

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

## U.S. Department of Education

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

Name of Principal Mrs. Denise Whitaker

Official School Name Farmington Elementary School

School Mailing Address 7730 State Route 121 S

Mayfield Kentucky 42066-6760

City State Zip Code+4 (9 digits total)

County Graves County State School Code Number\* 205-060

Telephone ( 270 ) 328-4830 Fax ( 270 ) 345-2163

Web site/URL <http://www.graves.k12.ky.us/schools/farmington/>

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

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Mr. Brady Link

District Name Graves County Tel. ( 270 ) 328-2656

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

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board Dr. Lunele Leonard  
President/Chairperson

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

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

## **PART I - ELIGIBILITY CERTIFICATION**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.



6. Racial/ethnic composition of the school: 94 % White  
2 % Black or African American  
4 % Hispanic or Latino  
\_\_\_\_\_ % Asian/Pacific Islander  
\_\_\_\_\_ % American Indian/Alaskan Native  
**100% Total**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 10 %

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

(1) 17	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	6%
(2) 12	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	4%
(3) 29	Total of all transferred students [sum of rows (1) and (2)]	10%
(4) 288	Total number of students in the school as of October 1	288
(5) .1	Total transferred students in row (3) divided by total students in row (4)	.1
(6) 10	Amount in row (5) multiplied by 100	10

8. Limited English Proficient students in the school: 2 %  
7 Total Number Limited English Proficient  
Number of languages represented: 1  
Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 48 %

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 federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services:  $\frac{24}{72}$  %  
 Total Number of Students Served

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

<u>4</u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>5</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>    </u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>52</u> Speech or Language Impairment
<u>    </u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>    </u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	

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>    </u>
Classroom teachers	<u>19</u>	<u>    </u>
Special resource teachers/specialists	<u>4</u>	<u>2</u>
Paraprofessionals	<u>    </u>	<u>    </u>
Support staff	<u>8</u>	<u>1</u>
Total number	<u>32</u>	<u>3</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 15:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96%	96%	97%	96%	96%
Daily teacher attendance	96%	92%	95%	94%	95%
Teacher turnover rate	8%	12%	12%	12%	8%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

## **PART III - SUMMARY**

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Farmington Elementary School serves families within a nine-mile radius of this southeastern Graves County farming community, an extremely rural area of western Kentucky. The county is one of Kentucky's top three agricultural producers and among the top five in geographic size. Population exceeds 37,000. Graves County has lost a significant number of industrial jobs over the past ten years. The city of Mayfield, the county seat of approximately 10,000 residents, has its own independent school district.

For many of our students, our school and its activities form the nucleus of their lives. Enrollment is consistently around 325 students, including pre-school. Within that enrollment is an average of thirty students from other district schools and thirty students from the city school district whose families choose to send us their children. Thirty-seven percent of the student population participates in the free/reduced lunch program, with forty-eight percent eligible. Besides classroom teachers, our faculty includes a full time art & music teacher and a part-time physical education teacher. Our primary and intermediate resource teachers and speech pathologist collaborate with classroom teachers to provide the least restrictive environment for our special needs students. Our school also has a guidance counselor and family resource center to help students overcome barriers to learning.

The mission of Farmington Elementary is to enhance high student achievement by meeting the needs of every child every day. Our focus is to help students reach their highest potentials through rigor, relevance, and relationships. We strive to effectively utilize every minute of instructional time, to consistently engage our students in exciting and challenging lessons, and to make school a positive learning experience for them. Our school's vision is to build strong knowledge and skill bases within our students, leading to their continued success in the future. We show support and maintain contact with them throughout their middle school and high school years.

Our school is both a team and a family working to develop tomorrow's leaders. The teachers and staff strive to make every child feels loved and supported. It starts with bus drivers' welcoming smiles and continues with teachers, assistants, and principal greeting them at the doors each morning. We believe positive relationships with our students are crucial to their development and success.

We continue this team concept with proactive and successful efforts to garner the support of our students' families and our community. Our teachers start the school year with home visits to strengthen home and school relationships and to gain insight into students' home environments. These visits help transition students to their new grade levels and initiate communication between the teacher and family. During the school year, our teachers also ride school buses to further increase their awareness of our students' home environments.

Throughout the school year, families are continuously invited to share in the educational environment by volunteering in the school, attending special programs, or occasionally joining their children for breakfast or lunch. The community also is frequently invited to attend special events. Interested community members have fifth and sixth grade "writing buddies," who share school news with them monthly. Our success is the product of an entire community taking the responsibility of educating and supporting our students.

As a result of this teamwork, Farmington Elementary School was the first school in Kentucky's 25 westernmost districts to reach proficiency, with a biennium score of 101. That achievement led to a visit from then-state Commissioner of Education Gene Wilhoit and another from the Kentucky General Assembly's Interim Joint Legislative Committee on Education. Last year's score of 110 ranked sixth statewide and Farmington students' overall scores reached proficiency in every subject tested: reading, writing, math, science, social studies, arts/humanities, and practical living/vocational studies.

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

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

Farmington Elementary participates in the Kentucky Commonwealth Accountability Testing System (CATS), an annual assessment program designed to improve teaching and student learning. The CATS includes the Kentucky Core Content Test (KCCT), the nationally norm-referenced CTBS/5 Survey Edition test, writing portfolios and on-demand writing prompts, and the alternate portfolio for students with severe to profound disabilities. The KCCT is a school accountability assessment. Students answer multiple choice and open response essay type questions. The open response questions require students to write and explain the concepts they have learned in reading, math, science, social studies, arts/humanities, and practical living/vocational studies. The performance levels of novice (minimal or limited knowledge of concepts), apprentice (below average knowledge of concepts), proficient (average knowledge of concepts), and distinguished (above average knowledge of concepts) indicate student achievement.

Under the Federal No Child Left Behind Act, Farmington Elementary has made overall adequate yearly progress every year by meeting 100% of our target goals. The state goal is for every Kentucky school to reach a total academic index of proficiency, or a score of 100, by the year 2014. Farmington has met this goal on four of five past yearly assessments. Farmington's 2005-06 index of 110.3 ranked first in the district, first in the region, and sixth in the state. State assessments in reading and math have reflected instructional effectiveness.

Our students have shown continuous progress on yearly assessments. Third and sixth grade students are given the CTBS assessment. Their reading and math scores have indicated proficiency for the past seven years. Fourth grade students are given the KCCT reading assessment. Their reading scores have met the goal of proficiency on the past three KCCT assessments. Our 2005-06 CATS assessment reading score of 107.2 exceeded both the district and the state scores. Fifth grade students are given the KCCT math assessment. Their 2005-06 math score of 116.4 far surpassed the state goal of 100.

When looking at the disaggregation index trends in reading, the only significant disparity noted is between the free/reduced lunch students (103.8) and the non-free/reduced lunch students (108.4). Both of these scores exceed the state mandate of 100. Our teachers have focused on improving this subgroup's achievement by providing extra reading instruction for these students. The math scores noted a difference of seventeen points between the free/reduced lunch students and the non-free/reduced lunch students. Although this difference is significant, the free/reduced lunch students scored 82 two years ago and achieved a score of 103 last year. Our school is focused on proficiency, and our students are reaching this goal.

The reading scores indicate our students are reading and comprehending at above average ability. They are able to use various reading strategies that enable them to decipher contextual meanings and make inferences based on high level reasoning skills. Our students are able to analyze and synthesize the text to show in-depth understanding.

The math scores indicate our students are using computation and reasoning skills at above average ability. They are able to use various methods to determine accurate calculations and explain the steps involved in obtaining their answers.

State Assessment Web-site:

<http://www.kde.state.ky.us/KDE/Administrative+Resources/Testing+and+Reporting+/default.htm>

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

Farmington Elementary bases instructional practices on research and assessment results. Our teachers are assessing their students daily and analyzing their students' abilities in order to create lessons that meet individual student needs. Lessons are structured to re-teach needed skills for students who need additional instruction and practice, and lessons are also planned to challenge students who have mastered the content and are ready for higher level activities. Our differentiated instruction engages each student at his/her skill level.

Each year in the fall, our teachers have a professional development day to analyze the state test scores and create our school targeted instructional improvement plan. This is a very important day for our teachers. The first step in analyzing the previous year's data is identifying the teachers' strengths and weaknesses to fine tune our instruction. We ascertain weak areas in each subject level and discuss the concepts and skills we need to strengthen. Our teachers work as a team and help each other look at daily teaching strategies and techniques that make positive differences in student learning. We have in-depth discussions about how to teach specific concepts and how to implement research-based instructional methods into their lessons to enhance instructional practices. Secondly, our teachers analyze their present students' skills. They identify students' weaknesses and research new strategies to help students individually improve their skills. Using our data, we implement these strategies and continuously reevaluate our instruction based on continuous formal and informal assessments.

Our next step in using state assessment data is identifying effective teachers and schools. We look at district, regional, and state scores to visit schools and classrooms whose students are achieving at high levels. We are actively researching the best strategies to improve our instruction.

With the help of our Parent Teacher Organization and a parent donation, our school is now using a reading and math computer program to reinforce and challenge students' skills. Our teachers are able to have specific feedback on students' weaknesses and may provide more individualized instruction. This program also engages our students in technology while increasing their skills.

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

Our school is very proud of our students. On the day state test scores are released in the fall, we invite parents, families, and district leaders to come to our school for a special assembly and celebration. We want to share the excitement with our students and stakeholders. We enjoy being the first ones to tell our students how great they perform and creatively announce our subject, grade level, and school scores. We celebrate "student style". Our teachers dress up and throw confetti on our students. As one big family, we scream, sing, dance, and celebrate our students' success. The following day our teachers, principal, and guidance counselor meet with our students individually and present their scores to them. Each child deserves this individual praise and recognition. We send the scores home and then explain and discuss the scores in detail at our parent teacher conferences.

In the spring of the year, we have an award ceremony to recognize individual students who reach high levels of success. We focus on our students who reach proficient and distinguished and also honor those who excel in every area. We motivate and instill confidence in all of our students to reach high levels.

Our school presents student performances to our school community at parent teacher organization and site based decision-making meetings. Scores are also published in our local and regional newspapers and on our school and district web-sites.

Throughout the year, students are recognized by their teachers when they reach high levels of success on daily assessments. We are continuously celebrating our students' hard work and skills improvement.

#### **4. Sharing Success:**

Farmington Elementary believes the more we share and discuss our instructional practices with others, the better educators we will become. This begins within our own district and our eight elementary schools. Graves County has an instructional leadership team with administrators and teachers from each school. This team is continuously researching, reading books, and sharing how our schools are implementing these techniques. Our school administrator and teachers on the team lead professional development workshops throughout the year. Our district also holds grade level workshops and asks teachers to model and lead these sessions. Farmington teachers are asked to share effective strategies and student work with their fellow teachers. Many of our district partners visit our classrooms to see these strategies in action with our students. They visit for one or two class periods or half days.

Our district conducts walk-throughs each semester. These walk-throughs provide our school with instructional feedback and allow administrators and teachers the opportunity to observe our daily classroom practices.

Our school also hosts out of district school visits for any schools wishing to observe our instructional practices and environment. We begin these visits with an outline of our school's mission, vision, and culture. Our principal shares school-wide practices and concepts. The educators are invited to observe classes, talk with our teachers, and reconvene for more questions and answers.

Another way Farmington Elementary is sharing the success is by working in partnership with Murray State University. We have taken an active role in having practicum students visit our classrooms, and we have increased the number of student teachers learning from and working with our teachers.

# **PART V – CURRICULUM AND INSTRUCTION**

## **1. Curriculum:**

Farmington Elementary focuses on curriculum. Our instruction matches our curriculum and our assessments. Our district also believes in a viable curriculum and has concentrated professional development on building electronic curriculum documents for all teachers and subject areas. These documents cover all areas of Kentucky's Program of Studies and Core Content by outlining for teachers the exact concepts and terminology for instruction each quarter. Teachers refer to these documents daily and create their lesson plans based on these documents. Each concept has also been identified on the Depth of Knowledge scale.

The core of the reading curriculum involves forming a foundation for reading and developing an initial understanding for what is read. Reading instruction involves interpreting, reflecting, and responding to the text while making a reading and writing connection. Students are engaged in high level reading activities and literature circles. The writing curriculum involves four different areas; reflective, literary, personal writing, and transitive. Standards for success are addressed through individual student goals and products.

The core of the math curriculum includes algebraic thinking, data analysis and probability, geometry, measurement, and number properties. In order to make sure our students excel at high levels, teachers incorporate a wide range of activities into daily instruction. These activities include, but are not limited to, vocabulary games, performance tasks, group work, open response with real world applications, and hands-on activities using manipulatives.

The science curriculum consists of three parts: Physical Science, Earth Science, and Life Science. Students are actively engaged in learning the core content through inquiry based instruction. Students participate in demonstrations and conduct experiments. Students regularly work in cooperative groups to enhance learning.

Social Studies incorporates five parts: history, geography, civics and government, economics, and culture. Students are engaged in authentic learning activities for each area. For example, we study history through the use of student made timelines. Geography has five themes. These themes and concepts are taught through the use of maps. Students make maps of Kentucky that include natural characteristics and other physical characteristics. Civics and government are taught through role play such as how a bill becomes a law and how three branches of government work together. The students' study of economics includes selling items from the classroom and establishing a school store. This helps them experience the benefits and cost of running a business. We study different elements of culture by learning dances and music of various cultural groups.

Our Arts & Humanities instruction consists of art, music, drama, and dance instruction. The students participate in art, music, and drama class twice a week. They learn and perform elements of dance in physical education class. They also choreograph their own dances and perform them with partners or small groups. Art, music, and drama are also incorporated into regular classroom instruction.

Our Practical Living and Vocational Studies curriculum includes personal wellness, nutrition, safety, psychomotor skills, physical wellness, consumer decisions, career awareness, exploration and planning. To be certain students achieve to high levels, teachers work together to engage students in varied activities. We give a group of students a real life situation and ask the students to think about what they would do in that situation. Students keep records of what they eat for a week to make sure they are following the food pyramid guide. Students also participate actively in physical education every week to help with their physical wellness. We have guest speakers that come into the classroom and educate the students about the importance of a job and what it takes to be a great employee. Our school wellness plan includes daily physical activity, and teachers incorporate movements into their instruction.

## **2a. Reading:**

Farmington Elementary believes reading is the most important subject. A student must enjoy and build confidence as a reader to perform at high levels in all other subjects. We schedule reading time and then the rest of the day. During each grade level's uninterrupted reading hour, students participate in small reading group instruction. Teachers, assistants, resource teachers, and the principal are instructing small groups of six to twelve students to concentrate on the skills the students in their groups need. Phonemic awareness, fluency, vocabulary, and comprehension are all addressed in these reading groups. Because of the small group instruction, students are reading more and given more direct, immediate feedback. Teachers are able to implement new strategies based on their observations, anecdotal notes, and assessments from these small groups. The small groups have been very successful in primary grades, therefore, we now have small reading group instruction for the intermediate grades. Our school and site-based decision making council that governs our school have chosen to use instructional funds for teaching assistants to help with reading groups instead of using the money for classroom purchases. Effective reading instruction is the core of Farmington Elementary's success.

Reading is a school and community commitment. At the beginning of each school year, we train parents and volunteers on how to help children become better readers. We have volunteers come each week and read with one reading buddy. We have special days to motivate students to read and reading nights with community guests to promote reading.

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

Our school is focused on meeting individual student needs and developing individual talents and abilities. The arts are essential in helping students express their feelings and emotions in positive ways. Research shows that participation in the arts enhances learning in other areas, including the development of higher-order thinking skills. The arts are important in developing responsibility, creative thinking, problem-solving, social skills, and self-esteem.

Being located in a rural area, our students have limited experience and very limited exposure to any art, music, dance, or drama activities. Arts and humanities has been our students' weakest core content area and therefore, it is one component of our comprehensive school improvement plan. As a team, our school addresses in detail the arts and humanities curriculum, and we are always looking for programs and grants to help us meet the interests and needs of our students. Children love singing, playing instruments, creating works of art, moving to music, and acting. It is our job to provide them with various opportunities to participate in art activities and to experiment with their talents. In order to be successful in life, our students must be engaged in an effective arts curriculum. In art and music classes, our students are learning history while building, applying, and performing art and music elements. Our dance instruction involves learning and performing West African, Native American, and Colonial American dances. Drama activities require students to be able to produce, perform, and critique plays and productions.

We have implemented many different programs to assist us in bringing the arts to our students. Our district provides elementary band and orchestra teachers to work with our students. We have received the Kentucky VSA grant for two years. This grant allows a dance specialist to work directly with our students. The dance specialist teaches our students, helps them create a class production, and then includes their dance in a ballet performance at Murray State University. We have a local theater company perform for our students and then discuss their work with them. High school students have also helped us increase our students' artistic abilities. Talented high school forensic and speech students design lessons and work with our students on how to project their voices and use their bodies to act out a scene or story. Inviting talented artists to our school has helped to broaden our student's horizons.

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

Our school is very dedicated to student learning and takes the ultimate challenge of differentiating instruction in all subjects. Our students need differentiated instruction to meet their individual needs. Every student in a classroom may be working on a different task, but every child is working at his/her level. We also provide extra credit opportunities to allow students to produce independent high level projects. These projects challenge all of our students while focusing on their areas of interest.

Our teachers begin their lessons by making students aware of the expected learning objectives. We use scaffolding techniques to build background knowledge. While presenting the concepts, our teachers use many visual cues and focus on all learning styles. We engage our students with kinesthetic activities and use music and songs to make learning easier. We are continuously modeling for our students and involve our students in hands-on activities. Our students work together in cooperative learning groups and utilize peer mentoring to strengthen their abilities. Student presentations provide examples of proficient work, and teachers give constant feedback that is critical for students' understanding and confidence. At the conclusion of the lesson, students share what they learned to demonstrate understanding.

Collaboration is also utilized in our classrooms. Our special education teachers provide the least restrictive environment for our special needs students and co-teach in the regular classrooms. Our teachers plan together and team teach to address individual education plans and goals.

Our school also has an effective extended school service program. One-third of our students receive extra instruction and guidance during our after school tutoring program. Each grade level has at least one teacher who provides more hands-on activities and modeling for students two days a week after school. Students receive one on one and small group attention and feedback on the skills being addressed in class.

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

Our professional development program is focused on students and how we need to meet our students' needs. Our district provides early release days throughout the year to allow our teachers to be involved in professional learning communities. During the workshops and mandated professional development days, our own teachers present best practices and teach their peers how to implement these strategies into their classrooms. Our school provides release time for our administrator and teachers to model for each other in the classroom setting.

Our school is continuously reading educational literature and researching the best instructional methods to use with our students. We implement research based strategies and learn new techniques to help our students. We are always interested in trying to relate to all of our students. We read the Framework for Understanding Poverty by Payne and have discussed how to relate to our low socio-economic students and parents. We have read Marzano's book, Classroom Instruction that Works, which had a positive impact on the instructional methods we use in the classroom. We read Failure is Not an Option by Blankstein to motivate us to continue establishing high expectations. Our most recent study is Results Now by Schmoker. This book is making us address brutal facts and face our weaknesses. Book studies allow teachers to discuss and learn from each other. Our reflections also unite our faculty as a team and help us identify our school's weaknesses. The teachers brainstorm ways to improve all areas of our instruction, culture, and overall success.

Our school has a school leadership team, a school literacy team, a school writing team, and a school math team. These teacher teams meet quarterly to discuss goals, strengths, and weaknesses. The principal allows teachers to make suggestions and decisions for school wide improvements. Teachers are leaders, and when given opportunities, they initiate great progress for the entire school.

Student achievement has increased at Farmington Elementary because we are using research based strategies and working as a team to meet our goals.

# PART VII - ASSESSMENT RESULTS

## FORMAT FOR STATE CRITERION-REFERENCED TESTS

Subject Reading Grade 4 Test Kentucky Core Content Test (KCCT)

Edition/Publication Year \_\_\_\_\_ Publisher McGraw Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	April
<b>SCHOOL SCORES*</b>					
% Proficient and Distinguished	89	93	95	74	90
% Distinguished	31	30	15	16	18
Number of students tested	45	44	39	43	39
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	2	0	1
Percent of students alternatively assessed	0	2	5	0	3
<b>SUBGROUP SCORES</b>					
1. Free/Reduced Lunch Students					
% Proficient and Distinguished	92	N/A	85	65	73
% Distinguished	25	N/A	0	12	0
Number of students tested	12	9	13	17	15
2. Males					
% Proficient and Distinguished	88	90	96	69	91
% Distinguished	32	25	11	11	5
Number of students tested	25	20	27	19	21

Subject Math Grade 5 Test Kentucky Core Content Test (KCCT)

Edition/Publication Year \_\_\_\_\_ Publisher McGraw Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	April
<b>SCHOOL SCORES*</b>					
% Proficient and Distinguished	86	71	63	81	79
% Distinguished	52	22	25	24	34
Number of students tested	44	41	40	37	47
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	2	0	1
Percent of students alternatively assessed	0	2	5	0	3
<b>SUBGROUP SCORES</b>					
1. Free/Reduced Lunch Students					
% Proficient and Distinguished	63	79	60	61	75
% Distinguished	45	22	25	11	25
Number of students tested	11	15	20	18	16
2. Males					
% Proficient and Distinguished	84	51	60	87	57
% Distinguished	42	20	20	23	29
Number of students tested	19	23	20	22	21

**REFERENCED AGAINST NATIONAL NORMS**

Subject Reading Grade 3 Test CTBS/5 Survey

Edition/Publication Year \_\_\_\_\_ Publisher McGraw/Hill

Scores are reported here as (check one): NCEs \_\_\_\_\_ Scaled scores \_\_\_\_\_ Percentiles X

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
Total Score	70	82	89	77	71
Number of students tested	50	48	39	46	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	2	0
Percent of students alternatively assessed	0	0	3	4	0
<b>SUBGROUP SCORES</b>					
1. <u>F/R Lunch</u> (specify subgroup)	60	72	N/A	65	64
Number of students tested	18	12	5	12	15
2. <u>Males</u> (specify subgroup)	61	82	87	77	66
Number of students tested	23	25	14	26	16
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

Subject Math Grade 3 Test CTBS/5 Survey

Edition/Publication Year \_\_\_\_\_ Publisher McGraw/Hill

Scores are reported here as (check one): NCEs \_\_\_\_\_ Scaled scores \_\_\_\_\_ Percentiles X

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
Total Score	81	79	87	78	71
Number of students tested	50	48	39	46	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	2	0
Percent of students alternatively assessed	0	0	3	4	0
<b>SUBGROUP SCORES</b>					
1. <u>F/R Lunch</u> (specify subgroup)	83	70	N/A	77	65
Number of students tested	18	12	5	12	15
2. <u>Males</u> (specify subgroup)	82	82	90	76	71
Number of students tested	23	25	14	26	16
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

**REFERENCED AGAINST NATIONAL NORMS**

Subject Reading Grade 6 Test CTBS/5 Survey

Edition/Publication Year \_\_\_\_\_ Publisher McGraw/Hill

Scores are reported here as (check one): NCEs \_\_\_\_\_ Scaled scores \_\_\_\_\_ Percentiles X

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
Total Score	78	66	75	76	64
Number of students tested	41	37	39	51	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	1	1	2
Percent of students alternatively assessed	5	0	3	2	5
<b>SUBGROUP SCORES</b>					
1. <u>F/R Lunch</u> (specify subgroup)	61	63	65	67	58
Number of students tested	15	18	15	22	19
2. <u>Males</u> (specify subgroup)	79	66	74	68	70
Number of students tested	22	13	21	23	25
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

Subject Math Grade 6 Test CTBS/5 Survey

Edition/Publication Year \_\_\_\_\_ Publisher McGraw/Hill

Scores are reported here as (check one): NCEs \_\_\_\_\_ Scaled scores \_\_\_\_\_ Percentiles X

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
Total Score	84	61	80	85	77
Number of students tested	41	37	39	51	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	1	1	2
Percent of students alternatively assessed	5	0	3	2	5
<b>SUBGROUP SCORES</b>					
1. <u>F/R Lunch</u> (specify subgroup)	77	53	75	73	69
Number of students tested	15	18	15	22	19
2. <u>Males</u> (specify subgroup)	85	64	85	85	83
Number of students tested	22	13	21	23	25
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					