

Campbell County School District # 1  
Superintendent: Dr. Richard Strahorn

District Technology Plan  
2013 – 2016

Adopted: 9/25/2012  
Superintendent Approval

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# **District Mission Statement**

## **Mission Statement**

To prepare our students for tomorrow's opportunities

## **Vision Statement**

United in the pursuit of educational excellence and wellness

## **Introduction**

### **Enrollment**

Enrollment has increased by about 900 students over the past five years and is currently about 8,800 students. Campbell County School District is the third largest school district in Wyoming. Campbell County School District has a Special Education population that is similar to the state and nation at 13%. With the increase in overall student population the Low Socioeconomic Population has increased as well to 33% for the current year (this has increased 10% over the last four years). Our student population is made up of about 53% male and 47% female students. Ethnically our student population is not very diverse: White 88%, Hispanic 8%, Native American 2%, Asian 1%, and Black 1%. Over the past few years our Hispanic population has grown much faster than the rest of our population but has not increased as much this year as previously.

### **Size**

The District encompasses the nearly 5,000 square miles of Campbell County in northeastern Wyoming. Nearly 4,500 students are transported each day to and from school. Campbell County School District buses log over 2 million miles per year including activity trips and field trips.

### **Facilities**

The District's 22 school facilities include 16 elementary schools and 6 secondary campuses spread over the 5,000 square miles of Campbell County.

Three schools are small rural schools:

4-J Elementary School has about 38 students in grades K-6. The school is located about 30 miles south of Gillette, WY on Highway 50. The students are from the local area and students who have requested to be bussed out from the Gillette area to attend the school.

Little Powder School has about 25 students in grades K-8. The school is located about 40 miles north of Gillette, WY on Highway 59. The students are from the local area.

Recluse School has about 26 students in grades K-8. The school is located about 35 miles northwest of Gillette, WY off of Highway 14-16 at 31 Greenough Road. Students are from the local area.

The town of Wright in southern Campbell County has Cottonwood Elementary School, with about 281 students in grades K-6, and Wright Junior/Senior High School, about 221 students in grades 7-12.

Rozet Elementary School has about 343 students in grades K-6. The school is located about 15 miles east of Gillette, WY, on Highway 51.

Gillette Area Elementary Schools:

Conestoga Elementary School has approximately 418 students in grades K-6.  
Hillcrest Elementary School has approximately 412 students in grades K-6.  
Lakeview Elementary School has approximately 365 students in grades K-6.  
Meadowlark Elementary School has approximately 308 students in grades K-6.  
Paintbrush Elementary School has approximately 453 students in grades K-6.  
Pronghorn Elementary School has approximately 440 students in grades K-6.  
Rawhide Elementary School has approximately 263 students in grades K-6.  
Prairie Wind Elementary School has approximately 435 students in grades K-6.  
Sunflower Elementary School has approximately 381 students in grades K-6.  
Wagonwheel Elementary School has approximately 400 students in grades K-6.  
Buffalo Ridge Elementary School has approximately 366 students in grades K-6.

Gillette Area Secondary Schools:

Sage Valley Junior High School has approximately 998 students in grades 7-9.  
Twin Spruce Junior High School has approximately 887 students in grades 7-9.  
Campbell County High School has approximately 1456 students in grades 10-12.  
Westwood High School has approximately 103 students in grades 10-12.

## **Staff**

The District has approximately 1,800 full-time and part-time employees, divided between certified and non-certified personnel. Campbell County School District has 786.2 FTE certified staff; 52% have a bachelor's degree, 48% have a master's degree and 3 individuals have doctorate degrees. Information about Campbell County, a northeast Wyoming county, is rich with opportunities in energy, industry, recreation, wildlife, and technology. With a population of about 46,000 and growing, the county is the nation's largest coal-producing region, accounting for more than 40 percent of the U.S. production. Campbell County's population is similar to that of the school district. From 2000 to 2010 the population has increased by 7%. Campbell County's population is split 47% female and 53% male. Persons under the age of 18 make up 28% of the population and 9% of the population is under the age of 5. The ethnic diversity is similar to the Campbell County School District: 89% white, 8% Hispanic and the other 3% split into other ethnic groups. Today, Campbell County is a thriving county of industry, agriculture, mining, and oil and natural gas extraction. The rocky mountain lifestyle attracts many entrepreneurs to the area, making the area a growing community on the cutting edge of industrial and technological development. Campbell County covers 4,761 square miles, or roughly 3 million acres. The lowest spot in the county is 3,400 feet above sea level at the Little Powder River in the northern end of the county. The highest point is 6,060 feet and is located at the top of North Pumpkin Butte on the western border.

The biggest challenge for the District is keeping up with the growth we continue to encounter. The District has funding and is planning to rebuild Lakeview Elementary School

as a larger three-section school over the next two years. The District is continuing to plan and prepare to adjust secondary schools for the continued growth.

### **Overview of How Technology is utilized in the D**

Technology's primary focus in Campbell County School District (CCSD) is to support the effective integration of technology resources and systems with curriculum development in establishing research-based instructional methods that can be widely implemented as best practices. Although technology is used for a wide range of administrative tasks, such as accounting, student records, inventory, purchasing, and maintenance, our primary focus is on student achievement through the use of technology.

### **How the Technology Plan Supports the District Direction**

Not only does our plan include strategies for improving our administrative network, including the management of fiscal and student records, library management, e-mail, server/client connectivity, and human resources, but more importantly it includes objectives and activities for the integration of technology into curriculum. Technology goals and objectives are aligned with District and State content standards as well as supporting the District's Strategic Plan.

We have embedded technology into all nine content areas. We have developed District Body of Evidence tests to track students' mastery in using technology within the curriculum. We have embedded the ISTE Performance Indicators into our curriculum. We continue to analyze where in our Body of Evidence data the performance indicators are being tested and mastered. Moreover, we have developed performance-based evaluations, which measure students' mastery of the ISTE Standards for grades 2, 5, and 8. At the secondary level, we

continue to support career and technology classes, and we encourage integration of technology into the entire curriculum. (See Appendix A: Secondary Technology Classes)

In addition, all expenditures for technologies in classrooms have to be tied to School Improvement goals or to the teaching of State standards. School Improvement members, as well as the District Curriculum Director, serve on the District Technology Committee to make sure the District Technology Plan is aligned to School Improvement goals and to the teaching of State standards. District administrators ensure that expenditures for technology support the District’s strategic plan.

### **Technology Planning Committee**

District Technology Committee (members may change during cycle)			
School / Department	Member	Role	Technology Plan Responsibilities
District Office	Lyla Downey	Administrator - Assistant Superintendent of Technology	Oversee the responsibilities of all District Tech Plan’s goals, objectives, and activities.
District Office	Steve Fenton	Administrator - Assistant Superintendent Curriculum and Assessment	Oversees that the Body of Evidence includes student scores which measure ISTE Performance Indicators and that all technology activities promote the teaching of State standards.
District Office	Roger Humphrey	Coordinator – Staff Development	Oversees that all District Technology professional development is in line with the District’s Staff Development Plan.
District Office	Dr. Lyn Velle	Tech-Prep Coordinator	Oversees District Tech-Prep program; ensures that workplace readiness is incorporated into curriculum.
District Office	Anita Weischedel	Title One Staff	Support and coordinate Title One activities with District Technology Plan activities.
District Office	Doug Rose	Director of Special Programs	Coordinates and helps plan District Technology Plan activities which support students with special needs.
District Office	Cathy McGowan	Professional Development Technology Integration Specialist	Design and present training activities for staff.



Sage Valley Jr. High	Cindy Myers	Teacher	Designs activities for the coaching of new hires in PowerTeacher.
Campbell County High School	Linda Bowe	Teacher / instructional coach	Designs training activities for teachers and other trainers. Assists in the compiling and writing of District Technology Plan.
Campbell County High School	Glenn Iliff	local W.E.N. Video Coordinator	Supports and coordinates local W.E.N. video activities within the plan.
Lakeview Elementary	Roxanne Everhard	Librarian	Plans and implement activities which use research and writing through school libraries.
Campbell County High School	Jim Howard	Principal	Assists in planning goals, objectives, and activities supporting this plan.
Twin Spruce Jr. High	Kim Silbaugh Norm Silbaugh	Instructional and Technology Coach	Assist in setting staff development opportunities for staff in Campbell County.
Sage Valley Jr. High, Lakeview, Westwood High School	Gabe Held, Logan Shuck, Alex Harter	Students	Assist in planning all goals, objectives, and activities within this plan.
Parent Volunteers	Annette Shuck Nicole Ely	Parents	Help plan all goals, objectives, and activities within this plan.
Campbell County Library	Ara Anderson	Library Administrator	Plans and helps implement Public Library activities within this plan.
Wyoming Job Service	Elaine Roth	Governmental Agency	Assists in making sure workplace technologies are implemented in our curriculum.
Johnson County School District	Andrea Gilbert	Tech Director from Another School District	Serves as external evaluator, will review data and help set goals, objectives, and activities.
Apple Computer Troxell	Brian Black Jay Cline	Business Leader Business Leader	Assists in providing staff development opportunities for staff in Campbell County School District.
John Paul II Catholic School	Melanie Silte	Principal	Works with us in sharing staff development activities and planning.
Collins Communications	Shane Miller	CEO of Collins Communications - Business Leader	Assists with planning and security strategies as well as provides staff development
Representation from schools in Campbell County School District	Gelena Kent, Nancy Jensen, Ember DeLong, Teresa Michael, Karin Primm, Liz Blanchard, Jacque Holden, Claudette Kahl, Michael Fulton, Vicki Peterson, Barb Robinson, Deb	Building Based Technology Coaches and Building Based Technicians	Assist in the evaluation of the District Technology Plan and Assist in the Implementation of Activities within this Plan.

	Temple, Heather Lund, Tana Wabig, Matt Hard, Beth Schweitzer, Ryan Martin, Linda Miller, Becky Shockey, Mary Miller, Kelly Glasser, Denise Miller, Carmen Toole, Trish Carlson, Jill Outka- Hill, Susan Riesland, Karen Kremers, Wiley Myer, Kristina Shields, Richard Landreth, Kelly Glasser, Ron Butler		
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**Technology Planning Committee and Partnership**

Our partner involvement in our District Technology Plan includes the following partners:

Campbell County Library: Our public library has helped us evaluate the online databases that we have in our district. They have provided many staff development opportunities to our staff. They will continue to provide training and support to our staff and students.

Collins Communications: Our business partner Collins Communications has helped us evaluate the effectiveness of our infrastructure and support within our plan. They will continue to support us in designing systems which are state of the art communication systems.

Troxell and Apple Computer continue to provide professional development activities that help us meet our objectives and goals

**Evaluation**

**Annual Review August 22, 2012**

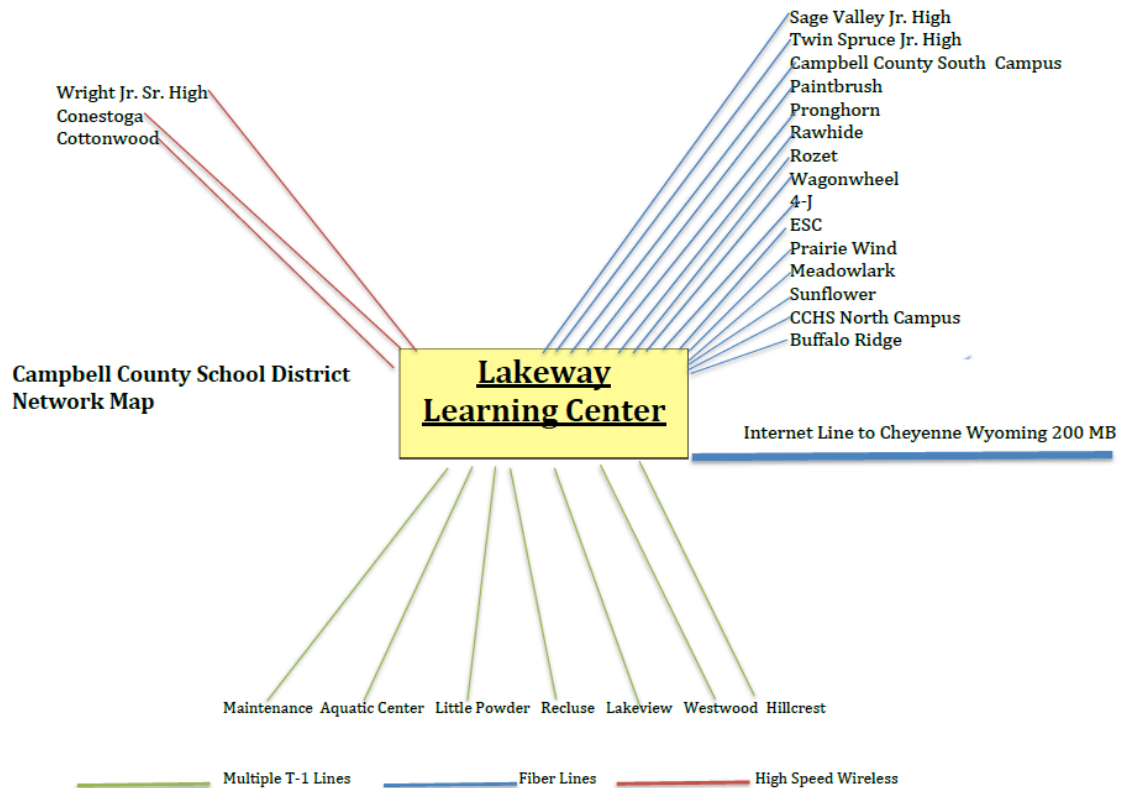
An annual review of our district technology plan was conducted on August 22, 2012.

We used standardized assessments, local assessments, surveys, TCO, mastery of ISTE standards, and staff development surveys to assess our plan. In addition, we addressed the

fiscal management, data management and communication tools that we have in our district. We rated our plan as having an overall 3 on a 4-point scale. Our complete review of the plan is in a separate addendum sent with this plan.

### Strengths and Weaknesses of Current Plan

The annual review of the district technology plan indicated strengths in our ability to improve network connectivity to our schools. Five schools, the maintenance shop, and the Aquatic Center remain on multiple T-1 lines. We will update two of the five to fiber this year.



Our ability to complete ISTE standards has also increased significantly throughout the district. All students in our district are tested for ISTE standards in 2nd, 5th, and 8th grade.

Our scores have shown significant improvement from 2009 on the Mastery of ISTE standards.

Class	ISTE Standards Assessments	Spring 2012 Percentage Of Mastery	Spring 2009 Percentage of Mastery
Technology Class	ISTE 2nd Grade Multimedia Presentation	99.91%	88.00%
Technology Class	ISTE 5th Grade Word Processing	99.20%	93.00%
Technology Class	ISTE 5th Grade Multimedia	93.83%	85.00%
Technology Class	ISTE 5th Grade Research and Presentation	99.64%	94.00%
Technology Class	ISTE 8th Grade Word Processing	96.62%	95.00%
Technology Class	ISTE 8th Grade Multimedia	94.64%	76.00%
Technology Class	ISTE 8th Grade Research and Presentation	99.54%	96.00%

The weakness of our previous plan has been that we have not effectively addressed the mastery of ISTE standards for our administrators and teachers.

**Standardized Assessment Used to Evaluate Plan:** NWEA MAP, PAWS - See the results of these assessments on page 49, Appendix A.

**Local Assessments Used to Evaluate Plan**

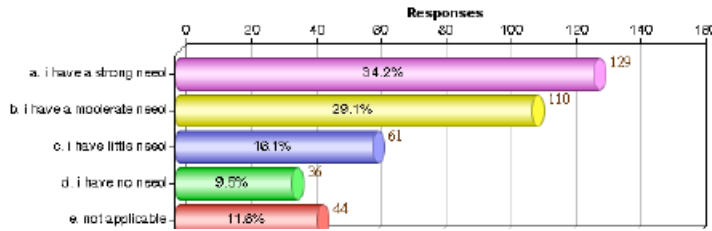
DSPAs (District Standards Performance Assessments) have been used to evaluate the effectiveness of integrating technology into curriculum. All curriculum areas in the district have DSPAs which measure the mastery of state content standards and the mastery of integrating technology into the curriculum page 56 of Appendix A.

**Surveys Used to Evaluate Plan**

Staff Development Needs Assessments, All Schools Resources Surveys, District Level Resource Surveys, and Staff Development workshop evaluations are used to evaluate the plan. Below are the top listed results from the Staff Development Survey from fall 2011.

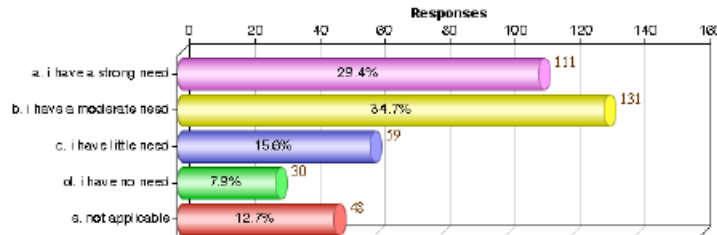
### Implementing Starboards into my curriculum

Total Number of Form Results: 377



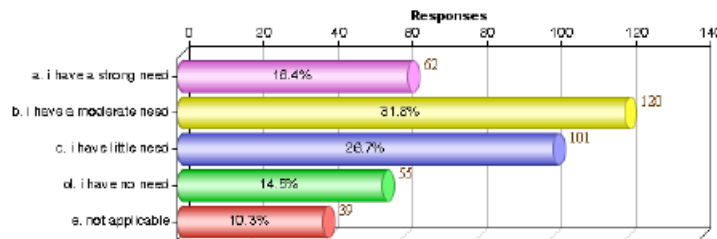
### Implementing iTouch programs with my curriculum

Total Number of Form Results: 377



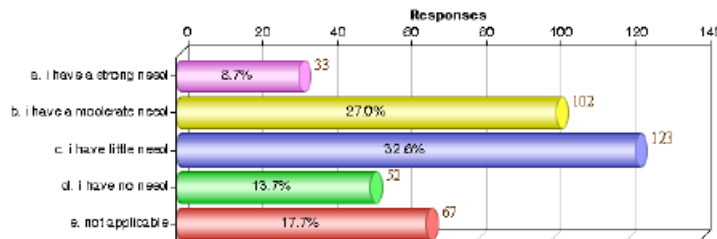
### Learning how to use Excel to disaggregate data into meaningful reports

Total Number of Form Results: 377



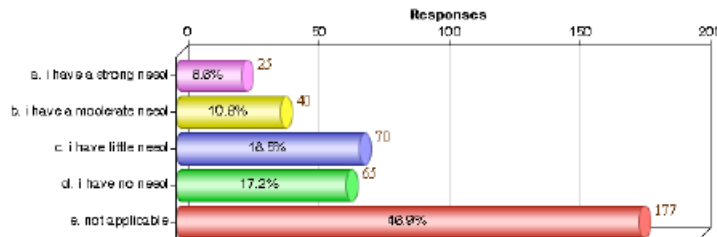
### MAP training

Total Number of Form Results: 377



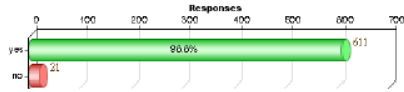
### Credit Recovery Classes (A+ and Odyssey)

Total Number of Form Results: 377



Listed below are the results of district level needs assessments from fall of 2012.

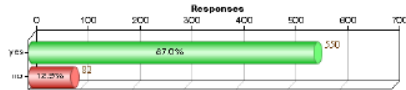
**Do you have the computer equipment you need in your classroom/office to perform the daily tasks of record keeping and communicating with others.**



**Is the network at your building fast enough to accommodate your needs?**



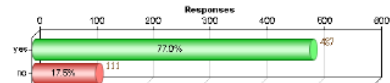
**Is the technical help that you need to complete projects readily available?**



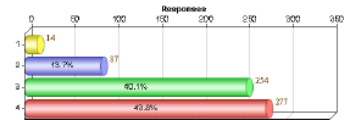
**When your technology breaks down is it repaired in a timely manner?**



**FOR INSTRUCTIONAL PERSONNEL ONLY: Is there adequate technology in your building for students to successfully integrate technology into the curriculum?**



**How would you rate the availability of technology in your building on a scale of 1 to 4 with 4 being high?**



## **Policies and Procedures which Assist in the Evaluation of the Plan**

Our procedures include formally reviewing our plan with an outside evaluator annually. We do informal reviews quarterly. We have a policy 6150, which regulates Internet Usage. We have students and staff sign Internet Usage Agreements with regulation 6150 listed below. Policy 6150 and Regulation 6150R was reviewed on January 2012. We also have Network Guidelines and copyright Policies stipulated on Page 77 of Appendix B.

## **The Evaluation of Curriculum Standards that Includes Technology**

We have identified the content performance standards, which measure the mastery of state standards as well as use technology as a tool in mastering ISTE standards. All courses in Campbell County School District require the completion of district assessments called DSPA (District Standards Performance Assessments). The DSPAs that require the use of technology as a tool in mastering the state standard have been identified and evaluated. Our DSPA results are listed on page 56 of Appendix A.

## **Total Cost of Ownership**

Equipment in Campbell County is purchased and not leased. Even though our replacement plan parts out computers after 5 years and buys new ones, we find that there are still uses for some equipment that is older than 5 years. As we purchase new computers, we place the older ones in curricular areas that can use older software for remediation and enrichment or in writing labs. Although we may not repair the older computers when they stop working, we use them while they are still operational. We track the total cost of ownership through our Technology Repair Work Order System. All hardware repair requests must be accompanied by a work order. Once the work order has been requested and the equipment has been repaired, the work order tracks the cost of the repair. Decisions on how long to keep equipment is based on this data. Our procedure is to part out any system when the repair cost is  $\frac{1}{2}$  the cost of the value of the system. The total district repair budget for Campbell County is \$40,000 annually; however, this does not include the costs associated with the salaries and benefits of three full-time district hardware repair personnel, which is nearly \$150,000.

The current plan for how technology is to be implemented within the District cannot be based on one assessment or tool alone. It is based on a multitude of indicators. Trend data is comprised of all of the data mentioned throughout this narrative. Trend data is used in Campbell County to determine what should be purchased, what staff development needs to be adjusted, and what additional ongoing support needs to be given to staff and students to make the intervention successful. Trend data in Campbell County consists of ISTE Performance Indicators, MAP data, PAWS data, Body of Evidence data, staff surveys, student surveys, needs assessments, staff development workshop evaluations, router / switch / server statistics, and School Improvement data. For example: We know from recent surveys and needs assessments that the online testing of PAWS has created a need for more online practice testing. The PAWS results, which will be collected this summer, will help us determine if this need is also demonstrated by student scores on the PAWS assessment.

### **Professional Development Data**

Professional development data is crucial when setting up new staff development activities. We have annual needs assessment and staff surveys that help us determine what staff development activities we need to include and adjust. In addition, all evaluations of workshops and classes are kept to determine if trainers are being successful in their implementation of the training. All of our training is ongoing and intensive. We do not offer shot in the arm, onetime events, as training opportunities. This year trend data is suggesting the need for more training on Compass Learning. Our activities for next year include a great deal of training on the ISTE standards and rubrics and the Accelerated Reader program, and Compass Learning. All trainers are evaluated by those who participate in the trainings. Training outcomes are always tied to student performance. .



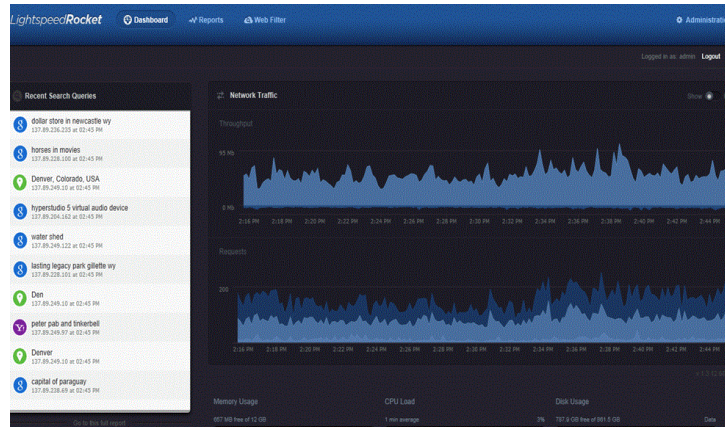
In the summer of 2012, five District technologists were sent to the ISTE NECC.

Please see all staff development surveys and evaluation results on pages on pages 13 and 14.

## Administrative Networking Tools

Every year Campbell County School District hires a local accounting firm to audit all fiscal, purchasing, and budget management systems. This is done to ensure that not only are we in compliance with all Federal, State, and Local statutes, but that our technology is tracking what it needs to track in an effective way. We currently support an electronic purchasing, fiscal, and budget management system, Divisions.

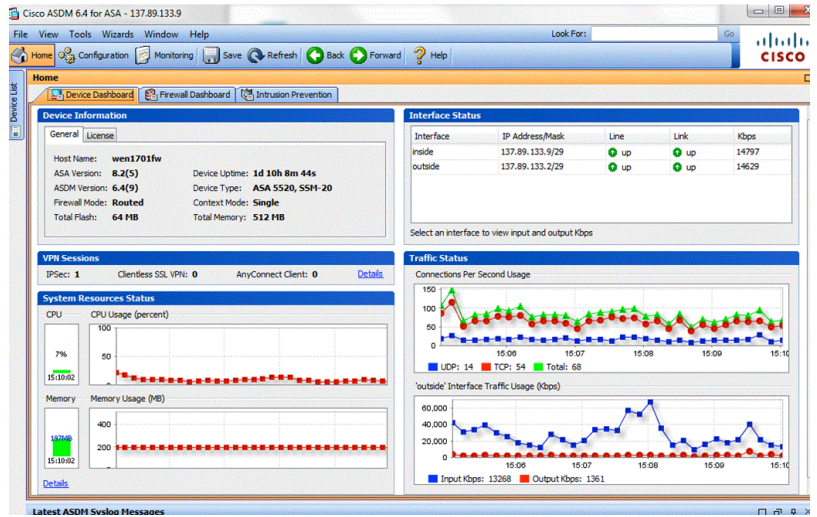
We use Lightspeed to monitor traffic and for site blocking.



We use Barracuda Spam, Virus, Firewall to manage filters for email and monitor statistics.



We use Cisco Firewalls to monitor traffic, block ports, and setup Intrusion Prevention.

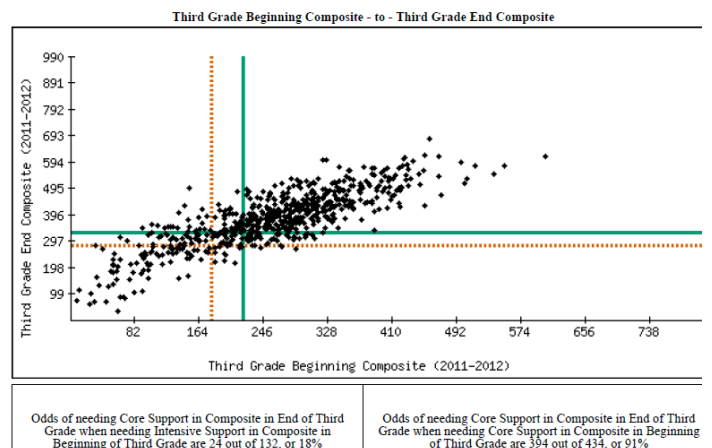


## Data Management Tools

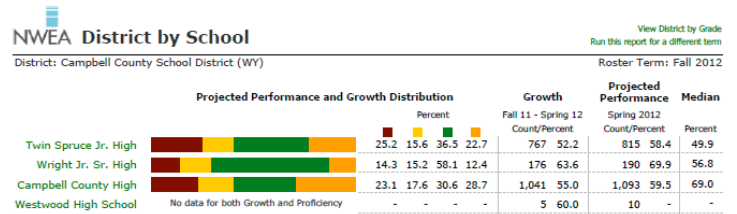
Campbell County School District uses many products to track student data: PowerSchool, a custom designed BOE program, NWEA Map, DIBELS, and Renaissance Learning. With these products, we keep track of student information, grades, Body of Evidence data, Standardized Assessment data, attendance data, demographic information, medical histories, and discipline logs. We are able to export this data and disaggregate it in a variety of ways as needed by School Improvement teams, the Curriculum Committee, and by the District Technology Committee.

Scatter Plot Report - DIBELS Next  
 District: Campbell County SD #1  
 School: All Schools  
 Grade: Third Grade  
 Year: 2011-2012  
 Need for Support: Former Goals

This is a sample report using DIBELS data.



This is a sample of a NWEA MAP Report.



## Communication Tools

Campbell County School District uses FirstClass as its e-mail system. All e-mail is scanned for viruses, spam, and inappropriate content. District policy governs the appropriate use of e-mail. We have added a mail archiving system with Archiving Soft to fulfill our legal obligations. We have standardized all routers, switches, computers, patch panels, jacks, and wiring. Our switches and routers are manageable and give us important log statistics. As a result of the statistics from these logs, we will replace switches at the following sites in the summer of 2013: CCHS North Campus, Sage Valley Junior High, and Twin Spruce Junior High. Server statistics indicate a need to replace the PowerSchool server in the fall of 2013. In December, 2011, we began using Global Connect, an automated phone calling system, to give emergency and other school information to parents and staff members in an organized way. Examples of its use include school closing information, parent teacher conference notices, etc.

**Data: Parent Access Rates to PowerSchool for 2011-2012**

Parent/Student Web - Stats

Total sign ins by parents:	98,892
Total sign ins by students:	125,882
Total sign ins by parents and students combined:	
Number of students whose records were accessed:	7212 / 9568 (75.3%)
Avg. length of parent visit (minutes):	2.4
Avg. length of student visit (minutes):	1.8

Progress Reports Emailed to Parents

Number of parents signed up to receive progress reports via email:	3247 (33.9%)
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In the spring of each year, the District offers a Technology Fair to showcase for parents many of the technology activities going on in classrooms. In 2012, over 1,200 parents attended and gave positive feedback about the event.

**Outside Evaluator**

Andrea Gilbert participated in our formal annual review. Not only did she evaluate the completion of our goals, objectives, and activities, but she also evaluated how dollars for technology. In addition, our outside evaluator helped determine if our staff development activities were research-based and if all members of the partnerships were served. She determined how grant funds helped students in high-needs, high-poverty schools, or schools identified for improvement, or corrective action under section 116 of Title 1. In addition, she reviewed all policies and procedures for technology that we have in place in Campbell County. She gave our District Tech Plan an overall 3 on a 4-point scale on our formal review.

## Professional Development Trainer Evaluations

All staff development opportunities are evaluated by participants on a 5-point scale. Listed below is a summary of results for the past three years. Our data suggests that our delivery is improving.

Year	Average of Staff Development Participant Evaluations
2009-2010	4.2
2010-2011	4.4
2011-2012	4.5

## TECHNOLOGY GOALS

Campbell County School District will carry over the goals from our last District Technology Plan. We have adopted the Title 2 D goals.

Primary Program Goal#1: Improve student achievement through the use of technology in elementary and secondary schools (Section 2402 (b)(1)) - This is a Title 2D Goal and a Campbell County School District Goal.

Campbell County Objectives:

- CCSD will improve students' mastery of State standards by supporting the effective integration of technology resources and systems within curriculum.
- CCSD will support best practices and research-based instructional strategies, which will be used to assist students who have specialized needs or who are at-risk.
- The District Technology Plan will assist in supporting the Strategic Plan in ensuring that student achievement is improved.

Program Goal #2: Technology Literacy – Ensure that every student is technologically literate by the time the student finishes the eighth grade regardless of student's race, ethnicity, gender, family income, geographic location, or disability. (Section 2402 (b)(2)(A))

Campbell County Objectives:

- CCSD will ensure that every student is technologically literate by the time the student finishes 8<sup>th</sup> grade regardless of student's race, ethnicity, gender, family income, geographic location or disability.
- Students will show evidence of mastery on 2<sup>nd</sup>, 5<sup>th</sup>, and 8<sup>th</sup> ISTE standards.

Program Goal #3: Effective integration of technology resources and systems – encourage effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that may be widely implemented as best practices by State educational agencies and local agencies. (Section 2402 (b)(2)(B))

Campbell County Objectives:

- Technology training will be multifaceted: one on one, small group & independent. It is offered at a variety of times and in a variety of ways.
- Technology training and support will be provided to new staff to ensure our new staff members have the skills they need.
- Technology training will be developed by using data-driven decisions for the purpose of improving student achievement.
- District technology training is planned multi-year and is ongoing.

## **District Needs and Supporting Data**

Campbell County School District developed a new Strategic Plan in the spring of 2012. In the plan we have identified the mission, vision, and values of the school system through a collaborative effort involving a variety of stakeholders. A variety of data, including MAP, PAWS, and DSPAs, was used in creating the goals. See the data results of these assessments on pages 49 of Appendix A.

The three goals identified through this are as follows:

1. Improve student achievement
2. Improve wellness of students and staff
3. Ensure efficient and effective operations.

Our District Technology Plan will include activities which will support these newly acquired Strategic Plan goals.

## **District Equity of Resources**

One of the objectives of our plan is to provide equitable resources to all students who attend Campbell County Schools. Our goal is to provide one computer for every student at every school location. Our ratio is now 2.3 students per every computer at every location. In addition, we ensure that all students have access to online resources, software, and other technologies at all schools, in all demographic groups. We have provided handicapped access to all technologies in all school locations.

## Progress and Status of Previous Years' Goals

Previous Goal	Progress	Status
Program Goal #1: Improve student achievement through the use of technology in elementary and secondary schools (Section 2402 (b)(1))	The integration of technology into curriculum has been embedded into all subject areas. However, the need is ongoing. Students' scores have improved on Body of Evidence, PAWS, and MAP tests. We continue to monitor all data, find shortfalls, and monitor and adjust activities.	The need for this goal continues as we strive to improve students' scores in all demographic groups.
Program Goal #2: Technology Literacy – Ensure that every student is technologically literate by the time the student finishes the eighth grade regardless of student's race, ethnicity, gender, family income, geographic location, or disability. (Section 2402 (b)(2)(A))	ISTE Performance Indicators are embedded within curriculum. In addition students are tested on 2 <sup>nd</sup> , 5 <sup>th</sup> , and 8 <sup>th</sup> grade ISTE Performance indicators. We have developed rubric-based assessments for all students to complete	We are in the process of evaluating our rubrics.
Program Goal #3: Effective integration of technology resources and systems – encourage effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that may be widely implemented as best practices by State educational agencies and local agencies. (Section 2402 (b)(2)(B))	Surveys and needs assessments, and student data indicate that our teachers are using technology more effectively within the classroom; however, ongoing training and supported needs to continue.	The need for continued staff development, which is ongoing, timely, and meaningful, is evident. Technologies continually change and demands for their use continue to expand. Although we have made progress in this area, this remains one of our goals.

## Curriculum Integration Narrative

### Baseline Data

MAP: Forty-seven MAP Assessments were given between 2009 and spring 2012. Forty-four showed gains. Three did not show gains.

93.6 % of all assessments showed improvement on MAP Assessments



PAWS: There were a total of 24 PAWS Assessments listed below.  
 Twenty-two assessments did show improvement  
 Two did not show improvement

91% of all Assessments showed improvement

**DSPAs – Ensuring Student Academic Achievement Through the Use of Technology**

We have five years of DSPA data to compare and disaggregate in Campbell County. This data gives us local performance assessments with pre/post scoring guides. Every subject area has clearly defined rubrics, checklists, and observable activities. All of our curricular areas use technology as a tool to improve student performance. On page 56 of Appendix A is a list of all scores on this year’s DSPAs.

**ISTE Standards and Ensuring Technology Literacy**

We have developed assessments which measure the mastery of the ISTE Standards. We have refined curriculum and assessments to ensure that ISTE Performance Indicators are mastered by all students in grades 2, 5, and 8, and we have developed rubrics which measure K-8 competencies. All students are tested at these grade levels to ensure mastery. Below is a summary of those scores.

Class	ISTE Standards Assessments	Spring 2012 Percentage Of Mastery	Spring 2009 Percentage of Mastery
Technology Class	ISTE 2nd Grade Multimedia Presentation	99.91%	88.00%
Technology Class	ISTE 5th Grade Word Processing	99.20%	93.00%
Technology Class	ISTE 5th Grade Multimedia	93.83%	85.00%
Technology Class	ISTE 5th Grade Research and Presentation	99.64%	94.00%
Technology Class	ISTE 8th Grade Word Processing	96.62%	95.00%
Technology Class	ISTE 8th Grade Multimedia	94.64%	76.00%
Technology Class	ISTE 8th Grade Research and Presentation	99.54%	96.00%

## **Change and Growth From Previous Plan**

The change from the previous plan will be to provide activities that support our newly adopted Strategic Plan which is described above. One of the activities of the Strategic Plan is to adopt Compass Learning. We will have many training opportunities for staff on Compass Learning, which is being used to improve student learning in reading and math. Compass Learning is a web-based curriculum delivery system that places students in lessons that have been identified by the MAP test as needing remediation.

## **Strengths and Weaknesses of Previous Plan**

The main weakness of our previous plan is that our plan recommended T-1 lines to all of our schools. We simply outgrew these standards. Our new plan sets 50 MB pipes as a minimum to all elementary school locations and 200 MB pipes to our secondary schools. In addition our old plan did not address mastery of ISTE standards for teachers and administrators.

## **Distance Education**

Campbell County School District will provide distance education with these opportunities: Compass Learning, ODYSSEYWARE and the Virtual School.

- We use ODYSSEYWARE credit recovery online coursework for our students who are in need of remediation and credit recovery. During the 2011-2012 school year 232 students completed coursework using Compass Learning.
- Many distance learning staff development opportunities have been provided, including online Pages, Keynote, Excel, and Web 2.0 tools
- We have over 50 distance education students enrolled in K-12. These students are given all curriculum online. We count the students for ADM. We employee

two full time teachers to do outreach activities with these students. We pay for the cost of their K-12 curriculum.

**CCSD High Needs – High Poverty** – We will support best practices and research-based instructional strategies, which will be used to assist students who have specialized needs or who are at-risk, as well as students from high-poverty areas.

- Students will use a variety of multimodal, multimedia technologies in mastering new skills. At-risk students will have extended learning opportunities and access to technologies after the school day and in the summer through partnered agencies and District sponsored school and summer programs. Examples include: Campbell County Public Library, Extended Learning Opportunities (ELO) after school programs, and CAT after school programs. Students who need additional help will utilize technologies (software, content tools, digital devices), which provide remediation, review, practice, and assessment. Examples include: MAP assessments, Accelerated Reader, Compass Learning, and Earobics.
- Appropriate adaptive technologies will be purchased and implemented for students with special needs. Examples include: adaptive keyboards, alternative communication devices, touch screens, refreshable Braille readers, Intellitools, amplification devices, balanced literacy, speech input software, speech synthesizers, Kurtzwell reading software, Dynovox systems, magnification software, laptops, and portable personal word processors.

**The District Technology Plan will assist in supporting the School Improvement goals within our District and is aligned to the District Staff Development Plan.**

- All School Improvement plans within the District set as a priority the improvement of reading, writing, and math. The District purchases hardware and software for the improvement of basic skills. School Improvement team members sit on building and district-level technology committees. We have spent nearly \$500,000 in the last year on Compass Learning to support our District Strategic plan and School Improvement efforts.
- The District Technology Plan and District Staff Development Plan are aligned in all training activities. The Staff Development coordinator serves on the District Technology Committee to ensure that the two plans are aligned.

**Campbell County School District is committed to equity and access to technology for all students.**

All buildings have the infrastructure, hardware, software, and support needed to ensure equal access to technology for all students. All computer labs and technology resources in classrooms are and will continue to be fully handicapped-accessible and equipped as needed. Campbell County School District is committed to providing equity between all buildings within the District.

**Campbell County School District's Commitment for Student to Computer Ratio**

The current computer to student ratio is 2.1 students per computer; all computers in the District are tracked by an inventory control program. Our goal will be to have a 1 to 1 ratio of computers to students in all buildings.

**CCSD conducts both formative evaluations and summative evaluations to show the overall effectiveness and our success in integrating technology into the curriculum.**

Formative evaluations are done throughout the year both formally and informally of all District and Building Technology Plans. Formative evaluations are done for the purpose of monitoring and adjusting activities. To ensure that technology integration becomes seamless, the following list of activities is included:

- Building principals use drop-in visits to evaluate how technology is infused into the curriculum.
- Formative evaluations of building technology plans are done quarterly by building technology committees.
- Formative evaluations of the District Technology Plan are done quarterly by the District Technology Committee.
- Students are randomly surveyed to evaluate their teachers' use of technology within the curriculum.
- Parents are given random surveys to measure any difference in their views about integrating technology into the curriculum.
- PAWS, MAP, and Body of Evidence data are collected and compared to previous years.
- Bandwidth utilization is collected and compared with preceding years.

## Parent Involvement

We have parent representation and student representation on the District Technology committee. We use technology to communicate with our parents. We have a District Technology Showcase annually to celebrate projects that students have done using technology with their parents. We will continue these efforts. Below are our parent access rates to PowerSchool.

### Parent/Student Access Statistics 08/26/2011 - 06/04/2012 All Schools

#### Parent/Student Mobile App Stats (Phone)

Total sign ins by parents: 13,010

Total sign ins by students: 14,212

Total sign ins by parents and students combined:

Number of students whose records were accessed: 265 / 9568 (2.7%)

#### Parent/Student Web Stats

Total sign ins by parents: 98,892

Total sign ins by students: 125,882

Total sign ins by parents and students combined:

Number of students whose records were accessed: 7212 / 9568 (75.3%)

Avg. length of parent visit (minutes): 2.4

Avg. length of student visit (minutes): 1.8

#### Progress Reports Emailed to Parents

Number of parents signed up to receive progress reports via email: 3247 (33.9%)

Picture of Technology  
Showcase Annual Show



### **Evaluation Used to Ensure Technology Integration**

In addition to informally reviewing our District Tech Plan quarterly and doing a formal evaluation yearly, principals will evaluate teachers' ability to integrate technology into the curriculum. This will be part of the informal and formal evaluation system.

## Curriculum Integration Rubric Summary / Action Plan

<b>Goal</b>	Primary Program Goal #1: Improve student achievement through the use of technology in elementary and secondary schools (Section 2402 (b)(1)) - This is a Title 2D Goal and a Campbell County School District Goal.
<b>Program Objectives</b>	<p>1. CCSD will improve students’ mastery of State standards by supporting the effective integration of technology resources and systems within curriculum.</p> <p>Activities: Curriculum Facilitators will with teachers from their grade-level or department review DSPAs. They will map the DSPAs to the common core standards as well as to technology standards. Completion Dates: June 2012, June 2013, June 2014</p> <p>Evaluation: Every course in Campbell County School District will have DSPAs that teachers score in PowerSchool. The results of the DSPAs will be pulled and disaggregated annually as part of the District Technology Plan Review. Completion Dates: June 2012, June 2013, June 2014.</p> <p>2. CCSD will support best practices and research-based instructional strategies, which will be used to assist students who have specialized needs or who are at-risk.</p> <p>Activities: Kurzwell, DynoBoxes, Solo, and other adaptive devices will continue to be supported in our district Completion Dates: Ongoing</p> <p>A full time Special Education Technology Coach will provide ongoing staff development to staff on assistive technologies. Completion Dates: Fall 2012 – and ongoing with after school workshops, during the day coaching in classrooms.</p> <p>Evaluation: Staff and Students Surveys will indicate we are meeting the needs Of the special needs students. May 2013, May 2014, May 2015</p> <p>3. The District Technology Plan will assist in supporting the Strategic Plan in ensuring that student achievement is improved.</p> <p>Activities: Compass Learning will be used as an instructional web delivered program for math and reading for grades K – 8. Renaissance Learning will be used as an instructional technology tool for reading in grades K-8. Read 180 will be used as an instructional web-based delivery systems for grades 7-9 Taylor Reading will be used as an instructional web delivered system for grades 10-12. Completion Dates: Fall 2012 and then ongoing.</p> <p>Evaluation: MAP and DIBELS will be pulled three times a year for review October 2012, January 2013, May 2013.</p> <p>PAWS will be pulled in the fall each year for review – Sept. 2012, Sept. 2013, Sept. 2014.</p>

	<p>4. Campbell County School District will use distance learning in the delivery of curriculum and staff development.</p> <p>Activities: Students who need credit recovery to graduate will be identified. Those who cannot complete coursework in the regular classroom will be enrolled in ODESSEYWARE. Completion Dates: Fall 2012, Fall 2013, Fall 2014</p> <p>Evaluation: The number of students who complete coursework from these sources shall remain constant.</p> <p>5. Campbell County School District is committed to equity and access to technology for all students.</p> <p>Activities: A database of all equipment will be kept active to ensure all buildings have equal access to technology. Completion: Fall 2012 and then ongoing.</p> <p>Students who have been identified with 504 needs or Sped Needs will be given the technologies they need as recommended by IEP teams or 504 teams: Completion Dates: Fall 2012 and ongoing.</p> <p>Evaluation: Staff and Students Surveys will indicate we are meeting the needs of the special needs students. May 2013, May 2014, May 2015</p> <p>6. CCSD conducts both formative evaluations and summative evaluations to show the overall effectiveness and our success in integrating technology into the curriculum.</p> <p>Activities: Formative Evaluation: January 2013, March 2013, September 2013, October 2013, January 2014, March 2014 Summative Evaluation June 2013, June 2014</p> <p>Evaluation: The reviews will be completed.</p>
	<ol style="list-style-type: none"> <li>1. Scores on DSPA's will improve.</li> <li>2. Special Needs students' scores on MAP and PAWS will improve.</li> <li>3. Targets of the Strategic Plan are aligned with targets on District Tech Plan.</li> <li>4. Students will continue to use ODYSSEYWARE as a credit recovery system and the District will continue to support Wyoming Virtual School students with funding.</li> <li>5. All students in all schools will have equal access to technology.</li> <li>6. Formative evaluations of the District Tech Plan will be done quarterly and will be done formally yearly.</li> </ol>



Target (Baseline)	<p><b>MAP:</b> Forty-Seven MAP Assessments were given between 2009 and Spring 2012. Forty-four showed gains. Three did not show gains. 93.6 % of these assessments showed improvement during the 3-year period.</p> <p><b>PAWS:</b> Out of 24 PAWS Assessments 22 showed improvement in a 3-year period – 2 did not. 91% of these assessments showed improvement.</p> <p><b>DSPAS:</b> Over 80 percent of our students mastered all DSPAs for the 2011 -2012 school year.</p> <p><b>Distance Education:</b> 232 students completed coursework from ODYSSEYWARE. Over 50 students receive their instruction from K-12, which are our Virtual School students.</p> <p><b>Student to Computer Ratio:</b> We have 2.1 students for every student computer in all buildings.</p> <p><b>Evaluation:</b> We informally review the District Tech Plan quarterly; we do a formative review of our District Tech Plan annually.</p> <p><b>Strategic Plan Alignment:</b> The current plan has to alignment to the District Strategic Plan.</p>
Target	<p><b>State Assessment</b> Eighty percent of our students will score at proficient or above on the statewide assessment in the following areas:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reading by spring of 2015</li> <li><input type="checkbox"/> Writing by spring of 2015</li> <li><input type="checkbox"/> Math by spring of 2015</li> <li><input type="checkbox"/> Science by spring of 2017</li> </ul> <p><b>Growth/Benchmark</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Annually, 80% of all students in Grades K--10 will meet their growth target or achieve end-of-the-year grade level benchmarks as measured by the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) or Measures of Academic Progress (MAP) in the following areas: <ul style="list-style-type: none"> <li><input type="checkbox"/> Reading</li> <li><input type="checkbox"/> Math</li> </ul> </li> </ul> <p>NOTE: The above targets were established by the Strategic Plan.</p> <p><b>DPSAs:</b> Eighty-five percent of our students will score at proficient or above on all DSPAs by June 2014.</p> <p><b>Student-to-Computer Ratio:</b> We will have 1.5 students to each computer by spring 2015.</p> <p><b>Student Completion of Coursework Online:</b> We will continue to support those students enrolled in K-12 curriculum with 2 full time teachers. We will continue to use ODYSSEYWARE for credit recovery. Fall 2012 and then ongoing.</p>
Measurement Tool(s)	PAWS, NWEA MAP, DIBELS, DSPA, student-to-computer ratio, number of students enrolled in K-12 and OdyseeWare
Persons responsible	Lyla Downey – Assistant Superintendent of Technology Steve Fenton – Assistant Superintendent of Curriculum and Assessment.
Budget	\$3,988,921.75 annually
Funding Source	General Funds

Goal	Program Goal #2: Technology Literacy – Ensure that every student is technologically literate by the time the student finishes the eighth grade regardless of student’s race, ethnicity, gender, family income, geographic location, or disability. (Section 2402 (b)(2)(A))																								
Program Objectives	<p>Campbell County Objectives:</p> <ol style="list-style-type: none"> <li>CCSD will ensure that every student is technologically literate by the time the student finishes 8<sup>th</sup> grade regardless of student’s race, ethnicity, gender, family income, geographic location or disability.</li> </ol> <p>Activities</p> <ol style="list-style-type: none"> <li>District Tech Coaches will work with curriculum committee members to adjust curriculum and assessments, which measure ISTE Performance Indicators within DSPAs for grades K–12. The DSPAs not only measure completion of common core standards but use technology as a tool to complete activities which demonstrate mastery of ISTE Standards. Target Dates: June 2013, June 2014, June 2015</li> </ol> <p>Evaluation: Over 90 percent of our students are showing mastery of the 8<sup>th</sup> Grade ISTE Standards on DSPAs using technology as a tool.</p> <ol style="list-style-type: none"> <li>Students’ will show evidence of mastery on 2<sup>nd</sup>, 5<sup>th</sup>, and 8<sup>th</sup> ISTE standards.</li> </ol> <p>Activities</p> <ol style="list-style-type: none"> <li>District Tech Coaches will review the districts tech curriculum annually which is taught K-6. They will adjust rubrics and evaluations to meet the needs of students. Target Dates: June 2013, June 2014, June 2015</li> </ol> <p>Evaluation: Over 90 percent of our students are showing mastery of the ISTE standards for 2<sup>nd</sup>, 5<sup>th</sup>, and 8<sup>th</sup> grade.</p>																								
Target (Baseline)	<p><b>DSPAs:</b> Over 80 percent of our students mastered all DSPAs for the 2011 -2012 school year.</p> <p><b>TECHNOLOGY CLASSES ISTE ASSESSMENTS:</b> In the K-6 technology classes the assessments below were given to 2<sup>nd</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grade students.</p> <table border="1" data-bbox="578 1440 1373 1835"> <thead> <tr> <th>Class</th> <th>ISTE Standards Assessments</th> <th>Spring 2012 % Of Mastery</th> <th>Spring 2009 % of Mastery</th> </tr> </thead> <tbody> <tr> <td>Technology Class</td> <td>ISTE 2nd Grade Multimedia Presentation</td> <td>99.91%</td> <td>88.00%</td> </tr> <tr> <td>Technology Class</td> <td>ISTE 5th Grade Word Processing</td> <td>99.20%</td> <td>93.00%</td> </tr> <tr> <td>Technology Class</td> <td>ISTE 5th Grade Multimedia</td> <td>93.83%</td> <td>85.00%</td> </tr> <tr> <td>Technology Class</td> <td>ISTE 5th Grade Research and Presentation</td> <td>99.64%</td> <td>94.00%</td> </tr> <tr> <td>Technology Class</td> <td>ISTE 8th Grade Word Processing</td> <td>96.62%</td> <td>95.00%</td> </tr> </tbody> </table>	Class	ISTE Standards Assessments	Spring 2012 % Of Mastery	Spring 2009 % of Mastery	Technology Class	ISTE 2nd Grade Multimedia Presentation	99.91%	88.00%	Technology Class	ISTE 5th Grade Word Processing	99.20%	93.00%	Technology Class	ISTE 5th Grade Multimedia	93.83%	85.00%	Technology Class	ISTE 5th Grade Research and Presentation	99.64%	94.00%	Technology Class	ISTE 8th Grade Word Processing	96.62%	95.00%
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Target	<p>January Each Year: ISTE Performance scores will be collected for the first semester and will demonstrate that the number of students mastering ISTE Performance Indicators on their 1<sup>st</sup> semester assessments is at 90 percent.</p> <p>June 1<sup>st</sup> each year: ISTE Performance scores will be collected for the entire year and will demonstrate that 90 percent of our students are mastering ISTE Performance Indicators on their assessments for the year.</p> <p>Every year will show a 1 % gain from the previous year on ISTE Performance Assessments and the data will be collected every January and every June.</p> <p>June 1<sup>st</sup> every year : Curriculum committees will work together every June for a 3 week period in reviewing all ISTE Performance Assessments and making sure that ISTE Standards are adequately covered within technology classes and within the K-12 core curriculum and assessed through DSPAs.</p>			
Measurement Tool(s)	DSPAs for grades K-12, and technology assessments given in technology classes in the K-6 classrooms.			
Person responsible	Lyla Downey – Assistant Superintendent of Technology Steve Fenton – Assistant Superintendent of Curriculum and Instruction			
Budget	\$3,988,921.75 annually			
Funding Source	General Funds			

## Professional Development Narrative

### Change and Growth from Previous Years

Survey results indicate that our teachers are improving, but they still need ongoing training in integrating technology into curriculum successfully.

Needs assessment data and student surveys illustrate clearly that teachers are making gains in integrating technology into curriculum; however, over half of our staff indicates that they need more ongoing training. See the Needs Assessment on pages 13 and 14.

Because of the purchase of Star Boards and Interactive Cameras, teachers have indicated a strong need for additional training on these technologies – See the Staff Development survey on pages 13 and 14.

## Strengths and Weaknesses from Previous Plan

The strengths of the old plan were that there were many training activities given in response to surveys and needs assessments. Listed below is a list some of our trainings.

### Professional Development Completed Activities

Activity	Timeline start	Timeline end	Supports Title 2 D Goal	Baseline data supporting need & expected results
Adaptive software and hardware training on Dynobox, Solo, and other (18 sessions) offered for UW, CCSD, or State Department credit	Sept. 2010 Sept 2011 Sept 2012	June 2010 June 2011 June 2012	Goals 1 and 3	Teacher needs assessments  Teacher surveys
New Teacher Training on Technologies – required training – with follow-up during the next 3 years. offered for UW, CCSD, or State Department credit	August 15  Follow-up 2011	August 18  Follow-up May 2011	Goals 1, 2, 3	Teacher needs assessments and student surveys
Tom Synder Problem Solving with Technology Workshop with target schools  Tom Synder Problem Solving Math with all schools	Sept. 12, 2009  in classroom follow-ups all year Sept, 2009	Sept. 15, 2009  All year 2009-10	Goals 1 and 3	Terra Nova student scores and teacher needs assessments
Standards-Based Technology Lessons required training offered for UW, CCSD, or State Department credit	January 16, 2010	January 19, 2010  Continuing through 2012	Goals 1, 2, 3	Teacher needs assessments & student surveys Student scores on PAWS, MAP, BOE
Public Library resource training	Jan. 29, 2010 Jan 2011 Jan 2012	Feb 2012	Goals 1, 2, 3	Teacher needs assessments & student surveys

Renaissance Place Training	Sept 2009	May 2012	Goals 1, 2, 3	Teachers needs assessments, Student surveys, Principals' evaluations & surveys
Distance education training from UW and WedGate  CCSD, or State Department credit	Sept 2009	May 2012	Goals 1, 2, 3	Teacher needs assessments & surveys
Curriculum committee training on ISTE Performance Indicators - required training – Integrating Web 2.0 tools offered for UW, CCSD, or State Department credit	June 30, 2010, June 6, 2011 June 10, 2012		Goal 2	Teacher needs assessments & surveys
StarBoard Training	Sept 2012	June 2012	Goals 1, 2, 3	Teacher needs assessments & surveys
Compass Learning Training	Sept 2012	June 2012	Goals 1, 2, 3	Teacher Need Assessments and Surveys

The challenge in the future will be to implement more training on Compass Learning, Web 2.0 tools, StarBoard training, iPad Training, and on ISTE Standards.

**Teacher Preparation and Delivery of Instruction:**

Currently we have not addressed the mastery of ISTE standards for staff. We will begin that in the Fall 2013. Although we have offered instruction one and one, in small groups, online, and in after school and during the school day training, we have not mapped that training to the ISTE teacher and administrator standards. We do not evaluate teachers' or administrators' mastery of those standards. We will begin that process in Fall 2014.

## **Title 2 D Program Goal – Technology Integration:**

Currently we measure students' mastery of using technology within the curriculum by DSPAs. This has been successful; however, ongoing training and mapping of the Core Standards to the ISTE standards will continue within the DPSA process.

We have also instituted K-6 technology classes district-wide and have written a K-6 technology curriculum for this course. We have designed rubrics-based assessments that measure the mastery of the 2<sup>nd</sup>, 5<sup>th</sup>, and 8<sup>th</sup> grade ISTE standards.

### **Resource Access and Use**

All of the planned staff development activities listed above are to train staff on how to access resources and use them successfully within the classroom. After training, onsite support will be given by building level technology integrators and technical building support personnel. All buildings have a Technology Coach and a Technology Assistant to facilitate and assist teachers.

Much of the training offered at District level is required by all buildings. This ensures equal training for personnel in all buildings.

### **Technical Support**

In Campbell County every building has a technical support staff member for ongoing continued support. There are technology coaches in every school. In addition, there are 7 District-level technical support personnel.

### **Policies and Procedures**

Policies and procedure govern all usage of technology, purchasing of technology, and implementation of technology. Please see Appendix B: District Policies and Procedures on page 77.

### **Student Learning Including Technology Literacy**

All staff development is tied to the improvement of student learning, including technology literacy. Many of the planned training activities are to improve the mastery of the ISTE Performance Indicators. All elementary and secondary schools have technology coaches who work with teachers in helping students master ISTE Performance Indicators.

## District School Improvement Plan

All School Improvement plans are tied to the improvement of student scores in reading, writing, and math. Many of the planned activities for staff development listed above directly support school improvement efforts. School Improvement goals are all aligned to the District Strategic Plan.

## District Staff Development Plan

Alignment of Plans: The District Technology Plan is aligned with the District Staff Development Plan. Roger Humphreys, Staff Development Coordinator, evaluates to ensure the plans are aligned.

Staff Development Objective	District Tech Plan Activities
Expand training with on-going classes in a variety of formats.	Technology Training will be multifaceted: one on one, small group & independent. It is offered at a variety of times and in a variety of ways.
Provide new staff with support, training and research.	Technology training and support will be provided to new staff.
Staff Development is based on needs.	Technology training will be developed by using data driven decisions for the purpose of improving student scores.
Offer classes for PTBS, District, and graduate credit.	Technology training will be given for credit and the incentives for taking technology coursework will improve.
Staff development is multiyear and ongoing.	District tech training is planned multiyear and is ongoing.

## Professional Development Rubric Summary / Action Plan

Goal	Program Goal #3: Effective integration of technology resources and systems – encourage effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that may be widely implemented as best practices by State educational agencies and local agencies. (Section 2402 (b)(2)(B))
Program Objectives	<p>1. Technology training will be multifaceted: one on one, small group &amp; independent. It is offered at a variety of times and in a variety of ways.</p> <p>Activities:</p> <p>Online classes will be offered every semester. For the Fall of 2012 these are the scheduled online classes: Using Pages within your Curriculum, Using Keynote within your Curriculum, Using Numbers in your Curriculum and Cybersafety.</p> <p>Building tech coaches will support staff members in their building with one on one job embedded training.</p> <p>Evaluation: Staff evaluations of the class will be 3.5 or higher on a 4-point scale. The projects that staff members are required to complete with their students will be completed.</p> <p>2. Technology training and support will be provided to new staff to ensure our new staff members have the skills they need.</p>

	<p>Activities: The Teacher Induction Program requires new staff to attend one day of technology training in August. In addition, a tech coach has been assigned to new staff members to help them one on one. New training Dates: August 2013, August 2014 – August 2015 – ongoing support .</p> <p>Evaluation: Staff evaluations of the class will be 3.5 or higher on a 4-point scale. The projects that staff members are required to complete with their students will be completed.</p> <p>3. Technology training will be developed by using data-driven decisions for the purpose of improving student achievement.</p> <p>Activities:</p> <p>MAP Scores, PAWS Data, DIBELS data, surveys and needs assessments are all evaluated before new or additional training is given. These are the staff development courses that have been scheduled for the fall 2012 in response to the data.</p> <p>5 (+1) Techie Skills Every Educator should now – October 2012 to January 2013 – Learn about Wikis, Blogs, Cloud Computing, Web 2.0 tools and how that can be integrated into the 4 C’s (Critical Thinking, Communications, Collaboration, and Creativity.)</p> <p>iPads in the classroom – October 18<sup>th</sup>  Basic Starboard Operations -- October 9<sup>th</sup>  Gathering Starboard Resources – October 11<sup>th</sup>  Making Templates for your classroom for your Starboard – October 26</p> <p>Evaluation: Staff evaluations of the class will be 3.5 or higher on a 4-point scale. The projects that staff members are required to complete with their students will be completed.</p> <p>4. District technology training is planned multi-year and is ongoing.</p> <p>Activities:</p> <p>Compass Learning Training – Follow up training in buildings September 2012 – May 2014.  Renaissance follow up training September 2012-May 2014.</p> <p>We will begin staff development classes for staff on the ISTE Standards for Staff September 2013.</p> <p>Evaluation: Staff evaluations of the class will be 3.5 or higher on a 4-point scale. The projects that staff members are required to complete with their students will be completed.</p>
Indicators	Teachers will report on surveys that technology training is presented in a variety of formats: During the school day, after school, online, and within the classroom one on one.
Baseline Target	4.5 is the average score given to our staff development courses on a 5-point scale.  Our highest need for additional training on the Needs Assessment from 2012 is for StarBoard training and iTouch (iPad training).
Target	We will continue to set 4.5 as our average score. The number of staff members needing training on StarBoards and iPads will go down by 5 percent as we offer more classes.



Measurement Tool(s)	Needs Assessments
Person responsible	Lyla Downey
Budget	\$500,000 includes salaries of Tech coaches
Funding Source	General Funds & Title 2 A

## Infrastructure and Connectivity Narrative

### Baseline Data:

### Changes from Previous Plan

Item	Spring 2010	Spring 2010	Where we want to go
WAN Lines	<p>One T-1 services 3 elementary schools and 3 administrative buildings.</p> <p>Two T-1s service 12 elementary schools, alternative school and WJSH.</p> <p>Three T-1s service 2 junior high schools and South Campus.</p> <p>Six T-1s service Campbell County High School North Campus.</p>	<p>Fiber or high speed 50 MB wireless to all schools and locations with the exception of the following</p> <p>Prairie Wind: Multiple T-1s  Hillcrest – Multiple T-1s  Lakeview – Multiple T-1s  Maintenance Multiple T-1s  Recluse Multiple T-1s  Little Powder Multiple T-1s  Aquatic Center – Multiple t-1s</p>	Fiber to all schools or 50 MB high-speed wireless to outer locations.
Tech support personnel	7 District-level support staff and building support staff in each school	8 District-level support staff and building support staff in each school	Maintain this
LAN speeds	Gigabit between closets at all locations	Gigabit between closets at all locations	GB speeds between closets and to servers
Student systems	PowerSchool for student, parent, teacher access	Continue PowerSchool access for students, parents, and teachers	Update PowerSchool – replace server fall 2014
Special Programs system	Uses web-based SEAS program	SEAS	Move towards SIF integration
E-mail	One District e-mail server	One District email server with archiving	Update and maintain e-mail services

Internet access	Filtering	Filtering	Continue to improve current filtering system
Body of Evidence software and DSPAS	PowerSchool and custom system	PowerSchool	Move towards SIF integration
District repair database  District repair budget	FileMaker Pro repair/inventory database	File Maker Pro  \$250,000 is now budgeted annually just to repair technologies, including staffing	Move towards SIF integration  Continue to support systems
	35 MB pipe to	200 MB pipe to Cheyenne	
Automated Phone Communication	Alert Now	Global Connect	Continue to use it more.
Spam Filtering	Barracuda	Barracuda	Continue to update and improve system
Security cameras and door intercoms	Every location	Every location	Increase building security with more cameras / intercoms.

## **Strengths and Weaknesses**

### **Infrastructure and Connectivity**

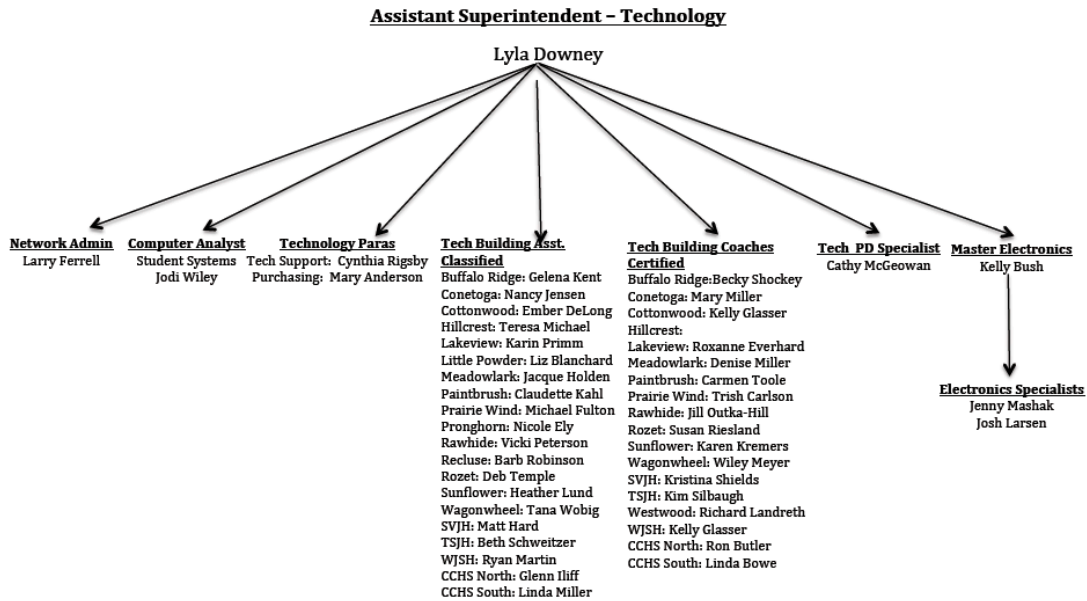
As indicated above, our infrastructure has improved dramatically over the past five years. We have updated all WAN lines as well as the speed of all LAN lines. Our system will continue to improve with fiber and high speed wireless systems and GB speed systems. We continually update routers, and switches to accommodate loads. We are planning to expand our main server room and install a generator to keep systems running when power goes down.

Our District is a part of the Wyoming Equality Network (WEN); however, we have a partnership with the City of Gillette, which provides us fiber to 16 of our 26 locations. The WEN has given us fiber to 3 locations. We have High Speed FCC Licensed Wireless solutions to locations with 100 MB throughput to 3 locations. This leaves 7 locations (listed above) that are still on multiple T-1 lines. The WEN gave us a 200 MB to Cheyenne in the summer of 2012

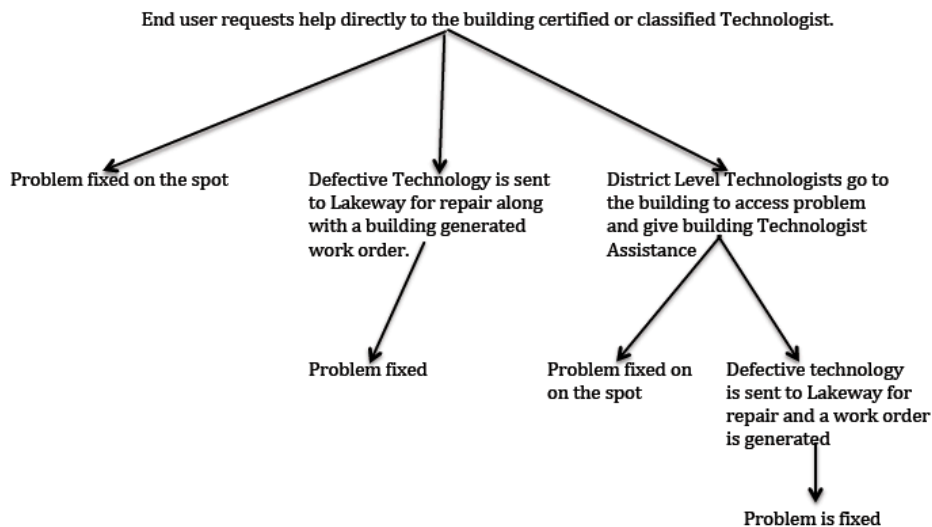
## Tech Support

We currently have a tech support staff at all buildings. Our tech support personnel include one certified technology coach and one technology assistant at every school to provide training and support.

### CCSD Technology Support Team



### Technology Repair Process



Number of workorders placed to Lakeway	11,771(fall 1999 to January 2012)
Average number of days for work to be completed	12.24 days

## District Technology Budget – Not including staffing:

Account Number	Description	GL Budget
00.1000.04110.000.00000	Computer Software FUNCTION: Instruction - 1000	\$768,017.25 \$768,017.25
00.2000.04110.000.00000	Computer Software FUNCTION: Instructional Support - 2000	\$178,194.01 \$178,194.01
00.3000.04110.000.00000	Computer Software FUNCTION: Support Services-General Support - 3000	\$94,996.34 \$94,996.34
00.4000.04110.000.00000	Computer Software FUNCTION: Operation of Non-Instructional Services - 4000  OBJECT: Computer Software - 04110	\$17,437.91 \$17,437.91  \$1,058,645.51
00.1000.04120.000.00000	Computer Supplies FUNCTION: Instruction - 1000	\$226,692.91 \$226,692.91
00.2000.04120.000.00000	Computer Supplies FUNCTION: Instructional Support - 2000	\$81,999.04 \$81,999.04
00.3000.04120.000.00000	Computer Supplies FUNCTION: Support Services-General Support - 3000	\$81,694.51 \$81,694.51
00.4000.04120.000.00000	Computer Supplies FUNCTION: Operation of Non-Instructional Services - 4000	\$10,639.62 \$10,639.62
00.5000.04120.000.00000	Computer Supplies FUNCTION: Facilities Acquisition & Construction Services - 5000  OBJECT: Computer Supplies - 04120	\$16,049.70 \$16,049.70  \$397,075.78
00.1000.05410.000.00000	Computer Equipment for Student FUNCTION: Instruction - 1000	\$871,549.93 \$871,549.93
00.2000.05410.000.00000	Computer Equipment for Student FUNCTION: Instructional Support - 2000	\$1,017,749.44 \$1,017,749.44
00.3000.05410.000.00000	Computer Equipment for Student FUNCTION: Support Services-General Support - 3000	\$1,986.46 \$1,986.46
00.4000.05410.000.00000	Computer Equipment for Student FUNCTION: Operation of Non-Instructional Services - 4000  OBJECT: Computer Equipment for Students - 05410	\$17,174.98 \$17,174.98  \$1,908,460.81
00.1000.05420.000.00000	Computer Equipment for Staff FUNCTION: Instruction - 1000	\$151,827.03 \$151,827.03
00.2000.05420.000.00000	Computer Equipment for Staff FUNCTION: Instructional Support - 2000	\$206,227.14 \$206,227.14
00.3000.05420.000.00000	Computer Equipment for Staff FUNCTION: Support Services-General Support - 3000	\$99,661.66 \$99,661.66

00.4000.05420.000.00000	Computer Equipment for Staff FUNCTION: Operation of Non-Instructional Services - 4000	\$8,472.61 \$8,472.61
00.5000.05420.000.00000	Computer Equipment for Staff FUNCTION: Facilities Acquisition & Construction Services - 5000	\$152,960.00 \$152,960.00
	OBJECT: Computer Equipment for Staff - 05420	\$619,148.44
00.2000.05430.000.00000	Wiring for Technology FUNCTION: Instructional Support - 2000	\$5,401.31 \$5,401.31
00.3000.05430.000.00000	Wiring for Technology FUNCTION: Support Services-General Support - 3000	\$189.90 \$189.90
	OBJECT: Wiring for Technology - 05430	\$5,591.21
	<b>Grand Total:</b>	<b>\$3,988,921.75</b>

## Interoperability

All purchase orders for technology will be completed by a full-time technology purchasing paraprofessional who works under the direct supervision of the Assistant Superintendent of Technology to ensure interoperability among systems

## Technology Purchasing Process

We maintain the following Technology Purchasing Guidelines to ensure

- Compatibility with current systems
- Interoperability
- Effective technical support
- Cost effective systems

### Purchasing Steps

The purchaser from the school contacts the Technology Purchaser, Mary Anderson, with a request for a quote on a technology product.



Mary Pat obtains quotes from vendors and sends the selected quote back to the school for review.



After the school approves the quote, Mary Anderson places a requisition for the purchase.



The requisition is approved by the Assistant Superintendent for Technology, Lyla Downey, and by the building administrators.



After the requisitions have been approved, the P. O. is placed by the Purchasing Department, Alvina Garner.

## **Replacement Plan**

Our goal is to replace computers every 5 years; however, we have computers that are still operational that were replaced with something new and then were moved to another location for other tasks. As long as the system is operational, and there are not repairs that need to be done to the item (which costs more than ½ of the value of the system) we will allow the item to remain functional.

## **WEN -- E-Rate**

We are part of the WEN network and benefit from its services.

### **Supporting Budget Documentation:**

Our District has received nearly \$50,000 per year in E-Rate discounts on basic phone charges in addition to the E-Rate funding the state receives on our WEN lines.

## **Policies and Procedures**

We have policies and procedures that we use to manage our network resources. They are on page 77 in Appendix B.

## **Infrastructure and Connectivity Action Plan**

Goal	Our infrastructure and connectivity objectives assist in the completion of all 3 of our adopted goals.
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<p><b>Program Objectives</b></p>	<ol style="list-style-type: none"> <li>1. CCSD will have up-to-date policies, guidelines, and procedures in place which govern the use of the Internet, secure our resources, and govern how and why technologies are purchased. <p>Activities: Policies and procedures will be posted on websites and updated annually. Completion Dates: June 2013, June 2014, June 2015</p> <p>Evaluation: Policies and procedures will be reviewed and updated annually.</p> </li> <li>2. CCSD will provide prompt help, service, and repair for all technology systems within the District as staff members follow policies and procedures. <p>Activities: Building technicians are trained. Completion Dates: The third Wednesday of every month will be set aside for training for building technicians.</p> <p>Work orders are submitted for all hardware repairs and turnaround time is less than 15 days. Completion date: ongoing.</p> <p>Evaluation: Work order logs will be pulled quarterly to ensure that we are Completing prompt service.</p> </li> <li>3. CCSD will continue to design and maintain technologies which support administrative functions and the integration of technology into curriculum. <p>Policies and procedures are evaluated and modified at yearly evaluations.</p> </li> <li>4. Computers will be replaced every 5 years and LAN / WAN equipment is replaced as speed and needs require. <p>Evaluation: The Fixed Asset Inventory system will be maintained and Computers will be tracked as to what needs to be replaced.</p> </li> <li>5. All purchase orders for technology will be completed by a full-time technology purchasing paraprofessional who works under the direct supervision of the Assistant Superintendent of Technology. <p>Evaluation : All orders are done at a district level and there is interoperability between systems</p> </li> </ol>
<p><b>Baseline Targets</b></p>	<p>We have 7 locations that have inadequate WAN connections. We will replace the multiple T-1 lines with fiber or high speed wireless over the next 5 years.</p> <p>We have a 2.3 student to computer ratio.</p> <p>We have a 12.24 day turn over for equipment to be repaired when there are hardware issues with a machine.</p> <p>Bandwidth utilization reports an average of 100 MB usage on a 200 MB line to Cheyenne.</p>
<p><b>Indicators:</b></p>	<p>Work towards a 1 to 1 initiative. Computers are replaced every 5 years.</p> <p>Building networks will have equal access and response time to network resources on the WAN and LAN system.</p> <p>Handicapped students have access to all technology resources.</p>

Target	<p>May 2013 Inventory database shows that we have improved our student to computer ratio to 2.2 students to computers</p> <p>May 2013: Bandwidth utilization reports spurts to 80 percent utilization with 50 percent being the average.</p>
Target	<p>May 2013, May 2014, May 2015 Inventory control database will provide data to ensure that all schools remain equal in their computer to student ratio and that computers are replaced every 5 years.</p> <p>Done Monthly – the last day of every month: 2013 to 2016 router and switch management tools will demonstrate that all locations have equal bandwidth utilization because of replacement and installation activities. LAN utilization will never go over 80 percent and WAN access will never exceed 90 percent utilization or additional equipment or lines will be installed.</p> <p>September 2013, September 2014, September 2015: Building walk-throughs will ensure accessibility for handicapped students in 100 percent of labs and technology rooms.</p>
Measurement Tool(s)	Walk-throughs, logs surveys
Person responsible	Lyla Downey
Budget	\$3,988,921.75 annually
Funding Source	General Funds



# Appendix A – Student Data

## MAP Scores 2009 to 2012

Year	Test:	Grade	Student Count	Mean Rit	Median	Did Mean Rit improve from 2009 to most recent score?
Spring 2009	Primary Grades Math	0	282	155.7	156	
Spring 2010	Primary Grades Math	0	664	158.9	160	
Spring 2011	Primary Grades Math	0	743	161.3	162	
Spring 2012	Primary Grades Math	0	710	162.3	162	Yes
Spring 2009	Primary Grades Reading	0	262	157.6	158	
Spring 2010	Primary Grades Reading	0	680	159.9	160	
Spring 2011	Primary Grades Reading	0	749	161.2	161	
Spring 2012	Primary Grades Reading	0	712	161.9	162	Yes
Spring 2009	Primary Grades Math	1	654	177.3	178	
Spring 2010	Primary Grades Math	1	652	181.6	183	
Spring 2011	Primary Grades Math	1	657	181.8	183	
Spring 2012	Primary Grades Math	1	748	181.9	182	Yes
Spring 2009	Primary Grades Reading	1	653	177.5	177	
Spring 2010	Primary Grades Reading	1	657	182	182	
Spring 2011	Primary Grades Reading	1	660	182.1	183	
Spring 2012	Primary Grades Reading	1	744	182.9	184	Yes
Spring 2010	Language Survey w/Goals V3.1	2	654	192.5	193	
Spring 2011	Language Survey w/Goals V3.1	2	664	195.5	196	Yes
Spring 2009	Math Survey w/Goals 2-5	2	635	190.6	191	
Spring 2010	Math Survey w/Goals 2-5	2	647	190.8	191	
Spring 2011	Math Survey w/Goals 2-5	2	658	192.4	193	
Spring 2012	Math Survey w/Goals 2-5	2	656	192.8	193	Yes
Spring 2010	Reading Survey w/Goals 2-5	2	647	188.4	189	
Spring 2011	Reading Survey w/Goals 2-5	2	655	192.1	193	
Spring 2012	Reading Survey w/Goals 2-5	2	657	191.4	192	Yes
Spring 2009	Language Survey w/Goals V3.1	3	639	201	201	
Spring 2010	Language Survey w/Goals V3.1	3	638	202.1	203	
Spring 2011	Language Survey w/Goals V3.1	3	650	202.2	203	Yes
Spring 2009	Math Survey w/Goals 2-5	3	634	203.7	205	
Spring 2010	Math Survey w/Goals 2-5	3	636	204	204	
Spring 2011	Math Survey w/Goals 2-5	3	649	203.3	204	
Spring 2012	Math Survey w/Goals 2-5	3	679	205	205	Yes
Spring 2009	Reading Survey w/Goals 2-5	3	636	198.9	200	

Spring 2010	Reading Survey w/Goals 2-5	3	639	198.9	201	
Spring 2011	Reading Survey w/Goals 2-5	3	650	199.7	201	
Spring 2012	Reading Survey w/Goals 2-5	3	681	200.8	201	Yes
Spring 2010	Wy Sci Part 1 of 2- Concepts/Processes V1	3	122	191.6	192	
Spring 2011	Wy Sci Part 1 of 2- Concepts/Processes V1	3	40	193.7	195	Yes
Spring 2010	Wy Sci Part 2 of 2- Gen Sci V1	3	121	191.3	192	
Spring 2011	Wy Sci Part 2 of 2- Gen Sci V1	3	39	193.2	194	Yes
Spring 2009	Language Survey w/Goals V3.1	4	650	207.3	209	
Spring 2010	Language Survey w/Goals V3.1	4	621	210.1	211	
Spring 2011	Language Survey w/Goals V3.1	4	642	209.9	210	Yes
Spring 2009	Math Survey w/Goals 2-5	4	649	213	214	
Spring 2010	Math Survey w/Goals 2-5	4	622	214.2	215	
Spring 2011	Math Survey w/Goals 2-5	4	637	213.6	214	
Spring 2012	Math Survey w/Goals 2-5	4	646	213.8	214	Yes
Spring 2009	Reading Survey w/Goals 2-5	4	650	205.2	206	
Spring 2010	Reading Survey w/Goals 2-5	4	618	207.5	209	
Spring 2011	Reading Survey w/Goals 2-5	4	643	208.6	210	
Spring 2012	Reading Survey w/Goals 2-5	4	645	207.1	208	Yes
Spring 2010	Wy Sci Part 1 of 2- Concepts/Processes V1	4	243	201.2	202	
Spring 2011	Wy Sci Part 1 of 2- Concepts/Processes V1	4	190	202.7	202	Yes
Spring 2012	Wy Sci Part 1 of 2- Concepts/Processes V2	4	167	202.7	204	
Spring 2010	Wy Sci Part 2 of 2- Gen Sci V1	4	242	201.4	202	
Spring 2011	Wy Sci Part 2 of 2- Gen Sci V1	4	190	202.6	203	Yes
Spring 2012	Wy Sci Part 2 of 2- Gen Sci V2	4	167	202.5	203	
Spring 2009	Language Survey w/Goals V3.1	5	629	212.3	213	
Spring 2010	Language Survey w/Goals V3.1	5	648	213.3	215	
Spring 2011	Language Survey w/Goals V3.1	5	639	213.7	215	Yes
Spring 2012	Language Survey w/Goals V4	5	653	214.1	214	
Spring 2009	Math Survey w/Goals 2-5	5	628	220.3	221	
Spring 2010	Math Survey w/Goals 2-5	5	647	220.4	221	
Spring 2011	Math Survey w/Goals 2-5	5	632	221.6	223	
Spring 2012	Math Survey w/Goals 2-5	5	655	221.1	222	Yes
Spring 2009	Reading Survey w/Goals 2-5	5	629	211.6	213	
Spring 2010	Reading Survey w/Goals 2-5	5	647	211.3	213	
Spring 2011	Reading Survey w/Goals 2-5	5	638	213.7	215	
Spring 2012	Reading Survey w/Goals 2-5	5	657	213.4	214	Yes
Spring 2010	Wy Sci Part 1 of 2- Concepts/Processes V1	5	60	206.1	206	
Spring 2011	Wy Sci Part 1 of 2- Concepts/Processes V1	5	23	204.7	206	No

Spring 2010	Wy Sci Part 2 of 2- Gen Sci V1	5	60	204.5	2050	
Spring 2011	Wy Sci Part 2 of 2- Gen Sci V1	5	23	206.3	205	Yes
Spring 2009	Language Survey w/Goals V3.1	6	592	217.4	218	
Spring 2010	Language Survey w/Goals V3.1	6	623	218.5	220	
Spring 2011	Language Survey w/Goals V3.1	6	658	218.1	219	Yes
Spring 2012	Language Survey w/Goals V4	6	640	217.9	219	
Spring 2009	Math Survey w/Goals +6	6	589	225.7	226	
Spring 2010	Math Survey w/Goals +6	6	622	227.5	229	
Spring 2011	Math Survey w/Goals +6	6	653	226.6	227	
Spring 2012	Math Survey w/Goals +6	6	640	227.5	228	Yes
Spring 2009	Reading Survey w/Goals 2-5	6	589	217.1	218	
Spring 2010	Reading Survey w/Goals 2-5	6	624	217.9	219	
Spring 2011	Reading Survey w/Goals 2-5	6	652	217.2	218	
Spring 2012	Reading Survey w/Goals 2-5	6	641	217.6	218	Yes
Spring 2010	Wy Sci Part 1 of 2- Concepts/Processes V1	6	45	207.9	208	
Spring 2011	Wy Sci Part 1 of 2- Concepts/Processes V1	6	22	206.7	206	No
Spring 2010	Wy Sci Part 2 of 2- Gen Sci V1	6	45	208.4	210	
Spring 2011	Wy Sci Part 2 of 2- Gen Sci V1	6	22	206.7	2009	No
Spring 2009	Language Survey w/Goals V3.1	7	612	219.8	221	
Spring 2010	Language Survey w/Goals V3.1	7	583	219.6	220	
Spring 2011	Language Survey w/Goals V3.1	7	631	220.5	221	Yes
Spring 2012	Language Survey w/Goals V4	7	664	219	220	
Spring 2009	Math Survey w/Goals +6	7	610	232.3	234	
Spring 2010	Math Survey w/Goals +6	7	585	231.5	233	
Spring 2011	Math Survey w/Goals +6	7	639	232.3	234	
Spring 2012	Math Survey w/Goals +6	7	661	228.9	230	Yes
Spring 2009	Reading Survey w/Goals 6+	7	609	219.3	220	
Spring 2010	Reading Survey w/Goals 6+	7	583	219.5	220	
Spring 2011	Reading Survey w/Goals 6+	7	639	219.3	220	
Spring 2012	Reading Survey w/Goals 6+	7	663	219.9	219	Yes
Spring 2009	Wy Sci Part 1 of 2- Concepts/Processes V1	7	49	209.2	210	
Spring 2010	Wy Sci Part 1 of 2- Concepts/Processes V1	7	55	207.7	207	
Spring 2011	Wy Sci Part 1 of 2- Concepts/Processes V1	7	380	210.6	211	Yes
Spring 2012	Wy Sci Part 1 of 2- Concepts/Processes V2	7	663	209.2	210	
Spring 2009	Wy Sci Part 2 of 2- Gen Sci V1	7	49	210.2	209	
Spring 2010	Wy Sci Part 2 of 2- Gen Sci V1	7	55	207.6	207	
Spring 2011	Wy Sci Part 2 of 2- Gen Sci V1	7	380	211.4	212	Yes
Spring 2012	Wy Sci Part 2 of 2- Gen Sci V2	7	663	210.2	211	

Spring 2009	Language Survey w/Goals V3.1	8	517	219.9	221	
Spring 2010	Language Survey w/Goals V3.1	8	595	221	223	
Spring 2011	Language Survey w/Goals V3.1	8	577	221.7	222	Yes
Spring 2012	Language Survey w/Goals V4	8	629	221.3	222	
Spring 2009	Math Survey w/Goals +6	8	517	234.1	236	
Spring 2010	Math Survey w/Goals +6	8	599	237.3	239	
Spring 2011	Math Survey w/Goals +6	8	575	236.4	237	
Spring 2012	Math Survey w/Goals +6	8	628	234.8	236	Yes
Spring 2009	Reading Survey w/Goals 6+	8	516	220.2	221	
Spring 2010	Reading Survey w/Goals 6+	8	598	222.4	223	
Spring 2011	Reading Survey w/Goals 6+	8	580	222.6	223	
Spring 2012	Reading Survey w/Goals 6+	8	628	222.4	223	Yes
Spring 2009	Wy Sci Part 1 of 2- Concepts/Processes V1	8	30	208.9	208	
Spring 2010	Wy Sci Part 1 of 2- Concepts/Processes V1	8	301	211.2	212	
Spring 2011	Wy Sci Part 1 of 2- Concepts/Processes V1	8	557	212.8	213	Yes
Spring 2012	Wy Sci Part 1 of 2- Concepts/Processes V2	8	627	212.7	213	
Spring 2009	Wy Sci Part 2 of 2- Gen Sci V1	8	30	207.6	209	
Spring 2010	Wy Sci Part 2 of 2- Gen Sci V1	8	301	212.8	213	
Spring 2011	Wy Sci Part 2 of 2- Gen Sci V1	8	557	214	214	Yes
Spring 2012	Wy Sci Part 2 of 2- Gen Sci V2	8	627	214.2	215	
Spring 2009	Language Survey w/Goals V3.1	9	552	223.4	224	
Spring 2010	Language Survey w/Goals V3.1	9	526	223.2	224	
Spring 2011	Language Survey w/Goals V3.1	9	587	225.9	226	Yes
Spring 2012	Language Survey w/Goals V4	9	584	225.3	226	
Spring 2009	Math Survey w/Goals +6	9	563	237.2	239	
Spring 2010	Math Survey w/Goals +6	9	531	237.7	238	
Spring 2011	Math Survey w/Goals +6	9	590	238.4	238	
Spring 2012	Math Survey w/Goals +6	9	582	238.3	239	Yes
Spring 2009	Reading Survey w/Goals 6+	9	566	223.5	225	
Spring 2010	Reading Survey w/Goals 6+	9	531	224.3	225	
Spring 2011	Reading Survey w/Goals 6+	9	589	226.7	227	
Spring 2012	Reading Survey w/Goals 6+	9	580	225.7	227	Yes
Spring 2009	Wy Sci Part 1 of 2- Concepts/Processes V1	9	47	210.3	212	
Spring 2010	Wy Sci Part 1 of 2- Concepts/Processes V1	9	28	208.5	207	
Spring 2011	Wy Sci Part 1 of 2- Concepts/Processes V1	9	589	215.5	216	Yes
Spring 2012	Wy Sci Part 1 of 2- Concepts/Processes V2	9	582	215.6	216	
Spring 2009	Wy Sci Part 2 of 2- Gen Sci V1	9	47	214.3	217	

Spring 2010	Wy Sci Part 2 of 2- Gen Sci V1	9	28	212.2	212	
Spring 2011	Wy Sci Part 2 of 2- Gen Sci V1	9	589	215.5	216	Yes
Spring 2012	Wy Sci Part 2 of 2- Gen Sci V2	9	582	216.7	217	
Spring 2009	Language Survey w/Goals V3.1	10	579	221.8	224	
Spring 2010	Language Survey w/Goals V3.1	10	564	222.5	225	
Spring 2011	Language Survey w/Goals V3.1	10	512	224.6	225	Yes
Spring 2012	Language Survey w/Goals V4	10	548	224.7	226	
Spring 2009	Math Survey w/Goals +6	10	583	239.5	243	
Spring 2010	Math Survey w/Goals +6	10	569	239.2	242	
Spring 2011	Math Survey w/Goals +6	10	520	240.9	242	Yes
Spring 2012	Math Survey w/Goals +6	10	558	241	242	
Spring 2009	Reading Survey w/Goals 6+	10	585	225.1	227	
Spring 2010	Reading Survey w/Goals 6+	10	565	225.1	228	
Spring 2011	Reading Survey w/Goals 6+	10	516	227.3	228	
Spring 2012	Reading Survey w/Goals 6+	10	559	227.9	229	Yes
Spring 2009	Wy Sci Part 1 of 2- Concepts/Processes V1	10	44	208.6	209	
Spring 2010	Wy Sci Part 1 of 2- Concepts/Processes V1	10	53	213.3	214	
Spring 2011	Wy Sci Part 1 of 2- Concepts/Processes V1	10	23	215.7	216	Yes
Spring 2012	Wy Sci Part 1 of 2- Concepts/Processes V2	10	43	217	219	
Spring 2009	Wy Sci Part 2 of 2- Gen Sci V1	10	44	208.5	209	
Spring 2010	Wy Sci Part 2 of 2- Gen Sci V1	10	53	215	217	
Spring 2011	Wy Sci Part 2 of 2- Gen Sci V1	10	23	215.8	216	Yes
Spring 2012	Wy Sci Part 2 of 2- Gen Sci V2	10	43	219	221	

### PAWS Tests 2008-2012

School Year	Grade	Subject	Percent Below Basic	% Basic	Percent Proficient	Percent Adv	% Basic and Below	% Proficient and Advanced	% of Proficient or above improved from 08-09 to most current score?
2008-09	3	Math	4.98%	14.00%	57.08%	23.95%	18.97%	81.03%	
2010-11	3	Math	1.54%	10.63%	59.48%	28.35%	12.17%	87.83%	
2011-12	3	Math	0.88%	6.86%	57.08%	35.18%	7.74%	92.26%	Yes
2008-09	3	Reading	10.90%	35.36%	48.75%	4.98%	46.26%	53.74%	
2010-11	3	Reading	8.02%	32.56%	50.62%	8.80%	40.59%	59.41%	
2011-12	3	Reading	2.48%	26.72%	62.04%	8.76%	29.20%	70.80%	Yes

				%			%		
2008-09	3	Writing	16.07%	25.59%	47.89%	10.45%	41.65%	58.35%	
2010-11	3	Writing	1.71%	17.36%	56.74%	24.19%	19.07%	80.93%	Yes
2008-09	4	Math	9.45%	15.85%	54.42%	20.27%	25.30%	74.70%	
2010-11	4	Math	3.22%	16.54%	56.97%	23.28%	19.75%	80.25%	
2011-12	4	Math	5.04%	15.57%	57.10%	22.29%	20.61%	79.39%	No
2008-09	4	Reading	6.41%	23.51%	47.94%	22.14%	29.92%	70.08%	
2010-11	4	Reading	1.38%	13.50%	57.52%	27.61%	14.88%	85.12%	
2011-12	4	Reading	1.99%	17.74%	46.64%	33.64%	19.72%	80.28%	Yes
2008-09	4	Science	12.21%	41.98%	38.02%	7.79%	54.20%	45.80%	
2010-11	4	Science	6.90%	40.49%	42.94%	9.66%	47.39%	52.61%	
2011-12	4	Science	3.82%	34.66%	51.15%	10.38%	38.47%	61.53%	Yes
2008-09	4	Writing	14.40%	28.33%	45.33%	11.94%	42.73%	57.27%	
2010-11	4	Writing	1.84%	17.02%	54.14%	26.99%	18.87%	81.13%	Yes
2008-09	5	Math	7.01%	23.09%	52.71%	17.20%	30.10%	69.90%	
2010-11	5	Math	4.08%	17.43%	54.95%	23.55%	21.51%	78.49%	
2011-12	5	Math	2.58%	17.63%	53.95%	25.84%	20.21%	79.79%	Yes
2008-09	5	Reading	7.36%	29.76%	50.72%	12.16%	37.12%	62.88%	
2010-11	5	Reading	2.67%	19.31%	57.14%	20.88%	21.98%	78.02%	
2011-12	5	Reading	1.83%	16.44%	53.73%	28.01%	18.26%	81.74%	Yes
2008-09	5	Writing	6.40%	22.24%	60.80%	10.56%	28.64%	71.36%	
2010-11	5	Writing	0.94%	9.11%	78.96%	10.99%	10.05%	89.95%	Yes
2008-09	6	Math	4.19%	13.57%	55.28%	26.97%	17.76%	82.24%	
2010-11	6	Math	5.41%	12.78%	54.14%	27.67%	18.20%	81.80%	
2011-12	6	Math	3.23%	10.77%	56.92%	29.08%	14.00%	86.00%	Yes
2008-09	6	Reading	4.86%	19.93%	42.71%	32.50%	24.79%	75.21%	
2010-11	6	Reading	1.36%	18.67%	59.19%	20.78%	20.03%	79.97%	
2011-12	6	Reading	0.46%	15.56%	59.63%	24.35%	16.02%	83.98%	Yes

				%			%		
2008-09	6	Writing	6.03%	34.00%	42.04%	17.92%	40.03%	59.97%	
2010-11	6	Writing	0.15%	11.92%	45.10%	42.84%	12.07%	87.93%	Yes
2008-09	7	Math	5.68%	16.72%	54.22%	23.38%	22.40%	77.60%	
2010-11	7	Math	7.31%	14.15%	48.21%	30.33%	21.46%	78.54%	
2011-12	7	Math	9.65%	19.16%	48.27%	22.93%	28.81%	71.19%	No
2008-09	7	Reading	4.38%	32.95%	58.12%	4.55%	37.34%	62.66%	
2010-11	7	Reading	3.28%	30.16%	62.66%	3.91%	33.44%	66.56%	
2011-12	7	Reading	4.22%	25.75%	62.65%	7.38%	29.97%	70.03%	Yes
2008-09	7	Writing	6.65%	22.04%	64.18%	7.13%	28.69%	71.31%	
2010-11	7	Writing	0.47%	27.97%	43.44%	28.13%	28.44%	71.56%	Yes
2008-09	8	Math	17.64%	22.51%	43.53%	16.32%	40.15%	59.85%	
2010-11	8	Math	9.71%	20.95%	48.72%	20.61%	30.66%	69.34%	
2011-12	8	Math	9.55%	17.04%	56.21%	17.20%	26.59%	73.41%	Yes
2008-09	8	Reading	8.82%	33.21%	48.59%	9.38%	42.03%	57.97%	
2010-11	8	Reading	2.91%	27.01%	61.03%	9.06%	29.91%	70.09%	
2011-12	8	Reading	3.67%	22.65%	64.43%	9.25%	26.32%	73.68%	Yes
2008-09	8	Science	15.79%	47.18%	33.46%	3.57%	62.97%	37.03%	
2010-11	8	Science	10.77%	45.13%	36.58%	7.52%	55.90%	44.10%	
2011-12	8	Science	14.54%	38.50%	42.17%	4.79%	53.04%	46.96%	Yes
2008-09	8	Writing	23.83%	18.20%	50.66%	7.32%	42.03%	57.97%	
2010-11	8	Writing	0.85%	17.44%	55.56%	26.15%	18.29%	81.71%	Yes
2008-09	11	Math	6.93%	24.16%	62.73%	6.18%	31.09%	68.91%	
2010-11	11	Math	6.35%	32.85%	44.83%	15.97%	39.20%	60.80%	
2011-12	11	Math	3.08%	29.36%	55.44%	12.11%	32.44%	67.56%	Yes
2008-09	11	Reading	9.72%	25.23%	59.81%	5.42%	34.95%	65.23%	
2010-11	11	Reading	10.20%	21.49%	49.54%	18.76%	31.69%	68.31%	
2011-12	11	Reading	3.90%	18.69%	61.81%	15.61%	22.59%	77.41%	Yes

				%			%		
2008-09	11	Science	23.02%	38.11%	31.70%	7.17%	61.13%	38.87	
2010-11	11	Science	22.14%	37.75%	32.67%	7.44%	59.89%	40.11%	
2011-12	11	Science	19.59%	37.73%	32.16%	10.52%	57.32%	42.68%	Yes
2008-09	11	Writing	11.21%	16.64%	61.50%	10.84%	27.85%	72.34%	
2010-11	11	Writing	3.28%	18.94%	58.83%	18.94%	22.22%	77.78%	Yes

## DSPAs

### LOCAL PERFORMANCE ASSESSMENTS

#### District Standards Performance Assessments:

% of Students who have mastered Local Assessment – District Goal is 80 %

#### Elementary Assessments

Course	Assessment	Student Mastery			
		# of No's	# Of Yes	% of Mastery	
Art 6	AR-06-01	47	592	92.64%	
	AR-06-02	70	592	89.43%	
	AR-06-03	71	565	88.84%	
	AR-06-04	61	572	90.36%	
LA-01	LA-01-03	123	698	85.02%	
	LA-01-04-02	170	612	78.26%	
	LA-01-04-03	139	643	82.23%	
	LA-01-04-04	262	518	66.41%	
LA-01	LA-01-05-01	1	864	99.88%	
	LA-01-06-01	14	1173	98.82%	
	LA-02	LA-02-03	160	570	78.08%
	LA-02-04-03	131	606	82.23%	
LA-02	LA-02-04-04	124	570	82.13%	
	LA-02-04-05	87	628	87.83%	
	LA-02-05-01		779	100.00%	
	LA-02-06-01	1	1180	99.92%	
LA-03	LA-03-03	199	462	69.89%	
	LA-03-04-03	175	489	73.64%	
	LA-03-04-04	154	548	78.06%	
	LA-03-04-06	111	548	83.16%	



	LA-03-05	3	765	99.61%
	LA-03-05-01	10	995	99.00%
LA-04	LA-04-03	128	486	79.15%
	LA-04-04-03	168	450	72.82%
	LA-04-04-04	170	449	72.54%
	LA-04-04-06	146	479	76.64%
	LA-04-05		549	100.00%
	LA-04-05-01	3	1011	99.70%
LA-05	LA-05-01-01		5	100.00%
	LA-05-03	154	497	76.34%
	LA-05-04-03	134	518	79.45%
	LA-05-04-04	124	527	80.95%
	LA-05-04-06	91	558	85.98%
	LA-05-05	13	570	97.77%
	LA-05-05-01	9	1112	99.20%
LA-06	LA-06-03	140	482	77.49%
	LA-06-04-03	134	497	78.76%
	LA-06-04-04	144	486	77.14%
	LA-06-04-06	125	504	80.13%
	LA-06-05	2	681	99.71%
	LA-06-05-01	4	1090	99.63%
LA-KI	LA-KI-03-03	40	944	95.93%
	LA-KI-03-04	52	920	94.65%
	LA-KI-03-05	55	873	94.07%
	LA-KI-05-01	1	927	99.89%
	LA-KI-06-01	3	1120	99.73%
MA-01	MA-01-01-02		138	100.00%
	MA-01-01-03	37	800	95.58%
	MA-01-01-04	1	41	97.62%
	MA-01-02-01	38	886	95.89%
	MA-01-02-02	51	790	93.94%
	MA-01-02-03	27	830	96.85%
	MA-01-03-01	97	723	88.17%
	MA-01-03-02	75	766	91.08%
	MA-01-04-01	17	842	98.02%
	MA-01-04-02		41	100.00%
	MA-01-04-03	34	830	96.06%
MA-02	MA-02-01-01	21	720	97.17%
	MA-02-01-02	9	736	98.79%
	MA-02-02-01	50	649	92.85%
	MA-02-02-02	118	578	83.05%

	MA-02-02-03	31	622	95.25%
	MA-02-03-01	38	633	94.34%
	MA-02-03-02	40	614	93.88%
	MA-02-04-01	15	659	97.77%
	MA-02-04-04	43	637	93.68%
	MA-02-04-06	33	721	95.62%
	MA-02-06-01	17	680	97.56%
	MA-02-07-01	36	692	95.05%
MA-03	MA-03-01-01	43	705	94.25%
	MA-03-01-02	4	682	99.42%
	MA-03-02-01	41	714	94.57%
	MA-03-02-03	38	735	95.08%
	MA-03-02-04	209	458	68.67%
	MA-03-03-01	37	651	94.62%
	MA-03-04-01	31	636	95.35%
	MA-03-04-03	33	665	95.27%
	MA-03-04-04	37	660	94.69%
	MA-03-05-01	82	599	87.96%
	MA-03-05-02	65	649	90.90%
	MA-03-06	44	669	93.83%
MA-04	MA-04-01-01	43	711	94.30%
	MA-04-01-02	69	566	89.13%
	MA-04-02-01	81	634	88.67%
	MA-04-02-03	178	549	75.52%
	MA-04-02-04	40	628	94.01%
	MA-04-02-05	184	426	69.84%
	MA-04-02-06	67	561	89.33%
	MA-04-03-01	70	564	88.96%
	MA-04-04-01	60	597	90.87%
	MA-04-04-04	37	647	94.59%
	MA-04-05-01	79	634	88.92%
	MA-04-05-02	83	549	86.87%
	MA-04-06-01	68	598	89.79%
	MA-04-07-01	80	551	87.32%
MA-05	MA-05-01-01	16	627	97.51%
	MA-05-01-02	33	621	94.95%
	MA-05-01-03	32	597	94.91%
	MA-05-01-05	107	546	83.61%
	MA-05-01-06	78	545	87.48%
	MA-05-01-07	50	576	92.01%
	MA-05-01-08	25	599	95.99%

	MA-05-03-01	135	498	78.67%
	MA-05-04-01	41	576	93.35%
	MA-05-05-01	36	615	94.47%
	MA-05-06-01	30	606	95.28%
	MA-05-07	39	637	94.23%
MA-06	MA-06-01-01	69	612	89.87%
	MA-06-02-03	88	606	87.32%
	MA-06-02-04	134	539	80.09%
	MA-06-02-07	66	722	91.62%
	MA-06-03-01	78	580	88.15%
	MA-06-04-01	67	610	90.10%
	MA-06-05	100	579	85.27%
	MA-06-06	133	551	80.56%
	MA-06-07-01	76	583	88.47%
MA-KI	MA-KI-01-01	32	926	96.66%
	MA-KI-01-02	8	952	99.17%
	MA-KI-01-03	55	883	94.14%
	MA-KI-01-06	22	898	97.61%
	MA-KI-01-07	9	931	99.04%
	MA-KI-07-01	51	868	94.45%
MU-04	MU-04-01-01	33	612	94.88%
	MU-04-01-02	32	612	95.03%
	MU-04-02-01	80	556	87.42%
	MU-04-04-04	75	559	88.17%
	MU-04-06-01	37	608	94.26%
	MU-04-08-01	34	612	94.74%
	MU-04-08-02	77	557	87.85%
	MU-04-08-03	116	668	85.20%
	MU-04-08-04	44	626	93.43%
MU-05	MU-05-06	44	710	94.16%
	MU-05-07	103	558	84.42%
	MU-05-08-01	45	709	94.03%
MU-06	MU-06-01	71	806	91.90%
	MU-06-03	65	605	90.30%
Band 5	MU-B5-02-01	29	801	96.51%
	MU-B5-03-02	42	693	94.29%
	MU-B5-03-03	61	629	91.16%
	MU-B5-05-01	51	636	92.58%
	MU-B5-06-01	53	575	91.56%
	MU-B5-07-01	39	716	94.83%
	MU-B5-07-03	37	684	94.87%

Band 6	MU-B6-02-01	5	521	99.05%
	MU-B6-03-03	21	465	95.68%
	MU-B6-05-01	18	392	95.61%
	MU-B6-06-01	16	385	96.01%
	MU-B6-07-01	4	455	99.13%
	MU-B6-07-03	10	422	97.69%
PE-03	PE-03-04-01	211	468	68.92%
PE-04	PE-04-01	77	571	88.12%
	PE-04-02	81	567	87.50%
	PE-04-03	60	588	90.74%
	PE-04-04	218	407	65.12%
PE-05	PE-05-04-01	149	486	76.54%
PE-06	PE-06-01	71	572	88.96%
	PE-06-02	92	551	85.69%
	PE-06-03	69	574	89.27%
	PE-06-04	158	415	72.43%
SC-03	SC-03-01-03	9	599	98.52%
SC-04	SC-04-01-03	35	679	95.10%
SC-05	SC-05-02-01	12	648	98.18%
SC-06	SC-06-01-03	13	600	97.88%
SS-04	SS-04-01-01	26	645	96.13%
	SS-04-01-02	79	556	87.56%
	SS-04-02-01	44	675	93.88%
	SS-04-03-01	65	661	91.05%
	SS-04-04-01	28	623	95.70%

145 Local Assessments are at or above the 80th Percentile  
23 Local Assessments are below the 80th Percentile  
86.3 Percent of All local Assessments are at or above 80th Percentile

Secondary Assessments

Course	Assessment	Student Mastery		
		# of No	# of Yes	% of Mastery
Academic Reading Jr. High	LA-RJ-01-01	205	371	64.41%
	LA-RJ-01-02	121	455	78.99%
	LA-RJ-01-03	111	465	80.73%
	LA-RJ-01-04	112	466	80.62%
Academic Reading Sr. High	LA-RS-01-01	14	266	95.00%
	LA-RS-01-02		9	100.00%
	LA-RS-01-03		9	100.00%
	LA-RS-01-04		9	100.00%

Academy 1	VB-AC-01	2	36	94.74%
	VB-AC-02		38	100.00%
	VB-AC-03		38	100.00%
	VB-AC-04	2	36	94.74%
	VB-AC-05		38	100.00%
	VB-AC-06	2	36	94.74%
Accelerated Jr. English	LA-H2-01-01	1	39	97.50%
	LA-H2-01-03	1	34	97.14%
	LA-H2-01-04	1	36	97.30%
	LA-H2-02-01		37	100.00%
	LA-H2-02-02	5	37	88.10%
	LA-H2-02-03	5	39	88.64%
Accelerated Soph. English	LA-H1-01-01	13	145	91.77%
	LA-H1-01-02	11	147	93.04%
	LA-H1-01-03	20	130	86.67%
	LA-H1-02-01	7	141	95.27%
	LA-H1-02-02	5	154	96.86%
	LA-H1-02-03	17	121	87.68%
	LA-H1-03-01	11	137	92.57%
Accelerated Algebra II	MA-AX-01	2	95	97.94%
	MA-AX-02	6	91	93.81%
	MA-AX-03	5	92	94.85%
	MA-AX-04	2	92	97.87%
	MA-AX-07	3	91	96.81%
Accounting 1	VB-A1-01	9	40	81.63%
	VB-A1-02	11	33	75.00%
	VB-A1-03		54	100.00%
	VB-A1-04	2	46	95.83%
Acting 1	MU-T1-01	8	41	83.67%
	MU-T1-02		49	100.00%
	MU-T1-03		49	100.00%
	MU-T1-04	1	48	97.96%
Advanced Woods	VT-AW-01		47	100.00%
	VT-AW-02	1	46	97.87%
	VT-AW-03	6	41	87.23%
	VT-AW-05		47	100.00%
Agriculture	VA-AG-01	10	62	86.11%
	VA-AG-02	1	71	98.61%
	VA-AG-03	16	59	78.67%
Agriculture Bus	VA-AB-01		11	100.00%
Agro ecology	VA-VA-01		3	100.00%

Algebra 1	MA-A1-01	53	577	91.59%
	MA-A1-02	70	574	89.13%
	MA-A1-03	94	507	84.36%
	MA-A1-04	101	507	83.39%
	MA-A1-05	111	468	80.83%
	MA-A1-06	36	564	94.00%
Algebra 2	MA-A2-01	59	322	84.51%
	MA-A2-02	57	299	83.99%
	MA-A2-03	57	304	84.21%
	MA-A2-04	56	297	84.14%
	MA-A2-05	42	293	87.46%
	MA-A2-06	54	269	83.28%
Algebra A	MA-AA-01	3	36	92.31%
	MA-AA-02	2	32	94.12%
	MA-AA-03	5	28	84.85%
	MA-AA-04	1	33	97.06%
	MA-AA-05	5	28	84.85%
Algebra B	MA-AB-01	3	20	86.96%
	MA-AB-02	6	31	83.78%
	MA-AB-03	2	36	94.74%
	MA-AB-04	1	22	95.65%
	MA-AB-05	1	22	95.65%
American History 1	SS-A1-01-01	32	362	91.88%
	SS-A1-01-02	18	374	95.41%
	SS-A1-04-01	16	371	95.87%
American History 11	SS-A2-04-01	19	362	95.01%
	SS-A2-04-02	22	360	94.24%
	SS-A2-04-03	38	347	90.13%
American History I WJSH	SS-AA-01-01	14	32	69.57%
	SS-AA-01-03	13	33	71.74%
	SS-AA-04-02	14	32	69.57%
American History II WJSH	SS-AB-01-01	3	23	88.46%
	SS-AB-01-03	1	25	96.15%
	SS-AB-04-01		18	100.00%
	SS-AB-04-03		27	100.00%
	SS-AB-04-04	8	18	69.23%
American History III WJSH	SS-AC-03-03	5	24	82.76%
	SS-AC-04-01	8	21	72.41%
	SS-AC-04-03	4	25	86.21%
	SS-AC-04-04	10	19	65.52%
Animation	VT-AM-01	1	21	95.45%

Art-08	AR-08-01	51	378	88.11%
	AR-08-02	56	373	86.95%
	AR-08-03	53	376	87.65%
	AR-08-04	49	380	88.58%
Art-09	AR-09-01	26	259	90.88%
	AR-09-02	30	306	91.07%
	AR-09-03	30	304	91.02%
	AR-09-04	30	306	91.07%
Astronomy	SC-AT-05	16	74	82.22%
Auto Technology	VT-A1-01	2	181	98.91%
	VT-A1-02	19	164	89.62%
	VT-A1-03	27	156	85.25%
AutoCAD	VT-BA-01	4	23	85.19%
	VT-BA-02	7	20	74.07%
Biology	SC-BI-02-03	67	414	86.07%
	SC-BI-02-04	74	371	83.37%
	SC-BI-03-01	40	393	90.76%
	SC-BI-03-02	47	387	89.17%
	SC-BI-04	102	365	78.16%
	SC-BI-06-01	80	373	82.34%
Business Graphic Design	VB-BG-01	1	18	94.74%
	VB-BG-02	1	18	94.74%
	VB-BG-03	1	18	94.74%
	VB-BG-04	1	18	94.74%
Business Law	VB-BL-01	3	15	83.33%
	VB-BL-02	3	15	83.33%
	VB-BL-03	1	17	94.44%
Business Marketing	VM-MK-01		16	100.00%
	VM-MK-02		16	100.00%
	VM-MK-03		16	100.00%
	VM-MK-04		28	100.00%
	VM-MK-05		16	100.00%
	VM-MK-06		16	100.00%
Career Pathways	CV-A1-01	1	138	99.28%
	CV-A1-02	2	137	98.56%
	CV-A1-03	5	134	96.40%
	CV-A1-04	15	123	89.13%
Ceramics	AR-C1-01	36	204	85.00%
	AR-C1-02	36	204	85.00%
	AR-C1-03	37	203	84.58%
	AR-C1-04	36	204	85.00%

	AR-CA-01	5	6	54.55%
	AR-CA-02	5	6	54.55%
	AR-CA-03	6	5	45.45%
	AR-CA-04	6	5	45.45%
Chemistry	SC-CH-04-01	40	322	88.95%
	SC-CH-05-01	48	290	85.80%
	SC-CH-05-02	53	288	84.46%
	SC-CH-08-01	3	370	99.20%
Child & Family	VF-CD-01-02	44	52	54.17%
	VF-CD-02-01	17	79	82.29%
	VF-CD-02-02	48	48	50.00%
	VF-CD-03	4	87	95.60%
Choir	MU-VW-01	50	13	20.63%
	MU-VW-03	33	30	47.62%
	MU-VW-04	39	24	38.10%
	MU-VW-05	56	7	11.11%
Clay Animation	AR-AN-01	13	37	74.00%
	AR-AN-02	13	37	74.00%
College English	LA-CE-01-02	1	12	92.31%
Computer Literacy	VB-CL-01	7	35	83.33%
	VB-CL-02	8	32	80.00%
	VB-CL-03	5	37	88.10%
	VB-CL-04	6	36	85.71%
Computer Skills	VB-CS-01	76	346	81.99%
	VB-CS-02		423	100.00%
	VB-CS-03	55	367	86.97%
	VB-CS-04	162	260	61.61%
	VB-CT-01	36	59	62.11%
	VB-CT-02		97	100.00%
	VB-CT-03	9	89	90.82%
	VB-CT-04	39	56	58.95%
Computer Tech I	VT-C1-01	8	49	85.96%
	VT-C1-02	3	54	94.74%
Computer Technology	VB-CA-01	3	11	78.57%
	VB-CA-02	1	13	92.86%
	VB-CA-03	1	13	92.86%
	VB-CA-04	2	12	85.71%
	VB-CA-05		14	100.00%
Concert Band	MU-CB-01	32	28	46.67%
	MU-CB-02	49	20	28.99%
	MU-CB-03	39	21	35.00%



	MU-CB-05	45	15	25.00%
	MU-CB-07	38	22	36.67%
Construction Grade 8	VT-C8-01		43	100.00%
	VT-C8-02	1	42	97.67%
Corel Graphics	VT-CO-01-01		11	100.00%
	VT-CO-01-02		11	100.00%
	VT-CO-02-01		11	100.00%
Culinary Arts 1	VF-C1-01		233	100.00%
	VF-C1-02	2	229	99.13%
	VF-C1-03	51	176	77.53%
Culinary Arts 11	VF-C2-01		152	100.00%
	VF-C2-02	3	148	98.01%
	VF-C2-03	11	139	92.67%
Design	AR-DE-01	4	38	90.48%
	AR-DE-02	4	38	90.48%
	AR-DE-03	13	29	69.05%
	AR-DE-04	4	38	90.48%
Drawing 1	AR-D1-01	10	136	93.15%
	AR-D1-02	10	136	93.15%
	AR-D1-03	11	135	92.47%
	AR-D1-04	10	136	93.15%
Ecology	SC-EG-01-04	21	73	77.66%
	SC-EG-02-03	13	74	85.06%
	SC-EG-04-03	21	75	78.13%
Economics	SS-EO-03-01	43	426	90.83%
	SS-EO-03-02	37	423	91.96%
	SS-EO-03-03	42	420	90.91%
	SS-EO-03-04	27	443	94.26%
Energy & Power	VT-95-01	12	22	64.71%
	VT-95-02	6	28	82.35%
Energy in Motion	MU-EM-01	1	18	94.74%
	MU-EM-02	3	16	84.21%
	MU-EM-03	4	15	78.95%
	MU-EM-04	8	11	57.89%
	MU-EM-05	6	13	68.42%
	MU-EM-06	2	17	89.47%
Energy in Supply	MU-ES-01	59	42	41.58%
	MU-ES-02	9	29	76.32%
	MU-ES-03	13	25	65.79%
	MU-ES-04	14	24	63.16%
	MU-ES-05	14	24	63.16%

	MU-ES-06	13	25	65.79%
Engineering Design	VT-IE-01	2	90	97.83%
	VT-IE-02	5	107	95.54%
	VT-IE-03	9	103	91.96%
Engineering Graphics	VT-EG-01	13	65	83.33%
	VT-EG-02	14	64	82.05%
	VT-EG-03	6	51	89.47%
Engraving	VT-EM-01-01		41	100.00%
	VT-EM-02-01	1	37	97.37%
	VT-EM-03-01		37	100.00%
Engraving II	VT-EN-01		11	100.00%
	VT-EN-02		11	100.00%
Environmental Chemistry	SC-EN-01	49	6	10.91%
	SC-EN-02	36	17	32.08%
	SC-EN-03	16	34	68.00%
	SC-EN-04	10	40	80.00%
Fiber	AR-FI-01	1	27	96.43%
	AR-FI-02	1	27	96.43%
	AR-FI-03	3	25	89.29%
	AR-FI-04	1	27	96.43%
Foods, Nutrition, & Wellness	VF-F9-01	5	39	88.64%
	VF-F9-02	5	39	88.64%
	VF-F9-03	5	39	88.64%
	VF-F9-04	5	39	88.64%
	VF-F9-05	5	39	88.64%
	VF-F9-06	5	39	88.64%
	VF-FN-01		44	100.00%
	VF-FN-02	5	17	77.27%
	VF-FN-03	2	42	95.45%
General Art	AR-GA-01		89	100.00%
	AR-GA-02		87	100.00%
	AR-GA-03	2	87	97.75%
	AR-GA-04	1	85	98.84%
General Earth Science	SC-GE-02-01	50	67	57.26%
	SC-GE-02-02	48	73	60.33%
	SC-GE-03-05	38	29	43.28%
Geology	SC-IG-01-03	74	51	40.80%
	SC-IG-02-01	55	56	50.45%
Geometry	MA-GM-01	109	480	81.49%
	MA-GM-02	126	451	78.16%
	MA-GM-03	153	396	72.13%

	MA-GM-04	114	428	78.97%
German 1	FL-D1-01	16	130	89.04%
	FL-D1-02	3	168	98.25%
	FL-D1-03	9	144	94.12%
	FL-D1-04	15	120	88.89%
	FL-D1-05	1	117	99.15%
	FL-D1-06	11	104	90.43%
German 2	FL-D2-01	12	96	88.89%
	FL-D2-02	6	104	94.55%
	FL-D2-03	8	86	91.49%
	FL-D2-04	2	99	98.02%
	FL-D2-05		110	100.00%
	FL-D2-06	1	82	98.80%
German 3	FL-D3-01		22	100.00%
	FL-D3-02		23	100.00%
	FL-D3-03	6	16	72.73%
	FL-D3-04		21	100.00%
	FL-D3-05		22	100.00%
	FL-D3-06	3	16	84.21%
German 4	FL-D4-01	1	7	87.50%
	FL-D4-02		7	100.00%
	FL-D4-03	1	7	87.50%
	FL-D4-04		9	100.00%
	FL-D4-05		9	100.00%
	FL-D4-06		9	100.00%
Government	SS-GV-01-01	41	374	90.12%
	SS-GV-01-02	51	376	88.06%
	SS-GV-01-03	65	386	85.59%
Government/Econ	SS-GE-01	2	23	92.00%
	SS-GE-01-02	2	23	92.00%
	SS-GE-01-03	4	22	84.62%
	SS-GE-01-04	6	21	77.78%
	SS-GE-03-01	5	49	90.74%
	SS-GE-03-02	3	49	94.23%
	SS-GE-03-03	3	50	94.34%
	SS-GE-03-04	4	47	92.16%
	SS-GE-04-01	3	50	94.34%
	SS-GE-04-03	3	48	94.12%
	SS-GE-04-04	4	50	92.59%
Guitar	MU-GU-01	21	24	53.33%
	MU-GU-02	9	36	80.00%

	MU-GU-03	27	19	41.30%
	MU-GU-04	24	19	44.19%
Health & Fitness	HP-HF-01	89	513	85.22%
	HP-HF-02	82	403	83.09%
	HP-HF-03	28	565	95.28%
	HP-HF-04	88	478	84.45%
	HP-HF-05	25	555	95.69%
	HP-HF-06	81	506	86.20%
	HP-HF-07	38	517	93.15%
Health 7	HP-P7-01	28	614	95.64%
	HP-P7-02	36	606	94.39%
	HP-P7-03	25	617	96.11%
	HP-P7-05	91	545	85.69%
Health 8	HP-P8-01	43	564	92.92%
	HP-P8-02	75	531	87.62%
	HP-P8-03	9	599	98.52%
	HP-P8-05	159	443	73.59%
Hot Topics	VF-HT-01	6	121	95.28%
	VF-HT-02	4	123	96.85%
Informal Geometry	MA-GN-01	8	34	80.95%
	MA-GN-02	9	32	78.05%
	MA-GN-03	2	24	92.31%
	MA-GN-04	2	24	92.31%
Intro to Business	VM-IN-01	2	92	97.87%
	VM-IN-02		130	100.00%
	VM-IN-03	3	72	96.00%
	VM-IN-04	1	173	99.43%
	VM-IN-05		97	100.00%
	VM-IN-06		106	100.00%
Jr. High Concert Choir	MU-V3-01	26	72	73.47%
	MU-V3-02	44	54	55.10%
	MU-V3-03	23	75	76.53%
	MU-V3-04	30	80	72.73%
	MU-V3-05	30	25	45.45%
	MU-V3-06	26	72	73.47%
Jr. High Jazz Band	MU-JZ-01	12	24	66.67%
	MU-JZ-02	14	22	61.11%
	MU-JZ-03	14	22	61.11%
	MU-JZ-05	16	20	55.56%
	MU-JZ-07	12	24	66.67%
Jr. High Orchestra	MU-OR-01		19	100.00%

	MU-OR-02	7	14	66.67%
	MU-OR-03	2	15	88.24%
	MU-OR-05	1	19	95.00%
	MU-OR-07	3	17	85.00%
Jr. High Symphonic Band	MU-JS-01	12	29	70.73%
	MU-JS-02	5	35	87.50%
	MU-JS-03	7	34	82.93%
	MU-JS-05	6	35	85.37%
	MU-JS-07	7	34	82.93%
LA-08	LA-08-01-05	96	511	84.18%
Language Arts-07	LA-07-01-01	96	537	84.83%
	LA-07-01-02	69	564	89.10%
	LA-07-02-01	114	522	82.08%
	LA-07-02-02	78	533	87.23%
	LA-07-02-03	159	458	74.23%
	LA-07-02-04	85	525	86.07%
	LA-07-02-05	15	581	97.48%
	LA-07-03-01	80	551	87.32%
Language Arts-08	LA-08-01-01	112	702	86.24%
	LA-08-01-02	84	670	88.86%
	LA-08-01-03	126	705	84.84%
	LA-08-02-01	66	525	88.83%
	LA-08-02-02	127	552	81.30%
	LA-08-02-03	29	580	95.24%
	LA-08-02-04	63	603	90.54%
	LA-08-02-05	43	350	89.06%
	LA-08-03-01	73	760	91.24%
Language Arts-09	LA-09-01-01	83	502	85.81%
	LA-09-01-02	77	474	86.03%
	LA-09-02-01	58	545	90.38%
	LA-09-02-02	42	429	91.08%
	LA-09-02-03	47	508	91.53%
	LA-09-02-04	68	529	88.61%
	LA-09-02-05	70	496	87.63%
	LA-09-03-01	59	553	90.36%
	LA-09-03-02	72	486	87.10%
Language Arts-10	LA-10-01-01	28	467	94.34%
	LA-10-01-02	103	392	79.19%
	LA-10-01-03	70	350	83.33%
	LA-10-01-05	57	457	88.91%
	LA-10-02-01	79	395	83.33%

	LA-10-02-02	33	368	91.77%
	LA-10-02-03	71	350	83.14%
	LA-10-03-01	45	361	88.92%
Language Arts-11	LA-11-01-01	172	276	61.61%
	LA-11-01-02	30	99	76.74%
	LA-11-01-03	138	256	64.97%
	LA-11-01-04	64	361	84.94%
	LA-11-02-01	41	363	89.85%
	LA-11-02-02	87	352	80.18%
	LA-11-02-03	88	293	76.90%
	LA-11-02-04	5	97	95.10%
Machine Tool Tech	VT-MG-01	16	18	52.94%
	VT-MG-02	10	24	70.59%
	VT-MG-03	23	11	32.35%
	VT-MG-04	11	23	67.65%
Math-07	MA-07-01	90	345	79.31%
	MA-07-02	85	550	86.61%
	MA-07-03	62	393	86.37%
	MA-07-04	69	387	84.87%
	MA-07-05	150	304	66.96%
Mentorship	VB-MN-01	3	183	98.39%
	VB-MN-02		186	100.00%
	VB-MN-03		186	100.00%
	VB-MN-04		162	100.00%
Money & Banking	VB-MB-01	16	95	85.59%
	VB-MB-02	12	99	89.19%
	VB-MB-03	22	88	80.00%
MU-B5	MU-B5-02-01		18	100.00%
	MU-B5-03-02		18	100.00%
	MU-B5-03-03		18	100.00%
	MU-B5-05-01		6	100.00%
	MU-B5-06-01		6	100.00%
	MU-B5-07-01		12	100.00%
	MU-B5-07-03		12	100.00%
MU-B6	MU-B6-02-01		24	100.00%
	MU-B6-03-03		24	100.00%
	MU-B6-05-01		8	100.00%
	MU-B6-06-01		8	100.00%
	MU-B6-07-01		16	100.00%
	MU-B6-07-03		16	100.00%
MU-VW	MU-VW-02	60	3	4.76%

	MU-VW-06	41	22	34.92%
Office Skills	VB-EB-01	1	24	96.00%
	VB-EB-02	2	23	92.00%
	VB-EB-03	4	48	92.31%
Outdoor Activities	HP-OA-01-01	4	236	98.33%
	HP-OA-01-02	5	235	97.92%
	HP-OA-01-03	3	237	98.75%
	HP-OA-02-01	5	235	97.92%
	HP-OA-02-02	4	236	98.33%
	HP-OA-02-03	5	235	97.92%
	HP-OA-02-04	6	234	97.50%
	HP-OA-03-01	5	235	97.92%
	HP-OA-03-02	5	235	97.92%
	HP-OA-03-03	7	233	97.08%
	HP-OA-03-04	5	235	97.92%
Painting	AR-PN-01	3	86	96.63%
	AR-PN-02	3	86	96.63%
	AR-PN-03	11	78	87.64%
	AR-PN-04	3	86	96.63%
PE 7	HP-H7-01		595	100.00%
	HP-H7-02	4	586	99.32%
	HP-H7-03	2	596	99.67%
	HP-H7-04		595	100.00%
	HP-H7-05	2	598	99.67%
	HP-H7-06	4	592	99.33%
	HP-H7-07		598	100.00%
PE 8	HP-H8-01	1	601	99.83%
	HP-H8-02	2	597	99.67%
	HP-H8-03	12	529	97.78%
	HP-H8-04	10	582	98.31%
	HP-H8-05	1	600	99.83%
	HP-H8-06	37	558	93.78%
	HP-H8-07	1	596	99.83%
PE 9	HP-P9-01	30	526	94.60%
	HP-P9-02	35	524	93.74%
	HP-P9-03	37	523	93.39%
	HP-P9-05	103	444	81.17%
Personal Finance	VB-PF-01	5	66	92.96%
	VB-PF-02	8	63	88.73%
Personal Fitness	HP-PF-01-01	1	191	99.48%
	HP-PF-01-02	3	188	98.43%

	HP-PF-02-01	4	187	97.91%
	HP-PF-02-02	3	188	98.43%
	HP-PF-02-03		192	100.00%
	HP-PF-02-04	8	183	95.81%
	HP-PF-03-01		192	100.00%
	HP-PF-03-03	3	189	98.44%
	HP-PF-03-04	9	183	95.31%
Photography	AR-P1-01	1	135	99.26%
	AR-P1-02	1	134	99.26%
	AR-P1-03	4	131	97.04%
	AR-P1-04	1	133	99.25%
Physical Conditioning	HP-PC-01-01	2	161	98.77%
	HP-PC-01-02	2	161	98.77%
	HP-PC-01-03	2	161	98.77%
	HP-PC-02-01		163	100.00%
	HP-PC-02-02	4	159	97.55%
	HP-PC-02-03	4	113	96.58%
	HP-PC-02-04	7	156	95.71%
	HP-PC-03-01		163	100.00%
	HP-PC-03-02	2	161	98.77%
	HP-PC-03-03	3	160	98.16%
	HP-PC-03-04	5	158	96.93%
Physical Science	SC-PC-01	11	55	83.33%
	SC-PC-02	18	50	73.53%
	SC-PC-03	22	47	68.12%
	SC-PC-04		70	100.00%
Physics I	SC-PI-02-01	7	68	90.67%
	SC-PI-03-01	9	66	88.00%
Physics II	SC-PH-02	5	59	92.19%
Pre-Algebra	MA-PA-01	128	619	82.86%
	MA-PA-02	91	584	86.52%
	MA-PA-03	82	532	86.64%
	MA-PA-04	107	487	81.99%
Science 9 Wright	SC-W9-01-03	13	34	72.34%
	SC-W9-02-01	4	43	91.49%
	SC-W9-03-02	2	45	95.74%
	SC-W9-05-01	1	46	97.87%
	SC-W9-06-01	4	35	89.74%
Science-07	SC-07-01-01	134	501	78.90%
	SC-07-01-02	87	723	89.26%
	SC-07-02	80	557	87.44%



	SC-07-04	250	390	60.94%
	SC-07-05	79	550	87.44%
Science-08	SC-08-01	39	569	93.59%
	SC-08-02	73	544	88.17%
	SC-08-03	68	547	88.94%
	SC-08-04	23	593	96.27%
	SC-08-05	80	533	86.95%
	SC-08-06	28	589	95.46%
Science-09	SC-09-01	48	373	88.60%
	SC-09-03	75	355	82.56%
	SC-09-04	64	377	85.49%
	SC-09-05	33	391	92.22%
	SC-09-06	67	362	84.38%
Sculpture	AR-SC-01	7	85	92.39%
	AR-SC-02	7	85	92.39%
	AR-SC-03	2	29	93.55%
	AR-SC-04	7	85	92.39%
Senior English Lit	LA-SL-01-01	47	383	89.07%
	LA-SL-01-02	112	303	73.01%
	LA-SL-02-02	102	293	74.18%
	LA-SL-02-03	12	399	97.08%
	LA-SL-02-07	54	354	86.76%
	LA-SL-03-02	49	380	88.58%
Senior English Speech	LA-SS-01-01	118	318	72.94%
	LA-SS-01-02	96	349	78.43%
	LA-SS-02-01	24	413	94.51%
	LA-SS-02-02	33	156	82.54%
	LA-SS-02-08	83	354	81.01%
	LA-SS-03-01	40	400	90.91%
	LA-SS-04-01	20	410	95.35%
Small Engines	VT-SE-01	25	66	72.53%
Social Studies-07	SS-07-01	46	613	93.02%
	SS-07-02	8	641	98.77%
	SS-07-03	50	587	92.15%
	SS-07-04	11	628	98.28%
Social Studies-08	SS-08-01-01	95	513	84.38%
	SS-08-01-02	92	520	84.97%
	SS-08-01-03	92	521	84.99%
	SS-08-01-04	94	508	84.39%
	SS-08-01-05	55	572	91.23%
	SS-08-01-06	60	557	90.28%

Spanish 1	FL-E1-01	49	350	87.72%
	FL-E1-02	23	382	94.32%
	FL-E1-03	31	369	92.25%
	FL-E1-04	26	359	93.25%
	FL-E1-05	56	335	85.68%
	FL-E1-06	31	348	91.82%
Spanish 2	FL-E2-01	28	223	88.84%
	FL-E2-02	10	237	95.95%
	FL-E2-03	21	208	90.83%
	FL-E2-04	9	235	96.31%
	FL-E2-05	7	243	97.20%
	FL-E2-06	18	228	92.68%
Spanish 3	FL-E3-01		89	100.00%
	FL-E3-02		94	100.00%
	FL-E3-03		91	100.00%
	FL-E3-04		97	100.00%
	FL-E3-05		99	100.00%
	FL-E3-06		97	100.00%
Spanish 4	FL-E4-01	1	17	94.44%
	FL-E4-02		21	100.00%
	FL-E4-03	1	17	94.44%
	FL-E4-04		20	100.00%
	FL-E4-05		19	100.00%
	FL-E4-06		19	100.00%
Sports Training	HP-ST-01-01	1	677	99.85%
	HP-ST-01-02	3	675	99.56%
	HP-ST-01-03	1	676	99.85%
	HP-ST-02-01	5	673	99.26%
	HP-ST-02-02	5	673	99.26%
	HP-ST-02-04	9	669	98.67%
	HP-ST-03-01	6	671	99.11%
	HP-ST-03-02	7	670	98.97%
	HP-ST-03-03	6	671	99.11%
	HP-ST-03-04	6	671	99.11%
SS-AB	SS-AB-03-03		26	100.00%
Steel Drum	MU-SD-01	14	6	30.00%
	MU-SD-02	8		0.00%
	MU-SD-03	11	9	45.00%
	MU-SD-04	14	6	30.00%
	MU-SD-05	12	8	40.00%
	MU-SD-06	13	7	35.00%

Team Sports	HP-TI-01-01	6	572	98.96%
	HP-TI-01-02	3	575	99.48%
	HP-TI-01-03	4	574	99.31%
	HP-TI-02-01	4	574	99.31%
	HP-TI-02-02	4	574	99.31%
	HP-TI-02-03	2	502	99.60%
	HP-TI-02-04	10	568	98.27%
	HP-TI-03-01	5	573	99.13%
	HP-TI-03-02	10	568	98.27%
	HP-TI-03-03	9	569	98.44%
	HP-TI-03-04	5	573	99.13%
Textiles & Apparel	VF-TA-01	9	9	50.00%
	VF-TA-02		15	100.00%
	VF-TA-04	1	17	94.44%
VA-A1	VA-A1-01	6	50	89.29%
VB-MN	VB-MN-04	24		0.00%
VB-W1	VB-W1-06	11		0.00%
VF-HD	VF-HD-01	13	14	51.85%
	VF-HD-02	11	16	59.26%
	VF-HD-03	2	24	92.31%
VT-E1	VT-E1-01	54	41	43.16%
	VT-E1-02	62	31	33.33%
	VT-E1-03	17	30	63.83%
	VT-E1-04	17	30	63.83%
Watercolor	AR-WC-01	7	49	87.50%
	AR-WC-02	10	46	82.14%
	AR-WC-03	11	45	80.36%
	AR-WC-04	10	46	82.14%
Web Page Creation	VB-W1-01	1	52	98.11%
	VB-W1-02	2	50	96.15%
	VB-W1-03	11	41	78.85%
	VB-W1-04	5	47	90.38%
	VB-W1-05	4	48	92.31%
	VB-W1-06		51	100.00%
Welding 1	VT-W1-01	13	70	84.34%
	VT-W1-02	13	68	83.95%
	VT-W1-03	21	60	74.07%
	VT-W1-04	43	38	46.91%
	VT-W1-05	21	60	74.07%
Woods Fabrication	VT-WF-01	1	56	98.25%
	VT-WF-02	3	54	94.74%

	VT-WF-03	3	54	94.74%
	VT-WF-04	7	50	87.72%
	VT-WF-05	2	55	96.49%
World Cultures	SS-W9-02-01	13	520	97.56%
	SS-W9-03-01	21	510	96.05%
	SS-W9-04-01	32	502	94.01%
	SS-W9-05-01	15	519	97.19%
	SS-W9-06-01	38	497	92.90%
World History I	SS-W1-02-01	40	297	88.13%
	SS-W1-04-03	114	224	66.27%
	SS-W1-05-01	86	252	74.56%
World History I - Wright	SS-WA-02-01	13	33	71.74%
	SS-WA-04-03	10	36	78.26%
	SS-WA-05-01	11	35	76.09%
	SS-WA-05-02	6	40	86.96%
World History II	SS-W2-04-01	49	262	84.24%
	SS-W2-04-04	50	260	83.87%
	SS-W2-05-01	48	259	84.36%
World History II - Wright	SS-WB-04-01	9	39	81.25%
	SS-WB-05-03	26	22	45.83%
World History III - Wright	SS-WC-02-02	13	31	70.45%
	SS-WC-04-01	19	25	56.82%
	SS-WC-04-04	9	35	79.55%

# Appendix B – Policies and Procedures

## 6150

### **Technology: Security, Sharing of Resources, Internet Acceptable Use**

Campbell County School District provides access to local network resources as well as connectivity to the Internet. Through the Internet we are connected to an electronic highway connecting thousands of computers all over the world. Students have access to a wide variety of resources including access to many university and government libraries and library catalogs; electronic mail; information and news from countless federal and international agencies and governments; and curriculum-driven web sites which provide instruction and support.

Security/Sharing of Resources: The Internet is coordinated through a complex association of government agencies, business and industry networks. The smooth operation of the network relies upon the proper conduct of the end users, who must adhere to certain Wyoming Equality Network guidelines. In addition, the District has defined CCSD Technology Guidelines in addressing both the rights and responsibilities of students, staff, parents, and Board Members who access not only Internet resources but also local resources. To ensure proper operations of local networks and access to the Internet, all users must follow the guidelines set forth in the CCSD Technology

Guidelines.

Internet Acceptable Use: With Internet providing access to computers and people all over the world, students could also gain access to material that would not be considered to be of educational value or to be appropriate in the context of a school setting. Campbell County School District is committed to instructing students on the proper usage of the Internet. Site blocking is provided District wide. However, on a global network, it is impossible to control access to all materials. An industrious user could access controversial information, if he or she were determined to do so. We firmly believe that the valuable information and interaction available on this worldwide network far outweigh the possibility that users may procure material that is not consistent with the educational goals of the District.

The Internet Acceptable Use regulations are detailed in Regulation 6150-R. By signing these agreements, students are acknowledging that they are aware of their rights and responsibilities as District users of the Internet. Users will be required to sign an Internet Usage Agreement in a form provided by the District. In general, this agreement requires efficient, ethical and legal utilization of the network's resources. If a Campbell County School District student violates any of these provisions, his or her account will be terminated,

and future access could be denied. A violation of the Internet Usage Agreement by a student may be considered as willful disobedience and defiance of the authority of school personnel. The student shall be subject to disciplinary action as determined by District administration. ADOPTION DATE: May 13, 1996; April 8, 2003; Revised January 10, 2006; Editorial Revision January 24, 2012

## **Regulation 6150R**

### **6150 R Internet Acceptable Use**

#### **STUDENT REGULATION 6150-R**

##### **INTERNET Acceptable Use**

##### **Internet Acceptable Use Agreement**

Please read the following carefully before signing this document.

This is a legally binding document.

Internet access is provided to students in Campbell County School District through a state system called the Wyoming Equality Network. The Internet offers vast, diverse and unique resources.

Our goal in providing this service is to promote educational excellence in Campbell County schools by facilitating resource sharing, innovation and communication.

The Internet is an electronic highway connecting thousands of computers all over the world. Approved users have access to:

- Electronic mail communication with people all over the world.
- Information and news.
- Discussion groups on a plethora of topics ranging from diverse cultures to the environment to music to politics.
- Access to many university and governmental libraries.
- Other privately funded educational databases.
- Curriculum-driven web sites which provide instruction and support.

With access to computers and people all over the world also comes the availability of material that may not be considered of educational value in the context of the school setting. Campbell County School District has taken precautions to restrict access to controversial materials. Site blocking is in place. However, on a global network it is impossible to control all materials, and an industrious user may discover controversial information. We firmly believe the valuable information and interaction available on this worldwide network far outweigh the possibility that users may procure material that is not consistent with educational goals. Internet access is coordinated through a complex association of government agencies, businesses, and industry networks. In addition, the smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines. These guidelines are provided here so you are aware of the responsibilities you are about to acquire. In general, this requires efficient, ethical and legal utilization of network resources. If a user violates any of these provisions, his or her access will be terminated, and future access could be denied. The signature(s) at the end of this document is (are) legally binding and indicates the party (parties) who signed has (have) read the terms and conditions carefully and understand(s) their significance.

##### **Internet - Terms and Conditions**

1. Acceptable Use - Our purpose for Internet is to support research

and education in and among academic institutions in the U.S. by providing access to unique resources and the opportunity for collaborative work. School use must be in support of education and research and consistent with educational objectives. Use of another organization's network or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to copyrighted material, threatening or obscene material, or material protected by trade secret. Use for political lobbying or for the sale of goods or personal gain is prohibited.

2. Privileges - The use of Internet is a privilege, not a right, and inappropriate use will result in cancellation of those privileges. Each student who receives access will participate in a discussion with a District faculty member pertaining to the proper use of the network. The system administrators and teachers will deem what is inappropriate use, and their decision will be final. The District may, at any time, deny, revoke, or suspend specific user access.

3. Netiquette - Users will abide by the generally accepted rules of network etiquette. These include, but are not limited to the following:

- Be polite. Messages should not be abusive to others.
- Use appropriate language. Do not swear, use vulgarities or any other inappropriate language.
- The user should not reveal his/her personal address or phone number or those of students or colleagues.
- Illegal activities are strictly forbidden.
- Note that electronic mail (e-mail) is not guaranteed to be private. However, e-mail should be treated professionally, i.e., not forwarding sensitive information about students or personnel, parent concerns, or forwarding information to unintended or inappropriate recipients. Messages relating to or in support of illegal activities may be reported to authorities.
- Do not use the network in such a way that would disrupt use of the network by other users.

4. The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages suffered. This includes loss of data resulting from delays, nondeliveries, misdeliveries, or service interruptions caused by negligence, error or omissions.

5. Vandalism - Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy hardware, data of another user, Internet, or any agencies or other networks that are connected to the Internet. This includes, but is not limited to, the uploading or creation of computer viruses.

6. Exception of Terms and Conditions - All terms and conditions as stated in this document are applicable to the District and to the use of the Internet. These terms and conditions reflect the entire agreement of the parties and supersede all prior oral or written agreements and understandings of the parties. These terms and conditions will be governed and interpreted in accordance with the laws of the State of Wyoming and the United States of America.

7. Impersonation - Impersonation is the use of another user's password or the intentional misrepresentation of one's self.

8. Hacking - Hacking is the purposeful attempt to seek access to an account normally not accessible. This includes trial and error

attempts, the use of password "crackers," or "sniffers" and other activities deemed unethical.

**Student Internet Usage Rules**

General Violations Include the Following:

- Intentional visitation of sites which are not deemed appropriate
- Attempts to break into anyone's computer
- Accessing a site with intent to steal or commit fraud
- Accessing any server with intent to damage, change or destroy
- Accessing a computer to retrieve other students' work
- Downloading any computer program
- Live chats on any chat line
- Accessing streaming radio stations.

**E-Mail Violations Include the Following:**

**Mailing from any web site without teacher's consent**

**Mailing from any teacher's e-mail account without consent.**

If teacher's consent is given, e-mail must be used appropriately.

Inappropriate use of mail would comprise of activities such as:

- Threatening harm to a person or to property.
- Messages which are obscene, offensive, crude or indecent.
- Messages that do not identify the sender.
- Messages which insult or slander.
- Messages which blackmail or place demands on someone.
- Messages which promote any illegal activity.
- Messages which annoy, abuse or harass another person.
- Messages which are political in nature or intent.
- Messages which promote the sale of good or services for personal gain.
- Mass emailing – emails to all staff is prohibited.
- Listserves may only be subscribed to by staff.

**Student Training**

Formal Internet usage training will take place at least once during each of the following grade categories: K-3, 4-6, 7-9, and 10-12.

The Internet Usage Agreement will need to be signed by the teacher responsible for Internet instruction at the formal training.

Informal training may take place on an annual basis, as deemed appropriate by the building administrator.

Campbell County School District recognizes that students in grades K-3 may not be cognizant of violations of appropriate use.

Parent of K-3 children will be notified if incidental or inadvertent material was accessed. Intentional access and violations of this

policy by any student will result in the contact of the parent/guardian. Repeated offenses will be dealt with at the building level and referred to action outlined below.

**Application Portion of Document**

User's Full Name (please print):

\_\_\_\_\_

Home

Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work

Phone: \_\_\_\_\_

(Please indicate grade: \_\_\_\_\_ K-3, \_\_\_\_\_ 4-6, \_\_\_\_\_ 7-9, \_\_\_\_\_ 10-12)

I understand and will abide by the above Terms and Conditions for Internet access. I further understand that any violation of the



regulations above is unethical and may constitute a criminal offense. Should I commit any violation of this agreement, my access privileges may be revoked, and I may be subject to appropriate legal action. Any school employee who violates the Internet Usage Agreement is subject to disciplinary action. In addition, as a student, any violation of this agreement may be considered willful disobedience and defiance of the authority of school personnel and may result in disciplinary action to include suspension or expulsion as determined by district administration.

User

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent or Guardian (If you are under the age of 18, a parent or guardian must also read and sign this agreement.)

As the parent or guardian of this student, I have read the Terms and Conditions for Internet access. I understand this access is designed for educational purposes, and Campbell County School District has taken available precautions to eliminate controversial material.

However, I also recognize it is impossible for the District to restrict access to all controversial materials, and I will not hold the District responsible for materials acquired on the network. Further, I accept full responsibility for supervision if and when my child's Internet use is not in a school setting. I hereby give my permission to grant access for my child and certify that the information contained on this form is correct.

Parent or Guardian Name (please print): \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher Responsible for Internet Instruction: (Must be signed if the applicant is a student). As the homeroom teacher of this student, I have read the Terms and Conditions for Internet access. I agree to instruct the student on acceptable use of the network and proper network etiquette. However, since the student may use the network for individual work or in the context of another class, I cannot be held responsible for the student's use of the network.

Sponsor's Name (please print): \_\_\_\_\_

Sponsor's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## 4675-R Copyright

### Photocopying

You may reproduce single copies of the following:

A chapter of a book.

An article from a periodical or newspaper.

A short story, short essay or short poem, whether or not from a collective work.

A chart, graph, diagram, \*cartoon or picture from a book, periodical or newspaper.

\*Note: Copyrighted, syndicated cartoon characters are not permitted to be copied.

You may reproduce multiple copies of the following:

A complete poem if less than 250 words and if printed on not more than two pages.

An excerpt from a long poem, but not to exceed 250 words.

A complete article, story or essay of less than 2,500 words or an excerpt, not more than 1,000 words, from a larger printed work not to exceed 10% of the whole, whichever of the preceding is less.

One chart, graph, diagram \*cartoon or picture per book or periodical issue.

Special works combining prose, poetry and illustrations, but limited to no more than 10% of the total.

All preceding must bear the copyright notice.

\*Note: Copyrighted, syndicated cartoon characters may not be reproduced.

Limits to the preceding:

Copying is made for one course only.

One work from a single author.

No more than three authors from a collective work.

No more than 9 instances of such multiple copying in one class term.

Copying shall not be used to create or replace or substitute for anthologies or collective works.

Copying of "consumable" works, i.e., workbooks, exercises, standardized tests, test booklets and answer sheets is absolutely prohibited.

Same item not reproduced term to term.

No charge made to students beyond actual photocopying.

Facsimile Reproduction (Fax Copying)

A facsimile or FAX machine is a copy machine and is subject to the same copyright considerations as any other copier. The same rules of classroom, library photocopying and interlibrary loan apply.

## Public Performance

Public performance in a classroom

The performance is allowed only for face-to-face teaching activities directly related to instruction.

Performances of the defined works must only be by the instructor or pupils.

Exemption only applies to performances related to teaching activities which involve systematic instruction.

The performance must take place in a classroom or similar place devoted to instruction.

The exemption would not apply to "performances in an auditorium or stadium during a school assembly, graduation ceremony, class play, or sporting event, where the audience is not confined to the members of a particular class."

Music

Permissible uses

Emergency copying to replace purchased copies which, for any reasons, are not available for an imminent performance provided purchased replacement copies shall be substituted in due course.

For academic purposes, other than a performance, multiple copies of excerpts of works may be made, provided the excerpts do not comprise a part of the whole which would constitute a performable unit such as a section, movement or aria, but in no case more than 10% of the whole work. The number of copies shall not exceed one copy per pupil.

For academic purposes, other than performance, a single copy of an entire performable unit (section, movement, aria, etc.) that is, (1) confirmed by the copyright proprietor to be out of print or (2) unavailable except in a larger work, may be made by or for a teacher solely for the purpose of his or her scholarly research or in preparation to teach a class.

Printed copies which have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted or the lyrics, if any, altered or lyrics added if none exist.

A single copy of recordings of performances by students may be made for evaluation or rehearsal purposes and may be retained by the educational institution or individual teacher.

A single copy of a sound recording (such as a tape, disc or cassette) of copyrighted music may be made from sound recordings owned by an educational institution or an individual teacher for the purpose of constructing aural exercises or examinations and may be retained by the educational institution or individual teacher.

#### Prohibitions

Copying to create or replace or substitute for anthologies, compilations or collective works.

Copying of or from works intended to be "consumable" in the course of study or of teaching such as workbooks, exercises, standardized tests and answer sheets and like material.

Copying for the purpose of a performance, except as noted under Permissible Uses.

Copying for the purpose of substituting for the purchase of music, except as noted under Permissible Uses.

Copying without inclusion of the copyright notice which appears on the printed copy.

#### Other Considerations

Recording of a band or concert and selling copies is not considered fair use.

Festival organizers or organizations sponsoring a music festival are responsible for making the mechanical royalty payments for any recordings that are made of copyrighted music.

Any arrangement of a copyrighted musical work, without the permission of the copyright owner, is considered a copyright infringement.

You may edit or simplify printed copies (of music) which have been purchased, but in no case may one write a derivation or arrangement of a copyrighted work and then photocopy (reproduce) it for classroom use.

#### Audiovisual Works

##### Permissible Uses

Creating a series of slides or overhead transparencies from multiple sources, such as magazines, books, encyclopedias, etc., as long as one doesn't exceed one photograph, drawing, chart or diagram per source.

Creating a single overhead transparency from a single page of a consumable workbook, not exceeding the one page from the entire book.

Salvaging useful frames from a damaged filmstrip in order to create a slide set, as long as the slides are maintained in the same chronological order as the original filmstrip, minus the damaged frames.

Using an opaque projector to enlarge a map of an area for tracing in a larger scale, as long as the map is not reproduced with those parts that make it copyrightable; i.e., color scheme, shading, how cities, buildings are symbolized, etc.

Duplicating visual or audio materials from a non-dramatic literary work in order to provide materials for the deaf or the blind. In addition, these and other copyrighted materials may be legally transmitted to blind or deaf individuals via cable or closed circuit systems.

##### Prohibitions

No duplication of audio-cassette tapes for archival, backup, or for multiple uses unless reproduction rights were given at the time of purchase.

No reproduction of musical works (i.e., records, tapes, CDs) or converted from one form to another, such as a record to a tape unless such rights have been acquired from the copyright holder.

No reproduction of "ditto masters" produced commercially as individual items, in sets, or as part of a multi-media kit if they are available for sale separately. (Once the master is used up in the ditto process, it may not be photocopied or reproduced in any other manner unless permission is obtained.)

No reproduction of any audio-visual work in its entirety, except for off-air video taping as per the guidelines found in the video section of this regulation.

No conversion of one media format into another, i.e., 16 mm film to videotape, with the exception that copies of old motion picture films, subject to deterioration, (mainly pre-1942) may be made for archival preservation.

No narrating entire stories onto audio tape.

##### Video

##### Off-air Videotaping

Institutional taping - in terms of off-air videotaping for educational use, there exists a set of quasi-legal guidelines that were never adopted into law, but have tacitly become accepted as the "official" guideline for education. They were developed by a subcommittee of Congress, chaired by Representative Kastenberg, which was attempting to deal with the problem of providing legitimate access to programs for instructional use.

According to these guidelines, an educational institution may tape programs off-air if they adhere to the

following conditions: (Italicized information in each section has been added to provide clarification and examples, but are not part of the guidelines.)

The privilege of off-air taping applies only to non-profit, educational institutions. Programs taped must be used directly for instruction and not for entertainment.

A broadcast program may be recorded off-air simultaneously with broadcast transmission (including cable transmission) and retained by the educational institution for a period not to exceed 45 calendar days after the date of recording. The program then must be erased.

Even though the programs may be held 45 days, they may only be used and repeated once with each class by an individual teacher during the first ten (10) consecutive school days during the forty-five (45) day calendar retention period. They may not be used with students after that time.

After the first ten (10) consecutive school days, off-air recordings may be used up to the end of the 45 day retention period only for teacher evaluation purposes and may not be used for student exhibition or any other non-evaluation purpose without authorization.

Off-air recordings may be made only at the request of and used by individual teachers, and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.

A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers under these guidelines.

The program must be recorded in its entirety, including copyright notice, and may not be altered.

Educational institutions are expected to establish appropriate control procedures to maintain the integrity of these guidelines.

**Taping from Cable and Satellite**

Off-air taping, under the institutional guidelines, permits the taping of "broadcast programs" which are defined as those programs transmitted by television stations without charge to the general public. Only those cable programs also available on-air in your area may be taped. (Pay services such as out-of-town stations, HBO and Cinemax do not fall under these guidelines.)

According to present interpretation, satellite transmissions would fall under the same criteria as that for cable.

Educational agencies that desire to record and/or distribute satellite signals via closed circuit systems should obtain a license to do so from the appropriate agency providing the programming.

It should be noted that a number of instructional programs, including inservice, are being provided via satellite.

In many instances, fees are associated with such programs. The taping and use of these programs, without payment of the appropriate fee, would be illegal.

**Using Copyrighted Videocassettes With the "Home Use Only" Warning Label**

**Purchasing** - if an educational institution purchases a copy of a videocassette bearing the warning label FOR HOME USE ONLY, it is permissible to use the tape for face-to-face instruction with students as per Section 110(1) of the Copyright Law. The key is that the tape is incorporated as part of the systematic teaching activities of the program in which it is being used.

**Renting** - the rental of a videocassette bearing the FOR HOME USE ONLY warning notice and intended for instructional use would also fall under the Section 110(1) performance exemption of the Copyright Act.

**Instructional Broadcasting**

**Transmission/Performance** - as a specific exemption to the law, transmitted performances of nondramatic literary and musical works and displays of works would be permitted if:

The performance or display is a regular part of the systematic instructional activities of a governmental body or a nonprofit educational institution.

The performance or display is directly related and of material assistance to the teaching content of the transmission.

The transmission is made primarily for:

Reception in classrooms or similar places normally devoted to instruction.

Reception by persons to whom the transmission is directed because their disabilities or other special circumstances prevent their attendance in classrooms or similar places devoted to instruction.

Reception by officers or employees of governmental bodies as part of their official duties or employment.

**Computer Software and Applications**

## Duplication

The owner of a copy of a computer program is not infringing on the copyright by making or authorizing the making of another copy or adaptation of that program if the following criteria are met:

That the new copy or adaptation is created in order to be able to use the program in conjunction with the machine and is used in no other manner.

That the new copy or adaptation is for archival purposes only and that all archival copies are destroyed in the event that continued possession of the computer program should cease to be rightful.

Any copies prepared or adapted may not be leased, sold or otherwise transferred without the authorization of the copyright owner.

Transferring Programs to Hard Disk - the hard disk versions could become the working copies with the original, purchased floppies being designated archival copies.

## Networking and Multiple Machine Loading

Once transferred through a network, multiple copies are created, even if they are transient in nature.

The transferring of the same program into several machines constitutes making multiple copies, which is not permitted under the law.

## Use of Databases

### Downloading From Remote Databases

These sources are often in the form of databases, which are protected by copyright law.

There are no exemptions in the law, for libraries or educational institutions, permitting downloading of database information. Due to the fact that there are no exemptions, it would be appropriate to abide by the following guidelines:

Carefully review contracts or license agreements and be aware of all conditions between your library or educational institution and the vendor.

Do not retain extra or archival copies of a downloaded search.

The material downloaded may not be used to create a derivative work, especially if for financial gain.

If providing direct access to searches by students or library patrons, they should be informed of the conditions of the database contract they are searching.

Creation and Distribution of Local Databases - schools are beginning to develop computer databases consisting of original source materials. These are then distributed via computer terminals to various sites. The following copyright infringements should be considered during this process:

Reproduction of the author's work.

Distribution of the author's work.

Creation of a derivative work based on the author's work.

Public display of the author's work.

## New Information Technologies

### CD-ROM Technology

Faculty and students may copy sections as per the guidelines for the reproduction of printed materials for the purpose of research and teaching.

The purchase of a network license for each CD-ROM product placed on a network would be required.

### Laserdisc Technology

Laserdiscs have many of the characteristics of videocassettes, and both are considered audiovisual mediums protected under copyright.

Similar to the general video medium, if a small portion was copied from a laserdisc, and was used as part of a larger work in which the copied portion constituted a very small part and the copied portion was not of a highly original nature, the application might fall under fair use.

### Obtaining Copyright Permission

Since the copyright owner has the right to duplicate, create a derivative work, distribute, perform and publicly display his/her copyrighted work, and even though there are a number of prohibitions against specific uses of materials by others, the copyright owner has the right to grant permission for uses not automatically allowed under the Copyright Act. This permission is obtained under one or more of the following procedures/processes.

Writing for Permission - an individual or an institution may write directly to the author or publisher/producer and request permission to do whatever is desired in relation to the copyrighted material.

A sample form for writing for copyright permission may be found in appendix C of the guide, Copyright: A

Guide to Information and Resources, available from District Media Services or any school library media center. The fact that an item is no longer in print or available does not negate the copyright protection for the author that exists with the material.

Purchase Agreements - if prior to purchasing an item, an institution desires to have certain privileges or rights, such as closed circuit transmission of videotapes or films or the right to duplicate computer software for a laboratory setting, it would be appropriate to negotiate such rights into the purchase agreement or contract.

**ADOPTION DATE:**

June 24, 1986; Revised September 24, 1995; Reviewed January 8, 2008

**LEGAL REFERENCE(S):**

PL 94-533; The Copyright Revision Act of 1976; Title 17, United States Code

**CROSS REFERENCE(S):**

4675 (formerly 4240)

**ADMINISTRATIVE REGULATION:**

**Campbell County School District Technology Rules and Regulations**

**1. Sharing of Resources:**

Sharing of resources is defined as those services which end users share on the local or wide area network. They include work stations, servers, printers, as well as access to the Internet. Rules and regulations have been established to ensure optimum performance and utilization of shared resources.

**Local Networks:**

Each school and/or district building will have a local area network. The local area network at each building must be capable of delivering services at the fastest rate possible, under reasonable fiscal constraints.

Only those protocols deemed necessary by network administrators to be pertinent to the operation of the school and/or building will be allowed.

No user, other than the Assistant Superintendent of Technology or designee, is permitted to install or use any software designed to sniff network traffic, crack passwords, log keystrokes with a user's knowledge, or has any other functionality that could be used to break in to another user's account.

To ensure optimum performance for all shared resources, no computer not belonging to CCSD will be placed on the network.

All district schools and buildings will be connected in such a manner to allow WAN services to function. The WAN connection shall have the highest capacity possible, as determined by available economics.

File Services – File services are those services that allow users to share common disks as well as providing storage media. CCSD will provide file services at each school and central administration for the tasks that are required at that building.

Internet Filtering Services – CCSD will abide by stipulations found in the Children's Internet Protection Act (CIPA) utilizing the districts managed software

Network Monitoring Services – CCSD will provide necessary resources to allow network administrators the ability to monitor and administer network activity for which they are held responsible.

Anti-Spam Services – The Assistant Superintendent of Technology or designee will attempt to keep spam (unsolicited commercial email) from entering the district from the outside.

All CCSD students, upon enrolling in any CCSD school will receive a district unique user account. The user name for that account will be defined by the building tech assistant or teacher.

Approved users will be given a username for email using the following convention:

- (a) The first characters will be the first initial of the staff member's name.
- (b) The remaining characters will be the staff member's last name.
- (c) In case of conflict, the conflict will be resolved by continually adding one character from the first name. The 2<sup>nd</sup> hired employee will receive the added first character of the first name.
- (d) Storage restrictions shall be set to a reasonable amount, per user, or group depending on the administrative software. Those requiring more than the usual and customary amount will be granted such on a case by case study. Excessive files will be deleted without prior notification to protect the integrity of the storage devices.

Access – Access to all services will be based on password authentication.

### **Network Resources Availability**

Computer Network Maintenance – All repair work done on the CCSD equipment will be done by district electronic technicians or building personnel in accordance to the procedures specified in this document.

Help Desk – All incidents that require help by district personnel will be done by using the process as defined here. Tech people at the building deal with all help desk support first before filling out work orders. If they can't fix the problem then they fill out work orders. In general work order requests will be serviced on a "First Come-First Served" basis. However, technology personnel have the right and obligation to service incidents in ways that provide minimal loss of network resources for a majority of people.

Work Order Procedure – All incidents that require the repair of equipment by district personnel will be done by using the Tech Work Order process as defined here. The only exceptions to that are network and server outages that require immediate attention. In cases where the work order was bypassed because of the immediate concern, after the problem is resolved, the incident will be reported, using the same process, but done so after the fact. Tech people at the building deal with repairs first before filling out work orders. If they can't fix the problem then they fill out work orders. In general work order requests will be serviced on a "First Come-First Served" basis. However, technology personnel have the right and obligation to service incidents in ways that provide minimal loss of network resources for a majority of people.

The process involves these steps and/or actions if electronic technicians are to repair systems.

Step 1 – Building tech assistants or teachers use File Maker Pro and access the district repair database.

Step 2 – The building technology assistant or teacher logs onto the tech work order database by identifying himself/herself. That log in process is authenticated to assure the person is indeed and employee of CCSD.

Step 3 – They then fill out the work order by stating what the problem is and submit the work order.

When the request is resolved, the district electronics technician, who resolved the incident, then fills out an electronic form, again using the work order database, describing what they did to resolve the problem.

LAN Difficulties – A local area network problem will be reported to the building tech assistants or technology teachers. He/she will then deal with it to the limits of his/her abilities. In the event that he/she does not have the capabilities or abilities to solve the problem, the outage will be reported to the district tech office.

CCSD WAN/WEN outage – A CCSD WAN outage will be defined to be a case where a LAN is operative but can't see the district's intranet web server or other district servers. This outage will be reported, by the building tech assistants or technology teacher to the district tech office.

Power Outage – All district servers, as well as key backup machines, must be protected from a power outage by use of a UPS.

Mission Critical Backups – All files on the Powerschool server pertaining to student management will be backed up nightly on media completely separated from the server backups noted below. This backup will be done by the PowerSchool Specialist and immediately sent off-site.

Teacher Grade Books - All electronic grade books maintained by teachers will be backed up periodically to the server by those teachers.

Environmental Protection – It is a buildings responsibility to assure that all servers and other network devices are protected against random act of vandalism, extreme temperatures, and other environmental hazards.

Virus Protection – All high risk computers will be protected with Virus Protection

## **Purchasing Guidelines (hardware/software standards)**

### Planning/Purchasing

Statue/Policies – All computer/network technology purchased for CCSD will be done according to Wyoming statues and Campbell County School District Policy.

Planning – No building tech funds will be released until the building tech plan and request has been approved by the District Technology Committee. All purchase orders must be submitted to the district's tech office for processing.

Approval – The Assistant Superintendent will approve all hardware technology purchases.

Specification Standard – The CCSD tech dept. will maintain a specification standard for all computer related technologies.



Virus Protection – All computers in CCSD will be protected against viruses.

Licensing – All software that is running on CCSD computers will be properly purchased and licensed. The individual schools are responsible for the accurate accounting of all software in the school except for those software packages purchased as part of district initiatives or damage to the district network hardware, software, or loss of functionality caused by the software.

Replacement Plan – All computers in Campbell County School District will be replaced every 5 years. If the older computer is still operational and has a use we will not part out the computer; however, if the Computer is need of repair we will not repair it.

Interoperability - when systems are purchased Campbell County School District will make sure that all systems have interoperability and can exchange data easily between systems.

## **2. Security:**

Generic Accounts: These are accounts set up to be generic in nature, provide access to a particular service for multiple uses, but in doing so allows users to be anonymous to system administrators – These will not be allowed.

### Email Accounts

All email accounts will be managed and maintained by designated technology personnel from one district managed server. Principals will have the authority over all accounts within their buildings.

First class will be the only support email client. Message size, including attachments, will be restricted to 10mb. All messages that come into the district will be scanned for viruses before being delivered to the individual user. If a virus is found, it and/or the message itself will be deleted.

To protect the CCSD network from virus infiltration, users shall: (a) not open email or attachments from unsolicited, unrecognized or untrusted sources, (b) All PCs will have antivirus software running at all times, (c) not download or accept any program (executable) that does not directly contribute to the educational program or work environment of any district building.

Servers will not be used for any spamming purpose, including: (a) the forwarding of outside mail through a district account, to another outside account, (b) the forwarding of chain letters, and (c) the forwarding or distribution of material to district distribution lists that are not educational in nature.

The use of e-mail to transmit data which is disparaging or harassing to individuals or groups will not be allowed. Types of data include: writings, drawings or any other form that is degrading or harassing to others based on, but not limited to, race, age, origin, sex, disability, religious political beliefs. Mail may not be used for personal commercial ventures.

Use of e-mail etiquette should be observed at all times.

### **Internet/Web Access**

Web Servers: The main server for Campbell county School district is [www.ccsd.k12.w2y.us](http://www.ccsd.k12.w2y.us). This server will link to other web servers within the district.

All web pages posted on CCSD web servers are contingent upon the following guidelines and subject to final approval by the Assistant Superintendent of Technology.

1. All web pages stored on district sites must relate to curriculum, instruction, school-authorized activities, school authorized forms and procedures, or other school business.
2. Web pages must not contain links to any inappropriate sites.
3. Web pages must not include any personal student information.
4. Individuals responsible for posting web pages are also responsible for quality of content and spelling and/or grammatical errors.

#### **Server Accounts and Administration.**

Servers which provide internet connectivity must be approved by the Assistant Superintendent of Technology. These include web, FTP, Gopher, List Serves, Mail servers, and any Unix-based or Windows server which has Internet services enabled.

#### **Privacy**

Privacy is not guaranteed. The Superintendent or Assistant Superintendent of Technology, or his/her designee may review files and monitor all computer, Internet, and email use, under reasonable suspicion of acceptable use, to maintain system integrity and to ensure all users are acting in a responsible manner.

#### **Security Incident/Violations Procedure**

All users have the right and the responsibility to report security breeches and acceptable use violations to their immediate supervisor. This also includes possible or probable security breeches as well. The reporting of the incident should be done in a non-threatening atmosphere. That immediate supervisor uses established policies and procedures to deal with the action in a way consistent with CCSD policies. In all cases, the Assistant Superintendent of Technology will be notified of the incident.