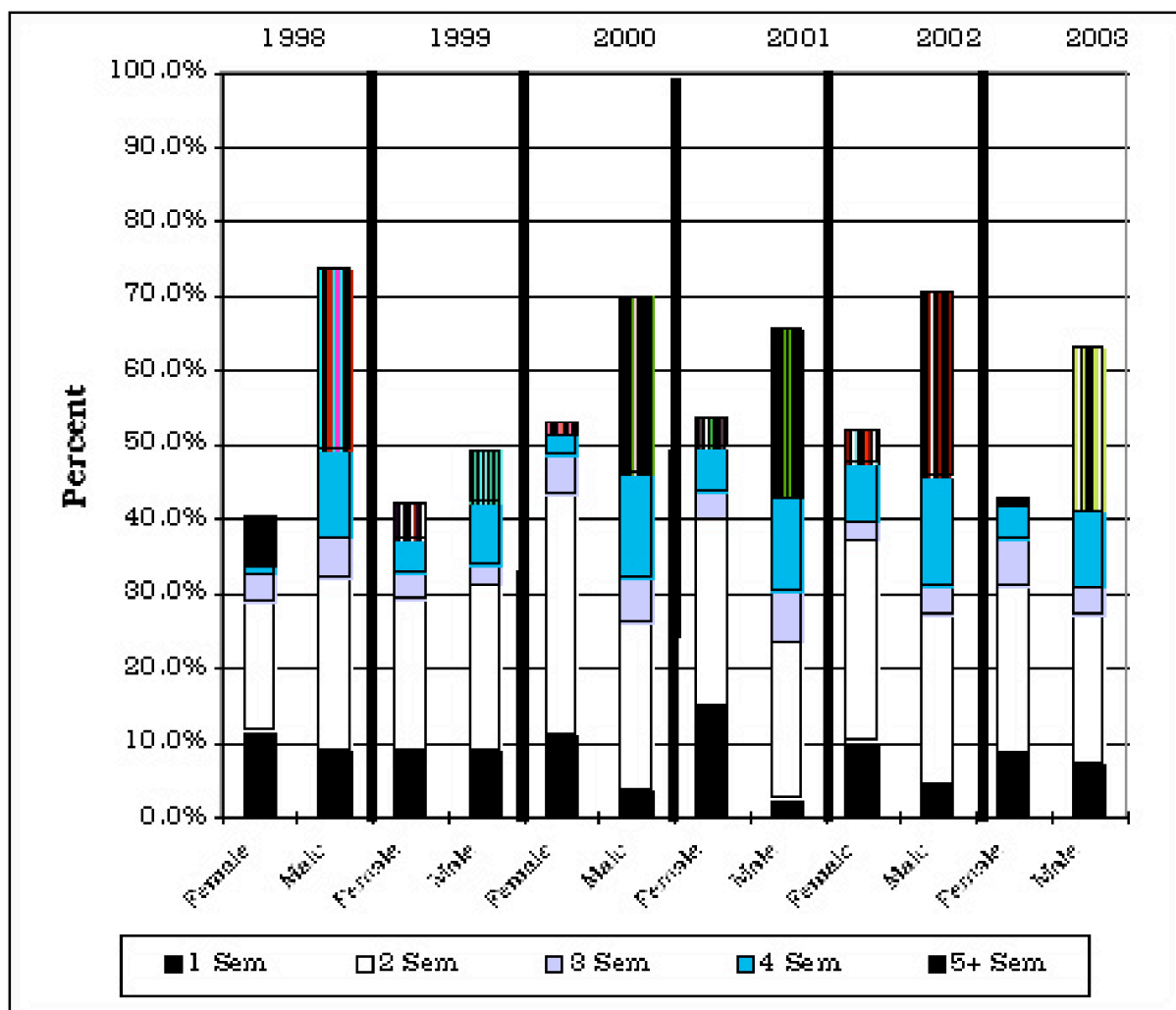
# High School Music Credits

	1998 Female	1998 Male	1999 Female	1999 Male	2000 Female	2000 Male	2001 Female	2001 Male	2002 Female	2002 Male	2003 Female	2003 Male
1 Sem	4.1%	1.8%	1.2%	1.6%	2.1%	1.1%	1.1%	2.6%	3.9%	1.7%	6.9%	0.0%
2 Sem	10.7%	9.2%	19.7%	19.3%	15.5%	5.6%	9.7%	4.7%	13.2%	9.0%	14.3%	9.5%
3 Sem	0.6%	0.7%	2.9%	1.6%	0.0%	1.1%	1.6%	0.5%	0.0%	0.0%	2.0%	0.4%
4 Sem	9.5%	2.0%	8.7%	10.6%	4.8%	2.2%	9.2%	4.2%	5.4%	6.8%	4.9%	2.9%
5+ Sem	86.7%	20.4%	17.4%	18.8%	82.1%	20.0%	80.8%	18.8%	87.3%	20.9%	28.6%	19.8%



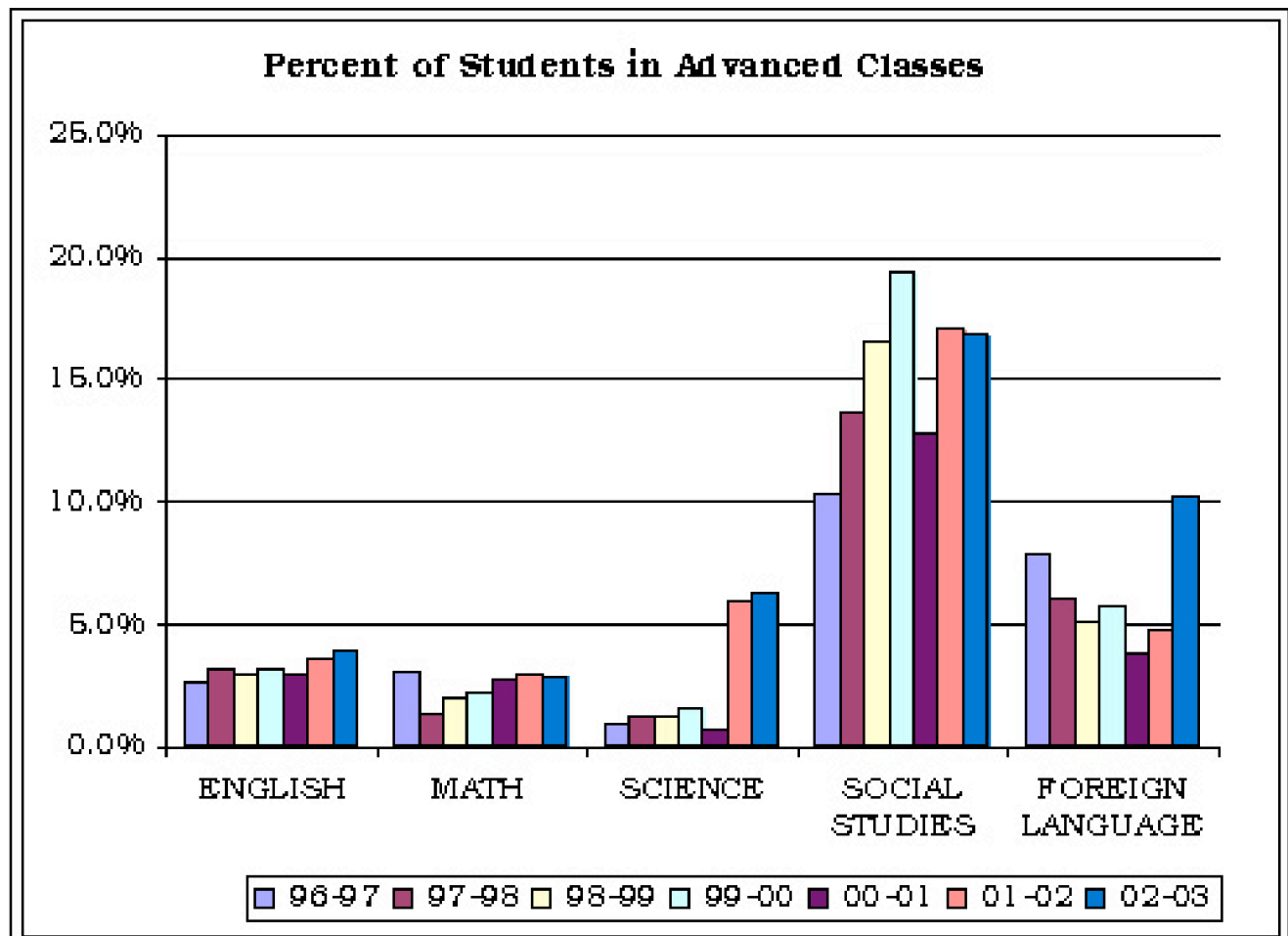
## High School Trades and Industry Credits

	1998 Female	1998 Male	1999 Female	1999 Male	2000 Female	2000 Male	2001 Female	2001 Male	2002 Female	2002 Male	2003 Female	2003 Male
1 Sem	11.8%	9.2%	9.2%	9.0%	11.2%	9.9%	15.1%	2.6%	10.3%	4.5%	8.9%	7.4%
2 Sem	17.2%	23.0%	20.1%	22.2%	32.1%	22.2%	24.9%	20.9%	27.0%	22.6%	22.2%	19.8%
3 Sem	3.6%	5.3%	3.5%	2.6%	5.3%	6.1%	3.8%	6.8%	2.5%	4.0%	6.4%	3.7%
4 Sem	1.2%	11.8%	4.6%	8.5%	2.7%	13.9%	5.9%	12.6%	7.8%	14.7%	4.4%	10.3%
5+ Sem	6.5%	24.3%	4.6%	6.9%	1.6%	23.9%	3.8%	22.5%	4.4%	24.9%	1.0%	21.8%



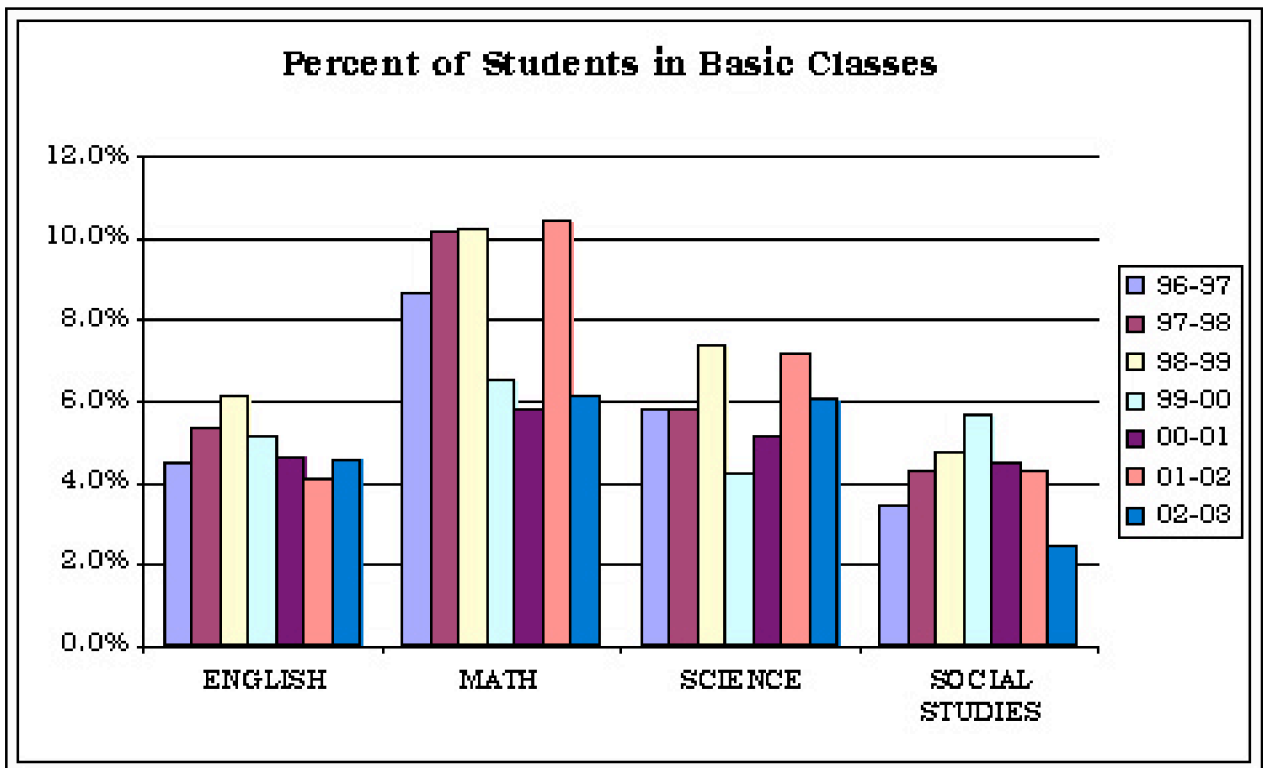
## Advanced Courses Enrollment

% OF STUDENTS TAKING ADVANCED CLASSES					
	ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	FOREIGN LANGUAGE
<b>96-97</b>	2.6%	3.0%	0.9%	10.3%	7.8%
<b>97-98</b>	3.2%	1.3%	1.1%	13.6%	6.1%
<b>98-99</b>	2.9%	1.9%	1.2%	16.5%	5.1%
<b>99-00</b>	3.1%	2.2%	1.6%	19.4%	5.7%
<b>00-01</b>	2.9%	2.7%	0.7%	12.7%	3.8%
<b>01-02</b>	3.6%	2.9%	5.9%	17.0%	4.7%
<b>02-03</b>	3.9%	2.8%	6.2%	16.8%	10.2%



## Basic Courses Enrollment

	ENGLISH	MATH	SCIENCE	SOCIAL STUDIES
<b>96-97</b>	4.5%	8.7%	5.8%	3.4%
<b>97-98</b>	5.3%	10.2%	5.8%	4.3%
<b>98-99</b>	6.1%	10.2%	7.3%	4.7%
<b>99-00</b>	5.2%	6.5%	4.2%	5.6%
<b>00-01</b>	4.6%	5.8%	5.1%	4.4%
<b>01-02</b>	4.0%	10.4%	7.1%	4.3%
<b>02-03</b>	4.5%	6.1%	6.0%	2.5%



## High School Course Offerings

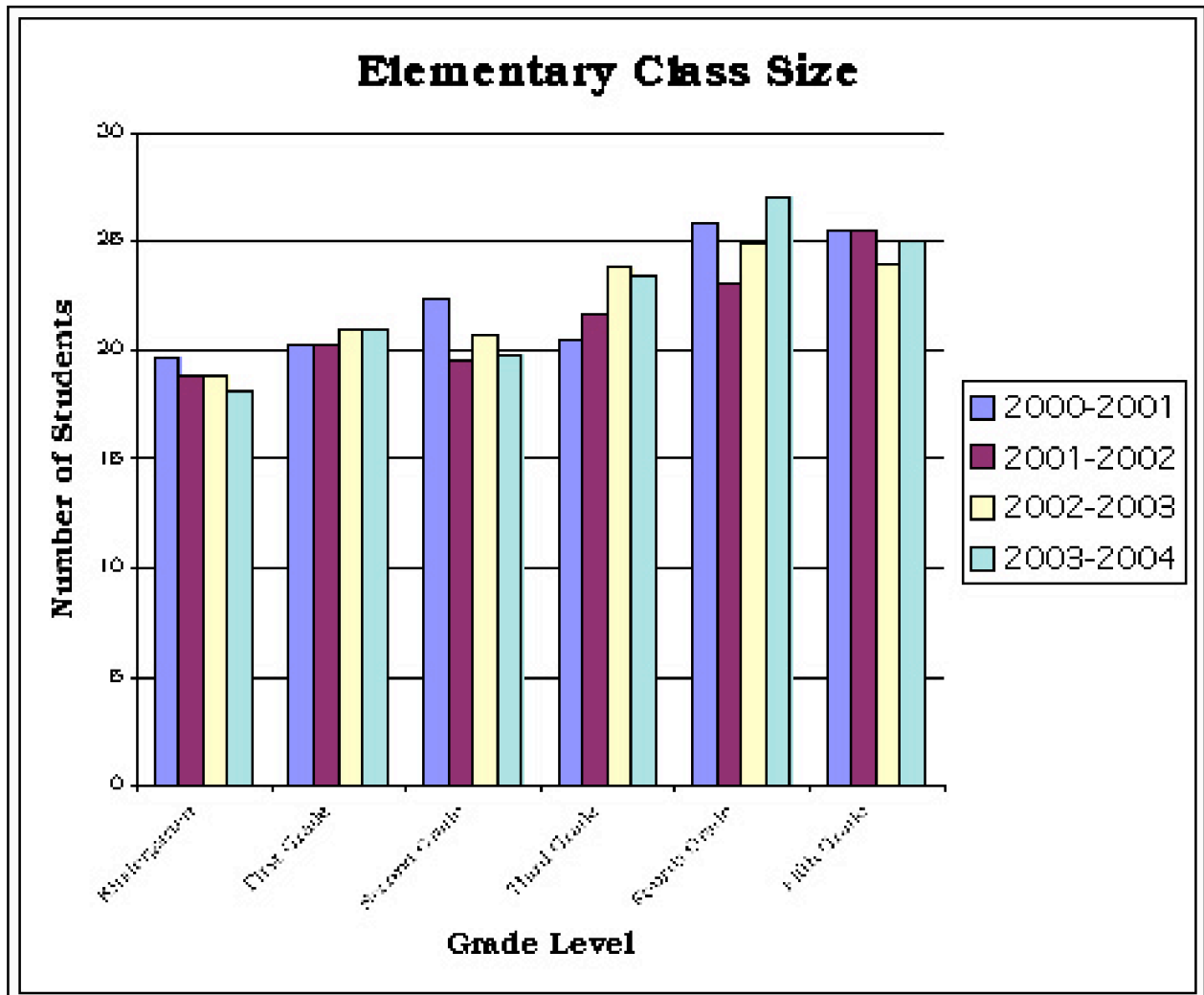
Academic Reading	Ceramics II	Ethnic American Literature
Accounting I	Chamber Choir	Family & Consumer Science/Work Experience
Accounting II	Chamber Orchestra	Family & Consumer Science/Working Student
Active Citizenship	Chemistry	Fashion Merchandising
Advanced Photography/ Graphics	Chemistry Lab	Fiction & Film
Advanced Woods	Child Development I	Foods & Wellness
Aerie/Journalism II	Child Development II	French I
Algebra I	College Prep Math	French II
Algebra II	College Prep Writing	French III
Algebra II - AM	Computer Application I	French IV
AP Biology	Computer Application II	Freshman Health Enhancement
AP Chemistry	Computer Repair	General Woods
AP Chemistry - Lab	Computer Science Programming	Geology
Applied Art I	Concert Band	Geometry
Applied Art II	Concert Choir	German I
Applied Health Enhancement	Concert Orchestra I	German II
Applied Independent Studies	Concert Orchestra II	German III
Applied Language Arts	Consumer Decision Making	German IV
Applied Math	Consumer Language Arts	German AP
Applied Science	Consumer Math	Global Studies
Applied Social Studies	Coop Work Experience I	Graphic Arts
Applied Study Skills I	Coop Work Experience II	Hawktalk/Journalism II
Applied Study Skills II	Current World Problems	Human Geography
Art AP	Debate I	Humanities I
Art I	Drafting Technology I	Humanities II
Art II	Drafting Technology II	Independent Living
Astronomy	Drafting Technology III	Independent Studies - Art
Auto I - AM	Drawing I	Independent Studies - Business
Auto Mechanics I	Drawing II	Independent Studies - Science
Auto Mechanics II	Economics	Independent Studies - Trades & Industries
Biology	English - AP	Independent Supervised Instruction
Biology - Basic	English I	Independent/Functional Living Skills
Building Construction	English I/Basic	Introduction to Metals
Business Law I	English II	Intermediate Math I
Business Law II	English II/AP World Studies Combo	
Business Occupations I	English II/Basic	
Business Occupations II	English II/World Studies Combo	
Business Work Experience	English III	
Calculus - AP	English III - Basic	
Career Planning	English IV	
Ceramics I	English IV/Basic	

## High School Course Offerings (continued)

Intermediate Math II	Music Theory - AP	US Government - AP
International Business	Notetaking/Study Skills	US Government Basic
Introduction to Business	On Your Own	US History
Introduction to Dance I	Painting I/Water Media	US History - AP
Introduction to Dance II	Painting II/Oil Paint	US History Basic
Introduction to Photography	Peer Tutoring	Varsity Band
Jazz Band I	Personal/Social Interaction Skills	Varsity Choir
Jazz Band II	Philosophy	Vocational Life Options
Jazz Choir I	Physical Science	Vocational Skills Training
Jazz Choir II	Physical Science - Basic	Voice Keyboarding
Jewelry	Physics	Weight Training/Conditioning I
Journalism I	Physics - AP	Weight Training II
Keyboarding I	Physiology/Anatomy	Wildlife Biology - Fall
Keyboarding II/Word Processing	Pre-Algebra	Wildlife Biology - Spring
Language Arts I	Printmaking	Work Experience
Language Arts II	Psychology	World History
Language Arts III	Psychology - AP	World History - AP
Language Arts IV	School To Work	Writing
Latin I	Science in the Environment	
Latin II	Sculpturing	
Latin III	Sophomore Health Enhancement	
Latin IV	Spanish I	
Leather	Spanish II	
Leisure/Recreational Skills	Spanish III	
Life Skills Careers	Spanish IV	
Life Skills Language Art	Spanish AP	
Life Skills Math	Speech I	
Life Skills/Adaptive PE	Speech/Debate II	
Lifetime Sports	Stained Glass	
Management I - Independent Studies	Statistics	
Management II - Independent Studies	Studio Assistant	
Marketing I	Study Center	
Marketing II	Study Hall	
Marketing Work Experience I	Study Skills	
Marketing Work Experience II	Symphonic Band I	
Metal Fabrication	Symphony Band II	
Monforton Mentors	Teacher Aid	
Montana Studies	Tenor/Bass Choir	
	Theater Production I	
	Theater Production II	
	Transitions	
	US Government	

## Elementary Class Size

	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<b>2000-2001</b>	19.6	20.2	22.3	20.4	25.8	25.4
<b>2001-2002</b>	18.8	20.2	19.4	21.6	23	25.5
<b>2002-2003</b>	18.8	20.8	20.6	23.8	24.9	23.9
<b>2003-2004</b>	18	20.8	19.7	23.3	27	25





# Elementary Class Size

## 2001-1-001

Total students by classroom as of 3/31/2001

Room	Grade	Room	TE	Room	TE	Room	TE	Room	TE	Room	TE
ED	21	EA	22	EA	22	EA	21	EA	22	ED	21
EA	21	EA	22	EA	22	EA	21	ED	21	ED	21
EA	21	LO	22	ED	21	LE	22	AE	21	ED	21
ED	20	ED	21	ED	21	LE	22	AE	21	AE	21
ED	20	ED	21	ED	21	AE	22	ED	22	EA	22
LE	20	ED	21	ED	21	AE	22	ED	22	AE	22
AE	20	LO	21	AE	21	AE	22	EA	22	YB	22
AE	20	YB	21	AE	21	AE	22	EA	22	EA	22
YB	20	AE	22	AE	21	ED	21	LE	22	LE	22
AE	10	AE	22	AE	21	ED	21	LE	22	AE	22
YB	10	AE	22	LO	18	ED	21	YB	22	LO	21
LE	18	AE	22	LO	17	AE	21	YB	21	YB	21
AE	18	YB	22	YB	17	YB	21	LO	18	LO	22
ED	17	ED	10	YB	16	YB	21	LO	17		
LO	17	AE	10	LE	19	ED	22				
LO	19	LE	18	LE	19	LO	22				
		LE	17								
LE N-101-1001	10	LE N-101-1001	0	LE N-101-1001	10	LE N-101-1001	12	LE N-101-1001	8	LE N-101-1001	16
				LO N-101-1001	10	LO N-101-1001	10	LO N-101-1001	8	LO N-101-1001	10
TOTAL	216		260		222		222		200		287
Room 200	22		22		22		22		22		22
N-101-1001			22		22		22		22		22

## 2002-2-002

Total students by classroom as of 3/31/2002

Room	Grade	Room	TE	Room	TE	Room	TE	Room	TE	Room	TE
ED	22	ED	21	ED	21	ED	22	ED	22	ED	22
ED	22	ED	22	ED	22	ED	22	ED	22	ED	22
ED	22	ED	21	ED	22	ED	22	ED	21	ED	22
ED	10	ED	21	ED	21	EA	22	EA	21	EA	21
EA	22	EA	22	EA	22	EA	22	EA	22	EA	22
EA	22	EA	22	EA	22	LO	22	LE	21	LE	22
LE	21	LE	22	LE	22	LO	22	LO	22	LE	22
LE	17	LE	22	LE	21	LO	22	LO	21	LO	22
LO	22	LO	21	LO	10	AE	22	AE	21	LO	21
LO	10	LO	22	LO	17	AE	21	AE	22	AE	21
AE	22	AE	21	AE	22	AE	22	AE	22	AE	21
AE	10	AE	22	AE	10	YB	21	AE	22	AE	21
AE	22	AE	21	AE	22			YB	21	YB	22
AE	10	AE	22	AE	22			YB	21	YB	22
YB	19			AE	22						
YB	21	YB	10	YB	17						
		YB	10	YB	17						
LE N-101-1001	11	LE N-101-1001	1	LE N-101-1001	21	LE N-101-1001	21	LE N-101-1001	10	LE N-101-1001	21
				LO N-101-1001	11	LO N-101-1001	1	LO N-101-1001	21	LO N-101-1001	1
TOTAL	216		222		222		212		222		222
Room 200	22		22		22		22		22		22
N-101-1001			22		22		22		22		22

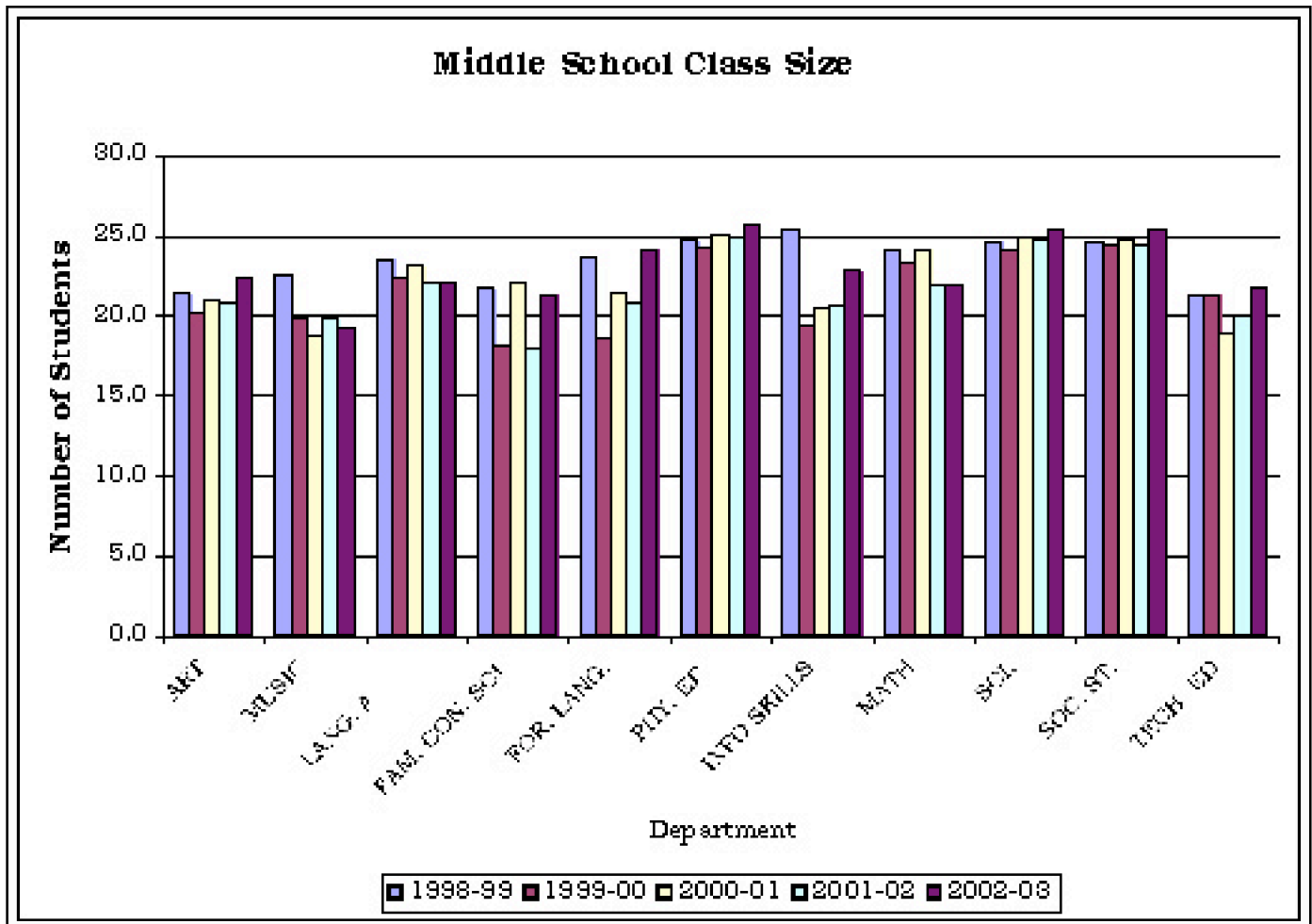
# Elementary Class Size

**2003-2004**

Total Students by Classroom as of 10/30/03											
School	Kind.	School	1st	School	2nd	School	3rd	School	4th	School	5th
ED	18	ED	21	ED	20	ED	27	ED	26	ED	27
ED	20	ED	20	ED	20	ED	27	ED	27	ED	26
ED	20	ED	21	ED	20	ED	27	ED	27	ED	27
ED	18	ED	21	ED	21						
HA	19	HA	22	HA	21	HA	26	HA	28	HA	27
HA	17	HA	22	HA	23	HA	26	HA	28	HA	26
1R	17	1R	21	1R	18	1R	21	1R	27	1R	24
1R	20	1R	20	1R	19	1R	21			1R	26
LO	18	LO	23	LO	20	LO	16	LO	28		
LO	18	LO	23	LO	20	LO	17	LO	27	LO	26
MS	18	MS	22	MS	19	MS	25	MS	28	MS	27
MS	17	MS	21	MS	21	MS	26	MS	28	MS	27
MS	19	MS	21	MS	18	MS	26	MS	28	MS	27
MS	20	MS	22	MS	18	MS	26			MS	27
WH	17	WH	16	WH	18	WH	22	WH	23	WH	22
WH	16	WH	16	WH	18	WH	22			WH	21
IR Multi-age	10	IR Multi-age	11	IR Multi-age	12	IR Multi-age	10	IR Multi-age	16	IR Multi-age	11
				LO Multi-age	8	LO Multi-age	13	LO Multi-age	10	LO Multi-age	17
<b>Total</b>	<b>302</b>		<b>343</b>		<b>334</b>		<b>378</b>		<b>351</b>		<b>388</b>
Accr. Std.	20		20		20		28		28		30
Multi-age Stand.	20		20		20		20		24		24

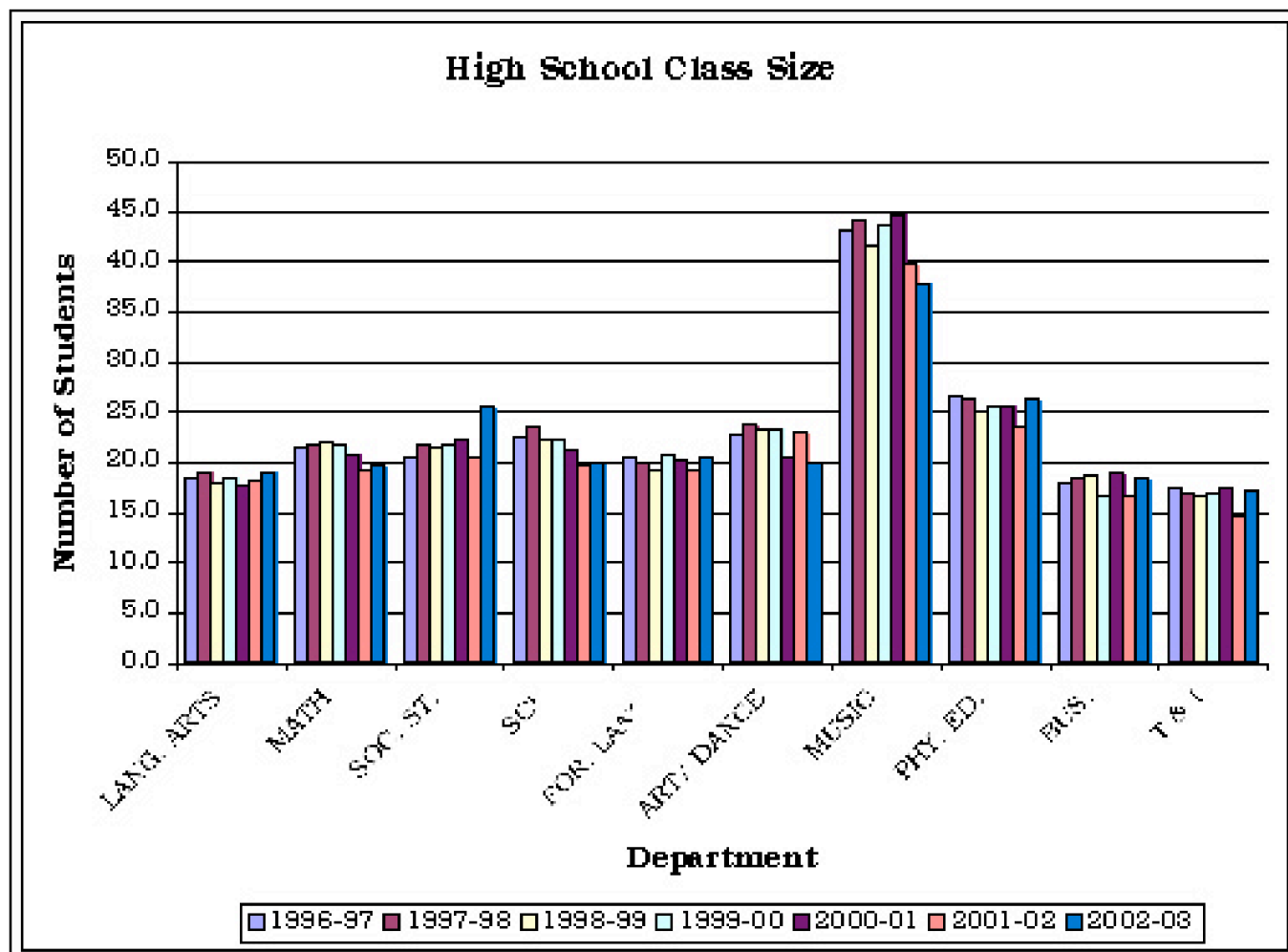
## Middle School Class Size

	ART	MUSIC	LANG. ARTS	FAM. CON. SCI.	FOR. LANG.	PHY. ED.	INFO SKILLS	MATH	SCI.	SOC. ST.	TECH ED
<b>1998-99</b>	21.4	22.5	23.5	21.7	23.6	24.7	25.4	24.1	24.6	24.5	21.3
<b>1999-00</b>	20.1	19.9	22.4	18.1	18.6	24.3	19.3	23.3	24.1	24.4	21.3
<b>2000-01</b>	20.9	18.8	23.1	22.0	21.5	25.0	20.5	24.1	24.8	24.7	18.9
<b>2001-02</b>	20.8	19.8	22.0	17.9	20.8	24.8	20.6	21.9	24.7	24.4	20.0
<b>2002-03</b>	22.3	19.2	22.0	21.3	24.1	25.6	22.8	21.9	25.3	25.4	21.7



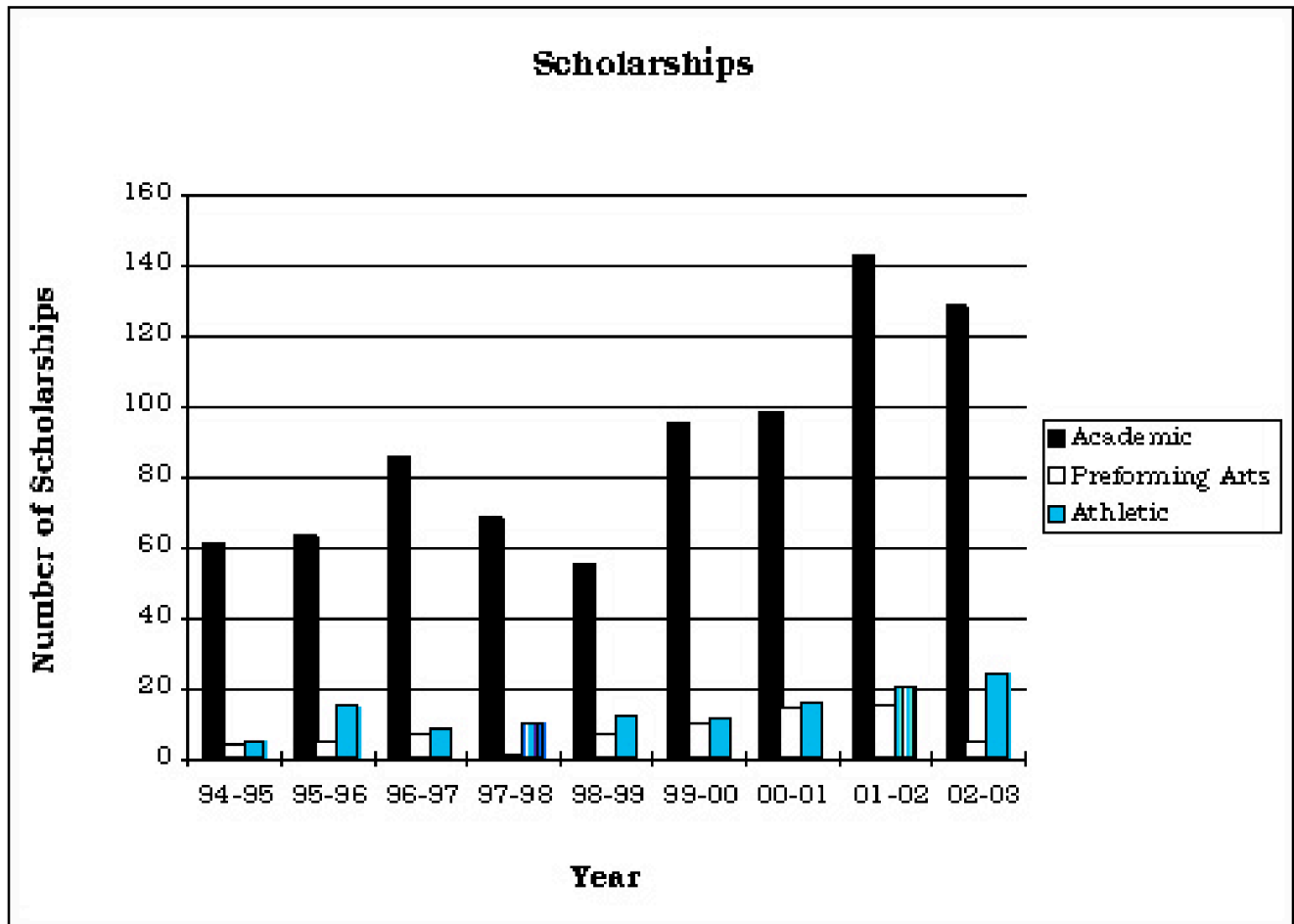
## High School Class Size

	LANG. ARTS	MATH	SOC. ST.	SCI.	FOR. LANG.	ART/DANCE	MUSIC	PHY. ED.	BUS.	T & I
1996-97	18.4	21.5	20.4	22.4	20.4	22.8	42.9	26.5	18.0	17.3
1997-98	18.8	21.7	21.7	23.3	19.9	23.6	44.0	26.2	18.3	16.8
1998-99	18.0	21.8	21.4	22.1	19.1	23.0	41.5	25.0	18.7	16.6
1999-00	18.4	21.6	21.6	22.3	20.7	23.3	43.6	25.6	16.5	16.9
2000-01	17.5	20.8	22.0	21.2	20.2	20.4	44.6	25.6	18.8	17.3
2001-02	18.1	19.1	20.4	19.5	19.2	22.8	39.6	23.4	16.5	14.7
2002-03	18.9	19.6	25.5	19.8	20.5	20.0	37.8	26.2	18.3	17.0



## Student Scholarships

	Academic	Performing Arts	Athletic
<b>94-95</b>	61	4	5
<b>95-96</b>	63	5	16
<b>96-97</b>	85	7	8
<b>97-98</b>	68	1	10
<b>98-99</b>	55	7	12
<b>99-00</b>	95	10	11
<b>00-01</b>	98	14	16
<b>01-02</b>	142	15	20
<b>02-03</b>	128	5	24



# **Student, Teacher, School Awards**

## **1996-97 (Students - Teachers - School)**

Anders Knopse - 1997 Montana German Exam Grand Prize Nominee

Michael Clow - Duden Award for Outstanding Achievement in German Instruction

Janet Anderson - Duden Award for Outstanding Achievement in German Instruction

Mary Murphy - AAHPERD Northwest Secondary School Physical Education Teacher of the Year

Julie Anderson - State DECA Competition - 1st Place in Advertising Display

Mindy Natsues - State DECA Competition - 1st Place in Advertising Display

MaryAnne Olson - State DECA Competition - 1st Place in Advertising Display

Nick Kirwan - State DECA Competition - 1st Place in Decision Making

Corey Christophersen - State DECA Competition - 1st Place in Decision Making

Carli Millikin - State DECA Competition - 1st Place in Tourism

Jill Syth - State DECA Competition - 1st Place in Tourism

Missy Scott - State DECA Competition - 1st Place in Advertising

Kendra Fellows - State DECA Competition - 1st Place in Apparel

Cameron Marlow - State DECA Competition - 1st Place in Food Marketing

Jonathon Myers - State DECA Competition - 1st Place in Fast Food Restaurant

Karen Devine - 1st Place - Odyssey of the Mind - BHS

Lindsey Schweitzer - 1st Place - Odyssey of the Mind - BHS

Shannon Somers - 1st Place - Odyssey of the Mind - BHS

Kathleen Suta - 1st Place - Odyssey of the Mind - BHS

Abigail Ward - 1st Place - Odyssey of the Mind - BHS

Stephanie Foust - National Winner in the National Newspaper Association Quill and Scroll Contest

Mikki Kelly - 1st place Presentation Management Team - Business Professionals of America

Carisa Stewart - 1st place Presentation Management Team - Business Professionals of America

Shayla Simmons - 1st place Presentation Management Team - Business Professionals of America

Bozeman High School - All-Northwest MENC Honors - Band, Choir, Orchestra

Bozeman High School - 1996 State Science Olympiad Champion

Kristyn Birrell - National Merit Finalist

Amanda Cundy - National Merit Finalist

William Dyer - National Merit Finalist

Shasta Grenier - National Merit Finalist

Megan Jennings - National Merit Finalist

Mackay Miller - National Merit Finalist

Megan Smith - National Merit Finalist

Mathew Schweitzer - 1st Place - Science Olympiad

Leif Summerfield - 1st Place - Science Olympiad

Brian Cattin - Elected Montana State DECA President

Patrick Wood - Morning Star - NASA Certificate for Space Craft Design Competition

Cristin Forbes - Morning Star - NASA Certificate for Space Craft Design Competition

Marley McKenna - Morning Star - NASA Certificate for Space Craft Design Competition

Danny Luwe - Morning Star - NASA Certificate for Space Craft Design Competition

Steve Johnson - Assistant Superintendent of Business and Operations - Montana Association of School Business Officials (MASBO) - Award for Outstanding School Business Official

Bozeman High School Music Department - Selected to All-State Band, Orchestra, and Choir

Aramie Kemp - National Winner in the National Newspaper Association Quill and Scroll Contest

Stephanie Foust - Journalism Education Association/National Scholastic Press Association Convention Award

Aramie Kemp - Journalism Education Association/National Scholastic Press Association Convention Award

Linda Adelson - State Special Education Directors' Special Education Teacher of the Year

Melissa Anaker - SMS - 1st Place - Odyssey of the Mind

Kristen Mayer - SMS - 1st Place - Odyssey of the Mind

Amy Hanson - SMS - 1st Place - Odyssey of the Mind

Jamie Booth - SMS - 1st Place - Odyssey of the Mind

Anna Gamble - SMS - 1st Place - Odyssey of the Mind

Danny Luwe - SMS - 1st Place - Odyssey of the Mind

Peter Nix - SMS - 1st Place - Odyssey of the Mind

Bozeman High School Choir, Orchestra, and Band - All-Northwest Honors

Speech & Debate Team - "AA" State Championship

Katie Easton - Speech & Debate Individual State Champion - Parliamentary Senate

Leif Summerfield - Speech & Debate Individual State Champion - Parliamentary House

Zach Pincus - Speech & Debate Individual State Champion - Lincoln-Douglas Debate

Shasta Grenier - Speech & Debate Individual State Champion - Impromptu

Hiney Lund - Remembering 40 years of Educational Service as a Teacher, Coach and Principal at Bozeman High School (15 years)

Diana McDonough, Sacajawea Middle School Principal - Gold Star Award

Scott McDonald, District Athletic/Activities Director - Montana High School Activities Service Citation Award

### **1997-98 (Students - Teachers - School)**

Renee Westlake - Selected as One of the Top 10 Music Educators in the Nation

Julia Cory - Winner of the Junior Division of the Montana Association of Symphony Orchestra Competition

Girls' Volleyball Team - Recipients of the American Volleyball Coaches Association

Team Academic Award  
 Bozeman High School – All-Sports Trophy for the 1996-97 School Year  
 Cameron Marlow – Montana State DECA Representative  
 Anne Sullivan – Language Arts Teacher of the Year  
 Chief Joseph Middle School – State Champion School – President’s Council on  
 Physical Fitness and Sports  
 Jonathan Beland – National Merit Finalist  
 Jessica Drenk – National Merit Finalist  
 Anders Knospe – National Merit Finalist  
 Zachary Pincus – National Merit Finalist  
 Noah Robison-Cox – National Merit Finalist  
 Jerome Tharaud – National Merit Finalist  
 David Faith II – National Merit Semifinalist  
 Courtney Paterson – NCTE Writing Award for Excellence  
 Bozeman High School Choir – Members of the All-Northwest American Choral Di-  
 rectors Association Honor Choirs  
 Sacajawea Middle School – State Champion School – President’s Council on Physi-  
 cal Fitness and Sports  
 Bozeman High School Speech and Debate Team – Sweepstakes Award at the Na-  
 tional Forensic League Tournament  
 Jerome Tharaud – 1998 Presidential Scholars Program Scholarship  
 Zach Pincus - 1998 Presidential Scholars Program Scholarship  
 Joy Stevenson – First Place in Application and Interview Skills – Business Profes-  
 sionals of American State Leadership Conference  
 Cameron Marlow – First Place – Food Marketing – State DECA Conference  
 Quinn McGrath – First Place – Full Serve Restaurant – State DECA Conference  
 Don Olson – First place – Vehicles and Petroleum – State DECA Conference  
 Wyeth Anderson and Cameron Marlow – First Place – Financial Services Team De-  
 cision – State DECA Conference  
 Becky Stoneberger and Kim Tafelmeyer – First Place – Hospitality Services Team  
 Decision – State DECA Conference  
 Jennifer Boling and Kendra Fellows – First Place – Travel and Tourism Marketing  
 Management Team Decision – State DECA Conference  
 Pat Boyer – Distinguished Service/Special Education Director of the Year  
 Chris Branting – Longfellow School – First Place – Odyssey of the Mind  
 Dana Hill – Longfellow School – First Place – Odyssey of the Mind  
 Erin Durney – Longfellow School – First Place – Odyssey of the Mind  
 Robin Hill – Longfellow School – First Place – Odyssey of the Mind  
 Grant Syth – Longfellow School – First Place – Odyssey of the Mind  
 Jamison McBride – Longfellow School – First Place – Odyssey of the Mind  
 Maryanne Hanson – Longfellow School – First Place – Odyssey of the Mind  
 Callie DeWolf – Morning Star Elementary – First Place NASA/NSTA Space Science  
 Program Competition  
 Nick Wiltsie - Morning Star Elementary – Selected as a National Student Leader in  
 the Continental Math League.  
 Bo Bullock – First place – International Business and Economics Challenge Con-  
 test



### **1998 - 1999 (Students - Teachers - School)**

Bozeman High School – All-Sports Trophy for the 1997-98 School Year  
Catheryn Kinnaman – Swimmer of the Year  
JoAnn Wilcox – MAHPERD Teacher of the Year  
Renee Westlake – 1998 Montana Music Educators Assn. Leadership Award  
Helen Keremedjiev – National Youth Orchestra Award  
Ryan Kuntz – 1998-99 President of Montana DECA  
Christina Jesaitis – All Northwest MENC Honor  
Brooke Morgan – All Northwest MENC Honor  
Beth Morgan – All Northwest MENC Honor  
Shayne Heap – All Northwest MENC Honor  
Greg Guenther – All Northwest MENC Honor  
Noah Martin – All Northwest MENC Honor  
Billie Jean Howard – All Northwest MENC Honor  
Julis Cory – All Northwest MENC Honor  
Suzanne Ford – All Northwest MENC Honor  
Bozeman High School Marching Band – Participants in the 1999 Tournament of  
Roses Parade  
Joyce Hannula – National Forensics League Diamond Key Award  
Anne Sullivan – MSHA Meritorious Service Award  
Jordan Schmidt – 1998 Gatorade Circle of Champions Montana High School Girls’  
Volleyball Player of the Year  
Nonnie Hughes – 1999 Distinguished Principal Award – Montana Association of  
Elementary and Middle School Principals  
Carol Perlinski – Selected to the National Board of Trustees of the Business Profes-  
sionals of America  
Scott Raymond – 1999 Presidential Scholar  
Alana Amunrud – National Merit Finalist  
Alison Graves – National Merit Finalist  
Scott Raymond – National Merit Finalist  
Matt Schweitzer – National Merit Finalist  
Michelle Yearous – National Merit Finalist  
John Sanders – National Merit Semi-Finalist  
Danny Faaborg – 1999 Boys’ Basketball Player of the Year

### **1999 - 2000 (Students - Teachers - School)**

Bozeman High School – All-Sports Trophy for the 1998-99 School Year  
Wendy Pierce – Chief Joseph Middle School Teacher – Recipient of the Montana  
Presidential Award for Excellence in Mathematics and Science Teaching  
Godfrey Saunders – Recipient of the Milken Family Foundation Award  
Ed Barry – “Spirit of Special Olympics” Award for 16 Years as a Volunteer Coach  
for Special Olympics  
Gretchen Woodhull – Hawthorne Teacher – 1998-99 Montana History Teacher of  
the Year  
Sacajawea Middle School Science Olympiad Team – State Winners  
Peggy Ross – Montana Business Education Teacher of the Year  
Carol Cooke – Montana Association of Health, PE, Recreation & Dance Honor

## Award

JoAnn Wilcox – Bozeman High School – Pathfinder Award  
Jennifer Royall – National Board Certification  
Sally Richter – Montana Special Education Administrators’ Educator of the Year  
Yvonne Hauwiler – Elect President of the Montana Association of Community Education (MAACE)  
Anne Sullivan - Bozeman High School – NFHS Citation Award for Speech and Debate Coach  
David Gay - Bozeman High School – “AA” Speech Coach of the Year  
LeAnne Schweitzer – Recipient of the United States Presidential Scholars Program  
Carol Perlinski – Bozeman High School – Montana Council on Economic Education’s Teacher of the Year  
Aaron Finley – All-Northwest ACDA Honor Choir  
Noah Martin – All-Northwest ACDA Honor Choir  
Jonathan Frisby – All-Northwest ACDA Honor Choir  
Rick Talbott – All-Northwest ACDA Honor Choir  
Chris McGann – First Place – Food Marketing – State DECA Conference  
Noah Martin – First Place – Marketing Management – State DECA Conference  
Josh Steele – First Place – Automotive Petroleum – State DECA Conference  
Jeremiah Bates and Kevin Welter – First Place – Financial Management Team Decision Making– State DECA Conference  
Matt Holtgreve and Matt Jennings – First Place – Hospitality Services Team Decision Making – State DECA Conference  
Andrea Lalum – 2000 Gatorade Circle of Champions Girls’ Basketball Player of the Year  
Ben Wiltsie – Montana Interscholastic Editorial Association Award Winner  
Peder Groseth - Montana Interscholastic Editorial Association Award Winner  
Annie Clemens – National Merit Finalist  
Heidi Hansen – National Merit Finalist  
Amanda Ng – National Merit Finalist  
Leanne Schweitzer – National Merit Finalist  
Orenda Schneckloth – National Merit Finalist  
Sean Williams – National Merit Finalist  
Mark Austin – National Merit Letter of Commendation  
Julia Cory – National Merit Letter of Commendation  
Nathan Kelm – National Merit Letter of Commendation  
Lynne Reisselman – National Merit Letter of Commendation  
Matt Weil – National Merit Letter of Commendation

## **2000 - 2001 (Students - Teachers - School)**

Bozeman High Chapter of the National Forensic League -  
Initiated into the NFL “200 Club” (a Member of the Top 5% of National Forensic League Chapters Nationwide)  
Wendy Pierce - Chief Joseph Middle School Teacher - Recipient of the Montana Presidential Award  
Russ Newbury - Sudler Shield Award Nominee  
Renee Westlake - Montana State University Centennial Award

Bozeman High Marching Band - First Place Winner in the Lilac Band Festival in Spokane, WA

Karen Johnson - Striving for Excellence Award in Health Enhancement

Jake Brown - Bozeman High School Montana State DECA Officer

Sue Winstead - 2000 National Educator Award

Dale Hiscock - National Merit Finalist

Hayley Johnson - National Merit Finalist

Kristal Jones - National Merit Finalist

Ashley Kirchhoff - National Merit Finalist

Jian-Ming Lee - National Merit Finalist

Thomas McCafferty - National Merit Finalist

Sally Newman - National Merit Finalist

Katherine Oliver- National Merit Finalist

Michelle Ough - National Merit Finalist

Ian Sulam - National Merit Finalist

Pearl Nixon - National Merit Finalist

Cody Armknecht - WordMasters Challenge Winner

Dan Jenkins - WordMasters Challenge Winner

Pat Stackhouse - Paraprofessional of the Year for Region IV

Diana McDonough - 2000-01 State Administrator in Reading Award

Bozeman High School Jazz Bands - First Place in the Big Band Category from the Pacific Northwest

Bozeman High School Key Club - 1st Place Ladder Award

Bozeman High School Key Club - 1st Place Scrapbook Award

Karla Nielson - State Key Club Lieutenant Governor for District 6

Hannah Kerns - Key Club Distinguished President Award

Kelly Williamson - Outstanding Key Club Vice President Award

Jessica Barnhardt - Key Club Distinguished Recorder Award

Brie Schaeffer - First Place - Retail Marketing

Will Holmes - First Place - Quick Serve Restaurant Marketing

Shawn Radovich and Joel Walthall - First Place - Sports & Entertainment Marketing Team Decision Making

Brianne Rogers and Katie Pendleton - First Place - Travel & Tourism Marketing Team Decision Making

Katie Wittenauer - First Place - Fundamental Word Processing

Jamie Jutila, Rob Killian, Talina Silbernagel & Katie Wittenauer - First Place - Small Business Management Team

Yvonne Hauwiler - Received Mountain Plains Adult Educator Association Highest Award - The Award of Merit

**2001-2002 (Students - Teachers - School)**

Noah Watts - 4th place in Dramatic Interpretation at the National Forensic League Tournament

Jennifer Royall - Sacajawea Middle School - National Educator Award sponsored by the Milken Family Foundation

Cindy DiMarco - "I Make a Difference" Award for Volunteer Contributions

Sherry Westbury - "I Make a Difference" Award for Volunteer Contributions

Ben Strickland – “I Make a Difference” Award for Volunteer Contributions  
 Sally Bell – “I Make a Difference” Award for Volunteer Contributions  
 Sue Ward – “I Make a Difference” Award for Volunteer Contributions  
 Tom Bozeman – “I Make a Difference” Award for Volunteer Contributions  
 Karen Barnhardt – “I Make a Difference” Award for Volunteer Contributions  
 Betty Bradley – “I Make a Difference” Award for Volunteer Contributions  
 Holly Fuller – “I Make a Difference” Award for Volunteer Contributions  
 Suzanne George – “I Make a Difference” Award for Volunteer Contributions  
 Carol O’Neil – “I Make a Difference” Award for Volunteer Contributions  
 Lillian Miller – “I Make a Difference” Award for Volunteer Contributions  
 Betty Bradley – “I Make a Difference” Award for Volunteer Contributions  
 Jerry Rankin – “I Make a Difference” Award for Volunteer Contributions  
 Don Godward – “I Make a Difference” Award for Volunteer Contributions  
 Mal Goosey – “I Make a Difference” Award for Volunteer Contributions  
 Toni Lohrer – “I Make a Difference” Award for Volunteer Contributions  
 Marge Collins – “I Make a Difference” Award for Volunteer Contributions  
 Carol Gullickson – “I Make a Difference” Award for Volunteer Contributions  
 Lauri Hockett – “I Make a Difference” Award for Volunteer Contributions  
 Linda Miller – “I Make a Difference” Award for Volunteer Contributions  
 Dan Rust – “I Make a Difference” Award for Volunteer Contributions  
 Anne Waters – “I Make a Difference” Award for Volunteer Contributions  
 Katy Paynich – Distinguished Educator of Language Arts Award  
 Bozeman Public School Music Staff – Grammy Signature School Award  
 Nicole Guillian - Bozeman High School – First Place in the Qualitative Analysis  
 Event – State Science Olympiad  
 National Forensic League - Bozeman High School – Top Five Percent of All NFL  
 Chapters Nationwide  
 Rikki Boyle, Rebecca Hollewijn & Auston Terry – First Place in the State BPA Fi-  
 nancial Analyst Team Competition  
 Will Homes – First Place – State DECA Full Serve Restaurant Competition  
 Ryan Coleman – First Place – State DECA Marketing Management Services Com-  
 petition  
 Rebecca Eubank – First Place – State Apparel and Accessories Competition  
 Jesse Himsworth and Joe Wier – First Place – State Sports Entertainment Team  
 Decision Making Competition  
 Brie Schaeffer and Will Holmes – First Place – State Hospitality Lodging Team De-  
 cision Making Competition  
 Cassidy Gardenier, Collin Jamieson and Wini Gentholts – First Place – State  
 DECA Business Services Marketing Competition  
 Bozeman High School Choir – Selected to Participate in the American Choir Direc-  
 tors Association All-Northwest Conference  
 Hawthorne Elementary – Boyer Award for One of the Top Five Schools in the Na-  
 tion Exhibiting Exemplary Integrated Arts Programs Into the Curriculum  
 Matthew English – Chief Joseph Middle School – First in the State French Exam  
 Jonathon Spangler – Bozeman High School – First in the State French Exam  
 Brenna Boyd – National Merit Finalist  
 Elizabeth Brey – National Merit Finalist

Justin Leishman – National Merit Finalist  
Jennifer Reinsel – National Merit Finalist  
Kyle Suta – National Merit Finalist  
Scott Guenther – National Merit Letter of Commendation  
Ben Johns – National Merit Letter of Commendation  
Kerry Morse – National Merit Letter of Commendation  
Raelee Olson – National Merit Letter of Commendation  
Laura Sanford – National Merit Letter of Commendation  
Rachel Schweitzer – National Merit Letter of Commendation  
Marshall Swearingen – National Merit Letter of Commendation  
Terra Townsend – National Merit Letter of Commendation  
Yvonne Hauwiler - Elected President of 8-State Region Mountain Plains Adult  
Education Association

**2002-2003 (Students - Teachers - School)**

Bozeman High School “Destination Imagination Team - First Place in State  
Competitions: Members: Jamie Booth, Lindsay Booth, Britta Lee, Danny  
Luwe, Christie Seyfert and Ben Vandenbos  
Allan McCallum – Bozeman High School – 2002 National Interscholastic Swim-  
ming Coaches Assn. All-American Team  
Emily Lammers – Bozeman High School – 2002 National Interscholastic Swimming  
Coaches Assn. All-American Team  
Michaela Garcia – Bozeman High School – 2002 National Interscholastic Swim-  
ming Coaches Assn. All-American Team  
Ty Norris – Bozeman High School – Gatorade Montana High School Boys’ Track &  
field Player of the Year  
Carol Cooke – Emily Dickenson – 2002 Elementary Physical Education Teacher of  
the Year  
Nick VandenBos – Bozeman High School – 2002 National Council of Teachers of  
English Achievement Award in Writing  
Paul Luwe – “I Make a Difference” Award for Volunteer Contributions  
Rheta Booth – “I Make a Difference” Award for Volunteer Contributions  
Gayle Hendrick – “I Make a Difference” Award for Volunteer Contributions  
Kathy Marcinko – “I Make a Difference” Award for Volunteer Contributions  
Laurel Campbell – “I Make a Difference” Award for Volunteer Contributions  
Teresa Lerner – “I Make a Difference” Award for Volunteer Contributions  
Lauri McCarthy – “I Make a Difference” Award for Volunteer Contributions  
Kristi Kendall – “I Make a Difference” Award for Volunteer Contributions  
Dick Kendall – “I Make a Difference” Award for Volunteer Contributions  
Bozeman High School Science Olympiad Team – Overall State Champions: Mem-  
bers: Nick Burgard, Hal Cambier, Dan Giullian, Nicole Giullian, Alice Han-  
sen, Cynthis Hansen, Emma Henselbecker, Kevin Locke, Brittany Maroney,  
Mac Tilt and Ray Weber  
Bozeman High School Members of All-Northwest Band, Orchestra and Choir:  
Members: Cristin Forbes, Sara Henson, Chelsea Claswon, Kyle Story, Emma  
Dayhuff, Chris Stewart, Kaitlin Manning, Laura Brown, Hallie Hostetter, Jeff  
Gazy and James Nedrud  
Tim Devries – “I Make a Difference” Award for Volunteer Contributions

Peter Harris – “I Make a Difference” Award for Volunteer Contributions  
 Nora Jodar – “I Make a Difference” Award for Volunteer Contributions  
 Kaitlin Manning – State Champion – Speech and Debate: Serious Interpretation  
 Danny Luwe – State Champion – Speech and Debate: Humorous Interpretation  
 Danny Luwe and Megan Ensign – State Champion – Speech and Debate: Duo Interpretation  
 Vanessa Polansky and Jerome Tufte – National Forensic Qualifiers in Policy Debate  
 Emily Christiansen and Andy Mitchell – National Forensic Qualifiers in Policy Debate  
 Lana Raymond – National Forensic Qualifiers in Lincoln-Douglas Debate  
 Kaitlin Manning – National Forensic Qualifiers in Dramatic Interpretation  
 Michale Sheehan – National Forensic Qualifiers in Dramatic Interpretation  
 BHS Speech and Debate Team – Sweepstakes Award Winner at the National Forensic League Tournament  
 Catherine Story – “I Make a Difference” Award for Volunteer Contributions  
 Carol Sharrock – “I Make a Difference” Award for Volunteer Contributions  
 Elaine Nielsen – “I Make a Difference” Award for Volunteer Contributions  
 Catrhy Wood – “I Make a Difference” Award for Volunteer Contributions  
 Joel Amunrud – National Merit Finalist  
 Nicole Giullian – National Merit Finalist  
 Jonathan Spangler – National Merit Finalist  
 Kyle Story – National Merit Finalist  
 Patrick Wook – National Merit Finalist  
 Bozeman High School Small Business Management Team – First Place in the 2003 State Leadership Conference: Members: Emily Christianson, Rebecca Hollewijn, and Stacy Stanislao  
 Robert Lin – – First Place in the 2003 State Leadership Conference – Information Technology Concepts  
 Susie Miller – “I Make a Difference” Award for Volunteer Contributions  
 Angie Kent – “I Make a Difference” Award for Volunteer Contributions  
 Renee Westlake – National Federation of High Schools Outstanding Music Educator  
 Ryan Coleman – 1st Place at the State DECA Competition – Financial Services Management Team Decision Making  
 Ryan Coleman and Justen Lee - 1st Place at the State DECA Competition – Sports Entertainment Team Decision Making  
 Derek Black and Sven Torstveit - 1st Place at the State DECA Competition – E-Commerce Team Decision Making  
 Sari Huyser and Stacy Stanislao - 1st Place at the State DECA Competition – Hospitality Services Team Decision Making  
 Scott McGann - 1st Place at the State DECA Competition – Food Marketing  
 Jessica Dusek - 1st Place at the State DECA Competition – Marketing Management  
 Sven Torstveit - 1st Place at the State DECA Competition – Retail Merchandising  
 Mary Hickey – “I Make a Difference” Award for Volunteer Contributions  
 Lisa Delaney – “I Make a Difference” award for volunteer contributions

Jean Sternhagen – “I Make a Difference” award for volunteer contributions  
Brad Croad – “I Make a Difference” award for volunteer contributions  
Kathryn Strom – “I Make a Difference” award for volunteer contributions  
Carol Cooke – National Elementary P. E. Teacher of the Year  
Tara Reising– “I Make a Difference” award for volunteer contributions  
Leroy Delger – “I Make a Difference” award for volunteer contributions  
Gail schneider – “I Make a Difference” award for volunteer contributions  
Joe Bradshaw – Chief Joseph Middle School – Montana Assn. of Conservation Dis-  
tricts Teacher of the Year

# Athletic Awards

## 1st Place - State Winners

### **1990 - 1991**

Boys' Tennis  
Speech & Debate

### **1991 - 1992**

Girls' Soccer  
Boys' Swimming  
Boys' Tennis  
Girls' Golf  
Boys' Basketball  
Speech & Debate

### **1992 - 1993**

Girls' Basketball  
Girls' Soccer  
Boys' Swimming  
Boys' Tennis  
Girls' Golf  
Speech & Debate

### **1993 - 1994**

Girls' Golf

### **1994 - 1995**

Girls' Golf  
Speech & Debate

### **1995 - 1996**

Girls' Basketball  
Girls' Swimming  
Speech & Debate  
All-Sports Trophy

### **1996 - 1997**

Boys' Soccer  
Girls' Basketball  
Girls' Swimming  
Boys' Swimming  
Boys' Golf  
Speech & Debate  
All-Sports Trophy

### **1997 - 1998**

Boys' Basketball  
Boys' Swimming  
Girls' Swimming  
Girls' Tennis  
Girls' Golf  
All-Sports Trophy

### **1998 - 1999**

Boys' Basketball  
Girls' Basketball  
Girls' Swimming  
Girls' Tennis  
Girls' Golf  
All-Sports Trophy

### **1999 - 2000**

Girls' Basketball  
Boys' Swimming  
Girls' Swimming

### **2000 - 2001**

Boys' Swimming  
Girls' Swimming  
Boys' Tennis  
Girls' Tennis  
Girls' Golf  
Girls' Track and Field

### **2001 -2002**

Girls' Soccer Team  
Girls' Swimming  
Speech and Debate  
Boys' Tennis  
Girls' Golf

### **2002 -2003**

Boys' Swimming  
Boys' Basketball  
Girls' Tennis  
Girls' Track



## Montana Coaches of the Year

### **1990 - 1991**

Mike Anderson  
Boys' Tennis

### **1991 - 1992**

Mike Anderson  
Boys' Tennis  
Jim Thompson  
Girls' Golf  
Mike Cole  
Boys' Basketball

### **1992 - 1993**

Brad Rustan  
Girls' Basketball  
Mike Anderson  
Boys' Tennis  
Jim Thompson  
Girls' Golf

### **1993 - 1994**

Jim Thompson  
Girls' Golf

### **1994 - 1995**

Jim Thompson  
Girls' Golf  
Al Bagley  
Section 8 Coach of the  
Year/Girls' Soccer

### **1995 - 1996**

Anne Sullivan  
Speech  
Tami Phillippi  
Speech  
Jim Thompson  
Girls' Golf

### **1996 - 1997**

Brad Rustan  
Girls' Basketball  
Jim Thompson  
Girls' Golf

### **1997- 1998**

Mike Cole  
Boys' Basketball

### **1998 - 1999**

Rick Jordan  
Girls' Basketball

### **1999 - 2000**

Rick Jordan  
Girls' Basketball

### **2000 - 2001**

Jim H. Thompson  
Golf  
Steve Schwab  
Track

### **2001 - 2002**

Rick Jordan  
Girls' Basketball  
Scott McDonald  
NFHS Prestigious Citation Award

### **2002 - 2003**

Mike Cole  
Boys' Basketball  
Steve Schwab  
Track

## 1st Team All-State Winners

### 1990 - 1991

Ashley Ogle  
Girls' Basketball  
Bridget White  
Girls' Basketball  
Brian Estey  
Tennis  
Torin Wallin  
Tennis

### 1991 - 1992

Missy Fillbach  
Girls' Basketball  
Ashley Ogle  
Girls' Basketball  
Bridget White  
Girls' Basketball  
Adam Leachman  
Boys' Basketball  
Ronnie Roberts  
Football  
David Hattlestad  
Boys' Soccer  
Michelle Harland  
Girls' Soccer  
Micah Kirkland  
Girls' Soccer  
Tori Dean  
Girls' Soccer  
Jade Morton  
Wrestling  
Chris Hunter  
Wrestling  
Travis Huntsinger  
Wrestling  
Joi Jensen  
Volleyball  
Brad Carpenter  
Swimming/200m  
Don Frye  
Swimming/500m  
Jim Kohl  
Swim/100m  
Backstroke  
Joe Cashman  
Brad Carpenter  
Don Frye  
Jim Kohl  
Swim/400m  
Freestyle Relay

### 1992 - 1993

Ashley Ogle  
Girls' Basketball  
Bridget White  
Girls' Basketball  
Jeremy Gray  
Football  
Patrick Straub  
Boys' Soccer  
Tashi Tshering  
Boys' Soccer  
Micah Kirkland  
Girls' Soccer  
Ave Millhauser  
Girls' Soccer  
Jade Morton  
Wrestling  
Heather LaValley  
Fastpitch  
Kylee Moullet  
Girls' Golf  
Jim Kohl  
Swim/100m Butterfly  
Jim Kohl  
Brian Screnar  
Tom Custer  
Brad Carpenter  
Swim/200m Freestyle  
Relay  
Kevin Veon  
Brad Carpenter  
Bill Frye  
Jim Kohl  
Swim/400m Freestyle  
Relay

## 1st Team All-State Winners (cont.)

<u>1993 - 1994</u>	<u>1994 - 1995</u>	<u>1995 - 1996</u>
Carissa Fisher	Jamie Spring	Boys' Basketball
Girls' Basketball	Girls' Basketball	Tom Laddusaw
Kim Sorensen	Jill Parkinson	Wes Holmquist
Girls' Basketball	Girls' Basketball	Girls' Basketball
Eric Allen	Ryan Johnerson	Brianne Kottwitz
Boys' Basketball	Football	Jill Parkinson
Brandon Gardner	Dave Pendleton	Lisa Sorensen
Boys' Soccer	Boys' Soccer	Cross Country
David Pendleton	Tim Grimsrud	J.D. Bennett
Boys' Soccer	Boys' Soccer	Beth Haeussler
Michelle Harland	Michelle Harland	Lee Frye
Girls' Soccer	Girls' Soccer	Football
Michelle Haggerty	Tom Gohde	Rydel Peterson
Girls' Soccer	Wrestling	Cody Schrader
Scott Gohde	Scott Gohde	David Gilbreath
Wrestling	Wrestling	Boys' Soccer
Tom Gohde	Bill Frye	Andy Tewson
Wrestling	Swimming/50m	Casey Koelzer
Shannon Kemper	Lee Frye	Girls' Soccer
Volleyball	Swimming/100m	Erin Coles
Jay Kommers	Mandi Mayer	Julie Zickovich
Speech Team	Track/300 Hurdles	Darcy Duncan
Debate	Ben Kress	Speech & Debate
Ian Schnee	Speech/Dramatic	Mackay Miller
Speech Team	Interpretation	Chris Fowlkes
Debate	Sarah Anderson	Sarah Morgan
Charro Madden	Speech Team	Megan Smith
Speech - State	Debate	Courtney Paterson
Memorized Public	Chris Fowlkes	Swim Team
Address	Speech Team	Catheryn Kinnaman
	Debate	Lee Frye
		Lisa Sorensen
		Amy Hummel
		Janey Hill
		Elsa Husbey
		Volleyball
		Nicole Keyser
		Wrestling
		Tom Gohde
		Track
		Dorson Fink
		Wes Holmquist
		Luke Clemens
		Ryan Michalson
		Travis Knight
		Steve Long
		David Gilbreath

## **1st Team All-State Winners (cont.)**

### **1996 - 1997**

Boys' Basketball  
Tom Laddusaw  
Girls' Basketball  
Brienne Kottwitz  
Cross Country  
Jerome Tharaud  
Stacey Johnson  
Lee Frye  
Football  
Brian Blackwood  
Jeff Ladd  
Travis Dorsch  
Boys' Soccer  
Ryan McCormick  
Chris Coles  
Girls' Soccer  
Mary Hudson  
Kristen Birrell  
Speech & Debate  
Katie Easton  
Leif Summerfield  
Zach Pincus  
Shasta Grenier  
Swim Team  
Catheryn Kinnaman  
Lee Frye  
Adam Green  
Cassie Coleman  
Aubrey Slaughter  
Elsa Husby  
Burt Buchanan  
Ryan Typolt  
D.J. Flatness  
Wrestling  
Tom Antonsen  
Brent Odom  
Volleyball  
Amber Tschache  
Golf  
Bobby Quick  
Shannon McDonald  
Kenny Martin  
Andy Chansley  
Track and Field  
Ryan Pearce  
Tennis  
Breeanne Rust  
Staci Rust  
Amanda Ingraham  
Samantha Dabney  
Jason Swanson  
Mara Wilson

### **1997 - 1998**

Girls' Soccer  
Jen Boling  
Janna Vheem  
Keri Werner  
Boys' Soccer  
Chris Coles  
Tanner Aasheim  
Joe Mus  
Football  
Rhett Peterson  
Jeff Ladd  
Chris Rate  
Justin Tomac  
Travis Dorsch  
Girls' Basketball  
Brienne Kottwitz  
Paige Saunders  
Swimming  
Catheryn Kinnaman  
Katie Wood  
Elsa Husby  
Carrie Mooney  
Aubrey Slaughter  
Adam Green  
Jake Cook  
Ryan Typolt  
Bobby Quick  
D. J. Flatness  
Boys' Basketball  
Travis Dorsch  
Danny Faaborg  
Speech and Debate  
Zach Pincus  
Sean Micken  
Brittany Olson  
Samantha Dabney  
Kai Husebo  
Emerson Lenon  
Kelsey Walker  
Noah Robison-Cox  
Marcia Herzog  
Girls' Tennis  
Staci Rust  
Heidi Dayhuff  
Boys' Tennis  
Bo Bullock  
Alan Abrams

### **1997 - 1998 (cont.)**

Track and Field  
Colter Delin  
Ryan Michalson  
Toby Morrison  
Ed Swartz  
Golf  
Shannon McDonald  
Lisa Ferraro  
Megan McDonald  
Ali Moullet  
Ashli Adams  
Andy Chansley

## 1st Team All-State Winners (cont.)

### 1998 - 1999

Girls' Soccer  
Erin Palm  
Emily Grimsrud  
Boys' Soccer  
Matt Kayser  
Brady Bowles  
Football  
Bayard Black  
Jason Kayser  
Girls' Basketball  
Paige Saunders  
Andrea Lalum  
Swimming  
Mariah McCallum  
Amy Barefield  
Emily Lammers  
Laura Keyes  
Adam Green  
Allan McCallum  
Shawn Stuart  
Matt White  
Boys' Basketball  
Mark White  
Danny Faaborg  
Girls' Volleyball  
Jordan Schmidt  
Kati Burrows  
Speech and Debate  
LeAnne Schweitzer  
Jon Fowlkes  
Chris Cundy  
Colin Bates  
Peter King  
Paul Ames  
Ryan Berger  
Sally Newman  
Kelsey Walker  
Steven Brutger  
Girls' Tennis  
Staci Rust  
Meredith Potter  
Erica Hanson  
Megan Benzinger  
Boys' Tennis  
Mark Lightner  
Marc Wilson  
Golf  
Lisa Ferraro  
Megan McDonald  
Ashli Adams  
Katie Bridger  
Jessica Whitford

### 1999 - 2000

Girls' Soccer  
Erin Palm  
Emily Grimsrud  
Boys' Soccer  
Matt Kayser  
Taylor Greason  
Girls' Basketball  
Kati Burrows  
Andrea Lalum  
Swimming  
Amy Barefield  
Franny Searles  
Amy Lovgren  
Phylena Broadbrooks  
Allan McCallum  
Matt White  
Joe Cater  
Andy Morical  
Speech and Debate  
Leah Rasmussen  
Patrick O'Connor  
Noah Watts  
Ryan Berger  
Kerri Rossmeier  
Sally Newman  
Adam Weinacker  
Janeine Pugliano  
Marcia Hertzog  
Wrestling  
T. J. Leintz  
Golf  
Megan McDonald  
Chris Haas  
Woody Spainhower  
Track and Field  
Carlee Clark

### 2000-2001

Cross Country  
Dan Driscoll  
Andrea Luebbe  
Laura Sanford  
Girls' Soccer  
Jessie Taverniti  
Kelly Ping  
Boys' Soccer  
Bradley Bowen  
Brett Parker  
Girls' Basketball  
Mandy Close  
Football  
Nick Marudas  
Boys' Basketball  
Jeff Feenstra  
Swimming  
Allan McCallum  
Amy Barefield  
Laura Keyes  
Matt White  
Amy Lovgren  
Mariah McCallum  
Steve Searles  
Emily Lammers  
Phylena Broadbrooks  
William McCallum  
Erin Harn  
Wrestling  
David Lee  
Dustin Krob  
Cody Stocks  
Tyler McReynolds  
John Devine  
Tyrel Todd  
Sam Wedland  
Golf  
Megan McDonald  
Britney Hayes  
Katie Bridger  
Tennis  
Dan Tengelsen  
Kyle Wilson  
Austin Carmony  
Erica Hanson  
Kate Richards  
Jamie Booth  
(continued next page)

## 1st Team All-State Winners (cont.)

### 2000-2001 (continued)

Track and Field  
Leslie Baldus  
Joanna Cary  
Carlee Clark  
Mandy Close  
Max Cover  
Daniel Driscoll  
Elisabeth Driscoll  
Jim Evans  
Kate Ham  
John Hartsog  
Andrea Luebbe  
Nick Marudas  
Adam Michalson  
Ty Norris  
Dustin Pitman  
Keshia Shabazz  
Nichole Walker  
Alan Vogt

### 2001-2002

Boys' Soccer  
Brendan Dore  
Boris Lasso  
Damien Lowman  
Paul Tewson  
Girls' Soccer  
Kelly Ping  
Kris Hawkinson  
Anne Marie Carter  
Tiffany VanderVos  
Molly Taylen  
Girls' Basketball  
Mandy Close  
Annie Fisher  
Swimming  
Allan McCallum  
Steve Searles  
Erin Bell  
Amy Barefield  
Amy Lovgren  
Franny Searles  
Emily Lammers  
Karla Halstron  
Speech and Debate  
Sage Howard  
Mike Sheehan  
Mark Keremedjiev  
Tierney Hall  
Wrestling  
Tyrel Todd  
Sam Wendland  
Boys' Basketball  
Casey Durham  
Nick Dissly  
Golf  
Nate Knutson  
Tennis  
Dan Tengelson  
Arthur Modlinski  
David Sands  
Austin Carmony  
Andrew Larson  
Kate Richards  
Emily Sands  
Sydney Wragge-Keller  
Track and Field

### 2001-2002 (continued)

Dan Driscoll  
Ty Norris  
Garrett Strubell  
Zack Weidenaar  
Adam Michalson  
Ty Norris  
Brett Colton  
Ian O'Reilly  
Keshia Shabazz  
Kate Ham  
Carlee Clark  
Nichole Walker

## **1st Team All-State Winners (cont.)**

### **2002-2003**

#### Cross Country

Dan Driscoll

#### Football

Nick Dissly

Zach Wermers

Mike Stenberg

Chris Drewiske

#### Boys' Soccer

Brody Simkins

Morgan Owen

Cale Hofferber

#### Girls' Soccer

Alicia Ward

Kit Hamley

Whitney Odden

#### Girls' Basketball

Scotta Morton

#### Swimming

Amy Lovgren

Erin Bell

William McCallum

Steve Searles

Pat Albertson

Paul Ough

#### Speech and Debate

Kaitlin Manning

Danny Luwe

Megan Ensigh

#### Wrestling

Tyrel Todd

#### Boys' Basketball

Nick Dissly

P.J. Owsley

#### Golf

Britney Hayes

Megan Staker

Dan Jacobsen

Ryan Mikkola

### **2002-2003 (continued)**

#### Tennis

Hanah McCarthy

MacKenzie Wallace

#### Track and Field

Ty Norris

Steve Clayton

Dan Driscoll

Jhevon McMillan

Kate Ham

Keshia Shabazz

Carlee Clark

## **Elementary Activities**

The following activities are offered at various elementary schools in the Bozeman Public School District:

Art  
Ballet  
Boy Scouts  
Breakfast Program  
Buggy for Books  
Chess Club  
Choir  
Climbing Club  
Continental Math  
Court of Friends  
Drama  
Girl Scouts  
HAWKS After School Program  
HAWKS Summer Program  
Homework Club  
Intramurals  
LEGO Robotics Club  
Literary Club  
New Student Club  
Newspaper Club  
Reading With The Principal at Noon  
Sign Language Club  
Spanish Club  
Stamp Club  
Stars  
WordMasters



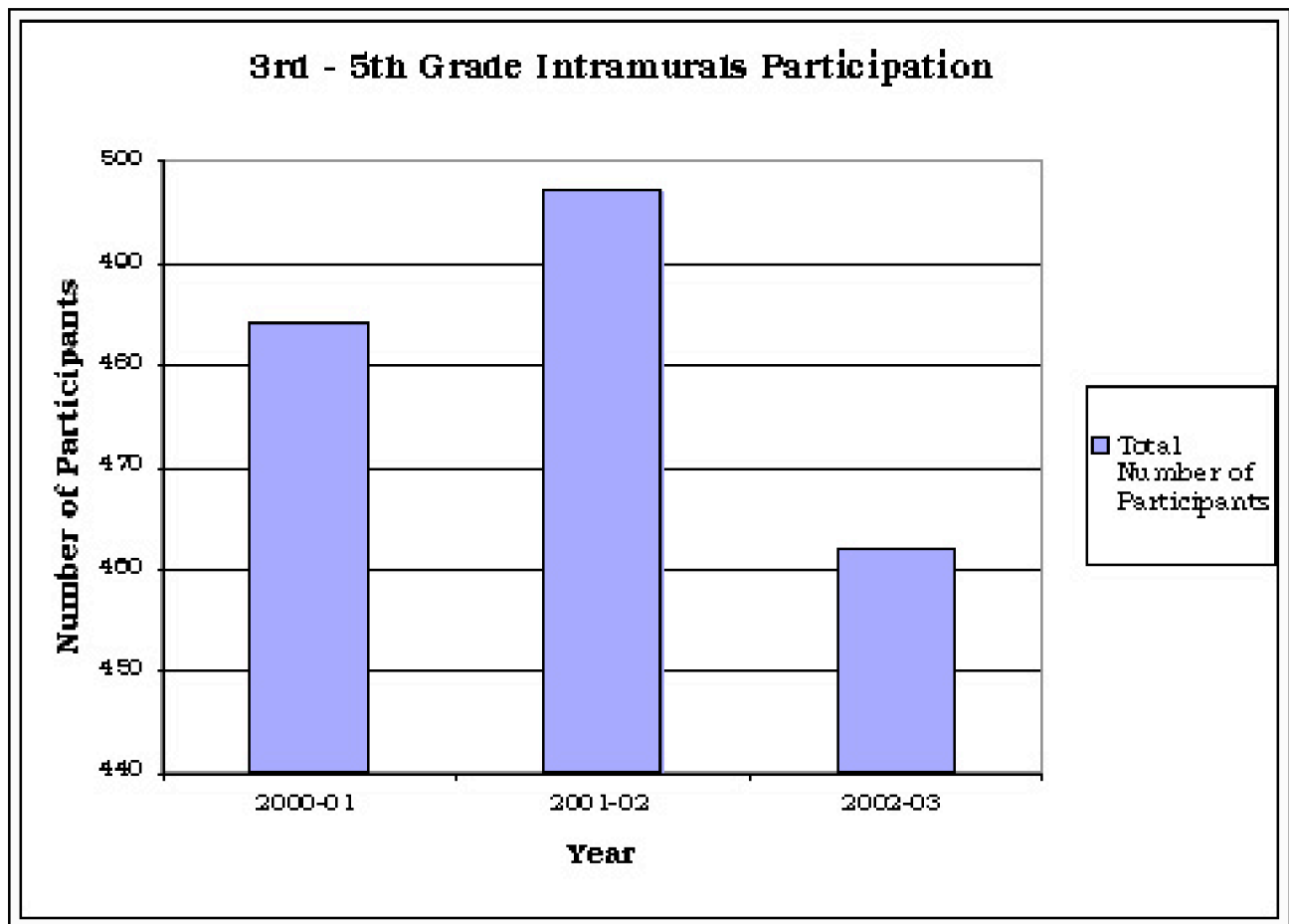
## **Middle School Activities**

The following activities are offered at various middle schools in the Bozeman Public School District:

Art Club  
Breakfast Club  
CJ ROCKS! Committee  
Chess club  
Computer Club  
Continental Math League  
Drama Club  
Flyfishing Club  
Foreign Language/International Club  
Geography Bee  
Ham Radio  
Junior Great Books  
Live on 65  
Math Counts  
MCTM Math Contest  
Needlework Club  
Newspaper  
Outing Club  
Peer Mediators  
Radio Station  
Science Club  
Science Fair  
Spelling Bee  
Stamp Club  
Student Council  
Technology Club  
Various Counseling Groups (e.g., divorce, grief, friendship)  
WordMasters  
Yearbook

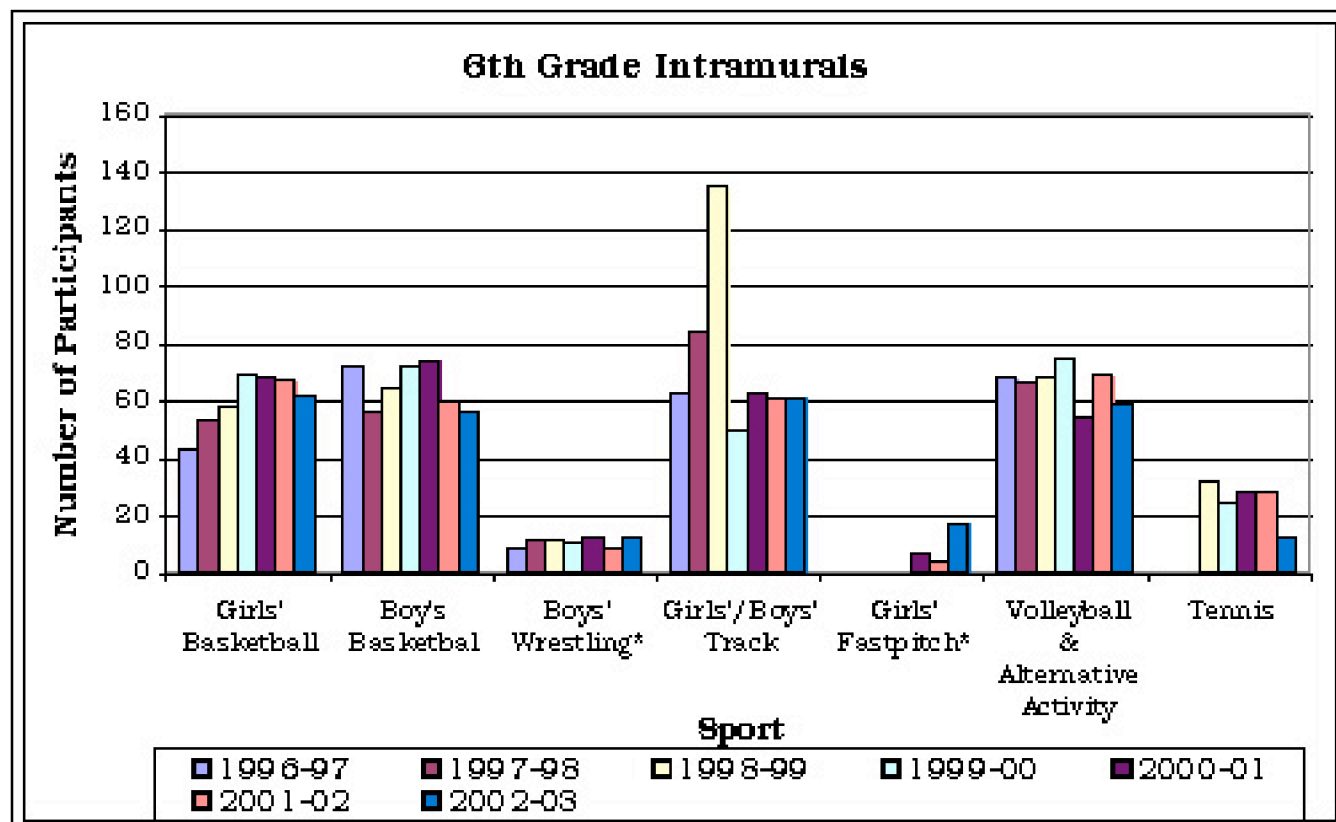
## 3rd, 4th, and 5th Grade Intramurals

	2000-01	2001-02	2002-03
<b>3rd-5th Grade Enrollment</b>	1089	1070	1042
	2000-01	2001-02	2002-03
<b>Volleyball</b>	75	79	75
<b>Tennis</b>	46	49	57
<b>Basketball</b>	168	155	171
<b>Wrestling</b>	44	42	41
<b>Floor Hockey</b>	70	48	40
<b>Saturday Basketball</b>	81	124	78
<b>Total Number of Participants</b>	<b>484</b>	<b>497</b>	<b>462</b>



## 6th Grade Intramurals

	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
<b>Girls' Basketball</b>	43	53	58	69	68	67	62
<b>Boy's Basketball</b>	72	56	64	72	74	60	56
<b>Boys' Wrestling*</b>	9	11	11	10	12	9	12
<b>Girls'/Boys' Track</b>	63	84	135	49	63	61	61
<b>Girls' Fastpitch*</b>	0	0	0	0	7	4	17
<b>Volleyball &amp; Alternative Activity</b>	68	66	68	75	54	69	59
<b>Tennis</b>	0	0	32	24	28	28	12

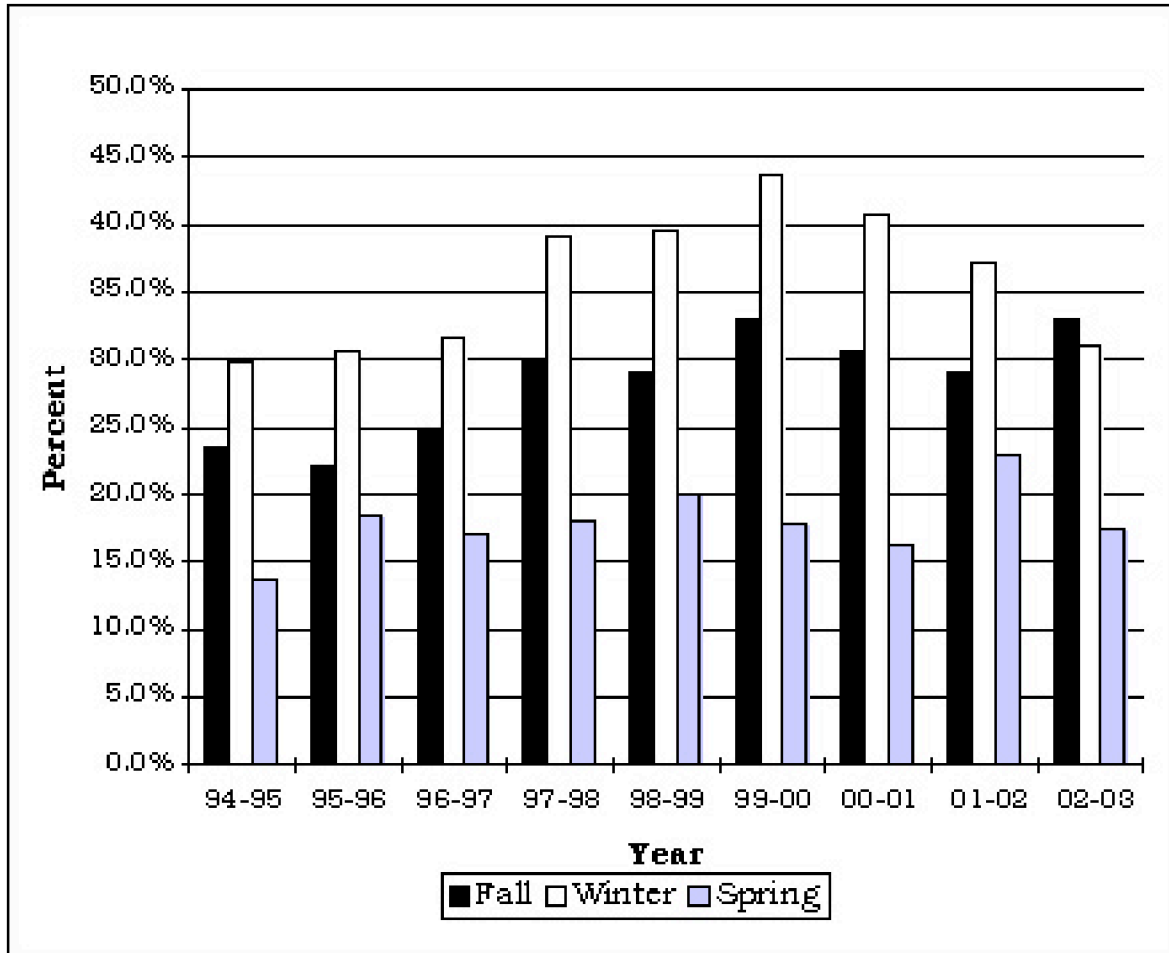


## 7th and 8th Grade Sports Activities

Year	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03
<b>School Enrollment</b>	<b>804</b>	<b>810</b>	<b>781</b>	<b>765</b>	<b>770</b>	<b>742</b>	<b>770</b>	<b>819</b>	<b>803</b>
<b>Fall Activities      Number of Participants</b>									
	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03
Football	103	99	104	138	130	142	146	144	135
Volleyball	93	106	123	139	136	169	169	148	129
<b>Totals</b>	<b>196</b>	<b>205</b>	<b>227</b>	<b>277</b>	<b>266</b>	<b>311</b>	<b>315</b>	<b>292</b>	<b>264</b>
<b>Winter Activities      Number of Participants</b>									
	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03
Boys' Basket Ball	120	110	103	127	134	127	118	134	130
Girls' Basket Ball	86	80	88	90	94	102	89	93	104
Wrestling	27	32	21	32	33	28	25	21	15
<b>Totals</b>	<b>233</b>	<b>222</b>	<b>212</b>	<b>249</b>	<b>261</b>	<b>257</b>	<b>232</b>	<b>248</b>	<b>249</b>
<b>Spring Activities      Number of Participants</b>									
	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03
Softball	17	13	14	22	18	10	8	19	17
Track	92	135	118	116	135	121	116	168	122
<b>Totals</b>	<b>109</b>	<b>148</b>	<b>132</b>	<b>138</b>	<b>153</b>	<b>131</b>	<b>124</b>	<b>187</b>	<b>139</b>

## 7th and 8th Grade Sports Activities Percent of Student Body Participating

	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03
Fall	23.5%	22.1%	24.6%	29.8%	29.1%	32.9%	30.5%	28.9%	32.9%
Winter	29.9%	30.6%	31.6%	39.0%	39.4%	43.7%	40.5%	37.0%	31.0%
Spring	13.6%	18.3%	16.9%	18.0%	19.9%	17.7%	16.1%	22.8%	17.3%



# High School Activities

The following is a list of special programs offered to high school students within the Bozeman School District. This list is neither fully complete nor perfectly accurate. It provides a listing of supplemental activities in the district.

## General Activities

Science Olympiad  
Youth Legislature  
Model United Nations  
German Club  
Spanish Club  
French Club  
Journalism  
International Youth Exchange  
Color Guard  
Honor Society  
Youth Council  
Drama  
VICA  
Scribblings  
Speech and Debate  
Science Club  
Business Professionals of America  
Photo Club  
Nite Club  
Art Club  
DECA  
Jazz Choir  
Concert & Chamber Choirs  
Orchestra  
Pep Band  
Marching Band  
Jazz Band  
TroubleShooters  
Youth Alive  
Regional/State Math  
Contests  
Project EXCEL  
Hawk Stat Crew  
Connections  
Insights  
Tobacco Cessation  
TALK Project  
Human Rights Club

## Athletics

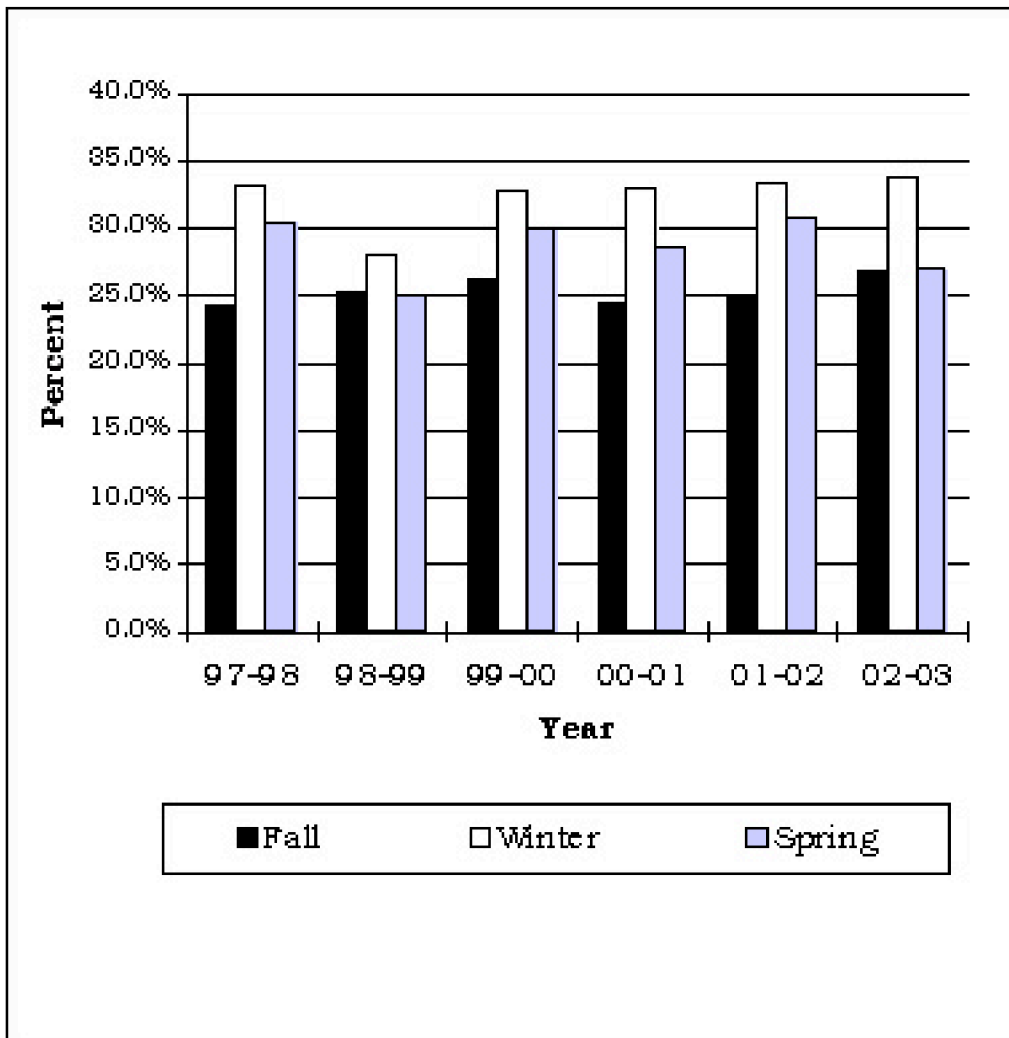
Boys' Basketball  
Girls' Basketball  
Boys' Track  
Girls' Track  
Girls' Cross Country  
Boys' Cross Country  
Wrestling  
Girls' Softball  
Football  
Girls' Golf  
Boys' Golf  
Boys' Tennis  
Girls' Tennis  
Boys' Soccer  
Girls' Soccer  
Girls' Volleyball  
Cheerleading  
Intramurals

## High School Activities By Season

Year	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03
<b>School Enrollment</b>	<b>1680</b>	<b>1710</b>	<b>1683</b>	<b>1680</b>	<b>1712</b>	<b>1694</b>	<b>1693</b>	<b>1696</b>	<b>1698</b>
<b>Fall Activities</b>									
	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03
Football	125	129	106	113	141	138	123	124	124
Volleyball	47	38	45	46	48	53	52	50	47
Cross-Country	49	56	55	60	54	58	46	42	33
Boys' Soccer	25	38	37	39	41	44	42	58	59
Girls' Soccer	25	37	39	36	39	37	38	49	46
Golf	26	26	30	30	30	26	26	29	29
Cheerleading	24	26	26	29	29	41	38	38	39
Speech/Debate**	76	86	87	83	81	78	80	65	77
<b>Totals</b>	<b>397</b>	<b>436</b>	<b>425</b>	<b>436</b>	<b>463</b>	<b>475</b>	<b>445</b>	<b>455</b>	<b>454</b>
<b>Winter Activities</b>									
	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03
Swimming	35	34	34	41	57	47	44	38	39
Boys' Basket Ball	48	48	47	50	46	50	49	52	52
Girls' Basket Ball	41	44	47	47	46	48	46	47	47
Wrestling	30	42	53	56	65	58	62	60	56
Cheerleading	24	26	25	29	29	41	38	38	38
Intramurals*	119	195	203	252	152	228	231	266	263
Speech/Debate**	76	86	87	83	81	78	80	65	77
<b>Totals</b>	<b>373</b>	<b>475</b>	<b>496</b>	<b>558</b>	<b>476</b>	<b>550</b>	<b>550</b>	<b>566</b>	<b>572</b>
<b>Spring Activities</b>									
	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03
Softball	30	28	30	28	29	28	28	28	27
Track	97	101	125	150	171	176	153	186	149
Tennis	54	63	51	50	47	48	44	49	48
Intramurals*	119	195	203	252	152	228	231	231	233
<b>Totals</b>	<b>300</b>	<b>387</b>	<b>409</b>	<b>480</b>	<b>399</b>	<b>480</b>	<b>456</b>	<b>494</b>	<b>457</b>

# High School Activities - Student Involvement

	97-98	98-99	99-00	00-01	01-02	02-03
<b>Fall</b>	24.2%	25.2%	26.2%	24.4%	24.9%	26.7%
<b>Winter</b>	33.2%	27.9%	32.8%	32.8%	33.3%	33.7%
<b>Spring</b>	30.4%	25.1%	29.9%	28.5%	30.8%	26.9%





## High School Activities

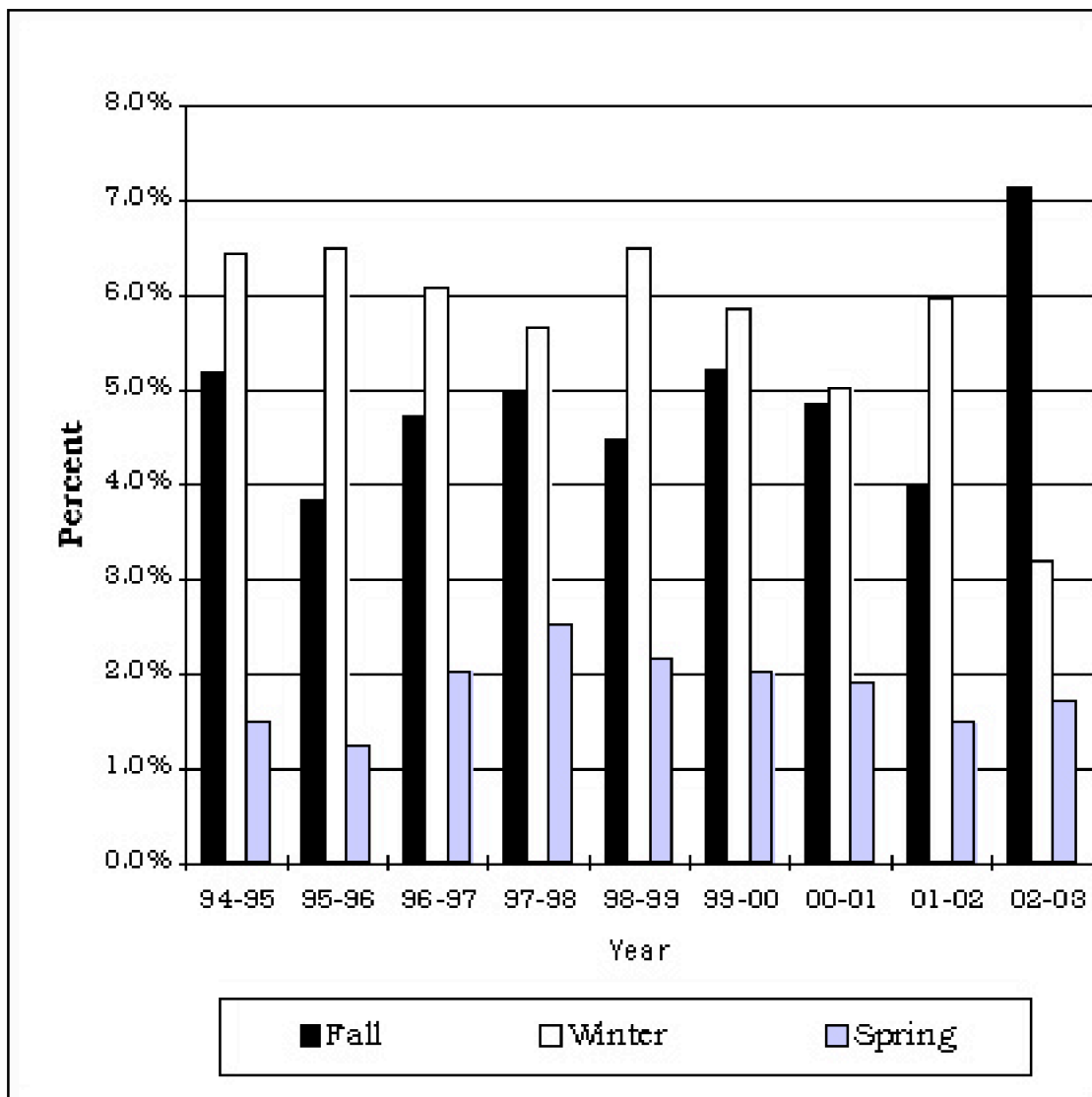
### Number of Students Released, Cut, Injured, Quit, Etc.

Year	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03
<b>School Enrollment</b>	<b>1680</b>	<b>1710</b>	<b>1683</b>	<b>1680</b>	<b>1712</b>	<b>1694</b>	<b>1693</b>	<b>1696</b>	<b>1698</b>
<b>Fall Activities</b>									
	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03
Football	5	2	4	2	4	5	5	5	2
VolleyBall	34	25	26	25	31	25	34	28	34
X-Country	2	3	1	2	3	6	2	2	7
Boys' Soccer	29	20	30	23	4	10	16	8	9
Girls' Soccer	12	7	5	11	9	6	10	1	4
Golf	15	9	11	20	16	21	11	15	22
Cheerleading	25	22	28	34	41	41	24	45	43
Speech/Debate**	0	0	0	0	0	0	0	0	0
<b>Totals</b>	<b>122</b>	<b>88</b>	<b>103</b>	<b>117</b>	<b>108</b>	<b>114</b>	<b>102</b>	<b>104</b>	<b>121</b>
<b>Winter Activities</b>									
	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03
Swimming	1	3	0	4	4	3	4	6	5
Boys' BBall	42	56	49	26	35	25	23	22	4
Girls' BBall	14	11	11	11	15	20	25	6	3
Wrestling	6	5	0	6	0	4	0	0	0
Cheerleading	25	22	27	34	41	42	24	45	42
Intramurals*	0	0	0	0	0	0	0	0	0
Speech/Debate**	0	0	0	0	0	0	0	0	0
<b>Totals</b>	<b>88</b>	<b>97</b>	<b>87</b>	<b>81</b>	<b>95</b>	<b>94</b>	<b>76</b>	<b>79</b>	<b>54</b>
<b>Spring Activities</b>									
	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03
Softball	4	8	8	10	3	4	7	1	12
Track	4	2	8	0	11	6	12	4	17
Tennis	2	2	7	12	7	3	2	5	0
Intramurals*	0	0	0	0	0	0	0	0	0
<b>Totals</b>	<b>10</b>	<b>12</b>	<b>23</b>	<b>22</b>	<b>21</b>	<b>13</b>	<b>21</b>	<b>10</b>	<b>29</b>

## High School Activities

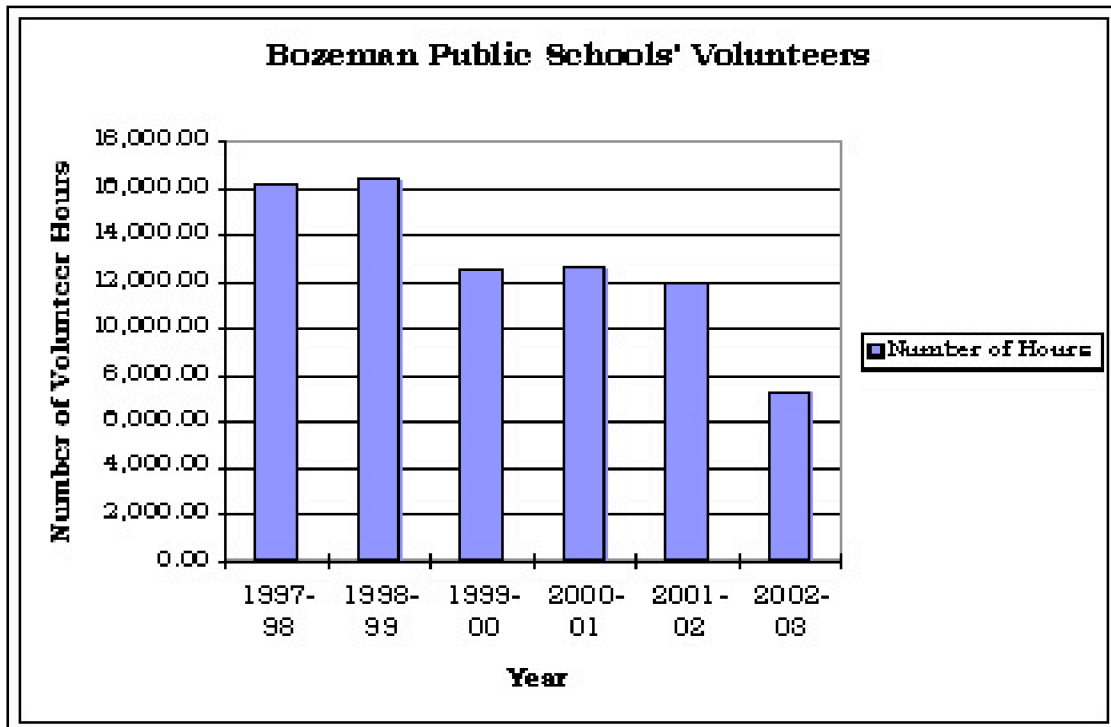
### Percent of Students Released, Cut, Injured, Quit, Etc.

	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03
<b>Fall</b>	5.2%	3.8%	4.7%	4.9%	4.4%	5.2%	4.8%	4.0%	7.1%
<b>Winter</b>	6.4%	6.5%	6.1%	5.7%	6.5%	5.8%	5.0%	6.0%	3.2%
<b>Spring</b>	1.5%	1.2%	2.0%	2.5%	2.2%	2.0%	1.9%	1.5%	1.7%



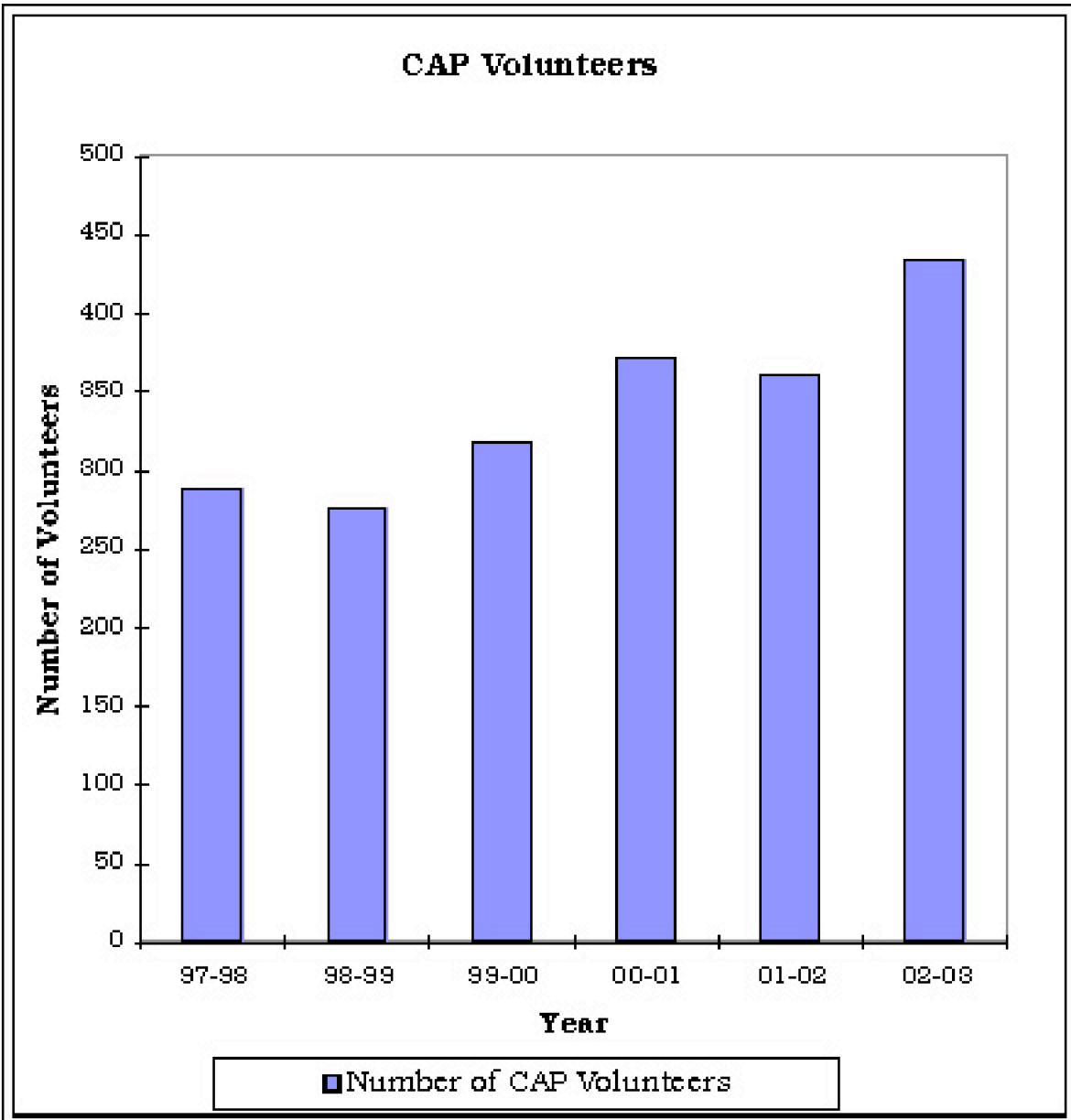
# District Volunteers

	Number of Hours
1997-98	16,191.00
1998-99	16,356.35
1999-00	12,487.75
2000-01	12,583.00
2001-02	11,945.00
2002-03	7,256.80



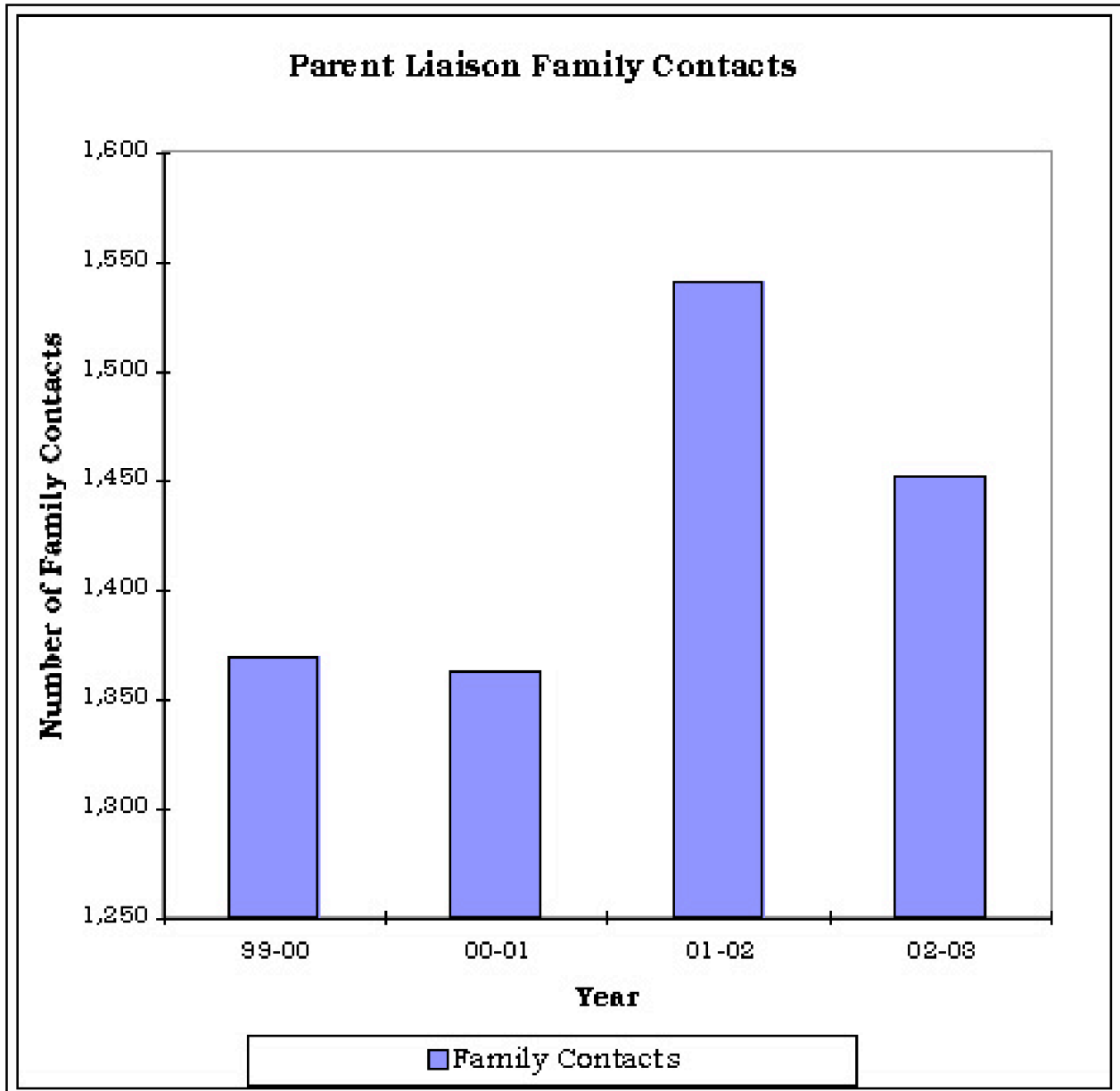
# CAP Volunteers

	Number of CAP Volunteers
97-98	288
98-99	276
99-00	318
00-01	371
01-02	361
02-03	434



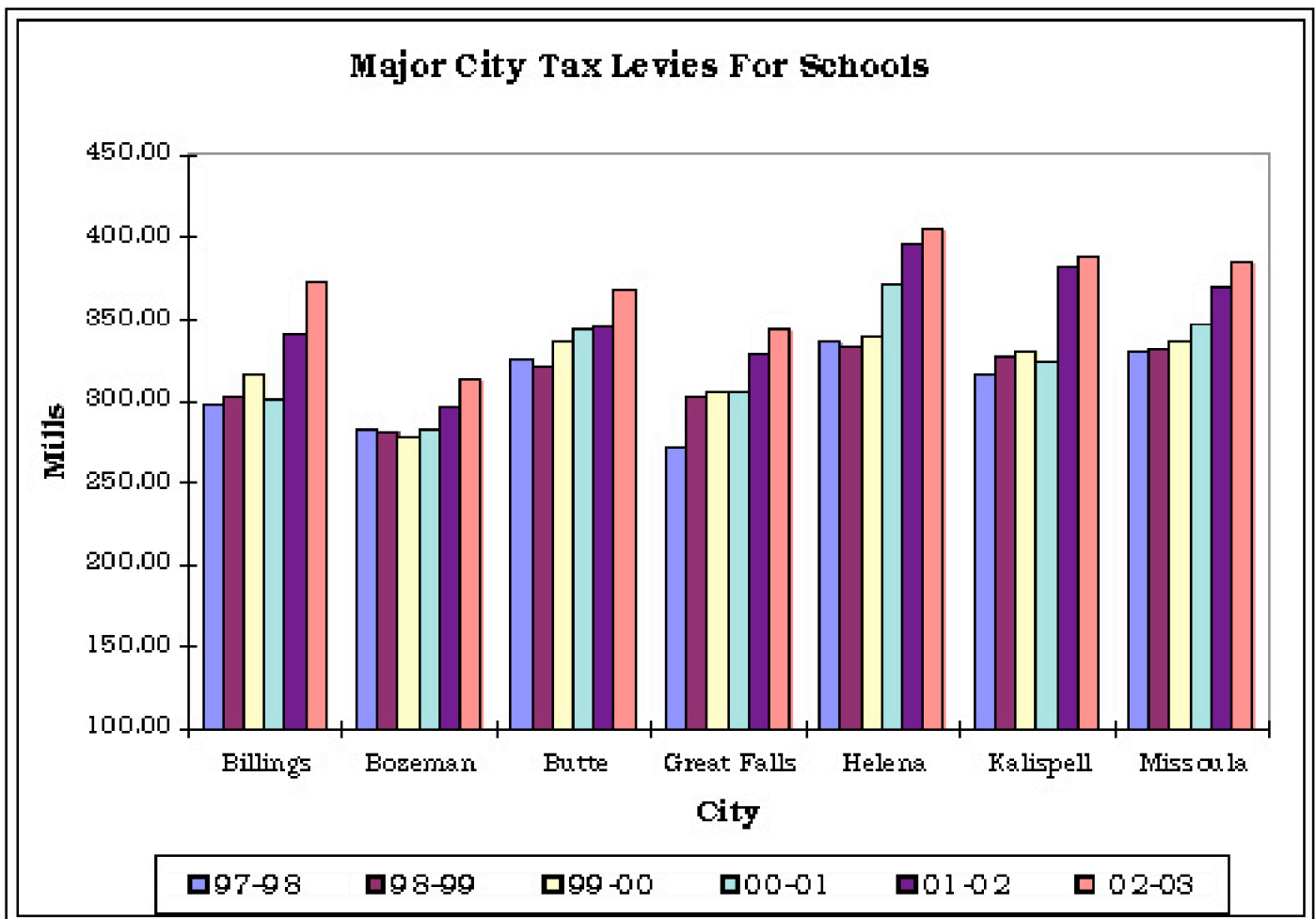
# Parent Liason Family Contacts

	Family Contacts
99-00	1,369
00-01	1,362
01-02	1,541
02-03	1,451



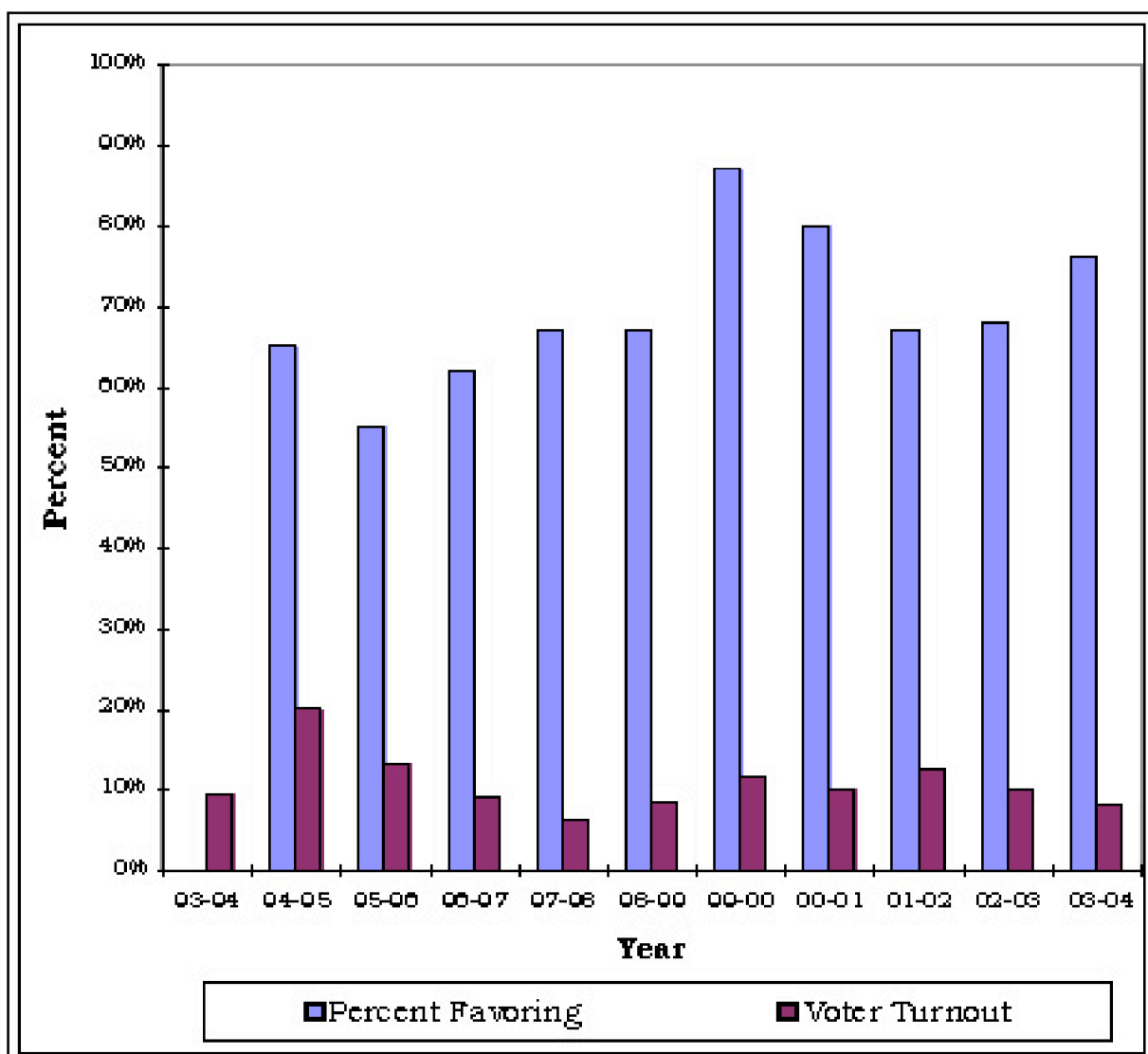
## Major City Tax Levies

	97-98	98-99	99-00	00-01	01-02	02-03
<b>Billings</b>	297.70	302.42	315.29	300.79	339.69	372.04
<b>Bozeman</b>	281.64	280.38	277.48	282.22	295.65	312.43
<b>Butte</b>	324.75	320.72	335.19	343.06	345.62	367.61
<b>Great Falls</b>	270.46	301.36	305.12	305.41	327.36	342.71
<b>Helena</b>	334.95	332.03	339.15	371.28	395.36	403.93
<b>Kalispell</b>	315.38	326.41	329.62	322.81	380.79	387.04
<b>Missoula</b>	329.78	330.35	336.39	346.37	368.90	384.64



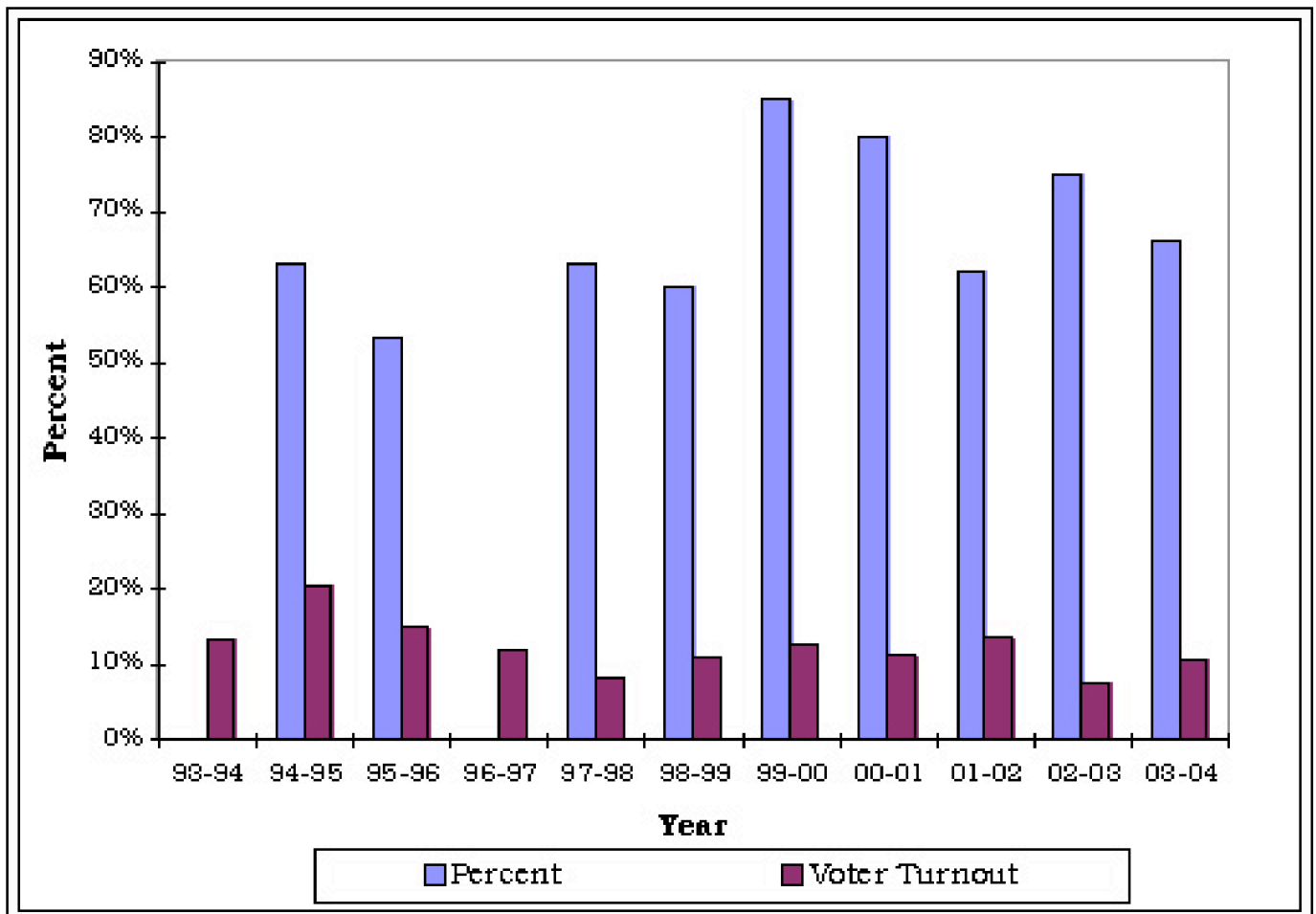
## Percent of Voters Favoring the Special Levies Elementary District

	Percent Favoring	Voter Turnout
90-91	No Voted Levy	8.00%
91-92	72%	5.09%
92-93	68%	6.80%
93-94	No Voted Levy	9.41%
94-95	65%	20.01%
95-96	55%	13.21%
96-97	62%	8.91%
97-98	67%	6.17%
98-99	67%	8.40%
99-00	87%	11.39%
00-01	80%	10.03%
01-02	67%	12.48%
02-03	68%	10.10%
03-04	76%	8.20%



## Percent of Voters Favoring the Special Levies High School District

	Percent	Voter Turnout
90-91	68%	9.00%
91-92	66%	6.74%
92-93	62%	7.70%
93-94	No Voted Levy	13.14%
94-95	63%	20.38%
95-96	53%	14.81%
96-97	No Voted Levy	11.73%
97-98	63%	7.98%
98-99	60%	10.78%
99-00	85%	12.49%
00-01	80%	10.94%
01-02	62%	13.42%
02-03	75%	7.60%
03-04	66%	10.50%





## General Fund Expenditures

	Actual	Inflationary Adjustment
1990	\$2,803	\$933
1991	\$3,067	\$889
1992	\$3,199	\$834
1993	\$3,237	\$754
1994	\$3,420	\$711
1995	\$3,402	\$613
1996	\$3,705	\$566
1997	\$3,822	\$504
1998	\$3,939	\$458
1999	\$4,071	\$398
2000	\$4,132	\$263
2001	\$4,135	\$145
2002	\$4,548	\$91
2003	\$4,748	\$0

