RECEIVED
Arkansas Department of Education
Charter and Home School Office
September 9, 2014

ARKANSAS DEPARTMENT OF EDUCATION

2014 Application
District Conversion
Public Charter School

Deadline for Receipt of Submission: Tuesday, September 9, 2014, 4:00 p.m.
Applications will not be accepted after this time.

Name of Proposed Charter School:

Hughes Career Academy

Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Arkansas Department of Education to provide a meaningful review.

Arkansas Department of Education
Charter School Office
Four Capitol Mall Little Rock,
AR 72201
501.683.5313

ARKANSAS DEPARTMENT OF EDUCATION
2014 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL

A. GENERAL INFORMATION

Name of Proposed Charter School: Hughes Career Academy

Grade Level(s) for the School: 7-12 Student Enrollment Cap: 400

Name of School District: Hughes School District

Name of Contact Person: Sheryl Owens, Hughes School District Superintendent

Address: 310 College Street/PO Box 9 City: Hughes

ZIP: 72348 Daytime Phone Number: (870) 339-2570 FAX: (870) 339-3317

Email: sowens@hsd4.org

Charter Site Address: Hughes School District Campus

City: Hughes

ZIP: 72348 Date of Proposed Opening: August 18, 2014

Name of Superintendent: Sheryl Owens

Address: 310 College Street/PO Box 9 City: Hughes

ZIP: 72348 Daytime Phone Number: (870) 339-2570

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

MISSION STATEMENT: "The Hughes Career Academy is committed to providing all students with knowledge, learning experiences, and skills needed to prepare for high school, college, and career success.

The design of the Hughes Career Academy is based on the following beliefs:

All of our students:

- Will experience the workshop model;
- Must be on track for College/Career Readiness by the end of 8th grade;
- Will have an opportunity to earn high school credit(s) beginning middle school;
- Will experience an exposure to a variety of professions;
- Will have an opportunity to excel in an area of STEM, Fine Arts, or Accelerated Academics;
- Will participate in Character Education;
- Will have opportunity to earn college credits beginning in high school;
- Will demonstrate 21st Century Technology Skills; and
- Will experience learning time for Project-Based Learning

GOAL:

The Hughes Career Academy is a dynamic learning community who puts the interest of students first and enables them to achieve their maximum potential in a safe, caring, and supportive environment in becoming productive contributors and communicators in a technological advanced world.

Briefly describe the key programmatic features that the school will implement in order to accomplish the mission.

Applicant Response:

The district would include Project-Based Learning and embed it into the core subjects. Each core teacher would allow a portion of each nine week period to focus on skill mastery and progression of a career area that the student has selected. Teachers will collaborate on units while ensuring the common core state standards are embedded. This will be housed on the Hughes School District Campus.

This will help students get a sense of all the areas that teachers have knowledge in, as well as, their own exploratory avenues from web site resources. This will be pulled from when the student's personalized education plan is developed by the student, parent/guardian, and student mentor.

Our teachers will be receiving professional development on the majority of Wednesdays, if they choose, after school hours for additional hours, by our own in-house Technology Coordinator. This serves as a plus for our school that our staff can continually get technology skills throughout the year and therefore students will reciprocate the benefits within the lessons presented to get a first class education daily.

Each student will be able to build their own Personal Success Portfolio Plan to meet their need to build on for their future college and career success.

Students will attend school Monday through Friday, 8:00 am-3:30 pm daily. Students will meet requirements set forth by state standards.

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

The applicant for the proposed charter school, if approved by the authorizer, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the State Board of Education Rules Governing Charter Schools, and the attached assurances.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

1. Describe the results of the public hearing, called by the school board, which was held for the purposes of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

Applicant Response:

On Tuesday, October 29, 2013, Sheryl Owens, Superintendent of Hughes School District, indicated her discussion of the Report To The Public a proposed charter school and other options the school may have to the stakeholders. Members of the school board were present. This was followed up by a public school board meeting and other public/school meetings.

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-302 was met:

A. The notice of public hearing was distributed to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application.

B. The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located at least three weeks prior to the date of the meeting.

2. Give the mission statement for the proposed charter school.

Applicant Response:

knowledge, learning experiences, and skills needed to prepare for high school, college, and career success.

The design of the Hughes Career Academy is based on the following beliefs:

All of our students:

- Will experience the workshop model;
- Must be on track for College/Career Readiness by the end of 8th grade;
- Will have an opportunity to earn high school credit(s) beginning middle school;
- Will experience an exposure to a variety of professions;
- Will have an opportunity to excel in an area of STEM, Fine Arts, or Accelerated Academics;
- Will participate in Character Education;
- Will have opportunity to earn college credits beginning in high school;
- Will demonstrate 21st Century Technology Skills; and
- Will experience learning time for Project-Based Learning

GOAL:

The Hughes Career Academy is a dynamic learning community who puts the interest of students first and enables them to achieve their maximum potential in a safe, caring, and supportive environment in becoming productive contributors and communicators in a technological advanced world.

3. Describe the educational need for the school by responding to the following prompts. Include the innovations that will distinguish the charter from other schools.

Complete the following charts to include 2013 literacy and mathematics performance assessment data and graduation rates for the district in which the charter would be located and the schools closest to the proposed charter.

DISTRICT DATA			
District Name	Hughes School District		
District Status	Needs Improvement (Focus--Mildred Jackson Elem./Priority--Hughes High School		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated
All Students (Combined)			
Targeted Achievement Gap Group			
African American			
Hispanic			
White/Caucasian			
Economically Disadvantaged			
English Language Learners/ Limited English Proficient	0%	0%	NA
Students with Disabilities			

CAMPUS DATA - CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name	Hughes School District		
Campus Name	Hughes High School		
Grade Levels	7,8,11		
Campus Status	Priority		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	60.81	50.59	86.1
Targeted Achievement Gap Group	60.81	50.59	85.7
African American	(7) 80.95, (8) 75, (11) 30	(7) 38.1, (8) 25, (11) 30	78.1
Hispanic	(7th) RV, (8th) RV	(7) RV, (8) RV, (11) RV	0
White/Caucasian	(7) 75, (8) RV (11) RV	(7) RV, (8) RV, (11) RV	100
Economically Disadvantaged	(7) 75, (8) 81.25, (11) RV	(7) 39.29 (8) 37.5 (11) 43.	85.7
English Language Learners/ Limited English Proficient	0%	0%	NA
Students with Disabilities	(7) RV, (8) RV (11) RV	(7) RV, (8) RV, (11) RV	80

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	Lee County School District		
Campus Name	Lee County High School		
Grade Levels	7,8,11		
Campus Status	Priority		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	53.33, 53.23, 36.62	40, 46.77, NA	84.9
Targeted Achievement Gap Group	53.33, 46.77, 36.62	40, 46.77, NA	80.5
African American	52.86, 54.55, 38.46	40, 47.27, NA	78.1
Hispanic	RV, RV, RV	RV,RV,RV	81.8
White/Caucasian	RV, RV, RV	RV,RV,RV	87.8
Economically Disadvantaged	53.33, 53.33, 36.62	40, 46.77, NA	80.3
English Language Learners/ Limited English Proficient	0%	0%	NA
Students with Disabilities	RV, RV, 0	RV, RV, NA	80.8

CAMPUS DATA - OTHER CAMPUS IN FEEDER PATTERN OF PROPOSED CONVERSION CHARTER			
District Name	Hughes School District		
Campus Name	Mildred Jackson Elementary		
Grade Levels	K-5		
Campus Status	Hughes School District		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	54.7	62.5	NA
Targeted Achievement Gap Group	56.7	62.5	NA
African American	(3) 52.38 (4) 60 (5)69.23	(3) 61.9 (4) 45 (5) 30.77	NA
Hispanic	(3) RV, (4) RV, (5) RV	(3) RV, (4) RV, (5) RV	NA
White/Caucasian	(3) RV, (4) RV, (5) RV	(3) RV, (4) RV, (5) RV	NA
Economically Disadvantaged	(3)54.17 (4) 62.5 (5)74.9	(3)62.5 (4)62.5 (5) 74.19	NA
English Language Learners/ Limited English Proficient	0%	0%	0%
Students with Disabilities	(3)RV, (4) RV, (5) RV	(3) RV, (4) RV, (5) RV	NA

Explain the educational need for the charter in light of the academic performance by the district, the campus proposed to be converted, and at the schools in the same feeder pattern as the proposed charter. Explain other significant factors. Be certain to include the source for information presented.

Applicant Response:

- Title I Community Meeting was held September 4, 2014;

The district had a response by the community and parents that they did not want their students attending Forrest City, Earle, Marianna, or West Memphis because of their low test results, behavior issues, longer travel on buses, due to transportation only by school buses they would no longer be able to play sports, couldn't choose which school to attend and/or financial problems.

Other surrounding schools do not offer Personalized Education Portfolio Plans, Project-Based Learning, both East Arkansas College, Crowley's Ridge Technical Institute (proposed) and Mid-South Community College as distance learning and college credit avenues for their students as evidence through the district's counselor's knowledge.

If the performance of students at schools and or/districts not noted in the previous charts demonstrate the need for the charter, provide the student performance data and its source and explain.

Applicant Response:

Based on the data:

- Our secondary school system must be student-centered, with the workshop model, preparing career development, and we will start at seventh grade.

- We must address the student's needs, their background, their productivity level, our expectations and steps of student responsibility.

- We will have a distance learning partnership with East Arkansas College, Forrest City, and Mid-South College, West Memphis

- Technology will have to be taught as tools to help students have many kinds of learning opportunities.

- The student, parent/guardian, and school mentor will develop a personalized education plan. It will not only be developed around academics, but include emotional and social needs, as well as, address their college and career goals in the 21st Century.

We believe, with this approach, we will be able to keep most of these students in this community and raise their families here. This community is dying from a lack of jobs. With what we could provide, our retail/food sector, banking, mechanics, hair salons, and technology could improve or survive, otherwise, Hughes will turn into another statistic.

Describe the innovations that will distinguish the charter from other schools.

Applicant Response:

Surrounding school districts do not have the combination of Forrest City's East Arkansas Community College, and West Memphis' Mid-South Community College Partnership that we have. Secondly, staff have already attended Nashville, Tennessee at a three-day learning seminar for high school student college readiness.

- Provide the rational for differing the opportunities for Pre-AP students and students who are not taking Pre-AP courses in regard to project-based learning.

All students will be involved with Project-Based Learning within their core subjects. The Pre-AP students will be held to a more rigorous curriculum.

- Explain the role of Responsive Education Solutions (RES) with the Charter School, as the budget includes funds for professional services from RES. Provide the contract between the RES and the Hughes School District

- Confirm the understanding that every digital course must be offered from a provider approved by the Arkansas Department of Education and must meet or exceed curriculum standards and requirements by the Arkansas State Board of Education in accordance with all laws, rules, and procedures promulgated to ensure access to quality digital learning content and online blended learning.

The school understands that every digital course must be offered from a list approved by the Arkansas Department of Education and must meet or exceed curriculum standards and requirements by the Arkansas State Board of Education in accordance with all laws, rules, and procedures promulgated to ensure access to quality digital learning content and online blended learning.

4. On the following table, list the specific measurable goals in reading, reading comprehension, and mathematics, based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
PPEP prep meetings	TLI, Teacher Grade Books, PPEP Meetings	Passing Course/PARCC	Module intervals,nine week tests, test observations
Jr. High Courses	TLI, Teacher Grade Books, PEPP	Passing Course/PARCC	Module intervals, nine week tests/Jr. HS, teacher observations,
High SchoolCourses	TLI, Teacher Grade Books, PEPP	Passing Course/PARCC	Module intervals, nine week tests/HS, teacher observations,
Pre-AP Courses	TLI,Teacher Grade Books, PEPP	Passing Course/PARCC	More rigorous course/Pre-AP on transcript/passed
Character Education	Models	Higher Student Responsibility	Fewer Discipline violations, teacher observations.
Courses on Track	Counselor recorded visits	Algebra I taken and passed	College credit on transcript
STEM,FINE ARTS,or ACCELERATED ACADEMIC	participation	Successfully completed	Contribution to transcript completion
Technology Skills	PEPP/on track,modules success, teacher tests, teacher observation, niine week tests	PARCC Success, Passing Course	Transcript success,
Workshop Model & Project-Based Learning	participation, teacher observation, teacher grade book, PEPP	Successfully completed of PPEP Goals	Contribution to transcript completion

Explain how the attainment of the goals will demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission.

Applicant Response:

Each student will have a personalized Learning portfolio plan that will be developed by the student, parent/ gaurdian, and school mentor. This plan will develop around the student's emotional, academic, and social needs to address their high school, college and career goals in the 21st century. This model addresses student's backgrounds and needs as well as provides higher expectations of student's productivity as a learner.

5. Describe the educational program to be offered by the charter school.

Applicant Response:

The Hughes Career Academy is going beyond the regular school curriculum requirements by giving each student not only an a journey for preparing for a career, how to be a responsibility citizen in achieving that journey in a colla bora tingly fashion.

6. Explain why a charter school is necessary to better meet student academic needs instead of a traditional district school.

Applicant Response:

Our participation in the SIG program and the acquiring of a certified technology coordinator has resulted in a focus on technology and its application for instructional improvement with staff members and reciprocates to the students. We are committed to continuing their development and how this technology can support our goals towards effective learning opportunities for each of our students. With the inclusion of the Personalized Educational Portfolio Plan for each student in our secondary educational system, we believe that this will support our endeavor to reach our mission and goal.

The Personalized Educational Portfolio Plan provides the student and family with the opportunity and responsibility to become a vital part of the students educational process.

7. Explain how the charter school will have more autonomy than traditional schools in the district. Discuss each of the following:
   A) Employing personnel;
   B) Developing and controlling the charter school budget;
   C) Managing day-to-day charter school operations;
   D) Developing and controlling the school calendar; and
   E) Other areas of autonomy to be afforded to the charter.

Applicant Response:

A) The personnel will take more willingness and a deeper sense of commitment knowing that the student is here because they choose to be not required to be. Knowing that students want to learn all that the teacher can provide them day in and day out will be a challenge in itself to stay in advance of the student who seeks their wisdom and strives to be all they can be in life and who depends on them. Those that hire will seek only those who have this philosophy;

B)

8. Describe the school improvement plan by addressing the following:

A) Explain how the licensed employees and parents of the students to be enrolled in the charter school will be involved in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan.

Applicant Response:

B) Describe a plan for school improvement that addresses how the charter school will improve student learning and meet the state education goals.

Applicant Response:

9. Describe the process that will be used to ensure curriculum alignment with the Arkansas Curriculum Frameworks and the curriculum requirements of the Common Core State Standards as adopted by the State Board of Education.

Applicant Response:

The Hughes Career Academy will have a

10. Describe the manner in which the school will make provisions for the following student services, even in those areas for which a waiver is requested:

A) Guidance program;

Applicant Response:

A guidance program is currently in place in the district. A full time counselor is employed and will be retained.

B) Health services;

Applicant Response:

A full time nurse is currently employed by the district, and will be retained should this application be approved.

C) Media center;

Applicant Response:

A library with media center is currently in place in the district. A full time librarian is employed, and will be retained.

D) Special education;

Applicant Response:

A special education department is in place in the district. Two full time secondary special education teachers and two aides are employed and will be retained.

E) Transportation;

Applicant Response:

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

The district employees an ALE supervisor, and has teachers on a rotatation through the day.

G) English Language Learner (ELL) instruction

Applicant Response:

Not applicable to this district.

H) Gifted and Talented Program.

Applicant Response:

A Gifted and Talented Specialist is employed by the district, and will remain in employment.

11. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer, **separate from the district's annual report to the public**, that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives. (*See Arkansas Code Annotated 6-23-202.)*

Applicant Response:

local newspapers, The Forrest City Herald, and The Evening News, will publish reports for the school.

12. Describe the enrollment criteria and student admission, recruitment and selection processes for the proposed public charter school.

Applicant Response:

All students enrolled in the district's secondary school will be automatically enrolled in the Hughes Career Academy for the 2015-2016 school year. Sixth grade students enrolled in Mildred Jackson Elementary, and advancing to seventh grade will be automatically enrolled for 2015-2016.

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the public charter school than can be accommodated under the terms of the charter.

- [x] Yes
- [ ] No

13. Name any district personnel, and/or leaders of the proposed charter who have any prior involvement in the operation of one or more other charter schools and complete a Prior Charter Involvement **template** for each individual listed.

Applicant Response:

Not applicable

14. Summarize the job descriptions of the school administrator(s) and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions for the school.

Applicant Response:

Director: Oversee the general financial operations of building management and personnel of the Hughes Career Academy.

Administrative assistant: Oversee tests, professional development records, the new teacher mentor program (AIMM), curriculum details, Title I details (if approved), commissioner's memos and other duties as assigned.

Principal: Oversee the faculty and staff and carry out the school and district missions, select and make recommendations to the director for hiring and terminating faculty and staff. Carry out evaluations as set forth by the state-adopted teacher evaluation system (TESS).

Counselor: Involved in the record keeping and Personalized Education Portfolio Plan. Consults with teachers to facilitate the infusion of counseling activities into the regular education curriculum. Provides academic, social and emotional supports. Individual and group counseling and guidance lessons.

Instructional Facilitators: Provide site support to the classroom teachers via coaching or modeling for the utilization of technology tools and resources to support student learning. Works closely with administration to coordinate curriculum, instruction, assessment, professional development, resources, interventions, and partners with parents and communities.

Teachers: Conduct classroom instruction utilizing the best practices and work collaborative in a Professional Learning Community to plan and coordinate Personalized Education Portfolio Plan. Through assessment notebooks, facilitate learning goals, monitor and adjust for each student. Through the PEPP, communicate with students and parents on students individual progress and individual needs in a timely manner. Acts as support to the building administration in carrying out school and district missions.

15. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data**, including grant funds or private donations received directly by the charter school.

- [x] Yes
- [ ] No

The former Hughes High School facilities that have served up to approximately 500 students in former years. Where the conversion school known as the Hughes Career Academy grades 7 through 12, opening August 17, 2015. The facility will contain 16 classrooms, two science laboratories, three computer labs, one library, two music rooms, one study hall, one green house, one bus shop, two gymnasiums, nurse's station, and office seventeen spaces.
The facility in full compliance with the requirements of the Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Act (ADA).

16. Describe the facilities to be used. Give the present use of the facility and its use for the past three years.

Applicant Response:

The facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

- [x] Yes
- [ ] No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

17. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response:

We have access to breakfast and lunch because we have 100% of our students participating in the free/reduced lunch program. Hughes Career Academy will comply with the USDA and Food Services regulations. Hughes Career Academy will provide oversight from school food service supervisor to ensure all food service are in compliance.

18. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

Applicant Response:

The Hughes Career Academy has an advisory committee that will consist of the following members: Tracy McDonald, Jennifer Sampson, LaKeisha Lee, Sharnella King.

19. List the provisions of Title 6 of the Arkansas Code Annotated (Education Code), State Board of Education rules, and sections of the *Standards for Accreditation of Arkansas Public Schools and School Districts* from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and section number if applicable. **Provide a brief description of the rationale for each waiver requested.**

Applicant Response:

a.) Section 9.03.3.1 ("Language Arts") of the ADE Rules Governing the Standards for Accreditation:
The Hughes Career academy is required to teach Oral communication as a separate class.

The Hughes School District is asking for a waiver of that requirement in order that the curriculum meets the requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within other courses to be provided by the conversion charter school.

The Applicant ensures that students will receive instruction concerning the required material in the Oral Communication class meeting or exceeding all state curriculum requirements through embedding the curriculum within the students required coursework.

b. Ark. Code Ann. 6-42-101 et seq. and 6-20-2208 (c) (6); Section 18.0 of the ADE Rules Governing the Standards for Accreditation, and Section 4.00 of the ADE Rules Governing the Distribution of Students Special Needs Funds (all concerning Gifted and Talented Programs);
The applicant requests a waiver of the listed statutes and rules, to the extent necessary to permit it to assign students who meet the requirements for placement in Gifted and Talented programs students in grades five (5) and six (6) into its "Accelerated Academies" program, and students in grades seven (7) and eight (8) into the appropriate pre-advanced placement courses.

The granting of this waiver will allow students receiving Gifted and Talented Program services to receive enhanced educational offerings of sufficient rigor to meet their needs within the context of the charter school's curriculum plan, as opposed to "pull-out" type programs.

The Applicant ensures that the students referenced above will receive Gifted and Talented educational services that will meet or exceed the services required by law and rule.

c. Section 9.03.3.9 ("Career and Technical Education") of the ADE Rules Governing the Standards for Accreditation:

The Hughes Career Academy is required to teach the Career and Technical Education curriculum requirements as separate classes (such as Keyboarding and Career Orientation).

The Applicant is asking for a waiver of that requirement in order that curriculum meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within other courses to be provided by the conversion charter school.

The Applicant ensures that students will receive instruction concerning the required material in the Career and Technical Education classes meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' required coursework.

d. Section Ark. Code Ann. 6-15-1004, 6-17-309, 6-17-401, 6-17-902, and 6-17-919: Sections 15.02 and 15.03 of the ADE Rules Governing Standards for Accreditation; and the ADE Rules Governing Education Licenses (all concerning Teacher Licensure):

"The Applicant is requesting a waiver from the above-listed statutes and rules, to the extent that it may be necessary, for certified staff to teach courses outside of their area of certification. As noted in waiver request c.)

above, the Applicant wishes to have the flexibility to embed Career Orientation and Keyboarding into career focus units, and thus potentially not use a licensed Career and Technical Education instructor as a stand-alone instructor. The Applicant may desire to teach High School credits in the conversion charter school, such as Oral Communication, with the need for a waiver from secondary certification.

e.)Section 10.02.4 ("Class Size and Teaching Load")of the ADE Rules Governing Standards for Accreditation and specially subsections 10.02.4 and 10.02.4 and 10.02.5:

"In order to fully implement its conversion charter curriculum, the Applicant wishes to request a waiver of the Class Size and Teaching Load requirements. The Applicant believes with its unique curriculum system that will be utilized that this is an example of an "exceptional case" worthy of a waiver under under Section 10.02.5 of the Standards.

A waiver is being specifically requested for our teachers to be able to instruct no more than 150 students, with a maximum of no more than 30 students per class. With the implementation of the new charter curriculum system, it is anticipated that some elective courses may have more students. With this new tracking system implemented in the charter school, some teachers may have to have a class load of 150.

f.)Section 9.03.36 (Fine Arts") of the ADE Rules Governing Standards for Accreditation:
"The Hughes Career Academy is required to provide Fine Arts coursework in order to meet the requirements of this Standard.
The Applicant is asking for a waiver of that requirement in order that students who wish to participate in a STEM provided track of the charter school may be able to choose and complete the coursework in their areas of interest as opposed to Fine Arts courses. All courses which may be provided to such students in substitution of Fine Arts coursework shall meet or exceed all State curriculum requirements".

g.)Section9.03.3.7 ("Health and Safety Education") of the ADE Rules Governing the Standards for Accreditation:

"The Hughes Career Academy is required to provide a Health and Safety Education course to meet the requirements of this Standard.

The Applicant is asking for a waiver of that requirement in order for the requirements of the ADE Standards Rules, Arkansas Frameworks and all other applicale rubrics may be embedded within other courses to be provided by the conversion charter school.

The Applicant ensures that students will receive instruction covering the material in the Health and Safety classes which will meet or exceed all state curriculum requirements through embedding the curriculum within the student's required coursework. The Applicant will embed the course content from the Health and Safety class within its Science coursework offerings.

20. Describe the potential impact of the proposed public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Applicant Response:

Lakeview and Garland County have similar demographics to the that of Hughes Career Academy. These other districts were parties in a desegregation case.

21. Explain what the charter founders and other leaders are doing or will do to ensure the success of the charter school in perpetuity.

Applicant Response:

APPENDIX A

July 21, 2014

Via e-mail
ade.charterschools@arkansas.gov

TO WHOM IT MAY CONCERN:

Re: Letter of Intent to apply for district conversion public charter school
Hughes School District, Hughes St. Francis County Arkansas

Dear Sir/Madam:

Please accept this as the Letter of Intent for the Hughes School District as it intends to apply for a district conversion public charter school within the time frame permitted under the Rules and Regulations of Arkansas Department of Education. The contact person's name, full address, day time phone number and e-mail is as follows:

Mrs. Sheryl Owens, Superintendent
P. O. Box 9
Hughes, Arkansas 72348
870-339-3430/870-339-2570 (Phone)
870-339-3319 (Fax)
sowens@hsd4.org Email

The name of the school that the District wants to convert to charter status is Hughes High School. The name of the proposed charter school is as follows: Hughes Career Academy.

The description and location of the charter school: The charter school will be a career academy intended to prepare the students of the Hughes School District and surrounding area for career work and job readiness in conjunction with concurrent credit classes offered through either the East Arkansas Community College in Forrest City, Arkansas or the Mid-South Community College in West Memphis.

The grade levels will be 7 through 12. The number of students intended to be served by the public charter school: Enrollment cap – 500.

The Hughes Career Academy will function as a school within a school, offering additional opportunities to Hughes School District students in technical and vocational curriculum areas, utilizing a personalized method of instruction that incoporates individualized and digital curriculum delivery, designed to provide students with career certification as well as high school diploma. The Hughes Career Academy will prepare students for matriculation nto a college or for immediate positions open in the job market.

Respectfully submitted,

Sheryl Owens, Superintendent

JV:SO:LT/efa

cc: Members of the Hughes School Board

REPORT TO PUBLIC

The Hughes School District will hold its annual report on Tuesday, October 29, 2013 at 6:00 p.m. District Superintendent Sheryl Owens is scheduled to address the community on the state of school and officials will also give residents an update on the district's federal funding: 1. Academic Programs, 2. Student Incentives, 3. Curriculum, 4. Federal Grant Allocations.

PROOF OF PUBLICATION

STATE OF ARKANSAS
COUNTY OF ST. FRANCIS

I, Weston McLewey do solemnly swear that I am publisher of the FORREST CITY TIMES-HERALD, a daily newspaper printed in said county, and that I was such publisher on the dates of publication hereinafter stated, and that said newspaper had a bonafide circulation in said county and in Forrest City on said dates, and had been regularly published in said county for the period of twelve months next before the date of the first publication of the advertisement hereto annexed, and that said advertisement was published in said newspaper 1 times for 1 weeks consecutively, the first insertion therein having been made on the

29th day of October, 20 13

2nd insertion _____ day of _____, 20 __;

3rd insertion _____ day of _____, 20 __;

4th insertion _____ day of _____, 20 __;

5th insertion _____ day of _____, 20 __;

6th insertion _____ day of _____, 20 __.

SIGNED: Weston McLewey

Sworn to and subscribed before me this 30th day of October, 20 13.

Jeanette Nichols Notary Public

My Commission Expires:

September 7, 20 16

JEANETTE NICHOLS
Commission No. 12350756
NOTARY PUBLIC
My Commission Expires Sept. 7, 2015
ST. FRANCIS CO., ARKANSAS

Cost of Proof ..... $_____

Fee for printing ..... $_____

TOTAL ..... $_____

Rec'd. payment _____, 20 ____.

PETITION IN SUPPORT OF HUGHES SCHOOL DISTRICT CHARTER SCHOOL APPLICATION

WE, THE UNDERSIGNED, BEING CITIZENS OF AND WITHIN THE HUGHES SCHOOL DISTRICT ARE HEREBY INDIVIDUALLY AND COLLECTIVELY REQUESTING THAT THE STATE OF ARKANSAS, ACTING THROUGH ANY OF ITS AGENTS OR AGENCIES, APPROVE THE PETITION TO CONVERT THE HUGHES HIGH SCHOOL INTO A CONVERSION CHARTER SCHOOL TO BE NAMED THE HUGHES CAREER ACADEMY WHICH WILL BE A CAREER ACADEMY INTENDED TO PREPARE THE STUDENTS OF THE HUGHES SCHOOL DISTRICT AND SURROUNDING AREA FOR CAREER WORK AND JOB READINESS. I HAVE PERSONALLY SIGNED THIS PETITION: I **AM A CITIZEN OF THE STATE OF ARKANSAS AND THE HUGHES SCHOOL DISTRICT AND MY PRINTED NAME, DATE OF BIRTH, RESIDENCE, CITY OR TOWN OF RESIDENCE, AND DATE OF SIGNING ARE CORRECTLY WRITTEN AFTER MY SIGNATURE.**

	Signature	Printed Name	Date of Birth	Residence (Street Address)	City of Residence	Date of Signing
1	Alice Wilson	Alice Wilson	[redacted]		Hughes	9-2-14
2	SAMMY Wilson	SAMMY Wilson			Hughes	9-2-14
3	Beatrice Woods	Beatrice Woods			hughe	9 2 14
4	Ardelia Johnson	Ardelia Johnson			Hughes	9-3-14
5	Coydle Woods	Coydle Woods			Hughes AR	9-3-14
6	Sonny Perkins	Sonny Perkins			Hughes AR	9-3-14
7	[illegible]	[illegible]			Cove, AR	9-3-14
8	Dorotha Fuller	Dorotha Fuller			Hughes	9-9-14
9	Carolyn Williams	Carolyn Williams			Hughes	9-9-14
10	Connie Doolittle	Connie Doolittle			Hughes	9-9-14
11	Vicki Walker	Vicki Walker			Hughes	9-9-14
12	Eula Z Moore	Eula Z Moore			Hughes	9-9-14
13	Monique Logan	Monique Logan			Hughes	9-9-14
14	Joshua Miller	Joshua Miller			Hughes	9-9-14
15	Timothy McDonald	Timothy McDonald			Hughes	9-9-14
16	Patti Castle	Patti Castle	[redacted]		Horseshoe Lake	9-9-14
17	Yolanda Cume	Yolanda Cume			Hughes	9-9-14
18	Pamela Raines	Pamela Raines			Hughes	9-9-14
19	Ada Lathan	Ada Lathan			Hughes	9/9/14
20	Bonnie Taylor	Bonnie Taylor			Hughes	9-9-14

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	Signature	Printed Name	Date of Birth	Residence (Street Address)	City of Residence	Date of Signing
1	Margaret Smith	MARGARET SMITH	[redacted]	[redacted]	Hughes AR	Aug 29 20
2	Mary Altman	Mary Altman	[redacted]	[redacted]	Hughes	8-29-20
3	Randle Altman	Randle Altman	[redacted]	[redacted]	Hughes	8-29-20
4	John Smith	John Smith	[redacted]	[redacted]	Hughes	8-29-20
5	Freddie Brown	Freddie Brown	[redacted]	[redacted]	Hughes	8-29-14
6	Keon Fields	Keon Fields	[redacted]	[redacted]	Hughes	8/29/14
7	Anita Walker	Anita Walker	[redacted]	[redacted]	Hughes	8/29/14
8	Susie Hill	Susie Hill	[redacted]	[redacted]	Hughes	8-29-14
9	Leon Collins	Leon Collins	[redacted]	[redacted]	Hughes	8-29-14
10	[illegible]	[illegible]	[redacted]	[redacted]	Hughes	8-30-14
11	[illegible]	[illegible]	[redacted]	[redacted]		
12	Lessie Brown	Lessie Brown	[redacted]	[redacted]	Hughes	8-3-2014
13	Lula wood	Lula wood	[redacted]	[redacted]	Hughes	9-3-2014
14	Gladean L Taylor	Gladean Taylor	[redacted]	[redacted]	Hughes	9-3-14
15	Essa Barrett		[redacted]	[redacted]	Hughes	9-3-14
16	PEARLIE M. WILLIS	[illegible]	[redacted]	[redacted]	Hughes	9-3-14
17	Clayton L Willis	Clayton Willis	[redacted]	[redacted]	Hughes	9-3-14
18	Dylan Hornbeck	Dylan Hornbeck	[redacted]	[redacted]	Hughes	9-28-14
19	Kaitlyn Kirtley	Kaitlyn Kirtley	[redacted]	[redacted]	Hughes	9-28-14
20			[redacted]	[redacted]		

PETITION IN SUPPORT OF HUGHES SCHOOL DISTRICT CHARTER SCHOOL APPLICATION

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	Signature	Printed Name	Date of Birth	Residence (Street Address)	City of Residence	Date of Signing
1	Annette Powell	Annette Powe	[redacted]	[redacted]	Hughes	9-3-2014
2	Sandra McRae	Sandra Mc	[redacted]	[redacted]	Hughes	9-3-2014
3	Amy Green	Amy Green	[redacted]	[redacted]	Hetz	9-4-2014
4	Amanda Hastings	Amanda Hesting	[redacted]	[redacted]	Hughes	9-4-2014
5	Sherry Cromeans	Sherry Cromean	[redacted]	[redacted]	Hughes	9-4-2014
6	Dana Thorn	Dana Thorn	[redacted]	[redacted]	Hughes	9/5/14
7	Janiel Worley	Janiel Worley	[redacted]	[redacted]	Hughes	9/5/14
8	Joyce Gis	Joyce Gis	[redacted]	[redacted]	Hughes	9/6/14
9	Nate Crane	Nate Crane	[redacted]	[redacted]	Hughes	9-6-14
10	Margaret Miller	Margaret Miller	[redacted]	[redacted]	"	"
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

HughesMail

Bonnie Taylor <btaylor@hsd4.org>

Most recent story

Kendall Owens <fctimes@thnews.com> Tue, Sep 9, 2014 at 2:26 PM
To: btaylor@hsd4.org

Hughes officials to outline options for consolidation

By **Kendall Owens**
September 2, 2014

DISTRICT MUST MAKE CHANGES BEFORE 2015

The Hughes School District will hold a parent engagement summit Thursday at 6 p.m., at the Hughes Community Center to update district patrons on the status of the school district and to gather input as officials continue to work on options for the district as it faces consolidation.
Last month, officials with the Arkansas Department of Education confirmed that the HSD will have to consolidate before July 1, 2015, ahead of the the start of the 2015-16 school year. The district is being closed after enrollment dropped below 350 students for two consecutive years.

District superintendent Sheryl Owens previously said she would be contacting area superintendents regarding the option of an administrative consolidation. This morning, Owens confirmed that she has spoken with officials in three area school districts.

"We haven't agreed to anything at this point, but I have spoken with the superintendents from Forrest City, West Memphis and Earle just to see what their opinion was and begin the talks as we try to make a decision on what will be best for our students," said Owens.

Thursday's meeting will provide residents living in the HSD an update on consolidation, the possibility of a conversion charter school, what happens during a school consolidation and other options available to the district.

"We are going to hold a meeting so that we can give our patrons an overview of where things are and what has been taking place. We're also looking for input from them as to who we should pursue the hardest. Their children are going to be the ones affected by whatever decision is made, so I just feel it is important to hear from them," said Owens.

Owens said she surveyed several parents, and the vast majority of those have indicated that they would prefer to stay in the county and have the district become part of the Forrest City School District.

According to Owens, the next step toward a FCSD/HSD consolidation may involve the school boards from both communities.

"I have asked my board president to talk to the Forrest City board president because I think the two boards need to meet and sit down across a table to discuss this. I can make a recommendation to my board and Dr. (Tiffany) Hardrick can make a recommendation to the Forrest City board, but ultimately, the boards will have to make the final decision. I just think it's time that they come into this conversation," she said.

In August, Owens said district officials would like to see an administrative consolidation that would allow the campus in Hughes to remain open as a Hughes school.

"That would allow our children to stay over here. We have seen quite a bit of improvement from our students as far as their test scores are concerned and I would hate to see those students impacted in a negative way. It has happened at some other districts where you see the larger district absorb the smaller district administratively but allow the smaller district to keep its identity. That's what I'm hoping for," she said. "It's just such a sad situation, and we want to be cautious as we move forward."

She also said school officials do not want to be faced with the separation of students, which was the final decision of the Arkansas Department of Education regarding the Stephens School District earlier this year.

"The State Board wants to know what direction we're headed in by Oct. 1, and we will have an answer for them. I think the biggest thing that people want is for our children to stay together. Whether that's here through an administrative consolidation or as part of another school district, everyone wants these kids to be together. We don't want to end up like Stephens and some of the other districts and have our kids sent in two or three different directions. We understand that it's best that we reach our own agreement to present to the state, who will ultimately have the final say," said Owens.

The option of a charter school is one that Owens said is a long shot, but one that has been discussed.

"I'm going to talk to the public about it, but I honestly don't have a real positive feel for that option. It's out there and we're looking at it, but the department has already said that we don't have the 350 number, so I just don't think it is going to happen," she said.

2014 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES

The signature of the superintendent of the school district proposing the public charter school certifies that the following statements are and will be addressed through policies adopted by the public charter school; and, if the application is approved, the local board, administration, and staff of the district conversion public charter school shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief.

2. The district conversion public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility.

3. In accordance with federal and state laws, the district conversion public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.

4. Any educator employed by a school district before the effective date of a charter for a district conversion public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.

5. The district conversion public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.

6. The district conversion public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent any other qualified employee of the school district is covered.

7. The district conversion public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.

8. The employees and volunteers of the district conversion public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.

9. The district conversion public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

10. The applicant confirms the understanding that certain provisions of state law shall not be waived. The district conversion public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:

    (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;

    (b) Conducting criminal background checks for employees;

    (c) High school graduation requirements as established by the State Board of Education;

    (d) Special education programs as provided by this title;

    (e) Public school accountability under this title;

    (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 *et seq.*, and any other controlling state or federal law regarding ethics or conflicts of interest; and

    (g) Health and safety codes as established by the State Board of Education and local governmental entities.

11. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.

Sheryl Owens

Signature of Superintendent of School District

8-9-2014

Date

Sheryl Owens

Printed Name

City of Hughes

202 Black Wood *P. O. Box 145 * Hughes, Arkansas 72348

Phone: (870) 339-2332 * Fax: (870) 339-3111

E-Mail: city-of-hughes@sbcglobal.net

Mayor
Lawrence Owens

Recorder/Treasurer
Dr. Grady Collum

Alderman
Thomas Campbell
Malcolm Curne
Irene Combs
Rudolph Robinson
Jon Tate
Jessie White

September 9, 2014

To Whom It May Concern,

My name is Lawrence Owens, the Mayor of Hughes, Arkansas. This letter is written in support of efforts by the Hughes School District in establishing a Conversion Charter School in the Hughes community. A charter school will provide the students in the Hughes School District with opportunities for career and college exploration and job readiness. A charter school will also provide an opportunity for the students in our community to enroll in various programs of study being offered at East Arkansas Community College, Crowley's Ridge Technical, and Mid-South Community College as early as their freshmen year of high school.

The Hughes School District is currently in partnership with Mid-South Community College and East Arkansas Community College with providing our students with concurrent credits. Currently, students are allowed to enter into this program beginning in 11th or 12th grade. We believe a Conversion Charter School would strengthen our mission of preparing our students for job opportunities in a technologically advanced society.

Thank you for your consideration and anticipated favorable response.

Sincerely,

Lawrence "Larry" Owens, Mayor

APPENDIX B

6050703	COLLEGE PREP ACADEMY	Needs Improvement School	Y	NA	N	NA		
6050705	FLIGHTLINE UPPER ACADEMY	Needs Improvement School	Y	N	N	NA		
6052703	SIATECH HIGH CHARTER	Needs Improvement School	N	N	N	NA		
6102005	MAYNARD ELEMENTARY SCHOOL	Needs Improvement School	Y	Y	N	NA		
6102006	MAYNARD HIGH SCHOOL	Needs Improvement Focus School	Y	Y	N	Y	Y	N
6103009	ALMA SPIKES ELEMENTARY SCHOOL	Needs Improvement School	Y	N	N	NA		
6103010	POCAHONTAS HIGH SCHOOL	Needs Improvement School	Y	N	N	N		
6103011	POCAHONTAS UPPER ELEM. SCHOOL	Needs Improvement School	Y	N	N	NA		
6103012	POCAHONTAS JUNIOR HIGH SCHOOL	Needs Improvement School	Y	Y	N	NA		
6201003	CENTRAL ELEMENTARY SCHOOL	Needs Improvement Focus School	Y	N	N	NA	Y	N
6201010	FORREST CITY JR. HIGH	Needs Improvement Priority School	Y	Y	Y	NA	N	Y
6201011	FORREST CITY HIGH SCHOOL	Needs Improvement Priority School	Y	N	N	N	N	N
6201014	STEWART ELEMENTARY SCHOOL	Needs Improvement Focus School	Y	N	N	NA	Y	N
6201702	LINCOLN ACADEMY OF EXCELLENCE	Needs Improvement Focus School	Y	N	N	NA	N	N
6202022	MILDRED JACKSON ELEM. SCHOOL	Needs Improvement Focus School	Y	Y	N	NA	N	N
6202024	HUGHES HIGH SCHOOL	Needs Improvement Priority School	N	Y	N	N	N	N
6205027	PALESTINE-WHEATLEY ELEM. SCH.	Needs Improvement School	Y	Y	N	NA		
6205028	PALESTINE-WHEATLEY SENIOR HIGH	Needs Improvement Focus School	Y	Y	Y	N	N	N
6205031	PALESTINE-WHEATLEY MIDDLE SCH.	Needs Improvement Focus School	Y	Y	N	NA	N	N
6301001	PINE HAVEN ELEMENTARY SCHOOL	Needs Improvement School	Y	N	Y	NA		
6301002	BAUXITE HIGH SCHOOL	Needs Improvement School	Y	N	N	N		
6301003	BAUXITE MIDDLE SCHOOL	Needs Improvement School	Y	N	N	NA		
6302006	CALDWELL ELEMENTARY SCHOOL	Needs Improvement School	Y	Y	N	NA		
6302007	ANGIE GRANT ELEMENTARY SCHOOL	Needs Improvement School	Y	Y	N	NA		
6302008	PERRIN ELEMENTARY SCHOOL	Needs Improvement School	Y	Y	N	NA		
6302009	RINGGOLD ELEMENTARY SCHOOL	Needs Improvement School	Y	Y	N	NA		
6302010	BENTON JUNIOR HIGH SCHOOL	Needs Improvement School	Y	N	Y	NA		
6302011	BENTON MIDDLE SCHOOL	Needs Improvement School	Y	Y	N	NA		
6302012	BENTON HIGH SCHOOL	Needs Improvement School	Y	N	Y	Y		
6303018	HILL FARM ELEMENTARY SCHOOL	Needs Improvement School	Y	Y	N	NA		
6303020	BRYANT ELEMENTARY SCHOOL	Needs Improvement School	Y	Y	N	NA		
6303022	BRYANT HIGH SCHOOL	Needs Improvement School	Y	N	N	N		
6303023	SALEM ELEMENTARY SCHOOL	Needs Improvement School	Y	Y	N	NA		
6303024	ROBERT L. DAVIS ELEM. SCHOOL	Needs Improvement School	Y	N	N	NA		

46.27	34.09			NA	NA	NA	NA	NA	NA	Y	Y	NA
72.68	63.87			82.58	75	62.12	50	Y	Y	Y	Y	81.3
16.67	16.67			NA	NA	NA	NA	No(52.24%)	No(52.24%)	No(68.18%)	No(67.44%)	1
67.19	67.19			59.78	59.78	42.39	42.39	Y	Y	Y	Y	64.9

2013 School Status

Percent Proficient and Advanced Math All Students	Percent Proficient and Advanced Math TAGG	Graduation Rate All Students	Graduation Rate TAGG	Literacy Percent Meeting Growth All Students	Literacy Percent Meeting Growth TAGG	Math Percent Meeting Growth All Students	Math Percent Meeting Growth TAGG	Literacy Met Percent Tested? Combined, 2013	Literacy Met Percent Tested? TAGG, 2013	Math Met Percent Tested? Combined, 2013	Math Met Percent Tested? TAGG, 2013	Proficient and Advanced Literacy All Students AMO
45.92	45.92			66.67	66.67	19.44	19.44	Y	Y	Y	Y	62.88
50.59	50.59	72.09	72.09	79.55	79.55	38.64	38.64	No(88.37%)	No(88.37%)	No(93.75%)	No(93.75%)	53.13
76.74	76.47			56.52	55.56	45.65	46.67	Y	Y	Y	Y	73.78
78.12	78.12	78.95	78.95	NA	NA	NA	NA	Y	Y	Y	Y	69.44
60.2	60.2			68.23	68.23	51.56	51.56	Y	Y	Y	Y	62.27
83.78	76.67			50.44	49.18	27.43	24.59	Y	Y	Y	Y	85.25
59.31	52.38	90.48	84.38	NA	NA	NA	NA	Y	Y	Y	Y	79.92
73.91	67.03			80	74.26	58.48	53.16	Y	Y	Y	Y	85.26
92.94	82.35			81.99	82.93	46.58	46.34	Y	Y	Y	Y	91.28
87.92	84.57			85.07	82.35	50.75	43.53	Y	Y	Y	Y	83.92
90.39	85.27			90.34	84.93	59.09	54.79	Y	Y	Y	Y	91.76
86.7	77.87			86.39	82.43	60.54	55.41	Y	Y	Y	Y	87.99
91.47	85.22			88.71	80.65	84.64	73.39	Y	Y	Y	Y	91.37
86.15	74.84			85.88	76.41	82.17	67.96	Y	Y	Y	Y	84.18
94.81	90.22	91.52	80.85	NA	NA	NA	NA	Y	Y	Y	Y	82.87
85.71	76.62			90.67	87.88	39.9	35.35	Y	Y	Y	Y	85.48
83.13	76.19			78.47	73.13	40.28	37.31	Y	Y	Y	Y	85.93
84.67	76.46	79.86	72.19	NA	NA	NA	NA	Y	Y	Y	Y	75.92
94.24	87.88			89.73	85	51.35	48.75	Y	Y	Y	Y	93.4
86.58	81.45			78.32	75.64	53.15	52.56	Y	Y	Y	Y	90.25

Needs Improvement Focus Schools

Arkansas was required to identify a number of schools equal to at least ten percent of the state's Title I schools. Arkansas had 803 Title I schools in 2011, requiring at least 80 Title I schools be identified among the schools identified as Needs Improvement Focus Schools. Arkansas identified 109 schools which included 82 Title I schools. The criteria for identification of Focus Schools set by USDE included identifying schools that had:

- The largest within-school gaps between the highest-achieving subgroup or subgroups and the lowest-achieving subgroup or subgroups or, at the high school level, the largest within-school gaps in the graduation rate; or
- A subgroup or subgroups with low achievement or, at the high school level, a low graduation rate, or
- All Title I-participating high schools with a graduation rate less than 60% over a number of years that were not identified as priority schools.

Needs Improvement Focus Schools are identified based on the size of the achievement gap rather than the performance of the All Students group. Arkansas created a Targeted Achievement Gap Group (TAGG) to determine schools with the largest achievement gaps to ensure students at risk were counted, but only once, in the accountability model. The TAGG consists of students at risk due to economic disadvantage, English Learner status (EL), or Students with Disabilities (SWD). Students who met more than one of these risk categories were only included once in the TAGG.

The achievement gaps between the TAGG and Non-TAGG students were calculated for all schools using three years of scores to minimize the impact of wide variations from year-to-year, which may occur in smaller schools. The details of the method used to calculate the achievement gap are provided on pages 97 – 100 of Arkansas's approved ESEA Flexibility request.

The Non-TAGG to TAGG achievement gaps for schools identified as Needs Improvement Focus Schools ranged from 28.5 to 47.7 percentage points.

Interventions for Needs Improvement Focus Schools are detailed on pages 100 – 108 of Arkansas's approved ESEA Flexibility request.

The criteria for Needs Improvement Focus Schools to exit Focus status are provided on page 108 of Arkansas's approved ESEA Flexibility request.

These schools have been identified for Needs Improvement Focus School status:

School	District
Ashdown High School	Ashdown School District
L.F. Henderson Intermediate School	Ashdown School District

Ashdown Junior High School	Ashdown School District
Augusta Elementary School	Augusta School District
Blytheville High School	Blytheville School District
Blytheville Middle School	Blytheville School District
Brinkley High School	Brinkley School District
Bethel Middle School	Bryant School District
Academic Center for Excellence	Cabot School District
Camden Fairview Middle School	Camden Fairview School District
Camden Fairview High School	Camden Fairview School District
Cedarville High School	Cedarville School District
Clarendon High School	Clarendon School District
Van Cove High School	Cossatot River School District
Mount Judea High School	Deer/Mt. Judea School District
Dermott Elementary School	Dermott School District
Dewitt Middle School	Dewitt School District
Dumas Junior High School	Dumas School District
Dumas High School	Dumas School District
Washington Middle School	El Dorado School District
El Dorado High School	El Dorado School District
Washington Elementary School	Fayetteville School District
Fayetteville High School East	Fayetteville School District
Fordyce Middle School	Fordyce School District
Fordyce High School	Fordyce School District
Foreman High School	Foreman School District
Lincoln Academy of Excellence	Forrest City School District
Central Elementary School	Forrest City School District
Stewart Elementary School	Forrest City School District
Harry C. Morrison Elementary School	Fort Smith School District
Tilles Elementary School	Fort Smith School District
William O. Darby Junior High	Fort Smith School District
Gurdon High School	Gurdon School District
Wilmot Elementary School	Hamburg School District
Sparkman High School	Harmony Grove Camden School District
Miller Junior High	Helena/West Helena School District
J.F. Wahl Elementary School	Helena/West Helena School District
Hermitage High School	Hermitage School District
Hermitage Elementary School	Hermitage School District
Hot Springs Middle School	Hot Springs School District
Langston Magnet School	Hot Springs School District
Mildred Jackson Elementary School	Hughes School District
Oark High School	Jasper School District
Jonesboro High School	Jonesboro School District
Douglas MacArthur Junior High School	Jonesboro School District

Needs Improvement Priority Schools

Arkansas was required to identify a number of lowest-performing schools equal to at least five percent of the state's Title I schools. Arkansas had 803 Title I schools in 2011, requiring at least 40 Title I schools be identified among the schools identified as Needs Improvement Priority Schools. Arkansas identified 48 schools which included 41 Title I schools. The criteria for identification of Priority Schools set by USDE included identifying schools that were:

- Among the lowest five percent of schools in the state based on proficiency and lack of progress of the "All Students" group, or
- Title I participating or Title I eligible high schools with graduation rates less than 60% over a number of years, or
- Tier I or Tier II SIG schools implementing a school intervention model.

An added ranks method was used to identify Needs Improvement Priority Schools. The details of this method are provided on pages 87 – 88 of Arkansas's approved ESEA Flexibility request. This method was used in previous years to identify the persistently lowest achieving schools under Section 1003(g) of the Elementary and Secondary Schools Act. This method considers the rank of school performance in math and literacy for a three-year period.

The three-year average math and literacy performance for Priority Schools ranged from 7.9% of students scoring at or above the Proficient level to 47.7% of students scoring at or above the Proficient level.

Interventions for Needs Improvement Priority Schools are detailed on pages 88 – 96 of Arkansas's approved ESEA Flexibility request.

The criteria for Needs Improvement Priority Schools to exit Priority status are provided on page 97 of Arkansas's approved ESEA Flexibility request.

These schools are identified for Needs Improvement Priority status:

SCHOOL	DISTRICT
Augusta High School	Augusta School District
Blytheville Charter School and ALC	Blytheville School District
Blytheville Intermediate School	Blytheville School District
Covenant Keepers Charter School	
Dermott High School	Dermott School District
Altheimer-Martin Elementary	Dollarway School District
Robert F. Morehead Middle School	Dollarway School District
Dollarway High School	Dollarway School District
Earle High School	Earle School District

Forrest City High School	Forrest City School District
Forrest City Junior High	Forrest City School District
Belle Point Alternative Center	Fort Smith School District
Trusty Elementary School	Fort Smith School District
Central High School	Helena-West Helena School District
Summit School	Hot Springs School District
Hughes High School	Hughes School District
Lafayette County High School	Lafayette County School District
Lakeside High School	Lakeside School District (Chicot County)
Lee High School	Lee County School District
Anna Strong Middle School	Lee County School District
Whitten Elementary School	Lee County School District
Wilson Elementary School	Little Rock School District
Geyer Springs Elementary School	Little Rock School District
Baseline Elementary School	Little Rock School District
Henderson Middle School	Little Rock School District
McClellan Magnet High School	Little Rock School District
Hall High School	Little Rock School District
J.A. Fair High School	Little Rock School District
Cloverdale Aerospace Charter	Little Rock School District
Marvell High School	Marvell School District
Saratoga High School	Mineral Springs School District
Rose City Middle School	North Little Rock School District
Boone Park Elementary School	North Little Rock School District
Osceola High School	Osceola School District
Osecola Middle School	Osceola School District
Oak Park Elementary	Pine Bluff School District
Belair Middle School	Pine Bluff School District
Greenville Elementary School	Pine Bluff School District
Jack Robey Junior High School	Pine Bluff School District
Pine Bluff High School	Pine Bluff School District
Harris Elementary School	Pulaski County Special School District
Wilbur Mills High School	Pulaski County Special School District
Jacksonville High School	Pulaski County Special School District
Springdale Alternative School	Springdale School District
Stephens High School	Stephens School District
Strong High School	Strong-Huttig School District
Arkansas High School	Texarkana School District
Wonder Junior High	West Memphis School District

Lee High School

School Report Card 2012-2013
188 W. Chestnut | Marianna , AR 72360
870-295-7130

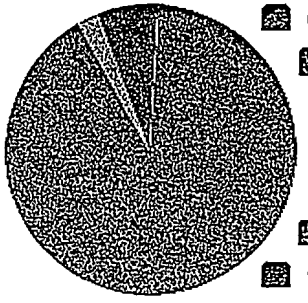
Principal: Clyde Noel
Superintendent: Willie Murdock

SCHOOL CHARACTERISTICS

Enrollment	436
Avg. Class Size	13
Avg. years teaching Experience	14
Per pupil spending	
• District avg.	$12,785
• State avg.	$9,324
School Choice Transfers	0

STUDENT DEMOGRAPHICS

Race/Ethnicity Statistics



- 0.0 % American Indian / Alaskan
- 0.9 % Asian
- 90.8 % Black / African American
- 0.0 % Hawaiian / Pacific Islander
- 2.3 % Hispanic / Latino
- 6.0 % White
- 0.0 % Two or More Races

Other Demographics

Limited English proficiency	0 %
Low-income	87 %
Students eligible to receive special education	13 %

INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
	Tested 2012-2013	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	School
7th Grade Literacy		Annual Measurable Objective (AMO)					2012 AMO										AMO
Combined Population	97.47											14.67	32	41.33	12	53.33	53.67
TAGG	97.47											14.67	32	41.33	12	53.33	51.31
African American	97.3											15.71	31.43	41.43	11.43	52.86	53.67
Hispanic	RV											RV	RV	RV	RV	RV	67.95
Caucasian	RV											RV	RV	RV	RV	RV	41.67
Economically Disadvantaged	97.47											14.67	32	41.33	12	53.33	51.55
Students with Disabilities	RV											RV	RV	RV	RV	RV	22.62
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in 7th Grade Literacy																RV	
Female	97.62											7.5	27.5	50	15	65	
Male	97.3											22.86	37.14	31.43	8.57	40	
Migrant	RV											RV	RV	RV	RV	RV	
7th Grade Mathematics		Annual Measurable Objective (AMO)					2012 AMO										AMO
Combined Population	97.47											36	24	29.33	10.67	40	56.87
TAGG	97.47											36	24	29.33	10.67	40	55.42
African American	97.3											37.14	22.86	31.43	8.57	40	56.69
Hispanic	RV											RV	RV	RV	RV	RV	69.70
Caucasian	RV											RV	RV	RV	RV	RV	51.76
Economically Disadvantaged	97.47											36	24	29.33	10.67	40	55.75
Students with Disabilities	RV											RV	RV	RV	RV	RV	35.18
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	97.62											27.5	22.5	42.5	7.5	50	
Male	97.3											45.71	25.71	14.29	14.29	28.57	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
	Tested 2012-2013	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	School
7th Grade Science																	
Combined Population	97.47											57.33	32	8	2.67	10.67	
TAGG	97.47											57.33	32	8	2.67	10.67	
African American	97.3											58.57	32.86	7.14	1.43	8.57	
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	RV											RV	RV	RV	RV	RV	
Economically Disadvantaged	97.47											57.33	32	8	2.67	10.67	
Students with Disabilities	RV											RV	RV	RV	RV	RV	
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	97.62											55	37.5	7.5	0	7.5	
Male	97.3											60	25.71	8.57	5.71	14.29	
Migrant	RV											RV	RV	RV	RV	RV	
8th Grade Literacy		Annual Measurable Objective (AMO)					2012 AMO										AMO
Combined Population	98.55											11.29	35.48	40.32	12.9	53.23	53.67
TAGG	98.55											11.29	35.48	40.32	12.9	53.23	51.31
African American	98.39											9.09	36.36	43.64	10.91	54.55	53.67
Hispanic	RV											RV	RV	RV	RV	RV	67.95
Caucasian	RV											RV	RV	RV	RV	RV	41.67
Economically Disadvantaged	98.55											11.29	35.48	40.32	12.9	53.23	51.55
Students with Disabilities	RV											RV	RV	RV	RV	RV	22.62
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in 8th Grade Literacy																RV	
Female	100											11.11	30.56	47.22	11.11	58.33	
Male	96.67											11.54	42.31	30.77	15.38	46.15	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
	Tested 2012-2013	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	School
8th Grade Mathematics		Annual Measurable Objective (AMO)					2012 AMO										AMO
Combined Population	98.55											37.1	16.13	40.32	6.45	46.77	56.87
TAGG	98.55											37.1	16.13	40.32	6.45	46.77	55.42
African American	98.39											36.36	16.36	43.64	3.64	47.27	56.69
Hispanic	RV											RV	RV	RV	RV	RV	69.70
Caucasian	RV											RV	RV	RV	RV	RV	51.76
Economically Disadvantaged	98.55											37.1	16.13	40.32	6.45	46.77	55.75
Students with Disabilities	RV											RV	RV	RV	RV	RV	35.18
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											41.67	19.44	38.89	0	38.89	
Male	96.67											30.77	11.54	42.31	15.38	57.69	
Migrant	RV											RV	RV	RV	RV	RV	
EOC Algebra I		Annual Measurable Objective (AMO)					2012 AMO										AMO
Combined Population	93.94											6.78	35.59	50.85	6.78	57.63	56.87
TAGG	93.85											6.9	36.21	50	6.9	56.9	55.42
African American	93.55											3.64	38.18	50.91	7.27	58.18	56.69
Hispanic	RV											RV	RV	RV	RV	RV	69.70
Caucasian	RV											RV	RV	RV	RV	RV	51.76
Economically Disadvantaged	93.85											6.9	36.21	50	6.9	56.9	55.75
Students with Disabilities	RV											RV	RV	RV	RV	RV	35.18
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	94.44											12.5	40.62	46.88	0	46.88	
Male	93.33											0	30.77	57.69	11.54	69.23	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement

	Tested 2012-2013	2010-2011 Below Basic	Basic	Proficient	Advanced	Prof & Advanced	2011-2012 Below Basic	Basic	Proficient	Advanced	Prof & Advanced	2012-2013 Below Basic	Basic	Proficient	Advanced	Prof & Advanced	School
EOC Geometry		Annual Measurable Objective (AMO)					2012 AMO										AMO
Combined Population	100											7.27	36.36	47.27	9.09	56.36	56.87
TAGG	100											7.27	36.36	47.27	9.09	56.36	55.42
African American	100											6.25	33.33	50	10.42	60.42	56.69
Hispanic	RV											RV	RV	RV	RV	RV	69.70
Caucasian	RV											RV	RV	RV	RV	RV	51.76
Economically Disadvantaged	100											7.27	36.36	47.27	9.09	56.36	55.75
Students with Disabilities	RV											RV	RV	RV	RV	RV	35.18
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											3.33	43.33	50	3.33	53.33	
Male	100											12	28	44	16	60	
Migrant	RV											RV	RV	RV	RV	RV	
EOC Biology																	
Combined Population	98.55											49.06	39.62	11.32	0	11.32	
TAGG	98.55											49.06	39.62	11.32	0	11.32	
African American	100											46	42	12	0	12	
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	RV											RV	RV	RV	RV	RV	
Economically Disadvantaged	98.55											49.06	39.62	11.32	0	11.32	
Students with Disabilities	RV											RV	RV	RV	RV	RV	
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											43.33	50	6.67	0	6.67	
Male	96.97											56.52	26.09	17.39	0	17.39	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement

		2011-2012					2011-2012					2012-2013					
	Tested 2012-2013	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	School
Grade 11 Literacy		Annual Measurable Objective (AMO)					2012 AMO										AMO
Combined Population	98.67											15.49	47.89	35.21	1.41	36.62	53.67
TAGG	98.67											15.49	47.89	35.21	1.41	36.62	51.31
African American	98.55											13.85	47.69	36.92	1.54	38.46	53.67
Hispanic	RV											RV	RV	RV	RV	RV	67.95
Caucasian	RV											RV	RV	RV	RV	RV	41.67
Economically Disadvantaged	98.67											15.49	47.89	35.21	1.41	36.62	51.55
Students with Disabilities	90											80	20	0	0	0	22.62
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in Grade 11 Literacy																RV	
Female	100											14.71	35.29	47.06	2.94	50	
Male	97.3											18.75	53.12	28.12	0	28.12	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Grade One Reading Comprehension	—	—	—	—	—	—	—	41	56
Grade One Math Problems	—	—	—	—	—	—	—	54	56
Grade Two Reading Comprehension	—	—	—	—	—	—	—	34	59
Grade Two Math Problems	—	—	—	—	—	—	—	33	58
Grade Three Reading	—	—	—	—	—	—	—	21	51
Grade Three Math	—	—	—	—	—	—	—	24	55
Grade Four Reading	—	—	—	—	—	—	—	26	53
Grade Four Math	—	—	—	—	—	—	—	37	61
Grade Five Reading	—	—	—	—	—	—	—	14	47
Grade Five Math	—	—	—	—	—	—	—	15	55
Grade Five Science	—	—	—	—	—	—	—	20	60
Grade Six Reading	—	—	—	—	—	—	—	17	46
Grade Six Math	—	—	—	—	—	—	—	23	55
Grade Seven Reading	—	—	—	—	—	—	22	22	50
Grade Seven Math	—	—	—	—	—	—	33	33	54
Grade Seven Science	—	—	—	—	—	—	25	25	61
Grade Eight Reading	—	—	—	—	—	—	27	27	53
Grade Eight Math	—	—	—	—	—	—	36	36	54
Grade Nine Reading Comprehension	—	—	—	—	—	—	23	23	50
Grade Nine Math Concepts and Problems	—	—	—	—	—	—	28	28	49

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Download 2012 School Report Card for 2012 Norm Referenced Test Results

INDICATOR: Achievement

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
American College Test (ACT)									
Number of Students Taking Voluntary Universal ACT	—	—	—	—	—	—	51	51	6,692
District Provided Remediation for Students Taking Voluntary Universal ACT								Y	48
Number of Students in College and Career Readiness Planning (CCRPP)	—	—	—	—	—	—			1,790
Number of Students Taking ACT in Grades 9-11	—	—	—	—	—	—	62	62	26,174
Number of Students Taking ACT in Grade 12	—	—	—	—	—	—	31	31	18,507
ACT Reading	—	—	—	—	—	—	17.87	17.87	21.67
ACT English	—	—	—	—	—	—	17.95	17.95	21.31
ACT Mathematics	—	—	—	—	—	—	18.75	18.75	20.73
ACT Science	—	—	—	—	—	—	17.90	17.90	21.04
ACT Composite	—	—	—	—	—	—	18.26	18.26	21.31
Scholastic Assessment Test (SAT)									
Number of Students Taking SAT College Admission Test	—	—	—	—	—	—	1	1	897
SAT Critical Reading Mean	—	—	—	—	—	—			473
SAT Math Mean	—	—	—	—	—	—			472
SAT Writing Mean	—	—	—	—	—	—			459
Advanced Placement Courses (AP)									
Number of Students Taking Advanced Placement (AP) Courses	—	—	—	—	—	—	37	37	24,364
Number of AP Exams Taken	—	—	—	—	—	—	45	45	42,545
Number of AP Exams Scored 3, 4, or 5	—	—	—	—	—	—	0	0	13,296
Number of Students Taking International Baccalaureate Courses	—	—	—	—	—	—			219

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INDICATOR: School Performance

	2010/2011			2011/2012			2012/2013		
	School	District	State	School	District	State	School	District	State
No Child Left Behind Met Adequate Yearly Progress (AYP)									
Achieving Standards									
First Year Not to Meet Standards (Alert)									
Year One of Targeted School Improvement**									
Year Two of Targeted School Improvement									
Targeted Corrective Action									
Targeted Intensive School Improvement									
Targeted Restructuring									
Year One of Whole School Improvement									
Year Two of Whole School Improvement									
Whole School Corrective Action									
Whole School Intensive Improvement									
Whole School Intensive Restructuring									
State Directed									
	Download 2011 School Report Card for 2011 No Child Left Behind Results								
Arkansas ESEA Accountability									
Needs Improvement							N	0	797
Needs Improvement Priority							Y	3	38
Needs Improvement Priority Met Year 1 Exit Criteria							N	0	4
Needs Improvement Focus							N	0	80
Needs Improvement Focus Met Year 1 Exit Criteria							N	0	8
Achieving							N	0	130
Exemplary							N	0	9
				Download 2012 School Report Card for 2012 ESEA results					
Improvement School Rating (Gains)									
Improvement (Gain) School Rating	—			—					
1 - Schools in need of Immediate Improvement		2	428		0	85			
2 - Schools Approaching Standards (Alert)		0	502		0	232			
3 - Schools Meeting Improvement Standards		4	624		2	349			
4 - Schools Exceeding Improvement Standards		0	366		1	264			
5 - Schools of Excellence for Improvement		0	98		0	76			

INDICATOR: School Performance

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Performance School Rating (Gains)									
Performance (Status) School Rating	—			—					
1 - Schools in need of Immediate Improvement		0	7		0	9			
2 - Schools Approaching Standards (Alert)		0	16		0	10			
3 - Schools Meeting Standards		3	187		3	150			
4 - Schools Exceeding Standards		0	496		0	416			
5 - Schools of Excellence		0	321		0	444			
District Provides Textbooks or Digital Resources for all Pupils									
District Provides Textbooks or Digital Resources for all Pupils		Y	100 %		Y	100 %		Y	100 %
Annual Accreditation Status									
Annual Accreditation Status Accredited	—	3	859	—	1	838	—	1	783
Accredited-Cited	—	0	185	—	1	212	—	1	249
Accredited-Probationary	—	0	25	—	1	18	—	1	30
Attendance Rate (*State Goal 91.13%)									
Attendance Rate Combined	—	93.2 %	94.7 %	—	92.8 %	95.2 %	87.4 %	90.1 %	94.1 %
Attendance Rate for Targeted Acheivement Gap Group	—			—			87.3 %	90.1 %	93.9 %
Attendance Rate African American	—			—			88.4 %	91.6 %	94.1 %
Attendance Rate Hispanic	—			—			93.0 %	95.1 %	94.5 %
Attendance Rate Caucasian	—			—			82.0 %	85.4 %	94.0 %
Attendance Rate Economically Disadvantaged	—			—			87.5 %	90.1 %	93.7 %
Attendance Rate Students with Disabilities	—			—			84.7 %	88.8 %	94.0 %
Attendance Rate Limited English Proficient	—			—			96.9 %	96.9 %	94.8 %

INDICATOR: School Performance

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Dropout Rate									
Dropout Rate	—	4.67 %	2.58 %	—	5.37 %	2.43 %	7.34 %	7.34 %	2.12 %
Graduation Rate (*State Goal 85%)									
Graduation Rate Combined	—	79.8 %	79.6 %	—	74.1 %	84.1 %	64.2 %	64.2 %	84.9 %
Graduation Rate for Targeted Acheivement Gap Group	—	79.8 %	74.6 %	—	75.2 %	79.3 %	66.7 %	66.7 %	80.5 %
Graduation Rate African American	—	81.6 %	71.4 %	—	74.3 %	78.1 %	66.7 %	66.7 %	78.1 %
Graduation Rate Hispanic	—	100.0 %	74.0 %	—	100.0 %	78.0 %	100.0 %	100.0 %	81.8 %
Graduation Rate Caucasian	—	50.0 %	83.2 %	—	50.0 %	87.0 %	42.9 %	42.9 %	87.8 %
Graduation Rate Economically Disadvantaged	—	79.8 %	74.5 %	—	75.2 %	79.1 %	66.7 %	66.7 %	80.3 %
Graduation Rate Students with Disabilities	—	78.6 %	73.8 %	—	83.3 %	79.2 %	80.0 %	80.0 %	80.4 %
Graduation Rate Limited English Proficient	—	0.0 %	71.1 %	—	0.0 %	77.3 %	0.0 %	0.0 %	80.8 %
Grade Inflation Rate	—	—	—	—	—	—	0 %	0 %	2.51 %
College Remediation Rate	—	82.4 %	47.8 %	—	67.6 %	49.4 %	—	81.8 %	43.0 %
Enrollment									
October 1 Enrollment	—	995	468,066	—	951	468,656	436	920	471,867

INDICATOR: School Environment

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Discipline Policies Distributed to Parents		100 %	100 %		100 %	100 %	Y	100 %	100 %
Discipline Training Provided to Staff		100 %	100 %		100 %	100 %	Y	100 %	100 %
Parental Involvement Plan Adopted		100 %	100 %		100 %	100 %	Y	100 %	100 %
District Alternative Learning Environment Compliance		N	97.67 %		Y	98.83 %		N	96.89 %
Expulsions	—	—	505	—	—	378	—	—	471
Weapons Incidents	—	—	711	—	—	690	—	—	763
Staff Assaults	—	—	408	—	—	436	1	3	495
Student Assaults	—	2	1,952	—	4	1,944	—	2	2,302

INDICATOR: Retention

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Number of Students Retained at Grade 1	—	3	1,655	—	9	1,534	—	1	1,416
Percent of Students Retained at Grade 1	—	4.76 %	4.40 %	—	13.85 %	4.09 %	—	1.39 %	3.82 %
Number of Students Retained at Grade 2	—	0	633	—	1	594	—	0	558
Percent of Students Retained at Grade 2	—	0.00 %	1.72 %	—	1.75 %	1.62 %	—	0.00 %	1.53 %
Number of Students Retained at Grade 3	—	0	287	—	12	305	—	6	240
Percent of Students Retained at Grade 3	—	0.00 %	0.78 %	—	16.67 %	0.84 %	—	8.70 %	0.66 %
Number of Students Retained at Grade 4	—	0	148	—	1	141	—	1	114
Percent of Students Retained at Grade 4	—	0.00 %	0.40 %	—	1.25 %	0.38 %	—	1.52 %	0.32 %
Number of Students Retained at Grade 5	—	0	105	—	0	84	—	1	101
Percent of Students Retained at Grade 5	—	0.00 %	0.29 %	—	0.00 %	0.23 %	—	1.49 %	0.28 %
Number of Students Retained at Grade 6	—	0	134	—	0	137	—	2	135
Percent of Students Retained at Grade 6	—	0.00 %	0.37 %	—	0.00 %	0.37 %	—	2.99 %	0.37 %
Number of Students Retained at Grade 7	—	0	367	—	0	317	—	0	296
Percent of Students Retained at Grade 7	—	0.00 %	1.01 %	—	0.00 %	0.86 %	—	0.00 %	0.81 %
Number of Students Retained at Grade 8	—	0	392	—	0	253	—	0	251
Percent of Students Retained at Grade 8	—	0.00 %	1.08 %	—	0.00 %	0.70 %	—	0.00 %	0.69 %

INDICATOR: Teacher Quality

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
% Teachers Completely Certified (Licensed)	—	—	—	—	—	—	97.9 %	97.0 %	97.9 %
% Teachers with Emergency / Provisional Credentials	—	—	—	—	—	—	0.0 %	0.0 %	0.9 %
% Teachers with Bachelor's Degree	—	70.0 %	61.0 %	—	64.0 %	59.0 %	71.0 %	63.0 %	59.0 %
% Teachers with Master's Degree	—	29.0 %	39.0 %	—	33.0 %	40.0 %	26.0 %	35.0 %	40.0 %
% Teachers with Advanced Degree	—	1.0 %	1.0 %	—	3.0 %	1.0 %	3.0 %	1.0 %	1.0 %
HQ Teachers in High Poverty Schools									
% Core Academic Classes not Taught by HQ Teachers	—	35.6 %	—	—	0.0 %	—	0.0 %	0.0 %	0.9 %
HQ Teachers in Low Poverty Schools									
% Core Academic Classes not Taught by HQ Teachers	—	—	—	—	—	—	—	0.0 %	0.6 %
HQ Teachers Aggregate of All Economic Levels									
% Core Academic Classes not Taught by HQ Teachers	—	—	—	—	—	—	0.0 %	0.0 %	0.6 %

School Board Members	Hours of Training
Wayne Williams	6.00
Tammekia Fractio	21.00
Kendon Gray	15.00
Toya Logan	21.00
Chery Massey	18.00
Precilla Wade	21.00
David Waldrip	6.00

INDICATOR: School Choice

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Percent of Students School Choice	—	0.00 %	3.34 %	—	0.00 %	2.90 %	0.00 %	0.00 %	2.68 %

INDICATOR: School Funding

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Mills Voted		26.3	37.0		26.3	37.2		26.3	37.4
Expenditure Per Student		$13,685	$9,315		$12,258	$9,379		$12,785	$9,324
Average Teacher Salary		$42,032	$46,663		$37,259	$46,946		$42,669	$47,316
Total Expenditures		$16,012,107	$5,171,678,766		$11,492,617	$5,196,885,067		$11,478,808	$5,088,669,535
Instructional Expenditures		$7,176,941	$2,508,579,625		$5,860,873	$2,485,540,210		$5,456,838	$2,472,977,282
Administrative Expenditures		$838,078	$315,455,818		$994,844	$317,870,955		$592,821	$312,346,508
Extracurricular Expenditures		$201,775	$165,701,106		$173,057	$201,604,356		$228,062	$184,520,020
Capital Expenditures		$2,665,132	$649,987,805		$45,732	$608,547,135		$55,640	$531,101,753
Debt Service Expenditures		$82,362	$226,232,300		$5,075	$267,265,988		$82,917	$235,094,970
Free and Reduced Meals									
Percent of Students Eligible for Free and Reduced Meals	—	91.7 %	60.0 %	—	100.0 %	60.5 %	86.9 %	90.5 %	60.3 %
State Free and Reduced-Price Meal Rate***			58.2 %			60.3 %			60.7 %
National Free and Reduced-Price Meal Rate**			49.2 %			53.9 %			50.6 %

**Source: FNS National databank for federal fiscal year 2013.
***State Free and Reduced Meal Rate includes preschool and adult education students.

Hughes High School

School Report Card 2012-2013
310 College | Hughes , AR 72348
870-339-2580

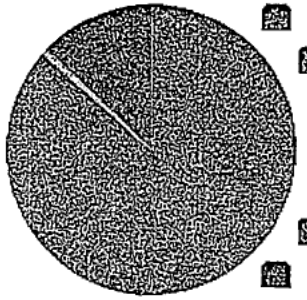
Principal: Clennon Saulsberry
Superintendent: Sheryl Owens

SCHOOL CHARACTERISTICS

Enrollment	169
Avg. Class Size	8
Avg. years teaching Experience	5
Per pupil spending	
• District avg.	$14,475
• State avg.	$9,324
School Choice Transfers	0

STUDENT DEMOGRAPHICS

Race/Ethnicity Statistics



- 0.0 % American Indian / Alaskan
- 0.0 % Asian
- 86.4 % Black / African American
- 0.0 % Hawaiian / Pacific Islander
- 0.6 % Hispanic / Latino
- 13.0 % White
- 0.0 % Two or More Races

Other Demographics

Limited English proficiency	N/D
Low-income	80 %
Students eligible to receive special education	14 %

INDICATOR: Achievement

	Tested 2012-2013	2010-2011 Below Basic	Basic	Proficient	Advanced	Prof & Advanced	2011-2012 Below Basic	Basic	Proficient	Advanced	Prof & Advanced	2012-2013 Below Basic	Basic	Proficient	Advanced	Prof & Advanced	School
7th Grade Literacy		Annual Measurable Objective (AMO)				43.75				2012 AMO	48.44						AMO
Combined Population	93.33											3.57	21.43	53.57	21.43	75	53.13
TAGG	93.33											3.57	21.43	53.57	21.43	75	53.13
African American	91.3											4.76	14.29	57.14	23.81	80.95	51.39
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	RV											RV	RV	RV	RV	RV	65.28
Economically Disadvantaged	93.33											3.57	21.43	53.57	21.43	75	53.13
Students with Disabilities	RV											RV	RV	RV	RV	RV	22.23
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in 7th Grade Literacy																RV	
Female	92.86											0	15.38	53.85	30.77	84.62	
Male	93.75											6.67	26.67	53.33	13.33	66.67	
Migrant	RV											RV	RV	RV	RV	RV	
7th Grade Mathematics		Annual Measurable Objective (AMO)				50.00				2012 AMO	54.17						AMO
Combined Population	93.33											14.29	46.43	32.14	7.14	39.29	58.33
TAGG	93.33											14.29	46.43	32.14	7.14	39.29	58.33
African American	91.3											19.05	42.86	28.57	9.52	38.1	55.56
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	RV											RV	RV	RV	RV	RV	76.19
Economically Disadvantaged	93.33											14.29	46.43	32.14	7.14	39.29	58.33
Students with Disabilities	RV											RV	RV	RV	RV	RV	47.92
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	92.86											15.38	46.15	30.77	7.69	38.46	
Male	93.75											13.33	46.67	33.33	6.67	40	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
	Tested 2012-2013	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	School
7th Grade Science																	
Combined Population	93.33											57.14	39.29	3.57	0	3.57	
TAGG	93.33											57.14	39.29	3.57	0	3.57	
African American	91.3											66.67	28.57	4.76	0	4.76	
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	RV											RV	RV	RV	RV	RV	
Economically Disadvantaged	93.33											57.14	39.29	3.57	0	3.57	
Students with Disabilities	RV											RV	RV	RV	RV	RV	
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	92.86											53.85	38.46	7.69	0	7.69	
Male	93.75											60	40	0	0	0	
Migrant	RV											RV	RV	RV	RV	RV	
8th Grade Literacy			Annual Measurable Objective (AMO)			43.75				2012 AMO	48.44						AMO
Combined Population	95.45											18.75	0	68.75	12.5	81.25	53.13
TAGG	95.45											18.75	0	68.75	12.5	81.25	53.13
African American	94.12											25	0	75	0	75	51.39
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	RV											RV	RV	RV	RV	RV	65.28
Economically Disadvantaged	95.45											18.75	0	68.75	12.5	81.25	53.13
Students with Disabilities	RV											RV	RV	RV	RV	RV	22.23
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in 8th Grade Literacy																RV	
Female	RV											RV	RV	RV	RV	RV	
Male	92.31											27.27	0	63.64	9.09	72.73	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
	Tested 2012-2013	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	School
8th Grade Mathematics		Annual Measurable Objective (AMO)				50.00				2012 AMO	54.17						AMO
Combined Population	95.45											25	37.5	37.5	0	37.5	58.33
TAGG	95.45											25	37.5	37.5	0	37.5	58.33
African American	94.12											33.33	41.67	25	0	25	55.56
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	RV											RV	RV	RV	RV	RV	76.19
Economically Disadvantaged	95.45											25	37.5	37.5	0	37.5	58.33
Students with Disabilities	RV											RV	RV	RV	RV	RV	47.92
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	RV											RV	RV	RV	RV	RV	
Male	92.31											36.36	18.18	45.45	0	45.45	
Migrant	RV											RV	RV	RV	RV	RV	
EOC Algebra I		Annual Measurable Objective (AMO)				50.00				2012 AMO	54.17						AMO
Combined Population	93.94											3.7	14.81	55.56	25.93	81.48	58.33
TAGG	93.94											3.85	15.38	53.85	26.92	80.77	58.33
African American	96.77											3.85	15.38	57.69	23.08	80.77	55.56
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	RV											RV	RV	RV	RV	RV	76.19
Economically Disadvantaged	93.94											3.85	15.38	53.85	26.92	80.77	58.33
Students with Disabilities	RV											RV	RV	RV	RV	RV	47.92
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	94.44											7.14	0	64.29	28.57	92.86	
Male	93.33											0	30.77	46.15	23.08	69.23	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
	Tested 2012-2013	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	School
EOC Geometry			Annual Measurable Objective (AMO)			50.00				2012 AMO	54.17						AMO
Combined Population	84.62											9.09	54.55	36.36	0	36.36	58.33
TAGG	84.62											9.09	54.55	36.36	0	36.36	58.33
African American	90.91											10	50	40	0	40	55.56
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	RV											RV	RV	RV	RV	RV	76.19
Economically Disadvantaged	84.62											9.09	54.55	36.36	0	36.36	58.33
Students with Disabilities	RV											RV	RV	RV	RV	RV	47.92
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	RV											RV	RV	RV	RV	RV	
Male	RV											RV	RV	RV	RV	RV	
Migrant	RV											RV	RV	RV	RV	RV	
EOC Biology																	
Combined Population	100											36	48	12	4	16	
TAGG	100											36	48	12	4	16	
African American	100											33.33	57.14	9.52	0	9.52	
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	RV											RV	RV	RV	RV	RV	
Economically Disadvantaged	100											36	48	12	4	16	
Students with Disabilities	RV											RV	RV	RV	RV	RV	
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											28.57	57.14	14.29	0	14.29	
Male	100											45.45	36.36	9.09	9.09	18.18	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
	Tested 2012-2013	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	School
Grade 11 Literacy				Annual Measurable Objective (AMO)		43.75				2012 AMO	48.44						AMO
Combined Population	79.41											8	48	40	4	44	53.13
TAGG	79.41											8.7	47.83	39.13	4.35	43.48	53.13
African American	75.86											10	60	30	0	30	51.39
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	RV											RV	RV	RV	RV	RV	65.28
Economically Disadvantaged	79.41											8.7	47.83	39.13	4.35	43.48	53.13
Students with Disabilities	RV											RV	RV	RV	RV	RV	22.23
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in Grade 11 Literacy																RV	
Female	88.89											0	53.33	40	6.67	46.67	
Male	68.75											20	40	40	0	40	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Grade One Reading Comprehension	—	—	—	—	—	—	—	26	56
Grade One Math Problems	—	—	—	—	—	—	—	21	56
Grade Two Reading Comprehension	—	—	—	—	—	—	—	15	59
Grade Two Math Problems	—	—	—	—	—	—	—	19	58
Grade Three Reading	—	—	—	—	—	—	—	22	51
Grade Three Math	—	—	—	—	—	—	—	31	55
Grade Four Reading	—	—	—	—	—	—	—	22	53
Grade Four Math	—	—	—	—	—	—	—	33	61
Grade Five Reading	—	—	—	—	—	—	—	22	47
Grade Five Math	—	—	—	—	—	—	—	25	55
Grade Five Science	—	—	—	—	—	—	—	31	60
Grade Six Reading	—	—	—	—	—	—	—	22	46
Grade Six Math	—	—	—	—	—	—	—	35	55
Grade Seven Reading	—	—	—	—	—	—	38	38	50
Grade Seven Math	—	—	—	—	—	—	34	34	54
Grade Seven Science	—	—	—	—	—	—	31	31	61
Grade Eight Reading	—	—	—	—	—	—	29	29	53
Grade Eight Math	—	—	—	—	—	—	30	30	54
Grade Nine Reading Comprehension	—	—	—	—	—	—	24	24	50
Grade Nine Math Concepts and Problems	—	—	—	—	—	—	35	35	49

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Download 2012 School Report Card for 2012 Norm Referenced Test Results

INDICATOR: Achievement

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
American College Test (ACT)									
Number of Students Taking Voluntary Universal ACT	—	—	—	—	—	—			6,692
District Provided Remediation for Students Taking Voluntary Universal ACT								N	48
Number of Students in College and Career Readiness Planning (CCRPP)	—	—	—	—	—	—			1,790
Number of Students Taking ACT in Grades 9-11	—	—	—	—	—	—	9	9	26,174
Number of Students Taking ACT in Grade 12	—	—	—	—	—	—	25	25	18,507
ACT Reading	—	—	—	—	—	—	15.53	15.53	21.67
ACT English	—	—	—	—	—	—	13.86	13.86	21.31
ACT Mathematics	—	—	—	—	—	—	16.33	16.33	20.73
ACT Science	—	—	—	—	—	—	15.93	15.93	21.04
ACT Composite	—	—	—	—	—	—	15.66	15.66	21.31
Scholastic Assessment Test (SAT)									
Number of Students Taking SAT College Admission Test	—	—	—	—	—	—	0	0	897
SAT Critical Reading Mean	—	—	—	—	—	—			473
SAT Math Mean	—	—	—	—	—	—			472
SAT Writing Mean	—	—	—	—	—	—			459
Advanced Placement Courses (AP)									
Number of Students Taking Advanced Placement (AP) Courses	—	—	—	—	—	—	16	16	24,364
Number of AP Exams Taken	—	—	—	—	—	—	19	19	42,545
Number of AP Exams Scored 3, 4, or 5	—	—	—	—	—	—	0	0	13,296
Number of Students Taking International Baccalaureate Courses	—	—	—	—	—	—			219

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INDICATOR: School Performance

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
No Child Left Behind Met Adequate Yearly Progress (AYP)									
Achieving Standards									
First Year Not to Meet Standards (Alert)									
Year One of Targeted School Improvement**									
Year Two of Targeted School Improvement									
Targeted Corrective Action									
Targeted Intensive School Improvement									
Targeted Restructuring									
Year One of Whole School Improvement									
Year Two of Whole School Improvement									
Whole School Corrective Action									
Whole School Intensive Improvement									
Whole School Intensive Restructuring									
State Directed									
	Download 2011 School Report Card for 2011 No Child Left Behind Results								
Arkansas ESEA Accountability									
Needs Improvement							N	0	797
Needs Improvement Priority							Y	1	38
Needs Improvement Priority Met Year 1 Exit Criteria							N	0	4
Needs Improvement Focus							N	1	80
Needs Improvement Focus Met Year 1 Exit Criteria							N	0	8
Achieving							N	0	130
Exemplary							N	0	9
				Download 2012 School Report Card for 2012 ESEA results					
Improvement School Rating (Gains)									
Improvement (Gain) School Rating	2			3					
1 - Schools in need of Immediate Improvement		0	428		1	85			
2 - Schools Approaching Standards (Alert)		4	502		0	232			
3 - Schools Meeting Improvement Standards		0	624		1	349			
4 - Schools Exceeding Improvement Standards		0	366		0	264			
5 - Schools of Excellence for Improvement		0	98		0	76			

INDICATOR: School Performance

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Performance School Rating (Gains)									
Performance (Status) School Rating	3			3					
1 - Schools in need of Immediate Improvement		0	7		0	9			
2 - Schools Approaching Standards (Alert)		0	16		0	10			
3 - Schools Meeting Standards		2	187		2	150			
4 - Schools Exceeding Standards		0	496		0	416			
5 - Schools of Excellence		0	321		0	444			
District Provides Textbooks or Digital Resources for all Pupils									
District Provides Textbooks or Digital Resources for all Pupils		Y	100 %		Y	100 %		Y	100 %
Annual Accreditation Status									
Annual Accreditation Status Accredited	Y	1	859	Y	2	838	Y	2	783
Accredited-Cited	N	1	185	N	0	212	N	0	249
Accredited-Probationary	N	0	25	N	0	18	N	0	30
Attendance Rate (*State Goal 91.13%)									
Attendance Rate Combined	89.8 %	91.7 %	94.7 %	94.6 %	93.4 %	95.2 %	97.3 %	95.3 %	94.1 %
Attendance Rate for Targeted Acheivement Gap Group							97.3 %	95.3 %	93.9 %
Attendance Rate African American							98.1 %	95.9 %	94.1 %
Attendance Rate Hispanic							95.5 %	95.2 %	94.5 %
Attendance Rate Caucasian							95.3 %	93.5 %	94.0 %
Attendance Rate Economically Disadvantaged							97.3 %	95.3 %	93.7 %
Attendance Rate Students with Disabilities							97.7 %	95.3 %	94.0 %
Attendance Rate Limited English Proficient									94.8 %

INDICATOR: School Environment

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Discipline Policies Distributed to Parents	Y	100 %	100 %	Y	100 %	100 %	Y	100 %	100 %
Discipline Training Provided to Staff	Y	100 %	100 %	Y	100 %	100 %	Y	100 %	100 %
Parental Involvement Plan Adopted	Y	100 %	100 %	Y	100 %	100 %	Y	100 %	100 %
District Alternative Learning Environment Compliance		Y	97.67 %		Y	98.83 %		Y	96.89 %
Expulsions	—	—	505	—	1	378	—	2	471
Weapons Incidents	—	—	711	—	—	690	—	3	763
Staff Assaults	—	—	408	—	1	436	—	4	495
Student Assaults	4	5	1,952	—	7	1,944	1	7	2,302

INDICATOR: Teacher Quality

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
% Teachers Completely Certified (Licensed)	—	—	—	—	—	—	97.6 %	98.3 %	97.9 %
% Teachers with Emergency / Provisional Credentials	—	—	—	—	—	—	2.4 %	1.7 %	0.9 %
% Teachers with Bachelor's Degree	78.0 %	76.0 %	61.0 %	58.0 %	65.0 %	59.0 %	57.0 %	63.0 %	59.0 %
% Teachers with Master's Degree	22.0 %	24.0 %	39.0 %	42.0 %	35.0 %	40.0 %	39.0 %	34.0 %	40.0 %
% Teachers with Advanced Degree	0.0 %	0.0 %	1.0 %	0.0 %	0.0 %	1.0 %	4.0 %	2.0 %	1.0 %
HQ Teachers in High Poverty Schools									
% Core Academic Classes not Taught by HQ Teachers	0.0 %	0.0 %	—	0.0 %	0.0 %	—	0.0 %	0.0 %	0.9 %
HQ Teachers in Low Poverty Schools									
% Core Academic Classes not Taught by HQ Teachers	—	—	—	—	—	—	—	0.0 %	0.6 %
HQ Teachers Aggregate of All Economic Levels									
% Core Academic Classes not Taught by HQ Teachers	0.0 %	—	—	0.0 %	—	—	0.0 %	0.0 %	0.6 %

School Board Members	Hours of Training
Donnie Mooney	6.00
Rudolph Robinson	17.50
Hudie Hardaway	17.00
Earnestine Jackson	16.00
Lethia Cupples	9.00
Lincoln Barnett	6.00
Johnnie Ware*	3.00

INDICATOR: School Funding

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Mills Voted		39.4	37.0		39.4	37.2		39.4	37.4
Expenditure Per Student		$15,558	$9,315		$14,466	$9,379		$14,475	$9,324
Average Teacher Salary		$50,031	$46,663		$36,574	$46,946		$41,315	$47,316
Total Expenditures		$6,304,707	$5,171,678,766		$5,566,120	$5,196,885,067		$5,135,712	$5,088,669,535
Instructional Expenditures		$3,151,718	$2,508,579,625		$2,912,106	$2,485,540,210		$2,810,074	$2,472,977,282
Administrative Expenditures		$791,270	$315,455,818		$487,953	$317,870,955		$476,567	$312,346,508
Extracurricular Expenditures		$122,608	$165,701,106		$132,760	$201,604,356		$93,691	$184,520,020
Capital Expenditures		$131,693	$649,987,805		$71,001	$608,547,135		$104,172	$531,101,753
Debt Service Expenditures		$126,128	$226,232,300		$78,895	$267,265,988		$92,920	$235,094,970
Free and Reduced Meals									
Percent of Students Eligible for Free and Reduced Meals	100.0 %	100.0 %	60.0 %	100.0 %	100.0 %	60.5 %	79.9 %	83.6 %	60.3 %
State Free and Reduced-Price Meal Rate***			58.2 %			60.3 %			60.7 %
National Free and Reduced-Price Meal Rate**			49.2 %			53.9 %			50.6 %

**Source: FNS National databank for federal fiscal year 2013.
***State Free and Reduced Meal Rate includes preschool and adult education students.

Mildred Jackson Elem. School

School Report Card 2012-2013
310 College | Hughes , AR 72348
870-339-3925

Principal: Clennon Saulsberry
Superintendent: Sheryl Owens

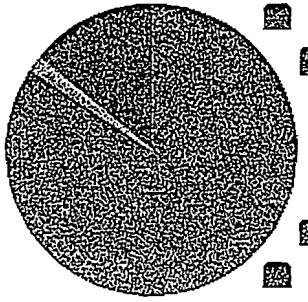
School Performance Report Card 2013 Arkansas

SCHOOL CHARACTERISTICS

Enrollment	179
Avg. Class Size	12
Avg. years teaching Experience	7
Per pupil spending	
• District avg.	$14,475
• State avg.	$9,324
School Choice Transfers	0

STUDENT DEMOGRAPHICS

Race/Ethnicity Statistics



- 0.0 % American Indian / Alaskan
- 0.0 % Asian
- 84.4 % Black / African American
- 0.0 % Hawaiian / Pacific Islander
- 1.7 % Hispanic / Latino
- 14.0 % White
- 0.0 % Two or More Races

Other Demographics

Limited English proficiency	N/D
Low-income	87 %
Students eligible to receive special education	12 %

INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
	Tested 2012-2013	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	School
3rd Grade Literacy		Annual Measurable Objective (AMO)				55.46				2012 AMO	59.17						AMO
Combined Population	100											16.67	29.17	29.17	25	54.17	62.88
TAGG	100											16.67	29.17	29.17	25	54.17	62.88
African American	100											14.29	33.33	28.57	23.81	52.38	60.53
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	RV											RV	RV	RV	RV	RV	72.23
Economically Disadvantaged	100											16.67	29.17	29.17	25	54.17	62.88
Students with Disabilities	RV											RV	RV	RV	RV	RV	23.08
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in 3rd Grade Literacy																RV	
Female	100											9.09	27.27	18.18	45.45	63.64	
Male	100											23.08	30.77	38.46	7.69	46.15	
Migrant	RV											RV	RV	RV	RV	RV	
3rd Grade Mathematics		Annual Measurable Objective (AMO)				63.03				2012 AMO	66.11						AMO
Combined Population	100											8.33	29.17	41.67	20.83	62.5	69.19
TAGG	100											8.33	29.17	41.67	20.83	62.5	69.19
African American	100											4.76	33.33	42.86	19.05	61.9	64.03
Hispanic	RV											RV	RV	RV	RV	RV	100.00
Caucasian	RV											RV	RV	RV	RV	RV	89.58
Economically Disadvantaged	100											8.33	29.17	41.67	20.83	62.5	69.19
Students with Disabilities	RV											RV	RV	RV	RV	RV	23.08
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											0	27.27	45.45	27.27	72.73	
Male	100											15.38	30.77	38.46	15.38	53.85	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
	Tested 2012-2013	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	School
4th Grade Literacy		Annual Measurable Objective (AMO)				55.46				2012 AMO	59.17						AMO
Combined Population	100											8.33	29.17	41.67	20.83	62.5	62.88
TAGG	100											8.33	29.17	41.67	20.83	62.5	62.88
African American	100											5	35	45	15	60	60.53
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	RV											RV	RV	RV	RV	RV	72.23
Economically Disadvantaged	100											8.33	29.17	41.67	20.83	62.5	62.88
Students with Disabilities	RV											RV	RV	RV	RV	RV	23.08
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in 4th Grade Literacy																RV	
Female	100											0	35.71	28.57	35.71	64.29	
Male	100											20	20	60	0	60	
Migrant	RV											RV	RV	RV	RV	RV	
4th Grade Mathematics		Annual Measurable Objective (AMO)				63.03				2012 AMO	66.11						AMO
Combined Population	100											29.17	20.83	37.5	12.5	50	69.19
TAGG	100											29.17	20.83	37.5	12.5	50	69.19
African American	100											30	25	30	15	45	64.03
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	RV											RV	RV	RV	RV	RV	89.58
Economically Disadvantaged	100											29.17	20.83	37.5	12.5	50	69.19
Students with Disabilities	RV											RV	RV	RV	RV	RV	23.08
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											28.57	28.57	28.57	14.29	42.86	
Male	100											30	10	50	10	60	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
	Tested 2012-2013	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	School
5th Grade Literacy		Annual Measurable Objective (AMO)				55.46				2012 AMO	59.17						AMO
Combined Population	100											6.45	19.35	61.29	12.9	74.19	62.88
TAGG	100											6.45	19.35	61.29	12.9	74.19	62.88
African American	100											7.69	23.08	57.69	11.54	69.23	60.53
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	RV											RV	RV	RV	RV	RV	72.23
Economically Disadvantaged	100											6.45	19.35	61.29	12.9	74.19	62.88
Students with Disabilities	RV											RV	RV	RV	RV	RV	23.08
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in 5th Grade Literacy																RV	
Female	100											5.88	17.65	64.71	11.76	76.47	
Male	100											7.14	21.43	57.14	14.29	71.43	
Migrant	RV											RV	RV	RV	RV	RV	
5th Grade Mathematics		Annual Measurable Objective (AMO)				63.03				2012 AMO	66.11						AMO
Combined Population	100											58.06	6.45	32.26	3.23	35.48	69.19
TAGG	100											58.06	6.45	32.26	3.23	35.48	69.19
African American	100											61.54	7.69	26.92	3.85	30.77	64.03
Hispanic	RV											RV	RV	RV	RV	RV	100.00
Caucasian	RV											RV	RV	RV	RV	RV	89.58
Economically Disadvantaged	100											58.06	6.45	32.26	3.23	35.48	69.19
Students with Disabilities	RV											RV	RV	RV	RV	RV	23.08
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											47.06	5.88	47.06	0	47.06	
Male	100											71.43	7.14	14.29	7.14	21.43	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
	Tested 2012-2013	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	School
5th Grade Science																	
Combined Population	100											29.03	54.84	9.68	6.45	16.13	
TAGG	100											29.03	54.84	9.68	6.45	16.13	
African American	100											34.62	50	7.69	7.69	15.38	
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	RV											RV	RV	RV	RV	RV	
Economically Disadvantaged	100											29.03	54.84	9.68	6.45	16.13	
Students with Disabilities	RV											RV	RV	RV	RV	RV	
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											23.53	58.82	17.65	0	17.65	
Male	100											35.71	50	0	14.29	14.29	
Migrant	RV											RV	RV	RV	RV	RV	
6th Grade Literacy		Annual Measurable Objective (AMO)				55.46				2012 AMO	59.17						AMO
Combined Population	100											5.56	44.44	33.33	16.67	50	62.88
TAGG	100											5.56	44.44	33.33	16.67	50	62.88
African American	100											6.25	50	25	18.75	43.75	60.53
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	RV											RV	RV	RV	RV	RV	72.23
Economically Disadvantaged	100											5.56	44.44	33.33	16.67	50	62.88
Students with Disabilities	RV											RV	RV	RV	RV	RV	23.08
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in 6th Grade Literacy																RV	
Female	100											0	50	40	10	50	
Male	RV											RV	RV	RV	RV	RV	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
	Tested 2012-2013	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	School
6th Grade Mathematics				Annual Measurable Objective (AMO)		63.03				2012 AMO	66.11						AMO
Combined Population	100											22.22	38.89	16.67	22.22	38.89	69.19
TAGG	100											22.22	38.89	16.67	22.22	38.89	69.19
African American	100											25	37.5	18.75	18.75	37.5	64.03
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	RV											RV	RV	RV	RV	RV	89.58
Economically Disadvantaged	100											22.22	38.89	16.67	22.22	38.89	69.19
Students with Disabilities	RV											RV	RV	RV	RV	RV	23.08
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											20	40	20	20	40	
Male	RV											RV	RV	RV	RV	RV	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Grade One Reading Comprehension	—	—	—	—	—	—	26	26	56
Grade One Math Problems	—	—	—	—	—	—	21	21	56
Grade Two Reading Comprehension	—	—	—	—	—	—	15	15	59
Grade Two Math Problems	—	—	—	—	—	—	19	19	58
Grade Three Reading	—	—	—	—	—	—	22	22	51
Grade Three Math	—	—	—	—	—	—	31	31	55
Grade Four Reading	—	—	—	—	—	—	22	22	53
Grade Four Math	—	—	—	—	—	—	33	33	61
Grade Five Reading	—	—	—	—	—	—	22	22	47
Grade Five Math	—	—	—	—	—	—	25	25	55
Grade Five Science	—	—	—	—	—	—	31	31	60
Grade Six Reading	—	—	—	—	—	—	22	22	46
Grade Six Math	—	—	—	—	—	—	35	35	55
Grade Seven Reading	—	—	—	—	—	—	—	38	50
Grade Seven Math	—	—	—	—	—	—	—	34	54
Grade Seven Science	—	—	—	—	—	—	—	31	61
Grade Eight Reading	—	—	—	—	—	—	—	29	53
Grade Eight Math	—	—	—	—	—	—	—	30	54
Grade Nine Reading Comprehension	—	—	—	—	—	—	—	24	50
Grade Nine Math Concepts and Problems	—	—	—	—	—	—	—	35	49

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Download 2012 School Report Card for 2012 Norm Referenced Test Results

INDICATOR: Achievement

	2009-2010			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
American College Test (ACT)									
Number of Students Taking Voluntary Universal ACT	—	—	—	—	—	—	—		6,692
District Provided Remediation for Students Taking Voluntary Universal ACT								N	48
Number of Students in College and Career Readiness Planning (CCRPP)	—	—	—	—	—	—	—		1,790
Number of Students Taking ACT in Grades 9-11	—	—	—	—	—	—	—	9	26,174
Number of Students Taking ACT in Grade 12	—	—	—	—	—	—	—	25	18,507
ACT Reading	—	—	—	—	—	—	—	15.53	21.67
ACT English	—	—	—	—	—	—	—	13.86	21.31
ACT Mathematics	—	—	—	—	—	—	—	16.33	20.73
ACT Science	—	—	—	—	—	—	—	15.93	21.04
ACT Composite	—	—	—	—	—	—	—	15.66	21.31
Scholastic Assessment Test (SAT)									
Number of Students Taking SAT College Admission Test	—	—	—	—	—	—	—	0	897
SAT Critical Reading Mean	—	—	—	—	—	—	—		473
SAT Math Mean	—	—	—	—	—	—	—		472
SAT Writing Mean	—	—	—	—	—	—	—		459
Advanced Placement Courses (AP)									
Number of Students Taking Advanced Placement (AP) Courses	—	—	—	—	—	—	—	16	24,364
Number of AP Exams Taken	—	—	—	—	—	—	—	19	42,545
Number of AP Exams Scored 3, 4, or 5	—	—	—	—	—	—	—	0	13,296
Number of Students Taking International Baccalaureate Courses	—	—	—	—	—	—	—		219

Download 2012 School Report Card for 2011 College Readiness Results

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INDICATOR: School Performance

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
No Child Left Behind Met Adequate Yearly Progress (AYP)									
Achieving Standards									
First Year Not to Meet Standards (Alert)									
Year One of Targeted School Improvement**									
Year Two of Targeted School Improvement									
Targeted Corrective Action									
Targeted Intensive School Improvement									
Targeted Restructuring									
Year One of Whole School Improvement									
Year Two of Whole School Improvement									
Whole School Corrective Action									
Whole School Intensive Improvement									
Whole School Intensive Restructuring									
State Directed									
	Download 2011 School Report Card for 2011 No Child Left Behind Results								
Arkansas ESEA Accountability									
Needs Improvement							N	0	797
Needs Improvement Priority							N	1	38
Needs Improvement Priority Met Year 1 Exit Criteria							N	0	4
Needs Improvement Focus							Y	1	80
Needs Improvement Focus Met Year 1 Exit Criteria							N	0	8
Achieving							N	0	130
Exemplary							N	0	9
				Download 2012 School Report Card for 2012 ESEA results					
Improvement School Rating (Gains)									
Improvement (Gain) School Rating	2			1					
1 - Schools in need of Immediate Improvement		0	428		1	85			
2 - Schools Approaching Standards (Alert)		4	502		0	232			
3 - Schools Meeting Improvement Standards		0	624		1	349			
4 - Schools Exceeding Improvement Standards		0	366		0	264			
5 - Schools of Excellence for Improvement		0	98		0	76			

INDICATOR: School Performance

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Performance School Rating (Gains)									
Performance (Status) School Rating	3			3					
1 - Schools in need of Immediate Improvement		0	7		0	9			
2 - Schools Approaching Standards (Alert)		0	16		0	10			
3 - Schools Meeting Standards		2	187		2	150			
4 - Schools Exceeding Standards		0	496		0	416			
5 - Schools of Excellence		0	321		0	444			
District Provides Textbooks or Digital Resources for all Pupils									
District Provides Textbooks or Digital Resources for all Pupils		Y	100 %		Y	100 %		Y	100 %
Annual Accreditation Status									
Annual Accreditation Status Accredited	N	1	859	Y	2	838	Y	2	783
Accredited-Cited	Y	1	185	N	0	212	N	0	249
Accredited-Probationary	N	0	25	N	0	18	N	0	30
Attendance Rate (*State Goal 91.13%)									
Attendance Rate Combined	93.8 %	91.7 %	94.7 %	92.4 %	93.4 %	95.2 %	93.3 %	95.3 %	94.1 %
Attendance Rate for Targeted Acheivement Gap Group							93.3 %	95.3 %	93.9 %
Attendance Rate African American							93.7 %	95.9 %	94.1 %
Attendance Rate Hispanic							94.9 %	95.2 %	94.5 %
Attendance Rate Caucasian							91.8 %	93.5 %	94.0 %
Attendance Rate Economically Disadvantaged							93.3 %	95.3 %	93.7 %
Attendance Rate Students with Disabilities							93.0 %	95.3 %	94.0 %
Attendance Rate Limited English Proficient									94.8 %

INDICATOR: School Environment

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Discipline Policies Distributed to Parents	Y	100 %	100 %	Y	100 %	100 %	Y	100 %	100 %
Discipline Training Provided to Staff	Y	100 %	100 %	Y	100 %	100 %	Y	100 %	100 %
Parental Involvement Plan Adopted	Y	100 %	100 %	Y	100 %	100 %	Y	100 %	100 %
District Alternative Learning Environment Compliance		Y	97.67 %		Y	98.83 %		Y	96.89 %
Expulsions	—	—	505	1	1	378	2	2	471
Weapons Incidents	—	—	711	—	—	690	3	3	763
Staff Assaults	—	—	408	1	1	436	4	4	495
Student Assaults	1	5	1,952	7	7	1,944	6	7	2,302

INDICATOR: Teacher Quality

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
% Teachers Completely Certified (Licensed)	—	—	—	—	—	—	100.0 %	98.3 %	97.9 %
% Teachers with Emergency / Provisional Credentials	—	—	—	—	—	—	4.2 %	1.7 %	0.9 %
% Teachers with Bachelor's Degree	72.0 %	76.0 %	61.0 %	76.0 %	65.0 %	59.0 %	72.0 %	63.0 %	59.0 %
% Teachers with Master's Degree	28.0 %	24.0 %	39.0 %	24.0 %	35.0 %	40.0 %	28.0 %	34.0 %	40.0 %
% Teachers with Advanced Degree	0.0 %	0.0 %	1.0 %	0.0 %	0.0 %	1.0 %	0.0 %	2.0 %	1.0 %
HQ Teachers in High Poverty Schools									
% Core Academic Classes not Taught by HQ Teachers	0.0 %	0.0 %	—	0.0 %	0.0 %	—	0.0 %	0.0 %	0.9 %
HQ Teachers in Low Poverty Schools									
% Core Academic Classes not Taught by HQ Teachers	—	—	—	—	—	—	—	0.0 %	0.6 %
HQ Teachers Aggregate of All Economic Levels									
% Core Academic Classes not Taught by HQ Teachers	0.0 %	—	—	0.0 %	—	—	0.0 %	0.0 %	0.6 %

School Board Members	Hours of Training
Donnie Mooney	6.00
Rudolph Robinson	17.50
Hudie Hardaway	17.00
Earnestine Jackson	16.00
Lethia Cupples	9.00
Lincoln Barnett	6.00
Johnnie Ware*	3.00

INDICATOR: School Funding

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Mills Voted		39.4	37.0		39.4	37.2		39.4	37.4
Expenditure Per Student		$15,558	$9,315		$14,466	$9,379		$14,475	$9,324
Average Teacher Salary		$50,031	$46,663		$36,574	$46,946		$41,315	$47,316
Total Expenditures		$6,304,707	$5,171,678,766		$5,566,120	$5,196,885,067		$5,135,712	$5,088,669,535
Instructional Expenditures		$3,151,718	$2,508,579,625		$2,912,106	$2,485,540,210		$2,810,074	$2,472,977,282
Administrative Expenditures		$791,270	$315,455,818		$487,953	$317,870,955		$476,567	$312,346,508
Extracurricular Expenditures		$122,608	$165,701,106		$132,760	$201,604,356		$93,691	$184,520,020
Capital Expenditures		$131,693	$649,987,805		$71,001	$608,547,135		$104,172	$531,101,753
Debt Service Expenditures		$126,128	$226,232,300		$78,895	$267,265,988		$92,920	$235,094,970
Free and Reduced Meals									
Percent of Students Eligible for Free and Reduced Meals	100.0 %	100.0 %	60.0 %	100.0 %	100.0 %	60.5 %	87.2 %	83.6 %	60.3 %
State Free and Reduced-Price Meal Rate***			58.2 %			60.3 %			60.7 %
National Free and Reduced-Price Meal Rate**			49.2 %			53.9 %			50.6 %

**Source: FNS National databank for federal fiscal year 2013.
***State Free and Reduced Meal Rate includes preschool and adult education students.

ACTAAP
Arkansas Comprehensive Testing, Assessment, and Accountability Program

GRADE 3 AUGMENTED BENCHMARK EXAMINATION
CLASS ROSTER REPORT: CRT SCORES

Date of Test: April 2014

COMBINED POPULATION: Mean Scale Scores for School/District/Region/State

	School	District	Region	State
Mathematics	473	473	587	593
Literacy	400	400	616	627

District Number: 62-02
District Name: Hughes School District
School Number: 62-02-022
School Name: Mildred Jackson Elementary School
Class Name: HILL

PERFORMANCE LEVEL SCALE SCORES

	Below Basic (BEL)	Basic (BAS)	Proficient (PRO)	Advanced (ADV)
Mathematics	408 and below	409–499	500–585	586 and above
Literacy	329 and below	330–499	500–653	654 and above

NA = No Attempt (Zero Score)
* = Not Proficient in one or more areas
& = Modified form adapted to Braille

Student Information	MATHEMATICS							LITERACY										
										READING			WRITING					
	PERFORMANCE LEVEL	MATHEMATICS SCALE SCORE	Number and Operations	Algebra	Geometry	Measurement	Data Analysis and Probability	PERFORMANCE LEVEL	LITERACY SCALE SCORE	Literary	Content	Practical	Multiple-Choice Writing	Content	Style	Sentence Formation	Usage	Mechanics
Multiple-Choice/Open-Response Points Possible			9/8	9/8	8/8	7/8	7/8			8/8	8/8	8/8	8	8.0	8.0	8.0	8.0	8.0
[redacted]	PRO	521	5/2	5/6	1/0	3/0	3/8	BEL	304	1/1	3/0	4/2	3	3.0	3.0	4.0	4.0	3.0
	BEL	394	4/0	3/0	2/0	2/0	2/0	BAS	356	2/0	4/0	5/2	2	3.0	3.0	4.5	5.5	4.5
	BEL	372	2/0	1/0	3/0	3/0	2/0	BEL	157	2/0	2/0	3/0	0	2.0	2.0	2.0	2.0	2.0
	BAS	437	3/0	2/4	4/0	2/0	3/0	BEL	47	1/0	0/0	1/0	2	0.0	0.0	0.0	0.0	0.0
	PRO	502	6/2	4/4	7/0	3/0	3/0	BEL	265	1/0	2/2	3/0	2	3.0	3.0	3.0	4.0	4.0
	ADV	601	7/4	8/6	4/0	5/8	7/2	PRO	592	5/5	4/2	7/0	4	4.0	4.0	6.0	6.5	6.5
	PRO	512	5/4	4/6	3/0	4/0	5/0	ADV	654	5/3	7/2	6/3	6	5.5	5.5	4.5	6.0	6.0
	PRO	512	6/3	4/6	2/0	5/0	5/0	BAS	330	1/2	3/1	6/2	3	3.0	3.0	2.5	3.5	3.5
	BEL	317	3/0	1/0	1/0	1/0	1/0	BEL	224	0/0	2/0	3/0	4	2.0	2.0	3.0	3.5	3.5
	BAS	437	3/0	4/0	5/0	3/0	3/0	BEL	265	2/2	2/2	6/0	1	2.0	2.0	3.0	2.5	2.5
	BAS	451	4/0	6/0	2/0	4/0	4/0	BEL	280	1/0	1/2	5/1	3	3.0	3.0	2.5	3.5	3.5
	PRO	561	6/4	4/8	2/0	4/4	4/6	PRO	543	4/2	7/2	4/2	2	4.5	4.5	5.0	6.5	6.0
	BAS	470	4/0	4/2	4/0	5/0	4/0	PRO	592	6/6	3/2	7/2	1	5.0	5.0	6.0	5.5	5.5
	BEL	372	2/0	1/6	1/0	0/0	1/0	BEL	245	3/NA	1/NA	3/NA	2	3.0	3.0	2.5	4.0	3.5
	ADV	606	7/6	6/6	3/0	5/7	6/6	ADV	671	7/6	7/2	6/0	5	5.0	5.0	6.0	6.5	5.5
	BAS	497	4/0	5/6	5/0	4/0	4/0	ADV	689	4/6	4/2	6/4	5	6.0	6.0	6.5	6.0	7.0
	PRO	548	7/3	8/4	4/0	4/4	5/0	PRO	626	6/2	6/2	8/3	4	4.5	4.5	4.5	7.0	5.5
	BAS	429	3/0	5/0	3/0	3/0	3/0	BEL	186	2/0	3/1	1/2	0	2.0	2.0	2.0	2.0	2.5
	BAS	451	3/2	3/0	4/0	4/0	4/0	PRO	565	4/4	6/0	6/2	3	4.0	4.0	5.5	6.0	7.0
CLASS AVERAGE:		473	4/2	4/3	3/0	3/1	4/1		400	3/2	4/1	5/1	3	3.4	3.4	3.8	4.4	4.3
SCHOOL AVERAGE:		473	4/2	4/3	3/0	3/1	4/1		400	3/2	4/1	5/1	3	3.4	3.4	3.8	4.4	4.3
DISTRICT AVERAGE:		473	4/2	4/3	3/0	3/1	4/1		400	3/2	4/1	5/1	3	3.4	3.4	3.8	4.4	4.3
STATE AVERAGE:		593	6/5	6/6	5/2	5/3	5/5		627	6/4	5/2	6/3	5	4.5	4.5	5.3	6.0	5.6

L: 1st Year LEP Student

Averages do not include the following groups: 1) 1st Year LEP Students

ACTAAP
Arkansas Comprehensive Testing, Assessment, and Accountability Program

GRADE 4 AUGMENTED BENCHMARK EXAMINATION
CLASS ROSTER REPORT: CRT SCORES

Date of Test: April 2014

COMBINED POPULATION: Mean Scale Scores for School/District/Region/State

	School	District	Region	State
Mathematics	528	528	611	620
Literacy	545	545	713	722

District Number: 62-02
District Name: Hughes School District
School Number: 62-02-022
School Name: Mildred Jackson Elementary School
Class Name: BUELL

PERFORMANCE LEVEL SCALE SCORES

	Below Basic (BEL)	Basic (BAS)	Proficient (PRO)	Advanced (ADV)
Mathematics	494 and below	495–558	559–639	640 and above
Literacy	353 and below	354–558	559–747	748 and above

NA = No Attempt (Zero Score)
* = Not Proficient in one or more areas
& = Modified form adapted to Braille

Student Information	MATHEMATICS							LITERACY										
										READING			WRITING					
	PERFORMANCE LEVEL	MATHEMATICS SCALE SCORE	Number and Operations	Algebra	Geometry	Measurement	Data Analysis and Probability	PERFORMANCE LEVEL	LITERACY SCALE SCORE	Literary	Content	Practical	Multiple-Choice Writing	Content	Style	Sentence Formation	Usage	Mechanics
Multiple-Choice/Open-Response Points Possible			9/8	9/8	8/8	7/8	7/8			8/8	8/8	8/8	8	8.0	8.0	8.0	8.0	8.0
[redacted]	BAS	517	8/2	6/0	3/2	3/2	3/0	BAS	487	4/2	2/0	4/4	4	4.5	4.5	5.0	5.0	5.0
	BAS	523	6/2	5/4	2/1	2/5	3/0	BAS	555	5/4	1/0	3/8	3	5.5	5.5	6.0	4.5	6.5
	BAS	495	5/0	3/4	1/2	2/2	3/3	BAS	440	3/2	3/2	3/3	2	4.0	4.0	3.5	5.0	4.0
	BAS	500	5/4	2/0	6/1	1/3	4/0	BAS	371	1/2	0/0	1/0	5	4.0	4.0	4.5	5.0	4.0
	BEL	418	6/2	1/0	2/0	2/0	2/0	BAS	470	3/0	4/6	2/5	1	4.0	4.0	3.5	5.5	4.0
	BAS	517	9/5	2/0	4/2	1/0	6/0	BAS	547	4/2	4/4	3/4	3	5.5	5.5	5.0	5.5	5.5
	BEL	473	4/0	3/2	2/0	0/4	7/0	BAS	504	1/4	3/0	3/7	2	5.0	5.0	5.5	4.5	6.0
	BAS	523	6/2	4/4	1/0	3/6	4/0	BAS	547	3/2	3/1	2/4	3	5.5	5.5	7.5	7.5	7.0
	BAS	512	5/3	3/4	5/2	2/2	2/0	PRO	560	2/3	3/8	2/6	3	4.5	4.5	6.5	4.5	5.5
	PRO	616	7/4	6/6	3/2	6/6	4/4	PRO	691	4/4	6/0	5/6	7	6.0	6.0	7.5	7.5	7.5
CLASS AVERAGE:		509	6/2	4/2	3/1	2/3	4/1		517	3/3	3/2	3/5	3	4.9	4.9	5.5	5.5	5.5
SCHOOL AVERAGE:		528	5/3	4/3	4/2	2/4	4/2		545	3/3	4/3	3/5	4	4.8	4.8	5.5	5.7	5.5
DISTRICT AVERAGE:		528	5/3	4/3	4/2	2/4	4/2		545	3/3	4/3	3/5	4	4.8	4.8	5.5	5.7	5.5
STATE AVERAGE:		620	7/4	6/4	5/3	4/5	5/4		722	6/4	6/6	6/5	5	5.3	5.3	6.1	6.9	6.2

L: 1st Year LEP Student

Averages do not include the following groups: 1) 1st Year LEP Students

ACTAAP
Arkansas Comprehensive Testing, Assessment, and Accountability Program

GRADE 4 AUGMENTED BENCHMARK EXAMINATION
CLASS ROSTER REPORT: CRT SCORES

Date of Test: April 2014

COMBINED POPULATION: Mean Scale Scores for School/District/Region/State

	School	District	Region	State
Mathematics	528	528	611	620
Literacy	545	545	713	722

District Number: 62-02
District Name: Hughes School District
School Number: 62-02-022
School Name: Mildred Jackson Elementary School
Class Name: HOLLOWAY

PERFORMANCE LEVEL SCALE SCORES

	Below Basic (BEL)	Basic (BAS)	Proficient (PRO)	Advanced (ADV)
Mathematics	494 and below	495–558	559–639	640 and above
Literacy	353 and below	354–558	559–747	748 and above

NA = No Attempt (Zero Score)
* = Not Proficient in one or more areas
& = Modified form adapted to Braille

Student Information	MATHEMATICS							LITERACY										
										READING			WRITING					
	PERFORMANCE LEVEL	MATHEMATICS SCALE SCORE	Number and Operations	Algebra	Geometry	Measurement	Data Analysis and Probability	PERFORMANCE LEVEL	LITERACY SCALE SCORE	Literary	Content	Practical	Multiple-Choice Writing	Content	Style	Sentence Formation	Usage	Mechanics
Multiple-Choice/Open-Response Points Possible			9/8	9/8	8/8	7/8	7/8			8/8	8/8	8/8	8	8.0	8.0	8.0	8.0	8.0
[redacted]	PRO	611	6/2	7/3	6/4	5/5	5/4	PRO	734	6/7	7/8	4/2	6	5.0	5.0	6.5	6.5	7.5
	BAS	545	4/2	3/4	4/2	0/2	5/8	BAS	406	1/0	3/2	3/2	4	3.5	3.5	4.0	4.0	4.5
	BAS	523	2/2	4/3	5/2	2/4	4/2	BAS	542	2/0	5/6	4/6	1	4.0	4.0	6.0	7.0	5.5
	PRO	626	6/4	7/4	6/2	5/8	4/4	ADV	879	6/7	7/4	5/8	7	7.0	7.0	8.0	7.5	8.0
	PRO	631	7/6	8/4	4/4	4/6	5/3	ADV	757	6/4	5/8	6/4	6	6.0	6.0	7.0	7.0	7.5
	BAS	540	6/2	6/0	5/2	1/4	3/4	PRO	622	2/5	2/4	2/8	2	7.0	7.0	7.5	8.0	5.0
	PRO	591	6/0	4/6	6/0	2/5	6/8	BAS	466	4/0	3/2	1/2	3	5.0	5.0	5.5	5.5	5.5
	BEL	398	1/4	2/0	3/1	1/0	1/0	BEL	312	3/1	4/0	1/0	3	2.0	2.0	2.5	3.0	2.5
	BAS	555	6/4	2/4	4/2	3/6	5/0	PRO	651	6/5	4/4	5/7	5	4.0	4.0	6.5	7.0	5.0
	BEL	444	3/0	3/4	4/0	1/0	3/0	BAS	362	1/3	4/0	0/5	2	3.0	3.0	2.5	3.0	3.0
CLASS AVERAGE:		546	5/3	5/3	5/2	2/4	4/3		573	4/3	4/4	3/4	4	4.7	4.7	5.6	5.9	5.4
SCHOOL AVERAGE:		528	5/3	4/3	4/2	2/4	4/2		545	3/3	4/3	3/5	4	4.8	4.8	5.5	5.7	5.5
DISTRICT AVERAGE:		528	5/3	4/3	4/2	2/4	4/2		545	3/3	4/3	3/5	4	4.8	4.8	5.5	5.7	5.5
STATE AVERAGE:		620	7/4	6/4	5/3	4/5	5/4		722	6/4	6/6	6/5	5	5.3	5.3	6.1	6.9	6.2

L: 1st Year LEP Student

Averages do not include the following groups: 1) 1st Year LEP Students

ACTAAP
Arkansas Comprehensive Testing, Assessment, and Accountability Program

GRADE 5 AUGMENTED BENCHMARK EXAMINATION
CLASS ROSTER REPORT: CRT SCORES

Date of Test: April 2014

COMBINED POPULATION: Mean Scale Scores for School/District/Region/State

	School	District	Region	State
Mathematics	550	550	631	638
Literacy	645	645	747	756

District Number: 62-02
District Name: Hughes School District
School Number: 62-02-022
School Name: Mildred Jackson Elementary School
Class Name: EIBEL

PERFORMANCE LEVEL SCALE SCORES

	Below Basic (BEL)	Basic (BAS)	Proficient (PRO)	Advanced (ADV)
Mathematics	543 and below	544–603	604–696	697 and above
Literacy	381 and below	382–603	604–798	799 and above

NA = No Attempt (Zero Score)
* = Not Proficient in one or more areas
& = Modified form adapted to Braille

Student Information	MATHEMATICS							LITERACY										
										READING			WRITING					
	PERFORMANCE LEVEL	MATHEMATICS SCALE SCORE	Number and Operations	Algebra	Geometry	Measurement	Data Analysis and Probability	PERFORMANCE LEVEL	LITERACY SCALE SCORE	Literary	Content	Practical	Multiple-Choice Writing	Content	Style	Sentence Formation	Usage	Mechanics
Multiple-Choice/Open-Response Points Possible			9/8	9/8	8/8	7/8	7/8			8/8	8/8	8/8	8	8.0	8.0	8.0	8.0	8.0
[redacted]	BEL	494	3/0	3/4	2/1	1/0	2/0	BAS	579	2/6	4/2	3/2	2	5.0	5.0	7.0	7.5	8.0
	PRO	664	6/6	7/4	8/3	5/8	5/0	ADV	825	4/6	7/5	5/8	5	6.0	6.0	8.0	8.0	8.0
	BEL	468	1/0	3/0	4/1	1/0	3/0	PRO	651	4/8	5/4	5/4	1	5.5	5.5	5.0	6.0	7.5
	BEL	529	2/2	4/4	4/0	3/0	2/0	BAS	516	2/2	3/2	3/8	1	5.0	5.0	5.5	5.0	6.0
	PRO	629	6/8	6/0	4/0	3/4	5/7	PRO	782	6/6	4/6	4/6	5	6.0	6.0	8.0	8.0	7.5
	BEL	535	4/0	3/4	6/0	4/0	1/0	BAS	589	3/2	2/2	5/4	3	5.0	5.0	7.5	8.0	8.0
	BAS	552	4/2	5/4	5/0	3/0	1/1	PRO	630	5/6	2/2	3/8	3	5.5	5.5	7.5	3.5	7.5
	BEL	412	2/0	1/0	2/0	2/0	1/0	BAS	484	3/2	3/1	2/2	2	4.5	4.5	6.5	6.5	7.5
	BAS	586	5/4	6/4	6/2	2/0	3/0	BAS	553	3/2	5/2	2/3	1	5.5	5.5	6.0	8.0	8.0
	PRO	659	8/4	7/4	6/0	5/4	5/8	ADV	959	8/8	8/8	6/8	6	6.0	6.0	8.0	8.0	8.0
	BAS	595	5/4	6/6	4/0	3/4	2/0	PRO	782	8/5	6/8	3/4	3	6.0	6.0	8.0	7.5	8.0
	BEL	523	3/0	3/2	4/0	5/0	3/0	BAS	599	3/3	5/2	0/8	1	5.5	5.5	8.0	7.0	7.5
	BEL	486	3/2	0/0	7/0	2/0	1/0	PRO	609	0/6	2/4	2/6	5	5.5	5.5	8.0	6.0	6.5
	BEL	426	2/0	3/0	2/0	2/0	0/NA	BEL	211	3/1	NA/2	NA/0	1	3.0	3.0	2.0	2.0	3.0
	BAS	599	6/4	6/4	5/2	4/0	4/0	PRO	765	6/7	6/2	3/8	3	6.0	6.0	8.0	8.0	8.0
	BEL	541	3/0	2/0	7/6	3/0	2/0	PRO	646	4/7	5/1	4/7	3	5.0	5.0	7.0	5.0	7.0
	BAS	547	3/0	8/4	5/0	3/0	1/0	PRO	672	4/6	4/8	3/6	2	5.0	5.0	6.5	5.5	7.5
	BAS	577	4/0	6/4	6/1	5/0	4/0	PRO	661	4/2	6/2	6/4	5	5.5	5.5	6.5	7.0	8.0
	BAS	577	7/8	3/0	6/2	1/0	3/0	PRO	725	5/6	4/8	4/6	0	6.5	6.5	7.5	7.5	6.5
	BEL	494	7/0	0/2	3/0	2/0	2/0	BAS	457	4/2	2/2	1/2	2	4.0	4.0	5.5	5.5	8.0
	PRO	676	8/6	7/2	6/4	7/4	5/6	ADV	800	7/2	7/5	5/8	5	5.5	5.5	8.0	8.0	8.0
	BEL	541	6/0	3/2	3/0	5/0	4/0	PRO	693	4/2	5/3	5/6	3	6.5	6.5	7.5	8.0	8.0

L: 1st Year LEP Student

Averages do not include the following groups: 1) 1st Year LEP Students

ACTAAP
Arkansas Comprehensive Testing, Assessment, and Accountability Program

GRADE 5 AUGMENTED BENCHMARK EXAMINATION
CLASS ROSTER REPORT: CRT SCORES

Date of Test: April 2014

COMBINED POPULATION: Mean Scale Scores for School/District/Region/State

	School	District	Region	State
Mathematics	550	550	631	638
Literacy	645	645	747	756

District Number: 62-02
District Name: Hughes School District
School Number: 62-02-022
School Name: Mildred Jackson Elementary School
Class Name: EIBEL

PERFORMANCE LEVEL SCALE SCORES

	Below Basic (BEL)	Basic (BAS)	Proficient (PRO)	Advanced (ADV)
Mathematics	543 and below	544–603	604–696	697 and above
Literacy	381 and below	382–603	604–798	799 and above

NA = No Attempt (Zero Score)
* = Not Proficient in one or more areas
& = Modified form adapted to Braille

Student Information	MATHEMATICS							LITERACY										
										READING			WRITING					
	PERFORMANCE LEVEL	MATHEMATICS SCALE SCORE	Number and Operations	Algebra	Geometry	Measurement	Data Analysis and Probability	PERFORMANCE LEVEL	LITERACY SCALE SCORE	Literary	Content	Practical	Multiple-Choice Writing	Content	Style	Sentence Formation	Usage	Mechanics
Multiple-Choice/Open-Response Points Possible			9/8	9/8	8/8	7/8	7/8			8/8	8/8	8/8	8	8.0	8.0	8.0	8.0	8.0
CLASS AVERAGE:		550	4/2	4/2	5/1	3/1	3/1		645	4/4	4/4	3/5	3	5.4	5.4	6.9	6.6	7.4
SCHOOL AVERAGE:		550	4/2	4/2	5/1	3/1	3/1		645	4/4	4/4	3/5	3	5.4	5.4	6.9	6.6	7.4
DISTRICT AVERAGE:		550	4/2	4/2	5/1	3/1	3/1		645	4/4	4/4	3/5	3	5.4	5.4	6.9	6.6	7.4
STATE AVERAGE:		638	6/4	5/4	6/3	5/3	4/4		756	6/5	6/5	5/6	4	5.6	5.6	7.1	7.4	7.2

L: 1st Year LEP Student

Averages do not include the following groups: 1) 1st Year LEP Students

ACTAAP
Arkansas Comprehensive Testing, Assessment, and Accountability Program

GRADE 6 AUGMENTED BENCHMARK EXAMINATION
CLASS ROSTER REPORT: CRT SCORES

Date of Test: April 2014

COMBINED POPULATION: Mean Scale Scores for School/District/Region/State

	School	District	Region	State
Mathematics	614	614	690	696
Literacy	618	618	709	712

District Number: 62-02
District Name: Hughes School District
School Number: 62-02-022
School Name: Mildred Jackson Elementary School
Class Name: DAVIS

PERFORMANCE LEVEL SCALE SCORES

	Below Basic (BEL)	Basic (BAS)	Proficient (PRO)	Advanced (ADV)
Mathematics	568 and below	569–640	641–721	722 and above
Literacy	416 and below	417–640	641–822	823 and above

NA = No Attempt (Zero Score)
* = Not Proficient in one or more areas
& = Modified form adapted to Braille

Student Information	MATHEMATICS							LITERACY										
										READING			WRITING					
	PERFORMANCE LEVEL	MATHEMATICS SCALE SCORE	Number and Operations	Algebra	Geometry	Measurement	Data Analysis and Probability	PERFORMANCE LEVEL	LITERACY SCALE SCORE	Literary	Content	Practical	Multiple-Choice Writing	Content	Style	Sentence Formation	Usage	Mechanics
Multiple-Choice/Open-Response Points Possible			9/8	9/8	8/8	7/8	7/8			8/8	8/8	8/8	8	8.0	8.0	8.0	8.0	8.0
[redacted]	PRO	689	5/4	6/2	7/6	6/2	4/2	PRO	659	8/2	5/4	2/5	5	5.5	5.5	8.0	8.0	8.0
	PRO	645	5/2	5/4	5/4	2/3	4/2	BAS	526	4/4	4/4	3/0	2	4.5	4.5	7.5	7.5	8.0
	PRO	656	6/6	5/2	4/2	5/2	4/2	PRO	649	8/4	4/4	5/5	3	5.0	5.0	6.5	7.5	8.0
	BEL	547	5/0	3/0	3/0	3/2	2/2	BAS	521	5/2	3/3	4/2	1	5.0	5.0	7.5	7.0	8.0
	PRO	716	7/6	8/6	7/2	6/2	3/2	PRO	714	7/5	4/8	5/3	3	6.0	6.0	8.0	8.0	8.0
	BAS	628	6/2	5/2	4/2	5/2	3/2	BAS	587	3/8	4/2	4/2	3	5.5	5.0	7.0	8.0	7.5
	BAS	586	4/2	6/2	3/0	0/2	5/2	BAS	571	7/0	2/6	3/2	5	6.0	6.0	7.0	6.5	7.0
	BAS	569	2/3	5/0	4/2	2/0	4/1	BAS	566	7/4	4/4	1/2	3	5.0	4.5	7.5	7.0	8.0
	BEL	416	1/0	4/0	1/0	0/0	1/0	BEL	140	2/0	2/2	0/0	2	2.0	2.0	2.0	2.0	2.0
	BEL	516	1/0	4/2	5/0	2/0	2/0	PRO	736	8/4	4/7	7/4	5	6.5	6.5	5.0	8.0	8.0
	PRO	700	2/6	7/4	5/6	6/2	6/2	PRO	754	6/4	4/7	6/8	6	6.0	6.0	7.0	7.0	7.5
	BAS	610	6/6	2/2	3/2	4/2	3/0	PRO	697	8/2	4/8	5/8	3	4.5	4.5	7.0	7.5	8.0
	BAS	610	3/4	8/2	5/0	3/0	3/2	PRO	681	7/4	4/7	8/0	5	5.5	5.5	7.5	6.5	8.0
	PRO	645	5/4	2/4	7/2	3/2	5/2	PRO	665	8/0	4/8	5/5	5	4.5	4.5	7.0	7.5	8.0
	BAS	586	3/5	7/0	5/0	3/0	1/2	BAS	607	6/8	4/4	4/7	2	4.0	4.0	7.0	6.0	5.0
	PRO	711	5/8	6/2	6/6	4/6	5/0	PRO	725	7/4	3/8	7/4	6	5.5	5.5	7.0	7.0	8.0
	ADV	761	6/8	8/4	7/2	6/6	4/6	ADV	891	8/8	5/8	8/5	5	6.5	6.5	8.0	8.0	8.0
	ADV	722	7/6	9/2	7/4	5/6	4/0	ADV	826	7/8	5/4	8/7	7	5.0	5.0	8.0	8.0	8.0
	BAS	586	5/4	2/0	3/2	4/0	4/2	PRO	643	5/2	4/7	4/3	5	5.5	5.5	8.0	7.5	8.0
	BEL	561	2/2	4/0	4/0	2/1	5/2	BAS	577	7/3	3/4	3/2	3	5.0	5.0	8.0	7.0	8.0
	BEL	547	2/4	3/0	6/2	0/0	1/2	BAS	561	5/0	4/4	6/2	4	4.5	4.5	8.0	7.5	7.0
	PRO	661	4/6	4/2	4/6	4/2	5/2	PRO	665	8/4	3/3	5/6	4	5.5	5.5	8.0	6.5	8.0
	PRO	645	4/3	6/2	7/0	4/5	3/2	PRO	708	6/4	5/6	6/4	6	5.5	5.5	7.0	7.5	8.0
	BEL	547	2/5	3/2	3/0	3/0	2/0	BAS	607	7/4	2/4	6/2	2	5.5	5.5	7.5	7.5	8.0

L: 1st Year LEP Student

Averages do not include the following groups: 1) 1st Year LEP Students

ACTAAP
Arkansas Comprehensive Testing, Assessment, and Accountability Program

GRADE 6 AUGMENTED BENCHMARK EXAMINATION
CLASS ROSTER REPORT: CRT SCORES

Date of Test: April 2014

COMBINED POPULATION: Mean Scale Scores for School/District/Region/State

	School	District	Region	State
Mathematics	614	614	690	696
Literacy	618	618	709	712

District Number: 62-02
District Name: Hughes School District
School Number: 62-02-022
School Name: Mildred Jackson Elementary School
Class Name: DAVIS

PERFORMANCE LEVEL SCALE SCORES

	Below Basic (BEL)	Basic (BAS)	Proficient (PRO)	Advanced (ADV)
Mathematics	568 and below	569–640	641–721	722 and above
Literacy	416 and below	417–640	641–822	823 and above

NA = No Attempt (Zero Score)
* = Not Proficient in one or more areas
& = Modified form adapted to Braille

Student Information	MATHEMATICS							LITERACY										
										READING			WRITING					
	PERFORMANCE LEVEL	MATHEMATICS SCALE SCORE	Number and Operations	Algebra	Geometry	Measurement	Data Analysis and Probability	PERFORMANCE LEVEL	LITERACY SCALE SCORE	Literary	Content	Practical	Multiple-Choice Writing	Content	Style	Sentence Formation	Usage	Mechanics
Multiple-Choice/Open-Response Points Possible			9/8	9/8	8/8	7/8	7/8			8/8	8/8	8/8	8	8.0	8.0	8.0	8.0	8.0
[redacted]	BAS	622	5/2	6/0	4/4	3/2	4/2	BAS	571	6/0	3/7	4/0	4	5.5	5.5	7.0	7.5	8.0
	BAS	628	2/4	7/2	3/2	4/2	3/4	PRO	665	4/3	3/7	7/6	3	5.5	5.5	7.5	7.5	7.5
	BEL	457	2/0	1/0	4/1	0/0	2/0	BEL	179	2/0	1/2	0/0	3	2.0	2.0	3.0	4.0	2.0
CLASS AVERAGE:		614	4/4	5/2	5/2	3/2	3/2		618	6/3	4/5	5/3	4	5.1	5.0	7.0	7.0	7.3
SCHOOL AVERAGE:		614	4/4	5/2	5/2	3/2	3/2		618	6/3	4/5	5/3	4	5.1	5.0	7.0	7.0	7.3
DISTRICT AVERAGE:		614	4/4	5/2	5/2	3/2	3/2		618	6/3	4/5	5/3	4	5.1	5.0	7.0	7.0	7.3
STATE AVERAGE:		696	5/5	7/4	5/4	4/4	4/3		712	6/4	5/6	5/4	5	5.8	5.8	7.2	7.5	7.4

L: 1st Year LEP Student

Averages do not include the following groups: 1) 1st Year LEP Students

ACTAAP
Arkansas Comprehensive Testing, Assessment, and Accountability Program

GRADE 5 AUGMENTED BENCHMARK EXAMINATION
CLASS ROSTER REPORT: CRT SCORES

Date of Test: April 2014

COMBINED POPULATION: Mean Scale Scores for School/District/Region/State

	School	District	Region	State
Science	162	162	204	205

District Number: 62-02
District Name: Hughes School District
School Number: 62-02-022
School Name: Mildred Jackson Elementary School
Class Name: EIBEL

PERFORMANCE LEVEL SCALE SCORES

	Below Basic (BEL)	Basic (BAS)	Proficient (PRO)	Advanced (ADV)
Science	153 and below	154–199	200–249	250 and above

NA = No Attempt (Zero Score)
* = Not Proficient in one or more areas
& = Modified form adapted to Braille

Student Information	SCIENCE					
	PERFORMANCE LEVEL	SCIENCE SCALE SCORE	Nature of Science	Life Science	Physical Science	Earth and Space Science
Multiple-Choice/Open-Response Points Possible			5/8	11/16	12/8	12/8
[redacted]	BEL	131	2/6	2/0	5/0	3/0
	BAS	197	5/6	4/8	8/6	5/0
	BEL	134	5/0	5/2	2/0	5/0
	BEL	131	3/6	1/6	1/0	1/0
	BAS	173	2/4	3/8	6/0	5/4
	BAS	156	3/4	9/2	5/2	1/0
	BEL	120	1/6	3/0	2/0	3/0
	BEL	89	1/2	2/0	2/0	2/0
	BAS	162	1/6	4/2	9/3	3/0
	PRO	209	5/8	7/8	9/6	4/0
	BAS	154	3/6	2/4	5/2	3/0
	BAS	180	3/8	5/6	6/2	5/0
	BAS	156	3/6	4/4	2/2	5/0
	BEL	115	0/0	6/0	4/0	4/0
	BAS	175	3/4	6/6	7/4	3/0
	BAS	167	2/2	5/2	5/8	4/2
	BAS	156	4/4	5/2	5/4	2/0
	BAS	183	2/4	6/6	5/8	5/0
	PRO	216	3/8	8/12	9/6	4/0
	BAS	154	4/2	3/4	4/3	5/0
	PRO	240	4/8	8/9	11/6	5/8
	BAS	165	2/6	3/4	5/7	2/0

L: 1st Year LEP Student

Averages do not include the following groups: 1) 1st Year LEP Students

ACTAAP
Arkansas Comprehensive Testing, Assessment, and Accountability Program

GRADE 5 AUGMENTED BENCHMARK EXAMINATION
CLASS ROSTER REPORT: CRT SCORES

COMBINED POPULATION: Mean Scale Scores for School/District/Region/State

	School	District	Region	State
Science	162	162	204	205

District Number: 62-02
District Name: Hughes School District
School Number: 62-02-022
School Name: Mildred Jackson Elementary School
Class Name: EIBEL

PERFORMANCE LEVEL SCALE SCORES

	Below Basic (BEL)	Basic (BAS)	Proficient (PRO)	Advanced (ADV)
Science	153 and below	154–199	200–249	250 and above

NA = No Attempt (Zero Score)
* = Not Proficient in one or more areas
& = Modified form adapted to Braille

Student Information	SCIENCE					
	PERFORMANCE LEVEL	SCIENCE SCALE SCORE	Nature of Science	Life Science	Physical Science	Earth and Space Science
Multiple-Choice/Open-Response Points Possible			5/8	11/16	12/8	12/8
CLASS AVERAGE:		162	3/5	5/4	5/3	4/1
SCHOOL AVERAGE:		162	3/5	5/4	5/3	4/1
DISTRICT AVERAGE:		162	3/5	5/4	5/3	4/1
STATE AVERAGE:		205	4/6	7/7	7/3	6/4

L: 1st Year LEP Student

Averages do not include the following groups: 1) 1st Year LEP Students

ACTAAP

STUDENT SCORE LABELS

Iowa Tests of Educational Development® (ITED®)

Class: Light
School: Hughes H S 62-02-024
District: Hughes S D 62-02

Form: AR14
Test Date: 04/2014
Norms: 04/08 2005
Order No.: 000804717
Page: 2 Grade: 9

[redacted]

Scores Reported	READING Vocabulary	READING Comprehension	READING Total	LANGUAGE Revising Writing	MATHEMATICS Concepts & Prob. Solv.	MATHEMATICS Computation	MATHEMATICS Total
SS	258	261	260	301	295	240	277
NS	5	5	5	7	7	4	6
NCE	49	51	51	68	68	41	59
NPR	48	51	52	81	80	33	66

[redacted]

Scores Reported	Vocabulary	Comprehension	Total	Revising Writing	Concepts & Prob. Solv.	Computation	Total
SS	184	199	192	203	208	180	199
NS	1	2	1	2	2	1	1
NCE	7	25	12	25	22	1	12
NPR	2	11	4	11	9	1	3

[redacted] sts of Educational Development

Scores Reported	READING Vocabulary	READING Comprehension	READING Total	LANGUAGE Revising Writing	MATHEMATICS Concepts & Prob. Solv.	MATHEMATICS Computation	MATHEMATICS Total
SS	247	242	244	241	255	225	245
NS	4	4	4	4	5	3	4
NCE	42	43	43	43	48	33	43
NPR	35	36	36	37	46	21	37

[redacted] sts of Educational Development

Scores Reported	READING Vocabulary	READING Comprehension	READING Total	LANGUAGE Revising Writing	MATHEMATICS Concepts & Prob. Solv.	MATHEMATICS Computation	MATHEMATICS Total
SS	236	223	230	261	274	255	268
NS	4	3	4	5	6	5	5
NCE	35	34	35	51	56	48	54
NPR	24	22	24	51	62	47	58

[redacted] sts of Educational Development

Scores Reported	READING Vocabulary	READING Comprehension	READING Total	LANGUAGE Revising Writing	MATHEMATICS Concepts & Prob. Solv.	MATHEMATICS Computation	MATHEMATICS Total
SS	200	212	206	234	231	248	237
NS	2	3	2	4	4	4	4
NCE	16	29	22	40	37	45	39
NPR	5	16	9	31	26	40	29

[redacted] Tests of Educational Development

Scores Reported	READING Vocabulary	READING Comprehension	READING Total	LANGUAGE Revising Writing	MATHEMATICS Concepts & Prob. Solv.	MATHEMATICS Computation	MATHEMATICS Total
SS	256	205	231	245	240	233	238
NS	5	3	4	4	4	4	4
NCE	48	27	36	45	41	37	39
NPR	46	14	25	40	34	27	31

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STUDENT SCORE LABELS

ACTAAP

Iowa Tests of Educational Development® (ITED®)

Class: Light
School: Hughes H S 62-02-024
District: Hughes S D 62-02

Form: AR14
Test Date: 04/2014
Norms: 04/08 2005
Order No.: 000804717
Page: 3
Grade: 9

[redacted] Iowa Tests of Educational Development

Scores Reported	READING Vocabulary	READING Comprehension	READING Total	LANGUAGE Revising Writing	MATHEMATICS Concepts & Prob. Solv.	MATHEMATICS Computation	MATHEMATICS Total
SS	236	223	230	253	270	255	265
NS	4	3	4	5	5	5	5
NCE	35	34	35	48	55	48	53
NPR	24	22	24	46	59	47	56

[redacted] Iowa Tests of Educational Development

Scores Reported	READING Vocabulary	READING Comprehension	READING Total	LANGUAGE Revising Writing	MATHEMATICS Concepts & Prob. Solv.	MATHEMATICS Computation	MATHEMATICS Total
SS	247	250	248	212	245	269	253
NS	4	5	4	3	4	5	5
NCE	42	46	45	29	44	55	47
NPR	35	43	40	16	38	59	44

[redacted] Iowa Tests of Educational Development

Scores Reported	READING Vocabulary	READING Comprehension	READING Total	LANGUAGE Revising Writing	MATHEMATICS Concepts & Prob. Solv.	MATHEMATICS Computation	MATHEMATICS Total
SS	250	242	246	245	282	298	287
NS	4	4	4	4	6	7	6
NCE	44	43	44	45	60	69	64
NPR	39	36	38	40	69	82	75

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STUDENT SCORE LABELS

Iowa Tests of Educational Development® (ITED®)

Class: Light
School: Hughes H S 62-02-024
District: Hughes S D 62-02

Form: AR14
Test Date: 04/2014
Norms: 04/08 2005
Order No.: 000804717
Page: 1 Grade: 9 ==

[redacted] Iowa Tests of Educational Development

Scores Reported	READING Vocabulary	READING Comprehension	READING Total	LANGUAGE	LANGUAGE Revising Writing	MATHEMATICS Concepts & Prob. Solv.	MATHEMATICS Computation	MATHEMATICS Total
SS	258	261	260		269	245	225	238
NS	5	5	5		5	4	3	4
NCE	49	51	51		54	44	33	39
NPR	48	51	52		57	38	21	31

[redacted] Iowa Tests of Educational Development

Scores Reported	READING Vocabulary	READING Comprehension	READING Total	LANGUAGE	LANGUAGE Revising Writing	MATHEMATICS Concepts & Prob. Solv.	MATHEMATICS Computation	MATHEMATICS Total
SS	242	231	236		257	282	292	285
NS	4	4	4		5	6	7	6
NCE	39	37	38		49	60	66	63
NPR	31	28	29		48	69	78	74

[redacted] Iowa Tests of Educational Development

Scores Reported	READING Vocabulary	READING Comprehension	READING Total	LANGUAGE	LANGUAGE Revising Writing	MATHEMATICS Concepts & Prob. Solv.	MATHEMATICS Computation	MATHEMATICS Total
SS	213	246	230		245	282	275	280
NS	2	4	4		4	6	6	6
NCE	23	44	35		45	60	57	61
NPR	10	39	24		40	69	64	69

[redacted] Iowa Tests of Educational Development

Scores Reported	READING Vocabulary	READING Comprehension	READING Total	LANGUAGE	LANGUAGE Revising Writing	MATHEMATICS Concepts & Prob. Solv.	MATHEMATICS Computation	MATHEMATICS Total
SS	282	257	270		220	255	233	248
NS	7	5	6		3	5	4	4
NCE	66	49	57		33	48	37	44
NPR	77	48	62		21	46	27	39

[redacted] Iowa Tests of Educational Development

Scores Reported	READING Vocabulary	READING Comprehension	READING Total	LANGUAGE	LANGUAGE Revising Writing	MATHEMATICS Concepts & Prob. Solv.	MATHEMATICS Computation	MATHEMATICS Total
SS	242	246	244		237	285	269	280
NS	4	4	4		4	6	5	6
NCE	39	44	43		41	62	55	61
NPR	31	39	36		34	71	59	69

[redacted] Iowa Tests of Educational Development

Scores Reported	READING Vocabulary	READING Comprehension	READING Total	LANGUAGE	LANGUAGE Revising Writing	MATHEMATICS Concepts & Prob. Solv.	MATHEMATICS Computation	MATHEMATICS Total
SS	253	238	246		261	231	216	226
NS	5	4	4		5	4	3	3
NCE	46	41	44		51	37	28	32
NPR	42	33	38		51	26	15	20

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GRADE 11 LITERACY EXAMINATION
DISTRICT SUMMARY REPORT: COMBINED POPULATION

District Number: **62-02**
District Name: **Hughes School District**
Total Number of Students Tested: **27**

	Number & Percent of Students Below Basic (BEL) 168 and below				Number & Percent of Students Basic (BAS) 169-199				Number & Percent of Students Proficient (PRO) 200-227				Number & Percent of Students Advanced (ADV) * 228 and above			
	School	District	Region	State	School	District	Region	State	School	District	Region	State	School	District	Region	State
All Students		3 11%	300 5%	1,370 4%		7 26%	1,701 27%	7,584 24%		14 52%	3,032 48%	15,561 48%		3 11%	1,259 20%	7,592 24%

[redacted]

The following groups are not included in this report: 1) 1st Year LEP Students; 2) Foreign Exchange Students

* The Advanced rating for scale scores of 228-249 is pending peer review and approval from the U.S. Department of Education.

ACTAAP
Arkansas Comprehensive Testing, Assessment, and Accountability Program

GRADE 11 LITERACY EXAMINATION
DISTRICT SUMMARY REPORT: COMBINED POPULATION (continued)

District Number: **62-02**
District Name: **Hughes School District**
Total Number of Students Tested: **27**

Number & Percent of Students Below Basic (BEL) 168 and below				Number & Percent of Students Basic (BAS) 169-199				Number & Percent of Students Proficient (PRO) 200-227				Number & Percent of Students Advanced (ADV) * 228 and above			
School	District	Region	State	School	District	Region	State	School	District	Region	State	School	District	Region	State
[redacted]															

[redacted] 1st Year LEP Students; 2) Foreign Exchange Students

* The Advanced rating for scale scores of 228-249 is pending peer review and approval from the U.S. Department of Education.

ACTAAP
Arkansas Comprehensive Testing, Assessment, and Accountability Program

SPRING END-OF-COURSE EXAMINATION
ALGEBRA I
DISTRICT SUMMARY REPORT: COMBINED POPULATION

District Number: **62-02**
District Name: **Hughes School District**
Total Number of Students Tested: **16**

	Number & Percent of Students Below Basic (BEL) 150 and below				Number & Percent of Students Basic (BAS) 151–199				Number & Percent of Students Proficient (PRO) 200–249				Number & Percent of Students Advanced (ADV) 250 and above			
	School	District	Region	State	School	District	Region	State	School	District	Region	State	School	District	Region	State
All Students		2	371	1,794		0	1,247	6,264		11	2,819	14,262		3	1,683	9,694
		13%	**6%**	**6%**		**0%**	**20%**	**20%**		**69%**	**46%**	**45%**		**19%**	**28%**	**30%**

[redacted]

The following groups are not included in this report: 1) 1st Year LEP students
2) Foreign Exchange students

ACTAAP
Arkansas Comprehensive Testing, Assessment, and Accountability Program

SPRING END-OF-COURSE EXAMINATION
ALGEBRA I
DISTRICT SUMMARY REPORT: COMBINED POPULATION
(continued)

District Number: **62-02**
District Name: **Hughes School District**
Total Number of Students Tested: **16**

Number & Percent of Students Below Basic (BEL) 150 and below				Number & Percent of Students Basic (BAS) 151–199				Number & Percent of Students Proficient (PRO) 200–249				Number & Percent of Students Advanced (ADV) 250 and above			
School	District	Region	State	School	District	Region	State	School	District	Region	State	School	District	Region	State
[redacted]															

The following groups are not included in this report: 1) 1st Year LEP students
2) Foreign Exchange students

SPRING END-OF-COURSE EXAMINATION
GEOMETRY
CLASS ROSTER REPORT

ACTAAP
Arkansas Comprehensive Testing, Assessment, and Accountability Program

COURSE TAKEN

1 = Geometry
2 = Geometry A & B
3 = Investigating Geometry
4 = Other

District Number: **62-02**
District Name: **Hughes School District**
School Number: **62-02-024**
School Name: **Hughes High School**
Class Name: **PATTERSON**

PERFORMANCE LEVEL SCALE SCORE

Below Basic (BEL)	Basic (BAS)	Proficient (PRO)	Advanced (ADV)
153 and below	154–199	200–249	250 and above

NA = No Attempt (Zero Score)
NI = Not Indicated
* = Not Proficient in Geometry
& = Modified form adapted to Braille

Student Information	GEOMETRY								
	GRADE	COURSE TAKEN	PERFORMANCE LEVEL	GEOMETRY SCALE SCORE	Language of Geometry	Triangles	Measurement	Relationships between Two and Three Dimensions	Coordinate Geometry and Trans-formations
Multiple-Choice/Open-Response Points Possible					12/8	12/8	12/8	12/8	12/8
[redacted]	10	4	BAS	195	9/4	7/0	6/4	7/0	6/0
	10	4	PRO	246	11/4	11/4	11/6	8/2	8/4
	12	4	BAS	184	9/2	4/0	8/2	8/0	5/0
	10	4	ADV	250	8/6	10/2	9/5	12/4	11/4
	10	4	ADV	324	12/8	10/8	11/8	11/8	12/8
	10	4	BAS	172	9/2	5/0	3/2	7/0	5/0
	10	4	BAS	188	10/2	5/0	5/2	10/0	6/0
	10	4	BAS	193	8/4	7/0	5/2	6/0	10/0
	10	4	BAS	184	7/4	8/0	5/6	5/0	3/0
	10	4	ADV	272	11/4	12/4	11/8	10/4	11/8
	10	4	BAS	184	6/4	9/0	7/4	3/0	5/0
	10	4	BAS	179	7/0	8/0	5/2	4/1	5/4
	10	4	BAS	195	8/6	4/0	7/2	8/2	5/1
	10	4	PRO	204	9/4	6/2	6/2	10/3	5/0
	10	4	PRO	219	10/2	8/4	7/4	8/5	7/0
	10	4	PRO	202	10/2	8/0	5/5	6/2	8/0
	11	4	PRO	234	8/6	7/2	8/4	9/6	9/4
	10	4	PRO	217	11/4	7/0	6/6	7/5	8/0
	10	4	PRO	202	10/2	8/0	7/4	9/0	6/0
	10	4	BAS	172	6/0	6/0	4/2	10/2	3/0
	10	4	BAS	159	7/2	3/0	4/0	8/0	4/0
	10	4	BAS	195	7/0	11/1	5/0	9/0	8/2
	10	4	ADV	251	8/8	10/2	7/8	11/4	11/4
	10	4	BAS	179	7/0	7/0	7/2	8/0	5/0

L: 1st Year LEP Student
FE: Foreign Exchange Student

Averages do not include the following groups: 1) 1st Year LEP students 2) Foreign Exchange students

ACTAAP
Arkansas Comprehensive Testing, Assessment, and Accountability Program

SPRING END-OF-COURSE EXAMINATION
GEOMETRY
CLASS ROSTER REPORT

COURSE TAKEN

1 = Geometry
2 = Geometry A & B
3 = Investigating Geometry
4 = Other

District Number: **62-02**
District Name: **Hughes School District**
School Number: **62-02-024**
School Name: **Hughes High School**
Class Name: **PATTERSON**

PERFORMANCE LEVEL SCALE SCORE

Below Basic (BEL)	Basic (BAS)	Proficient (PRO)	Advanced (ADV)
153 and below	154–199	200–249	250 and above

NA = No Attempt (Zero Score)
NI = Not Indicated
* = Not Proficient in Geometry
& = Modified form adapted to Braille

Student Information	GEOMETRY								
	GRADE	COURSE TAKEN	PERFORMANCE LEVEL	GEOMETRY SCALE SCORE	Language of Geometry	Triangles	Measurement	Relationships between Two and Three Dimensions	Coordinate Geometry and Trans-formations
Multiple-Choice/Open-Response Points Possible					12/8	12/8	12/8	12/8	12/8
CLASS AVERAGE:				208	9/3	8/1	7/4	8/2	7/2

COMBINED POPULATION:
GEOMETRY

MEAN SCALE SCORE	
School:	208
District:	208
Region:	218
State:	222

L: 1st Year LEP Student
FE: Foreign Exchange Student

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SPRING END-OF-COURSE EXAMINATION
BIOLOGY
CLASS ROSTER REPORT

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District Number: **62-02**
District Name: **Hughes School District**
School Number: **62-02-024**
School Name: **Hughes High School**
Class Name: **LEECE**

PERFORMANCE LEVEL SCALE SCORE

Below Basic (BEL)	Basic (BAS)	Proficient (PRO)	Advanced (ADV)
145 and below	146–199	200–249	250 and above

NA = No Attempt (Zero Score)
NI = Not Indicated
* = Not Proficient in Biology
& = Modified form adapted to Braille

Student Information	BIOLOGY							
	GRADE	PERFORMANCE LEVEL	BIOLOGY SCALE SCORE	Molecules and Cells	Heredity and Evolution	Classification and the Diversity of Life	Ecology and Behavioral Relationships	Nature of Science
Multiple-Choice/Open-Response Points Possible				12/8	12/8	12/8	12/8	12/8
[redacted]	10	BAS	168	7/6	1/3	7/5	4/4	3/3
	10	BAS	197	7/0	6/5	7/2	9/6	9/4
	11	BEL	136	3/NA	6/2	5/4	6/0	4/0
	10	BAS	197	8/4	8/8	6/2	7/7	4/1
	10	BEL	95	2/0	2/0	4/2	3/0	4/0
	10	ADV	250	10/2	12/4	11/5	11/6	9/4
	10	BAS	163	7/0	5/4	3/4	7/4	7/0
	10	BAS	158	6/2	3/4	5/2	5/5	7/0
	11	BEL	127	4/2	4/3	5/2	3/2	2/0
	10	BAS	146	5/0	7/4	5/4	4/0	5/0
	11	BEL	83	3/0	3/2	1/2	1/0	2/0
	10	BEL	130	4/4	5/3	3/4	3/0	2/0
	10	PRO	229	9/6	10/4	10/4	9/5	8/2
	10	BEL	119	4/0	1/4	3/4	0/3	4/1
	10	BAS	173	4/2	7/4	7/4	7/2	7/1
	10	BAS	149	4/1	4/4	5/4	6/6	1/0
	10	BEL	136	4/2	4/4	6/2	3/0	3/2
	10	BAS	187	6/5	8/8	4/2	8/4	6/0
	10	BAS	149	4/1	6/3	5/4	5/2	5/0
	10	BAS	161	5/0	6/2	6/4	7/4	6/0
	10	BAS	168	3/4	5/3	6/4	6/4	7/1
	10	BEL	99	2/2	4/1	3/2	1/0	3/0
	10	BEL	116	2/2	3/0	6/4	2/0	4/0
	10	BEL	116	3/0	6/0	6/2	4/0	2/0

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FE: Foreign Exchange Student

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ACTAAP
Arkansas Comprehensive Testing, Assessment, and Accountability Program

SPRING END-OF-COURSE EXAMINATION
BIOLOGY
CLASS ROSTER REPORT

District Number: **62-02**
District Name: **Hughes School District**
School Number: **62-02-024**
School Name: **Hughes High School**
Class Name: **LEECE**

PERFORMANCE LEVEL SCALE SCORE

Below Basic (BEL)	Basic (BAS)	Proficient (PRO)	Advanced (ADV)
145 and below	146–199	200–249	250 and above

NA = No Attempt (Zero Score)
NI = Not Indicated
* = Not Proficient in Biology
& = Modified form adapted to Braille

Student Information	BIOLOGY							
	GRADE	PERFORMANCE LEVEL	BIOLOGY SCALE SCORE	Molecules and Cells	Heredity and Evolution	Classification and the Diversity of Life	Ecology and Behavioral Relationships	Nature of Science
Multiple-Choice/Open-Response Points Possible				12/8	12/8	12/8	12/8	12/8
[redacted]	10	BAS	180	6/2	8/4	5/4	9/0	6/4
	10	BAS	187	9/3	7/4	5/2	8/5	8/0
CLASS AVERAGE:			155	5/2	5/3	5/3	5/3	5/1

COMBINED POPULATION:
BIOLOGY

	MEAN SCALE SCORE
School:	155
District:	155
Region:	187
State:	194

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FE: Foreign Exchange Student

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