

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

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

Name of Principal: Dr. Bert Stark

Official School Name: Vandergriff Elementary School

School Mailing Address:  
2975 E. Township Street  
Fayetteville, AR 72703-4340

County: Washington State School Code Number\*: 7203023

Telephone: (479) 527-3600 Fax: (479) 527-3603

Web site/URL: http://schoolcenter.fayar.net/education/school/school.php?sectiondetailid=206 E-mail:  
bstark@fayar.net

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\*: Dr. Bobby New

District Name: Fayetteville School District Tel: (479) 444-3000

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: Mrs. Susan Heil

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

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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:
- |           |                     |
|-----------|---------------------|
| 9         | Elementary schools  |
| 3         | Middle schools      |
| 2         | Junior high schools |
| 1         | High schools        |
|           | Other               |
| <b>15</b> | <b>TOTAL</b>        |

2. District Per Pupil Expenditure: 10145

Average State Per Pupil Expenditure: 8420

**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. 14 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	48	41	89	8			0
1	61	58	119	9			0
2	60	49	109	10			0
3	55	56	111	11			0
4	57	67	124	12			0
5	50	60	110	Other			0
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							662

6. Racial/ethnic composition of the school:
- |              |   |
|--------------|---|
| 1 %          | American Indian or Alaska Native          |
| 5 %          | Asian                                     |
| 2 %          | Black or African American                 |
| 2 %          | Hispanic or Latino                        |
|              | Native Hawaiian or Other Pacific Islander |
| 90 %         | White                                     |
|              | Two or more races                         |
| <b>100 %</b> | <b>Total</b>                              |

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: 6 %

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	24
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	15
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)].	39
<b>(4)</b>	Total number of students in the school as of October 1.	662
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4).	0.059
<b>(6)</b>	Amount in row (5) multiplied by 100.	5.891

8. Limited English proficient students in the school: 4 %

Total number limited English proficient 25

Number of languages represented: 7

Specify languages:

Chinese, Spanish, French, Mandarin, Russian, Armenian, Burmese.

9. Students eligible for free/reduced-priced meals: 11 %

Total number students who qualify: 70

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: 10 %

Total Number of Students Served: 64

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>7</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>30</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>6</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>2</u>	<u>0</u>
Classroom teachers	<u>29</u>	<u>0</u>
Special resource teachers/specialists	<u>9</u>	<u>8</u>
Paraprofessionals	<u>8</u>	<u>3</u>
Support staff	<u>15</u>	<u>0</u>
Total number	<u>63</u>	<u>11</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 23 :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	96%	96%	96%	96%	96%
Daily teacher attendance	95%	96%	96%	96%	96%
Teacher turnover rate	11%	9%	9%	4%	11%

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> %
<b>Total</b>	<b><u>100</u></b> %

## PART III - SUMMARY

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Vandergriff opened its doors for the first time in August of 1995 with 445 students in attendance. Since that time, we have experienced steady growth to our current 672 students in grades K-5. From its inception, Vandergriff staff, parents, and students have worked hard to create a student focused, family friendly learning community where each person is included and valued. High expectations for students and staff are met within a caring, friendly, and supportive atmosphere.

Our primary mission statement states, in part, that we will provide a safe, nurturing environment, focusing on a strong and progressive curriculum that challenges students to achieve their best. Utilizing a Learning Community model, it is our sincere vision that all children reach high levels of achievement. Special emphasis is placed on problem-solving and critical thinking skills necessary for our students to be successful in the 21st Century. A dedicated and highly skilled group of educators, working in concert with parents and the community, continues to make progress toward that end, one child at a time. Communication between school and home is enhanced by the use of teacher and school web sites, weekly electronic newsletters, and e-mail.

Vandergriff is part of the Fayetteville Public Schools, a district of approximately 8,400 students housed at fifteen campuses. Fayetteville is a community of about 68,000 people and is located in the beautiful Ozark Mountains in northwest Arkansas. The Fayetteville School District has long been considered one of the premier districts in the state and the region, and has always been known for being a front runner in implementing progressive, research based initiatives, and our student achievement reflects those efforts. Closing the achievement gap for those students who traditionally score lower than others is a major emphasis for our school and our district. A technology rich environment, strong community support, and broad, balanced, curricular offerings help us educate the whole child. In addition to solid core instruction, we seek to enhance each child's social, physical, and cultural knowledge and abilities as well.

Our school receives amazing support from a truly remarkable group of parents. On average, over 99% of our parents attend parent teacher conferences. Our parents generously give of their time and resources to help our children reach their goals in all aspects of our school program. Our PTA is organized into 32 active committees which provide invaluable services, such as furnishing volunteer tutors through their "Helping Hands" program, sponsoring safety workshops, providing numerous cultural experiences through the arts, raising funds for technology support, assisting students with personal needs such as food and clothing, and operating our school publishing center. On any given day, close to 12-15 volunteers work directly with staff to assist students. Vandergriff's PTA has been recognized as the Outstanding PTA Unit in Arkansas because of their tremendous service and accomplishments!

Our current motto, "T.E.A.M. Vandergriff" (Together Everyone Achieves More) is representative of all we are about as a school community. Student achievement and extra-curricular accomplishments are celebrated monthly in our "Grizzly Gathering" assemblies, as well as in our school-wide newsletter, The Grizzly Gazette.

We have a long-standing tradition of community service and character development, evidenced by participation in the annual United Way campaign and grade-level community service projects. A milestone for our school was working with the community and a nearby middle school to build a handicap-accessible track and field facility to honor the memory and realize the dream of a former coach. By working together, we have been able to establish a long and rich tradition of excellence in academics, character development and service.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

As part of the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP), Vandergriff Elementary assesses all students in mathematics and literacy in grades three through five with a criterion-referenced exam and in grades kindergarten through fifth with norm-referenced assessments. The Arkansas Benchmark Exam became the Augmented Benchmark Exam during the 2007-2008 school year. The SAT10 was augmented to include the criterion-referenced portions of the previous benchmark exam. The criterion score in math includes 40 multiple choice items and five open response items covering the five strands: number and operations, algebra, data and probability, measurement, and geometry. The literacy portion includes both reading and writing components. The reading portion contains 24 multiple choice and three open response items focusing on literary, practical, and content. The writing is comprised of two prompts that are scored for content, style, sentence formation, usage, and mechanics. Each student's performance on the Benchmark Exam is classified into one of four performance categories: below basic, basic, proficient, or advanced.

The assessments used to evaluate Arkansas students have changed over the past five years. The Iowa Test of Basic Skills (ITBS) was used to assess students in grades K-4 from 2005 through 2007. Fifth-grade students completed the ITBS from 2004-2007. During the 2007-2008 school year the students in grades 1-5 completed the SAT 10 assessments in math and reading. Subpopulation group data was not provided by the Arkansas Department of Education for the most recent administration of the SAT 10 in grades three through five. Due to a test security issue that occurred at the state level, all Arkansas students that were in kindergarten during the 2007-2008 school year were required to complete the MAT8 in September of 2008 to replace the invalid NRT score from the April 2008 administration. Kindergarten students will continue to take the MAT8 in coming years. For more information on the assessment program or assessment results, please visit <http://arkansased.org/testing/testing.html>.

Vandergriff Elementary has met all of the Adequate Yearly Progress (AYP) requirements for all applicable subpopulations. The scores on the Arkansas Benchmark Exams indicate that Vandergriff teachers are moving more students to higher levels of achievement. Vandergriff students not only perform higher than the district as a whole but also perform higher than the regional and state averages in all areas. Fifth graders have shown the greatest growth over the past four years with an 11% increase in literacy and a 12% increase in mathematics scoring proficient or advanced. A noticeable accomplishment can be seen in the percent of students scoring in the advanced range on all assessments. Teachers have successfully moved nearly 60% of all students to the advanced level on all six assessments.

In 2007-2008 Vandergriff students ranked in the top 3% on the Benchmark Exams for literacy and math in fourth and fifth grades, as well as in third grade literacy. However, when compared to other schools that assess 100 or more students at each grade level, Vandergriff ranks first in both literacy and math in each grade level.

With small numbers of students in most subpopulations, group performance percentages in both literacy and math on the Benchmark Exam can vary from year to year. For example, the number of students with disabilities has ranged from 6 to 19 over the past five years with performance ranging from 40% to 100%. However, the scores indicate that these students are also performing at high levels with over 60% of these students scoring proficient or advanced in most years. Economically disadvantaged students have performed historically well on both the criterion and norm-referenced assessments with the exception of the 2004-2005 school year on the third and fourth grade assessments.

The norm-referenced assessments indicate that the students are performing better than at least 80% of the national norming group. Despite the many changes in assessments and subtests, the students at Vandergriff have consistently performed at high levels on all of the assessment components.

## **2. Using Assessment Results:**

The teachers at Vandergriff Elementary use a variety of formative and summative data throughout the year to guide meaningful instruction in both literacy and math. Teams of teachers analyze data from the NRT, CRT, and teacher created common assessments to determine goals for curriculum, school improvement, and professional development. Teachers use informed decision making to determine learning or curricular gaps and supplement, as needed.

Baseline data is collected at the beginning of the year on all of our students using grade level specific literacy and math assessments. These assessments include: concepts about print, letter identification, DIBELS, DRA, writing samples, CBM, and fact fluency checks. Systematic fluency and accuracy checks ensure students are working at their instructional level. Students who do not meet the benchmark at the beginning of the year are progress monitored frequently. Quarterly target assessments give current data to design appropriate instruction for each student. Students are placed in intervention or enrichment groups according to their specific needs.

An Academic Improvement Plan is put in place for those students who are not meeting proficiency goals. This action plan includes data and intervention strategies used to help the student meet their individual goals. Teachers and parents work as team to help him/her become a proficient student throughout the school year.

Individual student needs are addressed in Team Time, a daily 30 minute enrichment/intervention session, and during our before school, Grizzly Camp program. Grizzly Camp is a small group mentoring and remediation program carried out by our special area teachers, counselor, ESL teacher and administrators.

If interventions are not working, the needs of our “at-risk” students are brought to the Student Success Team, a collaborative team that brainstorms innovative ideas to meet their needs.

## **3. Communicating Assessment Results:**

Everyone is a part of each child’s learning at Vandergriff. Our parents and community are a huge part of what makes our school successful. We always have great attendance at our Parent Curriculum Nights, held at the beginning of each year, which focus on the essential grade level skills needed to be successful. An annual report is given from the previous year, highlighting test scores and major goals related to student achievement. The district website also features a “refrigerator curriculum” which outlines the essential skills in each content area, including the arts.

Over 99% of our parents attend parent/teacher conferences in the fall and spring. At these conferences, teachers educate parents on their child’s progress. If their student is "at risk", an action plan is discussed. Teachers keep in close contact with parents, even weekly, through newsletters, daily assignment notebooks for the upper grades, emails, and phone calls. The concerns of certain students are taken to a Student Success Team, a collaborative team that gives suggestions in helping the student progress to proficiency. Progress reports go home at mid-quarter and report cards are sent home quarterly reflecting academic progress, as well as social and work habits.

Teamwork and collaboration are key components at Vandergriff. Each week grade level teachers, along with administrators, meet to discuss data, disaggregating the results to disperse students into remediation or enrichment groups. During team planning, teachers focus on the four critical questions for learning: 1. What is it we expect students to learn? 2. How will we know when they have learned it? 3. How will they respond when they don’t learn? 4. How will we respond when they already know it? These four questions drive our daily instruction.

Another vital component of sharing results takes place with frequent conferences between teachers and students. Students and teachers gain valuable feedback during this exchange as they take ownership in their learning.

#### 4. **Sharing Success:**

Vandergriff's faculty members and administrators are leaders at the district, state and national level in a variety of professional organizations. From the building to the national level, we are known as a professional and ethical team. In weekly grade level meetings, collaborative teams analyze data and share strategies and differentiation techniques that have affected achievement. Teams share successes in faculty meetings as they discuss alignment and school-wide data trends. Our staff members share successful strategies as they conduct professional development workshops and training for the entire district in areas such as literacy, math, data, 21st century skills, curriculum alignment and technology integration. Colleagues frequently visit model classrooms at our campus in math, technology and music.

Our two building administrators share experiences and resources with colleagues at the district, state, and national level through meetings and organizations such as the Arkansas Association of Elementary Administrators. Faculty members are involved in professional groups which include the National Writing Project, support sites for the National Board for Professional Teaching Standards, Arkansans for Gifted and Talented Education, and the American Speech, Language, and Hearing Association. Administrators and teachers mentor future instructional leaders from three area universities. New teachers participate in a mentor/mentee relationship and share strategies for success. Our administration and faculty work closely with our PTA, and we share our achievements and ideas with PTA groups at the city, state and national level.

Accomplishments are shared with our stakeholders through community organizations such as Rotary Club, and through digital and print media. Should Vandergriff be selected as a Blue Ribbon School, it would be an honor to continue sharing our successes with other educators at any and every opportunity possible.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Seeking high levels of learning for all students, we continuously supplement, enrich, and tweak our curriculum. We follow state and national standards, and our regional education cooperative has led efforts in the last year to better align and structure our curriculum and assessments for all learners. Teachers from our school are leaders in helping to develop and fine-tune these tools and resources. We have also identified core, essential skills for each content area using higher-order levels of thinking. Instruction in all subjects is based on high standards, with attention to learning styles, multiple pathways to learning, and research-based strategies.

**Literacy:** We offer a balanced, comprehensive literacy program using research-based methodologies and assessments. Teachers have been highly trained in developmentally appropriate techniques for assessing and delivering instruction in a reading and writing workshop format. Word study is based on developmental needs.

**Social Studies:** State curriculum and pacing guides are followed with supplemental units of study in economics, city and state history, and entrepreneurship. We emphasize character development, volunteerism and citizenship through our community service projects and Green Team. Our district's public education foundation provides grants for items that supplement the textbook, such as Native American literature and technological tools. A third grade highlight is our city history study, complete with a tour of Civil War battle sites, cemetery visit, and a sharing of local folklore that was written by two of our own faculty members.

**Science:** We follow our state and district standards and supplement our textbook series with 20% lab and hands-on time in inquiry based activities. Our award-winning PTA coordinates a science fair annually, and parent volunteers help keep our science materials closet accessible and replenished. Students explain their thinking by writing and recording data in science logs.

**Health and Physical Education:** All of our students receive 120 minutes of physical education and activity per week led by a certified instructor. Students are individually assessed through Fitnessgrams and Presidential Fitness Tests. Collaboration occurs between our P.E. department and the University of Arkansas through internship programs and reading incentive promotions. Our P.E. teacher aggressively pursues grants and cooperative programs that will enhance the curriculum. She has also led an initiative to outfit our class for severely handicapped students with devices that accommodate the unique physical challenges of those children.

**Art:** Vandergriff students receive an hour of visual art instruction each week from a certified teacher. She enhances classroom instruction by looking at shared curriculum maps, and integrates geometry concepts, reading, and thinking skills. Our students benefit from theatrical performances provided by our PTA and local arts center.

**Music:** Each student receives an hour of music instruction per week from our National Board Certified teacher. She pursues funding to provide students with a wide variety of instruments, including a computerized keyboard lab. She has researched and written a musical integrating state folklore and songs that is performed annually by our fourth graders. This resource has been published and shared with music teachers throughout our state.

**Media:** Our media specialist offers an hour of instruction to students each week, with lessons based on state standards and curriculum maps. Our circulation level is one of the highest in our district, and a love for reading is encouraged through special school-wide events and contests.

**Technology:** A full-time technology specialist meets with grade level and individual teachers to design and locate resources for better instruction. She pursues grants that enhance our instructional program and continuously offers professional development that improves communication with parents to impact success.

Extensive technology is utilized in instruction for appeal to visual and second language learners. Each classroom is equipped with a laptop, wireless internet, ELMO, projector, calculators and Interwrite pads. Students learn keyboarding and technological skills using the computer lab, digital cameras and COWS (computers on wheels).

## **2a. (Elementary Schools) Reading:**

Vandergriff follows a balanced, comprehensive literacy model aligned with district and state standards. Teachers participate in extensive training in scientifically-based models: ELLA, Effective Literacy, and Literacy Lab. These state sponsored trainings were chosen based on research provided by the National Reading Panel Report and focus on systematic, explicit instruction in the five essential elements of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Teachers in K-1 use Phonetic Connections to systematically teach phonemic awareness and phonics skills, while upper grade teachers continue with Word Journeys, an assessment-guided method of teaching phonics, spelling, and vocabulary. Methods used to develop fluency include modeling, repeated reading, guided reading, practice with fluency phrases, and readers' theater activities. Teachers build vocabulary by introducing new words and teaching word-solving skills. Students are directly taught comprehension strategies in mini-lessons, with teachers utilizing trade books and think-aloud methods. A crucial piece of our program is providing access to varied genres, levels, and types of texts in our extensive classroom libraries, sets of leveled readers, and popular trade books. Daily, uninterrupted independent reading time is provided to allow students opportunity to apply learned reading-thinking strategies.

Data from both formative and summative assessments drive instruction, remediation, and enrichment in our classrooms. Teachers design an Academic Improvement Plan (AIP) for individuals who haven't reached proficiency. Teacher teams meet to analyze data and problem solve on an on-going basis. Frequent progress monitoring of fluency, accuracy, and comprehension allow teachers to place students in texts at their instructional guided reading level and monitor gains.

At Vandergriff we are committed to ensuring that all students read at high levels. Our school culture fosters a love of reading and promotes the importance of lifelong reading to future success. Various activities further our philosophy, such as reading buddy programs, book celebrations, and author visits. Having parents and community leaders serve as guest readers along with student participation in incentive programs advance the importance of reading.

## **3. Additional Curriculum Area:**

Vandergriff Elementary understands the vital relationship between exemplary math instruction and success in a global society. Everyday Mathematics, a research-based program, is our primary resource for instruction that emphasizes real-world problem solving, critical thinking, conceptual development, and collaboration. The Mastering Math Facts program is implemented for fact fluency. Our core program is balanced with self-assessment, formative, and summative assessment tools. We also use curriculum based measurements in math to guide our instruction.

Members of our staff provided leadership in a district process identifying "Math Power Standards" for each grade level. Our school continues to work in grade level teams to develop instructional approaches to ensure students are secure in those standards by the end of each year.

In Response to Intervention, students with different needs receive additional instruction with enrichment and readiness activities in daily thirty minute sessions. The use of skill-based math games reaches some children who have not been reached by traditional methods. Games also reinforce computational fluency, reasoning, and working with others.

Conceptual development is emphasized throughout the core program by exploring with manipulatives, inventing algorithms, and sharing multiple ways to solve real-life problems. With the daily program components, students have multiple exposures to skill review as the instructor monitors progress using formative assessments.

In our classrooms visual and auditory support appeals to a variety of learning styles. Students frequently use calculators, number grids, pattern blocks, and measuring tools to enhance their learning. Everyday Math online games and a Student Reference Book are available to students at school and at home to encourage parental involvement and support.

Through the years, our math curriculum and instructional practices have led to high levels of achievement for all. For example, fourth grade proficiency rates improved from 56% in 1999 to 96% in 2008. It's clear our math instruction has had a significant impact on student achievement.

#### **4. Instructional Methods:**

Every staff member at our campus is aware of our goal of "all students achieving high levels of learning." Grade level teams meet weekly with administrators, resource teachers, counselors, and our English as a Second Language teacher to look at data from assessments and to plan differentiated instruction. Our use of resources and specialists is fluid as we monitor and adjust remediation and enrichment to best serve all of our learners.

Faculty members are constantly seeking to improve their instructional methods. Several years ago, we noticed a larger than usual number of students with autism spectrum disorders and behaviors. Many faculty members attended workshops and sought out resources to better their understanding of these students' needs, and learned to implement practices that would impact success.

Our School Success Team meets with teachers to provide expertise on remediation and intervention strategies in instruction and behavioral struggles. This team is comprised of a school psychologist, administrator, grade level teachers, counselor, and resource teacher.

Gifted and Talented students receive extensive enrichment opportunities in kindergarten, pull-out programs in first through fifth grades, supplemental projects, and challenges in the regular classroom.

Our Community Based Instruction classroom is integrated in the life of our building as these students with severe impairments are mainstreamed for instruction in specialty classes, programs, and classroom activities.

Our National Board Certified music teacher assesses individual learning styles and plans her units of instruction based on feedback. Art, media, technology, and P.E. teachers supplement instructional themes of study based on curriculum maps provided by grade level teams.

An adult advocate program designed to encourage struggling students is in the works, and even our secretaries have signed up to "adopt" a student.

#### **5. Professional Development:**

The state of Arkansas requires each teacher and administrator to complete sixty (60) hours of professional development each year, with two of those hours addressing parental involvement strategies, two in Arkansas history, and six in technology. As our teachers seek to stay abreast of current research and technological advancements, many have more than sixty each year. Job-embedded learning occurs in book studies, modeling and collaboration. Teams and individuals are free to do independent study or research that will impact success. Each spring, teachers set personal goals for themselves based on their team goals, which are derived from the building and district goals. All goals are based on student achievement data regarding content standards.

The district professional development office takes the personal goal sheets and uses the input to plan opportunities for learning. To help us best address our specific student needs, our district gives us building funds for professional development. In 2008, our professional development committee felt that teachers had experienced an abundance of rich, specific training in assessment, literacy and math strategies, but that our teachers and students might be best impacted by more training in teaming and collaboration. We sent a core team of leaders to the Professional Learning Communities at Work Institute in June 2008, and the impact has been tremendous. “Buy-in” occurred immediately as teams were encouraged to make judgments about data, and to recognize the need to use team member’s strengths to improve instruction. In September 2008 we sent another team of six to the Institute, and we have plans to send as many remaining staff members this summer using fundraisers to defray the cost. The effects of this training have been huge as staff members pinpoint essential skills in the standards, design formative assessments, and collaborate to affect achievement.

## **6. School Leadership:**

School leadership manifests itself in a variety of ways at our school. Careful attention is given to developing leadership capacity in staff members and even students from time to time. Our instructional leader sets the bar high in seeking lifelong learning. After pursuing his Ed.D, he participated in the Arkansas Principal’s Leadership Academy, a program that is being considered as a basis for national administrator’s certification. He and our assistant principal operate our school in a professional, goal-oriented manner, yet keep a priority on the welcoming, friendly and caring atmosphere for which we’re known. Modeling ethics and understanding, they keep the vision clear and focused. Leadership is shared from the annual creation of our school’s improvement plan to committee leadership and creating a mission and vision.

Policies and procedures are followed with the safety and rights of each learner and employee in mind. Overall, our leaders filter choices through a “what’s best for kids?” lens, and they frequently repeat the mantra that we’re seeking high levels of learning for all. They participate in district, state and national associations and educational initiatives. Our principal was named by his peers as Arkansas Principal of the Year in 1999, and was identified as a National Distinguished Principal. Both administrators are supportive of efforts in our district to close the achievement gap and encourage teaming and collaboration to improve achievement.

Our school is known for respectful collegial relationships among co-workers and families. Our administrators meet regularly and patiently with our PTA board, grade level teams, support staff, and district resource personnel. They are active participants in all resource referrals and decision making. Leadership is shared in the interview process because our administrators value the input and viewpoints of teachers in the hiring process. Fairness is exhibited in evaluations and treatment of students and faculty. Our administrators manage resources in an ethically responsible manner, exploring all avenues to provide for teacher and student needs.

# PART VII - ASSESSMENT RESULTS

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## STATE CRITERION-REFERENCED TESTS

Vandergriff Elementary School

Subject Mathematics Grade Kindergarten Test ITBS (2005-2007) & MAT 8 (2008)

Edition/Publication Year \_\_\_\_\_ Publisher Riverside Publishing

Testing Month	2007-2008 Sept 08	2006-2007 March	2005-2006 March	2004-2005 March	2003-2004 No Data
<b>School Scores</b>					
Average Score	77	82	80	87	X
Number of Students Tested	116	98	108	89	X
Percent of Students Tested	100	100	100	100	X
Number of Students Alternatively Assessed	NA	NA	NA	NA	X
Percent of Students Alternatively Assessed	NA	NA	NA	NA	X
<b>SUBGROUP SCORES</b>					
1. Free and Reduced Lunch					
Average Score	64	72	62	58	X
Number of students tested	8	13	17	10	X
2. Caucasian					
Average Score	77	82	80	87	X
Number of students tested	111	91	94	81	X
3. Students with Disabilities					
Average Score	31	60	45	59	X
Number of students tested	5	5	10	8	X

Vandergriff Elementary School

Subject Language Grade Kindergarten Test ITBS (2005-2007) & MAT 8 (2008) Edition/Publication Year  
Publisher Riverside Publishing.

Testing Month	2007-2008 Sept 08	2006-2007 March	2005-2006 March	2004-2005 March	2003-2004 No Data
<b>School Scores</b>					
Average Score	81	83	80	77	X
Number of Students Tested	115	98	109	89	X
Percent of Students Tested	100	100	100	100	X
Number of Students Alternatively Assessed	NA	NA	NA	NA	X
Percent of Students Alternatively Assessed	NA	NA	NA	NA	X
<b>SUBGROUP SCORES</b>					
1. Free and Reduced Lunch					
Average Score	75	78	56	44	X
Number of students tested	7	13	17	10	X
2. Caucasian					
Average Score	80	84	82	82	X
Number of students tested	110	91	95	81	X
3. Students with Disabilities					
Average Score	24	70	57	74	X
Number of students tested	5	5	10	8	X

Vandergriff Elementary School

Subject Mathematics Grade 1st Test ITBS (2005-2007) Math Total & SAT10 (2008) Math Problem Solving

Edition/Publication Year \_\_\_\_\_ Publisher Riverside Publishing\_\_\_\_\_.

Testing Month	2007-2008 April	2006-2007 March	2005-2006 March	2004-2005 March	2003-2004 No Data
<b>School Scores</b>					
Average Score	71	89	91	90	X
Number of Students Tested	108	100	98	96	X
Percent of Students Tested	100	100	100	100	X
Number of Students Alternatively Assessed	NA	NA	NA	NA	X
Percent of Students Alternatively Assessed	NA	NA	NA	NA	X
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch</b>					
Average Score	54	56	84	72	X
Number of students tested	18	6	3	5	X
<b>2. Caucasian</b>					
Average Score	71	90	91	90	X
Number of students tested	102	88	94	89	X
<b>3. Students with Disabilities</b>					
Average Score	54	59	78	89	X
Number of students tested	12	6	10	8	X

Vandergriff Elementary School

Subject Reading Grade 1st Test ITBS (2005-2007) Reading Total & SAT10 (2008) Reading Comprehension

Edition/Publication Year \_\_\_\_\_ Publisher Riverside Publishing / \_\_\_\_\_.

Testing Month	2007-2008 April	2006-2007 March	2005-2006 March	2004-2005 March	2003-2004 No Data
<b>School Scores</b>					
Average Score	63	91	93	91	X
Number of Students Tested	108	100	109	96	X
Percent of Students Tested	100	100	100	100	X
Number of Students Alternatively Assessed	NA	NA	NA	NA	X
Percent of Students Alternatively Assessed	NA	NA	NA	NA	X
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch</b>					
Average Score	50	64	70	53	X
Number of students tested	18	6	3	5	X
<b>2. Caucasian</b>					
Average Score	63	91	93	90	X
Number of students tested	102	88	94	89	X
<b>3. Students with Disabilities</b>					
Average Score	54	58	66	74	X
Number of students tested	12	6	10	8	X

Vandergriff Elementary School  
 Subject Mathematics Grade 2nd Test ITBS (2005-2007) & SAT10 (2008)  
 Edition/Publication Year \_\_\_\_\_ Publisher Riverside Publishing\_\_\_\_\_.

Testing Month	2007-2008 Sept 08	2006-2007 March	2005-2006 March	2004-2005 March	2003-2004 No Data
<b>School Scores</b>					
Average Score	85	91	94	87	X
Number of Students Tested	108	112	101	98	X
Percent of Students Tested	100	100	100	100	X
Number of Students Alternatively Assessed	NA	NA	NA	NA	X
Percent of Students Alternatively Assessed	NA	NA	NA	NA	X
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch</b>					
Average Score	61	75	86	76	X
Number of students tested	12	8	9	8	X
<b>2. Caucasian</b>					
Average Score	84	91	93	88	X
Number of students tested	94	104	90	87	X
<b>3. Students with Disabilities</b>					
Average Score	51	68	95	63	X
Number of students tested	10	13	17	11	X

Vandergriff Elementary School

Subject Reading Grade 2nd Test ITBS (2005-2007) & SAT10 (2008)

Edition/Publication Year \_\_\_\_\_ Publisher Riverside Publishing /\_\_\_\_\_.

Testing Month	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
	April	March	March	March	No Data
<b>School Scores</b>					
Average Score	75	86	91	83	X
Number of Students Tested	108	112	101	99	X
Percent of Students Tested	100	100	100	100	X
Number of Students Alternatively Assessed	NA	NA	NA	NA	X
Percent of Students Alternatively Assessed	NA	NA	NA	NA	X
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch</b>					
Average Score	35	64	77	63	X
Number of students tested	12	8	9	8	X
<b>2. Caucasian</b>					
Average Score	75	86	91	84	X
Number of students tested	94	104	90	88	X
<b>3. Students with Disabilities</b>					
Average Score	33	58	89	54	X
Number of students tested	10	13	17	12	X

Vandergriff Elementary School  
 Subject Mathematics Grade 3rd Test ITBS (2005-2007) & SAT10 (2008)  
 Edition/Publication Year \_\_\_\_\_ Publisher Riverside Publishing /\_\_\_\_\_.

Testing Month	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
	April	April	April	April	No Data
<b>School Scores</b>					
Average Score	80	83	84	86	X
Number of Students Tested	119	111	113	91	X
Percent of Students Tested	100	100	100	100	X
Number of Students Alternatively Assessed	NA	NA	NA	NA	X
Percent of Students Alternatively Assessed	NA	NA	NA	NA	X
<b>SUBGROUP SCORES</b>					
<b>Not Reported</b>					
<b>1. Free and Reduced Lunch</b>					
Average Score		75	70	63	X
Number of students tested		7	10	3	X
<b>2. Caucasian</b>					
Average Score		83	84	86	X
Number of students tested		99	98	91	X
<b>3. Students with Disabilities</b>					
Average Score		85	78	86	X
Number of students tested		19	10	6	X

Vandergriff Elementary School

Subject Reading Grade 3rd Test ITBS (2005-2007) & SAT10 (2008)

Edition/Publication Year \_\_\_\_\_ Publisher Riverside Publishing /\_\_\_\_\_.

Testing Month	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
	April	April	April	April	No Data
<b>School Scores</b>					
Average Score	71	80	79	84	X
Number of Students Tested	119	111	114	91	X
Percent of Students Tested	100	100	100	100	X
Number of Students Alternatively Assessed	NA	NA	NA	NA	X
Percent of Students Alternatively Assessed	NA	NA	NA	NA	X
<b>SUBGROUP SCORES</b>					
<b>Not Reported</b>					
<b>1. Free and Reduced Lunch</b>					
Average Score		52	73	45	X
Number of students tested		7	10	3	X
<b>2. Caucasian</b>					
Average Score		80	79	84	X
Number of students tested		99	99	91	X
<b>3. Students with Disabilities</b>					
Average Score		74	67	80	X
Number of students tested		19	11	6	X

Vandergriff Elementary School  
 Subject Mathematics Grade 4th Test ITBS (2005-2007) & SAT10 (2008)  
 Edition/Publication Year \_\_\_\_\_ Publisher Riverside Publishing /\_\_\_\_\_.

Testing Month	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
	April	April	April	April	No Data
<b>School Scores</b>					
Average Score	83	89	93	90	X
Number of Students Tested	107	122	92	109	X
Percent of Students Tested	100	100	100	100	X
Number of Students Alternatively Assessed	NA	NA	NA	NA	X
Percent of Students Alternatively Assessed	NA	NA	NA	NA	X
<b>SUBGROUP SCORES</b>					
<b>Not Reported</b>					
<b>1. Free and Reduced Lunch</b>					
Average Score		74	71	75	X
Number of students tested		16	5	9	X
<b>2. Caucasian</b>					
Average Score		89	93	89	X
Number of students tested		104	90	99	X
<b>3. Students with Disabilities</b>					
Average Score		79	72	73	X
Number of students tested		13	10	11	X

Vandergriff Elementary School

Subject Reading Grade 4th Test ITBS (2005-2007) & SAT10 (2008)

Edition/Publication Year \_\_\_\_\_ Publisher Riverside Publishing /\_\_\_\_\_.

Testing Month	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
	April	April	April	April	No Data
<b>School Scores</b>					
Average Score	89	81	85	83	X
Number of Students Tested	107	122	92	109	X
Percent of Students Tested	100	100	100	100	X
Number of Students Alternatively Assessed	NA	NA	NA	NA	X
Percent of Students Alternatively Assessed	NA	NA	NA	NA	X
<b>SUBGROUP SCORES</b>					
<b>Not Reported</b>					
<b>1. Free and Reduced Lunch</b>					
Average Score		62	57	54	X
Number of students tested		16	5	9	X
<b>2. Caucasian</b>					
Average Score		81	85	82	X
Number of students tested		104	90	99	X
<b>3. Students with Disabilities</b>					
Average Score		75	47	65	X
Number of students tested		13	10	11	X

Vandergriff Elementary School  
 Subject Mathematics Grade 5th Test ITBS (2005-2007) & SAT10 (2008)  
 Edition/Publication Year \_\_\_\_\_ Publisher Riverside Publishing /\_\_\_\_\_.

Testing Month	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
	April	April	April	April	March
<b>School Scores</b>					
Average Score	88	87	92	90	90
Number of Students Tested	128	97	111	110	84
Percent of Students Tested	100	100	100	100	X
Number of Students Alternatively Assessed	NA	NA	NA	NA	X
Percent of Students Alternatively Assessed	NA	NA	NA	NA	X
<b>SUBGROUP SCORES</b>					
<b>Not Reported</b>					
<b>1. Free and Reduced Lunch</b>					
Average Score		18	86	63	52
Number of students tested		2	11	7	4
<b>2. Caucasian</b>					
Average Score		87	91	89	90
Number of students tested		96	101	105	82
<b>3. Students with Disabilities</b>					
Average Score		58	81	63	48
Number of students tested		12	10	10	5

Vandergriff Elementary School

Subject Reading Grade 5th Test ITBS (2005-2007) & SAT10 (2008)

Edition/Publication Year \_\_\_\_\_ Publisher Riverside Publishing /\_\_\_\_\_.

Testing Month	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
	April	April	April	April	March
<b>School Scores</b>					
Average Score	82	81	85	97	81
Number of Students Tested	128	97	111	110	84
Percent of Students Tested	100	100	100	100	X
Number of Students Alternatively Assessed	NA	NA	NA	NA	X
Percent of Students Alternatively Assessed	NA	NA	NA	NA	X
<b>SUBGROUP SCORES</b>	<b>Not Reported</b>				
<b>1. Free and Reduced Lunch</b>					
Average Score		11	79	51	34
Number of students tested		2	11	7	4
<b>2. Caucasian</b>					
Average Score		81	84	87	82
Number of students tested		96	101	105	82
<b>3. Students with Disabilities</b>					
Average Score		38	66	68	35
Number of students tested		12	10	10	5

Subject: Mathematics

Grade: Test: ACTAAP Augmented Benchmark Exam/ACTAAP  
3 Benchmark Exam

Edition/Publication Year: 2004-2008

Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Mar	Mar	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	94	96	91	92	
% Advanced	79	75	61	62	
Number of students tested	119	110	114	91	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	3	0	0	
Percent of students alternatively assessed	0	3	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	70				
% Advanced	70				
Number of students tested	10				
<b>2. Racial/Ethnic Group (specify subgroup): Caucasian</b>					
% Proficient plus % Advanced	96	96	90	92	
% Advanced	79	75	62	62	
Number of students tested	109	99	99	91	
<b>3. (specify subgroup): Students with Disabilities</b>					
% Proficient plus % Advanced	69	85	100		
% Advanced	46	74	0		
Number of students tested	13	19	11		
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Third grade students in Arkansas did not begin taking the ACTAAP Benchmark Exams until the 2004-2005 school year.

Subject: Reading

Grade: 3 Test: ACTAAP Augmented Benchmark Exam/ACTAAP Benchmark Exam

Edition/Publication Year: 2004-2008

Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Mar	Mar	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	87	83	89	85	
% Advanced	63	55	54	45	
Number of students tested	119	110	114	91	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	3	0	0	
Percent of students alternatively assessed	0	3	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	50				
% Advanced	20				
Number of students tested	10				
<b>2. Racial/Ethnic Group (specify subgroup): Caucasian</b>					
% Proficient plus % Advanced	89	84	89	85	
% Advanced	63	53	55	45	
Number of students tested	109	99	100	91	
<b>3. (specify subgroup): Students with Disabilities</b>					
% Proficient plus % Advanced	46	79	72		
% Advanced	31	53	27		
Number of students tested	13	19	11		
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Third grade students in Arkansas did not begin taking the ACTAAP Benchmark Exams until the 2004-2005 school year.

Subject: Mathematics

Grade: 4 Test: ACTAAP Augmented Benchmark Exam/ACTAAP Benchmark Exam

Edition/Publication Year: 2003-2008

Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	96	90	89	81	92
% Advanced	75	63	60	40	78
Number of students tested	107	122	95	109	101
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	3	0	0
Percent of students alternatively assessed	0	0	3	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced		69			
% Advanced		38			
Number of students tested		16			
<b>2. Racial/Ethnic Group (specify subgroup): Caucasian</b>					
% Proficient plus % Advanced	96	91	90	79	91
% Advanced	74	63	60	36	78
Number of students tested	97	104	93	99	97
<b>3. (specify subgroup): Students with Disabilities</b>					
% Proficient plus % Advanced	84	77		54	
% Advanced	69	46		36	
Number of students tested	13	13		11	
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: Test: ACTAAP Augmented Benchmark Exam/ACTAAP  
4 Benchmark Exam

Edition/Publication Year: 2003-2008

Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	93	86	91	89	92
% Advanced	65	43	60	40	33
Number of students tested	107	122	95	109	101
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	3	0	0
Percent of students alternatively assessed	0	0	3	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced		56			
% Advanced		6			
Number of students tested		16			
<b>2. Racial/Ethnic Group (specify subgroup): Caucasian</b>					
% Proficient plus % Advanced	94	85	90	87	92
% Advanced	65	40	59	38	33
Number of students tested	96	104	93	99	97
<b>3. (specify subgroup): Students with Disabilities</b>					
% Proficient plus % Advanced	84	61		54	
% Advanced	46	15		18	
Number of students tested	13	13		11	
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 5 Test: ACTAAP Augmented Benchmark Exam/ACTAAP Benchmark Exam

Edition/Publication Year: 2004-2008

Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Mar	Mar	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	92	85	84	80	
% Advanced	56	58	50	45	
Number of students tested	128	97	111	110	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	1	0	0	
Percent of students alternatively assessed	0	1	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	73		72		
% Advanced	40		27		
Number of students tested	15		11		
<b>2. Racial/Ethnic Group (specify subgroup): Caucasian</b>					
% Proficient plus % Advanced	90	84	83	78	
% Advanced	55	58	46	43	
Number of students tested	110	96	101	110	
<b>3. (specify subgroup): Students with Disabilities</b>					
% Proficient plus % Advanced		59	70	40	
% Advanced		17	20	10	
Number of students tested		12	10	10	
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Fifth grade students in Arkansas did not begin taking the ACTAAP Benchmark Exams until the 2004-2005 school year.

Subject: Reading

Grade: 5 Test: ACTAAP Augmented Benchmark/ACTAAP Benchmark Exam

Edition/Publication Year: 2003-2008

Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Mar	Mar	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	92	89	92	81	
% Advanced	61	51	45	22	
Number of students tested	128	97	111	110	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	1	0	0	
Percent of students alternatively assessed	0	1	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced			72		
% Advanced			27		
Number of students tested			11		
<b>2. Racial/Ethnic Group (specify subgroup): Caucasian</b>					
% Proficient plus % Advanced	91	89	91	80	
% Advanced	61	50	41	21	
Number of students tested	110	96	101	103	
<b>3. (specify subgroup): Students with Disabilities</b>					
% Proficient plus % Advanced		41	70	50	
% Advanced		8	20	0	
Number of students tested		12	10	10	
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Fifth grade students in Arkansas did not begin taking the ACTAAP Benchmark Exams until the 2004-2005 school year.