



Learning Services Annual Report to the Public 2008-2009

It is the mission of the South Conway County School District to ensure that all students become proficient in the core curriculum with an emphasis on math and literacy. To achieve this mission, the South Conway County School District's focus must always remain on our students' learning needs.

Title I is the largest entitlement with a seven hundred thousand dollar budget. The district committed roughly \$618,000 towards salaries and benefits to support math and literacy in Title I schools with paraprofessional to support instruction and master teachers to provide model lessons, disaggregating data, and providing individual instruction to educationally disadvantaged children.

To increase student time on task, each elementary school has developed an after school program for educationally disadvantaged children. Title I also provides an after school tutoring program at Southern Christian Home and an outreach tutoring program in Plumerville to meet the learning needs of educationally disadvantaged students. In total, Title I provides \$63,838 for these important endeavors.

The SCCSD also provides services to Sacred Heart's educationally disadvantaged students.

Frequent monitoring of student progress will be a priority during the 2008-2009 school year. The district has committed to use Formative Assessments K-12 to provide data to inform our teachers and administrators on the learning needs of each student. This will enable a teacher to be prescriptive with their instruction and remediation to aide student learning.

The mission of the South Conway County School District drives the professional development activities for our staff. A significant investment is being made in training our staff in the latest research-based instructional strategies. These high yield instructional strategies are proven to have a significant impact on student learning. In 2007-2008, the South Conway County School District invested \$124,176 of federal and state funds designated for professional development to meet the learning needs and challenges of our district. The effectiveness of this professional development focus can be seen in the student achievement scores on the 2008 SAT-10 and Benchmark Assessments.

Great instructional and support staff, building-level leadership, district-level leadership, students, school board support, community involvement and a commitment to excellence and achievement are some of the reasons that the South Conway County School District is recognized as one of the best school districts in the state of Arkansas.

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**Special Education Department
Report to the Public
2008-2009**



The South Conway County School District Special Education Department proudly provides services to students with disabilities in a wide variety of settings. Adhering to the reauthorization of IDEA and the laws related to NCLB, our educational practices are varied for each individual student and delivered in the most inclusive setting appropriate for each student. Special education settings are varied throughout the district and cover the entire continuum of service delivery models including two “Integrated Classrooms”, fourteen “Inclusion classrooms” and four Community Based Instruction (CBI) programs. Our focus is inclusion in the “regular curriculum” as much of the day as possible for all students.

The combined special education budget for the 2008-2009 school year is \$1,619,386.12. This combined budget consists of a state and local contribution of \$1,071,115.12 and \$548,271.00 of Title VI-B funds from the federal government. The special education department also oversees a Medicaid budget that is primarily used to fund physical/occupational therapy and speech/language services. The combined budget is used to educate 221 students who are identified as needing services under IDEA. New this school year, the SCCSD decided to provide our own transportation for our five students to attend the Arkansas School for the Deaf. In the past, the SCCSD has used a private contractor. We have also partnered with neighboring districts (Atkins and Perryville) to provide transportation to their students to the Arkansas School for the Deaf thus offsetting some of the “start up” costs of this endeavor.

As mandated by IDEA, the SCCSD Special Education Department provides services to students placed in private schools and home-schooled students. The special education services are delivered to special education students by one of 19 Highly Qualified Teachers, 2 Speech Language Pathologists, and contract service providers for Occupational, Physical, and Speech therapy. The teachers in the special education department are assisted by one of our pool of 17 paraprofessionals, 1 School Psychology Specialist, 1 Special Education Supervisor, and 1 Administrative/Billing assistant.

Throughout the SCCSD, we are privileged to have fabulous and successful programs on all levels. The CBI class at Morrilton Primary School is embracing technology by making their own “talking books” using sound and clip art. Some children with disabilities find it hard to express themselves or even communicate. The talking books give the children opportunities to children to express themselves as they have never been able to before. This class is also implementing a cutting edge educational strategy this year to intensively teach skills to students who have a great deal of difficulty acquiring new skills. Inclusion class teams are the primary method of delivering “resource services”. Inclusion classes are co-taught environments where one regular education teacher is partnered with one special education teacher, and they work together to teach all students in their classroom. This unique program prevents the overt identification of students, because special education students are receiving their supports right in the classroom. These Inclusion teams are found at MES, MIS, MJHS and now even at MHS. All of these classes are embracing the different learning styles of students and capitalizing on the strengths of all students in each class to lessen the impact of the weaknesses of the students. These classrooms build a great level of acceptance and tolerance in children and young adults. Morrilton Junior High inclusion teachers are attending some in-services to continue to build

rapport and strengthen the teams of teachers. The MJHS CBI class is attending an integrated adaptive PE class this year that is allowing for a greater amount of interaction with their non-disabled peers.

Morrilton High School has some exciting programs besides the new inclusion classes. Transition classes are being offered to special education students to help them make decisions for the future and to make sure that all students identified as special education have a plan for the future prior to leaving MHS. The wheelchair elevator is in operation at MHS, allowing students in wheelchairs the ability to access the entire campus independently. The CBI class at MHS continues its partnership with the Petit Jean Garden Club. This partnership continues to give students the opportunity to learn the science of gardening and the functional recreational skills of gardening. New this year is the implementation of the integrated adaptive PE class. This class, like the one at MJHS, allows for positive interaction by students in the CBI class and the other students. CBI students still continue to focus on vocational skills by completing mail outs for the MHS office and shredding paper for the SPED office. They will also be cooking meals for teachers and staff and making items to sell to the public. All of the funds raised from this program pay for opportunities for MHS students to be out in the community learning how to independently transact business. The money also pays for the MHS CBI students to attend prom with the regular education students. MHS also has a student from the CBI class on the varsity cheerleading squad who is doing an exceptional job, which is a testament to the dedication of the varsity cheer coach, Holly Phillips. MHS is also home to a truly amazing partnership of students. The MHS Student Council spends a great deal of time with the CBI class and even partnered with them to raise money for Special Olympics by participating in the Polar Bear Plunge last year, and this group is once again committed to that event this year.

For additional information on any of our amazing programs or the services provided by the Special Education Department, feel free to contact Lisa Bryant, Supervisor of Special Education for the SCCSD.

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MORRILTON HIGH SCHOOL
Report to the Public
2008-2009

How are we doing so far?

Formative Assessments

Pre-tests have been given in tested subject areas. Scanning issues delayed our data coaches from getting prompt feedback to teachers, but they are working hard to get information to teachers that would help to identify issues and inform instruction. We are currently administering post test assessments to be evaluated during our professional development meetings on October 20th.

Freshmen Academy

Attached you will find an essay from one of the freshmen students discussing how the freshmen academy is helping him to make a better transition to high school. Also, MHS is seeking to get additional training for freshmen teachers on research based transitional practices.

I.Q. Program

We are very fortunate to have partnered with Day Spring Behavioral Services and River Valley Technical Center to enhance our alternative learning environment. So far, all efforts are being made to assist our students who are trying to recover credits. We have had some issues with APEX, but we are monitoring and adjusting and trying to make the best of the frequent outages experienced from the program.

Concurrent Credit

Attached you will find a list of students who are signed up for concurrent credit opportunities at UCA. UCA charges \$722.50 for a 3 hour concurrent credit class totaling \$42, 627.50 that parents are saving by taking advantage of the concurrent credit opportunities at Morrilton High School.

Morrilton Junior High School - Accredited Annual Report to the Public 2008-2009



The driving force of our educational programs at the Morrilton Junior High School continues to be our mission-- to ensure that all students are proficient in the core subjects, with an emphasis on literacy and math, in a safe, nurturing, and technologically enhanced environment.

For the 2007-2008 school year, Morrilton Junior High School was a fully accredited public school for grades seven and eight. MJHS strives toward the goal of meeting AYP. Currently, MJHS has been identified as a school in School Improvement – Year 3. MJHS hopes to meet standards in this academic year and be one step closer to being removed from this status.

MJHS continues to focus on the success of all of our students. Special attention is given to improvement in the identified subpopulations of low socio-economic students and African-Americans. In order to continue the progress toward meeting AYP, the following proposals for the 2008-2009 school year have been implemented at the Morrilton Junior High School for all students and subgroup populations:

1. Morrilton Junior High School's school day is scheduled for eight 45-minute periods to maximize the utilization of staff and to provide for opportunities for remediation.
2. Students not proficient in math and literacy are placed in the APEX lab in order to receive additional help in a technologically enhanced environment. This year, this technology based instruction is delivered in tandem with instruction from the classroom teachers so the instruction given in the classroom is aligned to instruction being given in the APEX lab.
3. Students at Morrilton Junior High School in need of remediation are scheduled for two (2) math classes to ensure student mastery of mathematic skills and concepts as well as being scheduled in a reading class to ensure mastery of this vital skill necessary to progress to the level of proficiency.

4. Students identified as approaching proficiency or just above proficient are assigned to a pull-out program for small group instruction in reading.
5. Formative, common assessments are given every 4½ weeks in the areas of math and literacy, science and social studies to diagnose the areas that need to be addressed to ensure student learning.
6. Formative, common assessments, using assessments developed by our own faculty members, are given each 6½ weeks in the areas of math, science, and literacy to continue diagnosis of student learning areas that have not been mastered. The remaining weeks in the quarter are utilized for re-teaching material that was not mastered and then point-in-time assessments are given to again assess mastery.
7. MJHS has implemented a daily activity period where students are involved in small groups in activities that are of interest to them. Activities include scrapbooking, mural painting, school newspaper and yearbook, and podcasting. The underlying principle of the activity period is to increase rapport with students and build relationships with students in order to encourage their continued academic achievement.
8. The “Seven Correlates of Effective Schools” continues to be the underlying model of systemic change.

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Morrilton Intermediate School
Annual Report to the Public
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For the 2007-2008 school year, Morrilton Intermediate School was accredited by the Arkansas Department of Education. For the 2008-2009 school year, all core subject teachers at MIS are licensed and are highly qualified in the area in which they teach.

With the support of our students, parents, and community, the mission of Morrilton Intermediate School is to provide all students with the opportunity to learn in an environment that is safe, nurturing, wellness-oriented, and technology-enriched, in order to ensure proficiency in all content areas. Our progress toward the goal of proficiency in all areas with all students is reflected in the following data:

ADEQUATE YEARLY PROGRESS

Overall Percentage of MIS Students Who Were Proficient or Above on the Benchmark Exam

Subgroups	2005		2006		2007		2008	
	Math	Literacy	Math	Literacy	Math	Literacy	Math	Literacy
Combined Population	66.9	48.6	68.2	64.8	81.3	71	82.9	76.2
African-American Population	60.5	28.9	49.7	55.6	76.4	61.8	75.6	66.4
Caucasian Population	70.8	54.2	75	68.8	83.4	74.9	85.3	79.7
Economically Disadvantaged	61.2	41.8	61	56.8	76.7	62.4	77.9	68.7
Students with Disabilities	25	12.5	8.06	3.23	NA	NA	NA	NA

Morrilton Intermediate School met standards for Adequate Yearly Progress and growth in math and literacy for all applicable subgroups in 2008. Although the subgroup, Students with Disabilities, is not an applicable subgroup for 2008, of the 32 students who were tested, 14 were proficient or advanced in Math and 4 met the growth requirement for proficiency. In the area of Literacy, 11 of the 32 were proficient or advanced, and 4 met the growth requirement for proficiency. MIS proposes to improve achievement by taking the following actions during the 2008-2009 school year:

1. Students will be given more time to learn by receiving literacy instruction for three periods and math instruction for two periods per day.
2. The curriculum will be aligned with Student Learning Expectations on the Arkansas Frameworks.
3. Instruction will be aligned with Student Learning Expectations through the use of quarterly pacing guides.
4. Quarterly formative assessments will determine student progress toward proficiency with the Student Learning Expectations and will be followed by re-teaching and remediation in deficient areas.
5. After-school tutoring will be offered to students who need additional instruction and assistance.
6. Highly qualified teachers will use the correlates of effective schools, high-yield teaching strategies, and brain-based learning research and strategies to enhance the quality of instruction provided to our students.

Through these proposed actions, MIS will strive to improve achievement and increase proficiency for all subgroups in our student population.

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**Morrilton Elementary School
Annual Report to the Public
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Morrilton Elementary is determined to continue to make a difference with students while they are in the second and third grades. Elementary teachers have a huge responsibility placed on them to make sure that our students solidify those foundational reading and math skills that will be used for the rest of their lives! The amount of knowledge that students acquire at the ages of 7 and 8 is absolutely astounding! Students at our levels should become fluent readers who can comprehend text, understand and use literacy skills, and develop math skills dealing with number sense, the different mathematical operations, and even algebra and geometry. We have to make sure that they have every opportunity to master these vital skills.

3rd ACTAAP	2005	2006	2007	2008
Literacy	60%	69%	74%	72%
Math	70%	79%	89%	91%
2nd SAT 10				2008
Literacy				85%
Math				88%

With excellent scores the past year on testing and overall increases in the past years, we have nowhere to go but up. We realize that maintenance is expected and growth is imperative in the future.

There are four major areas that we are addressing this year: Instruction, Technology, Parental Involvement, and Communication.

Instruction is the key to learning in the early elementary levels. Success is often found in students who get good instruction using engaging research-based strategies that address learning at all levels. Teachers have done research and attended in-service to learn even more skills that they can use with kids. Instruction makes the difference. The teacher has to become like a physician and diagnose the problems in learning and then prescribe a learning plan for each individual child to ensure that he or she can master the essential skills. We use many tools to accomplish these goals: the Arkansas Student Learning Expectations, reading and math textbooks, Formative Assessments that address the instruction we have given to our students, and the technology based Renaissance Programs: Accelerated Reader, Accelerated Math, and Math Facts in a Flash. We also use literacy and math coaches, Watch DOGS--dads, and Devil Dog Helping Hands to assist in giving kids opportunities to succeed in reading and math. The custodians and cafeteria ladies know about our need to help kids succeed and they have been coached in some ways that they can help the teachers help the students. An after-school program that is prescriptive in nature helps reinforce skills in homework practice and in additional practice in the skills that are lacking.

Technology is another key element to learning at the 2nd and 3rd grade level. In this amazing world of technology, we can never start too early giving kids practice in using technology. We do not focus only on the elements of technology; however, we focus on math and literacy. The lab manager searches the internet for resources and the textbooks that we have adopted have

supplemental materials that give practice on math and literacy skills. She is creating lessons that support the classroom instruction for our kids. The third graders are even spending part of their day learning proper keyboarding skills. We are building a foundation for future learning. The Renaissance programs that students use are wonderful for engaging students in their learning and personalizing their practice to their specific needs. As of last week, students had passed tests on 9,212 Accelerated Reader books. In fact 88% of the students have averaged at least 85% on their quizzes! They also mastered 5,872 math objectives and 83% of them have averaged at least 85% on their quizzes! The statistics on the Renaissance programs are absolutely amazing!

Parental involvement is another key factor in student learning. Parents do make a difference in a child's education. Parents' attitudes toward the school are reflected in the children's attitudes. If parents put education as a high priority, then students will also value a quality education. Again, the demands of today's students are so very great; this can not be stressed enough. Research has demonstrated that children who have parents who are involved in their education is often more successful than those who don't. We welcome parental involvement at MES. Watch DOGS are welcome and moms are too! We even have a few grandmas and grandpas who come in and listen to kids read or practice math facts. Local pastors who are involved with the children of their church have come in and spent a little time with some students. Having an interested adult in their education makes children value their performance more and motivates them to put forth more effort.

Communication is the fourth element to a successful year at Morrilton Elementary. I have said it before, but we want people to know what is going on at MES. Each month the secretaries put out a calendar of events and now we have the fantastic marquee out front that can publically announce everything! Many events allow our students to receive recognition and deserve our communication with parents. This is especially including the monthly recognition ceremonies, the Mighty Pup Singers' gigs, Art displays at the fair and the upcoming Art Show Night.

Morrilton Elementary is the place to be if you are a second or third grader! Our teachers and staff make a huge difference for kids and we are all proud to be a part of a great team!

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Morrilton Primary School
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The Mission of Morrilton Primary School is for students to gain self worth and become proficient in math and literacy, according to grade level state standards, with the support of parents and community. Educators will ensure learning is equitable, individualized, and student-centered in a safe, nurturing, technologically enhanced environment.

1. 93% of K students scored proficient or advanced in the area of literacy on the CRT administered to all K students.

2. 87% of K students scored proficient or advanced in the area of math on the CRT administered to all K students.
3. 79% of 1st grade students scored proficient or advanced in the area of literacy on the CRT administered to all 1st grade students.
4. 85% of 1st grade students scored proficient or advanced in the area of writing on the CRT administered to all 1st grade students.
5. 86% of 1st grade students scored proficient or advanced in the area of math on the CRT administered to all 1st grade students.
6. No Sat 10 results for K as of this date
7. 78.1 % of 1st grade students scored proficient or advanced on the Sat 10 test in the area of literacy.
8. 67.1 % of 1st grade students scored proficient or advanced on the Sat 10 test in the area of math.

All percentages exceed state expectations in all areas.

The following interventions are used at MPS to assure each student performs at his/her highest level of success:

1. Making the commitment to ensure parents, students, community, and teachers are working together to meet the individual needs of all students. (Student\Parent Handbook, Parent weekly and monthly activities, Parent and community tutoring, WATCH DOG DAD Program, and Devil Dog Helping Hands.)
2. SPRINT Team to assist classroom teachers in the use of research-based interventions to more actively engage students who seem disengaged in learning. (Documentation of all referrals of SPRINT Team meetings held, researched interventions and accommodations tried by referring teacher, and the effectiveness of the interventions discussed at the follow-up meeting.)
3. Use of Accelerated Reader and Accelerated Math (later) in classrooms, computer lab and media center to enhance the main focus for teaching all children to read, comprehend, and apply skills learned.
4. Building rigor and high expectations for every student through a strong curriculum aligned with state frameworks to ensure every student has exposure to the same skills. (K-1 teachers revised current curriculum; K-3 teachers will meet October 20 , to make revision necessary to assure curriculum is aligned)
5. Focus on School Counts from the beginning of a child's entrance to public school to make parents and students aware of the importance of doing their best from the beginning and applying those learned skills each year to increase student achievement. (Parent Orientation, August 12, 2008)
6. Use of Title 1 personnel, Special Education personnel, paraprofessional intervention, and teacher one on one with students to re-teach skills that need to be reinforced in low performing areas.
7. Use of new focused assessments developed by the teachers that are aligned with grade level standards. (First assessment is completed for K and 1)

8. Use of technology in classes and computer lab to enhance student understanding and use of technology. (AR, AM, Power-point, use of internet-based programs to provide intervention and enrichment.
9. Connecting Enrichment to student's interest and learning modalities. (Learning Camps, Media Center Activities, Award Assemblies, Classroom-based Awards for Excellence.)

At MPS, we desire to educate students, not merely prepare them for tests.

To date, all of the interventions above have been implemented with great success and research-based documentation is included in the interventions.

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**River Valley Technical Center - Approved
Annual Report to the Public
2008-2009**



The goal of River Valley Technical Center is to provide students from three area schools with the opportunity for training in career and technical areas while earning high school credit. Several of these areas will articulate with two of our area colleges- ASU-Beebe and UACCM-Morrilton. We offer programs of study in Petroleum Technology, Architectural/Engineering Drafting and Design, Construction Technology, Medical Professions, Multimedia/Desktop Publishing, Auto Collision Repair and Auto Service Technology.

Competency testing at RVTC demonstrates the mastery of skills that are being taught in the various program areas. Not all programs administer competency testing each year. This year competency tests will be administered in Drafting and Design, Architectural/CADD I, Engineering/CADD I, Human Anatomy & Physiology, Medical Procedures, Introduction to Medical Professions, Desktop Publishing I, Desktop Publishing II, Multimedia Applications, and Multimedia Applications II.

RVTC had thirty-five completers at the end of the 2007-08 school year. A completer is a student who:

1. Completed three units of credit in grades 9-12 in a career/technical program.
2. Completed the required core courses in a program of study
3. Graduated from high school

Petroleum Technology: This program is offered through UACCM. Students take classes in petroleum studies that will lead to either a certificate or an A.S. degree in Petroleum Technology. There is a great demand for these graduates and this demand should continue for several years. This program has been approved through the Department of Workforce Education and is currently negotiating a Phase II Grant.

Medical Professions: Jenifer Mitchell is the instructor for this program. She has experience as a medical lab technician and carries that experience with her into the classroom. She is actively involving her students in the community and in HOSA-Health Occupations Students of America. These students will attend the fall conference scheduled in October. HOSA has also attended two national conferences, and currently has a State officer.

Multimedia/Desktop Publishing: Mary Beck continues to teach students the skills needed for this program. She and her students are actively involved in the school and community projects. Mrs. Beck and her students have attended the Fall Leadership Conference, and plan on competing at Spring Leadership Conference.

Auto Collision Repair: Nick Flowers has had several years of experience working for the auto body industry and brings that experience to the classroom. The auto body class takes on projects from the community when the need arises. Students gain valuable hands-on experience from these projects in regard to operating an auto body shop. His students are active participants in the Skills USA Conferences every year. All NATEF standards have been met and approved for both Auto Collision as well as Auto Service.

Auto Service Technology: Brian Holliman brings his small business experience as well as experience in the auto service industry to his students. He teaches his students the skills needed for the automotive service area. Courses include brakes, engine performance, electrical systems and steering/suspension. His students also get hands-on experience working on vehicles brought in by the students and the community. Students in his classes also take part in the Skills USA organization as well.

Construction Technology: James Wilson is the instructor for this program. Mr. Wilson was a former EAST teacher and has a good background in the Buildings and Trades area. Students in Construction Technology will take on various projects in the community as time will allow.

Drafting and Design: Paula Lynch continues to work with students to develop plans and drawings with computer assisted software. Students start with basic designs and eventually design complicated patterns and architectural/engineering plans for projects. Her students are very active in Skills USA and she has had several state winners in these areas.

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