

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: Mrs. Sheri McKinney Merrifield

Official School Name: William H. Natcher Elementary School

School Mailing Address:
301 Poplar Street
Cloverport, KY 40111-1307

County: Breckinridge County State School Code Number*: 132020

Telephone: (270) 788-3388 Fax: (270) 788-6640

Web site/URL: http://www.cport.k12.ky.us E-mail: Sheri.McKinney@cloverport.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*: Dr. John Millay

District Name: Cloverport Independent School District Tel: (270) 788-3910

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: Mrs. Lisa Hawley

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)
- | | |
|----------|-----------------------------------|
| 1 | Elementary schools (includes K-8) |
| 1 | Middle/Junior high schools |
| 1 | High schools |
| | K-12 schools |
| 3 | TOTAL |

2. District Per Pupil Expenditure: 8199

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	18	20	38		6			0
K	18	8	26		7			0
1	22	13	35		8			0
2	10	7	17		9			0
3	17	15	32		10			0
4	12	12	24		11			0
5	9	12	21		12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL								193

6. Racial/ethnic composition of the school: _____ % American Indian or Alaska Native
 _____ % Asian
1 % Black or African American
 _____ % Hispanic or Latino
 _____ % Native Hawaiian or Other Pacific Islander
98 % White
 _____ % 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: 21 %

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.	25
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	16
(3)	Total of all transferred students [sum of rows (1) and (2)].	41
(4)	Total number of students in the school as of October 1.	193
(5)	Total transferred students in row (3) divided by total students in row (4).	0.212
(6)	Amount in row (5) multiplied by 100.	21.244

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 74 %

Total number students who qualify: 143

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.

The calculated rate is accurate.

10. Students receiving special education services: 21 %

Total Number of Students Served: 41

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>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>3</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>27</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>4</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>1</u>
Classroom teachers	<u>9</u>	<u>0</u>
Special resource teachers/specialists	<u>1</u>	<u>2</u>
Paraprofessionals	<u>9</u>	<u>1</u>
Support staff	<u>1</u>	<u>11</u>
Total number	<u>21</u>	<u>15</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 21 :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	96%	97%	97%	97%	98%
Daily teacher attendance	94%	95%	95%	94%	95%
Teacher turnover rate	9%	9%	0%	9%	9%
Student dropout rate	%	0%	0%	0%	0%

Please provide all explanations below.

We have two years where teacher attendance was slightly below 95% (2008-09, 2005-06). In both instances, the 94% rate was due to our staff being very small combined with extended maternity leaves.

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	_____	%

PART III - SUMMARY

At William H. Natcher Elementary, our vision is to be recognized for being academically excellent or demonstrating dramatic gains in student achievement to high levels. The school will be recognized as a model for other school districts throughout the state and nation. Our mission is that all decisions, actions and resources will be focused on improving teaching and learning, and supporting an excellent campus environment in all areas that allows students to achieve at their maximum potential possible. All staff members will give the extra degree in all they do to positively support our students, schools, and community, and each other.

William H. Natcher Elementary is the sole elementary in the Cloverport Independent School district. Our school is the heart of our small community, providing multiple services for students in pre-school through fifth grade including weekend and summer feeding programs, a variety of extracurricular activities, a family resource center and academic services/tutoring extended beyond the school day and year. Our school also houses the local public library that is open to the community year-round. Consequently, the community actively supports the school and its work towards academic excellence. Our small, rural community is characterized by high levels of poverty as well as limited opportunities for employment. While Cloverport has a very scenic location alongside the Ohio River, it is also geographically isolated from larger areas. Most community members must commute at least 20 miles to find employment. This commute is also necessary to access many needed resources, such as dentists, doctors, shopping areas, grocery stores, entertainment, athletics, etc.

However, the community recognizes that its greatest resource is the education of the local students. Parents and community members support the school through volunteering their time, attending school events, communicating with the school regularly and partnering with the school to meet the unique needs of students. William H. Natcher Elementary is currently enjoying a tradition of academic success that was established five years ago, however, this has not always been the case. Several years ago, our school was struggling academically as well as struggling to adequately serve all student groups. In 2004, the school fell into tier consequences under the No Child Left Behind Act. Although discouraged, the school rallied with the knowledge that our students deserved a quality education, that our students were capable of performing well and that our staff was capable of providing students with a first class education. From that point forward, our school has made dramatic gains in academic performance and has maintained high performance. High performance is an expectation of each student and staff member.

We are confident that we are providing our students with the best possible education which will open the door of opportunity for our students as they graduate and move on to become active, involved citizens. Our school is now recognized in the state as a high-performing school. Other schools visit us to gain insight about improving student achievement. We are ranked in the top 10% of all state elementary schools and our district is ranked in the top 10 districts statewide as well as being recognized as an Exemplary Growth District. What makes our school unique is the fierce commitment on the part of each staff member to ensure the academic success of each individual student. Our staff has assumed full responsibility for educating all of our students—they have the will to find the way to help each student become academically successful.

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 100% of students scoring at the proficient or distinguished level. At the elementary level, grades 3 - 5 are tested in the areas of math and reading. Fourth graders are also assessed in Science, while fifth graders are assessed in Social Studies and On-demand Writing. 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. Under current state regulations for assessment, the school is held responsible for the percentage of students scoring at the proficient and distinguished level.

We are extremely proud of our performance in all tested areas. Performance has increased in each assessed area over the five year period, not just reading and math. In addition, we have significantly reduced the number of students scoring at the novice level. The chart below indicates the percentage of students scoring novice in the assessed areas from 2004-05 to 2008-09. As you will see, we have almost eliminated the number of students scoring at the lowest performing level or failing to perform. Our school is determined that no children will be left behind academically. Thus, reducing our novice performance is an important goal that we take very seriously.

Subject	% Novice 2004-05	% Novice 2008-09	Novice Reduction
Reading	19%	2%	17%
Math	36%	3%	33%
Writing	33%	5%	28%
Science	10%	0%	10%
Social Studies	23%	0%	23%

As we believe that reading and math skills are the fundamental building blocks needed to succeed academically, these subjects are also priority areas of concern. We are very pleased that performance has increased in these two areas in particular over the five year period. Math has been our greatest success followed closely by reading. The table below indicates the percentage of students scoring at the proficient or distinguished levels from 2004-05 to 2008-09. You will notice that there have been significant performance gains and we are very excited that we are successfully preparing the majority of our students.

Subject	%Prof/Dist 2004-05	%Prof/Dist 2008-09	%Increase
Reading	48%	82%	34%
Math	23%	92%	69%

Finally, it is equally important to note the percentage of students scoring above state standards for proficiency. Our school has had great success in increasing the number of students scoring at the distinguished level. We know that the majority of our students are capable of exceeding minimal expectations and our staff is working hard to ensure that those students are tapping into their potential. The table below indicates the percentage of students scoring at the distinguished level from 2004-05 to 2008-09. As you will see, the increase in students scoring at the highest performance level has been quite dramatic.

Subject	%Distinguished 2004-05	%Distinguished 2008-09	%Increase
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Reading	5%	27%	22%
Math	0%	61%	61%

We are also pleased to mention that performance in our different sub-groups has been commensurate with the performance of the general population. Although most of our sub-groups are too small to have disaggregated data available for public reporting, we have identified those students within our school and are very proud that their performance has increased significantly over the five-year period as well.

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.html>.

2. Using Assessment Results:

Each year, staff members have one day of professional development designated to analyzing state assessment results. At our school, we use an analysis protocol developed by the Kentucky Association for School Councils to disaggregate our data. Staff spend time carefully examining performance trends, sub-group performance, curriculum strand performance and item type performance. First, results are plotted on a graph to determine performance trends with the expectation that we will continue to demonstrate an upward trend in each subject area. Next, staff compare the performance of our sub-groups: special education vs. non-special educations, males vs. females, free/reduced lunch participants vs. non-free/reduced lunch participants and performance by grade level. Significant gaps in performance between groups are noted. After that, teachers look at performance on the identified curriculum strands—for example, numbers and counting, probability and statistics, interpreting data, etc... in math. Again, significant gaps are noted. Finally, teachers look at student performance on open response items verses multiple-choice items. After analyzing the data results, staff members draw conclusions from the data to inform instruction and develop steps for improvement to include in the school improvement plan. For example, if there were a discrepancy noted in the performance of males vs. females, teachers would develop an action plan to improve the performance of the lower-performing group. In the same manner, if there were a discrepancy in the performance of students in probability and statistics verses geometry, teachers would develop steps for improving instruction in the lower area. In addition to analyzing assessment results, teachers establish performance goals for the upcoming year. These goals are also included in the school improvement plan. After the school improvement plan is complete, it is shared with the entire staff, approved by the board of education and then implemented by each teacher. Quarterly checks are conducted to ensure that the plan is being implemented appropriately.

3. Communicating Assessment Results:

Sharing results with parents, students and the community has become a yearly celebration in our school. Everyone is always eager to hear our results. The school typically releases performance data to the local media (newspaper and radio station) so that it can be shared as soon as the data embargo is lifted. Our local media is a great partner in disseminating information to the community at large. They are glad to give us ample air time and front page coverage to share our school results. In addition, school results are shared over the intercom as soon as possible. Teachers in our school plan celebratory activities on results release day—including music playing in the hallway as students enter in the morning as well as balloons and streamers decorating classrooms and halls. Teachers share individual results with students as well as classroom and school results. General school results are shared with parents through the automated telephone message delivery system. Detailed school results are also sent home to parents immediately through a school newsletter. In addition, a parent conference session is held shortly after data release to distribute detailed individual student results to parents. This also provides teachers with the opportunity to explain assessment results to parents. It also gives teachers a chance to share newly established performance goals with parents. Finally, an award ceremony is held each year where students are presented with medals for proficient and distinguished performance in each tested area. The ceremony includes a reception with refreshments for

all of those in attendance. The ceremony is held in the evening so parents and other family members may attend and see their student honored.

4. **Sharing Success:**

Our school is proud to share our success with other schools and we are delighted to share the steps we have taken to improve our performance. The most effective tool that we have found to share success with other schools is school visits. We have welcomed any other districts and schools who have requested to visit our school and converse with our staff. Several schools have made such a request and we believe that this type of networking with other schools is an asset for all involved. In addition, staff from our school have presented at both the *Kentucky Association of School Council's* annual conference and the *Kentucky Teaching and Learning Conference*. Finally, our school participates in many activities sponsored by the *Green River Regional Education Cooperative* as well as the *River Region Special Education Cooperative* where we have received many opportunities to share strategies our school has successfully employed to improve student performance.

One of our district goals is to become a regional leader in providing professional development opportunities with leading, nationally recognized presenters. We have already taken steps toward accomplishing this goal with two days planned for August 2010—surrounding school districts have been invited to attend and many have already reserved participant slots. Part of this goal includes sharing with other regional schools about our success and high levels of achievement. In particular, we are one of the highest poverty, high achieving schools in the state of Kentucky.

If selected as a National Blue Ribbon School, our school plans to host a community wide celebration involving local media (newspaper, radio and television). Other plans include presenting at the *Kentucky Schools Board Association's* annual conference as well as investigating presenting at the *National School Board Association's* annual conference. We plan to continue to accept invitations to present at other conferences as often as possible and would also like to publish an article in *Kentucky Teacher*, our state's monthly education publication, about our school's success.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Our school curriculum is based on Kentucky's Program of Studies as well as Kentucky's Core Content for Assessment version 4.1. The Program of Studies is the curriculum established by the state to guide instruction in all Kentucky public schools. Students are organized in self-contained classrooms where they receive instruction in reading, mathematics, social studies, science and practical living/career studies. In addition, students attend related arts classes for art, music, physical education and Chinese language instruction. Students receive 1.25 hours of instruction per week in each of these related areas.

In the spring of 2008, all of the instructional staff developed pacing guides to delineate when each core content standard would be addressed throughout the year as well as how much instructional time would be allotted toward teaching that standard. Teachers considered the difficulty and complexity of each standard as well as where it fit in the instructional continuum when developing pacing guides. In addition, teachers analyzed test scores to determine what standards students were performing well on as well as which standards clearly needed additional instructional time. Before each school year begins, teachers revise these pacing guides based on student performance data. Ensuring that each core content strand is given adequate instructional time as well as ensuring that it is taught prior to testing is a critical issue.

At the beginning of each year, teachers develop a schedule to accommodate their lunch break and related arts classes. Teacher schedules must allocate the equivalent of a minimum of one hour per day for reading, one half-hour per day of writing, one hour per day for math, three-quarters of an hour per day for social studies, three quarters of an hour per day for science and one half-hour per day for practical living/career studies. Students participate in one hour per day of related arts classes as well. The additional half hour of the instructional day may be divided among the subjects at the teacher's discretion to best serve each student's individual needs. Teachers are also encouraged to integrate instruction whenever possible to provide students with multiple exposures to core content.

Whole group direct instruction is the primary mode of delivery used in our building—particularly for reading, math and social studies. Teachers focus on clearly communicating content to be learned to students. Our school places a lot of value on quality initial instruction and clearly communicating learning goals to students.

For reading and math, teachers also supplement large group time with small group work providing students with an opportunity for in-depth study, differentiated instruction and content review. Small group activities are used to provide targeted instruction for specific student learning needs. Students are grouped and regrouped flexibly according to their current instructional needs.

Workshop instructional approaches are also encouraged—especially for science and social studies. Workshops allow teachers to adjust instructional time throughout the week so they may spend additional time to complete an inquiry-based investigation with students.

Art and music classes focus on the Arts and Humanities content from the Kentucky Program of Studies, and physical education focuses on the Health and Wellness portion of the Practical Living/Career Studies content from the Kentucky Program of Studies. Students participate in related arts classes for thirty minute sessions two-three times per week. Related arts classes focus heavily on student performance tasks—creating art, making music, participating in physical activities. Instructional concepts are explicitly woven into the instruction surrounding these performance activities. Students are actively involved in developing their own

projects—a sculpture, an instrumental piece of music or a fitness plan—resulting in high levels of student engagement.

Chinese and Spanish language sessions are also presented to all students. Students have thirty minute sessions two-three times per week in Chinese with a guest teacher from China; and, students have thirty minute sessions once per week with the high school Spanish teacher. The goal is to not only introduce these languages, but also to increase student’s global awareness.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Reading is the central part of our elementary school curriculum. Our school places great emphasis on developing student reading skills as early as possible and guiding all students to proficiency in reading. The elementary staff use Reading Street published by Scott Foresman as the primary instructional program. Initial instruction is presented directly to students in a whole group setting. Small group instruction as well as reading centers are used to provide opportunities for in-depth study, differentiated instruction and content review.

In addition to regular instruction, our school emphasizes regular assessment in reading. As a school, we participate in MAP (Measures of Academic Progress) testing through the Northwest Evaluation Center three times per year—fall, winter and early spring. The MAP reading assessment is computer based and differentiated for each child. Results identify the current performance level for each student. MAP results are used to identify students in need of both advanced and remedial instruction.

Students identified for advanced instruction are provided with challenge activities in the classroom as well as referred to the gifted and talented education program. These students may also be flexibly grouped with higher grade levels to provide advanced students with appropriate instruction.

Students identified for remedial instruction are provided services through the school’s Response to Intervention plan. These students are identified as Tier 2 students, students in need of additional instruction to make adequate progress and achieve grade level expectations. The SRA Reading Mastery program is employed for students who are initially identified for intervention services. SRA Reading Mastery is a scientifically proven, research based program that our school has adopted to assist struggling students in making accelerated progress. Students participate in SRA groups at a minimum of 2-3 times per week. Sessions typically last 45 minutes-1 hour; groups typically consist of 4-8 students. Group sessions involve direct instruction and application of reading skills.

After a period of time, if students continue to struggle with grade level work or making adequate progress, they may be identified as Tier 3 students. These students participate in SRA instruction daily in addition to the core instruction provided in the classroom. A reading intervention specialist is employed by the school to ensure that Tier 3 students are receiving adequate and appropriate services.

3. Additional Curriculum Area:

Math is another area of instruction that is emphasized at our school. Our staff understand that math skills are building blocks for students to be able to reason effectively, conduct investigations accurately and solve problems correctly. Again, initial instruction is provided directly to students in a whole group setting. Scott Foresman math is the core instructional program for the building. Small group instruction as well as math centers are used to provide opportunities for in-depth study, differentiated instruction and content review.

Our school emphasizes regular assessment in math as well. As a school, we participate in MAP (Measures of Academic Progress) testing through the Northwest Evaluation Center three times per year—fall, winter and

early spring. The MAP math assessment is computer based and differentiated for each child. Results identify the current performance level for each student. MAP results are used to identify students in need of both advanced and remedial instruction.

Students identified for advanced instruction are provided with challenge activities in the classroom as well as referred to the gifted and talented education program. These students may also be flexibly grouped with higher grade levels to provide advanced students with appropriate instruction.

Students identified for remedial instruction are provided services through the school's Response to Intervention plan. These students are identified as Tier 2 students, students in need of additional instruction to make adequate progress and achieve grade level expectations. These students are given additional time in the computer lab using Success Maker math software. Success Maker gauges individual student learning levels and provides instructional activities tailored to individual student learning needs.

After a period of time, if students continue to struggle with grade level work or making adequate progress, they may be identified as Tier 3 students. These students continue to receive additional time to work with Success Maker as well as one-on-one assistance in the classroom.

In addition, the elementary school participates in the Math Alliance provided through the Green River Regional Education Cooperative. Selected classrooms are involved in the grant. Students in those selected classrooms also have access to Math Whizz software both at school and at home. Math Whizz provides instructional lessons with follow-up practice based on student's individual learning levels.

4. Instructional Methods:

Meeting the unique learning needs of individual students has enabled our school to achieve at such high levels. The elementary school staff do an exceptional job of identifying and addressing individual learning needs. In fact, we have found that paying careful attention to each student regardless of race, gender or socio-economic status has resulted in high levels of achievement for all student groups. Carefully attending to each student, though, does involve a great deal of differentiated instruction.

The most common method of differentiation employed by our teachers is flexible small group instruction. Small group instruction is used to make content adaptations for students. Teachers routinely pull small groups of students with similar learning needs and provide them with direct instruction as well as additional practice opportunities for students to demonstrate their learning. These small group sessions enable teachers to gain an understanding of where students are breaking down instructionally and adapt instruction immediately to address those learning breakdowns.

In addition to content differentiation, teachers also differentiate process and products by allowing students to make choices about their own learning. For example, students may be given a selection of ways to demonstrate mastery of content where they are able to choose their favorite method. Allowing student choice promotes engagement in the learning process.

The subgroup that we pay particular attention to in our school is students identified with special needs. The school has developed a *Response to Intervention* plan designed to make specified instructional adjustments for students performing below grade level prior to identifying these students for special education services. Our school plan was adopted in summer 2009. Although our special needs students have and continue to perform commensurate with their peers, we are seeing fewer referrals for special education based on implementation of the intervention plan. The plan identifies specific instructional programs to be implemented with students who are performing below grade level in reading and math.

5. **Professional Development:**

The school develops and adopts a professional development plan on a yearly basis. Each year, the professional development plan is based on the most current needs of the school as identified through assessment results analysis and individual professional growth plan analysis.

Teachers in Kentucky are required to complete a minimum of four days of professional development each year. Also, Kentucky teachers are required to maintain a year individual professional growth plan developed by the teacher with assistance from the principal.

Our school provides professional development within the district for each of the four mandated professional development days. During the past year, our school has used one day for developing and revising a new, updated school vision and mission statement. Another day was used for becoming familiar with the school *Response to Intervention* plan as well as learning the SRA program—a targeted intervention for reading. The third day was used for instructional activities and assessment tools for writing, as identified in the school writing plan. The final day was used for test score analysis and data disaggregation—a professional development day is designated for this yearly when state assessment results are released.

In addition, our district designates 5 more days as teacher work days. These days may be utilized at school, for parent-teacher conferences or through attendance at a workshop/conference related to an individual professional growth plan.

Although we try to keep teacher absenteeism to a minimum, many staff members also participate in professional development activities during the regular school day. These activities include visiting other successful schools and observing implementation of programs/strategies that we are interested in employing. For example, when our school adopted the SRA program as a reading intervention this year, we sent teachers to a neighboring district using SRA to participate in professional development activities with them. Also, several of our elementary school staff participate in the Math Alliance Grant through the Green River Regional Education Cooperative. Participation in the grant requires teachers to participate in grant-related sessions throughout the school year.

6. **School Leadership:**

Our staff members are expected to be professional leaders. In fact, professional leadership is one of the teacher standards used to evaluate staff each year. Staff members work collaboratively to make identify learning needs and make decisions about improving our school.

In addition to classroom teachers, our school also employs a certified reading intervention specialist who works with both teachers and students to make sure all students in need of intervention services are adequately and appropriately served. We also have two special education teachers as well as the district director of special education (DOSE) who work in the building to guarantee that identified students are receiving services as well as guide teachers in providing interventions and monitoring progress of other students who are performing below grade level. While the DOSE serves all three district schools, she is able to spend a generous amount of her time working with our elementary school staff.

The district gifted and talented coordinator is also able to donate almost half of her time to working with the elementary school, where we have the largest number of students identified for gifted services in the district. The gifted and talented coordinator plans professional development activities as well as student services to meet the unique needs of these learners. During the past year, we have had staff from Western Kentucky University's *Center for Gifted Studies* at our school to provide professional development on high-quality instructional strategies for gifted learners and differentiation strategies for gifted learners.

Our school principal has been employed as principal for the past three years. The principal served as a Highly Skilled Educator for the state department of education before working in our district. The principal worked with in our school as a highly skilled educator for one year prior to becoming principal. The principal visits all classrooms daily and is familiar with the majority of the students in our building. The principal is available to staff as needed, oversees school testing (both state and MAP testing) and provides many of our in-house professional development activities. The principal strongly encourages teachers to be professional leaders resulting in a staff that has accepted responsibility for their role in making students successful.

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May		
SCHOOL SCORES					
%Proficient plus %Distinguished	92	82	81		
%Distinguished	60	41	31		
Number of students tested	24	22	26		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	1	0		
Percent of students alternatively assessed		100			
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
%Proficient plus %Distinguished	86	80	72		
%Distinguished	50	33	26		
Number of students tested	16	15	19		
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					
%Distinguished					
Number of students tested					
5. Limited English Proficient Students					
%Proficient plus %Distinguished					
%Distinguished					
Number of students tested					
6. Largest Other Subgroup					
%Proficient plus %Distinguished					
%Distinguished					
Number of students tested					

Notes:

Prior to 2007, 3rd graders took the CTBS 5/Survey published by McGraw-Hill and were not a part of the Kentucky Core Content Test group. There were less than 10 students in several of our sub-groups. Consequently, we are unable to provide disaggregated data for those groups.

Subject: Reading

Grade: 3 Test: Kentucky Core Content Test

Edition/Publication Year: Current Year

Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May		
SCHOOL SCORES					
% Proficient plus % Distinguished	84	73	73		
% Distinguished	28	0	8		
Number of students tested	24	22	26		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	1	1	0		
Percent of students alternatively assessed	100	100			
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Distinguished	71	67	74		
% Distinguished	21	0	11		
Number of students tested	16	15	19		
2. African American Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested	0	0	1		
3. Hispanic or Latino Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
4. Special Education Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					

Notes:

Prior to 2007, 3rd graders took the CTBS 5/Survey published by McGraw-Hill and were not a part of the Kentucky Core Content Test group. There were less than 10 students in several of our sub-groups. Consequently, we are unable to provide disaggregated data for those groups.

Subject: Mathematics

Grade: 4 Test: Kentucky Core Content Test

Edition/Publication Year: Current Year

Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May		
SCHOOL SCORES					
%Proficient plus %Distinguished	89	84	61		
%Distinguished	61	40	35		
Number of students tested	22	25	31		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	1	0	0		
Percent of students alternatively assessed	100				
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
%Proficient plus %Distinguished	92	76	58		
%Distinguished	69	41	29		
Number of students tested	15	17	21		
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					
%Distinguished					
Number of students tested					
5. Limited English Proficient Students					
%Proficient plus %Distinguished					
%Distinguished					
Number of students tested					
6. Largest Other Subgroup					
%Proficient plus %Distinguished					
%Distinguished					
Number of students tested					

Notes:

There were less than 10 students in several of our sub-groups. Consequently, we are unable to provide disaggregated data for those groups. Prior to 2007, fourth grade students were not assessed in math as a part of the Kentucky Core Content Test.

Subject: Reading

Grade: 4 Test: Kentucky Core Content Test

Edition/Publication Year: Current Year

Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	Apr	Apr
SCHOOL SCORES					
%Proficient plus %Distinguished	72	80	84	84	48
%Distinguished	11	32	32	26	5
Number of students tested	22	25	31	31	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	100				
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
%Proficient plus %Distinguished	77	82	86	80	42
%Distinguished	8	29	38	20	8
Number of students tested	15	17	21	20	12
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					
%Distinguished					
Number of students tested					
5. Limited English Proficient Students					
%Proficient plus %Distinguished					
%Distinguished					
Number of students tested					
6. Largest Other Subgroup					
%Proficient plus %Distinguished					
%Distinguished					
Number of students tested					

Notes:

There were less than 10 students in several of our sub-groups. Consequently, we are unable to provide disaggregated data for those groups.

Subject: Mathematics

Grade: 5 Test: Kentucky Core Content Test

Edition/Publication Year: Current Year

Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	Apr	Apr
SCHOOL SCORES					
%Proficient plus %Distinguished	95	77	73	70	23
%Distinguished	63	18	23	9	0
Number of students tested	25	34	26	23	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed		100			
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
%Proficient plus %Distinguished	92	77	69	60	11
%Distinguished	58	18	15	0	0
Number of students tested	17	22	13	18	18
2. African American Students					
%Proficient plus %Distinguished					
%Distinguished					
Number of students tested	0	1	0	0	0
3. Hispanic or Latino Students					
%Proficient plus %Distinguished					
%Distinguished					
Number of students tested					
4. Special Education Students					
%Proficient plus %Distinguished					
%Distinguished					
Number of students tested					
5. Limited English Proficient Students					
%Proficient plus %Distinguished					
%Distinguished					
Number of students tested					
6. Largest Other Subgroup					
%Proficient plus %Distinguished					
%Distinguished					
Number of students tested					

Notes:

There were less than 10 students in several of our sub-groups. Consequently, we are unable to provide disaggregated data for those groups.

Subject: Reading

Grade: 5 Test: Kentucky Core Content Test

Edition/Publication Year: Current Year

Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May		
SCHOOL SCORES					
%Proficient plus %Distinguished	89	74	77		
%Distinguished	42	9	15		
Number of students tested	25	34	26		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	1	0		
Percent of students alternatively assessed		100			
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
%Proficient plus %Distinguished	83	73	62		
%Distinguished	51	14	8		
Number of students tested	25	22	13		
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					
%Distinguished					
Number of students tested					
5. Limited English Proficient Students					
%Proficient plus %Distinguished					
%Distinguished					
Number of students tested					
6. Largest Other Subgroup					
%Proficient plus %Distinguished					
%Distinguished					
Number of students tested					

Notes:

There were less than 10 students in several of our sub-groups. Consequently, we are unable to provide disaggregated data for those groups. Prior to 2007, fifth graders were not assessed in reading as part of the Kentucky Core Content Test.