**Cutter Morning Star Public School
District #21**

Annual Report to the Public

OCTOBER 29, 2018

Three Areas Of Focus

- 1. Finance

- 2. Facilities

- 3. Student Achievement

Finance

Ending Operations Balance

- **June 30, 2018** =$900,000.00 (Unrestricted)
- June 30, 2017 =$900,000.00 (Unrestricted)
- **June 30, 2018 = $ 218,938.32 (Restricted)**
- June 30, 2017 = $ 249,578.80 (Restricted)

State and Federal Grant Program Funding Purposes

- All budgets for supplemental educational grant funding must be included in the ACSIP plans (Arkansas Comprehensive School Improvement Plans) for the schools and the district.

- Planned expenditures must be clear and specific in the actions included in the Building Plans for Elementary, High School, and in the District plan.

- NO amount of Supplemental Funding may be spent toward activities that are mandated as the responsibility of the school. Supplemental funds are to be used to provide *Additional educational opportunities for those students and schools in need.*

TITLE I--Part A: Improving the Academic Achievement of the Disadvantaged

The purpose of Title I is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach proficiency on Arkansas academic achievement standards and assessments.

STUDENT SPECIAL NEEDS FUNDING GRANTS
Restricted Supplemental State Aid

NSLA: National School Lunch Act

NSLA funding shall be expended for eligible programs that are researched based and aligned to the Standards for improving instruction and increasing achievement of students at risk of not meeting challenging academic standards. NSLA funding shall not be used to meet or satisfy the Arkansas Standards for Accreditation.

STUDENT SPECIAL NEEDS FUNDING GRANTS
Restricted Supplemental State Aid
PD: Professional Development

❖ Professional development funding shall be expended for approved programs and purposes identified in the Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program and the Academic Distress Program, section 5.0 *'Professional Development'*

❖ Districts can expend state professional development funding to provide hours of professional development required by rule or law.

TITLE II—Part A: Teacher and Principal Training and Recruitment

The purpose of the Title II, Part A, Improving Teacher Quality State Grants (Title II-A of Public Law 107-110) is to increase the academic achievement of all students by helping schools and school districts improve teacher and principal quality and ensure that all teachers are highly qualified.

Small, Rural School Achievement Grant Award(SRSA)

100% of funds received under SRSA may be used for the same purposes as described in any of the programs/activities listed below:

- Title I-A Improving Academic Achievement of Disadvantaged Children
- Title II-A Teacher Professional Development & Teacher Recruitment
- Title II-D Enhancing Education Through Technology
- Title III Language Instruction—students with Limited English Proficiency
- Title IV-A Safe & Drug-Free Schools
- Parent Involvement

We were awarded new funding formally known as Rural Education Achievement Program (REAP) now known as Small, Rural School Achievement Grant Award(SRSA) The committee voted to use as title II-D to help with technology needs Public Meeting

2018-2019
Proposed Federal Grant Funding

FY	Federal Grant	New Funding	Allotment Balance	Budgeted
2018-2019	Title I	$188,410.80	$12,952.33	$201,363.13
2017-2018	Title I	$190,141.48	$14,612.47	$204,490.29
2018-2019	Title II-A	$33,251.38	$ 384.35	$33,635.73
2017-2018	Title II-A	$23,784.29	$ 511.98	$24,296.27
2018-2019	Title VI	$36,629.00	$0.00	$36,629.00
2017-2018	Title VI	$36,629.00	$0.00	$36,629.00
2018-2019	Title IV	$13,272.58	$6,655.02	19,927.60
2017-2018	Title IV	$10,000.00	$0.00	10,000.00

2018-2019
Proposed State Grant Funding

FY	State Grant	New Funding	Cash On Hand	Budgeted
2018-2019	NSLA	$474,001.00	$22,299.70	$496,300.70
2017-2018	NSLA	$443,522.00	$56,327.49	$499,849.29
2018-2019	PD	$17,003.00	$ 9,586.67	$26,589.67
2017-2018	PD	$15,160.00	$42,453.11	$57,613.11
2018-2019	ALE	$61,504.00	$0.00	$61,504.00
2017-2018	ALE	$38,958.00	$613.43	$39,571.43

Superintendent Review

- Legislative Audit- In review
- Facilities Inspections
- Bus Inspection
- ADE CNU
- Standards Accreditation labeled Elementary School Fully Accredited
- Standards Accreditation labeled High School Fully Accredited

District Goals

- Make informed financial decisions that will result in healthy sustainable balances
- ST Ratio 15:1
- Yearly Balanced budgets
- Cut expenditures and increase revenue
- Explore new sources of funding
- Increase the balance of our building fund in order to begin projects to improve our campus and cover bond payments
- Increase salary schedules
- Resource Allocation Committee Study

District Goals

- Make sure all students have the opportunity to receive the highest quality education in high quality facilities
- Provide a conducive learning environment for ALL students
- Ensure student safety in all areas/SRO/CSSO
- Continue to update, improve and maintain facilities
- Be more energy efficient

District Goals

- Provide teachers and staff the resources, tools and training needed to educate our students using research based best methods of instruction

- Be recognized as a turnaround school; leading the change to the model system

- Achieve Blue Ribbon School Status

- Increase student achievement
- Maintain High Expectations for students and Faculty
- Prepare our students for college and career readiness
- Hire and retain the best educators

Projects Completed

- Elementary new roofs, gutters and snow guards (Partnership)
- Elementary HVAC (Partnership)
- Removed Lockers in Elementary and Added hallway study areas (Donated)
- Replaced broken tiles in elementary(Local)
- New blinds in Elementary (Local)
- Touch up paint where needed (Local)

Projects Completed

- New stalls in bathrooms in Gym (Grant)
- Common Areas Created in Both Buildings (Local)
- Remodeled ALE/ISS dhall/sensory room (Local)
- Painted all the paneling per fire code (Local)
- New fire alarm system in GYM (Partnership)
- Painted the MPB (Local)
- New Cafeteria seating (Grant)

Projects Completed

- Painted hospitality room(Donated)
- Phase I and Phase II Improve Drainage System (Local)
- Install Sidewalks (Local)
- Replace and repair pressbox (Local)
- Replaced speaker system football field(Local)
- Rewiring on football field (Local)
- Replaced leaning light pole (Local)

New Projects

Transportation (Local)

High School (Partnership)

Arena   (Local)

FEMA Shelter (Grant)

HVAC cafeteria (Partnership)

New Projects

Gym HVAC, Electric, Plumbing (Partnership)

Elementary Fire Alarm, emergency lighting, exit signage (Partnership)

Cafeteria Roof (?)

Technology/ISS Roof (?)

New Transportation Building

200 Westinghouse Closed 10/25/2018

Will be used for Archery 2018-2019

Will begin transitioning Summer 2019

1. Fencing and gates

2. relocating gas pumps (estimate $25,000.)

3. Painting

4. Possible raising of bay door

Projects Approved by ADE

High School

Fire Alarm system for elementary

Emergency lighting and exit signage elementary

Cafeteria HVAC

Gym HVAC, Electric, plumbing, *fire alarm

Projects for Future

New flooring in the Elementary

New entry in the Elementary

Remodel elementary bathrooms

New windows in Elementary

New entry in the gym

New entry in the Cafeteria

Projects for Future

Repurpose old bus barn

Resurface parking lots/driveways

Complete drainage phases III, IV, V, VI

Repurpose old high school

Repurpose choir building

Non-eligible funding projects for future

Football field house

Football concession stand/Football bathrooms

Football entry

Football Bleachers

Football and Baseball lighting

Baseball and Softball Fields

Technology Report

- Everything was up and running for the students and the teachers for the first day of school.
- District technology inventory is completed and updated regularly
- Old Technology equipment has been moved to the old ALE and taken out of service.
- Most extremely outdated technology has been recycled.
- Elementary and High school web-pages are updated by the Secretaries of each building as needed.
- The District Website is updated through Dr. Anderson.
- Chromebook Repairs are mostly complete.
- All Copiers have been upgraded through DataMax.

Technology Report

•Elementary and High school web-pages are updated by the Secretaries of each building as needed.

•The District Website is updated through Dr. Anderson.

Technology Goals

- Continue advancing the school with modern teaching and technology.
- Continue to meet all of the State Testing requirements
- Maintain current equipment
- Maintain Federal Compliance with CIPA
- Work with the state to maximize our E-Rate discounts.
- Have all teachers and rooms equipped with up to date technology, and trained on new technology.

Technology Goals

- Virtualize the local server.
- Install new server to upgrade current network configuration.
- Install new phone system that will save 400 per month and an extra 2000 per year.
- Work with Dr. Anderson And Mr. Sullivan on the future of the new high school on technology needs and wants.
- Look into upgrading to Promethean boards instead of projectors as they start to go out.
- Install new computers for Elementary Lab.

Technology Progress Report

•Volume Licensing in place to ensure we have the most current and up-to-date software.

•Google Admin Licensing is in place.

• The state umbrella is in place for filtering.

•On top of that all chromebooks are filtered through GoGuardian for extra protection.

CIPA: Child Internet Protection Act

In order to comply with CIPA the AUP addresses all areas required by law.
Also, the following are in place:
- Internet filter provided by the State
- Faculty/Staff Supervision: No student is to be using a computer unsupervised.
- Green sites for research, such as EBSCO, Net Trekker, Educational Online Databases.

Gifted and Talented Educational Program 2018-2019

Grades	4	5	6	7	8	9	10	11	12	Total of Identified GT Students
# or ID Students Per Grade	10	12	10	11	11	7	9	12	3	85

Direct Service for GT Students

- Whole group enrichment for grades K-3;

- Pull-Out Program in GT Classroom for identified students grades 4-6; and

- Identified students grades 7-12 meet weekly in GT classroom; and academic teams meet weekends/after school.

Cutter Morning Star
School District 2018

Federal Budget Overview Title One Programs District Community Update October 29, 2018

- **The purpose of Title I is to ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education. Title I, Part A (Title I) of the Elementary and Secondary Education Act provides financial assistance to schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging academic standards. Federal funds are currently allocated through four statutory formulas that are based primarily on census poverty estimate and the cost of education in each state.**

AGENDA FOR MEETING

- **Goals for our Programs**

- **Parental Involvement**

- **Rights of Parents**

- **School Accreditation**

- **Academic Performance**

- **Overview of Curriculum**

- **Types of Assessments**

- **Federal Title I Expenditures**

CUTTER MORNING STAR GOALS

- **The goals of Cutter Morning Star are to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging Arkansas academic achievement standards and assessments.**

PARENT AND FAMILY ENGAGEMENT

Parent and Family Engagement Coordinators and Committee for each school to plan and implement parental activities to enable parents in assisting their students to be successful in educational endeavors.

- **District Coordinator:**
  Jennifer Gilbert
  jennifer.gilbert@cmseagles.net
- **High School Coordinator:**
  Breann Johnston
  breann.johnston@cmseagles.net
- **Elementary Coordinator: Sarah Richardson**

  sarah.richardson@cmseagles.net

RIGHTS OF PARENTS

- **Parents have the right to be involved in the planning of the utilization of federal program funds**
- **Parents have the right to know the qualifications of the staff working with their children.**

SCHOOL ACCREDITATION

- **All Cutter Morning Star Schools are fully accredited with the State of Arkansas, meeting all standards.**

ACADEMIC PERFORMANCE

Assessment results have been received. This is the status of our schools from the previous year.

District Status:

- **Needs Improvement**

CURRICULUM

- **Each content teacher uses a copy of the appropriate Arkansas State Standards to guide instruction**
- **Teachers use supplemental materials to enhance curriculum**

TYPES OF ASSESSMENTS

- 7-10 ACT Aspire (CRT) (English, Writing, Reading, Math and Science)

- Grade 11- ACT Test

FEDERAL TITLE I ALLOCATION 2018-19

$188,410.80

For expenses over and above Arkansas State Standards
$1,730.68 less than 2017-18

All funding has been spent for 2018-2019 school year

Title I Categories

- Parent and Family Engagement
- Homeless
- Materials and Supplies
- Technical Equipment
- Tutoring
- Salaries and Benefits
- Staff Professional Development
- Purchase Services
- Instructional Software

$5,051.51

- Assists students in meeting basic needs such as food, supplies, and clothing

CUTTER MORNING STAR
ELEMENTARY SCHOOL
Report to the Public
2018-19

CMS ES Enrollment

Grade	2017-18	2018-19
Preschool	18	18
Kindergarten	53	42
First Grade	38	54
Second Grade	41	38
Third Grade	52	46
Fourth Grade	55	46
Fifth Grade	51	56
Sixth Grade	48	47
TOTAL	356	347

CMS ES Demographics

	2017-18	2018-19
Females	167	48%
Males	180	52%
Hispanic	40	12.1%
Black	19	5.4%
Two or More Races	23	6.7%
Asian	4	1.1%
Native America	8	2.4%
White	250	72.3%
GT	32	9%
SPED/504	40/18	17%
ELL/LEP	12	3%
Free/Reduced Meals	76%	78%

2601001 - Cutter-Morning Star Elem. Sch.

2601000 - Cutter-Morning Star School District

ESSA Overview

Overall ESSA Index Score

State Avg.70.86

64.27

Grade Range	K - 06
Grade Span	1 - Elementary Level
Enrollment	334
Poverty Rate	75.57

ESSA Graph 2 year Comparison
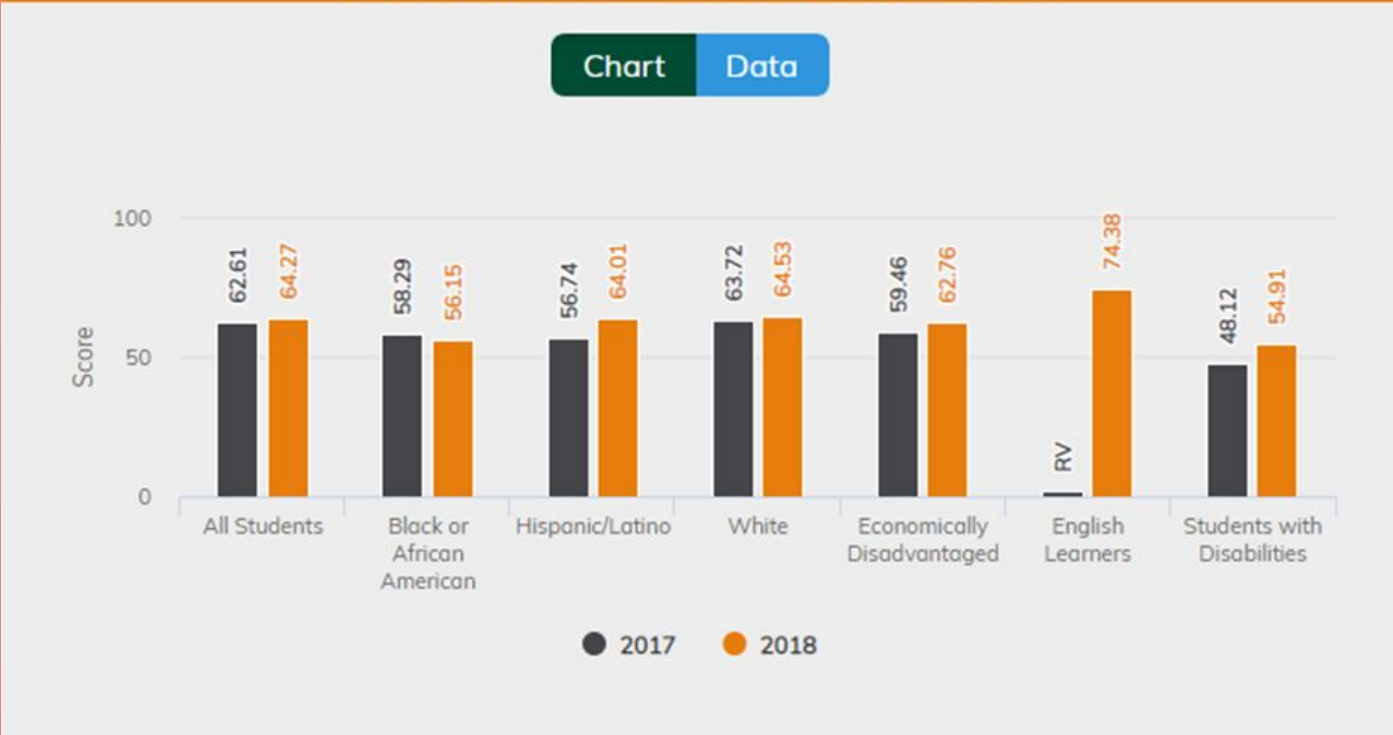
SCHOOL DIGGER SCHOOL COMPARISON

Statewide Performance

Compare | Details | In 2018, Cutter-Morning Star Elementary School ranked worse than 75% of elementary schools in Arkansas. (See more...)

Enrollment

Compare | Details | Racial makeup is: White (72.3%), Hispanic (14.3%), two or more races (9.2%). (See more...)

Test Score Average

- Average Standard Score

©2018 schooldigger.com

Compare | Details | In 2018 the calculated Average Standard Score was 32.04. (See more...)

% Free/Reduced Lunch

©2018 schooldigger.com
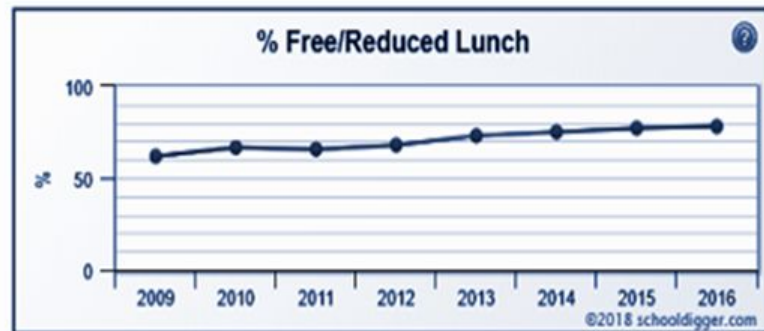
Compare | Details | 78% of students are receiving a free or discounted lunch. (See more...)

NWEA Student Growth Summary Reports
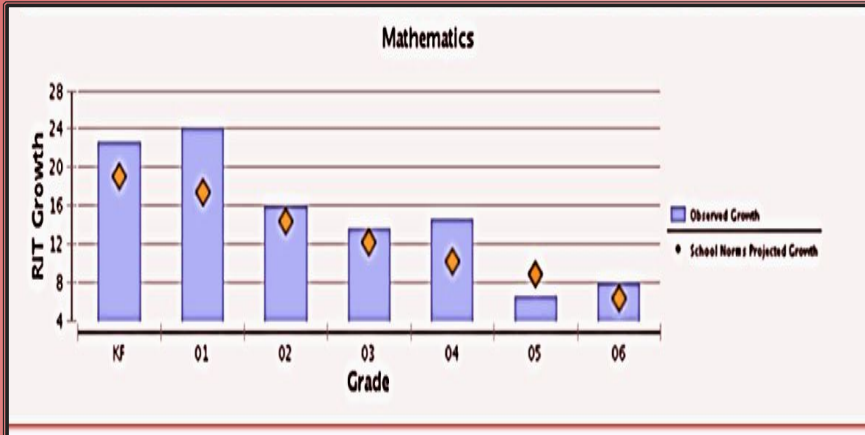
Mathematics

Grade (Spring 2018)	Growth Count‡	School Norms		
		Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile
KF	46	19.0	1.32	91
01	31	17.4	2.33	99
02	36	14.3	0.57	72
03	46	12.1	0.69	75
04	49	10.1	2.10	98
05	46	8.8	-0.97	17
06	43	6.3	0.74	77

NWEA Student Growth Summary Reports
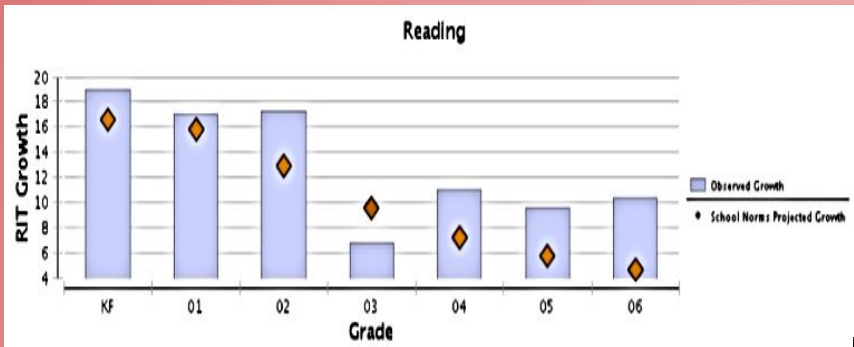
Reading

Grade (Spring 2018)	Growth Counts	School Norms		
		Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile
KF	47	16.6	0.87	81
01	30	15.8	0.45	67
02	34	12.9	1.83	97
03	46	9.6	-1.43	8
04	51	7.2	2.33	99
05	46	5.8	2.21	99
06	42	4.6	3.06	99

NWEA Student Growth Summary Reports

Language Usage

Grade (Spring 2018)	Growth Count‡	School Norms		
		Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile
KF	0			
01	0			
02	36	14.0	2.51	99
03	46	9.9	-2.26	1
04	51	7.5	2.95	99
05	41	5.6	3.66	99
06	42	4.5	4.60	99

NWEA Student Growth Summary Reports

Science - General Science

Legend:
- Observed Growth
- School Norms Projected Growth

Grade (Spring 2018)	Growth Counts	School Norms		
		Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile
KF	0			
01	0			
02	0			
03	46	7.7	-1.02	15
04	50	6.0	2.70	99
05	45	5.2	2.77	99
06	43	4.0	4.09	99

ACT-Aspire Scores
Grades 3-6

CUTTER MORNING STAR ELEMENTARY SCHOOL ACT-ASPIRE PRELIMINARY TEST RESULTS 2017-18 SCHOOL YEAR

	Grade	English		Math		Science		Reading
		Percent of Students Who Met Readiness Benchmark		Percent of Students Who Met Readiness Benchmark		Percent of Students Who Met Readiness Benchmark		Percent of Students Who Met Readiness Benchmark
STATE	3	73.5%		59.4%		38.6%		37.8%
2017-18	3	63.3%		44.9%		18.4%		18.4%
2016-17	3	68.0%		52.0%		29.0%		22.0%
STATE	4	70.7%		52.5%		42.2%		44.1%
2017-18	4	69.0%		44.8%		34.5%		41.4%
2016-17	4	75.0%		45.0%		30.0%		27.0%
STATE	5	72.9%		50.0%		40.8%		38.1%
2017-18	5	77.6%		24.5%		38.8%		36.7%
2016-17	5	55.5%		24.0%		18.0%		8.0%
STATE	6	73.1%		56.4%		45.9%		45.1%
2017-18	6	70.5%		36.4%		29.5%		27.3%
2016-17	6	64.0%		41.0%		41.0%		31.0%
2017-2018	ALL	71%		39%		31%		32%
2016-2017	ALL	65%		41%		28%		22%

INDIVIDUAL STUDENT ASSESSMENT DATA SPREADSHEET

Response To Intervention

Tier 1: Strong Core Instruction

      Classroom Interventions

Tier 2: Intervention Classes Reading and Math

       After School Tutoring

Tier 3: Provide Reading Therapy for Students with Characteristics of Dyslexia

      Develop 504 Plans

      Special Education Referral and Services Through IEP's

Tier I Improvement Plan

- Strengthen Core Curriculum With Curriculum Audits for Grades K-4 in Math and Literacy

- Provide Resources and Training for Small Group Interventions within each classroom

Tier II Improvement Plan

- **Use ADE Approved and Targeted Specific Skills Assessments to Identify Struggling Readers**

- **Develop Individual Reading Plans for students who need Reading Intervention**

- **Purchase and Train our Intervention Team to use Intervention Lessons and Materials that align with ADE's Science of Reading and our RISE training**

- **Develop a daily schedule that includes 30 minutes for Targeted Skills Intervention Instruction for ALL K-2nd grade students who show gaps in reading skills IN ADDITION to their core instruction and classroom interventions**

- **Use small group/direct instruction model**

- **Monitor student progress every 3 weeks**

- **Provide After School Tutoring in Literacy and Math to any 3rd-6th grader who is struggling in reading and/or math or who is falling behind in Summit.**

Tier III Improvement Plan

- Train Intervention Team Members in Dyslexia Information, Law, and Support Services

- Purchase materials and train staff in the Sonday System to meet needs of students with Characteristics of Dyslexia

- Develop 504 plans and/or IEP's for all students who show Characteristics of Dyslexia

- Add 2 Additional Take Flight Classes for a total of 4 classes

Core Curriculum Audits for Literacy and Math K-4th grade

1. Do we have a curriculum document that drives our instruction for all the essential Standards, Content, and Skills that all students need to master for their specific grade level?

2. Do we have all the resources we need to teach these essential Standards, Content, and Skills at each grade level?

3. Do we have the training, coaching support, and experience to know and apply best instructional practices that will teach all students these essential Standards, Content, and Skills?

4. Do we have a schedule that contains enough time to teach all the components of math and literacy with time built in for Interventions?

5. Do we have a RTI plan implemented for ALL struggling learners?

6. Are we using NWEA and ACT Aspire Interim data and other formative measurements to align instruction with our student's needs?

In Addition…

- Added 20 minutes of Instruction each day
- Act-Aspire Interim Assessments
- Training in PLC and Data Team
- Worked on Culture- Core Beliefs, Vision, Mission
- Students of the Month
- ALTTA
- New Family and Community Involvement Plan
- Special Programs for Students including: Garland County Reads, Orange Week, Red Ribbon Week, Students Safety Training
- Rescue Team for Emotional Supports

ADDRESSING THE NEEDS OF STRUGGLING READERS

Arkansas Dyslexia Law

Section III Dyslexia Intervention and Response to Intervention (RTI) If the initial, level I, or level II dyslexia screening indicates that a student has characteristics of dyslexia, the Response to Intervention (RTI) process shall be used (Ark. Code Ann. § 6-41-603 (c)(1)). Dyslexia intervention services fall under the RTI framework. If dyslexia screening indicates characteristics of dyslexia exist, then the student shall be provided dyslexia intervention services (Ark. Code Ann. § 6-41-603 (c)(2)(A)).

RTI and Dyslexia Interventions

▶ 44 students were identified with Characteristics of Dyslexia in e-school from past school years

▶ This school year began with grade level benchmark assessments: DIBELS, STAR Reading, PAST, DRA, and Rapid Namer K-2

▶ Level 1 Assessments
   ◦ Quick Phonics Screen, Sonday System Placement Test, and DSA

▶ Level 2 Assessment
   ◦ C-TOP, and Parent/ Teacher questionnaires

RTI Interventionists

- 4 interventionists trained in Sonday Systems Dyslexia Program
- 1 teacher trained in Take Flight Dyslexia Program

- Identified struggling readers per grade level
  - Take Flight Dyslexia Program for intensive COD intervention
  - Sonday Systems for COD students
  - 95% Group for struggling readers
    - ❖ Grades 1–2 only and three 3rd grade students

- 30 minute intervention blocks
  - Flood 1st and 2nd grades with classroom teachers and interventionists
  - At or above grade level readers will go to library for AR reading time or Art class for extra projects

- Progress Monitoring every 3 weeks
  - Move 95% students to new skill focused intervention group if they pass current skill

1st and 2nd Grade Data

1st Grade:
- ○ 56 students
  - ■ 14 will receive Sonday Systems Dyslexia Interventions
  - ■ 8 will receive 95% Group Interventions
- ★ 2nd Grade:
- ○ 41 students
  - ■ 15 will receive Sonday Systems Dyslexia Interventions
  - ■ 3 will receive 95% Group Interventions
  - ■ 4 will receive Guided Reading instruction geared towards fluency and comprehension

- ■ Sonday
- ■ 95%
- ■ Guided Reading
- ■ None
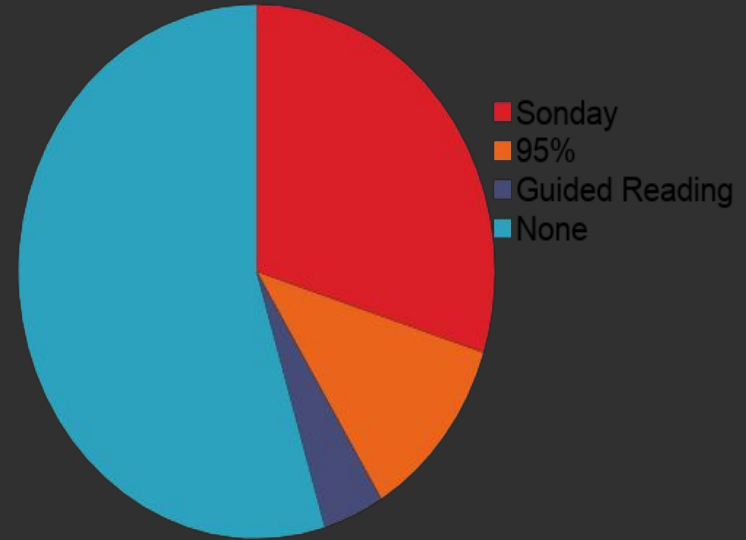
3rd and 4th Grade Data

★ 3rd Grade:
   ○ 46 students
      ■ 8 will receive Sonday Systems Dyslexia Interventions
      ■ 3 will receive Take Flight Dyslexia Program
      ■ 3 will receive 95% Group Interventions
★ 4th Grade:
   ○ 46 students
      ■ 13 will receive Sonday Systems Dyslexia Interventions
      ■ 4 will receive Take Flight Dyslexia Program

Legend:
- Sonday
- 95%
- Take Flight
- None
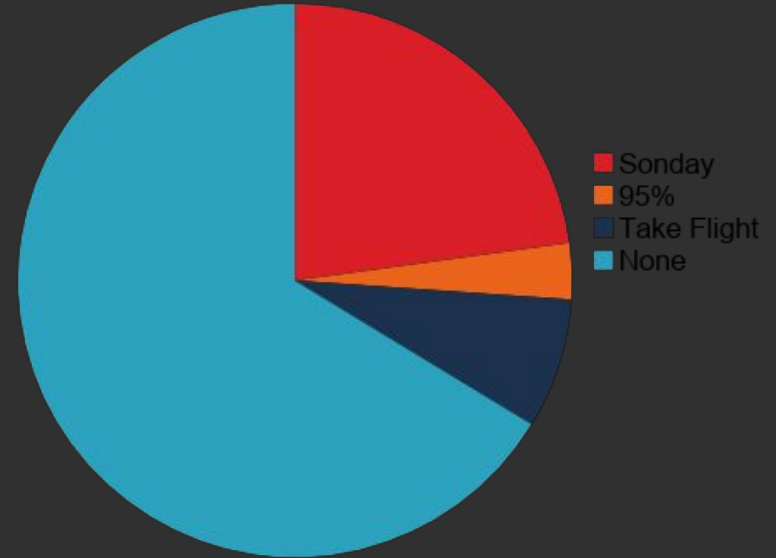
5th and 6th Grade Data

★ 5th and 6th Grades:
- ○ 102 students
  - ■ 22 will receive Sonday Systems Dyslexia Interventions
  - ■ 7 will receive Take Flight Dyslexia Program
  - ■ 24 are participating in after–school tutoring which began September 4, 2018
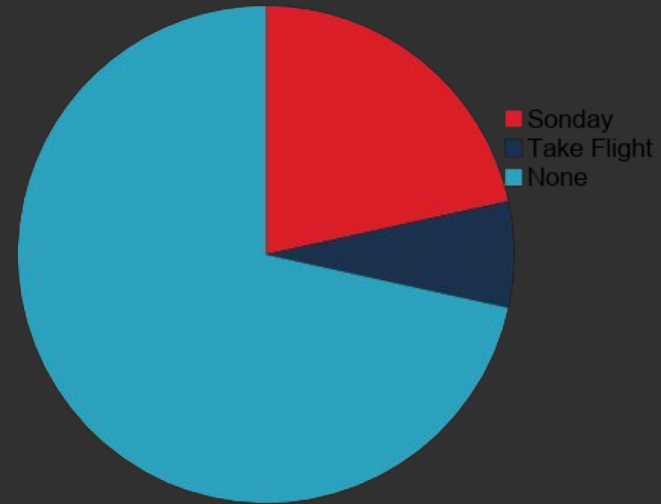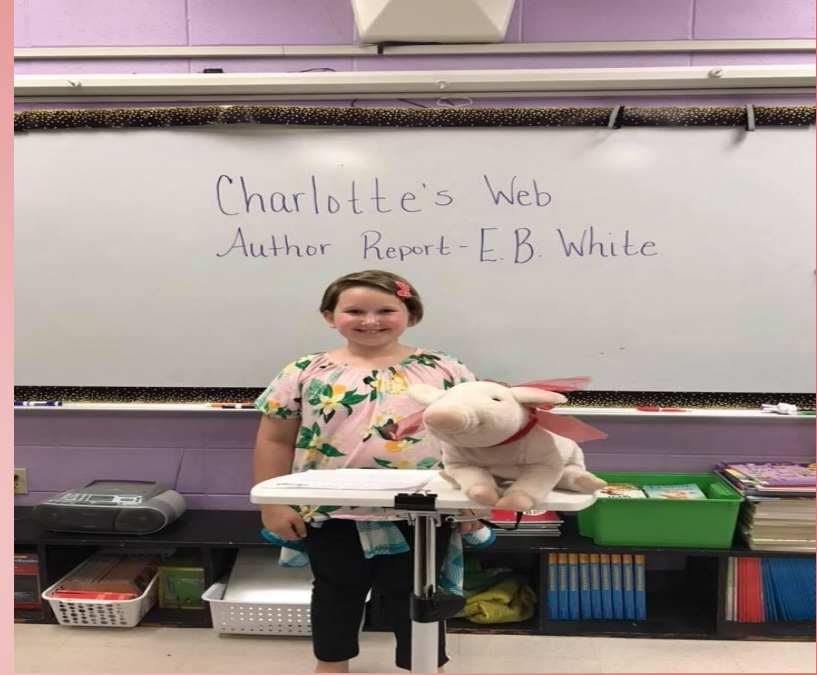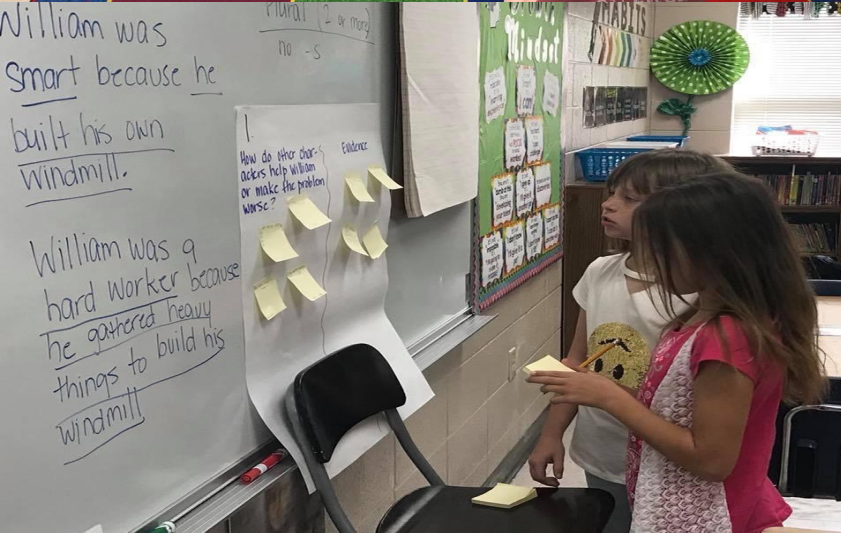
Legend:
- Sonday
- Take Flight
- None
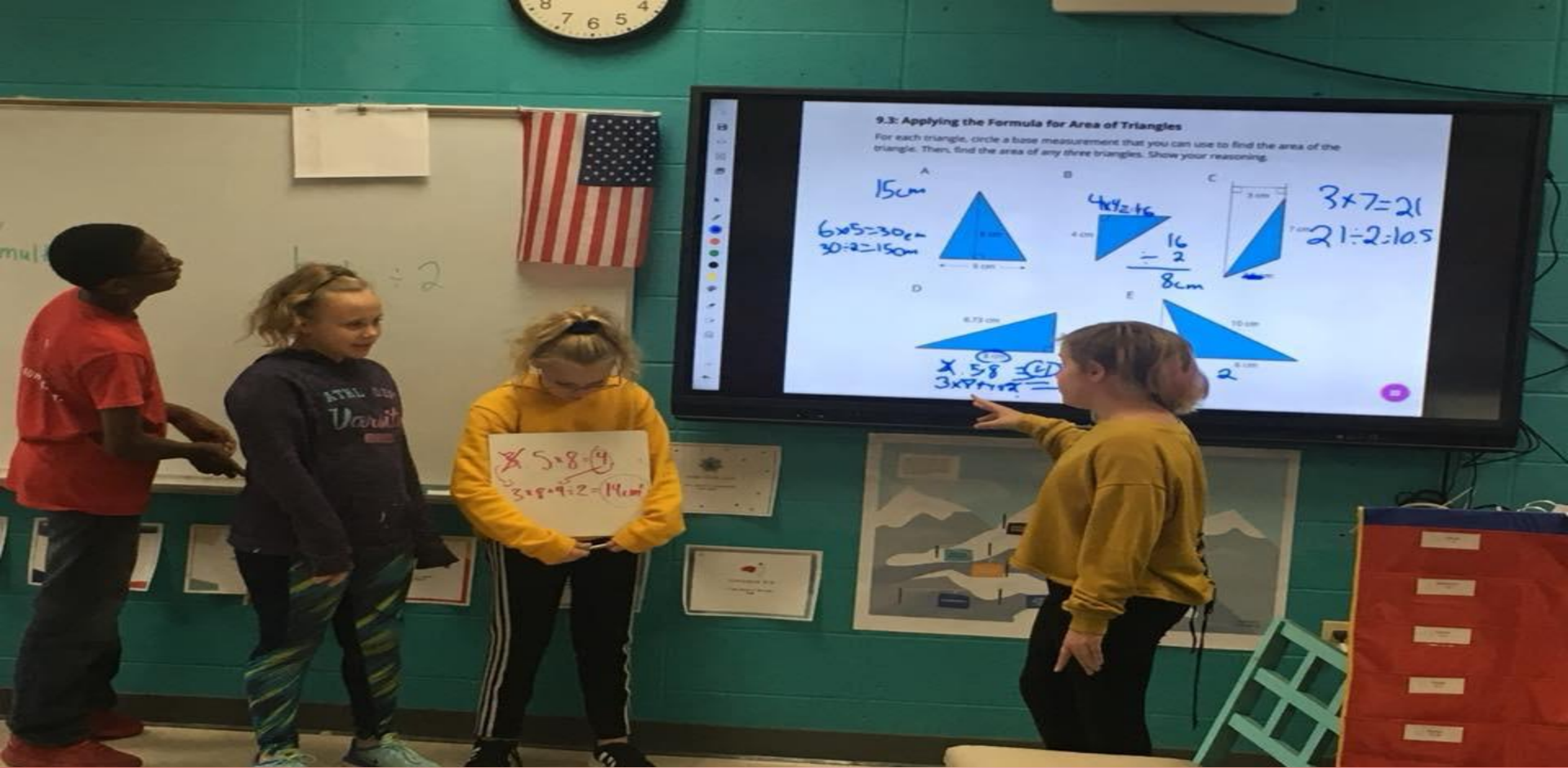
Charlotte's Web
Author Report - E.B. White

William was
smart because he
built his own
windmill.

William was a
hard worker because
he gathered heavy
things to build his
windmill

Literacy in Action!!

Math and Technology

Science And Social Studies in Action!

ARKANSAS LEARNING THROUGH THE ARTS!!

STUDENTS OF THE MONTH

CUTTER MORNING STAR ELEMENTARY SCHOOL STAFF 2018-19

Demographics/ Enrollment- 302

	Total	Girls	Boys	%W	%B	%H	%NA	%A
7	42	20	22	86	1	10	2	1
8	56	27	29	82	7	10.5	.5	
9	62	34	26	87	4	8	.5	.5
10	55	26	29	92	7	.5		.5
11	47	21	26	93.5	4	2		.5
12	40	20	20	98		2		

10th Grade Snapshot

%	Exceeding	Ready	Close	In need of support
English	25	21	30	23
Reading	14	20	23	43
Science	9	16	23	52
Math	7	21	20	52
Writing	* According to Commissioner's Memo LS-18-108 ACT Aspire will no longer report a writing scale score			

*The 2018 ACT Aspire ELA and STEM scores cannot accurately be compared to those for previous years because of the change in this year's cut scores.
*The ADE recommends comparing average scale scores across years rather than percent ready when analyzing the data.

9th Grade Snapshot

%	Exceeding	Ready	Close	In need of support
English	41	31	17	11
Reading	15	30	30	26
Science	11	28	24	37
Math	6	22	44	28
Writing	* According to Commissioner's Memo LS-18-108 ACT Aspire will no longer report a writing scale score			

*The 2018 ACT Aspire ELA and STEM scores cannot accurately be compared to those for previous years because of the change in this year's cut scores.
*The ADE recommends comparing average scale scores across years rather than percent ready when analyzing the data.

8th Grade Snapshot

%	Exceeding	Ready	Close	In need of support
English	37	37	27	0
Reading	6	33	24	37
Science	16	20	24	39
Math	4	24	37	35
Writing	* According to Commissioner's Memo LS-18-108 ACT Aspire will no longer report a writing scale score			

*The 2018 ACT Aspire ELA and STEM scores cannot accurately be compared to those for previous years because of the change in this year's cut scores.
*The ADE recommends comparing average scale scores across years rather than percent ready when analyzing the data.

7th Grade Snapshot

%	Exceeding	Ready	Close	In need of support
English	41	30	20	9
Reading	7	20	27	45
Science	9	20	32	39
Math	2	34	43	20
Writing	* According to Commissioner's Memo LS-18-108 ACT Aspire will no longer report a writing scale score			

*The 2018 ACT Aspire ELA and STEM scores cannot accurately be compared to those for previous years because of the change in this year's cut scores.
*The ADE recommends comparing average scale scores across years rather than percent ready when analyzing the data.

Current 10th Grade-2021

Math %	9th Grade		8th Grade		7th Grade	
	Meets Benchmark	Below Benchmark	Meets Benchmark	Below Benchmark	Meets Benchmark	Below Benchmark
District	28	72	41	60	35	65
State	33.7	66.3	43.58	56.42	43.63	56.37
National	36	64	37	63	34	66

Current 9th Grade-2022

Math %	8th Grade		7th Grade		6th Grade	
	Meets Benchmark	Below Benchmark	Meets Benchmark	Below Benchmark	Meets Benchmark	Below Benchmark
District	28	72	39	61	46	54
State	46.4	53.6	48.17	51.83	55.46	44.55
National	39	61	43	57	43	57

Current 8th Grade-2023

Math %	7th Grade		6th Grade		5th Grade	
	Meets Benchmark	Below Benchmark	Meets Benchmark	Below Benchmark	Meets Benchmark	Below Benchmark
District	29	71	41	59	43	57
State	47.4	52.7	62.05	37.95	48.37	51.62
National	44	56	57	43	40	60

Current 7th Grade-2024

Math %	6th Grade		5th Grade		4th Grade	
	Meets Benchmark	Below Benchmark	Meets Benchmark	Below Benchmark	Meets Benchmark	Below Benchmark
District	71	29	55	45	44	56
State	56.5	43.6	52.15	47.85	53.33	46.09
National	60	40	51	49	45	55

Current 10th Grade-2021

Science %	9th Grade		8th Grade		7th Grade	
	Meets Benchmark	Below Benchmark	Meets Benchmark	Below Benchmark	Meets Benchmark	Below Benchmark
District	25	75	41	59	42	58
State	32.8	67.2	42.09	57.95	40.96	59.04
National	34	66	40	60	33	67

Current 9th Grade-2022

Science %	8th Grade		7th Grade		6th Grade	
	Meets Benchmark	Below Benchmark	Meets Benchmark	Below Benchmark	Meets Benchmark	Below Benchmark
District	39	61	28	72	67	33
State	44.2	57.8	44.35	55.35	52.35	47.64
National	41	59	41	59	47	53

Current 8th Grade-2023

Science %	7th Grade		6th Grade		5th Grade	
	Meets Benchmark	Below Benchmark	Meets Benchmark	Below Benchmark	Meets Benchmark	Below Benchmark
District	36	63	41	59	45	55
State	42.9	57	48.96	48.96	51.05	39.31
National	42	58	47	53	37	63

Current 7th Grade-2024

Science %	6th Grade		5th Grade		4th Grade	
	Meets Benchmark	Below Benchmark	Meets Benchmark	Below Benchmark	Meets Benchmark	Below Benchmark
District	29	71	18	81	44	56
State	54.1	48.9	41.52	48.48	39.08	60.92
National	48	52	44	56	35	65

Current 10th Grade-2021

Reading %	9th Grade		8th Grade		7th Grade	
	Meets Benchmark	Below Benchmark	Meets Benchmark	Below Benchmark	Meets Benchmark	Below Benchmark
District	34	66	44	56	29	71
State	38.1	61.9	48.99	51.01	36.2	63.8
National	44	56	50	50	35	65

Current 9th Grade-2022

Reading %	8th Grade		7th Grade		6th Grade	
	Meets Benchmark	Below Benchmark	Meets Benchmark	Below Benchmark	Meets Benchmark	Below Benchmark
District	45	55	31	69	56	44
State	48.9	51.1	38.69	61.31	45.65	54.35
National	50	50	41	59	41	59

Current 8th Grade-2023

Reading %	7th Grade		6th Grade		5th Grade	
	Meets Benchmark	Below Benchmark	Meets Benchmark	Below Benchmark	Meets Benchmark	Below Benchmark
District	39	61	31	69	38	62
State	45	55	46.64	53.36	33.65	66.35
National	42	58	47	53	33	67

Current 7th Grade-2024

Reading %	6th Grade		5th Grade		4th Grade	
	Meets Benchmark	Below Benchmark	Meets Benchmark	Below Benchmark	Meets Benchmark	Below Benchmark
District	27	73	8	92	15	85
State	45	55	34.56	65.44	41.39	58.61
National	47	53	39	61	37	63

Current 10th Grade-2021

English %	9th Grade		8th Grade		7th Grade	
	Meets Benchmark	Below Benchmark	Meets Benchmark	Below Benchmark	Meets Benchmark	Below Benchmark
District	46	53	67	33	75	25
State	58.2	48.1	73.28	26.72	77.54	22.46
National	61	39	74	26	71	29

Current 9th Grade-2022

English %	8th Grade		7th Grade		6th Grade	
	Meets Benchmark	Below Benchmark	Meets Benchmark	Below Benchmark	Meets Benchmark	Below Benchmark
District	72	28	83	17	77	23
State	74.8	25.2	78.61	21.39	71.03	28.97
National	75	25	72	25	68	32

Current 8th Grade-2023

English %	7th Grade		6th Grade		5th Grade	
	Meets Benchmark	Below Benchmark	Meets Benchmark	Below Benchmark	Meets Benchmark	Below Benchmark
District	74	26	64	36	73	27
State	78.7	21.3	73.99	26.01	73.49	26.51
National	77	23	73	27	68	32

Current 7th Grade-2024

English %	6th Grade		5th Grade		4th Grade	
	Meets Benchmark	Below Benchmark	Meets Benchmark	Below Benchmark	Meets Benchmark	Below Benchmark
District	71	29	55	45	44	56
State	73.1	26.9	72.45	27.55	33.75	66.25
National	73	27	73	27	69	31

Current 10th Grade-2021

Writing %	9th Grade		8th Grade		7th Grade	
	Meets Benchmark	Below Benchmark	Meets Benchmark	Below Benchmark	Meets Benchmark	Below Benchmark
District	* According to Commissioner's Memo LS-18-108 ACT Aspire will no longer report a writing scale score		39	61	22	78
State			37.59	62.41	28.49	71.51
National			29	71	26	74

Current 9th Grade-2022

Writing %	8th Grade		7th Grade		6th Grade	
	Meets Benchmark	Below Benchmark	Meets Benchmark	Below Benchmark	Meets Benchmark	Below Benchmark
District	* According to Commissioner's Memo LS-18-108 ACT Aspire will no longer report a writing scale score		30	70	49	51
State			38.04	61.96	44.1	55.9
National			28	72	42	58

Current 8th Grade-2023

Writing %	7th Grade		6th Grade		5th Grade	
	Meets Benchmark	Below Benchmark	Meets Benchmark	Below Benchmark	Meets Benchmark	Below Benchmark
District	* According to Commissioner's Memo LS-18-108 ACT Aspire will no longer report a writing scale score		40	60	8	92
State			59.29	40.71	44.1	55.9
National			44	56	26	74

Current 7th Grade-2024

Writing %	6th Grade		5th Grade		4th Grade	
	Meets Benchmark	Below Benchmark	Meets Benchmark	Below Benchmark	Meets Benchmark	Below Benchmark
District	* According to Commissioner's Memo LS-18-108 ACT Aspire will no longer report a writing scale score		22	78	11	89
State			42.09	57.91	16.5	86.5
National			26	74	19	81

Current 10th Grade-2021

Supplemental Scores									
	9th Grade			8th Grade			7th Grade		
ELA	The ELA score represents your group's overall performance on the English, reading, and writing test. The ACT Readiness Benchmark for ELA indicates whether students are on target to meet ACT's College and Career Readiness Benchmark in ELA when they leave high school.								
	Average Score	Meets Bench mark	Below Bench mark	Average Score	Meets Bench mark	Below Bench mark	Average Score	Meets Bench mark	Below Bench mark
District	424	35%	65%	425	52%	48%	422	33%	67%
National	36th %ile in English 40th %ile in Reading			41st %ile in English 45th %ile in Reading 71st % in Writing			47th %ile in English 47th %ile in Reading 30th %ile in Writing		

Current 9th Grade-2022

Supplemental Scores									
	8th Grade			7th Grade			6th Grade		
ELA	The ELA score represents your group's overall performance on the English, reading, and writing test. The ACT Readiness Benchmark for ELA indicates whether students are on target to meet ACT's College and Career Readiness Benchmark in ELA when they leave high school.								
	Average Score	Meets Bench mark	Below Bench mark	Average Score	Meets Bench mark	Below Bench mark	Average Score	Meets Bench mark	Below Bench mark
District	424	37%	63%	423	54%	46%	424	68%	32%
National	53th %ile in English 50th %ile in Reading			57th %ile in English 48th %ile in Reading 55th % in Writing			54th %ile in English 56th %ile in Reading 56th % in Writing		

Current 8th Grade-2023

Supplemental Scores									
	7th Grade			6th Grade			5th Grade		
ELA	The ELA score represents your group's overall performance on the English, reading, and writing test. The ACT Readiness Benchmark for ELA indicates whether students are on target to meet ACT's College and Career Readiness Benchmark in ELA when they leave high school.								
	Average Score	Meets Bench mark	Below Bench mark	Average Score	Meets Bench mark	Below Bench mark	Average Score	Meets Bench mark	Below Bench mark
District	423	31%	69%	422	50%	50%	421	50%	50%
National	42nd %ile in English 48th %ile in Reading			40th %ile in English 38th %ile in Reading 50th % in Writing			63rd %ile in English 49th %ile in Reading 63rd % in Writing		

Current 7th Grade-2024

Supplemental Scores									
	6th Grade			5th Grade			4th Grade		
ELA	The ELA score represents your group's overall performance on the English, reading, and writing test. The ACT Readiness Benchmark for ELA indicates whether students are on target to meet ACT's College and Career Readiness Benchmark in ELA when they leave high school.								
	Average Score	Meets Bench mark	Below Bench mark	Average Score	Meets Bench mark	Below Bench mark	Average Score	Meets Bench mark	Below Bench mark
District	422	23%	77%	418	33%	67%	416	21%	79%
National	54th %ile in English 39th %ile in Reading			31st %ile in English 23rd %ile in Reading 39th % in Writing			28th %ile in English 28th %ile in Reading 49th % in Writing		

Current 10th Grade-2021

Supplemental Scores									
	9th Grade			8th Grade			7th Grade		
STEM	The STEM score represent your group's overall performance on the science and math tests. The ACT Readiness Benchmark for STEM indicates whether students are on target to meet ACT's College and Career Readiness Benchmark in STEM when they leave high school.								
	Average Score	Meets Bench mark	Below Bench mark	Average Score	Meets Bench mark	Below Bench mark	Average Score	Meets Bench mark	Below Bench mark
District	423	7%	93%	422	40%	60%	420	27%	73%
National	43rd %ile in Science 40th %ile in Math			46th %ile in Science 58th %ile in Math			38th %ile in Science 30nd %ile in Math		

Current 9th Grade-2022

Supplemental Scores									
	8th Grade			7th Grade			6th Grade		
STEM	The STEM score represent your group's overall performance on the science and math tests. The ACT Readiness Benchmark for STEM indicates whether students are on target to meet ACT's College and Career Readiness Benchmark in STEM when they leave high school.								
	Average Score	Meets Bench mark	Below Bench mark	Average Score	Meets Bench mark	Below Bench mark	Average Score	Meets Bench mark	Below Bench mark
District	423	6%	94%	420	31%	69%	421	54%	46%
National	50th %ile in Science 52nd %ile in Math			50th %ile in Science 47th %ile in Math			44th %ile in Science 69th %ile in Math		

Current 8th Grade-2023

	Supplemental Scores								
	7th Grade			6th Grade			5th Grade		
STEM	The STEM score represent your group's overall performance on the science and math tests. The ACT Readiness Benchmark for STEM indicates whether students are on target to meet ACT's College and Career Readiness Benchmark in STEM when they leave high school.								
	Average Score	Meets Bench mark	Below Bench mark	Average Score	Meets Bench mark	Below Bench mark	Average Score	Meets Bench mark	Below Bench mark
District	420	6%	94%	420	33%	67%	418	45%	55%
National	49th %ile in Science 35th %ile in Math			47th %ile in Science 43rd %ile in Math			56th %ile in Science 48th %ile in Math		

Current 7th Grade-2024

	Supplemental Scores								
	6th Grade			5th Grade			4th Grade		
STEM	The STEM score represent your group's overall performance on the science and math tests. The ACT Readiness Benchmark for STEM indicates whether students are on target to meet ACT's College and Career Readiness Benchmark in STEM when they leave high school.								
	Average Score	Meets Bench mark	Below Bench mark	Average Score	Meets Bench mark	Below Bench mark	Average Score	Meets Bench mark	Below Bench mark
District	419	2%	98%	415	16%	84%	414	26%	74%
National	42nd %ile in Science 34th %ile in Math			25th %ile in Science 33rd %ile in Math			23rd %ile in Science 65th %ile in Math		

2018 ACT snapshot

45 students tested.

	English	Math	Reading	Science	Composite
CMS HS	19.3	18.6	20.3	19.3	19.5
State	19.1	18.9	19.7	19.4	19.4

The ACT -Five year trend

Composite	CMS	State
2014	19.7	20.4
2015	19.2	20.4
2016	19.0	20.2
2017	18.8	19.4
2018	19.5	19.4

Credit hours earned

	Hours	# of students
2014-15	81	7
2015-16	270	26
2016 -17	123	21
2017-18	132	16
2018-19*	143	23

Cutter Morning Star Public School
District #21

Thank you for Attending the Annual Report to the Public