

**2004-2005 No Child Left Behind - Blue Ribbon Schools Program**

*U.S. Department of Education*

**Cover Sheet**

Type of School:  Elementary  Middle  High  K-12

Name of Principal Mr. Michael Allen Stevenson  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Lost River Elementary School  
(As it should appear in the official records)

School Mailing Address 450 Modern Way  
(If address is P.O. Box, also include street address)

City Bowling Green State KY Zip Code+4 42101-4074

County Warren County School Code Number\* 571080

Telephone ( 270 )-746-0334 Fax ( 270 )-796-2849

Website/URL www.warren.k12.ky.us/schools/lrwebpag/home\_pag.htm

E-mail mstevenson@warren.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.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Mr. Dale Brown  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Warren County Tel. ( 270 ) 781-5150

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.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board

President/Chairperson Mrs. Theresa T. Lowe  
(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.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

## **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 2004-2005 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 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
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:       12   Elementary schools  
    3   Middle schools  
     Junior high schools  
    3   High schools  
    1   Other  
  
   19   TOTAL
2. District Per Pupil Expenditure:       \$6,823.00  
  
     Average State Per Pupil Expenditure: \$7,007.00

**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  
 Small city or town in a rural area  
 Rural
4.   5   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 as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
<b>PreK</b>	15	20	<b>35</b>	<b>7</b>			
<b>K</b>	54	35	<b>89</b>	<b>8</b>			
<b>1</b>	49	48	<b>97</b>	<b>9</b>			
<b>2</b>	49	33	<b>82</b>	<b>10</b>			
<b>3</b>	50	55	<b>105</b>	<b>11</b>			
<b>4</b>	49	35	<b>84</b>	<b>12</b>			
<b>5</b>	44	49	<b>93</b>	<b>Other</b>			
<b>6</b>	42	37	<b>79</b>				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>664</b>

## REVISED March 25, 2005

*[Throughout the document, round numbers to avoid decimals.]*

6. Racial/ethnic composition of the students in the school:
- |  |
|--|
| <u>76%</u> White                         |
| <u>14%</u> Black or African American     |
| <u>7%</u> Hispanic or Latino             |
| <u>3%</u> Asian/Pacific Islander         |
| <u>0%</u> American Indian/Alaskan Native |
| <b>100% Total</b>                        |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 30 %

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	100
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	94
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	194
<b>(4)</b>	Total number of students in the school as of October 1 (same as in #5 above)	641
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.30
<b>(6)</b>	Amount in row (5) multiplied by 100	30%

8. Limited English Proficient students in the school: 13 %  
85 Total Number Limited English Proficient

Proficient

Number of languages represented: 13

Specify languages: Bosnian, Spanish, Liberian, Liberian Tribal, Albanian, Chinese, Vietnamese, French, Cambodian, Russian, Hindi, German, Thai

9. Students eligible for free/reduced-priced meals: 65%

Total number students who qualify: 433

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

**REVISED March 25, 2005**

10. Students receiving special education services: 20%  
132 Total Number of Students Served

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

<u>4</u> Autism	<u>      </u> Orthopedic Impairment
<u>      </u> Deafness	<u>13</u> Other Health Impaired
<u>      </u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>      </u> Hearing Impairment	<u>72</u> Speech or Language Impairment
<u>17</u> Mental Retardation	<u>      </u> Traumatic Brain Injury
<u>2</u> Multiple Disabilities	<u>      </u> Visual Impairment Including Blindness
<u>3</u> Emotional Disturbance	<u>17</u> Developmental Delay

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

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>      </u>
Classroom teachers	<u>31</u>	<u>      </u>
Special resource teachers/specialists	<u>11</u>	<u>2</u>
Paraprofessionals	<u>12</u>	<u>2</u>
Support staff	<u>17</u>	<u>3</u>
Total number	<u>74</u>	<u>7</u>

12. Average school student-“classroom teacher” ratio: 22

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.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	95 %	95 %	95 %	95 %	95 %
Daily teacher attendance	96 %	97 %	96 %	98 %	98 %
Teacher turnover rate	3 %	28 %	19 %	20 %	22 %
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

## PART III - SUMMARY

---

### School Snapshot

Lost River Elementary is a relatively large pre-kindergarten through sixth grade school that is located in Warren County, Kentucky. Lost River Elementary serves a student population of nearly 700 students with approximately 90 faculty and staff members. Our school is made up of one of the most diverse student populations in the state. We have children representing 16 different languages as well as a very transient population. Also, 65% of our families qualify for free or reduced lunch. While these are very legitimate barriers to learning, we believe we are more powerful and influential in overcoming these barriers. The fact that Lost River Elementary is the highest performing school in a district of 19 schools is evidence that our faculty, staff, and students are capable of achieving more than many would believe.

The faculty and staff at Lost River Elementary embrace a common belief that suggests we are better together than any of us would be on our own. Our school is very team oriented and we not only work well within our grade-level, but we also have unity on a vertical plain as well. We believe this is a critical element in the success of our children because it helps us to obtain a sense of unity from the standpoint of consistency and effectiveness. We are also driven by the idea that if we convince a child that we care for them and that they can be successful in school, we will be much more productive in our attempts to truly educate all children that walk through our doors. Our school motto is a product of our vision development and it states, "Together We're Better with P.R.I.D.E. PRIDE is an acronym which stands for Purpose, Respect, Individuality, Determination and Expectations. We strive daily to embed these concepts in our students in an effort to encourage and inspire them to live up to their potential. The faculty and staff at Lost River Elementary are committed to the success and education of all children and we believe we are more effective as a whole in comparison to being fragmented into many different groups.

As mentioned previously, Lost River is the highest performing school in the Warren County school system for the 2003-2004 school year. The fact that our school has improved its academic index by 20.8 points over a two year period and improved our academic index by 30.4 points over a six year period proves that we have been dedicated to constant growth and greater student achievement over a long period of time. While the expectations of Kentucky are for all schools to be at 100 by the year 2014, we are proud of the fact that we have an index of 95.3 for the 2003-2004 school year and a combined index of 92.1 for the 2002-2003, 2003-2004 biennium. While most schools acknowledge 100 as the "magic number," we set our sights at 140. We believe when students perform at high levels, their odds for success in future years increase. They are also more likely to become productive, well-balanced adults.

Ultimately, our school is very focused on standards and the prescribed definition of success for children in Kentucky schools. However, we refuse to lose sight of the fact that our children are the most important factor in the formula for success. We strive daily, hourly, by the minute to balance our approach of meeting the demands placed on Kentucky public schools and serving every child in the most effective manner possible.

Together We're Better with PRIDE!

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

### **SECTION 1..Assessment Results**

The school's assessment results are a driving force behind our teaching strategies and our expectations for student performance. We believe reading and math are cornerstones of student success and our faculty and staff are very much in-tune with our results and progress. Lost River Elementary does take part in the state's assessment and Kentucky has four performance levels in which a child could score. The lowest of the four levels is novice. We continue to meet the Federal expectations of NCLB by continually reducing the percentage of students that perform in this area. The other performance levels are apprentice, proficient and distinguished. Proficient and distinguished are the top two categories and these are the levels of performance we expect all students to achieve. Reading is assessed in fourth grade while math is assessed in fifth grade. Based on the 2003-2004 assessments, Lost River Elementary achieved a reading index of 97.8 and a math index of 91.9. Our reading index reflects a gain of 16.4 points since 1999 and our math index reflects a gain of 39.5 points over the same time period. We are proud of our accomplishments thus far but realize we have much room for continued growth and improvement in each of these areas.

While in our opinion, these facts are impressive, we are most proud of the fact that we are significantly closing the gap between all sub-populations within our school. For example, in reading, Lost River Elementary has 87% of Caucasian students and 85% of our African American population performing proficient and distinguished, the top two levels of the state's assessment. Additional evidence to support the fact that we are closing the gap between sub-populations is that 85% of our Extended School Service (ESS) population score proficient or distinguished. This compares to 83% of the total population performing in the top two levels. The most remarkable statistic is the fact that we are defeating the primary predictor for student failure in school. Lost River Elementary has approximately 70% of our student population qualify for free or reduced lunch. A student qualifies for this program based primarily on family income as well as some other minor considerations. Eighty-two percent of students that qualify for free or reduced lunch perform at the proficient or distinguished level as compared to 87% of the remaining population.

The improvement of math scores at Lost River is also very impressive over a six-year period of time. However, we believe we have more work to do in closing the gaps between different populations. The overall index for math is 91.8, which represents a 39.5 point gain since 1999. While 64% of the overall population performs in the proficient and distinguished categories, only 28% of our African American population achieves at the top two levels. We also have 58% of our Limited English Proficient (LEP) students and 41% of our ESS population performing in the proficient category. Once again, the most impressive statistic when reviewing our math data is the fact that 64% of our Free and Reduced Lunch population score in the proficient and distinguished category as compared to 63% of our non-Free/Reduced lunch population. While we have had significant improvement over time, we are not content with our level of performance. We will continue to strive to narrow and eventually abolish the gap between students in all areas.

## **REVISED March 25, 2005**

### **SECTION 2...How assessment data is used to promote student performance**

Information provided from breaking down and evaluating the test results prove invaluable in helping to determine the needs of students and in planning instruction. Using information provided by student questionnaire, sub-group data and content area trends, instructional strategies can be planned which will address specific weaknesses and gaps.

By comparing student multiple choice and open response scores, teachers can determine if problems exist because of a curriculum issue or a writing skills deficit. Test data can target areas of weakness in specific content domains, which could indicate gaps in the curriculum. This in turn will help teachers fine tune curriculum alignment documents. Test data can also help teachers determine if students need instruction in communicating learned knowledge.

Comparing sub-groups with the general population can determine if the needs of all students are being met. By examining information provided on sub-group achievement, teachers can review classroom practices to insure equitable instruction is occurring. Sub-groups in need of intervention strategies can be identified, and further examination of test data can reveal where problems exist. Test data can help when evaluating the effectiveness of various programs within the school such as English as a Second Language (ESL), Title I, Gifted and Talented (GT) and ESS. Commonalities of successful programs can be identified and implemented in all programs.

Student questionnaires can give valuable insight to student understanding and perception of instructional practices. It may also call attention to over use or under use of some of these practices. This information can help teachers evaluate their classroom strategies. Student likes and dislikes become apparent when reviewing the information on the questionnaire. This information can reveal student perception of non-academic factors such as positive learning environment, self-concepts and student motivation.

### **SECTION 3...Communication of student progress**

Lost River communicates student performance in a variety of ways. Student progress is communicated to parents on a regular basis through the use of report cards. Primary students receive the reports three times a year and intermediate students four times per year. In addition, intermediate students receive a mid-quarter report. This practice allows parents and teachers to identify problem areas and plan intervention strategies. The first report of each year is given to parents during a scheduled conference. During this time, parents are given the opportunity to voice any questions or concerns they may have and to become an active participant in their child's education. At all times during the school year, parents are encouraged to meet with teachers to discuss student progress.

Students who take the state assessment have individual printouts that are sent home to parents as soon as they are made available. Parents of fourth grade students receive copies of their scored portfolios. Teachers are also available to conference with parents who have questions about the scores and/or their child's performance. Fourth and fifth grade teachers each year have "Assessment Awareness Night" for parents. This provides an opportunity for parents to become familiar with the assessment process, what is expected of students, and how parents can help.

Parents are also able to go on line and view the School Report Card to get information on how the school did over all. Scores are also broken down by subject area and grade level. They can see how the school performed compared to the district and the state. Parents can go to Warren County's website to view the Kentucky Performance Report. This document will give the school's academic index, growth line, and assistance line. They will find the most current assessment information as well as information from previous years.

## **REVISED March 25, 2005**

### **SECTION 4...Sharing successes with other schools**

Lost River Elementary is always happy to share ideas, strategies, programs, and procedures, which the faculty and staff feel have contributed to the success of its students. Educators are invited to visit the school and observe teachers at all levels as they teach. Teachers, administrators, and central office staff frequently observe classroom instruction. Observers and interested parties also come to us from other school systems.

The school leadership team is available to do workshops in schools that are interested in training entire staffs to use successful instructional and behavioral strategies. The principal, assistant principal, the Elementary Curriculum Coordinator, (ECC) and members of the Leadership team have conducted many of these trainings.

Professional Development (PD) at the school level is always open to any teacher who is interested countywide. Lost River's PD opportunities are posted on the county website and teachers from other schools may participate if they choose.

Additionally, information is shared through various meetings throughout the school year. An example of these includes principal meetings, where administrators share among themselves various strategies, which have proved successful. Other meetings of this nature include ECC meetings, guidance meetings and GT meetings.

If a school visit is not practical, many successful strategies have been organized as PowerPoint presentations and can very easily be copied and sent to interested parties along with handouts that may be helpful.

## **PART V – CURRICULUM AND INSTRUCTION**

### **SECTION 1...The school's curriculum**

The Kentucky Core Content and the Program of Studies as defined by the Kentucky Department of Education drive the curriculum at Lost River Elementary. While we strive to have a healthy balance in all curricular areas, certain grades have areas of concentration. The focus for primary grades is to have all children at or above grade level in reading. We believe that we must embed reading skills in all children at the earliest stages. This focus begins to shift as early as first and second grades as we begin to focus on reading for understanding. We believe that by establishing this foundation, our intermediate teachers can focus on a more in-depth approach in all content areas. We believe that a child must be able to read words and extract meaning from text in order to be able to apply that skill across the curriculum.

We have created a vertically aligned math document from Core Content and applied a backward mapping process in an effort to eliminate all curricular gaps and overlaps. We started with expectations of fifth grade students and worked backwards. We have a focus on children understanding and being able to apply mathematical operations. We accomplish this with a very differentiated approach toward instruction. We apply many hands-on strategies, center opportunities, and real life connections, combined with a direct instructional approach. We also target fifth grade students through past years' performance and third grade CTBS results and place them in an accelerated math curriculum.

The writing curriculum begins as early as kindergarten. Our focus at this level is to have children first write letters and words followed by short sentences. By the end of the year, we expect our kindergarten students to put sentences together that are relevant to a topic. Our focus in first and second grades is to make sure our students can logically create paragraphs around a main idea. The emphasis begins to shift in third and fourth grades as our students are now expected to develop pieces of work consisting of well-developed paragraphs that follow a logical progression. By the end of fourth grade, our students write pieces in several different genres including literary, transactive, and persuasive to compile a portfolio that is a part of their writing assessment. Following the philosophy that drives our school in reading, we attempt to establish a very sound foundation during the earliest years in writing. We believe that when the student is grounded with appropriate writing skills, they will be able to write deeper, more meaningful pieces.

Science and Social Studies are developed with a similar approach as reading and math in that we use a backward mapping approach. While these two content areas are incorporated in all grades, we begin to narrow our focus in fourth and fifth grades. We provide many real life connections and hands-on opportunities as well as a setting for students to experience the curriculum in a deeper, more meaningful fashion. We provide an extensive science lab that teachers can use at their discretion to assist in making science more hands-on and real life. In fifth grade, students experience life as it used to be in events such as Colonial Day, Pioneer Day, and an overnight event to a working farm.

Lost River believes that we offer a well-rounded arts program. Our students attend art, music and physical education on a weekly basis throughout the entire year. While specialists teach these classes, students are also exposed to supplemental arts curricula on an embedded basis within the classroom. We are proud of the fact that Lost River Elementary is the only school in Warren County with a fully equipped Yamaha Keyboard lab. We believe this enhances the traditional curriculum and supports student opportunities to be exposed to the arts. Our classroom teachers, as well as special areas teachers, take any opportunity to expose our children to performances and exhibitions as they become available.

## **REVISED March 25, 2005**

### **SECTION 2A...Reading Curriculum**

At Lost River Elementary, we use Reading Mastery at the primary level. Currently, most kindergarten classes are in level one. There are approximately 20 kindergartners who will complete or nearly complete level two by the end of the school year. First and second grade teachers use levels two and three. Third grade teachers' use levels three and four. Approximately 20 third graders will start level five by the end of the school year.

Reading Mastery does an excellent job of building the foundation necessary for successful reading. In the first two levels, students work on attacking words. The ability to read words accurately and fluently is essential for comprehension. Levels three and four focus on reading for information. Comprehension is stressed. The students learn many science and social studies facts. Levels five and six focus on reading literature. In these two upper levels, students read works by authors such as Nathaniel Hawthorne, Mark Twain, and Jack London.

Reading Mastery has an extensive research base. The program has been around for over forty years. The research is impressive. Closer to home, we have seen numerous students soar to heights that previously seemed unreachable. While we feel that this is the most effective way to teach reading, our real confirmation will come in the spring of 2007. That is when our first class to have completed three years in Reading Mastery will be tested using the CTBS.

After the third grade year, teachers use a variety of materials to teach reading. They use trade books, content area textbooks, and reading anthologies.

All of our students have open access to the media center. Each student has a scheduled time each week to check out books. Students also take Accelerated Reader tests to earn points to be redeemed at the end of the year for special treats.

### **SECTION 3...Additional school curriculum-Math**

Math is a critical area of importance at Lost River. Our goal is to not only make sure that students learn important math concepts, but that they understand how those concepts apply to real world situations. Teachers at Lost River communicate high expectations of students and provide a learning environment, which celebrates successes but which also, encourages students to learn from their mistakes.

Understanding that children have a variety of learning styles, math concepts are taught using instructional strategies that address these differences. Students have many opportunities to use manipulatives and engage in hands-on activities during math instruction. Students can choose to work alone, in centers, on independent studies, or with groups doing cooperative learning activities. Teachers also differentiate instruction to insure that all students are working at their own level and at their own pace. This may include being flexibly grouped to another class or grade. In fifth grade, students can be placed in a special math class, which offers an accelerated curriculum.

In order to help students understand the connection between what is learned in the classroom and what goes on in the outside world, teachers provide activities, which are real world related. To this end, many of the materials that students use to practice skills are newspapers, magazines, menus, sale bills, brochures, and advertisements. Students buy, sell, save and budget. During political elections they poll, graph, predict and report results. They plan, mix, cook and eat math projects. Open Response questions almost always deal with a real world situation. Math is integrated into other curriculum areas such as science, art, social studies and practical living.

While math scores at Lost River continue to improve, it is vitally important to students and to the community to which they belong, that we not grow complacent in our successes.

## **REVISED March 25, 2005**

### **SECTION 4...Instructional methods used to improve student learning**

Lost River uses a variety of instructional strategies to improve student learning. We take advantage of a large research base to use strategies that have been proven effective with student populations such as ours.

Based on the research of Marzano, Silver and Strong, teachers have been trained to teach skills such as compare/contrast, metaphors/analogies, use of advance organizers, and summarizing. Teachers reinforce effort, provide feedback and recognize and celebrate student successes. Strategies for improving vocabulary, comprehension, and student writing are modeled and taught. Students understand how to use rubrics to assess their work and to become active participants in the assessment process.

Today's students are exposed to more enrichment opportunities. Therefore teachers must be more efficient in covering content throughout the year. Due to these increased instructional demands, teachers must integrate content areas as much as possible. Integration not only enables teachers to use time more effectively, but also helps students understand that all content areas are interrelated. Reading is integrated throughout all content areas. Math, science and practical living are connected using real world experiences. The computer lab allows teachers to extend classroom instruction where needed.

Teachers differentiate instruction knowing that students do not learn at the same rate. This is done in a number of ways including use of centers, flexible and cooperative groups, independent studies and projects, and through the use of technology. Every class has regularly scheduled time in the computer lab where individual assignments are made by the teacher and students work on these assignments at their own pace.

Teachers have aligned each content area both vertically and horizontally to ensure that there are no gaps in the curriculum. Teachers meet regularly to review these documents and to correct any problems that may appear. Teachers also plan together to make sure that instruction is intentional and deliberate.

### **SECTION 5...Professional Development**

All teachers are required to have at least four days of professional development. There are many ways that a school can establish its professional development plan to meet the needs of teachers. Lost River Elementary has a unique professional development program. Our intent is to create a system to meet specific needs of all teachers. We offered eight different professional development opportunities for our teachers at the beginning of this school year. We feel that by offering this number of opportunities we will more deeply impact student learning. In addition to this practice of offering professional development, we have ongoing, job embedded professional development throughout the year. The research of Robert Marzano and the strategies of Harvey Silver and Richard Strong serve as a structure to help ensure continuous growth and improvement. Specific strategies that we have focused on to date are: comparing, contrasting, creating metaphors, summarizing, note making, providing feedback and a strong emphasis on reinforcing effort. These strategies are discussed and assessed during our leadership team meetings and then presented to our faculty during grade level meetings. This style of professional development ensures that we have continuous and embedded opportunities for growth.

We also have internal and external coaching systems in place for all teachers that teach reading in grades Kindergarten through third. This is designed to provide specific, ongoing and immediate feedback in an effort to constantly improve teacher effectiveness. Due to the fact that we have experienced such a high degree of success with this coaching system in reading, we expect to implement a similar system for math next year. We believe that by providing a larger variety of professional development activities we will improve teacher effectiveness and therefore enhance student learning. The guiding force behind all professional development opportunities is to improve instruction resulting in higher student achievement. We embrace any opportunity to improve the quality of our instruction.

## **REVISED March 25, 2005**

Ultimately, our plan for professional development is designed to make teachers more effective for their students. Our PD plan is developed for more than a year at a time. Our intent is to intentionally develop a plan that specifically addresses the needs of teachers that are continually growing in the profession. We believe that as we grow and improve, so must the professional development strategies and activities improve for the sake of student learning.

## **PART VII - ASSESSMENT RESULTS**

---

Kentucky schools use the Kentucky Core Content Tests (KCCT) and the Comprehensive Test of Basic Skills (CTBS) to measure academic success.

Reading is measured in fourth grade on the KCCT. Math is measured in the fifth grade on the KCCT. All KCCT tests result in an index score. On that measure, the highest possible score is 140. In our tables, the indices for the school, district, and state are provided to allow comparison. The KCCT divides students into four levels of proficiency: novice, apprentice, proficient, and distinguished. The goal is for each student to reach the level of proficient. The percentages of students at each level in our school and the state are also reported. The percentages of proficient and distinguished students are reported together, as that is the level required to determine adequate yearly progress. Data is disaggregated by various groups in the school. Our tables show the data for free/reduced lunch students, African-American students, and limited English proficient students. To protect student confidentiality, if a subgroup numbered less than 10, the data was not reported. Data is also reported as percentages of each subgroup in the different levels of proficiency.

The CTBS is given at the end of primary (third grade) and sixth grade. Both reading and math are assessed at each of the two grade levels. Scores are reported as national percentiles. Scores are also reported for the same subgroups mentioned above. The number of students assessed in each subgroup is also reported. Again, if fewer than 10 students made up a subgroup, the data was not reported in order to protect student confidentiality.

## REVISED March 25, 2005

### Kentucky Core Content Tests (KCCT) 4th Grade

Reading	2003-2004	2002-2003	2001-2002	2000-2001
<b>Lost River Reading Index</b>	98	93	83	87
<b>District Reading Index</b>	92	88	86	85
<b>State Reading Index</b>	87	84	81	81
<b>Lost River Data</b> Testing Month	April	April	April	April
% at or above Novice	100	100	100	100
% at or above Apprentice	96	96	86	87
% at or above Proficient/Distinguished	83	70	65	69
Number of students tested	88	79	91	96
Percent of total students tested	99	95	94	95
Number of students alternatively assessed	1	1	2	0
Percent of students alternatively assessed	1	1	2	0
<b>Subgroup Scores</b>				
1. Free/reduced lunch (Reading Index)	95	91	73	78
Number tested	53	50	55	46
% at or above Novice	100	100	100	100
% at or above Apprentice	96	98	79	80
% at or above Proficient/Distinguished	82	66	55	57
2. African American (Reading Index)	96	82	70	77
Number tested	13	14	20	19
% at or above Novice	100	100	100	100
% at or above Apprentice	92	86	79	84
% at or above Proficient/Distinguished	85	64	52	53
3. Limited English Proficient (Reading Index)	n/r ss	n/r ss	n/r ss	n/r ss
Number tested	8	7	3	3
% at or above Novice	100	100	100	100
% at or above Apprentice	n/r ss	n/r ss	n/r ss	n/r ss
% at or above Proficient/Distinguished	n/r ss	n/r ss	n/r ss	n/r ss
<b>State percentages</b>				
% at or above Novice	100	100	100	100
% at or above Apprentice	89	87	85	84
% at or above Proficient/Distinguished	67	62	60	58

## REVISED March 25, 2005

### Kentucky Core Content Tests (KCCT) 5th Grade

Math	2003-2004	2002-2003	2001-2002	2000-2001
<b>Lost River Math Index</b>	92	84	66	75
<b>District Math Index</b>	84	76	73	73
<b>State Math Index</b>	77	68	66	64
<b>Lost River Data</b>	Testing Month	April	April	April
% at or above Novice	100	100	100	100
% at or above Apprentice	88	69	65	74
% at or above Proficient/Distinguished	64	57	39	51
Number of students tested	77	94	94	84
Percent of total students tested	99	95	92	95
Number of students alternatively assessed	1	1	2	0
Percent of students alternatively assessed	1	1	2	0
<b>Subgroup Scores</b>				
1. Free/reduced lunch (Math index)				
	90	76	56	62
Number tested	45	63	53	51
% at or above Novice	100	100	100	100
% at or above Apprentice	87	73	73	61
% at or above Proficient/Distinguished	64	48	54	35
2. African-American (Math index)				
	68	70	50	58
Number tested	14	22	18	21
% at or above Novice	100	100	100	100
% at or above Apprentice	64	68	47	52
% at or above Proficient/Distinguished	28	41	24	33
3. Limited English Proficient (Math index)				
	81	n/r ss	n/r ss	n/r ss
Number tested	12	6	4	2
% at or above Novice	100	100	100	100
% at or above Apprentice	92	n/r ss	n/r ss	n/r ss
% at or above Proficient/Distinguished	58	n/r ss	n/r ss	n/r ss
<b>State percentages</b>				
% at or above Novice	100	100	100	100
% at or above Apprentice	77	68	65	65
% at or above Proficient/Distinguished	48	38	39	34

**REVISED March 25, 2005**

**Comprehensive Test of Basic Skills (CTBS) 3rd Grade**

<b>Reading</b>	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>
Testing Month	April	April	April	April
<b>Lost River Scores</b>				
Total Score (National Percentile)	76	60	55	56
Number of students tested	77	87	95	93
Percent of total students tested	99	99	98	100
Number of students alternatively assessed	1	1	2	0
Percent of students alternatively assessed	1	1	2	0
<b>SUBGROUP SCORES</b>				
1. Free/reduced lunch (National Percentile)	62	53	45	48
Number of students tested	40	54	59	47
2. African-American (National Percentile)	n/r ss	58	46	53
Number of students tested	8	14	19	19
3. Limited English Proficient (National Percentile)	n/r ss	48	n/r ss	n/r ss
Number of students tested	6	10	7	n/r ss

**Comprehensive Test of Basic Skills (CTBS) 3rd Grade**

<b>Math</b>	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>
Testing Month	April	April	April	April
<b>Lost River Scores</b>				
Total Score (National Percentile)	83	60	58	62
Number of students tested	94	87	75	93
Percent of total students tested	99	99	97	100
Number of students alternatively assessed	1	1	0	0
Percent of students alternatively assessed	1	1	0	0
<b>SUBGROUP SCORES</b>				
1. Free/reduced lunch (National Percentile)	56	55	52	53
Number of students tested	57	53	48	47
2. African-American (National Percentile)	55	50	40	54
Number of students tested	25	14	14	19
3. Limited English Proficient (National Percentile)	n/r ss	54	n/r ss	n/r ss
Number of students tested	4	10	2	0

## REVISED March 25, 2005

### Comprehensive Test of Basic Skills (CTBS) 6th Grade

<b>Reading</b>	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	April
<b>Lost River Scores</b>				
Total Score (National Percentile)	57	46	52	51
Number of students tested	94	92	95	88
Percent of total students tested	99	94	93	100
Number of students alternatively assessed	1	2	2	0
Percent of students alternatively assessed	1	2	2	0
<b>SUBGROUP SCORES</b>				
1. Free/reduced lunch (National Percentile)	49	39	45	38
Number of students tested	57	49	59	49
2. African-American (National Percentile)	53	35	46	35
Number of students tested	25	18	19	13
3. Limited English Proficient (National Percentile)	n/r ss	n/r ss	n/r ss	nr/ss
Number of students tested	4	4	7	3

### Comprehensive Test of Basic Skills (CTBS) 6th Grade

<b>Math</b>	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	April
<b>Lost River Scores</b>				
Total Score (National Percentile)	64	45	59	52
Number of students tested	94	92	95	88
Percent of total students tested	99	98	93	100
Number of students alternatively assessed	1	2	2	0
Percent of students alternatively assessed	1	2	2	0
<b>SUBGROUP SCORES</b>				
1. Free/reduced lunch (National Percentile)	56	37	49	41
Number of students tested	57	49	59	49
2. African-American (National Percentile)	55	31	43	32
Number of students tested	25	18	19	13
3. Limited English Proficient (National Percentile)	n/r ss	n/r ss	n/r ss	n/r ss
Number of students tested	4	4	7	3