

Superintendent's Message

Mr. Joe Kimmel

Prairie School District is pleased to provide you with the 2008-2009 Accountability Report. In the report you will find information about individual classes and programs, vocational organizations, athletics, student assessments, and finances. I hope you enjoy reading about the student successes from last school year.

The Board of Education, staff, and students are continuously working to make Prairie a better place for students to prepare for advanced education, the world of work, and life in general. We appreciate the support of the Prairie community, and the public is always welcome to attend student activities and support the Mustangs. If you have any questions about Prairie School please call us at 437-5351.

Preschool

Mrs. Shelli Krager

Students: Maverik Mertens, Sy Northrup, Brody Frye, Andy Long, Madysen Graves, Chevelle Price, Bobbie Shriener, Wila Hunt.

Preschool Academic Focus: Recognize, spell and write first name: Identify colors and shapes; count orally from 0-20. Count objects up to 20. Say the alphabet; memorize nursery rhymes and become familiar with fairy tales. Students begin working with mathematical concepts through counting and sorting. Fine motor and gross motor skills are enhanced through a variety of activities.

Kindergarten

Mrs. Mary Kay Waitley

Kindergarten Students: Landon Carroll, Eddie DePriest, Tara Ekern, Case Gilbert, Montana Goodman, Hayle Kirby, Zeb Knackstedt, Katie Kroskob, Shelby Robinette, Levi Troutd, Gus Wirth

Kindergarten Academic Focus for Reading, Phonics, Writing, and Math:

Recognize, spell, and write first and last names; recognize and write all 26 letters; recognize and produce the sounds for all 26 letters; write three letter words using phonics skills; write a sentence using phonics skills; read emergent, on-level, or independent level books from the Scott Foresman reading series; memorize nursery rhymes; become familiar with fairy tales; recognize, sequence, and write numbers 0-30; count orally from 0-100; count by 10's to 100; count by 5's to 50; tell time to the hour; match number sets 0-20; copy, produce, and recognize patterns AB, ABB, AABB, ABC, ABBC

Themes for Science and Social Studies:

All About Me, The Five Senses, Living and Nonliving, Plants and Animals, Weather and Seasons, Earth and Space, Matter, The Human Body, The Seven Continents, The Countries in North America, Symbols of America, George Washington and Abraham Lincoln, Community Helpers, Holidays

Computer Skills Practiced:

Logging on and off; use the mouse (point, click, double-click, and drag); open and quit a software program; change font, size, style and color of text; use paint and draw tools; copy, paste, and resize pictures; demonstrate proper hand, finger and body position; access internet sites by using a pre-set internet bookmarks

Special Classes:

Library-Mondays 9:00-9:30

Music-Tuesdays & Thursdays 9:00-9:30

Art-Wednesdays 9:00-9:30

First Grade

Mrs. DaShanda Bringelson

The first grade had 14 students for the 2008-2009 school year. The first grade teacher was Miss D. These students were exposed to a wide variety of academic subjects including reading, writing, math, science and social studies.

The biggest goal in the first grade is learning how to read and write. Students enter first grade as non-readers and leave with a basic sight word vocabulary of over 200 words. In conjunction with reading, students must also leave first grade with a basic understanding of written language, mathematics, social and scientific concepts.

The reading series used in first grade is a literature-based program that integrates reading and skill building into various themes throughout the year. Each theme builds on a controlled vocabulary, introduces phonetic concepts, and introduces the writing process. As an addition to the reading program, the first graders further develop their phonics skills through the VoWac program.

Saxon mathematics is used for math. A bulletin board is used for helping students learn to count by ones, twos, fives, tens, and hundreds. It also teaches money, telling time, and calendar concepts. Students also learn about patterns, graphing, sorting, geometry, and measurement. Students learn to add and subtract basic facts and two-digit numbers without carrying or borrowing.

First grade students learn a variety of things in social studies and science. In social studies they learn the concept of self, families, neighborhoods, needs and

wants, holidays, and map skills. The Scott Foresman Science curriculum is used to help students learn about the weather, matter, plants, recycling, and living and non-living things.

As busy as the day is in first grade, we still have time for music, P.E., and fun!

Second Grade

Miss Koleen Schriever

The second grade class consisted of nine students. This was a self-contained classroom. Students were taught the core subjects of reading, writing, math, science, and social studies. They also had music, art, library, computers, and P.E.

The main goal for second grade is to produce fluent readers. We used the Scott Foresman reading program as our core reading program. Students also read many paperback books. They read books from the library as part of the Accelerated Reading program. The Scott Foresman program also has a grammar and writing component. The VoWac phonics program was used as a supplement for additional phonics instruction. Students also participated in Writer's Workshop daily.

The Saxon math program was used for second grade math. Students work on learning their basic addition and subtraction math facts. They also learned about patterns, telling time, measuring, money, problem solving, graphs, fractions, perimeter, area, and geometry.

In Science, we learned about plants, animals, habitats, life cycles, our solar system, fossils, matter, energy, and technology. The students love doing science experiments.

The students learned about communities, family traditions, natural resources the continents and oceans, colonies, and special celebrations in Social Studies.

Second grade students had to meet their reading goals by reading at home each week. After they met their goals they were rewarded with a trip to the Sterling museum and a movie. The students are better readers because of the help parents gave them with their reading goals.

Third Grade

Mrs. Jeanette Gilbert

The school year began with ten students. . . Tekiah Dabbs, Lane Goodman, Destiny Hastings, Callista Hilliard, Trenton Holzworth, John Krager, Austin Nelson, McKaylin Schreiner, Scott Waitley, and Kathryn Wirth. In October, we had Indiana Hosier and Atavia Price join us. In November, Destiny moved away.

During reading the students used the Scott Foresman reading series, Reading Street. The series has six units that we worked from. Students

worked on a variety of skills, including: realism and fantasy, sequence, main idea and details, author's purpose, cause and effect and generalizing. We read two chapter books as a class, *The Littles* by John Peterson and *Freckle Juice* by Judy Blume. Throughout the year Mrs. Gilbert read *Charlotte's Web* by E.B. White and *Superfudge* by Judy Blume.

During grammar and writing, students used another component of the reading series. They used a grammar and writing practice workbook as well as a grammar and writing book. They worked on sentence structure, nouns, verbs, adjectives, capitals and punctuation. We also worked on writing summaries. This helped us to not only comprehend what we read but also be able to retell what we read in our own words. The students also worked on writing friendly letters. We wrote letters to inform people of events, persuade people, as well as writing to others in the classroom. For spelling we used the spelling lists that went along with the reading series. We had a list of 15 words and 5 challenge words. During our writing time, we also worked on writing paragraphs. The students worked on having a topic sentence and making sure their details stayed on topic.

Third graders were very anxious to learn the cursive alphabet. We used the Zaner-Bloser handwriting workbook. By the fourth quarter the students were able to complete some of their assignments in cursive.

We participated with the A.R. program this year. We used it in the classroom as well as the library with Mrs. Northup. Students were given an individual goal at the beginning of each quarter. They read books at their own level to work toward their goal. If they reached their goal, they would pick a prize from the treasure chest and I would reset their goals and they would work toward their new goal.

The math series from Saxon Publishing covers many areas of math. The children learned about telling time, reading and obtaining information from graphs, measuring with standards like inches and feet, as well as centimeters and millimeters. We memorized basic addition, subtraction multiplication and division facts. We worked on being able to read and understand story problems, dividing shapes into equal parts, reading and writing fractions, county money, perfect squares, number lines, perimeter and area. There were numerous other skills not listed.

In Science we used the Scott Foresman series. We studied Plants and How They Grow, How Animals Live and Ecosystems of Plants and Animals. We also studied the life cycles of plants and animals, food chains and food webs. As part of these units we planted seeds and observed the changes they went through.

In social studies we studied communities near and far, what makes up a community and how the geography of every community is different. We learned about the different types of communities like, rural, urban, and suburban. We studied the 50 states' locations and their capital cities, how to read a map scale and map key. The students each chose two states that they were responsible for researching information and presenting this information to the class. We all learned some interesting facts about the various states.

Fourth Grade Mrs. Jenny Nelson

The fourth grade class of 2008-2009 had 12 students. Their teacher was Mrs. Nelson. The students were in a self-contained classroom where they learned all the core subjects. The students also participated in Physical Education, Library, Music, Art, Computers and Band in other classrooms throughout the school.

During reading the students used the Scott Foresman *Reading Street*. The students worked on reading, writing and comprehension skills during the four themes. We also incorporated chapter books into our Swoop Groups. This year we broke into three groups for reading.

In English the focus was on grammar, mechanics, sentence structure and usage. The students practiced writing a variety of paragraphs from narrative to persuasive. The English lessons were also incorporated into the story the we were reading. Handwriting was also incorporated during these writing lessons.

During Social Studies, the students studied different regions in the United States. The students also worked on map reading skills. The students also researched individual states and had to complete a written report and give an oral presentation on their state. Once that was complete each student then created a poster about their state including information they had learned while researching for the written and oral report.

During Science we studied classifying plants and animals, Ecosystems, and Systems of the Human Body, Storms, and Volcanoes. The class was divided into 3 groups and each group made their own volcano using pop bottles and clay. Once they were dry they painted their volcanoes. Once that was completed we "erupted" the volcanoes using vinegar and baking soda.

To continue to build the students reading skills and increase their reading level abilities, they were required to read and pass Accelerated Reading (AR) test. The students were encouraged to complete their bingo cards with Mrs. Northup. The students also participated in the Book It program. The students had to log reading time each month and reach a goal to earn the

end of the year field trip to Jungle Quest. To prepare for CSAP testing the fourth used Soaring Scores for Reading, Writing, and Math. Also Daily Oral Language worksheets and reading and answering non-fiction text worksheets were used.

At the end of the year the fourth graders attended one field trip. As a whole the Elementary went to the Overland Trail Museum and the Fox 5 Theatre for reaching their Book It goals.

This group will be well prepared for the 5th grade next year.

Fifth Grade Mrs. Yanesia Long

Fifth Grade in 2008-2009 consisted of 11 students. Members of the fifth grade class were: Neo Briseño, Brendan Crandell, Haley Dollerschell, Allyssa Funk, McKenna Gwin, Zachariah Hastings, Madison Holzworth, Damian Martinez, Shay Northrup, Mackenzie Powell, and Quinn Tappy. Cody Waitley was with us until February 3, 2009.

For **Language Arts**, students were instructed with the Scott Foresman basal reader, *Reading Street*. We covered six units which are: *Meeting Challenges; Doing the Right Thing; Inventors and Artist; Adapting; Adventurers; and the Unexpected*. Many, many skills are covered weekly with the reading series, among them are: Drawing conclusions, building background knowledge, introducing new vocabulary every week, prereading strategies, guided comprehension, author's viewpoint, making inferences, main idea, supporting details, summarizing, spelling, and grammar. Vocabulary is a big deal in our classroom. We do "vocabulary celebrations" every week by doing convivial drills. Students fancy carrying out these drills.

Students were instructed for 30 minutes daily in **Swoops Groups**. Swoop Groups are small individualized reading groups. During Swoops, students were instructed in writing, read alouds, chapter books, as well as non-fiction material. *Weekly Readers* and *National Geographic* magazines were used to enhance learning during group readings.

During **Writing**, students were able to use the "Six Traits of Writing" (ideas, organization, voice, word choice, sentence fluency, and conventions/presentation). We also learned different types of poetry, and students were able to write their own poems using one of the following poetry forms: haiku, limerick, 5 W's, diamante and cinquain. They also entered a poetry contest using *haiku poetry*. They reviewed personal narratives, the writing process, composition skills, how to write book reports and giving proper credit to sources. Students had to use their writing folder with the three main components: plan, draft, draft process with Mrs. Long,

and final copy. Before every writing project, students had to do their planning. This year, we used the The Key Three Routine – Comprehension Strategy Instruction by Joan Sedita. These are amazing skills taught to kids so they have success when planning their stories, writing summaries, and taking 2-column notes in an effective way.

Spelling is another component of our language arts curriculum. Among some of the skills taught were: short vowels, long vowels, endings, contractions, irregular plurals, vowel sounds with r, diagraphs (th, sh, ch, ph), final syllable endings (en, an, el, le, il), to mention a few. My students learned a Spanish word per week and at the end of the year we had a Spanish word list; they had fun learning words in Spanish. My students also participated in our own and unique “Spelling Wars.” These were the spelling words learned from the week and they went to the board in teams and spelled the word that was given to them.

English was another component of the language arts curriculum. Students reviewed 4 kinds of sentences, subjects and predicates, independent and dependent clauses, common proper nouns, action and linking verbs, main and helping verbs, subject-verb agreement to name a few.

During **Math** students studied the *Saxon math textbook, intermediate 5*. Saxon textbooks divide concepts into smaller, more easily grasped pieces called increments. A new increment is presented each day and students work only a few problems involving the new material. The remaining homework consists of practice problems involving concepts previously introduced.

Thus every assignment and every test is a cumulative review of all material covered up to that point. The 5th grade students completed a total of 120 lessons. They started the day with “Power Up” which does speed drills in multiplication, addition, subtraction, division, percentages, mixed fractions, and also mental math problems. After that, they did problem solving. They are given a daily word problem and these problems give them practice writing math. Skills covered were: number sense, computation, algebra & patterns, geometry & measurement, probability & statistics, and problem solving. My students were given two major assessments at the beginning and the end of the year. It was thrilling to see their mathematical growth.

Science was taught mainly by using the Scott Foresman textbook. Our Science schedule was for an hour each day and the students were extremely busy this year. During the first quarter they learned about Life Science. By the end of second quarter they worked on Simple Machines (Science Standard 2.3). Students had to construct their own simple machine accompanied by a report; Earth & Space Science was started after the month of February. This tied with the

Mars Odyssey Field Trip held at Beaver Valley Elementary School. Students had to do presentations to other schools about their space systems.

For **Social Studies** students used *The United States* by McMillan. They began by reviewing the regions and landforms of the United States. We also studied the Civil War, World War I and World War II, The American Colonies, and we worked on a Native American Thematic Unit. Students were in charge of investigating the following tribes: Southwest, Northwest, Woodland, and Plain Indians. My unit goal for this thematic unit was to present the different tribes, provide foundational model for student generated research, and complete a final culminating report in which my students researched geographic location; food; shelters; clothing; roles of men, women and children; tribal government; spiritual beliefs and values; their legends; tools and crafts. **Geography** - students became cartographers at the beginning of the year when they designed their own map (of their neighborhood) with all its parts. Other geography skills we covered were globe lines, the four hemispheres, lines of latitude and longitude, and map grids.

Fifth graders spent 30 minutes each day in P.E, 30 minutes twice a week in Music and band (band was optional), 30 minutes/weekly in computers, 30 minutes in swoop groups, 45 minutes once a week in Art and 45 minutes once a week in the Library.

Fifth Grade’s Field Trips were Mars Odyssey, Rural AmeriTowne, and Book It.

Mars Odyssey is a hands on science and math field trip. Students prepared at school before the big day on April 30th this year. Rural AmeriTowne (is a “hands-on” field trip in free enterprise.) 5th graders attended this field trip along with 6th, 7th, and 8th graders. This program was developed by banking and educational professionals. This program evolved from the need for young people to develop the skills and financial responsibility necessary to benefit from the free enterprise system. We learned activities and lessons designed to teach students the concepts of the free enterprise system. Students learned about banking and how to use their own checking accounts. Important economic concepts such as supply and demand, needs and wants, and consumers and producers were covered. A budgeting exercise taught students the importance of financial planning. Students arrived at Rural Young American Center in Wray, Colorado. They changed from students of economics to citizens of Rural AmeriTowne. They had the opportunity to put theory into practice! Before the Towne opened for business, the Police Officer officially swears the Judge and Mayor into office. Then, the Mayor made a welcome speech and cut the Towne ribbon. The Bank approved business loans, the Warehouse delivered supplies to each business, and employees be-

gan producing goods to sell. Employees received paychecks to deposit into their checking accounts at the Bank and were able to spend it on their break; they spent their hard-earned money at other businesses and participated in the economic circular flow.

Book It was our trip to the Overland Trail Museum and a movie in the afternoon. Students who reached their reading goal were rewarded with this field trip.

Parents of my fifth grade students were involved with "Read Alouds" this year. These are reproducible high-interest passages for children to read aloud at home with companion activities. Chapters covered with the read alouds were: American History, Fiction, Biography, Poetry, and Science.

Sixth Grade

Mr. Denis Bringelson

Members of the sixth grade class were Jessica Beaulieu, Ian Fauconier, Kyle Gilbert, Mychal Godinez, T.J. Hubbard, Rebecca Kaiser, Will Keelan, Austin Littlefield, Colten /Smith, Trae White, Eric Williams, Kendall Williams. Their teacher was Mr. Denis Bringelson.

Language Arts was the largest subject area for the sixth grade. It was broken down into three different subjects: Reading, English, and Spelling. With reading encompassing a large portion of their literacy block, the students were required to read from six different themes in their textbook. The stories were both fiction and nonfiction, and each theme had four main stories along with some poems and short stories. An activity book went along with the textbook and included spelling, English, and reading comprehension worksheets. The students also read many different novels and chapter books. Many of these were related to the themes or other units that were taking place in the classroom. Accelerated Reader was also used in the classroom. This program helped the students to build reading comprehension skill while working at a pace suitable to their needs. The grammar English book was centered around writing. Students were required to complete many different writing assignments that developed their writing skills. These writing assignments helped to prepare the students for the writing component on the CSAP test. Weekly word lists and tests were used to help improve spelling and vocabulary.

Math was stressed throughout the school year. The students were required to complete a daily lesson of thirty problems along with weekly tests. They were also introduced to new concepts which they had to apply using a daily practice workbook called Practice Counts and Soaring Scores. This book helped to prepare the students for CSAP-style questions and to develop

problem solving skills. They also attended Ameritowne where they worked on business and real world skills.

Art Education

Miss Anne Wespetal

This year the elementary students had a lot of fun creating art that diversified their learning in the areas of math, science, and reading. They also discovered cultural art and learned about a diversity of art movements. The lower elementary students focused on fine motor skills: cutting and pasting, drawing shapes, and forming clay. The upper elementary continued to develop their drawing, designing, painting and forming at a higher level. They were also pushed to draw what they see, by breaking down flowers and animals into shapes.

Junior high students focused on a wide range of activities which included illustration, architecture, caricatures, weaving and text design. Students safely worked with a variety of mediums to become familiar with their properties. Critiquing each other's art was also a focus this year. Technical drawing, as well as technology were, also integrated into their lessons.

High school lessons focused around exploring the topic of 'what is art?' A number of articles were read and the students did projects such as printing, nature sculptures, photography etc. which explore this further. Learning and integrating the elements and principals of design was focused upon. Students explored how to communicate through art, as well as how their projects were interpreted. Students utilized verbal and written critique.

Agriculture FFA Education

Mrs. Charlotte Forst

During the 2008-2009 school year, the agriculture classes consisted of Ag I, Ag II, Ag III and IV, Farm Business Management, Beef Cow Reproduction, and Jr. High Agriculture.

In the Agriculture I class we started the year with learning about the basic concepts of FFA and how it ties into the rest of the agriculture curriculum. In addition, we went over how to start a supervised agricultural experience program or SAE. Every student in the agriculture education program is expected to start a farm or placement program and keep a set of computerized financial records. The class studied record keeping for several weeks in order to make sure each student understood the basic concepts of income, expenses, cash flows, inventory, capital transactions, and much more. Once done with the record keeping unit, the class went over shop safety skills and then learned basic oxy-acetylene and arc welding skills. Each student had to be able to run a basic bead in both welding applications.

When the welding unit was complete, students learned the basics of wood working. Students made sawhorses to learn the concepts of squareness, measuring, and how to best finish a project. Upon completion of the shop units, students went back to the classroom to learn about soils and horses. From these units, career development teams emerged. The soils team learned about the different soil texture classes, soil horizons, slope, soil surveys, and how to interpret soil data from graphs and charts. The horse team learned how to evaluate horses and give a set of reasons on their placing of a class of four horses. The students did extremely well with the soils team placing second in the state and the horse team having individuals recognized for their achievements. Once we were done with the soils and horse units, the class finished the year with a beef unit. Students learned overall about the industry from the cow / calf operation to the slaughter house. The achievement of the agriculture students didn't stop at Ag I this past year. The Ag II students learned much through the year and were successful in the endeavors they took part in.

Ag II curriculum this past year started out with units over beef cattle, swine, and sheep. After each unit students were tested over their knowledge. Once done with these units we moved on to shop safety in order to have each student be able to work on their shop skills card. Each student was expected to repeat the skills learned in Ag I and then go on to the more difficult skills outlined on the shop skills card. Students had to perform such tasks as butt welds, t-welds, horizontal welds, and also went on to the concepts of MIG welding. Additionally students each made a saddle rack to compete at the New Raymer Fair. In addition to the shop skills students learned, every student also learned how to prepare and present an extemporaneous speech. Each student had to draw a topic. Once a topic was drawn the student had 30 minutes to prepare their speech. Then, with little or no time remaining to practice, students had to deliver a 3-5 minute speech to the class. Through this process it was decided who would compete at the FFA Cache La Poudre Extemporaneous Speaking Contest. In Agriculture II students have kept records for 1 year. In order for students to properly keep records as they would in real life, students need to understand the concepts of depreciation, closing out old records, and opening new records. When the old records were closed and the new opened, students further evaluated their progress toward efficiencies and goals by filling out a proficiency award in an area that best suited their SAE. The application required them to extract financial information from their records to fill out an application. Therefore; students were getting real life knowledge as they will all have to be able to incorporate the same skills when they fill out loan applications one day. Finally, units on field crops and livestock were

studied in class and led to the formulation of a crops, and livestock judging team. The teams all did quite well. Individuals placed on the crops team and the livestock team placed gold. Just as the underclassmen did very well during the 2008-2009 school year, the Ag III and IV class had an outstanding year as well.

In Ag III and IV we were able to cover a large amount of content in the animal science, crop science, and agriculture mechanics areas. In animal science students learned much about animal nutrition and how to balance rations. They also learned about the digestive tracts of different animals and how each must be fed differently. In the crop science area students learned more about the crops they see and deal with in northeastern Colorado. They were also challenged to learn about basic soil and nutrient management, as well as identify many different types of crops and noxious weeds. In agriculture mechanics it was suggested that each student have an individual shop project. Those that didn't have shop projects completed a set of grueling skills on their shop skills card. Additionally, students were given the task of building a hand cart or working on an individualized project. Additionally, the Ag III and IV students were always busy with FFA contests, FFA applications, and various leadership activities. These students were very successful in these areas as the livestock team placed gold, the marketing team placed first, the ag mechanics team placed bronze, and the meats team had an individual place at the state contest. Additionally, the chapter is the home of a star finalist in the Star Farmer category. Also the New Raymer FFA Chapter had two students win their proficiency areas at the state level. Furthermore, these students are the ones who orchestrate the big events of the year such as the annual oyster fry and the parent member banquet. Another class where students were more than busy, but very successful was the Farm Business Management class.

In Farm Business the four students who qualified for the National FFA Farm Business Management Contest prepared to be successful not just in the contest but in skills that will be used throughout their lives. Students learned about all the ways to figure interest, return on assets, break evens, cash flows, budgets, partial budgets, investing for retirement, and much more. Their study was met with success when they placed gold at the national convention in Indianapolis, Indiana.

Another of the most challenging courses we offered this past year was the Reproduction Class. In the Reproduction Class, students first learned the in-vitro fertilization process. Students learn the in-vitro fertilization process in order to understand how complicated the reproduction process is. Once they understand and actually perform bovine in vitro fertilization, students are introduced to the concepts of artificial insemination.

nation and embryo transfer respectively. In addition, students were able to travel to Colorado State University to speak with Dr. George Siedel, who is famous all over the world for his research in reproduction, Marshal Cattle Company in Burlington, CO, Nebraska Bull Test in McCook, NE, and Heartland Cattle Company also in McCook, NE. It was an exceptional learning experience for students and gave some of the student's ideas for future careers in cattle reproduction.

In the Jr. High Agriculture class we spent several weeks going over a very basic animal science unit. Students learned the basic breeds of cattle, sheep, and hogs. Additionally they learned the proper names of the livestock according to their purpose and gender. Along with learning the names of the livestock they learned the parts of each species. Once done with the animal science unit, students learned about some record keeping skills. They learned the difference between income and expenses. Students also learned how to build inventories based on whether the items presented to them were current or non-current. After the record keeping unit, the Jr. High Ag class went to the shop to build toolboxes. Students spent some time in the classroom evaluating plans and putting together a bill of materials. Once the classroom work was complete, students learned how to measure, use hand tools, and fabricate and finish their project. Upon completion of their shop project students gathered in the classroom one more time to go over some basic crop science. Students learned how to identify 15 different crop seeds. Students also conducted a laboratory in which they learned about monocots and dicots. Overall the Jr. High Agriculture class gives students a feeling for what agriculture classes will be like in the high school environment.

Career & Technical Business Education

Mrs. Stacy Pollart

The following Vocational Business Education courses were offered to the students at Prairie High School during the 2008-09 school year:

Introduction to Business ~

The students were exposed to the many different facets of business through this course. They were introduced to and studied the global economy, the private enterprise system, marketing, entrepreneurship and small business, government and business, financial institutions, consumers in the economy, using credit, and managing your personal finances in today's world.

For more of a hands-on-experience, the students were assigned the following types of projects throughout the year:

Created a product and then wrote and filmed a commercial advertising the product

Comparison shopped retail products

Computer Applications ~

In this class students had a wonderful opportunity to learn the most updated Microsoft Office software package currently on the market. The new software is considerably different than the last version the students had been using. After becoming familiar with it, the students liked the additions the software had to offer. Students were given activities that showed them steps on how to use many of the different tools in the Word, Access, and PowerPoint components of the Microsoft Office 07 Suite.

Students were assigned projects that encouraged them to use what they had learned. Some of the projects are listed below:

Reviewed and wrote business letters, memos, itineraries, reports, agendas, etc.

Created tables within Word documents

Designed and created a personal database

Created on the PowerPoint presentation used at the FBLA Parent-Member Appreciation Banquet for the Prairie Chapter

Business Math ~

Students in this class used a combination of math and business skills to help them learn more about personal finance. The students studied gross income, net income, checking accounts, savings accounts, cash purchases, charge accounts and credit cards, loans, automobile transportation, housing costs, insurance and investments, and recordkeeping.

This year we implemented the Dave Ramsey school curriculum for personal finance into this class. The students seemed to really like it. The curriculum addresses all different facets of personal financing and most importantly the attitude of being debt free by using cash instead of credit.

Students were taught the advantages of investing and got to visit with a financial advisor from Edward Jones regarding some of the investment opportunities they learned about earlier in the class.

During tax season, an additional IRS project was supplemented via the internet. This project took the students through 14 modules: Payroll Taxes and Federal Income Tax Withholding, Wage and Tip Income, Interest Income, Dependents, Filing Status, Exemptions, Standard Deduction, Claiming Child Tax Credit, Tax Credit for Child and Dependent Care Expenses, Education Credits, Earned Income Credit, Refund – Amount Due – Recordkeeping, Electronic Tax Return Preparation and Transmission, Self-Employment Income and the Self-Employment Tax. In this project students were given information to read and assessments were given to test understanding of the information. Students were also given the information needed to actually complete a W-4 and a tax return. They were taken step-by-step

through a W-2 so they could understand the information it gives and be able to use it effectively to complete their tax return.

Career and Technical Business Procedures ~

This class offered many different skills to students. The first unit of study was Business Communications. Students learned how to communicate effectively in business by studying communication in a diverse workplace, nonverbal communication, the writing process, communication with customers, and employment communication.

The students were taught how to correctly utilize office equipment. The adding machine, laminator, binding machine, scanner, fax machine, and copier were used.

This class planned and organized the yearbook ad sales that took place in April. The students developed the product and prices for the sales campaign and were very successful this year.

Activities that provided students with hands-on experience:

- Helped assemble the 2006-07 Prairie School RE-11J Accountability Report

- Designed and produced different items for the Prairie Chapter FBLA Banquet, including invitations, mailing labels, and programs

- Planned the Prairie FBLA Banquet Recording yearbook and ad sales.

- Recording yearbook and ad sales.

Desktop Publishing ~

The desktop publishing software, Microsoft Office 07, was used for publishing the sports, music, and other programs during the year. A web-based program from Jostens was used to design and create the 2009 yearbook. The students were responsible for taking the photos, manipulating the photos (i.e. red eye and resizing), and designing the layout for the pages they were assigned.

Another activity this class was responsible for included:

- Preparing the ads used in the Prairie Memo for the 2008-09 school year.

- Marketed and sold advertising to local businesses in Sterling, Brush, and Fort Morgan for the 2008 yearbook

6th Grade Keyboarding ~

This year the students in the sixth and seventh grades worked at the same pace. This was done in an effort to push more technology skills at a younger age. These students only have keyboarding once a week. In sixth and seventh grade keyboarding class the students were taught the following:

- To log on, open the MS Office Word 07 program, and to save in multiple storage areas

- To type all the letters on the keyboard by touch

- To recognize and know what different proofreader's marks represent

- Learned how to calculate words per minute and proofread for their own errors

- Learned correct spacing when using different types of punctuation

- Practiced using the number row at the top of the keyboard

- Used the 10-Key Calculator

7th Grade Keyboarding ~

- Utilized certain tools to surf the internet and find information needed to answer some questions or write a report

- Practiced typing a report using the FBLA format guide as a reference tool

- Practiced typing business and personal business letters

- Learned to type different kinds of business documents in Word – itineraries, agendas, memorandums, title and reference pages, formatted and printed envelopes, minutes, and outlines

8th Grade Keyboarding ~

The eighth graders had keyboarding class twice a week. This course included the following:

- Reviewed all the letters and top row numbers of the keyboard

- Reviewed unbound reports

- Learned to manipulate data in a Word document

- Practiced typing business and personal business letters

- Learned to type different kinds of business documents in Word – itineraries, agendas, memorandums, title and reference pages, formatted and printed envelopes, minutes, and outlines

- Learned how to calculate words per minute and proofread for their own errors

- Inserted tables into text documents and manipulated data for the most effective understanding and fit

- Wrote a paper with the topic “What I want to be when I grow up...”

- Students took the personality and interest surveys available on the College in Colorado website so as to start developing interests in different career paths

- Researched different job and career opportunities

- Access database software was introduced

- PowerPoint software was introduced

- Designed and created “Career Folders”

- Studied internet safety practices

English

Miss Jessie Bartolac

Middle Grades Overview: The middle grades have

been working intensively on grammar and improving their writing skills in a variety of writing formats for a variety of audiences.

Materials

Prentice Hall Writing and Grammar

Each semester both grades write 3-4 essays through the writing process of prewriting, outlining, drafting, editing, and presenting a final 2 page paper.

Pacing

- Similar material at the same time
- Depth of understanding is differentiated for each grade level.

For instance, 7th grade will be reviewing and sharpening their knowledge of a grammatical concept such as subjects and verbs. Often times I will introduce them to the more difficult concepts as well. Meanwhile, 8th grade focuses in on multiple aspects of those concepts like implied subjects and ideally grasps the idea as a whole.

Style

- Grammar lesson and exercises

Writing process

Description, Autobiography, Compare/Contrast, Creative, Cause/Effect

High School Overview:

- Read from Prentice Hall Literature books for their literature, literary understanding and reading skills
- Selection conclusion teach rhetoric and grammar skills
- Read classic novels with teacher support and guidance
- Create and present visual and written projects
- Shakespeare taught every year with the exception of junior year
- Write essays which are also used to identify lacking grammar skills which are improved with the Prentice Hall Writing and Grammar books.

All but seniors are working on standardized testing preparation

Ninth Grade Overview: Freshmen are working in all the above mentioned areas at their grade level.

- Literature books and reading skills
- Introduction of literary terms, how they're used and how to find them

Steinbeck's Of Mice and Men, Homer's The Odyssey, Shakespeare's Romeo and Juliet

Descriptive, Cause/Effect, Compare/Contrast, Problem/Solution

Tenth Grade Overview: Sophomores do the same work, but I expect a higher quality from most of them because they've proved their capability. Furthermore, I've endeavored to offer more challenging options in addition to an average 10th grade option in writing and

creative assignments.

- Literature books continue reading skills
- Review concepts and terms learned in 9th grade
- Fitzgerald's The Great Gatsby, Shakespeare's Romeo and Juliet, Hemingway's Old Man and the Sea
- Numerous essays either formal or short
- Formal: Autobiography, Problem/Solution, Compare/Contrast thus far

Shorts: Basic 5 paragraph essays on a chosen topic/prompt relating usually to reading

Eleventh Grade Overview: Juniors advance beyond the medley of canonized authors and their texts and work entirely on American Literature. Because I feel they've been neglected in critical, creative, and figurative/metaphorical thinking, I've focused in on this area; although, I plan to cut back some and incorporate more writing—more near what the sophomores do.

Literature books develop literary history and introduce deeper concepts of skills learned in underclassmen years

Hawthorne's The Scarlet Letter, Twain's The Adventures of Huckleberry Finn

Writing on prompts relating to literature—often short.

Formal: Persuasion, Compare/Contrast, Critical Response

Supporting ideas with evidence

Grammar is taught with selection or in an area lacking

ACT practice

Twelfth Grade Overview: Seniors work much like the juniors from the literature book, but study the British Tradition starting with the first forms of our spoken English language in 500 AD. They too are required to think differently than probably ever before.

Literature books develop literary history of Britain and introduce deeper concepts of skills learned in underclassmen years

- Shakespeare's Macbeth, Bronte's Jane Eyre

Formal writing: Cause/Effect, Persuasion, Literary Response to prompt

Shorts: Are often creative to encourage higher level thinking and synthesizing information for a new purpose

Library

Mrs. JoDell Northup

During the summer of 2008, Mrs. Northup had great volunteers to help clean, do audio-visual, library and book inventories, and organize materials. Marianne, Michael, and Rebecca Kaiser, Heidi Johnson, Jean Shefler, Sharon Fiscus, Jennifer and Garrett Seltzer, Haley Dollerschell and Shay Northrup were awesome helpers.

The following are the highlights of the year:

Each elementary student was given a book bag labeled "I'm Wild about Books" at the beginning of the year. Mrs. Northup reviewed with the students about proper behavior in the library, the check-in and check-out procedure, how to select appropriate books for their reading level along with how to check out manually. The third through fifth graders were given information about the AR Bingo program. These grades reviewed how to use the Prairie School Library Catalog.

The bookmobile came every other week throughout the school year from the High Plains Library District in Greeley. If materials were needed on the weeks they did not come, they would send it on the courier. Each Wednesday the courier would come and pick up and leave materials.

The theme for this year was "Classy Classics". The featured books were The Boxcar Children series, Bunnicula, Indian in the Cupboard series, The Chronicles of Narnia series, Call of the Wild, Tom Sawyer, Where the Red Fern Grows, and Treasure Island. Students could check out each month displayed books, DVD's and VHS's that matched the featured classic. The High Plains Library District (previously called Weld Library District) was an excellent resource to supplement items for display and for students to check out.

To promote student's research skills, Mrs. Northup had a "Where in the World" question each week. Students used atlases, encyclopedias, and almanacs. It was also counted as extra credit for their library grade. Mrs. Long's fifth grade class also received a geography grade. The goal was to help students to have a deeper knowledge of places in the world, where they are located and how to use resources to find the information needed to answer the questions.

In October, students were encouraged to "Curl Up in a Read-Aloud Quilt!". Students colored a character on a poster for every 20 minutes they read or were read to aloud. Mrs. Northup and classroom teachers read books from each class list that was suggested. One title was "Babies Can't Eat Kimchee!" Mrs. Waitley brought kimchee for the preschoolers and kindergartners to try. The following students received a prize for completing their posters.

Preschool: Maverik Mertens

Kindergarten: Montana Goodman

1st Grade: MaKayla Baker

2nd Grade: Sadie Gwin & Paige Northrup

4th Grade: Caleb Baker, Dakota Bowman,
& Nicole Doll

5th Grade: Haley Dollerschell, Allyssa Funk,
& McKenna Gwin

They received a large box of candy and a fun little book

with mazes, riddles, jokes, optical illusions, and word searches.

The Teen Read drawing winner was Paige Johnson, and she selected brownies with vanilla ice cream. Each time a secondary student checked out their name was placed in a drawing.

High Plains Library District co-sponsored the "Big Read 2008" program. The featured book was Fahrenheit 451 by Ray Bradbury. It was the book's 50th anniversary. Copies of the book were given out at the Prairie vs. Pawnee volleyball at Grover. Ms. Bartolac and Miss Wespetal read the book in their classrooms and received copies to have in their rooms.

The Book Fair arrived the last week in November. It was open during the Prairie Basketball Classic. The theme was "Reading Safari." The following students colored a safari poster and were selected to pick a book off the Book Fair: Maverik Mertens (PS), Eddie DePriest (K), Rylyn Nelson (1st), Mandie Carmin (2nd), Austin Nelson (3rd), Madison Pollart (4th), Shay Northrup (5th), Brett Krager (JH), and Taylor Johnson (HS). The library also sponsored a chili, chili dog, and cinnamon roll supper in November to earn money to contribute to the end-of-the-year trips

The first semester AR blackout winners were: Austin Nelson, Caleb Baker, and Haley Dollerschell. Mrs. Nelson took them to pizza and a movie since Mrs. Northup was unable to take them to Beaver Meadows because of her foot surgery. Heidi Johnson substituted for two weeks in January while Mrs. Northup was recuperating. Starting in January, the Colorado Children's Book Award picture book nominees were read to each elementary class. The upper elementary classes had worksheets that coincided with the books to teach the students how to use dictionaries, encyclopedias, almanacs, and thesauruses. The picture book winner was Bad Dog, Marley and the junior novel winner was Diary of a Wimpy Kid.

In March, PHS celebrated Dr. Seuss Day with the junior high and high school students doing buddy reading with an elementary student. Each elementary class became builders and had great displays to go with the theme: "Build a Nation of Readers." Students voted the 3rd Graders for the best display and coming in second was the 2nd Grade with Kindergartners being third.

Mrs. Northup attended the Colorado Library Consortium Workshops at Aims. She attended two days of sessions on open source materials on the internet; best books for teens; collection analysis (weeding); using free 2.0 tools on-line; Library of Congress website and materials available; and AIRS databases.

The second semester AR blackout winners were: Lane Goodman, Caleb Baker, and Haley Dollerschell. They were also their class' top AR reader and

received a plaque. The second semester blackout winners went swimming at the outdoor pool in Sterling with a treat. The two blackout winners went to Fort Fun in Ft. Collins

Each class had the following statistics for the year in AR:

Kindergarten: Took 108 quizzes and read 13,907 words.

1st Grade: Took 530 quizzes with 384,810 words.

2nd Grade: Took 921 quizzes with 511,149 words.

3rd Grade: Took 516 quizzes with 1,635,713 words.

4th Grade: Took 350 quizzes with 2,417,243 words.

5th Grade: Took 347 quizzes with 6,354,358 words.

The total for the elementary was: 2,772 quizzes and 10,407,314 words.

Students and staff checked out 9,630 items that were bar-coded and entered in the computer. Videos checked by teachers—51; Periodicals (magazines—not bar coded)—114

Bookmobile items checked to Mrs. Northup then checked to students from the theme books displayed—117

The Buy One Get One Book Fair ended the year. The Book Fair was open during the music program. Thank you very much of your support of the book fairs and the library.

The goal of the library is to encourage reading, give students the tools to use the library properly, and to find resources and information they need.

Seventh Grade Mathematics

Mr. Denis Bringelson

The seventh grade math curriculum revolved around all Colorado State Math Standards. At Prairie School, we utilize the Saxon Math Series books which cover the standards which we must teach. The Saxon series utilizes repetition of math exercises throughout all lessons as well as frequent testing, which helped students retain learned math methods.

The seventh grade was also given the opportunity to attend the NJC Math and Science Day. It was a great opportunity for our students to meet new people, be tested on difficult concepts, and experience academic competition. The seventh grade was also part of the AmeriTowne field trip where they practiced real world skills as well as business leadership skills.

Mathematics

Mrs. Roxanne Marick

Pre-Calculus: The senior mathematics class consisted of five students. The class discussed advanced algebraic concepts, trigonometric identities, graphs and functions as well as logarithmic functions and their graphs.

Graphing calculators re-emphasized the conic, trigonometric and logarithmic functions in addition to statistical data. Finally, the five seniors were introduced to calculus concepts which included continuous and discontinuous limits and the relationships to domain and range.

Geometry: Geometry was introduced into the high school mathematics curriculum at Prairie School this year. Two geometry classes, comprised of sophomores and juniors, discussed at length the geometrical concepts of triangles, parallel lines and angle relationships, circles (e.g. central angle, arc, inscribed angle), three-dimensional volumes, surface area, right triangle trigonometric relationships, Law of Cosines and Law of Sines. The two column formal proof was incorporated into the classroom discussion.

Algebra I: The fourteen freshmen worked on the concepts of factoring, graphing equations of lines using the slope-intercept method, and solving systems of equations by graphing and solving algebraically (both substitution and elimination methods). Scientific notation, conversion of units (English to Metric), and geometrical relationships were incorporated into the lessons just to name a few.

Pre-Algebra: Eighth graders worked with pre-algebra and algebraic topics which included solving equations with a single variable, multiple terms, and utilizing the distributive property. The review of “signs” of both integers, decimals, and fractions using the four mathematical operations. Also, each student chose a stock to keep track of throughout the year from the Stock Market. Students “read” the stocks on the computer two or three times a week and plotted the progress of their stocks on graph paper. Due to the variance in the stock market this year, the students witnessed a variety of increase and decrease values of their selected stocks.

EXCEL: A semester course in EXCEL 2007 was offered to the thirteen sophomores during the second semester of school. Students worked on designing individual spreadsheets and applied these to realistic life situations. For example, the students had to calculate monthly payments for cars and houses, budgeting while in college. They had to graph (line, bar and circle graphs) specific data as it was introduced to the class. Some spreadsheets calculated specific income values with variable interest rates both simple interest and compound interest rates.

Music Education

Mrs. Jeanette Lawson

Mrs. Jeanette Lawson taught part-time music this year

coming on Tuesdays and Thursdays.

The preschool class began the year singing nursery rhymes and folk tunes with guitar accompaniment. They also learned actions to many of their songs. They were introduced to many musical symbols throughout the year. The remaining elementary classes were introduced to many musical symbols and note names and also sang folk songs with guitar accompaniment. The third graders learned how to play the recorders second semester.

The beginning band started with seven 4th graders, two 5th graders and one 6th grader, by the end of the first semester we were down to 9 students total. One dropped out because of grades in other classes. There were six 5th graders in an advanced band this year.

In October and November, the students learned patriotic songs for the Veteran's Day program. The musical portion was started with the entire students PreK-7th grade singing "The Star-Spangled Banner" while being accompanied by the 6-12 band. They next sang "Declaration" followed by "Americans We" and "Thank a Vet".

In November and December the class time was devoted to preparing for the Christmas Program. The program opened with the Beginning Band playing "Hot Cross Buns", "Sweetly Sings the Donkey" and "Good King Wenceslas" followed by the 6th - 12th band playing "It's the Holiday Season", and "Green Sleeves". The Preschool and Kindergarten sang "My Red Sled, "Red and Green" and "Jingle Bells". The 1st grade sang "Pinata", the 2nd grade sang "There's Someone in the Chimney", the 3rd grade sang "A Silly Holiday Song", the 4th grade sang "Christmas Bells" and the MS Choir sang "Sing We Now of Christmas", "Christmas Wishes" and "We Wish You a Merry Christmas" all in two parts.

The 5th graders were once again the main characters in the play "SANTA.CLAUS". After the program punch and cookies were served by several Middle School Choir members.

After the holidays we continued working on learning note names and music symbols through the use of flashcards and worksheets.

This year we had several students attend the State Music Contest in Fort Morgan on March 1st. Tyler O'Hare played a trumpet solo and received a I rating, Booker O'Hare played a trombone solo and received a I rating, Ryan Dollerschell played a trumpet solo and received a I rating, Haley Dollerschell played a Tenor Sax solo and received a I rating, Shay Northrup played an Alto Sax solo and received a I rating and Haley Dollerschell and Shay Northrup played a Sax duet and received a I rating.

In March we began working on the program for the Parent's Tea in May. This year's program began with

the 3rd grade recorders playing "Hot Cross Buns", "Country Hoe Down" and "Mary's Little Cha Cha". The Beginning Band played "Skip It Lou", "Laughing Song" (a round) and "Bingo". They then joined the 6-12 band and performed "Cut Time Strut". The 6-12 band continued the instrumental portion of the program with "Nobody's Perfect" and "Green Onions". Awards were given at the program to each band member. Beginning band members received a pin that looked like their instrument the older students each received a pin that says band. Awards for Most Improved Elementary Instrumental student went to Shay Northrup, Most Improved HS Instrumental Student- Lucas Dahlgren, Most Valuable MS Instrumental Student- Ryan Dollerschell, Most Valuable HS Instrumental Student- Tyler O'Hare and Most Improved Vocal Student- Austin Littlefield. Lucas Dahlgren also lettered in band this year with 436 points.

The second half of the program was a vocal revue. PreK -K sang "10 Little Bunnies", 1st Grade sang "The Crawdad Song", 2nd Grade sang "Yankee Doodle" with a narrative recited by the students. The 4th Grade sang "Down by the Bay" and the 5th Grade sang "Song of the Presidents." The MS Choir sang "When We Sing" followed by an American presentation titled "AMERICAN WE". PreK-7th grade all sang "Thankful for the USA", "Oh, I Love America" (also done in sign language), "Declaration", "We the People", "Battle Hymn of Gettysburg" (narration by MS Choir members), "Do You Recall September", "American's We" and "One Nation (with power-point). The 4th and 5th graders were narrators in between songs.

Several National Honor Society students served punch and cookies after the program.

Physical Education

Mr. Glenn Carlson

The focus for elementary physical education for the 2008-2009 school year, was on the junior high and high school sports offered at Prairie. Thus, fall classes alternated learning volleyball and football skills, winter classes learned about basketball, and spring classes alternated learning soccer and track & field skills.

Along with the sports focus, basic physical motor skills are the foundation of an active and productive life. Through physical education the students learned the basic movement skills starting in the pre-school grade and developing those skills all through the 12th grade. Along with the development of the basic skills, the students will learn to apply more advanced skills of physical education to their lives outside of school, thus becoming life-long learners.

Students accomplished the Colorado Model Content

Standard 1 (Students will demonstrate competent skills in a variety of physical activities and sports) in the following ways:

P-2: This will be the introduction and implementation of the basic motor skills such as: locomotor skills (walking, running, jumping, skipping, galloping), non-locomotor skills (stretching, bending, turning, swinging) and manipulative skills (throwing, catching, striking and trapping). Also in this level the students will begin to implement lead up activities for sport related games, (bean bag toss, frisbee, jump rope, short stick polo, freeze tag, and kickball).

3-5: This will be the grade level where the students will become proficient in the above listed skills as well as becoming advanced in the lead up activities. The students will also be introduced to basic skills for team games such as volleyball, basketball and football. Lead up games that will be performed will be: kickball, basketball, soccer, football, volleyball, 4-score, track & field, short stick polo, and freeze tag.

6-8: This grade level will be introduced to team and individual sports such as: football, volleyball, basketball and track and field. The students will continue to become proficient in the fundamentals for the sports listed above.

9-12: Continuing the education, grades 9-12 will begin to learn and develop activities to carry with them after their school years. The emphasis will be on lifelong activities (weight training), team and individual sports.

Students accomplished the Colorado Model Content Standard 2 (Students will demonstrate competency in physical fitness) in the following ways:

P-2: The students will be introduced to daily exercises and stretches. The students progress will be monitored several times throughout the year.

3-5: The students will begin to develop an understanding of physical fitness testing. The testing will include the following components: flexibility, speed and agility, muscular endurance and muscular strength. Their progress in height and weight will also be monitored.

6-8: The students will continue to monitor their progress in physical fitness testing in the following areas:

- Sit and Reach (flexibility)
- Sit Ups (muscular endurance)
- Pull Ups/Flexed Arm Hang (muscular strength)
- Shuttle Run (speed and agility)
- 50 Yard Dash (speed)
- Mile Run (cardiovascular endurance)
- Standing Long Jump (muscular strength)

9-12: The students will continue to become proficient with the fitness testing as well as being able to develop their personal fitness routine through weight training

with the aid of technology.

Students accomplished the Colorado Model Content Standard 3 (Students will demonstrate the knowledge of factors important in physical activity) in the following ways:

P-2: The students will be introduced to a daily or every other day routine of stretching and exercise.

3-5: The students will continue the daily routines and be introduced to the benefits of daily stretching and exercise to the body and what areas are affected by certain exercises.

6-8: The students will continue their education from P-5 and we will introduce health related components to physical activity and training such as nutrition, rest and hydration.

9-12: The students will become proficient in the health related components listed above and create such projects such as: nutrition logs, sleep logs, fitness logs, weight training logs.

Students accomplished the Colorado Model Content Standard 4 (Students will demonstrate safe and responsible behavior in the physical education setting) in the following ways:

P-5: The students will be introduced to the rules of physical education class and cooperative activities.

3-5: The students will become proficient in the rules of physical education class and be introduced to respecting other people as well as working together in a team setting.

6-8: The students will become a productive member of a team and respect the rules and the goals of the team in a team sport setting.

9-12: The students will become a proficient member of a team or group and learn the skills that will help them become a productive member of society.

Science

Mr. Matt Weber

7th Grade, Integrated Life Science: The 7th grade Integrated Life Science class discussed many different topics, including Earth Science, the basis of life and the human body, and introduction to Chemistry. The main emphasis of the year is how all of these different kinds of science are related to life, and how our lives are affected by all of the different kinds of sciences. We spent some time on immunology and the students had the opportunity to learn what “germs” really are and the microbiological vectors of infectious diseases that are both common and basically unheard of. The 7th graders also get a minor introduction to Chemistry, and the fundamentals of Chemistry.

11th and 12th Grade Physics: The juniors and seniors learn about Isaac Newton and the 3 laws of motion. This is the foundation of the Physics class and the students put these foundations law and principles to explain how forces act and react, furthermore, the students relate these forces to experiences that they have dealt with or are going to possibly encounter in their futures. This class greatly helps the students to prepare them with a reasonable understanding of how and why objects act the way that they do. Students had the opportunity to demonstrate these skills through a pine box derby competition, and the students seemed to really enjoy the competition and also the education that was taking place through the process of designing, building, and racing their pine box derby cars.

9th and 10th Grade Physical Science: The freshman and sophomores acquire an understanding of the world of physical sciences. This includes all things from energy to magnetism, Chemistry to Biology, and light to waves. This is a very broad curriculum, and the students receive a lot of foundational principles that they can build on in Biology and Chemistry, and therefore, this class covers a very wide range of material, and this serves to help fill the gaps between Chemistry, Physics, Biology and the other specific fields of study. This wide amount of varying information will serve to prepare each student for college, trade school, or just life in general.

8th Grade Introduction to Physical Science: The 8th grade class discusses the world of Physical Science. This class is an introduction and it serves to prepare them for the Physical Science class they will take in 9th or 10th grade. This class starts with the nature of science and we learn how to measure and take measurements. Then we moved on to matter and the make-up of matter. This led into the chemical make-up of matter, including the interaction of electrons, protons, and neutrons. We went on to study the motion and momentum forces and then the energy involved in these forces. We end the year with the study of waves, sound, light, electricity and magnetism. The students received a sound fundamental understanding of Physical Science and the relationships and interactions that make Physical Science what it is. The lessons are solidified with the use of hands on activities and laboratory demonstrations. These prove to further the understanding of these lessons, so that each student can explain principles in everyday, common language.

6th Grade Integrated Science: The 6th grade Science Integrated Science class receives introductions to Life Science, Earth Science, Physical Science, and Space and

Technology. We started with the introduction to Life Science. We learned how to classify organisms and the 6 kingdoms of classification. We studied the interactions between different organisms and the effects of these interactions. Then we moved on to Earth Science, and this class studies plate tectonics, rocks and minerals, erosion and erosion control, Earth's resources, and the climate and weather. With the study of Life Science and Earth Science, the students would better understand the interactions between each of them, the Earth and Life Sciences. The students use laboratory activities to model the causes and effects and actions and reactions, this helps the students to more further understand their role on the Earth and how they can better the world, rather than pollute our society and the world. Then we moved on the Physical Science and this allowed the students to learn about matter and the things that make up matter.

Math-Science Contest

Mrs. Marick and Mr. Weber

Prairie School junior and senior high school students represented the school well at the Northeastern Junior College's Math-Science contests on April 15, 2009 and April 16, 2009. Results are as follows:
Ethan Cash – 5th Place Critical Thinking
Lauren Mertens – Honorable Mention in Geometry
Clay Carlson – 2nd Place in Geometry
Clay Carlson – 5th Place in Critical Thinking
Kristen Keelan – 7th Place in Geometry
Taylor Johnson – 9th Place in Geometry
Morgan Powell – 5th Place in Critical Thinking
Levi Gapter – 9th Place in 9th Grade Science
Tyler O'Hare – 8th Place in 9th Grade Critical Thinking
Brady Stump – 1st Place in Critical Thinking
Brady Stump – 1st Place in 8th Grade Science
Ryan Dollerschell – 5th Place in 7th Grade Mathematics
Ryan Dollerschell – Honorable Mention in 7th Grade Science
Ross Stump – 1st Place in 7th Grade Science
Rebecca Kaiser – 2nd Place in 6th Grade Science

Social Studies

Mr. Will Sander

Social Studies Events

This was another good year for the social studies department and several events stand out as real highlights. The first is the Prairie School Geography Bee which was held on the 10th of December. Students from 5th to 8th grade competed by showing their geographic knowledge. This was my fifth year hosting the

Bee, and each year we have stronger competition. Also, the regional Knowledge Bowl held here at Prairie on February 9th. Prairie fielded four teams; two junior high, two high school. The junior high teams placed first and second in their divisions, actually having to compete against each other in later rounds. The high school junior varsity team placed third. To finish up the year Prairie students in the grade 5 – 8 attended Rural Ameritowne in Wray. This was the first time that we have engaged in this economic education program and the students demonstrated a great improvement in their knowledge of the subject.

Sixth Grade Social Studies

In this general social studies course, students learned about the basics of world history, geography, economics, and civics through a variety of learning strategies. The class is designed to lay the groundwork for the next six years of study in each individual discipline, as well as to give the student an understanding of the world and their role as part of it. The students looked at a number of different ancient and current cultures from nearly every continent including the Americas, China, Egypt, India, Greece, Mesopotamia, and Rome. The course examined both how these cultures were similar and different as well as how they influenced us today. This class also participated in the Rural Ameritowne program in which they took on roles as managers, accountants, tellers, salespeople and a wide variety of other jobs. In the class, students demonstrated what they had learned through research projects, written assessments, chapter tests and group activities.

Seventh and Eighth Grade World Studies

World Studies is a year-long course that explores the gamut of time from the prehistoric to the present. To learn about the world, all of the areas of Social Studies are used. This includes not just history, but also geography, civics, sociology and economics. Essentially picking up where the Social Studies course left off, World Studies looks at each of the seven continents individually and comparatively. In particular, a lot of time was spent analyzing themes in the Earth's past, such as economic trends, cultural conflicts and belief systems.

Ninth Grade American History I

Students in American History I learned about this land from its early native-American migrations up through the Civil War. The class followed the chronological advancement of the explorers, settlements, colonies, conflicts and independence of this continent and country. A large portion of the class is devoted to the two defining conflicts that have shaped America: the Revolutionary and Civil Wars. This year, all high school students attended a field trip to Denver. The

field trip included a tour of the Mint, Federal Reserve and the Capital and was a great success.

Tenth Grade American History II

American History II is a continuation of American History I which picks up from the end of the Civil War. In this course, the students learned in-depth about key events and themes in American history from the Reconstruction through present day. The students also learned about history through a variety of primary and secondary sources including films, artifacts, letters and photos. Lessons in economics were emphasized during the year which covered the gamut from capitalism to communism and how economics have played a major role in shaping world history.

Eleventh Grade Social-Psychology

Social Psychology is a combination of the two disciplines Sociology and Psychology. This course is conducted in the first semester for high school juniors. The objective of the course is to further the students' understanding of how mental processes function and change during a person's development. This year the course began with an overview of the two separate fields and their differences and similarities. Then the class started to look at the development of a person from infancy through adulthood using both the sociological and psychological perspectives. Because of the relatively small size of the class and the wide range of material to cover, the students were able to work on developing their own unique learning projects associated with what we were studying in the text.

Economics

Students in the second semester of their junior year can opt to study Economics. The course begins with an overview of the world's predominant economic systems. Students compare and contrast strengths and weaknesses of the various systems. There is also in-depth analysis of our free-market economic system and how, as citizens, the students fit into that system. Lastly, students look at their own personal finances and what the future will have in hold for them. To this end, students prepare a detailed budget and look at how investing can pay off.

Twelfth Grade Civics

The twelfth grade Civics course is designed to help mold the graduating students into participating and productive members of our country. To this end, the students took an in-depth look both at how our unique American republican democracy functions and how the companion capitalist economic system works with it. We began the year by studying the foundations American political systems by examining documents such as

the Constitution and the Bill of Rights to understand how they have affected the creation of our country. Then, students focused on the three branches of government and how they work together in balance to consider and create laws. The role of the citizen in our democracy was investigated. Lastly, since this course is for the seniors only, an enhanced section of economics was covered. This section included an introduction to micro and macroeconomics as well as home economics.

Special Education Mrs. Tabitha Piel

Special Education provides an opportunity for students to improve their skills in school and the community. Students receive instruction in the areas of reading, writing, and math, as well as social, emotional, behavioral, speech, occupational, and transitional skills. While several students get intense individualized instruction in during differentiated instruction classes, the inclusive education program positively affects many students throughout the school.

The inclusive program implemented at Prairie School is in accordance to the Individuals with Disabilities Education Act provision to serve students in the least restrictive environment. Prairie students who qualify for this mode of service delivery receive in-class support from the special education teacher and aids. The decision to use the inclusive model is based on research which indicates the model is beneficial to students in special and regular education while students maintain in the least restrictive environment. This type of service delivery proved to be effective during the 2008-2009 school years for teachers and some students.

Differentiated instruction is also very beneficial to students. During differentiated instruction classes students have the opportunity to work on skills, lessons, and programs to help them become more successful in core academics. This year Prairie Elementary implemented swoop groups. These groups were based on student's abilities and needs. These groups enhanced the learning of our special education students. The programs that were used during this time were Reading Sidewalks (intervention for Prairie's Elementary core reading program Reading Streets), Sound Partners, VOWAC, and Corrective Reading. These programs are researched based interventions. Edmark is another program that we used with our younger students. This program is an advantage as students use auditory, spatial, and kinesthetic skills to help them improve reading skills.

The secondary students use a specialized reading program, Rewards, designed to teach intermediate and secondary students a flexible strategy for decoding long words and to increase their oral and silent reading fluency. Corrective reading is another program that was

used to help students in the areas of decoding/fluency and comprehension. Students should wonderful growth from these programs.

While studying mathematics, students use the Touch Math program to assist them in improving upon their basic addition and subtraction skills. The Saxon Math series is the primary math program used for all grades. Math games are used to motivate students, enforce skills inherit in state standards, and make learning a fun and rewarding experience. Students are given different manipulatives to use to help in their learning process. This year the district purchased the Acellus program. This program allowed for students to work on skills at their ability level taught by a highly qualified instructor. This program helped offer students with an alternative to the scheduled math courses. Finally, students use word processing applications, educational computer games, the library, tape recorders, and the internet to increase their content knowledge and their technology skills

Many recent changes in the area of Special Education are occurring. The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) aligns IDEA closely to the No Child Left behind Act (NCLB), helping to ensure equity, accountability and excellence in education for children with disabilities. While regulations implementing the IDEA 2004 were being prepared, the regulations implement in the 1997 law remain in effect this last school year. In August schools will be required to use the Response to Intervention (RTI) approach with struggling students. Response to Intervention (RTI) is a multi-tiered approach to help struggling learners. Student's progress is closely monitored at each stage of intervention to determine the need for further research-based instruction and/or intervention in general education, in special education, or both. RTI will be the gatekeeper for special education qualification. Schools will no longer be able to use the discrepancy model to identify students with learning disabilities.

Title I Education Mrs. Tabitha Piel

The Title 1 program for the 2008-2009 school year was a half-time program. The Title 1 duties were split between Title 1 and Special Education.

Title 1 time was spent helping individual or small groups of students with reading, writing, and spelling. This is the second year that Prairie Elementary dedicated more time to our struggling readers. The school adopted having swoop groups (small group reading based on students ability) in addition to having 30 minutes of intervention time with grades K-2. The primary programs that were used during this time period were Reading Sidewalks (intervention to core program

Reading Streets), Sound partners, VOWAC, and Ed performance. Monitoring student's progress was done monthly through Aims Web.

The secondary students use a specialized reading program, Rewards, designed to teach intermediate and secondary students a flexible strategy for decoding long words and to increase their oral and silent reading fluency. They also used Great Leaps to increase fluency or the rate in which the student reads. Corrective reading was another program that was used to help students with decoding, fluency, and comprehension. Progress monitoring was also done monthly through Aims Web.

Assessment Accountability

CSAP: Prairie School participates in the Colorado Student Assessment Program (CSAP) The CSAP includes assessments in reading, writing, and mathematics in grades 3 through 10, and a science assessment in grades 5, 8, and 10. Even though the averages of Prairie's scores are generally above state CSAP averages the school district continually strives to improve student learning. Students are tested on standards which are linked to school district course content standards.

The Colorado Department of Education now looks at a school growth model. School growth rates are determined by combining growth percentiles from individual students. Growth rates for individual students are calculated by comparing their Colorado Student Assessment Program scores in reading, writing, and mathematics over consecutive years. These individual growth scores are combined into a single number. Higher growth schools can be distinguished from lower growth schools by comparing median growth percentiles. Higher median growth percentiles indicate higher growth rates for students in those schools, regardless of the school's achievement. For example, a low-achieving school can show high growth rates or a high-achieving school can show low growth rates. The growth model determines the percentage of students in each school growing at a sufficient rate to catch up, keep up, or move up through achievement levels- and those that are not growing fast enough. On the 2008-2009 CSAP, Prairies overall academic performance was typical in elementary, junior high, and high school. In late December the Colorado Department of Education usually releases the official availability for the 2008-2009 School Accountability Report. At that time, all school Accountability data will be at the state website at www.state.co.us/schools.

District Assessment: Prairie School District realizes diagnosing academic performance is essential for providing appropriate instruction as well as reporting student gains. Ed Performance by Scantron, Performance Series Assessment is a reliable, valid and standards

based assessment which was implemented during the 2005-2006 school year and we continue to use this assessment. The web-based computer adaptive diagnostic test allows teachers to quickly determine the true proficiency level of their students, and report progress. Students take the diagnostic test at the start of the school year, so teachers can begin creating individual learning plans immediately, and at the end of the school year so teachers can evaluate student gains and predict key areas of instruction for the following school year. This assessment has benefits for students from grades second through twelfth. Prairie School used Aims Web for students grades K-8. AIMS Web is a progress monitoring system based on direct, frequent and continuous student assessment. The results are reported to students, parents, teachers and administrators via a web-based data management and reporting system to determine students' response to intervention and instruction.

AmeriCorps

Mrs. Roxanne Marick

The AmeriCorps Program was reintroduced at Prairie School this year. Eight seniors (Kamber Carlson, Ethan Cash, Rachael Johnson, Desirae Laramore, Kelsie McEndaffer, Rachel Pauling, Brianna Vondy and Seth Whitlock) and two juniors (Laci Lowe and Lauren Mertens) participated in the program. All of the students contracted for three hundred hours of service except for Lauren who contracted for nine hundred hours over a two year period. At the end of the year, after students have completed their contract hours, the students receive a one thousand dollar voucher to be used for college tuition at the institution of their choice. In addition, each student receives an hour of credit from Northeastern Junior College.

Future Farmers of America

Mrs. Charlotte Forst

Students in the basic Ag I, Ag II, and Ag III and IV classes are also in FFA. In FFA the classroom and supervised agriculture experience programs come to life. Students compete in a wide variety of contests including the District Speaking Contest, the Career Development Events, the State Convention, the leadership conferences, and much more. Besides the New Raymer FFA chapter being very competitive in the various events presented to the chapter at the state and national level, the chapter focuses on building career skills to be used in student's future endeavors, including leadership skills. The local officer team goes through training in June of every year by participating in an officer retreat. The leadership skills gained in the local program have proven to be beneficial to students who have received

offices at both the district and state level. The New Raymer FFA chapter focuses on growing leaders and successful future career aspirations for students with all types of interests in any aspect of agriculture or otherwise.

Future Business Leaders of America
Mrs. Stacy Pollart

“Get the Edge” was the theme for the Prairie Chapter of the Future Business Leaders of America this year. The chapter participated in the following activities:

- The officers met before school started to develop a plan of work for the chapter
- Regularly scheduled chapter meetings throughout the year
- Members participated in the Fall Leadership Conference held at NJC in Sterling, Colorado
- Sponsored a Fall Festival for the elementary students during October.
- Shopped and wrapped for the Salvation Army Giving Tree community service project
- Participated in events at the District 3 Conference at NJC in Sterling.
- Participated in events at the FBLA State Conference
- Two members qualified for Nationals in Anaheim, CA.
- Organized and put on the year-end FBLA Parent-Member Appreciation Banquet
- Sold Little Caesar’s pizza kits for a fund raiser

District 3 Conference Top 10:

Kelsie McEndaffer	Business Ethics Team I 1 st Place State Qualifier
	Business Calculations 7 th Place
Desirae Laramore	Business Ethics Team I 1 st Place State Qualifier
	Economics 6 th Place
Brianna Vondy	Desktop Publishing Team I 3 rd Place
	Business Calculations 5 th Place State Qualifier
Laci Lowe	Public Speaking II 1 st Place State Qualifier
	Desktop Publishing Team I 3 rd Place
Ciera DiBello	Job Interview 1 st Place State Qualifier
	Desktop Publishing Team II 10 th Place
Jayce Tappy	Public Speaking II 2 nd Place State Qualifier

	Desktop Publishing Team II 10 th Place
Claudio Briseno	Emerging Business Issues 3 rd Place
	Word Processing I 6 th Place
Corwin Shimko	Emerging Business Issues 3 rd Place
	Word Processing I 5 th Place
Morgan Fauconier	Business Ethics Team II 5 th Place
Alec Heistermann	Introduction to Business 5 th Place
	Business Ethics Team II 5 th Place
Jacynda Fisher	Business Ethics Team II 5 th Place

State Conference Attendees:

Kelsie McEndaffer	Business Ethics Team I 2 nd Place - National Qualifier
Desirae Laramore	Business Ethics Team I 2 nd Place - National Qualifier
Jayce Tappy	Public Speaking I 5 th Place
Brianna Vondy	Business Calculations
Ciera DiBello	Job Interview
Laci Lowe	State Officer Candidate
Alec Heistermann	Introduction to Business

National Honor Society
Mrs. Roxanne Marick

The Prairie School National Honor Society chapter was represented by Kamber Carlson, Brianna Vondy, and Lauren Mertens. During the school year the N.H.S. chapter sent two care packages to local soldiers (Trevor Sullivan of Briggsdale and Michael Montgomery) serving in the armed forces, in conjunction with the Veteran’s Day Program with Mrs. DaShanda Bringle-son.

The N.H.S. induction ceremony was held on April 29, 2009 with Mr. Dave Long as the guest speaker. Five students were inducted into the chapter: Rachael Johnson (senior), Kelsie McEndaffer (senior), Clay Carlson (sophomore), Rebecca Littlefield (sophomore), and Jayce Tappy (sophomore).

Mustang Volleyball
Mrs. Jenny Nelson

The Prairie Mustangs 2007 volleyball team consisted of 15 players! The members included: Kamber Carlson, Rachael Johnson, Rachel Pauling, Kelsey

McEndaffer, Desirae Laramore, Lauren Mertens, Ciera DiBello, , Rebecca Littlefield, Taylor Johnson, Kristen Keelan, Peggy Smith, Megan Seltzer, Jessica Fiscus, Kassidy Bowman, Coleen Smith.

The coaches were Jenny Nelson and DaShanda Bringleson. Kamber Carlson was named All-Conference and Lauren Mertens was named Honorable Mention. We ended our season with an overall record of 13-11. Our League Record was 11-7. We were 3rd in the league and 4th at districts.

The Prairie Mustangs 2008 Junior High volleyball team consisted of fifteen players. The members included: Kayla Beechley, Cydney Funk, Danielle Harms, Paige Johnson, Alexis Joska, Savannah Hastings, Tara Danielsen, Taylor Hubbard, Mya Briseno, Alyssa Harms, Sheyanne Warboys, Tasha Danielsen, Jessica Beaulieu, Rebecca Kaiser, and Kendal Williams. The coaches were Jenny Nelson, and DaShanda Bringleson.

Mustang Football

Mr. Glenn Carlson

This year we did not have a Mustang football team. Due to numerous injuries and low numbers the decision to cancel our program was made. The players were allowed to join the Briggsdale team. Coach Carlson and Coach Wirth took six players to Briggsdale for practice every day. The players were Ethan Cash, Clay Carlson, Mitch O'Patik, Jacob Laramore, Mario Sanchez, and Alan Andersen . The team went to the state 1A semi-finals for 6-man football. Ethan was All Conference and Clay Honorable Mention.

Junior Mustang Volleyball

Mrs. Jenny Nelson

The Prairie Mustangs 2008 Junior High volleyball team consisted of fifteen players. The members included: Kayla Beechley, Cydney Funk, Danielle Harms, Paige Johnson, Alexis Joska, Savannah Hastings, Tara Danielsen, Taylor Hubbard, Mya Briseno, Alyssa Harms, Sheyanne Warboys, Tasha Danielsen, Jessica Beaulieu, Rebecca Kaiser, and Kendal Williams. The coaches were Jenny Nelson, and DaShanda Bringleson.

Junior Mustang Football

Mr. Glenn Carlson

The junior high football team finished the year with a record of 4-2. The eighth graders were Brady Stump, Billy Johnson, Richard Pena, Dustin Warboys. The seventh graders were Michael Kaiser, Talon Gwin, Ross Stump, Bryce Funk, Tyler Carmin, Ryan Dollerschell and Seth Gaptor. The sixth graders were Kyle Gilbert, Eric Williams, Colton Smith, Mychal Godinez, Austin

Littlefield, TJ Hubbard, Will Keelan, Trea White, and Ian Fauconier. The manager was Brett Krager.

Mustang Basketball

Mr. Glenn Carlson

The high school boys were coached by Glenn Carlson and Janise Gerk. They finished the season 12-8. The seniors were Seth Whitlock and Ethan Cash. The juniors were Alan Andersen, Leroy Warboys, and Tyler Krager. The sophomores were Kaleb Harms, Clay Carlson, Claudio Briseno, Jayce Tappy, and Mario Sanchez. The freshmen were Lucas Dahlgren, Troy Warboys, and Lance Gilbert. The managers were Ryan Dollerschell, Dustin Warboys, and Brady Stump. All Conference players were Ethan Cash, Clay Carlson and Leroy Warboys. The team voted Leroy Warboys MVP, Clay Carlson Most Offensive, Ethan Cash Best Defense, Most Heart was Troy Warboys, and Most Improved went to Kaleb Harms.

Lady Mustang Basketball

Mr. Glenn Carlson

The high school girls were coached by Janise Gerk and Glenn Carlson. The Lady Mustangs finished the season 13-11. The seniors were Kamber Carlson, Rachael Johnson, and Kelsie McEndaffer. The juniors were Lauren Mertens and Ciera DiBello. The sophomores were Kristen Keelan, Rebecca Littlefield, and Taylor Johnson. The freshmen were Megan Seltzer and Jessica Fiscus. The managers were Danielle Harms, Alyssa Harms, Sheyanne Warboys, and Paige Johnson. All Conference players were Kamber Carlson and Lauren Mertens. The team voted Kamber Carlson MVP and Most Offensive Player, Rebecca Littlefield was Best Defensive Player, Jessica Fiscus was Most Improved Player and the Andi Whitlock Most Heart Award went to Kamber and Lauren.

Junior Lady Mustang Basketball

Mr. Glenn Carlson

The junior high girls were coached by Janise Gerk and Glenn Carlson. They closed the season with a record of 6-5. The eighth graders were Savannah Hastings, Alexis Joska, Kayla Beechley, Paige Johnson, Danielle Harms, Cydney Funk, Taylor Hubbard, and Tara Danielsen. The seventh graders were Mya Briseno, Sheyanne Warboys, and Alyssa Harms. The sixth graders were Kendal Williams and Rebecca Kaiser.

Junior Mustang Basketball

Mr. Glenn Carlson

The junior high boys were coached by Glenn Carlson and Janise Gerk. Their overall record was 7-3. The eighth graders were Billy Johnson, Brady Stump, Richard Pena, Dustin Warboys. The seventh graders were Ryan Dollerschell, Michael Kaiser, Ross Stump, Bryce Funk, Tyler Carmin, Brett Krager and Seth Gapter. The sixth graders were Kyle Gilbert, Eric Williams, Mychal Godinez, Austin Littlefield, TJ Hubbard, Will Keelan, and Ian Faucioner.

Mustang Track

Miss Anne Wespetal

The high school track team was coached this year by Anne Wespetal. Our hard working team members included: seniors Brianna Vondy (800 and 1600) Kamber Carlson (Discus) junior, Lauren Mertens (800 and 1600) sophomores, Rebecca Littlefield (800 and 1600) Claudio Briseno (3200) Clay Carlson (800, Discus, 1600 meter relay) Mitchell O'Patik (Discus and 1600 meter relay), Jayce Tappy (Triple Jump, 1600 meter relay), Kaleb Harms (800, 1600 meter relay) and Freshman Lance Gilbert (Triple Jump and 800.) We all ran hard and had fun this season. The teams were lead by captions Brianna Vondy and Clay Carlson.

Junior Mustang Track

Mr. Glenn Carlson

The Junior High track team had a successful season. There were several rainouts and postponements due to weather. We were able to attend four meets. The eighth graders were Sierra Crandell, Tara Daniels, Taylor Hubbard, Billy Johnson, Paige Johnson, Alexis Joska, Cydney Funk, Danielle Harms, Savannah Hastings, Holly Lindell, Richard Pena, Brady Stump and Dustin Warboys. The Seventh graders were Mya Briseno, Tyler Carmin, Tasha Daniels, Ryan Dollerschell, Bryce Funk, and Seth Gapter. Talan Gwin, Alyssa Harms, Michael Kaiser, Brett Krager, Ross Stump and Sheyanne Warboys. The sixth graders were Ian Faucioner, Kyle Gilbert, Mychal Godinez, TJ Hubbard, Rebecca Kaiser, Will Keelan, Austin Littlefield, Eric Williams and Kendall Williams.

Prairie 2008-09 Faculty & Staff

Shelli Krager	Pre-School
Denise Stump	Pre-School Aide
Mary Kay Waitley	Kindergarten
DaShanda Bringelson	1 st Grade/Coach
Koleen Schriever	2 nd Grade
Jeanette Gilbert	3 rd Grade
Jenny Nelson	4 th Grade/Coach
Yanesia Long	5 th Grade
Denis Bringelson	6 th /7 th Grade/Bus Driver
Glenn Carlson	Physical Education/Coach/AD
Roxanne Marick	Mathematics/NHS/AmeriCorps
Jessie Bartolac	English
Matt Weber	Science
Will Sander	Social Studies
Anne Wespetal	Art
Stacy Pollart	Business Education/FBLA/Yearbook
Jeanette Lawson	Music
Charlotte Forst	Agriculture Education/FFA
Norma Jean Smith	Business Administrator
Rick Price	Principal
Joe Kimmel	Superintendent
JoDell Northup	Librarian
Kim Davis	Special Education Aide
Danielle Lawson	Aide
Tabitha Piel	Special Education/Title I
Curtis Wirth	Coach
Janese Girk	Coach
Amy Harms	Kitchen Staff
Mary Anne Johnson	Kitchen Staff
Rebekah Cash	Janitorial Staff
Joe Kugler	Transportation Director/Maintenance
Teena Kugler	Bus Driver
Betty Vondy	Bus Driver
Roger Sorensen	Bus Driver



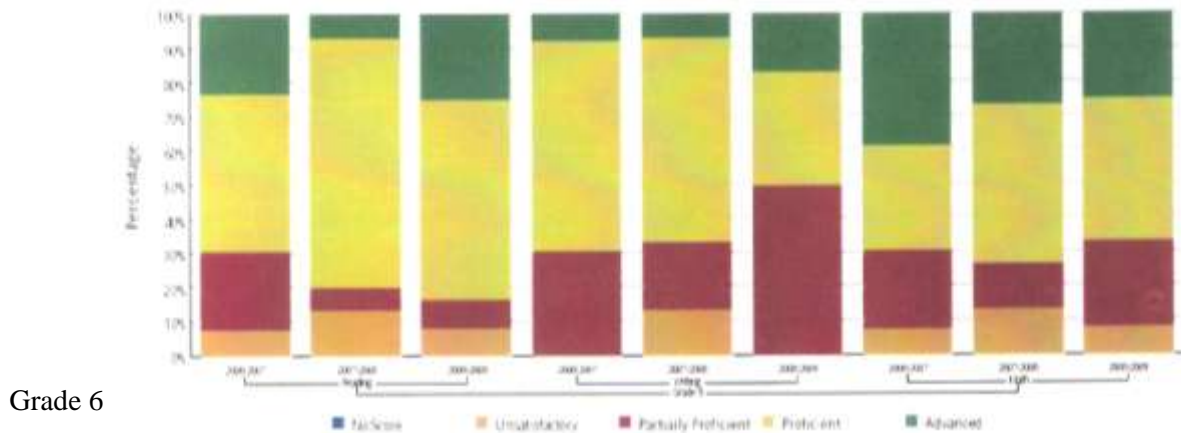
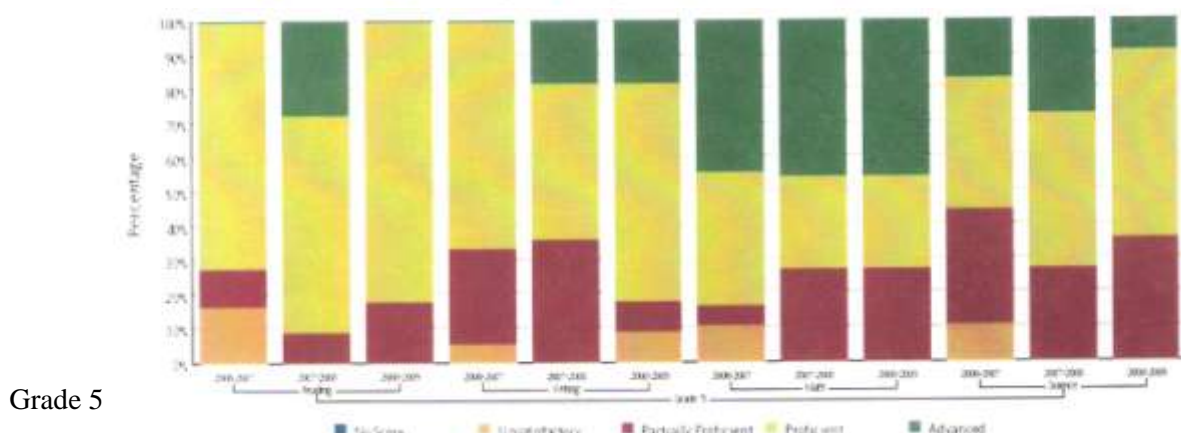
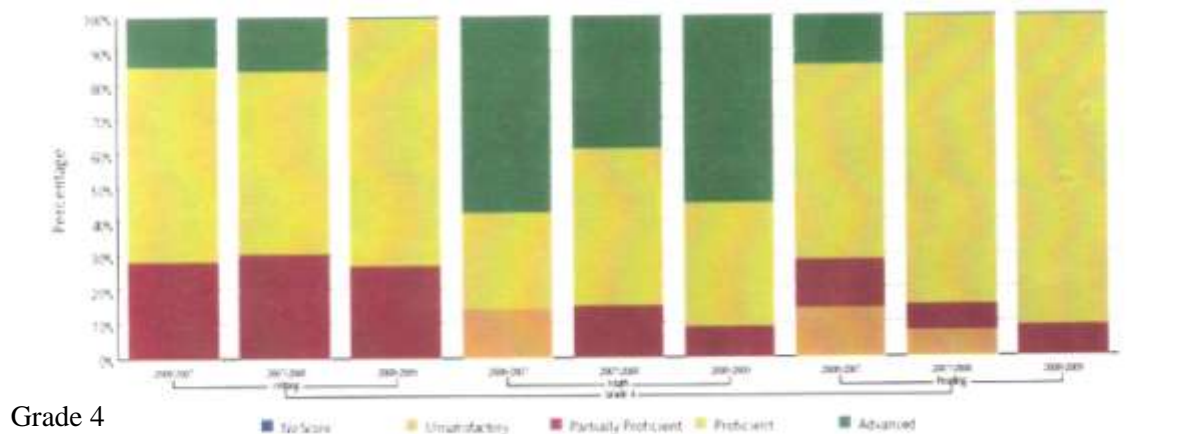
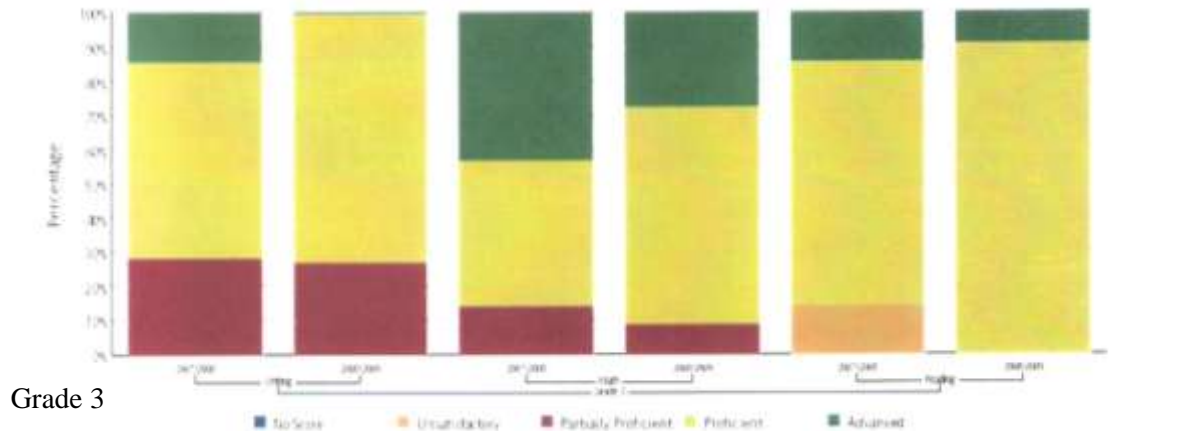
Colorado Department of Education

Proficiency Level Over Academic Years

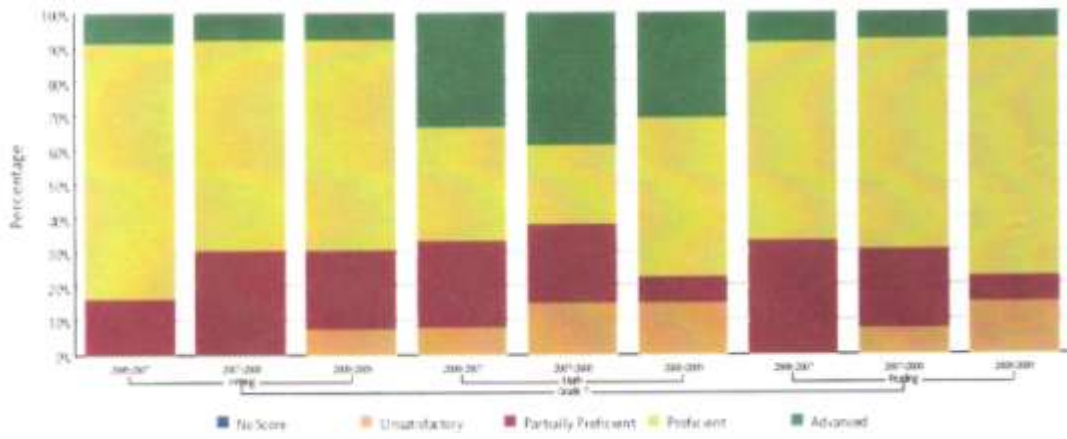


Prairie School RE-11J

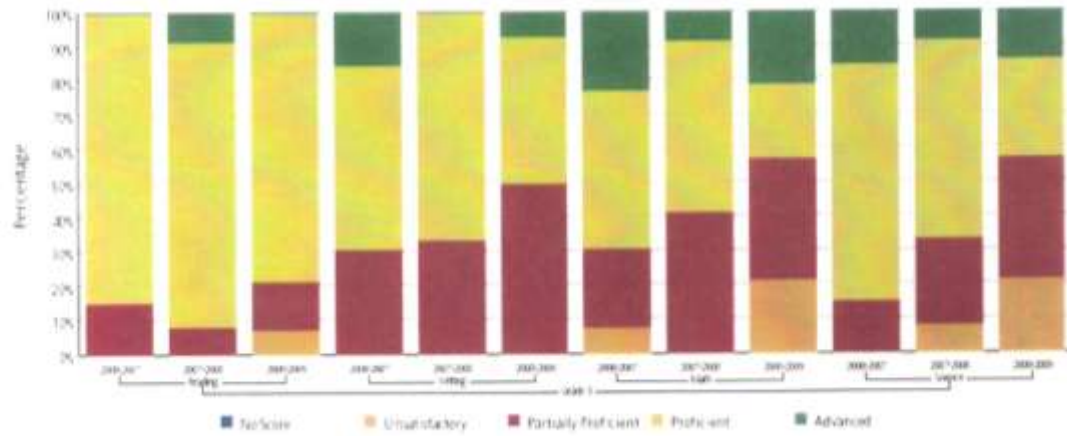
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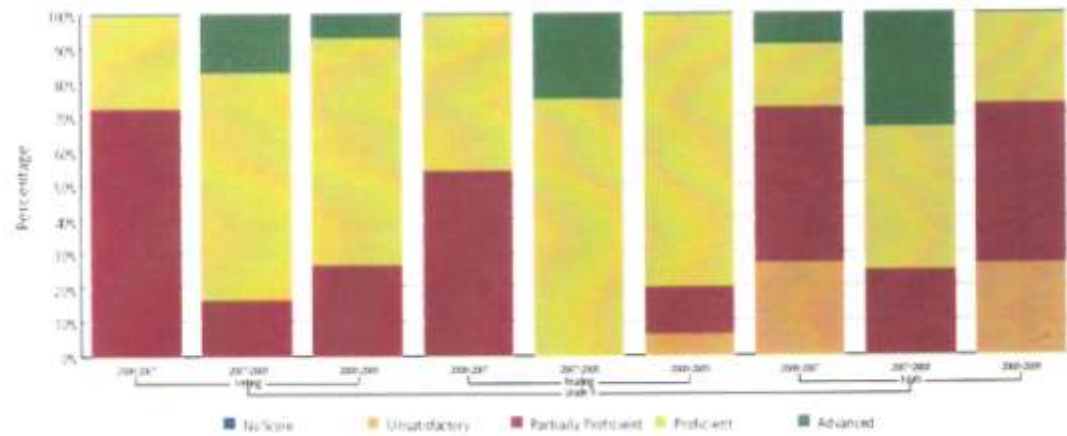
Grade 7



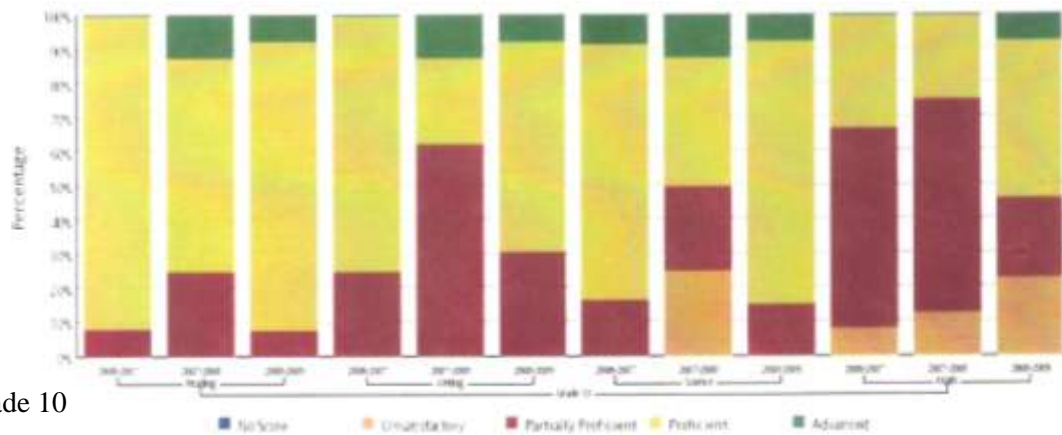
Grade 8



Grade 9



Grade 10



Weld County School District RE-11J
Statement of Revenues, Expenditures, and
Changes in Fund Balances - Governmental Funds
Year Ended June 30, 2009

	<u>General Fund</u>	<u>Total Governmental Funds</u>
<u>Revenues</u>		
Local	545,201	545,201
Intermediate	8,874	8,874
State	1,505,745	1,505,745
Federal	39,623	39,623
Interest	13,422	15,977
Other	-	99,831
	<hr/>	<hr/>
<u>Total Revenues</u>	<u>2,112,865</u>	<u>2,215,251</u>
<u>Expenditures</u>		
Current:		
Instruction	981,863	981,863
Supporting Services:		
Pupil and instructional supporting services	168,445	168,445
General administration	116,746	116,746
School administration	57,432	57,432
Business services	125,294	125,294
Maintenance and operations	140,387	140,387
Pupil transportation	138,290	138,290
Other	-	105,542
Capital outlay	70,750	70,750
	<hr/>	<hr/>
<u>Total Expenditures</u>	<u>1,799,207</u>	<u>1,904,749</u>
<u>Excess (Deficiency) of Revenues Over Expenditures</u>	<u>313,658</u>	<u>310,502</u>
<u>Other Financing Sources (Uses)</u>		
Transfers in	-	90,000
Transfers out	(135,000)	(135,000)
	<hr/>	<hr/>
<u>Total Other Financing Sources (Uses)</u>	<u>(135,000)</u>	<u>(45,000)</u>
<u>Excess of Revenues and Other Sources over Expenditures and Other Uses</u>	<u>178,658</u>	<u>265,502</u>
<u>Fund Balances at Beginning of Year</u>	<u>1,442,158</u>	<u>1,816,870</u>
	<hr/>	<hr/>
<u>Fund Balances at End of Year</u>	<u>1,620,816</u>	<u>2,082,372</u>