

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) Elementary Middle High K-12 Other
 Charter Title I Magnet Choice

Name of Principal: Ms. Carolyn Blevins

Official School Name: Mount Pleasant Elementary School

School Mailing Address:
PO Box 144
1 Bluebird Lane
Mount Pleasant, AR 72561-0144

County: Izard State School Code Number*: 3302010

Telephone: (870) 346-5194 Fax: (870) 346-5337

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

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Gerald Cooper

District Name: Melbourne School District Tel: (870) 368-7070

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Jeff Mynatt

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

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

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

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. 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.
8. 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.
9. 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.
10. 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:
- | | |
|----------|---------------------|
| 2 | Elementary schools |
| 0 | Middle schools |
| 0 | Junior high schools |
| 1 | High schools |
| 0 | Other |
| 3 | TOTAL |

2. District Per Pupil Expenditure: 7371

Average State Per Pupil Expenditure: 8362

SCHOOL (To be completed by all schools)

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. 15 Number of years the principal has been in her/his position at this school.

 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			0	7			0
K	11	13	24	8			0
1	18	8	26	9			0
2	8	5	13	10			0
3	9	15	24	11			0
4	11	10	21	12			0
5	10	8	18	Other			0
6	10	11	21				
TOTAL STUDENTS IN THE APPLYING SCHOOL							147

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
1 %	Asian
2 %	Black or African American
2 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
95 %	White
%	Two or more races
100 %	Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

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

This rate is 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.	5
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	11
(4)	Total number of students in the school as of October 1.	165
(5)	Total transferred students in row (3) divided by total students in row (4).	0.067
(6)	Amount in row (5) multiplied by 100.	6.667

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 46 %

Total number students who qualify: 68

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 free and reduced-price school meals 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 %

Total Number of Students Served: 12

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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>5</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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>0</u>
Classroom teachers	<u>10</u>	<u>0</u>
Special resource teachers/specialists	<u>1</u>	<u>4</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support staff	<u>4</u>	<u>2</u>
Total number	<u>18</u>	<u>6</u>

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

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	98%	98%	98%	98%	96%
Daily teacher attendance	99%	99%	99%	99%	98%
Teacher turnover rate	0%	0%	0%	0%	0%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u>100</u>	%

PART III - SUMMARY

Mt. Pleasant School is located in IZARD County in Northcentral Arkansas. Mt. Pleasant School, originally known as Barren Fork, was built in the 1880s on a site that was one of the post Civil War academies. The current school buildings are located on the old academy property. Many of the existing buildings were constructed in the 1930s by a CCC camp located near the town. The school district was enlarged several times between 1930 and 1950 due to small school closings and consolidations. In the spring of 2004, Mt. Pleasant School District fell victim to a state mandated annexation/consolidation law due to the number of students falling below 350 in K-12. Mt. Pleasant was then annexed into the Melbourne School District. The old Mt. Pleasant campus now houses grades K-6.

Mt. Pleasant has been referred to as a "School Town", and the school has been the nucleus of this quaint little town for over 100 years. Traditions unique to this area have been developed and culminated by the community and school. Our school boasts of parental involvement events that continually draw us closer together and enhances the educational process. Some events included are: the annual Christmas Senior Citizens' Dinner; the Community and School Cookout in the spring; annual Art Exhibits and Musicals to display student talents; Family Math/Science/Literacy Nights; All-School Alumni Reunion in the fall; Fall and Spring Festivals; Accelerated Reader and Math activities; Monday Night Basketball; Peewee Basketball, Baseball, and Softball, etc. All of these events are well attended by parents and community leaders and are major contributing factors in the success of the school.

The Mt. Pleasant community and school have always worked closely together to instill in the students a sense of pride in who they are and what is necessary for them to become productive citizens of the United States. Over the years, students have been taught by the parents and teachers that it is of utmost importance to be family and community oriented to make a better society. Students are taught the importance of excelling in academics as they prepare for the future. The teachers and staff provide outstanding daily instruction in all subject areas and an environment conducive to learning as students prepare for benchmark exams and life. It has always been the philosophy of our teachers, paraprofessionals, and support staff that the higher our expectations for our students, the higher they will achieve.

Traditionally, Mt. Pleasant Elementary has been very successful in our school-wide attempt to ensure students reach proficiency and make adequate yearly progress. Our benchmark scores in both reading and math in the last three years averaged 88% proficient or advanced for grades 3-6. In 2007-2008, the average for math and reading was 93% proficient or advanced. The goal we have set for our students is 100% proficient or advanced, and we know this is attainable because of the hard work and dedication of our teachers, parents, students, as well as the support staff. All of us have ownership in this little school, our students, our community, and we have a very important mission to accomplish.

It is the mission of Mount Pleasant Elementary School to educate all students to achieve their highest academic potential. The staff will challenge students to achieve the maximum personal development in all areas: intellectually, physically, emotionally, technologically, and socially. Our mission is to provide a challenging curriculum that promotes higher level thinking skills and has been aligned both school-wide and district-wide and with the Arkansas Frameworks. Mt. Pleasant Elementary will also allow equal opportunities for all students regardless of race, gender, or socio-economic status. We will strive to provide for students' health and wellness, self esteem, and pride in themselves, their school, their community and respect for their fellow students and others. Successful implementation of this statement is the responsibility of the faculty, students, parents, and the community working together toward a common goal of a quality education that will attain and maintain proficiency.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Arkansas currently mandates that elementary schools take the Arkansas Comprehensive Testing, Assessment and Accountability Program's Augmented Benchmark Exams for all students in grades 3-6. Kindergarten students are administered the SAT 10 and the Qualls Early Learning Inventory. Grades 1-2 are required to take the SAT 10. The Augmented Benchmark (CRT and NRT) Math and Reading is administered in April of each year. The Benchmark consists of four performance levels: Below Basic, Basic, Proficient, and Advanced. The goal for meeting the standard is for all students to attain Proficient or Advanced in Math and Literacy (Reading). The performance level scales for the Benchmark in Math are: Below Basic-408 and below; Basic-409-499; Proficient-500-585; and Advanced-586 and above. The performance level scales for Reading are: Below Basic-329 and Below; Basic-330-499; Proficient-500-653; and Advanced-654 and above. Information on the state assessment system may be found on the following websites: <http://arkansased.org> and <http://normes.uark.edu/>.

The benchmark literacy assessment measures the student's knowledge of content standards from the Arkansas Language Arts Frameworks. Students are evaluated on three types of reading passages: content, literary, and practical. The assessment measures how well students can comprehend the passages, their development of short constructed response items, and their response to higher level multiple-choice questions. Students are also evaluated on their writing as they are required to respond to two writing prompts. Content, style, usage, sentence formation, mechanics, and multiple-choice writing are evaluated. The reading portion contains 3 constructed response questions at 4 points each and 24 multiple choice questions for a total of 48 points. The writing portion evaluates 5 domains at 4 points per domain plus 8 multiple choice for a total of 48 points. The augmented math assessment measures student achievement in five strands: Number Sense, Properties and Operations; Geometry and Spatial Sense; Data Analysis, Statistics, and Probability; Patterns, Algebra and Functions. Evaluation consists of 40 multiple choice items valued at 1 point each and 5 constructed response valued at 5 points each.

Mt. Pleasant 3rd grade students have taken the Benchmark for 4 years. Math scores have risen from 79% proficient/advanced in 2004-05 to 95%-100% proficient/ advanced during 2005-2008. The number achieving advanced has increased from 38% in 04-05 to 92% in 07-08. In reading, the percentage of students in the 3rd grade scoring proficient or advanced ranged from 70% in 04-05, to 90% in 05-07, to 92% in 07-08 with 88% of these scoring advanced. 100% of the students with disabilities scored advanced on math and reading in 2008.

Students of the 4th grade have increased in proficiency in math over the past five years. 70% of the students were proficient or advanced in 03-04, dropping to 38% proficient or advanced in 04-05. During the past three years, however, percentage totals increased from 68% proficient or advanced in 05-06, to 76% in 06-07, and 100% proficient or advanced in 07-08. In reading, the percentage of 4th grade students meeting the standards steadily increased. 78% scored proficient or advanced in 03-04. In 04-05, the percentage dropped to 66%. In 05-06, the percentage rose again to 81% scoring proficient or advanced. In 06-07, the percentage dropped to 76%, then rose again in 07-08 to 95% of the students meeting the benchmark standard. 75% of the students with disabilities tested during the last three years scored proficient or advanced in reading and 50% scored proficient or advanced in mathematics.

Mt. Pleasant 5th grade students have participated in the ACTAAP for math for four years. In 2004-05, 32% of the students attained proficient or advanced. Each year the numbers achieving proficiency has increased in math to the levels of 92% in 06-07 and 95% in 07-08. In reading, the percentage of students achieving proficient or advanced in the 5th grade during the four years has increased each year from 48% in 04-05 to 90% in 07-08. 50% of the students with disabilities scored advanced or proficient in math and literacy during the last three years.

During the five years of testing, the Mt. Pleasant 6th grade has gone from 53% proficient or advanced in 03-04, to 84% in 04-05, to 90% proficient in math for each of the last 3 consecutive years. The percentage of students achieving advanced for the past 5 years has steadily increased from 15% in 03-04 to 84% in 07-08. The reading scores for the 6th grade steadily increased and maintained during 03-08. The last five years have seen scores go from 54% and 78% proficient and advanced in 03-05 to an average of 90% in 05-08. During the last three years, 40% of the students with disabilities scored proficient or advanced.

No noticeable disparities were found in the remainder of the subpopulations. These students are making significant gains, as are all the students.

2. Using Assessment Results:

Through analysis of the summative and formative assessment data obtained from the Augmented Benchmark Testing, teachers and administrators at Mt. Pleasant Elementary School determine instructional goals and strategies necessary to continue making adequate yearly progress. As we disaggregate the data received from the benchmark results, we determine the strengths and weaknesses of classroom instruction in math and literacy.

The teachers, paraprofessionals, and principal meet one week in the summer for staff development to examine the student data. We work as a group to analyze each grade's data. We determine areas of concern, instructional strategies needed to improve, review curriculum mapping, and list students in need of an academic improvement plan. Reports on progress made in preparation for the spring testing, as well as gains or losses made by students on an academic improvement plan, are communicated throughout the year in our staff meetings.

Our staff begins the data analysis process by looking at the results of the combined population school summary report of Below Basic, Basic, Proficient, and Advanced for math and literacy for the current year. The next step is to make a chart of the school summary report and the school roster information of the three-year data. This information includes: the average percentage of students scoring advanced or proficient; comparison of multiple-choice and open response percentages in math, reading, and writing. Comparisons are made to determine strengths and weaknesses in instruction of the math strands, reading strands, and writing domains for the current year and the three-year averages. Once this information is found, teachers analyze the item-by-item results for each class by determining the student learner expectation that was tested for those combined scores that fell below the 60th percentile. This process of analysis is then repeated for the Students with Disabilities.

Based on the strengths and weaknesses found in the strands of student learner expectations, teachers can then make modifications in their horizontal and vertical mapping, plan instructional strategies, as well as formulate goals for the Mt. Pleasant School Improvement Plan.

3. Communicating Assessment Results:

Parents, students and patrons of the community and school district have access to the school performance data through a variety of sources. Combined population student achievement results are communicated through the use of three local newspapers and a radio station. An annual report to the public that summarizes and compares the assessment data for the school, the district, and the state is published in October each year. The report to the public, along with testing results, is presented at the required public meeting in the fall. School report cards are mailed to the parents by the Arkansas Department of Education.

During the first week of school in the fall, parents and students are invited to the school for open house. As the child and parent meet the teacher, a handout is provided to explain data results. Parents are given the opportunity to view and discuss the child's performance results with the teacher. If necessary, the teacher, parent, and student make an appointment to examine and develop an academic improvement plan for the student not scoring proficient or advanced. Should a parent be unable to attend the open house, the assessment

results are mailed to the parent, followed by a phone call and meeting if an academic improvement plan is necessary.

The teachers, principal, and counselor meet with students to discuss and explain test results, strengths, weaknesses, and instructional strategies needed to achieve the goals we have set for our school to excel. During the Family Math/Science/Literacy Nights, teachers give an informational power point presentation of the benchmark format by using released items of previous benchmark exams and let the students help their parents take a portion of the test. "Tips for Parents" notes are provided by the Arkansas Department of Education each spring before the benchmark.

4. Sharing Success:

Collaboration and partnership are vital components in the educational process. It is detrimental to our school to have input from other teachers and administrators of this district and surrounding districts, the educational cooperatives, Arkansas Department of Education, local colleges, etc. As we invite other educators to our campus for staff development, we are privileged to share in their input of strategies that work for them. In turn, we share with them methods that work for us. It has been our pleasure to receive numerous phone calls from other administrators and teachers inquiring about our instructional strategies that contribute to our high test scores.

We work very closely with Ozarka College and Arkansas Tech University as they prepare their students for a career in teaching. Students are required to complete at least 30 hours of classroom observation. Mt. Pleasant Elementary has also had the opportunity and pleasure to become a training field for their future teachers. For the past five years we have been the host to several student interns from Arkansas Tech University.

Our teachers have attended staff development opportunities where they collaborate with teachers of other schools in best practices for reading and math, such as Literacy Lab and Family Math/Science/Literacy. Mt. Pleasant teachers, elementary and middle school instructors throughout the state, and Harding University personnel collaborated as they presented and discussed their successes in classroom implementation of their Literacy Labs. The teachers participated in parental involvement training developed by a team from Arkansas State University. Our Family Math/Science/Literacy Nights, funded by Title I, have been quite successful, and we are pleased to share our successes with schools in our district and surrounding schools.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Mt. Pleasant Elementary is committed to offering curriculum and instruction that is well grounded in the Arkansas Frameworks. It is our goal to provide students with instruction that prepares them to look beyond the minimum requirements set forth by the frameworks and seek to expand their knowledge through academic challenges. Our curriculum has taken shape through the years as K-6 teachers have collaborated with colleagues in grades 7-12, specialists from the educational cooperative, and teachers from other schools across the state. We have a wealth of experienced teachers on staff, and they appreciate the importance of standards based instruction that has passed the test of time through scientifically researched practices.

The reading curriculum follows a balanced approach in teaching literacy. Teachers have developed teaching strategies which incorporate reading, writing, spelling, and language as an approach to implement a literacy curriculum designed to help all children learn to read and write effectively. Literacy instruction is data driven through the utilization of a variety of evaluative tools, such as: DIBELS, DRA, and innovative assessments developed by the teachers. Classroom routines include instruction in comprehension, vocabulary, phonics and word study, writing, oral language, critical thinking, and meeting diverse needs of students through interventions and tutoring. One of the most important components for a solid reading foundation is to develop a love for reading. Once this is accomplished, vocabulary and comprehension skills will increase, as will a deeper appreciation for literature.

A standards based approach is used in math instruction. Curriculum content is based upon expectations set forth by the Arkansas Frameworks. A variety of instructional approaches are used in math instruction in K-6. Classroom routines include diagnostic assessment, presentation of standards based lessons, practice, assess and remediate through interventions and tutoring, writing in math, etc. Mathematics concepts and problem solving skills are put into practice daily, as well as the methods by which students approach problem solving. Students are taught to logically explain problem solving as they approach the learning of math to apply in their everyday lives.

The science program for Mt. Pleasant Elementary reflects the requirements of the Arkansas Frameworks. Learner expectations are based on components of the content standards in the nature of science, life science, physical science, and earth and space science, inquiry and hands-on investigations. Classroom routines consist of inquiry skill practice and observation, using scientific vocabulary, reading for main idea and details, journal writing, inquiry through technology, critical thinking and problem solving. At least 20% of the instructional time is spent in inquiry and hands-on investigations.

Social studies instruction focuses on geography, civics, history, and economics, making connections with other subjects, and utilizing technology for research. The classroom routine includes: introducing lessons with clearly stated goals, visuals, facts, expansion of the world through investigative learning, vocabulary learning, hands-on projects, assessments, and point-in-time remediation through innovative interventions. Students actively participate in fulfilling civic responsibilities as they help those in need in the community, through activities such as food drives for the elderly or shut-ins. Guest speakers and field trips are useful and necessary components in the social studies curriculum.

The health and physical education program includes content standards for physical education and leisure plus health and wellness. Students are taught topics that help them set long range goals for their health and wellness, such as: human growth and development, prevention of diseases, nutrition, making smart choices to avoid drugs and alcohol, personal health and fitness.

Our music curriculum is structured to include themes and music appreciation of our American culture and traditions. Students listen, analyze, and evaluate the music as they apply their talents in performances. Art students are actively engaged in exploring a variety of media, techniques, tools, and processes to develop appreciation of art, design, and diverse cultures. The Arkansas Frameworks are designed to systematically introduce students to the foundations of art, further develop their creative processes, and reflect on their surroundings with a deeper appreciation of the world.

Mt. Pleasant Elementary curriculum includes a weekly library/media class for each grade. Students are given the opportunity for inquiry and application of critical thinking skills as they utilize the available resources. Reading helps them make connections to their world and beyond. To further enhance the curriculum, students have an opportunity to excel beyond the standards as they are academically challenged in group instruction for gifted and talented. Also offered to the students is a guidance class conducted by the counselor. Instruction helps students make wise choices as they become contributing members of the school and society.

3. Additional Curriculum Area:

The mission of Mt. Pleasant Elementary is to educate all students to their highest academic potential by providing challenging curriculum that promotes higher level thinking skills. Our goal is to fulfill this mission, in part, through a standards-based approach in instruction of mathematics. Our teachers provide instructional strategies that promote proficient or advanced student learning results.

With the Arkansas Department of Education Mathematics Frameworks as a guide, teachers follow a rigorous, systematic plan as they challenge their students to becoming proficient or advanced in the five content standards: Numbers and Operations; Algebra; Geometry; Measurement; and Data Analysis and Probability. On each grade level, K-6, students are engaged in mastering mathematical computations as they understand numbers and their relationships.

Once students have accomplished the solid foundation of numbers and their various operations, teachers move them toward more advanced levels by applying, analyzing, describing, predicting, inferring, coordinating and understanding relationships of math and real-world situations. Research findings tell us that understanding of mathematical skills is best developed when students are allowed to problem solve by using a hands-on approach through exploration. Focus is placed on understanding mathematics and being able to communicate problem solving through writing, along with computation and exploration.

Mt. Pleasant Elementary instructors encourage all students to learn through a variety of teaching methods. Children are encouraged to explore problems and to develop new strategies for problem solving with a variety of tools, such as: drawings, tables and charts, writing, technology, models, etc. Textbooks, computers, calculators, Benchmark Released Items, STAR Math, and concrete models and materials are just a few of the resources teachers use as they instruct students in the five strands of our mathematics frameworks. For those students who are at risk, Mt. Pleasant offers a point-in-time remediation class.

4. Instructional Methods:

Mt. Pleasant Elementary teachers have participated in staff development opportunities that provided them with a variety of strategies for presenting subject matter in their classrooms. Instructional methods to be used are determined by the learning style of each student and the unique instructional style of the teacher. Instruction is based on the learning needs of the students, which will be determined through data analysis.

Teachers make the decisions of instructional styles based on assessment results, prior experience and background of the student, student interest, and the developmental level of the student. Teachers consider all of these factors as they present their lessons using a variety of innovative methods.

Teachers may use direct instruction as they introduce lessons, providing demonstration and practice through modeling. They also may use indirect instruction as they encourage students to problem solve and infer under their guidance. Instructional methods may also include allowing students an opportunity to interact, such as in class discussions. They may also use the method of a hands-on approach as they present science or math lessons or develop projects.

Instructional methods are differentiated based on the learning needs of the child. For those students requiring modifications or supplemental instruction, teachers set aside a time in their daily schedule for individual tutoring. Tutoring needs are based on teacher observation and student assessment results. Modifications of classroom assignments are sometimes implemented for those students who are categorized as other health impaired.

We are fortunate to participate in a foster grandparent program and have four "grannies" available to help students on a daily basis. Each of the grandparents is assigned at least two students in the classroom. The foster grandparents assist the Kindergarten and First Grade teachers. The school district has also employed two paraprofessionals to assist resource and classroom teachers with students with disabilities. In addition, after school tutoring is offered for students each day.

5. Professional Development:

Mt. Pleasant Elementary teachers and their administrator participate in professional development that assists in improving instructional methods. We, like our students, learn best practices through modeled instruction by highly qualified educators in all subject areas. Just as we set high expectations for our students, we must also set high expectations for our teaching. The faculty and staff look for staff development that assists them as they teach the requirements of the frameworks. The professional development should also be practical and useful for our students.

Based on the results of the Augmented Benchmark Assessments received in the summer, teachers analyze their own strengths and weaknesses in their individual classrooms. They are encouraged to attend staff development during the school year, but the majority of the professional development is completed in the summer months. Each teacher and paraprofessional discusses his/her individual professional development plan with the principal. Strengths and weaknesses are identified, and they cooperatively develop a plan of action. Each teacher completes a survey indicating the instructional needs we should develop as individuals and as a school to help our students reach proficient or advanced and prepare them for their life beyond elementary school.

Even though our 2008 testing results indicated that our combined population of students in grades 3-6 averaged scoring 90% proficient or advanced in literacy and math on the benchmark, we determined that teachers needed more staff development on responding to open response items for both subject areas. Another area of concern was found in essay writing in content and style. Math tests indicated that we were in need of more intense training in Geometry and Data Analysis. Because of new testing requirements in the future, science is another area of concern for educators.

For the 2008 staff development, teachers requested that we have training in the following: Responding to Open Response in Literacy; A Torching Story in Arkansas History; Teaching Math, Science, and Reading in P.E. Class; Family Math/Science/Literacy Nights for Parental Involvement; Science Hands-On and the Frameworks; Writing in the Elementary Math Classroom; Data Analysis; and Creative Technology in the Classroom. Mt. Pleasant Elementary collaborates with Melbourne Elementary as we plan our staff development opportunities for the summer. Teachers specializing in Gifted and Talented, Library Media, Special Education, Physical Education, Art, and Music attended pertinent staff development at the local educational cooperative. They also attended the professional development opportunities offered on our elementary campus.

6. School Leadership:

Mt. Pleasant Elementary School is the smallest school in the Melbourne School District. The leadership structure of the school begins with a seven member school board, followed by the Superintendent of Schools, then the principals and assistant principals. The entire school district has an enrollment of approximately 900 students. One hundred forty-seven of those students are enrolled in K-6 on the Mt. Pleasant Campus.

Mt. Pleasant Elementary has one administrator on the campus. One of the main duties of the principal is to lead the teachers and staff as they cooperatively formulate and envision a goal of excellence for our school, students, parents, and community. In preparation for this responsibility, our principal endeavors to stay abreast of the trends in education, rules and regulations of curriculum requirements, professional development opportunities, data analysis that drives instruction, etc.

Our administrator endeavors to maintain a positive relationship with the faculty, staff, students, and parents. As the leader of a small, rural school, she is well acquainted with each of the teachers, staff, and students. She visits with each of them daily and is familiar with their programs, activities, and goals. She is there to take their burdens away and to provide help and support where needed to provide an educational environment that will ensure students excel. She offers guidance and direction as instructional needs and goals for achievement are determined. The principal also maintains a positive, working relationship with the parents as they are invited to attend the many parental involvement functions offered by the school. Parents also know they may call her at any time with a problem concerning their child.

The principal's job description for Mt. Pleasant Elementary campus and the district includes the following: organization and scheduling of professional development activities for the teachers; scheduling and organization of events for the students that further their education; participating in playground, hall, and bus duty along with the teachers; takes care of discipline issues, or just lends a shoulder for the students or teachers to cry on; monitors student achievement through data analysis; provides a daily bulletin for the teachers; fulfills the duties of district Arkansas Consolidated School Improvement Plan coordinator, as well as coordinator of the Mt. Pleasant Elementary ACSIP; Federal Programs Coordinator; supervises all employees and functions on the Mt. Pleasant campus; etc.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Grade: 3
 Subject:
 Mathematics

Test: Arkansas Comprehensive Testing, Assessment, and Accountability
 Program/ACTAAP Arkansas Augmented Benchmark Examination

Edition/Publication Year: 2001-02/2008 Publisher: Riverside Publishing/Harcourt

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Mar	Mar	
SCHOOL SCORES					
Advanced + Proficient	100	95	100	79	
Advanced	92	77	90	38	
Number of students tested	25	22	20	34	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Advanced + Proficient				67	
Advanced				28	
Number of students tested				18	
2. Racial/Ethnic Group (specify subgroup): Caucasian					
Advanced + Proficient	100	95	100	79	
Advanced	92	77	90	38	
Number of students tested	25	22	20	34	
3. (specify subgroup): Students With Disabilities					
Advanced + Proficient					
Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Third grade students were not given the ACTAAP benchmark assessment until 04-05. In 07-08, Arkansas changed publishers and testing format. The test became an augmented assessment when the Criterion Referenced Test was combined with the Norm Referenced Test/SAT 10. There were less than 10 students with disabilities enrolled each year in the 3rd grade.

Subject: Reading

Grade: 3 Test: Arkansas Comprehensive Testing Assessment and Accountability Program/ACTAAP Augmented Benchmark Exams

Edition/Publication Year: 2001-02/2008

Publisher: Riverside Publishing/Harcourt

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Mar	Mar	
SCHOOL SCORES					
Proficient + Advanced	92	90	90	70	
Advanced	88	45	65	26	
Number of students tested	25	22	20	34	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient + Advanced				61	
Advanced				11	
Number of students tested				18	
2. Racial/Ethnic Group (specify subgroup): Caucasian					
Proficient + Advanced	92	90	90	70	
Advanced	88	45	65	26	
Number of students tested	25	22	20	34	
3. (specify subgroup): Students With Disabilities					
Proficient + Advanced					
Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The Arkansas Comprehensive Testing, Assessment, and Accountability (ACTAAP) Benchmark was not given to 3rd grade students in Arkansas until 2004-2005. ACTAAP was given to include only the state assessment until 2007-2008. At that time the benchmark was developed to combine the Criterion Referenced Testing with the Norm Referenced Testing/SAT 10 for an augmented assessment. Less than 10 students with disabilities were enrolled each year.

Subject: Mathematics Grade: 4 Test: Arkansas Comprehensive Testing, Assessment, and Accountability/ACTAAP Augmented Benchmark Examination
Edition/Publication Year: 01-02/08 Publisher: Riverside Publishing/Harcourt

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Mar	Mar	Mar
SCHOOL SCORES					
Proficient + Advanced	100	76	68	38	70
Advanced	58	57	30	0	48
Number of students tested	19	21	37	21	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient + Advanced		70	57		75
Advanced		50	14		42
Number of students tested		10	14		12
2. Racial/Ethnic Group (specify subgroup): Caucasian					
Proficient + Advanced	100	76	68	38	70
Advanced	58	57	30	0	48
Number of students tested	19	21	37	21	23
3. (specify subgroup): Students With Disabilities					
Proficient + Advanced					
Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

In 2007-2008, the test administered to students in Arkansas was changed to an augmented assessment for math and literacy to include the CRT and NRT. Less than 10 students with disabilities were tested.

Subject: Reading

Grade: 4 Test: Arkansas Comprehensive Testing, Assessment, and Accountability/ACTAAP Augmented Benchmark Testing

Edition/Publication Year: 2001-02/2008

Publisher: Riverside Publishing/Harcourt

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Mar	Mar	Mar
SCHOOL SCORES					
Proficient + Advanced	95	76	81	66	78
Advanced	32	43	24	14	4
Number of students tested	19	21	37	21	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient + Advanced		70	78		67
Advanced		20	14		0
Number of students tested		10	14		12
2. Racial/Ethnic Group (specify subgroup): Caucasian					
Proficient + Advanced	95	76	81	66	78
Advanced	32	43	24	14	4
Number of students tested	19	21	37	21	23
3. (specify subgroup): Students With Disabilities					
Proficient + Advanced					
Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

In 2007-2008, the test administered to students in Arkansas was changed to an augmented assessment for math and literacy to include the CRT and NRT. Less than 10 students with disabilities were tested.

Subject: Mathematics Grade: Test: Arkansas Comprehensive Testing, Assessment, and Accountability
 5 Program/ACTAAP Augmented Benchmark Examination

Edition/Publication Year: 01-02/08 Publisher: Riverside Publishing/Harcourt

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Mar	Mar	
SCHOOL SCORES					
Proficient + Advanced	95	92	73	32	
Advanced	95	68	32	11	
Number of students tested	21	34	22	19	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient + Advanced	82		67	20	
Advanced	27		17	0	
Number of students tested	11		12	10	
2. Racial/Ethnic Group (specify subgroup): Caucasian					
Proficient + Advanced	95	92	73	33	
Advanced	95	68	32	11	
Number of students tested	21	34	22	18	
3. (specify subgroup): Racial/Ethnic/African American					
Advanced + Proficient					
Advanced					
Number of students tested					
4. (specify subgroup): Student With Disabilities					
Advanced + Proficient					
Advanced					
Number of students tested					

Notes:

CRT testing was not done in the 5th grade during 03-04. Less than 10 students with disabilities were tested.

Subject: Reading

Grade: 5 Test: Arkansas Comprehensive Testing, Assessment, and Accountability/ACTAAP Augmented Benchmark Examination

Edition/Publication Year:
2001-02/2008

Publisher: Riverside Publishing/Harcourt

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Mar	Mar	
SCHOOL SCORES					
Proficient + Advanced	90	82	77	48	
Advanced	52	53	18	11	
Number of students tested	21	34	22	19	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient + Advanced	82		58	40	
Advanced	27		8	0	
Number of students tested	11		12	10	
2. Racial/Ethnic Group (specify subgroup): Caucasian					
Proficient + Advanced	90	82	77	44	
Advanced	52	53	18	11	
Number of students tested	21	34	22	18	
3. (specify subgroup): Racial/Ethnic African American					
Proficient + Advanced					
Advanced					
Number of students tested					
4. (specify subgroup): Students with Disabilities					
Proficient + Advanced					
Advanced					
Number of students tested					

Notes:

Students in 5th grade were not tested in In 2007-2008, the assessment for Arkansas 5th grade students changed from the State Criterion Referenced test to an augmented test, which included the Criterion Referenced test and the Norm Referenced test/SAT 10. Less than 10 students with disabilities were tested.

Subject: Mathematics

Grade: Test: Arkansas Comprehensive Testing, Assessment, and Accountability
6 Program/ACTAAP Augmented Benchmark Examination

Edition/Publication Year:
2001-2002/2008

Publisher: Riverside Publishing/Harcourt

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Mar	Mar	Mar
SCHOOL SCORES					
Proficient + Advanced	90	90	90	84	53
Advanced	84	75	60	42	15
Number of students tested	31	20	20	19	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient + Advanced	75	90	90	72	
Advanced	67	80	50	36	
Number of students tested	12	10	10	11	
2. Racial/Ethnic Group (specify subgroup): Caucasian					
Proficient + Advanced	90	90	90	83	53
Advanced	84	75	60	39	15
Number of students tested	31	20	20	18	26
3. (specify subgroup): Racial/Ethnic/Hispanic					
Proficient + Advanced					
Advanced					
Number of students tested					
4. (specify subgroup): Students With Disabilities					
Proficient + Advanced					
Advanced					
Number of students tested					

Notes:

In 2007-2008 the State Criterion Referenced test was combined with the Norm Referenced Testing. Less than 10 students with disabilities were tested.

Subject: Reading

Grade: Test: Arkansas Comprehensive Testing, Assessment, and Accountability
6 Program/ACTAAP Aumented Benchmark Examination

Edition/Publication Year:
01-02/2008

Publisher: Riverside Publishing/Harcourt

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Mar	Mar	Mar
SCHOOL SCORES					
Proficient + Advanced	88	90	90	79	54
Advanced	65	50	40	37	0
Number of students tested	31	20	20	19	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient + Advanced	67	90	90	63	50
Advanced	42	50	30	18	0
Number of students tested	12	10	10	11	12
2. Racial/Ethnic Group (specify subgroup): Caucasian					
Proficient + Advanced	88	90	90	77	54
Advanced	65	50	40	33	0
Number of students tested	31	20	18	18	26
3. (specify subgroup): Racial/Ethnic/ Hispanic					
Proficient + Advanced					
Advanced					
Number of students tested					
4. (specify subgroup): Students With Disabilities					
Proficient + Advanced					
Advanced					
Number of students tested					

Notes:

Benchmark changed to include both the Criterion Referenced State test and the Norm Referenced Test/SAT 10 in 2007-2008. Less than 10 students with disabilities were tested.