

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12
Charter

Name of Principal Mrs. Marguerite Hillier
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name College Hill Elementary International Studies
(As it should appear in the official records)

School Mailing Address 200 Artesian
(If address is P.O. Box, also include street address.)

Texarkana AR 71854-6600
City State Zip Code+4 (9 digits total)
County Miller State School Code Number* 4605019

Telephone (870) 774-9111 Fax (870) 773-0643

Web site/URL http://txk.k12.ar.us E-mail mhillier@txk.k12.ar.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

Date _____
(Principal's Signature)

Name of Superintendent* Dr. Paul Dee Human
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Texarkana Arkansas School District #7 Tel. (870) 772-3371

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Jesse Buchanan
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 5 Elementary schools
 1 Middle schools
 1 Junior high schools
 1 High schools
 1 Alternative Campus

 9 TOTAL
2. District Per Pupil Expenditure: \$7,444

 Average State Per Pupil Expenditure: \$7,307

SCHOOL

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 1 Number of years the principal has been in her/his position at this school.
 12 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	9	11	20	7			
K	35	43	78	8			
1	19	20	39	9			
2	28	21	49	10			
3	25	18	43	11			
4	32	28	60	12			
5				Resource	11	6	17
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							306

6. Racial/ethnic composition of the school:
- | | |
|-------------|----------------------------------|
| <u>56</u> | % White |
| <u>43</u> | % Black or African American |
| <u>1</u> | % Hispanic or Latino |
| <u>0</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |
| 100% | Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 20%

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	24
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	22
(3)	Total of all transferred students [sum of rows (1) and (2)]	46
(4)	Total number of students in the school as of October 1	234
(5)	Total transferred students in row (3) divided by total students in row (4)	0.1965
(6)	Amount in row (5) multiplied by 100	19.65

8. Limited English Proficient students in the school: 0%
0 Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 47%
 Total number students who qualify: 144

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 8 %
 23 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|------------------------------------|---|
| <u> 1 </u> Autism | <u> </u> Orthopedic Impairment |
| <u> </u> Deafness | <u> 2 </u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u> 2 </u> Specific Learning Disability |
| <u> </u> Emotional Disturbance | <u> 10 </u> Speech or Language Impairment |
| <u> </u> Hearing Impairment | <u> </u> Traumatic Brain Injury |
| <u> 6 </u> Mental Retardation | <u> </u> Visual Impairment Including Blindness |
| <u> 2 </u> Multiple Disabilities | |

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 1 </u>	<u> </u>
Classroom teachers	<u> 13 </u>	<u> </u>
Special resource teachers/specialists	<u> 2 </u>	<u> 3 </u>
Paraprofessionals	<u> 9 </u>	<u> </u>
Support staff	<u> 5 </u>	<u> 4 </u>
Total number	<u> 30 </u>	<u> 7 </u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96 %	95 %	95 %	94 %	95 %
Daily teacher attendance	97 %	94 %	95 %	95 %	94 %
Teacher turnover rate	75 %	10 %	8 %	12 %	10 %

PART III –SUMMARY

At College Hill Elementary, “We Give Our Kids the World”. That is the message that greets our children and parents each day as they arrive at school. It serves as a daily announcement to our community that we embrace our commitment to instill a deeper understanding of the world around us as we strive to create “global citizens”. Our students and teachers are thinkers, communicators, and risk takers who are knowledgeable, principled, caring, open-minded, balanced, and reflective. It is our mission to prepare students, armed with these characteristics, to become the leaders of tomorrow. Our staff has a long-standing commitment to high standards and high expectations. We accomplish our mission in a variety of ways. We make data driven decisions, which guide our instruction, and lead our students through a fast paced curriculum based on inquiry and discovery. Parent involvement is a key ingredient to our success as a school community. College Hill Elementary students, staff, and parents comprise a family of life-long learners working together to do what’s best to promote a high functioning learning environment. Our children are loved, respected, nurtured and challenged every day to reach their full potential.

It is the desire of our College Hill Elementary family to help our students discover and develop their own individual talents, and then to teach them how to relate their experiences in our classrooms to the realities of the world outside. We place a strong emphasis on the ideals of internationalism and responsible citizenship. We plan a curriculum for our students that will lead them to become critical and compassionate thinkers who will one day be informed participants in local and world events. We are teaching them to be aware of the humanity that we all share, while respecting the cultures and attitudes that enrich our lives.

At College Hill Elementary we work as a collaborative team to outline a body of knowledge for our students K-4 that covers all areas of our curriculum and is based on transdisciplinary themes. We work hard to insure that our instruction is powerful, meaningful, and significant. We work together to design a Program of Inquiry that is seamless across the grade levels and meets the requirements of our state and federal government curriculum guidelines. Through this program of inquiry, we offer our children the opportunity to explore and discover knowledge on their own through inquiry based instruction. We regularly integrate the arts into our instruction so that the children will be actively engaged in their own learning. We feel that this type of instruction and learning, with teacher as facilitator and students as explorers, will lead our children to take thoughtful and appropriate action based on what they have learned. We believe that it is the right and responsibility of every global citizen to provide service to one another. Through service, our students are able to grow both socially and emotionally.

Clearly, College Hill Elementary truly does give its children the world. On a daily basis, we offer our students a world of knowledge, understanding, compassion and direction that will lead them on a path of success in an ever-changing world. In accordance with our mission, we arm our students with the qualities and values necessary to become the leaders of tomorrow. Every educational decision we make is based on insuring a better and brighter future for each and every one of them.

PART IV-INDICATORS OF ACADEMIC SUCCESS

“Quality is never an accident; it is always the result of high intention, sincere effort, intelligent direction and skillful execution. It represents the wise choice of many alternatives.” Foster

1. Assessment Results: College Hill Elementary assesses students’ progress utilizing the Arkansas Benchmark Exam. This criterion-referenced test is administered to all of our third and fourth grade students in the core areas of reading, writing, and mathematics. These tests are aligned to the state math and language arts frameworks. The performance levels for the Benchmark Exam are Advanced, Proficient, Basic, and Below Basic. Advanced students demonstrate superior performance well beyond the proficient level. Proficient students demonstrate solid academic performance for the grade level tested and are well prepared for the next level of school. Basic students show substantial skills in the tested areas, but are only partially able to demonstrate the ability to apply these skills. Below Basic students fail to show any mastery in the tested areas.

As the numbers reflect, test scores at College Hill Elementary were consistently falling below an acceptable level. Because of their firm commitment and dedication to the academic success of the students in our community, our district leaders elected to make a radical change in our school district for the 2005-2006 school years. Our schools all became schools of choice, giving parents the option of placing their child in any elementary school in our district regardless of their address. Another change involved teachers. Highly effective teachers from other schools in our district, who were willing to take on the challenge, were moved to College Hill Elementary. Our school experienced a 75% change in teaching staff for the 2005 and 2006 school year, with stunning results. In 2006, College Hill Elementary Fourth graders ranked first in the state of Arkansas in the area of literacy with an overall score of 97% proficient or advanced. They ranked fourth in math with 97% of the students scoring proficient or advanced. This gain was in excess of fifty percentage points over the previous years. Our third grade also made significant gains with 80% of the students scoring proficient or advanced in math and 82% of our students scoring proficient or advanced in literacy.

When a committee under the Individuals with Disabilities in Education Act decides that a special education student is unable to take the Arkansas Benchmark Exam, the student is required to take the state developed alternative portfolio assessment. College Hill Elementary had six special education students who took part in the alternative portfolio assessment process last year. 100% of these children scored proficient or advanced in math, and 83% scored proficient or advanced in math. In previous years we only had one and two students taking part in this assessment process. While we don’t have enough of these students to count them as a subgroup, we are extremely encouraged by their progress and the hard work of their instructors.

We are very proud of the academic success we have achieved at College Hill Elementary. On the website, www.greatschools.net, CHE receives a 10, which is the highest possible rating. For more information about our assessment results, please visit <http://arkansased.org/testing/testing.html>.

2. Using Assessment Results: The staff of College Hill Elementary is committed to using assessment data to guide all of the instructional decisions made in our building. We use a variety of data to drive these decisions. In kindergarten we use the DIBELS, (Dynamic Indicators of Basic Early Literacy), to assess each student’s reading development. Our struggling first graders are also assessed with this model. The rest of our first grade students are assessed with the Developmental Reading Assessment. The results

of these assessments are used to form our remediation groups and to target the skills necessary to move all of our students forward in the area of literacy.

Throughout the year, we administer several formative assessments in the areas of math, reading, and writing. Our literacy and math focus teachers administer these tests and disaggregate the results. They meet with each teacher to discuss the results and develop a plan for any students who fall below the proficient level. We feel that this is very important part of our success because we remediate students immediately before they fall too far behind. The Arkansas Benchmark scores are also used to develop remediation plans for the students who fall below the proficient level. These students each have an Individualized Education Plan that is formulated and agreed upon by the child's teacher and parents. This is called an AIP or Academic Improvement Plan. Their progress is closely monitored throughout the school year as we make every effort to insure their achievement the following school year.

Our second, third, and fourth grade students take the MAP, (Measures of Academic Progress), tests, which is a computerized achievement, test in math, reading and language. Each test is custom designed to provide an accurate measure of our students' growth over the school year. These results are an important tool in monitoring the progress of our children.

3. Communicating Assessment Results: Collaboration and teamwork is the key to successful communication of student progress at College Hill Elementary. Through professional partnerships, our teachers and parents meet together throughout the year to insure the best possible education experience for our students. We start the year off in August with a 'Meet the Teacher' family night. During this meeting, we communicate the results of the previous year's Benchmark Exam, and then share our goals for the school year, based on those results. By the end of September, the parent of each child who has fallen below the proficient level has met alongside their child's teacher to tailor an individualized plan of success for their child.

We hold four Parent Teacher conferences throughout the school year to keep parents up to date on their child's progress and assessment results on the various instruments we are using. Report cards go out every nine weeks in our district. Parent conferences are held mid-way through each term so that parents are well aware of their child's progress in all areas, with time remaining for improvement before report cards are issued. Family nights are held throughout the year to highlight our instruction and help parents better understand our curriculum and how to help their children. These special evenings serve to strengthen the partnerships between home and school.

The state of Arkansas issues School Report Cards in the spring of each year. These are mailed to the homes of each of our students and include all the assessment results for our school in an easy to understand color-coded format. Local and state newspapers are also tools for sharing district, school, and state assessment results and information. The internet is another useful tool in sharing our students' progress. Each parent has a special code, which gives him or her direct access to their child's grades on a daily basis. This computer program will alert parents if their child's grades suddenly drop for any reason, keeping them abreast of their child's performance at all times. A variety of websites are also available for our parents to track the progress of our school.

4. Sharing Success: College Hill Elementary takes great pride in sharing our success with other teachers and schools. We regularly welcome other schools from around the state, local community groups and student teachers to tour our school and spend time in our classrooms observing the work of our teachers and students. Several of our staff members serve as mentors to new teachers in our district, sharing strategies and helping shape and develop them into highly effective educators. Some of our staff members have been presenters at regional and state workshops sharing strategies in math and literacy with educators from around our state. In the 2005-2006 school year, CHE was designated as an AIMS campus, (Arts Intensified Model), by the Texarkana Regional Arts and Humanities Council, because of the effective integration of the arts into our curriculum. Throughout the school year, large groups of community leaders and patrons toured our building to see the progress we were making with our children. These people went out and spread the word that College Hill Elementary was focused on the achievement and success of all of our students.

Our district publishes a quarterly newsletter, which arrives in the mailbox of all of our public school patrons. This newsletter keeps our community and parents abreast of all the innovative activities going on across our district. Our local newspaper, The Texarkana Gazette, has been faithful in sharing many of College Hill's success stories throughout the year. Last year, through an arts-integrated study of the history of our community, our fourth graders painted a mural on one of our historical downtown buildings. Because of the publicity and media coverage generated by our children's efforts, this project has already inspired another school in our state to replicate its success.

The halls of our school are filled with evidence of our student's achievement. We call our halls a "walking portfolio". Each grade level has work on display highlighting the themes that are being taught through a variety of arts integrated writing activities. Our school screams the message that College Hill Elementary is all about learning!

PART V-CURRICULUM AND INSTRUCTION

1. Curriculum: College Hill Elementary has a firm commitment to the academic success of all of our students. We promote the highest level of achievement through an interdisciplinary curriculum based on inquiry. We strive for a balance between the search for understanding, the acquisition of essential knowledge and skills, the development of positive attitudes and the opportunity for positive action. As a PYP candidate school, we emphasize five components in our written curriculum; concepts, knowledge, skills, attitudes, and action. The heart of our curriculum is sets of powerful ideas, which we believe, have great significance across all subject areas. These concepts provide a structure for the inquiry. Our Program of Inquiry is a living, breathing document that is revisited regularly to insure that it meets the needs of all our children. Each teacher plans six units of inquiry. These units must be significant, relevant, engaging, and challenging to our students. Our staff collaborates together as a team to make links between the units taught at different grade levels so that our program is seamless both vertically and horizontally.

We offer a balanced literacy approach in our language arts program. Our activities are integrated and deeply rooted in our inquiry. We believe that language is fundamental to learning and it transcends the entire curriculum. We focus heavily on six areas of language and communication; listening, speaking, reading, writing, viewing, and presenting. Our students write daily, and develop a deep love of reading. The teachers use a variety of strategies to provide whole group and individual support to our students in all areas of language arts development.

In all of our classrooms, math is vital in the lives of our students. Our math curriculum is carefully crafted to cover all of the necessary skills at each grade level. Students and teachers work together using the language of mathematics to generate data, make connections, and describe their thinking. A wide variety of materials are available to all of our teachers and students. These materials foster hands-on learning, which enhances our curriculum. We also strive to integrate appropriate technology into our math lessons. Each classroom has a computer area, and the school itself has two technology labs that are available to the children. These technology opportunities encourage the application of math skills, critical thinking, and problem solving.

Social Studies and Science play an important role in our Program of Inquiry. We believe that a firm foundation in these areas of our curriculum help our students gain a secure understanding of their own identity and their place in the world. Through social studies, we provide experiences that foster sensitivity and creativity. Our children learn about history, geography, and society through a variety of carefully planned units of inquiry. Students take part in field trips, learn from guest speakers, and delve into their own independent research as a part of our Social Studies program. The units of inquiry serve as entry point into science learning. Our learning community uses a variety of methods to develop an understanding of scientific knowledge. Our teachers encourage appropriate scientific discussion among the students. They record their ideas in a variety of ways including journals and drawings. Our technology labs, once again come into play as an important part of our science curriculum.

Through physical education, our students learn the language of physical movement, and the importance of fitness in their daily lives. Each child participates in at least 30 minutes of physical activity each day. Our daily schedule includes lots of integrated arts and music activities, as well as a commitment to the arts as a valued component of a balanced life. We teach Spanish to all of our students starting in kindergarten. We believe the acquisition of more than one language enriches the personal growth of our children and helps facilitate international understanding. Our curriculum is rich and meaningful. It transcends the walls of our building, and becomes a part of each of our students. It is the vehicle we use to unlock the potential and leadership qualities of our children

2. Reading Curriculum: *President George Bush said, “The new civil right in America is reading. If you can’t read, it is hard to access the greatness of America.”* At CHE, we embrace this idea. We know that learning to read is the most important job of our children, and teaching children

to read is the most important job of our educators. Because of this, we collaborate together as a learning community to insure that all of our instruction is geared towards creating proficient independent readers who love to read. We actively engage each one of our students in the “learning-to-read” process. All of our instruction is carefully aligned to the Arkansas state frameworks. Our teachers work hard to provide effective learning experiences in whole group settings, guided reading groups, independent work and individualized instruction. Our literacy focus teacher carefully monitors the progress of our students throughout each grade level. In our kindergarten and first grades, she does bi-weekly progress monitoring to track the improvement of our students in the areas of phonemic awareness, phonics, fluency, vocabulary, text comprehension, grammar, and spelling. Weak areas are targeted for immediate remediation so that each child has the opportunity to move forward as quickly as possible. This is done each morning through our G.E.A.R. program, (Get Excited about Reading). Teachers and support staff work together to meet the individualized reading needs of each of our students each and every day. We believe that this intensive program at the earliest level gets our readers off to a great start in the area of literacy. The literacy progress of our students, across all grade levels, is carefully tracked through formative assessments administered throughout the school year. In an effort to promote a strong and balanced literacy environment, an emphasis on writing is one of the basic components of our reading program. We know that children, who learn to write, will become stronger readers. We have outlined a school-wide plan that requires our teachers to keep a writing portfolio for each student. These portfolios contain at least ten polished pieces, which emphasize the five step writing process. Through programs like Step Up to Writing, and Six- Trait Writing, our teachers are effective in their instruction. To keep our staff on track, portfolios are monitored regularly. We believe that our balanced, intensive, and aggressive approach to reading instruction is the key to our children’s success.

3. Math Curriculum: Math is a vital part of all of our students’ lives, and to emphasize this point, our teachers integrate a variety of math concepts and skills across the curriculum. One of our teachers is charged with the duty of being our “Math Focus Teacher”. She is the key component in our math curriculum. She coordinates math activities all across our building, and all across subject areas. She works with our staff to constantly improve math instruction for our students, and to target the mathematical needs of all of our children. Each week our students participate in the “Estimation Station” activity. This is a fun and friendly competition that offers them practice in visualizing numbers and thinking critically. To reinforce basic math facts, our students are all a part of the Mad Minute Club. Each week, our teachers administer a one-minute test to determine mastery of basic facts. Children who reach their 100% goal are congratulated and rewarded. Each of our teachers provides special lessons each week on open response and higher order thinking skills. The work generated by these lessons is submitted to our focus teacher for review. This is a very important piece of our instruction because her objective point of view helps us honestly target the weaknesses in our instructional practices. We administer six formative math assessments throughout the year to monitor the progress of our students. These scores are used to drive our remediation program. In our computer lab, students have the opportunity to apply their math skills in a variety of challenging ways. This extra practice brings learning to life for them, and adds fun to the process. All of these things combined with the creative hands-on instruction that takes place daily in our classrooms make for a very solid foundation in mathematics for all of our students.

4. Instructional Methods: The teachers at College Hill Elementary use a variety of instructional methods to meet the needs of our students. Our methods are research based and data-driven. We take part in staff book studies to keep ourselves up to date on the latest trends in education. Strategies from Marilyn Burns, Robert Marzano, and Howard Gardner are integrated across all curriculum areas to make learning meaningful for our children. Inquiry is at the heart of all our lessons.

We believe that data-driven decision-making is the key to any school’s success. We use data to drive all of our instruction. We administer formative tests throughout the year in literacy and math to track the improvement of our children, and identify the weak areas. We use this information to design

specific remediation plans to target the individualized needs of our students.

Through our units of inquiry, we play off of our children's natural curiosity and lead them on a journey into learning. Through questioning, critical thinking, and higher order problem solving, our children are constantly challenged to push themselves to new heights. Collaboration is such an important part of the learning process at CHE. Our teachers collaborate together across all grade levels to insure our lessons are meaningful and relevant to our children. To play off of the multiple intelligences of our students, the arts are integrated into as many lessons as possible. Field trips, literacy circles, independent research projects, and the meaningful integration of technology also play a role in our instructional plan.

Finally, another big part of our success is the involvement of parents and families. We have an open door policy at CHE. Parents are encouraged and welcomed to take part in the education of their child. We establish a firm partnership with our families. This begins on the very first day of school. This important relationship is the basis for a strong education.

5. Professional Development: At College Hill Elementary, we embrace the belief that we are all life-long learners. We work hard to make sure that every hour spent in staff development directly impacts our children in a meaningful way. Our staff delights in every opportunity to improve on their instructional effectiveness in the classroom. Each of our teachers earns a minimum of 60 hours of professional development during the year. We work as a team to identify areas of instructional need and balance our staff development plans with instruction in technology, parent involvement, literacy, math and inquiry. We also participate regularly in workshops geared towards the integration of the arts and multiple intelligences. The research of Ruby Payne and how to effectively teach children from poverty, has played another important role in our staff development that we feel has paid off in the success of all of our children.

The "Trainer of Trainers" model is regularly employed in our building. This model has been proven to be an effective practice. Not only is our staff constantly abreast of the latest instructional strategies, but we are also developing passionate leaders all across our school. Our literacy and math focus teachers receive monthly training that is effectively shared with all grade levels through weekly collaborative sessions. These two important members of our staff also provide coaching and modeling in our classrooms as needed. This type of professional development gets to the heart of our instructional needs and directly impacts our students in the most immediate way.

Another important part of our development as a learning community is the regular review and reflection of the data we generate on our student's progress in all curricular areas. The time spent in this process is a valuable tool in our growth as educators and the academic success of our students.

PART VII- ASSESSMENT

The data tables document College Hill Elementary's performance on the Arkansas Benchmark Exam. This data represents the commitment and hard work of all our staff members, as well as the incredible leadership of our principal. The tables demonstrate the significant increase in the number of students who scored proficient or advanced, over the previous years.

In accordance, with the requirements of No Child Left Behind, Arkansas administers a criterion-referenced test in grades 3-8. These tests are aligned to the state math and English language arts frameworks. Arkansas teachers and the Arkansas Department of Education developed it. It has earned the approval of the Department of Education in Washington, DC and meets all requirements of No Child Left Behind. Fourth, sixth and eighth graders in our state have been taking the Benchmark Exam since the spring of 1998. Grades three, five and seven were added in the 2004-2005 school year. All students take part in the exam.

College Hill Elementary Grades Tested: 3rd-4th

Test: Arkansas Benchmark Exam 2004, 2005, 2006 published by the Arkansas Department of Education

What groups are excluded from testing? Why and how were they assessed?

Figures in the attached table reflect students participating in the Benchmark Exam. The Arkansas Alternate Portfolio Assessment System is designed to evaluate students with disabilities in grades 3-8 and 11 for whom the criterion-referenced exam is not appropriate. These scores are also represented and figured into our overall results.

Test Standards: Performance Level for the Benchmark Exam

Advanced: Advanced students demonstrate superior performance well beyond proficient level performance. They can apply Arkansas established reading, writing, and mathematic skills to solve complex problems and complete demanding tasks on their own. They can make insightful connections between abstract and concrete ideas as well as provide well-structured explanations and arguments.

Proficient: Proficient students demonstrate solid academic performance for the grade and are well prepared for the next level of schooling. They can use Arkansas established reading, writing, and mathematics skills and knowledge to solve problems on their own. Students can tie ideas together and explain the ways their ideas are correct.

Basic: Basic students show substantial skills in reading, writing, and mathematics, but they only partially demonstrate the abilities to apply these skills. They demonstrate a need for some additional assistance, commitment or study to reach the proficient level.

Below Basic: Below basic students fail to show sufficient mastery of skills in reading and mathematics to attain the basic level.

Test Data Tables

Subject: Math Grade 3

Test: Arkansas Comprehensive Testing, Assessment and Accountability Program

Edition/Publication Year: Published Yearly

Publisher: Arkansas Department of Education

	2005-2006	2004-2005	2003-2004*
Testing month	March	April	April
SCHOOL SCORES			
% Proficient and Advanced	83	50	
% Advanced	48	14	
Number of students tested	53	42	
Percent of total students tested	91	98	
Number of students alternatively assessed	5	1	
Percent of students alternatively assessed	9	2	
SUBGROUP SCORES			
1. African American			
% Proficient and Advanced	90	47	
% Advanced	22	16	
Number of students tested	23	19	
2. Socioeconomic Disadvantaged			
% Proficient and Advanced	84	50	
% Advanced	32	13	
Number of students tested	25	38	

***Third grade was not tested by the state until 2004-2005.**

Test Data Tables

Subject: Literacy **Grade** 3

Test: Arkansas Comprehensive Testing, Assessment and Accountability Program

Edition/Publication Year: Published Yearly

Publisher: Arkansas Department of Education

	2005- 2006	2004- 2005	2003- 2004*
Testing month	March	April	April
SCHOOL SCORES			
% Proficient and Advanced	81	45	
% Advanced	40	5	
Number of students tested	53	42	
Percent of total students tested	91	98	
Number of students alternatively assessed	5	1	
Percent of students alternatively assessed	9	2	
SUBGROUP SCORES			
1. African American			
% Proficient and Advanced	74	47	
% Advanced	22	5	
Number of students tested	23	19	
2. Socioeconomic Disadvantaged			
% Proficient and Advanced	76	45	
% Advanced	24	2	
Number of students tested	25	38	

***Third grade was not tested by the state until 2004-2005.**

Test Data Tables

Subject: Math Grade 4

Test: Arkansas Comprehensive Testing, Assessment and Accountability Program

Edition/Publication Year: Published Yearly

Publisher: Arkansas Department of Education

	2005- 2006	2004- 2005	2003- 2004
Testing month	March	April	April
SCHOOL SCORES			
% Proficient and Advanced	97	29	51
% Advanced	52	11	38
Number of students tested	33	38	39
Percent of total students tested	97	97	94
Number of students alternatively assessed	1	1	2
Percent of students alternatively assessed	3	3	6
SUBGROUP SCORES			
1. African American			
% Proficient and Advanced	89	24	30
% Advanced	44	0	15
Number of students tested	9	21	20
2. Socioeconomic Disadvantaged			
% Proficient and Advanced	91	29	45
% Advanced	64	3	32
Number of students tested	11	34	31

Test Data Tables

Subject : Literacy Grade 4_

Test : Arkansas Comprehensive Testing, Assessment and Accountability Program

Edition/Publication Year: Published Yearly

Publisher: Arkansas Department of Education

	2005- 2006	2004- 2005	2003- 2004
Testing month	March	April	April
SCHOOL SCORES			
% Proficient and Advanced	97	39	51
% Advanced	58	5	5
Number of students tested	33	38	39
Percent of total students tested	97	97	94
Number of students alternatively assessed	1	1	2
Percent of students alternatively assessed	3	3	6
SUBGROUP SCORES			
1. African American			
% Proficient and Advanced	96	33	45
% Advanced	56	4	0
Number of students tested	9	21	20
2. Socioeconomic Disadvantaged			
% Proficient and Advanced	90	41	48
% Advanced	45	6	3
Number of students tested	11	34	31