

Marmaduke High School
Annual Report – Fall 2018

ACCREDITATION STATUS:

The Marmaduke School District is recognized as fully accredited district by the Arkansas Department of Education and AdvancEd Accrediting organization.

WEBSITE INFORMATION: (<http://mhs.nesc.k12.ar.us>)

The information and data shall be actual data for two (2) previous years and the projected budgeted information for the current school year.

- District Parental Involvement Plan
- Annual School Performance Report
- Supplemental educational services provider's annual report to ADE
- Minutes of regular and special board meetings
- Regular School Board Meeting (not less than 10 days prior to the date)
 - Date, time, and place of the meeting shall be posted
 - Not less than 24 hours prior to a rescheduled board meeting the time, date or place of the meeting.
- Local and state revenue sources
 - District's yearly audit
 - Annual statistical report
 - Administrator and teacher salary and benefit data
 - District balances, including legal balances and building funding balances
 - Administrator salary and benefit expenditures
 - Teacher salary expenditures
- School district's certified and classified personnel policies
- District contract of all employees and district salary schedules
- Salary schedules for all district employees
- The annual budget of the district
 - Financial breakdown of monthly expenses of the district
 - Budget for ensuring year

ACCOUNTABILITY:

Testing: This past year was the second year of the ACT Aspire and the state has agreed to renew the contract for this assessment. Arkansas is now one of two (2) states that use the ACT Aspire in order to ensure student progress is adequate. This test will show results for Math, English, Reading, Writing, and Science in grades 3-10. Also, the ACT test will continue to be given each year to our 11th graders at no cost to them.

Achievement is now measured based on individual school and district yearly improvement objectives. We are accountable for achievement of all students and those in the TAGG group (Economically Disadvantaged, English Learners, and students with disabilities – with at least 25 in each group). Based on the ESSA Report, Marmaduke High School had the following results in testing: The % of students to meet the Readiness Benchmark in English was 72% in 7th grade, 80% in 8th grade, 54% in 9th grade and 65% in 10th grade. The % of students to meet the Readiness Benchmark in Math was 31% in 7th grade, 37% in 8th grade, 15% in 9th grade, and 12% in 10th grade. The % of students to meet the Readiness Benchmark in Science was 38% in 7th grade, 35% in 8th grade, 25% in 9th grade, and 41% in 10th grade. The % of students to meet the Readiness Benchmark in Reading was 25% in 7th grade, 47% in 8th grade, 29% in 9th grade, and 33% in 10th grade. MHS improved Literacy scores 12% and Mathematics scores by 13%.

ACT: In 2018, 53 students took the ACT exam. The school average literacy score was 17.7 and the state average was 19.2. The school average Math score was 17.9 and the state average was 19.3. The school average in Reading was 18.7 and the state average was 20.4. The school average in Science was 18.7 and the state average was 20.2. The school average in the overall composite score was 18.4 and the state average was 19.9. **The ACT Five Year Trends report shows that we have continued to improve our average performances across the tested areas as compared to the state in each category.**

Graduation Rates: In 2012, the graduation rate was 96.7%. In 2013, the graduation rate was 88.5%. In 2014, the graduation rate was 92.3%. In 2015, the graduation rate was 92.19%. In 2016, the graduation rate was 98.28%. In 2017, the graduation rate was 94%. The school continues to stay above the state average of 88%.

We also have a dropout of less than 1%, which is better than the state average of 2.32%.

On our ESSA report card, we received a B. This is based on things such as test scores, attendance, and community service. We are currently looking into how we can use our Community Service Learning class to help improve this score.

PROGRESS TOWARD GOALS:

1. The district has implemented the new Arkansas Academic Standards. All the district formative tests are designed to periodically evaluate how teachers and teaching and students are learning the new standards. Continued professional development and curriculum resources will be needed to support teachers.
2. Adoption of the Arkansas Academic Standards will continue to necessitate the addition of digital tools and resources. Current hardware, software, infrastructure, and bandwidth limits are being assessed and future requirements will be determined. Online assessments continue to require an increase in available computing devices for student use. Wireless networking has been added at each building to support these additional devices. Professional development will be necessary for staff and faculty to support online assessments.
3. The district has also begun the full transition toward the new Next Generation Science Standards and will make the final transition in high school at the end of this new year.

PROPOSALS TO CORRECT DEFICIENCIES:

1. Monitor and support grades 7-12 continuance in the new Arkansas Academic Standards.
2. Research and prioritize technological resources that are required for the implementation and assessment of Arkansas Academic Standards.
3. Continue the new teacher evaluation system (TESS) and principal evaluation system for the 2017-2018 school year.
4. Continue to use the newly hired assistant principal to do classroom walkthroughs, evaluate discipline, and to support training.
5. ACSIP Curriculum and School Leadership teams have been formed in order to allow teachers of common areas to work collaboratively on increasing student achievement in their areas.
6. Teachers have collaborated to form horizontal and vertical curriculum alignments and will continue to evaluate and progress in these.
7. Implement an improved use of snack days for remediation and reward, as well as ACT prep, in order to help a greater number of students perform better on the ACT Aspire and ACT.
8. We have implemented the use of video observations of teachers in our classrooms. This is something that is being done through TESS and is relatively new, but allows us to give immediate feedback to a teacher as soon as we are done with the observation.

ENHANCEMENTS:

1. Computer Carts that house 30 laptops are now in all of our Math, English, FCCLA and Ag classes (Perkins). We also have them available for checkout for our Science classes and other classes. We are hoping to be what is called 1:1 by the next school year.
2. The full-time Flex Lab paraprofessional was replaced this year by scheduling other teachers/employees to facilitate for six periods of the day. Courses include: Spanish I, II, and III, French I & II, German I & II, Physics, American Sign Language, Foundations of Sports Medicine, Intro to Medical Professions, and Medical Terminology.
3. Students may take concurrent credit courses through Arkansas State University. These courses currently include: Algebra I, English Composition I & II, World Lit To 1660, World Lit Since 1660, Fine Arts Visual, Fine Arts Musical, and U.S. History since 1876.
4. Seniors have the opportunity to complete certification as a Certified Nursing Assistant (CNA) through BRTC. We also have students taking a Biology class with its Lab at Rector High School, also through Black River. Black River is also researching the potential to add a Emergency Medical Technician (EMT) certification program and a Welding Certificate program as well.

5. Through a partnership with Black River Technical College, students will be allowed to receive credit toward Business and Welding Certificate Programs through Articulation in taking courses taught here on our campus and then entering the aligning programs at BRTC.

Marmaduke Elementary School

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ACCOUNTABILITY:

Achievement is now measured based on individual school and district yearly improvement objectives. The overall ESSA Index Score for the Elementary School is 65.32. The state average is 70.86. We are accountable for achievement of all students and those in the TAGG group (Economically Disadvantaged, English Learners and students with disabilities-with at least 25 in each group). Third Grade has met the Readiness Benchmark in Reading at 34.5%, in Math at 51.7%, in Science at 36.2%, and in English at 79.3%. Fourth Grade has met the Readiness Benchmark in Reading at 37%, in Math at 24.1%, in Science at 27.8%, and in English at 74.1%. Fifth Grade has met the Readiness Benchmark in Reading at 36.4%, in Math at 52.3%, in Science at 38.6%, and in English at 65.9%. Sixth Grade has met the Readiness Benchmark in Reading at 39.6%, in Math at 35.8%, in Science at 45.3%, and in English at 66%.

On our ESSA report card, we received a C. This is based on test data from Act Aspire for reading and math achievement levels and for Act Aspire data on science growth and student attendance.

PROGRESS TOWARD GOALS:

1. Marmaduke Elementary will continue using the Renaissance testing for interim assessments in kindergarten through second grade. Students in grades three through six are using the ACT Aspire formative assessment. The Renaissance testing in grades kindergarten through second grade are designed to periodically evaluate how students are performing throughout the school year. Students in grades three through six are given interim

- assessments during the school year and have a final summative assessment in the spring. The interim assessments are completed online and give teachers and students immediate feedback on performance.
2. Additional computing devices have been purchased that will allow more students more time to become proficient with technology. Current hardware, software, infrastructure, and bandwidth limits are continually assessed to ensure that the district meets the requirements to fulfill students' needs.
 3. New curriculum additions that support the Arkansas Academic Standards have been added to elementary school.

PROPOSALS TO CORRECT DEFICIENCIES:

1. Monitor and support grades K-6 continuance in Arkansas Academic Standards.
2. Research and acquire new curriculum and resources that will improve student mastery of Arkansas Academic Standards.
3. The teacher evaluation system (TESS) and principal evaluation system for the 2018-19 school years will be used.
4. We have added the video component of TESS for teacher evaluations.
5. Professional Development will be provided to teachers to support instruction in the areas of new curriculum.
6. Supporting software will be used to improve student achievement.
7. Teachers collaborated in horizontal and vertical alignment meetings.

ENHANCEMENTS:

New curriculum, Go Math, has been implemented in math instruction in grades K-6. This curriculum is aligned with Arkansas Academic Standards. It provides material for classroom instruction and additional resources online.

Journeys is the new reading curriculum for K-6 students. This curriculum is aligned with Arkansas Academic Standards. Journeys provides classroom lessons and online resources.

USA Test Prep is an online program that is being used to enrich science and math instruction.

A new phonemic awareness program is in place in grades K-2. This program will provide the needed foundations for reading.

Additional laptops have been added to the elementary school. At this time, the elementary school is one-to-one computing in grades 2 through 6. The Kindergarten classes share a cart of computers. The First grade classes share a cart of computers.

Marmacuke Public Schools
Gifted and Talented Program
 2018-2019
Mrs. Alissa West, Coordinator

How assessments are used to determine placement and guide services:

- Assessments help the identification committee determine whether or not a student should be placed in the gifted program. If they determine the student's needs are being met in the regular classroom then they won't be placed. However, if after carefully reviewing the data from all of the assessments the committee feels the student's needs are not being met, that student will be placed in the program.
- It's not about being "IN", it's about "IF IT'S NEEDED".

How does ADE define giftedness?

- According to ADE, "Gifted and talented children and youth are those of high potential or ability whose learning characteristics and educational needs require qualitatively differentiated educational experiences and/or services. Possession of these talents and gifts, or the potential for their development, will be evidenced through an interaction of above average intellectual ability, task commitment and/or motivation, and creative ability."

Characteristics of Giftedness:

<p>Characteristics more easily recognized as gifted:</p> <ul style="list-style-type: none"> Advanced language Creative Problem solver Analytical thinker Task commitment Motivated Questions "What if?" Leader 	<p>Characteristics that might hinder identification:</p> <ul style="list-style-type: none"> Underachievement Perfectionism Supersensitivity Frustration Overexcitability Lack of motivation Disruptive behavior Argumentative
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Nomination Process:

- Students can be nominated by administrators, community members, teachers, parents, or peers. Students can also nominate themselves.
- In order to nominate a student, a person must fill out a nomination form identifying who the student is they are nominating and what characteristics and/or traits led them to nominate this student.
- A student that has been nominated will then complete a series of assessments (with the parent's permission).
- After the assessment process has been completed and a compilation of other artifacts has been collected (i.e. behavior checklists, portfolio of student work, etc), the identification committee will meet to determine the needs of the student.
- These forms can be found in the principal's office OR I can give you copies.

Why affective curriculum is so important:

- ▶ While gifted kids obviously have high ability and extraordinary gifts, affective issues are often an unfortunate part of life for these kids. These include emotional and social issues.
- ▶ Many have poor self concepts. They feel isolated, different, and put too much pressure on themselves. Fear of failure or boredom may lead to underachievement. They may deal with perfectionism, supersensitivity, and depression.
- ▶ Many gifted students have social problems. They feel like they do not fit in, others may be jealous of them, and they may not have any true peers. This leads to further problems with self-concept and emotional issues.
- ▶ With issues like this, academic success is unlikely. Intervention in the form of affective education is critical to the success of many gifted students.
- ▶ The time they have together helps them feel more comfortable in their mental, emotional, and physical selves!

Some of the Affective and Competitive Activities:

- ▶ Story Store
- ▶ Quiz Bowl
- ▶ Chess
- ▶ Project Fair
- ▶ Classroom Activities
- ▶ Project Based Learning
- ▶ Affective Trips

Current Program Options:

- ▶ K-2 Whole Group Enrichment:
*Includes critical thinking, problem solving, higher order thinking, creativity
- Possible Grade Selections for Pullout Programs:
- ▶ 3rd-4th grade pullout:
- ▶ 5th-6th grade pullout:
- ▶ 7th-9th grade:
- ▶ 10th-12th grade:
*150 minutes per week with the GT teacher
*Opportunities to take pre-AP, AP, and distance learning courses

The MOST Important Things I Need You To Know...

- ▶ I'm new, I'm learning. But, I have a great support group here and WE can make it work!
- ▶ I have to test the ones who were nominated last year that didn't get tested and then have the committee assess whether or not they need the services.
- ▶ I want to start pulling kids ASAP, but I've learned that I have to have all their schedules, and mix them with the pull-out schedule for elementary and the master schedule for Jr./Sr. high.
- ▶ If you need them, let me know! But, remember that I still have to have them to meet state law. It's difficult at times, but WE will make it work! We're Marmaduke. It's what we do! We win, we achieve, we work through, we overcome!!!

Gifted and Talented Class Roster

2018-2019

<p>3rd Jaydin Cook Brody Rock Landon Street Ellie Walker Fletcher Wright</p>	<p>8th Hallie Condray Eisha Dover Crystal Escandon Jasmine Partiridge Anna Stevens</p>
<p>4th Casey Burns Abigail Collier Gracelyn Massey Elliot May Eli Presson Blaine White Dylan Wills</p>	<p>9th Tori Sutherland Gavin Juneau</p>
<p>5th Riley Francis Kyndall Richey</p>	<p>10th Evan Boyd Kirsten Mansfield Shalyn Newman Kaleb Stratton Meagan Treat</p>
<p>6th Carson Robinson Layne Tucker</p>	<p>11th Tessa Bowman Shayla Foley Reesa Hampton Kyle Traywick</p>
<p>7th Kaleb Carpenter Riley Prince Brooks Vangilder</p>	<p>12th Emma Farmer Brandon Haley Collin Sellers Conner Sutherland Lillian Traxler</p>

<u>Period</u>	Monday	Tuesday	Wednesday	Thursday <i>DUTY</i>	Friday
1 8:00-8:45	<i>Prep</i>	<i>Prep</i>	4 th // 5 th // 6 th 8:20-10:50	3 rd 8:20-10:50	<i>Prep</i>
2 8:50-9:35	10 th // 11 th // 12 th	7 th // 8 th // 9 th	4 th // 5 th // 6 th 8:20-10:50	3 rd 8:20-10:50	<i>Plan and prepare for</i>
3 9:40-10:25	10 th // 11 th // 12 th	7 th // 8 th // 9 th	4 th // 5 th // 6 th 8:20-10:50	3 rd 8:20-10:50	<i>program approval</i>
4 10:30-11:15	10 th // 11 th // 12 th	7 th // 8 th // 9 th	4 th // 5 th // 6 th 8:20-10:50	3 rd 8:20-10:50	<i>throughout the year</i>
5 (Jr. Lunch) 11:15-11:50	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>
5 (Sr. Lunch) 11:55-12:40	<i>AP and</i>	<i>concurrent documentation</i>	<i>credit</i>	<i>Prep</i>	<u>Enrichment</u> K- Week 1 1st- Week 2 2nd- Week 3
6 12:45-1:30	<i>Affective</i>	<i>plan and</i>	<i>review</i>	<i>GT District paperwork</i>	<u>Enrichment</u> K- Week 1 1st- Week 2 2nd- Week 3
7 1:35-2:20	<i>Affective</i>	<i>plan and</i>	<i>review</i>	<i>GT State required paperwork</i>	<u>Enrichment</u> K- Week 1 1st- Week 2 2nd- Week 3
8 2:25-3:10	<i>Jr. High Test Coordinator</i> Kyle Gardner 2:55	<i>Jr. High Test Coordinator</i> Kyle Gardner 2:55	<i>Jr. High Test Coordinator</i> Kyle Gardner 2:55	<i>Jr. High Test Coordinator</i> Kyle Gardner 2:55	<i>Jr. High Test Coordinator</i> Kyle Gardner 2:55

Gifted/Talented Enrichment Schedule 2018-19

Time	Week 1 (Kindergarten)	Week 2 (1 st grade)	Week 3 (2 nd grade)	Week 4
12:30 – 1:00	Jennifer Anthony	Jackie Hatcher	Kendra Street	
1:10 – 1:40	Lindsey Jordan	Kathie Ashby	Ashley Vallance	
1:50 – 2:20	Ginny McCord	Tonya Vanhorn	Micah Whitlow	