U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) [**X**] Elementary [] Middle [] High [] K-12 [] Other

[] Charter [] Title I [] Magnet [] Choice

Name of Principal: Mr. Jim Tinius

Official School Name: Potter Gray Elementary

School Mailing Address:
   610 Wakefield Drive
   Bowling Green, KY 42103

County: Warren County   State School Code Number*: 042060

Telephone: (270) 746-2280   Fax: (270) 746-2285

Web site/URL: http://www.b-g.k12.ky.us/schools/pg/   E-mail: Jim.Tinius@bgreen.kyschools.us

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

Date _____

_____
(Principal's Signature)

Name of Superintendent*: Mr. Joseph Tinius

District Name: Bowling Green Independent   Tel: (270) 746-2200

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

Date _____

_____
(Superintendent's Signature)

Name of School Board President/Chairperson: Dr. Jackie Pope - Tarrence

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

Date _____

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

Private Schools: If the information requested is not applicable, write N/A in the space.
Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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 one or more of 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.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2003.

6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.

7. 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.

8. 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.

9. 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.

10.   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:

5	Elementary schools
	Middle schools
1	Junior high schools
1	High schools
1	Other
8	**TOTAL**

2. District Per Pupil Expenditure: 5971

   Average State Per Pupil Expenditure: 9602

SCHOOL (To be completed by all schools)

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

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

4. 7 Number of years the principal has been in her/his position at this school.

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

5. Number of students 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			0	7			0
K	42	39	81	8			0
1	54	32	86	9			0
2	43	33	76	10			0
3	32	43	75	11			0
4	38	36	74	12			0
5	39	31	70	Other			0
6			0				
		TOTAL STUDENTS IN THE APPLYING SCHOOL					462

6. Racial/ethnic composition of the school:

	% American Indian or Alaska Native
3	% Asian
8	% Black or African American
3	% Hispanic or Latino
	% Native Hawaiian or Other Pacific Islander
85	% White
1	% Two or more races
100	**% Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: __18__%

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

(1)	Number of students who transferred *to* the school after October 1 until the end of the year.	29
(2)	Number of students who transferred *from* the school after October 1 until the end of the year.	46
(3)	Total of all transferred students [sum of rows (1) and (2)].	75
(4)	Total number of students in the school as of October 1.	409
(5)	Total transferred students in row (3) divided by total students in row (4).	0.183
(6)	Amount in row (5) multiplied by 100.	18.337

8. Limited English proficient students in the school: __4__%

Total number limited English proficient __20__

Number of languages represented: __8__
Specify languages:

Akan, Albanian, Bosnian, Chinese (Hakka), Chinese (Manderian), Hindi, Spanish, and English

9. Students eligible for free/reduced-priced meals: __22__%

        Total number students who qualify: __101__

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 free and reduced-price school meals 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: __9__%

   Total Number of Students Served: __40__

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

4	Autism	0	Orthopedic Impairment
0	Deafness	4	Other Health Impaired
0	Deaf-Blindness	3	Specific Learning Disability
1	Emotional Disturbance	14	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
3	Mental Retardation	0	Visual Impairment Including Blindness
1	Multiple Disabilities	10	Developmentally Delayed

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

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	20	3
Special resource teachers/specialists	6	5
Paraprofessionals	9	0
Support staff	1	2
Total number	37	10

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 __20__ :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	97%	96%	96%	96%
Daily teacher attendance	97%	96%	96%	95%	97%
Teacher turnover rate	15%	15%	4%	8%	0%

Please provide all explanations below.

The reason for the 15% in the area of teacher turnover for both the 07 - 08 and 06 - 07 school years was retirements. At the conclusion of the '08 school year we had 4 teachers to retire and at the end of the '07 year we had 3 teachers to retire (and one moved out of state). In fact, all of our teacher vacancies during the past 5 years have been the result of one of the following reasons: 1) retirement, 2) moving out of state, or 3) deciding to become a stay-at-home mom.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	**100**	%

PART III - SUMMARY

Potter Gray Elementary School is currently celebrating its 50th year of providing a high-quality education to students of Bowling Green, Kentucky. With notable alumni, such as Jane Beshear, Kentucky's First Lady, Potter Gray has a long history of developing lifelong learners. Potter Gray is a growing school with increasing diversity, but high expectations remain. The school family focuses on every child to meet goals and expectations, and the learning environment is enhanced by tremendous parental involvement. Supportive families and an active community work together to identify and solve problems, support each other, and enjoy many activities offered at the school.

Potter Gray Elementary School is a school with C.L.A.S.S., or Children Learning At a Successful School. Aligned with the goals and expectations of Bowling Green Independent Schools, Potter Gray strives to build relationships, engage students, teach 21st Century skills, and participate in personal and professional growth. Faculty and staff build relationships by getting to know every student, giving and earning respect, going above and beyond expectations, and providing a family-like atmosphere. They engage students by actively involving students in their learning, providing "stretch learning" and helping students monitor their own success. In teaching 21st Century skills, the school helps students develop global awareness, innovation skills, critical thinking skills, communication skills, collaboration skills, and technology skills. To gain personal and professional growth, the faculty and staff participate in professional dialogue, stay current with best practices, and model the district's motto, "Excellence is worth the effort!"

Extracurricular activities outside the classroom help meet the goals of engaging students and teaching 21st century skills, as well as providing opportunities for success. Examples of activities at Potter Gray Elementary School include the Academic Team, Space Camp, the LEGO Robotics League, Science Fair and Science Day. For the past 12 years, the Potter Gray Academic Team has won the District Governor's Cup, and been either a winner or Runner-Up in the Regional Governor's Cup. For the past ten years, fifth grade students have spent their Spring Break attending space camp in Huntsville, Alabama. Three teams of Potter Gray students competed in the first regional LEGO Robotics Competition in 2008, and all three teams qualified and competed in the state competition. Finally, with the help of parents and community members, the school hosts either a Science Day or Science Fair in the spring of each year.

A tradition of academic success is found in the numerous awards and accolades at Potter Gray. The school has been recognized by the Pritchard Committee as a "Welcoming School," and by the National Association of Year Round Education as a "School of Merit." For the past five years, Potter Gray has been recognized by the Kentucky Department of Education as a "Pacesetter School," scoring in the top 5% of all schools on the state assessment test, as well as the top 1% in 2007.

After 50 years of providing a child-centered education to students of Bowling Green, Kentucky, Potter Gray Elementary School believes its success is the result of three fundamental principles: a hardworking faculty and staff, hardworking students, and involved parents, guardians and community members. As the quote by Ralph Waldo Emerson says, "What lies behind us and what lies before us are tiny matters compared to what lies within us."

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Each spring all schools are required to administer the Kentucky Core Content Test (KCCT) as part of the Commonwealth Assessment Testing System (CATS). Schools are expected to reach Proficiency by the year 2014 by attaining an academic index of 100 or better on a 140 point scale. At the elementary level, grades 3 - 5 are tested in the areas of math and reading. Fourth graders are also assessed in the areas of Science, Practical Living and a Writing Portfolio, while fifth graders are assessed in Social Studies, Arts and Humanities and an On-demand Writing Prompt. On each test a student will receive one of the following scores: Distinguished, Proficient, High Apprentice, Medium Apprentice, Low Apprentice, High Novice, Medium Novice or Novice Non-performing. With a point value being assigned to each performance level, your academic index in a subject area is determined by the total number of points achieved. Your overall school index is determined when all subject area scores are combined on a weighted scale (i.e., Math and Reading count 22% each while Science only counts as 14 % of your school index).

We are extremely proud of our results, particularly in two areas. First, our academic index has risen steadily from 1999 - 2008. Our indices during that period are as follow: 87.2, 89.2, 90.9, 92.5, 94.5, 95.2, 96.3, 100.6, 113.1 and 109.5. Although our index did drop slightly in 2008, our index was still well above the proficient level and was the 25th highest index of the 746 schools tested. Secondly, during that same time period, the percent of our students scoring at the novice level has declined steadily. With a state Novice goal of 5% by the year 2014, our percentages since 1999 are as follows: 11.9, 14.1, 9.2, 6.9, 7.2, 7.2, 6.3, 6.1, 2.2 and 1.8. Since we can not truly reach school proficiency until each child is at a proficient level, eliminating the novice score must be a priority.

It is important to mention that our reading and math indices prior to 2007 reflect only 4th grade students in reading and 5th grade students in Math. Therefore, in an effort to get a better holistic view of our scores in these areas, we will focus more on the 2007 and 2008 indices. Our reading index in 2007 was 120.7 and in 2008 was 115.2 with a novice percent of just 1.04. In the area of math, our 2007 index was 113.5 and in 2008 was 119.8 with a novice percent of 1.6. If you notice that even though our novice percentage was higher in math than in reading, the index was higher in math. This has prompted us to focus more on the percent of students scoring at the proficient and distinguished level and percent of novice rather than the academic index in a subject to get a more valid reflection of performance.

The data below is a break down of how we have performed in specific subgroups the past two years and our goals through 2010.

Free and Reduced Lunch Students

Reading				Math		
Year	% Perf/Dist	% Novice		Year	%Perf/Dist	%Novice
07	77	8.5		07	54	14
08	78	4		08	80	4
09	82	3		09	83	3
10	85	2		10	86	2

Students with Disabilities

Year	% Perf/Dist	% Novice	Year	% Perf/Dist	% Novice
07	76	12	07	68	20
08	71	12	08	59	12
09	80	9	09	71	9
10	83	6	10	75	6

Minority Students

Year	% Perf/Dist	% Novice	Year	% Perf/Dist	% Novice
07	79	5	07	53	16
08	72	0	08	72	0
09	82	0	09	75	0
10	85	0	10	78	0

All Students

Year	% Perf/Dist	% Novice	Year	% Perf/Dist	% Novice
07	94	2	07	85	3
08	92	1	08	89	2
09	95	1	09	91	1
10	97	0	10	93	0

The data above indicates that in the area of students with disabilities we did not see an increase in the percent of students scoring at the Proficient/Distinguished level. As a staff, we have reviewed the instructional practices in that area and have made adjustments through our Response to Intervention (RTI) initiative. On the positive side, in all subgroup areas (other than one) in which that percentage did not go up, the percent of students scoring at the novice level dropped. Our goals stated above have us on pace to reach 100% Proficient/Distinguished and 0% novice by the year 2014. However, each year we are attempting to attain 100% P/D and 0% novice level and plan our programs with that goal in mind.

If you would like to see more information on our CATS results, you can do so by going to: http://www.education.ky.gov/KDE/Administrative+Resources/Testing+and+Reporting+/Reports/Kentucky+Performance+Reports/default.htm

2. **Using Assessment Results:**

At Potter Gray, the information gained through data review is what drives all phases of our planning. Once we receive our state assessment scores, we review the data first as a total school. Teachers at every level are involved in disaggregating the data. The process is then continued by our Comprehensive School Improvement Plan (CSIP) committees which are comprised of teachers, support staff and parents. These committees (one for each academic area) begin the process of revising our overall school plan for instruction. They revise our goals, objectives and strategies for each area in an effort to build upon our schoolwide strengths and eliminate schoolwide weaknesses or gaps. This is the road map that directs our day to day instruction.

In conjunction with the process of reviewing and using the state assessment data, we review the data that we receive on our students from the school level diagnostic tests which are given three times per year in the area of reading and math. These tests generate more specific data on each child's (K - 5) strengths and weaknesses thus allowing us to provide individual or small group interventions for students with a common weakness. These results allow for more "targeted teaching" for individual student, which allows us to better meet the needs of each student and accelerate their learning.

3. **Communicating Assessment Results:**

We feel that it is important for all stakeholders to know and understand our assessment results because it validates our instructional practice, guides the development of our school improvement planning, and allows for a better understanding of the bases for which decisions are made.

That being said, we make a conscious effort of getting our results out to the general public in the following manner. First, all results are placed on both our school and district web sites; secondly, these results are presented at our public board meetings; and they are also placed in the local newspaper with a press release explaining the results.

To assure that our parents are aware of our results, we place them on the school website. Secondly, these results are also available in a state publication for each school in the state called the "School Report Card," which is sent to every parent that has a student at Potter Gray. Finally, both the school's results and each student's individual results are sent home with the first report card and discussed at parent-teacher conferences.

At the school level, we talk in general terms to our students about the state test, how it is scored and what it says about our school throughout the state. We also discuss the importance of always doing your best, preparing from the start, and that it is your opportunity to let people know how hard you work every day. Once we receive our scores on the state assessment, we have a schoolwide celebration at which time we discuss the goals we reached and recognize individual students with certificates for scoring at the proficient or distinguished level in each tested area. The students also have the opportunity to see their individual scores when sent home with their report card.

4. **Sharing Success:**

One goal of the Bowling Green Independent School District is to become THE best *district* in the Commonwealth of Kentucky. This can not be accomplished by having just one or two successful schools. Therefore, it is a given that you share your ideas, successes and even failures so that all can improve. District teamwork is enhanced by monthly professional development meetings for all district administrators, as well as monthly walkthrough observations of teachers by administrators so you can experience first hand methods and instructional practices being used in other schools. Our district administrators and teachers also use Share Point web portals to share engaging lesson plans and research-based practices. Curriculum committees comprised of staff members from each school work together each semester to articulate the curriculum, analyze student work, and discuss best practices.

Western Kentucky University (WKU) is located in our district and we have a longstanding collaborative relationship with the university. Our district has worked and will continue to work with WKU with several grant programs that involve educational research and dissemination of best practices. We also have an ongoing partnership with the university by working with pre-service teachers in our district classrooms and providing feedback.

Each year, after the release of the state assessment results, we are contacted by several schools from surrounding areas requesting to visit our school. We welcome them to Potter Gray with the thought that we will learn as much from them during their visit as they will from us. If we are fortunate to receive the honor of being named a Blue Ribbon School, we believe that this will only increase this type of opportunity to exchange ideas.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

Our district utilizes a combined curriculum document that includes Kentucky's Academic Expectations, Kentucky's Program of Studies for Grades Primary – 12, and Core Content for Assessment. The Program of Studies represents the minimum required content standards students shall be taught to meet the high school graduation requirements. The Core Content for Assessment represents the content that has been identified as essential for all students to know and will be included on the state assessment. Kentucky used an alignment process with the Core Content for Assessment that determined the depth of knowledge (DOK) for each content standard.

Teachers from every school in our district completed a curriculum mapping process using the combined curriculum document. Teachers wrote learning targets in student-friendly language, determined critical vocabulary, and included instructional resources. The document was aligned horizontally by grade levels and vertically with careful attention paid to curricular gaps and transitional points.

Each year the district provides ongoing professional development for content area teachers to further articulate the curriculum map, analyze DOK levels of student targets and student work, and develop formative assessments aligned with student targets. Our focus across the district is to clearly communicate to students what they are to learn and be able to do, as well as to raise the level of cognitive demand in the classroom to prepare them for today's world.

At the school level, the classroom teacher uses the curriculum map to develop unit plans and then daily lesson plans. As with any map, there are several routes that lead to the desired destination. Therefore, with several research-based programs available to incorporate into their instructional methods, teachers are allowed the freedom within their classroom to use their individual teaching styles and expertise to determine the best path for their students.

Regardless of the content area, high expectations are the norm. Generally speaking, teachers use initial whole group instruction followed by small group and/or individual instruction based upon individual needs of students. These needs are determined by formative and summative assessments, classroom work samples and progress, data from diagnostic tests given threes times per year in reading and math and success on open-response questions. Teachers differentiate instruction in an effort to address different learning styles and ability levels. The use of projects and hands-on activities is another instructional method that is widely used throughout the school. The addition of our science lab, which all students attend weekly to conduct experiments, is a perfect example of this type of instruction.

Technology also plays a major role in classroom instruction. With Interwrite boards in all classrooms, teachers design engaging interactive lessons that keep students involved and attentive. Teachers use computer programs to enhance daily instruction and teach targeted skills. The Accelerated Reader and Math programs allow for students to progress at their own rate and work beyond their current grade level. This year, in an effort to individualize and challenge our students, there is a small group of advanced fifth grade students enrolled in pre-algebra through the Kentucky Virtual High School online program to replace their regular math curriculum.

In conjunction with our core curriculum, our students receive instruction in the area of Art and Humanities through weekly art and music classes. Fourth and Fifth grade students also have the opportunity to be involved in our Strings Program, which consists of two thirty-minute group classes per week at which time

students have the opportunity to receive instruction on the violin, cello, viola or bass. Students also receive weekly instruction in the area of Practical Living through classes in Physical Education and Guidance.

2a. **(Elementary Schools) Reading:**

Potter Gray has chosen to implement several programs in reading to meet our diverse student needs. All reading teachers teach specific skills through the use of basal readers, leveled readers, and whole language activities. The basal series that we chose includes literature with science and social studies themes helping students read across the curriculum. Teachers generally have small group instruction based on ability level as their basic instruction. They then develop remediation, intervention or enhancement activities based on individual student needs discovered through group instruction and formative assessments. In an effort to gain more consistancy and depth in reading, we departmentalize our reading instruction in grades three through five.

Reading is constantly assessed through Think Link probes, GRADE (primary only) and open response questions. All of these provide teachers immediate feedback which allows for prompt re-teaching. Our schoolwide Response to Intervention (RTI) plan uses the results of the GRADE and DIBELS assessments to identify high-risk students (stanines at 3 or below). Students who are identified as being below grade level are provided additional assistance through programs such as Earobics, a listening comprehension program, William Liddle's Reading for Concepts, and the Wilson Reading Program. The Think Link program also allow for probes in specific skills to be developed. Five to seven question probes are taken by the students on the computer for reinforcement or remediation of specific skills such as comprehension and main idea.

All teachers use the Accelerated Reading program. Students are tested using the STAR assessment to determine an appropriate level for independent reading success. The program encourages independent reading and enhances comprehension skills. Students are recognized during our morning assembly program for certifications reached and are also able to shop at our Panther Store each quarter. The Panther Store is run by our PTO and is an opportunity for students to use their AR points like money to purchase different items.

2b. **(Secondary Schools) English:**

   This question is for secondary schools only

3.   **Additional Curriculum Area:**

At Potter Gray, we strive to have students exit to the Junior High proficient in 5 areas: reading, math, writing, thinking skills and their ability to learn and be lifelong learners. It is our belief that if we achieve this goal, students will have an excellent opportunity to be successful in not only all other subject areas in school, but in life as well. Therefore, we spend a significant amount of time in these five areas, particularly in the primary grades.

We are diligent in our selection of our math text, adopting only a text that will thoroughly cover and surpass the state and district curriculum for each grade level. Our initial instruction is generally present on a whole group setting. Then teachers evaluate the progress of students in the group setting through formative and summative assessments as well Think Link probes and diagnostic tests. Teachers begin designing instruction to "target teach" to more specific needs of each student or groups of students.

Potter Gray has an abundance of resources in place to supplement the basic math curriculum that is taught through the use of our adopted math text. These resources include the Accelerated Math Program, Math Whiz, small group intervention groups, and the Pearson Learning Success Maker Computer software. In addition to these programs, we have also developed a program of our own that involves pre-planned times throughout the week to focus on quick recall of foundational math skills and facts. We call this time "Math Blast" and use the program three times per week. Progress is monitored frequently and consistently throughout the year to identify areas for individualized instruction and target teaching utilizing MClass Math Diagnostic Technology.

Finally, another component that enhances the math curriculum and guides its direction to meeting the school wide mission would be the Interwrite Boards that are in every classroom. This particular technology is a great way to utilize the World Wide Web, United Streaming videos, interactive lessons as well as the programs designed by our textbook company.

4. **Instructional Methods:**

Finding a way to reach every student is our ultilmate goal. With data from state assessments indicating a reduction of novice scores both in general and that of specific subgroups, we believe this goal is being met.

One key to reaching this goal has been continous evaluation and modification of our instructional practices. Our teachers work extremely hard to develop lessons that address not only the different learning styles of each student but their ability level as well. Through building a postive relationship with each child, they are able to better determine the method that will best reach each student and are then willing to develop these lessons. In a effort to differentiate instruction, teachers use resources such as the Interwrite Boards, computer programs, small group instruction, peer tutoring, as well as pullout programs in a effort to reach each student.

Another key to reaching this goal is the manner in which we view our students. We make every effort not to "label" our students into subgroups. Our teachers would be hard pressed to tell you, without a list, which of their students our free lunch, students with disabilities and even ESL. This in not to say that our teachers are not honoring IEPs or implementing modifications stated withing these IEPs (such as extra time, a reader or scribe, length of lesson or use of assistive technology). It is just that we have the same high expectations for each student and believe that they can achieve at the same level as any other student. Basically, being more concerned with grouping students by academic need rather than social labels has been key to assisting all subgroups achieving at a higher level and lowering our novice percentage.

Fianlly, we continually evaluate the setting in which the instruction is delivered. By this we are referring to the idea of heterogenous versus homogenous groupings, departmentalizing grade levels, in-school versus after-school tutoring, multilevel classrooms versus single grade classrooms and gender grouping to name a few.

5. **Professional Development:**

At Potter Gray, we are always looking for opportunities to further enhance our skills as educators, the climate of our school and the delivery of instruction on a day to day basis. We feel that even though our past successes give us a sense of confidence in regard to our present procedures and instructional methods, we must always continue to evaluate new programs and practices to determine if they would be beneficial to our students and allow for continued growth.

Our Professional Development committee searches for such opportunities the will be beneficial on either a school wide level or directed more towards a specific content area. These opportunities are then presented to the staff for their input. We feel this discussion helps guard againt the possiblity of "changing for change sake" or the "if it's not broke don't fix it" attitude from playing a major roll in our decisions. At this point, our Professional Development Plan is determined by the committee.

One example of school wide Professioanl Development would be in the area of technology. Through a district initiative and assistance from our Parent Teacher Organization, Inter-Write Boards were placed in all K - 5 classrooms. All teachers attended several PD sessions directed towards general use (operation) of the boards. Once these sessions were completed, additional sessions were held directed more specifically towards enhancing daily instruction through use of the boards. Throughout the year, mini-sessions (during faculty meetings) were presented by teachers demonstrating quality lessons using the Inter-Write Boards.

Another example would be the manner in which our staff developed instructional skills associated with the Thoughtful Education program. Thoughtful Education is an instructional method directed primarily toward increasing vocabulary and reading comprehension. For each of the last four years, our staff has implemented these methods into their instruction. During the summer of these years, our staff has attended professional development on the techniques and strategies that were to be part of their instructional practices for that upcoming year. During the year, they take part in grade level meetings discussing work samples and discussing lessons in which they included these stratigies.

Although most of our Professional Development is directed towards total school programs, we do allow individual teachers to attend Proffesional Devlepment training that is directed to a specific individual need.

6. **School Leadership:**

Our leadership structure evolves around two basic beliefs and one simple question. Belief number one: surround yourself with quality people and you have a great opportunity to be successful; belief number two: allow these people to be involved in the decision making proces thus allowing for better buy-in and better decisions; and the simple question: is it in the best interest of our students.

With that as our base, we build our leadership structure from the top down. Our Central Office and School Board are very inclusive of the principals in the decision making process when it involves progams and policies that will directly affect them. There are two administrative meetings per month at which time there is open discussion regarding the district's plans. One meeting per month is directed primarily towards Professional Development for the administrators where we have the opportunity to observe the instruction taking place in other buildings and be involved in a book study. The sharing of ideas in this setting has been very beneficial to the leadership of our school as this information is also brought back and discussed with the school staff at faculty meetings.

At the school level, this idea of sharing and input continues. Although the final decision in most instances rests with the principal, input for those decisions flow to the principal through our School Based Decision Making Council (which consists of 4 teachers that are elected by their peers and 3 parent representatives which are elected by the parents of students in our building), our curriculum committees (consisting of teachers and parents) and other school staff. We have found that often times someone a little

removed from the situation may have the best perspective. Once decisions are made, whether it be in the area of policy or a new instructional program, it is the responsiblity of the principal to oversee implementation. Two of our most recent efforts to improve student achievement were in the area of technology with an update to the Pearson Learning software and purchasing additional Interwrite Boards.

As the building principal, you must know what is truly taking place within the building to make decision relavent to your school. With that goal in mind, and wanting to build a safe and comfortable learning environment with high expectations for each student, a deliberate effort is made to be in every classroom every day to visit with our students and build relationships with them and their teachers.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 3   Test: Kentucky Core Content Test

Edition/Publication Year: Current Year   Publisher: Measured Progress

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May			
SCHOOL SCORES					
% Proficient plus % Distinguished	97	94			
% Distinguished	79	62			
Number of students tested	73	63			
Percent of total students tested	38	36			
Number of students alternatively assessed	2	0			
Percent of students alternatively assessed	1				
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Distinguished	91	77			
% Distinguished	61	31			
Number of students tested	18	13			
2. Racial/Ethnic Group (specify subgroup): All Minority Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	3	2			
3. (specify subgroup): Students with Disabilities					
% Proficient plus % Distinguished		83			
% Distinguished		33			
Number of students tested	5	12			
4. (specify subgroup): L E P					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested	2	2			

Notes:

Prior to 2007, third graders took the CTBS 5 and were not part of the KCCT .

Subject: Reading   Grade: 3   Test: Kentucky Core Content Test

Edition/Publication Year: Current Year   Publisher: Measured Progress

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May			
SCHOOL SCORES					
% Proficient plus % Distinguished	97	92			
% Distinguished	56	54			
Number of students tested	73	63			
Percent of total students tested	38	36			
Number of students alternatively assessed	2	0			
Percent of students alternatively assessed	1				
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Distinguished	94	77			
% Distinguished	50	23			
Number of students tested	18	13			
2. Racial/Ethnic Group (specify subgroup): African Americans					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	3	2			
3. (specify subgroup): Disibilities					
% Proficient plus % Distinguished		83			
% Distinguished		25			
Number of students tested	5	12			
4. (specify subgroup): LEP					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested	2	2			

Notes:

Prior to 2007, third grade took CTBS 5 and did not take the KCCT.

Subject: Mathematics   Grade: 4   Test: Kentucky Core Content Test
Edition/Publication Year: Current Year   Publisher: Measured Progress

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May			
SCHOOL SCORES					
% Proficient plus % Distinguished	85	85			
% Distinguished	45	56			
Number of students tested	53	48			
Percent of total students tested	27	28			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Distinguished	70				
% Distinguished	20				
Number of students tested	10	7			
2. Racial/Ethnic Group (specify subgroup): African American					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	4	2			
3. (specify subgroup): Students with Disabilities					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	3			
4. (specify subgroup): L E P					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested	1	1			

Notes:

Prior to 2007, 4th graders did not participate in the math portion of the KCCT.

Subject: Reading   Grade: 4   Test: Kentucky Core Content Test
Edition/Publication Year: Current Year   Publisher: Measured Progress/ McGraw Hill prior to '07

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Distinguished	88	98	82	88	87
% Distinguished	38	67	28	20	6
Number of students tested	68	48	67	66	68
Percent of total students tested	35	28	100	100	100
Number of students alternatively assessed	0	0	1	0	1
Percent of students alternatively assessed			1		1
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Distinguished	64		65	87	
% Distinguished	29		10	0	
Number of students tested	17	7	20	15	7
2. Racial/Ethnic Group (specify subgroup): African Americans					
% Proficient plus % Distinguished			40		
% Distinguished			0		
Number of students tested	1	5	10	9	9
3. (specify subgroup): Students with Disabilities					
% Proficient plus % Distinguished	73		47		55
% Distinguished	9		27		0
Number of students tested	11	3	15	5	11
4. (specify subgroup): L E P					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested	3	1	4	5	0

Notes:

Prior to 2007 only 4th grade students were assessed on the KCCT in the area of Reading. Between the 2006 and 2007 testing cycle, the weight of the multiple choice and open response questions changed. Each now count for 50% of the student's score (changed from 2/3 Open response, 1/3 multiple choice).

Subject: Mathematics   Grade: 5   Test: Kentucky Core Content Test
Edition/Publication Year: Current Year   Publisher: Measured Progress/ McGraw Hill prior to '07

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Distinguished	85	75	77	69	26
% Distinguished	45	29	33	20	22
Number of students tested	53	59	64	69	58
Percent of total students tested	27	34	100	100	100
Number of students alternatively assessed	0	0	1	0	1
Percent of students alternatively assessed	0	0	2	0	2
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Distinguished	70	36	60		25
% Distinguished	20	7	20		6
Number of students tested	10	14	15	9	16
2. Racial/Ethnic Group (specify subgroup): African American					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	4	8	5	9	9
3. (specify subgroup): Students with Disabilities					
% Proficient plus % Distinguished		50			
% Distinguished		20			
Number of students tested	1	10	7	9	4
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested	1	1	4	0	3

Notes:

Prior to 2007, only 5th grade students participated in math on the KCCT. Between the 2006 and 2007 testing cycle, the weight of the multiple choice and open response questions changed. Each now count for 50% of the student's score (changed from 2/3 Open response, 1/3 multiple choice).

Subject: Reading   Grade: 5   Test: Kentucky Core Content Test
Edition/Publication Year: Current Year   Publisher: Measured Progress

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May			
SCHOOL SCORES					
% Proficient plus % Distinguished	91	92			
% Distinguished	38	58			
Number of students tested	53	59			
Percent of total students tested	27	34			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Distinguished	70	71			
% Distinguished	10	14			
Number of students tested	10	14			
2. Racial/Ethnic Group (specify subgroup): African American					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	4	8			
3. (specify subgroup): Students with Disabilities					
% Proficient plus % Distinguished		60			
% Distinguished		40			
Number of students tested	1	10			
4. (specify subgroup): L E P					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested	1	1			

Notes:

Prior to 2007, the 5th grade students did not participate in the reading portion of the KCCT.

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23