

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 Mr. Randy Neeley

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

Official School Name White Hall Elementary School

(As it should appear in the official records)

School Mailing Address 2166 Lexington Road

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

Richmond

Kentucky

40475-7900

City

State

Zip Code+4(9 digits total)

County Madison

State School Code Number* 365

Telephone (859) 625-6134

Fax (859) 624-4512

Web site/URL www.madison.kyschools.us/wh/

E-mail randy.neeley@madison.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. Tommy Floyd

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

District Name Madison County

Tel. (859) 624-4500

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. Betsy Bohannon

(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: _____ 10 Elementary schools
 _____ 3 Middle schools
 _____ Junior High Schools
 _____ 2 High schools
 _____ 1 Other
 _____ 16 TOTAL
2. District Per Pupil Expenditure: _____ 9173
 Average State Per Pupil Expenditure: _____ 9602

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. _____ 3 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	10	18	28	7			0
K	56	35	91	8			0
1	64	58	122	9			0
2	52	59	111	10			0
3	54	47	101	11			0
4	46	64	110	12			0
5	38	38	76	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							639

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 1 | % American Indian or Alaska Native |
| 1 | % Asian or Pacific Islander |
| 3 | % Black or African American |
| 3 | % Hispanic or Latino |
| 92 | % 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 6 %

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	21
(2)	Number of students who transferred from the school after October 1 until the end of the year	16
(3)	Total of all transferred students [sum of rows (1) and (2)]	37
(4)	Total number of students in the school as of October 1	635
(5)	Total transferred students in row (3) divided by total students in row (4)	0.06
(6)	Amount in row (5) multiplied by 100	6

8. Limited English Proficient students in the school: 2 %
- | | |
|----|---|
| 15 | Total Number Limited English Proficient |
|----|---|

Number of languages represented 3

Specify languages: Spanish, Korean, Russian

9. Students eligible for free/reduced-priced meals 40 %

Total number students who qualify: 256

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: 23 %
146 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>2</u>	Orthopedic Impairment
	Deafness	<u>28</u>	Other Health Impairment
<u>1</u>	Deaf-Blindnes	<u>5</u>	Specific Learning Disabilit
	Emotional Disturbanc	<u>95</u>	Speech or Language Impairment
	Hearing Impairment		Traumatic Brain Injury
<u>3</u>	Mental Retardation	<u>2</u>	Visual Impairment Including
<u>5</u>	Multiple Disabilities		Blindness

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>29</u>	<u>1</u>
Special resource teachers/specialist	<u>6</u>	<u>0</u>
Paraprofessionals	<u>7</u>	<u>1</u>
Support Staff	<u>4</u>	<u>0</u>
Total number	<u>47</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of 22 : 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 %	96 %	95 %	96 %	95 %
Daily teacher attendance	98 %	97 %	97 %	96 %	97 %
Teacher turnover rate	1 %	1 %	0 %	0 %	0 %
Student drop out rate (middle/hig	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

PART III - SUMMARY

White Hall Elementary School has a tradition of excellence and high expectations for all of our students. Our mission is for every student to have the opportunity to reach for the STARS. Successful students learning at their highest potential:

Technology literate
Attending in an atmosphere that is safe, caring, and positive
Respectful of themselves and others
Saluting and celebrating diversity

We realize it is not just the efforts of our staff that make a difference in the level of success of our students. Hard working PTA members and dedicated parent volunteers contribute in many ways both in and out of the classroom. Our PTA meets monthly, publishes a monthly newsletter, and is always willing to help out in any way needed. Throughout the school year our teachers, Family Resource Center Director, and the PTA work hard to also provide a variety of opportunities for parents to be partners in their child's education and share in their experiences from pre-school through fifth-grade. White Hall works hand in hand with our on-site Family Resource Center serving the families in our community. The Family Resource Center also affords us many opportunities to demonstrate our commitment to the Community Partnership Program by supporting and receiving support from the American Red Cross, Salvation Army, the Family Resource Center and local Food Banks, Hoops for Heart, Jump Rope for Heart, the United Way, 4-H extension programs, and the local Recycling and Waste Management Agency. White Hall is always reaching out to the community and assisting in any way possible.

An extensive list of extra-curricular activities is offered to all White Hall students including the Academic Team (problem-solving and quick recall), Art Club, Dance Club, Cheer Club, Jump Club, STLP(technology group), Conservation education, 4-H Club, Scouts, Junior Achievement, Destination Imagination, Sewing Club, Beta Club, Safety Patrol, Mentoring Program, Student Voice Representatives, and F.R.O.G. Club (fully rely on God). These activities provide the students the opportunity to broaden their horizons, explore different interests, and express themselves while teaching them real world connections. The way to best meet the needs of our diverse population is taking those needs into consideration while making policies through the Site Base Decision Making council, establishing procedures and setting high expectations for the students at White Hall. Being a school-wide Title 1 facility allows us to utilize the Title 1 and Extended School Services personnel addressing some of our students' specific needs. Title I and Extended School Service assist us in reducing class sizes, providing instructional assistance in the classroom, and encouraging parental involvement. We are here to help our students meet our high expectations while encouraging them to become happy and productive citizens. White Hall Elementary is the flagship school for Madison County applying for Blue Ribbon Status. Achieving the score of 115.5 put us into the public eye and led to visits by teachers and administrators from around the state, legislators, and members of the Kentucky Department of Education. White Hall is proud to say that every content area achieved a score of 100 or better, the projection score for every school in Kentucky to achieve by the year 2014. We attribute our success to being invested in each child's progress and doing 'whatever it takes' to make sure each child at White Hall Elementary feels like a STAR.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1 Assessment Results:

White Hall Elementary, as all other public schools in Kentucky, participates in the Kentucky Core Content Test given during a two-week testing window the spring of every school year. The KCCT measures the mastery of Kentucky Core Content curriculum and is administered in the form of multiple choice questions, on demand writing, writing portfolios, and open response questions. Students in the third, fourth, and fifth grades participate in this required assessment. Third grade students are assessed in Reading and Math, fourth grade students are assessed in the areas of Reading, Math, Science, Practical Living/Vocational Studies, and Writing Portfolios, and fifth grade students are assessed in the areas of Reading, Math, Social Studies, and Arts and Humanities. Students' academic results are calculated along with non-academic components such as: attendance, dropouts, and retentions to provide an overall academic index score. Goals for each school are set by the state and combined on a biennium table to show progress. Individual student performance on the KCCT is classified into one of four performance levels; general descriptions of each of these performance levels are as follows:

Distinguished Student Demonstrates

In-depth, extensive knowledge of content

Complex, concise, and sophisticated communication with explicit examples

Student consistently and successfully implements appropriate strategies as well as demonstrates insightful reasoning and makes connections where appropriate

Proficient Student Demonstrates

Broad content knowledge and able to apply it

Communication is accurate, clear, organized and has relevant details and evidence.

Uses appropriate strategies to solve problems and make decisions

Demonstrates effective use of critical thinking skills

Apprentice Student Demonstrates

Basic content knowledge and reasoning ability

Communicates reasonably well, but draws weak conclusions or only partially describes or solves.

Attempts appropriate strategies with limited success

Novice Student Demonstrates

Minimal, underdeveloped, and sometimes inaccurate content knowledge

Communication is ineffective and lacks detail with no evidence of connections between content areas

Uses strategies that are inappropriate

Data given to schools currently includes eight performance levels including Novice-Non-performance, Novice-Medium, Novice-High, Apprentice-Low, Apprentice-Medium, Apprentice-High, Proficient, and Distinguished. The descriptions mentioned above are found on each student report card to help parents understand their child's results. Our school uses the information provided to provide timely, effective and meaningful information to increase student achievement. The Kentucky Performance Report gives detailed grade level specific information such as: correct/incorrect multiple choice answers, open response (writing) scores at each level, a comparison between our school, district, and the state scores, gaps that may exist between different groups of students, and implications that exist for instruction and curriculum alignment. Together we look for areas that are higher or lower and then develop a plan to address the needs of the students. We examine all populations for gaps in achievement noting the differences and/or patterns between performance levels. If gaps are present, we identify causes and make a plan to address them to support the growth of all students.

White Hall's total Academic Index for 2007 was 115.5, which is an increase of 34.5 points since 2001-2002. In reading on the 2007 KCCT, White Hall has a current score of 110.44 with 90% of our students scoring at the proficient and distinguished level. In Math, the current score is 114.23 with 87% scoring at the proficient and distinguished level. All scores are above the required standards set by the state and meet Adequate Yearly Progress for No Child Left Behind.

Test results for White Hall Elementary can be accessed at www.madison.kyschools.us or at <http://www.kde.state.ky.us>

2. Using Assessment Results:

The state assessment in the spring is only one form of information that we use at White Hall to help ensure student achievement. Once the data is returned from the Kentucky Core Content Test, typically in September, our county uses a staff development model so that each school can analyze the Kentucky Performance Report scores. We create teams made up of all teachers and staff and each team takes one or two specific areas to disaggregate; these teams provide ownership and insight into the scores at which they are looking. We then come back together as a faculty to look at patterns and trends, if certain groups are moving up, staying steady, or moving downward, long term trends, short term trends, and groups that appear to need more attention. Following the collection of the data, we brainstorm instructional methods to teach and engage all students and discuss whether our assessment system provides us with adequate feedback about students' growth toward proficiency.

Beginning in September and continuing after our formal data assessment, our schools administer the Predictive Assessment Series. This PAS test is a diagnostic tool that provides specific objective information for every student in reading and math for grades 1-5 and arts and humanities, social studies, and science information for grades 4 and 5. The color coded report forms, which can be found at www.thinklinklearning.com help teachers to quickly guide instruction and provide timely intervention for their students. Grade test results are used to help guide the reading instruction of students in grades 1-3.

White Hall combines all testing data to help provide the most comprehensive approach to student achievement. Coupled with vertical and horizontal planning as well as curriculum alignment, we are able to help every student achieve to their highest potential.

3. Communicating Assessment Results:

White Hall uses many avenues to communicate student performance and assessment data to students, parents, and the community. On a statewide scale, our school report card offers updated information about our schools assessment results from the previous year. It also provides information such as educational equity, general information about the school, and activities and/or program details. Individual student assessment reports, with interpretation guides for the parents, are mailed home at the beginning of each school year. This information helps provide parents with specific information about the performance of their child and areas of strengths and weaknesses. In order to provide each student with individualized instruction through differentiation, we use the Predictive Assessment Series offered by Discovery Learning. This is a test that first grade through fifth grade students take to show their progress toward proficiency. The results and reports provided from the PAS assessment offer the teachers a very detailed look at each student's progress as well as specific objective obtainment. Such detailed reports help the teachers to plan the most effective lessons for his or her students. Individual reports from the PAS test are included with the report cards for parent review. On a school-wide level, mid-term assessments go home with the students midway between each 9 weeks grading period (4.5 weeks) and provide opportunities for parents to see the specific objectives on which their child is working and the academic achievement of their child. The two parent teacher conferences, which White Hall conducts, immediately follow the first and third nine weeks report card. White Hall offers award assembly programs to help encourage and reward students for their hard work and effort. During our 9 weeks awards program, students are recognized for their academic achievement as well as recognized for perfect attendance and good citizenship. Academic achievement is recognized during school board meetings through 'student showcases', which in turn is shared via the news media. In addition, our Newspapers in Education partner, the Richmond Register, lists the name of every student who makes the honor roll at every school and that is published for our community.

4. Sharing Success:

White Hall Elementary has had many opportunities to share as well as receive information about specific strategies to help improve student achievement. Madison County Schools have a long history of conducting county wide sharing and training seminars, professional development opportunities, and providing leadership training through our Grow Your Own cadre. Teaching professionals from White Hall have had the opportunity to visit other highly successful schools to gain insight and perspective that would enable us to raise our level of intensity. We, in turn, have shared some of our successful strategies with schools from surrounding counties. During these visits, we provided guided tours with classroom time as well as detailed information about scheduling, curriculum maps, collaboration models, etc. We have the philosophy that we want to share as much as we can with each other considering all of our goals remain the same-increasing student achievement.

The principal at White Hall Elementary has spoken to aspiring leaders about rigor, relevance and relationships. In collaboration with the Chamber of Commerce to promote community partnerships, the principal presented an overview of building relationships and culture. Additionally, he has led district wide discussions on reducing the achievement gap of targeted subgroups. He also supports teachers who express a desire to attend conferences that will develop their teaching potential. White Hall's Parent Teacher Organization encourages school pride among faculty and students through fundraising efforts that parallel student achievement. The community newspaper, The Richmond Register, supports both our academic and extracurricular programs through articles, interviews, and coverage of events. Local cable television, Public Access Education channel, provides detailed information regarding upcoming events and critical school calendar dates promoting home/school communication.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Curriculum is the foundation of all instruction at White Hall Elementary School. Every certified teacher, instructional assistant, and paraeducator applies the Kentucky Program of Studies and the Core Content 4.1 while developing both class and individual lesson plans. These documents are referred to daily to ensure coverage of all concepts in each subject area. Team planning, collaboration, and grade level meetings further enhance the consistent delivery of instruction. These meetings provide a means of self-monitoring and support. At the district level, feedback on student engagement during instruction is provided by the district's 'E-Walk Team' (electronic walkthrough evaluation team). Curriculum Maps were developed to guide instruction and ensure consistency of instruction throughout the district. It is not uncommon for White Hall teachers to peer-tutor in order to advance their teaching methodologies and utilization of technology. White Hall teachers consciously incorporate standard based units, common assessments, and vertical/horizontal curriculum alignment to meet or exceed district goals and provide teachers with vital student data to drive instruction.

The comprehensive White Hall Elementary curriculum is as follows:

Reading: Classrooms are composed of heterogeneous groups who receive whole group and small group instruction. Critical vocabulary is introduced weekly and emphasized for understanding and mastery. Special education and collaboration further addresses the needs of individual students. Title I and Extended School Service monies provide certified personnel and instructional assistants who target at-risk students both during the instructional day and after school. Research based programs such as Houghton Mifflin texts, Saxon Phonics, Soar to Success, Early Success, Reading Recovery, Great Leaps, as well as the computer based programs STAR Reading, Accelerated Reader, and Read About are components for instruction and intervention.

Writing: White Hall students develop a writing portfolio. Students write answers to open-response questions and on-demand prompts in all content areas. Following the Kentucky Program of Studies, students are taught the four genres of writing; literary, personal, transactive, and reflective writing. Fourth grade writing portfolios are scored and analyzed for instructional implications. Every White Hall teacher plays a vital role in the implementation of the school-wide writing curriculum.

Math: The math curriculum includes algebraic thinking, data analysis and probability, geometry, measurement, number properties, and computation. To facilitate the highest student achievement in math, White Hall elementary students receive Title I, Extended School Service, and collaboration support. Computer based learning is also employed through programs such as FASTT Math (Scholastic Company) to promote mastery of basic skills.

Science: White Hall students consistently score among the highest in the state in the area of science. Each grade level teaches science based on the core content components: physical, earth, and life sciences. The scientific method is taught and reviewed each year to guide our students in hands on experiments using age appropriate scientific inquiry.

Social Studies: Teachers utilize a variety of instructional materials and strategies which include: standard based units, field trips, guest speakers, time-lines, student-generated projects, fine-arts performances, and History Alive. Horizontal and vertical alignment of the curriculum, as well as mastery of the social studies core content is demonstrated through the high achieving, state-ranked student scores.

Arts and Humanities: White Hall students receive an hour of weekly instruction in each of the arts and humanities disciplines: visual arts, music, dance, drama/theatre. The more students understand, the greater their ability to produce, interpret, or critique artworks from other artists, cultures, and historical periods. To further enhance the arts and humanities curriculum, extra-curricular programs such as the White Hall Dance Club, Art Club, and Sewing Club are provided. Additionally, transportation is provided for White Hall students who participate in community-based programs offered through the Richmond Area Arts Council (RAAC).

2a. (Elementary Schools) Reading:

It is the intent of every White Hall Elementary School teacher to equip each student with the necessary skills to succeed, continue their education and reach their potential. In order to accomplish these goals, the faculty and staff teach reading using research-based instructional materials and innovative instructional strategies. Formal reading instruction begins at the kindergarten level with the implementation and integration of Saxon Phonics, Houghton Mifflin Reading Series, Alpha Letter People and the EIR (Early Intervention in Reading) Program. EIR is designed to help kindergarten students succeed in school and develop a love of reading. This program uses whole-class instruction with small-group follow-up for the children with the most limited oral language and emergent literacy skills. The use of Saxon Phonics and the Houghton Mifflin Reading Series continues through the 1st grade where the Four Block instructional method and the use of Trade Books are added along with Reading Recovery and Early Success as intervention programs. Reading Recovery is used to assist struggling six year olds. Each Reading Recovery teacher designs and delivers individualized instruction until the student can successfully read and write independently. Early Success is a research-based reading intervention for students in grades 1 and 2 who need extra support to become proficient, grade-level readers. Early Success is available to struggling 2nd graders who are not already receiving a long-term intervention such as special education. The Houghton Mifflin Reading Series (Basal and Leveled Readers), Trade Books, and the Four Block instructional method is also implemented in the 2nd grade and continues through the 3rd where the Soar to Success Intervention Program is implemented for any 3rd grader who reads below grade level. Soar to Success continues through the 4th grade where Great Leaps is added as an intervention and continues through the 5th grade with students that read below grade level. The Carbo Reading Program is implemented with students who are resourced for special education. The Houghton Mifflin Reading Series (Basal and Leveled Readers) is used in both 4th and 5th grade reading classes (heterogeneous grouping) along with the use of Chapter Books used to teach independent reading skills, practice comprehension skills, and build critical thinking skills. The White Hall faculty works closely together to align the curriculum to state and district guidelines. Students and staff make full use of the STAR testing program for diagnostic purposes and identifying the reading level recommended for independent reading in conjunction with the Accelerated Reading program goals which are implemented school wide. The 4th and 5th grade students have had access to the Read About Program since February 2007. This is a self-managed, leveled reading system that meets the needs of every student. This technology-based reading achievement program provides personalized reading comprehension skills and vocabulary practice through the use of nonfiction reading materials. In all grade levels Title I / Extended School Service instructional assistants and Special Education teachers / paraeducators collaborate in the classroom and target those students who have been identified, are struggling, or are at-risk academically. Perhaps the most important strategies implemented by the faculty is developng relationships with all of the students and providing additional mentoring and/or attention to help the child realize his potential and the value of a good education.

3. **Additional Curriculum Area:**

White Hall's practical living/vocational program utilizes a variety of educational materials as well as incorporates hands-on learning through various community and school organizations. White Hall provides students with knowledge and activities that help them develop a sense of responsibility for their own physical, mental/emotional, and social well being. The 4-H program supports the current shift from rural to urban life by developing lessons in the subject areas of life, earth / physical science, and language arts. Conservation classes teach students to conserve and protect wildlife for the continuing benefit of the American people. Fourth grade students maintain White Hall's weather station, which is an outdoor classroom for all grade levels. The Madison County Health Department and Madison County Schools work in collaboration and provide health services to students in every school. Along with managing the day-to-day health concerns of our students, the school nurse program provides tobacco prevention and puberty classes. The North Madison Family Resource Center assists families to overcome obstacles that impede the education of their children. The aforementioned programs allow students to obtain a real world perspective and provide them with a variety of resources for the future. Community volunteers also take time from their busy schedules to teach students topics such as: economic decision making, activities based on students' individual interests/hobbies, to plan and maintain a budget.

White Hall also provides opportunities for students to transfer their content knowledge to leadership through our chapter of the National Jr. Beta Club, Student Technology Leadership Program, Academic Team, and Future Problem Solving Team. These after school activities help to mold our students into productive individuals and citizens.

4. Instructional Methods:

Instructional methods at White Hall Elementary vary in order to insure that all students are engaged and learning at high levels. To achieve at the highest level, teachers must be able to differentiate their instruction. By taking on this challenge our students may be working on different tasks at different times. Instructional practices to ensure that high achievement occurs with every student include: direct instruction, guided practice, re-teaching, monitoring, and assessment. Students are also grouped in a variety of ways to ensure proficiency for all (whole group instruction, small group instruction, small group work, and individual work). White Hall utilizes Marzano's strategies of identifying similarities and differences, note taking, summarizing, and the use of graphic organizers vertically throughout the school. Lesson plans are utilized to complement our collaboration model which is used throughout the school. Our special education teachers provide the least restrictive environment for our special needs students and enables the special education teacher to co-teach with the regular classroom teacher to enhance student learning. Common planning time is used to ensure consistency in core content instruction among grade levels. Teachers will analyze common assessments that are given throughout the year and to discuss the progress made following the district curriculum map. Grade level meetings are scheduled with the principal to spark conversation on small wins and to focus on areas of concern to address to ensure proficiency for all students. Extended School Service and daytime waiver is also utilized at White Hall. Every student who participated in our extended school service achieved at a level of proficiency or higher. Students receive immediate feedback during this time and re-teaching is done in small groups to ensure that each student understands the concepts that are being taught before going home. Another intervention that White Hall has implemented is our Leadership Team. The team consists of a teacher from each grade level, principal, counselor, and a community member. This team looks at White Hall as a whole and creates a vision for our school to make sure that we are progressing each and every day. The leadership team is also used as support for staff members that may need assistance in strategies and instructional methods to make sure that every student will reach proficiency. Instructional Assistants are invaluable members of our collaborative team. The assistants assist students and teachers in every way to improve student achievement. Site Base Decision Making team carries the goals to improve achievement. The council's main charge is to develop and approve policies and procedures to ensure that every student will reach proficiency.

5. Professional Development:

Our professional development program at White Hall is a cyclical process. Each year may have a different focus but the outcome is always the same: student focused and meeting every student's needs. Our district provides ongoing professional development in the area of math for each grade level and every teacher in the district. The key to making this a successful implementation is total buy-in throughout the school for vertical alignment. Marzano's book, *Classroom Instruction that Works*, has been embraced by our faculty. Many of the instructional methods of reviewing data and analyzing student work came from Robert Marzano. Mike Schmoker's *Results Now* is a book study that our leadership team has been involved with this year. Several staff members attended Mr. Schmoker's conference which resulted in courageous conversations and outlooks that happen inside the classroom and student achievement. The leadership team meets monthly and discusses issues in the classroom and suggestions are made to improve our school. Great ideas are generated which brings out opportunities for teachers to be leaders in the building. Teachers and instructional assistants are trained with the Kentucky Marker Paper Training for White Hall's school wide writing piece. This training is led by one of our own teachers in the building. White Hall also takes part in a school wide writing portfolio training every year. Technology has been a major push in our district and all of our teachers have been trained to use the interactive classroom. This professional development allows for collaboration between teachers to share what works and what they find to help in the development of students. District requires 12 hours of professional development each year. The number of hours that White Hall's teachers average in professional development is 23. Our teachers will do whatever it takes to make every student count.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 4 Test KCCT

Edition/Publication Year _____ Publisher _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards proficient/distinguished	89	86	83	84	85
% "Exceeding" State Standards distinguished	48	23	6	12	11
Number of students tested	71	94	79	69	99
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	1	2	3
Percent of students alternatively assessed	100	100	100	100	100
SUBGROUP SCORES					
1. Free/Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard proficient/distinguished	78	77	74	71	84
% "Exceeding" State Standards distinguished	35	18	0	8	0
Number of students tested	23	34	35	24	31
2. Exceptional Child Education					
% "Meeting" plus % "Exceeding" State Standard proficient/distinguished	69	72	69	82	69
% "Exceeding" State Standards distinguished	25	10	0	27	19
Number of students tested	16	21	16	11	16
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					
proficient/distinguished	92	91	88	86	88
% "Exceeding" State Standards					
distinguished	72	14	11	11	13
Number of students tested	71	110	110	101	100
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	100	100	100	100	100
SUBGROUP SCORES					
1. free/reduced lunch					
% "Meeting" plus % "Exceeding" State Standard					
proficient/distinguished	84	70	0	0	82
% "Exceeding" State Standards					
distinguished	46	0	0	0	9
Number of students tested	24	10	4	3	11
2. Exceptional Child Education					
% "Meeting" plus % "Exceeding" State Standard					
proficient/distinguished	69	0	0	62	71
% "Exceeding" State Standards					
distinguished	44	0	0	8	7
Number of students tested	16	6	8	13	14
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					
proficient/distinguished	90	0	0	0	0
% "Exceeding" State Standards					
distinguished	30	0	0	0	0
Number of students tested	94	0	0	0	0
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
SUBGROUP SCORES					
1. free/reduced lunch					
% "Meeting" plus % "Exceeding" State Standard					
proficient/distinguished	89	0	0	0	0
% "Exceeding" State Standards					
distinguished	32	0	0	0	0
Number of students tested	82	0	0	0	0
2. Exceptional Child Education					
% "Meeting" plus % "Exceeding" State Standard					
proficient/distinguished	75	0	0	0	0
% "Exceeding" State Standards					
distinguished	20	0	0	0	0
Number of students tested	20	0	0	0	0
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					
proficient/distinguished	82	71	55	56	27
% "Exceeding" State Standards					
distinguished	37	38	13	10	5
Number of students tested	94	69	69	96	96
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
SUBGROUP SCORES					
1. free/reduced lunch					
% "Meeting" plus % "Exceeding" State Standard					
proficient/distinguished	70	54	17	32	13
% "Exceeding" State Standards					
distinguished	26	29	4	5	0
Number of students tested	27	28	23	37	40
2. exceptional child education					
% "Meeting" plus % "Exceeding" State Standard					
proficient/distinguished	55	50	10	31	19
% "Exceeding" State Standards					
distinguished	25	36	0	8	19
Number of students tested	20	14	10	13	16
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	89				
% "Exceeding" State Standards	28				
Number of students tested	97				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. White Students					
% "Meeting" plus % "Exceeding" State Standard	88				
% "Exceeding" State Standards	29				
Number of students tested	91				
2. Free/Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard	83				
% "Exceeding" State Standards	7				
Number of students tested	29				
3. Special Education					
% "Meeting" plus % "Exceeding" State Standard	88				
% "Exceeding" State Standards	29				
Number of students tested	17				
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	84				
% "Exceeding" State Standards	47				
Number of students tested	97				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. White Students					
% "Meeting" plus % "Exceeding" State Standard	84				
% "Exceeding" State Standards	46				
Number of students tested	91				
2. Free/Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard	66				
% "Exceeding" State Standards	14				
Number of students tested	29				
3. Special Education					
% "Meeting" plus % "Exceeding" State Standard	82				
% "Exceeding" State Standards	29				
Number of students tested	17				
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 Reading (LA) Grade 4 Test KCCT

Edition/Publication Year _____ Publisher _____

Scores are reported here as _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
Total Score	109	104	95	96	97
Number of students tested	71	94	79	69	99
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	1	2	3
Percent of students alternatively assessed	100	100	100	100	100
SUBGROUP SCORES					
1. Free/Reduced Lunch					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
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
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Subject Reading (LA) Grade 3 Test CTBS

Edition/Publication Year _____ Publisher _____

Scores are reported here as _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month		April	April	April	April
SCHOOL SCORES*					
Total Score		68	72	67	68
Number of students tested		74	92	84	81
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
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
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
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Subject Math Grade 3 Test CTBS

Edition/Publication Year _____ Publisher _____

Scores are reported here as _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month		April	April	April	April
SCHOOL SCORES*					
Total Score		76	79	74	75
Number of students tested		74	92	84	81
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
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
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
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					