

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [X] Choice

Name of Principal Mr. Jeff Michael Glover

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name M.A. Hardin Elementary School

(As it should appear in the official records)

School Mailing Address 700 Schoolwood Drive

(If address is P.O. Box, also include street address.)

City Redfield State AR Zip Code+4 (9 digits total) 72132-0250

County Jefferson County State School Code Number* 351-00-78

Telephone 501-397-2450 Fax 501-397-5037

Web site/URL http://whitehallsd.org E-mail gloverj@whitehallsd.org

Twitter Handle N/A Facebook Page N/A Google+ N/A

YouTube/URL N/A Blog N/A Other Social Media Link N/A

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

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Larry Smith, N/A E-mail: lesmith@whitehallsd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name White Hall School District Tel. 870-247-2002

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Dr. Raymond Jones, N/A
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

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

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) 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 configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be 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.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The 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.
10. 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.
11. 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 (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 4 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 6 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 1 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	15	24	39
1	17	23	40
2	23	16	39
3	22	16	38
4	25	25	50
5	17	15	32
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	119	119	238

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 3 % Asian
 - 4 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 89 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report 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.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 5%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	7
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	11
(4) Total number of students in the school as of October 1	235
(5) Total transferred students in row (3) divided by total students in row (4)	0.047
(6) Amount in row (5) multiplied by 100	5

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 50 %
 Total number students who qualify: 120

If this method is not 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.

9. Students receiving special education services: 12 %
28 Total number of students served

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

- | | |
|-------------------------|---|
| 1 Autism | 0 Orthopedic Impairment |
| 0 Deafness | 0 Other Health Impaired |
| 0 Deaf-Blindness | 2 Specific Learning Disability |
| 0 Emotional Disturbance | 23 Speech or Language Impairment |
| 1 Hearing Impairment | 0 Traumatic Brain Injury |
| 0 Mental Retardation | 1 Visual Impairment Including Blindness |
| 0 Multiple Disabilities | 0 Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	12
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	95%	95%	94%	96%	94%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

The vision of the White Hall School District is to serve the needs and interests of its students by providing quality educational programs consisting of curricular and extracurricular activities designed to enhance the strength of this nation. M.A. Hardin Elementary School, one of four elementary schools in the district, embraces our district's vision and proudly proclaim to be the Hardin C.U.B.S.; Children United By Success!

Our school's mission is to empower all our children to become responsible, inquisitive, and productive citizens in our changing world. We believe that each child will achieve success academically, socially, emotionally, and physically. It is our philosophy at Hardin that when staff, students, parents, and the community work together this mission is accomplished.

M.A. Hardin is the only elementary school in the White Hall district not located in the city of White Hall, Hardin is in Redfield, a town approximately 16 miles north of White Hall. Redfield is a small town with around 1000 residents. The town was incorporated in 1889 and named after J.E. Redfield, the president of the Little Rock, Mississippi River, and Texas Railroad. The community is rich in history. It has three properties listed in the National Register of Historic Places and is the home of the Mammoth Orange Café, considered by Arkansas Tourism as being possibly the most recognizable "unique" dining facility in Arkansas. The Redfield Public Library, F.P. Baugh City Park, and Tar Camp Park, located along the nearby Arkansas River, provide our children abundant opportunities to learn, grow, and be happy!

This year the White Hall School District includes six school sites consisting of four K-5 facilities, one 6-8 middle school, and one 9th grade freshman academy and 1 high school. The school's ethnicity profile of 2,948 students is: Caucasian/Hawaiian 77.33%, African American 14.70%, Hispanic 3.03%, Asian 2.5%, Native American 0.44%, and 2 or more races 1.4%. All six of the district's campuses are NCA accredited with no deficiencies. All 177 teachers in the district are highly qualified.

In the 2012- 2013 school year, Hardin was restructured from a K-6 campus to K-5. Currently Hardin has an enrollment of 235 students. There are two sections of each grade level with an average student/teacher ratio of 20.1. Of the 235 students, 96.4% are Caucasian, 1.7% African American, and 2% other races.

In 2013, from Hardin's combined student population, 50.42% qualified for Free/Reduced-Price Meals/Socio-economic Disadvantaged Students.

HIGH STUDENT ACHIEVEMENT AT HARDIN!

M.A. Hardin Elementary students have shown strong academic performance on Arkansas state assessments over the past five years. In 2013, Hardin ranked in the top 10% of elementary schools on the Arkansas Augmented Benchmark Exams for grades 3-6 in both Math and Literacy. In 2013, we were also recognized by The University of Arkansas Office for Education Policy as a High Achieving Elementary School. In the category for Top 25 Elementary Schools in Arkansas Based on Benchmark Literacy, Hardin is 17th in the state. Our school is ranked 5th in the category Top 5 Overall Elementary Schools in Central Arkansas Based on Benchmark Literacy Achievement. Our 4th Grade is 2nd in the Top 3 Schools by Grade Level in Central Arkansas Based on Benchmark math Achievement. The 4th grade is also 9th in the category Top 10 Arkansas Schools: Grade Four Math Achievement. In November, 2013 Hardin received a Benchmark Growth 2006-2013 Outstanding Educational Performance award. The award highlights elementary and middle schools that have shown the greatest improvement in math and literacy calculated on the basis of the benchmark exam. Hardin has also met AMO (Annual Measurable Objectives) on the Arkansas Augmented Benchmark Exams for the past two years and earned the Achieving School Status each year from the state of Arkansas. Student achievement like this doesn't just happen! The Hardin team works hard to assess and address the academic needs of each individual student. Students are evaluated on a daily basis through teacher observation and daily work. In addition to this, chunk tests are given in math, literacy, and science at frequent intervals for grades 1-5. Hardin teachers also give STAR Math and STAR Reading assessments on

a regular basis to assess student needs. The DIBELS oral reading fluency test is used to monitor student's reading progress. Small group instruction in both math and literacy is used to remediate areas of weakness in identified students. Qualifying students also attend a reading lab daily. All students receive practice, or skill reinforcement in a computer lab. Hardin also provides an after school tutoring program in both the fall and spring semesters for students needing remediation.

CHARACTER MATTERS AT HARDIN!

Our school believes that good character produces quality students. Our students are expected to exemplify good character each day. We believe that a student should be focused and ready to learn when they enter the classroom. Responsible classroom behavior, an important part of good character, is reinforced daily in every classroom with clear rules and consequences. In addition to this, our counselor presents lessons from the Character Counts Coalition to all students at Hardin. Good character is recognized and rewarded at our school through the presentation of the "Good Character-Students of the Month" award for each grade level. Citizenship is awarded annually in our academic awards assembly. Hardin also presents a coveted "Dan Mincy Character Award" to one fifth grade student. To obtain this award, the student must have demonstrated outstanding character and behavior throughout his/her years at Hardin.

HARDIN CARES FOR KIDS!

In order for quality learning to occur, we believe that all the needs of our students must be addressed. If our students are going to be academically strong they must also be socially, emotionally and physically strong. We have programs in place at Hardin to address these needs. One way to ensure a safe and happy school climate is to have our students involved in the process. An example is the production of an anti-bullying video by our student video club that is shown to all students. Sometimes our students have difficulties. Our school counselor provides individual or small group sessions for students experiencing stress due to family struggles. Occasionally, students are simply hungry. Along with our school breakfast and lunch program, we participate in the Arkansas Rice Depot Food Backpack Program, facilitated by our Wellness committee. This program is designed to discreetly provide any student that displays a nutritional need with a backpack containing "kid friendly" food to take home each week-end.

Hardin Elementary School is a family. Daily, when students arrive for school, they are greeted with friendly smiles and words of encouragement by the faculty and support staff at Hardin. They see the principal, teachers, teacher aides, the school resource officer, cafeteria staff, custodians, and volunteer parents all working to make Hardin Elementary a safe and happy "school home".

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) Arkansas student achievement for Annual Measurable Objective (AMO) is measured through The Arkansas Comprehensive Testing Assessment, and Accountability Program's (ACTAPP) tests. An Augmented Benchmark Examination was administered in grades 3, 4, & 5 in 2012-2013, and in grades 3-6 in the previous four years. Due to restructuring, we are now a K-5 school. The Augmented Benchmark exam is comprised of both multiple choice and open response questions in literacy and math. Science is tested in fifth grade but is not currently a part of AMO. Also not included in calculating AMO are subpopulations with fewer than 25 % of students in grades 3-6. Hardin has a sub population of more than 25% of students in the category of White Students and Free/Reduced-Price Meals/Socio-economic Disadvantaged Students only. Scoring categories on the Augmented Benchmark Exam for grades 3-6 are Below Basic, Basic, Proficient, and Advanced, with Proficient and Advanced meeting AMO. Students scoring at the proficient level demonstrate solid academic performance for the grade level tested and meet state standards. Students that fail to perform at the proficient levels are written an Academic Improvement Plan that lists specific interventions designed to raise the student's academic performance. At Hardin, we are continuously striving to meet 100% percent proficient and/or advanced across the board.

Additional factors in meeting AMO are attendance rates: 92% is the minimum state requirement, Hardin averages 94%. The state also requires 95% tested, and Hardin fulfills this requirement.

Other standardized tests administered at Hardin through the state's ACTAPP program are the Iowa Tests of Basic Skills (IOWA) at grades 1-2. Students who fall below the 50th percentile in Reading, Language, and Math are identified and receive an Academic Improvement Plan and an Intensive Reading Plan.

b) Hardin Elementary has met all requirements for Annual Measurable Objectives (AMO) for 2011-2012 and 2012-2013 and Annual Yearly Progress (AYP) from 2008-2009 through 2010-2011. Our scores on the Arkansas Benchmark Exams have consistently been some of the highest in the state. We have one subpopulation in Free/Reduced-Price Meals/Socio-economic Disadvantaged Students. Unless otherwise noted assessment results are cited for our combined population.

In 2008-2009, 88 percent of third graders were proficient or advanced in literacy. This number has steadily increased to 93 percent in 2012-2013. In math, our percentage of third grade students scoring advanced or proficient has steadily remained at over 90 percent over a five year span. In 2011-2012, Hardin had 100 percent of our third grade students score 100 percent proficient or advanced in literacy and math.

Achievement by our fourth, fifth, and sixth graders also steadily increased during the past five years. Over 90 percent of students in fourth and fifth grades are currently proficient or advanced in reading, 93 percent of fourth graders are currently proficient or advanced in math, and 88 percent of fifth graders are proficient or advanced in math. In 2011-2012, 92 percent of our sixth graders were proficient or advanced in literacy, and 86 percent were or advanced in math.

Our subpopulation of Free/Reduced-Price Meals/Socio-economic Disadvantaged Students do equally well in scoring proficient or advanced in literacy and math in all grade levels.

One performance trend found in our analysis of test data is that our students are steadily moving from proficient to advanced. This trend was found at third, fourth, fifth and sixth grades. For example in 2008-2009 only 41 percent of third graders scored advanced in literacy compared to 85 percent advanced in 2012-2013. In third grade math, scores have gone from 47 percent advanced to 75 percent advanced. In 2008-2009, only 7 percent of sixth graders were advanced. This number grew to 36 percent advanced in 2011-2012. Our biggest gain, in moving students from proficient to advanced, has been in the fourth grade in literacy. In 2008-2009, only 25 percent of students scored advanced. In 2012-2013, 70 percent of fourth graders were advanced in literacy.

We contribute much of our student's academic success to having an exceptional staff that makes instructional decisions based on student data from a variety of sources. This is further capitalized by the fact that the Hardin faculty believes that 100 percent of our students are capable of achieving proficient or advanced and instruct accordingly.

Only one achievement gap has been noted in Hardin's test scores. Our 2012-2013 test scores show there is over a 10 point gap in the number of fifth graders from the combined population moving from proficient to advanced than from our Free/Reduced-Price Meals/Socio-economic Disadvantaged students subpopulation. This is apparent in both literacy and math. To close this gap, we have reached out to parents, making them more aware of the importance of best effort and how it affects their child's academic performance. Research has shown how influential parental attitudes can be to a student's academic successes. When parents believe that their "children can get smarter they do get smarter", which gives us that extra push it takes to move students from proficient to advanced.

2. Using Assessment Results:

Hardin teachers use both formative and summative assessments throughout the school year to plan instruction. Academic Improvement Plans (AIP) are written for students in grades 1-5 who do not meet state requirement and Intensive Reading Interventions (IRI) are developed for students who do not meet state proficiency levels. At the beginning of the school year the classroom instructor, math specialist, and reading specialist meet to review the data from the summative assessments and identify the deficiencies for these students. The specialists and classroom instructors meet regularly to make adjustments to the instruction in the classroom and the interventions employed by the specialists based on the student's progress. Parent meetings are held at the beginning of the year to explain the process and interventions that are developed for their student.

Our first through fifth grade students take quarterly grade specific tests developed by The Learning Institute (TLI). The tests are shorter but similar to the Augmented Arkansas Benchmark Exam. Instructors meet in grade level teams and complete an instructional analysis for each module. This allows staff to share ideas and to enhance instruction and improve the performance of their students. Other formative assessments include Developmental Reading Assessments (DRA), Developmental Spelling Assessments (DSA), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), STAR Reading, and STAR Math. The results from these tests are found in Student Accountability Reports along with the TLI module results. This allows instructors to analyze student progress and improve performance by focusing on areas in need of student growth throughout the school year. Prior to starting school, kindergarten students are screened using the BRIGANCE Kindergarten Basic Assessments. These scores along with teacher ratings are used to detect children with the potential to struggle as well as to identify students who may be gifted and academically talented. Kindergarten teachers also complete the QUALLS Early Learning Inventory (QELI) for each of their students.

Summative assessments include the Augmented Benchmark Exam for students in third through fifth grades. First and Second grade students take the Iowa Test of Basic Skills norm-referenced test. Formative assessment data combined with summative assessment data comprises our Arkansas Comprehensive School Improvement Plan (ACSIP). The three year trend analysis for our math and literacy scores has identified areas for improvement. The identified areas for literacy are improving reading with an emphasis on vocabulary in lower grades, improving open response and multiple choice in literary and practical passages, and writing content and style in upper grades. In math an emphasis on measurement in upper grades and numbers and operations in the lower grades was identified. The focus of our curriculum and instruction in these areas has yielded improvement for our students. In 2013 we met our AMO (Annual Measureable Objectives) and were designated as an achieving school by the state of Arkansas.

Our school's assessment results are shared annually with parents and the community at our Report to the Public held in the early fall. Grade level and school data is also available to parents and the community through the State Report Card. The State Report Card is mailed to every parent and is also available, along with the Report to the Public, on the school's web site.

3. Sharing Lessons Learned:

M. A. Hardin students demonstrate academic success. We are proud of our school's achievements and we are happy to share our methods with others. We strive to teach our students the importance of doing their personal best; our teachers live by that same philosophy.

Our faculty is continually learning, growing, training, and sharing. We learn from others and we are eager to share what we know with other teachers in our field.

Our first grade teachers recently attended a Cognitively Guided Math Instruction workshop and were small group facilitators sharing information with teachers from several districts. Our school speech pathologist shared her classroom based assessment and functional communication skills checklist with other speech pathologists in the area. Experienced teachers at Hardin serve as cooperating teachers for the University of Arkansas at Pine Bluff. In addition, several Hardin teachers have served as mentors for beginning teachers preparing for the Praxis III portion for their teaching certification. Hardin teachers also use district grade level meetings to share ideas and instructional methods with other teachers in the district. Our school counselor conducts in-services to teachers on multiple campuses to provide training in dealing with bullying, identifying child abuse, and other current issues. The media director uses her technology training to conduct teacher in-services on new technology and web page design.

In 2012-2013 our faculty was one of ten chosen by the Arkansas Department of Education to serve as a pilot school to evaluate a new system for evaluation. The Hardin staff went through extensive training provided by the ADE before the school year began and worked extensively throughout the year with state department representatives to provide information on the effectiveness of the system. In 2013-2104 the Hardin staff, during Pre School in-service, shared information regarding the new system with other schools in the district. One of our faculty members is currently serving as a liaison with the district to continue to educate our teachers in the evaluation system.

4. Engaging Families and Community:

Our family and community members are wanted and needed! Making people feel welcome is a key strategy in promoting family and community involvement at M.A. Hardin.

The week before school starts parents and students are invited to a "Meet the Teacher Night." Through an informal atmosphere, complete with hotdogs and all the trimmings, parents and students get to meet the faculty, tour the building, and visit their classroom. The first week of school, we hold an open house where teachers provide parents with information about their curriculum, classroom management procedures, and other information pertaining to their classroom. Parents are asked to complete a volunteer survey indicating ways they might like to participate. Reading aloud, tutoring, demonstrating a special talent, speaking or reading to a classroom, tutoring, and assisting with special events are all encouraged. During open house parents are also enlisted to join the P.T.O. Our P.T.O works tirelessly to support the school; we could not exist without them. They work with teachers to organize events, and to provide additional funding as needed.

Hardin parents and community members are invited to attend all school assemblies and student programs. Events are advertised by notes home with students, the school's web site and calendar, and on the school's marquee. Programs, such as Muffins for Moms, Donuts for Dads, Math, Science and Literacy nights, art shows, Grandparents and Veterans Days are always successful. Awards assemblies and student productions are standing room only!

We believe that parents and community members need to be informed. A Report to the Public, presented annually by the principal, informs parents and community of our educational goals and accomplishments. The district and school's webpage is to keep parents constantly informed and updated on information vital to their child's education. Hardin teachers use the web site to post class schedules, conferences times, weekly homework assignments, calendar events, and test dates. The site also offers a portal to "Pinnacle Plus" to

access student's grades at any time. Weekly newsletters are sent home and students in grades 3-5 take home a daily assignment book. Every class uses a red folder to take home daily work and school notes. A 4 ½ week progress report goes home quarterly as well as a 9 week final grade report. Two parent/teacher conferences are held annually.

When parents and community members are welcomed, given opportunities to participate, and are kept informed, strong, confident, and successful students emerge!

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

M.A. Hardin Elementary students have shown an increase in test scores over the past five years in Math and Literacy. One reason for this is better execution of a curriculum that is aligned to our state and common core standards.

In addition, we have implemented a very effective formative assessment program, called TLI (The Learning Institute). The company uses our curriculum map and pacing schedule to generate interim assessments. Through these assessments, called “chunk testing”, teachers and administrators get immediate, detailed results for each student. With this information, our teachers develop appropriate and effective lessons that meet the needs of every student.

Hardin Elementary has several support programs that have been proven to increase student achievement in math and literacy. A highly qualified teacher works with small groups each week in Reading. Identified students in the first-third grades attend a reading computer lab (C.E.I.) each day. The reading teacher also works with small groups during the day on reading comprehension skills. The math teacher, also highly qualified, works with small groups from grades 1-5 on math skills that need remediation.

Our Plato Lab (Plato K-12 Online Learning Technologies) provides a highly individualized mode of learning for any student needing math or reading remediation, reinforcement, or enrichment.

Point-In-Time after school tutoring is offered in the spring and fall to students needing to strengthen reading and math skills.

Reading

The basal reader is used, along with supplemental materials, for reading instruction. Teachers focus on teaching phonemic awareness, phonics, vocabulary, reading fluency, and strategies for comprehension. Teachers have been trained in ELL and Effective Literacy.

Writing/English

Writing and English grammar skills are taught and practiced at Hardin. Teachers provide a writing block of time daily. Students use strategies learned from Step up to Writing and 6+ Traits of Writing. Along with writing instruction, teachers use the adopted English series and supplemental materials to teach grammar according to the state and common core standards.

Math

Teachers use the adopted math series, as a resource for teaching math skills. However, many supplemental learning materials and programs are incorporated into math instruction each day. Concepts are taught and practiced for mastery through the use of manipulatives, math games, and technology.

Science

Our science curriculum is based on the district’s adopted textbook and supplemental materials. For instance, teachers use the Science Studies Weekly magazine and Houghton Mifflin science kits for each grade level.

Social Studies

Social Studies concepts are taught in a variety of ways at Hardin. Teachers use the textbook series as well as supplemental resources. Community speakers are used frequently and students participate in Constitution Day, Columbus Day, Veterans Day and Black History Month. Classes receive a Studies Weekly magazine that is closely aligned to our curriculum frameworks

G.A.T.E.

Hardin’s Gifted and Talented program provides enrichment lessons for identified students. These students

develop higher level thinking skills by participating in competitions such as the Stock Market Game, The Arkansas Elementary Quiz Bowl, and chess tournaments.

Physical Education

Students have 100 minutes of physical education per week. Hardin's P. E. program is active and engaging. Lessons are geared to improve gross and fine motor skills in children, teach social skills through games, and provide them with information for building a healthy lifestyle.

Art

Art classes at Hardin offer students the opportunity for hands on sensory experiences in learning. Students go to art each week for 50 minutes. They are encouraged to express themselves while learning art skills as well as other skills in the curriculum. For instance, Math skills in the form of geometric shapes, angles, and symmetry are used to create unique art work that is displayed throughout the school.

Music

Students attend music two times per week. Basic concepts of music are taught with special emphasis on cultural awareness, folk music, patriotic songs, seasonal music, instrument families, music reading, and composers.

Technology

Technology is embedded throughout the curriculum. Every class has a Smart Board used for interactive instruction. Classrooms are also equipped with computers, LCD projectors, document cameras and several handheld student keyboards. The school has three student labs, plus educational software for every grade level and every discipline. The district purchases licenses for several online programs. Students are taught basic computer skills by lab managers.

Health and Wellness

Health and wellness education is very important at Hardin. We coordinate with the state to provide vision, dental, and hearing screenings. Programs such as "Jump Rope for Healthy Heart" sponsored by the American Heart Association and "Healthy Heart" sponsored by The University of Arkansas Medical Sciences, and "Be a Winner" sponsored by the Redfield Police Department offer our children wonderful information on being heart healthy and drug free.

Media Center

Our Media Center is a very important part of our student's success. The media center is always open for students providing plenty of opportunities for free flow and scheduled classes where students are taught library, research, and technology skills by a full time licensed media specialist.

2. Reading/English:

M.A. Hardin's reading program consists of a variety of methods to teach children to be successful readers. Our reading program utilizes a number of teaching strategies beginning in kindergarten. WE want children to be good readers and develop a lifelong love for reading!

Our teachers follow a curriculum map and pacing guide when planning reading instruction. Teachers use a basal reading program as the foundation for reading instruction in the classroom. However, other research programs are used to supplement the basal and fill in gaps on the curriculum map. ELLA and Effective Literacy materials are used in all grades. Classroom reading instruction also includes guided reading groups, Raz-Kids, an online reading resource, paired reading literature circles, reading response journals, and teacher read-aloud. Every class has a reading center full of books and comfortable places to curl up and reading during D.E.A.R. (Drop Everything and Read), a twenty minute block of silent reading time provided daily. When the weather is pretty, you will see classes enjoying their D.E.A.R. time in our beautiful courtyard.

Accelerated Reader, a reading incentive program, is very successful at Hardin. In 2013, 172 students participating in the program showed a 96% increase in reading achievement. Based on information through summative assessments such as STAR Reading, teachers assign each student a reading zone of proximal development range and instructional reading level. Within this range, students can choose books of interest. Each student is assigned a reading goal. A classroom bulletin board shows their progress and motivates them to reach their goal. Their reading achievement is recognized and rewarded each quarter. Students who meet their goal every quarter attend an Accelerated Reader field trip. Students are reading all the time! It's no wonder that reading achievement has increased dramatically.

At Hardin we hold one Book Fair per semester that is facilitated by our media specialist. We schedule the Book Fair in conjunction with other family oriented events to promote the importance of reading in our students' lives. We have events such as "Muffins for Moms", "Doughnuts for Dads", and "Goodies for Grands". In conjunction with our Book Fair we also hold a family Literacy Night in which engaging and fun activities are scheduled. We have book readings, reading strategies for parents, art activities, and book character dress up.

3. Mathematics:

Teachers use curriculum maps and pacing guides to drive math instruction at Hardin. We have found that students benefit from the use of many different instructional methods when teaching math. Our district adopted Math series is used along with many other supplemental activities that enhance math achievement. Our teachers use math manipulatives to aide in teaching problem solving and to provide hands-on-learning opportunities for the students. SMART Board interactive math games also provide another mode of learning. Classes are scheduled weekly into the Plato lab. Students work through tutorial math lessons that are designed to reinforce skills previously learned in the classroom. Students also participate in the Accelerated Math program. After a STAR Math test is given to each student, the results are used to determine the child's instructional math level. Individualized lessons are generated for each student. This provides another opportunity for students to practice basic mathematical operations throughout the school year. Because students work at their own pace, enrichment opportunities are provided to those students needing a challenge. The students also participate in math vocabulary games, problem solving activities such as a "problem of the day", Gizmos, (on line simulations) and weekly practice on open-response math prompts.

In our kindergarten and first grade classrooms we are implementing CGI (Cognitively Guided Instruction) math strategies. CGI is a research based problem solving mathematics program designed to improve number sense and computation for students. Problem-posing and problem-solving become the focus of math instruction, rather than the traditional emphasis on memorization of facts and algorithms. Analysis of formal assessment has shown a four to five percent increase in student scores for the 2013-2014 school year by implementing CGI.

We also implement math strategies in other areas of our curriculum. In Social Studies and Science teachers incorporate graphs, time lines, line plots, and computations for map activities. In P.E., Math, and Art our instructors implement math skills such as addition-subtraction, fractions, ratios, and shapes into classroom activities.

Hardin Elementary encourages the memorization of basic addition, subtraction, and multiplication facts. Students are given flash cards to study each week. Facts are practiced each day in the classroom with games and competitions (upper grades). Teachers use timed speed drill tests to determine student mastery of the facts. Individualized practice is also provided with the computer program, math Facts in a Flash.

4. Additional Curriculum Area:

Our mission at Hardin Elementary is for every student to achieve success, academically, socially, emotionally, and physically. Research has long supported the importance physical and health education play in educating both the mind and body. We believe our physical education, health, and nutrition program at

Hardin plays a critical role in educating the whole student. Our high test scores indicate that Hardin students are academically motivated, alert, and successful.

Hardin students receive two, fifty minute Physical Education (P.E.) classes weekly. The program is well organized, adheres to the Arkansas Physical Education and Health Curriculum Framework, and is taught by a licensed Elementary teacher, certified in Physical Education. Many of the lessons in P.E. cross the curriculum by pulling in literacy and math skills. An example of this is using math during exercises. Students roll the dice to determine the amount of the exercise to do. Upper grades multiply the two numbers and lower grades add the numbers. Kindergarten starts with number recognition and adds the second dice around Thanksgiving. P.E. lessons also consist of standards such as fair play and good sportsmanship which contribute to our student's social success. During the spring, the P.E. teacher does fitness testing. During fitness testing, "Fitness Grams" are sent home with each student to show how they compare to others in their grade and age group. "Fitness Grams" serve to educate and strengthen parent communication. Throughout fitness testing phrases such as "Good job!" "Way to go!" and "You can do it!" are constant. This kind of encouragement builds self confidence and relates directly our student's emotional success. The program culminates in an awards assembly where students are recognized for their physical success.

Our Physical Education teacher acts as chairperson for the school's Wellness Committee. The committee, comprised of the school nurse, counselor, principal, cafeteria manager, teachers, parents, and students, has developed a plan designed to ensure a healthy environment for Hardin students. Components of the plan include, additional staff training in health and nutrition, more nutritious meals with less starches and fats, and smaller meal sizes. The committee has recently implemented the GoNoodle program. Research based "brain break activities, that involve physical movement with learning a skill, are now being used throughout the school.

5. Instructional Methods:

Hardin Elementary teachers are committed to following a course of instruction that is conducive to developing each student to his/her fullest potential. While we do adhere to a framework of solid core instruction, based on Arkansas and Common Core State Standards, we acknowledge individual differences and provide opportunities for each student to achieve success.

Each year, prior to school starting, Hardin teachers begin to get to know their students. Through data disaggregation, from a variety of sources, teachers are aware of their student's academic strengths and weaknesses. What is not so apparent, is the learning styles of the students who are about to walk through the door. Nonetheless, exceptional classrooms, geared to fit practically any group of students, are prepared. Learning and listening centers and areas for flexible grouping are set up to individualize student needs and learning preferences. Materials for tactile learners are laid out and classroom libraries are assembled that provide books that interest students on a variety of reading levels

As a staff of highly qualified teachers, we believe that differentiated instruction is getting to know our students, and finding out how each child learns and making sure those needs are met. This goes hand in hand in with our school's mission that each child will succeed. As school starts, although this generally happens informally, getting to know individual learning styles is a top priority. Once we know our students, every available resource is used to make sure each child will learn and succeed. We use our LCD projectors, document cameras, and SMART Boards to present lessons to entire classes. These are especially geared to visual and auditory learners. During the lesson, SMART Board technology allows us to give the more tactile learners opportunities to interact in the skill being presented. As school progresses, we regularly rotate groups within the classroom to various learning centers to further individualize learning. We vary instruction for struggling students by breaking down lessons into smaller parts or varying time for assignments. Peer tutoring and paired reading is used frequently. Every classroom at Hardin is equipped with several Neo2 individual student keyboards. An example of how these are used to individualize instruction is in spelling. Traditionally, spelling words are given out orally, students write them down, and the teacher grades them for spelling. The keyboards have proven invaluable for students who have trouble expressing what they know on paper.

6. Professional Development:

The Hardin faculty believes that effective professional development is vital to the success of our students. Arkansas state standards require that each member of the certified staff receive a minimum of 60 hours of approved professional development annually. Required professional development consists of training in Parent Involvement (2hrs), Arkansas History (2hrs.), Child Maltreatment (every 5 years), Teen Suicide (every 5 years), Educational Technology (6hrs.), State Mandated Test Administrator Training (1hr.), Anti-Bullying (1hr), and Ethics (1hr.). Teachers also have three days designated as “flex days” to select training in their area of need. Flex days are a part of the 60 hours of required professional development. Professional development activities must be researched based, data driven, reflected in the state approved school improvement plan, Arkansas Consolidated School Improvement Plan (ACSIP), and be clearly tied to student achievement. Traditionally, Hardin teachers receive in excess of the state’s 60 hour minimum.

During the past few years Hardin has been rapidly receiving new technology and software. For teachers to integrate this new technology in to the classroom and to keep up with daily instruction, training has been a must. In addition to vendor based training , teachers have requested and received additional training both on and off campus from the counties educational cooperative, Arkansas River Educational Service Cooperative (ARESC), and the district’s technology staff. On-going training is from webinars, district, and school staff. Collaborations within the staff have been vital and are ongoing with the school’s Media Center Specialist and the computer lab manager.

Arkansas has adopted a new system for evaluation (Teacher Excellence and Support System) commonly called TESS. TESS uses the Charlotte Danielson Framework for Teaching as our instructional model. Much of our recent staff development has been devoted to studying the new framework. As a staff, we have also completed two book studies, Classroom Instruction That Works: Research-Based Strategies For Increasing Student Achievement by Robert J. Marzano, and Enhancing Professional Practice A Framework for Teaching by Charlotte Danielson.

At Hardin professional development is a continuous process throughout the year. Scheduling has made it possible for classroom teachers to share the same preparation period daily. This combined with regular grade level meetings allows time for teachers to share experiences, determine what works, and learn together. Although informal, teachers are able to reach each other “where they are at” and empower each other within the school setting.

7. School Leadership

At Hardin Elementary, all staff has a shared responsibility in leading our school. This leadership begins with the principal by insuring that the staff communicates and collaborates the best practices to insure student achievement. The principal achieves this through involving the staff in the decision making process by seeking input and encouraging the staff to take active leadership roles within the school. The principal works closely with the counselor, math and reading specialists, media specialist, and classroom teachers. Together, we review and discuss the implementation of curriculum, student achievement data, and share successful instructional practices. The principal is supportive of staff ideas and their needs and works to achieve an open and creative environment that allows the staff to implement instructional practices that best serve the needs of their students.

The structural leadership of our school is based on teacher communication. Our staff has common planning times, weekly grade level meetings, and monthly staff meetings. This allows our staff to review our students’ academic progress through frequent formal assessments with the specialists and principal. The staff analyzes student data to enhance the instructional program and improve student performance. We also use this time to reflect and discuss instructional practices, interventions, and school organization. Through this collaboration, we are able to make decisions on how to optimize our resources for insuring student success. This information is used to support our students with math and reading recovery during the school day as well as our after school tutoring program during the spring and fall semesters. Our instructional aides are also involved in one on one and small group tutoring. We feel as a staff that the vertical and horizontal

alignment has created a cohesive team of teachers that has closed the achievement gap in our school and has allowed for the success of our students.

We also involve the parents and community of our school through an active PTO and frequent parent activities. Our PTO is involved in supporting our students and staff with fundraisers and activities. As a school, we conduct math and reading nights, book fairs, informational meetings, and other activities. We communicate to our parents through our school website, newsletters, teacher web pages and teacher newsletters. Our staff and community embrace the ownership necessary to insure that our students will achieve academic success.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Arkansas Augmented Benchmark Examination (Editions-2009,2010,2011,2012,2013)

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: QUESTAR Assessment Inc.

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	94	100	93	98	92
% Advanced	75	84	70	49	47
Number of students tested	48	32	40	39	49
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	92	100	96	96	92
% Advanced	70	80	67	40	42
Number of students tested	23	20	21	25	26
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: The Editions for the Augmented Benchmark Examination are for the years 2009,2010,2011,2012,2013.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Arkansas Augmented Benchmark Examination (Editions-2009,2010,2011,2012,2013)

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: QUESTAR Assessment Inc.

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	95	92	87	84	68
% Advanced	81	79	50	53	41
Number of students tested	37	39	38	51	44
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	94	91	84	86	58
% Advanced	82	86	48	41	29
Number of students tested	17	22	25	29	21
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					

% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: The Editions for the Augmented Benchmark Examination are for the years 2009,2010,2011,2012,2013.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Arkansas Augmented Benchmark Examination (Editions-2009,2010,2011,2012,2013)

All Students Tested/Grade: 5

Edition/Publication Year: 2013

Publisher: QUESTAR Assessment Inc.

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	88	78	86	80	73
% Advanced	55	43	33	29	32
Number of students tested	40	37	51	41	34
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	86	80	84	86	59
% Advanced	36	35	28	29	17
Number of students tested	22	20	32	21	12
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					

% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: The Editions for the Augmented Benchmark Examination are for the years 2009,2010,2011,2012,2013.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Arkansas Augmented Benchmark Examination (Editions-2009,2010,2011,2012)

All Students Tested/Grade: 6

Edition/Publication Year: 2013

Publisher: QUESTAR Assessment Inc.

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced		86	98	84	89
% Advanced		64	68	43	67
Number of students tested		50	44	37	45
Percent of total students tested		100	100	100	100
Number of students tested with alternative assessment		0	0	0	0
% of students tested with alternative assessment		0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced		85	100	85	82
% Advanced		62	62	32	73
Number of students tested		26	21	19	22
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					

% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: M.A. Hardin Elementary changed grade formats from K-6 to K-5 for the 2012-2013 school year. This is the reason for only four years of test data for sixth grade from 2008-2009 through 2011-2012. The Editions for the Augmented Benchmark Examination are for the years 2009,2010,2011,2012.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Arkansas Augmented Benchmark Examination (Editions-2009,2010,2011,2012,2013)

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: QUESTAR Assessment Inc.

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	93	100	88	80	88
% Advanced	85	94	58	36	41
Number of students tested	48	32	40	39	49
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	91	100	96	76	81
% Advanced	78	90	67	28	35
Number of students tested	23	20	21	25	26
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					

% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: The Editions for the Augmented Benchmark Examination are for the years 2009,2010,2011,2012,2013.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Arkansas Augmented Benchmark Examination (Editions-2009,2010,2011,2012,2013)

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: QUESTAR Assessment Inc.

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	93	92	87	84	70
% Advanced	70	74	45	29	25
Number of students tested	40	39	38	51	44
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	91	91	84	83	72
% Advanced	64	77	36	17	29
Number of students tested	22	22	25	29	21
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					

% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: The Editions for the Augmented Benchmark Examination are for the years 2009,2010,2011,2012,2013.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Arkansas Augmented Benchmark Examination (Editions-2009,2010,2011,2012,2013)
Edition/Publication Year: 2013

All Students Tested/Grade 5

Publisher: QUESTAR Assessment Inc.

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	93	97	86	81	68
% Advanced	70	59	37	37	21
Number of students tested	40	37	51	41	34
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	91	100	84	90	50
% Advanced	64	60	34	33	0
Number of students tested	22	20	32	21	12
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					

% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: The Editions for the Augmented Benchmark Examination are for the years 2009,2010,2011,2012,2013.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Arkansas Augmented Benchmark Examination (Editions-2009,2010,2011,2012)

All Students Tested/Grade: 6

Edition/Publication Year: 2013

Publisher: QUESTAR Assessment Inc.

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced		92	86	76	67
% Advanced		36	45	27	7
Number of students tested		50	44	37	45
Percent of total students tested		100	100	100	100
Number of students tested with alternative assessment		0	0	0	0
% of students tested with alternative assessment		0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced		96	86	58	64
% Advanced		27	43	16	9
Number of students tested		26	21	19	22
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					

% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: M.A. Hardin Elementary changed grade formats from K-6 to K-5 for the 2012-2013 school year. This is the reason for four years of test data for the sixth grade from 2008-2009 through 2011-2012. The Editions for the Augmented Benchmark Examination are for the years 2009,2010,2011,2012.