

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Ms. Lynn Poe

Official School Name: Donald E. Cline Elementary School

School Mailing Address:
5586 East Alexandria Pike
Cold Spring, KY 41076-3540

County: Campbell County State School Code Number*: 091013

Telephone: (859) 781-4544 Fax: (859) 442-3592

Web site/URL: http://www.campbellcountyschools.org E-mail: Lynn.Poe@campbell.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. R. Anthony Strong

District Name: Campbell County School District Tel: (859) 635-2173

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: Mr. Gary Combs

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.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. 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 2009-2010 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 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
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: (per district designation)
- | | |
|----------|-----------------------------------|
| 5 | Elementary schools (includes K-8) |
| 1 | Middle/Junior high schools |
| 1 | High schools |
| 0 | K-12 schools |
| 7 | TOTAL |

2. District Per Pupil Expenditure: 9716

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. 3 Number of years the principal has been in her/his position 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	19	13	32		6			0
K	18	18	36		7			0
1	25	28	53		8			0
2	23	22	45		9			0
3	23	24	47		10			0
4	33	33	66		11			0
5	27	23	50		12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL								329

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
5 % Asian
2 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
86 % White
5 % 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: 15 %

This rate is 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.	31
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	20
(3)	Total of all transferred students [sum of rows (1) and (2)].	51
(4)	Total number of students in the school as of October 1.	338
(5)	Total transferred students in row (3) divided by total students in row (4).	0.151
(6)	Amount in row (5) multiplied by 100.	15.089

8. Limited English proficient students in the school: 4 %

Total number limited English proficient 13

Number of languages represented: 7

Specify languages:

Akan, Albanian, Bengali, Chinese, Gujarati, Telugu, Urdu

9. Students eligible for free/reduced-priced meals: 50 %

Total number students who qualify: 164

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.

Justification of this number: These are the exact numbers of currently participating students for the 2009-2010 school year as of 10/01/09. In actuality there is no definitive way to answer the exact number of students eligible for free and reduced lunch, due to many parents and community members not submitting a free/reduced enrollment form whether they qualify or not. Therefore, we are using the exact number qualified on this date as the number eligible.

10. Students receiving special education services: 22 %

Total Number of Students Served: 74

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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>9</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>14</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u>22</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>24</u> Developmentally Delayed

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>1</u>	<u>0</u>
Classroom teachers	<u>13</u>	<u>0</u>
Special resource teachers/specialists	<u>11</u>	<u>0</u>
Paraprofessionals	<u>9</u>	<u>0</u>
Support staff	<u>10</u>	<u>0</u>
Total number	<u>44</u>	<u>0</u>

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 26 :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%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	97%	97%	97%	97%	96%
Daily teacher attendance	83%	78%	76%	74%	75%
Teacher turnover rate	8%	0%	1%	1%	1%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Student dropout rate is for schools only with Grades 9-12. Donald E. Cline Elementary School does not have that data to be reported.

Teacher attendance rates being lower than 95% were due mainly to many of our young teachers who must call in sick to stay home to care for their children when they are ill. In the past three years we have had two teachers who required extended maternity leave due to the birth of twins, as well as two other teachers taking normal maternity leave .

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

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

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	0 %

PART III - SUMMARY

Donald E. Cline Elementary School, located in Cold Spring, Kentucky is a school where "Everyone learns, without exception." Our mission statement guides our everyday interactions with students and parents. We believe in doing "Whatever It Takes." Our instructors challenge our students to achieve at high levels academically, socially and emotionally while teaching them to be life-long learners who aspire to continue their education at the next level. The dedication from the faculty, staff, parental involvement and the wide array of challenging learning strategies, have helped the school of 329 students, preschool through grades 5 earn the distinction of being nominated to the United States Department of Education for the Blue Ribbon Schools Program.

Donald E. Cline Elementary prides itself on building strong, professional relationships that foster the culture of our school. Not only do our instructors and administrative staff work together to ensure an educational atmosphere of the highest quality, we collaborate with Northern Kentucky University professors, practicum students, and student teachers to create a center based, hands-on individualized learning atmosphere. Our professional learning community's attitude is that students are not given the option to fail. We view each student as an individual and look at the whole child. Cline Elementary implements research based programs and Best Practice strategies that reach children at all levels. We work together on providing high-quality instruction in every classroom every day. Since the implementation of the Kentucky Education Reform Act of 1990, Donald E. Cline Elementary School has maintained a course towards proficiency and beyond for all students. The latest state assessments clearly demonstrates Cline's ability to reach all learners as the school has reached the state assessment goal of 100 for all Kentucky schools by the year 2014 for the past two years. Cline Elementary students have met Adequate Yearly Progress under the requirements of the federal No Child Left Behind Act for the past five years.

The faculty and staff at Donald E. Cline Elementary closely analyze student data through the formative assessment process and fluidly work with students in specific skill areas to ensure student progress in all grade levels. Donald E. Cline Elementary provides all students with a "guaranteed and viable" curriculum which are designed to challenge students to be creative and critical thinkers, problem solvers, and real world appliers. As a professional learning community we evaluate and revise our curriculum to ensure that it is providing the best educational practices, rigor and relevance for our students. The faculty at Donald E. Cline Elementary consistently offers Service Learning projects for our students that provide a community and school relationship which enhances the curriculum by offering real world experiences as well as relevance. In 2007-2008 Cline Elementary was awarded the "School of Contribution" and then the following year won the Jefferson Award which is the top award in Northern Kentucky for our leadership and support in service learning projects. Many of our instructors have been individually recognized as Outstanding Teachers of the Year including the A.D. Albright Award, Golden Apple Award, Rotary Club Award and C3 Award which is sponsored by University of Cincinnati, Xavier University, and Northern Kentucky University.

At Donald E. Cline Elementary School our Parent Teacher Organization is responsible for many programs and activities. They also provide funding for such initiatives as supporting the technological needs for our classrooms including projectors, document cameras, digital cameras, flashdrives for each teacher, Smartboards, televisions for classrooms as well as pedometers for our students in support of our Healthy School Policy. Parents are extremely supportive and involved in our school sponsoring events such as Doughnuts for Dad, Muffins with Mom, Movie Nights, Red Ribbon Week, Kentucky Kid's Day, Winter Carnival and Literacy Week to celebrate Dr. Seuss's birthday and Literacy Nights. This demonstrates the high level in which parents are involved in our school. Our Family Resource Youth Service Center acts as a liaison between the home, school, and family to aid in the removal of negative barriers. The FRYSC supports and nurtures many of our students and families by implementing food drives, coat drives and special programs within our school. They also assist with evening events including ABC's for parents, Readi-fest, reading

programs and community resource assistance programs. Our FRYSC has also worked to promote the identification, coordination, and/or development of resources for child care for children 4 through 12 years of age in order to provide supervised enrichment activities during out of school time. Our Parent Engagement Committee works to create positive interactions between home and school for our parents to understand how valuable this relationship is for our students to be successful.

We have many after school clubs including Chess Club, Student Technology Leadership Program, Beta Club, Academic Team, Robotic Team, Karate Club, Yearbook Club, Journalism Club, Drama Club, Homework Club, Science Club, Art Club, and Extended School Services for our students. Therefore, we have great pride and sincere pleasure in leading a safe, friendly, and nurturing learning environment.

We are successful because our instructors are truly masters of the education profession. They have the highest expectations for all students which are clearly communicated to all involved. They care about all students and strive to empower them to set educational goals that will enhance their learning. Goal setting has become a routine practice in our school. Our students set the goal of becoming number 1 in our state on the Kentucky Core Content Test. Students have data folders to record their progress in and reflect on how they can improve. This self assessment is a monumental key in having students take responsibility for their own learning. Our instructors communicate daily with their students' parents and encourage them to be involved with their child's education. At Donald E. Cline Elementary School, we realize it takes all stakeholders to be involved to meet our mission statement of "Everyone learns, without exception."

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The state of Kentucky established an accountability assessment called the Kentucky Core Content Test where data is reported through the Interim Performance Report. The Interim Performance Report includes the Kentucky Core Content Test in Reading (grades 3-8 and 10), Mathematics (grades 3-8 and 11), Science (grades 4, 7, and 11), Social Studies (grades 5, 8, and 11) and Writing On-Demand (grades 5, 8, and 12). The KCCT is based on the Kentucky Core Content for Assessment and contains multiple choice and open response questions. The Writing On-Demand test uses writing prompts that require students to craft a piece of writing in a 60 minute period. The KCCT continues to fulfill the requirements of the federal statute known as the No Child Left Behind Act of 2001. A separate accountability report for No Child Left Behind (NCLB) is published by the Kentucky Department of Education. The goal of NCLB is for every student to reach proficiency (measured as a score of 100 with the highest score possible 140) by 2014. We are very proud, being a Title 1 school, that our scores have progressed at an accelerated rate over the last five years with the strategies we have in place. Not only in reading and math have they excelled, but all tested core content subjects are at or over 100 during this last testing cycle. The following Reading and Math indices show our progress over the last five years.

Year	Reading	Math
2004/2005	80.4	82.1
2005/2006	83.78	83.38
2006/2007	95.37	97.83
2007/2008	105.32	113.56
2008/2009	111.00	126.00

We have met 12 of 12 target goals set by No Child Left Behind Adequate Yearly Progress for all students, White (Non-Hispanic), Free/Reduced Lunch, and With Disability in Reading and Math based on Interim Assessment Results. Therefore, we have eliminated all gaps with all categories scoring 100 or above. An exciting accomplishment was seeing 100% of females in fourth grade score proficient and/or distinguished in mathematics for 2008-2009 testing cycle. Donald E. Cline's 2008-2009 Interim Performance Report can be located on the following website: <http://applications.education.ky.gov/ktr/default.aspx>. The state test results can be accessed by choosing the year of the assessment, click on Campbell County Schools, type in Cline.

2. Using Assessment Results:

Donald E. Cline bases Professional Development and Planning Day activities on student assessment data. Our School Improvement Plan (SIP) is enhanced by our SMART Goals which include action steps and funding proposals to address our students' needs based on testing data. Our instruction is guided by our SMART Goals which are driven by test data analysis, whether it is the Kentucky Core Content Test results or the various assessments (Measured Academic Progress, Learning Checks, Common Assessments, T-Pro, CogAT, V-Math and Voyager Benchmarks, Flashbacks, and Exit Slips) that we use daily in our school to assess student learning. When test results are received we meet in our Professional Learning Communities to analyze each grade level's data to ensure assessment gaps are addressed and to address any areas that need

more emphasis in instruction. Our Response to Intervention (RTI) Committee, composed of grade level (PreK-5) certified instructor representatives, special education instructors, our RTI specialist, RTA instructor, Speech Pathologist, Title 1 instructor, EBD instructor, and our Staff Developer meet monthly to analyze test data to ensure progress of all students. The RTI committee focuses on students scoring 30% and lower in reading and math. This team creates Individual Learning Plans for all students and provides strategies and interventions to guide individualized and/or differentiated instruction.

Through formative assessments we are able to observe any misconceptions students may have. This allows us the flexibility to group students based on their instructional level (RIT BANDS) so misconceptions can be addressed before the summative assessments. It is our goal that students reach proficiency before the summative assessment, therefore formative assessments help drive our instruction.

3. Communicating Assessment Results:

Most importantly we want our students to be able to celebrate the efforts of their hard work! We communicate assessment results with the entire student body because each and every student has ownership for our school's success. We have created this expectation that all students know that they are accountable for helping our school be the best it can be. The announcement is made at school and the students do a celebration dance by adding on to the CONGO line, led by the principal. It is a motivational tool that we use along with goal setting. With goal setting our students are shown how many students scored novice, apprentice, proficient, or distinguished in each subject tested and they vow to beat that score. Their teachers vow to let them throw pies at them (one of the many examples) if they meet their goal. These encouraging motivational strategies to communicate scores enhance our school's culture. We encourage our students to have fun while learning. Students receive medals purchased by our PTO for scoring proficient and distinguished on the Kentucky Core Content Test. These medals are presented to them in a school wide assembly.

Donald E. Cline Elementary School offers a Parent Engagement Evening focusing on assessment expectations for the year. This allows open communication between home and the school supporting how parents can assist their child in being a successful learner. Newsletters are sent home weekly, parents receive the information also through parent teacher conferences, newspaper articles, local television stations, the school marquis, posters throughout the school, KDE website as well as the district and school websites. Results are reviewed with our Site Base Decision Making Council composed of two parents, three teachers, and the principal. We present our assessment data reflecting on celebrations and/or any gaps to our School Board members, parents, and community. A group of instructors take a banner with our school wide state assessment index displayed to the nearby highway so everyone knows how well we did in the community.

4. Sharing Success:

Donald E. Cline Elementary has an open invitation for visitors to observe and visit classrooms. We have a working relationship with Northern Kentucky University (NKU) and will continue to foster these relationships by hosting student teachers and practicum students who leave here sharing our successes with their future placements. We will continue to welcome any school that would like to send a team of observers in and share our resources/strategies with them through professional development and/or site visits.

We encourage our instructors and leadership team to attend professional development, belong to educational associations, and hold offices which are most meaningful to their instructional needs. Our instructors will continue to model Best Practice strategies and resources to our district and other districts through our Professional Learning Communities and Professional Development Academy. We share our successes at every event we attend.

As a school leader it is important to mentor future administrators and instructors that will proactively lead schools by nurturing positive relationships and modeling how to incorporate rigor and relevance providing a "guaranteed and viable" curriculum. Not only have we reached across our state sharing our successes by working with NKU, we have developed a relationship with an administrator from Malaysia who shadowed the principal and staff developer to learn Best Practices, curriculum, and assessment strategies to help his country's schools succeed. We are not afraid to put new strategies in place. After all, innovation is one of the American principles that makes our country great. Likewise, Donald E. Cline Elementary School believes that fostering that same spirit in our school will help us become the best school in the country.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Donald E. Cline Elementary School's curriculum can be accessed by all stakeholders at www.campbellcounty.kyschools.us under the link "Our Parents", then click on KDE curriculum documents. Our school prides itself by having a "guaranteed and viable" curriculum for all learners. We use researched based programs that include active and engaging instruction. The seamless integration of Best Practices, formative assessment and technology into every lesson is also a key part of our learning experience. Cline's language arts curriculum is presented through an integrated model that incorporates reading, literature, writing, grammar, handwriting, research, and critical thinking.

The base of our language arts program is Scott Foresman's reading series. This series builds upon reading and language arts skills from our kindergarten class through the fifth grade. We supplement our language arts curriculum with Handwriting Without Tears, trade books, literature rich materials, internet resources, Compass Learning, Ticket to Read, and an assortment of intervention practices which include researched based programs such as Voyager, FastForWord, Saxon Phonics, Coach books. Cline uses Six Traits of Writing, Writing to Learn, Writing to Demonstrate Learning and Writing for Authentic Purposes on a daily basis in all grade levels. All students have a writing working folder that includes examples of each type of writing. This folder begins in kindergarten following the student throughout their educational career. Cline differentiates for all readers with the practice of using lexile levels from our MAP reading assessment to challenge students. Students use goal setting as part of reaching their monthly Accelerated Reading goal and for progress on weekly assessments. Cline also uses goal setting for students to be able to speak about, write about, and reflect on their goals for upcoming reading assessments such as MAP, KCCT, T-Pro, District Common Assessments.

At Cline the foundation of our math program is a comprehensive PreK through 5th grade mathematics curriculum developed by the University of Chicago School Mathematics Project. Everyday Mathematics emphasizes the application of mathematics to real world situations. Numbers, skills, and mathematical concepts are not presented in isolation, but are linked to situations and contexts that are relevant to everyday lives. This is a spiraling program continually hitting on key skills.

Our goal for reading and math is to be real world applicable and to be on every child's specific level. Compass Learning is used to differentiate for both subjects, while instructors also use RIT band groupings (center approach) to ensure smaller groupings of students to work at their level.

Our science curriculum includes six themes: Biological Change, Interdependence, Earth and Universe, Motion and Forces, Energy Transformations, Structure and Transformation of Matter which covers Life Science, Physical Science, and Earth Science. Our science program is hands-on inquiry based instruction that engages all learners to generate hypothesis and test them. Labs and experiments are used daily.

At Cline our social studies curriculum is based upon the resources such as Social Studies Alive and Scott Foresman Series. This approach allows instructors to reach all multiple intelligences, have cooperative interaction, and a spiraled curriculum to enhance and pull from previous knowledge. The programs are activity based and provide critical thinking opportunities for all learners. Cline's Practical Living curriculum enables learners to make responsible decisions in regards to their physical, social, and emotional health, how to be an effective team member, how to make responsible choices as a consumer, and how to be a successful member of society.

Cline's Arts and Humanities curriculum engages all learners in the areas of visual arts, music, drama, and dance. This allows learners to create and perform in areas of interest while providing an appreciation for the fine arts. Cline students are engaged in many after school clubs and activities that enhance our curriculum that include the Drama Club, Academic Team, Student Technology Leadership, Robotics Club, Chess Club, Speed Stacking Club. Cline is proud of the challenging and differentiated curriculum that we provide for all learners.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

At Donald E. Cline we believe that reading is the foundation for all academic areas. Therefore, we focus heavily on our language arts program making sure that Best Practices and researched based programs are in place to challenge and meet the needs of every learner. Cline's language arts curriculum is presented through an integrated model that incorporates reading, literature, writing, grammar, handwriting, research, and critical thinking. Various reading experiences are incorporated into daily practices in all academic areas. Instructors use formative assessments to guide their instruction daily ensuring that all students reach proficiency. Grades kindergarten through third have 30 minutes of the research based program, FastForWord, daily for one half of the school year while students who need to continue this intervention come daily all school year. This program develops the cognitive skills to read and learn effectively. The skills developed are phonological awareness, language structures, working memory, and listening accuracy. Grades K-5 use Compass Learning for differentiating the reading curriculum. Compass Learning provides individualized instruction for RIT Bands. The RIT Bands from Descartes identifies specific skills that students need. Ticket to Read is another individualized program that motivates students to read through gaining tickets to purchase items from the club house. Accelerated Reader is a program that also promotes individualized reading progress in our school. Students set goals which are monitored by our media specialist and instructors. Cline has a Read To Achieve Instructor and a Title 1 instructor that provide interventions for struggling readers through the program Voyager in small group sessions daily.

3. Additional Curriculum Area:

Donald E. Cline's mission statement is "Everyone learns, without exception."

Cline's science curriculum was the first tested area for all students to reach proficiency or distinguished in all of Campbell County on the PAS assessment in 2007. Our Science scores have grown from 88.9 to over 120. By focusing in on our mission statement, our instructors differentiate instruction to meet the needs of all learners. The use of hands-on labs where students experiment, collaborate, and reflect on their own learning daily applies to real life situations. Learners use critical thinking skills on a daily basis to solve questions that they are curious about, and technology enhances the curriculum so students can do independent research or see video segments from websites that provide time elapsed processes like the effects of erosion or how the earth rotates and revolves. This technology intergration provides students with experiences they would not be able to have otherwise. Learners have to orally and nonlinguistically communicate their results or what they have learned as part of their learning experience. Therefore, other students learn from them. Multiple learning styles, respectful activities, and researched based resources are used to ensure all learners' needs are met... "Everyone learns, without exception".

4. Instructional Methods:

Donald E. Cline fosters the needs of all students. Cline's curriculum provides rigor and relevance, and our faculty and staff develop respectful relationships with each student. We pride ourselves on knowing and caring about the whole child. Every student is greeted with a smile as they walk in the door and as they leave daily. This sense of being cared about motivates students to meet our high expectations. Every faculty and staff member expects every child no matter what the circumstances to meet proficiency and beyond. This

year as part of our goal setting, our students set the goal of becoming number 1 in the state and they are working hard to meet this goal. To reach that goal, instructors differentiate instruction to make sure every learner is helping to achieve the number 1 status. Instructors use RIT Bands from the MAP testing to individualize instruction on a daily basis. Instructors provide one on one instruction as well as small groupings. Formative assessments such as flashbacks, exit slips, oral questioning, and pre-assessments allow instructors to know which students have mastered the skill or who has not. Instructors are then able to base instruction on those formative assessments before summative assessments are taken. This ensures our students feel confident and successful. Along with our special educators collaborating in the classroom, we have community volunteers and NKU practicum students that assist our teachers daily for smaller groupings to meet individualized needs. As an example, we collaborated with NKU to have a Chinese college student, Hui Ping Ding, mentor our non-English speaking Chinese student. As a result, after a semester she is able to communicate and read in English. Computer based programs such as Compass Learning, Ticket to Read, Accelerated Reader, and V-Math Live are individualized as well. Extended School Services provide another individualized intervention for students to reach proficiency and beyond.

5. Professional Development:

Donald E. Cline is proud of being a successful school. Cline empowers our instructors and staff to lead others in areas where they can model Best Practices and researched based strategies. Cline sends instructors and staff to professional development opportunities that follow our School Improvement Plan's Smart Goals. The Smart Goals focus on student assessment data and areas that we need to continue improving. Instructors come back from the professional development and share the information with the entire faculty. This use of professional development has allowed teachers to reflect on practices they use in the classroom and how to model even more effective practices based on research. Cline offers book club studies on Best Practices where teachers discuss which strategies work best for student improvement. Other professional developments Cline has offered to instructors this year are: Learning Targets, Universal Lesson Design, CHAMPS, Writing to Learn, Writing to Demonstrate Learning, Formative Assessment, Vocabulary, Incorporating Technology, Differentiation, Gifted and Talented. We continue to network with teachers throughout the district and other districts by providing and seeking resources, professional development, activities and initiatives that will assist us in building on our success.

6. School Leadership:

At Donald E. Cline our leadership focuses on fostering a creative, cooperative, collaborative environment by empowering all stakeholders to focus on student achievement, reducing barriers, and building positive relationships. The leadership structure at Cline is built on the collaborative efforts of the Site Base Decision Making Council, six instructional content area leaders, PTO, staff developer and the school principal. The Site Base Decision Making Council is a council of three teachers, two parents, and the principal. The parents and teachers are elected annually. Some responsibilities of the council are creating/revising school policies, budgets, and school improvement goals. The council is also responsible for creating a staffing plan and the hiring of the principal. This council meets once a month and their meetings are open to the public. Our six content area leaders meet weekly to provide leadership in their areas and assist the principal in implementing the School Improvement Plan; they provide Professional Development and leadership for our school and their team members. Our Parent Teacher Organization meets with our principal to discuss and develop activities and fundraisers that will benefit student achievement. This organization has monthly meetings to plan, review, and organize the resources, activities, and events with its current members. Our PTO has raised funds to enhance our curriculum through the purchase of digital cameras, projectors, flash-drives, field trips, TVs. They also work to enhance our literacy curriculum by sponsoring events such as Literacy Night, where poets come to our school to teach poetry and through Read Across America to celebrate Dr. Seuss' birthday. Cline's staff developer provides professional development during common plan time and as Professional Development/Planning Days that focus on Best Practice strategies and research based programs. Our staff developer also provides individualized PD for new instructors or in areas of growth for all instructors, and by

modeling lessons in classrooms and monitoring instructional practices. The staff developer observes other high performing schools and attends PD to bring back strategies that will help improve our student achievement. Our staff developer provides resources on all content area and assists the principal in all academic areas that will improve student success. The principal's leadership has empowered everyone at Cline (students, instructors, staff) to be the best they can be. The principal holds great respect for the school's instructional team. Her focus is on observation and the use of student data that determines the approaches for working with teachers to improve instructional practices and organizing instructional improvement efforts. She concentrates on the positive contributions and talents that everyone has to offer. She has a deep knowledge of research based instructional practices and fosters a passion for learning in her instructors and in turn, our students. The principal is an energetic leader who is focused on student learning. As a visionary, the principal seeks ways to promote the educational accomplishments of her students and instructors. Setting a vision of students first, the principal's vision impacts the lives of students, instructors, and the community at large. She builds a positive culture that is student centered communicating to all stakeholders high expectations for all students..."Everyone learns, without exception".

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Kentucky Core Content Test

Edition/Publication Year: 2006-2009

Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	Apr	Apr		
SCHOOL SCORES					
Proficient plus Distinguished	85	76	67	0	0
Distinguished	47	38	36	0	0
Number of students tested	62	47	86	0	0
Percent of total students tested	100	100	100	0	0
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Proficient plus Distinguished	80	68	53	0	0
Distinguished	30	27	32	0	0
Number of students tested	31	22	38	0	0
2. African American Students					
Proficient plus Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Proficient plus Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Proficient plus Distinguished	60	0	39	0	0
Distinguished	10	0	13	0	0
Number of students tested	19	0	23	0	0
5. Limited English Proficient Students					
Proficient plus Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Largest Other Subgroup					
Proficient plus Distinguished		86	71	0	0
Distinguished		36	40	0	0
Number of students tested		14	42	0	0

Notes:

In 2006-07 and 2007-08 the subgroup reported is students who received Extended School Services. In Kentucky 3rd graders were not tested in Mathematics until the 2006-07 school year.

Subject: Reading
Edition/Publication Year: 2006-2009

Grade: 3 Test: Kentucky Core Content Test
Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	Apr	Apr		
SCHOOL SCORES					
Proficient plus Distinguished	89	73	74		
Distinguished	31	13	17		
Number of students tested	62	47	86		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Proficient plus Distinguished	87	64	61		
Distinguished	30	14	16		
Number of students tested	31	22	38		
2. African American Students					
Proficient plus Distinguished					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Proficient plus Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Proficient plus Distinguished	70		57		
Distinguished	10		0		
Number of students tested	19		23		
5. Limited English Proficient Students					
Proficient plus Distinguished					
Distinguished					
Number of students tested					
6. Largest Other Subgroup					
Proficient plus Distinguished		78	30		
Distinguished		14	0		
Number of students tested		14	10		

Notes: Kentucky did not start testing 3rd grade Reading until 2006-2007. Largest subgroup reported in 2007-08 is students who received Extended School Services. Largest subgroup reported in 2006-07 is students receiving Title I services.

Subject: Mathematics
Edition/Publication Year: 2003-2009

Grade: 4 Test: Kentucky Core Content Test
Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	Apr	Apr		
SCHOOL SCORES					
Proficient plus Distinguished	92	90	72		
Distinguished	58	67	33		
Number of students tested	48	64	66		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Proficient plus Distinguished	90	82	69		
Distinguished	60	43	19		
Number of students tested	20	23	26		
2. African American Students					
Proficient plus Distinguished					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Proficient plus Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Proficient plus Distinguished		86	42		
Distinguished		53	0		
Number of students tested		15	12		
5. Limited English Proficient Students					
Proficient plus Distinguished					
Distinguished					
Number of students tested					
6. Largest Other Subgroup					
Proficient plus Distinguished		91	73		
Distinguished		61	30		
Number of students tested		23	60		

Notes:

Kentucky started testing 4th grade Mathematics in 2006-2007. Largest subgroup reported in 2006-2007 and 2007-2008 is students receiving Extended School Services.

Subject: Reading
Edition/Publication Year: 2003-2008

Grade: 4 Test: Kentucky Core Content Test
Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient plus Distinguished	92	84	75	64	64
Distinguished	42	39	11	4	2
Number of students tested	48	64	66	67	81
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Proficient plus Distinguished	95	74	73	36	52
Distinguished	25	17	8	0	3
Number of students tested	20	23	26	24	45
2. African American Students					
Proficient plus Distinguished					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Proficient plus Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Proficient plus Distinguished		74	42	17	36
Distinguished		7	0	0	0
Number of students tested		15	12	11	13
5. Limited English Proficient Students					
Proficient plus Distinguished					
Distinguished					
Number of students tested					
6. Largest Other Subgroup					
Proficient plus Distinguished		73	73		
Distinguished		30	10		
Number of students tested		23	60		

Notes: Largest sub-group reported in 2007-2008 and 2006-2007 is students receiving Extended School Services.

Subject: Mathematics
Edition/Publication Year: 2006-2009

Grade: 5 Test: Kentucky Core Content Test
Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient plus Distinguished	90	76	73	68	53
Distinguished	52	47	35	23	19
Number of students tested	58	51	60	77	67
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Proficient plus Distinguished	85	66	60	73	57
Distinguished	30	33	30	21	14
Number of students tested	20	21	23	20	21
2. African American Students					
Proficient plus Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Proficient plus Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Proficient plus Distinguished	77	0	30	27	0
Distinguished	15	0	0	0	0
Number of students tested	17	0	10	11	0
5. Limited English Proficient Students					
Proficient plus Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Largest Other Subgroup					
Proficient plus Distinguished		59	76	0	0
Distinguished		24	38	0	0
Number of students tested		17	13	0	0

Notes: Largest other subgroup reported for 2006-2007 and 2007-2008 is students receiving Extended School Services.

Subject: Reading
Edition/Publication Year: 2003-2009

Grade: 5 Test: Kentucky Core Content Test
Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	Apr	Apr		
SCHOOL SCORES					
Proficient plus Distinguished	91	88	65		
Distinguished	40	37	17		
Number of students tested	58	51	60		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Proficient plus Distinguished	80	86	57		
Distinguished	15	29	9		
Number of students tested	20	21	23		
2. African American Students					
Proficient plus Distinguished					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Proficient plus Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Proficient plus Distinguished	77		0		
Distinguished	8		0		
Number of students tested	17		10		
5. Limited English Proficient Students					
Proficient plus Distinguished					
Distinguished					
Number of students tested					
6. Largest Other Subgroup					
Proficient plus Distinguished		77	46		
Distinguished		18	8		
Number of students tested		17	13		

Notes: Kentucky did not test 5th grade Reading until 2006-2007. Largest other subgroup reported for 2007-2008 and 2006-2007 is students receiving Extended School Services.