

DEVIL DOG ADMINISTRATION NEWS

ANNUAL REPORTS TO THE PUBLIC

October 24, 2005

SOUTH CONWAY COUNTY SCHOOL DISTRICT

Volume 2, Issue 2

Federal Programs: Approved

The goal of the Federal Programs of the South Conway County School District is to provide increased opportunities for the academically disadvantaged student and to provide support for teachers in their effort to provide an equal education to all students. The district receives six entitlements with different variables but with a common goal of mastery learning for all students.

Title I is the largest entitlement with nearly a seven hundred thousand dollar budget. The district has chosen a math and literacy coaching model that features master teachers providing model lessons, disaggregating data, and providing individual instruction to academically disadvantaged children. Title I also provides an after school tutoring program at Southern Christian Home and an outreach tutoring program giving students extra opportunities for success. This year Title I is piloting a laptop computer program at Morrilton Jr. High School that provides opportunities for students to check out a laptop giving them resources they may not otherwise have.

With a One Hundred and Fifty Three Thousand dollar budget, **Title IIA** provides the next greatest opportunity for the district to enhance student learning. Title II A provides two class size reduction teachers that lowers teacher student ratio giving each student more one on one instruction. Title II A also provides a Reading Specialist that provides additional support to students and teachers. Additional staff development is also a key component of Title II A. New teaching strategies and best practices are needed to meet the needs of students in today's changing learning environment and Title II A provides many opportunities for teachers and principals.

Title II D is the technology entitlement that provides technology support to enhance learning. Many of the district's programs provides opportunities for students to work at their own pace on a computer and additional computers mean that more students will have more individual learning time. Twenty five per cent of the Title II D budget is also used for technology related staff development. Teachers as well as students must improve technology skills to keep up with the ever changing learning environment.

Title IV A, also known as the Safe and Drug Free Act, is helping the district purchase digital cameras for school buses. Providing safe transportation for students to and from school is a high priority for the district. Title IV A also provides a half time mental health counselor to provide services to students in need of such services.

Title V provides opportunities for the district to assist students and teachers in twenty seven different areas. For the past several years the district has chosen to provide additional books for the Accelerated Reader program. AR has proven to be a tremendous motivator for children when it comes to reading. Additional books mean that children have more opportunities to read books that meet individual interest and reading levels.

Title VI is the most flexible of the federal entitlements allowing the district to use federal funds under the same guidelines as any of the other entitlements. This year the district has chosen to purchase additional computers and security cameras for buses.

With the districts "success for all" philosophy, federal programs are an increasingly important part of the districts mission of educating all children to the minimum of proficiency in all core classes with an emphasis on math and literacy. No Child Left Behind is not only the law of the land but is the moral obligation of everyone in education.

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Curriculum, Instruction and Assessment

Curriculum alignment again was a priority during the 2004-2005 school year. All grades, K-12, added revised Language Arts frameworks to their curriculum for each applicable course taught in SCCSD. The development of curriculum was accomplished with input from staff and administrators. Curriculum documents were produced using the Curriculum Designer software. Arkansas' newly revised Math frameworks will be incorporated into each school's curriculum guides as well as revisions necessary to reflect changes or modifications in the content of courses taught in 2005-2006.

SCCSD provided ten days of specified professional development for staff during 2004-2005. Those ten days included training in Accelerated Reader and Accelerated Math; Professional Learning Communities; Reading and Writing in the Content Areas; IDEA Regulations; Data Analysis; Curriculum Alignment; Assessment Development; Instructional Technology; Classroom Management; Vertical Teaming; and ACSIP development.

Additionally, certified staff attended other individual staff development activities such as National Kindergarten conference; National Renaissance conference; Effective Schools conference; State Benchmark Test trainings; Alternate Portfolio training; Learning 24-7 meetings and AP Institutes. These and much other training carried out during the year provided our staff quality training in order to implement instructional programs that enhance student performance. Continuing Technology Education classes were held weekly in the SCCSD Technology Center on the MHS campus. Along with the lab training, there was a follow up by instructors to provide support for teachers in implementing the technology training into their classroom activities. Staff development met or exceeded state professional development requirements while focusing on student achievement.

Coordination is being provided by our G/T Coordinator to secure registration for our teachers in state AP Institutes on a rotational basis. Vertical alignment is also an emphasis, not only K-12, but within the Advanced Placement courses. Teachers continue to collaborate on instructional alignment and subsequent dialogue occurs through content area meetings. District teachers and administration are committed to student achievement that demonstrates significant gains on all state-mandated tests, both the IOWA norm-referenced and Benchmark criterion-referenced exams. A focus for our district is meeting student's individualized instructional needs based upon written academic improvement plans using Arkansas' E-Guide data base.

Another focus for our district is increasing student learning utilizing best practices in instruction aligned with curriculum and assessments. Data, both longitudinal and current, is collected and disaggregated by staff and administration in each school. In order to plan and assess their programs, school ACSIP committees work to analyze the data and develop a School Improvement Plan. These plans are routinely reviewed during the school year to ensure that appropriate measures are taken to fulfill plan objectives in order to promote academic success.

Technology integrated into instructional practice has been and continues to be a strong focus in our district. Significant funds, approximately \$100,000, have been focused on scanners, printers, and software and technical support for Accelerated Reader, Accelerated Math, STAR Reading, and STAR Math programs. Each of the four programs has been implemented on every campus. During the 2004 - 2005 school year the Renaissance programs provided valuable diagnostic data for the students on every campus.

Students are educated at SCCSD through a K-12 team effort approach. Parents are also encouraged to take an active roll in the education of their children. The community as well is an educational partner and encouraged to support and participate in the endeavors of the school district to prepare our students for the future.

Contact Information:

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Westside Kindergarten: Accredited

Student improvement in the areas of reading, writing, and mathematics is the mission at West Side Kindergarten. The 2004-2005 school year began with the assessment of 191 students with the following pre-test and post-test results:

Literacy

	Pre-test			Post-test		
	Below Basic	Basic	Prof.	Below Basic	Basic	Prof.
All Students	66%	31%	3%	1%	11%	88%
White	61%	34%	5%	1%	9%	91%
Black	77%	23%	0%	0%	17%	83%
Hispanic	70%	30%	0%	0%	10%	90%
Asian	0%	100%	0%	0%	0%	100%
SES	73%	25%	2%	1%	15%	84%
Special Ed.	68%	27%	5%	0%	36%	64%
ESL	67%	33%	0%	0%	17%	83%

Mathematics

	Pre-test			Post-test		
	Below Basic	Basic	Prof.	Below Basic	Basic	Prof.
All Students	36%	61%	3%	1%	8%	91%
White	33%	64%	3%	1%	6%	93%
Black	38%	62%	0%	0%	13%	87%
Hispanic	60%	30%	10%	0%	10%	90%
Asian	0%	100%	0%	0%	0%	100%
SES	46%	53%	1%	1%	13%	87%
Special Ed.	59%	41%	0%	0%	32%	68%
ESL	83%	0%	17%	0%	17%	88%

The ITBS (norm-referenced test) was administered in the Spring of 2005 and the students at West Side Kindergarten exceed the AYP as set by the State Department of Education.

Sixty seven percent of the students scored above the 50th percentile in the area of Total Language while forty six percent scored above the 50th percentile in the area of Total Reading.

Kindergarten Total Mathematics scores revealed that sixty one percent of our students scored above the 50th percentile.

Fifteen students were retained in Kindergarten in the 2004-2005 school year. This is due to performance below the basic level of achievement.

Attendance rate for West Side Kindergarten for the 2004-2005 school year was 95%.

Intervention plans at West Side Kindergarten include total dedication of all staff members to assure learning is going on at all levels of understanding. Use of Title 1 teachers, Special Education teachers, paraprofessionals, volunteers from parents, community, and secondary schools help us provide individual instruction for all students in need.

Focused learning time allows each teacher to concentrate on differentiating instruction to meet the needs of all students in their groups.

Use of the Parent Center enables parents to reinforce skills that are taught at school.

Implementation of the Watch D.O.G. Program at West Side Kindergarten this year is an exciting new program that will help dads become a vital part of their child's education. Our goal is to have a dad present every day during the school year.

We believe that all students should have an equal opportunity to learn all skills and given the proper environment, commitment, and expectation to succeed, this will be a REALITY at West Side Kindergarten.

Contact Information:

West Side Kindergarten, Charlotte Heidenreich
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Transportation: Kent Chambers

The SCCSD Transportation Department consists of a staff of five people: The Transportation Director, one Head Mechanic and two Assistant Mechanics, and one bus washer.

The Mission of the SCCSD Transportation Department is to ensure the safe, efficient, and timely transportation of students to and from school, and activities. Safety is our main concern. The staff and drivers have monthly safety meetings to discuss certain issues involving transportation. We also do not let children cross the road to enter or exit the bus on highways where the speed limit is 55MPH. We have a new disciplinary procedure in place, and enforced by the Transportation Director. The first step is a warning, the second step is a five day bus suspension, the third step is a ten day bus suspension, and the fourth step will result in bus suspension for the remainder of the school year. **We must be aware that most bus accidents occur from the inattention of the driver due to student misbehavior.**

The SCCSD Transportation Department runs 29 daily bus routes. Four of these routes serve special needs students. The District has 35 buses at its disposal. The average age of the fleet is 10 years.

The District has recently purchased three new buses that should arrive any day. The new buses are equipped with AC. On the arrival of the new buses, it will bring the total number of Air Conditioned buses to six. The 29 routes cover an average of 1,308 miles per day, and transport an average of 1,622 students per day.

The District now has 3 buses equipped with day/night digital camera systems. These are one camera systems. By early October, seven more buses will be equipped with day/night two camera systems, with one camera in the front of the bus, and one camera in the back of the bus. The two cameras can be viewed simultaneously. Also, each of the 10 buses equipped with camera systems will have a device called a smart mic installed on them. This is a microphone system capable of picking up voices. The camera systems help with discipline matters.

Contact Information:

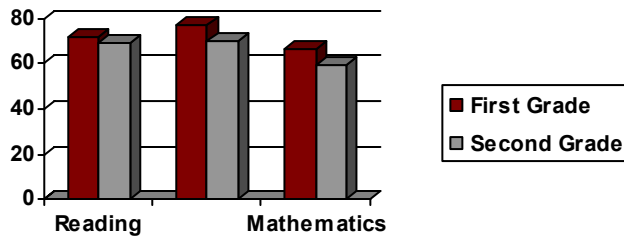
South Conway County Transportation Dept., Kent Chambers
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Reynolds Elementary: Accredited

Annual Report to the Public, October 10, 2005

Reynolds Elementary faculty and staff are committed to making the 2005-2006 school year, a year to remember for our students in all areas: academics, supplemental educational programs, and the school related activities that occur.

In 2004-2005 Reynolds Elementary had many successes. Student achievement was at an exceptional level on the yearly Norm Referenced Tests, the Iowa Test of Basic Skills.



Students scored well above national norms with the following percentiles--Reading 72, Language 77, Math 66. Second Grade had the following percentiles--Reading 69, Language 70, Math 59.

By implementing a rigorous curriculum focusing on math and literacy frameworks, teachers are providing students with the skills that they need to be successful in their future educational pursuits.

We have implemented and continue to improve the following initiatives:

1. The implementation of the *Step Up to Writing* model to improve student writing skills.
2. An increase in the media center's circulation to over 41,000 books.
3. The continued development of the Accelerated Reader program. Students have tested this year on over 4600 books in only six weeks.
4. The continued implementation of the Accelerated Math program.
5. The purchase of new library books and Accelerated Reader assessments with the assistance of the Reynolds PTC.
6. The implementation of Math and Literacy Nights.
7. The development of Student Learning Teams to provide resources for students struggling in math and literacy.
8. The use of the Parent Center at Morrilton Intermediate School campus for learning prescriptions.

The mission of Reynolds Elementary is to ensure that all students become proficient in literacy and math in a safe, nurturing and technologically enhanced environment. Several programs are in place that will ensure that students meet this mission.

1. Focused Learning Time is a forty minute period devoted to meeting the academic needs of each child according to his/her skill level. In this period, classroom teachers will work with students who are having the most difficulty. Support teachers and paraprofessionals will work with those students who are at the proficient and advanced levels.
2. The implementation of early intervention strategies by additional certified teachers in classrooms with a focus on at-risk students.
3. Frequent assessments to determine student learning needs so teachers can begin interventions as necessary.

4. Student Recognition Assemblies to increase student motivation and parental involvement.
5. Devotion of one hour of daily instruction to "Reading Renaissance" to increase students' reading levels and comprehension skills.
6. Title I pull-out programs to help students who need additional instructional time in reading and math.
7. Regularly scheduled team meetings for continual alignment of the curriculum and further development of the Professional Learning Community model in order to ensure that the needs of all students are met.
8. Parent Nights to address parenting issues and support.

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Reynolds had 13 retainees at the first grade level and 8 at the second grade level.

School Year 2004-2005

Race	Gender	Total	1 st	2 nd
Asian/PI	Males	3	1	2
Asian/PI	Females	0	0	0
Asian subtotals		3	1	2
Black	Males	47	26	21
Black	Females	42	23	19
Black subtotals		89	49	40
Hispanic	Males	7	5	2
Hispanic	Females	4	4	0
Hispanic subtotals		11	9	2
Indian/AN	Males	1	1	0
Indian/AN	Females	1	1	0
Indian/AN Subtotals		2	2	0
White	Males	135	78	57
White	Females	127	64	63
White subtotals		262	142	120
ALL	Males	193	111	82
ALL	Females	174	92	82
ALL STUDENTS		367	203	164

We're on the Web!
www.sccsd.org

Morrilton Junior High School: Accredited

It is the mission of the Morrilton Junior High School to ensure that all students are proficient in the core subject areas, with an emphasis in literacy and math, in a safe, nurturing and technologically enhanced environment. To accomplish our mission, data is used to help make decisions that will make MJHS a more effective school for student learning and achievement. Data is disaggregated from the state mandated criterion-reference (CRT) and norm-reference (NRT) assessments.

The data from the ACTAAP, the state mandated CRT, for the 2004-2005 school year when the 7th and 8th grades were housed at the Morrilton Middle School is as follows:

1. In 8th grade literacy, there were 48% of students scoring at or above the proficient level. These results met AYP for 2004-2005.
2. In 8th grade math, there were 20% of students scoring at or above the proficient level. These results did not meet AYP for 2004-2005.
3. In 7th grade literacy, there were 50% of students scoring at or above the proficient level. These results met AYP for 2004-2005.
4. In 7th grade math, there were 39% of students scoring at or above the proficient level. These results met AYP for 2004-2005.

The data results for the Iowa Test of Basic Skills (ITBS), the state mandated NRT, are as follows for the Morrilton Middle School for the 2004-2005 school year:

1. 8th grade had 46% above the 50th percentile in Reading.
2. 8th grade had 46% above the 50th percentile in Math
3. 7th grade had 51.5% above the 50th percentile in Reading
4. 7th grade had 55% above the 50th percentile in Math

The faculty and staff of Morrilton Junior High School have put into place strategies and interventions to raise the achievement results for the 7th and 8th grade students for the 2005-2006 school year. We readily accept the challenge before us to ensure that all students become proficient in literacy and math.

The Morrilton Junior High School has already instituted a plan from data gathered from the ACTAAP, ITBS and locally generated assessments to improve student learning and achievement. The plan is as follows:

1. Common lesson plans for each subject and grade
2. Frequent common assessments that allow MJHS to gather data to change instruction to meet students' needs.
3. Curriculum Timelines have been developed for MJHS to organize and prioritize the power standards, that are the most frequently tested learning objectives on the state mandated

assessments

4. English Intervention and Math Intervention classes have been placed in the master schedule to give assistance and to provide more time for students that are not performing at the proficient level
5. A Reading Specialist has been hired to work with students that have been tested as not reading on grade level. The Reading Specialist will work in small group settings to assist students in improving their reading fluency, reading comprehension and vocabulary
6. Writing Across the Curriculum is required in every class at least once a week
7. The Reading Specialist co-teaches an assignment with subject area teachers to improve reading strategies in the classroom
8. Common grading rubrics are being developed to communicate the high common expectations for writing assignments in each subject areas
9. Added 17 minutes to the instructional day
10. Made a concentrated effort to lower class sizes
11. The principles of the "Professional Learning Communities" and the "7 Correlates of Effective Schools" are being applied in the decision-making process at MJHS
12. A Student Learning Team meets every Wednesday to discuss intervention strategies for students that are showing signs of struggling academically and behaviorally
13. Begin a professional development book study of "*Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn*"

Important demographics for the Morrilton Junior High School:

1. 398 students as of 9/29/05
2. 24.8% African-American
3. 3.7% Hispanic
4. 58% Free/Reduced Lunch
5. 31 Certified Faculty Members
6. 12.8 students for every 1 certified teacher

Adequate Yearly Progress (AYP) as established by the state for the ACTAAP is 45.42% proficiency in literacy and 43.54% proficiency in math for the '05-'06 school year. Morrilton Junior High School has set a school goal of at least 60% proficiency for both literacy and math for the '05-'06 school year.

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Upcoming Events

October 21

End of 1st Quarter (45 days)

October 24

Parent Teacher Conferences 7-12

All schools dismisses @ 1:30

October 24

Parent Teacher Conferences K-6

All schools dismisses @ 1:30

October 26

Report Cards Go Home

Happy Halloween



November 3 & 4

Professional Day
NO CLASSES

November 22

Interim Reports to Parents

November 23—25

Thanksgiving Holiday
NO SCHOOL



Morrilton Intermediate School: Accredited

The mission of Morrilton Intermediate School is to provide our students with the opportunity to learn in a safe, nurturing, and technology-enriched environment and to become proficient in literacy and mathematics. Our progress toward proficiency is measured through the state mandated Benchmark Exam. The following scores reflect the number of students who are proficient in each category of the combined population for 2005:

Percent of Students Proficient in Mathematics

Grade	Students	Combined	Afr Amer	SES	IEP	GT
3	131	70	54	63	13	100
4	145	68	62	66	29	100
5	160	43	22	39	4	96
6	179	39	19	32	0	92

Percent of Students Proficient in Literacy

Grade	Students	Combined	Afr Amer	SES	IEP	GT
3	131	60	50	48	0	100
4	145	47	27	41	0	93
5	160	38	22	29	0	100
6	179	61	47	55	0	100

The Iowa Tests of Basic Skills were also administered in 2005, with the following results:

Percent of Students at or above the 50th Percentile in Reading Comprehension

Grade	Students	Combined	Afr Amer	SES	IEP	GT
3	130	67.7	46.9	67.7	0	100
4	145	62.7	45.9	62.7	0	93.3
5	160	57.5	33.3	57.5	8.7	100
6	178	52.8	32.4	47.1	11.8	100

Percent of Students at or above the 50th Percentile in Total Mathematics

Grade	Students	Combined	Afr Amer	SES	IEP	GT
3	131	67.2	50	67.2	0	100
4	144	72.2	62.1	72.2	38.5	100
5	160	55.7	30.5	55.7	4.3	100
6	178	52.3	37.8	44.3	0	100

At the end of the 2004-2005 school year, one student was retained in 4th grade, one student in 5th grade, and one student in 6th grade. Our attendance rate was 95% for grades 3-5.

During the 2005-2006 school year, a variety of educational strategies will be used to provide quality instruction and to help improve student achievement. Although science and social studies will be taught in grades 3, 4, 5, and 6 our instructional focus in every subject will be on reading, writing, and math, using a curriculum that is aligned with the Arkansas Frameworks. Our literacy and math coaches will provide guidance in establishing quarterly objectives for literacy, math, and science for all grade levels. Quarterly assessments, developed by the literacy and math coaches in the format of the Benchmark Exam and the ITBS, will be used to test the directed objectives and to determine the need for remediation in reading, writing, and math. Individual results for students will be

reported to parents in the form of a checklist at the end of the quarter. To help us determine overall student growth and the effectiveness of our educational program, our students will be tested at the beginning and the end of the school year, using STAR Literacy, STAR Math, and the MIS CRT—a criterion reference test developed by our literacy and math coaches, in the format of the Benchmark and the ITBS.

Strategies for improving literacy skills among our students include providing as much time as possible for literacy instruction and practice. A 2½-hour block of time has been designated for literacy instruction each day in grades 3-5, and a two-hour block of time has been built into the master schedule for literacy instruction in the 6th grade. Additional strategies include the provision of professional development in research-based techniques for improving instruction in reading and writing through Effective Literacy training for teachers in grades 3 and 4 and through Literacy Lab training for teachers in grades 5 and 6. Funds have been requested from the district to provide \$600 per teacher-in-training to purchase books for classroom libraries to support these initiatives. Accelerated Reader, another research-based program, is being used to encourage students to practice reading in order to build vocabulary and improve reading comprehension. Title V funds, amounting to almost \$4800, will be used to purchase additional Accelerated Reader books for our library media center. In addition, Early Intervention and Title I funds, amounting to approximately \$20,000, will be used to purchase books, software, assessment kits, guided reading materials, and behavioral support through consultants to help improve student achievement and enhance literacy instruction for students who are struggling in the areas of reading and writing.

A variety of strategies will also be employed to help improve math achievement. Math instruction for grades 3-6 has been expanded to one hour and 40 minutes per day. One hour of daily instruction is provided for our directed quarterly objectives in math; the additional 40 minutes is a focused learning period utilizing Accelerated Math. Through Accelerated Math, students receive individualized instruction, remediation, or enrichment, depending on their instructional needs. New computers, laser printers, and special scanners will be purchased to support the research-based Accelerated Math program. A Title I Math Lab, staffed by one certified teacher and one paraprofessional, will provide individualized instruction for small groups of targeted students during focused learning periods. Accelerated Math will provide the curriculum for the math lab. Training our 5th and 6th grade teachers in MathLinks will be another strategy for improving math skills. Fifteen faculty members are currently training in the research-based instructional techniques of the MathLinks initiative.

Other strategies to be used at Morrilton Intermediate include the services of a math coach and a literacy coach to provide additional training for teachers and to provide direction for math and literacy instruction. A SPRINT team, composed of administrators, counselors, classroom teachers, and special education teachers will provide support and assistance for helping teachers find interventions for struggling students, and inclusion classes will be provided on each grade level to allow special education students to be taught in the regular classroom.

In addition to these strategies, our faculty will include as many opportunities as possible for the use of technology in all subject areas. These include Accelerated Math, Accelerated Reader, research on the Internet, use of computers for academic work, and use of other audio/visual equipment. A wireless Internet connection has been installed on the 6th grade wing, and a mobile computer lab with lap top computers will help to enhance instruction for 6th grade students and help them to improve their skills in technology.

Through the use of a variety of research-based instructional strategies, professional development, instructional leadership, increased time for instruction, and targeted assistance for students, we hope to provide a safe, nurturing, and technology-enriched environment for learning and to fulfill our goal to enable the students of Morrilton Intermediate to become proficient or advanced in literacy and mathematics.

Contact Information:

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Morrilton High School: Accredited

As you can see, we have a new and improved MHS! We are about 90% complete and expect to be 100% complete very soon. The students and faculty have endured construction for over a year now, but soon MHS will be a place for not only the students and faculty to be proud of, but the entire South Conway County Community. We will soon be hosting an OPEN HOUSE and all of you are invited to come out and tour our community's newest accomplishment.

161 AP students took the AP Exams in 2005—which is up from 8 students in 2004. In the past, exams were optional. Now, students who want to attain AP credits must take the AP Exams at the end of the courses in which they are enrolled. In 2005, three percent of our students scored 3 (5 is the highest).

MHS students take the end of course (EOC) examinations in literacy, geometry, and algebra I every year. The spring 2005 results of those are as follows: (*% of the combined population of students who scored proficient compared to the AYP that needed to met*)

Literacy	34%	compared to AYP of 39.25%
Geometry	60%	compared to AYP of 32.81% (up from 43% of students proficient last year)
Algebra I	53%	compared to AYP of 32.81% (up from 51% of students proficient last year)

A closer look at how each of the subgroups performed on the test is as follows:

11th Grade Literacy

African American	5%	Proficient
	0%	Advanced
Hispanic	20%	Proficient
	20%	Advanced
Caucasian	41%	Proficient
	2%	Advanced
Free / Reduced Lunch	10%	Proficient
	2%	Advanced
ELL / IEP		N/A

Geometry

African American	35%	Proficient
	4%	Advanced
Hispanic	50%	Proficient
	25%	Advanced
Caucasian	40%	Proficient
	17%	Advanced
Free / Reduced Lunch	35%	Proficient
	9%	Advanced
Students with IEP		N/A

Algebra I

African American	35%	Proficient
	8%	Advanced
Hispanic	71%	Proficient
	29%	Advanced
Caucasian	38%	Proficient
	13%	Advanced
Free / Reduced Lunch		N/A
ELL / IEP		N/A

In an effort to continue improvement, students who scored basic or below on the EOC and / or 8th Grade Benchmark exams are enrolled in an intervention class targeting the areas in which they need to become proficient.

We have also added staff in both English and Math to help work toward student proficiency. We are pleased to welcome Sarah Hoelzeman (English), Elicia Bemies (Math), Tina Young (Math), Katie Lachowsky (English), Angie Zimmerman (English), Larry Jackson (Art), Karen Long (English), and Tamekia Brown (Assistant Principal).

Additionally, based on Dr. Rick DuFour's research on systematic change and learning communities, our teachers have teamed up in an effort to increase math and literacy scores. Each Monday, our dedicated staff meets at 7:30 a.m. to collaborate on raising student achievement at MHS.

MHS has a:

1. 2004 graduation rate of 91.5% (140/153)
2. grade inflation rate of 23.9%
3. drop out rate of 1.4%
4. college remediation rate of 47.3%
5. goal of meeting AYP in math and literacy
6. fully accredited school

We continue to be at or above the state average in all areas except reading on the ACT.

Morrilton High School would like to express appreciation to our community for the outstanding support shown to the graduates of 2005. Many local clubs and organizations awarded scholarships to our students.

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Special Education Program: Approved

The South Conway County School District's, Special Education Program serves all students in their respective Least Restrictive Environment. All federal and state regulations are strictly adhered to, as mandated by the Individuals with Disabilities Education Act (IDEA). Special Education services are delivered in the regular classroom, inclusion/co-teaching classroom, resource classroom, or self-contained classroom.

The combined special education budget for the 2005-2006 school year is \$1,667,222.00, K-12. This combined budget consists of a State and Local contribution of \$1,001,780.00 and the Title VI-B supplemental support of \$665,442. The Medicaid budget for the 2005-2006 school year will be approximately \$142,500.00. With these funds, the District provides services to 304 students in its special education program. The District also transports 5 students to the Arkansas School for the Deaf on a daily basis. Special Education services are also provided to students enrolled in private schools and home schooled students who live within the District boundaries. Each student who receives

special education services has an Individual Education Plan (IEP) and is provided instruction by 18 Special Education Teachers and 3 Speech Therapists. In addition, the District employs 14 teacher aides, 1 School Psychology Specialist, 1 half-time School-Based Mental Health Counselor, 1 Administrative Assistant, and 1 Special Education Supervisor. Occupational and Physical Therapy is provided through local contracted services.

This year the special education department will be spending \$82,062.00 in Federal VI-B money for early intervening services K-12. The bulk of this money will be spent K-3 to help remediate students in the general classroom before the need arises for referral to special education. Also, a portion of this money will be used to expand services in our Outreach Program to provide social skills training to students and parenting training to interested parents.

For additional information concerning the special education program and the services available please call Dean Newell, Director of Special Education, at 501-354-9454.

Gifted and Talented Program: Approved

This year the State Department of Education has suggested that districts begin using The Kingore Observation Inventory or the KOI in grades K-2. The instrument is used to help educators identify and serve primary gifted and talented students. Teachers look for certain behaviors exhibited by students and document the behaviors in writing. Our district began using the Kingore two years ago and we are developing a matrix to help with identification of students at the end of second grade.

The Kindergarten program at Westside began teaching enrichment units during focus learning time taught by the classroom teachers. The focus time is a 45 minute period of the day where the individual needs of the students are met. Enrichment is taught during this time. Most teachers have had training using Talents Unlimited. Talents Unlimited is an enrichment program that concentrates on academics using the talents of Productive Thinking, Communication, Forecasting, Decision Making, and Planning. Kindergarten teachers implement TU for an additional 30 minutes of Higher Order Thinking Skills. Hopefully this program will progress to the point where students will rotate to different teachers for different academic areas of study. We are planning additional training in Talents Unlimited.

Reynolds students receive enrichment to the regular curriculum in enrichment clusters during a scheduled 40 minute focus learning time 4 days a week. The literacy coach and the math coach, with the aid of two paraprofessionals, guide the enrichment program. Any student who scores proficient and above in math and literacy will receive enrichment classes.

In grades 3-6 we have a pull out program taught by a certified G/T teacher. The students spend 160 minutes/week in a resource room studying and researching advanced projects.

After district restructuring, grades 7-8 offer Secondary Content Classes, grades 9-10 offer Honors Content classes and Pre-AP. Grades 11 and 12 have AP classes. Our district has also trained vertical teams in social studies and language. In seminar, students can be given the freedom to choose their independent area of study or the group can study a topic assigned to them. This year Mrs. Conley is planning to involve the students in several academic competitions.

There were 71 G/T students tested on the 2004 ACTAAP in grades 3-7. On the math test there were 49 advanced, 20 proficient and 2 students scored basic. In Literacy 42 students were advanced, 28 proficient and 1 basic.

The responsibilities of the G/T coordinator include but are not limited to: keeping accurate individual records and progress folders on identified students, serving as a resource person for grades K-12, teaching the identified students in grades 3-5, writing the annual report for G/T program approval, planning a community G/T awareness meeting, serving on the G/T identification committee and advisory council, organizing a local AGATE affiliate program, hosting the area 4 Quiz Bowl tournament, organizing the Conway County Spelling Bee, attending local and state G/T meetings to keep informed and updated in regard to changes mandated by the state, keeping a G/T curriculum notebook, an activities notebook, and keeping current the district notebook that will be used during monitoring by the state department of education.

Contact Information:

G/T Program, Betty Humphreys
1907 Poor Farm Road
Morrilton, AR 72110
(501) 3549476

River Valley Technical Center: Approved

The goal of the River Valley Technical Center is to provide students from area schools with the opportunity for training and skills in career and technical areas while earning high school and even college credit. We offer programs of study in Construction Technology, Architectural and Engineering Drafting and Design, Medical Professions, Multimedia/Desktop Publishing, Auto Collision Repair, and Auto Service Technology.

Competency testing at RVTC shows mastery of the skills that are being taught in the different program areas. Not all program areas administer competency testing each year. During the 2004-05 year, only the area of Multimedia II completed competency testing. These students scored a mean of 88.4% with the range being from 83% - 93% on the criterion-referenced test.

In the 2005-06 year, students will be tested in the areas of Desktop Publishing I, Desktop Publishing II, and Spreadsheet Applications.

RVTC had nineteen completers from SCCSD during the 2004-05 academic year. A completer is a student who:

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

Medical Professions. This area has a new instructor, Mrs. Jenifer Mitchell. She is already actively involving her students in the community and in HOSA, Health Occupations Students of America. The students in this area will attend the Fall HOSA conference scheduled in October at the Ferndale 4-H Center.

Multimedia/Desktop Publishing. Mrs. Mary Beck continues to teach students the skills of this area and has facilitated the creation of numerous programs and presentations for community projects like the Ayer Pageant, graduation, and Future Fest. These students are also planning on attending the Fall Leadership Conference for FBLA in October.

Auto Collision Repair. Mr. Nick Flowers is the new instructor for this area. Mr. Flowers has several years of experience working for the auto body industry including Brooks Brothers of Little Rock. The auto collision program occasionally takes on projects from community members when the need arises.

Drafting and Design. Ms. Paula Lynch continues to work with her students to develop plans and drawings for school remodeling projects and furniture design. Currently, her students are working on plans for a display case, book case, and desk for the counselors' area at the new high school facility. John Leach, a student, competed at the national level of SkillsUSA after winning first at the state competition in Hot Springs.

Construction Technology. This area is taught by Mr. Bruce Nooner, a long time instructor in career/technical education. Mr. Nooner guides his students as they work on projects throughout the Morrilton area. Currently, they are working on the renovation of a portable building that will be used as a classroom for this area. They have recently completed several projects for MHS, MJHS, and MIS.

Contact Information:

River Valley Technical Center, Bruce Bryant, Director
1905 Poor Farm Road
Morrilton, AR 72110
(501) 354-9475