



## 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 2010-2011 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 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
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

1. Number of schools in the district: 8 Elementary schools  
 (per district designation) 3 Middle/Junior high schools  
1 High schools  
0 K-12 schools  
12 Total schools in district
2. District per-pupil expenditure: 8236

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 6
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

| Grade                            | # of Males | # of Females | Grade Total |  |           | # of Males | # of Females | Grade Total |
|----------------------------------|------------|--------------|-------------|--|-----------|------------|--------------|-------------|
| PreK                             | 0          | 0            | 0           |  | <b>6</b>  | 47         | 36           | 83          |
| K                                | 44         | 40           | 84          |  | <b>7</b>  | 0          | 0            | 0           |
| 1                                | 45         | 45           | 90          |  | <b>8</b>  | 0          | 0            | 0           |
| 2                                | 38         | 35           | 73          |  | <b>9</b>  | 0          | 0            | 0           |
| 3                                | 30         | 42           | 72          |  | <b>10</b> | 0          | 0            | 0           |
| 4                                | 42         | 35           | 77          |  | <b>11</b> | 0          | 0            | 0           |
| 5                                | 42         | 36           | 78          |  | <b>12</b> | 0          | 0            | 0           |
| <b>Total in Applying School:</b> |            |              |             |  |           |            |              | <b>557</b>  |

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
1 % Asian  
18 % Black or African American  
1 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
80 % White  
0 % 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 2009-2010 school year: 3%

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, 2009 until the end of the school year.   | 10   |
| (2) | Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year. | 7    |
| (3) | Total of all transferred students [sum of rows (1) and (2)].  | 17   |
| (4) | Total number of students in the school as of October 1, 2009  | 569  |
| (5) | Total transferred students in row (3) divided by total students in row (4).                                       | 0.03 |
| (6) | Amount in row (5) multiplied by 100.  | 3    |

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 0

Number of languages represented, not including English: 0

Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 100%  
 Total number of students who qualify: 560

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

Richland is a Provision II school where all students qualify for free lunch.

10. Percent of students receiving special education services: 5%  
 Total number of students served: 27

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>5</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>17</u> Specific Learning Disability         |
| <u>0</u> Emotional Disturbance | <u>1</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>3</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>24</u>        | <u>0</u>         |
| Special resource teachers/specialists | <u>11</u>        | <u>0</u>         |
| Paraprofessionals                     | <u>5</u>         | <u>0</u>         |
| Support staff                         | <u>9</u>         | <u>0</u>         |
| Total number                          | <u>51</u>        | <u>0</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 high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

|                             | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance    | 96%       | 95%       | 95%       | 95%       | 97%       |
| Daily teacher attendance    | 95%       | 96%       | 96%       | 95%       | 96%       |
| Teacher turnover rate       | 0%        | 0%        | 0%        | 0%        | 0%        |
| High school graduation rate | %         | %         | %         | %         | %         |

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

|  |                 |
|--|-----------------|
| Graduating class size:                     | _____           |
| Enrolled in a 4-year college or university | _____ %         |
| Enrolled in a community college            | _____ %         |
| Enrolled in vocational training            | _____ %         |
| Found employment                           | _____ %         |
| Military service                           | _____ %         |
| Other                                      | _____ %         |
| <b>Total</b>                               | <b>_____ 0%</b> |

Located in Crittenden County in West Memphis, Arkansas, Richland Elementary is a kindergarten through sixth grade neighborhood school. Richland is a school in the Delta and is known for its positive faculty, staff, and student body. Richland is one of eight elementary schools in the West Memphis School District. Our school has always promoted strong academic standards and high expectations for all.

Richland has grown in population due to economic growth within the school zone. One can also contribute our growth to Richland's participation in the School Choice Program, a program that allows students outside of our area to apply for enrollment in Richland. This population boom has enabled us to be a much more diverse school and allows us to educate all economic and ethnic groups.

Richland was recently recognized as a 2009 Higher Performing School by the National Center for Education Achievement. Our school has also met, and exceeded, Adequate Yearly Progress for the past ten years. Richland consistently scores well above the state average for both literacy and math.

Richland Elementary prides itself in its continued excellence and exemplifies the qualities necessary for being worthy of Blue Ribbon status. Richland's mission commits the school to educating our students to the highest standards of excellence by providing a challenging curriculum in a safe environment that will inspire them to become contributing members of a culturally diverse society.

In order to realize our mission's goal, we use every resource to its fullest capacity. Fortunately, our resources run deep in experience, determination, and willingness to rise beyond all expectations.

One of our strengths derives from our three instructional facilitators on staff. Kindergarten through second-grade literacy, third through sixth-grade literacy, and kindergarten through sixth grade math are each assigned an instructional facilitator on a full-time basis. These specialized educators play a vital part in leadership and in our academic curriculum in that they:

- Attend professional development to learn the latest research-based strategies
- Model best teaching practices
- Offer regular assessments of taught skills ensuring any non-mastered skills are spiraled back into the curriculum
- Disaggregate data to ensure data-driven instruction is implemented in the classroom
- Offer professional support at all levels helping the teachers determine which professional development is needed to allow them to progress to the next level of excellence
- Provide small group intervention for struggling learners
- Provide support material to guarantee taught skills are mastered
- Offer a variety of instructional techniques to ascertain that all levels of learning are addressed, in turn assuring differentiated instruction is occurring in all classrooms
- Team teach at all grade levels establishing a trusting rapport and making sure all students have a positive relationship with each instructor, which in turn positively impacts their education
- Promote a strong technology-implemented curriculum
- Are actively involved with school improvement plans and decision making

Richland is committed to involving parents in all aspects of educating their children. On any given day, one can observe a parent assisting the teacher, reading to the children, or working one-on-one with a child. Many new students attend Richland each year because parents in the community want their children to be a part of what Richland has to offer. Our parents are committed to supporting us in all our endeavors and we average 94% attendance at our semi-annual parent-teacher conferences.

Richland strives to promote a positive image in the community by constantly giving all stakeholders an opportunity to be involved. Richland makes every effort to support local charities in an effort to make a difference. We seek ways to support LeBonheur Hospital, the March of Dimes, St. Jude Children's Research Hospital, as well as local nursing homes and animal shelters.

We use a variety of methods to involve all stakeholders, which include, but are not limited to:

- Using our music department to provide monthly Parent Teacher Organization (PTO) Programs, two community wide choir programs, and our traditional Christmas caroling to several local establishments
- Offering Ladies Night Out by inviting local vendors to offer their wares for pre-Christmas shopping to all potential customers in our neighborhood
- Hosting our Annual Science Fair
- Providing a kindergarten and first grade "Pajama Reading Night"
- Implementing Field Day
- Enjoying a Freedom Parade with our local junior-high school participating
- Hosting a Drug Free Red Ribbon Rally
- Offering a Back- to- School Social where well over 400 community members attend each year
- Sponsoring monthly Grandparents' Luncheons
- Hosting a Kindergarten Round-up
- Providing Open House for each grade level
- Hosting an annual chili supper/silent auction/carnival for the community
- Offering a "Boo- Hoo" reception for all parents of kindergarteners on the first day of school
- Participating in the West Memphis School District Art Show in which we receive honors each year

### 1. Assessment Results:

As mandated by the Arkansas Department of Education, Richland Elementary School's students are assessed and monitored by participating in the Arkansas Comprehensive Test of Assessment and Accountability Program (ACTAAP). <http://www.arkansas.org>

Third through sixth grade students participate in the criterion-referenced Arkansas Benchmark Exam in April of each year. This test became known as the Augmented Benchmark Exam during the 2007-2008 school year to include norm-reference items. Students are assessed in the core area of literacy, which includes writing and reading, and that of math. Benchmark scores are reported for individual students with classifications of performance as Below Basic, Basic, Proficient (Grade Level), or Advanced. The performance level scales change each year according to the P-Value (difficulty level) of the items.

The Literacy Assessment for the Augmented Benchmark Exam consists of 3 Reading Passages, including one literary, one content, and one practical/functional. Each passage has 8 multiple-choice items valued at 1 point and 1 Open-Response item valued at 8 points. This reading portion has a total of 48 possible points. The writing portion includes eight multiple-choice items worth 1 point each to assess usage and mechanics. In addition, two writing prompts worth 20 points each are administered, with a possible writing total of 48 points. The student writing responses are scored in five domains: content, style, sentence formation, usage, and mechanics. Thus, the literacy portion, which includes reading and writing, has a total point value of 96 points.

The Mathematics Assessment for the Augmented Benchmark Exam consists of 40 multiple-choice items valued at 1 point each and 5 open-responses worth 8 points each. The total possible score for the assessment is 80 points. Student achievement for mathematics is measured in five strands: number sense; properties and operations; geometry and spatial sense; data analysis, statistics and probability; and patterns, algebra and functions.

Adequate Yearly Progress is determined by the cumulative scores of the third through sixth grade students for literacy and math. Richland Elementary far exceeds the state-mandated scores each year. Richland is proud to be included in the 2010 Outstanding Educational Performance Awards (OEP): Highlighting High Achieving Arkansas Schools. On the 2010 Benchmark Assessment, 93% of the student population scored proficient/advanced on the Literacy portion, and 96% of the student population scored proficient/advanced on the Mathematics portion. These scores rank Richland Elementary as 4th in the state based on combined Benchmark Literacy and Math Achievement at 94% proficiency, and 1st in the Northeast region of our state for both literacy and math. These scores indicate our students' superior performance compared to the state and region averages. All grades at Richland Elementary scored 90% or above for both literacy and math on the 2010 Benchmark Assessment.

Significant gains over the last five years on the Arkansas Benchmark Exam have been prevalent for all grades. Both the third grade literacy and math scores increased from 2006 to 2010, with literacy rising from 66% to 93% and math coming from 84% to 99%. Fourth graders' proficiency scores in literacy were 81% in 2006, but soared to 96% in 2010, while their math scores rose from 79% to 95%. Fifth graders' mathematics proficiency score climbed from 70% in 2006 to an amazing 100% in 2010. The sixth grade 2006 literacy score was 75%, but increased to 90% for 2010. The increases in these scores reflect a noticeable accomplishment for Richland Elementary students.

We recognize a performance gap exists between our sub-population groups of African American and Caucasian students, but this gap has been shrinking over the years on both the criterion and norm referenced tests. The kindergarten has closed the gap by 25% on both literacy and math. The third grade math gap has shrunk by 20%. Fourth graders are closing the gap in both literacy and math by 14% and

20% respectively on the criterion assessment and 12% for literacy on the norm-referenced test. The gap is closing by 22% in literacy and 20% in math for fifth grade on the criterion-referenced test and 18% in literacy and 17% in math on the norm-referenced assessment.

The closing of the achievement gap between the two sub populations has been achieved by a variety of collaborative efforts. Preferential seating in the classroom has allowed the students to stay more focused and enabled the teachers to monitor them more closely. Peer tutoring is proving successful for both African- American and Caucasian sub groups. Students having difficulty in achievement are placed in small groups to allow for more intense one-on-one instruction. Interventions are also provided for the struggling students. These efforts are proving successful in closing the achievement gap.

Richland is proud of our student accomplishments over the years. These outstanding successes are evident by this reported data. Our students consistently exceed our state's expected level of achievement.

More information on state assessments can be found by visiting <http://arkansased.org/testing/testing.html>.

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

Assessment-driven instruction prevails at Richland Elementary. District math and literacy curriculum specialists analyze data from the Arkansas Augmented Benchmark Exam and the norm-referenced test (SAT 10/ITBS.) From this data, we determine at-risk students by using charts and assessment walls to track difficult skills and student progress. Academic Improvement Plans (AIPs) are put in place for students scoring basic and below basic.

Richland uses the West Memphis School District Delta Curriculum Alignment and Assessment Blocks (DCAAB). Following each five-week instructional block, tests modeled after the Arkansas Augmented Test are administered. These tests are comprised of both multiple-choice and open-response items. DCAAB provides valuable summative and formative data on student performance. Reports match individual student mastery with specific Student Learning Expectations (SLEs). In addition, these reports indicate individual students who have not achieved mastery of the SLEs. Instructional facilitators and classroom teachers jointly use rubrics to score the open response portion of the block assessment.

Instructional facilitators review block results with classroom teachers, administrators, and students. Weak SLEs are identified and spiraled back into the curriculum. Block assessment scores are recorded on cumulative assessment sheets detailing individual student performance on the multiple-choice and open response parts on each block assessment. Using block test data and teacher input, as well as weekly classroom assessments, at-risk students are identified. Instructional facilitators and classroom teachers formulate a remediation plan addressing both the SLEs which are not mastered and the individual student-needs. Students with disabilities are always included in this process.

Classroom teachers and instructional facilitators confer with students who have not attained mastery on particular objectives. Instructional facilitators and classroom teachers offer small group and individual tutoring sessions. In addition, the art, music, and physical education instructors, as well as paraprofessionals serve as interventionists. Richland's computer lab uses "Education City" to track student progress in both math and literacy. The Math Improvement Team and the Literacy Improvement Team, comprised of classroom teachers, instructional facilitators, and support staff, both meet quarterly with district curriculum specialists to share success and intervention strategies.

The data is also used to provide enrichment to students who achieve above grade level. We constantly strive to provide instruction that will take the high achievers to the next level challenging them to their fullest potential.

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

Data driven instruction is vital to academic success at Richland Elementary making gathering and disaggregating of data a major task. Assessments are administered each five weeks over taught skills

providing the opportunity to determine strengths and weaknesses of each child. When the data is gathered and analyzed, we communicate the significance and value of the data with the students, the parents, and the community.

Our teachers do an excellent job enlightening the students to the areas in which they excel, and, or, need remediation. Each student charts their own scores, which provides a visual representation of their progress. After each assessment, the test is reviewed with the students concentrating on each assessed skill. The teacher and students are made aware of the next step needed to assure that all taught skills are mastered.

Once the students have a thorough understanding of the data, we communicate the students' progress to their parents. This communication is achieved in a variety of methods including individualized written records informing the parents, telephone conversations when there are major concerns, and one-on-one conference in critical situations. We host two parent-teacher conferences yearly with over 94% parental attendance. At this time, Academic Improvement Plans are discussed with each parent whose child was not proficient on the previous year's standardized test. This plan is a work-in-progress throughout the school year.

Richland is fortunate to have an on-line grade book with an interactive parent-viewer option where parents can obtain a password and log in to their child's grade book account to track daily progress and weekly assessments. Each student has a graded paper folder that goes home weekly. This folder allows the parent to review the actual assessment. The parent signs the folder and returns it to the teacher guaranteeing communication between parent and teacher. A student planner is used which serves as an organizational tool for the child and is another means of communication with the parent. Richland's website serves as a valuable tool in communicating assessment results. The Arkansas Department of Education also proves to be an excellent form of communicating assessment results on the state level. <http://arkansased.org/testing/index.html>

Each year Richland hosts a community-wide "Benchmark Night" for our instructional facilitators to discuss school data through the use of PowerPoint, charts, graphs, and examples of test questions. This event occurs prior to criterion and norm-referenced testing sessions in order to facilitate parental understanding of test data. It is Richland's practice to have numerous conferences with parents because questions are encouraged, and the school desires a complete understanding of their child's progress for each parent.

#### **4. Sharing Lessons Learned:**

The positive events and classroom strategies our educators offer are freely shared with fellow schools and districts. Observing visitors are welcomed at Richland. A variety of methods is implemented to ensure that the excellence the school has grown to appreciate and expect from our staff is generously extended.

Richland is fortunate to be able to utilize outside educational consultants. Our excellent professional from "Elbow to Elbow Consulting" visits our campus 15 times each year where she works with every classroom teacher modeling and sharing successful strategies. She often leaves her visits with an abundance of new knowledge which she has obtained from working with our teachers. She then takes our ideas into the numerous schools in which she works in throughout the state of Arkansas. We like to say, "She leaves a little of Richland everywhere she goes."

Our three full-time instructional facilitators hold weekly meetings with the district curriculum coordinators where they organize and plan pacing guides and assessments for each grade level. The curriculum coordinators always plan a sharing time where they bounce ideas off of each other, as well as share successful tips and techniques. This conferencing enables our school to distribute our success stories and allows other facilitators to return to their perspective schools where they may implement these new methods.

Richland has always had an open-door policy making it possible for others to feel welcome to share in our success. Annually, the Crittenden County Leadership Team plans a visit where they progress from class to class learning first-hand what is entailed in educating children to their fullest potential. They leave assured that Richland is producing life-long learners who will eventually be the leaders of our community. Fidelity National Bank, our Partner-in-Education, spends substantial time on our campus as they continue to support and provide positive public relations through the local media.

Richland is the host to numerous observing educators from within our district and the surrounding districts. Within any given year, we have a variety of teachers and administrators from public and private schools requesting permission to visit and observe our classrooms. Having a local community college offering education degrees allows Richland to host many future educators in the forms of observers and interns. Colleagues are always welcome because the visitors' acquisition of new tools and strategies from their visits will contribute to the successful education of students, present and future, throughout our state.

## 1. Curriculum:

Through rigorous structure and devotion, our faculty and staff are able to reach the diverse needs of our student body offering instruction rich in diversity, research based strategies, horizontal and vertical collaboration and alignment. We contribute much of our success to the DCAAB program that was birthed and nurtured in the West Memphis School District. Through the work of instructional facilitators, district staff, and teachers, pacing guides, assessments, and data are offered to each teacher every five weeks in grades kindergarten through sixth grade. This program is without a doubt the backbone to our continued success in that it allows us to be data driven in every sense of the word. The Arkansas Department of Education does an excellent job of guiding the state's education curriculum. We have mandated frameworks in which we follow; however, Richland believes in always going above and beyond these frameworks so we can expose our students to all possible experiences in order to promote problem solving and critical thinking in real world situations.

Our reading instruction is highly structured and builds from one grade level to the next with instruction in phonics, fluency, phonemic awareness, vocabulary, comprehension, critical thinking and writing. Through data driven, research based, hands-on instruction, our reading curriculum has proven to be successful in student achievement. All classrooms are highly structured and well-disciplined with routines and procedures in place early on in the school year; thus, making it possible to use a variety of techniques to ensure we bring forth well-educated students that will one day become the leaders of our community as well as our nation.

Our math program thrives on continuous training. Cognitively Guided Instruction, Arkansas Math LINKS, and Marilyn Burns Math Solutions are three of our main programs in which our teachers attend to learn and stay up on the latest approaches to "Making Math Real." Learning to be a problem solver begins in kindergarten and is built on yearly.

Richland Elementary is very fortunate to have a district science coordinator who helps guide our path to success. We have Science Pacing Guides based on Arkansas Frameworks that guide our direction with assessments every five weeks. These assessments follow up with data allowing us to implement data driven instruction. The same approach of inquiry based, hands-on instruction is used in our science classrooms. Weekly labs allow the instruction to be differentiated and hands-on to reach all types of learners.

Social studies is considered content reading at Richland Elementary. Many of the same approaches in reading are used to build community, state and national awareness. Higher level thinking with emphasis in application and synthesis are used in all content reading. Our social studies department does an excellent job using technology and real-world experiences to teach history as well as civic awareness.

The fine arts program at Richland crosses over into many other areas of the curriculum. Along with creating and designing, we often base projects on topics the students are learning about in social studies or science. Many times the art teacher reads books aloud as the students work diligently on their artwork, and projects are often created based on skills they are working on in math class. Our art program really does cover so much more than "just art". One of the most anticipated events is the annual Art Show held in the spring. We always have well over 100 entries into this district wide event.

We use our strong performing arts program as a means to reach out to all stakeholders inviting them into our world of children. Our music program is also based on the Arkansas Frameworks, but takes it to the next level by allowing every child the opportunity to publicly perform at monthly grade-level performances. Our elementary choir consists of approximately 100 children that practice weekly and perform publicly several times a year. This program offers a wonderful way of promoting across the curriculum instruction by using games, memorable songs, and teaching aids that help students retain information.

Richland's physical education program is designed to cover the five components of a health related fitness program. Innovative ways are used to promote a healthy lifestyle and encourage our students to make life-altering decisions about fitness and nutrition. We have a walking track where children count the miles they walk and are rewarded for their efforts. In the past three years our students and teachers have walked over 25,000 miles. We also have a jump rope club that meets weekly to prepare for a district competition each spring.

Our curriculum includes library/media weekly for each child. Using technology and traditional methods, our students are able to utilize a variety of research tools in order to promote inquiry, critical thinking, and application of skills taught in the classroom.

## **2. Reading/English:**

Four years ago our school district went from whole group reading instruction for K-2 to Comprehensive Literacy based on research provided by the National Reading Panel. Comprehensive Literacy was adopted because the program focuses on individualized instruction. The teachers frequently comment about knowing each student's learning needs. The foundation of reading begins in kindergarten with phonemic awareness and phonics using the Benchmark Phonics Program. Shared reading, guided reading, and independent reading forms the core of reading instruction. Continuing with phonics in first and second grades, more emphasis is put on fluency, vocabulary, and comprehension instruction using proven research based strategies.

Arkansas Frameworks provide the basis for reading instruction. Curriculum Pacing Guides and Block Calendars are developed for a five-week period to pace instruction. Pacing Guides include a list of textbook/support material, task analysis, technical vocabulary to be taught, and suggestions for classroom assessments for each Student Learning Expectation in the block. Fluency development is through modeling, guided reading, repeated reading, and DIBELS. A vocabulary program and word analysis (affixes and root words) are used to enhance student vocabulary. Comprehension strategies are taught in lessons using trade books, mentor texts, basal reader, and support material. Each instructional block has a literature review of literary, content, and practical text. Terminology and strategies are used consistently across grade levels. Assessments are administered at the end of each instructional block providing data to drive instruction as well as providing a measure of accountability for teachers and students. Using Accelerated Reader fosters reading practice, gives every child the opportunity to be successful readers, and builds self-esteem especially in our low achievers.

Vital to our reading program is improving the reading skills of our students performing below grade level. Struggling readers are identified through assessments. Interventions are implemented. Classroom teachers, support teachers, paraprofessionals, parent volunteers, peer tutors, and/or instructional facilitators work daily with these students.

Richland's reading/English curriculum focuses on moving our proficient and advanced students to the next level by providing enrichment through differentiated instruction. Our gifted and talented program offers a challenging curriculum paving the way to extend learning opportunities where all students can optimize their learning.

Whether in a math, social studies, or science class, the importance of reading is stressed. Marzano's High Yield strategies are implemented across the curriculum. Higher level Blooms and strong questioning techniques enable our faculty and staff to contribute to students becoming readers and leaders!

## **3. Mathematics:**

Richland Elementary School's goal for mathematics is to "Make Math Real!" A rigorous mathematics curriculum, a dedicated staff of highly qualified teachers, and involved parents offer multiple opportunities for Richland's students to experience mathematical successes.

The backbone of Richland’s mathematics instruction is the Delta Curriculum Alignment and Assessment Blocks (DCAAB), which was designed by West Memphis School District. Curriculum pacing guides are developed into five-week blocks of instruction to insure that all skills in the Arkansas Frameworks for Mathematics are taught. Research-based lessons are provided to supplement the basal series. After each five-week block, students are assessed in the same format as the Arkansas Augmented Assessment. The district math specialist, instructional facilitators, and classroom teachers analyze Block test data. Skills that require additional instruction are spiraled into another pacing guide, and student remediation is provided.

Mathematic frameworks are taught and enhanced through standards-based lessons, rich in student engagement. For example, fifth grade students bake and cut brownies to reinforce understanding of fractions. Third graders construct cubes from gumdrops and toothpicks. Individual classroom arrangements facilitate hands-on activities and cooperative grouping. Students at Richland share multiple strategies and explain their thinking. The “Cognitively Guided Instruction”(CGI) approach to mathematics encourages young learners at Richland to experience numbers, make meaningful connections and find their own solutions rather than be taught particular algorithms or methods of problem solving. Monthly math bees culminate in the spring with a Black Belt Math karate event.

A program such as DCAAB is only as good as those who implement it, and Richland’s entire staff is superb at “Making Math Real.” Classroom teachers choose to receive summer training in programs such as CGI, Arkansas Math LINKS, and Marilyn Burns Math Solutions. Teachers and facilitators collaborate across the curriculum. Art, music, and physical education teachers incorporate math skills in their classrooms and serve as interventionists weekly. Richland educators conference with individual students to diagnose misconceptions and provide remediation in various ways including after-school tutoring, peer tutoring, lunch-bunch sessions, and additional technology use. Through differentiated instruction, our advanced and proficient population is provided enrichment to ensure continued growth.

Parents, too, are challenged to “Make Math Real.” Periodically, coaches and teachers meet with parents and provide suggestions and interactive websites. Parents are able to help their children by using the parent tip sheets that accompany each math block.

#### **4. Additional Curriculum Area:**

Richland’s mission is to provide a challenging curriculum to inspire our students to become contributing members of a culturally diverse society. One of the ways we pursue this endeavor is through our science curriculum, which is rich in research-based strategies and offers a variety of techniques to address all learning styles. The instructional methods are determined by the needs within each class setting.

Through the assistance of our District Science Coordinator, third through sixth grade teachers are provided a pacing guide and many resources to ensure all state mandated standards are met. Weekly labs provide our students with models of the human body, plant and animal cells, the solar system, chemical experiments, and an array of other engaging activities. We also use educational science board games along with hands-on science labs through a program called Distance Learning. We utilize a variety of visual aids and current scientific videos to allow our students to see science realistically. Some of our favorite activities include the viewing of images on the SMART board with the aid of our Kena microscope and dissecting owl pellets while dressed in lab coats. Our labs help to provide insight into mastery of skills and give students of all learning styles an opportunity to understand and perform at all levels of Blooms.

Our students are assessed every five weeks over taught skills. The results provide us with the ability to be data-driven in instructional decision- making. Data from both formative and summative assessments drive instruction, remediation, and enrichment in our classrooms.

Our upper level grades are given the opportunity to share the knowledge they have gained throughout the year by holding an annual Science Night Exhibit. Students work in small cooperative groups as they perform scientific investigations and display the methods used. By using a variety of strategies we allow

students to explore problems, analyze possible solutions, evaluate the findings, and share the results in oral and written form resulting in a strong science foundation for our future scientists.

## **5. Instructional Methods:**

Monitoring and adjusting is key to any type of differentiated instruction for all students. These modifications vary from small on the spot decisions, to plans developed with teams of teachers. Reading groups based on each individual reading level, DIBEL testing, DSA assessment, and bi-monthly fluency/accuracy checks allow K-2 teachers to see gains and identify students needing intervention.

We often use the integration of technology to assist in learning. The availability of SMART boards in every classroom plays a major role in this integration across all subjects and learning levels.

Our facilitators assist by modeling lessons, team teaching, and re-teaching to small groups, or to individual students. We also use effective questioning based on all levels of Bloom's Taxonomy. Our paraprofessionals are trained interventionists that work in small groups to address the individual needs of struggling learners.

Richland's Focus on instruction includes successful implementation of:

- Authentic/relevant lessons building on prior knowledge with a purpose
- Hands-on experiences reaching all levels of learners and bringing learning to life
- Lecture based instruction to build background knowledge
- Providing direction and instruction to offer guidance
- Testing to provide data-driven instruction
- Modeling to properly demonstrate skills
- Providing opportunities for practice allowing students to review and apply knowledge
- Classroom discussion allowing students to take a major role in learning
- Learning centers to promote cooperative learning
- Teacher directed questioning and answering to provide critical thinking opportunities and informal assessment
- Research based strategies based on Marzano's high yield strategies

In addition to activities, we also focus on the product or how the student will apply or rehearse what he/she has learned. We use rubrics that match and extend the student's various learning abilities. We always give special attention to the needs of our special education students. We make every effort to include them in the general population with needed modifications for success. Richland's faculty engages in team teaching and the practice of inclusion. One-on-one assessments, and small group instruction also helps bridge the achievement gap. Richland's Gifted and Talented Program addresses the needs of our high achieving students by offering unique instruction weekly. The classroom teacher works in conjunction with our gifted and talented staff to give all students options as to how to express their learning such as writing a paragraph, making a diagram, or using hands-on manipulatives to display the learning goal.

## **6. Professional Development:**

In compliance with Arkansas Department of Education, all teachers are required to attend 60 hours of professional development annually. The West Memphis School District provides excellent professional-development opportunities, and educators attend based on their needed growth as determined by professional growth plans and teacher evaluations.

Richland is fortunate to have on-site technology training available from a member of our staff who offers after school training sessions. These offerings may include SMART board tools, document camera capabilities, and MacLab potential. With each new piece of technology added, training is readily available.

Professional development has encouraged our use of on-line Pinnacle Grade Book. Pinnacle allows teachers to record grades and keep the lines of communication open between school and home by allowing parents to monitor their student's progress electronically. All faculty members are fully trained in Pinnacle Grade Book.

On a monthly basis, Richland faculty members review the current book study. Mrs. Looney has led a number of book studies, and currently the staff has been reading and discussing Todd Whitaker's "Seven Simple Secrets." Each grade level is given the opportunity to lead a session, which enables our teachers to grow professionally. The faculty benefits from exploring and utilizing the pertinent information gained during these explorations. Mrs. Looney follows up with classroom walkthroughs ensuring knowledge is put into practice.

The professional development that Richland Elementary teachers acquire throughout the year has proven to be successful. The staff is continually prepared to offer a challenging, learning environment for the students. The staff continues to learn, for truly they will always be students themselves. With the availability for cooperative professional development within reach, many teachers take advantage of the Great Rivers Cooperative in Helena, Arkansas. Numerous and various teaching aids, workshops, and professionals are freely shared here. Professional development is the key to being effective teachers in the classroom.

## **7. School Leadership:**

Richland's leadership team consists of administrators, instructional facilitators, lead teachers, and a guidance counselor. This team works collaboratively with all teachers where the principal's main role includes being the lead learner acting as a supervisor, an evaluator, as well as an instructional leader.

The principal has a leadership philosophy emphasizing that all children can learn given the opportunity and consistency of research based instruction. She works tirelessly to ensure curriculum, instructional strategies, technology implementation, and assessments are successfully administered. Our principal provides every staff member the guidance and opportunity to grow professionally. She serves as a mentor for other principals in the district that are currently in school improvement, as well as being an active member of the District Leadership Team.

The principal leads from the middle, not the top, becoming one with her faculty and staff. She advocates and sustains a school culture and instructional program conducive to student learning. As the educational leader, she implements the vision of learning that is shared and supported by the school community.

Some of the methods used to promote positive achievement include:

### **Student:**

- Students-of-the-Month are rewarded with gifts and their pictures on a bulletin board.
- Principals -of-the-Day are selected through reading success and are rewarded with lunch off campus, their picture in the paper, and the opportunity to shadow the principal for a day.
- Sixth graders each have a leadership job on campus.
- Ambassadors are selected and spotlighted frequently.
- Math Bees are held with Mrs. Looney organizing, testing, and implementing this bee. Gifts are presented to the winners.
- Reading incentives are provided.
- End of Year Awards Programs offer trophies for success in all areas of our curriculum, including fine arts and physical education.
- Quarterly awards programs are held.
- Rewards are provided for student achievement on Block Assessments.

**Teachers:**

- Leave early passes are given to faculty members that go above and beyond.
- Teachers are rewarded for perfect monthly and quarterly attendance.
- Rewards are provided for student achievement on block assessments.
- A special parking spot and a gift card recognize Teacher of the Month.
- Every classroom now has student MAC computers, a teacher MAC laptop and SMART boards with most room utilizing document cameras.
- Our teachers have access to a portable MAC lab for use in the classrooms.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Arkansas Comprehensive Assessment and Accountability Program

Edition/Publication Year: 2008/2003-2007

Publisher: Harcourt Assessment/Pearson Assessment/Questar

|   | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | Apr       | Apr       | Apr       | Apr       | Mar       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Proficient/Advanced   | 99        | 97        | 96        | 86        | 84        |
| Advanced  | 86        | 77        | 72        | 51        | 0         |
| Number of students tested   | 79        | 74        | 74        | 71        | 68        |
| Percent of total students tested  | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed   | 1         | 0         | 0         | 1         | 0         |
| Percent of students alternatively assessed  | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>  |           |           |           |           |           |
| Proficient/Advanced   | 99        | 97        | 96        | 86        | 84        |
| Advanced  | 86        | 77        | 72        | 51        | 0         |
| Number of students tested   | 79        | 74        | 74        | 71        | 68        |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Proficient/Advanced   | 92        | 95        | 82        | 77        | 67        |
| Advanced  | 71        | 65        | 53        | 36        | 0         |
| Number of students tested   | 14        | 20        | 17        | 22        | 14        |
| <b>3. Hispanic or Latino Students</b>   |           |           |           |           |           |
| Proficient/Advanced   |           |           |           |           |           |
| Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Proficient/Advanced   |           |           |           |           |           |
| Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>5. English Language Learner Students</b>   |           |           |           |           |           |
| Proficient/Advanced   |           |           |           |           |           |
| Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>6. White</b>   |           |           |           |           |           |
| Proficient/Advanced   | 100       | 98        | 100       | 89        | 92        |
| Advanced  | 89        | 81        | 77        | 57        | 0         |
| Number of students tested   | 64        | 52        | 57        | 47        | 53        |
| <b>NOTES:</b> 2005 -06 Advanced data is incomplete because of the reporting by the state department. Data was reported as a total of advanced and proficient. It was not broken down as % advanced. |           |           |           |           |           |

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Arkansas Comprehensive Assessment and Accountability Program

Edition/Publication Year: 2008/2003-2007

Publisher: Harcourt Assessment/Pearson Assessment/Questar

|   | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | Apr       | Apr       | Apr       | Apr       | Mar       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Proficient/Advanced   | 93        | 90        | 91        | 85        | 66        |
| Advanced  | 61        | 62        | 56        | 48        | 0         |
| Number of students tested   | 79        | 74        | 74        | 71        | 68        |
| Percent of total students tested  | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed   | 1         | 0         | 0         | 1         | 0         |
| Percent of students alternatively assessed  | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>  |           |           |           |           |           |
| Proficient/Advanced   | 93        | 90        | 91        | 85        | 66        |
| Advanced  | 61        | 62        | 56        | 48        | 0         |
| Number of students tested   | 79        | 74        | 74        | 71        | 68        |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Proficient/Advanced   | 72        | 75        | 88        | 64        | 36        |
| Advanced  | 29        | 30        | 47        | 41        | 0         |
| Number of students tested   | 14        | 20        | 17        | 22        | 14        |
| <b>3. Hispanic or Latino Students</b>   |           |           |           |           |           |
| Proficient/Advanced   |           |           |           |           |           |
| Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Proficient/Advanced   |           |           |           |           |           |
| Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>5. English Language Learner Students</b>   |           |           |           |           |           |
| Proficient/Advanced   |           |           |           |           |           |
| Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>6. White</b>   |           |           |           |           |           |
| Proficient/Advanced   | 97        | 96        | 93        | 94        | 75        |
| Advanced  | 67        | 73        | 63        | 49        | 0         |
| Number of students tested   | 64        | 57        | 57        | 47        | 53        |
| <b>NOTES:</b> 2005 -06 Advanced data is incomplete because of the reporting by the state department. Data was reported as a total of advanced and proficient. It was not broken down as % advanced. |           |           |           |           |           |

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Arkansas Comprehensive Assessment and Accountability Program

Edition/Publication Year: 2008/2003-2007

Publisher: Harcourt Assessment/Pearson Assessment/Questar

|   | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | Apr       | Apr       | Apr       | Apr       | Mar       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Proficient/Advanced   | 95        | 98        | 91        | 83        | 79        |
| Advanced  | 80        | 84        | 68        | 56        | 0         |
| Number of students tested   | 74        | 81        | 75        | 64        | 63        |
| Percent of total students tested  | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed   | 0         | 0         | 1         | 1         | 1         |
| Percent of students alternatively assessed  | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>  |           |           |           |           |           |
| Proficient/Advanced   | 95        | 98        | 91        | 83        | 79        |
| Advanced  | 80        | 84        | 68        | 56        | 0         |
| Number of students tested   | 74        | 81        | 75        | 64        | 63        |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Proficient/Advanced   | 89        | 95        | 89        | 50        | 53        |
| Advanced  | 61        | 70        | 59        | 25        | 0         |
| Number of students tested   | 18        | 20        | 27        | 12        | 17        |
| <b>3. Hispanic or Latino Students</b>   |           |           |           |           |           |
| Proficient/Advanced   |           |           |           |           |           |
| Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Proficient/Advanced   |           |           |           |           |           |
| Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>5. English Language Learner Students</b>   |           |           |           |           |           |
| Proficient/Advanced   |           |           |           |           |           |
| Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>6. White</b>   |           |           |           |           |           |
| Proficient/Advanced   | 96        | 99        | 92        | 92        | 88        |
| Advanced  | 85        | 89        | 72        | 65        | 0         |
| Number of students tested   | 54        | 61        | 46        | 51        | 43        |
| <b>NOTES:</b> 2005 -06 Advanced data is incomplete because of the reporting by the state department. Data was reported as a total of advanced and proficient. It was not broken down as % advanced. |           |           |           |           |           |

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Arkansas comprehensive Assessment and Accountability Program

Edition/Publication Year: 2008/2003-2007

Publisher: Harcourt Assessment /Pearson Assessment/Questar

|   | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | Apr       | Apr       | Apr       | Apr       | Mar       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Proficient/Advanced   | 96        | 95        | 87        | 86        | 81        |
| Advanced  | 72        | 63        | 89        | 45        | 0         |
| Number of students tested   | 74        | 81        | 75        | 64        | 63        |
| Percent of total students tested  | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed   | 0         | 0         | 1         | 1         | 1         |
| Percent of students alternatively assessed  | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>  |           |           |           |           |           |
| Proficient/Advanced   | 96        | 95        | 87        | 86        | 81        |
| Advanced  | 72        | 63        | 89        | 45        | 0         |
| Number of students tested   | 74        | 81        | 75        | 64        | 63        |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Proficient/Advanced   | 94        | 95        | 74        | 67        | 65        |
| Advanced  | 50        | 40        | 59        | 17        | 0         |
| Number of students tested   | 18        | 20        | 27        | 12        | 17        |
| <b>3. Hispanic or Latino Students</b>   |           |           |           |           |           |
| Proficient/Advanced   |           |           |           |           |           |
| Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Proficient/Advanced   |           |           |           |           |           |
| Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>5. English Language Learner Students</b>   |           |           |           |           |           |
| Proficient/Advanced   |           |           |           |           |           |
| Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>6. White</b>   |           |           |           |           |           |
| Proficient/Advanced   | 97        | 95        | 94        | 92        | 86        |
| Advanced  | 78        | 70        | 59        | 53        | 0         |
| Number of students tested   | 54        | 61        | 46        | 51        | 43        |
| <b>NOTES:</b> 2005 -06 Advanced data is incomplete because of the reporting by the state department. Data was reported as a total of advanced and proficient. It was not broken down as % advanced. |           |           |           |           |           |

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Arkansas Comprehensive Assessment and Accountability Program

Edition/Publication Year: 2008/2003-2007

Publisher: Harcourt Assessment/Pearson Assessment/Questar

|   | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | Apr       | Apr       | Apr       | Apr       | Mar       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Proficient/Advanced   | 100       | 90        | 90        | 79        | 70        |
| Advanced  | 79        | 72        | 59        | 38        | 0         |
| Number of students tested   | 84        | 79        | 61        | 64        | 54        |
| Percent of total students tested  | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed   | 0         | 0         | 1         | 0         | 0         |
| Percent of students alternatively assessed  | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>  |           |           |           |           |           |
| Proficient/Advanced   | 100       | 90        | 90        | 79        | 70        |
| Advanced  | 79        | 72        | 59        | 38        | 0         |
| Number of students tested   | 84        | 79        | 61        | 64        | 54        |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Proficient/Advanced   | 100       | 87        | 77        | 52        | 50        |
| Advanced  | 64        | 61        | 8         | 13        | 0         |
| Number of students tested   | 22        | 31        | 13        | 23        | 12        |
| <b>3. Hispanic or Latino Students</b>   |           |           |           |           |           |
| Proficient/Advanced   |           |           |           |           |           |
| Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Proficient/Advanced   |           |           |           |           |           |
| Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>5. English Language Learner Students</b>   |           |           |           |           |           |
| Proficient/Advanced   |           |           |           |           |           |
| Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>6. White</b>   |           |           |           |           |           |
| Proficient/Advanced   | 100       | 93        | 95        | 92        | 76        |
| Advanced  | 82        | 80        | 74        | 53        | 0         |
| Number of students tested   | 57        | 45        | 47        | 38        | 41        |
| <b>NOTES:</b> 2005 -06 Advanced data is incomplete because of the reporting by the state department. Data was reported as a total of advanced and proficient. It was not broken down as % advanced. |           |           |           |           |           |

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Arkansas Comprehensive Assessment and Accountability Program

Edition/Publication Year: 2008/2003-2007

Publisher: Harcourt Assessment/Pearson Assessment/Questar

|   | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | Apr       | Apr       | Apr       | Apr       | Mar       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Proficient/Advanced   | 93        | 84        | 85        | 79        | 83        |
| Advanced  | 54        | 46        | 49        | 34        | 0         |
| Number of students tested   | 84        | 79        | 61        | 64        | 54        |
| Percent of total students tested  | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed   | 0         | 0         | 1         | 0         | 0         |
| Percent of students alternatively assessed  | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>  |           |           |           |           |           |
| Proficient/Advanced   | 93        | 84        | 85        | 79        | 83        |
| Advanced  | 54        | 46        | 49        | 34        | 0         |
| Number of students tested   | 84        | 79        | 61        | 64        | 54        |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Proficient/Advanced   | 90        | 78        | 61        | 65        | 58        |
| Advanced  | 45        | 39        | 15        | 13        | 0         |
| Number of students tested   | 20        | 31        | 13        | 23        | 12        |
| <b>3. Hispanic or Latino Students</b>   |           |           |           |           |           |
| Proficient/Advanced   |           |           |           |           |           |
| Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Proficient/Advanced   |           |           |           |           |           |
| Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>5. English Language Learner Students</b>   |           |           |           |           |           |
| Proficient/Advanced   |           |           |           |           |           |
| Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>6. White</b>   |           |           |           |           |           |
| Proficient/Advanced   | 93        | 87        | 94        | 87        | 90        |
| Advanced  | 56        | 49        | 60        | 45        | 0         |
| Number of students tested   | 53        | 45        | 47        | 38        | 54        |
| <b>NOTES:</b> 2005 -06 Advanced data is incomplete because of the reporting by the state department. Data was reported as a total of advanced and proficient. It was not broken down as % advanced. |           |           |           |           |           |

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: Arkansas Comprehensive Assessment and Accountability Program

Edition/Publication Year: 2008/2003-2007

Publisher: Harcourt Assessment/Pearson Assessment/Questar

|  | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month  | Apr       | Apr       | Apr       | Apr       | Mar       |
| <b>SCHOOL SCORES</b>   |           |           |           |           |           |
| Proficient/Advanced  | 93        | 84        | 87        | 87        | 86        |
| Advanced   | 63        | 66        | 69        | 60        | 0         |
| Number of students tested  | 82        | 61        | 62        | 55        | 57        |
| Percent of total students tested   | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed  | 1         | 0         | 0         | 0         | 0         |
| Percent of students alternatively assessed   | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>   |           |           |           |           |           |
| Proficient/Advanced  | 93        | 84        | 87        | 87        | 86        |
| Advanced   | 63        | 66        | 69        | 60        | 0         |
| Number of students tested  | 82        | 61        | 62        | 55        | 57        |
| <b>2. African American Students</b>  |           |           |           |           |           |
| Proficient/Advanced  | 79        | 72        | 70        | 84        |           |
| Advanced   | 62        | 43        | 55        | 17        |           |
| Number of students tested  | 29        | 14        | 20        | 12        |           |
| <b>3. Hispanic or Latino Students</b>  |           |           |           |           |           |
| Proficient/Advanced  |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>4. Special Education Students</b>   |           |           |           |           |           |
| Proficient/Advanced  |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>5. English Language Learner Students</b>  |           |           |           |           |           |
| Proficient/Advanced  |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>6. White</b>  |           |           |           |           |           |
| Proficient/Advanced  | 96        | 91        | 95        | 88        | 88        |
| Advanced   | 62        | 74        | 75        | 71        | 0         |
| Number of students tested  | 50        | 46        | 40        | 42        | 48        |
| <b>NOTES:</b> 2005-06 Advanced data is incomplete because of the reporting by the state department. Data was reported as a total of advanced and proficient. It was not broken down as % advanced. |           |           |           |           |           |

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: Arkansas Comprehensive Assessment and Accountability Program

Edition/Publication Year: 2008-2003-2007

Publisher: Harcourt Assessment/Pearson Assessment/Questar

|   | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | Apr       | Apr       | Apr       | Apr       | Mar       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Proficient/Advanced   | 90        | 79        | 86        | 85        | 75        |
| Advanced  | 56        | 48        | 47        | 38        | 0         |
| Number of students tested   | 82        | 61        | 62        | 55        | 57        |
| Percent of total students tested  | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed   | 1         | 0         | 0         | 0         | 0         |
| Percent of students alternatively assessed  | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>  |           |           |           |           |           |
| Proficient/Advanced   | 90        | 79        | 86        | 85        | 75        |
| Advanced  | 56        | 48        | 47        | 38        | 0         |
| Number of students tested   | 82        | 61        | 62        | 55        | 57        |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Proficient/Advanced   | 76        | 50        | 75        | 67        | 63        |
| Advanced  | 55        | 29        | 35        | 17        | 0         |
| Number of students tested   | 29        | 14        | 20        | 12        | 8         |
| <b>3. Hispanic or Latino Students</b>   |           |           |           |           |           |
| Proficient/Advanced   |           |           |           |           |           |
| Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Proficient/Advanced   |           |           |           |           |           |
| Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>5. English Language Learner Students</b>   |           |           |           |           |           |
| Proficient/Advanced   |           |           |           |           |           |
| Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>6. White</b>   |           |           |           |           |           |
| Proficient/Advanced   | 98        | 87        | 91        | 90        | 77        |
| Advanced  | 54        | 54        | 53        | 45        | 0         |
| Number of students tested   | 50        | 46        | 40        | 42        | 48        |
| <b>NOTES:</b> 2005 -06 Advanced data is incomplete because of the reporting by the state department. Data was reported as a total of advanced and proficient. It was not broken down as % advanced. |           |           |           |           |           |

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

|   | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | Apr       | Apr       | Apr       | Apr       | Mar       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Proficient/Advanced   | 96        | 92        | 91        | 84        | 80        |
| Advanced  | 77        | 75        | 67        | 51        | 0         |
| Number of students tested   | 319       | 295       | 272       | 254       | 242       |
| Percent of total students tested  | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed   | 2         | 0         | 2         | 2         | 1         |
| Percent of students alternatively assessed  | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>          |           |           |           |           |           |
| Proficient/Advanced   | 96        | 92        | 91        | 84        | 80        |
| Advanced  | 77        | 75        | 67        | 51        | 0         |
| Number of students tested   | 319       | 295       | 272       | 254       | 242       |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Proficient/Advanced   | 90        | 87        | 80        | 66        | 59        |
| Advanced  | 65        | 60        | 44        | 23        | 0         |
| Number of students tested   | 83        | 85        | 77        | 69        | 51        |
| <b>3. Hispanic or Latino Students</b>   |           |           |           |           |           |
| Proficient/Advanced   |           |           |           |           |           |
| Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Proficient/Advanced   |           |           |           |           |           |
| Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>5. English Language Learner Students</b>                                       |           |           |           |           |           |
| Proficient/Advanced   |           |           |           |           |           |
| Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>6. White</b>   |           |           |           |           |           |
| Proficient/Advanced   | 98        | 95        | 96        | 90        | 86        |
| Advanced  | 80        | 81        | 75        | 62        | 0         |
| Number of students tested   | 225       | 204       | 790       | 178       | 185       |
| <b>NOTES:</b> Percent of students scoring advanced was unavailable for 2005-2006. |           |           |           |           |           |

11AR3

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

|   | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | Apr       | Apr       | Apr       | Apr       | Mar       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Proficient/Advanced   | 93        | 87        | 87        | 84        | 76        |
| Advanced  | 61        | 55        | 60        | 41        | 0         |
| Number of students tested   | 319       | 295       | 272       | 254       | 242       |
| Percent of total students tested  | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed   | 2         | 0         | 2         | 2         | 0         |
| Percent of students alternatively assessed  | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>          |           |           |           |           |           |
| Proficient/Advanced   | 93        | 87        | 87        | 84        | 76        |
| Advanced  | 61        | 55        | 60        | 41        | 0         |
| Number of students tested   | 319       | 295       | 272       | 254       | 242       |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Proficient/Advanced   | 83        | 75        | 75        | 66        | 56        |
| Advanced  | 45        | 35        | 39        | 22        | 0         |
| Number of students tested   | 81        | 85        | 77        | 69        | 51        |
| <b>3. Hispanic or Latino Students</b>   |           |           |           |           |           |
| Proficient/Advanced   |           |           |           |           |           |
| Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Proficient/Advanced   |           |           |           |           |           |
| Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>5. English Language Learner Students</b>                                       |           |           |           |           |           |
| Proficient/Advanced   |           |           |           |           |           |
| Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>6. White</b>   |           |           |           |           |           |
| Proficient/Advanced   | 96        | 91        | 93        | 91        | 82        |
| Advanced  | 64        | 62        | 59        | 48        | 0         |
| Number of students tested   | 221       | 209       | 190       | 178       | 188       |
| <b>NOTES:</b> Percent of students scoring advanced was unavailable for 2005-2006. |           |           |           |           |           |

11AR3