

# *Hope Public Schools*



*District Annual Report  
2010-2011*



# *Hope Public Schools District Annual Report 2010-2011*

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# Superintendent's Message

The district goals for the 2010-11 school year are as follows:

1. To continue the district's development of its vision and mission statements and strategic goals. The district will work with all stakeholders in a comprehensive mission, vision and strategic plan to outline the goals and objectives for future teaching and learning.
2. The district will research, develop and propose a district-wide dress code or uniform dress policy through the use of a district-wide committee that will consist of students, parents, teachers and administrators.
3. The district will continue to develop a district-wide curriculum to meet the academic standards as proposed by state and national common core standards through our leadership teams at the campus and district level.
4. The district will develop an integrated communications system to be more informative to staff, parents and community. The district has in place the School Messenger program to assist in announcements of calendar activities and individual school activities. This information will be available in both English and Spanish.
5. The district will continue to work with students in need of remediation and additional testing to meet the requirements of No Child Left Behind.
6. The district will arrange and provide for district-wide parental involvement presentations.

Hope Public Schools will continue to provide a positive and nurturing school experience for all of our stakeholders, but the school experience continues to involve more than learning how to read, write and do math. It also involves learning to follow rules of the classroom. As in previous generations this includes such basic practices as coming to school every day, arriving at school on time, being courteous to everyone you come in contact with, addressing and treating teachers with respect and dignity.

The most current rules now include no gang-related activities, inappropriate dress (male and female), no text messaging in class or during testing, and no inappropriate touching.

In order for education to occur, there must be civilization. Education begins with all of us exhibiting the integrity to provide children with a safe and

orderly environment conducive to learning. This includes parents bringing to the school students who are hungry to learn, parents who are willing to share in the positive instruction of their children, and teachers who are willing to share their knowledge with both the parent and the child.

The Hope Public School System and its Board of Education will endeavor to provide the framework for the improvement of our teaching and learning program for the citizens of Hope, Arkansas. Please, join with us as we strive to meet the needs of all our children.

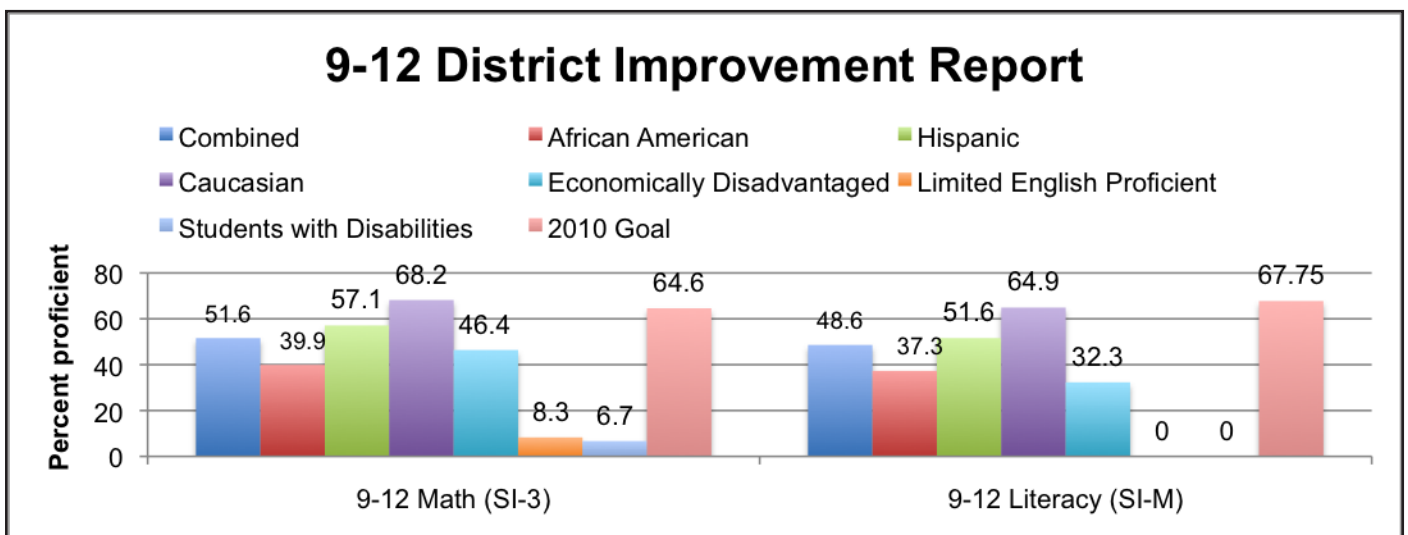
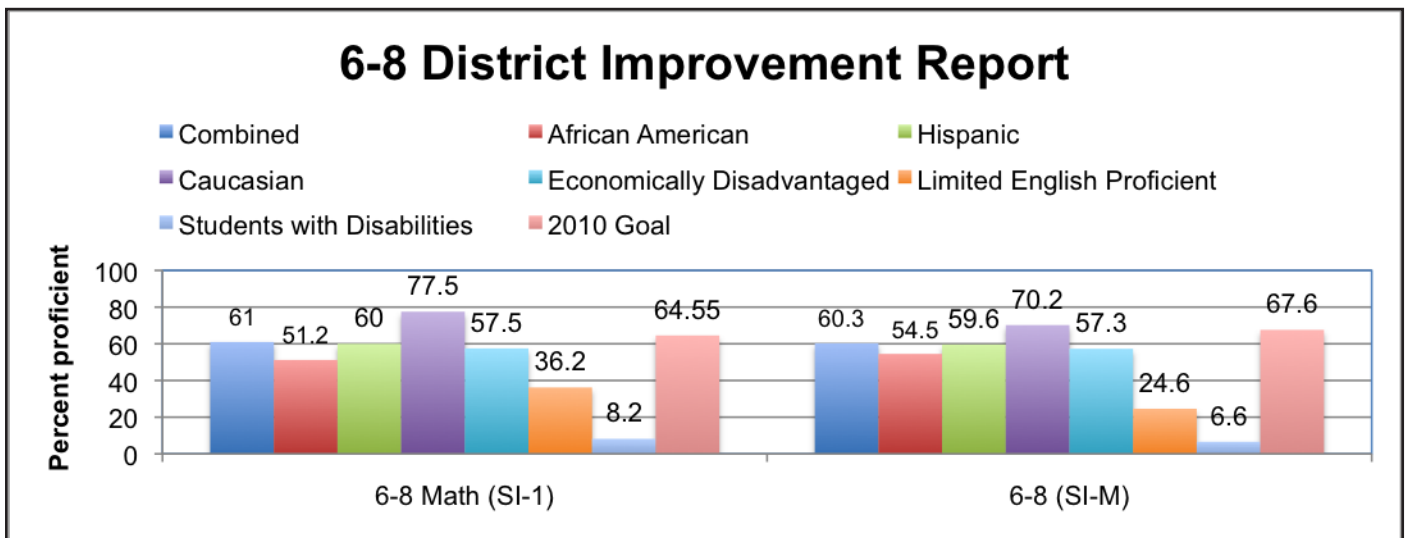
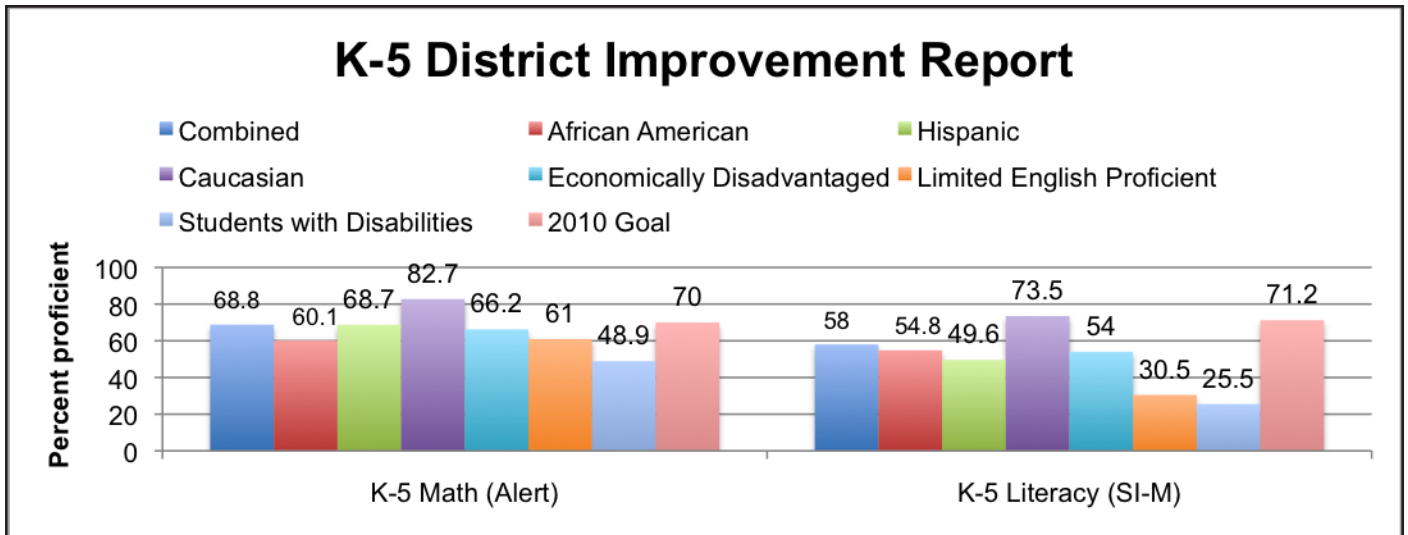
Thanks,  
Kenneth Muldrew



Hope Public Schools Financial Report	
<i>Beginning Balance (July 1, 2010)</i>	\$3,122,544
Projected Revenue	\$16,742,783
<b>Total Revenue/Balances</b>	<b>\$19,865,327</b>
Projected Expenditures:	
Teacher Salary Fund	\$8,676,513
Operating Fund	\$7,524,026
Debt Service Fund	\$1,305,988
<b>Total estimated expenditures</b>	<b>\$17,506,527</b>
<b>Projected Ending Balance</b>	<b>\$2,358,800</b>
<b>ARRA (Stimulus Fiscal Stabilization Funds)</b>	
Beginning Allotment	\$2,967,199
Major Renovations	\$1,048,671
Technology Hardware/Software	\$ 925,728
Program Services	\$ 112,000
Professional Services	\$ 283,452
Other	\$ 597,348
<b>Total</b>	<b>\$2,967,199</b>
The district has financed the following projects with ARRA funds: roof replacement at YMS and BHE, Carrier Energy project first year of bond payment, district-wide LAN upgrade, district-wide surveillance cameras, asbestos floor abatement and installation, and new physical education area flooring for HHS and CPS. The district will purchase iPads for advanced placement courses and teachers next semester and will continue professional development activities. The district has contracted with America's Choice consultants for a K-12 school improvement initiative. All funds will be expended by December 2011.	

# District Information

The district met the required attendance and graduation standards for the 2010 school year.



# William Jefferson Clinton Primary

Clinton Primary houses a student population of 1063 in kindergarten through fourth grade. There are 80 certified teachers, 39 classified staff members and 3 administrators at Clinton Primary.

Based on 2010 benchmark scores, Clinton Primary School has entered School Improvement Year 1 for mathematics and is in School Improvement Year 3 for literacy. Clinton Primary School has established the following goal: all students will demonstrate academic growth in literacy and mathematics skills when measured by the ACTAAP exam for students in grades 3 and 4, by the SAT 10 for students in grades 1 and 2, and by the MAT 8 in kindergarten.

To target improved student achievement in math and literacy, Clinton Primary will continue to:

- use Growing with Math, standards based mathematics series.
- implement Calendar Math in K-4 classrooms.
- provide a daily math block of 60-90 minutes.
- employ math instructional facilitators to provide professional development and support for K-4 teachers.
- train teachers in Cognitive Guided Instruction in grades K-3.
- train teachers in Thinking Mathematically in grade 4.
- train teachers in ELLA (Early Literacy Learning in Arkansas) and use those methods and materials to teach literacy.
- employ literacy instructional facilitators to provide professional development and support for K-4 teachers.
- utilize Reading Recovery in first grade. Reading Recovery teachers will provide additional reading interventions for at-risk students in first grade literacy groups and second grade booster groups.
- educate teachers in ELF (Effective Literacy) and use those methods and materials to teach literacy.
- administer DIBELS assessments to all K-3 students to identify those at risk.
- provide reading interventions for at-risk students by classroom teachers during the literacy block.

The following are other programs that are in place for Clinton Primary students:

The master schedule was designed to allow 35 minutes of teacher collaboration time on a weekly basis. Teachers will use the time to analyze data, target areas for growth in the curriculum and share instructional strategies.

Students who did not meet the required reading level and were retained have been placed in intermediate

classrooms in grades K-2. These students were given an additional nine weeks to catch up to their peers in literacy and math. If the student makes progress and can be successful, the student will be moved to the next grade.

The Learning Institute provides assistance by offering professional development for math and literacy instructional facilitators. CPS administers monthly interim assessments that are aligned to our curriculum and pacing guides to assess student progress in reading, writing, and math.

After-school tutoring sessions are offered to all 1st-4th graders who scored basic or below basic in literacy and/or math on state assessments.

A variety of after-school enrichment classes are offered to students in 1st-4th grades who scored proficient or advanced in literacy and math on the 2010 benchmark, SAT 10, or MAT 8 assessments. These classes include reader's theater, art, piano, choir and Spanish.

Summer school remediation is offered to targeted students in grades K-3 for literacy and math. Pre-K summer school is offered to students who will be entering kindergarten in the fall.

CPS is now offering a weekly computer lab for each child. Compass Learning, a computerized literacy/math program for grades K-2, will be used to reinforce our curriculum. Success Maker software is used in 3rd-4th grade classrooms to provide additional instruction and reinforcement of literacy and math skills.

Accelerated Reader and Star Assessment will continue to be used by students in grades 1-4. Math Facts in a Flash will offer additional practice for students to learn Facts through a computer program.

Our Parental Involvement Prescription Program (PIPP) encourages parental involvement through weekly meetings in which parents receive instruction on ways to reinforce and improve specific learning objectives. Instructional materials are available for parents to check out and use at home.

CPS also has a WATCH D.O.G.S (Dads of Great Students) program where male role models spend time in our school volunteering and working with our students.

CPS has started the Lil' Cat Store and Catch A Lil' Cat for students who make good choices.



# Beryl Henry Elementary

Beryl Henry is an upper elementary school comprised of fifth and sixth grade students. The number of students enrolled on the campus as of October 1, 2010 was 402 with a staff consisting of 53 members.

Beryl Henry Elementary School has been identified as being on alert status according to guidelines for Adequate Yearly Progress (AYP) for 2010. BHE met standards in literacy for 2010 but did not meet standards for math. However, BHE met standards and achieved AYP in mathematics in 2009. Furthermore, BHE achieved AYP in both math and literacy in 2007 and 2008.

The results of the 2010 augmented benchmark revealed that our combined population score in mathematics was 64.2% barely missing the Arkansas benchmark cut score of 64.55 by 0.35 points. This math deficiency placed our school in alert. The Arkansas benchmark cut score for literacy was 59.50%. Our combined population score in literacy was 57.7% compared to our 50.7% received last year in 2009. This percentage allowed our literacy group to move from an alert status to meeting standards by making safe-harbor.

Students not scoring proficient or higher in literacy and math on the 2010 benchmark exam are placed in after-school tutoring, or they receive computer remediation during the school day. After-school tutoring is provided two days a week, using small group instruction to focus on reinforcing skills in both content areas.

A GPS program and Renaissance Learning, a web-based program, are being used to improve literacy. Each student is given a Star Reading assessment to help teachers determine the students' appropriate reading status and to set reading goals. The test is administered at least twice a year. The students select books appropriate for their reading level and then test their knowledge after the completion of each AR book.

The Math Party Program and Spectrum Math materials are being used in after-school tutoring and summer school to improve math. Buckle Down is an additional resource being used. The program is aligned with the Arkansas benchmark exam and has dual usage in both math and literacy.

Through professional development opportunities, teachers strive to stay abreast of current educational trends, research based teaching and learning strategies,

and available technology. Two full-time paraprofessionals work directly with targeted students every day in math and literacy.

Math and literacy coaches work with teachers on curriculum alignment, data disaggregation and analysis of interim assessments, and benchmark exam results. Beryl Henry continues to participate in The Learning Institute, a consortium of Arkansas public schools led by the Hot Springs School District. Students are given interim assessments to determine what student learning expectations have been mastered and which ones need more attention before the benchmark exam in April. Interim assessments are modeled after the benchmark exam and focus on higher level thinking skills.

The Skills Tutor (JEdi) program has been integrated into the curriculum at BHE. It is a web-based supplemental instruction and tutorial program in the core academic areas. Students use JEdi in the computer lab as well as with two 25-unit mobile computer labs in the regular classroom.

JEdi includes an easy-to-use management system that enables teachers to enhance student learning, monitor progress, and generate accountability reports. With minimal guidance the program can be used for one-on-one tutoring and as a teacher-aided resource tool for students.

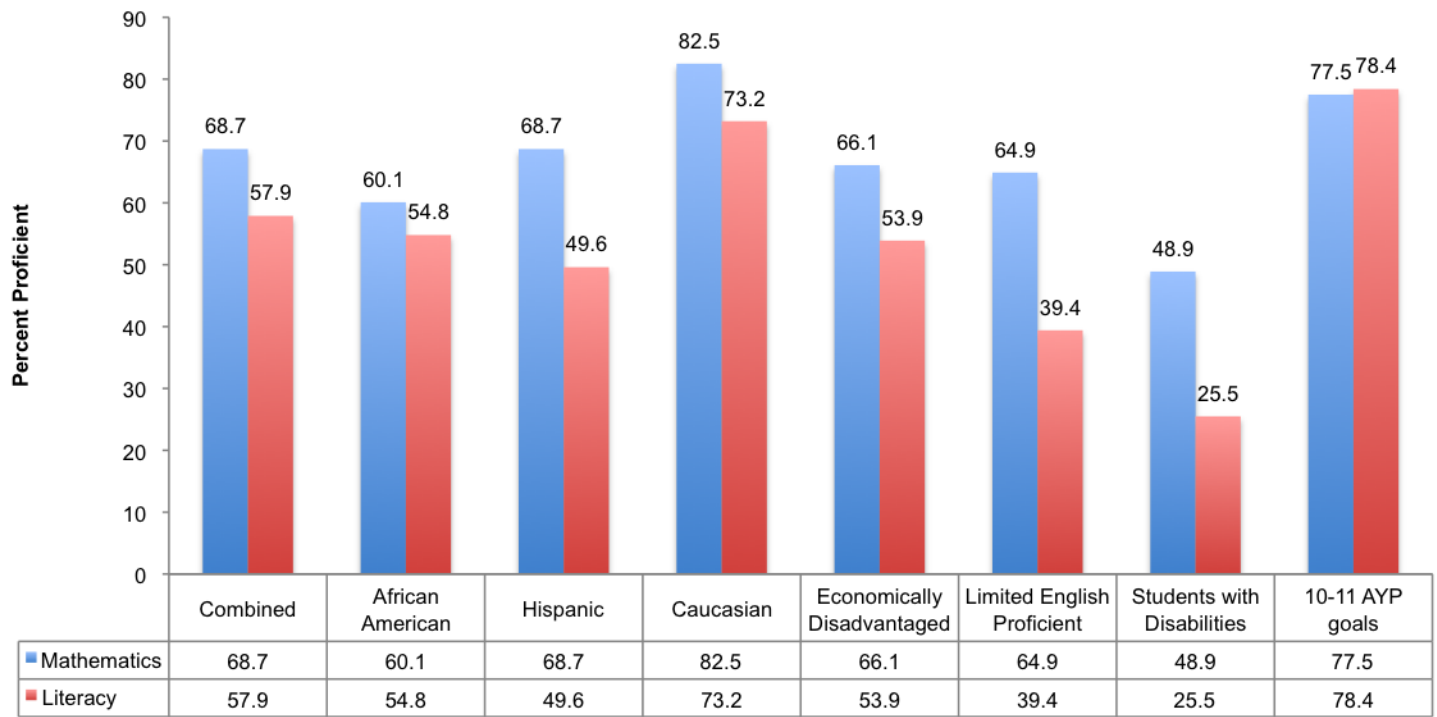
Beryl Henry Elementary uses Pinnacle to keep parents involved with their child's academics. Pinnacle Internet Viewer is a web-based application that allows parents and students to view grades and attendance in a real-time atmosphere. By using the student's ID number and an assigned password, parents and students are able to view current information as well as information from previous grading periods.

The goal for Beryl Henry Elementary is to meet Adequate Yearly Progress for the year 2011. According to the Arkansas Department of Education our scores must surpass 73.41% in math and 75.70% in literacy this school year. A collaborative effort is needed from students, parents, teachers, community stakeholders, and administrators in order to reach this goal.

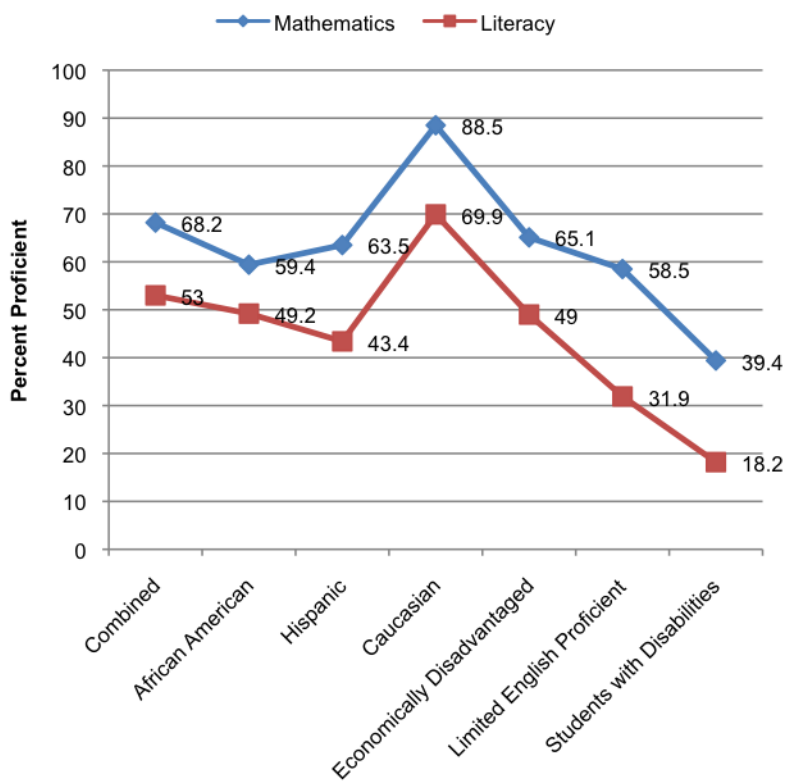


# Testing and Enrollment Data for CPS

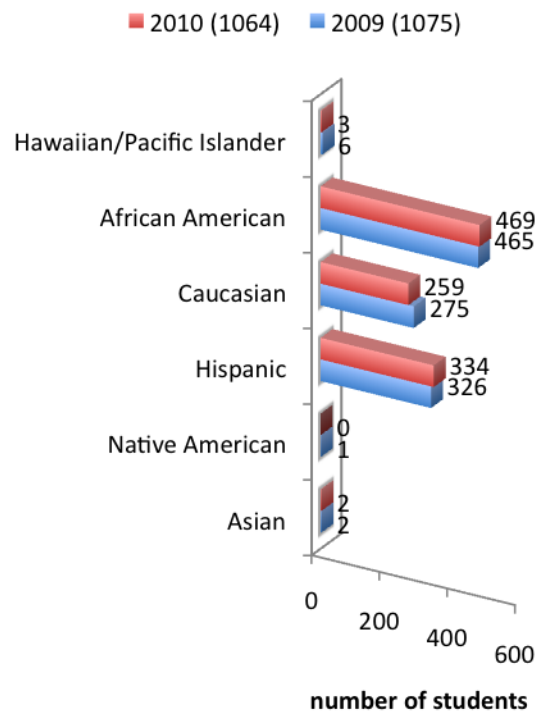
## CPS 2009-2010 Testing Data



## CPS 2007-2010 Composite Test Data



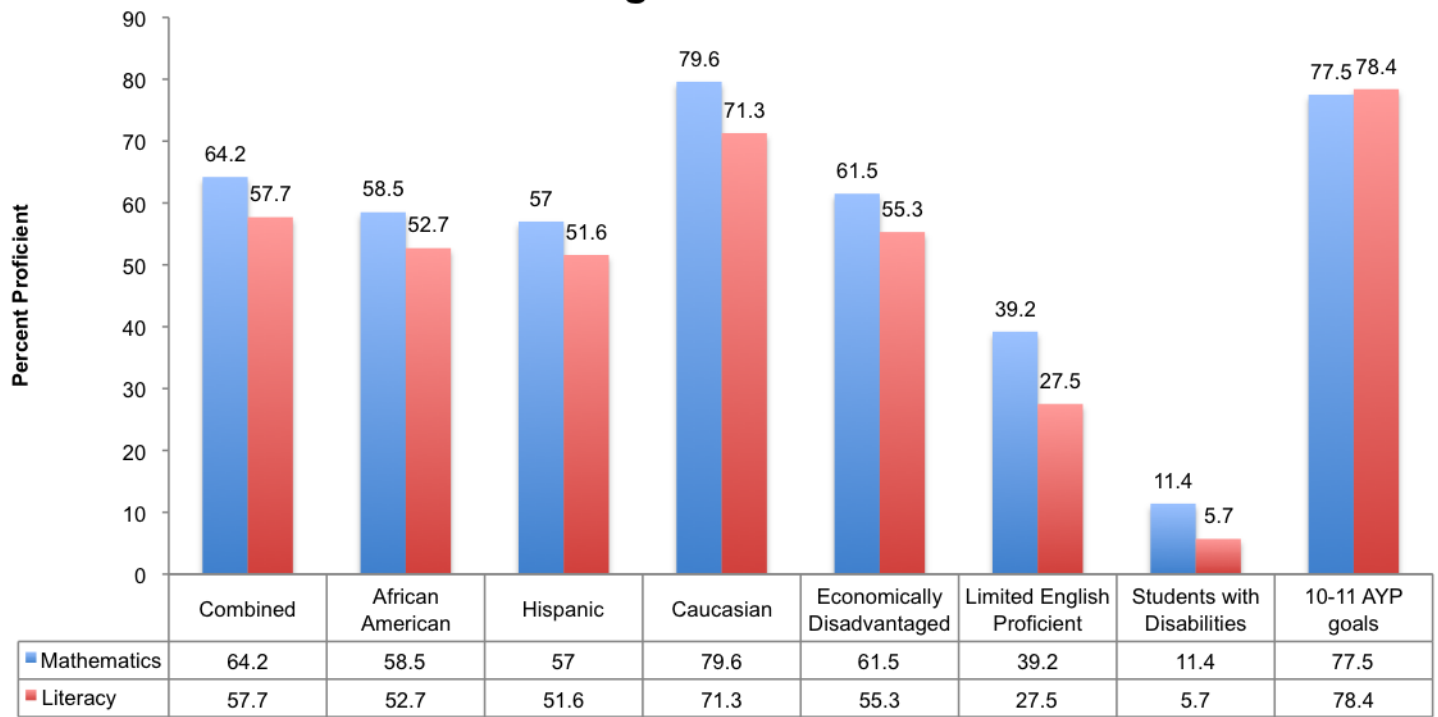
## CPS Enrollment Data



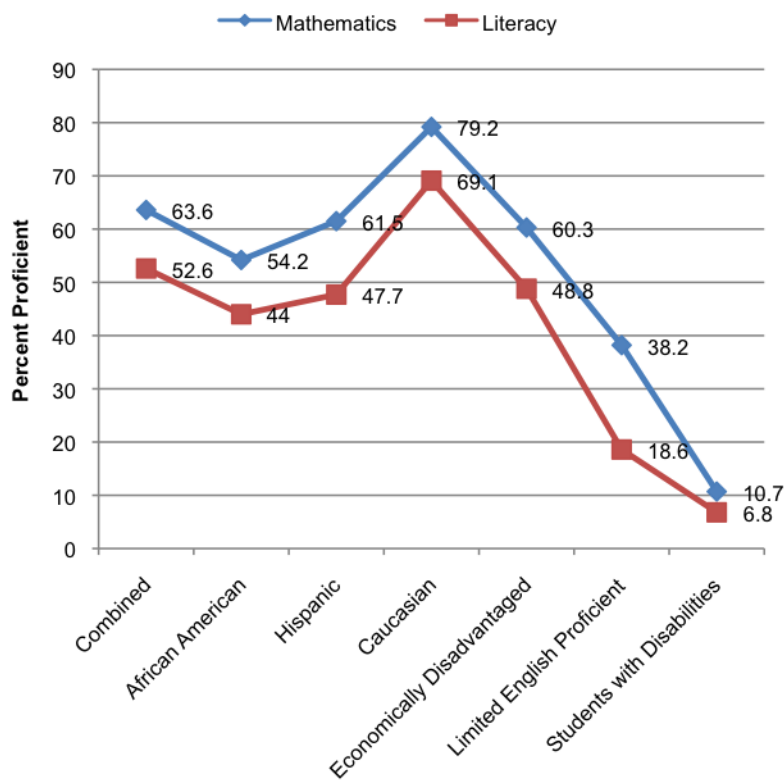


# Testing and Enrollment Data for BHE

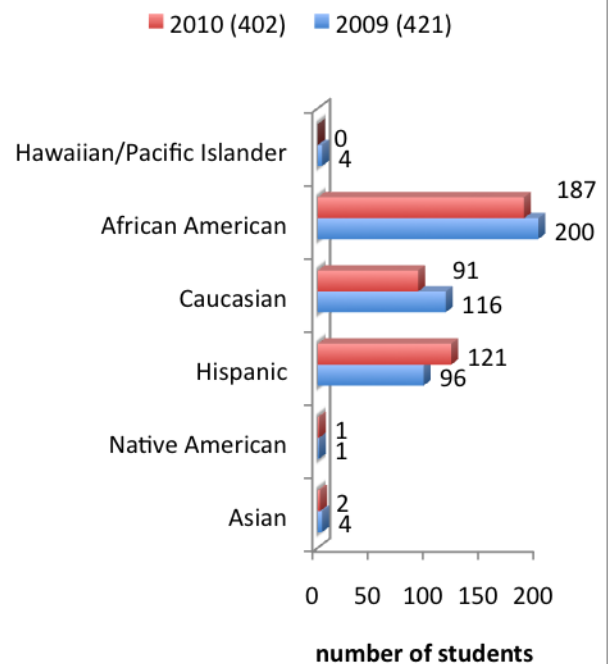
## BHE 2009-2010 Testing Data



## BHE 2007-2010 Composite Test Data

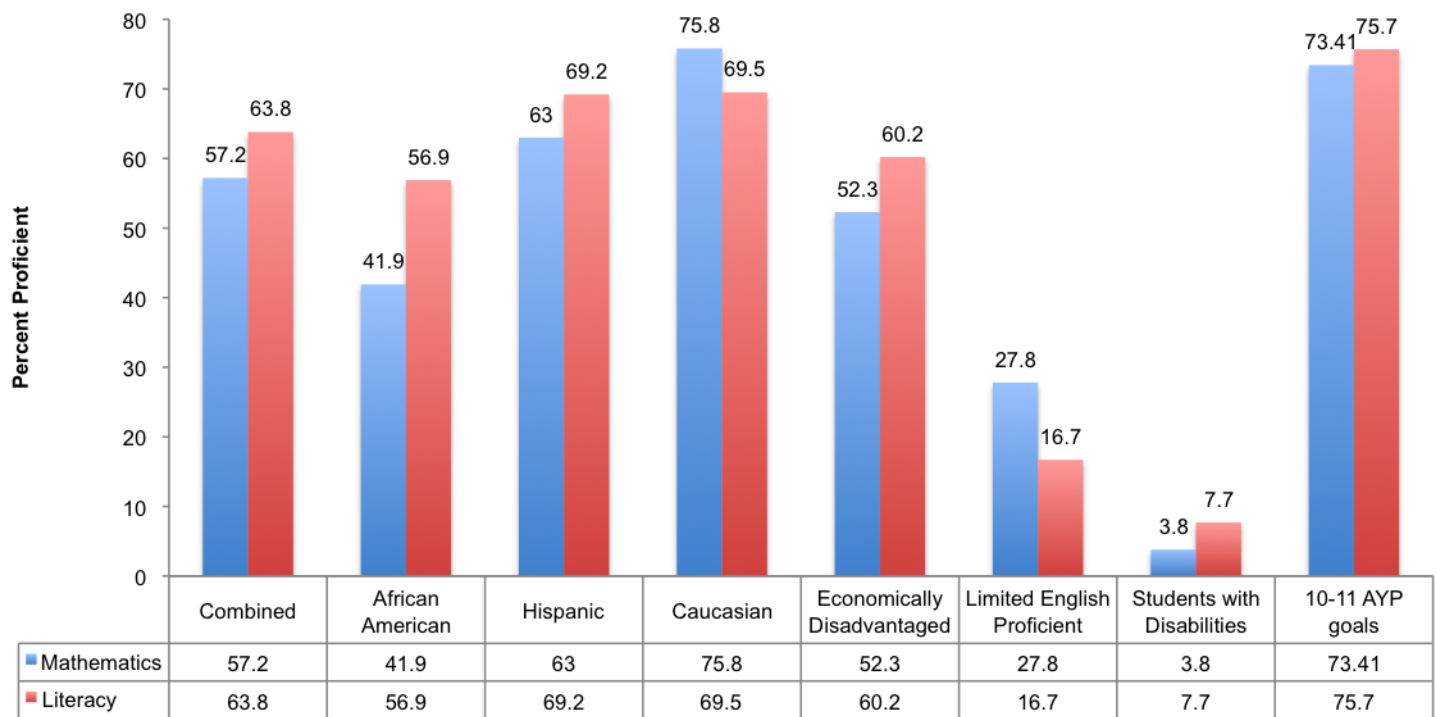


## BHE Enrollment Data

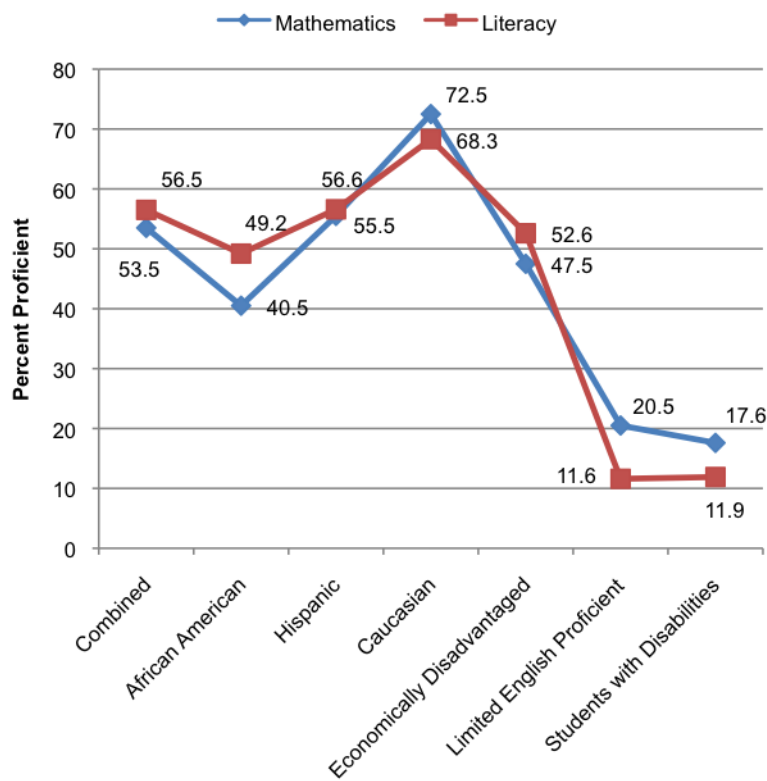


# Testing and Enrollment Data for YMS

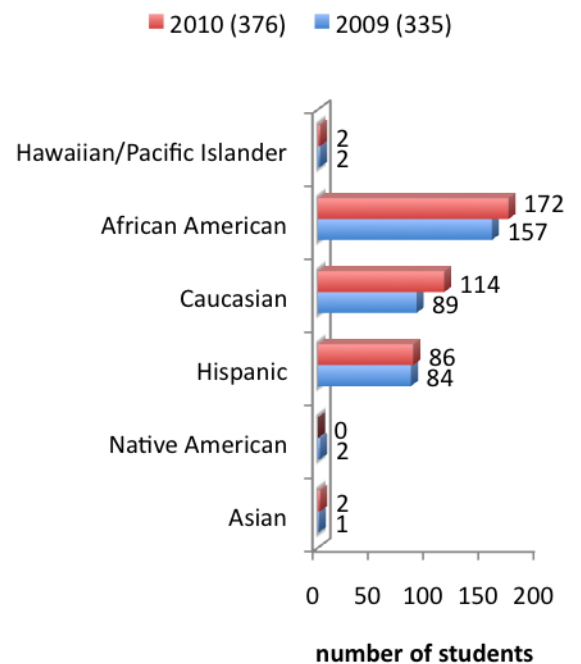
## YMS 2009-2010 Testing Data



## YMS 2007-2010 Composite Test Data

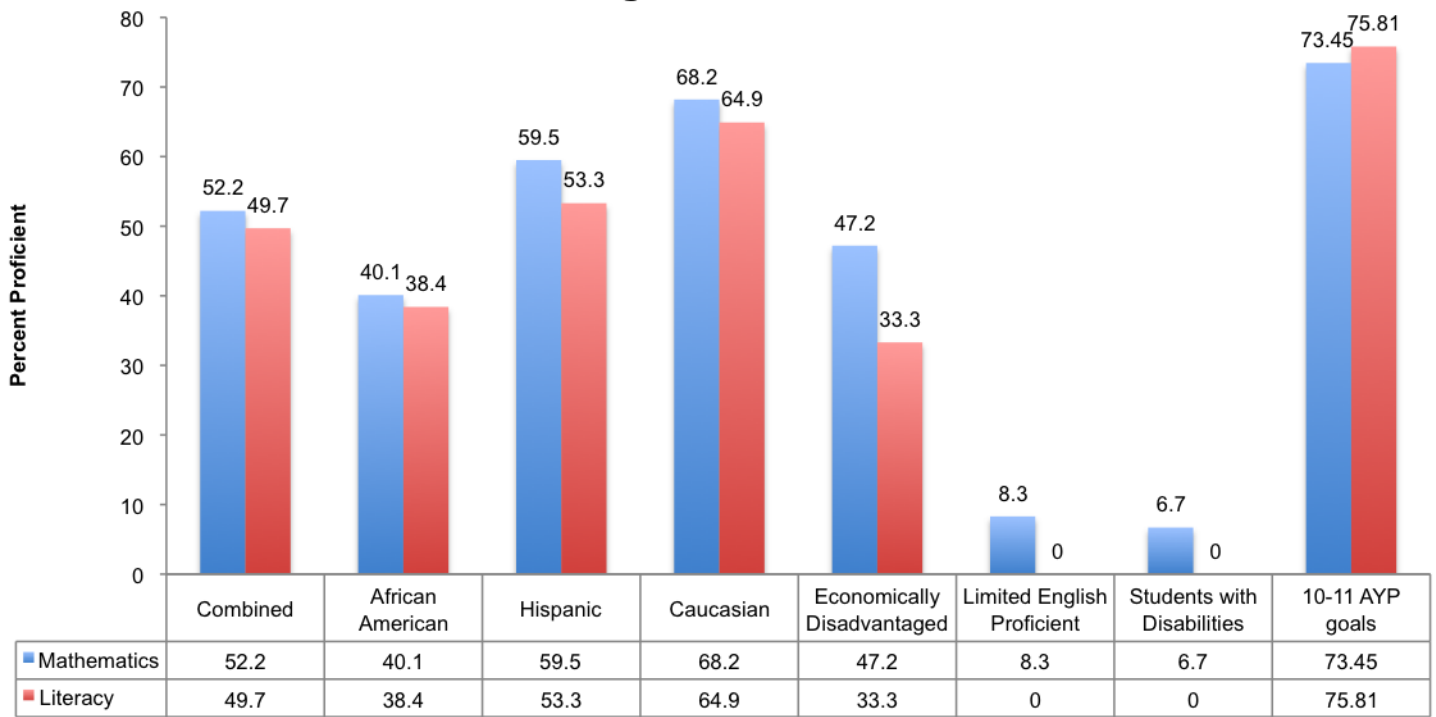


## YMS Enrollment Data

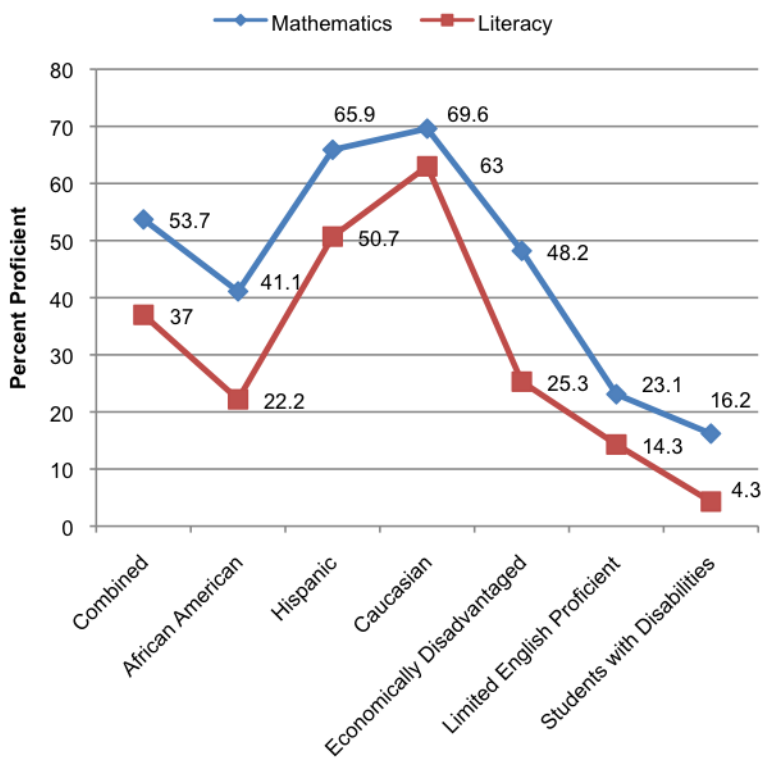


# Testing and Enrollment Data for HHS

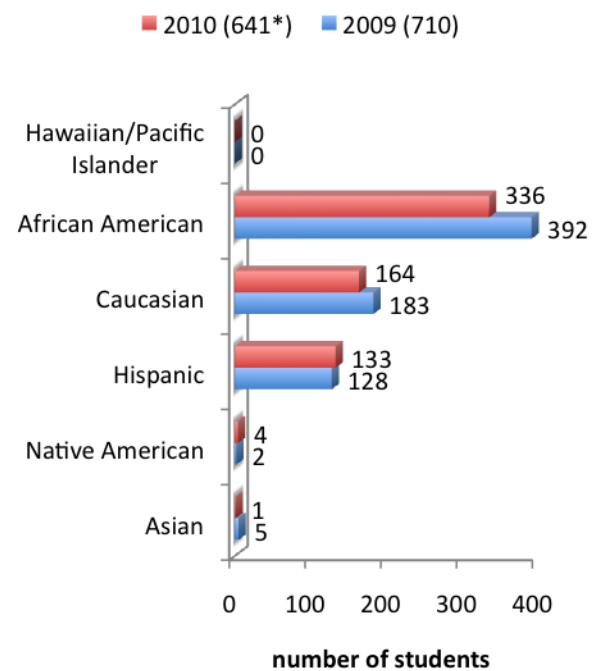
## HHS 2009-2010 Testing Data



## HHS 2007-2010 Composite Test Data



## HHS Enrollment Data



# Yerger Middle School

In 2009-2010 school year Yerger Middle School met adequate yearly progress for all reporting areas in literacy. Unfortunately, Yerger did not meet AYP in math, and as a result we have been placed on School Improvement I. Our goal for this year is to increase our proficiency in math and literacy and get off the School Improvement I status in math.

Although Yerger is on School Improvement I in math, our goal is to maintain high levels of expectations that will allow our students and staff to stay on course for another year of meeting AYP that will keep us growing until every child scores proficient or above. Yerger consists of 25 teachers and 15 additional support staff. Yerger has a student enrollment of 367 seventh and eighth graders combined. We continue to stress the importance of our upcoming state benchmark test to our students and faculty on a regular basis.

In order to meet our goals to increase proficiency in math and literacy, we have added several components, expanded some that are already in place and continued those we believe to be effective for student growth. These components are outlined in the following paragraphs.

Teachers continue to be trained on instructional strategies to help improve academics. Teachers along with administrators work in collaborative groups to integrate their curricula for reinforcement purposes. Differentiation of instruction training will continue to be offered to teachers throughout the year. The practice of the Co-Teaching Model will be expanded this year to start early in the school year as opposed to the end of the first semester and include all classes throughout the entire school year. All teachers will continue to be trained in the use of this model.

Our computer based instruction software (SuccessMaker) has been upgraded to allow more interaction with each student. The use of individual headphones allows students to peak at their own rate. The programs are animated to spark interest in students with focus on math and literacy. An award system is also incorporated into this program to help encourage students to focus on the task at hand.

Data from The Learning Institute is still being utilized to aid in remediation and acceleration. We have found through feedback from our teachers and other staff members that those practices we put into place last year helped significantly in our progress toward meeting AYP in literacy. Such things as double block classes where students receive two classes of math and/or literacy and accelerated classes to address prescriptive needs for individuals scoring basic or below basic. Looping has also played a significant role in

our strategy for success. Looping is the practice of placing the same group of students

with the same teacher for more than one year for the purpose of cutting down on the “get to know you period.” Less transition needs at the beginning of the school year result in more instructional time. This also allows for a deeper, stronger bond between students, parents and teachers over time and a greater knowledge of students academically.

Our after-school programs have proven to be a significant source of our success. Our Extra Push program is designed to help students that scored less than proficient but were approaching the required score and those students who scored below proficient. Students are selected according to a computer generated list. The peer tutoring component added last year helped aid in the academic growth of students who scored less than proficient. Our cultural component also helped promote cultural awareness. Students will continue to be rewarded for their academic efforts through educational and family oriented field trips and outings. Etiquette and socialization skills are also taught through these field trips.

This year we have added another computer based program, “Education City.” The program is an interactive e-Learning resource designed for children age 3-12 years old. The internet-based program features colorful, animated age-appropriate activities that engage and motivate children to practice and master essential math, reading and science skills. Program features allow teachers to plan and customize lesson plans for each student based on individual need. This program will be used during after school programs for remediation.

Two hours a day extra reading as bell work is being incorporated into the beginning of each class period. The strategy is to increase vocabulary while encouraging good reading habits. The 25 book campaign will be a part of this strategy also. Students pledge to read 25 books over a period of time and they are awarded for their efforts.

We believe that through teamwork, collaboration and overall support of our administration, Yerger staff, parents and the community we can accomplish our goals and meet this year’s AYP.



# Hope High School

Student enrollment for Hope High School for the 2010-11 school year in grades 9-12 is 641, and the school employs 80 personnel members. The school has three new administrators: principal Sam Bray and assistant principals Mike Spraggins and Pam Kessell. Mr. Spraggins is the administrator for the 9th and 10th grade, and Ms. Kessell is the administrator for the 11th and 12th grade. Hope High has several new and returning teachers this year including Amy James, science; Mark Reed, math; Jason Burns, social studies and coaching; Joyce Thrasher, business education; April Lovette and Lena Brown, English; Le Ann Johnson-Rogers, 9th and 10th grade counselor; and Sallie Nix, 11th and 12th grade counselor.

Hope High School is excited about the addition of the JROTC program and its instructors, Sgt. Charles Brannon and Major Ron Morse.

According to last year's test results academic growth is on the rise. The school's primary goal for the year is to achieve adequate yearly progress as outlined by the Arkansas Department of Education and for Hope High School to be removed from the school improvement list. In order to achieve this goal, HHS must have 75.81% of their 11th graders proficient or advanced in the area of literacy when they test this spring. They will also need 73.45% of their students to earn proficient or advanced status in the area of math.

Hope High School had a 20% increase in students scoring proficient on last year's 11th grade literacy test. HHS did meet adequate yearly progress in literacy

and is tracking each student's progress through The Learning Institute to assure that all students remain on track to meet their goals. Hope High is also tracking our students' progress in math and encouraging students and teachers to set goals to show improvement with each interim assessment. The high school did not meet AYP in math last year. They are watching their progress very closely in math to make sure they can reach their goals this year.

The high school is available to assist parents and students with reading test results. They continue to emphasize the importance of preparing students for the End of Course exams all year.

The new counselors have plenty of information to share with seniors concerning the transitions and requirements from high school to college. Mrs. Nix has vital information concerning services provided by Hope High in order to aid seniors in this process and maximize scholarship awards for students. The school held its annual college fair in October and brought in a guest speaker to help families find ways to pay for college. The school also provides ACT tutoring services to assist students in doing their best.

In order to provide the best learning environment possible for students, Hope High School faculty members are participating in a book study using *Tools for Teaching* by Fred Jones to help maximize the efficiency of teaching and learning in the classroom.

Leaders also have identified that significant growth is needed among the African American population to help meet the school's goals, and they are seeking material to help their staff be more successful with this segment of the population.

The leadership team meets regularly to insure that they are inspecting student progress as well as to ensure that teaching and learning is occurring at the highest level possible in the classrooms.

Hope High School is certainly "on the rise" as they strive to provide excellent educational services for their community members and families. Through a strong partnership with all stakeholders, HHS is committed to building tomorrow's leaders today.



# Contact Information

## Administration Building

117 East 2nd Street  
Hope, AR 71801  
Receptionist: 870-722-2700  
Superintendent: 870-777-2251  
Special Education Services:  
870-722-2735

## W.J. Clinton Primary (K-4)

601 Lakeshore Drive  
Hope, AR 71801  
Main Office: 870-722-2723  
Principal's Secretary: 870-722-2721  
K-1 Asst. Principal's office:  
870-722-2721  
2-4 Asst. Principal's Office:  
870-722-2740  
Counselors' Office: 870-722-2740  
Nurse: 870-722-2728  
Cafeteria: 870-722-2726

## Beryl Henry Elementary (5-6)

2000 South Main Street  
Hope, AR 71801  
Main Office: 870-777-6222  
Principal's Secretary: 870-722-2751  
Counselor's Office: 870-722-2751  
Cafeteria: 870-722-2794

## Yerger Middle School (7-8)

400 East 9th Street  
Hope, AR 71801  
Main Office: 870-722-2770  
Counselor's Office: 870-722-2771  
Cafeteria: 870-777-5134

## Hope High School (9-12)

1700 South Main Street  
Hope, AR 71801  
Main Office: 870-777-3451  
Switchboard: 870-722-2730  
Agriculture Building: 870-722-2734  
Athletics: 870-722-2731  
Band Hall: 870-722-2732  
Business Building: 870-777-1614  
Cafeteria: 870-722-2733

## Garland Learning Center

601 West 6th Street  
Hope, AR 71801  
ABC Preschool: 870-722-2705  
Adult Education: 870-722-2744  
Alternative Learning: 870-777-2454  
Early Childhood Center:  
870-722-5557



## HPS School Board

The Hope Public School district is divided into eight zones. Each zone is represented by one school board member. The 2010-2011 school board consists of the following members:

- Viney Johnson  
Zone 1
- Janice Milus  
Zone 2
- Willie Buck  
Zone 3
- Joe Short, president  
Zone 4
- Danny Watson, vice president  
Zone 5
- Denny Dickinson  
Zone 6
- Jesus Coronado, secretary  
Zone 7
- Milly Green  
Zone 8

School board meetings are held the third Monday of each month. Meetings being at 5:30 in the administration building, and the public is always welcome.



# 2010-2011 Calendar

Days school is not in session/\*Early dismissals at 2:00 and 2:15

Sept. 6 - Labor Day

\*Oct. 21 - Parent-Teacher conferences (3:30-7:30)

Oct. 22 - No classes

Nov. 24-26 Thanksgiving holiday

Dec. 20-31 - Christmas holiday

Jan. 17 - MLK holiday

\*Feb. 17 - Parent-Teacher conferences (3:30-7:30)

Feb. 18 - No classes

Feb. 21 - Presidents' Day

March 21-25 - spring break

Apr. 22 - Good Friday

May 20 - HHS graduation

Listen to local radio stations or television channels 6, 7, or 12 for information on school closings. The district will also send announcements through School Messenger.



## Nine Week Grading Period

First nine weeks	Oct. 15
Second nine weeks	Dec. 17
Third nine weeks	March 11
Fourth nine weeks	May 27

## Progress Reports Issued

First nine weeks	Sept. 20
Second nine weeks	Nov. 15
Third nine weeks	Jan. 31
Fourth nine weeks	April 25

## Report Cards Issued

First nine weeks	Oct. 20
Second nine weeks	Jan. 5
Third nine weeks	March 16
Fourth nine weeks	May 27



It is the mission of the Hope Public School system to secure the best quality education for all its citizens.

It is the vision of the Hope Public School system to provide the community of Hope, Arkansas with productive, active members of society who can contribute to the growth and well-being of our community, state and nation through quality educational opportunities which celebrate each student's unique abilities and capabilities.

