

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. Mary Anita Newman

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Highland Elementary School

(As it should appear in the official records)

School Mailing Address 2909 Highway 54

(If address is P.O. Box, also include street address.)

Owensboro

Kentucky

42303-2100

City

State

Zip Code+4(9 digits total)

County Daviess County

State School Code Number* 025

Telephone (270) 852-7370

Fax (270) 852-7380

Web site/URL www.daviess.kyschools.us/hes

E-mail anita.newman@daviess.kyschools.

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.

Date _____

Principal's Signature

Name of Superintendent Mr. Tom Shelton

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Daviess County Public Schools

Tel. (270) 852-7000

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.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Mary Tim Griffin

(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.

Date _____

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

**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

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: _____ 12 Elementary schools
 _____ 3 Middle schools
 _____ Junior High Schools
 _____ 2 High schools
 _____ 1 Other
 _____ 18 TOTAL
2. District Per Pupil Expenditure: _____ 8861
 Average State Per Pupil Expenditure: _____ 9252

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. _____ 19 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	40	40	80	7			0
K	67	41	108	8			0
1	43	44	87	9			0
2	39	40	79	10			0
3	52	40	92	11			0
4	46	46	92	12			0
5	40	42	82	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							620

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 2 | % Asian or Pacific Islander |
| 2 | % Black or African American |
| 1 | % Hispanic or Latino |
| 95 | % 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 7 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	26
(2)	Number of students who transferred from the school after October 1 until the end of the year	19
(3)	Total of all transferred students [sum of rows (1) and (2)]	45
(4)	Total number of students in the school as of October 1	620
(5)	Total transferred students in row (3) divided by total students in row (4)	0.07
(6)	Amount in row (5) multiplied by 100	7

8. Limited English Proficient students in the school: 0 %
- | | |
|---|---|
| 2 | Total Number Limited English Proficient |
|---|---|

Number of languages represented 1

Specify languages: Korean

9. Students eligible for free/reduced-priced meals 21 %

Total number students who qualify: 132

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: 18 %
111 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>5</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>12</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>31</u>	Specific Learning Disabilit
<u>11</u>	Emotional Disturbanc	<u>49</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>1</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>2</u>	<u>0</u>
Classroom teachers	<u>31</u>	<u>0</u>
Special resource teachers/specialist	<u>6</u>	<u>2</u>
Paraprofessionals	<u>13</u>	<u>3</u>
Support Staff	<u>13</u>	<u>3</u>
Total number	<u>65</u>	<u>8</u>

12. Average school student-classroom teacher ratio, that is, the number of 20 : 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	96 %	97 %	97 %	98 %	97 %
Daily teacher attendance	95 %	95 %	95 %	95 %	95 %
Teacher turnover rate	3 %	6 %	3 %	3 %	0 %
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

Highland Elementary School (HES) was established in 1966 in a then rural setting on the east side of Owensboro, Kentucky with an enrollment of nearly 200 students. HES steadily grew from a rural setting to a more suburban neighborhood school. Now, HES is in a growth area where large neighborhoods are quickly expanding and commercial developments are enclosing our school community. The school community has provided HES a growing and supportive school population, strong parent organizations, and an incredible pride in our school's academic success.

Presently our school population includes 620 students and 73 staff members. HES has 31 classrooms for preschool through fifth grade including three emotional/behavior disability classrooms. We also have the district's first fee-based preschool which blends with our state-funded preschool. Four years ago, our Early Learning Center addition was designed specifically for our preschool and kindergarten students. It features seven classrooms, a computer lab, and a large commons area for plays, assemblies, and learning activities.

The HES school mission statement states HES 'Highlights Success' for all students by spotlighting life-long learners. Most importantly, 'Highlighting Success', is what we do everyday to build the 'I can do' attitude and increase self-esteem for all students. HES students are our greatest assets; their success is our success. We take pride in 'Highlighting our Successful Students' through quarterly grade-level recognition days, daily announcements recognizing student accomplishments, a weekly 'Friday Focus' web-based memo updating parents on students' successes, Monday 'Parents In the Know' classroom newsletters, Character Education students of the month, and our annual Honors Assembly recognizing student test scores to name only a few examples. Genuine praise and recognition of success is a cornerstone of our school culture.

Highland has a rich history of academic success. The Kentucky Department of Education identified HES as a Pacesetter School for scoring in the top 5% in the state accountability cycles of 2000-02, 2003-04 and 2005-06. HES ranked in the top 6 of Kentucky's schools in each of the past 5 years (2003/3rd, 2004/6th, 2005/2nd, 2006/2nd, and 2007/5th). We attribute our student academic success to:

- * Rigorous and Relevant Curriculum- Curriculum is the cornerstone for all academic programs. Our curriculum directs instruction which ensures student success for all ability levels and ethnic groups. HES professional development is job-embedded and provides teachers with research-based content and practices. Teachers teach 'thinking skills' which are vital for the 21st century working/learning community. HES students work together to be problem solvers and creative thinkers.
- * Data-Driven Decisions- Data is collected on students continuously and drives real-time changes in instruction and programs..
- * Relationships- Quality staff are provided feedback on their ability to reach out to and connect with all students and parents. Great value is placed on creating and maintaining an inviting environment with a high degree of parental involvement.
- * High Expectations for All- Highland has a tradition of high expectations for all stakeholders. We give and expect only our best! The HES Pledge, repeated daily by all of our HES family, states 'I am a smart, special, valuable person. I respect myself and I respect others. My words and actions are kind and honest. I accept only my best in all I do. I am proud to be me!'

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Highland Elementary School participates in the Commonwealth Accountability Testing System (CATS) each year. Students display their skills during this annual assessment in order to gauge progress as a school and allow for instructional decisions to improve teaching and learning. The CATS assessment currently consists of the Kentucky Core Content Test (KCCT), writing portfolios and prompts, and non-academic components. This assessment is administered in the forms of multiple choice items and open response questions requiring students to write and explain key concepts in content areas.

In 2006, Kentucky changed their assessment system so all 3rd, 4th, and 5th grade students would be assessed in both reading and mathematics. Therefore, comparisons between 2006 and 2007 and previous years are considered invalid. In addition to science and practical living/vocational studies, fourth grade students demonstrate writing skills through the portfolio, a collection of their writing throughout the year. The portfolio consists of three pieces: reflective, personal/literary, and transactive and is generated, conferenced, and published with adult supervision. In addition to social studies and arts/humanities, fifth grade students are asked to apply their writing skills independently by completing a written piece for the on demand portion of the assessment. These students choose between two given prompts and work through the entire writing process to publish a piece during the assessment time allotted.

Performance levels for Kentucky's state assessment are novice, apprentice, proficient, and distinguished. In accordance with the federal mandates of The No Child Left Behind Act, Highland Elementary has consistently met its adequate yearly progress goals by meeting 100% of all targets. In the state of Kentucky, our legislature set a goal for every school to reach proficiency, an accountability score of 100, by the year 2014. Schools receive an academic index score as well as an accountability index score.

Highland reached the state's proficiency goal in 2002 with an academic index of 103.6, a full 12 years before the deadline, and has since maintained consistent growth. Highland's current academic index is 117.1 garnering the top scores in the district for the 3rd year as well as top state rankings. In reading on the KCCT, Highland scored a 116.27, measuring growth of over 16 points since 1999, with 94% of our students scoring at the proficient or distinguished level. Math shows an even greater growth measurement by scoring 121.62 an improvement from a 79 in 1999. Over 89% scored at the proficient or distinguished level.

When analyzing disparities amongst subgroups, the only disproportion noted is between the free/reduced lunch students (101.2) and the non free/reduced lunch students (119.5). Both of these scores exceed the proficiency mark of 100. Still, Highland teachers are dedicated to closing all gaps between all students. At Highland, we serve students on the eastern side of the district with emotional and behavior disabilities. These students are included in regular classroom activities and also participate in the state assessment. Our teachers are focused on improving this subgroup's achievement by providing extra services for these students in the areas of reading and math, even though their scores return to their home school.

*Kentucky changed the 3rd grade assessment in 2006-2007. Prior to 2006-2007 3rd grade students took the CTBS. Scores were not disaggregated based on subgroups or content areas. Only composite scores were officially reported.

General Assessment Notes

In 2006-2007, Kentucky changed their testing system. Therefore, comparisons between 2006-2007 and previous years are invalid.

Kentucky only assessed reading in 5th grade beginning in 2006-2007.

Kentucky only assessed math in 4th grade beginning in 2006-2007.

Test results for Highland Elementary are located at www.daviess.kyschools.us

2. Using Assessment Results:

When testing is complete and all materials are sent back to KDE, the staff at Highland anxiously await the scores. Once the test results are in the principal's hands, the anticipation builds as each staff member waits for their personal copy. Highland celebrates the release of scores with the Success Breakfast for staff, a catered meal to delight in a job well done. Each teacher meticulously goes over scores regardless

of their grade or subject taught. Immediately following the celebration the analysis work begins. A joint meeting of staff and the Site Base Decision Making Council is conducted in order to analyze the testing data in a very in depth way. During this meeting, teams are set up to examine specific core content areas, looking for strengths and weaknesses. At the completion of the group reports, a plan for continued improvements is developed. Included in this plan are strategies for improving whatever weaknesses appear. Currently a 5 point strategic plan is in place which includes:

1. No excuses, no child escapes
2. Write everyday in all content areas for relevant and multiple purposes
3. Build relationships with students
4. Teach strategies for multiple choice questions
5. Continue to focus on rigorous content

Highland also uses assessment data that is collected throughout the year to make instructional decisions. Close monitoring, analysis sessions, and planning opportunities are used with Measures of Academic Progress (MAP) data. This adaptive computer assessment provides immediate feedback for students and teachers in the areas of Reading, Language Arts, and Mathematics. The MAP assessment is administered to all K-5 students in the fall and spring with an additional testing window open in the winter for students who have received intervention services to monitor their impact. Students are well aware of their own data; it isn't a secret. Each student receives their fall score as well as a target to reach. Teachers set up plans for how that target score will be achieved. Students are challenged to beat their fall score and hit their spring target. Most importantly, students are encouraged to grow as a learner.

3. Communicating Assessment Results:

Communicating with students, parents, staff, and community is vital to the success of a school. HES uses a variety of methods to communicate assessment results. Communicating the results to students is a celebration! Each September, in conjunction with the HES Fall Festival, students are given the opportunity to ride carnival rides, right in our front yard, to celebrate their success. We hold an annual Honors Assembly to recognize student achievement. We provide achievement medals to students who excelled on the state assessment. These students are inducted into the HES Hall of Fame and are featured on posters hanging in the main hallway. The Leadership Team at HES recognizes students each nine weeks for ongoing successful achievements by eating a meal with the students.

Each student at HES has an Individual Student Profile including all current assessment data, CATS, MAP, and STAR (computer adaptive reading test and database) and is updated each nine weeks. This profile, combined with the student report card, provides a framework for detailed parent-teacher conferences. HES achieves a goal of meeting or speaking with 100% of parents during conference time. The 'Friday Focus' highlights the smallest student achievements to the biggest accomplishments! The Highland Success Flash is sent home to every parent explaining test scores in appropriate and parent-friendly language.

In addition, assessment results can be located on the school or district website, the KDE site, and the local newspaper. Assessment results are also communicated to the school based decision making council each year, as well as, the district school board.

4. Sharing Success:

Highland believes the opportunity to share with others allows for growth, therefore, we readily accept the opportunity to share with other teachers, schools, or districts. Highland opens its doors to local and regional college students on a yearly basis providing them with insights into how schools are successful. Upon release of state assessment scores, the phone begins to ring requesting visits from other schools. During a school visit, fellow educators take guided tours, attend question and answer sessions, and leave with strategies that have made Highland a top school in the state.

The Daviess County district shares with one another as well. By holding a 'Share Fair', all teachers across grade level and content areas have the opportunity to showcase strategies that work, share techniques, and ask questions. Local workshops allow Highland teachers to share the success they have had while gaining professional opportunities to collaborate with other successful educators. Teachers serve on numerous district or state committees such as: The DCPS Foundation Signature Events, Safe Crisis Management District Training Team, regional behavior cadre, state writing cluster leaders, and literacy cadre members. HES is a member of the Kentucky High Performing Alliance, and therefore have had numerous requests for administrators and staff to conduct professional development workshops or make presentations at local, state, or national conferences. These include: Kentucky Association of School Councils, National Gifted Conference, Western Kentucky Regional Cooperative, and State School Board Meetings. Highland loves to share their successes through the local newspaper, news affiliates, and the local cable television public access channel dedicated to our district.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Highland Elementary has a tradition of excellence in delivering a rigorous, focused, and relevant curriculum that drives instruction. We believe in instruction that matches individual needs, so that each child achieves at high levels.

Reading at Highland involves utilizing specific strategies in order to develop not only an in depth understanding of text, but an enjoyment of what can be a life-long pastime. Highland focuses on high level reading activities that ask students to think critically, respond, infer, ask questions, and communicate. Highland students are encouraged to write everyday! Through an integrated school wide writing program, each grade level focuses on enabling students to effectively communicate through all genres. Beginning in our preschool program, students write to learn, write to demonstrate learning, and write for publication to authentic audiences in accordance with Kentucky Writing guidelines. Students in kindergarten through fifth grade develop a 'working' writing folder to demonstrate personal, literary, transactive, and reflective writing throughout the years. Open-response and on demand writing opportunities are also given in all grades. These portfolios travel with students from grade to grade as they make choices about their writing, continue to develop pieces, and share their accomplishments with others.

Everyday Math, which focuses on high level problem solving is the core of Highland's math curriculum. As a spiraling program, Everyday Math allows students to consistently revisit content. Teachers supplement with manipulatives, relevant hands on activities, and real world applications that internalize key mathematical concepts. Math scores at HES have improved each year as teachers focus on individual student needs. HES utilizes supplemental materials and programs to enhance student learning, such as DesCartes and Successmaker.

The Social Studies curriculum consists of a variety of activities to internalize key concepts, such as historical perspective, cultural diversity, government, and economics. Utilizing field studies, including the annual trip to Connor's Prairie in Indiana, guest speakers, project based activities, and role playing opportunities, students participate in real world situations. Students at HES role play moments in history and complete projects such as timelines and power point presentations. Our students perform a production titled 'B is for Bluegrass' focusing on Kentucky's heritage. In addition, fifth grade students participate in a complete immersion of culture days such as Native American, Pioneer, and West African where students are involved in all aspects of culture.

Science instruction consists of the three core content areas: physical science, earth/space, and life science. Using scientific inquiry methods as well as opportunities for hands on learning, students are actively engaged in experiments therefore developing an in depth knowledge of scientific principles. Fourth grade students have had the chance to participate in MAD science presentations that provide real world examples of key concepts. Our students visit the Louisville Zoo and the Owensboro Botanical Gardens to enhance key scientific concepts. Highland's library media specialist is an additional resource for research opportunities as well as conservation and agriculture.

The Arts and Humanities curriculum at Highland allows students to participate in weekly discovery art classes. With the assistance of the music teacher, students accelerate through numerous levels as they learn to play recorders, and participate in the Strings Attached program (introducing violin instruction to all fifth grade students). Numerous artists in residence support the curriculum such as a Native American guest artist.

Our Practical Living/Vocational Studies program focuses on personal wellness, nutrition, safety, and career awareness. An additional key component at HES is our involvement in the Carol M. White Physical Education Grant with other Daviess County Schools, where fitness is incorporated into student's lives encouraging strong physical awareness and learning to exercise correctly.

2a. (Elementary Schools) Reading:

Literacy is a primary focus at HES. Our teachers believe literacy is the foundation for all learning. We strive not only to teach children to read but to love reading, by building this life long skill. We strive for children to move from learning to read to reading to learn. Our goal is for all children to read on or above grade level before leaving HES. HES students enter the building with a wide range of reading abilities, from

the child who has no preschool experience to the child who walks through the door reading. Through the use of the district kindergarten screener, teachers immediately begin the process of assessing each child's individual needs. This process continues with P1-5th grades utilizing MAP data as a tool for assessing and differentiating student instruction. In addition, the STAR test is given to identify appropriate independent reading levels as well as an instructional reading level. Students are then placed into flexible groups. Highland establishes a sacred reading time, which allows for uninterrupted instruction. Our core instruction is rooted in our two chosen basal reading series, Scott Foresman and Houghton Mifflin. These series focus on research based components of phonemic awareness, phonics, vocabulary, fluency, and comprehension. Yet our teachers know one program does not fit all needs, therefore supplemental materials are utilized. Our preschool and 1st grade students use Earobics and Sing, Spell, Read, and Write. All students use Success Maker Reading, an individualized computer based program offering descriptive reports for each teacher to further understand a child's reading needs. Intervention strategies begin with an intensive assistance plan. These children work with trained teachers on programs such as Lindamood-Bell (LIPS), or are allowed additional reading time with assistants who can provide one on one instruction through our ESS (Extended School Services) daytime waiver. Above level readers have multiple opportunities for enrichment such as Junior Great Books, Literature Circles, Book Clubs, and Critical/Creative Thinking skills through our GEM (Gifted Education Model) Coordinator.

3. Additional Curriculum Area:

HES is focused on not only meeting individual student needs but developing talents and abilities along the way. The arts are fundamental in facilitating feelings and emotions at a young age. Research shows that students who participate in arts programs have enhanced learning opportunities in other areas, through developing thinking skills. In addition, the arts are vital in developing individuals with creativity, positive self worth, and appropriate social skills.

Even though Owensboro is a city of less than 60,000 people, unique opportunities are available for our students to develop their interest and knowledge in the arts. Through the RiverPark Center, a downtown cultural arts venue, the Museum of Fine Arts, Bluegrass Museum, and visiting local artists in residence HES students become immersed in cultural experiences. Art, music, drama, and dance encompass the Arts and Humanities curriculum at Highland. Students participate in discovery art classes once a week with specialized instructors who focus on visual arts. HES students learn to play on Yamaha keyboards, harps, dulcimers, recorders, as well as having the opportunity to participate in choir and percussion ensembles. These ensembles perform for community events such as Winter Wonderland at the River Park Center and local nursing homes, as well as school events. From the beginning kindergartener to our accomplished fifth grade students, the musical instrument opportunities are abundant. Students learn, create, and perform elements of dance in our physical education program. Local dance instructors visit our building yearly to provide dance element instruction to all students. These dance, music, drama, and visual arts skills culminate in the fourth and fifth grade Renaissance performances produced each year. This annual event is highly recognized and attended by over 1,000 community leaders, district personnel, students, and parents. Our students love to sing, play instruments, dance, and create works of art. It is our responsibility to provide these opportunities for all HES students in order to develop a well rounded child.

4. Instructional Methods:

First and foremost our school is dedicated to student learning and differentiating the instruction for all students. With the wide range of abilities our clientele possess, the challenge of differentiation is a constant goal for teachers at HES. In order to meet our student's needs and achieve a year of growth it is imperative for classroom settings to be geared towards the highest level of instruction. Therefore, as you walk the halls of Highland you may see a variety of instructional methods. Students dance with motions to remember a concept, sing math facts, huddle together in groups to complete a project, and utilize computers as they research information and create presentations. A national trainer on staff in Talents Unlimited, a critical and creative thinking skills model, helps teachers take notice of students thinking critically at high levels.

The primary instructional focus at HES is modeling and coaching. It is our certainty that 'coaches' provide the missing link to students making connections in their learning. The expertise of a good coach is invaluable to a child's ability to believe they can achieve at high levels. Highland takes the position that good coaches don't just watch a team/student practice something incorrectly and then make a plan to correct or reteach at another time. Great coaches correct on the spot and offer support. This philosophy

has allowed HES students to receive immediate one on one feedback in their learning. In closing achievement gaps, we believe the job lies with all. Our call to action states, 'Every person within the building is an instructional leader, from our lunchroom staff to our principal all contribute to the success of Highland's students.'

5. Professional Development:

Highland understands the importance of building a school community of adult learners. We believe the best professional development is focused on student learning and is on-going and job embedded in daily instruction. The staff developer at HES serves an important role in keeping professional development ideas at the forefront of teacher discussions. The staff developer actively models lessons for teachers and provides needed resource information and support. Professional development provides valuable research-based content and allows time for teachers to network, dialogue, and understand implementation strategies. During the yearly planning process and growth plan development of teachers, decisions are made regarding professional development to improve student learning. For the past ten years, HES staff has participated in yearly vertical and horizontal alignment conversations to align school curriculum with district, state, and national standards. These conversations are teacher led and provide opportunities to develop teacher leaders within the school. Through the use of Title II funding, Highland provides substitute teachers so that the regular classroom teachers may participate in trainings during the school day. These training sessions have included such topics as: analysis of student work, literacy strategies, data analysis, critical thinking, book study and a curriculum alignment with newly adopted textbooks.

Our new district initiative of focusing on the needs of students for the 21st century has guided many of our discussions in 2007-2008. Teachers are learning about the significance of rigor, relevance, and relationships to developing life long learners. Teachers have participated in Success Walks by visiting other colleagues' classrooms and providing positive feedback. The principal has participated in district led Learning Walks to visit other district schools spanning across grade levels to focus on critical thinking and to calibrate the understanding across the district of what quality instruction looks like. At HES, students and staff embrace the mission statement of 'Highlighting success and life long learners.'

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test NRT/ CTBS 5

Edition/Publication Year New version ea Publisher CTBS/ McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month		April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards 50-100 percentile					
% "Exceeding" State Standards 75-100 percentile					
Number of students tested		75			
Percent of total students tested		100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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				
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient plus Distinguished	94				
% "Exceeding" State Standards					
Distinguished	47				
Number of students tested	91				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. Free/Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Distinguished	78				
% "Exceeding" State Standards					
Distinguished	14				
Number of students tested	14				
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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				
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient plus Distinguished	89				
% "Exceeding" State Standards					
Distinguished	59				
Number of students tested	91				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. Free/Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Distinguished	64				
% "Exceeding" State Standards					
Distinguished	50				
Number of students tested	14				
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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				
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	95				
% "Exceeding" State Standards	60				
Number of students tested	78				
Percent of total students tested	100				
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard	70				
% "Exceeding" State Standards	20				
Number of students tested	10				
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	91	92	87	83	85
% "Exceeding" State Standards	73	60	49	48	36
Number of students tested	78	75	77	83	73
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard	50	77	53	86	93
% "Exceeding" State Standards	40	33	13	83	29
Number of students tested	10	18	15	22	14
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	92	91	98	94	97
% "Exceeding" State Standards	32	42	35	27	37
Number of students tested	73	79	72	75	90
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard	90	64	94	86	100
% "Exceeding" State Standards	60	21	38	0	14
Number of students tested	10	14	16	14	21
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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				
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	88				
% "Exceeding" State Standards	66				
Number of students tested	73				
Percent of total students tested	100				
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard	80				
% "Exceeding" State Standards	40				
Number of students tested	10				
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					