



District Menu Page | Work On Your ACSIP | Reports | Federal/State Budgets | School Completion Status |
FAQ | Feedback | Logout

2013-2014 ARCHIVE

Source of Funds Report

CUTTER-MORNING STAR SCH. DIST.
2801 Spring Street, Hot Springs, AR 71901

Source of Funds

For: NSLA (State-281) - Capital Outlay, NSLA (State-281) - Employee Benefits, NSLA (State-281) - Employee Salaries, NSLA (State-281) - Materials & Supplies, NSLA (State-281) - Other Objects, NSLA (State-281) - Purchased Services.

Total Amount Reported: \$9858

Generated on August 21, 2014

Source of Funds: NSLA (State-281) - Capital Outlay -- \$0

There is no data for the Source of Funds type "NSLA (State-281) - Capital Outlay".

Source of Funds: NSLA (State-281) - Employee Benefits -- \$0

There is no data for the Source of Funds type "NSLA (State-281) - Employee Benefits".

Source of Funds: NSLA (State-281) - Employee Salaries -- \$0

There is no data for the Source of Funds type "NSLA (State-281) - Employee Salaries".

Source of Funds: NSLA (State-281) - Materials & Supplies -- \$0

There is no data for the Source of Funds type "NSLA (State-281) - Materials & Supplies".

Source of Funds: NSLA (State-281) - Other Objects -- \$0

There is no data for the Source of Funds type "NSLA (State-281) - Other Objects".

Source of Funds: NSLA (State-281) - Purchased Services -- \$9858

Priority 1: Administrative Support--Federal Programs and Supplemental State Grant Funding

Goal: To provide administrative support for supplemental, Federally Funded Instructional Programs and Supplemental State Grant Funding in order to assure that ALL students improve basic skills in Literacy and Math in support of closing the achievement gap between high and low performing students.

Source of Funds: NSLA (State-281) - Capital Outlay -- \$0

There is no data for the Source of Funds "NSLA (State-281) - Capital Outlay".

Source of Funds: NSLA (State-281) - Employee Benefits -- \$0

There is no data for the Source of Funds "NSLA (State-281) - Employee Benefits".

Source of Funds: NSLA (State-281) - Employee Salaries -- \$0

There is no data for the Source of Funds "NSLA (State-281) - Employee Salaries".

Source of Funds: NSLA (State-281) - Materials & Supplies -- \$0

There is no data for the Source of Funds "NSLA (State-281) - Materials & Supplies".

Source of Funds: NSLA (State-281) - Other Objects -- \$0

There is no data for the Source of Funds "NSLA (State-281) - Other Objects".

Source of Funds: NSLA (State-281) - Purchased Services -- \$9858

Priority 1: Administrative Support--Federal Programs and Supplemental State Grant Funding

Supporting

Data:

1. LITERACY ~ Students in the Third through Sixth grade scored with 84.18% proficient for the 2012-2013 school year. There was a 77.78% growth performance for students in the Third through Sixth grade from the 2011-2012 school year. The areas needing improvement are

- Reading-Practical Passage, Writing Content, & Writing Style. MATH ~ Students in the Third through Sixth grade scored with 83.54% proficient for the 2012-2013 school year. There was a 66.67% growth performance for students in the Third through Sixth grade from the 2011-2012 school year. The areas needing improvement are Number & Operations, Algebra, Geometry, and Data Analysis & Probability.
2. LITERACY ~ The three year average performance shows that 85.69% of students in the Third through Sixth grade scored proficient on the exam. The three year average growth performance for the students in the Third through Sixth grade was 82.40%. MATH ~ The three year average performance shows that 88.57% of students in the Third through Sixth grade scored proficient on the exam. The three year average growth performance shows 73.61% for the students in the Third through Sixth grade.
 3. STAR reading scores for grades 1-6, for the year 2010-11, there was a 17% increase in 1st grade. In 2nd grade, there was a decrease of 6%. In 3rd grade, there was an increase of 5%. In 4th grade, there was no change. In 5th grade, there was an increase of 5%. In 6th grade, there was a decrease of 4%. For the year 2011-12, there was a 7% increase in 1st grade. In 2nd grade, there was a decrease of 1%. In 3rd grade, there was an increase of 8%. In 4th grade, there was an increase of 1%. In 5th grade, there was a decrease of 10%. In 6th grade, there was a decrease of 1%. For the year 2012-2013, there was an increase in all grades, but 5th grade. In 1st grade, there was an 8% increase. In 2nd grade, there was a 2% increase. In 3rd grade, there was a 6% increase. In 4th grade, there was a 7% increase. In 5th grade, there was an 8% decrease. In 6th grade, there was a 3% increase.
 4. The attendance rate for CMS Elementary school for the year 2010-2011 was 91.13%, for the year 2011-2012 was 95.01%, and for the year 2012-2013 was 95.14%.
 5. ACTAAP Data Source for CUTTER-MORNING STAR ELEMENTARY SCHOOL-6th grade Literacy Exam: Because this is the group that feeds directly into our building, teachers needed to analyze and determine weaknesses in order to influence instruction of these current 7th graders. In 2013, 34 students were tested scoring 80% proficient/advanced. Weakness areas in reading for these students were practical and how to passages, reading comprehension and summarizing. In writing revising , central Idea; organization (e.g., beginning, middle, and end; sequencing ideas; major points of information, etc.); unity; elaboration; clarity were weaknesses. In 2012, 49 students were tested scoring 78% proficient/advanced. Weakness areas in reading for these students were practical and how to passages, reading comprehension and summarizing. In writing revising , central Idea; organization (e.g., beginning, middle, and end; sequencing ideas; major points of information, etc.); unity; elaboration; clarity were weaknesses. In 2011, 47 students were tested. Weak areas in reading were main idea and summarizing. In writing weak areas were editing/revision and sentence formation/mechanics. This year's AYP goal is 91.9% In 2010, 81% of combined population scored proficient or above on ACTAAP. The lowest subpop group was males with 71%.
 6. ACSIP Data Source for CUTTER-MORNING STAR HIGH SCHOOL Benchmark-7th Grade Literacy Exam: In 2013, 54 students were tested scoring 74% proficient/advanced. Weakness areas in reading for these students were literary reading passages for both multiple choice and open response. In writing content and style. In 2012, 49 students were tested. 82% of combined seventh grade students scored proficient or above on the Benchmarks. Data analysis shows weakness areas in reading are practical and literature passages. Weakness areas in writing are multiple choice, content, and style. This year's AYP goal is 91.9% In 2011 42 students were tested. 67% scored proficient/advanced and we did not meet expectations of 75.7%. In reading weak areas were connecting background knowledge/main idea/supporting details concerning text. Weak areas in writing were editing and revision in groups or as individual using sentence formation, usage, and mechanics. In 2010 52% of combined population scored proficient or above on ACTAAP. The highest subpop group 67% of Hispanic student. All other groups scored at or below 52%.
 7. ACSIP Data Source for CUTTER-MORNING STAR HIGH SCHOOL Benchmark-8th Grade Literacy Exam: In 2013, 46 students were tested scoring 74% proficient/advanced. Weakness areas in reading for these students were reading literary passages in multiple choice and practical passages in open response. In writing content and style. In 2012, 46 students were tested and 89% of the combined eighth grade students scored proficient or advanced. Data analysis shows the weakness area in reading is reading and comprehension of literature passages. Weakness areas in writing are multiple choice questions, content and style. This year's AYP goal is 91.9% In 2011, 43 students were tested. 64% of combined eighth grade students scored proficient or above on ACTAAP which did not meet the state AYP of 75.7%. In 2010 81% of combined population scored proficient or above on ACTAAP. The lowest subpop groups were 50% Hispanic and 67% males. In 2009, 60% of combined population scored proficient or above on ACTAAP. The lowest subpop groups were 55% Caucasian and 49% males.
 8. ACSIP Data Source for CUTTER-MORNING STAR HIGH SCH. Literacy-11th Exam: In 2013, 47 students were tested scoring 79% proficient/advanced. Weakness areas in reading for these students were reading practical passages for multiple choice and reading literary and

practical passages in open response. In writing content and style. In 2012, 59% of combined eleventh grade students scored proficient or above on ACTAAP which exceed expectations. Weaknesses in reading were use of reading comprehension of literary passages. Writing weaknesses were content and style. This year's AYP goal is 91.94% In 2011, 86% of combined eleventh grade students scored proficient or above on ACTAAP which exceed expectations. In 2010 44% of combined population scored proficient or above on ACTAAP. All subpops were at or below 50%. In 2009, 44% of combined population scored proficient or above on ACTAAP. All subpops were at or below 45% except 53% of females.

9. Arkansas School Performance Report Card Remediation Rate: 2008/2009: 78.3%
2009/2010: 69.2% 2010/2011: 82.1% 2011/2012 2012-2013 Graduation Rate: 2008/2009: 77.5% 2010/2011: 84.9% 2011/2012: 2012-2013: Drop Out Rate: 2008/2009: 5%
2009/2010: 3% 2010/2011: 1.6% 2011/2012: 2012-2013: Attendance Rate: 2008/2009: 100% 2009/2010: 100% 2010/2011: 96.6% 2011/2012: 2012-2013:
10. ACT Scores 2012-13:The students who took the ACT had an average score on the English section of 18.8, the Reading section of 19.0, and on the mathematics of 18.8, and 19.3 in science. The average composite score was 19.3. 2011-12:The students who took the ACT had an average score on the English section of 17.2 , the Reading section of 19.2, and on the mathematics of 17.5. The average composite score was 18.1. 2010-11:The students who took the ACT had an average score on the English section of 18.9 and on the mathematics of 18.4. The average composite score was 19.2. 2009-10:The students who took the ACT had an average score on the English section of 18.1 and on the mathematics of 17.5. The average composite score was 18.4.

Goal To provide administrative support for supplemental, Federally Funded Instructional Programs and Supplemental State Grant Funding in order to assure that ALL students improve basic skills in Literacy and Math in support of closing the achievement gap between high and low performing students.

Benchmark The Cutter Morning Star School District will utilize State and Federal Supplemental Educational Grant Funding Sources in an ethical and responsible manner to most effectively increase the level of student achievement and close the achievement gap between high and low performing students.

Intervention: Build the capacity in school leadership to identify, select and implement a variety of research based programs, strategies and activities that may also serve as District initiatives.				
Scientific Based Research: Research: Danielson, Charlotte. Enhancing Student Achievement: A Framework for School Improvement. ASCD Alexandria, VA. C2002. ISBN 0-8120-691-9. Marzano, Robert J. What Works in Schools. Translating Research into Action. ASCD: Alexandria, Virginia, c2003. ISBN 0-87120-717-6.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
(7) A combination of Title VI (Salary--\$42,502.88) and NSLA (Salary--\$9,858) funds will be used to contract with Dawson Educational Service Cooperative to supply an Informational Technology Specialist (Vince Herron-\$52,360.88) This person will provide professional development is the effective use of all technology in the district. The district hires and funds a separate technology technician to install software and maintain the district technology. 2281--2230 (\$9,858) and 6782-2230 (\$42,502.88). Action Type: Professional Development Action Type: Technology Inclusion	Nancy Anderson, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • Outside Consultants • Teachers • Teaching Aids 	NSLA (State-281) - \$9,858.00 Purchased Services: <hr/> ACTION BUDGET: \$9,858.00
Total Budget:				\$9,858.00