



MAYFLOWER PUBLIC SCHOOLS

**ANNUAL REPORT
TO THE PUBLIC**

OCTOBER 26, 2011

<http://www.MayflowerSchools.info>

Education For Excellence

Board Members

Mr. Tony Woodham, President

Mr. Terry Jones, Vice President

Mr. Brent Dycus, Secretary

Mr. Terry Turner

Mr. Scott Sewell

Section One - DISTRICT INFORMATION

Board Training

Board Members are required to do six hours of state recognized training each year. All Board Members participated in training.

District Administration Team

John Gray, Superintendent
Candie Watts, Elementary School Principal
John Pipkins, Middle School Principal
Jason Lawrence, High School Principal
Laura Burris, Federal Programs Coordinator/Special Education Supervisor
Doug Jones, Director of Transportation
Krista Stephens, Food Service Director
Luke White, Technology Director
Donna McGhee, General Business Manager
Rondi Moix, Bookkeeper
Denean Green, Human Resource Director
Mandy Long, District Secretary

Accreditation

| | |
|---------------------|---|
| P – 4 th | Meet Standards (Math) Meet Standards (Literacy) |
| Grades 5-8 | Meet Standards (Math) Alert (Literacy) |
| Grades 9-12 | Alert (Math) School Improvement Year2 (Literacy) |
| District | Meet Standards |

Finance

| | |
|----------------------|---|
| Beginning Balance: | \$1,573,913.87 |
| Revenue: | \$9,703,542.57 |
| Expenditures: | \$9,028,775.05 |
| Cash Balance: | \$2,248,681.00 |
| Bonded Indebtedness: | \$10,395,000.00 (Payments \$243,136,78) |
| Revolving Loans | 50,280.78 (Payments \$57,938.35) |

Federal Programs

Title I (Elementary and Secondary Education Act) – Budget Total \$171,190.19
Title II-A (Improving Teacher Quality) – Budget Total \$41,422.58

State Programs

National School Lunch Act (NSLA) – Budget Total \$299,703.65
Professional Development – Budget Total \$77,807.97
Alternative Learning Environment – Budget Total \$31,145.10

Special Programs

Pathwise Mentoring – Budget Total \$24,918.18

Secondary Vocational Area Center – Budget Total \$145,800.00

ABC (Pre-K) Program – Budget Total \$145,800.00

21st Century Learning – Budget Total \$100,934.63

Millage History

2010-2011 40.5 MILLS

2009-2010 40.5 MILLS

2008-2009 40.5 MILLS

2007-2008 40.5 MILLS

Annual School Audit

School Year 2009-2010 – June 30, 2010

Finding: 2010-1 Internal Control (Segregation of Duties)

2010-2 Davis Bacon Act

2010-3 Buy America Clause

Contracts

The school district no longer has a contract with a soda vendor.

Enrollment History

| | |
|-----------|------|
| 2005-2006 | 859 |
| 2006-2007 | 944 |
| 2007-2008 | 1005 |
| 2008-2009 | 1086 |
| 2009-2010 | 1021 |
| 2010-2011 | 1054 |
| 2011-2012 | 1127 |

Percent of Students Eligible for Free or Reduced Lunch

| YEAR | % |
|-----------|-------|
| 2007-2008 | 42.89 |
| 2008-2009 | 53 |
| 2009-2010 | 54 |
| 2010-2011 | 54 |
| 2011-2012 | 61.58 |
| | |

Facilities Master Plan

The Mayflower Board of Education has approved a 20 year master plan for the district. This includes the construction of the Middle School Addition. Next will be the construction of an Agriculture Facility next year. In three years we plan to renovate the Athletics Facilities.

Facility Upgrades and Improvements

Upgraded High School Science Labs, District Administration Office, Middle School Gym floor and many other smaller facilities upgrades have been carried out. There has been an increased number of personnel to continue with additional facilities improvements. Renovations of our High School facilities are planned.

Staffing Numbers and Salary History

| YEAR | # Certified Staff | Bachelors Degree (Step 1 Range 1) | Masters Degree (Step 1 Range 1) | # Bus Drivers | #Classified Staff |
|-----------|-------------------|-----------------------------------|---------------------------------|------------------------------|-------------------|
| 2007-2008 | 85 | \$29,417.00 | \$33,619.00 | 5 | 36 |
| 2008-2009 | 82 | \$29,831.00 | \$33,951.00 | 5 | 28 |
| 2009-2010 | 86 | \$29,831.00 | \$33,951.00 | 6 | 49 |
| 2010-2011 | 89 | \$31,767.00 | \$35,887.00 | 12 (Total Drivers on Routes) | 49 |
| 2011-2012 | 95 | \$31,767.00 | \$35,887.00 | 13 | 50 |

District Report Card

This can be found at <http://arkansased.org>

Gifted and Talented Program

Curriculum:

Kindergarten through 2nd grade students are given whole group instruction for 30 minutes per week by the GT teacher. For extra thinking strategies, there is a “Thinking Thursday” on the morning news that encourages different styles of thinking like inventive, creative, analytical, visual, evaluative and deductive. The students are also being introduced to these thinking styles in the GT classroom and given a lesson to use that thinking style.

Third through sixth grade identified GT students are pulled out for 150 minutes one day a week. They complete a different unit each year that involves a problem base learning. For instance, this year they are beginning the year learning about leadership. They are researching three leaders and comparing their characteristics. They are also organizing a group to lead, such as

helping out the local animal shelter or an environmental group at their school. They will also take a few field trips based on their studies.

All enrichment classes as well as pullout have the opportunity to be involved in a school Science Fair which will also be a parent night. Third and fourth grade students participate in the making of the morning news. Grades 4-6 can choose to be in Chess Club or Quiz Bowl. An Enrichment Day is offered every year in May for Elementary students. Volunteers share expertise in an area. This year's theme will be based on the summer Olympics.

Grades 7th through 8th will meet with the GT teacher once a month for 30 min. as well as being offered pre-AP classes (Language Arts, Math {Algebra I}, Social Studies, and Science). Students will also have the opportunity to get involved in a Chess Club and Quiz Bowl.

High School will meet with the GT teacher once a month for 30 min. as well as being offered pre-AP and AP classes (pre-AP English, AP Eng., Am. History, Calculus, and Chemistry) along with Quiz Bowl, Science Club, and Spanish Club. There is also a National Honor Society and Beta Club.

Identification of a GT student is as follows:

Student nominations are solicited on the school website and given to teachers in the fall and spring of each school year. However, students can be nominated anytime of the year. Students can be nominated by any teacher, parent or peer. If a student is nominated by someone other than a teacher, standardized test scores are reviewed. *Permission to Test* letters are sent home to parents along with a Williams Scale behavioral check sheet. Data is collected on each student once the *Permission to Test* forms are returned.

Each student nominated is given a variety of tests. The g/t coordinator administers the Williams Test of Divergent Thinking (a creativity test), William's Test of Divergent Feeling (indicates a child's risk-taking, creativity, flexibility, etc.), and the Otis Lennon (school ability test). Scores from the SAT 10 (Language Arts, Reading and Math - an achievement test) or equivalent standardized test, and ACTAAP scores (student achievement) are collected for nominations of students who have taken the test. Other data including Grade Point Average may also be used. Teachers complete the Renzulli Behavioral Characteristic Test which measures the students' creativity, leadership, motivation, etc. and the Williams Scale which measures the child's divergent thinking and feeling related to creativity. Parents also complete a Williams Scale. Students' scores are placed into the child's folders. After data is collected, a cover sheet of scores is made giving each child a number so the names will not be placed on the sheet. Only students with eight or more scores in the high to superior range are considered for the program unless there is a score in the below average column. If this occurs, the data is discussed based on all other scores. The data is reviewed blindly by a committee of six for possible placement. The students are sent home with a form stating whether or not placement was made. If the parent questions why or why not a child was placed, a letter stating what each test measures is sent home and/or a meeting is scheduled with the parents.

Parent Involvement

Parent/Community Meetings
District Parent Center (open until 6:00 pm)
Homework Hotline
Edline for student grades
Parent Centers are located on each campus
Open Houses
Parent/Teacher Organizations at each school
Booster Clubs supporting all athletic programs
Parent /Teacher conferences fall & spring
Family Math, Literacy and Science nights
Family Benchmark night
Fall Festival Activities

Special Education

The Mayflower School District's Special Education Program serves all students in their respective Least Restrictive Environment. All Federal and State regulations are strictly adhered to, as mandated by the Individuals with Disabilities Education Act (IDEA). Special Education services are delivered in the regular classroom, inclusion classroom, resource classroom, and self-contained classroom.

The K-12 combined special education budget for the 2011-2012 school year is \$805,977.70. This combined budget consists of a State and Local contribution in the amount of \$305,122.00, Title VI-B supplemental support of \$217,496.63, Medicaid support of \$140,500.00, ARMAC amount of \$54,376.07, and Catastrophic amount of \$88,483.00. With these funds, the District provides services to 123 students in its special education program.

The special education staff currently consists of eight special education teachers, one speech therapist, six paraprofessionals, one half-time special education secretary, and one special education supervisor. Occupational therapy, physical therapy, and additional speech therapy are provided through contracted services.

Each school throughout the district currently has supplemental services in place to assist special education students. These services include Math and Literacy Labs, Accelerated Math, Accelerated Reader, Math Facts in a Flash, and an afterschool Enrichment program is in place for grades 2-5.

Federal Programs

Categorical Funds

The Mayflower School District receives three separate categorical funds. These funds include the National School Lunch Act (NSLA), Professional Development, and Alternative Learning Environment (ALE). Categorical funds are received by the district through state funding and are

supplemental funds which are used to assist school districts in meeting the academic needs of the student body.

National School Lunch Act (NSLA)

The NSLA funding amount is determined by the district's total students identified as eligible to participate in the NSLA Program divided by the district's total enrolled students. National School Lunch Act students are those students from low socioeconomic backgrounds as indicated by eligibility for free or reduced-price meals under the federal National School Lunch Act (NSLA) as determined on October 1 of each previous school year. This year's allocation is \$287,914.00, with a carryover amount of \$11,789.65, making the total 2011-2012 budget \$299,703.65.

The 2011-2012 budget consists of one high school distant learning assistant, one high school computer lab assistant, one elementary basic skills tutor, one high school ALE supervisor and six certified teachers at one period a day to assist with the ALE program, one part-time elementary nurse, one district Parent Center Coordinator, and one half-time Parent Center Assistant. The remaining budgeted funds will cover technology of \$56,702 across all campuses and materials, assessments, and supplies for all campuses.

Professional Development

Professional development is a coordinated set of planned learning activities for teachers, administrators, and classified employees that are standards-based and continuous. The purpose of professional development is to improve teaching and learning and to facilitate individual, school-wide, and system-wide improvements designed to ensure that all students demonstrate proficiency on state academic standards.

This year's allocation is \$44,893.00, with a carryover amount of \$32,904.70, making the total 2011-2012 budget \$77,797.70. These funds are to be used in providing professional development to the teaching staff at Mayflower School District. Various conferences have been scheduled, along with the in-service needs of the staff.

Alternative Learning Environment (ALE)

Alternative learning environment programs have emerged as one way to provide an adequate education to youth who do not succeed in traditional public school classrooms. The Alternative Learning Environment was developed for students who are placed at risk, though intelligent and capable, as a means to complete educational requirements for high school completion. The Mayflower School District currently has 13 students participating in the ALE program.

This year's allocation is \$29,264.00 with a carryover amount of 1,881.10, making the total budget \$31,145.10. The 2011-2012 budget consists of one ALE Director and materials for use in the ALE learning environment.

Federal Entitlements

The Mayflower School District receives two separate Federal Entitlement funds. These funds include Titles I and II-A. Entitlement funds are supplemental funds received by the district through Federal funding. These funds are restricted in their use and are to be used to provide services to the students to increase academic achievement.

Title I – Elementary and Secondary Education Act

The Title I program provides financial assistance to schools with high numbers or high percentages of poor children to help ensure that all children meet challenging state academic standards. This program provides additional academic support and learning opportunities to help low-achieving children master challenging curricula and meet state standards in core academic subjects. Federal guidelines require districts to set aside 5% of this budget for professional development and an amount for homeless students within our district. We are also required to set aside 10% for professional development for those schools listed in school improvement.

This year's allocation is \$150,600.00, with a carryover of \$14,363.19, making the total 2011-2012 budget \$164,963.19. The budget consists of a Reading instructional facilitator for Elementary and a part-time Federal Programs coordinator. The remaining amounts go toward professional development, materials, technology, welfare, and parental involvement.

Title II-A – Improving Teacher Quality

This program is provided to increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom.

This year's allocation is \$40,172.00 with a carryover of \$873.58, making the total budget \$41,045.58. This budget consists of one elementary/middle school special education inclusion teacher to be split between the schools.

Stimulus Funding

Mayflower Schools received funding through the American Recovery and Reinvestment Act. This money was issued as a means to boost the economy and provide school districts with additional monies to improve academic outcomes.

Special Education

The district's 2-year allocation was \$226,144.00. This year's remaining funds and budgeted amount is \$4,400.00. The budget consists of classroom supplies and materials, materials for related services, technology, and curriculum.

Education Job Fund

The district's 2-year allocation was \$197,078.00. This year's remaining funds and budgeted amount is \$70,982.06. The budget consists of salaries paid for the maintenance personnel.

ACSIP Overview

Each year the Mayflower School District reviews and revises their district and school plans. These plans are used as our guide in the focus and direction for academic success, along with a safe and orderly working environment.

The DISTRICT ACSIP plan for the 2011-2012 school year consists of the following:

1. Providing administrative support for Federal Programs
2. Health and Wellness
3. Parental Involvement
4. Professional Development
5. Safe and Drug Free

Providing administrative support entails the district's actions in managing the State categorical funds and Federal monies that are received through being a Title I school. Such actions include providing staff and technology staff with supplemental training in technology, library support, providing special education services, holding annual Board/public meetings, and reviewing test data. Administrative support also includes support to the schools on each campus in determining staffing needs to improve academic success. This year's plan includes the *School Choice* required letter due to the Year 2 School Improvement status of the high school, along with the Peer Review Team which was formed to review the high school plan's quality and to make suggestions.

Health and Wellness entails nutrition and physical activity on all campuses. The plan includes goals for nutrition, physical activity, and guidelines for reimbursable meals. The plan also includes alignment to the Arkansas frameworks and guidelines for the district's Wellness Committee.

Parental Involvement outlines district goals in promoting and increasing parental involvement. The plan includes the goals and support services of the District Parent Center, improving communication between the school and home, implementation of Edline, and supporting PTO organizations. The plan includes items such as surveys, brochures, meetings, and supplies that will aide parents and students through their educational experiences.

Professional Development includes programs offered by the Arch Ford Coop, Advanced Placement institutes, State conferences, and reading and math conferences. This plan also includes technology, materials and supplies that are needed in the course of instructional teaching. Professional Development includes the required 5% set aside for Professional Development from Title I funds for both the elementary and middle school campuses.

Safe and Drug Free includes programs and materials that promote a safe and orderly school environment on all campuses. The plan includes information and activities which focus on drug and alcohol prevention to ensure a safe and drug-free learning environment that supports academic achievement.

Section Two - ELEMENTARY SCHOOL INFORMATION

Mayflower Elementary began the year by celebrating meeting Adequate Yearly Progress. Mayflower Elementary is no longer under “Alert” status, but instead has been designated as an “Achieving School.” Mrs. Candie Watts serves as building principal. The elementary staff continues to work to maintain this title as they implement Common Core State Standards in k-2 and Total Instructional Alignment in grades 3-4. Currently, our total enrollment for the elementary is 474. This number is inclusive of preschool through fourth grade. To meet the needs of our community and to better prepare preschoolers for kindergarten, we have two preschool classrooms. The preschool program has 39 students enrolled at this time. Mrs. Candie Watts, Preschool Director, is assisted by Cindy Booker, Preschool Grant Manager. Due to an increase in enrollment, a fifth kindergarten classroom was added to the elementary. Kindergarten enrollment is currently 89 students. The elementary now has four first grade classrooms with an enrollment of 80 students. The elementary began the year with only three second grade classrooms. However, beginning October 17, a fourth classroom will be added due to an increase in numbers. Second grade enrollment is 70 students. Third grade enrollment is 99 students, and fourth grade enrollment is 97 students. There are currently five teachers assigned to third grade, and there are four teachers assigned to fourth grade. An increase in enrollment and scheduling conflicts required us to hire an additional physical education teacher. Coach Harville is part-time.

| REGULAR CLASSROOM TEACHER | ASSIGNMENT | REGULAR CLASSROOM TEACHER | ASSIGNMENT |
|---------------------------|--------------|---------------------------|-------------------|
| Tiffany Barnes | Preschool | Karen Wilson | Second Grade |
| Kim Lee | Preschool | Loren Brooks | Third Grade |
| Kristin Allbritton | Kindergarten | Jennifer Green | Third Grade |
| Cindy Fortson | Kindergarten | Chelsea Howard | Third Grade |
| Rebecca Jones | Kindergarten | Jason Killins | Third Grade |
| Yolanda Rhine | Kindergarten | Gary Logan | Third Grade |
| Susan Turner | Kindergarten | Amanda Brown | Fourth Grade |
| Michelle Crisafulli | First Grade | Tonya Hogue | Fourth Grade |
| Buffy Hoyt | First Grade | Christin Prater | Fourth Grade |
| Karissa Hudnall | First Grade | Angie Ryall | Fourth Grade |
| Jessica Williams | First Grade | Kathleen King | Special Education |
| Michele Calcagni | Second Grade | Michelle Morse | Special Education |
| Deborah McDaniel | Second Grade | Tara Francis | Special Education |
| Trudy White | Second Grade | | |

Each grade level receives additional instructional support from the following:

| SPECIALTY TEACHER/CLASSIFIED SUPPORT STAFF | ASSIGNMENT |
|--|--------------------------------|
| Kathy Disney | Interventionist |
| Debbie Evans | Music |
| Chad Floyd | P.E. |
| Mike Harville | P.E. |
| Mike Hairston | Counseling |
| Pam Pipkins | Library/Media |
| Lynn Raney | Literacy Coach/Interventionist |
| Kristen Sellers | Art |
| Sally Stuart | Gifted & Talented |

In preparation for the 2011-2012 school year, the administrative team met during their annual summer two weeks of training to review data and plan for professional development. A review of ITBS and Augmented Benchmark data revealed:

| GRADE | ASSESSMENT | 2008/2009 LIT | 2009/2010 LIT | 2010/2011 LIT | 2007/2008 MATH | 2008/2009 MATH | 2009/2010 MATH |
|-------|---------------------|---|---|--|---|---|--|
| K | SAT 10/ITBS | 54.3% at/above 50 th NPR | 66.1% at/above 50 th NPR | 81.7% at/above 50 th NPR | 36.2% at/above 50 th NPR | 56.5% at/above 50 th NPR | 73.2% at/above 50 th NPR |
| 1 | SAT 10/ITBS | 27.2% at/above 50 th NPR | 31.9% at/above 50 th NPR | 56.7% at/above 50 th percentile | 42.0% at/above 50 th NPR | 53.8% at/above 50 th NPR | 61.7% at/above 50 th NPR |
| 2 | SAT 10/ITBS | 37.3% at/above 50 th NPR | 32.9% at/above 50 th NPR | 71.7% at/above 50 th percentile | 52.0% at/above 50 th NPR | 54.4% at/above 50 th NPR | 66.3% at/above 50 th percentile |
| 3 | AUGMENTED BENCHMARK | 59% proficient/ advanced | 63% proficient/ advanced | 66% proficient/ advanced | 67% proficient/ advanced | 78% proficient/ advanced | 84% proficient/ advanced |
| 4 | AUGMENTED BENCHMARK | 73% proficient/ advanced | 62% proficient/ advanced | 73% proficient/ advanced | 73% proficient/ advanced | 49% proficient/ advanced | 83% proficient/ advanced |

According to the 2010-2011 Adequate Yearly Progress Report, Mayflower Elementary met standards in math and literacy for all applicable sub-groups. According to the state trajectories set forth in Arkansas's Growth Model, 77% of combined, 77% of Caucasian, and 78% of economically disadvantaged students achieved growth in literacy. Eighty-five percent of combined and Caucasian and 86% of economically disadvantaged students achieved growth in math.

As a result of data analysis, Mayflower Elementary has set the following literacy goal: All students will improve in phonemic awareness, phonics and word study, fluency, vocabulary, comprehension, writing domains as grade appropriate. To support the necessary improvements in literacy, the staff at Mayflower Elementary will:

- Progress monitor students every 2-9 weeks, tracking performance on individual student data cards and on the training room assessment wall. Teachers will be provided with a half-day per quarter to discuss data results and plan for instructional modifications.

- Provide push-in intervention, small group instruction, and after-school support for struggling students.
- Attend professional development support targeted on identified areas. The Mayflower Elementary Literacy Coach will provide job-embedded professional development training to teachers as needed. One grade-level teacher from each grade level will attend the fall reading conference. Teachers will be trained in and implement ELLA and Effective Literacy strategies.
- Map, align, pace, and implement Common Core State Standards in k-2.
- Implement the Total Instructional Alignment curriculum and pacing consistently at grades 3-4.

As a result of data analysis, Mayflower Elementary has set the following math goal: All students will improve basic skills fluency, authentic problem solving application and constructed response. To support the necessary improvements in math, the staff at Mayflower Elementary will:

- Progress monitor students every 2-9 weeks, tracking performance on individual student data cards and on the training room assessment wall. Teachers will be provided with a half-day per quarter to discuss data results and plan for instructional modifications.
- Provide push-in intervention, small group instruction, and after-school support for struggling students.
- Attend professional development support targeted on identified areas. The Arch Ford ESC math specialist will work with teachers on-site throughout the year on constructed response. Teachers will be trained in Cognitively Guided Instruction and Thinking Mathematically strategies.
- Use Accelerated Math with third and fourth grade students to enhance computational skills.
- Map, align, pace, and implement Common Core State Standards in k-2.
- Implement the Total Instructional Alignment curriculum and pacing consistently at grades 3-4.

Mayflower Elementary acknowledges the tremendous growth of our teachers and students. We understand the challenges to continue to maintain and/or exceed such growth. We have accepted this challenge and are committed to meeting the needs of every child. We continue to focus our lens on the importance of a guaranteed and viable curriculum under the direction of highly qualified instructional leaders within each classroom—preschool through the fourth grade. Through parental and community support and a strong commitment from our staff, we will grow as a community of learners.

Section Three – MIDDLE SCHOOL INFORMATION

Great things are happening at Mayflower Middle School. We have a record number of students enrolled this year. Listed below is a breakdown of each grade level and the number of students enrolled:

| | |
|-----------------------|--------------|
| 5 th Grade | 86 |
| 6 th Grade | 93 |
| 7 th Grade | 100 |
| 8 th Grade | 84 |
| Building Total: | 363 students |

We have several new staff members this year. Joining our staff was Haley Roney (Social Studies/Coach) Curtis Shannon (Social Studies/Coach) Alicia Eberhard (Art) Tara Francis (Special Education).

Academic Goals for 2011-2012:

1. *Train and Update Staff with C.L.A.S.S. Lab
2. *Develop Pacing Guides for all academic areas using Common Core
3. *Use Team Meetings to align curriculum and strengthen the teaching abilities of our staff
4. *Develop a stronger Science Program to facilitate upcoming Benchmark exams in Science
5. *Make Character Education an everyday part of the curriculum
6. *Provide a positive learning environment for teachers and students
7. Train staff on the New Teacher Evaluation System and implement into day to day school operations
8. Develop and implement plan to move into the new building

Literacy Concerns for 2011-2012

1. Due to the decrease in Literacy scores we have made the following changes to address these concerns:
 2. Added Reading as a Core Class for grades 5-6
 3. Increased the Reading requirements for every child
 4. Provided a planner for each child and grade them weekly
 5. Require parent signature for each Reading Log
 6. Focus is on Informational Text
 7. We have the Arch Ford Coop Reading Specialist coming once a month (Sheryl Laughinghouse) to work with Literacy Teachers
 8. Book Study with the Entire Staff on What Great Teachers Do Differently Meet every two weeks

Professional Development for 2011-2012

1. Send Teachers to Pre/AP Training
2. Attend various grade level trainings to make us stronger in the core areas
3. Attend local, regional, and state meetings as needed for educational growth

Student Goals for 2011-2012

1. *Increase academic standards and expectations
2. *Implement a Student Planner use system
3. *Implement a Reading Accountability System
4. *Increase participation in Science Fair
5. *Increase expectations for Good Character
6. *Offer educational trip to students (Volunteer Participation)
7. *Develop a Student Council

The Middle School 64,000 foot new addition is nearly ready and we will be in it next semester. The grand opening is planned to be held on January 5, at 6:00pm.

Section Four – HIGH SCHOOL INFORMATION

Great things are happening at Mayflower High School! We added to our staff a new full time art teacher, Mrs. Leisa Smith and Physical Science teacher, Mrs. Mary Lassiter. We were also able to replace our distance learning facilitator with Ms. Nicole Martin who has been with the district

in other roles for the last few years. These additions along with the other teachers on staff make up a group of motivated professionals who work for the best interest of our students.

Currently our total enrollment at the high school is 332. This number includes 68 seniors, 81 juniors, 95 sophomores, and 88 freshmen. We are certainly a growing school.

The certified staff and their assignments are listed below:

| Teacher | Assignment | Teacher | Assignment |
|----------------------|-----------------------|-------------------|-------------------------|
| Jason Lawrence | Principal | Karen Holcomb | Counselor |
| Kimberly Koch | Media Specialist | Joe Allbritton | History |
| Sarah Moore | English | Nikkina Porter | Family Consumer Science |
| Erin Rappold | Business / Comp. Info | Jeff Hill | Algebra II |
| Deborah Craig | Resource | Sally Mersiovsky | Resource |
| Tamara McElroy | Special Education | Stacy Heston | Mathematics |
| Jed Davis | Math Remediation | Michele Snyder | Biology |
| Mary Lassiter | Physical Sciences | Steve Herron | History |
| Courtney Stites | Science | Cody Johnson | English |
| Joseph Moon | Physical Education | Heather Malone | Spanish |
| Johnette Reynolds | English | Laura Tinsley | Math |
| Sharlee Crowson | English | Nicholas Williams | Band |
| Sabrina Thacker | History | Brent Stallings | Health – Athletic Dir. |
| Traci Berry | ALE Director | | |
| Bennie Carol Dunavan | Choir | | |

Classified Staff and their assignments are also listed:

| Staff | Assignment | Staff Member | Assignment |
|---------------|---------------------|---------------------|------------------------|
| Joy Ann Brown | Secretary | Luke White | Computer technology |
| Cindy Webb | Aide / Computer Lab | Nicole Martin | Distance Learning |
| | | Lori Decker | Special Education Aide |

As a result of our End of Course Test results from the previous years, last year we were given the status of “Year One - School Improvement”. Although we were placed on this “list” because of the 11th grade Literacy test scores, we had to do something to increase test scores in all areas. Our Algebra I scores also took a dip this year. We are working diligently in our remediation program to increase achievement and we are purchasing electronic readers and scientific calculators for checkout through the library to help those students with their Literacy and Math scores. We are continuing our focus on writing across the curriculum; we worked in small groups and individually with students who were falling below the proficiency level. The same ideas were put into place in the area of Algebra and Geometry.

The results have been evident. We had a 31% increase in proficient and advanced students in Literacy, 17% increase in Geometry, and a 4% increase in Algebra. This is a direct result in our

teachers analyzing our curriculum and students working on the skills needed to be successful on these exams. Below, I have listed the scores on these three high stakes tests over the last few years.

| Test | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 |
|-----------------|------|------|------|------|------|------|
| 11 EOC Literacy | 43% | 49% | 45% | 44% | 75% | 64% |
| Geometry | NA | 43% | 48% | 63% | 80% | 81% |
| Algebra I | NA | 47% | 67% | 73% | 77% | 57% |

Because the Algebra I scores decreased so dramatically, we are looking at ways to restructure the Algebra's classes in order to get those students who need extra help a double blocked class or take two years to complete Algebra I. Our move last year to push Biology to the tenth grade has so far proven successful. We believe that the same will be true of Algebra I.

As a result of this data, we are starting the use of FOCUS testing quarterly to better be able to intervene when students have deficiencies.

Professional development for our teachers will be provided that will include:

1. Book Study – What Great Teachers Do Differently
2. End of Course workshops
3. Training and updating staff with Best Practices
4. Total Instructional Alignment (TIA) with Middle School
5. Pre AP/ AP Training
6. Attend local, regional, and state meetings as needed for educational growth

We are continuing to improve our facilities. Great strides have been made in this area. We will start work on refurbishing our bathrooms this year. We have painted our halls, and most of our classrooms, and it is in the plans to continue these renovations. The Media Center is near completion and looks great. This will allow for new technology and resources for our students. The Middle School addition will not only allow for better facilities for our band and choir, but it will also give the High School needed room as we grow.

| MAYFLOWER DISTRICT PROFILE | | | | | | | |
|----------------------------|------------|------|------|------|------|------|---------------|
| Measures | State Goal | 2007 | 2008 | 2009 | 2010 | 2011 | District Goal |
| K - Literacy - NRT | ≥ 50 | | | 54 | 66 | 79 | 71 |
| 1 - Literacy - NRT | ≥ 50 | | 22 | 27 | 32 | 49 | 42 |
| 2 - Literacy - NRT | ≥ 50 | | 20 | 37 | 33 | 47 | 43 |
| 3 - Literacy - CRT | 78.4 | 49 | 57 | 59 | 63 | 68 | 73 |
| 4 - Literacy - CRT | 78.4 | 43 | 61 | 73 | 62 | 80 | 67 |
| 5 - Literacy - CRT | 75.7 | 46 | 55 | 60 | 68 | 60 | 73 |
| 6 - Literacy - CRT | 75.7 | 47 | 51 | 71 | 71 | 64 | 76 |
| 7 - Literacy - CRT | 75.7 | 57 | 58 | 52 | 79 | 60 | 82 |
| 8 - Literacy - CRT | 75.7 | 57 | 59 | 75 | 73 | 79 | 76 |

| | | | | | | | |
|----------------------------|-----------|------|------|------|------|------|-----------|
| 9 - Literacy - NRT | ≥ 50 | | | | 52 | 51 | |
| 11 - Literacy - CRT | 75.81 | 49 | 45 | 44 | 75 | 64 | 80 |
| K - Math - NRT | ≥ 50 | | | 36 | 56 | 73 | 61 |
| 1 - Math - NRT | ≥ 50 | | 39 | 42 | 54 | 62 | 59 |
| 2 - Math - NRT | ≥ 50 | | 32 | 52 | 54 | 66 | 59 |
| 3 - Math - CRT | 77.5 | 77 | 75 | 67 | 78 | 84 | 83 |
| 4 - Math - CRT | 77.5 | 51 | 62 | 73 | 49 | 83 | 54 |
| 5 - Math - CRT | 73.41 | 66 | 55 | 67 | 68 | 69 | 78 |
| 6 - Math - CRT | 73.41 | 57 | 61 | 73 | 72 | 76 | 77 |
| 7 - Math - CRT | 73.41 | 58 | 55 | 58 | 73 | 79 | 76 |
| 8 - Math - CRT | 73.41 | 54 | 44 | 60 | 67 | 65 | 70 |
| 9 - Math - NRT | ≥ 50 | | | | 72 | 42 | |
| Algebra I | 73.45 | 47 | 67 | 63 | 77 | 62 | 80 |
| Geometry | 73.45 | 42 | 47 | 63 | 80 | 81 | 83 |
| 5 - Science - CRT | n/a | | 40 | 61 | 60 | 72 | 65 |
| 7 - Science - CRT | n/a | | 23 | 28 | 33 | 54 | 38 |
| Biology | n/a | | 17 | 38 | 17 | 25 | 32 |
| AP Courses | | 5 | 10 | 9 | 17 | 20 | 20 |
| District ACT | | 20.2 | 19.3 | 19.9 | 18.1 | | 21 |
| Grade Inflation | | 38 | 11.5 | 17.8 | | | less 3% |
| College Remediation | | 61.5 | 63.9 | 63.8 | | | |
| 3-4 Portfolio Assessments | 3 tested | | | | 100 | 100 | 100 |
| 5-8 Portfolio Assessments | 8 tested | | | | 20 | 15 | 100 |
| 9-12 Portfolio Assessments | 11 tested | | | | 100 | 100 | 100 |
| Attendance Rate | | 93.7 | 93.3 | 92.8 | | 92.7 | 1% |
| Drop Out | | 4.4 | 3.7 | 3 | | 2.8 | Reduce 1% |
| Teacher Retention | | 66 | 84 | 86 | 90 | 94 | Maintain |
| Free & Reduced | | 43.8 | 42.9 | 37.3 | 54 | 53.2 | |
| Enrollment | | 971 | 1005 | 1024 | 1021 | 1055 | |

| |
|-----------------------------------|
| <i>LEGEND</i> |
| Meets/Exceeds Goal |
| Maintain or Progress towards goal |
| Baseline Data Year |
| Did Not Meet Goal |