U.S. Department of Education   **November 2002**

2002-2003 *No Child Left Behind—Blue Ribbon Schools Program*
Cover Sheet

Name of Principal   _Mrs. Susan McCloud_
                    (Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name   ___T. C. Cherry Elementary School_
                       (As it should appear in the official records)

School Mailing Address_____1001 Liberty Way_____   _____
                             (If address is P.O. Box, also include street address_____ Bowling

Green_____   KY   42104-3112
City   State   Zip Code+4 (9 digits total)

Tel. (270   )746-2230   Fax (270   ) 746-2235

Website/URL__www.b-g.k12.ky.us_____   Email smccloud@b-g.k12.ky.us_____

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date_____
(Principal's Signature)

Private Schools: If the information requested is not applicable, write N/A in the space.

Name of Superintendent ___Dr. John Settle___
                          (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name___ Bowling Green Independent School District__Tel. (270) _746-2200 _____

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(Superintendent's Signature)

Name of School Board Mrs. Deborah Williams
President/Chairperson _____
                          (Specify: Ms., Miss, Mrs., Dr., Mr., Other)
I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

PART II - DEMOGRAPHIC DATA

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

    6___ Elementary schools
    0___ Middle schools
    1___ Junior high schools
    1___ High schools
    1___ Alternative schools
    9___ TOTAL

2. District Per Pupil Expenditure: __$6,850_____

    Average State Per Pupil Expenditure: __$6,601_____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

    [x]   Urban or large central city
    [   ]   Suburban school with characteristics typical of an urban area
    [   ]   Suburban
    [   ]   Small city or town in a rural area
    [   ]   Rural

4. __7___ Number of years the principal has been in her/his position at this school.

    _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	26	23	**49**		7			
1	19	26	**45**		8			
2	13	18	**31**		9			
3	25	27	**52**		10			
4	9	12	**21**		11			
5	22	12	**34**		12			
6					Other			
			TOTAL STUDENTS IN THE APPLYING SCHOOL					232

6. Racial/ethnic composition of   81.47   % White
    the students in the school: 10.78   % Black or African American
                                         1.29   % Hispanic or Latino
                                          .86   % Asian/Pacific Islander
                                            0   % American Indian/Alaskan Native
                                         5.60   % Other
                                       100% Total

7. Student turnover, or mobility rate, during the past year: _____17.85___%

    (This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred *to* the school after October 1 until the end of the year.	28
(2)	Number of students who transferred *from* the school after October 1 until the end of the year.	12
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	40
(4)	Total number of students in the school as of October 1	224
(5)	Subtotal in row (3) divided by total in row (4)	.1785
(6)	Amount in row (5) multiplied by 100	17.85

8. Limited English Proficient students in the school: _1.29_%
                                       __3___Total Number LEP

    ESL students in the school: __2.32%__   _10_ Total Number ESL

    Number of languages represented: ___6___

    Specify languages: Hungarian, Albanian, Korean, Chinese, Spanish, Cambodian

9. Students eligible for free/reduced-priced meals: __54__%

                                       ____127 _Total Number Students Who Qualify

    If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: _6___%

                                     ___15____Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

_1__Autism	____Orthopedic Impairment
____Deafness	_1__Other Health Impaired
____Deaf-Blindness	_5__Specific Learning Disability
____Hearing Impairment	_17_Speech or Language Impairment
_4__Mental Retardation	____Traumatic Brain Injury
____Multiple Disabilities	____Visual Impairment Including Blindness
_3__Developmentally Delayed	_1_ Emotional/Behavioral Disorder

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	Full-time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	11	0
Special resource teachers/specialists	4	5
Paraprofessionals	3	2
Support staff	6	1
Total number	25	8

12. Student-"classroom teacher" ratio: __21/1____

13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	95.23	95.21	94.56	95.14	95.5
Daily teacher attendance	81%	80%	80%	80%	80%
Teacher turnover rate	11%	33%	44%	11%	33%

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement and begin the first sentence with the school's name, city, and state.

T.C. Cherry Elementary School in Bowling Green, Kentucky is a kindergarten through fifth grade facility situated well within the city limits of a bustling, rapidly growing college community. Walking through the front doors, a visitor's eyes are immediately drawn to the bold colors, beautiful artwork and murals up and down the hallways. Very quickly, however, their attention is drawn to the very unusual quiet of the school. They watch amazed as children slip quickly and quietly up and down the hall – sometimes alone, sometimes in whole classes, but always so orderly they often go by almost unnoticed.

The extreme quiet and order encountered upon first entering the school might lead a visitor to mistakenly believe that little is happening in our school. However, students are actively engaged in learning and teachers are working to meet the needs of diverse learners. Over 54% of T. C. Cherry students face the challenges of poverty and the schools actually sits on the edge of the Bowling Green Enterprise Community Zone – an area of the city the federal government has designated as an underdeveloped community due to the lack of educational attainment by its residents, high poverty, and high unemployment. Despite these barriers to student achievement, T. C. Cherry students succeed each year due to research-based instructional practices and high expectations from teachers and parents. In fact, the Kentucky Department of Education has recognized us as a "Pacesetter School" for the remarkable achievement of our students on the state assessment this biennium.

It is the belief of those involved with T. C. Cherry that learning is the centerpiece of all our work and we are all stakeholders. A key trait of the school is that the continued growth and learning of each individual is given a very high priority and this means ALL people, not just students. Teachers are encouraged to stretch and learn through extensive professional development opportunities, parents are encouraged to be active participants in the school as volunteers, as committee members, and as team members for educational decision making. Focus is given to higher order thinking skills, and problem solving as a group effort is evident both in classrooms and faculty meetings leading to a strong sense of ownership for all involved.

You can best sum up what our school is all about by standing in our multi-purpose room each morning and listening as our students tell you with pride that the T. C. Cherry family believes in the importance of learning cooperation, responsibility, open-mindedness, and problem solving, or as you witness their belief in treating others with dignity and respect.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. The school must show assessment results in reading (language arts or English) and mathematics for at least the last three years using the criteria determined by the CSSO for the state accountability system. For formatting, if possible use the sample tables (no charts or graphs) at the end of this application. Limit the narrative to one page and describe the meaning of the results in such a way that someone not intimately familiar with the tests can easily understand them. If the state allows the use of the SAT or ACT as part of its accountability system, at least 90 percent of the students in the appropriate classes must take the tests. If fewer than 90 percent take the tests, do not report the data.

a. Disaggregate the data for any ethnic/racial or socioeconomic groups that comprise sufficient numbers to be statistically significant. Schools should use their own state's interpretation of statistical significance. Show how all subgroups of students achieve at high levels or improve dramatically in achievement for at least three years. Explain any disparity among subgroups.

b. Specify which groups, if any, are excluded from a test, the reasons for the exclusion, as well as the number and percentage of students excluded. Describe how these students are assessed.

c. Attach all test data to the end of this application and continue to number the pages consecutively.

The Kentucky Core Content Test (KCCT) is an essential part of the Commonwealth Accountability and Testing System (CATS). The test is a combination of open-response and multiple-choice items that assess Kentucky's fourth grade students in Reading, Science, and Writing On-Demand, and our fifth grade students in Mathematics, Social Studies, Arts and Humanities, Practical Living and Vocational Studies. The test covers Kentucky Core Content for Assessment and the Kentucky Program of Studies. Results from the KCCT are combined with results from a norm-referenced test (the CTBS/5), writing portfolios, and several non-academic measures to complete the school accountability index. The CTBS/5 is also given at the third grade level and was designed to measure concepts, processes, and skills taught throughout the nation. Test items reflect educational objectives commonly found in state curriculum guides and national standards.

The KCCT was developed for the Kentucky Department of Education (KDE) by WestEd/Data Recognition Corporation and according to KDE, has no edition or version number because KDE holds the copyright and continually makes revisions. The NRT used is published by CTB McGraw-Hill and is the CTBS/5 Survey Version/Terra Nova Series.

Student performance on the various sections of the assessment is scored as Novice, Apprentice, Proficient, or Distinguished, with Novice being the lowest and Distinguished being the highest. Novice work is defined as showing a minimal understanding of core concepts and being unclear or ineffective. Work at the Apprentice level demonstrates knowledge of core concepts and skills without consistency, substance, or detail. A Proficient student demonstrates an understanding of major concepts and can apply them, make connections, and solve problems, although perhaps overlooking or misunderstanding less obvious ideas or details. At the Distinguished level, student work must show an in-depth understanding of core concepts and processes, innovative and efficient problem-solving strategies, effective communication, and insightful interpretations or extensions. The goal for our state is to have every child reach the level of Proficient in all areas by the year 2014.

One T. C. Cherry student was excluded from testing in 2000 and another student was excluded in 2001 and 2002. One of these exclusions was due to the hospitalization of the student and the other was in accordance with the provision that allows for the exclusion of ESL students that have not been enrolled in Kentucky schools for at least two full years prior to testing. These students took the CAT5 in the fall of those years. An area of emphasis for the disaggregation of data this year in Kentucky has been the search for achievement gaps, or disparities, between various populations. We at T.C. Cherry are very proud of the fact that no achievement gaps were found in our data and we see no disparities among subgroups. It is our belief that all children can achieve at high levels, and it is our continuing mission to see that there is truly no child left behind.

2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance

When T.C. Cherry began to participate in the Model Schools Behavior Initiative several years ago, one of the first things we learned was the importance of data collection and analysis. We began a process of self-evaluation and monitoring that has grown into one of the most valuable tools in our quest for increased student achievement and school improvement.

We constantly collect, disaggregate, analyze, compare and monitor data in an effort to determine our areas of need, our strengths and successes, and to ensure that all children are progressing toward proficiency. Surveys, assessment data, evaluation instruments, school records, and individual longitudinal student databases are all used by our faculty to keep us abreast of where we are and what we need to do next. We examine our assessment data from many angles to look for gaps, patterns, and trends to plan for the future of our stakeholders.

Data is used at T. C. Cherry to monitor student achievement, plan curriculum and instruction, and it is the basis of our professional development, our individual Professional Growth Plans, and our School Improvement Plans.

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

Test results and student performance are shared with the stakeholders of T.C. Cherry School through a variety of methods. Last fall, the headlines in our school newsletter and local paper read, "T.C. Cherry leads the state in school improvement." One of our best means of informing the public of our continual success has been the local news media that knew before we did how high our test results ranked on the Kentucky Core Content Test. Other ways we disseminate information include staff meetings, PTO meetings, student and parent conferences, Kentucky Core Content Recognition Night, the district website and school webpage, SBDM minutes, Academic Receptions, and the Kentucky School Report Card.

Individual test results are given and explained to parents at Parent-Teacher Conferences held shortly after the embargo on scores is lifted. The school guidance counselor conducts conferences with parents to explain individual test results. Progress Reports and Report Cards which are designed using the seven critical attributes of Kentucky's Primary Program are sent to parents at the middle and end of each quarter.

The varied communications we provide for parents, students, and the community informs them of the achievements in our school. With this knowledge of our achievements, all stakeholders can continually strive for improvement.

4. Describe in one-half page how the school will share its successes with other schools

Over the past few years, T.C. Cherry has garnered attention from other public school districts across Kentucky and Tennessee. Over 100 schools have visited our building to observe our research-based practices (e.g. Randy Sprick's proactive approach to teaching model behavior, our multifaceted approach to literacy, and our model for designing standards-based units of instruction). Each time a school visits, we provide them with a one-half-day seminar entitled, "T.C. Cherry's Journey Towards Proficiency for All Students". In addition to having this coherent and reasonable plan already in place for communicating our success, if we are chosen for this award we will also work with our local professional development coordinating agency, the Green River Educational Cooperative, to establish a network of schools desiring to implement our model.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school's curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.

T.C. Cherry School offers a curriculum that uses a holistic approach to instruction where the social, emotional, aesthetic, and intellectual needs of all students are addressed to provide an optimum environment of learning. Teachers not only devote a great deal of classroom time to reading, writing, and thinking skills, but also to learning how to treat others with dignity and respect. We learned over time that kindness and caring are the key elements of an effective school culture, and our culture drives the curriculum, which is rigorous, intentional, and chosen to meet the needs of all of the children who look to us to plan their education.

The content and performance standards of our curriculum are based on Kentucky's Learning Goals, Kentucky Performance Standards, the Kentucky Program of Studies, and the Kentucky Core Content. With teachers identifying essential skills, fully integrating the curriculum, and recognizing that basic skills must be taught in context, learning takes place in all areas:

Mathematics: We recognize that students need to practice core concepts and principles (e.g., communicating ideas by developing a strong number sense) in the context of the schema of our daily lives as well as receive developmentally appropriate instruction and practice. We strive to utilize materials that deliver both computational proficiency and higher-order problem solving skills and concepts.

Language Arts: By integrating reading and writing into other core subjects, students are able to communicate to a variety of audiences in real life situations. Language Arts is a reciprocal process that involves predicting, questioning, summarizing, and clarifying. Our curriculum represents a variety of materials and research-based programs that accommodate the wide range of student learning styles and varied needs that exist among our students.

Science: A variety of hands-on performance events are used to facilitate development of science process skills. T.C. Cherry strives to make a connection between educational experiences and the local and global community. Science textbooks and materials are scrutinized closely before adoption to ensure they are aligned with Kentucky Core Content.

Social Studies: Social Studies is a natural point for integration, so interdisciplinary units developed by our teachers integrate social studies themes with art, literature, writing, math, and science. These central themes build on the strengths of our learners and foster a sense of shared responsibility which promotes an understanding of democratic ideals and practices. As with science, we are careful to choose textbooks and materials that reflect Kentucky Core Content and standards.

Arts and Humanities: T. C. Cherry has recently received an Arts and Humanities Foreign Language Integration Grant which will allow teachers to include the teaching of American Sign Language (ASL) in the curriculum. ASL will be included in our interdisciplinary units and will be taught to all stakeholders in our school.

We are intentional in our belief that all students can learn at high levels and we use many resources to develop courses of study that focus on student achievement and growth through deeper understanding and a solid foundation of skills.

2. (Elementary Schools) Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.

T. C. Cherry's reading curriculum is a success-producing aggregate of phonics instruction, language development, higher-order questioning, and the writing process. Our High Performance Management Committee has researched and developed a literacy plan that calls for an emphasis on job-embedded professional development, early intervention and prevention strategies, an ESL curriculum, parent outreach, and a school curriculum coordinator. This plan is implemented by providing teachers with extensive training in Reading Mastery, Junior Great Books, the writing process, the Kentucky Reading Project, and the Curry-Samara Model of unit development. We have a rigorous reading and writing block daily with constant monitoring of student progress. Children are grouped according to ability and needs and disperse to various classrooms during this block of time where they receive instruction on their level and are taught to mastery. We also utilize the Fast For Word computerized literacy training program to meet the needs of our students.

Complementing our direct instruction reading program, we incorporate whole language activities to help our children develop an appreciation of literature and the many uses of language. We believe that language is best learned in an environment in which what is being decoded relates to things about which the young child is genuinely curious. BALANCE is the watchword throughout the process of selecting and implementing our curriculum. As a result, our students are demonstrating high success in reading. With an increasingly diverse ethnic population and a free or reduced lunch population of 54%, our scores on the KCCT/CATS assessment for the last biennium placed us among the top-performing schools in the state of Kentucky.

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

According to Kentucky's Learner Goals, for students to become responsible group members, they must effectively use interpersonal skills, productive team membership skills, and demonstrate consistent, responsive, and caring behavior. To accomplish these goals, T.C. Cherry has implemented a behavior curriculum which mirrors our school mission statement: The T.C. Cherry family believes in the importance of learning cooperation, responsibility, open-mindedness, problem solving, and treating others with dignity and respect.

Our behavior is consistent throughout the building with common area procedures and behavioral expectations for such areas as morning assembly, lunch, dismissal, hallway, and field trips being taught directly and intentionally through a variation of the
Mastery Learning model. Each classroom teacher implements the CHAMPS behavior curriculum in his or her own classroom. Children are taught appropriate behavior including voice level, how to get help, how to participate in the activity at hand, and how to transition from one activity to the next.

The time and effort we have invested in our behavior curriculum and its implementation and monitoring have substantially increased our instructional time in all areas. This proactive practice of addressing behavior first in order to maximize teaching and learning later has been a major factor in our success. Because of this, the culture and climate of T.C. Cherry are positive and conducive to growth and achievement.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

Our school provides a structured learning environment that addresses both behavior and academics, thereby fostering and motivating a safe environment for our children, one in which all children can learn. The many facets of our instruction – direct instruction, discovery learning, hands-on activities and projects, mastery learning, technologically assisted instruction, cooperative groups, large group, small

group and individual instruction are all used at different times in different combinations along with flexible grouping both horizontally and vertically. This approach provides a venue to meet all of our student's needs, leaving no gaps in achievement. The T. C. Cherry faculty is astutely aware that many children do not succeed in a one-size-fits-all approach to instruction. Varying learning styles call for varying instructional methods and ours are driven by student need and closely monitored through internal data-keeping systems which drive the search for alternate instructional methods to reach children who are not achieving to their maximum. Even with the evident success of our instructional methods, our faculty continually searches out pertinent literature and researches new methods which would improve our instructional program and give our students even more success.

5.   Describe in one-half page the school's professional development program and its impact on improving student achievement.

Constantly seeking to raise student achievement, we use test data and needs surveys completed by parents and teachers to reveal strengths and weaknesses in our instruction and determine the needed areas of growth. Teachers are encouraged to engage in professional development that is rooted in knowledge-based teaching and focused on student learning. We seem to get the best results when our professional development focuses on assessment standards, the reviewing and analyzing of student work to look for holes and gaps in the curriculum, and collaboration on best instructional practices. Teachers often individually seek out professional development in areas that are of personal interest to them or that target a professional need. We also conduct many school-wide professional development days where we focus on a common goal or undertaking.

The most comprehensive and extensive professional development our school has experienced was the Model Schools training we received as part of a state grant over a three-year period- four two-day sessions each year with two national consultants, a state consultant, and an on-site advisor. As a result, we were able to turn our school around from a mediocre institution to a model school of behavior and academics. The school-wide consistent procedures for behavior and well-defined CHAMPS procedures have resulted in very positive gains in student achievement. We hold at least one full day of school-wide professional development each year devoted to analyzing and refining the system. Professional development undertakings are chosen to correspond with the goals of our school improvement plan and our individual professional growth plans.

Our principal and instructional leader views the school as a community of learners- a place where all stakeholders can lead scholarly lives. Our quality professional development makes this a reality.

Table 1
Fifth Grade - Mathematics
The Kentucky Core Content Test
Free or Reduced Lunch/Not Free or Reduced Lunch

	2001-2002	2000-2001	1999-2000		
Testing month	April	April	April		
SCHOOL SCORES					
TOTAL	97.9	67.7	67.1		
At or Above Novice	100%	100%	100%		
At or Above Apprentice	90%	62%	65%		
At Proficient or Distinguished	72%	49%	43%		
Number of students tested	30	37	40		
Percent of total students tested	13%	14%	15%		
Number of students excluded	1	0	1		
Percent of students excluded	.03%	0%	.02%		
SUBGROUP SCORES					
1.Free or Reduced Lunch					
At or Above Novice	100%	100%	100%		
At or Above Apprentice	79%	55%	40%		
At Proficient or Distinguished	57%	44%	20%		
2.Not Free or Reduced Lunch					
At or Above Novice	100%	100%	100%		
At or Above Apprentice	95%	69%	90%		
At Proficient or Distinguished	80%	53%	65%		
STATE SCORES					
TOTAL	66.09	63.9	60.5		
At or Above Novice	100%	100%	100%		
At or Above Apprentice	67%	65%	61%		
At Proficient or Distinguished	36%	34%	31%		
State Mean Score	561	558	553		

Table 2
Fifth Grade – Mathematics
The Kentucky Core Content Test
Gifted and Talented/Special Education

	2001-2002	2000-2001	1999-2000		
Testing Month	April	April	April		
SCHOOL SCORES					
TOTAL	97.9	67.7	67.1		
At or Above Novice	100%	100%	100%		
At or Above Apprentice	90%	62%	65%		
At Proficient or Distinguished	72%	49%	43%		
Number of students tested	30	37	40		
Percent of total students tested	13%	14%	15%		
Number of students excluded	1	0	1		
Percent of students excluded	.03%	0%	.02%		
SUBGROUP SCORES					
1. Gifted and Talented					
At or Above Novice	100%	100%	100%		
At or Above Apprentice	100%	100%	91%		
At Proficient or Distinguished	100%	100%	82%		
2. Special Education					
At or Above Novice	100%	100%	100%		
At or Above Apprentice	71%	34%	40%		
At Proficient or Distinguished	42%	17%	0%		
STATE SCORES					
TOTAL	66.09	63.9	60.5		
At or Above Novice	100%	100%	100%		
At or Above Apprentice	67%	65%	61%		
At Proficient or Distinguished	36%	34%	31%		
State Mean Score	561	558	553		

Table 3
Fifth Grade – Mathematics
The Kentucky Core Content Test
African-American/Caucasian

	2001-2002	2000-2001	1999-2000		
Testing Month	April	April	April		
SCHOOL SCORES					
TOTAL	97.9	67.7	67.1		
At or Above Novice	100%	100%	100%		
At or Above Apprentice	90%	62%	65%		
At Proficient or Distinguished	72%	49%	43%		
Number of students tested	30	37	40		
Percent of total students tested	13%	14%	15%		
Number of students excluded	1	0	1		
Percent of students excluded	.03%	0%	.02%		
SUBGROUP SCORES					
1. African-American					
At or Above Novice	100%	100%	100%		
At or Above Apprentice	80%	43%	50%		
At Proficient or Distinguished	40%	43%	0%		
2. Caucasian					
At or Above Novice	100%	100%	100%		
At or Above Apprentice	92%	68%	73%		
At Proficient or Distinguished	79%	50%	49%		
STATE SCORES					
TOTAL	66.09	63.9	60.5		
At or Above Novice	100%	100%	100%		
At or Above Apprentice	67%	65%	61%		
At Proficient or Distinguished	36%	34%	31%		
State Mean Score	561	558	553		

Table 4
Fourth Grade – Reading
The Kentucky Core Content Test
Free or Reduced Lunch/Not Free or Reduced Lunch

	2001-2002	2000-2001	1999-2000		
Testing Month	April	April	April		
SCHOOL SCORES					
TOTAL	109	102	69.06		
At or Above Novice	100%	100%	100%		
At or Above Apprentice	100%	100%	69%		
At Proficient or Distinguished	93%	87%	44%		
Number of students tested	30	30	35		
Percent of total students tested	13%	11%	13%		
Number of students excluded	0	1	0		
Percent of students excluded	0%	.03%	0%		
SUBGROUP SCORES					
1. Free or Reduced Lunch					
At or Above Novice	100%	100%	100%		
At or Above Apprentice	100%	100%	66%		
At Proficient or Distinguished	100%	75%	33%		
2. Not Free or Reduced Lunch					
At or Above Novice	100%	100%	100%		
At or Above Apprentice	100%	100%	73%		
At Proficient or Distinguished	89%	94%	60%		
STATE SCORES					
TOTAL	81.9	80.6	79.9		
At or Above Novice	100%	100%	100%		
At or Above Apprentice	85%	84%	83%		
At Proficient or Distinguished	60%	58%	57%		
State Mean Score	548	547	546		

Table 5
Fourth Grade – Reading
The Kentucky Core Content Test
Gifted and Talented/Special Education

	2001-2002	2000-2001	1999-2000		
Testing Month	April	April	April		
SCHOOL SCORES					
TOTAL	109	102	69.06		
At or Above Novice	100%	100%	100%		
At or Above Apprentice	100%	100%	69%		
At Proficient or Distinguished	93%	87%	44%		
Number of students tested	30	30	35		
Percent of total students tested	13%	11%	13%		
Number of students excluded	0	1	0		
Percent of students excluded	0%	.03%	0%		
SUBGROUP SCORES					
1. Gifted and Talented					
At or Above Novice	100%	100%	100%		
At or Above Apprentice	100%	100%	100%		
At Proficient or Distinguished	100%	100%	67%		
2. Special Education					
At or Above Novice	100%	100%	100%		
At or Above Apprentice	100%	100%	100%		
At Proficient or Distinguished	50%	67%	0%		
STATE SCORES					
TOTAL	81.9	80.6	79.9		
At or Above Novice	100%	100%	100%		
At or Above Apprentice	85%	84%	83%		
At Proficient or Distinguished	60%	58%	57%		
State Mean Score	548	547	546		

Table 6
Fourth Grade – Reading
The Kentucky Core Content Test
African-American/Caucasian

	2001-2002	2000-2001	1999-2000		
Testing Month	April	April	April		
SCHOOL SCORES					
TOTAL	109	102	69.06		
At or Above Novice	100%	100%	100%		
At or Above Apprentice	100%	100%	69%		
At Proficient or Distinguished	93%	87%	44%		
Number of students tested	30	30	35		
Percent of total students tested	13%	11%	13%		
Number of students excluded	0	1	0		
Percent of students excluded	0%	.03%	0%		
SUBGROUP SCORES					
1. African-American					
At or Above Novice	100%	100%	100%		
At or Above Apprentice	100%	100%	80%		
At Proficient or Distinguished	100%	33%	20%		
2. Caucasion					
At or Above Novice	100%	100%	100%		
At or Above Apprentice	100%	100%	74%		
At Proficient or Distinguished	91%	93%	48%		
STATE SCORES					
TOTAL	81.9	80.06	79.9		
At or Above Novice	100%	100%	100%		
At or Above Apprentice	85%	84%	83%		
At Proficient or Distinguished	60%	58%	57%		
State Mean Score	548	547	546		