

MALCOLM PUBLIC SCHOOLS

2010 ANNUAL REPORT

School Mission Statement

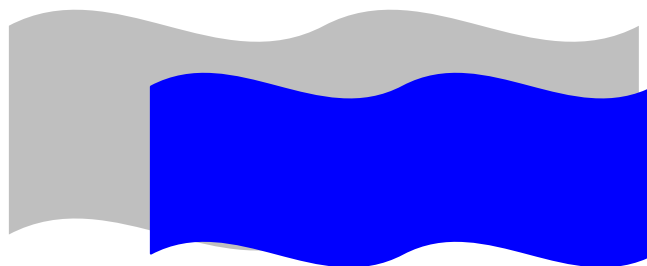
The mission of the Malcolm Public Schools is **to educate all students into becoming productive and responsible citizens through the cooperative efforts of community, parents and staff.**

Board of Education

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

Administration

Gene Neddenriep, Superintendent
Greg Adams, JH/SH Principal
Ryan Terwilliger, 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,

Gene C. Neddenriep
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 Keith Groeling, Vice-President Craig Vanderkolk, Secretary Michelle Bice, Treasurer Cheryl Lindner, other members include Don Densberger and Kevin Lostroh.

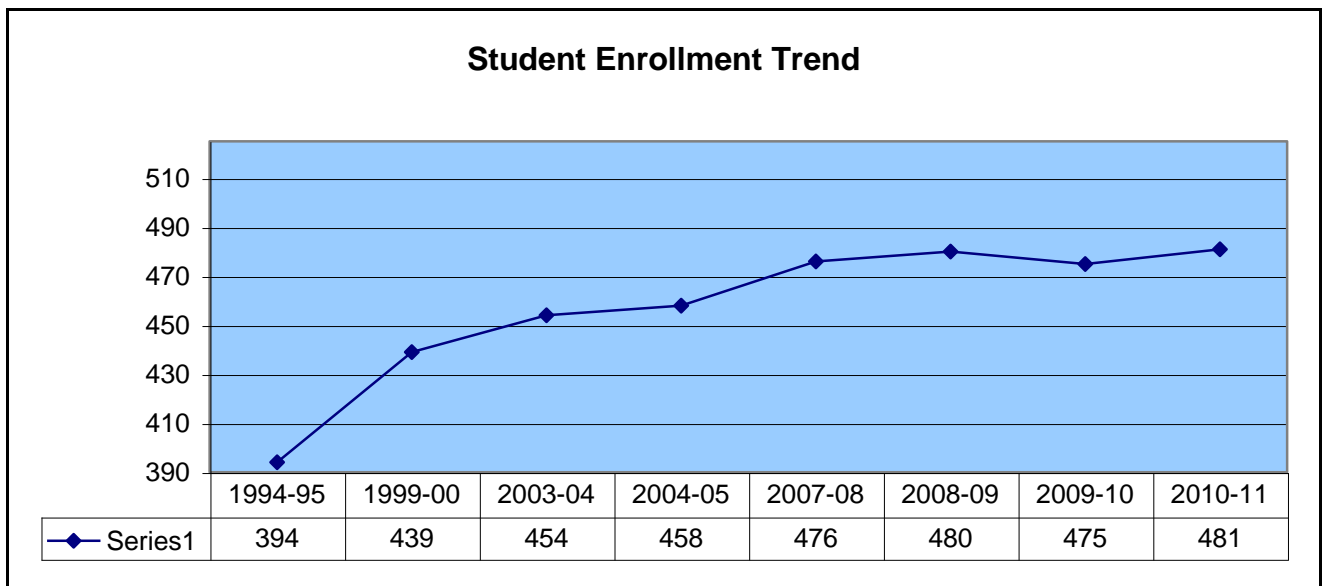
The Malcolm Public Schools Educational Foundation is a non-profit organization that operates separately but as an extension of the schools. The foundation was formed to provide for acceptance of tax-deductible donations from interested supporters of education. Donations in the form of cash, acceptable 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>04-05</u>	<u>05-06</u>	M/O <u>06-07</u>	<u>07-08</u>	<u>08-09</u>	<u>09-10</u>	<u>10-11</u>
K - 33	K - 31	K - 39	K - 41	K - 40	K - 26	K - 36	
1 - 31	1 - 35	1 - 31	1 - 43	1 - 39	1 - 39	1 - 25	
2 - 36	2 - 29	2 - 36	2 - 34	2 - 44	2 - 41	2 - 41	
3 - 25	3 - 35	3 - 35	3 - 36	3 - 36	3 - 41	3 - 41	
4 - 31	4 - 25	4 - 36	4 - 37	4 - 37	4 - 35	4 - 40	
5 - 26	5 - 29	5 - 29	5 - 35	5 - 38	5 - 38	5 - 35	
6 - 43	6 - 26	6 - 27	6 - 37	6 - 38	6 - 38	6 - 40	
K-6	<u>225</u>	<u>210</u>	<u>233</u>	<u>263</u>	<u>272</u>	<u>258</u>	<u>258</u>
7 - 39	7 - 42	7 - 29	7 - 29	7 - 40	7 - 39	7 - 38	
8 - 30	8 - 42	8 - 47	8 - 31	8 - 29	8 - 40	8 - 39	
9 - 44	9 - 35	9 - 38	9 - 39	9 - 33	9 - 32	9 - 46	
10 - 35	10 - 45	10 - 32	10 - 41	10 - 40	10 - 32	10 - 31	
11 - 35	11 - 34	11 - 44	11 - 31	11 - 37	11 - 36	11 - 34	
12 - 50	12 - 34	12 - 32	12 - 42	12 - 29	12 - 38	12 - 35	
7-12	<u>233</u>	<u>232</u>	<u>222</u>	<u>213</u>	<u>208</u>	<u>217</u>	<u>223</u>
K-12	458	442	455	476	480	475	481



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, thirty two - (32) or (68%) faculty members have obtained at least a masters degree. Ninety-four (94) % 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. Eleven (11) staff members have 25 or more years in education and out of that eleven, eight (8) 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	3.5	(1-Supt, 2 Prin., and .5 Special Ed Director)
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	(.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	77.5	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 to help accommodate those special needs. 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>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
	40.44 – CF	43.44 – CF	46 - CF	46 - CF	47 – CF	47 - CF
	<u>27</u> - NC	<u>29</u> - NC	<u>29.75</u> - NC	<u>30.25</u> - NC	<u>30</u> - NC	<u>30.5</u> - NC
Total	67.44	72.44	75.75	76.25	77	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 09-10 follow:

Route miles for year: 43,717	Average miles driven per day: 251
Average miles driven per bus/per day: 50	Activity trip miles including field trips: 30,012
Students transported daily by this district: 233	Special Education Miles: 5,182

FINANCIAL INFORMATION

The financial information prepared for this portion of the report contains data from 2009-2010 and some for 2010-2011. 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 Retirement	Special Bldg.	Total Levy	Change per \$100	Valuation
1996-97	1.4587	.1698	.0742	1.7027	+ 1.25 cents	131,291,729
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

- 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 09-10 SCHOOL AUDIT
REVENUE FOR GENERAL FUND YEAR ENDING AUGUST 31, 2010:**

Local Receipts:

Property Taxes	2,003,560.46	
Motor Vehicle Taxes	185,847.97	
Carline Tax	6,048.70	
Interest	977.56	
Transportation from Individuals	7,414.81	
Local Licenses	450.00	
Public Power District Sales Tax	6,300.30	
Other Local Receipts	<u>635.00</u>	
		\$ 2,211,234.80

County Receipts:

County License and Fines	32,936.35	
ESU Receipts	<u>6,293.81</u>	
		\$ 39,230.16

State Receipts:

State Aid	1,789,977.59	
Special Education Programs	224,369.00	
Special Education Transportation	875.00	
Payments High Ability Learners	5,381.00	
Pro-Rate Motor Vehicles	6,088.50	
State Apportionment	45,093.80	
Homestead Exemption	54,223.86	
Property Tax Credit	92,575.16	
Other State Receipts	<u>120.00</u>	
		\$ 2,218,703.91

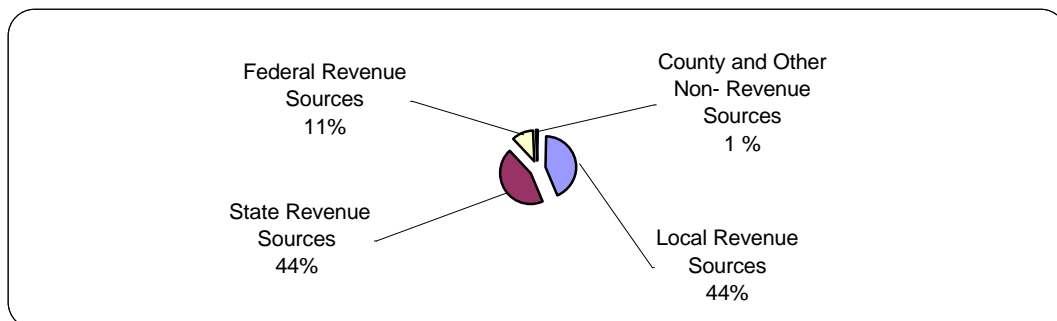
Federal Receipts

Title I	21,130.00	
Title II, Part A	7,440.00	
Title II, Part D	143.00	
Title IV Safe and Drug Free	860.00	
SPED IDEA, Part B Enrollment/Poverty	101,511.00	
SPED IDEA BASE -	34,191.00	
Reap Grant	52,963.17	
Title 8 Impact Aid	31,105.00	
Medicaid Administration Outreach	63,698.27	
ARRA – IDEA 611	111,158.00	
ARRA – IDEA 619	3,603.00	
ARRA – State Fiscal Stabilization Funds	<u>115,110.00</u>	
		\$ 542,912.44

Non-Revenue Receipts:

Sale of Property	4,081.01	
Other Non-Tax Revenue	<u>11,233.79</u>	
		\$ <u>15,314.80</u>
Total Receipts		\$ 5,027,396.11

2009-2010 Breakdown of Total Revenue Sources



DISBURSEMENTS FOR GENERAL FUND - SCHOOL YEAR ENDED AUGUST 31, 2010:

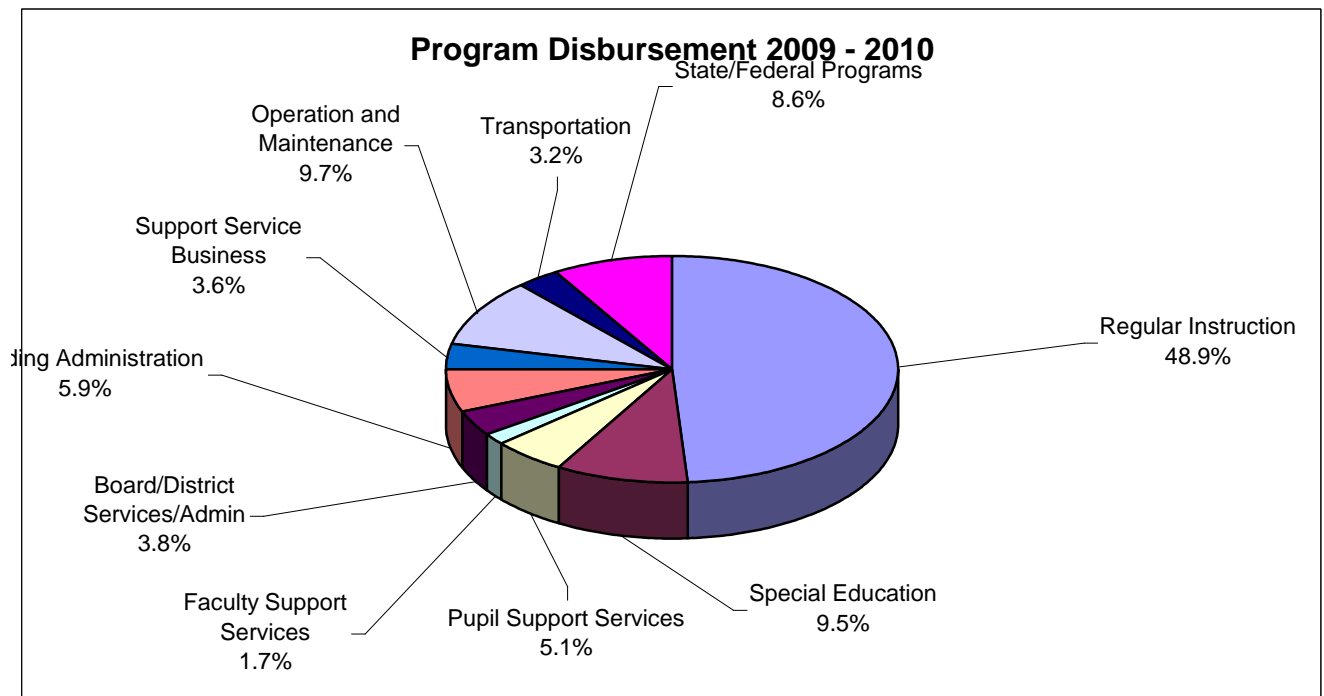
2009 - 2010

General Instruction	\$ 2,443,816.80
Special Education Instruction	475,066.40
Guidance Services	77,312.31
Health Services	21,445.69
Other Pupil Support Services	154,764.07
Support Services – Staff	86,484.06
Board of Education	20,476.81
Executive Administration Services	167,962.65
Office of the Principal	292,724.13
General Business Support Services	177,605.42
Other Vehicle Disbursements	5,893.28
Operation of Plant	434,943.03
Maintenance of Plant	49,528.77
Pupil Transportation	145,190.60
Pupil Transportation – Special Education	8,669.83
State Categorical Programs	8,663.00
Federal Programs	417,640.03
Transfers	<u>5,000.00</u>

Total Budget of Disbursements & Transfers **\$ 4,993,186.88**

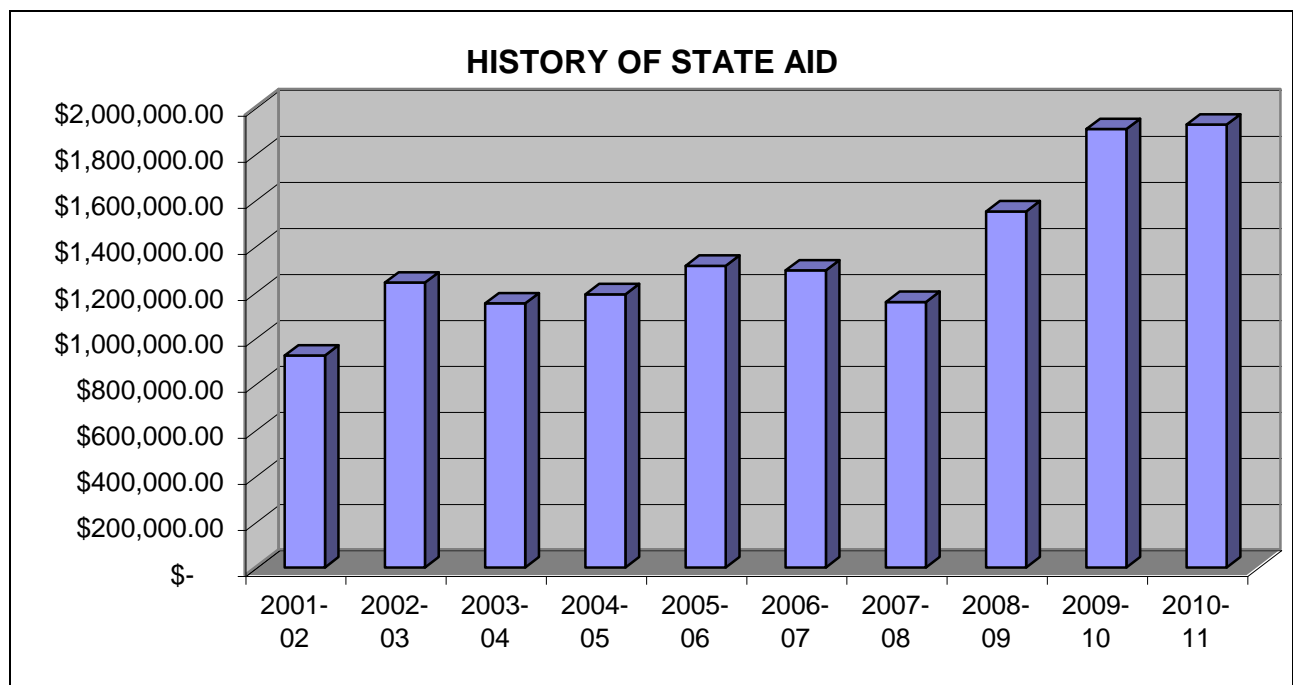
Fund Balance, September 1, 2009		\$ 1,352,132.21
Receipts 2009/10	5,027,396.11	
Disbursements 2009/10	4,993,186.88	<u>+34,209.23</u>

Fund Balance, September 1, 2010 **\$ 1,386,341.44**



VALUATION BREAKDOWN BY COUNTIES OR DISTRICT

		Lancaster	Seward	Oak Valley	Total
1996-97		120,552,492	1,998,400	8,740,837	131,291,729
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



Testing Results and Student Achievement for 2009 - 2010

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 06-09 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
2005-2006	Malcolm (42)	13.7	14.5	13.8	15.9	14.6
	National	14.2	15.1	13.8	15.9	14.9
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

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 (2006-2009) 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
2005-06	Malcolm (45)	18.6	18.0	17.8	19.3	18.5
	National	16.9	17.4	16.9	18.2	17.5
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

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

		Northwest Evaluation Association (NWEA) Assessment Scores							
		Reading				Math			
Class	Grade	Dist. RIT	Nat. RIT	Dist. NPR	Nat. NPR	Dist. RIT	Nat. RIT	Dist. NPR	Nat. NPR
Class of 2019	3rd	204	200	63	50	204	203	54	50
Class of 2018	4th	213	207	65	50	214	211	57	50
Class of 2017	5th	218	212	66	50	222	220	55	50
Class of 2016	6th	223	216	69	50	227	225	57	50
Class of 2015	7th	226	219	69	50	232	230	55	50
Class of 2014	8th	230	223	68	50	240	234	64	50
Class of 2011	11th	231	227	67	50	247	241	62	50

- 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
- Dist. RIT: Malcolm's mean RIT score
- Nat. RIT: national mean RIT score
- NPR: national percentile rank is a comparative measure used to compare the performance of our students to the performance norms of students across the nation
- Dist. NPR: Malcolm's mean NPR
- Nat.NPR: the nation's mean NPR (it will always be 50)

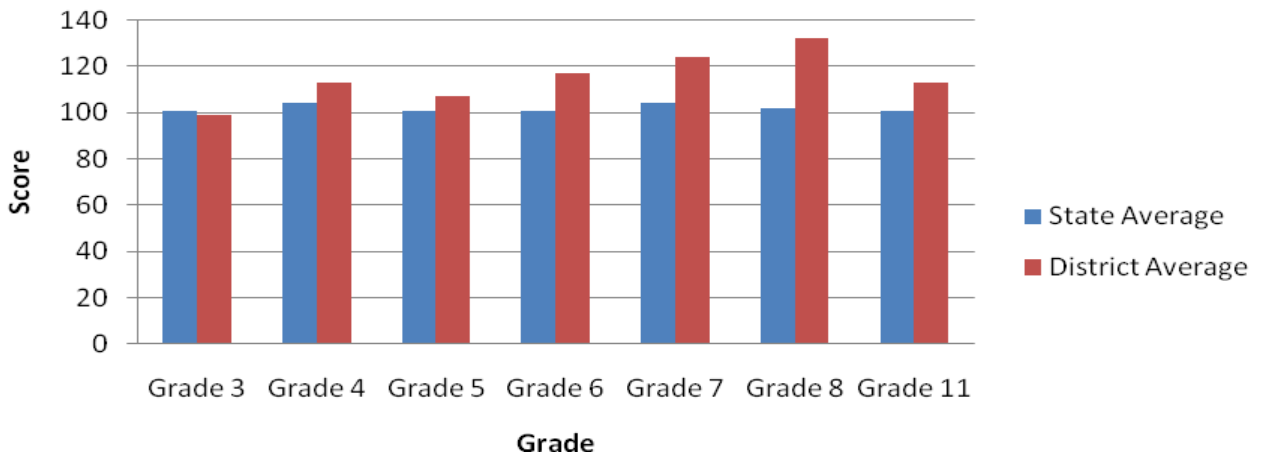
NEBRASKA STATE ACCOUNTABILITY (NeSA)

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 will be assessed using the NeSA format, while math and science will continue to be assessed using STARS. In the 2010-2011 school year, reading and math will be assessed using the NeSA format, while science will continue with STARS. Finally, in 2011-2012, reading, math and science will all be assessed using NeSA.

NeSA READING

During the 2009-2010 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 district did very well outperforming the state average in every grade except third, which only missed by two points.

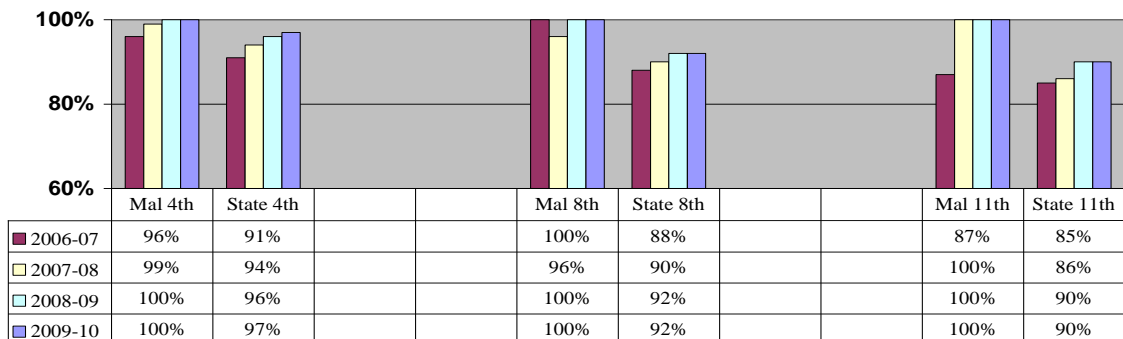
NeSA Reading 2009-2010



STARS MATH

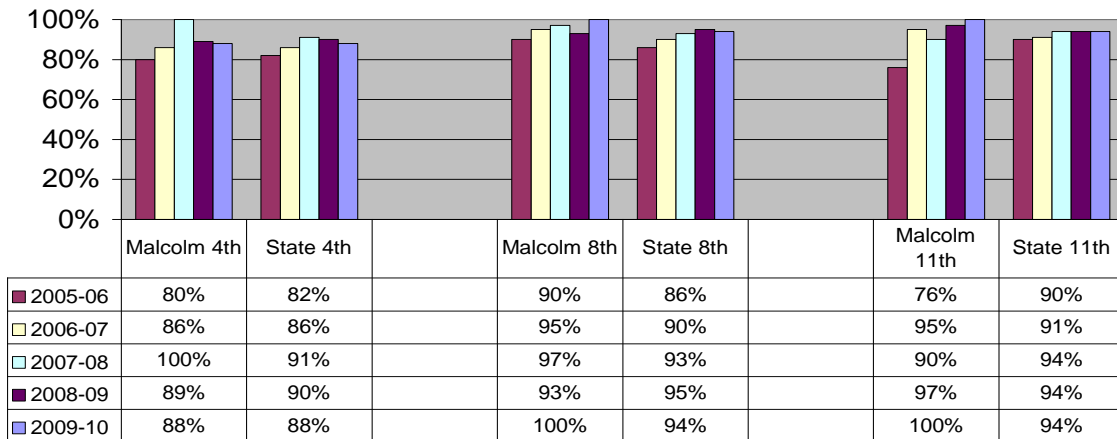
The following chart illustrates a four-year historical representation of student performances on the STARS MATH assessment. For the second straight year, 100% of Malcolm students in grades 4, 8, and 11 tested at 100% proficiency on the STARS math assessment.

Percentage of Students Who Met or Exceeded State Math Standards



STATE WRITING ASSESSMENT: In 2009-10, the STATE WRITING ASSESSMENT was given to students in grades 4, 8, & 11 with no special education accommodations given and the majority responded with excellent scores. Grade 4 scored 88% proficient, and grades 8 and 11 scored a perfect 100% proficient.

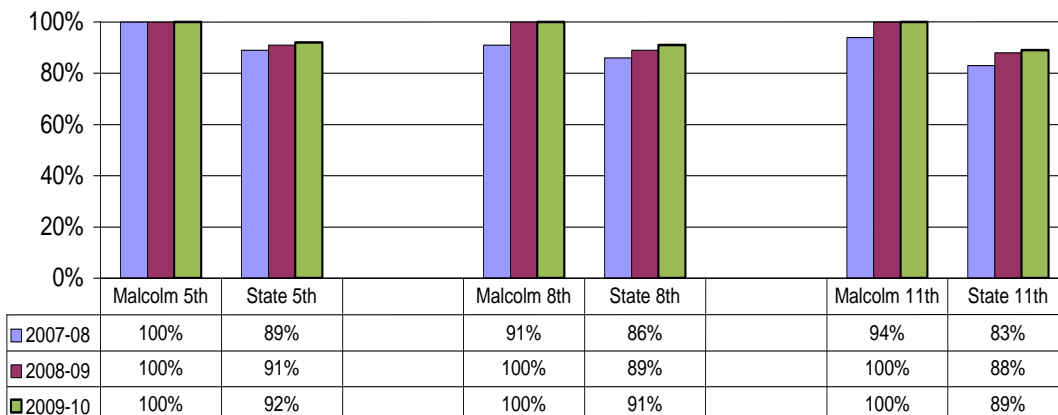
Percentage of Students Who Met or Exceeded State Writing Assessment Standard



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 second year in a row, Malcolm’s grades 5, 8, and 11 score a perfect 100% proficient or higher.

Percentage of Students Who Met or Exceeded State Science Standards



NO CHILD LEFT BEHIND AND ADEQUATE YEARLY PROGRESS (AYP)

In 2003 Nebraska set its targets for student performance on standards to comply with the federal law (No Child Left Behind). This year the percent of students needing to meet or exceeding state and federal standards were raised even higher than last year's standards. The rising targets are used in determining whether a school is making AYP (Adequate Yearly Progress). The federal law (NCLB) currently states that 100 percent of our students will be proficient by 2014. This year, for a school to make Adequate Yearly Progress, each group of students, the individual school, as well as the district as a whole must meet state target goals (certain percentage of students meeting or exceeding state standards) in reading, mathematics and writing. The student groups are 1) the school as a whole 2) White 3) Black 4) Hispanic 5) Native American 6) Asian American 7) students from low-income families 8) students learning English 9) students who receive special education services. To make Adequate Yearly Progress in 2009-10, each school as a whole and each tested group of students, as indicated above (Grade 4, 8, and 11) must meet the following targets:

State and Federal Accountability Requirements: To meet state and federal accountability requirements, school districts and individual school buildings with 30 or more students in any of nine groups must meet the following state and federal accountability goals. To meet the following state and federal requirements a school can use either criterion or norm reference testing or a combination of both. The State of Nebraska is moving in the direction of one State Test in required subject areas to determine if a school district is meeting State and Federal Accountability requirements.

- **Reading:** 81 percent of 4th graders (elementary), 81 percent of 8th graders (middle school) and 83 percent of 11th graders (high school) scoring proficient on state standards.
- **Mathematics:** 83 percent of 4th graders (elementary), 79 percent of 8th graders (middle school) and 81 percent of 11th graders (high school) scoring proficient on state standards.
- **Writing:** 62 percent of elementary students; 61 percent of middle school students scoring proficient on statewide writing assessments.

High School Graduation Rate: Must be at or above 83.97 percent

Quality of Assessments: Must be rated at least Good, Very Good or Exemplary.

Student Testing Participation: At least 95 percent of the students enrolled in school as of the last Friday in September must be assessed in reading, mathematics and writing in grades 4, 8 and 11. The student testing participation percent is determined by the number of students enrolled at MPS on the last Friday in September against the student numbers that are tested in March.

Federal Accountability Continuous Progress: This rating is the result of comparing the school's AYP status for two consecutive years. If required progress is made through two consecutive years, the school would have received a MET (considering all possible categories) in both years. Should a school district receive a MET rating one year, but not the next, the district rating would still be NOT MET. If a school district receives a NOT MET rating for two consecutive years, the rating would be "NEEDS IMPROVEMENT".

What happens if a school district fails to make a goal and doesn't improve?

If a school misses one or more goals or targets for two consecutive years, the school would be rated as "NEEDS IMPROVEMENT". Those districts would be strongly encouraged to change curriculum content or instructional emphasis, redirect resources and receive outside help from the state.

State and Federal Adequate Yearly Progress (AYP):

In 2004, the first year of testing, Malcolm met all academic AYP targets, except for the junior class student participation-testing rule in reading. MPS did not test two foreign exchange students and two students who transferred after school started, therefore, we only tested 90% of the total number of junior students that started the year, thus we did not meet the 95% student participation-testing rule for juniors in reading. In years 2005, 2006, 2007, 2008 and 2009 Malcolm has met all state and federal academic AYP testing targets and testing participation requirements.

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.

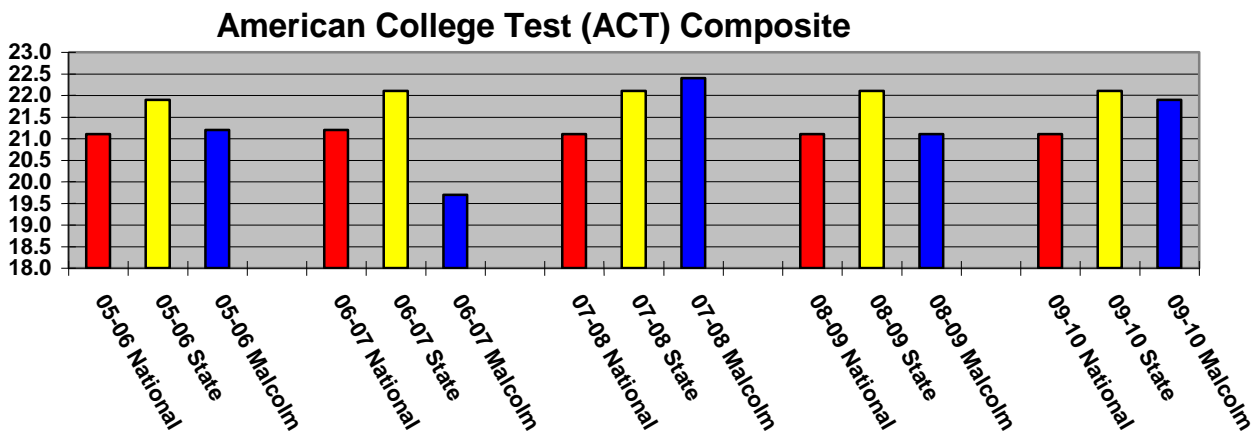
During the past five years the school district has focused its energies and resources on improving skills in reading comprehension, written communication, health and wellness, technology, visual and performing arts, as well as started processes to improve skills in math. Several commendations were given 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 science.
- ** 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. The apparent trend for some at Malcolm during their senior year is to “coast” taking the perceived easier courses and fewer advanced courses to maintain their GPA and then worry about class rank, as opposed to seeking out an advanced course to stretch themselves intellectually. Students and parents need to realize the senior year needs to be the most challenging of all high school years, so students are better prepared for whatever lies ahead. More colleges are now placing less emphasis on GPA’s and more on rigorous student schedules and ACT scores which are indicators of how a student will do in a college setting.



STUDENT BODY / DISTRICT CHARACTERISTICS

	09-10 State	09-10 Malcolm
Students Eligible for Free and Reduced priced meals	41.22 %	14.14 %
Students Moving in or out during the school year	11.45 %	3.16 %
Students Learning the English language	6.56 %	0.00 %
Student Attendance Rate	94.74 %	95.22 %
High School Graduation Rate	89.86 %	100.00 %
Receiving Special Education Services	15.27 %	9.26 %
Endorsed Teachers Overall Percentage	92.69 %	98.85 %
Average Years of Teaching Experience	15.26 yrs	13.80 yrs
Percentage of Teachers with Master Degrees	44.10%	59.09 %

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.