

# 2006-2007 No Child Left Behind - Blue Ribbon Schools Program

## U.S. Department of Education

**Cover Sheet** Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Charter

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

Official School Name: Sorgho Elementary School  
(As it should appear in the official records)

School Mailing Address: 5390 Kentucky Highway 56

Owensboro Kentucky 42301-9303  
City State Zip Code+4 (9 digits total)

County: Daviess County State School Code Number\* 145-070

Telephone ( 270 ) 852-7470 Fax ( 270 ) 852-7480

Web site/URL www.dcps.org/ses/ E-mail bdawson@dcps.org

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. Tom Shelton  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Daviess County Tel. ( 270 ) 852-7000

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 Mrs. Mary Tim Griffin  
President/Chairperson \_\_\_\_\_  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

\_\_\_\_\_  
(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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not 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 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 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:      12 Elementary schools  
                                                           3 Middle schools  
                                                           \_\_\_\_\_ Junior high schools  
                                                           2 High schools  
                                                           1 Other – Alternative High School
- 18 TOTAL
2. District Per Pupil Expenditure:      \$7,920
- Average State Per Pupil Expenditure: \$8,663

**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. 9 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	38	30	68	7			
K	37	31	68	8			
1	38	32	70	9			
2	34	33	67	10			
3	39	30	69	11			
4	39	35	74	12			
5	31	33	64	Other			
6							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>480</b>



10. Students receiving special education services: 28 %  
134 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>17</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>39</u> Specific Learning Disability
<u>17</u> Emotional Disturbance	<u>53</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>3</u> Multiple Disabilities	

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

	<b>Number of Staff</b>	
	<b><u>Full-time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>2</u>	_____
Classroom teachers	<u>23</u>	_____
Special resource teachers/specialists	<u>10</u>	<u>2</u>
Paraprofessionals	<u>14</u>	<u>4</u>
Support staff	<u>13</u>	<u>4</u>
Total number	<u>62</u>	<u>10</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	97%	97%	96%	96%	96%
Daily teacher attendance	97%	97%	97%	96%	98%
Teacher turnover rate	7%	7%	7%	7%	11%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

## **PART III - SUMMARY**

Sorgho Elementary School can best be described as a school in transition. People in the community still define the school by the “old school” (built in 1937 and a cornerstone of the community), and the “new school” (built in 1997). This transition from the old to new is more than just the move of facilities. The “old” school was a true community school in which only people who lived in the community attended Sorgho School. This produced a homogeneous population of mostly rural, middle- to lower-SES students, whose families were farmers or factory workers. The move to the new building resulted in the size of the school nearly doubling, a diversification of the population, and a substantial increase in the number of “at-risk” students, all through redistricting. However, even though people in the community may long for the “good old days,” this transition has also brought with it a significant improvement in academic achievement. Thus, while the school has significantly increased in size, in minority representation, and in serving at-risk students, test scores have steadily and significantly improved and remained high.

Sorgho Elementary School is located just west of Owensboro, Kentucky – the third largest city in the state of Kentucky. Sorgho is a part of the Daviess County Public School System, which adheres to the district motto “It’s About Kids.” The mission of Sorgho is to be a Safe, Caring Haven Of Outstanding Learning. Sorgho has established a culture of high academic expectations while meeting the needs of a diverse population by ensuring that the staff utilize research-based practices and establish personal and caring relationships with parents and students. Sorgho has opened its doors to many families through its three programs for students with severe emotional and behavioral disabilities. These programs are offered for students in grades kindergarten through grade 5. Sorgho also offers one preschool classroom for students with disabilities (operating in two sessions) from across the county, and a second preschool classroom (operating in two sessions) which is a blended program with Head Start for students economically disadvantaged. Sorgho is designated as school-wide Title I school due to the fact that at least 50% of the students attending are enrolled in the Free/Reduced School Lunch Program.

Sorgho has been identified by the Kentucky Department of Education as a Pacesetter School by scoring in the top 5% of schools in the state for the accountability cycles of 2000-02, 2003-04 and 2005-06. Sorgho was selected as a State Title I Distinguished School in 2002. Practices that have led to these distinctions include:

- High Expectations – Sorgho staff has extraordinarily high expectations for staff and students in regards to academic achievement. Academic engagement is expected and there is no tolerance for disruptions to student learning.
- Rigorous and Relevant Curriculum – Staff are expected to deliver high quality instruction at all times. Professional development is provided so that teachers can implement research-based content and practices.
- Relationships – All staff are hired and provided feedback on their ability to reach out to, and connect with, all students and parents. High value is placed on an invitational climate with a high degree of parent involvement.
- Data-Driven Decisions – Data is collected on students continuously and drives real-time changes.

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

### **1. Assessment Results:**

Sorgho Elementary School does not rely simply on the yearly state-wide assessment results to gauge progress as a school or for individual students. Instead, a variety of assessment tools have been put in place to determine if progress is being made and the data obtained is mined to look for patterns of lack of progress. When it is determined that an individual student is not making satisfactory progress, an individual plan is developed. If it is determined that a group of students in a particular grade are not making progress, grade-level meetings are conducted to determine what adjustments to instruction will be made. And yearly, the results of the state-wide assessment are reviewed and used to determine if the students are making adequate progress in learning the Core Content.

In Kentucky, the goal is for every school to reach an Academic Index score of 100 by 2014. In 1999 Sorgho had an overall Academic Index Score of 76. It obtained a score of 101 in 2004 (a decade ahead of schedule) and subsequently obtained scores of 103 in 2005 and 106 in 2006.

Not only has Sorgho improved in the overall Academic Index measure, but significant improvements have been noted in all academic areas. The current academic measures were developed in 1999 and Sorgho has noted the following improvements over the past 8 years of using this system:

	<u>2006</u>	<u>1999</u>	<u>Gain/Loss</u>
<b>Writing</b>	<b>95.8</b>	<b>69</b>	<b>+27.</b>
<b>Reading</b>	<b>107</b>	<b>92</b>	<b>+15</b>
<b>Mathematics</b>	<b>115</b>	<b>61</b>	<b>+54</b>

As mentioned earlier, these improvements have been noted despite a significant expansion and diversification of the student population. The staff takes great pride in assuming responsibility for ALL students achieving academic success. Approximately 50% of the students at Sorgho are considered economically disadvantaged, and approximately 10% of the students are minority. Despite these numbers, there are no achievement gaps noted in the assessment scores among majority and minority students or among disadvantaged and non-disadvantaged students. Sorgho Elementary serves students from across the school district with emotional and behavioral disabilities. These students are included in regular classes and participate in the state assessment like all other students.

Ongoing assessment data is collected on students using a variety of measures. The Measurement of Academic Progress (MAP) assessment is used at least twice a year to measure student progress in the areas of reading, language and math. Students receive their scores after the fall assessment and they receive a target score to attain for the spring. Also, students receive computer-based instruction in reading and math using a program called SuccessMaker. This program assesses students' individual skills, adjusts the curriculum for each student, and provides teachers with progress data. Also, the STAR test is used to assess student reading skills and to set reading levels for the Accelerated Reader program. Students read books independently on their reading level and take comprehension tests over the books read.

Information about Sorgho's assessment data can be found within the Comprehensive School Improvement Plan, which can be accessed at the following website:

<http://www.dcps.org/ses/CSIP/CSIP.htm>

## **2. Using Assessment Results:**

Sorgho uses the Kentucky state assessment data only as a general overview of how students are progressing in the curriculum. More importantly the assessment data gathered throughout the year are used to make decisions in a timelier manner. Sorgho has implemented a number of methods for gathering data about how students are progressing. These include:

- Measurement of Academic Progress (MAP) – The MAP assessment is given to all students grades K-5 in the fall and spring. An additional testing window is open in the winter for any student whom a teacher feels the fall assessment was inaccurate, is failing to make adequate progress in the classroom, or for any student who has received interventions and the impact of those interventions needs to be determined. The fall assessment helps teachers to know where each student scores in reading and math. It provides students and teachers with not only a current score, but also a projected score for that student to make adequate yearly progress by the end of the year. Parents and students are provided with a report of the MAP assessment data and target goals. Teachers determine differentiated goals for each student based on this data. Spring testing allows teachers, students, and parents to assess how the child has progressed that year as well as help guide decisions for each child for the next year.
- Other assessments
  - Ongoing assessments tied to the Kentucky Core Content occur in classrooms.
  - STAR (Standard Test for Achievement in Reading) tests are administered to each student to help place them in appropriate level books for the Accelerated Reader program.
  - As of 2006-07 the GRADE assessment is being given to all students K-3 to identify and provide interventions for struggling readers.
  - SuccessMaker reports are printed frequently to determine skills mastered/needed and grade level.

## **3. Communicating Assessment Results:**

A variety of methods are used to communicate assessment results to stakeholders. First, an individual Student Profile sheet is completed on each child once a year with all current assessment data (CATS, MAP, STAR, etc.) and is sent home to parents in student report cards and shared during parent-teacher conferences. A copy of each year's profile is placed in each student's folder so academic progress can be monitored across the years. Parents also receive a progress report midway through each nine week grading period and a report card every nine weeks. The school holds a Celebration Assembly each nine weeks to recognize achievements. After the overall CATS testing school results are received by the school, a "Success Flash" newsletter is sent home to all parents with a breakdown of the assessment results in reader friendly language. These results are shared with the Parent-Teacher organization and the Site-Based Council. The scores are posted on the school and district website and are printed in the local newspaper. A CATS Celebration Assembly is held each spring, with medals presented to all Proficient and Distinguished students in every area. Students sign their name to a permanent Wall of Fame in our hallway.

## **4. Sharing Success:**

The staff at Sorgho Elementary is extraordinarily proud of the school's success as well as the successes of the students and staff members. A lot of "word of mouth" success sharing takes place at statewide conferences, in graduate classes, and in meetings and presentations attended

and conducted by staff members. Several schools a year ask and are welcomed to visit Sorgho and watch classes in progress. The administrators frequently receive and reply to emails sent by schools in other school districts regarding how we attain success in specific areas. Staff at Sorgho Elementary not only attend conferences, but also often present at conferences at the state and national level. Administrators and staff are often asked to conduct staff development sessions at other schools and to relate how specific strategies are developed, implemented, and adapted to the school. Sorgho has even received emails from Board members of other districts and statewide professional organizations inquiring as to how the school has attained its success. Most interestingly, the nature of these communications tend to center on how such a positive, healthy and welcoming environment can be achieved and maintained while the pressures of high-stakes assessment looms. Visitors often remark on the extremely positive culture and climate at a school with such high academic success.

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

### **1. Curriculum:**

Sorgho Elementary implements a rigorous curriculum focused on high expectations for all. Curriculum is aligned and based on national standards and state requirements, such as the Program of Studies for Primary and the Kentucky Core Content for Assessment standards. The teachers complete a yearly overview calendar of content to be taught, and to ensure staying on target they complete a weekly “In The Know” overview content sheet. Computer software is chosen and used to enhance the curriculum. Our school’s basic belief is that if a child *thinks* they can succeed, then it will happen. Teachers encourage and “set the stage” for success.

The reading program at Sorgho Elementary is based on research of effective methods. All students receive instruction to master knowledge of reading skills and to enable students to effectively comprehend all genres. A more detailed explanation follows.

The writing process is taught to all students beginning in Kindergarten using developmentally appropriate practices and focusing on writing to learn, writing to demonstrate learning, and writing to authentic audiences for real purposes. Each student produces a working writing portfolio that progresses with him/her throughout elementary school demonstrating various types of writing and including personal, reflective, literary, and transactive pieces. Pieces are selected for scoring and analysis at faculty meetings to determine writing progress of students and to identify instructional needs. At fourth grade, pieces are selected for a writing portfolio and submitted to the state as part of our assessment. We recently had a fun school assembly with the *Six Plus 1 Traits of Writing* to reinforce school writing expectations and to help motivate the students. Students are encouraged to enter writing contests and to publish and share their work with others.

Math is taught using a high-level problem-solving spiraling curriculum. Students learn to solve problems in a variety of ways. A more detailed explanation follows.

The curriculum in Science and Social Studies focuses on development of vocabulary and an application of the knowledge. All fourth grade students participate in a science fair to show application of the scientific method and content mastery. The students that are working above level have extensions to complete on their project. Social Studies uses a combination of text knowledge and student involvement through such programs as *History Alive*.

Arts and Humanities is incorporated into the curriculum. Drama is incorporated through plays in language arts and social studies. All students receive weekly visual arts instruction from a specialized team of teachers. Students are involved in the community through attending performances at the RiverPark Arts Center, taking field trips to the Art and Bluegrass Museums and the Symphony. Many school assemblies focus on the arts such as the Bluegrass Music assembly. The school implements *Espanol Pari Ti* program to expose students to a foreign language. All students learn to play the keyboard in music class and learn all types of dance through the physical education class.

## **2a. Reading:**

Sorgho realizes that all students do not learn to read the same way, therefore a variety of researched-based programs are used. Approximately one third of our students arrive in kindergarten below readiness level, according to our district kindergarten screener. Students grade 2 – 5 are assessed in the fall using the *MAP* test, students K – 3 are assessed using the *GRADE*, and students 1 – 5 are assessed using the *STAR*. Primary teachers have been trained in *Developmental Reading Assessment (DRA)* and use it for extra data when needed. Teachers analyze all data and group students according to needs. A core curriculum basal reading series was chosen based on an analysis of our needs using the areas of phonics, vocabulary, fluency, and comprehension. All students receive instruction using this high level series, as well as supplemental computer based work in *Earobics* and *SuccessMaker*. Both computer programs allow each child to work at his/her individual pace and level. Students working below grade level in K - 3 receive instructional interventions using different research-based programs such as *Lindamood-Bell* and *GRADE* strategies. First graders functioning below grade level receive *Reading Recovery* instruction from a trained teacher. Selected below-level second grade students receive *Headspout* computer based intervention. The Title I teacher works with below level students on specific skills. Above level students K- 5 receive higher level readers and work from the classroom teacher, read with another grade level, and participate in programs such as *Junior Great Books* with our Gifted Interventionist/Staff Developer. All students read leveled books from the Accelerated Reader program. Our goal is that every child leave his/her grade level reading at or above grade level and no child leaves primary reading below level.

## **3. Additional Curriculum Area:**

Math scores at Sorgho have improved dramatically due to a focus on math instruction and an in-depth look at our curriculum. In 2000 the math score for the school on the state *CATS* assessment was 68 and by 2006 a score of 115 was achieved, far above the state required 100 for Proficiency. This score placed us in the top 20 schools in Kentucky in the area of math. Only one child scored Distinguished (above 100) in 2001, with an increase to 51 children scoring Distinguished in 2006. This amazing feat was accomplished by changing the total math curriculum. A new curriculum was adopted which focused on problem-solving, application of learning, and higher-level critical thinking. *Everyday Math* was adopted as the core curriculum, with supplemental materials used as needed. Students learn to solve problems in a variety of ways. Teachers implement learning basic skills (such a skip counting) aligned K – 5 to facilitate learning of number patterns and multiplication. All sub-domains improved including geometry/measurement, probability/statistics, algebraic ideas, and numbers/computation. In all of these areas, students excelled in knowing the concepts, skills, and relationships. Classroom instruction includes practice with manipulatives, integration of computer skill games, hands-on “game” practice of skills, and application in open-response questions. Work is done whole group, small group, in cooperative groups, and individually. All students use the *SuccessMaker* math program which individualizes instruction for each child. Some students “top out” of the program (end of 8<sup>th</sup> grade level) while in 5<sup>th</sup> grade. The math success has transferred to other areas. Students are able to apply this logical, critical thinking to all school subjects. Teachers have learned they have the courage and skill to implement a very different curriculum with success. Sorgho is proud of the positive changes in our math culture.

#### **4. Instructional Methods:**

Varied and appropriate teaching strategies are employed to provide an engaging environment and meet the needs of each child. Teachers have been trained in differentiation skills and apply them in various ways. Students may test out of a unit and be provided extended learning activities. They may receive extra support in a small group or on an individual basis. Based on assessments, students may be grouped for higher level lessons (i.e. a fifth grade reading group using a seventh grade novel). Learning styles are always taken into consideration with lessons using visuals, hands-on (kinesthetic), and other strategies when applicable. GEM (Gifted Education Model) methods are incorporated into classroom learning, as well as other brain research methods (i.e. Marzano and Sousa) that show how students learn best. For example, water bottles are found on many students' desks as research shows water increases learning in the brain (Sousa). Marzano strategies such as use of graphic organizers and summarizing are used. Instruction is given through whole group, small flexible groups, and individually depending on needs. Differentiation Plans and Intervention Plans are completed on each child working above or below level to ensure the appropriate instruction beyond core curriculum. Lessons include higher order thinking skills and application of skills instead of just knowledge level. Other strategies used frequently include hands-on activities and cooperative group work. Technology is incorporated in the classroom and also through computer labs. Teachers in the classroom frequently use the CPS system for teaching and assessment. They utilize programs such as United Streaming and Brain Pop and use PowerPoints to enhance/reinforce skills being taught. The computer labs contain software that teaches and reinforces classroom skills. Computers are also used by students for research. Students are prepared for assessments using an Open Response Coaching model where all students learn they can earn a "four" (the top score). Teachers meet daily to plan.

#### **5. Professional Development:**

Sorgho believes the best professional development is focused on student learning and is embedded in instruction. During the Consolidated Planning process and the Evaluation/Growth plan process each spring, teachers discuss and decide on needed professional development. This can be school-wide and/or individualized according to need. Teachers use professional development time every summer to horizontally and vertically align the curriculum with district, state (Program of Studies and Kentucky Core Content for Assessment), and national standards. Throughout the school year instructional improvement is our focus. Faculty meetings consist of trainings that have included writing techniques, portfolio scoring/analysis, testing data analysis, differentiation techniques, and techniques for teaching children with ADHD, etc. Teachers attend outside trainings and present to the faculty. Currently two teachers are sharing techniques acquired from attending Literacy Cadre training. Teachers are participating in two book studies which focus on instructional improvement. Both books, *Best Practice, third edition* by Steven Zemelman and *A Handbook for Classroom Instruction that Works* by Robert Marzano, have provided a guide for discussion and implementation of good classroom instruction. Substitutes are provided throughout the school year for teachers to attend in-school professional development. Trainers from the adopted core curriculum companies come to train and to answer questions (such as *Scott Foresman* reading program and *Everyday Math* program). We have found this to be particularly effective after the programs have been in use a few months. This ensures each program is being properly implemented. Planning time is also used for professional development sessions, such as implementation of the technology portion of the reading program

and use of the Kentucky Virtual Library. The staff developer works in classrooms to model lessons for job-embedded professional development. Teachers are constantly teaming, sharing, and learning to provide a quality learning environment.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject Reading Grade 4 Test Kentucky Core Content Test

Edition/Publication Year New version each year Publisher CTB McGraw-Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	April
<b>SCHOOL SCORES*</b>	107	107	101	100	97
% "Meeting" plus "Exceeding" State Standards	94	94	96	86	83
% "Exceeding" State Standards	22	23	6	12	10
Number of students tested	65	62	51	51	*
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	>1	0	0	0	0
<b>SUBGROUP SCORES</b>					
1.Free/Reduced Lunch					
% "Meeting" plus "Exceeding" State Standards	90	89	94	83	71
% "Exceeding" State Standards	9	11	5	13	*
Number of students tested	32	19	19	24	24
2.Non Free/Reduced					
% "Meeting" plus "Exceeding" State Standards	97	95	97	86	83
% "Exceeding" State Standards	33	27	6	11	*
Number of students tested	33	44	32	27	28
3.Disabled					
% "Meeting" plus "Exceeding" State Standards	91				
% "Exceeding" State Standards	8				
Number of students tested	12				
4. Nondisabled					
% "Meeting" plus "Exceeding" State Standards	95				
% "Exceeding" State Standards	25				
Number of students tested	53				

\* Disaggregated data not available for this year.

Subject Writing Grade 4 Test Kentucky Core Content Test

Edition/Publication Year New version each year Publisher CTB McGraw-Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	April
<b>SCHOOL SCORES*</b>	96	92	93	93	91
% "Meeting" plus "Exceeding" State Standards	98	73	92	88	*
% "Exceeding" State Standards	15	8	12	14	*
Number of students tested	65	63	51	50	*
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	>1	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1.Free/Reduced Lunch</b>					
% "Meeting" plus "Exceeding" State Standards	97	89	89	87	*
% "Exceeding" State Standards	9	1	5	9	*
Number of students tested	32	19	19	24	24
<b>2.Non Free/Reduced</b>					
% "Meeting" plus "Exceeding" State Standards	100	88	94	89	*
% "Exceeding" State Standards	21	11	16	19	*
Number of students tested	33	44	32	27	28
<b>3.Disabled</b>					
% "Meeting" plus "Exceeding" State Standards	91	N/A	N/A	N/A	N/A
% "Exceeding" State Standards	8				
Number of students tested	12				
<b>4. Nondisabled</b>		N/A	N/A	N/A	N/A
% "Meeting" plus "Exceeding" State Standards	100				
% "Exceeding" State Standards	17				
Number of students tested	53				

\* Disaggregated data not available for this year.

Subject Mathematics Grade 5 Test Kentucky Core Content Test

Edition/Publication Year New version each year Publisher CTB McGraw-Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	April
<b>SCHOOL SCORES*</b>	115	103	109	76	79
% "Meeting" plus "Exceeding" State Standards	89	81	87	39	*
% "Exceeding" State Standards	51	22	36	8	*
Number of students tested	61	59	55	52	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1.Free/Reduced Lunch					
% "Meeting" plus "Exceeding" State Standards	76	84	90	30	39
% "Exceeding" State Standards	35	21	15	0	*
Number of students tested	17	24	20	23	23
2.Non Free/Reduced					
% "Meeting" plus "Exceeding" State Standards	93	80	86	45	38
% "Exceeding" State Standards	57	23	49	14	*
Number of students tested	44	35	35	29	36
3.Disabled	N/A	N/A	N/A	N/A	N/A
% "Meeting" plus "Exceeding" State Standards					
% "Exceeding" State Standards					
Number of students tested					
4. Nondisabled	N/A	N/A	N/A	N/A	N/A
% "Meeting" plus "Exceeding" State Standards					
% "Exceeding" State Standards					
Number of students tested					

\* Disaggregated data not available for this year.