

MALCOLM PUBLIC SCHOOLS

2011 ANNUAL REPORT

School Mission Statement

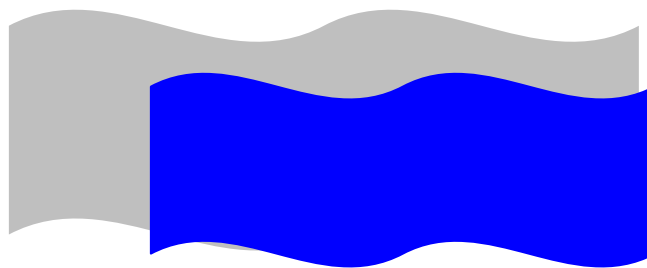
The mission of the Malcolm Public Schools is **to educate all students into becoming productive and responsible citizens through the cooperative efforts of community, parents and staff.**

Board of Education

Don Densberger, President
Craig Vanderkolk, Vice President
Michelle Bice, Secretary
Cheryl Lindner, Treasurer
Kevin Lostroh, Member
Ed Swotek, Member

Administration

Ryan Terwilliger, Superintendent
Greg Adams, JH/SH Principal
Amber Dolliver, Elementary Principal



GOVERNING VALUES / BELIEFS

The mission of the Malcolm Public Schools is based upon the belief that:

- Students, Teachers, Parents, and Community are Partners in Education
- Education is Dynamic and Evolving
- Each Student is Unique, and Can Learn
- Students are Our First Priority
- A Positive Learning Environment is Vital for Learning
- Challenging Learning Experiences Should be Available to Accommodate All Learning Styles
- Integrity is Important

TO: MALCOLM PUBLIC SCHOOL PARENTS AND PATRONS:

Preparing a Child to Become a Productive and Responsible Citizen

This report is submitted to the patrons of Malcolm School District #148 as an annual report in accord with accreditation rules of the Nebraska Department of Education. This Annual Report is a compilation of many facts, which are intended to provide parents and patrons of the Malcolm Schools with information on student achievement, school system performance, and district resource allocation and expenditures. We are very proud of the accomplishments and achievements of our students and staff. We are thankful for a progressive thinking and supportive Board of Education and school community. Not only is it important for our community to have accurate and relevant information about our schools, but also very important that you are involved in the educational process.

The original mission statement and governing values were first developed in 1995/96 by a group of 28 district patrons; in 2002 and 2007 the mission and values were affirmed during the required State review process for school improvement. Patrons, parents, teachers, administrators and school board members, working together to guide this school district into the twenty-first century, review the current mission and values of the district annually. The Malcolm Public School is a quality school system with a quality staff. This District has been fortunate through the years to have the support of the community patrons in every aspect of district growth and change. **It is, and will continue to be our mission, to educate all students into becoming productive and responsible citizens through the cooperative efforts of community, parents and staff.**

This report attempts to provide a variety of information about Malcolm Public School's operations, enrollment, financial status, district demographics, and achievement highlights. It includes examples of how we fared at giving our students the critical skills they need to be productive citizens in our society. While this report has been prepared as a comprehensive picture of education in this district, we realize that the total picture cannot be told in percentages, numbers, and charts. I encourage you to read the report. If any questions arise, please feel free to contact the Superintendent's Office at 796-2151. This is an interesting time in education as we are experiencing many changes in local, state and national education requirements. Local, state, national, and now international challenges face us each day as we prepare our students for the world of tomorrow. There are, and will be, many opportunities for you to become involved in your school. You and your participation are always welcomed at Malcolm Public School.

Sincerely,

Ryan Terwilliger
Superintendent of Schools

DISTRICT DESCRIPTION

The Malcolm School District (#148) comprises approximately 85.3 square miles in Lancaster and 2.6 miles in Seward County. The district is made up of the communities of Emerald, Malcolm, and the surrounding rural areas. The district is organized as a K-6, 7-12 educational program within one building which is located just north of the Village of Malcolm.

Malcolm Public School is classified as a Class III (K-12) district by the Nebraska Department of Education. The Nebraska School Activities Association, for purposes of student activities and athletic competition has classified Malcolm, as a Class C school. Malcolm Public School is a member of the East Central Nebraska Conference for our activities program. Member schools besides Malcolm include the following: Conestoga, Elmwood-Murdock, East Butler, Louisville, Mead, Palmyra, Johnson County Central, Weeping Water, and Yutan.

A six member, at-large Board governs the school district. Each member is elected for a four-year term. Board members serve without compensation. The Board of Education generally meets the third Monday of each month, with a standard starting time of 7:00 P.M. The meetings, which are open to the public, are traditionally held in the district boardroom located in the Central Administration Office at 10004 NW 112th. Current members of the Board of Education are: President Don Densberger, Vice-President Craig Vanderkolk, Secretary Michelle Bice, Treasurer Cheryl Lindner, other members include Kevin Lostroh and Ed Swotek.

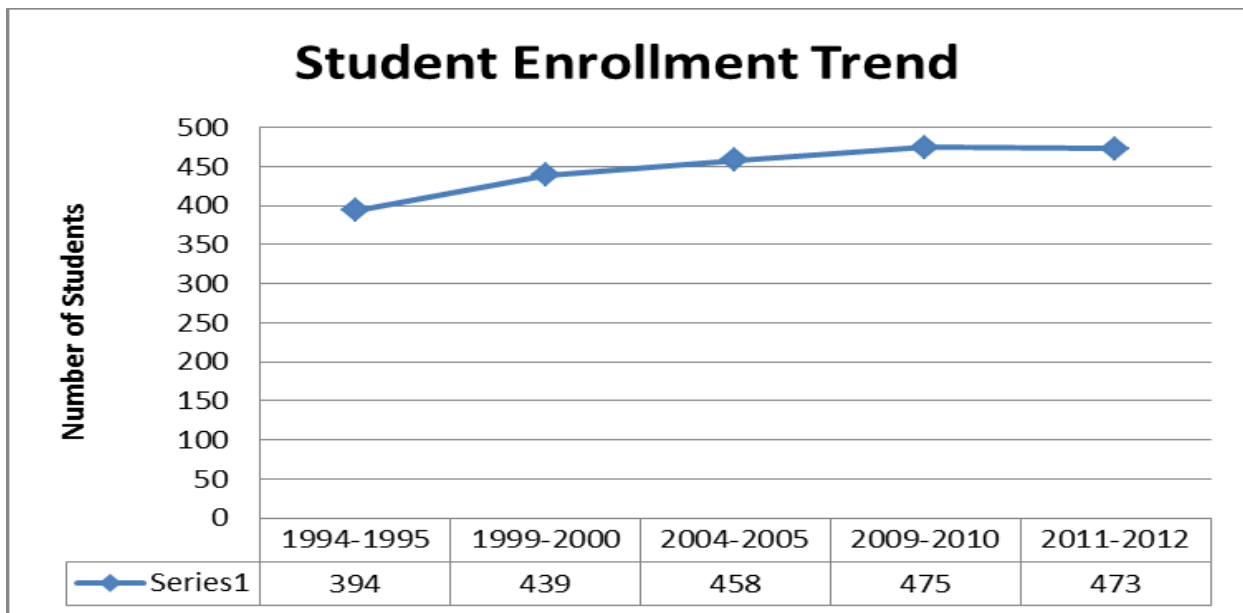
The Malcolm Public Schools Educational Foundation is a non-profit organization that operates separately but as an extension of the schools. The foundation was formed to provide for acceptance of tax-deductible donations from interested supporters of education. Donations in the form of cash, acceptable equipment and other donations have been accepted since the foundation was formed in the fall of 1991. The foundation also donates to worthwhile school projects throughout the year.

Each year, to assist graduates in furthering their education, scholarships are awarded graduating seniors from the Malcolm Public Schools perpetual scholarship fund.

DEMOGRAPHIC INFORMATION

Student Enrollment Comparison, as of the Last Friday in September:

	<u>05-06</u>	<u>06-07</u>	<u>07-08</u>	<u>08-09</u>	<u>09-10</u>	<u>10-11</u>	<u>11-12</u>
K - 31	K - 39	K - 41	K - 40	K - 26	K - 36	K - 35	
1 - 35	1 - 31	1 - 43	1 - 39	1 - 39	1 - 25	1 - 36	
2 - 29	2 - 36	2 - 34	2 - 44	2 - 41	2 - 41	2 - 26	
3 - 35	3 - 35	3 - 36	3 - 36	3 - 41	3 - 41	3 - 40	
4 - 25	4 - 36	4 - 37	4 - 37	4 - 35	4 - 40	4 - 38	
5 - 29	5 - 29	5 - 35	5 - 38	5 - 38	5 - 35	5 - 43	
6 - 26	6 - 27	6 - 37	6 - 38	6 - 38	6 - 40	6 - 37	
K-6	<u>210</u>	<u>233</u>	<u>263</u>	<u>272</u>	<u>258</u>	<u>258</u>	<u>255</u>
7 - 42	7 - 29	7 - 29	7 - 40	7 - 39	7 - 38	7 - 40	
8 - 42	8 - 47	8 - 31	8 - 29	8 - 40	8 - 39	8 - 38	
9 - 35	9 - 38	9 - 39	9 - 33	9 - 32	9 - 46	9 - 33	
10 - 45	10 - 32	10 - 41	10 - 40	10 - 32	10 - 31	10 - 46	
11 - 34	11 - 44	11 - 31	11 - 37	11 - 36	11 - 34	11 - 29	
12 - 34	12 - 32	12 - 42	12 - 29	12 - 38	12 - 35	12 - 32	
7-12	<u>233</u>	<u>232</u>	<u>222</u>	<u>213</u>	<u>208</u>	<u>217</u>	<u>218</u>
K-12	458	442	455	476	480	475	473



Faculty and Support Staffing:

The Malcolm Public School staff is constantly seeking ways to improve themselves, their knowledge of subject matter, and their instructional skills and techniques. Staff development is an important part of our adult learning process. Staff members gain additional experiences through in-services, and workshops as well as summer and evening college classes. Of the forty seven (47) professional staff members employed, twenty seven - (27) or (57%) faculty members have obtained at least a masters degree. Eighty-nine percent (89%) of the certified staff has earned college hours beyond their initial degree and 100% have attended workshops or in-service experiences to support their instruction.

Twenty-nine (29) professional staff members have 10 or more years of teaching experience. Eight (8) staff members have 20 or more years in education and out of that eight, four (4) staff members have 30 or more years in education. There are eighteen (18) faculty members who have been in the Malcolm Public School System at least 10 years, which provides continuity, stability and excellence in our programs.

Staff Information

Administration	4	(1-Supt, 2 Prin., and 1-Director of Student Services)
K-6 Teachers	19	(K-6 utilizes team concept - (K-1-2) (3-4) (5-6) (Spch) (Sped) (Tech)
7-12 Teachers	15	(2-Sci, 2-Math, 3-S.S., 3-Lang Arts, 1-IA, 1-Bus, 1-Family Consumer Science, 1-Sped and 1-Technology
K-12 Teachers	9	(.5-SpEd, 1-Spanish, 1-Art, 2-Music, 1-Libr, 1 Reading and 1 – Guidance, 2-PE)
K-6 Non-Certified	9	(Aides: 1-Health Aid. 7-Sp Ed/Classroom, 1-Elem Ad Ass't)
9-12 Non-Certified	4	(Aides: 1-Library, 1-Office Aide, 1 Sped Aid and 1-HS Ad Ass't)
Dist. Non-Certified	<u>17.5</u>	(4.5-Cooks, 5.0-Bus Drivers, 6-Main/Custodians and 2-Clerical)
Total # of Staff	78	Not All Are Full Time

Staff - Past and Future: Increased needs in special education have resulted in MPS increasing its certified and non-certificated staff since 2006. As we have found ways to better engage middle level learners we have also found it took additional instructors, but the improved middle level learning has well been worth the effort and cost.

CF- Certificated Faculty -- NC- Non-Certified

	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
	43.44 – CF	46 - CF	46 - CF	47 – CF	47 – CF	47 – CF
	<u>29</u> - NC	<u>29.75</u> - NC	<u>30.25</u> - NC	<u>30</u> – NC	<u>30.5</u> – NC	<u>30.5</u> – NC
Total	72.44	75.75	76.25	77	77.5	77.5

Student Transportation: The transportation department currently includes seven buses (5 route and 2 spare/activity), 2 vans, 1 special education vehicle, and one pick-up truck. The numbers for 10-11 follow:

Route miles for year: 41,063	Average miles driven per day: 236
Average miles driven per bus/per day: 47	Activity trip miles including field trips: 17,876
Students transported daily by this district: 233	Special Education Miles: 179

FINANCIAL INFORMATION

The financial information prepared for this portion of the report contains data from 2010-2011 and some for 2011-2012. The following information will show you a breakdown of expenses by categories and revenue by source. Included is a levy history that shows the tax levy by Fund over the last fifteen years. You will also be able to see the changes that have occurred in the district's assessed valuation. Also included, is a table that will allow you to track State Aid changes that have occurred over the last several years.

HISTORY OF LEVIES & VALUATIONS

	General Fund	Bond	QCPUF	Special Bldg.	Total Levy	Change per \$100	Valuation
1997-98	1.2586	.2981		.1399	1.6966	- .61 cents	126,713,030
1998-99	1.0959	.3110		.0000	1.4069	- 29.59 cents	127,993,268
1999-00	1.0497	.2754		.0000	1.3251	- 08.18 cents	152,212,119
2000-01	1.0999	.2711		.0000	1.3710	+ 04.59 cents	161,621,644
						Bond Fund	163,916,507
2001-02	1.0349	.2266		.0402	1.3017	- 06.93 cents	136,896,931
						Bond Fund	185,267,418
2002-03	1.0223	.2112		.0412	1.2747	- 02.70 cents	141,404,829
						Bond Fund	210,661,848
2003-04	1.1031	.1621		.0273	1.2925	+ 01.78 cents	160,573,362
						Bond Fund	251,384,779
2004-05	1.1105	.1541		.0199	1.2845	- 00.80 cents	162,737,454
						Bond Fund	265,405,402
2005-06	1.0317	.1439		.0624	1.2380	- 04.65 cents	171,261,407
						Bond Fund	284,337,992
2006-07	.9864	.1296		.0660	1.1820	- 05.60 cents	191,273,347
						Bond Fund	319,533,238
2007-08	1.0227	.1232		.0506	1.1965	+ 01.45 cents	196,025,215
						Bond Fund	333,808,416
2008-09	1.0021	.1050		.0478	1.1549	- 04.16 cents	206,908,406
						Bond Fund	349,133,182
2009-10	1.0005	.0982		.0494	1.1481	- .0068 cents	214,700,015
						Bond Fund	360,471,342
2010-11	1.0046	.1027		.0453	1.1526	+ .0045 cents	216,365,438
						Bond Fund	362,879,005
2011-12	.9957	.1018	.03172	.0505	1.1796	+ .0270 cents	234,024,612
							386,914,208

- The drop in valuation in 1997-98 was due to a change in law that removed the motor vehicle valuation from the total valuation.
- The change in 1999-00 valuation was generally due to county re-valuation
- The difference in value between the General Fund and Bond Fund is the loss of annexed property value (Kawasaki) to Lincoln. Annexed Property remains part of the Bond Fund until paid off.
- The major change in valuation in 2003-04 was due to county re-valuation.
- The increase (11.5%) in property valuation in the 06-07 yr. was due to General Fund and Bond Fund county re-valuation.

**FIGURES FROM 10-11 SCHOOL AUDIT
REVENUE FOR GENERAL FUND YEAR ENDING AUGUST 31, 2011:**

Local Receipts:

Property Taxes	1,983,101.42	
Motor Vehicle Taxes	185,731.58	
Carline Tax	4,216.03	
Interest	460.24	
Transportation from Individuals	7,221.77	
Local Licenses	400.00	
Public Power District Sales Tax	7,332.39	
Other Local Receipts	<u>408.50</u>	
		\$ 2,188,871.93

County Receipts:

County License and Fines	20,599.85	
ESU Receipts	<u>3,469.32</u>	
		\$ 24,069.17

State Receipts:

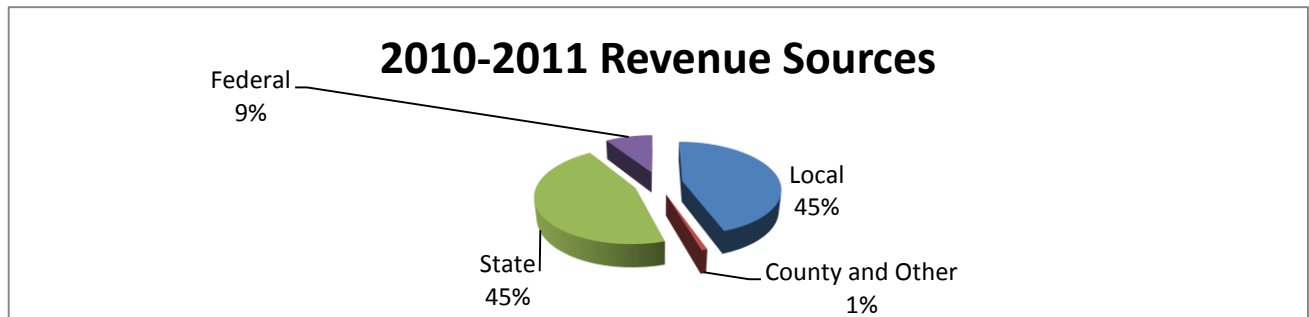
State Aid	1,771,035.11	
Special Education Programs	235,242.00	
Special Education Transportation	4,801.00	
Payments High Ability Learners	4,591.00	
Pro-Rate Motor Vehicles	6,089.24	
State Apportionment	51,310.97	
Homestead Exemption	64,439.77	
Property Tax Credit	90,435.86	
Other State Receipts	<u>1150.00</u>	
		\$ 2,229,094.95

Federal Receipts

Title I	17,705.00	
Title II, Part A	7,463.00	
Title II, Part D	0.00	
Title IV Safe and Drug Free	0.00	
SPED IDEA, Part B Enrollment/Poverty	48.00	
SPED IDEA BASE -	31,206.00	
SPED IDEA BASE PRESCHOOL	3,104.00	
Education Jobs	104,398.00	
Reap Grant	50,078.83	
Title 8 Impact Aid	51,323.00	
Medicaid Administration Outreach	32,129.16	
ARRA	<u>153,232.00</u>	
		\$ 450,686.99

Non-Revenue Receipts:

Insurance Adjustment	3,689.40	
Sale of Property	1,983.72	
Other Non-Tax Revenue	<u>9,309.41</u>	
		\$ <u>14,982.53</u>
Total Receipts		\$ 4,907,705.57



DISBURSEMENTS FOR GENERAL FUND - SCHOOL YEAR ENDED AUGUST 31, 2011:

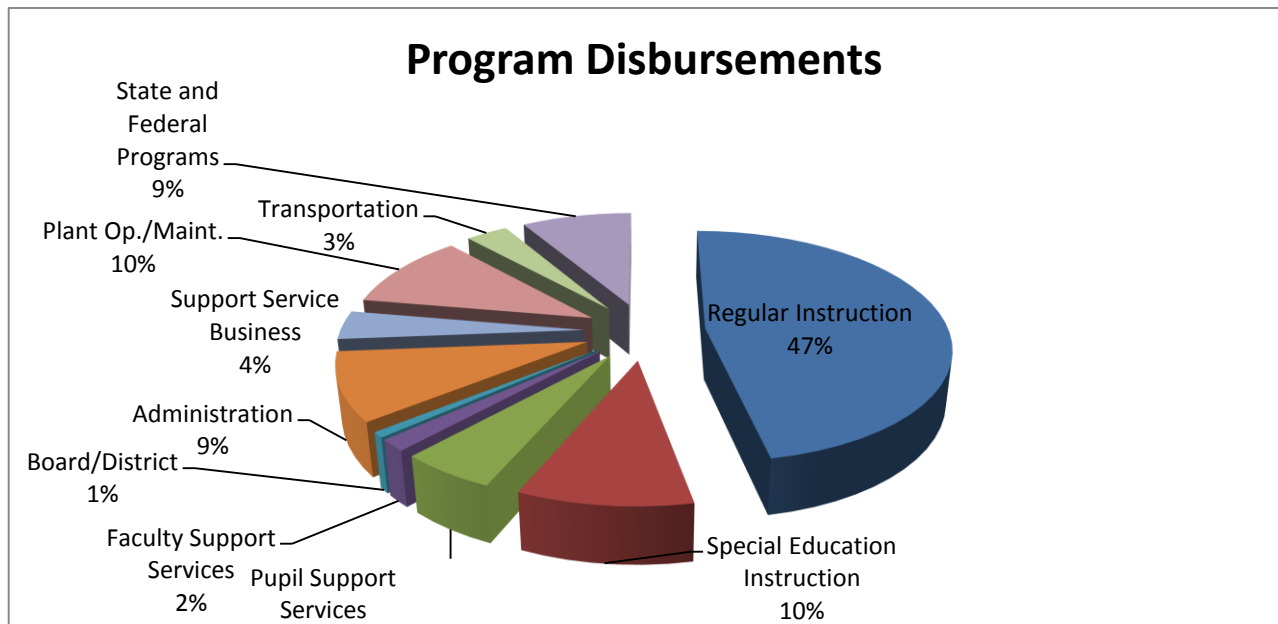
2010 - 2011

General Instruction	\$ 2,303,199.23
Special Education Instruction	472,641.16
Guidance Services	80,592.40
Health Services	22,027.58
Other Pupil Support Services	160,997.99
Support Services – Staff	80,086.10
Board of Education	37,718.83
Executive Administration Services	173,067.34
Office of the Principal	289,977.02
General Business Support Services	194,642.17
Other Vehicle Disbursements	5,543.38
Operation of Plant	465,252.11
Maintenance of Plant	47,790.49
Pupil Transportation	153,392.26
Pupil Transportation – Special Education	1,831.25
State Categorical Programs	7,529.32
Federal Programs	413,549.80
Transfers	<u>20,000.00</u>

Total Budget of Disbursements & Transfers \$ 4,929,838.43

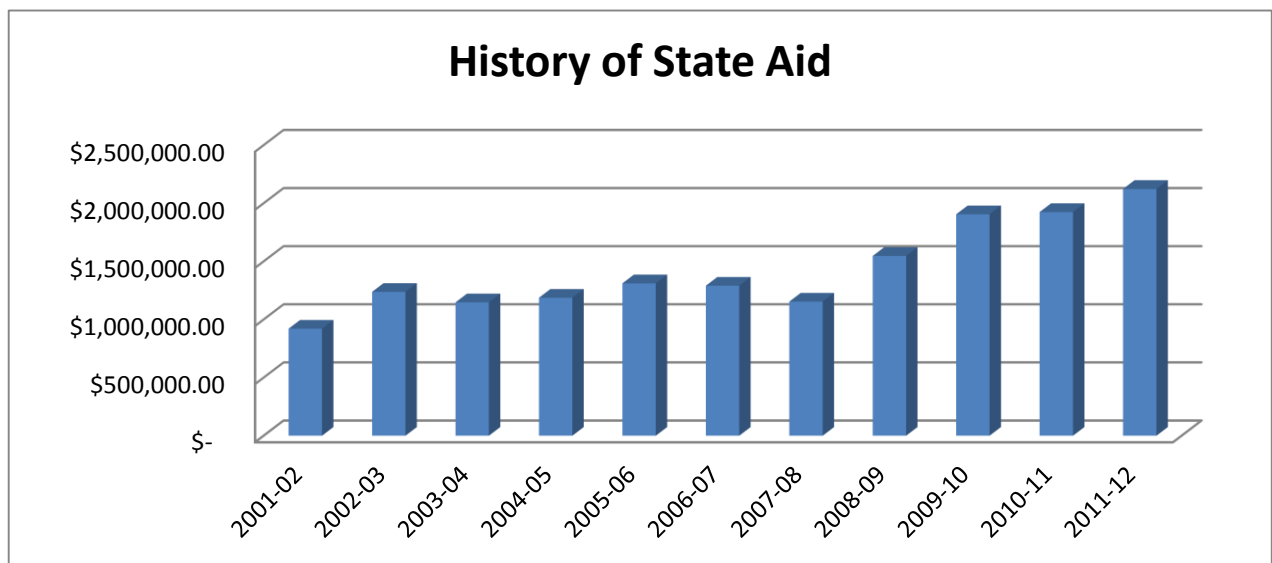
Fund Balance, September 1, 2010		\$ 1,386,341.44
Receipts 2010/11	4,907,705.57	
Disbursements 2010/11	4,929,838.43	<u>-22,132.86</u>

Fund Balance, September 1, 2011 \$ 1,364,208.58



VALUATION BREAKDOWN BY COUNTIES OR DISTRICT

	Lancaster	Seward	Oak Valley	Total
1997-98	116,317,295	1,992,121	8,403,614	126,713,030
1998-99	117,019,098	2,411,752	8,562,418	127,993,268
1999-00	139,618,633	2,737,631	9,855,855	152,212,119
2000-01	General 148,229,724	2,949,305	10,442,615	161,621,644
	Bond 150,524,587	2,949,305	10,442,615	163,916,507
2001-02	General 122,609,395	3,084,399	11,203,137	136,896,931
	Bond 170,979,882	3,084,399	11,203,137	185,267,418
2002-03	General 127,004,294	3,724,689	10,675,846	141,404,829
	Bond 196,261,313	3,724,689	10,675,846	210,661,848
2003-04	General 144,168,306	3,939,533	12,465,523	160,573,362
	Bond 234,979,723	3,939,533	12,465,523	251,384,779
2004-05	General 146,081,427	4,373,332	12,282,695	162,737,454
	Bond 248,749,375	4,373,332	12,282,695	265,405,402
2005-06	General 154,235,649	4,483,484	12,542,274	171,261,407
	Bond 267,312,234	4,483,484	12,542,274	284,337,992
2006-07	General 186,499,146	4,774,201	included	191,273,347
	Bond 314,759,037	4,774,201	included	319,533,238
2007-08	General 191,199,218	4,825,997	included	196,025,215
	Bond 328,982,419	4,825,997	included	333,808,416
2008-09	General 201,899,997	5,008,409	included	206,908,406
	Bond 344,124,773	5,008,409	included	349,133,182
2009-10	General 209,147,879	5,552,136	included	214,700,015
	Bond 354,919,206	5,552,136	included	360,471,342
2010-11	General 210,790,670	5,574,768	included	216,365,438
	Bond 357,304,237	5,574,768	included	362,879,005
2011-12	General 228,205,504	5,819,108	included	234,024,612
	Bond 381,095,100	5,819,108	included	386,914,208



Testing Results and Student Achievement for 2010 - 2011

Throughout Nebraska, schools are using a variety of approaches to school improvement. For the last several years, Malcolm Public School has utilized the Nebraska Research Based school improvement process. This process uses a framework developed by curriculum specialists of Nebraska's Educational Service Units. The result of this process is the development of an Action Plan for improving learning. It often incorporates knowledge or processes drawn from "effective schools" workshops, "A+ Achieving Excellence" workshops, or the Minnesota Educational Effectiveness Process. Generally, an Action Plan is implemented over a three to five year time period. Our school improvement plan is designed to be continually evolving, extending and expanding. There is no end, only brief interruptions for evaluation of progress on Action Plans.

Prior to the 2009-2010 school year, Malcolm Public School used the California Achievement Test as our national norm reference test, which provided us with one measure of student achievement. In 2009-2010 we moved to the NWEA-MAP testing for our national norm reference test, because it provided staff with more individual student feedback which would aid and improve instruction. No matter which norm referenced test a school selects, it will only test between 20-40 percent of the instructed subject area (state standards). Norm referenced testing should be just one of many ways a school assesses its students and its effectiveness teaching core curriculum.

EXPLORE TEST

The EXPLORE Test is given to 8th graders. This assessment measures students' achievement of knowledge in four basic core subjects: English, Mathematics, Reading, and Science Reasoning. In addition, students complete an interest inventory and a needs assessment. The interest inventory links the student's interests to careers where those interests are of value. When the test results are returned, our Guidance Counselor goes through the results with the students, who each have a workbook that helps them link career choices to their interest inventory. Additionally, students complete a need assessment that informs our staff of the students' perceived needs for improved study skills, assistance in college and career planning, and their need for financial planning assistance.

Below are the mean scores on Malcolm students for the past five years as compared to the national scores. National normative data for years 06-10 are based on students who took all four academic tests within standard time limits as part of a national study conducted in fall 2005. Note: When comparing local and national means, differences in English or Reading scores of 2.1 or smaller, and differences in other test scores of 1.7 or smaller, are not likely to be statistically significant.

EXPLORE TEST RESULTS – 8th Graders take the Explore

Year	Group & # Students	English	Math	Reading	Science Reasoning	Composite
2006-2007	Malcolm (42)	15.3	16.2	14.7	16.5	15.8
	National	13.9	14.4	13.9	15.9	14.7
2007-2008	Malcolm (31)	15.6	14.3	14.9	16.7	15.4
	National	14.2	15.1	13.8	15.9	14.9
2008-2009	Malcolm (28)	16.1	15.4	14.6	17.0	15.9
	National	14.2	15.1	13.8	15.9	14.9
2009-2010	Malcolm (35)	17.3	17.0	16.3	18.4	17.3
	National	14.2	15.1	13.8	15.9	14.9
2010-2011	Malcolm (36)	17.1	16.0	15.8	17.2	16.6
	National	14.2	15.1	13.8	15.9	14.9

PLAN TEST

The PLAN Test, which is a follow-up to the EXPLORE test, is given to 10th graders. It also consists of academic testing in English, Mathematics, Reading and Science Reasoning, as well as an interest inventory and a needs assessment. As in the EXPLORE test, the focus of the PLAN test is to look at careers that match a student's academic performance as well as their interests. The 10th graders also receive a workbook to assist them in working through the process of identifying careers, starting with the basic career clusters, and then investigating specific careers within those clusters. Our Guidance Counselor spends a minimum of one class period going through the workbooks with the students. Below are the mean scores of Malcolm students as compared to national mean scores for the past five years. National normative data (2006-2010) are based on 10th grade students who took all four academic tests within standard time limits as part of a national study conducted in fall 2005. Please note that differences in Science Reasoning or Composite scores of 1.4 or smaller and differences in other test scores of 1.9 or smaller are not likely to be statistically significant.

PLAN TEST RESULTS – 10th Graders take the Plan Test

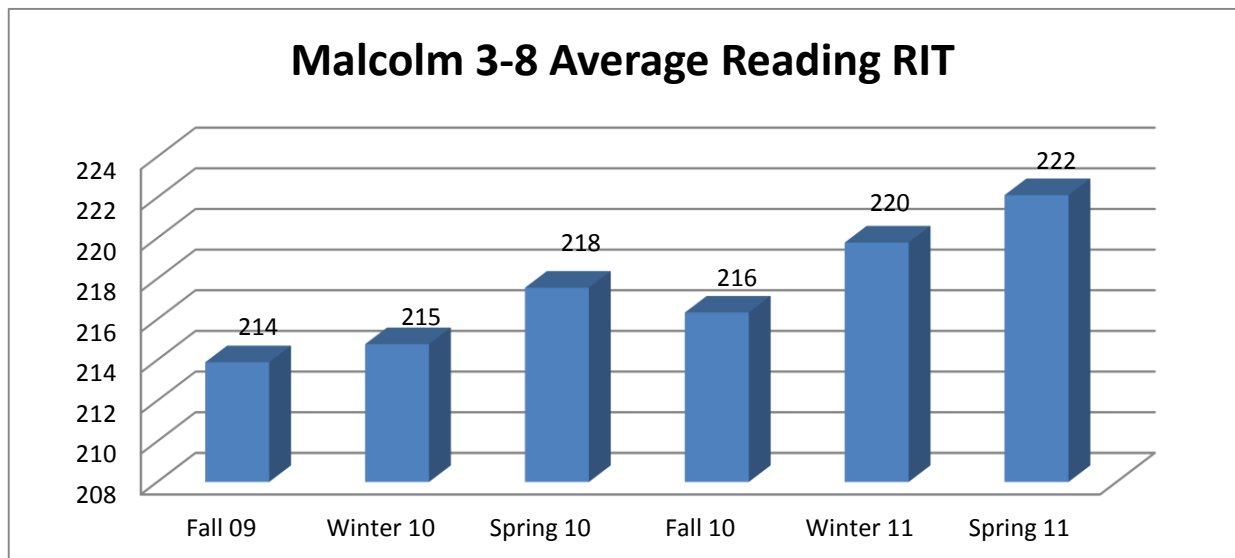
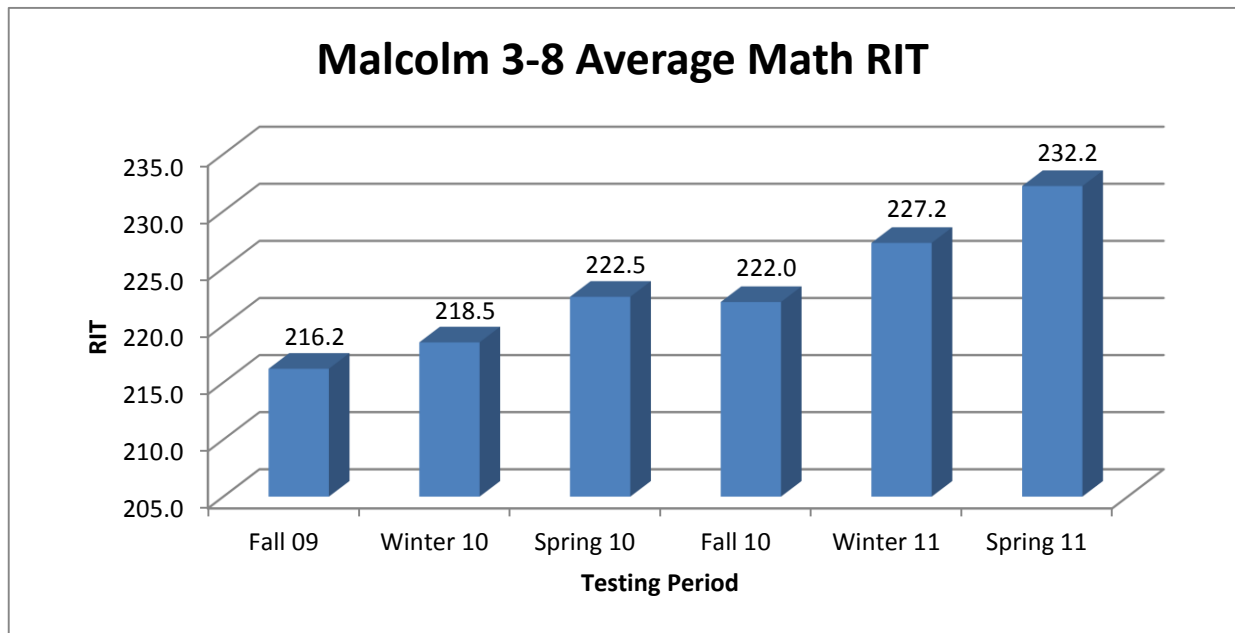
Year	Group and Student #	English	Math	Reading	Science Reasoning	Composite
2006-07	Malcolm (27)	17.4	17.6	17.7	18.3	18.0
	National	16.1	16.3	15.8	17.4	16.5
2007-08	Malcolm (37)	16.5	17.5	18.8	19.1	18.0
	National	16.9	17.4	16.9	18.2	17.5
2008-09	Malcolm (33)	18.5	18.1	18.9	19.6	18.8
	National	16.9	17.4	16.9	18.2	17.5
2009-10	Malcolm (31)	18.0	16.5	18.5	18.7	18.0
	National	16.9	17.4	16.9	18.2	17.5
2010-11	Malcolm (27)	18.1	18.6	19.1	20.0	19.1
	National	16.9	17.4	16.9	18.2	17.5

NORM REFERENCE TESTING

NWEA MAP TEST – (Norm Reference Test given to 1st-8th and 11th Grades)

The Northwest Evaluation Association (NWEA) MAP test is a norm-reference assessment that we have selected to measure the performance levels of our students. Unlike our former norm-referenced test, NWEA is a dynamic and adaptive test that uses interactive technologies which adjust the difficulty of the questions (in real-time) to match the students' current performance levels. We feel that this test reflects our philosophy of challenging students without overwhelming them. Because of this, we feel that we can eliminate a couple of testing variables that can have a negative effect on performance and data accuracy; frustration and/or boredom. As a result, we are confident that we are getting the most accurate data available from a norm-reference test.

NWEA MAP: 3rd, 4th, 5th, 6th, 7th, 8th, 11th GRADE NORM-REFERENCE TEST RESULTS



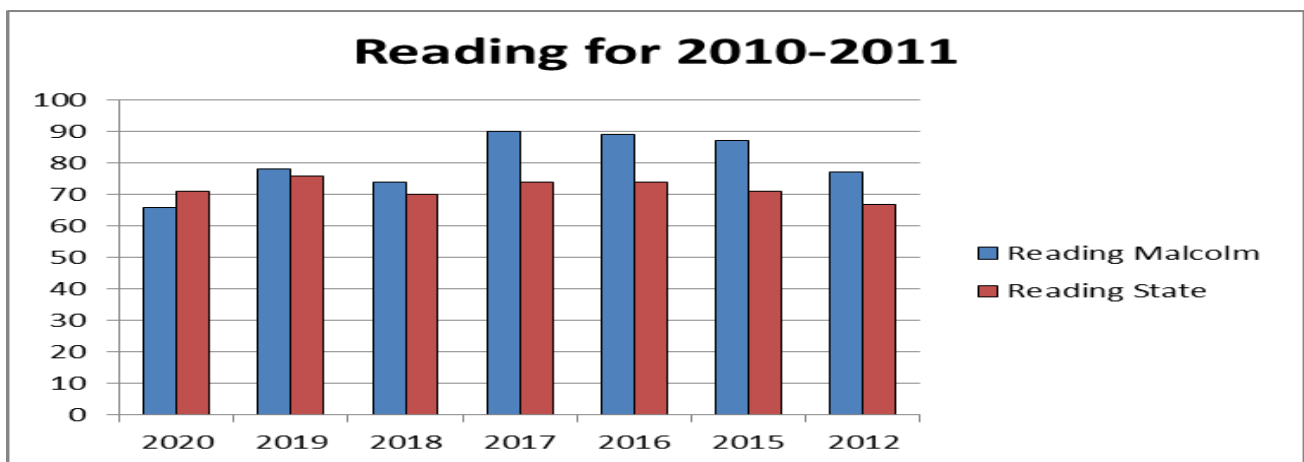
- RIT: a proprietary, equal interval measurement that allows us to track growth and compare regardless of the age of the students or the time they were tested

NEBRASKA STATE ACCOUNTABILITY (NeSA)

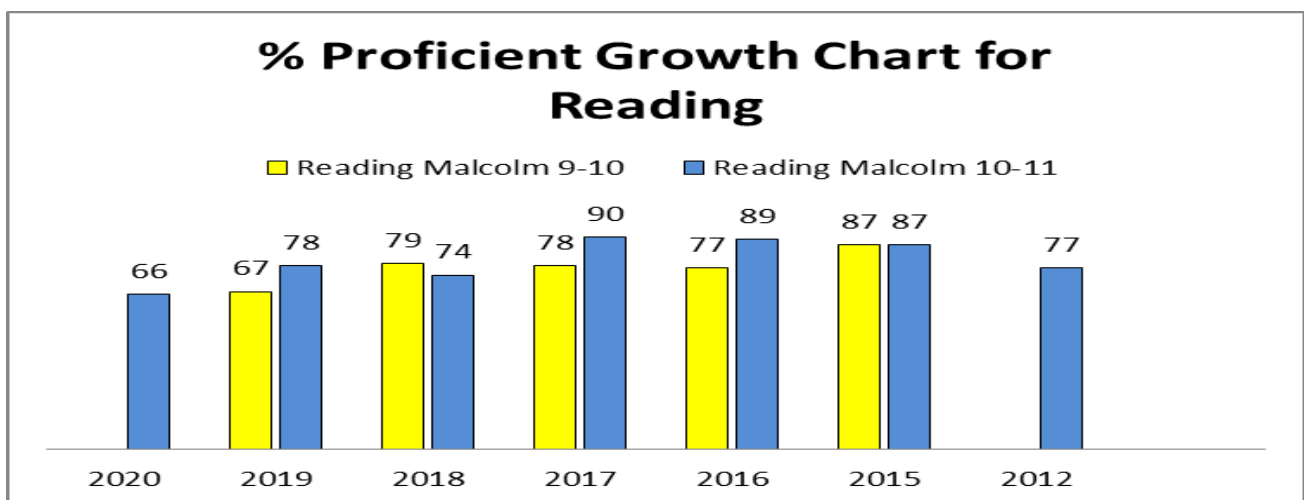
The legislative sessions of 2007 and 2008 produced drastic changes in standards and assessment for Nebraska schools. The new system relies on a common test where individual school districts can and will be compared. The transition from the old system (STARS) to the new system (NeSA) will happen over a three year period. In the 2009-2010 school year, reading was assessed using the NeSA format, while math and science continued to be assessed using STARS. In the 2010-2011 school year, reading and math were assessed using the NeSA format, while science continued with STARS. Finally, in 2011-2012, reading, math and science will all be assessed using NeSA.

NeSA READING

During the 2010-2011 school year, grades 3-8 and 11 were given the NeSA reading test. The test was administered to 100% of the student population with only approved accommodations for special education students.



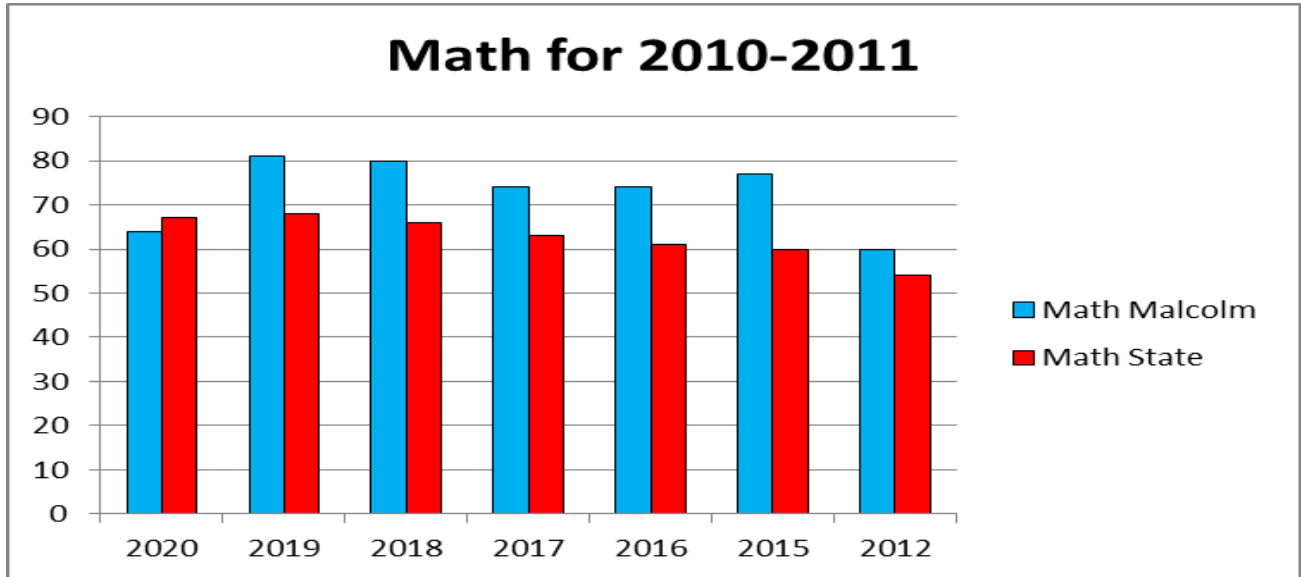
- The class of 2020 performed below the state average
- All classes 2012-2019 performed better than the state average
- The class of 2017 performed at a 90% proficient rate



- The class of 2018 failed to improve in their % proficiency score
- All but one class was at 74% proficient or better
- Classes 2019, 2017, 2016, and 2015 all improved their % proficiency score

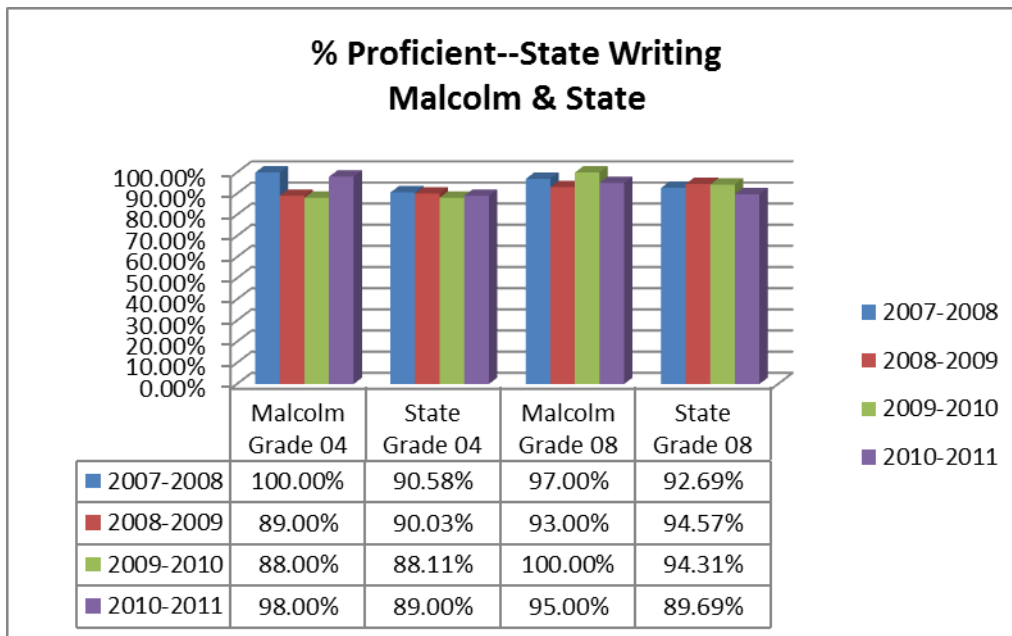
NeSA Math

During the 2010-2011 school year, grades 3-8 and 11 were given the NeSA Math test. The test was administered to 100% of the student population with only approved accommodations for special education students.



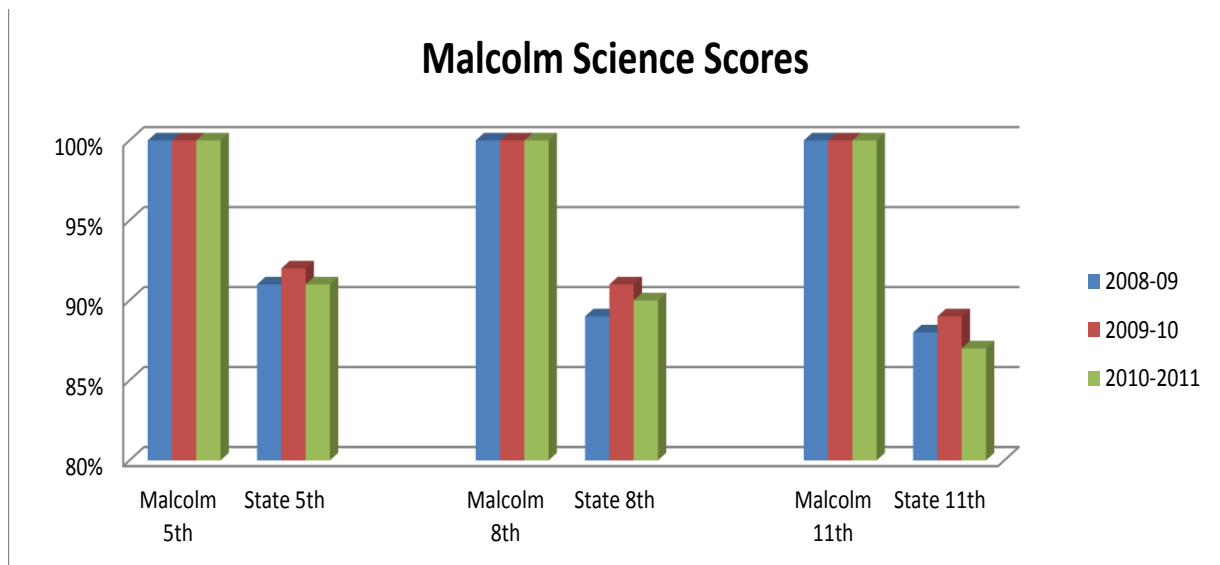
- The class of 2020 performed below the state average
- All classes 2012-2019 performed better than the state average

STATE WRITING ASSESSMENT: In 2010-11, the STATE WRITING ASSESSMENT was given to students in grades 4, 8, & 11 with no special education accommodations. Grade 4 scored 98% proficient, and grade 8 scored 95% proficient.



STATE STANDARDS – SCIENCE:

The following chart indicates the percentage of students who met or exceeded the State Standards in Science. Data was first collected at the student level beginning in the 2007-2008 school year. For the third year in a row, Malcolm's grades 5, 8, and 11 score a perfect 100% proficient.



NO CHILD LEFT BEHIND AND ADEQUATE YEARLY PROGRESS (AYP)

SUMMARY OF ACCOUNTABILITY:

In 2010, Malcolm Public School met all Federal AYP targets.

4th Grade:

State Standards Accountability: **Met**
Federal Accountability: **Met**
2 yrs. Continuous Progress: **Met**

8th Grade:

State Standards Accountability: **Met**
Federal Accountability: **Met**
2 yrs. Continuous Progress: **Met**

11th Grade:

State Standards Accountability: **Met**
Federal Accountability: **Met**
2 yrs. Continuous Progress: **Met**

Fourth Grade Students Meeting or Exceeding Reading Standards: **Met**

Eighth Grade Students Meeting or Exceeding Reading Standards: **Met**

Junior Students Meeting or Exceeding Reading Standards: **Met**

Fourth Grade Students Meeting or Exceeding Math Standards: **Met**

Eighth Grade Students Meeting or Exceeding Math Standards: **Met**

Junior Students Meeting or Exceeding Math Standards: **Met**

Fifth Grade Students Meeting or Exceeding Science Standards: **Met**

Eighth Grade Students Meeting or Exceeding Science Standards: **Met**

Twelfth Grade Students Meeting or Exceeding Science Standards: **Met**

Writing goal for elementary, middle schools and high school: **Met**

Assessment Quality (Good, Very Good, or Exemplary):

Assessment Quality of Criterion Reference Reading Tests Used, All Three Grade Levels: **Exemplary**

Assessment Quality of Criterion Reference Math Tests Used, All Three Grade Levels: **Exemplary**

All Students - Test Participation was above 95% - **Met**

Graduation Rate Exceeds 83.97% - **Met – 100%**

No Child Left Behind Qualified Teachers – **100%**

MALCOLM SCHOOL DISTRICT IMPROVEMENT PROCESS: In March 2007, the district hosted an external team of educators to review our school improvement processes and data. The overall purpose of an external team visit is to add an outside, objective view of the progress of the work accomplished by the school. This team was available to the school improvement curriculum committees to answer questions and if necessary, provide direction and guidance.

During the past five years the school district has focused its energies and resources on improving skills in reading comprehension, written communication, health and wellness, technology, visual and performing arts, as well as started processes to improve skills in math. Several commendations were given to the various curriculum committees, but more importantly, we received a few more recommendations that would further assist us in accomplishing our goals.

The school improvement process is always evolving and changing around student data. Following several years of analyzing student data, the school improvement teams felt the district had made acceptable strides on those goals, and attention could be moved to other areas. After a short review of past data analysis sessions and some professional dialog between committee members, the curriculum committee agreed upon the following objectives or goals for the next school improvement cycle.

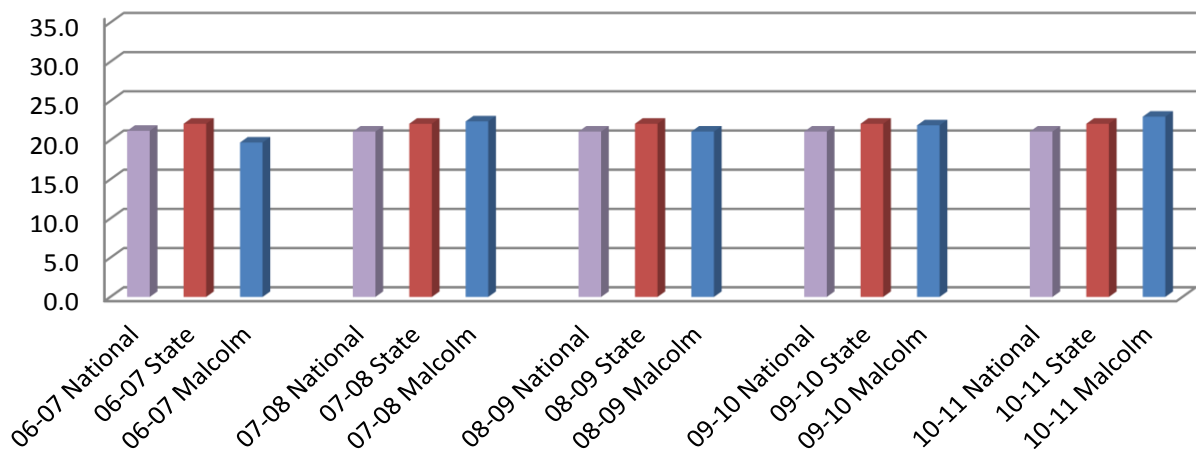
- (1) Faculty members will work on articulating and mapping the entire K-12 curriculum.
- (2) All students will improve skills in math.
- (3) All students will improve skills in Health and Wellness, Technology and Visual and Performing Arts.

** Reading and written communication will be monitored, to see if our success can be maintained or improved, without being specifically targeted.

ACT (American College Test)

The ACT is the most common college entrance exam used in the Midwest. It is not required of all students but it is available to be taken by any student and it may be taken multiple times by the same student. The following graph compares National, State, and Local ACT scores from 2005 through 2010. The possible score range is from 0-36. Students who take a minimum of Algebra 1, Algebra 2, and Geometry typically achieve higher ACT Math scores than students who take less than three years of math. In addition students who take more advanced math courses substantially increase their ACT math score. Students taking Biology and Chemistry in combination with Physics typically achieve higher ACT Science scores than students taking less than three years of science courses.

ACT Comparison



STUDENT BODY / DISTRICT CHARACTERISTICS

	10-11 State	10-11 Malcolm
Students Eligible for Free and Reduced priced meals	42.58 %	13.22 %
Students Moving in or out during the school year	12.04 %	3.33 %
Students Learning the English language	6.72 %	0.21 %
Student Attendance Rate	94.80 %	95.48 %
High School Graduation Rate	90.10 %	100.00 %
Receiving Special Education Services	15.17 %	9.56 %
Endorsed Teachers Overall Percentage	95.11 %	98.91 %
Average Years of Teaching Experience	15.24 yrs	14.35 yrs
Percentage of Teachers with Master Degrees	45.72%	56.81 %

SO WHAT DOES IT ALL MEAN?

This annual report is submitted to the patrons of this community to help them understand and evaluate their school system. It is through this understanding that we as a school district can take pride in our accomplishments and identify areas where we need to improve. We also realize the total school picture can't be told in just percentages and numbers. The district will be constantly reviewing and evaluating the processes and results we are receiving from our student body. The Malcolm School District, will be continually striving to improve our educational programs and instructional delivery. Our goal as a school district is to give every child an opportunity to reach his fullest potential. If you have questions or concerns, please feel free to contact School Administration or any school personnel.