# U.S. Department of Education                    September 2003

## 2003-2004 *No Child Left Behind—Blue Ribbon Schools Program*
## Cover Sheet

Name of Principal ___Mr. Gregory N. Woodcock_____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)  (As it should appear in the official records)

Official School Name __Morgantown Elementary School_____
(As it should appear in the official records)

School Mailing Address_____210 West Cemetery Street_____PO Box 337_____
(If address is P.O. Box, also include street address)

_____Morgantown_____KY_____42261-0337
City                                                                  State                    Zip Code+4 (9 digits total)

Tel. (270 )  526-3361_____Fax (____270____)_____526-2868_____

Website/URL___(District)_____www.butler.k12.ky.us_____  E-mail gwoodcock@butler.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)


Name of Superintendent _____Mr. Larry K. Woods_____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name____Butler County School District_____Tel. ( 270 )  526-5624_____

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
President/Chairperson _____Mr. Gary Southerland_____
(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)


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

# PART I - ELIGIBILITY CERTIFICATION

**[Include this page in the school's application as page 2.]**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1.  The school has some configuration that includes grades K-12.  (Schools with one principal, even K-12 schools, must apply as an entire school.)

2.  The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years.  To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.

3.  If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4.  The school has been in existence for five full years, that is, from at least September 1998.

5.  The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6.  The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes.  A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7.  The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8.  There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

# PART II - DEMOGRAPHIC DATA

**All data are the most recent year available.**

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

1.   Number of schools in the district:   <u>4</u> Elementary schools
                                          <u>1</u> Middle schools
                                          <u>0</u> Junior high schools
                                          <u>1</u> High schools
                                          <u>1</u>  Other (Briefly explain)
                                              Green River Youth Development Center

                                          <u>7</u>  TOTAL

2.   District Per Pupil Expenditure:      <u>$ 6769</u>

     Average State Per Pupil Expenditure:   <u>$ 7033</u>

**SCHOOL** (To be completed by all schools)

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

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

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

     <u>         </u>   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 | 45 | 47 | **92** | | 7 | | | |
| 1 | 46 | 54 | **100** | | 8 | | | |
| 2 | 38 | 44 | **82** | | 9 | | | |
| 3 | 50 | 56 | **106** | | 10 | | | |
| 4 | 42 | 37 | **79** | | 11 | | | |
| 5 | 37 | 39 | **76** | | 12 | | | |
| 6 | | | | | Other | 4 | 0 | 4 |
| | | | **TOTAL STUDENTS IN THE APPLYING SCHOOL** → | | | | | 539 |

6.  Racial/ethnic composition of         99 %   White
    the students in the school:          .2 %   Black or African American
                                                 .3 %   Hispanic or Latino
                                                 .3 %   Asian/Pacific Islander
                                                 .2 %   American Indian/Alaskan Native
                                            **100% Total**

7.  Student turnover, or mobility rate, during the past year: \_\_\_16\_\_\_%

    (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. | 46 |
|---|---|---|
| **(2)** | Number of students who transferred *from* the school after October 1 until the end of the year. | 38 |
| **(3)** | Subtotal of all transferred students [sum of rows (1) and (2)] | 84 |
| **(4)** | Total number of students in the school as of October 1 | 536 |
| **(5)** | Subtotal in row (3) divided by total in row (4) | .1600 |
| **(6)** | Amount in row (5) multiplied by 100 | 16 |

8.  Limited English Proficient students in the school: \_\_\_\_0\_\_\_%
                                                          \_\_\_\_1\_\_\_Total Number Limited English
    Proficient
    Number of languages represented: \_\_\_1\_\_\_\_\_
    Specify languages: <u>Spanish</u>

9.  Students eligible for free/reduced-priced meals: \_\_\_57\_\_\_%

                                   \_\_\_308\_\_Total Number Students Who Qualify

    If this method does not produce 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: ___15.8_%
                                           _____85__Total Number of Students Served

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

| | | | |
|---|---|---|---|
| __4_ | Autism | __1__ | Orthopedic Impairment |
| __0_ | Deafness | __2__ | Other Health Impaired |
| __0_ | Deaf-Blindness | __13_ | Specific Learning Disability |
| __1_ | Hearing Impairment | __22_ | Speech or Language Impairment |
| __10 | Mental Retardation | __0__ | Traumatic Brain Injury |
| __3__ | Multiple Disabilities | __0__ | Visual Impairment Including Blindness |
| | | __29_ | Developmentally Delayed |

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) | 3 | 1 |
| Classroom teachers | 27 | 0 |
| Special resource teachers/specialists | 8 | 5 |
| Paraprofessionals | 13 | |
| Support staff | 11 | |
| Total number | 62 | 6 |

12. Average school student-"classroom teacher" ratio: ___14:1___

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. 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 rates and only high schools need to supply drop-off rates.)

| | 2002-2003 | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 |
|---|---|---|---|---|---|
| Daily student attendance | 95.41 | 95.43 | 95.10 | 94.54 | 93.9 |
| Daily teacher attendance | 95.50% | 94.23% | 92.66% | 94.97% | 95.66% |
| Teacher turnover rate | 0% | .09% | .06% | 4.6% | 28% |
| Student dropout rate | N/A | N/A | N/A | N/A | N/A |
| Student drop-off rate | N/A | N/A | N/A | N/A | N/A |

# PART III – SUMMARY

Morgantown Elementary School in Morgantown, Kentucky is situated in a small town, rural setting nestled on the banks of the Green River. When you step into the front doors of our school, you face the school's vision statement emblazoned for all to see: "All who enter these hallways make a commitment to <u>C</u>ooperate with those they encounter, exhibit a positive <u>A</u>ttitude, act <u>R</u>esponsibly by putting forth a maximum <u>E</u>ffort towards success and achievement." That mission/vision statement encompasses Morgantown Elementary's belief that everyone is a stakeholder and that everyone is held accountable for the success of our students. Establishing pride daily through our motto "Patriots C.A.R.E." is a motivational point for our students in carrying out the decrees set by the mission statement. The motto is posted in every room and used as a daily means of communicating high academic and behavioral expectations.

The geographic boundaries include both rural and city areas. The population that the school serves has a range of socioeconomic family units. Morgantown Elementary serves all of the city population with a vast amount of the student population coming from a concentrated area within the city consisting of 180 subsidized housing units. It also serves another fourth of the county population. 57% of our students participate in the federally funded free/reduced lunch program. From the late 1990's to present the area has suffered a major economic blow caused by the relocating of three major industrial plants. The unemployment rate skyrocketed to 16.2% in January 2003 (highest in the state of Kentucky). Educational standards were not allowed to suffer as the economy of the area plummeted. This can be evidenced by the continued climb of state and national test scores, (top 10% in the state), and the absence of statistical gaps within **any** subgroups in the No Child Left Behind analysis done by the federal government. This can only indicate a tenacious determination on the part of our parents, community and educators to not allow adversity to be a controlling factor in their children's future. We have worked diligently and will continue to work in order to sustain positive attitudes, responsible behavior and lifelong learning for our students so that they can be successful not only in the classroom but throughout their lives.

How has Morgantown Elementary been successful in meeting the needs of our 500+ students? Continued growth has been accomplished through community vision and teamwork on the part of all stakeholders. Our Parent -Teacher Organization (PTO) plays an important role in decision-making and developing partnerships with community agencies. Our staff qualifications and professionalism are unsurpassed. Rigorous curriculum planning, instructional and behavioral goal setting, and on-going assessment of programs are integral components of our success. Focused professional development and teacher training in the areas of curriculum-mapping, research-based instructional strategies, and meeting the needs of children in poverty are a crucial attribute of our success.

# PART IV – INDICATORS OF ACADEMIC SUCCESS

1.     In Kentucky, we believe all children can learn at high levels, given time, effort and opportunity. We are not willing to leave any student behind regardless of the challenges and barriers he or she might face in school.  The Commonwealth Accountability Testing System was designed to improve this teaching and student learning in Kentucky.  It includes:

- The CTBS 5-Survey Edition - A multiple-choice test that enables us to compare our students to their peers nationally in language arts, reading, and math.
- The Kentucky Core Content Tests – A mixture of multiple-choice and open-response (essay-like) questions in reading, science, mathematics, social studies, arts and humanities, and practical living/vocational studies.
- Writing Portfolio – A collection of a student's best writing over time.
- Writing Prompts – Writing tests that measure skills developed from writing instruction.
- Alternate portfolio – A collection of the best works of students with severe to profound disabilities.

The Kentucky Board of Education designed the Commonwealth Accountability Testing Systems to accurately and reliably measure public school progress in educating students.  Each school in Kentucky is expected to reach proficiency (100 on a 140-point scale) by the year 2014.

Professional test scorers working on behalf of Kentucky's testing contractor, CTB-McGraw Hill, grade the tests.  Each student's work in an academic subject is identified as fitting into one of four categories:  novice, apprentice, proficient or distinguished.

- Novice work is defined as showing a minimal understanding of core concepts and/or incorrect knowledge.  A novice student also demonstrates ineffective communication skills with answers being unclear or ineffective.
- Work at the apprentice level demonstrates a basic knowledge of core concepts and skills.  This knowledge is conveyed however, without consistency, substance, or detail.
- A proficient student demonstrates an understanding of major concepts and can apply them, make connections, and solve problems.  Communication skills are accurately supported with sufficient details.
- Student work at the distinguished level, demonstrates sophisticated application of core concepts and processes, innovative and efficient problem-solving strategies, effective communication and insightful interpretations or extensions.

Testing at Morgantown Elementary is a community-supported activity.  During the two-week testing window, every effort is made to set up an optimal testing environment for students.  Because of this co-operative spirit, our students have successfully completed state assessments with zero exclusions.  While our school's racial groups do not comprise sufficient numbers to be statistically significant, our school's high percentage of students who receive free/reduced lunch services make this subgroup not a minority but the **majority.**   This majority, as shown in Part VII, Tables 1 and 2, solidly performs at proficient and distinguished levels on the state assessment.  Even our special education population achieves high scores. This is a group that typically does not perform well on the state assessment as evidenced by the state scores recorded under this subgroup in Part VII, Tables 3 and 4.  Additionally, students whose tested CSI (Cognitive Skills Index) is 85 or below do not normally experience academic success.  However, at Morgantown Elementary these students are superceding anticipated test scores as per Part VII, Tables 5 and 6.  Our school and community, while struggling with economic setbacks, know that education is the key to Butler County's triumphant entry into the 21st century and that every student at Morgantown Elementary can contribute to that success.

2.    In early 2000, Morgantown Elementary School volunteered to be audited by the Kentucky Department of Education's Region 2 Service Center personnel using the Standards and Indicators for School Improvement document.  After participating in the scholastic audit, our staff gained insight into the value of data analysis and how it can improve student achievement.  Since then, a responsibility that was once owned by the school administration and district office, has shifted to classroom teachers and resource staff.  The facilitative role of administration has helped empower teachers to analyze and use data in a way that directly impacts individual classroom practices and student achievement.

One day a year is dedicated solely to the purpose of training staff in evaluating school, grade level, classroom, subgroups and individual student data.  Test formatting issues, content mastery issues, attendance and school schedules are examined to see their effect on assessment.  From this annual data disaggregating session, a *School Improvement Plan* containing short term and long-term goals, strategies and activities to be implemented, and evaluation/monitoring is presented to the School Based Decision-Making Council for approval.  This council is comprised of two parents, three teachers, and one administrator.  The council's role is to monitor school-wide programs and policies that affect student achievement.

Analysis of state (Kentucky Core Content Test) and national tests (CTBS/McGraw-Hill) helps to guide our staff in planning curriculum and instruction, monitoring student achievement, identifying gaps and developing teacher professional growth plans.  Additionally, on-going assessment in teachers' classrooms (anecdotal records, writing samples, and rubrics) helps the teachers adjust to student's individual needs on a daily basis.

3.    Our school's mission statement anchors our community to accountability for student achievement.   The news media, including radio and newspaper, are communication partners in spotlighting student performance. Communication plays a major role in Morgantown Elementary's student success.  The media provides coverage of both classroom and school-wide recognition of student achievement.  There is a variety of communication methods our school uses.  The following activities allow for communication with stakeholders:
- Honor roll published each grading period
- Awards ceremonies held throughout the year
- Students with exemplary Attendance, Behavior, and Coursework recognized and rewarded (ABC club)
- School Based Decision Making Council and Board of Education reports to the community on student performance
- State and national assessment results published in comparison to other schools
- Progress reports given to parents each nine weeks
- Parent/Teacher Conferences held each semester
- Weekly communication folders sent home with student work and progress
- Student agendas utilized as a communication vehicle for student performance
- Display case in school lobby highlights students and staff achievements.

Upon release of assessment results from the Kentucky Department of Education, conferences are made available to explain individual student results on the Kentucky Core Content test and CTBS.  A community-sponsored awards ceremony is conducted for those students reaching the state expected standard of proficiency or beyond.  Medallions and certificates are given and there is significant media coverage.

4.      The teaching staff of Morgantown Elementary is comprised of thirty-five No Child Left Behind Highly-Qualified Teachers.  Nineteen of those teachers (54%) either teach a class at the local university, or provide training for other educators.  With a teacher turnover rate of less than 1% for the past three years and 77% of the teaching staff with 15+ years teaching experience, our school is the one other schools in the district look to for professional development.  We have been sharing our successes with other schools for many years!  If Morgantown Elementary is chosen for this award, our staff will continue to provide quality mentoring for their colleagues.

Because we believe that time-on-task has a direct correlation to learning, instruction in our classrooms is sacred time.  Morgantown Elementary exists to provide quality-learning experiences for our students.  In showcasing our students' successes, we hope that we never lose focus of what is most important—our students' education.  While visitors to our building are always welcomed, with a Blue Ribbon school honor, it would become necessary to provide interested parties with information in non-classroom-intrusive ways.  One solution would be to produce a video that shows our school's research-based programs and instructional strategies.  This video could be shared with other schools.  Another way to provide others with our model would be through our district professional development Focus on Teaching workshops held throughout each school year.  Out-of-District School personnel could also attend these workshops focused on the specific teaching strategies, learning programs, or instructional methods that Morgantown Elementary's staff has found to be successful.

# PART V – CURRICULUM AND INSTRUCTION

1.   Morgantown Elementary's curriculum is as diverse as the needs of our 500+ students.  The infrastructure of Morgantown Elementary curriculum is centered around the *Kentucky Core Content for Assessment* and our district's *Butler County Curriculum Standards for grades K-5*. *Core Content for Ass*essment represents the content that has been identified by the Kentucky Department of Education's Division of Curriculum Development as essential for all students to know.  *The Butler County Curriculum Standards* were developed in conjunction with the *Association for Effective Schools, Inc.* and represent both content and ability grade-level standards.    Our *CHAMPS* behavioral curriculum allows for a structured, orderly environment conducive for optimal learning.

On-going assessment and individual student data drive the need for varying instructional delivery and methodology in order to meet students' needs. The standards set are high and expected to be met by all children.  The following is an outline of the curriculum as applies to different subject areas:

- Language Arts- K-3 curriculum used to teach language standards is: a combination of an integrated spelling, grammar, and controlled vocabulary basal text; a standards-based writing program; and a phonics and decoding curricula (varying according to developmental appropriateness). Additionally, a direct-instruction reading curriculum combined with communication skills and motor skills is utilized for at-risk students in K-3.  A comprehension-tracking curriculum is in place for embedded on-going assessment in reading across all grade levels.  Grades 4 and 5 reading curricula are more genre-based, with language skills being taught as a part of the writing curriculum.
- Mathematics-curriculum is hands-on, manipulative-based strategies supplemented with mathematics text across all grades.  Grade 4 utilizes an individualized tracking curriculum called Accelerated Math.
- Social Studies, Science, Arts and Humanities, and Health/ Practical Living are all departmentalized and texts are used to supplement curriculum standards.

All students who are not reaching their potential in Reading and Math participate in our Extended School Services program. The curriculum standards are the same but instructional delivery strategies differ from the methods used in the regular classroom.  In our after-school program a whole language approach is utilized rather than phonetics for decoding skills.  Also, those students that have been identified as above average academically, and are not reaching their potential, are offered an accelerated curriculum after school in Math and the Arts and Humanities.

Curriculum mapping is monitored through the use of technology to track standards mastered and standards remaining each week.

2.        The foundation of our reading curriculum is influenced by state and national standards research-based practices and most importantly, individual student mastery.   It is our philosophy that in the early years of development, children are <u>learning to read</u>.  As they progress and master early decoding and fluency skills, children become <u>readers that learn.</u>

   *Sing, Spell, Read, and Write*, a Pearson Learning product, *Benchmark Word Identification*, developed by Irene Gaskins in conjunction with Patricia Cunningham, SRA/*Direct Instruction* by McGraw-Hill are programs that are utilized to teach phonemic awareness and fluency.  Vocabulary, fluency, and comprehension programs include a controlled vocabulary basal by Harcourt Brace, *Accelerated Reader* and *Reading Renaissance*, and *SRA/Corrective Reading* by McGraw-Hill.  Programs and curriculum differ for the individual level of each student.

   A differentiated instruction approach is also offered in our Extended School Services for those students that have been identified as not mastering reading skills through the regular instructional day. Programs include whole language instruction and language experience instruction.

   Our reading curriculum is student-centered and data-driven.  Our programs are chosen based on the fact that they include on-going assessment, group and individual accountability, and meta-cognitive elements.  They are all research-based in areas identified by the National Reading Panel and the Center for the Improvement of Early Reading Achievement (CIERA) to have the greatest effect on achievement in reading.  The effectiveness and sustainability of Morgantown Elementary School's approach to reading is evident through our continued growth as proven by state and national test results.


3.        The growth and correlation between writing and reading at Morgantown Elementary have been both phenomenal and proportional over the last three years.  This only further substantiates that the writing curriculum is as effective as the reading.  Writing is a vehicle for our students to apply what they have learned in reading.  Children write to learn, to demonstrate knowledge, and to communicate with a variety of audiences.  Our goal is for students to apply the essential skills that they have learned about communicating to writing. It has been our goal to implement developmentally appropriate practices in both writing and reading to help students reach proficiency.

   In 1996, the Kentucky Early Learning Profile (KELP) developed a continuum that spanned a six-year period with research based developmental learning descriptors for content areas.  In 1999, Kentucky Marker Papers was developed as a training tool so teachers had examples and models of developmentally appropriate writing at all grade levels, including scaffolding strategies to analyze student work and plan for next lessons.  In 2000, Morgantown Elementary used these two documents as well as the Kentucky Core Content for Assessment to develop a school-wide student-writing portfolio.  The school's Comprehensive Improvement Plan Writing Committee mandated a writing portfolio across all grade levels using *Kentucky Marker Papers* as a guide for planning, teaching, and assessing effectiveness of student written communication.  Each year the portfolio goes with the student to the next grade level and is evaluated by the teacher to build upon skills along the writing continuum and thus guide the student to writing proficiency. Additionally, Title 1 Curriculum Resource Teachers go into the classrooms to model research-based writing strategies and work collaboratively with teachers to analyze student writing. Morgantown Elementary teachers employ *Writers Express* and *Write Track,* by WriteSource as curricular resources.  These resources are used for examples, models and mini-lessons that have grammar embedded into writing skills.  Additionally, Barry Lane's *Discovery Writing* program is used for strategies in teaching revision, fiction, and nonfiction writing.

4.        While Morgantown Elementary School strongly believes that all children can learn, it also recognizes that all students do not learn in the same ways or at the same pace.  Consequently, the instructional methods we use are as diverse as our students.

Foremost, Morgantown Elementary uses a proactive and positive approach to classroom management.  *CHAMPS*, a model developed by Randall Sprick, helps teachers carefully structure classrooms in ways that foster student learning.   For each classroom activity and transition, staff members identify and then teach students precisely what the expectations are, thus significantly reducing the amount of misbehavior and increasing the amount of learning that takes place in the classroom. The *CHAMPS* model is used consistently throughout our building and provides students a happy and safe environment in which to learn.

All classroom teachers implement Robert J. Marzano's research-based strategies and instructional methods from *Classroom Instruction that Works* into planning and delivery. These strategies have proven to have statistical, positive effects on students of all grade levels and learning styles.  Marzano's instructional strategies, direct instruction and authentic assessment practices summarize the methods used to improve student learning at our school.

Research shows that students must begin kindergarten at a learning readiness level to be successful.  Morgantown Elementary School's Preschool program works diligently to provide at-risk three and four year olds with this readiness through curricular intervention.  These preschoolers are identified as at-risk by testing for speech communication problems and developmental delays.  Staff continues to provide students with needed intervention through Speech/Communication and Developmentally-Delayed Programs up to age nine.

Teachers also work with at-risk students at all grade levels by applying learning structures through classroom strategies identified by Ruby Payne's work with the effects of poverty on student learning.  These learning structures provide students with mental models that translate the abstract to the concrete.  When mental models are directly taught for each discipline, abstract information can be learned much more quickly because the mind has a way to contain or hold the information.

5.        Professional development at Morgantown Elementary was traditionally based on needs assessment surveys given to stakeholders, and state and national test analysis.  However, in the fall of 2000, the voluntary scholastic audit helped identify professional development needs that have made a significant impact on student achievement.

First of all, the audit identified a need for grade level standards to guide classroom instruction.  Over the course of the remaining school year under guidance and focus from Title 1-funded curriculum staff, teachers met together using standards developed by the *Association for Effective Schools, Inc.,* along with state and national standards to guide them and developed rigorous, intentional, grade level content and ability standards.  The following summer, Janet Hurt, Kentucky teacher, administrator, and author of *Taming the Standards*, led Morgantown Elementary School's professional development.  Ms. Hurt gave our faculty a commonsense approach to higher student achievement by explaining how to build the knowledge and understanding necessary to design conceptually integrated standards-based units of instruction.  Using the newly designed Butler County K-5 Standards teachers were now able to horizontally align the curriculum and provide students with learning situations that included both process and product.

Teachers spent the next summer learning how to utilize multiple assessment and teaching strategies to continuously monitor and modify instruction in order to meet student learning styles and support proficient student work.  This training was provided using a 1998 research study by Robert J. Marzano at  Midcontinent Research for Education and Learning (McREL).   These researchers analyzed selected research studies on instructional strategies that had a high probability of enhancing student achievement for all students in all subject areas at all grade levels.   Nine categories of instructional strategies that affect student achievement were identified and modeled in classrooms by MES curriculum resource staff in continuous staff development.  Morgantown Elementary School incorporated these nine strategies into primary instructional methods that help our staff achieve student learning.

# PART VII – ASSESSMENT RESULTS
### Table 1
### Fourth Grade Reading
### The Kentucky Core Content Test
### Free or Reduced Lunch/Not Free or Reduced Lunch

|  | 2002-2003 | 2001-2002 | 2000-2001 |
|---|---|---|---|
| Testing month | May | April | April |
| **SCHOOL SCORES** |  |  |  |
| TOTAL | 101.5 | 91.9 | 84.8 |
| At or Above Novice | 100% | 100% | 100% |
| At or Above Apprentice | 92% | 94% | 89% |
| At Proficient or Distinguished | 85% | 74% | 61% |
| Number of students tested | 78 | 80 | 106 |
| Percent of total students tested | 14% | 14% | 19% |
| Number of students excluded | 0 | 0 | 0 |
| Percent of students excluded | 0% | 0% | 0% |
|  |  |  |  |
| SUBGROUP SCORES |  |  |  |
| 1. Free or Reduced Lunch |  |  |  |
| At or Above Novice | 100% | 100% | 100% |
| At or Above Apprentice | 90% | 88% | 83% |
| At Proficient or Distinguished | 80% | 70% | 54% |
| Number of students tested | 39 | 33 | 59 |
| 2. Not Free or Reduced Lunch |  |  |  |
| At or Above Novice | 100% | 100% | 100% |
| At or Above Apprentice | 95% | 98% | 96% |
| At Proficient or Distinguished | 90% | 76% | 72% |
| Number of students tested | 39 | 45 | 46 |
|  |  |  |  |
| **STATE SCORES** |  |  |  |
| TOTAL | 83.5 | 81.9 | 80.6 |
| At or Above Novice | 100% | 100% | 100% |
| At or Above Apprentice | 87% | 85% | 84% |
| At Proficient or Distinguished | 62% | 60% | 58% |
| State Mean Score | 545 | 548 | 547 |
|  |  |  |  |
| SUBGROUP SCORES |  |  |  |
| 1. Free or Reduced Lunch |  |  |  |
| At or Above Novice | 100% | 100% | 100% |
| At or Above Apprentice | 81% | 78% | 77% |
| At Proficient or Distinguished | 51% | 48% | 45% |
| Number of students tested | 24,597 | 24,818 | 24,423 |
| 2. Not Free or Reduced Lunch |  |  |  |
| At or Above Novice | 100% | 100% | 100% |
| At or Above Apprentice | 93% | 92% | 92% |
| At Proficient or Distinguished | 74% | 73% | 71% |
| Number of students tested | 23,973 | 24,070 | 25,138 |

**Table 2**
**Fifth Grade Mathematics**
**The Kentucky Core Content Test**
**Free or Reduced Lunch/Not Free or Reduced Lunch**

|  | 2002-2003 | 2001-2002 | 2000-2001 |
|---|---|---|---|
| Testing month | May | April | April |
| **SCHOOL SCORES** |  |  |  |
| TOTAL | 83.2 | 70.8 | 53.8 |
| At or Above Novice | 100% | 100% | 100% |
| At or Above Apprentice | 83% | 76% | 54% |
| At Proficient or Distinguished | 55% | 39% | 20% |
| Number of students tested | 75 | 108 | 110 |
| Percent of total students tested | 14% | 19% | 19% |
| Number of students excluded | 0 | 0 | 0 |
| Percent of students excluded | 0% | 0% | 0% |
|  |  |  |  |
| SUBGROUP SCORES |  |  |  |
| 1. Free or Reduced Lunch |  |  |  |
| At or Above Novice | 100% | 100% | 100% |
| At or Above Apprentice | 69% | 72% | 48% |
| At Proficient or Distinguished | 38% | 35% | 19% |
| Number of students tested | 32 | 60 | 63 |
| 2. Not Free or Reduced Lunch |  |  |  |
| At or Above Novice | 100% | 100% | 100% |
| At or Above Apprentice | 93% | 79% | 62% |
| At Proficient or Distinguished | 67% | 41% | 22% |
| Number of students tested | 43 | 48 | 45 |
|  |  |  |  |
| **STATE SCORES** |  |  |  |
| TOTAL | 67.6 | 66 | 63.9 |
| At or Above Novice | 100% | 100% | 100% |
| At or Above Apprentice | 69% | 67% | 65% |
| At Proficient or Distinguished | 38% | 36% | 34% |
| State Mean Score | 558 | 561 | 558 |
|  |  |  |  |
| SUBGROUP SCORES |  |  |  |
| 1. Free or Reduced Lunch |  |  |  |
| At or Above Novice | 100% | 100% | 100% |
| At or Above Apprentice | 58% | 55% | 52% |
| At Proficient or Distinguished | 26% | 23% | 21% |
| Number of students tested | 25,143 | 24,641 | 23,182 |
| 2. Not Free or Reduced Lunch |  |  |  |
| At or Above Novice | 100% | 100% | 100% |
| At or Above Apprentice | 80% | 79% | 77% |
| At Proficient or Distinguished | 51% | 49% | 46% |
| Number of students tested | 24,537 | 25,152 | 25,937 |

## Table 3
## Fourth Grade Reading
## The Kentucky Core Content Test
## Special Education/Gifted and Talented

|  | 2002-2003 | 2001-2002 | 2000-2001 |
|---|---|---|---|
| Testing month | May | April | April |
| **SCHOOL SCORES** |  |  |  |
| TOTAL | 101.5 | 91.9 | 84.8 |
| At or Above Novice | 100% | 100% | 100% |
| At or Above Apprentice | 92% | 94% | 89% |
| At Proficient or Distinguished | 85% | 74% | 61% |
| Number of students tested | 78 | 80 | 106 |
| Percent of total students tested | 14% | 14% | 19% |
| Number of students excluded | 0 | 0 | 0 |
| Percent of students excluded | 0% | 0% | 0% |
|  |  |  |  |
| SUBGROUP SCORES |  |  |  |
| 1. Special Education |  |  |  |
| At or Above Novice | 100% | 100% | 100% |
| At or Above Apprentice | 78% | 100% | 90% |
| At Proficient or Distinguished | 56% | 100% | 50% |
| 2. Gifted and Talented |  |  |  |
| At or Above Novice | 100% | 100% | 100% |
| At or Above Apprentice | 100% | 100% | 100% |
| At Proficient or Distinguished | 100% | 100% | 100% |
|  |  |  |  |
| **STATE SCORES** |  |  |  |
| TOTAL | 83.5 | 81.9 | 80.6 |
| At or Above Novice | 100% | 100% | 100% |
| At or Above Apprentice | 87% | 85% | 84% |
| At Proficient or Distinguished | 62% | 60% | 58% |
| State Mean Score | 545 | 548 | 547 |
|  |  |  |  |
| SUBGROUP SCORES |  |  |  |
| 1. Special Education |  |  |  |
| At or Above Novice | 100% | 100% | 100% |
| At or Above Apprentice | 72% | 69% | 66% |
| At Proficient or Distinguished | 42% | 37% | 32% |
| 2. Gifted and Talented |  |  |  |
| At or Above Novice | 100% | 100% | 100% |
| At or Above Apprentice | 99% | 99% | 99% |
| At Proficient or Distinguished | 93% | 93% | 92% |

**Table 4**
**Fifth Grade Mathematics**
**The Kentucky Core Content Test**
**Special Education/Gifted and Talented**

| | 2002-2003 | 2001-2002 | 2000-2001 |
|---|---|---|---|
| Testing month | May | April | April |
| **SCHOOL SCORES** | | | |
| TOTAL | 83.2 | 70.8 | 53.8 |
| At or Above Novice | 100% | 100% | 100% |
| At or Above Apprentice | 83% | 76% | 54% |
| At Proficient or Distinguished | 55% | 39% | 20% |
| Number of students tested | 75 | 108 | 110 |
| Percent of total students tested | 14% | 19% | 19% |
| Number of students excluded | 0 | 0 | 0 |
| Percent of students excluded | 0% | 0% | 0% |
| | | | |
| SUBGROUP SCORES | | | |
| 1. Special Education | | | |
| At or Above Novice | 100% | 100% | 100% |
| At or Above Apprentice | 75% | 46% | 20% |
| At Proficient or Distinguished | 75% | 31% | 0% |
| 2. Gifted and Talented | | | |
| At or Above Novice | 100% | 100% | 100% |
| At or Above Apprentice | 100% | 96% | 83% |
| At Proficient or Distinguished | 86% | 73% | 36% |
| | | | |
| **STATE SCORES** | | | |
| TOTAL | 67.6 | 66 | 63.9 |
| At or Above Novice | 100% | 100% | 100% |
| At or Above Apprentice | 69% | 67% | 65% |
| At Proficient or Distinguished | 38% | 36% | 34% |
| State Mean Score | 558 | 561 | 558 |
| | | | |
| SUBGROUP SCORES | | | |
| 1. Special Education | | | |
| At or Above Novice | 100% | 100% | 100% |
| At or Above Apprentice | 39% | 36% | 31% |
| At Proficient or Distinguished | 16% | 14% | 10% |
| 2. Gifted and Talented | | | |
| At or Above Novice | 100% | 100% | 100% |
| At or Above Apprentice | 95% | 95% | 94% |
| At Proficient or Distinguished | 77% | 77% | 75% |

**Table 5**
**Third Grade Reading**
**Comprehensive Test of Basic Skills**

|  | 2002-2003 | 2001-2002 | 2000-2001 |
|---|---|---|---|
| Testing month | May | April | April |
|  |  |  |  |
| **SCHOOL SCORES** |  |  |  |
|  |  |  |  |
| Cognitive Skills Index (CSI) 85 & Below |  |  |  |
| Mean Obtained | 621.0 | 601.5 | * |
| Mean Anticipated | 595.8 | 583.3 | * |
| Difference | 25.2 | 18.2 | * |

**Table 6**
**Third Grade Math**
**Comprehensive Test of Basic Skills**

|  | 2002-2003 | 2001-2002 | 2000-2001 |
|---|---|---|---|
| Testing month | May | April | April |
|  |  |  |  |
| **SCHOOL SCORES** |  |  |  |
|  |  |  |  |
| Cognitive Skills Index (CSI) 85 & Below |  |  |  |
| Mean Obtained | 597.9 | 583.3 | * |
| Mean Anticipated | 573.4 | 561.2 | * |
| Difference | 24.5 | 22.1 | * |