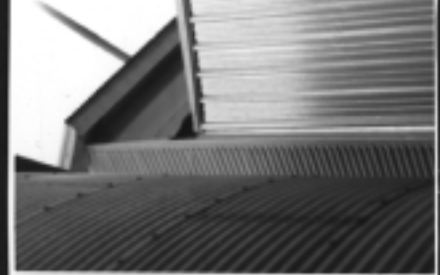
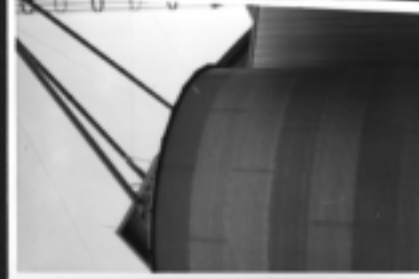
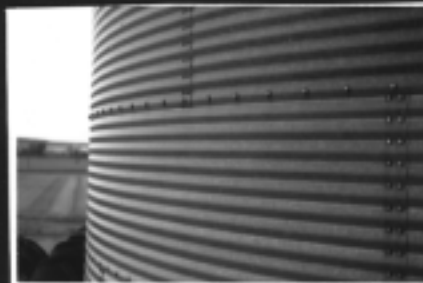
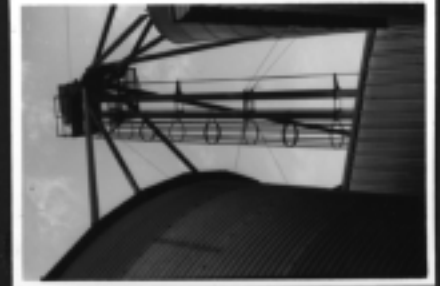
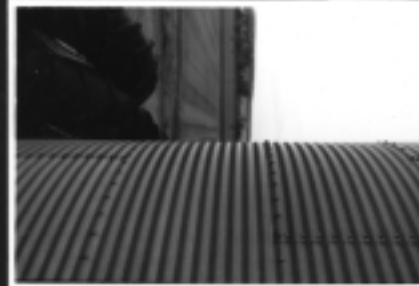
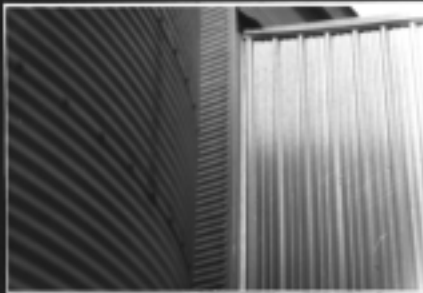


**GREAT FALLS**  
—●—  
**GREAT SCHOOLS**

**DISTRICT  
PROFILE**

**gfps**  
**2001-2002**





# ***SCHOOL BOARD***

***Vicki Dunham***

Chair

***Elna Hensley***

Vice-Chair

***Jake Allen, M.D.***

***Jim Janikula***

***David Reeves***

***Mick Taleff***

***Laura Vukasin***



# ***Central Offices***

Great Falls Public Schools  
1100 4th St. So.  
Great Falls, MT 59405  
[www.gfps.k12.mt.us](http://www.gfps.k12.mt.us)  
Main Operator: 268-6000

## **Superintendent**

Dr. W. Bryan Dunn: 268-6001

## **Assistant Superintendents**

Grades K-5 Lonnie Yingst: 268-6006

Grades 6-12 Dick Kuntz: 268-6008

## **Business**

Director Robert Odermann: 268-6051

## **Curriculum and Applied Research**

Director Dr. Chris Wortman-Engren: 268-6021

## **Data Processing**

Supervisor Bob McGregor: 268-6072

## **Health Enhancement**

Supervisor Gary DeGooyer: 268-6084

## **Human Resources**

Manager Judy Higgins: 268-6011

## **Information Services**

Program Asst. Anna Krueger: 268-6031

## **Music**

Supervisor Dennis Granlie: 268-6080

## **Special Education**

Director Dr. Denise Conrad: 268-6026

## **Support Services (Buses)**

Director William Merriman: 268-6016

# FOREWORD AND ACKNOWLEDGMENTS

Since I have been in Great Falls, this is the fifth Profile we have produced. Each provides more and better information than the previous one.

The purpose of the Profile is threefold. First, by comparing this Profile with those from previous years, the staff is able to determine how effective our programs are. Changes are made to improve programs based on the information in the Profile.

The second reason for the Profile is to provide information to the Trustees—the ultimate decision-makers in the district. In order to make the best decisions, they need to determine the degree to which programs and policies they have approved are working.

The third reason, and perhaps the most important, is to report our progress to the community. We have had strong public support, and each year through the Profile we make the public aware of how well their schools are performing; however, it is important for the public to remember that this is data from 2001-02 school year, and the information for 2002-03 may change significantly.

Meaningful assessment starts with a baseline from which to make comparisons. In some cases, we have compared ourselves with the state and the nation. In other cases, we have compared ourselves from one year to the next. Of the two methods, the latter is probably better as it compares Great Falls students to Great Falls students.

Many people worked on preparing this report, but some that deserve special recognition include Hank Raaum and Georgia Miller who organized the data on ethnicity, gender, attendance, mobility, and longevity. Ruth Plowman collected and provided the data on free and reduced lunches, an important measure of poverty in the district. Bob Odermann and Kim Fadrhonc provided the charts and graphs related to district finance. Julie Korb provided information on gifted education and middle school activities. Sally Newhall provided a myriad of information including information on school-business partnerships, the construction of our two High School Houses, community involvement, developing skills for a lifetime, and Enterprise Profitability. Denise Conrad and her staff provided information on special education.

Thanks to the administration of each of the high schools and middle schools for collecting the statistics on their activity programs. Thanks also to Lonnie Yingst, Dick Kuntz, and Chris Wortman-Engren for their time and effort in compiling the data.

Finally, many thanks to Katie Myers who did the yeoman's work. She compiled all of the data into a usable form, provided the comments (chatter as she calls it), typed and prepared the drafts, and supervised the printing.

Readers, if you have questions, call me at 268-6001.

Sincerely,

Bryan Dunn, Ed.D.  
Superintendent of Schools

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# Great Falls Public Schools Gives Each Student ***Kindergarten-Grade 12*** ***A Quality Educational Experience***

## DISTRICT VISION

The Great Falls Public Schools anticipates and meets student needs by continuously developing programs which are student-centered. Educational programs and experiences are of the highest quality possible and are assessed carefully and regularly. The District is committed to forward thinking and proactive planning which encourage schools to meet the challenges of

societal change.

The Board and all District staff collaborate

with students, parents, and community citizens to support high levels of involvement and expectations in Great Falls schools.

The District encourages participation, collaboration and cooperation

with all who genuinely have an interest in developing children's educational growth.

## DISTRICT MISSION

*The Great Falls Public Schools works to meet the diverse educational needs of all children attending its schools and enables students to become competent, productive contributors to a democratic society in an ever-changing world.*

# INDICATOR 1

## *School Program and Course Offerings*



# K-8 Academic Programs

## K-5

### Communication Arts

- Reading
- Writing
- Listening
- Viewing
- Speaking

### Mathematics

### Science

### Social Studies

### Keyboarding

### Word Processing

### Library Skills

### Art

### Music

### Health Enhancement

### Counseling

## 6-8

### Communication Arts

- Reading
- Writing
- Listening
- Viewing
- Speaking

### Mathematics: includes Prealgebra and Algebra I

### Science

- General
- Life
- Physical

### Social Studies

- History: World, United States, and Montana
- World Cultures and Geography
- Law-Related Education

### World Languages

- Introduction, Writing, Speaking
- French/Spanish/German

### Study Skills/Conflict Resolution/Life Skills

### Art

### Family and Consumer Science

### Industrial Technology

### Music: General, Choral, Instrumental

### Library Skills

### Health Enhancement

### Counseling

# 9-12 Academic Programs

## General Academic Programs

- Communication Arts
- Social Studies
- Mathematics
- Science
- Health Enhancement
- Art
- Business
- Family and Consumer Science
- Industrial Technology
- Music
- Publications
- Speech
- World Languages

## 9-12 Remedial Programs

- English 9-12
- Achievement Lab
- Applied Math
- Chapter I Math
- Practical Science
- Government

## 9-12 Honors Programs

- English 9-12
- Algebra I
- Algebra II/Trigonometry
- Math Analysis
- Advanced Biology
- Advanced Chemistry
- Holography
- Organic/Inorganic Chemistry
- Statistics
- AP English
- AP Calculus
- AP Biology
- AP United States History
- AP Art Senior Studio
- AP Government (Democracy)

# 9-12 Elective Courses

## **Art**

- Art Workshop
- Commercial Design
- Painting
- Sculptural Design
- Drawing and Printmaking
- Craft Design
- Photography

## **Business**

- Information Processing
- Office Skills
- Computers Multimedia
- Applied Computer Technology
- Entrepreneurship
- Intro to Marketing
- Accounting
- Personal Finance
- Business Law
- Business Management
- Practical Economics
- Sales and Advertising
- Job Seekers
- Work Experience

## **Publications**

- Intro to Newspaper
- Intro to Yearbook
- Photojournalism
- Yearbook Workshop
- Newspaper Workshop

## **Industrial Technology**

- Woods
- Preconstruction
- Construction Technology
- Welding
- Drafting
- Architectural Drafting
- Engineering Drafting
- Electricity DC
- Electricity Residential
- Applied Electronics
- Metals
- Consumer Mechanics
- Automotive Technology
- Power Technology
- Job Seekers
- Work Experience
- Applied Physics
- Networking (CISCO)

## **Family and Consumer Science**

- Culinary Arts I, II, III
- Textiles and Apparel I, II
- Housing and Interior Design
- Tourism and Recreation
- Preparation for Life
- Developing Child
- Child-Related Careers
- Job Seekers
- Work Experience

## **Theatre Arts**

- Intro to Theatre
- Intermediate Theatre
- Advanced Theatre
- Stagecraft Technology
- Stagecraft Design
- Stagecraft Management
- Dramatic Literature/  
Theatre History
- Video Production

## **World Languages**

- French
- German
- Spanish
- Sign

## **Music**

- Choir
- Band
- Ensemble/String
- Orchestra
- Jazz
- Chimes
- Theory/History

## **Speech**

- Speech I
- Speech II
- Debate

## **Health**

### **Enhancement**

- Swimming
- Health
- Physical Education
- Athletic Training
- Weight Training
- Aerobics
- Med Prep

### **Miscellaneous**

- Psychology
- Street Law
- Exceptionalities
- Humanities

**Further information about specific curriculum and related materials is available from Dr. Chris Wortman-Engren, GFPS Curriculum Director.**

# 9-12 Graduation Requirements

## ***Class of 2002-2005***

### **9-12 Basic Program (20 credits)**

- English (4 credits)
- Social Studies (3.5 credits)
- Mathematics (2 credits, including Algebra I)
- Science (2 credits)
- Health Enhancement (2 credits)
- Vocational/Practical Arts (1 credit)
- Fine Arts: Music/Art/Speech/Drama (1 credit)
- Electives (4.5 credits)

### **9-12 College Prep (22 credits)**

- English (4 credits)
- Social Studies (3.5 credits)
- Mathematics (3 credits, including Algebra I, Geometry, and Algebra II)
- Science (2 credits)
- Health Enhancement (2 credits)
- Vocational/Practical Arts (1 credit)
- Fine Arts: Music/Art/Speech/Drama (1 credit)
- Choice of (2 credits):
  - Foreign Language (two years recommended)
  - Computer Science
  - Visual and Performing Arts
  - Career and Technical Ed.
- Electives (3.5 credits)

## ***Starting with Class of 2006***

### **9-12 Graduation Requirements (23 credits)**

- English (4 credits) with demonstrated proficiency in public speaking/communication skills and writing each year to earn credit
- Social Studies (3 credits)
- Mathematics (3 credits, including Algebra I unless waived through the Applied Math prerequisite process.)
- Science (3 credits, which shall include Foundations of Science or an additional elective upon demonstration of equivalent proficiency, one credit in biology and one credit of science elective)
- Health Enhancement (2 credits)
- Vocational/Practical Arts (1 credit which shall include either Career and Technical education and/or media production)
- Fine Arts: Art, Drama, Music (1 credit)
- Computer Literacy (.5 credit or demonstration of proficiency in word processing, spreadsheets, database management and Internet basics)
- General Electives (5.5 credits, which shall include a second year of sequential study in a fine art, foreign language or vocational/practical art)

# School Day

## **K-5: Elementary Schools**

Times vary from school to school

- Prior to beginning of school day: breakfast programs and supervised playgrounds
- 155 minutes per day for kindergarten program\*
- 340 minutes per day for grades 1-3 program
- 375 minutes per day for grades 4-5 program
- 15-30 minutes per day for planned recess
- 40 minutes per day for lunch
- On different days of the week, students receive instruction from specialists in music, library, art, physical education, and guidance and counseling
- After school: HIPHOP, an after-school tutoring program.

\* Starting in 2002-03, kindergarten will be 340 minutes.

## **6-8: Middle Schools**

7:55 a.m. – 2:45 p.m.

- Prior to school: breakfast programs, supervised school grounds, extracurricular/co-curricular activities
- 45 minutes per day for each core academic subject
- 45 minutes per day for each exploratory subject, including PE/ music
- 20 minutes each day for homebase (advisory/activity period)
- 30 minutes per day for lunch
- After school: extracurricular/co-curricular activities and HIPHOP, an after-school tutoring program
- Seventh and eighth-grade students have an opportunity to take a 45-minute study hall

## **9-12: High Schools**

7:55 a.m. – 3:00 p.m.

- Several opportunities to take a 7:00 a.m. class
- 55 minutes per day for each core academic class
- 55 minutes per day for each elective or study hall
- 30 minutes per day for lunch
- Prior to and after school: extracurricular/co-curricular activities and club activities plus an after-school tutoring program.
- Club activity period scheduled once per month

# Technology Education Program

## **Goal Statement:**

The focus of Great Falls Public Schools' educational technology program is continuous improvement of student achievement, thereby fostering the foundation for lifelong learning. Through the use of technology in the classroom, Great Falls Public Schools' students become thinking, responsible, knowledgeable, and confident citizens of the world.

## **Components of the program include:**

- Growing awareness and experience with technology tools
  - Basic use skills
  - Information-gathering skills

## **Production skills:**

- Equipment that allows students to produce their work in diverse formats
  - Computers in every classroom
  - Computer labs and support accessories in every school
  - Apple/Macintosh as primary platform
  - PC format for library services, business course application, and other areas as needed
- Automated library systems for rapid access to print and electronic resources

## **District-wide network that provides shared resources appropriate to curricular, instructional, and administrative needs:**

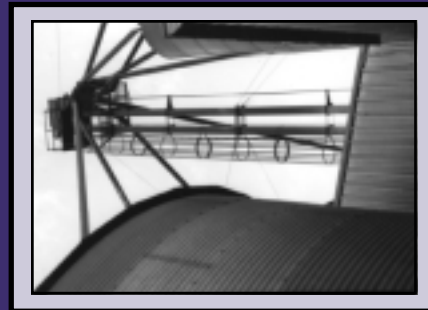
- Successmaker (CCC), a skill-building application used extensively at elementary schools, summer school, and in specific locations at middle and high schools
- Variety of applications that support academic programs and individual student needs
- Access to Great Falls Public Schools' homepage: [www.gfps.k12.mt.us](http://www.gfps.k12.mt.us)
- Telephone service that provides direct communication with classrooms: Operator—268-6000

# Additional School Programs

- Adult Basic Education
- Adult Continuing Education/NiteCap
- After-School Homework Assistance
- AmeriCorps Tutorial
- Alternative High School
- Athletics
- Bus/Transportation
- CARE/Student Assistance
- Continuing Community Education
- English as a Second Language
- Environmental Education
- Drop Everything and Read (DEAR)
- Drivers' Training
- Drug Abuse Resistance Education (DARE)
- Extended Kindergarten
- Fire Prevention/Home Safety
- Foreign Exchange Student Program
- Freshman Orientation Summer Program
- Gifted Education
- Graduate Equivalency Diploma (GED)
- Guidance and Counseling Program
- Health Checks (Vision, Hearing, Dental)
- Hip Hop, After-School Tutoring Program
- Homework Hotline
- Hot Lunch/Breakfast
- Literacy/Title I
- Middle-School Prevention Specialist
- MBI Teams in Each School
- Night School
- Parent-Teacher Associations
- Parent Involvement Classrooms (PIC)
- Saturday School
- School Resource Officers
- School to Work
- Student At-Risk Alternative Classrooms
- Special Education
- Summer School
- Tech-Prep
- Treatment Program in the High Schools
- Young Parents Education

# INDICATOR 2

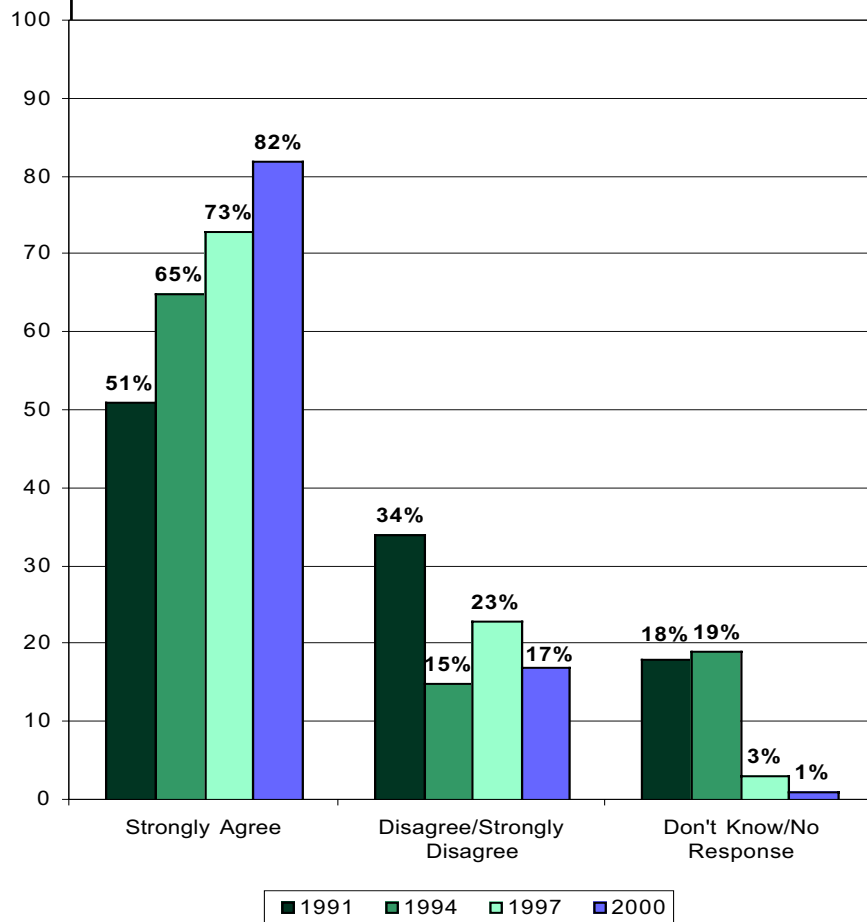
## ***Environment for Learning***



# Local Attitude Toward Schools

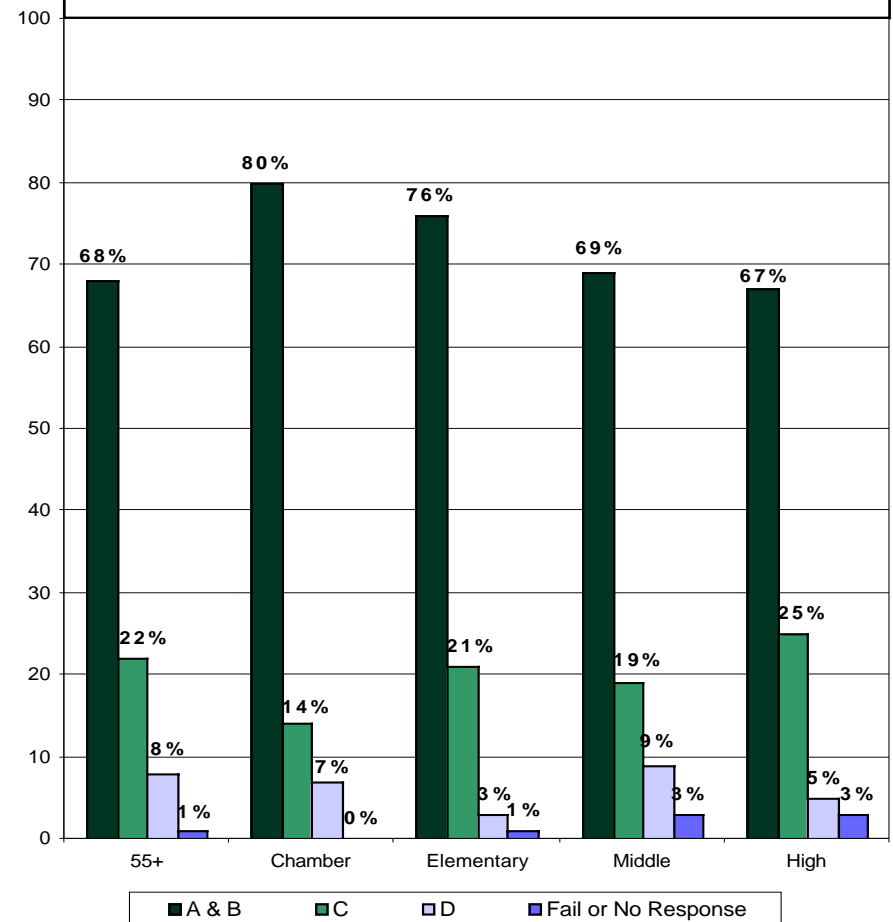
## General Feelings Toward Schools

Statement: The general feelings about the schools within our District are good. (N=557)



## Grades Given Great Falls Public Schools

Question: What grade would you give the Great Falls Public Schools? (N=555)



# School Partnerships

## ***School/Business Partnerships***

Benefis Healthcare  
Best Western Heritage Inn  
City Chevrolet  
Coca Cola  
Flynn Insurance  
General Mills  
Great Falls Clinic  
Great Falls Tribune  
Home Depot, Inc.  
KFBB  
MacKenzie River Pizza  
Montana Power Company  
Mountain West Bank  
Nautilus Health Spa  
Pacific Recycling  
Penny's Gourmet to Go  
Peres Food Basket  
Photo Plus  
Pizza Hut  
Schulte's 38th Street Store  
Silver Thimble  
Smith's  
State Farm Insurance  
Target  
Toyota Motor Co.  
Wal-Mart

## ***School/Community Partnerships***

Alliance for Youth  
American Association of University Women  
AmeriCorps Volunteers  
Benton Lake National Wildlife Refuge  
Big Brothers/Big Sisters  
Boy Scouts of America  
Boys and Girls Club  
C. M. Russell Museum  
City of Great Falls  
Community Block Grant  
Foster Grandparents  
Golden Triangle Mental Health  
Great Falls Advertising Federation  
Great Falls Area Chamber of Commerce  
Great Falls Fire Department  
Great Falls Police Department  
Great Falls Public Library  
Great Falls Symphony Association  
Green Thumb  
Heroes and Neighbors Down at the School  
(HANDS)  
Job Corps  
Job Service Employer's Committee  
Job Service Workforce Center  
Lewis and Clark Interpretive Center  
Malmstrom Air Force Base  
Montana Air National Guard  
Montana Fish, Wildlife, and Parks  
Montana PTA  
Montana Wilderness Association—Island  
Range Chapter  
MSU-Extension Service-Cascade County  
MSU-Great Falls, College of Technology  
Neighborhood Councils  
Neighborhood Housing Services  
Paris Gibson Square Museum of Art  
Retired Senior Volunteer Program  
Salvation Army  
Society of Human Resource Managers  
Special Olympics of Great Falls  
and Montana  
St. Thomas Child and Family Center  
Sunrise Lions Club  
U.S. Forest Service  
University of Great Falls  
Uptown Optimists  
Waste Management  
Water Purification Plant

## Contributors: Enterprise Profitability

**High-school business classes play an interactive simulation game sponsored by the following companies:**

D. A. Davidson and Company  
Energy West  
Flynn Insurance Agency  
General Mills Foundation  
Montana Power Foundation  
U. S. Bank

## Contributors: High School Houses

**Neighborhood Housing Services/GFPS Construction Technology classes collaborate to build affordable housing for low-income families.**

Big Sky Lite-Form	M & D Construction
Brennan Heating and Cooling	McCleary Appraisal Service
City of Great Falls	Neighborhood Reinvestment
Dick Olson Constructors, Inc.	Palagi Plumbing
Eklund Appliance and TV, Inc.	Power-Trol Electrical
Energy West	Professional Property Inspection Services
Falls Construction	Sign Pro
Great Falls Portables	Strobel's Rental
James Talcott Construction, Inc.	United Materials
John Gordon Construction	
Johnson Madison Lumber	

## Committee: Skills for a Lifetime

**This advisory board with diverse representation guides school improvement initiatives to help all students make informed choices about their future.**

Benefis Healthcare  
City of Great Falls  
Community members  
Easter Seals Goodwill Industries of Montana  
Flynn Insurance  
Great Falls Advertising Federation  
Great Falls Area Chamber of Commerce  
Great Falls City Commission  
Great Falls Education Association  
Great Falls Public Schools  
Great Falls Tribune  
Job Service Employer's Committee (JSEC)  
Job Service Workforce Center  
KFBB  
Malmstrom Air Force Base  
Montana Contractor's Association  
Montana Legislature  
MSU-Great Falls, College of Technology  
Pizza Hut  
Service Corps of Retired Executives (SCORE)  
Society of Human Resource Managers (SHRM)  
Target Stores  
University of Great Falls  
United States Postal Service

# School/Student Community Involvement

## ***Middle-School Students***

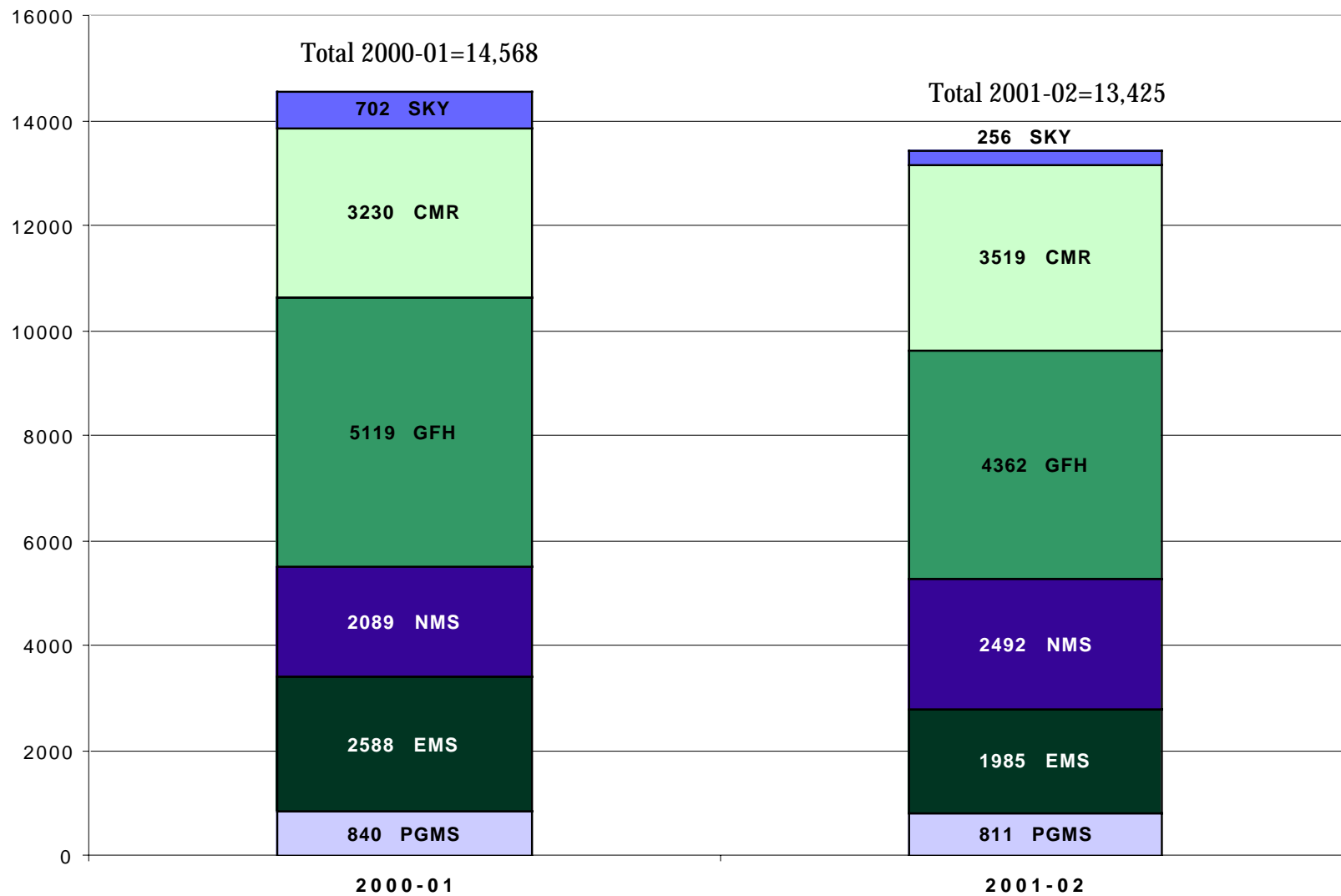
- Collected food for Salvation Army Canned Food Drive
- Participated in Community Cleanup
- Were Santa's Helpers
- Rang bells for Salvation Army
- Participated in Red Cross Blood Drive
- Helped with Mothers March of Dimes
- Worked with kindergarten students
- Designed cards for and decorated nursing homes
- Did Random Acts of Kindness
- Participated in Ryan's Friends, Christmas present donations
- Donated to the Children's Receiving Home
- Participated in the Nickels-for-New-York Campaign
- Donated to Toys for Tots
- Walked River's Edge Trail for different causes and for cleanup, plus donated over \$300 to the trail
- Participated in conferences and breakfast meetings in the community
- Were involved in the Winter Solstice luncheon
- Involved with parents in the Foreign Foods Festival
- Helped with dances, open houses and parent conferences
- Participated with parents in local school debates
- Gathered old blankets and towels for the Animal Shelter
- Raised plants from seeds, purchased plants, and distributed to neighborhood families
- Collected donations for victims of 9-11
- Contributed over \$800 to the Rescue Mission

## ***High-School Students***

- Volunteered time to United Way, Senior Citizens' Center, Eagle Mount, Paris Gibson Square, Salvation Army, St. Vincent de Paul.
- Participated in America's Walk for Diabetes for the sixth consecutive year
- Participated as role models for DARE, Peer Educators for Planned Parenthood and the City County Health Department Abstinence Program, Rustler Buddies, and Leadership High School
- Built houses for Neighborhood Housing
- Tutored elementary-school, middle-school, and high-school students in their respective buildings
- Combined efforts to form a Students Advocating for Education (SAFE) group; these students actively participated in the annual school levy election by distributing leaflets and calling prospective voters before the election
- Contributed to the annual Salvation Army Canned Food Drive during the holiday season
- With the Boys and Girls Club of Cascade County, donated prom dresses for redistribution to needy girls for formal dances
- Volunteered countless hours for the Montana Special Olympics
- Collected jackets and coats to give to students who were in need
- Organized, promoted, and helped with a Red Cross Blood Drive
- Sponsored and housed the National AIDS quilt
- Baked Christmas cookies for neighbors
- Made bird feeders for parks
- Made Christmas cards and treats for Park Place nursing home
- Filled food baskets for Salvation Army
- Rang Bells for Salvation Army
- Participated in Hoops for Hearts basketball tournament
- Served lunch at the Rescue Mission
- Participated in Students Fight Back, raising over \$8,000 for NY firefighters

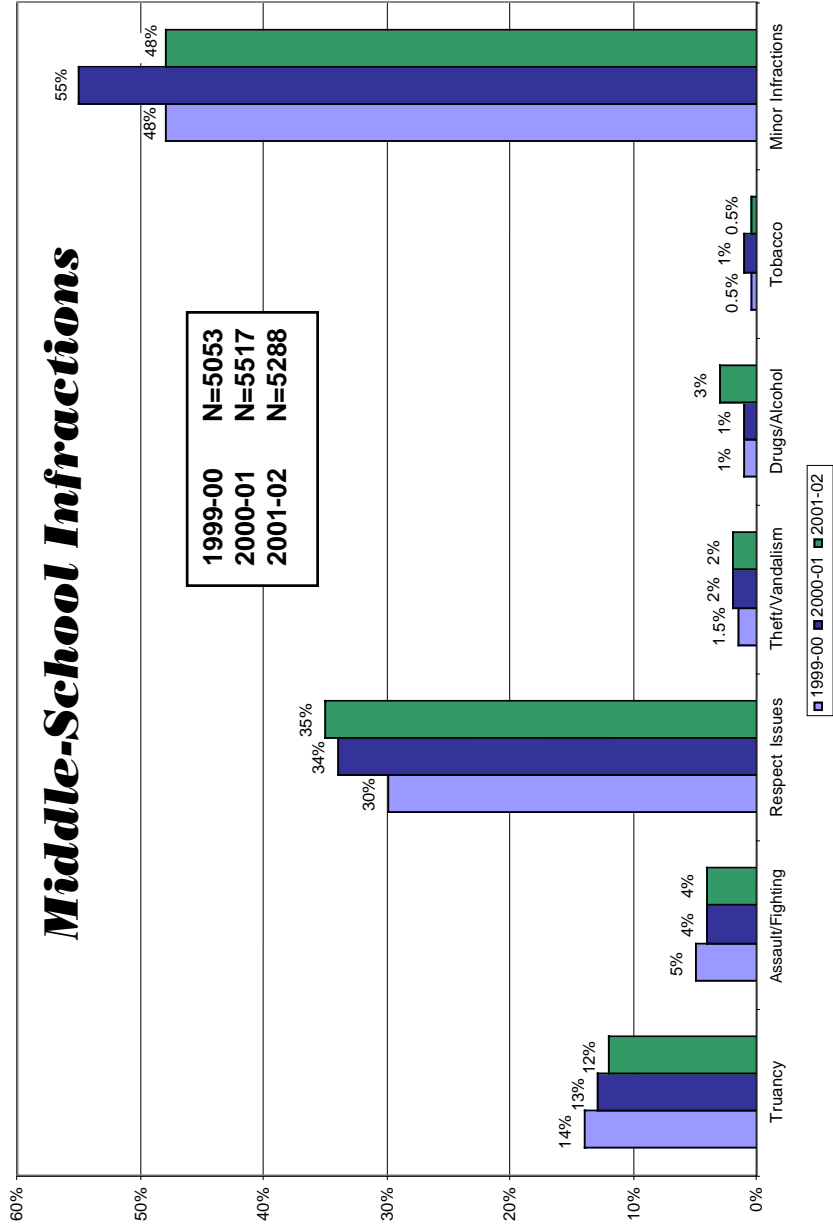
# Pupil Action Reports

## Total Infractions Middle School and High School

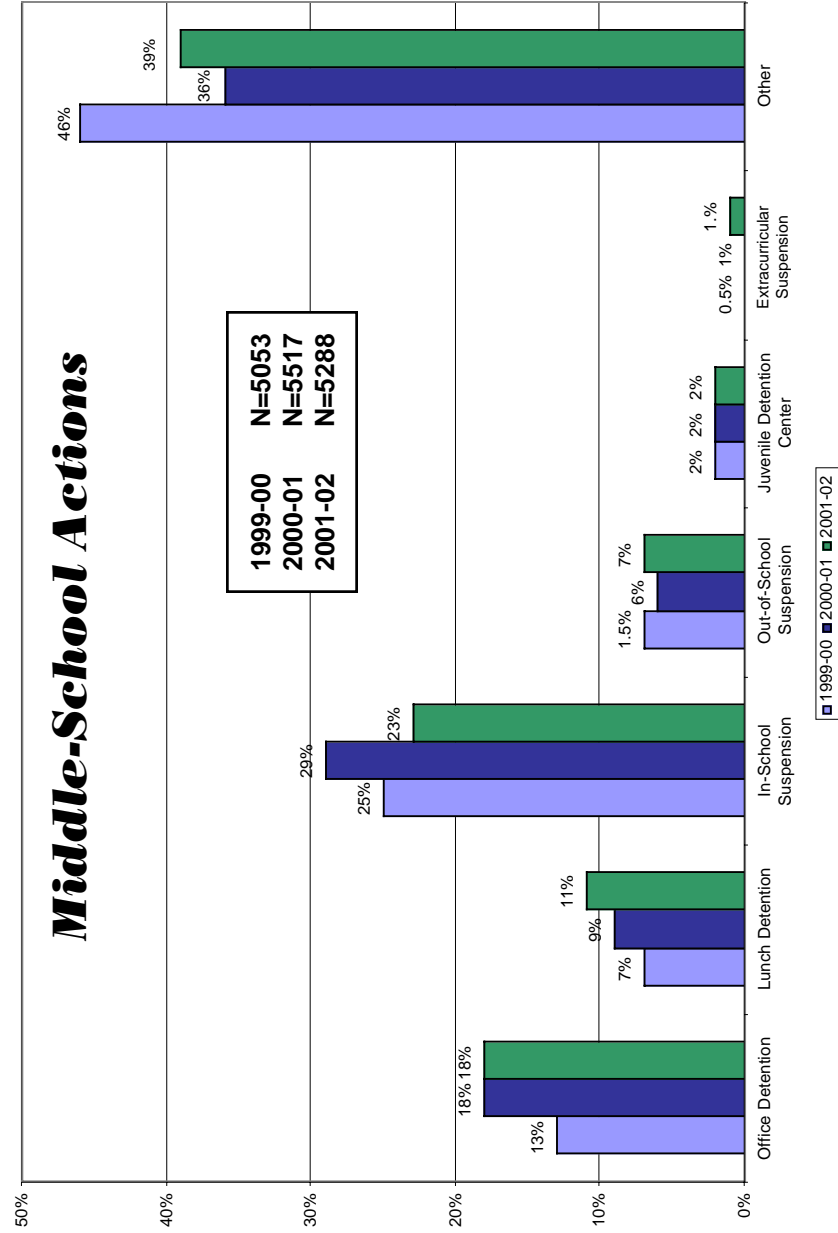


# Pupil Action Reports

## Middle-School Infractions

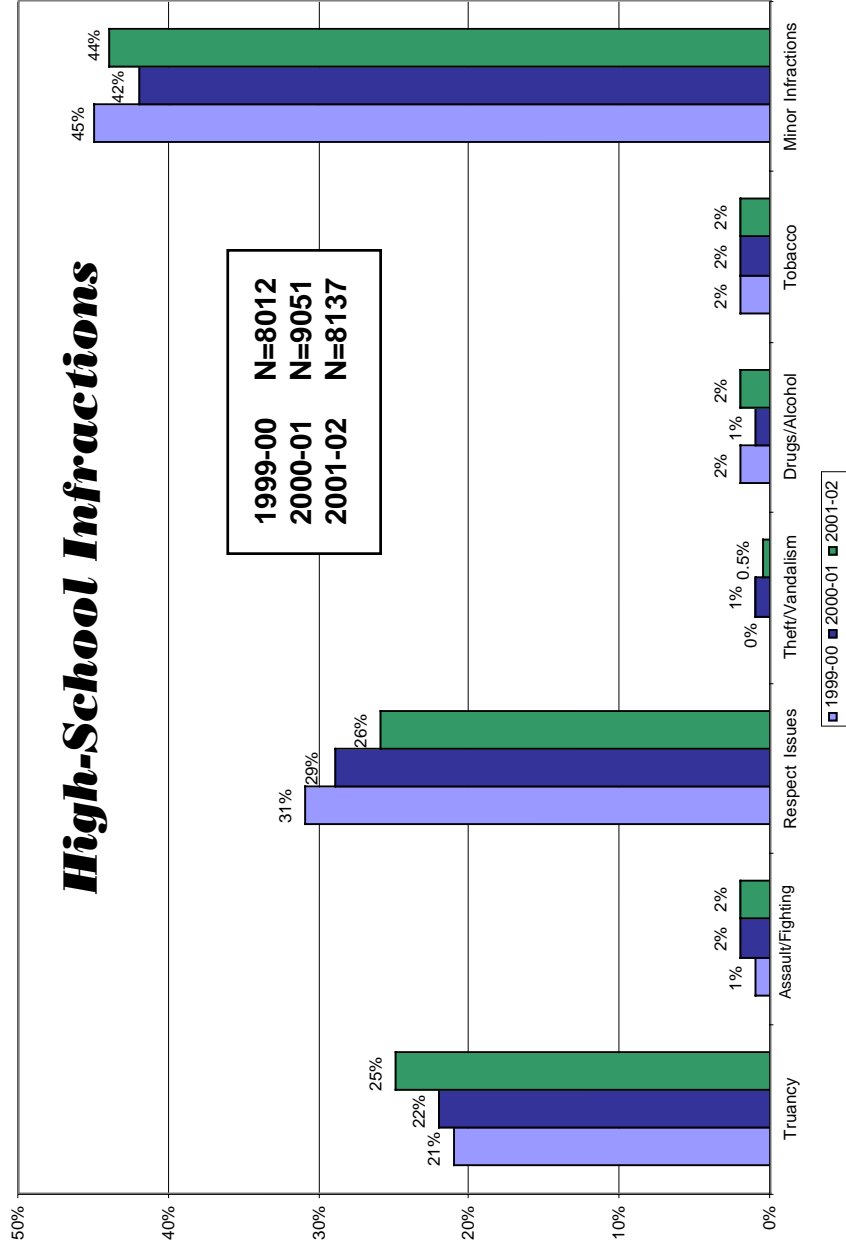


## Middle-School Actions

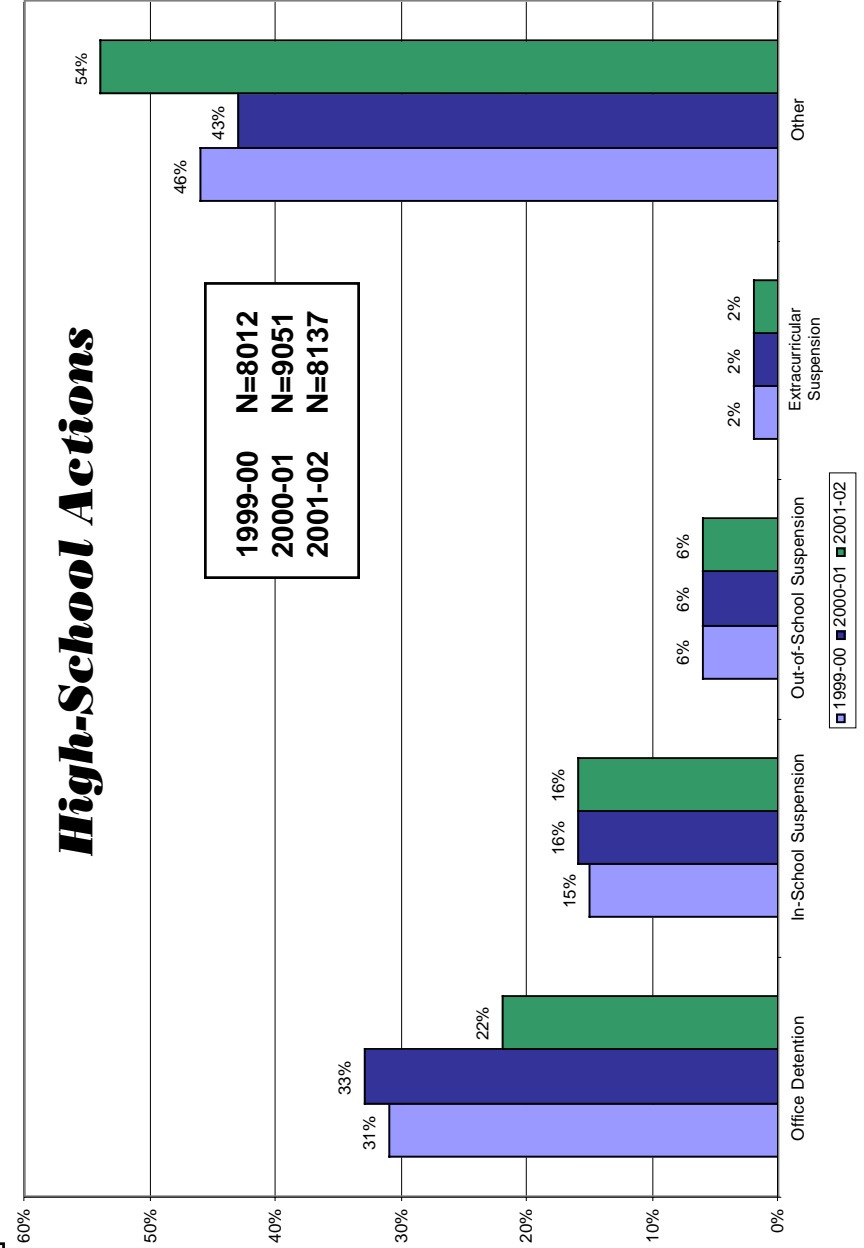


# Pupil Action Reports

## High-School Infractions



## High-School Actions



# INDICATOR 3

## *Student Achievement*



# Curriculum Standards and Assessment

## ***Standards and benchmarks describe what students should know and be able to do.***

All district curricula that have been adopted within the past five years are organized around standards and benchmarks. Standards define the learning that students should acquire in a specific content area. Benchmarks subdivide standards into what students should know and be able to do at a particular grade level. National and state standards are incorporated into each district curriculum. Additional influences on district standards and benchmarks come from educator and public surveys.

All curricular areas are comprehensive and reviewed continuously through implementation and assessment. Textbooks and other supplementary materials are reviewed, updated, or replaced on a regular cycle.

## ***Testing and assessment are used to support instruction.***

Teams of teachers and administrators meet regularly to analyze assessment results and to set district, building, and grade-level or class goals accordingly.

District-level assessments, such as end-of-semester and unit tests, writing samples, or standardized-test results, are used to measure student achievement, to set instructional goals, to determine consistency and balance in curriculum coverage, to provide staff development, and to target students needing special assistance.

## ***The following standardized tests are administered:***

- ITBS (Iowa Tests of Basic Skills, grades 1-8)
- ITED (Iowa Tests of Educational Development—9th-12th grade version of ITBS)
- ACT (American College Test)
- SAT (Scholastic Aptitude Test)
- PSAT (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test)
- AP (Advanced Placement Tests)
- SSAT (Secondary School Admission Test— for qualifying for the Montana Cook Scholarship)

# Iowa Tests of Basic Skills Iowa Tests of Educational Development

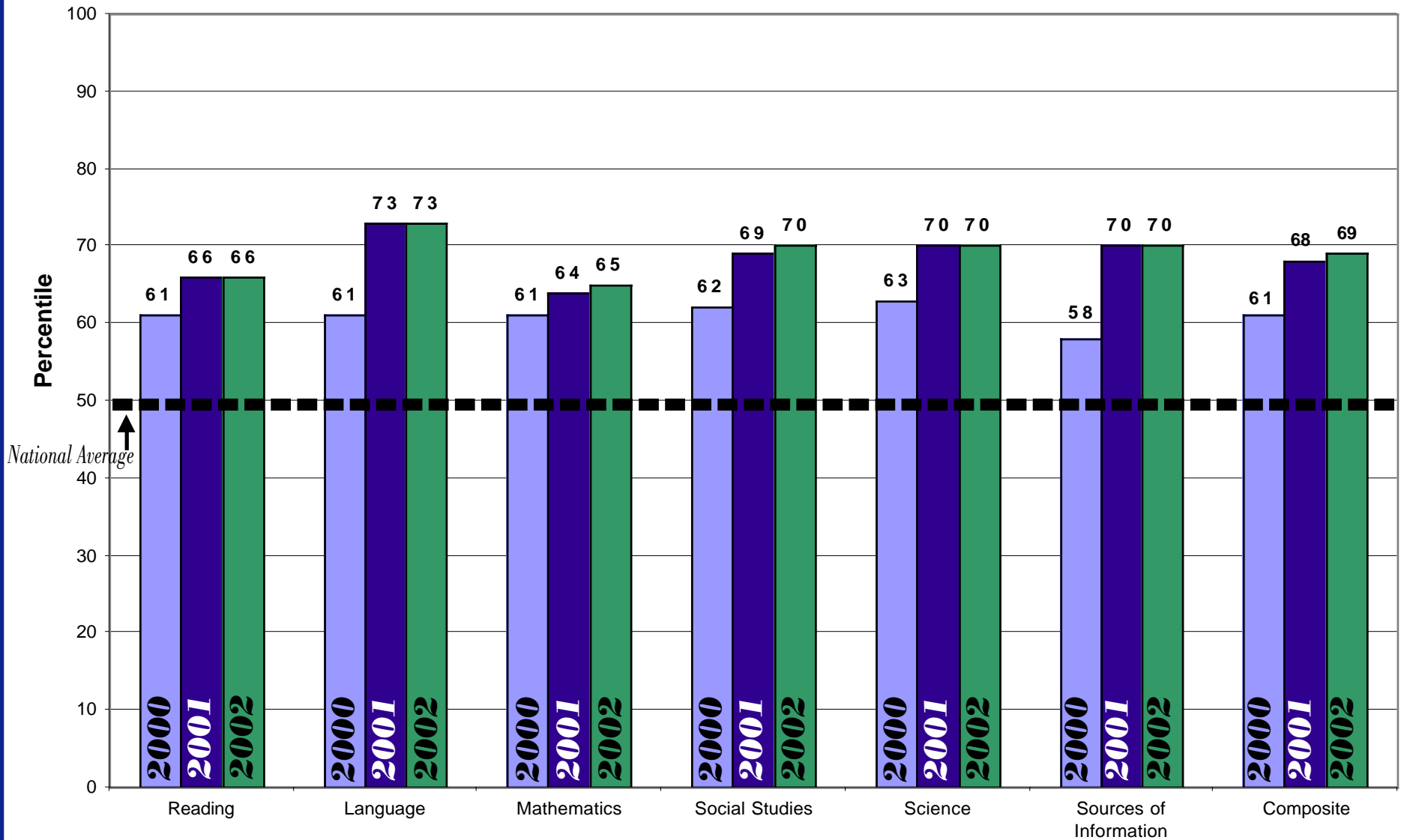
**T**he ITBS (Iowa Test of Basic Skills) is administered in mid-March of every year to students in grades one through eight. Its purpose is to provide a comprehensive measurement of growth in the fundamental skills: reading, language, mathematics, social studies, science, and sources of information. The primary purpose is to provide parents, students, educators, and policy-makers with normative data that may be used for evaluating district, school, and student performance. The district uses the data for program improvement.

In ninth through 12th grades, the test is called the ITED (Iowa Tests of Educational Development). It provides a comprehensive appraisal of students' progress toward widely accepted goals of a high-school education. The tests include vocabulary, reading comprehension, written expression, math concepts and problem solving, math computation, social studies, science, and information processing.

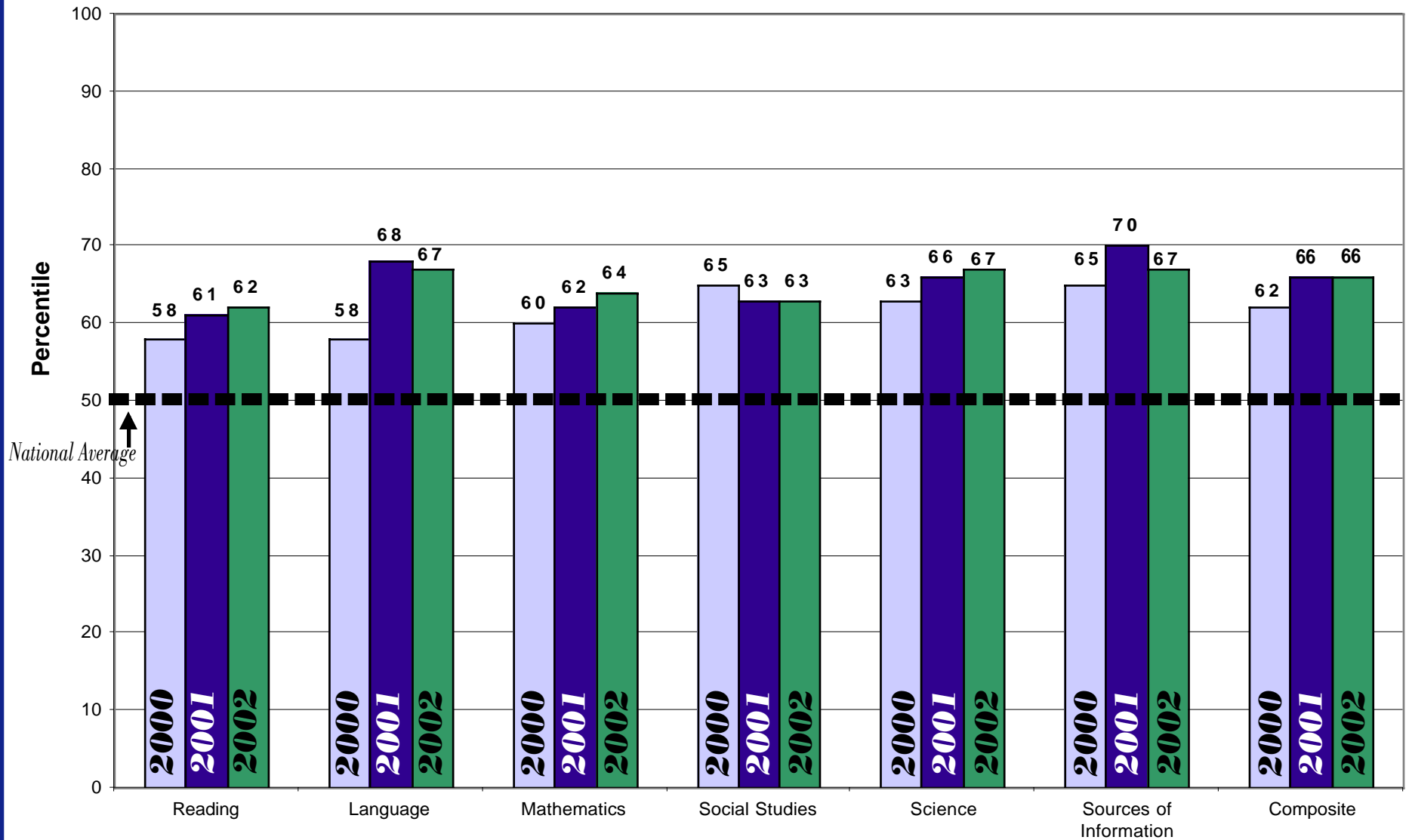
Results of these tests for grades four, eight, and eleven are reported to the Montana Office of Public Instruction, which releases the results statewide. Data includes both special-education and regular-education students. While the State of Montana only requires data for these three grade levels, the Great Falls Public School District now assesses all grades, one through 12. All scores become part of a student's cumulative record and are sent whenever transcripts are requested.

The total number of students tested for the 2001-2002 school year was 10,444.

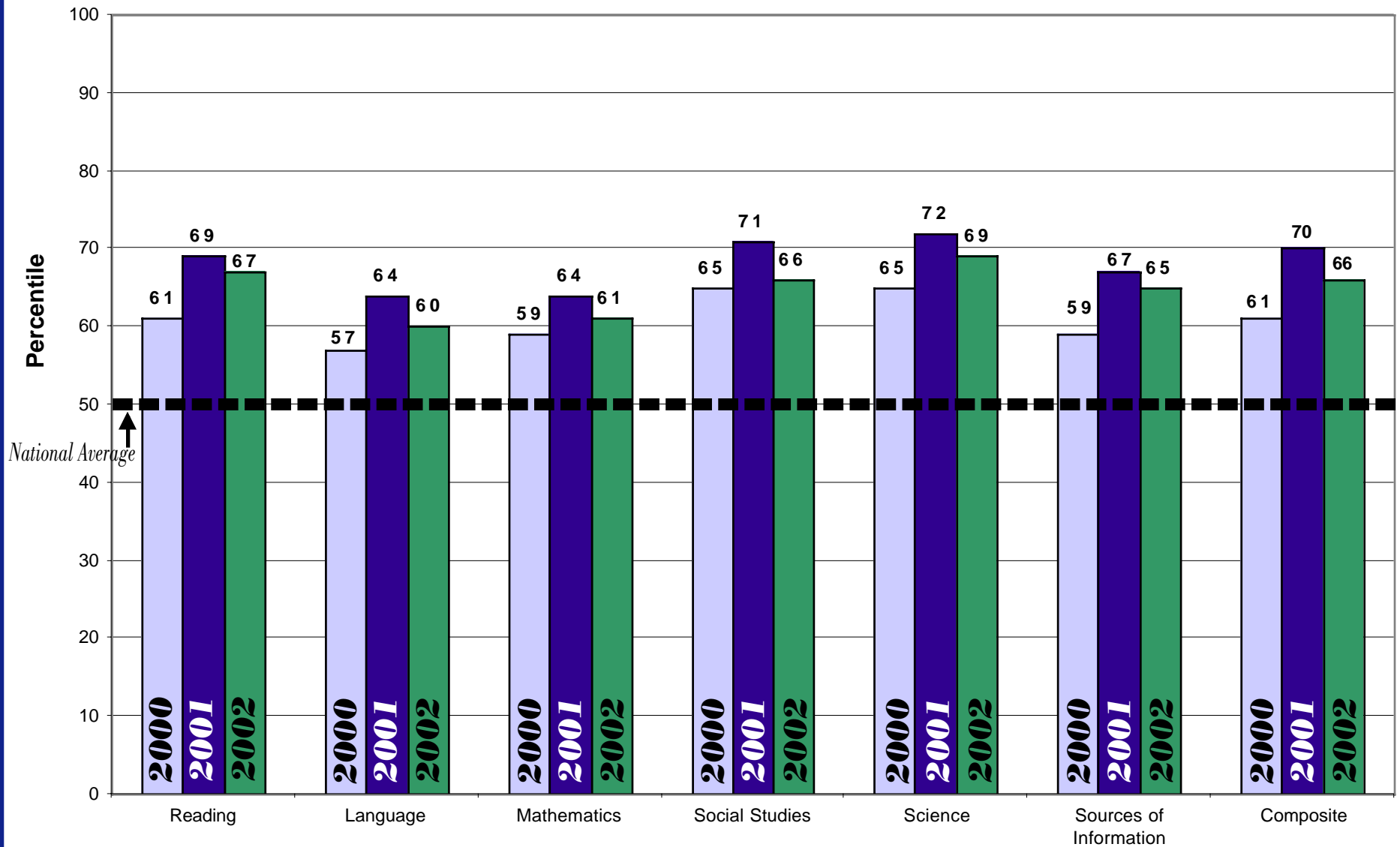
# GFPS Grade Four National Student Percentile Scores



# GFPS Grade Eight National Student Percentile Scores



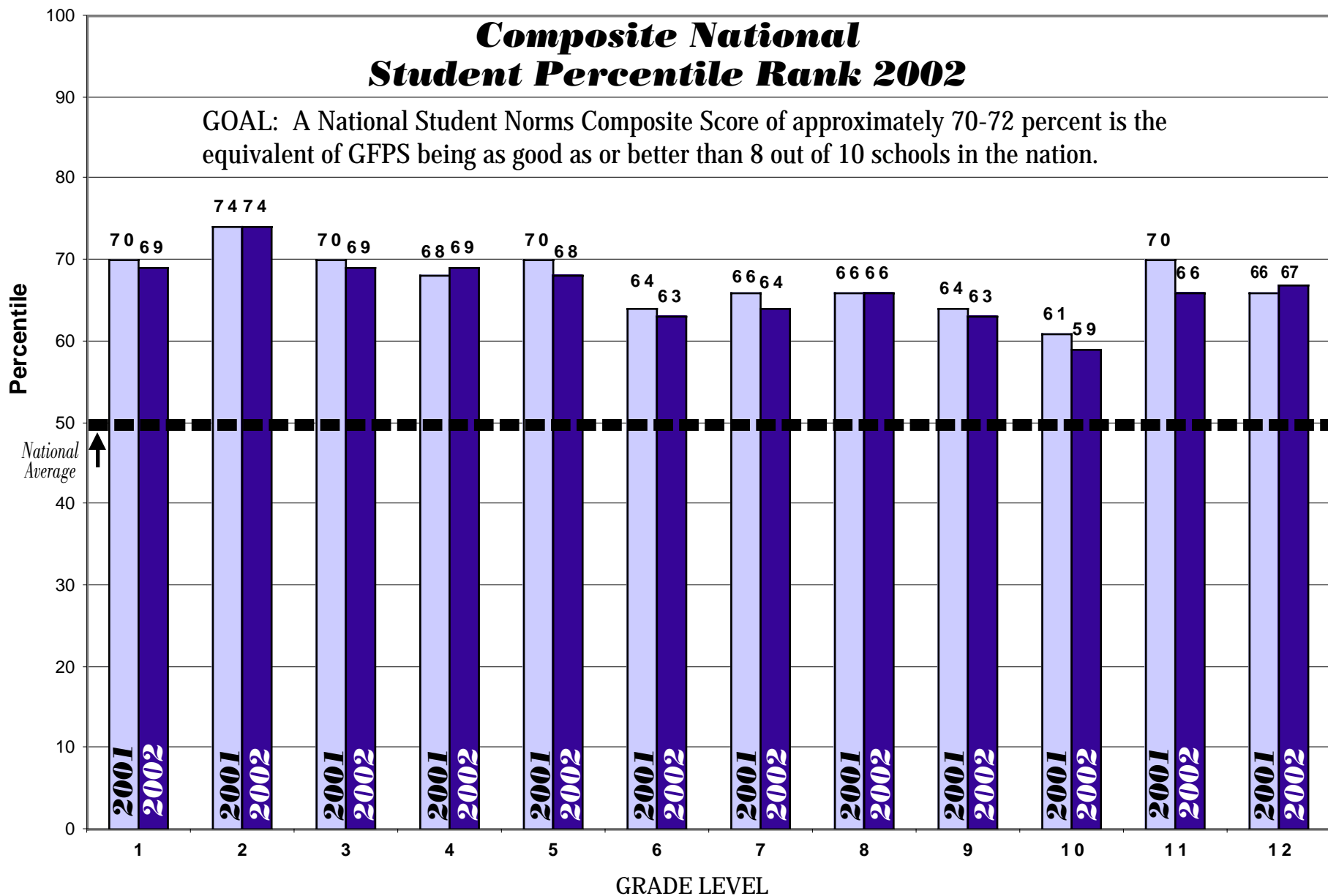
# GFPS Grade Eleven National Student Percentile Scores



# ITBS Scores Grades 1-12

## Composite National Student Percentile Rank 2002

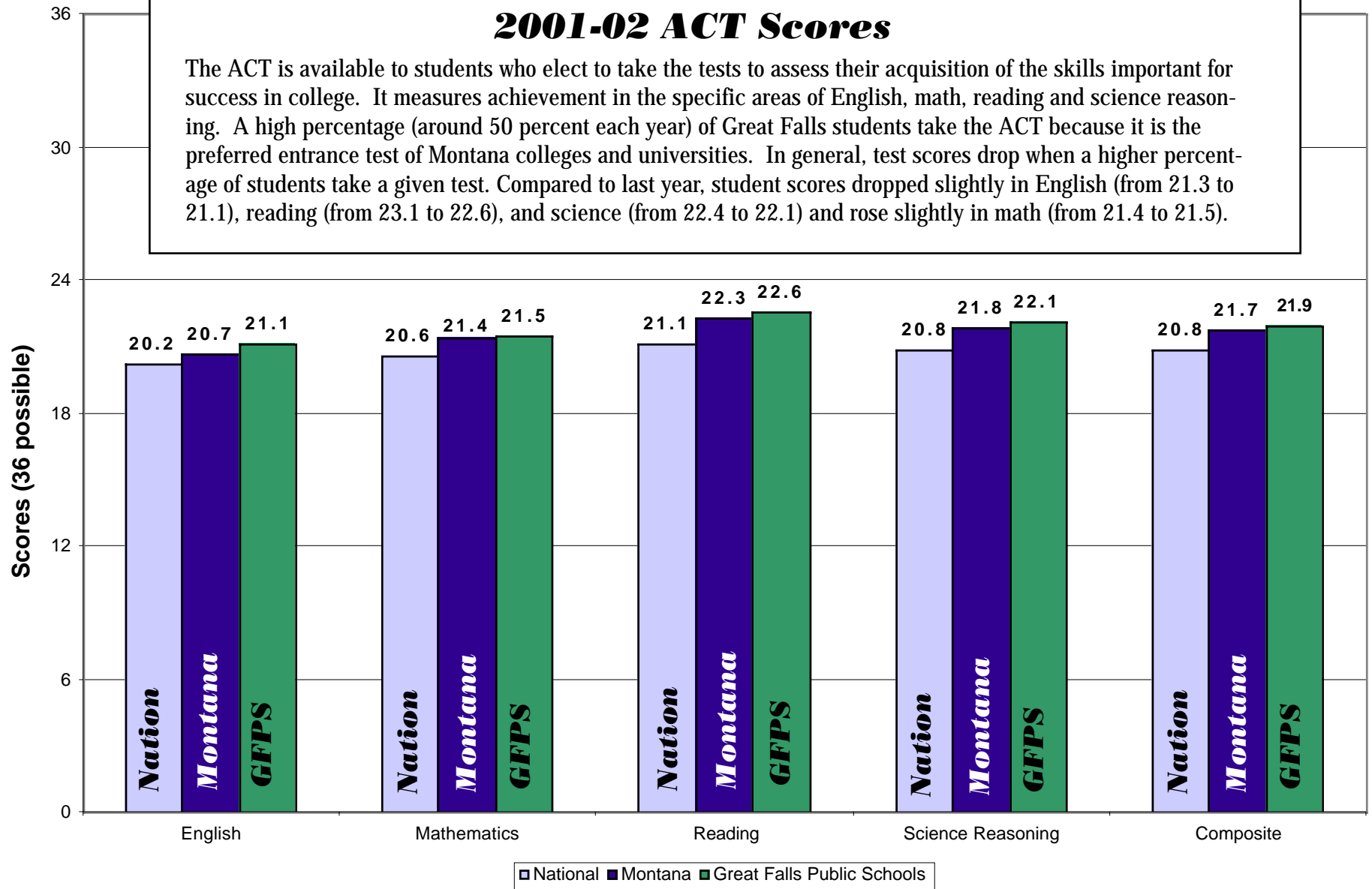
GOAL: A National Student Norms Composite Score of approximately 70-72 percent is the equivalent of GFPS being as good as or better than 8 out of 10 schools in the nation.



# ACT

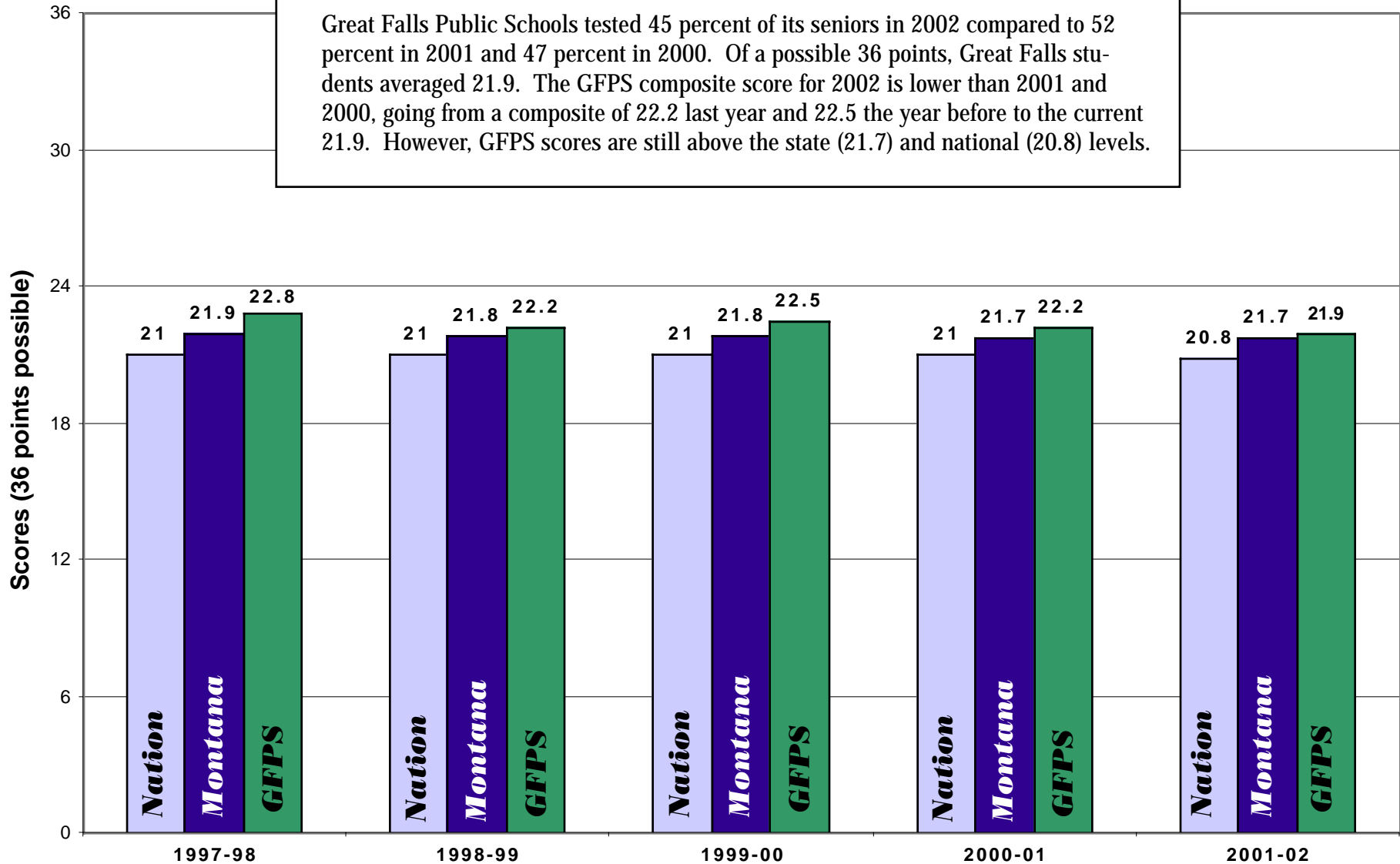
## 2001-02 ACT Scores

The ACT is available to students who elect to take the tests to assess their acquisition of the skills important for success in college. It measures achievement in the specific areas of English, math, reading and science reasoning. A high percentage (around 50 percent each year) of Great Falls students take the ACT because it is the preferred entrance test of Montana colleges and universities. In general, test scores drop when a higher percentage of students take a given test. Compared to last year, student scores dropped slightly in English (from 21.3 to 21.1), reading (from 23.1 to 22.6) and science (from 22.4 to 22.1) and rose slightly in math (from 21.4 to 21.5).



# Composite ACT Scores

Great Falls Public Schools tested 45 percent of its seniors in 2002 compared to 52 percent in 2001 and 47 percent in 2000. Of a possible 36 points, Great Falls students averaged 21.9. The GFPS composite score for 2002 is lower than 2001 and 2000, going from a composite of 22.2 last year and 22.5 the year before to the current 21.9. However, GFPS scores are still above the state (21.7) and national (20.8) levels.

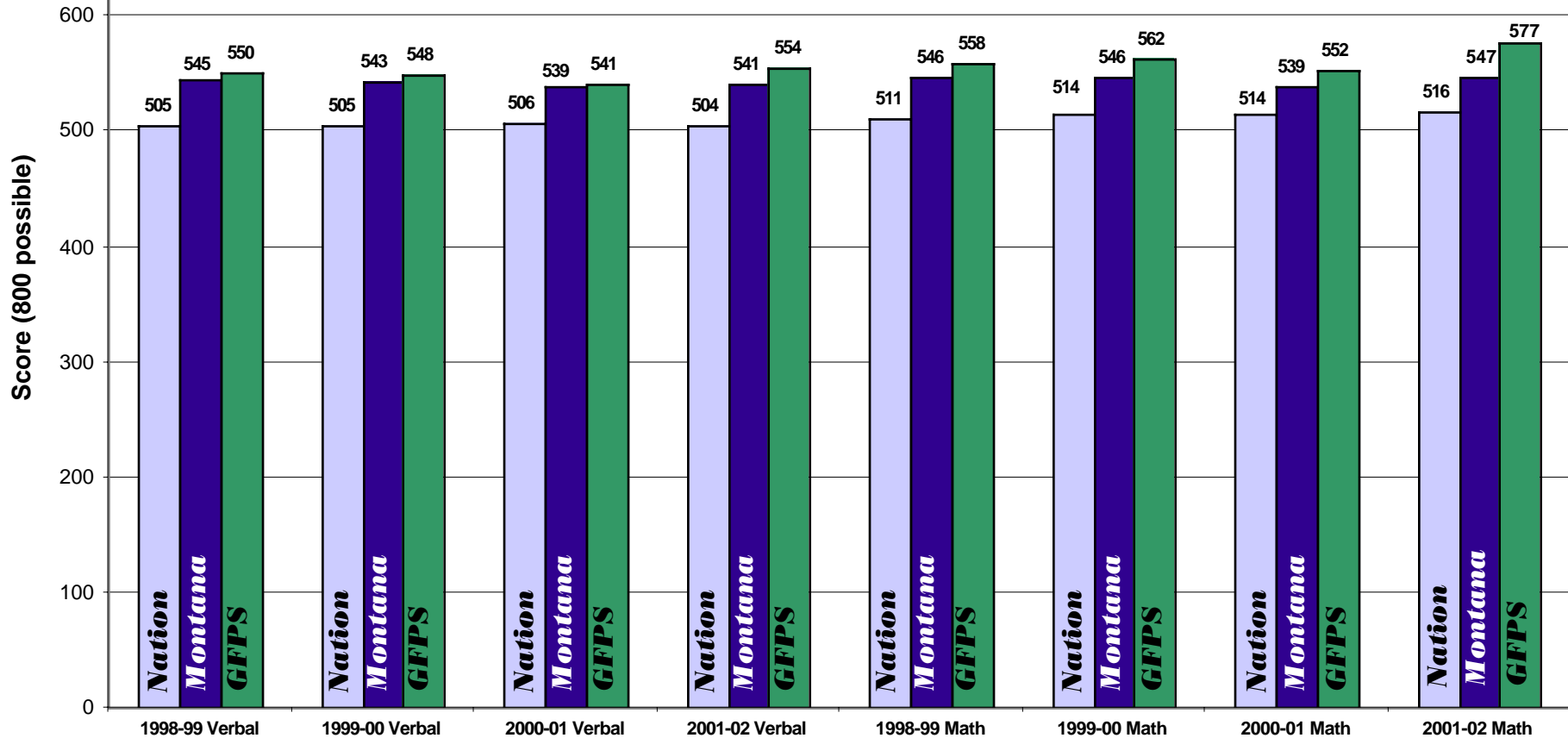


# SAT Score Comparisons

Approximately 25 percent of GFPS seniors take the SAT every year, an exam which is required by many out-of-state colleges and universities. This year, 23 percent took the test by the end of senior year. In general, test scores drop when a higher percentage of students take a given test. The figures represent average verbal and math scores. Of a possible 800 points in each area, GFPS scores for 2000-01 are higher than those of the state and nation. Locally, both verbal and math scores rose from the 2000-01 school year. Verbal jumped from 541 to 554 and math from 552 to 577.

## GFPS National Merit Scholars based on PSAT results

	Semifinalists	Finalists
1998-99 .....	6	4
1999-00 .....	3	3
2000-01 .....	3	2
2001-02 .....	3	3



# Advanced Placement Tests

**A**dvanced placement tests, administered in May of each year, measure the degree to which a student has mastered the challenging college-level course work that comprises an AP class. In general, AP scores of five and four are comparable to an “A” in a college course; an AP score of three is comparable to a “B.” Great Falls Public Schools offers six AP courses (English, calculus, biology, U.S. history, government, art); the statistics that follow are based upon the scores of students taking these specific AP-content classes. In addition, 11 students took tests independently in the following areas: French (1), chemistry (4), psychology (2), physics (1), statistics (5), and European history (3).

<b>Year</b>	<b># of Exams taken*</b>
1997/98 .....	<b>229</b>
1998/99 .....	<b>288</b>
1999/00 .....	<b>196</b>
2000/01 .....	<b>277</b>
2001/02 .....	<b>336*</b>

\*The 16 students who took the test outside the framework of an AP course are not included in the data

## **Number of Students Taking AP Subject Exams (number scoring 3 or higher)**

	U.S. History	Government*	English**	Biology	Calculus	Art***
GFPS STATE	60 (35) 466 (297)	18 (14) 276 (213)	102 (70) 1013 (710)	88 (50) 202 (137)	49 (40) 313 (236)	19 (7) 51 (25)
GFPS% STATE%	58.3% 63.7%	77.8% 77.2%	68.6% 70.1%	56.8% 67.8%	81.6% 75.4%	36.8% 49%

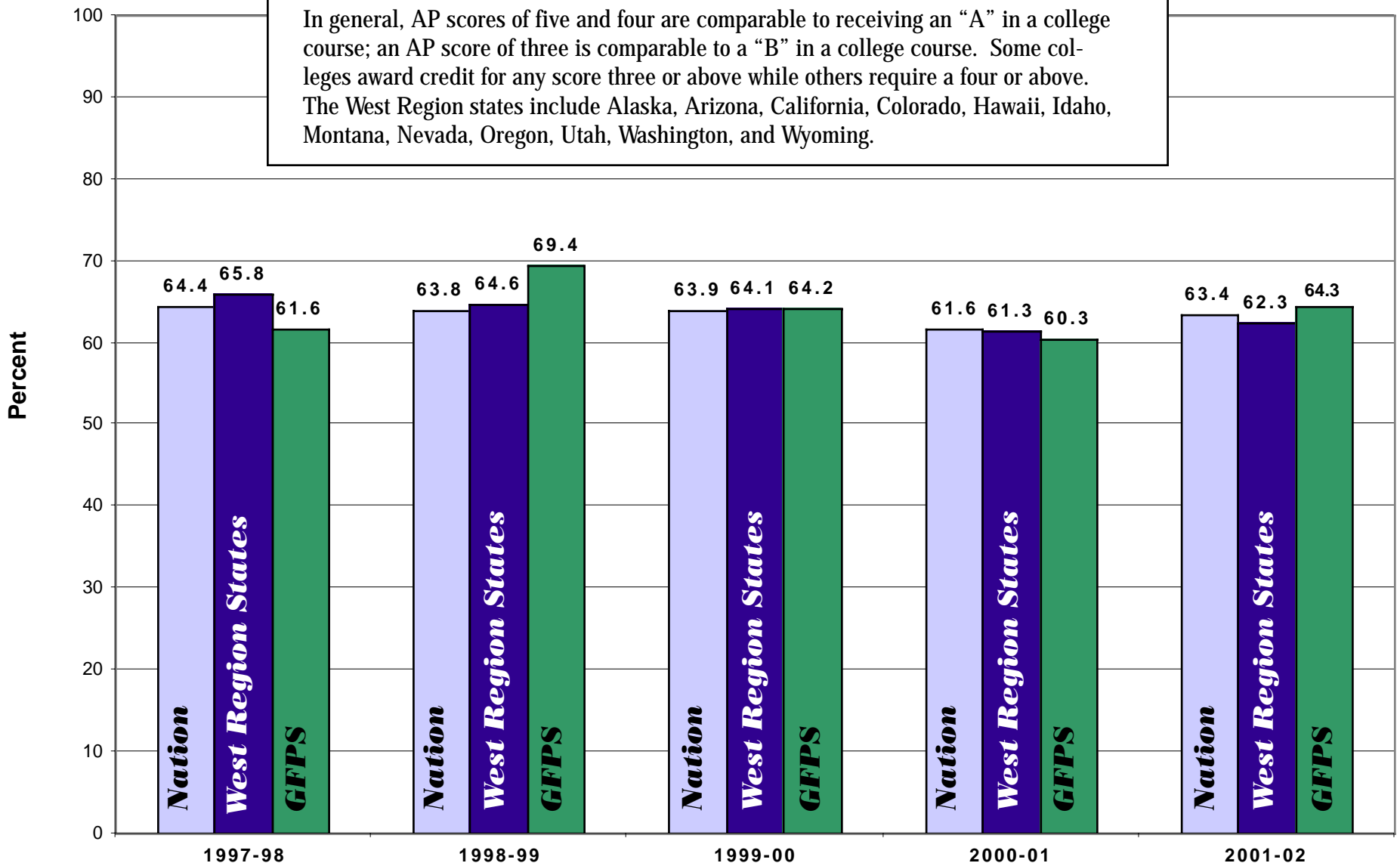
\*reflects combined total for two different exams: Government and Politics U.S.

\*\*reflects combined total for two different exams: English Language/Composition and English Literature/Composition

\*\*\* reflects combination for two different exams: Art-General and Art-Drawing

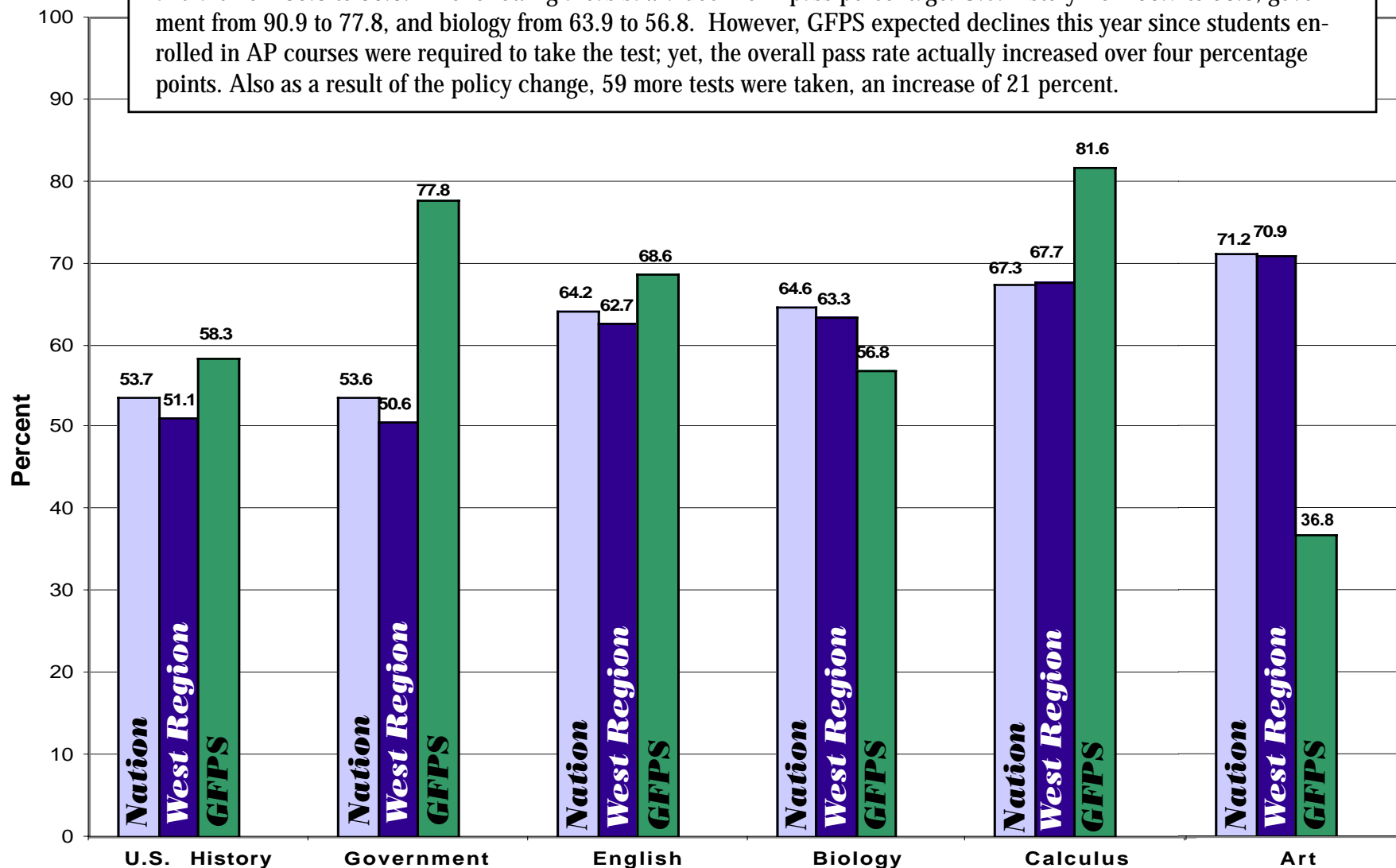
# Percentage of Students Scoring 3, 4, or 5 on AP Exams

In general, AP scores of five and four are comparable to receiving an "A" in a college course; an AP score of three is comparable to a "B" in a college course. Some colleges award credit for any score three or above while others require a four or above. The West Region states include Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, Oregon, Utah, Washington, and Wyoming.



# By Subject: Percentage of Students Scoring 3, 4, or 5 on AP exams

The following subject areas increased their pass rate from last year: English from 53.4 to 68.6, calculus from 63 to 81.6, and art from 35.3 to 36.8. The following areas saw a decline in pass percentage: U.S. history from 66.7 to 58.3, government from 90.9 to 77.8, and biology from 63.9 to 56.8. However, GFPS expected declines this year since students enrolled in AP courses were required to take the test; yet, the overall pass rate actually increased over four percentage points. Also as a result of the policy change, 59 more tests were taken, an increase of 21 percent.



# INDICATOR 4

## *School Success*

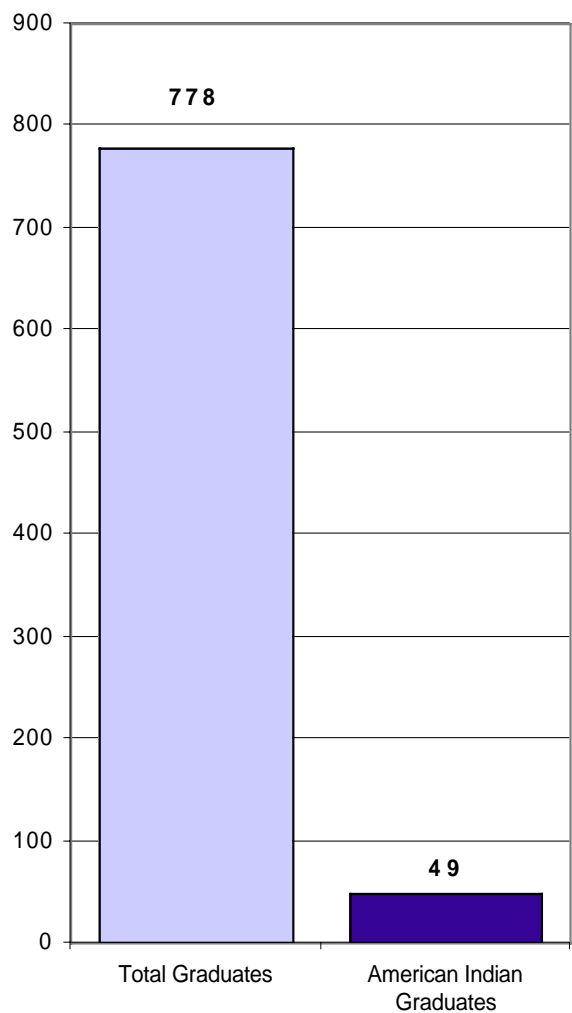


# Accreditation Status

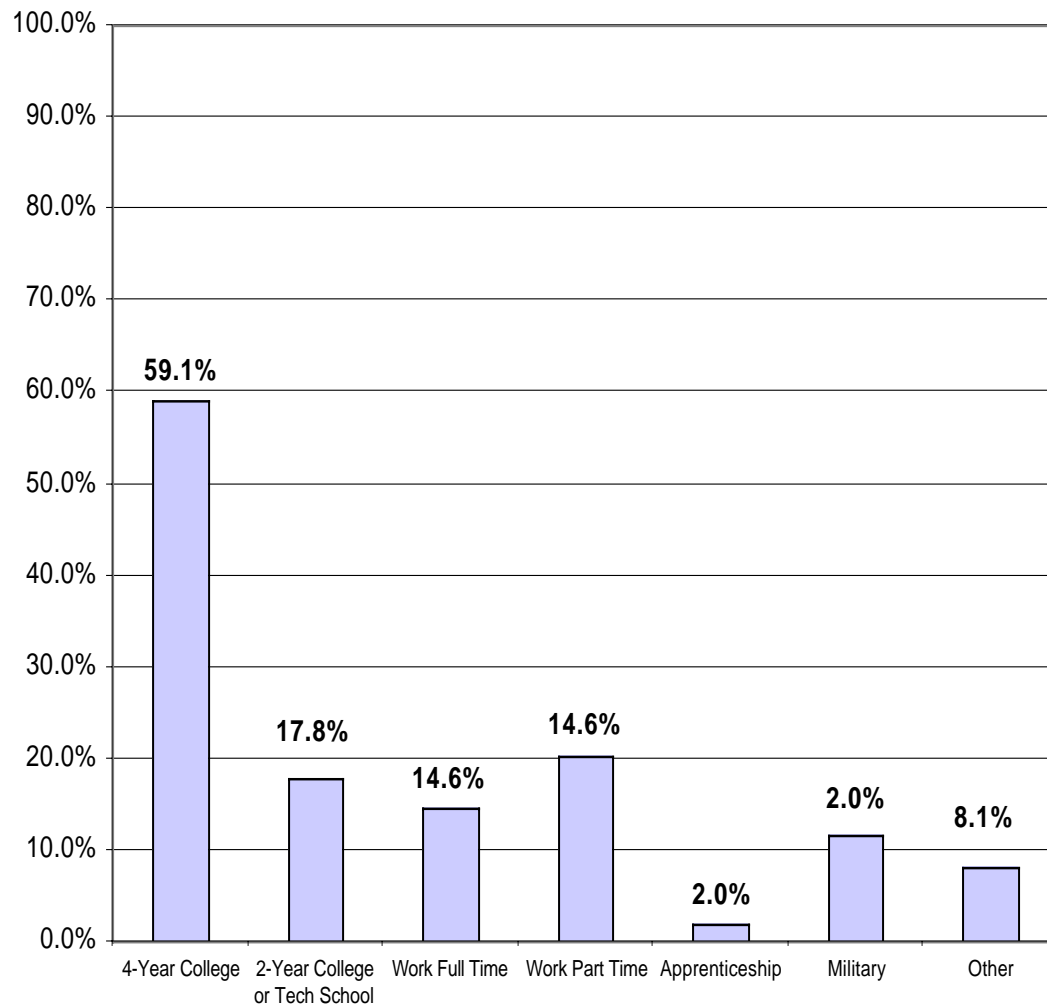
- All three (3) middle schools received REGULAR accreditation status from the Montana Office of Public Instruction.
- Both high schools received REGULAR accreditation status from the Montana Office of Public Instruction.
- Both high schools have received accreditation through the National Association of Schools and Colleges Regional Accreditation Association.
- CMR was awarded EXEMPLARY APPROVED status.
- GFHS was awarded APPROVED status.

# Graduates: Numbers and Future Plans

**Number of GFPS 2002 Graduates**



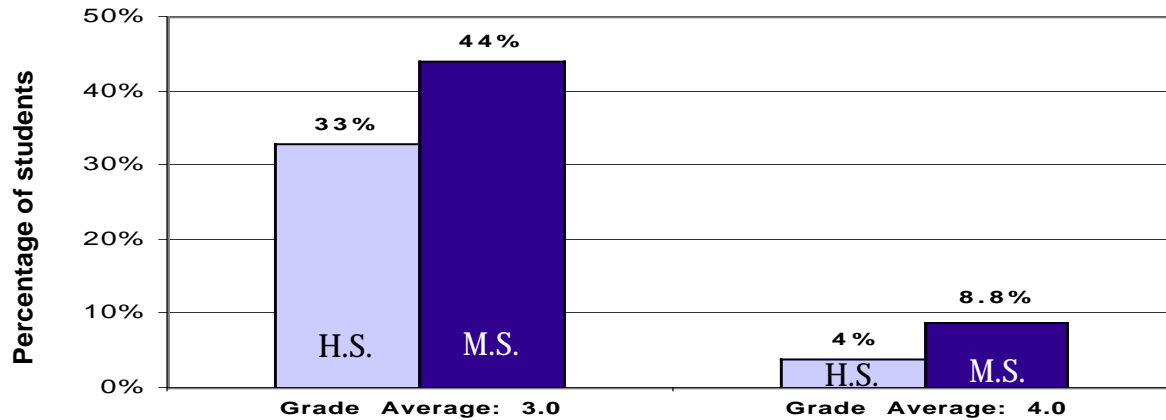
**Post Graduation Plans of 2000-01 Graduates\***



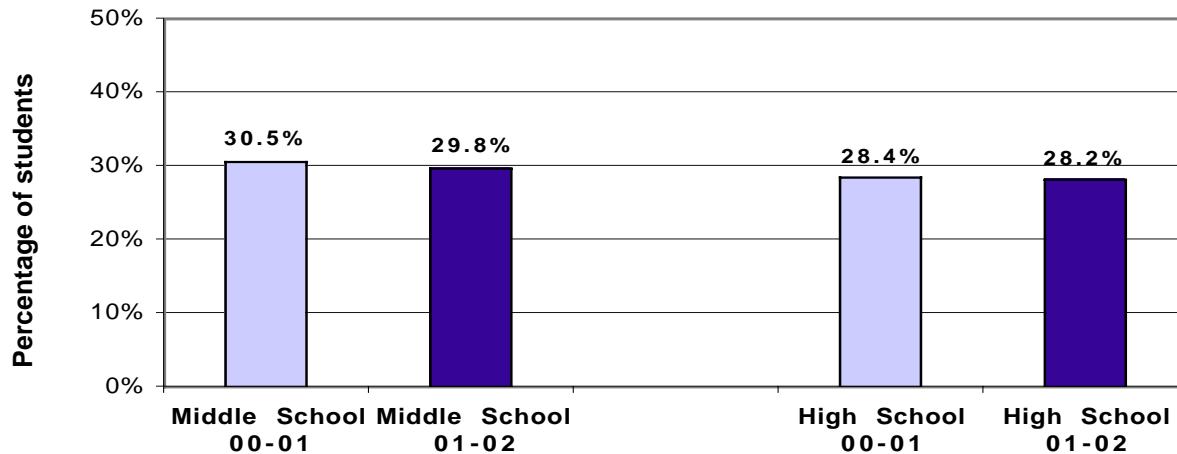
\*Numbers add up to over 100 percent due to multiple answers, for example, students working part time and also attending college.

# Honor Society\* and Honor Roll

## Honor Roll for 3.0 and 4.0 GPA's



## Honor Society Membership



### Comparison of 2000-01 Figures to 2001-02

Membership in Honor Roll is based strictly upon grade point average while National Honor Society candidates are inducted based on citizenship, scholarship, character, leadership, and service in addition to earning a minimum grade point average of 3.33 (repeating) after five semesters for juniors and seven semesters for seniors. Seventh- and eighth-graders must maintain a 3.4 GPA for two trimesters. For 2001-02, Honor Society membership dropped slightly at both the middle school and high-school levels. For 4.0 honor roll, the high school dropped from 4.7 in 2001 to 4 percent in 2002 while middle school likewise fell from 9.2 to 8.8 percent. For 3.0 honor roll, the high-school percentage dropped from 42 to 33 while the middle school fell from 45 to 44 percent.

\*Honor Society is for 7th- and 8th-graders at the middle-school level and seniors at the high-school level. Skyline does not have Honor Society.

# Accomplishments

## Academic

- Seven GFH students and seven CMR students graduated with a 4.0 GPA
  - Two GFH students received ROTC Scholarships
  - One GFH and two CMR students were National Merit Scholars
  - Thirty-nine CMR and 37 GFH seniors placed in the top 10% on the ACT test
  - One CMR senior was chosen as the Young Woman of Tomorrow by the YWCA
  - Eleven Skyline students received the President's Education Improvement award
  - Three Skyline students received the President's Education Excellence Award
- Teacher Awards*
- One Skyline teacher received the Leland J. Walker Leadership Award.

## Art

- One PGMS student traveled the state with the Young Montanans art show.

## Athletic

- Six CMR and three GFH seniors were invited to play in the Shrine Football Game, and a record three CMR seniors were invited to play in the Mon/Dak Football game.
- One hundred twenty-six CMR and 101 GFH athletes achieved Academic All-State for maintaining at 3.5 GPA plus lettering in a sport
- Two CMR runners were asked to compete in the Western Regional Footlocker meet in California

### *State Champions:*

- CMR Football
- CMR Basketball (three-peat)

### *Second Place*

- GFH Girls' Golf

### *Third Place:*

- GFH Boys' Track

### *Fourth Place:*

- GFH Wrestling

### *Individual Champions:*

- GFH Girls' Golf: one first, one second, set state scoring record
- CMR XC: one second and one fourth place
- GFH Boys' Track: one first, two seconds, five fourths, nine fifths and three sixths
- CMR track: one female broke the state record in both the one-mile and two-mile runs, scored all the points received by the CMR Girls' Track Team at the State meet, and was 10th in the nation in cross country and ninth in the nation in the 1600 meter run.
- GFH Wrestling: two firsts, one second, three fourths, and one fifth (one three-peat champion)
- CMR Wrestling: one first, two thirds, one fifth, and two sixths

## *All State*

- CMR Football: 1st-11
- GFH Football: 1st-3, 2nd-1, HM-1
- CMR XC: 1st-2
- CMR Boys' Soccer: 1st-2, 2nd-2
- GFH Boys' Soccer: 2nd-2
- CMR Girls' Soccer: 1st-1, 2nd-1, HM-2
- GFH Girls' Soccer: 1st-1, 2nd-2, HM-1
- CMR Girls' Basketball: 1st-1, HM-1
- GFH Girls' Basketball: 1st-3
- CMR Boys' Basketball: 1st-4, 2nd-1
- GFH Boys' Basketball: 1st-1, HM-2
- CMR Volleyball: 1st-1, 2nd-3, HM-4
- GFH Volleyball: 2nd-3
- CMR Softball: 1st-1, 2nd-5, HM-1
- GFH Softball: 1st-1, 2nd-1, HM-1
- CMR Golf: 1st-3
- GFH Golf: 1st-3
- CMR Track: 1st: 4
- GFH Track: 1st-2

## *Coach Awards*

- CMR Head Football and Basketball Coaches named Montana Coach of the Year.
- CMR Asst. Football Coach named Coach of the Year by Aflac Insurance.

## Business

- One Skyline student received the Governor's Award for statewide excellence
- A CMR team won the state competition in the Montana Economics Challenge in Helena and represented the state at the regional competition in Minneapolis in April

## Drama

- Two CMR students received Outstanding Performer awards at State Thespian Festival
- CMR Thespian team placed first in state and advanced to the International High School Theatre Festival in Lincoln, NE

## Foreign Language

- One GFH student took first for Montana and fifth for the nation on the National French Exam

## Geography Bee

- One EMS student took second place at state; one PGMS student was a finalist

## Gifted Education

- Eight elementary students took home awards in the Hershey Mystery writing contest. Meadowlark students earned the grand prize (\$1,500) and three firsts (\$500 each). Riverview and Morningside each had a first and second-place (\$100) winner

# Accomplishments

## Journalism/Literary-Arts

- Big Sky Literary-Arts Magazine (State Publication)
  - Morningside had one art and one literature winner
  - Mountain View had one art and one literature winner
  - Lewis and Clark had one (combined lit-art), one literature and one art winner
- GFH had one literature and one art winner
- Lincoln had one literature winner
- Whittier had one art winner
- Loy had one art winner
- East had one art winner
- CMR had one art winner
- One GFH student took two top prizes in the "Tribune" Regional photo contest
- GFH newspaper students earned two firsts, one second, and five thirds at state competition.
- The GFH newspaper was named best in the State for AA newspapers, and it won the Student Free Press Award.
- GFH yearbook become one of 25 books in the nation to earn a National Pacemaker award from National Scholastic Press Association, the highest award for scholastic journalism.
- The GFH newspaper was awarded Best of Show at the Spring Journalism Education Convention.
- A GFH student was chosen as the Montana Journalist of the Year.
- One CMR student earned a superior, one an excellent and one an HM at national competition
- Three GFH students earned superiors, three excellents, and one an HM at national competition.
- Both high-school yearbooks and both newspapers were cited in NSPA's book "Best of the High School Press."

### Adviser Achievement

- CMR yearbook adviser was awarded a \$500 H. L. Hall Journalism Fellowship and was named Herff-Jones National Yearbook Adviser of the Year
- Three PGMS students were state finalists in the Reflections program.

## Math

- Two students from GFH were each awarded a \$200 scholarship by MCTM for being regional champions.
- 17 CMR, 23 GFH, four EMS, one NMS, one PGMS students received superior ratings at MCTM statewide math contest. 15 CMR, 39 GFH, 11 EMS, four NMS, and four PGMS earned HMs. GFH earned one pin.
- Two EMS students and one NMS student placed in the top 10 in the region for the Mathlete contest.

## Music

- Thirteen high-school groups earned superior and 18 earned excellent ratings at District Music Festival while 128 individuals earned superiors and 126 students

earned excellents.

- Twenty-nine high-school students were named to All State and five to All-Northwest
- GFH Delphian Choir was one of two Montana groups selected to perform at the Northwest Conference of the American Choral Directors Association in Tacoma, WA.
- GFH swept the State Music Listening Contest, taking first and second places.

### Teacher Achievement

- PGMS band director was selected as Sam's Club Teacher of the Year and listed in Who's Who in Executives and Professionals
- District Music Director named Outstanding Music Educator for Region 8 of the National Federation of High School Activities Associations
- PGMS/elementary music teacher was elected president of the Montana Chapter of American String Teachers Association

## SAT Challenge

- Six middle-school students earned qualifying scores in the SAT challenge

## Science

- Three NMS students placed first at regionals, and one took home a bronze from state science fair.
- One CMR student qualified for the National Chemistry Olympiad
- EMS Science Olympiad team placed 2nd in the state and competed at nationals
- One CMR senior qualified to attend the International Science & Engineering Fair in Louisville, KY; she placed second and received a monetary award from the U.S. Patent Office

## Service

- CMR Key Club won the Distinguished Club Award at State Convention and moved on to International competition
- One GFH student was one of three students in the state to be named Distinguished Treasurer.

## Speech/Drama/Debate Accomplishments

- Eight GFH students placed at the state meet
- Six GFH qualifiers attended the national competition
- Two GFH students and one CMR received national recognition at the NFL Academic All-American.
- CMR speech program was recognized for achieving NFL 200 Club status by placing in the top five percent in the nation for the fourth consecutive year.
- A CMR student was named NFL Academic All American, only the second Montana student in the history of the award to be so recognized (the other was from CMR too)

## Voice of Democracy Essay Contest

- One Skyline student was a district winner

# INDICATOR 5

## *Student Services and Activities*



# Available Activities

Academic Bowl  
African-American Knowledge Bowl  
AFS  
Ambassadors Club  
Art Club  
Astronomy/Space Exploration Club  
Athletics  
Automechanics Club  
Barrier Busters  
Bowling Club  
Boys and Girls State  
Brain Teasers/Thinking Cap  
Bridge Club  
Business Professionals of America (BPOA)  
Carpentry/Woodshop/Carving Club  
Chess Club  
Close-Up  
Co-Curricular Offerings

- Cheerleaders
- Color Guard
- Debate
- Drama
- Drill Team
- Music
- Newspaper
- Speech/NFL
- Yearbook

Computer Club  
Counseling/CARE at Every Level  
Cribbage Club  
DARE Role Models  
DC Club  
Destination Imagination  
Distributive Education Clubs of America (DECA)  
Fishing/Fly Tying Club  
Foreign Language Clubs  
Geography Bee  
Grade Six Academic Society  
High-School Intramural Sports  
Home-Base Harmonizers  
Home Economics Related Occupations (HERO)  
Indian Club  
International Club  
Junior Great Books/Classic Book Club  
K-5 AAUW Foreign Language Program  
Key Club  
Knowledge Masters  
Leadership High School  
Literary-Arts/Creative Writers Magazine  
Math Club  
Math Counts  
Mathlete/American Math Contest  
MCTM Math Contest  
Mentor Club

Mountain Bike Club  
National Honor Society  
Optimist Speech and Youth Appreciation  
Peer Mediation  
Peer Tutors  
Pep/Spirit Club  
Pole-Vault Club  
Reflections  
Rocky Mountain Talent Search  
Rodeo Club  
SADD (Students Against Destructive Decisions)  
SAT Challenge  
Science Fair  
Science Olympiad  
Science Research Club  
Skyline In-School Enterprises  
Special Olympics  
Spelling Bee  
Student Government  
Thespians  
Toastmasters Speech Program  
Tobacco Education Groups  
Ushers  
Varsity Letter Club  
Vocational Industrial Clubs of America (VICA)  
Volleyball Club  
Weight-Lifting Club

# Student Participation

## **Art Club**

Middle school—64  
High school—100

## **Academic Bowl**

Middle school—434  
High school—24

## **Academic Society**

Middle school—256

## **African-American Knowledge Bowl**

Middle school—18  
High school—9

## **Astronomy Club**

Middle school—53  
High school—43

## **Athletics**

Football  
Middle school—300  
High school—332  
Cross Country  
Middle school—150  
High school—83  
Elementary—175  
Boys' Soccer  
High school—73  
Girls' Soccer  
High School—67

## Girls' B-ball

Middle school—263  
High school—107

## Wrestling

Middle school—149  
High school—74

## Boys' B-ball

Middle school—314  
High school—146

## Volleyball

Middle school—353  
High school—88

## Swimming

Middle school—210  
High school—44

## Track

Middle school—426  
High school—229

## Softball

High school—63

## Tennis

High school—56

## Golf

High school—44

## Total

Middle school—2165  
High school—1406

## Intramural Sports

High school—458

## **Bison/Rustler Buddies**

High school—60

## **Book Clubs**

Middle school—96

## **Bowling**

High school—40

## **Boys/Girls State**

High school—34

## **BPOA**

(Business Professionals of America)  
High school—26

## **Chess Club**

Middle school—66

## **Color Guard**

High school—32

## **Cheerleaders**

High school—32

## **DECA**

(Distributive Education)  
High school—92

## **Drama**

Middle school—25  
High school—183

## **Drill Team**

Middle school—6  
High school—28

## **Foreign Language Clubs**

Middle school—10  
High school—55

## **Geography Bee**

Middle school—60

# Student Participation

## **Indian Club**

Middle school—404  
High school—110

## **Journalism**

Middle school—38  
High school—171

## **Key Club**

High school—110

## **Leadership High School**

High school—39

## **MCTM Math Contest (Mathlete)**

(Montana Council of Teachers of Mathematics)  
Middle school—147 (126)  
High school—277

## **Mentor Club**

Middle school—7

## **Music**

Grade 5 Instrumental	590
Grades 6-8 Instrumental	1,306
Grade 8 Choir	290
Grades 9-12 Instrumental	645
Grades 9-12 Choir	635
<i>Total</i>	<i>3,466</i>

## **Peer Educators/ Mediators**

Middle school—27  
High school—5

## **Reflections**

Elementary—NA  
Middle school—16

## **Quilt Club**

Middle school—6

## **SAT Challenge**

Middle school—6

## **Science Bowl/ Olympiad**

Middle school—25  
High school—28

## **Science Fair**

Elementary—NA  
Middle school—32  
High school—24

## **Special Olympics**

Elementary—10  
Middle school—6  
High school—21

## **Speech/Debate- Optimists/**

## **Toastmasters**

Elementary—NA  
Middle school—314  
High school—125

## **Spelling Bee**

Elementary— 73  
Middle school— 397

## **Student**

## **Government**

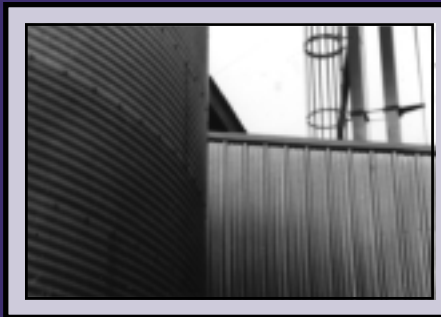
Middle school—170  
High school—90

## **VICA**

(Vocational Industrial Club of America)  
High school—46

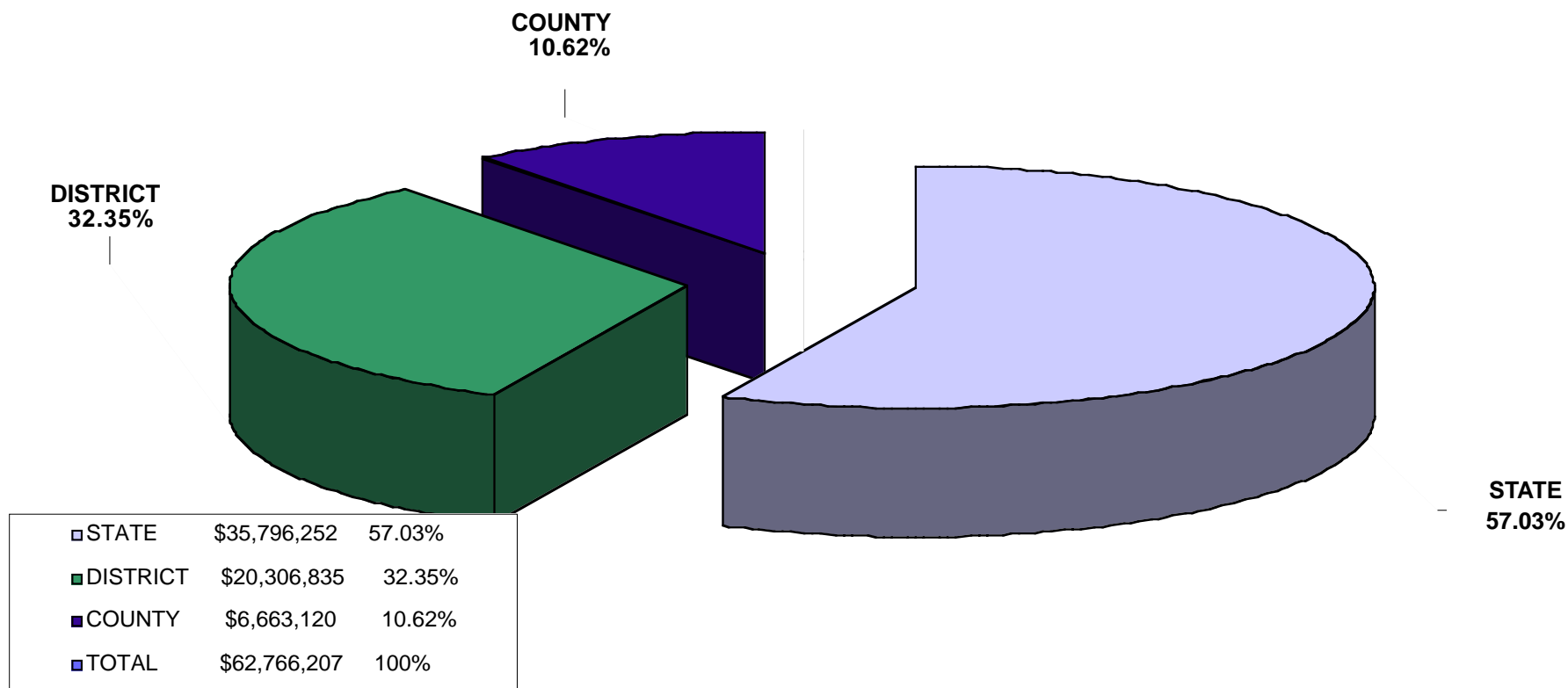
# INDICATOR 6

## *School Finance*



# Revenue Sources

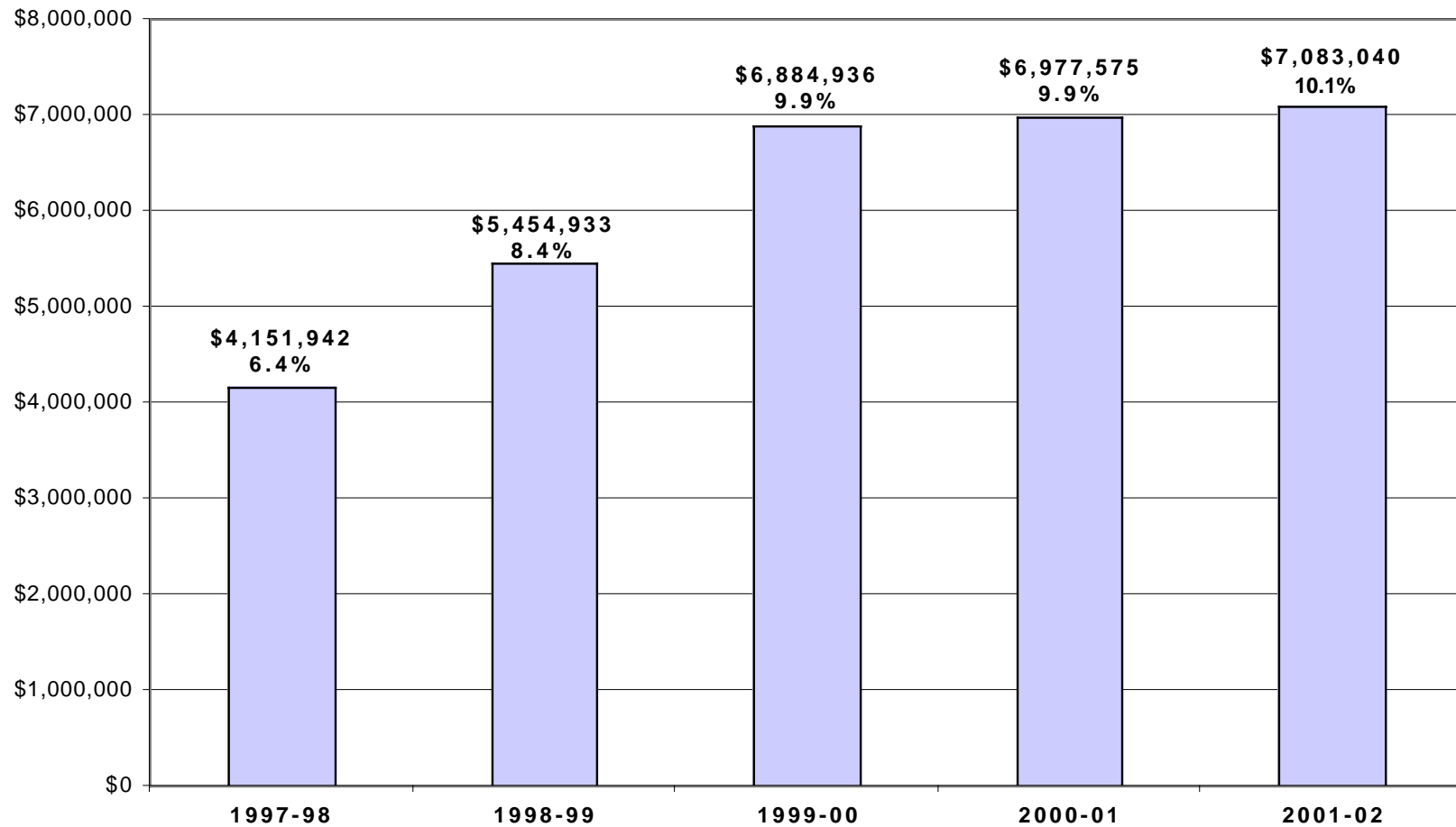
## 2001-2002 SOURCES OF REVENUE FOR COMBINED BUDGETS \*



\*Federal funds amounted to \$7,083,040

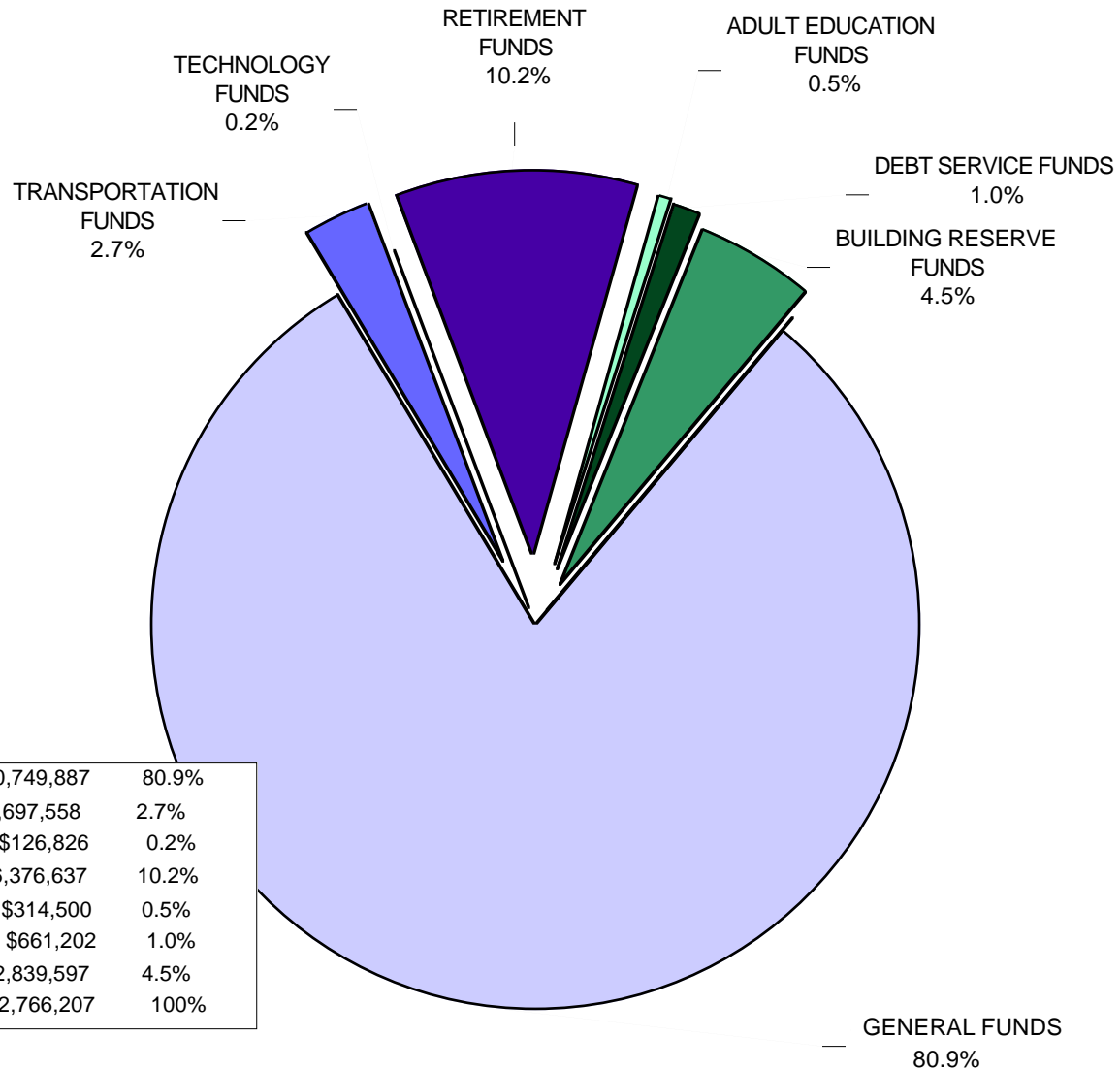
# Federal Monies and Percent of Total Funds

The percent of federal monies will increase by approximately one percent in the 2002-2003 school year due to the government providing funds to comply with the No Child Left Behind Act. Idea-Part B will increase by \$299,100; Title I by \$384,852 and Title II/Reduced Class Size by \$250,625 for a combined increase of \$934,577.



# Budgeted Funds

## 2001-2002 COMBINED BUDGETED FUNDS

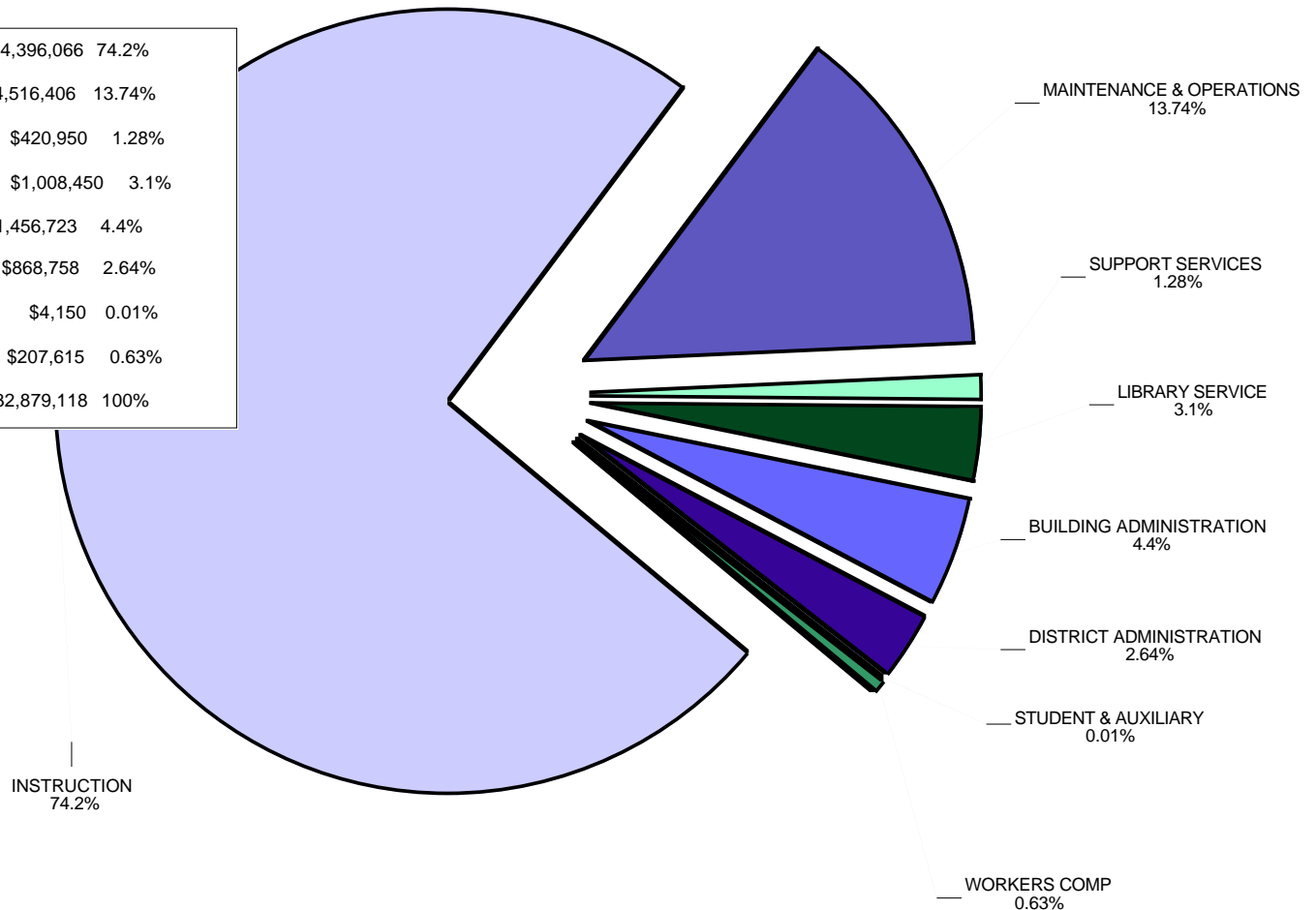


■ GENERAL FUNDS	\$50,749,887	80.9%
■ TRANSPORTATION FUNDS	\$1,697,558	2.7%
■ TECHNOLOGY FUNDS	\$126,826	0.2%
■ RETIREMENT FUNDS	\$6,376,637	10.2%
■ ADULT EDUCATION FUNDS	\$314,500	0.5%
■ DEBT SERVICE FUNDS	\$661,202	1.0%
■ BUILDING RESERVE FUNDS	\$2,839,597	4.5%
■ TOTAL	\$62,766,207	100%

# Grades K-8 Budget

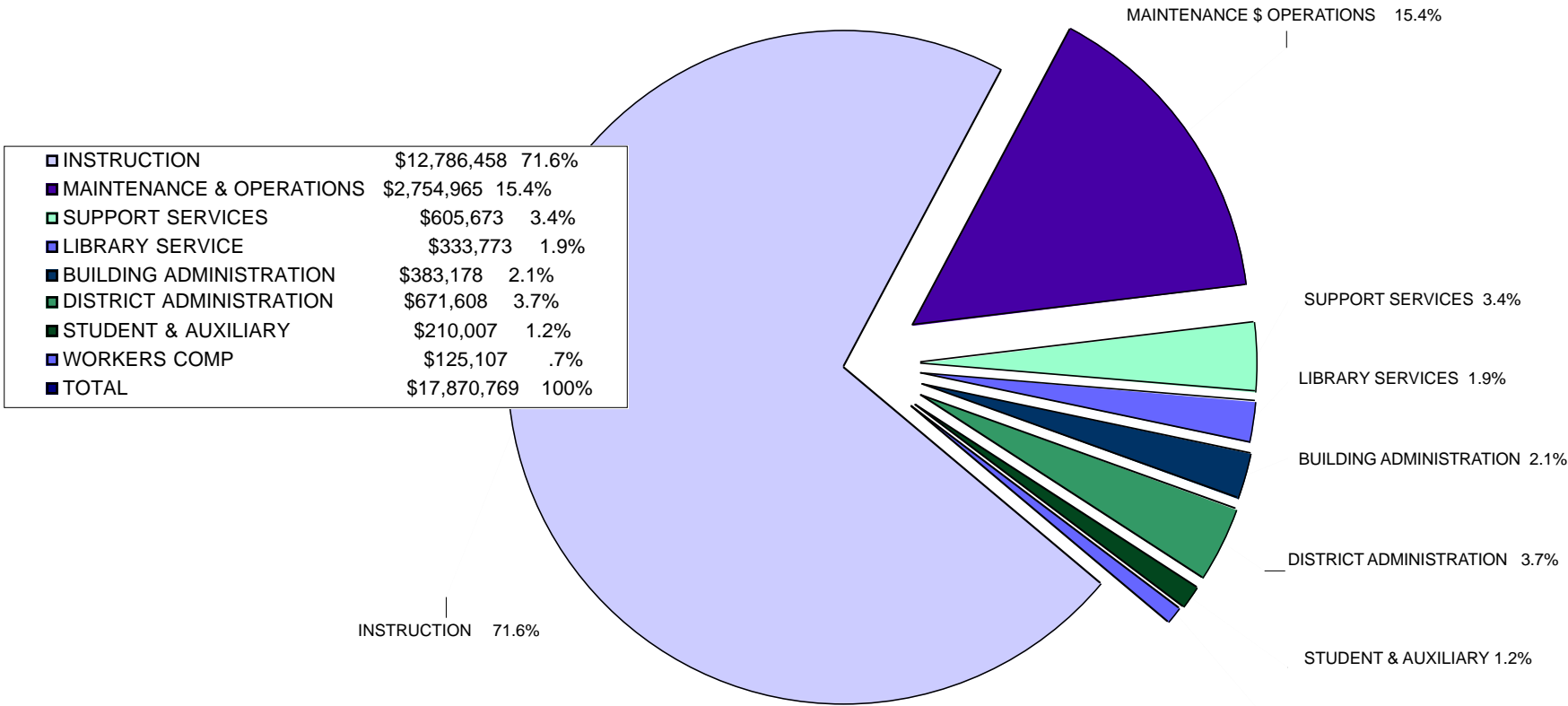
## WHERE WE BUDGETED OUR ELEMENTARY GENERAL FUND MONEY FOR SCHOOL YEAR 2001-02

INSTRUCTION	\$24,396,066	74.2%
MAINTENANCE & OPERATIONS	\$4,516,406	13.74%
SUPPORT SERVICES	\$420,950	1.28%
LIBRARY SERVICE	\$1,008,450	3.1%
BUILDING ADMINISTRATION	\$1,456,723	4.4%
DISTRICT ADMINISTRATION	\$868,758	2.64%
STUDENT & AUXILIARY	\$4,150	0.01%
WORKERS COMP	\$207,615	0.63%
TOTAL	\$32,879,118	100%

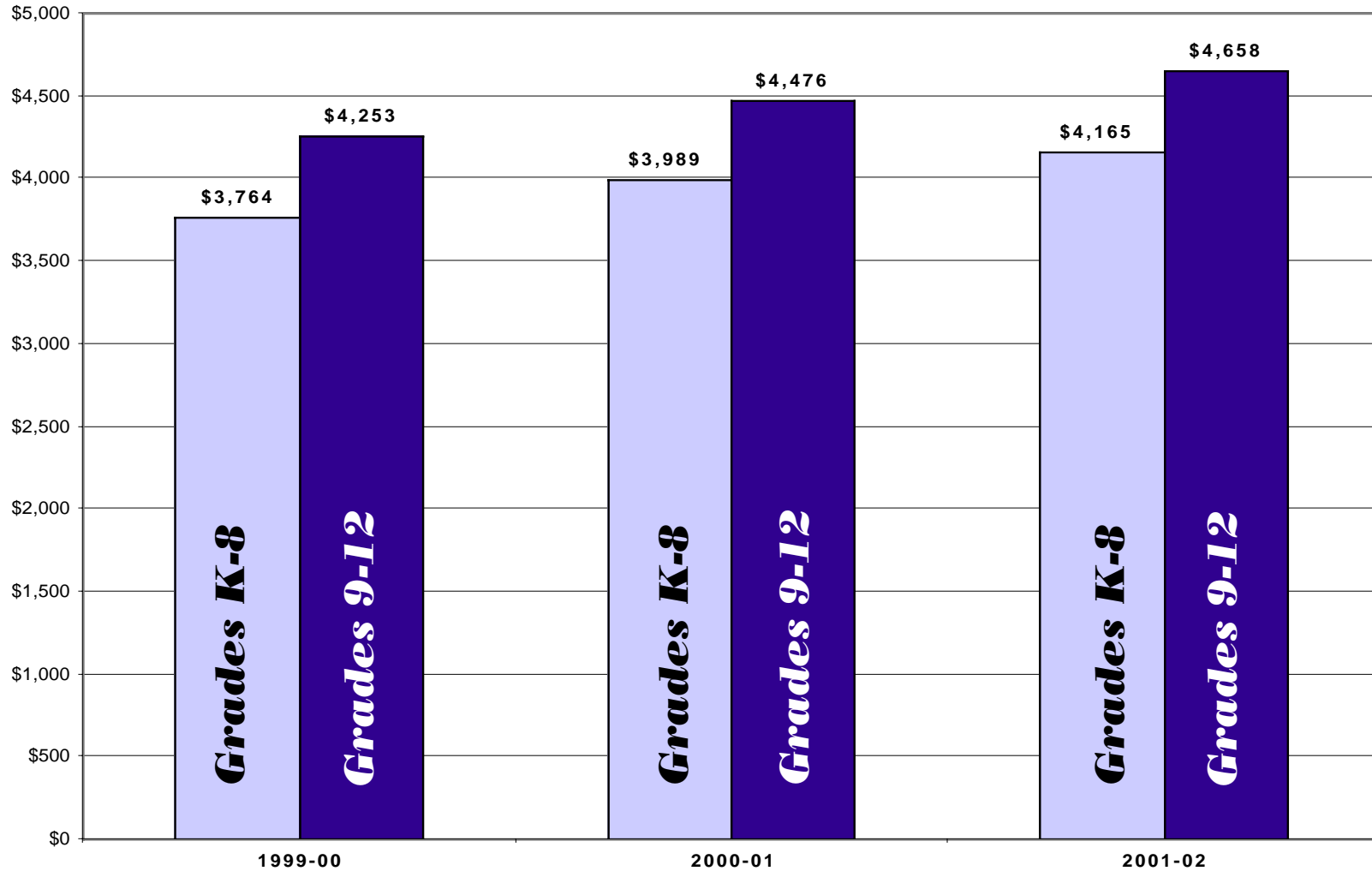


# Grades 9-12 Budget

WHERE WE BUDGETED OUR HIGH-SCHOOL GENERAL FUND MONEY FOR SCHOOL YEAR 2001-02

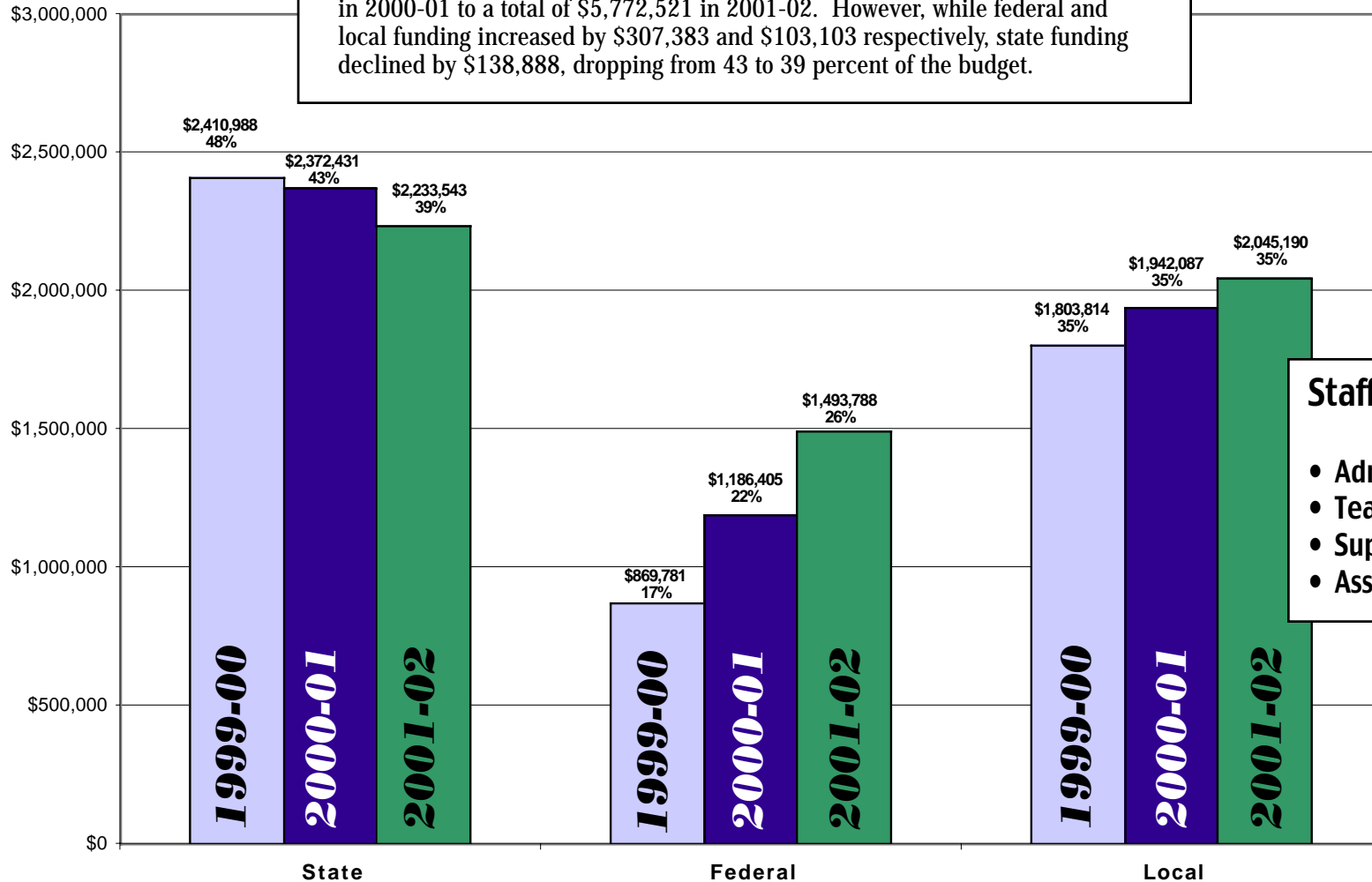


# K-8 and High-School per Pupil Expenditure of General Fund Dollars



# Revenue Sources for Special Education

The total amount of funding for Special Education for the 2001-02 school year increased by \$271,598 from the previous year, going from a total of \$5,500,923 in 2000-01 to a total of \$5,772,521 in 2001-02. However, while federal and local funding increased by \$307,383 and \$103,103 respectively, state funding declined by \$138,888, dropping from 43 to 39 percent of the budget.

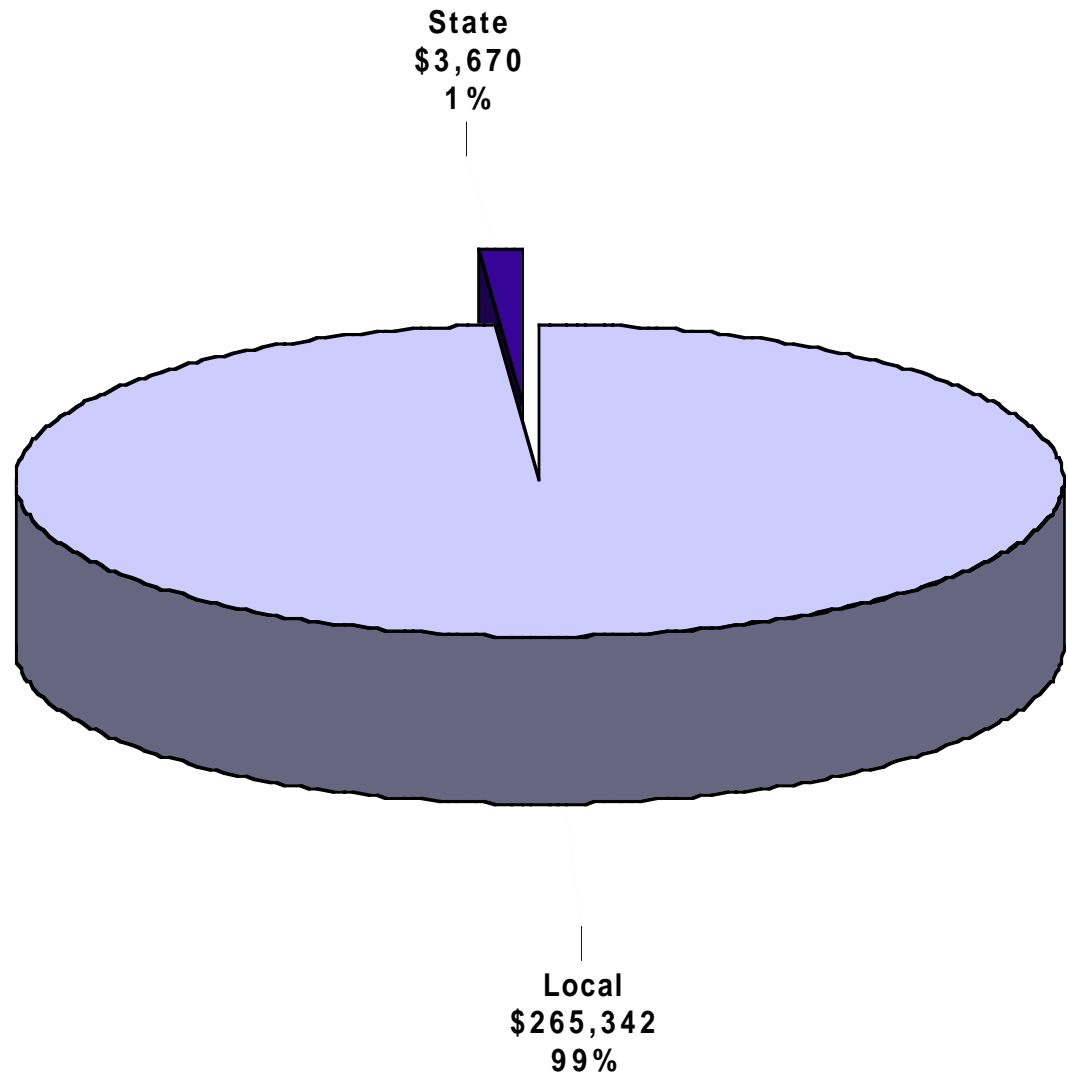


**Staffing (FTE):**

- Admin. 3.0
- Teachers 81
- Support 31.6
- Assistants 84

# Revenue Sources for Gifted Education

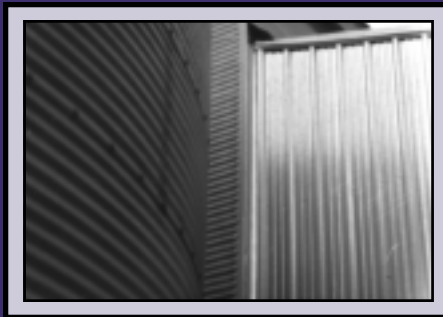
Gifted Education receives no funding from federal sources. State monies are the result of grants. State funds/grants were reduced from \$5,172 and local monies went down by \$3,716 for the 2001-02 school year.



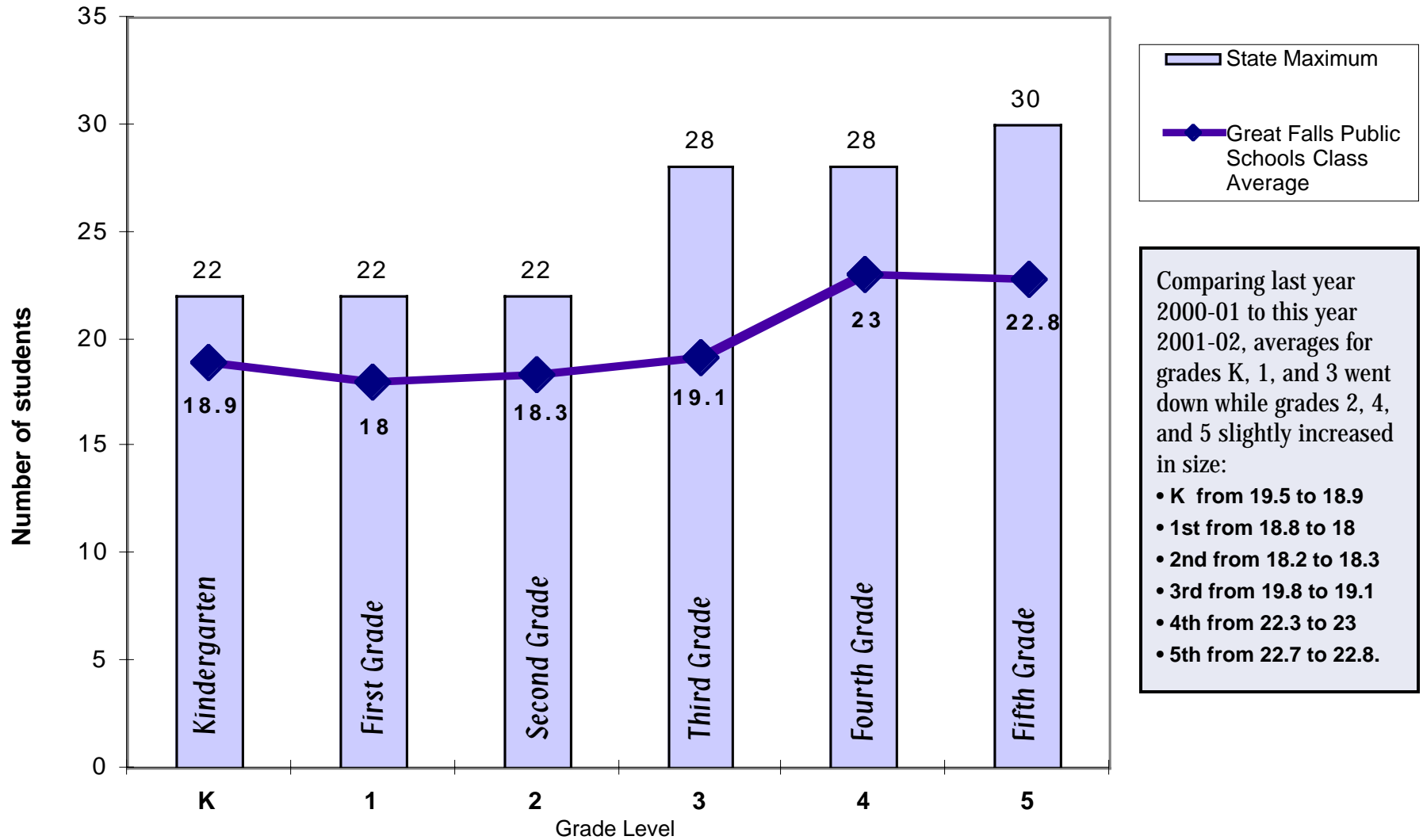
Staffing (FTE)  
• 6 Teachers

# INDICATOR 7

## *School Staffing and Teacher Characteristics*



# Average Class Size

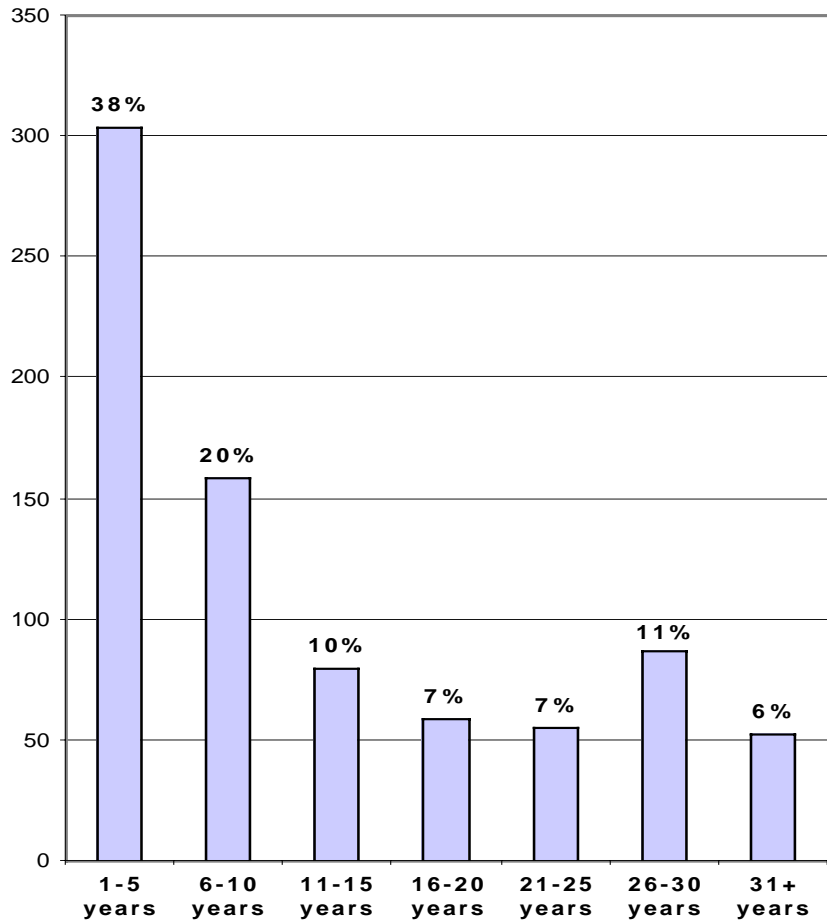


*In Grades 6-12, the maximum class size is 30 and varies depending upon subject area.*

# Teacher Experience/Education 2001-02

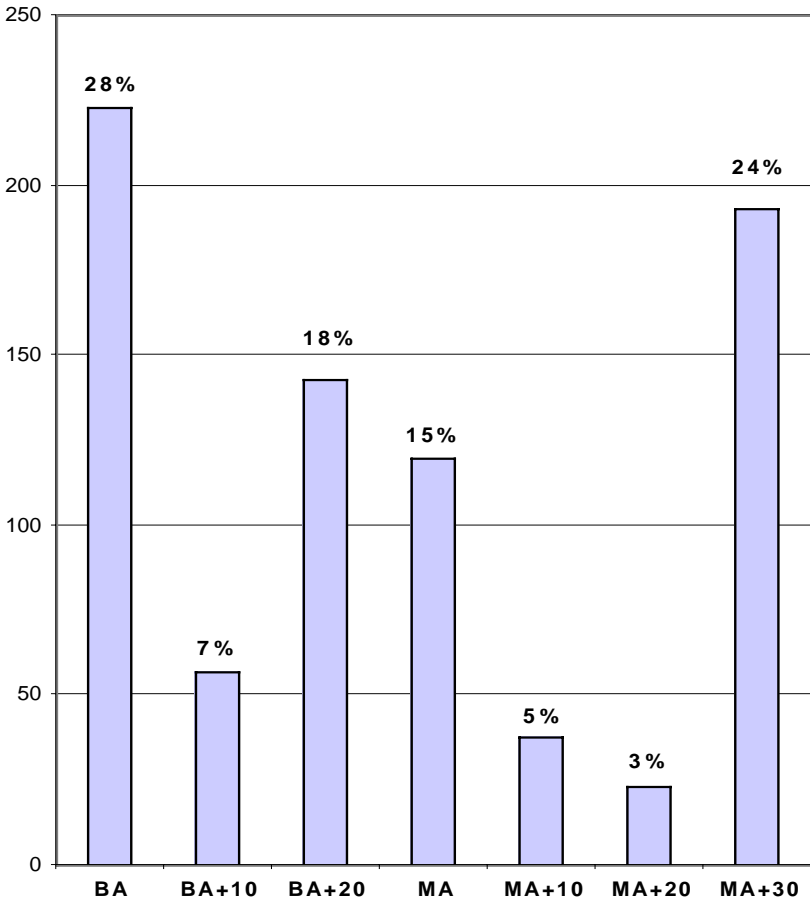
## Experience

For 2000-01, 41% of the teachers had 0-5 years experience, 17% had 6-10 years, 9% had 11-15 years, 5% had 16-20 years, 11% had 21-25 years, 12% had 26-30 years, and 5% had 31+ years.

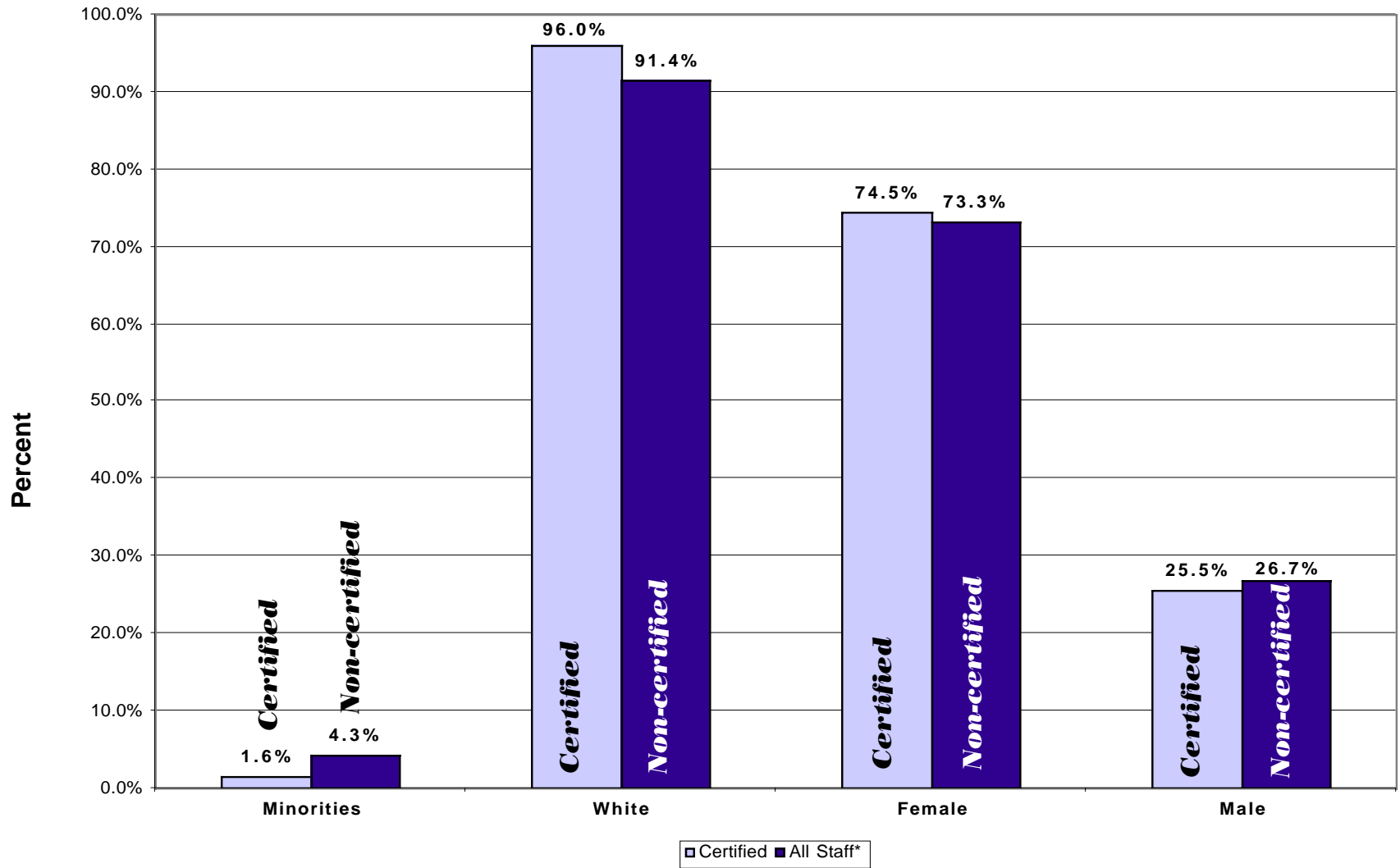


## Education

For 2000-01, 27% of the teachers had a BA, 7% had a BA+10, 17% had a BA+20, 17% had an MA, 5% had an MA+10, 2% had an MA+20, and 25% had an MA+30.



# GFPS Staff Ethnicity and Gender 2001-02\*



\*Numbers do not include substitutes and numbers may not add up to 100 percent due to some people leaving the race section blank.

## Opportunities for Staff Development/Involvement

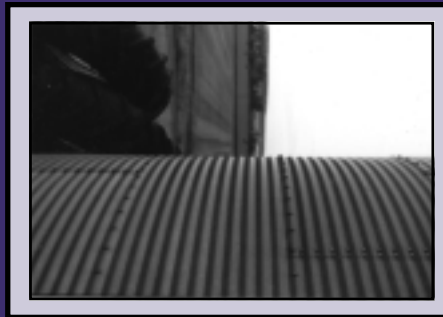
**D**uring the 2001-2002 school year, all GFPS teachers, administrators, and many of the non-certified staff attended district in-service training and state and national conferences in assessment, curriculum, and instruction. Areas of training included math, science, reading, writing, spelling, world languages, technology, vocational education, health enhancement, social studies, library science, and counseling. Other training included the school improvement areas of supervision, program assessment, special education, student behavior, data strategies, and school safety.

In addition:

- Over 150 GFPS teachers and administrators provided their colleagues with district-wide training options in several areas including crisis prevention, reading strategies, assessment, science, writing, use of data, and curriculum implementation.
- All GFPS teachers in their first three years of employment received instruction in classroom management, ITIP (Instructional Theory into Practice), Differentiated Classroom (working with all student levels), diversity training and mentor training.
- Over 300 certified and non-certified staff, administrators, parents, and community members served on a variety of district committees during 2001-2002.
- Twelve K-12 teachers participated in week-long internships with local businesses, relating to their subject area.

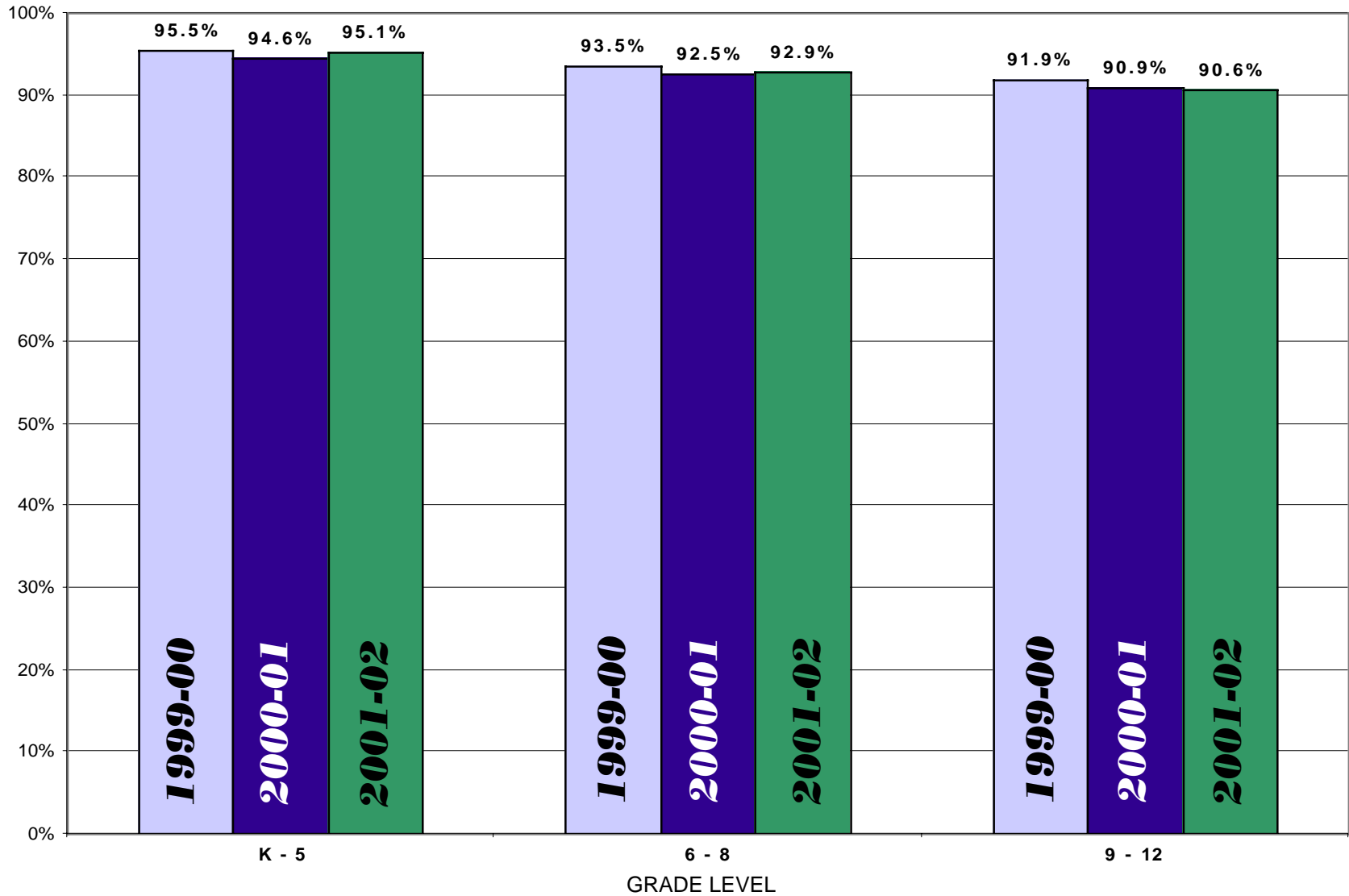
# INDICATOR 8

## *Student Involvement with Learning*

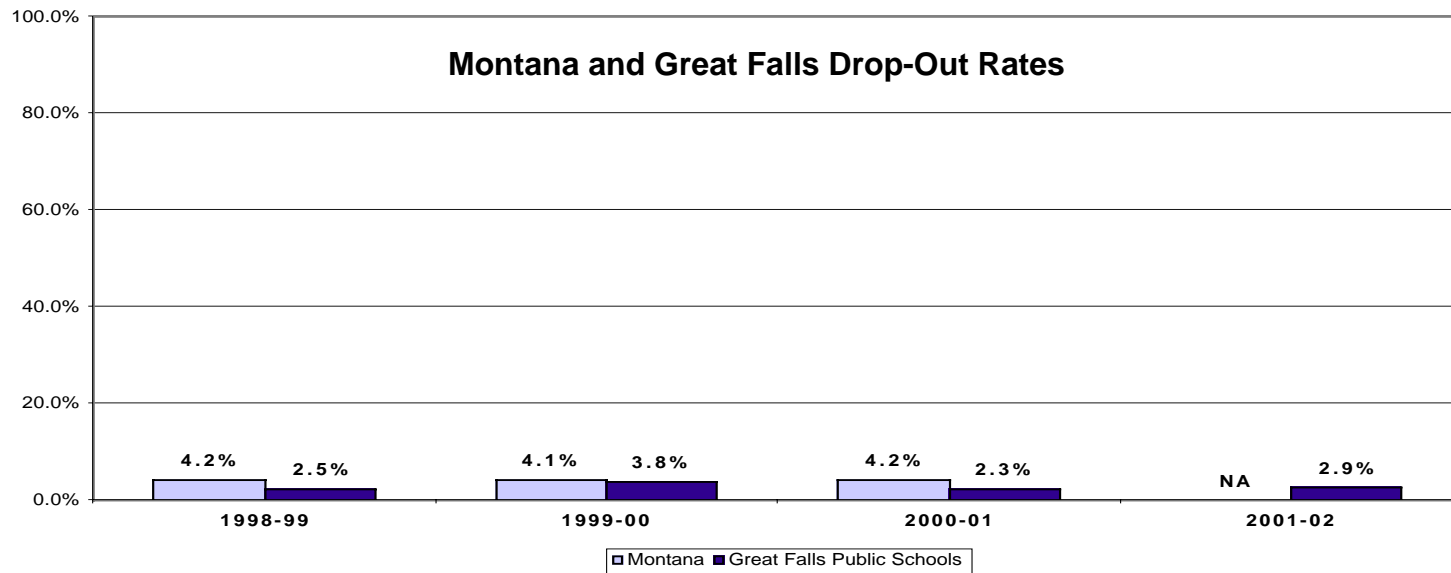
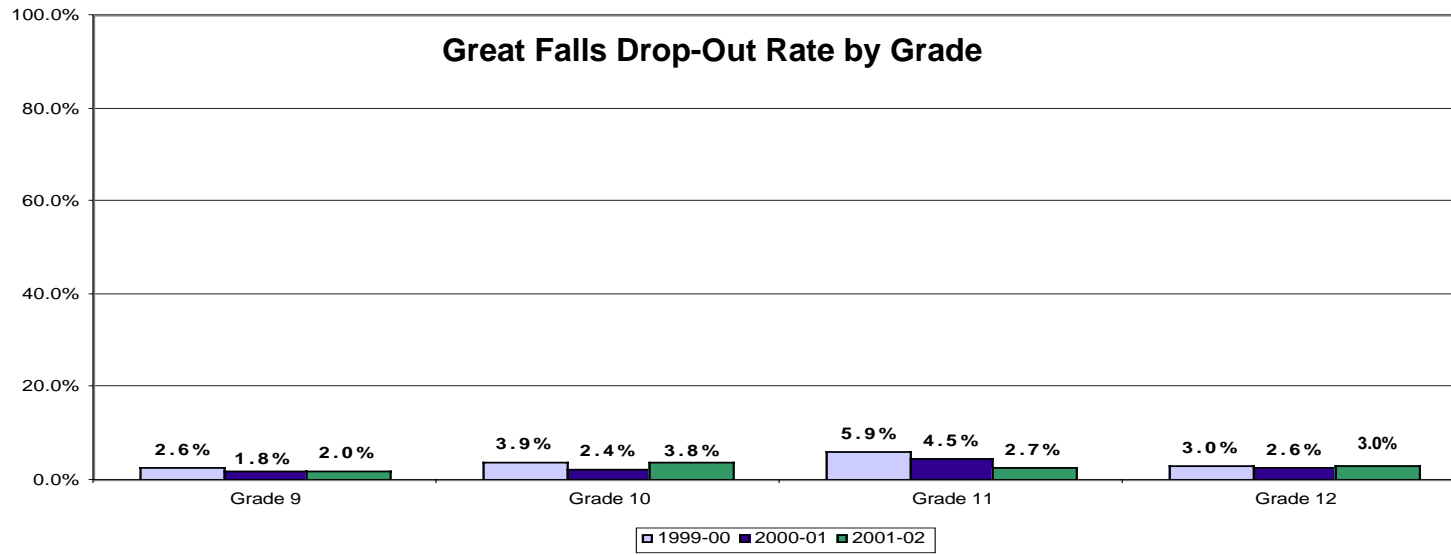


# Attendance

## Percent of Student Attendance



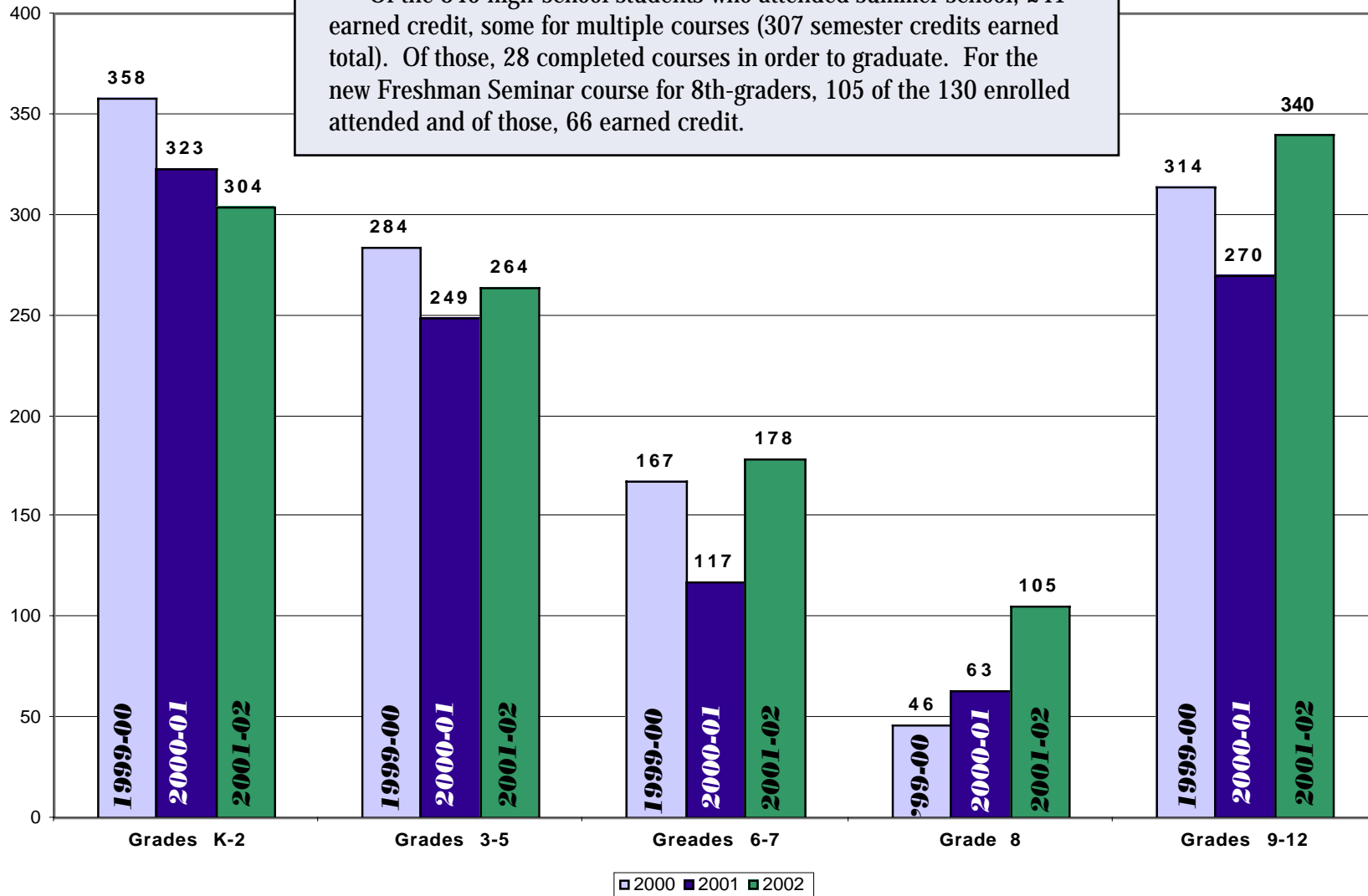
# Dropout Rate Comparisons



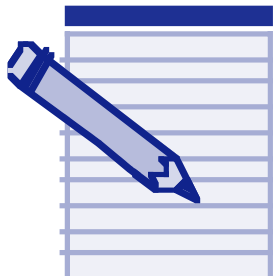
# Summer School Enrollments

At the elementary- and middle-school level, 1,165 students were provided the opportunity to attend summer school; of those identified, 746 attended while 419 either declined or did not show up.

Of the 340 high-school students who attended summer school, 241 earned credit, some for multiple courses (307 semester credits earned total). Of those, 28 completed courses in order to graduate. For the new Freshman Seminar course for 8th-graders, 105 of the 130 enrolled attended and of those, 66 earned credit.



# Homework Expectations by Grade Level



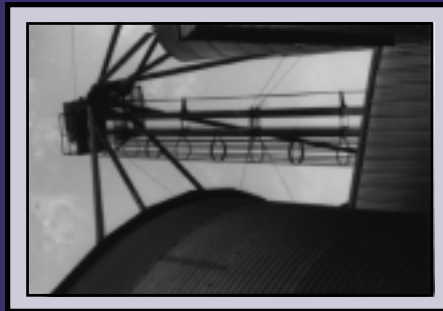
**Following are recommended average time guidelines (based on a student's cumulative daily assignments) for student homework.\***

KINDERGARTEN AND GRADE ONE	<b>5–15 minutes</b> per day for two to four days	
GRADE TWO AND THREE	<b>15–30 minutes</b> per day for three to four days	
GRADE FOUR AND FIVE	<b>30–60 minutes</b> per day for three to four days	
GRADE SIX	<b>45 to 60 minutes</b> per day for four to five days	
GRADE SEVEN AND EIGHT	<b>45–90 minutes</b> per day for four to five days	
GRADES NINE THROUGH TWELVE	<b>60–180 minutes</b> per day for four to five days	

*\*Board Policy*

# INDICATOR 9

## ***School Facilities***



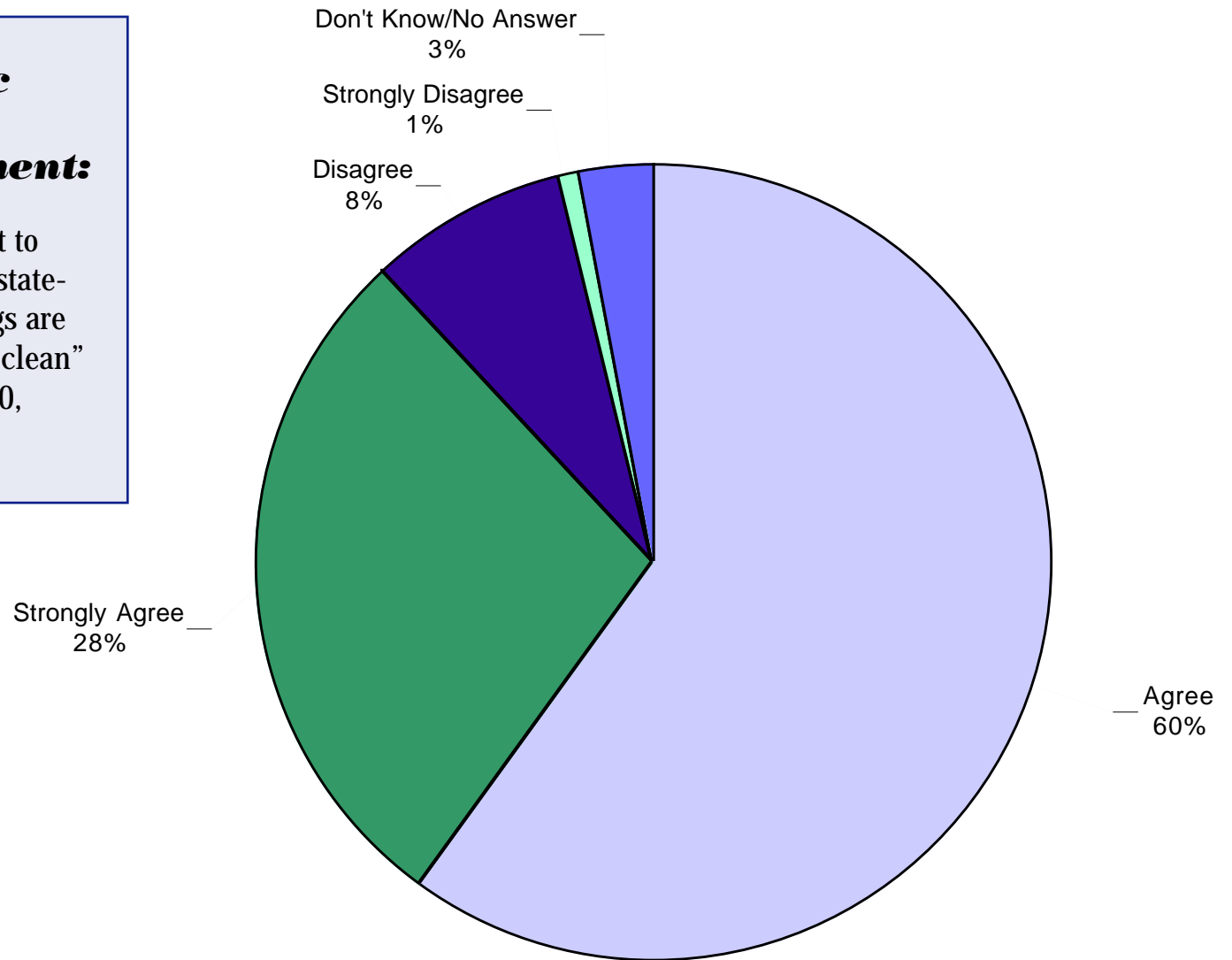
# Building Capacity and Enrollment

<i>School</i>	<i>Capacity</i>	<i>Enrollment</i>		
		<i>1999-00</i>	<i>2000-01</i>	<i>2001-02</i>
Chief Joseph	302	308	273	246
Lewis and Clark	367	418	382	348
Lincoln	323	400	409	364
Longfellow	323	318	270	288
Loy	410	428	424	397
Meadow Lark	388	436	422	439
Morningside	323	340	346	313
Mountain View	367	296	295	270
Riverview	345	391	369	372
Roosevelt	345	340	326	321
Sacajawea	323	347	348	336
Sunnyside	345	372	366	371
Valley View	302	367	333	306
West	539	527	515	489
Whittier	259	208	217	222
East Middle School	1180	942	950	899
North Middle School	1020	886	864	856
Paris Gibson Middle School	1200	1015	973	998
C. M. Russell High School	2200	1865	1775	1758
Great Falls High School	2000	1814	1815	1833
Skyline Alternative High School	230	226	182	210
Total Elementary	5261	5496	5295	5082
Total Middle School	3400	2843	2787	2753
Total High School	4430	3905	3772	3808
Total K-12	13,091	12,244	11,854	11,643

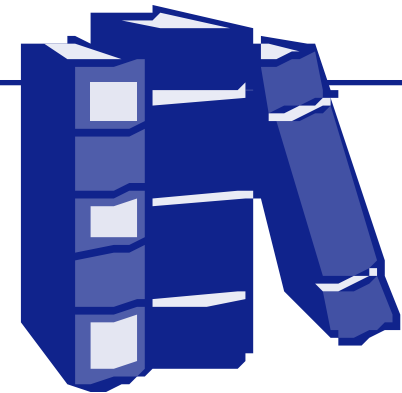
# Public Opinion: Condition of Facilities

## **Results of public response to the following statement:**

“Please indicate the extent to which you agree with this statement: The school buildings are well maintained, neat and clean” (District Report Card, 2000, N=560).



# Information Services



## Library Collections and Circulation

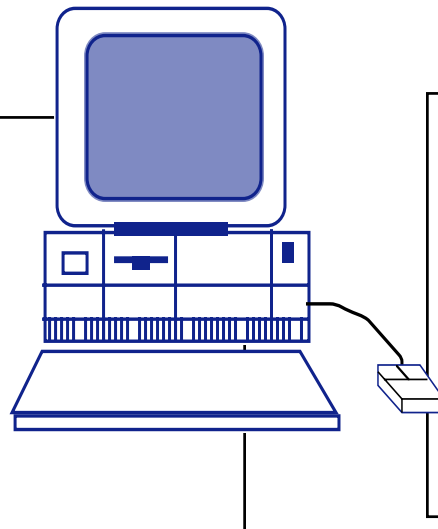
	<i>Collection* 2000</i>	<i>Coll. 2001</i>	<i>Coll. 2002</i>	<i>Circulation** 2000</i>	<i>Circ. 2001</i>	<i>Circ. 2002</i>
Elementary	175,863	176,227	168,905	515,136	311,496	292,517
Middle	38,697	38,197	40,297	39,216	29,896	39,268
High	38,516	37,806	40,167	20,761	18,718	22,852
Native American	5,430	4,254	4,790	1,787	415	930
Total K-12	258,506	256,484	254,159	576,900	360,525	355,567
Curriculum***	34,184	36,061	47,444	24,266	30,706	29,070

\* Collection means materials on hand available for checkout from a library

\*\*Circulation means the number of items actually checked out for use

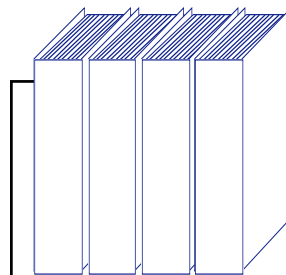
\*\*\*Includes videos

### Instructional Computer Workstations



High School	1,013
Middle School	507
Elementary	1,857
<b>Total Stations</b>	<b>3,377</b>

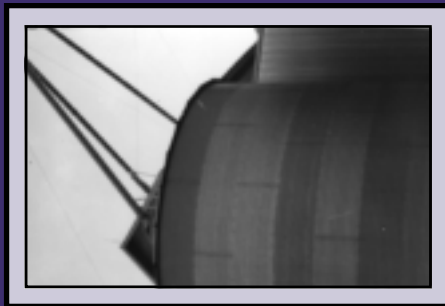
### 2001 Additions to Collections



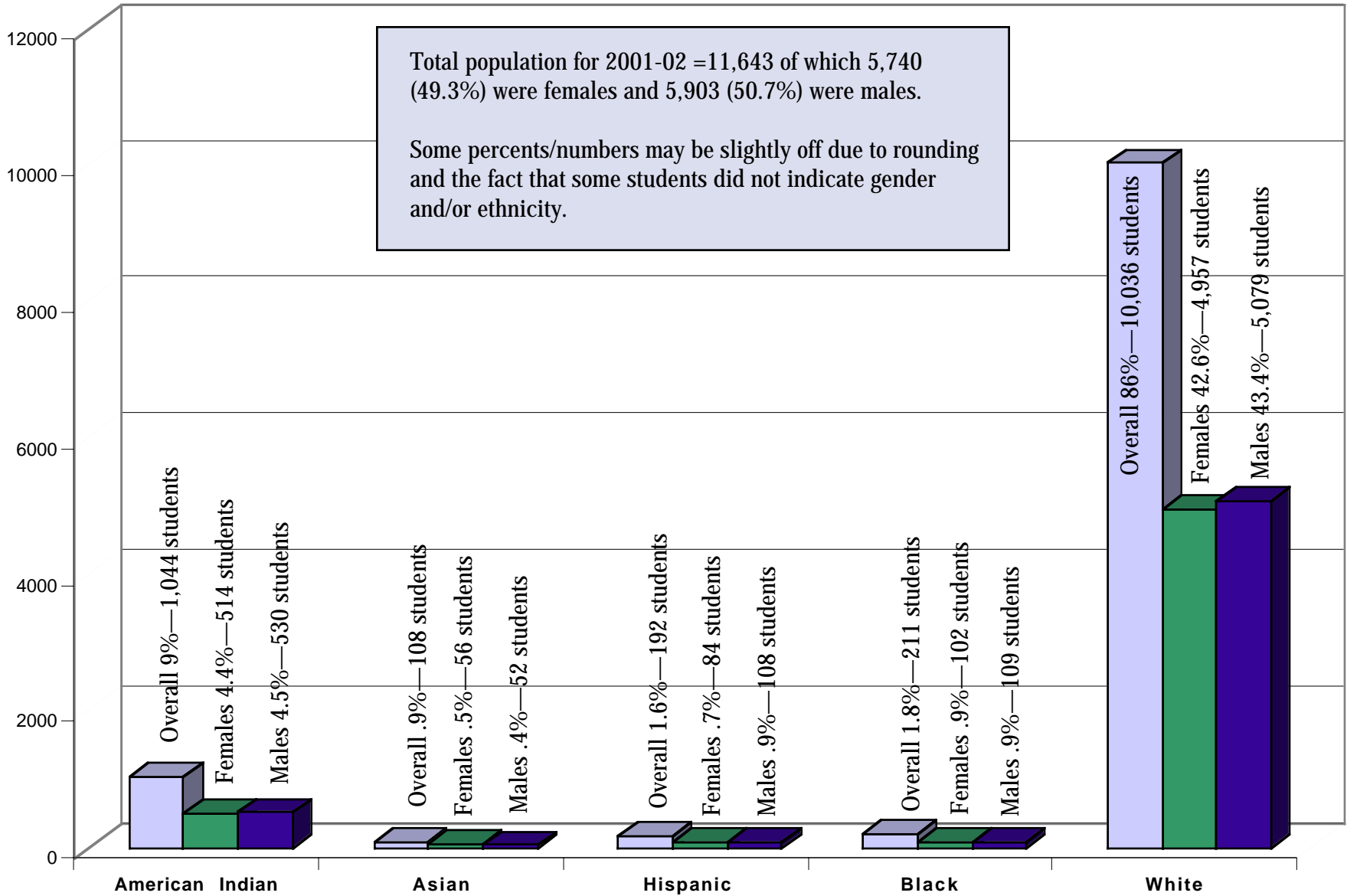
	<i>Books ordered</i>	<i>Magazines ordered</i>
Elementary	2,061	285
Secondary	792	114
Curriculum	2,375	0
Native American	0	0

# INDICATOR 10

## ***Background Characteristics of Students***

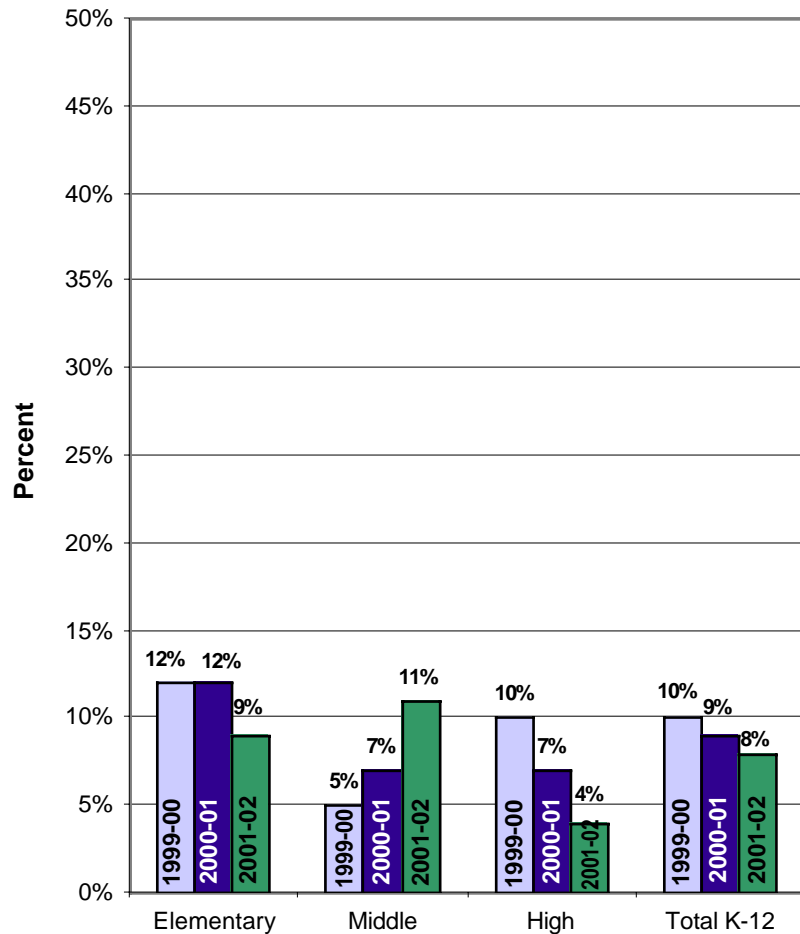


# Student Ethnicity and Gender



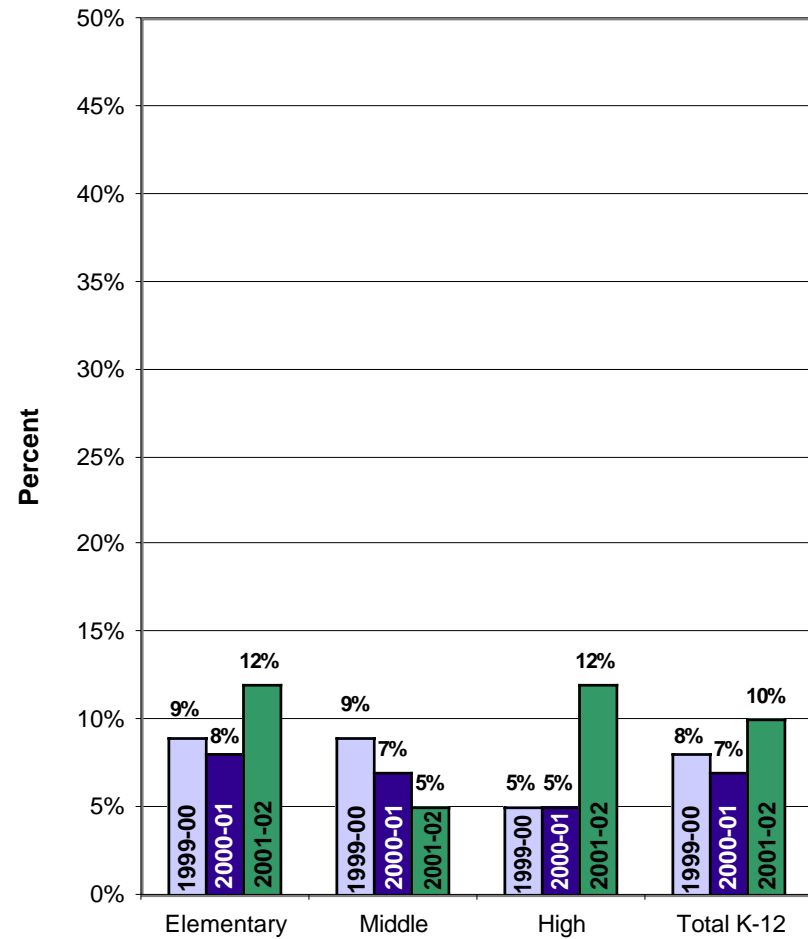
# Student Mobility

**Percent of Students Who Moved Within the District During the 2001-02 School Year\***



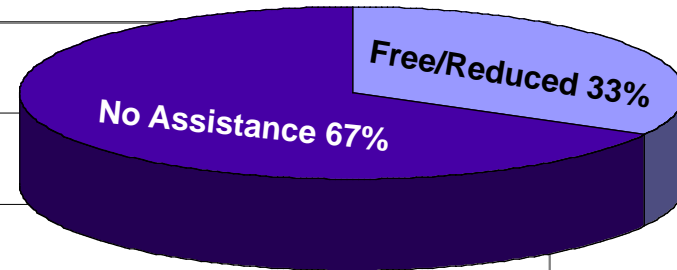
*Each student was only counted once even if he/she moved more than once.*

**Percent of Students Who Left Great Falls Public Schools**

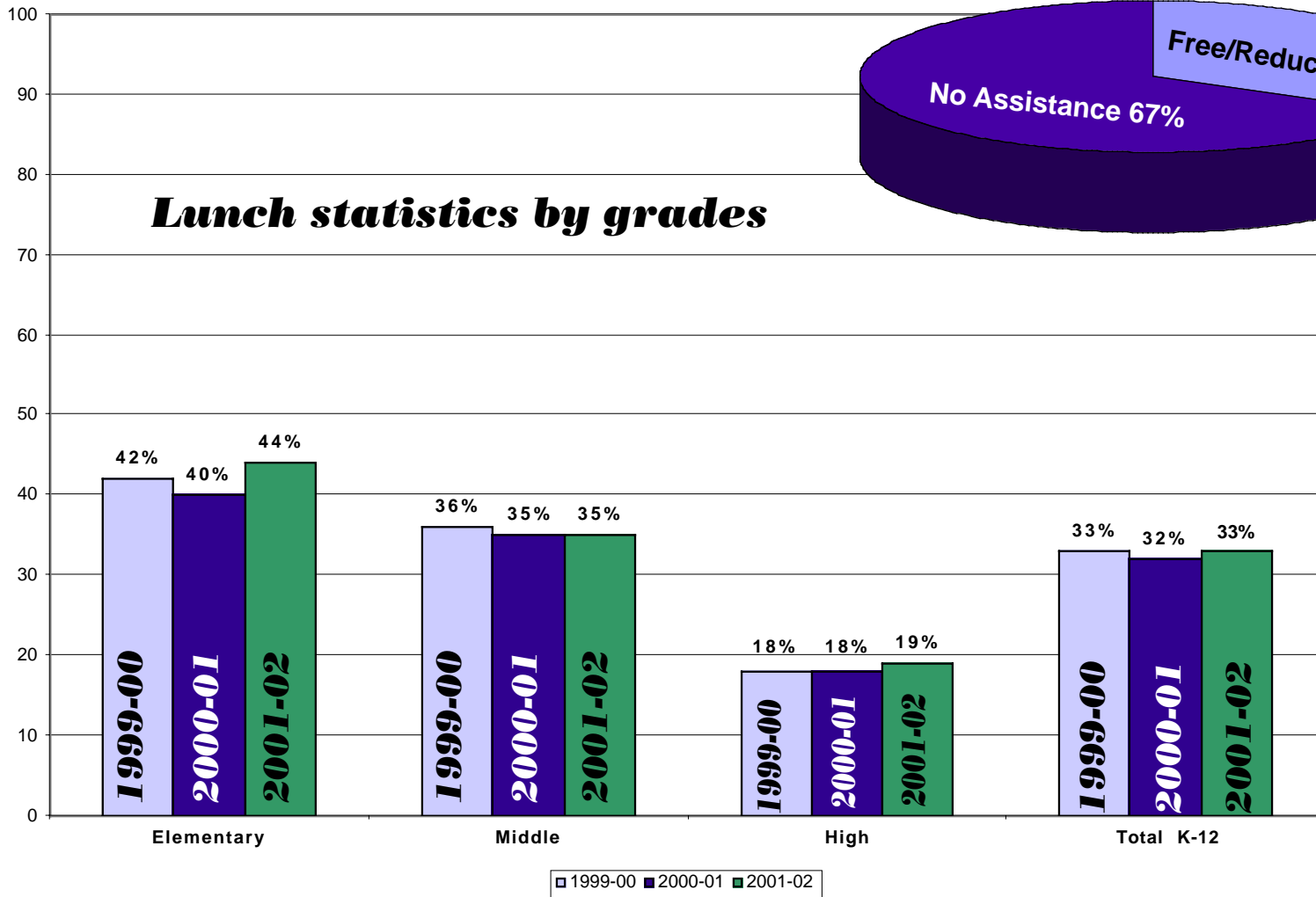


# Percent of Students Receiving Free or Reduced Lunch

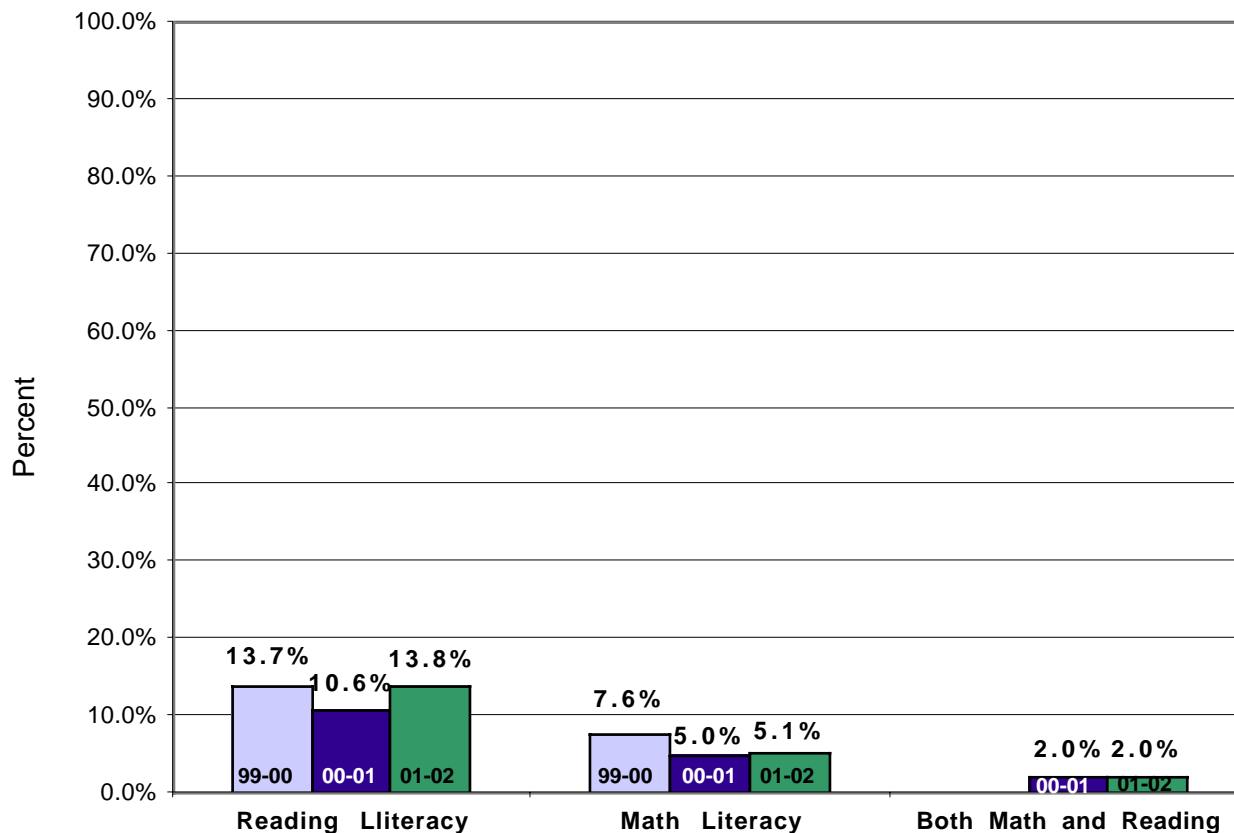
**Lunch percentages for entire district 2001-02**



## Lunch statistics by grades



# Percent of Students Receiving Extra Assistance in Reading and Math Programs



## Total Number of K-12 Students in the Reading Literacy Program\*

1998-99	1,630 (845)
1999-00	1,619 (930)
2000-01	1,451 (834)
2001-02	1,769 (770)

## Total in Math Literacy

1998-99	521
1999-00	707
2000-01	652
2001-02	597

## Students who participated in both math and literacy programs

2000-01	272
2001-02	235

\*Numbers include the total population of the Title I elementary schools which for 2001-02 are Whittier, 222 students; West, 489; and Longfellow, 288. Targeted students are in parentheses.

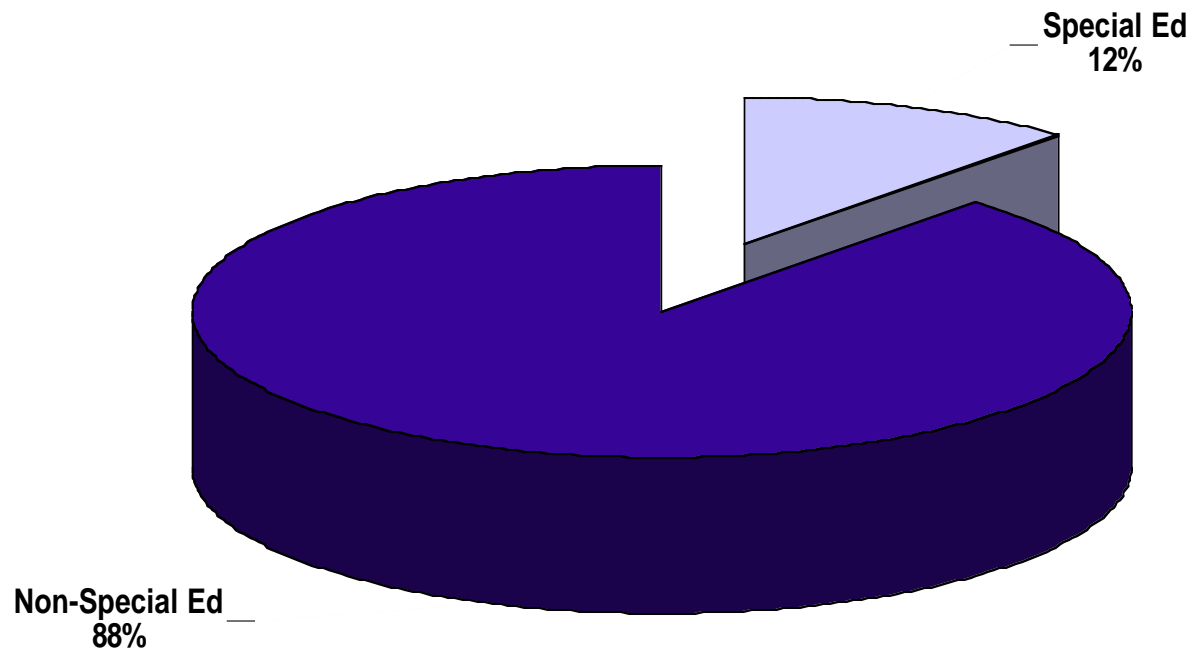
# Percent of Students in Special Education

The GFPS district served a total of 11,643 students during the 2001-02 school year, and of those students, 1,383 had IEP's (Individual Education Plans), a reduction of 37 students but an increase percentage-wise from last year's 10 percent due to declining enrollments.

## BREAKDOWN by Category\*:

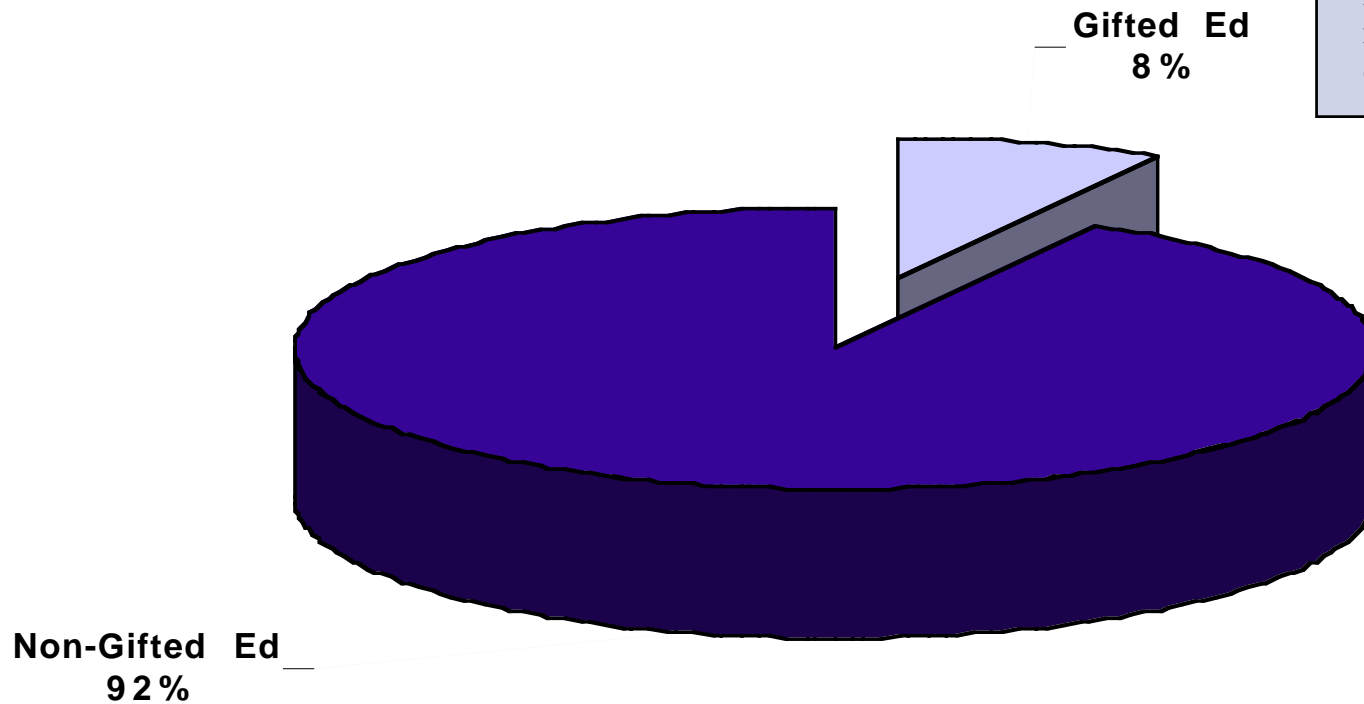
Autism—20  
Child w/Disability—73  
Cognitive Delay—128  
Deaf/Blind—1  
Emotional Disturbance—129  
Hearing Impairment—24  
Orthopedic Impairment—43  
Other Health Impairment—262  
Specific Learning Disability—608  
Speech/Language Disability—549  
Traumatic Brain Injury—5  
Visual Impairment—23

\*Students receiving services for more than one handicapping condition were counted more than once.



# Percent of Students in Gifted Education

The GFPS district served a total of 11,643 students during the 2001-02 school year, and of those students, 932 were identified as gifted, ten fewer than last year; however, the percentage rose from seven to eight due to declining enrollments.



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