

**REVISED March 22, 2005**  
**2004-2005 No Child Left Behind –Blue Ribbon Schools Program**

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U.S. Department of Education

**Cover Sheet** Type of School:  Elementary  Middle  High  K-12

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

Official School Name Salyersville Grade School  
(As it should appear in the official records)

School Mailing Address P.O. Box 169 Gardner Trail 204 Hornet Drive  
(If address is P.O. Box, also include street address)

Salyersville, KY 41465-0169

City State Zip Code+4 (9 digits total)

County/District Magoffin District Telephone (606) 349-6117 School Code Number\* 360

Telephone (606) 349-3411 Fax (606) 349-3483

Website <http://www.magoffin.k12.ky.us/sgs/default.htm> E-mail [garnett@magoffin.k12.ky.us](mailto:garnett@magoffin.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. Donald F. Cecil  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Magoffin Tel. (606) 349-6117

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 Mr. Tim Watkins  
(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

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All data are the most recent year available.

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

1. Number of schools in the district:     6 Elementary schools  
   1 Middle schools  
   0 Junior high schools  
   1 High schools  
   0 Other
- 8 TOTAL
2. District Per Pupil Expenditure:     \$9,260.13  
    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. 29 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
PreK	27	33	60	7	N/A	N/A	N/A
K	41	34	75	8	N/A	N/A	N/A
1	40	42	82	9	N/A	N/A	N/A
2	35	42	77	10	N/A	N/A	N/A
3	38	26	64	11	N/A	N/A	N/A
4	39	24	63	12	N/A	N/A	N/A
5	29	43	72	Other	N/A	N/A	N/A
6	35	27	62				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>555</b>

6. Racial/ethnic composition of the students in the school: 99 % White  
0 % Black or African American  
1 % Hispanic or Latino  
0 % Asian/Pacific Islander  
0 % American Indian/Alaskan Native  
**100% Total**

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: 19 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	58
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	46
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	104
(4)	Total number of students in the school as of October 1	N/A
(5)	Subtotal in row (3) divided by total in row (4)	104
(6)	Amount in row (5) multiplied by 100	10,400

8. Limited English Proficient students in the school: 0.54 %  
3 Total Number Limited English Proficient  
Number of languages represented: 1  
Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 86 %

Total number students who qualify: 477

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.

10. Students receiving special education services:  $\frac{25}{140}$  % 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>2</u> Autism	<u>3</u> Orthopedic Impairment
<u>0</u> Deafness	<u>10</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>7</u> Emotional Disturbance	<u>51</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>16</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>5</u> Multiple Disabilities	<u>37</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>4</u>	_____
Classroom teachers	<u>26</u>	_____
Special resource teachers/specialists	<u>15</u>	_____
Paraprofessionals	<u>19</u>	_____
Support staff	<u>13</u>	_____
Total number	<u>77</u>	_____

12. Average school student-“classroom teacher” ratio: 21

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	94%	94%	94%	92%	94%
Daily teacher attendance	94%	91%	94%	94%	N/A
Teacher turnover rate	12%	0%	12%	N/A	N/A
Student dropout rate (middle/high)	N/A	N/A	N/A	N/A	N/A
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

## **PART III – SUMMARY**

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### **Summary of the School**

Salyersville Grade School, the largest elementary school in the district, is located in the center of Magoffin County. The four year old building, equipped with state of the art technology, houses 555 students from pre-school to sixth grade.

The mission of the Salyersville Grade School is to prepare our students to become responsible citizens in a democratic society. We want our students to develop academically, to be creative, and to learn to be independent thinkers who will meet the future with confidence.

Dedicated to the students as a group and as individuals, the certified staff strives to meet the educational goals and standards for every student. A curriculum designed to meet Kentucky's core content requirements as well as national standards also includes Kentucky's mandated programs. The school also utilizes innovative programs to provide students with the opportunity to improve skills in all content areas with the inclusion of music/drama classes, art classes, a science lab, two computer labs and a modern library media center.

Salyersville Grade School is conscious of diversity and individual needs. Our equity policy is a fundamental aspect of the Comprehensive School Improvement Plan. This equity is embedded at all levels to include a curriculum that reflects both male and female interests, and in co-curricular sports and clubs. The policy also assures that all students are instructed, graded and treated on the same basis regardless of economic level, disability, race or gender. The Family Resource Center, Health Care Unit and Gifted and Talented Program provide services that support this policy.

Student safety is of paramount concern to SGS. Security cameras have been installed throughout the building and grounds to keep a constant "eye" for high-risk security problems. The only accessible entrance is the front door. Visitors are required to sign-in at the office, and at this point, the school secretary must push a security button to allow visitors to enter the main building. A communication system is in place to allow the principal to maintain radio contact throughout the district in case of an emergency, or to contact bus drivers as they transport students. For added safety, each classroom has a telephone with outside access and an alarm button to signal the office. Fire and tornado drills are conducted regularly and students are given instruction in drug prevention, character education, anger management and conflict resolution. The school counselor and Bridges, a program sponsored by Mountain Comprehensive Care, work with students in these areas.

Technology integration also plays a major role in student achievement. Connected by a wireless network, computers in the classrooms, media center and two computer labs are available for students and staff. These computers provide a source of information that links the user with the Internet and specific courseware installed on the file servers. Students at all levels are becoming proficient in 21<sup>st</sup> century skills. Indeed, Salyersville Grade School is a modern facility, well equipped to meet the goals of the future.

Salyersville Grade Schools' entire staff is committed to our mission and goals. We are determined to provide instruction to meet the needs of our students. Focusing this year on math, and writing and reading strategies, some of the programs that we are utilizing are 4-Block Reading, LIPS, Accelerated Reading, Star Reading, and various forms of technology. Through professional development the staff has been trained to incorporate instruction in multiple intelligences and diverse teaching strategies and to improve computer proficiency. Our test scores are evidence of the success we have achieved in our improvement. We are proud of student achievement and dedicated to providing our students with a quality education. We truly believe that "No Child Should Be Left Behind."

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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### School Assessment

Salyersville Grade School students annually participate in Kentucky's Commonwealth Accountability and Testing System, or CATS. CATS was designed to improve teaching and student learning in Kentucky and included the Kentucky Core Content Test, a nationally norm-referenced test.

The Comprehensive Test of Basic Skills (CTBS/ 5) assesses students in third and sixth grades in the content areas of math, reading and language arts. The Kentucky Core Content Test, or KCCT, assesses fourth grade students in reading, writing, and science, while fifth grades students are tested in social studies, math, arts & humanities, and practical living.

When test scores are released in October of each school year, the administration and staff meet to analyze the test results. Those results are used to determine weaknesses and strengths of the students in order to meet their individual needs. With the use of the Student Data Tool, provided to the school by the state, administrators and staff are provided with an in-depth look at each individual student's score. This tool also allows the staff to target specific content area needs. Reports are generated by grade level and content area to determine each individual student's performance. Teachers use these reports to develop strategies to attack overall weaknesses and enhance strengths.

The school's assessment results in reading determined that we needed smaller reading groups and increased individualized instruction. Our school chose to use the Four-Block Literacy Model Program because it met the criteria that we needed. All teachers participate in this intense two-hour reading program. In conjunction with this program, we also use L.I.P.S. This is an intense kindergarten phonetic program, utilizing the sense of feel.

Students are also assessed using the Star Reading Program. STAR Reading is an achievement-level learning information system that allows teachers to accurately assess students' reading abilities in 10 minutes or less. Learning information system are computer programs that help educators accelerate learning and increase motivation by providing immediate, individualized feedback of students' academic tasks and classroom achievement. This test is given three times a year in order to determine the student progress. The results of the test provide pre and post test information to determine if learning has occurred. As another type of special assessment fourth grade students also use The Kentucky Coach, a document aligned with Kentucky Core Content.

Math is assessed in the same manner as reading. Using the Kentucky Performance Report, staff members analyze mathematic sub-domains to determine student strengths and weaknesses. This allows teachers to provide individualized instruction and small group activities to meet individual student needs. The administration also provides the KCCT (Kentucky Core Content Test) booklet which allows teachers to assess student performance on a day-to-day basis. Another type of assessment is also provided by the district in the form of a math consultant. Her job is to visit the school and present lessons to the students. Activities are presented to increase performance in math sub-domains, provide hands-on manipulatives and individualized instruction, and model open-response questions. The consultant then assesses student performance and provides valuable feedback for teachers.

Technology also plays an important role in mathematics assessment. Students are provided with many forms of software to cover content areas. Rubrics are used to assess student performance. <http://www.education.ky.gov/KDE/Administrative+Resources/Testing+and+Reporting+/default.htm>

## **School assessment data used to understand and improve student and school performance**

The Commonwealth Accountability Testing System (CATS) was designed to improve teaching and student learning in Kentucky. Salyersville Grade School uses assessment data to define goals and objectives, to improve student learning, and to select and implement strategies to enhance the instructional and organizational effectiveness of the school.

Acting on the belief that as a school we must be held accountable for the progress of our students, the educators at Salyersville Grade School frequently review and revise teaching strategies based on the state's assessment report. This report returns to the schools data that is necessary for effective decision making concerning school policies, programs and curricula. Since all stakeholders are involved in the state wide accountability and assessment, this data report is invaluable.

Salyersville Grade School uses assessment data to understand how and why students have scored a particular way in the content areas. Committees are developed to carefully examine each area of the assessment, and then they prepare a data analysis report to share with staff members. This analysis provides a list of strengths and weaknesses in each of the content areas. The state also provides the school a Student Data Tool. This tool allows the classroom teacher to observe trends in teaching strategies to help identify weaknesses and strengths. The teacher is made aware of successful strategies and methods that may need improvement. This in-depth study of assessment data has produced effective, positive change in both student and staff performance.

## **Communicating Student Performance**

As educators at Salyersville Grade School, we believe that communication is an essential key to student success. We know that communication bridges the gap that sometimes develops between schools and their communities. We take pride in the strong communication system that we have developed with all share holders associated with Salyersville Grade School.

The most important goal at Salyersville Grade School is the success of our students, and to ensure this, open communication between teachers and students is vital. Through written and verbal feedback, students are informed daily of their academic performance. Students are also given a weekly progress report that allows them to see their strengths and weaknesses.

At the beginning of each school year, students are given a copy of the Kentucky Core Content to familiarize them with the material they will be taught throughout the school year. Once test scores are released, individual student conferences are held to make students aware of their performance. As an acknowledgement of their achievement, students are recognized with awards and trophies for Proficient and Distinguished performance. This award presentation also serves as an incentive for other students to increase their performance level.

Salyersville Grade school also believes that communication with parents is essential to student success. Student progress is communicated to parents through parent/teacher conferences, newsletters, progress reports, and open-house. An open door policy exists at Salyersville Grade School to allow parents the opportunity to participate in their child's education. Teacher conferences may be scheduled at any time and the school counselor is also available to discuss assessment data with parents at their convenience.

The Community is also an integral part of the success we have achieved at Salyersville Grade School. Student success is communicated throughout our community through use of MCS- TV (Magoffin County Schools' Television), the local newspaper and radio station, and through various community activities. Recently, our Student Technology Leadership Program (STLP) students completed a program that recognized the veterans of Magoffin County. In addition, some classes also participate in an in-school Big Brother-Big Sister program with our local Head Start program. The local Kiwanis club also sponsors an active K-Kids organization. Communication between students, parents, and the community is imperative to student success. Salyersville Grade is proud of our accomplishments in linking these components together.

## **Sharing Successes with Other Schools**

At Salyersville Grade School one of our greatest strengths is sharing ideas within our school and schools throughout our community. We are aware that teachers have different talents and expertise in various fields. For example, if a teacher is very creative in writing, we don't hesitate to ask that particular teacher to share her techniques and style of teaching. When teachers discover an activity that works well within their classroom, they share those ideas with others. This is usually done through email, during lunch, at faculty meetings, or at professional development meetings throughout the year. Great websites found on the internet are also shared with members of the teaching community. The new Technology Resource Teacher website contains a Content Resources link that lists these internet sites.

This year, Magoffin County teachers have been working on a new project, the Intel Program, which allows teachers at each school in the county to create units in different subject areas that will be set up as shared documents. This program provides the teacher with a developed unit complete with activities that are based on teacher and student work.

Collaboration and cooperation are two very important principles at Salyersville Grade School. These principles allow for success as we all work together toward a common goal—to make all students proficient learners.

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

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### **Core Curriculum**

Salyersville Grade School's curriculum is based on state and national standards that engage all students in learning. Emphasis is placed on each content area and instruction is given to ensure children reach these standards. In math, all grades devote 20 minutes each morning to Daily Math. During this time, students work on math skills in all domains followed by instruction in a group setting. Students have also been provided the Terra Nova Coach series to enhance their math skills.

Reading instruction is based on the four-block method. This method was chosen because it addresses individual differences in learning styles at various stages of student achievement. To begin this process, each student is given the STAR reading test to determine his or her reading level. Students are then placed in small groups with all teachers participating in the reading program. These smaller groups allow teachers to provide more individualized instruction and intensive work in reading skills. This daily two hour block of reading is proving to be very successful as evidenced in current test results.

Language Arts instruction is addressed in several different ways. Students use different types of printed material to facilitate their learning of language skills with magazines and periodicals being used on a regular basis. In addition, the school has purchased the Terra Nova Coach series to enrich language skills. Students also participate in many essay contests throughout the year. Conservation essays, 4-H essays, Creative Communications, and AARP Grandparent of the Year provide the students with motivation to create quality essays. All grades also have a working portfolio which follows that student throughout the different grades.

Students in grades K-6 have classes in Foreign Language. This year a Spanish teacher was hired to provide Spanish instruction to all students.

Students are given opportunities to enhance their science skills in the science lab. This lab is staffed with a full time teacher and is fully equipped. In addition, the science lab partners with the Kentucky Department of Agriculture Science Activity Center to allow students to complete two science activities in their mobile unit. Students in 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grade compete in a school and district science fair. They also compete in the Kentucky Farm Bureau Science Exhibit.

Social Studies is another area where students are provided additional opportunities to enhance their learning. In addition to regular instruction in the core content, students participate in classroom

elections and mock trials. Speakers from all areas of government visit the school to enhance student learning in the area of government and some classes receive Scholastic News to increase awareness of current events.

In the area of Arts and Humanities, Salyersville Grade School's art teacher and music teacher provide students with instruction and activities to meet content requirements. A school-wide Christmas program is a special event as every child participates in the seasonal show. All areas of music and drama are utilized and two performances are presented. Sixth grade students receive instruction on playing the recorder by the Magoffin County High School Band director. Students on the dance team compete in several competitions throughout the year. Art competitions also provide for competitive projects involving different types of art materials.

In addition to instruction within the regular classroom, programs to enhance student achievement in Practical Living are provided by many people outside the school. The Magoffin County Health Department provides instruction on self-concept, self-respect, responsibility, and achieving goals in a program identified as Best You Can Be. Fifth and sixth grade students participate in PSI (Postponing Sexual Involvement). This program teaches students to make responsible decisions when dating. The Christian Appalachian Project provides an instructor who assists students in conflict resolution. Students are learning that there are many ways to resolve conflicts peaceably.

An integral part of the curriculum, technology is used by students in all content areas. Digital cameras, video cameras, scanners, document cameras, projection devices, white boards, and a wide variety of computer programs are used to complete individual and group projects.

## **Reading Curriculum**

Our school is currently using the Four-Block Literacy Model Program. This program was implemented two years ago and has proved to be very successful. We credit this success to smaller reading groups and increased individualized instruction. In conjunction with this program, L.I.P.S is also provided for kindergarten students. This is an intense phonics program using the sense of feel.

The Four Block Program consists of four segments: Guided Reading, Self Selected Reading, Word Blocks and a Writing Block. Guided Reading exposes students to a wide range of literature, teaches comprehension strategies, and teaches children how to read material as it becomes increasingly difficult. Pre and post skills are provided to facilitate learning.

The Self Selected Reading Block exposes students to a wide variety of genres of literature. The teacher begins by reading to the class from a wide variety of materials. Students then choose a trade book to read for enjoyment.

The Working with Words Block teaches phonics and spelling. The five goals include learning high-frequency, and often misspelled words; identifying patterns that words follow but are not commonly used; words with two or more patterns; decoding and spelling polysyllabic words; and applying reading and writing strategies.

The Writing Block reinforces real world writing tasks. The teacher models writing, a skill, or strategy on chart paper or overhead transparency. Mini-lessons focus on writing, expanding, or editing a piece. The teacher may refer to the word wall or other sources to help with spelling. Students learn to use grammar rules and the mechanics of writing; to refine and apply knowledge of phonics and spelling, and to build confidence as a writer. Technology skills are incorporated while content area writings are strengthened.

## **Mathematics, an essential skill based on the school mission**

The mission of Salyersville Grade School is to prepare our students to become responsible citizens in a democratic society. We want our students to develop academically, to be creative, and to learn to be independent thinkers who will meet the future with confidence. To achieve this mission we must prepare our students academically in all areas of the curriculum, but we feel particularly strong about equipping our students with the math tools necessary to be competitive in the work force.

The math curriculum at Salyersville Grade School has been correlated with the Kentucky Program of Studies, the Kentucky Core Content for Assessment, the Kentucky Learning Goals and Academic Expectations and the Terra Nova Survey for Mathematics. The Kentucky Core Content represents the content that has been identified as essential for student success. This content is designed to supplement, not supplant, Kentucky's Academic Expectations and Program of Studies and to provide the focus for the development of the Kentucky Core Content Test (KCCT). The Kentucky Learning Goals and Academic Expectations provide "what Kentucky High School Students must know and be able to do as they exit public school". The Terra Nova test taps broad mathematical power yet retains the specifics from the traditional curriculum.

Although there is not an explicit strand for Problem Solving in Kentucky's Core Content for Assessment, problem solving and higher order thinking skills are embedded throughout each content strand. The primary goal of all mathematics instruction at Salyersville Grade School, it is an integral part of all mathematical activity. Problem solving is not a distinct topic but a process that permeates our entire program and provides the context in which concepts, skills, and relationships in the Core Content for Mathematics Assessment are learned. In addition to the math curriculum being correlated with all state standards, the curriculum is sequenced by grade levels and nine week periods.

## **Instructional Methods Used to Improve Student Learning**

Salyersville Grade School has an enrollment of approximately 555 students. It is our duty to provide for the needs of each of these students on an individual level. Therefore, we offer many instructional methods and programs to strengthen and enhance learning.

All students P1- 6<sup>th</sup> grade receive instruction with the AIMS (Activities Integrating Math and Science) Program in the science lab. Students in this setting are provided hands-on learning with activities, experiments, projects, research, data collection and the scientific method. All students are also provided with instructors in the areas of Arts and Humanities. Students in these classes receive training in the elements of art and music, open-response questions and enrichment activities.

Computer education is invaluable to our students. Two modern computer labs are equipped for student Internet use and research. Students have access to many Microsoft programs such as: PowerPoint, Picture It!, Publisher and Excel. Different instructional strategies are incorporated to meet the needs of all students.

The P1- 3<sup>rd</sup> grade students are a primary focus in our reading program. These students receive individual and group instruction with the Four Block Reading Method, Building Blocks, and LIPS (LindaMood Phoneme Sequencing for reading, spelling and speech) Program. STAR Reading Assessment is administered to evaluate student progress. Each of these strategies and programs are combined in an effort to produce excellent readers.

Our Extended School Services Program (ESS) and the Gifted and Talented Program are other ways to develop and enrich classroom instruction. Students who participate in these programs receive help and extra practice in targeted areas.

All of these methods, strategies, and programs enhance our curriculum and support student achievement.

## **Professional Development's Impact on Student Achievement**

When faculty, staff, and administrators at Salyersville Grade School plan Professional Development activities, the first question we ask is: What impact will this training have on improving student achievement? Professional development training is provided to increase student learning, increase student test scores, and promote effective teaching strategies.

The faculty at our school has developed a data analysis report of the Kentucky Core Content Tests and National Norm Referenced Tests. These results are used to determine the types of professional development training that will be needed to impact student learning. The principal, Mr. Arnett, then shares this information with Magoffin County's Professional Development Coordinator, Mrs. Jill Howard. Her responsibility is to contact and schedule professional development training for individual schools as well as county-wide trainings.

At Salyersville Grade School we feel that there are many ways to impact student learning and achievement. We like to focus on three topics in particular: reading strategies, open-response strategies, and technology advancements, all of which can be addressed through professional development. In reading, our school has implemented and provided professional development in the 4-Block Reading Method. This program has increased student achievement in reading skills.

Professional development has also been provided in writing the different types of open-response questions. The strategies provided by this training have helped teachers to be knowledgeable in changes and new developments that have occurred in open-response questions. Open-response questions play a vital role in high achievement for students on the Kentucky Core Content Tests and National Norm Referenced Tests.

Technology changes daily. Professional development is offered, as needed, to introduce new software and provide updated training for new staff members. Salyersville Grade School feels that professional development training plays a key role in how well students' perform, achieve, and exist as a whole.

Subject ReadingGrade 4Test CATSEdition/Publication Year 2004, 2003, 2002, 2001, 2000, 1999Publisher Kentucky Department of Education

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	<b>April</b>	<b>April</b>	<b>April</b>	<b>April</b>	<b>April</b>
<b>SCHOOL SCORES</b>					
% At or Above Apprentice	98	89	83	66	97
% At or Above Proficient/Distinguished	85	54	61	51	39
<b>STATE SCORES</b>					
% At or Above Apprentice	87	87	85	84	97
% At or Above Proficient/Distinguished	67	62	60	58	32
<b>SCHOOL RESULTS</b>					
Number of students tested	68	68	83	67	71
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	2	4	2	4
Percent of students alternatively assessed	15	29	48	3	6
<b>SUBGROUP SCORES</b>					
<b>1. <u>Disability</u> (specify subgroup)</b>					
Number of Students with Disabilities Tested	7	9	21	16	14
% At or Above Apprentice	86	66	38	25	86
% At or Above Proficient	71	33	14	0	1
% At Distinguished	2	1	0	0	0
<b>2. <u>Free/Reduced Lunch</u> (specify subgroup)</b>					
% At or Above Apprentice	97	87	54	96	*
% At or Above Proficient	85	49	38	31	*
% At Distinguished	17	9	**	**	*
Number of students tested	68	68	83	67	71

\*No Data for 1999-2000 in the area of Free &amp; Reduce (Reading)

\*\* All subgroups and content areas in the years 1999-02 were averaged together for Proficient/Distinguished Grade 4

Subject MathGrade 5Test CATSEdition/Publication Year 2004, 2003, 2002, 2001, 2000, 1999Publisher Kentucky Department of Education

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	<b>April</b>	<b>April</b>	<b>April</b>	<b>April</b>	<b>April</b>
<b>SCHOOL SCORES</b>					
% At or Above Apprentice	84	74	70	54	60
% At or Above Proficient/Distinguished	64	53	47	30	14
<b>STATE SCORES</b>					
% At or Above Apprentice	77	69	67	65	79
% At or Above Proficient/Distinguished	48	38	36	34	25
<b>SCHOOL RESULTS</b>					
Number of students tested	64	81	66	68	*
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	6	11	12	10	*
Percent of students alternatively assessed	11	7	6	7	*
<b>SUBGROUP SCORES</b>					
<b>1. Disability (specify subgroup)</b>					
Number of Students with Disabilities Tested	8	21	12	15	12
% At or Above Apprentice	63	33	17	27	25
% At or Above Proficient	38	1	0	0	0
% At Distinguished	1	0	0	0	0
<b>2. Free/Reduced Lunch (specify subgroup)</b>					
% At or above Apprentice	81	71	43	55	*
% At of Above Proficient	61	44	25	7	*
% At Distinguished	18	10	**	**	*
Number of students tested	64	81	66	68	*
**For All subgroups in the years 1999-02 were averaged together for Proficient/Distinguished Grade 5.					
*No Data for 1999-2000 in the area of Free & Reduce (Math)					

**NATIONALLY NORMED TEST**

Subject Reading Grade 3 Test CTBS/5 Terra Nova

Edition/Publication Year CTBS/5 CTB McGraw Hill 2004, 2003, 2002, 2001, 2000, 1999

Publisher CTBS/McGraw Hill

Scores are reported here (check one): NCEs  NP  Percentiles \_\_\_\_\_

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	<b>April</b>	<b>April</b>	<b>April</b>	<b>April</b>	<b>April</b>
<b>SCHOOL SCORES</b>					
Number of students tested	60	72	63	77	87
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	7	8	4	14	N/A
Percent of students alternatively assessed	12	9	16	5	N/A
<b>SUBGROUP SCORES</b>					
<b>1. Females</b> (specify subgroup)					
NCE	70	55	*52	*48	*50
NP	83	60	*47	*43	*47
Number of students tested	60	72	63	77	87
<b>2. Males</b> (specify subgroup)					
NCE	55	57	*	*	*
NP	59	63	*	*	*
Number of students tested	60	72	63	77	87
	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
National Mean Score Scale Score	653	642	632	635	628
National Standard Deviation	24	24	23	23	26

\*No documentation for sub-populations was available for the years from 1999-02. Instead we used NCE and NP for the content areas.

**NATIONALLY NORMED TEST**

Subject Math Grade 3 Test CTBS/5 Terra Nova

Edition/Publication Year CTBS/5 CTB McGraw Hill 2004, 2003, 2002, 2001, 2000, 1999

Publisher CTBS/McGraw Hill

Scores are reported here (check one): NCEs  NP  Percentiles \_\_\_\_\_

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	<b>April</b>	<b>April</b>	<b>April</b>	<b>April</b>	<b>April</b>
<b>SCHOOL SCORES</b>					
Number of students tested	60	72	63	77	87
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	7	8	4	14	N/A
Percent of students alternatively assessed	12	9	16	5	N/A
<b>SUBGROUP SCORES</b>					
<b>1.Females (specify subgroup)</b>					
NCE	62	48	*49	*46	*45
NP	72	46	*52	*45	*53
Number of students tested	60	72	63	77	87
<b>2.Males (specify subgroup)</b>					
NCE	56	53	*	*	*
NP	62	56	*	*	*
Number of students tested	60	72	63	77	87
	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
National Mean Score Scale Core	625	609	607	603	596
National Standard Deviation	24	23	22	20	23

\*No documentation for sub-populations was available for the years from 1999-02. Instead we used NCE and NP for the content areas.

**NATIONALLY NORMED TEST**

Subject Language Arts Grade 3 Test CTBS/5 Terra Nova

Edition/Publication Year CTBS/5 CTB McGraw Hill 2004, 2003, 2002, 2001, 2000. 1999

Publisher CTBS/McGraw Hill

Scores are reported here (check one): NCEs  NP  Percentiles \_\_\_\_\_

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	<b>April</b>	<b>April</b>	<b>April</b>	<b>April</b>	<b>April</b>
<b>SCHOOL SCORES</b>					
Number of students tested	60	72	63	77	87
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	7	8	4	14	N/A
Percent of students alternatively assessed	12	9	16	5	N/A
<b>SUBGROUP SCORES</b>					
<b>1. Females (specify subgroup)</b>					
NCE	68	56	*51	*49	*50
NP	81	61	*50	*47	*50
Number of students tested	60	72	63	77	87
<b>2. Males (specify subgroup)</b>					
NCE	54	53	*	*	*
NP	58	55	*	*	*
Number of students tested	60	72	63	77	87
	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
National Mean Score Scale Score	648	638	637	632	628
National Standard Deviation	25	24	24	21	24

\*No documentation for sub-populations was available for the years from 1999-02. Instead we used NCE and NP for the content areas.

**NATIONALLY NORMED TEST**

Subject Language Arts Grade 6 Test CTBS/5 Terra Nova

Edition/Publication Year CTBS/5 CTB McGraw Hill 2004, 2003, 2002, 2001, 2000. 1999

Publisher CTBS/McGraw Hill

Scores are reported here (check one): NCEs  NP  Percentiles \_\_\_\_\_

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	<b>April</b>	<b>April</b>	<b>April</b>	<b>April</b>	<b>April</b>
<b>SCHOOL SCORES</b>					
Number of students tested	78	88	65	69	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	13	13	11	10	N/A
Percent of students alternatively assessed	6	7	6	8	N/A
<b>SUBGROUP SCORES</b>					
<b>1. Females (specify subgroup)</b>					
NP	55	52	*49	*45	*25
NCE	53	51	*51	*46	*38
Number of students tested	78	88	65	69	55
<b>2. Males (specify subgroup)</b>					
NP	46	36	*	*	*
NCE	48	52	*	*	*
Number of students tested	78	88	65	69	55
	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
National Mean Score Scale Score	659	652	660	648	633
National Standard Deviation	23	22	21	21	21

\*No documentation for sub-populations was available for the years from 1999-02. Instead we used NCE and NP for the content areas.

**NATIONALLY NORMED TEST**

Subject Math Grade 6 Test CTBS/5 Terra Nova

Edition/Publication Year CTBS/5 CTB McGraw Hill 2004, 2003, 2002, 2001, 2000. 1999

Publisher CTBS/McGraw Hill

Scores are reported here (check one): NCEs  NP  Percentiles

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	<b>April</b>	<b>April</b>	<b>April</b>	<b>April</b>	<b>April</b>
<b>SCHOOL SCORES</b>					
Number of students tested	78	88	65	69	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	13	13	11	10	N/A
Percent of students alternatively assessed	6	7	6	8	N/A
<b>SUBGROUP SCORES</b>					
<b>1. Females (specify subgroup)</b>					
NP	35	42	*41	*39	*26
NCE	42	46	*45	*44	*38
Number of students tested	78	88	65	69	55
<b>2. Males (specify subgroup)</b>					
NP	42	39	*	*	*
NCE	46	44	*	*	*
Number of students tested	78	88	65	69	55
	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
National Mean Score Scale Score	648	648	642	640	632
National Standard Deviation	24	22	20	22	22

\*No documentation for sub-populations was available for the years from 1999-02. Instead we used NCE and NP for the content areas.

**NATIONALLY NORMED TEST**

Subject Reading Grade 6 Test CTBS/5 Terra Nova

Edition/Publication Year CTBS/5 CTB McGraw Hill 2004, 2003, 2002, 2001, 2000. 1999

Publisher CTBS/McGraw Hill

Scores are reported here (check one): NCEs  NP  Percentiles

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	<b>April</b>	<b>April</b>	<b>April</b>	<b>April</b>	<b>April</b>
<b>SCHOOL SCORES</b>					
Number of students tested	78	88	65	69	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	13	13	11	10	N/A
Percent of students alternatively assessed	6	7	6	8	N/A
<b>SUBGROUP SCORES</b>					
<b>1. Females (specify subgroup)</b>					
NCE	55	55	*52	*48	*38
NP	59	59	*51	*48	*29
Number of students tested	78	88	65	69	55
<b>2. Males (specify subgroup)</b>					
NCE	50	49	*	*	*
NP	50	49	*	*	*
Number of students tested	78	88	65	69	55
	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
National Mean Score Scale Score	663	662	663	653	633
National Standard Deviation	23	22	19	22	19

\*No documentation for sub-populations was available for the years from 1999-02. Instead we used NCE and NP for the content areas.