

PART I - ELIGIBILITY CERTIFICATION

12AR1

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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
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

12AR1

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 14 Elementary schools (includes K-8)
 (per district designation): 4 Middle/Junior high schools
2 High schools
0 K-12 schools
20 Total schools in district
2. District per-pupil expenditure: 7761

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 11
5. Number of students as of October 1, 2011 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 | 15 | 12 | 27 | | 6 | 0 | 0 | 0 |
| K | 49 | 54 | 103 | | 7 | 0 | 0 | 0 |
| 1 | 40 | 35 | 75 | | 8 | 0 | 0 | 0 |
| 2 | 42 | 34 | 76 | | 9 | 0 | 0 | 0 |
| 3 | 38 | 31 | 69 | | 10 | 0 | 0 | 0 |
| 4 | 48 | 30 | 78 | | 11 | 0 | 0 | 0 |
| 5 | 34 | 30 | 64 | | 12 | 0 | 0 | 0 |
| Total in Applying School: | | | | | | | | 492 |

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
1 % Asian
1 % Black or African American
76 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
20 % 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 2010-2011 school year: 9%

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, 2010 until the end of the school year. | 15 |
| (2) | Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year. | 23 |
| (3) | Total of all transferred students [sum of rows (1) and (2)]. | 38 |
| (4) | Total number of students in the school as of October 1, 2010 | 416 |
| (5) | Total transferred students in row (3) divided by total students in row (4). | 0.09 |
| (6) | Amount in row (5) multiplied by 100. | 9 |

8. Percent of English Language Learners in the school: 72%

Total number of ELL students in the school: 337

Number of non-English languages represented: 6

Specify non-English languages:

Laotian, Irish-Gaeilge, Gujarati, Spanish, Marshallese, Pingelapese

9. Percent of students eligible for free/reduced-priced meals: 84%

Total number of students who qualify: 391

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.

10. Percent of students receiving special education services: 10%

Total number of students served: 48

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>6</u> Autism | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>2</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>4</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>22</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>4</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>9</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>22</u> | <u>0</u> |
| Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.) | <u>10</u> | <u>5</u> |
| Paraprofessionals | <u>11</u> | <u>3</u> |
| Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.) | <u>10</u> | <u>4</u> |
| Total number | <u>55</u> | <u>12</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: 21:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 97% | 96% | 96% | 97% | 96% |
| High school graduation rate | % | % | % | % | % |

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

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

| | |
|--|-----------------|
| 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 | _____ % |
| Total | _____ 0% |

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

PART III - SUMMARY

12AR1

Welcome to Russell D. Jones Elementary! Our school building is a large, impressive facility that enters through an atrium, currently featuring blooming hibiscus. You are greeted by a welcoming, efficient office staff, ready to assist you in English or Spanish. Walking down our glistening hallways, you will be amazed that our building is eleven years old, and enchanted by our polite and curious children, eager to know why you are here. The first day of school, Mr. Russell Jones, for whom the school is named, helps children to classrooms and checks out textbooks. During end-of-year award assemblies, he presents citizenship awards purchased through a self-perpetuating fund he established.

Jones is the twelfth of fourteen elementary schools in the Rogers Public School District. Rogers is the eighth largest city in Arkansas, and was ranked "10th Best Place to Live in the U.S." in 2007 by CNN *Money Magazine*. The area is home to Walmart, J.B. Hunt Transportation, and Tyson Foods. Northwest Arkansas has nationally acclaimed cultural arts opportunities, including the Walton Arts Center and Crystal Bridges Museum of American Art, and several institutions of higher learning, including Northwest Arkansas Community College and the University of Arkansas.

Jones opened in the fall of 2001 with the highest percentage of Free and/or Reduced Lunch, Hispanic, and English Language Learners Rogers Public Schools had experienced in one location. In 2000, the Hispanic population of the area was 8.3%, expanding to 14.9% in 2010. Jones' Hispanic population in 2001 was 51%. By 2011, we grew to 85% Hispanic, 90% minority, and 89% Free and/or Reduced Lunch. This year, we are 76% Hispanic, 80% minority (encompassing six different languages), and 84% Free and/or Reduced Lunch.

We have faced significant challenges, but accept no excuses. We now average 500-600 participants in the annual Community Night, 60-70 contributors to Winter Teacher Appreciation, and over 100 entries in the United Way Best Dressed Pumpkin Contest. By involving parents in areas of comfort and confidence, we build bridges. We have gone from parents visibly uneasy entering the building, to 100% participation in both fall and spring parent conferences for the past four years. In 2011-12, we logged the most volunteers and the second highest number of volunteer hours of elementary schools in the District, and are on track to exceed last year's 3607 volunteer hours. In 2010, we received Level 4 recognition as an Arkansas School of Excellence for School Improvement of Benchmark testing scores, and in both 2009 and 2011 we received Level 5 recognition, the state's highest category.

Throughout our journey, we placed significant emphasis on building relationships, creating a culture of learning and continuous improvement, and supporting professional growth for our teachers to increase their ability to use data and standards to drive instruction. Soon after we opened, it became clear more tools were needed to meet the language acquisition and academic acceleration challenges of our students. A three-year association with Teacher Advancement Program (TAP), funded by a \$733,000 grant, catapulted our understanding and implementation to improve teaching and learning. A California evaluative team conducted annual site visits to evaluate the structure and effectiveness of Professional Learning Teams, the caliber and effectiveness of case studies, and methods and efficiency of collaboration. Through higher expectations for all, diagnostic and prescriptive approaches to meeting student needs, efforts to align curriculum and services, improved communication among staff and parents, and a targeted teacher evaluation system including a pay-for-performance component, student achievement improved.

We expand the quality of teaching and learning through extended learning. Jones has eight National Board Certified (NBC) teachers. We have one Trainer of Trainers, three teachers with national candidate support training, and 48% of our certified staff have a Masters degree or higher. Jones facilitates one of the sixteen Arkansas Department of Education support sites for National Board candidate assistance. Rogers celebrates ninety-two NBC teachers, the second highest total in the state.

To support diverse student learning styles, we work with Jean Blaydes-Madigan, renowned leader in brain-based learning, linking movement and physical activity to increase academic performance. Most recently, we were invited to pilot a stationary bike with a Kindle in our Ride to Read program, with plans to provide data for her study of best practices.

For many years, it has been our dream to be a 90/90/90 school. We are almost there. When we opened, we set our mission statement far beyond what many thought could possibly be accomplished, “Educational Excellence for All”. Four years ago, our Student Leadership Team developed a student mission statement, “Do Great Things Every Day”. These are our guiding principles, daily challenges, and collaborative opportunities. Our responsibility is to make sure our children have the foundational skills needed to be successful at each step along the way toward becoming productive community and family members, and leaders of tomorrow.

1. Assessment Results:

A.

Arkansas student achievement for Adequate Yearly Progress (AYP) is measured by the Arkansas Comprehensive Testing, Assessment, and Accountability Program Benchmark Exam in literacy and math for grades 3, 4, 5, including both multiple choice and open response sections. Science is tested in grade 5, but not currently part of AYP. Also not included in AYP are subpopulations with forty or less children in the combined 3-4-5 average. Subpopulations with forty or more students at Jones are Hispanic, English Language Learners, and Free and/or Reduced Lunch. We have not had forty or more Caucasian children since 2008, and have never had forty or more of any other subpopulation.

Our Community Based Instruction Special Education children participate in alternate portfolio assessment, scored in four levels, with Functionally Independent and Independent meeting AYP. Tasks are designed to document severely developmentally delayed children addressing grade level standards in ways appropriate to their mental and physical challenges. On the traditional Benchmark Exam, scoring categories are Below Basic, Basic, Proficient and Advanced, with Proficient and Advanced meeting AYP. Benchmark scale score proficiency minimums in 2011 in both mathematics and literacy for grades 3, 4, 5 respectively were 500, 559, and 604. Arkansas Annual Measurable Objectives (AMO) increase 7.5% per year in math and 7.2 in literacy, reaching 100% in 2014. Scores are also calculated from 3rd to 8th grade, establishing an individual, scale score growth trajectory for each child. AYP can be achieved by scoring at or above minimum scale score, through growth, or by Safe Harbor (reducing by 10% the percent not proficient the previous year). Additional factors considered are percent tested and attendance rate. The state attendance minimum expectation is around 92%. Jones averages 96%. The minimum percent tested is 95%. Jones tests 100% of students, with the rare exception of hospitalized or homebound children.

B.

Arkansas abandoned alternate portfolio testing for language learners in 2006. Our scores plummeted. The playing field was leveled when Safe Harbor and Growth were added as alternatives for attaining Adequate Yearly Progress. From 2007 to 2011, our proficiency scores in Combined Population grew 41.1% in Literacy and 29.5% in Math.

Five-year Benchmark analysis shows significant reduction in Below Basic performance in the combined average: 3rd grade Math percent Below Basic has reduced from 11% to 0%; 3rd grade Literacy, 21% to 7%; 4th grade Math, 17% to 0%; 4th grade Literacy, 12% to 0%; 5th grade Math, 18% to 2%; 5th grade Literacy, 11% to 2%. Increases in Advanced performance show even greater improvement: 3rd grade math percent Advanced increased from 18% to 67%; 3rd grade Literacy, 7% to 47%; 4th grade Math, 17% to 56%; 4th grade Literacy, 5% to 39%; 5th grade Math, 19% to 46%; 5th grade Literacy, 11% to 43%. 2011 scores met standards without Safe Harbor or Growth. Jones is proud to stand toe-to-toe with high-performing schools, regardless of demographics.

Factors supporting this improvement include: creating an environment of continuous improvement; training below grade-level readers with limited vocabulary to effectively use contextual clues and structural organizers; aligning curriculum and developing common instructional language; reducing pullout programs; helping parents and children understand the importance of best effort; providing a wide variety of non-traditional, motivational programs; training teachers to dig deeply into data; using data and standards to drive instruction.

Within Arkansas guidelines, we do not have forty Caucasian children, so we would not report a gap of 10%. However, as we consider all children at Jones, there is a Literacy gap of 13.3% between Caucasian and Hispanic, and 10.6% between Caucasian and Combined. From 2007 to 2011, we had 41.1% growth for Combined, 41.5% for Hispanic and 44% for Caucasian. This is due, in part, to Caucasian children scoring 100% proficient in fourth grade in both 2010 and 2011, and in fifth grade in 2011.

Even though all three previous fifth grade teachers received district recognition as “Movers and Shakers”, scoring as one of the top five teachers in the district for student scale score growth, our fifth grade Hispanic scores are not where we would prefer. (Comparing 2011 Hispanic scores for Jones and the District: 3rd grade Jones 86%, District 80%; 4th grade Jones 98%, District 91%; 5th grade Jones 68%, District 80%.) In response, English Speakers of Other Language (ESOL) specialists serve each fifth grade classroom. Extra time in SuccessMaker digital curriculum is provided to reinforce skills. During Professional Learning Teams, teachers target Student Learning Expectations focused on areas where students struggle most, determining high-yield strategy implementation to increase student success. Differentiated instruction is provided in whole and small group. Current fifth grade staff is three National Board and ESOL certified teachers. Fifth grade students also participate in “Ride to Read”.

Recently cited in the *Winston Salem Journal* (NC), our "Ride to Read" program features students riding stationary bicycles as they read. This physical activity sparks biological changes that encourage brain cells to bind to one another, connections needed to increase learning potential and adaptability to challenges, creating an environment in which the brain is ready, willing and able to learn. Last year we saw an average 113-118 scale score growth on the State Benchmark Literacy Exam in fourth graders who participated regularly, compared to 71-79 points of growth in the control group.

2. Using Assessment Results:

Knowing every minute of instructional time must be utilized to its fullest, our staff analyzes both formative and summative assessment data sources to plan and instruct our students accordingly. Pre and post assessments are administered so that next steps in student learning can be determined. Teachers are encouraged to dig deeper into the data to determine not only which students are not proficient in an area, but at what point in the steps of skill acquisition the students need additional instruction to master more advanced levels of the skill, allowing for greater differentiation and specialization of instruction to meet the needs of our diverse learners.

We utilize an assessment wall to track formative assessment data. Quarterly, first through fifth grade students take a grade specific assessment developed by The Learning Institute, with multiple choice and open response questions, shorter but similar to the Augmented Benchmark state assessment. Results are posted electronically for teacher and administrator utilization. Appropriate interventions are then designed for students based on the analysis of that data. Other formative assessments include informal checklists and anecdotal notes, running records, Developmental Reading Assessments, STAR Early Literacy, STAR Reading, STAR Math along with the Waterford and SuccessMaker digital curriculum assessment components. In addition to the district Minimum Assessment Requirements, we implemented the Fountas and Pinnell Benchmark Assessments to check for quarterly reading. Accuracy, fluency and comprehension are measured. After analysis of the individual reading profile, teachers then identify focus areas for small group and individual reading instruction.

Summative assessments include the Augmented Benchmark Exam for students in third through fifth grades. First and second grade students participate in the Iowa Test of Basic Skills norm referenced test. Even though Kindergarten students do not participate in a summative, end of year norm-referenced exam, teachers complete the Qualls Early Learning Inventory (*QELI*) for each of their students. This assessment tool assists them identifying student development in six behavioral characteristics related to school learning to support instructional decisions they need to make about individual children and class groups. Our English Speakers of Other Languages participate in the English Language Development Assessment that provides information regarding Listening, Speaking, Reading and Writing skill development. Summative test data is disaggregated by grade level, individual class, and each

subpopulation of students. This data, along with attendance, School Health Index results, Teachscape Classroom Walkthrough data, Body Mass Index results, Response to Intervention data and Preschool Achievement information are reflected in our Arkansas Comprehensive Improvement School Plan. Results from these assessments are used to monitor curriculum alignment, assessment objectives and best teaching practices.

Informing parents, students and the community of our students' academic achievement is an important tool used in maintaining the strong school and family partnership needed to support children's learning. The school's assessment results are shared at our Annual Report to the Public held in the early fall. Grade level and school data are shared with parents and the community through the State Report Card. The Report Card is mailed to every parent and is available on the district website. Parents can also be kept informed of their child's participation in the Renaissance Place Accelerated Reader program by opting in an email notification program. An email is sent to the parent when their child has a completed an on-line reading quiz, identifying the book level and the accuracy of comprehension. As well, we have placed a Widget on our school webpage that displays current books students have read, along with the total number of Renaissance Place books and total words read to date for the year.

Parents and students are educated about standards and expectations. This is accomplished through parent training meetings at the beginning of the year and quarterly Grade Level Standards that are sent home with students. In addition to the minimum of two parent teacher conferences held yearly, teachers also communicate through email and/or phone calls. Triangulated data from the previous year's norm or criterion reference tests, STAR Reading and Math tests and the quarterly Learning Institute assessments are used to predict proficiency on upcoming summative assessments. A Student Accountability Report through The Learning Institute is shared with parents and students. Weaknesses in the writing domains and the reading and math strands are identified to develop plans of actions for improvement. Academic Improvement Plans, along with Intensive Reading Intervention plans are developed with the parents for students not meeting proficiency on state exams. Informal communication with parents is continual. Weekly folders, daily planners for students in third through fifth grades, quarterly standards-based report cards and five week progress reports are all modes of communication used.

3. Sharing Lessons Learned:

We have learned that success comes one child, one step at a time through carefully planned strategies, in an environment that promotes risk taking, unique experiences, and supportive relationships. Accelerating student growth requires optimizing every moment, and doing the most with what you have. Success comes from building confidence, taking risks, attempting things others don't think are possible, finding alternate resources, and believing students are capable, given the right tools, training, and opportunity. We share this message, and live it every day.

As part of a focus on the comprehensive literacy model, several of our teachers have served as model classrooms, receiving observers and mentoring teachers from across the district. They have also presented during district sponsored mini-conferences in both mathematics and literacy. Our Literacy Facilitator is currently mentor to a facilitator new to her position at another school, and the principal is mentor to a new principal, and an intern in the field of administration.

Facilitated by three of Jones' National Board Certified Teachers, we have been a host site for National Board candidate support training for the past five years. Over 100 teachers representing twelve Arkansas school districts have participated, boasting a success rate of about 85%. National Board Certification is recognized as the professional standard of excellence. The three-year certification process is composed of four portfolio writing entries, including two teaching videos, and six assessments in various aspects of each particular discipline, incorporating best practices and reflection to increase student achievement. The two current facilitators presented at the Arkansas National Board for Professional Teaching Standards Association at Harding University in January, as an outreach from this support group.

We are a demonstration site for PE4Life, a national organization that advocates for improved fitness, social behavior and learning readiness of children by inspiring, empowering, and educating schools and their community partners to be catalysts for change in advancing quality physical education. We have shared brain-research and the impact on student success of our Action-Based Learning Lab and Ride-to-Read programs with over 250 teachers, administrators and school board members from six states, representing 25 communities and 125 schools. Additionally, our PE teacher, a classroom teacher and/or the principal have presented at the 2010 and 2011 National PE4Life Conferences. We are pleased that site visits to Jones have contributed to the creation of at least six Ride-to-Read programs in the district, state and neighboring states.

4. Engaging Families and Communities:

Many of our parents were teenagers with their first born, often reporting negative school experiences. Grandparents and great-grandparents share stories of completing three to six years of schooling in Mexico before going to work. Effective parent engagement offers opportunities that can be done or accessed at home, or accommodates shift work for multiple adults in the household. It incorporates fun, family activities where adults receive information or items to directly help children and improve the quality of life. Ten fully, and eight substantially, bilingual staff members assist with communication, cultural awareness, and building bridges. Successful community engagement exposes our children and extended families to opportunities and experiences beyond their neighborhoods, introduces the community to our children and families in positive, mutually beneficial situations, and encourages continued interaction.

Community Night is a kick-off to the school year. We welcome parent and community involvement by showcasing area businesses and agencies in a carnival-like setting with food and music. Families receive practical information, demonstrations, take-home items, awareness of and connections with local resources. As our families grow more comfortable with the school, they become more involved in the children's education.

PADRES, a parent involvement program coordinated in the building, educates Hispanic parents about opportunities for students and increases awareness and confidence for parents to become informed advocates of their child's education. Weekly training culminates in a community or school service project, with expectations for graduates to be leaders in the next training.

Reading Buddies is a nine-year relationship with Walmart vendors, who take an extended lunch once per month to read and interact with our children. They buy books and have taken children to a Rogers Little Theater production, as well as providing role models who talk about real-life applications of reading and math. Kirksey Reading Buddies, a ten-year relationship between our Kindergartners and language learner students at the neighboring middle school, supports monthly interaction to develop fluency, a love of reading, and increase motivation to read for all involved.

Jones' Parent Teacher Organization (PTO) unites parents, teachers, students, and the community by promoting the welfare of children, and helps raise standards of home life by bringing home and school closer together. Through monthly informal meetings, funding educational projects and activities, and hosting and participating in community events, collaboration between families, educators and the community promotes trust and pride, raising expectations and achievement essential to future success.

1. Curriculum:

Arkansas Curriculum Frameworks, Student Learning Expectations, District Pacing Guides, and Total Instructional Alignment (TIA) documents direct lesson planning through essential questions in grades 3-5, science, social studies and all specialty areas. Common Core Standards guide K-2 literacy and math. Curriculum Mapping Project is used for K-2 literacy core content. Grade 3-5 English Language Arts includes reading, writing, oral and visual communication and inquiry research. Arkansas English Proficiency Standards are differentiated by learner levels and correlated to the Arkansas English Language Arts standards. District Math Facilitators have developed units for K-2 math. Grades 3-5 convert to Common Core in 2012-13, and will use the Curriculum Mapping Project and District math units.

Social studies is extended through Rogers Historical Museum presenters, who bring artifacts, stories and information about the history of our community. Fifth grade science is enhanced through a two day, overnight experience at the Ozark Natural Science Center. A wide variety of standards-based activities incorporate Arkansas History, conservation of resources, geology, biology, teamwork and the process of scientific inquiry through outdoor education and laboratory research. Television meteorologists visit all grade levels with presentations bringing science to life. The District website hosts a wide variety of teacher resources across content areas, as well as technology links and exemplar student work samples.

The physical education program focuses on aerobic endurance, muscular fitness, individual activities and goal setting, life time sports, and sportsmanship. Students learn to move and move to learn through brain-based activities to enhance readiness for academic learning. The program extends beyond the gym walls, including: seven Exer-gaming stations with electronic games focused on brain development combined with purposeful movement; an upper body machine and an elliptical; fourteen stationary bikes; and the Action-based Learning Lab. The lab and equipment are available for staff and student use.

Health and wellness services extend through: vision and hearing screenings and referrals; organizations that purchase glasses, hearing aids, and dental care; a Mobile Dental Unit from Arkansas Children's Hospital; brushing and dental care programs; occupational and physical therapy; medication administration, seizure precautions, and G-tube feeding.

Using Arkansas Frameworks and Common Core, the library staff promotes reading incentive programs and technology instruction. Second graders learn keyboarding on AlphaSmarts. Third grade begins training on computers, learning Word and email. Word culminates with a self-selected research project using graphics, images and text. Fourth grade adds PowerPoint point, and fifth grade builds on all skills, adding animation and sound programs.

With Waterford and SuccessMaker digital curriculum, students practice skills at individualized levels, supporting struggling learners and extending through eighth grade level for advanced learners.

Music classes promote music appreciation, cultural awareness, performance opportunities to support oral language development, learning about instruments, and how to play recorders and percussion instruments.

Art lessons are engaging extensions of homeroom instruction, giving students opportunities to dig deeper and approach subjects from multiple modalities. Our children profit greatly from hands-on, sensory experiences. Content-rich vocabulary and cross-curricular connections offer language learners the opportunity to hear, see, and do, increasing success and self-confidence. Art and music are integral in Common Core implementation.

Our Gifted and Talented program provides enrichment lessons for K-2, nurturing divergent thinking and creativity, and pull-out instruction for identified children in grades 3-5, incorporating research, inquiry, creative thought and problem solving.

We have the advantage of one Pre-K classroom on site, which gives our children a jump start toward K readiness skills. Children strengthen oral language, social skills, basic letter and number awareness, and concepts about print. Parents become aware of child developmental basics, parenting skills, school expectations, and ways to be actively and productively involved in their child's education.

2. Reading/English:

Implementing Common Core State Standards and the Curriculum Mapping Project, teachers use units to deliver Language Arts instruction through content-rich texts. Grades K-2 used sample lessons in the units as templates to plan for six units, and created additional lessons further developing the curriculum. Children are exposed to a wide range of genres, focusing on connections between comprehension and acquisition of knowledge, building schema and background knowledge to make text accessible.

Third, fourth and fifth grade students focus on comprehension strategies using a wide variety of text types. Teachers provide mini-lessons designed to teach grade-level learning expectations. Students practice skills and strategies using grade-level text, as well as instructional and independent level materials in differentiated small groups. Reading goals are set and progress monitored in Renaissance Place. Audio books, cognates (intelligent/ inteligente) and Latin root words extend vocabulary acquisition and comprehension.

Analyzing third grade data, the District found about 50% of students read below grade level. To bring more students to proficiency, Fountas and Pinnell's *Leveled Literacy Intervention System* kits were purchased for each K-2 classroom. We have an all-hands-on-deck approach to using these kits. Most classroom teachers send half of their students to Waterford digital curriculum, while the other half meet in small groups with the classroom teacher, certified ESOL facilitators, highly qualified instructional assistants, or practice in work stations. This allows most students to be seen in small groups every day.

Reading Recovery, an individualized series of literacy lessons for first graders, selects the lowest 20% of students based on performance on several literacy activities. Students are taught in small group or one-on-one through specific reading behaviors to help become strategic readers. Beyond simply decoding words, they are taught to think about getting meaning from the text and to use a variety of textual clues. Prompting and teaching are geared to the child's zone of proximal development. Students are discontinued from services when they can read texts of grade level difficulty.

Reading instruction is enhanced through incentives and additional reading materials. Numerous grants extend budgets for purchase of Common Core support materials, nonfiction print for emergent readers, picture dictionaries, and board books for special needs students. An Arkansas Economics Grant established a used book store within our school. Over 4000 books were sold or traded the first year. The success allowed continuation of the project, gaining PTO support to increase access to books and pride in book ownership.

3. Mathematics:

K-2 Curriculum Maps, available online, have been created by District Math Facilitators to support implementation of Common Core Standards and are used across the district and by other districts and states. Units feature a lesson structure incorporating an overview of the focus, mathematical practices, essential questions, key vocabulary, background knowledge, focus and supporting standards, sample activities and assessments, literature connections, and additional resources. Smart Board, interactive, student-centered activities are embedded. We have allocated tremendous resources to obtain Smart

Boards, equipping all but one classroom to date, and providing our students with interactive, student-centered opportunities for enhancing and extending understanding.

The math units have specific components: “Minds on Math” addresses standards and strategies to support; “Heart of the Lesson” focuses on the standards and the focus lesson; “Maintenance, Application and Practice” differentiates instruction, including small group and work stations to improve below and above grade skills. Instruction is supported by highly trained instructional assistants and high school tutors from the traditional and alternative high schools.

All units have choice in standards-based lessons, scored back to the standards. They are constructed to engage all learners, be interactive, and encourage students to work both collaboratively and individually. Grades 3-5 instruction is driven by Student Learning Expectations and scored back to the standards using scoring guides. Teachers use best practice lessons to meet student needs.

Common Core Math Standards reduce content and increase depth to improve conceptual understanding. Deeper understanding is gained through Cognitively Guided Instruction, hands-on problem types for conceptual understanding. During Professional Learning Teams, the Math Facilitator partners with teachers to design learning based on goals for students, using data and student work to make informed instructional decisions. Video clips, writing problems, classroom visits, modeling and demonstrations by the coach promote understanding and preparation. Higher level questioning promotes fluency. Math Talk, student talk about learning and how they got their answers, deepens understanding for students and teachers.

Waterford and SuccessMaker digital curriculum support classroom instruction, providing vastly differentiated tasks extending from K through 8th grade level work. Dollars and Sense, sponsored by an area bank, provides children with first-hand, life lessons about saving money and real-world applications for math skills. We also supplement with IXL math, a computer-based program able to be accessed at home. Teachers are able to design individual courses of study to provide additional practice addressing specific skill deficits or weaknesses.

4. Additional Curriculum Area:

We emphasize hands-on, small group learning to increase academic and social vocabulary. The Children’s Garden, initiated by students and supported through grants from Walmart, Farm Bureau, Delta Kappa Gamma Teachers Honor Society, and the Arkansas Environmental Education Association, is used throughout the year for math, science, literature and social studies connections and offers unique opportunities to motivate students and support our mission, “Educational Excellence for All”. Kindergartners plant gourds to study plant cycles, then harvest them as first graders. Dried gourds become birdhouses, encouraging studies for *Wings Over Arkansas*, a state-wide research program. Arkansas Black apple trees, first developed in our county, have been planted to link fourth grade Arkansas History. All grade levels study animal habitats in a dry creek bed, brush pile, solar pond, and birdhouses provided by Northwest Arkansas Master Gardeners and community volunteers. The children maintain herb and butterfly beds to study insects, and harvest and dry sage, lemon mint, garlic and parsley for home use. Economics is taught through composting school scraps to conserve resources, and by using proceeds from vegetable produce sales in the teachers’ lounge as seed and supply money. Research papers and extended sensory vocabulary connect Language Arts.

The Children’s Garden is community collaboration for progressive learning. Teaming with Northwest Arkansas Community College and local high schools through Project East, Ceramics Clubs, and the Student Environmental Association, volunteers added trellises, weather stations and vocabulary tiles. In the summer program, children work with *PADRES*, a parent volunteer group, harvesting crops and reaping rewards from their efforts. Local chefs share health tips and food preparation demonstrations supporting national incentives for healthy lifestyles. This summer featured salsa made from our own tomatoes, onions, garlic, peppers, squash and horseradish, and coleslaw from our cabbage and bell peppers. Cafeteria staff created salads and cooked carrots and potatoes for whole grade levels.

Workshop collaboration with the Arkansas Game and Fish Department and the Arkansas Forestry Department provides garden curriculum for teachers. Visiting teachers request help to initiate “sister gardens”. Information about construction of our solar pond was shared at state conventions by Delta Kappa Gamma Society. We will be featured in Arkansas Educational Environmental Association’s garden tour this summer, and are collaborating with Beaver Lake Water District for a rain garden installation. Jones is sharing the positive effects of gardening with students locally, state-wide, and even in Scotland through pen pals and PowerPoint presentations.

5. Instructional Methods:

Working with Dr. Jane Pollock (author of *Improving Student Learning One Teacher at a Time*, co-author of *Classroom Instruction that Works*), we use GANAG as a lesson planning and delivery structure. GANAG designates components of an effective lesson, integrates Robert Marzano’s high-yield strategies, and focuses on what students are learning and doing.

Cognitively Guided Instruction (CGI), a process to strengthen conceptual understanding and problem solving strategies, is infused throughout math instruction. Problem types are posed, providing discussion in whole group, small group, or pairs, as children use manipulatives, realia, invented and standard algorithms to solve problems with strategies making sense to them and appropriate to developmental levels of understanding.

Co-teaching with ESOL, resource and homeroom teachers reduces pullout services, while aligning efforts and targeting specific academic and behavioral expectations. Extensive training for certified and classified staff supports quality core instruction and interventions.

Technology is used strategically and capably by teachers and students. Students research, create PowerPoint and multi-media presentations, enhancing oral language and collaboration skills. Every classroom has a document camera, LCD projector, and desktop computers. All but one has a Smartboard (being added next fall). Using Smartboards, teachers and students create, present and share lessons within the class and across the District. We have two, twenty-eight unit computer labs in continual use. Lap tops, flip cameras, digital cameras and AlphaSmarts are available for checkout. Blending digital instruction, Smart software, SuccessMaker, and Waterford provide individualized practice in reading, math and science, freeing teachers for personalized, enriched interaction with students to promote higher order thinking and problem solving.

Several non-traditional instructional methods help meet diverse needs. Title I books for “Summer Reading” address regression and limited access to reading materials in homes of poverty. Stability balls replace chairs in several classrooms, improving core strength, balance and focus. Girls on the Run, an after school program, incorporates activities to build self-esteem, social skills, goal setting, foster relationships, and develop future leaders, while improving endurance and general health.

Lunch Bunch groups, with the Literacy Facilitator, Assistant Principal, Speech, or ESOL teachers, target students in grades 3-5. Students are invited to have lunch one time per week as a group with their mentor. Conversations include goal setting, progress monitoring, focus on nonfiction reading to increase vocabulary, personal analysis of assessment data, test-taking strategies, and steps toward college and career readiness. Children receive the gift of time and personalized attention from caring adults.

6. Professional Development:

Following the District’s Strategic Plan to move Rogers Public Schools from “good to great,” focus has been placed on professional development. Current best teaching practices, educational research review and data-driven decision making provide the basis and support to meet the educational needs of all students through professional development opportunities for teachers. Staff reviews assessment data, identifies achievement trends, and revises the Arkansas Comprehensive School Improvement Plan

(ACSIP). This plan serves as a vehicle for continual monitoring, refinement of the curriculum, and professional development all which work together to meet our diverse students' needs.

Analysis of test data indicated writing, vocabulary, content and practical reading, and problem solving are areas of difficulty for our students. Responding to this data along with our high percentage of English for Speakers of Other Languages students, we set goals for all homeroom teachers to obtain ESOL endorsement. We have completed full-staff Sheltered Instruction and Observation Protocol training and Debbie Diller small group reading and workstation training. Seventeen of our nineteen homeroom teachers are completing a 3-year Cognitively Guided Instruction for Math course. Over the past two years, seven teachers, administrators and Academic Facilitators have completed or are in the process of completing training with Dr. Jane Pollock. From this training, our Literacy Academic Facilitator has shared her knowledge of this design plan with staff, with both facilitators assisting teachers in planning and teaching these lessons. Together, they have created PowerPoint presentations for these lessons which are now posted on the district website as models for teacher access.

We believe student achievement is strengthened through collaborative efforts of professional learning communities. Much like our students, our teachers are diverse in their needs and learning styles. Professional development is approached by offering various settings and venues. Examples of this include scheduled weekly grade level meetings with our Academic Facilitators, after school sessions with building staff or grade level teachers from other schools in the district, summer trainings, discussions with administrators during the development of the teacher's individual Professional Growth Plan, and monthly trainings with specific areas of development for our Title I and ESOL Instructional Assistants.

Teacher development is enhanced by technology integration such as SmartBoard training, Compressed Interactive Videos, Arkansas IDEAS (Internet Delivered Education for Arkansas Schools), webinars and on-site support from the District Technology Specialists.

7. School Leadership:

Our leadership philosophy is, "Don't tell me why you can't. Tell me what you need to make it happen". We seek educational excellence for all in an environment of continuous improvement, privileged to have over 200 certified candidates request consideration for employment at Jones last year. We hire quality staff, empower, build capacity, expect great things, and provide resources needed, often accessing a variety of community services and grant funding.

We strive to make every decision first asking, "How is it good for children?" "How will it improve student achievement?" We remind ourselves, "They don't care how much you know until they know how much you care." The principal's office door, walls, and desk have constant reminders: visuals comparing aligned versus random acts of improvement; "Simplify, Clarify, Prioritize"; "Every accomplishment starts with a decision to try."; "Unlock Human Potential – Water what you want to grow."; "Seek first to understand, then to be understood." These serve as daily reminders and beacons to stay on course.

Hispanic students have the highest high school dropout rate in our area. At the entrance of each of our hallways are graduation signs. K-1 reads, "Class of 2023, 2024", daily reminders to parents and students of our expectations and determination. At the beginning of the year, several K-1 parents hugged their children and took pictures under the signs. We post middle school honor roll lists with our graduates' names underlined. We are changing lives.

The principal and assistant principal have an open door policy, welcoming the free exchange of ideas. We believe every person is part of the solution. Those closest to a situation are most needed to problem solve and provide effective leadership to promote change and improvement. Our Title I budget is dedicated primarily to salaries. Building budget, scheduling, and hiring decisions are made with teacher input.

To support student learning, our master schedule provides common planning time for grade-level teachers every day, and weekly Professional Learning Teams for certified and classified staff to discuss instructional needs, strategic responses, and action plans. Literacy and Math Facilitators help instructional staff build skills, supporting and encouraging at a comfortable pace, with an undercurrent of urgency. Instructional assistants, teachers, support staff, and specialty areas work as a task force to address economic, social, emotional, physical, and academic challenges of our students.

Our children are the leaders of tomorrow. Working together, the future looks bright.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3
Test: Arkansas Augmented
Benchmark Exams

Edition/Publication Year: ACTAAP/ 2010, 2009, 2008,
2007, 2006

Publisher: 2008-2010 - Pearson / 2006-2007 -
Riverside

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Proficient + Advanced | 90 | 93 | 84 | 72 | 50 |
| Advanced | 67 | 60 | 52 | 34 | 18 |
| Number of students tested | 75 | 76 | 63 | 73 | 77 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 2 | 3 | 0 | 6 | 5 |
| Percent of students alternatively assessed | 3 | 4 | 0 | 8 | 5 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Proficient + Advanced | 89 | 92 | 82 | 75 | 48 |
| Advanced | 66 | 58 | 49 | 33 | 0 |
| Number of students tested | 64 | 64 | 57 | 57 | 61 |
| 2. African American Students | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 1 | 2 | 0 | 1 | 1 |
| 3. Hispanic or Latino Students | | | | | |
| Proficient + Advanced | 91 | 94 | 80 | 70 | 46 |
| Advanced | 64 | 65 | 47 | 30 | 15 |
| Number of students tested | 56 | 54 | 51 | 50 | 48 |
| 4. Special Education Students | | | | | |
| Proficient + Advanced | 73 | | | | |
| Advanced | 45 | | | | |
| Number of students tested | 11 | 6 | 7 | 5 | 9 |
| 5. English Language Learner Students | | | | | |
| Proficient + Advanced | 92 | 95 | 79 | 63 | 47 |
| Advanced | 64 | 63 | 47 | 24 | 16 |
| Number of students tested | 53 | 56 | 47 | 41 | 49 |
| 6. Caucasian | | | | | |
| Proficient + Advanced | 93 | 100 | | 73 | 52 |
| Advanced | 79 | 55 | | 47 | 24 |
| Number of students tested | 14 | 11 | 9 | 15 | 21 |
| NOTES: | | | | | |

12AR1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Arkansas Augmented Benchmark
3 Exams

Edition/Publication Year: ACTAAP/2010, 2009, 2008,
2007, 2006

Publisher: 2008-2010-Pearson / 2006-2007 -
Riverside

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Proficient + Advanced | 86 | 74 | 63 | 50 | 37 |
| Advanced | 47 | 42 | 25 | 15 | 7 |
| Number of students tested | 75 | 76 | 63 | 72 | 77 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 2 | 3 | 0 | 6 | 5 |
| Percent of students alternatively assessed | 3 | 4 | 0 | 8 | 7 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Proficient + Advanced | 84 | 70 | 61 | 48 | 34 |
| Advanced | 44 | 42 | 25 | 14 | 8 |
| Number of students tested | 64 | 64 | 57 | 58 | 61 |
| 2. African American Students | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 1 | 2 | 0 | 1 | 1 |
| 3. Hispanic or Latino Students | | | | | |
| Proficient + Advanced | 86 | 78 | 61 | 45 | 31 |
| Advanced | 45 | 46 | 18 | 12 | 2 |
| Number of students tested | 56 | 54 | 51 | 49 | 48 |
| 4. Special Education Students | | | | | |
| Proficient + Advanced | 64 | | | | |
| Advanced | 18 | | | | |
| Number of students tested | 11 | 6 | 7 | 5 | 9 |
| 5. English Language Learner Students | | | | | |
| Proficient + Advanced | 87 | 79 | 62 | 35 | 31 |
| Advanced | 43 | 46 | 21 | 10 | 0 |
| Number of students tested | 53 | 56 | 47 | 40 | 49 |
| 6. Caucasian | | | | | |
| Proficient + Advanced | 93 | 82 | | 67 | 43 |
| Advanced | 50 | 36 | | 20 | 19 |
| Number of students tested | 14 | 11 | 9 | 15 | 21 |
| NOTES: | | | | | |

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: Arkansas Augmented
4 Benchmark Exams

Edition/Publication Year: ACTAAP/ 2010, 2009, 2008,
2007, 2006

Publisher: 2008-2010 - Pearson / 2006-2007 -
Riverside

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Proficient + Advanced | 91 | 80 | 55 | 66 | 56 |
| Advanced | 56 | 63 | 28 | 26 | 17 |
| Number of students tested | 68 | 64 | 75 | 70 | 82 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 2 | 0 | 6 | 2 | 6 |
| Percent of students alternatively assessed | 3 | 0 | 8 | 3 | 7 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Proficient + Advanced | 90 | 76 | 57 | 62 | 57 |
| Advanced | 53 | 58 | 25 | 26 | 21 |
| Number of students tested | 58 | 55 | 60 | 58 | 62 |
| 2. African American Students | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 1 | 0 | 2 | 2 | 1 |
| 3. Hispanic or Latino Students | | | | | |
| Proficient + Advanced | 90 | 74 | 60 | 69 | 55 |
| Advanced | 58 | 54 | 26 | 20 | 15 |
| Number of students tested | 50 | 50 | 53 | 45 | 53 |
| 4. Special Education Students | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 4 | 6 | 5 | 9 | 5 |
| 5. English Language Learner Students | | | | | |
| Proficient + Advanced | 92 | 73 | 53 | 71 | 56 |
| Advanced | 56 | 52 | 20 | 20 | 16 |
| Number of students tested | 52 | 48 | 45 | 41 | 55 |
| 6. Caucasian | | | | | |
| Proficient + Advanced | 100 | 100 | 38 | 60 | 65 |
| Advanced | 73 | 92 | 31 | 35 | 24 |
| Number of students tested | 11 | 12 | 13 | 20 | 17 |
| NOTES: | | | | | |

12AR1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Arkansas Augmented Benchmark
4 Exam

Edition/Publication Year: ACTAAP/2010, 2009, 2008,
2007, 2006

Publisher: 2008-2010 - Pearson / 2006-2007 -
Riverside

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Proficient + Advanced | 95 | 81 | 41 | 57 | 47 |
| Advanced | 39 | 33 | 12 | 9 | 5 |
| Number of students tested | 68 | 63 | 74 | 70 | 82 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 2 | 0 | 6 | 2 | 6 |
| Percent of students alternatively assessed | 3 | 0 | 8 | 3 | 7 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Proficient + Advanced | 95 | 78 | 41 | 55 | 50 |
| Advanced | 40 | 30 | 12 | 10 | 5 |
| Number of students tested | 58 | 54 | 59 | 58 | 62 |
| 2. African American Students | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 1 | 0 | 2 | 2 | 1 |
| 3. Hispanic or Latino Students | | | | | |
| Proficient + Advanced | 98 | 76 | 38 | 56 | 45 |
| Advanced | 42 | 24 | 10 | 7 | 4 |
| Number of students tested | 50 | 47 | 52 | 45 | 53 |
| 4. Special Education Students | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 4 | 6 | 5 | 9 | 5 |
| 5. English Language Learner Students | | | | | |
| Proficient + Advanced | 98 | 74 | 32 | 51 | 44 |
| Advanced | 40 | 23 | 9 | 7 | 4 |
| Number of students tested | 52 | 47 | 44 | 41 | 55 |
| 6. Caucasian | | | | | |
| Proficient + Advanced | 100 | 100 | 46 | 60 | 65 |
| Advanced | 45 | 58 | 23 | 15 | 12 |
| Number of students tested | 11 | 12 | 13 | 20 | 17 |
| NOTES: | | | | | |

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: Arkansas Augmented
5 Benchmark Exam

Edition/Publication Year: ACTAAP/ 2010, 2009, 2008,
2007, 2006

Publisher: 2008-2010 - Pearson / 2006-2007 -
Riverside

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Proficient + Advanced | 83 | 78 | 68 | 72 | 53 |
| Advanced | 46 | 41 | 30 | 21 | 18 |
| Number of students tested | 61 | 70 | 65 | 70 | 82 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 2 | 6 | 2 | 2 | 5 |
| Percent of students alternatively assessed | 3 | 9 | 3 | 3 | 6 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Proficient + Advanced | 82 | 79 | 67 | 70 | 51 |
| Advanced | 44 | 39 | 31 | 22 | 18 |
| Number of students tested | 50 | 57 | 58 | 54 | 67 |
| 2. African American Students | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 0 | 1 | 0 | 0 | 0 |
| 3. Hispanic or Latino Students | | | | | |
| Proficient + Advanced | 80 | 82 | 67 | 67 | 49 |
| Advanced | 36 | 44 | 29 | 22 | 15 |
| Number of students tested | 44 | 50 | 45 | 49 | 55 |
| 4. Special Education Students | | | | | |
| Proficient + Advanced | | | 50 | | |
| Advanced | | | 10 | | |
| Number of students tested | 4 | 7 | 10 | 3 | 7 |
| 5. English Language Learner Students | | | | | |
| Proficient + Advanced | 79 | 81 | 63 | 58 | 47 |
| Advanced | 36 | 40 | 25 | 15 | 10 |
| Number of students tested | 42 | 43 | 40 | 33 | 49 |
| 6. Caucasian | | | | | |
| Proficient + Advanced | 92 | 58 | 69 | 87 | 64 |
| Advanced | 69 | 25 | 31 | 13 | 27 |
| Number of students tested | 13 | 12 | 16 | 15 | 22 |
| NOTES: | | | | | |

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Arkansas Augmented
5 Benchmark Exam

Edition/Publication Year: ACTAAP/ 2010, 2009, 2008,
2007, 2006

Publisher: 2008-2010 - Pearson/ 2006-2007 -
Riverside

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Mar | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Proficient + Advanced | 76 | 70 | 57 | 58 | 43 |
| Advanced | 32 | 23 | 19 | 10 | 11 |
| Number of students tested | 61 | 70 | 65 | 69 | 81 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 2 | 6 | 2 | 2 | 5 |
| Percent of students alternatively assessed | 3 | 9 | 3 | 3 | 6 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Proficient + Advanced | 72 | 70 | 55 | 58 | 41 |
| Advanced | 28 | 21 | 19 | 11 | 8 |
| Number of students tested | 50 | 57 | 58 | 53 | 66 |
| 2. African American Students | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 0 | 1 | 0 | 0 | 0 |
| 3. Hispanic or Latino Students | | | | | |
| Proficient + Advanced | 68 | 72 | 58 | 60 | 33 |
| Advanced | 20 | 20 | 16 | 8 | 4 |
| Number of students tested | 44 | 50 | 45 | 48 | 54 |
| 4. Special Education Students | | | | | |
| Proficient + Advanced | | | 20 | | |
| Advanced | | | 0 | | |
| Number of students tested | 4 | 7 | 10 | 3 | 7 |
| 5. English Language Learner Students | | | | | |
| Proficient + Advanced | 67 | 65 | 58 | 38 | 25 |
| Advanced | 19 | 16 | 13 | 3 | 4 |
| Number of students tested | 42 | 43 | 40 | 32 | 48 |
| 6. Caucasian | | | | | |
| Proficient + Advanced | 100 | 58 | 56 | 53 | 68 |
| Advanced | 62 | 33 | 31 | 13 | 27 |
| Number of students tested | 13 | 12 | 16 | 15 | 22 |
| NOTES: | | | | | |

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | | | | | |
| SCHOOL SCORES | | | | | |
| Proficient + Advanced | 88 | 84 | 68 | 70 | 53 |
| Advanced | 57 | 54 | 36 | 27 | 17 |
| Number of students tested | 204 | 210 | 203 | 213 | 241 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 6 | 9 | 8 | 10 | 16 |
| Percent of students alternatively assessed | 3 | 4 | 3 | 4 | 6 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Proficient + Advanced | 87 | 82 | 68 | 68 | 51 |
| Advanced | 55 | 51 | 34 | 27 | 13 |
| Number of students tested | 172 | 176 | 175 | 169 | 190 |
| 2. African American Students | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 2 | 3 | 2 | 3 | 2 |
| 3. Hispanic or Latino Students | | | | | |
| Proficient + Advanced | 87 | 83 | 68 | 68 | 50 |
| Advanced | 53 | 54 | 34 | 24 | 15 |
| Number of students tested | 150 | 154 | 149 | 144 | 156 |
| 4. Special Education Students | | | | | |
| Proficient + Advanced | 68 | 47 | 45 | 35 | 9 |
| Advanced | 31 | 0 | 13 | 11 | 4 |
| Number of students tested | 19 | 19 | 22 | 17 | 21 |
| 5. English Language Learner Students | | | | | |
| Proficient + Advanced | 88 | 83 | 65 | 64 | 50 |
| Advanced | 53 | 52 | 31 | 19 | 14 |
| Number of students tested | 147 | 147 | 132 | 115 | 153 |
| 6. | | | | | |
| Proficient + Advanced | 94 | 85 | 65 | 72 | 60 |
| Advanced | 73 | 57 | 42 | 32 | 25 |
| Number of students tested | 38 | 35 | 38 | 50 | 60 |
| NOTES: | | | | | |

12AR1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | | | | | |
| SCHOOL SCORES | | | | | |
| Proficient + Advanced | 86 | 74 | 53 | 54 | 42 |
| Advanced | 39 | 32 | 18 | 11 | 7 |
| Number of students tested | 204 | 209 | 202 | 211 | 240 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 6 | 9 | 8 | 10 | 16 |
| Percent of students alternatively assessed | 3 | 4 | 3 | 4 | 6 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Proficient + Advanced | 84 | 72 | 52 | 53 | 41 |
| Advanced | 38 | 31 | 18 | 11 | 7 |
| Number of students tested | 172 | 175 | 174 | 169 | 189 |
| 2. African American Students | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 2 | 3 | 2 | 3 | 2 |
| 3. Hispanic or Latino Students | | | | | |
| Proficient + Advanced | 84 | 75 | 52 | 53 | 36 |
| Advanced | 36 | 30 | 14 | 9 | 3 |
| Number of students tested | 150 | 151 | 148 | 142 | 155 |
| 4. Special Education Students | | | | | |
| Proficient + Advanced | 52 | 20 | 22 | 11 | 23 |
| Advanced | 10 | 0 | 4 | 0 | 4 |
| Number of students tested | 19 | 19 | 22 | 17 | 21 |
| 5. English Language Learner Students | | | | | |
| Proficient + Advanced | 85 | 73 | 50 | 41 | 33 |
| Advanced | 35 | 29 | 14 | 6 | 2 |
| Number of students tested | 147 | 146 | 131 | 113 | 152 |
| 6. | | | | | |
| Proficient + Advanced | 97 | 79 | 57 | 60 | 58 |
| Advanced | 52 | 42 | 34 | 15 | 19 |
| Number of students tested | 38 | 35 | 38 | 50 | 60 |
| NOTES: | | | | | |

12AR1