

## 2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public  Private

**Cover Sheet**

Type of School (Check all that apply)  Elementary  Middle  High  K-12  
 Charter  Title I  Magnet  Choice

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

Official School Name Veterans Park Elementary School  
(As it should appear in the official records)

School Mailing Address 4351 Clearwater Way  
(If address is P.O. Box, also include street address.)

Lexington Kentucky 40515-6336  
City State Zip Code+4(9 digits total)

County Fayette State School Code Number\* 165012

Telephone (859) 381-3161 Fax (859) 381-3151

Web site/URL www.veterans.fcps.net E-mail amy.mcvey@fayette.kyschools.us

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
Principal's Signature Date \_\_\_\_\_

Name of Superintendent Mr. Stu Silberman  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Fayette Tel. (859) 381-4100

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

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

Name of School Board President/Chairperson Mr. Larry Conner  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

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

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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Include this page in the school's application as page 2.

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

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 and has not received the No Child Left Behind—Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

### DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: \_\_\_\_\_ 33 Elementary schools  
 \_\_\_\_\_ 12 Middle schools  
 \_\_\_\_\_ Junior High Schools  
 \_\_\_\_\_ 5 High schools  
 \_\_\_\_\_ 3 Other  
 \_\_\_\_\_ 53 TOTAL
2. District Per Pupil Expenditure: \_\_\_\_\_ 12581  
 Average State Per Pupil Expenditure: \_\_\_\_\_ 7914

### 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 are  
 Suburban  
 Small city or town in a rural are  
 Rural
4. \_\_\_\_\_ 4 Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K			0	7			0
K	53	54	107	8			0
1	61	64	125	9			0
2	56	67	123	10			0
3	64	56	120	11			0
4	66	45	111	12			0
5	57	51	108	Other			0
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>694</b>

6. Racial/ethnic composition of the school:
- |    |                                    |
|----|------------------------------------|
| 0  | % American Indian or Alaska Native |
| 11 | % Asian or Pacific Islander        |
| 4  | % Black or African American        |
| 2  | % Hispanic or Latino               |
| 83 | % White                            |

**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 5 %

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

<b>( 1 )</b>	Number of students who transferred to the school after October 1 until the end of the year	11
<b>( 2 )</b>	Number of students who transferred from the school after October 1 until the end of the year	26
<b>( 3 )</b>	Total of all transferred students [sum of rows (1) and (2)]	37
<b>( 4 )</b>	Total number of students in the school as of October 1	694
<b>( 5 )</b>	Total transferred students in row (3) divided by total students in row (4)	0.05
<b>( 6 )</b>	Amount in row (5) multiplied by 100	5

8. Limited English Proficient students in the school: 7 %
- |    |   |
|----|---|
| 56 | Total Number Limited English Proficient |
|----|---|

Number of languages represented 14

Specify languages: Chinese, Russian, Bengali, Spanish, Japanese, Arabic, Bulgarian, Marathi, Portuguese, Greek, French, Korean, Mandarin, Urdu

9. Students eligible for free/reduced-priced meals 5 %

Total number students who qualify: 38

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:  $\frac{8}{56}$  % Total Number of Students Serve

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>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>13</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>0</u>	Specific Learning Disabilit
<u>2</u>	Emotional Disturbanc	<u>17</u>	Speech or Language Impairment
<u>1</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>3</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>3</u>	Multiple Disabilities		

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

**Number of Staff**

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>30</u>	<u>0</u>
Special resource teachers/specialist	<u>14</u>	<u>4</u>
Paraprofessionals	<u>23</u>	<u>3</u>
Support Staff	<u>8</u>	<u>4</u>
Total number	<u>76</u>	<u>11</u>

12. Average school student-classroom teacher ratio, that is, the number of 23 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	98 %	97 %	97 %	97 %	97 %
Daily teacher attendance	97 %	98 %	98 %	98 %	98 %
Teacher turnover rate	2 %	4 %	4 %	2 %	2 %
Student drop out rate (middle/high	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

## PART III - SUMMARY

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It is our vision that Veterans Park Elementary School be a place characterized by a caring, open, and flexible environment, with teachers as managers empowered to make instructional decisions, with the principal as a manager of managers, and with students as self-assured learners being challenged to greater achievement through an individualized and equitable program. This program will be one that emphasizes knowledge and the critical-thinking skills necessary for making decisions in a democratic society. The school is a place in which the dignity of the individual is paramount, and in which people of all ages, preschool through senior citizen, work as a team to ensure that learning occurs.

We believe: that high expectations improve student achievement; that an emphasis on math, science, and technology will better prepare each child for the future; that an equitable education for each child is essential; that education should be designed to meet the unique needs of the child and be compatible with what we know of his/her physical, mental, social, and emotional patterns of growth; that the child, as an individual, should be the paramount concern of every teacher; that, in order to build strong self-image, each child should have the opportunity to meet with continuing success and to move at his/her best possible rate of progress through the expected levels of achievement; that maximum educational achievement is best accomplished in a safe environment, which provides well-defined guidelines of behavior, consistently enforced through the cooperative efforts of teacher, child, parent, and principal; that the total program should help the child understand his/her world and aid in the development of good human relationships through a concern and respect for others.

Our mission at Veterans Park Elementary School is to provide an education, which ensures that all students become critical, creative thinkers; independent, lifelong learners; and active, responsible citizens through a shared commitment of the home, community, and school.

Veterans Park Elementary opened in August 1997. The facility is located on the south side of Lexington in Veterans Park. The school enrolls 694 students in grades K-5.

Our program provides a high quality instructional program for children in grades kindergarten through five along with in-depth reading, problems solving and critical thinking instruction incorporated across all areas of the curriculum. Students are scheduled for art, guidance, library, music, physical education, science lab, and technology lab on a weekly basis.

Through the school's computer network system, every computer has access to the World Wide Web, creating an opportunity for electronic research, communication and publishing to take place from any location on site. With guided instruction, students are taught to use this state-of-the-art technology as a practical tool in all academic areas. The classroom teacher plays an integral role in the use of technology by determining the student needs in the lab and by attending the class sessions.

Veterans Park Elementary's tradition of excellence is built on a strong intentional foundation of positive school climate, culture, high expectations, teamwork, and parent involvement. Our intentional culture and climate building takes place on a daily basis to assure accountability and success for all students in a nonthreatening atmosphere for teachers.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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

Each year in Kentucky all students participate in the 'CATS' testing which stands for the Commonwealth Accountability and Testing System. Every year, students in grades three through eight, and 10 through 12, take state tests to measure how much they have learned.

Tests are a combination of multiple choice and short written responses in the subjects of reading, math, science, social studies, writing, arts and humanities, and practical living and vocational studies. Students are rated as novice, apprentice, proficient, or distinguished, with novice being the lowest and distinguished being the highest.

Individual student scores are combined with factors like attendance and dropout rates to give a school a score of between 0 and 140. The goal in Kentucky is for every school to reach 100 by the year 2014. To make sure the school is on track toward 100, each school has individually calculated goals to reach every two years.

State tests are written to measure how well a student has learned the content. Kentucky has been honored nationally for having one of the most rigorous tests in the country because students are not just asked to remember facts they have learned in school but in order to do well, students have to be able to apply what they have learned to new situations and explain their answers.

Veterans Park Elementary has been the top performing school in Fayette County and in the the top ten schools in the state since opening in 1997. In 2007, we had the highest CATS scores for all 510 K-5 schools in Kentucky. We also met all No Child Left Behind targets. Our adjusted Accountability Index is 122.7 on a scale of 140, with a statewide goal for all schools to reach 100 by 2014. This is a ten point gain over 2006. We also had the 2nd highest CATS scores in the state for K-12 schools! Our individual scores were as follows: Arts & Humanities 127.1, Math 125.4, Practical Living 113.4, Reading 119.1, Science 124.3, Social Studies 129.1, and Writing 108.1. The disaggregations of state test scores show no significant gaps in sub groups except for students with disabilities in Math and Reading at the 5th grade level. In these areas 70% of our students meeting or exceeding state goals as compared to 96% of the fifth grade students in Math. Also, 90% of our students with disabilities are meeting or exceeding state goals as compared to 98% of fifth grade students in Reading.

We also give a variety of assessments that are used as diagnostic tools to help us diagnose strengths and weaknesses of each child, as well as evaluate our teaching practices and curriculum. The following assessments are used to determine a child's instructional level: The Fayette County Public School MST (Math Standards Test) is a pencil/paper test that measures a student's skills in the areas of computation, number sense, fractions, geometry, measurement, and algebraic ideas. The DRA (Developmental Reading Assessment) is an individual assessment administered by the teacher. The MAP (Measures of Academic Progress) are computerized adaptive tests in which the difficulty of each question is based on how well a student answers all the previous questions. The final score is an estimate of the student's achievement level. K-3 Students also take the GRADE (Group Reading Assessment and Diagnostic Evaluation) to diagnose strengths and weaknesses in readings skill and comprehension.

Complete information about Veterans Park Elementary's assessment data can be found at the Kentucky Department of Education website, [http://apps.kde.state.ky.us/secure\\_cats\\_reports\\_07/index.cfm?fuseaction=main.reports](http://apps.kde.state.ky.us/secure_cats_reports_07/index.cfm?fuseaction=main.reports) or at the Veterans Park Elementary website, <http://www.veterans.fcps.net/>

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

In September, each homeroom teacher assesses all students in reading and math using a variety of assessment tools including, but not limited to: The Fayette County Public School MST (Math Standards Test), DRA (Developmental Reading Assessment), MAP (Measures of Academic Progress), GRADE (Group Reading Assessment and Diagnostic Evaluation).

The teacher records data on a student achievement form and e-mails it to the Professional Staff Assistant (PSA). The homeroom teachers and special education teachers schedule conferences with the PSA to discuss student progress. This discussion includes intervention strategies being used, 504 plans, as well

as identification of any child that may need an extra year of primary or possible referrals for specially designed instruction through special education.

In January, the assessment procedure is repeated. A conference is again held between the homeroom teacher, special education teacher, and the PSA concerning student progress. This time, however, the discussions focus on the successful intervention strategies as well as adjusting the interventions to ensure progress for each child.

In May, we repeat all procedures to assess the overall achievement of each student for the year. At this time, the principal conferences with each teacher about the overall annual student achievement.

In addition to this process, assessment at VPE includes two other major components, the state testing system and formative classroom assessments. First, we analyze, as an entire staff, our state test scores each fall and make adjustments to instruction and long range plans based on identified needs. We also use informal formative assessments on an on-going basis to assure that standards are being met before the summative assessments are given so that adjustments may be made immediately to our instructional program. These formative assessments include flashbacks (intentional, quick, daily reviews), exit slips (formative lesson assessments), and live scoring (teams working with all students revise the work on the spot to assure mastery), that allows our teachers to see exactly where each student is as well as giving the student immediate feedback.

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

Communicating our success is a huge tradition at Veterans Park Elementary, from the state test results to the small steps students make towards success in their classrooms each day. First, we celebrate the state testing with our students, parents, and community each fall. The day the scores are released, a fire truck delivers them to our school during an outside assembly. A school and district newsletter is sent home with every child and the results are posted on our website. We then follow that communication with individual parent conferences for every student each fall and spring. In these conferences all student achievement data is shared, explained, and in partnership with the parent, plans are made for the student's continued progress. Each student in the intermediate grades also meets with the principal to discuss their progress and set goals for upcoming assessments. A contract between the student and principal is signed and shared with parents and teachers as well. In the spring, students are recognized with medals for the accomplishments on the state testing in a school wide assembly and pep rally. Local community members attend and present the medals. As the grand finale, staff members present skits and cheers to celebrate the success of our students.

In addition to these formal avenues for communication the teachers, principal, and resource teachers are always available to discuss student achievement with parents at anytime. The principal and guidance counselor provide a parent assessment night each year to explain the assessments and answer parent questions. This session ends with the parents taking the same assessments as their children to help increase an understanding for our high expectations at Veterans Park Elementary.

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

Veterans Park Elementary educators are firm believers that teamwork equals success. Teamwork is not only seen within our school building, but also among fellow schools as we share our successes. VPE participates in walk-throughs with three other Fayette County schools designated as our cluster schools. This is when schools visit one another to look for the implementation of specific and intentional practices used to foster student success. During these walk-throughs, our teachers share strategies and instructional materials with other educators as well as model how to teach exemplary lessons that target the Kentucky Core Content. Visitors can take pictures of our school and view student work. In addition to walk-throughs, we have a scheduled Visitors' Day every Tuesday where teachers and administrators from across the state of Kentucky can visit our school.

We use our website to share a wealth of information about our school with our parents, staff, and the general public. On our website, we share our successes in the following ways: a photo gallery of our CATS (Commonwealth Accountability Testing System) celebration, the principal's monthly newsletter, and the teachers' and PTA's newsletters. We celebrate students who are recognized at the county or state-level for various accomplishments. We also provide a link on our website where individuals can be nominated for a Fayette County Public School 'Fred Award.' This is when an individual is nominated for going the extra mile for a student or family. Many of our VPE teachers and staff have had their successes shared across the county thus far!

Several of our VPE teachers were selected to participate in the district's 'Teaming for Learning' project. The purpose of this project is to provide an abundance of resources to other teachers with the intent of increasing student achievement. VPE is teaming with a low-performing elementary school in our county to share lessons and activities. The teachers also discuss research-based teaching and learning strategies.

Our fifth grade teachers are currently participating in a Core Content Academy in the subjects of Language Arts, Math, and Social Studies. Local elementary and middle schools that feed into a specific high school send representatives for vertical planning. The Core Content Academy develops assessments that are used across the grade levels. Then, they analyze student work samples and the results of the assessments.

In addition, our teachers serve on numerous district committees where ideas are shared. Our principal and fellow staff members present at conferences to share what works at Veterans Park Elementary. Our assistant principal is a leader in the district cadre for National Board Certification where she shares what VPE is doing to improve student achievement. Finally, the Fayette County Public Schools television station broadcasts our student and school successes.

## **PART V - CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

The curriculum of Veterans Park Elementary is designed so that all students achieve at their highest potential with the use of a rigorous curriculum based on the Kentucky Program of Studies and Core Content. The curriculum is designed to help children develop socially, emotionally, cognitively and physically through instructional practices that ensure all students reach proficiency in the outlined specific content of the curriculum. Teachers plan for the instruction after developing long range plans, both vertically and horizontally to foster the connections needed across content areas.

**Reading:** Reading instruction is imbedded in all academic areas. Each grade level targets the five needed strands that successful readers use to reach proficiency while involving students in interpreting, reflecting and responding to text. The reading and writing connection is also evident as standards are addressed and all students reach for proficiency through authentic reading instruction.

**Writing:** The teaching of writing takes place in all grades using developmentally appropriate instruction focusing on writing to learn, writing to demonstrate learning and writing to publish. A working portfolio of written work is kept beginning in Kindergarten and open response questions and on demand writing prompts are used both as points of instruction and assessment across all grade levels. Writing samples are shared across different grade levels to communicate high standards and help gain a clear picture of writing expectations at the various levels.

**Math:** All students receive a minimum of sixty minutes each day of math instruction. Veterans Park Elementary utilizes the Everyday Math program as the core math program with supplementation used at the K/1 grade level. The real world problem solving and spiraling curriculum found in the Everyday Math program allows students to make connections needed to achieve success as indicated in all math standards. In addition to the Everyday Math curriculum, open response questions and learning checks are completed to further math connections.

**Science and Social Studies:** Science and social studies instruction takes place daily in each classroom with use of FOSS kits, hands-on activities, computer based research and comprehension checks. In addition to classroom lessons, each student receives an hour once every six days in our science lab with plans and lessons completed by the science teacher in collaboration with homeroom teachers.

**Arts and Humanities, Practical Living and Vocational Studies:** These subjects are taught by a team of special area teachers as well as classroom teachers. All teachers work together to incorporate the content into the long range plans so the targeted skills are built into daily activities. The collaboration of special area teachers with classroom teachers helps to provide a strong, rigorous curriculum that meets the needs of all students in a variety of methods.

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

Reading instruction at Veterans Park Elementary encompasses many resources and assessments to ensure all students achieve success. All teachers empower students to grasp the academic focus of daily lessons by stating daily goals and objectives. Specific reading objectives in the areas of phonemic awareness, comprehension, fluency, vocabulary and phonics are stated daily so students are aware of what and why they are learning. Reading strategies are taught, modeled and used across reading instruction and are consistent among grade levels so connections can easily be made as students move through the grades. The GRADE assessment is used to identify students needing further intervention beyond what is given in the regular classroom. Students are identified beginning in kindergarten to receive an additional 30 minutes of small group reading instruction built in the regular school day. It is structured with the use of the Houghton Mifflin Soar to Success and Early Success programs. The intervention program is flexible throughout the school year as students are reassessed and teacher recommendations are made. The MAP is also used to target very specific needs of each student as results are broken down into subcategories of reading instruction. The Reading Counts program is a great incentive program used at Veterans Park Elementary to help students reach set reading goals as well as gain practice with computerized, comprehension assessment. The DRA is used as an analytical tool to further identify the reading needs of students as lessons throughout the long range plans are addressed and taught. The above mentioned assessments and programs are used together in small groups, whole groups, flexible groups and one on one instruction takes shape with identified objectives as targets.

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

An additional curriculum area that receives high focus at Veterans Park Elementary is Arts and Humanities. Once a week, students receive an outstanding storytelling and drama experience with literature as the 'Story Spinners' involve students in a reenacted piece of literature. Our music and physical education teachers collaborate as they plan dance and music activities, often taught together in the gymnasium to capitalize on the music instruction along with physical education skills of dance. Our PTA brings many in-school performances to Veterans Park Elementary to give all grades an opportunity to see plays without having to take a field trip. This is a great use of time and resources that benefits all students. Our art teacher uses the core content not only to teach art, but to provide the stage for all students to showcase work through Arts Night, a show presented at VPE. The Arts Night includes a poetry slam, instrumental groups, and dance groups. Also, each child has a piece of artwork on display selected from their portfolio of work from the year. All this hard work is transferred to the regular classroom with vocabulary updates, question suggestions from plays and storytellers and further collaboration as projects are shared between special area teachers and regular classrooms.

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

The organization for instruction includes a combination of patterns which facilitate a variety of instructional practices. This variety of instructional practices helps achieve the goal of differentiated instruction across all levels and all content areas. The instructional practices include being developmentally appropriate, actively involving students, promoting higher-level thinking skills, providing links across content areas, providing accommodations to address the individual needs of students, integration of technology within the curriculum and allowing children to progress at their own rate, regardless of grade or age. Smaller, flexible instructional groups are formed within teams to provide instruction based on achievement, subject, skills, interests and needed accommodations.

Objectives are stated for lessons in all content areas so both student and teacher move through the lesson with a specific content goal in mind. Teachers keep four key questions in mind when developing and implementing instruction. These four key questions are as follows: What do we expect our kids to learn? How will we know when they have learned it? How will we respond when they haven't? How will we respond when they have? These questions help guide the high learning expectations for each and every student as defined by standards.

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

Professional development at Veterans Park is focused on developing an efficient effective curriculum and instructional program that will enhance learning for all students. Student assessment data is carefully analyzed by all certified staff. The results of this analysis are the basis for the goals of the School Improvement Plan and Individual Professional Growth Plans. Once these procedures are set, school-wide and individual professional development opportunities are chosen by leadership and staff that will lead to increased teacher instructional expertise and ultimately to higher levels of student achievement. School-wide professional development begins in the summer, as teacher teams plan both horizontally (across grade levels) and vertically (between grade levels) with special area teachers to carefully align curriculum with the Kentucky Program of Studies and national standards. Specialists in targeted subject areas (at present- writing and open response assessment) work with all certified staff on best practice lessons and instructional strategies. During the school year, the principal, PSA, and teachers are involved at the school level in weekly team meetings and grade level planning that focuses on addressing the unique academic and social needs of each student. Monthly staff meetings include shared professional reading and presentations by teachers and guest speakers who are specialists in the areas of content learning and differentiation of instruction. Teachers receive release time and work many afterschool hours in district content learning communities in order to develop rigorous, relevant curriculum and assessment activities. At present, teachers from all grade levels are involved in district writing academies. At least one teacher at each level has completed the Bluegrass Reading or Writing Projects-yearlong professional development programs that have revolutionized our literacy instruction. Their learning is shared with colleagues at monthly grade level meetings and whole staff meetings as well. The Administrative team has just concluded John Maxwell's 360 Degree Leader and is now preparing to complete Maxwell's 17 Irrefutable Laws of Teamwork with the entire staff both classified and certified. The entire staff has read *The Fred Factor* by Mark Sanborn. This reading has enhanced the teamwork and positive relationship building among staff, which has contributed to our continued positive school climate.

# PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test Kentucky Core Content Test

Edition/Publication Year 2007 Publisher Advanced Ed

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April				
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient/Distinguished	91				
% "Exceeding" State Standards					
Distinguished	53				
Number of students tested	125				
Percent of total students tested	100				
Number of students alternatively assessed	1				
Percent of students alternatively assessed	0				
<b>SUBGROUP SCORES</b>					
1. Male					
% "Meeting" plus % "Exceeding" State Standard					
Proficient/Distinguished	90				
% "Exceeding" State Standards					
Distinguished	53				
Number of students tested	75				
2. Female					
% "Meeting" plus % "Exceeding" State Standard					
Proficient/Distinguished	96				
% "Exceeding" State Standards					
Distinguished					
Number of students tested	50				
3. Disability					
% "Meeting" plus % "Exceeding" State Standard					
Proficient/Distinguished	85				
% "Exceeding" State Standards					
Distinguished	58				
Number of students tested	12				
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient/Distinguished	94	88	89	92	91
% "Exceeding" State Standards					
Distinguished	53	31	27	27	19
Number of students tested	112	93	106	113	109
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	2
Percent of students alternatively assessed	0	0	0	0	2
<b>SUBGROUP SCORES</b>					
1. Male					
% "Meeting" plus % "Exceeding" State Standard					
Proficient/Distinguished	92	87	82	93	88
% "Exceeding" State Standards					
Distinguished	44	29	10	17	19
Number of students tested	61	48	50	54	58
2. Female					
% "Meeting" plus % "Exceeding" State Standard					
Proficient/Distinguished	96	91	95	90	92
% "Exceeding" State Standards					
Proficient	63	33	25	36	35
Number of students tested	51	45	56	59	51
3. Asian					
% "Meeting" plus % "Exceeding" State Standard					
Proficient/Distinguished	83				
% "Exceeding" State Standards					
Proficient	58				
Number of students tested	12				
4. African American					
% "Meeting" plus % "Exceeding" State Standard					
Proficient/Distinguished				91	
% "Exceeding" State Standards					
Proficient				8	
Number of students tested				12	

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient/Distinguished	96	94	85	87	80
% "Exceeding" State Standards					
Distinguished	79	60	49	52	31
Number of students tested	87	100	110	107	115
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. Male					
% "Meeting" plus % "Exceeding" State Standard					
Proficient/Distinguished	96	96	85	85	75
% "Exceeding" State Standards					
Distinguished	83	64	50	57	24
Number of students tested	46	47	54	61	59
2. Female					
% "Meeting" plus % "Exceeding" State Standard					
Proficient/Distinguished	98	93	86	89	85
% "Exceeding" State Standards					
Distinguished	76	57	48	46	39
Number of students tested	41	53	56	46	56
3. Disability					
% "Meeting" plus % "Exceeding" State Standard					
Proficient/Distinguished	70	58	77		54
% "Exceeding" State Standards					
Distinguished	50	8	31		0
Number of students tested	10	12		8	13
4. African American					
% "Meeting" plus % "Exceeding" State Standard					
Proficient/Distinguished			75		
% "Exceeding" State Standards					
Distinguished			42		
Number of students tested			12		

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April				
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient/Distinguished	90				
% "Exceeding" State Standards					
Distinguished	68				
Number of students tested	112				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
<b>SUBGROUP SCORES</b>					
1. Male					
% "Meeting" plus % "Exceeding" State Standard					
Proficient/Distinguished	88				
% "Exceeding" State Standards					
Distinguished	72				
Number of students tested	61				
2. Female					
% "Meeting" plus % "Exceeding" State Standard					
Proficient/Distinguished	91				
% "Exceeding" State Standards					
Distinguished	63				
Number of students tested	51				
3. Asian					
% "Meeting" plus % "Exceeding" State Standard					
Proficient/Distinguished	83				
% "Exceeding" State Standards					
Distinguished	83				
Number of students tested	12				
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April				
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient/Distinguished	91				
% "Exceeding" State Standards					
Distinguished	67				
Number of students tested	125				
Percent of total students tested	100				
Number of students alternatively assessed	1				
Percent of students alternatively assessed	0				
<b>SUBGROUP SCORES</b>					
1. Male					
% "Meeting" plus % "Exceeding" State Standard					
Proficient/Distinguished	92				
% "Exceeding" State Standards					
Distinguished	73				
Number of students tested	75				
2. Female					
% "Meeting" plus % "Exceeding" State Standard					
Proficient/Distinguished	90				
% "Exceeding" State Standards					
Distinguished	58				
Number of students tested	50				
3. Disability					
% "Meeting" plus % "Exceeding" State Standard					
Proficient/Distinguished	75				
% "Exceeding" State Standards					
Distinguished	50				
Number of students tested	12				
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April				
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient/Distinguished	98				
% "Exceeding" State Standards					
Distinguished	55				
Number of students tested	87				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
<b>SUBGROUP SCORES</b>					
1. Males					
% "Meeting" plus % "Exceeding" State Standard					
Proficient/Distinguished	98				
% "Exceeding" State Standards					
Distinguished	48				
Number of students tested	46				
2. Females					
% "Meeting" plus % "Exceeding" State Standard					
Proficient/Distinguished	97				
% "Exceeding" State Standards					
Distinguished	63				
Number of students tested	41				
3. Disability					
% "Meeting" plus % "Exceeding" State Standard					
Proficient/Distinguished	90				
% "Exceeding" State Standards					
Distinguished	20				
Number of students tested	10				
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Math Grade 3 Test CTBS

Edition/Publication Year 2006 Publisher CTB/McGraw Hill

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month		April	April	April	April
<b>SCHOOL SCORES*</b>					
Total Score		89	87	87	84
Number of students tested		115	99	110	114
Percent of total students tested		100	100	100	100
Number of students alternatively assessed		0	0	0	0
Percent of students alternatively assessed		0	0	0	0
<b>SUBGROUP SCORES</b>					
1. Males		92	87	85	86
Number of students tested		62	87	50	51
2. Females		85	87	89	83
Number of students tested		53	87	60	63
3. Asian		94			
Number of students tested		12			
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATIO</b>					

Subject Reading (LA) Grade 3 Test CTBS

Edition/Publication Year 2006 Publisher CTB/McGraw Hill

Scores are reported here as \_\_\_\_\_

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month		April	April	April	April
<b>SCHOOL SCORES*</b>					
Total Score		80	83	84	80
Number of students tested		115	99	110	114
Percent of total students tested		100	100	100	100
Number of students alternatively assessed		0	0	0	0
Percent of students alternatively assessed		0	0	0	0
<b>SUBGROUP SCORES</b>					
1. Males		77	83	81	80
Number of students tested		62	83	50	51
2. Females		82	83	86	81
Number of students tested		53	83	60	63
3. Asian		77			
Number of students tested		12			
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATIO</b>					