

MALCOLM PUBLIC SCHOOLS

2018 ANNUAL REPORT

School Mission Statement

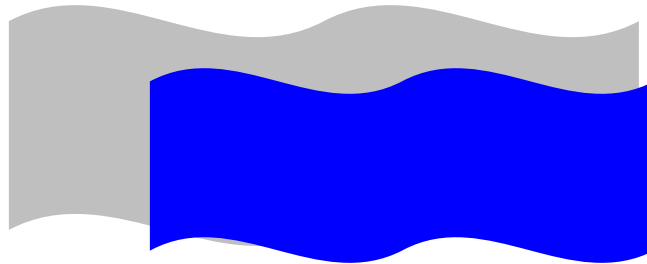
In partnership with our community, we will provide an educational experience that maximizes the potential of each student to become a productive and responsible citizen.

Board of Education

Michelle Bice, President
Kevin Lostroh, Vice President
Chandler Kramer, Secretary
Bill England, Treasurer
Tony Nutter, Member
Amy Spellman, 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 are our first priority
- Each student is unique and has infinite value
- Education is dynamic and evolving
- A positive learning environment enhances learning
- High expectations promote higher achievement
- Honesty and integrity are essential to building trust
- Individuals are responsible for their own actions
- Our school is accountable to the community
- Education is a shared responsibility of the individual, family, school and community
- Excellence is worth the investment

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, it is 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. In 2012, patrons, parents, teachers, administrators and school board members worked together in developing a new mission and set of values—seen on page 1. We continue to be very excited about our progress and direction.

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 our mission, in partnership with the community, to provide an educational experience that maximizes the potential of each student to become a productive and responsible citizen.**

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 in 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 accurately represented 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 institution in one building 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 include: Auburn, Conestoga, Elmwood-Murdock, Freeman, Louisville, Malcolm, 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 Michelle Bice, Vice-President Kevin Lostroh, Secretary Chandler Kramer, Treasurer Bill England, member Tony Nutter and member Amy Spellman.

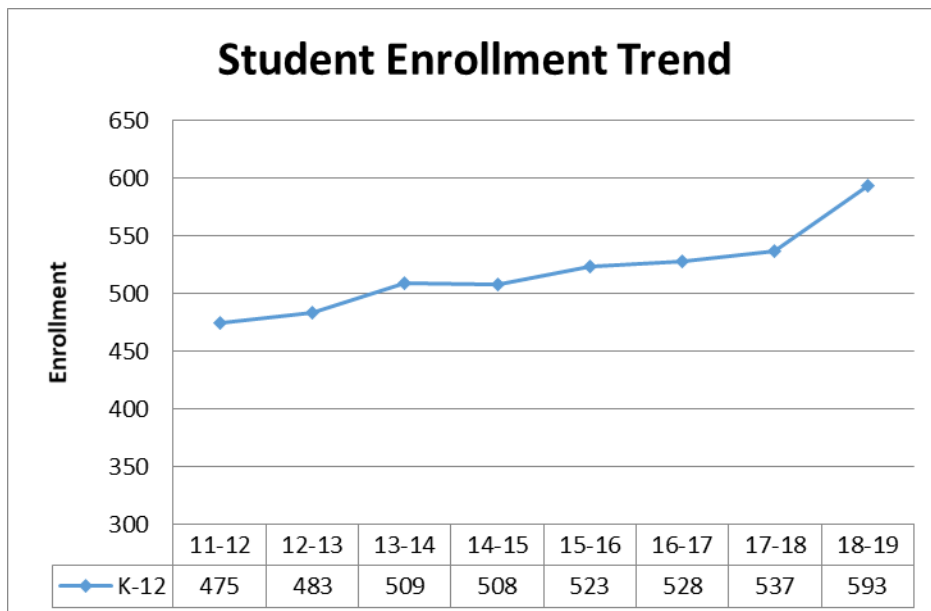
The Malcolm Public Schools Educational Foundation is a non-profit organization that operates separately but as an extension of the schools. The foundation was formed to provide for acceptance of tax-deductible donations from interested supporters of education. Donations in the form of cash, acceptable 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:

		12-13	13-14	14-15	15-16	16-17	17-18	18-19
K-6	K	32	K 32	K 39	K 31	K 39	K 40	PK 20
	1	32	1 36	1 37	1 41	1 33	1 41	K 38
	2	38	2 31	2 39	2 39	2 41	2 34	1 41
	3	30	3 42	3 34	3 38	3 43	3 42	2 42
	4	41	4 34	4 40	4 38	4 43	4 46	3 36
	5	39	5 42	5 33	5 40	5 39	5 44	4 46
	6	40	6 40	6 48	6 40	6 39	6 39	5 48
		252	257	270	267	277	286	6 51 322
		12-13	13-14	14-15	15-16	16-17	17-18	18-19
7-12	7	38	7 41	7 38	7 49	7 38	7 38	7 43
	8	42	8 41	8 41	8 39	8 49	8 49	8 48
	9	41	9 42	9 46	9 41	9 37	9 37	9 47
	10	34	10 40	10 35	10 48	10 42	10 42	10 53
	11	47	11 40	11 40	11 37	11 48	11 48	11 38
	12	29	12 48	12 38	12 42	12 37	12 37	12 42
			231	252	238	256	251	251
K-12		483	509	508	523	528	537	593



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 fifty (50) professional staff members employed, thirty-four (34) or 68% faculty members have obtained at least a masters degree. Seventy-six percent (76%) of the certified staff have earned college hours beyond their initial degree, and 100% have attended workshops or in-service experiences to support their instruction.

Thirty-seven (37) professional staff members have 10 or more years of educational experience. Fourteen (14) staff members have 20 or more years in education, and out of that fourteen, two (2) staff members have 30 or more years in education. There are twenty-five (25) 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
Guidance	1
PK-12 Teachers	30
Specialists	11.5
Special Education	4
Office Staff	6
Para-educators	14
Dist. Non-Certified	<u>15</u>
Total # of Staff	84.5

Staff - Past and Future: Increased needs in special education resulted in MPS increasing its certified and non-certificated staff from 2008 to the present. 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. Increased student population is accompanied by the need for additional specialists. We have added slowly over the past six years. Finally, the 2018-2019 school year saw the implementation of a new full-time Pre-Kindergarten program.

CF: Certified Faculty

NC: Non-Certified Faculty

	2011	2012	2013	2014	2015	2016	2017	2018
CF	47	47	47	48	48	49	49.5	50.5
NC	30.5	31	31	31	31	32	33.5	35
Total	77.5	78	78	79	79	81	83	85.5

Student Transportation: The transportation department currently includes seven buses (5 route buses and 2 spare/activity buses), 2 vans, 1 special education vehicle, and one pick-up truck. The numbers for 16-17 follow:

Route miles for year: 43,527

Average miles driven per bus/per day: 50

Students transported daily by this district: 245

Average miles driven per day: 249

Activity trip miles including field trips: 28,873

Special Education Miles: 9,142

FINANCIAL INFORMATION

The financial information prepared for this portion of the report contains data from 2004-2005 through 2016-2017. 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 twelve years. You will also be able to see the changes that have occurred in the district's assessed valuation. In addition, there is a table that will allow you to track State Aid changes that have occurred over the last several years.

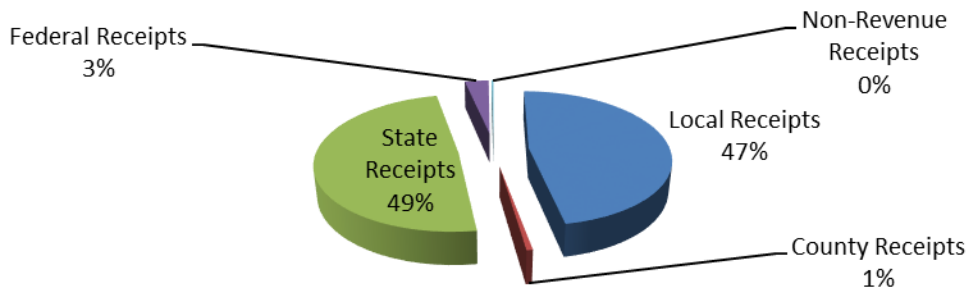
HISTORY OF LEVIES & VALUATIONS							
	General Fund	Bond Fund	QCPUF	Special Bldg.	Total Levy	Change per \$100	Valuation
2006-07	0.9864	0.1296		0.066	1.182	-5.60 cents	\$191,273,347
						Bond Fund	\$319,533,238
2007-08	1.0227	0.1232		0.0506	1.1965	+1.45 cents	\$196,025,215
						Bond Fund	\$333,808,416
2008-09	1.0021	0.105		0.0478	1.1549	-4.16 cents	\$206,908,406
						Bond Fund	\$349,133,182
2009-10	1.0005	0.0982		0.0494	1.1481	-.0068 cents	\$214,700,015
						Bond Fund	\$360,471,342
2010-11	1.0046	0.1027		0.0453	1.1526	+.0045 cents	\$216,365,438
						Bond Fund	\$362,879,005
2011-12	0.9957	0.1018	0.03172	0.0505	1.1796	+2.70cents	\$234,024,612
						Bond Fund	\$386,914,208
2012-13	0.9933	0.1031	0.0295	0.049748	1.1756	-.0040 cents	\$255,569,098
						Bond Fund	\$420,387,420
2013-14	1.0026	0.065671	0.01226	0.040404	1.120935	-.0547 cents	\$279,934,687
						Bond Fund	\$464,948,707
2014-15	0.944751	0.070707	0.040404	0.100431	1.156293	+.035 cents	\$296,700,558
						Bond Fund	\$493,560,246
2015-16	0.888068	0.075758	0.044427	0.139986	1.148239	-.00805 cents	\$323,835,768
						Bond Fund	\$545,270,553
2016-17	0.907194	0.05423	0.029468	0.138385	1.129277	-.018962 cents	\$342,261,084
						Bond Fund	\$566,095,493
2017-18	0.802882	0.021812		0.10101	0.925704	-.02036 cents	\$370,482,085
						Bond Fund	
2018-19	0.842182	0.092342		0.067055	1.00158	0.07587 cents	\$376,596,112
						Bond Fund	\$377,314,312

- With increased valuation, increased state aid, retirement of the 97' bond, and the retirement of the QCPUF, the 2017-18 levy decreased by over 20 cents.
- Due to the timing of the 2018 bond sale, we experienced a 0.075 cent increase (approximately) to the total levy. Figuring no valuation increase, this amount will be cut in half in two years

FIGURES FROM 17-18 SCHOOL AUDIT
REVENUE FOR GENERAL FUND YEAR ENDING AUGUST 31, 2018:

Local Receipts			
Property Taxes			\$2,731,651.47
Motor Vehicle Taxes			\$260,516.44
Tuition Received From Individuals			\$9,059.00
Carline Tax			\$3,397.72
Interest			\$13,119.31
Transportation From Individuals			\$851.50
Local License Fees			\$650.00
Public Power District Sales Tax			\$7,344.17
Rental Income			\$8,935.30
Donations			\$975.00
Other Local Receipts			\$11,554.44
			\$3,048,054.35
County Receipts			
Educational Service Unit			\$1,980.47
County Fines and Licenses			\$16,912.60
			\$18,893.07
State Receipts			
State Aid			\$2,571,921.00
Special Education Programs			\$269,475.00
Special Education Transportation			\$2,057.00
State Apportionment			\$55,644.12
Property Tax Credit			\$180,791.38
Homestead Exemption			\$65,145.83
Pro-Rate Motor Vehicle			\$7,850.15
High Ability Learner			\$3,069.00
Other			\$14,899.15
			\$3,170,852.63
Federal Receipts			
Title VI			
Title I			\$21,257.00
Title II Part A			\$5,302.00
Carl Perkins			
IDEA Enrollment/Poverty			\$59,598.00
IDEA Base			\$44,230.00
IDEA Base Preschool			\$1,235.00
Medicaid in Public Schools			
REAP Grant			\$30,021.42
Title 8 Impact Aid			\$41,961.30
Medicaid Administration Outreach			\$2,034.85
Other			\$3,325.00
			\$208,964.57
Non-Revenue Receipts			
Insurance Adjustments			\$728.91
Sale of Property			\$2,937.02
Other Non-Revenue Receipts			\$8,982.09
			\$12,648.02
Total Receipts			\$6,459,412.64

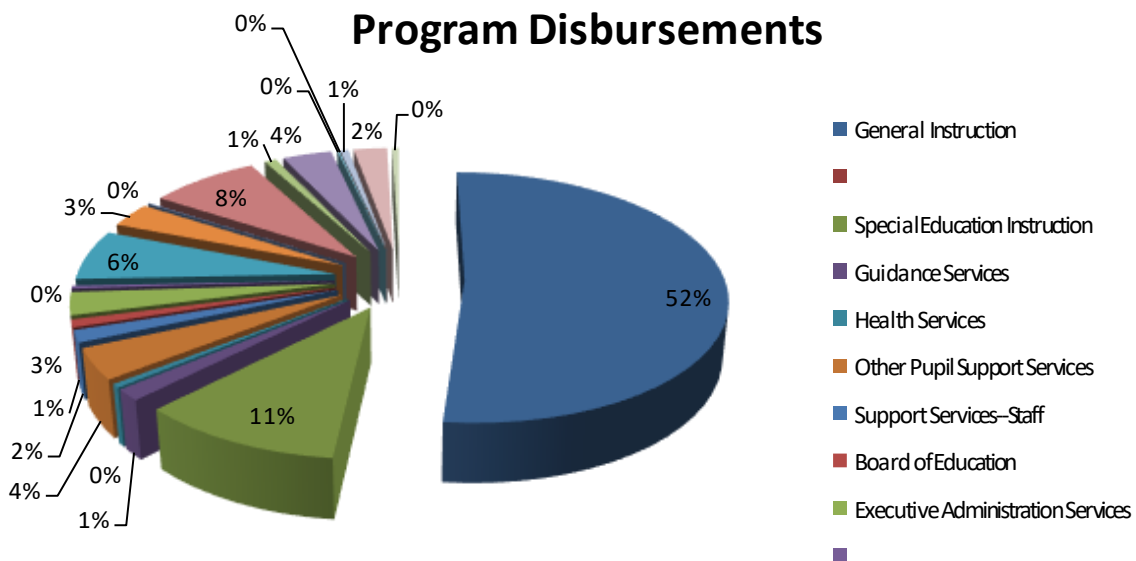
2015-16 Revenue Sources



DISBURSEMENTS FOR GENERAL FUND - SCHOOL YEAR ENDED AUGUST 31, 2018:

	2017-2018	
General Instruction	\$3,320,308.51	51.42%
Reg. Instruction School Age (Flex-Spending)	\$34,454.72	0.53%
Special Education Instruction	\$697,226.26	10.80%
Guidance Services	\$95,053.03	1.47%
Health Services	\$31,420.91	0.49%
Other Pupil Support Services	\$255,679.85	3.96%
Support Services--Staff	\$98,432.75	1.52%
Board of Education	\$63,785.32	0.99%
Executive Administration Services	\$188,477.10	2.92%
District Legal Services	\$25,297.38	0.39%
Office of the Principal	\$416,845.23	6.45%
General Business Support Services	\$203,368.36	3.15%
Other Vehicle Disbursements	\$5,876.49	0.09%
Operation of Plant	\$508,148.14	7.87%
Maintenance of Plant	\$54,875.04	0.85%
Pupil Transportation	\$227,649.50	3.53%
Pupil Transportation--Special Education	\$7,965.38	0.12%
Voluntary Terminations	\$0.00	0.00%
State Categorical Programs	\$37,829.47	0.59%
Federal Programs	\$154,831.16	2.40%
Transfers	\$30,247.87	0.47%
Total Budget of Disbursements and Transfers	\$6,457,772.47	

Program Disbursements



Testing Results and Student Achievement for 2017 - 2018

Throughout Nebraska, schools are using a variety of approaches for 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. 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.

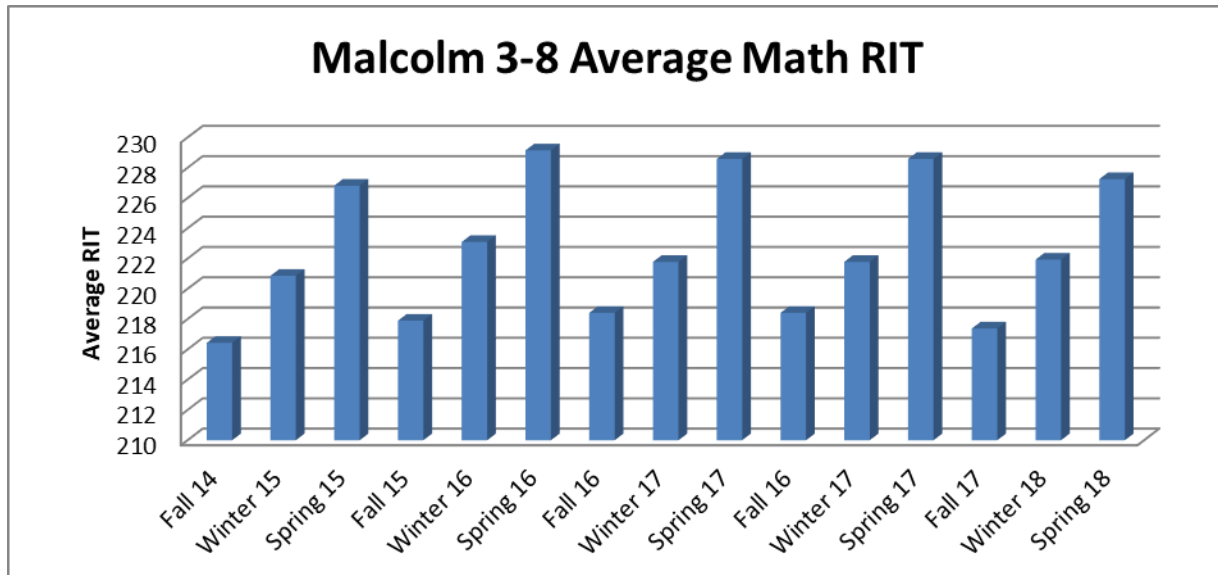
Prior to the 2009-2010 school-year, Malcolm Public School used the California Achievement Test as our national norm reference test, which provided us with one measure of student achievement. In 2009-2010 we moved to the NWEA-MAP testing for our national norm reference test, because it provided staff 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.

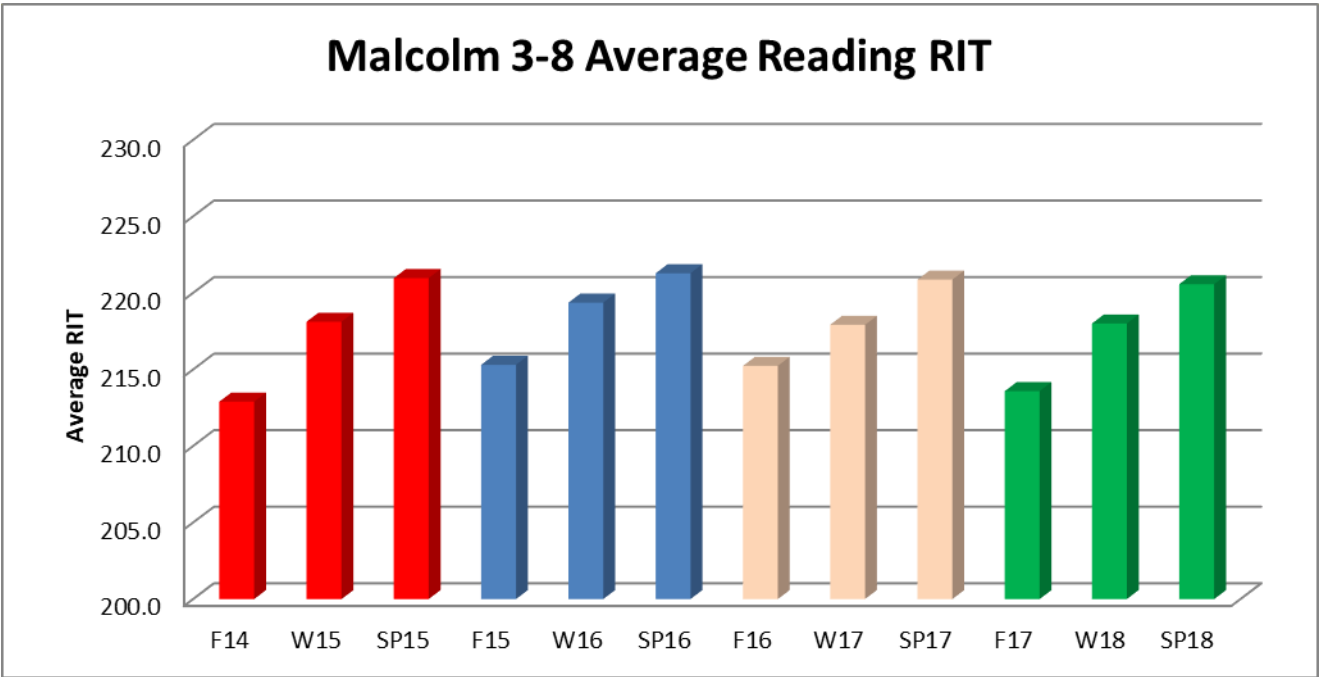
NORM REFERENCE TESTING

NWEA MAP TEST – (Norm Reference Test given to 1st-8th 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 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 STUDENT-CENTERED ASSESSMENT SYSTEM

The legislative sessions of 2007 and 2008 produced drastic changes in standards and assessment for Nebraska schools. The “new” system relied on a common test where individual school districts could, and were compared. The transition from the old system (STARS) to a newer system (NeSA) happened 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 were all assessed using NeSA. However, in 2017-2018, we began a new era of state testing in Nebraska with the implementation of NSCAS (Nebraska Student-Centered Assessment System). NSCAS is administered by the Northwest Evaluation Association (NWEA)—the same company that gave us the MAP test, which we have been taking since 2009-2010.

NSCAS READING

NSCAS Reading												
Average Scale Scores:												
Level	Grade 03		Grade 04		Grade 05		Grade 06		Grade 07		Grade 08	
State	2481		2511		2531		2538		2549		2603	
District	2488		2531		2579		2588		2601		2560	
Range	2220	2840	2250	2850	2280	2860	2290	2870	2300	2880	2310	2890

NSCAS MATH

NSCAS Math												
Average Scale Scores:												
Level	Grade 03		Grade 04		Grade 05		Grade 06		Grade 07		Grade 08	
State	1192		1226		1241		1253		1254		1285	
District	1184		1234		1283		1286		1277		1269	
Range	1000	1470	1010	1500	1020	1510	1030	1530	1040	1540	1050	1550

NSCAS SCIENCE

NSCAS Science				
Average Scale Scores:				
Level	Grade 05		Grade 08	
State	102		102	
District	123		123	
Range	0	200	0	200

Graduation Rate	100%
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MALCOLM SCHOOL DISTRICT IMPROVEMENT PROCESS: In March 2017, 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.

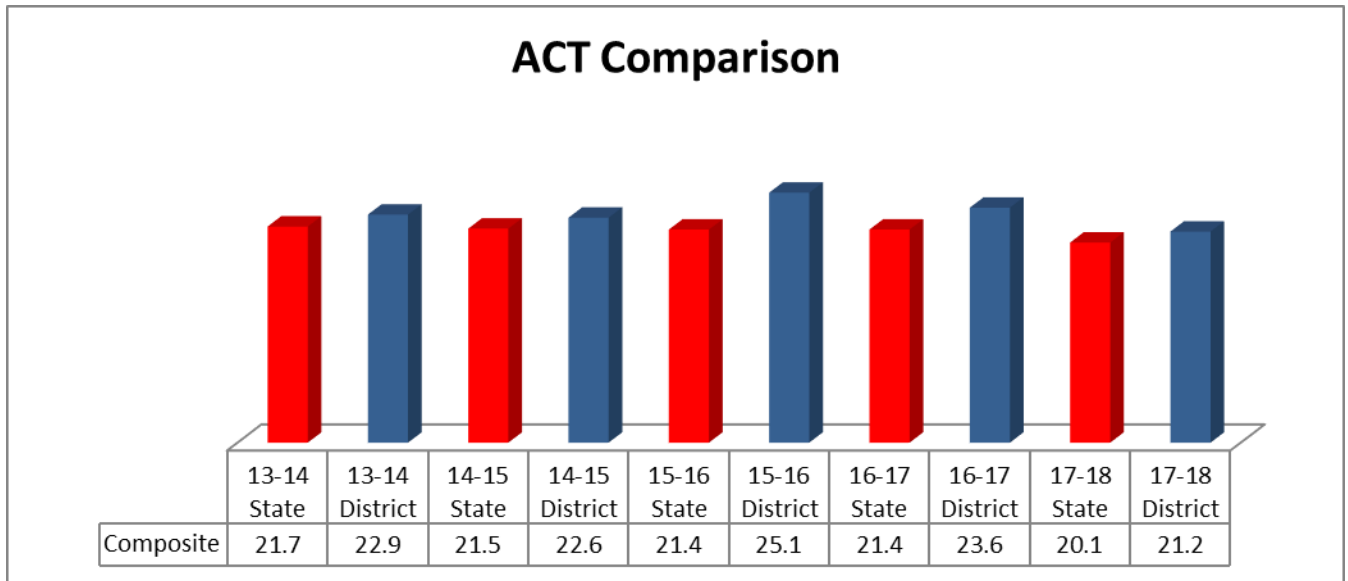
The school improvement process is always evolving and changing around student data. Following several years of analyzing student data, the school improvement teams felt the district had made acceptable strides on those goals, and attention could be moved to other areas. After a short review of past data 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) All students 3-12 will improve writing skills with a focus on organization and ideas/content
- (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. The **NON-STATE** administered test (given to all Juniors), 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 State and Local ACT scores from 2014 through 2018. 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.



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 their fullest potential. If you have questions or concerns, please feel free to contact School Administration or any school personnel.