



MAYFLOWER PUBLIC SCHOOLS

**ANNUAL REPORT
TO THE PUBLIC**

OCTOBER 3, 2016

<http://www.mayflower.school>

Education for Excellence

Board Members

Mrs. Sherilee Holland

Mr. Terry Turner

Mr. Pat Raney

Mr. Benji Post

Mrs. Delorise Kocher

Section One - DISTRICT INFORMATION

Board Training

Board Members are required to do state recognized training each year. All Board Members participated in training. During 2015 the Board Members completed the following hours of training.

- Terry Turner - 18 hours
- Scott Sewell - 1 hour
- Sherilee Holland – 16 hours
- Pat Raney – 8 hours
- Benji Post – 6 hours (2016)

District Administration Team

- John Gray, Superintendent
- Candie Watts, Elementary School Principal
- John Pipkins, Middle School Principal
- TJ Slough, High School Principal
- Tammy Thorn, LEA Supervisor
- Doug Jones, Director of Transportation
- Krista Stephens, Food Service Director
- Randy Rankin, Director of Facilities
- Luke White, Technology Director
- Donna McGhee, General Business Manager
- Lesley Forsberg, Bookkeeper
- Denean Green, Human Resource Director
- Mandy Long, District Secretary

Accreditation Status – Accredited

Accountability Designations

2015 ESEA School Reports

Elementary School (2014-15 SY) Overall (2014): Achieving
Percent Tested: Achieving
English Language Arts: % achieved 41.14% State 47.86%
Mathematics: % achieved 46.84% State 43.35%

Middle School (2014-15 SY) Overall (2014): Needs Improvement
Percent Tested: Achieving
English Language Arts: % achieved 49.65% State 47.86%
Mathematics: % achieved 46.15% State 43.35%

High School (2014-15 SY) Overall (2014): Achieving
Percent Tested: Achieving
English Language Arts: % achieved 47.70% State 47.86%
Mathematics: % achieved 16.18% State 43.35%
Graduation Rate: 96.42% State 84.88%

2015-2016 School Rating Report

Elementary: School Letter Grade: B with 240/300 points
Middle School: School Letter Grade: C with 221/300 points
High School: School Letter Grade: C with 229/300 points

Finance

Beginning Balance:	\$1,562,531.28
Revenue:	\$9,618,418.73
Expenditures:	\$9,592,664.89
Cash Balance:	\$1,588,285.15
Bonded Indebtedness:	\$9,805,000.00 (Payments \$765,186.20)
Revolving Loans:	\$106,714.27 (Payments \$20,239.33)

Federal Programs

Title I (Elementary and Secondary Education Act) – Budget Total \$151,396.71
Title II-A (Improving Teacher Quality) – Budget Total \$40,591.91

State Programs

National School Lunch Act (NSLA) – Budget Total \$364,862.82
Professional Development – Budget Total \$29,662.49
Alternative Learning Environment – Budget Total \$73,139.17

Special Programs

Mentoring – Budget Total \$10,000.00
Secondary Vocational Area Center – Budget Total \$24,918.78
ABC (Pre-K) Program – Budget Total \$145,800.00

Millage History

2016-2017	40.5 MILLS
2015-2016	40.5 MILLS
2014-2015	40.5 MILLS
2013-2014	40.5 MILLS
2012-2013	40.5 MILLS

Annual School Audit

June 30, 2015 Report
Findings: 2015-001 Internal Control
 2015-002 Allowable Costs/Cost Principles

Contracts

We no longer have soda contracts.

Enrollment History

2009-2010	1021
2010-2011	1054
2011-2012	1127
2012-2013	1175
2013-2014	1129
2014-2015	1123
2015-2016	1090
2016-2017	1081

Percent of Students Eligible for Free or Reduced Lunch

YEAR	%
2011-2012	61.58
2012-2013	63.06
2013-2014	58.9
2014-2015	63.7
2015-2016	63.3
2016-2017	60.12

Facilities Master Plan and Improvements

The Mayflower Board of Education is working on a 20 year master plan for the district. Next areas of need have been identified as an elementary storm shelter, athletic field improvements, security for the elementary and high school. The Storm Shelter Project is in the hands of the school architect at this time. It is planned that this project will be started early in 2017. As the District enrolment is still lower than anticipated the plan to build a new high school has been delayed.

Staffing Numbers and Salary History

YEAR	# Licensed Staff	Bachelors Degree (Step 1 Range 1)	Masters Degree (Step 1 Range 1)	# Bus Drivers	#Classified Staff
2011-2012	95	\$31,767.00	\$35,887.00	13	50

2012-2013	99	\$31,835.00	\$35,995.00	14	49
2013-2014	97	\$33,273.00	\$37,517.00	14	52
2014-2015	99	\$33,273.00	\$37,517.00	14	54
2015-2016	96	\$33,273.00	\$37,517.00	14	53
2016-2017	97	\$33,273.00	\$37,517.00	14	53

District Report Card

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

Gifted and Talented Program

Curriculum:

All students in first and second grade are given whole group instruction for 30 minutes per week by the GT teacher. These sessions encourage different styles of thinking such as inventive, creative, analytical, visual, evaluative, and deductive. The curriculum used for K-2nd grade is *Primary Heaven* by Starla Gresham.

Third through sixth grade identified GT students are pulled out for 150 minutes one day a week

Mayflower Elementary School:

Students at the elementary school will be introduced to robotics and will continue to develop coding skills through a web-based curriculum, code.org. Students will compete in the Wonder League Robotics Competition. The competition will immerse students in a learning simulation that will require coding, creative problem solving and computational thinking. Funding through the Palmer Grant has given financial support to implement a robotics curriculum.

Mayflower Middle School:

Units of study will include forensic science, engineering, and research units based on the individual interest of the students in fifth and sixth grades.

Students in grades 7 through 8 will meet with the GT teacher once a month for 30 minutes as well as being offered pre-AP classes.

Mayflower High School:

High School will meet with the GT teacher once a month for 30 minutes as well as being offered Pre-AP and AP classes. It is the goal of the GT program to start a high school robotics team for the 2016-2017 academic year.

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, peer, or community leader. If a student is nominated by someone other than a teacher, standardized test scores are reviewed. *Permission To Test* forms 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 GT coordinator administers the Williams Test of Divergent Thinking (a creativity test), Williams Test of Divergent Feeling (indicates a child’s risk-taking, creativity,

flexibility, etc.), and the NNAT2 (school ability test). Scores from the ITBS (Language Arts, Reading and Math an achievement test) or equivalent standardized test, and state mandated test results 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. The data is reviewed blindly by a committee of five for possible placement. Students with several indicators in the Superior ability columns are identified as needing gifted services. Parents/Guardians are notified of placement decisions

Parent Involvement

Each school participates in parent involvement activities and we have a part time District Parent Center that offers support for parents and tutoring for students. Parent involvement activities include:

- Parent/Community Meetings
- eSchool 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
- 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, self-contained classroom, and home-bound services.

The K-12 combined special education budget for the 2016-2017 school year is \$991,188.68. This combined budget consists of a state and local contribution in the amount of \$614,820.84, Title VI-B supplemental support of \$234,706.48, Medicaid support of \$89,183.39, and ARMAC amount of \$52,477.97.

With these funds, the District provides services to 169 students in its special education program. The special education staff currently consists of ten special education teachers, two speech therapists, five paraprofessionals, one full time due-process clerk, and special education supervision services purchased through Arch Ford Cooperative. Occupational therapy, physical therapy, and additional speech therapy are provided through contracted services.

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 \$362,940.00, with a carryover amount of \$21,914.38, making the total 2016-2017 budget \$384,854.38.

The 2016-2017 budget consists of one high school distant learning assistant, one high school computer lab assistant, one high school and one middle school RTI Instructional Aide, one elementary basic skills tutor, one part-time elementary registered nurse, one additional middle school literacy teacher, professional development, technology, membership in and services by The Learning Institute and after-school student tutoring services.

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 \$27,449.00 with a carryover amount of \$1793.95, making the total 2016-2017 budget \$29,242.95, a reduction in funds from the previous year by \$9,746.00. 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)

The Mayflower School District ALE environment is provided as satellite programs through the Arch Ford Educational Co Operative. Students are currently attending/eligible for elementary, middle school and high school ALE Programs. At the high school level there is also a JAG program and HUB program that allow and prepare students for the work force/careers.

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 an amount for homeless students within our district.

This year's allocation is \$136,870.98, with a carryover of \$8143.65, making the total 2016-2017 budget \$145014.63. The budget consists of a Reading Instructional Facilitator for Elementary and Parent Center

Coordinator for the district. 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 \$37,033.40 with a carryover \$1850.11, making the total budget \$38883.51. This budget funds one middle school classroom-size reduction teacher.

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.

The DISTRICT ACSIP plan for the 2015-2016 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 with 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.

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, eSchool, 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.

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

Mrs. Candie Watts serves as Mayflower Elementary School building principal, and Ms. Neely Claassen serves as building assistant principal and preschool co-director. Hailey Cockerham also serves as preschool co-director. Mayflower Elementary began the year celebrating being named an “B” School on Arkansas’s A-F School Report Cards. MES was among only 234 Arkansas Public Schools out of 1,045 schools (21%) to receive this grade. MES scored 240/300 on the rating scale which measures student performance on statewide math and literacy assessments, progress toward performance goals, and size of achievement gaps. Our goal is to improve upon this rating as we transition, once again, to new state standards and our second year of ACT Aspire assessments. Currently, our total enrollment inclusive of preschool-fourth grade for the elementary is 436. This number is slightly lower than at this point last year.

DEMOGRAPHIC DATA	2014		2015		2016	
	#	%	#	%	#	%
Total # and Percentage of Students						
African-American (k-4)	30	7.5%	41	10%	44	11%
Hispanic (k-4)	10	2.7%	10	2.5%	8	2%
Caucasian (k-4)	341	85%	331	82%	327	83%
Other (k-4)					17	4%
Economically Disadvantaged (k-4)	257	64%	271	67%	266	67%
Students with Disabilities (k-4)	56	14%	59	15%	71	18%
Limited English Proficient (k-4)	0	0%	0	0%	4	1%

Female (k-4)	207	52%	207	51%	201	51%
Male (k-4)	194	48%	199	49%	195	49%

To meet the needs of our community and to better prepare preschoolers for kindergarten, we have two preschool classrooms. The preschool program has 40 students enrolled at this time. Ms. Neely Claassen and Mrs. Hailey Cockerham serve as preschool co-directors and work to ensure ABC guidelines are followed in the program. In 2014-2015, Mr. Cox secured Better Beginnings designation for our preschool program. In preparation for the 2016-2017 school year, MES hired seven new staff members to replace those who did not renew their contract. Those who left did so because of 1) salary reasons, 2) proximity to home, and 3) recommendation for non-renewal. In 2016, 100% of all teachers are certified to teach in their assigned area. Forty-two percent hold a Bachelor's Degree, and 58% hold a Master's Degree.

CLASSROOM TEACHER	ASSIGNMENT	CLASSROOM TEACHER	ASSIGNMENT
Hailey Cockerham	Preschool	Destiny Bair	Fourth Grade
Shannon Southern	Preschool	Lori Cole	Fourth Grade
Kristin Allbritton	Kindergarten	Aimee Cox	Fourth Grade
Rebecca Jones	Kindergarten	Michelle Morse	Fourth Grade
Hannah McCown	Kindergarten	Michele Arnold	Special Education
Susan Turner	Kindergarten	Leann Hammett	Special Education
Angela Miller	First Grade	Kristen Johnson	Special Education
Angela Haynes	First Grade	Sarah Hahn	Speech
Karisa Hudnall	First Grade	Flo Stephens	Speech
Emily McEuen	First Grade	Kari Barnett	Library/Media
Kayla Brown	Second Grade	Anna Bell	Art
Michele Calcagni	Second Grade	Amy Fortner	RN
Tonya Hogue	Second Grade	Mike Hairston	Counselor
Karen Wilson	Second Grade	Lynn Raney	Literacy Coach
Kara Colvin	Third Grade	Linda Riley	GT
Whitney Cox	Third Grade	Linda Snuggs	Computer Lab Para
Brianna Rushing	Third Grade	Scott Strasner	PE
Tracy Taylor	Third Grade	Elizabeth Tapley	Music

In preparation for the 2016-2017 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 ACT Aspire data revealed:

GRADE	ASSESSMENT	2013/2014 LIT	2014/2015 LIT	2015/2016	ASSESSMENT	2013/2014 MATH	2014/2015 MATH	2015/2016
1	ITBS	53% at/above 50 th percentile	43% at/above 50 th percentile	44% at/above 50 th percentile	ITBS	70% at/above 50 th percentile	63% at/above 50 th percentile	72% at/above 50 th percentile
2	ITBS	76% at/above 50 th percentile	63% at/above 50 th percentile	58% at/above 50 th percentile	ITBS	82% at/above 50 th percentile	70% at/above 50 th percentile	66% at/above 50 th percentile
3	BENCHMARK, PARCC, ACT ASPIRE	85% proficient/advanced	PARCC-30% proficient/advanced	ACT E67, R33, W12% ready/exceeding	BENCHMARK, PARCC, ACT ASPIRE	95% proficient/advanced	PARCC-40% proficient/advanced	ACT 44% ready/exceeding
4	BENCHMARK,	86%	PARCC-	ACT	BENCHMARK,	87%	PARCC-	ACT

	PARCC, ACT ASPIRE	proficient/ advanced	40% proficient/ advanced	E80, R46, W19% ready/ exceeding	PARCC, ACT ASPIRE	proficient/ advanced	32% proficient/ advanced	50% ready/ exceeding
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In review of multiple measures of data including achievement, demographic, perceptual, and school process data, 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:

- Provide Kindergarten Camp for incoming kindergarteners as a means of transitioning and assessment-gathering to guide placement and instruction.
- Progress monitor students every 2-9 weeks, tracking performance using AR GPS Dashboard. Teachers will be provided with a day per quarter to discuss data results and plan for instructional modifications.
- Provide push-in intervention, small group instruction, student mentors, and in-school RTI support for struggling students. Mobymax, an intervention program for RtI will be purchased and implemented to supplement RTI instruction.
- Provide literacy research-inquiry based enrichment opportunities that integrate technology including Chromebooks, Smart Boards, iPads, etc.
- Attend professional development targeted to support identified areas. The Mayflower Elementary Literacy Coach and Arch Ford ESC Literacy Specialists will provide job-embedded professional development training to teachers as needed. Teachers will be trained in and implement Comprehensive Literacy.
- Map, align, pace, and implement AR state standards in k-4. Extend maps by collaboratively developing lesson plans aligned to state standards.

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

STUDENT ENROLLMENT

Grade Level	2016-2017	2015-2016	2014-2015
5 th Grade	83	67	74
6 th Grade	70	74	89
7 th Grade	72	92	82
8 th Grade	98	78	92
Total Enrollment	325	311	337

FREE/REDUCED LUNCH

2016-2017	57.8
2015-2016	63.90
2014-2015	64.00
2013-2014	60.97

2015-2016 ACT ASPIRE DATA

School/State

Above State Average Within 3% Below

	ENGLISH	WRITING	READING	ELA SCORE
^H Grade	80.00/72.90	<u>20.00/20.18</u>	24.60/32.53	47.70/41.87
ⁿ Grade	70.80/70.73	33.80/42.49	37.50/44.43	54.90/52.55
ⁿ Grade	77.30/77.12	22.70/28.33	30.70/34.90	48.90/46.78
ⁿ Grade	62.70/70.40	<u>22.70/22.70</u>	41.00/46.98	<u>46.30/46.69</u>
	MATH	SCIENCE		STEM SCORE
^H Grade	56.90/47.62	33.80/38.38		49.20/43.00
ⁿ Grade	65.30/64.30	59.70/51.56		61.10/57.93
ⁿ Grade	31.80/42.32	<u>36.40/39.74</u>		27.30/41.03
ⁿ Grade	<u>34.10/36.23</u>	42.70/37.48		37.80/36.85

Academic Goals for the Mayflower Middle School

Technology

1. Provide technology professional development training for teachers and parents.
2. Increase teacher/student access and usage of interactive technology. (Additional Chrome Carts)
3. Update and maintain technology hardware.

Curriculum Resources

1. Continue to purchase and utilize AR State Standards recommended literature.
2. Develop curriculum materials to AR State Standards in all areas.
3. Research STEM based learning curriculum for future enhancements.
4. Purchase Moby Max for student enrichment and remediation. (Computer Program)

Schedules

1. Maintain a schedule that allows for maximized learning, remediation, and enrichment.

Teacher/Staff Support and Professional Development

1. Utilize TESS (Teacher Excellence Support System) and LEADS (Leader Excellence and Development System).
2. Provide growth performance to individual teachers for analysis and individual professional growth goals.
3. Provide time for data analysis and instructional planning.
4. Provide AR State Standards/ACT Aspire aligned professional development.
5. Provide state-required professional development according to given timelines.

6. Utilize professional development specialists in core content areas. (New Science Standards)

Student Curriculum

1. Continue development of Career/College preparation program.
2. Revise and implement exemplary curriculum following the CCSS/AR Frameworks.
3. Integrate literacy in all curricular areas.
4. Integrate writing in all curricular areas. (Mini Task-Arch Ford Literacy Specialist)
5. Horizontally and vertically align curriculum using Atlas curriculum mapping software.

School Readiness Programs

1. Provide transition experience for incoming fifth graders and freshmen.
2. Provide Peer Buddy System for new students.

Parent Support

1. Provide resources for parents, students, and staff through the District Resource Center and Family Nights.
2. Parent/Teacher Conferences.
3. Family Day-February 14, 2017
4. Increase PTO participation.

Staffing Issues

1. Assign staff efficiently to maximize student performance.
2. Investigate methods to increase staff retention.
3. Plan for additional staff as needed. (6th Grade Teacher, Special Education Teacher, Agri Teacher)

CELEBRATIONS

- Success in 5th and 6th grade math on the ACT Aspire. We feel this is a result of our work with UCA Math Specialist and Math Design Collaboration.
- Addition of a Robotics Class for 7th and 8th grade students to our daily schedule.
- Addition of a STEM Class for 7th and 8th grade students.
- Success with ACT Aspire English performance.
- Growth of the Fine Arts Department.
- Veterans Day Program.
- Science Night.
- Family Day.
- Sports Achievements.
- Girls of Power.
- Food Drive.
- Student Success at County and State Fair.

Section Four – HIGH SCHOOL INFORMATION

Great things are happening at Mayflower High School. We added the following educators to our staff for the 2016-2017 school year: Jeff Cox (Asst. Principal), Andrew Harrison (Social Studies), Jace Gadberry, (English), Hannah MacIntyre (English), Samantha Mitchell (Business), Kathy Lehmann, (SPED), and Stacy James (SPED). 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 360. This number includes 88 seniors, 103 juniors, 84 sophomores, and 85 freshmen. The staff and their assignments are listed below:

Teacher	Assignment	Teacher	Assignment
T.J. Slough	Principal	Jeff Cox	Assistant Principal
Sarah Henderson	Media Specialist	Christie Burns	Counselor
Johnette Reynolds	ELA12/AP ELA 12/AP ELA 11/Shakespeare	Jace Gadberry	ELA 11/Drama/Oral Comm
Russell Denette	ELA10/Journalism	Hannah McIntyre	ELA 9/Journalism
Blake Tinsley	Trig/Pre-Cal/Alg III/ CC College Alg	Jeff Hill	Alg II/Bridges/Athletics
Teri Gill	Geometry/Bridges to Alg II	Kim Thomas Walter	Algebra I/Math Structures
Jennifer Martsof	Biology/CC Biology/Math Structures	Heather Templeton	Chemistry/PRE-AP Chemistry/AP Chemistry
Kait Smith	Physical Science/Athletics	Coty Storms	PE/Athletics
Steve Herron	World History/Athletics	John Atkins	Civics/Economics/ Geography/Government
Sabrina Thacker	Sr. Seminar/AP US History/Sociology/ Psychology	Samantha Mitchell	DIGI Comm I,II,II,IV/CBA/Comp. Sci.
Beth Hoover	FACS	Ron Bigham	Agriculture
Hannah Scarbrough	Choir	Ethan Shaw	Band/Fine Arts
Brent Stallings	Health/AD/Athletics	Todd Langrell	Lifetime Fitness/PE/Athletics
Susan Milum	Resource/Inclusion	Sally Mersiovsky	Resource/Inclusion
Kathy Lehmann	Resource/Inclusion	Jessica Kaplan	ART
Stacy James	Resource/Inclusion	Heather Malone	Spanish/ELA 11
Linda Riley	Gifted and Talented		

Classified Staff and their assignments are also listed:

Staff	Assignment	Staff Member	Assignment
JoAnn Raney	Secretary	Luke White	Computer Technology
Beth Nance	RTI	Kelly Whitworth	Distance Learning
Cindy Webb	Computer Lab	Treasa Webb	ISS
Christina Davis	Paraprofessional	Terry Dycus	School Nurse
David Hampton	Custodial Staff	Rodger Dozler	High School Maintenance
Elaine Ealy	Custodial Staff	Joyce Morgan	Custodial Staff

Certified Staff/Advanced Degrees

Bachelor's	17	55%
Master's	14	45%

The teachers and staff at Mayflower High School have worked diligently to help our students increase their ACT scores through quality and differentiated education. The table below illustrates that the Class of 2016 had the highest scores in the last 5 years in Reading, Science, and the ACT Composite score. While the state average score has remained relatively steady, our students have begun to close the gap on the state.

Grad Year	English		Mathematics		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State
2012	16.7	20	16.7	20.0	17.0	20.6	18.0	20.1	17.5	20.3
2013	18.6	19.9	18.2	19.9	18.8	20.5	18.6	20.1	18.6	20.2
2014	16.9	20.1	18.2	19.9	17.7	20.8	18.3	20.3	17.9	20.4
2015	16.7	20.0	17.2	20.0	17.9	20.9	18.2	20.3	17.6	20.4
2016	18.3	19.8	18.0	19.6	19.6	20.7	19.1	20.2	18.8	20.2

During the 2015-2016 school year MHS students took the ACT Aspire test for the first time. We had areas that showed great strength and areas that showed need for improvement.

ACT ASPIRE SCORES 2015-2016

	ELA 9	MATH 9	SCIENCE 9	READING 9	WRITING 9
SCHOOL	65.10 (+11.63)	22.90 (-4.2)	33.70 (+7.39)	33.70 (-1.61)	36.60 (+9.48)
STATE	53.47	27.10	26.31	35.31	27.12
	ELA 10	MATH 10	SCIENCE 10	READING 10	WRITING 10
SCHOOL	58.0 (+10.24)	11.0 (-9.44)	23.0 (-5.0)	36.0 (+2.83)	45.0 (-5.21)

STATE	47.76	20.44	28.0	33.17	50.21
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In review of the 2015-2016 ACT Aspire Data, Mayflower High School has set the following literacy goals:

1. For students to read actively and apply reading strategies specific to content areas.
2. For students to effectively communicate through writing in all classes.
3. Activate subject area/grade level discussions on reading and writing strategies.
4. Locate and use a variety of texts in subject areas with an emphasis on perspective.
5. Purchase and implement an ELA program to meet the needs of students scoring in the lowest 1/3 on the ELA assessments on ACT Aspire.

In review of the 2015-2016 ACT Aspire Data, Mayflower High School has set the following math goals:

1. To set and maintain consistent, high expectations for practices in math content, instruction and assessment.
2. Implement learning strategies from the Math Design Collaborative (MDC).
3. Purchase and implement a Math program to meet the needs of students scoring in the lowest 1/3 on the math assessments on ACT Aspire.

We are excited about the growth of our students and the challenges that lay before us. We are absolutely committed to these needs through student and teacher growth and development. We are continuing to refine our Response to Intervention (RTI) program to identify students that are struggling academically. We are gathering information that will help us determine the best methods to give them academic success. We have also gathered all available test data and formative assessment scores that will help identify students that are struggling and considered “at risk” to achieve the level of proficient or advanced on the ACT Aspire and ACT tests in 2016.

We are continuing our focus on reading and writing across the curriculum. Both reading and writing are done in every classroom each week. We are also continuing the implementation of the Arkansas State Standards and the Next Generation Science Standards.

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

1. Data Disaggregation
2. Literacy strategies across the curriculum
3. Writing strategies across the curriculum
4. Math Design Collaborative (MDC)
5. Deep examination of released ACT assessments for math and literacy
6. Focus on ACT skills and strategies
7. Focus on areas of student need in vocabulary, reading retention, and writing

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MAYFLOWER DISTRICT PROFILE

ASSESSMENT	2014	2015		2016		2016 STATE/ NATIONAL AVG.		DISTRICT GOAL	
	ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT		
1 - Literacy – ITBS NRT (Language)	53	1 - Literacy – ITBS NRT (Language)	56	1 - Literacy – ITBS NRT (Language)	58			N/A	
1 – Literacy – ITBS NRT (Reading Comp.)	53	1 – Literacy – ITBS NRT (Reading Comp.)	43	1 – Literacy – ITBS NRT (Reading Comp.)	50			N/A	
1— Literacy— ITBS NRT (Vocabulary)	39	1— Literacy— ITBS NRT (Vocabulary)	38	1— Literacy— ITBS NRT (Vocabulary)	46			N/A	
2 - Literacy – ITBS NRT (Language)	59	2 - Literacy – ITBS NRT (Language)	49	2 - Literacy – ITBS NRT (Language)	64			N/A	
2 – Literacy – ITBS NRT (Reading Comp.)	76	2 – Literacy – ITBS NRT (Reading Comp.)	52	2 – Literacy – ITBS NRT (Reading Comp.)	59			N/A	
2— Literacy— ITBS NRT (Vocabulary)	65	2— Literacy— ITBS NRT (Vocabulary)	44	2— Literacy— ITBS NRT (Vocabulary)	53			N/A	
3 - Literacy –AUG. BM CRT	85	3-Literacy-PARCC	44	3-ACT Aspirer	ENG	67	72	71	72
					RDG	33	35	34	35
					WR T.	12	20	16	16
4 - Literacy –AUG. BM CRT	86	4-Literacy-PARCC	47	4-ACT Aspirer	ENG	80	67	69	70
					RDG	46	41	37	37
					WR T.	19	12	19	15
5 - Literacy –AUG. BM CRT	83	5-Literacy-PARCC	29	5-ACT Aspirer	ENG	80	73	68	80
					RDG	25	33	33	33
					WR T.	20	20	26	20
6 - Literacy –AUG. BM CRT	67	6-Literacy-PARCC	27	6-ACT Aspirer	ENG	71	71	68	75
					RDG	38	44	41	32
					WR T.	34	43	42	43
7 - Literacy-AUG. BM CRT	63	7-Literacy-PARCC	37	7-ACT Aspirer	ENG	77	77	71	75
					RDG	31	35	35	35
					WR	23	28	26	28

					T.				
8 - Literacy –AUG. BM CRT	75	8-Literacy- PARCC	19	8-ACT Aspire	ENG	63	70	73	70
					.				
					RDG	41	47	45	
9 - Literacy –ITBS NRT	51	9-Literacy- PARCC	33	9-Literacy- ACT Aspire	WR	22	21	26	53
					T.				
					ENG	65	53	60	
9 – Revising Written Mat-ITBS NRT	51	10-Literacy- PARCC	19	10-Literacy- ACT Aspire	.				45
					RDG	34	35	38	
					WR	37	27	35	
11 - Literacy –EOC CRT	79	11-Literacy- PARCC	N/A	11-Literacy- ACT	T.				24
					ENG	58	48	63	
					.				
					RDG	36	33	34	58
					.				
					WR	45	50	45	
					T.				36
					ENG	17.2			
					.				
					RDG	17.7			50
					.				

ASSESSME NT	2014	ASSESSME NT	2015	ASSESSME NT	2016	2016 STATE/ NATIONAL AVG.		DISTRICT GOAL
1 - Math - NRT	70	1 - Math – ITBS NRT	63	1 - Math – ITBS NRT	65			N/A
2 - Math - NRT	82	2 - Math – ITBS NRT	70	2 - Math – ITBS NRT	64			N/A
3 - Math - CRT	95	3-Math- PARCC	40	3-Math ACT Aspire	44	55	50	48
4 - Math - CRT	87	4-Math- PARCC	32	4-Math ACT Aspire	49	53	45	49
5 - Math - CRT	65	5-Math- PARCC	10	5-Math ACT Aspire	57	48	40	50
6 - Math - CRT	64	6-Math- PARCC	14	6-Math ACT Aspire	65	55	43	60
7 - Math - CRT	71	7-Math- PARCC	16	7-Math ACT Aspire	32	42	34	42
8 - Math - CRT	52	8-Math- PARCC		8-Math ACT Aspire				36

			8		34	36	31	
9 - Math - NRT	35	9-Math-NRT	n/a	9-Math ACT Aspire	23	27	35	25
Algebra I	73	Algebra I	10	10-Math ACT Aspire	11	20	32	20
Geometry	77	Geometry	4	11-Math ACT	17.5			17.5
5 - Science - CRT	68	5 - Science - CRT	80	5-Science ACT Aspire	34	38	37	38
7 - Science - CRT	50	7 - Science - CRT	53	7-Science ACT Aspire	36	40	33	40
Biology	49	Biology	40	10-Science ACT Aspire	23	28	31	28
AP Courses	4	AP Courses	3	AP Courses	3			+3%
District ACT	20.75	District ACT	18.39	District ACT				23
ASSESSMENT	2014	ASSESSMENT	2015	ASSESSMENT	2016			DISTRICT GOAL
Grade Inflation (ACT)	44	Grade Inflation	76	Grade Inflation	N/A			-1%
College Remediation	47.9	College Remediation	79.2	College Remediation				-3%
3-4 Portfolio Assessments (Literacy)	0	3-4 MSSA (Literacy)		3-4 MSAA (Literacy)				100
3-4 Portfolio Assessments (Math)	100	3-4 MSSA (Math)		3-4 MSAA (Math)				100
5-8 Portfolio Assessments (Literacy)	0	5-8 MSSA (Literacy)		5-8 MSAA (Literacy)				100
5-8 Portfolio Assessments (Math)	0	5-8 MSSA (Math)		5-8 MSAA (Math)				100
5-8 Portfolio Assessments (Science)	0	5-8 Portfolio Assessments (Science)		5-8 Portfolio Assessments (Science)	0			100

9-12 Portfolio Assessments (Literacy)	50	9-12 MSAA (Literacy)		9-12 MSAA (Literacy)			100
9-12 Portfolio Assessments (Math)	67	9-12 MSSA(Math)		9-12 MSSA (Math)			100
9-12 Portfolio Assessments (Science)	100	9-12 Portfolio Assessments (Science)		9-12 Portfolio Assessments (Science)			100
Attendance Rate	95	Attendance Rate	94	Attendance Rate	92		Increase 1%
Graduation Rate	85.9	Graduation Rate	96.4	Graduation Rate			91
Drop Out	2.0	Drop Out	1.8	Drop Out			Reduce 1%
Teacher Retention	87	Teacher Retention	86	Teacher Retention	87		Maintain
Free & Reduced	58.8	Free & Reduced	61.8	Free & Reduced	67.8		n/a
ASSESSMENT	2014	ASSESSMENT	2015	ASSESSMENT	2016		DISTRICT GOAL
Enrollment	1127	Enrollment	1123	Enrollment	1090		n/a

*Assigned color is based on Goal

*Portfolios passing score is based on functional independent and independent

Legend
Increase
Maintained (+/- 3%)
Decrease