

Learning Services
Annual Report to the Public
October 12, 2009

The mission of the South Conway County School District is to ensure that all **scholars** achieve high proficiency 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 scholars' learning needs.

Title I is the largest federal entitlement with a budget of approximately \$845,000. The district committed roughly \$678,000 for salaries and benefits to support math and literacy in Title I schools. The positions included paraprofessionals to support instruction and master teachers to provide model lessons, disaggregating data, and providing individual instruction to educationally disadvantaged children.

To increase scholar time on task, all schools have developed an Extended Learning Opportunity (ELO) program for educationally disadvantaged children. The ELO program begins at 3:30 p.m.

Federal funds were used to provide an Extended Learning Opportunity program in Plumerville in partnership with the Mt. Carmel Baptist Church to meet the learning needs of educationally disadvantaged scholars that live in the area. In total, federal entitlements invested approximately \$85,000 for these important endeavors.

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

Frequent monitoring of scholar progress will be a priority during the 2009-2010 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 scholar. This will enable a teacher to be prescriptive with their instruction and remediation to aide scholar 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 and closing the achievement gap among scholar subgroups. These research-based strategies are proven to have a significant impact on scholar learning. In 2008-2009, the South Conway County School District invested \$130,000 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 scholar achievement scores on the 2009 SAT-10, Augmented Benchmark, End of Course, AP and ACT assessments.

In June of 2009, the South Conway County School District received notification from the Arkansas Department of Education that the district's plan for expending funds from the American Recovery and Reinvestment Act (ARRA) had been approved. The district submitted plans to expend \$496,320 of Title I Stimulus funds to benefit our scholars. Some projects include the following:

1. Extended Learning Opportunities in the summer
2. Purchase of additional technology such as projectors, Onfinity systems, document cameras, and laptop computers
3. Enhance the technology and intervention programs at the Community Outreach Program in partnership with Mt. Carmel Baptist Church
4. Provide professional development for staff
5. Provide additional intervention staff

Great instructional staff, support staff, building-level leadership, district-level leadership, school board support, community involvement and a commitment to excellence and high achievement are required to meet the learning needs of our scholars and prepare them for the challenges of the 21st Century.

Special Education Department

Report to the Public

October 7, 2009

The South Conway County School District Special Education Department proudly provides services to scholars 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 “Indirect service provisions”, “Inclusion classrooms”, “Resource rooms” 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 2009-2010 school year is \$1,476,171.11. This combined budget consists of a state and local contribution of \$896,949.11 and \$579,232.00 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 227 students who are identified as needing services under IDEA. New this school year, the SCCSD was endowed with \$611,000 from the American Recovery and Reinvestment Act. These funds have completely renovated all of the CBI classrooms and created “home-like” areas to maximize education in Daily Living Skills. The stimulus funds have purchased technology items for Special Education Classrooms across the district. These items include: classroom sets of laptops, new printers, document cameras, touch screen computers, reading pens, and smart boards. The schools have also been equipped with wheelchair lifts to make personal care needs easily taken care of without having to lift students.

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 students in special education by one of 14 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 15 paraprofessionals, 1 School Psychology Specialist, 1 Special Education Supervisor, and 1 Administrative/Billing assistant. The SCCSD continues to transport 4 students to the Arkansas Schools for the Deaf and Blind. We continue our partnerships with the Atkins and Perryville School Districts to transport their students, as well.

Throughout the SCCSD, we are privileged to have fabulous and successful programs on all levels. 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 MPS, MES, MIS, MJHS and 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. All of the inclusion teaching teams were provided an in-service in the district with ADE Inclusion specialists that explored best practice methods and then allowed a day for strategic planning. The Inclusion programs at MIS in the 6th grade and at MJHS have been hugely successful, and are emerging as best practice sites for us to train other teachers, and even other schools.

At Morrilton High School transition classes continue to be 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 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 art classes. This class, like the one at MJHS, allows for positive interaction by students in the CBI class and the other students. CBI students throughout the district still continue to focus on vocational skills by completing mail outs for the school offices 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. MJHS has a club during Activity Period that focuses on building relationships with CBI students and regular education students. MHS is 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 for the last two years, and this group is once again committed to that event this year. MHS has won the “Golden Plunger Award” two years in a row for raising the most money for Special Olympics.

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.

Contact Information:

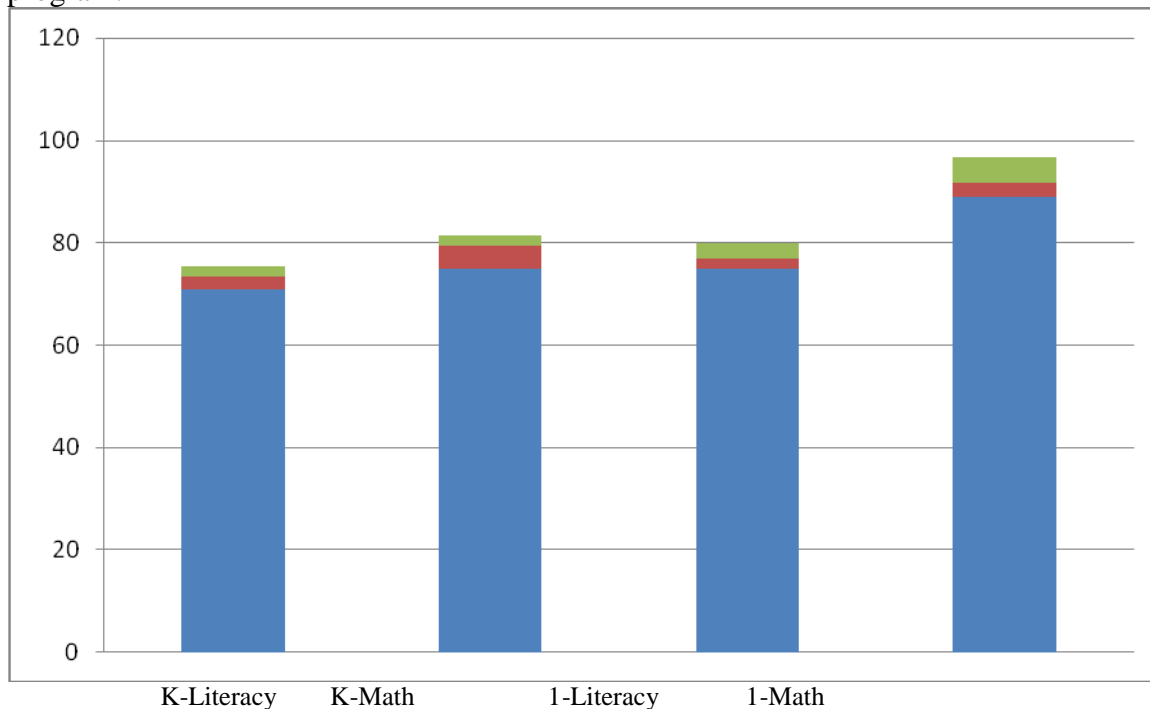
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Morrilton Primary School - Accredited

Annual Report to the Public

October 12, 2009

The primary goal of Morrilton Primary School is to provide an individualized and equitable learning environment for all students and to include parents and community in the total school program.



Spring 2009 Kindergarten Students:

- **71 %** of students scored proficient or above in the area of literacy on the MAT 8 assessment.
- **75 %** of students scored proficient or above in the area of math on the MAT 8 assessment.

Spring 2009 1st Grade Students:

- **75 %** of students scored proficient or above in the area of literacy on the SAT 10 assessment.
- **89 %** of students scored proficient or above in the area of math on the SAT 10 assessment.

Strategies used by MPS staff to improve student achievement:

- Implementation of daily homework sheets by K teachers to improve parental involvement. These reflect: CRT, Dibels, and weekly/quarterly objectives. It requires signature of parent.
- Use of weekly assessment in literacy and math to determine student's strengths and weakness and monitor these to refer to RTI team for intervention or enrichment in certain area.
- Use of formative assessments for students to improve areas of improvement to ensure proficiency in all areas.
- Weekly staff meetings to ensure curriculum is aligned and all students are exposed to state and district frameworks and standards.
- Use of Parent Center to provide supplemental aides to their child. These are prescribed by the classroom or special teacher to reinforce skills that students need practice on to help parent and child recognize areas of weakness.
- Collaboration between all staff members to ensure needs of all students are being met.
- Special teachers, paraprofessionals, and Title 1 staff assist regular classroom teachers in planning and implementing strategies that give every child the opportunity to learn according to his/her style.
- Extended Learning Opportunity for students who need extra time to complete task at hand.
- Outreach Program in Plumerville to make ELO accessible to more students.
- Neo 2 equipment in classrooms to provide more access for students to AR and AM.
- Continuation of **Watch Dog Dads** Program to assist with students who need skills reinforced and re-taught.
- Monthly Award's Assemblies to recognize accomplishments of students in all areas.
- Fun Fridays to improve parent and community involvement at MPS.
- Strong Parental Group that supports and helps plan and implement programs that are supportive of schools mission.
- Art and Music instruction has been implemented into the K curriculum.
- Staff attendance of professional development and sharing and modeling strategies they have learned to entire staff.
- Addition of new K classroom.
- New programs that involve community and parents that have been initiated by school counselor.
- Fruit and Vegetable Grant that provides fresh fruits or vegetables for all students.

Morrilton Elementary School - Accredited

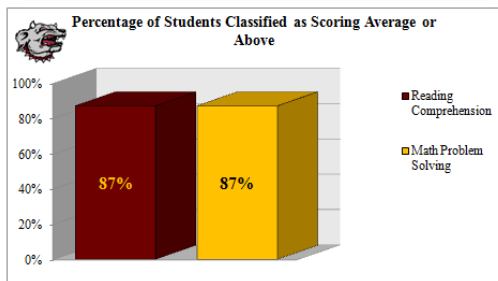
Annual Report to the Public

October 12, 2009

Morrilton Elementary is off to a great start again this year. Our classrooms are almost full with 372 kids in 9 third grade classes and 8 second grade classes. We have put together a pretty full year of curricular plans and teaching strategies to help kids get where they need to be academically. We want to make a difference with kids. Our teachers do a great job in the area of instruction.

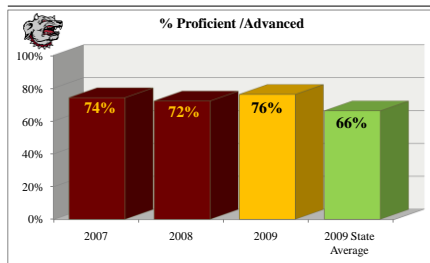
Test scores from 2008-2009 are impressive once again. Eighty seven percent of the second graders scored average or above average in both reading comprehension and math problem solving. I am very excited that so many of our kids are doing well.

Second Grade SAT-10

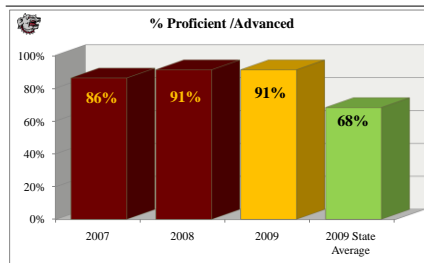


In the third grade class, the gold bars show you that seventy-six percent of the students were advanced or proficient in Literacy and once again, ninety-one percent were advanced or proficient in Math! We had growth in Literacy and maintained our status in Math! I am very proud of the students and the teachers for all their hard work. If you look at the green bar, you will see the state average; Morrilton Elementary is well above it! Earlier this year, we rented the city pool and took our former students to an after school swimming party! It was great!

Third Grade ACTAAP Literacy



Third Grade ACTAAP Math



As you see from our scores, very few students are in the below average or basic and below basic range. As teachers we use this data to plan instruction and remediation for these students as they enter the next grade. Our students are not just statistics; we identify these students by name, and together with the Literacy Coach and Math Coach, classroom teachers implement reading and math strategies and interventions that will help these children become stronger students. We are always on the lookout for other interventions and things that we can do to help these kids succeed.

2009-2010 Areas of Focus for Morrilton Elementary School

- ✓ Instruction. We pursue research-based, engaging strategies and share our knowledge with each other. We have worked hard to integrate strategies that will help kids.
- ✓ Technology- we have gotten some very impressive technology installed at MES.
 - The ONfinity system will make our walls become interactive white boards. This will make lessons engaging and larger than life!
 - ELMO/Dukane Digital Projection Systems work like an opaque projector but use technology to project images on the wall-again making learning engaging.
 - NEO's have given us a new resource for taking Accelerated Reader tests and we hope that soon all will be working right so we can use them for Math Facts in a Flash. They also work like a classroom responder system and a word processor. Recently we have used the word processor for students who have hand writing issues or need modifications in the classrooms.
 - Artsonia is a web-based forum for our students' artwork. Mrs. Walls has been able to put student artwork into an online art gallery. It is a secure site and students are identified by a code name using their first name and some numbers. Parents can even purchase items with their child's artwork on it! There is a link to get to Artsonia on our website.
- ✓ Renaissance Model and Master Classrooms, Library, and School. Last week some of the MES teachers went to Hot Springs to an Accelerated Reader workshop. They heard from the facilitator that Morrilton Elementary and the South Conway County School District are the Renaissance success story in Arkansas! They went there to learn, and they were amazed that they knew so much more than the other 100 or so in the workshop.
- ✓ Teacher training partnerships. We have formed partnerships with UACCM, UCA, and Arkansas Tech to get interns in our classrooms. This is a collaborative relationship: we gain extra instructional support in the form of trained adults and they get to see good instructional practices that have proven to be effective.
- ✓ WATCH DOGS. We will continue to invite dads, grandpas, and uncles in to come give some volunteer time with our students. Moms and Grandmas can come too! We have lots of opportunities for volunteering.
- ✓ Accelerated Reading. Already we have checked out 9838 books! Kids are anxious to get in there and read and our success is showing. According to the dashboard on Renaissance, we have made 85% or higher on 6,058 quizzes. 90% of the students have made 85% or higher on their quizzes.
- ✓ Accelerated Math. Our students have mastered 4,800 math objectives! 86% of the students have made 85% or higher on their work.

Morrilton Intermediate School – Accredited Cited
Annual Report to the Public
October 12, 2009

For the 2008-2009 school year, Morrilton Intermediate School was accredited by the Arkansas Department of Education, but received a citation for having an out-of-area teacher in 5th grade literacy and for having one in GT. Both teachers have completed their coursework and should be fully certified before the end of this school year.

With the support of our students, parents, and community, the mission of Morrilton Intermediate School is to provide all of our scholars 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 Are Proficient or Above on the
Benchmark Exam

SUBGROUPS	2006-2007		2007-2008		2008-2009	
	Math	Literacy	Math	Literacy	Math	Literacy
Combined Population	81.3	71	82.9	76	86.4	78.5
African-American Population	76.4	61.8	75.6	66.4	80	68.3
Caucasian Population	83.4	74.9	85.2	79.3	88	82
Economically Disadvantaged	76.7	62.4	77.9	68.2	82.9	73.1
Students with Disabilities	37.1	25.7	43.8	31.3	41.5	22

Morrilton Intermediate met standards for Adequate Yearly Progress in math and literacy for all subgroups in 2008-2009, except Students with Disabilities. MIS has been placed on Alert Status for School Improvement.

Morrilton Intermediate proposes to correct deficiencies in our progress toward achieving proficiency by taking the following actions during the 2009-2010 school year:

- Students will be given more time to learn by receiving literacy instruction for three periods, math instruction for two periods per day, and one additional period per week in science.
- Intervention teachers will provide assistance and instruction for students who have not achieved proficiency.
- We will use a curriculum that is aligned with Student Learning Expectations on the Arkansas Frameworks.
- Instruction will be aligned with Student Learning Expectations through the use of quarterly pacing guides.
- 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.
- After-school tutoring will be offered to students who need additional instruction and assistance.
- 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 Junior High School - Accredited
Annual Report to the Public
October 12, 2009

The mission of Morrilton Junior High School remains the driving force of our educational program. 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 -- guides all of our decisions related to student achievement.

For the 2008-2009 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 Targeted Improvement – Year 3 – Meeting Standards. MJHS hopes to meet standards again in this academic year and be removed from this status.

MJHS continues to focus on the success of all of our students. Special attention is given to improvement in previously identified subpopulations of low socio-economic students and African-Americans. In order to continue the progress toward meeting AYP, the following proposals for the 2009-2010 school year have been implemented at 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 who are not proficient in literacy are placed in an additional class period of reading to attempt to move the students to reading on grade-level. The reading class also helps to ensure mastery of this vital skill necessary to progress to the level of proficiency. Reading classes are homogenously grouped so teachers can focus on whole group advancement toward grade-level.
3. All students at Morrilton Junior High School are scheduled for two (2) math classes to ensure student mastery of mathematic skills and concepts. Brain-based research indicates that students need additional time to work on and to process these new ideas.
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 quarter in the areas of math, literacy, and science. These assessments, developed by our own faculty members, are given 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.
6. MJHS continues with a daily activity period where students are involved in small groups in activities that are of interest to them. Activities include scrapbooking, art, intramural sports, yearbook, and Student Council. 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.

7. Further analysis of our assessment data revealed a gap in scores between boys and girls. Therefore, gender grouping is being utilized in select science and literacy classes in order to make use of strategies that are gender specific.
8. The “Seven Correlates of Effective Schools” continues to be the underlying model of systemic change.

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MORRILTON HIGH SCHOOL

Report to the Public

October 12, 2009

Measuring Effectiveness at MHS

2009 Graduate Statistics

Highest ACT Score: 30

8 with Highest Honors

15 with Honors

12 Honor Diplomas

1 Governor's Scholars Scholarship

1 music & performance scholarship

3 athletic scholarships

114 scholarships to Arkansas Colleges & Universities

3 out of state scholarships

192 scholarships for a total of over 2.5 million dollars

50% of the class received one or more scholarship

30 Arkansas Academic Challenge Scholarships

17 Arkansas Go Opportunity Grants

Awarded approximately \$78,000 from local clubs, organizations and private agencies

Independent Quest (IQ) served 56 students for 2008-2009. Of those 56, 44 attended our ALE program for longer than 20 days and were considered by ADE Standards to be included in the FTE for our enrollment.

1 returned to regular classes

8.5 English credits earned

4.5 Math credits earned

8.5 Science credits earned

5.0 Social Studies credits earned

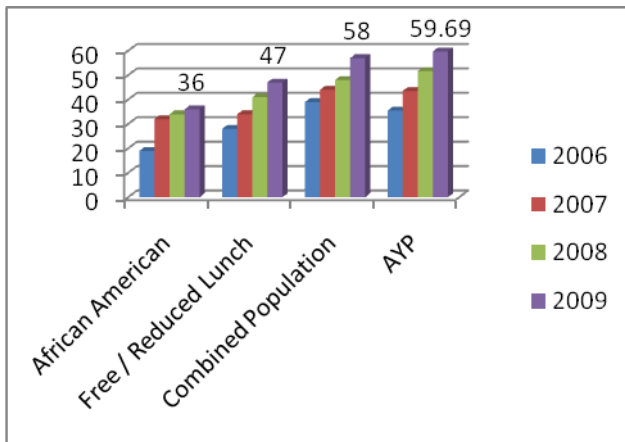
8.5 Health credits earned

9.0 PE credits earned

8.0 Spanish credits earned

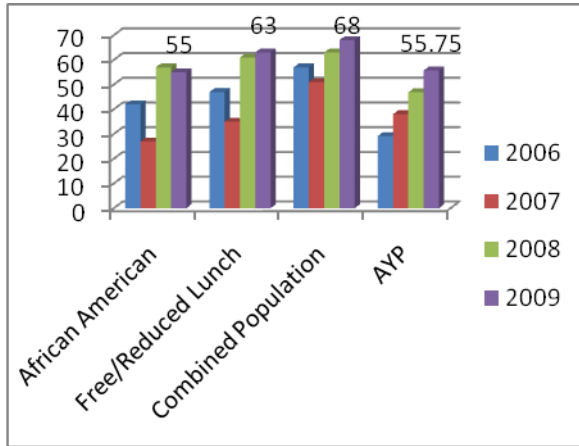
TOTAL 52 credits earned

11th Grade Literacy

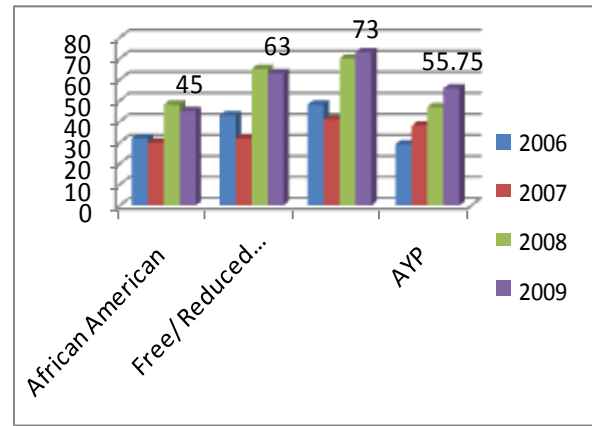


Effectiveness of **English Enrichment** can be seen in the 10 point increase in literacy scores from 2008 to 2009

Algebra I

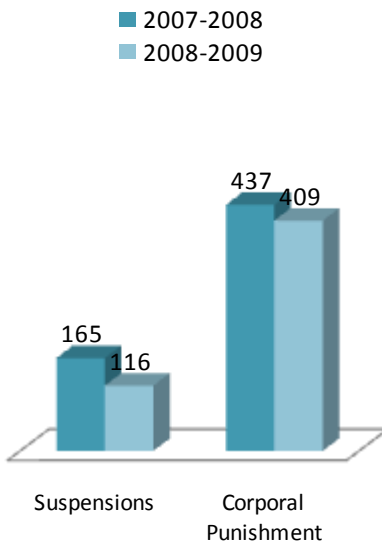


Geometry



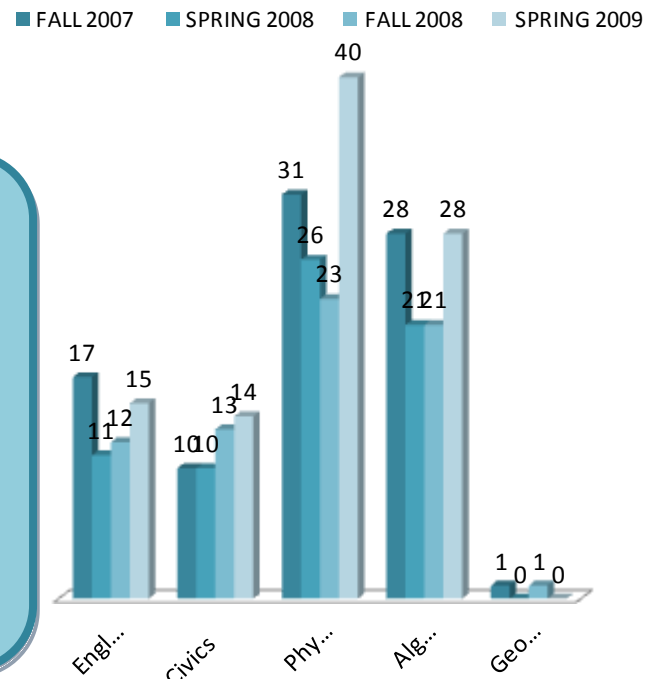
The positive trend that is taking place is exciting and we are going to work to ensure that we continue to move in the same direction—up! As you can see from the 11th Grade Literacy, Algebra I, and Geometry graphs, we are doing exceptionally well in all subject areas. However, even with the gains in achievement, we are targeted for improvement for the 11th grade literacy exam.

Effectiveness of Freshmen Academy



The 2008-2009 goal for freshman academy was to reduce both discipline (corporal punishment & suspensions) and failing grades by 25%. We reduced corporal punishment by 6% and suspensions by 30%. We did not meet our goal for failing grades.

Effectiveness of Freshmen Academy



River Valley Technical Center

Annual Report to the Public

October 12, 2009

The goal of River Valley Technical Center is to provide students from four area schools with the opportunity for training in career and technical areas while earning high school credit. These schools are Morrilton High School, Nemo Vista High School, Perryville High School and Wonderview High School. Several of these areas will articulate with two of our area colleges- ASU-Beebe and UACCM-Morrilton. In the Spring of 2009 we were excited to sign a Memorandum of Understanding with ATU-Ozark campus offering concurrent credit to our students enrolled in all Auto Service Technology courses, all Auto Collision courses, and Medical Terminology, and Human Anatomy and Physiology in the Medical Professions Program of Study, and we continue offering concurrent credit in our Petroleum Technology Program of Study through UACCM. With concurrent credit, students earn college credit along with high school credit prior to graduating high school. We offer programs of study in Petroleum Technology, Architectural/Engineering Drafting and Design, Construction Technology, Medical Professions, Digital Communications, 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 I, and Multimedia Applications II.

RVTC had forty completers at the end of the 2008-09 school year. A completer is a student who:

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

Petroleum Technology: This program is offered through UACCM. Students take classes in petroleum studies that will lead to either a technical 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 III Grant.

Medical Professions: Michael Aylett is the new instructor for this program. He comes to River Valley Technical Center with ample experience as a Med Pro Ed Instructor at Cossatot Community College University of Arkansas, Flight Nurse/Paramedic, and Registered Nurse. He is actively involving his students in HOSA-Health Occupations Students of America. These students will attend the fall conference scheduled in October. HOSA has attended three national conferences, and currently has a State officer, Kayla Jo Pennebaker. HOSA will be assisting with the upcoming Flu Clinic to be held in November at Morrilton High School.

Digital Communications: 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. One student, Samantha Williams qualified and competed at Nationals last Spring in Anaheim, California.

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.

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 SkillsUSA 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 including working with the Parks and Recreation Director building planter boxes, and handicap ramps. They are also continuing to renovate the baseball field for MHS.

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 SkillsUSA and she has had several state winners in these areas. Ms. Lynch had two students qualify to compete at Nationals this summer in Kansas City, Missouri: Michael Russell and Kenneth Jones. Both of these students received free tuition waiver to a participating SkillsUSA two-year technical school. Her students have worked on designs for MJHS library, and other projects as time allows. National Women in Construction contestants placed 1st, 2nd and 3rd held in Little Rock as well.

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